# Unit 8. ʔuušwaaẏak • ʔuušwaačak • ʔuušwaačk • Sentences

## 8.1. Overview

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

- to understand the structure of simple sentences
- to learn some common action words
- to use the article mood (–*ʔiˑ*)
- to distinguish words for 'how' from words for 'doing'

## Words

| | | | |
|---|---|---|---|
| ḥaakʷaaƛ | young woman | ƛakiis | standing |
| ḥaatḥaakʷaƛ | young women | ƛakiił | standing (indoors) |
| ḥaaẇiłaƛ | young man | ƛatẇaa CTQ | paddling |
| ḥaaẇiiḥaƛ | young men | ƛiḥaa | (vehicle) going |
| ċixʷatin | eagle | ƛiiḥak | paddling |
| čims | black bear | mamuuk | working |
| čapac | canoe | mataa | flying |
| huupukʷas | car, truck | nunuuk | singing |
| matuk | airplane | ṅaacsa | seeing it |
| ṁaʔakƛiqs | speedboat | suu | holding it |
| haʔuk | eating | susaa | swimming |
| huyaał | dancing | yaacuk | walking |
| huułhuuła | dancing | weʔič | sleeping |
| kamitquk | running | ʔaaqinʔap | doing what (direct) |
| ḳumaa | pointing | qʷaaʔap | doing (what) (indirect) |

## Conversations

| | | |
|---|---|---|
| 1A | ʔaaqinʔapḥa ċixʷatinʔi. | What is the eagle doing? |
| 1B | mataama ċixʷatinʔi | The eagle is flying. |
| 1B | hayaaʔakaḥ qʷaaʔapii | I don't know what it's doing. |
| | | |
| 2A | ʔaaqinʔapḥa. | What is he, she, it doing? |
| 2B | kamitqukma ḥaakʷaaƛʔi. | The young woman is running. |
| 2B | nunuukma ḥaaẇiłaƛʔi. | The young man is singing. |
| 2B | ƛiiḥakma łuucsmeʔi. | The woman is paddling. |
| 2B | huyaałma čakupʔi. | The man is dancing. |

**8.2. Notes**

In order to communicate in Nuuchahnulth, you must speak in sentences. A *sentence* is one or more words that convey a complete idea. Most sentences are also clauses.

A *clause* is a combination of a predicate, participants, and mood. The *participants* are the people or things that the clause is about. The most important participant is called the *subject*. The *predicate* is an event or description that the participants are involved in. A *mood ending* completes the clause, agrees with its subject, and conveys other information as well.

Every clause includes a predicate and mood ending. They cannot be left out. But the participants can be left out, if they are already understood.

(1)

| clause | | |
|---|---|---|
| predicate | –mood ending | (participants) |

In English, the first thing in a sentence is usually the subject, which is the most important participant. But in Nuuchahnulth, the first word is usually the predicate.

(2)

| predicate | mood | participants | |
|---|---|---|---|
| ʔaaqinʔap | –ḥa. | | What is he, she, it doing? |
| ṅaacsa | –ma | čakupʔi čims. | The man sees a bear. |
| naʔaa | –maḥ | suẇa. | I hear you. |
| ƛuł | –maa | yaa ʕiniiƛʔi. | That's a good dog. |
| čims | –maa | yee. | That's a bear over there. |
| yeeł | –maa | čimsʔii. | The bear is over there. |
| hitinqis | –ma | nani. | Grandpa is at the beach. |
| naʔaataḥ | –ʔi | nani. | Listen to Grandma. |

## Unit 9. qʷismiḥsaṗatii • qʷismaḥsaṗatii • qʷismaḥsaṗati • qʷismaʕaqƛptii* • Commands

### 9.1. Overview

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

- to use and respond to simple commands
- to correctly pronounce the effects of hardening (*!*)
- to distinguish continuous (CT), complete (CP), and repetitive (RP) aspect forms

### Words

| | | | |
|---|---|---|---|
| haʔukšiƛ | start eating | qʷis | do so |
| huułšiƛ | start dancing | sukʷiƛ | take it |
| kamitqšiƛ | start running | tuxšiƛ | jump |
| ḱupšiƛ | point | tuuxtuuxʷa | jumping |
| ƛakišiƛ | stand up | ṫiqʷaasiƛ | sit down on (platform) |
| ƛiiḥšiƛ | start paddling | wiinapuƛ | stop going |
| ƛupkšiƛ | wake up | yaacšiƛ | start walking |
| ƛ̓ułšiƛ | touch it | weʔičuƛ | go to sleep |
| matšiƛ | start flying | ʔucačiƛ | go to |
| nuuʔiƛ | start singing | łaakšiƛ | please |
| ṅašiƛ | look at | ẏuuqʷaa | also, too |

### Conversations

| | | |
|---|---|---|
| 1A | ṫiqʷaasiʔi. | Sit down. |
| 1B | čuu, ṫiqʷaasiƛʔaaqƛaḥ. | Okay, I'll sit down. |
| 2A | naʔataḥʔis. | Listen to me. |
| 2B | čuu, naʔataḥʔaaqƛaḥ suẇa. | Okay, I'll listen to you. |
| 3A | nuuʔiʔaƛ̓in. | Let's start singing now. |
| 3B | čuu, nuuʔiƛʔaaqƛ̓aƛin. | Okay, we'll sing now. |

## 9.2. Notes

The command mood (*–!iˑ*) is used to tell someone to do something. The exclamation point (*!*) represents hardening, which hardens the preceding sound, or is pronounced as a glottal stop (*ʔ*). In Q, this stop can disappear.

| (1) | wik | N | wik̓ii. | | | Don't! |
|---|---|---|---|---|---|---|
| | suu | N | suuʔii. | | | Hold it! |
| | waa | B | weeʔii. | CTQ | waaʔii. | Say it! |
| | naʔaataḥ | BCT | naʔaataḥʔi. | Q | naʔaatḥi. | Listen! |

Aspect is an important grammatical category that has to do with the shape of events, and how smaller events fit into larger events. English verbs have up to three different aspect forms: plain, progressive, and perfect. Aspect is different from tense.

| (2) | plain aspect | We speak. | We spoke. |
|---|---|---|---|
| | progressive aspect | We are speaking. | We were speaking. |
| | perfect aspect | We have spoken. | We had spoken. |

Nuuchahnulth verbs occur in up to five aspects. The most important of these are the continuous (CT) and complete (CP) aspects.[1]

| (3) | CT | qʷaaʔap | doing | suu | holding it | wawaa[(d)] | saying it |
|---|---|---|---|---|---|---|---|
| | CP | qʷis | do | sukʷiƛ | take it | waa | say it |
| | CT | mataa | flying | nunuuk | singing | yaacuk | walking |
| | CP | matšiƛ | start flying | nuuʔiƛ | start singing | yaacšiƛ | start walking |

The next most important aspect is the repetitive (RP) aspect.[2]

| (4) | CT | mitxʷaa | rotating | tuuxʷapi[(d)] | jumping |
|---|---|---|---|---|---|
| | RP | miitxmiitxʷa[(d)] | rotating | tuuxtuuxʷa[(d)] | jumping |
| | CP | mitxšiƛ | rotate | tuxšiƛ | jump |
| | CT | huyaał | dancing | ciqaa | speaking |
| | RP | huułhuuła[(d)] | dancing | ciiqciiqa[(d)] | speaking |
| | CP | huułšiƛ | start dancing | ciqšiƛ | start speaking |

In order to gain an understanding of aspect, it might help to think of them in terms of the following symbols or paraphrases.

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[1] Q forms: huwaa 'saying'.
[2] Q forms: miitxmiitxʷ(a), tuuxʷap(a), tuuxtuux(ʷa), huułhuuł(a), ciiqciiq(a).

(5)    aspect         symbol      paraphrase

continuous      ∽           'doing without beginning or end'
repetitive      • • •       'doing repeatedly'
complete        •           'do and be done', or 'start doing'