

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 *-h*, *-ʔiš* in conversation
- to be able to ask for and give permission using *ʔuʔumhi*, *wiʔaaqʔ*
- to recognize 4 moods: strong (*-ʔiš*), weak (*-yii*), question (*-h*), and command (*-ʔi*)

4.2. Conversations

1A	ʔaqaqʔ ʔaʔkuu.	What is this?
1B	ʔiisʔakʔiš.	It's a pencil.
2A	waaʔii!	Say it!
2B	čuu, waaʔaqʔs.	Okay, I'll say it.
3A	naʔaataʔʔi!	Listen!
3B	čuu, naʔaataʔʔaqʔs.	Okay, I'll listen.
4A	ʔuʔumhiʔs ʔucačiʔ ʔuʔuʔ.	May I go to the washroom?
4B	ʔuʔumhiʔick. čaʔaaʔči.	You may. Go ahead.
5A	huuxsʔatuʔaqʔʔhin.	Shall we take a break?
5B	huuxsʔatuʔin.	Let's take a break.
6A	ʔasiikaʔʔhin.	Are we finished?
6B	ʔasiikaʔʔniš.	We're finished.
7A	waaʔatiiʔaaʔ __.	How do you say __?
7B	__ waaʔatʔišʔaaʔ.	You say __.
8A	huʔaasʔi waa.	Say it again!
8B	čuu, huʔaasʔaqʔs waa.	Okay, I'll say it again.
9A	ʔaakšiʔi ʔuuʔʔuuʔa ciiqciiq.	Please speak slowly.
9B	čuu, ʔuuʔʔuuʔaʔaqʔs ciiqciiq.	Okay, I'll speak slowly.
10A	ʔapciikʔs.	Am I saying it right?
10B	ʔapciikʔick.	You're saying it right.
11A	nanaʔak wawaayiis.	Do you understand what I'm saying?
11B	wiwikaps wawaayiik.	I don't understand what you're saying.

4.3. Words

kaaʔa	give me	ʔiisʔak.....	pen, pencil
ʔuʔuʔ.....	washroom	ʔaʔkuu.....	this
ʔačaaʔʔak	book	ʔaʔni.....	that (by you)
ʔaʔiqs	box	ʔaqaq	what

k ^w aacsacum	chair	namišiλ.....	try
λiissacum	desk	ʔucačiλ	go to
haawacsacum	table (for eating)	čaʔaał.....	go on
ħasiik.....	finish	huhtak	know
naʔaataħ.....	listen	hayumħi	not know
tiitiičwa	pray	huhtakšiλ	learn, find out
huuxsʔatu.....	rest	huuhtakšiiħ.....	learning
ʔuʔumħi.....	can	huuhtakšiiħʔap	teaching
wimaaqλ	cannot	nanaʔa	understand
ʔaʔaatuu.....	ask	wiwikap.....	not understand
waa.....	say		

4.4. Notes on identifying objects

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

(1)	<i>word</i>		<i>sentence</i>	
	λiisʔak	pencil	λiisʔak-ʔiš.	It is a pencil.
	k ^w aacsacum	chair	k ^w aacsacum-ʔiš.	It is a chair.

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

ʔaħkuu	this	λiisʔak	pen, pencil
ʔaħñii	that (by you)	k ^w aacsacum	chair
ñačaaʔʔak	book	λiissacum	desk
ʔaħiqs	box	haawacsacum	table (for eating)

Example. A. ʔaqaqħ ʔaħkuu. ‘What’s this?’ B. ñačaaʔʔakʔiš. ‘It’s a book.’

Example. A. ʔaqaqħ ʔaħñii. ‘What’s that?’ B. λiissacumʔiš. ‘It’s a desk.’

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

(2)	<i>question</i>		<i>statement</i>	
	ñačaaʔʔak-ħ.	Is it book?	ñačaaʔʔak-ʔiš.	It is a book.
	ʔaħiqs-ħ ʔaħñii.	Is that a box?	ʔaħiqs-ʔiš.	It is a box.

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

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

4.5. Notes on commands

Commands usually include a command ending, such as *-ʔi*, *-ʔin*, *-č̣i*, *-ʔum*.

- (3) naʔaataḥ-ʔi! Listen! ʔaaʔumʔas-č̣i. Go play outside.
 huuxsʔatu-ʔin. Let's take a break. ʔuʔ-ʔum waʔič̣. Sleep well.

The words *č̣uk^waa* 'come here' and *kaaʔa* '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 *kaaʔa* to ask for the following classroom objects.

ñač̣aaʔyak book ʔiisʔyak pen, pencil ʔaḥiqs box ʔaḥnii that

Example. A. *kaaʔa ʔaḥiqs*. 'Give me a box.' B. *maa*. 'Here you go.'

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

4.6. Notes on permission

The words *ʔuʔumḥi*, *wimaaqʔ* can be used to ask for and give permission.

- (4) ʔuʔumḥi-ḥs yaaʔaʔ pikč̣asč̣uʔyak. May I watch television?
 ʔuʔumḥi-ʔick. You may.
 wimaaqʔ-ʔick. 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'.

ñaḥiʔiʔ	try	ḥaʔuk	eat
ʔaʔaatu	ask	ʔaaʔumʔas	play outdoors
huuxsʔatu	rest	ʔucač̣iʔ ṣ̌uʔuʔ	go to the washroom
ʔiisʔiisaʔas	go to school	yaaʔaʔ pikč̣asč̣uʔyak	watch television

Example. A. *ʔuʔumḥiḥs ñaḥiʔiʔ*. 'May I try?' B. *ʔuʔumḥiʔick*. '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) nanaʔak wawaa-yiis. Do you understand what I'm saying?
 wiwikaps wawaa-yiik. I don't understand what you're saying.
 waaʔat-ii-ʔaaʔ 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 *-k*, *-h*, and the strong endings *-s*, *-ʔiš*.

(6) <i>subject</i>	<i>strong</i>	<i>weak</i>	<i>question</i>	<i>command</i>
I	-s	-(y)iis	-hs	-ʔi, -ói
you	-ʔick	-(y)iik	-k	
he, she, it	-ʔiš	-(y)ii	-h	
we	-niš	-(y)in	-hin	

∞ **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 Nuu-chah-nulth.

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.