

Family lesson 2 • ʔayaʔuʔaʔ • Greetings

2.1. huuʔtakʂiʔaya • Beginning

Learning goals

- to memorize some basic greetings and farewells.
- to recognize basic mood (REAL, STRG, QUES, CMMD) and person agreement.
- to recognize the common endings *–!aʔ*, *–ʔaaqʔ*, and *–ʔaaʔa*.

Conversations

- 1A ʔuhʔaʔʔhak Is that you?
 1B ʔuhʔaʔʔah It's me.
- 2A čačimʔihak Are you okay?
 2B čačimʔimah. ʔuuq^waahak čačimʔi I'm okay. Are you okay too?
 2A haaʔa, ʔuuq^waamah čačimʔi Yes, I'm okay.
 2A čaačimʔisa, čaačimʔisa. Very good, very good.
- 3A ʔuuʔuuqukma It's nice weather.
 3B ʔaanima ʔuuʔuuquk It sure is nice weather.
- 4A ʔuyaaqʔah ʔačuʔaʔ suʔa I'll see you later.
 4B čuu, ʔuyaaqʔin Okay, we will later.
- 5A ʔuʔaaʔuk^{wi}ʔaaʔa Take care.
 5B ʔuuq^weeʔiʔaaʔa ʔuʔaaʔuk You take care too.

Take the time to memorize these greetings, and to use them every day. Everywhere on the West Coast, *čačimʔihak* 'Are you okay?' is an everyday greeting. But only in Barkley Sound is it typical to greet people by asking, *ʔuhʔaʔʔhak* 'Is that you?'

The difference between *ʔuʔaaʔuk* 'taking care of' versus *ʔuyʔahuk* 'taking care, being careful' is subtle. Pay careful attention to how these similar words are used.

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

∞ **Exercise 2.** Identify mood endings. The following table shows some of the endings of the real, question, and command moods. For each mood ending in conversations 1-5, say what its mood is, and what person (I, you, he, she, it, we) it agrees with.

(1)	REAL	QUES	CMMD
I	–(m)aʔh	–ʔaʔs	—
you	–(m)eʔic	–ʔaʔk	–!iʔ
he, she, it	–(m)aʔ	–ʔaʔ	—
we	–(m)in	–ʔin	–!in

- ∞ **Exercise 3.** Pronounce the words in conversation 1 by syllables, then normally. Pay attention to which consonants begin syllables. Ex. ?uḥ/?aʔ/ḥak. ?uḥ/?a/ʔah.
- ∞ **Exercise 4.** Practise asking if your partner is okay, using different words for 'okay'. Partner (A) selects a word, and (B) responds using the same word. Ex. (A) wiikšahihak. (B) wiikšahimah. Words: čačimḥi, wiikšahi.
- ∞ **Exercise 5.** Using conversation 3, talk about both good and bad weather. Partner (A) says how the weather is, and (B) responds appropriately. Ex. (A) wiiwiiqukma. (B) ?anima wiiwiiquk. Words: ?uuqumḥi, ?uu?uuquk, wiiqsii, wiiwiiquk.
- ∞ **Exercise 6.** The word ?uyi means 'at such time'. With the future ending –?aaqʔ, it points to a future time, as in ?uyaaqʔah muuḥiilči ḥaču?at suwa 'I'll see you at four o'clock.' But if you do not specify a time, then ?uyi plus –?aaqʔ just means 'later', as in ?uyaaqʔah ḥaču?at suwa 'I'll see you later.' Starting with ?uyi, practise building the words ?uyaaqʔah 'I will later' and ?uyaaqʔin 'We will later'. Ex. ?uyi, ?uyaaqʔ, ?uyaaqʔah.
- ∞ **Exercise 7.** Using conversation 5, practise both singular and plural commands. Partner (A) uses the singular or plural, and (B) responds appropriately. Ex. (A) ?u?aaḥuk^{wi}č?aaḥa. (B) ýuuq^wee?ič?aaḥa ?u?aaḥuk.

2.2. naane?iichiłaya • Advanced

Learning goals

In this lesson, learners will practise the following skills.

- to recite an opening statement or prayer when called on to do so
- to speak appropriately when there is a loss in the community
- to learn a secular statement or prayer to open classes.
- to call for a moment of silence
- to say some kind words in support of those who have lost someone

Conversations

6A	ʔuuʂyʔakʂiʔeʔicuu hiʂimyil ʔanisuu huuhtakʂiihwiʔas quuquuʔaca. ʔuyačiʔatah hiʔmaqsti ʔanis ʔačuul siiwa. ʔuħmaa qʷaaʔapqin. čuuč.	Thank you all for gathering to practise speaking Nuuchahnulth. I feel happy to look you all in the face. What we're doing is good. That's all.
7A	ħaweeł hinaayilʔath, ʔačʔaaʔatuʔin qʷaaʔapqin huuhtakʂiih quuquuʔaca. hupiiʔin huʔiip ciqyʔakukqin. čuu.	O Creator, watch over us as we learn to speak Nuuchahnulth. Help us to take back our language. Amen.
8A	čaanaaqʔin wiikʔaʔapuʔ.	We will be silent for a while.
8A	čuu. ʔuħsuuqʔeʔicuu ʔanisuu ʔiisaak yaqukqin pawaʔʂiʔ.	Thank you. You all are kind to show respect for the one we have lost.
9A	kʷatyilkatin hiʔmaqsti ʔani pawaʔʂiʔaʔ yaqhyuuqin, yaaqʂaʔinʔin. ʔatiqʂiʔni ʔanin čačimħaʔatni qʷaaʔapqin. ʔaaʔaaʔaʔħacsuu čuuč.	Our hearts are heavy that we have lost our relative, our friend. We give thanks that we can do what we're doing. Our sincere condolences.

Explanation

6A is the opening statement.

7A is the learning prayer.

8A calls for a moment of silence.

9A offers a few appropriate words on a loss.

Memorize the following lists of words.

() huhtak, huhtakʂiʔ, huuhtakʂiih

() ʔanis, ʔanik, ʔani, ʔanin

() yaqhyuuqas, yaqhyuuʔitqak, yaqhyuuʔitq, yaqhyuuqin

() yaaqʂaʔinʔas, yaaqʂaʔinʔitqak, yaaqʂaʔinʔitq, yaaqʂaʔinʔin

Exercise. With a partner, practise the statements.

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

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2.3. Words

čáčimḥi one is okay
 šaḥýut AHT one is okay
 wiikšaḥi nothing wrong
 ʔuuqumḥi calm weather
 ʔuuʔuuquk pleasant environment
 wiiqsii stormy weather
 wiiwiiquk dreary environment
 ʔuuq^waa also, too
 ʔani that, because

ʔaani really, sure is
 ʔuḥ be
 haaʔa yes
 wik not, no
 ṇaacsá seeing it
 ṇačuʔaḥ see it
 ʔuyi at the time of
 ʔuʔaaḥuk taking care of
 ʔuuṽaḥuk being careful