A first and modest beginning toward a grammar of the Hualapai language, a Pai branch of the Yuman language family, this reference book is intended for use by: the Hualapai people to reaffirm the vitality of their language; the Hualapai teachers in their preparation of language materials for teaching; younger Hualapai to find the regularity and complexity of the language; and the linguists and general public to see the richness of the Hualapai language. Consisting of six parts, the reference book: reviews how a writing system was selected for the Hualapai language; explains the alphabet used and how each letter is pronounced; discusses the basic structure of Hualapai sentences with attention to noun and verb usage; explains how different types of sentences are formed and what they mean; and presents a discussion on nouns and pronouns. Other information provided includes an analysis of verbs in detail, a discussion of verbal expressions, and an explanation of sound symbolism; types and formation of useful expressions (modal, habit and repetition, and degree) are discussed and ways in which sentences can be expanded into longer and more complex ones are explained. Two appendices provide the vocabulary words and grammatical morphemes (Hualapai-English and English-Hualapai) that appear in the book. (ERB)
HUALAPAI REFERENCE GRAMMAR

Lucille J. Watahomigie, Jorigine Bender
and
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with
Elnora Mapatis, Josie Manakaja and Malinda Powskey

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3220 Campbell Hall
Los Angeles, CA 90024

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."
DEDICATED

to

The Hualapai Tribe

of

Arizona
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   [Variations include: gavg(i)yu:j, gavg:i:j or gelyu:j (slang)]

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   nyiwá "that very one that we can point at"

3.1.4 nyu ["this one very close or rather close to the speaker" or "that one right there"
   nyinyú "this very one that is very close to the speaker" or "that very one right there"
3.1.5 ha, "that one way over there"
    nyihā "that very one way over there (although the
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aux</td>
<td>auxiliary verb</td>
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<tr>
<td>Appl</td>
<td>applicative suffix</td>
</tr>
<tr>
<td>Dem</td>
<td>demonstrative suffix</td>
</tr>
<tr>
<td>Def</td>
<td>definitizer</td>
</tr>
<tr>
<td>ds</td>
<td>different-subject/reference marker</td>
</tr>
<tr>
<td>Dub</td>
<td>dubitative suffix</td>
</tr>
<tr>
<td>Emph</td>
<td>emphasis marker</td>
</tr>
<tr>
<td>Evid</td>
<td>evidential marker</td>
</tr>
<tr>
<td>Imp</td>
<td>imperative marker</td>
</tr>
<tr>
<td>Instr</td>
<td>instrumental suffix</td>
</tr>
<tr>
<td>Int</td>
<td>intensifier</td>
</tr>
<tr>
<td>Irreal</td>
<td>irrealis suffix</td>
</tr>
<tr>
<td>Loc</td>
<td>location marker</td>
</tr>
<tr>
<td>Neg</td>
<td>negative marker</td>
</tr>
<tr>
<td>Poss</td>
<td>possessive marker</td>
</tr>
<tr>
<td>Q</td>
<td>question marker</td>
</tr>
<tr>
<td>Recip</td>
<td>reciprocal suffix</td>
</tr>
<tr>
<td>Refl</td>
<td>reflexive suffix</td>
</tr>
<tr>
<td>State</td>
<td>state resulting from some action or passive suffix</td>
</tr>
<tr>
<td>Sub</td>
<td>subordinator</td>
</tr>
<tr>
<td>Subj</td>
<td>subject marker</td>
</tr>
<tr>
<td>ss</td>
<td>same-subject/reference marker</td>
</tr>
<tr>
<td>Voc</td>
<td>vocative marker</td>
</tr>
<tr>
<td>1</td>
<td>first person</td>
</tr>
</tbody>
</table>
2 second person
3 third person

#/# Object/Subject
2/1 2nd person object/1st person subject
3/1 3rd person object/1st person subject
1/2 1st person object/2nd person subject
3/2 3rd person object/2nd person subject
1/3 1st person object/3rd person subject
2/3 2nd person object/3rd person subject
3/3 3rd person object/3rd person subject

* ungrammatical or unacceptable

The aspirated consonants are indicated by adding the symbol {'
(e.g., t' as compared with the unaspirated t).
PREFACE AND ACKNOWLEDGEMENT

This is the first and modest beginning of writing a grammar of the Hualapai language, a Pai branch of the Yuman language family. Although Hualapai includes at least four regional dialects, we have dealt in this volume with those forms which are commonly shared by these dialect speakers. Today Hualapai is spoken in and around Peach Springs, Arizona by approximately 1,000 people. The initial seed of preparing a reference grammar was put down in 1976 when the Hualapai Bilingual/Bicultural Education Program began a leap forward under the directorship of Mrs. Lucille J. Watahomigie. Since then, individuals involved in the program (Cheryl Beecher, Jorigine Bender, Jean Imus, Josie Manakaja, Malinda Powskey and Phibert Watahotmigie) have been learning linguistic skills and methods in collecting data, and have been preparing themselves for this task. The goal of such training has been and will continue to be to become Hualapai linguists and educators.

This reference grammar is just a part of a larger work which has been undertaken by the Bilingual/Bicultural Program and we have expressed our basic philosophy toward the Hualapai traditions—language and culture, elsewhere. Our hope is that the Hualapai language will now be recognized by the Hualapai people as well as people outside of this community to be a vital part of the people's lives. Without language, we not only fail to communicate with each other in our daily life, but also we cannot even retain our own self-concept.

This grammar is intended to be used by a variety of people:

1) by the Hualapai people to reaffirm the vitality of the Hualapai language and to continue making the language an inseparable part of their traditional and contemporary life;
2) by the Hualapai teachers in their preparation of language materials for teaching the language to the younger generations;
3) by the younger Hualapais to find the regularity and complexity of the language;
4) by the linguists who study a variety of Yuman languages to describe the complexity of the languages and the history of Yuman languages and peoples;
5) and by a general public to see for itself the richness of the Hualapai language.

We have introduced some of the linguistic terms in the hope that some of the readers will continue reading more linguistic materials that are already available in manuscript or published forms. The book consists of six parts. We will briefly summarize each part.

Part I: Introduction.

Chapter I (Development of the Hualapai Writing System) is the only technical chapter in this book. It reviews how a writing system has been selected for the Hualapai language. Perhaps the most important point in this chapter is the discussion of the need for cooperation among the community people, the Bilingual/Bicultural Education Program Director and the staff, the school administrators and the linguists for the healthy and successful development of a language program in a Native American community. Chapter II explains the alphabet and how each letter is pronounced. The readers are urged to read this chapter before they proceed to further chapters.

Part II: Simple Sentences—An Overview.

This part deals with the basic structure of Hualapai sentences. Chapter I discusses two important characteristics of the language: 1) each of the nouns in a sentence has its ending which indicates the specific function of it—as an actor, an object, a location, a tool and so on, and, 2) the verb in a sentence also has its ending called an auxiliary verb. The relationship between a verb and an auxiliary verb is presented in detail. Chapter II summarizes different types of sentences—how they are formed and what they mean. These types include the statement sentences (called "declaratives"), question sentences (called "interrogatives"), command sentences, negative sentences and nominal predicate sentences (e.g., I am a Hualapai).

Each of the chapters in this part is an expanded discussion of the nouns and pronouns introduced in Part II. In addition to details of nouns and pronouns, Chapter IV deals with several ways to form compound nouns and to make verbs into nouns (i.e., the process called "nominalization").

Part IV: Elements of the Sentences—Verb Phrases.

This part deals with verbs in detail. The Hualapai language has an interesting array of verbal expressions—verbs of putting things on, of kinship relations, of emotions and of directions. These are exemplified in Chapter I. A particularly interesting chapter is on sound symbolism (Chapter III). One sound indicates something large and another sound something small, and these sounds are used in words to form contrasting pairs.

Part V: Useful Expressions.

A collection of useful expressions is presented in this part. Each of such expressions is formed in a unique way in the language. These include the modal expressions such as pretending, wanting, supposing and reaffirming; expressions of habit and repetition; degree expressions such as only, some, very or extremely; and so on.

Part VI: Expanding Sentences.

Part VI deals with the ways in which sentences can be expanded into longer and more complex ones.

Part VII: Epilogue.

Finally in this section we note some of the topics which will be covered in the second volume of Hualapai Reference Grammar.

A language is as complex and delicate as its users, and Hualapai is no exception. This book barely touches a tip of an iceberg but we hope that we have given sufficient excitement and encouragement for the readers to engage in further works on the Hualapai Language.

For several years before we began writing this volume, we have taped and transcribed the speech of older members of the community; we have consulted extensively with them during the analysis and writing sessions. Thus, during this project innumerable people shared their knowledge and wisdom with us and many of them actively participated in the preparatory work for the completion of this book. Although words cannot describe their invaluable contribution, we want to express our gratitude and appreciation to the following people. Any mistakes that may be found in this book are of course due to our limitations and ignorance and they are not to be associated with any of these people. Names are alphabetically ordered.

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Tribal Chairmen:

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PART I

INTRODUCTION
Chapter I: Development of the Hualapai Writing System

1.0 Prologue

"It is very evident that knowledge about American Indian languages is considered to be a thing of value and of relevance to the concerns not only of those who are interested in linguistic theory but also of those interested in education. Yet it is remarkable that when experts on American Indian languages are convened, native speakers of those languages, with occasional exceptions, are absent. It is somewhat of a disgrace that we have not succeeded in bringing a significant number of American Indians into the linguistic profession" (Hale, n.d.). This neglect of Native Americans as potential professionals persists. In 1973, Kenneth Hale succeeded in bringing two Navajo linguistic students to the American Anthropological Association Annual Meeting where they presented their papers to the linguists. In 1978, under Hale's supervision, two Native Americans received their Ph.D. degrees in linguistics from the Massachusetts Institute of Technology. They are the first Native Americans who have achieved this highest degree in the field of linguistics. One of them, Dr. Masayesva Jeanne (Hopi) was quoted in Wassaja (National Newspaper of Indian America) that "in my time, we were forbidden to speak Hopi at school. I believe this has changed somewhat, but those who know the language well enough to teach should be brought into programs directed at the young people, so that the language will not be lost." Dr. Jeanne's remarks epitomize the general attitude of Native Americans today.

Of course, from the very beginning of American linguistics, students of American Indian languages have been aware that there are
many "terminal languages." In these terminal languages, the fluent speakers are found only among older generations, and the number of speakers is rapidly diminishing (Chafe 1962, 1965). Even within the generations of fluent speakers, a rapid "forgetting" phenomenon (de-acquisition process) is observed (Voegelin and Voegelin 1977). Linguists, therefore, have been eager to record these dying languages for their scholastic purposes. Recordings of these languages have benefited them in the forms of publications, academic positions in higher educational environments and so on. In this line of work, the Native American community is considered only as a source which provides a linguist with "informants" who "delight" the linguist by supplying him with linguistic data. The linguist is delighted because he believes that a fluent speaker's knowledge of his own language is infinitely superior to that which an outsider can even hope to attain.

The suppliers of "informants," however, began to feel that this is "exploitation"—they began to question what benefit they had gained from the linguist and what they had received from him in return. Gradually, especially since the 1960s with the passage of the Civil Rights Act (Title VI) and Indian Self-Determination and Educational Assistant Act (Public Law 93-638), Indians have become more educated and they have become increasingly self-governing. The Indian communities began to assert their rights and privileges, their self-identity and the importance of their ancestral cultural and linguistic traditions. Some linguists, reflecting this trend, have consciously begun to work with communities. An extreme case in this trend is the linguist who works with communities purely in order to serve those communities with no intention of publishing the results. Another
extreme case of not publishing the results comes partially from the political situation of the community which makes it impossible for the linguist to utilize his own findings. This is especially true when the linguist is engaged in "contract" linguistics for the revival and maintenance of the community's ancestral cultural and linguistic traditions (Stull 1979).

In carrying out any kind of research in a community, it is both a professional courtesy and a necessity to obtain permission to work in the community from the tribal council or any other governing body. Permission implies an obligation to leave the collected data which will be useful to the community. When this reciprocity is not followed, the consequence is often the closing of the community to any more linguists in the future. Permission to work in the community does not necessarily mean that linguists can do anything they want with the results. In some cases it happens that the tribal council requests that the pre-publication manuscript be submitted for approval. In order to reach a sensible "trade-off," more and more linguists are working with the bilingual/bicultural education programs of Native American communities, assisting them in the development of an orthography, producing reference and pedagogical grammars, training native researchers and so on, while carrying out their own research projects. This change in attitudes reflect the Native Americans' interest in maintaining their traditional language and culture in order to preserve a sense of unique identity and a sense of self-image. Bilingual/bicultural programs, with the linguist's collaboration are reinforcing re-acquisition of native languages by the older generations—thus reviving and maintaining it, and is
enabling younger generations to learn their ancestral language as the first or sometimes as the second language.

1.1 Bilingual/Bicultural Education

In 1968 the Bilingual Education Act (Title VII) was enacted, providing funds to support bilingual programs which used the children's native language and culture for instruction while they were learning English. As early as 1920, inability to understand the language of instruction was recognized as the chief cause of poor performance in schools. According to the 1970 census survey, 33.2 million Americans—i.e., 16% of the population, spoke a language other than English as their native tongue (U.S. Commission on Civil Rights 1975: 10). Unlike the other groups, the survival of Native American languages is primarily the result of their continued use by existing groups and also of their (relative) geographic isolation, rather than replacement through immigration or through already established formal language teaching at schools. In 1970, the Department of Health, Education and Welfare (DHEW) issued its May 25 Memo which reminded federally-funded school districts of the requirement to provide assistance for language-minority children and stated that failure to provide such assistance, where needed, would be considered a violation of Title VI of the Civil Rights Act of 1964 (U.S. Commission on Civil Rights 1975: 20). In January of 1974, the Supreme Court affirmed for the Lau vs. Nichols Case that school districts are compelled under Title VI of the Civil Rights Act to provide children who speak little or no English with special language programs which will give them an equal opportunity to an education.
Under the guidelines of the Bilingual Education Act, bilingual/bicultural education is generally defined as an instruction using the native language and culture as a basis for learning subjects until second language skills (i.e., English) have been developed sufficiently. It is an approach to provide language-minority children with an equal educational opportunity. Both the DHEW Memo and the Supreme Court Decision declined to provide school districts with any explicit type of assisting programs but instead left to the local districts the ultimate decision as to the specific programs which would provide children with equal benefits in the attainment of an education (U.S. Commission on Civil Rights 1975: 71). More recently, it should be noted, a similar decision was made in regard to bidialectalism. Nation-wide attention has been drawn to Judge Joiner's landmark decision in the suit brought against the Ann Arbor Michigan School District Board by 11 Black children attending Martin Luther King Junior Elementary School. Judge Joiner's decision "requires the formulation of a plan for aiding the teachers of the plaintiff children at King School to identify children speaking 'Black English' and to use that knowledge in teaching students how to read standard English" (Wolfram 1979: 1).

In general, bilingual/bicultural education programs include as their approaches and goals the following:

a) Children are taught all cognitive areas first in their native language.

b) The curriculum includes the child's historical, literary and cultural tradition for purposes of strengthening identity and a
sense of belonging and for making the instructional program easier to grasp.

Bilingual/bicultural curriculum-developers have given as much importance to building self-concept in schools as to transmitting knowledge (U.S. Commission on Civil Rights 1975: 30). Programs are designed to help the child make the transition from home to school more easily by reducing the differences between the language and culture of the home and those of the school. Programs also provide opportunity for the utilization of native language teachers in addition to (and in some cases in place of) teachers of the dominant culture to further enhance self-concept of the children and to reinforce the child's background and culture. Self-concept is affected by interaction with teachers, and native language teachers are considered to be best able to communicate the encouragement and understanding needed by children.

1.2 Developing An Orthography--Bilingual/Bicultural Program and the Linguist

In particular, this trend toward bilingualism and biculturalsim entails the preparation of teaching materials in addition to resolving philosophical and political matters. It also entails other practical problems such as who is going to prepare these materials, who is going to teach children with those materials and so on. This section will concentrate on the problems surrounding the preparation of an orthography.
1.3 Writing System and Phonemic System of Hualapai

A successful bilingual and bicultural education program requires much more than the mere development of an acceptable writing system. It requires cooperation among the program personnel, the school personnel, and the community people at all stages. One of the first questions which is often asked by the target population is who the program initiators are. Initiators must be accepted by the local professionals (such as relevant school personnel) as well as by the community people (and also by the appropriate federal or state authorities if the given program seeks funding from outside agencies). In many cases, natives of the community are involved in the program from the onset but for various reasons they may not be accepted as appropriate individuals. This acceptance or rejection of individuals takes place in different stages. For example, the program personnel may be elected by the community population. Those who actually vote, however, are the ones who are positively supporting those individuals and those who do not support the nominees may not vote. That is, not voting is often the way to express negative feelings among Native Americans. Once this barrier is overcome, the program staff may start working to develop a writing system acceptable to the community. An important question is who are the resource persons for the preparation of the writing system and of subsequent teaching materials. If only a few are contributing, this may become a cause of jealousy among the community people, resulting in the rejection of materials, no matter how good they may be. A related concern is who will use these materials in the classroom for teaching children of the community.
As an illustration of one of these problems, we can cite the Winnebago community where about half of the 2,500 Winnebagos in the State of Wisconsin speak the language. An attempt was made to produce a "speak your language" flyer to be distributed to the Winnebago community as a first step in starting a language maintenance movement. Those working on this flyer justified their appeal, however, in religious terms which they themselves eventually realized would be offensive to many members of the community; the flyer was aimed at members of the Medicine Lodge, while many Winnebagos adhere to the Native American Church, the Drum Religion or to various non-native Christian churches; and many adhere to none of these. While members of all of these groups use the language and are concerned about its survival, each group appears to see the language in the light of its own larger concerns (Miner 1977).

In sum, constant communication between the program personnel, the rest of the community and the relevant local personnel is essential for the success of bilingual/bicultural program.

1.3.1 One of the first linguistic tasks for bilingual/bicultural program initiators is the preparation of materials. Materials development, of course, requires some sort of orthographic device. Introduction of any system of writing can be successful when it is reasonably efficient and when it is accepted by the target population. An alphabet system, where there is one symbol for one phoneme, was introduced to the Choctaw, and a Bible translation was undertaken in 1848. An alternative is a syllabary system, such as the one used by
the Cherokee. The Cherokee syllabary was created entirely by a Cherokee native in 1819.²

1.3.2 The bilingual/bicultural program of Hualapai uses the alphabet writing system. This was done partly to conform to the demands of the Hualapai people and partly out of the program staff's philosophy of education that the maximal transfer of the Hualapai writing system to the English spelling convention is most beneficial for the learners as well as teachers.³

1.3.3 The program director with her staff and consulting linguists developed a writing system which seems to satisfy the following requirements: 1) maximal transference with English spelling convention, 2) close reflection of the phonological structure of the Hualapai language, and 3) the uniqueness of the Hualapai language system. The Hualapai people have had frequent and extensive contacts with the neighboring Havasupai community where a closely related dialect is spoken. The Havasupai community had developed an alphabet writing system of their own. Instead of incorporating the Havasupai writing system, the Hualapai group decided to develop an independent system of writing primarily to keep their identity separate from the Havasupai group. This feeling of "separatism" is also true among the Havasupai group. Linguistically, these two groups speak dialects of the same language. In fact, some linguists state that the differences between the two dialects are so small that the two can be classed together to form one dialect (e.g., Kendall 1975). At the time the initial writing system was developed in 1976, this observation of the
extreme similarity between the two dialects seemed correct as was evident from comparison of the phonemic systems. However, during the past three years, the Haualapai bilingual/bicultural program staff has become aware of more differences which has prompted revisions and modifications of the initial writing system.

1.4 Writing System and Phonemic Inventory of Hualapai

(after Redden 1966 and Winter 1966)

a) Vowels

<table>
<thead>
<tr>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i</td>
<td>u</td>
</tr>
<tr>
<td>Mid</td>
<td>e</td>
<td>o</td>
</tr>
<tr>
<td>Low</td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

b) Consonants

<table>
<thead>
<tr>
<th>Bilabial</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>Post-Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>p</td>
<td>t, ò</td>
<td>k</td>
<td>q</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Affricates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives</td>
<td>ß</td>
<td>θ</td>
<td>s</td>
<td>h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>m</td>
<td>n</td>
<td>ñ</td>
<td>(õ)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flap,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>l</td>
</tr>
<tr>
<td>Glides</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td>y</td>
<td></td>
</tr>
</tbody>
</table>

1.4.1 The stop series presented the most difficulty for the program staff who developed the writing system during the years 1975-6. The stop series /p, t, k/ are usually considered to be "lenis," therefore they are often heard as voiced counterparts [b, d, g] (Redden 1966
and Winter 1966). However, further investigation by the program staff (who were also fieldworkers) collected a fortis (and sometimes clearly aspirated) stop series. This finding resulted in a list of minimal pairs as shown below. The aspirated/fortis sound is indicated by adding the symbol ["] as in p".

1. a) ap"aa - ?pha? 'bullet'
apaa - ?paa 'man'
b) yap"aak 'night'
yapaak 'to believe'
c) p"i 'metate'
pik 'to be dear'
d) kalp"oo 'fat lizard'
    tilpu? 'road runner'

During the elicitation sessions with the older speakers the fieldworkers also obtained evidence that the alveolar [t] is fairly common among the speakers. The dental /t/ was heard as lenis, while the alveolar [t] was interpreted as fortis. The newly discovered [\t] was identified as a separate phoneme.

2. a) tenuurk 'to write'
    *tenuurk
    b) tuyk 'to be hot'
    *\tuyk

The fortis and lenis contrast occurs with the velar stops as well:

3. a) ak"wa - ?k"wa 'knife'
    akwa - ?kwa 'horn'
b) k"o - k"o 'pinon'
    koo k 'to complain'
1.4.2 In devising a set of alphabet symbols for the stop series, superscripts or diacritics were avoided as much as possible. The reasons for this avoidance included: 1) they are hard to write or type and 2) they are hard to see (therefore, hard to read). In the writing system, the bilabial fortis (or aspirated) voiceless stop is represented by \{p\}, and the lenis counterpart by \{b\}. There was a considerable amount of discussion for the selection of a symbol for the dental stop. At first the symbol \{d\} was proposed but, as we have noted above, the contrast of the alveolar /t/ and the dental /t/ was recognized significant—if the symbol \{d\} is used for the dental /t/, it may be later misread as the lenis alveolar. Then the use of the symbol \{e\} (t with an extra line) was suggested for the dental /t|. However, when they learned that the neighbor, Havasupai, had been using the same symbol for the same sound, the Hualapai group decided not to use it, and instead \{d\} (d with an extra line) was selected. This symbol, in fact, represents a closer approximation of the actual sound since it is lenis rather than fortis. The velar sounds /k/ and /k/ are written as \{k\} and \{g\}, respectively. The post-velar /q/ is represented by \{q\} and the glottal stop /ʔ/ by the single quotation mark \{\}'\}.
1.4.3 The fieldworkers observed that the Hualapai speakers use the labiodental \([f]\). It had not been reported previously by linguists who worked with the Hualapai speakers. The occurrence of \([f]\), however, seems limited to a small number of lexical items. The sound, however, is recognized as a separate phoneme (see, for example, yafo?k 'first' and vo:k 'to walk').

4. a) mafi?k 'to be a quarter'
   b) yafo?k 'to be first'
   c) kafooyk 'thunder season'

1.4.4 The bilabial voiced fricative /β/ is used by older speakers and so is the labio-dental voiced fricative \([v]\). Older forms with /β/ have somehow developed into two separate sets: one with \([β]\) and the other with \([v]\). There does not seem to exist any phonological or semantic reason why some lexical items are pronounced with \([β]\) but not with \([v]\), or vice versa. Pronunciation of these sets varies, however, from one individual to another (even with a same individual), and the alteration of \([β]\) with \([v]\) does not present any 'awkward' feeling to these speakers. This distinction was considered unimportant by the fieldworkers, and they made a decision to use the symbol \([v]\) to represent both of them.

1.4.5 The flap /r/ was also a problematic one. Initially we wanted to use the symbol \([r]\) for the Hualapai flap. Since the symbol \([r]\) also appears in English representing the retroflex \([r]\), some of us argued that the bilingual children learning how to read and write Hualapai might think that the symbol \([r]\) represents the one and the
same sound both in Hualapai and in English. After a lengthy discussion, we agreed that the symbol [d] might be best since 1) there does not seem to be an unaspirated lenis alveolar [t], 2) the flap /r/ is articulated in the same place as [d], and 3) some speakers do not seem to make a clear distinction between [d] and [ɾ].

1.4.6 The field investigation of the sound system of Hualapai resulted in revising the phonemic inventory proposed by Redden and Winter. The vowel inventory remained essentially the same except that the length was found to be phonemic. The consonant chart showed a considerable addition of sounds as seen below. Phonemes a la 1966 are listed within the parentheses.

<table>
<thead>
<tr>
<th>Stops</th>
<th>[p]</th>
<th>[t]</th>
<th>[k]</th>
</tr>
</thead>
<tbody>
<tr>
<td>(p)</td>
<td>(k)</td>
<td>(q)</td>
<td>(ʔ)</td>
</tr>
<tr>
<td>Affricates</td>
<td></td>
<td>[č]</td>
<td></td>
</tr>
<tr>
<td>(č)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives</td>
<td>[f]</td>
<td>[θ]</td>
<td>[s]</td>
</tr>
<tr>
<td>(β)</td>
<td></td>
<td></td>
<td>(h)</td>
</tr>
<tr>
<td>(v)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>[m]</td>
<td>[n]</td>
<td>(n)</td>
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<tr>
<td>(n)</td>
<td>(n̄)</td>
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<td></td>
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<tr>
<td>(o)</td>
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<tr>
<td>Flap</td>
<td></td>
<td>[r̄]</td>
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<tr>
<td>(r̄)</td>
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<tr>
<td>Lateral</td>
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<td>[l]</td>
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<tr>
<td>(l)</td>
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<td></td>
</tr>
<tr>
<td>Glides</td>
<td>[w]</td>
<td></td>
<td>(y)</td>
</tr>
</tbody>
</table>
Corresponding writing symbols are as follows:

a) Vowels

<table>
<thead>
<tr>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i/i:</td>
<td>u/u:</td>
</tr>
<tr>
<td>Mid</td>
<td>e/e:</td>
<td>o/o:</td>
</tr>
<tr>
<td>Low</td>
<td>a/a:</td>
<td></td>
</tr>
</tbody>
</table>

b) Consonants

<table>
<thead>
<tr>
<th>Bilabial</th>
<th>Labio-D</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>P-V Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>p</td>
<td>t</td>
<td>k</td>
<td>b</td>
<td>d</td>
<td>g</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>q</td>
</tr>
<tr>
<td>Affricates</td>
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<tr>
<td>Fricatives</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>th</td>
<td>s</td>
<td>h</td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td>m</td>
<td>n</td>
<td>ny</td>
<td>(ng)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flap</td>
<td></td>
<td>d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
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<td></td>
<td>l</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glides</td>
<td>w</td>
<td></td>
<td>y</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.5 Revised Orthography as of 1979

The attempt to record a language which has never been written before may result in simplification of the phonological structure of the language by means of rule loss (Dressler 1972). It may also result in restructuring by means of re-analysis, innovation or analogical borrowing from other languages. The Hualapai language shows one such phenomenon. The distinction of [β] and [v],
for example, may be influenced by English since those who speak Hualapai are also fluent speakers of English. Sometimes speakers substitute the English [v] for the Hualapai [β], but not always; this results in a free variation-like phenomenon.

When we first attempted to devise an orthography, we approached the sound system with extreme caution. We considered the phonemic inventory (with allophonic discussions) a la Redden and Winter as an accurate representation of the Hualapai sound system, thus hypothesized as follows:

The distinction of [pʰ] and [p] as separate phonemes, for example, may be a result of deliberate and exaggerated distinction. Sometimes when speakers come up with a pair of homonyms, they want to insist that something must be different, and they exaggerate some part of one form in the pair, while the other (with another meaning) remains unexaggerated. The fieldworkers who are eliciting lexical items, in turn, think that the difference is genuine and that the difference lies in the degree of aspiration; thus /pʰ/ and /p/.

Our hypothesis, however, turned out to be incorrect. We obtained further data from the well-recognized fluent speakers in the community which clearly show such distinctions. Furthermore, there is historical evidence that those sounds in the stop series now pronounced with aspiration were sequences of [h] plus a stop (Wares 1968; Hinton 1975).

Recent investigation by the Bilingual/Bicultural Program staff has revealed that the alveolar stop also presents the aspirated and unaspirated contrast:
5. "tuyk  'to take off (clothes)'
   tuyk  'to be hot'

It was also discovered that the dental stop originally thought to be an unaspirated lenis \[t\] has a contrasting fortis \[t\] :

6. yi\[t\]a\[t\]  'back'
   gwe-\[t\]algobi  'drum'

These new findings resulted in creating a new set of symbols to represent these phonemes of the Hualapai. Since we already have \{d\} for the unaspirated dental \[/t\], we added the symbol \{t\} for the aspirated dental \[/t\]. The alveolar aspirated \[/t\], on the other hand, has been represented by the symbol \{t\}, and the logical step is to use \{d\} for the unaspirated alveolar \[/t\]. However, the symbol \{d\} is already in use to represent the Hualapai flap \[/t\]. At this state, the alveolar unaspirated \[/t\] seems restricted to a limited number of lexical items and also it is observed that the flap \[/t\] and \[/t\] are extremely similar; in fact the alveolar \[/t\] may be more accurately characterized as a tap. Such observations led us to use the same symbol \{d\} both for the alveolar \[/t\] and \[/t\].

In addition, the Hualapai Bilingual/Bicultural Program staff discovered the vowel \[a\] is relatively common in Hualapai. The sound was originally interpreted as a sequence of \[/y\] and \[/a\], and this sequence was observed to occur most often (but not exclusively) before the post-velar \[/q\]. It appears in many words where it may have derived historically from \[/ya\]. Since the occurrence of \[a\] is common and the time required in producing the sound seems identical with the time for other vowels, this was identified as a separate phoneme \[/a\], thus a new writing symbol \{ae\}.
7. a) laq̂k
   laeq̂k
   'to sprain'
   'to be sore'

b) bak
   baeq̂k
   'to boil'
   'to hit'

c) sak
   saeq̂k
   'to puncture'
   'to spank'

Now the phonemic inventory which is revised as of 1979 is presented below with the writing symbols in braces.

a) Vowels

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>i {i}</td>
<td>u {u}</td>
<td></td>
</tr>
<tr>
<td>Mid</td>
<td>e {e}</td>
<td>o {o}</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>æ {æ}</td>
<td>a {a}</td>
<td></td>
</tr>
</tbody>
</table>

Note that the vowel length is indicated by adding to a vowel the symbol { : }.

b) Consonants

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Labio-Dental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Palatal</th>
<th>Velar</th>
<th>P-V</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stops</td>
<td>p&quot; {p}</td>
<td>t&quot; {t}</td>
<td>t&quot; {t}</td>
<td>k&quot;{k}</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>p {b}</td>
<td>t {d}</td>
<td>t {d}</td>
<td>k {g}</td>
<td>q {q}</td>
<td>? {'}</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Affricates | c" {ch} |
|            | c {j}   |

| Fricatives | f {f}   | θ {th}    | s {s}  | h {h}  |
|            | β {v}   | v {v}     |        |        |

| Nasals     | m {m}   | n {n}     | ń {ny} | ę {ng} |
|            |         |           |        |        |

| Flap       | r {d}   |           |        |        |
|            |         |           |        |        |

| Lateral    | l {l}   |           |        |        |
|            |         |           |        |        |

| Glides     | w {w}   |           |        |        |
|            |         |           |        | y {y}  |
1.6 Epilogue

The program staff (who are at the same time the fieldworkers) are also involved in teaching with the writing system and they are all fluent speakers of the language. They can orally present the written material faithfully as the older generation would like to hear, and no serious resistance from the older generation has been encountered nor is expected against the system. Some changes in the language might be expected when the younger generations acquire this writing system. The symbols employed in it may lead to some changes in the phonological structure (partially because of the similarity between the Hualapai symbols and those used in the English spelling), e.g., replacement of the bilabial voiced fricative $[\beta]$ by the labiodental voiced fricative $[v]$, or reanalysis of the phonological system by interpreting the $[p]$ and $[b]$ (and other stop series) as voiceless and voiced, respectively. Thus people may postulate and fill the gaps in the phonemic inventory.

With the close cooperation of the Hualapai Bilingual/Bicultural Program staff, the community and the linguist, the writing system is developed and constantly revised. For the linguist, this project has made it possible not only to continue his own research on the reservation, but also to recruit, through the Tribal Council or the Bilingual Program Office, any number of speakers who will assist him in his research. At the same time, the Bilingual/Bicultural Program staff have acquired and will continue to develop skills necessary for the study of their language, thus becoming themselves linguistic researchers and practitioners.
The work so far was made possible by the collaboration of the academic and non-academic linguists. This process of developing an orthography has been recognized by both kinds of linguists as a mutually educational and training process, and furthermore, both recognize the value of keeping a balance between the linguistics-at-a-distance and linguistics-on-the-spot.
Footnotes

1. Wolfram summarizes the facts and law established as the results of the ruling (1979: 7):

1. The plaintiff children to speak at home and in their local community a language that is not itself a language barrier. It is not a barrier to understanding in the classroom. It becomes a language barrier when the teachers do not take it into account in teaching standard English.

2. The evidence supports a finding that the barrier caused by a failure on the part of the defendant to develop a program to assist their teachers to take into account the home language in teaching standard English may be one of the causes of the children's reading problems.

3. The inability to read at grade level does impede the children's equal participation in the educational program of the school.

4. To the extent the defendant School Board has failed to take appropriate action, that failure impacts on race.

5. The obligation of the school system in this case is to take appropriate action to overcome the language barrier.

2. A fuller discussion of Native writing systems is found in Walker (1969, 1974). Voegelin and Voegelin (1961) presents a detailed discussion on the types of alphabet systems. They write:
The great advantage of Greco-Russian-Greco-Roman type of alphabet is not that it specifies phonemic features incapable of specification by all other alphabet types, but rather that it is the only type which permit a writer to distinguish between consonant clusters and vowel clusters and consonant-vowel sequences without extra work (p. 89).

They continue to say that to specify and distinguish such sequences demands extra work in other kinds of alphabet systems. Instead of laboring to explicate these sequences, writers just "wrote all or most sequences as consonant-vowel-consonant-vowel" (p. 89). Consequently, all other types of alphabets, i.e., syllabaries, "have acquired a reputation of being more primitive than the Greco-Russian-Greco-Roman alphabet" (p. 89). They also point out that the various syllabic scripts are 'natural' ways of writing although they are said to be primitive, while the alphabet (i.e., non-syllabic) way of writing is a 'superior' way and at the same time a 'less natural' way of writing.

3. Walker (1969) cites a similar observation reported by Sjoberg. Walker (1969: 155) concludes that "while writing systems should be reasonably efficient and systematic, they should also provide for maximal transference with the spelling conventions in use by the larger society."

The fit of alphabet to language may be achieved by matching the inventory resources of a particular alphabet and the inventory of phonemes in a particular language (Voegelin and Voegelin 1961: 86). An efficient alphabet writing system consists of a set of alphabet
symbols each of which is assigned to each phoneme in the inventory by a set of conventions (Walker 1969: 155).
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Chapter II: The Hualapai Alphabet

2.0 Introduction

The following letters (1) or combination of letters (2) represent the sounds of the Hualapai language:

(1) a, ae, b, d, d, e, f, g, h, i, j, k, l, m, n, o, p, q, s, t, t, u, v, w, y and '

(2) a:, ae:, e:, i:, o:, u:, aw, ay, ey, uy, ch, ny, ng and th

Since every student learns both the alphabet for English and the alphabet for Hualapai, letters common for both languages are used as much as possible. In many cases, the letters or combinations of letters are pronounced in the same way in Hualapai words and in English words. However, one important difference must be noted here. In English the same letter may often have two or more different sounds. An efficient alphabet, however, uses the principle of one letter for one kind of sound. We follow the principle in our writing. Once we learn which letter represents what particular Hualapai sound, we will be able to write and read Hualapai sentences.

2.1 Vowels

In Hualapai, we have a group of six short sounds and six long sounds and four gliding sounds which can be stressed. These sounds are called "vowels."

2.1.1 Short Vowels

The six short vowels are written as follows:

a, ae, e, i, o and u


2.1.1.1 a - this is pronounced like the underlined part of the English word "hot."

Hualapai examples:
á'a  saguaro
wáva  ten
sal  hand

2.1.1.2 ae - this combination of two letters is pronounced like the underlined part of the English word "cat" or "mat."

Hualapai examples:
baeqk  to hit
jigaedk  to chop
laeqk  to be sore

2.1.1.3 e - as in "bet" or "said."

Hualapai examples:
e'  yes
bes  money
he'  dress

2.1.1.4 i - as in the underlined part of the English word "bit" or "fish."

Hualapai examples:
i' or i'i  wood
sída  one
milqi  neck
2.1.1.5 o - as in the English word "boy."

Hualapai examples:

\[ \begin{align*}
\text{o'o} & \quad \text{fire} \\
\text{o'p} & \quad \text{no} \\
\text{oló} & \quad \text{horse} \\
\end{align*} \]

2.1.1.6 u - as in the English word "cook" or "full."

Hualapai examples:

\[ \begin{align*}
\text{gula} & \quad \text{rabbit} \\
\text{jikbu} & \quad \text{the part below the rib} \\
\text{mul} & \quad \text{name} \\
\end{align*} \]

2.1.2 Long Vowels

When a vowel is simply lengthened, what we have is a long vowel. We indicate this by adding the symbol \( \) to a vowel. Long vowels are:

\[ \begin{align*}
\text{a:, ae:, e:, i:, o: and u:} \\
\end{align*} \]

2.1.2.1 a: - this is pronounced like the underlined part of the English word "father."

Hualapai examples:

\[ \begin{align*}
\text{va:m} & \quad \text{now/today} \\
\text{sma:k} & \quad \text{to sleep} \\
\text{gwe ma:k} & \quad \text{to eat (something)} \\
\end{align*} \]

2.1.2.2 ae: - English uses the short ae sound. The underlined sound of "bad" is similar to Hualapai, but the English sound is shorter.
Hualapai examples:

- `gae:k` to shoot (many things)
- `gae:dk` to break off (many things)
- `diga:e:dk` to chop (many things)

2.1.2.3 `e:` - English does not use the sound represented by this letter. In English the underlined part of the word "bed" is somewhat similar, but the Hualapai `e:` is pronounced longer.

Hualapai examples:

- `be:mk` to be no more/all gone
- `he:dk` to rope/imprison someone
- `de:vk` to play

2.1.2.4 `i:` - as in "sheep" or "eat."

Hualapai examples:

- `misi:` girl
- `gi:nya` younger siblings
- `wasi:vk` to think

2.1.2.5 `o:` - only the short `o` appears in English words such as "boy." To make the Hualapai `o:`, simply make the `o` longer.

Hualapai examples:

- `vo:k` to walk
- `viso:k` to watch
- `sivo:k` to wait

2.1.2.6 `u:` - as in "pool" or "loop."
2.1.3 Diphthongs

A third set of vowel sounds are represented by combination of letters. When we pronounce them, they sound like gliding from one sound to another. These are called diphthongs and they are:

aw, ay, ey and uy

2.1.3.1 aw - this is pronounced like the underlined part of the English word "cow."

Hualapai examples:

\[ \text{thawk} \] to be little/young
\[ \text{qwaw} \] hair
\[ \text{dawk} \] to hurry

2.1.3.2 ay - as in "lie" or "bite."

Hualapai examples:

\[ \text{bay} \] all
\[ \text{jibay} \] bird
\[ \text{dayk} \] (more than one) to play

2.1.3.3 ey - as in "they" or "cake."

Hualapai examples:

\[ \text{seyk} \] to be brown
mahnyo'gambey  socks

2.1.3.4  uy - as in "buoy."

Hualapai examples:

buyk   (two or few) to be dead
duyk   to be not
uyk    to take off (clothes)

2.2  Consonants

In previous sections we presented a group of letters which represent a set of sounds called "vowels." We will now see another set of sounds called "consonants." The following letters (1) or combinations of letters (2) represent these consonant sounds.

(1) b, d, d, f, g, h, j, k, l, m, n, p, q, s, t, t, v, w, y and
(2) ch, ny, ng and th

2.2.1  Consonants Represented by Single Letters

2.2.1.1  b - we do not find exactly the same sound in English. The letter is neither p as in the English word "pot" nor b as in the English word "bottle." The Hualapai sound b is somewhat in between these two sounds, i.e., sometimes it may sound like p and some other times it may sound like b.

Hualapai examples:

ba'  man
baqi  woman
yaba:k  to believe
2.2.1.2  d - this is also somewhat unique in Hualapai. In most of the cases this letter represents a sound called the flap sound. In order to produce this sound, we will tap quickly the tip of the tongue against the gum of the mouth-roof. This sound may be found in English words such as "butter" and "better" (especially when we say these fast).

Hualapai examples:

- deːk to play
  - smadk ear
  - duyk to be hot

2.2.1.3  d - this is also unique in Hualapai. When we say this sound, the tip of the tongue touches the upper teeth. When someone says this sound, we will be able to see the tip of the tongue.

Hualapai examples:

- dad thorn
  - diyách corn
  - dek to be many

2.2.1.4  f - this sound is exactly like the underlined part of the English word "first."

Hualapai examples:

- yafo'k to be first
  - mafi'k to be a quarter
2.2.1.5  g - this represents a unique Hualapai sound. It is unique because the sound is neither g as in "goat" nor k in "cup," but somewhat in between these two.

Hualapai examples:
- gwa: horn of an animal
- gwe: something
- gwink: to twist/wrap around

2.2.1.6  h - this is pronounced like the underlined part of the English word "help" or "heavy."

Hualapai examples:
- 'ha: water
- he': dress
- hwalk: to dig up

2.2.1.7  j - this is pronounced somewhat in between the underlined part of the English words "jump" or "choose."

Hualapai examples:
- jo:vk: to fight
- jida: mother
- jimyul: ant

2.2.1.8  k - this is like the underlined part of English "cool" or "cup."

Hualapai examples:
- ko': pinon nut/tree
- kr:k: to carry on one's back
2.2.1.9  l - this Hualapai sound is like the underlined part of the English words "look" or "long."

Hualapai examples:

lu:thk to pop/burst
luvkik to run away
Iowa wife

2.2.1.10  m - this is like the sound as in "moon" or "monkey."

Hualapai examples:

mank to fall
mi:k to cry
mi:si: girl

2.2.1.11  n - this is pronounced like the English sound as in "noon" or "noise."

Hualapai examples:

ni:s spider
nalk to drop/go down
hnal gourd

2.2.1.12 p - as in the underlined part of English "pat" or "pop."

Hualapai examples:

'pa' bullet
yapa:k night
2.2.1.13 q - English does not have this sound. When we say this sound, the back of the tongue touches the soft tissue hanging in the throat.

Hualapai examples:

- gwaw - hair
- gwag - deer
- qa:q - crow

2.2.1.14 s - this is like the English sound as in "sail" or "sell."

Hualapai examples:

- seyk - to be brown
- sal - hand
- vasu:k - to be green

2.2.1.15 t - this is like the English sound as in "top" or "tip."

Hualapai example:

- tuyk - to take off

2.2.1.16 t - this represents a sound similar to the Hualapai d, but in this case a stronger air puff comes out of the mouth.

Hualapai examples:

- jidta:dk - to crawl
- yitad - back
- ata' - reed

2.2.1.17 v - this represents a sound unique in Hualapai. When we say this sound, both of the lips come closer. (In some cases, the
same letter may be pronounced just like English as in "very" or "vote.")

Hualapai examples:

- ya:m now/today
- wo:k to walk
- viyamk to run

2.2.1.18  w - this is like the underlined sound as in "wet" or "wise."

Hualapai examples:

- 'wa: house
- waksi cow
- wil weeds

2.2.1.19  y - this is pronounced like the English sound as in "yes" or "yell."

Hualapai examples:

- yal under
- ya' mouth
- yak to lay

2.2.1.20  - this sound represented by the letter ['] is not like other sounds. This is what separates the two parts of the exclamation oh-oh, which in our writing will be o'o:.

Hualapai examples:

- o'o fire
- i'i wood
2.2.2 Combinations of Letters for Consonants

ch, ny, ng and th

2.2.2.1 ch - this is pronounced somewhat like the underlined part of the English word "chop" or "chip."

Hualapai examples:

nyach I (am/do)
chu:dk to be winter
chaw cloth/rag

2.2.2.2 ny - English does not use this sound too often. We may find a similar sound in the word "canyon."

Hualapai examples:

nya: sun
nyu:dk to be spotted
nyimsavk to be white

2.2.2.3 ng - the sound ng (as in sing or king) is a special sound in Hualapai that appears as an ending before the auxiliary verb when the subject is the second person (see Part II, Chapter 1, Section 1.4.1).

Hualapai examples:

Mach gwe mima:hingwu. You are going to eat.
Mach misma:hingyu. You will sleep.
Mach miya:mayngyu. You are going to go.
2.2.2.4 th - this is just like the English sound as in "thin" or "thank."

Hualapai examples:

thimbo: bee
thi:k to drink
thawk to be little/young

2.3 Stress

In the previous sections, we did not explain which part of a word is pronounced louder or higher. When a word contains two or more vowels, we often pronounce one part louder or higher than other parts. To tell us which part is louder or higher (that is, which part of the word is stressed or accented), we can use a stress mark over the vowel—the symbol ' for the strong and the symbol ` for the weaker accents. For example, the word for "horse" can be written as olo. This means, then, that we pronounce the word olo with the second o louder or higher. A general rule of the accent placement is as follows:

When there are two or more vowels in a word and when one of them is a long vowel, the stress is usually placed on the long vowel.

Examples are presented below:

vasú:k to be green
jigyó:k to bite
wasi:vk to think
A long vowel, then, is usually stressed, therefore in this book, the stress mark is not written on the long vowel. Whenever there is a potential confusion, however, we will write the stress mark. Some more examples are shown below:

Banya:nyuwa Phoenix
mulvwayo:wo tribal office

2.4 Dropping Vowels

The short vowels may occasionally sound different in different words. When these short vowels occur in a word without being accented, they may disappear or may sound like the underlined vowels in the following English words:

father, about, additional or roses

The following Hualapai words illustrate this phenomenon:

thambó or sometimes thmbó "bee"
nithi: or sometimes nthi: "ant"
misi'qeych or sometimes msi'qeych "little girl"

2.5 Spelling Variations

There are several cases of spelling variations. The following list shows those examples that appear in this book.

2.5.1 d plus vowels

When a word begins with d, the vowel that comes after it may be either i, e or a. Examples:
digaédk to chop
degaédk
In this book we try to use one spelling more often than the others, and sometimes the readers may find just one of the variations appearing in this book. All other variations are of course part of the language and any one of them can be used.

2.5.2 Glottal stop or length

'ha'    water
'ha:

misi'    girl/daughter
misi:

wa'k    to sit/live
wa:k

wi'    rock/mountain
wi:

'wa'    house
'wa:

2.5.3 Glottal stop or a vowel

At the beginning of a word, the glottal stop may be replaced by a vowel:

'ta'    reed
'ta:'
2.5.4 Glottal stop or h

gavgók to bar/stop

gavgohk

spo'k to know

spohk

2.5.5 a or i

gadóhk to kick

gidóhk

isavgo corral

isivgo

masma'! Sleep!

misma'!

thagómk to break/crack

thigómk
2.5.6 u or o

guwa:mk to sound (fading noise)
gowa:mk

nuwa: friend
nowa:

2.5.7 u or i

juba'kk to come out
jiba'kk

also

juba:kk
jiba:kk

nuwilk to herd
niwilk

2.5.8 o or i

vonyi:k to lead/guide/be with
vinyi:k

2.5.9 o or no vowel

gowa:mk to drive
gwa:mk

2.5.10 g or q

thigomk to break/crack
thigómk
also
thagómk
thagómk

2.5.11  g or k
jagji:k  to step on
jakji:k

gathád  coyote
kathád

2.5.12  v or b
dalámyk  to have a label/sticker on
dalámbk

2.5.13  h or no h
hlúvkik  to run away
lúvkik
PART II

CONSTRUCTING THE SENTENCE
Chapter I: Simple Sentences—an overview

1.0 Examples of Sentences:

1) Mach misma:bingyu.
   You are going to sleep.

2) Nya da:lach sma:hikyu.
   My father is going to sleep.

3) Cindy ch sma:hikyu.
   Cindy is going to sleep.

4) Nyach Hwalbay 'gwa:wway' i.
   I am going to speak Hualapai.

5) Mach Hwalbay magwa:wwayngi.
   You are going to speak Hualapai.

6) Nyihach Hwalbay gwa:wwayki.
   He is going to speak Hualapai.

7) Joriginech Hwalbay gwa:wwayki.
   Jorigine is going to speak Hualapai.

8) Nyach gweviyam 'gowa:m'wi.
   I am driving a car.

9) Mach gweviyam migowa:mngwi.
   You are driving a car.

10) Johnach gweviyam gowa:mkwi.
    John is driving a car.

    My friend is driving a car.
When we look at the sentences given above, we notice a variety of grammatical processes taking place in them. We will examine major grammatical processes in this chapter.
1.1 Word Order

In order to examine the Hualapai sentences, some grammatical terms will be introduced here.

**Noun:** John, nya nuwa:ha (my friend), nya dàla (my father), gweviyam or gwegiviya:ma (car), Hwalbáy (Hualapai language), nya (I), ma (you) and nyithá (that one/he/she) are all called *nouns*. They refer to some object, concept or idea. A term like John, Cindy, Hwalbáy or Haygu-gwa:wa (Whiteman's language, English), dàla (father), nuwa: (friend) or gweviyam (car) is called the Noun; nya (I), ma (you) or nyithá (that one/he/she) is referred to as the Pronoun.

**Verb:** Those which describe some state or action are called verbs. In the examples above, the last element in each of the sentences is a verb: gowa:mkwi (he drives), sma:kyu (he sleeps), gwa:wki (he speaks) and so on.

**Subject:** Those nouns which refer to the actor or agent of an action are often placed at the beginning of a sentence and functions as the grammatical **subject** of the sentence.

**Object:** The noun with which the actor (i.e., the subject noun) does something or on which the actor acts is called the object of the sentence.
The example sentences above show the following order of words:

i) sentences 1, 2 and 3:

Subject + Verb

ii) sentences 4 through 11:

Subject + Object + Verb

Then the general word-order of Hualapai sentences is:

Subject (+ Object) + Verb

There will be many more elements in a sentence and more examples of such word-orders will be presented in the later sections.
1.2 Postpositions: Case Markers

In Hualapai, as well as in any other language, each noun within a sentence has its own grammatical function: a noun may function as the subject, another as the object, yet another as the instrumental (i.e., by using.../with...) and so on. The Hualapai language explicitly marks each of these functions in terms of the postpositional particles which we call the case markers (or sometimes referred to as the postpositions).

1.2.1 Subject Case Marker -ch

When we look at the first elements in the example sentences above, we find that they are all nouns--some are pronouns (nyach, mach, nyithach) and some are proper nouns (Johnach, Cindych, Joriginech). What is common to all these nouns is their ending: -ch. This marking -ch indicates that the noun to which this is attached is the agent or actor who is performing the action expressed by the verb. The agent or actor is often called the grammatical subject of the sentence; therefore, -ch is called the "Subject Marker" of the "Subject Case Marker."

1.2.2 Object Case Marker -Ø (i.e., zero)

Let us now examine the second word (noun) in each of the examples 4 through 11. The word Hwalbay (Hualapai language) and gweviyam or gwegiviyama:ma (car) do not have any ending. Semantically each of the nouns under examination is something on which the subject acts. This is called the object of the sentence. Notice that the object noun is
not marked with ch or any other ending. That is, the object case marking is null or zero, symbolized as -∅.

1.2.3 Analysis of Sentences and Additional Examples

The initial example sentences 1 through 11 are presented here in the word-by-word analysis, then some more additional examples will be presented for further discussions.

The different segments of each word are separated by dashes (-). Each part is given an English translation; if the English translation consists of two or more words, they are joined by an = sign. Many conventional abbreviations are used--e.g., "2" is second person, "3/1" is first person subject acting on third person object, "Subj" is subject marker, etc. A full list of the abbreviations can be found on pages xxiv-xxv. An explanation of the full meaning and function of each segment is given later in this text.

1. a. Ma-ch mi-sma:-hi-ng-yu.
    you-Subj 2-sleep-Irrealis (be going to)-2-Aux
    You are going to sleep.

2. a. Nya dala-ch sma:-hi-k-yu.
    my father-Subj 3=sleep-Irrealis-ss-Aux
    My father is going to sleep.

3. a. Cindy-ch sma:-hi-k-yu.
    Cindy-Subj 3=sleep-Irrealis-ss-Aux
    Cindy is going to sleep.
4. a. Nya-ch Hwalbay gwa:-(w)ay'-i.
I-Subj Hualapai 3/1-speak-Future-1-Aux
I will speak Hualapai.

5. a. Ma-ch Hwalbay ma-gwa:-(w)ay-ng-i.
you-Subj Hualapai 3/2-speak-Future-2-Aux
You will speak Hualapai.

6. a. Nyi-ha-ch Hwalbay gwa:-(w)ay-k-i.
nyi-Dem-Subj Hualapai 3/3=speak-Future-ss-Aux
That one (He/She) will speak Hualapai.

7. a. Jorigine-ch Hwalbay gwa:-(w)ay-k-i.
Jorigine-Subj Hualapai 3/3=speak-Future-ss-Aux
Jorigine will speak Hualapai.

8. a. Nye-ch gweviyam gowa:m'-wi.
I-Subj car 3/1-drive-1-Aux
I am driving a car.

you-Subj car 3/2-drive-2-Aux
You are driving a car.
10. a. John(a)-ch gweviyam gowa:m-k-wi.

John-Subj car 3/3=drive-ss-Aux

John is driving a car.


my friend-that-Subj car 3/3=drive-ss-Aux

My friend is driving a car.

Additional examples follow:


nya-ch nya lowa:-v-m a-hwak'-yu

I-Subj my wife-Dem-with 1-be=two-1-Aux

I am with my wife.


john(a)-ch 'had-a i'i-v-m a:v-k-wi-ny

John-Subj dog-Def stick-Dem-with 3/3=hit-ss-Aux-Past

John hit the dog with a stick.


gwe-v-ch gwegiviya:ma-k jiyal-v(i)-k-yü

something-Dem-Subj car-on 3=smear-State-ss-Aux

Something is smeared on the car.
15. Nya misi:hch 'wa:hm jiba'kkyu'.

nya misi:-h-ch 'wa:-h-m jiba'k-k-yu'

my daughter-Dem-Subj house-Dem-from 3=come=out-ss-Aux

My daughter came out of the house.

16. Waksigwijach isavgól waksi ba jiyumjikwi.

waksigwij(a)-ch isavgo-1 waksi ba jiyum-j(i)-k-wi
cowboy-Subj corral-into cow them 3/3=let(many)go-pl-ss-Aux

Cowboys are driving cows into the corral.


nya-ch Hakdugwi:v-e 'yu:-'-yu

I-Subj Peach=Springs-in 1-be-1-Aux

I am in Peach Springs.

1.2.4 Commitative Case Marker -m

In sentence 12, the second noun has the ending -m, and it is translated as "with." This is called the commitative case marker. Also, whenever there are two subjects together the second one takes the commitative case marker; in this case, the marker translates as "and" (e.g., sentences 18 through 21 below):


Cindy-ch Jorigine-m gwa:w-v-k-kyu

Cindy-Subj Jorigine-with 3/3=talk-Recip(each=other)-ss-Aux

Cindy is talking with Jorigine. /Cindy and Jorigine are
talking to each other.

John(a)-ch Josie-m dadnyu:d-v(i)-j(i)-k-yu
John-Subj Josie-with 3=take=picture-Recip-pl-ss-Aux
John and Josie are taking pictures of each other.

20.  'Hadach bósam dáykyu.
'had(a)-ch bos(a)-m day-k-yu
dog-Subj cat-with 3=play=pl-ss-Aux
A dog and a cat are playing (together).

ba:-h-ch hme:-h(a)-m swa:d-j(i)-k-i
man-Dem-Subj boy-Dem-with 3=sing-pl-ss-Aux
The man and the boy are singing (together).

1.2.5 Instrumental Case Marker -m
The third noun in sentence 13 has the ending -m which is again translated as "with." The noun to which the -m is added is some object or instrument with which the subject does something to the object; therefore, the ending -m is called the instrumental case marker. Some more examples follow:

22.  Kwa'vm mijigaedal.
kwa'-v-m mi-jigaed-a
knife-Dem-with 3/2=cut-Imp
Cut it with the knife!

23. Wi:vm mithaqoma!
   wi:-v-m   mi-thaqom-a
   rock-Dem-with 3/2-break-Imp
Break it with the rock!

24. 'Wa: silweyyim misilwe:ya!
   'wa:   silwey(yi)-m   mi-silwe:y-a
   house lock-with 3/2-lock-Imp.
Lock the house with a lock!

   Helen-ch   sal(a)-m   gwe   ma:-w-k-wi-ny
   Helen-Subj hand-with something 3/3=eat-Evid-ss-Aux-Past
Helen ate with her hands (I have some evidence of it).

26. Ba:ch olo i'vm a:vkwiny.
   Ba:-ch   olo   i'-v-m   a:v-k-wi-ny
   man-Subj horse stick-Dem-with 3/3=hit-ss-Aux-Past
The man hit the horse with a stick.

   John(a)-ch kwasadsa:d-m   gwe   ma:-k-wi
   John-Subj fork-with something 3/3=eat-ss-Aux
John eats with a fork.

Phil-ch kwa'-v-m waksi-ma:d-a jigaed-k-wi
Phil-Subj knife-Dem-with cow-flesh(meat)-Def 3/3=cut-ss-Aux
Phil cuts the beef with the knife.

1.2.6 Directional and Locative Markers: -k, -m, -l and -e

1.2.6.1 -k: motion or location to a point of reference; at; on; around; to and toward

Example 14 shows the -k ending on the car (gwegiviya: mak) and it is translated as "on the car." Depending on the context, the interpretation of -k may vary:


Mary-ch wi:-h(i)-k skwi:-k-yu
Mary-Subj rock-Dem-at 3=stand-ss-Aux
Mary is standing at the rock.

30. Nyach he'va gwejamok 'yo:'winy.

nya-ch he'-v-a gwejamo-k '-yo:-'wi-ny
I-Subj dress-Dem-Def dump-at 3/1-get-1-Aux-Past
I got this dress at the dump.


olo-ch 'ha:-h-k skwi:-k-yu
horse-Subj water-Dem-at 3=stand-ss-Aux
A horse is standing at the water.
32. Nya dalach 'wa:vak va:kyuny.
   nya dala-ch 'wa:-v(a)-k va:-k-yu-ny
   my father-Subj house-Dem-to 3=come/be=here ss-Aux-Past
   My father came to this house.

1.2.6.2  -m: motion or location away from a point of reference; away from; (go) by; over

   In sentence 15, the second noun the house ('wa:hm) has the ending -m and it is translated as "from the house." The specific interpretation of the suffix depends on the context:

33. Nyithách vam a:mkyuny.
   nyi-tha-ch va-m a:m-k-yu-ny
   ayi-Dem-Subj here-by 3=go=by ss-Aux-Past
   He went by here.

34. Misi: qachach jikmi:m vo:jikyuny.
   misi: qach(a)-ch jikmi:-m vo:-j(i)-k-yu-ny
   girl little=pl-Subj wash-by 3=walk=pl ss-Aux-Past
   The little girls walked by the wash.

35. Nya jidach 'wa:vm jibamkyuny.
   nya jida-ch 'wa:-v-m jibam-k-yu-ny
   my mother-Subj house-Dem-from/out=of 3=go=out ss-Aux-Past
   My mother went out of the house.
36. Nyithách nyaja'alom yuwwaykyu.
  nyi-tha-ch nyaja'alo-m yuw-(w)ay-k-yu
  nyi-Dem-Subj east-from/away=from 3=come-Future-ss-Aux
  He will be coming from the east.

37. Gwe-hwalom olóch jiba:kkyuny.
  gwe-hwal-o-m olo-ch jiba:k=k-yu-ny
  thing-plant-place-from horse-Subj 3=come=out-ss-Aux-Past
  The horse came out of the garden.

1.2.6.3  -1: in; into
  The ending -1 can be added on a noun and the interpretation is in
  or into (i.e., the directional suffix). The difference depends on the
  verb that follows. In sentence 16, isavgol is translated as "into the
  corral" because the verb means to "let many things go." See
  additional examples below:

  ha-ch 'wa:-h-l skwi:-k-yu
  that-Subj house-Dem-in 3=stand-ss-Aux
  He is standing in the house.

  ha-ch wa-l skwi:-k-yu
  that-Subj that=place-in 3=stand-ss-Aux
  He is standing down there.
   John(a)-ch gwegiviya:ma-l wa:-k-yu
   John-Subj car-in 3=sit-ss-Aux
   John is sitting in the car.

41. Waksigwijach olo Banya:nyuval ba wa:mkwi.
   waksigwij(a)-ch olo Banya:nyuwa-1 ba wa:m-k-wi
   cowboys-Subj horse Phoenix-into them 3/3=take=pl-ss-Aux
   Cowboys take horses into Phoenix.

42. Nyach haygunyuwa:1 'ya:may'yu.
   nya-ch haygunyuwa:-1 'ya:m-ay'-yu
   I-Subj town-into 1-go-Future-1-Aux
   I will go into town.

1.2.6.4 -e: general location; in; around

   When the expression does not require any specific direction or
   location, but rather a general area is desired, the ending is added
   to the noun as in sentence 17. We will list some more examples below:

43. Cindych ye ko ya:kwi.
   Cindy-ch y-e (ya-e) ko ya:-k-wi
   Cindy-Subj this=place-in pinon=nut 3/3=pick/collect-ss-Aux
   Cindy is picking pinon nuts around here.
44. Misi: qachach nyud'ujove da:kyu.
misi: qach(a)-ch nyud'u:jo-v-e da:y-k-yu
girl little=pl-Subj school-Dem-at 3=play=pl-ss-Aux
The little girls are playing here at the school.

Hwalbay-ch Hakdugwi:v-e wayo:-k-yu
Hualapai=people-Subj Peach=Springs-at 3=live/sit=pl-ss-Aux
Hualapai people live around Peach Springs.

1.2.6.5 Other Locative Expressions

In this section we will present several other locative expressions which are built on the basic locative/directional suffixes -k, -m and -1.

A. du:1 (du:-1 "center-in") "in the middle"
This expression can also be translated as "at the center."
   a) Hu:1 mijiwo'!
      du:-1 mi-jiwo'
middle-in 3/2-put=Imp
      Put it in the middle!
   b) Gwede:nyu wayyi du:nyul mijimi'!
gwede:-nyu wayyi du:-nyu-1 mi-jimi'
toy/doll-Dem chair middle-Dem-in 3/2-lay=Imp
      Lay that doll right at the center of the chair!
B. du:jal (du:-j(a)-l "middle-pl-in") "in between"

a) Wayyi du:jal miskwi:

wayyi du:-j(a)-l mi-skwi: (mi-skwi:-i)
chair middle-pl-in 2-stand=Imp
Stand in between the chairs!


Joe-ch misi: du:-j(a)-l wa:-k-yu
Joe-Subj girl middle-pl-in 3=sit-ss-Aux
Joe is sitting in between girls.

The following pair C and D shows an interesting subtle difference in meaning: makal indicates "in the back of some object" and makol "in the back of someone".

C. makal (maka-l "back-in") "in the back/back-to-back"

a) Mach makal miskwi:

ma-ch maka-l mi-skwi:
you-Subj back-in 2-stand=Imp
Stand in the back!

b) Anbil 'wa: makal mijiwo!

anbil 'wa: maka-l mi-jiwo
automobile house back-in 3/2-put=Imp
Park the car behind the house!
D. mákol (má-k-o-l "back-place-in") "in the back of a person"

a) Da:vk nya mákol vogwa:gki.
   da:v-k  nya mako-l vogwa:g-k-i
   be=sick-ss my back-in 3=sound-ss-Aux
   I feel pains in my back.

b) Walch nya mákol dishajivikyu.
   wal-ch  nya mako-l disha-j(i)-v(i)-k-yu
   feather-Subj my back-in 3=hang-pl-State-ss-Aux
   The feathers are hanging in/on my back.

Note that the similar vowel alternations for animate vs. inanimate distinctions occur with the verb "to fall on":

jamánk "a person falls on something"
jománk "something falls on a person"

The following pair gwáji(v)k and gwajim shows the same kind of distinctions we have discussed in the sections for -k and -m. Gwáji(v)k may indicate certain location, i.e., beside/nearby, or a direction from far away to near where the reference is, while gwajim says "from here to near where the object is," i.e., away from the reference point to near the target object.

E. gwáji(v)k "near/besides (toward the reference)"

a) Marych joq gwájik Bobm hwákak gige:vkyu.
   Mary-ch joq gwajik Bob-m hwak(a)-k gige:v-k-yu
   Mary-Subj juniper near Bob-with 3=be=two-ss 3=stand-ss-Aux
Mary is standing beside the juniper tree with Bob./Mary and Bob are standing beside the juniper tree.

b) **Gwájik miyuwwa!**

**gwajik mi-yuw-(w)a.**

near 2-come-Imp

Come near here!

F. **gwájim** "near/besides (away from the reference point)"

a) **Anbíl gwájim miya:ma!**

**anbil gwajim mi-ya:m-a**

automobile near 2-go-Imp

Go close to the car! (away from me, the reference point)

b) **Wambo:dach gwájim vogwa:gki.**

**wambo:d(a)-ch gwajim vogwa:g-k-i**

train-Subj near 3=sound-ss-Aux

The train is sounding closer (away from where it originated).

G. **bukal** "at the foot of/at the boundary of"

a) 'Hádach joq **bukal** yak'kyuny.

**'had(a)-ch joq buk(a)-1 yak-k-yu-ny**

dog-Subj juniper foot-at 3=lie-ss-Aux-Past

The dog was lying at the foot of the juniper tree.

b) **Waksich isavgo bukal digávkyu.**

**waksi-ch isavgo buk(a)-1 diga-v-k-yu**

cow-Subj corral foot-at 3=gather-State-ss-Aux

The cattle gathered at the corner of the corral (or close to the fence of the corral).
Compare next three expressions. *Ya:kal* specifies "at the front part of the interior of something," while *ya:k* simply states "at the front of/in front of." The third expression *ya:mal* indicates a wider area "at the front side or alongside."

**H. ya:kal "in front of the interior of"**

a) Gweviyam *ya:kal miwa:"*

\[
\text{gweviyam ya:kal mi-wa:-}'
\]

\[
\text{car in=front=of 2-sit=Imp}
\]

Sit in the front seat of the car!

b) "Wa:h ya:kal miskwi:

\[
'wa:-h ya:kal mi-skwi:
\]

\[
\text{house-Dem in=front=of 2-stand=Imp}
\]

Stand inside at the front part of the house!

**I. ya:k "in front of"**

a) Gweviyam *ya:k miwa:"*

\[
\text{gweviyam ya:k mi-wa:-}'
\]

\[
\text{car in=front=of 2-sit=Imp}
\]

Sit in front of the car!

b) Nyiha *ya:k miskwi:

\[
\text{nyi-ha ya:k mi-skwi:-}'
\]

\[
\text{Dem-that in=front=of 2-stand=Imp}
\]

Stand in front of him!

c) Olo *ya:k, miya:ma!

\[
\text{olo ya:k mi-ya:m-a}
\]

\[
\text{horse in=front=of 2-go=Imp}
\]
Go in front of the horse!

d) Hmany qechich swevo ya:k de:vykyu.

hmany qech(i)-ch swevo ya:k de:v-k-yu
child little-Subj swing in=front=of 3=play-ss-Aux
The little child is playing in front of the swing.

J. ya:mal "alongside/in the front area of"

a) Anbilch 'wa: ya:mal wa:kyu.

anbil-ch 'wa: ya:mal wa:-k-yu
automobile-Subj house in=front=of 3=sit-ss-Aux
The car is parked in the front area of the house.

b) 'Ha: ya:mal miyu:!

'ha: ya:mal mi-yu:
water alongside 2-be=Imp
Be alongside the water!

c) Waksich wi' ya:mal skwi:kyu.

waksi-ch wi' ya:mal skwi:-k-yu
cow-Subj cliff alongside 3=stand-ss-Aux
A cow is standing alongside the cliff.

d) Nya: ya:mal viyamkyuny.

nya: ya:mal viyam-k-yu-ny
road alongside 3=run-ss-Aux-Past
He ran alongside the road.

e) Wambo:dnyonya: ya:mal miyu:'!

wambo:dnyonya: ya:mal mi-vo:'
train=track alongside 2-walk-imp
Walk alongside the railroad track!
The next pair shows the active and stative contrasts. The expression *ja:hk* "on top of" must be used with the stative verbs or more specifically with those verbs which describe the state or action that can take place without changing the location. On the other hand, *ja:hm* occurs with the verbs of motion.

K. *ja:hk* "on top of"

a) Bosach 'wa: *ja:hk* sma:kyu.

   bos(a)-ch 'wa: ja:hk sma:-k-yu
   cat-Subj house on=top=of 3=sleep-ss-Aux
   A cat is sleeping on top of the house.

b) Jibaych joq *ja:hk* wa'k swa:dki.

   jibay-ch joq ja:hk wa'-k swa:d-k-i
   bird-Subj juniper on=top=of 3=sit-ss 3=sing-ss-Aux
   A bird is sitting on top of the juniper tree and is singing.

L. *ja:hm* "over the top of"

a) Misi:hch wi' *ja:hm* jiqd'ikyunny.

   misi:-h-ch wi' ja:hm jiqd-(')i-k-yu-ny
   girl-Dem-Subj rock over=the=top=of 3=jump-suddenly-ss-
   Aux-Past
   The girl suddenly jumped over the rock.


   jibay-ch 'wa: ja:hn viya:d-k-yu
   bird-Subj house over=the=top=of 3=fly-ss-Aux
   A bird is flying over the house.
M. ya:1 "under"

a) Bósach 'wa: ya:1 sma:kyu.
   bos(a)-ch 'wa: ya:1 sma:-k-yu
   cat-Subj house under 3=sleep-ss-Aux
   A cat is sleeping under the house.

b) 'Hádach anbil ya:1 sma:kyu.
   'had(a)-ch anbil ya:1 sma:-k-yu
   dog-Subj automobile under 3=sleep-ss-Aux
   A dog is sleeping under the car.

c) Jibévi ya:1 miyu:da!
   jibevi ya:1 mi-yu:d-a
   blanket under 2-get=in-Imp
   Get under the blanket!

1.2.6.6 Locative -e with Other Locatives

The suffix -e is different from the other locative markers in that it can be added to the other suffixes -k, -m and -l as shown below:

A. Gwemájole 'sme:yyu.
   gwe-ma-j-o-l-e '-sme:y-yu
   thing-eat-pl-place-in-at 3/1-lose-Aux
   I lost it somewhere in the cafe.

When -e is added after another locative, it implies an uncertain location or direction. The difference between locative forms with and without -e can be demonstrated by the following sentences:
B. a) Gwemajok yu:kyuny.

gwe-ma-j-o-k   yu:-k-yu-ny
thing-eat-pl-place-at 3=be-ss-Aux-Past
He was at the cafe (definite location).

b) Gwemajoke yu:kyuny.

gwe-ma-j-o-k-e  yu:-k-yu-ny
thing-eat-pl-place-at-at 3=be-ss-Aux-Past
He was at the cafe (and that's where I last saw him but I don't know if he's still there).

C. a) Gwemajom yu:kyu.

gwe-ma-j-o-m   yu:-k-yu
thing-eat-pl-place-from 3=be-ss-Aux
He's coming from the cafe (definite location).

b) Gwemajome yu:kyu.

gwe-ma-j-o-m-e  yu:-k-yu
thing-eat-pl-place-from-at 3=be-ss-Aux
He's coming from the vicinity of the cafe.

D. a) Gwemajol yum 'u:yuny.

gwe-ma-j-o-l   yu-m 'u:-yu-ny
thing-eat-pl-place-in be-ds 3/1-see-Aux-Past
I saw him in the cafe (definite location).

b) Gwemajole yum 'u:yuny.

gwe-ma-j-o-l-e  yu-m 'u:-yu-ny
thing-eat-pl-place-in-at be-ds 3/1-see-Aux-Past
I saw him somewhere in the cafe (but I can't remember exactly where; or else he could have moved since I saw him).
1.2.7 Adverbial Marker -m: time and manner

The adverbial expressions of time and manner are marked by the ending -m, and it is translated as "in/at (certain time)" or "in (certain manner)."

46. Nyach makanya:m gwe 'dinyu:d'winy.
   nya-ch makanya:-m gwe 'dinyu:d'-wi-ny
   I-Subj yesterday-in something 3/1-write-1-Aux-Past
   I wrote (something) yesterday.

47. Nyach va:m gwe 'dinyu:d'wi.
   nya-ch va:-m gwe 'dinyu:d'-wi
   I-Subj now-at something 3/1-write-1-Aux
   I am writing now.

48. Ye:ka:m nyach gwe 'dinyu:day'wi.
   ye:ka-m nyach gwe 'dinyu:d-ay'-wi
   tomorrow-in I-Subj something 3/1-write-Future-1-Aux
   I will write tomorrow.

   yapa:ch vilwi:v-m 'vo:m-ay'-yu
   night the=center-in 1-go=home-Future-1-Aux
   I will go home at midnight.
    haygu-ya-m gwe 'dinyu:d-j(i)-'wi
    whiteman-be-Def-in something 3/1-write-pl-1-Aux
    We write like the whitemen.

    Phil-ch nyu nabo'-wo gwe-yu:-ya-m dinyu:v-k-a
    Phil-Subj his grandfather-late things-be-Def-in 3/3=follow-ss-Def
    Phil is following in his grandfather's way.

    Phil-ch nyu nabo'-wo gwe-yu:-ya
    Phil-Subj his grandfather-late-in/like things-be-Def
    dinyu:v-k-a
    3/3=follow-ss-Def
    Phil is following in the way of his grandfather.

1.2.8 Vocative Marker -ê (singular) and -êye (plural)
    When calling the attention of a person, the ending -ê is attached to the noun referring to that individual. When there are two or more persons whose attentions are called for, the noun adds the plural vocative marker -êye.

53. Hmany qachêl Gwe ba nyigana:voyi.
    hmany qach-e gwe ba nyi-gana:v-o-y-i
    child little=pl-Voc something all 2/1-tell-Appf-Future-Aux
Children! I am going to tell a story for you all.

Note that the form qach "to be little" is already plural (cf. qech "(one) to be little") and the vocative marker -é instead of the plural -ye is used.

54. John'e! Miyúwk gwe mama:
John-e mi-yuw-k gwe ma-ma:
John-Voc 2-come=here-ss something 3/2-eat=Imp
John! Come and eat!

When the noun ends in the vowel i or i:, and it refers to one person, no ending is added as in sentences 55 and 56:

55. Nya nibi:! Misma:h mda'opal!
nya nibi: mi-sma:-h m-da'op-a
my aunt 2-sleep-irreal 2-Neg-imp
My aunt! Don't sleep!

Note that when the negative verb da'op appears, it takes the person marker (-', m- or Ø-), and that the person marker is phonetically attached to the end of the previous verb. Thus, 55 is phonetically: Nya nibi:! Misma:h(a)m da'opal!

56. Nya misi:! Gwe mama:
nya misi: gwe ma-ma:
my daughter something 3/2-eat=imp
My daughter! Eat!

When, however, the plural persons are being called for, the marker -ye is added to the noun as in 57 and 58:

57. Nya nibi:ye! Gak misma:jah medé!
   nya nibi:-ye gak mi-sma:-j(a)-h m-de
   my aunt-Voc=pl Neg 2-sleep-pl-Irreal 2-Neg=Imp
   My aunts! Don't sleep!

58. Nya misi:ye! Gwe mama:ja!
   nya misi:-ye gwe ma-ma:-j-a
   my daughter-Voc=pl something 3/2-eat-pl=Imp
   My daughters! Eat!

When the noun ends in vowels e or a, the vocative marker e replaces it, i.e., ...e + e = é or ...a + é = é.

59. Nya hume! Miyuwwal!
   nya hume (hume + e) mi-yuw-(w)a
   my son=Voc 2-come=here-imp
   My son! Come here!

60. Nya dale! Ga myu:?
   nya dale (dala + e) ga m-yu:
   my father=Voc how 2-be=q
   My father! How are you?
61. Nya jide! Gyu: ga mwingwe?

\[\text{nya jide (jida + e) gyu: (gwegayu:) ga m-wi-ng-we}\]
\[\text{my mother=Voc what how 3/2-do-2-Q}\]
My mother, What are you doing?

It should be noted that when the person is not in sight, another suffix -ō or -wo is added to the noun. The suffix -wo is added when the noun ends in a long vowel, and -ō when the noun ends in all other sounds. (When these -wo and -o are used for a non-vocative purpose, they do not take the strong stress, i.e., -wo and -o.)


\[\text{nya hume(:)-wo ma-vo:k-a}\]
\[\text{my son-Voc=Detached 2-come=back-Imp}\]
My son! (I can't see you, but I know you are somewhere around.) Come back!

63. Nya jido! Ge miya:mayngyo?

\[\text{nya jido (jida + o) ge mi-ya:m-a-y-ng-yo}\]
\[\text{my mother=Voc=Detached how 2-go-Future-2-Q=Detached}\]
My Mother! (I can't see you, but I know you are somewhere out there.) Where are you going?

Note the ending of the question in 63. As we will see later (2.2.1), the usual question sentence for the yu-verb is indicated by the rising intonation. Sentence 63 is ordinarily: Ge miya:mayngyu?

However, the addressee (mother) is not in sight and the detached
suffix with stress -ó is added to the last segment yu. Consequently, the usual change takes place; namely, the stressed element replaces the unstressed vowel, thus: -yu + ó → -yó.

1.2.9 The Syntactic Marker -k and -m

In Hualapai and in Yuman languages in general, there is a mechanism that shows the sameness or difference of the subject-references when there are two or more verbs within a sentence. Such a mechanism is called the "switch-reference."

1.2.9.1 The Same Subject/Reference Marker -k

When a sentence is constructed with two or more verbs (including the auxiliary verbs -wi, -yu and -i), the subject of the first verb and that of the second verb may be identical. In such a case, the second subject may not be repeated because at the end of the first verb we find the syntactic marker -k which explicitly states that the two subject-references are identical. In the following discussions, the marker -k is glossed as ss (same subject).

64. Rhiannonch he'h tuyk dathgwi:1kwiny.
Rhiannon-ch he'-h tuy-k
Rhiannon-Subj dress-Dem 3/3=take=off-ss
dathgwi:1-k-wi-ny
3/3=wash-ss-Aux-Past
Rhiannon took off the dress and washed it.
65. Johnach oló va'uldak mányuny.
John(Subj) horse 3/3=ride-Temp-ss 3=fall=off-ss-

John rode a horse and fell down.

Phil(Subj) car 3/3=drive-ss Phoenix-to

Phil will drive a car and take it to Phoenix.

The main verb is followed by one of the auxiliary verbs. Since the subject of the main verb and that of the auxiliary are the same, the marker -k appears at the end of the main verb. The same subject marker -k interacts with the person prefix. (See Section 1.4 [Auxiliaries and Their Affixes] for more discussions.)

a) -k + ' (first person marker) ➔ ' or Ø (zero)
b) -k + m- (second person marker) ➔ ng
c) -k + Ø- (third person marker) ➔ k

1.2.9.2 The Different Subject Marker -m

When the first subject and the second subject are different, the different subject marker -m appears at the end of the first verb: -m is glossed as ds (different subject).
I-Subj Jean 3/1-ask-ds all 2/3-sing-Appl-Future-ss-Aux
I will ask Jean to sing for you all.

68. Gach 'hada a:vm 'spoh 'da'op'yu.
who-Subj dog-Def 3/3=hit-ds 3/1-know 1-Neg-l-Aux
I don't know who hit the dog.

69. Johnach Mary baeq m i:kiny.
John-Subj Mary 3/3=hit-ds 3=cry-ss-Aux-Past
John hit Mary and she (=Mary) cried.
1.3 Auxiliaries: -yu, -wi and -i

In the example sentences given above, we find that sentences can end in a variety of ways. When we select those sentences which are not questions or imperatives, we find that there are three types of sentence-endings: -yu "be", -wi "do" and -i "say". These are called auxiliary verbs. What they do to the sentences is to complete them by characterizing them and telling us what kinds of verbs are used. Notice also that the auxiliary verbs are not stressed.

1.3.1 Auxiliary Verb -yu "be"

In general, those verbs which take the auxiliary verb -yu are intransitives, i.e., verbs which do not take the object noun:

70. Hach sma:k-yu.
   ha-ch    sma:-k-yu
   that=one-Subj 3=sleep-ss-Aux
   He is sleeping.

71. Marych sa'adjawo ya:m-kyu.
   Mary-ch  sa'adjawo ya:m-k-yu
   Mary-Subj store 3=go-ss-Aux
   Mary is going to the store.

72. Burt(i)-ch jiqodgik-yu
   Burt(i)-ch jiqodg-i-k-yu
   Burt-Subj 3=jump-suddenly-ss-Aux
   Burt is jumping.
Joe's hat flew away.

Children are fighting (temporarily).

1.3.2 Auxiliary Verb **-wi** "do"

When the verb involves a transitive action, i.e., some agent acts on an object, the auxiliary **-wi** appears after the verb.

The horse kicked John.

Phil is chopping the wood.

Jill is closing the door.
Jill closed the door.

78. Billch bes nyitham'akwi'.
Bill-ch bes nyi-tham-'a-k-wi'
Bill-Subj money 1/3-borrow-momentarily-ss-Aux
Bill borrowed money from me for a while.

79. Baqu:(y)yach gwe nuwidjkwí.
baqu:y-ya-ch , gwe nuwid-j-k-wi
woman=pl-Dem-Subj things 3/3=prepare-pl-ss-Aux
Women prepare everything (in the household).

Note that some sentences are translated in the past tense while others are in the present tense. The specific translation depends on the context.

1.3.3 Auxiliary Verb -i "say"

The auxiliary verb -i is added to the verbs of saying such as speaking, singing, shouting, yelling and so on. The verb describes something that can be done by using the mouth.

Jorigine-ch Hwalbay gwa:w-k-i
Jorigine-Subj Hualapai 3/3=speak-ss-Aux
Jorigine is speaking Hualapai.
81. Akídach jhuíkí.  
Akída-ch jhu-i-k-i  
Akíra-Subj 3=whistle-suddenly-ss-Aux  
Akíra is whistling.

82. Cindy-ch mi:kí.  
Cindy-ch mi:-k-i  
Cindy-Subj 3=cry-ss-Aux  
Cindy is crying.

83. Josie-ch ba nyisidavkí.  
Josie-ch ba nyi-sidav-k-i  
Josie-Subj all 1/3-be=proud-ss-Aux  
Josie is proud of us all.

84. Badayach ja:díkí.  
baday(a)-ch ja:d-i-k-i  
old=man-Subj 3=yell-suddenly-ss-Aux  
The old man yelled.

Some of the verbs have as part of their form -i "suddenly". The suffix -i is not stressed but the original meaning of the "suddenness" is retained as part of the verb. These verbs can be characterized as the "instantaneous" verb, i.e., the action described must necessarily take place suddenly. See Part IV, Chapter III, Section 3.3.5 for more discussions on the instantaneous verbs.
The auxiliary -i has an alternative form -yi. The difference is simply a phonological one. The form -yi occurs when the immediately preceding sound is a long vowel, and -i occurs after all other sounds:

a) 'Mi:yi I cry.
b) 'Gava:yi I ask.
c) 'Gana:yi I point at (something)—note that pointing is traditionally done with the lips.
d) 'Swa:di I sing.
e) 'Jigwadi I laugh.
f) 'Waha:vi I am possessive (of someone/something).
g) 'Gwa:wi I speak.

An interesting fact is that the interpretation of -i/-yi is not always consistent. That is, when this suffix appears with some verbs, it may be interpreted as "too/again" or "feel." The reason seems as follows: a) there is a homophonous auxiliary -yi "to be fond of, wish, want, feel," i.e., an auxiliary of feeling and emotion; b) there is also a suffix -y which is translated as "too/again." The specific translation, then, must be decided on depending on the context. We will have more discussions on these suffixes later, but it may suffice to state that when -i/-yi appears with those verbs which are not ordinarily classed as the verbs of saying, the meaning is often "feel..." just when the verbs describe some feeling or emotion (e.g., disimiye:yi "I make fun of," wami:yi "I feel hateful," and so on), otherwise the interpretation may be "again/too" (e.g., qawyi "I break
again," ga\text{\textacute{h}in}'yi "I circle dance again," mani "I get up (from bed) again," and so on.
1.4 Auxiliaries and Their Affixes

The auxiliary verbs do not usually carry the stress. They have the person marking as their prefix: ' - "the first person (I)," m - "the second person (you)," and Ø - "the third person (he/she/it)" as shown in sentences 85a, b and c below:

85. a) Nyach 'sma:-yu.
   nya-ch 'sma:-'-yu
   I-Subj 1-sleep-ss-1-Aux
   I am sleeping.

   b) Mach misma:ngyu.
     ma-ch mi-sma:-ng-yu
     you-Subj 2-sleep-ss=2-Aux
     You are sleeping.

   c) Hach sma:kyu.
      ha-ch sma:-k-yu
      that=one-Subj 3=sleep-ss(-3)-Aux
      He is sleeping.

1.4.1 The First Person Marker and the Auxiliary Verbs

Every main verb (e.g., sma: "sleep") is suffixed with the same subject marker -k and then one of the auxiliary verbs is added. When the auxiliary verb is marked for the first person ' - , the same subject marker of the previous verb is deleted:
The following examples show sentences in everyday use.


nya-ch sa'adjawo ('-vo:-k) 'ya:m-yu
I-Subj store (1-walk-ss) 1-go-Aux
I am (walking and) going to the store.

88. Nyach i' 'jigaedwi.

nya-ch i' '-jigaed-wi
I-Subj wood 3/1-chop-Aux
I am chopping the wood.
89. Nyach wa:h 'sa'amwi.
   nya-ch wa:-h    '-sa'am-wi
   I-Subj door-Dem 3/1-close-Aux
   I am closing the door.

90. Nyach Hwalbay 'gwa:wi.
   nya-ch Hwalbay  '-gwa:w-i
   I-Subj Hualapai 3/1-speak-Aux
   I am speaking Hualapai.

   nya-ch  '-swa:d-i
   I-Subj 1-sing-Aux
   I am singing.

1.4.2 The Second Person Marker and the Auxiliary Verbs

Linguists have suggested that when the second person marker m-
follow the same subject marker -k, these two fuse into one sound
represented by the spelling ng (i.e., phonetically[ŋ]):

   ma-ch    mi-sma:-k-m-yu
   you-Subj 2-sleep-ss-2-Aux
   You are sleeping.
   › Mach misma:nγyu. (Everyday Speech)
    ma-ch sa'adjawo mi-ya:m-ng-yu
you-Subj store 2-go-ss=2-Aux
You are going to the store.

(From here on, ng will be glossed as 2, i.e., the second person.)

94. Mach i' mijigaedngwi.
    ma-ch i' mi-jigaed-ng-wi
you-Subj wood 3/2-chop-2-Aux
You are chopping the wood.

95. Mach wa:h misa'amngwi.
    ma-ch wa:-h mi-sa'am-ng-wi
you-Subj door-Dem 3/2-close-2-Aux
You are closing the door.

96. Mach Hwalbay migwa:wngi.
    ma-ch Hwalbay mi-gwa:w-ng-i
you-Subj Hualapai 3/2-speak-2-Aux
You are speaking Hualapai.

    ma-ch mi-swa:d-ng-i
you-Subj 2-sing-2-Aux
You are singing.
1.4.3 The Third Person Marker and the Auxiliary Verbs

The third person prefix is null (∅-); thus the same subject marker remains unchanged as can be seen in examples 70 through 84 above. For the convenience of the reader, we repeat those examples below:

70. Hach sma:kyu. He is sleeping.
71. Marych sa'adjawo ya:mkyu. She is going to the store.
73. Joe budach ya:dikyu'. Joe's hat flew away.
74. Hma:nyach jo:vikyu. Children are fighting each other.
75. Olohc John ga'dohkw'i. The horse kicked John.
76. Philch i' jigaënkw'i. Phil chopped the wood.
77. Jillch wa:h sa'amkw'i. Jill closed the door.
78. Billch bes nyithamkw'i. Bill borrowed money from me.
81. Akidach juhuiki. Akira is whistling.
82. Cindych mi:ki. Cindy is crying.
83. Josiech ba nyisidavki. Josie is proud of us all.
84. Badayach ja:diki'. The old man yelled.

1.4.4 The Past Tense (Perfective) Marker -ny

The auxiliary verbs can take the past tense suffix -ny (or sometimes called the perfective marker).
98. Nyach o'o 'ha:myuny.
   nya-ch o'o 'ha:m-yu-ny
   I-Subj fire 3/1-see=at=a=distance-Aux-Past
   I saw a fire.

    ma-ch 'ha: mun ma-thi:-ng-wi-ny
    you-Subj water cold 3/2-drink-2-Aux-Past
    You drank cold water.

100. Nyithach gweviyam gowa:mkwiny.
     nyi-tha-ch gweviyam gowa:m-k-wi-ny
     Dem-that-Subj car 3/3=drive-ss-Aux-Past
     He drove the car.

     John(a)-ch swa:d-k-i-ny.
     John-Subj 3=sing-ss-Aux-Past
     John sang.

     John(a)-ch Mary-m Hwalbay gwa:w-j-'i-k-i-ny
     John-Subj Mary-with Hualapai 3/3=speak-pl-suddenly/awhile-ss-Aux-Past
     John spoke Hualapai with Mary./John and Mary spoke Hualapai for a while.
The Glottal Stop and Other Abbreviated Forms

We should note that these auxiliary verbs may not always appear at the end of every sentence. The same subject marker may be replaced by the glottal stop ('') and the remaining segments (e.g., the person marker and the auxiliary) may be dropped altogether. For example, see sentences 103 through 105 below:

103. (Nyach) 'sma:'. I am sleeping.
104. (Mach) misma:'. You are sleeping.
105. (Hach) sma:'. He is sleeping.

Sometimes the same subject marker of the main verb may be retained as in examples 106 through 108 below:

106. (Nyach) sa'adjawo 'vo:k 'ya:mk.

I am going to the store.

107. (Mach) sa'adjawo miya:mk.

You are going to the store.

108. Marych sa'adjawo ya:mk.

Mary is going to the store.

In everyday conversation, we may hear the vowel a after the same subject marker -k in place of one of the auxiliary verbs as we see in examples 109 through 111 below:

109. (Nyach) i' jigaedka. I am chopping the wood.
110. (Mach) i' mljigaedka. You are chopping the wood.
As their suffix, the auxiliary verbs may take the past (or perfective) marker -ny (see the previous section 1.4.4). We have stated in Section 1.3.2 that the sentences without -ny may be sometimes translated in the present tense and sometimes in the past tense. Upon a closer examination, however, we have found that the sentences without -ny are in fact in the present tense, while those with -ny are in the past; furthermore, we have noticed that those sentences that can be translated in the past tense have the glottal stop at the end! The glottal stop, then, also replaces the past tense marker -ny:

112. Nyach 'o o 'ha:myu'. I saw a fire.
113. Mach 'ha: mun mathi:ngwi'. You drank cold water.
114. Nyithach gweviyam gowa:mkwi'. He drove a car.
116. Johnach Marym Hwalbay gwa:wavki'. John and Mary spoke Hualapai to each other.

The glottal stop is also used in place of the subject marker -ch. This is especially true in everyday casual speech. ("Noun-ch" may indicate the introduction of a new/focused information, while "Noun-"
an old/non-focused information.) For example, sentences 112 through 116 may be:

112a. Nya' o'o 'ha:myu'. I saw (the) fire.

113a. Ma' 'ha: mun mathi:ngwi'.

You drank (the) cold water.

114a. Nyitha' gweviyam gowa:mkwi'.

He drove (the) car.


116a. John' Marym Hwalbay gwa:wvki'.

John with Mary spoke Hualapai to each other.

One additional observation should be added here concerning the glottal stop. It often alternates with the length, and sometimes with the glottal fricative h.

Examples: a. 'ha' or 'ha: water

   b. 'wa' or 'wa: house

   c. wa'k or wa:k to sit

   d. do'fik or do:fik to gamble

   e. /gavgō'k or gavgōhk to bar/stop

   f. spo'k or spohk to know

Note that this alternation is always one way; that is, when we consider the form with the glottal stop as the basic, we can use the
length or the glottal fricative h as its alternative form, but not the other way around. For example:

- g. nya: but not *nya' road
- h. ba:b but not *ba'b potatoe
- i. ma:k but not *ma'k to eat.
- j. ja:vk but not *ja'vk to eat up
- k. mahnyo' but not *ma'nyo' shoes
- l. diyahwinuk but not *diya'winuk to turn around (something small)
1.5 Verbs with Auxiliaries -yu, -wi, -i and -yi

The use of the auxiliary verbs described above seems straightforward. However, the presence or absence of the object in a sentence does not always determine whether the auxiliary verb -yu is to be used or -wi should be added. Some verbs use -yu, -wi and -i almost interchangeably, some -yu and -wi, and still others -yu and -i. A significant clue on whether the -yu, -wi, -i or -yi is used in some verbs is the presence or absence of the reflexive suffix -v (see Section 3.2.11). In the following sections, we will give a short list of verbs in different categories. When we add a sufficient number of verbs, we may be able to make some general statements about the syntactic and/or semantic relationships between the verbs and the auxiliaries.

1.5.1 YU-Verbs

<table>
<thead>
<tr>
<th>Hualapai</th>
<th>English</th>
<th>Hualapai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a:mk</td>
<td>pass by</td>
<td>dahödvik</td>
<td>hide</td>
</tr>
<tr>
<td>disbe:vk</td>
<td>be lopsided</td>
<td>gwik</td>
<td>be with</td>
</tr>
<tr>
<td>gwi:vk</td>
<td>be slicked up</td>
<td>hathbuyk</td>
<td>wash hair</td>
</tr>
<tr>
<td>hwisvk</td>
<td>swerve</td>
<td>jidt(h)a:dk</td>
<td>crawl</td>
</tr>
<tr>
<td>jikba:k</td>
<td>climb up</td>
<td>jikbamk</td>
<td>climb up</td>
</tr>
<tr>
<td></td>
<td>(small things)</td>
<td></td>
<td>(large things)</td>
</tr>
<tr>
<td>jilayk</td>
<td>be free with</td>
<td>jimnayk</td>
<td>pretty, handsome</td>
</tr>
<tr>
<td></td>
<td>body/be loose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jiqódgk</td>
<td>jump</td>
<td>jisáwk</td>
<td>put face up in the air</td>
</tr>
<tr>
<td>Hualapai</td>
<td>English</td>
<td>Hualapai</td>
<td>English</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------</td>
<td>----------</td>
<td>--------------------</td>
</tr>
<tr>
<td>ji'alk</td>
<td>look over</td>
<td>la:wik</td>
<td>open mouth wide</td>
</tr>
<tr>
<td>machk</td>
<td>be off/out</td>
<td>miy'yk</td>
<td>be scarred</td>
</tr>
<tr>
<td>qamónyk</td>
<td>be stooped</td>
<td>sah'k</td>
<td>be smelly/rotten</td>
</tr>
<tr>
<td>sivo(:)k</td>
<td>wait</td>
<td>siy'yb</td>
<td>sway</td>
</tr>
<tr>
<td>su:dk</td>
<td>glance over</td>
<td>swalk</td>
<td>like, love</td>
</tr>
<tr>
<td>thidi:ik</td>
<td>be startled</td>
<td>viso(:)k</td>
<td>watch</td>
</tr>
<tr>
<td>viyádk</td>
<td>look quickly</td>
<td>vowák</td>
<td>stay right in</td>
</tr>
<tr>
<td>wa'k</td>
<td>sit</td>
<td>wa:k</td>
<td>sit slowly</td>
</tr>
<tr>
<td>wanya:k</td>
<td>forget</td>
<td>ya:mk</td>
<td>go</td>
</tr>
<tr>
<td>yimák</td>
<td>dance</td>
<td>yimúk</td>
<td>be new</td>
</tr>
<tr>
<td>yo:qk</td>
<td>vomit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.5.2 WI-Verbs

dagwe:kk turn over dagwi:vk chase
dahódk hide dakk throw toward the speaker
dalamk be on something (heavy objects) dalapk make...flat
dalúthk burst something damo:k scratch
dani:lk poke danyo:mk prolong
dapsk slap daqk bust
dase:k make...fat dase:yk make...greasy
dathbak iron dawínk choke
<table>
<thead>
<tr>
<th>w1</th>
<th>meaning</th>
<th>w2</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dayahwinuk</td>
<td>turn small thing around</td>
<td>dayahwinvk</td>
<td>turn around</td>
</tr>
<tr>
<td>da’amk</td>
<td>cover with lid</td>
<td>da’olk</td>
<td>cook, boil</td>
</tr>
<tr>
<td>dilayk</td>
<td>mash</td>
<td>dimachk</td>
<td>turn off</td>
</tr>
<tr>
<td>dimana:dk</td>
<td>make...into a large bundle</td>
<td>dinyu:dk</td>
<td>write/copy</td>
</tr>
<tr>
<td>diq’amk</td>
<td>bump.hit with something</td>
<td>disnayk</td>
<td>tangle</td>
</tr>
<tr>
<td>disva:lk</td>
<td>tie/put together many things</td>
<td>diswi:k</td>
<td>shave</td>
</tr>
<tr>
<td>diyo:vk</td>
<td>sharpen</td>
<td>diyu:mk</td>
<td>have shoes on wong feet</td>
</tr>
<tr>
<td>gaga:vk</td>
<td>buy</td>
<td>gavgawk</td>
<td>meet</td>
</tr>
<tr>
<td>gavgóhk</td>
<td>bar, block</td>
<td>gavnáwk</td>
<td>carry something heavy</td>
</tr>
<tr>
<td>gichqíchk</td>
<td>tickle</td>
<td>gilgyók</td>
<td>tie something large</td>
</tr>
<tr>
<td>gwa:mk</td>
<td>drive</td>
<td>gwank</td>
<td>kill</td>
</tr>
<tr>
<td>gwi:lk</td>
<td>be better</td>
<td>halde:vk</td>
<td>swim</td>
</tr>
<tr>
<td>hwalk</td>
<td>dig</td>
<td>jagji:k</td>
<td>step on</td>
</tr>
<tr>
<td>ja:vk</td>
<td>eat up</td>
<td>ja:k</td>
<td>pour/ play musical instrument</td>
</tr>
<tr>
<td>jamank</td>
<td>fall on something</td>
<td>jamank</td>
<td>get...up</td>
</tr>
<tr>
<td>jiboqk</td>
<td>suck</td>
<td>jigákk</td>
<td>crack (nuts)</td>
</tr>
<tr>
<td>jigu:k</td>
<td>kiss</td>
<td>jigwe:kk</td>
<td>uncover blanket</td>
</tr>
<tr>
<td>jigyo(:)k</td>
<td>bite</td>
<td>ji:k</td>
<td>put X on top of Y</td>
</tr>
<tr>
<td>jimi(:)k</td>
<td>lay...down</td>
<td>jimnyáyk</td>
<td>chew</td>
</tr>
<tr>
<td>jitavk</td>
<td>puff out something</td>
<td>jithbalk</td>
<td>soak...in the mouth</td>
</tr>
<tr>
<td>jithulk</td>
<td>wash (body)</td>
<td>jivchu:lk</td>
<td>blow up</td>
</tr>
<tr>
<td>jivyámk</td>
<td>make...run</td>
<td>jiwók</td>
<td>put away</td>
</tr>
<tr>
<td>Hualapai</td>
<td>English</td>
<td>Hualapai</td>
<td>English</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>-----------</td>
<td>---------------</td>
</tr>
<tr>
<td>jiyalk</td>
<td>paint/smear</td>
<td>jiya:mk</td>
<td>let (one) go/ send</td>
</tr>
<tr>
<td>jiya:vk</td>
<td>order</td>
<td>jiyudk</td>
<td>put in</td>
</tr>
<tr>
<td>jiyu:mk</td>
<td>let (many) go/ herd</td>
<td>juhu:dk</td>
<td>grind (in the mouth)</td>
</tr>
<tr>
<td>lelk</td>
<td>tear something</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.5.3 I-Verbs

<table>
<thead>
<tr>
<th>Hualapai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>misik</td>
<td>call out by name</td>
</tr>
</tbody>
</table>

Most of the I-Verbs can also take the auxiliary -yu. The verb misik is the only verb at this stage of our investigation which is strictly -i suffixed (although for some speakers this can also take the auxiliary -yu).

### 1.5.4 YU/WI-Verbs

<table>
<thead>
<tr>
<th>Hualapai</th>
<th>English</th>
<th>Hualapai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>boqk</td>
<td>spill</td>
<td>dinyu:vk</td>
<td>follow</td>
</tr>
<tr>
<td>dis(h)wi:vk</td>
<td>shave oneself</td>
<td>dismiye:k</td>
<td>make fun of</td>
</tr>
<tr>
<td>divgäélvik</td>
<td>saddle</td>
<td>ginyu:k</td>
<td>follow in foot prints</td>
</tr>
<tr>
<td>hnuk</td>
<td>insult</td>
<td>hwik</td>
<td>smell</td>
</tr>
<tr>
<td>jijyu:vk</td>
<td>take up for</td>
<td>silk</td>
<td>roast in fire</td>
</tr>
</tbody>
</table>
When the -yu auxiliary appears at the end of a verb listed above, it means that "verb as a statement of the fact," while the auxiliary -wi means "Verb that's why the subject is doing it"—the specific content of the why-part must wait for the context.

Examples:

a) Misi:ch walba:kyuny.
   The girl believed it to be true.

b) Misi:ch walba:kwiny.
   The girl believed it to be so, and that's why she acted that way.

c) Nyach sme:'yu
   I miss him.

d) Nyach sme:'wi.
   I miss him (and that's why I am doing it, e.g., getting mad at everyone).

1.5.5 YU/I-Verbs

<table>
<thead>
<tr>
<th>Hualapai</th>
<th>English</th>
<th>Hualapai</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>de:vk</td>
<td>(one) play</td>
<td>gahinyk</td>
<td>circle dance</td>
</tr>
<tr>
<td>tinyik</td>
<td>be stingy</td>
<td>gwa:wk</td>
<td>talk</td>
</tr>
</tbody>
</table>

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The use of -yu or -i does not seem to carry any meaning difference. Some speakers simply use them interchangeably. It seems that the auxiliary -yu often becomes -i when the neighboring sound is strongly stressed. But even this does not necessarily explain the differences.

Examples:

a) Nyihach gwa:wyu. He is talking.

b) Nyihach gwa:wki. He is talking.

c) Nyach mi:'yu. I am crying.

d) Nyach mi:'i. I am crying.

1.5.6 YU/WI/I/YI-Verbs
ha:mk see afar sidavk boast/be proud of
spo'k know wami:k hate

When each of these three auxiliaries can be used with a verb, the verb can also take -yi. There are subtle meaning differences for each auxiliary as shown below:

a) -wi
"Verb that's why the subject is doing it": e.g., wami:kwi "he doesn't like him that's why he is doing it--e.g., that's why he doesn't see him, that's why he doesn't come here, etc."
The specific meaning for why-part must be supplemented in a given context.

b) -yu
"Verb as a matter of fact, as a statement of the fact": e.g., wami:kyu "he doesn't like him--that's a general knowledge."

c) -i
In general the verb "i" is like "yu" but in some cases "i" expresses more how the speaker feels about what he/she is describing or the speaker's personal knowledge: e.g., wami:ki "he doesn't like him (and I know that)."
d) -yi

"really Verb (and that's why the subject is doing although you keep asking me)": e.g., wami:kyi "he really hates him (and that's why he is doing it)"—again the specific meaning for the why-part must be inferred from the context.

We will list more examples below:

116. a) Nyach Hwalbay gwa:wk spo'wi.
I know how to speak Hualapai (and that's why I am doing it, e.g., writing a grammar).

b) Nyach Hwalbay gwa:wk spo'yu.
I know how to speak Hualapai (and that's the fact).

c) Nyach Hwalbay gwa:wk spo'i.
I know how to speak Hualapai (if you ask me what I know about Hualapai).

d) Nyach Hwalbay gwa:wk spo'yi.
I really know how to speak Hualapai (and why do you keep asking me that question?).

117. a) Ba:hach ha:mkwa.
The man is looking afar (and reacting to the event by yelling, falling down, smiling, etc.).

b) Ba:hach ha:mkwu.
The man is looking afar.

c) Ba:hach ha:mkj.
The man is looking afar.

d) Ba:hach ha:mkyi.
The man is really looking afar.
118. a) *Misi:ch gana:kwí.*

The girl is blaming it (by some drastic action, e.g., crying or throwing a tantrum).

b) *Misi:ch gana:kyú.*

The girl is blaming it (or cursing it).

c) *Misi:ch gana:ki.*

The girl is blaming it (by telling so or saying so).

d) *Misi:ch gana:kyí.*

The girl is blaming it (i.e., she is really putting the blame on it).
Chapter II: Types of Sentences

2.0 Types of Sentences

In this chapter, we will examine different types of Hualapai sentences—what they are and how they are constructed.

2.1 Declarative Sentences

We sometimes use the sentences to convey our opinions to the hearer, to describe some state or event, or to communicate some fact to the hearer. We do so by using sentences which end in one of the auxiliary verbs (and sometimes the past tense marker -ny at the end). These are called the "declarative" sentences.

1. a) Nyach 'de:vyu.
   ny-a-ch 'de:v-yu
   l-Subj 1-play-Aux
   I am playing.

b) Nya jı́dach gwe miyalkwí.
   nya jı́da-ch gwe miyal-k-wi
   my mother-Subj something 3/3=make=bread-ss-Aux
   My mother is making bread.

c) Nyach Hwalbay 'gwa:wa 'da'op yid mach Hwalbay
   migwa:wngi.
   nya-ch Hwalbay 'gwa:wa 'da'op yid ma-ch Hwalbay
   l-Subj Hualapai 3/1-speak-Def l-Neg but you-Subj Hualapai
   mi-gwa:w-ng-i
3/2-speak-2-Aux
I don't speak Hualapai, but you do.

   nyachu:d(a)-m hanbach miyu:-j-k-yu
   winter-in 3=snow always=be-distributive-ss-Aux
   In winter it snows.

b) Bos nya nyiḥadach gwema:d(a) ma: muwi:jikwi.
   bos nya nyi-had(a)-ch gwema:d(a) ma:
   cat I Poss-pet-Subj meat(-Def) 3/3=eat
   muwi:-j(i)-k-wi
   always=do-distributive-ss-Aux
   My cat eats meat.

c) Ma wanyasi:vk 'jigwad mi:ji'i.
   ma wa-nya-si:v-k '-jigwad mi:-j(i)-i
   you 2/1=think-ss 1-laugh always=say-distributive-
   ss-Aux
   Whenever I think of you, I laugh.

3. a) Mach misma:hin gyu.
   ma-ch mi-sma:-hi-ng-yu
   you-Subj 2-sleep-Irreal-2-Aux
   You are going to sleep.

b) Nyihach gwe ma:hikwi.
   nylha-ch gwe ma:-hi-k-wi
   he-Subj something 3/3=eat-Irreal-ss-Aux
   He is going to eat.
c) Marych swa:dayki.
Mary-ch swa:d-ay-k-i
Mary-Subj 3=sing-Future-ss-Aux
Mary will go to sing.

Note that 3a and 3b mean that the speaker is telling the subject of each sentence to sleep and to eat respectively. Sentence 3c, on the other hand, does not have this force and simply describes that Mary will go to sing.

4. a) Va:m yekdam nyamanak nya dalach (gwe) dadaha:dam 'u:yuny.
va:-m yekdam 'nya-man(a)-k nya dala-ch
this-at morning Sub-get=up-ss my father-Subj (gwe) dadaha:d(a)-m '-u:-yu-ny
something 3=work-ds 3/1-see-Aux-Past
When I got up this morning, I saw my father working.

b) Sa'adjawo 'ya:mk gwe 'gaga:vwiny.
sa'adjawo '-ya:m-k gwe '-gaga:v-wi-ny
store 1-go-ss something 3/1-buy-Aux-Past
I went to the store to buy something.

c) Hwalbayal 'gwa:wvij'iny.
Hwalbay(a)-1 '-gwa:w-v(i)-j'-i-ny
Hualapai-in 1-speak-Recip-pl-1-Aux-Past
We were speaking in Hualapai to each other.
Sentences in 1 are examples of simple statements of some fact. Sentences in 2 describe some habitual action or recurring state. These habitual events are expressed by the final elements miyu: jkyu, muwi: jikwi and mi:jiki (see Part V, Chapter II, Section 2.2 for more discussions).

The third group of sentences expresses some events which have not yet occurred but will occur soon in the future. This is expressed by the suffix -hi. The last group of sentences all express something which has already occurred. This perfectiveness or past tenseness is expressed by the suffix -ny.

There are many more different meanings expressed by Hualapai sentences, but what is common to all these is that they express some fact, state, quality or action, and they all convey that meaning to the hearer as his statement. More examples follow:

   nyigway nya '-wi:-v(a)-ch  nyimsav-k-yu
   shirt  I 3/1-own-Dem-Subj 3=be=white-ss-Aux
   This shirt of mine is white.

   nya dala '-gwí-k  gwe  '-nye:-hi-yu
   my father 1=be=with-ss something 3/1-hunt-Irreal-Aux
   I am going to go hunting with my father.
7. Nyájivch olo 'va'u:ljaywi.
nya-jiv-ch olo 'va'u:lj-ay-wi
1-pl-Subj horse 3/pl-ride(=pl)-pl-Future-Aux
We are going to ride the horse.

ma-ch ma-vo:-k sa'adjawo mi-ya:m-ay-ng-yu
you-Subj 2-walk-ss store 2-go-Future-2-Aux
You are going to walk to the store.

9. 'Had nya 'nyihádach hlúvkvíkyuny.
'had nya '-nyi-had(a)-ch hlúvk-v-i-k-yu-ny
dog I 3/1-Poss-pet-Subj 3=run=away-State/Pass-suddenly
ss-Aux-Past
My dog ran away.

waksi-h-ch 'ha: thi:-k-wi-ny
cow-Dem-Subj water 3/3=drink-ss-Aux-Past
The cow drank water.

11. Hach gwe hwakwiny.
ha-ch gwe hwal-k-wi-ny
that=one-Subj something 3/3=plant/dig-ss-Aux-Past
He planted (vegetables).
2.2 Interrogative Sentences

2.2.1 Yes/No Questions

2.1.1.1 Intonation

When we seek a simple yes or no answer from the listener, we may use the rising intonation in a question. Along with the rising intonation, the last element of the sentence, i.e., auxiliary, automatically accompanies the stress.

12. a) 'Had ma mnyihadach qalye:vkyu.
   'had ma m-nyi-had(a)-ch qalye:v-k-yu
   dog you 3/2-Poss-pet-Subj 3=be=big-ss-Aux
   Your dog is big.

   b) 'Had ma mnyihadach qalye:vkyu?
   Is your dog big?

13. a) Nyihach yafo'k ya:maykyu.
   nyi-ha-ch yafo'k ya:m-ay-k-yu
   Dem-that-Subj first 3=go-Future-ss-Aux
   He is going first.

   b) Nyihach yafo'k ya:maykyu?
   Is he going first?

   du:y-k va-'im-k-i
   3=be=hot-ss Intense-feel-ss-Aux
It is very hot.

b) Du:yk va'imki?
Is it very hot?

15. a) Johnach i' jigaedkwi.
John(a)-ch i' jigaed-k-wi
John-Subj wood 3/3=chop-ss-Aux
John is chopping the wood.

b) Johnach i' jigaedkwi?
Is John chopping the wood?

16. a) Oloch gwe ma:kwi.
olo-ch gwe ma:-k-wi
horse-Subj something 3/3=eat-ss-Aux
The horse is eating.

b) Oloch gwe ma:kwi?
Is the horse eating.

It is also important to note that the Yes/No-question sentences have an alternative form with subtle meaning differences. This alternative form occurs when the verb is that of "saying." When the verb is one of this class, the final auxiliary verb is -i, and many speakers use -mi in place of the single -i. Thus, for example, the following two sentences occur. Sentence a) asks the regular yes/no question, while sentence b) conveys in addition an element of surprise. On the surface both ask "Are you also going to talk?"
The meaning "Aren't you going to talk?" may be expressed by:

a. Mach gak magwa:wa mida'opayngi?

b. Mach gak magwa:wa mida'opayngmi?

2.2.1.2 -wi and -we

When the verb requires the auxiliary -wi, the form of the auxiliary verb in the question sentence may be -we with stress.

17. a) Mach i' mijigaedngwi.

   ma-ch i' mi-ji-ga-ed-ng-wi
   you-Subj wood 3/2-chop-2-Aux
   You are chopping the wood.

b) Mach i' mijigaedngwe?

   Are you chopping the wood?

18. a) Mach gwe mima:ngwi.

   ma-ch gwe mi-ma:-ng-wi
   you-Subj something 3/2-eat-2-Aux
   You are eating.

b) Mach gwe mima:ngwe?

   Are you eating?
19. a) Gwe madinyu:dngwi.
   
   gwe   ma-dinyu:d-ng-wi
   something 3/2-write-2-Aux
   You are writing.
   
   b) Mach gwe madinyu:dngwe?
   Are you writing?

   In case of the past tense, the form -we simply replaces the past
   tense suffix -ny.

20. a) Mach i' mijigaedngwiny.
   
   ma-ch   i'   mi-jigaed-ng-wi-ny
   you-Subj wood 3/2-chop-2-Aux-Past
   You were chopping the wood.
   
   b) Mach i' mijigaedngwiwe?
   Were you chopping the wood?

21. a) Raych gwegiviya:ma gowa:m-k spo'kyuny.
   
   Ray-ch gwegiviya:ma gowa:m-k   spo'-k-yu-ny
   Ray-Subj car   3/3=drive-ss 3=know-ss-Aux-Past
   Ray knew how to drive a car.
   
   b) Raych gwegiviya:ma gowa:m-k spo'kyuwe?
   Did Ray know how to drive a car?

22. a) Joanch Hwalbay gwa:wkiny.
   
   Joan-ch Hwalbay gwa:w-k-i-ny
   Joan-Subj Hualapai 3/3=speak-ss-Aux-Past
Joan was speaking Hualapai.

b) Joanch Hwalbay gwa:wkiwe?

Was Joan speaking Hualapai?

2.2.1.3 Stative Verb Stem -e

When the verb phrase expresses some state (i.e., when the meaning of the verb is not controlled by the subject), the question auxiliary -e may be added to the verb stem. When compared with the question formed by adding the rising intonation (i.e., the regular question), this -e question implies the following: "I have some feeling or knowledge of it, but I wasn't around when the event actually took place or I can't actually see what is going on; therefore, I am asking you if ...." Let us observe the examples comparing the a) declarative, b) regular yes/no question and c) -e question:

23. a) Ma'a:wvngwi.

m-a-a:w-v-ng-wi

2-grandchild=pl-Pass-2-Aux

You have grandchildren.

Note that the term "grandchildren" a:w (cf. aw "grandchild") is used as a full verb: You are grandchildered.

b) Ma'a:wvngwi?

(I don't know anything about this but) Do you have grandchildren?
c) Ma'a:wve?
(I think you do, but) Do you have grandchildren?

gwi-vo:-k haldami:nya sid-k-yu
cloud-return ss week 3=be=one ss Aux
It has been raining for a week.

b) Gwivo:k haldami:nya sidkyu?
(I have no idea, and so I ask you) Has it been raining for a week?

c) Gwivo:k haldami:nya side?
(I know it's been raining but I lost count of it and so I ask you) Has it been raining for a week?

gwi-vo:-y-da:m-k-yu
cloud-return again finally ss Aux
It is finally raining again.

b) Gwivo:yda:mkyu?
Is it finally raining again? (I don't know if it is or not.)

c) Gwivo:yda:me?
(I know that the clouds were gathering, but I can't see what is happening outside and so I ask you) Is it finally raining again?
26. a) Johnach ma mlowe:kwi.

John(a)-ch ma m-lowe:-k-wi
John-Subj you 2/3-wife-ss-Aux
John is wifed by you, i.e., John is married to you.

b) Johnach ma mlowe:kwe?

(I don't know about this, and I ask you) Is John married to you?

b) Johnach ma mlowe:?  

(I sort of know about this, but) Is John married to you?

27. a) Johnach ma dinyu:d-ma'u:wkwi.

John(a)-ch ma dinyu:d-ma-'u:-w-k-wi
John-Subj you writing-2/3-see-Appl-ss-Aux
John teaches you/John is your teacher.

b) Johnach ma dinyu:d-ma'u:wkwe?

(I am going to ask you because I don't know) Does John teach you?/Is John your teacher?

c) Johnach ma dinyu:d-ma'u:we?

(I know he teaches, but I don't know the details; and so I am going to ask you) Does John teach you?/Is John your teacher?
28. a) Gwivo:k gwadvikyu.

gwi-vo:-k gwadv-i-k-yu

cloud-return-ss 3=be=same-again/still-ss-Aux

It is still raining.

b) Gwivo:k gwadvikyu?

Is it still raining? (I didn't know if it was going to.)

c) Gwivo:k gwadve?

Is it still raining? (I feel so, but I am not sure.)

2.2.1.4 Active Verb Stem -e

With non-stative or active verbs (i.e., when the meaning of the verb is controlled by the subject), the question suffix -é means "is it finally the case that ...?" and most often it is translated as a simple past tense "Did you ...?" This question contrasts with two other question forms which appear in the similar manner: 1) ... verb stem-mé "Has it started that ...?" and 2) ... verb stem-ye "Is it again the case that ...?" (-y-é "-again-é"). In the following examples, a) is the regular question, b) "Is it finally the case that ...?" c) "Has it started that ...?" and d) "Is it again the case that ...?"

29. a) Gwe ma:ngwé?

gwe ma:ma:-ng-we

something 3/2-eat-2-Aux=Q
Are you going to eat?

b) Gwe mama:'? or Gwe mama:e?

Did you eat?

c) Gwe mama:me?

Have you started eating?

d) Gwe mama:ye?

Did you eat again?

30. a) Madayayngyu?

ma-day-ay-ng-yu

2-play=pl-Future-2-Aux=Q

Are you all going to play?

b) Maday'e?

Did you all play?

c) Madaymé?

Have you all started to play?

d) Mada:yyé?

Did you all play again?

31. a) I' mijigaédaiyngwe?

i' mi-jigaed-ay-ng-we

wood 3/2-chop-Future-2-Aux=Qf

Are you going to chop the wood?

b) I' mijigaédé?

Did you chop the wood?

c) I' mijigaédmé?

Have you started chopping the wood?
d) I'mijigae'dye?

Did you chop the wood again?

32. a) Miswa:dayngi?

mi-swa:d-ay-ng-i

2-sing-Future-2-Aux=Q

Are you going to sing?

b) Miswa:de?

Did you sing?

c) Miswa:dmé?

Have you started singing?

d) Miswa:dyé?

Did you sing again?

33. a) Misjihi'ngwe?

mi-sji-hi-ng-we

2-sweep-Irreal-2-Aux=Q

Are you going to sweep?

b) Misji'?

Did you sweep?

c) Misjime?

Have you started sweeping?

d) Misjiye?

Did you sweep again?
In contrast with the -e question (in which the speaker more or less knows what is happening) or with the regular yew/no question, there is another question with the auxiliary -me in place of other auxiliaries. The -me question is often asked when the speaker wants to express his surprise. (Note the different use of -me "Has it started that ...?" exemplified above in Section 2.2.1.4.)

34. a) Mach magwa:wayngyu?
   ma-ch   ma-gwa:w-ay-ng-yu
   you-Subj 2-talk-Future-2-Aux-Q
   Are you going to talk?
   b) Mach magwa:wayngme?
   Are you going to talk? (Well, I didn't expect that!)

35. a) Misma:ja mida'opayngyu?
   mi-sma:-j=a   mi-da'op-ay-ng-yu
   2-sleep-pl-Def 2-Neg-Future-2-Aux=Q
   Aren't you all going to sleep?
   b) Misma:ja mida'opayngme?
   Aren't you all going to sleep? (Well, I'm surprised!)

36. a) Munam mibingyu?
   mun(a)-m   mi-bi-ng-yu
   3=cold-ds 2-feel= numb-2-Aux=Q
   Are you cold?
b) Munam mibingmé?

Are you cold? (You shouldn't feel cold since you're all bundled up; yet you are shivering and you surprise me!)

2.2.1.6  -da'ópayng-Aux+ng-Aux

When questioning the behavior of the listener or even suggesting that the listener should not be doing something, we may use a negative verb plus the repetition of the ng + auxiliary as in sentences 37 through 39 below:

37. a) Gwe mama: mida'ópayngwi.
   gwe           ma-ma:    mi-da'op-ay-ng-wi
   something 3/2-eat 2-Neg-Future-2-Aux
   You are not going to eat.

   b) Gwe mama: mida'ópayngwingwe?
    Aren't you supposed to be eating (rather than drinking)?

   Note that the second person marker on the negative verb is phonetically attached to the end of the previous verb:

   Gwe mama:m da'ópayngwi.
   You are not going to eat.

   Gwe mama:m da'ópayngwingwe?
   Aren't you supposed to be eating?
38. a) Mísmā:ja mī-da'ōpayngyū.
   mi-sma:-j-a mi-da'op-ay-ng-yu
   2-sleep-pl-Def 2-Neg-Future-2-Aux
   You all are not going to sleep.

   b) Mísmā:ja mī-da'ōpayngyungyū?
   Aren't you all supposed to be going to sleep?/Don't you all think you all should be going to sleep?

   ma-ch (gak) ma-gwa:w-ny-a mi-da'op-ay-ng-i
   you-Subj (Neg) 2-talk-also-Def 2-Neg-Future-2-Aux
   You are not going to talk, either.

   b) Mach magwa:wnya mī-da'ōpayngingi?
   Aren't you supposed to be talking too?

2.2.1.7 Addition of -ngmē/-ngmi

A stronger question in an accusing tone of voice can be expressed by adding -ngmē to the otherwise a declarative sentence:

40. a) Mach magwa:wnyayngi.
   ma-ch ma-gwa:w-ny-ay-ng-i
   you-Subj 2-talk-also-Future-2-Aux
   You are also going to talk.

   b) Mach magwa:wnyaynlingme?
   What makes you think you can also talk?
41. a) Mach gak magwa:wnya mida'opayngi.
    ma-ch gak ma-gwa:w-ny-a mi-da'op-ay-ng-i
    you-Subj Neg 2-talk-also-Def 2-Neg-Future-2-Aux
    You are not going to talk, either.

    b) Mach magwa:wnya mida'opayngingme?
    What makes you think you are not going to talk either?

42. a) Mach sa'adjawo miya:mk gwe migaga:vayngwi.
    ma-ch sa'adjawo mi-ya:m-k gwe
    you-Subj store 2-go-ss something
    mi-gaga:v-ay-ng-wi
    3/2-buy-Future-2-Aux
    You are going to the store to buy something.

    b) Mach sa'adjawo miya:mk gwe migaga:vayngwingme?
    What makes you think you can go to the store
to buy something?

Note that -me/-mi ending seems to have in common the element of
"surprise" which results from an event/state contrary to the
expectation [see sections 2.2.1.4 (c-sentences) and 2.2.1.5].

2.2.1.8 Variations

As we have noted elsewhere, there are as many varied ways of
expressing the same idea as there are people. One fascinating aspect
of human communication is that in spite of these variations, we can
communicate with each other and make ourselves understood. Another
interesting aspect is that the language, as well as the people who
speak it, constantly changes. What we have recorded in this book may be viewed by later generations or even by the same speakers who were involved in this project as somewhat different from their own speech. We have tried to include as many variations as we can, but they are by no means exhaustive. In the following we will state some of these differences as token of examples. Examples are taken from this chapter (the number in front of each example refers to that which has appeared in this chapter) and they are listed along with sentences used by Mrs. Elnora Mapatis, and we acknowledge that fact by showing (EM) at the end of the sentence.

8. You are going to walk to the store.
   a) Mach mavo:k sa'adjawo miya:mayngyu.
   b) Mach mavo:k sa'adjawo miya:mayngmiyu. (EM)

9. My dog ran away.
   a) 'Had nya 'nyihádach hlúvkvikyuny.
   b) 'Had nya 'nyihádach hlúvika. (EM)

15. Mrs. Mapatis pointed out that there are differences in the meaning of the following verb forms:
   a) digāédk "chop/cut one stick of wood"
   b) jigaédk "chop one long stick of wood into many"
   c) digaévk "split logs"
18. Are you eating?
   a) Mach gwe mima:ngwe?
   b) Mach gwe mima:? (EM)

19. Are you writing?
   a) Gwe madinyu:dngwe?
   b) Mach gwe madinyu:de? (EM)

35. Aren't you all going to sleep?
   a) Misma:ja mida'opayngme?
   b) Misma:ja mida'opayngmiyungyu? (EM)

36. Are you cold?
   a) Munam mibingme?
   b) Munam mibingyu? (EM)

37. Aren't you supposed to be eating?
   a) Gwe mama: mida'opayngwingwe?
   b) Gwe mama: mida'opayngmiyungyu? (EM)
   c) Gwe mama: mida'opayngyumi? (EM)
   d) Gwe mama: mida'opayngdemiyu? (EM)

The last expression (d above) explicitly states "be supposed to" by adding demiyu.

38. Aren't you all supposed to be going to sleep?
   a) Misma:ja mida'opayngyu? 
   b) Misma:ja mida'opayngmiyu:je? (EM)
   c) Misma:ja mida'opayngmiyungyu? (EM)
Sentence c above states "Don't you think ...?"

39. Aren't you supposed to be talking too?
   a) Mach magwa:wnya mida'opayngi?
   b) Mach magwa:wnya mida'opayngmi?
   c) Mach magwa:wnya mida'opaykmiyungyu? (EM)

   Sentence c above reveals several interesting things: 1) the most basic form of ng for the second person expression is clearly shown by k + m in da'opaykmiyungyu, 2) the verbs of speaking does not always take the auxiliary -i, but often takes -yu, and 3) this freedom of the verb-auxiliary combination is shown elsewhere, for example, in 37 above: ma:k "eat" can take -yu as well as -wi.

40. What makes you think you can also talk?
   a) Mach magwa:wnyayngingme?
   b) Mach magwa:wnyayngmiyungmi? (EM)

41. What makes you think you are not going to talk either?
   a) Mach magwa:wnya mida'opayngingme?
   b) Mach magwa:wnya mida'opayngmiyungmi? (EM)

42. What makes you think you can go to the store to buy something?
   a) Mach sa'adjawo miya:mk gwe migaga:vayngwingme?
   b) Mach sa'adjawo miya:mk gwe migaga:vayngmiyungmi? (EM)
When we compare some of these examples, we find that Mrs. Elnora Mapatis almost consistently use the ending miyungyu after the second person ng (see 37b, 35b, 39b) when the question is interpreted as "Aren't you supposed to ...?"; miyungmi (see 40b, 41b, 42b) when the question is "What makes you think ...?"; and miyungmi when the question is "Don't you think ...?"

2.2.2 WH-Questions

When some information is sought, we use one of the WH-words in the question sentence.

2.2.2.1 ga "who"

vga "specifically who"

43. (V)gach nyimhe'wo he:yokwi?
   (v)-ga-ch nyi-m-he'-wo he:-y-o-k-wi
   (Dem)-who-Subj Poss-2-dress-Detached 3/3=dress-again-
   Appl-ss-Aux=Q
   Who is wearing your dress again?

44. (V)gach nyihe' he:ykwi?
   (v)-ga-ch nyi-he' he:-y-k-wi
   (Dem)-who-Subj Poss-3=dress 3=dress-again-ss-Aux=Q
   Who is wearing her dress again? (Who has her dress on again?)
45. (V)gach gwa:wki?
   (v)-ga-ch     gwa:w-k-i
   (Dem)-who-Subj 3=talk-ss-Aux=Q
   Who is talking?

46. (V)gach gwa:wmé?
   (v)-ga-ch     gwa:w(a)-me
   (Dem)-who-Subj 3=talk-Aux=Q
   Who is talking? (I hear someone, but I can't tell who.)

47. (V)ga he' he:yokwi?
   (v)-ga     he' he:-y-o-k-wi
   (Dem)-whose dress 3=dress-again-Appl-ss-Aux=Q
   Whose dress is she wearing again?

48. (V)ga he' he:ykwí?
   (v)-ga     he' he:-y-k-wi
   (Dem)-whose dress 3=dress-again-ss-Aux=Q
   Whose dress is she wearing again? (Whose dress has she on again?)

2.2.2.2 gwegayu:  "what"
   gwegavyu:  "specifically what"

49. Gwegavyu: ga wi:kwé?
   gwegavyu: ga wi:-k-we
   what    how 3/3=do-ss-Aux=Q
What is he doing?

50. Gwegavyu: mamas:ngwe?
    gwegavyu: ma-ma:-ng-we
    what 3/2-eat-2-Aux=Q
    What are you eating?

What are you eating?

51. Gwegavyu: mispo'?
    gwegavyu: mi-spo'
    what 3/2-know=Q
    What do you know?

What do you know?

When the verb is either of doing (wi:k) or saying (i'k), even the simple English question "What ...?" is often expressed in Hualapai as "What and how ...?" gweg(a)yu: ga ....

52. Gwegayu: ga mwingwe?
    gwegayu: ga m-wi-ng-we
    what how 3/2-do-2-Aux=Q
    What are you doing?
    ---Gwe 'dinyu:dawi.
    gwe 'dinyu:d(a)-wi
    something 3/1-write-Aux
    I am writing.

Here the question sentence may be Gwe ga:m mwingwe? (EM)
53. Gwegayu: ga mwingwiwe?
   gwegayu: ga m-wi-ng-wi-we
   what how 3/2-do-2-Aux-Aux=Q
   What did you do?
   ---Gwe 'ma:winy.
   gwe: 'ma-wi-ny
   something 3/1-ss-Aux-Past
   I ate.

The question sentence may be Gwegavyu: ga mwiwe? (EM)

Note that those sentences given by Mrs. Elnora Mapatis contain the WH-word with -v: gwegavyu:

54. Gwegayu: ga wi:kwiwe?
   gwegayu: ga wi:-k-wi-we
   what how 3/3-do-ss-Aux-Aux=Q
   What did he do?
   ---Sa'adjawo ya:mkunu.
   sa'adjawo ya:m-k-yu-ny
   store 3=go-ss-Aux-Past
   He went to the store.

55. Gwegavyu: ga i'ki?
   gwegavyu: ga i'-k-i
   what how 3/3-say-ss-Aux
   What is he saying?
---Nyihäch i'k, "Ga myu," mii'jiki.

He is saying, "How are you?"

56. Gwegayu: gav i' mye?

What else did he say?

---"Ga myu," mii'jikiny.

He said, "How are you?"

More examples of "what-questions" follow:

57. Gwegayu: be mama: ha?

What do you want to eat?

58. a) Gwegayu: be ga mwingme?

Just exactly what are you doing?
b) Gwegavyu: be ga mwingwe? (EM)
   Just exactly what are you doing?

59. Gwegayu: mithi: ha?
gwegayu: mi-thi: ha
   What 3/2-drink Hort
   What do you want to drink?

60. a) Gwegayu: ga í'jam mispo' mye?
gwegayu: ga i'-j(a)-m mi-spo' m-y-e
   what . how 3/3=say-pl-ds 3/2-know 2-feel-Aux=Q
   Do you remember what they said?

b) Gwegavyu: ga í'jam mispo' myu? (EM)
gwegavyu: ga i'-j(a)-m mi-spo' m-yu
   what how 3/3=say-pl-ds 3/2-know 2-be=Q
   Do you remember what they said?

c) Gwegavyu: ga í'jam mispo' miyungyu? (EM)
gwegavyu: ga i'-j(a)-m mi-spo' mi-yu-ng-yu
   what how 3/3=say-pl-ds 3/3-know 2-be-2-Aux=Q
Do you know what they said (and is that why you’re like this)?

Gwega(v)yu: can be used as an object as in the examples above, with the instrumental case (sentences 61 and 62 below), as a subject (sentences 63 and 64 below) and so on.

61. Gwegayu:vm misjingwe?
   gwegayu:-v-m mi-sji-ng-we
   what-Dem-with 3/2-sweep-2-Aux=Q
   With what are you sweeping?

62. Gwegayu:vm ’had a:vkwiwe?
   gwegayu:-v-m ’had a:v-k-wi-we
   what-Dem-with dog 3/3=hit-ss-Aux-Aux=Q
   With what did he hit the dog?

63. Gwegayu:vchyu?
   gwegayu:-v-ch-yu
   what-Dem-Subj-be=Q
   What is he?

64. Gwevchyu? (A shorter form of 63)
   What is he?
65. Gwegavyu:ch gav yu:we?
gwegayu:-ch gav yu:-we
what-Subj how 3=be-Aux=Q
What's happening?

66. Gwegayu:ché? (A shorter form of 65)
What's happening?

2.2.2.3  ge  "where"
vge  "which specific place"

67. Ge miya:may miyungyu?
ge  mi-ya:m-ay mi-yu-ng-yu
where 2-go-Future 2-be-2-Aux=Q
Where are you going?

68. Ge ya:maykyu?
ge  ya:m-ay-k-yu
where 2-go-Future-ss-Aux=Q
Where is he going?

69. Ge miya:mayngyunme?
ge  mi-ya:m-ay-ng-yu-ng-me
where 2-go-Future-2-Aux-2-Aux=Q
Where do you think you are going?
70. Hmany m-wi:-ch gowa:m-k ge ya:m-e
   son 2-own-Subj 3/3-drive-ss where 3=go-Aux=Q
   To where did your son drive?

71. a) Ge i' mijigaedngwiwe?
   ge  mi-jigaed-ng-wi-we
   where 3/2-chop-2-Aux-Aux=Q
   Where did you chop the wood?

   b) Ge i' mijigaed(o)we? (EM)
   Where is the place you cut the wood?

72. a) Ge misma:hi-ngmí?
   ge  mi-sama:-hi-ng-mí
   where 2-sleep-Irreal-2-Aux=Q
   Where do you think you are going to sleep?

   b) Ge misma:hi-ngyu? (EM)
   Where are you going to sleep?

The term ge then could be interpreted as "to which place, where" (sentences 67-70), "at/in which place" (sentences 71-72), "from which place" (sentences 73-74 below) and so on.
73. (Nyi)ge miyuwk mava:'?

(Nyi)ge mi-yuw-k ma-va:-'

(Dem)where 2-come=here-ss 2-return=here-Q

Where did you come from?

74. (Vi)ge i'i miyó'k migami'?

(v)ge i'i mi-yo'-k mi-gami-

where wood 3/2-get-ss 3/2-bring-Q

From where did you bring that wood?

2.2.2.4 ga(v)yulim/ga(v)yu:yim "why"

75. Gavyu:im nyu mwingwe?

gavyu:im nyu m-wi-nga-ge

why that 3/2-do-2-Aux=Q

Why are you doing that?

76. a) Gayu:im nyu mwingwiwe?

gayu:im nyu m-wi-ng-wi-we

why that 3/2-do-2-Aux-Aux=Q

Why did you do that?

b) Gavyu:im nyu wiwik miwi? (EM)

Why are you doing that?
77. Gayu:im nyu wi:kwe?
gayu:im nyu wi:-k-we
why that 3/3=do:ss-Aux=Q
Why is he doing that?

78. Gayu:im nyu wi:kwiwe?
gayu:im nyu wi:-k-wi-we
why that 3/3=do:ss-Aux-Aux=Q
Why did he do that?

79. Gayu:im Hwalbay magwä:w mi-da'opë?
gayu:im Hwalbay ma-gwä:w mi-da'op-e
why Hualapai 3/2-speak 2-Neg-Q
Why aren't you speaking Hualapai?

80. Gayu:im Banya:nyuwa miya:miyaymi?
gayu:im Banya:nyuwa mi-ya:m(i)-y-ay-me
why Phoenix 2-go-again-Future-Aux=Q
Why are you saying you are going to Phoenix again?

81. Gavyu:yim magwä:wyé?
gavyu:yim ma-gwä:w-y-e
why 2-talk-again-Q
Why are you talking again?
82. Gayu:yim magwa:wyayme?
gayu:yim ma-gwa:w-y-ay-me
why  2-talk-again-Future-Aux=Q
Why are you going to talk again?

83. Gayu:im miswa:dye?
gayu:im mi-swa:d-y-e
why  2-sing-again-Q
Why are you singing again?

84. Gayu:im miswa:dyayme?
gayu:im mi-swa:d-y-ay-me
why  2-sing-again-Future-Aux=Q
Why are you going to sing again?

85. Gavyu:yim miyimaye?
gavyu:yim mi-yima-y-e
why  2-dance-again-Q
Why are you dancing again?

86. a) Gavyu:yim miyimayayme?
gavyu:yim mi-yima-y-ay-me
why  2-dance-again-Future-Aux=Q
Why are you going to dance again?

b) Gavyu:yim miyimayaymiyi? (EM)
Why are you going to dance again?
2.2.2.5 ga "how"

87. Ga mwingwe?
   ga m-wi-ng-we
   how 3/2-do-2-Aux=Q
   How do you do it?

88. Ga mwingwiwe?
   ga m-wi-ng-wi-we
   how 3/2-do-2-Aux-Aux=Q
   How did you do it?

89. Ga wi:kwe?
   ga wi:-k-we
   how 3/3=do-ss-Aux=Q
   How does he do it?

90. Ga wi:kwíwe?
   ga wi:-k-wi-we
   how 3/3=do-ss-Aux-Aux=Q
   How did he do it?

91. Ga 'wi:k 'dinyu:daywe?
   ga 'wi:-k 'dinyu:d-ay-we
   how 3/1-do-ss 1-write-Future-Aux=Q
   How am I going to write?
92. Ga 'wi:k 'yo:hiwe?
   ga 'wi:-k 'yo:-hi-we
   how 3/1-do-ss 3/1-get-Irreal-Aux=Q
   How am I going to get it?

93. Ga 'i'k Hwalbay 'gwa:wayye?
   ga '-i'-k Hwalbay 'gwa:w-ay-(y)e
   how 1-say-ss Hualapai 3/1-speak-Future-Q
   How am I going to speak Hualapai?

2.2.2.6 gayu:j  "which (among two or more)"
   gavyu:j  "which specific one (among two or more)"
   gavgijyu:j "which specific one (among two or more)"

94. Gayu:jich han(n)e?
   gayu:ji-ch han-(n)e
   which-Subj 3=good-Q
   Which is better?

95. a) Gagiyu:jich han(n)e?
   gagiyu:j(i)-ch han-(n)e
   which-Subj 3=good-Q
   Which one is better?

   b) Gavgijichj han(n)e? (EM)
   Which one is better?
96. Kaendi gavyu:j 'hanno?  
kaendi gavyu:j '-han-(n)o-yu  
candy which 3/1-good-App1-Aux=Q  
Which specific candy do I like?

97. Kaendi gavyu:j mahanno?  
kaendi gavyu:j ma-han-(n)o  
candy which 3/2-good-App1=Q  
Which specific candy do you like?

98. Hla: gavgiyu:j mahanno?  
hla: gavgiyu:j ma-han-(n)o  
month which 3/2-good-App1=Q  
Which specific month do you like?

99. Waksi gavgiyu:j ma mnyihadachyu?  
waksi gavgiyu:j ma m-nyi-had(a)-ch-yu  
cow which you 3/2-Poss-pet-Subj-be  
Which cow do you own?/Which cow is yours?

100. Bud gayu:j mabu:dngwe?  
bud gayu:j ma-bu:d-ng-we  
hat which 3/2-hat-2-Aux=Q  
Which hat are you wearing?
101. a) Gavgiyu:jich wi:jé?
   gavgiyu:j(i)-ch wi:-j-e
   which-Subj 3/3=do-pl-Q
   Which are the ones who did it?

   b) Gavgi:jich wi:jé? (A shorter form of 101a)
   gavgi:j(i)-ch wi:-j-e
   which-Subj 3/3=do-pl-Q
   Which are the ones who did it?

2.2.2.7 ganyum "when"

102. Ganyum madadaha:dk minamaka há?
   ganyum ma-dadaha:d-k mi-namak-a ha
   when 2-work-ss 3/2-stop-Def Hort
   When do you want to stop working?

103. Ganyum gwe mama: há?
   ganyum gwe ma-ma: ha
   when something 3/2-eat Hort
   When do you want to eat?

104. Ganyum mamána há?
   ganyum ma-man(a)-a ha
   when 2-get=up-Def Hort
   When do you want to get up?
2.2.2.8 Summary of WH-Words

When we have examined all the WH-words above, we find that they have something in common, namely the initial segment g-. The segment means "some indefinite thing/place/time/manner."

Ga/Vga then is formed by adding to the general g- the definitizer -a. The demonstrative prefix v- may be added to mean "who in specific." This can appear as the subject (ga-ch "who-Subj"; v-ga-ch "Dem-who-Subj"), the object of the sentence (ga or vga with no suffix), the noun-modifier (e.g., ga he' "whose dress"; v-ga bud "who specific one's hat") or with the commitative marker (ga-m "with whom").

Ga "how" is identical in form with "who" except that the "how" word does not take the demonstrative prefix v-, or any other case markers.

Gwegayu:/Gwegavyu: "what/what specific one" can be analyzed as gwe-ga-yu: "something-WHAT-be" (the v in gwegavyu: is the demonstrative element and the translation for the gwegavyu: is "what specific one"). This question word like ga/vga "who" can appear as the subject (gwegayu:-ch "what-Subj"), the object (gwegayu: with no case marking), or with the instrumental case marker (gwegayu:-m "with what"). When a specific noun is placed before it as in "what dress," the first element gwe must be replaced by an actual noun:

105. a) He' gayu: mihe:ngwi?
    he' gayu: mi-he:-ng-wi
    dress what 3/2-dress-2-Aux=Q
    What dress are you wearing?
More often, however, the expression becomes "which dress" as in 105b below:

105. b) He' gavyu:j mihe:ngwi?

he' gavyu:j mi-he:-ng-wi
dress which 3/2-dress-2-Aux=Q
Which dress are you wearing?

As we have noted above in Section 2.2.2.2, when the verb wi: "do" or i' "say" appears with this WHAT-word, the word gwegayu:/gwegavyu: almost always accompanies the HOW-word ga. It seems then that in "doing something" or in "saying something," we imply at the same time "in some manner," although in answering the question such as "Gwegayu: ga mwi:ngwe?" (What are you doing?) we can simply say "Gwe 'ma:wi" (I am eating) rather than "Nya salam gwe 'ma:wi" (I'm eating with my hands).

Ge "where" is composed of the g- word plus the general location marker -e (see Section 1.2.5.4) and thus it can be translated as "in/at/around/to/from where."

Gayu:im/Gayu:yim "why" may be analyzed as ga-yu:-i-m/ga-yu:-yi-m "WHAT or HOW-be-feel-ds" and literally translates as "in feeling what it is/how it is."

Gayu:j/Gayyu:j "which" is composed of ga-yu:-j "WHAT-be-pl" or gav-yu:-j "WHAT-Dem-be-pl (which specific one)," and as we may notice the word always appears with the plural suffix -j. The reason is a very logical one: in asking which we are comparing two or more things,
and the question word \textit{whi\-\-a} in Hualapai explicitly expresses this notion of comparison.

Finally the question word \textit{gany\-\-um} "when" can be analyzed as \textit{ga-nyu-m} "WHAT-time-Temp (in what time)." The following are the most commonly used expressions:

106. a) Ge miya:mayngyu? Where are you going?  
   b) Ga myu? How are you?  
   c) Gwechyu? What is it?  
   d) Gachyu? or Gâchê? Who is it?  
   e) Gayu:yîme? Why is it?  
   f) Ga'ê? Where at?  
   g) Ganyûm'mé? When?  
   h) Galwi:m'mé? How many?  
   i) Ga'î'ki? What did he say?  
   j) Nya galwi:kyu? What time is it?

2.2.3 Emphatic Marker \textit{be}\-

Both in Yes/No-questions and WH-questions, we may use the word \textit{be} to emphasize a particular element within the question sentence. In answering the \textit{be}-question, we use \textit{de} usually at the beginning of the sentence. In the answer sentence, \textit{be} may also be used if we choose to do so.

107. a) Mach be i' mijigae'dayngwê?

\textit{ma-ch be i' mi-jigaed-ay-ng-we}

you-Subj Emph wood 3/2-chop-Future-2-Aux-Q
Is it you that is going to chop the wood?
---E'e, de nyach bë i'i 'jigædaywi.
   e'e de nya-ch be i'i '-jigæd-ay-wi
yes de I-Subj Emph wood 3/1-chop-Future-Aux
Yes, it is I who is going to chop the wood.

b) Mach i' bé mijigædayngwe?
Is it the wood that you are going to chop?
---E'e, de i' bé 'jigædaywi.
Yes, it is the wood that I am going to chop.

108. a) Makanya:m bë mach 'had i'vm ma'a:vngwiwe?
makanya:m be ma-ch 'had i'-v-m
yesterday Emph you-Subj dog stick-Dem-with
ma('-)-a:v-ng-wi-we
3/2-hit-2-Aux-Aux=Q
Is it yesterday that you hit the dog with the stick?
---E,e, de makanya:m bë nyach 'had i'vm 'a:vwny.
   e'e de makanya:m be nya-ch 'had i'-v-m
yes de yesterday Emph i-Subj dog stick-Dem-with
   '-a:v-wi-ny
3/1-hit-Aux-Past
Yes, it is yesterday that I hit the dog with the stick.

b) Makanya:m mach be 'had i'vm ma'a:vngwiwe?
Is it you that hit the dog with the stick yesterday?
---E,e, de makanya:m nyach be 'had i'vm 'a:vwny.
Yes, it is I that hit the dog with the stick yesterday.

c) Makanya:m mach 'had bé i'vm ma'a:vngwiwe?
Is it the dog that you hit with the stick yesterday?
---E,e, de makanya:m nyach 'had be i'vm 'a:vwny.
Yes, it is the dog that I hit with the stick yesterday.

d) Makanya:m mach 'had i'vm bé ma'a:vngwiwe?
Is it with the stick that you hit the dog yesterday?
---E'e, de makanya:m nyach 'had i'vm be 'a:vwny.
Yes, it is with the stick that I hit the dog yesterday.

As we have seen in the examples above, the emphatic particle bé must be placed right after the word which is to be emphasized. This means that bé will never appear at the initial position of the sentence. In question sentences, bé does not come after the verb, i.e., bé does not appear at the end of the sentence except when following the negative verb (see example 110 below; see also Section 2.3). The following are examples with WH questions:

109. Gach bé nyi i'we?
   xa-ch be nyi i'-we
   who-Subj Emph that 3/3-say-Aux=Q
   Who is it that said that?
   ---De Akidach bé!
   de Akida-ch be
   de Akira-Subj Emph
Akira did!

110. Nya galwi:mam bë misma:ja mida'op bë?
    nya galwi:m-(a)m be mi-sma:-j-a mi-da'op be
time how=many-ds Emph 2-sleep-pl-Def 2-Neg Emph=Q
What time is it--is that why you are not sleeping?
---De dadaha:djk bë!
    de dadaha:d-j-k be
    de 1=work-pl-ss Emph
    It is because we are working!

111. Ga bë mugwik miya:mayme?
    ga be mu-gwi-k mi-ya:m-ay-me
who Emph 3/2-be=with-ss 2-go-Future-Aux=Q
Who is it that you are going with?
---De Jorigine 'gwik 'ya:mayyu.
    de Jorigine '-gwi-k 'ya:m-ay-yu
    de Jorigine 3/1-be=with-ss 1-go-Future-Aux
    It's with Jorigine that I am going.

112. Ga bë mu'u:hika?
    ga be mu'-u:-hi-k-a
who Emph 3/2-see-Irreal-ss-Def=Q
Who is it that you are going to see?
---De Akìda 'u:hiyu.
    de Akìda '-(')u:-hi-yu
    de Akira 1/1-see-Irreal-Aux
It's Akira that I am going to see.

113. Ga be mugwik migwa:wjayme?
   ga  be   mu-gwi-k   mi-gwa:w-j-ay-me
   who Emph 3/2-be=with-ss 2-talk-pl-Future-Aux=Q
   With whom is it that you all are going to talk?
   ---De Cindy 'gwik 'gwa:wjayi.
   de Cindy  '-gwi-k   '-gwa:w-j-ay-i
   de Cindy 3/1-be=with-ss 1-talk-pl-Future-Aux
   It's with Cindy that we are going to talk.
2.3 Imperative Sentences

2.3.1 Hortative Sentences

When we make a suggestion or request to someone saying "Let's ...!" we use the particle mA after the plural form of the verb which ends with the definitizer -a:

  114. Ma 'dawja mâ! Hurry!
  115. 'Bi'înja mâ! Let's leave it alone!
  116. 'Ya:mja mâ! Let's go!
  117. 'Vo:ja mâ! Let's walk!
  118. Gwe 'ma:ja mâ! Let's eat!
  119. 'Skwi:ja mâ! Let's stand!

When the speaker wants to make some suggestion indirectly by asking the hearer's opinion (i.e., Shall we ...?), we add the particle ha rather than mâ.

  120. 'Dawja ha? Shall we hurry?
  121. 'Ya:mja ha? Shall we go?
  122. 'Vo:ja ha? Shall we walk?
  123. Gwe 'ma:ja ha? Shall we eat?
  124. 'Skwi:ja ha? Shall we stand?

Note that the short form of the question may result in a very similar expression:
125. Gwe ma:jaymi:(')! I thought we were going to eat!
126. Bi'injaymi:(')! I thought they were going to stop bothering!
127. Badaha:dk namakjaymi:(')! I thought we were going to stop working!
128. Gwe 'ma:jahi(')? Are we going to eat?
129. 'Skwi:jahi(')? Are we going to stand?
130. 'Swa:djahi(')? Are we going to sing?

2.3.2 Command Sentences

When the speaker wants to tell the hearer to do something, the speaker may use the command sentences. The basic form of the command sentences is:

131. mi-/ma- [Verb Stem]-a

The subject of the sentence is always ma "you" and the verb must, therefore, have the second person prefix m- (mi-/ma-).

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<th>Basic Form</th>
<th>Command</th>
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<td>dawk</td>
<td>Midawa!</td>
</tr>
<tr>
<td>b) to halt</td>
<td>di'ink</td>
<td>Midi'ina!</td>
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<td>c) to go</td>
<td>ya:mk</td>
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<tr>
<td>d) to come here</td>
<td>yuwk</td>
<td>Miyu(:)wa!</td>
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<tr>
<td>e) to talk</td>
<td>gwawk</td>
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</tbody>
</table>
When the verb ends in a long vowel before the -k, the vowel a is not added. In place of a, sometimes the glottal stop ' or fricative h may be added.

We now add the following to the basic command form of the sentence as:

133. a) to walk vo:k  
     Mivo:!  
     Mivo:'!  
     Mivo:h!

b) to give e:k  
     Mie:!  
     Mie:'!  
     Mie:h!

c) to stand skwi:k  
     Miskwi:!  
     Miskwi:'!  
     Miskwi:h!

d) to eat gwe ma:k  
     Gwe mima:!'  
     Gwe mima:'!  
     Gwe mima:h!

Note also that when the glottal fricative h is used after a long vowel, the whole form may be in turn interpreted as a verb stem similar to the ones in 132. Then the command form may be formed by adding -a:

134. a) Mivo:h!  Walk!

b) Mivo:ha!
135. a) Mie:h! Give it!
   b) Mie:ha!

136. a) mi-/ma- Verb Stem ending in a long vowel -'/-h
   b) mi-/ma- Verb Stem ending in other sounds -a

More examples follow:

137. Miswa:dhok miyima:'! Sing, then dance!
    Note: -ho = -da "Temporal Contrast"

138. Gwe mama:hok mismo:ha! Eat, then sleep!

139. Mijithulvhok misma:ha! Wash yourself, then sleep!

140. Iyekdam midadaha:dk mwímhok nyalwi:vam mismo:'!
    Start working hard in the morning; then sleep in the afternoon!

141. Iyekd m misma:hok nyalwi:vam midadaha:da!
    Sleep in the morning; then work in the afternoon!

2.3.3 Prohibition (Negative Command)
In negative command sentences, the command form of the negative verb da'4-a may be replaced by the emphatic negative verb de (d "Neg" plus -é "assertive") if the sentence contains the negative particle gak. When, however, gak does not appear in the sentence, the
substitution of *da'ọp-a* with *de* results in ambiguity between a prohibition (i.e., Don't ...!) and a suggestion (i.e., Why don't you ...?).

142. a) *Gak nyihá mdábātha mdá'ọpa!* Don't touch that!
   b) *Gak nyihá mdábātha mdé!* Don't dare touch that!
   c) *Nyithá mdábātha mdé!* Why don't you touch it? (i.e., Touch it!)
   d) *Nyithá mdábātha mdé!* Don't touch it!

143. a) *Gak miya:ma mdá'ọpa!* Don't go!
   b) *Gak miya:ma mdé!* Don't dare go!
   c) *Miya:ma mdé!* Why don't you go? (i.e., Go!)
   d) *Miya:ma mdé!* Don't go!

144. a) *Gak nya mijiya:ma mdá'ọpa!* Don't make me go!
   b) *Gak nya mijiya:ma mdé!* Don't dare make me go!
   c) *Nya mijiya:ma mdé!* Why don't you let me go? (i.e., Let me go!)
   d) *Nya mijiya:ma mdé!* Don't let me go!

145. a) *Gak nya mami:wo mdá'ọpa!* Don't make me cry!
   b) *Gak nya mami:wo mdé!* Don't dare make me cry!
   c) *Nya mami:wo mdé!* Why don't you make me cry? (i.e., Make me cry!)
   d) *Nya mami:wo mdé!* Don't make me cry!
146. a) **Gak nya midadaha:do mde'opa!** Don't make me work!
   b) **Gak nya midadaha:do mde!** Don't dare make me work!
   c) **Nya midadaha:do mde!** Why don't you make me work? (i.e., Make me work!)
   d) **Nya midadaha:do mde!** Don't make me work!

The negative emphatic verb **de** does take the person prefix ('- "I", m- "you" and 0- "he/she/it"), but it does not take the verbal suffix.

An interesting thing about this **de** is that it may lose its status as a full verb and becomes a particle. Then the resulting sentence is less emphatic:

147. a) **Gak miyúwwa mde!** Don't dare come here!
    b) **Gak miyúwwa de!** Don't come here!

148. a) **Gak migwa:wa mde!** Don't dare talk!
    b) **Gak migwa:wa de!** Don't talk!

149. a) **Gak miswa:da mde!** Don't dare sing!
    b) **Gak miswa:da de!** Don't sing!

Finally the negative emphatic **de**-sentence may have several alternative forms:
150. Nyiha mdabatha mwi(:) ma mdé

\[
\begin{align*}
 &\text{mwi} & \text{ma} & \text{mdé} \\
 &\text{ma} & \text{mdé} \\
 &\text{mi} & \text{mdé} & \text{(a little)} \\
 &\text{mih} & \text{de} \\
 &\text{mdé} & \text{de}
\end{align*}
\]

Don't touch that
2.4 Negation

2.4.1 da'op/d'op/'op/d'om/d'um

One common way to form a negative sentence is by adding the negative verb da'op after the sometimes definitized verb stem. The negative verb da'op takes the person marker ('- "I," m- "you" or θ- "he/she/it"), and regular verbal suffixes.

\[
\begin{array}{c}
\text{Verb Stem}\{-a\} + \text{Person Marker-da'op-Suffix(es)}\\
\{-h\}
\end{array}
\]

151. a) Nyach gwe 'dinyu:dwi. I am writing.
    b) Nyach gwe 'dinyu:da 'da'opwi. I am not writing.

152. a) Mach mivo:k midawngyu. You are walking fast.
    b) Mach mivo:k midawa mda'opngyu. You are not walking fast.

Note that when the negative verb appears with the second person, the actual pronunciation of the sentence may be: Mach mivo:k midawam da'opngyu. That is, the second person prefix on the negative verb is phonetically attached to the previous verb. See also the possessive expressions in Part III, Section 1.1: Bos ma mnyihadach gweviyam ya:1 sma:kyu > Bos mam nyihadach gweviyam ya:1 sma:kyu (Your cat is sleeping under the car).
153. a) Hach gwe mə:kwi. He is eating.
   b) Hach gwe ma: da'ópwı. He is not eating.

The negative verb da'óp may be shortened to d'op or 'op. The following are examples of some alternate forms:

154. I didn't sleep.
   a) Nyach 'sma: 'da'ópyu.
   b) Nyach sma: da'ópyu.
   c) Nyach sma: d'opyu.
   d) Sma: d'opyu.

In imperative sentences, we may have other alternative forms:

155. Don't do that!
   a) Gak nyu mwi' md'ópa!
   b) Gak nyu mwi' md'óma!
   c) Md'uma!
   d) M'ópa/M'óp'!
   e) M'óma/M'om'!
   f) M'uma/M'um'!

In answering a question, we may also say "No" in one of the following ways:

156. Kingman miyamayngyu? Are you going to Kingman?
   a) Opayyu. No I am not.
b) 'Opkyu. No, I'm not. (No, it's not the case.)
c) 'Op' No!
d) 'Umk/'Omk No!
e) 'Um/'Om No!
f) 'Umayyu/'Omayyu. No, I am not.
g) 'Umkyu/'Omkyu. No, I'm not. (No, it's not the case.)

As we have stated above, the verb prior to the negative verb may have the definitizer -a, the glottal stop -h or fricative -h without apparently changing any meaning. The reader may have also noticed that many of our examples show alternative forms between the vowel length and the glottal stop (and also sometimes with the glottal fricative h): e.g., girl/daughter misi: or misi'; to know spo:k or spo'k or spohk; house wa: or 'wa'; water 'ha: or 'ha'. Some more examples of negative sentences follow:

   The woman is not beautiful.

158. Badaych gak swa:de d'ópkyu.
   The old man is not singing.

159. Tedch gak nyiha gidoha d'ópkwiny.
   Ted did not kick him.

160. Nyach nyigwik ya:mam gak handóva d'ópa yu:me.
   Going with you is not going to be very good for me.
(It's not a good time for me to go with you.)


It's not good that I am not also going to go with you.

2.4.2 The Negative Particle gak

In negative sentences, we often find the particle gak occurring along with the negative verb. In declarative as well as interrogative sentences this negative particle may be optional as long as the negative verb is present. In prohibitive sentences with the emphatic particle, however, the meaning becomes ambiguous if the negative particle gak is absent (See c and d in examples 142-146). To disambiguate the meanings, either the negative particle gak must be used to convey the negative meaning or the falling and assertive intonation must be used.

162. a) Mach gak nya mispó' mida'ópngyu.

You don't know me.

b) Mach nya mispó' mida'ópngyu.

You don't know me.

163. a) Mach gak nya mispó' mida'ópngyu?

Don't you know me?

b) Mach nya mispó' mida'ópngyu?

Don't you know me?

But observe:
164. a) Gak nya mijiya:ma mdé! Don't dare make me go!
b) Nya mijiya:ma mdé! Why don't you make me go?
   (That is, make me go!)
c) Nya mijiya:ma mdé! Don't make me go!

165. a) Gak mivo: mdé! Don't dare walk!
b) Mivo: mdé! Why don't you walk? (That is, walk!)
c) Mivo: mdé! Don't walk!

The placement of gak is relatively unrestricted: i) it may appear
at the very beginning of the sentence (see 166a), ii) before the
subject (see b), iii) after the subject (see c), iv) after the
indirect object (see d), v) after the direct object (see e), and so
on.

166. Makanya:m Johnach olo gwe ma:wo da'ópwiny.

   Yesterday John did not feed the horse.
   a) Gak makanya:m Johnach olo gwe ma:wo da'ópwiny.
   b) Makanya:m gak Johnach olo gwe ma:wo da'ópwiny.
   c) Makanya:m Johnach gak olo gwe ma:wo da'ópwiny.
   d) Makanya:m Johnach olo gak gwe ma:wo da'ópwiny.
   e) Makanya:m Johnach olo gwe gak ma:wo da'ópwiny.
   But not:
   f) *Makanya:m Johnach olo gwe ma:wo gak da'ópwiny.
   g) *Makanya:m Johnach olo gwe ma:wo da'ópwiny gak.
2.4.3 Other Negative Verbs

Several other verbs are intrinsically negative and thus they may be used as such.

167. a) (Gak) ḡandāve'!

It's not good./It doesn't look good./I don't feel it's right.

b) Akídach gwa:wk gwa:wm (gak) ḡandāve'!

Akira is talking and talking, and it doesn't look right.

c) Mach ma mi:m ḡandāve'!

I don't feel right (or it's no good) when you cry.

168. a) Mach ma mi:m hiyānmame'!

It's not good that you are crying./I feel bad when you cry.

b) Gweviyām mwi:jam hiyānmame'!

Because you all have cars, it's bad./I feel bad that you all have cars.

c) Nyu mwim hiyānmkyu.

It's bad/I feel bad when you do that.

d) Ḥad nya nyihādvach hlūvkim hiyānmkyu.

My dog ran away and I feel really bad.

169. a) Johnach gweviyām gwa:mk Ḥanya:nyuwa ya:mmam chānmame'!

John drove that car to Phoenix
and it's bad!

b) Mary ch swa:dk swa:dam chánmkyu.

Mary sings and sings, and it's bad.

c) Had nya nyihádvach hlúvkim chánmkyu.

My dog ran away and it's bad.

The basic forms of the verbs are (ve)hiyanmk and (va)chánmk.
(Note that va$h1yánmk or $chánmk says it is "beginning to become bad.") They can change their forms according to the degree of badness:

a) to be pretty bad
   $hiyádák
   $chándák

b) to be very bad
   $hiyádvk
   $chándavk

These two verbs seem to be almost interchangeable, but with one difference: (va)hiyanmk describes 'the whole situation' that is making the speaker and/or everyone involved feel bad, while chánmk refers to 'some specific action' described by the sentence that is making the speaker feel bad.
2.5 Predicate Nominal Constructions

Hualapai, and the Yuman languages in general, shows a complicated structure of predicate nominal expressions. When the subject is the first person or the third person, we find essentially two types of constructions:

1) **Subject Noun Phrase + Predicate Noun Phrase-**(v)ch-yu

   where the subject noun phrase does not take the subject case marker -ch; instead the predicate nominal is marked with the optional reflexive marker -v and the obligatory subject marker -ch.

2) **Subject Noun Phrase-ch + Predicate Noun Phrase-Verbal Ending.** The second type of construction indicates that the predicate noun phrase is used as verbal.

Let us first deal with these two constructions with the first and the third persons, and then we will come back to the more complicated second person constructions.

2.5.1 Predicate Nominal Expressions with the First and Third Person Subjects

2.5.1.1 **Subject Noun Phrase + Predicate Noun Phrase-chyu**

   In this construction, the subject noun phrase does not take the subject marker -ch. The predicate noun phrase is marked with the subject marker -ch which is followed by the verb "be", i.e., yu. The
verb yu, however, is not followed by the usual same subject marker nor the auxiliary.

170. Nya Hwalbáychyu.

nya Hwalbay-ch-yu
I  Hualapai-Subj-be
I am a Hualapai.

cf. a) Nya Hwalbayjiyu. (EM)
   b) Nyach Hwalbáyviyu. (EM)
   c) Nyach Hwalbáiyiyu. (EM)
   d) Nyach Hwalbáyyu. (EM)


I am a doctor.

cf. Nya haygu-githye:jiyu. (EM)

Furthermore, this expression is used only with the first person subject, not with the third person subject.

When the subject is plural, it may be indicated so in the subject noun phrase, but this is not essential. What is essential is that the predicate noun phrase must be plural. Thus we will say:

172. Nya Hwalbáyjichyu.

nya Hwalbay-j(i)-ch-yu
I  Hualapai-pl-Subj-be
We are Hualapais.

cf. Nya Hwalbáyyuje. (EM)

2.5.1.2 Subject Noun Phrase + Object Noun Phrase-ychyu

In addition to the first expression described above, the reflexive suffix -v may be added to produce the form -vchyu. Both the first person and the third person subjects participate in this expression.

173. Nya Hwalbáyychyu. I am a Hualapai myself.


When the subject is plural, it may or may not be indicated in the subject noun phrase. The plurality, however, must be indicated in the predicate nominal part:

175. Nya Hwalbáyyjichyu. We are Hualapais ourselves.

176. Nya waksigwijvijichyu. We are cowboys ourselves.

Complicating our discussion is the fact that when the subject is the third person plural, there seems to be a wide variety of ways to express "they are ....."
177. Nyihá Hwalbayjiche.

nyi-ha Hwalbay-j(i)-ch-e
Dem-that=one Hualapai-pl-Subj-be
They are Hualapais.

Note that the third person subject does not participate in the first expression described in Section 2.5.1.1 above (i.e., -chyu). When plural, however, it seems possible to use it as shown in sentence 177 above. More often in the third person plural construction, we find that the weak i replaces the be-verb yu before the usual verbal ending:


nyi-ha Hwalbay-j(i)-ch-i(=yu)-k-yu
Dem-that=one Hualapai-pl-Subj-be-ss-Aux
They are Hualapais.


nyi-ha Hwalbay-v-j(i)-ch-i(=yu)-nyi-k-yu
Dem-that=one Hualapai-Relf-pl-Subj-be-also-ss-Aux
They are also Hualapais themselves.

2.5.1.3 Plural Form for -chyu and -vchyu

Commonly for the first and the third person subjects, the plural suffix and the auxiliary may be added to form -chyujiyu as well as -vchyujiyu.
180. *Nyajich Hwalbaychyu'jiyu.*
We are Hualapais.

181. *Nyihajich Hwalbaychyu'jkyu.*
They are Hualapais.

182. *Nyajich Hwalbayvichyu'jiyu.*
We ourselves are Hualapais.

183. *Nyihajich Hwalbayvichyu'jkyu.*
They themselves are Hualapais.

2.5.1.4 Predicate Nominal as Verbal Element

A third expression for the first and the third person subjects is that of the predicate nominal as a verbal element:

184. *Nyach Hwalbaynyiyu.*
nya-ch Hwalbay-nyi-yu
1-Subj Hualapai-also-Aux
I am also a Hualapai.

185. *Johnach Hwalbaykyu.*
John(a)-ch Hwalbay-k-yu
John-Subj Hualapai-ss-Aux
John is a Hualapai.
186. Nyach Hwalbáyyyu.
    I am a Hualapai myself.

    John is a Hualapai himself.

When the subject is plural, we find a variety of expressions.

a) When just the subject is pluralized:

188. Nyajich Hwalbáyyyu.
    We are Hualapais.

189. Nyihajich Hwalbáykyu.
    They are Hualapais.

190. Nyajich Hwalbáyviyu.
    We are Hualapais ourselves.

191. Nyihajich Hwalbáyvikyu.
    They are Hualapais themselves.

b) When both the subject and the predicate are pluralized:

    We are Hualapais.
2.5.2 Predicate Nominal Expressions with the Second Person Subject

2.5.2.1 Second Person Singular Subject

The second person expression shows the following varied ways of structure:

a) Predicate Nominal as Verbal:

194. Mach Hwàlmabàyngyu./Ma Hwàlmabày(k)miyu.
    ma-ch Hwal-ma-bay-ng-yu
    you-Subj pine=tree-2-person-2-Aux
    You are a Hualapai.

195. Mach Hwàlmabàyvgyu.
    ma-ch Hwal-ma-bay-v-ng-yu
    you-Subj pine=tree-2-person-Ref1-2-Aux
    You are a Hualapai yourself.

Note that the second person marker comes between Hwal (ponderosa pine) and bay (people) although the term Hwalbay itself is now the proper noun "Hualapai."
b) Subject Noun Phrase + Predicate Noun Phrase-miyu

196. Ma Hwalbayvmiyu.

ma Hwalbay-v-mi-yu
you Hualapai-Ref1-2-be
You are a Hualapai yourself.

197. Ma waksigwiji(v)miyu.

You are a cowboy (yourself).

c) Subject Noun Phrase + Predicate Noun Phrase-nyu:

Compared with the previous two forms, this one seems to emphasize YOU, i.e., "you may not realize what you are but I am telling you that YOU are ...."

198. Ma Hwalbayvnyu.

YOU are a Hualapai yourself.

199. Ma waksigwiji(v)nyu.

YOU are a cowboy (yourself).

2.5.2.2 Second Person Plural Subject

When the second person plural is intended, only the expression a) described above can be used.
200. a) Mach Hwàlmabàýngyu. You are a Hualapai.
   also Mach Hwàlmabàý(k)miyu.
   b) Màjich Hwàlmabàýjingyu. You are Hualapais.
201. a) Mà kþmsmgwijingyu. You are a cowboy.
   b) Mà wùkþmsmgwijingyu. You are cowboys.
### Predicate Nominal Expressions

<table>
<thead>
<tr>
<th>Expressions</th>
<th>First Person</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject + Predicate-chyu</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Subject + Predicate-chyujlyu</td>
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<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Subject + Predicate-vchyu</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Subject + Predicate-vchyujlyu</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>Subject-χ Subject- Predicate(-v)-Verb endings</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>(-v)-yu</td>
<td>(-v)-ng-yu</td>
<td>(-v)-k-yu</td>
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<td>Subject-ji-ch Predicate (v) Verb endings</td>
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<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td></td>
<td>(-v)-ji-yu</td>
<td>(-v)-li-ng-yu</td>
<td>(-v)-li-(1)-k-yu</td>
</tr>
<tr>
<td>Subject + Predicate-nyu</td>
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<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Subject + Predicate-miyu</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
PART III

Elements of the Sentences: Noun Phrases
Chapter 1: Noun Phrases

In this part we will examine more in detail what constitutes a sentence, and how each of the parts of a sentence is formed and used.

1.0 Noun Phrases

The noun is a class of words which refer to some object, concept or idea, and it functions, for example, as the subject and object of a sentence. In general, it can take one of the case markings. The noun may be a single word or it may be composed of two or more words. Thus we use a more inclusive term "noun phrase" in referring to this class of words.

1.1 Different Semantic Classes of Nouns in Possessive Constructions

As one way to look at nouns, we will examine the possessive expressions and see how the nouns are classified in the minds of the speakers.

Possessive expressions can be roughly divided into three types: 1) [Possessor + Person Marker-Noun], 2) [Noun + Possessor + Person Marker-nyi-had] and 3) [Noun + Possessor + Person Marker-wi:]. The first frame is used to express some inherent or intrinsic relationship between the possessor and the possessed—sometimes referred to as inalienable possession. This relationship is represented by the kinship relationship (=kin terms) and body parts. We call this frame 1) the "Kinship Expression" hereonafter. The second frame contains the term had which can translate roughly as "to have X as a pet" (we will gloss the word as "pet" for the brevity sake in the following
discussions). This frame then is used to describe the relationship of some pet animal and its owner, or some domesticated animal and its owner. We call this frame 2) as the "Animal Expression" in this book. The last frame includes the verb wi: "to have, to own" and the frame is used to express a wide range of things which can be owned by an individual or a group of individuals. We use the term the "General Possession" to refer to this frame 3).

1.1.1 Kinship Expression: [Possessor + Person Marker-Noun]

All the kinship terms use this frame to express the kin-relationship. As noted before, the first person marker ' - (the glottal stop) may be deleted most often. The second person marker is m- and the third zero ø-.

1. jída "mother"
   nya 'jída (nya '-jída "my 1-mother")
   ma mjída" (ma m-jída "your 2-mother")
   Note that this is phonetically mam jída.
   nyiha jída (nyiha jída "his/her mother")

2. dálá "father"
   nya 'dálá ("my father")
   ma mdálá ("your father": phonetically again mam dálá)
   nyiha dálá ("his/her father")


   My father is working in Peach Springs.

Your mother drove the car to Phoenix.

We now list some of the kinship terms which appear in this frame.

5. a) Closest Members of the Family

<table>
<thead>
<tr>
<th>Term</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>dala</td>
<td>father</td>
</tr>
<tr>
<td>ginya</td>
<td>younger sibling</td>
</tr>
<tr>
<td>goda</td>
<td>mother's mother</td>
</tr>
<tr>
<td>gwawa</td>
<td>mother's father</td>
</tr>
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<td>hume'</td>
<td>one's son</td>
</tr>
<tr>
<td>jida</td>
<td>mother</td>
</tr>
<tr>
<td>misi'/misi:</td>
<td>one's daughter</td>
</tr>
<tr>
<td>monya</td>
<td>father's mother</td>
</tr>
<tr>
<td>nabo:</td>
<td>father's father</td>
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<tr>
<td>niya</td>
<td>older sibling</td>
</tr>
<tr>
<td>thawa</td>
<td>female's daughter</td>
</tr>
<tr>
<td>viche'/vche'</td>
<td>male's daughter</td>
</tr>
</tbody>
</table>

b) Uncles, Aunts and Grandchildren

<table>
<thead>
<tr>
<th>Term</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>awa</td>
<td>grandchild--one's son's child</td>
</tr>
<tr>
<td>gwela</td>
<td>uncle--mother's brother</td>
</tr>
<tr>
<td>ko:</td>
<td>grandchild--one's daughter's child</td>
</tr>
<tr>
<td>mila</td>
<td>aunt--mother's younger sister</td>
</tr>
<tr>
<td>naja:</td>
<td>uncle--father's younger brother</td>
</tr>
<tr>
<td>nibi'/nibi:</td>
<td>aunt--father's sister</td>
</tr>
</tbody>
</table>
nithi'/nithi: aunt--mother's older sister
nuwi uncle--father's older brother
c) Other Relatives--Cousins, Nieces and Nephews
baya female cousin (e.g., mother's brother's daughter, father's sister's daughter)
bi: female's brother's child
jiga:va male cousin
Note: ngaja'/nigajah "male cousins (pl), i.e., father's sister's sons, mother's brother's sons"
no'/no:hno' female's older sister's child
nuda male's female cross-cousin
su:ja male's older brother's child
wisa female's younger sister's child
wana/hwana male's sister's child
d) Other General Terms
diyevi relatives
diyúch relative (singular)
diyuch relatives (plural)
kacha/nukacha male's step-child, step-father
kunye' son-in-law, female's step-son
lowa'/luwa' wife
nyahmi' husband
vnye' daughter-in-law, female's step-
daughter

A second class of nouns which utilizes this expression of possession/belonging is the body-part nouns.

6. Body Parts

hu'  head
jivso'/jivso:  ribs
ma:d  body
mibat  leg
mibuk  knee
midi:jqe:ch  little toe
migavdi'  big toe
milgá'/milgáh  (large) ankle
milqi  neck
midgá'/midgáh  (small) ankle
mi'  foot
mi'sidwo  toe nail
qwaw  hair
sal  hand
saldi'j  finger
salgasva:d  wrist
salgavdi'  thumb
salmak  shoulder
sal'sidwo  finger nail
siginy'ok  elbow
silbu'  arm pit
smadk  ear
<table>
<thead>
<tr>
<th>thipil</th>
<th>skin</th>
</tr>
</thead>
<tbody>
<tr>
<td>thivdi'/thivdi:</td>
<td>arm</td>
</tr>
<tr>
<td>ya'/ya:</td>
<td>mouth</td>
</tr>
<tr>
<td>yavnyimi:</td>
<td>beard</td>
</tr>
<tr>
<td>yavpi'/yavpi:</td>
<td>chin</td>
</tr>
<tr>
<td>yay</td>
<td>nose</td>
</tr>
<tr>
<td>yibal/yibal</td>
<td>tongue</td>
</tr>
<tr>
<td>yimwa:1</td>
<td>calf of one's leg</td>
</tr>
<tr>
<td>yiwil</td>
<td>thigh</td>
</tr>
<tr>
<td>yiwilpi</td>
<td>hip</td>
</tr>
<tr>
<td>yo'/yo:</td>
<td>tooth</td>
</tr>
<tr>
<td>yu'/yu:</td>
<td>eye/face</td>
</tr>
<tr>
<td>yu'galme'</td>
<td>eyebrow</td>
</tr>
<tr>
<td>yu'way/yuhway</td>
<td>heart/chest</td>
</tr>
<tr>
<td>yumbul</td>
<td>forehead</td>
</tr>
<tr>
<td>yu'sunya'/yu'sunya:</td>
<td>eye-lash</td>
</tr>
<tr>
<td>yu'thul</td>
<td>cheek</td>
</tr>
</tbody>
</table>

Nouns other than kinship terms and body parts which are used in this frame include some of the clothings, but not all (see Section 1.1.3 below):

7. a) bud | hat
b) he' | dress
c) kamwid/kamhwid | pants
d) nyigway | shirt
e) nyigwayve' | jacket
f) nyigwaydamnalva - long coat,

1.1.2 Animal Expressions:

\[
\text{Noun + Possessor + Person Marker-nyihad}
\]

The frame is used for pet-animals, domesticated animals or potentially pettable animals.

8. 'Had nya 'nyihadach anbil ya:1 sma:kyu.
   My dog (=the dog that I pet) is sleeping under the car.

   Your father is roping your cow.

    My horse is running.

When the speaker does talk about animals other than normally domesticated animals in this frame, he imposes on the hearer the interpretation that the speaker indeed pets those unusual animals. For example:

11. Nago nya nyihadach hankyu.
    My bear is good.
12. Iyaːs nya nyihːdach hana da'ɒpkyu.
   My turkey is no good.

Examples of other animal nouns are presented in Section 1.1.3.5 below.

1.1.3 General Possession:

Noun + Possessor + Person Marker-wi:

This is the most neutral form of expressing possession or belonging. Many categories of nouns that have not been covered in previous sections (i.e., Kinship Expression and Animal Expression) are expressed in this frame. Even many of the kinship terms are often used in this frame without apparently changing the meaning.

1.1.3.1 Kinship Terms

In principle, the nouns in this class (kinship terms) are not used in this frame. When, however, a noun represents some non-unique or potentially multiple entity (e.g., child as compared to one's son/daughter), this general possession expression seems common:

   My kids are not behaving.

The following are a partial list of items which may or may not be expressed in A) Kinship Expression and/or B) General Possession. The
Animal Expression is excluded simply because it is the clearest case where non-animals cannot be used in that frame.

14. Examples

<table>
<thead>
<tr>
<th>English</th>
<th>Hualapai</th>
<th>Kinship Expression</th>
<th>General Poss</th>
<th>(sometimes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Parts (Section 1.1.1)</td>
<td>yes</td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinship Terms</td>
<td>yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>girl</td>
<td>misi'/misi:</td>
<td>yes</td>
<td>yes</td>
<td>=daughter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>=girl</td>
</tr>
<tr>
<td>child</td>
<td>hmany</td>
<td>yes</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>old man</td>
<td>baday</td>
<td>?</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>man</td>
<td>ba'</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>woman</td>
<td>baq'i.</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td>haygu-'githyc'</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>teacher</td>
<td>dinyu:d-bak'u:wo</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>cowboy</td>
<td>waksigwij</td>
<td>no</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>old lady</td>
<td>gwaguy/qamwidm</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>boy</td>
<td>hme'</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>boys (pl)</td>
<td>hmad</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>policeman</td>
<td>bakhe'd</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>mailman</td>
<td>dianyu:da-gwam</td>
<td>no</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>
As the above list may suggest, there seems a semantic continuum from the close kinship tie to the non-kinship tie, and accordingly the kinship expression only to the general expression only and finally to those which do not participate in the possessive expression. As a natural consequence of such a continuum is a sub-class of nouns which belong to both, thus both possessive expressions are used.

When the non-kin terms appear in the possessive expression, the specific interpretation may vary depending on the context. For example, dinya:d-bak'U:wo nya wahch hankyu "My teacher is good" may mean a) the teacher who teaches me most frequently, b) the teacher who takes care of me, c) my favorite teacher, d) the teacher with whom I associate most, and so on.

1.1.3.2 Personal Objects

In the list below, we will examine those objects or articles which are potentially owned personally.

15. Examples

<table>
<thead>
<tr>
<th>English</th>
<th>Hualapai</th>
<th>Kinship Expression</th>
<th>General Poss</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>bud</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>shirt</td>
<td>nyigway</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>jacket</td>
<td>nyigwayvdë</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>long coat</td>
<td>nyigwaydamnalva</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>shoes</td>
<td>mahnyo'</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>boots</td>
<td>mahnyo'-ilil</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>belt</td>
<td>'gilgiovi</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>dress</td>
<td>he'</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
tie | hnaki | yes | yes
---|------|-----|-----
socks/stockings | mahnyo'-gambey | yes | yes
personal belongings | jalay | yes | yes
shawl | sadam/sidami | yes | yes
glove | salsiyu:di | ? | yes
glasses | yu'das'amí | ? | yes
ring | 'salgidgo' | ? | yes
earrings | smádkadiswedi | ? | yes
underwear | kamwid-ya:lwaj | no | yes
beaded necklace/bolo tie | skul-hnaki/ | no | yes
watch | nya' | no | yes
diaper | jeqví | no | no
pocket | dani:do | no | no

It is rather hard to make any generalization about which object can be expressed in which possession frame. The pocket dani:do is the clearest case that needs no elaborate explanation. Namely, the pocket belongs to the pants/slacks/jacket/shirt/etc., not to an individual who is wearing it; therefore we do not use any possessive expression. Similarly, the diaper jeqví does not belong to any baby but simply used by the baby temporarily. Or as some of us feel, diapers nowadays are disposable and the temporary nature is getting even shorter!

The beaded necklace/bolo tie skul-hnaki, watch nya' and underwear kamwid-ya:lwaj are not used in the Kinship Expression frame. The
reason is not very clear, but it is felt that these items are relatively new in the Hualapai culture.

1.1.3.3 Other Objects

Most other objects (e.g., food items, tools, household items, stationery, furniture and so on) are used with Frame B—General Possession. Some items in this general class, however, may be expressed in the Kinship Expression frame. When it happens, the interpretation is fairly specific. (It should be also noted that the interpretation for such cases is not universally agreed. Some speakers use both frames interchangeably and some still make the distinctions.)

16. a) Gwe nya hwáloch hankyū.
   The garden that I cultivate is good.

   b) Gwehwálo nya wi:ch hankyū.
   The garden that belongs to me (i.e., I may or may not cultivate myself) is good.

17. a) Gwe nya hwálach hankyū.
   The vegetable that I planted is good.

   b) Gwehwál nya wi:ch hankyū.
   The vegetable that I have (in hand or the one that I might have bought at the store) is good.

18. a) Nya miyalvch hankyū.
   The bread that I made is good.
b) Miyal nya wi:vch hânyu.

The bread that I have (in hand or the one that I might have bought) is good.

Those items that can be added to this list include:

19. a) madi:k  bean
gamdugwath  cantelope
diyach  corn
qwâqdhâv  deer jerky
hamde'  pumpkin

but not:

b) ba:b  potato
thabal  peach
qwâthga'ol  orange

It should be pointed out that in such expressions, especially in the Kinship Expression frame, some demonstrative suffix must be added to be felt natural. For example:

20. a) ?nya madi:k  my bean
    nya madi:k ny that bean of mine

21. a) ?nya diyach  my corn
    b) nya diyachva  this corn of mine
Some wild plants may be owned and expressed in the Kinship Expression frame if those plants are culturally relevant; that is, if they can bear fruits which people can eat, or if they can be used for some culturally relevant purposes such as medicinal purposes. These plants include:

22. a) gith'e:  squawberry
    hwa:l  ponderosa pine
    ko'  pinon tree/nut
    manad  yucca
    viyal  mescal

but not:

b) a'a'/a'a:  saguaro
   alav'/lav  prickly pear
   aha'  cottonwood tree

1.1.3.4 Properties

The possession of some property can be expressed in the General Possession frame. Some property may be owned by an individual while some others may be owned by the community. This distinction is made by the addition or non-addition of the plural suffix -j.


My corral is good-looking.

Our corral is good-looking.


My cafe is open.

b) Gwema:jo nya wi:jich sa'amvkyu.

Our cafe is closed.

We can add to this list the following as further examples:

25. besbu:jo
    dinyu:d'u:jo
    bahe'do/bahe:do
    gathadgana:vjo
    gwejamo
    hmanyoch-baviso:jo
    madjevyo:jo
    mulvwayo:wo
    dinyu:dva:wo

    bank
    school
    jail
    church
    dump
    daycare
    clinic
    tribal office
    post office

When some property is felt to be almost a part of an individual, it may be expressed in a frame similar to the Animal Expression:

<table>
<thead>
<tr>
<th>Possessor + Person Marker-nyi-Noun(property)</th>
</tr>
</thead>
</table>

26. a) Nya nyi'wa:vch hankyu.

This house of mine is good.
b) 'Wa: nya wi:vch hánkyû.

The house that belongs to me is good.

27. a) Ma mnyimádınych hánkyû.

That land of yours is good.

b) Mâd ma mwi:nych hánkyû.

The land that belongs to you is good.

The a-sentences above state that the property is in an active use or is almost in an inseparable relationship with its owner.

1.1.3.5 Animals

As described in Section 1.1.2 above, the pet animals and domesticated animals are expressed in the frame: Noun + Possessor + Person Marker-nyihad. They are also often expressed in the General Possession frame. The wild animals are also expressed in this General Possession frame when they are in captivity or when someone temporarily keeps some wild animal before getting rid of it or keeping it as a new pet. The following (28b) is the list of animal names which are not ordinarily expressed in the Animal Expression frame.

28. a) Domesticated Animals

hos  cat

gane:lo  sheep

gwalyaw  chicken

gwalyaw-gavde  rooster

gwalyaw-thaw  chick
halavu:do  donkey
ha'qanmo:  duck
hwanygadad  pig
savado  goat
waksi  cow
'had  dog

b) Native Wild Animals/Other Living Things

ahma'/'hma'  quail
amu'/'mu'  mountain sheep
dathil  lizard
diksi  prairie dog
dilbu'  road-runner
dilgwam  horny toad
gadada  porcupine
gadu:la  black lizard
gathad/kathad  coyote
gula  jackrabbit
guwí'  dove
guwila  mocking bird
gwalido:  pigeon
hadgwila  wolf
halgava'/halgava:  turtle
hami:da  chipmunk
hamilda  squirrel
hanykadapka  butterfly
hanykasávda  centipede
<table>
<thead>
<tr>
<th>Chaljibî</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>hinya’/hinya:</td>
<td>frog</td>
</tr>
<tr>
<td>hlo’</td>
<td>cottontail</td>
</tr>
<tr>
<td>hwi:wo’</td>
<td>skunk</td>
</tr>
<tr>
<td>ichi’i/ichi’</td>
<td>fish</td>
</tr>
<tr>
<td>ilwi</td>
<td>snake</td>
</tr>
<tr>
<td>iya:s</td>
<td>turkey</td>
</tr>
<tr>
<td>iyu:’</td>
<td>owl</td>
</tr>
<tr>
<td>jibay</td>
<td>bird</td>
</tr>
<tr>
<td>jimpuk/jinpuk</td>
<td>little (red) ant</td>
</tr>
<tr>
<td>jimyul</td>
<td>ant</td>
</tr>
<tr>
<td>jiqbanyk</td>
<td>bat</td>
</tr>
<tr>
<td>mahwa:’</td>
<td>badger</td>
</tr>
<tr>
<td>malga</td>
<td>packrat</td>
</tr>
<tr>
<td>mathul</td>
<td>chuckawalla</td>
</tr>
<tr>
<td>mathulda</td>
<td>gila monster</td>
</tr>
<tr>
<td>mithin’/mithin</td>
<td>buffalo</td>
</tr>
<tr>
<td>minmin</td>
<td>hummingbird</td>
</tr>
<tr>
<td>muhwa’</td>
<td>wild hog</td>
</tr>
<tr>
<td>ni:s</td>
<td>spider</td>
</tr>
<tr>
<td>ni:sdagwank</td>
<td>scorpion</td>
</tr>
<tr>
<td>nyimi’</td>
<td>bobcat</td>
</tr>
<tr>
<td>nyimida</td>
<td>mountain lion</td>
</tr>
<tr>
<td>qa:q</td>
<td>crow</td>
</tr>
<tr>
<td>qoqod</td>
<td>fox</td>
</tr>
<tr>
<td>qwaq/qwa’q/qwa:q</td>
<td>deer</td>
</tr>
<tr>
<td>qwaqda</td>
<td>elk</td>
</tr>
<tr>
<td>sinyida</td>
<td>hawk</td>
</tr>
</tbody>
</table>
In many cases of possessive expressions, the suffix -o (or -wo or -yo) appears with them. Some speakers feel it is necessary to have one of them. When the suffix appears, it means that the object is not with the possessor, the object has just been taken off, the object has just been consumed, and so on—that is, in general, it indicates some "detachment." The specific interpretation of the suffix depends on the context.

29. When the noun ends in a consonant, the suffix -o is added:
   a) nya budo  
      my hat that I have just worn
   b) nya kamhvido  
      my pants that I just took off
      (and are lying over there)

30. When the noun ends in -vi, the suffix -yo is added.
   a) nya gilgioviyo  
      my belt that I have just used or that
      is lying over there
   b) nya jibeviyo  
      my blanket that I have just put
      away or that is lying over there

31. When the noun ends in all other sounds, the suffix -wo is added.
   a) nya nyahmi'wo  
      my husband who is away
b) nya misi:wo my daughter who is not with me  
c) mahnyo' nya wi:wo my shoes that I have just took  
off or that is lying there  
d) kwa' nya wi:wo my knife that is lying there  

When this suffix occurs with the noun with the homophonous  
locative suffix, there seems to be an interesting set of restrictions.  

32. a) gwe nya hwalo my garden (cf. gwe nya hwala  
"things that I plant, vegetables")  
b) ?gwehwalo nya wi:wo my garden that I had (but no more)  
c) gwehwal nya wi:wo vegetables that I planted and consumed  

Example 32b sounds odd. It may be possible, however, if the  
garden is completely destroyed by a storm or by some other cause;  
thus, example 32b states "my garden that has been destroyed."  

32. my cafe  
a) nya gwema:jo  
b) ?gwema:jo nya wi:wo  
c) gwema:jo nya wi:  

In case of example 33c, the suffix -wo is not used on the verb  
wi: , but rather the locative -o is retained on the cafe as gwema:jo.  
This happens when the o suffix has become an integral part of the  
word. Again example 33b seems odd, but it is again conceivable that  
it may be used when the cafe has been destroyed. Similar examples  
follow:
34. my living place, house
   a) nya 'wa'wo
   b) *'wa'wo nya wi:wo
   c) 'wa' nya wi:wo

35. my bedroom
   a) nya sma:jo
   b) *sma:jo nya wi:wo
   c) sma:jo nya wi: (i.e., my motel)

36. my jail
   a) *bahe:do nya wi:wo
   b) bahe:do nya wi:

37. my store
   a) *sa'adjawo nya wi:wo
   b) sa'adjawo nya wi:

38. my post office
   a) *dinyu:dva:wo nya wi:wo
   b) dinyu:dva:wo nya wi:

39. my school
   a) *dinyu:d'u:jo nya wi:wo
   b) dinyu:d'u:jo nya wi:
1.2 Number

Nouns are not differentiated for gender but the majority of them undergo some change in their forms in terms of number, i.e., singular and plural. The nouns included in the discussions in this section are only a fragment of the total nouns in the language, but the readers will get some idea as to the interesting arrays of number differentiations.

The plural meaning of nouns may be expressed by a variety of means. In the following sections we will summarize these different forms that nouns may take.

1.2.1 Vowel Change [1]

The following examples show the change of vowels to indicate the plurality.

<table>
<thead>
<tr>
<th>English</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>son</td>
<td>humé</td>
<td>humay</td>
</tr>
<tr>
<td>medicine man</td>
<td>githye'</td>
<td>githyay</td>
</tr>
<tr>
<td>doll</td>
<td>gwede:</td>
<td>gwedáy</td>
</tr>
<tr>
<td>wind</td>
<td>madhe'</td>
<td>madháy (i.e., strong wind)</td>
</tr>
</tbody>
</table>

The most common sound change in terms of singular and plural in the language is /e, e', e: (singular) to /ay/ (plural). The same change occurs with verbs as well.
1.2.2 Vowel Change [2]

1.2.2.1 Vowel Lengthening

The stressed vowel of a sound may be prolonged to indicate the plurality of the reference indicated by the noun. When the stressed vowel is already long, the vowel becomes extra long.

41. Examples

<table>
<thead>
<tr>
<th>English</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>bud</td>
<td>bu:d</td>
</tr>
<tr>
<td>lizard</td>
<td>dathíl</td>
<td>dathi:l</td>
</tr>
<tr>
<td>rabbit</td>
<td>gula</td>
<td>gu:la</td>
</tr>
<tr>
<td>chicken</td>
<td>gwal(i)ya:w</td>
<td>gwal(i)ya:li</td>
</tr>
<tr>
<td>bicycle</td>
<td>gweva'úli</td>
<td>gweva'úli</td>
</tr>
<tr>
<td>tire</td>
<td>gwevo:y</td>
<td></td>
</tr>
<tr>
<td>child</td>
<td>hmany</td>
<td>hma:ny</td>
</tr>
<tr>
<td>gourd</td>
<td>hnal</td>
<td>hna:l</td>
</tr>
<tr>
<td>pig</td>
<td>hwanygada:d</td>
<td>hwanygada:d</td>
</tr>
<tr>
<td>puppy</td>
<td>'had-tha:w</td>
<td>'had-tha:w</td>
</tr>
<tr>
<td>snake</td>
<td>ilwi</td>
<td>ilwi:</td>
</tr>
<tr>
<td>bread</td>
<td>miyal</td>
<td>miya:l</td>
</tr>
<tr>
<td>cookie</td>
<td>miyal-miyúl</td>
<td>miyal-miyúl</td>
</tr>
<tr>
<td>watch/clock</td>
<td>nya:'</td>
<td>nya:(')</td>
</tr>
<tr>
<td>horse</td>
<td>olo</td>
<td>olo:</td>
</tr>
<tr>
<td>jerky</td>
<td>qwaqdu:v</td>
<td></td>
</tr>
<tr>
<td>bullet</td>
<td>'pa:'</td>
<td>'pa:(')</td>
</tr>
<tr>
<td>comb</td>
<td>siji:vi</td>
<td></td>
</tr>
</tbody>
</table>
### 1.2.2.2 "An area where lots of ... exist"

Some nouns, when the stressed vowel is lengthened and the locative suffix -k is added, indicate "the area where lots of ... exist."

**42. Examples**

<table>
<thead>
<tr>
<th>English</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>lizard</td>
<td>dathil</td>
<td>dathi:k(a)</td>
</tr>
<tr>
<td>fish</td>
<td>ichi'</td>
<td>ichi:k(a)</td>
</tr>
<tr>
<td>snake</td>
<td>ilwi</td>
<td>ilwi:k(a)</td>
</tr>
<tr>
<td>ant</td>
<td>jimyul</td>
<td>jimyu:lk(a)</td>
</tr>
<tr>
<td>little (red) ant</td>
<td>jimpu:k</td>
<td>jimpu:kk(a)</td>
</tr>
<tr>
<td>spider</td>
<td>ni::s</td>
<td>ni::sk(a)</td>
</tr>
<tr>
<td>bee</td>
<td>thambo:</td>
<td>thambo:k(a)</td>
</tr>
<tr>
<td>fly</td>
<td>thambu:dk</td>
<td>thambu:dkk(a)</td>
</tr>
</tbody>
</table>

### 1.2.2.3 "Having strong characteristics of ..."

Some nouns change the grammatical category from the object-reference (noun) to a verbal "having strong characteristics of ..." and often they can be translated as adjectives in English.
### 43. English

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Plural Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>winter</td>
<td>chud</td>
<td>chu:dk</td>
</tr>
<tr>
<td>cloud</td>
<td>guwi</td>
<td>guwi:k</td>
</tr>
<tr>
<td>wood</td>
<td>i'i</td>
<td>i'i:k</td>
</tr>
<tr>
<td>pinon</td>
<td>ko</td>
<td>ko:yk</td>
</tr>
<tr>
<td>whirlwind</td>
<td>madakwid</td>
<td>madakwi:dk</td>
</tr>
<tr>
<td>plain</td>
<td>maddildil</td>
<td>maddildi:lk</td>
</tr>
<tr>
<td>mud</td>
<td>madqay</td>
<td>madqa:yk</td>
</tr>
<tr>
<td>spot</td>
<td>nyud</td>
<td>nyu:dk</td>
</tr>
<tr>
<td>fur</td>
<td>nyimi</td>
<td>nyimi:k</td>
</tr>
<tr>
<td>jerky</td>
<td>qwaqduv</td>
<td>qwaqdu:vk</td>
</tr>
<tr>
<td>rock</td>
<td>wi'</td>
<td>wi:k</td>
</tr>
<tr>
<td>weed</td>
<td>wil</td>
<td>wi:lk</td>
</tr>
<tr>
<td>shade</td>
<td>yasek</td>
<td>yasa:yk</td>
</tr>
</tbody>
</table>

### 1.2.2.4 Noun to Verb

In some cases the noun changes into the verb of nonquality expression (compare this with 1.2.2.3 above; see also PART IV, 1.1 [Verbs of Belonging] and 1.2 [Verbs of Relations]).

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Plural Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>younger sibling</td>
<td>gi:ny</td>
<td>gi:nyk</td>
</tr>
<tr>
<td>fence</td>
<td>kw asivdi:iv</td>
<td>kw asivdi:ik</td>
</tr>
<tr>
<td>tortilla</td>
<td>miyal davdi:v</td>
<td>miyal davdi:k</td>
</tr>
<tr>
<td>name</td>
<td>mul</td>
<td>mulvi:k</td>
</tr>
</tbody>
</table>
older sibling **niya** **ni:k** to have an older sibling

1.2.3 **Addition of Plural Suffix -j**

The plural form may be made by simple addition of the plural suffix -j. The number of nouns in this category is the largest compared with other ways of forming plurality.

<table>
<thead>
<tr>
<th>45. Enish</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>ba'</td>
<td>ba'j</td>
</tr>
<tr>
<td>policeman</td>
<td>bakhéd</td>
<td>bakhe:dj</td>
</tr>
<tr>
<td>purse</td>
<td>besbu:yi</td>
<td>besbu:j</td>
</tr>
<tr>
<td>hat</td>
<td>bud</td>
<td>bu:dj</td>
</tr>
<tr>
<td>pocket</td>
<td>dani:do</td>
<td>dani:djo</td>
</tr>
<tr>
<td>sweat-house</td>
<td>da'olvo</td>
<td>da'olvjo</td>
</tr>
<tr>
<td>saddle</td>
<td>divgeli</td>
<td>divgelj</td>
</tr>
<tr>
<td>old lady</td>
<td>gwaguy</td>
<td>gwajguy</td>
</tr>
<tr>
<td>drum</td>
<td>gwédalgobi</td>
<td>gwédalgobj</td>
</tr>
<tr>
<td>dust pan</td>
<td>gwehnui</td>
<td>gwehnuij</td>
</tr>
<tr>
<td>gum</td>
<td>gwejimnyay</td>
<td>gwejimnyayj</td>
</tr>
<tr>
<td>mush</td>
<td>gwesmgwin</td>
<td>gwesmgwinj</td>
</tr>
<tr>
<td>feather</td>
<td>gwewal</td>
<td>gwewalj</td>
</tr>
<tr>
<td>faucet</td>
<td>hasgwiní</td>
<td>hasgwiníj</td>
</tr>
<tr>
<td>dress</td>
<td>he'</td>
<td>he:j</td>
</tr>
<tr>
<td>necklace</td>
<td>hnáki</td>
<td>hna:kj</td>
</tr>
<tr>
<td>head</td>
<td>hu'</td>
<td>hu:j</td>
</tr>
<tr>
<td>diaper</td>
<td>jeqvi</td>
<td>jeqvíj</td>
</tr>
<tr>
<td>English</td>
<td>Aral</td>
<td>English</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>bone</td>
<td>jiya:k</td>
<td>jiya:kj</td>
</tr>
<tr>
<td>pants</td>
<td>kam(h)wīd</td>
<td>kam(h)wīdj</td>
</tr>
<tr>
<td>body</td>
<td>ma:d</td>
<td>ma:dj</td>
</tr>
<tr>
<td>sock</td>
<td>mahnyo'-gambey</td>
<td>mahnyo'-gambeyj</td>
</tr>
<tr>
<td>foot</td>
<td>mi'</td>
<td>mi:j</td>
</tr>
<tr>
<td>leg</td>
<td>mibat</td>
<td>mibatj</td>
</tr>
<tr>
<td>toe</td>
<td>migavde'</td>
<td>migavdej</td>
</tr>
<tr>
<td>neck</td>
<td>milqî</td>
<td>milqij</td>
</tr>
<tr>
<td>bread</td>
<td>miyâl</td>
<td>miyalj</td>
</tr>
<tr>
<td>shirt</td>
<td>nyigwây</td>
<td>nyigwajy</td>
</tr>
<tr>
<td>long coat</td>
<td>nyigwây-damnalv</td>
<td>nyigwây-damnalvj</td>
</tr>
<tr>
<td>bullet</td>
<td>'pa'</td>
<td>'pa:j</td>
</tr>
<tr>
<td>moccasin</td>
<td>qwâq-mahnyo'</td>
<td>qwâq-mahnyo'j</td>
</tr>
<tr>
<td>hair</td>
<td>qwaw</td>
<td>qwawj</td>
</tr>
<tr>
<td>braid</td>
<td>qwaw-sanâv</td>
<td>qwaw-sanâvj</td>
</tr>
<tr>
<td>tie</td>
<td>gwehnaki</td>
<td>gwehna:kj</td>
</tr>
<tr>
<td>shawl</td>
<td>sadâm</td>
<td>sadamj</td>
</tr>
<tr>
<td>hand</td>
<td>sal</td>
<td>salj</td>
</tr>
<tr>
<td>left hand</td>
<td>sal-gathad</td>
<td>sal-gathadj</td>
</tr>
<tr>
<td>thumb</td>
<td>'salgavde'</td>
<td>'salgavdej</td>
</tr>
<tr>
<td>ring</td>
<td>'salgidgo'</td>
<td>'salgidgoj</td>
</tr>
<tr>
<td>glove</td>
<td>'sal-siyu:d'</td>
<td>'sal-siyu:dj</td>
</tr>
<tr>
<td>pillow</td>
<td>sibûk</td>
<td>sibûkj</td>
</tr>
<tr>
<td>nail</td>
<td>sidiwo</td>
<td>sidiwoj</td>
</tr>
<tr>
<td>comb</td>
<td>sijîvi</td>
<td>sijîvji</td>
</tr>
<tr>
<td>shoulder</td>
<td>salmak</td>
<td>salmakj</td>
</tr>
<tr>
<td>beaded cape</td>
<td>skûl-sadam</td>
<td>skûl-sadamj</td>
</tr>
</tbody>
</table>
1.2.4 Plural Nouns

Some nouns are "collective" nouns, i.e., they are always plural in their meanings.

46. Hualapai     English
    aduth         rice
    ba:b          potatoes
    chaw          rags
    hajuwa        sand
    hamsi         stars
    'ha:           water
    i:thi:         salt
1.2.5 Suppletive Forms

Sometimes the singular and plural forms are partially or completely different. When this happens, the pair of forms are called the "suppletive" forms.

<table>
<thead>
<tr>
<th>English</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>woman/lady</td>
<td>baqi</td>
<td>baqu:y</td>
</tr>
<tr>
<td>purse</td>
<td>besbu:yi</td>
<td>besbu:j</td>
</tr>
<tr>
<td>boy</td>
<td>hme'</td>
<td>hma:d</td>
</tr>
</tbody>
</table>

1.2.6 Noun + dek/dem

When a noun is used within a sentence, the plurality may be expressed by a verb dek. For example:

48. a) Amu'ch viyamkyu.

    amu'-ch         viyam-k-yu

    mountain=sheep-Subj 3=run-ss-Aux

    A mountain sheep is running.

b) Amu' dek viyamjkyu.

    amu'       de-k   viyam-j-k-yu

    mountain=sheep 3=be=many-ss 3=run-pl-ss-Aux
Many mountain sheep are running.

c) Amu' dem nyach ba 'u:-yuny.
amu' de-m ba 'u:-yu-ny
mountain=sheep 3=be=many-ds them 3/1=see-Aux-Past
I saw many mountain sheep.

49. a) Olo wil mi'e!
olo wil mi-'e
horse hay 3/2-give=Imp
Give hay to the horse!

b) Wil dek gwadvkyu.
wil de-k gwad-v-k-yu
hay 3=be=many-ss 3=be=still-Stative-ss-Aux
There is still a lot of hay.

c) Oloch wil dem ma:kwi.
olo-ch wil de-m ma:-k-wi
horse-Subj hay 3=be=many-ds 3/3=eat-ss-Aux
The horse is eating a lot of hay.

50. a) (Gwe)jibevim jibevyu.
(gwe-)jibev-i-m jibev-yu
(something-)cover-Instr-with 1=be=covered-Aux
I am covered with a blanket.
b) (Gwe)jibe

devi  
dek  
nyu-k  
wa:jikyu.

(gwe-)jibe

v-i  
def-k  
nyu-k  
(something-)cover-Instr 3=be=many-ss that=place-at  
wa:-j(i)-k-yu  
3=sit/lie-pl-ss-Aux  
There are lots of blankets right there.

c) (Gwe)jibe

devi  
dem  
miyo:va!

(gwe-)jibe

v-i  
def-m  
mi-yo:v-a  
(something-)cover-Instr 3=be=many-ds 3/2-make-lmp  
Make lots of blankets!
Chapter II: Pronouns

2.0 Pronouns

Hualapai pronouns include a) personal pronouns and b) indefinite pronouns. In the following sections we will examine these varieties of pronouns.

2.1 Personal Pronouns

The personal pronouns are nya "first person, I," ma "second person, you" and "third person, he/she/it." The third person pronoun may vary depending on how close the reference may be from the speaker. For the detailed discussions, see the section on Demonstratives below (Chapter III).

2.2 Personal Pronouns as Verbal Prefixes

The verb in the sentence (as well as the auxiliary verb) must take the personal pronominal prefix. The prefix may simply indicate what the subject is when the verb is intransitive or it may indicate the object and the subject when the verb is transitive. The person prefixes are not differentiated for gender (masculine or feminine) or number (singular or plural). For example, swa:dki means "he/she/it sings." When the verb is a transitive verb, both the subject and the object are marked usually in a single prefix. For example:

Nidinyu:dngwi. "You write it."

When the subject is plural, it is indicated by verbal suffixes. For example:
1. a) Jeanch sa'adjawo ya:maykyu.
   Jean-ch  sa'adjawo ya:m-ay-k-yu
   Jean-Subj store  3=go-Future-ss-Aux
   Jean is going to go to the store.

   b) Jeanch Josiem hwakak sa'adjawo ya:mjaykyu.
   Jean-ch  Josie-m  hwak(a)-k  sa'adjawo
   Jean-Subj Josie-with 3=be=two-ss store
   ya:m-j-ay-k-yu
   3=go-pl-Future-ss-Aux
   Jean and Josie are going to go to the store.

More detailed discussions will be presented in Part III, Chapter II (Verb Phrases).

2.2.1 Personal Pronouns in Intransitive Construction

When there is no object involved in the sentence, the subject is indicated as the verbal prefix as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>1 (&quot;I&quot;)</th>
<th>2 (&quot;you&quot;)</th>
<th>3 (&quot;he/she/it&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>' or Ø-</td>
<td>m-</td>
<td>Ø-</td>
</tr>
</tbody>
</table>

As we will see in the examples, the first person pronominal prefix may be often dropped and the second person prefix may have a variety of vowels appearing after m. We will use the verb sma:k "to sleep" to illustrate this:
2. First Person

a) Nyach 'sma:hi_yu.
   nya-ch 'sma:-hi'-yu
   I-Subj 1-sleep-Irreal-1-Aux
   'I am going to sleep.

b) Nyach sma:hiyu.

3. Second Person

Mach misma:hingyu.
   ma-ch mi-sma:-hi-ng-yu
   you-Subj 2-sleep-Irreal-2-Aux
   You are going to sleep.

Note that ng in misma:hingyu is the contracted form of the same-subject marker -k and the second person prefix m-: mi-sma:-hi-k + m-yu
⇒ mi-sma:-hi-ng-yu.

4. Third Person

Nyihach sma:hikyu.
   nyo-ha-ch sma:-hi-k-yu
   nyi-Dem=one-Subj 3=sleep-Irreal-ss-3=Aux
   He is going to sleep.

Since the third person prefix is zero, the same subject marker remains intact.
2.2.2 Personal Pronouns in Transitive Construction

In a transitive construction, there is at least one noun phrase which functions as the object. The verb in such a construction must show the person (first, second or third) of the object as well as that of the subject. This is done usually by a single prefix. As shown in the previous section, the number and gender of the subject are not differentiated. The gender of the object is not indicated in the prefix, but the plural number is indicated by adding ba "us/you all/them" before the prefix.

<table>
<thead>
<tr>
<th>Object/Subject</th>
<th>2/1</th>
<th>3/1</th>
<th>1/2</th>
<th>3/2</th>
<th>1/3</th>
<th>2/3</th>
<th>3/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular Object</td>
<td>ny-</td>
<td>'-</td>
<td>'m-'</td>
<td>m-</td>
<td>ny-</td>
<td>m-</td>
<td>Ø-</td>
</tr>
<tr>
<td></td>
<td>Ø-</td>
<td>m-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plural Object</td>
<td>ba ny-</td>
<td>ba '-</td>
<td>ba 'm-'</td>
<td>ba m-</td>
<td>ba ny-</td>
<td>ba m-</td>
<td>ba Ø-</td>
</tr>
<tr>
<td></td>
<td>ba</td>
<td>ba m-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the following, we will illustrate these person pronominal prefixes using the transitive verb *gaga:vok* "to buy something for someone."

5. First Person Subject

a) (Nyach) miyal nyigaga:vowi.
   (nya-ch) miyal nyi-gaga:v-o-wi
   (1-Subj) bread 2/1-buy-App!-Aux
   I am buying bread for you.
b) Miyal ba nyigaga:vowi.
I am buying bread for a few of you.

c) Miyal 'gaga:vowi or Miyal gaga:vowi.
I am buying bread for him/her.

d) Miyal ba 'gaga:vowi or Miyal ba gaga:vowi.
I am buying bread for them.

One interesting aspect of the verb is that when the number of the subject and/or object changes, the verb form sometimes changes. The verb of buying is such an example.

e) Miyal ba nyigijiga:jvowi.
   miyal ba nyi-gijiga:jv-o-wi
   bread pl 2/1-buy=pl-Appl-Aux
   I am buying bread for lots of you.

f) Miyal ba nyigijiga:jvowi.
   miyal ba nyi-gijiga:jv-j-o-wi
   bread pl 2/1-buy=pl-Appl-Aux
   We are buying bread for lots of you.

g) Miyal ba 'gijiga:jvowi or Miyal ba gijiga:jvowi.
   I am buying bread for lots of them.

h) Miyal ba 'gijiga:jvowi or Miyal ba gijiga:jvowi.
   We are buying bread for lots of them.
6. Second Person Subject

a) (Mach) miyâl 'migaga:vongwi or Miyâl migaga:vongwi.

(you-Subj) bread 1/2-buy-Appl-1-Aux
You are buying bread for me.

b) Miyâl ba migaga:vongwi.
You are buying bread for a few of us/them.

c) Miyâl ba migijiga:jvongwi.
You all are buying bread for lots of us/them.

d) Miyâl ba migaga:vjongwi.
You all are buying bread for a few of us/them.

e) Miyâl ba migijiga:jvjongwi.
You all are buying bread for lots of us/them.

7. Third Person Subject

a) (Nyihâch) miyâl nyigaga:vokwi.

(Dem-that=one-Subj) bread 1/3-buy-Appl-ss-Aux
He is buying bread for me.

b) Miyâl ba nyigaga:vokwi.
He is buying bread for a few of us.

c) Miyâl ba migijiga:jvokwi.
He is buying bread for lots of us.

d) Miyâl migaga:vokwi.
He is buying bread for you.
e) Miyal ba migaga:vokwi.
   He is buying bread for a few of you.

f) Miyal ba migijiga:jvokwi.
   He is buying bread for lots of you.

g) Miyal gaga:vokwi.
   He is buying bread for her.

h) Miyal ba gaga:vokwi.
   He is buying bread for a few of them.

i) Miyal ba giijiga:jvokwi.
   He is buying bread for lots of them.

j) Miyal ba nyigijiga:jvjokwi.
   They are buying bread for lots of us.

k) Miyal ba migijiga:jvjokwi.
   They are buying bread for lots of you.

l) Miyal ba giijiga:jvjokwi.
   They are buying bread for lots of them.

Note that in some cases the prefix is identical even though it refers to different subject and object. The distinction, however, is retained in the verbal ending. We will repeat the examples below to illustrate this:

5. a) Miyal nyigaga:vowi.
   I am buying bread for you.
7. a) Miyal nyigaga:vokwi.
   He is buying bread for me.

5. b) Miyal ba nyigaga:vowi.
   I am buying bread for a few of you.

7. b) Miyal ba nyigaga:vokwi.
   He is buying bread for a few of us.

5. c) Miyal gaga:vowi.
   I am buying bread for him.

7. g) Miyal gaga:vokwi.
   He is buying bread for her.

5. d) Miyal ba gaga:vowi.
   I am buying bread for a few of them.

7. h) Miyal ba gaga:vokwi.
   He is buying bread for a few of them.

   You are buying bread for me.

   He is buying bread for you.

6. b) Miyal ba migaga:vongwi.
   You are buying bread for a few of us/them.

7. e) Miyal ba migaga:vokwi.
   He is buying bread for you.
In some cases when we just look at the prefixes, we may find three-way similarities:

8. a) Miyal migaga:vongwi.
   You are buying bread for me.

   b) Miyal migaga:vongwi.
   You are buying bread for him.

   c) Miyal migaga:vokwi.
   He is buying bread for you.

   You are buying bread for a few of us.

   b) Miyal ba migaga:vongwi.
   You are buying bread for a few of them.

   c) Miyal ba migaga:vokwi.
   He is buying bread for a few of you.

As we may find, sometimes we need to judge from the context what is specifically meant by the given sentence (see for example 8a and b, 9a and b).
2.3 Indefinite Pronouns

The indefinite pronouns include words for someone, something, some place, somehow and some one. These forms are identical with or very similar to the WH-words (see Part II, Chapter II, Section 2.2.2).

2.3.1 ga "someone"

nyi-ga-ch wimo wa: gobgob-k-wi-ny
nyi-someone-Subj unknown door 3/3=knock-ss-Aux-Past
Someone knocked at the door.

The indefinite use of these pronouns very often accompanies the particle wimo (wi-mo "do-doubt/Dubitative"), yu:mo (yu:-mo "be-Dubitative"), i'mo (i'-mo "say-Dubitative") or yimo (yi-mo "feel-Dubitative").

ga yu:mo e:v-yu
someone unknown 3/1=hear-Aux
I hear someone.

Phil-ch ga yu:mo Banya:nyuwa wa:m-k-wi-ny
Phil-Subj someone unknown Phoenix 3/3=take-ss-Aux-Past
Phil took someone to Phoenix.
Pam went to Peach Springs with someone.

2.3.2 Gwegayu: "something"

   gwegayu: '-ma:-hi-wi
   something 3/1-eat-Irreal-Aux
   I am going to eat something.

   gwegayu:-v-ch    yu:mo    bil-(')o-k-yu
   something-Dem-Subj unknown 3=burn-Evid-ss-Aux
   Something is burning.

   gwegayu:-v-m    (yu:mo)    nyi-a:v-k-wi-ny
   something-Dem-with (unknown) 1/3-hit-ss-Aux-Past
   He hit me with something.

   gwegayu:-j(i)-ch    galgal-'i-k-i
   something-distributive-Subj 3=rattle-voluntarily-ss-Aux
   Something is rattling.
2.3.3 ga(v)yu:j "some one (thing), certain which one" [Variations include: gavg(i)yu:j, gavgi:j or gelyu:j (slang)]

18. Gav(y)u:j magaga:va ha?
   gav(y)u:j ma-gaga:v-a ha
   some=one 3/2-buy-Def Hort
   Which do you want to buy?

   du gayu:j-nyu gaga:v-ay-wi
   just some=one-Dem 3/1=buy-Future-Aux
   I'll buy just any one.

    du gavgi:j-nyu-m 'had a:v-ay-wi
    just some=thing-Dem-with dog 3/1=hit-Future-Aux
    I'll hit the dog with just any thing.

2.3.4 ge "some=place"

    Phil-ch ge yu:mo ya:m-k-yu-ny
    Phil-Subj some=place unknown 3=go-ss-Aux-Past
    Phil went somewhere.
   ge       yu:mo  anbil    'gaga:v-w-ny
   some=place unknown automobile 3/1-buy-Aux-Past
   I bought the car somewhere.

23. Nyige yu:mo i' jigaedjaykwi.
    nyi-ge       yu:mo     i'    jigaed-j-ay-k-wi
    Dem-some=place unknown wood 3/3-chop-pl-Future-ss-Aux
    They are going to chop the wood somewhere.

2.3.5 ganyum "sometime"

    med     ganyum     (yu:mo)  wi:-hi-wi
    later sometime (unknown) 3/1=do-Irreal-Aux
    I will do this sometime later.

25. Ganyum move:ma!
    ganyum      mo-va:m-a
    sometime 2-go=there-Imp
    Go over sometime!

    hu   ganyum-um     gwa:w-v-ay-k-yu
    just sometime-Neg/or=other 3=talk-Recip-Future-ss-Aux
    They are going to have a meeting just anytime.
2.3.6 ga "somehow"

27. Ga wi'k wi'hwimo.
g a wi'-'k wi'-h-wi-mo
somehow 3/1=do-ss 3/1=do-Irreal-Aux-Dubitative
I am going to do it somehow.

28. Ga wi:da'v wi'hwimo!
g a wi:-da'v-k wi'-h-wi-mo
somehow 3/1=do-Emph-ss 3/1=do-Irreal-Aux-Dubitative
How on earth am I going to do this?

g a wi:-da'v-k wi'-h-w-k-wi
somehow 3/3=do-Emph-ss 3/3=do-Irreal-Evid-ss-Aux
How in the world is he doing that?
Chapter III: Demonstratives

3.0 Demonstratives

In Hualapai, some words and suffixes function as demonstratives, i.e., to point out one member out of a class or to specify one member within a class. The demonstrative meaning can be expressed by pronouns (which are called the "Demonstrative Pronouns") or by suffixes (which are called the "Demonstrative Suffixes" or simply "Demonstratives").

3.1 Demonstrative Pronouns

Hualapai distinguishes six different demonstrative pronouns in terms of proximity of the reference from the speaker, whether it be some physical or temporal distance. These six are listed below in the order of the closest to the farthest from the speaker to the reference.

These demonstrative pronouns are very often prefixed by nyi-/nyu- which singles out some specific member from a general class; thus it is often translated as "(this or that) very one." For brevity's sake, we will leave nyi-/nyu- untranslated in the morpheme-by-morpheme glossing below.

3.1.1 va "this one closest to the speaker" (=proximal)
nyiva "this very closest one"
1. Va nya 'wi:chyu.
   va   nya ' -wi:-ch-yu
   this I 3/1-own-Subj-be
   This one is mine.

2. Vach nya gwajik wa'kyu.
   va-ch   nya gwaji-k   wa'-k-yu
   this-Subj I 3=be=together-ss 3=sit-ss-Aux
   This one is sitting close to me.

3. Nyiva misi:da!
   nyi-va   mi-si:d-a
   nyi-this 3/2-read-Imp
   Read this very one!

4. Nyivam gwe midinyu:da!
   nyi-va-m   gwe   mi-dinyu:d-a
   nyi-this-with something 3/2-write-Imp
   Write with this very one!

3.1.2 ya "this one close to (but away from) the speaker and hearer" (=distal)

nyiya "this very one close to the speaker and hearer"

5. Ya nya 'wi:vchyu da'opkyu.
   ya   nya ' -wi:-v-ch-yu    da'op-k-yu
   this I 3/1-own-Dem-Subj-be 3=Neg-ss-Aux
This one is not mine.

6. **Yach ya:maykyu.**
   
   ya-ch ya:m-ay-k-yu
   
   this-Subj 3=go-Future-ss-Aux
   
   This one is going to go.

7. **Nyiyach sma:kyu.**
   
   nyi-ya-ch sma:-k-yu
   
   nyi-this-Subj 3=sleep-ss-Aux
   
   This very one is sleeping.

8. **Nyiyach qawkyu.**
   
   nyi-ya-ch qaw-k-yu
   
   nyi-this-Subj 3=be=broken-ss-Aux
   
   This very one is broken.

3.1.3 **wa** "that one which we can point at and specify" (=distal)

   **nyiwá** "that very one that we can point at"

9. **Wak mwa'!**
   
   wa-k m-wa'
   
   that-at 2-sit=Imp
   
   Sit there!
10. Wa nya 'milachyu.
    wa nya '-mila-ch-yu
    that I 1-aunt-Subj-be
    That one is my aunt.

    nyi-wa-ch mise:v-k-yu-ny
    nyi-that-Subj 3=be=perfect/superb-ss-Aux-Past
    That very one is skilled.

12. Nyiwal mijiwo'!
    nyi-wa-1 mi-jiwo'
    nyi-that-in 3/2-put=Imp
    Put it right in there!

The next pronoun is somewhat unique in that it is inclusive of the previous three pronouns in terms of the deixis. The pronoun nyu, in other words, refers to some object which can be pointed at and be identified without vagueness. The pronoun then can be translated as "this one very close," "this one rather close," or "that one there." The most common use among these is "that one there."

3.1.4 nyu "this one very close or rather close to the hearer"
or "that one right there near the hearer" (=proximal)
nyinyu "this very one that is very close or rather close to the hearer" or "that very one right there"
13. **Nyuk mwa'!**  
   nyu-k m-wa'  
   nyu-at 2-sit=Imp  
   Sit over there!

14. **Nyuch gwa:w' swalkyu.**  
   nyu-ch gwa:w'- swal-k-yu  
   nyu-Subj 3/3=talk-ss 3=be=habitual/constant-ss-Aux  
   That one constantly talks.

15. **Nyinyuk mwa'!**  
   nyi-nyu-k m-wa'  
   nyi-nyu-at 2-sit=Imp  
   Sit right there!

16. **Nyinyu miyo:k mowa:ma!**  
   nyi-nyu mi-yo:-k mo-wa:m-a  
   nyi-nyu 3/2-get-ss 3/2-take=Imp  
   Take that very one!

In reference to something that is further away so that it is not possible to identify the object by pointing at (See 3.1.5 below) or that object is not visible (see 3.1.6 below), we have the following two pronouns. Note that these two may be used in reference to either some physical distance or some temporal remoteness.
3.1.5 ha "that one way over there (close to the reference)"
 (=proximal)

nyiha "that very one way over there (although the speaker may not be able to point at)"

17. Ha midinyu:da!

ha mi-dinyu:d-a
that 3/2-write-Imp
Write that one!


ha-ch gweda:v-k-yu-ny
that-Subj 3=be=sick-ss-Aux-Past
That one was sick.

19. Nyiham mahwakik gwe mama:ja!

nyi-ha-m ma-hwak(i)-k gwe ma-ma:-j-a
nyi-that-with 2-be=two-ss something 3/2-eat-pl-Imp
Eat with that very one!

20. Nyihak manjaykyu.

nyi-ha-k man-j-ay-k-yu
nyi-that-at 3=fall-pl-Future-ss-Aux
They are going to fall right there.

3.1.6 tha "that one remote, distant or invisible" (=distal)

nyitha "that very one remote, distant or invisible"
21. Thal swa: djkyuny.
   tha-l   swa:d-j-k-yu-ny  
   that-at 3=sing-pl-ss-Aux-Past
   They sang there (the place about which we are talking).

22. Thach waksi nyihadkwi.
   tha=ch   waksi nyi-had-k-wi
   that-S bj cow 3/3=Poss-pet-ss-Aux
   That one (about whom we are talking) owns cattle.

23. Nyithal miyu:dma!
   nyi-tha-l   mi-yu:dm-a
   nyi-that-in 2-go=in(that=way)-Imp
   Go right in that place (about which we are talking)!

24. Nyitham swa: dje?.
   nyi-tha-m   swa'd-j-e
   nyi-that-at 3=sing-pl-Q
   Did they sing right then?

The demonstrative pronouns presented above as "proximal" and"distal" are the basic forms which may appear in a variety of other places as grammatically different classes. We will now look at two of them in the following sections.
3.2 Demonstrative Suffixes

The basic forms shown above as "proximal" may be attached to nouns as demonstrative suffixes: -va, -nya and -ha. The three others identified as "distal" -ya, -wa and -tha do not occur as suffixes but rather as demonstrative adjectives (see Section 3.3 below).

The meaning of each of the basic forms is retained and adds this demonstrative meaning to the noun. When one of these appears as a suffix, it is not usually stressed. Consequently the unstressed vowel of the suffix may be dropped, thus resulting in the following forms: -v, -ny and -h.

3.2.1 -v(a) "this very close one"

25. 'wa:va nya wi:vchyu.
   'wa:-va nya 'wi:-v-ch-yu
   house-va I 3/1-own-Dem-Subj-be
   This is my house.

   'had-va-ch woh woh i: mi:-ji-k-
   dog-va-Subj woh woh 3=say always=say-distributive-ss-Aux
   This dog always barks woh woh.

27. Gothva nya 'wi:chyu.
   goth-va nya 'wi:-ch-yu
   coffee-va I 3/1-own-Subj-be
   This coffee is mine.
3.2.2 -ny(u) "(this or that) very one"

28. Anbilny migowa:ma!
   anbil-ny       mi-gowa:m-a
   automobile-ny 3/2-drive-Imp
   Drive that car!

29. Gothny(u) mithi:!
   goth-ny(u)     mi-thi:
   coffee-ny(u) 3/2-drink=Imp
   Drink that coffee!

30. Joriginech gothny(u) thi:kwiny.
    Jorigine-ch  goth-ny(u) thi:-k-wi-ny
    Jorigine-Subj coffee-ny(u) 3/3=drink-ss-Aux-Past
    Jorigine drank that coffee.

3.2.3 -h(a) "that one way over there"

31. Ba:hach 'had-a i'vm a:vkwiny.
    ba:-ha-ch    'had-a i'-v-m    a:v-k-wi-ny
    man-ha-Subj dog-Def stick-v-with 3/3=hit-ss-Aux-Past
    That man hit the dog with the/this stick.
32. 'Wa:h1 wayo'kyu.

'wa:-h-l wayo'-k-yu
house-h-in 3=live=pl-ss-Aux
They live in that house.

33. Nyach 'wa:h1 'yu:yuny.

nya-ch 'wa:-h-l 'yu:-yu-ny
1-Subj house-h-in 1-be-Aux-Past
I was in that house.
3.3 Demonstrative Adjectives

The three forms that are not covered in the previous section appear as demonstrative adjectives rather than suffixes.

3.3.1 ya "this close one"

34. Ya 'wa:vch bilkyuny.
   ya 'wa:-v-ch bil-k-yu-ny
   ya house-v-Subj 3=be=burnt-ss-Aux-Past
   This house (here) was burnt down.

35. Ya anbilva John wi:vchyu.
   ya anbil-va John wi:-v-ch-yu
   ya automobile-va John 3/3=own-v-Subj-be
   This car (here) is John's.

3.3.2 wa "that one we can point a

36. Wa nya nuwa:h Cheryl 'gwik hayguyuwai 'ya:myuny.
   wa nya nuwa:-h Cheryl 'gwii-k
   wa my friend-h Cheryl 1-be=together-ss
   haygu-nyu-wa-l 'ya:m-yu-ny
   whiteman-Poss-house-in/to 1-go-aux-Past
   I went to town with that friend of mine Cheryl.
37. *wa isavgo nya nuwi wi:vchyu.*

*wa isavgo nya nuwi wi:-v-ch-yu*

*wa corral my uncle 3/3=own-v-Subj-be*

That corral belongs to my uncle.

3.3.3 *tha* "that one remote, distant or invisible"

When this demonstrative is used before a noun, it always indicates "that person (not visible)" rather than simply "that."

38. *tha 'wa:wi 'sa'adwiny.*

*tha 'wa:-wi: 'sa'ad-wi-ny*

*tha house-wi(his) 3/1-sell-Aux-Past*

I sold that person's house (the person whom we cannot see).

39. *tha gwenyihwalol diyach 'yo:winy.*

*tha gwe-nyi-hwal-o-l ' diyach '-yo:-wi-ny*

*tha: something-3/3-dig-place-in corn 3/1-get-Aux-Past*

I got corn in that person's garden (the person that we cannot see).

3.4 Other Demonstrative Expressions

3.4.1 *viya (vi-ya) and viwa (vi-wa)*

When we are actually pointing at something and we are referring to it by contrasting it with something else, we use either *viya* or *viwa*. 
"right this one" or "right that one," respectively. The element vi is a variant form of va described above as "proximal."

40. Viýa midinyu:da!
   vi-ya mi-dinyu:d-a
   vi-ya 3/2-write-Imp
   Write this (at which I am pointing)!

41. Viýach gwa:wki.
   vi-ya-ch gwa:w-k-i
   vi-ya-Subj 3=talk-ss-Aux
   This one (at whom I am pointing) is talking.

42. Viýach ma'u:k gwa:wi:k yu:kyu.
   vi-ya-ch ma'-u:-k gwa:w-yi:-k-yu
   vi-ya-Subj 2/3-see-ss wish feel-ss-Aux
   This one (at whom I am pointing) wants to see you.

43. Viwam magwa:wva!
   vi-wa-m ma-gwa:w-v-a
   vi-wa-with 2-talk-Recip-Imp
   Talk with that one (at whom I am pointing)!

44. Viýach ma:m gwik de:vayk va:kyuny.
   vi-ya-ch ma:-m gwi-k de:v-ay-k
   vi-wa-Subj you-with 3=he=with-ss 3=play-Future-ss
That one (at whom I am pointing) came here to play with you.

That person's (at whom I am pointing) friend asked for money from me.

3.4.2 Demonstratives in Time and Space Expressions

General location (around/alongside) can be indicated by the pronouns plus one of the locative suffixes (-e, -k or -l) or the temporal suffix (-m). Some example sentences are given below with the general location marker -e (see A below), and the other demonstratives with other suffixes are listed (see B-D below).

A. ve, ye, we, he and the

The first segment in each of the above is identical to the demonstrative segment except that the vowel is dropped, and the last segment -e is the general locational marker (see PART II, Chapter I, Section 1.2.6.4). As described before, the specifier nyi- may appear with each of the expressions.
Look over here!

47. Nyiyé mijiwo'!
   nyi-y-e   mi-jiwo-
   nyi-y-around 3/2-put-Imp
   Put it over here!

48. Nyiwe miyama!
   nyi-w-e   mi-ya:m-a
   nyi-w-around 2-go-Imp
   Go over there!

49. Nyihé 'wa:hiyu.
   nyi-h-e   '-wa:-hi-yu
   nyi-h-around 1-sit-Irreal-Aux
   I am going to sit over there.

50. The gwenyahwalo diyach 'yo:winy.
   th-e gwe-nya-hwal-o diyach
   th-around something-3/1-dig-place corn
   '-yo:-wi-ny
   3/1=get-Aux-Past
   I got corn around there from that garden of mine.

B. Demonstratives with -k. "at/around some place"

   nyivák    "right around here"
   nyiyák    "around here"
nyiwak"around there"
nyihak"around way over there"
nyithak"around that remote place"

C. Demonstratives with -1 "in some place"
nyivál or nyivul"in this place right here"
nyiyál or nyiyul"in here"
nyiwál or nyiwul"in that place/in there"
nyithál"in that place way over there"
nyithál"in that remote place"

D. Pronouns with -m "at some time"
nyivám"at this time right now"
nyiyám"at this time/now"
nyiwám"at that time/then"
nyihám"in those days/then"
nyithám"at that remote/mythical time"

3.5 Summary

As a summary we can present some examples which clearly show the relationship between proximity and the demonstrative elements, by showing demonstrative usage in possessive expressions:

51. nya hu’va
nya hu’-va
my 1=head-va
my head
52. ma mhu’ny
   ma m-hu’-ny
   your 2-head-ny
   your head

53. nyiha hu’h
   nyi-ha hu’-h
   his/her 3=head-h
   his/her head

   nya qwaw-va-ch   nya:-k-yu
   my 1=hair-va-Subj 3=be=black-ss-Aux
   My hair is black.

55. Ma mqawwych nya:kyu.
   ma m-qwaw-ny-ch   nya:-k-yu
   your 2-hair-ny-Subj 3=be=black-ss-Aux
   Your hair is black.

   nyi-ha qwaw-h-ch   nya:-k-yu
   nyi-ha 3=hair-h-Subj 3=be=black-ss-Aux
   His/Her hair is black.
Chapter IV: Compounding and Nominalization

4.0 Nominalization

In Hualapai, a verb stem can be turned into a noun in various ways. Turning a verb into a noun is called "nominalization."

4.1 Nominalizing Prefix \( g^- \): \[(Noun-)g-Verb\]

A noun can be formed from a verb by adding the prefix \( g^- \) (glossed as "Nom" hereonafter) to the verb stem. \( g^- \) can generally be translated as "the one who/the thing which." (Note that the prefix \( g^- \) may be followed by a vowel, the quality of which depends on its phonetic environment.)

1. a) \( gi\text{-}q\acute{e}ch \)
   Nom-be=little
   the little one
b) \( gi\text{-}yo:v-a \)
   Nom-make/creat-Def
   the one who makes/creates
c) \( gi\text{-}vs\acute{o} \)
   Nom-take=care=of
   the one who takes care of (animals/crops)/herder/farmer

2. a) \( mi\text{-}ga\text{-}vde' \)
   foot-Nom-be=big
   the foot--the one which is big/big toe
b) `sal-ga-vde'

hand-Nom-be=big

the hand--the one that is big/thumb

3. a) waksi-g-wi-j

cow-Nom-possess-pl

the one who possesses cows/cattleman

b) waksi-g-nyi-hád(-a)

cow-Nom-Poss-pet(-Def)

the one who pets cows/cattleman

The noun formed from the [g-Verb] construction behaves like any other noun, taking case markers depending on its function in the sentence.


gi-vso-ha-ch       gwe-nyi-hwal-a

Nom-take=care=of-Dem-Subj thing-Sub-3/3=dig/plant-Def
viso:-k-yu

3/3=take=care=of-ss-Aux

The farmer is watching over his field.

5. Nya migavde' 'hal deli:wi.

nya mi-g-vde'   'ha-l deli:-wi

my foot-Nom-be=big water-in 3/1=touch=slightly-Aux

I touched my toe into the water./I felt the water with my toe.
The cattleman and I went to town together.
4.2 Nominalization by Compounding

A large number of nouns are formed by compounding. Compounding is the process of putting two (or more) words together to form one new word (examples in English would be blackbird and treadmill). The general form of a compound in Hualapai is as follows:

Noun-Verb(-Nominalizing=suffix)

or

Noun-g-Verb(-Nominalizing=suffix)

4.2.1 Compounds with gwe

A very common type of compound consists of the word gwe "thing" with a verb and nominalizing suffix (or no suffix).

7. gweday
gwe-day
thing-play=pl
toy

8. gwedaduvi
gwe-da-duv-i
thing-cause-dry-Instr
dryer

9. gwedathgwila
gwe-dathgwila
thing-wash-clothes-Animate
clothes-washer, i.e., a person who washes clothes

10. gwédalgóbi
    gwe-dalgob-i
    thing-beat-Instr
    drum

11. gwédamuni
    gwe-da-mun-i
    thing-cause-cold-Instr
    refrigerator

12. gwédamuna
    gwe-da-mun-a
    thing-cause-cold-Animate
    ice-maker, i.e., a person who makes ice

13. gwédinyu:dí
    gwe-dinyu:d-i
    thing-copy/write-Instr
    pen/pencil

14. gwégi:d(a)’ola/gwegid’ola
    gwe-gi-d(a)’ol-a
    thing-Nom-cook-Animate
    cook/chef
15. gwegida'oli/gwegid'oli
gwe-gi-d(a)'ol-i
thing-Nom-cook-Instr
cooker

16. gwegidayya
gwe-gi-day-(y)a
thing-Nom-play=pl-Animate
player (e.g., sports)

17. gwegija:
gwe-gi-ja:
thing-Nom-play=Animate
musician

18. gwegisi:da
gwe-gi-si:d-a
thing-Nom-read-Animate
reader (=a person)

19. gwejimnyay
gwe-jimnyay
thing-chew
chewing gum
20. gwejithu:li
gwe-jithu:1-i
thing-wash-Instr
sink

21. gwejiviya:da
gwe-ji-viya:d-a
thing-make-fly-Animate
pilot

22. gwesi:di
gwe-si:d-i
thing-read-Instr
book

23. gweismgwin
gwe-smgwin
thing-mush
mush

24. gwehnaki
gwe-hnak-i
thing-tie=around=the=neck-Instr
necklace
25. gwehnuyi
   gwe-hnu-yi
   thing-scoop=up-Instr
dustp n

26. gwejadi:/gwejidi:
   gwe-ja-di:
   thing-cause-frighten
   ghost

27. gwejama:vi
   gwe-jama:v-i
   thing-pile=up-Instr
   rake

28. gweja:yi
   gwe-ja:-yi
   thing-play-Instr
   music=playing=instrument (e.g., record-player, radio, musical instrument, etc.)

29. gweva'uli
   gwe-va'ul-i
   thing-ride-Instr
   bicycle
30. **gweviya:d'iji**
gwe- viya :d- 'i- j-i
thing-fly-suddenly-pl-Instr:
airplane

31. **gweviyam/gwegiviya:ma**
gwe(-gi)-vi- ya(:)m(-a)
thing(-Nom)-cause-go(-Def)
car

32. **gwewal**
gwe- wal
thing-feather=of=something
feather

4.2.2 Compounds with Other Nouns

Any noun may be used to form a compound. Examples are given in later sections.

4.2.3 Compounds with **g**- Nominalizer (see also 4.1 above)

Below are examples of the **g**- nominalizer used in compounds. Some examples given in the previous section also appear in the list below.

33. **bakhe'd**
ba-g-he'd
person-Nom-rope
policeman
34. gwalyawgavde'
gwalyaw-ga-vde'
chicken-Nom-big
rooster

35. gwegida'ola/gwegid'ola
gwe-gi-d(a)'ol-a
thing-Nom-cook-Animate
cook/chef

36. gwegidayya
gwe-gi-day-(y)a
thing-Nom-play-Animate
player (of sports)

37. gwegija:
gwe-gi-ja:
thing-Nom-play=Animate
musician

38. gwegida'oli/gwegid'oli
gwe-gi-d(a)'ol-i
thing-Nom-cook-Instr
cooker (e.g., pressure cooker)
39. **gwegisi:da**
   gwe-gi-si:d-a
   thing-Nom-read-Animate
   reader (=a person)

40. **'hadgavde:' 'hadgavde'**
   'had-ga-vde:
   dog-Nom-big
   male dog

41. **salgavde'**
   sal-ga-vde'
   hand-Nom-big
   thumb

42. **waksigwij**
   waksi-g-wi-j
   cow-Nom-own-pl
   cowboy/cattleman
4.3 Nominalizing Suffixes

4.3.1 Compounds with -o Locative Nominalizer

[Noun-Verb-o] means "the place where the verb is done by the noun or to the noun." The -o itself can be translated as "place." After a vowel, the suffix is -wo.

43. `badigavo
   ba-digav-o
   person-gather-place
   C.A.P. building/gathering place

44. bahe’do/bahe:do
   ba-he’d-o
   person-rope-place
   jail

45. dinyu:dva:wo
    dinyu.d-va:-wo
    copy-arrive-place
    post office

46. gwedivjud-dayyo
    gwe-divjud-day-(y)o
    thing-round-play=pl-place
    gymnasium (=ball-playing place)
47. gwejamo
gwe-jam-o
thing-throw=away-place
dump

48. ha'amo
ha'-am-o
water-go-place
stream/river

49. ha'he:lo
ha'-he:l-o
water-flow-place
river/waterfall

50. 'wa'wo
'wa'-wo
house-place
house

51. kwasivdiv-sadakjo
kwa-sivdiv-sadak-j-o
metal-put=across-open-pl-place
gate (=place where the fence opens)
52. kwasin-divan-sa'amjo
   kwa-sivdi-sa'am-j-o
   metal-put=across-shut-pl-place
gate (=place where the fence closes)

Often the compound must carry the plural suffix.

53. besbu:jo
   bes-bu:-j-o
   money-put-pl-place
   bank

54. dinyu:d'u:jo
   dinyu:d'-u:-j-o
   writing-look-pl-place
   school

55. gathadgana:vjo
   gathad-gana:v-j-o
   coyote-tell-pl-place
   church (=place where stories are told)

56. gwe:ma:j-o
   gwema(:)-j-o
   thing-eat-pl-place
   cafe
57. hmanyq\ach-bavis:o:jo
    hmany-qach-ba-vso:-j-o
    child-little=pl-them-take=care=of-pl-place
    daycare center

58. madje\eyo:jo
    madjev-yo:-j-o
    medicine-get-pl-place
    clinic

59. mul\wayo:wo
    mulv-wayo:-wo
    leader-stay=pl-place
    Tribal Office

60. sma:jo
    sma:-j-o
    sleep-pl-place
    motel

4.3.2 Compounds with -i Instrumental Nominalizer

The -i suffix can translate as "instrument," that is, "the thing with which something is done." It is pronounced as [yi] if it follows a vowel or vowel + glottal stop.
61.  bədinyu:di
    ba-dinyu:d-i
    person-copy-Instr
    camera (=the thing with which a person is copied)

62.  gwədədəvi
    gwe-da-duv-i
    thing-cause-dry-Instr
    dryer

63.  gwədəlgəbi
    gwe-dalgob-i
    thing-beat-Instr
    drum

64.  gwədaməni
    gwe-da-mun-i
    thing-cause-cold-Instr
    refrigerator

65.  gwədinyu:di
    gwe-dinyu:d-i
    thing-copy-Instr
    pen/pencil
66. gwegida'oli/gwegid'oli
    gwe-gi-d(a)'ol-i
    thing-Nom-cook-Instr
    cooker (e.g., pressure cooker)

67. gwehnuyi
    gwe-hnu-yi
    thing-scoop=up-Instr
    dust pan

68. gwejama:vi
    gwe-jama:v-i
    thing-pile=up-Instr
    rake

69. gweja:yi
    gwe-ja:-yi
    thing-play-Instr
    music-playing instrument (e.g., record-player, radio, musical instrument, etc.)

70. gwejithu:li
    gwe-jithu:l-i
    thing-wash-Instr
    sink
71. gwesidi
gwe-si:d-i
thing-read-Instr
book

72. gweva'uli
gwe-va'ul-i
thing-ride-Instr
bicycle

73. gweviya:d'iji
gwe-viya:d'-i:j-i
thing-fly-suddenly-pl-Instru
airplane (=the thing with which flying is done)

74. yo:juthuli
yo:-juthul-i
teeth-wash-Instr
toothbrush

75. ha'sgwini
ha'-sgwin-i
water-turn=on-Instr
faucet
76. madjija'yi
mad-jija'-yi
earth/floor-cover-Instr
rug

77. madsiyu:ki
mad-siyu:k-i
earth-scoop-Instr
shovel

78. 'wa'judi
'wa'-jud-i
house-wipe-Instr
mop

79. 'wa'sa'ami
'wa'-sa'am-i
house-close-Instr
door

80. 'wa'sijiyi
'wa'-siji-yi
house-sweep-Instr
broom
81. ('wa')silweyi
   ('wa'-)silwey-i
   (house-)lock-Instr
   padlock

82. yu'dasa'ami
   yu'-da-sa'am-i
   eye-cause-cover-Instr
   glasses

4.3.3 Compounds with -a Animate Nominalizer

Sometimes an -a nominalizer is added if the compound refers to a person; thus it can be translated as "an animate being." Like the g-prefix, it generally means "the one who does the verbing." Examples follow:

83. gweedamuna
   gwe-da-mun-a
   thing-cause-cold-Animate
   icemaker (i.e., a person who makes ice)

84. gwegida'ola/gwegid'ola
   gwe-gi-d(a)'ol-a
   thing-Nom-cook-Animate
   cook/chef
85. gwegidayya
   gwe-gi-day-(y)a
   thing-Nom-play=pl-Animate
   player (of sports)

86. gwegisi:da
   gwe-gi-si:d-a
   thing-Nom-read-Animate
   reader (=a person)

87. gwejiviya:da
   gwe-ji-viya:d-a
   thing-make-fly-Animate
   pilot

88. gwedathgwila
   gwe-dathgwil-a
   thing-wash=clothes-Animate
   (clothes) washer (=a person)

The following sets show clearly the difference between these
-nominalizing suffixes:

89. a) gwèdamína  ice-maker (=a person)
    b) gwèdamúni  refrigerator
    c) gwèdamúno  ice-house
90. a) gwégisi:da reader (=a person)
b) gwesi:di book
c) gwesi:djo library

91. a) gwéjiviya:da pilot
b) gwéjiviya:di airplane
c) gwéjiviya:djo airport

4.3.4 Compounds with No Nominalizing Suffix

Below are examples of compounds bearing no nominalizing suffix.

92. baday
   ba-day
   person-be=old/big

93. bos-thaw
   bos-thaw
   cat-be=infant
   kitten

94. gweviyam
   gwe-vi-yam
   thing-cause-go
   car
95. gwe-smgwin
   gwe-smgwin
   thing-mush
   mush
96. gwe-jimnyay
   gwe-jimnyay
   thing-chew
   chewing gum
97. gwe-jadi:
   gwe-ja-di:
   thing-cause-frighten
   ghost
98. gwe-wal
   gwe-wal
   thing-feather=of=something
   feathers
99. kwa-sivdiv
   kwa-sivdiv
   metal-put=across
   fence
100. kwaqwidqwid
    kwa-qwid-qwid
    metal-pointed/sharp-sharp
    nail

101. kwaqadwis
    kwa-qadwis
    metal-small-edge
    hammer

102. skulsadam/sku:la-sadam
    skul-sadam
    bead-cape
    beaded cape

103. skulhnak/saku:la-hnak
    skul-hnak
    bead-tie=around=the=neck
    beaded necklace

104. salmak
    sal-mak
    hand/arm-back
    shoulder
105. salgidgo' 
   sal-gidgo'
   hand-tie=around=something=small
   ring

106. salgavde' 
   sal-ga-vde'
   hand-Nom-be=big
   thumb

107. waksigwij 
   waksi-g-wi-j
   cow-Nom-own-pl
   cowboy
4.4 Noun Phrases

A noun phrase is a group of words that together function as a noun.

4.4.1 Simple Noun Phrases

A noun phrase may simply consist of a demonstrative plus a noun, as in the following example:


nyi-wa 'had(a)-ch nya:-k-yu
nyi-that dog-Subj 3=black-ss-Aux

That dog is black.

4.4.2 Verb-based Noun Phrases

In Hualapai a verb-based noun phrase may consist of any number of words, but the last word in such a noun phrase is always a verb (whether it is nominalized or plain), which carries all the noun suffixes that any other noun may carry. Below are examples of long noun phrases. First, a sentence with a one-word noun phrase (109) is contrasted with a sentence with a complex noun phrase (110):


ba:-h-ch qid'u:dk-k-yu
ba:-Dem-Subj 3=short-ss-Aux

The man is short.
110. *Ba: nya 'u:-h-ch qid'u:dkkyuny.*

*ba: nya 'u:-h-ch qid'u:dk-k-yu-ny*

*man I 3/1=see-Dem-Subj 3=short-ss-Aux-Past*

The man I saw was short.

Note that the subject marker is on the last word in the noun phrase that expresses "The man I saw." Only one subject marker can occur in the sentence: "I" is the subject of the verb "saw," but not the subject of the main verb "be short," and therefore does not carry the subject marker. Some more examples follow:

111. *Olo Joker si:jach gyalkkyuny.*

*olo Joker si:-j-ch gyalk-k-yu-ny*

*horse Joker 3/3=name-pl-Subj 3=buck-ss-Aux-Past*

The horse named Joker bucked.

112. *Baqi handav qwaw-ginyimsavach thabal ba ny'e:kwiny.*

*baqi handav qwaw-gi-nyimsav(a)-Ch thabal*

*woman 3=pretty hair-Nom-white-Subj peaches*

*ba ny'-e:-k-wi-ny*

*us 1/3-give-ss-Aux-Past*

The pretty woman with white hair gave us peaches.

113. *Misi' qwaw gyul olo va'ulk giyiba:tach madvikyu.*

*misi' qwaw gyul olo va'ul-k gi-yiba:t(a)-Ch*

*girl hair long horse 3/3=ride-ss Nom-be=skilled-Subj*
The long haired girl who is a skilled rider is winning.

    haygu waksi dem gi-nyi-had gwe-gi-hwal(a)-ch
    whiteman cattle lots Nom-Poss-pet thing-Nom-dig-Subj
    wi: buk-(a)l vo:m-k wā'-k-kyu
    mountain base-in 3=return-ss 3=live-ss-Aux

    The white cattle owner who gardens returned to live
    at the foot of the mountain.

4.4.3 Noun Phrases Using the g-Nominalizer

    The verb at the end of a noun phrase is frequently prefixed by g-,
    and often translates into English as an adjective.

115. Nyach waksi giseyya sidam 'ha:myu.
    nya-ch waksi gi-sey-ya sid(a)-m '-ha:m-yu
    I-Subj cow Nom-brown-Def 3=one-ds 3/1-see-Aux
    I see one brown cow.

    'had gi-nyi-j-msa:v-ch viya:m-j-k-kyu
    dog Nom-nyi-pl-white-Subj 3=run-pl-ss-Aux
    White dogs are running.
4.4.4 Alternatives to Long Noun Phrases

There are other ways of saying these sentences without utilizing verb-based noun phrases. Example 107 above may be restated as follows:

117. Nya-ch ba: 'u:-kyuny; hach qid'u:dkkyuny.

I-Subj man 3/1=see-ss-Aux-Past that-Subj

I saw the man; he was short.

This is a very common way to state what would otherwise be a long noun phrase.
PART IV

ELEMENTS OF THE SENTENCE: VERB PHRASES
Chapter 1: Verbs of Belonging

1.0 Introduction

A general discussion on the verb classification has been presented in the PART Chapter I, Section 5, where we discussed the relationships between verbs and auxiliaries.

The verbs of "belonging" will be discussed in Chapter I to supplement the discussions presented in PART II.

1.1 Verbs of Belonging

Noun forms of clothing items often appear as verbs when we express "(someone) is wearing (something)." The following are the examples of such expressions.

1. bud(a) "hat"
   a) Nyach buda 'bu:d(v)wi.
      nya-ch bud(a) '-bu:d(-v)-wi
      I-Subj hat 3/1-hat(-Ref1)-Aux
      I have a hat on./I am wearing a hat.
   b) Mach bud mabu:d(v)ngwi.
      ma-ch bud ma-bu:d(-v)-ng-wi
      you-Subj hat 3/2-hat(-Ref1)-2-Aux
      You have a hat on.
   c) Marych bud bu:d(v)kwi.
      Mary-ch bud bu:d(-v)-k-wi
      Mary-Subj hat 3/3=hat(-Ref1)-ss-Aux
      Mary is wearing a hat.
2. *nyigway(ya)* "shirt"

   a) *Nyigway* 'nyigwa:y(ν)wi.

      'nyigway' - nyigwa:y(-ν)-wi

      shirt 3/1-shirt(-RefI)-Aux

      I have a shirt on.

   b) *Nyigway* manyigwa:y(ν)ngwi

      nyigway ma-nyigwa:y(-ν)-ng-wi

      shirt 3/2-shirt(-RefI)-2-Aux

      You have a shirt on.

3. *mahnyo'-ilil* "boot"

   a) *Mahnyo'-ilil* 'mahnyo:`i-wi.

      mahnyo'-ilil '-mahnyo:-'i-wi

      boot 3/1-shoes-now/temporarily-Aux

      I have a pair of shoes on now.

   b) *Mahnyo'-ilil* mahnyo:`i-kwi.

      mahnyo'-ilil mahnyo:-'i-k-wi

      boot 3/3=shoe-now/temporarily-ss-Aux

      He has a pair of shoes on now.

The nouns which follow this pattern include the following:

4. Partial list of verbs of wearing

<table>
<thead>
<tr>
<th>English</th>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>jacket</td>
<td>nyigwayvde'</td>
<td>nyigwa:yk</td>
</tr>
<tr>
<td>long coat</td>
<td>nyigwaydumulva'.</td>
<td>nyigwa:yk</td>
</tr>
<tr>
<td>Item</td>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>rain coat</td>
<td>gwivò:m-nyigway(ya) nyigwa:yk</td>
<td></td>
</tr>
<tr>
<td>shoes</td>
<td>mahnyò' mahnyo:k</td>
<td></td>
</tr>
<tr>
<td>belt</td>
<td>gilgiyovi gilgiyök</td>
<td></td>
</tr>
<tr>
<td>tie</td>
<td>hnáki hnakk</td>
<td></td>
</tr>
<tr>
<td>beaded necklace</td>
<td>skulhnáki/saku:la-hnáki hnakk</td>
<td></td>
</tr>
<tr>
<td>socks</td>
<td>mahnyò'-gambéy gambéyk</td>
<td></td>
</tr>
<tr>
<td>shawl</td>
<td>sadám sadámk</td>
<td></td>
</tr>
<tr>
<td>gloves</td>
<td>salsiyu:di siyu:dk</td>
<td></td>
</tr>
<tr>
<td>ring</td>
<td>salgidgo' salgidgo:k</td>
<td></td>
</tr>
<tr>
<td>earring</td>
<td>smàdkaðiswèdi (di)swèdk</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Verbs of Relations

We have listed the kinship terms in PART III, Section 1.1.1 (Kinship Expression). These kinship terms not only occur as nouns but they can be used as verbs as shown below. One's parents (dala "father" and jida "mother"), however, do not take this form of expression. It should be noted that the way these relations can be expressed may vary among the speakers. According to Mrs. Elnora Mapatis, these variations may depend on where the speakers come from, i.e., in which band they have their origin. For example, sentences listed below may include the second person expression ng after the "kinship term." When it appears, it shows one variation represented by Mrs. Elnora Mapatis. Compare the following pair a and b:

a. Mach ma'a:wvngwe?
   ma-ch  ma(')-a:w-v-ng-we
   you-Subj 3/2-grandchild(pl)-Ref1-2-Aux=Q
   Do you have grandchildren?

b. Mach ma'a:wvwe?
   Do you have grandchildren?

5. a:w "grandchild (singular)"
   a:w "grandchildren (plural)"

Mach ma'a:wvngwe?
   ma-ch  ma(')-a:w-v-ng-we
   you-Subj 3/2-grandchild(pl)-Ref1-2-Aux=Q
   Do you have grandchildren?/Are you grandchildred?
---E'e, 'a:wvwi.
  e'e '-a:w-v-wi
  yes 3/1-grandchild(pl)-Refl-Aux
  Yes, I have grandchildren.

6. ko: "one's daughter's child/grandchild"
Mach mako:javngwe?
  ma-ch ma-ko:-j(a)-v-ng-we
  you-Subj 3/2-grandchild-pl-Ref1-2-Aux=Q
  Do you have grandchildren?
---E'e, 'ko:javwi.
  e'e '-ko:-j(a)-v-wi
  yes 3/1-grandchild-pl-Refl-Aux
  Yes, I have grandchildren.

7. bi: "female's brother's child/nephew/niece"
Mabi:ve?
  ma-bi:-v-e
  3/2-nephew-Refl-Q —
  Do you have a nephew/niece?
---E'e, 'bi:vwi.
  e'e '-bi:-v-wi
  yes 3/1-nephew-Refl-Aux
  Yes, I have a nephew/niece.
8. vche' "male's daughter/daughter"
Mavche'vngwe?
ma-vche'-v-ng-we
3/2-daughter-Refl-2-Aux=Q
Do you have a daughter?
---E'e, vche'-vwi.
e'e -vche'-v-wi
yes 1/3-daughter-Refl-Aux
Yes, I have a daughter.

The same expression extends to the marriage; namely, when a man
marries a wife, he will use lowe:k (cf. lowá "wife"), and when a woman
marries a man, she uses nyahmi:k (cf. nyahmi' "husband").

9. lowá/lúwa "wife"

a) Johnach Mary lowe:kwi.
John(a)-ch Mary lowe:-k-wi
John-Subj Mary 3/3=wife-ss-Aux
John is married to Mary./John is wifed with Mary.

b) Philch ma mlowe:kwi?
Phil-ch ma m-lowe:-k-we
Phil-Subj you 2/3-wife-ss-Aux=Q
Is Phil married to you?
---E'e, Philch nyilowe:kwi.
e'e Phil-ch nyi-lowe:-k-wi
yes Phil-Subj 1/3-wife-ss-Aux
Yes, Phil is married to me.
10. **nyahmi'** "husband"

a) Nyach John 'nyahmi:wi.
   nya-ch John '-nyahmi:-wi
   1-Subj John 3/1-husband-Aux
   I am married to John.

b) Mach Bill minyahmi:ngwe?
   ma-ch     Bill mi-nyahmi:-ng-we
   you-Subj Bill 3/2-husband-2-Aux=Q
   Are you married to Bill?
   ---'0pa, nyach Bill 'nyahmi: 'da'opwi.
   '0pa nya-ch Bill '-nyahmi: '-da'op-wi
   no     1-Subj Bill 3/1-husband 1-Neg-Aux
   No, I am not married to Bill.

This marriage expression has two other alternative ways:

11. Nominal Predicate Expression

a) Akida lowa:vchyu.
   Akida lowa:-v-ch-yu
   Akira 3=wife-Pass-Subj-be
   She is Akira's wife.

b) Cindy nyahmi:vchyu.
   Cindy nyahmi:-v-ch-yu
   Cindy 3=husband-Pass-Subj-be
   He is Cindy's husband.
12. Cindy-ch Phil-m dalwayvkyu.
Cindy-Subj Phil-with 3/3=marry-Recip-ss-Aux
Cindy and Phil are married to each other.
1.3 GWEGAV’YIV-VERBS (EMOTIVE VERBS)

There is a group of verbs which begin with the word wa- (from yu’way) "heart." All of them have something to do with the feelings, thinkings or emotions that we may have. What should be noted is that when the person markings appear on these verbs, they do so after the word wa.

13. Waha:vk "to be possessive"

a) Mach gwe wamha:vngyu.

ma-ch  gwe  wa-m-ha:v-ng-yu
you-Subj something wa-3/2-be=possessive-2-Aux
You are possessive (of things).

b) Mach gwe wamha:v va miyumngyu.

ma-ch  gwe  wa-m-ha:v  va
you-Subj something wa-3/2-be=possessive very
mi-yum-ng-yu
2-be-2-Aux
You are very possessive.

14. Wa’ijibe:k "to scold"

Nya dalach wanyijibekiny.

nya  da-la-ch  wa-nyi-ijibe:-k-i-ny
my father-Subj  wa-1/3-scold-os-Aux-Past
My father scolded me.
15. walba:k "to believe"
Mach gwe walmaba:ngyu.
- ma-ch gwe wa-l-ma-ba:-ng-yu you-Subj something wa-in-2-believe-2-Aux
You believe in things.

16. wami:k "to hate"
Mach bos minyihada wamami:ngyu,
- ma-ch bos mi-nyi-had-a wa-ma-mi:-ng-yu you-Subj cat 2-Poss-pet-Def wa-3/2-hate-2-Aux
You hate your cat.

17. wamiye:k "to be angry"
   a) Nyach wamiye:yu.
      nya-ch wa-miye:-yu I-Subj wa-1=angry-Aux
      I am angry.
   b) Bos nya nyihadach wanyi-miye:wokwi.
      bos nya nyi-had(a)-ch wa-nyi-miye:-wo-k-wi cat I 1=Poss-pet-Subj wa-1/3-angry-Appl-ss-Aux
      My cat makes me mad.

18. wanya:k "to forget"
Mach haygu-gwa:wj wamnya:ngyu'.
- ma-ch haygu-gwa:w-j wa-m-nya:-ng-yu-' you-Subj whiteman-word-pl wa-3/2-forget-2-Aux-Past
You forgot English.
19. wasavl'ayk  "to be mean"
   a) 'Had nya nyihádach wasavláykyu.
     'had nya nyi-had(a)-ch wa-savlay-k-yu
     dog I 1=Poss-pet-Subj wa-3=be=mean-ss-Aux
     My dog is mean.
   b) 'Had nya nyihádach wanyisavláyyokwi.
     'had nya nyi-had(a)-ch wa-nyi-savlay-yo-k-wi
     dog k. I=Poss-pet-Subj wa-1/3=be=mean-AppI-ss-Aux
     My dog makes me mean.

20. wasi:vk  "to think"
   a) Nyach ma wanyasi:v-yu.
     nya-ch ma wa-nya-si:v-yu
     I-Subj you wa-2/1-think-Aux
     I think of you.
   b) Mach ma mlowa:h wamisi:v miyu:jngyu.
     ma-ch ma m-1owa:-h wa-mi-si:v
     you-Subj you 2-wife-Dem wa-3/2-think
     miyu:-j-ng-yu
     always=be-distributive-2-Aux
     You always think of your wife.
1.4 Verbs with -k and -m

1.4.1 Directional Verbs

Some verbs contain within their basic forms one of the directional suffixes -k and -m. We will list a few examples below. The basic meanings of the suffixes are: -k "toward the speaker," and -m "away from the speaker."

The verbs siye- and wi- can serve to illustrate the use of -k and -m.

1.4.1.1 siye(:)kk and siyemk "to move toward"

The root siye- may take the suffix -k "toward the speaker," -m "away from the speaker" or -v "somewhere at or around the reference point." Example a shows that siyem (toward something away from the speaker) is also used as a locational particle, although the glottal stop ['] indicates the trace of the same subject marker -k.

21. a) 'Wa:h siyem' ya:myu.
   - 'wa: siyem-' ya:m-yu
   house 1=move=toward-ss 1=go-Aux
   I go toward the house.

Examples b, c and d show that the same stem siyem is used as a full verb:
b) Vo:k 'wa: siyémkyu.
   vo:-k 'wa: siyem-k-yu
   3=walk=ss house 3=move=toward=ss-Aux
   He walks toward the house.

c) Anbil-a siyémkyuny.
   anbil-a siyem-k-ny
   automobile-Def 3=move=toward=ss-Aux-Past
   He went toward the car.

d) Nyihäch ba siyémkyu.
   nyi-ha-ch ba siyem-k-yu
   Dem-that=one-Sbjj them 3=move=toward=ss-Aux
   He went toward them.

Examples e and f use the stem siyék (move toward the speaker) as a full verb:

e) Ba nyisiyékkyuny.
   ba nyi-siyek-k-ny
   all 1/3-move=toward=ss-Aux-Past
   He came toward us.

f) Nya misiyékka!
   nya mi-siyek-k-a
   me 1/2-move=toward=ss-imp
   Come toward me!
Finally, the examples g and h show the root siye with the general suffix -v "close to the reference point/here/there." Example g uses the verb siye and example h the verb form siyaw.

\[\text{g)}\ \text{Nyihach've siyevkyuny.}\]
\[\text{nyi-ha-ch ve siye-v-k-yu-ny}\]
\[\text{nyi-that=one-Subj here 3=move=toward-here/there-ss-Aux-Past}\]
\[\text{He came toward us.}\]

\[\text{h)}\ \text{He siyayvkyuny.}\]
\[\text{he siyay-v-k-yu-ny}\]
\[\text{that=way 3=move=toward=pl-here/there-ss-Aux-Past}\]
\[\text{They went toward that way.}\]

1.4.1.2 wimk and wikk "Verbs of Doing"

The basic element in these verbs is wi- "to do." When the directional suffix is added, it specifies the meaning: wi-k-k (do-toward=the=reference-ss) means "to do something to the reference point" and wi-m-k (do-away=from=the=reference-ss) "to start doing something (away from where the reference point is)."

\[\text{22. Nyu mwikam 'u:hiyu.}\]
\[\text{nyu m-wik(a)-m 'u:-hi-yu}\]
\[\text{that 3/2=do=ds 3/1=see-irreal-Aux}\]
\[\text{l (want to) see you do it to me (when in a fight, for example).}\]
23. Nyu wi'k mwi!
   nyu wi'-k (i.e., wi-k-k) m-wi
   there do-ss 3/2-do=Imp
   Do it there! (around here where I am)

24. Nyum wi'k mwi!
   nyu-m wi'-k(i.e., wi-k-k) m-wi
   that-in do-ss 3/2-do=Imp
   Do it that way!

25. Va:m wimkwi.
   va:m wim-k-wi
   now 3/3=do-ss-Aux
   He will start doing it now.

26. He nyiya:mk wimkwi i'ki.
   he nyi-ya:m-k wim-k-wi i'-k-i
   over=there Sub-3=go-ss 3/3=do-ss-Aux 3=say-ss-Aux
   He said he started doing it when he went over there.

   nya-vilwi:v(a)-m wim-ay-k-wi
   sun-middle-when 3/3=do-Future-ss-Aux
   He will start doing it at noon.
Below is a list of other verbs taking -m, -k and -l:

28. Examples

<table>
<thead>
<tr>
<th>Verb</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>da:k</td>
<td>da-k-k</td>
<td>to throw toward the speaker</td>
</tr>
<tr>
<td>da:mk</td>
<td>da-m-k</td>
<td>to throw from the speaker</td>
</tr>
<tr>
<td>e:kk</td>
<td>e:-k-k</td>
<td>to give/receive (toward me)</td>
</tr>
<tr>
<td>e:mk</td>
<td>e:-m-k</td>
<td>to send</td>
</tr>
<tr>
<td>ha:kk</td>
<td>ha:-k-k</td>
<td>to look this way</td>
</tr>
<tr>
<td>ha:mk</td>
<td>ha:-m-k</td>
<td>to look over that way</td>
</tr>
<tr>
<td>jiba'kk</td>
<td>jiba'-k-k</td>
<td>to come out toward the speaker</td>
</tr>
<tr>
<td>jibamk</td>
<td>jiba-m-k</td>
<td>to climb up some large object/to go out</td>
</tr>
<tr>
<td>jiyu:kk</td>
<td>jiyu:-k-k</td>
<td>to send one person/animal toward the speaker</td>
</tr>
<tr>
<td>jiyu:mk</td>
<td>jiyu:-m-k</td>
<td>to send one person/animal away; herd</td>
</tr>
<tr>
<td>'u:kk</td>
<td>'u:-k-k</td>
<td>to come and see</td>
</tr>
<tr>
<td>'u:mk</td>
<td>'u:-m-k</td>
<td>to go and see</td>
</tr>
<tr>
<td>va:mk</td>
<td>va:-m-k</td>
<td>to reach destination</td>
</tr>
</tbody>
</table>

(but not *va:kk—the reason being that va(:) seems to be related to "proximal" and is not compatible with the -k "toward the speaker" away from the destination)
1.4.2 Time Expressions with -k and -m

Adverbial expressions have -k and -m at the end of them. When we look at the expressions of time that describe the part of the day, we find that the ending is -k if it is at a point of reference in time and -m if it is just before a point of reference in time. For example:

29. hal’apk  at dawn
    hal’apm  close to dawn
Time Expressions with -k and -m

nyavilwi:vik/nyavilwi:vim
(at noon)

nyavilwi:vaym
(late in the morning:
around 11:00 a.m.)

 nya:nalm (in the mid-afternoon:
around 3:00-4:00 p.m.)

 nya:nalk (in the mid-afternoon:
around 3:00-5:00 p.m.)

nya:nuwamam (late in the
afternoon: around 4:00 p.m.)

nya:viyusam (late in the
afternoon: around 5:00 p.m.)

nya:dopm (at sunset)

nya:dopk (early evening)

thay-hwayhwayk (at dusk)

yapark (after sunset/night time)

yekdom
(in the morning: judged
from sunrise point?)

va:m-nya:wam
(during the daytime)

nya:nalm
(around 3:00-4:00 p.m.)

nya:nalk
(around 3:00-5:00 p.m.)

nya:nuwamam
(around 4:00 p.m.)

nya:viyusam
(around 5:00 p.m.)

nya:dopm
(at sunset)

nya:dopk
(early evening)

thay-hwayhwayk
(at dusk)

yapark
(after sunset/night time)

yekadavdam
(early in the morning:
around 6:00 p.m.)

nya:ji'alm
(at sunrise)

nya:jin'alm
(early in the morning)

nya:ji'alm
(early in the morning)

nya:ji'alm
(early in the morning)

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(early in the morning)

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(early in the morning)

nya:ji'alm
(early in themorning)

nya:ji'alm
(early in the morning)

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nya:ji'alm
(early in the morning)
Chapter II: Verb Phrases

2.0 Verbs and Number

In this chapter we will focus our discussions on number in verbs, i.e., whether or not the verb is singular or plural. In Hualapai, the verb changes its form depending on the number of the actor who is doing the action. When just one actor is doing the action, the verb takes the singular form; when two or a few actors are doing the action, the verb takes the paucal form (the term paucal simply refers to two or a few); when many actors are doing things, the verb takes the multiple form (the term multiple means many). There are many different ways that these forms can be constructed in Hualapai. We will present in the following sections those varied ways to express plurality.

In the presentation of the words, the basic form (very often the singular form) is shown first with the number 1), then the paucal form 2), the "one acting on many" 3)a., the "many acting on one" 3)b., the "many acting on many" 4), and finally the reduplicated form as 5). The meaning of the reduplicated form is often "one keeps doing something" or "one always does something." The reduplicated forms are repeated with meanings in Chapter III. In summary, the format of the presentation is as follows:
1) Basic form (Auxiliaries that the form takes)
2) Paucal form (two/a few actors acting on one thing)
3) a. Plural object form (one actor acting on many objects)
   b. Plural subject form (many actors acting on one object or one type of object)
4) Multiple form (many actors acting on many objects)
5) Reduplicated form

When the reduplicated form shows that of the basic form, it usually means that the other forms (2, 3 and 4) can also be reduplicated to produce repeated or habitual actions by the actors involved.
2.1 Plural Suffix -j.

The most common way to form the plural form (two/few/many) is by adding the plural suffix -j to the stem of the verb. In the plural form, the stressed vowel is often lengthened.

1. to pass by

1) a:mk (yu)
2) a:mj
3) a:mjk
4) a:mk a:mk

Examples follow:

1) Misi'hch ham a:mkynuy.
The girl passed by there.
2-4) Misi:ch bay ham a:mjkyuny.
Girls passed by there.
5a) Misi'hch ham a:mk a:mkynuy.
The girl passed by one spot there again and again.
5b) Misi:ch ham bay a:mjk a:mjkyuny.
Girls passed by many things there again and again.

2. to roast X in the ground

1) bavk (wi)
2) ba:vjk
3) ba:vjk
4)
5) ba:vk ba:vk

3. (something) to spill
   1) boqk (yu)
   2) }
   3) boqjk
   4) }
   5) boqk boqk

4. to get up
   1) da:dk (yu)
   2) }
   3) da:djk
   4) }
   5) da:dk da:dk

5. to shoot (with a stringed tool)
   1) dimk (wi)
   2) }
   3) dimjk
   4) }
   5) dimk dimk

6. to grind X with a rock
   1) da:dk (wi)
   2) }
   3) da:jk
4)  
   5)  da:k da:k

7. to throw X toward the speaker
   1)  dakk  (wi)
   2)  
   3)  da:kjk
   4)  
   5)  dak-dakk

8. to bust/break up a small object
   1)  daqk  (wi)
   2)  
   3)  daqk
   4)  
   5)  daq-daqk

9. to follow
   1)  dinyu:vk  (yu/wi)
   2)  
   3)  dinyu:vjk
   4)  
   5)  dinyu:vk dinyu:vk

10. to shave oneself
    1)  dis(h)wi:vk  (yu/wi)
    2)  

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11. to make fun of
1) dismiye:k (yu/i)
2) dismiye:jk
3) dismiye:jk
4) dismiye:k dismiye:k

12. to tie
1) dithbalk (wi)
2) dithba:lk
3) dithba:lk
4) dithba:lk dithba:lk

13. to saddle
1) divgae:lvik (yu/wi)
2) divgae:lvjk
3) divgae:lvjk
4)
14. to gamble
   1) do’fik/do:fi:k (yu/wi)
   2)
   3) do:fi:k
   4)
   5) do:fi:k do:fi:k

15. to circle dance
   1) gahinyk (yu)
   2)
   3) gahinyjk
   4)
   5) gahinyk gahinyk

16. to ask
   1) gava:k (yu/wi/i/yi)
   2)
   3) gava:jk
   4)
   5) gava:k gava:k

17. to be stingy
   1) ginyík (yu/wi/i)
   2)
   3) ginyi:jk
   4)
   5) ginyík ginyík
18. to follow in foot prints
   1) ginyu:k  (yu/wi)
   2)
   3) ginyu:jk
   4)
   5) ginyu:k ginyu:k

19. to have shoes on wrong feet
   1) diyu:mk  (wi)
   2)
   3) diyu:mjk
   4)
   5) diyu:m-diyu:mk

20. to drive
   1) gwa:mk/gowa:mk  (wi)
   2)
   3) gwa:mjk
   4)
   5) gwa:m-gwa:mk

21. to kill
   1) gwank  (wi)
   2)
   3) gwanjk
   4)
   5) gwank gwank
22. to be sick
   1) gweda:vk (yu/i)
   2)
   3) gweda:vjk
   4)
   5) gweda:vk gweda:vk

23. to be with
   1) gwik (yu)
   2)
   3) gwi:jk
   4)
   5) gwi:k gwi:k

24. to be better/to get best of
   1) gwi:lk (wi/i)
   2)
   3) gwi:ljk
   4)
   5) gwi:l-gwi:lk

25. to be slicked up
   1) gwi'jvk (yu/wi)
   2)
   3) gwi'jvi:jk
   4)
5) gwi'jvk gwi'jvk

26. to see afar.
   1) ha:mk (yu/wi/i/yi)
   2)  
   3)  ha:mjk
   4)  
   5) ha:mk ha:mk

27. to squat
   1) hod'ho:dk (yu)
   2)  
   3)  hod'ho:djk
   4)  
   5) hod'ho:djk hod'ho:dk

28. to swerve
   1) hwisvk (yu)
   2)  
   3)  hwisvjk
   4)  
   5) hwisvk hwisvk

29. to step on
   1) jagji:k (wi)
   2)  
   3)  jagji:jk
30. to pour/to play musical instrument

1) ja:k (wi)
2) 
3) ja:jk
4) 
5) ja:k ja:k

31) for X to fall on someone

1) jamónk (wi)
2) 
3) jamónjk
4) 
5) jamón-jamónk

32. to eat up

1) ja:vk (wi)
2) 
3) ja:vjk
4) 
5) ja:v-ja:vk

33. to come out

1) jiba'kk/jiba:kk (yu/i)
2) 

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34. to crawl
   1) jidha:dk (yu)
   2) jidha:djk
   3) jidha:djk
   4) jidha:d-jidha:dk

35. to crack (nuts)
   1) jigakk (wi)
   2) jigakk
   3) jigakk
   4) jigak-jigakk

36. to take up for
   1) jijyu:vk (wi)
   2) jijyu:vjk
   3) jijyu:vjk
   4) jijyu:vk jijyu:vk

37. to climb up (something large)
   1) jikbamk (yu)
38. to put something on top of X
1) ji:k (wi)
2) 
3) ji:jk
4) 
5) ji:k ji:k

39. to rest, head on the chest
1) jiqbobk (wi)
2) 
3) jiqbobjk
4) 
5) jiqbobk jiqbobk

40. to let X go
1) jiya:mk (wi/i/yi)
2) 
3) jiya:mjk
4) 
5) jiya:m-jiya:mk
41. to be off/out
   1) machk (yu)
   2)
   3) machjk
   4)
   5) machk machk

42. to win
   1) madk (wi)
   2)
   3) madjk
   4)
   5) madk madk

43. to eat
   1) ma:k (wi)
   2)
   3) ma:jk
   4)
   5) ma:k ma:k

44. to be scared
   1) mise:k (yu)
   2)
   3) misayjk
   4)
   5) mise:k mise:k
45. to knead dough
   1) mu:dk (wi)
   2)
   3) mu:djk
   4)
   5) mu:d-mu:dk

46. to leave something/someone behind; to stop
   1) namakk (wi)
   2)
   3) namakjk
   4)
   5) nama'-namakk

47. to cook
   1) nuwi:dk (wi)
   2)
   3) nuwi:djk
   4)
   5) nuwi:d-nuwi:dk

48. to herd
   1) nuwilk/niwilk (wi)
   2)
   3) nuwiljk
   4)
50. to wear something

1) nyigwa:yk (wi)
2)
3) nyigwa:yjk
4)
5) nyigwa:yk nyigwa:yk (=to keep wearing the same one)

51. to be old/to be worn out

1) nyi'kwayk (yu)
2)
3) nyi'jkwayk
4)
5)

52. to build fire

1) odük (wi)
2)
3) odüjk
53. to break

1) qawk (yu/wi)

2)  

3) qa:wjk

4)  

5) qaw'-qawk

54. to spur

1) qa'qamk (wi)

2)  

3) qa'qamjk

4)  

5) qa'qam-qa'qamk

55. to back up

1) sagwe:k yu/wi)

2)  

3) sagwe:jk

4)  

5) sagwe:'-sagwe:k

56. to give a shot

1) sak

2)  

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3) sajk
4) 
5) sak sak

57. to be rotten
  1) sahk (yu)
  2) 
  3) sa(:)hjk
  4) 
  5) sah'-sahk

58. to put head on a pillow
  1) sbukk (wi)
  2) 
  3) sbukjk
  4) 
  5) sbuk-sbukk

59. to boast/to be proud of/to praise
  1) sidavk (wi/i)
  2) 
  3) sidavjk
  4) 
  5) sidavk sidavk

60. to sweep/to brush
  1) sijk (wi)
61. to peck
1) sijuk (wi)
2) 
3) siju:jk
4) 
5) sijuk sijuk

62. to roast in fire
1) silk (wi)
2) 
3) siljk
4) 
5) silk silk

63. to hook
1) silokk (wi)
2) 
3) silójk
4) 
5) silok-silókk
64. to be ignorant
   1) simiyé:k (yu/wi)
   2) 
   3) simiyé:jk
   4) 
   5)

65. to horn/to poke with horns
   1) siná:k (wi)
   2) 
   3) siná:jk
   4) 
   5) siná:k siná:k

66. to do again
   1) sinyu:vk (yu/wi)
   2) 
   3) sinyu:vjk
   4) 
   5) sinyu:vk sinyu:vk

67. to wait
   1) sivo(:)k (yu)
   2) 
   3) sivo:jk
   4) 
   5) sivo(:)k sivo(:)k
68. to faint/to black out/to doze off

1) sma:jivk  (yu)
2) 
3) sma:jivijk
4) 
5) sma:jiv'-sma:jivk

69. to lose/to miss someone

1) sme:k  (yu)
2) 
3) sme:jk
4) 
5) sme:k sme:k

70. to braid

1) snavk  (wi)
2) 
3) snavjk
4) 
5) snavk snavk

71. to know

1) spo'k/spohk  (yu/wi/i)
2) 
3) spo:jk
4) 

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5) spo'k spo'k

72. to glance over/to search at a distance
1) su:dk (yu)
2) 
3) su:djk
4) 
5) su:dk su:dk

73. to mess up
1) su:lk (wi)
2) 
3) su:ljk
4) 
5) su:lk su:lk

74. to sing
1) swa:dk (yu/i)
2) 
3) swa:djk
4) 
5) swa:dk swa:dk

75. to like/to love
1) swalk (yu)
2) 
3) swaljk
4) swalk swalk

76. to take off (clothes)
1) tu:yk  (wi)
2) tu:yjk
3) tu:yjk
4) tu:yk tu:yk

77. to borrow
1) tham'ak  (wi)
2) tham'ajk
3) tham'ajk
4) 
5) 

78. to wring out
1) thigwi:k  (wi)
2) thigwi:jk
3) thigwi:jk
4) thigwi:k thigwi:k

79. to make full of small holes
1) thuvduy'ok  (wi)
2) 

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80. to get up
1) vada:dk

81. to open mouth wide
1) vilawk (yu)

82. to carry in something
1) vine:k (wi)

83. to keep up with
1) viya:k (yu/wi)
84. to stay right in
1) vowak (yu)
2) 
3) vowajk
4) 
5) 

85. to stab with a knife
1) v'qamk (wi)
2) 
3) v'qamjk
4) 
5) v'qamk v'qamk

86. to be possessive
1) waha:vk (yu/wi/i)
2) 
3) wahavjk
4) 
5) wahavk wahavk
87. to steal
   1) wa`hiyo:vk  (wi)
   2)
   3) wa`hiyo:vjk
   4)
   5) wa`hiyo(:)vk wa`hiyo:vk

88. to believe falsely in X
   1) walba:k  (yu/wi)
   2)
   3) walba:jk
   4)
   5) walba:k walba:k

89. (many) to take someone along
   1) wa:mk  (wi)
   2)
   3) wa:mjik
   4)
   5) wa:m-wa:mk

90. to forget
   1) wanya:k  (yu)
   2)
   3) wanya:jk
   4)
   5) wanya:k wanya:k

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91. to carry something light
1) yigök (wi)
2) 
3) yigök
4) 
5) yigök yigök

92. to dance
1) yimak (yu)
2) 
3) yimajk
4) 
5) yimak yimak

93. to be new
1) yimuk (yu)
2) 
3) yijmek
4) 
5) yimuk yimuk

94. to get
1) yo:k (wi)
2) 
3) yo:jk
4) 
5) 333
5) yo:k yo:k

95. to go out and get X
1) yomk (wi)
2)
3) yo:mjk
4)
5) yomk yomk

96. to vomit
1) yo:qk (yu)
2)
3) yo:qjk
4)
5) yo:qk yo:qk

97. to fool
1) yu'dismiyayk (yu/wi)
2)
3) yu'dismiyayjk
4)
5) yu'dismiyayk yu'dismiyayk
2.2 Reduplication and -j

This class of verbs has the causative prefix d- or j- as part of its stem. The paucal form (two/few) is constructed simply by adding the plural suffix -j to the stem. The multiple form is made by reduplicating the original causative prefix of the paucal form (thus, resulting in the form dad...jk or jij...jk).

What should be noted, especially compared with the following category (Section 2.3 below), is the other plural form: the form with the reduplicated prefix but not with the plural suffix (i.e., dad...k or jij...k).

This plural form does not refer to the plural actor, but rather to the plural objects. For example, da'amk "to cover with a lid" becomes dad'a:mk to mean "one actor is covering many things with lids." When we look at the verbs in the next category, the processes themselves are almost identical, but the meanings show interesting differences.

When a basic verb in the category in the next section (2.3) is changed to dad...k or jij...k, the form refers to the "plural actors doing one thing" rather than the "singular actor doing many things."

1. to burn

1) **dabilk** (wi)
2) **dabiljk** (two/few) to burn
3) **dadbi:lk** (one) to burn many
4) **dadbi:ljk** (many) to burn many
5) **dabil-dabilk**
Examples follow:

1) Josiech i' dabílkwi.
Josie is burning the wood.

2) Josiech Joriginem i' dabiljkwi.
Josie and Jorigine are burning the wood.

3) Josiech gwejalay nyuwi dadbi:lkwí.
Josie is burning lots of trash.

4) Ba:jach gwejalay nyuwi dadbi:ljkwi.
People are burning lots of trash.

5a) Josiech i' dabí:l-dabiljkwi.
Josie is burning the wood again and again.

5b) Ba:jach aha:nyu dabí:l-dabiljkwi.
People are burning the (same) cotton-wood again and again.

5c) Ba:jach gwejalay nyuwi dadbi:l-dadbi:ljkwi.
People are burning lots of trash again and again.

2. to wet
1) dabúlk
   (wi)

2) dabúljk

3) dadbu:lk

4) dadbu:ljk

5) dabúlk dabúlk

3. to smoke/to make smoke
1) dagwádk
   (yu/wi)

2) dagwádjk
3. to hide
   1) dàdwaːd̪k
   2) dàdgwaːd̪jk
   3) dàgwaːd̪-dàgwáːd̪k

4. to hide
   1) dàhoːd̪k (wi)
   2) dàhoːd̪jk
   3) dàdhoːd̪k
   4) dàdhoːd̪jk
   5) dàhoːd̪-dàhoːd̪k

5. to make something big to be flat
   1) dàlapk (wi)
   2) dàlapjk
   3) dàdàlapk
   4) dàdàlapjk
   5) dàlap-dàlapk

6. to burst
   1) dàlut̪hk (wi)
   2) dàlut̪hjk
   3) dàd̪luːthk
   4) dàd̪luːthjk
   5) dàlut̪h-dàlut̪hk

7. to be burst
   1) dàlut̪hvk (yu)

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8. to erase/to bury
   1) damädk (wi/i)
   2) dama:dk
   3) didma:dk
   4) didma:dk
   5) 

9. to scratch
   1) damök (wi)
   2) damo:jk
   3) dadmo:k
   4) dadmo:jk
   5) damo:-damo:k

10. to poke (cavity of animate object)/to poke inanimate object
    1) dani:lk (wi)
    2) dani:ljk
    3) dadni:lk
    4) dadni:ljk
    5) dani:l-dani:lk
11. to prolong/to make fun

   1) danyo:mk
   2) danyo:mjk
   3) dadnyo:mk
   4) dadnyo:mjk
   5) danyo:m-danyo:mk

12. to make something/someone greasy

   1) dase:yk
   2) dase:yjk
   3) dadse:yk
   4) dadse:yjk
   5) dase:y-dase:yk

13. to iron

   1) dathbak
   2) dathbajk
   3) dadthbak
   4) dadthbajk
   5) dathba'-dathbak

14. to wash (clothes)

   1) dathgwi:lk
   2) dathgwi:ljk
   3) didthgwi:lk
   4) didthgwi:ljk
   5) dathgwi:l-dathgwi:lk
15. to choke
   1) dawink (wi)
   2) dawinjk
   3) dadwink
   4) dadwinjk
   5) dawin-dawink

16. to turn around something small halfway/completely
   1) dayahwin(u)k (wi)
   2) dayahwinjk
   3) dadyahwin(u)k
   4) dadyahwinjk
   5) dayahwin-dayahwin(u)k

17. for someone to turn around halfway/completely
   1) dayahwinvk (wi/yu)
   2) dayahwinvjk
   3) dadyahwinvk
   4) dadyahwinvjk
   5) dayahwinv-dayahwinvk

18. to cover with a lid
   1) da'amk (wi)
   2) da'amjk
   3) dad'ammk
   4) dad'amjk
19. to cook/to boil

1) da'olk (wi)
2) da'oljk
3) dad'olk
4) dad'oljk
5) da'ol-da'olk

20. to make smelly

1) da'sahk (wi)
2) da'sahjk
3) did'sahk
4) did'sahjk
5) 

21. to spill something

1) dib'qk (wi)
2) dib'qjk
3) didbo:qk
4) didbo:qjk
5) dib'qk dib'qk

22. to mash

1) dil'ayk (wi)
2) dil'ayjk
3) didlayk
23. to turn off/to put off
1) dimachk
2) dimachjk
3) dima:chk
4) dima:chjk
5) dimach-dimachk

24. to make into one large bundle
1) dimana:dk
2) dimana:djk
3) dimana:dk
4) dimana:djk
5) dimana:d-dimana:dk

25. to write/to take pictures
1) dinyu:dk (wi)
2) dinyu:djk
3) dinyu:dk
4) dinyu:djk
5) dinyu:d-dinyu:dk

26. to bump
1) diqamk (wi)
2) diqamjk
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<td>didqâm k</td>
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<td>4)</td>
<td>didqâm jk</td>
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<td>5)</td>
<td>diqâm-diqâm k</td>
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27. to be lopsided

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| 1) | disbe:vk |   |   | (yu)
| 2) | disbe:vjk |   |   |   |
| 3) | disbayvk |   |   |   |
| 4) | disbayvjk |   |   |   |
| 5) | didisbayvjk |   |   |   |

28. to tangle

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| 1) | disnayk |   |   | (wi)
| 2) | disnayjk |   |   |   |
| 3) | didsnayk |   |   |   |
| 4) | didsnayjk |   |   |   |
| 5) | disnay-disnayk |   |   |   |

29. to tie together/to put together

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| 1) | disva:lk |   |   | (wi)
| 2) | disva:ljk |   |   |   |
| 3) | didsva:lk |   |   |   |
| 4) | didsva:ljk |   |   |   |
| 5) | disva:l-disva:lk |   |   |   |

30. to shave someone/something else

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| 1) | diswi:k |   |   | (wi)
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<tr>
<th></th>
<th>to wedge/to jack up/to weigh</th>
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<th>to sharpen</th>
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<th>to point at/to blame</th>
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<tbody>
<tr>
<td>1</td>
<td>dis'anyk (wi)</td>
<td>3</td>
<td>didyo:vk</td>
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<td>gana:k (yu/wi/i/yi)</td>
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<td>2</td>
<td>dis'anyjk</td>
<td></td>
<td>diyo:vjk</td>
<td>2</td>
<td>gana:jk</td>
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<td>3</td>
<td>didis'anyk</td>
<td></td>
<td>didyo:vk</td>
<td>3</td>
<td>gana::k</td>
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<tr>
<td>4</td>
<td>didis'anyjk</td>
<td></td>
<td>diyo:vjk</td>
<td>4</td>
<td>gijna:jvk</td>
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<tr>
<td>5</td>
<td>dis'anyk dis'anyk</td>
<td></td>
<td>diyo:v-diyo:vk</td>
<td>5</td>
<td>gana:k gana:k</td>
</tr>
</tbody>
</table>
34. to bar/to stop/to block

1) gavghk
2) gavghjk
3) gijivghk
4) gijivghjk
5) gavghk-gavghk

35. to carry something heavy

1) gavnawk
2) gavnawjk
3) gijivnak
4) gijivnakjk
5) gavnaw-gavnawk

36. to charge/to rush at

1) jibuk
2) jibu:jk
3) jibu:k
4) jijbu:jk
5) jibuk jibuk

37. to kiss

1) jigu:k
2) jigu:jk
3) jijgu:k
4) jijgu:jk
5) jigu-jigu:k
38. to put away things
1) jigwák
2) jigwa:jk
3) jijgwa:k
4) jijgwa:jk
5) jigwák jigwák

39. to kill
1) jigwánk
2) jigwanjk
3) jijgwanjk
4) jijgwanjk
5) jigwánk jigwánk

40. to bite
1) jigyok
2) jigyo:jk
3) jijgyok
4) jijgyo:jk
5) jigyo-jigyok

41. to whisper
1) jihwa:yk
2) jihwa:jk
3) a. jijhwa:yk (one/few) to whisper (to each other)
   b. jijhwa:yjk (many persons) to whisper (to one another)
4) jihwa:yvjk (many pairs) to whisper (among each other)
5) jihwayk jihwayk

42. to straighten
1) jimidmidk (wi)
2) jimidmidjk
3) ji jimidmidk
4) jijmidmidjk
5) jimidmid-jimidmidk

43. to lay something/someone down
1) jim:i::k (wi)
2) jim:i:jk
3) ji ji mi:k
4) ji ji mi:jk
5) jim:i:-ji mi:k

44. to be pretty/to be handsome
1) jimn:ek (yu)
2) jimn:ejk
3) jimn:ayk
4) ji jimn:ayk
5) 

45. to chew
1) jimnyayk (wi)
2) jimnyayjk
3) jimmnya:yk
4) jimmnya:yjk
5) jimmnya:yjk

46. to jump over something
1) jiqodgk (wi)
2) jiqodgijk
3) jiqodgk
4) jiqodgijk
5) jiqodg-jiqodgk

47. to jump
1) jiqodk (yu)
2) jiqodjk
3) a. jiqodk (one person) to jump (many times)
   b. jiqodjk (many persons) to jump (one time)
4) jiqodvjk
5) jiqodk jiqodk

48. to put face up in the air
1) jisawk (yu)
2) jisawjk
3) jijsa:wk
4) jijsa:wjk
5) jisawk jisawk
49. to puff out
1) jit'avk (wi)
2) jite'vk
3) jite'vk
4) jite'avjk
5) jite'av-jite'avk

50. to soak something in the mouth
1) jithbal'k (wi)
2) jithbal'jk
3) jithbal'k
4) jithbal'jk
5) jithbal'-jithbal'k

51. to wash body/object
1) jithul'k (wi)
2) jithul'jk
3) jithu:lk
4) jithu:lk
5) jithul'-jithul'k

52. to blow up
1) jivchu:lk (wi)
2) jivchu:ljk
3) jivchu:lk
4) jivchu:ljk
5) jivchu:l-jivchu:lk
53. to put away
1) jiwo(')k
2) 'jiwo:jk
3) jijwo:k
4) jijwo:jk
5) jiwo':jiwo(')k

54. to order
1) jiya:vk
2) jiya:vjk
3) jijya:vk
4) jijya:jvk
5) jiya:v-jijya:vk

55. to put in
1) jiyudk
2) jiyudjk
3) jijyu:dk
4) jijyu:djk
5) jiyud-jiyudk

56. to let many go/to herd
1) jiyu:mk
2) jiyu:mjk
3) jijyu:mk
4) jijyu:mjk
57. to look over/to lean over and survey
1) ji'a:lk/ja'a:lk (yu)
2) ji'a:ljk
3) a. jij'a:lk (one person) to look over (many things)
   b. jij'a:ljk (many persons) to look over (one thing)
4) jij'a:lvk
5) ji'a:l-ji'a:lk

58. to grind (something crunchy) in the mouth
1) juhu:dk (wi)
2) juhu:djk
3) jijuhu:dk
4) jijuju:dk-
5) juhu:d-juhu:dk

59. to whistle
1) juhuiik (yu)
2) juhuijk
3) jijhuuiik
4) jijhuivjk
5) juhuiik juhuiik

60. to sign
1) saldili:k (wi)
2) saldili:jk
3. to poke with a stick

1) sid'o'k/sid'ohk (wi)
2) sid'o'jk
3) disd'o'k
4) disd'o'jk
5) sid'o'k sid'o'k

62. to fix

1) yahank (wi)
2) yahanjk
3) yijhank
4) yijhanjk
5) yahank yahank
2.3 Reduplication of Part of the Stem

Like the previous category when a verb in this class begins with the causative prefix d- or j-, that prefix is reduplicated to form the multiple (=many) form. [For the paucal (two/few) form, the plural suffix -j is added to the stem of the base form.]

What is different about this class of verbs is that the multiple form produced by the reduplication refers to "many actors doing one thing or plural of one type of activity," while, when the plural suffix is added to the already multiple form, the meaning becomes "many actors are doing many things."

1. to beat up
   1) dagwánk (wi)
   2) dagwánjk (two/few) to beat up someone
   3) dadgwanók (many) to beat up someone
   4) dadgwánjk (many) to beat up many
   5) dagwan'-'dagwánk

2. to chase
   1) dagwínk (wi)
   2) dagwínjk (two/few) to chase
   3) dadgwi:nk (many) to chase
   4) dadgwi:njk (many) to chase many
   5) dagwi:v-dagwi:nk

3. for a heavy object to be on something
   1) dalánk (wi)
2) dalamjk
3) dadlámk
4) dadlámjk
5) dalam-dálmk

6. to suck something hard in the mouth
1) jíbóqk (wi)
2) jíbóqjk
3) jíbóqk
4) jíbóqjk
5) jíbóq-jíbóqk

5. to laugh
1) jígwádk (yu/i)
2) jígwádjk
3) jígwádk
4) jígwá:dvjk
5) jígwad-jígwádk

6. to climb up/on something small (including a rock, house, etc.)
1) jíkba:k (yu)
2) jíkba:jk
3) jíjíkbák
4) jíjíkbajk
5) jíkba:k jíkba:k
7. to run something

1) jiv(i)yamk (yu/wi)
2) jiv(i)yamjk
3) jijv(i)yamk
4) jijv(i)yamjk
5) jiv(i)yam-jiv(i)yamk

8. to paint

1) jiyalk (wi)
2) jiyaljk
3) jijya:lk
4) jijya:ljk
5) jiyal-jiyalk
2.4 The d- Causative Prefix

When the base form does not contain the causative prefix d-, the multiple (=many) form may be produced by adding the d- causative at the beginning of its root and -j at the end of its stem. The paucal (=two/few) form is made simply by adding the plural suffix -j.

1. to close
   1) sa'amk (wi)
   2) sa'amjk
   3) dis'amjk
   4) didis'amjk
   5) sa'am-sa'amk

2. to soak
   1) sbulk (wi)
   2) sbuljk
   3)
   4) disbuljk
   5)

3. to wear a shawl
   1) sidamk (wi)
   2) sidamjk
   3)
   4) disdamjk
   5) sidam'-sidamk
4. to poke with a stick
   1) sid'o'k/sid'ohk  (wi)  
   2) 
   3) disd'o'jk  
   4) 
   5) sid'o'k sid'o'k  

5. to pull by the hair
   1) sijok   (wi)  
   2)  
   3) disjo:k  (many persons) to pull one person by the hair  
   4)  
   5) sijok sijok  

6. to repeat
   1) sinyu:k   (wi)  
   2)  
   3) disnyujk  (many persons) to repeat one thing  
   4)  
   5) sinyu:k sinyu:k  

7. to make (someone/thing) alive
   1) siyabe:k   (wi)  
   2)  
   3) disiyabe:jk  (many persons) to make (someone/something) alive  
   4)  

8. to turn (a large object) around completely
   1) siyahwinuk (wi)
   2) siyahwi:njk
   3) disiyahwi:njk (many persons) to turn (a large object) around completely
   4) didsiyahwi:njk
   5) siyahwinuk siyahwinuk

9. to separate
   1) si'vu:kk (wi)
   2) si'vu:kjk
   3) disi'vu:kk (many persons) to separate one
   4) didsi'vu:kjk
   5) si'vu:k-si'vu:kk

10. to peel
    1) sqwa:nk (wi)
    2) sqwa:njk
    3) disqwa:njk (many persons) to peel one thing
    4) didsqwa:njk
    5) sqwa:nk sqwa:nk

11. to shatter/to break/to crack
    1) thigomk/thiqomk (wi)
    2) thigomjk
3) dithgômjk (many persons) to shatter one thing
4) didthgômjk
5) thigômk thigômk

Exceptions to this group include the verbs sahâk and sijâk:

12. to hang
   1) sahâk (wi)
   2) dishajk (two/few) to hang
   3) sahajk (many persons) to hang (one person)/
      (one person) to hang (many persons)
   4) didshajk (many persons) to hang (many persons)
   5)

13. to make a stand
   1) sijâk (wi)
   2) disjajk (two/few) to make a stand
   3) sijajk (many persons) to make a stand
   4) disjajk (many persons) to make many stands
   5) sijâk sijâk

When the verb is composed of two or more words one of which is the
verb-root, the causative prefix d- appears right before the verb-root.

14. to wash hair
   1) hathbuyk (yu)
   2) hathbuyjk

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3) hadithbuyjk

5)

15. to sign
1) saldili:k (wi)
2) saldili:jk (two/few) to sign
3) saldidli:k (one person) to sign on many things
4) saldidli:jk (many persons) to sign on many things
5) saldili:-saldili:k

2.4.1 The j- Causative Prefix

Some verbs take the j- causative prefix and the plural suffix -j for the multiple (=many) form:

1. to point at

1) gana:k (yu/wi/i/yi)
2) gana:jk (two/few/many) to point at
3) gana:kk (one person) to point at many things
4) gijna:jvk (many persons) to point at many/each other
5) gana:k gana:k

2. to bar/to stop/to block

1) gavgohk (wi)
2) gavgohjk
3) gijivgohk (one person) to block many things
4) xijivgohjk
3. to carry something heavy
1) gavnáwk (wi)
2) gavnáwjk
3) gijivnáwk (one person) to carry many heavy things
4) 
5) gavnáw-gavnáwk

4.a) (for an inanimate object) to be old/to be worn out
1) nyi'kwayk (yu/i)
2) 
3) nyi'j(i)kwíyjk
4) 
5) 

Compare this verb with the following:

4.b) to wear
1) nyigwayk (wi)
2) 
3) nyigwayjk
4) 
5) nyigwayk nyigwayk

5. to sew
1) vanámk (wi)
2) vanámjk
3) vijnámk  (many persons) to sew one thing
4) vijnámjk
5) vanámk vanámk

6. to take along/to lead
1) vinyi:k  (wi)
2) vinyi:jk
3) vijnyi:k  (many persons) to take along one
4) vijnyi:jk
5) vinyi:k vinyi:k

7. to watch
1) viso:k  (yu)
2) viso:jk
3) vijso:k  (many persons) to watch one thing
4) vijso:jk
5) viso:k viso:k

8. to hate/to dislike
1) wami:k  (yu/wi/i/yi)
2) wami:jk
3) wajmi:vk  (many persons) to hate one
4) wajmi:jvk
5) wami:k wami:k
9. to fix

1) yahâŋk (wi)
2) yahanjk
3) yijhâŋk (one person) to fix many things
4) yijhanjk
5) yahâŋk yahâŋk

10. to be new

1) yimuŋk (yu)
2) yimuŋk
3) yimuŋk
4) yimuŋk
5) yimuŋk yimuŋk
2.5 Vowel Length

For two or few actors doing the action, the vowel of the base form is lengthened. The plural (=many) form takes additional plural suffix -j at the end of the stem.

1. to dig
   1) hwalk (wi)
   2) hwa:lk
   3) hwa:ljk
   4) hwa:ljk (i.e., same as 3)
   5) hwal-hwalk

2. to fall down
   1) mank (yu/i)
   2) ma:nk
   3) ma:njik
   4) ma:njik (i.e., same as 3)
   5) mank mank

3. to get up from lying
   1) man(a)k (yu/wi/i/yi)
   2) ma:n(a)k
   3) ma:n(a)jik
   4) ma:n(a)jik (i.e., same as 3)
   5) man(a)k man(a)k
2.6 Length and -j

We will list only a few examples for this category. These verbs show the following characteristics: a) when paucal (=two/few), the plural suffix -j is added to the stem, b) when one subject is acting on the multiple objects, the vowel of the stem is lengthened, and c) when the subject and object are multiple (=many), in addition to the plural suffix the stressed vowel of the stem is lengthened.

1. to tie something large
   1) gilgyok (wi)
   2) gilgyojk
   3) gilgoy:jk
   4) gilgoy:jk
   5) gilgoyo-gilgyok

2. to be torn
   1) lelk (wi)
   2) leljk
   3) le:ljk
   4) le:ljk
   5) lel-lelk

3. to call out by the name
   1) (mi)sik (i)
   2) (mi)sijk
   3) (mi)sijk
   4) (mi)sijk
   5) (mi)s-(mi)sik
2.7 Vowel Change

The base form of the verbs in this class has the stressed vowel eː. When it is made into dual (=two), the plural suffix -j is added at the end of the stem. When paucal (=two/few), the vowel eː changes into ay or aːy without the plural suffix -j. When multiple (=many), the plural suffix is added to the paucal form, or the causative suffix of the paucal form is reduplicated.

1. for one person to play

1) deːvk (yu/i)
2) a. deːvjk (two persons) to play
   b. dayk (two/few) to play
3) 
4) dayjk (many) to play
5) deːv-deː(:)vk

2. to turn over something

1) dagweːkk (wi)
2) a. dagweːkjk (two persons) to turn over something
   b. dagwaykk (two/few persons) to turn over something
3) dadgweːkk (one person) to turn over many things
4) dadgwayjk (many persons) to turn over many things
5)
3. to make (something/someone) fat

1) dase:k (wi)

2) a. dase:jk (two persons) to make something fat
   b. dasa:yk (two/few persons) to make something fat

4) dadsa:yk (many persons) to make many fat

5) dase:dase:k

4. to uncover a blanket

1) jigwe:kk (wi)

2) jigwe:jkk (two persons) to uncover a blanket

3)

4) jijgwaykk (many persons) to uncover many blankets

5) jigwe:k-jigwe:kk

5. to swim

1) halde:vk (yu)

2) a. ha(():lde:vjk (two persons) to swim
   b. haldayk (two/few persons) to swim

3)

4) haldayjk (many persons) to swim

5) halde:v-de:vk

6. to be alive

1) yabe:k (yu)
2) a. yabe:jk (two persons) to be alive
   b. yabayk (two/few persons) to be alive

3) 

4) yaba:yk (many persons) to be alive
2.8 Suffixes -j and -v

The regular plural suffix -j is added to the paucal (=two/few) form, and the suffix alternates with the other plural suffix -v for the multiple plural (=many) meaning. The -v suffix, however, is not simply "plural," but also carries the meaning of reciprocity (i.e., each other).

1. to meet
   1) gavgawk
   2) gavgawjk
   3) 
   4) giijgawvk
   5) gavgaw-gavgawk

2. to talk
   1) gwa:wk
   2) gwa:wjk
   3) 
   4) gwa:wyk
   5) gwa:wk gwa:wk

3. to insult
   1) hnu:uk
   2) hnu:jk
   3) 
   4) hnu:vk
   5) hnu:k hnu(:)k
4. to smell

1) hwik (yu/wi)
2) hwijk
3) 
4) hwi:vk
5) hwi:k hwi(:)k

5. to be crimped/to be stooped

1) qamónyvk (yu)
2) qamo:nyjk
3) 
4) qamo:nyvk
5) qamóny'-qamónyvk

Slightly different processes can be seen in the verbs gichqichk and mi:k. In the verb "to tickle" (6 below), the vowel is lengthened for the paucal (=two/few) form, then the plural suffix -j is added to make it to mean "for many persons to tickle one person," and finally the plural suffix -j is changed to -y to mean "for many persons to tickle many persons/each other."

6. to tickle

1) gichqichk/qichqichk (wi)
2) gichqi:chk (two/few) to tickle someone
3) gichqi:chjk (many) to tickle someone
4) gichqi:chyk (many) to tickle each other
The verb "to cry" (7 below) takes the plural suffix -j for the paucal (=two/few) meaning, and to form the multiple meaning (=many) the suffix -v is added after the plural suffix -j.

7. to cry
   1) mi:k (yu/i)
   2) mi:jk'
   3)
   4) mi:jvk
   5) mi:k mi:k
2.9 Special Forms

The verb "to stand" changes its form completely, and so does the verb "to sit." When the singular form changes completely to form the plural form, these are called the suppletives.

1. to stand
   1) skwi:k  (yu)
   2) daskwi:k  (two) to stand
   3) gige:vk  (few/more) to stand
   4) a. gijgaéyvk  (several/more) to stand
      b. gigaéyvk  (lots) to stand
   5) skwi:k skwi:k

2. to sit/to live
   1) wa'k/wa:k  (yu)
   2) ba:yk  (two) to sit together
   3) wayo'k  (few/more) to sit together
   4) wayo:k  (many) to sit together
   5) wa'k wa:k

The verb "to look quickly" forms its general plural form by adding -y.1. (Compare this with the verb "to cry" in the previous section.)

3. to look quickly
   1) viyadk  (yu)
   2) viyadvik
   3) viyadvik
Finally the verb "to go" shows an interesting change. The paucal (=two/few) form is made simply by adding the plural suffix -j to the stem. The multiple form, however, is made by placing the plural suffix before the final consonant of the stem as if -j is the infix.

4. to go
1) ya:mk
2) be:mk (two) to go
3) ya:mjk (few/more) to go
4) ya: jmk (many) to go
5) ya:mk ya:mk
2.10 Reduplication of the Stem

The most common way to express the repeated action or constant action is by repeating the whole verb stem. The specific meaning of such repetition depends on the nature of the verb itself, but in general the meaning is "always Verbing," "keep Verbing" or "Verb one after another." There are several ways these verbs may be formed: 1) the verb stem plus the same-subject marker is repeated (e.g., mi:k mi:k "keep crying"); 2) when the plural subject is indicated, the second in the repeated stems includes the plural suffix (e.g., mi:k mi:jik "(plural subjects) keep crying"); 3) the same-subject marker of the first stem may be replaced by the glottal stop (e.g., jigu'-jiguk "keep kissing/kiss one after another"); or 4) the same-subject marker of the first stem may be dropped and the resulting form is almost like a compound verb (e.g., damo:-damo:k "keep scratching").

- `as'-ask  keep nodding
- `bo:g'-'bo:qk  keep spilling
- buk buk  keep storing
- de:vk de:vk  keep playing
- dims1'-dims1k  be bouncing something small
- diw'-diwk  do small wiggling
- da:da:d'-da:da:dk  keep working
- dagwad'-dagwadk  keep smoking
- dake:k dake:k  keep changing
- dalap'lapk  be flatten out
- dalay'layk  keep mashing
- daps'-dapsk  keep slapping
dath'-dathk  
be making pecking sounds

da'amk da'amk  
keep covered

da'ol'-da'olk  
be always cooking

didwink didwink  
keep massaging

dige:k dige:k  
keep pushing

dinyu:d'-dinyu:dk  
keep writing

dinyu:vk dinyu:vk  
keep following

diyahwink diyahwink  
keep turning X over

diyahwinvk diyahwinvk  
keep turning oneself

dul'-dulk  
keep rolling over

e:k e:k  
keep giving

e:vk e:vk  
keep hearing

gal'-galk  
be cranking/be rattling

gana:k gana:k  
keep pointing

gana:vk gana:vk  
keep telling

gi'nyanyak gi'nyanyak  
be bouncing at the same spot

gol'-golk  
be shaking

gwa:mk gwa:mk  
keep driving

gwawk gwawk  
keep talking (a short time)
gwa:w'-gwa:wk  
keep talking (a long time)
gweda:vk gweda:vk  
be always sick
gwe nye:'nye:k  
be always hunting
gwi:k gwi:k  
be always cloudy

ha:mk ha:mk  
keep looking (at a distance)

hlu:v'-hlu:vk  
keep burning (and spreading)
hod'-hod:dk  
be squatting

hwalk hwalk  
keep digging
be standing/(a small thing) keep standing upright
keep pouring (in different containers)
(more than one) keep fighting
continue patting
keep cracking
keep laughing
keep asking
keep whispering
keep halting
be making temper tantrums
keep straightening
keep chewing
be feeling piercing pain
be constantly jumping
be constantly clasping between lips
be washing hard
keep repeating washing
(one person) keep fighting
be flat
be popping
be flapping
repeat running (e.g., motor)
be perking
be wiggling
be bursting
keep eating
keep crying
qakv'-qakvik keep splitting/cracking
qam'-qa:mk keep pounding
qamšk qamšk keep mixing
qa'qam'-qa'qamk keep spurring
qich'-qichk be tickling
saw'-sawk keep jerking
sa'amk sa'amk keep being locked/closed in
saeq'-saeqk keep whipping
sgwink sgwink keep turning knobs
si:d'-si:dk keep reading
sige'-sigek be staggering
sijik sijik keep combing/sweeping
sijok sijok keep pulling (hair)
silok'-silókk keep being hooked
si'id'-si'idk keep swaggering/feel throbbing pain
skwi:k skwi:k keep standing
sma:k sma:k keep sleeping
swa:d'-swa:dk keep singing
thi:k thi:k keep drinking
ny'-úyk keep sobbing
va:k va:k keep coming (to a same place)/ keep coming/traveling
vinyi:k vinyi:k keep leading by the hand
viyamk viyamk keep running
vo:k vo:k keep walking
wasi:vk wasi:vk keep thinking
wayu:'yu:k voice anger all the time
<table>
<thead>
<tr>
<th>Llullu</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>wa'k wa'k</td>
<td>keep sitting</td>
</tr>
<tr>
<td>wi:k wi:k</td>
<td>keep doing</td>
</tr>
<tr>
<td>ya'd'-ya'dk</td>
<td>(many things) keep flying</td>
</tr>
<tr>
<td>yahánk yahánk</td>
<td>keep fixing</td>
</tr>
<tr>
<td>yak yak</td>
<td>keep laying</td>
</tr>
<tr>
<td>ya:mk ya:mk</td>
<td>always keep going</td>
</tr>
<tr>
<td>yawil'-yawilik</td>
<td>be getting worse</td>
</tr>
<tr>
<td>yimák yimák</td>
<td>keep dancing</td>
</tr>
<tr>
<td>yo:k yo:k</td>
<td>keep getting</td>
</tr>
<tr>
<td>yo:vk yo:vk</td>
<td>keep making</td>
</tr>
<tr>
<td>yu:k yu:k</td>
<td>keep a same state</td>
</tr>
<tr>
<td>'u:k 'u:k</td>
<td>keep seeing (a same thing)</td>
</tr>
</tbody>
</table>
Chapter III: Verbal Affixes

A verb in a sentence is never a simple form in Hualapai as we have seen in the preceding parts. The verb is marked by a person marker at the beginning as a prefix, and it is marked by one of the auxiliary verbs at the end. In addition to these essential added parts, we find many other elements that can be added at the beginning of the basic form of the verb (i.e., verb root). These added elements are usually referred to as "affixes." Those affixes that come before a verb root are called "prefixes," and those attached to the end of a verb root are called "suffixes."

3.0 Prefixes

3.1 Person Markers

Each verb in the sentence must be marked with a person prefix which indicates 1) who is doing the action (i.e., the first person, the second person or the third person), and 2) who (the subject) is doing to whom/what (the object). We have presented the discussions on person markers in PART III, Chapter II, Section 2.2 (Personal Pronouns as Verbal Prefixes). For the convenience of the readers, we will repeat the summary charts here.

A. Person Markers in Intransitive Sentences

<table>
<thead>
<tr>
<th>Subject</th>
<th>1 (&quot;I&quot;)</th>
<th>2 (&quot;you&quot;)</th>
<th>3 (&quot;he/she/it&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- or ø-</td>
<td>m-</td>
<td>ø</td>
</tr>
</tbody>
</table>
The second person prefix m- may take several forms with a vowel after it for the ease of pronunciations: e.g., ma-, mi- or mu-.

### B. Person Markers in Transitive Sentences

<table>
<thead>
<tr>
<th>Object/Subject</th>
<th>2/1</th>
<th>3/1</th>
<th>1/2</th>
<th>3/2</th>
<th>1/3</th>
<th>2/3</th>
<th>3/3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Singular</strong></td>
<td>ny-</td>
<td>'m-'</td>
<td>m-</td>
<td>ny-</td>
<td>m-</td>
<td>θ-</td>
<td></td>
</tr>
<tr>
<td>Object</td>
<td></td>
<td>or</td>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>φ-</td>
<td>m-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Plural</strong></td>
<td>ba ny-</td>
<td>ba 'm-'</td>
<td>ba m-</td>
<td>ba ny-</td>
<td>ba m-</td>
<td>ba θ-</td>
<td></td>
</tr>
<tr>
<td>Object</td>
<td></td>
<td>or</td>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ba θ-</td>
<td>ba m-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.2 Causative Prefixes

Many verbs in Hualapai are formed by adding one of the causative prefixes. Some of the verbs cannot be analyzed into the causative prefix plus root (e.g., dathbák "to iron (something)"), but the original function of such prefixes may be inferred. The causative prefix changes the meaning of the original verb into "make someone/something do..." or "cause someone/something to do...". It is also interesting to note that among the causative suffixes d- and j- are most commonly used and they can be repeated at the beginning of the verb to produce plural forms of the verb (see PART IV, Chapter II). For example, the basic form of the verb "to be fat" is se:k. The causative prefix da- is added to form "to make someone/something fat" dase:k. Then the prefix is reduplicated to form dadsa:yk "(many people) to make many persons/things fat." Another example with j- is shown below:

1. gwank to kill
   jiwank to kill
   jijgwank to kill many things

The following sections include a short list of verbs which are formed by adding some causative prefix.

3.2.1 The d- Causative (=general causative)

2. amvk to be covered
da'amk to cover with a lid
3. boqk to be spilled
dibóqk to spill

4. bulk to be wet
dabulk to wet something

5. gowe:kk to be made turn back
dag(o)we:kk to turn something over

6. gwank to kill
dagwank to beat up to death

7. lapk to be flat
dalapk to make something flat

8. lu:thk to be burst
daluthk to burst

9. luthvk to be burst
daluthk to burst

10. machk to be off
dimachk to put something out/off

11. nyo:mk to be prolonged
danyo:mk to prolong
12. nyu:dk to be spotted/to have marks
dinyu:dk to write

13. sahk to be stinky
da'sahk to make something smelly

14. se:k to be fat
dase:k to make fat

15. se:yk to be greasy
dase:yk to make greasy

16. sinayvk to be tangled
  disnayk to tangle

17. siva:lvk to be tied
  disva:lk to tie together

18. yo:vk to be sharp
diyo:vk to sharpen

3.2.2 The j- Causative (=quantity change)

19. gwank to kill
  jwgwank to kill
cf. dagwánk to beat up to death

| 20. mank | to fall |
| jamánk | to fall |

| 21. midmí | to be straight |
| jímídmí | to straighten (crooked things) |

| 22. sawk | to have one's face up in the air |
| jísawk | to put face up in the air |

| 23. viyámk | to run |
| jiv(i)yámk | to make something run |

| 24. wa'k | to be there |
| jiwa'k | to put there |

| 25. ya:dk | to fly |
| jiya:dk | to make fly |

| 26. ya:mk | to go away |
| jiya:mk | to let one thing go |

| 27. yu:mk | to be next |
| jiyu:mk | to make many go |
28. yuwk to come here
   jiyuwk to make come/to send

29. 'govekvik to be backward
    jig(o)we:kk to uncover blanket
    cf. dag(o)we:kk to turn over

3.2.3 The v- Causative (=movement change (by pressure))

30. gowa:mk to drive
    vogwa:mk to make drive

31. lawk to have one's mouth open
    valawk to open one's mouth

32. lelk to be torn
    valelk to tear

33. ya:mk to go away
    viya:mk to make go/to run

34. yu:dk to be a spy
    viyu:dk to spy
3.2.4 The s- Causative (=cause by hand)

35. bulk to be wet
   sbulk to soak

36. diyahwînvk to turn oneself around
    siyahwînvk to turn (a large object) around

37. yabe:k to be alive
    siyabe:k to make something alive

3.2.5 The ya- Causative (=quality change)

38. hank to be tamed
    yahank to make something tamed

39. hank to be fixed
    yahank to fix something

40. hank to feel good
    way'yahank to make someone feel good

3.2.6 The g- Causative (=duality, with partner(s))

41. dayk (many) to play
    gadayk to play a game
42. hwakk to be two
   gahwakk to put two together
3.3 Suffixes

In Hualapai there are a variety of suffixes with a variety of functions, and we will discuss only the major ones in this volume. These suffixes may have a certain order in which each of them must occur in relation to each other. Whenever appropriate, the order is stated in each section.

3.3.1 Directional Marker -k, -m and -l

Some verbs incorporate one of the directional suffixes (-k, -m or -l) and form a new verb with the meaning of the suffix:

43. u:k to see
    u:kk to come and see
    u:mk to go and see

For more discussions, readers are directed to see PART IV, Chapter I, Section 1.4.

3.3.2 Plural Marker -j

Some of the verbs change the shapes to form plural meanings and some verbs are pluralized just by adding the plural suffix -j. For the discussions, see PART IV, Chapter II (Verbs and Number).

3.3.3 Expressions of "also"

There are several ways to express the notion of "also" depending on what that "also" refers to (e.g., the subject or the action/state).
3.3.3.1 The Suffix -ny', -nu or -nya "also"

The suffix -ay (-nya, -nu) appears after the verb stem or after the plural suffix -j, and it refers to the subject indicating that someone else is doing X and the subject too is doing it.

44. Nyach gwe ma:ny(a)wi.
   nya-ch gwe       ma:-ny(a)-wi
   I-Subj something 3/1=eat-also-Aux
   I am also eating.

45. Nyach gwe ma:ny'aywi.
   nya-ch gwe       ma:-ny'-ay-wi
   I-Subj something 3/1=eat-also-Future-Aux
   I am also going to eat.

46. Gwe ma:jny'aywi.
   gwe           ma:-j-ny'-ay-wi
   something 3/1=eat-pl-also-Future-Aux
   We are also going to eat.

47. Gwe ma:jnyuyaywi.
   gwe           ma:-j-nyu-y-ay-wi
   something 3/1=eat-pl-also-again-Future-Aux
   We are also going to eat again.
48. Misí'hch 'hadá nyigadóhm hmanyach 'hadva i'vm a:vnyukwiny.

misi'-h-ch 'had-a nyi-gadoh-m hmany(a)-ch
girl-Dem-Subj dog-Def Sub-3/3=kick-ds boy-Subj
'had-va i'-v-m a:v-nyu-k-wi-ny
dog-Dem stick-Dem-with 3/3=hit-also-ss-Aux-Past
The girl kicked a dog and the boy also hit the dog with a stick.


Jean-ch ya:m-ny'-ay-k-yu
Jean-Subj 3=go-also-Future-ss-Aux
Jean is also going.

50. Rhiannonch de:vny'aykyu.

Rhiannon-ch de:v-ny'-ay-k-yu
Rhiannon-Subj 3=play-also-Future-ss-Aux
Rhiannon is also going to play.

51. Philch gwev'u:li va'ulny'aykwi.

Phil-ch gwev'u:li va'ul-ny'-ay-k-wi
Phil-Subj bicycle 3/3=ride-also-Future-ss-Aux
Phil is also going to ride the bicycle.

3.3.3.2 -ny' gwadvk "also/same as"

As we have pointed out in the previous section, -ny' refers back to the actor and says "the actor too," while the verbal gwadvk "be similar/be same as/be also" refers to the action of the subject. The
verb always follows the -**ny**' suffix. For brevity's sake, gwadvk is glossed as "too."

52. Kimch mi:**ny**' gwadvkiny.
Kim-ch mi:-ny' gwadv-k-i-ny
Kim-Subj 3=cry-also too-ss-Aux-Past
Kim also cried too.

53. Anbil gowa:m' spo'ny' gwadvyu.
anbil gowa:m-' spo'-ny' gwadv-yu
automobile 3/1=drive-ss 3/1=know-also too-Aux
I also know how to drive a car too.

54. Rhiannonch de:vnyu gwadvyakyu.
Rhiannon-ch de:v-nyu gwadv-ay-k-yu
Rhiannon-Subj 3=play-also too-Future-ss-Aux
Rhiannon also is going to play too.

John(a)-ch gwe nye:-k nyi-yiba:d(a)-m
John-Subj something 3/3=hunt-ss Sub-3/3=be=good=at-ds
Bill-ch gwe nye:-k yiba:d-ny'
Bill-Subj something 3/3=hunt-ss 3/3=be=good=at-also
gwadv-k-kyu
too-ss-Aux
John is good at hunting, and Bill also is good at hunting too.
56. Mach gwe midinyu:d' miyibadnyu gwadvangyu.

You also know how to write too.

57. Mach mide:vny' gwadvayngyu.

You are also going to play too.

3.3.4 -m(-i) "to start (momentarily/shortly)"

The suffix -mi or -m may be added to the stem when we express "start doing something" or "finally doing something." See discussions on mi/me in the Interrogative Section (PART II, Chapter II, Section 2.2.1.5).

58. Miya:mmiya!

Start going again!

59. Muviyamaha:

Start running again!
60. Jiv midinyu:dmal
jiv mi-dinyu:d-m-a
get=ready 3/2-write-start-Imp
Start getting ready to write!

nyi-ha-ch sma:-m-k-yu-mo
nyi-that=one-Subj 3=sleep-finally-ss-Aux-Dubitative
He might be finally sleeping.

nyi-ha-ch he' dathgwi:l-m-k-wi-ny
nyi-that=one-Subj dress 3/3=wash-finally-ss-Aux-Past
She finally washed the dress.

When the other suffixes appear with the -m suffix, we need to be careful about where to place it in relation to others. When the future marker -ay occurs, the "start" suffix appears before it. When the plural marker -j appears, -m must also precede it, i.e., -m-j-ay in this order.

63. He' dathgwi:lmaykw.
he' dathgwi:l-m-ay-k-wi
dress 3/3=wash-start-Future-ss-Aux
She is going to start washing the dress./She is finally going to wash the dress.
64. He' dathgwi:1mjajkwi.
   he' dathgwi:1-m-j-ay-k-wi
   dress 3/3=wash-start-pl-Future-ss-Aux
   They are going to start washing the dress./They are finally going to wash the dress.

65. Nyihath hwalaykwi.
   nyi-ha-ch      hwal-m-ay-k-wi
   nyi-that=one-Subj 3/3=dig-start-Future-ss-Aux
   He is going to start digging it.

66. Nyihach nya dalam hwałak madə hwałmjajkwi.
   nyi-ha-ch      nya dala-m    hwal(a)-k mad-a
   nyi-that=one-Subj my father-with 3=two-ss ground-Def
   hwal-m-j-ay-k-wi
   3/3=dig-start-pl-Future-ss-Aux
   He and my father are going to start digging the ground.

   nya jida-ch      gwe    nuwi:d-m-k-wi-ny
   my mother-Subj something 3/3=cook-start-ss-Aux-Past
   My mother started cooking.
3.3.5 -'i or sometimes -'a "all of a sudden/momentarily/voluntarily/by itself"

68. Joe budach ya:d'ikyu.
    Joe bud(a)-ch ya:d-'i-k-yu
    Joe hat-Subj 3=fly-suddenly-ss-Aux
    Joe's hat flew away.

    jibay-ch viya:d-'i-k-yu
    bird-Subj 3=fly-suddenly-ss-Aux
    The bird flew away.

70. Johnach viya:m'ikyuny.
    John(a)-ch viya:m-'i-k-yu-ny
    John-Subj 3=run-suddenly/momentarily-ss-Aux-Past
    John ran a short distance.

71. Badaych ja:d'ikiny.
    baday-ch ja:d-'i-k-i-ny
    old-man-Subj 3=yell-suddenly-ss-Aux-Past
    The old man yelled.

72. Marych vija:d'ikiny.
    Mary-ch vija:d-'i-k-i-ny
    Mary-Subj 3=shout-suddenly-ss-Aux-Past
    Mary shouted.
Some verbs are inherently instantaneous and the sudden-suffix -'i seems an integral part of the verbs. For example, see sentences 68 through 72. When the suffix is added to other verbs, the specific interpretation depends on the nature of the verbs. The verb viyámk "to run" becomes to mean "to run a short distance and stop, then run again" when -'i is added (see sentences 74 and 75).

Other verbs with -'i (or -i) as part of their basic forms include:

73. hluvik to start burning
    hluvkik to run away
    hlu:vik to be burning
    ja:dik to yell
    juhuik to whistle

Note that when the suffix is incorporated as part of the basic form, the suffix receives secondary stress or sometimes weak stress and the glottal stop may be deleted.

74. Josiech viyám'im yu:jkyu.
    Josie-ch viyam-'i-m yu:-j-k-yu
    Josie-Subj 3=run-momentarily always=be-distributive-ss-Aux
    Josie sometimes runs (short distances).

75. Marych mi'im i:jiki.
    Mary-ch mi-'i-m i:-j(i)-k-i
    Mary-Subj 3=cry-momentarily-ds say-distributive-ss-Aux
Mary weeps momentarily once in a while, i.e., Mary sometimes weeps for a short time.

76. Hach vak va:lyuny.
ha-ch va-k va:-'i-k-yu-ny
that=one-Subj here-at 3=come=here-momentarily-ss-Aux-Past
He came here for a short while.

There is a very similar suffix -\text{\text-y} which indicates the repeated action "again." We will present it in the next section.

3.3.6 -\text{\text-y} "again"

Compare the again-suffix -\text{\text-y} with the momentarily-suffix -'i, especially paying attention to the relative order in which they can appear in the verb phrase.

77. a) Nyach yimayayyu.
nya-ch yim-a-y-ay-yu
I-Subj 1=dance-again-Future-Aux
I will dance again.

b) Nyach yima'iayyu.
I will dance a short dance./I will dance a little while.

c) Nyach yima'iayyu.
nya-ch yima-'i-y-ay-yu
I-Subj 1=dance-Shortly-again-Future-Aux
I will dance a short dance again./I will dance a little while again.
78. a) **Yimajyayyu.**

yima-j-y-ay-yu

1=dance-pl-again-Future-Aux

We will dance again.

b) **Yima'i jyayyu.**

yima-'i-j-y-ay-yu

1=dance-shortly-pl-again-Future-Aux

We will dance a short dance again./We will dance a little while again.

79. a) **Mach miswa:djyayngi.**

ma-ch ma-ch mi-swa:d-j-y-ay-ng-i

you-Subj 2-sing-pl-again-Future-2-Aux

You all are going to sing again.

b) **Mach miswa:d'i jyayngi.**

ma-ch ma-ch mi-swa:d-'i-j-y-ay-ng-i

you-Subj 2-sing-shortly-pl-again-Future-2-Aux

You all are going to sing a short song again./You are going to sing a little while again.

More examples of the "again" expression follows:

80. **Nya qwa:wjiva jithuljyaywi.**

nya qwa:w-j(i)-v-a jithul-j-y-ay-wi

1 hair-pl-Dem-Def 3/1=wash-pl-again-Future-Aux

We will wash our hair again.
81. Bay sidamvk yimajyayyu.
   bay s\textit{idam-v-k} \hskip1em yim-j-y-ay-yu
   all 1=shawl-Refl-ss 1=dance-pl-again-Future-Aux
   We are all going to put shawls and dance again.

82. Bay salmidili:jiyayngwi.
   bay sal-mi-dili:-j(i)-y-ay-ng-wi
   all hand-3/2-mark-pl-again-Future-2-Aux
   You all are going to sign it again.

   ba:-j(a)-ch ya:m-k gwe \hskip1em nye:-j(i)-y-ay-k-wi
   man-pl-Subj 3=go-ss things 3/3=hunt-pl-again-ss-Aux
   The men are going to go hunting again.

   ba:-j(a)-ch ya:m-k gwe \hskip1em nye:-i-j(i)-y-ay-k-wi
   man-pl-Subj 3=go-ss things 3/3=hunt-shortly-pl-again-Future-ss-Aux
   The men are going to go on a short hunt again.

3.3.7 Applicative Suffixes -o, -wo and -yo

When this suffix is added to the verb stem, it allows an extra
noun phrase to be used in the sentence. The meaning becomes "to make
someone do..." or "to do something for someone." This use of the
suffix is usually referred to as "applicative."
The form -q appears after a consonant-ending verb stem, -yo after a verb stem ending in the glide y, and in all other environments -wo appears.

85. a) Malindach swa:dki.
   Malinda-ch swa:d-k-i
   Malinda-Subj 3=sing-ss-Aux
   Malinda is singing.

b) Malindach nyiswa:doki.
   Malinda-ch nyi-swa:d-o-k-i
   Malinda-Subj 1/3-sing-Appl-ss-Aux
   Malinda is singing for me.

86. a) Nyach diye:yuny.
   nya-ch diye:-yu-ny
   I-Subj 1=be=happy-Aux-Past
   I was happy.

b) Nyach Mary diye:wowiny.
   nya-ch Mary diye:-wo-wi-ny
   I-Subj Mary 3/1=be=happy-Appl-Aux-Past
   I made Mary happy.

87. a) Nyach wayala:yyuny.
   nya-ch wayala:y-yu-ny
   I-Subj 1=be=angry-Aux-Past
   I was angry.
b) Nyach John wayala:yyowiny.

nya-ch John wayala:y-yo-wi-ny
I-Subj John 3/1=be=angry-Appl-Aux-Past
I made John angry.

More examples follow:

88. Nyach he'v nyiyo:vowiny.

nya-ch he'-v nyi-yo:v-o-wi-ny
I-Subj dress-Dem 2/1-make-Appl-Aux-Past
I made the dress for you.

89. Nya jidach he' nyiyo:vokwiny.

nya jida-ch he' nyi-yo:v-o-k-wi-ny
my mother-Subj dress 1/3-make-Appl-ss-Aux-Past
My mother made a dress for me.

90. Nya jidach ma he' nyiyo:voym winy.

nya jida-ch ma he' nyi-yo:v-o-y-m
my mother-Subj you dress 1/3-make-Appl-Future-ds
wi-ny
3/1=do-Past
My mother made me make your dress./My mother made me make a dress for you.
91. Jeanch ba maswa:doyki.
Jean-ch ba ma-swa:d-o-y-k-i
Jean-Subj all 2/3-sing-Appl-Future-ss-Aux
Jean will sing for you all.

As seen in sentence 92, the future suffix -(a)y follows the applicative suffix. The plural suffix -j will precede the applicative suffix as in sentence 93:

Jean-ch Jorigine-m hwak-k ba ma-swa:d-j-o-y-k-i
Jean-Subj Forigine-with 3=two-ss all 2/3-sing-pl-Appl-Future-ss-Aux
Jean and Jorigine will sing for you all.

When the again-suffix is present, it follows the plural suffix but precedes the applicative suffix as in 94 below:

Jean-ch Jorigine-m hwak-k ba
Jean-Subj Jorigine-with 3=two-ss all
ma-swa:d-j(i)-y-o-y-k-i
2/3-sing-pl-again-Appl-Future-ss-Aux
Jean and Jorigine will sing for you all again.
94. Gak nya mimi:wo mde!
  gak nya mi-mi:-wo m-de
  Neg I 1/2-cry-App1 2-Neg=Imp
  Don't make me cry!

95. Gak nya midada:ha:do mde!
  gak nya mi-dada:da:d-o m-de
  Neg I 1/2-work-App1 2-Neg=Imp
  Don't make me work!

3.3.8 -yo "do something when not supposed to"

The suffix -yo may appear after the verb stem or after the plural marking -i. This suffix, however, does not occur with the again-suffix -'i, the future suffix -ay or -hi.

96. a) Hach sma:kyuny.
  ha-ch sma:-k-yu-ny
  that=one-Subj 3=sleep-ss-Aux-Past
  He slept.

b) Hach sma:yokyuny.
  He slept when he was not supposed to.

97. a) Nya ji'dach gwede: nya wi: we jiwo'kwiny.
  nya ji'a-ch gwede: nya wi: we
  my mother-Subj doll I 3/1=own there(far away)
  jiwo'-k-wi-ny
  3/3=put=away-ss-Aux-Past
My mother put my doll away there.

b) Nya jídach gwede: nya wi: we jiwoyökwny.
My mother put my doll away there when she was not supposed to.

98. a) Hma:nyach jiguadjki.
   hma:ny(a)-ch jiguad-j-k-i
   children-Subj 3=laugh-pl-ss-Aux
   The children are laughing.

b) Hma:nyach jiguadjiyoki.
   The children are laughing when they are not supposed to.

99. a) Bos nya nyihadach le:1kwiny.
   bos nya nyi-had(a)-ch le:1-k-wi-ny
   cat I 1=Poss-pet-Subj 3/3=tear-ss-Aux-Past
   My cat tore it.

b) Bos nya nyihadach le:lyökwiny.
   My cat tore it when she was not supposed to.

100. a) 'Had nya nyihadach nyidagwi:vkwi.
   'had nya nyi-had(a)-ch nyi-dagwi:v-k-wi
   dog I 1=Poss-pet-Subj 1/3-chase-ss-Aux
   My dog is chasing me.

b) 'Had nya nyihadach nyidagwi:viyökwi.
   My dog is chasing me when he is not supposed to.
101. a) Hma:nyach jijgwâdâkiny.
   children-Subj 3=many=laugh-ss-Aux-Past
   Children laughed.

   b) Hma:nyach jijgwâdyârâkiny.
   Children laughed when they were not supposed to.

102. a) Nyihâch wâyyi jiyâlkwi.
   He is painting the chair.

   b) Nyihâch wâyyi jiyâlyâkwi.
   He is painting the chair when he is not supposed to.

103. a) Nyihâjich gwe dînyu:djkwi.
   They are writing.

   b) Nyihâjich gwe dînyu:jyâkwi.
   They are writing when they are not supposed to.

3.3.9 Irrealis -hi and Future -ay

There seems to be an interesting interaction between the two suffixes: Irrealis -hi and Future -ay. Some verbs do not take -hi while some others do not take -ay. Furthermore, when the suffix -hi can occur, the again-suffix -y may not co-occur with -hi; instead, the
future suffix replaces the irrealis -hi, thus becoming -yay "be going to...again."

104. a) Nyach sma:hiyu.
   nya-ch sma:-hi-yu
   I-Subj 3=sleep-Irreal-Aux
   I am going to sleep.
   b) *Nyach sma:ayyu.
   c) *Nyach sma:yhiyu.
   d) Nyach sma:yayyu.

105. a) Malindach vo:hikyu.
   Malinda-ch vo:-hi-k-yu
   Malinda-Subj 3=walk-Irrreal-ss-Aux
   Malinda is going to walk.
   b) *Malindach vo:aykyu.
   c) *Malindach vo:yhikyu.
   d) Malindach vo:yaykyu.

106. a) Josiech yimahikyu.
   Josie-ch yima-hi-k-yu
   Josie-Subj 3=dance-Irreal-ss-Aux
   Josie is going to dance.
   b) *Josiech yimaykyu.
   c) *Josiech yimayhikyu.
   d) Josiech yimayakyu.
107. a) Oloch 'ha: thi:hikwi.

olo-ch 'ha: thi:-hi-k-wi
horse-Subj water 3/3=drink-Irreal-ss-Aux
The horse is going to drink the water.

b) *Oloch 'ha: thi:aykwi.

c) *Oloch 'ha: thi:yhikwi.

d) Oloch 'ha: thi:yaykwi.


b) Johnach Banya:nyuwa ya:maykyu.

John(a)-ch Banya:nyuwa ya:m-ay-k-yu
John-Subj Phoenix 3=go-Future-ss-Aux
John is going to go to Phoenix.

c) *Johnach Banya:nyuwa ya:myhikyu.

d) Johnach Banya:nyuwa ya:myaykyu.


b) Nya dalach dadaha:daykyu.

nya dala-ch dadaha:d-ay-k-yu
my father-Subj 3=work-Future-ss-Aux
My father is going to work.

c) *Nya dalach dadaha:dyhikyu.

d) Nya dalach dadaha:dyaykyu.

110. a) *Nya jidach swa:dhiki.

b) Nya jidach swa:dayki.

nya jida-ch swa:d-ay-k-i
My mother is going to sing.

c) *Nya jídach swa:dyhiki.
d) Nya jídach swa:dyayki.

He is going to speak Hualapai.

c) *Nyihách Hwalbay gwa:wyhiki.
d) Nyihách Hwalbay gwa:wyayki.

The following lists show verbs which can take -hi (List 113) and those which can take -ay (List 114).

112. -hi

a) damo:k to scratch
b) dathbak to iron
c) diswi'k to shave someone
d) diswi:k to shave some one (animal)
e) gilgyok to tie something large
f) jibuk to charge
g) jiguk to kiss
h) jigyo:k to bite
i) jimik to lay something down
j) jiwo'k to put away
An examination of the two lists of verbs above show us the following:

i) There is a basic difference in meaning between -hi and -ay. The suffix -hi indicates more immediate future and, more importantly, an event which is sure to occur. The suffix -hi is most commonly translated as "be going to" or "be about to." The suffix -ay is more general in its meaning, i.e., it may indicate some immediate future event or a general future event. The most commonly used translation is "will" or "be going to."

ii) The conditions for the occurrence or non-occurrence of these suffixes seem phonological rather than semantic. When the verb ends in a vowel, short or long, the suffix -hi seems to occur, while when the verb ends in any consonant, the suffix -ay seems to occur.
iii) When the again-suffix -y is used in a future sentence, the suffix -ay rather than -hi occurs. Again this seems so because of the phonological reason.

3.3.10 The Reciprocal Suffix -v/b "each other"

This suffix, when added to the verb stem, means "(to) each other" and often is referred to as the "reciprocal" suffix. Note that some speakers make distinctions between b and v: the bilabial b is used to indicate that two persons are doing something to each other, while the labio-dental v is used for many people to do something to each other.

114. Nyihá̊ch jijqambilkyu.
nyi-ha-ch jijqam-bi-k-yu
nyi-that=one-Subj 3/3=hit=with=fist-Recip-ss-Aux
They hit each other with their fists./They are hitting each other with their fists.

115. Cindy-ch Jorigine-m hwak-k gwa:wvikyu.
Cindy-Subj Jorigine-with 3=two-ss 3/3=talk-Recip-ss-Aux
Cindy and Jorigine are talking to each other.

The following is the list of some examples of verbs with the reciprocal suffix:
116. a) Jijgawdvikyu. They are laughing at each other.
b) Bidnyu:dvkyu. They are taking pictures of each other.
c) Jij'u_bkyu. They (=two) are looking at each other.
d) Jij'u_jvikyu. They (=lots) are looking at one another.
e) Hathbuyvykyu. They (=two) are washing each other's hair.
f) Wami'bkyu. They (=two) dislike each other.
g) Wajmi_jvikyu. They (=lots) dislike one another.
h) Sijuthvijkyu. They (=lots) are tattooing each other.

3.3.11 The Reflexive Suffix -v

When some act is done to the subject himself, e.g., to shave oneself, as opposed to shaving someone else, the term reflexive is used. The Hualapai language has the suffix that does just this. For example, the verb dawink means "to choke someone," and when the reflexive suffix is added to make dawinvk, it becomes to mean "to choke oneself"; dayahwink "to turn something around" → dayahwinvk "to turn oneself around"; jigyok "to bite" → jigyovk "to bite oneself"; wami:k "to hate" → wami:vk "to hate oneself," etc.

117. Johnach nyisal'm wi'h jiqam yi'd gak nahmidva da'opkyuny.
John(a)-ch nyi-sal'-m wi'-h jiqam yi'd
John-Subj his-hand-with rock-Dem 3/3=hit but
gak nahmid-v-a da'op-k-yu-ny
Neg 3/3=hurt-Refl-Def 3=Neg-ss-Aux-Past
John hit the rock with his fist, but did not hurt himself.
   nya nyahmi:-ch ye’k’dam diswi:-v
   my husband-Subj early=in=the=morning 3/3=shave-Refl
   miyu:-j(i)-k-yu
   always=be-distributive-ss-Aux
   My husband shaves early in the morning.

   bos(a)-ch dadamo:-v-k-yu
   cat-Subj 3/3=repeat=scratch-Refl-ss-Aux
   The cat is scratching itself.

120. Philch yevm jiijiyalvkyuny.
    Phil-ch ye-v-m ji-jiyal-v-k-yu-ny
    Phil-Subj that=one-Dem-to 3/3=cause-paint-Refl-ss-Aux-Past
    Phil painted himself.

121. Nya misi’hch ba:b gijihiyanydik jigaedvkyuny.
    nya misi’-h-ch ba:b gijihiyany-di-k
    my daughter-Dem-Subj potatoes 3/3=peel-Temp-ss
    jigaed-v-k-yu-ny
    3/3=cut-Refl-ss-Aux-Past
    My daughter was peeling potatoes and cut herself.
When he was hunting deer, he missed it and shot himself.

When there is only one noun phrase in the sentence, the reflexive suffix -v means that the subject is in a state resulting from the action of the verb.

The pot is covered.

The pot is covered.
My hair is combed.

127. Hanbáčach vaháchvkyu.
    hanb(a)-ch vahach-v-k-yu
    snow-Subj 3=melt-State-ss-Aux
    The snow is melted.

    John gweviyam nyigway nyi-wi:-ha-ch
    John car 3=be=old Sub-3/3=own-Dem-Subj
    qaw-v-o-k-yu-ny
    3=break-State-Evid-ss-Aux-Past
    John's old car was broken (and I saw it).

129. Jithúlviyuny.
    jithul-v(i)-yU-ny
    1=wash-State-Aux-Past
    I took a bath./I am bathed./I am clean.

3.3.12 Past Tense Suffix -ny

The suffix -ny is sometimes referred to as the perfective or past tense suffix. This appears at the end of a sentence.

130. Nyach waki nuwilwiny.
    nya-ch waksi nuwil-wi-ny
    I-Subj cow 3/1=herd-Aux-Past
    I herded the cattle.
131. Nyach wayyi jiyalwiny.
    nya-ch wayyi jiyal-wi-ny
    I-Subj chair 3/1=paint-Aux-Past
    I was painting the chair.

132. Nyach he' dathgwi:lwiny.
    nya-ch he' dathgwi:l-wi-ny
    I-Subj dress 3/1=wash-Aux-Past
    I was washing the dress.

133. Johnach nya misi' dismiye:kiny.
    John(a)-ch nya misi' dismiye:-k-i-ny
    John-Subj my daughter 3/3=make=fun=of-ss-Aux-Past
    John made fun of my daughter.

134. Johnach nyisalam wi'h jiqamkwiny.
    John(a)-ch nyi-sal(a)-m wi'-h jiqam-k-wi-ny
    John-Subj his-hand-with rock-Dem 3/3=hit-ss-Aux-Past
    John hit the rock with his fist.

135. Qechim gwe ma:'ak gwe ma:'adak ja:vwiny.
    qech(i)-m gwe ma:-'a-k gwe be=little-ds something 3/1=eat-momentarily-ss something
    ma:-'a-da-k ja:v-wi-ny
    3/1=eat-finally/again-Temp-ss 3/1=eat=up-Aux-Past
    I ate little by little and finished it/ate it up.
3.3.13 Evidential Markers: -o and -w

When the speaker has witnessed some event and reports it to the hearer, he adds the evidential suffix -o to the verb form.

136. a) Johnach sma:kyuny.
John(a)-ch sma:-k-yu-ny
John Subj 3=sleep-ss-Aux-Past
John slept.

b) Johnach sma:kyunyo.
(I witnessed that) John was asleep.

137. a) Johnach gwe ma:kwiny.
John(a)-ch gwe ma:-k-wi-ny
John Subj something 3/3=eat-ss-Aux-Past
John ate something.

b) Johnach gwe ma:kwinyo.
(I witnessed that) John ate.

138. a) Johnach i' jigaedkwiny.
John(a)-ch i' jigaed-k-wi-ny
John Subj wood 3/3=chop-ss-Aux-Past
John chopped the wood.

b) Johnach i' jigaedkwinyo.
(I witnessed that) John chopped the wood.
139. a) Johnach swa:dkiny.
   John(a)-ch swa:d-k-i-ny
   John-Subj 3=sing-ss-Aux-Past
   John sang.

b) Johnach swa:dkinyo.
   (I witnessed that) John sang.

Note that this final evidential suffix always follows the past tense marker -ny which is usually the last element of the sentence. The combined suffix -nyo may appear in the irrealis sentence as well:

140. a) Johnach sma:hikyuny.
   John(a)-ch sma:-hi-k-yu-ny
   John-Subj 3=sleep-Irreal-ss-Aux-Past
   John was about to go to sleep.

b) Johnach sma:hikyunyo.
   (When I left him, I saw that) John was about to go to sleep.

141. a) Johnach salam gwe ma:hikwiny.
   John(a)-ch sal(a)-m gwe ma:-hi-k-wi-ny
   John-Subj hand-with thing 3/3=eat-Irreal-ss-Aux-Past
   John was about to eat with his hands.

b) Johnach salam gwe ma:hikwinyo.
   (When I left him, I saw that) John was about to eat with his hands.

When the speaker has not actually witnessed the event, but has deduced the occurrence from some other evidence (e.g., some trace of
the event such as some left-over food on the table, the wrinkled sheet on the bed, etc.; hearing the noise that sounds like someone playing; smelling something being cooked; and so on), the speaker may use the evidential marker -o just before the same subject marker -k:

142. Johnach i' jigaedokwiny.

John(a)-ch i' jigaed-o-k-wi-ny

John-Subj wood 3/3=chop-Evid-ss-Aux-Past

(I have an evidence--such as a pile of woods--that shows that) John chopped the wood.

143. Johnach 'wa:hm a:mokyuny.

John(a)-ch 'wa:-h-m a:m-o-k-yu-ny

John-Subj house-Dem-by 3=go=by-Evid-ss-Aux-Past

(I have an evidence--such as his footprints--that shows that) John went by the house.

On the other hand, the speaker may use the evidential marker -w or -aw right before the same-subject marker either when he has actually witnessed an event or when he can deduce the occurrence of the event from some other source.

144. Marych mi:wkiny.

May-ch mi:-w-k-i-ny

Mary-Subj 3=cry-Evid-ss-Aux-Past

(I actually saw or I have some other evidence--such as traces of tears on her cheeks--that shows that) Mary cried.
145. Johnach sma\:wkyuny.

John(a)-ch sma:-w-k-yu-ny
John-Subj 3=sleep-Evid-ss-Aux-Past
(I have actually witnessed or I have some other evidence that) John slept.

146. Johnach salam gwe ma\:wkwiny.

John(a)-ch sal(a)-m gwe ma:-w-k-wi-ny
John-Subj hand-with thing 3/3=eat-Evid-ss-Aux-Past
(I have actually witnessed or I have some other evidence that) John ate with his hands.

147. Johnach Hwalbay gwa\:wawkiny.

John(a)-ch Hwalbay gwa:w-aw-k-i-ny
John-Subj Hualapai 3/3=speak-Evid-ss-Aux-Past
(I have actually witnessed or I have some other evidence that shows that) John spoke Hualapai.

Some verbs, however, cannot take the evidential marker -a(w), but can take only -o before the same-subject marker. In such a case, the interpretation is either the speaker has actually witnessed the event or he has deduced from some other source.

148. Johnach swa\:dokiny.

(I have actually witnessed or I have some other evidence that shows that) John sang.
When the speaker is/was right there at an event and talking to someone, he simply states that event using a sentence without the evidential marker:

149. a) Johnach’sma:kyu.
     John(a)-ch sma:-k-yu
     John-Subj 3=sleep-ss-Aux
     John is sleeping.

     b) Johnach sma:kyuny.
     John was sleeping.

150. a) Johnach salam gwe ma:kwi.
     John(a)-ch sal(a)-m gwe ma:-k-wi
     John-Subj hand-with thing 3/3=eat-ss-Aux
     John is eating with his hands.

     b) Johnach salam gwe ma:kwiny.
     John was eating with his hands.

151. a) Johnach swa:dki.
     John(a)-ch swa:d-k-i
     John-Subj 3=sing-ss-Aux
     John is singing.

     b) Johnach swa:dkiny.
     John was singing.

The differences between these evidential markers can be summarized as follows:
i) When the speaker has witnessed some event and reports it to the hearer, he can use either a) -nyo [-ny-o (-Past-Evid)] at the end of the auxiliary verb, or b) -(a)w before the same subject marker (-w when the sound preceding it is a vowel and -aw when the sound preceding it is a consonant).

ii) We use the evidential suffix -o just before the same-subject marker when we want to report some event about which we have a strong evidence such as the trace/remains of the event (e.g., wrinkled sheet on the bed, dirty dishes on the table, singing in the next room, listening to a recorded tape, traces of tears on someone's cheeks, etc.).

iii) Some verbs do not take the evidential marker -w or -aw. For these verbs the use of -o before the same-subject marker can express either the speaker's witnessed report or his deduced report.

iv) If we are stating some fact which does not require any specific evidence (maybe because both the speaker and the hearer are there at the scene of the event), we do not use the evidential suffix.
In Hualapai there is another set of evidential expressions: Verb Stem-k + Person Marker-wi:/-yu:/-i:/ + Person Marker-i/-yu "(I think I will) have to ...."

3.3.14 Verb Stem-k + Person Marker-wi:/-yu:/-i:/ + Person Marker-i/-yu "(I think I will) have to ...."

This expression is used when the speaker knows what he is going to state 1) because it is his own affair, or 2) the second person or the third person has told him so.

   
jiv   dadaha:d-y-ay-yu:-yu
get=ready 1=work=again-Future-be-be
I will get ready to work again (because I know I have to).

   
jiv   sma:-y-ay-yu:-yu
get=ready 1=sleep=again-Future-be-be
I will get ready to sleep again (because of drowsiness that I am feeling now).

   
jiv   sma:-hi-yu:-yu
get=ready 1=sleep=Irreal-be-be
I will get ready to sleep (because I am sure to fall asleep).
As we have seen in the examples, the final verb is *yu* when the subject is the first person. When otherwise, the final verb is *that*.
of "saying" — this is so because the speaker is unable to detect someone else's affair until he is told so.

3.3.15 Dubitative Suffix -mo

The suffix -mo may be added after the auxiliary verb when we want to express "I am not sure exactly what, but ..." or "probably," but in general the suffix indicates the "stronger" probability.

160. a) Nyihâch sma:kyu.

He is sleeping (because I know it; I am right here with him).

b) Nyihâch sma:kyumö. or Nyihâch sma:kimo.

nyi-ha-ch sma:-k-yu-mo

Dem-that=one-Subj 3=sleep-ss-Aux-Dub

(I am not sure exactly but) He is probably sleeping.

161. a) Nya jîdach gwe gaga:vkwï.

My mother is buying something (because I know it; I am right here with her).

b) Nya jîdach gwe gaga:vkwimö.

nya jî-da-ch gwe gaga:v-k-wi-mo

my mother-Subj something 3/3=buy-ss-Aux-Dub

(I am not sure exactly what she is doing but) My mother is probably buying something.

162. a) Hal wayo:kyu.

They are sitting there (I know it because I see them).
b) Hal wayo:kyumọ.

ha-l wayo:-k-yu-mo

there-in 3=sit=pl ss Aux-Dub

(I am not sure exactly what they are doing but)
They are probably sitting in there.


nal-misma: 'wa:m-k 'ha:-l dabul-ay-wi-mo

root-mesquite 3/1=take ss water-in 3/1=soak Future-
Aux-Dub

(I am not sure exactly what I will do but) I will
probably take the mesquite roots and soak them in water.

164. Nya ginyach 'wa:mk dahodaykwimo.

nya ginya-ch 'wa:m-k dahod-ay-k-wi-mo

my brother Subj 3/3=take ss 3/3=hide Future ss Aux-Dub

My brother will probably take it and hide it (although
I am not sure exactly what he will do).

165. 'Had nya nyihadach yak gwegayu: dahodaykwimo.

'had nya nyi-had(a)-ch ya-k gwegayu:

dog I 1=Poss pet Subj here in something

dahod-ay-k-wi-mo

3/3=hide Future ss Aux Dub

My dog will probably be hiding something over here
(although I am not sure exactly what he will be doing).
The dog is scratching and so he may be liced (although I am not sure exactly if he is or not).

Sentences 161 through 163 appear in the present tense form in which the suffix -ma can be used. Sentences 164 through 166 contain the future marker -ay. The suffix -mo, however, cannot appear with the past tense marker -ny (see sentence 168 below). If the past tense must be expressed, it is done by paraphrasing it (see sentence 169c and d below):

167. a) Johnach gwe ma:kwiny.
   John ate.
b) *Johnach gwe ma:kwinymo.
c) Johnach gwe ma:kwimo.
   (I am not sure exactly if he is or not but) John is probably eating.

   Jorigine-subj Neg 3=work Def 3=Neg ss
   gweda:v-kyu-mo
   3=be=very=sick ss Aux Dub
   Jorigine is not working, and she may be very sick (although I am not sure exactly how she is).
b) *Joriginech gak dadaha:da da'opk gweda:vkyunymo.

4.0 Introduction

A large class of words in Hualapai undergo a process which linguists have called "sound symbolism," where the meaning of the word changes by changing one sound within the word. In this class, if the word has an ǂ in it, it refers to an action on or by something large. If the same word has a ċ, it refers to an action on or by something small. Note that both verbs and nouns undergo this sound symbolism. Below is a partial list of words that undergo the process.

4.1 Verbs

dabu:lk to cover something large
dabu:dk to cover something small
daluthk to make something large burst/to pop or burst something large
daduthk to make something small burst/to pop or burst something small
dilamk to be flat (of a large object)
diddamk to be flat (of a small object)
dil-dilk to be a large flat surfaced (=plain)
did-didk to be a small flat surfaced (=plate)
gwikl to roll (said of a large object)
gwidk to roll (said of a small object)

hol-holk to be round (a large object; also to dust from a speeding car)
 hod-hodk to squat/to be round (said of a small object)

lapk to be flat (of a large object)
dapk to be flat (of a small object)

limk to shoot something with a large object
dimk to shoot something with a small object

lebk for a large object to be flapping
debk for a small object to be flapping

lochk to drip a large drop
dochk to drip a small drop

si julk to put a large object in something
si judk to put a small object in something

thiwilk to have the quality of dry roughness
thiwidk to have the quality of dry roughness

thu vuluyk to be full of big holes
thu vu duyk to be full of small holes
4.2 Nouns

gilgiyovi large belt
gidgiyovi small belt

milgah large ankle
midgah small ankle

smalk large ear
smadk small ear

4.3 Sounds

`gal-gal` large rapid clanging noises
`gad-gad` small rapid clanging noises

`lob-lob` large thumping noises
`dob-dob` small thumping noises

`lath-lath` large popping noises
`dath-dath` small popping noises

4.4 Augumentative Suffixation

There are also other ways of distinguishing between large and small objects. Some animal terms take a suffix -da to show that they are larger animals.
qwaq deer
qwaqda elk
mathul chuckwalla
mathulda gila monster

hamida chipmunk
hamilda squirrel

Note that this also undergoes the d/l alternation.

Our further investigation revealed that such sound symbolism is not just a two-way contrast between l and d, but sometimes a three-way contrast among the lateral l-, the flap d and the dental stop d.

4.5 d, l and d

sijulk to put a large object in something
sijud to put a small object in something
sijudk to put a very small object (e.g., needle) in something

lath-lath large popping noises
dath-dath small popping noises
dath-dath very small & rapid popping noises

il-il tall, upright skinny object
id-id shorter, upright skinny object
id-id very short (and small) upright skinny object
The sound symbolism described above is the most commonly used in the everyday conversation. There are several others that appear in stories and texts, and they will be treated in the second volume of the grammar.
PART V

USEFUL EXPRESSIONS
Chapter I: Modal Expressions

1.0 Introduction

In this chapter, we will examine six forms which express some attitude/feeling of the speaker toward what is to be expressed in the sentences.

1.1 du:y "faking/fooling/pretending"

The expression du:y appears with the verb i'k "say," yik "feel" or wik "do" before the main verb and means "fooling someone by saying," "fooling someone/oneself by thinking" or "fooling someone by doing," respectively. In some cases du:y expresses that the actor is doing something to make a good impression on someone (i.e., showing off), to achieve some goal other than actually stated, or to avoid some undesired situation.

1. Bu:y i'k nyu i'kiny.
   du:y i'-k nyu i'-k-i-ny
   du:y 3/3=say-ss that 3/3=say-ss-Aux-Past
   He just fooled them by having said that.

   du:y i'-k gwa:w-k gwa:w-k-i-ny
   du:y 3/3=say-ss 3=talk-ss 3=talk-ss-Aux-Past
   He just faked (her) by having talked and talked.
   du du:y i'-k swa:d-k-i
   Emph du:y 3=ssay 3=ssing 3=ss-Aux
   He just is showing off by singing.

   du:y yi'-k viyam miyu:-j(i)-k-yu
   du:y 3=ssfeel 3=ssrun always=ssbe=ss-distributive 3=ss-Aux
   He just fools them by running.

The verb i'k may be used with the verbs of saying as shown in sentences 1 through 3, but also with other YU-verbs. With YU-verbs, in other words, the expression du:y may take i'k ("say"), yik ("feel/think") or yuk ("be"): Bu: du:yivchu [du du:y-yi-v-ch-yu (Emph du:y-think-Refl-Subj-be)] "It's really just nothing (only your imagination)."

5. Bu:y yi'k we ya:mkyuny.
   du:y yi'-k we ya:m-k-yu-ny
   du:y 3=ssfeel 3=ssaway 3=ssgo 3=ss-Aux-Past
   She's just doing that by going away (to avoid the situation).

   du:y wi:-k-wi-ny
   du:y 3=ssdo 3=ss-Aux-Past
   He just pretended by having done that.
1.2 *si:vk* "to pretend"

Another way of expressing someone's pretension is by using the verb *si:vk* "to pretend." When the verb *si:vk* is used in a sentence, the main verb preceding this must take the detached suffix -(w)o, i.e., the suffix which indicates that something or some action is not really there. Sentence 12 shows the combination of *du:y* and *si:vk*.

7. *Nyu miwiwo misi:va!*
   nyu mi-wi-wo mi-si:v-a
   that 3/2-do-Detached 3/2-pretend-Imp
   Pretend like you're doing that!

8. *Ba ny'han no si:vkyu.*
   ba ny'-han(n)-o si:v-k-yu
   all 1/3-like-Detached 3/3=pretend-ss-Aux
   He pretends that he likes us.

   wasi:v-o si:v-ay-yu
   1=think-Detached 3/1=pretend-Future-Aux
   I'm going to pretend that I think of him.

    dadaha:d-o si:v-ay-yu
    1=work-Detached 3/1=pretend-Future-Aux
    I'm going to pretend that I'm working.
   mi:-wo    si:v-ay-yu
   1=cry-Detached 3/1=pretend-Future-Aux
   I'm going to pretend I'm crying.

    du:y yi-k    sma:-wo    si:v-k-yu-ny
    du:y 3=feel-ss 3=sleep-Detached 3/3=pretend-ss-Aux-Past
    He just pretended to be asleep.
1.3 wal(a)/gwal(a) "want/wish/crave"

This expression has interesting ways of use in a sentence. It may be used 1) as a particle gwal(a) appearing with the verb yik "to feel/think/want" or the verb yuk "to be"; 2) it may appear at the very beginning of the sentence as wal; or 3) it may be used at the very end of the sentence as gwal. First we will present some examples of gwal(a) with the verb yik/yuk.

13. Vom gwala yu.
   vom gwala yu
   1=go=home want 1=be
   I want to go home.

   gwe ma: gwala yu
   thing 3/1=eat want 1=be
   I want to eat.

15. Mach misma: gwal myingyu?
   ma-ch mi-sama: gwal m-yi-ng-yu
   you-Subj 2-sleep want 2-feel-2-Aux=Q
   Do you want to sleep?

   nyi-ha-ch sma: gwal yi-k-yu
   nyi-that=one-Subj 3=sleep want 3=feel-ss-Aux
   He wants to sleep.
   dadaha:d gwala yu
   1=work   want   1=be
   I want to work.

18. Midadaha:d gwal myíngyu?
    mi-dadaha:d gwal m-yi-ng-yu
    2-work   want   2-feel-2-Aux=Q
    Do you want to work?

    dadaha:d gwala yi-k-yu
    3=work   want   3=feel-ss-Aux
    He wants to work.

The use of this expression at the very beginning of the sentence or at the end of the sentence needs some explanation. When wál appears at the very beginning of the sentence, the final verb takes the sentence final particle: -a, -h or -' if the speaker is expressing his desire to do something (see a-sentences below).

When, however, the speaker is asking a question (or some doubt) by saying "what if...?" then the final verb takes the ending -yo (see c-sentences below). This can be paraphrased by using gwal at the end of the sentence (see b-sentences below).
20. a) Wal 'u:h.
wal 'u:-h
want 3/1=see-h
I wish I could see him!

b) 'U:yo gwal.
'u:-yo gwal
3/1=see-yo want
What if I saw him?

c) Wal 'u:yo.
wal 'u:-yo
want 3/1=see-yo
What if I saw him?

sma: gwala yu
1=sleep want 1=be
I want to sleep.

b) Sma:yyo gwal.
sma:-(a)y-yo gwal
1=sleep-Future-yo want
What if I go to sleep?

c) Wal sma:yyo.
wal sma:-(a)y-yo
want 1=sleep-Future-yo
What if I go to sleep?
1.4 Probability Expression ma:dk

When one has not witnessed an event but from other circumstances from which he judges that the event may take place, then the expression ma:dk is used. This is added 1) to another sentence (e.g., 22a) or 2) after a verb by adding the definitizer to it (e.g., 22b).

22. a) 'Ha'adav dadamo:vk he'elkiw ma:dkwi (or ma:dkyu).

'had(a)-v dadamo:-v-k he'el-k-wi
dog-Dem 3/3=scratch-Refl-ss 3/3=lice-ss-Aux
ma:d-k-wi
3=be=given=a=chance-ss-Aux

The dog is scratching and so there may be a chance that he is liced and that's probably the case.

b) 'Ha'adav dadamo:vk he'ela ma:dkwi (or ma:dkyu).


nya jida-ch ba:b da'ol-a ma:d-k-wi
my mother-Subj potatoes 3/3=boil-Def ma:d-ss-Aux

There is a good chance that my mother is boiling the potatoes.


nya lowa:-h-ch ya dase:y-a
my wife-Dem-Subj this 3/3=make-greasy-Def
ma:d-k-wi-ny
ma:d-ss-Aux-Past

My wife might have made this greasy (and I am almost certain of it).
This expression can occur in any tense as exemplified in sentences 22 and 23 (present), sentence 24 (past) or sentences 25 and 26 (future).

   ya:m-y-ay(i)-h ma:d-k-yu
   3=go-again-Future-Def ma:d-ss-Aux
   There is a good chance that he may go again./He is most likely to go again.

   nyi-ha-ch dadaha:d-y-ay(i)-h ma:d-k-yu
   nyi=that=one-Subj 3=work-again-Future-Def ma:d-ss-Aux
   There is a good chance that he may work again./He is most likely to work again.

   Note that in sentence 22 either the transitive auxiliary -wi or the intransitive -yu may be added. In sentences 23 and 24, the auxiliary added to the verb ma:d is the transitive -wi, while in sentences 25 and 26, it is the intransitive -yu. This means, then, that the specific auxiliary to be attached depends on the verb that precedes ma:d.

27. Marych ba maswa:doyih ma:dki.
   Mary-ch ba ma-swa:d-o-y(i)-h ma:d-k-i
   Mary-Subj all 2/3-sing-App1-Future-Def ma:d-ss-Aux
   There is a chance that Mary may sing for you all.
28. Gach 'hadə a:v m spoh da'op yi'd Maryχ wih ma:dkwimy.
   ga-ch 'had-a a:v-m spoh(-h) da'op yi'd
who-Subj dog-Def 3/3=hit-ds 3/1=know(-Def) 1=Neg but
Mary-ch wi(:)-h ma:d-k-wi-ny.
Mary-Subj 3/3=do-Def ma:d-ss-Aux-Past
I don't know who hit the dog, but there is a good
chance that Mary might have done it.

This probability expression may appear with the dubitative suffix
-mo to result in a less certain feeling.

   nya jida-ch ba:b da'ol-a ma:d-k-wi-mo
my mother-Subj potatoes 3/3=boil-Def ma:dss-Aux-Dub
(I don't know exactly what but) There is a good chance
that my mother may be boiling the potatoes.

30. Gach ya dase:y m spoh da'op i'd nya lowa:hch wi:ya
    ma:dkwimə.
   ga-ch ya dase:y-m spoh(-h)
who-Subj that 3/3=make=greasy-ds 3/1=know(-Def)
da'op yi'd nya lowa:-h-ch wi:-(y)a
1=Neg but my wife-Dem-Subj 3/3=do-Def
ma:d-k-wi-mo
ma:d-ss-Aux-Dub
I don't know who made that greasy, but there is a good
chance that my wife might have done it (since I know she
was in there).
1.5 yi'dk/yi'dk "be supposed to/be expected to"

The usual translation of the verb *yi'd* is "to be supposed to" [yi'(')-"feel/think" and -d "Negative"]). See also ART II, Chapter II, Section 2.2.1.6 for "don't you think" expressions. The verb which precedes *yi'd* takes the form of [Verb Stem + -a/-h/-''], and the verb which follows *yi'd* is either *yu* or *i* but not *wi*. The verbs *yu* and *i* take the person prefix but they function more like auxiliaries, i.e., they do not take auxiliaries themselves.

   nya-ch Banya:nyuwa ya:m-a yi'd-ay-yu
   I-Subj Phoenix 1=go-Def 1=yi'd-Future-be
   I am supposed to go to Phoenix.

32. Nyach gwe ma:h yi'dayyu.
   nya-ch gwe ma:-h yi'd-ay-yu
   I-Subj something 3/1=eat-Irreal 1=yi'd-Future-be
   I am supposed to go to eat.

33. Nyihach Kingman ya:ma yi'dyu.
   nyi-ha-ch Kingman ya:m-a yi'd-yu
   ny'that=one-Subj Kingman 3=go-Def 3=yi'd-be
   He is supposed to go to Kingman.

34. Nya dalach 'wa: yo:va yi:dyuny.
   nya dala-ch 'wa: yo:v-a yi:d-yu-ny
   my father-Subj house 3/3=make-Def 3=yi:d-be-Past
My father was supposed to build a house.

What these expressions imply is that "in actuality something else is taking place, although the actor is supposed to be doing something." More examples follow:

   nya dala-ch   nya ni:ya-m   'wa:
   my father-Subj my big-brother-with house
   yo:v-j-a   yi:d-yu-ny
   3/3=make-pl-Def 3=yi:d-be-Past
   My father and my big brother were supposed to build a house.

   ma-ch   'wa: mi-yo:v-a    mi-yi:d-mi-yu
   you-Subj house 3/2-make-Def 2-yi:d-2-be
   You are supposed to build a house.

37. Mach i' mijigaeda miyi'dmiyuny.
   ma-ch   i' mi-jigaed-a mi-yi'd-mi-yu-ny
   you-Subj wood 3/2-chop-Def 2-yi'd-2-be-Past
   You were supposed to chop the wood.

Sometimes the verb yi'd/yi:d is prefixed not only by the person marker but also by ny(i)-. When the prefix ny(i)- is added, that seems to emphasize the presence of the actor's presumed behavior.
38. Cindy-ch vak va: nyiyi'dyu.
   Cindy-ch va-k va: nyi-yi'd-yu
   Cindy-Subj here-at 3=be=here(-Def) nyi-3=yi'd-be
   Cindy is supposed to be here and she is around here somewhere.

   Phil-ch Banya:nyuwa ya:m-a nyi-yi'd-yu-ny
   Phil-Subj Phoenix 3=go-Def nyi-3=yi'd-be-Past
   Phil was supposed to have gone to Phoenix and he should be somewhere in Phoenix.

Further interesting observations are made on the use of the verb yi'd/yi:d:

1) As we have stated previously, the verb implies that "the actor is supposed/expected to be doing something but in reality he is doing something else." This further implies that the speaker of the sentence often means that "why are you acting this way when you should not?"

2) When the verb preceding yi'd/yi:d does not contain the Irrealis or Future Marker, that part is often translated as PAST. We will illustrate these in the following examples:

40. a) Gwe mi:mä miyi'dmiyu.
   gwe mi-mu: mi-yi'd-mi-yu
   something 3/2-eat=Def 2-yi'd-2-be
   You are supposed to have eaten (why are you acting that way as if you have not eaten anything?).
b) Gwe mima:h miyi'dmiyu.
   gwe mi-ma:-h mi-yi'd-mi-yu
   something 3/2-eat-Irreal 2-yi'd-2-be
   You are supposed/expected to be about to eat (and so just be patient).

c) Gwe mima:ma miyi'dmiyu.
   gwe mi-ma:-m-a mi-yi'd-mi-yu
   something 3/2-eat-start-Def 2-yi'd-2-be
   You are supposed to have started to each (but what are you doing here running around?).

d) Gwe mima:yay miyi'dmiyu.
   gwe mi-ma:-y-ay mi-yi'd-mi-yu
   something 3/2-eat-again-Future 2-yi'd-2-be
   You are supposed to be going to eat again.

e) Gwe mima:iyay miyi'dmiyu.
   gwe mi-ma:-(')i-y-ay mi-yi'd-mi-yu
   something 3/2-eat-shortly-again-Future 2-yi'd-2-be
   You are supposed to be going to eat shortly again.
1.6 Reaffirmation: *yu:me*, *wi:me*, *i:me* and *yi:me*

These expressions can be used only with the third person subject. The speaker may use one of these when he has already heard what the third person is going to be doing, or when the speaker somehow knows what the third person is about to do. When, for example, I am talking with you and you have told me that Philbert was going to build an adobe house, I may say:

41. Philbert-*ch 'wa: yo:va yu:me!*

Philbert-*ch *'wa: yo:v-a yu:-me*

Philbert-Subj house 3/3=make-Def be-me

Oh, so, Philbert is going to build a house!

The expression *yu:me* is added to a verb ending with the definitizer *-a*. The suffix *-me* is the same suffix that has been discussed in PART II, Chapter II, Section 2.2.1.4.

42. *Nyu yu:me!*

*nyu yu:-me*

that be-me

That's the way it is/it was!

43. *Akida-*ch ve *yuwwa yu:me!*

Akida-*ch ve *yuw-(w)a yu:-me*

Akira-Subj here 3=come-Def be-me

So, Akira is going to come here!
44. Saldawwa yu:me!
saldaw(w)-a yu:-me
soldier-Def be-me
So, he is going to be a soldier!

45. Nyud'u:h yu:me! or Binyu:d'u:h yu:me!
yud'u:-h yu:-me
school-Def be-me
So, he is going to go to school!

46. Dadaha:da yu:me!
dadaha:d-a yu:-me
3=work-Def be-me
So, he is going to work!

47. Wanyisi:va yu:me!
wa-nyi-si:v-a yu:-me
wa-1/3-think-Def be-me
So, he is going to think of me!

Note that if we are describing some event which is taking place right at the moment we may use:

48. Dadaha:dme!
So, he is working (I can really see him now)!
49. Wanyisi:vme!

So, he is thinking of me (I can tell so because my ears itch)!

50. Miyal'k va wimme.

miyal-k va wi(:)-m-me
3/3=make=bread-ss this 3/3=do-start-me
She's really and actually making bread!

51. Swa:dk va yimme!

swa:d-k va yi-m-me
3=sing-ss this 3/3=feel-start-me
She is really and actually singing!

Sentences 52 and 53 may be used when we are actually seeing or hearing the third person doing something:

52. Swa:dk va imka!

swa:d-k va i(')-m-k-a
3=sing-ss this 3/3=say-start-ss-Def
He is really singing!

53. 'Wa: yo:v va wimka!

'wa: yo:v va wi(:)-m-k-a
house 3/3=make this 3/3=do-start-ss-Def
He is really building a house!
Chapter II: Expression of Habit/Repetition

2.1 sinyu:(v)k/gwe:k "to be again/to do again"

There are several ways to express "again" in Hualapai (see PART IV, Chapter III, Section 3.3.6). The expression here utilizes the verb sinyu:(v)k or gwe:k. These verbs may be stated before the main verb or they may be expressed after the main verb.

   sinyu:v-k ya:m-y-ay-yu
   do=again-ss 1=go-again-Future-Aux
   I am going again.

2. Gayum sinyu:vk i'ye?
   gayum sinyu:v-k i'-y-e
   why do=again-ss 3=say-again-Q
   Why did he say it again?

3. Sinyu:vk miyo:viyal
   sinyu:v-k mi-yo:v(i)-y-a
   do=again-ss 3/2-make-again-Imp
   Make it again!

4. Gak sinyu:vk muwi:ya mde!
   gak sinyu:v-k mu-wi:-y-a m-de
   Neg do=again-ss 3/2-do-again-Def 2-Neg=Imp
   Don't do it again!
5. Vam a:mk galwi: sinyu:vme!
   va-m a:m-k galwi: sinyu:v-me
   here-by 3=go=by-ss how=many do=again-me
   I don't know how many times he's gone by here!

6. Sinyu:vk muwiya!
   sinyu:v-k mu-wi(:)-y-a
   do=again-ss 3/2-do=again-Imp
   Do it again!

7. Gwe:k muwiya!
   gwe:-k mu-wi-y-a
   do=again-ss 3/2-do=again-Imp
   Do it again!

As examples 6 and 7 show, all the sentences above can use gwe:k in
place of sinyu:vk without changing the meaning. In the examples
above, we notice that both sinyu:vk and gwe:k are used like particles,
i.e., without a person prefix. Sinyu:vk, however, may be used just
like an ordinary verb as in 8 below:

8. Bu misinyu:vk misinyu:vngyuwe?
   du mi-sinyu:v-k mi-sinyu:v-ng-yu-we
   just 3/2-do=again-ss 3/2-do=again-2-Aux=Q
   Did you just do it again and again?
2.2 Habitual vs. Repetitive Action

The Hualapai language makes a subtle distinction between some action which is habitually carried out (see a-sentences) and some action that is repeated once in a while or sometimes (see b-sentences).

9. a) Josiech viy'amam yu:jkuy.
Josie runs once in a while.

b) Josiech viy'am miyu:jkuy.
Josie always/habitually runs.

John drinks once in a while.

b) Johnach gwe thi: muwi:jkwii.
John always/habitually drinks.

11. a) Marych mi:(im i:jiki.
Mary cries once in a while.

b) Marych mi:k mi: mi:jiki.
Mary always/habitually cries.

12. a) Janech swa:d'am i:jiki.
Jane sings once in a while.

b) Janech swa:d mi:jiki.
Jane always/habitually sings.
The last word *yu:jkyu* is analyzed in the following way: *[yu:-j-k-yu] (be-distributive-ss-Aux) "sometimes be so."* The word *miyu:jkyu* on the other hand is analyzed as *[miyu:-j-k-yu] (always=be-distributive-ss-Aux) "always/habitually be so."

Similarly, *wi:jkwí* is *[wi:-j-k-wi] (do-distributive-ss-Aux) "sometimes do so," and *muwi:jkwí* is *[muwi:-j-k-wi] (always=do-distributive-ss-Aux) "always/habitually do so"; *i:jkí* is *[i:-j(i)-k-i] (say-distributive-ss-Aux) "sometimes SAY so," and *mi:i:jkí* is *[mi:-j(i)-k-i] (always=say-distributive-ss-Aux) "always/habitually SAY so." It should also be pointed out that the "momentarily" suffix -'i (or -'a) appears in a-sentences.

As we can see from the examples above, the choice of *yu:* (and the auxiliary *yu*), *wi:* (and *wi*) and *i:* (and *i*) depends on what kind of verb precedes the last word. That is, if the main verb is one of the WI-verbs, *wi:jkwí/muwi:jkwí* is used; if one of the YU-verbs, *yu:jkyu/miyu:jkyu* is added; and if one of the I-verbs, *i:jkí/mi:jkí* is used (see also PART IV., Chapter II, Section 2.10 "Reduplication").

13. a) *Johnach gak ko hanno da'op yi'd ma:'im wi:jikwi.*

John(a)-Subj Neg pinon 3/3=like-Appl 3=Neg but ma:-'i-m wi:-j(i)-k-wi 3/3=eat-momentarily-ds do-distributive-ss-Aux

John does not like the pinon but he eats once in a while.

b) *Johnach gak ko hanno da'op yi'd ma: muwi:jikwi.*

John does not like the pinon but he eats it all the time.

bos nya nyi-had(a)-ch gwegayu: ma:-h
cat I 1=Poss-pet-Subj anything 3/3-eat-Def
da'op yi'd gwema:da pid ma:-'i-m
3=Neg but meat only 3/i=eat-momentarily-ds
wi:-j(i)-k-wi
do-distributive-ss-Aux
My cat does not eat anything, but eats meat once in a while.


My cat does not eat anything except that it eats meat.

15. a) Nyichu:dam gathadach wasavlý'ím yu:jikyu.

nyichu:d(a)-m gathad(a)-ch wasavlay-'i-m
winter-in coyote-Subj 3=be=mean-momentarily-ds
yu:-j(i)-k-yu
be-distributive-ss-Aux
In winter, the coyote is sometimes mean.

b) Nyichu:dam gathadach wasavlý miyu:jikyu.

In winter, the coyote is always mean.

For b-sentences, when we translate them into English, we may not use "all the time/always" but the implication is always there.
Chapter III: Degree Expressions

3.1 **pid** "only"

The particle **pid** is placed right before the verb to emphasize the verb or right after the noun to emphasize it.

1. Marych pid hannokyu.
   Mary-ch pid han(n)-o-k-yu
   Mary-Subj only 3/3=like-Appl-ss-Aux
   No one likes him except Mary./Only Mary likes him.

2. Ba:b pid mi'e'
   ba:b' pid mi(')-e'
   potatoes only 1/2-give=Imp
   Give me just potatoes.

3. Nya jidach pid annobil nya wi:(h) gwa:m muwi:jkw i.
   nya jida-ch pid annobil nya wi:(-h)
   my mother-Subj only automobile I 3/1=own(-Dem)
   gwa:m muwi:=-j-k-wi
   3/3=drive always=do-distributive-ss-Aux
   My mother is the only one who drives my car.

4. Bes pid mi'e:ngwi!
   bes pid mi(')-e:-ng-wi
   money only 1/2-give-2-Aux=Imp
   Give me just money.
5. Nyach pid vok'yuny.

nya-ch pid vok-’-yu-ny
I-Subj only 1=return-1-Aux-Past
I am the only one that returned.

6. 'Ha: pid thi: gwala yi.

'ha: pid thi: gwala yi
water only 3/1=drink wish 1=feel
I only want to drink water.
3.2 Emphatic Particle **du** "just/really"

The emphatic adverb **du** is used before the verb and it emphasizes the state or action described by the verb.

7. Gwe ma:k du vawimkwiny.

   gwe ma:-k du va-wim-k-wi-ny

   thing 3/3=eat-ss du Int-3/3=do-ss-Aux-Past

   He just really ate.


   gwa:m-k disgwin-k du va-wim-k-wi-ny

   3/3=drive-ss 3=be=wreckless-ss du Int-3/3=do-ss-Aux-Past

   He just really drove carelessly.

9. Gwe midinyu:dk du vamuwimngwi.

   gwe mi-dinyu:d-k du va-mu-wim-ng-wi

   thing 3/2=write-ss du Int-3/2=do-2-Aux

   You are just really writing.


   gwi-vo-k du va-yum-k-yu

   cloud-return-ss du Int-3=be-ss-Aux

   It is just really raining now.


    dadaha:d-k du va-wim-k-wi

    3=work-ss du Int-3=do-ss-Aux
He is just really working.

12. Gwe midida'ol k du vamuwimngwi.
gwe mi-dida'ol-k du va-mu-wim-ng-wi
thing 3/2-cook-ss du Int-3/2-do-2-Aux
You are just really cooking.

13. Bu nyu i'k gana:vkiny.
du nyu i'-k gana:v-k-i-ny
du that 3/3=say-ss 3/3=tell-ss-Aux-Past
He just told him that.

du nyu wi:-j-wi
du that 3/1=do-pl-Aux
We just do it that way.
3.3 Emphatic Suffix -dáv "very/extremely/really"

The emphatic suffix -dáv expresses the excessive or extreme condition.

15. 'Ha'yaduv bídávyu.

'ha'-ya-duv-m bi-dáv-yu
water-cause-1=be=st/start 1=be=extreme-dáv-Aux
It is very dry and I am in that extreme condition.
I am very thirsty.


gud'-dáv ba-va-m-gowa:v(a)-ch
long=ago-dáv people-here-at-3=live/roam-Subj
han-k wayo:-k-yu-ny
3=be=peaceful-ss 3=live=pl-ss-Aux-Past
A long time ago, people around here lived in peace.

17. Da:v dávki.

da:v-dáv-k-(y)i
3=hurt-dáv-ss-Aux
It really hurts.


han-dáv-k-yu
3=good-dáv-ss-Aux
It is really good.
19. DU:ydavki.
   du:y-dav-k-i
   3=hot-dav-ss-Aux
   It is very hot.

    dadaha:d-j-o-dav-k-wi-ny
    3/3=work-pl-Appl-dav-ss-Aux-Past
    They made him work very hard.

    nyi-yu'-dav-k-yu-ny
    nyi-be-dav-ss-Aux-Past
    It really is./It really happened.

22. Muwimwimdava!
    mu-wim-wim-dav-a
    3/2-do-do-dav-Imp
    Really do it! (Give it the best you can!)

    Cheryl-ch gweviyam yimu:j-dav gaga:v-k-wi-ny
    Cheryl-Subj car 3=new-dav 3/3=buy-ss-Aux-Past
    Cheryl bought a brand new car.
gwi-vo'-dav-ay-k-yu
cloud-return-dav-Future-ss-Aux
It is really going to rain.

Another expression of the extreme condition is the verb bik. The next section deals with it.
3.4 bik "to be in an extreme condition/to be extremely ..."

This verb is used only with our bodily needs. Furthermore, the verb which precedes this takes the suffix -m which seems not only to be the different-subject marker but also to mean "the subject is in the extreme condition of (hunger, thirst, etc.) and is ready to do something about it," therefore the gloss is listed as ds/start (see PART IV, Chapter III, Section 3.3.4).

25. 'Ha'ya'duvm biyu.

'ha'-ya-duv-m bi-yu
water-cause-1=dry-ds/start 1=be=extremely-Aux

I am very thirsty.

26. Sma:(m) biyu.

sma:(-m) bi-yu
1=sleep(-ds/start) 1=be=extremely-Aux

I am very sleepy.

27. Mijaym biyu.

mijay-m bi-yu
1=hungry-ds/start 1=be=extremely-Aux

I am very hungry.

28. Mach 'ha'ya'duvm mibingyu?

ma-ch 'ha'-ya-m-duv-m mi-bi-ng-yu
you-Subj water-cause-2=dry-ds/start 2=be=extremely-
2-Aux=Q
You are very thirsty, aren't you?

29. Mach misma:m mibingyu.
   ma-ch mi-sama:-m mi-bi-ng-yu
   you-Subj 2-sleep-ds/start 2-be=extremely-2-Aux
   You are very sleepy.

30. Nyihach mijaym buykyu.
   nyi-ha-ch mijay-m buy-k-yu
   nyi-that=one-Subj 3=hungry-ds/start 3=be=extremely=pl-
   ss-Aux
   They are very hungry.

31. Nyihach sma:m buykyu.
   nyi-ha-ch sma:-m buy-k-yu
   nyi-that=one-Subj 3=sleep-ds/start 3=be=extremely=pl-
   ss-Aux
   They are very sleepy.

32. Nyihach 'ha'yuaduvm buykyu.
   nyi-ha-ch 'ha'-ya-duv-m
   nyi-that=one-Subj water-cause-3=dry-ds/start
   buy-k-yu
   3=be=extremely=pl-ss-Aux
   They are very thirsty.
3.5 *qechim* "little by little and finally"

The expression "to do little by little and finally finish (the task)" is a complex structure in Hualapai. At the beginning of a sentence or after the subject, *qechim* [qech(i)-m "be=little-ds"] is placed; then the verb is repeated; and finally the verb of finishing up is added with its appropriate endings. When a specific verb of "finishing up" is not used, then a general pro-verb of "finishing" *wi:d* is used. A more detailed analysis follows each example below:

    qech(i)-m swa:d-'a-k 
    be=little-ds 1=sing-finally/again-ss 
    swa:d-'a-da-k wi:d-ay-wi 
    1=sing-finally/again-Temp-ss 3/1=finish-Future-Aux 
    I will/sing little by little and finish it up.

The first of the verbs that are repeated may take the suffix -'a "finally/again" plus the same-subject marker, and the second takes the suffix -'a "finally/again" which is followed by the Temporal -da plus the same-subject marker -k. Sentence 34 also shows this structure:

34. *Qechim dadaha:d`ak dadaha:d`adak wi:daywi.*
    qech(i)-m dadaha:d-'a-k 
    be=little-ds 1=work-finally/again-ss 
    dadaha:d-'a-da-k wi:d-ay-wi 
    1=work-finally/again-Temp-ss 3/1=finish-Future-Aux 
    I will work little by little and finish it.
35. Qéchim dinyu:d'ak dinyu:d'adak wi:daywi.
   qech(i)-m dinyu:d-'a-k
   be=little-ds 1=work-finally/again-ss
dinyu:d-'a-da-k wi:d-ay-wi
   1=work-finally/again-Temp-ss 3/1=finish-Future-Aux
   I will write little by little and finish it.

The first of the two repeated verbs may use the glottal stop for the same-subject marker (sentence 36) or it may have the glottal fricative -h (sentence 37).

36. Qéchim vo:'a' vo:'adak va:mayyu.
   qech(i)-m vo:-'a-
   be=little-ds 1=walk-finally/again-ss
vo:-'a-da-k va:m-ay-yu
   1=walk-finally/again-Temp-ss 1=be=there-Future-Aux
   I will walk little by little and be there.

   qech(i)-m gwe ma:-'a-h gwe
   be=little-ds something 3/1=eat-finally/again-ss something
ma:-'a-da-k do:-hi-yu
   3/1=eat-finally/again-Temp-ss 1=be=full-Irreal-Aux
   I will eat little by little and be full.
When the subject is the second person, the first of the repeated verbs takes the ending -mi-k in place of the first person ending -'a-k, -'a-' or -'a-h. Similarly the suffix -'a of the second verb is replaced by -mi (see b-sentences below).

38. a) Qechim i' jigaed'a' jigaed'adak wi:daywi.
qech(i)-m i' jigae-'a-
be=little-ds wood 3/1=chop-finally/again-ss
jigaed-'a-da-k wi:d-ay-wi
3/1=chop-finally/again-Temp-ss 3/1=finish-Future-Aux
I will chop the wood little by little and finish it.

b) Qechim jigaed'mik jigaed'midak muwi:dayngwi.
You are going to chop the wood little by little and finish it.

Note that the usual second person prefix does not appear at the beginning of the verb jigaed when it is in this construction; instead of attaching the person prefix on the verb, it is represented in the suffix "finally/again." The proverb or the verb of finishing up, however, must be marked by the personal prefix.

c) Qechim jigaed'ik jigaed'idak wi:daykwi.
He is going to chop the wood little by little and finish it.
qech(i)-m thi:˘a-k
be=little-ds 3/1=drink-finally/again-ss
thi:˘a-da-k ja:v-ay-wi
3/1=drink-finally/again-Temp-ss 3/3=drink=up-Future-Aux
I will drink it little by little and finish it.

b) Qechim thi:mik thi:midak mij:ya!
Drink it little by little and finish it!

c) Qechim thi:˘ik thi:˘idak ja:vaykwi.
He will drink it little by little and finish it.

qech(i)-m gwema:da ma:˘a-k
be=little-ds beef 3/1=eat-finally/again-ss
ma:˘a-da-k ja:v-wi-ny
3/1=eat-finally/again-Temp-ss 3/1=eat=up-Aux-Past
I ate the beef little by little and finished it.

You ate the beef little by little and finished it.

c) Qechim ma:˘ik ma:˘idak ja:vkwiny.
He ate the beef little by little and finished it.
3.6 nahmid "after a hard task/after all this time/finally"

The particle nahmid appears in a variety of places: at the beginning of the sentence, after the subject, after the object or before the verb.

41. **Nahmid** vawi:d`awi.

    nahmid va-wi:d-'a-wi

    finally Int-3/1=finish-finally-Aux

    Finally I have finished it.

42. **Nahmid** qwaq gwankwiny.

    nahmid qwaq gwan-k-wi-ny

    nahmid deer 3/3=kill-ss-Aux-Past

    He finally killed the deer.

43. **Hwalbay** didnyu:dk nahmid wi:d`ajwi.

    Hwalbay didnyu:d-k nahmid wi:d-'a-j-wi

    Hualapai 3/1=write-ss nahmid 3/1=finish-finally-pl-Aux

    We have finally finished writing (in) Hualapai.

44. **Oloch** nahmid gwe ma:kwiny.

    olo-ch nahmid gwe ma:-k-wi-ny

    horse-Subj nahmid thing 3/3=eat-ss-Aux-Past

    The horse finally ate.

haygu-githye:-ch nahmid ba nyi-'u:-k-yu-ný
whiteman-healer-Subj nahmid all 1/3-see-ss-Aux-Past

The doctor finally saw us..
Chapter IV: Stuck with Words--Other Expressions

4.1 dowi:k/dowi:m "some of ..."

The verb dowi: is used to express "some of ..." and depending on the sameness or difference of the subjects of this verb and the verb that follows, the same-subject marker -k may appear or the different subject marker -m may be attached to it.

   dowi:-k ya:-j-m-k-ju-ny
   3=be=some-ss 3=go-pl-ss-Aux-Past
   Some of them went.

   nya-ch nya-sma:-m *dowi:-k yima:j-k-ju-ny
   1-Subj Sub-1=sleep-ds 3=be=some-ss 3=dance-pl-ss-Aux-Past
   While I slept, some of them danced.

3. Bowi:m we mijama!
   dowi:-m we mi-jam-a
   3=be=same-ds away 3/2-throw=away-Imp
   Throw away some of them!

4. Bowi:m ham miyo'!
   dowi:-m ha-m mi-yo'
   3=be=some-ss that=place-from 3/2-pick=Imp
   Pick some of them from there!
5. **Ba:ja dowi:k wil gaedjkwiny.**

   ba:-j-a  dowi:-k  wil  gaed-j-k-wi-ny
   man-pl-Def 3=be=some-ss  weeds 3/3=cut-pl-ss-Aux-Past
   Some of the men cut the weeds.

6. **Hma:nya dowi:m ba wa:mjkwiny.**

   hma:ny-a  dowi:-m  ba  wa:m-j-k-wi-ny
   child=pl-Def 3=be=some-ds  them 3/3=take-pl-ss-Aux-Past
   They took some of the children.
4.2 \textit{wadk} "to be not enough/lacking/stuck with"

We have included some examples of the use of the verb \textit{wadk} since it carries a variety of meanings.

7. Be\textsubscript{5} ji\textsubscript{wadvkyuny.}

\texttt{bes ji-wad-v-k-yu-ny}

money 3=cause-lack-State-ss-Aux-Past

He didn't have enough money.

8. Annuob\textsubscript{I}bil\textsubscript{A}ch \textsubscript{5} du\textsubscript{I}wadvkyu.

\texttt{annobil(a)-ch du-wad-v-k-yu}

automobile-Subj 3=cause-be=stuck-State-ss-Aux

The car is stuck (e.g., no gas, in the mud, etc.).

9. Bu\textsubscript{I} wad \textsubscript{5} vom\textsubscript{Y}uny.

\texttt{du-wad-v-k vom-yu-ny}

1=cause-stuck-State-ss 1=go=home-Aux-Past

I couldn't go any further, so I went home.

10. Bu \textit{wad miya\textsubscript{M}ayayngyu.}

\texttt{du wad mi-ya;m-y-ay-ng-yu}

Emph be=stuck 2-go-again-Future-2-Aux

You are going to have to go again even if you don't want to (i.e., you're stuck!).
In example 10 above, the verb wad is used like a particle without any affixes. When it appears with the emphatic particle du, it often occurs in this manner.

   du wad gwe-miyal-wi
   Emph be=stuck thing-make=bread-Aux
   I'm stuck with making bread.

   du wad dadaha:d-j(i)-yu
   Emph be=stuck 1=work-pl-Aux
   We're stuck with working.
4.3 Particle jiv/jiiv/dujiv "getting ready"

The particle jiv is used to indicate "getting ready to do something" and it appears at the very beginning of the sentence (sentences 13 through 18), or it may occur after the subject (sentences 19 and 20). It may also appear in a past-tense sentence (see examples 21 and 22).

13. \begin{align*}
\text{Jiiv} & \quad \text{ya:mayyu.} \\
\text{jiiv} & \quad \text{ya:m(i)-y-ay-yu} \\
\text{jiv} & \quad \text{get=ready 1=go-again-Future-Aux} \\
\text{I am getting ready to go again.}
\end{align*}

14. \begin{align*}
\text{jiv gwa:wayi.} \\
\text{jiv} & \quad \text{gwa:w-ay-i} \\
\text{get=ready 1=talk-Future-Aux} \\
\text{I am going to get ready to talk.}
\end{align*}

15. \begin{align*}
\text{jiv dadaha:dayyu.} \\
\text{jiv} & \quad \text{dadaha:d-a-y-yu} \\
\text{get=ready 1=work-Future-Aux} \\
\text{I am getting ready to work.}
\end{align*}

16. \begin{align*}
\text{jiv gwe ma:hiwi.} \\
\text{jiv} & \quad \text{gwe ma:-hi-wi} \\
\text{get=ready something 1=eat-Future-Aux}
\end{align*}
Jiv  Jane-ch  swa:d-y-ay-k-i
get=ready Jane-Subj 3=sing-again-Future-ss-Aux
Jane is getting ready to sing again.

Jiv  Mary-ch  yim-o-hi-k-yu
get=ready Mary-Subj 3=dance-Irreal-ss-Aux
Mary is getting ready to dance.

Jiv  Jorigine-ch  gwe  dinyu:d-ay-k-wi
get=ready Jorigine-Subj something 3/3=write-Future-ss-Aux
Jorigine is getting ready to write.

b) Joriginech jiv gwe dinyu:daykwi.
Jorigine is getting ready to write.

20. a) Jiv Johnach 'had i'vm a:vaykwi.
Jiv  John(a)-ch  'had i'-v-m
get=ready John-Subj dog stick-Dem-with a:v-ay-k-wi
3/3=hit-Future-ss-Aux
John is getting ready to hit the dog with a stick.
b) Johnach jiv 'had i'vm a:vaykwi.
c) Johnach 'had jiv i'vm a:vaykwi.
d) Johnach 'had i'vm jiv a:vaykwi.


Cindy-ch jiv sma:-k-yu-ny
Cindy-Subj get=ready 3=sleep-ss-Aux-Past
Cindy was getting ready to sleep.

22. Nyihach jiv gwe ma:kwiny.

nyi-ha-ch jiv gwe ma:-k-wi-ny
nyi-that=one-Subj get=ready thing 3/3=eat-ss-Aux-Past
He was getting ready to eat.

Note that the particle jiv indicates that "something is/was going to happen," therefore, the sentence contains either the future marker (e.g., sentences 20a and b) or the past tense marker (e.g., sentences 21 and 22). This particle is not used in a present tense expression.
PART VI

EXPANDING SENTENCES
Chapter I: Coordination and Subordination

1.0 Introduction

In Chapter I of PART II (Constructing the Sentence), we discussed the syntactic markers -k and -m (see Section 1.2.9) which appear when there are two or more verbal elements in a sentence. The same-subject marker (-k) also appears in a sentence with an auxiliary verb (see PART II, Chapter I, Section 1.4). This means that even the simplest form of the sentence in Hualapai is not actually simple—we are almost always using complex sentences.

When there are two or more verbs within a sentence, the syntactic markers -k and -m appear at the end of the verbs except the last one (which is very often an auxiliary). The same-subject marker -k indicates that the subject of the following verb is going to be the same as that of the k-attached verb, while -m, the different-subject marker, indicates that the subject of the m-attached verb and that of the following one are different. These two, then, not only tell us about the subjects of the verbs, but also they show that these two (or more) verbals are in some particular relationship. The relationship may be that of coordination, i.e., two or more sentences are simply put together one after another and the usual English translation is "sentence 1 and sentence 2 and ...." For example:

1. Misi' qechich mi:k mi:ki.

misi' qech(i)-ch mi:-k mi:-k-i

girl 3=be=little-Subj 3=cry-ss 3=cry-ss-Aux

The little girl cries and cries.
2. Mary-ch he'-h tu:i-k dathgwi:1k-wi-ny.
   Mary-Subj dress-Dem 3/3=take=off-ss 3/3=wash-ss-Aux-Past
   Mary took off her dress and washed it.

The relationship may be that of subordination, i.e., one sentence may state some condition in which the state or action described in the second sentence may occur. The usual translations for this type of construction include: "When ..., then ...," "Because ...," "Before ..., "After ..." and so on. For example:

3. Mary-ch he'-h nyi-tu:i-k dathgwi:1k-wi-ny.
   Mary-Subj dress-Dem Sub-3=take=off-ss dathgwi:1-k-wi-ny
   3/3=wash-ss-Aux-Past
   After Mary took off her dress, she washed it.

   Malinda-Subj here-to Sub-3=come=here-3s Cindy-Subj du Banya:nyuwa ya:m-k-yu-ny
   just Phoenix 3=go-ss-Aux-Past
   When Malinda came here, Cindy just went to Phoenix.
1.1 Subordination Marker nya-, nyi-, nyu- or ny'

When the interpretation of a sentence with two or more verbs is "Because A, B," "When A, B" or some other conditional way (i.e., not A and B), the first of the two verbals is often prefixed by ny-. The prefix ny-, then, seems to indicate the nature of the relationship of the two verbals. Thus we call this prefix "Subordinator (abbreviated as Sub)" and the translation of it will differ depending on the specific context.


Jane-Subj Sub-3=sleep-ds John-Subj3=work-ss-Aux

While Jane is sleeping, John is working./Jane is sleeping but John is working.


Jane-Subj Sub-3=sleep-ds John-Subj 3=sleep-also-ss-Aux

While Jane is sleeping, John is sleeping too.

7. Gach 'hada a:v-m spoh da'op yi:d Marych nyi'opm Johnach nyiwih ma:dkwyn

ga-ch 'had-a a:v-m spoh da'op yi:d

who-Subj dog-Def 3/3=hit-ds 3/1=know=Def 1=Neg but

Mary-Subj Sub-3=Neg-ds John-Subj Sub-3/3=do-Def ma:d-k-wi-ny

3=be=probably-ss-Aux-Past
I don't know who hit the dog, but Mary did not; so John might have done so.

In the following examples we will compare sentences without ny- with those with ny-.

    John(a)-ch gweviyam gwa:m-k Banya:nyuwa-l
    John-Subj car 3/3=drive-ss Phoenix-into
    wa:m-k-wi-ny
    3/3=take-ss-Aux-Past
    John drove the car and took it into Phoenix.

    By driving the car, John took it into Phoenix.

9. a) Johnach olo va'ulk Kingman ya:mkyuny.
    Joh(a)-ch olo va'ul-k Kingman ya:m-k-yu-ny
    John-Subj horse 3/3=ride-ss Kingman 3=go-ss-Aux-Past
    John rode a horse and went to Kingman.

b) Johnach olo nyiva'ulk Kingman ya:mkyuny.
    y riding a horse, John went to Kingman.

10. a) Johnach Mary baeqm mi:kiny.
    John(a)-ch Mary baeq-m mi:-k-i-ny
    John-Subj Mary 3/3=hit-ds 3=cry-ss-Aux-Past
    John hit Mary and she cried.

b) Johnach Mary nyibaeqm mi:kiny.
    Because John hit Mary, she cried.

John(3S)-ch gwéviyam nya gaga:v-o-hi-k
John-Subj car me 1/3=buy-Appl-Irreal-ss
Wi'haganbach ya:m-k-yu-ny
Flagstaff 3=go-ss-Aux-Past
John went to Flagstaff to buy a car for me.

b) Johnach gwéviyam nya nyigaga:vo-hik Wi'haganbach ya:mkyuny.

Because he was buying a car for me, he went to Flagstaff.


Cindy-ch ko si:l(a)-m Jean-ch viyal
Cindy-Subj pinon 3/3=roast-ds Jean-Subj mescal
bav-k-wi-ny
3/3=roast-ss-Aux-Past
Cindy roasted pinon nuts and Jean mescal.

b) Cindych ko nyisi:lam Jeanch viyal bavkwiny.

While Cindy roasted pinon nuts, Jean roasted mescal.
Another way to express the subordination relationship is by repeating the state/action by the auxiliary, i.e., yu, wi or i, the use of which makes it unnecessary to repeat the whole verb phrase. (In such a case do is used in English as pro-verb as in: Do you like apples? Yes, I do.) Then the pro-verb is prefixed with ny-.

   nya dala-ch nyi-gwa:w ny-i'-k nyuwe
   my father-Subj 1/3-speak Sub-say-ss away
   ya:m-k-yu-ny.
   3=go-ss-Aux-Past

   My father spoke to me and then he went away./After
   my father spoke to me, he went away.

    nya-ch qech-m sma:jiva nya-yu'-k
    1-Subj 3=be=little-ds 1=doze=off Sub-be-ss
    ya:m-k gwe nye:-wi-ny
    1=go-ss thing 3/1=hunt-Aux-Past

    After I slept a little while, I went for hunting.

15. Jeanch hanyi jida he'v nyivnamok nyuwi'k e'kwiny.
    Jean-ch ha-nyi jida he'v nyi-vnam-o-k
    Jean-Subj that-3 mother dress-Dem Sub-sew-App1-ss
    nyu-wi'-k e'-k-wi-ny
    Sub-do-ss 3/3=give-ss-Aux-Past

    After Jean sewed the dress for her mother, she gave it to her.
1.3 Temporal -da "and (then)"

When temporal sequence or contrast needs to be expressed, the suffix -da is used and the translation is often "... and (then)" or "... but (then)." Since this suffix indicates some temporal sequence or temporal contrast, we have glossed it as "Temp(oral)."

16. Johnach olo va'uldak m'ankyuny.
John(a)-ch olo va'ul-da-k man-k-yu-ny
John-Subj horse 3/3=ride-Temp-ss 3=fall-ss-Aux-Past

John rode a horse and (then) fell down.

John(a)-ch qwaq nye:-k ya:m-da-k
John-Subj deer 3/3=hunt-ss 3=go-Temp-ss
gwe be:m-k vo-k-yu-ny
thing 3=be=empty-ss 3=return-ss-Aux-Past
John went to hunt deer, but (then) came back empty-handed.

18. Johnach nyi salm wi' jiqamdak nyi sala nahmidkwiny.
John(a)-ch nyi sal-m wi' jiqam-da-k
John-Subj his hand-with rock 3/3=hit-Temp-ss
nyi sal-a nahmid-k-wi-ny
his hand-Def 3/3=hurt-ss-Aux-Past
John hit the rock with his fist and (then) hurt it.
John bought a brand new car, but (then) wrecked it.
The suffix -ho functions very similar to -da. When -ho is used, however, the sequential notion of time/action is more clearly stated. We therefore gloss it as "then."

20. Miswa:dhok miyima:'!
   mi-swa:d-ho-k mi-yima:-'
   2-sing-then-ss 2-dance-Imp
   Sing, then dance!

21. Gwe mama:hok misma:h!
   gwe ma-ma:-ho-k mi-sma:-h
   thing 3/2-eat-then-ss 2-sleep-Imp
   Eat, then sleep!

22. Iyekdam midadaha:dk mwimhok nyalwi:vam misma:'!
   iyekdam mi-dadaha:d-k m-wi-m-ho-k
   in=the=morning 2-work-ss 3/2-do-start-then-ss
   nyalwi:vam mi-sma:-'
   in=the=afternoon 2-sleep-Imp
   Start working in the morning, then sleep in the afternoon.

23. Cindych Mary gana:vok gwe dinyu:dhok gwe si:diya
    mi:jiki.
   Cindy-ch Mary gana:v-o-k gwe dinyu:d-ho-k
   Cindy-Subj Mary 3/3=speak-App1-ss thing write-then-ss
Cindy told Mary to write and then to read.
Chapter II: Conjunctions

2.0 Introduction

When two or more subjects are doing something, the first subject noun takes the subject marker -ch and the second (and the third, etc.) takes the commitative marker -m. The commitative marker in this case is often translated as "and." These are in turn often followed by the number expression:

   John(a)-ch Mary-m h(o)wak(')-k Kingman
   3=go-pl-Future-ss-Aux
   John and Mary will go to Kingman.

2. Nyach mam 'hwak'k gwe gaga:vjaywi.
   nya-ch ma-m 'hwak(')-k gwe
   I-Subj you-with 1-two=together-ss something
   3/1=buy-pl-Future-Aux
   I and you are going to do shopping.

For more examples, see PART II, Chapter I, Section 1.2.4. In this chapter we will present some examples of putting two or more phrases or clauses together.
2.1 mi "or"

Mi can combine two noun phrases or sentences.

Cindy-Subj or Cheryl-Subj whichever-Subj pinon
yo:=-k ya:m-k-yu
3/3=get-ss 3=go-ss-Aux
Either Cindy or Cheryl is going to pick pinon nuts.

4. Ya gwema:dav va:m mi nyiye'kam ma:jaywi.
this meat-Dem today or when-tomorrow
ma:-j-ay-wi
3/1=eat-pl-Future-Aux
We will eat this meat today or tomorrow.

John-Subj this knife-Dem or that knife-Dem
waksi-ma:d-a jigaed-k-wi-ny
cow-meat-Def 3/3=cut-ss-Aux-Past
John cut the beef with this knife or that knife.

John-Subj age 3=five-ss or 3=six-ss-Aux
John is five or six years old.

Note that when two verbals are put together with mi, the first one takes the same subject marker since the subjects of the two verbals are identical.


my mother-Subj school 3=be-ss or house

wa'-k-yu

3=sit-ss-Aux

My mother is either at school or at home.
2.2 nyi'óm "or"

The expression of "or" can be also indicated by nyi'óm.


\[ \text{ga-ch 'had-a aːv-m spoh da'op yi:d} \]

who-Subj dog-Def 3/3=hit-ds 3/1=know l=Neg but

Mary-CH nyi'om John(a)-CH wi(:)-h

Mary-Subj or John-Subj 3/3=do-Def

maːd-k-wi-ny

3=be=probably-ss-Aux-Past

I don't know who hit the dog, but either Mary or John might have done so.


\[ \text{Malinda-ch nyi'om Cheryl-ch nyi'om Cindy-ch} \]

Malinda-Subj or Cheryl-Subj or Cindy-Subj

nyi'om Jorigine-ch wi'-hi-k-wi

or Jorigine-Subj 3/3=do-Irreal-ss-Aux

Malinda, Cheryl, Cindy or Jorigine will do it.
2.3 *yi'd/yi:d* "but"

This is used to combine two sentences with the meaning of "contrary to/but." When *yi'd/yi:d* is used, the verb preceding this may take the basic form or the -a ending.

    Mary-ch va-k va:-nya yi'd du
    Mary-Subj here-to 3=come=here-also but just
    Kingman ya:m-k-yu-ny
    Kingman 3=go-ss-Aux-Past
    Mary was supposed to come here too, but instead she just went to Kingman.

    Mary-ch va-k va: yi'd John(a)-ch
    Mary-Subj here-to 3=come=here=Def but John-Subj du Kingman ya:m-k-yu-ny
    just Kingman 3=go-ss-Aux-Past
    Mary came here but John just went to Kingman.

    ga-ch 'had-a a:v-m spoh da'op yi:d
    who-Subj dog-Def 3/3=hit-ds 3/1=know 1=Neg but
    Mary-ch wi(():h ma:d-k-wi-ny
    Mary-Subj 3/3=do-Def 3=be=probable-ss-Aux-Past
    I don't know who hit the dog, but Mary might have done so.

John(a)-ch gúl-a nye:-k spoh yi'd
John-Subj rabbit-Def 3/3=hunt-ss 3/3=know=how but
gak qwaq nye:-k spoh da'op-k-yu
Neg deer 3/3=hunt-ss 3/3=know=how 3=Neg-ss-Aux
John knows how to hunt rabbits but not deer.


John(a)-ch ko ma: muwi:-j
John-Subj pinon 3/3=eat always=do-distributive
yi'd han da'op-k-yu
but 3/3=like 3=Neg-ss-Aux
John eats pinon nuts, but he does not like them.
The conditional expression "If ..., then ..." is indicated by the suffix -tho which is added to the verb stem with the same-subject marker -k.

   gwema:da-va mi-ma:-k-tho gwe mi-da:v-ay-ng-yu
   meat-Dem 3/2-eat-ss-if thing 2-hurt-Future-2-Aux
   If you eat this meat, you'll become sick.

   gwe mi-da:v-a mi-da'op-k-tho gwe
   thing 2-hurt-Def 2-Neg-ss-if thing
   mi-nye:-hi-ng-wi
   3/2-hunt-Irreal-2-Aux
   If you are not sick, you can go hunting.

17. Nya ya:mktho mivoma!
   nya ya:m-k-tho mi-vom-a
   I 1=go-ss-if 2-go=home-Imp
   If I go, you go home!

   mi-nyi-dada:h-ka d-k-tho bes mi-e:-j-ay-k-wi
   2-Sub-work-ss-if money 2/3-give-pl-Future-Aux
   If you work, they will pay you.
19. Misi' qechach nyimi:ktho migö'!

misi' qech(a)-ch       nyi-mi:-k-tho       mi-go'-
girl 3=be=little-Subj Sub-3=cry-s-s-if 3/2-carry-Imp

If the baby girl cries, carry her!
Epilogue

In this volume of the Hualapai Reference Grammar, we have covered essentials of the Hualapai language. What is not covered extensively in this volume is how sentences are combined to form complex sentences—only some representative constructions have been covered in PART VI in this volume. Our future project includes the completion of the second volume of the reference grammar, part of which has already begun and it will cover the topics such as:

Narration: how we report directly or indirectly what a third person has said.

How a request may be made by using such verbs as "ask," "wish," "want," etc., as in "I ask you to do ...," "I ask you that ...," "I wish you would do ...," and so on.

How a command or an order may be stated using such verbs as "tell," "order," etc., as in "I tell you to do ...," "I tell you that you do ...," "I order you to do ...," and so on.

How other complex sentences may be expressed using verbs such as "it is good," "like," "it is dangerous," etc., as in "It is good to work hard," "He likes to do ...," "He likes you to do ...," "It is dangerous to do ...," and so on.

How one sentence may be incorporated into another—a process known as embedding, as in "I know the boy who went to Phoenix yesterday," "The boy who went to Phoenix yesterday was my little brother," and so on.
Finally the most important part of the second volume will be the discussions on stylistics based on the comparison of a variety of texts and other ways of speaking. This part also includes a description on the regional and generational differences in the use of the language.

We hope that readers have developed enthusiasm and interest in pursuing the study of Hualapai and assist us in completing the second volume.
APPENDIX I: VOCABULARY

HUALAPAI-ENGLISH
Appendix I: Vocabulary--Hualapai-English

In this appendix we include vocabulary words and grammatical morphemes that appear in this volume. Whenever appropriate, we have indicated which section of the text should be consulted for the detailed discussion on the use of a particular item. The appendix is organized in the following way:

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501
VERBS

amvk to be covered
a:mk to go by/to pass by
ask to nod
a:vk to hit
a:wvk to be grandchildreened/to have grandchildren

bak to boil
bavk to roast X in the ground
baeqk to hit
be:mk to be no more/to be all gone
bik to be dear
bik to feel numb
bik to be in an extreme condition/to be extremely

See pp. 439-440

bilk to be burning
bi:vk to have a nephew/niece
boqk (something) to spill
bu:dk to wear a hat
buk to store
bulk to be wet
buyk (two/few) to be dead

chándak to be pretty bad (of a specific action)
chándavk to be very bad (of a specific action)
chanmame'!  It's bad/unfortunate!
chanmk  to be bad (of a specific action)
chudk  to be winter
da:dk  to get up
da:vk  to be sick
dawk  to hurry
dayk  (more than one) to play
de:vk  (one) to play
dimk  to shoot something small with a stringed tool
dimsik  to bounce something small
diwk  to wiggle
duyk  to be hot
dabathk  to touch
dabulk  to wet
dabul'k  to wet
dabu:lk  to cover something large
  cf. dabu:dk  to cover something small
dadaha:dk  to work
dadnyu:dk  to take a picture
daga:dk  to chop/cut one stick of wood
dage:k  to push
dagwadk  to smoke/to make smoke
dagwank  to beat up (to death)
dagwe:kk  to turn X over
dagwi:vk  to chase
dahödk  to hide

dahödvik  to hide oneself

dake:k  to change

dakk  to throw toward the speaker

da:k  to grind X with a rock

dalamk  (for a heavy object) to be on something

dalamvk/dalambk  to have a label/sticker on

dalapk  to make something big to be flat

dalayk  to mash

daluthk  to burst something large

cf. daduthk  to burst something small

daluthvk  to be burst

dalwayvk  to be married

damädk  to erase/to bury

damk  to throw from the speaker

damo:k  to scratch

dani:lk  to poke

danyo:mk  to prolong/to make fun of

dapsk  to slap

daqk  to bust/to break up a small object

dase:k  to make X fat

dase:yk  to make X greasy

dathbak  to iron

dathgwi:lk  to wash (clothes)
dathk  to make pecking sounds

dawink  to choke
dayahwink  to turn X over
cf. diyah\text{\textperiodcentered}nk (spelling variation)

dayah\text{\textperiodcentered}m\text{\textperiodcentered}nk to turn around (something small)

cf. diyah\text{\textperiodcentered}m\text{\textperiodcentered}nk (spelling variation)

dayah\text{\textperiodcentered}m\text{\textperiodcentered}nvk to turn around/to turn oneself around

cf. diyah\text{\textperiodcentered}m\text{\textperiodcentered}nvk (spelling variation)

da'm\text{\textperiodcentered}k to cover with a lid

da'ol\text{\textperiodcentered}k to cook/to boil

da'opk \textbullet Negative (do not, be not)

See pp. 155-158

da'sakh to make smelly

dek to be many

deli:k to touch lightly/to feel out

diboqk to spill X

didl\text{\textperiodcentered}mk (for a large object) to be flat

cf. didd\text{\textperiodcentered}mk (for a small object) to be flat

didw\text{\textperiodcentered}nk to massage

dig\text{\textperiodcentered}k to gather around

digaedk to chop

cf. degaedk/dagaedk (spelling variation)

digaedk to chop (many things)

digaevk to split logs

dige:k to push

dil\text{\textperiodcentered}yk to mash

dil-dilk to be a large flat surfaced (=plain)

cf. did-d\text{\textperiodcentered}dk to be a small flat surfaced (=plate)

dimachk to turn off

dimana:dk to make into a large bundle
dinyu:dk to write/to copy
dinyu:vk to follow
dinyu:d-'u:wk to teach
diqamk to bump/to hit with
disbe:vk to be lopsided
disha:k to hang
dis(h)wi:k to shave
dis(h)wi:vk to shave oneself
dismiye:k to make fun of
disnáyk to tangle
disva:lk to tie/to put together many things
(di)swedk to have earrings on
diswi:k to shave some animal
diswi'k to shave someone
dis'anyk to wedge/to jack up/to weigh
divgaelvik to saddle
diye:k to be in company of/to be together
diyu:vk to sharpen
diyu:mk to have shoes on wrong feet
di'ink to halt
do:k to be full
dowí:k to be some

See pp. 447-448

Ao'fik to gamble

cf. do:fik (spelling variation)
dulk to roll over
e:k to give
e:kk to give/to receive
e:mk to send
e:vk to hear

gadayk to play a game
gadohk to kick

cf. gidohk (spelling variation)
gaga:vk to buy
gage:k to be strong
gahinyk to circle dance
gahwakk to put two together
gake:k to cross
galgalk to rattle
galk to crack/to rattle
galye:vk to be big

gambeyk to have socks on
gamik to bring
gana:k to point at/out; to blame
gana:vk to tell (a story)
gava:k to ask
gavgawk to meet
gavgo'k to bar/to stop

cf. gavgo'hk (spelling variation)
gavnawk to carry something heavy
gae:dk to break off (many things)
gae:k to shoot (many things)
gichgichk to tickle

gige:vk (two or more) to stand

gijiga:jvk (one person) to buy X for lots of Y

gijihiyanyk to peel

gilgiyok to have a belt on

gilgyok to tie something large

ginyik to be stingy

ginyu:k to follow in foot prints

githbalk to tie

gi'nyanyk to bounce at the same spot

gobgobk to knock

go:k to complain

golk to shake

gowa:mk to drive

cf. gwa:mk (spelling variation)

gowe:ık to be made/to turn back

guwa:mk to sound (a fading sound)

cf. gowa:mk (spelling variation)

gwadvk to be same

See pp. 348-350

gwajik to be together

gwank to kill

gwa:wk to talk/to speak

gweda:vk to be sick

gwe:k to be again/to do again

See pp. 427-428

gwik to be with
gwi:k  to be cloudy

gwik  (for a large object) to roll

cf. gwidk (for a small object) to roll

gwi:lk  to be better/to get best of

gwink  to twist/to wrap around


gwivo:k to 'rain

gwi:vk  to be slicked up

gwi'jvk (for many) to be slicked up

gyal kk  to buck

gyul k  to be long


hai:kk  to look here

halde:vk  to swim

ha:mmk  to look over that way

hanbachk  to snow

handa've''! It's not good./It doesn't look good:/

I don't feel it's right.

hank  to be good/to be tamed/to be fixed

hathbuyk  to wash hair

he:dk  to rope/to imprison

he:k  to dress

he'elk  to be liced/to have lice

hiyan dakh  to be pretty bad (of a whole situation)

cf. chandak

hiyan davk  to be very bad (of a whole situation)

hiyanname''! It's not good./I don't feel it's right.

hiyan mk  to be bad/to feel bad (of a whole situation)
hluvkik to run away
cf. luvkik (variation)
hluv:vik to be burning
hnakk to have a tie on
hnuk to insult
hod'ho:dk to squat
hol-holk (for a large object) to be round
cf. hod-hodk (for a small object) to be round
hwakk to be two
cf. hwaka two
hwalk to dig up
hwik to smell
hwisvk to swerve

idk (for a small object) to stand upright
i:jiki See yu:jkyu
i'k to say

ja:dik to yell
jagji:k to step on
cf. jakji:k (spelling variation)
ja:k to pour/to play a musical instrument
jamank (for a person) to fall on something/to get X up
jamonk (for something) to fall on a person
ja:vk to eat up/to drink up/to finish
ja:wwk (for more than one) to fight
jia:kk to come out
cf. jiba'kk (spelling variation)
jibamk to climb up some, large object/to go out/to pat
jibevk to be covered
jiboqk to suck
jibuk to charge/to rush at
jidta:d to crawl
jigakk to crack (nuts)
jigaedk to chop
jiguk to kiss
jigwadk to laugh
jigwak to put away things
jigwank to kill
jigwe:kk to uncover a blanket
jigwik to ask
jigyo:k to bite
jihwayk to whisper
jjqamk to hit with one's fist
jjyu:vk to take up for
jik to halt
jikba:k to climb up (small things)
jikhamk to climb up (large things)
ji:k to put X on top of Y
jilayk to be free with body/to be loose
jimidmidk to straighten
jimi:k to lay X down

cf. jim'i:k (spelling variation)
jimnayk (for many) to be pretty/to be handsome
jimnek  to be pretty/to be handsome
jimnyayk to chew
jiny'k to feel a piercing pain
jiqbo'bk to rest one's head on the chest
jiqodgk to jump over something
jiqodk to jump
jisawk to put face up in the air
jitavk to clasp between lips
jitavk to puff out X
jithbalk to soak X in the mouth
jithulk to wash (body)
jivchu:lk to blow up
jivyamk to make X run
jiwa'k to put there
jiwo'k to put away/to place
jiya:dk to make X fly
jiya:lk to smear/to paint
jiya:mk to let (one) go/to send
jiya:vk to order
jiyudk to put in
jiyu:kk to send one person/animal toward the speaker
jiyu:mk to send many persons/animals away/to herd
jiyuwk to make X come/to send
ji'a:lk to look over/to lean over and survey
jo:vk (for one person) to fight
juba'kk to come out

cf. jiba'kk (spelling variation)
juhu:dk  to grind in the mouth
juhuik  to whistle
ke:k    to carry X on one's back
ko:vk   to be grandchilded/to have a grandchild

lapk    (for a large object) to be flat
cf. dapk (for a small object) to be flat
laqk    to sprain
lathk   to pop
lawk    to have one's mouth open
laeqk   to be sore
lelk    (for a large object) to flap
cf. debk (for a small object) to flap
lelk    to be torn
cf. le:lk to tear something
lidk    (some machinery such as a motor) to be running
limk    to shoot a large object with a stringed tool
cf. dimk to shoot with a small object
limsk   to perk
lochk   to drip a large drop
cf. dochk to drip a small drop
lowe:k  to be wifed/to be married
lu:thk  to pop/to burst
luthvk  to be burst

machk    to be off/out
madk to win
madthavk to be goodlooking/to be aesthetically good/to be beautiful
ma:dk to be given a chance/to be probably

See pp. 417-419

mafi'k to be a quarter
mahnyok to have shoes on
(gwe) ma:k to eat
man(a)k to get X up
mank to fall off/down
midmidk to be straight
mi:k to cry
mise:k to be scared
mise:vk to be perfect/to be masterful
misik to call out by name
miyalk to make bread
miyayk to be scarred
miyu:jikyu habitual action/state "always be"

cf. muwi:jikwi always do

cf. mi:ji'i always say

mu:dk to knead dough
munk to be cold

nahmidk to hurt
nalk to drop/to go down
namakk to stop (doing something)

nuwidk to prepare
nuwi:dk  to cook
nuwilk  to herd
  cf. niwilk  (spelling variation)

nyahmi:k  to be husbanded/to be married
nya:k  to be black
nyarthik  to be quiet
nyigwa:yk  to wear (clothes)
nyi’kwayk  to be old/to be worn out
nyimsavk  to be white
nye(:)k  to hunt
nyo:mk  to be prolonged
nyu:dk  to be spotted

odu’k  to build fire

q’akvik  (for something) to split/to crack
qamk  to pound
qamonyk  to be stooped
qamsk  to mix
qawk  to be broken/to break
qa’qamk  to spur
qechk  (one) to be little
  cf. qachk  (many) to be little
qichk  to tickle
qid’u:dkk  to be short
sad'amk to have a shawl on
cf. sid'amk (spelling variation)
sadakk to open
sagwe:k to back up
sahak to hang
sahk to be smelly/to be rotten
sak to puncture/to give a shot
saldili:k to sign
salgido:k to have a ring on
sawk to jerk/to have one's face up in the air
sa'amk to close
saeqk to spank/to whip
sbukk to put one's head on a pillow
sbulk to soak
se:k to be fat
seyk to be brown
se:yk to be greasy
sgwank to turn a knob
sidavk to be proud of/to boast/to praise
sid(a)k to be one
cf. sida one
si:dk to read
sid'o'k to poke with a stick
cf. sid'ohk (spelling variation)
sigek to stagger
sijak to make a stand
s(i)jk to sweep/to brush
sijôk  to pull by the hair
sijûk  to peck
sijûlk  to put a large object in something
   cf. sijûdk  to put a small object in something
   cf. sijûdk  to put a very small object in something
sijuthk  to tattoo
silk  to roast in fire
silôkk  to hook
silwe:yk  to lock
si:k  to name
simiye:k  to be ignorant
sink  to horn/to poke with horns
sinâyvk  to be tangled
sinyu:k  to repeat
sinyu:vk  to do again
   See pp. 427-428
siva:lvk  to be tied
sivo(:)k  to wait
si:vk  to pretend
   See pp. 412-413
siyabe:k  to make (someone/something) alive
siyahwinuk  to turn (a large object) around completely
siyahwinvk  to turn (a large object) around
siyâybk  to sway
siye(:)k  to move toward the speaker
siyêmk  to move away from the speaker
siyêvk  to move toward here (near the speaker)
cf. siyayvk (many) to move toward here
siyu:dk to have gloves on
si'idk to swagger/to feel (throbbing) pain
si'vu:kk to separate
skwi:k to stand
sma:jivk to faint/to black out/to doze off
sma:k to sleep
sme:k to lose/to miss someone
sme:yk to lose
snavk to braid
spo'k to know
cf. spohk (spelling variation)
sqwa:nk to peel
su:dk to glance over at a distance
su:lk to mess up
swa:dk to sing
swalk to like/to love
swalk to be habitually/to be completely
tuyk/tuik to take off (clothes)
thagómk to break/to crack
cf. thigómk/thagómk/thiqómk (spelling variations)
tham'ak to borrow
thawk to be little/young
thidi:ik to be startled
thigwi:k to wring out
thi:k  to drink
thiwik to have the quality of a large object's dry roughness
    cf. thiwik to have the quality of a small object's dry roughness
thuvlyuk to be full of big holes
    cf. thuvedyuk to be full of small holes
thuvedy'ok to make full of small holes
uyk  to sob
vada:dk to get up
vahachk to melt
va:k to come here/to be here
valawk to open one's mouth
valawk to open one's mouth wide
valawk to open one's mouth wide
valelk to tear X
va:mk to reach some destination
vanamk to sew
vasu:k to be green
va'ulk to ride
vche'vk (for a male) to have a daughter
wija:dk to shout
vine:k to carry X in something
viso:k to watch/to take care of
vijaydk to look quickly
viya:dk to fly
viya:k to keep up with
viyamk  to run
viyu:dk  to spy
vogwa:kg  to sound/to make a sound
vogwa:mk  to make someone drive
vo:k  to walk
vo:kk  to come home
vo:mk  to go home
vonyi:k  to lead/to guide/to be with
  cf. viniy:i:k  (spelling variation)
vowak  to stay right in
v'qamk  to stab with a knife
wadk  to be insufficient/to be lacking/to be stuck with
See pp. 449-500
waha:vk  to be possessive
wahiyo:vk  to steal
'wajijibe:k  to scold
wa:k  to sit slowly
walba:k  to believe falsely (things that are not true)
wa:mk  (many) to take someone along
wami:k  to hate
  cf. wami'k  (spelling variation)
wamiye:k  to be angry
wanya:k  to forget
wasavlavyk  to be mean
wasi:vk  to think
wa:vk  to be ten
cf. wava ten

wayo:k (many) to sit/to live

cf. wayo'k (spelling variation)

wayu:k to voice anger

way'yahank to make someone feel good

wa'k to sit/to live

cf. wa:k (spelling variation; sometimes 'to sit slowly')

wi:dk to finish/to complete [This appears as a pro-verb in construction with gech(i)m "little by little."

See pp. 441-444

wi:j(i)kwì See yu:jkyu

wi:k to do/to have

wikk to start doing something (to the speaker)

wimk to do something away from the speaker

yaba:k to believe

yabe:k to be alive

ya:dk (for something) to fly

yafo'k to be first

yahank to fix/to make X tamed

yak to lay

yakk to lie down

ya:kk to pick/to collect

ya:mk to go

yawilik to get worse

yiba:tk to be skilled

yigok to carry something light
yimak to dance
yimuk to be new
yi'dk to be supposed to/to be expected to

See pp. 420-423

yo:k to get/to obtain
cf. yo'k (spelling variation)
yomk to go out/to get X
yo:qk to vomit
yo:vk to be sharp
yo:vk to make
yu:dk to get in/to spy
yu:dkk to come in
yu:dmk to go in
yu:jkju occasional action/state "to be once in a while"

cf. wi:j(i)kwi
cf. i:jiki

See pp. 429-431

yu:k to be
yu:mk to be next
yuwk to come
yu(')dismiyayk to fool

'gowekvik to be backward
'u:k to see
'u:kk to come and see
'umk to go and see
NOUNS

Kinship Terms

äwa  one's son's child/grandchild
a:wa  grandchildren
báya  female cousin
bi:  female's brother's child
dála  father
diyuch  relative
cf. diyuch  relatives
cf. diyévi  relatives (general/many)
ginya  younger sibling
cf. gi:nya  younger siblings
cf. gi:nyk  to have a younger sibling
goda  mother's mother
gwáwa  mother's father
gwela  mother's brother
hume(')  son
cf. humay  sons
jida  mother
jiga:va  male cousin
kácha/nukácha  male's step-child/step-father
ko:  one's daughter's child
kunye'  son-in-law/female's step-son
lowa'  wife
cf. luwa'/lowa:/luwa:  (spelling variation)
'mila mother's younger sister
'monya father's mother
'nabo' grandfather
  cf. nabo: (spelling variation)
'naja: father's younger brother
'ngaja' male cousins
  cf. nigajh (spelling variation)
'nibi' father's sister
  cf. nibi: (spelling variation)
'nithi mother's older sister
  nithi: (spelling variation)
'niya older sibling
  cf. ni:ya older siblings
  cf. ni:(y)k to have an older sibling
'no' female's older sister's child
  cf. no:/hno' (spelling variation)
'nuda male's female cross-cousin
'nuwi father's older brother
'nyahmi' husband
'su:ja male's older brother's child
'thawa female's daughter
'viche' male's daughter
  cf. vche' (spelling variation)
'vnye' daughter-in-law/female's step-daughter
'wana male's sister's child
  cf. hwana (spelling variation)
'wina female's younger sister's child
Persons

aba: man/person

cf. 'ba://ba://ba' (spelling variation)

baday old man

bakhe'd policeman

baqi woman

baqu: women

dinyu:d-bak'u:wo teacher

dinyu:da-gwam mailman

githye' medicine man

cf. githyay medicine men

givoso herder/farmer

gwaguy old lady

cf. qamwim (spelling variation)

gwedamuna ice-maker

gwedathgila washer/cleaner

gwejadi: ghost

cf. gwejidi: (spelling variation)

gwejiviya:da pilot

gwegida'ola cook/chef

cf. gwegid'ola (spelling variation)

gwegidayya player (e.g., sports)

gwegija: musician

gwegisi:da reader

haygu whiteman
haygu̍-githye’ doctor
hmany child
  cf. hmany children
hme: boy
  cf. hme’ (spelling variation)
  cf. hma:d boys
Hwalbay Hualapai (people/language)
misi’ girl
  cf. misi: (spelling variation)
misi(‘)qéch little girl
  cf. misi(‘)qéch (spelling variation)
nuwa: friend
  cf. nowa: (spelling variation)
waksíngnyihad(a) cattleman
waksígwij cowboy

Body Parts

hu’ head
  cf. hu: (spelling variation)
jיקбу the part below the rib
jivso’ ribs
  cf. jivso: (spelling variation)
jiya:k bone
ma:d body
mibat leg
mibúk knee
<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>midi:jqéch</td>
<td>little toe</td>
</tr>
<tr>
<td>migavése'</td>
<td>big toe</td>
</tr>
<tr>
<td>milga'</td>
<td>large ankle</td>
</tr>
</tbody>
</table>

*cf. milgah* (spelling variation)

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>milgá'</td>
<td>small ankle</td>
</tr>
</tbody>
</table>

*cf. midga'/midgah*

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>milqi</td>
<td>neck</td>
</tr>
<tr>
<td>mi'</td>
<td>foot</td>
</tr>
<tr>
<td>mi'sidwo</td>
<td>toe nail</td>
</tr>
<tr>
<td>qwaw</td>
<td>hair</td>
</tr>
<tr>
<td>qwaw-sanav</td>
<td>braid</td>
</tr>
<tr>
<td>sal</td>
<td>hand</td>
</tr>
<tr>
<td>saldi'j</td>
<td>finger</td>
</tr>
<tr>
<td>salgasva:d</td>
<td>wrist</td>
</tr>
<tr>
<td>sal-gathád</td>
<td>left hand</td>
</tr>
<tr>
<td>salgavde'</td>
<td>thumb</td>
</tr>
<tr>
<td>salmak</td>
<td>shoulder</td>
</tr>
<tr>
<td>sal'sidwo</td>
<td>finger nail</td>
</tr>
<tr>
<td>sidwo</td>
<td>nail</td>
</tr>
<tr>
<td>siginy'ok</td>
<td>elbow</td>
</tr>
<tr>
<td>salbu'</td>
<td>arm pit</td>
</tr>
<tr>
<td>smadk</td>
<td>ear</td>
</tr>
</tbody>
</table>

*cf. smalk* (large ear)

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>thipil</td>
<td>skin</td>
</tr>
<tr>
<td>thivdi'</td>
<td>arm</td>
</tr>
</tbody>
</table>

*cf. thivdi:* (spelling variation)

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>yavnyimi:</td>
<td>beard</td>
</tr>
<tr>
<td>yavpi'</td>
<td>chin</td>
</tr>
</tbody>
</table>
cf. yavpi:  (spelling variation)
yay    nose
ya'    mouth
    cf. ya:  (spelling variation)
yibal  tongue
    cf. yi'bal  (spelling variation)
yimwa:l  calf of one's leg
yitad  back
yiwil  thigh
yiwilpi  hip
yo'  tooth
    cf. yo:  (spelling variation)
yumbul  forehead
yu'  eye/face
    cf. yu.  (spelling variation)
yu'galme'  eyebrow
yu'sunya'  eyelash
    cf. yu'sunya:  (spelling variation)
yuthul  cheek
yu'way  heart/chest
    cf. yuhway  (spelling variation)

Clothes and Personal Belongings

bud    hat
    cf. bu:d  hats
chaw    cloth/rag
dani:do pocket
gilgiovi belt
dress
hnaki tie
cf. gwehnaki (variation)
jalay personal belongings
deqvi diaper
jibevi blanket
kamwid pants
cf. kahmwid- (spelling variation)
kamwid-ya:lwaj underwear
mahnyo' shoes
mahnyo'gambey socks
mahnyo'-ilil boots
nya' watch
cf. nia:(') watches
nyigway shirt
nyigwaydamnálv(a) long coat
nyigwayvdé' jacket
qwaq-mahnyo' moccasin
sadám shawl
cf. sidám/sidám (variations)
salgidó' ring
salsiyu:di glove
sijivi comb
cf. sijiv'i combs
skul-hnaki beaded necklace/bolo tie
cf. saku:la-hnáki (spelling variation).

skul-sadám beaded cape
samádkiwavédi earrings
yu’das’ami glasses

**Domesticated Animals**

bos cat
bós-tháw kitten
gane:lo sheep
gwalyáw chicken

   cf. gwal(i)ya:w chickens

gwalyáw:gavde' rooster
gwalyáw-tháw chick
halavu:do donkey
ha’qanmo: duck
hwanygadád pig

   cf. hwanygada:d pigs
olo horse

   cf. olo: horses
savádo goat
waksi cow
'had dog
’hadgavde' male dog

   cf. 'hadgavde: (spelling variation)
’had-tháw puppy

   cf. 'had-tha:w puppies
Wild Animals

ahma' quail
   cf. 'hma' (spelling variation)
amu' mountain sheep
   cf. 'mu' (spelling variation)
diksi prairie dog
dilgwám horny toad
dalpo: fat lizard
dathí:l lizard
   cf. dathí:l lizards
   cf. dathí:lk(a) an area where we find lots of lizards
dilbu' road runner
gadada porcupine
gadu:la black lizard
gathád coyote
   cf. kathád (variation)
gula jack-rabbit
   cf. gu:la rabbits
guwi' dove
guwíla mocking bird
gwalido: pigeon
hadgwíla wolf
halgava' turtle
   cf. halgava: (spelling variation)
hami:da chipmunk
hamilda  squirrel
hanykadapka butterfly
hanykasávda  centipede
hinya'  frog

cf. hinya:  (spelling variation)
hlo'  cottontail
`hwi:wo'  skunk
ichi'i'  fish

cf. ichi'  (spelling variation)
cf. ichi:k(a) an area where we find lots of fish
ilwi'  snake

cf. ilwi:  snakes

cf. ilwi:k(a) an area where we find lots of snakes
iya:s  turkey
iyu:'  owl
jibay  bird
jimyul  ant

cf. jimyu:l(a) an area where we find lots of ants
jimpuk  little (red) ant

cf. jimpuk  (spelling variation)
cf. jimpu:k(a) an area where we find lots of little red ants
jiqbanyk  bat
mahwa:'  badger
malga  packrat
mathul  chuckawalla
mathúlda  gila monster
minmin  hummingbird
mithin'  buffalo
  cf. mithin  (spelling variation)
muhwa'  wild hog
nago  bear
ni:s  spider
  cf. ni::sk(a) an area where we find lots of spiders
ni:sdagwank  scorpion
nithi:  ant
  cf. nthi:  (spelling variation)
nyimida  mountain lion
nyimi'  bobcat
qa:q  crow
qoqod  fox
qwaq  deer
  cf. qwa'q/qwa:q  (spelling variation)
qwaqda  elk
sinyida  hawk
thambo:  bee
  cf. thambo::k(a) an area where we find lots of bees
thambu:dg  fly
  cf. thambu:dgk(a) an area where we find lots of flies
uwe'  mouse
  cf. 'we'  (spelling variation)
  cf. uwe:(')/'we:(')  mice
u'hu:l  kangaroo-rat
'm'ul  antelope/pronghorn
  cf. am'ul  (spelling variation)
Food Items

aduth  rice
ba:b  potatoes
diyach  corn
gamduq'ath  cantaloupe
gith'e:  squash
goth  coffee
gwehwal  vegetable
gwema:d(a)  meat
gwesmgb'win  mush
hamde'  pumpkin
hnal  gourd
   cf. hna:l  gourds
ithi:  salt
ko'  pinon tree/nut
   cf. ko:yk  to be pinony/to be full of pinons
madi:k  bean
   cf. midi:k  (spelling variation)
miy'al  bread
   cf. miya:l  breads
miyaldavdi'k  tortilla
   cf. miyaldavdi:k  to make tortilla
miy'al-miyul  cookies
   cf. miy'al-miyul  cookies
qwaqduv  deer jerky
cf. qwadvu: v  deer jerkies

cf. qwadvu:v k  to be full of jerkies

cwathga'i'ol  orange
thabal  peach
viyal  mescal
waksi-ma:d(a)  beef
waksinyimay  milk

Plants

aha'  cottonwood tree
alav  prickly pear
   cf. 'lav  (spelling variation)
 ata'  reed
   cf. ata:/ata'/'ta:  (spelling variations)
a'a'  saguaro
   cf. a'a:/a'a  (spelling variations)
dad  thorn
hwai:l  ponderosa pine
joq  juniper
manad  yucca
mildad  barrel cactus
wil  weeds
   cf. wilk  to be weedy
Places

ba'agavo  C.A.P. building/gathering place
bahe'do  jail
  cf. bahe'do  (spelling variation)
Banya:nyuwa  Phoenix
besbu:jo  bank
da'olvo  sweat-house/lodge
dinyu:d'u:jo  school
dinyu:dva:wo  post office
gathâdgana:vjo  church
gwedivjud-dayyo  gymnasium
gwehwalo  garden/field
gwejamo  dump
gwema(:)jo  cafe
ha'amo  stream/river
ha'he:lo  river/waterwall
Hakdugwi:v  Peach Springs
haygunyuwa(:)  town
hma:nyqach-bavisë:jo daycare center
isavgo  corral
  cf. isivgo  (spelling variation)
jikmi:  wash
kwasivdiv-dadakjo  gate
kwasivdiv-sa'amjo  gate
mad  land
maddildil  plain
cf. m`addildi:l k to be plainy/to be plain-like

madjevyo:jo clinic
mudgay mud
cf. madga:yk to be muddy
mulvwayo:wo Tribal Office
nya: road
ny`aja'al o east
nyud'u:jo school

See diny`u:d'u:jo
sa`adjawo store
sma:jo motel
sw`evo swing
wambo:dnyo railroad track
`wa' house
cf. `wa:/awa'/awa: (spelling variations)
`wa'wo house
yasek shade
cf. yasa:yk to be shady

Nature

chud winter
cf. chu:dk to be winterly
gafo:y(a) thunder season
cf. gafo:yk to be thunder season
g(u)wi cloud
cf. g(u)wi:k to be cloudy
hajuwa    sand
hamsi    star(s)
ˈmadakwiːd     whirlwind
    cf. ˈmadakwiːdɛ to be whirlwindy
madhe    wind
    cf. madhay  strong wind
nya:    sun
ˈoːo    fire
wi:    rock/mountain
    cf. wi' (spelling variation)
    cf. wiːk  to be rocky
ˈhaː    water
    cf. 'ha'/ˈhaː (spelling variations)

Other Nouns

agwa    horn
    cf. ˈgwa/gwa (spelling variations)
akwa    knife
    cf. ˈkwɑ/kwa (spelling variations)
anbil    automobile
badinyuːdi    camera
bes    money
besbuːyi    purse
chaw    rags
divgelı    saddle
gal-gal    large rapid clanging noises
cf. gad-gad   small rapid clanging noises

gwe         something

gwede:      doll/toy

   cf. gweday  dolls/toys

gwédaduvi    dryer

gwedalgobi   drum

gwedamuni    refrigerator

gwèda'oli    pot

gwèdinyu:di  pen/pencil

gwègida'oli  cooker

   cf. gwègid'oli  (spelling variation)

gwehnuí      dustpan

gwejama:vi   rake

gweja:yi     musical instrument, record-player, radio, etc.

gwejimnyay   gum

gwejithu:li  sink

gwesgwid     rope

gwesi:di     book

gwèva'uli    bicycle

   cf. gwèva'u:li  bicycles

'gwèviya:d'iji  airplane

gwèviyam    car

   cf. gwègiviya:m(a)  (variation)

gwevoy      tire

   cf. gwevo:y  tires

gbewal      feather

hàldami:nya  a week
hla: month
ha'sgwini faucet
i'í/i wood
   cf. i'i (spelling variation)
   cf. i'i:k to be woody
jeqvi diaper
kwagadwis hammer
kwaqwidwid nail
kwasadsa:d fork
kwasivdiv fence
   cf. kwasivdi:k to fence
lath-lath large popping noises
   cf. dath-dath small popping noises
lob-lob large thumping noises
   cf. dob-dob small thumping noises
madjija'yi rug
mädsiyu:ki shovel
mul name
   cf. mulvi:k to be a big shot
nyimi fur
   cf. nyimi:k to be furry/to be hairy
nyud spot
   cf. nyud:dk to be wetted
pi matate
sibúk pillow
wal feather
wambod train
cf. wambo: d  trains

wayyi  chair

yo'juthuli  toothbrush

cf. yo'jithuli  (spelling variation)

'cf. yo'juthulli  toothbrushes

'mhu:l  ash

'pa'  bullet

cf. 'pa:  bullets

'wa'jûdi  mop

'wa'sa'ami  door

'wa'siijîyi  broom

('wa')silweyi  lock

cf. ('wa')silwe:yi  locks

PRONOUNS and PRONOMINAL PREFIXES

nya  first person ("I")

ma  second person ("you")

'-/a-  first person prefix

See pp. 204-212

m-/ma-/mi-/mu-  second person prefix

See pp. 204-213

Ø-  third person prefix

See pp. 204-213

-ng (-k + m-)  same-subject marker and second person prefix

See p. 206
DEMONSTRATIVES and RELATED EXPRESSIONS (See pp. 218-234)

va this one closest to the speaker
cf. nyiva this very closest one
See pp. 218-219

ya this one close to the speaker
cf. nyiya this very one close to the speaker
See pp. 219-220; also p. 228

wa/wi that one which one can point at
cf. nyiwa/nyiwí that very one
See pp. 220-221; also p. 228

nyu this one very close/rather close to the speaker
that one right there
cf. nyinyu this very one that is close/that very one right there
See pp. 221-222

ha that one way over there
cf. nyihá that very one way over there
See p. 223

tha that one remote, distant or not visible
cf. nyithá that very one remote, distant or not visible
See pp. 223-224; also p. 229

viya right this one by pointing at
See p. 230

viwa right that one by pointing at
See pp. 230-231
ve  around this closest place
ye  around/in this place
we  around right there
he  around way over there
the  around there remote, distant or not visible

For the above, see pp. 231-232

nyívák  at right around here
nyiyák  at round here
nyiwák  at around there
nyihák  at around way over there
nyithák  at around that place remote, distant or invisible

For the above, see pp. 232-233

nyivál/nyivúł  in this place right here
nyiyál/nyiyúł  in here
nyiwál/nyiwíł  in that place
nyihál  in that place way over there
nyithál  in that remote, distant or invisible place

For the above, see p. 233

nyívám  at this time right now
nyiyám  at this time/now
nyiwám  at that time/then
nyihám  in those days/then
nyithám  at that remote, distant or mythical time

For the above, see p. 233
PREFIXES

d- causative prefix
  See pp. 357-359
j- causative prefix
  See pp. 359-361
nya- subordinator
  cf. ny'-/nyi-/nyu- (variations)
  See pp. 457-459
nyi- possessive prefix in nyihad
nyi-/nyu- specifier when added to a demonstrative pronouns
  See p. 218
s- causative prefix (self-initiated)
  See p. 362
v- causative prefix
  See p. 361
va- intensifier
ya- causative prefix
  See p. 362

SUFFIXES

-a command suffix
  See pp. 149-151
-a definitizer
-ay future suffix
-ch subject case marker

See p. 50

-dáv emphatic suffix

See pp. 436-438

-da temporal suffix "and then"

See pp. 461-462

-e general locative suffix

See p. 60

é vocative suffix

cf. -yé plural form of -é

See pp. 71-74

-é question auxiliary

See pp. 112-117

-h(a) demonstrative suffix "that one way over there"

See p. 226-227

-h(i) irrealis suffix

See pp. 381-386

-ho sequential suffix

See pp. 463-464 also see -da

-i auxiliary verb used primarily with a verb of speaking

See pp. 80-83; also 94-102

-j(i) plural suffix

See pp. 285-328; also p. 341; also pp. 345-347

-k same-subject marker

See pp. 75-76
-k  locative suffix (at/on/around)
    See p. 57
-k  directional suffix (to/toward the speaker)
    See p. 57
-l  locative suffix (in)
    See pp. 59-60
-l  directional suffix (into)
    See pp. 59-60
-m  adverbial marker (time & manner)
    See pp. 69-71
-m  different-subject marker
    See pp. 76-77
-m  directional suffix (away from/(go)by/over)
    See pp. 58-59
-m  instrumental suffix "by using/with"
    See pp. 55-56
-m  commitative suffix (with someone)
    See pp. 54-55
-mé  question auxiliary
    See pp. 118-119
-m(i)  verbal suffix "start (momentarily/shortly)"
    See pp. 368-370
-mō  dubitative suffix
    See pp. 400-404, see also yimo
-ny  past tense/perfective suffix
    See pp. 390-391
-ny(a)  verbal suffix "also"
See pp. 365-366

-ny(u) demonstrative suffix "this/that very one"
See p. 226

-o evidential suffix
See pp. 392-394 and also p. 395
See also -w/-aw; also pp. 392-397

-o/-wo-yo applicative suffix
(-o after a verb stem with a consonant)
(-yo after a verb stem ending with y)
(-wo in all other environments)
See pp. 375-379

-o/-wo detached suffix
(-wo after a long vowel)
(-o in all other environments)
See pp. 191-194 also -yo

-tho conditional suffix "if"
See pp. 471-472

-v/-vi/-va demonstrative suffix "this very close one"
See p. 225

-v(i)/-b(i) reciprocal suffix "each other/one another"
See pp. 386-387

-v(i) reflexive/stative/passive suffix
See pp. 387-390

-w/-aw evidential suffix
See 394-395; also see -o; also pp. 398-400

-we question auxiliary with a transitive verb
See pp. 110-112
-wi  auxiliary verb primarily with a transitive verb
See pp. 79-80; also pp. 94-102

-yi  auxiliary verb used with a verb of emotion
See pp. 82-83; also pp. 94-102

-y/-i verbal suffix "again"
See pp. 373-375

-yo  verbal suffix "do something when not supposed to"
See pp. 379-381

-yo detached suffix appearing at the end of a sentence
See pp. 191-194

-yu auxiliary verb primarily with an intransitive verb
See pp. 78-79; also pp. 94-102

-`i/-i/-`a instantaneous suffix "suddenly"
See pp. 371-373

LOCATIVE EXPRESSIONS (See pp. 61-68)

bukal at the foot of/at the boundary of

du:1 in the middle of

cf. du:nyul right at the center

du:jal in between

gwajim near/besides (away from the reference point)
gwiji(v)k near/besides (close to the reference)
ja:hk on top of

ja:hm over the top of

makal in the back/back-to-back

makol in the back of (a person)
ya:k.  in front of
ya:kal in front of the interior of
ya(:)l under
ya:mal alongside/in the front area of

PARTICLES and ADVERBS

ba  particle "all/them/us"
bay particle all
be  emphatic particle appearing immediately after an element to be emphasized.
See pp. 143-147
du  emphatic particle "just/really"
See pp. 434-435
du: y i'k/yik/wik adverbial "faking/pretending/fooling"
See pp. 410-411
e' "yes"

gak  negative particle appearing usually at the beginning of a sentence
See pp. 158-159
ha/ma  hortative particles appearing at the end of a sentence
See pp. 148-149
hal'apk  "at dawn"
hal'am  "close to dawn"
i'mo  dubitative particle with a verb of speaking
See p. 213 and also -mo-
jiv/jijiv/dujiv  particle "getting ready"
See pp. 451-453
makanya:m  "yesterday"
med  "later"
nahmid  particle "after a hard task/after all this time/finally"

See pp. 445-446

o'p  "no"

pid  particle "only"

See pp. 432-433

va:m  "now/today"

vilwi:vm  "in the center of (time)"

wal(a)/gwal(a)  "want/wish/desire" functions like a particle

See pp. 414-416

wimo  dubitative particle in a transitive sentence

See p. 213; see also -mo

yapa:k  "at night"

cf. yapa:ch  "night"

ye:kam  "tomorrow"

yimo  dubitative particle in a sentence with a verb of emotion

See p. 213; see also -mo

yekdam  "in the morning"

yu:me  sentence ending particle/reaffirmation

cf. wi:me; i:me and yi:me

See pp. 424-426

yu:mo  dubitative particle in an intransitive sentence

See p. 213; see also -mo
CONJUNCTIONS

mi or
See pp. 466-467

nyi'om or
See p. 468

yid/yi'd/yi:d but
See pp. 469-470

QUESTION WORDS (See pp. 125-143)

ga/ge how/somehow

gav specifically how

ga who/someone

vga specifically who

ganyum when/sometime

gayu:j which specific one (among two or more)

gayu:im/gayu:yim specifically why

gayu:j which (among two or more)/some one/some thing

where/somewhere

vge which specific place

gwegayu: what/something

cf. gyu: abbreviated slang

gwegavyu: specifically what
Appendix II: Vocabulary--English-Hualapai

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VERBS

ask

ask

gava'k
jigwik

bar/stop

back up

be

be a large flat surfaced (=plain)

dil-dilk

cf. be a small flat surfaced (=plate) did-dídk

be a quarter

be again/do again

See pp. 427-428

be alive

be angry

be backward

be bad (of a specific action)

It's bad/unfortunate!

be pretty bad (of a specific action)

be very bad (of a specific action)

be bad/feel bad (of a whole situation)

It's not good/I don't feel it's right.

be pretty bad (of a whole situation)

be very bad (of a whole situation)

be better/get best of

be big

be black

yabe:k
wamiye:k
'gowe kvik
channmk
Chánname'!
chantak
chantávk
hiyanmk
Hiyanmame'!
hiyandak
hiyándavk
gwi:lk
galye:vk
nya:k
be broken/break qawk
be brown seyk
be burning ilk
be burning hlu:vik
be burst daluthvK
be burst luthvk
be cloudy gwi:k
be cold munk
be covered with amvk
be blanket-covered jibevk
(two/few) be dead buyk
be dear hik
be fat se:k
be first yafo'k
(a large object) be flat didlamk
   cf. (a small object) be flat diddamk
(a large object) be flat lapk
   cf. (a small object) be flat dapk
be free with body/be loose jilayk
be full do:k
be full of big holes thuvluyk
   cf. be full of small holes thuvduyk
be given a chance/be probably ma:dk
See pp. 417-419
be good/be tamed/be fixed hank
It's not good./It doesn't look good. I don't feel it's right.
be goodlooking/be aesthetically good/be beautiful  
madtha:vk  
be grandchilded/have a grandchild  
ko:vk  
be grandchildrened/have grandchildren  
a:wk  
be greasy  
se:yk  
be green  
vasu:k  
be habitually/be constantly  
swalk  
be hot  
duyk  
be husbanded/have a husband  
nyahmi:k  
be ignorant  
simiye:k  
be in an extreme condition/be extremely  
bik  
See pp. 439-440  
be in company of/be together  
diye:k  
be liced/have lice  
he'elk  
be little  
qechk  
cf. (many) be little qachk  
be little/be young  
thawk  
be long  
gyulk  
be lopsided  
disbe:vk  
be made to turn back  
gowe:kk  
be many  
dek  
be married  
dalwayvk  
be mean  
wasavlayk  
be new  
yimuk  
be next  
kyu:mk  
be no more/be all gone  
be:mk
be not enough/be lacking/be stuck with wadk

See pp. 449-450

be off/be out
be old/be worn out
(a heavy object) be on something
be one

  cf. one sida
be perfect/be masterful
be possessive
be pretty/be handsome

  cf. (many) be pretty jimnayk
be prolonged
be proud of/boast/praise
be quiet
(a large object) be round

  cf. (a small object) be round hod-hodk
(machinery) be running
be same
be scared
be scarred
be sharp
be short
be sick
be sick
be skilled
be slicked up
be slicked up
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<td>be some</td>
<td>dowi:k</td>
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<td>nyu:dk</td>
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<td>be stooped</td>
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<td>be straight</td>
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<td>be tangled</td>
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<td>cf. to tear le:lk</td>
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<td>be two</td>
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<td>be wet</td>
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<td>be wifed/be married</td>
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<td>be winter</td>
<td>chudk</td>
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<td>be with</td>
<td>gwik</td>
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<td>heat up to death</td>
<td>dagwank</td>
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believe

believe falsely (things that are not true)

bite

blow up

boil

borrow

bounce at the same spot

bounce something small

braid

break/crack

cf. also thaqomk/thiqomk

break off (many things)

bring

buck

build fire

bump/hit with

burn

burst something large

cf. burst something small daduthk

bust/break up a small object

buy

(one) buy (for lots of people)

carry in something

carry on one's back

call out by name
carry something heavy
gavnáwk

carry something light
yigók

change
dakek

charge/rush at
dagwí:vk

chase
jimnyáyk

chew
dawink

choke
dagaédk
digaédk

cf. also dagaedk/dagaedk
digae:dk

chop
jigáedk
gahinyk

clasp between lips
jitávk

climb up (small things)
jikba:k

climb up (a large thing)
jikbámk

close
sa’amk

come
yuwk

come and see
'u:kk

come here/be here
va:k

come home
vo:kk

come in
yu:dkk

come out
jiba:kk/jiba'kk

cf. also juba'kk/juba:kk
go:k

come and see
da’olk

cook/boil
nuwi:dk

cook

560
cover something large  
  dabu:lk

cf. cover something small  dabu:dk

cover with a lid  da'ämk

rack/rattle  galk

rack nuts  jigakk

crawl  jidta:dk

cross  gake:k

cry  mi:k

dance  yimak

dig up  hwalk

do/have  wi:k

do again  sinyu:vk

See pp. 427-428

do something to the speaker  wimk

dress  he:k

drink  thi:k

drive  gowa:mk/gwa:mk

drip a large drop  lochk

  cf. drip a small drop  dochk

drop/go down  nalk

eat  (gwe) ma:k

eat up/drink up/finish up  ja:vk

erase/bury  damadk

faint/black out/doze off  sma:jivk
fall off/fall down
(something) fall on a person
(a person) fall on something/get X up
feel a piercing pain
feel numb
(one person) fight
(more than one) fight
finish/complete
See pp. 441-444
fix/make X tamed
(a large object) flap
cf. (small object) flap debk
fly
(for something) fly
follow
follow in foot prints
fool
forget

(see pp. 441-444)
gamble
gather around
get/obtain
get/be a spy
get up
get up
get up
get worse
give
give/receive
glance over distance
go
go and see
go by/pass by
go home
go in
go out/pat
go out and get X
grin X in the mouth
grin X with a rock

habitual action/state

cf. also muwi:j(i)kwi/mi:jiki
halt
halt
hang
hang
hate
have a belt on
(a male) have a daughter
have a label on/have a sticker on
have a nephew/niece
have a ring on
have a shawl on
have a tie on

miyu:j(i)kyu

jik
di'ink
sahāk
disha:k
wam'i:k/wami:k
gilgiyōk
vche'vk
dalāmvk/dalāmwbk
bi:vk
salgidgo:k
sadamk
hnakk
have gloves on
siyu:dk
have shoes on
mahnyo:k
have the quality of a large object's
dry roughness
thiwik
cf. have the quality of a small object's dry roughness thiwidk
have earrings on
(di)swedk
have one's face up in the air
sawk
have one's mouth open
lawk
have shoes on wrong feet
diyu:mk
have socks on
gambeyk
hear
e:vk
herd
nuwikl/niwikl
hide
dahodk
hide oneself
dahodvik
hit
a:vk
hit/slap
baeqk
hit with fist
jijqamk
hook
silokk
horn/poke with horns
sinak
hunt
nye(:)k
hurry
dawk
hurt
nahmidk
insult
huuk
iron
dathbak
jerk
sawk
<table>
<thead>
<tr>
<th>English</th>
<th>Surface Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>jump over something</td>
<td>jiqodgk</td>
</tr>
<tr>
<td>jump</td>
<td>jiqodk</td>
</tr>
<tr>
<td>keep up with</td>
<td>viya:k</td>
</tr>
<tr>
<td>kick</td>
<td>gaidohk/gidohk</td>
</tr>
<tr>
<td>kill</td>
<td>gwank</td>
</tr>
<tr>
<td>kill</td>
<td>jigwank</td>
</tr>
<tr>
<td>kiss</td>
<td>jiguk</td>
</tr>
<tr>
<td>knead dough</td>
<td>mu:dk</td>
</tr>
<tr>
<td>knock</td>
<td>gobgobk</td>
</tr>
<tr>
<td>know</td>
<td>spo'k/spohk</td>
</tr>
<tr>
<td>laugh</td>
<td>jigwadk</td>
</tr>
<tr>
<td>lay</td>
<td>yak</td>
</tr>
<tr>
<td>lay X down</td>
<td>jimik/jimik'k</td>
</tr>
<tr>
<td>lead/guide/be with</td>
<td>vonyi:k/vinyi:k</td>
</tr>
<tr>
<td>let (one) go/send</td>
<td>jiya:mk</td>
</tr>
<tr>
<td>lie down</td>
<td>yakk</td>
</tr>
<tr>
<td>like/love</td>
<td>swalk</td>
</tr>
<tr>
<td>lock</td>
<td>silwe:yk</td>
</tr>
<tr>
<td>look here</td>
<td>ha:kk</td>
</tr>
<tr>
<td>look over that way</td>
<td>ha:mk</td>
</tr>
<tr>
<td>look over/lean over &amp; survey</td>
<td>ji'a:lk</td>
</tr>
<tr>
<td>look quickly</td>
<td>viyadk</td>
</tr>
<tr>
<td>lose/miss someone</td>
<td>sme:ik</td>
</tr>
<tr>
<td>lose</td>
<td>sme:yk</td>
</tr>
<tr>
<td>English</td>
<td>Yoruba</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>make</td>
<td>yo:vk</td>
</tr>
<tr>
<td>make a stand</td>
<td>sijak</td>
</tr>
<tr>
<td>make bread</td>
<td>miyalk</td>
</tr>
<tr>
<td>make full of small holes</td>
<td>thuvduy'ok</td>
</tr>
<tr>
<td>make fun of</td>
<td>dismiye:k</td>
</tr>
<tr>
<td>make into a large bundle</td>
<td>dimana:dk</td>
</tr>
<tr>
<td>make alive</td>
<td>siyabe:k</td>
</tr>
<tr>
<td>make come/send</td>
<td>jiyu wk</td>
</tr>
<tr>
<td>make drive</td>
<td>vogwa:mk</td>
</tr>
<tr>
<td>make fat</td>
<td>dase:k</td>
</tr>
<tr>
<td>make, someone feel good</td>
<td>way'jahank</td>
</tr>
<tr>
<td>make something big to be flat</td>
<td>dalapk</td>
</tr>
<tr>
<td>make fly</td>
<td>jiya:dk</td>
</tr>
<tr>
<td>make greasy</td>
<td>dase:yk</td>
</tr>
<tr>
<td>make pecking sounds</td>
<td>dathk</td>
</tr>
<tr>
<td>make run</td>
<td>jivyamk</td>
</tr>
<tr>
<td>make smelly</td>
<td>da'sahk</td>
</tr>
<tr>
<td>mash</td>
<td>dalayk/dilayk</td>
</tr>
<tr>
<td>massage</td>
<td>didwink</td>
</tr>
<tr>
<td>meet</td>
<td>gavgawk</td>
</tr>
<tr>
<td>melt</td>
<td>vahachk</td>
</tr>
<tr>
<td>mess up</td>
<td>su:lk</td>
</tr>
<tr>
<td>mix</td>
<td>qamsk</td>
</tr>
<tr>
<td>move away from the speaker</td>
<td>siyemk</td>
</tr>
<tr>
<td>move toward the speaker</td>
<td>siye(:)k/siye(:)kk</td>
</tr>
<tr>
<td>move toward here</td>
<td>siyévkk</td>
</tr>
</tbody>
</table>

*cf. (many) move toward here* siyayvkk

566
<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>si:k</td>
</tr>
<tr>
<td>negative/do not/be not</td>
<td>da'opk</td>
</tr>
<tr>
<td>See pp. 155-158</td>
<td></td>
</tr>
<tr>
<td>nod</td>
<td>ask</td>
</tr>
<tr>
<td>occasional action/state</td>
<td>yu:j(i)kyu</td>
</tr>
<tr>
<td>cf. wi:jikwi/i:jiki cf. also miyu:j(i)kyu</td>
<td></td>
</tr>
<tr>
<td>See pp. 429-431</td>
<td></td>
</tr>
<tr>
<td>open</td>
<td>sadakkk</td>
</tr>
<tr>
<td>open one's mouth</td>
<td>valawk</td>
</tr>
<tr>
<td>open one's mouth wide</td>
<td>valawk</td>
</tr>
<tr>
<td>order</td>
<td>jiya:vk</td>
</tr>
<tr>
<td>peck</td>
<td>sijuk</td>
</tr>
<tr>
<td>peel</td>
<td>gijihiyanyk</td>
</tr>
<tr>
<td>peel</td>
<td>sqwa:nk</td>
</tr>
<tr>
<td>perk</td>
<td>limsk</td>
</tr>
<tr>
<td>pick/collection</td>
<td>ya:kk</td>
</tr>
<tr>
<td>(one) play</td>
<td>de:vk</td>
</tr>
<tr>
<td>cf. (more than one) play</td>
<td>dayk</td>
</tr>
<tr>
<td>play a game</td>
<td>gadayk</td>
</tr>
<tr>
<td>point out/at; blame</td>
<td>gana:k</td>
</tr>
<tr>
<td>poke</td>
<td>dani:lk</td>
</tr>
<tr>
<td>poke with a stick</td>
<td>sid'o'k/sid'o'hk</td>
</tr>
<tr>
<td>pop</td>
<td>lathk</td>
</tr>
<tr>
<td>pop/burst</td>
<td>lu:thk</td>
</tr>
</tbody>
</table>
pound
pour/play musical instrument
prepare
pretend

See pp. 412-413

prolong/make fun of
puff off/out
pull by the hair
puncture/give a shot
push
push'
put a large object in something

\textit{cf.} put a small object in something
\textit{cf.} put a very small object in something

put away things
put away/place
put face up in the air
put head on a pillow
put in
put there
put \(X\) on top of \(Y\)
put two together

rain
rattle
reach some destination
read
<table>
<thead>
<tr>
<th>English</th>
<th>Picard</th>
</tr>
</thead>
<tbody>
<tr>
<td>repeat</td>
<td>sinyu:k</td>
</tr>
<tr>
<td>rest head on the chest</td>
<td>jiqbobk</td>
</tr>
<tr>
<td>ride</td>
<td>va'ulk</td>
</tr>
<tr>
<td>roast in fire</td>
<td>silk</td>
</tr>
<tr>
<td>roast X in the ground</td>
<td>bavk</td>
</tr>
<tr>
<td>(a large object) roll</td>
<td>gwik</td>
</tr>
<tr>
<td></td>
<td>cf. (a small object) roll</td>
</tr>
<tr>
<td>roll over</td>
<td>dulk</td>
</tr>
<tr>
<td>rope/imprison</td>
<td>he:dk</td>
</tr>
<tr>
<td>run</td>
<td>viyamk</td>
</tr>
<tr>
<td>run away</td>
<td>hluvkik/luvkik</td>
</tr>
<tr>
<td>saddle</td>
<td>divgaelvik</td>
</tr>
<tr>
<td>say</td>
<td>i'k/i:k/ik</td>
</tr>
<tr>
<td>scold</td>
<td>wajijibe:k</td>
</tr>
<tr>
<td>scratch</td>
<td>damo:k</td>
</tr>
<tr>
<td>see</td>
<td>'u:k</td>
</tr>
<tr>
<td>send</td>
<td>e:mk</td>
</tr>
<tr>
<td>send one toward the speaker</td>
<td>jiyu:kk</td>
</tr>
<tr>
<td>send many away/herd</td>
<td>jiyu:mk</td>
</tr>
<tr>
<td>separate</td>
<td>si'vu:kk</td>
</tr>
<tr>
<td>sew</td>
<td>vanamk</td>
</tr>
<tr>
<td>shake</td>
<td>golk</td>
</tr>
<tr>
<td>sharpen</td>
<td>diyo:vk</td>
</tr>
<tr>
<td>shave</td>
<td>dis(h)wi:k</td>
</tr>
<tr>
<td>shave someone</td>
<td>diswi,'k</td>
</tr>
<tr>
<td>shave oneself</td>
<td>dis(h)wi:vk</td>
</tr>
</tbody>
</table>
shave some animal                   diswi:k
shoot (with a stringed tool)       dimk
    cf. shoot a large object       limk
shoot many things                  gae:k
shout                               vija:dk
sign                                saldili:k
sing                                 swa:dk
sit/live                             wa'k/wa:k
    cf. (many) sit/live            wayo'k/wayo:k
sit slowly                           wa:k
slap                                 dapsk
sleep                                sma:k
smear/paint                          jiyalk
smell                                hwik
smoke/make smoke                     dagwadk
snow                                 hanbachk
soak                                  sbulk
soak X in the mouth                  jithbalk
sob                                   uyk
sound a fading sound                 guwa:mk/gowa:mk
sound/make a sound                   vogwa:gk
spank/whip                            saeqk
(something) spill                     boqk
spill X                               dibóqk
split logs                            digäevk
(something) split/crack               qakvik
sprain                                laqk
spur
spy
squat
stab with a knife
stagger
(a small thing) stand upright
stand

start doing something
stay right in
steal
step on
stop
store
straighten
suck
swagger/feel throbbing pain
sway
sweep/brush
swerve
swim

take a picture
take along/lead
(many) take someone along
take off clothes
take up for
talk/speak
tangle
tattoo
teach
tear X
tell (a story)
think
throw from the speaker
throw toward the speaker
tickle
tickle
tie
tie/put together many X
tie something large
touch
touch lightly/feel out
turn X over
turn X over
turn around something small
turn around something large
(something large) turn around
turn oneself around
turn off
turn a knob
 twist/wrap around
uncover blanket
gwa:wk
disna:yk
sijuthk
dinyu:d'uwk
valiek
gana:vk
wasi:vk
damk
dakk
qichk
gichgichk
githbalk
disva:lk
gilyok
dabathk
deli:k
dagwe:kk
dayahwink/diyahwink
dayahwinkuk/diyahwinkuk
siyahwinuk
siyahwinvk
dayahwinvk/diyahwinvk
dimachk
gwink
jigwe:kk
voice anger
vomit
wait
walk
wash (body)
wash (hair)
wash (clothes)
watch/take care of
wear a hat
wear clothes
wedge/jack up/weigh
wet
whisper
whistle
wiggle
win
work
wring out
write/copy
cf. danyu:dk

yell

wayu:k
yo:qk
'sivo(:)k
vo:k
jithulk
hathbuyk
dathgwi:lk
viso:k
bu:dk
nyigwa:yk
dis'anyk
dabulk
jihwayk
juhuik
diwk
madk
dadaha:dk
thigwi:lk
dinyu:dk
ja:dik
NOUNS

Kinship Terms

daughter-in-law/female's step-daughter  vnye'
father  dala
father's mother  monya
father's older brother/uncle  nuwi
father's sister/aunt  nibi'/nibi:
father's younger brother/uncle  naja:
female's brother's child  bi:
female cousin  baya
female's daughter  thawa
female's older sister's child  nó'/no:/hno'
female's younger sister's child  wisa
husband  nyahmi(')
grandfather  nabó'/nabo:
male cousin  jiga:va
male cousins  ngaja'/nigajah
male's daughter  viche'/vche'
male's female cross-cousin  nuda
male's older brother's child  su:ja
male's sister's child  wana/hwana
male's step-child/step-father  kacha/nukacha
mother  jida
mother's brother/uncle  gwela
mother's father  gwawa
mother's mother
mother's older sister/aunt
mother's younger sister/aunt
older sibling
cf. to have an older sibling ni:k
one's daughter's child/grandchild
one's son's child/grandchild
cf. grandchildren a:wa
relative
cf. relatives diyuch
relative
cf. relatives dyevi
son
cf. sons humay
son-in-law/female's step-son
wife
cf. also luwa'/luwa:
younger sibling
cf. younger siblings gi:nya
cf. to have a little sibling gi:nyk

Persons

boy

cf. boys hma:d
cattleman
child
cf. children hma:ny
cook/chef  gwędida'ola/gwędid'ola
cowboy  waksigwij
doctor  haygu-githye'
friend  nuwa:/nowa:
ghost  gwejadi:/gwejidi:
girl  misi'/misi:
gerder/farmer  givso
Hualapai people/language  Hwalbay
ice-maker  gwędamuna
mailman  dinyū:da-gwām
man/person  aba:/'ba:/ba:'
medicine man  githye'
cf. medicine men  githyay
little girl  misi(')qech/msi(')qech
musician  gwęgija:
old lady  gwągy/qamwidm
old man  baday
pilot  gwęjiviya:da
player (e.g., of sports)  gwęgidiyya
policeman  bakhe'đ
reader  gwęgisi:da
teacher  dinyū:đ-bak'u:wo
washer/cleaner  gwędathgwila
whiteman  haygu
woman  baqi
cf. women baqu:
<table>
<thead>
<tr>
<th>Body Parts</th>
<th>thivi' /thivi'</th>
</tr>
</thead>
<tbody>
<tr>
<td>arm</td>
<td>silbu'</td>
</tr>
<tr>
<td>arm pit</td>
<td>yitad</td>
</tr>
<tr>
<td>back</td>
<td>yavnyimi:</td>
</tr>
<tr>
<td>beard</td>
<td>migavde'</td>
</tr>
<tr>
<td>big toe</td>
<td>ma:əd</td>
</tr>
<tr>
<td>body</td>
<td>jiya:k</td>
</tr>
<tr>
<td>bone</td>
<td>qwaw-sanaw:</td>
</tr>
<tr>
<td>braid</td>
<td>yimwa:l</td>
</tr>
<tr>
<td>calf of one's leg</td>
<td>yu'thul</td>
</tr>
<tr>
<td>cheek</td>
<td>yavpi' /yavpi:</td>
</tr>
<tr>
<td>chin</td>
<td>smadk</td>
</tr>
<tr>
<td>ear</td>
<td></td>
</tr>
<tr>
<td>cf. large ear</td>
<td>siginy'ok</td>
</tr>
<tr>
<td>small</td>
<td></td>
</tr>
<tr>
<td>elbow</td>
<td>yu'/yu:</td>
</tr>
<tr>
<td>eye/face</td>
<td>yu'galme'</td>
</tr>
<tr>
<td>eyebrow</td>
<td>yu'sunya' /yu'sunya:</td>
</tr>
<tr>
<td>eyelash</td>
<td>saldi'j</td>
</tr>
<tr>
<td>finger</td>
<td>sal'sidwo</td>
</tr>
<tr>
<td>finger nail</td>
<td>mi'</td>
</tr>
<tr>
<td>foot</td>
<td>yumbul</td>
</tr>
<tr>
<td>forehead</td>
<td>qwaw</td>
</tr>
<tr>
<td>hair</td>
<td>'sal</td>
</tr>
<tr>
<td>hand</td>
<td>hu'/hu:</td>
</tr>
<tr>
<td>head</td>
<td>yu'way/yuhway</td>
</tr>
</tbody>
</table>
hip
knee
large ankle
  cf. small ankle midgah
left hand
leg
little toe
mouth
nail
neck
nose
part below the rib
ribs
shoulder
skin
thigh
thumb
toe nail
tongue
tooth
wrist

Clothes and Personal Belongings

beaded cape
beaded necklace/bolo tie
  cf. also sakǔ:la-hnǎki
belt
blanket
boots
cloth/rag
comb
cf. combs siji:vi
diaper
dress
earrings
glasses
glove
hat
cf. hats bu:d
jacket
long coat
moccasin
pants
personal belongings
pocket
ring
shawl
shirt
shoes
socks
tie
underwear
watch
gilgiovi
jibévi
mahnyo' - ilil
chaw
sijivi
jeqvi
he'
smädkadiswédi
yu'das'ami
salsiyu:di
bud
nyigwayvé'
nyigwaydamnálv(a)
qwaq-mahnyo'
kamwid/kamhwíd
jalay
dani:do
salgidgo'
sadam/sidami
nyigway
mahnyo'
mahnyo' gambey
hnaki/gwehnáki
kamwid-ya:lwaj
nya'
Domesticated Animals

cat
chick
chicken
cf. chickens gwaliya:w

cow
gog
donkey
duck
goat
horse
cf. horses olo:
kitten
male dog
pig
cf. pigs hwanygada:d
puppy
cf. puppies 'had-thaw
rooster
sheep

Wild Animals

ant
jimyul

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an area where we find lots of ants  jimyu:lk(a)

antelope/pronghorn  'm'ul/am'ul
ant  nithi:/nthi:
badger  mahwa:'
bear  jiqbányk
bat  nago
tambo:
cf. an area where we find lots of bees  thambo:k(a)

bird  jibáy
black lizzard  gadu:la
bobcat  nyimi',
buffalo  mithin'/mithín
butterfly  hanykadápka
centipede  hanykasávda
chipmunk  hami:da
chuckwalla  mathúl
cottontail  hlo'
coyote  gathád/kathád
crow  qa:q
deer  qwaq/qwa'q/qwa:q
dove  guwi'
elk  qwaq'q
fat lizzard  dalpo:
fish  ichi'i/ichi'
cf. an area where we find lots of fish  ichi:k(a)
fly  thambu:dg

cf. an area where we find lots of flies  thambu:dgk(a)
fox qoqo\d
frog hinya'/hinya:
gila monster mathulda
hawk sinyida
horny toad dilgw'am
hummingbird minmin
kangaroo rat u'hu:l
little red ants jim\p\uk/jinp\uk
   cf. an area where we find lots of little red ants jimpu:kk(a)
lizard dathil
   cf. lizards dathi:1
   cf. an area where we find lots of lizards dathi:lk(a)
mocking bird guwila
mountain lion nyimida
mountain sheep amu'/mu'
mouse uwe'/we'
   cf. mice 'we(')
owl iyu:'
packrat malga
pigeon gwalido:
porcupine gadada
prairie dog diksi
quail ahma'/hma'
jackrabbit gula
   cf. rabbits gu:la
roadrunner dilbu'
scorpion ni:sdagwánk
skunk hwi:wo'
snake ilwi
cf. snakes ilwi:
cf. an area where we find lots of snakes ilwi:k(a)
spider ni:s
cf. an area where we find lots of spiders ni:sk(a)
squirrel hamilda
turkey iya:s
turtle halgava'/halgava:
wild hog muhw'a'
wolf hadgwila/'hadgwila

Food Items

bean madi:k
beef waksi-ma:d(a)
bread miyal
cf. breads miya:l
cantalope gamduqwath
coffee goth
cookie miyal-miyul
cf. cookies miyal-miyu:1
corn diy'ach
deer jerkies qwaqdu:V

cf. jerkies qwaqdu:v
cf. to be full of jerkies qwaqdu:vk
gourd hnal
cf. gourds  hna:l

meat  gwema:d(a)
mescal  viyal
milk  waksinyimay
mush  guesmgwin
orange  qwathga'ol
peach  thabal
pinon/tree/nut  ko'/ko

cf. to be pinony/full of pinon nuts/trees  ko:yl
potatoes  ba:b
pumpkin  hamde'
rice  aduth
salt  ithi:
squawberry  gith'e:
tortilla  miyaldavdivi

cf. to make tortilla  miyaldavdi:k
vegetable  gwe(-)hwal

Plants

barrel cactus  mildad
棉wood tree  aha'
juniper  joq
ponderosa pine  hwa:l
prickly pear  alav'/lav
reed  ata'/ata:
saguaro  a'aa/a'a:a/a'a

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<table>
<thead>
<tr>
<th>English</th>
<th>Ojibwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>thorn</td>
<td>dad</td>
</tr>
<tr>
<td>weeds</td>
<td>wil</td>
</tr>
<tr>
<td>cf. to be weedy</td>
<td>manad</td>
</tr>
<tr>
<td>walk</td>
<td></td>
</tr>
<tr>
<td>yucca</td>
<td></td>
</tr>
</tbody>
</table>

**Places**

<table>
<thead>
<tr>
<th>English</th>
<th>Ojibwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>bank</td>
<td>besbu:jo</td>
</tr>
<tr>
<td>cafe</td>
<td>gwema(:)jo</td>
</tr>
<tr>
<td>C.A.P. building/gathering place</td>
<td>badigávo</td>
</tr>
<tr>
<td>church</td>
<td>gathàdgana:vjo</td>
</tr>
<tr>
<td>clinic</td>
<td>màdjevyo:jo</td>
</tr>
<tr>
<td>corral</td>
<td>isavgó/isivgó</td>
</tr>
<tr>
<td>daycare center</td>
<td>hma:nyqäch-bavisó:jo</td>
</tr>
<tr>
<td>dump</td>
<td>gwejámo</td>
</tr>
<tr>
<td>east</td>
<td>nyaja'álo</td>
</tr>
<tr>
<td>garden/field</td>
<td>gwehwa:lo</td>
</tr>
<tr>
<td>gate</td>
<td>kwasivdiv-sadákjo</td>
</tr>
<tr>
<td>cf. also kwasivdiv-sa'amjo</td>
<td></td>
</tr>
<tr>
<td>gymnasium</td>
<td>gwedivjud-dáyyo</td>
</tr>
<tr>
<td>house</td>
<td>'wa'/'wa:/awa'/awa:</td>
</tr>
<tr>
<td>house</td>
<td>'wa'wo</td>
</tr>
<tr>
<td>jail</td>
<td>bahe'do/bahe:do</td>
</tr>
<tr>
<td>land</td>
<td>mad</td>
</tr>
<tr>
<td>motel</td>
<td>sma:jo</td>
</tr>
<tr>
<td>mud</td>
<td>mudgáy</td>
</tr>
</tbody>
</table>

cf. to be muddy, madgáy
Peach Springs
Phoenix plain
cf. to be plain/plain-like
post office
railroad track
river/water fall
road
school
cf. also nyud'u:jo
shade
cf. to be shady yasa:yk
store
stream/river
sweathouse
swing
town
tribal office
wash

Nature

cloud
cf. to be cloudy guwi:k/gwi:k
fire
night
rock/mountain

Hakdugwi:v
Banya:nyuwa
maddildil
dinyu:dva:wo
wambo:dnyo
ha'he:lo
nya:
dinyu:d'u:jo
yasek
sa'adjawo
ha'am
da'olvo
swevo
haygünüyuwa(:)
mulvwayo:wo
jikmi:

guwi
o'o
yapa:ch
wi'/wi:
cf. to be rocky wi:k
sand hajuwa
star(s) hamsi
sun nya:
thunder season gafo:yk
water 'ha'/'ha:
winter chud
cf. to be winterly chu:dk
whirlwind madakwid

cf. to be whirlwindy madakwi:dk
wind madhe
cf. strong wind madhay

Other Nouns

airplane gwèviya:d'iji
ash 'mhu:l
automobile anbil
bicycle gwèva'ula
cf. bicycles gweva'u:li
book gwesi:di
broom 'wa'sijiyi
bullet 'pa'/apa'
cf. bullets 'pa:
camera badinyu:di
car gwèviyam/gwègiviya:m(a)
chair wayyi
cooker
gwegid(a)'oli
doll/toy
gwede:
cf. dolls/toys gweday
door
'wa'sa'ami
drum
gwe-dalgobi
dryer
gwedaduvi
dustpan
gwehnui
faucet
hu'sgwini
feather
gwewal/wal
fence
kwasivdi

cf. to fence kwasivdi:k
fork
kwasadsa:d
fur
nyimi

cf. to be furry/hairy nyimi:k
gum
gwejimnyay
hammer
kwagadwis
horn
agwa'/gwa/gwa
knife
akwa'/kwa/kwa
large popping noises
lath-lath

cf. small popping noises dath-dath
large thumping noises
lob-lob

cf. small thumping noises dob-dob
large rapid clanging noises
gal-gal

cf. small rapid clanging noises gad-gad
lock
('wa')silwe:yi

cf. locks ('wa')silwe:yi
matate
pi
<table>
<thead>
<tr>
<th>English Word</th>
<th>Tlingit Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>money</td>
<td>bes</td>
</tr>
<tr>
<td>month</td>
<td>hla:</td>
</tr>
<tr>
<td>mop</td>
<td>'wa'judi</td>
</tr>
<tr>
<td>musical instrument/music-playing instrument</td>
<td>gweja:yi</td>
</tr>
<tr>
<td>nail</td>
<td>kwagwidqwid</td>
</tr>
<tr>
<td>name</td>
<td>mul</td>
</tr>
<tr>
<td>pen/pencil</td>
<td>gwedinyu:di</td>
</tr>
<tr>
<td>pillow</td>
<td>sibuk</td>
</tr>
<tr>
<td>pot</td>
<td>gweda'oli</td>
</tr>
<tr>
<td>purse</td>
<td>besbu:yi</td>
</tr>
<tr>
<td>rags</td>
<td>chaw</td>
</tr>
<tr>
<td>rake</td>
<td>gwejama:vi</td>
</tr>
<tr>
<td>refrigerator</td>
<td>gwedamuni</td>
</tr>
<tr>
<td>rope</td>
<td>gwesgid</td>
</tr>
<tr>
<td>rug</td>
<td>madjiya'yi</td>
</tr>
<tr>
<td>saddle</td>
<td>divgeli</td>
</tr>
<tr>
<td>shovel</td>
<td>madsiyu:ki</td>
</tr>
<tr>
<td>sink</td>
<td>gwejithu:li</td>
</tr>
<tr>
<td>something</td>
<td>gwe</td>
</tr>
<tr>
<td>spot</td>
<td>nyud</td>
</tr>
<tr>
<td>tire</td>
<td>gwevoy</td>
</tr>
<tr>
<td>toothbrush</td>
<td>yo'juthuli</td>
</tr>
<tr>
<td></td>
<td>yo'jithuli</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|              |              | cf. to be a big shot mulvi:k
train

cf. trains wambod

week

wood

cf. to be woody i'ik

PRONOUNS and PRONOMINAL PREFIXES

first person "I"

first person prefix

See pp. 204-212

second person "you"

second person prefix

See pp. 204-213

same-subject marker and second person prefix

See p. 206

third person prefix

See pp. 204-213

DEMONSTRATIVES and RELATED EXPRESSIONS (See pp. 218-234)

this one closest to the speaker va

cf. this very ... nyiva

See pp. 218-219

this one close to the speaker ya

cf. this very ... nyiyá
See pp. 219-220; also p. 228

this one very close/rather close
to the speaker/that one right
there/his/her

 cf. this very ... nyinyu

See pp. 221-222

that one which we can point at

 cf. that very ... nyiwa/nyiwi

See pp. 220-221; also p. 228

that one way over there

 cf. that very ... nyiha

See p. 223

that one remote, distant or
not visible

 cf. that very ... nyitha

See pp. 223-224; also p. 229

right that one by pointing at

See pp. 230-231

right this one by pointing at

See p. 230

around this closest place
around/at this place
around right there
around way over there
around there remote, distant or
not visible

For the above, see pp. 231-232
at right around here  nyivak
at around here  nyiyak
at around there  nyiwa
at around way over there  nyihak
at around that remote, distant or not visible place  nyithak

For the above, see pp. 232-233

in this place right here  nyival/nyivul
in here  nyiyal/nyiyul
in that place  nyiwal/nyiwal
in that place way over there  nyihal
in that remote, distant or not visible place  nyithal

For the above, see p. 233

at this time right now  nyivam
at this time/now  nyiyam
at that time/then  nyiwa
in those days/then  nyiham
at that remote, distant or mythical time  nyitham

For the above, see p. 233

PREFIXES

causative prefix  d-

See pp. 357-359
causative prefix
See pp. 359-361

causative prefix (self-initiated)
See p. 362

causative prefix
See p. 361

causative prefix
See p. 362

intensifier
va-

possessive prefix
nyi- as in nyihad
nyi-/nyu-

specifier when added to a demonstrative pronoun
nyi'-/nya-/nyi-/nyu-

See p. 218

subordinator
See pp. 457-459

SUFFIXES

again
-y/-i

See pp. 373-375

also
-ny(a)

See pp. 365-366

start (momentarily/shortly)
m(i)

See pp. 368-370

applicative suffix
-o/-wo/-yo

See pp. 375-379

auxiliary verb
-yu/-wi/-i/-yi
command -a
See pp. 149-151
commitative suffix -m
See pp. 54-55
conditional "if" -tho'
See pp. 471-472
definitizer -a
demonstrative "this" -v/-vi/-va
See p. 225
demonstrative "this/that very one" -ny(u)
See p. 226
demonstrative "that one way over there" -h(a)
See pp. 226-227
detached suffix -o/-wo/-yo
See pp. 191-194
different-subject marker -m
See pp. 76-77
directional suffix "away from" -m
See pp. 58-59
directional suffix "into" -l
See pp. 59-60
directional suffix "to/toward" -k
See p. 57
do something when not supposed to -yo
See pp. 379-381
dubitative suffix
See pp. 400-404; see also yimo

emphatic suffix
See pp. 436-438

evidential suffix
See pp. 392-394 and p. 395
See also -w/-aw and also pp. 392-397

evidential suffix
See pp. 394-395

future suffix
See pp. 381-386

general locative suffix
See p. 60

instantaneous suffix "suddenly"
See pp. 371-373

instrumental suffix
See pp. 55-56

irrealis suffix
See pp. 381-386

locative suffix "in"
See pp. 59-60

locative suffix "at/on/around"
See p. 57

past tense/perfective
See pp. 390-391

plural suffix
See pp. 285-328; also p. 341; also pp. 345-347
question auxiliary
See pp. 112-117

question auxiliary
See pp. 118-119

question auxiliary
See pp. 110-112

reciprocal suffix
See pp. 386-387

reflexive/stative/passive suffix
See pp. 387-390

same-subject marker
See pp. 75-76

sequential suffix
See pp. 463-464; also see -da

subject case marker
See p. 50

temporal suffix "and then"
See pp. 461-462

vocative suffix
See pp. 71-74

LOCATIVE EXPRESSIONS (See pp. 61-68)

at the foot of/at the boundary of bukal
in between du:jal
in the middle du:1

cf. right at the center du:nyul
near/besides (away from the reference) gwajim
near/besides (close to the reference) gwiji(v)k
on top of ja:hk
over the top of ja:hm
in the back/back-to-back makal
in the back of (a person) makol
in front of ya:k
in front of the interior of ya:kal
under ya(:)l
alongside/in the front area of ya:mal

PARTICLES and ADVERBS

at dawn hal'apk
at night yapa:k
close to dawn hal'apm

dubitative particle i'mo
See p. 213 and also -mo
dubitative particle wimo
See p. 213
dubitative particle yimo
See p. 213
dubitative particle yu:mo
See p. 213
emphatic particle be
See pp. 143-147
emphatic particle "just/really" du
faking/fooling/pretending  
See pp. 410-411
hortative particles  
See pp. 148-149
in the center (time)  
See pp. 158-159
in the morning  
See pp. 445-446
later  
See pp. 451-453
negative particle  
See pp. 432-433
now/today  
See pp. 424-426
particle "all"  
See pp. 434-435
particle "all/us/Them"  
See pp. 432-433
particle "after a hard task/after all this time/finally"  
See pp. 445-446
particle "getting ready"  
See pp. 451-453
particle "only"  
See pp. 432-433
sentence ending particle  
"reaffirmation"  
See pp. 424-426

tomorrow  
See pp. 414-416
"want/wish/crave"  
See pp. 414-416
CONJUNCTIONS

but
See pp. 469-470
or
See pp. 466-467
or
See p. 468

QUESTION WORDS (See pp. 125-143)

how/somehow
specifically how
what/something
specifically what
where/some place
which specific place
which (among two/more)/some one
who/someone
specifically who
when/sometime
which specific one (among two/more)
specifically why
why