

Unit 13. Speaking Nuuchahnulth**Learning goals**

- to maintain Nuuchahnulth immersion for a few minutes
- to memorize some lifelines for this purpose
- to encourage and support less advanced speakers

Words

waa.....	say it	kukums Q.....	not understanding it
wawaa	saying it	ḥamaṭap	knowing it
?a?aquu	saying what	ʕačik.....	knowing how, skilled
?aqičła	called what	huḥtak.....	knowing (how)
q ^{wi} čłaa	called what (indirect)	huḥtakšičł.....	learn (how)
ciiqciqa.....	speaking	huuḥtakšičł.....	learning (how)
ciiqciqasa*	speaking	huuḥtakšičł?ap.....	teaching it (how)
Nuuchahnulth		ḥaahuupa	teaching it
quuquu?aca	speaking	ḥaahuupču	taught, trained
Nuuchahnulth		?apsčičł	going the right way
maamaamaḥniqa	speaking English	wiksčičł.....	going the wrong way
?ii?iiniša*	speaking English	kat?uk CT.....	proud
?u?uk ^{wink}	speaking to	nučḥak	proud, happy
nana?a.....	understanding it	hu?aas	again
wiwikapa.....	not understanding it	ḥuulḥuula	slow

Conversations

- 1A. ?a?aquuḥak. What are you saying?
 1A. ?a?aquumiḥsaḥak. What do you want to say?
 1B. __ waamitaḥ. I said __.
 1B. __ waamiḥsamaḥ. I want to say __.
 1A. hu?aas?i waa. Say it again.
 1A. ḥuulḥuula?i ciiqciqa. Speak slowly.
 1A. hupii?is. Help me.
 1B. nana?aḥak wawaayiis. Do you understand what I'm saying?
 1A. nana?amaḥ wawaayiik. I understand what you're saying.
 1A. wiwikapamaḥ wawaayiik. I don't understand what you're saying.
 1A. ?aanaḥimiḥsamaḥ na?aataḥ.* I just want to listen.
 1A. wikaḥpis. Let me not. I pass.
- 2A. ?aqičłaha __. What is __ called?
 2A. ?a?aquu?atha?aała __. How does one say __?

- 2B. __ ?uklaama. It's called __.
- 2B. __ waa?atma?aała. One says __.
- 2B. hayaa?akaha q^{wi}čłayii. I don't know what it's called.
- 2B. hayaa?akaha waa?atii?aała. I don't know how it's said.
- 2A. ?apsčiikhas. Am I saying it right?
- 2B. ?apsčiike?ic. You're saying it right.
- 2B. wiksčiike?ic. You're saying it wrong.
- 3A. čamułhas ?u?uk^wink suwa. Can I talk to you?
- 3A. čamułhas ?a?aatuu suwa. Can I ask you something?
- 3A. čamułhas __ waa. Can I say __?
- 3B. čamułe?ic. You may.
- 3B. ?uušwaamihsahak. Do you want to say something?
- 3B. ?aaqimačukmihsahak. What do you want to talk about?
- 3B. ?aaqimačuk?aaqłhin. What shall we talk about?
- 3A. ?uumacuk^wałin q^waa?ap?aaqłin. Let's talk about what we will do.
- 3A. ?uumacuk^wałin __. Let's talk about __.
- 4A. quuquu?ace?i. Speak Nuuchahnulth.
- 4A. quuquu?ace?in. Let's speak Nuuchahnulth.
- 4A. wikii maamaamałniqa. Don't speak English.
- 4B. čuu, quuquu?acšił?aaqłah. Okay, I'll speak Nuuchahnulth.
- 4B. ?uušyakšiłe?ic łuujaap siya. Thank you for reminding me.
- 5A. łah?ałe?ic! Good for you!
- 5A. łułaatuk^we?ic. You sound good.
- 5A. hułtakši?ałe?ic. You've learned it.
- 5A. nane?iici?ałe?ic. You've understood it.
- 5A. nučhaksame?ic siya. You have made me proud.
- 5A. čamiłtame?ic haahuuřcu. You are properly taught.

The best way to learn a language is to be immersed in it—that is, to hear and speak only that language. But even advanced learners find it difficult to maintain immersion. This unit's conversations provide sentences that can make it a little easier.

Conversations 1 and 2 offer sentences to help beginners talk to stronger speakers, even when they feel that they have nothing to say. Conversation 1 is just for keeping up. Some of these sentences are so useful, we call them *lifelines*. Conversation 2 helps you to learn more Nuuchahnulth while speaking Nuuchahnulth.

The other conversations are for teachers, mentors, and advanced learners who are ready to support beginners. Conversation 3 gives you some ways to start a conversation. Conversation 4 will help you help others to stay in Nuuchahnulth. Last, conversation 5 gives you some ways to encourage others.

Conversation 1 includes the phrase BCT *wikápis*, Q *wikáps*. Although this is translated ‘I pass’, in fact it is stronger than this. Normally, it conveys polite but serious refusal, closer to ‘I prefer not to’, or even ‘I refuse’. Nevertheless, we recommend it because it is easier to say than the alternatives, which is important in a stressful situation like immersion. If you like, you can soften it by adding N *čaani* ‘for a while’.

Section

- ∞ Exercise 1: conversation. With a partner, practise and familiarize yourselves with all of this unit’s conversations. Take turns speaking the (A) and (B) roles. Get at least three good repetitions before switching roles.

Out of all the phrases in this unit’s conversations, the four lifelines below are most worth memorizing, to use whenever you start to feel lost.

- | | | | | |
|----|----|-----|-------------------|-------------------------|
| () | 1. | CMQ | ʔaʔaquuk. | |
| | | I | ʔaʔaquk. | What are you saying? |
| | | B | ʔaʔaquuhak. | |
| | 2. | Q | huʔaasi waa. | Say it again. |
| | | BCT | huʔaasʔi waa. | |
| | 3. | Q | kukumss suutił. | |
| | | CT | wiwikaps suutił. | I don’t understand you. |
| | | B | wiwikapamah suwa. | |
| | 4. | Q | wikáps. | Let me not. I pass. |
| | | BCT | wikápis. | |

- ∞ Exercise: lifelines. With a partner, practise the four basic lifelines in order. Partner A can talk about anything, in Nuuchahnulth if possible. Partner B cycles through the four lifelines, from ‘What are you saying?’, to ‘Let me not.’