

**Teach Yourself Northern Chinook Jargon, Year 2:
10 Powerful Tools**

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Tlahowyum! “Hi!”

This course will let you “teach yourself” the unique Northern Dialect of the Chinook Jargon language. (Call it “CJ” for short.)

You can do that in a literal way, without anyone else.

Or, you can use this course along with a friend, a community member, a teacher, or in our free online Zoom classes and videos.

This is set up as a 3-year course, having 10 units in each year, so there are 30 units total.

Our Year 2 & Year 3 lessons are centered on taking what you’ve picked up from Year 1, and amplifying it into really useful Northern Chinook Jargon skills.

We carry over the Vocabulary (Chinook to English, and English to Chinook) of all the words from Year 1, and show you lots of example of real Chinook from real people.

- Year 1 focused on giving you basic conversation skills.
- Year 2 shows you the simple patterns that you can use to say practically anything in this language – illustrated with plenty of examples from real speakers.
 - In Year 2, you also start seeing comments in each lesson that are designed to help Southern Chinook Jargon (Chinuk Wawa) speakers “translate” into and out of Northern CJ. This is because most of our learners already know not just English, but also Southern CJ. We’ll give you tips on how to translate between the two Chinook dialects.
 - In this year, too, you find helpful hints about the different writing systems that have existed, besides the BC Learners Alphabet that we use here. This is because a lot of people come into our Northern dialect lessons already knowing some Southern dialect, and wanting to learn our unique, historical BC **Chinook-Peipa** alphabet (which we introduced in Year 1).
- Year 3 will guide you to a full, independent understanding of whatever people say in Northern Chinook Jargon.

Send me sound recordings, or videos, of yourselves!

You can record the Chinook lesson material, and/or the Vocabulary words!

We might put you into the podcasts & videos we’re making of these lessons!

I’m at spokaneivy@gmail.com ...

You can also join in our weekly Zoom sessions! Just email me.

BEFORE WE GET STARTED:
Here are 11 words we'll be using.
Refer back to this page as needed!

1. **Adjectives** – are words you can use for describing a **noun**. Adjectives often tell you information like size, color, quality, and so on.
Examples: **pil** ‘red’, **haiyas** ‘big’, **kultus** ‘no-good’.
2. **Adverbs** – are words you can use for describing the way a **verb** situation occurs. Adverbs typically let us know “how”, so they can indicate manner, way, style, extent or time of occurrence, et cetera.
Examples: **aiyak** ‘fast; soon’, **kanawei** ‘totally, completely’, **leili** ‘for a long time’.
3. **Interjections** – are words that are sort of a whole sentence all by themselves. Interjections tell a lot by saying very little.
Examples: **heilo** ‘no!’, **tlahowyum** ‘hello!; goodbye!’, **o** ‘oh!’
4. **Nouns** – are words naming a thing, a person, an idea etc.
Examples: **tloochman** ‘woman’, **tz’iktz’ik** ‘car’, **mamook** ‘an action, something you do’.
5. **Particles** – are little words that we use to put a particular “spin” onto a sentence. Particles can do things like show that you’re saying something unexpected, or connecting what you’re about to say to what was already talked about, etc.
Examples: **wel...** ‘well...’, **kakwa...** ‘so...’, **tl’oonas** ‘probably; must be’.
6. **Phrases** – are groups of words that you can learn as a single chunk. Phrases are often really useful bits to use for conversation.
Examples: **kopa okok...** ‘for that reason...’, **kultus kopa naika** ‘I don’t care’, **chako taim** ‘it’s time’ for something.
7. **Prefixes** – are a few little bits that we add on to another word to give that word a more precise meaning. Prefixes can indicate things like the cause or start of a situation.
Examples: **chako-** (‘become’ or ‘get’ a certain way), **tanas-** (‘a little’), **mamook-** (‘cause’ or ‘make’ a situation happen).
8. **Pronouns** – are a few useful words we can use instead of naming a **noun**. So one pronouns can refer to a huge variety of people, things, or situations.
Examples: **yaka** ‘she/him’, **kanawei-tlaksta** ‘everyone’, **Ø** ‘it’ (“silent IT”).
9. **Quantities** – are indicators of a lot or a little of something, or something in between. Quantities can be precise numbers, or some other words that are more vague.
Examples: **mokwst** ‘2’, **haiyoo** ‘a lot (of)’, **kanawei** ‘all; every’.
10. **Questions** – are the few words we use for finding out more information. Questions can ask things like ‘why?’, ‘where?’, ‘what?’, ‘how?’, or ‘when?’
Examples: **ikta?** ‘what?’, **kantzih?** ‘how much? / how many?’, **tlaksta?** ‘who?’

11. Verbs – words telling us the situation that's going on. Verbs are either actions, or states of being.

Examples: **chako** 'to come (here)', **mamook** 'to do; to make', **tanas** 'to be small', **tloochman** 'to be a woman'.

TABLE OF CONTENTS, Year 2

This will give you an idea of what's covered in each lesson.

Table comparing the different Chinook Jargon alphabets

A correspondence chart aligning:

- the (Northern dialect)
 - BC Learners Alphabet
 - and **Chinook-Peipa** alphabet (and numerals)
- with the (Southern dialect) Grand Ronde alphabet.

Lesson 1:

Core concept: **FRONTING** for focus/emphasis.

- Also, when to postpone.

Tips for Southern speakers:

- The Northern Dialect is your secret weapon, because practically anything you say in Northern can be understood by folks who know Southern. It doesn't always work the other way around.
 - Fronting is also traditionally used in Southern dialect (but less often).
 - The Northern dialect doesn't have the "Chinookan ideophones" that are common in Southern (e.g. ***p'əq'-p'əq'***).
 - Related to this, the Northern dialect hardly uses any "reduplication" (e.g. ***nánich-nanich***).
 - The North also lacks the old Chinookan/Salish-based words for your relatives (which got replaced by English words etc.) and for times of day.
 - In the North, the "short a" sound (as in English "ash") really exists [guest notes by Alex Code].
 - You'll find some idioms in the North that are new to you, like **ja-bon** "on credit (not cash); owe", **steem-kar** "a train", and **Chinook-man** "translator/interpreter".
- If you're looking for the Northern things to read that will be easiest for you to understand at first, you can seek out Catholic religious stuff, which is a kind of historical bridge between dialects.

Lesson 2:

Core concept: **QUANTITIES** up front!

- And speaking of quantities: How to turn anything **NEGATIVE!**
- Also, Northern **mor** & **too-much** versus **ilep**.

Tips for Southern speakers:

- The Northern dialect is kind of inside-out for you, because it's **heilo** that's the normal "not", and it's **weik-** that's more limited (it's just in a few compound words).
- Also, the South doesn't have **mor**, and the North doesn't have ***manaqi*** or ***t'uxəlq'a***.

Lesson 3:

Core concept: ...and speaking of going negative: some of the most important grammar tricks have **SILENT** synonyms:

- “at” versus **kopa**;
- “that...” versus **poos**;
- “it/some/etc.” versus **yaka/tlaska**;
- “be.at” versus **mitlait/stop** (note, **stop** ≠ “have!”),
- “and” versus **pi**,
- motion “for” versus **kopa/poos**.

Tips for Southern speakers:

- There’s no such word as ***t’u?an*** in the North for “have”.
- The South doesn’t know **stop**.
- Both dialects use **mitlait** in mostly similar ways.

Lesson 4:

Core concept: **HYPOTHETICALS**:

- **Poos @** start of sentence “if; when” (which = **kah-sun**)
- vs. elsewhere **poos** “(the idea) that” hypothetical vs. silent “(the fact) that” factual);
- **poos... (poos...)** “whether... (or...)”;
- also, **poos-** plus a question word.

Tips for Southern speakers:

- The “if; when” and “that” stuff is essentially the same in the South.
- But in the South, you can’t combine **poos** with a question word (that sequence has a very different meaning).
- And you’ll hardly ever find **poos... (poos...)** for sets of alternative possibilities.

Lesson 5:

Core concept: **PRONOUNS** don’t work like in English.

- “I” subject repetition;
- plural you **masaika**,
- plural **yaka**
- (and “it” is **yaka** once in a while),
- silent “it/some/etc.”,
- “do/say/think” **kakwa**,
- “another” **ihthuloima**;
- **okok** vs. **ikta** in relatives.

Tips for Southern speakers:

- Northern CW doesn’t have any shortened pronouns ***nay/na, may/ma, ya, nsay/nsa/sayka, msay/msa, tlas***.
- The North doesn’t have the longer form **yaxka** either.
- It’s important to know that Southern & Northern do both have:
 - plural **yaka**,
 - and silent “it/some/etc.”,
 - and “do/say/think” **kakwa**,
 - and **ihth** meaning “another”.
- In relative clauses, the South almost only uses **ikta**, hardly ever **okok**.

- In the South, you can repeat just about any pronoun, but it has a specific effect of throwing the focus onto that person.

Lesson 6:

Core concept: the many meanings of the little word **pi**.

- “and, or, but”;
- “and then, and so”;
- “before, until”;
- there have been some Indigenous speakers who use it even more, i.e. to mark the start of virtually every clause;
- let’s also notice the silent “and”.
- Here is a good time to mention the explainers (which answer **kata?** “how?/why?”):
 - **kopa okok** “because (of that)”
 - and **...(pi) kakwa...** “...(and) so...; ...(and) that’s why/how...”.

Tips for Southern speakers:

- The Northern dialect doesn’t have special words for “or” (***əbə***), “but” (***bət***), “although” (***qʰéxchi***)!
- And the North doesn’t have ***qʰiwa*** ‘because’.
- The Southern dialect doesn’t really have silent “and”.

Lesson 7:

Core concept: “**FOR**”:

- “for” is **kopa** with nouns,
- it’s **poos** with verbs,
- but a verb of motion is followed by the silent “for”, with a verb as its purpose.

Tips for Southern speakers:

- The differences we’ve just explained are very important. There’s no **poos** “for” a noun, so you’d sound very strange if you said things like ***poos-ikta*** or ***poos naika***.
- This also explains why Northerners don’t have idioms like ***poos-kwanisum*** to mean “forever” (we just say **kwanisum**), or ***poos-kultus*** for “for nothing; in vain; uselessly” (we just say **kultus**)!

Lesson 8:

Core concept: verbs of **MOTION**:

- **kooli** (and **aiyak-kooli**),
- **tlatawa**,
- **chako**,
- **k’o’ & tl’ap (kopa)**,
- **mash**.
- Some verbs of motion can also be transitive!
 - **Kooli** can also be to “recite” a prayer or song, or “read” something “out loud”;
 - **mash** can also be “to put” something somewhere (synonym **mamook-mitlait**);
 - **tl’ap** can be “to receive” something.

Tips for Southern speakers:

- In the North, these words have tended to expand their meanings.
 - In the North, **kooli** by itself never means “run”, but in the South it’s never “travel” or the transitive “recite”.
 - And in the South, **tl’ap** and **mash** are very limited, meaning just “find” & “throw”!

Lesson 9:

Core concept:

- verbs of **TRANSFERRING**:
 - *things*: **mash, patlach, mamook-tlatawa, mamook-chako, lolo,**
 - & *knowledge*: **wawa, skool, mamook-kumtuks, syutsum...**
- and verbs of **RECEIVING**
 - *things*: on purpose **iskum** (and **mamook-iskum**) versus accidentally **tl’ap,**
 - & *knowledge*: on purpose **iskum wawa** versus accidentally **tl’ap/tl’ap-kumtuks,** and the flexible **chako-kumtuks.**
- Note: Lesson 10 is going to follow up on these ideas.

Tips for Southern speakers:

- For some Northern speakers, all of the verbs of transferring things can also be used for “send”, especially when talking about mailing things.
- In the South, our important Northern distinction between doing things on purpose versus accidentally is much weaker, or just missing.

Lesson 10:

Core concept: the **HELPING-VERBS** (they have a dash after them):

- **chako-** “become, get” (more or less on purpose), versus **tl’ap-** “become, get” (not on purpose),
- **mamook-** “make, cause” (more control), versus **patlach- (poos)** “let, allow” (less control),
- **kumtuks-** “typically do; be good at”.

Tips for Southern speakers:

- The North doesn’t have Southern ***hayu-/haya-/hay-*** for ongoing action.
- Nor does the North have the Southern short forms ***chaw-/cha-*** or ***munk-***.
- Southern CW doesn’t have our Northern **patlach- (poos).**
- Nor does the South make much use of the Northern “accidental” **tl’ap.**