Ŏh-ares 'It's on top of (something)': Locative prefixes

_____

Vocabulary

ŏhhŏmpetv table; to eat on
ŏhliketv chair; to sit on
ŏhtasketv to jump toward /jump
  onto
oh-vtetv to come toward
sŏmketv to disappear

ăksŏmketv to sink, disappear (in
  water)
ăk-eletv to drown
ăkyvkvpetv to walk (in water),
  wade
ŏh-ŏnvyetv to read

_____

Prefixes are used in Creek to indicate different locations:

lîkes	he/she/it is sitting
ăklîkes	he/she/it is sitting in water / a low place
tăklîkes	he/she/it is sitting on the ground
ŏhlîkes	he/she/it is sitting on top of something
vlîkes	he/she/it is sitting next to / at

The prefix **v-** often indicates location on the side or underside of something.

Before vowels, the locative prefixes are pronounced **ăkk-**, **tăkk-**, **ŏhh-**, and **vh-**, but written here as **ăk-**, **tăk-**, **ŏh-**, and **vh**:

ares	he/she/it is going around
ăk-ares	he/she/it is going around in water / a low place
tăk-ares	he/she/it is going around on the ground
ŏh-ares	he/she/it is going around on top of something
vhares	he/she/it is going around on (a wall)

Locative prefixes often have special meanings. With verbs indicating movement, for example, **ŏh-** means 'toward':

En cukŏn <u>ŏh</u>lētkes.	He's running <u>toward</u> his house.

_____

Exercises

Ŏh-ŏnvkv: Cettŏ

Read the following and try to picture the snake and its position:

Cettŏt wâkkes!
Cettŏ-lvstet wâkkes.
Cettŏ lvstēt wâkkes.
Cettŏ-lvstet ăkwâkkes.
Cettŏ-lvstet lîkes.
Cettŏt ares.
Cettŏt lētkes.
Cettŏt cessen hŏmpes.
Cettŏ cvpăkkēt lîkes.
Cettŏ hecvs!
Hêcetskv?
Ehẹ, hêcis.

More on locative prefixes

Vocabulary

kvpe soap
ŏktahv sand
wēsŏ sassafras
Nettv-cakŏ-cuse Saturday
măhhe real, true
vnvcŏmē, vnvcŏwē several

ēyŏkkofketv shirt
neskv-cukŏ store, shop
vhŏpvketv to shove, push
mônkv so
(ŏ)safke sofkey

Below is a diagram showing how locative prefixes might be used in a room containing a piece of furniture like a table:
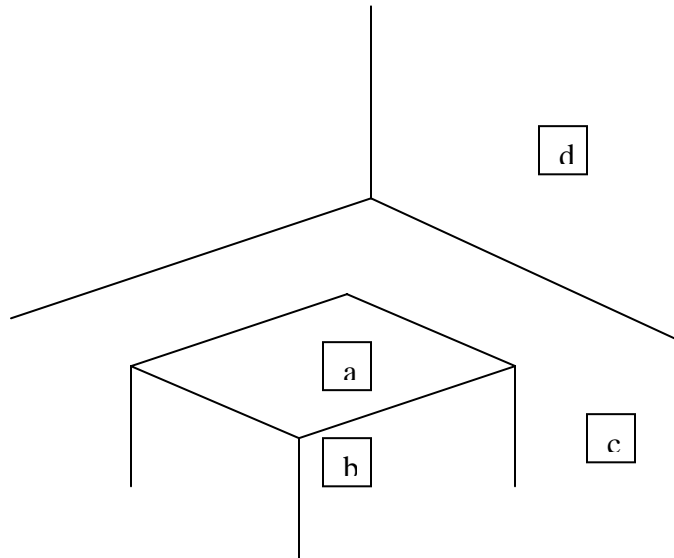
For location on the table (a), **ŏh-** is used: **ŏhlîkes** 'it's sitting on the table'. For location under the table (b), **ăk-** is used: **ăklîkes**. For location on the floor (c), **tăk-** is used: **tăklîkes**. Finally, for location on a wall (or for something on the underside of the table) (d), **v-** is used: vlîkes.

The same prefixes can be used for describing location on an animal like a dog or horse:

Here, **ŏh-** is used for location on the back or top of the head, **ăk-** is used for location in the buttocks, groin, or eyes, and **v-** is used for location on the side or front.

Similarly, for a person, **ŏh-** is used for something on the head or top of the shoulders, **ăk-** is used for location in the buttocks, groin, or eyes, and **v-** is used for location on sides (the cheeks, the front, etc.):

For a house, **ŏh-** is used for something on the roof, **v-** is used for something on the walls, and **tăk-** is used for something inside or on the grounds outside.

_____

Exercises

Ecke tempen lîkes 'He's sitting near his mother': Locative nouns

_____

Vocabulary

yŏpv behind
hŏmv (in) front
lecv under
ŏnvpv (on) top
ŏhfvccv regarding, about
etenrvwv between

ofv inside
tempe near
fvccv toward
tŏpvrv behind
vrăhkv for the purpose of

_____

We've already seen that Creek uses prefixes on verbs to indicate location, as in **ŏhlîkes** 'it's sitting on (something)'. Sometimes Creek uses a special type of noun to indicate location, often in addition to the prefixes. These nouns are possessed like body parts or kin terms (**cvyŏpv** 'behind me', **cvhŏmv** 'in front of me'), and so are called locative nouns. Here are some examples:

|	
Poset <u>etŏ yŏpvn</u> hûeres.	A cat is standing <u>behind the tree</u>.
<u>Neskv-cukŏ hŏmvn</u> lîkes.	He's sitting <u>in front of the store</u>.
<u>Ăktŏpv lecvn</u> lîkes.	He's sitting <u>under the bridge</u>.

Notice that the locative noun phrase (underlined) ends in **-n**. The suffix **-n** is used in Creek for objects, manner adverbs, locations--for just about anything except subjects or possessors. Notice that the object of the locative noun (**etŏ** in the first sentence above) does not end in **-n**. That's because it's a possessor. It may seem strange to indicate location with nouns, but English sometimes does the same thing (_It's at my <u>back</u>_ | _It's in <u>back</u> of me_).
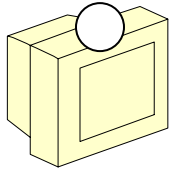
_____

Exercises

1 Describe the location of the **pŏkkŏ** in the following pictures (you can use the English words _TV_ and _computer_):
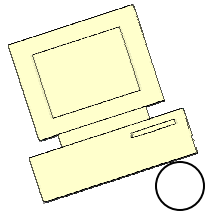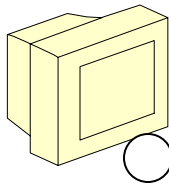
a

_____
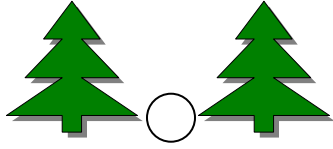
b

_____ (Hint: you need a prefix here, too)

c

_____

d

_____

e

_____
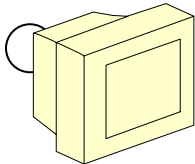
Lētket owv? 'Is he/she running?'

Vocabulary

cvtŏ rock, stone, iron, stove
etŏ wood, tree
hetutē snow, ice
hvrēssē moon
hvse sun; month
kŏcŏcvmpv star(s)

ŏcē nut, pecan
ŏskē rain
pvhe grass, hay
sutv sky
totkv fire

Statements end in **-es** or **-s**. These are made into questions by using **-v**:

letketv to run	stem: **letk-**, lgr. **lētk-**
	Lētkes. He/She is running.
	Lētkv? Is he/she running?
	Lētket os. He/She is running.
	Lētket owv? Is he/she running?

Here are the question forms of the person markers:

nesetv to buy	stem: **nes-**, lgr. **nēs-**
	nēsiyv? am I buying?
	nēsetskv? are you buying?
	nēsv? is he/she buying?
	nēseyv? are we buying?
	nēsatskv? are y'all buying?
hecetv to look at	stem: **hec-**, fgr. **hêc-**
	hêciyv? do I see?
	hêcetskv? do you see?
	hêcv? does he/she see?
	hêceyv? do we see?
	hêcatskv? do y'all see?

With **nâke** 'what', they end in **-a**:

hecetv to look at	stem: **hec-**, fgr. **hêc-**
	Hêces. He/She sees it.
	Hêcv? Does he/she see it?
	Nâken hêca? What does he/she

see?

Nâken hêcetska? What do you
see?

_____

Exercises

Nâken hŏmpetska? 'What are you eating?'

Vocabulary

estî, estimv who   **estŏwē** which
nâke what   **nvcŏmē, nvcŏwē** how many
estv, estvmimv where   **estowen** how
estofv when   **nâk(e) estowen** why

Questions words in Creek can be several different parts of speech. The following question words are pronouns:

> **estî, estimv** who
> **nâke** what
> **estv, estvmimv** where
> **estofv** when

These words can be used to replace noun phrases. They don't move the way English question words do:

> **Bill rvrŏn hŏmpes.**   Bill is eating fish.
> **Bill nâken hŏmpa?**   What is Bill eating?
> **Nâken hŏmpetska?**   What are you eating?
> **Estvn ayetska?**   Where are you going?

Note that wh-questions (questions that ask who, where, when, why, what, which, how, etc.) end in final **-a**.

Some question words are adjectives. **Estŏwē** 'which' and **nvcŏwē** 'how many' are used this way:

> **Cokv estŏwēn ceyâca?**   Which book do you want?
> **Cokv nvcŏwēn ceyâca?**   How many books do you want?

These same words can also be used as verbs:

> **Nvcôwa?**   How much is it?

Exercises

1   Turn the following sentences into questions by replacing the underlined noun phrase with a question word:

a   <u>Rvrŏn</u> hŏmpetskes.   _____
b   Jenny <u>tvlofvn</u> ayes.   _____
c   <u>Jenny</u> tvlofvn ayes.   _____
d   Yv <u>April</u> em atvmet ôs.   _____
e   Sally <u>efv lvstēn</u> hêces.   _____
f   Sally efv <u>lvstēn</u> hêces.   _____
g   Sally efv <u>hvmken</u> hêces.   _____

2   Pair up with one or two people in class. Get to know them by asking them questions. Write down the questions and answers below and share them with the rest of the class.

a   _____?   _____
b   _____?   _____
c   _____?   _____
d   _____?   _____

Letkekŏt os 'He/She is not running'

_____

Vocabulary

(e)tŏ-ŏhnanopv giraffe
kaccv tiger
pen-hŏlocv peacock
rvcce-kŏphe camel
'ste-papv lion

ue-sŏkhv hippo
wotkŏ-este monkey
yŏpo-lŏwake elephant
yŏpo-yvpe rhino

_____

To say 'not' with a verb, you add **-ekŏ** 'not' to a zero grade stem:

letketv to run	stem:	**letk-**
		Lētkes. He/She is running.
		Letkekŏs. He/She is not running.
		Lētket os. He/She is running.
		Letkekŏt os. He/She is not running.
		Letkekŏt owv? Isn't he/she running?
vyetv to go		**Ayes.** He/She is going.
		Vyekŏs. He/She is not going.
		Ayet os. He/She is going.
		Vyekŏt os. He/She is not going.
		Vyekŏt owv? Isn't he/she going?

<u>Note</u>: the first person singular is **-ăkŏ-**:

nesetv to buy	stem:	**nes-**
		nesăkŏs I am not buying
		nesetskekŏs you are not buying
		nesekŏs he/she is not buying
		nesēkŏs we are not buying
		nesatskekŏs y'all are not buying

In English you can say 'I am not buying' or shorten it to 'I'm not buying'. Creek does the same thing: **Nesăkŏs** 'I am not buying', **Nesăks** 'I'm not buying'. Here's a very useful word: **Kerrăks** 'I don't know'.

For negative commands, add **-ekŏt (ŏwvs)**. The **ŏwvs** is usually dropped:

nvfketv to hit	**Nvfkekŏt (ŏwvs).** Don't hit him/her.
yvhiketv to sing	**Yvhikekŏt (ŏwvs).** Don't sing.

Adjectives are made negative with **-eko** instead of **-ekŏ**:

catē red	**Yv catēt ôs.** This is red.
	Yv catekot ôs. This is not red.
	Yv catekot ôwv? Is this not red?

_____

Exercises

1   Memorize the negative forms of 'buy'. Take turns reciting them in class.

2   Change the commands to their opposites:

Ex.	Letkvs!	Letkekŏt._____
	Yvhikvs!	_____
	_____	Hŏmpekot.
	Mēcvs!	_____
	Taskvs!	_____
	Likvs!	

Vyvhanis 'I'm going to go', Mēcarēs 'I will do it'

Vocabulary

canv fly   **kvfkŏ** flea
ēfkvncŏ tick   **ŏkyeha** mosquito
fo bee   **tvkŏca** ant
fo-cate red wasp

Just as English has both 'I'm going to run' and 'I will run', Creek has two ways to express future time. Future 1 expresses a near future—something that will take place soon ('I'm going to go', 'I'm going to go to town'). It's formed with **-vhan-**:

vyetv to go   **Vyvhanes.** He/She is going to go.
letketv to run   **Letkvhanes.** He/She is going to run.
ŏsketv to rain   **Ŏskvhanes.** It's going to rain.

Here's how a future 1 verb is conjugated:

yvhiketv to sing   **Yvhikvhanis.** I'm going to sing.
                         Yvhikvhanetskes. You're going to sing.
                         Yvhikvhanes. He/She is going to sing.
                         Yvhikvhanēs. We're going to sing.
                         Yvhikvhanatskes. Y'all are going to sing.

Here's how the negatives are done:

Yvhikvhanvkŏt os. I'm not going to sing.
Yvhikvhanetskekŏt os. You're not going to sing.
Yvhikvhanekŏt os. He/She's not going to sing.
Yvhikvhanēkŏt os. We're not going to sing.

Future 2 is used for promises and open-ended predictions: 'I will be a doctor'. It's formed with **-vrē-**:

      mēcetv to do   **Mēcvrēs.** He/She will do it.

In Future 1, the person markers occur after **-vhan-**. With **-vrē-**, person markers occur before it. Note that the first person singular is **-arē-**:

      nesetv to buy   **Nesarēs.** I will buy it.
                                      Nesetskvrēs. You will buy it.
                                      Nesvrēs. He/She will buy it.
                                      Neseyvrēs. We will buy it.
                                      Nesatskvrēs. Y'all will buy it.

_____

Exercises

1 Memorize the future forms of 'buy'. Take turns reciting them in class.

Lêtkvnks 'She ran': Expressing past time

_____

Vocabulary

accvkē clothes   **ofv-piketv** underwear
ēyŏkkofketv shirt   **săkpv-sekŏ** vest
hŏnnv-lecv skirt   **'sem vlŏmhv** button
hvse-eskērkuce watch   **'sŏhtēhkv** boots

_____

Creek has several categories of time:

Present	Now or a few seconds ago
Past 1	Recently: Last night to today
Past 2	A while ago: About a year ago to yesterday
Past 3	Long ago: About twenty years ago to about a year ago
Past 4	Very long ago: Up to about twenty years ago

With active verbs, present tense is indicated by the l-grade alone:

lvtketv to fall   **Latkes.** He/She is falling / fell (a few
                                            seconds ago).
                                        Latket os.

Past 1 uses the h-grade: **Lvtîkes.** He/She fell (recently).
                                        Lvtîket os.

Past 2 uses the f-grade + **-vnk-**:   **Lâtkvnks.** He/She fell (a while ago).
                                        Lâtket ôwvnks.

Past 3 uses the f-grade + **-emvt(e)-**: **Lâtkemvts.** He/She fell (long ago).
                                        Lâtket ôwemvts.

Past 4 uses the l-grade + **-vtē-**:   **Latkvtēs.** He/She fell (very long ago).
                                        Latket owvtēs.

In the above, the 'be' forms would be used to explain why something happened.
_____

Exercises

Overview of the verb

_____

Vocabulary

'stenke-hute glove(s)
'stenke-săkpikv ring
svhŏcackv sock(s)
tŏr-săkkakv eyeglasses
envrke his/her stomach, belly

nak-ŏnvkv story
cehvlletv to struggle, strive
cokv vketēcetv to study
estemerketv to suffer

_____

We've seen several prefixes and suffixes in Creek. These occur in an specific order on the verb. Here's the order of the affixes you've learned so far:

Patient	Loc.		Fut1	Agent	Neg	Tense	Dur	Mood
cv-	ŏh-	ROOT-	-vhan-	-i-	-ekŏ-	-vnk-	-ē-	-s

_____
              Stem

Here, 'Patient' stands for the patient set of prefixes (*cv-*, *ce-*, *e-*, *pu-*) and 'Loc.' stands for the locative prefixes *ŏh-*, *tăk-*, *ăk-*, and *v-*. The stem is larger than the root. The stem consists of all prefixes, the root, and the innermost suffixes. Grades apply to the stem.

The stem is followed by several additional suffixes. Notice that *-vhan-* (future 1) occurs before the agent suffixes (*-i-* 'I', *-etsk-* 'you, etc.), and that other tense markers *(-vrē-*, *-vnk-*, etc.) occur later. This is why you say *Mēcvhan<u>etsk</u>v?* 'Are you going to do it?' but *Mē<u>cetsk</u>vrē te?* 'Will you do it?'.

There are still many affixes to learn. A more complete chart showing the structure of verbs appears in the Appendix.

_____

Exercises

Cvyayvkēn 'quietly': Manner adverbs

Vocabulary

cvyayvkē quiet   **yekcicē** loud
hvlvlatkē slow   **vwŏlē** near
hvlwē high, expensive   **hŏpvyē** far
kvncvpē low (adj.)   **hŏfŏnē** a long time
lvpkē quick   **hvyayvkē** light, bright
pvfnē fast (adj.)

Manner adverbs ('quickly', 'quietly', etc.) are based on adjectives and end in **-n**:

cvyayvkē quiet   **cvyayvkēn** quietly
herē good   **herēn** well
kvncvpē low (adj.)   **kvncvpēn** low (adv.)
lvpkē quick   **lvpkēn** quickly
pvfnē fast (adj.)   **pvfnēn** fast (adv.)
yekcicē loud   **yekcicēn** loudly

Here are examples in sentences:

Tim cvyayvkēn punayes.   Tim is talking quietly.
Herēn yvhikes.   He/She is singing well.
Kvncvpēn tvmkes.   It's flying low.
Pvfnēn letkvs!   Run fast!

Manner adverbs have negative forms:

Herekon yvhikes.   He/She is singing poorly.

Time adverbs like **pǎksen** 'tomorrow' are based on noun phrases and also end in **-n**:

Pǎksen yefulkepvhanis.   I'm going back tomorrow.
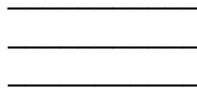

Exercises

1   Give the adverb corresponding to the following adjectives:

hvlwē high (adj.)   _____

hvlvlatkē slow   _____
lvpŏtkē straight   _____
yekcē strong   _____

Mucv-nerē 'tonight': Time words

Vocabulary

lvpkuce minute
nettv, netta day
mucv-nettv today
păkse tomorrow
păksvnkē yesterday
nerē night
mucv-nerē tonight
(net)tvcakŏ week
ŏhrŏlŏpē year
hvthvyvtke morning

hvtehakē early
fvccv-likat noon
fvccv-lik-hŏyanat after noon, past
    noon
yafkat evening
yŏmuckat dusk (getting dark)
yŏmuckē dark (not color--only as
    night)
hvte just now
estofis forever, always

Earlier we learned that subjects end in **-t** and that objects end in **-n**. It's more accurate to say that anything in the sentence other than the subject ends in **-n**. We saw that manner adverbs end in **-n**. Time words also end in **-n** when used as adverbs:

      Mucv-nerēn cehecarēs.   I'll see you tonight.
      Păksen vyvhanetskv?   Are you going tomorrow?

When used as subjects, they may end in **-t**:

      Mucv-nettv(t) kvsvppēt ôs.   It's cold today.

Exercises

Expanding your vocabulary: -uce 'little' and -răkkŏ 'big'

Vocabulary

ăkhvsē pond
ăkhvsē-răkkŏ lake
hŏtvlē wind
hŏtvlē-răkkŏ tornado
hvcce river
hvccuce creek, stream
'kvn-hvlwe hill ("ground-high")
'kvn-hvlwe-răkkŏ mountain
estuce baby ("little person")
hŏktuce girl ("little woman")

kapv-răkkŏ overcoat
hakkuce little spoon, teaspoon
totkuce matches ("little fire")
cukuce bathroom, small building
escunēckuce small truck
nenuce trail
wakuce calf
nŏkŏsuce cub

Creek adds **-uce** to nouns for smaller or lesser types ('diminutives'):

efv dog		**efuce** puppy	
pose cat		**posuce** kitten	
este person		**estuce** baby	
cukŏ house		**cukuce** small house, bathroom	
ecke his/her mother		**eckuce** his/her mother's sister	
erke his/her father		**erkuce** his/her father's brother	

An ending **-răkkŏ** is used to mean 'big':

nute tooth	**nute-răkkŏ** molar	
tvlofv town	**tvlofv-răkkŏ** city	

Exercises

1. Try to guess what the diminutive means:

wakv cow	wakuce _____
escunēckv truck	escunēckuce _____
ecŏ deer	ecuce _____
tafvmpe onion	tafvmpuce _____

Cvnake 'mine'

Vocabulary

cvmhcakv bell
sēwvnvketv belt
esletketv bicycle
ăktŏpv bridge
sule buzzard
ehvpo camp
kŏhv cane, reed

rē arrow
ēssŏ ashes
tŏknap-hute bank, purse
etŏ-hvrpe tree bark
pŏkkŏ-nvfketv baseball
pŏkkŏ-răkkŏ basketball
kŏnawv bead, necklace

Creek uses the word **nake** 'thing' for independent possessive pronouns:

> **cvnake** mine
> **cenake** yours
> **enake** his/hers
> **punake** ours

These can be used like pronouns to replace noun phrases:

> **Yv cvnaket ôs.** This is mine.
> **Mv cenaket ôwv?** Is that yours?

They can also be used within noun phrases to indicate possession:

> **lvmhe cvnake** my eagle / an eagle of mine

Exercises

1   Give the independent possessive pronoun corresponding to the pronoun in parentheses:

a   Yv _____ ôwv? (pome)
b   Cēpanat _____ ôs. (ēme)
c   Hŏktuce _____ ôwv? (cēme)
d   Puetake _____ ôwv? (ēme)
e   Puetake _____ ôwv? (cēme)

Vce 'corn' vs. hvce 'tail': listening practice

_____

Vocabulary

vsokŏlv sugar   **ehvce** its tail
Nettvcakŏ Sunday   **ăklŏpetv** to take a bath
feksŏmkē surprised   **yvmvsē** tame
em mesketv to sweat   **vsse** tea
pasetv to sweep

_____

In English, some syllables are pronounced more loudly than others. A word like _al-li-ga-tor_ is very loud on the first syllable, then quiet, then a little louder, then soft again.

Creek words don't have this kind of stress: a word like **hvlpvtv** 'alligator' is evenly loud through the word. Creek does make use of pitch, though. Listen carefully to how the words **vce** 'corn', **hvce** 'tail', **yvnvwv** 'cheek' and **yvnvsv** 'buffalo' are pronounced:

 _ __   __ _
                                      __

vce corn   **hvce** tail

 __ __ __   __ __ _
                                        __

yvnvwv cheek   **yvnvsv** buffalo

The words on the left have level pitch. The words on the right drop after the second to last syllable. Nouns and infinitives either have left pitch like the words on the left, or a drop after the second to last syllable, like the words on the right. A simple way to record this is to place an accent on the last syllable with high pitch:

vcé corn   **hv́ce** tail
yvnvwv́ cheek   **yvnv́sv** buffalo

We won't write accent in this book, but you should pay attention to it if you want to have a good accent. Try to record it when you learn a new word. If you have any doubts, you can look in the Creek dictionary.

_____

Exercises

1   Have your teacher say the following words and try to determine whether the accent occurs on the final syllable or the second to last syllable. There are rules for accent appears, but they're complicated. See first if you can hear it!

a   eco   deer

b   ecuce   fawn

c   efv   dog

d   vm efv   my dog

e   efuce   puppy

f   vm efuce   my puppy

g   vyetv   to go

h   hŏmpetv   to eat

i   wvnvyetv   to tie

j   vwvnvyetv   to tie to

Expanding your vocabulary: Adjectives

_____

Vocabulary

ŏketv to say, mean
rvlvketv to get back, come back
tawv probably
elēcetv to kill
etepŏyetv to fight
nŏckelē sleepy
morecetv to boil
tvcetv to cut

vtăkretv to hang
haketv to become
hayetv to make
vlicēcetv to begin
vpiketv to get or be in
vkvsvmetv to believe, praise
nekretv to burn

_____

Adjectives in Creek are often closely related to verbs:

eletv to die	**elē** dead
hetutetv to freeze	**hetutē** frozen
vhŏlŏcetv to cloud up	**vhŏlŏcē** cloudy
kvcketv to snap, break	**kvckē** snapped, broken
nekretv to burn	**nekrē** burnt

Adjectives are in the zero grade and end in **-ē**. Verbs normally occur in a grade:

Hetotes.	It's freezing.
Hetŏtēt ôs.	It's frozen.
Vhŏloces.	It's clouding up.
Vhŏlŏcēt ôs.	It's cloudy.

One use of the verb **ŏketv** 'to say, mean' is in identifying someone who's talking:

Juanitat okis.	This is Juanita (talking).

The word **tawv** is only used after other words, usually noun phrases:

Pepsi **tawv.**	Probably a Pepsi.
Yŏmockât tawv.	Probably after dark.

_____

Exercises

Ŏh-ŏnvkv: A phone conversation

a	Juanitat okis. Cepan tăklikv?	This is Juanita. Is Cepan there?
b	Mŏnks.	No.
a	Estvmin ăhya?	Where did he go?
b	Tvlofvn ăhyes.	He went to town.
a	'Stofvn rvlvkvrētē?	When's he coming back?
b	Yŏmockât tawv.	Probably after dark.
a	Mon owât, yŏmockof iem vhuehkarēs.	Well, then, I'll call him when it gets dark.
b	Enkâ.	Okay.
a	Bye.	Bye.

Expanding your vocabulary: Compounds

Vocabulary

hŏmpetv food, groceries
vpeswv meat
sŏkhv-peswv pork
wakv-peswv beef
ecŏ-vpeswv venison
tăklike bread
tăklik-cvmpv cake ("sweet bread")
tăklik-cvmpuce cookie
tăklik-kvrpe crackers
vhv-cerēhe potato
vhv-cvmpv sweet potato, yam
sŏkhv-pes' săkmorke fried pork
    (chops, etc.)
sŏkhv-pes' hŏtŏpke roast beef
custake egg
vce corn
tvlakŏ bean(s)
tŏmatv tomato
kepalv strawberry

kvco berries
fvmēcv cantaloupe
cvstvlē watermelon
svtv apple
yvlahv orange
pvrkŏ grape(s)
pvkanv peach
pvkanuce plum
kafe coffee
vsse tea
helŏkwv chewing gum
ŏkcvnwv salt
homuce pepper
hŏckvtē flour
kinte candy
pvrkŏ-ŏpuswv wine ("grape
    juice")
rvfŏ-tvhvyv acorn squash ("winter
    squash")

You may have noticed that many basic words in Creek are compounds (words composed of two roots). When one noun modifies another noun, the first one modifies the second:

> **cvtŏ-nene** railroad ("metal road")
> **pvrkŏ-ŏpuswv** wine ("grape juice")
> **rvfŏ-tvhvyv** acorn squash ("winter squash")

Sometimes the first noun is shortened:

> **ue-cettŏ** water snake (from **uewv cettŏ**)

Nouns and adjectives can also be compounded. In this case, the adjective comes second. It usually ends in **-e**, but it sometimes ends in **-v** or **-ŏ**:

> **wakv-hŏtŏpke** barbecued beef

wakv-vtotkv ox
wakv-tēhŏ steer

A handful of nouns are like adjectives in appearing second. These include **hŏnvnwv** 'male', **hŏktē** 'female', and titles like **mēkkŏ** 'chief':

wakv-hŏnvnwv bull
wakv-hŏktē cow

_____

Exercises

Cvhēces 'She's looking at me': Patient prefixes for objects

Vocabulary

ecatv his/her blood
ecŏk-hvrpe his/her lip
efŏne his/her bone
ehŏkpe his/her chest
ekv-esse, ekisse his/her hair (on head) ("head-hair")
ena his/her body
enke-ecke his/her thumb ("hand-mother")

enŏkwv his/her neck
envrke his/her stomach
era his/her back
esŏksŏ his/her hip
etorkŏwv his/her knee
etŏrofv his/her face
eturwv his/her eye
eyupo his/her nose
eyvnvwv his/her cheek

Remember that body parts, family terms, and locative nouns take **cv-** 'my', **ce-** 'your', **e-** 'his/her', and **pu-** 'our' for possession. The vocabulary includes more body parts for review of this pattern.

For objects of verbs, Creek uses **cv-** 'me', **ce-** 'you', and **pu-** 'us':

Hēces.	He/She's looking at him/her.
Cvhēces.	He/She's looking at me.
Cehēces.	He/She's looking at you.
Puhēces.	He/She's looking at us.

This looks just like the possession in forms like **cvcke** 'my mother', except that there is no third person form in **e-**.

When a verb begins with a vowel, there are a few changes.

•If a verb begins with short **e**, the **e** deletes and the verb takes **cv-**, **ce-**, **pu-**:

Ehanes.	He/She's scolding him/her.
Cvhanes.	He/She's scolding me.
Cehanes.	He/She's scolding you.
Puhanes.	He/She's scolding us.

•If a verb begins with **v**, the **v** deletes, and the verb takes **vcv-**, **ece-**, **epu-**:

Vnŏkecēs.	He/She loves him/her.
Vcvnŏkecēs.	He/She loves me.

Ecenŏkecēs.	He/She loves you.
Epunŏkecēs.	He/She loves us.

•If a word begins with **ŏ**, the same prefixes are used, but the final vowel deletes:

Ŏtakes.	He/She is hugging him/her.
Vcŏtakes.	He/She is hugging me.
Ecŏtakes.	He/She is hugging you.
Epŏtakes.	He/She is hugging us.

Patient prefixes can be used in combination with agent prefixes:

Cenafkis.	I'm hitting you.
Cvhēcetskv?	Are you looking at me?

Summary: patient prefixes have the following forms:

Before a consonant or (**e**)	Before **v**	Before **ŏ**
cv-	**vcv-**	**vc-**
ce-	**ece-**	**ec-**
pu-	**epu-**	**ep-**

_____

Exercises

1   Add the object prefix corresponding to the pronoun:

a   Nafkes. (vne) _____
b   Vpelices. (pome) _____
c   Ŏhlētkes. (cēme) _____
d   Ŏhlikekot. (vne) _____
e   Vfvstepvs. (vne) _____

2   Answer the following questions with ehẹ 'yes':

Ex.	Cvhēcetskv?	Ehẹ, cehēcis.
a	Epupelicatskv?	_____
b	Cenafkv?	_____

Cvnŏkkēs 'I'm sick': Patient prefixes for subjects

_____

Vocabulary

afvckē happy
cvpăkkē angry
elvwē hungry
en hŏmecē angry with (someone)
enŏkkē sick
etkŏlē (feeling) cold
ewvnhkē thirsty

fekcăkhē jealous
fekhvmkē brave
feknŏkkē broken-hearted, sad
fvcecē full (after eating)
hŏtŏsē weary, fatigued, tired out
penkvlē afraid, fearful

_____

When an adjective has a subject, it uses the patient prefixes **cv-**, **ce-**, **pu-**:

Penkvlēs.	He/She is afraid.
Cvpenkvlēs.	I'm afraid.
Cepenkvlēs.	You're afraid.
Pupenkvlēs.	We're afraid.

Feknŏkkēs.	He/She's sad.
Cvfeknŏkkēs.	I'm sad.
Cefeknŏkkēs.	You're sad.
Pufeknŏkkēs.	We're sad.

(E)nŏkkēs.	He/She's sick.
Cvnŏkkēs.	I'm sick.
Cenŏkkēs.	You're sick.
Punŏkkēs.	We're sick.

An intransitive verb having a subject that performs an action unintentionally also uses **cv-**, **ce-**, **pu-**:

Nucayes.	He/She is yawning.
Cvnucayes.	I'm yawning.
Cenucayes.	You're yawning.
Punucayes.	We're yawning.

Vpuekes.	He/She is dreaming.
Vcvpuekes.	I'm dreaming.
Ecepuekes.	You're dreaming.
Epupuekes.	We're dreaming.

Hăktēskes.	He/She's sneezing.
Cvhăktēskes	I'm sneezing.
Cehăktēskes.	You're sneezing.
Puhăktēskes.	We're sneezing.

(It's also possible to say **Hăktēskis** for 'I'm sneezing' if you do it on purpose.)

_____

Exercises

1   Give the correct form based on the pronoun in parentheses:

a   Elvwēt ôs. (vne)   _____
b   Etkŏlēt ôwv? (cēme)   _____
c   Latkes. (vne)   _____
d   Ewvnhkēt ôs. (pome)   _____

Letketvn ceyâcv? 'Do you want to run?': Verbal nouns

_____

Vocabulary

ecuse his/her younger same-sex
    sibling
ervhv his/her older same-sex
    sibling
ēwvnwv his sister
ecerwv her brother
eppuce his son
eccuste his daughter

eccuswv her son/daughter
eckuce his/her aunt (on mother's
    side) ("little mother")
epvwv his/her uncle (on mother's
    side)
erkuce his/her uncle (on father's
    side) ("little father")

_____

Creek words for members of the family can be confusing for English speakers.
The words ecuse and ervhv refer to a younger or older sibling who is the same
sex as you. You might think of them as "minnie-me" and "maxi-me". In
referring to a sibling of the opposite sex, no distinction is made in age:
ēwvnwv 'his sister', **ecerwv** 'her brother'.

The verbs introduced in this book have ended in **-etv**. Words ending in **-etv** are
verbal nouns (infinitives). Usually they refer to abstract things like actions, but
sometimes they have concrete uses:

	abstract meaning	concrete meaning
hŏmpetv	to eat	food
pofketv	to blow on	trumpet, horn
vcemketv	to climb	stairs
yvhiketv	to sing	song

Because forms ending in **-etv** are nouns, they can be used as objects of other
verbs:

Pŏkkŏn ceyâcv?	Do you want a ball?
Hŏmpetvn ceyâcv?	Do you want to eat?
Atvme mŏcvsēn cvyâces.	I want a new car.
Letketvn cvyâces.	I want to run.

In the above forms, the verb **eyac-** 'want' takes nouns and verbal nouns as objects. The verb **eyac-** 'want' uses patient prefixes for its subject.

Verbal nouns can also be formed by adding **-kv** to a stem:

hŏpel-	bury	**hŏpelkv**	burying; grave
hŏttŏp-	itchy	**hŏttŏpkv**	itching, itchiness
mēkusvp-	pray	**mēkusvpkv**	prayer

-kv tends to be used more for stems ending in a single consonant.

_____

Exercises

1   Write four sentences stating the things you want:

a   _____
b   _____
c   _____
d   _____

2   Write four sentences stating the things you want to do:

a   _____
b   _____
c   _____
d   _____

3   Write four sentences stating the things you don't want:

a   _____
b   _____
c   _____
d   _____

4   Write four sentences stating the things you don't want to do:

a   _____
b   _____
c   _____
d   _____

Efv lvstat 'the black dog': Definite -at(e)

Vocabulary

svtahē square	**tefnē** dull
pŏlŏksē round	**fvckē** full
tvskŏcē thin (of a thing)	**tvnkē** empty
cekfē thick	**hŏlwvyēcē** bad, mean
fvskē sharp	**lŏpicē** nice, well-behaved

Creek has a suffix **-at(e)** indicating definiteness ('the'). It doesn't normally attach to a bare noun: it normally attaches to adjectives or verbs ending in **-e** or **-ē**, and only to the last word in a noun phrase:

efv a/the dog
efv lvstē a black dog   **efv lvstat** the black dog
efv lvstē tuccēnē three black dogs   **efv lvstē tuccēnat** the three black
                                                                  dogs

The ending in these forms is **-at(e)**. The final vowel is usually dropped. The ending **-at(e)** often contracts with **-t** and **-n**:

efv lvstate > **efv lvstat** 'the black dog (bare form)'
efv lvstatet > **efv lvstat** 'the black dog (subject form)'
efv lvstaten > **efv lvstan** 'the black dog (object form)'

Only a few nouns without adjectives can take **-at(e)**: **cēpvnē** 'boy', **cēpânat** 'the boy'; **hŏktvlē** 'old woman', **hŏktâlat** 'the old woman'.

The **-at(e)** ending is often added to adjectives or numbers without any preceding noun:

lvstat(e)	the black one
cutkusat(e)	the small one
hvmkat(e)	one (of them)
hŏkkôlat(e)	two (of them)
'svhvmkat(e)	the first one
'svhŏkkôlat(e)	the second one

Exercises

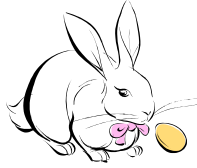1   Make the underlined noun phrases definite:

a   <u>Pose cutkēn</u> hêcis.   _____

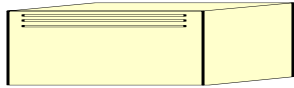b   Efv

2   Use a bare word for a color, shape, or size to describe the item you want.
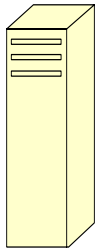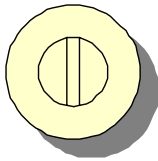
Ex.   <u>Hvtkan cvyâces.</u>

a   _____

b   _____

c   _____

d

More on the verb ŏwetv 'to be'

___

Vocabulary

ehiwv his wife
pŏhyvkē lonely, lonesome
yŏpăklvtkē late, falling behind
efŏlŏwv his/her shoulder
ehvfe his/her thigh

ehe her husband
ele-ceskv his/her heel ("foot-edge")
ele-pakkŏ his/her calf (of leg)
ele-toktuswv his/her ankle
ele-wesakv his/her toe

___

The verb **ŏwetv** 'to be' is slightly irregular. In older forms of the language, the verb has an **m**:

ŏmetv	**ôwetv**	to be
ômis	**ôwis**	I am
ômetskes	**ôwetskes / ôntskes**	you are
ômes	**ôwes / ôs**	he/she/it is
ômēs	**ôwēs**	we are
ômatskes	**ôwatskes**	y'all are

A few other stems ending in **...om-** vary between **m** and **w**:

nvcŏmē	**nvcŏwē**	few, not many
kometv	**kowetv**	to think, want
estomen	**estowen**	how
omē	**owē**	like, resembling
mômis	**môwis**	but
momen	**mowen**	and

You'll see the forms with **m** in most written language and in readings from the 1800's.

___

Exercises

Hŏpuetake 'children': Plural nouns

_____

Vocabulary

hŏnvnwv man, male	**hŏnvntake** men
hŏpuewv child	**hŏpuetake** children
emŏsuswv his/her grandchild	**emŏsustake** his/her grandchildren
ēwvnwv his sister (of a man)	**ēwvntake** his sisters
hŏktē female, woman	**hŏktvke** women
hŏktvlwv old woman	**hŏktvlvke** old women
cēpvnē boy	**cēpvnvke** boys
vculē old man	**vculvke** old people
fuswv bird	**Fuswvlke** Bird clan
ecŏ deer	**'Cŏvlke** Deer clan
wotkŏ raccoon	**Wotkvlke** Raccoon clan
Cahtv Choctaw	**Cahtvlke** the Choctaw
Ue-ăksumkv Baptist	**Ue-ăksumkvlke** the Baptists

_____

Most nouns in Creek are the same in the singular and plural: **efv hvmken** 'one dog', **efv hŏkkolen** 'two dogs'. A few nouns referring to humans do have plurals, though.

A few human nouns ending in **...wv** have plurals ending in **-take**:

hŏnvnwv man	**hŏnvntake** men
hŏpuewv child	**hŏpuetake** children
emŏsuswv his/her grandchild	**emŏsustake** his/her grandchildren
ēwvnwv his sister (of a man)	**ēwvntake** his sisters

A few other nouns have plurals in **-vke**:

hŏktē female, woman	**hŏktvke** women
hŏktvlwv old woman	**hŏktvlvke** old women
cēpvnē boy	**cēpvnvke** boys
vculē old man	**vculvke** old people

Creek has an ending **-vlke** used to indicate groups. It's commonly used with names of clans:

fuswv bird	**Fuswvlke** Bird clan
ecŏ deer	**'Cŏvlke** Deer clan
wotkŏ raccoon	**Wotkvlke** Raccoon clan

It's also used for tribes, nations, religions, and denominations:

Cahtv Choctaw   **Cahtvlke** the Choctaw
Ue-ăksumkv Baptist   **Ue-ăksumkvlke** the Baptists

_____

Exercises

Nvfkakes 'They're hitting him': Plural verbs and adjectives

_____

Vocabulary

mvhayetv to teach
enhecketv-nettv birthday
pofketv to blow on
hecketv to be born
pvletv to borrow from
'cv-kŏtăkse bow
hesaketv to breathe; life

'svtetv to bring
kvckē broken, snapped
ŏretv to reach
vpvyetv to add
vlvketv to arrive
vpŏhetv to ask

_____

Some adjectives form plurals with **-vk-**:

      catē red   **catvkē** (of two or more)
      lanē green, brown, yellow   **lanvkē** (of two or more)
      afvckē happy   **afvckvkē** (of two or more)
      vculē old (usually of a male)   **vculvkē** (of two or more)

Here are some examples:

      Vm estelepikv   **catvkēt ôs.**
      my shoe   red(pl.) are
      My shoes are red.

      Vn hŏpuetake   **afvckvkēt ôs.**
      my children   happy(pl.) are
      My children are happy.

The same ending is used in some verbs for plural subjects or objects. Plural **-vk-** is part of the stem:

      nvfketv to hit
      nvfkvketv to hit (of two or more)

      hŏmpetv to eat
      hŏmpvketv to eat (of two or more)

      esketv to drink
      eskvketv to drink (of two or more)

As a result, the entire stem (including **-vk-**) changes in different grades:

Nafkes.	He/She is hitting it. (lgr.)
Nvfkakes.	They are hitting it. (lgr.)
Nvfkăhkes.	They hit it (today). (hgr.)
Hŏmpes.	He/She is eating. (lgr.)
Hŏmpakes.	They are eating. (lgr.)
Hŏmpăhkes.	They ate (today). (hgr.)
Ēskes.	He/She is drinking. (lgr.)
Eskakes.	They are drinking. (lgr.)
Eskăhkes.	They drank (today). (hgr.)

_____

Exercises

1   Change the following sentences to plural forms:

a   Mv pose lanēt ôs.   _____

b   Mv cokv-hēcv vtotkes.   _____

c

Lŏpŏckēs 'They're small': Irregular plural verbs and adjectives

_____

Vocabulary

cutkē / **lŏpŏckē** small
eletv / **pvsvtketv** to die
esetv / **cvwetv** to catch, take
vretv / **welvketv** / **fulletv** to go about
liketv / **kaketv** / **vpoketv** to sit
vtetv / **vthŏyetv** / **vwetv** to come
vyetv / **vhŏyetv** / **vpeyetv** to go
hueretv / **sehoketv** / **svpăkletv** to stand
hvkihketv / **hvkihhŏketv** / **hvkahecetv** to cry
hvlketv / **hvlhŏketv** / **hvlecetv** to crawl
letketv / **tŏkŏrketv** / **pefatketv** to run
nŏcetv / **nŏchŏyetv** / **nŏcicetv** to sleep
tasketv / **tashŏketv** / **tasecetv** to jump
tvmketv / **tvmhŏketv** / **tvmecetv** to fly
vcemketv / **vcemhŏketv** / **vcemecetv** to climb
wăkketv / **wăkhŏketv** / **lŏmhetv** to lie

_____

Creek has many irregular verbs showing distinctions in number:

> **liketv** to sit (of one)
> **kaketv** to sit (of two)
> **vpoketv** to sit (of three or more)

This replacement of one verb for another is called <u>suppletion</u>. Suppletion in Creek is common for verbs referring to motion or position.

As shown above, the verb **liketv** 'to sit' has a three-way distinction between singular (one), dual (two), and triplural (three or more). Other verbs have a two-way distinction between singular and plural (two or more):

> **cutkē** small (of one)
> **lŏpŏckē** small (of two or more)

> **eletv** to die (of one)
> **pvsvtketv** to die (of two or more)

> **esetv** to take, catch (one)
> **cvwetv** to take, catch (two or more)

Here are some very common three-way verbs:

of one	of two	of three or more	
vretv	welvketv	fulletv	to go about
vtetv	vthŏyetv	vwetv	to come
vyetv	vhŏyetv	vpeyetv	to go
hueretv	sehoketv	svpăkletv	to stand
hvkihketv	hvkihhŏketv	hvkahecetv	to cry
hvlketv	hvlhŏketv	hvlecetv	to crawl
letketv	tŏkŏrketv	pefatketv	to run
lvtketv	yurketv	pvlvtketv	to fall
nŏcetv	nŏchŏyetv	nŏcicetv	to sleep
wăkketv	wăkhŏketv	lŏmhetv	to lie
tasketv	tashŏketv	tasecetv	to jump
tvmketv	tvmhŏketv	tvmecetv	to fly
vcemketv	vcemhŏketv	vcemecetv	to climb

The pattern seen in the last three sets above (**...k-etv**; **...hŏk-etv**; **...ec-etv**) is particularly common. Here are some more sets like this:

sŏlotketv	sŏlothŏketv	sŏlotecetv	to slide
wohketv	wohhoketv	wohecetv	to bark
yefŏlketv	yefŏlhŏketv	yefŏlecetv	to go back

Tepâket 'together', Hŏmpvks cē! 'Y'all eat!', Vpeyvkēs! 'Let's go!'

_____

Vocabulary

hvtvm again
vculkv age
ētv another
vpēttē arbor, shade
vnicv assistant
yekcē strong; hard
yekcetv authority
hŏtŏpkē roasted

hŏtŏpetv to roast, bake, barbecue
ăklŏpetv to take a bath
ecŏkhesse his beard
hẹrusē beautiful
eccaswv beaver
vfvstetv to take care of

_____

The word **(e)tepâket** can be used when two people perform an action together:

>   **Cvcke   tepâket   hŏmpetv   nŏricēs.**
>   my mother   together   food   we are cooking
>   My mother and I are cooking.

The above is literally, "My mother having-joined-together, we are cooking food".

Commands may be addressed to one person or to two or more. Singular commands are formed by adding **-vs**, but plural commands add **-vks**:

>   **Hŏmpvs!** Eat! (said to one)   **Hŏmpvks!** Eat, y'all.
>   **Nvfkvs!** Hit it! (said to one)   **Nvfkvks!** Hit it, y'all.

This means that suppletive verbs will take **-vks** in the dual and triplural:

>   **Likepvs.** Have a seat. (said to one)
>   **Kakepvks.** Have a seat. (said to two)
>   **Vpokepvks.** Have a seat. (said to three or more)

'Let's' is expressed by adding **-vkēs** (or **-vkēts**):

>   **Hŏmpvkēs.** Let's eat.
>   **Efvn assēcvkēs.** Let's chase the dog.

_____

Exercises

1   Change the action to the number indicated:

Ex.   Este-honvnwv hvmket arvtēs. (2) <u>Este-hŏnvntake hŏkkolet welakvtēs.</u>

a   Tvlofvn ayis. (3)   _____
b   Cettŏt tăkwâkkes. (3)   _____
c   Wakv hvmket ares. (3)   _____
d   Likepvs! (2)   _____
e   Likepvs! (3)   _____
f   Wăkkepvhanis. (2)   _____

2   Change the command to a 'let's' expression for three or more:

a   Vyvs!   _____
b   Letkvs!   _____
c   Taskvs!   _____

Ēhēces 'He's looking at himself', Etehēcēs 'We're looking at each other'

_____

Vocabulary

vhericē careful
vcenv cedar
nvrkvpv center, middle
ŏnvyetv to tell
hoccicetv to write
ŏhliketv-ŏhlikv chairperson
tvsekvyv citizen
tvlofv town
etvlwv tribal town

tvlof-răkkŏ city
fēketv salary, pay
vsēketv to shake hands with, greet
penkvlēcetv to scare
sapetv to scratch (for medicine or punishment)
cokv-hayv secretary
nērkv seed

_____

Reflexives ('myself', 'herself', etc.) are expressed by adding **ē-** to a verb:

    nvfketv to hit   **Ēnafkes.** He's hitting himself.
    hecetv to see, look   **Ēhēces.** He's looking at himself.

The prefix doesn't change for different persons:

    hŏsketv to scratch   **Ēhoskis.** I'm scratching myself.
                                 Ēhosketskes. You're scratching yourself.
                                 Ēhoskes. He's scratching himself./She's scratching herself.
                                 Ēhoskēs. We're scratching ourselves.
                                 Ēhoskatskes. Y'all are scratching yourselves.

Reciprocals ('each other') are indicated by adding **ete-** to a verb:

    nvfketv to hit   **Etenvfkakes.** They're hitting each other.
    hecetv to see, look   **Etehecakes.** They're looking at each other.
                                 Etehēcēs. We're looking at each other.

To say, 'with each other', **etem-** (or **eten-**) is used:

        hŏmpetv to eat   **etenhŏmpetv** to eat with each other

_____

Exercises

Expanding your vocabulary: lētkv 'runner', yvhikv 'singer'

_____

Vocabulary

nerē-fullv coyote ("night roamers")   **hŏmpetv-hayv** cook, food maker
fayv hunter   **yvtekv** interpreter
(ŏ)panv dancer   **noricv** cook
vlēkcv doctor   **este-wvnayv** police officer
heles-hayv medicine maker

_____

Verbs can be turned into nouns in Creek. In the following examples, a verb is
turned into a noun referring to someone or something that performs an action:

Punayv	**punayes.**	A speaker is speaking.
Pŏkkēccv	**pŏkkēcces.**	A ball player is playing ball.
Vlēkcv	**vlēkces.**	A doctor is doctoring.
Yvhikv	**yvhikes.**	A singer is singing.
Hayēcv	**hayēces.**	A musician is playing.
Lētkv	**lētkes.**	A runner is running.
Vtotkv	**vtotkes.**	A worker is working.
Laksv	**lakses.**	A liar is telling lies.

Notice that the nouns end in **-v** and the stem is in the l-grade. A few nouns
you've already learned use this pattern:

   mvhayv teacher (from **mvhayetv** 'to teach')
   este-papv lion (from **pvpetv** 'to eat (one type of food)')
   Ue-ăksumkv Baptist (from **uewv** 'water', **ăksumketv** 'to sink')

Be careful of the following: these words look like they might be formed the
same way, but they have short vowels in the stem: **erkenvkv** 'preacher',
yvtekv 'interpreter'.

With verbs referring to weather, a different pattern is used:

Hŏtvlē	**hŏtales.**	Wind is blowing.
Ŏskē	**oskes.**	Rain is raining.
Tenētkē	**tenētkes.**	Thunder is thundering.

Nouns formed from weather verbs end in **-ē**.

_____

Exercises

1   Try to guess the meanings of the following nouns:

       elēcv   _____

       hoccicv   _____

       ohhēcv   _____

       opunayv   _____

       vnicv   _____

Vm estelepikv lvslvtēt ôs 'My shoes are black': More plural adjectives

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Vocabulary

lŏwvckē soft
afvnkē sticking out
Cvlakke Cherokee
Cekvsv Chickasaw
Nettv-cakŏ Sunday
Nettv-cakŏ-răkkŏ Christmas
mēkusvpkv-cukŏ church
kvpvketv to separate
rvhetv to shoot, hit
enŏkketv sickness
hŏpŏrrenē sensible, smart
fvmecē scented, having a smell
momē like that
pŏyvfekcv spirit
ŏpuswuce soup

We've seen that some adjectives form plurals with **-vk-** and a few adjectives have completely irregular plurals:

singular		plural
vculē old (usually of a male)		**vculvkē**
afvckē happy		**afvckvkē**
cutkē small		**lŏpŏckē**
elē dead		**pvsvtkē**

Another group of adjectives forms plurals a different way:

singular	plural
lvstē black	**lvslvtē**
lŏwvckē soft	**lŏwvclŏkē**
hvtkē white	**hvthvkē**
hvsvtkē clean	**hvsvthvkē**
afvnkē sticking out	**afvnfvkē**
cvpkē long	**cvpcvkē**
fvckē full	**fvcfvkē**
tvnkē empty	**tvntvkē**

These plurals are formed as follows: copy the first consonant and immediately following vowel and place the copy before the last consonant of the root.

Here are some example sentences:

Vm estelepikv lvstēt ôs.   My shoe is black.
Vm estelepikv lvslvtēt ôs.   My shoes are black.
_____
Exercises