

Greetings

Conversation

A	šahyítk.	Are you okay?
A	wiikšahk.	Are you okay?
A	?aaqink.	How are you?
B	šahyíts. / šahyitiis.	I'm okay.
B	wiikšahs. / wiikšahayiis.	I'm okay.
A	?uuqumh̄h.	Is it nice weather?
B	haa, ?uuqumha?š.	Yes, it's nice weather.
B	?aani?š qʷaa.	It sure is.
B	wik, wiiqsiiš.	No, it's ugly weather.
A	?aaqinp.	What are you doing?
B	mamuuk.	I'm working.
B	ňaacuuh̄s pikčasćačk.	I'm watching TV.
B	?ucičλwítss wiwekam.	I'm going to go to Campbell River.
B	wiikšahps.	I'm doing nothing.

Words

haa	yes	pikčasćačk	television
wik	not, no	mamuuk	work
šahyít	okay	wikstup	nothing
wiikšah(a)	okay	wiikšahp	doing nothing
qʷaa	how	huupsítas	Houpsitas, Kyuquot
?aaqin	how	?uuλaqč	Oclucje
?aaqinp	do what	?iihats	Ehatis, Zeballos
?uuqumh(a)	nice, calm weather	wiwekam	Campbell River
wiiqsii	ugly, stormy weather	čuumuñaas	Port Alberni
ňaacuuh̄	watch	mituuni	Victoria

Advanced

A complete sentence in Nuu-chah-nulth usually requires a *mood ending* on the first word of the sentence. A mood ending indicates the *mood* and *subject* of the sentence. The subject is who the sentence is about. The mood is what the speaker is trying to accomplish, such as making a statement or asking a question.

(1)	subject	strong mood	weak mood	question mood
I		= si·š, = s	= (y)i:s	= ha's, = ḥs
you		= ?i·c, = ic, = ?c, = c	= (y)i:k	= ha'k, = k
he, she, it		= ?i·š, = iš, = ?š, = š	= (y)i:	= ha', = ḥ
we		= ni·š	= (y)in	= hin

A vowel with a single dot (*i*) is a weak long vowel, and a vowel with a double dot (*i*:) is a strong long vowel. A letter in parentheses—as in = (y)*i*:s—only appears with certain stems and endings. These patterns are discussed in detail in later lessons.

The *strong mood* endings are used to make statements.

- | | | |
|-----|----------------|-------------------------|
| (2) | šah̄yit = s. | I'm okay. |
| | mamuuk = s. | I'm working. |
| | ?uuqumha = ?š. | The weather's nice. |
| | ?apciik = ic. | You're saying it right. |

The *question mood* endings are used to ask questions.

- | | | |
|-----|---------------|-----------------------|
| (3) | šah̄yit = k. | Are you okay? |
| | ?aaqinp = k. | What are you doing? |
| | ?uuqumh = ḥ. | Is it nice weather? |
| | ?apciik = ḥs. | Am I saying it right? |

The *weak mood* endings are used both for statements and for questions.

- | | | |
|-----|-------------------------------|-------------------------------|
| (4) | šah̄yit = iis. | I'm okay. |
| | hayimha = yiis yaq = ii. | I don't know who he is. |
| | čimq̄xsiis ?in šah̄yit = iik. | I'm glad that you're okay. |
| | čaa qʷaa?ap = iik. | (I wonder) what you're doing? |

Exercises

1. Awareness. Practise the conversations from the beginning of this lesson. Find the mood endings in these sentences, and say what mood and subject they indicate.
2. Conversation. With a partner, make short conversations consisting of a question and an answer, by adding the endings = *k* and = *s* to these words and phrases.

šah̄yit	mamuuk	?ucič̄wíts ?uuλaqč
wiikšah	ňaacuuḥ pikčasčačk	?ucič̄wíts ?iihats
wiikšahp	ňaacuuḥ Canucks	?aaqinp

Weather

Conversation

- | | | |
|---|----------------------------|------------------------------|
| A | ?aaqinh̄ ḡnaas?ii. | How's the day? |
| A | ?aaqinh̄ ḡlāa?aaas. | How is it outside? |
| B | łupaaš. | It's hot. |
| B | m̄iłaaš. | It's raining. |
| B | ?uuqumḥa?š. | It's calm weather. |
| B | wiiqsiiš. | It's ugly weather. |
| A | małaaah̄. | Is it cold weather? |
| B | haa, małaaš. | Yes, it's cold. |
| B | wik?iiš małaa. ḡupaaš. | It isn't cold. It's warm! |
| A | ?učqakh̄. | Is it foggy? |
| B | haa, ?učqakiš. | Yes, it's foggy. |
| B | wik?iiš ?učqak. liwahya?š. | It isn't foggy. It's cloudy. |

Words

ṅnaas	day, Creator	yu?i	windy
?aaqin	how	?učqak	foggy
łaa?aaas	outdoors	m̄iłaa	raining
małaa	cold weather	kʷisaa	snowing
łupaa	hot weather	?uuqumḥ(a)	nice, calm weather
łupin	sunny	wiiqsii	ugly, stormy weather
liwahya	cloudy	?uu?uuqkʷ	nice surroundings
liwahk	cloudy	wiiwiqkʷ	ugly surroundings

Advanced

The word *ṅnaas* can mean ‘day, weather, nature’, or ‘Creator, Mother Earth’.

The weather is an *it*, so sentences about the weather use the mood endings for ‘he, she, it’. Use =*ha* to ask about the weather, and =*iš* to make statements about it.

- | | | | |
|--------------------|---------------------|--------------------|-----------------|
| (1) małaa = h̄. | Is it cold weather? | ?učqak = h̄. | Is it foggy? |
| małaa = š. | It's cold. | ?učqak = iš. | It's foggy. |
| wik = ?iiš małaa. | It isn't cold. | wik = ?iiš ?učqak. | It isn't foggy. |

The endings =*ha* and =*iš* contain *weak long vowels* (V·), which are sometimes long, and sometimes short. Weak long vowels are long only when they appear in one of the

first two syllables of a word. That is, they are long only after a one-syllable stem. After longer stems, they are short, or disappear entirely.

The mood ending in a Nuu-chah-nulth sentence goes on the first word of the predicate, which is usually the first word of the sentence.

(2)	yu?i = h wik = haa ?iih = haa	Is it windy? Isn't it windy? Is it very windy?	yu?i = ?š. wik = ?iš ?iih = ?iš	It's windy. It isn't windy. It's very windy.
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The following table shows how to form a question and a statement with each weather word from this lesson. Notice that the ending = ?iš is pronounced in several different ways (= ?iš, = iš, = ?š, = š), depending on its stem.

(3)	stem	question	statement
cold	małaa	małaa = h.	małaa = š.
hot	łupaa	łupaa = h.	łupaa = š.
sunny	łupin	łupin = h.	łupin = š.
cloudy	liwahya	liwahya = h.	liwahya = ?š.
raining	miłaa	miłaa = h.	miłaa = š.
snowing	kʷisaa	kʷisaa = h.	kʷisaa = š.
windy	yu?i	yu?i = h.	yu?i = ?š.
foggy	?učqak	?učqak = h.	?učqak = iš.
calm	?uuqumh(a)	?uuqumh = h.	?uuqumha = ?š.
stormy	wiiqsii	wiiqsii = h.	wiiqsii = š.
nice	?uu?uuqkʷ	?uu?uuqk = h.	?uu?uuqkʷ = iš.
not nice	wiiwiqkʷ	wiiwiqk = h.	wiiwiqkʷ = iš.

Many words contain hidden vowels, which are pronounced only with certain endings. The word *?uuqumh(a)* contains a hidden vowel, which appears in *?uuqumha = ?š*.

Roots, stems, and predicates are important concepts in *word-building*, while an understanding of weak long vowels and hidden vowels is important to learning accurate pronunciation. We will learn more about these concepts in later lessons.

Exercises

1. Word-building. For each weather word, say the word, a question based on it (with = ha'), a positive statement (with = ?iš), and a negative statement (with *wik?iš*).
2. Conversation. Discuss the weather with a partner. For each weather word, one partner asks a question with = h, and the other answers with = ?iš.

Classroom talk

Conversation

- | | | |
|---|--------------------------------|--|
| A | ?aqaaqḥ ?ahkuu. | What's this? |
| A | ?aqičḥ ?ahṇii. | What's that called? |
| B | qic̄ykiš. | It's a pen. |
| B | ?ukłaaš qic̄yik. | It's called a pen. |
| B | hayimḥs. | I don't know. |
| A | ?a?aqooth?inl ____ ciiqciqsas. | How do you say ____ in Nuu-chah-nulth? |
| B | waaniiš?inl ____. | We say ____. |
| A | ?aqafλḥ ḡnaas. | What day is it? |
| B | ḥupčiilaλiš. | It's Monday. |
| A | ?u?umḥhs naqšiλ. | Can I get a drink? |
| A | ?u?umḥhs ?ucičλ šu?uļi. | Can I go to the washroom? |
| B | ?u?umha?c. | You can. |
| B | wiṁaaqλic. | You can't. |
| A | ?apciikhṣ. | Am I saying it right? |
| B | ?apciikic. | You're saying it right. |
| B | wikciikic. | You're not saying it right. |
| A | kʷač?iiḥs. | Am I right? |
| B | kʷač?iic. | You're right. |
| B | ?aani?c. | You're right on. |

Words

qic̄yik	pen, pencil	?aani	really
ṅačaλyik	book	?aqaaq	what
tiipin	table	?a?aquu	say what
qiicsačim	desk	?aqič(a)	called what
čiiya	chair	?ukłaa	called, named
?u?umḥ(a)	can	?ahkuu	this
wiṁaaqλ	cannot	?ahṇii	that (near you)
čamaht(a)	right, correct, proper	ḥaa?ah	that
kʷač?ii	right, correct, proper	ḥuu?ah	that (far away)
?apciik	say correctly	=ḥa·	he, she, it (question)
wikciik	say incorrectly	=?i·š	he, she, it (statement)

Classroom songs

?a ?aa ce če ča če ha ha
 ?i ?ii ka ke kʷa kʷe la λa λa
 ma mā na nā pa pē qa qʷa
 si ši te tē ?u ?uu wa wā
 xa xā xʷe xʷe ye yē ſe ?a
 ?e ?ee ?o ?oo—λaakoo ?um?aa.
 huhtikša?λnaaš ?uu?uukʷa?ath.
 ýuuqʷaač nāa nāmaλšλ huwaa.
 ?a ?aa ce če ča če—huwaa.

siyaasic λuρin

siyaasic λuρin, ?anaakiis λuρin.
 čimqλapic siičił, λiwaḥya?λquu.
 wiiyayiik huhtik qʷaa?akiis yaa?ak.
 wičii kapšiλ siyaasi λuρin.

huksaa

čawaak, ?aλa, qacča, muu,
 suča ?uh?iš nupu, ?aλpu, ?aλakʷl,
 čawakʷl ?uh?iš ḥayu.
 ?ahkuuš suča. ?ahkuuš ḥayu.

naasminhi

ňupčiił, ?aλčiił, qacčačl, muučiił,
 sučačl, ňupučl, ?aλpučl, ?aλpučl.
 ?aλpu?š naasminhi.

ňupučlaλiš, ňupučlaλiš
 λah naas?ii, λah naas?ii.
 sučačlint ?aminti.
 ?aλpučlaqλ ?amiiλi.
 hawaaλniš ?uuqmisił.

Exercises

1. Word-building. Build a sentence for each day of the week. Start with a number, then add -čił, then add =!aλ= ?iš to make a complete sentence.

... Thank you, Mom.
 We have learned to speak Nuu-chah-nulth.
 Now you all try it too!
 Saying...

You Are My Sunshine

You are my sunshine, my only sunshine.
 You make me happy when skies are grey.
 You never know, dear, how much I love you.
 Oh please don't take my sunshine away.

The Counting Song

One, two, three, four,
 five and six, seven, eight,
 nine and ten.
 This is five. This is ten.

The Days of the Week

Sunday, Monday, Tuesday, Wednesday,
 Thursday, Friday, Saturday—seven days.
 The week has seven days.

Today is Saturday, today is Saturday
 all day long, all day long.
 Yesterday was Friday.
 Tomorrow will be Sunday.
 Now we're done having fun.

Introductions

Conversation

A	?ačaqłk.	What's your name?
B	?uklaas Sally.	My name is Sally.
B	?uklaayiis Sally.	My name is Sally.
A	?ačaqłh haa?ah čakupi.	What's that man's name?
B	?uklaaš David.	His name is David.
B	hayimḥs yaqlaayii.	I don't know his name.
A	waastithk.	What tribe are you from?
A	waastaqspk.	What tribe are you from? (to a female)
B	histiths čiiqλisath.	I'm Checleseht.
B	qaayuukths.	I'm Kyuquot.

Introducing oneself

na?aathič!	Listen, you all!
?uklaas λiisλiisa?apt.	My name is λiisλiisa?apt.
?uklaayiisλa? Adam, mamałna ɻimtii.	I am also called Adam in English.
histiths paastinth.	I'm American.
?uhuks ?um?iis Elspeth.	My mother is Elspeth.
?uhuks ḡuwiiqs Kent.	My father is Kent.
?uhukʷints nananaqs Anita, Edward, Helen, ?uh?iš Ralph.	My grandparents were Anita, Edward, Helen, and Ralph.
čimqλsiiš ?in ?ukʷinkiis siihił huuhtikšiih ciiqciqsas.	I'm happy to be learning Nuu-chah-nulth with you all.
λaakoo ?in na?aathiisuu siičił. čuuč.	Thank you all for listening to me. That's all.

Words

quu?assas ɻimtii	traditional name	-(č)ła·, -kła·	called, named
mamałna ɻimtii	English name	histith	from tribe
ciiqciqsas	speak Nuu-chah-nulth	histaqsp	from tribe (female)
maamaałñaq	speak English	-!ath	from tribe
?ačaaq, ?ač-	who	-!aqsp	from tribe (female)
?ačaqł(a)	named what (person)	=λa?	and, also, too
?ukłaa	called, named	=?ak, =uk	(possessive ending)

Advanced

The ending *-!ath* is used in the names of tribes.

(1)	nuučanłath čiiqƛisath qaayuułkth nučaałath ʔiihatsath činixintath muwačth hiškʷeeth qiłcma?th faahuuusath	Nuu-chah-nulth Checleseht Kyuquot Nuchatlaht Ehlettesaht Chinehkint Mowachaht Hesquiaht Kelsemaht Ahousaht	ƛa?uukʷa?th yuułu?łath tukʷaath ħuučuqƛsath čišaath huupačsatḥ huußeeth niitiina?th paačiina?th qʷinišča?th	Tla-o-qui-aht Ucluelet Toquaht Uchucklesaht Tseshah Hupacasath Huu-ay-aht Ditidaht Pacheedaht Makah
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The endings *-!ath* and *-!aqsp* are hardening endings (signified by !).

(2)	qaaýuuk qaaýuułkth qaaýuułaqsp	Easy Inlet Kyuquot person Kyuquot female	muwič muwačth muwačaqsp	deer Mowachaht person Mowachaht female
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Use *?uhuk* plus a relationship word (like *?um?iiqsu*, *ńuńiiqsu*), to describe how you are related to others. *?uhuk* is the root *?uh* ‘be’, plus the possessive ending =uk. You can also add the possessive endings =ak, =uk directly to relationship words.

(3)	?uhuks ?um?iiqs Elspeth. ?um?iiqsk Elspeth. ?uhuks īuučmuup Jane. īuučmuupkʷs Jane.	My mother is Elspeth. My mother is Elspeth. Jane is my sister. Jane is my sister.
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When discussing deceased people, it is proper to use the past tense =int, =nit.

(4)	?uhukʷints ?um?iiqs Esther. ńuńiiqskint Joseph.	My late mother was Esther. My late father was Joseph.
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Exercises

1. Word-building. For each Nuu-cha-nulth tribe name, say its stem (example: *čiiqƛis*), its general form (with *-!ath*), and its female form (with *-!aqsp*).
2. Conversation. Discuss what tribes you and others belong to. Ask with *waastith*, *waastaqsp* plus =k, and answer with *histith*, *histaqsp* plus =s, =ʔi'c, =ʔi's, =ni's.

Simple sentences

Conversation

- | | | |
|---|------------------------|-------------------------------|
| A | ?aaqinph̄ ?awatin. | What is the eagle doing? |
| B | mataaš ?awatin. | The eagle is flying. |
| B | hayimħayiis qʷaa?apii. | I don't know what it's doing. |

- | | | |
|---|-----------------------|--------------------------------|
| A | ?aaqinph. | What is he, she, it doing? |
| B | kamitqkʷiš ḥaakʷaaλi. | The girl is running. |
| B | susaāš suuhāa. | The spring salmon is swimming. |
| B | čapaakiš čakupi. | The man is going by canoe. |
| B | λatwaaš λuucma?. | The woman is paddling. |
| B | waʔičiš ńaýaqki. | The baby is sleeping. |

- | | | |
|---|----------------------|-------------------------|
| A | ?aaqinh. | How is he, she, it? |
| B | Ɂusaakiš ḥaawiłλi. | The young man is tired. |
| B | puñal?ata?š ńaýaqki. | The baby is sleepy. |

Advanced

A complete sentence is based on a *predicate*, which is the event that the sentence is about. A sentence might also contain *participants*, or the things involved in that event.

	sentence	predicate	participants
(1)	She slept.	slept	she
(2)	Jen ate a cookie.	ate (a cookie)	Jen, cookie
(3)	The bear is sniffing the box.	is sniffing (the box)	bear, box

In Nuu-chah-nulth, the first thing in a sentence is usually the predicate. In English, the first thing is usually the *subject*, which is the most important participant.

- | | | |
|-----|----------------------------|-------------------------------|
| (4) | sayaāš čaʔaki. | The island is far away. |
| (5) | Ɂapkʷaaš λuucma? ḥaawiłλi. | The woman is hugging the boy. |

In Nuu-chah-nulth, a predicate can be a verb ('sleep'), noun ('bear'), adjective ('bad'), or other kind of word. In English, a predicate has to include a verb.

- | | | |
|-----|---------------------------|------------------------------|
| (6) | waʔičiš ńaýaqki. | The baby is sleeping. |
| (7) | čims?iiš huu?ah. | That is a bear (over there). |
| (8) | čiišħii?š ḥaa?ah finiiλi. | That is a bad dog. |
| (9) | hitinqsaλiš nanišk. | Grandma is at the beach. |

The strong mood ending = ?iš indicates that the main participant is ‘he’, ‘she’, or ‘it’. It can be pronounced = ?iiš, = iš, = ?š, or = š, depending on the shape of its stem.

	stem	sentence	
(10)	suu	suu?iiš.	He’s holding it.
(11)	ḥas	ḥas?iiš ṭaňa?si.	That kid is loud!
(12)	?učqak	?učqakiš.	It’s foggy
(13)	čapaak	čapaakiš čakupi.	The man is going by canoe.
(14)	ṁaļaa	ṁaļaaš.	It’s cold weather.
(15)	λiħaa	λiħaaš čapici.	The canoe is going.
(16)	λuþin	λuþinš.	It’s sunny.
(17)	?u?usim	?u?usimš.	He wants some.

The ending = ?i means ‘the’. It is pronounced = ?ii, = i, = ?, or not at all, depending on its stem.

	stem	the...	
(18)	čims	čims?ii	the bear
(19)	ňaas	ňaas?ii	the day
(20)	čakup	čakupi	the man
(21)	haakʷaaλ	haakʷaaλi	the young woman
(22)	ħuucma	ħuucma?	the woman
(23)	maħtii	maħtii	the house
(24)	ha?um	ha?um	the food
(25)	?awatin	?awatin	the eagle

Exercises

1. Word-building. For every noun in the Conversation section, say the noun alone, with = ?i, and with = ?iš. Translate into English.
 - ▶ ňaýaqk ‘baby’ / ňaýaqki ‘the baby’ / ňaýaqkiš. ‘It’s a baby.’
2. Word-building. Use action word flashcards, or the *Grandma and Me* book. Say every action word alone, with = ?iš, and with = niš. Translate.
 - ▶ wa?ič ‘sleep’ / wa?ičiš. ‘She is sleeping.’ / wa?ičniš. ‘We are sleeping.’
3. Conversation. With a partner, make short questions and answers about what people, animals, and things are doing in pictures.
 - ▶ ?aaqinph čikčiki. ‘What is the car doing?’. / λiħaaš čikčiki. ‘The car is going.’