

Yurok Language Institute

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Yurok Grammar and Usage
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Workshops 1–3 (of 6)
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This document contains handouts from the first week (the first three meetings) of grammar workshops at the 2009 Yurok Language Institute. In this document I combined content, removed duplication, eliminated one topic we didn't get to (delayed to next week), and corrected two or three small typos. After the second week I'll make another revision, bringing together all six handouts.

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1 Usage lesson: How to put objects in locations

The main verbs are *nekek'* [*neykek'*] and *lootek'* [*lootek'*], though there are also many other verbs.

1.1 Using *nekek'* [*neykek'*] “put”

Sentences with this verb always express the location where an object is put; the location is underlined in the examples below. The most common word order has the location before the verb, near the beginning of the sentence.

(1) Basic adverbs

The most common directions and places are wek “here”, hlkeli [hlkey-lee] / skeli [skey-lee] “down, on the ground”, and now “away”.

a. Yo' nek'es.

Yo' ney-k'es.

“Put it over there (in that place).”

b. Wek ki neku'.

Wek kee ney-kue'.

“We will put it (a feather) away (here).”

c. Cho' wek neke'm.

Cho' wek ney-ke'm.

“Put it down (here).”

d. Hlkeli nek'es k'e-chewes.

Hlkey-lee ney-k'es k'e-chey-wes.

“Put your hands down.”

e. Skeli 'ap nek' ku 'u-ma'ah.

Skely-lee 'ap nek' kue 'ue-ma-'ah.

“So he put down his spear.”

f. Noohl now 'o nek' ku 'u-ma'ah.

Noohl now 'o nek' kue 'ue-ma-'ah.

“Then he put away his spear.”

(2) Questions with *nekek'* [*neykek'*]

The location is expressed with kus [kues].

a. Kus neke'm?

Kues ney-ke'm?

“Where did you put it?”

b. Kus kich neke'm k'e-roo'?

Kues keech ney-ke'm k'e-roo'?

“Where have you put your pipe?”

(3) Putting in water or on the fire

Sometimes 'o is used (examples a, c), sometimes not (examples b, d).

a. Mechik 'o nek'.

Mey-cheek 'o nek'.

“He put it on the fire.”

- b. 'Yohikoych mechik nek'es.
 'Yohl-koych mey-cheek ney-k'es.
 "Put wood on the fire."
- c. Pa'aahl 'o nek' ku chiik.
Pa-'aahl 'o nek' kue cheek.
 "She put the money in the water."
- d. Pa'aahl neku' ku 'yoch.
Pa-'aahl ney-kue' kue 'yoch.
 "They put the boat in the water."

(4) Putting in or on something

If you don't add an adverb, it means generally in or on the location. Unlike English, you don't have to have a word that specifically means "in" or "on". (Sometimes 'o is used; more often it is not.)

- a. Pahtekws 'o nek'.
Pah-tekws 'o nek'.
 "She put it (money) in a storage basket."
- b. Ku 'lahpsew nek' ku nepuy.
Kue 'lah-psew nek' kue ney-puy.
 "He put the fish on the plate."
- c. 'Lahpsew nek'es ku nepuy.
'Lah-psew ney-k'es kue ney-puy.
 "Put the fish on a plate."
- d. Noohl k'e-kesomewet ki neke'm ku nepuy.
Noohl k'e-key-so-me-wet kee ney-ke'm kue ney-puy.
 "Then you will put the salmon on your left shoulder."

(5) Expressing more precise locations with nekek' [*neykek'*]

Two word order patterns: in a-b below LOCATION + ADVERB + VERB, and in c-e below ADVERB + VERB + LOCATION (sometimes also with 'o).

- a. Ku nepuyohl wonu 'o neku' ku nepe'wishneg 'u-'wrs.
Kue ney-puy-ohl wo-nue 'o ney-kue' kue ney-pe'-weesh-neg 'ue-'wers.
 "The otterskin was put on top of the salmon."
- b. Noohl ku 'ne-psech poy 'ema nek' ku 'lahpsew.
Noohl kue 'ney-psech poy 'ema nek' kue 'lah-psew.
 "Then she put the plate in front of my father."
- c. Noohl now 'o nek' ku nepe'wishneg 'u-'wrs ku 'u-keyom.
Noohl now 'o nek' kue ney-pe'-weesh-neg 'ue-'wers kue 'ue-key-om.
 "Then he put the otterskin away in her basket."
- d. Wonu 'ap nek' ku nepuy.
Wo-nue 'ap nek' kue ney-puy.
 "So then she put it on the salmon."
- e. Yo' wo'ik me nek' chiik 'o ku tekwo nekws.
Yo' wo-'eek me nek' cheek 'o kue tey-kwo-nekws.
 "He put the money into the box (inside in the box)."

1.2 Using *lootek'* [*lootek'*] “throw, drop”

Yurok uses this verb in more contexts than English *throw*; it means to put something somewhere in a less precise or directed way — to toss it somewhere, rather than placing it there. If you maintain contact with an object until it stops moving, use *nekek'* [*neykek'*]; if it continues to move after you lose contact with it, use *lootek'* [*lootek'*].

(6) Questions and examples with just adverbs expressing location

a. **Wek** *lootek'*.

Wek loo-tek'.

“I put it here.”

b. **Kich skeli** *lootek'*.

Keech skey-lee loo-tek'.

“I dropped it (put it down).”

c. **Kus** *loote'm?*

Kues loo-tem'?

“Where did you drop it?”

d. **Kus kich** *loote'm ku regok?*

Kues keech loo-tem' kue rey-gok?

“Where did you put the trout?”

e. **Noohl now** 'o *loot' ku nepuy.*

Noohl now 'o loot' kue ney-puy.

“Then he threw the salmon down there.”

(7) Examples with nouns expressing location

With *lootek'* [*lootek'*], unlike *nekek'* [*neykek'*], 'o is obligatory if the location is expressed by a noun.

a. **Cho noohl ku k'e-kesomewet** 'o *loote'm ku nepuy.*

Cho noohl kue k'e-key-so-me-wet 'o loo-tem' kue ney-puy.

“Then throw the fish on your left shoulder.”

b. **Kwesi pa'aahl** 'o *loot' ku 'ekah.*

Kwe-see pa-'aahl 'o loot' kue 'ey-kah.

“And then he threw that cap in the water.”

1.3 Usage exercise

(8) Translate into Yurok:

a. "The boat was put into the water."

Pa'aahl _____

b. "Where did you put my hat?"

c. "Don't throw my hat in the water."

d. "Put my salmon here."

e. "I will put my shoes away"

f. "I put your hat in the fire."

g. "Who threw Carole's hat in the fire?"

h. "Put down my money."

i. "Throw the salmon away."

j. "What did you throw in the water?"

k. "Did you put my shoes down?"

l. "Tomorrow I'll put your money in the fire."

2 Grammar lesson: Basic passives

How to make a regular passive:

- For e-class verbs: stem + **-eyek'** [-ey-ek'] (or 1SG -eyk' [-eyk'])
- For o(o)-class verbs: stem + **-oyek'** [-oy-ek'] (or 1SG -oyk' [-oyk'])
- 3SG: **-i'** [-ee']

All (inflected) passives are e-class verbs, even if they are made from o(o)-class verbs.

(9) Examples of passives of o(o)-class verbs

a. **meskwok'** [meys-kwok'] "treat with medicine"

Ku meges kich meskwoyek'.

Kue mey-ges keech meys-kwoy-ek'.

"The doctor is treating me with medicine."

b. **ho'omohtkok'** [ho-'o-moh-tkok'] "I injure"

Kich ho'omohtkoyek'.

Keech ho-'o-moh-tkoy-ek'.

"I've hurt myself."

c. **newok'** [ney-wok'] "I see"

Newoyek' 'n-elomeyek'.

Ney-woy-ek' 'ney-lo-mey-ek'.

"I was seen dancing."

d. **'eksok'** ['eyk-sok'] "lock"

'O'lepik so 'eksoyek'.

'O'-le-pik so 'ek-so-yek'.

"They locked me in the house (I was locked in the house)."

Kich 'eksi' 'o 'o'lep.

Keech 'ek-see' 'o 'o'-lep.

"Somebody's locking him in the house."

e. **weykok'** [wey-kok'] "finish, arrange"

Wit ho soo weyki' Wohpekumew.

Weet ho soo wey-kee' Woh-pe-kue-mew.

"So it was ordained by Wohpekumew."

f. **tekwsok'** [teykw-sok'] "I cut"

Noohl 'w-aawechohl wogi 'o tekwsi'.

Noohl 'waa-we-chohl wo-gee 'o teykw-see'.

"Then the salmon was cut across the middle of its back."

g. **seyep'ch'ok'** [sey-yep'-ch'ok'] "I singe it"

Kich seyep'ch'i' 'u-wrhl.

Keech sey-yep'-ch'ee' 'ue-werhl.

"He's singed his tail."

h. **hlook'** [*hlook'*] "I take, get"

Note that passive verbs never have collective plurals.

Kich hloyehl ku chines ...

Keech hlo-yehl kue chee-nes ...

"The young men were being carried ..."

Verbs in **-imek'** [*-ee-mek'*] make passives in **-eyek'** [*-ey-ek'*], 3SG **-i'** [*-ee'*].

(10) Examples of passives of e-class verbs in **-imek'**

a. **rohsimek'** [*roh-see-mek'*] "I spear it, I throw something at it"

'Owook ki rohsi' ku nepuy.

'O-wook kee roh-see' kue ney-puy.

"The salmon will be speared tomorrow."

b. **knoksimek'** [*knok-see-mek'*] "I leave behind"

'O ge's Segep, Kwelekw paas ko knokseyek'.

'O ge's Sey-gep, Kwe-lekw paas ko knok-sey-ek'.

"Coyote thought, "Well, I will not be left behind."

(11) Exercise: **tmoolok'** [*tmoo-lok'*] "I shoot"

a. "I am shot" _____

b. "you (sg.) are shot" _____

c. "he, she, or it is shot" _____

d. "we are shot" _____

e. "you (pl.) are shot" _____

f. "they are shot" _____

(12) Exercise: **newok'** [*ney-wok'*] "I see"

a. "I am seen" _____

b. "you (sg.) are seen" _____

c. "he, she, or it is seen" _____

d. "we are seen" _____

e. "you (pl.) are seen" _____

f. "they are seen" _____

3 Quiz: Passives and putting

(13) Listen and translate into English:

a. _____

b. _____

c. _____

d. _____

(14) Translate into Yurok:

a. "Where did you put it?"

b. "Don't drop your baby!"

c. "Put your acorns on the plate."

d. "You will be seen."

e. "The deer was shot."

4 Grammar lesson: Irregular passives

4.1 Common irregular passives

(15) Some of the most common passives (3SG)

- a. Verbs in **-ek'** [-ek'] → 3SG in **-u'** [-ue']
hekwsək' [heykw-sek'] → hekwsu' [heykw-sue'] "it is found"
nekek' [ney-kek'] → neku' [ney-kue'] "it is put"
nepək' [ney-pek'] → nepu' [ney-pue'] "it is eaten"
pemək' [pey-mek'] → pemu' [pey-mue'] "it is cooked"
- b. Verbs in **-ek'** [-ek'] → 3SG in **-i'** [-ee']
hegolek' [hey-go-lek'] → hi' [hee'] "it is said"
hesək' [hey-sek'] → hesi' [he-see'] "it is thought"
- c. Verb in **-umek'** [-ue-mek'] → 3SG in **-u'** [-ue']
hohkumək' [hoh-kue-mek'] → hohku' [hoh-kue'] "it is made"
- d. Verb in **-onemek'** [-o-ne-mek'] → 3SG in **-oni'** [-o-nee']
'ekonemek' ['ey-ko-ne-mek'] → 'ekoni' ['ey-ko-nee'] "it is held"
- e. Verbs in **-o(o)k'** [-o(o)k'] → 3SG in **-i'** [-ee']
hlook' [hlook'] → hli' [hlee'] "it is taken"
newook' [ney-wook'] → newi' [ney-wee'] "it looks (a certain way)"
nii'nowok' [neee'-no-wok'] → nii'nowi' [neee'-no-wee'] "it is looked at"
tekwsok' [teykw-sok'] → tekwsi' [teykw-see'] "it is cut"
tmoolok' [tmoo-lok'] → tmooli' [tmoo-lee'] "it is shot"
wegenok' [wey-ge-nok'] → wegeni' [wey-ge-nee'] "it is called"
- f. Passives of verbs of giving
'ohchek' ['oh-chek'] → 'ohpelek' ['oh-pe-lek'] "I am given (food)"
nahchek' [nah-chek'] → nahchelek' [nah-che-lek'] "I am given"

(16) Examples of some of the common passives

- a. Noohl 'o gi' ku negenich . . .
Noohl 'o gee' kue ney-ge-neeč . . .
"She said to the mouse . . ."
- b. 'Ochkaa hohku' 'u-poy.
'Ochkaa hoh-kue' 'ue-poy.
"Her tattooing is being done now."
- c. Ho'ow mehl hohku' tekwonekws.
Ho-'ow mehl hoh-kue' tey-kwo-nekws.
"A box is made with cedar."
- d. 'Ep'ehl wo hloyek' si 'o liikoomelek'.
'Ep'ehl wo hlo-yek' see 'o leee-koo-me-lek'.
"If I had been caught I would have been knifed."
- e. Kich hli' ku pegrk.
Keeč hlee' kue pe-gerk.
"The man has been caught."

- f. **Ku nepuyohl wonu 'o neku' ku nepe'wishneg 'u-'wrs.**
Kue ney-puey-yohl wo-nue 'o ne-ku' kue ne-pe'-weesh-neg 'ue'-wers.
 "The otterskin was put on top of the salmon."
- g. **Ki nepu' mocho kich koh.**
Kee ne-pue' mo-cho keech koh.
 "You eat it when you catch it."
- h. **'O newi' kwelekw kich ta'anoy'hl.**
'O ney-wee' kwe-lekw keech ta-'a-noy'hl.
 "They saw that the sun was shining."
- i. **Ko'si nii'nowi'.**
Ko'-see nee'-no-wee'.
 "They all looked at him."
- j. **Numi skewoo'mo'l mo kich pemu' ku ke'win.**
Nue-mee ske-woo'-mol' mo keech pey-mue' kue ke'-ween.
 "It smells good when people are roasting eels."
- k. **Noohl 'o tekksi' ku 'we-trr.**
Noohl 'o teykw-see' kue 'we-terr.
 "Then its head was cut off."
- l. **Kich tmooli' ku puuk.**
Keech tmoo-lee' kue puuk.
 "I'm hunting the deer."
- m. **Nekah wi' chpi 'ekoni' k'i nepuy.**
Ne-kah wee' chpee 'e-ko-nee' k'ee ne-puey.
 "The salmon is held by us alone."

4.2 Special meanings for two common passives

Two common passives have special additional meanings. The passive of **newok'** [*ney-wok'*] "I see" is usually used to refer to how a subject looks, and the passive **nahchelek'** [*nah-che-lek'*] "it is given to me, I am given (something)" is often used to mean "I am allowed or permitted (to do something)".

- (17) Passives of **newok'** [*ney-wok'*]
- a. **Kus cho' soo newoyek'?**
Kues cho' soo ne-wo-yek'?
 "How do I look?"
- b. **Kus cho' soo newi' k'i pa'ah?**
Kues cho' soo ney-wee' k'ee pa-'ah?
 "How does the water look?"
- (18) Passive **nahchelek'** [*nah-che-lek'*]
- a. **Nimi nahchelek' ki 'ne-hlkyorkwek'.**
Nee-mee nah-che-lek' kee 'ne-hlkyor-kwek'.
 "They didn't let me watch."
- b. **Wenchokws kwelekw nimi nahchelehl pulekw ko 'o 'w-oole'mek'.**
Weyn-chokws kwe-lekw nee-mee nah-che-lehl pue-lekw ko 'o 'woo-le'-mek'.
 "Women were not allowed to go down to the river mouth."

4.3 Grammar exercise

(19) Translate into Yurok:

a. "The boat was put into the water."

Pa'aahl _____

b. "My boat is made of redwood."

c. "Yesterday sturgeon got cooked."

d. "My salmon was eaten with potatoes."

e. "Tomorrow you will be given eels."

f. "Don't be caught!"

g. "A mountain lion was seen running."

h. "They won't let us (we aren't allowed to) swim."

i. "My mother was given a hat."

j. "Why didn't you let me (why wasn't I allowed to) watch tv?"

k. "Where was my hat put?"

l. "What's your soup made of?"

5 Grammar and usage lesson: Giving

5.1 Gimme

There are some special expressions for “give it to me, bring it to me”. For food there is ‘o’ (below), and generally there is the following:

- (20) a. **Weno’os pishkah!**
We-no-’os peesh-kah!
 “Give me some salt!”
- b. **Weno’os ’nr-slyrhl.**
We-no-’os ’ner-sleryhl.
 “Give me my handkerchief.”

5.2 Giving (sharing) food and drink

The verb ‘ohchek’ [’oh-chek’] is used for sharing food or drink. If you give somebody some food from your plate or some of what you are drinking, use this verb. The verb is intrinsically bipersonal, and its forms include the following:

1SG : 2SG	’ohchek’ [’oh-chek’]	“I give (some food or drink) to you”
2SG : 1SG	’ohpa’ [’oh-pa’]	“you give (some food or drink) to me”
1SG : 3SG	’ohsek’ [’oh-sek’]	“I give (some food or drink) to her or him”
1SG : 3PL	’o’s’o’ [’o-’s’o’]	“I give (some food or drink) to them”
1 : 2PL	’o’ch’o’ [’o-’ch’o’]	“I or we give (some food or drink) to you (PL)”
IMPV	’o’p’in {’o-’p’een} ~ ’o’ [’o’]	“give me (some food or drink)”
PASSIVE 1SG	’ohpelek’ [’oh-pe-lek’]	“I am given (some food or drink)”
PASSIVE 2SG	’ohpele’m [’oh-pe-lem’]	“you are given (some food or drink)”
PASSIVE 3SG	’ohpe’l [’oh-pel’]	“he or she is given (some food or drink)”

See the dictionary (or Robins’s grammar) for other less commonly used forms.

- (21) Actives (non-passives)
- a. **Noo ’ohchek’.**
Noo ’oh-chek’.
 “I am giving you some too.”
- b. **Tmenomen ki ’no-’ohchek’.**
Tme-no-men kee ’no-’oh-chek’.
 “I will give you half of it.”
- c. **Ki chkeno’ soo ’ohchek’ ’ne-chege’l.**
Kee chkey-no’ soo ’oh-chek’ ’ne-chey-ge’l.
 “I will give you a little of my seaweed.”
- d. **Pekwsu hes ’ohpa’?**
Pe-kusue hes ’oh-pa’?
 “Won’t you give me some?”
- e. **Ki ’ohsek’ pa’ah.**
Kee ’oh-sek’ pa-’ah.
 “I will give him some water.”

(22) Imperatives

- a. **Chi 'o'p'in k'e-pop!**
Chee 'o-'p'een k'e-pop!
“Give me some of your bread!”
- b. **Chi 'o' k'e-kegoh.**
Chee 'o' k'e-key-goh.
“Give me your acorn soup.”
- c. **Chi 'o' pa'ah!**
Chee 'o' pa-'ah!
“Give me some water!”

(23) Passives

- a. **'Ohpelehl ku nrgry 'u-knrpryrk.**
'Oh-pe-lehl kue ner-gery 'ue-kner-peryrk.
“They were given what was left over by the assistant.”
- b. **'O 'ohpe'l ku nepuy.**
'O 'oh-pel' kue ney-puy.
“There he was offered the salmon.”

5.3 General giving

The verb **nahchek'** [*nah-chek'*] (3SG **nach'** [*nach'*]) is used for giving anything (including food, but usually not for sharing food). The more common forms are bipersonal, including the following:

1SG : 2SG	nahchichek' [<i>nah-chi-chek'</i>]	“I give (it) to you”
2SG : 1SG	nahcha' [<i>nah-cha'</i>]	“you give (it) to me”
1SG : 3SG	nahchisek' [<i>nah-chi-sek'</i>]	“I give (it) to her or him”
2 : 3SG	nahchise'm [<i>nah-chi-sem'</i>]	“you give (it) to her or him”
3SG : 1SG	nahchipe'n [<i>nah-chee-pen'</i>]	“he or she gives (it) to me”
PASSIVE 1SG	nahchelek' [<i>nah-che-lek'</i>]	“I am given (it)”
PASSIVE 2SG	nahchele'm [<i>nah-che-lem'</i>]	“you are given (it)”
PASSIVE 3SG	nahche'l [<i>nah-chel'</i>]	“he or she is given (it)”

See the dictionary (or Robins's grammar) for other less commonly used forms. Note that **nahchichek'** and **nahchisek'** also have alternative forms **nahchechek'** and **nahchesek'**.

(24) Passives

- a. **Yo' nahche'l ku 'yoch.**
Yo' nah-che'l kue 'yoch.
“He was given the boat.”
- b. **Tu' wi'iit chpi ki 'o k'e-nahchelek'.**
Tue' wee-'eet chpee kee 'o k'e-nah-che-lek'.
“This is all you can be given here.”
- c. **Mos nahchelehl 'we-hlkyorkwehl.**
Mos nah-che-lehl 'we-hlkyor-kwehl.
“They are not allowed to see it.”

(25) Actives (non-passives)

- a. **Noohl 'o nach' ku 'u-ma'a'.**
Noohl 'o nach' kue 'ue-ma-'a'.
"Then Coyote gave him his spear."
- b. **Ki nahchechek' 'ne-chiik.**
Kee nah-che-chek' 'ne-cheeek.
"I'll give you money."
- c. **Mos ki nahchichek'.**
Mos kee nah-chee-chek'.
"I won't give you any!"
- d. **Ti'nisho ki nahcha' mocho' ki yekwsek'?**
Tee'-nee-sho kee nah-cha' mo-cho' kee yekw-sek'?
"What will you give me if I find it?"
- e. **Nek nahchisek'.**
Nek nah-chee-sek'.
"I give it to him."
- f. **Tmenomeni nahchisek' yo' k'i chiik.**
Tme-no-me-nee nah-chee-sek' yo' k'ee cheeek.
"I gave him half the money."
- g. **Ke'l cho nahchise'm k'-ew ku 'n-uuk!**
Ke'l cho nah-chee-se'm k'ew kue 'nuuek!
"Give your name to my child!"

5.4 Exercise

Conversation practice!

6 Quiz: Passives and giving

(26) Listen and translate into English:

a. _____

b. _____

c. _____

d. _____

(27) Translate into Yurok:

a. "The salmon was put on the plate."

b. "Was the salmon cooked with salt?"

c. "Did you give me your shoes?"

d. "I am not allowed to go outside."

e. "Give me some soup."

7 Usage lesson: Familiar possession

7.1 Linguistics stuff

In Yurok, it is very common to use expressions that translate literally as “the my father”, “the my mother”, “the your dog”, “the her husband”, and so on. In English you cannot do this. The way you do it in Yurok is with the ARTICLES *ku* [*kue*] “the, that” and *k’i* [*k’ee*] “the, this”. For example:

- (28) Articles with possessives
- ku* **'ne-psech** [*kue* *'ney-psech*] “my father (the my father)”
 - ku* **'ne-chek** [*kue* *'ne-chek*] “my mother (the my mother)”
 - k’i* **k’e-ch’ishah** [*k’ee* *k’e-ch’ee-shah*] “your dog (this dog of yours)”
 - ku* **'we-nos** [*kue* *'wey-nos*] “her husband (the her husband)”

This pattern is not obligatory — you can say just **'ne-psech** [*'ney-psech*] “my father — but it is more common than the shorter pattern. The article is used in two situations in a story or conversation:

- if you have already mentioned the person or possession in question
- if the person you’re talking to knows or is familiar with the person or possession in question, or if you want to make them feel familiar

Shorter **'ne-psech** [*'ney-psech*] says “I have a father”; longer **ku 'ne-psech** [*kue* *'ney-psech*] says “my father, you know”.

- (29) An example with *k’i* [*k’ee*] “the, this” (these are much less common)

- a. **Ki hlook’ k’i ’u-ma’a’.**
Kee hlook’ k’ee ’u-ma-’a’.
“I will take away this spear of his.”

- (30) Family members with *ku* [*kue*] “the, that”

- a. **Ti’now newo’m ku ’ne-psech?**
Tee’now ney-wo’m kue ’ney-psech?
“Who saw my father?”
- b. **Kich pegrk ku ’nr-mrm.**
Keech pey-gerk kue ’ner-merm.
“My son is already a man.”
- c. **Kich mewimor ku ’ne-psech.**
Keech mey-wee-mor kue ’ney-psech.
“My father is now an old man.”
- d. **Tu’ ’o chahchew ho soo megetohlkwo’m ku ’u-k’ep’ew.**
Tue’ ’o chah-chew ho soo mey-ge-tohl-kwo’m kue ’ue-k’e-p’ew.
“It was difficult for her to look after her grandson.”

- (31) Possessions and body parts with *ku* [*kue*] “the, that”

- a. **’O rek’iin ’o myootehl ku ’u-ka’.**
’O re-k’een ’o myoo-tehl kue ’ue-ka’.
“They sat down and put on their blankets.”

- b. **Kich hekwsu' k'i k'e-ke'mow k'i k'e-s'eyoh 'we-himar.**
Keech hekwsue' k'ee k'e-ke'-mow k'ee k'es-'ey-yoh 'we-hee-meyr.
 "They found your food under your pounding stone."
- c. **Nimi hes newoo'm ku 'ne-ka'ar?**
Nee-mee hes ney-woo'm kue 'ne-ka-'ar?
 "Haven't you seen my pet?"
- d. **Ku 'ne-lin hoo'yk'etek'.**
Kue 'ney-leen hoo'y-k'e-tek'.
 "I lost my glasses."
- e. **Kus ku 'ne-lin?**
Kues kue 'ney-leen?
 "Where are my glasses?"

(32) The simpler construction (less common; from YLCB)

- a. **Kiti kweget 'ne-chek.**
Kee-tee kwey-get 'ne-chek.
 "I'm going to visit my mother."
- b. **Kiti tegerew 'ne-psech.**
Kee-tee tey-ge-rew 'ney-psech.
 "I'm going to talk to my father."

7.2 An example from a story

In 1951, Florence Shaughnessy recorded a traditional narrative for R. H. Robins (published in his 1958 book *The Yurok language*, pp. 164-165). According to Robins, the narrative "belongs to the Serper family". This is just the beginning of a long story ("The Young Man from Serper", website code LA16-7):

- (33) a. **Noohl hikon pechik ho 'ok'w perey.**
Noohl hee-kon pey-cheek ho 'ok'w pe-rey.
 "A long time ago upriver there was an an old woman."
- b. **Tu' wo'oot ho 'ok'ws 'u-k'ep'ew.**
Tue' wo-'oot ho 'ok'ws 'ue-k'ep-'ew.
 "And she had a grandson there."
- c. **Tu' 'o chahchew ho soo megetohlkwo'm ku 'u-k'ep'ew.**
Tue' 'o chah-chew ho soo mey-ge-tohl-kwo'm kue 'ue-k'ep-'ew.
 "It was difficult for her to look after her grandson."
- d. **K'ehl numi to'm ku mewah ... Mos wey 'u-krtrk'.**
K'ehl nue-mee to'm kue mey-wah ... Mos wey 'ue-kert-kerk'.
 "The boy was very small ... He was never done line-fishing."
- e. **K'i kwen cho kohchewo'mish kem 'ap nahchpu'm ku 'u-kuchos.**
K'ee kwen cho koh-chey-wo'-meesh kem 'ap nah-chpue'm kue 'ue-kue-chos.
 "Whatever he caught he gave to his grandmother."

7.3 Exercise: We write a story

(34) Reminder about less common words and constructions

“bite”: **teykelumek'** [*tey-ke-lue-mek'*], **himechok'** [*hee-me-chok'*] “run fast”

“dream (about)”: **wihkwok'** [*weehl-kwok'*] (+ subjunctive “dream that X”)

“in order to”: **mi ki** [*mee kee*]

(35) Translate into Yurok:

a. “Yesterday I was given a cat.”

b. “My cat likes to eat birds.”

c. “My cat saw a goose and went outside.”

d. “Then my cat ran fast in order to catch the goose.”

e. “The goose bit him!”

f. “My cat’s leg hurts.”

g. “Now he’s dreaming about the goose.”

h. “My cat is dreaming that he will eat the goose.”

8 Three pronunciation dangers

Because of differences between the sounds of the two languages, speakers of English who are learning Yurok are likely, at first, to bring certain details of English pronunciation into their Yurok. This is a natural part of language learning; it is impossible and probably unnecessary to completely eradicate an “English accent”. But there are some aspects of Yurok that English speakers may miss altogether. Three of the most conspicuous of these — aspects of Yurok pronunciation that might be completely overlooked by English speakers — are given here:

(36) Short vowels vs. long vowels vs. vowels + h vs. vowels + ’ (glottal stop)

a. Some words with a

hak’ws [hak’ws] “he or she laughs”

’ak’ [’ak’] “he pees”

b. Some words with aa

haamoh [haa-moh] “wild grass”

kaames [kaa-mes] “water creature”

pishkaahl [peesh-kaahl] “ocean”

paamew [paa-mew] “octopus”

laayekw [laa-yekw] “trail”

c. Some words with ah

chahchew [chah-chew] “it’s difficult”

pahtun [pah-tuen] “neck”

kwahhley [kwah-hley] “against Indian law, forbidden”

pahtekws [pah-tekws] “storage basket”

rahchin [rah-cheen] “pal”

kahkah [kah-kah] “sturgeon”

d. Some words with ’ (glottal stop)

ha’p’ehl [ha’-p’ehl] “forget”

ha’p’oh [ha’-p’oh] “pitch”

hekwsa’ [heykw-sa’] “whale”

e. Some o examples

hophl [hophl] “sinew”

kolin [ko-leen] “a(ny)”

hoogech [hoo-gech] “star”

hohkum [hoh-kuem] “tobacco”

ko’ses [ko’-ses] “crab”

(37) Words end in ’ (glottal stop) vs. h

a. Some words ending in -o’

re’go’ [re’-go’] “maidenhair fern”

’ekso’ [’eyk-so’] “door”

tmego’ [tmey-go’] “he or she hunts”

pkwo’olo’ [pkwo-’o-lo’] “maple”

wohkelo’ [woh-ke-lo’] “pepperwood”

roo’ [roo’] “pipe”

’ne-to’ [’ne-to’] “my hip”

- b. Some words ending in **-oh**
 toh [toh] “talk, use language”
 kegoh [key-goh] “acorn soup”
 re’noh [re’-noh] “feather”
 twegoh [twy-goh] “raccoon”
 poykoh [poy-koh] “flat basket, pan”
 chahkwoh [chah-kwoh] “pants”
 tektoh [teyk-toh] “log”

(38) The vowels **o** vs. **a**

- a. Some words ending in **-ah**
 ’ne-chkah [’ne-chkah] “my foot”
 ch’ishah [ch’ee-shah] “dog”
 pishkah [peesh-kah] “salt”
 mewah [mey-wah] “boy”
 ’ekah [’ey-kah] “hat”
 pa’ah [pa-’ah] “water”
- b. Another word ending in **-oh**: po’oh [po-’oh] “scar”
- c. Long oo
 ’oohl “(Indian) person”
 ’woogey “white person”
 ’owook “tomorrow”
 tepoo [tey-poo] “fir tree”
- d. Long aa
 chaahl [chaahl] “(sandy) beach”
 chaanuuks [chaa-nuueks] “newborn baby”
 kaap’ [kaap’] “greenery”
 laas [laas] “road”
 meraa [me-raa] “smoke”
 raak [raak] “creek”

These are all differences that Yurok teachers are well aware of, in principle, but as English speakers we can all find ourselves slipping into English habits.

9 Homework! You prepare a story

Next Friday and Saturday, I want us all to prepare and tell short stories (in Yurok!) about something that happened to us, or something traditional, or something made up. Use your grammar notes, and the Yurok Language Project website (especially the dictionary and “Search in Texts” function).

Yurok Language Institute
June 2009

Yurok Grammar and Usage
Andrew Garrett
Workshop 4 (of 6)
25 June 2009

Plural day!

1. Quiz
2. More than one: Overview
3. Grammar lesson: Peculiar plurals
4. Usage lesson: Collective plurals
5. Grammar lesson: Plural endings

1 Quiz

(1) Which vowel — a or o?

a. “acorn soup”: **kegah** [*key-gah*] or **kegoh** [*key-goh*]?

b. “dog”: **ch’ishah** [*ch’ee-shah*] or **ch’ishoh** [*ch’ee-shoh*]?

c. “hat”: **’ekah** [*’ey-kah*] or **’ekoh** [*’ey-koh*]?

d. “star”: **haagech** [*haa-gech*] or **hoogech** [*hoo-gech*]?

e. “water creature”: **kaames** [*kaa-mes*] or **koomes** [*koo-mes*]?

f. Which word? **pa’ah** [*pa-’ah*] “water” or **po’oh** [*po-’oh*] “scar”?

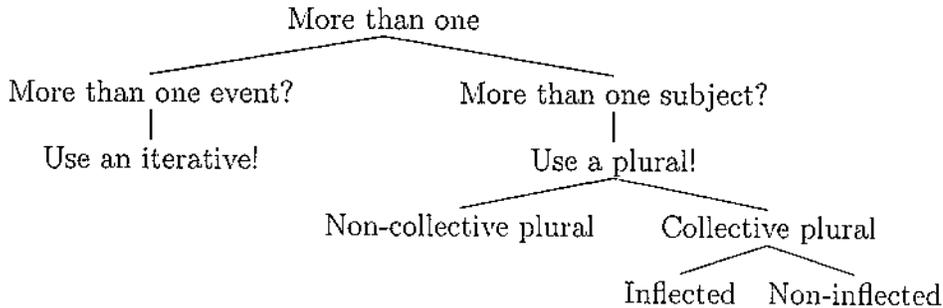
(2) **Kus srrhlrprk’?** [*Kues serr-hler-perk’?*]

a. _____

b. _____

c. _____

2 More than one: Overview



An ITERATIVE is a verb with infixed *-eg-* indicating that something is done often, or always, or habitually.

(3) Examples

- a. **nepek'** [*ney-pek'*] "I eat"
→ **negepek'** [*ney-ge-pek'*] "I always eat"
- b. **ko'moyohl** [*ko'-mo-yohl*] "they hear"
→ **kego'moyohl** [*key-go'-mo-yohl*] "they always hear, they interpret"
- c. **chwinkepek'** [*chween-ke-pek'*] "I talk, pray"
→ **chweginkepek'** [*chwey-geen-ke-pek'*] "I always talk, pray"
- d. **raayo'r** [*raa-yor'*] "to run past"
→ **regaayo'r** [*rey-gaa-yor'*] "to always run past"

... and so on — iterative verbs are common and can be made from virtually all verbs.

For COLLECTIVE and NON-INFLECTED plurals see §§4-5 below.

3 Grammar lesson: Peculiar plurals

3.1 Very irregular plurals

Some verbs have no plurals at all! Some other verbs have collective plurals that sound very different from the singulars. Here's a table showing some of the most important:

SINGULAR	PLURAL
hegolek' [<i>hey-go-lek'</i>] "I say"	NO PLURAL USED
nekek' [<i>ney-kek'</i>] "I put"	NO PLURAL USED
'ook' [<i>'ook'</i>] "I am"	'oole'moh [<i>'oo-le'-moh</i>] "we are"
hegok' [<i>hey-gok'</i>] "I go, walk"	hoole'moh [<i>hoo-le'-moh</i>] "we go, walk"
sootok' [<i>soo-tok'</i>] "I go, leave"	le'moh [<i>le'-moh</i>] "we go, leave"
neskwechok' [<i>neys-kwe-chok'</i>] "I arrive, come"	nuu'moh [<i>nuue'-moh</i>] "we arrive, come"

If you want to say "we put" or "they say", either use a passive or find a different verb to use.

- (4) Important rule! Any collective verb can be used without its ending; the endings are optional; with or without an ending, it seems to mean the same thing.
- (5) Examples of 'oole'm-
- a. Wit ni 'oole'm ku kwegeru'r.
Weet nee 'oo-lem' kue kwe-ge-rue'r.
"Pigs live there." (AF: AG-01-2_07.mp3)
 - b. Nekah niko'hl pulik nu ni 'oole'moh.
Ne-kah nee-ko'hl pue-leek nue nee 'oo-le'-moh.
"We often go to the beach to stay." (FS: LA138-014_33.MP3)
 - c. Wonew ni 'oole'mehl.
Wo-new nee 'oo-le'-mehl.
"They live up in the hills."
 - d. SINGULAR
Segep 'r'grrch ni 'ok'w.
Sey-gep 'er'-gerrch nee 'ok'w.
"Coyote stayed in the sweathouse."
- (6) Examples of hoole'm-
- a. Raak ni ma hoole'm.
Raak nee ma hoo-lem'.
"They went up the creek." (FS: LA138-033_2.MP3)
 - b. Nekah ki hoole'moh ku 'ne-negii'n.
Ne-kah kee hoo-le'-moh kue 'ne-ney-geee'n.
"We will all go and look for it." (FS: LA138-017_19.MP3)
 - c. SINGULAR
Raak ni ma hegok'.
Raak nee ma hey-gok'.
"I went up the creek." (FS: LA138-033_11.MP3)

- (7) Examples of le'm-
- a. Pechu kiti le'm.
Pey-chue kee-tee le'm.
 "They (salmon) are going to go upriver." (AF: AG-01-2_23.mp3)
- b. Lekwsi le'mekw!
Leykw-see ley'-mekw!
 "Go outside!" (GT: GT3-06-34.mp3)

3.2 Irregular noninflected plurals

Verbs in -epék' often, and verbs in -inepek' always, have noninflected plurals ending in -ah.

- (8) Some of the most common examples

SINGULAR	PLURAL ("we, you, they")
chyuuk'wenek' [<i>chyuue-k'we-nek'</i>] "I sit"	rek'iin [<i>re-k'een</i>]
homtepek' [<i>hom-te-pek'</i>] "I play (with)"	homtah [<i>hom-tah</i>]
ho'omepek' [<i>ho-'o-me-pek'</i>] "I make a fire"	ho'omah [<i>ho-'o-mah</i>]
ro'opek' [<i>ro-'o-pek'</i>] "I run"	lo'omah [<i>lo-'o-mah</i>]
chpinepek' [<i>chpee-ne-pek'</i>] "I wait"	chpinah [<i>chpee-nah</i>]
kominepek' [<i>ko-mee-ne-pek'</i>] "I feel it"	kominah [<i>ko-mee-nah</i>]
nowinepek' [<i>no-wee-ne-pek'</i>] "I enjoy myself"	nowinah [<i>no-wee-nah</i>]
soninepek' [<i>so-nee-ne-pek'</i>] "I feel (a particular way)"	soninah [<i>so-nee-nah</i>]

Most verbs in -epék' don't use inflected plurals, and especially this seems to be true of the verbs in -inepek' [-*ee-ne-pek'*]; instead of an inflected plural, use the noninflected form in -inah [-*ee-nah*]. These -inah [-*ee-nah*] verbs CAN also be used as singulars.

- (9) Some examples in sentences

- a. Nekah chu ki lo'omah.
Ne-kah chue kee lo-'o-mah.
 "Let's run away."
- b. Tu' wogi 'enumi ho'omah 'o ku 'o'lehl.
Tue' wo-gee 'e-nue-mee ho-'o-mah 'o kue 'o'-lehl.
 "They made a fire right in the middle of the house."
- c. Noohl 'o lo'omah nu 'we-nii'n, kwesi kich tmooli' ku ka'ar.
Noohl 'o lo-'o-mah nue 'we-nee'n, kwe-see keech tmoo-lee' kue ka-'eyr.
 "Then they ran over to look, and the pet had been shot."
- d. Ho kominah ku 'we-rookwsek'.
Ho ko-mee-nah kue 'we-rookw-sek'.
 "We felt the wind."
- e. Nekah nikichu nowinah 'ne-kepoyuri'moh.
Ne-kah nee-kee-chue no-wee-nah 'ne-key-po-yue-ree'-moh.
 "We all enjoy swimming."

A fun example: What noninflected verb do you expect from chinepek' [*chee-ne-pek'*] "I'm irritated"?

(10) Singular examples of **chpinah** [*chpee-nah*]

- a. **Kwesi' wit 'ap 'o chpinah 'r'grrch 'we-repokw.**
Kwe-see' weet 'ap 'o chpee-nah 'er'-gerrch 'we-re-pokw.
“He waited by the doorway of the sweathouse.”
- b. **Nek chpinah 'ne-pa'ah ki 'we-ta'anoopek'.**
Nek chpee-nah 'ne-pa-'ah kee 'we-ta-'a-noo-pek'.
“I am waiting for my water to get hot.”

'Aawokw Georgiana Trull usually used the inflected verb **chpinepek'** [*chpee-ne-pek'*]; other Yurok speakers have typically used noninflected **chpinah** [*chpee-nah*].

3.3 Exercise on irregular noninflected plurals

(11) Vocabulary: **k'ep'ew** [*k'ep-'ew*] “grandchild”, **k'ep'eworoh** [*k'ep-'e-wo-roh*] “grandchildren”

(12) Translate into Yurok:

a. “I enjoy cooking eels.”

b. “My cat enjoys dreaming.”

c. “Will we make a fire tomorrow?”

d. “Yesterday my father made a fire.”

e. “We will feel the rain if we go outside.”

f. “Old men enjoy hearing their grandchildren speak Yurok.”

4 Usage lesson: Collective plurals

Consult the dictionary or the Robins grammar: If a verb has a collective plural, ordinarily you use it. If in doubt, use the collective plural form (for verbs that have one); it is the more common form. But there are some situations when collectives seem often NOT to be used. The first situation is completely regular: passive verbs don't have collective plurals even if their actives do.

(13) Passives

- a. **Kich hloyehl ku chines mehl hiko'ch'uk.**

Keech hloy-ehl kue chee-nes mehl hee-ko'-ch'uek.

“The two young men were being carried down from across the river.”

- b. COMPARE AN ACTIVE

Hloo'moh 'o'lehl mehl yo'.

Hloo'-moh 'o'-lehl mehl yo'.

“We got the house from him.”

The next two situations are less regular. The examples of non-collectives like **nepehl** [*ney-pehl*] tend to occur in negative and generic contexts.

(14) Negatives

- a. **Mocho wish nini rek'iin 'imi nepehl, kwelekw wit ki 'we-tene'mek' nepuy.**

Mo-cho weesh nee-nee rek-'eeen 'ee-mee ney-pehl kwe-lekw weet kee 'we-te-ne'-mek' ney-puey.

“If they sit around and do not eat, then there will be a lot of salmon.”

(15) “Generic” statements (about how things generally or usually are)

Selections from Minnie Reeves talking about food in the old days:

- a. **Tu soo nepehl 'we-nepuy. Mechi 'o pemu'.**

Tue soo ney-pehl 'we-ne-puy. Mey-chee 'o pe-mue'.

“They ate their salmon like that. It was cooked in the fire.” (MR1-1.wav)

- b. **Kahkah tu' kohchewi'. Kem 'o nah ... 'o nepehl.**

Kah-kah tue' koh-chey-wee'. Kem 'o nah ... 'o ney-pehl.

“Sturgeon was caught. They also ate it.” (MR1-2.wav)

- c. **Kwechoyew tu' nepehl. Kwechoyew tu' pemu'.**

Kwey-cho-yew tue' ney-pehl. Kwey-cho-yew tue' pey-mue'.

“They ate squirrels. Squirrels were cooked.” (MR1-3.wav)

- d. **Trkrku' tu' nepi'moh 'oohl. Trkrku' kem 'o neku' s...nahkwoh.**

Ter-ker-kue' tue' ney-pee'-moh 'oohl. Ter-ker-kue' kem 'o ney-kue' s...nah-kwuh.

“We Indians ate valley quail. Valley quail were also put . . .” (MR1-4.wav)

5 Grammar lesson: Plural endings

There are three (main¹) sets of endings for inflected plurals:

- The endings of non-collective e-class plurals
- The endings of non-collective o(o)-class plurals
- The endings of collectives, which are a mixture of the above

The examples below show the singulars as well as the plurals in each group.

(16) Non-collective e-class plurals

1 SG	srmrtek' [<i>ser-mer-tek'</i>]	hohkumek' [<i>hoh-kue-mek'</i>]
2 SG	srmrte'm [<i>ser-mer-tem'</i>]	hohkume'm [<i>hoh-kue-mem'</i>]
3 SG	srmrt' [<i>ser-mert'</i>]	hohku'm [<i>hoh-kuem'</i>]
1 PL	srmrtoh [<i>ser-mer-toh</i>]	hohkumoh [<i>hoh-kue-moh</i>]
2 PL	srmrtu' [<i>ser-mer-tue'</i>]	hohkumu' [<i>hoh-kue-mue'</i>]
3 PL	srmrtehl [<i>ser-mer-tehl</i>]	hohkumehl [<i>hoh-kue-mehl</i>]
	“beat, kill”	“make”

(17) Non-collective o(o)-class plurals

1 SG	nii'nowok' [<i>nee'-no-wok'</i>]	kooychkwok' [<i>kooych-kwok'</i>]
2 SG	nii'nowo'm [<i>nee'-no-wom'</i>]	kooychkwoo'm [<i>kooych-kwoom'</i>]
3 SG	nii'no'w [<i>nee'-now'</i>]	kooychkwo'm [<i>kooych-kwom'</i>]
1 PL	nii'nowoh [<i>nee'-no-woh</i>]	kooychkwoh [<i>kooych-kwoh</i>]
2 PL	nii'nowo'w [<i>nee'-no-wow'</i>]	kooychkwo'w [<i>kooych-kwow'</i>]
3 PL	nii'nowohl [<i>nee'-no-wohl</i>]	kooychkwohl [<i>kooych-kwohl</i>]
	“look for”	“buy”

(18) Collective plurals of e-class verbs

1 SG	nepek' [<i>ney-pek'</i>]	helomeyek' [<i>hey-lo-mey-ek'</i>]
2 SG	nepe'm [<i>ney-pem'</i>]	helomeye'm [<i>hey-lo-mey-em'</i>]
3 SG	nep' [<i>nep'</i>]	helome'y [<i>hey-lo-mey'</i>]
1 PL	nepi'moh [<i>ney-pee'-moh</i>]	helomeye'moh [<i>hey-lo-mey-e'-moh</i>]
2 PL	nepi'mo'w [<i>ney-pee'-mow'</i>]	helomeye'mo'w [<i>hey-lo-mey-e'-mow'</i>]
3 PL	nepi'mehl [<i>ney-pee'-mehl</i>]	helomeye'mehl [<i>hey-lo-mey-e'-mehl</i>]
	“eat”	“dance”

(19) Collective plurals of o(o)-class verbs

1 SG	rurowok' [<i>rue-ro-wok'</i>]	hlkook' [<i>hlkook'</i>]
2 SG	rurowo'm [<i>rue-ro-wom'</i>]	hlkoo'm [<i>hlkoom'</i>]
3 SG	ruro'w [<i>rue-row'</i>]	hlko' [<i>hlko'</i>]
1 PL	rurowoo'moh [<i>rue-ro-woo'-moh</i>]	hlkuu'moh [<i>hlkuue'-moh</i>]
2 PL	rurowoo'mo'w [<i>rue-ro-woo'-mow'</i>]	hlkuu'mo'w [<i>hlkuue'-mow'</i>]
3 PL	rurowoo'mehl [<i>rue-ro-woo'-mohl</i>]	hlkuu'mehl [<i>hlkuue'-mohl</i>]
	“sing”	“gather acorns”

¹That is, ignoring the endings of the very tiny class of a-class verbs.

Yurok Language Institute
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Yurok Grammar and Usage
Andrew Garrett
Workshop 5 (of 6)
26 June 2009

Today's outline

1. Quiz on plurals
2. Grammar and usage lesson: Reflexives and reciprocals
4. Usage lesson: Collective plurals
5. Grammar review: Plural endings

1 Quiz

(1) Listen and translate into English:

a. _____

b. _____

c. _____

d. _____

(2) Translate into Yurok:

(vocabulary: *nowinepek'* [*no-wee-ne-pek'*] "I enjoy myself", *wey* [*wey*] "finish")

a. "We want to make a fire."

b. "You girls sit down!"

c. "Do old men enjoy singing?"

d. "The boys finished running."

e. "Give me some soup."

2 Grammar and usage lesson: Reflexives and reciprocals

Sometimes you direct an action at yourself, not elsewhere. A sentence whose “subject” (who did it) is the same as its “object” (who it was done to) is called a REFLEXIVE. In English, for example:

- *I saw myself in the mirror.*
- *He cut himself while shaving.*
- *You don't take care of yourself.*
- *Gertrude accidentally shot herself.*

A related notion is the RECIPROCAL, meaning that members of a group direct actions at others within that group. In English, reciprocals are expressed with phrases like *each other* and *one another*, as in *We shook each other's hands* or *You should all love one another*.

English reflexives and reciprocals are expressed with separate words like *yourself* or *one another*. In Yurok, you might not be surprised to learn that these notions are usually expressed by changing the form of a verb.

2.1 Reflexives

In Yurok the most common way of expressing *myself*, *yourself*, *herself*, *himself*, etc. is to change the form of the verb by adding the suffix **-ep-** before the ending. (Verbs with lots of **r** [*er*] sounds in them often change the suffix to **-rp-** [*erp-*].) Reflexive verbs have the following general properties:

- They are always e-class verbs, regardless of the class of verb they are made from.
- They use regular e-class plurals, not collective plurals.
- Verbs in **-umek'** [*-ue-mek'*] make reflexives in **-upek'** [*-ue-pek'*].
- Verbs in **-onemek'** [*-o-ne-mek'*] make reflexives in **-onepek'** [*-o-ne-pek'*].

(3) Some basic examples

- megetohlkwok'** [*mey-ge-tohl-kwok'*] “I take care of (someone or something)”
→ **megetohlkwepek'** [*mey-ge-tohl-kwe-pek'*] “I take care of myself”
- tmoolok'** [*tmoo-lok'*] “I shoot it”
→ **tmoolepek'** [*tmoo-le-pek'*] “I shoot myself”
- nrgrykok'** [*ner-gery-kok'*] “I help (someone)”
→ **nrgrykrpek'** [*ner-gery-ker-pek'*] “I help myself”
- srmrtek'** [*ser-mer-tek'*] “I kill (someone)”
→ **srmrtrpek'** [*ser-mer-ter-pek'*] “I kill myself”
- herogechek'** [*hey-ro-ge-chek'*] “I tattoo (someone), I paint (someone's) face”
→ **herogecheppek'** [*hey-ro-ge-che-pek'*] “I tattoo myself, I paint my face”
- tegerumek'** [*tey-ge-rue-mek'*] “I talk (to someone)”
→ **tegerupek'** [*tey-ge-rue-pek'*] “I talk to myself”
- 'ekonemek'** [*'ey-ko-ne-mek'*] “I hold it, I keep it”
→ **'ekonepek'** [*'ey-ko-ne-pek'*] “I hold myself back”

2.3 Exercise on reflexives and reciprocals

(17) Translate into Yurok:

a. "I hear myself."

b. "Don't shoot yourself!"

c. "Babies don't help themselves."

d. "Look at yourself."

e. "He really likes himself."

f. "Help one another!"

g. "Tomorrow we will hear one another speak Yurok."

h. "They all shot one another."

i. "Will we see one another tomorrow?"

3 Usage lesson: Collective plurals

Consult the dictionary or the Robins grammar: If a verb has a collective plural, ordinarily you use it. If in doubt, use the collective plural form (for verbs that have one); it is the more common form. But there are some situations when collectives seem often NOT to be used. The first situation is completely regular: passive verbs don't have collective plurals even if their actives do.

(18) Passives

Kich hloyehl ku chines mehl hiko'ch'uk.

Keech hloy-ehl kue chee-nes mehl hee-ko'-ch'uek.

"The two young men were being carried down from across the river."

Compare the following collective verb:

(19) **Hloo'moh 'o'lehl mehl yo'.**

Hloo'-moh 'o'-lehl mehl yo'.

"We got the house from him."

The next two situations are less regular. The examples of non-collectives like *nepehl* [*ney-pehl*] tend to occur in negative and generic contexts.

(20) Negatives

a. **Mocho wish nini rek'iin 'imi nepehl, kwelekw wit ki 'we-tene'mek' nepuy.**

Mo-cho weesh nee-nee rek-'eeen 'ee-mee ney-pehl kwe-lekw weet kee 'we-te-ne'-mek' ney-puey.

"If they sit around and do not eat, then there will be a lot of salmon."

(21) "Generic" statements (about how things generally or usually are)

Selections from Minnie Reeves talking about food in the old days:

a. **Tu soo nepehl 'we-nepuy. Mechi 'o pemu'.**

Tue soo ney-pehl 'we-ne-puy. Mey-chee 'o pe-mue'.

"They ate their salmon like that. It was cooked in the fire." (MR1-1.wav)

b. **Kahkah tu' kohchewi'. Kem 'o nah ... 'o nepehl.**

Kah-kah tue' koh-chey-wee'. Kem 'o nah ... 'o ney-pehl.

"Sturgeon was caught. They also ate it." (MR1-2.wav)

c. **Kwechoyew tu' nepehl. Kwechoyew tu' pemu'.**

Kwey-cho-yew tue' ney-pehl. Kwey-cho-yew tue' pey-mue'.

"They ate squirrels. Squirrels were cooked." (MR1-3.wav)

d. **Trkrku' tu' nepi'moh 'oohl. Trkrku' kem 'o neku' s...nahkwoh.**

Ter-ker-kue' tue' ney-pee'-moh 'oohl. Ter-ker-kue' kem 'o ney-kue' s...nah-kwoh.

"We Indians ate valley quail. Valley quail were also put ..." (MR1-4.wav)

4 Grammar review: Plural endings

There are three (main¹) sets of endings for inflected plurals:

- The endings of non-collective e-class plurals
- The endings of non-collective o(o)-class plurals
- The endings of collectives, which are a mixture of the above

The examples below show the singulars as well as the plurals in each group.

(22) Non-collective e-class plurals

1 SG	srmrtek' [ser-mer-tek']	hohkumek' [hoh-kue-mek']
2 SG	srmrte'm [ser-mer-tem']	hohkume'm [hoh-kue-mem']
3 SG	srmrt' [ser-mert']	hohku'm [hoh-kuem']
1 PL	srmrtoh [ser-mer-toh]	hohkumoh [hoh-kue-moh]
2 PL	srmrtu' [ser-mer-tue']	hohkumu' [hoh-kue-mue']
3 PL	srmrtehl [ser-mer-tehl]	hohkumehl [hoh-kue-mehl]
	"beat, kill"	"make"

(23) Non-collective o(o)-class plurals

1 SG	nii'nowok' [neee'-no-wok']	kooychkwok' [kooych-kwok']
2 SG	nii'nowo'm [neee'-no-wom']	kooychkwoo'm [kooych-kwoom']
3 SG	nii'no'w [neee'-now']	kooychkwo'm [kooych-kwom']
1 PL	nii'nowoh [neee'-no-woh]	kooychkwoh [kooych-kwoh]
2 PL	nii'nowo'w [neee'-no-wow']	kooychkwo'w [kooych-kwow']
3 PL	nii'nowohl [neee'-no-wohl]	kooychkwohl [kooych-kwohl]
	"look for"	"buy"

(24) Collective plurals of e-class verbs

1 SG	nepek' [ney-pek']	helomeyek' [hey-lo-mey-ek']
2 SG	nepe'm [ney-pem']	helomeye'm [hey-lo-mey-em']
3 SG	nep' [nep']	helome'y [hey-lo-mey']
1 PL	nepi'moh [ney-pee'-moh]	helomeye'moh [hey-lo-mey-e'-moh]
2 PL	nepi'mo'w [ney-pee'-mow']	helomeye'mo'w [hey-lo-mey-e'-mow']
3 PL	nepi'mehl [ney-pee'-mehl]	helomeye'mehl [hey-lo-mey-e'-mehl]
	"eat"	"dance"

(25) Collective plurals of o(o)-class verbs

1 SG	rurowok' [rue-ro-wok']	hlkook' [hlkook']
2 SG	rurowo'm [rue-ro-wom']	hlkoo'm [hlkoom']
3 SG	ruro'w [rue-row']	hlko' [hlko']
1 PL	rurowoo'moh [rue-ro-woo'-moh]	hlkuu'moh [hlkuue'-moh]
2 PL	rurowoo'mo'w [rue-ro-woo'-mow']	hlkuu'mo'w [hlkuue'-mow']
3 PL	rurowoo'mehl [rue-ro-woo'-mohl]	hlkuu'mehl [hlkuue'-mohl]
	"sing"	"gather acorns"

¹That is, ignoring the endings of the very tiny class of a-class verbs.

Yurok Language Institute
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Yurok Grammar and Usage
Andrew Garrett
Workshop 6 (of 6)
27 June 2009

Today's outline

1. Quiz
2. Language practice
3. Usage lesson: Excessive subjunctives
4. Usage lesson: How cold was it? *So* cold ...
5. Final evaluation

1 Quiz

(1) Kus srrhlprk' ? [*Kues serr-hler-perk' ?*]

- a. mehtl-o-ye e-pk' ^{em'}
- b. to mo-~~lep~~ ^{em'} tmoo ~~to~~ lep em'
- c. ey-ko-mem-e-pk' ne chok
- d. Nee-~~mo~~-wo-~~epk~~ ^{peu} ney-wo-fie

(2) Translate into Yurok:

(vocabulary: megetohlkwok' [*mey-ge-tohl-kuok'*] "I look after it, I take care of it")

a. "I saw it by myself."

meo muuch ney-wok'
~~mehtl-o-ye e-pk'~~

b. "I know how to take care of myself."

me-mey-goy-tohlepk' ^{tohl kwok'}

c. "Do you hear yourself?"

kom-moy-e-pehl' hes
~~kom-moy-epk' hes~~

d. "Don't talk to yourself."

kom-~~mo~~-cho ~~ney-ge-sik~~ ^{pehl'}

e. "We love each other."

mo-~~we~~ ^{we'} ~~we'~~

2 Usage lesson: Excessive subjunctives

2.1 Using subjunctives as nouns

Unlike English, Yurok is very verb-centered. You can use subjunctive verbs to express the meanings of English activity nouns (like *running* or *helping out*). This is why subjunctives are used with verbs of hearing and seeing, as in the first example.

- (3) homtah [pey-lep'] "play (PLURAL)"
- a. Nini ko'mo'y ku 'w-ahpelin ku huuksoh 'w-omtah.
Nee-nee ko'-moy' kue 'wah-pe-leen kue huuek-soh 'wom-tah.
"He heard the happy children playing."
- (4) pelep' [pey-lep'] "there's a fight"
- a. Ku ho 'u-pelepek' mehl 'r'grp'.
Kue ho 'ue-pey-le-pek' mehl 'er'-gerp'.
"He was telling of the fight." (FS: LA138-017_29.MP3)
- (5) meli' [mey-lee'] "there's a brush dance"
- a. Kwesi hi' ki meli' 'o Wechpus ko'l choomoyhl.
Kwe-see hee' kee me-lee' 'o Wech-pues kol' choo-moyhl.
"It says there's going to be a brush dance at Wechpus in a few days." (VM: VM1_05.mp3)
- b. Ku ho 'u-meloyek'.
Kue ho 'ue-me-lo-yek'.
"There was a brush dance." (GT: GT3-21-36.mp3)

Quiz: What does wonik 'we-legoo ['wo-neek 'we-ley-goo] mean?

2.2 Too much!

The word ko'mi [ko'-mee] expresses the meanings "excessively" and "too much".

- (6) Basic examples
- a. Ko'mi t'umoyek.
Ko'-mee t'ue-mo-yek.
"It's too soft." (FS: LA138-043_15.MP3)
- b. Ko'mi tenpeyok'. Ki mok'w 'ne-sew.
Ko'-mee ten-pey-yok'. Kee mokw' 'ne-sew.
"I ate too much. I can't breathe." (GT: GT3-03-52.mp3)

In Yurok, ko'mi [ko'-mee] always modifies the verb, even if sometimes, as in the following examples, it makes more sense to say "too many" or "too much" OF SOMETHING in English.

- (7) Examples
- a. Pishkah ko'mi tenehlkenek' 'o ku hrhkrh.
Peesh-kah ko'-mee tey-nehl-ke-nek' 'o kue herhl-kerh.
"I put too much salt on the potatoes." (VM: VM1_18.mp3)
- b. Ko'mi teno' tepoo wi' ni 'we-ro'oh.
Ko'-mee te-no' te-poo wee' nee 'we-ro-'oh.
"There are too many trees growing here." (FS: LA138-017_28.MP3)

2.3 Excessive subjunctive exercise

(8) Translate into Yurok:

a. "Look at the rain!"

b. "We ate too much salmon."

c. "The brush dance is way too (excessively) beautiful"

d. "It's too cold."

e. "Talk about my singing."

f. "There are too many young boys running."

g. "I want for there to be a brush dance."

h. "I danced too much yesterday."

3 Usage lesson: How cold was it? *So* cold ...

3.1 Very basic patterns

The preverb *soo* expresses MANNER. It answers the question *How?*, or sometimes *Why?* A fair translation is “in that way, like that, so”. It can be used just by itself, with the manner understood, or (more commonly) some other word or phrase expresses the relevant manner.

- (9) The simplest use: Plain
- a. **Cho soo megetohlkwoo'm!**
Cho soo mey-ge-tohl-kwoom'!
“Look after it like that!”
- (10) With *wit* [*weet*] or any similar word: “in that way”
- a. **Wit soo ma hegok'.**
Weet soo ma hey-gok'.
“That is how I went.”
- (11) Questions with *kus* [*kues*]: “in what way? how? why?”
- a. **Kus soo hese'm, Neki' 'ne-tektoh?**
Kues soo he-se'm, Ne-kee' 'ne-teyk-toh?
“Why do you think, This is my log?”
- b. **Kus cho' soo newi' ki pa'ah?**
Kues cho' soo ney-wee' kee pa-'ah?
“How does the water look?” (GT: GT3-17-41.mp3)

3.2 Verbs and manner expressions with *soo*

With the next groups of examples, you could organize them either according to what verb *soo* is used with, or according to what manner expression it is used with. It is useful to think about the usage of *soo* in both ways.

- (12) With the verb *tohkow* [*toh-kow*] “speak (a language)”
- a. **Won soo tohkow.**
Won soo toh-kow.
“They talk differently (a different language).”
- b. **'Omimos soo tohkow.**
'O-mee-mos soo toh-kow.
“They are talking Hupa.”
- (13) With the verb *wegenok'* [*wey-ge-nok'*] “call (somebody a name)”
(passive *wegenoyek'* [*wey-ge-noy-ek'*])
- a. **Pewolew 'u-Me'y soo weni'.**
Tue' nee-mok'us 'ue-nos Pey-wo-lew 'ue-Mey' soo wey-ge-nee'.
“She was called the Daughter of Pewolew.”
- (14) With the verb *komchumek'* [*kom-ehue-mek'*] “know”

- a. Nekah kwelekw komchumoh k'i segonkoni 'o yoh, kwelekw pechu muhlcho' nimi soo komchumehl.

Ne-kah kwe-lekw kom-chue-moh k'ee se-gon-ko-nee 'o yoh, kwe-lekw pe-chue muehl-cho' nee-mee soo kom-chue-mehl.

"We know what has been done here, but upriver perhaps they do not know.

The manner can also be expressed by a noun or even a clause with a verb, as in the following examples!

(15) Examples

- a. 'Oohl ki soo chpokse'm.

'Oohl kee soo chpok-sem'.

"You have to think like an Indian." (GT: LC-01-2_45.mp3)

- b. Noohl 'enumi chpurko'm soo chyuuk'we'n 'o mechi.

Noohl 'e-nue-mee chpuer-kom' soo chyuuk'-wen' 'o mey-chee.

"Then she sat down carefully by the fire."

(16) With newi' [ney-wee'] "it looks (a certain way)"

- a. Kich slo'ehlkoo'm soo newoye'm.

Keech slo-'ehl-koom' soo ne-wo-ye'm.

"You look thin."

With common manner expressions, it's useful to get a sense of what they mean when combined with different sorts of verbs. The three most common expressions are *pe'l soo* [*pel' soo*], *ki'm soo* [*keem' soo*], and *sku'y soo* [*skuy' soo*].

(17) Using *pe'l soo* [*pel' soo*] "in a big way"

- a. Hikon 'enumi *pe'l soo* meli'.

Hee-kon 'e-nue-mee pel' soo me-lee'.

"Once upon a time a very big brush dance was held."

- b. Numi *pe'l soo* tenpewe'hl in the kipun.

Nue-mee pel' soo teyn-pe-we'hl in the kee-puen.

"It rains really hard in the winter." (JJ: LC-01-1_059.mp3)

- c. *Pe'l soo* te'nes 'i kwesi yokwen 'o leko'n, hicho' 'iki leko'n.

Pel' soo te'-nes 'ee kwe-see yo-kwen 'o ley-ko'n, hee-cho' 'ee-kee ley-ko'n.

"He got really drunk and fell, and he fell down." (JJ: LC-01-1_057.mp3)

(18) Using *ki'm soo* [*keem' soo*] "badly, in a bad way"

- a. *Ki'm soo* rook'ws.

Keem' soo rook'ws.

"It is terribly windy."

- b. Numi *ki'm soo* te'l.

Nue-mee keem' soo tel'.

"She's really sick." (GT: GT3-11-10.mp3)

- c. *Ki'm soo* ko'moyok'.

Keem' soo ko'-mo-yok'.

"I heard something bad (bad news)." (FS: LA138-002_28.MP3)

d. Hikon numi ki'm soo yewo'hl, tu' 'o tene'm markwewohl.

Hee-kon nue-mee keem' soo ye-wo'hl, tue' 'o tey-nem' meyr-kwe-wohl.

"Long ago there was a terrible earthquake and many people perished."

(19) Using sku'y soo [*skuy' soo*] "well, in a good way"

a. Newook' ku k'e-sku'y soo 'ook' tu wi'iit mehl pirwrksichek'.

Ney-wook' kue k'e-skuy' soo 'ook' tue wee-'eet mehl peer-werk-see-chek'.

"I saw that you were good and I loved you for it."

b. Ho sku'y soo chkeye'm hes nahschuh?

Ho skuey' soo chkey-yem' hes nahs-chueh?

"Did you sleep well last night?" (JJ: LC-01-1081.mp3)

c. Mos numi sku'y soo chwegin ku wenchokws. Kol nimi 'oohl 'we-son.

Mos nue-mee skuey' soo chwe-geen kue wen-chokws. Kol nee-mee 'oohl 'we-son.

"I don't like to talk to that woman. She's not nice." (JJ: LC-01-1_003.mp3)

d. Numi sku'y soo che'lot' 'we-nepuy.

Nue-mee skuey' soo che'-lot' 'we-ne-puey.

"He makes really good smoked salmon." (GT: LC-01-2_30.mp3)

(20) When "good" is "careful"

a. Cho' sku'y soo rekweto'm.

Cho' skuey' soo re-kwe-to'm.

"Cut it carefully." (FS: LA138-037_05.MP3)

b. Cho' numi sku'y soo skeli neke'm.

Cho' nue-mee skuy' soo skey-lee ney-kem'.

"Put it down carefully."

c. Sku'y soo nii'no'w ku 'ne-psech.

Skuey' soo nee'-now' kue 'nep-sech.

"My father watched it intently."

And now, back to examples with a specific verb:

(21) With 'ekonemek' [*'ey-ko-ne-mek'*] "I hold it"

a. Cho sku'y soo 'ekoneme'm 'ohlkumi nimoksu won kem ko soo 'ekoneme'm.

Cho skuey' soo 'ey-ko-ne-mem' 'ohl-kue-mee nee-mok-sue won kem ko soo 'ey-ko-ne-mem'.

"Get a good hold on it, because you will not carry it in any other position."

b. Kiki nuu'moh wi' ki soo 'ekoneme'm.

Kee-kee nuue'-moh wee' kee soo 'ey-ko-ne-me'm.

"You will carry it like this until we arrive."

3.3 so X that Y

Finally, the most elaborate use of *soo* is to combine two clauses (with two separate verbs). In this construction, a literal English translation is “it was so X that Y”, but note that the word order is ALWAYS the reverse of that English order. In Yurok, the order is “Y, it was so X”.

(22) Examples

- a. **Nimi hinoy wo hoole'moh, soo mo'ohpirk.**
Nee-mee hee-noy wo hoo-le'-moh, soo mo-'oh-peerk.
“We did not follow you, it was so foggy.”
- b. **Nimoksu pyewolumek', ku nrprw soo seke'y.**
Nee-mok-sue pye-wo-lue-mek', kue ner-perw soo se-ke'y.
“I could not chew it, the meat was so tough.”
- c. **Nekah niki kegep'ehl, soo nooch'.**
Ne-kah nee-kee key-gep-'ehl, soo nooch'.
“We were deafened, it made such a noise.”
- d. **Kich syo'oogech' 'w-arpehl, kich soo saawe'l.**
Keech syo-'oo-gech' 'weyr-pehl keech soo saa-wel'.
“His teeth are making noise, he's so cold.” (FS: LA138-051_16.MP3)
- e. **Testok' soo saawelek'.**
Teys-tok' soo saa-we-lek'.
“I'm shaking because I'm cold.” (FS: LA138-054_24.MP3)

In the last example (and others), note that the construction is a good translation of English *because*.

3.4 Exercise on soo

(23) Translate into Yurok:

a. "He was taken care of in a different way."

b. "We're going to have really big meal."

c. "It snowed really hard yesterday."

d. "You make good acorn soup."

e. "Put my hat in the box carefully."

f. "The salmon was so smelly that I didn't want to eat it."

g. "I'm so hungry I'll eat a horse."

h. "It's raining so much that I'm cold."

4 Final evaluation

Three questions

What do you feel you learned (reasonably well)?

What do you feel went by (excessively) fast, so you didn't learn it as well as you wanted?

What would you like to learn more about (next time)?

