

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	not understanding it
huwaa.....	saying it	ḥamaṭap B.....	knowing it
ʔaʔaquu	saying what	ʔačik.....	knowing how, skilled
ʔaqičʰ(a)	called what	huḥtik	knowing (how)
q ^w ičʰaa.....	called what (indirect)	huḥtikšičʰ.....	learn (how)
ciiqciq(a).....	speaking	huuḥtikšičʰ.....	learning (how)
ciiqciqsas.....	speaking	huuḥtikšičʰʔap	teaching it (how)
Nuuchahnulth		ḥaahuup(a)	teaching it
quuquuʔac(a)	speaking	ḥaahuupču*	taught, trained
Nuuchahnulth		ʔapciik.....	going the right way
maamaaḥnaq.....	speaking English	wikiik	going the wrong way
ʔiiʔiiniša*	speaking English	katʔuk*	proud
ʔuʔuk ^w ink.....	speaking to	nučḥak BC.....	proud, happy
nanaʔ(a)	understanding it	huʔaas	again
wiwikap CT	not understanding it	ḥuuḥḥuuḥ(a)	slow

Conversations

- 1A. ʔaʔaquuk. What are you saying?
 1A. ʔaʔaquumaʔqʰk..... What do you want to say?
 1B. __ waanits..... I said __.
 1B. __ waamaʔqʰs. I want to say __.
 1A. huʔaasi waa. Say it again.
 1A. ḥuuḥḥuuḥaʔ ciiqciq. Speak slowly.
 1A. hupiiis..... Help me.
 1B. nanaʔk huwaayiis. Do you understand what I'm saying?
 1A. nanaʔs huwaayiik. I understand what you're saying.
 1A. kukumss huwaayiik. I don't understand what you're saying.
 1A. ʔaanaḥamaʔqʰs naʔaath.* .. I just want to listen.
 1A. wikapʰs.* .. Let me not. I pass.
- 2A. ʔaqičʰh __. What is __ called?
 2A. ʔaʔaqoothʔinḥ __. How does one say __?

- 2B. __ ?uklaaš.....It's called __.
- 2B. __ waa?atiš?inł..... One says __.
- 2B. hayimħs q^wičłayii.....I don't know what it's called.
- 2B. hayimħs waa?atii?inł.....I don't know how it's said.
- 2A. ?apciikhš..... Am I saying it right?
- 2B. ?apciikic..... You're saying it right.
- 2B. wikciikic..... You're saying it wrong.
- 3A. ?u?umħħs susutink..... Can I talk to you?
- 3A. ?u?umħħs ?a?aatuu suutił..... Can I ask you something?
- 3A. ?u?umħħs __ waa..... Can I say __?
- 3B. ?u?umħa?c..... You may.
- 3B. ?uušwaamařqłk..... Do you want to say something?
- 3B. ?aaqimač^wmařqłk..... What do you want to talk about?
- 3B. ?aaqimač^waqłħin..... What shall we talk about?
- 3A. ?uumáč^wałin q^waa?apaqłin.*..... Let's talk about what we will do.
- 3A. ?uumáč^wałin __.*..... Let's talk about __.
- 4A. ciiqciqsa?..... Speak Nuuchahnulth.
- 4A. ciiqciqsa?in..... Let's speak Nuuchahnulth.
- 4A. wikii maamaaħnaq..... Don't speak English.
- 4B. čuu, ciiqciqsačłaqłs.*..... Okay, I'll speak Nuuchahnulth.
- 4B. łaaakoo ?in łuuýaapiik siičil.*..... Thank you for reminding me.
- 5A. łah?ałic!..... Good for you!
- 5A. łułaatk^wic..... You sound good.
- 5A. řačikša?łic..... You've learned it.
- 5A. nana?iiča?łic..... You've understood it.
- 5A. kat?ukspic siičil..... You have made me proud.
- 5A. čamiħta?c ħaħuupču.*..... 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 | ?a?aquuk.
I ?a?aquk.
B ?a?aquuhak. | What are you saying? |
| | 2. Q
BCT | hu?aasi waa.
hu?aas?i waa. | Say it again. |
| | 3. Q
CT
B | kukumss suutił.
wiwikaps suutił.
wiwikapamah suwa. | I don’t understand you. |
| | 4. Q
BCT | wikáps.
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.’