

Na'-'aa-le' Video Project:

*Video Resources to Help Nuu-wee-ya' Learners
Increase Daily Language Use*



Video Guide

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I. INTRODUCTION

This workbook accompanies a series of short videos featuring learners and speakers of Nuu-wee-ya' (our Pacific Coast Athabaskan language) available at www.siletzlangauge.org. Along with the videos, this guide provides tips and strategies for integrating our language into your daily routines and everyday life. This project was made possible by a generous grant from the Potlatch Fund and the support and guidance of Bud Lane at the Siletz Tribal Language Program. The videos in this project feature Nick and Carson Viles, Siletz tribal members who are both learning the language as adults, as well as audio recordings of Siletz elders who grew up speaking the language.

These videos demonstrate a language-learning strategy called **reclaiming domains** in which people learn language by committing to dedicate parts of their daily life or areas of their homes to using our language. Nick and Carson have been learning Nuu-wee-ya' for nearly a decade and have used reclaiming domains as a language learning tool. As adult-language learners, their pronunciation isn't always perfect and your pronunciation doesn't have to be perfect either. These videos are designed to be a first step toward relearning our language and reintroducing it into your daily life.

Inside this workbook, you will find more detailed tips about starting the process of reclaiming domains as well as written materials and exercises that go with the example domains featured in the videos. Together, these tips and examples are meant to enable and encourage new language learners to begin to develop domains of their own, and eventually film and share some of their own speaking. The videos in this project are Nick and Carson's first attempt at creating media resources for other tribal members. Keep an eye out for more videos in the future. They will keep working to improve as speakers and videographers, but probably not as actors!

The methods and suggestions in this guide are not a prescription for the one right way to learn and use language. They are simply pieces of advice about what may work for you as you strive to speak in your daily life. Nick and Carson are thankful to have learned from Zalmā Zahir, əswəliʔ, a Lushootseed speaker, about reclaiming domains and a language-use focused approach to language revitalization. They want to share these ideas with other language learners in the speaking community.

Shu' nuu-xwa nuu-xu'-la, 'u'l-tsi't 'aa-'u'l-te wvn. Lhee-naa-ghaa-ch'it-'aa-le'! Nuuda'lh naa-ghaa-ch'it-'aa-le'!

Thank you all for wanting to learn. We'll speak together! Our language we'll speak!

II. ACKNOWLEDGEMENTS

Nuu-k'ii-daa-naa~ye', t'v-xwi naa su'l-sri, shu' nuu-xwa nuu-xu'-la. Mee-wi sres-dvn naa-ghaa-ch'it-'a nuu-waa-tr'uu-xu'-nii-le'. Naa-ghaa-ch'it-ne naa-ghaa-ch'il-ne wee-ni. Na'-ghaa-sil-'a tr'vl-chut wee-ni nil-t'e nuu-da'lh yaa-dit-ts'a ch'ii-sres-dvn.

To our ancestors, thank for your all that you've done for us. Every day let us speak more, help us with that. Your strength is our strength. Because your voices were recorded, we are able to listen to our language today.

Potlatch Fund shu' nuu-xwa nuu-xu'-la! Lhti'-nuu-waa-tr'uu-ni.

Thank you to the Potlatch Fund for your generous support; it was a blessing and real help in the work.

Bud Lane, nil-t'e shu' nilh-'ii hii-wvn, shu' nuu-xwa nin-la. Shu' waa 'ilh-sri; nvn-du' xvsh waa-tr'uu-ni. Shu' nuu-xwa nin-la, nuu-laa-sri', nuu-mee-xwvthl-yaa-ne hii-chu nii-li.

Heartfelt thanks to Bud Lane for making this project possible, and giving us careful guidance throughout the project. Bud does such much to help the community, has been a great friend and teacher throughout our language learning, and continues to support us as learners and teachers as we get older.

Xwii-t'i 'itlh-sri see saa-xu'lh-sri~'. Nith-t'e shu' nee-xu'lh-'ii~, nuu-waa-tr'aa-waa-ghu'-nin'-sri~, dii-dvn-chu nuu-waa-tr'aa-waa-xu'-nii-sri~. Shu' 'aa-nuu-xwa-nuu-xu'-la!

Loren Bommelyn and his son Pyuwa Bommelyn and their families at the Tolowa Deeni' Nation have been indispensable to our progress as language learners and teachers. We have modeled much of this project on their example of functional curriculum and home-based learning, and have benefitted from their generous sharing of their language and knowledge. We are grateful for their help and friendship.

əswəliʔ, Lushootseed-da'lh lhti'-shu' naa-ch'ii-'a! Nn-k'e nit-dvlh. Nn-k'e naa-ch'it-'a mee-wi sres-dvn. Shu' nuu-xwa nin-la.

əswə'iʔ, thank you for being such a prolific advocate for speaking our languages. We are following your example in trying to use the language as much as we can.

Jennifer Knauss nvn-du' shu' silh-chut. T'v-xwi sil-sri shu'-chu 'vl-'i, nvn-du' hii wee naa-silh-nvsh wee-ni.

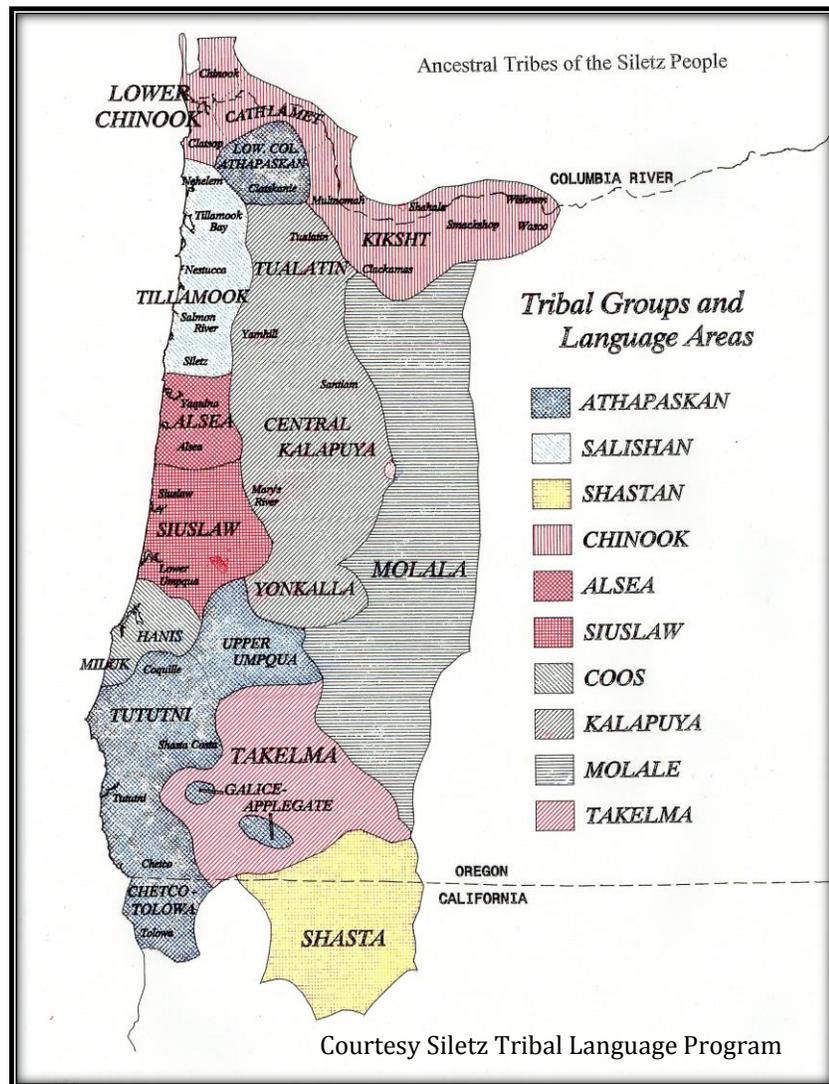
Our video editor Jenn somehow transformed our rough footage and poor acting into watchable videos. We would have never finished this project without her help. A big thank-you, too, to her partner Ian for the cover art.

III. GETTING STARTED

Learning and speaking our ancestral languages can be a challenging task. But it's a challenge that thousands of indigenous people across the country, and world, are taking on. If you're reading this, you're probably already interested in finding ways to speak Nuu-wee-ya' (our words) in your daily life. This booklet is designed to help. It has tips and insights to make self-directed language learning easier. We'll cover ways to 1) find language resources in our communities, 2) identify areas in your life to start speaking your language today, and 3) overcome challenges to daily language use.

Our Many Languages and Dialects

This video series will help as you begin to speak our Athabaskan language. Pacific Coast Athabaskan was only one of many languages spoken by the people forced onto the Siletz Reservation, but it was one the largest and had the most speakers and materials survive into the twentieth century. Pacific Coast Athabaskan speakers at Siletz came from bands who spoke all unique dialects of our language. Speakers from the southern Oregon coast



including Tututni, and Chasta Costa spoke differently from people living upriver along the Galice and Applegate Creeks, who pronounced things in different ways

from Upper Coquille people to their north or people living further south, like Chetcos and Tolowas. The words, phrases, and pronunciation in this video series draw from the recordings of Ida Bensell, Miller Collins and Lucy Smith, whose families were from the Lower Rogue River and Coquille Thompson, who was born on the Upper-Coquille River and moved up to Siletz as a small boy in the mid-1800s. In these videos, you will also hear words from southern dialects like Chetco and Tolowa. Words from all these dialects are used by the Siletz Language Program today.

For modern language learners, the number of dialects that make up Nuu-wee-ya' means that we often find two or even three different ways of saying the same thing. This can be frustrating. It can be confusing to spend a lot of time learning to say things one way only to have someone not understand you. Other times, words you find in the dictionary might not match the knowledge passed down by your parents or grandparents. For example, the Tolowa people helped set up the language program at Siletz, and parts of their speech are unique to northern California. But, language revitalization is at its strongest when it brings together the efforts of many different speakers, dialects, and families. So, when we learn Nuu-wee-ya' today, we have to be willing to learn from all our elder speakers so that we take advantage of their efforts to preserve our language.

Our ancestors faced this problem too, and their example can help guide us. After our ancestors arrived at the reservation, the language began to change. In the old days, people could tell where you grew up based on the way you talked. On the reservation, many of the differences began to merge together as the speaking community grew smaller. Even before that, many of our ancestors could communicate in many dialects and even many languages. Coquille Thompson spoke and understood Tututni, Upper Umpqua, Coos and chinuk wawa in addition to his native Upper Coquille. Our elders knew the differences between dialects but they always insisted that we all spoke the same language. When speakers started to disappear in the middle of the twentieth century, our elders traveled long distances to visit each other in order to have a chance to continue speaking their language. As Hoxie Simmons told one linguist, "[It's a] little different [from Tututni to Galice], but we don't have to teach them [and] they don't have to teach us to understand when they talk....Mikolu, Tutu, and the Coquille I tell you, it's the same thing. They don't have to teach me their language, I know already when they talk."¹

¹ Hoxie's interview is in Joe E Pierce Collection at Oregon State University. The specific recording is filed under accession number JP-88-25 #2 Side A. The clip referenced is from 0:35-3:00.

We can follow the lead of our ancestors and work to learn many of our languages and dialects. It is OK for us to practice, learn and make mistakes. Language revitalization is a process and no one is perfect. Being supportive and understanding of other learners and teachers can help us to embrace language learning as a collaborative journey. It is a reminder to help each other along the way and to be thankful for all the effort that people have put into keeping our languages alive.

It's natural for language to change over time. Change is a sign of a healthy language. When languages change that means many people are speaking them and that is the most important thing for our language, to create many speakers again.

Self-Directed Learning and Reclaiming Domains

Learning about our language is not enough. We also have to find ways to use our language in our daily lives. This might seem like a simple idea. Of course, the goal of learning any language is to speak it. But in practice, learning language by integrating it into your daily life differs from the way that languages are typically taught, especially in schools. Making language part of your daily routine is actually a relatively new strategy for learning languages but it is one that is especially helpful for overcoming the barriers to learning Native languages.

This part of the guide describes one strategy for daily language learning called **reclaiming domains**. Domains are small chunks of your life where you commit to using only our language. Domains can be an activity, like your cooking potatoes, or a topic of conversation, such as greetings or table talk. The idea behind reclaiming domains is to slowly increase the times and places that you speak our language until you are spending a sizable percentage of your day in the language. Because you decide what to learn based on your own circumstances as your knowledge of the language grows so does the amount of time that you spend speaking the language. This way, as you study you will also be forming habits and routines to use the language all the time. By using reclaiming domains, you can help give our language a place to live in today's world.

Finding Language Resources

To start speaking our language, you have to find our language. You can find our language in many different places. For example, the Siletz Tribal Language Program offers web resources, a dictionary, and hosts language classes. There are people in our community who remember our language. University and library archives have

recordings and manuscripts of elders speaking the language. Friends, family, and community members can share what they have learned and offer a chance to practice what you are learning. One way to think of these options is to break up resources into 1) places to find new words, and 2) places to use these words. So, while a dictionary is a good place to find new words, you may not progress as a speaker if you spend all your time looking up words in a dictionary. And while having a friend who wants to learn and speak with you may give you a good place to practice, without expanding your vocabulary by searching for new words you might quickly “max out” our knowledge. Below is a short list of some other resources that are available for Nuu-wee-ya’, our Athabaskan language, in addition to the Na’-‘aa-le’ Video Project.

Resource Name	Written/Audio/Video	Where to find
Siletz Online Dictionary	written and audio	http://siletz.swarthmore.edu/
Siletz Tribal Language Project	written, audio, and video	http://www.siletzlanguage.org/
Siletz Tribal Curriculum	written, audio, and video	log-in using tribal ID at ctsi.nsn.us → our heritage → language. (access restricted to tribal members)
University of California Berkeley	audio and written	http://cla.berkeley.edu/ ; you have to make an account, but it’s free. Search for by dialect to find materials (Tututni, Chetco, Tolowa, Galice, Applegate)
Siletz Language Classes	In person	Contact the Eugene, Portland, Salem or Siletz Area Offices for language class schedules!

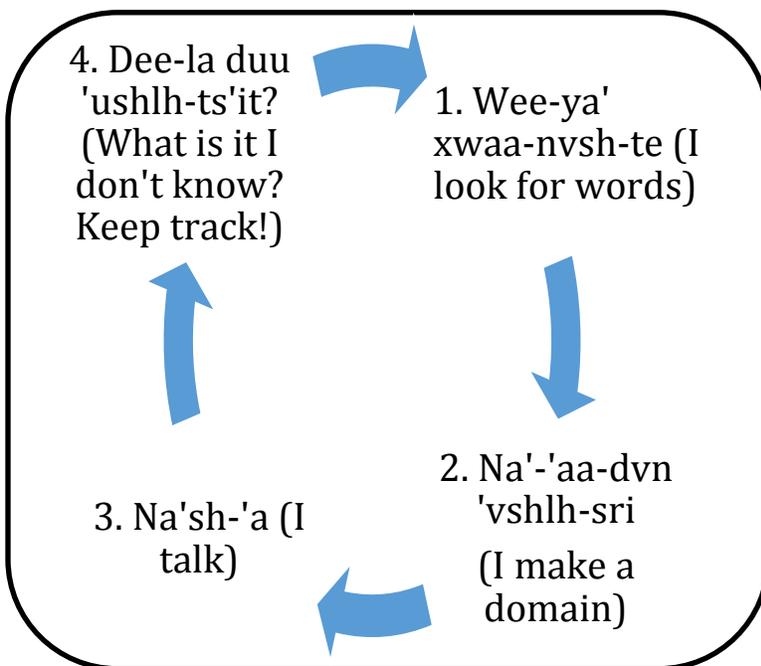
Speaking: Finding Areas in Your Life to Speak the Language

Part of seeking out language resources is figuring out what you want to learn. You can guide your learning by practicing self-reflection and taking inventory of where you are at with your language learning now, and how you hope to grow. The first thing to consider is your earlier experience with the language. Are you a brand-new beginner, experienced learner, or somewhere in between? What do you already know? What do you want to learn? Next, figure out how you can find the words and phrases that you want to learn. What resources do you have access to? Who can you ask for help? Finally, think about who can you practice with and speak with.

These are questions you can ask yourself periodically as you learn and use the language. They are also questions that can guide you as you decide which domains you are interested in learning. For example, if you know have access to certain vocabulary from friends or relatives that might be a good place to start. Or, if you have a friend that wants to have conversations you might focus your learning on times when you are together. Try to start reclaiming domains where you have the most resources and opportunities to practice.

Starting the Process of Reclaiming Domains

There are many ways to reclaim domains but the basic concept is always the same. When you reclaim a domain you commit to always using only Nuu-wee-ya' when doing a certain activity, talking about a certain subject, or in a certain place in your



home. This can be as simple, or as complex, as you want. One common type of domain is to self-narrate what you're doing. For example, you could make a domain where you say the names of your dishes when you put them away. This would take 3-5 minutes a day. Or, you could create a domain where you describe everything you do while you get ready for work in the morning. This could take up to an hour if you shower,

shave, use the bathroom, brush your teeth, etc. Domains work by 1) giving you a consistent place and time to practice language, and 2) giving the language a space to exist in your daily life. One good thing about reclaiming domains is that you don't have to wait for someone else to get motivated to speak, you can start right away. Often, once you create that space for the language, it will motivate others to join you! This is especially true if you make reclaim a part of your home as a domain. Once others see you using the language they will want to join in.

Just like finding a domain, making domains works best if you spend a few minutes to plan what you want to learn:

Step 1: Identify a domain

- What are some things you do every day?
- When do you have time alone, or with other people interested in speaking the language?
- Is this an area where you will have room to grow or add in new domains later?

Step 2: Write down your domain in English

- write down all the vocabulary and sentences you are going to say (just the English for now)

Step 3: Translate everything you know, and keep track of what you don't

- Write down the Nuu-wee-ya' for everything you wrote in Step 2 (use a dictionary or work with someone at the Language Program)
- keep track of what you weren't able to translate into the language

Step 4: Ask for help/Look up what you don't know

- If you have people to ask, get in touch with them and ask them how to say the words you're not sure about. You won't always find all the words you're looking for right away. That's OK, just move forward with what you have.

Step 5: Print/write up a final sheet with your domain

- make a copy of your domain and laminate it, or print it on thick paper, so that you can keep it next to where you do your domain. You can use this as a cheat sheet as you become familiar with the new vocabulary. You can also print words onto labels that you can place around your home. That way every time you look at an object you will see our language. When you can, try to avoid writing English on the label. That way your mind will associate the object with the word in our language.

Step 6: Start using it every day!

- Whenever you do your activity, reclaim it for the language

It is OK to start slow with a domain. For example, you could start a dishes domain by saying the names of each dish while you washed, and then a few weeks later add in the words describing the action of washing the dishes.

Using Nuu-wee-ya' in Conversation

Another place to use language is in **conversation**. If you're able to find a speaking partner, you can commit to speaking Nuu-wee-ya' together at certain times. For example, you could tell your mom or dad that from now on, you'll only say "chee-la" when you see them, and ask "Shu' haa nii-li?" or "daa-'ee-la ha~ dee-dint-nish?" (two ways to say how are you) when greeting them. Now you're using the language every

day with the same people! While it may not seem like a lot, if you add even one minute of time in the language every week, you'll be at 52 minutes a day after one year. The figure above is a good way to think about planning out new conversations together. In no time, you will gain conversation skills and be able to take on more complex and open-ended interactions.

Practicing by Listening

One more way to improve speaking is to **listen to and repeat after recordings**. At Siletz, we are lucky enough to have hours and hours of recordings of our elders speaking the language. Many of these recordings are publicly available through universities in Oregon and California, and most, if not all, of these resources are also available in tribal archives. Listening to these recordings is a great way to get familiar with how the language sounds and how certain words are pronounced. Moreover, for many of us, it's an opportunity to listen to our own family members speak the language. But, this process comes with its own challenges. Many of the recordings are in a raw format and haven't been edited for ease of listening. Often, recordings consist of nothing but elicitations (short responses to word lists created by linguists). Other times, recordings are entirely in the language (e.g. a story) with no translation or explanation. Each recording will have its own advantages and drawbacks (how easy is it to follow? Is the quality of the recording good?), but all will help connect you to the way our elders spoke our language.

Keeping Momentum: Challenges in Speaking and Staying Motivated

Creating domains, finding opportunities for conversations, and using the language whenever possible will get you off to a good start. But, you're likely to run into obstacles. One frequent problem is having questions that you can't find answers to, about how to say more complicated sentences for instance, or the names of modern inventions (bathroom fan, for example). Keep track of your questions! Don't be discouraged by them. Your questions mean that you are helping to push forward the language into daily use, not that you're doing something wrong, or that you've hit a dead end. If you don't know who to go to, try asking around at the Language Program, getting a hold of other learners, or even looking through old language resources. You might not get the answer to your questions right away but if you keep using the language, chances are you will eventually find an answer to your questions.

Another common obstacle is losing motivation. Oftentimes, we are pretty harsh on ourselves when we don't devote as much time to the language as we expect. Keeping track of how often you're using language can be a good way to show

yourself that you are actually making progress. One way to do that is to keep a calendar and check off every time you do a domain and for how long you stayed in the language. Get creative with this process; try setting daily or weekly challenges or goals so that you can hold yourself accountable. If you're struggling to speak regularly, try starting on a new domain. Running into a wall is a sign to change direction, not a signal that you aren't working hard enough.

Finding other people to work with can be another way to stay motivated. Just like with exercise, some people do much better when working together. It's important to remember, too, that language revitalization is hard work! It doesn't feel hard because you're doing anything wrong, because you're not good at learning language, or because you aren't trying hard. It's hard because we're working to overcome a lot of negativity in how our languages and people have been mistreated. Regardless of how much you're speaking, it is good to remember that even just one minute is more than zero and that any practice will help you grow and learn. Even if you only take five minutes a month to talk to someone else, that five minutes could be critical in supporting their speaking and learning. All our work together can rebuild a speaking community.

IV. EXAMPLE DOMAINS

To help you get started, we have created a series of short videos to serve as examples of the types of domains that you can reclaim. These videos give you all the vocabulary that you'll need to reclaim domains in your own life and are focused on 1) short self-narration of everyday activities (e.g. washing hands) and 2) brief conversations in everyday settings. You will notice that each domain follows the same basic template: there is a short video of the domain, a written copy of the domain, and worksheets to highlight new aspects introduced in each domain. In the videos, you will find a recording of the vocabulary, an example of the dialogue, and clips of elders saying some of the language from the video. After you have watched the video you can check out the written materials for a transcript of the language, learning tips, and a daily language log that you can use to keep track of your questions and progress. You can use this same format when you begin to design your own domains.

Nuu-da' naa-ch'ii-'aa-le'.
May you speak our language!

Na'-'aa-le' Video Project:

Supplemental Worksheet



Shla' Nashlh-de

(I Am Washing My Hands)

Study: Target Words

la'	hand(s)
shla'	my hand(s)
nn-la'	your hand(s)
lh-nal-de	soap
tr'ee-ghee-li	running water
'vshlh-li	I turn on a faucet/hose/running water
'vshlh-chut	I am grabbing
nashlh-de	I am washing (with water)
nashlh-se	I am drying
nanlh-de	You are washing
hat-dvn	then



Watch

Watch Carson demonstrate the words and actions from the video. Notice how he puts words together.

Listen to our Elders

Listen to the sound clips of Ida and Lucy saying these words. Which sounds do you want to practice?



Practice

Practice saying these words every time you wash your hands or turn on the tap. How many times each day can you practice these phrases? Who else can you teach to say these words with you? What words would you like to add to your routine later?

Translation:

Watch the video; follow along as Carson says each phrase.

1. Shii-du' shla' nashlh-de *I wash my hands.*
2. See, dii lhnal-de 'vshlh-chut *First, the soap I grab.*
3. Hat-dvn, tr'ee-ghii-lii 'vshlh-li *Then, I turn on the water.*
4. Shla' nashlh-de *I wash my hands.*
5. Shla' nashlh-de *I wash my hands.*
6. Shla' nashlh-de *I wash my hands.*
7. Hat-dvn, shla' nashlh-se *Then, I dry my hands.*
8. Shla' nashlh-se *I dry my hands.*

Now watch the video again, try to fill in the blanks while Carson is speaking. If you have to, fold the paper in half so you can't see the translation above.

1. Shla' nashlh-de
2. See, _____ 'vshlh-chut
3. Hat-dvn, tr'ee-ghii-lii 'vshlh-li
4. Hat-dvn, _____ nashlh-de
5. Shla' nashlh-de
6. Shla' _____
7. Hat-dvn, _____ nashlh-se
8. Shla' _____

Daily Language Log

You can use this log to keep track of what activities you do in the language. Can you increase each day?

Dee-dvn-la (When?/Date)	Dee-la silh-sri? (What did you do? For how long? With who?)	Dee-la naa-srii-t'a? (What do you think?/Notes)

Things to Learn

What do you want to learn after washing your hands?

Where can you find this vocabulary?

Na'-'aa-le' Video Project:

Supplemental Worksheet



Gaa-sa

(Dishes)

Study: Target Words

gaa-sa
 xaa-ts'a'
 me'-taa-tr'vt-na
 sa's
 mvlh-ch'ee-tr'a~
 nal-me
 lhnal-de
 tr'ee-ghii-li
 me'-srvlh
 srvn

plate(s)
 bowl(s)
 cup(s)
 spoon(s)
 fork(s)
 knife(ves)
 soap
 running water
 sponge
 dirty



Watch

Watch Nick as he says the names of common dishes and kitchen items.



Listen to our Elders

Listen to the sound clips of Ida, Miller and Lucy saying these words. Which sounds are easiest for you to make?



Practice

Practice saying these words every time you wash the dishes or turn on the faucet. You don't have to reclaim a domain all at once. Start by focusing on just one or two words then slowly add in more. The important thing is to repeat the names of the words each time you handle the dishes.

Daily Language Log

You can use this log to keep track of what activities you do in the language. Can you increase each day?

Dee-dvn-la (When?/Date)	Dee-la silh-sri? (What did you do? For how long?)	Dee-la naa-srii-t'a? (What do you think?/Notes)

Things to Learn

What do you want to learn next?

Where can you find the vocabulary you need to make that happen?

Na'-'aa-le' Video Project:

Supplemental Worksheet



Gaa-sa Srvn Nashlh-de

(I Am Washing the Dirty Dishes)

Study: Target Words

gaa-sa
 xaa-ts'a'
 me'-taa-tr'vt-na
 sa's
 mvlh-ch'ee-tr'a~
 nal-me
 lhnaI-de
 tr'ee-ghii-li
 'vshlh-li
 nashlh-de
 nashlh-se
 nush-lhe
 srvn

plate(s)
 bowl(s)
 cup(s)
 spoon(s)
 fork(s)
 knife(ves)
 soap
 running water
 I turn on a faucet/hose/running water
 I am washing (with water)
 I am drying
 To put (a liquid)
 dirty



Watch

Watch Nick demonstrate the words and actions from the video. Notice how he puts words together!



Listen to our Elders

Listen to the sound clips of Ida, Miller and Lucy saying these words. Which sounds are easiest for you to make?



Practice

Practice saying these words every time you wash the dishes or turn on the faucet. Who else can you teach to say these words with you? Do you wash the dishes differently from the instructions in the video? What words would you like to add to your routine later?

Transcript:

Watch the video while you follow along with what Nick is saying.

- | | |
|----------------------------------|---------------------------------|
| 1. Gaa-sa srvn nashlh-de. | 10. Gaa-sa nashlh-se. |
| 2. See, tr'ee-ghii-li 'vshlh-li. | 11. Xaa-ts'a' nashlh-se. |
| 3. Lhnal-de nush-lhe. | 12. Me'-taa-tr'vt-na nashlh-se. |
| 4. Gaa-sa srvn nashlh-de. | 13. Mvlh-ch'ee-tr'a~ nashlh-se. |
| 5. Xaa-ts'a' srvn nashlh-de. | 14. Nal-me nashlh-se. |
| 6. Me'-taa-tr'vt-na nashlh-de. | 15. Sa's nashlh-se. |
| 7. Nal-me srvn nashlh-de. | |
| 8. Sa's nashlh-de. | |
| 9. Mvlh-ch'ee-tr'a~ nashlh-de. | |

Labels

One good way to remember words is to make labels in nuu wee-ya' and attach them around your house. The kitchen is an especially great place for labels. For example, you can label the contents of drawers and cabinets. That way, every time you grab or put away dishes you will be reminded of the word in nuu wee-ya'. You can also write out labels for actions, like washing dishes, and tape them above the sink. This can help you remember to repeat target words as you are doing chores. Labels also help friends and family see the language and see that you are working hard to learn. Labels can make them want to join in! See if you can make labels for your kitchen today.

Translation:

Now that you've listened a few times to the recording, here's a translation to help you along. If you're curious why we put the translation on the next page, it's because we find that reading along without the English can help you to learn faster. As you become familiar with the vocabulary, you won't need the translation, and can simply post the Transcript up in your domain in case you need to jog your memory!

- | | |
|----------------------------------|--------------------------------------|
| 1. Gaa-sa srvn nashlh-de. | <i>I am washing the dirty dishes</i> |
| 2. See, tr'ee-ghii-li 'vshlh-li. | <i>First, I turn on the water.</i> |
| 3. Lhnal-de nush-lhe. | <i>I pour the soap.</i> |
| 4. Gaa-sa srvn nashlh-de. | <i>I wash the dirty plate.</i> |
| 5. Xaa-ts'a' srvn nashlh-de. | <i>I wash the dirty bowl.</i> |
| 6. Me'-taa-tr'vt-na nashlh-de. | <i>I wash the cup.</i> |
| 7. Nal-me srvn nashlh-de. | <i>I wash the dirty knife.</i> |
| 8. Sa's nashlh-de. | <i>I wash the spoon.</i> |
| 9. Mvlh-ch'ee-tr'a~ nashlh-de. | <i>I wash the fork.</i> |
| 10. Gaa-sa nashlh-se. | <i>I dry the dishes.</i> |
| 11. Xaa-ts'a' nashlh-se | <i>I dry the bowl.</i> |
| 12. Me'-taa-tr'vt-na nashlh-se | <i>I dry the cup.</i> |
| 13. Mvlh-ch'ee-tr'a~ nashlh-se | <i>I dry the fork.</i> |
| 14. Nal-me nashlh-se | <i>I dry the knife.</i> |
| 15. Sa's nashlh-se | <i>I dry the spoon.</i> |

Daily Language Log

You can use this log to keep track of what activities you do in the language. Can you increase each day?

Dee-dvn-la (When?/Date)	Dee-la silh-sri? (What did you do? For how long?)	Dee-la naa-srii-t'a? (What do you think?/Notes)

Things to Learn

What do you want to learn next?

Where can you find the vocabulary you need to make that happen?

Na'-'aa-le' Video Project:

Supplemental Worksheet



Dvt-la tii-yvsh-te?

(Where are you going?)

Study: Target Words

tvsh-yish	I am going
tvsh-yish-te	I am going to go
tii-yvsh	You are going
tii-yvsh-te	You are going to go
dvt-la?	Where is it?
dvt-la tii-yvsh-te?	Where are you going to go?
shu'-'aa-xu	Gently/carefully
mvn'	House
shmv-ne'	my house
'vn'	to
'alh-du'	(see you) later



Watch

Carson is getting ready to leave. Listen to Nick and Carson chat. Which words are new to you? Which do you recognize?



Practice

Try using this conversation with someone you know. For some people, jumping in all at once works well. For others, committing to replacing one English word with Nuu-wee-ya' feels more comfortable. Either way, speak as often as you can about where you're going!

Transcript:

Watch the video; follow along with what Carson and Nick are saying.

1. Ch'ii-dvn tvsh-yish. *I'm going now.*
2. Dvt-la tii-yvsh-te? *Where are you going to go?*
1. Shmv-ne' 'vn' tvsh-yish-te. *I'm going to go to my house.*
2. Shu'-'aa-xu tii-yvsh-te. *Be safe!*
1. 'Alh-du'. *Later.*
2. 'Alh-du'. *Later.*

Talking about things in the future:

Do you notice that Carson and Nick put “-te” at the end of some words? “-te” means that something will happen in the future. It’s an easy way to talk about things in the future. Look at our example, and practice adding “-te” to words you already know. See if you can add “-te” onto words from our other videos!

1. Tvsh-yish (I am going).
2. Tvsh-yish-te (I will go).
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Where Do You Go?

Try keeping track of all the different places you go in a day. Write these places down, then look those words up in the dictionary, or get in touch with someone who can help you find out how to say them in Nuu-wee-ya'.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Extra Practice

Once you have mastered the words in the video, these are some more words that you can add to your routine. Fill in the blanks with other words that you might want to learn.

sis-xa	ocean
naa-sha	I am walking
naa-gha	you are walking
sis-xa 'vn' naa-sha	I am walking to the ocean.
daa-ch'vslh-na	the store
Naa-dil-nvsh-dvn	Workplace

Daily Language Log

You can use this log to keep track of what activities you do in the language. Can you increase each day?

Dee-dvn-la (When?/Date)	Dee-la silh-sri? (What did you do? For how long? With who?)	Dee-la naa-srii-t'a? (What do you think?/Notes)

Things to Learn

What do you want to learn next?

Where can you find the vocabulary you need to make that happen?

Na'-'aa-le' Video Project:

Supplemental Worksheet



Tee-sii-ghvs haa?

(Are You Hungry?)

Study: Target Words

chee-la	hello
Shu'-ha nii-li?	Are you well?
Shu' nvsh-li.	I'm well.
'ii	yes
shu'	good
tee-sii-ghvs	you are hungry
tee-svs-ghvs	I am hungry
day-la / dee-la	what is it
'ilh-te	you want
'ushlh-te	I want
na'-'a	here, take it
taa-svlh	soup
saa-bv-li	bread
baa-wee-ya	butter
xwii-t'i	all of it, all of them
nvn-chu	and you / you too
day-chu	what else



Listen to the Clip

Listen as Nick and Carson visit at Nick's house. Nick's a good host, but Carson might just eat him out of house and home.



Practice

When you're at the table with family, or have a friend over, practice using this conversation. Who else can you teach to say these words with you? What other things do you ask for, or offer, to company?

Transcript:

Watch the video; follow along with what Nick (1) and Carson (2) are saying.

1. Chee-la
2. Chee-la
1. Shu' ha nii-li?
2. 'li, shu' nvsh-li. Nvn-chu? shu' ha nii-li?
1. Shu' nvsh-li. Tee-sii-ghvs ha?
2. 'li, tee-svs-ghvs.
1. Day-la 'ilh-te?
2. Daa-wa taa-svlh 'ushlh-te.
1. Taa-svlh 'ilh-te, na'-'a.
2. Shu' shaa-nin-la.
1. Day-chu 'ilh-te?
2. Gaa-be 'ushlh-te.
1. Gaa-be 'ilh-te, na'-'a.
2. Shu' shaa-nin-la.
1. Saa-bv-li 'ilh-te?
2. 'li, saa-bv-li 'ushlh-te.
1. Na'-'a. Baa-wee-ya 'ilh-te?
2. 'li, baa-wee-ya 'ushlh-te.
1. Xwii-t'i 'ilh-te ha? 'Aa-tee-sii-ghvs!

Translation:

Here is another copy of the conversation with English included. Try to practice using the sheet with no English to challenge yourself, and use this sheet as a cheat sheet if you get confused.

- | | |
|------------------------------------|---------------------------------------|
| 1. Chee-la | <i>Hello</i> |
| 2. Chee-la | <i>Hello</i> |
| 1. Shu' haa nii-li? | <i>Are you well?</i> |
| 2. 'li, shu' nvsh-li. | <i>Yes, I'm well.</i> |
| Nvn-chu? shu' haa nii-li? | <i>And you? Are you well?</i> |
| 1. Shu' nvsh-li. Tee-sii-ghvs haa? | <i>I'm well. Are you hungry?</i> |
| 2. 'li, tee-svs-ghvs. | <i>Yeah, I'm hungry.</i> |
| 1. Day-la 'ilh-te? | <i>What do you want?</i> |
| 2. Daa-wa taa-svlh 'ushlh-te. | <i>Maybe I want soup.</i> |
| 1. Taa-svlh 'ilh-te, na'-'a. | <i>You want soup, here take some.</i> |
| 2. Shu' shaa-nin-la. | <i>Thank you.</i> |
| 1. Day-chu 'ilh-te? | <i>What else do you want?</i> |
| 2. Gaa-be 'ushlh-te. | <i>I want coffee.</i> |
| 1. Gaa-be 'ilh-te, na'-'a. | <i>You want coffee, take it.</i> |
| 2. Shu' shaa-nin-la. | <i>Thanks.</i> |
| 1. Saa-bv-li 'ilh-te? | <i>Do you want bread?</i> |
| 2. 'li, saa-bv-li 'ushlh-te. | <i>Yeah, I want bread.</i> |
| 1. Na'-'a. Baa-wee-ya 'ilh-te? | <i>Take it. Do you want butter?</i> |
| 2. 'li, baa-wee-ya 'ushlh-te. | <i>Yeah, I want butter.</i> |
| 1. Xwii-t'i 'ilh-te ha? | <i>You want everything, huh?</i> |
| 2. 'Aa-tee-sii-ghvs! | <i>You're really hungry.</i> |

Daily Language Log

You can use this log to keep track of what activities you do in the language. Can you increase each day?

Dee-dvn-la (When?/Date)	Dee-la silh-sri? (What did you do? For how long? With who?)	Dee-la naa-srii-t'a? (What do you think?/Notes)

Things to Learn

What do you want to learn next?

Where can you find the vocabulary you need to make that happen?

Na'-'aa-le' Video Project:

Supplemental Worksheet



Shu' haa nii-li?

(How Are You?)

Study: Target Words

shu' haa nii-li?

How are you? Are you good?

shsre'-lhxvn

I am happy

nv-n-chu?

And you?

shish tee-nvl-ya

I am tired

shii-du' si' nv-ghvl-se

I am thirsty

'ii-nvshlh-ch'e

I am mad

shsi' nv-ghvl-se

I am thirsty

tee-svs-ghvs

I am hungry



Watch

How are you doing? You probably ask this question every day. Listen to Nick and Carson answer this question in Nu-u-wee-ya'.

Listen to our Elders

Listen to Ida, Carrie, and Coquelle Thompson say these words. Do they say things exactly the same way?



Practice

Try using this conversation with someone you know. You can start by just asking each other the question and answering in English. Then you can slowly add in different responses as you get more confident. If no one is around, you can ask yourself how you are feeling in the mirror.

Transcript:

Watch the video; follow along with what Carson and Nick are saying.

1. Shu' haa nii-li?

2. li, shsre'-lhxvn.

2. Nvn-chu ha?

1. shtee-nvl-ya.

Talking about feelings:

Our words for feelings are expressive in different ways than English. Below are examples of two of our words for feelings, I am thirsty and I am happy.

Both terms describe feelings in terms of which parts of our bodies those emotions might be centered in:

Shsre'-lhxvn *I am happy*

Shsi'-nv-ghvl-se *I am thirsty*

sh + sre' + lhxvn

sh + si' + [n+gh] + lhsee*

my + heart + sweet

my + head + [perf] + dry

literally “my heart is sweet”

literally “my head is dried out”

You don't have to understand everything you see above—one big takeaway is that our language expresses concepts descriptively, many of our names for things and actions describe them as a process.

*The [gh] in “I am thirsty” is a *perfective*, that means it describes an action that has already been completed, as in, your head has already become dry in order for you to feel thirst. Don't worry if you don't understand this now—just keep using the phrases and they'll begin to make sense the more you talk.

How do you feel?

Do you talk about feelings that aren't included on this sheet? Write these feelings down, then look those words up in the dictionary, or get in touch with someone who can help you find out how to say them in Nuu-wee-ya'.

Sometimes, our language will have a different way of talking about a feeling or emotion than the English language—there isn't always a 1-to-1 translation for words from one language to another.

1. _____
2. _____
3. _____
4. _____
5. _____

Extra Practice

Once you have mastered the words in the video, try listening to the recordings of elder speakers saying the same words. What do you notice about how they speak? For example, where do they put the emphasis/stress in their words? Do different speakers always say things the same way?

Daily Language Log

You can use this log to keep track of what activities you do in the language. Can you increase each day?

Dee-dvn-la (When?/Date)	Dee-la silh-sri? (What did you do? For how long? With who?)	Dee-la naa-srii-t'a? (What do you think?/Notes)

Things to Learn

What do you want to learn next?

Where can you find the vocabulary you need to make that happen?
