Interrogative Sentences

Watahomicie, Lucille J. and Akira Y. Yamamoto
Hualapai Bilingual Education Program
Peach Springs, Arizona

In the following sections, we will examine two major types of question sentences: yes/no-questions and wh-questions. Discussions on these two types of question sentences will be followed by a section on the emphatic marker be which often occurs with question sentences.

1. Yes/No-Questions

A. Intonation

When we seek a simple yes or no answer from the listener, we may use the declarative sentence forms but this time with a rising intonation. Along with the rising intonation, the last element of the sentence, i.e., auxiliary verb, automatically accompanies the stress.

12. a) 'Had ma mnyihadach qalyevkyu.
   'had ma m-nyi-had(a)-ch qalyev-k-yu
   dog you 3/2-Poss-pet-Subj 3=be=big-ss-Aux
   Your dog is big.

   b) 'Had ma mnyihadach qalyevkyu?
   Is your dog big?

13. a) Nyihach yafok ya:maykyu.
   nyi-ha-ch yaf-o'-k ya:m-ay-k-yu
   Specif-that-Subj 3=be=first-ss 3=go-Future-ss-Aux
   He is going first.

   b) Nyihach yafok ya:maykyu?
   Is he going first?
   du:ý-k va'-im-k-i
   3=be-hot-ss Intense-feel-ss-Aux
   It is very hot.

   b) Du:ýk va'ímki?
   Is it very hot?

15. a) Jónnach i' jigaédkwi.
   John(a)-ch i' jigaéd-k-wi
   John-Subj wood 3/3=chop-ss-Aux
   John is chopping the wood.

   b) Jónnach i' jigaédkwi?
   Is John chopping the wood?

16. a) Olochch gwe mákwi.
   olo-h-ch gwe mái-k-wi
   horse-Dem-Subj something 3/3=eat-ss-Aux
   The horse is eating.

   b) Olochch gwe mákwi?
   Is the horse eating?

B. WI-verbs: -wi → -wé

When the last verb in a sentence requires the auxiliary -wi, the yes/no-question may be formed by changing the auxiliary -wi into -wé with the stress. Note that the sentence with the WI-verb has two ways of asking the yes/no-question: 1) just by saying the sentence in the rising intonation or 2) by saying the sentence in the rising intonation after changing the -wi to -wé. The meaning of these two question sentences, however, does not seem different.

17. a) Mach i' mijigaédngwi.
   ma-ch i' mi-jigaed-ng-wi
   you-Subj wood 3/2=chop-2-Aux
You are chopping the wood.

b) Mach i' mija gaedngwe?

Are you chopping the wood?

18. a) Mach gwe mima:ngwi.

ma-ch gwe mi-ma:-ng-wi
you-Subj something 3/2-eat-2-Aux

You are eating.

b) Mach gwe mima:ngwe?

Are you eating?

19. a) Gwe madinyu:dngwi.

gwe ma-dinyu:d-ng-wi
something 3/2-write-2-Aux

You are writing.

b) Mach gwe madinyu:dngwe?

Are you writing?

C. Past tense and yes/no-question

When a sentence is in the past tense, the last element of the sentence is -ny. When such a sentence is made into a yes/no-question, the past tense marker -ny is replaced by the form -we and the sentence is said in the rising intonation.

20. a) Mach i' mija gaedngwiny.

ma-ch i' mi-jiga ed-ng-wi-ny
you-Subj wood 3/2-chop-2-Aux-Past

You were chopping the wood.

b) Mach i' mija gaedngwiwe?

Were you chopping the wood?
Ray-ch gwéigviyatyama gowa:m-k spo'-k-yu-ny
Ray-Subj car 3/3=drive-ss 3=know-ss-Aux-Past
Ray knew how to drive a car.

b) Raych gwéigviyatyama gowa:mk spó'kyuwe?
Did Ray know how to drive a car?

22. a) Joanch Hwalbay gwa:wkiny.
Joan-ch Hwalbay gwa:w-k-i-ny
Joan-Subj Hualapai 3/3=speak-ss-Aux-Past
Joan was speaking Hualapai.

b) Joanch Hwalbay gwa:wiwe?
Was Joan speaking Hualapai?

D. Question auxiliary -é

The question auxiliary -é is used immediately after a verb stem when we ask a yes/no-question to elicit a response from the listener which will be within our expectation. That is, in asking the -é question, we more or less know the answer. When compared with the question formed by adding the rising intonation, this -é question implies the following:

"I have some feeling or knowledge of it, but I wasn't around when the event actually took place or I can't actually see what is going on; therefore, I am asking you if...."

That is, the question sentences with the auxiliary -é are very similar to English tag-questions such as "You speak Hualapai, don't you?" (we expect the answer to be yes) or "You don't speak Hualapai, do you?" (we expect the answer to be no). Let us compare examples of a) declarative sentence, b) regular yes/no-question with the rising intonation and c) -é question:

ma-a:w-v-ng-wi
2-grandchild=pl-Pass-2-Aux
You have grandchildren.
b) Ma'a:wvngwi? or Ma'a:wvngwe?

(I don't know anything about this but) Do you have grandchildren?

c) Ma'a:wvng?

(I think you do, but) Do you have grandchildren?

Note that the term "grandchildren" a iw (cf. aw "grandchild") is used as a full verb and the literal translation of the above sentence is: You are grandchildrened. See Part IV, Chapter 1, pp. 268-272.


\text{gwî-vo:-k} \quad \text{hâldami:nya sîd-k-yu}
\text{cloud-return-ss week} \quad \text{3=be=one-ss-Aux}

It has been raining for a week.

b) Gwivo:k hâldami:nya sîdkyu?

(I have no idea, and so I ask you) Has it been raining for a week?

c) Gwivo:k hâldami:nya sîde?

(I know it's been raining but I lost count of the length and so I ask you) Has it been raining for a week?


\text{gwî-vo:-yâ:m-k-yu}
\text{cloud-return-again-finally-ss-Aux}

It is finally raining again.

b) Gwivo:yâ:mkyu?

Is it finally raining again? (I don't know if it is or not.)

c) Gwivo:yâ:mê?

(I know that the clouds have been gathering, but I can't see what is happening outside and so I ask you) Is it finally raining again?
26. a) Gwivo:k gwádvikyu.
    gwí-vo:k  gwádv-í-k-yu
    cloud-return-ss 3=be=same-again/still-ss-Aux

    It is still raining.

    b) Gwivo:k gwádvikyu?

    Is it still raining? (I knew it was raining, bit I don't know whether it stopped raining or not.)

    c) Gwivo:k gwádv?

    Is it still raining? (I feel so, but I am not sure.)

27. a) Jónach ma mlowe:kwi.
    John(a)-ch ma m-lowe:k-wi
    John-Subj  you 2/3-wife-ss-Aux

    John has wifed you, i.e., John is married to you.

    b) Jónach ma mlowe:kwi? or Jónach ma mlowe:kwe?

    (I don't know about this, and I ask you) Is John married to you?

    c) Jónach ma mlowe:?’ (m- + lowe: + -é =⇒ mlowe:’)

    (I sort of know about this, but) Is John married to you?

Note that the verbs used in the examples above (23-27) express
1) some state resulting from the verb-ing (e.g., in sentence 27
above, John's marrying must take place in order to produce the
state of being married) or 2) some state which is not controlled
by the subject or the hearer (e.g., in sentence 23 above, the
subject "you" does not have any direct control over being
grandchildred). When the question auxiliary -é is
attached to the verb stem in such a "stative" construction, the
interpretation of the sentence is in the present tense. In
sentence 28 below, show you writing may be initiated by
John but it is beyond John's control whether you "learn or
not"—i.e., whether or not teaching is to take place.

    John(a)-ch ma dinyú:d-ma'í:w-k-wi
    John-Subj  you writing-2/3-see-Appl-ss-Aux

    John teaches you/John is your teacher.
b) Jo'nach ma dinyu:d ma'i'uikwe?
(I am going to ask you because I don't know) Does John teach you?/Is John your teacher?

c) Jo'nach ma dinyu:d ma'i'uikwe?
(I know he teaches, but I don't know the details; and so I am going to ask you) Does John teach you?/Is John your teacher?

In the following examples (29-33), verbs are non-stative or active (i.e., the meaning of the verb is controlled by the subject). When the question auxiliary -ē is added to such a verb stem, the focus of the question is whether or not the "act" has taken place: "Is it finally the case that ...?" or most often it is translated into English as a simple past tense "Did you ...?" In the following examples, we will see a) the declarative sentence, b) the regular yes/no-question, c) -ē question, and two additional commonly used questions d) -me (-m "start" + -ē) "Has it started that ...?" and e) -ye (-y "again" + -ē) "Is it again the case that ...?"

29. a) Gwe mama:ngwi.
   gwe ma-ma:ng-wi
   something 3/2-eat-2-Aux
   You are eating.

b) Gwe mama:ngwe?
   Are you eating?

c) Gwe mama:ē? or Gwe mama:ē?
   Is it finally the case that you ate?/Did you eat?

d) Gwe mama:me?
   Have you started eating?

f) Gwe mama:ye?
   Is it again the case that you ate?/Did you eat again?

30. a) Madayayngyu.
   ma-day-ay-ng-yu
   2-play=pl-Future-2-Aux
   You are all going to play.
b) Madayangyu?
Are you all going to play?

c) Maday'é?
Did you all play?

d) Madayme?
Have you all started to play?

e) Madayyyé?
Did you all play again?

31. a) I' mijingedayngwi.
You are going to chop the wood.

b) I' mijingedayngwe?
Are you going to chop the wood?

c) I' mijinge?
Did you chop the wood?

d) I' mijingeme?
Have you started to chop the wood?

e) I' mijingedyé?
Did you chop the wood again?

32. a) Miswa:dayngi.
You are going to sing.

b) Miswa:dayngi?
Are you going to sing?

c) Miswa:de?
Did you sing?
33. a) Misji̱ingwi.
mi-sji-hi-ng-wi
2-sweep-Irreal-2-Aux
You are going to sweep.
b) Misji̱ingwe?
Are you going to sweep?
c) Misji‘?
Did you sweep?
d) Misji̱ime?
Have you started to sweep?
e) Misji̱ye?
Did you sweep again?

Note that the question auxiliary -é may be replaced by the glottal stop ' when the last sound of the verb stem is a vowel, especially when the vowel is short. For example, i) ...[Long vowel] + -é: Gwe mama:é? or Gwe mama: i; ii) ...[Short vowel] + -é: Misji‘.

E. Auxiliary -mi̱ and -me̱

In contrast with the regular yes/no-question or the -é question (in which the speaker more or less knows what is happening), there is another set of questions with the auxiliary -mi̱ or -me̱ in place of other auxiliaries. The -mi̱ question auxiliary occurs with the I-verb (e.g., gwa:wk "to say") and the -me̱ question auxiliary with the YU-verbs (e.g., sma:ik "to sleep") and WI-verbs (e.g., jigaedk "to chop"). These auxiliaries are used when speakers want to express their surprise. In the following examples, sentence a) asks the regular yes/no-question, while sentence b) conveys in addition an element of surprise. For example, on the surface both a) and b) below ask "Are
you also going to talk?" but b) adds to the question "Oh, my!"

a) Mach magwa:wnyayngi?

ma-ch ma-gwa:w-ny(a)-ay-ng-i
you-Subj 2-speak-also-Future-2-Aux
Are you also going to talk?

b) Mach magwa:wnyayngmi?

Are you also going to talk? (Oh, my!)

Note that the question auxiliaries -mi and -mē replace other auxiliaries, while the same form with -mē with a different meaning (-m "start" + -e) is added to the verb stem [see examples 29 - 33 in Section D above].

34. a) Mach gak magwa:wa mida'opayngi?

ma-ch gak ma-gwa:w-a mī-da'op-ay-ng-i=Q
you-Subj Neg 2-talk-Def 2-Neg-Future-2-Aux
Aren’t you going to talk?

b) Mach gak magwa:wa mida'opayngmi?

Aren’t you going to talk? (Oh, dear, I didn’t expect that!)

35. a) Munam mibingyü?

mun(a)-m mi-bi-ng-yu
3=cold-ds 2-feel=numb-2-Aux=Q
Are you cold?

b) Munam mibingmē?

Are you cold? (You shouldn’t feel cold since you’re all bundled up; yet you are shivering and you surprise me!)

36. a) Misma:ja mida'opayngyü?

mi-sma:-j-a mī-da'op-ay-ng-yu
2-sleep-pl-Def 2-Neg-Future-2-Aux=Q
Aren’t you all going to sleep?

b) Misma:ja mida'opayngmē?


Aren't you all going to sleep? (Well, I'm surprised!)

F. -da'ópayng-Aux + ng-Question=Aux

When we want to question the behavior of the listener or even suggest that the listener should not be doing something, we may use a negative verb plus the repetition of the ng + question=auxiliary as in sentences 37 or ng + regular auxiliary with the rising intonation as in 38 and 39 below:

37. a) Gwe mama: mi-da'ópayngwi.
    gwe ma-ma: mi-da'op-ay-ng-wi
    something 3/2-eat(=Def) 2-Neg-Future-2-Aux
    You are not going to eat.
    b) Gwe mama: mi-da'ópayngwingwe?

Aren't you supposed to be eating (rather than drinking)?

Note that the second person marker on the negative verb is phonetically attached to the end of the previous verb:

a) Gwe mama:m da'ópayngwi.

b) Gwe mama:m da'ópayngwingwe?

38. a) Misma:ja mi-da'ópayngyu.
    mi-sma:-j-a mi-da'op-ay-ng-yu
    2-sleep-pl-Def 2-Neg-Future-2-Aux
    You all are not going to sleep.
    b) Misma:ja mi-da'ópayngyungyu?

Aren't you all supposed to be going to sleep?/Don't you all think you should be going to sleep?

    ma-ch (gak) ma-gwa:w-ny-a mi-da'op-ay-ng-i
    you-subj (Neg) 2-talk-also-Def 2-Neg-Future-2-Aux
    You are not going to talk, either.
b) Mach magwa:wnya mida'ópayningi?

Aren't you supposed to be talking, too?

6. Addition of -ngmi or -ngme

Even a stronger question in an accusing tone of voice can be expressed by adding to otherwise a declarative sentence 1) -ngmi when the verb is one of the I-verbs or 2) -ngme when the verb is a YU- or WI-verb:

40. a) Mach magwa:wnyayngi.

ma-ch ma-gwa:w-ny-ay-ng-i
you-Subj 2-talk-also-Future-2-Aux

You are also going to talk.

b) Mach magwa:wnyayningmi?

What makes you think you can also talk?

41. a) Mach gak magwa:wnye mida'ópayningi.

ma-ch gak ma-gwa:w-ny-a mida'op-ay-ng-i
you-Subj Neg 2-talk-also-Def 2-Neg-Future-2-Aux

You are not going to talk, either.

b) Mach magwa:wnya mida'ópayningmi?

What makes you think you are not going to talk, either?

42. a) Mach sa'adjawo miya:mk gwe migaga:vayngwi.

ma-ch sa'adjawo mi-ya:m-k gwe
you-Subj store 2-go-ss something
migaga:v-ay-ng-wi
3/2-buy-Future-2-Aux

You are going to the store to buy something.

b) Mach sa'adjawo miya:mk gwe migaga:vayngwi:ngme?

What makes you think you can go to the store to buy something?
Note that -mi or -mé ending has in common the element of "surprise" which results from an event or state contrary to the speaker's expectation [see section E above].

2. Notes on Variations

As we have noted elsewhere, there are as many varied ways of expressing the same idea as there are people. One fascinating aspect of human communication is that in spite of these variations, we can communicate with each other and make ourselves understood. Another interesting aspect is that the language, as well as the people who speak it, constantly changes. What we have recorded in this book may be viewed by later generations or even by the same speakers who have been involved in this project as somewhat different from their own speech. We have tried to include as many variations as we can, but they are by no means exhaustive. In the following we will state some of these differences as token of examples. Examples are taken from this chapter (the number in front of each example refers to that which has appeared in this chapter) and they are listed along with sentences used by Mrs. Elnora Mapatis, and we acknowledge that fact by showing (EM) at the end of the sentence.

18. Are you eating?
   a) Mach gwe mimaingwe?
   b) Mach gwe mima? (EM)
   c) Mach gwe mima'? (EM)

19. Are you writing?
   a) Gwe madinyudngwe?
   b) Mach gwe madinyudne? (EM)

35. Aren't you all going to sleep?
   a) Misma:ja mida'opayngme?
   b) Misma:ja mida'opayngmiyungu? (EM)

37. Aren't you supposed to be eating?
   a) Gwe mama: mida'opayngwingwe?
   b) Gwe mama: mida'opayngmiyungu? (EM)
c) Gwe mama: mīda’opayngyūmī? (EM)
d) Gwe mama: mīda’opayngdemiyu? (EM)
e) Gwe mama: mīda’opayngmiyungmi? (EM)

The meaning "be supposed to" is most explicitly expressed in d) above by the addition of demiyu. Sentence e), however, conveys a slightly different meaning: "Don't you think you should be eating?" That is, the ending miyungmi focuses the attention on the "feeling or thinking" of the person being questioned.

38. Aren't you all supposed to be going to sleep?

a) Mīsmajja mīda’opayngyūngyu?
b) Mīsmajja mīda’opayngmiyungmi? (EM)
c) Mīsmajja mīda’opayngmiyungyu? (EM)
d) Mīsmajja mīda’opayngmiyungmi? (EM)

Sentence c) and d) above state "Don't you think you should go to sleep?" Sentence d) seems to convey a stronger meaning than sentence c).

39. Aren't you supposed to be talking, too?

a) Māch magwa:wynya mīda’opaynginqi?
b) Māch magwa:wynya mīda’opaynginngi? (EM)
c) Māch magwa:wynya mīda’opayk miyungyu? (EM)

Sentence c) above shows several interesting things: 1) the most basic form of ng for the second person expression is clearly shown by k + m in mīda’opayk miyungyu, 2) the verbs of speaking does not always take the auxiliary i but often takes -yu, and 3) this freedom of the verb-auxiliary combination is shown elsewhere, for example, in 37 above: mā:ik "to eat" can take -yu as well as -wi.

40. What makes you think you can also talk?

a) Māch magwa:wynya:nginngi?
b) Māch magwa:wynya:ngmiyungmi? (EM)
41. What makes you think you are not going to talk, either?
   a) Mach magwawnya mida'opayng'ingme?
   b) Mach magwawnya mida'opayngmiyungmi?

42. What makes you think you can go to the store to buy something?
   a) Mach sa'adjawo miya:mk gwe migaga:vayngw'ingme?
   b) Mach sa'adjawo miya:mk gwe migaga:vayngmiyungmi? (EM)

When we compare some of these examples, we find that Mrs. Elnora mapatis almost consistently uses the ending miyungyu after the second person ng (-k + m-) when the question is interpreted as "Aren't you supposed to ...?" (see, for example, 35b, 37b, 39b above); miyungmi when the question is "What makes you think ...?" (see 40b, 41b, 42b above); and miyingmi when the question is "Don't you think ...?" (see 37e, 38d).

1Currently we are attempting to revise our Hualapai Reference Grammar and the above is a revised version for interrogatives and it should replace sections on pp. 108-125. We would appreciate your comments and inputs so that we could make the grammar more useful.
Number 13

Occasional Papers On Linguistics

Papers from the 1983, 1984, and 1985 Hokan-Penutian Languages Conferences

SIU

Department of Linguistics
Southern Illinois University
Carbondale, Illinois
OCCASIONAL PAPERS ON LINGUISTICS

Number 13

PAPERS

HOKAN-PENUTIAN LANGUAGES CONFERENCES

James E. Redden, Editor

The papers are arranged in the order in which they were read at the meetings except for the papers by Bever and Pop. These papers were presented at later meetings than those on which they are based.

The 1983 Hokan-Penutian Languages Conference was held at the University of California, San Diego, June 10-12, 1983. We gratefully acknowledge all the support given to the participants and organizers by the Department of Linguistics of UCSD, which made the meeting enjoyable and productive.

The 1984 Hokan-Penutian Languages Conference was held at the University of California, Berkeley, June 12-14, 1984, and was held in honor of Robert B. Benedict. We thank the University for the hospitality and support.

The 1985 Hokan-Penutian Languages Conference will be held at the University of Southern Illinois, Carbondale, June 25-27, 1985, as part of the Mary Jane Conference.

Only a very few copies of the proceedings of earlier meetings have been available. Copies of the 1985 proceedings are available from the Department of Linguistics, Southern Illinois University, Carbondale, IL 62901. We are grateful to have and shall distribute copies of the 1985 proceedings in some annual form.

Department of Linguistics
Southern Illinois University
Carbondale, Illinois

Library of Congress Catalog
Number 85-063632
PREFACE

In 1981 the Hokan-Yuman Languages Workshop began meeting jointly with the Penutian Languages Conference. In 1982 the Hokan-Penutian Languages Conference began meeting with specialists from other disciplines, anthropologists, archeologists, geographers, and others. Because of the very diverse nature of such a group, various specialists desired to publish their papers in a variety of places in order for specialists in their disciplines to have ready access to them. This meant that there were no proceedings for the 1983, 1984, and 1985 Hokan-Penutian Languages Conferences. Papers from linguists who gave papers at these three meetings have been assembled in this volume.

The papers are presented in the order in which they were read at the meetings except the Callaghan paper on patridominance and Proto-Utian, which was discussed at length at the 1984 meeting, though it was not formally presented.

The 1983 Hokan-Penutian Languages Conference met at the University of California, San Diego, June 16-18, 1983. We greatly acknowledge all the work done by Margaret Langdon and others in the Department of Linguistics at UOSD, which made the meeting so enjoyable and useful.

The 1984 Hokan-Penutian Languages Conference met at the University of California, Berkeley, June 22-24, 1984, and was held in honor of Abraham Halpern. Our thanks go to Leanne Hinton and others in the Department of Linguistics at UCB for all they did to make the meeting enjoyable and productive.

The 1985 Hokan-Penutian Languages Conference met at the University of California, San Diego, June 19-21, 1985. We are again indebted to Margaret Langdon and the Department of Linguistics at UOSD for all the work they did in hosting another pleasant and useful meeting.

The 1986 Hokan-Penutian Languages Conference will be held at the University of California, Santa Cruz, June 23-27, 1986, as part of the Mary Haas Festival Conference.

Only a very few copies of the proceedings of earlier meetings are still available from the Department of Linguistics, Southern Illinois University, Carbondale, IL 62901. We are endeavoring to have the ERIC Clearing House on Languages and Linguistics offer these publications in some demand form.

James E. Redden
Carbondale, May 1986
CONTENTS

Papers from the 1983 Conference

The Hualapai Auxillary /-i/, say
James E. Redden 1

Myth and Reality: The Antiquity of the Kumeyaay
Florence C. Shipek 4

Proto Utian Independent Pronouns
Catherine A. Callaghan 12

Papers from the 1984 Conference

Miwok Cardinal Direction Terms
Catherine A. Callaghan 25

Washo Linguistics Prehistory
William H. Jacobsen, Jr. 33

Two Kinds of Bound Anaphora in Northern Pomo: Are They Logophoric?
Mary Catherine O'Connor 59

More on the Hualapai Auxiliaries /-yu/, be, and /-wi/, do
James E. Redden 70

Interrogative Sentences
Lucille J. Watahomigie and Akira Y. Yamamoto 75

Patridominance and Proto Utian Words for 'Man', 'Woman', and 'Person'
Catherine A. Callaghan 90

Papers from the 1985 Conference

The Walapai Verbs /é/
James E. Redden 101

Miwok Ablaut Grades
Catherine A. Callaghan 105