

Family lesson 1 • ʔiiʔkpitap • Foundations

1.1. huuhtakšiʔaya • Beginning

Learning goals

- to practise asking and answering ‘who’, ‘what’, and ‘doing what’.
- to use some common lifelines in order to keep speaking Nuuchahnulth.

Conversations

- 1A ʔačaqhək. Who are you?
 1B __ ʔuħaah. I'm __.
- 2A ʔaqaqħa ʔahkuu..... What is this?
 2B piipaama ʔahñii..... It's a paper.
 2B hayaaʔakah qʔiqii..... I don't know what it is.
- 3A ʔaaqinʔaphək..... What are you doing?
 3B huuhtakšiīħah quuquuʔaca..... I'm learning to speak Nuuchahnulth.
 3B wiikstupšahamah..... I'm not doing anything.
- 4A huʔaasʔi waa. Say it again.
 4A wiwikapamah suwa. I don't understand you.
 4A hupiiʔis..... Help me.
 4A wikap̓is. Let me not. I pass.
 4A ʔaanahimihsamah naʔaatah..... I just want to listen.
 4B čuu. Acknowledged.

The purpose of this lesson is to familiarize learners with some words and phrases that will be useful when they practise Nuuchahnulth. These include the words for ‘who’, ‘what’, and ‘doing what’, as well as some lifelines, which are phrases that help one keep speaking Nuuchahnulth even when one does not know what to say, and phrases for taking turns. In response to (2A) ‘What is this?’, we will learn the names of some common classroom things.

The word ʔiiʔkpitap means literally ‘firming up the floor’. It is a ceremony where neighbours dance to firm up the dirt floor of a new house. Similarly, this first lesson in the Family Lessons is intended to build a foundation for everything that you will learn from now on.

Every one of the Family Lessons starts with learning goals and conversations. The conversations are intended to be practised with a partner, and memorized. With any conversation, take turns speaking the (A) and (B) roles. Get at least three good repetitions before switching roles.

∞ **Exercise 1.** With a partner, memorize the conversations.

∞ **Exercise 2.** Memorize the following lists.

- (1) ?ačaq, ?aqaq, ?aaqin?ap who, what, doing what
 (2) piipaa, qicýak, naqsac, čisapiqýak paper, pen, cup, telephone

∞ **Exercise 3.** Talk about who people are. Ex. (A) ?ačaqhak. 'Who are you?' (B) Susan ?uḥaaḥ. 'I'm Susan.' (A) ?ačaqḥa yaa. 'Who's that?' (B) Paul ?uḥmaa. 'He's Paul.' (A) ?ačaqḥas. 'Who am I?' (B) Adam ?uḥee?ic. 'You're Adam.'

∞ **Exercise 4.** Talk about what classroom objects are. Start by talking only about papers, pens, cups, and telephones. Ex. (A) ?aqaqḥa ?ahñii. 'What is that?' (B) qicýakma. 'It's a pen.' (B) naqsacma. 'It's a cup.' (B) čisapiqýakma. 'It's a telephone.'

∞ **Exercise 5.** Talk about what you are doing. Start by using only the verbs... Ex. A. ?aaqin?ap.

∞ **Exercise 6.** Partner (A) delivers the following monologue. (B) pretends not to understand, practising the various lifelines in conversation 4. Ex. (A) ciqsaap̄aʔis. ?aaqin?aphin ?ahkuu. ?uumačukmiḥsasi q^waa?apqin huuḥtakšiiḥ quuquu?aca. nana?ahak wawaaqas. 'Let me speak. What are we doing here? I want to talk about how we're learning Nuuchahnulth. Do you understand what I'm saying?' (B) hu?aas?i waa. 'Say it again.'

1.2. naane?iichiłaya • Advanced

Learning goals

In this lesson, learners will practise the following skills.

- to use more lifelines
- to use some common turn-taking sentences

Conversations

- 5A ?a?aquuḥak. What are you saying?
 5B quuquu?acamah. I'm speaking Nuuchahnulth.
 5B čačimḥihak, wawaamah. I'm saying, are you okay?
 6A ?a?aquu?atḥa?aała telephone. How does one say telephone?
 6B čisapiqyak waa?atma?aała. One says čisapiqyak.
 6B hayaa?akah waa?atii?aała. I don't know how to say it.
 7A ?a?apwahas. Am I saying it right?
 7B ?a?apwame?ic. You're saying it right.
 7B wikee?ic ?a?apwa. You aren't saying it right.
 8A ?ačaŋaλḥa. Whose turn is it now?
 8B __ ?uḥ?aλma. It's __ now.
 8B siyaaŋaλah. It's me now.
 8B suwaaŋaλe?ic. It's you now.
 8B suwaaŋaλi. You do it now.
 9A ?a?aatuu?i __. Ask __.
 9A ?a?aatuu?is. Ask me.
 9B čuu. Okay.
 10A ?uuk^wił?i __. Do it to __.
 10A λaa?uk^wił?i. Do it to the next one.
 10A siičil?is. Do it to me.
 10B čuu. Okay.

Explanation

Lists

Exercise. With a partner, practise the conversations.

Exercise. Practise lifeline 5...

Exercise. Practise asking how to say various words in the wordlist at the end of the lesson.

Make sure that B answers 'I don't know' some of the time.

Exercise.

Exercise.

Exercise.

Exercise.

Exercise.

Test yourself

*

1.3. Words

ʔačaq.....	who	hayaaʔak.....	not knowing
ʔaqaq	what	wiwiḱapa	not understanding it
ʔaʔaquu.....	saying what	wiikstupšahap	doing nothing
ʔaaqinʔap.....	doing what	wik.....	not, no
qicʔak	pen, pencil	huʔaas.....	again
piipaa.....	paper	ʔaanaḱi	only do
naqsac.....	drinking vessel	siʔa	I, me
čiisapiqʔak.....	telephone	siʔaaq.....	it is I
hupii	helping it	siičił	to me
huuḱtakšiiḱ.....	learning how	suḱa.....	you
naʔaataḱ	listening to	suḱaaq.....	it is you
quuquuʔaca.....	speaking Nuuchahnulth	suutił.....	to you
waa	say it	ʔahkuu	d1. this by me
wawaa.....	saying it	ʔahḱii	d2. that by you
ʔaʔapwa.....	saying it correctly	ʔuh.....	be
ʔaʔaatuu.....	ask it	ʔuuk ^{wi} ł	do to
ʔukłaa	named so	łaaʔuk ^{wi} ł	do to another
hayimḱi.....	not knowing	ču.....	Okay. Acknowledged.