

Unit 3. Weather

Learning goals

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

- to ask about and describe the weather
- to make negative sentences using *wik* ‘not’
- to use the ending *-!aλ* ‘now, then’ when discussing the weather
- to give nuanced descriptions including ‘very’ and ‘a little bit’

Words

ʔuuqumḥi	calm weather	muuḥuk.....	high tide
wiiqsii.....	stormy weather	ḥaaʔi	low tide
ʔuuʔuuquk.....	nice surroundings	ḥašiλ	look at it
wiiwiiquk	dreary surroundings	ʔaaqin	how
ʔuḥpin Q.....	sunny	q ^w aa	how (indirect)
ʔuḥpaa	hot weather	ḥaas.....	day, weather
māḥaa.....	cold weather	ʔaaʔaas	outdoors
mīḥaa	raining	ḥaḥ ʔuyi.....	now, today
k ^w isaa	snowing	ḥaḥ ḥaasʔii.....	today
ḥiḥaḥak.....	cloudy	kaḥḥakʔi ʔaḥ B	today
ʔuḥqak	foggy	ʔiiḥ.....	big
yuʔi	windy	ʔuḥknaḥʔis	small

Words based on the root *ʔuuq-* refer to pleasant feelings, surroundings, or weather. The opposites of these meanings are expressed with the root *wiiq-*.

()	ʔuuqmis N	fun, pleasure
	wiiqmis N	no fun, unpleasant
	ʔuuqumḥi BCT, Q ʔuuqumḥ(a)	calm weather
	wiiqsii N	stormy weather
	ʔuuʔuuquk BCT, Q ʔuuʔuuqk ^w	pleasant surroundings
	wiiwiiquk BCT, Q wiiwiiqk ^w	dreary surroundings

Conversations

- 1A ʔuuʔuuqukʔiḥ..... It’s nice weather.
 1B ʔaaniʔiḥ ʔuuʔuuquk. It sure is nice weather.
 2A wiiqsiiḥ..... Is it stormy?
 2B haa, wiiqsiiʔiḥ..... Yes, it’s stormy.
 2B wikʔiḥ wiiqsii. ʔuuqumḥiʔiḥ..... It isn’t stormy. It’s calm.
 3A ʔaaqinʔaḥḥ ḥaas. How’s the day?

- 3A ʔaaqinʔapaλh λaaʔaas.....What's it doing outdoors?
 3B hiwahaakʔiš.....It's cloudy.
 3B ʔučqakckinʔiš.It's a little foggy.
 3B λupaqaqʔiš!It's very hot!
 3B hayumhisiš q^waaʔaλii n̄aas.I don't know how the weather is.

Weather is one of our first units because we can start with very simple sentences, and because weather is a very common topic. There is no Nuuchahnulth word for 'weather'. Instead, we talk about how the day is, or how it is outdoors. The usual word for 'day' is *n̄aas*, but some Barkley Sound speakers prefer the alternative word *kaλhak*.

Using conversations 1-2, we will practise simple statements and questions, negative statements ('It isn't stormy'), and the proper placement of mood endings. Then in conversation 3, we will practise adding the meanings 'very' and 'a little bit' to weather sentences, as well as the important ending *-!aλ*.

- ∞ Exercise X: 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.

To ask about the weather, just add a question mood ending to a weather word. To say how the weather is, just add a real or strong mood ending.

- () ʔučqakha. B, CTQ ʔučqakh. Is it foggy?
 ʔučqakma. B, CT ʔučqakʔiš. Q ʔučqakiš. It's foggy.

- ∞ Exercise X: With a partner, ask and answer about the weather using this unit's weather words. Use conversation 2 as a guide.

ex. (A) Is it __? (B) It is __.

- ∞ Exercise X: With a partner, practise mini-conversations where partner (A) describes the weather, and partner (B) politely agrees using *ʔaani*. Remember that the mood ending goes after the first word. Use conversation 1 as a model.

ex. (A) muuʔukma. B, CT muuʔukʔiš. Q muuʔuk^wiš. 'The tide is high.'

ex. (B) ʔaanima muuʔuk. B, CT ʔaaniʔiš muuʔuk. Q ʔaaniʔš muuʔuk. 'It sure is high.'

Make negative sentences using *wik* 'not'.

- ∞ Exercise X: With a partner, practise mini-conversations where partner (A) describes the weather, and partner (B) contradicts (A). Use conversation 2 as a model.

The ending *–!aλ* is common in sentences about the weather. It is a hardening ending.

The ending *–ckin* means ‘a little bit’.

The ending *SS–(q)aq* means ‘very’. It also imposes a short-short template on its stem.

- ∞ Exercise X: word-building. Add *–!aλ* and the real or strong mood to weather words.
- ∞ Exercise X: word-building. Add *SS–(q)aq, –!aλ*, and the real or strong mood to weather words.