

Greetings

Conversation

A	šah̓yutk q ^w aa.	Are you okay?
A	wiikšh̓ink q ^w aa.	Are you okay?
A	?aaqink.	How are you?
B	haaha, šah̓yuts.	Yes, I'm okay.
B	haaha, wiikšh̓ins.	Yes, I'm okay.
B	šaaḥ̓yutsas, šaaḥ̓yutsas.	I'm really really good!
A	?uuqum̓h̓ih̓.	Is it nice weather?
B	haaha, ?uuqum̓h̓i?iš.	Yes, it's nice weather.
B	?aani?iš q ^w aa.	It sure is.
B	wik, wiiqsii?iš.	No, it's ugly weather.
A	?aaqin?apk.	What are you doing?
B	mamuuks.	I'm working.
B	?uuḥ̓akuh̓s ḥ̓ačal̓cu̓yak.	I'm watching TV.
B	yačasw̓itass wiwekam.	I'm going to go to Campbell River.
B	wiiwiikstupas.	I'm doing nothing (of importance).

Words

haaha	yes	mamuuk	work
wik	not, no	wikstup	nothing
šah̓yut	okay	wiiwiikstupa	doing nothing
wiikšh̓in	okay	yačas	go to town
q ^w aa	how	?uuḥ̓aqči	Oclucje
?aaqin	how	?uuḥ̓uqči	Oclucje
?aaqin?ap	do what	?iiḥ̓atis	Ehatis, Zeballos
?uuqum̓h̓i	nice, calm weather	huupsitas	Houpsitas, Kyuquot
wiiqsii	ugly, stormy weather	wiwekam	Campbell River
?uuḥ̓akuh̓	watch	čuumuḥ̓aas	Port Alberni
ḥ̓ačal̓cu̓yak	television	mituuni	Victoria

Advanced

A complete sentence in Nuuchah-nulth usually requires a *mood ending* on the first word of the sentence. A mood ending indicates the *mood* and *subject* of the sentence. The subject is who the sentence is about. The mood is what the speaker is trying to accomplish, such as making a statement or asking a question.

(1) subject	strong mood	weak mood	question mood
I	= si·š, = siš, = s	= (y)iis, = (y)is	= ḥs
you	= ʔi·c, = ʔic	= (y)iik, = (y)ik	= k
he, she, it	= ʔi·š, = ʔiš	= (y)ii, = (y)i	= ḥ
we	= ni·š	= (y)in	= ḥin

A vowel with a single dot (*i*) is a weak long vowel, and a vowel with a double dot (*ii*) is a strong long vowel. A letter in parentheses—as in = (y)*iis*—only appears with certain stems and endings. These patterns are discussed in detail in later lessons.

The *strong mood* endings are used to make statements.

(2) šaḥýut = s.	I'm okay.
mamuuk = s.	I'm working.
ʔuuqumḥi = ʔiš.	The weather's nice.
ʔaʔapwa = ʔic.	You're saying it right.

The *question mood* endings are used to ask questions.

(3) šaḥýut = k.	Are you okay?
ʔaaqinʔap = k	What are you doing?
ʔuuqumḥi = ḥ.	Is it nice weather?
ʔaʔapwa = ḥs.	Am I saying it right?

The *weak mood* endings are used for embedded statements, and for some questions.

(4) čumqʌs ʔin šaḥýut = ik.	I'm glad that you're okay.
hayumḥis yaq = ii.	I don't know who he is.
čaa q ^w aaʔap = ik.	I wonder what you're doing?
q ^w aacum = yis hupii suutił.	I wonder how I can help you?

Exercises

1. Awareness. Practise the conversations from the beginning of this lesson. Find the mood endings in these sentences, and say what mood and subject they indicate.
2. Conversation. With a partner, make short conversations consisting of a question and an answer, by adding the endings = k, = s, and = siš to these words and phrases.

šaḥýut	mamuuk	ʔucačiłwítas ʔuułaqči
wiikšhin	ʔuuñakuḥ ñačałcuýak	ʔucačiłwítas huupsítas
wiiwiikstupa	ʔuuñakuḥ Canucks	ʔaaqinʔap

Weather

Conversation

A	ʔaaqinḥ ḥaasʔii.	How's the day?
A	ʔaaqinʔaλḥ ḥaas.	How's the day?
A	ʔaaqinʔaλḥ λaaʔaas.	How is it outside?
B	λupaaʔiṣ.	It's hot, sunny.
B	m̄iλaaʔiṣ.	It's raining.
B	ʔuuqumḥiʔiṣ.	It's calm weather.
B	wiiqsiiʔiṣ.	It's ugly weather.
A	m̄aḥaaḥ.	Is it cold weather?
B	haaha, m̄aḥaaʔiṣ.	Yes, it's cold.
B	wikʔiṣ m̄aḥaa. λupaaʔiṣ.	It isn't cold. It's warm!
A	ʔučqakḥ.	Is it foggy?
B	haaha, ʔučqakʔiṣ.	Yes, it's foggy.
B	wikʔiṣ ʔučqak. ʔaanah̄iʔiṣ ḥiwaḥyu.	It isn't foggy. It's only cloudy.

Words

ḥaas	day, Creator	ʔučqak	foggy
ʔaaqin	how	m̄iλaa	raining
λaaʔaas	outdoors	k ^w isaa	snowing
m̄aḥaa	cold weather	ʔuuqumḥi	nice, calm weather
λupaa	hot weather, sunny	wiiqsii	ugly, stormy weather
ḥiwaḥyu	cloudy	ʔuuʔuuquk	nice surroundings
yuʔi	windy	wiiwiiquk	ugly surroundings

Advanced

The word *ḥaas* can mean 'day, weather, nature', or 'Creator, Mother Earth'.

The weather is an *it*, so sentences about the weather use the mood endings for 'he, she, it'. Use =*ḥ* to ask about the weather, and =*ʔiṣ* to make statements about it.

(1)	m̄aḥaa = ḥ.	Is it cold weather?	ʔučqak = ḥ.	Is it foggy?
	m̄aḥaa = ʔiṣ.	It's cold.	ʔučqak = ʔiṣ.	It's foggy.
	wik = ʔiṣ m̄aḥaa.	It isn't cold.	wik = ʔiṣ ʔučqak.	It isn't foggy.

The ending =ʔiš contains a *weak long vowel* (V[•]), which is sometimes long, and sometimes short. Weak long vowels are long only when they appear in one of the first two syllables of a word. That is, they are long only after a one-syllable stem.

The mood ending in a Nuu-chah-nulth sentence goes on the first word of the predicate, which is usually the first word of the sentence.

(2)	yuʔi = ɥ.	Is it windy?	yuʔi = ʔiš.	It's windy.
	wik = ɥ yuʔi.	Isn't it windy?	wik = ʔiiš yuʔi.	It isn't windy.
	ʔiiɥ = ɥ yuʔi.	Is it very windy?	ʔiiɥ = ʔiiš yuʔi.	It's very windy.

The following table shows how to form a question and a statement with each weather word from this lesson.

(3)	stem	question	statement	
	cold	m̄aʔaa	m̄aʔaa = ɥ.	m̄aʔaa = ʔiš.
	hot	ʔupaa	ʔupaa = ɥ.	ʔupaa = ʔiš.
	cloudy	hiw̄ahyu	hiw̄ahyu = ɥ.	hiw̄ahyu = ʔiš.
	raining	m̄iʔaa	m̄iʔaa = ɥ.	m̄iʔaa = ʔiš.
	snowing	k̄ ^w isaa	k̄ ^w isaa = ɥ.	k̄ ^w isaa = ʔiš.
	windy	yuʔi	yuʔi = ɥ.	yuʔi = ʔiš.
	foggy	ʔučqak	ʔučqak = ɥ.	ʔučqak = ʔiš.
	calm	ʔuuqumɥi	ʔuuqumɥi = ɥ.	ʔuuqumɥi = ʔiš.
	stormy	wiiqsii	wiiqsii = ɥ.	wiiqsii = ʔiš.
	nice	ʔuuʔuuquk	ʔuuʔuuquk = ɥ.	ʔuuʔuuquk = ʔiš.
	not nice	wiiwiiquk	wiiwiiquk = ɥ.	wiiwiiquk = ʔiš.

Roots, stems, and predicates are important concepts in *word-building*, while an understanding of weak long vowels is important to learning accurate pronunciation. We will learn more about these concepts in later lessons.

Exercises

1. Word-building. For each weather word, say the word, a question based on it (with = ɥ), a positive statement (with = ʔiš), and a negative statement (with wikʔiiš).
2. Conversation. Discuss the weather with a partner. For each weather word, one partner asks a question (with = ɥ), and the other answers (with = ʔiš).

Classroom talk

Conversation

A	ʔaqaʔh ʔaḥkuu.	What's this?
A	ʔaqičʔaḥ ʔaḥḥii.	What's that called?
B	ʔiisʔakʔiš.	It's a pen.
B	ʔukʔaaʔiš ʔiisʔak.	It's called a pen.
B	hayumḥis.	I don't know.
A	ʔaʔaquʔaḥʔaʔ ___ ciqciqasa.	How do you say ___ in Nuu-chah-nulth?
B	waaniišʔaʔ ___.	We say ___.
A	ʔaqaʔaʔḥ ḥ naas.	What day is it?
B	ḥupčiiʔaʔʔiš.	It's Monday.
A	ʔuʔumḥiḥs naqšiš.	Can I get a drink?
A	ʔuʔumḥiḥs ʔucačiš ʔuʔuʔi.	Can I go to the washroom?
B	ʔuʔumḥiʔic.	You can.
B	wiḥnaaqʔic.	You can't.
A	ʔapciikḥs.	Am I saying it right?
B	ʔapciikʔic.	You're saying it right.
B	wikciikʔic.	You're not saying it right.
A	kʷačʔiiḥs.	Am I right?
B	kʷačʔiiʔic.	You're right.
B	ʔaaniʔic.	You're right on.

Words

ʔiisʔak	pen, pencil	ʔaani	really
ḥačaaʔak	book	ʔaqaʔ	what
ḥaaʔacsačum	table	ʔaʔaqu	say what
ʔiissačum	desk	ʔaqičʔa	called what
kʷaacačus	chair	ʔukʔaa	called, named
ʔuʔumḥi	can	ʔaḥkuu	this
wiḥnaaqʔic	cannot	ʔaḥḥii	that (near you)
čamiḥta	right, correct, proper	ḥaaʔaḥi	that
kʷačʔii	right, correct, proper	ḥuuʔaḥi	that (far away)
ʔapciik	say correctly	= ḥ	he, she, it (question)
wikciik	say incorrectly	= ʔi-š	he, she, it (statement)

Classroom songs

ʔa ʔaa ce če ča če ha ha
 ʔi ʔii ka ke k^wa k^we la la ʔa ʔa
 ma ma na na pa pe qa q^wa
 si ši te te ʔu ʔuu wa wa
 xa xa x^we x^we ye ye ʔe ʔa
 ʔe ʔee ʔo ʔoo—ʔeekoo ʔumʔi.
 huhtikšiiʔneeš nuunuučala.
 ʔuuq^waaʔič nee namišiʔ ya.
 ʔa ʔaa ce če ča če—wawaa.

... Thank you, Mom.
 We have learned to speak Nuu-chah-nulth.
 Now you all try it too!
 Saying...

siyaasʔic hupał

siyaasʔic hupał, ʔanaakis hupał.
 čumqłapʔic siičiił, ʔiwahyuʔaʔqu.
 wiiyayik huhtik q^waaʔakis yaaʔak.
 wikii kapšiʔ siyaasʔi hupał.

You Are My Sunshine

You are my sunshine, my only sunshine.
 You make me happy when skies are grey.
 You never know, dear, how much I love you.
 Oh please don't take my sunshine away.

huksaa

čawaak, ʔała, qacča, muu,
 suča ʔuhʔiš nupu, ʔałpu, ʔałak^wał,
 čawaak^wał ʔuhʔiš hayu.
 ʔahkuuʔiš suča. ʔahkuuʔiš hayu.

The Counting Song

One, two, three, four,
 five and six, seven, eight,
 nine and ten.
 This is five., This is ten.

naasminhʔi

nupčiił, ʔałčiił, qacčačiił, muučiił,
 sučačiił, nupučiił, ʔałpučiił, ʔałpučiił.
 ʔałpuʔiš naasminhʔi.

The Days of the Week

Sunday, Monday, Tuesday, Wednesday,
 Thursday, Friday, Saturday—seven days.
 The week has seven days.

nupučiiłʔałʔiš, nupučiiłʔałʔiš
 ʔah naasʔii, ʔah naasʔii.
 sučačiiłint ʔamiiimitʔi.
 ʔałpučiiłʔaqł ʔamiiilik.
 hawiiʔałniš ʔuuqmisił.

Today is Saturday, today is Saturday
 all day long, all day long.
 Yesterday was Friday.
 Tomorrow will be Sunday.
 Now we're done having fun.

Exercises

1. Word-building. Build a sentence for each day of the week. Start with a number, then add *-čiił*, then add *=!ał = ʔiš* to make a complete sentence.

Introductions

Conversation

A	ʔačaqłak.	What's your name?
B	ʔukłaaš Sally.	My name is Sally.
B	ʔukłaašiš Sally.	My name is Sally.
A	ʔačaqłah ɥaaʔahɨ čakupʔi.	What's that man's name?
B	ʔukłaaʔiš David.	His name is David.
B	hayumɥis yaqłaaɥi.	I don't know his name.
A	waasɥatɥk.	What tribe are you from?
B	hišɥatɥs nučaał.	I'm Nuchatlaht.
B	nučaałʔatɥs.	I'm Nuchatlaht.
B	nučaałʔaqsupš.	I'm a Nuchatlaht woman (or girl).

Introducing oneself

naʔaataɥʔič!	Listen, you all!
ʔukłaaš ɥaaskuusał.	My name is ɥaaskuusał.
Fidelia ʔukłaaša maamaamaɥniqa.	I am also called Fidelia in English.
ʔiiɥatisʔaqsupš.	I am an Ehattesah woman.
hišɥatɥšiʔałš ɥaaɥuus.	I am now Ahousah (by marriage).
ʔuɥuk ^w ints ʔumʔiiqsu čiiʔiɥumqa, Esther.	My mother was čiiʔiɥumqa, or Esther.
ʔuɥuk ^w ints ɥu ^w iiqsu čaačaaɥin, Joseph.	My father was čaačaaɥin, or Joseph.
ʔuɥuk ^w ints nananiqsu k ^w iixaaɥ ʔuɥʔiš kiithał ʔumʔacut, ʔuɥʔišʔał ɥaaya ʔuɥʔiš ɥaaaska ɥu ^w acut.	My grandparents were k ^w iixaaɥ and kiithał on my mother's side, and ɥaaya and ɥaaaska on my father's side.
čumqłsiiiš ʔah q ^w aaqin hišumɥił naanaʔiičiiɥaya.	I'm happy that we're here, learning to understand our own language.
ɥeekoo ʔin naʔaataɥintisuu siičiił. čuuč.	Thank you all for listening to me. That's all.

Words

ɥumtii	name	ʔukłaa	called, named
quuʔassa ɥumtii	traditional name	–(č)łaʔ, –kłaʔ	called, named
mamaɥni ɥumtii	English name	hišɥatɥ	from tribe
ciiqciqasa	speak Nuu-chah-nulth	–!atɥ	from tribe
maamaamaɥniqa	speak English	–!aqsup	from tribe (female)
ʔačaaq, ʔač–	who	= ɥaʔ	and, also, too
ʔačaqła	named what (person)	= ʔak, = uk	(possessive ending)

Advanced

The ending *–!ath* is used in the names of tribes.

(1)	nuučaañuʔath	Nuu-chah-nulth	ʎaʔuuk ^{wi} ?ath	Tla-o-qui-aht
	čiiqʎis?ath	Checleseht	yuuʎuʔiʎ?ath	Ucluelet
	qaayuuḱ ^w ath	Kyuquot	ʔuk ^w aa?ath	Toquaht
	nučaaʎ?ath	Nuchatlaht	ʎuučuqʎis?ath	Uchucklesaht
	?iiʎatis?ath	Ehattesaht	čišaa?ath	Tsesaht
	činixint?ath	Chinehkint	huupačas?ath	Hupacasath
	muwačath	Mowachaht	huuʎii?ath	Huu-ay-aht
	ʎišk ^{wii} ?ath	Hesquiaht	niitiina?ath	Ditidaht
	qilcma?ath	Kelsemaht	paaciina?ath	Pacheedaht
	ʎaaḱuus?ath	Ahousaht	q ^w inišča?ath	Makah

The endings *–!ath* and *–!aqsup* are hardening endings (signified by *!*).

(2)	qaayuuḱ	Easy Inlet	muwač	deer
	qaayuuḱ ^w ath	Kyuquot person	muwačath	Mowachaht person
	qaayuuḱ ^w aqsup	Kyuquot female	muwačaqsup	Mowachaht female

Use *?uḱuk* plus a relationship word (like *?um?iiqsu*, *ñuʎiiqsu*), to describe how you are related to others. *?uḱuk* is the root *?uḱ* ‘be’, plus the possessive ending =*uk*. You can also add the possessive endings =*ʎak*, =*uk* directly to relationship words.

(3)	?uḱuks ?um?iiqsu	Elspeth.	My mother is Elspeth.
	?um?iiqsaks	Elspeth.	My mother is Elspeth.
	?uḱuks ʎuučḱuuup	Jane.	Jane is my sister.
	ʎuučḱuuupuks	Jane.	Jane is my sister.

When discussing deceased people, it is proper to use the past tense =*in(t)*, =*mi(t)*.

(4)	?uḱuk ^{wints} ?um?iiqsu	Esther.	My late mother was Esther.
	ñuʎiiqsakints	Joseph.	My late father was Joseph.

Exercises

1. Word-building. For each Nuu-cha-nulth tribe name, say its stem, its general form (with *–!ath*), and its female form (with *–!aqsup*).
2. Conversation. Discuss what tribes you and others belong to. Ask with *waastath* plus =*k*, and answer with *hisath* plus =*s*, =*?iç*, =*?iš*, =*niš*.

Simple sentences

Conversation

A	ʔaaqinʔaph ʔawatinʔi.	What is the eagle doing?
B	mataaʔiš ʔawatin.	The eagle is flying.
B	hayumhis q ^w aaʔapi.	I don't know what it's doing.
A	ʔaaqinʔaph.	What is he, she, it doing?
B	kamitqukʔiš ʔaaʔaaʔi.	The girl is running.
B	susaaʔiš suuʔaaʔi.	The spring salmon is swimming.
B	čapaakʔiš čakupʔi.	The man is going by canoe.
B	ʔatwaaʔiš ʔuucmaʔi.	The woman is paddling.
B	waʔičʔiš ʔaʔaqakʔi.	The baby is sleeping.
A	ʔaaqinʔ.	How is he, she, it?
B	ʔusaakʔiš ʔaaʔiʔaʔi.	The young man is tired.
B	puʔaʔʔatuʔiš ʔaʔaqakʔi.	The baby is sleepy.

Advanced

A complete sentence is based on a *predicate*, which is the event that the sentence is about. A sentence might also contain *participants*, or the things involved in that event.

	sentence	predicate	participants
(1)	She slept.	slept	she
(2)	Jen ate a cookie.	ate (a cookie)	Jen, cookie
(3)	The bear is sniffing the box.	is sniffing (the box)	bear, box

In Nuu-chah-nulth, the first thing in a sentence is usually the predicate. In English, the first thing is usually the *subject*, which is the most important participant.

(4)	sayaaʔiš čaʔakʔi.	The island is far away.
(5)	ʔapk ^w aaʔiš ʔaaʔiʔaʔi ʔuucmaʔi.	The woman is hugging the boy.

In Nuu-chah-nulth, a predicate can be a verb ('sleep'), noun ('bear'), adjective ('bad'), or other kind of word. In English, a predicate has to include a verb.

(6)	waʔičʔiš ʔaʔaqakʔi.	The baby is sleeping.
(7)	čumsʔiš ʔuuʔaʔi.	That is a bear (over there).
(8)	ʔišaqʔiš ʔaa ʔiniiʔi.	That is a bad dog.
(9)	hitinqisʔaʔiʔiš naniiq.	Grandma is at the beach.

The strong mood ending = *ʔiš* indicates that the main participant is ‘he’, ‘she’, or ‘it’. It can be pronounced = *ʔiiš* or = *ʔiš*, depending on the shape of its stem.

	stem	sentence	
(10)	suu	suuʔiiš.	He’s holding it.
(11)	q ^w aa	q ^w aaʔiiš.	That’s how it is.
(12)	ʔučqak	ʔučqakʔiš.	It’s foggy
(13)	čapaak	čapaakʔiš čakupʔi.	The man is going by canoe.
(14)	máʔaa	máʔaaʔiš.	It’s cold weather.
(15)	ʔiḥaa	ʔiḥaaʔiš huupuk ^w asʔi.	The car is going.
(16)	saasin	saasinʔiš.	It’s a hummingbird.
(17)	ʔuʔusum	ʔuʔusumʔiš.	He wants some.

The ending = *ʔi* means ‘the’. It is pronounced = *ʔii* or = *ʔi*, depending on its stem.

	stem	the...	
(18)	čums	čumsʔii	the bear
(19)	ḥaas	ḥaasʔii	the day
(20)	čakup	čakupʔi	the man
(21)	ḥaak ^w aaʔ	ḥaak ^w aaʔi	the young woman
(22)	ḥuucma	ḥuucmaʔi	the woman
(23)	maḥtii	maḥtiiʔi	the house
(24)	haʔum	haʔumʔi	the food
(25)	ʔawatin	ʔawatinʔi	the eagle

Exercises

- Word-building. For every noun in the Conversation section, say the noun alone, with = *ʔi*, and with = *ʔiš*. Translate into English.
 - ▶ ḥaʔaqak ‘baby’ / ḥaʔaqakʔi ‘the baby’ / ḥaʔaqakʔiš. ‘It’s a baby.’
- Word-building. Use action word flashcards, or the *Grandma and Me* book. Say every action word alone, with = *ʔiš*, and with = *niš*. Translate.
 - ▶ waʔič ‘sleep’ / waʔičʔiš. ‘She is sleeping.’ / waʔičniš. ‘We are sleeping.’
- Conversation. With a partner, make short questions and answers about what people, animals, and things are doing in pictures.
 - ▶ A ʔaaqinʔaḥ huupuk^wasʔi. ‘What is the car doing?’ / B ʔiḥaaʔiš huupuk^wasʔi. ‘The car is going.’