

## Greetings

## Conversation

A	šaḥyitk.	Are you okay?
A	wiikšaḥk.	Are you okay?
A	?aaqink.	How are you?
B	šaḥyits. / šaḥyitiis.	I'm okay.
B	wiikšaḥs. / wiikšaḥayiis.	I'm okay.
A	?uuqumḥh.	Is it nice weather?
B	haa, ?uuqumḥaʔš.	Yes, it's nice weather.
B	?aaniʔš q <sup>w</sup> aa.	It sure is.
B	wik, wiiqsiiš.	No, it's ugly weather.
A	?aaqinpk.	What are you doing?
B	mamuuks.	I'm working.
B	ñaacuuhs pikčasčăčk.	I'm watching TV.
B	?ucičłwītss wiwekam.	I'm going to go to Campbell River.
B	wiikšaḥps.	I'm doing nothing.

## Words

haa	yes	pikčasčăčk	television
wik	not, no	mamuuk	work
šaḥyit	okay	wikstup	nothing
wiikšaḥ(a)	okay	wiikšaḥp	doing nothing
q <sup>w</sup> aa	how	huupsitas	Houpsitas, Kyuquot
?aaqin	how	?uułaqč	Oclucje
?aaqinp	do what	?iihats	Ehatis, Zeballos
?uuqumḥ(a)	nice, calm weather	wiwekam	Campbell River
wiiqsii	ugly, stormy weather	čuumuŋaas	Port Alberni
ñaacuuḥ	watch	mituuni	Victoria

## Advanced

A complete sentence in Nuuchahnulth 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	= ḥa's, = ḥs
	you	= ʔi·c, = ic, = ʔc, = c	= (y)i:k	= ḥa'k, = k
	he, she, it	= ʔi·š, = iš, = ʔš, = š	= (y)i:	= ḥa', = ḥ
	we	= ni·š	= (y)in	= ḥin

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)	šaḥyit = s.	I'm okay.
	mamuuk = s.	I'm working.
	ʔuuqumḥa = ʔš.	The weather's nice.
	ʔapciik = ic.	You're saying it right.

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

(3)	šaḥyit = k.	Are you okay?
	ʔaaqinp = k.	What are you doing?
	ʔuuqumḥ = ḥ.	Is it nice weather?
	ʔapciik = ḥs.	Am I saying it right?

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

(4)	šaḥyit = iis.	I'm okay.
	hayimḥa = yiis yaq = ii.	I don't know who he is.
	čimqʌsiiiš ʔin šaḥyit = iik.	I'm glad that you're okay.
	čaa q <sup>w</sup> aaʔap = 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.

šaḥyit	mamuuk	ʔucičʌwits ʔuuʌaqč
wiikšaḥ	ḥaacuuḥ pikčascačk	ʔucičʌwits ʔiiḥats
wiikšaḥp	ḥaacuuḥ Canucks	ʔaaqinp

## Weather

## Conversation

A	ʔaaqinḥ ḥaasʔii.	How's the day?
A	ʔaaqinḥ ʔaaʔaas.	How is it outside?
B	ʔupaaš.	It's hot.
B	ḥiʔaaš.	It's raining.
B	ʔuuqumḥaʔš.	It's calm weather.
B	wiiqsiiš.	It's ugly weather.
A	ḥaʔaaḥ.	Is it cold weather?
B	haa, ḥaʔaaš.	Yes, it's cold.
B	wikʔiiš ḥaʔaa. ʔupaaš.	It isn't cold. It's warm!
A	ʔučqakḥ.	Is it foggy?
B	haa, ʔučqakiš.	Yes, it's foggy.
B	wikʔiiš ʔučqak. ḥiʔaḥyaʔš.	It isn't foggy. It's cloudy.

## Words

ḥaas	day, Creator	yuʔi	windy
ʔaaqin	how	ʔučqak	foggy
ʔaaʔaas	outdoors	ḥiʔaa	raining
ḥaʔaa	cold weather	kʷisaa	snowing
ʔupaa	hot weather	ʔuuqumḥ(a)	nice, calm weather
ʔupin	sunny	wiiqsii	ugly, stormy weather
ḥiʔaḥya	cloudy	ʔuuʔuuqkʷ	nice surroundings
ḥiʔaḥk	cloudy	wiiwiiqkʷ	ugly surroundings

## Advanced

The word *ḥaas* 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 =*ḥaʔ* to ask about the weather, and =*ʔiʔš* to make statements about it.

(1)	ḥaʔaa = ḥ.	Is it cold weather?	ʔučqak = ḥ.	Is it foggy?
	ḥaʔaa = š.	It's cold.	ʔučqak = iš.	It's foggy.
	wik = ʔiiš ḥaʔaa.	It isn't cold.	wik = ʔiiš ʔučqak.	It isn't foggy.

The endings =*ḥaʔ* and =*ʔiʔš* contain *weak long vowels* (V<sup>•</sup>), 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)	yuʔi = ɥ	Is it windy?	yuʔi = ʔš.	It's windy.
	wik = ɥaa yuʔi.	Isn't it windy?	wik = ʔiiš yuʔi.	It isn't windy.
	ʔiiɥ = ɥaa yuʔi.	Is it very windy?	ʔiiɥ = ʔiiš yuʔi.	It's very windy.

The following table shows how to form a question and a statement with each weather word from this lesson. Notice that the ending = ʔi·š is pronounced in several different ways (= ʔiiš, = iš, = ʔš, = š), depending on its stem.

(3)	stem	question	statement
	cold	m̄aʔaa = ɥ.	m̄aʔaa = š.
	hot	ʔupaa = ɥ.	ʔupaa = š.
	sunny	ʔupin = ɥ.	ʔupin = š.
	cloudy	ɥiwahya = ɥ.	ɥiwahya = ʔš.
	raining	m̄iʔaa = ɥ.	m̄iʔaa = š.
	snowing	k <sup>w</sup> isaa = ɥ.	k <sup>w</sup> isaa = š.
	windy	yuʔi = ɥ.	yuʔi = ʔš.
	foggy	ʔučqak = ɥ.	ʔučqak = iš.
	calm	ʔuuqumɥ(a) = ɥ.	ʔuuqumɥa = ʔš.
	stormy	wiiqsii = ɥ.	wiiqsii = š.
	nice	ʔuuʔuuqk <sup>w</sup> = ɥ.	ʔuuʔuuqk <sup>w</sup> = iš.
	not nice	wiiwiiqk <sup>w</sup> = ɥ.	wiiwiiqk <sup>w</sup> = iš.

Many words contain hidden vowels, which are pronounced only with certain endings. The word ʔuuqumɥ(a) contains a hidden vowel, which appears in ʔuuqumɥa = ʔš.

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 = ɥa'), a positive statement (with = ʔi·š), and a negative statement (with *wikʔiiš*).
2. Conversation. Discuss the weather with a partner. For each weather word, one partner asks a question with = ɥ, and the other answers with = ʔi·š.

## Classroom talk

## Conversation

A	ʔaqaaqh ʔahkuu.	What's this?
A	ʔaqičłh ʔahñii.	What's that called?
B	qicýikiš.	It's a pen.
B	ʔukłaaš qicýik.	It's called a pen.
B	hayimhs.	I don't know.
A	ʔaʔaqaoothʔinł ___ ciiqciqsas.	How do you say ___ in Nuu-chah-nulth?
B	waaniišʔinł ___.	We say ___.
A	ʔaqaʔłh ñaas.	What day is it?
B	ñupčiiłaałiš.	It's Monday.
A	ʔuʔumhhs naqšił.	Can I get a drink?
A	ʔuʔumhhs ʔucičł šuʔuli.	Can I go to the washroom?
B	ʔuʔumhaʔc.	You can.
B	wirñaaqłic.	You can't.
A	ʔapciikhš.	Am I saying it right?
B	ʔapciikic.	You're saying it right.
B	wikciikic.	You're not saying it right.
A	kʷačʔiihs.	Am I right?
B	kʷačʔiic.	You're right.
B	ʔaaniʔc.	You're right on.

## Words

qicýik	pen, pencil	ʔaani	really
ñačałyik	book	ʔaqaaq	what
tiipin	table	ʔaʔaquu	say what
qiicsačim	desk	ʔaqičł(a)	called what
čiiya	chair	ʔukłaa	called, named
ʔuʔumh(a)	can	ʔahkuu	this
wirñaaqł	cannot	ʔahñii	that (near you)
čamaht(a)	right, correct, proper	ħaaʔah	that
kʷačʔii	right, correct, proper	ħuuʔah	that (far away)
ʔapciik	say correctly	= ħaʔ	he, she, it (question)
wikciik	say incorrectly	= ʔi-š	he, she, it (statement)

**Classroom songs**

ʔa ʔaa ce če ča če ha ha  
 ʔi ʔii ka ke k<sup>w</sup>a k<sup>w</sup>e la ʔa ʔa  
 ma ma na na pa pe qa q<sup>w</sup>a  
 si ši te te ʔu ʔuu wa wa  
 xa xa x<sup>w</sup>e x<sup>w</sup>e ye ye ʔe ʔa  
 ʔe ʔee ʔo ʔoo—ʔaakoo ʔumʔaa.  
 huhtikšaʔʔnaaş ʔuuʔuuk<sup>w</sup>aʔath.  
 ʔuuq<sup>w</sup>aač naa namašʔ huwaa.  
 ʔa ʔaa ce če ča če—huwaa.

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

**siyaasic ʔupin**

siyaasic ʔupin, ʔanaakiis ʔupin.  
 čimqʔapic siičič, ʔiwahyaʔʔquu.  
 wiiyayiik huhtik q<sup>w</sup>aaʔakiis yaaʔak.  
 wikii kapšiʔ siyaasi ʔupin.

**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.

**huksaa**

čawaak, ʔaʔa, qacča, muu,  
 suča ʔuhʔiis nupu, ʔaʔpu, ʔaʔak<sup>w</sup>ʔ,  
 čawak<sup>w</sup>ʔ ʔuhʔiis hayu.  
 ʔahkuuš suča. ʔahkuuš hayu.

**The Counting Song**

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

**naasminhi**

nupčiči, ʔaʔčiči, qacčačič, muučiči,  
 sučačič, nupučič, ʔaʔpučič, ʔaʔpučič.  
 ʔaʔpuʔš naasminhi.

**The Days of the Week**

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

nupučičaʔiš, nupučičaʔiš  
 ʔah naasʔii, ʔah naasʔii.  
 sučačičint ʔaminti.  
 ʔaʔpučičaʔʔ ʔamiiʔi.  
 hawaaʔniš ʔuuqmisiʔ.

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.

**Exercises**

1. Word-building. Build a sentence for each day of the week. Start with a number, then add *-čiči*, then add *=!aʔ = ʔiʔ* to make a complete sentence.

## Introductions

### Conversation

A	ʔačaqłk.	What's your name?
B	ʔukłaaš Sally.	My name is Sally.
B	ʔukłaaʔiis Sally.	My name is Sally.
A	ʔačaqłh ɥaaʔah čakupi.	What's that man's name?
B	ʔukłaaš David.	His name is David.
B	hayimɥs yaqłaaʔiis.	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 čiiqłisath.	I'm Checleseht.
B	qaayuułkth.	I'm Kyuquot.

### Introducing oneself

naʔaathič!	Listen, you all!
ʔukłaaš λiisλiisaʔapt.	My name is λiisλiisaʔapt.
ʔukłaaʔiisλaʔ Adam, mamałna ʔimtii.	I am also called Adam in English.
histiths paastinth.	I'm American.
ʔuɥuks ʔumʔiiqs Elspeth.	My mother is Elspeth.
ʔuɥuks ɥuwiiqs Kent.	My father is Kent.
ʔuɥuk <sup>w</sup> ints nananaqs Anita, Edward, Helen, ʔuɥʔiis Ralph.	My grandparents were Anita, Edward, Helen, and Ralph.
čimqłsiiiš ʔin ʔuk <sup>w</sup> inkiis siiɥil huuɥtikšiiɥ ciiqciqsas.	I'm happy to be learning Nuuchah-nulth with you all.
λaakoo ʔin naʔaathiiisuu siičil. čuuč.	Thank you all for listening to me. That's all.

### Words

quuʔassas ʔimtii	traditional name	-(č)ła', -kła'	called, named
mamałna ʔimtii	English name	histith	from tribe
ciiqciqsas	speak Nuuchah-nulth	histaqsp	from tribe (female)
maamałnaq	speak English	-!ath	from tribe
ʔačaaq, ʔač-	who	-!aqsp	from tribe (female)
ʔačaqł(a)	named what (person)	= λaʔ	and, also, too
ʔukłaa	called, named	= ʔak, = uk	(possessive ending)

**Advanced**

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

(1)	nuučanłath	Nuu-chah-nulth	łaʔuuk <sup>w</sup> aʔth	Tla-o-qui-aht
	čiiqłisath	Checleseht	yuułuʔłath	Ucluelet
	qaayuułkth	Kyuquot	tuł <sup>w</sup> aath	Toquaht
	nučaałath	Nuchatlaht	ħuučuqłsath	Uchucklesaht
	ʔiiħatsath	Ehattesaht	čišaath	Tsesaht
	činixintath	Chinehkint	ħuupačsath	Hupacasath
	muwačth	Mowachaht	ħuuŕeeth	Huu-ay-aht
	ħišk <sup>w</sup> eeth	Hesquiaht	niitiinaʔth	Ditidaht
	qıłcmaʔth	Kelsemaht	paachiinaʔth	Pacheedaht
	ŕaahuusath	Ahousaht	q <sup>w</sup> iniščaʔth	Makah

The endings *–!ath* and *–!aqsp* are hardening endings (signified by !).

(2)	qaayuułk	Easy Inlet	muwič	deer
	qaayuułkth	Kyuquot person	muwačth	Mowachaht person
	qaayuułk <sup>w</sup> aqsp	Kyuquot female	muwačaqs	Mowachaht female

Use *ʔuħuk* plus a relationship word (like *ʔumʔiiqsu*, *ħuwiqsu*), to describe how you are related to others. *ʔuħuk* is the root *ʔuħ* ‘be’, plus the possessive ending =*uk*. You can also add the possessive endings =*ak*, =*uk* directly to relationship words.

(3)	ʔuħuks ʔumʔiiqs	Elspeth.	My mother is Elspeth.
	ʔumʔiiqsks	Elspeth.	My mother is Elspeth.
	ʔuħuks ħuučmuup	Jane.	Jane is my sister.
	ħuučmuupk <sup>w</sup> s	Jane.	Jane is my sister.

When discussing deceased people, it is proper to use the past tense =*int*, =*nit*.

(4)	ʔuħuk <sup>w</sup> ints ʔumʔiiqs	Esther.	My late mother was Esther.
	ħuwiqsints	Joseph.	My late father was Joseph.

**Exercises**

1. Word-building. For each Nuu-cha-nulth tribe name, say its stem (example: *čiiqłis*), its general form (with *–!ath*), and its female form (with *–!aqsp*).
2. Conversation. Discuss what tribes you and others belong to. Ask with *waastith*, *waastaqs* plus =*k*, and answer with *ħistith*, *ħistaqs* plus =*s*, =*ŕič*, =*ŕiš*, =*niš*.



## Simple sentences

## Conversation

A	ʔaaqinḥ ʔawatin.	What is the eagle doing?
B	mataaš ʔawatin.	The eagle is flying.
B	hayimḥayiis q <sup>w</sup> aaʔapii.	I don't know what it's doing.
A	ʔaaqinḥ.	What is he, she, it doing?
B	kamitqk <sup>w</sup> iš ḥaak <sup>w</sup> aaʔi.	The girl is running.
B	susaaš suuḥaa.	The spring salmon is swimming.
B	čapaakiš čakupi.	The man is going by canoe.
B	ʔatwaaš ḥucmaʔ.	The woman is paddling.
B	waʔičiš ḥaʔaqki.	The baby is sleeping.
A	ʔaaqinḥ.	How is he, she, it?
B	ḥusaakiš ḥaawīʔi.	The young man is tired.
B	puʔaʔataʔš ḥaʔaqki.	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 Nuuchahnulth, 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)	sayaaš čaʔaki.	The island is far away.
(5)	ʔapk <sup>w</sup> aaš ḥucmaʔ ḥaawīʔi.	The woman is hugging the boy.

In Nuuchahnulth, 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 ḥaʔaqki.	The baby is sleeping.
(7)	čimsʔiis ḥuuʔaḥ.	That is a bear (over there).
(8)	čiišḥiiʔš ḥaaʔaḥ ʔiniiʔi.	That is a bad dog.
(9)	hitinqsaʔiis 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 = *?iış*, = *iš*, = *?š*, or = *š*, depending on the shape of its stem.

	stem	sentence	
(10)	suu	suu?iış.	He’s holding it.
(11)	ḥas	ḥas?iış ṭaṇa?si.	That kid is loud!
(12)	?učqak	?učqakiš.	It’s foggy
(13)	čapaak	čapaakiš čakupi.	The man is going by canoe.
(14)	m̄aṭaa	m̄aṭaaš.	It’s cold weather.
(15)	ḷiḥaa	ḷiḥaaš čapici.	The canoe is going.
(16)	ḷuṭin	ḷuṭinš.	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)	ṇaas	ṇaas?ii	the day
(20)	čakup	čakupi	the man
(21)	ḥaak <sup>w</sup> aaḷ	ḥaak <sup>w</sup> aaḷi	the young woman
(22)	ḷuucma	ḷuucma?	the woman
(23)	maḥṭii	maḥṭii	the house
(24)	ha?um	ha?um	the food
(25)	?awatin	?awatin	the eagle

### Exercises

- Word-building. For every noun in the Conversation section, say the noun alone, with = *?i*, and with = *?iš*. Translate into English.
  - ṇaṽaqk ‘baby’ / ṇaṽaqki ‘the baby’ / ṇaṽaqkiš. ‘It’s a baby.’
- 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.’
- Conversation. With a partner, make short questions and answers about what people, animals, and things are doing in pictures.
  - ?aaqinḥ čikčiki. ‘What is the car doing?’ / ḷiḥaaš čikčiki. ‘The car is going.’