

Lesson 4. Classroom

4.1. Learning goals for year 1

- to memorize 11 conversations concerning the classroom and talking to elders
- to be able to use the mood endings *-ha*, *-ma* in conversation
- to be able to ask for and give permission using *čamuł*, *wiktma*
- to recognize 4 moods: real (*-ma*), weak (*-yii*), question (*-ha*), and command (*-?i*)

4.2. Conversations

1A	ʔaqaqha ʔahkuu.	What is this?
1B	qicʔakma.	It's a pencil.
2A	weeʔii!	Say it!
2B	čuu, waaʔaaqʔah.	Okay, I'll say it.
3A	naʔaatahʔi!	Listen!
3B	čuu, naʔaatahʔaaqʔah.	Okay, I'll listen.
4A	čamułhas ʔucačič čiišuł.	May I go to the washroom?
4B	čamułeʔic. walaakči.	You may. Go ahead.
5A	huuxsʔatuʔaaqʔahin.	Shall we take a break?
5B	huuxsʔatuʔin.	Let's take a break.
6A	hasiikaʔahin.	Are we finished?
6B	hasiikaʔahin.	We're finished.
7A	waaʔatiiʔaala __.	How do you say __?
7B	waaʔatmaʔaala __.	You say __.
8A	huʔaasʔi waa.	Say it again!
8B	čuu, huʔaasʔaaqʔah waa.	Okay, I'll say it again.
9A	laakšiʔi ʔuułʔuuła ciiqciqa.	Please speak slowly.
9B	čuu, ʔuułʔuułaʔaaqʔah ciiqciqa.	Okay, I'll speak slowly.
10A	ʔapsčiiqh̄as.	Am I saying it right?
10B	ʔapsčiikeʔic.	You're saying it right.
11A	nanaʔahak wawaayiis.	Do you understand what I'm saying?
11B	wiwikamah wawaayiik.	I don't understand what you're saying.

4.3. Words

čuk^waa come here

kaaʔa give me

čiišuł washroom

načaałʔak book

ʔahiqs box

qicʔak pen, pencil

ʔahkuu this

ʔahñii that (by you)

ʔaqaq.....	what	waa.....	say
k ^w aasaćus.....	chair	ńamałšił.....	try
qiicsaćim.....	desk	ʔucaćił.....	go to
hawacsaćim*.....	table (for eating)	walaak.....	go to
ħasiik.....	finish	huhtak.....	know
naʔaataħ.....	listen	hayaaʔak.....	not know
ciciqink.....	pray	huhtakšił.....	learn, find out
huuxsʔatu.....	rest	huuhtakšiħ.....	learning
ćamuł.....	can	huuhtakšiħʔap.....	teaching
wikħmaa.....	cannot	nanaʔa.....	understand
ʔaʔaatuu.....	ask	wiwikap.....	not understand

4.4. Notes on identifying objects

The real mood ending *-ma* can be added to a word to say what something is.

(1)	<i>word</i>		<i>sentence</i>
	qicʔak	pencil	qicʔak-ma. It is a pencil.
	k ^w aasaćus	chair	k ^w aasaćus-ma. It is a chair.

∞ **Exercise 1.** With a partner, ask what classroom objects are. Use the words below.

ʔaħkuu	this	qicʔak	pen, pencil
ʔaħńii	that (by you)	k ^w aasaćus	chair
ńaćaałyak	book	qiicsaćim	desk
łahiqs	box	hawacsaćim	table (for eating)

Example. A. ʔaqaqħa ʔaħkuu. ‘What’s this?’ B. ńaćaałyakma. ‘It’s a book.’

Example. A. ʔaqaqħa ʔaħńii. ‘What’s that?’ B. qiicsaćimma. ‘It’s a desk.’

The question mood ending *-ħa* is used to ask if something is so.

(2)	<i>question</i>		<i>statement</i>
	ńaćaałyak-ħa.	Is it a book?	ńaćaałyak-ma. It is a book.
	łahiqs-ħa ʔaħńii.	Is that a box?	łahiqs-ma. It is a box.

∞ **Exercise 2.** With a partner, ask whether things are what you think they are. A asks with *-ħa*, and B answers with *-ma*. Use the same words as in exercise 1.

Example. A. k^waasaćuśħa ʔaħkuu. ‘Is this a chair?’ B. k^waasaćusma. ‘It’s a chair.’

4.5. Notes on commands

Commands usually include a command ending, such as *-?i*, *-?in*, *-?či*, *-?im*.

- (3) na?aataḥ-?i! Listen! hitaash-?či pisatuk. Go play outside.
 huuxs?atu-?in. Let's take a break. λuł-?im we?ič. Sleep well.

The words *čuk^waa* 'come here' and *kaa?a* 'give me' are special command words. They can be used without an ending (although they do sometimes take endings).

∞ **Exercise 3.** With a partner, use *kaa?a* to ask for the following classroom objects.

ñačaałyák book qicýak pen, pencil λaḥiqs box ?aḥñii that

Example. A. *kaa?a λaḥiqs*. 'Give me a box.' B. *maa*. 'Here you go.'

For more on commands, see lesson 8 *Actions*.

4.6. Notes on permission

The words *čamuł*, *wikłmaaa* can be used to ask for and give permission.

- (4) čamuł-ḥas yaa?ał pikčasçuýak. May I watch television?
 čamuł-e?ic. You may.
 wikłmaaa-me?ic. You may not.

∞ **Exercise 4.** With a partner, take turns asking for permission to do the following things. Person B can answer 'You may', or 'You may not'.

ñamałšiλ	try	ha?uk	eat
?a?aatuu	ask	hitaash pisatuk	play outdoors
huuxs?atu	rest	?ucačiλ čiišuł	go to the washroom
qiicqiicaḥas	go to school	yaa?ał pikčasçuýak	watch television

Example. A. *čamułḥas ñamałšiλ*. 'May I try?' B. *čamułe?ic*. 'You may.'

4.7. Notes on mood

Lesson 3 introduced the concept of mood, and described three moods. A fourth important mood is the *weak* mood, which takes forms like *-yii*, *-ii*. The weak mood is used where other moods do not fit.

- (5) nanaʔahak wawaa-yiis. Do you understand what I'm saying?
 wiwikamaḥ wawaa-yiik. I don't understand what you're saying.
 waaʔat-ii-ʔaala blanket. How do you say *blanket*?

Four important moods are compared below. You are not expected to remember all of these, but you should be able to recognize them. You are expected to remember the question endings *-ḥak*, *-ḥa*, and the real endings *-(m)ah*, *-ma*.

(6) <i>subject</i>	<i>real</i>	<i>weak</i>	<i>question</i>	<i>command</i>
I	-(m)ah	-(y)iis	-ḥas	-ʔi, -ḥi
you	-(m)eʔic	-(y)iik	-ḥak	
he, she, it	-ma	-(y)ii	-ḥa	
we	-(m)in	-(y)in	-ḥin	

∞ **Exercise 5.** Find the mood endings in this lesson's conversations. For every sentence with a mood ending, say what the mood and subject of the sentence are.

4.8. Test yourself

After finishing this lesson, you should be able to say these things in Nuuchahnulth.

1. Give me a pen.
2. How do you say *book*?
3. Listen!
4. What is this?
5. Is it a box?
6. It's a box.
7. May I take a break?
8. You may.
9. I don't understand what you're saying.
10. Say it!
11. Say it again!
12. Am I saying it right?
13. Let's take a break.
14. We're finished.