

## Lesson 8. Actions

### 8.1. Learning goals

- to recognize and use 22 common action words
- to be able to make simple commands with *-!i'*, *-!i'č*, *-!i's*, *-!in*, and *-!aλ*
- to be able to correctly pronounce the effects of hardening

### 8.2. Conversations

1A	tiq <sup>w</sup> aas?i.	Sit down (on a chair).
1B	čuu, tiq <sup>w</sup> aas?aaqλah. tiq <sup>w</sup> aas?aλah.	Okay, I'll sit. I'm sitting now.
2A	ńamałši?i.	Try it.
2A	ńamałši?aλi.	Try it now.
2B	čuu, ńamałšiλ?aaqλah.	Okay, I'll try.
3A	hupii?is.	Help me.
3B	čuu, hupii?aaqλah suwa.	Okay, I'll help you.
4A	nunuuk <sup>w</sup> in.	Let's sing.
4B	čuu, nunuuk?aaqλin.	Okay, we'll sing.

### 8.3. Words

ha?uk..... eat	nunuuk ..... sing
huyaał ..... dance	ńačaał ..... read
kamitquk ..... run	suu ..... hold
kupšiλ ..... point	susaa ..... swim
λakiis ..... stand	tiq <sup>w</sup> aas ..... sit on surface
λakiil ..... stand indoors	tiq <sup>w</sup> ił ..... sit on floor
λiihāk ..... paddle	tuxšiλ ..... jump
λupkšiλ ..... wake up	we?ičuλ ..... go to sleep
λiix <sup>w</sup> aa ..... laughing	wiinapi ..... not moving
mataa ..... flying	wiinapił ..... not moving indoors
na?aatah ..... listen	yaacuk ..... walk

### 8.4. Notes on command mood endings

There are many command mood endings. These are four of the most common ones.

(1)	person	ending	forms
	you	-!i'	-?ii, -?i, -óii, -ói
	you all	-!i'č	-?iič, -?ič, -óiič, -óič
	you-me	-!i's	-?iis, -?is, -óiis, -óis
	we, you-us	-!in	-?in, -óin

An exclamation point (!) designates a hardening ending, which glottalizes preceding consonants. A dot after a vowel (*i*) indicates a weak long vowel, which is long only after a short stem. This notation summarizes all the forms that these endings can take.

Some command endings refer to two persons, a subject and an object. The ending *-!i's* means 'you do to me'. The ending *-!in* can mean either 'let's do', or 'you do to us'.

(2)	suu-?ii.	Hold it.	nunuuk <sup>w</sup> -i.	Sing.
	suu-?iič.	Hold it (you all).	nunuuk <sup>w</sup> -ič.	Sing (you all).
	wik <sup>w</sup> -iis.	Don't do to me.	na?aataḥ-?is.	Listen to me.
	wik <sup>w</sup> -in.	Let's not. Don't do to us.	na?aataḥ-?in.	Let's listen. Listen to us.

∞ **Exercise 1.** For each command in example (2), say the stem first (*suu*, *wik*, *nunuuk*, *na?aataḥ*), then the command. Pay attention to glottalization and length.

### 8.5. Notes on hardening

*Hardening* endings tend to change the last sound of their stem into a *hard* or *glottalized* sound. Some important hardening endings are *-!i'*, *-!aλ*, *-!ath*, and *-!aqsup*.

The results of hardening are different, depending on what kind of sound is affected. After *vowels* (*a aa i ii u uu*) and *spirants* (*t s š x ḥ*), hardening becomes a glottal stop (?). After most *plosives* (*p t λ c č k*), hardening glottalizes the plosive (*p̣ ṭ λ̣ c̣ č̣ ḳ*). After /q/, hardening changes the /q/ into a pharyngeal stop (ʕ).

You do not need to remember the technical description of hardening. Instead, practise saying many stems and commands, and try to develop an ear for what sounds right.

(3)	stem		last sound	command
	suu	hold	vowel	suu?ii. Hold it.
	mataa	flying	vowel	mataa?i. Fly.
	tiq <sup>w</sup> aas	sit	spirant	tiq <sup>w</sup> aas?i. Sit.
	ha?uk	eat	plosive	ha?uk <sup>w</sup> i. Eat.
	suwaaq	you	/q/	suwaaʕi. You do it.

That is the general pattern of hardening. But there are some more special cases. *Complete aspect* forms of action words often end in a barred lambda (λ̄). When this lambda is affected by hardening, it does not glottalize, but simply disappears. The hardening is then pronounced as /ʔ/, as if the lambda had never been there.

(4)	stem		last sound		command
	waʔičuλ	go to sleep	complete aspect /λ/	waʔičuʔi.	Go to sleep.
	λupkšiλ	wake up	complete aspect /λ/	λupkšiʔi.	Wake up.

### 8.6. Notes on rounding

The consonants /k q x ɣ/ can be plain or round. When they come after /u uu/ and before another vowel, they tend to become round.

(5)	haʔuk	eat	kamitquk	run	yaacuk	walk
	haʔukʷin	Let's eat.	kamitqukʷin	Let's run.	yaacukʷin	Let's walk.

∞ **Exercise 2.** For each of the following action words, say the word alone, then say it with the command ending *-!i*. Pay attention to the last sound of each stem.

waa	tiqʷił	λakiis	yaacuk	wiinapi	ńamałšiλ*
naʔaataḥ	suu	wiinapił	hupii	λakiil	susaa
weʔičuλ	suwaaq	ńačaał	kupšiλ	tuxšiλ	kamitquk
tiqʷaas	haʔuk	λiiḥak	huyaał	λupkšiλ	huuxsʔatu

Example. waa, weeʔii, naʔaataḥ, naʔaataḥʔi, weʔičuλ, weʔičuʔi

### 8.7. Notes on commands with *-!aλ*

The ending *-!aλ* is often used with commands, because it emphasizes that one should do something that one is not doing already. This ending hardens its stem in the same way as *-!i*. When *-!aλ* itself is hardened, its /λ/ hardens normally, to /λʷ/.

(6)	stem		command		with <i>-!aλ</i>	
	hupii	help	hupii-ʔi.	Help!	hupii-ʔaλ-i.	Help now!
	naʔaataḥ	listen	naʔaataḥ-ʔi.	Listen!	naʔaataḥ-ʔaλ-i.	Listen now!
	yaacuk	walk	yaacukʷ-i.	Walk!	yaacukʷ-aλ-i.	Walk now!
	kupšiλ	point	kupši-ʔi	Point!	kupši-ʔaλ-i.	Point now!

∞ **Exercise 3.** For each of the following action words, say the word alone, then make a command with *-!i*, then *-!ič*, then *-!aλ-i*, then *-!aλ-ič*.

huuxsʔatu	waʔičuλ	λakiil	wiinapił	suu	yaacuk
waa	λupkšiλ	tiqʷaas	suwaaq	ńamałšiλ	kupšiλ

Example. huuxsʔatu, huuxsʔatuʔi, huuxsʔatuʔič, huuxsʔatuʔaλi, huuxsʔatuʔaλič

### 8.8. Notes comparing *-!aλ* and *-ʔaaqλ*

The endings *-!aλ* ‘now, and then’ and *-ʔaaqλ* ‘will’ sound similar, but mean different things. They can even be used in the same word.

(7)	ṭiq <sup>w</sup> ił-in.	We’re sitting.	tuxšiił-aḥ.	I jumped.
	ṭiq <sup>w</sup> ił-ʔaλ-in.	We’re sitting now.	tuxšiił-ʔaλ-aḥ.	Then I jumped.
	ṭiq <sup>w</sup> ił-ʔaaqλ-in.	We’ll sit.	tuxšiił-ʔaaqλ-aḥ.	I’ll jump.
	ṭiq <sup>w</sup> ił-ʔaaqλ-aλ-in.	We’ll sit now.	tuxšiił-ʔaaqλ-aλ-aḥ.	I’ll jump now.

You can tell these two endings apart because only *-ʔaaqλ* contains a /q/, and only *-!aλ* is a hardening ending. When they appear together, *-ʔaaqλ* always comes before *-!aλ*.

∞ **Exercise 4.** With a partner, A makes a command from each of these action words. Then B responds with ‘Okay, I will...’

ṭiq <sup>w</sup> ił	hupii	ḥačaał	λakiił	suu	naʔaataḥ
ḥamałšiił	waʔičuλ	suwaaq	wiinapił	λiiḥak	ṭiq <sup>w</sup> aas

Example. A. ṭiq<sup>w</sup>iłʔi. ‘Sit (on the floor).’ B. čuu, ṭiq<sup>w</sup>iłʔaaqλaḥ. ‘Okay, I will sit.’

### 8.9. Test yourself

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

- |                          |                         |
|--------------------------|-------------------------|
| 1. Point!                | 9. Let’s sing now.      |
| 2. Sit (on a chair).     | 10. Okay, we’ll sing.   |
| 3. Sit (on the floor).   | 11. Okay, I’ll hold it. |
| 4. Try it now.           | 12. Listen to me.       |
| 5. Okay, I’ll try.       | 13. Say it now.         |
| 6. Don’t move.           | 14. Go to sleep now.    |
| 7. Stand here (indoors). | 15. Wake up now.        |
| 8. Help me.              | 16. Dance (you all)!    |