

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 B.....	knowing it
ʔaʔaqu	saying what	ʕačik.....	knowing how, skilled
ʔaqičła	called what	huḥtik	knowing (how)
q ^{wi} čłaa.....	called what (indirect)	huḥtikšičł.....	learn (how)
ciiqciqa.....	speaking	huuḥtikšičł.....	learning (how)
ciiqciqasa.....	speaking	huuḥtikšičłʔap	teaching it (how)
Nuuchahnulth		ḥaahuupa	teaching it
quuquuʔaca*	speaking	ḥaahuupču	taught, trained
Nuuchahnulth		ʔapciik.....	going the right way
maamaamaḥniqa	speaking English	wikiik	going the wrong way
ʔiiʔiiniša*	speaking English	katʔuk	proud
ʔuʔuk ^{wink}	speaking to	nučḥak BC.....	proud, happy
nanaʔa.....	understanding it	huʔaas	again
wiwikap.....	not understanding it	ḥuuḥḥuuḥla	slow

Conversations

- 1A. ʔaʔaqu..... What are you saying?
 1A. ʔaʔaqumaḥsak. What do you want to say?
 1B. __ waamits..... I said __.
 1B. __ waamaḥsas..... I want to say __.
 1A. huʔaasʔi waa. Say it again.
 1A. ḥuuḥḥuuḥlaʔi ciiqciqa..... Speak slowly.
 1A. hupiiʔis. Help me.
 1B. nanaʔak wawaayis..... Do you understand what I'm saying?
 1A. nanaʔas wawaayik..... I understand what you're saying.
 1A. wiwikaps wawaayik. I don't understand what you're saying.
 1A. ʔaanaḥimaḥsas naʔaataḥ. I just want to listen.
 1A. wikapʔis. Let me not. I pass.
- 2A. ʔaqičłah __..... What is __ called?
 2A. ʔaʔaquʔaḥʔaḥ __. How does one say __?

- 2B. __ ʔuklaaʔiš. It's called __.
- 2B. __ waaʔatʔišʔaʔ. One says __.
- 2B. hayumʔis q^{wi}čʔaayi. I don't know what it's called.
- 2B. hayumʔis waaʔatiʔaʔ. I don't know how it's said.
- 2A. ʔapciikʔs. Am I saying it right?
- 2B. ʔapciikʔic. You're saying it right.
- 2B. wikciikʔic. You're saying it wrong.
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- 3A. ʔuʔumʔihʔs susutink. Can I talk to you?
- 3A. ʔuʔumʔihʔs ʔaʔaatu suutiʔ. Can I ask you something?
- 3A. ʔuʔumʔihʔs __ waa. Can I say __?
- 3B. ʔuʔumʔiʔic. You may.
- 3B. ʔuušwaamahʔsak. Do you want to say something?
- 3B. ʔaaqimačukmahʔsak. What do you want to talk about?
- 3B. ʔaaqimačukʔaqʔʔin. What shall we talk about?
- 3A. ʔuumacuk^waʔʔin q^waaʔapʔaqʔʔin. Let's talk about what we will do.
- 3A. ʔuumacuk^waʔʔin __. Let's talk about __.
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- 4A. ciiqciqasaʔi. Speak Nuuchahnulth.
- 4A. ciiqciqasaʔin. Let's speak Nuuchahnulth.
- 4A. wikii maamaamaʔniqa. Don't speak English.
- 4B. čuu, ciiqciqasačʔiʔaqʔʔs. * Okay, I'll speak Nuuchahnulth.
- 4B. maaxʔaqʔiʔic ʔuuʔaap siičʔi. * Thank you for reminding me.
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- 5A. ʔahʔaʔʔic! Good for you!
- 5A. ʔuʔaatukʔic. You sound good.
- 5A. ʔačʔiʔiʔaʔʔic. You've learned it.
- 5A. nanaʔičʔiʔaʔʔic. You've understood it.
- 5A. katʔuksapʔic siičʔi. You have made me proud.
- 5A. čamiʔtaʔic ʔaʔuupčʔu. 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.

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

- ∞ 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.’