

**Unit 2. Greetings****Learning goals**

In this unit, learners will work towards mastering the following skills.

- to memorize five conversations concerning greetings
- to pronounce statements and questions with appropriate intonation
- to recognize person agreement with ‘I’ and ‘you’
- to recognize the real, strong, question, and command moods
- to recognize some common endings, including ‘now, then’ ({-!aλ}), future ({-?a:qλ}, {-?aqλ}), and habitual ({-?a:ʔa}, {-?a:ʔ}, {-?aʔ}, {-?inʔ})
- to recite an opening statement or prayer when called on to do so

**Words**

čačumḥi.....	(one is) okay	haa .....	yes
šaḥyit.....	(one is) okay	wik.....	not, no
wiikšhin.....	nothing wrong	ḥaacsá .....	seeing it
?uuqumḥi .....	calm weather	ḥačuʔaaʔ.....	see it
?uu?uuquk.....	pleasant environment	ḥaacsiičičiλ.....	see it
wiiqsii.....	stormy weather	siya.....	I, me
wiiwiiquk .....	dreary environment	siičičiʔ .....	to me
ʔuuq <sup>w</sup> aa.....	also, too	suwa.....	you
?aani.....	really, sure is	suutiʔ.....	to you
?uḥ .....	be	?uyi .....	at the time of
siyaaq .....	it is I	?uʔaaʔuk BAH.....	taking care of
suwaaq .....	it is you	?uuyaʔuk .....	taking care of

**Conversations**

- 1A suwaaqk..... Is that you?  
 1B siyaaqsiš. .... It's me.  
 2A čačumḥik. .... Are you okay?  
 2B čačumḥisiš. ʔuuq<sup>w</sup>aak čačumḥi. .... I'm okay. Are you okay too?  
 2A haa, ʔuuq<sup>w</sup>aasiš čačumḥi. .... Yes, I'm okay.  
 2A čaačumḥisa, čaačumḥisa..... Very good, very good.  
 3A ?uu?uuquk?iš. .... It's nice weather.  
 3B ?aani?iš ?uu?uuquk. .... It sure is nice weather.  
 4A ?uyiʔaqλsiš ḥaacsiičičiλ suutiʔ. .... I'll see you later.  
 4B čuu, ?uyiʔaqλniš..... Okay, (we will) later.  
 5A ?uuyaʔukiʔaaʔ. .... Take care.  
 5B ʔuuq<sup>w</sup>aaʔiʔaaʔ ?uuyaʔuk. .... You take care too.

This is the first unit to start with mini-conversations, which demonstrate the kind of language that you will learn in the unit. Most conversations involve two people, who are symbolized as (A) and (B). For example, in conversation 1 person (A) asks a question, and person (B) responds. Conversation 2 consists of an exchange: first (A), then (B), then (A) again.

Sometimes, (A) or (B) might have several lines to choose from. In these cases you can pick any line that seems appropriate. Be sure to practise every line of every conversation by taking turns performing the (A) and (B) roles, and by varying what you say. Sometimes you can help your partner practise by repeating a line several times, so that they can try different responses.

You should memorize conversations 1 through 3, because you will use them almost every time that you greet someone in Nuuchahnulth. It is always polite to ask someone if they are okay, and to say something about the weather.

‘Is that you?’ is a regular greeting in Barkley Sound dialects, where it is equivalent to English {hello}. In other dialects, a person might say ‘Is that you?’ in a situation where they cannot see who they are talking to, such as when talking over the phone.

The most common way to say ‘goodbye’ in Nuuchahnulth is {čuu}. But conversations 4 and 5 give you some longer farewells that you can use too.

At the end of the unit, you will find two short speeches for opening language practice. These are the *Secular opening* and the *Learning prayer*. We present them at the end because you will need the skills that you will practise throughout the unit in order to perform them as well as you can.

∞ Exercise X: conversation. With a partner, practise and familiarize yourselves with all of this unit’s conversations. Whenever you practise a conversation, you should say it many times. Repeat it enough to get at least three good repetitions. Then switch roles. That is, whoever was person (A) before is now (B), and vice-versa. Listen to an elder, mentor, or recording to guide your pronunciation.

### Meaningful parts

Mood is an important concept in Nuuchahnulth grammar.

This unit’s conversations use the real, strong, question, and command moods. We will often abbreviate these as REAL, STRG, QUES, CMMD, respectively.

subject	real	strong	question	command
I	-(m)aḥ	-s(iš)	-ḥa's, -ḥs	—
you	-(m)e'ʔic	-ʔi'ck, -ʔi'c	-ḥa'k, -k	-!i'
he, she, it	-ma'	-ʔi's	-ḥa', -ḥ	—
we	-(m)in	-ni's	-ḥin	-!in

The real and strong moods are used to make statements.

The real mood is used only in Barkley Sound (B) dialects.

The strong mood is used mainly in Central-Northern (CTQ) dialects.

() EXAMPLES

The question mood is used to ask questions.

() EXAMPLES

The command mood is used to make commands.

() EXAMPLES

Familiarize yourself with the {Beginner's mood guide}.

--weak long vowels

--disappearing consonants

--optional -si's, -s

--contraction in Kyuquot-Checleset

∞ Exercise X: analysis. Review this unit's conversations. For every sentence, identify its mood ending, and say what mood it is, and what person it agrees with.

Remember that some mood endings have disappearing consonants or vowels.

EXAMPLES

4A. ʔuyaaqλ-(m)aḥ ḥačuʔaḥ suwa - I'll see you later.

4B. čuu, ʔuyaaqλ-(m)in. - Okay, (we will) later.

∞ Exercise X: conversation. With a partner, make mini-conversations using the question mood ending -ḥa'k, -k, and the real or strong mood ending -(m)aḥ, -s(i's).

ṭiq<sup>w</sup>aas

ḥakiis, ḥakaas, ṭaaqyaas

naʔaataḥ

doing nothing

haʔuk - eating

haʔuk<sup>w</sup>ap - feeding him

pisatuk

- play

yaaʔaʔ - watching

múcič - dressed

mačiiʔ

hitaas - outdoors

ʔiqpiʔaʔ - have gotten up

(A) \_\_-hək. B, \_\_-k. CTQ

(B) \_\_-mah. B, \_\_-siš. CT, \_\_-s. Q

Example. A. haʔukhək. 'Are you eating?' B. haʔuk<sup>w</sup>aḥ. 'I'm eating.'

- ∞ Exercise X: nasal stems. With a partner, make mini-conversations using the following nasal stems. Use question and real or strong endings to make mini-conversations on this model: (A) Are you \_\_? (B) I am \_\_. (A) Is he, she \_\_? (B) He, she is \_\_. (A) Are we \_\_? (B) We are \_\_.

ʔusim

ʔuʔusum

ʔuʔusim

ʔaʔak<sup>w</sup>in

k<sup>w</sup>iishin

Order of adverbs

ʔuuq<sup>w</sup>aahək čačimḥi.

čačimḥihək ʔuuq<sup>w</sup>aa.

ʔuuq<sup>w</sup>aamah wiikšahḥi.

wiikšahimah ʔuuq<sup>w</sup>aa.

- ∞ Exercise X. With a partner, practise conversation 2, but with different words for 'okay' (čačimḥi, šahḥut, wiikšahḥi), and with different replies to 'Are you okay too?'. NOTES ʔuuq<sup>w</sup>aa can come in any order, but the first word always gets the mood ending. You can reply longer (I'm okay too), or shorter ("Yes").

(A) \_\_-hək

(B) \_\_-(m)aḥ. ʔuuq<sup>w</sup>aahək \_\_.

(A) haaʔa, ʔuuq<sup>w</sup>aamah \_\_.

- ∞ Exercise X. With a partner, practise making one-word sentences by combining the words N {naʔaa} 'hearing', BCT {naʔataḥ}, Q {naʔaath} 'listening' with the question mood, and with the real or strong mood. Practise all four persons (I, you,

he/she/it, we) in each mood. Partner (A) says an English sentence, and partner (B) translates into Nuuchahnulth.

ex. (A) Do I hear? (B) naʔaaḥas. B, CTQ naʔaaḥs. (A) Do you hear? (B) naʔaaḥak. B, CTQ naʔaak. (A) Does, he, she, it hear? (B) naʔaaḥa. B, CTQ naʔaaḥ. (A) Do we hear? (B) naʔaaḥin. N

### Common endings

ADD more preamble --- to recognize some common endings, including ‘now, then’ ({-!aʔ}), future ({-ʔa:qʔ}, {-ʔaqʔ}), and habitual ({-ʔa:ʔa}, {-ʔa:ʔ}, {-ʔaʔ}, {-ʔinʔ})

haʔuk- eating	haʔuk <sup>w</sup> ap - feeding him	pisatuk	- play
weʔič - sleeping	yaaʔaʔ - watching	múcič	- dressed
čáčimḥi - okay	hitaas - outdoors	ṭiqpiʔaʔ	- have gotten up

∞ Exercise X: analysis. Rewrite this unit’s conversations, separating meaningful parts with dashes. Separate all mood endings, *-!aʔ*, and future and habitual endings.

ex.

∞ Exercise X: syllables. Rewrite this unit’s conversations, separating syllables with slashes. Notice that syllables sometimes line up with meaningful parts, and sometimes do not.

ex.

### Intonation

Coming soon.

∞ Exercise X: intonation. With a partner, perform this unit’s conversations with appropriate intonation.

Some other ways to say hello and goodbye follow, for more intonation practice.

() ʔumaaʔateʔic. B  
 ʔayaḥuʔaʔ. BI, CM ʔayaḥuʔaaʔ. Q ʔayaḥooʔ  
 ʔuuʔaʔukum.  
 JL šahýutaʔum

## Openings

∞ Exercise: public speaking. Now that you have an idea how to pronounce words by syllables, how to pronounce vowel lengths and intonation, practise delivering either the Secular opening, or the Learning Prayer, or both. These are intended to be used to start language practice in a good way.

6A. Secular opening. ʔuuščakšiλʔicuuš hišumyił ʔin huuhtakšiiḥwītassuu ciiqciqasa. λuyačiʔats hīmaqsti ʔin náčuulsa siiḥił. λułʔiiš q<sup>w</sup>aaʔapqin. čuuč. • Thank you for gathering to practise speaking Nuuchahnulth. I feel happy to look you all in the face. What we're doing is good. That's all.

7A. Learning prayer. ḥaałapi ḥaweel, náčśaaʔatuʔin q<sup>w</sup>aaʔapqin huuhtakšiiḥ ciiqciqasa. hupiiʔin huʔiip ciqyakukqin. čuu. • O Creator, watch over us as we learn. Help us to take back our language. Amen.

These statements include some glue words and endings that you might not have learned yet. Depending on your dialect, these might include forms of the important glue word *ʔani*, *ʔin* 'that, because', and some of the following endings.

- |    |            |                        |
|----|------------|------------------------|
| () | -qin       | 'we', definite mood    |
|    | -ʔi·cu:š   | 'you all', strong mood |
|    | -(m)eʔicu: | 'you all', real mood   |

## Test yourself

Test yourself by translating the following English sentences into Nuuchahnulth. A good way to practise this is to have a partner prompt you with the English sentences in random order. If you have mastered this unit, then you should be able to do this orally, without reading or writing.

Are you okay?

Is that you?

You take care too.

Are you sleeping?

Yes, it's me.

The weather is nice.

It sure is nice weather. (said in reply)

Take care.