

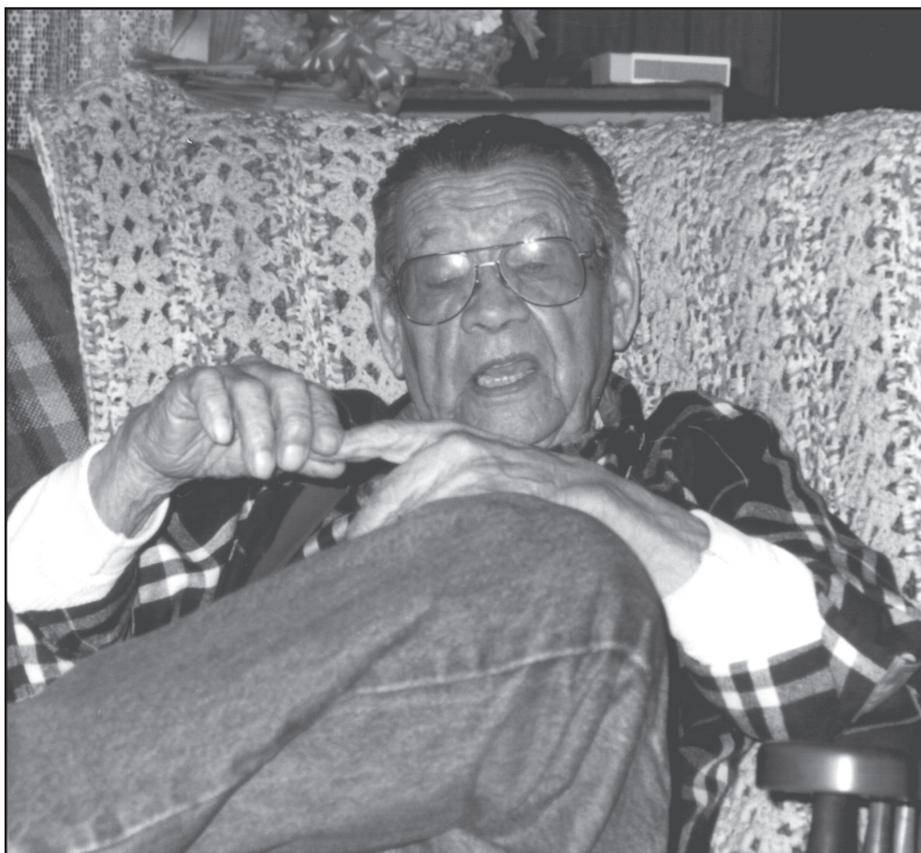
# Dundi Ne:sing'?

## Dixwe:di 'Unt'e:n?

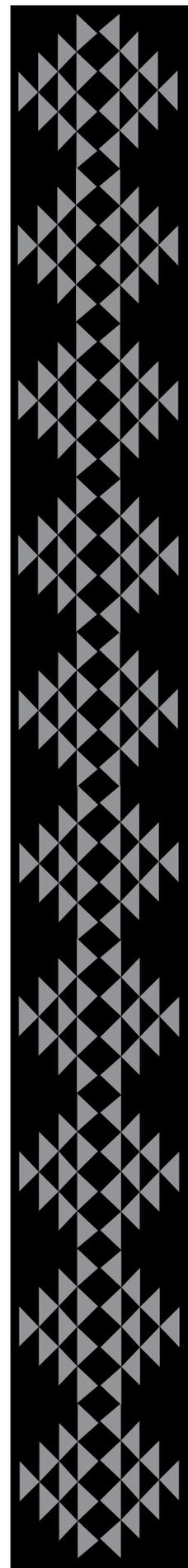


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*James Jackson*





## Credits

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# Dedication



Front row: Minnie McWilliams, Jill Sherman, Cody Fletcher, James Jackson, Calvin Carpenter; Back row: Gina Campbell, Wendy Ferrris, Danielle Vigil, Jackie Martins, Gordon Bussell, Melody Carpenter, Joseph Rafael, Marcellene Norton, Mira Kebric (from Moscow, Russia).

**TO THE HUPA LANGUAGE CLASSES**



# ILLUSTRATED SOUNDS OF THE HUPA LANGUAGE



# a

Sounds like:  
father

**na:nya**  
(rain)



# a'

Sounds like:  
chaa-cha-cha

# whila'

(my hand)



*Ruth Beck*



# a:

Sounds like:  
palm

## k'iwinya'nya:n

(Native American, Indian)



*Calvin Carpenter*



# a:

Before g or k sounds like:

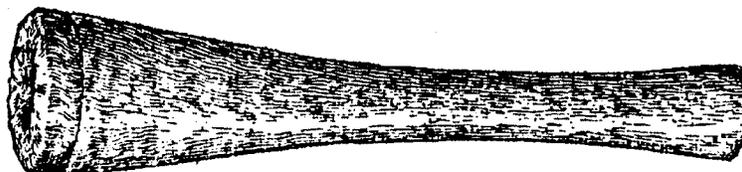
ay

in

aye-aye

king' a:gya:n

(pipe)



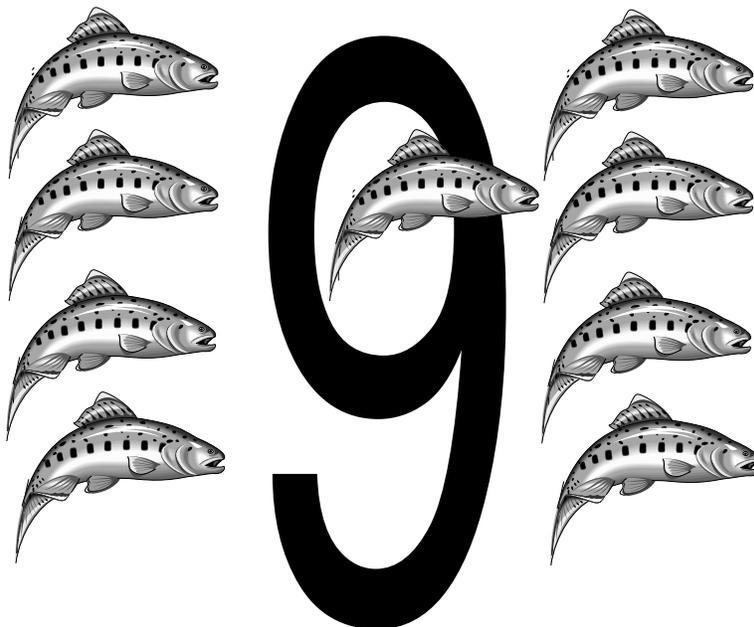
# aw

Sounds like:

ow!

# miq'ostaw

(nine)



# ay

Sounds like:

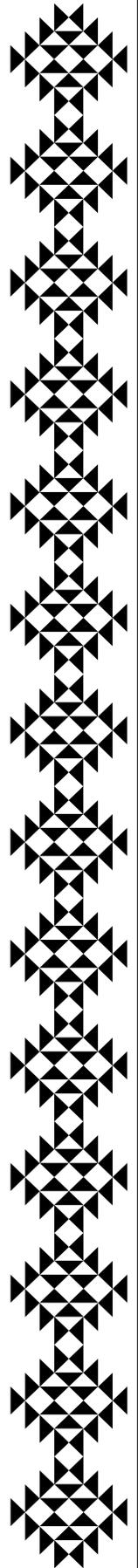
aye-aye

# na:whay

(I'm going along)



*Jessica Fawn White*



# a:y

Sounds like:  
h<sub>i</sub> there

# whika:y

(my grandchild)



# b

Sounds like:

bit

bo:se



*Patty, a Hoopa cat*



# ch

Sounds like:  
church

**mindch**  
(bobcat)



# ch'

Sounds like:  
ch with catch

**which'ich'**  
(my elbow)



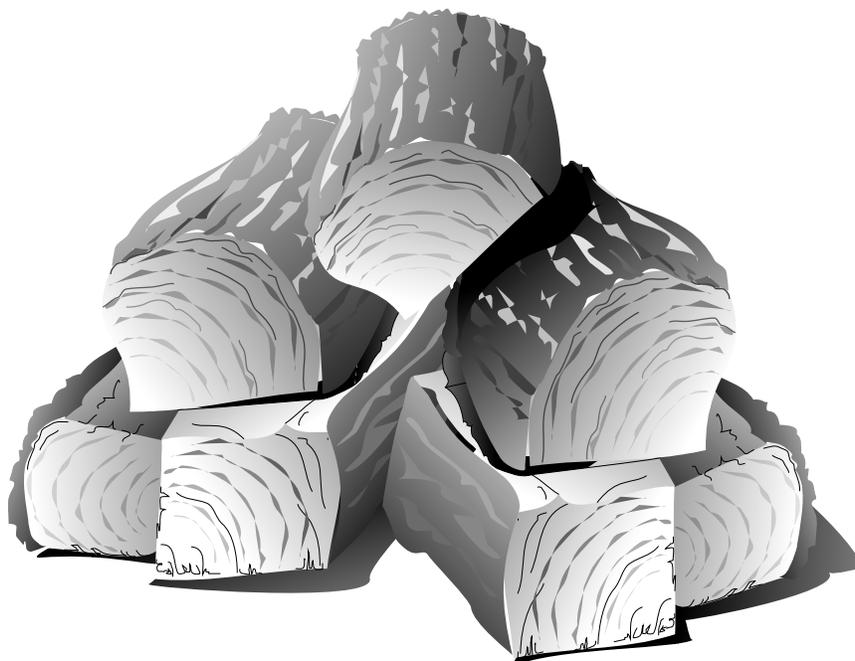
*Jamie Peters*



# chw

Sounds like:  
inchworm

chwich  
(firewood)



# d

Sounds like:  
deer

do:k'iwile  
(old woman)



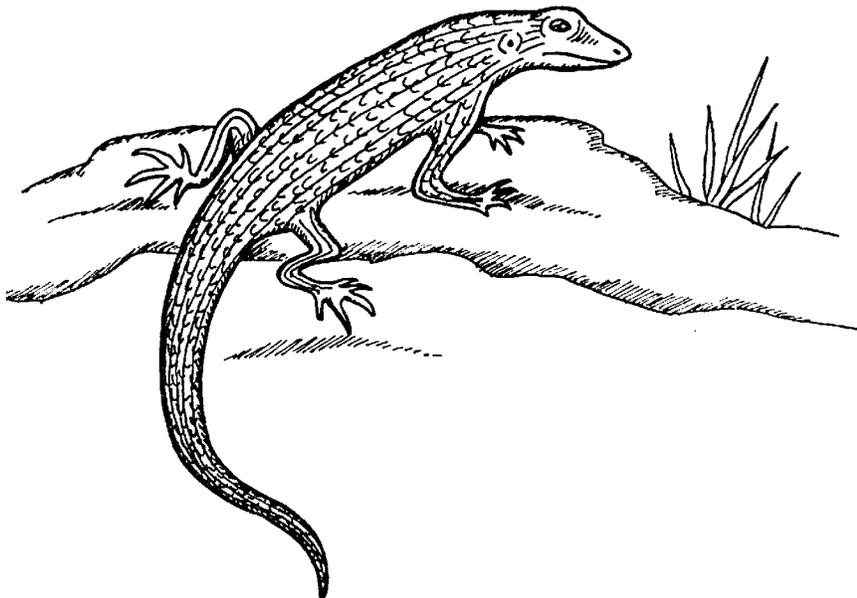
*Clarissa Stone*



# dz

Sounds like:  
adds

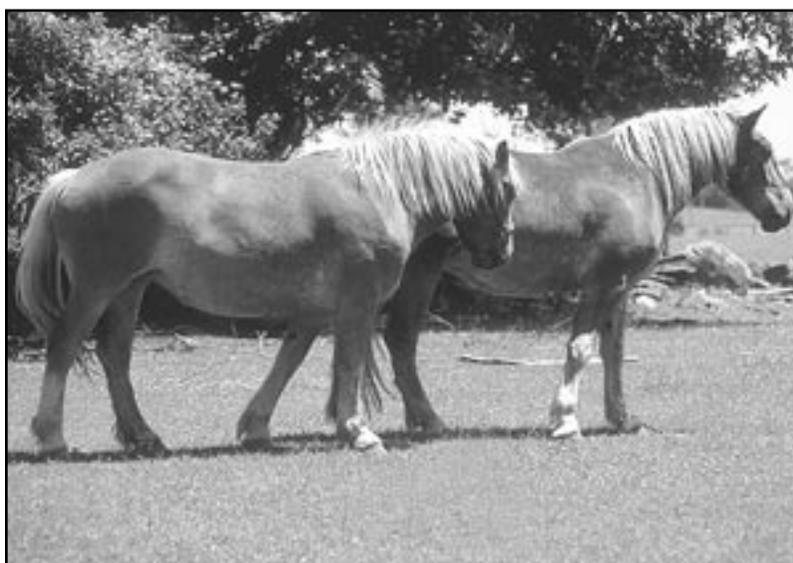
dzime:l  
(lizard)



# e

Sounds like:  
set

**miq'itdahch'idiltse**  
(horse)



# e'

Sounds like:  
e in met  
with catch after e

**mije'e:di**  
(small child)



*Cassandra Aubrey, Angel Korb with son Dennis,  
Sara Carpenter, Melissa Sanchez*



e:

Sounds like:  
mentor

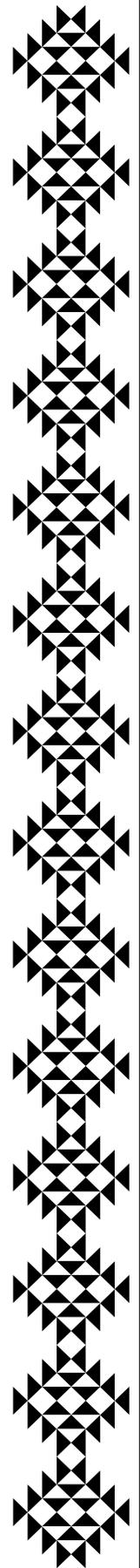
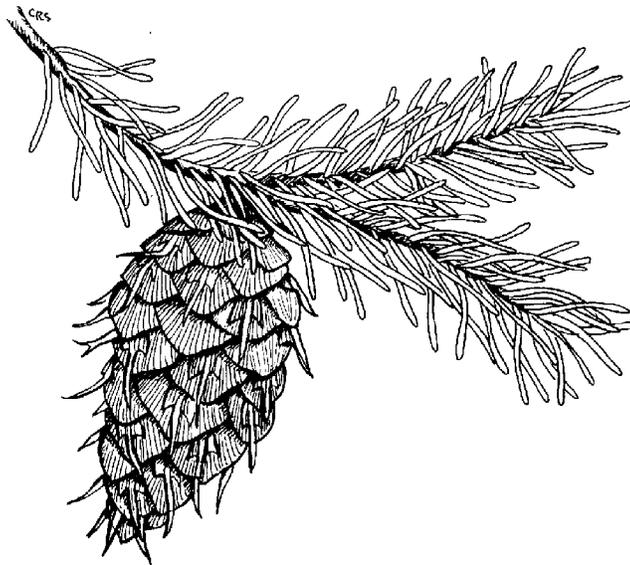
ke'ne:s  
(gray squirrel)



# eh

Sounds like:  
e and  
continue breath

**jeh**  
(pitch)



e:y

Sounds like:  
stay

ts'e:y



# g

Sounds like:

geese

# niwhgit

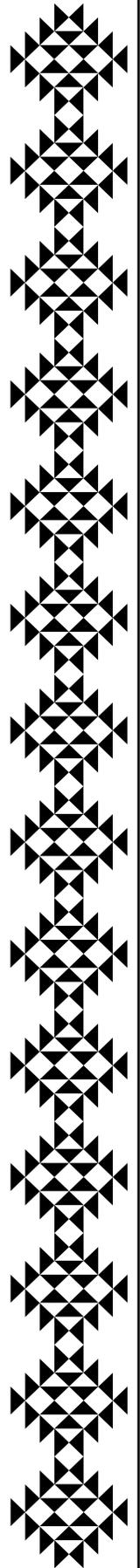
(I'm afraid)



# gy

Sounds like:  
figure

digyung  
(here)



# h

Sounds like:

hen

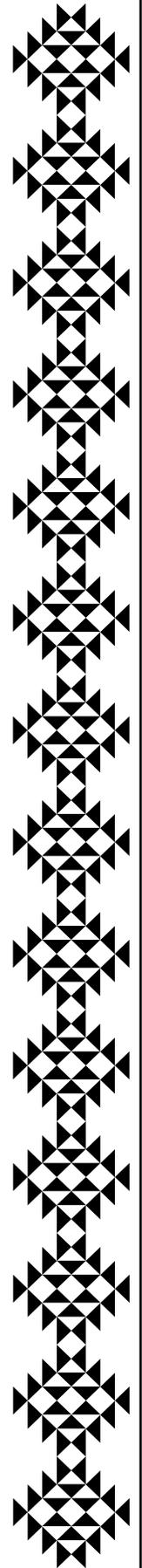
**xontah**  
(house)



**i**

Sounds like:  
hii

**mis**  
(riverbank)



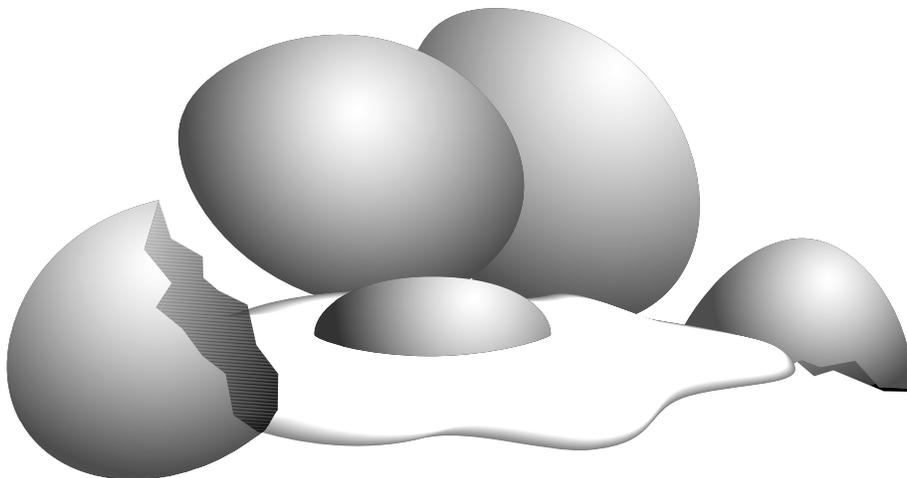
**iw**

Sounds like:

pew

**k'iwe:whe**

(eggs)

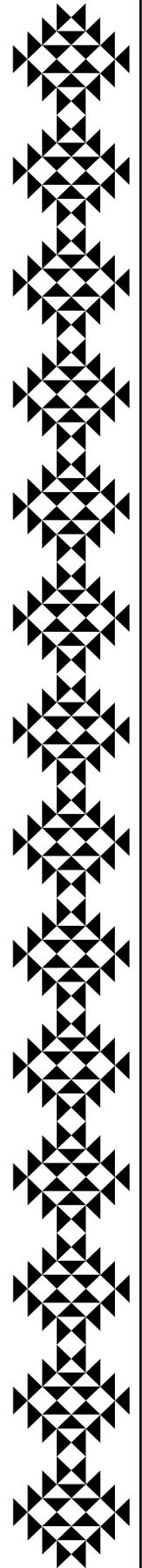


# iy

Sounds like:  
hee-hee

# whiyul

(my grandchild)  
(man's side)



# j

Sounds like:

jar

**de:je:nis**  
(today)



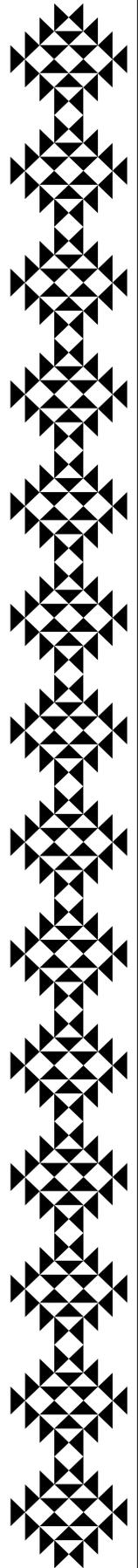
*Nigel Uquollo and Pam Mattz.*



# k

Sounds like:  
keep

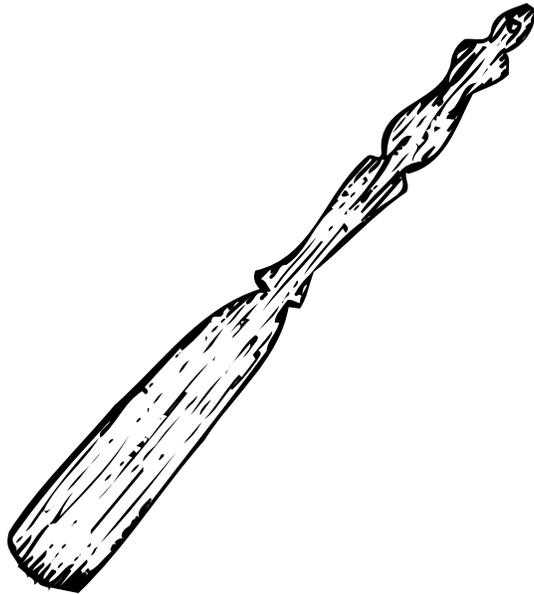
king  
(stick)



# k'

Sounds like:  
(k with catch)

**miłta'k'imil**  
(paddle)



# ky

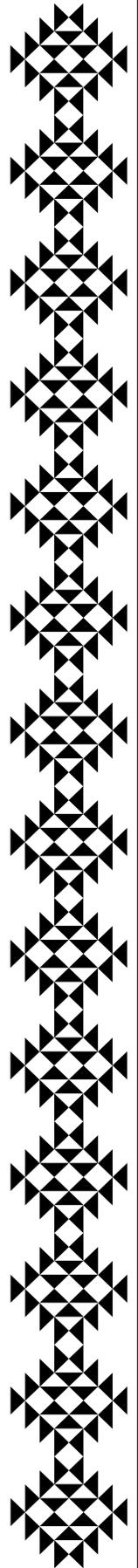
Sounds like:  
thank you

# xoji kya'

(Indian dress)



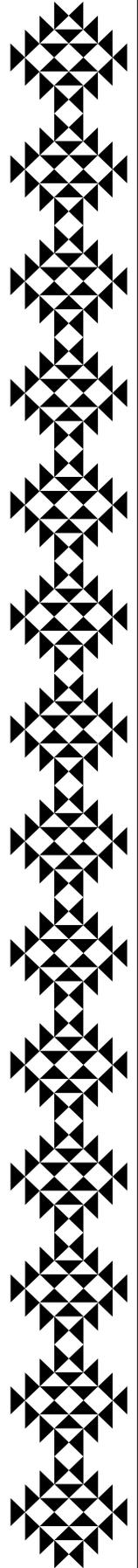
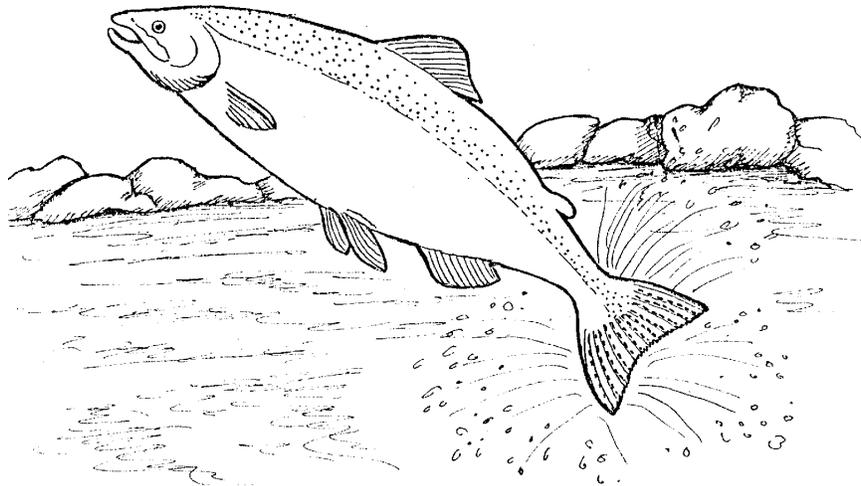
*Cutcha Baldy*



# ky'

Sounds like:  
ky with catch

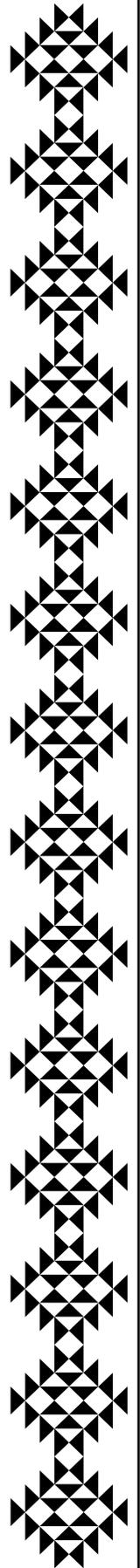
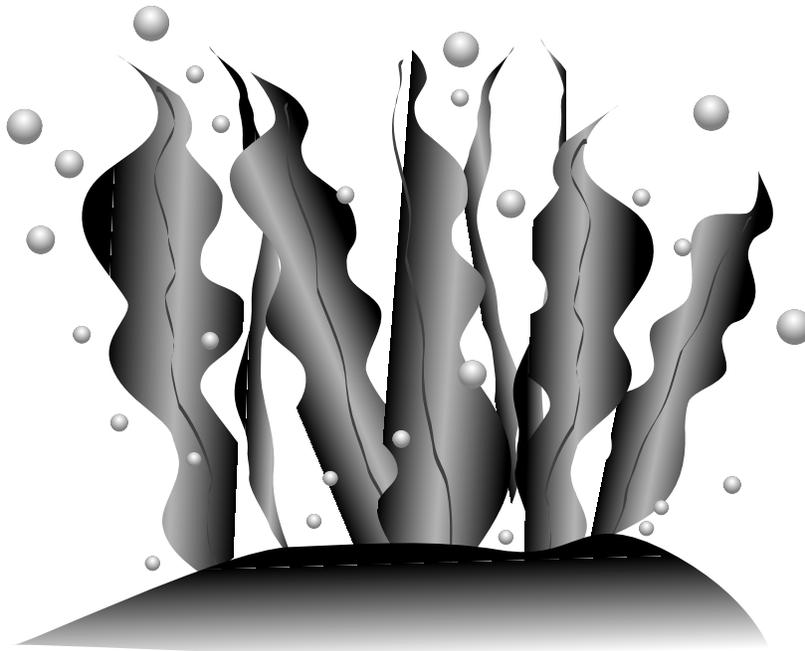
ky'o:dah  
(the fish stop coming)



l

Sounds like:  
let

lah  
(seaweed)



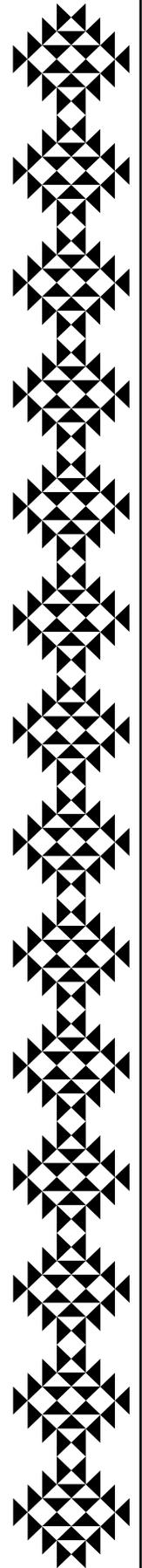


Sounds like:  
breathy, wet l

**no:ne:dil**  
(we sit down)



*Harwood Matz and Chandra Colegrove*



# m

Sounds like:

mill

milmil

(flute)

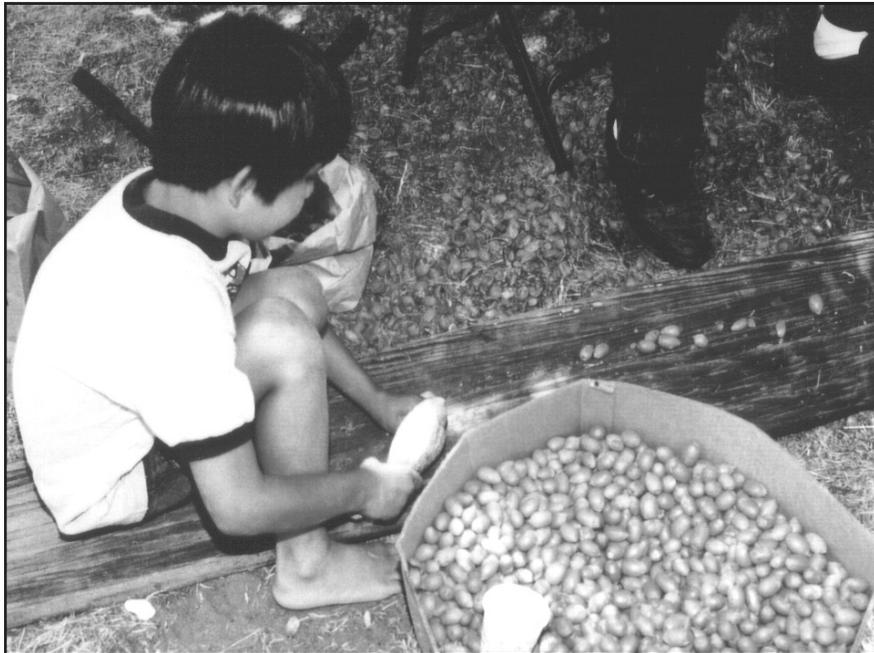


# n

Sounds like:

now

**k'iwinya'n**  
(acorn)



*Hupa Language Immersion Camp, August, 1996*



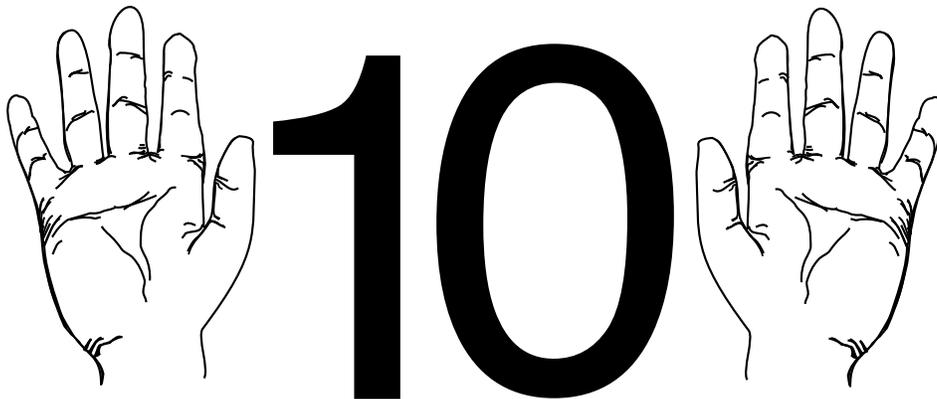
# ng

Sounds like:

ring

# minng

(ten)



# ng'

Sounds like:  
ng with catch

# to:ch'ing'

(to the river)



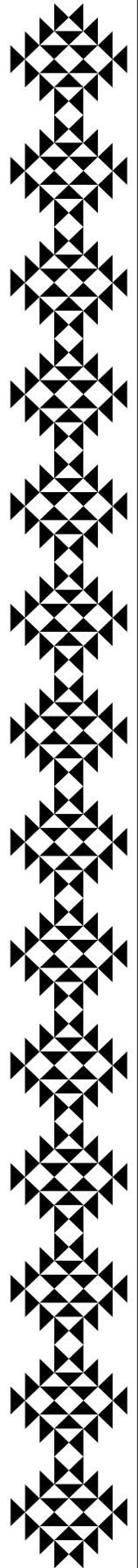
O

Sounds like:

tote

dingq'och

(sour)

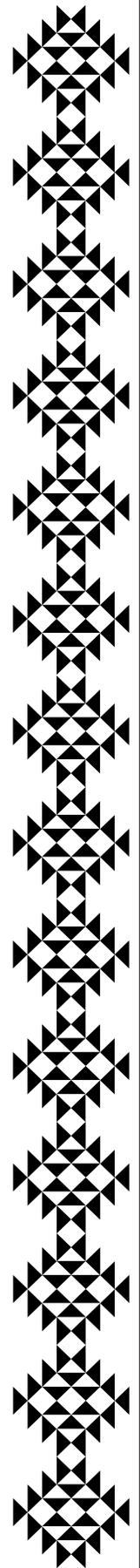
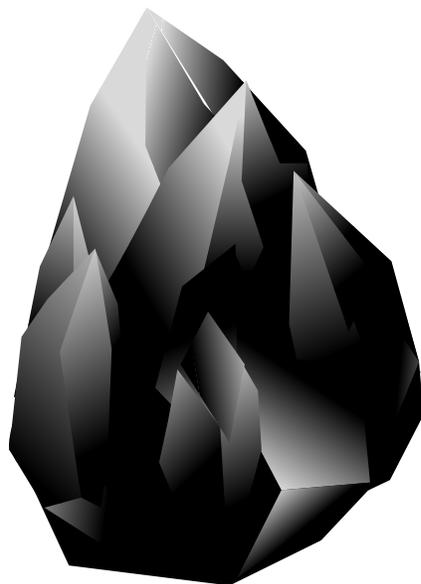


O ■  
■

Sounds like:

cone

to:nehwa:n  
(obsidian)



# oh

Sounds like:  
o with breathy  
sound after

**ky' oh**  
(porcupine)



# OW

Sounds like:

o

with lip rounding

**me:sowhsin**

(I want to do it)



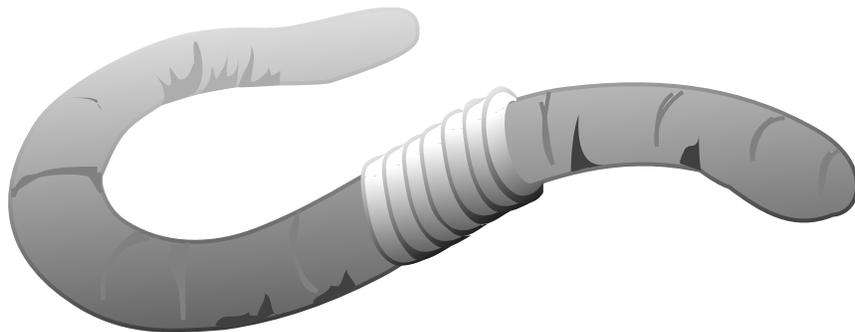
*Minnie McWilliams*



# q

Sounds like:  
guttural “k”

qo  
(worm)



# q'

sounds like:

sick!

# me'siliq'

(pie)



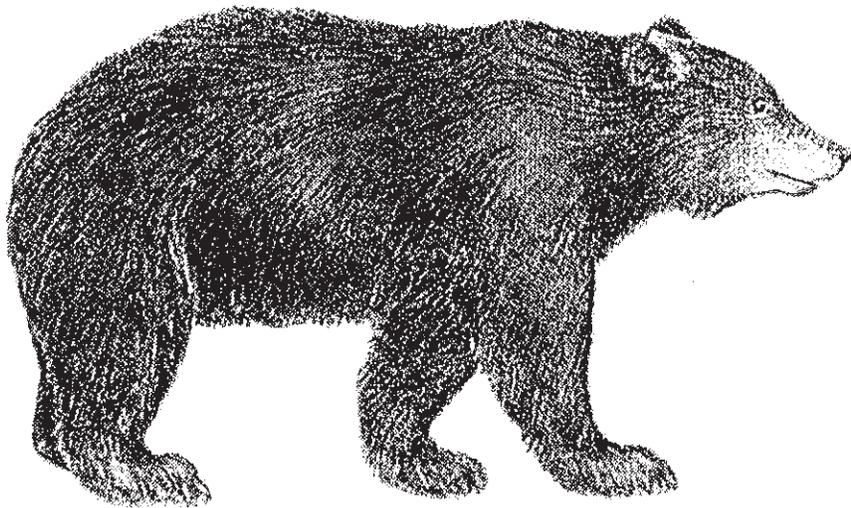
# S

Sounds like:

sit

sa:ts'

(black bear)



# sh

Sounds like:

rush

# nosht'ah

(I don't believe it)



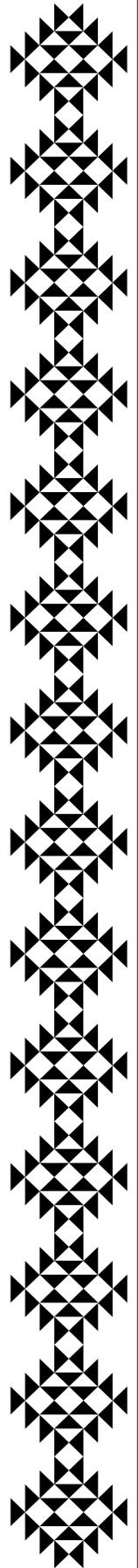
**t**

Sounds like:

tea

**to:nikya:w**

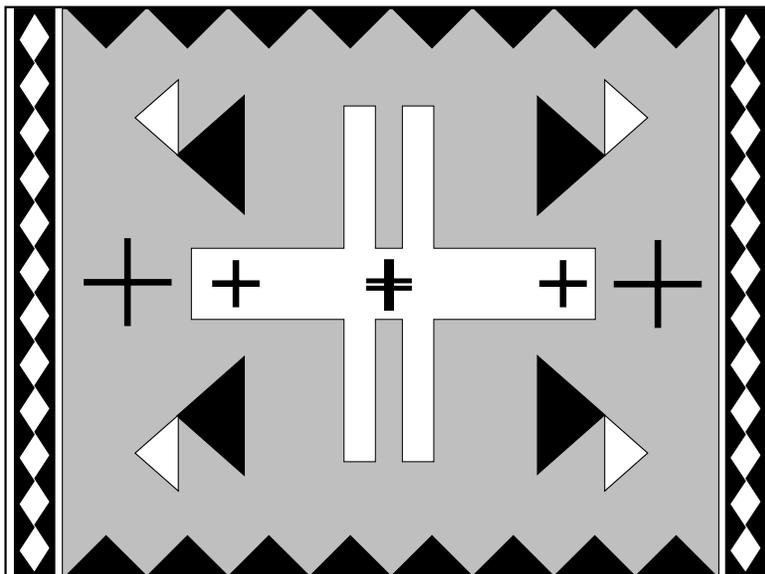
(high water)



t'

Sounds like:  
t with catch

t'e'  
(blanket)

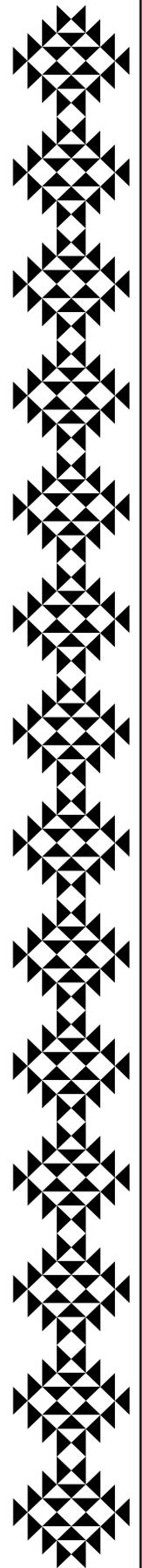
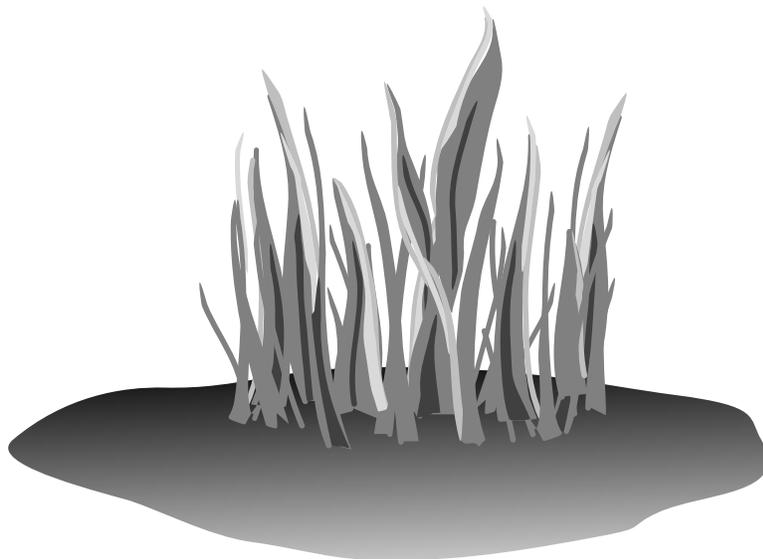


**tł'**

Sounds like:  
tł with catch

**tł'oh**

(grass)



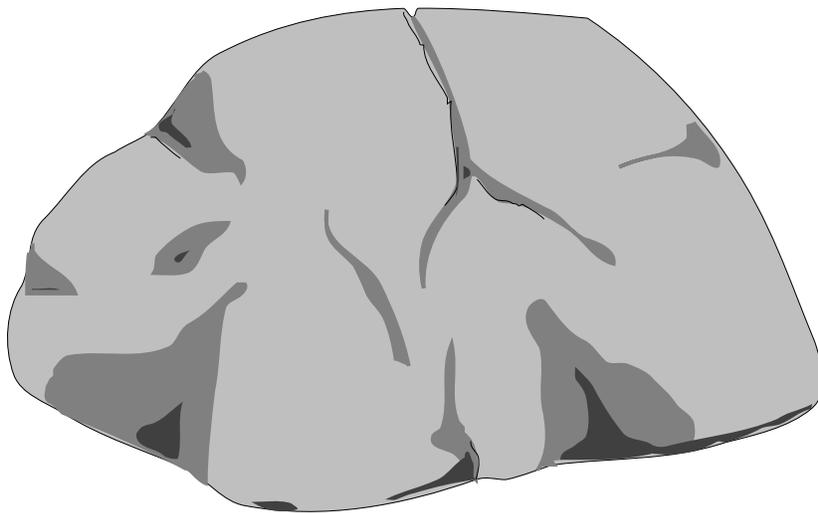
# ts

Sounds like:

cats

tse

(rock)

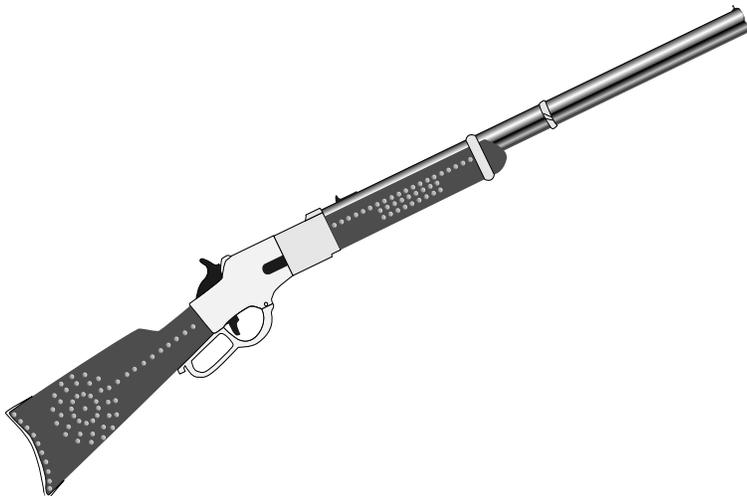


# ts'

Sounds like:  
ts with catch

## ts'iltiŋ'

(weapon, rifle, bow)



# u

Sounds like:

but

# qut

(basket root)



# W

Sounds like:

word

# xon'na'we

(Brush Dance)



*Philip Vigil*



# wh

final wh

lip rounding with breathy  
sound after

**ch'ixene:wh**  
(she talks)



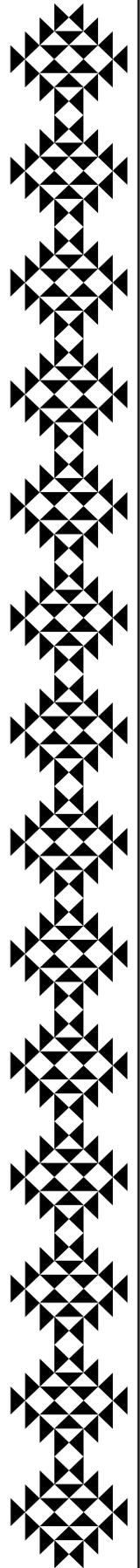
*Jackie Martins, Marcellene Norton,  
Hupa Language Class children, JOM  
Program, Hoopa Valley Tribe*



# X

Sounds like:  
guttural w

xong  
(fire)



# XW

Sounds like:  
guttural “wh”

## xwe:da’ay

(his head)



*Damon Martin, Child Development, Hoopa Valley Tribe Education Department*



# y

Sounds like:

yes

# ya:xo:'awh

(Jump Dance dancing)



;

Sounds like:  
catch

'ah  
(cloud)





vowel elongation

**wha:t**

(my older sister)



*Melodie Carpenter*



a	a'	a:	aw	ay
<u>f</u> ather	cha-cha-cha	<u>p</u> alm	<u>ow</u> !	<u>ay</u> e-aye
whila'	whila'	whinu'	miq'ostaw	na:whay
(my hand)	(my hand)	(my eye)	(nine)	(I'm going along)

a:y	b	ch	ch'	chw
hi there	<u>b</u> ear	<u>ch</u> urch	ch with catch	<u>in</u> chworm
whika:y	<u>bo</u> :se	<u>mind</u> ch	wh <u>ic</u> 'ich	<u>ch</u> wich
(My grand-	(cat)	(bobcat)	(my elbow)	(firewood)
child, woman's				
side				

d	dz	e	e'	e:
<u>d</u> eer	<u>ad</u> ze	<u>met</u>	e in met	<u>men</u>
<u>d</u> inday	<u>did</u> zit	wh <u>ix</u> '	mi <u>je</u> 'e:din	<u>ne</u> :s
(bullet)	(short)	(my foot)	(small child)	(long)

eh	e:y	g	gy	h
e and continue		<u>st</u> ay	<u>ge</u> ese	figure <u>h</u> en
<u>je</u> h	ts' <u>e</u> :y	niwh <u>g</u> it	<u>di</u> gyun	<u>xont</u> ah
(pitch)	(brush or	(I'm afraid)	(here)	(house)
	grave)			

i	iw	iy	j	k
<u>hi</u> t	<u>pe</u> w	<u>hee</u> -hee	<u>ja</u> r	<u>ke</u> ep
<u>mi</u> s	k' <u>i</u> we:whe	wh <u>iy</u> ul	<u>je</u> :nis	<u>ki</u> ng
(riverbank)	(eggs)	(My grand-	(day)	(stick)
		child,man's		
		side)		

k'	ky	ky'	l	ł
k with catch	thank <u>y</u> ou	ky with catch	<u>le</u> t	breathy l
<u>k</u> 'ina'	<u>ky</u> a'	<u>ky</u> 'o:dah	<u>la</u> h	<u>la</u>
(Yurok)	(dress)	(the fish stop	(seaweed)	(one)
		coming)		



m	n	ng	ng'	o
<u>mill</u>	<u>now</u>	<u>ring</u>	ng with catch	<u>tote</u>
<u>milimil</u>	<u>nundil</u>	<u>whing</u>	to:ch'ing'	dingq'och
(flute)	(snow)	(song)	(to the river)	(sour)

o:	oh	ow	q	q'
<u>cone</u>	with breathy	guttural k	guttural k	q with catch
to:-nehwa:n	sound after	qo	qo	whiq'os
(obsidian)	ky'oh	(worm)	(worm)	(my throat)
	(porcupine)			

s	sh	t	t'	tł'
<u>sit</u>	<u>rush</u>	<u>tea</u>	t with catch	tł with catch
sa:ts'	no <u>sh</u> t'ah	<u>to</u>	<u>t'e'</u>	<u>tł'oh</u>
(bear)	(I don't believe it)	(water)	(blanket)	(grass)

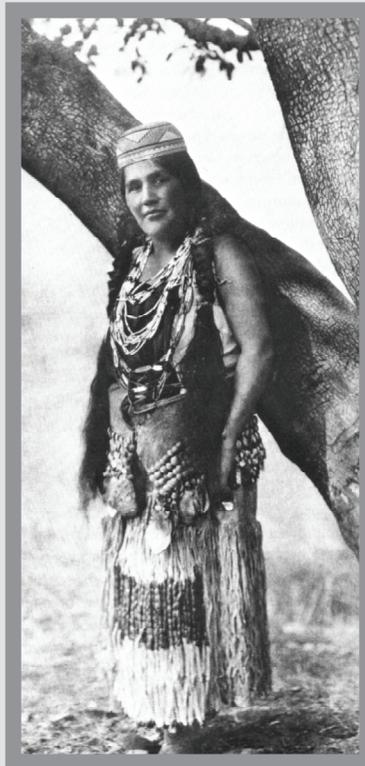
ts	ts'	u	w	wh
<u>cats</u>	ts with catch	<u>run</u>	<u>word</u>	<u>whirred</u>
<u>tse</u>	ts'ikting'	lixun	<u>wildung</u>	<u>wha</u>
(stone)	(weapon, rifle)	(sweet)	(yesterday)	(sun)

x	xw	y	'	:
guttural h	guttural wh	<u>yes</u>	catch	vowel elongation
<u>xong'</u>	<u>xwe:y</u>	<u>ya'</u>	<u>'ah</u>	<u>wha:t</u>
(fire)	(his property)	(louse)	(cloud)	(my older sister)





# DUNDI NE:SING'?



*Maggie Hostler*





# Dundi ne:sing'?

Whikya:y 'a:nt'e.  
Whichwo' 'a:nt'e.





# Dundi ne:sing'?

Whiyul 'a:nt'e.  
Which'in 'a:nt'e.





# Dundi ne:sing'?

Whiyul 'a:nt'e.  
Whima'uchwing





# Dundi ne:sing'?

Whitsoy 'a:nt'e.  
Whichwiwe: 'a:nt'e.





# Dundi ne:sing'?

Whiwhxiy' 'a:nt'e.  
Whunchwing 'a:



*Jill Sherman and son Cody Fletcher*





# Dundi ne:sing'?

Whiya:ch'e' 'a:nt'e.  
Whunchwing 'a:nt'e.



*Joy Hostler and Jackie Martins*

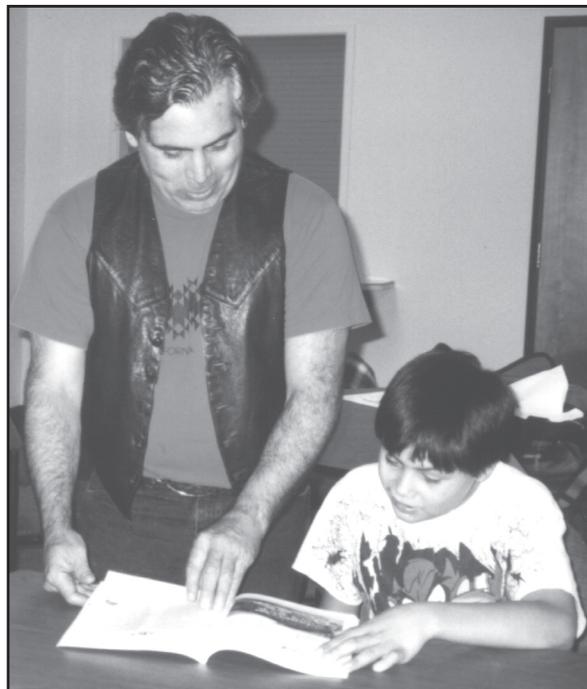




# Dundi ne:sing'?

Whiwhxiy' 'a:nt'e.

Whita' 'a:nt'e.



*Gordon and Isaac Bussell*





# Dundi ne:sing'?

Whitse: ' 'a:nt'e.  
Whita' 'a:nt'e.



*Laura Lee George*



*James Jackson*





# Dundi ne:sing'?

Whidehch 'a:nt'e.  
Wha:t 'a:nt'e.



*Angel Korb and Danielle Vigil*





# Dundi ne:sing'?

Whikil 'a:nt'e.  
Whingwoch 'a:nt'e.



*Calvin Carpenter*



*William Carpenter*





# Dundi ne:sing'?

Whita:y 'a:nt'e.



*Les Ammon*





# Dundi ne:sing'?

## Yaxwinq'ay' 'a:



*Front: Gina Campbell and Jackie Martins, Back: Lacheth Campbell and Joy Hostler*





# Dundi ne:sing'?

Whis 'a:nt'e.



*Phillip Vigil*





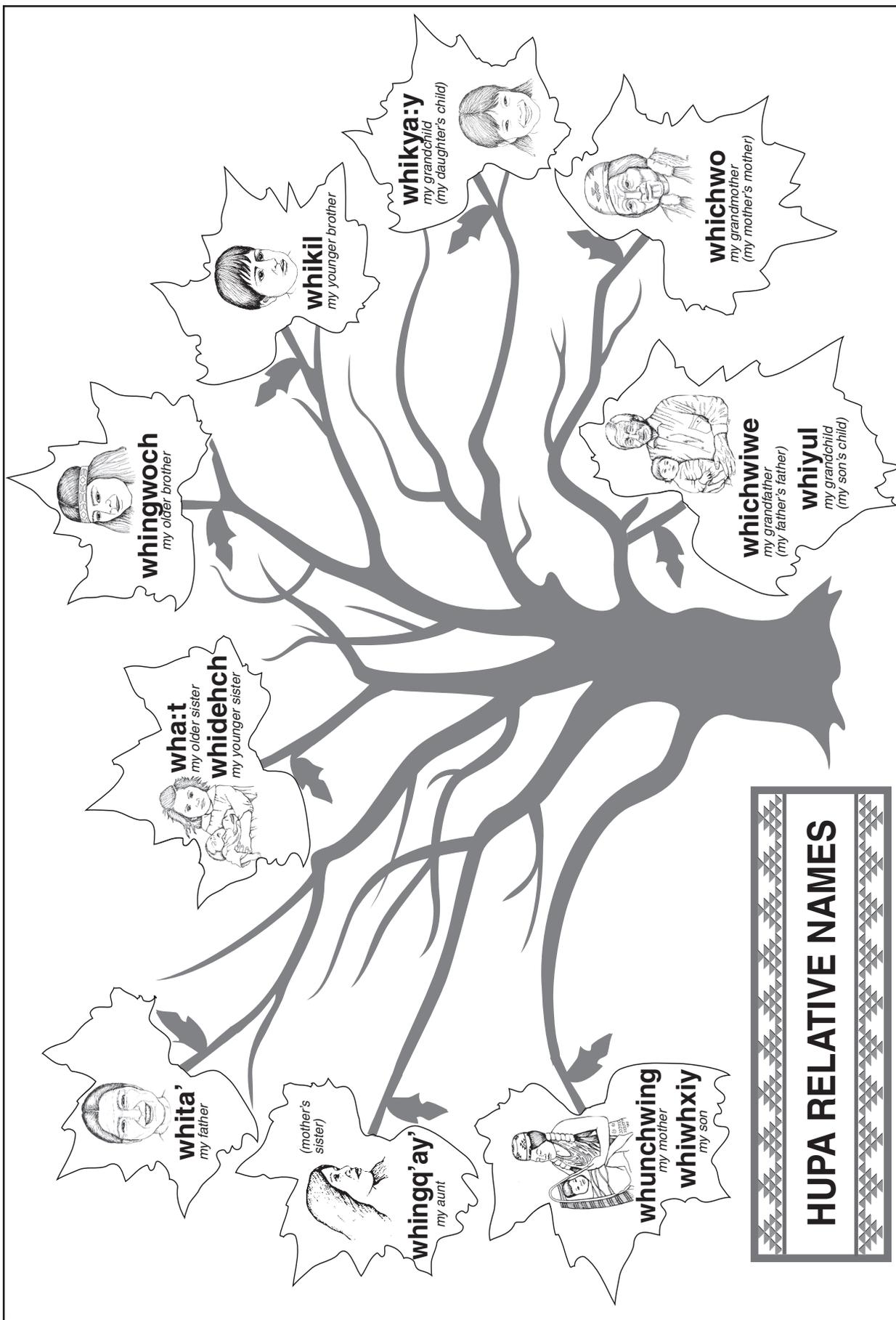
# Dundi ne:sing'?

Wha:dichwing 'a:

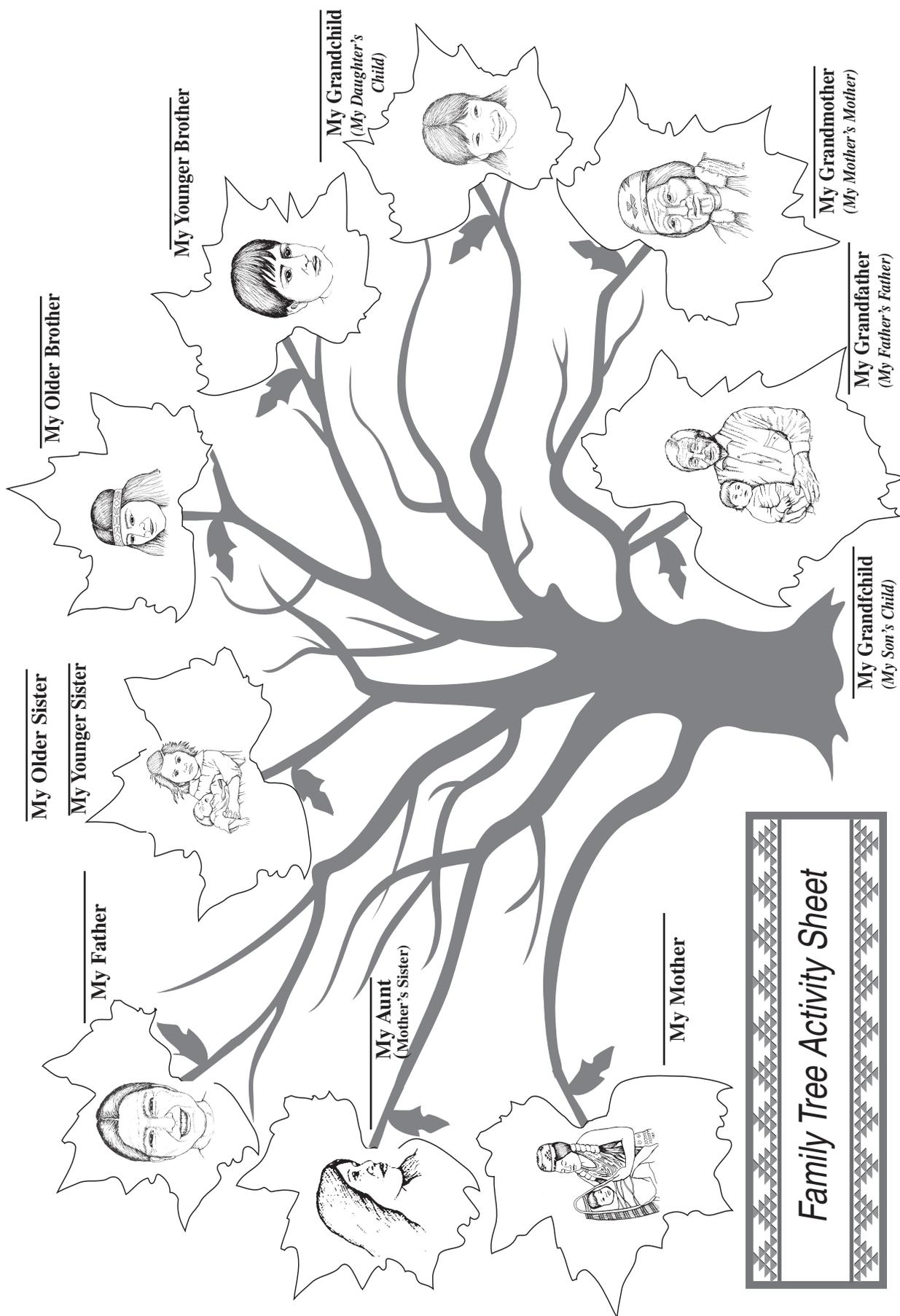


*Elsie Ricklefs and Pearl Randall*





**HUPA RELATIVE NAMES**



**My Older Sister**

**My Younger Sister**

**My Father**

**My Aunt**  
(Mother's Sister)

**My Mother**

**My Older Brother**

**My Younger Brother**

**My Grandchild**  
(My Daughter's Child)

**My Grandmother**  
(My Mother's Mother)

**My Grandfather**  
(My Father's Father)

**My Grandchild**  
(My Son's Child)

**Family Tree Activity Sheet**



# *Dundi Ne:sing'?* Activity Sheet



---

*his daughter*

*her father*

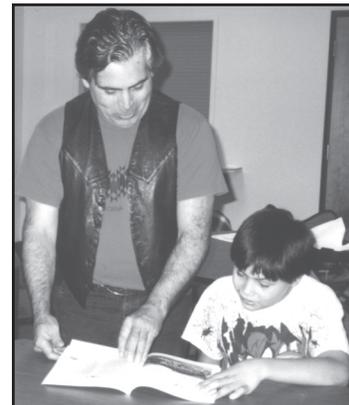
---

*his mother   her son*



---

*her daughter*



---

*his father   his son*



# Hupa Alphabet Chart Activity

Write a word for the sounds listed below. Use the lines provided.

**a** \_\_\_\_\_

**b** \_\_\_\_\_

**ch** \_\_\_\_\_

**d** \_\_\_\_\_

**e** \_\_\_\_\_

**g** \_\_\_\_\_

**h** \_\_\_\_\_

**i** \_\_\_\_\_

**j** \_\_\_\_\_

**k** \_\_\_\_\_

**l** \_\_\_\_\_

**ł** \_\_\_\_\_

**m** \_\_\_\_\_

**n** \_\_\_\_\_

**ng** \_\_\_\_\_

**o** \_\_\_\_\_

**q** \_\_\_\_\_

**s** \_\_\_\_\_

**sh** \_\_\_\_\_

**t** \_\_\_\_\_

**tʃ'** \_\_\_\_\_

**u** \_\_\_\_\_

**w** \_\_\_\_\_

**wh** \_\_\_\_\_

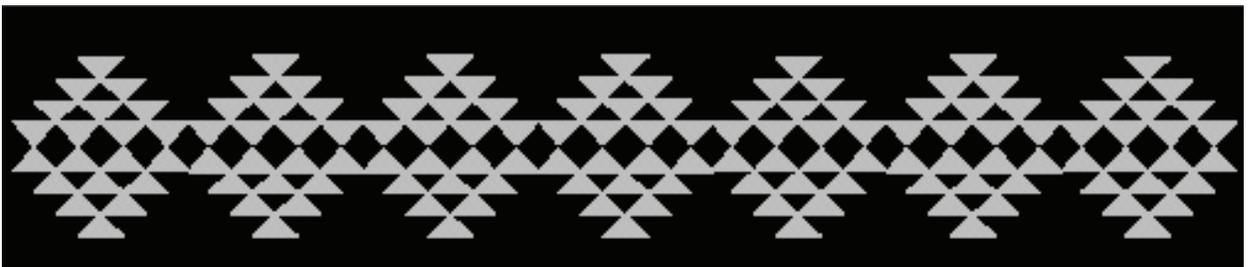
**x** \_\_\_\_\_

**y** \_\_\_\_\_



# DIXWE:DI 'UNT'E:N?





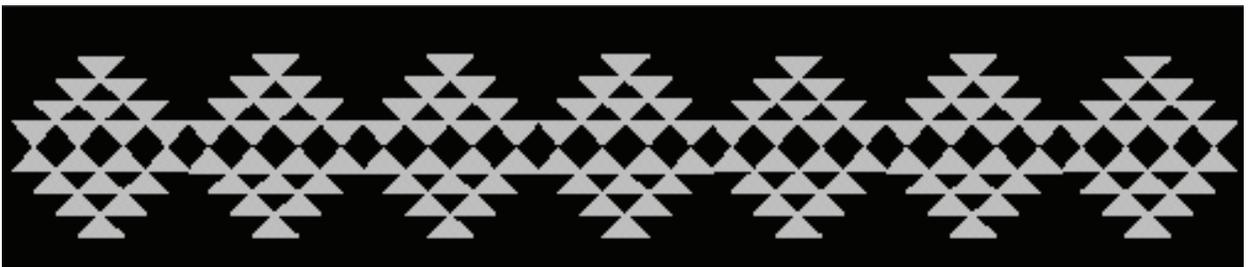
# Dixwe:di 'Unt'e:n?

## K'iwhtł'ol.



*Kimberly Jones*

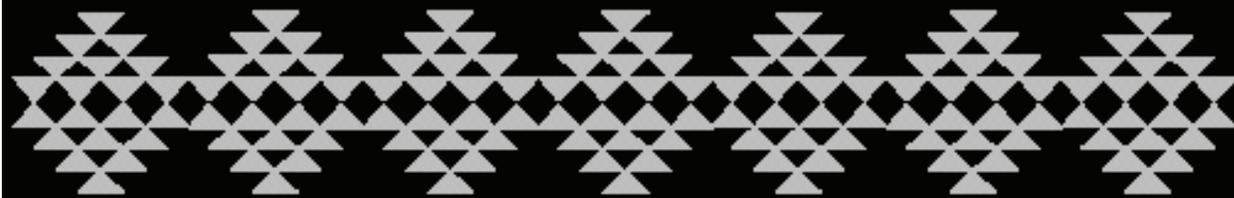




Dixwe:di 'Unt'e:n?

K'itiwhwah.





# Dixwe:di 'Unt'e:n?

Na:diwhwał.



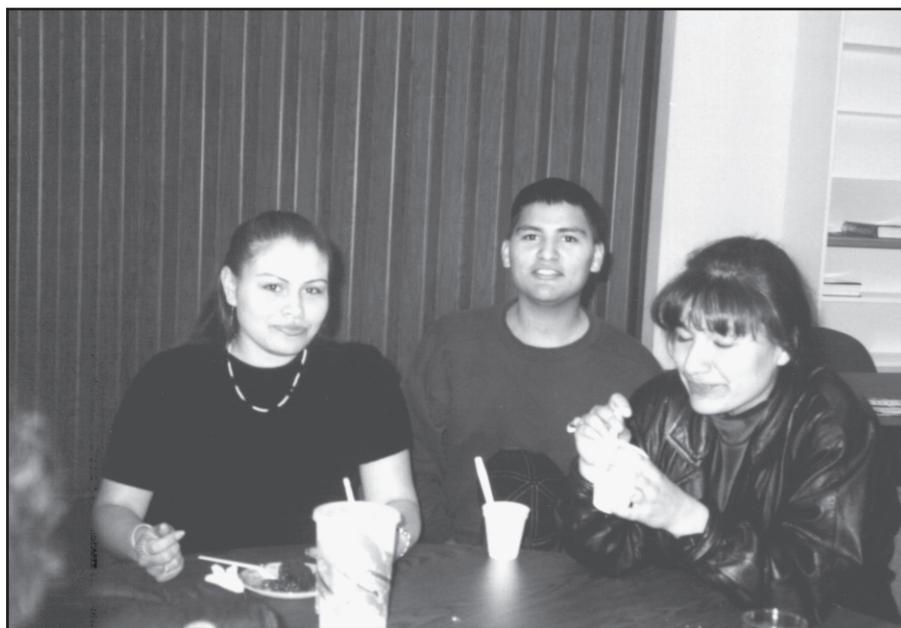
*Joe Rafael and Marcellene Norton*





# Dixwe:di 'Unt'e:n?

## K'iwha:n.



*Danielle Vigil, Silis Jackson, Kishen Lara*

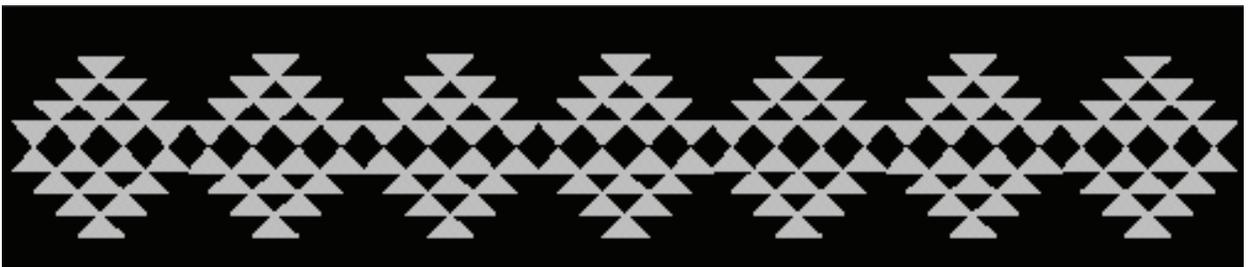




Dixwe:di 'Unt'e:n?

Nawhme.





Dixwe:di 'Unt'e:n?

Na:niwhwul.





Dixwe:di 'Unt'e:n?

K'ite:sehłtsil.





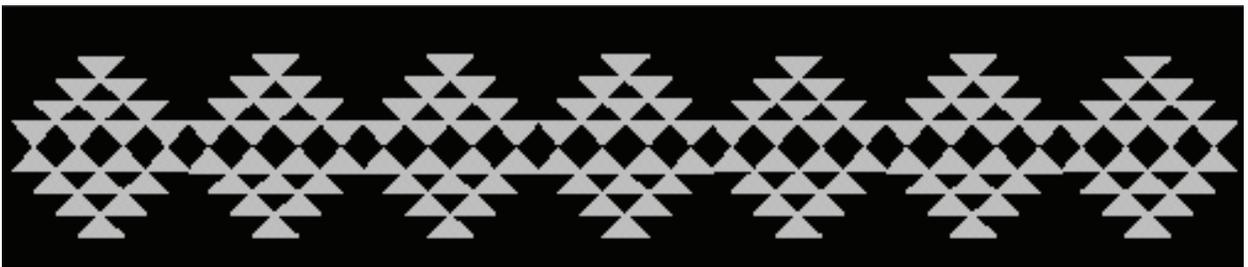
# Dixwe:di 'Unt'e:n?

Te:siwh'e'n.



*Elsie Ricklefs*





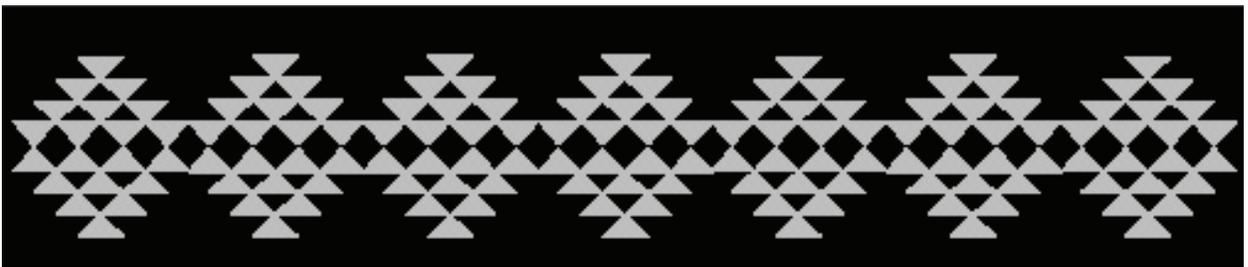
# Dixwe:di 'Unt'e:n?

'A:k'iwilaw  
'owhwhe.



*James Jackson, Calvin Carpenter*





# Dixwe:di 'Unt'e:n?

Whe:da'ay  
yehch'iwinyay.



*Wendy Ferris*





# Dixwe:di 'Unt'e:n?

## Miwhwul.



*Herman Sherman and Matthew Douglas Chavez*

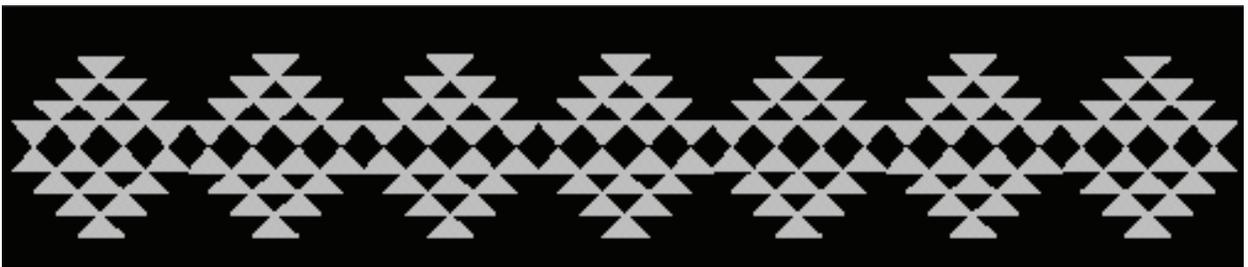




Dixwe:di 'Unt'e:n?

Na'dil.





Dixwe:di 'Unt'e:n?

Na:'ułtul.

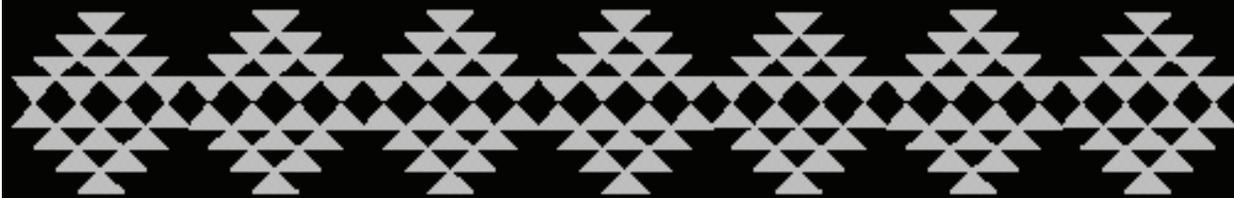




Dixwe:di 'Unt'e:n?

Xonsił-  
ch'idilye  
silinte.

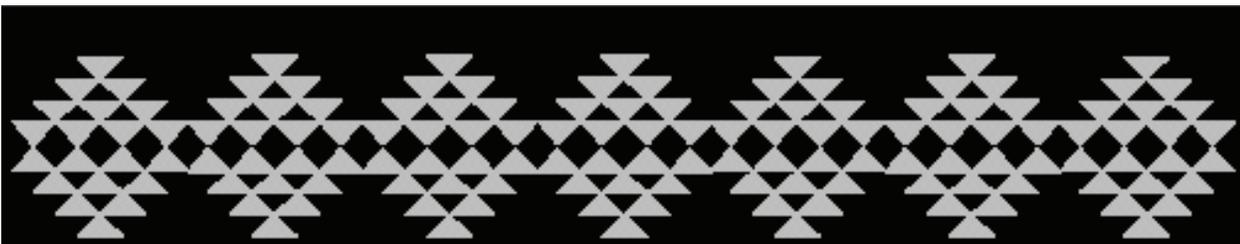




Dixwe:di 'Unt'e:n?

Ya:xo:'awh.





# Dixwe:di 'A't'e:n? Activity Sheet

Dixwe:di 'A:ya't'e:n?



*Herman Sherman and Matthew Douglas Chavez*

Dixwe:di 'A'te:n?



*Wendy Ferris*

---

He is drumming

He is listening

She is listening



*James Jackson, Calvin Carpenter*



*Elsie Ricklefs*

---

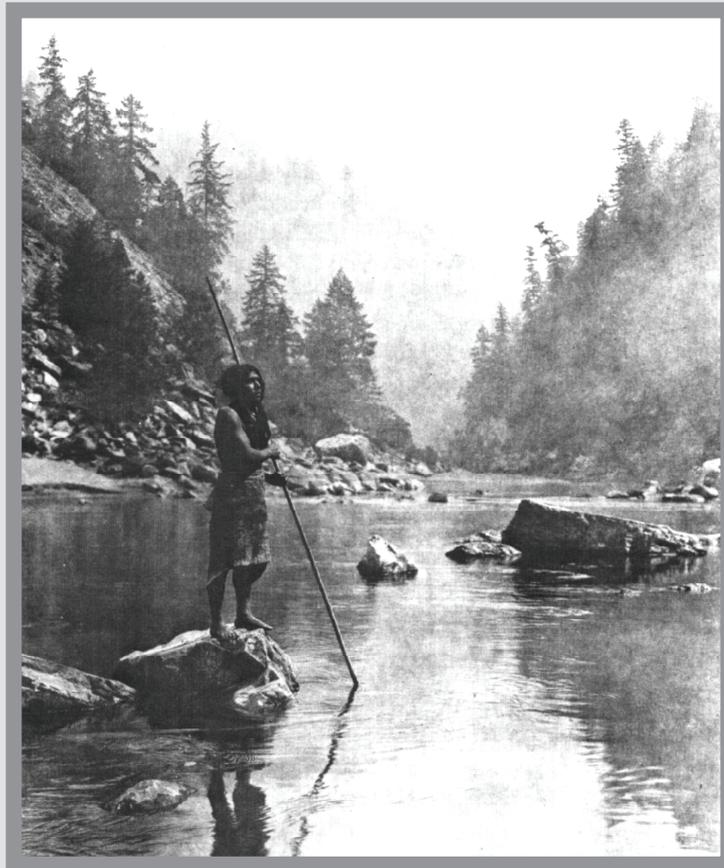
They are reading

She is looking





# TRANSLATIONS



# Hupa/English Translations

The Hupa words in Dundi Ne:sing' have been chosen for their usefulness in a cultural communication proficiency method. Two principles of this method are that students get involved in language and use it, and that formal language instruction carry on the learning process that begins in the Native American family. The Hupa forms follow a pattern of question and answer, with the relatives in the first person, and the verb in the second person. As students read each page, they take the role of questioner and then the one who answers. They ask, "Who is it?" and answer, "You are my mother," or whatever relative it may be. This method allows students to become involved in using the language because they can put themselves into it. By using relatives, the method focuses on words that are of importance in Hupa culture, because they define the family, and the family is the basis for a Hupa person's sense of self.

<b>Dundi ne:sing'?</b>	Who is it?
<b>Whima:lyo' 'a:nte.</b>	You are my relative.
<b>Na:tinixwe 'a:wht'e.</b>	I am a Hoopa Valley Indian.

<b>Whikya:y</b>	My daughter's child (woman speaking, pet name)
<b>Whichwo'</b>	My mother's mother
<b>Whiyul</b>	My son's child (woman speaking)
<b>Which'in</b>	My father's mother
<b>Whiyul</b>	My son's child (man speaking)
<b>Whima'uchwing</b>	My father's father
<b>Whitsoy</b>	My daughter's child (man speaking), Any grandchild
<b>Whichwiwe:</b>	My mother's father
<b>Whunchwing</b>	My mother
<b>Whiwhxiy'</b>	My son
<b>Whita'</b>	My father
<b>Whiya:ch'e'</b>	My daughter (woman speaking)
<b>Whitse:'</b>	My daughter (man speaking)
<b>Whidehch</b>	My younger sister
<b>Wha:t</b>	My older sister
<b>Whikil</b>	My younger brother
<b>Whingwoch</b>	My older brother
<b>Whita:y</b>	My uncle (father's brother)
<b>Whingq'ay</b>	My aunt (mother's sister)
<b>Whis'</b>	My uncle (mother's brother)
<b>Wha:dichwing</b>	My father's sister
<b>'A:wht'e</b>	I am (such and such)
<b>'A:nt'e</b>	You are (such and such)
<b>'A:'unt'e</b>	(S)he is (such and such)
<b>'Unt'e</b>	It is (such and such)
<b>'A:noht'e</b>	We are such and such)
<b>'A:ya'unt'e</b>	They are (such and such)

The Hupa words in Dixwe:di 'Unt'e:n? have been chosen for a cultural communication proficiency method. Two principles of this method are that students get involved in language and use it, and that formal language instruction carry on the learning process that begins in the Native American community. The Hupa forms follow a pattern of question and answer. The question, Dixwe:di 'Unt'e:n? is in the second person and the answers to what the person is doing, are in the first person. As students read each page, they take the role of questioner and then the one who answers. They ask, "What are you doing?" and answer, "I am weaving," or whatever action it may be. This method allows students to become involved in using the language because they can put themselves into it. The actions, a combination of ancient and modern cultural behavior, are representative of what Hupa people do.

<b>Dixwe:di 'unt'e:n?</b>	What are you doing?
<b>Dixwe:di 'a:ya't'e:n?</b>	What are they doing?

<b>K'iwhtl'ol</b>	I am weaving
<b>K'iti'whwah</b>	I am sifting acorns.
<b>Na:diwhwat</b>	I am pouring it out
<b>K'iwha:n</b>	I am eating
<b>Nawhme</b>	I am bathing (swimming)
<b>Na:niwhwul</b>	I'll hit it (with a bat)
<b>K'ite:sehltsil</b>	I am throwing (a ball)
<b>Te:siwh'e'n</b>	I am looking
<b>Whe:da'ay yehch'iwinayay</b>	I am listening (it went into his head)
<b>Miwhwul</b>	I am drumming
<b>Na'dil</b>	They are walking
<b>'A:k'iwilaw 'owhwhe</b>	They are reading a book (it is written—they are speaking aloud)
<b>Diwhchwit</b>	I am shooting (an arrow)
<b>Na:'uktul</b>	They are dancing (basic stamping step)
<b>Xonsil-ch'idilye silinte</b>	The White Deerskin Dance is going to be
<b>Ya:xo:'awh</b>	They jump up and down (raising jump dance baskets)



*Thomas Carpenter and Calvin Carpenter*

# Hupa Terms In This Book

## Dundi ne:sing’?

Hupa relative names co-occur with possessive pronouns. Pronoun prefixes begin with *wh-* for first person singular, *n-* for second person singular, and *xw-* or *xo-* for third person singular. There are corresponding plural forms also: *noh-*, for first and second person plural, *yaxo-* or *yaxw-* for third person plural. The following chart illustrates the relationship between the possessive pronouns and names for relatives:

SINGULAR			PLURAL	
<b>1<sup>st</sup> P</b>	whunchwing	my mother	nohchwing	our moher
<b>2<sup>nd</sup> P</b>	nunchwing	your mother	nohchwing	your mother (you all)
<b>3<sup>rd</sup> P</b>	xwunchwing	his/her mother	yaxwunchwing	their mother
<b>1<sup>st</sup> P</b>	whita’	my father	nohta’	our father
<b>2<sup>nd</sup> P</b>	nita’	your father	nohta’	your father (you all)
<b>3<sup>rd</sup> P</b>	xota’	his/her father	yaxota’	their father

## Dixwe:di ’unt’e:n?

Basic to an understanding of the Hupa verb is knowing that a form can refer to a specific, completed action—or not. A verb that refers to some specific, completed action is known as the definite. The definite is somewhat similar to the simple past tense in English. In the Hupa language, however, forms for the definite differ in structure from past tense forms in English. Having a verb in the definite can alter its stem as well as other parts of the verb.

The verb stem is what defines the verb’s action, whether that action be weaving a basket, sifting acorn flour, or hitting a baseball. But, since the stem can also be different according to whether or not it is definite, the stem can function in two ways, as in the following example:

the stem, *tʰo’n*, in *k’ise:tʰo’n*, refers to:

weave a basket  
(definite) I wove a basket

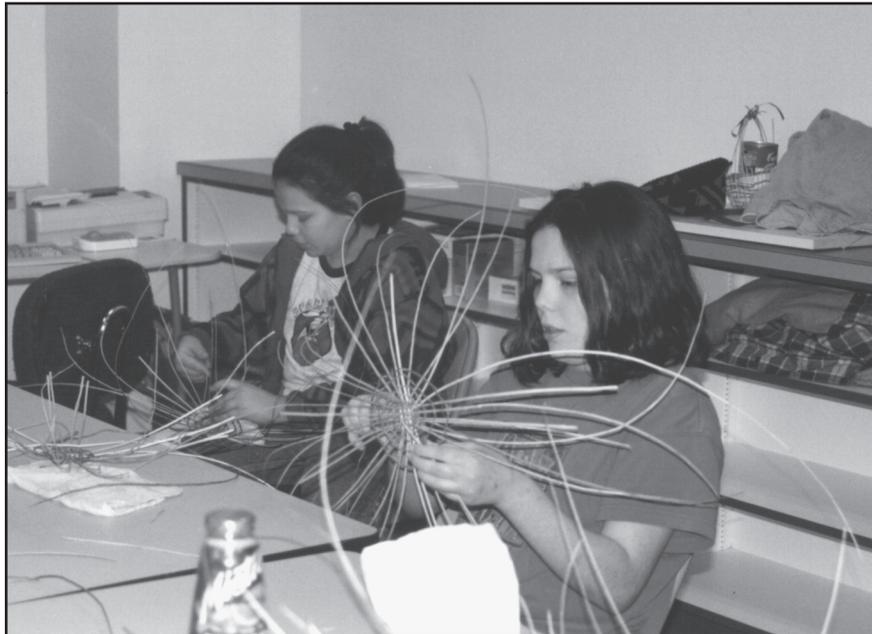
This way of forming verbs is different from English. In English, time referred to in a verb generally is marked separately from the stem: the past tense is a suffix to the verb stem, as in the example jumped, the past tense of jump. In the Hupa language, the verb stem itself may change according to whether the action is definite or refers to another time unit. In the form K'iwhtł'ol, I am weaving a basket, the stem is tł'ol. Other possible forms for this verb are on p.91.

There are also variations for a first person subject pronoun modifier. The most common first person singular forms are wh, we:, y, so:, and ne:.<sup>1</sup> Other pronoun forms correspond to the 2nd and 3rd person singular, and to the 1st, 2nd and 3rd person plural pronouns.

The form of subject modifiers may also change when an action is definite, in contrast to some other form. In the example, k'ise:tł'o'n, I wove the basket, the subject modifier is se:. Se: refers to the first person singular pronoun, I. But the subject modifier for the form, K'iwhtł'ol, I am weaving, is wh.

Some forms for the verbs in the Dixwe:di 'Unt'e:n? section of the book are listed below. These examples illustrate changes in the verb stem as well as in the modifiers.

<sup>1</sup>Danny Ammon, Hupa Language, <http://www.dcn.davis.us/~ammon>.



*Serene White and Snowbird White*

**K'iwhtl'ol**  
(or whe:k'iwhtl'ol)

k'intl'o  
k'itl'oy  
k'iwitl'ote  
yakisditl'o:nte

**I am weaving**

weave! (*to one person*)  
(s)he is weaving  
(s)he is going to weave  
We will weave or we are going to weave

**K'ite:seht'owh**

k'itintl'owh  
k'ititl'owh (or k'itl'oy)

**I am starting to weave**

start weaving! (*to one person*)  
(s)he is starting to weave

**DEFINITE FORMS**

k'ise:tl'o'n  
k'isintl'o'n (or k'istl'o'n)  
k'istl'o'n  
k'iwitl'o:n

I wove  
you wove (*one person*)  
(s)he wove  
what has been woven, weaving

k'ite:se:tl'o:n  
k'ite:sintl'o:n  
k'ite:tl'o:n

I started weaving  
you started weaving (*one person*)  
(s)he started weaving

**K'itihwah**

k'itinwah  
k'itihwah (or kitiwa:t)  
widwa:t

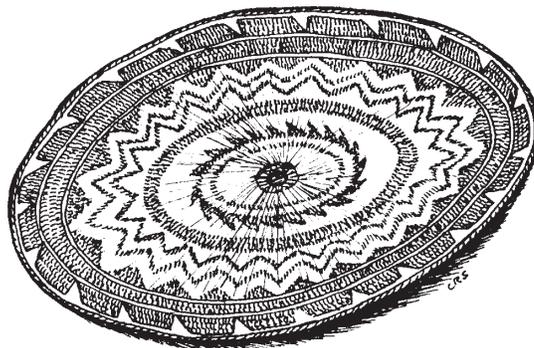
**I am sifting acorns**

sift the acorns (*to one person*)  
(s)he is sifting acorns  
what has been sifted (acorn flour)

**DEFINITE FORMS**

k'ite:se:wa:t  
k'ite:sin:wa:t  
k'itiwa:t

I sifted acorns  
you sifted acorns (*one person*)  
(s)he sifted acorns





### Na:diwhwał

na:diłwał

na'diłwał

na:diwiłwa:ł'

### DEFINITE FORMS

na:de:sehłwa:ł'

na:de:siłwa:ł'

na'dehłwa:ł'

### I am pouring it out (water, things pourable)

pour it out (*water, things pourable*)  
(*to one person*)

(s)he is pouring it out (*water, things pourable*)

what has been poured out (*water, things pourable*)

I poured it out (*water, things pourable*)

you poured it out (*water, things pourable*)  
(*to one person*)

(s)he poured it (*water, things pourable*)

### K'iwha:n

k'inyung

ky'a:n

yiky'a:n

k'idiya:n

ky'ohyung

ya'ky'a:n

k'e:yun'te

k'iwhung'

ky'o:yung'

k'iwiyul

mik'iwiyul

### DEFINITE FORMS

k'e:ya'n

k'iwinyun 'ung

k'iwinya'n

### I'm eating

eat! (*to one person*)

she is eating

it (animal) is eating

we are eating

eat (*you all*)

they are eating

I will eat

I want to eat

let him/her eat

what one eats

its food

I have eaten

have you eaten? (*to one person*)

(s)he has eaten

### Nawhme

na:me (or numme)

na:me

na:dime

### I'm bathing or swimming

bathe! (*to one person*)

(s)he is bathing (*swimming*)

let's go swimming

DEFINITE FORMS

na:yme'  
na:wime'  
na'wime'

I swam  
you swam (*one person*)  
(s)he swam

**Na:niwhwul (or Na:niwhwul) I'll hit it** (*with a bat*)

nu#wul  
nułtsił!  
na'ni#wul

hit it! (*with a bat*) (*to one person*)  
hit it! (*with a round object*) (*to one person*)  
(s)he hits it (*with a bat*)

DEFINITE FORMS

na:neh#watł'  
na:nehłtse:łł'  
na:sil#watł'  
na'nił#watł'

I hit it (*with a bat*)  
I hit it (*with a round object*)  
you hit it (*to one person*)  
(s)he hit it

**K'ite:sehłtsil**

k'itilłtsil!  
na'kilłtsil

**I am throwing** (*hitting something with a round object*)

throw it! (*hitting something with a round object*)  
(*to one person*)  
(s)he is throwing it around (*hitting something with a round object*)

DEFINITE FORMS

k'ite:sehłtse:łł'  
k'ite:silłtse:łł'  
k'ite:nehłtse:łł'

I threw (*hit something with a round object*)  
you threw (*hit something with a round object*)  
(*to one person*)  
(s)he threw (*hit something with a round object*)



## Te:siwh'e'n

te:sing'ing'  
ch'itehs'e'n

### DEFINITE FORMS

te:y'e'n  
te:sing'e'n  
ch'ite:ng'e'n

ya'xoneht'e'n

## I am looking

take a look! (*to one person*)  
(s)he is looking

I looked  
you looked  
(s)he looked

they looked at him

## Whe:da'ay yehch'iwinyay

ne:da'ay yehch'iwinyay 'ung

xwe:da'ay yehch'iwinyay

nehe:da'ay yehch'iwinyay

nehe:da'ay yehch'iwinyay

ya:xwe:da'ay yehch'iwinyay

## I am listening

(*it went into my head*)  
are you listening? (*to one person*)  
(*did it go in your head?*)  
(s)he is listening  
(*it went into her head*)  
are you listening  
(*it went into our heads*)  
you all are listening  
(*it went into your heads*)  
they are listening  
(*it went into their heads*)

## Miwhwul

miłwuł  
me'ihwul

miłsil

### DEFINITE FORMS

me:yłwa:tł'

me:wilwa:tł'

me'wilwa:tł'

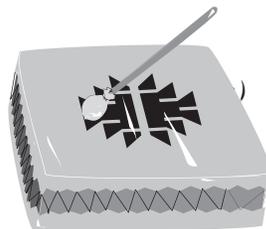
## I'm drumming

(*hitting it with a stick*)  
drum! (*hit at it with a stick*)(*to one person*)  
(s)he is drumming (*hitting at it with a stick*)  
  
(s)he is hitting at it (with a stone)

I drummed (*hit at it with a stick*)

you drummed (*hit at it with a stick*) (*to*)

(s)he drummed (*hit at it with a stick*)



## Na'dil

naydil  
nahdiʔ

### DEFINITE FORMS

na:se:ya'  
na:sinya'  
na:'asya'

na:se:de:tʔ  
nasohde:tʔ  
na:ya:'asde:tʔ  
ya'asde:tʔ  
na:ya'asya

## They are walking *(going around)*

we are walking *(going around)*  
go walk *(you all!)* *(go around)*

I went around  
you went around *(to one person)*  
*(s)he* went around

we went around  
you all went around  
they went around  
they fell apart  
they went as a group

## 'A:k'iwilaw ch'o:ya:whe'

'a:k'iwilaw 'owhwhe  
'a:k'iwilaw 'ongwhe  
'a:k'iwilaw ch'o:whe

### DEFINITE FORMS

'a:k'iwilaw 'oywhe  
'a:k'iwilaw 'ongwhe  
'a:k'iwilaw 'o:ngwhe  
'a:k'iwilaw ch'o:ngwhe

## They are reading a book

*(it is marked, written—they are naming it)*

I am reading *(from a book)*  
you are reading *(from a book)*  
*(s)he* read *(from a book)*

I read *(from a book)*  
you read *(from a book)*  
*(s)he* read *(from a book)*  
they read to her/him *(from a book)*





### **Diwhchwit**

dinchwit!  
ch'idinchwit

#### **DEFINITE FORMS**

diwe:chwit  
diwinchwit  
ch'idiwinchwit

### **I am shooting** *(an arrow)*

shoot! *(an arrow) (to one person)*  
he is shooting *(an arrow)*

I shot *(an arrow)*  
you shot *(an arrow)*  
he shot *(an arrow)*

### **Na'ultul**

#### **DEFINITE FORMS**

nasdilta:tł'  
na'sohłta:tł'  
ya'asta:tł'

### **They are dancing**

*(basic stamping step in the Brush Dance)*

we danced *(basic stamping step in the  
Brush Dance)*  
you all danced *(basic stamping step in the  
Brush Dance)*  
they danced

### **Xonsit ch'idilye silin'te**

Xonsit ch'idilye 'a:niwehst'e'

### **The White Deerskin Dance is going to happen**

the White Deerskin Dance came to be

### **Ya:xo:'awh**

#### **DEFINITE FORM**

ya:xo:wida'a:n  
ya:xowoh'a:n  
ya:xo:ng'a:n

### **They jump up and down**

*(in the Jump Dance style)*

we jumped up and down *(in the Jump  
Dance style)*  
you all jumped up and down *(in the  
Jump Dance style)*  
they jumped up and down *(in the Jump  
Dance style)*