

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*, *-iš* in conversation
- to be able to ask for and give permission using *ʔuʔumh*, *wir'aaqʔ*
- to recognize 4 moods: strong (*-iš*), weak (*-yii*), question (*-h*), and command (*-ó*)

4.2. Conversations

1A	ʔaqaaqʔ ʔaʔkuu.	What is this?
1B	qic'yikiš.	It's a pencil.
2A	waaʔii!	Say it!
2B	čuu, waaʔaqʔs.	Okay, I'll say it.
3A	naʔaathʔi!	Listen!
3B	čuu, naʔaathʔaqʔs.	Okay, I'll listen.
4A	ʔuʔumhʔs ʔucičʔ šuʔuʔ.	May I go to the washroom?
4B	ʔuʔumhʔaʔc. čaʔaałč.	You may. Go ahead.
5A	huuxsʔataʔqʔʔhin.	Shall we take a break?
5B	huuxsʔataʔin.	Let's take a break.
6A	hawaaʔʔhin.	Are we finished?
6B	hawaaʔniš.	We're finished.
7A	waaʔatiiʔinʔ __.	How do you say __?
7B	waaʔatišʔinʔ __.	You say __.
8A	huʔaasi waa.	Say it again!
8B	čuu, huʔaasaqʔs waa.	Okay, I'll say it again.
9A	ʔaakšʔi? ʔuuʔʔuuʔ ciiqciq.	Please speak slowly.
9B	čuu, ʔuuʔʔuuʔaʔqʔs ciiqciq.	Okay, I'll speak slowly.
10A	ʔapciikʔs.	Am I saying it right?
10B	ʔapciikic.	You're saying it right.
11A	nanaʔk huwaayiis.	Do you understand what I'm saying?
11B	kukumss huwaayiik.	I don't understand what you're saying.

4.3. Words

čuk^waa come here
 kaaʔa give me
 šuʔuʔ washroom
 ʔačaʔyik book

ʔaʔaqs box
 qic'yik pen, pencil
 ʔaʔkuu this
 ʔaʔni that (by you)

ʔaqaaq	what	waa	say
ʔiq ^w aasʔik	chair	ʔamaʔšʔ	try
qiicsaʔim	desk	ʔucičʔ	go to
haawacsasʔim	table (for eating)	čaʔaaʔ	go on
hawaaʔ	finish	huhtik	know
naʔaath	listen	hayimh(a)	not know
ciciqink	pray	huhtikšʔ	learn, find out
huuxsʔat(a)	rest	huuhtikšiih	learning
ʔuʔumh(a)	can	huuhtikšiihap	teaching
wiʔnaaqʔ	cannot	nanaʔ(a)	understand
ʔaʔaatuu	ask	kukums	not understand

4.4. Notes on identifying objects

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

(1)	word		sentence
	qicʔik	pencil	qicʔik-iš It is a pencil.
	ʔiq ^w aasʔik	chair	ʔiq ^w aasʔik-iš It is a chair.

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

ʔahkuu	this	qicʔik	pen, pencil
ʔahʔii	that (by you)	ʔiq ^w aasʔik	chair
ʔačaʔʔik	book	qiicsaʔim	desk
ʔahaqs	box	haawacsasʔim	table (for eating)

Example. A. ʔaqaaqh ʔahkuu. 'What's this?' B. ʔačaʔʔikiš. 'It's a book.'

Example. A. ʔaqaaqh ʔahʔii. 'What's that?' B. qiicsaʔimš. 'It's a desk.'

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

(2)	question		statement
	ʔačaʔʔik-h.	Is it a book?	ʔačaʔʔik-iš. It's a book.
	ʔahaqs-h ʔahʔii.	Is that a box?	ʔahaqs-iš. It's a box.

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

Example. A. ʔiq^waasʔikh ʔahkuu. 'Is this a chair?' B. ʔiq^waasʔikiš. 'It's a chair.'

4.5. Notes on commands

Commands usually include a command ending, such as *-ʔii*, *-ʔin*, *-č*, *-ʔim*.

- (3) naʔaath-i! Listen! ʔaaʔaash-č ʔimčaa. Go play outside.
 huuxsʔata-ʔin. Let's take a break. ʔuʔ-ʔim waʔič. Sleep well.

The words *čuk^waa* ‘come here’ and *kaaʔa* ‘give me’ are special command words. They can be used without an ending (though they do sometimes take endings).

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

 ńačalʔik book qicʔik pen, pencil ʔaḥaqs box ʔaḥḥii that

Example. A. *kaaʔa ʔaḥaqs*. ‘Give me a box.’ B. *maa*. ‘Here you go.’

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

4.6. Notes on permission

The words *ʔuʔumḥ(a)*, *wimaaqʔ* can be used to ask for and give permission.

- (4) ʔuʔumḥ-ḥs ńaacuuḥ ńačalčacčk. May I watch television?
 ʔuʔumḥa-ʔc. You may.
 wimaaqʔ-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’.

ńamašʔ	try	haʔuk	eat
ʔaʔaatuu	ask	ʔaaʔaash ʔimčaa	play outdoors
huuxsʔat(a)	rest	ʔucičʔ šuʔuʔ	go to the washroom
qicʔis	go to school	ńaacuuḥ ńačalčacčk	watch television

Example. A. *ʔuʔumḥḥs ńamašʔ*. ‘May I try?’ B. *ʔuʔumḥaʔc*. ‘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) nanaʔk huwaa-yiis. Do you understand what I'm saying?
 kukumss huwaa-yiik. I don't understand what you're saying.
 waaʔat-ii-ʔinł 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*, *-iš*.

(6) <i>subject</i>	<i>strong</i>	<i>weak</i>	<i>question</i>	<i>command</i>
I	-s	-(y)iis	-hs	-ʔii, -ó
you	-ic	-(y)iik	-k	
he, she, it	-iš	-(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 Nuuchah-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.