

Yurok grammar class

Andrew Garrett
(UC Berkeley)

Lesson contents

I have revised the contents to reduce repetition from lesson to lesson, and to fix typos and other errors; there are probably still mistakes. Of course, a language should be learned by listening to people who speak it, not by reading what is written about it. (Please note that some removal of duplicate material caused the numbering of examples to look funny; for instance, a lesson might begin with example 5. I did not bother to fix this.)

Lesson 1A: Long vowels
Lesson 2A: Singular **e**-class verbs
Lesson 3A: Consonants
Lesson 4A: Singular **o**-class verbs
Lesson 4B: Singular **oo**-class verbs
Lesson 4C: Possessed nouns
Lesson 4D: Expressing possession
Lesson 5A: Consonant groups
Lesson 6A: Simple subjunctives
Lesson 8A: 3rd person possessive prefixes
Lesson 8B: Possessive prefixes and **h**
Lesson 8C: Bipersonal basics
Lesson 9A: Glottal stop and **h**
Lesson 9B: Plurals of **e**-class verbs
Lesson 9C: Preverbs of time related to the present
Lesson 10A: Dependent nouns
Lesson 10B: Short vowels
Lesson 11A: Plurals of **o(o)**-class verbs
Lesson 11B: More subjunctives
Lesson 12A: Iteratives
Lesson 12B: Questions and other “speech acts”
Lesson 12C: Preverbs of future (and past) time
Lesson 12D: Subjunctives — *knowing a fact* vs. *seeing an action*

General information

My contact details

Andrew Garrett
Department of Linguistics
1203 Dwinelle Hall #2650
University of California
Berkeley, CA 94720-2650

email: garrett@berkeley.edu
office: 510-643-7524
home: 510-644-2616

Yurok language resources

R. H. Robins, *The Yurok Language: Grammar, Texts, Lexicon* (1958)

Jessie Exline, *Yurok Dictionary* (no date)

Georgiana Trull, *Yurok Language Conversation Book* (2003)

Berkeley Yurok Project, *Preliminary Yurok Dictionary* (2005)

On the web: Berkeley Yurok Project website (<http://linguistics.berkeley.edu/~yurok>), with an updated dictionary, many texts, audio files (words, sentences, stories), and other resources

Language learning — and unlearning

Every adult or adolescent learning a new language is influenced by the language(s) he or she already knows; we cannot escape this. We tend to pronounce the new language according to the sounds of our first language, to arrange words in sentences according to the patterns of our first language, and to assemble words along the lines of our first language. But languages are different, and English and Yurok in particular are very, very different. So in learning Yurok, what students need to do is **unlearn** English (temporarily) in order to think and speak differently.

Three simple differences between English and Yurok:

- 1 English has no words beginning with combinations like **my** or **ky**, but Yurok has words like **myoot'** [*myoot'*] "he, she pushes" or even **hkyorkwek'** [*hkyor-kwek'*] "I watch it". Speakers of English tend to make sequences like **my** or **hky** into multiple syllables.
- 2 In English you must express time by choosing *he is running* or *he was running*, but Yurok **ro'op'** [*ro-'op'*] means either one of those (depending on context or what else you say).
- 3 In English you must usually express the **subject** of a sentence (= who did it). You say *I ran* or *he ran* but not just *ran*. In Yurok **ro'opek'** [*ro-'op-ek'*] "I run, ran" is a sentence by itself.

General introduction A: Building up sentences

Sentences consist of words. The study of putting words together to form sentences is called **syntax**, and you cannot say things in a language with learning some of the syntax. Words too have internal parts; for example, the English word *untie* has two parts *un-* and *tie*. The study of how such building blocks are put together to form words is called **morphology**. The morphology of Yurok is very much more complex than the morphology of English, and a lot of what learners need to learn is about the morphology.

Words are also built up out of sounds, and the study of linguistic sound is called **phonetics** (the study of speech sounds themselves) and **phonology** (how sounds pattern in languages). When you learn how to have a good native-sounding accent in a language, you are learning phonetics and phonology.

General introduction B: Parts of speech

The term **part of speech** lets us distinguish several different kinds of words from each other. In Yurok the relatively straightforward parts of speech include **adverbs**, **conjunctions**, **preverbs**, and **pronouns**. The more complex parts of speech for Yurok include **nouns** and **verbs**. Yurok verbs are rather complex and a lot of what follows will be about verbs. Generally, nouns refer to things or people or places, while verbs refer to actions or activities or states.

Some English nouns: *father, house, foot, paper, river, idea, story*

Some English verbs: *run, think, sing, climb, ride, fear, dislike, enjoy*

Lesson 1: Monday, July 29

Lesson 1A: Long vowels

In every language the sound system can be organized into a set of **phonemes** or basic sounds. The phonemes of a language are the basic units of sound, but sometimes they are pronounced differently depending on the precise context. In English, for example, the words *bid* and *bit* have the same vowel phoneme, but it is pronounced slightly longer before *d* than before *t*. Though a native speaker of English does not notice this difference until it is pointed out, it is a completely regular fact about English that has to be learned by everyone who wants natural-sounding English pronunciation.

The Yurok sound system has 40 phonemes, including 29 consonants and 11 vowels. (They can be combined; for example, **o + y = oy**.)

Yurok has 11 vowel phonemes, including 5 long vowels. Long vowels are pronounced twice as long as short vowels. Because English does not have short vs. long vowel phonemes, learners may be reluctant to pronounce the Yurok long vowels as long as they should be pronounced.

To appreciate the short vs. long vowel difference compare the short **r** [er] and long **rr** [err] in the following Yurok words:

4 Short r [er]

lrg^hr'l [ler-gerl'] "buzzard"
pegr^hk [pey-gerk] "[man](#)"
'rplrs [er-plers] "[apple](#)"
'rrkrhl [err-kerhl] "[knee](#)"
krrmrhl [kerr-merhl] "[dirty \(water\)](#)"

5 Long rr [err]

krrmik' [kerr-mik'] "[nine](#)"
krrmrhl [kerr-merhl] "[dirty \(water\)](#)"
'wrrp [werrp] "[butterfly](#)"
k'rr' [k'err'] "[crow](#)"
'rrkrhl [err-kerhl] "[knee](#)"

Other Yurok long vowels are illustrated on the next page.

Yurok long vowels other than **rr** [err]

Long **ii** [eee]

riik'ew [reeek-'ew] "[shore](#)"
chii'sh [cheee'sh] "[woodpecker scalp](#)"
spegii [spe-geee] "[fish hawk](#)"
chiishep [cheee-shep] "[flower](#)"

Long **aa** [aa]

raak [raak] "[creek](#)"
sraach' [sraach'] "[tanned skin](#)"
pyaap' [pyaap'] "[manzanita](#)"
maa'w [maaw'] "[he pays](#)"
laas [laas] "[road](#)"
kaames [kaa-mes] "[sea monster](#)"
chaanuuks [chaa-nuueks] "[baby](#)"
chaahl [chaahl] "[sand](#)"
kaap' [kaap'] "[brush, leaves](#)"

Long **uu** [uue]

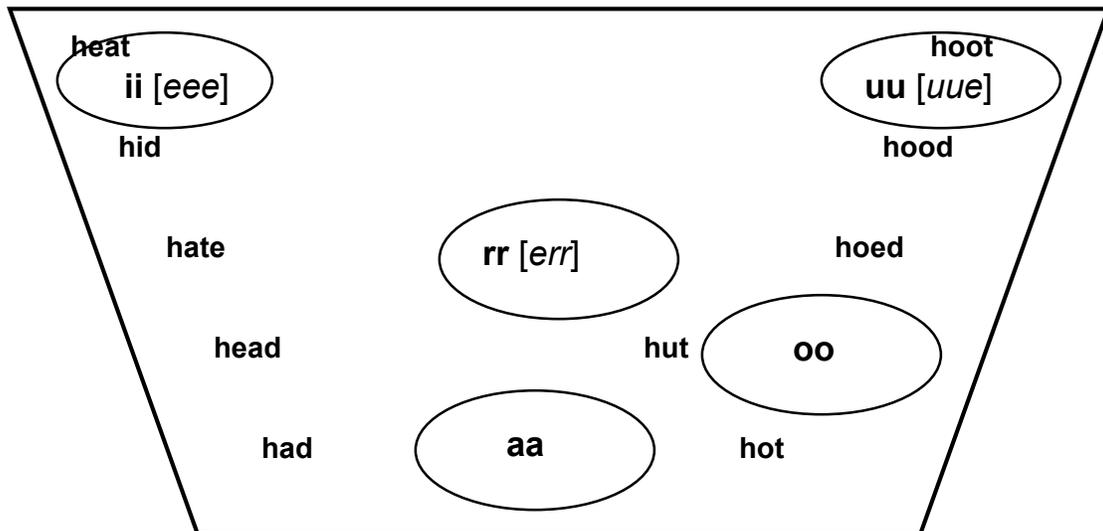
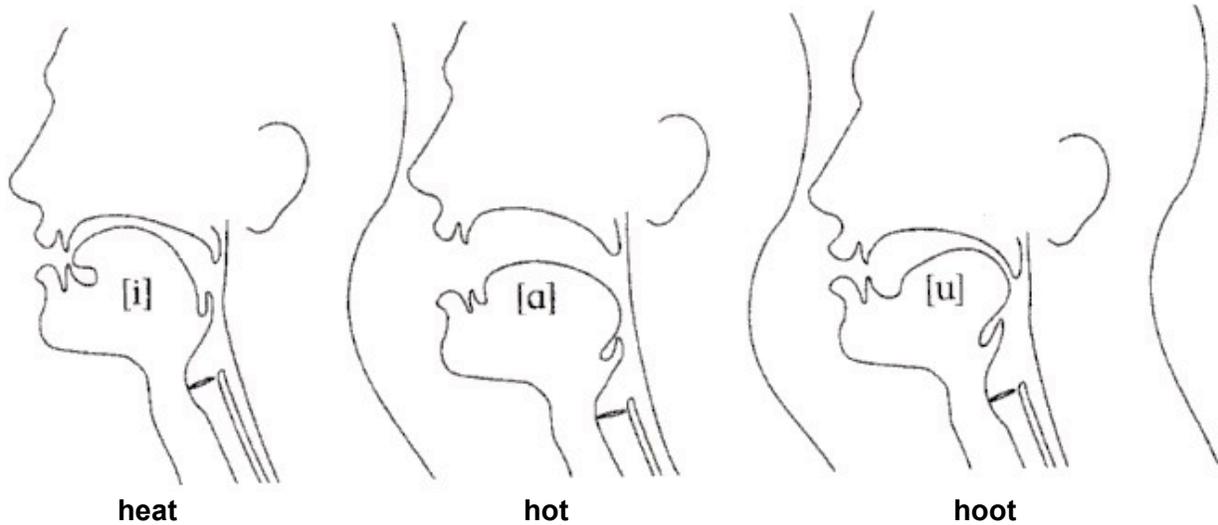
tuuk [tuuek] "[fish tail](#)"
puuk [puuek] "[deer](#)"
huuk [huuek] "[child](#)"
luuhl [luuehl] "[iris stem](#)"
skuu' [skuue] "[sweet](#)"
skuuwoloni [skuue-wo-lo-nee] "[sweet](#)"
chyuuk'wene'm [chyuue-k'we-nem] "you
[sat down](#)"

Long **oo** [oo]

newook' [ney-wook'] "[I see it](#)"
rookw [rookw] "[wind](#)"
'woogey ['woo-gey] "[white man](#)"
'oohl ['oohl] "[\(Indian\) person](#)"
hlkoop' [hlkoop'] "[it's slimy](#)"
hoogech [hoo-gech] "[star](#)"
kooychkwok' [kooych-kwok'] "[I buy it](#)"

Lesson 2: Tuesday, July 30

Review: Charts of English vowels and Yurok long vowels



Vocabulary (e-class verbs only)

15 Some basic verbs of directed force

myootek' [*myoo-tek'*] "I push (it)"

menootek' [*me-noo-tek'*] "I pull (it)"

lootek' [*loo-tek'*] "I throw, toss (it)"

16 Two very common verbs

hegolek' [*hey-go-lek'*] "I say, tell"

hesek' [*he-sek'*] "I think"

- 26 “Jump!” _____
- 27 “I fly” _____
- 28 “I pull (it)” _____
- 29 “You (singular) push (it)” _____
- 30 “He throws (it)” _____
- 31 “Run!” _____
- 32 “You (singular) run” _____
- 32 “She thinks” _____
- 33 “Crawl!” _____
- 34 “You (singular) crawl” _____
- 35 “You (singular) think” _____
- 36 “Fly!” _____
- 37 “He jumps” _____
- 38 “She pushes (it)” _____
- 39 “I think” _____

Exercise: Singular e-Class Verbs

43 Do the following words **begin** with plain or glottalized consonants?

- a **__oo’y** [**__ooy**] “blue jay”
- b **__uuk** [**__uuek**] “deer”
- c **__rgrs** [**__er-gers**] “rat”
- d **__ohl’t’olihl** [**__ohl-t’o-leehl**] “muddy, swampy”
- e **__uchkuch** [**__uech-kuech**] “worm”

44 Do the following words **end** with plain or glottalized consonants?

- a **locho__** [**lo-cho__**] “toad”
- b **kweschi__** [**kweys-chee__**] “strawberry”
- c **skoyo__** [**skoy-yo__**] “bat”
- d **chik’wa__** [**cheek’-wey__**] “chair”
- e **to’ona__** [**to-’o-ney__**] “four (trees)”

Lesson 3: Wednesday, July 31

Review

1 Some **non-inflected verbs** (dictionary abbreviation *vn*; sentences below are from Florence Shaughnessy in 1951):

- a **chahchew** [*chah-chew*] “it’s difficult”
keychek [*key-chek*] “be tired”
kweget [*kwey-gef*] “visit”
'n-ew [*'new*] “my name is”
ten [*ten*] “it’s raining”
toh [*toh*] “talk, use language”
'e'gah [*'ey'-gah*] “eat a meal” (more than 1 person)
... and many many others

- b **Skewok ki 'ne-newochek'**.
[*Skey-wok kee 'ne-ney-wo-chek'*.]
“I want to see you.”

- c **Kus kich roo? Chomi'sh kich roo.**
[*Kues keech roo? Cho-mee'sh keech roo.*]
“What time is it? It’s mid-day.”

- d **Mos nek kom.**
[*Mos nek kom.*]
“I don’t know.”

- e **Nek soo nimoksu nu nes 'o wi'shk'oh.**
[*Nek soo nee-mok-sue nue nes 'o wee'sh-k'oh.*]
“I don’t think he’ll come today.”

- f **Kiti ko'l nu goh.**
[*Kee-tee kol' nue goh.*]
“I’m going to work.”

In fluent speech, there is a pattern where a word-initial **h** is pronounced as **g** when it is immediately preceded by a vowel-final preverb and the two words are spoken right after each other. So **goh** = **hoh**, corresponding to **hohkumek'** [*hoh-kue-mek'*] “I make”.

2 **o**-class verbs (see below):

ko'moyok' [*ko'-moy-ok'*] “I hear, I understand”, etc.

3 **oo**-class verbs (more tomorrow):

hegok' [*hey-gok'*] “I go around, I walk”, **'ook'** [*'ook'*] “I am, live, stay in a place”

4 **aa**-class verbs:

chewip'ak' [*chey-wee-p'ak'*] “I tidy”, and a few others

5 **e**-class verbs

a Examples

chwinkepek' [*chween-ke-pek'*] “I talk”

hohkumek' [*hoh-kue-mek'*] “I make”

wesepek' [*we-se-pek'*] “I take a bath”

b Exercise: Fill out the chart on the next page

"I ..." (= 1st person)			
"you (singular) ..." (= 2nd person)			
"he, she, it ..." (= 3rd person)			
"do it!" (= imperative)		ho'k'us [ho'-k'ues] (unexpected!)	
	"talk"	"make"	"take a bath"

- c A regular irregularity!: verbs in **-imek'** [-i-mek'] and **-umek'** [-ue-mek'] make imperative singular forms in **-'es** [-'es] and **-'us** [-'ues], not **-i'mes** [-i'-mes] and **-u'mes** [-ue'-mes]. What are the (singular) imperatives of:

knoksimek' [knok-si-mek'] "I leave" _____

rohsimek' [roh-si-mek'] "I throw" _____

teykelumek' [tey-ke-lue-mek'] "I bite" _____

Lesson 3A: Consonants

Yurok consonant phonemes (29):

18 non-glottalized consonants: **p, t, ch, k, kw, ' , s, sh, hl, x, g, h, m, n, l, r, w, y**

11 glottalized consonants: **p', t', ch', k', k'w, 'm, 'n, 'l, 'r, 'w, 'y**

- 6 a Some Yurok consonants are easy for learners because English has the same sounds: **p t k kw** (= English *qu* as in *queen*) **sh h m n l r y**.
- b In two cases the Yurok and English sounds are so similar that you can probably ignore the difference: **ch w**.
- c In one case there is a distinctive pronunciation to the Yurok sound: **s**.
- d In one case a sound is found in English but may take some teaching for students to recognize it: glottal stop (').

The remaining 14 Yurok consonants are not found in English:

- 7 Glottalized **p', t', ch', k', k'w**

To pronounce these sounds, say p, t, etc. while holding your breath.

nep' [nep] "he, she eats", **Hup'oo** [Hup-'oo] "Hupa"

t'p'ohl [t'p'ohl] "sensible", **myoot'** [myoot'] "he, she pushes (it)"

ch'ishah [ch'ee-shah] "dog", **'yohlkoych'** ['yohl-koych] "firewood"

k'rr' [k'err] "crow", **nepek'** [ney-pek'] "I eat"

hrk'wrh [herk'-werh] "rabbit", **tkek'wa'r** [tkek'-wey'r] "pot"

- 8 Glottalized **'m, 'n, 'l, 'r, 'w, 'y**

To pronounce these sounds, say a glottal stop together with (and slightly before) m, n, etc.

he'mi' [hey'-mi'] "pigeon", **he'm** [hem] "he or she says"

ti'nisho [tee'-nee-sho] "what?", **skuye'n** [skue-yen] "it's good"

che'looksek' [che'-look-sek] "I'm thirsty", **chege'l** [chey-gel] "seaweed"

sme'ruhl [sme-'ruhl] "scissors", **chpega'r** [chpey-geyr] "ear"

me'womechok' [mey'-wo-me-chok'] "I come from (a place)", **me'w** [mew] (same meaning)
wr'yrs [wer'-yers] "girl", **tege'y** [tey-gey] "flea"

- 9 Unusual fricatives: **hl**, **x**, **g** (a **fricative** is any sound — also including **s**, English *th*, etc. — with your tongue positioned so that a lot of air rushes noisily out)

To pronounce a Yurok **hl**, put your tongue in the **l** position and try to say **h**.

Example: **hloykok'** [hloy-kok'] "I try"

The Yurok **x** is like the sound at the end of the German name *Bach*.

Example: **melox** [mey-lox] "excrement"

Yurok **g** varies in pronunciation. Between vowels it ranges from an English *g* to a weakened fricative pronunciation; at the end of a word it has a very weakened **y**-like pronunciation.

Examples: **chege'l** [chey-ge'l] "seaweed", **segep** [sey-gep] "coyote",

ha'aag [ha-'aag] "[rock](#)", **nepe'wishneg** [ney-pe'-wish-neg] "[otter](#)"

- 10 On the next page, there is a chart comparing consonant symbols for Yurok.

Exercise: Plain and glottalized consonants

- 11 Do the following words **begin** with plain or glottalized consonants?

- a **__oo'y** [__ooy] "blue jay"
- b **__uuk** [__uuek] "deer"
- c **__rgrs** [__er-gers] "rat"
- d **__ohlt'olihl** [__ohl-t'o-leehl] "muddy, swampy"
- e **__uchkuch** [__uech-kuech] "worm"

- 12 Do the following words **end** with plain or glottalized consonants?

- a **locho__** [lo-cho__] "toad"
- b **kweschi__** [kweys-chee__] "strawberry"
- c **skoyo__** [skoy-yo__] "bat"
- d **chik'wa__** [cheek'-wey__] "chair"
- e **to'ona__** [to-'o-ney__] "four (trees)"

- 13 Some tips for recognizing glottalization

- a Is the word a verb that means "I" or "you" or "he, she, it" does something?
- b Is the word "possessed" = preceded by a prefix that means "my, our" or "your" or "his, her, its, their"

A comparison of three Yurok writing systems: Consonants

IPA = International Phonetic Alphabet (with a technical description if different from English phonemes)

Robins = R. H. Robins, *The Yurok Language: Grammar, Texts, Lexicon* (1958)

Berkeley = Berkeley Yurok Language Project

Yurok Alphabet = Yurok Tribe's Yurok Alphabet

IPA	Robins	Berkeley	Yurok Alphabet
Stops			
p	p	p	p
t	t	t	t
tʃ (= English ch) varying with ts	c	ch	ch
k	k	k	k
k^w (= English qu)	k^w	kw	kw
ʔ (glottal stop)	ʔ	'	'
Fricatives			
s	s	s	s
ɬ (voiceless lateral fricative)	ɬ	hl	hl
ʃ (= English sh)	š	sh	sh
x (voiceless velar fricative)	x	x	x
g varying with ɣ (voiced velar fricative; at the end of a word very weakened)	g	g	g
h	h	h	h
Sonorants			
m	m	m	m
n	n	n	n
l	l	l	l
ɹ (= English r)	r	r	r
w varying with ɥ^w (voiced labialized velar fricative)	w	w	w
y	y	y	y
Glottalized sounds			
p' (glottalized p)	p'	p'	p'
t' (glottalized t)	t'	t'	t'
tʃ' varying with ts' (glottalized tʃ , ts)	c	ch	ch
k' (glottalized k)	k'	k'	k'
k'^w (glottalized k^w)	k'^w	k'^w	k'^w
m' (glottalized m)	ʔm	'm	'm or m'
n' (glottalized n)	ʔn	'n	'n or n'
l' (glottalized l)	ʔl	'l	'l or l'
r' (glottalized r)	ʔr	'r	'r or r'
w' (glottalized w)	ʔw	'w	'w or w'
y' (glottalized y)	ʔy	'y	'y or y'

Lesson 4: Thursday, August 2

Review: Consonants

- 1 a _____ **ku nepuy!**
 [_____ *kue ney-puy!*]
 “Put the fish on the plate!”
- b **Ku** _____ **ku nepuy.**
 [*Kue* _____ *kue ney-puy.*]
 “He put the fish on the plate.”

Lesson 4A: Singular o-class verbs

The regular pattern is very similar to the e-class pattern (but with **o**, not **e**):

“I ...” (= 1st person)	chpe’royok’ [<i>chpe’-roy-ok’</i>]	rurowok’ [<i>rue-ro-wok’</i>]	nii’nowok’ [<i>neee’-no-wok’</i>]
“you (singular) ...” (= 2nd person)	chpe’royo’m [<i>chpe’-roy-om’</i>]	rurowo’m [<i>rue-ro-wom’</i>]	nii’nowo’m [<i>neee’-no-wom’</i>]
“he, she, it ...” (= 3rd person)	chpe’ro’y [<i>chpe’-roy</i>]	ruro’w [<i>rue-row</i>]	nii’no’w [<i>neee’-now</i>]
“do it!” (= imperative)	chpe’ro’yos [<i>chpe’-ro’-yos</i>]	ruro’wos [<i>rue-ro’-wos</i>]	nii’no’wos [<i>neee’-no’-wos</i>]
	“listen”	“sing”	“watch, look for”

For “listen”, imperative, an alternative form is **hechpa’r** [*hech-peyr*].

For “look for”, there is an e-class verb: **nii’nek’** [*neee’-nek*], imperative **nii’nes** [*neee’-nes*].

- 2 We often find irregularities in two areas of the o-class singular:

- a In the imperative form, as in “hear, understand”:

ko’moyok’ [*ko’-moy-ok’*]
ko’moyo’m [*ko’-moy-om’*]
ko’mo’y [*ko’-moy*]
ko’moyos [*ko’-moy-os*]

Verbs with **-ey-** or **-oy-** before the ending often lack the imperative glottalization.

- b In the 3rd person singular (“he, she, it”) of verbs in **-owok’**:

“be poor”
wa’soyowok’ [*wa’-soy-o-wok’*]
wa’soyowo’m [*wa’-soy-o-wom’*]
wa’so’y [*wa’-soy*]

“act or be (in a certain way)”
sonowok’ [*so-no-wok’*]
sonowo’m [*so-no-wom’*]
so’n [*son*]

There are also related e-class verbs **wa’soyek’** [*wa’-soy-ek’*] and **sonek’** [*so-nek’*].

Exercise: Singular o-Class Verbs

3 Vocabulary

hloypeyok' [hloy-pey-ok] "I taste it"

tenpeyok' [teyn-pey-ok] "I overeat"

nohsunowok' [noh-sue-now-ok] "I grow up (in a place)"

Translate the following sentences into Yurok.

4 "You (singular) overeat" tenpeyo'm [teyn-pey-om']

5 "He or she overeats" _____

6 "Taste it!" (imperative) _____

7 "I taste it" _____

8 "You (singular) overeat" _____

9 "You (singular) taste it" _____

10 "He or she tastes it" _____

11 "I overeat" _____

12 "He or she grows up (someplace)" _____

13 "You (singular) are poor" _____

14 "I grow up (someplace)" _____

15 "You (singular) grow up (someplace)" _____

16 "Sing!" (imperative) _____

17 "You watch" _____

18 "He or she sings" _____

19 "He or she watches" _____

Lesson 4B: Singular oo-class verbs

There are four main patterns for **oo**-class verbs, but note that some speakers shorten the 2nd person singular **oo** to **o** (making the 1st and 2nd person forms identical to **o**-class forms):

"I ..." (= 1st person)	kohchewok' [koh-che-wok']	wenok' [wey-nok']	sootok' [soo-tok']	rechok' [rey-chok']
"you (singular) ..." (= 2nd person)	kohchewoo'm [koh-che-woom']	wenoo'm [wey-noom']	sootoo'm [soo-toom']	rechoo'm [rey-choom']
"he, she, it ..." (= 3rd person)	kohchewo'm [koh-che-wom']	wenok'w [wey-nok'w]	sootok'w [soo-tok'w] or sooto'l [soo-tol']	recho' [rey-cho]
"do it!" (= imperative)	kohche'wos [koh-che'-wos]	wenos [wey-nos]	soot'os [soot-'os]	rech'os [reych-'os]
	"catch"	"come"	"go"	"paddle"

In other words, for an **oo**-class verb you have to learn what 3rd person singular form it is. There are some pretty good generalizations: for example, verbs in **-echok'** mostly go like **sootok'**. This includes a lot of verbs, such as **neskwechok'** [neys-kwe-chok'] "I arrive", **kwomhlechok'** [kwom-hle-chok'] "I return", **sloychok'** [sloy-chok'] "I descend, I go downhill".

20 Two very common **oo**-class verbs:

- a **'ook'** [ook'] "I am"
'oo'm [oo'm] "you (singular) are"
'o'l [o'l] "he, she is", **'ok'w** [ok'w] "there is"
- b **hegok'** [hey-gok'] "I go (around), walk"
hegoo'm [hey-goo'm] "you (singular) go, walk"
hego'l [hey-gol'], **hegok'w** [hey-gok'w] "he, she goes, walks"

21 The verb **tmook'** [tmook'] "I shoot" inflects like "paddle". What are the 2nd and 3rd person singular forms and the imperative?

Lesson 4C: Possessed nouns

We can try out the prefixes **'ne-** "my/our", **k'e-** "your", **'we-** "his/her/its/their" with some of our favorite nouns.

'X'	smohta'r [smoh-teyr] "bow"	nepuy [ney-puy] "salmon"	'yohlkoych' [yohl-koych] "(fire)wood"
'my, our X'	'ne-smohta'r [ne-smoh-teyr']	'ne-nepuy [ne-ney-puy]	'ne-'yohlkoych' [ne'-yohl-koych]
'your X'	k'e-smohta'r [k'e-smoh-teyr']	k'e-nepuy [k'e-ney-puy]	k'e-'yohlkoych' [k'e'-yohl-koych]
'her, his, its, their X'	'we-smohta'r [we-smoh-teyr']	'we-nepuy [we-ney-puy]	'we-'yohlkoych' [we'-yohl-koych]

22 You can't say **ku nos** [kue nos] "the husband" or **ku lin** [kue leen] "the eye"! (Why?)

23 Possessive exercise: **kaap'** [kaap'] "brush", **'o'l** [o'l] "house", **-k'ep'ew** [-k'e-p'ew] "grandchild", **wrhl** [werhl] "tail", **-sen** [-sen] "arm", **'yoch** [yoch] "boat", **-psech** [-psech] "father", **ska'ah** [ska-'ah] "sole of foot", **tuuk** [tuuek] "fish tail", **pahtun** [pah-tuen] "neck"

Lesson 4D: Expressing possession

24 To say “there’s an X”, say **'ok'w X** [*X 'ok'w X*]:

- a **Noohl hikon pechik ho 'ok'w perey.**
[*Noohl hee-kon pey-cheek ho 'ok'w pe-rey.*]
“Once upon a time an old woman lived up the river.” (Florence Shaughnessy)
- b **Mechik 'ok'w ha'aag.**
[*Mey-cheek 'ok'w ha-'aag.*]
“There is a stone in the fire.” (in Robins, speaker not identified)
- c **Mos 'ok'w meges.**
[*Mos 'ok'w mey-ges.*]
“There was no doctor.” (Alice Spott)
- d **Mos koma 'ok'w 'r'grrch.**
[*Mos ko-ma 'ok'w 'er'-gerrch.*]
“There are no more sweathouses.” (in Robins, speaker not identified)

25 To say “there’s no X”, you can also say **mo'ok'w X** [*mo-'ok'w X*] or **mok'w X** [*mok'w X*]:

- a **Ni mo'ok'w mech.**
[*Nee mo-'ok'w mech.*]
“There is no fire here.” (in Robins, speaker not identified)
- b **Kich mo'ok'w.**
[*Keech mo-'ok'w.*]
“There’s none left.” (Florence Shaughnessy)
- c **Ni mok'w 'yekwhl 'o ku 'rplrs.**
[*Nee mok'w 'yekwhl 'o kue 'erp-lers.*]
“There are no maggots in the apples.” (Georgiana Trull)

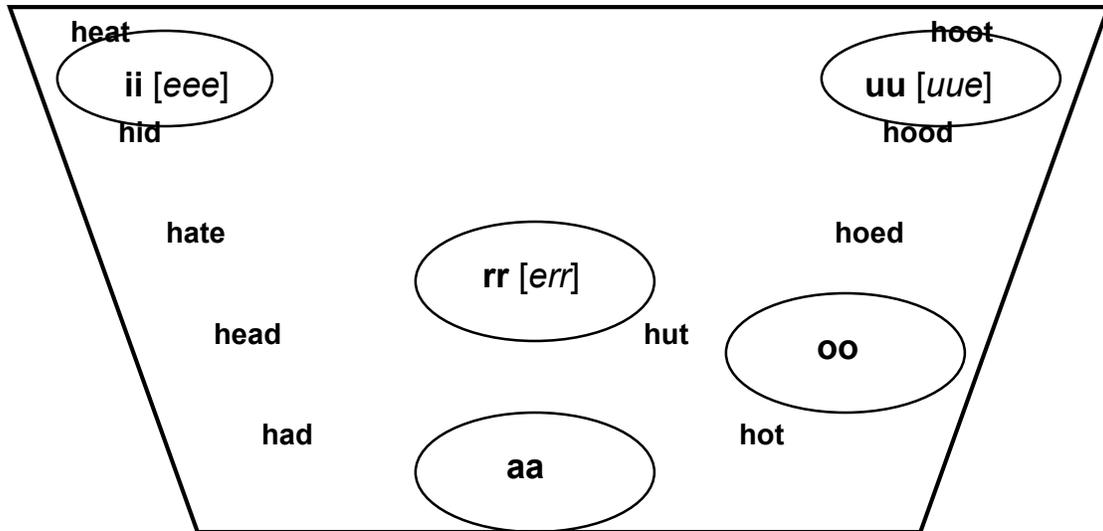
26 To say “I have X”, say **X 'ne-'ok'w** [*X 'ne-'ok'w*]:

- a **Nimuch 'ok'w 'nr-mrw.**
[*Nee-muech 'ok'w 'ner-merw.*]
“I have my own food.” (Florence Shaughnessy)
- b **Tu' 'ok'w 'we-rahchin ku chines.**
[*Tue 'ok'w 'we-rah-cheen kue chee-nes.*]
“And the young man had a friend.” (Florence Shaughnessy)
- c **Ke'l 'ok'w skuyeni k'e-'yoch.**
[*Kel' 'ok'w skue-ye-nee k'e'-yoch.*]
“You have a good boat.” (in Robins, speaker not identified)
- d **Kwesi 'ok'w 'u-pichowos.**
[*Kwe-see 'ok'w 'ue-pee-cho-wos.*]
“He had a grandfather.” (Florence Shaughnessy)
- e **Ho 'ok'w '-uuk, 'i mo'ok'w 'we-new.**
[*Ho 'ok'w '-uuek, 'ee-mo-'ok'w 'we-new.*]
“She had a baby, she had no milk.” (Alice Spott)
- f **Ni mok'w 'no-'o'l.**
[*Nee mok'w 'no-'ol'.*]
“I have no house.” (in Robins, speaker not identified)

Lesson 5: Monday, August 6

Review exercise 1: Yurok **aa**, **oo**, and **o**

1 Articulation of Yurok long vowels superimposed on English vowels



2 Practice with Yurok **aa** vs. English vowels

<u>E "had"</u>	<u>Yurok aa</u>	<u>E "hut"</u>	<u>E "hot"</u>
sass	chaahl [<i>chaah</i>] "sand" (AF , GT vs. AT)	suss	sauce
cap	kaap' [<i>kaap</i>] "brush" (AF , JJ , GM , VM , CR vs. AT)	cup	cop
lass	laas [<i>laas</i>] "road" (JJ , GM vs. AT)	bus	loss
pap	pyaap' [<i>pyaap</i>] "manzanita" (AF , VM , CR)	pup	pop
rack	raak [<i>raak</i>] "creek" (AF , CR , GT)	Huck	rock

3 Practice with Yurok **oo** vs. English vowels

<u>E "hot"</u>	<u>E "hut"</u>	<u>Yurok oo</u>	<u>E "hoed"</u>
all	hull	'oohl [<i>'oohl</i>] "(Indian) person" (AF , JJ , VM , CR , AT , GT)	hole
yacht	mutt	myoot' [<i>myoot</i>] "he, she pushes" (GM)	boat
raw	rut	roo [<i>roo</i>] "be a certain time" (GM)	rote
pa	putt	tepoo [<i>tey-poo</i>] "fir tree" (AF , AT , JVP)	Poe

4 Practice with Yurok **o** vs. English vowels

<u>E "hot"</u>	<u>E "hut"</u>	<u>Yurok o</u>	<u>E "hoed"</u>
Scotch	hutch	locho'm [<i>lo-chom</i>] "toad" (AF , JJ , CR , AT , JVP)	roach
pon(toon)	pun	pontet [<i>pon-tes</i>] "ashes" (AF , JJ , AT)	bone
got	gut	re'go' [<i>rey'-go</i>] "maidenhair fern" (AF , JJ , VM , CR , AT , GT)	goat
yacht	jut	'yoch [<i>'yoch</i>] "boat" (AF , JJ , AT , GT)	boat

Lesson 5A: Consonant groups

- 5 Consonant + l
t'lewoluhi [t'ley-wo-lueh] "waterfall"
- 6 Consonant + m
chmuuk [chmuuek] "bobcat"
kmoypon [kmoy-pon] "spread (butter, jam, etc.)"
hlmeyep'i'r [hlmey-ep-'eer] "rattlesnake"
tmook' [tmook] "I shoot"
- 7 Consonant + n
chnaa [chnaa] or **chno'** [chno] "woman's brother-in-law"
knewetik' [kney-we-tik] "eight"
- 8 Consonant + w
chwinkepek' [chween-ke-pek] "I speak"
ch'wona' [ch'wo-na] "coat"
- 9 Consonant + y
kyah [kyah] "sunrise"
k'yow [k'yow] "swan"
myah [myah] "jump"
pyaap' [pyaap] "manzanita"
syaahlkok' [syaahl-kok] "I kick"
tyohpeyok [tyoh-pey-ok] "hate, dislike"
t'yoykwo'n [t'yoy-kwon] "it's slippery"
- 10 Consonant + k(w) or k'
chkeyek' [chkey-ek] "I'm sleep"
chkweges [chkwey-ges] "hair seal"
hlikehi [hlikeh] "dirt"
hikwrtrkws [hikwer-terkws] "frog"
hikyorkwek' [hikyorkwek] "I watch"
pkench [pkench] "pitch"
pkwechok' [pkwey-chok] "I come out, I emerge"
tkek'wa'r [tkek'-weyr] "pot"
t'k'eroh [t'k'ey-roh] "thump"
tkwa'r [tkweyr] "it's short"
- 11 Consonant + p or p'
chpegaa [chpey-gaa] "cormorant"
hlprgrp [hlper-gerp] "flounder"
hlp'ohi [hlp'ohi] "vagina"
t'p'ohi [t'p'ohi] "be sensible"
- 12 Other
schep'oo [schep-'oo] "land (of, from a boat)"
- 13 Some consonant groups Yurok does **not** have at the beginning of a word (but English does)
skr in 'scratch'
spr in 'spring'
str in 'string'
skw in 'squelch'
spl in 'splash'

Review exercise 2: Basic possessive examples

- 14 1st person **'ne-** [*'ne-*] “my, our”
 2nd person **k'e-** [*k'e-*] “your”
 3rd person **'we-** [*'we-*] or **'u-** [*'ue-*] “his, her, its, their”

'X'	smohta'r [<i>smoh-teyr</i>] “bow”	nepuy [<i>ney-puy</i>] “salmon”	'yohlkoych' [<i>'yohl-koych</i>] “(fire)wood”
'my, our X'	'ne-smohta'r [<i>'ne-smoh-teyr</i>]	'ne-nepuy [<i>'ne-ney-puy</i>]	'ne-'yohlkoych' [<i>'ne-'yohl-koych</i>]
'your X'	k'e-smohta'r [<i>k'e-smoh-teyr</i>]	k'e-nepuy [<i>k'e-ney-puy</i>]	k'e-'yohlkoych' [<i>k'e-'yohl-koych</i>]
'her, his, its, their X'	'we-smohta'r [<i>'we-smoh-teyr</i>]	'we-nepuy [<i>'we-ney-puy</i>]	'we-'yohlkoych' [<i>'we-'yohl-koych</i>]

- 15 a **chwrhsek'** [*cher-werh-sek*] “I point to (it)”
chwr'ses [*cher-wer'-ses*] “point to (it)!”
mehlonemek' [*mey-hlo-ne-mek*] “I touch (it)”
mehl'ones [*mey-hlo-nes*] “touch (it)!”

Verbs in -onemek' [-onemek'] often have imperative forms in -'ones [-'ones] (not, or in addition to, the expected -'onemes [-'onemes]).

- b **chahkwoh** [*chah-kwoh*] “pants”
no'oy [*no-'oy*] “shoes”
slekwoh [*sley-kwoh*] “shirt”
'ekah [*'ey-kah*] “hat”

Lesson 6: Tuesday, August 7

Exercise 1: Possessive practice

- 1 a **chahkwoh** [*chah-kwoh*] “pants”
no’oy [*no-’oy*] “shoes”
slekwoh [*sley-kwoh*] “shirt”
’ekah [*’ey-kah*] “hat”
 - b **chrwrhsek’** [*cher-werh-sek’*] “I point to (it)”
chrwr’ses [*cher-wer’s-ses*] “point to (it)!”
- 2 A sub-regularity in how imperatives are formed: Verbs ending in **-onemek’** [*-o-ne-mek’*] often have imperative singulars ending in **-’ones** [*-’o-nes*] (sometimes in addition to the expected forms in **-’onemes** [*-’o-ne-mes*]).
 - a **mehlonemek’** [*mey-hlo-ne-mek’*] “I touch (it)”
mehl’ones [*mey-hl’o-nes*] “touch (it)!”
 - b **ke’yonemek’** [*key’-yo-ne-mek’*] “I release (it), I let (it) go”
ke’yones [*key’-yo-nes*] “let go of it!”
 - c **s’oophonemek’** [*s’oo-po-ne-mek’*] “I hit (him)”
s’oop’ones [*s’oop-’o-nes*] “hit him!”
 - d **’ekonemek’** [*’ey-ko-ne-mek’*] “I hold (it), I keep (it)”
’ek’ones [*’eyk-’o-nes*] “hold it!”
- 3 a **’Ok’w hes ’ne-’ekah?**
 [*’Ok’w hes ’ne-’ey-kah?*]
 “Do I have a hat?”
 - b **’Ok’w hes k’e-no’oy?**
 [*’Ok’w hes k’e-no-’oy?*]
 “Do you have shoes?”

Exercise 2: Verb class practice (e-class, o-class, oo-class)

This chart shows patterns for the main verb classes (1st person singular, 2nd person singular, 3rd person singular, and imperative singular):

Person	e-class	o-class	oo-class			
			-o’m [-om]	-ok’w [-ok’w]	-ok’w [-ok’w] or -o’l [-ol’]	-o’ [-o’]
3 sg ending						
1 sg	ro’opek’ [<i>ro-’o-pek’</i>]	rurowok’ [<i>rue-row-ok’</i>]	kohchewok’ [<i>koh-che-wok’</i>]	wenok’ [<i>wey-nok’</i>]	sootok’ [<i>soo-tok’</i>]	rechok’ [<i>rey-chok’</i>]
2 sg	ro’ope’m [<i>ro-’o-pem’</i>]	rurowo’m [<i>rue-row-om’</i>]	kohchewoo’m [<i>koh-che-woom’</i>]	wenoo’m [<i>wey-noom’</i>]	sootoo’m [<i>soo-toom’</i>]	rechoo’m [<i>rey-choom’</i>]
3 sg	ro’op’ [<i>ro-’op’</i>]	ruro’w [<i>rue-row’</i>]	kohchewo’m [<i>koh-che-wom’</i>]	wenok’w [<i>wey-nok’w</i>]	sootok’w [<i>soo-tok’w</i>] or sooto’l [<i>soo-tol’</i>]	recho’ [<i>rey-cho’</i>]
impv. sg.	ro’op’es [<i>ro-’op-’es</i>]	ruro’wos [<i>rue-ro’-wos</i>]	kohche’wos [<i>koh-che-’wos</i>]	wenos [<i>wey-nos</i>]	soot’os [<i>soot-’os</i>]	rech’os [<i>reych-’os</i>]
	“run”	“sing”	“catch”	“come”	“go”	“paddle”

- 4 Verbs for practice
- a e-class
nepek' [ney-pek'] "I eat"
pewomek' [pey-wo-mek'] "I cook"
skuuwetek' [skuue-we-tek'] "I like the taste of (something)"
- b o-class
hloypeyok' [hloy-pey-ok'] "I taste it"
sonowok' [so-now-ok'] "I am or act a certain way"
nii'nowok' [neee'-now-ok'] "I look for"
ko'moyok' [ko'-moy-ok'] "I hear"
- c oo-class like kohchewok' "catch"
kooychkwok' [kooych-kwok'] "I buy"
meskwok' [meys-kwok'] "I doctor, I treat"
newok' [ney-wok'] "I see"
- d oo-class like sootok' "go"
'ook' ['ook'] "I am, live (in a place)"
hegok' [hey-gok'] "I go (around), walk"
kwomhlechok' [kwom-hle-chok'] "I return"
neskwechok' [neys-kwe-chok'] "I arrive"
sloychok' [sloy-chok'] "I descend, I go downhill"
- e oo-class like rechok' "paddle"
tmook' [tmook'] "I shoot"
hlkook' [hlkook'] "I gather acorns"

Lesson 6A: Simple subjunctives

- 5 **moskek'** [mos-kek'] "I borrow"
pemek' [pey-mek'] "I cook"
nekomuy [ney-ko-muy] "know how to" (noninflected verb)
skuykok' [skuy-kok'] "I do (it) well" (oo-class)

The examples below are mostly from Georgiana Trull's *Yurok Language Conversation Book*. Sentences with **subjunctive** verbs are common. Subjunctives are called **pronominal-prefix verbs** (by Robins) and **subordinative verbs** (years ago in a few of my handouts).

- 6 Some examples with first-person singular subjects
- a **Skewok ki 'ne-nepek' kegoh.**
 [Skey-wok kee 'ne-ney-pek' key-goh.]
 "I want to eat acorn soup."
- b **Skewok ki 'ne-rekwoh skuuwoloni pa'ah.**
 [Skey-wok kee 'ne-rey-kwoh skuue-wo-lo-nee pa-'ah.]
 "I want to drink soda."
- c **Skewok ki 'ne-moskek' k'e-chiik.**
 [Skey-wok kee 'ne-mos-kek' k'e-cheeek.]
 "I want to borrow your money."
- d **Kich 'i so'n ki ko'l 'ne-nepek'.**
 [Keech 'ee son' kee kol' 'ne-ney-pek'.]
 "I am ready to eat."

- e **Kich 'i roo ki 'ne-chkeyek'.**
 [Keech 'ee roo kee 'ne-chkey-ek'.]
 "It's time to go to sleep."
- f **Skuykok' 'ne-pewomek'.**
 [Skuy-kok' 'ne-pey-wo-mek'.]
 "I'm a good cook."
- 7 Some examples with second-person singular subjects
- a **Nek skewok ki k'e-nepek' ku nepuy.**
 [Nek skey-wok kee k'e-ney-pek' kue ney-puy.]
 "I want you to eat the salmon."
- b **Ti'nisho skewok ki k'e-nepek'?**
 [Tee'-nee-sho skey-wok kee k'e-ney-pek'?.]
 "What do you want to eat?"
- c **Nekomuy ki k'e-pemek' kegoh hes?**
 [Ney-ko-muy ki k'e-pemek' kegoh hes?]
 "Do you know how to make acorn soup?"
- d **To' ni skuyk'os k'e-chwegin.**
 [To' ni skuyk'os k'e-chwegin.]
 "Speak clearly."
- e **Wokhlew ki me k'e-nes.**
 [Wok-hlew kee me k'e-nes.]
 "Thank you for coming."
- 8 Subjunctives ...
- a ... have the possessive prefixes that ordinarily mean "my/our", "your", "his/her/its/their".
- b ... have unexpected endings that often look like first-person singular endings.
- c ... are used in a well-defined (but very common!) set of situations. A common one is with **skewok** [skey-wok].
- 9 **Skewok ki 'ne-nepek' nepuy.** [Skey-wok kee 'ne-ney-pek' ney-puy.]
Skewok ki k'e-nepek' nepuy. [Skey-wok kee k'e-ney-pek' ney-puy.]
Skewok ki 'we-nepek' nepuy. [Skey-wok kee 'we-ney-pek' ney-puy.]
- 10 **Skewok ki 'ne-rurowok'.** [Skey-wok kee 'ne-rue-row-ok'.]
Skewok ki k'e-rurowok'. [Skey-wok kee k'e-rue-row-ok'.]
Skewok ki 'we-rurowok'. [Skey-wok kee 'we-rue-row-ok'.]
- 11 **Skewok ki 'ne-sootok'.** [Skey-wok kee 'ne-soo-tok'.]
Skewok ki k'e-sootok'. [Skey-wok kee k'e-soo-tok'.]
Skewok ki 'we-sootok'. [Skey-wok kee 'we-soo-tok'.]

Lesson 7: Wednesday, August 8

Audio examples: 2nd person singular oo-class verbs

- 1 You wanted to hear sentences with oo-class 2nd person singular forms in **-oo'm** [-oom]:
- a **Kus 'oo'm?**
Kues 'oom'?
 "Where do you live?" (GI, YLCB)
- b **Ke'l hes hloo'm ku 'ne-pegem?**
Kel' hes hloom' kue 'ne-pey-gem?
 "Did you take my knife?" (GI, YLCB)
- c **Ke'l hes pechu kich ni ma hegoo'm?**
Kel' hes pey-chue keech ni ma hey-goom'?
 "Have you been upriver?" (FS, 1951)
- d **Cho' noohl sohchi sootoo'm.**
Cho' noohl soh-chee soo-toom'.
 "Go far up (into the hills)." (FS, 1951)
- e ... **mo wi'it tu' mehl slo'ehlkoo'm ...**
... mo wee-'eeet tue' mehl slo-'eyhl-koom' ...
 ... because that is why you are thin ... (Domingo, 1907)

Review: Inflected vs. non-inflected verbs

- 2 a Noninflected verbs (abbreviated *vn*) have no endings. They are shorter — sometimes a lot shorter — than their inflected counterparts; usually they are used in familiar, often repeated expressions or in certain settings in narratives.
- b The best way to learn to use noninflected verbs is to notice expressions they commonly occur in.

Some common noninflected verbs

chgrhchrrhl [cher-gerh-cherhl]

"be lazy"

ha'p'ehl [ha'p'ehl] "forget"

hlkyork [hlkyork] "watch"

hl'e'goh [hl'e'-goh]

"thunder"

rohko'r [roh-kor] "roll"

sa'ar [sa-'ar] "be crazy"

skewok [skey-wok]

"want, like"

slo'ehl [slo-'ehl] "be skinny"

soch [soch] "say, speak"

srrhl [serrhl] "do"

tewomehl [tey-wo-mehl]

"be glad"

'ekonor ['ey-ko-nor]

"keep safe"

Inflected counterparts

chgrhchrrhkok' [cher-gerh-cherhl-kok']

"I am lazy"

ha'p'ehkok' [ha'p'ehkok'] "I forget"

hlkyorkwek' [hlkyor-kwek'] "I watch"

hl'e'gohko'hl [hl'e'-goh-ko'hhl]

"it's thundering"

rohko'repek' [roh-ko'-re-pek'] "I'm rolling"

sa'arkeyek' [sa-'ar-key-ek'] "I am crazy"

skewoksimek' [skey-wok-see-mek']

"I want, I like"

slo'ehkok' [slo-'ehl-kok'] "I am skinny"

sochpeyewek' [soch-pey-e-wek'] "I say"

srrhlrpek' [serr-hler-pek'] "I do"

tewomehkok' [tey-wo-mehl-kok']

"I am glad"

'ekonorkwok' ['ey-ko-nor-kwok']

"I keep (people) safe"

Exercise 1: Subjunctive practice

- 3 a How subjunctives pattern is illustrated in 3b. Three main characteristics:
- prefixes
 - special endings (the singular endings are the same as 1st person singular endings)
 - used in special contexts (for example, after **skewok** [skey-wok] or with “always”)
- b **Nek skewok ki 'ne-nepek' nepuy.** [Nek skey-wok kee 'ne-ney-pek' ney-puy.]
Ke'l skewok ki k'e-nepek' nepuy. [Kel' skey-wok kee k'e-ney-pek' ney-puy.]
Yo' skewok ki 'we-nepek' nepuy. [Yo' skey-wok kee 'we-ney-pek' ney-puy.]
 “I / you / that one wants to eat salmon.”
- 4 Real audio examples
- a **Skewok ki 'ne-kepoyurek' kishen.**
Skey-wok kee 'ne-key-poy-ue-rek' kee-shen.
 “I like to swim in summer.” (GI, YLCB)
- b **Skewok hes ki k'e-megelok'?**
Ske-wok hes kee k'e-mey-ge-lok'?
 “Do you want to go along?” (GI, 2007)
- c **Kowishcho' k'i me k'r-nrgry.**
Ko-weesh-cho' k'ee me k'er-ner-gery.
 “Thank you for your help.” (FS, 1951)
- d **Niko'l k'e-pliinepe'm.**
Nee-kol' k'e-pleee-ne-pem'.
 “You're always sarcastic.” (GI, YLCB)
- e **Niko'l ki 'ne-tensewok' k'i nepuy 'o ke'l.**
Nee-kol' kee 'ne-teyn-se-wok' k'ee ney-puey 'o kel'.
 “I'm always going to catch a lot of salmon compared to you.” (JJ, 2007)
- 5 Translate into Yurok
- a **Skewok ki sku'y 'ne-soninepek'.** [Skey-wok kee skuy' 'ne-so-nee-ne-pek'.]
 “I want to feel good.”
- b **Skewok ki [Skey-wok kee] _____**
 “I want you to feel good.”
- c **Skewok ki [Skey-wok kee] _____**
 “I want to go swimming (**kepoyurek'** [key-poy-ue-rek']).”
- d **Skewok ki [Skey-wok kee] _____**
 “I want you to go swimming.”
- e **Skewok ki [Skey-wok kee] _____**
 “I want to eat salmon.”

- f **Skewok ki** [*Skey-wok kee*] _____
"I want you to eat salmon."
- g **Skewok ki** [*Skey-wok kee*] _____
"I want to cook salmon (**pewomek'** [*pey-wo-mek'*])."
- h **Skewok ki** [*Skey-wok kee*] _____
"I want you to cook salmon."
- i **Skewok ki** [*Skey-wok kee*] _____
"I want to go to sleep (**nu chkeyek'** [*nue chkey-ek'*])."
- j **Skewok ki** [*Skey-wok kee*] _____
"I want you to go to sleep."
- k **Skewok ki Segep** [*Skey-wok kee Segep*] _____
"I want Coyote to go to sleep."
- l **Niko'I** [*Nee-kol'*] _____
"I always eat salmon."
- m **Niko'I** [*Nee-kol'*] _____
"You always sit down."
- n **Niko'I** [*Nee-kol'*] _____
"It is always raining."
- 6 **Ti'nisho skewok k'e-srrhl?**
[*Tee'-nee-sho skey-wok k'e-serrhl?*]
"What do you want to do?"

Exercise 2: 'Ok'w hes ... ?

- 7 a **'Ok'w hes 'ne-luhl?**
[*'Ok'w hes 'ne-luehl?*]
"Do I have a mouth?"
- b **'Ok'w hes k'e-tuuk?** [*'Ok'w hes k'e-tuuek?*]
"Do you have a (fish) tail?"
- c **'Ok'w hes k'e-wrhl?** [*Ok'w hes k'e-werhl?*]
"Do you have a (non-fish) tail?"

Lesson 8: Thursday, August 9

Exercise 1: Possessive and subjunctive practice

- 1 We'll go around the room. Each person will say two sentences about herself, himself, me, or another person: first, that the person in question either does or does not have such-and-such; and second, that the person wants to do so-and-so. For example:

Jonathan 'ok'w 'we-luhl. Skewok ki 'we-nepek' ku 'rplrs.

Jonathan 'ok'w 'wey-luehl. Skey-wok kee 'we-ney-pek' kue 'er-plers.

"Jonathan has a mouth. He wants to eat the apples."

Lesson 8A: 3rd person possessive prefixes

- 2 3rd person 'we- ['we-] vs. 'u- ['ue-]: the KAMP W rule (name courtesy of Kay Inong)

- a Use 'u- ['ue-] if the noun begins with a k sound or a "labial" (lip) sound:

k k' kw k'w p p' w 'w m 'm

Example: 'u-psech ['ue-psech] "his/her father"

- b Otherwise, use 'we- ['we-].

- 3 _____-'yoch [_____-'yoch] "his/her boat"
_____kaap' [_____kaap] "his/her brush"
_____-'o'l [_____-'o'l] "his/her house"
_____wrhl [_____werhl] "its tail"
_____ska'ah [_____ska-'ah] "the sole of his/her foot"
_____tuuk [_____tuuek] "its (a fish's) tail"
_____pahtun [_____pah-tuen] "his/her neck"
_____mohl [_____mohl] "his/her head"
_____smeychken [_____smeych-ken] "his/her chipmunk"

- 4 a **Skewok ki** [Skey-wok kee] _____
"I want him/her to go swimming."
- b **Skewok ki** [Skey-wok kee] _____
"I want him/her to eat salmon."
- c **Skewok ki** [Skey-wok kee] _____
"I want him/her to sing."
- d **Skewok ki 'ne-chek** [Skey-wok kee 'ne-chek] _____
"I want my mother to cook salmon."

- e **Skewok ki** [Skey-wok kee] _____
"I want him/her to go to sleep."
- f **Skewok ki Segep** [Skey-wok kee Sey-gep] _____
"I want Coyote to go home (**kemeyek'** [key-mey-ek'])."
- g **Yo' skewok ki** [Yo' skey-wok kee] _____
He wants to go home."

Lesson 8B: Possessive prefixes and h

- 5 In making possessives ("my X", etc.), nouns beginning with **h-** often replace the **h** with the consonant of the prefix.

This was more regular — but it did not always happen — in the older language. It is less regular nowadays.

hahsehl [hah-sehl] "urine"

harpuch [heyr-puech] "ant"

ha'aag [ha-'aag] "rock"

hrhikrh [herhl-kerh] "potato"

hrk'wrh [herk'-werh] "rabbit"

holihl [ho-leeh] "hazel shoots"

- 6 Subjunctives of verbs beginning with **h**

- a **'Ne-romech niko'l 'w-ahkwsek'**.
'Ne-ro-mech nee-kol' 'wah-kwsek'.
"My niece is always laughing (**hahkwsek'**)."

(GI, YLCB)

- b **Skewok ki** [Skey-wok kee] _____
"I want to dance (**helomeyek'** [hey-lo-mey-ek'])"

- c **Skewok ki** [Skey-wok kee] _____
"I want to gamble (**hookwchek'** [hookw-chek'])"

- d **Skewok ki** [Skey-wok kee] _____
"I want you to gamble."

- e **Skewok ki** [Skey-wok kee] _____
"I want you to dance."

- f **Skewok ki** [Skey-wok kee] _____
"I want him/her to gamble."

- h **Skewok ki Jonathan** [*Skey-wok kee Jonathan*] _____
 "I want Jonathan to dance."
- 7 A special pattern is found in words beginning with **hu-** [*hue-*]: in the third singular ("his, her, its, their") form, **h** is replaced by ' rather than 'w. This seems peculiar to an ear used to English.
- Note: There are not many words beginning with hu- [hue-], and most of them are so rare that I at least have heard this pattern only with one noun. But it is a very common noun.*
- huuk** [*huuek*] "child"
huuksoh [*huuek-soh*] "children" > 'n-uuksoh [*'nuue-ksoh*] "my children" ([AT](#))
- 8 Examples in sentences
- a **Ke'l cho nahchise'm k'-ew ku 'n-uuk!**
Kel' cho nah-chi-sem' k'ew kue 'nuuek!
 "Give your name to my child! (Robins)
- b **Kus choo'm k'-uuk?**
Kues choom' k'uuek?
 How many children do you have? ([JJ](#), 2007)
- c **Tekwe's kohchi wit so'n ku 'uuksoh kich tegahtok.**
Tey-kwes' koh-chee weet son' kue 'uuek-soh keech te-gah-tok.
 Owl once acted so his children were starving. ([RS](#), 1951)

Lesson 8C: Bipersonal basics

- 9 a Non-bipersonal or "unipersonal" ("one person") = expresses only the subject
 b **Bipersonal** ("two people") = expresses both the subject and the object
 = who did it + who or what they did it to
- 10 **To' ki kem newochek' 'owook.**
To' kee kem ney-wo-chek' 'o-wook.
 "I will see you again tomorrow." ([RS](#), 1933)
- 11 Pattern for "I/me" and "you (singular)"

	e-class	e-class ending in -imek' [-ee-mek'], -umek' [-ue-mek']	o(o)-class
"I ... you"	hekwsichek' [<i>heykw-si-chek'</i>] "I find you"	nooluchek' (GT) [<i>noo-lue-chek'</i>] "I love you"	ko'moyochek' [<i>ko'-moy-o-chek'</i>] "I hear you"
"you ... me"	hekwsa' * [<i>heykw-sa'</i>] "you find me"	noolupa' [<i>noo-lue-pa'</i>] "you love me"	ko'moyopa' [<i>ko'-moy-o-pa'</i>] "you hear me"
	hekwssek' [<i>heykw-sek'</i>] "I find"	noolumek' [<i>noo-lue-mek'</i>] "I love"	ko'moyok' [<i>ko'-moy-ok'</i>] "I hear"

* The forms in this cell are rare enough that I'm not sure if I've ever actually heard one, though they should be easy enough to elicit by direct questioning.

- 12 Examples from **o(o)**-class verbs
- a **Kiti toopsochek'**.
Kee-tee toop-so-chek'.
"I'm going to slap you." (GI, YLCB)
- b **Kowicho nek no nii'nowopa'**
Ko-wee-cho nek no neee'-no-wo-pa'
"Don't look at me!" (in Robins)
- c **Cho' nu nrgrykrpa'**
Cho' nue ner-gery-ker-pa'
"Come and help me!" (GI, YLCB)
- d **Cho' ko he'wonihkwopa' koypoh mo kich k'-egok'**.
Cho' ko hey'-wo-nee-h-kwo-pa' koy-poh mo keech k'ey-gok'.
"Wake me up in the morning before you go." (JJ, 2007)
- 13 Examples from **e**-class verbs ending in **-imek'** [-ee-mek'] or **-umek'** [-ue-mek']
- a **Tyohpeyoksichek'**.
Tyoh-pey-ok-si-chek'.
"I hate you." (GI, YLCB)
- b **Skewoksichek'**.
Skey-wok-si-chek'.
"I like you." (GI, YLCB)
- c **Pyrwrksichek'. Noorewo'm.**
Pyer-werk-si-chek'. Noo-rey-wom'.
"I like you. You're pretty." (GI, YLCB)
- d **Kowecho sweyoksipa'**.
Ko-we-cho swey-yok-si-pa'.
Don't be disrespectful to me." (GI, YLCB)
- 14 Examples from other **e**-class verbs
- a **Tetomoksichek'**.
Tey-to-mok-si-chek'.
"I mad at you." (GI, YLCB)
- b **Nekchena'**. [*Neyk-che-na'*.]
"You meet me" (from **nekchenek'** [*neyk-che-nek'*] "I meet") (in Robins)

Lesson 9: Monday, August 13

- 1 A comment I want to keep in mind (Richard Smith, on the ILAT LISTSERV): “Some of us are stuck with no surviving speakers, no elder to sit with on the porch to ask questions. We are stuck depending upon ‘PHD expert-linguists’ who are sometimes like ultra-qualified surgeons, who might be able to help us find a correct pronominal prefix but won’t be able to sip lemonade on the porch with us or explain why grandfather avoided certain places, why we do certain ceremonies or why we say things the way we do.”

Review: Basic bipersonals

- 2 a “I > you (singular)”: **-ochek’** or **-ichek’/-uchek’**
b “you (singular) > me”: **-opa’** or **-ipa’/-upa’** or **-a’**
- 3 Bipersonal practice: Verbs in **-imek’** [-ee-mek] and **-umek’** [-ue-mek]
- a **chpinahpimek’** [chpee-nah-pee-mek] “I wait for (someone)”
“I wait for you” _____
“you wait for me” _____
- b **chprwrksimek’** [chper-werk-see-mek] “I miss (someone), I remember (someone)”
“I miss you” _____
“you miss me” _____
- c **laayolumek’** [laa-yo-lue-mek] “I teach (someone)”
“I teach you” _____
“you teach me” _____
- d **tyohpeyoksimek’** [tyoh-pey-yok-see-mek] “I hate (someone)”
“I hate you” _____
“you hate me” _____
- e **’ohpumek’** [’oh-pue-mek] “I feed”
“I feed you” _____
“you feed me” _____
- f **teykelumek’** [tey-ke-lue-mek] “I bite”
“I bite you” _____
“you bite me” _____

Lesson 9A: Glottal stop and h

- 4 a **’echkwoh** [’eych-kwoh] “sea lion” ([AF](#), [JVP](#))
ha’p’oh [ha’-p’oh] “pitch” ([AF](#), [JJ](#), [GT](#))
re’noh [rey’-noh] “feather” ([GT](#))
- b **’ekso’** [’ey-kso] “door” ([GT](#))
re’go’ [rey’-go] “maidenhair fern” ([AF](#), [JJ](#), [VM](#), [CR](#), [AT](#), [GT](#))

- c **nunepuh** [*nue-ne-pueh*] “food” ([AF](#), [JJ](#))
chuu' [*chuue*] “good-bye” ([JVP](#))
- d **pi'ih** [*pee-'eeh*] “mussels” ([JVP](#))
'o'rowi' [*'o-'ro-wee*] “dove” ([VM](#), [CR](#))
- e **prhsrh** [*perh-serh*] “gun” ([JVP](#))
'wrhkr' [*'werhl-kerr*] “bone” ([AF](#), [GT](#))
- f **twego**___ [*twey-go*___] ([JJ](#), [JVP](#))
wo___**kelo**___ [*wo*___-*key-lo*___] “pepperwood” ([AF](#), [JJ](#), [JVP](#))
huukso___ [*huue-kso*___] “children” ([GT](#))
'n-uukso___ [*'nuue-kso*___] “my children” ([JJ](#))

5 Stress patterns

- a Stress is very important in making a language sound natural to inative speakers. Yurok stress patterns that are unusual from an English-language point of view may need to be illustrated a lot or taught specially. One such pattern is that *syllables are always stressed when they have long vowels or they have vowels followed by groups of consonants; this includes vowels followed by h or glottal stop + another consonant, so it can be important to be aware of the h or glottal stop.*
- b **nimi komtenep'** [*ni-mee kom-te-nep*] “he or she is blind” ([FS](#))
kwomhlecho'l [*kwom-hle-chol*] “he or she returns” ([JVP](#))
tenpewe'hl [*teyn-pe-we'hl*] “it's raining” ([JVP](#))
'wehketeg [*'weyhl-ke-teg*] “fingernail or toenail” ([JVP](#))
kehlpeye'w [*keyhl-pey-yew*] “he or she is upset, irritable” ([FS](#))
kepchenish [*keyp-che-nish*] “fawn” ([RS](#))
ket'ket'ey [*keyt'-ket-'ey*] “boats are there” ([FS](#))
sochpeye'w [*soch-pey-yew*] “he or she says” ([JVP](#))
tektekoh [*teyk-te-koh*] “bedstraw” ([GT](#))
- c Same stress pattern, and **r**, **w**, and **y** tend to be *whispered* when **p**, **t**, **ch**, **k**, **kw** follow:
- karpeye'w** [*keyr-pey-yew*] “he or she is crazy” ([FS](#))
mewpewet' [*mew-pe-wet*] “he or she strangles (someone)” ([JVP](#))
cheykeni [*chey-ke-nee*] “small” ([JVP](#), [FS](#))
cheycheyrs [*chey-chey-ers*] “mosquito” ([AF](#))
kwrykwryrh [*kwery-kwer-yerh*] “be whistling” ([GT](#))
(yo') **meykwele'wey** [*mey-kwe-le'-wey*] “s/he's crying” ([GT](#))
pleyteli' ku 'yoch [*pley-te-lee' kue 'yoch*] “the boat is big” ([GT](#))
teykelumek' ku 'rplrs [*tey-ke-lue-mek' kue 'erp-lers*] “I bit the apple” ([GT](#))
- d The first consonant in a group can be **h** or glottal stop: same stress pattern.
- ha'p'ehkok'** [*ha'-p'ehl-kok*] “I forgot” ([AF](#))
- chahchesek'** [*chah-che-sek*] “I am tired” ([AF](#), [GT](#))
nohpet'ekws [*noh-pet-'ekws*] ‘fish bugs’ ([GT](#))
nohpewes [*noh-pe-wes*] “enter!” ([AF](#))
nohpe'wehl [*noh-pe'-wehl*] ‘heavy song’ ([GT](#))
wohkelo' [*woh-key-lo*] “pepperwood” ([JJ](#), [JVP](#))
yohpechok' [*yoh-pe-chok*] “I walk around”
- pekws 'o tyohpishon** [*pekws 'o tyoh-pee-shon*] “how hateful!” ([GT](#))

Lesson 9B: Plurals of e-class verbs

- 6 a **skewoksimek'** [skey-wok-see-mek] "I like, want"
toksimek' [tok-see-mek] "I admire"
- b **Nekah skewoksimoh yo'.**
Ne-kah skey-wok-see-moh yo'.
 "We like him." (in Robins)
- c **Kelew hes nikichyu toksimu' ku yo'hlkoh?**
Ke-lew hes nee-kee-chyue tok-see-mue' kue yo'hl-koh?
 "Do you all admire them?" (in Robins)
- d **Ti'nisho skewoksimehl?**
Tee'-nee-sho skey-wok-see-mehl?
 "What do they want?" (GT, YLCB)

- 7 Plural verbs distinguish two kinds of formation: *collective* and *non-collective*. Collectives have an extra piece added into them before the plural ending, for example **-i'm-** [-ee'm-] or **-e'm-** [-e'm-] below. When you learn a verb you should learn which plural it forms. (A verb that usually makes collective plurals, however, can sometimes make non-collective plurals.) *Note that collective and non-collective plurals have different "you" endings!*

- a Plurals of e-class verbs: Non-collective

— SINGULAR —		
1st ("I")	srmrtek' [ser-mer-tek]	hohkumek' [hoh-kue-mek]
2nd ("you")	srmrte'm [ser-mer-tem]	hohkume'm [hoh-kue-mem]
3rd ("he, she, it")	srmrt' [ser-mert]	hohku'm [hoh-kuem]
imperative	srmrt'es [ser-mer-t'es]	ho'k'us [ho'-k'ues]
— PLURAL —		
1st ("we")	srmrtoh [ser-mer-toh]	hohkumoh [hoh-kue-moh]
2nd ("you")	srmrtu' [ser-mer-tue]	hohkumu' [hoh-kue-mue]
3rd ("they")	srmrtehl [ser-mer-tehl]	hohkumehl [hoh-kue-mehl]
imperative	srmrtekw [ser-mer-tekw]	hohkumekw [hoh-kue-mekw]
	"beat, kill"	"make"

- b Plurals of e-class verbs: Collective

— SINGULAR —		
1st ("I")	nepek' [ney-pek]	helomeyek' [hey-lo-mey-ek]
2nd ("you")	nepe'm [ney-pem]	helomeye'm [hey-lo-mey-em]
3rd ("he, she, it")	nep' [nep]	helome'y [hey-lo-mey]
imperative	nep's [nep's]	helomes [hey-lo-mes]
— PLURAL —		
1st ("we")	nepi'moh [ney-pee'-moh]	helomeye'moh [hey-lo-mey-e'-moh]
2nd ("you")	nepi'mo'w [ney-pee'-mow]	helomeye'mo'w [hey-lo-mey-e'-mow]
3rd ("they")	nepi'mehl [ney-pee'-mehl]	helomeye'mehl [hey-lo-mey-e'-mehl]
imperative	nepi'mekw [ney-pee'-mekw]	helomeye'mekw [hey-lo-mey-e'-mekw]
	"eat"	"dance"

- c The plural imperative is rare. More common is **cho'** [cho'] + the 2nd person plural, for example **Cho' nepi'mu' ku nepuy** [Cho' ney-pee'-mue' kue nepuy] "Eat the salmon!"

8 Plural practice: Non-collective **e**-class plurals

- a **We'yk'oh 'we-nahschewen ki ko'l** _____.
Wey'-k'oh 'we-nah-sche-wen kee kol' _____.

“Tonight we’re working (**hohkumek'** [*hoh-kue-mek'*] “I make”).”

([GI](#), YLCB)

- b **saawelek'** [*saa-we-lek'*] “I’m cold”

“we”: _____

“you” (plural): _____

“they”: _____

imperative plural: _____

- c **laayolumek'** [*laa-yo-lue-mek'*] “I teach”

“we”: _____

“you” (plural): _____

“they”: _____

imperative plural: _____

- d **teloyewek'** [*tey-lo-ye-wek'*] “I tell a lie”

“we”: _____

“you” (plural): _____

“they”: _____

imperative plural: _____

9 Plural practice: Collective **e**-class plurals

- a **nohpewek'** [*noh-pe-wek'*] “I enter” > **nohpewi'moh** [*noh-pe-wee'-moh*] “we go”

“you” (plural): _____

“they”: _____

imperative plural: _____

- b **'ahspek'** [*'ah-spek'*] “I drink” > **'ahspi'moh** [*'ah-spee'-moh*] “we drink”

“you” (plural): _____

“they”: _____

imperative plural: _____

- c **chkeyek'** [*chkey-ek'*] “I sleep” > **chki'moh** [*chkee'-moh*] “we sleep”

“you” (plural): _____

“they”: _____

imperative plural: _____

- 10 Singular and plural imperatives
- a **Ko'l nu nep's!**
Kol' nue nep's!
 "Come and eat!" (GI, YLCB)
- b **Ko'l nu nepi'mekw!**
Kol' nue ne-pee'-mekw!
 "Come and eat (plural)!" (GI, YLCB)
- 11 Hearing the difference between **-oh** and **-o'w**
- a **Kelew hes ho helomeye'mo'w?**
Ke-lew hes ho hey-lo-mey-ye'-mow'?
 "Have you (plural) been dancing?" (FS, 1951)
- b **Chiweyi'mo'w hes?**
Chee-vey-yee'-mow' hes?
 "Are you (plural) hungry?" (GI, YLCB)
- c **Ti'nisho ki nepi'moh?**
Tee'-nee-sho kee ne-pee'-moh?
 "What are we going to eat?" (GI, YLCB)
- d **Cho' lekksi ku pyurkeri'mow'!**
Cho' leykw-see kue pyuer-ke-ree'-mow'!
 "Go outside and play (plural)!" (GI, YLCB)
- e **Chu ki nohpewi'moh.**
Chue kee noh-pe-wee'-moh.
 "Let's go inside." (GI, YLCB)
- f **ho'ow** [ho-'ow] "cedar" (VM, AT)
sloyow [sloy-ow] "frost" (JVP)
'echkwoh ['eych-kwoh] "sea lion" (AF, JVP)

Lesson 9C: Preverbs of time — Part I

- 12 On pages 96-130 of his grammar, Robins lists and describes over 50 Yurok preverbs. Some are rare; others are very common. Most sentences have preverbs. Several types of preverbs exist, including (but not limited to) the following:
- locative or locational preverbs like **so** [so] "to (a place)"
 - negative preverbs like **mos** [mos] and **nimi** [nee-mee]
 - preverbs expressing "tense" (= time relative to the utterance)
 - miscellaneous preverbs like **nu** [nue] "associated motion" and **soo** [soo] "thus"
- 13 Preverbs are not the same as adverbs of time. Adverbs include words like **chmeyaan** [chmey-yaan] "yesterday", **'owook** ['o-wook] "tomorrow", or **we'yk'oh** [wey'-k'oh] "now", which do not have to be pre-verbal and which can stand on their own without a verb.
- 14 These are some common preverbs expressing "tense" (= time relative to the utterance):
- past **ho** [ho] and **ma** [ma]
 - future **ki** [kee], **kiti** [kee-tee], **kit** [kif], **kitu** [kee-tue]
 - **'ochkaa** ['och-kaa] and **kich** [keech], both related to the present in different ways
- None of these preverbs has a one-to-one translation into any single English expression.

- 15 The preverb **kich** [*keech*] means that something has just recently changed and the new situation now exists. *Somebody has done something or a situation has come to exist.*
- 16 Somebody has done something: **kich** [*keech*]
- a **Kich srmtrchrk'**.
Keech ser-mer-ter-cherk'.
"I have killed you." (Mary Marshall, 1927)
- b **Kich kohche'w nepuy.**
Keech koh-chew' ney-puy.
"He caught a fish." (GI, YLCB)
- c **Ku mewimor lekwsik kich sootok'w.**
Kue mey-wee-mor leykw-seek keech soo-tok'w.
"The old man went outside." (FS, 1951)
- d **Wr'yrs kich nohpe'w.**
Wer'-yers keech noh-pew'.
"The girl came in." (FS, 1951)
- 17 A situation has come to exist: **kich** [*keech*]
- a **Ku 'n-uuk kich pope'l.**
Kue 'nuuek keech popel'.
"My children are now big." (in Robins)
- b **'O ge'm ku wrgrs, Nek poy kich sonowok'.**
'O gem' kue wer-gers, Nek poy keech so-no-wok'.
"The fox said, I am in charge now." (FS, 1951)
- c **Nek kich skewinepek'.**
Nek keech ske-wee-ne-pek'.
"I've had enough to eat." (GI, YLCB)
- d **Kich ha'p'ehl. Kem ko 'r'grp.**
Keech ha'-p'ehl. Kem ko 'er'-gerp.
"I forgot. Tell me again." (GI, YLCB)
- e **kich 'i roo** [*keech 'ee roo*] "it's time", **kich 'i so'n** [*keech 'ee so'n*] "we're ready"
- 18 The preverb **'ochkaa** [*'och-kaa*] means that an action is ongoing at the time of speaking, without implying anything about its duration or whether it recently started.
- a **'Ochkaa helome'y ku pegrk.**
'Och-kaa hey-lo-mey' kue pey-gerk.
"The man is dancing now." (in Robins)
- b **'Ochkaa ko'l nepek'.**
'Ochkaa kol' ney-pek'.
"At the moment I am eating." (in Robins)
- c **'Ochkaa pekwolu'm ku 'w-olihl. Kit holi'm 'we-no'os.**
'Och-kaa pey-kwo-luem' kue 'wo-leehl. Keet ho-leem' 'we-no-'os.
"She's peeling her hazel sticks. She's going to make a baby basket." (JJ, 2007)
- d **'Ochkaa hikyorkwek' ku tekwo nekws 'u-kwrhl.**
'Och-kaa hikyorkwek' kue tey-kwo-nekws 'ue-kwerhl.
"I'm watching the tv." (GT, YLCB)

- 19 The subtle difference between **'ochkaa** [*'och-kaa*] vs. **kich** [*keech*]
- a **'Ochkaa swoo'me'l.**
'Och-kaa swoo-'mel'.
"He stinks (naturally)." (in Robins)
- b **Kich swoo'me'l.**
Keech swoo-'mel'.
"He stinks (from contact with something)." (in Robins)
- 20 Sometimes the difference between **'ochkaa** [*'och-kaa*] vs. **kich** [*keech*] isn't obvious
- a **'Ochkaa hahkwsek'.**
'Och-kaa hah-kwsek'.
"I'm laughing." (GI, YLCB)
- b **Patti kich hak'ws.**
Patti keech hak'ws.
"Patti's laughing." (GI, YLCB)
- 21 Practice with **'ochkaa** [*'och-kaa*] and **kich** [*keech*]
- a "I'm hungry": _____ **chiweyek'** [*chee-wey-ek'*] (GI, YLCB)
- b _____ **menewkwek'** [*me-new-kwek'*] "I'm bashful" (GI, YLCB)
- c **Kus** _____ **tomoyo'm?**
Kues _____ *to-moy-om'?*
"How old are you?" (GI, YLCB)
- d **Kus srrhlrpr'm?**
Kues serr-hler-prm'?
"What are you doing?"

Lesson 10: Tuesday, August 14

- 1 a **nohpet'ekws** [*noh-pet-'ekws*]: “dry-salmon maggot or beetle” according to Robert Spott, in A. L. Kroeber’s fieldnotes.
- b Kroeber adds that **nohpet'ekws** was “my name” and that “all first timers at Kewet Jump Dance are called that, they stripe their faces vertically with charcoal (= **smechkena'** [*smeych-ke-na'*]). Coast people are called **nohpet'ekws** first time there; generic word for strangers, including sometimes Karuk.”

Review: Collective plurals of e-class verbs

- 2 **che'looksek'** [*che'-look-sek'*] “I am dry, thirsty”
collective plural **che'looksi'm-** [*che'-look-see'm-*] + endings
 - a “we are thirsty”: _____
 - b “you (plural) are thirsty”: _____
 - c “they are thirsty”: _____
 - d imperative “be thirsty!”: _____
- 3 **srrhlrpek'** [*serr-hler-pek'*] “I do (it)”
collective plural **srrhlrpi'm-** [*serr-hler-pee'm-*] + endings
 - a “we do (it)”: _____
 - b “you (plural) do (it)”: _____
 - c “they do (it)”: _____
 - d imperative “do (it)!”: _____

Lesson 10A: Dependent nouns

- 4 Major facts about Yurok nouns
 - a Usually no separate singular vs. plural forms, but they can refer to one or more than one: **wenchokws** [*weyn-chokws*] “woman, women”. But a few nouns do have distinct plurals, including these:
 - **mewimor** [*mey-wee-mor*] “old man”, **muuwimor** [*muue-wee-mor*] “old men”
 - **perey** [*pe-rey*] “old woman”, **pegerey** [*pey-ge-rey*] “old women”
 - **mewah** [*mey-wah*] “boy”, **mewahsegoh** [*mey-wah-sey-goh*] “boys”
 - **we'yon** [*wey'-yon*] “girl”, **we'yono'** [*wey'-yo-no'*] “girls”
 - b Yurok nouns have separate *locative* forms, which you use to say “in the X” or “at the location of X”. Robins has a good list of examples on pages 24-25 of his grammar.
 - c Many Yurok nouns have shorter forms, used in familiar contexts or when possessed:
 - **chahkwoh** [*chahkwoh*] “pants”, **'ne-chah** [*'ne-chah*] “my pants”
 - **ka'a'n** [*ka-'an*] “blanket”, **'woogey 'u-ka'** [*'woo-gey 'ue-ka'*] “whiteman’s blanket”
 - **lewet** [*ley-wet*] “net”, **k'e-lew** [*k'e-lew*] “your net”
 - **mohikwoh** [*mohl-kwoh*] “head”, **'ne-mohl** [*'ne-mohl*] “my head”
 - **popsew** [*pop-sew*] “bread”, **'oohl 'u-pop** [*'oohl 'ue-pop*] “Indian bread”
 - d Dependent nouns: see 5-8

- 5 a Dependent nouns (“*n dep*” in the dictionary) always occur with a prefix:

'ne-psech [*'ney-psech*] “my father”

'ne-luhl [*'ney-luehl*] “my mouth”

- b Other nouns may occur by themselves, without a prefix.

- 6 Some kin terms (small selection!)

- a Dependent terms require a prefix

'ne-chek [*'ne-chek*] “my mother”

'ne-psech [*'ney-psech*] “my father”

'ne-me'y [*'ne-mey*] “my daughter”

'ne-mrm [*'ne-merm*] “my son”

'ne-let [*'ney-let*] “my sister or female cousin (of a woman)”

'ne-vey [*'ne-vey*] “my sister or female cousin (of a man)”

'ne-le'y [*'ne-ley*] “my brother (of a woman)”

'ne-paa [*'ne-paa*] “my brother (of a man)”

- b Not dependent; prefix not required

k'ep'ew [*k'e-p'ew*] “grandchild”

kuchos [*kue-chos*] “grandmother”

pichowos [*pee-chow-os*] “grandfather”

chimos [*chee-mos*] “uncle”

tulos [*tue-los*] “aunt”

- 7 Some body parts (small selection!)

- a Dependent (require a prefix)

'na-rpehl [*'neyr-pehl*] “my tooth, my teeth”

'ne-chkah [*'ney-chkah*] “my foot, my feet”

'ne-lin [*'ney-leen*] “my eye(s)”

'ne-luhl [*'ney-luehl*] “my mouth”

'ne-'rep' [*'ne'-rep*] “my eyebrow”

'ne-sin, 'ne-sen [*'ney-sin, 'ney-sen*] “my arm”

- b Not dependent (prefix not required)

chekws [*chekws*] “heart”

kwoyteme'l [*kwoy-te-mel*] “shoulder”

'leptoyhl [*'ley-p-toyhl*] “hair”

mrtrw [*mer-terw*] “butt”

pahtun [*pah-tuen*] “neck”

'rrkrhl [*'err-kerhl*] “knee”

- 8 Dependent nouns beginning with vowels

'n-aawech [*'naa-wech*] “my back” ([AF](#))

'n-ahpew [*'nah-pew*] “my wife”

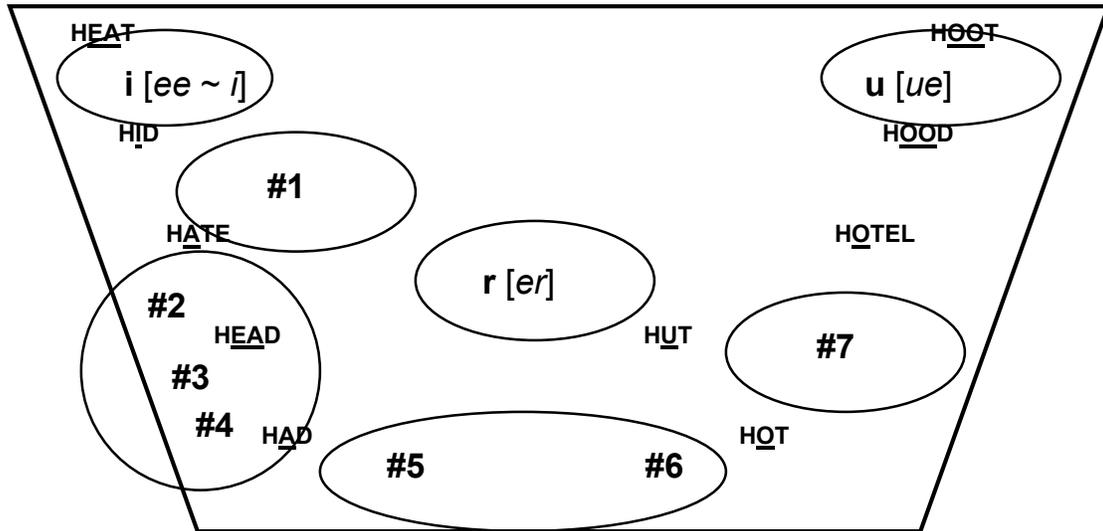
'n-ekchum [*'neyk-chuem*] “my nephew” ([JVP](#))

'n-iphl [*'neeph*] “my tongue” ([AF](#), [JVP](#), [AF](#), [AF](#))

'n-ekwol [*'neyk-wol*] “my fishing rock” ([JVP](#))

Lesson 10B: Short vowels

9 Very approximate articulation of Yurok short vowels superimposed on English vowels



10 Yurok vowels (and vowel + consonant combination) #1-7

	BS	YA	
#7	o	o	' <u>o</u> wook [ʼo-wook] "tomorrow" (AF, GM, RS, JVP) locho'm [lo-chom] "toad" (AF, AT, JJ, JVP) no'os [no-'os] "baby basket" (VM, JVP) po'oh [po-'oh] "scar" (GT, JVP) to'woh [to'-woh] "that's enough" (AF, GT) twegeh [twey-goh] "raccoon" (JJ, AT, JVP) we'yon [wey'-yon] "teenage girl" (AF, AT, GT, JVP)
#6	a	a or o	chahkwoh [chah-kwoh] "pants" (GT, JVP) ch'ishah [ch'ee-shah] "dog" (AF, VM, CR, AT, GT, JVP) kahkah [kah-kah] "sturgeon" (AF, JJ, AT, GT, JVP) nahksoh [nah-ksoh] "three (round things)" (VM) pa'ah [pa-'ah] "water" (AF, JJ, VM, CR, AT, GT) pishkah [peesh-kah] "salt" (CR, AT, GT, JVP)
#5	a	a	ha'p'ehl [ha'-p'ehl] "I forgot" (AF) ha'p'oh [ha'-p'oh] "pitch" (AF, JJ, AT, GT, JVP) hekwsa' [heykw-sa'] "whale" (AF) wa's'oy [wa'-s'oy] "poor" (FD, AF, JVP)
#4	e	e or a	chekws [chekws] "heart" (VM, CR, GT, JVP) keget [key-geʔ] "mountain lion" (AF, JJ, AT, GT, JVP) legech [ley-gech] "mud hen" (JJ, GT, JVP) lekw(s) [lekw(s)] "outside" (AF, VM, CR) segep [sey-gep] "coyote" (AF, AT, GT, JVP)
#3	e	e	cheykeni [chey-ke-nee] "small" (JVP, FS) nunepuh [nue-ne-pueh] "food" (AF, JJ, JVP) & see above
#2	e	ey	lekwsii [leykw-see] "outside" (GT, JVP) pekchich [peyk-cheech] "rope" (CR, JVP) & see above
#1	ey	ey	cheykeni [chey-ke-nee] "small" (JVP, FS) cheycheyrs [chey-chey-ers] "mosquito" (AF) yo' meykwele'wey [yo' mey-kwe-le'-wey] "s/he's crying" (GT) pleyteli' ku 'yoch [pley-te-lee' kue 'yoch] "the boat is big" (GT)

- 11 a Vowels #5-6 are the same or overlapping for some speakers; when they differ #6 tends to occur when the following consonant is **h** and #5 when it is **r** or glottal stop.
- b Vowels #2-4 have the following distribution: #2 occurs in a stressed word-initial syllable and #4 occurs in a stressed word-final syllable (usually in one-syllable words).
- c Note that #1 is actually a combination of **e** + **y**. It is not a simple or plain vowel and it is not the same as #2 (#1 has a real whispered **y**, the fleeting **y** of #2 is never whispered).
- 12 Yurok vowel patterns involving #2-4
- a Third person singular verbs
- “put”: **nekek'** [ney-kek'] ~ **nek'** [nek']
“eat”: **nepek'** [ney-pek'] ~ **nep'** [nep']
“be sick”: **telek'** [tey-lek'] ~ **te'l** [te'l]
- b Short iteratives
- tetolohlek'** [tey-to-lo-hlek'] “I cry” ~ **teget** [tey-gef] “weep”
sepolah [sey-po-lah] “meadow, prairie” ~ **segep** [sey-gep] “coyote”
meskwoh [meys-kwoh] “medicine” ~ **meges** [mey-ges] “doctor”
teloyewek' [tey-lo-ye-wek'] “I lie” ~ **tegel** [tey-geɫ] “liar”
- c Short forms of nouns
- lewet** [ley-wet] “net” ~ **k'e-lew** [k'e-lew]
'leptoyhl ['leyp-toyhɫ] “hair” ~ **'ne-'lep** ['ne'-lep]
chelogeɫ [chey-lo-geɫ] “ribs” ~ **'ne-chel** ['ne-cheɫ]
kewoy [key-woy] “burden basket” ~ **'ne-kew** ['ne-kew]

Lesson 11: Wednesday, August 15

Review: Chart of Yurok vowel phonemes

International Phonetic Alphabet	Berkeley	Yurok Alphabet	Example
Long Vowels			
u:	uu	uue	puuk [puuek] "deer"
i:	ii	eee	chiik [cheeek] "money"
a:	aa	aa	raak [raak] "creek"
ɔ:	oo	oo	'oohl ['oohl] "(Indian) person"
ɔ̃:	rr	err	k'rr' [k'err] "crow"
Short Vowels			
u	u	ue	musmus [mues-mues] "cow"
i	i	ee	kihl [keehl] "redwood"
		i (when reduced)	kit [kit] (preverb meaning "beginning of an action")
e ("tense") varying with ε	e	ey (when "tense")	nepuy [ney-puy] "salmon"
		e	kem [kem] "also"
		a (when lowered)	segep [sey-gap] "coyote"
a	a	a (?)	pa'ah [pa-'ah] "water"
ɔ	o	o	po'oh [po-'oh] "scar"
		u (when reduced)	'owook ['u-wook] "tomorrow"
ɔ̃	r	er	'rplrs ['er-plers] "apple"

- 1 a See Lesson 10 for the general rules governing when the **e** phoneme is pronounced as "tense" **e** (as in the first syllable of **nepek'** [ney-pek']) and as a more lowered vowel. The phenomenon of "reduction" mentioned above is found in words such as **chinomewes** [chee-no-me-wes], where the second and fourth vowels are reduced and sound like an English "uh".
- b Be especially careful about the **a** vs. **o** distinction. California English has only one vowel in the general area of two distinct Yurok vowels, so there's a natural tendency to write *po-oh* for "water" (**pa'ah** [pa-'ah]) or *cho-chew* for "difficult" (**chahchew** [chah-chew]).

Lesson 11A: Plurals of **o(o)**-class verbs

- 2 a Plurals of **o(o)**-class verbs: Non-collective

— SINGULAR —		
1st ("I")	nii'nowok' [neee'-no-wok']	kooychkwok' [kooych-kwok']
2nd ("you")	nii'nowo'm [neee'-no-wom']	kooychkwoo'm [kooych-kwoom']
3rd ("he, she, it")	nii'no'w [neee'-now']	kooychkwo'm [kooych-kwom']
— PLURAL —		
1st ("we")	nii'nowoh [neee'-no-woh]	kooychkwoh [kooych-kwoh]
2nd ("you")	nii'nowo'w [neee'-no-wow']	kooychkwo'w [kooych-kwow']
3rd ("they")	nii'nowohl [neee'-no-wohl]	kooychkwohl [kooych-kwohl]
imperative	nii'nowekw [neee'-no-wekw]	kooychkwekw [kooych-kwekw]
	"look for"	"buy"

3 Plural practice: Non-collective **o(o)**-class plurals

a **ko'moyok'** [*ko'-mo-yok'*] "I hear"

"we": _____

"you" (plural): _____

"they": _____

imperative plural: _____

b **kohchewok'** [*koh-che-wok'*] "I catch"

"we": _____

"you" (plural): _____

"they": _____

imperative plural: _____

c **himooreyowok'** [*hee-moo-rey-o-wok'*] "I hurry"

"we": _____

"you" (plural): _____

"they": _____

imperative plural: _____

d **hlmeyowok'** [*hlmey-o-wok'*] "I am mean"

"we": _____

"you" (plural): _____

"they": _____

imperative plural: _____

e **rechok'** [*rey-chok'*] "I paddle"

"we": _____

"you" (plural): _____

"they": _____

imperative plural: _____

f **sonowok'** [*so-no-wok'*] "I am a certain way"

"we": _____

"you" (plural): _____

"they": _____

imperative plural: _____

4 Plurals of **o(o)**-class verbs: Collective

— SINGULAR —		
1st (“I”)	rurowok’ [rue-ro-wok’]	hlkook’ [hlkook’]
2nd (“you”)	rurowo’m [rue-ro-wom’]	hlkoo’m [hlkoom’]
3rd (“he, she, it”)	rurow’w [rue-row’]	hliko’ [hliko’]
— PLURAL —		
1st (“we”)	rurowoo’moh [rue-ro-woo’-moh]	hlikuu’moh [hlikuae’-moh]
2nd (“you”)	rurowoo’mo’w [rue-ro-woo’-mow’]	hlikuu’mo’w [hlikuae’-mow’]
3rd (“they”)	rurowoo’mehl [rue-ro-woo’-mohl]	hlikuu’mehl [hlikuae’-mohl]
imperative	rurowoo’mekw [rue-ro-woo’-mekw]	hlikuu’mekw [hlikuu’-mekw]
	“sing”	“gather acorns”

5 Collective plurals endings are a mixture of **e**-class and **o**-class plural endings, but all collectives use the same endings; and what’s more, the endings are optional!

6 Plural practice: Non-collective **o(o)**-class plurals

a Collective stem **nuu’m-** [nuue’-moh] “arrive” (**neskwechok’** [neys-kwe-chok’])

“we”: _____

“you” (plural): _____

“they”: _____

imperative plural: _____

b Collective stem **le’m-** [le’-moh] “go” (**hegok’** [hey-gok’])

“we”: _____

“you” (plural): _____

“they”: _____

imperative plural: _____

c Collective stem **megeluu’m-** [mey-ge-luue’-moh] “go along with someone”

“we”: _____

“you” (plural): _____

“they”: _____

imperative plural: _____

Lesson 11B: More subjunctives

7 a In a plural subjunctive, you use the appropriate prefix for 1st or 2nd or 3rd person and you use the appropriate ending (1st, 2nd, 3rd person plural ending). You only use the 1st person plural ending in 1st person plural subjunctives, so the plural’s not hard to learn.

b Practice!

- 8 Familiar subjunctive contexts
- a **Skewok ki ...** [*Skey-wok kee ...*]
- b **Niko'l ...** [*Nee-kol' ...*] "Always ..."
- c **Kich 'i roo ...** [*Keech 'ee roo ...*] "It's time for ..."
Kich 'i so'n ... [*Keech 'ee son' ...*] "We're ready for ..."
- 9 Verbs of *trying*, *ability*, *being tired of*, etc.
- a **Cho' hloyko'w k'e-saa'agochu'.**
Cho' hloy-kow' k'e-saa-'a-go-chue'.
 "Try to speak Yurok!"
- b **Nek nekomuy 'ne-saa'agocek'.**
Nek ney-ko-muy 'ne-saa-'a-go-chek'.
 "I can speak Yurok."
- c **Nekomuy 'n-o'opek'.**
Ney-ko-muy 'no-'o-pek'.
 "I know how to build a fire." (FS, 1970)
- d **Chahchesek' 'ne-chpinepek'.**
Chah-che-sek' 'ne-chpee-ne-pek'.
 "I am tired of waiting."
- 10 Verbs of *being glad*, *thanks*, etc.
- a **Tewomehl 'ne-newocek'.**
Tey-wo-mehl 'ne-ney-wo-chek'.
 "I'm glad to see you."
- b **Wokhlew kich k'e-noolocek'.**
Wok-hlew keech k'e-noo-lo-chek'.
 "Thank you for answering."
- c **Wokhlew kich k'e-neskwechok' tey.**
Wok-hlew keech k'e-neys-kwe-chok' tey.
 "I am glad that you have come, brother-in-law." (FS, 1951)
- 11 Verbs of *liking*, *dreaming*, etc.
- a **Sku'yrlrk' ku ch'uch'ish 'we-rur.**
Skue'-yer-lerk' kue ch'ue-ch'eesh 'we-ruer.
 "I like the sound of the birds singing."
- b **Wihkwok' 'n-uuks 'we-telek'.**
Weehl-kwok' 'nuueks 'we-tey-lek'.
 "I dreamed my child was sick."
- 12 Verbs of *manner*
- a **Rewkwo'n 'we-chwin.**
Rew-kwon' 'we-chween.
 "He speaks softly."
- b **Keychoksimek' 'ne-tikwohsok'.**
Key-chok-see-mek' 'ne-tee-kwoh-sok'.
 "I broke it on purpose."

- c **Sekinek 'ne-s'oonemek'.**
Sey-kee-nek 'ne-s'oo-po-ne-mek'.
"I hit it hard."
- d **Seki'nes k'e-kenik'wechok'!**
Sey-kee'-nes k'e-key-nik'-we-chok'!
"Steer as hard as you can!"
- e **Kwoychook' wi' ho 'ne-soosek'.**
Kwoy-chok' wee' ho 'ne-soo-sek'.
"I thought this over slowly."
- f **Himoore'y 'ne-ruchuu'moh.**
Hee-moo-rey' 'ne-rue-chuue'-moh.
"We paddled quickly."

Pre-assessment review

- 13 a **Chiweyetek' ke'win.**
Chee-wey-ye-tek' key'-ween.
"I'm hungry for eels."
- b **Nekomuy ki k'e-pemek' kegoh.**
Ney-ko-muey ki k'e-pey-mek' key-goh.
"I know how to cook acorn soup."
- c **Skewoksipa' hes?**
Skey-wok-si-pa' hes?
"Do you like me?"
- 14 a Do you have a small hat?
'Ok'w hes cheykeni k'e-'ekah?
'Ok'w hes chey-ke-nee k'e-'ey-kah?
- b "It's difficult for that bird to fly."
Chahchew ku ch'uch'ish 'we-letkolek' (or 'w-ooletek').
Chah-chew kue ch'ue-ch'eesh 'we-leyt-ko-lek' (or 'woo-le-tek').
- c You saw me yesterday."
Ho newopa' chmeyaan.
Ho ne-wo-pa' chme-yaan.
- d I don't want it to rain tomorrow.
Mos skewok ki 'we-tenpewehlek' 'owook.
Mos skey-wok kee 'we-teyn-pe-we-hlek' 'o-wook.

Lesson 12: Thursday, August 16

Leo's Lesson (12A): Iteratives

- 1 The iterative infix **-eg-** is inserted before the first vowel of a verb. It conveys the meaning that *several or many actions* are done, either by more than one person or by one person on more than one occasion. It can also be used to mean that an action is *habitual*.
 - a **Yohpeni kegepoyurek'.**
Yoh-pe-ni key-gey-po-yue-rek'.
"I swim around it several times."
 - b **Cho' negahchke'm k'i 'ahtemar.**
Cho' ney-gah-chkem' k'ee 'ah-te-meyr.
"Hand out the paper to everyone."
 - c **Ku 'uuksoh kich tegahtok.**
Kue 'uuek-soh keech tey-gah-tok.
"His children were starving."
 - d **Tu' wi' 'o kegemole'm.**
Tue' wee' 'o key-gey-mo-lem'.
"You are always stealing there."
 - e **Kegohchewohl chohpos.**
Key-goh-che-wohl choh-pos.
"They (frogs) hunt flies."
 - f **Negii'nowohl regok.**
Ney-geee'-no-wohl rey-gok.
"They (sea lions) look for trout."
 - g **Chkip'o'r kwel mehl chkegeyu'.**
Chkee-p'or' kwel mehl chkey-gey-yue'.
"You fall asleep because of **chki'po'r** (a plant)."
- 2 How to construct an iterative: Insert **-eg-** (usually [eyg]) before the first vowel. If the first vowel is **e** (including the pronunciation transcribed [ey] in the Yurok Alphabet) and it is followed by one of the consonants **k, k', kw, k'w, or w**, then instead ...
 - a Before **k, k'**, replace the **e** by **ii** [eee]:
lekootek' [ley-koo-tek'] "I stab (someone)" > iterative **liikootek'** [leee-koo-tek']
 - b Before **kw, k'w, w**, replace **e** by **uu** [uue]:
pewomek' [pey-wo-mek'] "I cook" > iterative **puuwomek'** [puue-wo-mek']
from which is derived **puuwomin** [puue-wo-min] "a cook"
mewimor [mey-wee-mor] "old man" > plural **muuwimor** [muue-wee-mor] "old men"
 - c Also, if the verb begins with a glottal stop or consonant + glottal stop, insert **-e'g-** rather than **-eg-**: **hl'ohko'hl** [hl'oh-ko'hʔ] "it thunders (a thunderclap)" > iterative **hl'e'gohko'hl** [hl'e'-goh-ko'hʔ] "it's continuously thundering".
- 3 For further reading see Robins, pages 80-85 (he calls this "intensive", not "iterative"), as well as Andrew Garrett, "Reduplication and infixation in Yurok: Morphology, semantics, and diachrony", in *International Journal of American Linguistics*, vol. 67 (2001), pp. 264-312, and chapter 4 ("Yurok") of Esther J. Wood, *The semantic typology of pluractionality* (Berkeley Ph.D. dissertation, 2007).

- 4 The iterative infix is also common in the formation of common descriptive nouns and of place names. Typically the verb that is used gets shortened.
- 5 Animals, plants, and things
- a **Pegoy kwel kem 'ok'w 'u-poy. Wishtish mehl 'u-pegoy.**
Pey-goy kwel kem 'ok'w 'ue-poy. Weesh-teesh mehl 'ue-pegoy.
 "Yellowhammer has a chin tattoo. That's why he's **pegoy**." (AS)
- b **chege'l** [*chey-gel*] "seaweed" < **che'l-** [*che'l-*] "dry"
- c **chegeyoh** [*chey-gey-oh*] "pocketknife" < **cheyohpinek'** [*chey-oh-pee-nek*] "I hide", etc.
- d **chpegaa** [*chpey-gaa*] "cormorant" < **chpaa** [*chpaa*] "far"
- e **hega'p'oh** [*hey-ga'-p'oh*] "cottonwood tree" < **ha'p'oh** [*ha'-p'oh*] "pitch, resin"
- f **kwegeru'r** [*kwey-ge-ruer*] "pig" < **kwer-** [*kweyr-*] "sharp, pointy" + **-u'r-** [*-ue'r-*] "nose"
- g **lrg'r'l** [*ler-ger'l*] "buzzard" < **lr'l** [*ler'l*] "it's burnt"
- h **hlke'goop'** [*hlke'-goop*] "slug" < **hlkoop'** [*hlkoop*] "slime, it's slimy"
- i **meges** [*mey-ges*] "doctor" < **meskwoh** [*meys-kwoh*] "medicine"
- j **megesik** [*mey-ge-sik*] "weasel" < **mesik'** [*me-sik*] "it's thin"
- k **megokw** [*mey-gokw*] "barking dog" < **mokwomokwoch'** [*mok-wo-mo-kwoch*] "it barks"
- l **mego'oh** [*mey-go-'oh*] "pepperwood nuts" < **mo'ohkeroyehl** [*mo-'oh-ke-ro-yehl*] "they're round (and small)"
- m **segep** [*sey-gep*] "coyote" < **sepolah** [*sey-po-lah*] "prairie"
- n **tege'y** [*tey-gey*] "flea" < **teykelumek'** [*tey-ke-lue-mek*] "I bite"
- 6 Types of places
- a **legep'ew** [*ley-gep-'ew*] "storage place" < **lep'ew** [*lep-'ew*] "tidy up"
- b **meguhl** [*mey-guehl*] "store" < **muhlkoh** [*muehl-koh*] "sell"
- 7 Places
- a **'O Schegep'** [*'O Schey-gep*] "boat landing" < **schep'oo** [*schep-'oo*] "boats land"
- b **'O Slegoych** [*'O Sley-goych*] "where you descend" < **sloychok'** [*sloy-chok*] "I descend"
- c **'Yoch Legaay** [*'Yoch Ley-gaay*] (a ridge above **'O Men 'We-Roy** [*'O Men 'We-Roy*]) < "boats go over"
- d **'O Kegep** [*'O Key-gep*] (a spring near **'O Men 'We-Roy** [*'O Men 'We-Roy*]) < "where they lie in wait (hunting)" (**kepschok'** [*keyp-schok*] "I lie in ambush")
- e **'O Kneget** [*'O Kney-gef*] "Flint Rock Head" < "where they get arrowheads" (**knetken** [*kneyt-ken*] "flint, bullet, arrowhead")
- f **'O Kweges** [*'O Kwey-ges*] (sand dunes sound of the mouth of Little River) < "where they get strawberries" (**kweschin** [*kweys-cheen*] "strawberries")

Lesson 12B: Questions and other “speech acts”

- 8 Linguists use the term “speech act” to refer to what you’re trying to do with an utterance: you might be trying to inform somebody about something, or to find out something, or to get somebody to do something, etc.
- a Three types of speech acts
- statements
 - commands
 - questions
- b For commands, there are two common strategies:
- Use the imperative (never with **cho’!**)
 - Use **cho’** + the second person singular or plural form
- 9 Questions: Either you want to find out if something is true or not (a yes-no question), or you want to find out who did it, what it was, when it happened, etc. (a content question).
- 10 Yurok yes-no questions use the little word **hes** [hes], which is usually *either* at the end of the sentence *or* (especially in earlier Yurok) after the first word of the sentence.
- 11 Yurok content questions use **ti’nisho** [tee’-nee-sho] “what?”, **ti’now** [tee’-now] “who?”, or **kus** [kues] “where? how?”
- a **Kus?** [Kues?] “Where?”
Kus noohl? [Kues noohl?] “How long? How far?”
Kus choo’m? [Kues choom’?] “How many?”
Kus no’? or **Kus no’ohl?** [Kues no’? or Kues no-’ohl?] “When? How long ago?”
Kus soo? [Kues soo?] “How?”
- b **Kus noohl ki kemeye’m?**
Kues noohl kee key-mey-em’?
“When will we go home?”
- c **Kus choo’m k’-uuk?**
Kus choom’ k’uuek?
“How many children do you have?”
- b **Kus no’ohl ki kem nu nuu’m yo’hlkoh?**
Kues no-’ohl kee kem nue nuuem’ yo’hl-koh?
“When are they coming back?” (in Robins)
- c **Kus soo neke’y?**
Kues soo ne-key’?
“What’s it called?”
- c **Kus soo hegole’m?**
Kues soo hey-go-lem’?
“How do you say it?”
- c **Kus soo hese’m?**
Kues soo he-sem’?
“What do you think?” or “Why do you think it?”
- c **Kus soch?** or **Kus sochpeyowo’m?**
Kues soch? or Kues soch-pey-o-wom’?
“What did you say?”

Lesson 12C: Preverbs of future (and past) time

- 12 Four preverbs are relatively common in expressing some type of future tense.
- 13 The preverb **kit** [*kif*] means that the action described by the verb is beginning.
- a **Kwelekw kit markewech' ku mewimor.**
Kwe-lekw kit meyr-ke-wech' kue mey-wee-mor.
 "The old man is starting to die." (FS, 1951)
- b **Kit po'oh 'ne-mihl.**
Kit po-'oh 'ne-meehl.
 "My leg is healing." (in Robins)
- c **Noohl kit saawelehl.**
Noohl kit saa-we-lehl.
 "Then they began to cool off." (in Robins)
- d **Kit hegehpa'.**
Kit hey-gehl-pa'.
 "The water is rising." (GT, YLCB)
- e ... **ko'mo'y ku kit 'we-ruwoow'm.**
... ko'-moy' kue kit 'we-rue-ro-woom'.
 "... he heard them begin to sing." (BF, 1951)
- f **'Ne-chewes kit tmentmen.**
'Ne-chey-wes kit tmen-tmen.
 "My hand has started to throb." (in Robins)
- g **Newook' kit 'ne-lekoomelek'.**
Ney-wook' kit 'ne-ley-koo-me-lek'.
 "I saw I was about to be stabbed." (in Robins)
- 14 The preverb **kitu** [*kee-tue*] means that the action described by the verb is about to take place and involves motion. (Compare the preverb combination **kiti nu** [*kee-tee nue*].)
- a **Kitu hlkuu'moh.**
Kee-tue hlkuue'-moh.
 "We're going acorn gathering." (in Robins)
- b **Kitu kweget 'ne-chek.**
Kee-tue kwey-get 'ney-chek.
 "I'm going to visit my mother." (GT, YLCB)
- c **Kitu tmegok'.**
Kee-tue tmey-gok'.
 "I'm going hunting." (GT, YLCB)
- d **Nek kitu lewetek' 'o ku ha'aag 'o tek 'o hikoh.**
Nek kee-tue ley-we-tek' 'o kue ha-'aag 'o tek 'o hee-koh.
 "I'm going to set my net on the rock across the river." (GT, YLCB)
- 15 The preverb **kiti** [*kee-tee*] means the action described by the verb is about to take place or is going to take place soon. English *is going to* is often a good translation.
- a **Kolo kiti me'lomek'.**
Ko-lo kee-tee mey'-lo-mek'.
 "I kind of feel like puking (it's like I'm about to puke)." (GT, YLCB)

- b **Kiti tenpewe'hl.**
Kee-tee teyn-pe-wehl'.
 "It's going to rain at any moment." (GT, YLCB)
- c **Kiti ho'oh.**
Kee-tee ho-'oh.
 "It's getting dark." (GT, YLCB; JJ, 2007)
- d **Kwesi noohl kich roo kiti ye'wome'y.**
Kwe-see noohl keech roo kee-tee yey'-wo-mey'.
 "Then the time came when the sun was about to set." (LB, 1951)
- 16 The preverb **ki** [*kee*] means either that the action described by the verb will take place or (less often) that the subject of the verb can do it.
- a **Ki s'oks'oop.**
Kee s'ok-s'oop.
 "I'm really going to pound you." (GT, YLCB)
- b **Ko'l nimi hesek' ki ko'moyohl. Cho' nini plrrse'm.**
Kol' nee-mee he-sek' kee ko'-mo-yohl. Cho' nee-nee plerr-sem'.
 "I don't think they can hear you. Talk louder." (JJ, 2007)
- 17 Two common past-tense preverbs are **ho** and **ma** (or **me**). Unfortunately we do not have time to talk about them. (This is code for "I didn't have time to try to figure out just what the differences are.)

Lesson 12D: Subjunctives — knowing a fact vs. seeing an action

- 18 Saying / thinking vs. seeing / hearing. In principle, if you say or think that X, do not use a subjunctive; use an ordinary verb. If you see or hear X happening, use a subjunctive.
- 19 Saying, thinking, knowing + no subjunctive
- a **Nek hesek' ki kepoyurek'.**
Nek he-sek' kee key-po-yue-rek'.
 "I think I will go swimming."
- b **Hesek' ki srrhlrpek'.**
He-sek' kee serr-hler-pek'.
 "I intend to do it, I think I will do it."
- c **Komchu'm 'ochkich ko'si chki'mo'w.**
Kom-chum' 'och-keech ko'-see chkee'-mow'.
 "He knew that people had all just gone to sleep."
- d **Nek soo kiti ten.**
Nek soo kee-tee ten.
 "I think it will rain."
- e **Nek soo wi ko'l chinrmwrh ...**
Nek soo wee kol' chee-ner-mer-werh ...
 "I think I will get acquainted a little with her."
- f **Nek soo ke'l he-sem', Mrmryrwrk'.**
Nek soo kel' he-sem', Mer-mer-yer-werk'.
 "I think that you think, I'm pretty."

20 Seeing, hearing + subjunctive

- a **Nek newook' ke'l k'e-psech 'w-egok'.**
Nek ney-wook' kel' k'ey-psech 'wey-gok'.
"I saw your father go."
- b **Newook' k'-elomeyek'.**
Ney-wook' k'ey-lo-mey-ek'.
"I saw you dancing."
- c **Newochek' kich k'e-nes.**
Ney-wo-chek' keech k'e-nes.
"I saw you as you arrived."
- d **Ko'moyok' yo' 'we-teget.**
Ko'-moy-ok' yo' 'we-tey-get.
"I heard him crying."

21 Representative problem case

Mocho ki newoo'm chr'ry kol 'em nohlpe'y, kolni 'o pa'aami' ...

Mo-cho kee ney-woom' cher-'ery kol 'em nohl-pey', kol-nee 'o pa-'aa-mee' ...

"If you **see** that it looks like a bear went to the bathroom, it looks wet ..."

(GT, "Hummingbird and Bear", 2003)