

## Unit Fourteen Numerals

### 14.1 Dialogue.

- |   |  |
|---|--|
| A. k <sup>w</sup> inəs tən telə?  | ‘How much money do you have?’  |
| B. ʔəw̄ xəθinəs ʔal̄ tə nə telə. nəcím ʔaʔa?  | ‘I have just four dollars. Why?’   |
| A. ʔiləqət cən ce?<br>lix <sup>w</sup> əqən sqewθ.<br>nə sʔi? k <sup>w</sup> ʔəpánəs.<br>ʔəw̄ t̄xəməs ʔal̄. | ‘I will buy three sacks of potatoes.’<br>‘I need ten dollars.’<br>‘There is just six dollars.’ |
| B. xəθinəs ʔi k <sup>w</sup> t̄xəməs sis ʔəw̄ x <sup>w</sup> əʔapənəs .                                     | ‘Four dollars plus six dollars makes ten dollars.’   |
| A. ʔəȳ. nem̄ cən ce?<br>ʔs̄x <sup>w</sup> imélə.   | ‘Good. I will go to the store.’  |

### 14.2 Vocabulary: numbers.

k <sup>w</sup> xem	‘count’
k <sup>w</sup> xet	‘count it’
k <sup>w</sup> in	‘how many?’
nəcá?	‘one’
ʔisélə (yəsélə)	‘two’
lix <sup>w</sup>	‘three’
xəʔáθən	‘four’
l̄qecəs	‘five’
t̄xəm	‘six’
t̄ <sup>ə</sup> aʔk <sup>w</sup> s	‘seven’
tqece?	‘eight’
tu:x <sup>w</sup>	‘nine’
ʔapən	‘ten’
ʔapən ʔi? k <sup>w</sup> nəcá?	‘eleven’
ʔapən ʔi? k <sup>w</sup> ʔisélə	‘twelve’
ʔapən ʔi? k <sup>w</sup> lix <sup>w</sup>	‘thirteen’
ʔapən ʔi? k <sup>w</sup> xəʔáθən	‘fourteen’
ʔapən ʔi? k <sup>w</sup> l̄qecəs	‘fifteen’
ʔapən ʔi? k <sup>w</sup> t̄xəm	‘sixteen’
ʔapən ʔi? k <sup>w</sup> t̄ <sup>ə</sup> aʔk <sup>w</sup> s	‘seventeen’
ʔapən ʔi? k <sup>w</sup> tqece?	‘eighteen’
ʔapən ʔi? k <sup>w</sup> tu:x <sup>w</sup>	‘nineteen’
ck <sup>w</sup> əx	‘twenty’

### 14.3 Using numbers.

**14.3a** A number can be placed before a noun to make a noun phrase.

lix <sup>w</sup> lətém	‘three tables’
ʔapən šx <sup>w</sup> čənəctən	‘ten chairs’
ʔisélə xel	‘two doors’
ck <sup>w</sup> əx liləté:m	‘twenty desks’

**14.3b** A number can be used as a predicate and placed at the beginning of the sentence. The noun phrase will follow.

ʔapən tə šx <sup>w</sup> čənəctən	‘There are ten chairs (visible).’
ʔisélə mə k <sup>w</sup> ə xel	‘There are two doors (out of sight).’

**14.3c** Use *k<sup>w</sup>in* as a predicate to ask ‘how many’. Place it at the beginning of the sentence and follow it with the noun phrase.

k <sup>w</sup> in ʔaʔa tə šx <sup>w</sup> čənəctən?	‘How many chairs (visible) are there?’
k <sup>w</sup> in ʔaʔa k <sup>w</sup> ə lətém?	‘How many tables (out of sight)?’

### 14.4 Addition.

Examples (1) and (2) show how to express addition. Translate the remaining examples.

1. nəca? ʔi? k<sup>w</sup> nəca? ni x<sup>w</sup>ʔisélə.  
1 + 1 = 2 (‘One and a one becomes two.’)
2. ʔapən ʔi? k<sup>w</sup> lix<sup>w</sup> ni x<sup>w</sup>ʔapən ʔi? k<sup>w</sup> lix<sup>w</sup>.  
10 + 3 = 13 (‘Ten and a three is thirteen.’)
3. yəs ela ʔi? k<sup>w</sup> lix<sup>w</sup> ni x<sup>w</sup>ə lqecəs.
4. tšəm ʔi? k<sup>w</sup> šəʔaθən ni x<sup>w</sup>ə ʔapən.
5. tu:x<sup>w</sup> ʔi? k<sup>w</sup> lix<sup>w</sup> ni x<sup>w</sup>ə ʔapən ʔik<sup>w</sup> ʔisélə.
6. tqece? ʔi? k<sup>w</sup> t<sup>0</sup>aʔk<sup>ws</sup> ni x<sup>w</sup>ə ʔapən ʔik<sup>w</sup> lqecəs.
7. 1 + 2 = 3
8. 5 + 4 = 9
9. 7 + 1 = 8
10. 3 + 17 = 20

### 14.5 Subtraction.

Example (1) shows how to express subtraction. Translate the remaining examples.

1.  $\check{x}\acute{a}\theta\acute{\alpha}n\ me\acute{x}\ k^w\ \acute{z}is\acute{e}l\acute{o}\ ni\ x^w\ y\acute{a}s\ \acute{e}l\acute{o}\ \acute{z}a\acute{l}.$   
 $4 - 2 = 2$  ('Four take off a two becomes just two.')
2.  $\acute{z}ap\acute{o}n\ \acute{z}i\acute{z}\ me\acute{x}\ k^w\ \acute{t}\check{x}\acute{o}m\ ni\ x^w\acute{\alpha}\ \check{x}\acute{a}\theta\acute{\alpha}n.$
3.  $ck^w\acute{\alpha}x\ \acute{z}i\acute{z}\ me\acute{x}\ k^w\ \acute{t}q\acute{e}ce\acute{z}\ ni\ x^w\acute{\alpha}\ \acute{z}ap\acute{o}n\ ik^w\ y\acute{a}s\ \acute{e}l\acute{o}.$
4.  $9 - 5 = 4$
5.  $7 - 4 = 3$

### 14.6 Vocabulary: time expressions.

netəl	'early morning'
q̇ilt	'late morning'
snet	'night'
x <sup>w</sup> əneʔent	'evening' (Chemainus, Nanoose)
x <sup>w</sup> əneʔenət	'evening' (Nanaimo)
tax <sup>w</sup>	'close', 'near'
tax <sup>w</sup> sweyəl	'midday (noon)'
tax <sup>w</sup> snet	'midnight'
yəhənəm	'before', 'going on to'
yləéẇ	'after', 'past'
yləéẇ tax <sup>w</sup> sweyəl	'afternoon'
lsəq̇	'half'

### 14.7 Telling time.

Tell the time by using numbers and *tintən* 'bell', 'o'clock'. This use of *tintən* goes back to when ships were anchored in the harbour and the ship's bells would be sounded on the hour.

lix <sup>w</sup> tintən	'three bells (three o'clock)'
lq̇eċəs k <sup>w</sup> s yləéẇs lix <sup>w</sup>	'3:05'
ʔapən k <sup>w</sup> s yəhənəms t <sup>θ</sup> aʔk <sup>w</sup> s	'6:50 (ten minutes to 7:00)'
lq̇eċəs k <sup>w</sup> s yəhənəms t <sup>θ</sup> aʔk <sup>w</sup> s	'6:55'
lsəq̇ k <sup>w</sup> s yləéẇs lix <sup>w</sup> .	'it is 3:30 (half past 3:00).'

### 14.8 Giving the time.

naʔət wəl lix <sup>w</sup> tintən.	'it is already 3:00.'
ni wəl k <sup>w</sup> in?	'What time is it?'
naʔət wəl tq̇eceʔ tintən.	'it is 8:00.'
naʔət wəl tax <sup>w</sup> sweyəl.	'it is noon.'
naʔət wəl tax <sup>w</sup> snet.	'it is midnight.'

naʔət wəl yəhəhənm tax<sup>w</sup> sweyəl. ‘it is before noon.’

naʔət wəl yləéws nəcaʔ t<sup>h</sup>aʔk<sup>ws</sup>. ‘it is after 1:00.’

#### 14.9 Pattern practice.

It's already **3:00**.

naʔət wəl lix<sup>w</sup> tintən.

6:00

10:00

8:00

2:00

5:00

#### 14.10 Translation.

1. 1:20

2. 4:40

3. 3:10

4. 6:40

5. 8:15

6. l̩səq̄ k<sup>ws</sup> yləéws x̣əʔáθən

7. ck<sup>wəx</sup> k<sup>ws</sup> yəhəhəms ʔisélə

8. ʔapən k<sup>ws</sup> yləéws tqeceʔ

9. ʔapən k<sup>ws</sup> yəhəhəms ʔapən ʔiʔ k<sup>w</sup> nəcaʔ

10. ck<sup>wəx</sup> k<sup>ws</sup> yləéws yəs élə

### 14.11 Vocabulary: days of the week.

Notice that several of the days of the week are based on words for numbers.

siłəwəlnét	‘Monday’
sθəmənts	‘Tuesday’ (second)
slix <sup>w</sup> s	‘Wednesday’ (three)
sǰəʔáθəns	‘Thursday’ (four)
slqécəs	‘Friday’ (five)
íq <sup>w</sup> atəm, íaq <sup>w</sup> təm	‘Saturday’ (íq <sup>w</sup> at ‘break/cut it off’)
sǰəǰəlnét	‘Sunday’ (ǰəǰə ‘sacred, holy’)

### 14.12 Pattern practice.

Q: What day is this?

sk<sup>w</sup>ins təná? k<sup>w</sup>eyəl?

A: It is **Wednesday** today.

slix<sup>w</sup>s təná? k<sup>w</sup>eyəl.

Friday

Sunday

Tuesday

Monday

Saturday

Thursday

### 14.13 Money: counting dollars.

When you are counting money, a lexical suffix for round things -əs is attached to the number.

nəcəs	‘one dollar’
yəsáləs	‘two dollars’
lix <sup>w</sup> əs	‘three dollars’
ǰəθínəs	‘four dollars’
lqacsəs	‘five dollars’
tǰəməs	‘six dollars’
í <sup>θ</sup> aʔk <sup>w</sup> səs	‘seven dollars’
taʔcsəs	‘eight dollars’
tu:x <sup>w</sup> əs	‘nine dollars’
ʔəpánəs	‘ten dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> nəcəs	‘eleven dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> yəsáləs	‘twelve dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> lix <sup>w</sup> əs	‘thirteen dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> ǰəθínəs	‘fourteen dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> lqacsəs	‘fifteen dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> tǰəməs	‘sixteen dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> í <sup>θ</sup> aʔk <sup>w</sup> səs	‘seventeen dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> taʔcsəs	‘eighteen dollars’
ʔəpánəs ʔiʔ k <sup>w</sup> tu:x <sup>w</sup> əs	‘nineteen dollars’
ck <sup>w</sup> xas	‘twenty dollars’
k <sup>w</sup> inəs?	‘how many dollars?’

#### 14.14 Pattern practice.

Q: How much (does it cost)?

A: **Five dollars.**

two dollars

ten dollars

one dollar

fifteen dollars

twelve dollars

seventeen dollars

Q: k<sup>w</sup>inəs ʔaʔa?

A: lqacsəs.

#### 14.15 Pattern practice.

Q: How much money do you have?’

A: I have **ten dollars.**

eight dollars

six dollars

nine dollars

twenty dollars

fifteen dollars

Q: k<sup>w</sup>inəs ʔaʔa tən telə?

A: ʔəpánəs tən nə telə.

#### 14.16 Answer and translate.

Answer one dollar less.

1. ʔəpánəs ʔiʔ k<sup>w</sup> lqacsəs ʔə k<sup>w</sup>θən telə?

‘Do you have fifteen dollars?’

ʔəwə, ʔəw ʔəpánəs ʔal ʔiʔ k<sup>w</sup> ʔəθínəs k<sup>w</sup>θə nə telə.

‘No, I just have fourteen dollars.’

2. ʔəpánəs ʔiʔ k<sup>w</sup> tu:xwəs ʔə k<sup>w</sup>θən telə?

3. ck<sup>w</sup>xas ʔə k<sup>w</sup>θən telə?

4. taʔcsəs ʔə k<sup>w</sup>θən telə?

5. ck<sup>w</sup>xas ʔiʔ k<sup>w</sup> lqacsəs ʔə k<sup>w</sup>θən telə?

### 14.17 Translation.

1. ʔəpánəs ʔiʔ kʷ ʃəθínəs
2. ʔəpánəs ʔiʔ kʷ tu:xwəs kʷθə nə telə.
3. kʷínəs ʔaʔa tən telə?
4. ckʷxas ʔiʔ kʷ lixwəs
5. yəsáləs ʔə tən telə?
6. I have nine dollars.
7. How much (does this cost)?
8. It is fifteen dollars.
9. Do you have twenty dollars?
10. I have only twenty dollars.

### 14.18 Counting people.

Counting one or two people is done with reduplication of the number.

When counting three or more people, a lexical suffix for ‘people’ appears on the number. This usually takes the form of *-elə*.

nañəcaʔ	‘one person’
yəysələ	‘two people’
ləxwélə	‘three people’
ʃəθí:lə	‘four people’
lqecsélə	‘five people’
ʃxəmələ	‘six people’
í <sup>h</sup> akwésələ	‘seven people’
tqecəʔélə	‘eight people’
tu:xwélə	‘nine people’
ʔəpé:lə	‘ten people’
čkʷxelə	‘twenty people’
kʷí:lə	‘how many people?’

### 14.19 Pattern practice.

I have **three children**.  
five children  
seven children  
ten children  
two children  
eight children

lax<sup>w</sup>élə k<sup>w</sup>θə nə meməñə.

### 14.20 Pattern practice.

**Two men** sang.  
four men  
six men  
twenty men  
nine men  
ten men

ni tiləm k<sup>w</sup>θə yəysələ səwwáyqeʔ.

### 14.21 Other counters.

There are around twenty counter suffixes in all. Here are three really common ones.

**14.21a** The suffix *-mat* gets used for counting pieces of stuff, especially flexible things that you can pile up, such as blankets, mats, clothing, paper, and books.

nəçəmat	‘one piece of stuff’
ʔiséləmat	‘two pieces of stuff’
lax <sup>w</sup> mat	‘three pieces of stuff’
ǰəθínamat	‘four pieces of stuff’
lqəçəmat	‘five pieces of stuff’
tǰəməmat	‘six pieces of stuff’
tʰaʔk <sup>w</sup> çəmat	‘seven pieces of stuff’
taʔçəmat	‘eight pieces of stuff’
tu:x <sup>w</sup> mat	‘nine pieces of stuff’
ʔəpanamat	‘ten pieces of stuff’
çk <sup>w</sup> əxamat	‘twenty pieces of stuff’
k <sup>w</sup> əñmàt	‘How many pieces of stuff?’

**14.23b** The lexical suffix *-ʔewtx<sup>w</sup>* gets added when counting buildings or rooms.

nəçəwtx <sup>w</sup>	‘one building/room’
θəmtx <sup>w</sup>	‘two buildings/rooms’
lix <sup>w</sup> éwtx <sup>w</sup>	‘three buildings/rooms’
ǰəθínəwtx <sup>w</sup>	‘four buildings/rooms’
lqəçəwtx <sup>w</sup>	‘five buildings/rooms’
k <sup>w</sup> inéwtx <sup>w</sup> ʔ	‘how many buildings/rooms?’



**14.21c** The suffix *-qən* is used for counting containers, such as sacks, jars, and cans. It is used for counting stuff that comes in containers, such as sacks of potatoes, jars of tomatoes, and cans of salmon.

nə́caqən	‘one container’
ʔiséləqən	‘two containers’
lix <sup>w</sup> əqən	‘three containers’
ǰəθínəqən	‘four containers’
lqəcsəqən	‘five containers’
íxəməqən	‘six containers’
θaʔk <sup>w</sup> səqən	‘seven containers’
təʔcsəqən	‘eight containers’
tu:ǰ <sup>w</sup> əqən	‘nine containers’
ʔəpénəqən	‘ten containers’
çk <sup>w</sup> əxíqən	‘twenty containers’
k <sup>w</sup> inəqən?	‘how many containers?’

**14.22 Substitution drill.**

I have <b>three sacks of potatoes.</b>	lix <sup>w</sup> əqən k <sup>w</sup> θə nə sqewθ.
three books	
three houses	
three children	
three blankets	
three dollars	

**14.23 Translation.**

1. mewəstəx<sup>w</sup> çx<sup>w</sup> yəsáləmat ləǰ<sup>w</sup>tən!
2. tqecəʔélə k<sup>w</sup>θə ʔiməθ ʔə ǰ Mary.
3. ʔiləqət ct ceʔ θəmtx<sup>w</sup> leləm.
4. nem k<sup>w</sup>ənət lqəcsəqən sqewθ!
5. θəmtəx<sup>w</sup> k<sup>w</sup>θə nə ʔəmətəw<sup>w</sup>tx<sup>w</sup>.
6. I will buy three sacks of potatoes.
7. Four girls danced.
8. How many children do you (pl) have?
9. We have ten books.

10. How many blankets do you have?

**14.24 Reading lesson.**

taʔcəmát k<sup>w</sup>θə ləx<sup>w</sup>tən ct. ck<sup>w</sup>əxamát k<sup>w</sup>θə sil ct. ʔəpənəqən k<sup>w</sup>θə sqewθ. ʔapən ʔi? k<sup>w</sup> lqecəs  
sce:ʔten. qəx̃ k<sup>w</sup>θə səplil ct. qəx̃ tə sq<sup>w</sup>ilməx<sup>w</sup>. qəx̃ tə siyá:ʔ ct. λe:xəñəq ct ceʔ.

ni hay The End
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