Cuẏ a Secwepemctsnám-kt!

Secwepemc re Xwqwelténs
West Dialect

Secwepemc Language Package
for Grades 11/12 Beginners

by

Secwepemc Language Curriculum Committee
1996

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Acknowledgments

The 1996 Secwepemc Language Curriculum Committee included representatives from each of the seven Secwepemc Bands in District No. 73, thus representing the distinct dialects and speech communities within the area. Band-delegated representatives on the committee were:

Band		Representative
Adams Lake Band	-	Mr. Lester Williams
Kamloops Band	-	Mr. Daniel Seymour
Little Shuswap Band	-	Mrs. Clara Charlie
Neskonlith Band	-	Mrs. Sarah Deneault
North Thompson Band	-	Mr. Louis Matthew
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Whispering Pines Band	-	Mrs. Marie Antoine (Bonaparte Band/on behalf of Whispering Pines)

The working sessions of the Secwepemc Language Curriculum Committee and the writing of this Secwepemc Language Package, as well as the Integrated Resource Package which accompanies it, were facilitated by Dr. Marianne B. Ignace.

The illustrations which follow the Secwepemc Language Content section of each unit were sketched by Jessica Baker .

Yirí7 Skukwstép-kuc !

Table of Contents:

Introduction:

Objectives of this Secwepemc Language Package:

Along with the Integrated Resource Package developed for the Grade 11/12 Beginners Secwepemc Language program in School District No. 73, this Secwepemc Language Package will help students from Secwepemc communities and other Aboriginal and non-Aboriginal youth of the Southern Interior region of British Columbia to learn the Secwepemc language (Secwepemctsín) through instruction provided at the local public Secondary Schools. This Secwepemc Language Package provides a guidebook for teachers on the Secwepemc language content which can be taught at the Secondary Grade 11/12 Beginner levels. As a curriculum guide, organized according to a set of 9 thematic units suitable for this level, it lists appropriate and useful language content (vocabulary, phrases and sentence patterns, as well as expressions, pronunciation exercises and grammatical explanations and exercises) for each unit. It also provides goals, objectives and rationales for each unit, along with unit-specific learning outcomes, a list of suitable teaching strategies and activities, and a list of unit-specific learning resources. Further learning resources for these and other thematic units will be developed in the future. Secwepemc language teachers are also encouraged to use, make and find further local resources, and to adapt English language resources to use in the Secwepemc language classroom. Besides the general assessment strategies given in the accompanying Integrated Resource Package, each thematic unit also gives suggestions for unit-specific assessment strategies. In addition, this Secwepemc Language Package provides a list of illustrated materials and exercises for the student which can be used as hand-outs and for other classroom purposes by the teacher.

The Process:

This Grade 11/12 Beginners Secwepemc Language Package is developed and adapted from the language content for the West Dialect versions of the K-3 Secwepemc Language Package, which was in turn developed on the basis of three earlier versions of Secwepemc Language Curriculum Guides: The Savona School and Skeetchestn Band School Secwepemc

Language Curriculum Guides (1993/94 and 1994/95), and the Bonaparte Band and School District #30 Secwepemc Language Curriculum Guide. The Secwepemc Language Curriculum Committee would like to thank Skeetchestn and Bonaparte Bands for permission to use these Guides in developing the present one. In order to develop the present Secwepemc Language Package, the members of the Secwepemc Language Curriculum Committee, all of whom are fluent speakers representing their communities, reviewed the list and sequence of the enclosed thematic units. We also reviewed and revised the goals and objectives, learning outcomes, learning resources, learning activities and suggested assessment strategies of each thematic unit. Most importantly, we reviewed, for the dialect and speech of each one of the seven communities, the Secwepemc language content of each thematic unit, including the sound system, vocabulary, phrases and grammatical constructions. This Grade 11/12 Beginners Secwepemc Language Package will be issued in two versions: One for the West Shuswap dialect, which comprises the speech of Skeetchestn, Kamloops, Whispering Pines (Clinton), Bonaparte and North Thompson, and one for the East Shuswap Dialect, which comprises the speech of the three communities in the Chase area (Adams Lake, Neskonlith and Little Shuswap).

Goals and Objectives, Grade 11/12 Beginners Secwepemc Language Program:

Through the Grade 11/12 Beginners Secwepemc language program, the youth from Secwepemc communities, and other Aboriginal and non-Aboriginal students living within School District No. 73, will learn to appreciate the linguistic and cultural heritage of the Secwepemc. However, beyond appreciation, we see this language program as the first step in the process of reintroducing the language to young adults of Secwepemc community, and other Secwepemc and non-Secwepemc, Aboriginal and non-Aboriginal students living in urban areas. This grade 11/12 Beginners course will provide them with a solid basis for beginning to understand and speak, as well as read and write, Secwepemctsín. It is also intended to motivate the students to continue learning Secwepemctsín, as they will become adults. This, by necessity,

will go hand in hand with efforts made by Secwepemc communities to reintroduce the language and promote its use in the home and in public.

The initial focus of the Grade 11/12 Beginners course will be on comprehension, followed by expression (speaking), and literacy (reading and writing in that order). We also see the language as a key to the students learning about Secwepemc culture and values. In a holistic way, the teaching of the language must address the social and cultural needs, personal needs, as well as educational and academic needs of our youth and our community.

Through this language program, the students will learn functional language in everyday settings, as well as expressions, terms and phrases relating to traditional Secwepemc activities and values, such as hunting, fishing, plant gathering, family and kinship, the community and geography of the area, self and others, material culture, dancing and singing. A main objective of this program is for students to engage in increased risk-taking to practice understanding and generating Secwepemctsín in authentic situations, such as engaging in dialogue with elders/speakers, listen to speeches, stories and other ways in which the language is being used in public and in the home. Another focus will be on the students acquiring the motivation and tools towards finding further information in the Secwepemc language from elders and other fluent speakers in Secwepemc communities, as well as from existing written and audiovisual sources.

Rationale:

Our aboriginal language contains the essence of our culture. For many generations, our culture, our philosophy, our humour and our ways of interacting with one another have been expressed through the language. As a result of the devastating impact of colonization, in particular the residential schools, the Secwepemc language is in danger of extinction. In the Secwepemc communities of the Interior, it is rarely spoken by people other than elders, and the latter only tend to speak it when among one another. With few exceptions, no young or even middle aged people speak Secwepemctsín, although a number of adults understand it quite well. The elders of the Secwepemc Language Curriculum Working Group see this Beginners Grade 11/12 language program, combined with

community efforts to reintroduce the language, as a vital and necessary step towards preventing the extinction of our language.

Within the context of the language being offered in the public school system, another aim of Secwepemc language education is to develop communication skills and to promote lifelong learning and positive attitudes that encourage awareness and understanding of Aboriginal culture and language, and of cultural diversity. We also see Secwepemc language skills as contributing to the development of critical thinking and learning skills in general (e.g. active listening, predicting, generalizing, categorizing, utilizing human and written resources). Last not least, the availability of Secwepemctsín as a credit/graduation course will give due recognition to an Aboriginal language in the public school system.

Approach:

This Secondary School curriculum for the Secwepemc language emphasizes primarily an **oral approach** to the language. Besides vocabulary and phrases which feature traditional cultural activities and values, students will be introduced to a range of vocabulary and expressions which are part of everyday functional language, allowing a young adult to begin to get an understanding of dialogue, ask questions and make comments in the setting of a modern Secwepemc household, as well as learn a range of vocabulary, expressions and phrases which relate to traditional cultural activities. In this curriculum, the students will also be gradually introduced to literacy (reading and writing the Secwepemc language) for two reasons:

a) teaching the sound system through the Secwepemc practical alphabet will help them to pronounce sounds accurately but also to read and write words and phrases;

b) as they become familiar with the sound system and practical alphabet, students will be able to use written language on the page, on flashcards, and in other mnemonic devices, thus helping them to memorize vocabulary and phrases.

In order to emphasize the oral approach, this package will present many labeled drawings along with written language which will stimulate and assist the students in learning and practicing Secwepemctsín. Throughout the course, students will also be expected to research and try out vocabulary and phrases with elders/speakers, as well as researching existing written resources and oral recordings on the language to enhance their communication skills.

The materials are arranged in order of thematic units, including an introductory unit, a unit on the body, clothing and looking after oneself, followed by further units on relatives and family, foods, Secwepemc country, dwellings and communities, hunting, fishing and gathering. These thematic units are based on a progressive order of grammatical concepts. The language materials for the units, along with illustrations which can be used as hand-outs in class, are accompanied by a listing of learning outcomes, resources available for these units, and suggested activities. The Secwepemc Language Grade 11/12 Beginners Integrated Resource Package will furthermore list and summarize the learning outcomes, resources, teaching strategies and suggested assessment strategies for the two grade levels.

Method of Instruction: Grade 11-12

The method of instruction for Secwepemctsín 11/12 will involve **partial immersion:**

Throughout the daily period of instruction (one block of classroom time for 20 weeks), the teacher(s), who will be one or more fluent speaker(s) of the respective dialect of the Secwepemc language, will communicate as much as possible in Secwepemctsín with the students. In addition, elders, parents and other community members who speak the language or have an interest in it, will visit the classroom and share their knowledge with the students.

A variety of classroom routines will be established, which will include a combination of opening prayer and greeting; a Calendar Routine; a Total Physical Response (TPR) session; by way of games and dialogue; which will introduce new materials and review previously introduced materials; further TPR activities through commands and demonstrations; show and tell; stories; as well as games and crafts will be included.

In addition, each session will include a brief session explaining grammatical concepts in English; and drilling them through further TPR activities; teacher's commands and demonstrations; and stories.

Language lessons will also feature the presentation of, and drills in, pronunciation and the practical alphabet.

Records will be kept in the form of lesson plans on a **daily basis**. As part of the overall assessment procedure, teachers are encouraged to keep check-lists of student progress in following instructions and commands given in Secwepemctsín.

Unit 1:   Xetéqs
Introductory Unit

Everyday commands and expressions through games, songs and exercises. Establishment of classroom routines, including weather; Presentation of the Secwepemc practical alphabet and introduction to the sound system of Secwepemctsín.

1. Unit Objective:

This Introductory Unit will introduce the students to:

1.   The classroom routines and their sequence, including Calendar Routine (calendar season and month, weather) Total Physical Response games and routines, other games, show and tell, pronunciation and grammar drills etc.;

2. a certain number of commands that are important for carrying out the lessons in Secwepemc;

3. greetings, introductions, simple ways to ask questions about people and objects;

4. pointing words (deictics) and some nouns;

5. numbers   1-100

This unit provides an <u>introduction</u> to the above words and phrases. All of them will be routinely used throughout the year. Therefore, the emphasis is on <u>presentation</u> of, rather than <u>mastery</u> over, the language content.

In the beginning of the unit, the students will also be motivated towards learning Secwepemctsín, one of 50 endangered Aboriginal languages, and will have a presentation about the reasons for the decline of the language and the need to preserve it.

2. Rationale:

The above expressions and vocabulary are essential for conducting instruction in Secwepemctsín. They provide the students with the very basic vocabulary for asking and answering questions about objects and people, identifying them, greeting one another and elders, and following the teacher's instructions.

3. Time: 4 weeks; approximately 4 hours a week

3. Learning Outcomes:

After this unit, it is expected that students will:

* understand and follow at least 20 commands accurately;

* understand Secwepemc numbers 1-100 and count from 1 to 100 in Secwepemc;

* identify number of objects up to ten;

* carry out simple arithmetic operations (addition and subtraction in Secwepemctsín);

* say and respond to Secwepemc greetings and questions about name; engage in a brief dialogue introducing themselves or someone.

* understand and say three pointing words (**yi7éne, yeréy, yirí7**) and respond to, as well as say, simple sentences using pointing words;

* understand and say the terms for at least 10 objects in the classroom;

* begin to understand a few words and simple phrases and questions about seasons, weather and time of day (these will be presented during the introductory unit, but mastery is not expected until near the end of the year);

* pronounce with good accuracy all Group A sounds of the language, as well as with limited accuracy, Group B and Group C sounds (this skill will be worked on throughout the year);

* recognize written Secwepemc and be able to begin to sight-read simple words and phrases;

* locate words in the English-Secwepemc dictionary and Shuswap - English word list, and have an idea on how to find English meanings of Secwepemctsín words in the Shuswap-English dictionary;

* with emergent reading and writing skills, record words in their journals.

* where possible, try out new words and phrases with elders/fluent speakers.

6. Suggested Instructional Strategies:

- open the day with a Greeting song (e.g. "Weyt-k" Song) or a prayer in Secwepemctsín.

Follow this daily with the Calendar Routine:

- With the weather charts/posters, teacher asks daily what kind of weather it is, then sets dial on weather chart and repeats kind of weather along with children.

- the same is done for season, month, day of the weak on a daily basis;

- One student can be selected daily as a helper (**knúcwten** or **knúcwmen**).

- Bring plants/items into classroom and/or take students for outings to talk about seasons (e.g. fall - fallen leaves, winter - snow and ice; spring - fresh plants/flowers; summer - berries, swimming, etc.);

- Have a daily routine of 5-10 min. **Total Physical Response** exercises with commands; this can also include: pointing at objects, asking questions about these objects, handling objects and having students see, feel and touch, hear and smell objects. The TPR sessions should also include a review of previously presented vocabulary.

- A 10 minute session explaining and reviewing a grammatical concept, then drilling it using further TPR and prompting.

- A 15 minute session explaining and practicing the sounds of the Secwepemc sound system, eventually covering all 44 Secwepemctsín sounds (phonemes), which are also letters of the Secwepemc practical alphabet in the following order:

Group A: Sounds which are like English (vowels and consonants):

á   é   e   í   ó   ú   p   t   ts   s   k

kw   m   n   l   w   y   h

Group B: Sounds which are different from English:

ll   r   c   cw   q   qw   x   xw   g   gw   7

Group C: Glottalized sounds:

ṗ   ṫ   ts'   ḱ   ḱw   ṙ   q̓   q̓w   g̓w

ẇ   ṁ   l̓   ṅ   ẇ   ẏ

(see Integrated Resource Package, Appendix G).

Once all sounds have been presented, this time slot can be reserved for further pronunciation and discrimination drills, as well as writing and sight-reading practice.

The above are followed by either of, or a combination of, the following:

- **Show and tell**: invite students (taking turns) to bring an object and ask kyé7e or xpé7e at home what it is called. Have them talk about it in class, or better yet: bring elder into class.

- **Storytime**: teacher can tell a story verbally, or invite an elder into class to share a simple story (preferably using Secwepemctsín). Or: read and show an English language early reader book to the class. Further stories can be adapted from the SCES Language Department Beginning Readers Series. Or: adapt some local stories in Secwepemctsín, have someone illustrate them and laminate them as books.

- **A Song**: a translated song can be used here (e.g. Kwoyí7se te Skéki7 ("Eensy Weensy Spider"), w7ec lu7 te kyéy7e ("there was an old woman who swallowed a fly") or better yet, a traditional song with some lyrics (e.g. Secwepemc welcome song, nature song, berry picking song, etc.).

- Some of the above (song, story, other narrative) can also be presented through audiovisual materials (tapes, videos).

7. Learning Resources:

⇒ Illustrations, words and phrases of Secwepemc Language Package;

⇒ songs on Ethel Billy Tape/Song Book by SCES;

⇒ Nels Mitchell tape (from SCES);

⇒ flashcards with weather words and pictures;

⇒ illustrated language master cards and language master;

⇒ objects that can be counted;

⇒ SCES Counting Book;

⇒ English language story books that can be told in Secwepemctsín;

⇒ weather charts and season charts;

⇒ a calendar chart (can be adapted from English language calendar) or made from scratch with each month/ or with month names/pictures which can be tacked on);

⇒ weather outside and nature; nature walks to point out (in Secwepemctsín) changes in seasons;

⇒ leaves, plants, scissors, glue, etc. Make pictures of leaves in fall; pressed flowers in late summer or late spring; cut out snow flakes.

8. Suggested Assessment Strategies:

- ◆ Observe students as they are carrying out TPR commands, do check-list of students carrying out TPR commands (see Berty Segal, <u>Learning English Through Action</u>);

- ◆ assess students' collection of completed hand-outs and projects;

- ◆ weekly comprehension quizzes: teacher says out/reads a series of words and phrases from Language content list of thematic unit to students, students write down the English translation;

- ◆ sound discrimination exercises (listen to sounds in words and write brief words including them.

9. Language Content:

a) **Me7 xílem-kp!** Everyday Commands:

(teachers will use singular forms (-**ce** or -**e** ending), or plural forms
(with - **cwiye** ending)

k̓elélnem-ce/- cwiye	listen (one/many)
tukwtúkwt-ce/- cwiye	be quiet
emút-ce/lléqel- cwiye	sit down (one/many)
estíl-ce/- cwiye	be still
ts'elíl-ce/ cwiye	stand up
cwelpíl-ce/ cwiye	turn around
pelq̓íl-ce/- cwiye	go back/return
q̓wyil-ce/- cwiye	dance
pelít-ce/- cwiye; stsíl-ce/ cwiye	lie down
kectsétsme/kectsétsel-miye	give me...(something)
élk̓wente/élk̓wént-iye	put it away
tsxwénte/tsxwént-iye	come here
tskwénte/tskwént-iye	bring it here
k̓wétem-ce/k̓wétem- cwiye	walk
cwísel-ce/ -cwiye	run
cú7tsem; cúy̓tsem	again, repeat, more

Other Classroom Commands:

knúcwente	help him/her
knúncwentsme	help me
élkst-cwiye	you (pl) work!
q̓iyém̓-ce	write!
tsút-ce	say this
tsúnte	tell him/her
séwente	ask him/her

b) Greetings, Etiquette and Introductions:

weyt-k/weyt-kp	hello (to one/many)
pútucw/pútu-cwiye	good bye (to one/many)
tá7a	no
mé7e	yes
cuỷ	let's
yirí7 sle7s	that's good
yirí7 sxexé7s	that's smart
me7 wíktsen/me7 wíktl-men	I'll see you (one/many)
kukwstsémc/kukwstsétsemc	thank you
kwé7e	here you are
Swéti7 ke7 skwest?	What's your name?
Sarah ren skwekwst.	My name is Sarah.
Thé7e k st7ék-ucw?	Where do you come from?

Te Skeetchestn, Tkemlúps, Simpcw re sté7kwen.
I come from Skeetchestn, Kamloops, North Thompson, etc.).

c) Some Pointing Words:

yi7éne	this
yiréy	that one
yirí7	that's it, that's the one

d) Nouns:
Some ideas for terms and objects around the classroom are:

letép	table
ts'elcwílep	chair
q̓iméke7	pen, pencil, chalk
pumín	drum
cllúqwmeṅ	cup
stsq̓eẏ	paper
speqwéltcw	book
skwi7éẏe	doll
qelmúcw	person, Indian
séme7	white person
Secwepemc	Shuswap
sq̓élemcw	man
núxwenxw	woman
núnxwenxw	girl
tuwíwt	boy

e) Adjectives/Qualities:

le7	good
k̓ist	bad
xyum	big
k̓woyí7se	little
kenkínt	slow
xwent	fast
piq	white
tsiqw	red
qwiqwíyt	blue
qwiq̓wíyt	black
kwalt	green/yellow
megmégt	grey
pegpégt	faded colour

Sentence patterns:

Teacher prompts answer with **mé7e** or **tá7a**   yes/no

1. **Stémi yi7éne? (yiréy, ri7)**   What's this (that, is it)?

2. **Pegpégt yi7éne (yiréy, ri7).**   This (that; it is)faded in colour.

3. **Swéti7 yiréy?**   Who is that over there?

4. **Swéti7 ri7?**   Who is it?

5. **Swéti7 yi7éne?**   Who is this ?

6. **Lé7en yi7éne?**   .   Is this good?

7. **Tsíqwen ri7 ye7éne?**   Is this red?

8. **Kectsétsme re/tek séwllkwe.**   Give me the water.

9. **Élkwente re7 stemstítemt.**   Put away your clothes.

Me7 Élkstmentem re Sxyénem:
Cuẏ e Xyénem-kt!   Let's count!

nek̓ú7	one
seséle	two
kellés	three
mus	four
tsilkst	five
teq̓mékst	six
tsútsllke7	seven
nek̓w7ú7ps	eight
temllenkúk̓w7e	nine
úpekst	ten
úpekst ell nek̓ú7	eleven
úpekst ell seséle	twelve
sell7úpekst	twenty
kell7úpekst	thirty
mell7úpekst	forty
tselkll7úpekst	fifty
teq̓mekll7úpekst	sixty
tsetskll7úpekst	seventy
nek̓w7u7pll7úpekst	eighty
temllenk̓well7úpekst	ninety
xetspqíqenkst	one hundred

b)   **Adding:**

nek̓ú7 **ell** seséle **me7** kellés $1 + 2 = 3$

tsilkst **ell** kellés **me7** nek̓w7ú7ps $5 + 3 = 8$

c)   Subtracting:

teqmékst **me7 kllentéc k** seséle **me7** mus $6 - 2 = 4$

úpekst me7 kllentéc k tsilkst me7 tsilkst $10 - 5 = 5$

d)   Comparison:

tsellts'ílle   the same
ticwell   different

The Secwepemc Calendar

Long time ago the Secwepemc had their own calendar. An annual
seasonal round, termed **swucwt** ("snow") consisted of thirteen months or
moons (**Mégcen**), with the month names derived from the activity people
were carrying out at that time of the year or the characteristics of the
weather or nature at that time. The annual seasonal cycle started with
the late fall month, **Pellc7ellcw7úllcwteṅ**, the "entering month",
when people first entered their **c7ístkteṅ** or winter underground home,
and ended with **Pesllwélesten**, the fall-month, when people hunted
and trapped game in the mountains. Here are the names of the thirteen
lunar months in the Secwepemc Calendar.

1. Pellc7ell7úllcwteṅ - "entering month"
Yi7éne   te   mégcen   m-c7ell7úllcwes   re   Secwepemc   ne
c7es7ístktteṅs.

2. Pelltetéqem - "cross-over month"
M-téqmes re mégcen re m-yews re syectwílcs re sitqt. Yirí7 lu7
m-ts7écwes re Secwepemc.   M-yews re stiťéys.   M-lé7es re
stscentés re c7es7ístktteṅs.   Necwentés lu7 re stsmémelt re
stsgweyéns re steťex7éms.

3. Pell7emetmín/Pellkweťmin - "stay at home month"
Yi7éne te mégcen m-ǩiyéyes re tmicw. Yirí7 re m-tá7ews put k
s7estṗeṅlléxws re Secwepemc te c7es7ístktteṅs

4. Pellctsípweṅten - "cache pit month"
Ts'ellte7úy e sq̇7es7úys e spíxems, m-yews ťucw m-s7ell7íllens
steṁi k s7el7élǩwems ne ctsípweṅtens.

5. Pellsqépts - "spring wind"

Yi7éne te mégcen wes re tsímtes re swuct ne ctsetém.

M-tsétskwe7mes te sgwígwle ne setétkwe. M-yews re snesnés te pésellkwe e syéwems tek písell.

6. Pesll7éẃten - "melting month"

Yi7éne te mégcen wes re tsímtes xwexwéyt re swuct, yúmell ne sqeltús. M-píxmes te ts'i7 ne sqeltús re qelmúcw.

7. Pell7é7llqten - "digging month"

Yi7éne te mégcen m-yews re s7e7llqs te skwenkwínem ell te tséts'elq re Secwepemc, ell m-t7íqwelqwmes. M-yews re snesnés te t7íweltk e syéwems tek ximísell.

8. Pelltspántsk - "midsummer month"

M-yews re spems te sxúsem, m-menípm te kekésu7 ne setétkwe, ell m-qwentéses re kekésu7 ne tswec.

9. Pelltqwelqwélt - "getting ripe month"

M-tqwelqwéltes xwexwéyt re speqpéq: re speqpeq7úẃi, re tqítqe, re wenéx, re sesép. M-yews re sqwelqwléwems re Secwepemc.

10. Pesqelqlélten - "many salmon month"

M-yews re swéwlems te sqlélten ell m-yews re scwíkems te swewll.

11. Pelltemllík - "spawned out"

M-yews re spíxems ell re skécems re Secwepemc.

12.-13. Pesllwélsten - "abandoning month"

M-yews re spíxems ell re skécems cú7tsem,   ell m-yews re sképems. M-yews re stscentés re c7ístktens ell re ctsípwentens.

2. Seasons:

sqepts	spring
sexqélqeltemc	summer
sllwélsten	fall
s7istk	winter

3. Days of the Week/ Day words:

nekwésqt	Monday
selésqt	Tuesday
kellésqt	Wednesday
mesésqt	Thursday
tselkstéqt	Friday
teqmekstésqt	Saturday
xetspésqt	Sunday

pyin te sitqt	today
pexyéwt	tomorrow
kwellpexyéwt	day before yesterday
cwénwen	morning
e cwénwenes	in the morning
crepqín	noon
e crepqínes	at noon
e ptékes te scepqín	in the afternoon
e r7áles	in the evening
sítest	night
ne sítest	at night
le r7áleses	last night
nekú7 te sxetspésqt	one week
nekú7 te mégcen	one month
nekú7 te swucwt	one year
le pexyéwtes	yesterday

Me7 kénem-kt pyin te sitqt?   What are we going to do today?
Me7 kénem-kp pexyéwt?   What are you (pl.) doing tomorrow?
M-kénem-kp lu7 le pexyéwtes?   What did you (pl.) do yesterday?

4. Weather Words and Phrases:

tmicw	land
swucwt	snow
skllékstem	rain
segwsés	sunny
snewt	wind
nénut	breeze
stsets'elólse	hail
spú+ent	fog
tektemtémt	overcast
steqúíqt	clouds
stiqt	sky
mégcen	moon
sekúsent	star
skúlenst	rainbow
sitqt te kúltes	birthday
skwékw7es	sun, clock

1.	Stemi k tsúwet.s re tmicw?	What is the weather like?
2.	Ts'kénem re tmicw?	What kind of weather is it?
3.	W7ec re wúcwtes.	It is snowing.
4.	W7ec re kllékstmes .	It is raining.
5.	W7ec re néwtes.	It is windy.
6.	Kiyéy re tmicw.	It is freezing cold.
7.	Ts'ellt re tmicw.	It is cold outside.
8.	Xyep re tmicw.	It is hot outside.
9.	Cts'elltém	The room is cold.

10. Xwqwetstém   The room is warm.

Grammar:

Unit 1 introduces the student to a number of simple grammatical constructions and concepts:

1) Intransitive command forms mit -ce or -e (singular) and -cwiye or -iye (plural) ending.

It is useful to introduce some transitive commands as well, such as kwénte, tsxwénte, kectsétsme, etc. The teacher can also explain their irregularities:

kwens	kwén**te**
tscentés	tscent**éke**
élk̓wens	élk̓wen**te**
síxens	síxen**te**

Oral Practice:

On a daily basis, the teacher carries out a TPR session using and slowly increasing a repertoire of useful motion verbs with commands, and the students carry out the actions. After a few sessions, students make and give to class singular and plural commands of action verbs.

Examples:

k̓wétem	k̓wétem-ce	k̓wétem-cwiye
ts'elílc	ts'elíl-ce	ts'elíl-cwiye
nes	nés-ce	nés-cwiye
etíc	etí-ce	etí-cwiye
íllen	íllen-ce	íllen-cwiye
pelít	pelít-ce	pelít-cwiye
stsilc	stsíl-ce	stsíl-cwiye

sécwem	sécwem-ce	sécwem-cwiye
cwíselc	cwísel-ce	cwísel-cwiye

2) The "re" and "te" connectors:

"re" is used in a sentence to connect a predicate (which can be a verb, a state of being, such as an adjective plus "is") with a subject:

e.g. **piq re q̓iméke7**   the pen is white;

    xyum re letép   the table is big.

Note that these sentences have no "is". Also note that the word order is different from English word order.

"te" is used to describe the quality of a noun:

    piq te q̓iméke7 - a white pen

    xyum te letép - a big table

Oral Practice:

Based on objects in the classroom, or objects the teacher or students can bring to class, combine a number of predicate adjectives with subject nouns:

    tsiqw re q̓iméke7

    le7 re ts'elcwílep   etc.

Invite students to make such short descriptive phrases. This practice should primarily be done orally.

3) Pointing words (Deictics):

The three pointing words (Deictics) introduced in this Unit are **yi7éne** (this), **yiréy** (that one near you) and **yirí7** (that one).

Note that **yiréy** has no equivalent in English.

Oral Practice: Have students practice the pointing words by talking about and pointing at objects in the room.

4) Word order:

In sentences which use deictics, the word order is:

Q̓iméke7 yi7éne.
This is a pen.

Letép ri7.
That is a table.

Note : also the form yi7éne te q̓iméke7 (this pencil), yirí7 te letép (that table). In general, the preferred word order is Predicate - Verb, when actions or qualities are described:

> le7 re q̓iméke7
> tsiqw re letép
> k̓wétem re sqélemcw

5) The -en question marker:

Adding -en to the verb or predicate makes a question out of a sentence: **Le7-en ri7?** - is that good? **Tsíqw-en re q̓iméke7?** - is the pen red?

Oral Practice:

Add questions using -en to the TPR sessions describing objects in the classroom. Have students answer with mé7e or tá7a.

6) Forms with w7ec

These are like the English progressive form with -ing; e.g. it is raining, it is snowing, etc. In the 3rd person (he/she/it/they), they consist of w7ec + re + verb + es.

In this unit, only the third person form with -es will be used and learned.

Examples:

> w7ec re kllékstmes
> w7ec re wúcwtes
> w7ec re néwtes
> w7ec re ts'elílcwes

Oral Practice:

Bring some pictures to class showing actions of people or animals.
Describe them using the progressive form.   Describe actions carried out
by students during the TPR sessions to the rest of the class using these
forms.

Make the progressive form with w7ec out of the following action words to
express he/she is _____ing:

Secwepemctsín		Progressive form (w7ec)	Meaning
ḱwétem			
cwíselc(wes)			
ts'elílc(wes)			
píxem			
newt			
kllékstem			
wucwt			
séyse (=séysus)			
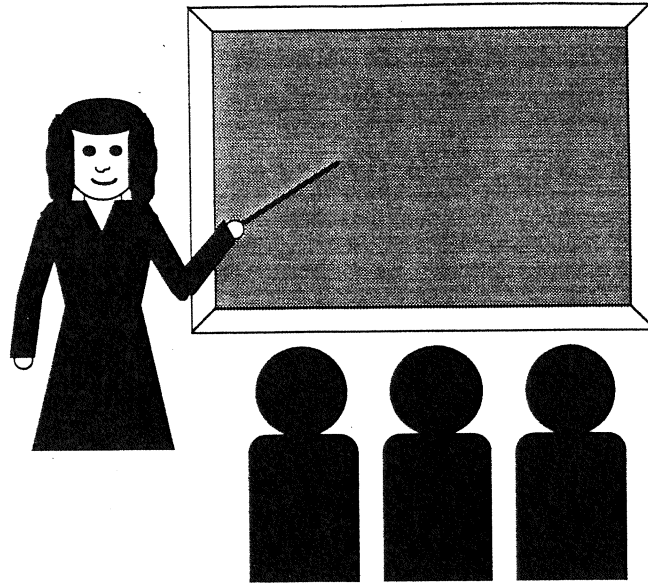
Pronunciation and Reading/Writing:

After a few sessions of TPR practice and the practice of idiom phrases in conversation (greetings, introductions, questions about weather, etc. from vocabulary and phrases of unit 1) , begin to introduce the Secwepemc orthography. Begin with presenting and discussing the Group A sounds of the Secwepemc Alphabet:

a, e, e, i, o, u, m, p, t, ts, s, l, n, y, w, h,

along with the letters they are represented by, along with a few words to practice each sound. Have students repeat words in group first, then individually. The teacher should gently correct speech, not striving towards perfection at this point, but comprehensibility (whether one can understand what the student is saying).
Following the Group A sounds, introduce the Group B sounds ;

ll, r, c, cw, q, qw, x, xw, g, gw, 7

and then the;

Group C sounds (glottalized sounds;

p̓ t̓ ts' k̓ k̓w q̓ q̓w r̓ g̓ g̓w m̓ n̓ l̓ y̓ w̓

It is not expected that students will have full mastery over the group B, and especially group C sounds immediately upon presentation. However, it is expected that by the end of the Beginners Grade 11 course, the students will be able to discriminate between most sounds, and will be able to produce all but a few of the Group C sounds with reasonable accuracy.

Introducing the Use of the Shuswap - English Dictionaries and Word List

In order to apply their knowledge of the language to real situations and contexts, and in order to have the ability to find additional words beyond those learned in the classroom, it is useful for students to be able to use the existing resource materials for the Secwepemc language. Since these are all based on the Secwepemctsín practical alphabet developed by Linguist Aert Kuipers together with Secwepemc elders, students need to be familiarized with the sound system and the practical alphabet work first. Following this, they can try to find words in the dictionaries and can try to pronounce them with the help of their teacher or an elder/speaker at home.

1) The Shuswap - English Dictionary:
This Dictionary allows the student to find the meaning of a Shuswap word he/she hears or sees. All entries in it are arranged in order of **consonant sounds** of the alphabet, including the letter with which a word begins, as well as all other letters of the word. The small number of words which begins with vowels is listed after the words which begin with the last letter of the Secwepemc alphabet, letter y.
Note: that the Shuswap - English dictionary mainly contains root-forms of words, especially verbs. It does not include many of the compound words which are made up of roots and prefixes or suffixes.

2) The English - Shuswap Dictionary:
The English - Shuswap Dictionary allows the student to find the Secwepemctsín equivalent of an English word.
The English - Shuswap Dictionary lists English words in English alphabetical order, with the exception of verbs which are all listed as infinitives under to _____. For example, the word "jump" is listed under "to jump", the word ask is listed under "to ask", etc.

The English - Shuswap Word List (Version 2)

This is a word-list which groups English words and their Shuswap equivalents according to word-fields, such as foods, plants, man-made things, human relations, fishing, hunting, animals, etc. , and gives the English meaning of these words. It allows the student to look up words which go with certain activities, and to build vocabulary around such activities or areas of interest.

The Shuswap - English Word List

This word list also groups words according to word fields, however, it lists them according to Secwepemc terms and their English equivalents.

The Shuswap - English Dictionary identifies words according to dialect and speech community where they were collected (A=Alkali Lake, B=Bonaparte, C=Canim Lake, Cc=Chu Chua, Ch=Chase, D=Deadman's Creek, Do=Dog Creek, E=Enderby, K=Kamloops, Kb=Kinbasket, S=Sugar Cane). Many words, however, have no such identification and have not yet been verified by speakers. Likewise, both dictionaries, as well as the word-lists, are still in the draft stage, with new words being added, spellings being checked, and meanings of words being verified. Students should always verify words with the teacher and/or an elder from their community who is fluent in Secwepemctsín before incorporating them into their active vocabulary.

Exercise 1:

Find the meaning of the word **tqítq̓e** in the Shuswap - English Dictionary

_____ . Note the page no. _____._

Find the English meaning of the word **sexqélqeltemc** in the Shuswap - English Dictionary.

Find the English meaning of the word **ts'wéẃye.**   What does the D behind the word mean?

_____. Note the page no. _____.

Exercise 2:

Find the Secwepemctsín (Shuswap)   equivalent of the English word "water" in the dictionary. Try to sound it out and pronounce it. Verify your pronunciation with a speaker.

Water _____. List the page no. _____

Find the Secwepemctsín equivalent of the verb "walk" in the dictionary. Try to sound out the word and try to pronounce it. Verify your pronunciation with a speaker.

walk _____. List the page no._____

Find the Secwepemctsín equivalent of the word "ceiling". Try to sound out the word and try to pronounce it. Verify your pronunciation with a speaker. Why do you think "ceiling" is also the word for "wall"?

ceiling _____ . List the page no. _____

Why does it also mean wall ? _____

Exercise 3:

List ten words which deal with family relations and give their English meanings. Try to sound out the words and try to pronounce them. Check them with an elder/speaker if you can.

Secwepemctsín: English

1) _____   1) _____

2) _____   2) _____

3) _____   3) _____

4) _____   4) _____

5) _____   5) _____

6) _____   6) _____

7) _____   7) _____

8) _____   8) _____

9) _____   9) _____

10) _____   10)_____
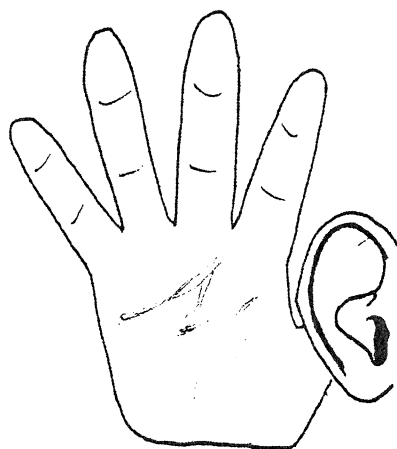
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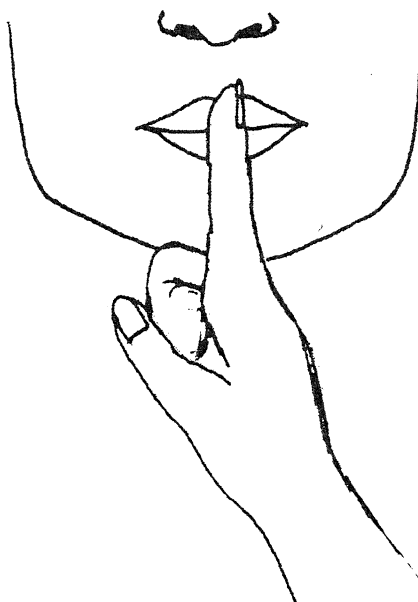
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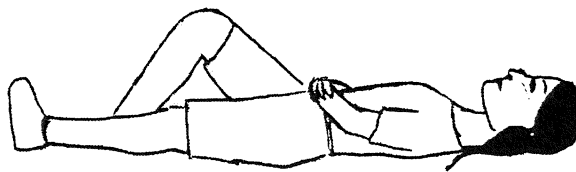
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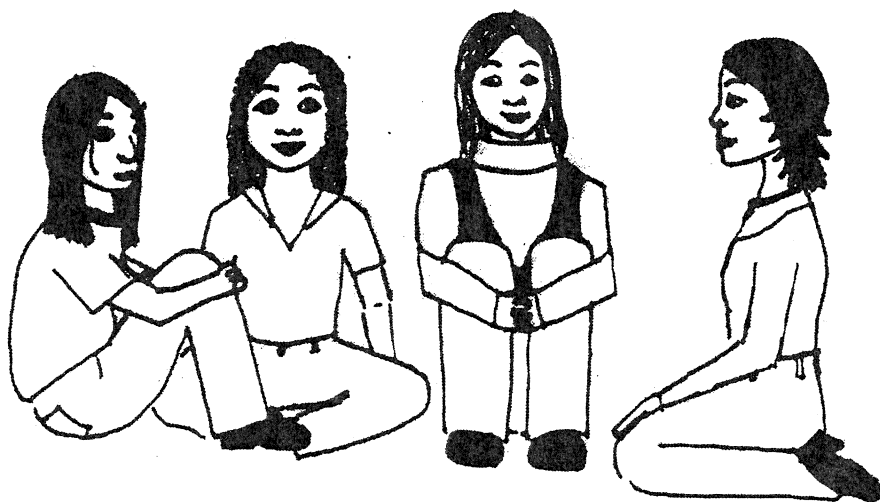
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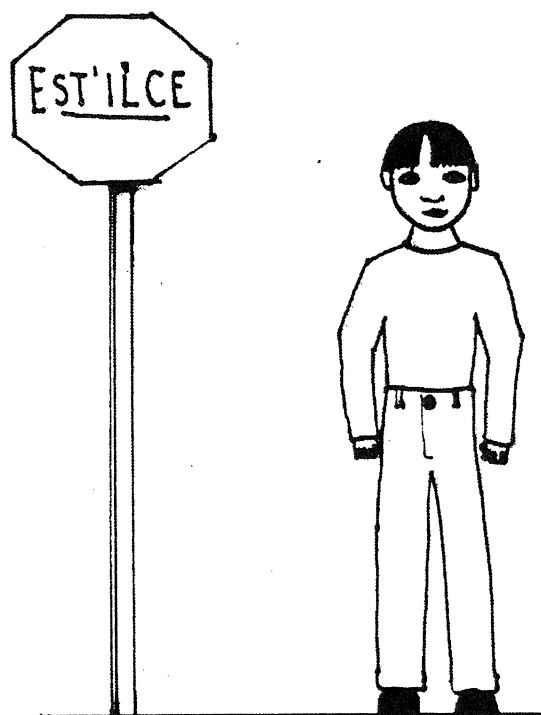
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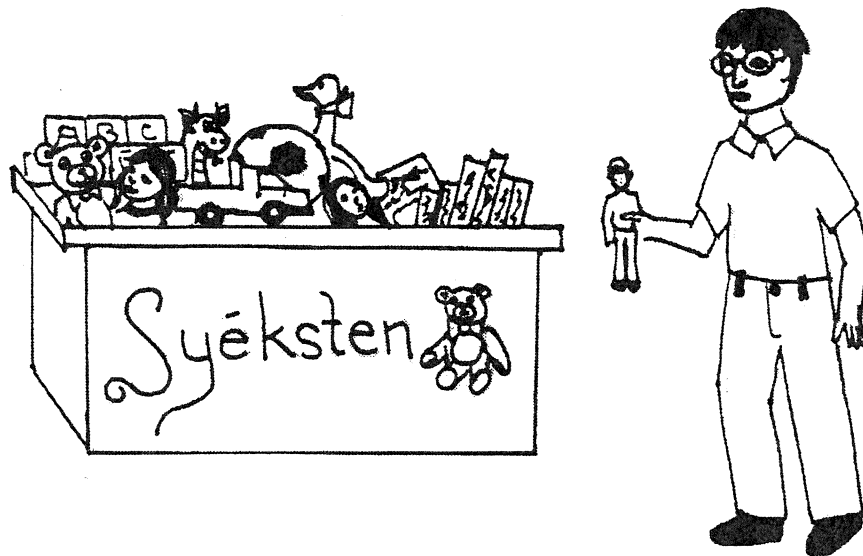
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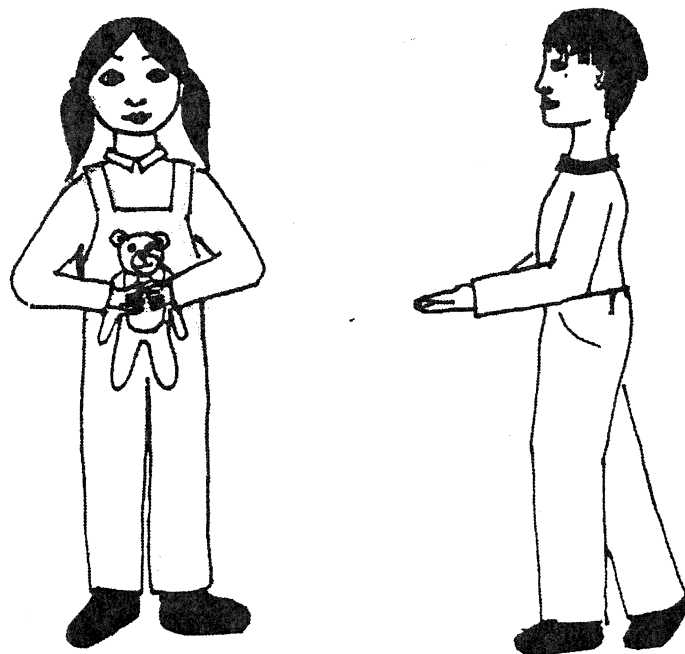
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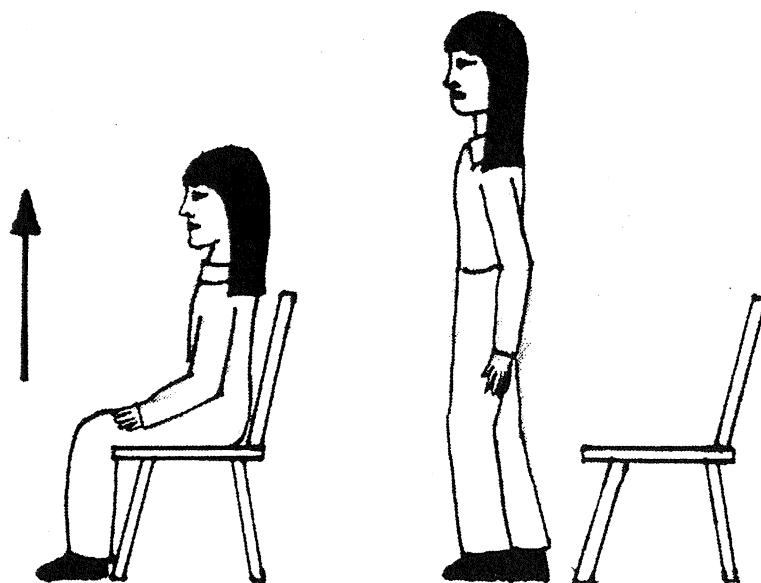
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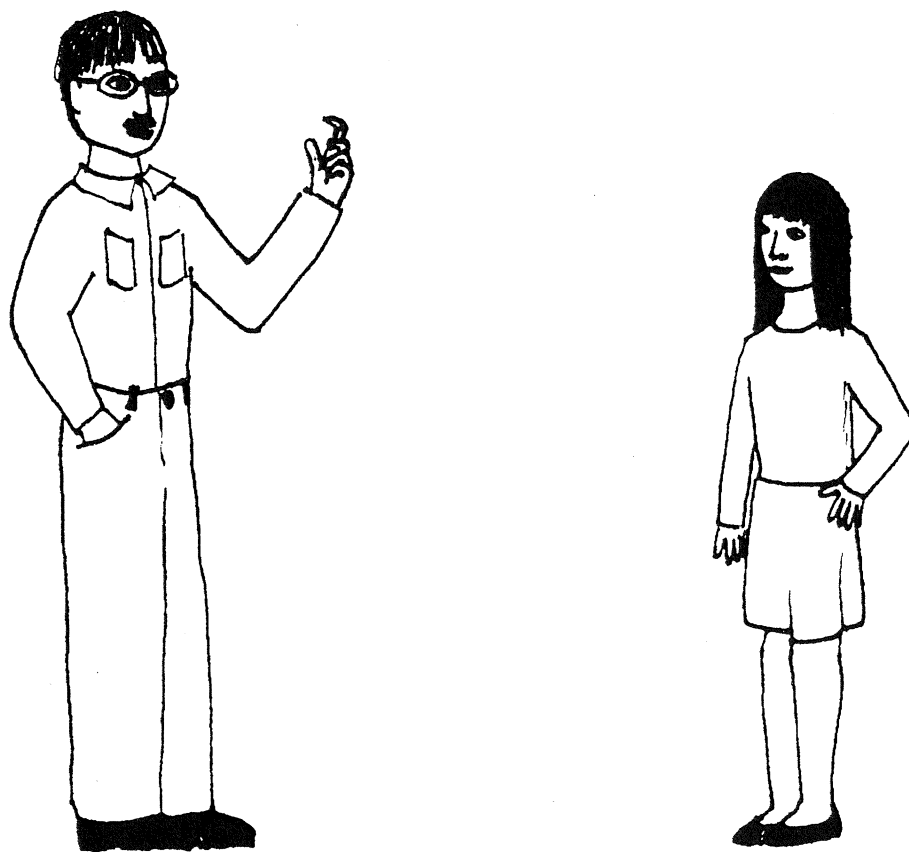
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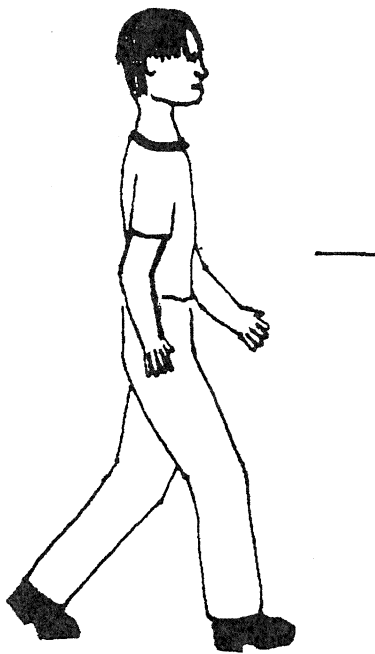
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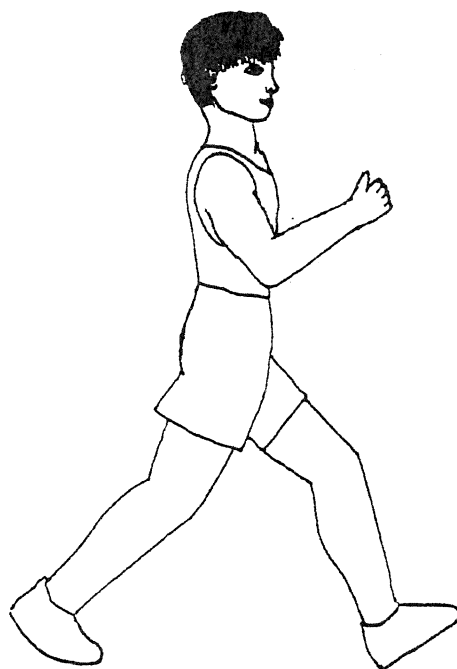
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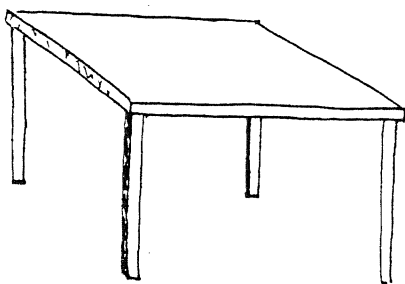
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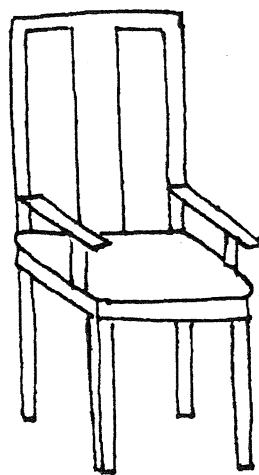
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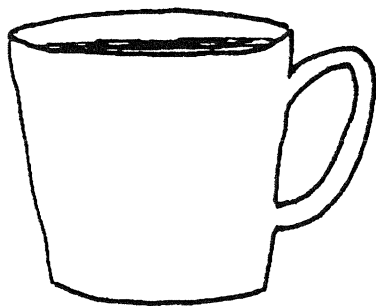
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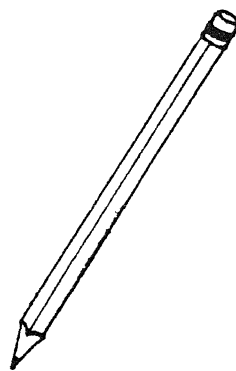
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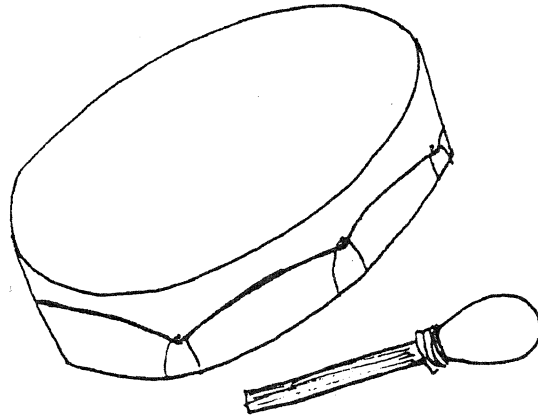
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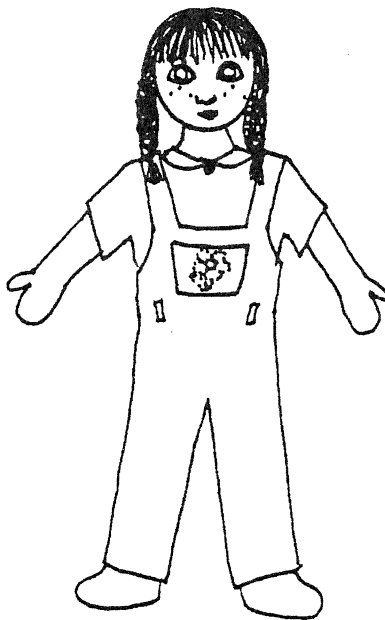
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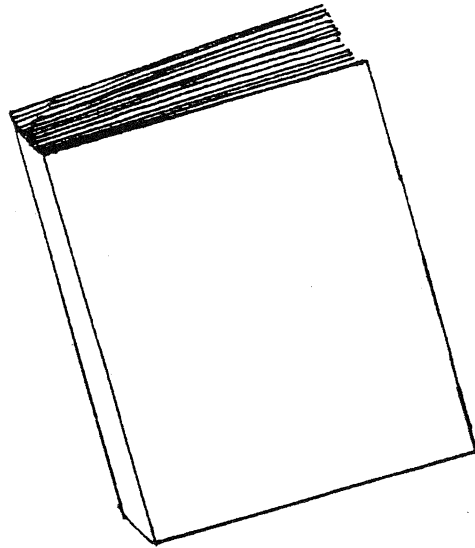
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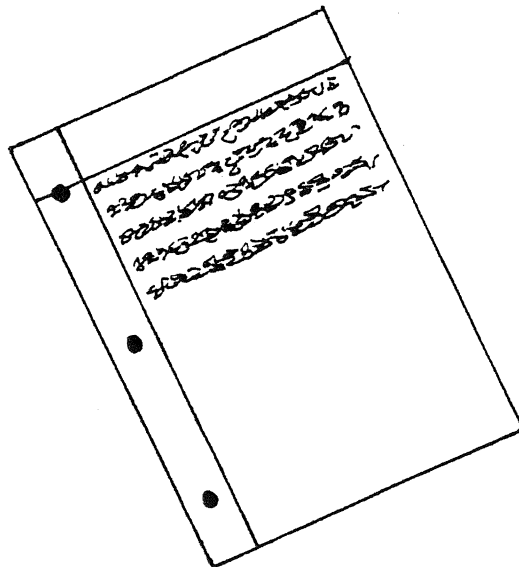
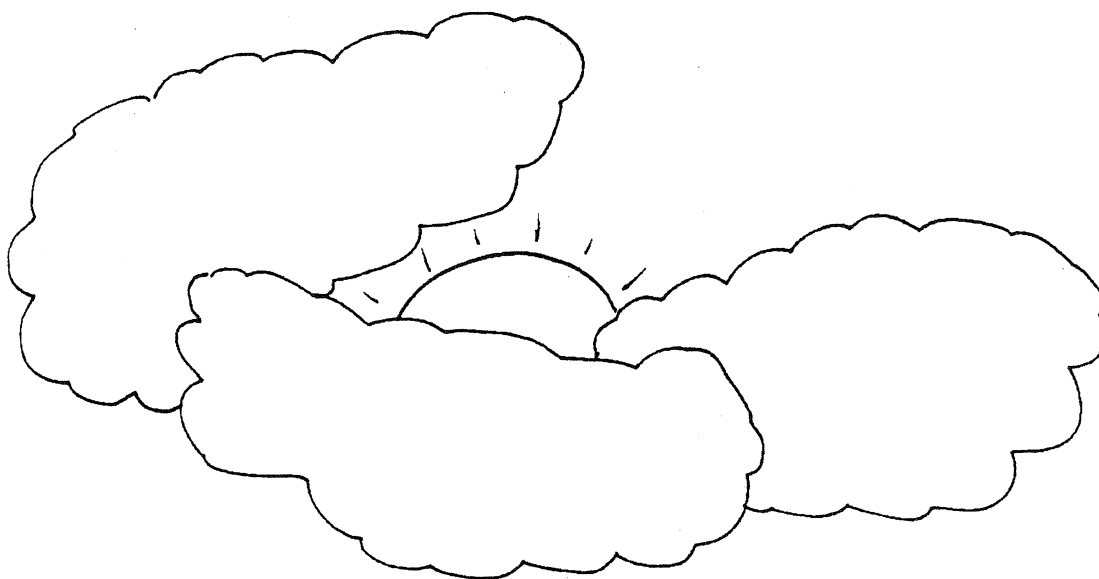stsq̓eẏ
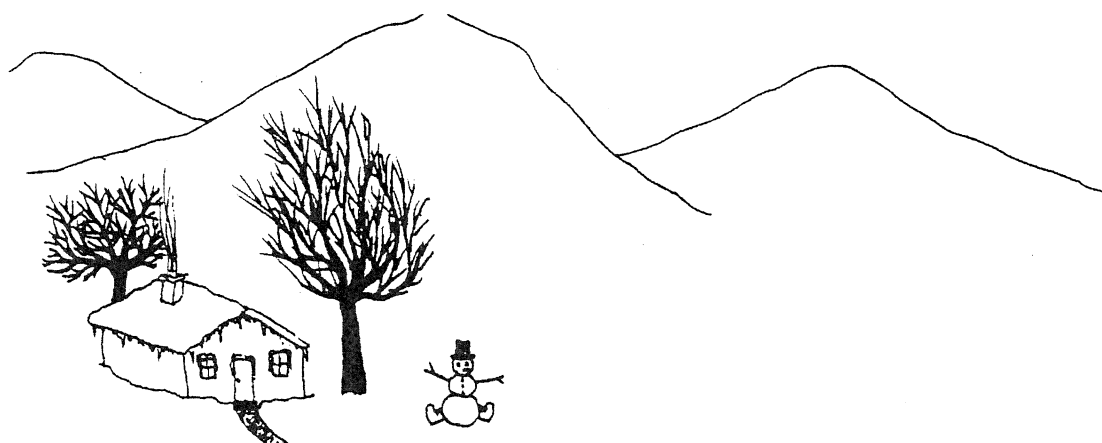
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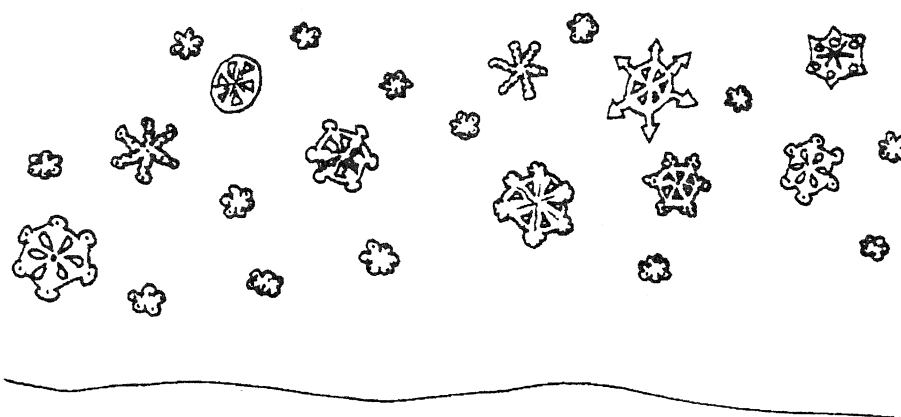
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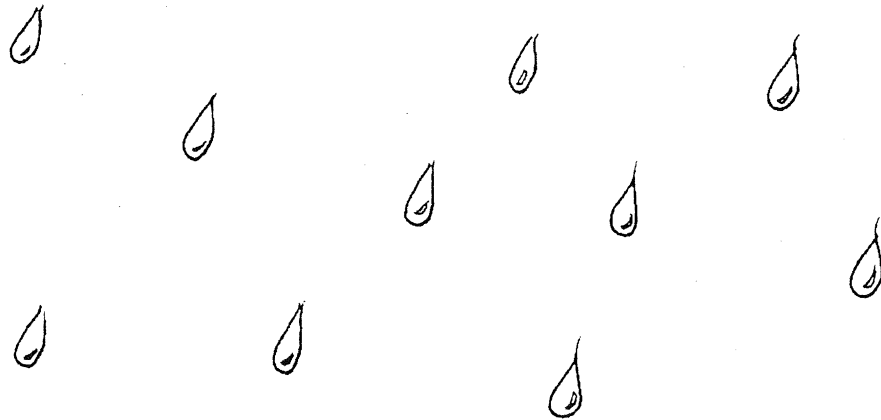
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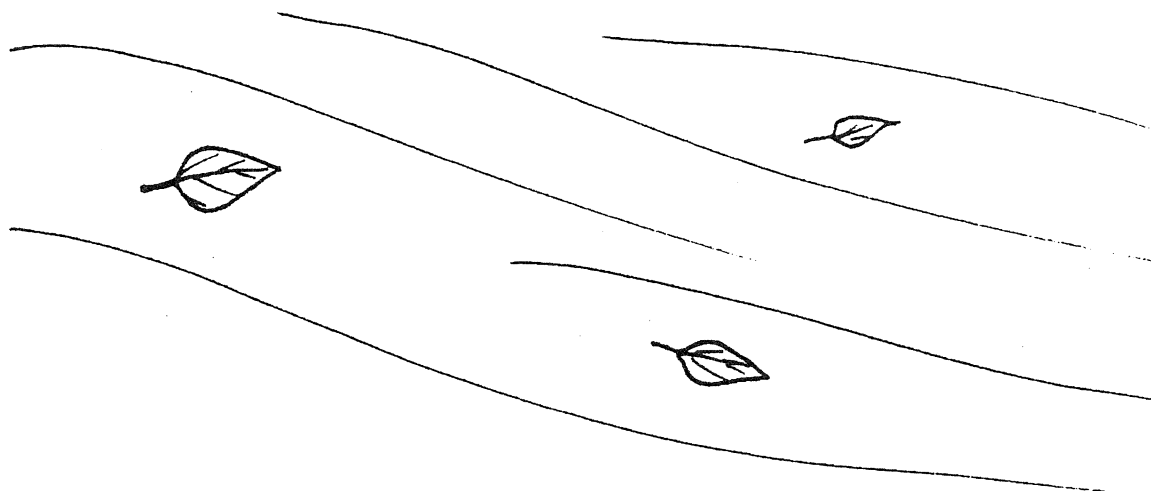
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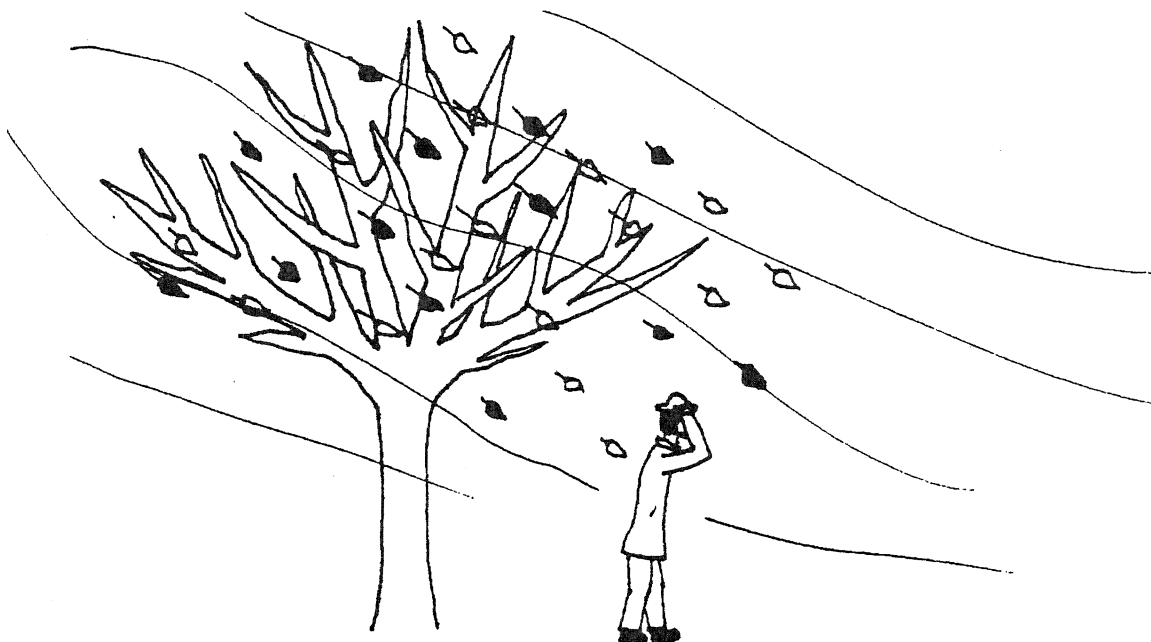
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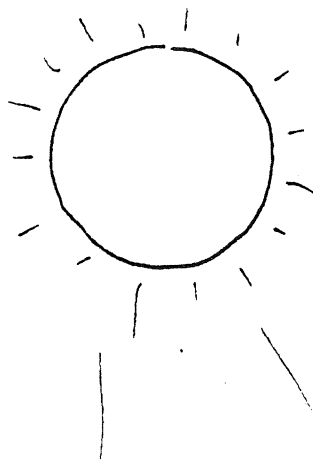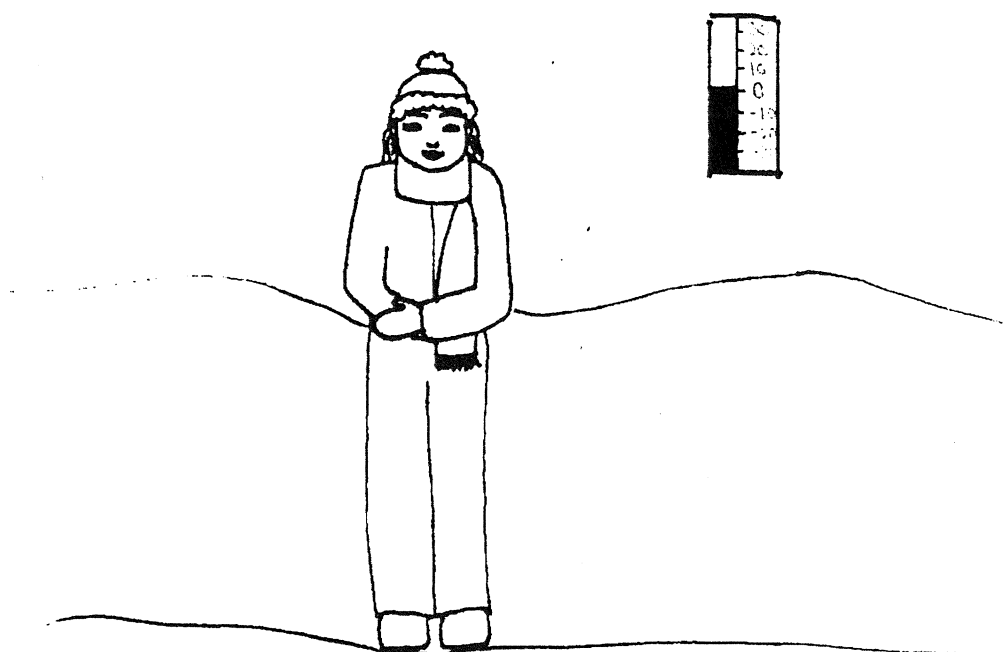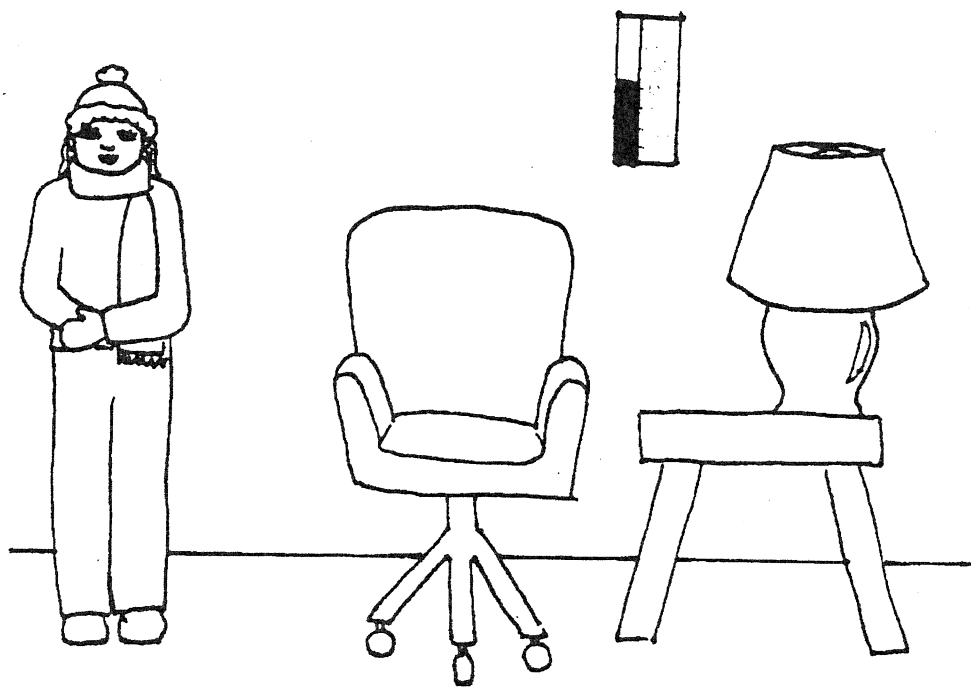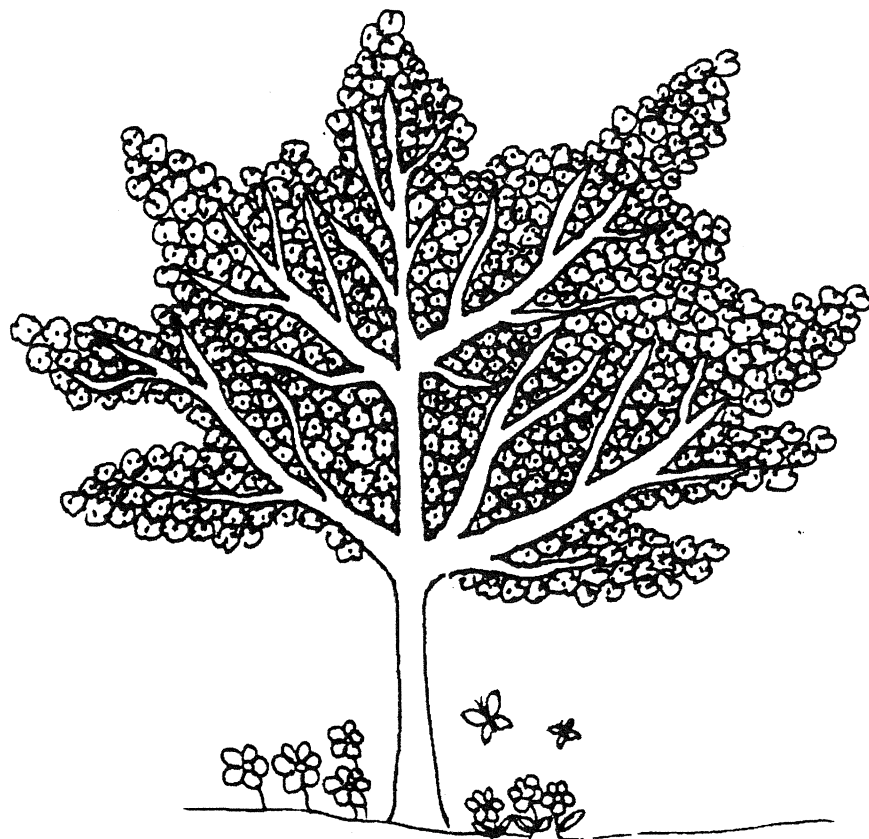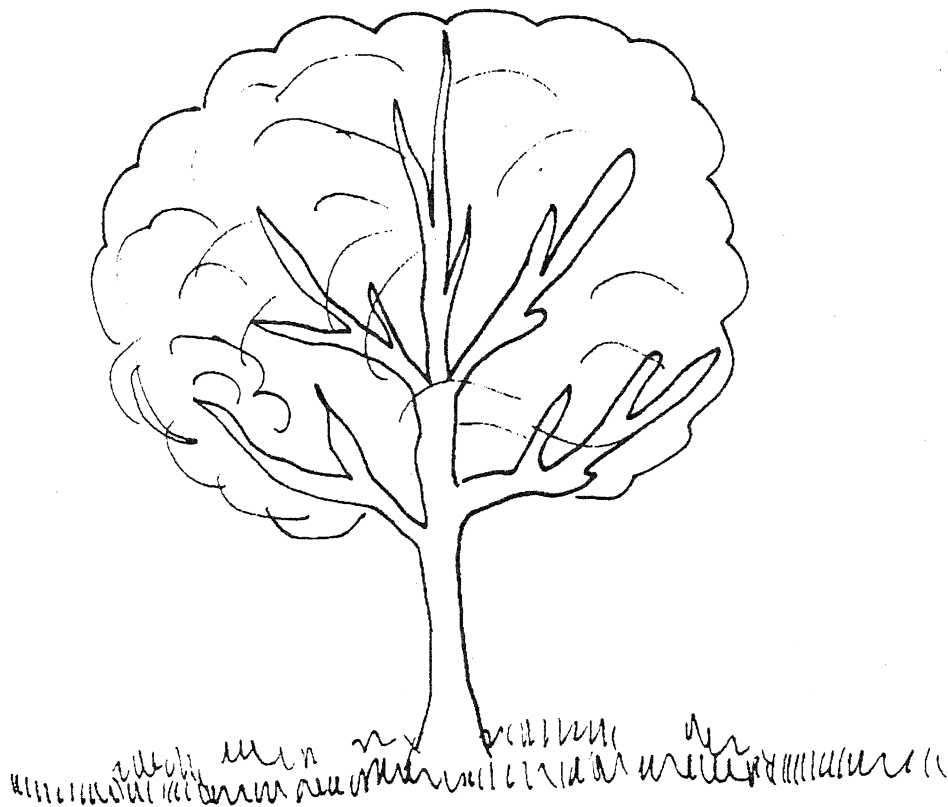
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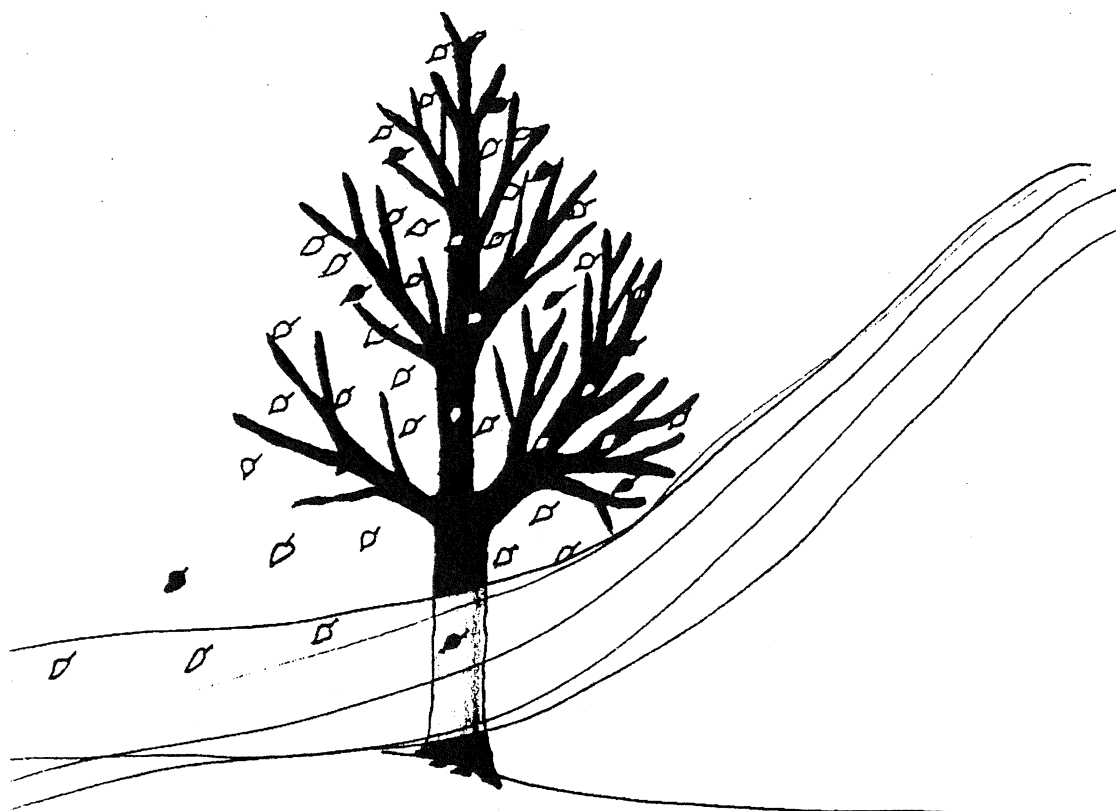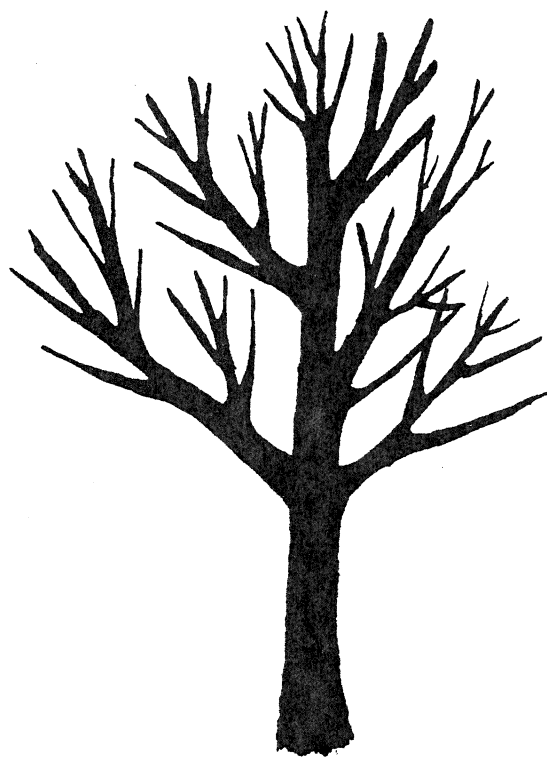**steqtíqt**
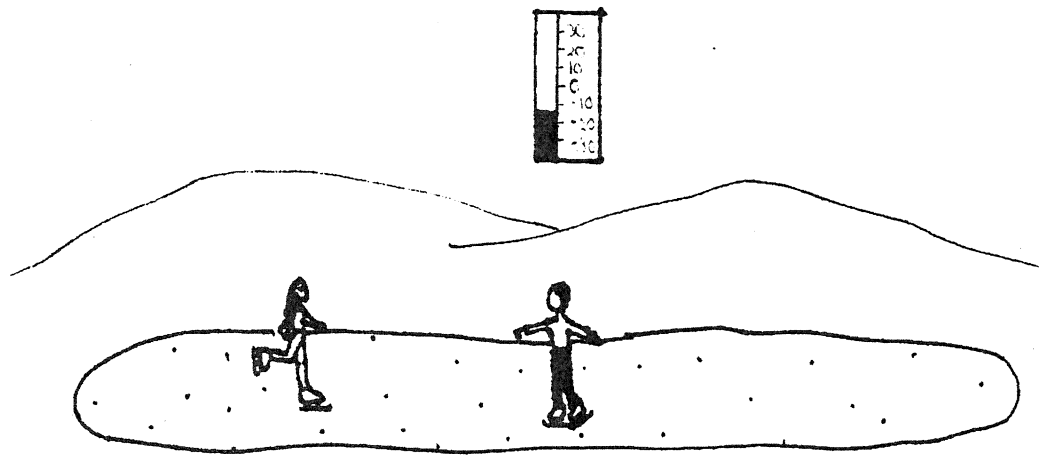
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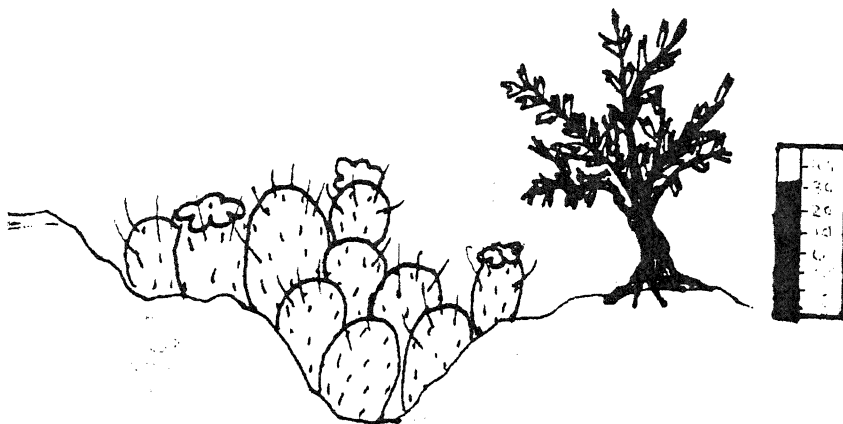
Xyep re tmicw.

Ts'ellt re tmicw.

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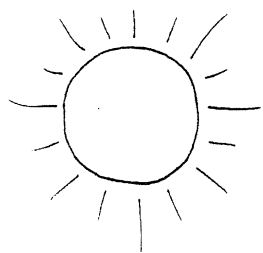
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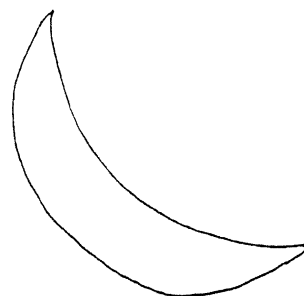
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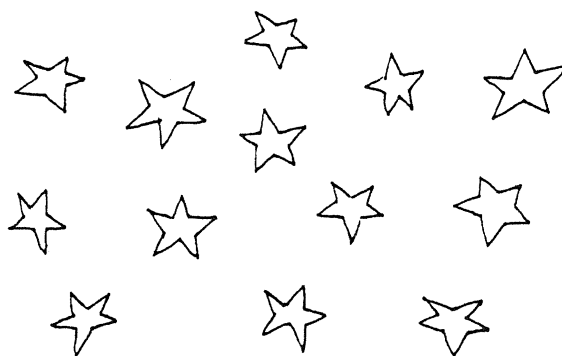
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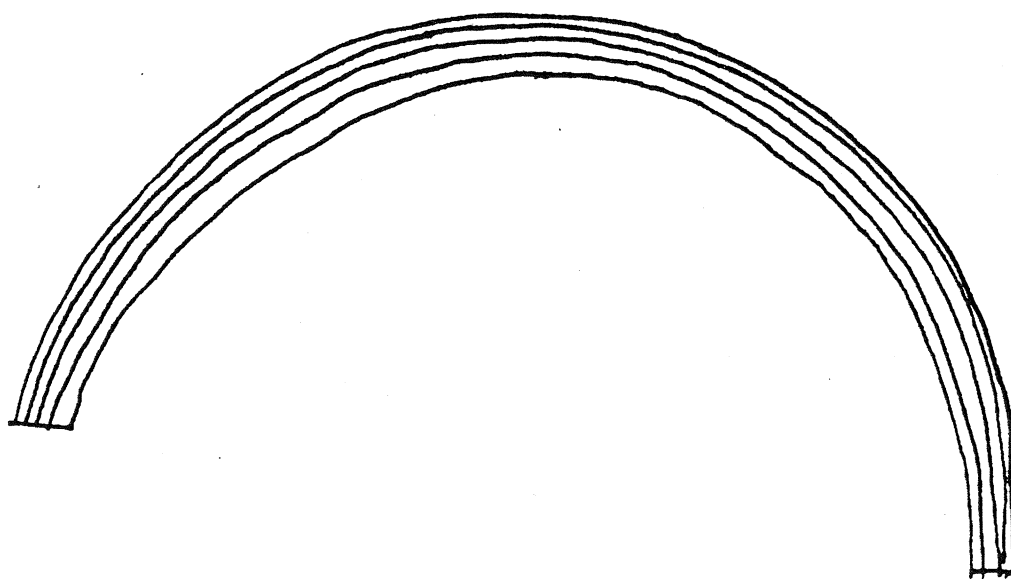
skúlenst

Élkstmentem re Sxyénem:
Cuẏ e xyénem-kt !

1 neḱú7

2 seséle

3 kellés

4 mus

5 tsilkst

6 teq́mékst

7 tsútsllke7

8 neḱw7ú7ps

9 temllenkúḱw7e

10 úpekst

11 úpekst ell neḱú7

12 úpekst ell seséle

13 úpekst ell kellés

14 úpekst ell mus

15 úpekst ell tsilkst

16 úpekst ell teq́mékst

17 úpekst ell tsútsllke7

18 úpekst ell neḱw7ú7ps

19 úpekst ell temllenkúḱw7e

20 sell7úpekst

Ḱwinc? (Identify the number in Secwepemctsín).

3	8	5	11	4	2
9	7	6	1	12	13
16	19	8	10	15	2
14	18	4	9	17	20

Ḱwinc ? - Xyénem-ce!
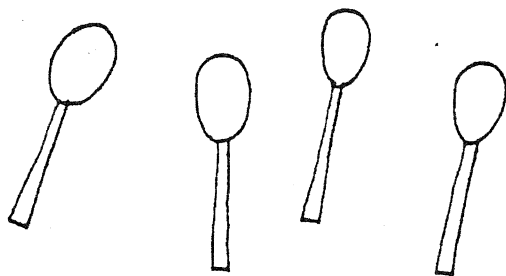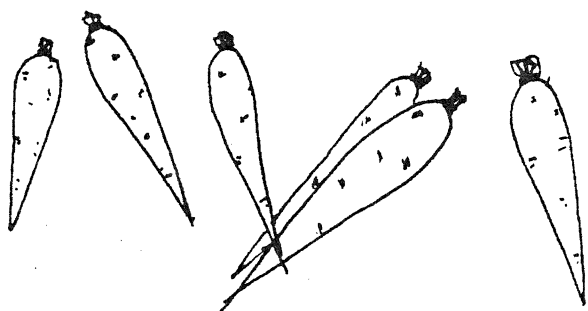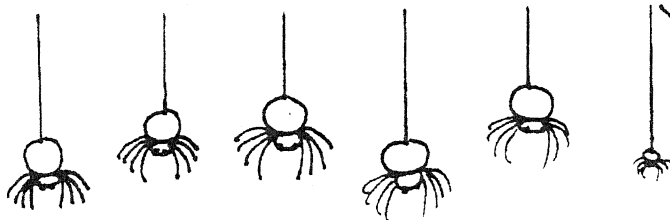
_____

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Ḱwinc ? - Xyénem-ce!

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K̓winc ? - Xyénem-ce!

_____

_____

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_____

Ḱwinc ? - Xyénem-ce!

_____

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_____

Ḱwinc ? - Xyénem-ce!

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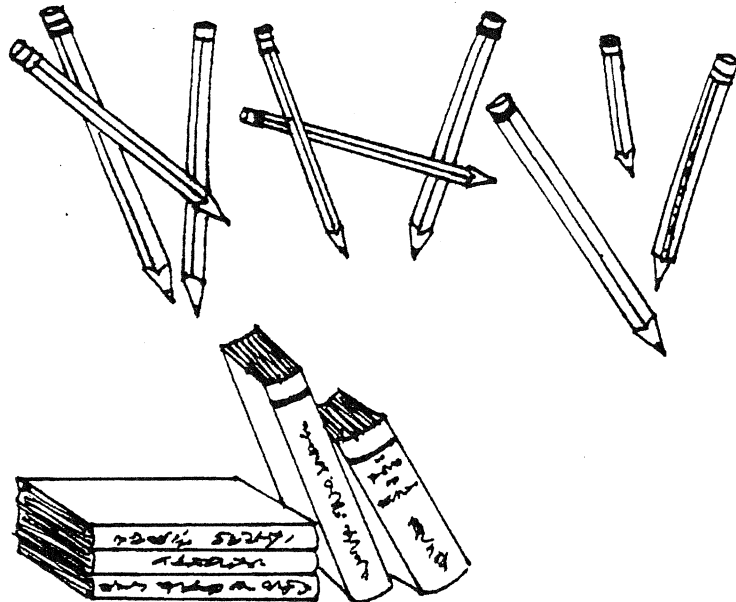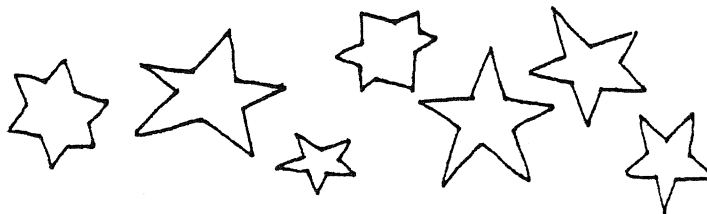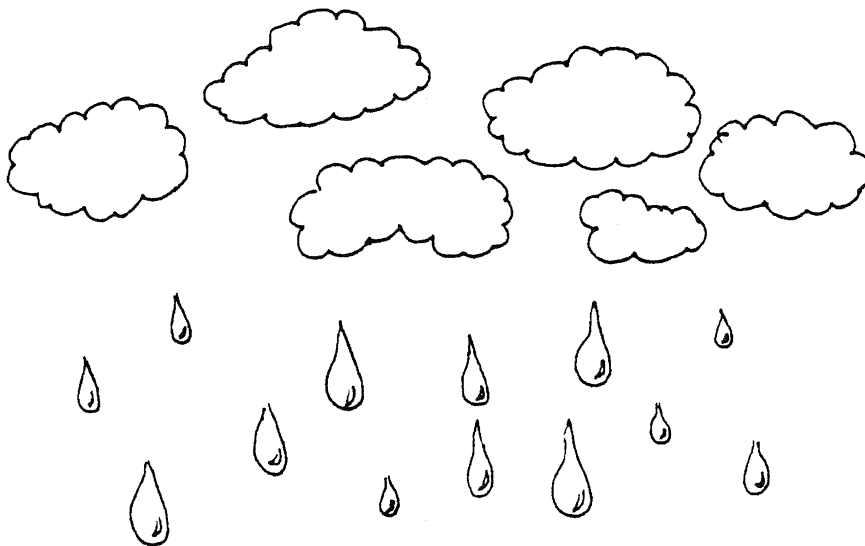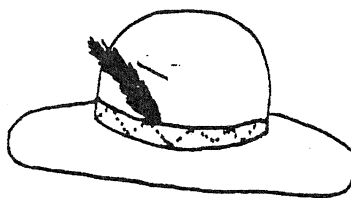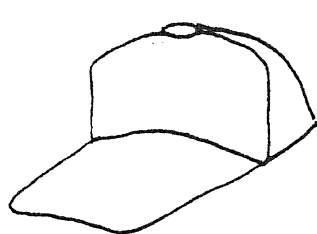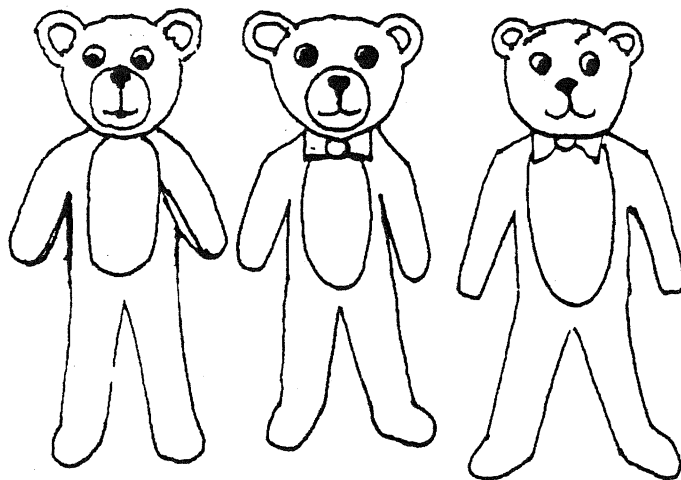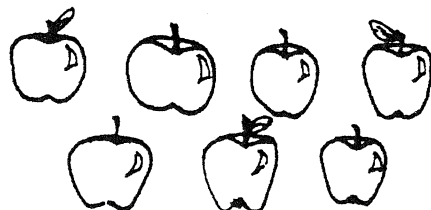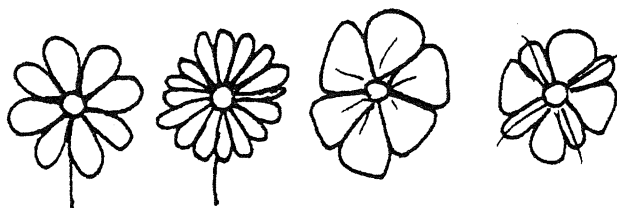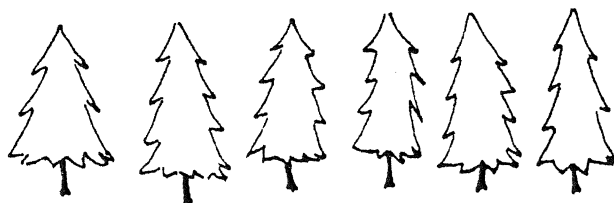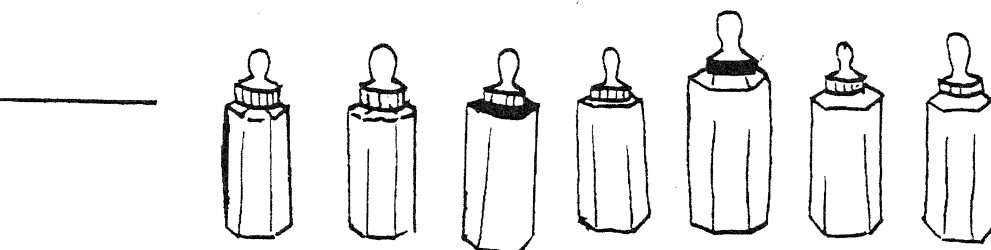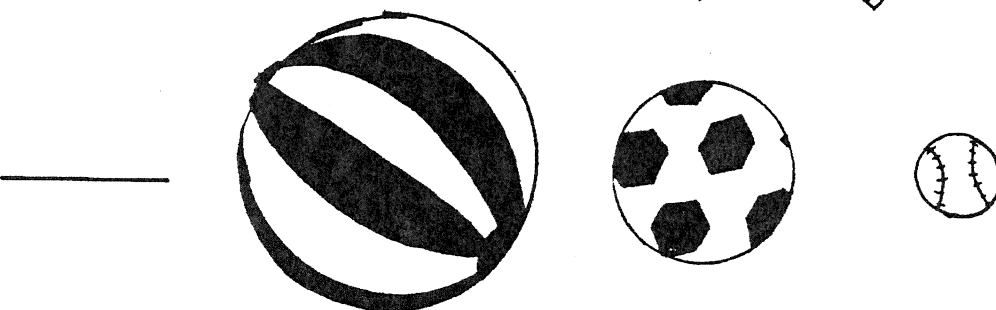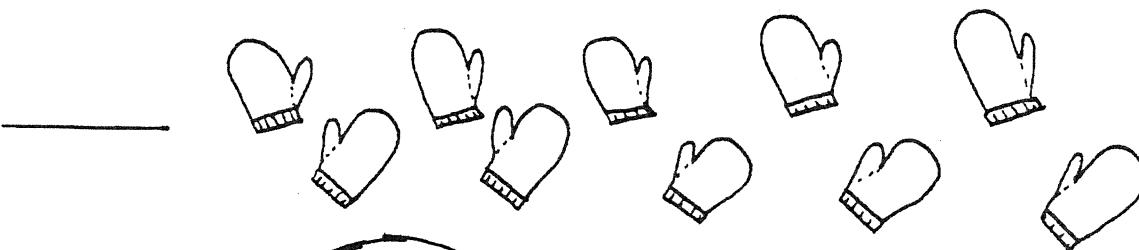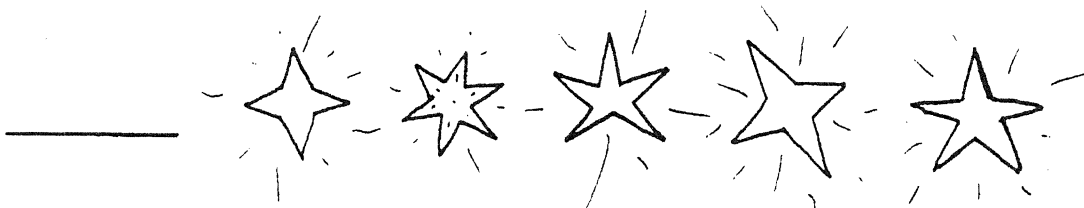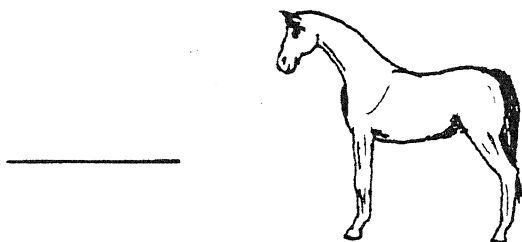
Ḱwinc te ápels ? – Xyénem-ce!

neḱúse7

selúse7
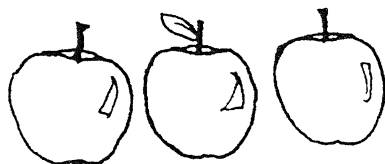
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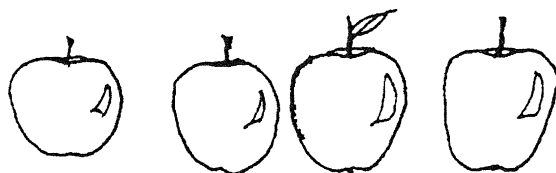
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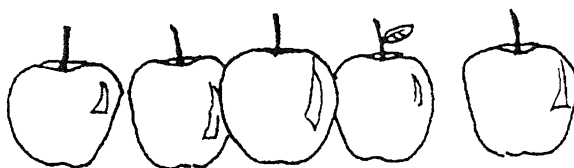
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Ḱwinc te speqwéltcw ? - Xyénem-ce!
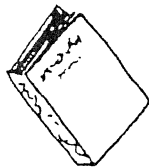
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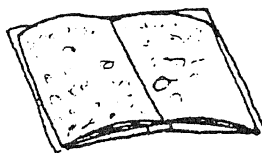
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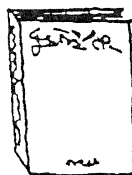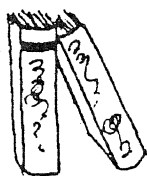
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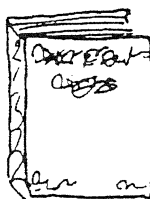
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Ḱwinc te tsrep ? - Xyénem-ce!

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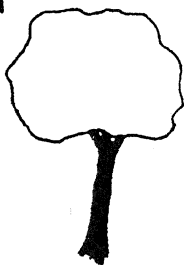
seléllp

kelléllp

meséllp

tselkstéllp

Unit 2: Ren Tsétswe7 Myself

1. Unit Objective:

The objective of this unit is to introduce the students to the vocabulary, sentence patterns, as well as concepts and cultural values associated with a number of aspects of oneself. They include:

* The human body (body parts, looking after oneself;
* clothing (traditional and modern;
* feelings (about oneself and others;
* training oneself (hygiene and safety.

2. Rationale:

The vocabulary associated with the human body is part of the basic vocabulary needed for understanding and speaking Secwepemctsín. A large number of Secwepemctsín lexical suffixes for shapes (-eqs, -enk, -tsin, ekst, -cen, etc.) are also based on body parts. Likewise, the vocabulary and phrases for putting on and taking off items of clothing is an important part of the language. In Secwepemc culture, learning to look after oneself and respecting others, in body and in mind, is part of the training all young people should go through.

3. Time

Approximately 4 weeks.

4. Learning Outcomes:

After this unit, it is expected that students will:

* say and recognize the Secwepemc terms for approximately 15 main human body parts, and simple commands prompting these terms ("touch your...; show me your....) ;

* research from elders/speakers and/or written resources the terms for several other body parts;

* understand simple sentences and answer questions using deictics (yi7éne, yirí7, yeréy) and body parts;

* understand the concept of plural reduplication and apply it to words for clothing, body parts and other common words;

* understand the question marker -en and answer simple questions with mé7e (yes) and tá7a (no);

* understand and say possessive forms for "my" (including consonant reduplication), "your", and "his/her/its/theirs" "our," (inclusive and exclusive), and "your" (plural) and in conjunction with body parts;

* understand and say approximately ten additional important verbs relating to the body in motion and command forms:
  (i.e. go; come; jump; get up; lie down; wake up);

* understand first to third person singular and first through third person plural of motion verbs;

* say and recognize Secwepemc terms for several articles of clothing;-understand and use possessive forms for first, second and third person singular and plural in conjunction with articles of clothing;

* understand and say commands in conjunction with clothing:
  i.e. "put on your...", "take off your..." "put away your...", "go and get your...";

* understand and discriminate quality words and verbs expressing feelings in Secwepemctsín, i.e. happy/sad, smile/cry, angry, smart, etc., as well as understand and be able to say simple phrases using the "I" and "he/she" forms, as well as questions about feelings using the -en question marker and wh- question words;

* recognize negative commands, i.e. Tá7us k skwenc;

* understand a number of terms for body hygiene,   washing and grooming oneself;

* understand and appreciate some cultural values and sayings related to taking care of oneself and one's body,   and respecting others' feelings.

5. Suggested Teaching Strategies:

- TPR sessions or "Tsut re Simon" (Simon says) using body parts or articles of clothing; have students follow commands pointing to, touching, asking questions about body parts;

- pointing game with body parts chart;

- dress-up with actual clothes; teacher gives instructions on putting on and taking off articles of clothing, after some time practicing this, students can give commands to one another;

- carry out with the students the TPR Live Action Routine, follow steps of instructions for introducing TPR Live Action Routines;

- make cut-out dolls from used magazines, catalogues, etc. and dress them up. Have students point to articles of clothing and body parts as the teacher names them. Ask students to identify body parts and articles of clothing.

- use an activity chart or drawings for feelings. Ask questions using question marker about whether faces look happy, sad, etc.

- have students draw persons with happy, sad, angry faces;

- Review TPR verbs for various motions; add new motion verbs.

- show and tell with articles of clothing (modern and traditional);

- bring in soap, toothpaste and toothbrush, comb, brush, etc. and act out washing and grooming oneself. Have students play roles.

- Do a make-up routine in class with student; have students comment using Secwepemctsín which parts of the face they are applying make-up to.

6. Learning Resources:

⇒ Illustrations and work-sheets of Secwepemc Language Package;

⇒ Live props: Everyone's bodies for body parts; actual size and doll size articles of clothing;

⇒ traditional articles of clothing (buckskin vests; jackets; moccasins and modern articles of clothing;

⇒ cut out dolls from old catalogues, fashion magazines and other print materials with clothing pictures;

⇒ actual dolls with clothes;

⇒ pictures of people and clothes (for traditional items of clothing, see J. Teit, 1909, The Shuswap, and 1900, The Thompson Indians).

7. Suggested Assessment Strategies:

♦ TPR check-list of commands about body-parts, dressing and clothes, personal hygiene.

♦ Observe students individually and in small groups about comprehension of body part terms and clothing terms, and terms for feelings, for hygiene.

♦ Portfolio of completed work sheets and assignments, including attempts at writing.

♦ Observe students during pronunciation drills and do check-list of sounds which are accurately pronounced.

♦ Weekly comprehension quizzes (see Introductory Unit)

♦ Student journals of researched terms and phrases.

8. Language Content:

a) Re Suwénc   The Body:

sképqen	head
qéwten	hair
ckwi̓ústen; ckwetkwi̓ústen	eye(s)
t̓éne, tent̓éna	ear(s)
sp̓seqs	nose
splútsen	mouth
kelc , kelkélc	hand(s)
lexlíxkst, lexlexlíxkst	finger(s)
tk̓méne	shoulder
tk̓méles	chest
gwelénk	belly
qu7	belly-button
ck̓mím̓ken	back
splep	buttocks
sq̓wext, sqwexwq̓wéxt	leg(s)
lexlíxcen, lexlexlíxcen	toe(s)
p̓úsmen	heart

Sentence Patterns:

1. **Yi7éne ren sp̓sesqs.**   This is my nose.

2. **Yiréy re7 t̓éne**   That is your ear.

3. **Yirí7 re q̓iméke7s.**   That is his/her pencil/pen .

4. **Ren sp̓sésqsen yi7éne?**   Is this my nose?

5. **Tsútsen̓mectsme te7 kelc.**   Show me your hand!

6. Thé7en le 7qmut?   Where is your hat?

7. Tkenstéke re7 spseqs.   Touch your nose.

b) Re Stsemstítemt   Clothing

qmut	hat
stektíts'e7	shirt
sxétemcen	trousers
spéke7	gloves
llellúcw	coat/dress
pílce	skirt
ckúpcen	socks
síllts'u	shoe
tkweltkéleqs	underwear

Possessives:

ren qmumt	my hat
re7 qmut	your hat
re qmut.s	his/her hat
re qmut-kt	(all) our hats
re qmut.s-kuc	our hat (not yours)
re qmút-emp	you people's hats
ren ckwtúlsten	my eye
re7 ckwlústen	your eye
re ckwlústens	his/her eye
re ckwetkwlústen-kt	(all) our eyes
re ckwetkwlústen-kuc	our eyes (excluding yours)
re ckwetkwlústen-emp	you people's eyes

Colours:

tsiqw	red
kwalt	green/yellow
qwiqwyít	blue/purple
qwiq̓wyít	black
piq	white

Tskenmélqw re ts'elcwílep?   What colour is the chair?

Commands:

1. Élk̓wente re7 spéke7.	Put your gloves away.
2. Llcwentéke re7 stektíts'e7.	Put on your shirt.
3. Qmútem-ce	Put on your hat.
4. Pékem̓-ce	Put on your gloves.
5. Llecwllúcwnem-ce.	Put on your shoes.
6. Ckúpcnem̓-ce	Put on your socks.
7. Llellúcwem-ce.	Put on your coat/dress.
8. Tektíts'em̓-ce.	Put on your shirt.
9. Xéłemcnem-ce	Put on your trousers.
10. Pílcme	Put on your skirt.
11. Thénes le 7spéke7/qmut?	Where is your glove / hat?
12. Yéxentsúte!	Dress yourself!
13. Nék̓le7qsem-ce!	Change your clothes!
14. Stutíw̓cen-k.	Your shoes are reversed (i.e. left on right and vice-versa).
15. Tsecpelélq̓ re7 stemstítem̓t!	Your clothes are on inside out!
16. Tkense7wít re7 stektíts'e7!	Your shirt is on backwards!
17. Kllentéke re7 ckúpcen̓.	Take off your socks.
18. Tskwénte re7 pílce ł7élye.	Bring your skirt here.

Verbs of Motion:

nes	to go
nés-ce / nés-cwíye	go! (one/many)
st7ek	coming towards...
llgwíl-ce!	you jump
tpenmép-ce	back up
ce7múte	get up
qíllte	wake up!
Qíllente re <u>Tom</u>.	Wake up Tom!
ts'niqwt	fight

Verb forms:

néns-ken	I go/went
nes-k	you go/went
nes	s/he goes

Qualities/Adjectives:

le7	good
Le7 ren púpsmen.	I'm happy, feeling good.
k7ep	sick
K7ep ren púpsmen.	I am sad.
geyép	angry
ts7ecw	happy
xéne	hurt
xenstés	s/he hurt him/her
xenstsút	s/he hurt him/herself
ts'7um	cry

Negative Commands and Forms:

1. Tá7us ke7 sts'um.   Don't cry!

2. Tá7us k sk7eps ke7 p̓úsmen.   Don't be sad.

3. Tá7us k sts'níqwt-emp!   Don't fight!

4. Tá7us k skwenc.   Don't take it!

5. Tá7us k skwectc te syékstens.   Don't take his/her toys

6. Tsúkwes ke7 sts'niqwt.   Stop fighting.

9. Tsúkwes k sts'níqwt-emp!   Stop fighting (many).

7. Tsúkwes ke7 sts'7um.   Stop crying!

8. Tsúkwes ke7 séyse.   Stop playing!

10. Ta7 k sle7s ren púp̓smen!   I'm not happy!

11. Ta7 k sk7eps re <u>Jennifer.</u>   Jennifer is not sick.

12. Ta7 ken slél7e.   I'm not feeling well.

S7étsxem   Training and Hygiene:
Syucwmenstsút   Looking after yourself!

sécwem	bathe
sécwem-ce	have a bath
ts'éwsten	soap
wecwqínem	to comb one's hair
wecwqínme	comb your hair!
csécwmeṅ	bathtub
estcwél	odour
stcwelcéṅ	smelly feet
cts'éwtsnem-ce	brush your teeth
ts'éwsme	wash your face
ts'éwkstem-ce	wash your hands
q̓ílye	to have a sweat bath
tkéyem	to urinate
menékem	to defecate
Thé7en ke7 cnésmeṅ?	Where is the bathroom?

Total Physical Response Live Action Routines
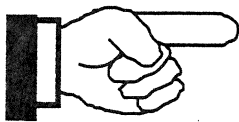
As part of this and each subsequent unit, students will practice carrying out Total Physical Response Live Action Routines involving a set of commands focused around an action or a topic. These lessons are specifically designed to be used with props, which are invaluable not only as a source of fun but to aid comprehension and retention. The teacher should gather these props before class and have them ready before the lesson. Some of the props can be imagined as well, and the teacher and students will have to use mime to convey their use of imaginary props.

Stages of presentation of Live Action Routines:

STAGE 1: LISTENING

1. Set up your props. Show the props and ask the class whether they know any of the words for the props. (e.g. in routine I: soap, sink, water, hands, dirty hands).

2. Initial demonstration of series (routine) by teacher, or teacher and visitor/elder or a student who knows these commands.. Make sure everyone is listening and paying attention.

3. Group Live Action:
After the initial demonstration, address the class: Now you're going to wash **your** hands (Me7 ts'éwkstem-kp well enwí7-emp !
Cuẏ, xílem-cwiye!). You (pl) do this or/go ahead and do it that way!

STAGE 2: READING
After the receptive (listening) stage above, students can re-do the routine by reading it:
1. Display a written copy of the routine on a large flip-chart. Have all the students copy the entire lesson in their notebooks. Copying the sequence is a useful reading and writing exercise
After everyone has a copy, read it to the class.

STAGE 3: SPEAKING

1. Have the students repeat each line after you, out loud. Take time to go over each individual word which is difficult to pronounce.

2. Give the students time to look over the written routine and ask questions. Point out some interesting words and grammatical constructions at this point

3. Now ask for a volunteer to read the series, or have students take turns to read through the series. This is a good occasion for pronunciation practice.

4. Next, have a student do the routine in front of the class.

5. Have students carry out the routine in pairs, taking turns telling the sentences to each other.

6. After further practice (homework !), students perform the routine in class orally (without the written paper in front of them).

(Adapted from: Live Action English, pp. x-xii)

TPR Live Action Routine I:

Ts'éwkstem-ce!   Wash your hands!
(Adapted from: <u>Live Action English</u> by E. Romjin and C. Seely, PHR, Alemany Press, 1988)

1) Me7 ts'éwenc re7 kelkélc. Cuẏ, ts'éwkstem-ce !

2) Ckelltsínte re séwllkwe

3) Kwénte re ts'éwsten

4) Ts'éwkstem-ce!

5) Tntéke ne cts'éẇsten re ts'éwsten

6) Ts'éwente cú7tsem tek séwllkwe re7 kelkélc.

7) Xq̓íxtsente re séwllkwe

8) Kwném-ce tek eṗ

9) Xwentéke re7 kelkélc.

10) E wí7stcwes re7 eṗ, me7 llecwpentéc.

11) Yirí7 sts'ews re7 kelkélc.

TPR Live Action Routine II:
Tscwinúcw-k   Good Morning!
(Adapted from: <u>Live Action English</u>, p. 14)

1) Tsútsllke7 te skwékw7es re m-cwéṅwenes

2) Qíllte!

3) Tsekwtskwíl-ce!

4) Ce7múte!

5) Nes-ce ne cnegwílcten

6) Nes-ce me7 tkéy-mucw, me7 útsq-ucw

7) Ts'éwkstem-ce.

8) Ts'éwsem-ce.

9) Pelqíl-ce ne7 c7etícteṅ

10) Yex-ce!

11) Tscentéke re7 spúlten.

12) Nes-ce ne skweltsenéllcw.

13) Íllente re7 cwéṅwen te s7íllen, ste7-ce tek lekapí.

14) Peqwéltcwente re stsqeẏ.

15) Nes-ce ne cnegwílcten me7 cts'éwtsen-mucw ell me7

      clégwtsen-mucw!

16) Wecwqínem-ce!

17) Llcwentéke re7 epekút/llellúcw /lekepú.

18) Ts'úṁqsente re7 (kí7ce/qé7tse, ...)

19) Túkwente!

20) Tsut-ce "Pútucw, me7 wíktsen e neṅses!"

21) Qwetséts-ce !

TPR Live Action Routine III:

Téwem Te Sxéƚencen   Shopping for a pair of Pants:

(Adapted from Live Action English, p. 11)

1) Qwenénen-k te7 stéwem tek sxéƚemcen te "Zellers"?

2) Me7 nes-k te Zellers ne Aberdeen Mall.

3) Úllcwe ne ctuméllcw.

4) Tcúsmente ƚhé7e k sténes re stemstítemt.

5) Tcúsmente re sqélemcw (núxwenxw) te stemstítemt.

6) Tcúsmente k le7 tek sxéƚemcen, k exték put tek sxéƚemcen.

7) Kwénte te cllucwpmín̓.

8) K̓wénte e extékes re sxéƚemcen.

9) Piqwentsút-ce ne ts'exmín̓.

10) Xyem7úy ri7 te sxéƚemcen! Kllentéke.

11) K̓wénte cú7tsem k nek̓ú7 tek sxet'emcen, tek exték tek
    sxéƚemcen.

12) Exték-en yi7éne? Mé7e, exték!

13) K̓winc k stscem̓téps ?

14) Kell7úpekst te sqlew̓ re stscem̓téps.

15) Téwente me7 éyencwes.

16) Estpenlléxwe te ctuméllcw!

Grammar:

a) Review, use and correct, in oral practice the grammatical concepts from **Unit 1,** and use these with the vocabulary and expressions introduced in **Unit 2.**

b) New grammatical concepts:

1) Possessive Pronoun Suffixes:

ren qmumt	my hat
re7 qmut	your hat
re qmut.s	his/her hat
re qmut-kt	(all) our hat
re qmut.s-kucw	our hat (not yours)
re qmut-emp	you people's hats
ren ckwtúisten	my eye(s)
re7 ckwíústen	your eye(s)
re ckwíústens	his/her eye(s)
re ckwetkwíústen-kt	our eyes (including you)
re ckwetkwíústens-kucw	our eyes (excluding you)
re ckwetkwíústen-emp	you people's eyes

Special attention should be given to the "my" (first person singular) possessive form, which, like the 1st person singular verb form, requires consonant reduplication ("doubling up"). In consonant reduplication, the consonant before the stressed vowel is repeated ("doubled up") immediately after the vowel. Where this involves a glottalized consonant, as in téne, or ckwíústen, the original consonant loses its glottalization, and only the reduplicated consonant is glottalized.
One function of consonant reduplication is to make a diminutive out of the noun. Thus, in the "my" form, as well as the I-form (first person singular of verbs/adjectives that are predicates) of verbs, consonant reduplication is the appropriate and humble way of referring to one's

own possessions and things, and of talking of one's own actions and
states of being.

Practice:

Have students practice making the "my" form orally and in writing.
Make the "my" form (first person singular) of the following nouns:

Noun	Reduplicated form:
téne	ren
stemstítemt	ren
tmicw	ren
spseqs	ren
ckwtústen	ren
spéke7	ren
cllecwllcústen	ren
qéwten	ren

Practice II:

Students make forms with remaining possessive pronoun suffixes.
Students take turn translating forms from Secwepemc into English and
vice versa to drill them.

2) Forms with Yirí7 re s   s:

These phrases are very common. They use yirí7 + 3rd person
nominalized possessive form of an adjective or verb::

Adj./Verb	yirí7 form	English meaning
le7	yirí7 sle7s	that's good
xexé7	yirí7 sxexé7s	s/he is smart
qwetséts	yirí7 ren sqwetséts	I'm leaving now
exték	yirí7 re s7extéks	that's correct/fits
tsukw	yirí7 stsukws	that's all
kitsc	yirí7 stskitscs-kucw	we have arrived

3) Plural Reduplication:

In Secwepemctsín, plurals are made of nouns by reduplicating the first syllable or part of syllable. For example: téne = (one) ear; tenténe = ears; pílce = (one) skirt; pelpílce = skirts.

Plural reduplication in Secwepemctsín is optional: the speaker uses it to clarify that he/she is talking about a number of objects rather than just one.

Practice:

Make plural forms. In the third column make the "I" form using consonant reduplication:

Singular	Plural	"I" form plural
téne	tenténe	ren tentétne
xlecw		
sq̓wext		
kelc		
lexlíxkst		
lexlíxcen		
spéke7		
ckúpcen̓		
ts'elcwílep		
pílce		

Intransitive Verb/noun and adjective endings:

nens-**ken**
nes-**k**
nes
nes-**kt**
nes-**kucw**
nes-**kp**

Negative Commands:

tá7us ke7 s_____ (intransitive verbs and adjectives)
tá7us k s_____ transitive verbs + ending

Negation:

Ta7 ken slél7e. (with reduplication)
Ta7 ke7 sle.7
Ta7 k sle7s.
Ta7 k sle7-kt.
Ta7 k sle7s-kucw.
Ta7 k sle7-emp.

Note that these forms begin with **ta7** , followed by the hypothetical article **k,** and then the forms introduced above as possessives.

Lexical suffixes:

Secwepemctsín has a large number of lexical suffixes which can be combined with roots of words to give new meanings. A set of important lexical suffixes are derived from body parts. The first form below is the stressed lexical suffix, the second form is the unstressed lexical suffix, which has stress on the root part of the word:

-qin/qen	head
-eqs/qs	nose
-us	face
-ekst/kst	hand or fingers
-enk/-ank	belly
-ews	back of/high flat surface
-eps/ups	buttocks
-cen	feet/toes

Exercise:

Add the above lexical suffixes to the roots in the left column below and find out the meaning of the new word (some forms are slightly irregular and also require a prefix). Check the created words with your teacher and/or a speaker of the language. They will help you to place the stress on the right part of the word and will help you pronounce it. Mark the stress on the new word with -é .

Root	Lex. suffix	new word	meaning:
xen			
sep			
ts'éw			
tseqw (tsiqw)			
xyem (xyum)			
kep (k7ep)			

Grouping Objects into Kinds:

Students can group objects into different kinds through the use of numerals + lexical suffixes.

Counting round things (berries, balls, marbles, apples, etc.):

nek̓w7úse7	one round object
selúse7	two round objects
kellúse7	three round objects
mesúse7	four round objects
tselkstúse7	five round objects

Counting pointed objects (pens, sticks, etc.)
-elqw suffix, e.g.

nek̓wélqw	one stick/pencil/pen
selélqw	two sticks/pencils/pens
kellélqw	three sticks/pencils/pens
mesélqw	four sticks/pencils/pens
tselkstélqw	five sticks/pencils/pens

Counting Sheets of Paper or flat thin objects:
-eltcw suffix, e.g.

nek̓wéltcw	one sheet of paper/flat, thin object
seléltcw	two sheets of paper/flat, thin object
kelléltcw	three sheets of paper/flat/thin object
meséltcw	four sheets of paper/flat/thin object
tselkstéltcw	five sheets of paper/flat/thin object

The suffix -tsut

The suffix -tsut turns a verb into a reflexive verb,
i.e. doing something to yourself:

Examples:

piqwentsút	to look at yourself
yexentsút	to dress yourself
neḱwestsút	to be alone

In a derived sense, -tsut also derives someon who pretends to be
something that they are not.

seme7stsút	someone who does not acknowledge you, someone thinks that they are white

c) Pronunciation:

Focus on Group B sounds.
Discrimination practice:

$$ ll/l \; ; \; r/g \; ; \; c/x; \; k/q; $$

rounded: $$ cw; \; xw; \; kw; \; qw; $$

unrounded forms $$ c; \quad x; \quad k; \quad q $$

d) Finding Out More:

Students can keep journals to find out further terms and ways of saying things from elders. These can be presented in class and/or checked with the teacher:

Examples of finding out more:

- additional body parts (eyebrows, eyelashes, forehead, shin, calves, ankle, wrist, knee);

- finding further compound words using the lexical suffixes for body parts (do this with an elder and/or with the help of the dictionary)

- finding out terms for further articles of clothing. Student can bring them to class and say the terms.

sképqen

ckmímken

gwelénk

tkméne

tkméles

qu7

kelc

lexlíxkst

splep

sqwext

lexlíxcen

qéwten

skwʔus

ṯéne

cwkwʔústen

sṗseqs

splútsen

xelxlécw
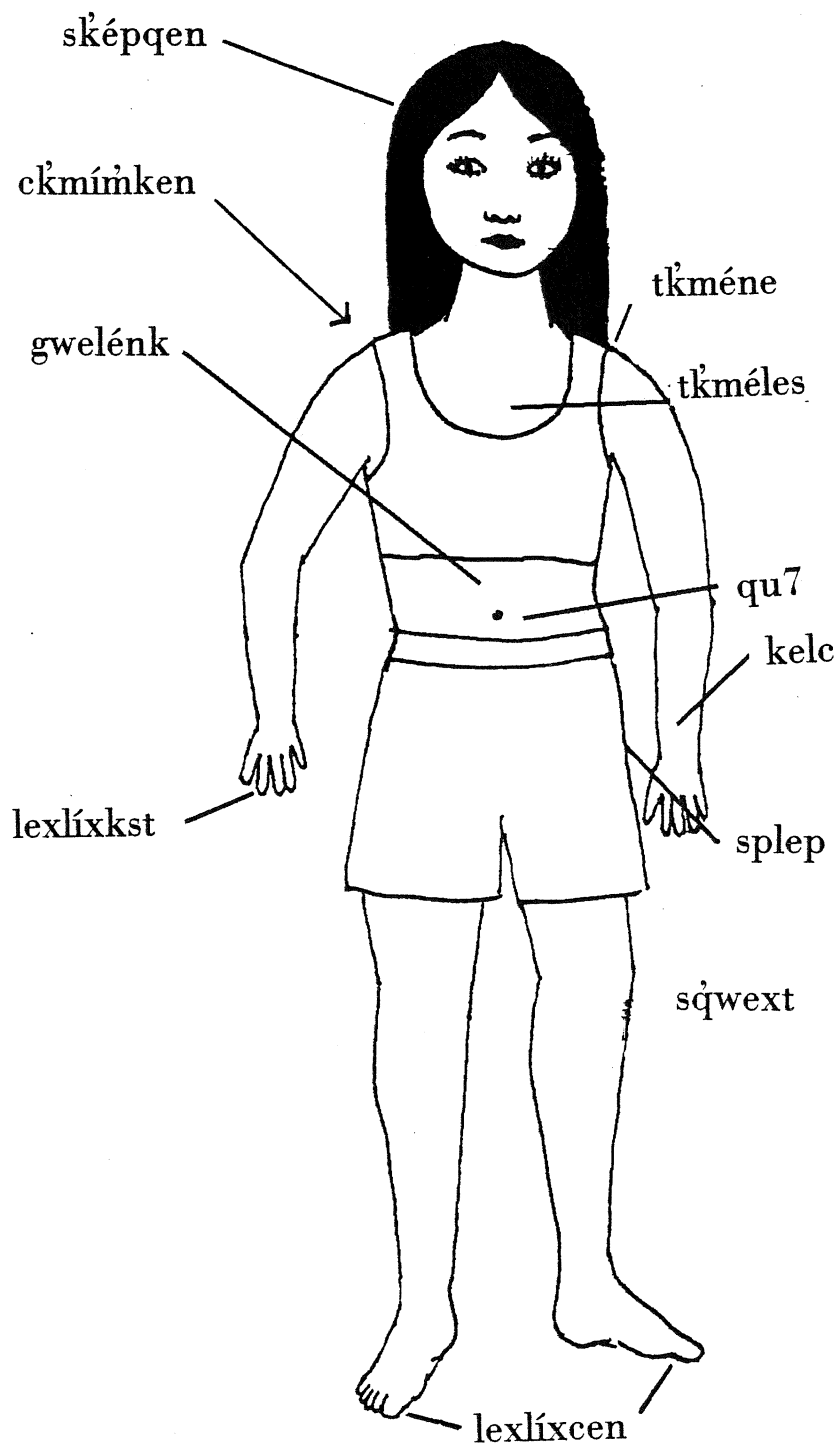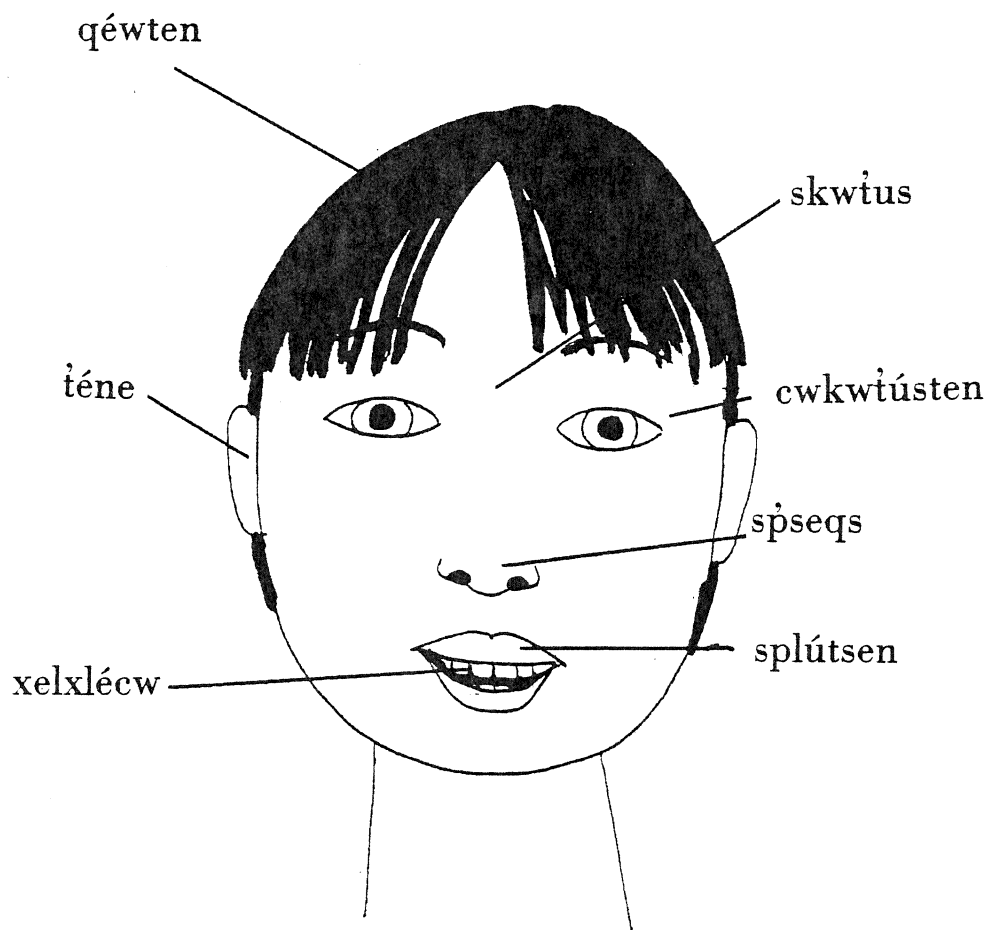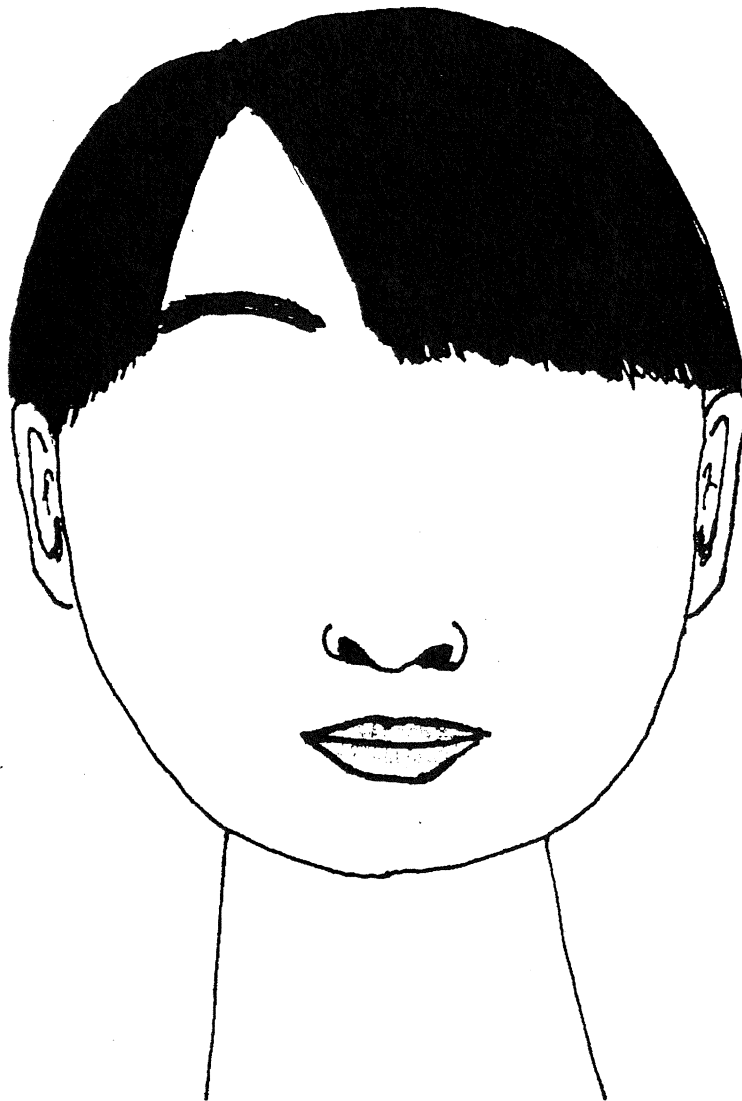
Stémi k ta7 k stsetsét.s ne7éne te skwtus?
Wí7ste re skwtus !

Wi7ste yi7éne te skwʔus !

Wi7ste yi7éne te skwʼtus !
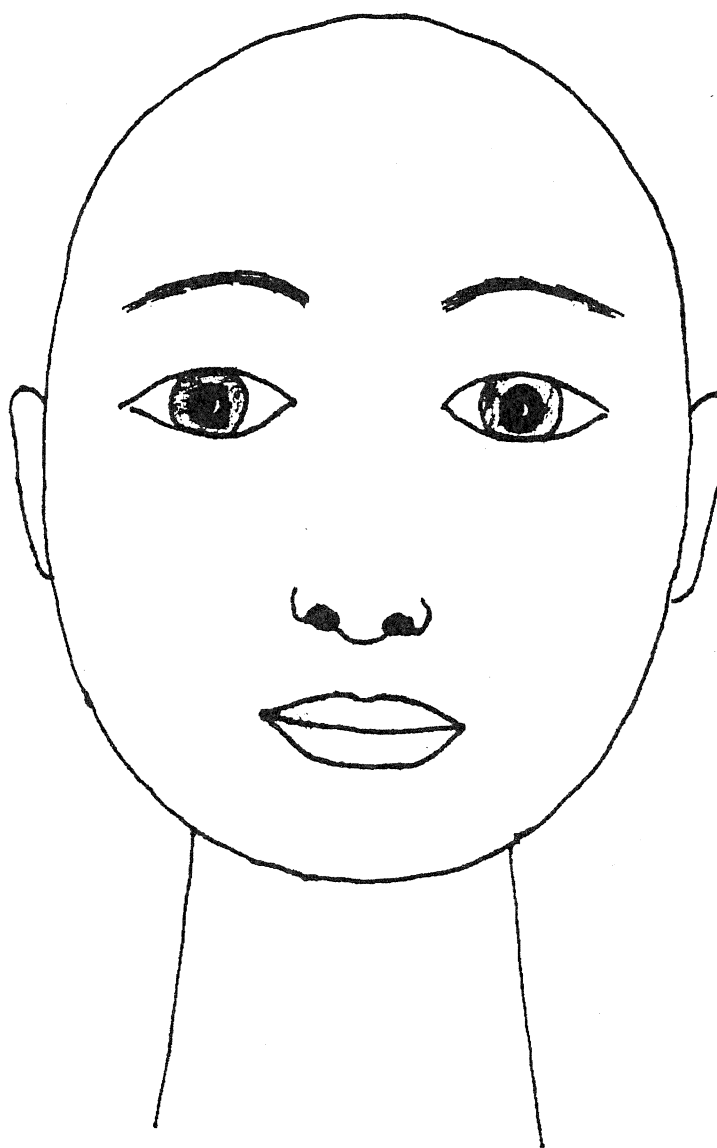
Wi7ste yi7éne te skwťus !

lekapú
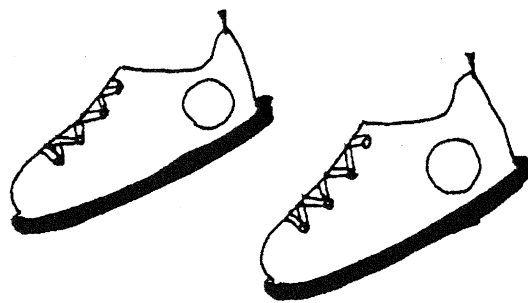
síllts'u

llellúcw
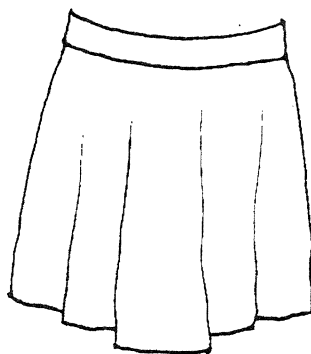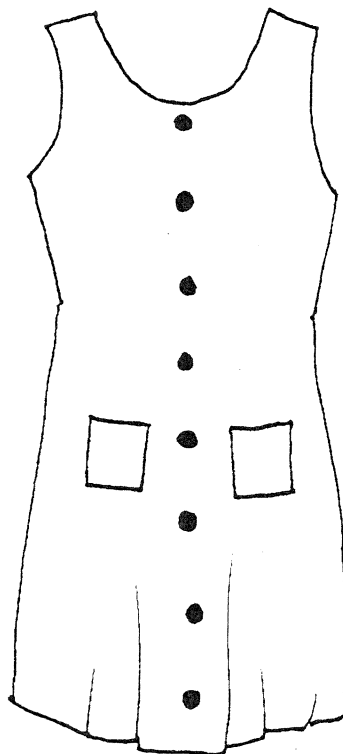
pílce
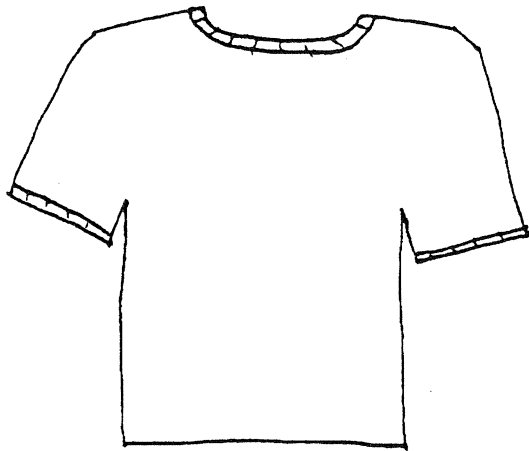
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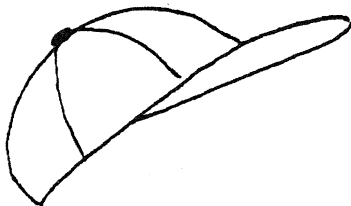
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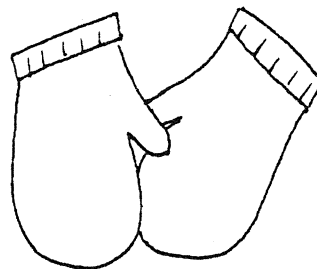
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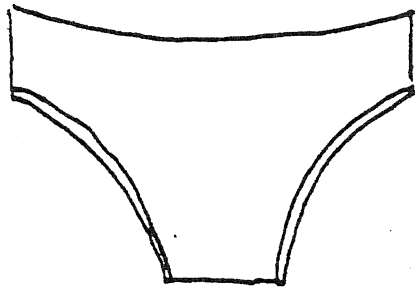
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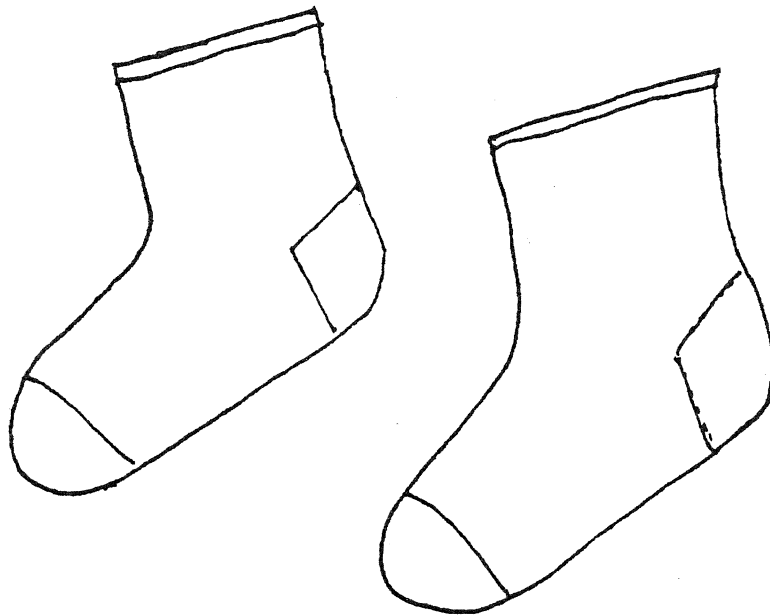
ckúpcen
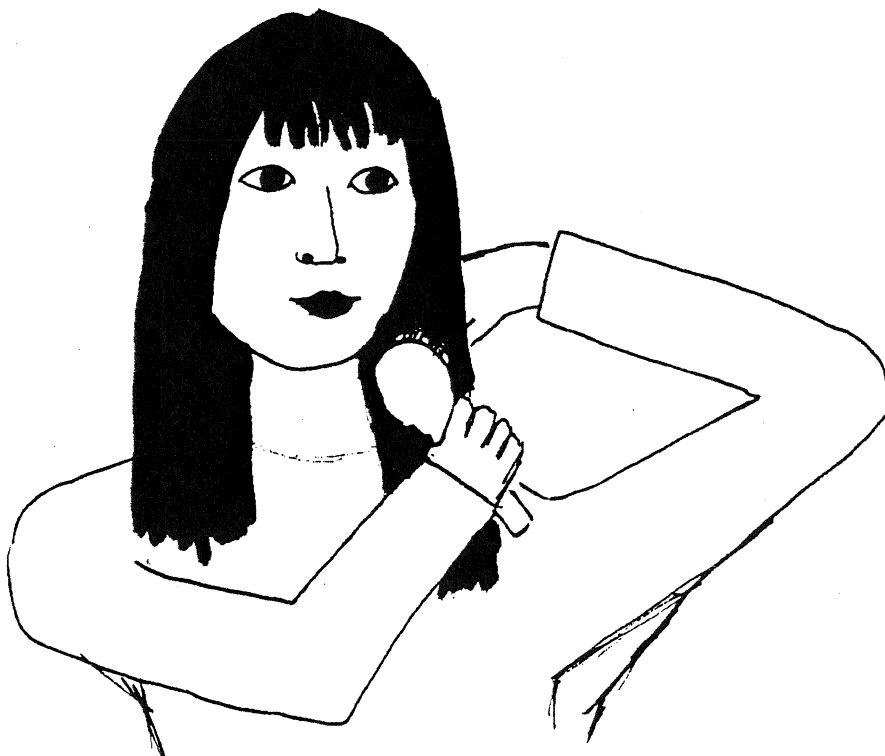
Wecwqínem-ce !
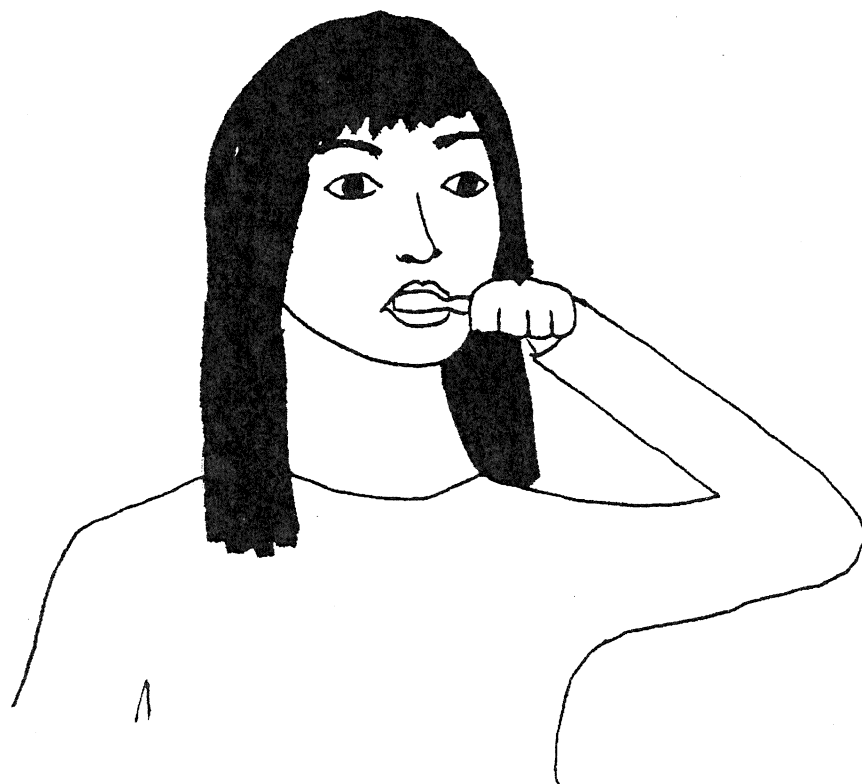
cts'éwtsnem-ce
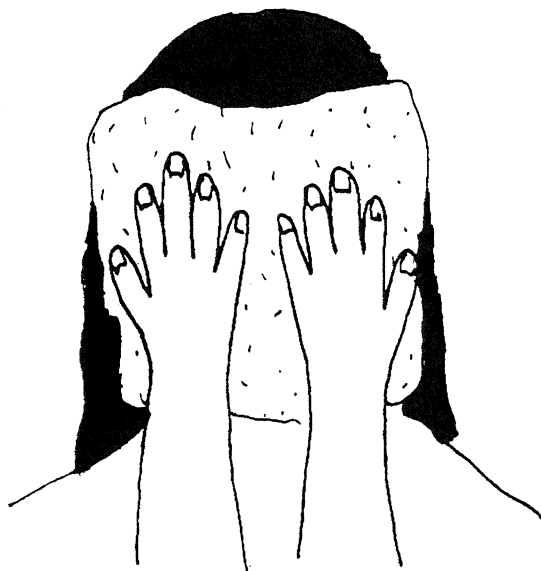
ts'éwsem-ce !
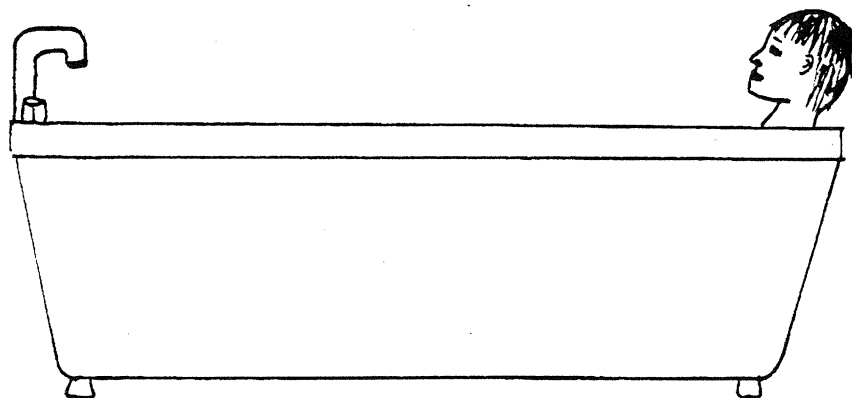
sécwem-ce !
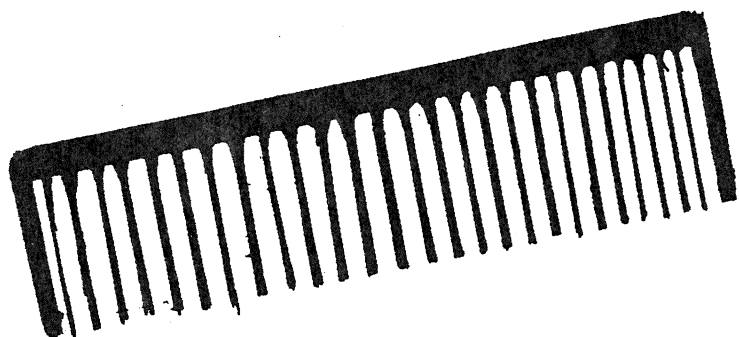
stecmín
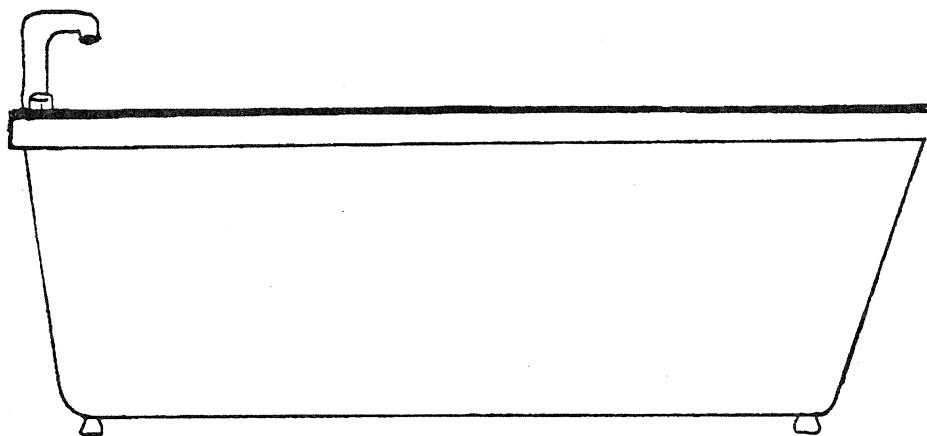
csécwmen̓
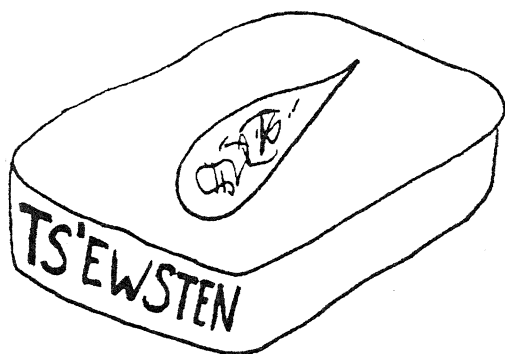
ts'éwsten

Unit 3:   Ren K̓wséseltkten:
My Relatives

1. Unit Objective:
The overall goal of this unit is to introduce the students to the values and traditions associated with family relations and kinship in Secwepemc society. This includes the Secwepemctsín terms for various relatives and family members, as well as meaningful questions and phrases to say and respond to involving family members.
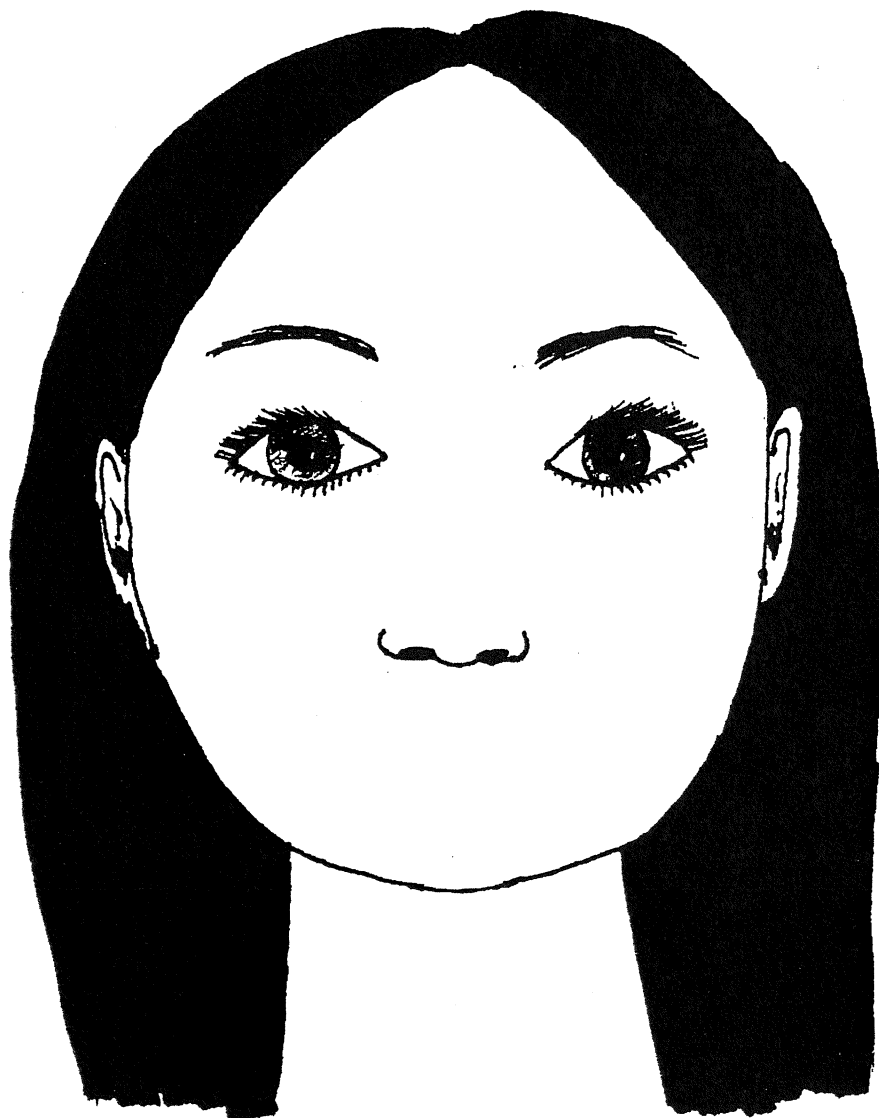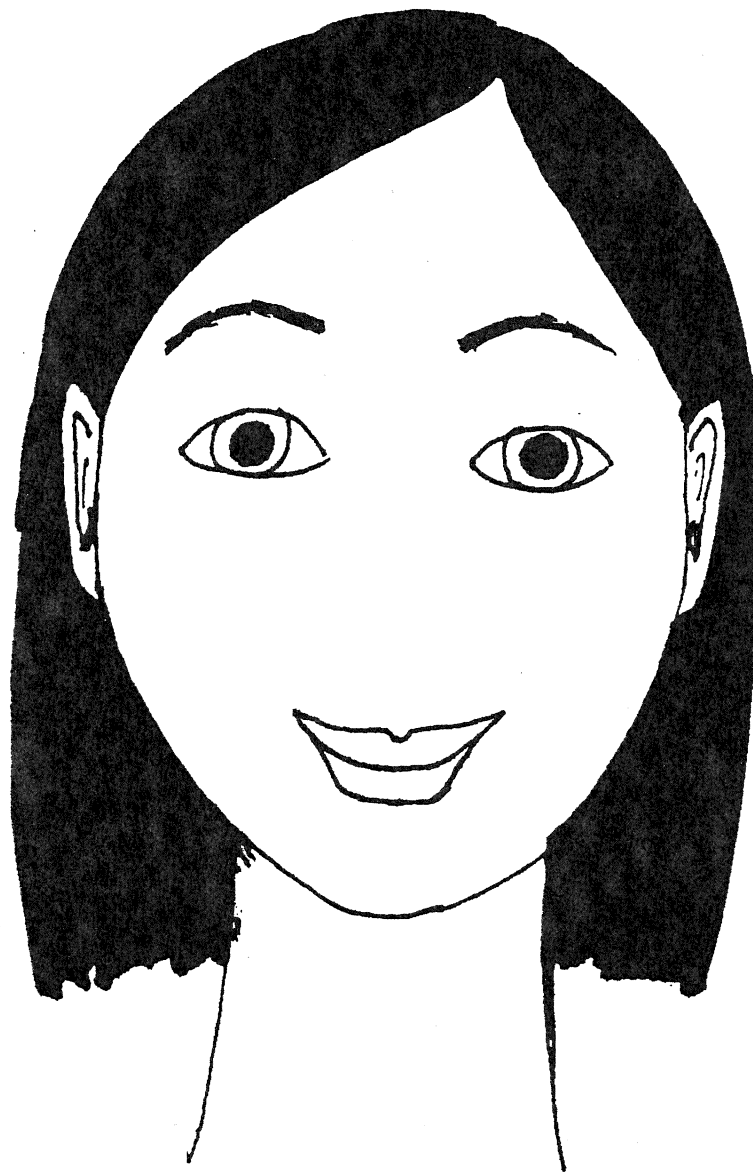**Note:** Many students in class may not live in nuclear families or two-parent families. It is important not to stress or emphasize these forms of family as the only types of family or the only proper kinds of family. Many children may live in single parent families or three generation families, or with step-parents instead, which must be included in what is a family. Other children may have important family members (uncles, a parent who does not live with them) who are not members of their household but whom they feel are family. In Secwepemc society, the extended family, not the nuclear family, is the important family.

2. Rationale:
In traditional and contemporary Secwepemc society, family and kinship play and played an important part in determining a person's role in the community and his or her overall network of obligations and expectations towards others. Importantly, the concepts and norms of who is reckoned as relatives and how their relationship to oneself is defined are different from the concepts of European and Anglo-Canadian society.

3. Time:
4 weeks/ 4 x weekly

4. Learning Outcomes:

After this unit, it is expected that students will:

* understand and correctly use the main Secwepemctsín terms for relatives:
  i.e. grandfather/grandmother, mother/father, brother/sister
  (= sibling of opposite sex/same sex, cousin), terms for aunt and uncle, grandchild, husband and wife, older/younger sister and brother, niece, nephew;

* understand, and begin to use, the Secwepemc possessive forms in sentences:
  i.e. John's grandmother is sick.
       My grandmother is at her house;

* understand and use the negated forms (ta7 k s ...) of possessives;

* understand and use the first through third person singular and plural possessives for family member words:
  i.e. "my mother", "my sister" etc. , including reduplicated forms";

* appreciate the importance and traditions of the Secwepemc extended family.

*

5. Suggested Teaching Strategies:

* Have pictures of elders and people in Secwepemc communities from which students come, point them out as relatives of students, oneself and others;

* invite students to bring photographs of grandparents, parents, siblings. Identify and describe in Secwepemctsín who is whose relatives;

* make a genealogy (family tree chart) of your relatives; describe who is who, in Secwepemctsín. Student can add pictures to this;

* have elders and community members come to class who can identify their family members and relatives among the children;

* listen to and learn the "Tsétse" song on the Nels Mitchell tape;

* do TPR live action (see below) involving "Taking Care of Baby" and "taking care of grandmother."

6. Learning Resources:

⇒ hand-outs and work-sheets from Secwepemc Language Package;

⇒ photographs of elders and family members (provided by teacher and/or brought in by students and their elders;

⇒ paper, felts, pens for drawing and colouring;

⇒ elders;

⇒ Nels Mitchell tape ("Tsétse" song).

⇒ Live Action English TPR routines adapted to activities with relatives.

7. Suggested Assessment Strategies:

♦ observation of students during show and tell in the classroom;

♦ completed check-lists of TPR Live Action commands carried out by students

♦ Comprehension quizzes and Unit Test.

♦ family tree charts completed by students

♦ student journals of terms and expressions for this unit which they collected and researched.

W7ec le Kyéy7e

(There was an old lady who swallowed a fly)

W7ec le kyéy7e
m-q̓menwéṅs re cméye.
Kénmes-enke wel q̓menwéṅs re cméye.
Háqen me7 qwtseq.

W7ec le kyéy7e
m-q̓menwéṅs re skéḱi7.
M-q̓wyéyes, q̓wyéyes, m-q̓wyéllts'us lu7.

M-q̓mentés re skeḱi7 e skwenwéṅs re cméye.
Kénmes-enke wel q̓menwéṅs re cméye.
Háqen me7 qwtseq.

W7ec le kyéy7e
m-q̓menwéṅs re spyu7.
Kénmes-enke wel q̓menwéṅs re spyu7.

M-q̓mentés re spyu7 e skwenwéṅs re skéḱi7,
m-q̓wyéyes, q̓wyéyes, m-q̓wyéllts'us lu7.

M-q̓mentés re skéḱi7 e skwenwéṅs re cméye.
Kénmes-enke wel q̓menwéṅs re cméye.
Háqen me7 qwtseq.

W7ec le kyéy7e
m-q̓menwéṅs re pus.
Kénmes-enke wel q̓menwéṅs re pus.

M-q̓mentés re pus e skwenwén̓s re spyu7,
m-q̓mentés re spyu7 e skwenwén̓s re skék̓i7,
m-q̓wyéyes, q̓wyéyes, m-q̓wyéllts'us lu7.

M-q̓mentés re skék̓i7 e skwenwén̓s re cméye.
Kénmes-enke wel q̓menwén̓s re cméye.
Háqen me7 qwtseq.

W7ec le kyéy7e
m-q̓menwén̓s re sqéxe.
Kénmes-enke wel q̓menwén̓s re sqéxe.

M-q̓mentés re sqéxe e skwenwén̓s re pus
m-q̓mentés re pus e skwenwén̓s re spyu7,
m-q̓mentés re spyu7 e skwenwén̓s re skék̓i7,
m-q̓wyéyes, q̓wyéyes, m-q̓wyéllts'us lu7.

M-q̓mentés re skék̓i7 e skwenwén̓s re cméye,
kénmes-enke wel q̓menwén̓s re cméye.
Háqen me7 qwtseq.

W7ec le kyéy7e
m-q̓menwén̓s re kóso.
Kénmes-enke wel q̓menwén̓s re kóso.

M-q̓mentés re kóso e skwenwén̓s re sqéxe,
m-q̓mentés re sqéxe e skwenwén̓s re pus,
m-q̓mentés re pus e skwenwén̓s re spyu7,
m-q̓mentés re spyu7 e skwenwén̓s re skék̓i7.
M-q̓wyéyes, q̓wyéyes, m-q̓wyéllts'us lu7.

M-q̓mentés re skéḱi7 e skwenwéńs re cméye,
Kénmes-enke wel q̓menwéńs re cméye.
Háqen me7 qwtseq.

W7ec le kyéy7e
m-q̓menwéńs re s̓tamált.
Kénmes-enke wel q̓menwéńs re s̓tamált.

M-q̓mentés re s̓tamált e skwenwéńs re kóso,
m-q̓mentés re kóso e skwenwéńs re sqéxe,
m-q̓mentés re sqéxe e skwenwéńs re pus
m-q̓mentés re pus e skwenwéńs re spyu7,
m-q̓mentés re spyu7 e skwenwéńs re skéḱi7,
m-q̓wyéyes, q̓wyéyes, m-q̓wyéllts'us lu7.

M-q̓mentés re skéḱi7 e skwenwéńs re cméye.
Kénmes-enke wel q̓menwéńs re cméye.
Háqen me7 qwtseq.

W7ec le kyéy7e,
m-q̓menwéńs re nts'e7sqéxe7.
Kénmes-enke wel q̓menwéńs re nts'e7sqéxe7.

M-qwtséqes lu7 !

Vocabulary:

spyu7	bird
sťamált	cow
kóso	pig
nts'e7sqéxe7	horse
sqéxe	dog
pus	cat
cméye	fly
skéḱi7	spider
q̓mem	to swallow
q̓mentés	he/she swallowed
e skwenwéńs	in order to catch
qwtseq	die

Practice singing this song with the students. Use pictures of the animals, an illustrated story-book of the song, as a prop.

This song also works well to teach students the pronunciation of, and discrimination between k, kw, q, qw and q̓, q̓w.

Grammar:

1) Review Possessive Pronoun Suffixes

2) Review Negation with k + personal pronoun suffixes;

3) Review plain numerals and lexical suffixes.

<u>Possessives:</u>
ren xpé7e   my grandfather (no reduplication)
ren kyé7e   my grandmother (no reduplication)
ren k̓wséseltkten   my relatives

<u>(2nd person singular)</u>
re7 xpé7e   your grandfather
re7 kyé7e   your grandmother
re7 k̓wséltkten   your relatives

<u>3rd person singular</u>
re xpé7es re John   John's grandfather
re kyé7es re John   John's grandmother
re k̓wséltktens re John   John's relatives

re xpé7e-kt   our grandfather (inclusive)
re kyé7e-kt   our grandmother (incl.)
re k̓wséltkten-kt   our relatives (incl.)

re xpé7es-kucw   our grandfather (exclusive)
re kyé7es-kucw   our grandmother (excl.)
re k̓wséltktens-kucw   our relatives (excl.)

re xpé7e-mp   your grandfather (plural)
re kyé7e-mp   your grandmother (pl.)
re k̓wséltktene-mp   your relatives (pl.)

Transitive and Intransitive Verbs

In learning Secwepemctsín, it is important to know the difference between transitive verbs and intransitive verbs:

Intransitive Verbs:

Intransitive verbs do not have a direct object;

qwetséts-ken	I set out/go
qwetséts-k	You set out/go
qwetséts-kt	We (inclusive) set out

Transitive Verbs :

Transitive verbs do have a direct object. Transitive verbs have different endings in Secwepemctsín than the intransitive ones which we learned in Unit 1. Also, in English, the direct object pronoun is expressed separately from the verb:

e.g   I saw the boy - I saw him. she fixed it (her bed), etc. In Secwepemctsín, direct object pronouns are expressed through suffixes:

wíwkten	I saw...
wiktc	You saw...
tscentés	S/he fixed ....

There are two main types of transitive verbs:

a) those that have stress on the first syllable and/or end in   t- or -n

b) those that end in stressed -tes.

Here are the command forms and 1st to 3rd person singular of some transitive verbs:

English	Command Form	I form	you	he/she/it :
take it	kwénte	kwékwen	kwenc	kwens
make it	k̓úlente	kúk̓wlen	k̓úlenc	k̓úlens
fix it	tscentéke	tscentéten	tscentéc	tscentés
look at it	píqwente	pípqwen	píqwenc	píqwens
bathe it	sécwente	séscwen	sécwenc	sécwens
swallow it	q̓mentéke	ʼq̓mentéten	q̓mentéc	q̓mentés
put it on	llcwentéke	llcwentéten	llcwentéc	llcwentés
take it off	kllentéke	kllentéten	kllentéc	kllentés

Below is the whole list of transitive verb forms which have I, you, he/she/it/they, we (inclusive), we (exclusive), you (plural) as subject pronouns and he/she/it as the direct object pronoun built in. Find the meaning of each one of these forms in the <u>Shuswap-English dictionary</u> (hint: the dictionary lists only the 3rd person singular form).

I	kúk̓wlen	wíwkten	ts'xentéten
you	k̓úlenc	wiktc	ts'xentéc
he/she/it	k̓úlens	wikt.s	ts'xentés
we (inc.)	k̓úlentem	wíktem	ts'xentém
we (exc.)	k̓úlentem-kucw	wíktem-kucw	ts'xentém-kucw
you (pl.)	k̓úlen-tp	wik-tp	ts'xentép

The Counting system for people

In Secwepemctsín, the proper way to count people (including relatives and family members) is with the following terms:

1 person	tneḱwé7
2 people	teḱséle
3 people	tkellés
4 people	tmúsmes
5 people	tektsíltselkst
6 people	teq̓mékmekst
7 people	tektsútsllke7
8 people	tneḱw7ú7ps
9 people	temllenkúḱw7e
10 people	t7úpe7pekst

Practice the above counting words for people orally by generating dialogue about the number of siblings (older and younger brothers/sisters), cousins, aunts, uncles, etc.

Example:

1. Tkwínḱwenc ke7 síntse (kic, qetsk, tsétse, úq̓wi, etc.)?"

2. Tneḱwé7 ren kikc, teḱséle ren tsétse, tneḱwé7 ren sísentse ell tmúsmes ren qeqtsk."

Asking and Telling Age:

One can count years and thus age with the noun "swucwt" (one snow = one year);

e.g.
1. Úpekst ell teq̓mékst ren swuwcwt.
2. Úpekst ell tsilkst re swucwt.s re Jessica.

or with the suffix   -tyénecwem:

Q. Tḱwenlltyénecwem re7 tsétse?   How old is your little sister?
A, Úpeklltyénecwem ell seséle   Twelve years old.
Q. Tḱwenlltyénecwem -k ?   How old are you?

The hypothetical article "k" in questions:
wh- questions with swéti7 or stémi use the hypothetical article k
instead of "re":

Swéti7 k úq̓wis re Marie?   Who is Marie's sister
Swéti7 ke7 úq̓wi ?   Who is your brother/sister?
Swéti7 k ḱwséltkten-emp?   Who are your relatives (pl.)

TPR Live Action Routine:

Taking Care of a Baby (See <u>Live Action English, p.25</u>)

1) Me7 tsyecweminstc re sk̓wimémelt:
2) Me7 yucwmenile-k!
3) Cw7éws-ente re sk̓wimémelt!
4) Qíqelqelt ri7 te sk̓wimémelt.
5) Núnxwenxwen e sqéqlemcwes ri7 ?
6) Ts'úm̓qs-ente!
7) Líp̓-ente!
8) Lém-ente!
9) Kectéke re sk̓wimémelt tek s7íllen!
10) Cw7ítes k smetéc!
11) Píqwente! Ptsíq̓wens re s7íllens!
12) Áxte7 ! Cwescwesús !
13) Emút.ste me7 épsencwes.
14) Tspals ri7 te sk̓wimémelt!

⇒ Taking care of grandmother.   (make this one up)

Pronunciation Practice:

Practice sound discrimination through TPR Live Action routine and with W7ec lu7 re kyéy7e. Focus on students improving skills in discriminating glottalized and plain velars and uvulars (k/q /k̓/q̓ and rounded versions). Students who are learning the language and who are mastering the production of the glottalized sounds k̓ and q̓ tend to over regularize at first, wanting to pronounce every k and q as glottalized sounds. With careful practice and correction, they will eventually discriminate (tell apart) these sounds.

Finding Out and Trying Out:

♦ Invite students to find out additional words for relatives from elders and/or written resources and have them record the information in their journals. Students can practice writing some sentences describing who their relatives are.

♦ Students should also be encouraged to try out dialogue phrases about this thematic unit with elders and other family members, and report about trying out the language in their journals.

8. Language Content:

Terms for Relatives:

k̓wséltkten	relatives, family
xpé7e	grandfather
kyé7e	grandmother
qé7tse	father
kí7ce	mother
úq̓wi	sibling or cousin of same sex
smé7stem	sibling or cousin of opposite sex
słemkélt	daughter
sqwse7	son
síntse	younger brother
qetsk	older brother
tsétse	younger sister
kic	older sister
skúye	infant, one's child
sk̓wimémelt	baby

<u>Possessives:</u>

ren xpé7e	my grandfather
ren kyé7e	my grandmother
ren k̓wséseltkten	my relatives

<u>(2nd person singular)</u>

re7 xpé7e	your grandfather
re7 kyé7e	your grandmother
re7 k̓wséltkten	your relatives

<u>3rd person singular</u>

re xpé7es	his/her grandfather
re kyé7es	his/her grandmother
re k̓wséltktens	his/her relatives

<u>Questions and Answers:</u>

1. Swéti7 k úq̓wis re George?   Who is George's brother.

2. Swéti7 ke7 úq̓wi ?   Who is your brother/sister?

Tekséle re smé7stems re George, Lizzie ell Sulyén re skweskwést.s
George has two sisters, Lizzie and Sulyén are their names.

Ren ?kwséseltkten
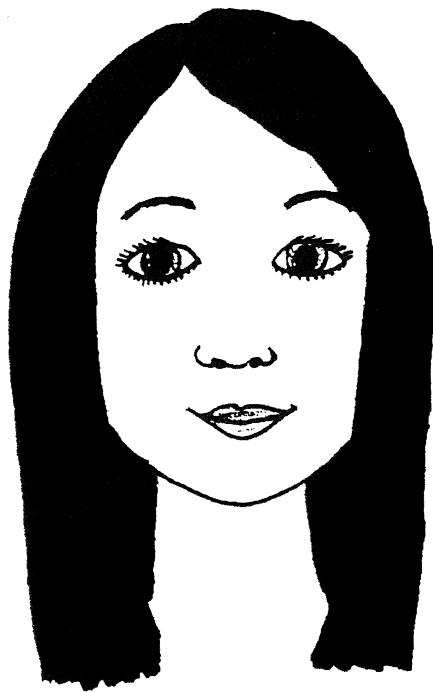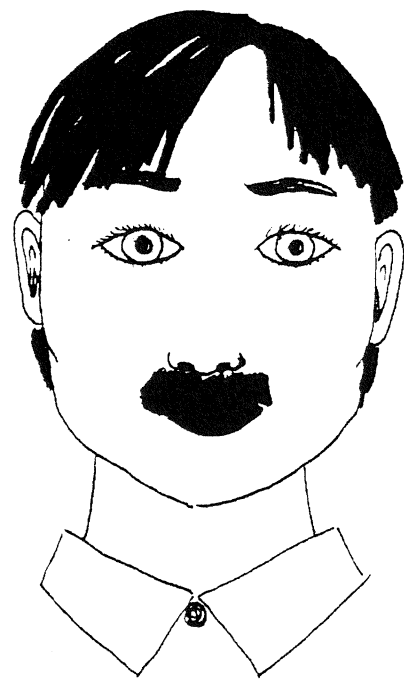
kí7ce   qé7tse

kyé7e

xpé7e
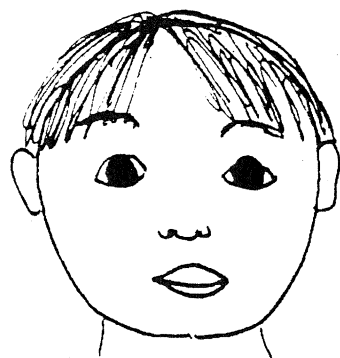
síntse

qetsk

tsétse

kic

Ne sitq̓t te ḱúlt-ucw.

Unit 4:   Stsíllen Le Q'7éses ell Pyin
Traditional and Modern Foods

1. Unit Objective:
The objectives of this unit are:

- to introduce basic vocabulary and phrases about traditional and modern foods of the Secwepemc people;

- to introduce, through commands and actions: terms and phrases for utensils for eating, conversation related to foods, values associated with eating and procedures for preparing some foods.

2. Rationale:
Topics related to eating, foods and preservation/preparation of foods and eating are an essential part of everyday functional vocabulary. Many cultural values are expressed through topics of food, the etiquette of eating, ways of preserving and preparing food, attitudes towards food;
(i.e. not wasting; respecting the plants or animals it comes from; and showing this by giving thanks to them and the creator).

3. Time:
4 weeks/ 4 x weekly

4. Learning Outcomes:

After this unit, the students will be able to:

* Understand and say terms for and short phrases involving items of traditional and modern food utensils, etc. as per list below;

* follow and give instructions and engage in simple dialogue at meal time involving foods and utensils;

* follow a set of commands in Secwepemctsín involving the (imagined or real) preparation of an item of food (see Live Action TPR, below);

* understand, and be able to carry out, the preparation of some traditional foods (fried bread, Indian ice cream, drying meat and fish);

* carry out and say a Live Action TPR routine involving the preparation of food and/or eating;

* appreciate the attitudes and values of sharing, respect for animals and plants that provide food, conservation of food and the etiquette of eating.

* follow and retell, using Secwepemctsín, a story in Secwepemctsín involving foods, i.e. Ant and Grasshopper;

* through the use of dictionary and word list, or by asking elders or speakers questions, find out additional terms phrases for food and eating, as requested for conversations.

5. Suggested Teaching Strategies:

- Have mealtime in class; do role-playing with students, ask if they like food, ask them to set the table, to pass foods, if they are full, want some more, to put foods away;

- show native food chart, and explain, in Secwepemctsín, the different foods, show real-life samples of these foods, have students taste the foods.

- sort foods into traditional and modern foods; into good foods and junk foods; ask questions and engage in dialogue about nutrition and food;

- ask students to prepare samples of foods and demonstrate them in class, keep journal entries of preparation of food; mealtime; animals and plants that provide foods;

- have students complete items on set-the-table drawing;

- invite elder or parent in to prepare some traditional food items (e.g. spíxle7cw, sxúsem);

- read and act out story of ant and grasshopper;

- carry out Live Action TPR routine, below.

6. Learning Resources:

⇒ hand-outs and work sheets below;

⇒ Secwepemc Foods chart (SCES);

⇒ actual foods, prepared, raw, dried;

⇒ elders who bring and prepare food;

⇒ real utensils and set table;

⇒ story of Ant and Grasshopper;

⇒ coyote story about food;

⇒ props and steps of TPR Live Action Routine No. 6-7

7. Suggested Assessment Strategies:

♦ TPR check-lists of commands and phrases to be done in groups or individually;

♦ student journals of food terms and food preparation using Secwepemctsín writing;

♦ Completed grammar work sheets;

♦ comprehension quizzes and Unit Test on vocabulary and phrases.

♦ observe students in dialogue and interaction during meal sharing time, and during Live Action TPR routines.

8. Language Content:
a) Words:

íllen	eat
stsíllen	food
cepqínem	eat lunch/dinner
stéḱle	(packed) lunch
ts'i7	meat
swewll	fish
lekelét	bread
spíxle7cw	fried bread, bannock
speqpéq	berries
sxúsem	soapberries/Indian ice cream
lekemín	soup /from flour
sḱec	dried meat
scwiḱ	dried fish
peták	potatoes
ú7se	egg
lesél	salt
lepwéwe	pepper
ste7	drink
syelt	plate
tsecḱpúpcw	bowl
cllúqwmen	cup
lletḱwtsínten	fork
stcímen	spoon
seḱwmín	knife
cwlekst	(hunting) knife
letép	table
ts'elcwílep	chair
meq̓	full
teyt	hungry
nexéwem	thirsty
tiléẁsem	to set the table

q̓7es te stsíllen	food from long time ago, traditional food
pyin te stsíllen	present day (modern) food
le7 te stsíllen	good food

b) Phrases:

1. Tsxwénte me7 ílln-ucw.   Come and eat.

2. Tsxwént-iye me7 c7íllnep.   Come and eat (many)!

3. Nés-ce me7 ílln-ucw   Go and eat (one)!

4. Nés-cwiye me7 íllnep   Go and eat (many)!

5. Téyten-k?   Are you hungry (one)?

6. Téyten-kp?   Are you hungry (many)?

7. Nexéwmen-k?   Are you thirsty (one)?

8. Nexéwmen-kp?   Are you thirsty (many)?

9. Méq̓en-k?   Are you full (one)?

10. Meqméq̓en-kp?   Are you full (many)?

11. Yen ri7 ke7 smeq̓?   Are you full? (one)?

12. Mémq̓-ken.   I am full.

13. Emúte me7 ílln-ucw!   Sit down and eat!

14. Lé7en re7 s7íllen?   Is your food good?

15. Qwenénen-k cú7tsem tek letí?   Do you want more tea?

16. Xwexwyémen-k cú7tsem tek ts'i7?   Would you like more meat?

17. Kectsétsme tek peták.   Give me some potatoes.

18. **Tiléẅsme!** (-em-ce)   Set the table (one)!

19. **Tiléẅsem-cwiye!**   Set the table (many)!

20. **Élḱwente re7 syelt!**   Put your plate away(one), substitute; fork, sp

21. **Élḱwent-iye re syelyélt-emp!** Put your plates away (many).
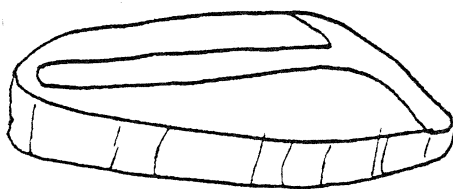
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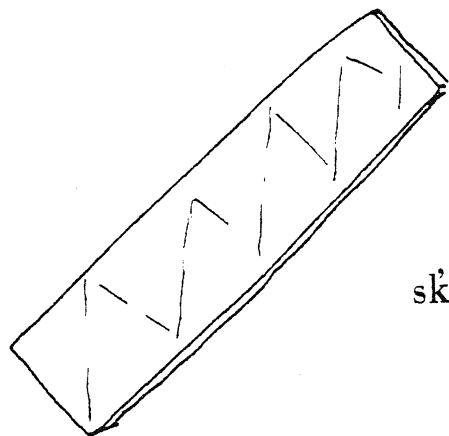
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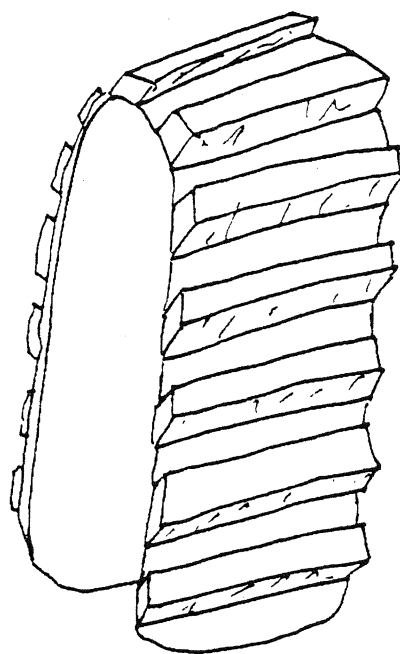
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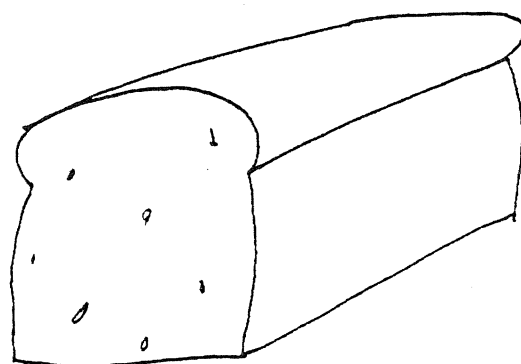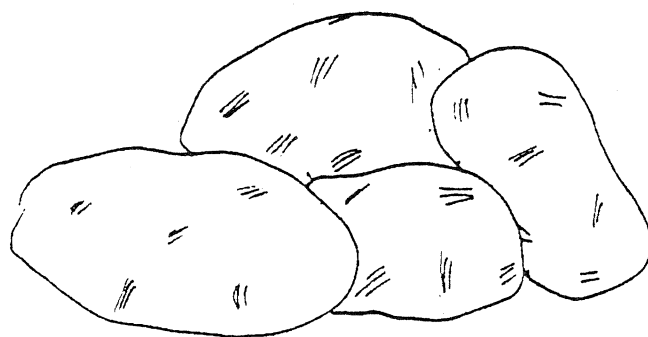
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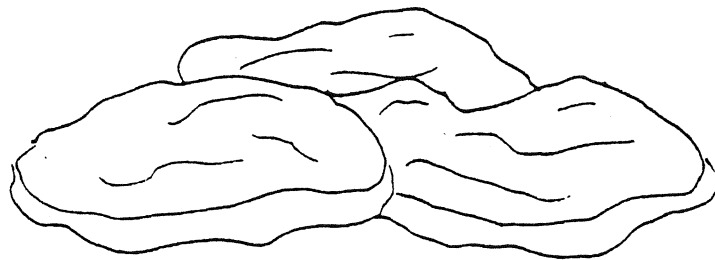
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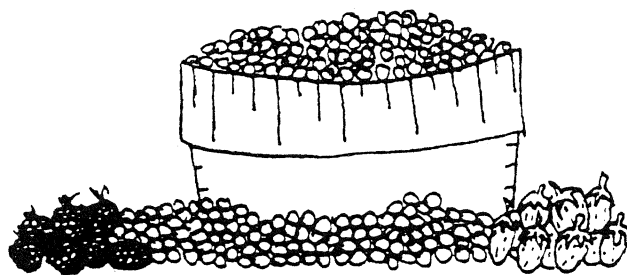
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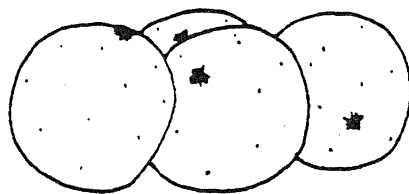
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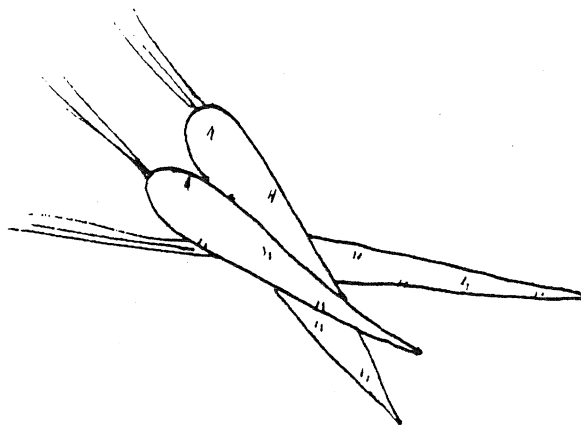
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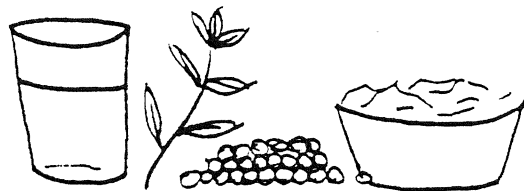
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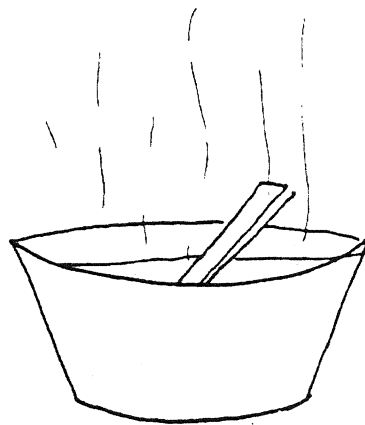
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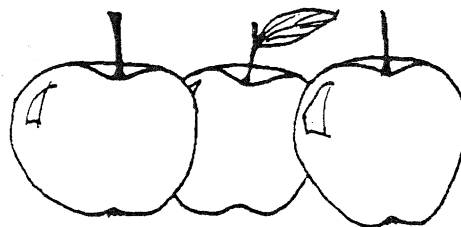
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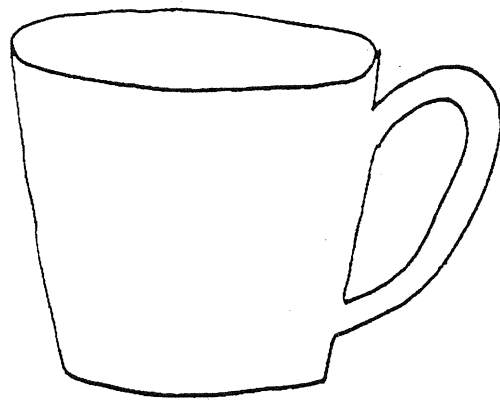
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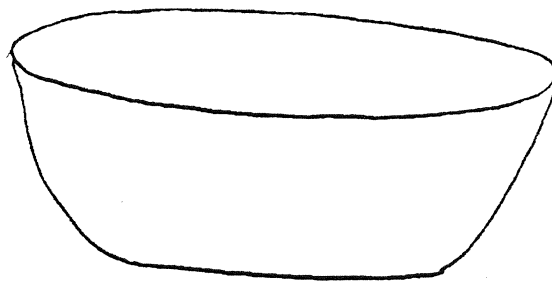
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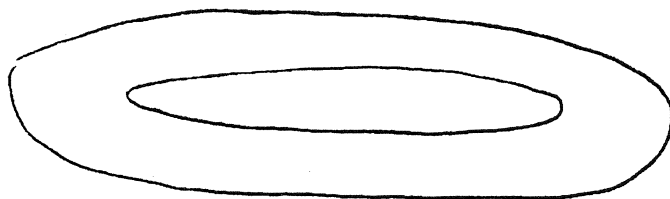
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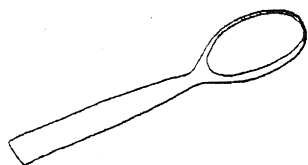
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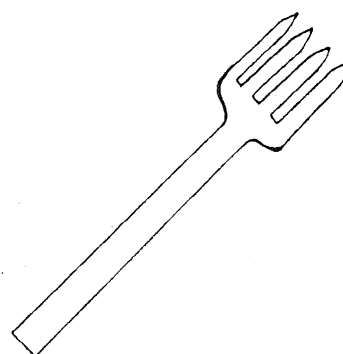
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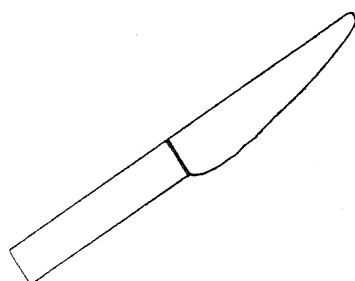
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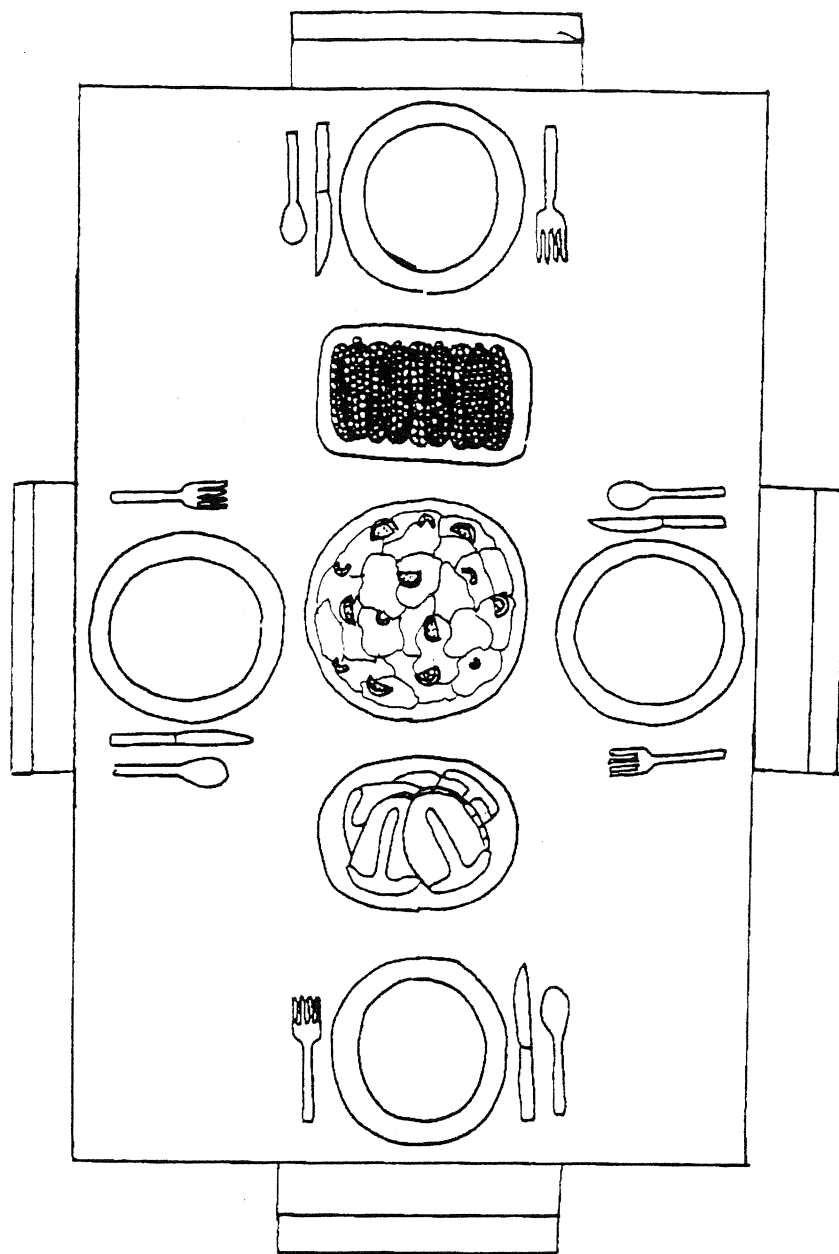
Tiléẃsme !

Stémi ke7 swíkem ne letép ?
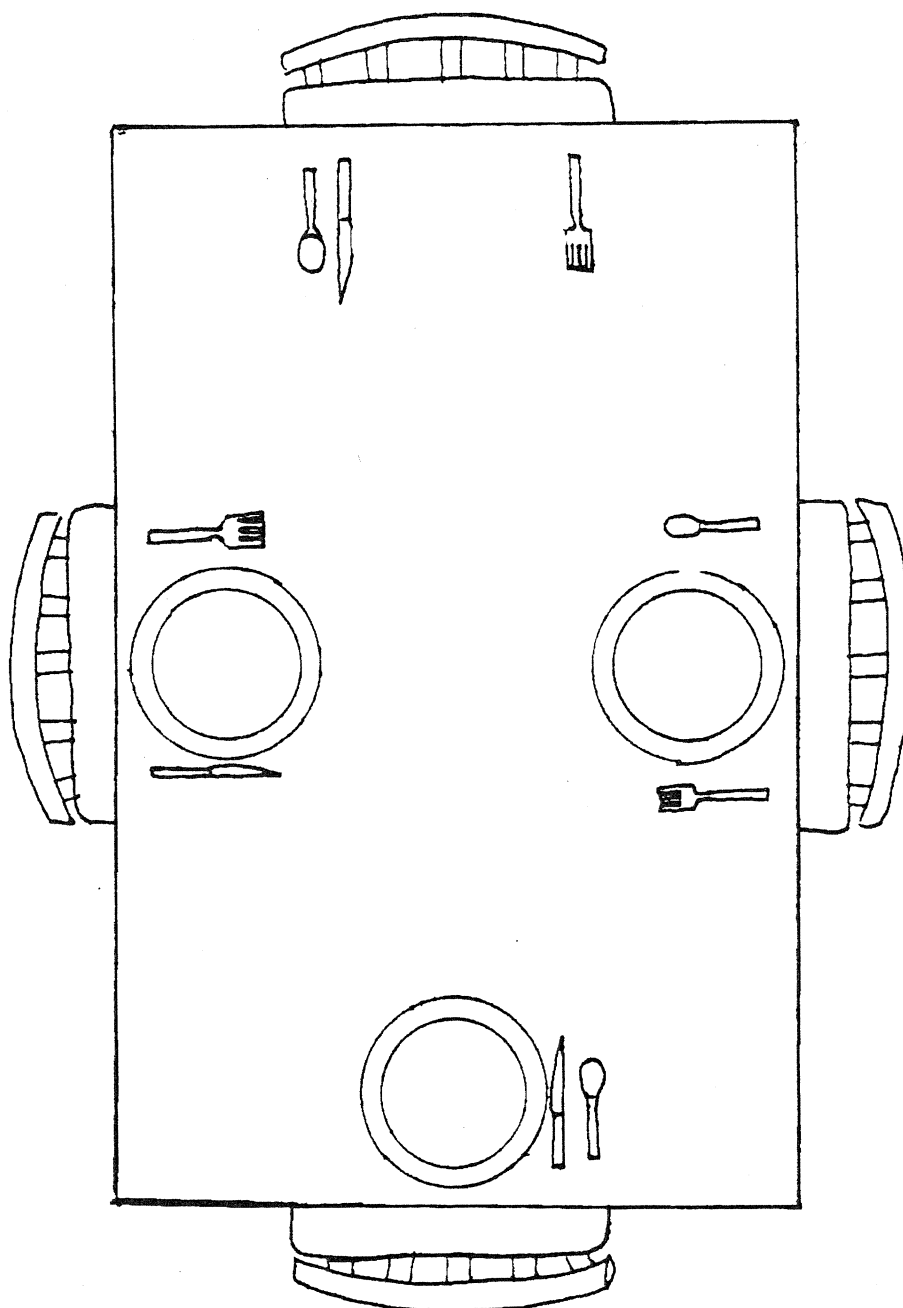
Píqwente yi7éne te stiléẃsem. Stémi k llépentem?

Scwicwéye ell Skelkléts

Le q̓7éses   ren kyé7e slexlexéy̓ems:

Re scwicwéye w7ec re élkstes.

K̓wyúsmes ne sqepts wel m-llwélsten.

K̓ell w7ec re skelkléts tyegínekmes.

X̣qwyéllts'em t̓ri7 te sq̓wyilc,
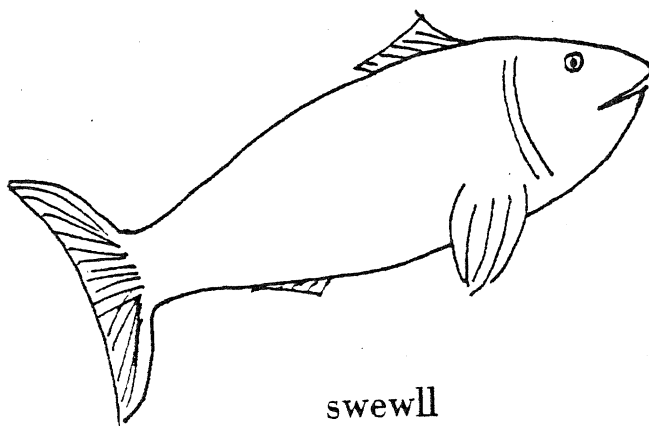
t̓ri7 stem re tsúwet.s.

S7istk!

Yirí7 stektsíllens!

Yirí7 stekt̓áxelcmens-ekwe re scwicwéye.

Yirí7 scpupéw̓tsens-ekwe.

W7éc-ekwe......ckelltsíctem̓ te scwicwéye:

"Ts7úll-cwe!"

Qwenqwént-ekwe m-yews re s7ecw7úcwt.s t̓ucw!

Tá7-ekwe k pell-stsektsúsems, re skelkléts.

Kítsentmes re scwicwéye te skelkléts....q̓en7élt!

Tsúntem-ekwe t̓7éne,

"Kénem-k?"

"Yirí7 t̓ucw well re7 qwse7 stektsíllens.

Kénem ke7 pell-stsíllen e smetéc-kuc?"

"Ah!...t̓ri7 tyegínekc-te,

tyegínekc-te t̓ri7 me7 ltwilc !

Me7 meqméq̓!

Qwáqwen̓t t̓ri7, yirí7-enke k m-sxweyt.s re skelkléts.

Ant and Grasshopper
By Nellie Taylor, Skeetchestn Indian Reserve
As told by her great-grandmother Agathe (Llecwpusétkwe), also from Skeetchestn.

Long time ago, my grandmother used to tell me:

The Ants were busy working.
They were suffering all summer until fall,
but the Grasshoppers were playing the fiddle.
They had fun dancing.
They had all kinds of activities.

It was winter, they began to starve.
They charged over to the Ants.
They say that Grasshopper knocked on the door.
They were very pitiful when they were freezing.
The Ants opened the door for them.

Grasshopper entered.
They didn't have any wood, the Grasshoppers.

When they got to Ants place, they begged for food.

They were asked
"What happened to you?"

"Your nephews are starving!
Do you have any food to feed us?"

Ah, just play the fiddle for them!
Play the fiddle for them, they will feel better,
they'll get full."

Poor things! They must have died, "the Grasshoppers."

Re Secwepemc re Sqweqwentsíns
A Secwepemc Prayer

Tqeltkúkwpi7,
yirí7 skukstéc-kucw ne7élye re skectéc-kucw te s7illens-kucw.
Yirí7 skukstéc-kucw re skectéc-kucw: te sqlélten,
re skecmentsút.s e sc7ell7íllens-kucw.

Tqeltkúkwpi7,
yirí7 sle7s re skectéc-kucw te teníye ell te ts'e7úẃi
re skecmentsút.s e sle7s e sc7ell7íllens-kucw.

Le7 re skectéc-kucw te sḱweṅllq e sta7s e stektsíllens re
ḱwséltkten-kucw ne7élye te meluḱw

Tqeltkúkwpi7,
yirí7 re skukwstéc-kucw re skectéc-kucw te ḱwseltktens-kucw e
sle7s e sḱúlens ne7élye re ts'i7, re swewll, re sḱweṅllq,
xwexwéyt re stem ne7élye e sc7ell7íllens-kucw pyin te sitq̓t.
Wenécwem ri7 re skukwstéc-kucw.

Knúcwente-kucw e skwemtús.s e yucwmenstwécws-kucw ell e
sknucwentwécw-kucw e skwemtús ne7élye e sle7s e sw7ec-kt
ne7élye ne tmicw.

Ṫucw ts'ílem.

Grammar:

a) Grammar Review:
(Use Grasshopper and Ant's story to review these).

1) first Person reduplication
2) re, te and tek
3) nominalized forms with yirí7

b) New Grammar:
1) the **es-** form expresses "to" as in "want to", "afraid to", "try to", "tell some one to...."

Tsútst-ken e ns7í7llen.	I'm going to eat.
Tsut-k te7 s7íllen.	You are going to eat?
Tsút-(ekwe) e s7íllens.	S/he says s/he is going to eat.
Tsut-kt e s7íllen-kt.	We are going to eat. (incl)
Tsút-kucw e s7íllens.	We are going to eat. (excl)
Tsut-kp e s7ílln-emp?	You people are about to eat? (pl)

Try making these forms with the following verbs expressing want or desire:

tsut (itr.)	to want (to do something)
qwenén (itr.)	to want (something)
qwenmímen (tr.)	to want (something specific)
xwexwyém (itr.)	to desire something (e.g. would you like some....?)

Have students practice dialogue with these terms, asking for items of food, utensils and other objects.

te and tek/te and tek

When referring to an unspecified quantity ("some"), one uses the article tek with intransitive verbs:

Qwenénen-k tek lekapí ?   Do you want some coffee?
Kwném-ce tek ts'i7   Take some meat.

-ekwe and -enke:

The suffix -ekwe expresses that the storyteller or person speaking knows the activities or information he/she talks about from hear-say,

e.g.   élkst-ekwe = they say he/she is at work;
        tsút-ekwe = they say he/she wants...; or,
        tsút-ekwe = "They say that "This is what s/he said...""

-enke expresses that the storyteller or person speaking knows about the activities or information he/she is talking about from evidence, or "apparently":

tscentés-enke = he apparently fixed it up (because it looks fixed up);
yirí7-enke k m-sxweyt.s = they must have died.

Some question words with -enke are idiomatic expressions:

Kénmes-enke.   I don't know what happened.
Swétes-enke.   I don't know who it is.
Stémes-enke.   I don't know what it is.

The Suffixal Paradigm:

Besides the plain person suffixes (endings) for verbs, adjectives and nouns, Secwepemctsín also has a number of person endings, which are used a) in the progressive form with w7ec (we have so far covered the 3rd person form only)

The full set of pronoun suffixes for this form are:

w7ec re í7llen-**wen**	I am eating
w7ec re ílln-**ucw**	you are eating
w7ec re ílln-**es**	he/she is eating
w7ec re ílln-**et**	we are eating (incl)
w7ec-**kucw** re íllnes/w7ec re íllnes-**kucw**	we are eating (exc)
w7ec re ílln-ep	you are eating (pl.)

c) in if-when sentences;

Kwném-ce tek spíxle7cw e qwenén-ucw.   Take some fried bread if you want some.

d) Complex commands with me7...-ucw:

Examples:

Nes-ce me7 ílln-ucw.   Go and eat.
Tsxwénte me7 tiléẇsm-ucw!   Come and set the table.

Review the TPR Live action routines I - III and look for complex commands, where the instruction is to do something first (expressed by the imperative) and then do something else, expressed by:

me7 _____ ucw (itr.) or   me7 _____c(w)es (tr.).

Now take TPR Live Action Routines I and II, which mainly have simple
imperatives, and change these phrases into these kinds of commands.

TPR Live Action Routine V:

Making (fried bread) spíxle7cw

1) Me7 kúlem-kt tek spíxle7cw.

2) Xetéqs me7 tskwnem-k tek cseléwll te cllúqwme tek peqpíq;

3) kwném-ce tek cenkwéke7 tek stcímen tek lesél;

4) kwném-ce tek cseléke7 tek stcímen tek súkwe.

5) Me7 yews e skwenc k cmeséke7 tek stcímen k <u>Baking Powder.</u>

6) Me7 metmétencwes tek le7.

7) Me7 yews e skwenc k cenkwéke7 tek cllúqwmen k séwllkwe;

8) me7 ctékencwes, ell me7 metmétencwes wel me7 le7,
    ell wel me7 ta7 wes k tpáqes.

9) Kwénte k cpíxmen, me7 ctékencwes tek cw7it tek styoqín/qwtell
    me7 xyentécwes wel me7 xyep!

10) Kwénte re7 smétle7cw, me7 tsrem-ucw tlri7 me7
    cmelmólkwencwes ne cpíxmen.

11) Píxente wel me7 le7 k sqwelt.s!

12) Me7 yews e skwenc,

13) me7 kwéncwes e lé7es ! Lé7-en ?

14) E lé7es me7 c7í7elcmenc ne7 stemtemét !

Unit 5: Re Tsetsítcw Le Q̓7éses ell Pyin:
Dwellings long ago and at present

1. Unit Objective:
This unit will introduce students to traditional and modern dwellings of the Secwepemc, and the lifestyle associated with them, as well as to the buildings and other human-made features in the community. It will focus on the modes of construction of modern and traditional dwellings, and of sense of location and direction when within dwellings and within the community. It will also allow students to understand the different parts of a house, and words for directions and locations within the house.

Within the annual seasonal round, this unit is suitable for late fall (November), when traditionally, people moved into their winter-homes and had their provisions for winter stored away.

2. Rationale:
The traditional dwellings, in particular the c7ístkteh or winter home, were an ingenious way to live and stay warm during the cold season or stay comfortable and mobile during the summer. The construction of, and traditions associated with houses also show some of the skills and crafts people had in the old days. Telling directions and locations within buildings as well as outside is an important part of the language.

3. Time:
4 weeks, 4 hours a week

4. Learning Outcomes:

After this unit, it is expected that students will:

*   understand and say the words for, and phrases describing, houses, to live in places, camping, pit-houses, cache-pits, tents and sweat house;

*   understand and use simple questions about who lives in what house, whose house is this/that, etc.;

*   participate in a short dialogue about houses, buildings, and living in places;

*   understand, and be able to describe in simple terms, the differences between traditional houses and modern houses;

*   appreciate the way pit-houses are constructed and how they kept people warm and comfortable during the winter months;

*   understand and be able to use the terms for and simple phrases describing, words for portions of the house (walls, ceiling, door, window) and questions and instructions about them and directions involving houses and buildings within the community;

*   understand and use some terms for cleaning and tidying the house;

*   understand the importance of summer dwellings (tents) and winter-homes within the traditional seasonal round, and be able to talk about this in English using Secwepemctsín terms and expressions.

5. Suggested Teaching Strategies:

- Do show and tell with pictures of different types of dwellings;

- show pictures of and invite comparison of traditional dwellings and modern dwellings.

- draw your house, show windows and door;

- visit pithouses at Secwepemc Heritage Park in Kamloops or at Ckemtsín; or visit remains of pithouses. Explain construction. Have students experience being inside a winter home.

- have students draw the construction of a c7ístkten and label the parts in Secwepemctsín. Provide resource materials in English which explain and show how pithouses were constructed (see list of resource materials), complete journal entries on this;

- have students complete the drawing of the house below (add in windows, door, etc.);

- discuss how seasonally, Secwepemc people called late fall (about early November) Pellc7ell7úllcwten, the "entering month" (see Secwepemc Calendar), when humans and bears alike entered into their homes to spend the winter;

- tell (or retell) story of Ant and Grasshopper (Unit 4) to show the value of getting ready for winter and storing away provisions;

- have an elder come to class to tell story about the old way of life, and the kind of houses people used to live in during the 1920s-1950s;

- have field trip and walk through a reserve community (e.g. Kamloops); point out houses and who lives where;

- TPR exercises involving commands about opening and closing windows, touching doors, walls, windows, pointing to ceiling;

- show and have students copy role-play with knocking on door, entering and introducing oneself, carry out a TPR Live Action routine with this.

6. Learning Resources:

⇒ pictures of winter-homes, tents, lean-to's;

⇒ James Teit, 1900, <u>The Thompson Indians</u>, and J. Teit, 1909, <u>The Shuswap Indians</u> for information on pithouse construction; SCES 1989, <u>We are the Shuswap</u>

⇒ pictures of contemporary houses in the community;

⇒ illustrations and work-sheets in Secwepemc Language Package;

⇒ grammar work sheets for unit;

⇒ story of Grasshopper and Ant;

⇒ field trip through community;

⇒ winter-homes, lean-to's and summer lodges at Secwepemc Heritage Park;

⇒ elders' visit;

⇒ model of a pithouse;

⇒ props for TPR live action routine

⇒ paper, pens, felts for drawing;

⇒ construction paper;

⇒ popsicle sticks and toothpicks for making model frame of tent or winter home.

7. Suggested Assessment Strategies:

◆ check-list of students carrying out TPR commands with vocabulary;

◆ assess students as they are carrying out live action TPR routine;

◆ students' journal entries and research, drawings and completed work sheets;

◆ checking response to questions about objects on pictures (in small groups and individually).

◆ weekly comprehension quizzes and Unit Test

8. Language Content
Vocabulary:

tsitcw	house
ckemtsenéllcw	door
necnústeṅ	window
ckméles	floor (any floor)
xlílep	plank floor
tkemqíṅ	roof
tkmíkeṅ	roof
ckmenkéllcw	ceiling; wall
mut	to live (one) also sitting
tsyem	to live (many) or, several people sitting
c7ístkteṅ	pit-house, winter-house
sqílye	sweat-house
ctsípweṅten	cache-pit; root cellar
letánt	tent
yist	to camp
cyistéṅ	camp ground
cts'éwllcw	to clean up (whole house)
épem	to wipe
cts'éwlesem	to wash the floor
íxwente	sweep it
sípente	shake it out or, brush it !
ctsuts'éwem	to wash dishes
ts7ullcw	s/he entered
ullcw	enter
estpeṅlléxw	s/he went outside

Phrases:

1. Thé7e k tsitcws re <u>Mary?</u>   Where is Mary's house?

2. Thé7e k mútes re7 kyé7e?   Where does your grandmother live?

3. Thé7e k mútes re <u>Jane?</u>   Where does Jane live?

4. Thé7e k mút-ucw?   Where do you live?

5. Thé7e re7 kyé7e k tsitcws?   Where is your grandmother's house?

6. Swéti7 k tsitcws yi7éne?   Whose house is this?

7. Swéti7 k pelltsítcw yi7éne?   Who owns this house?

8. Ren kyé7e re tsitcws ri7.   It's my grandmother's house.

9. Xqíxtsente re ckemtsenéllcw!   Lock the door!/Shut the door

10. Ckelltsínte re ckemtsenéllcw!   Open the door!

11. Estkenstéke re ckmenkéllcw   Touch the wall (ceiling)!

12. Sípente re necnélesten!   Shake out the mat/rug!

13. Cts'éwlesem-ce   Wash the floor

14. Íxwente re xlílep!   Sweep the floor!

15. Me7 cts'éwllcw-k!   Clean the house!

16. Ts7úllcwe!   Come in!

17. Estpenlléxwe!   Go outside!

18. Swéti7 ec k cpupéẃtsenmes? Who is knocking at the door?
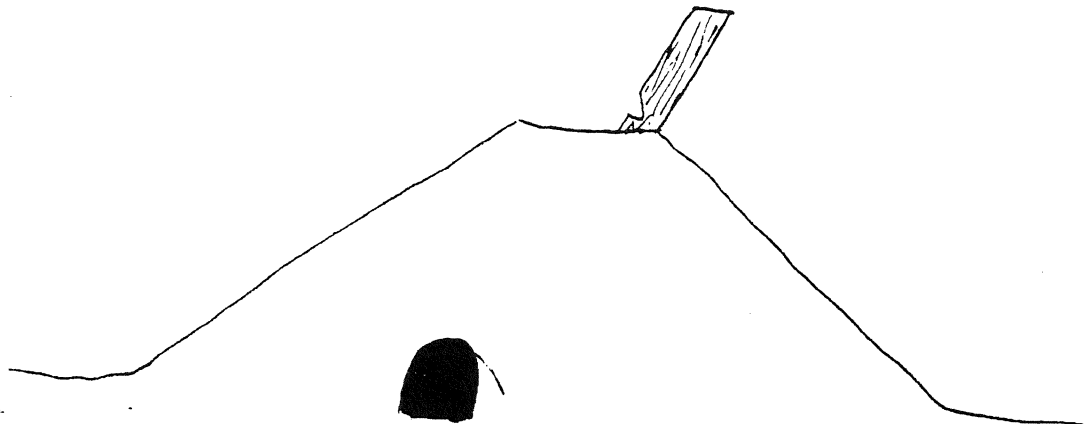
Le q̇7es te tsitcw c7ístkteṅ re stse7mét.stem.
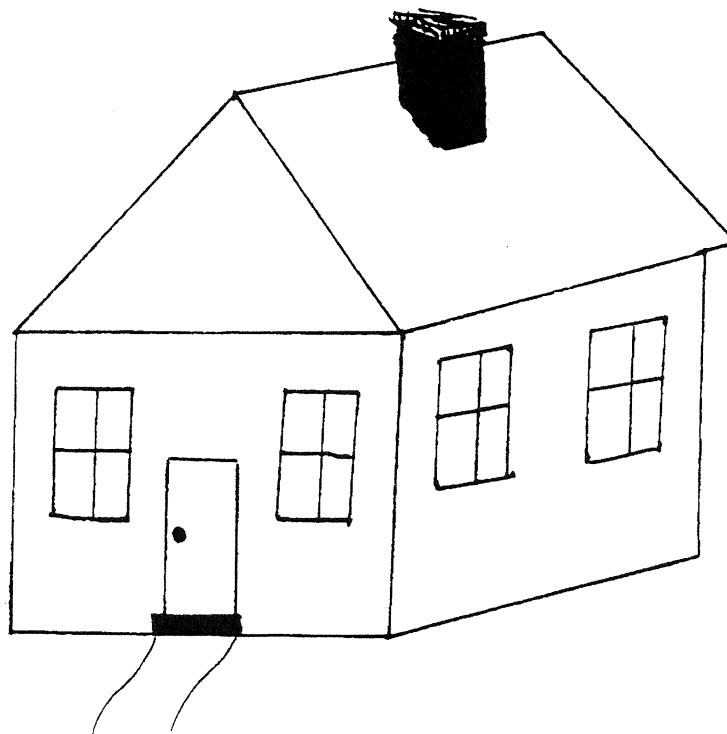
Pyin te tsitcw ye7éne.
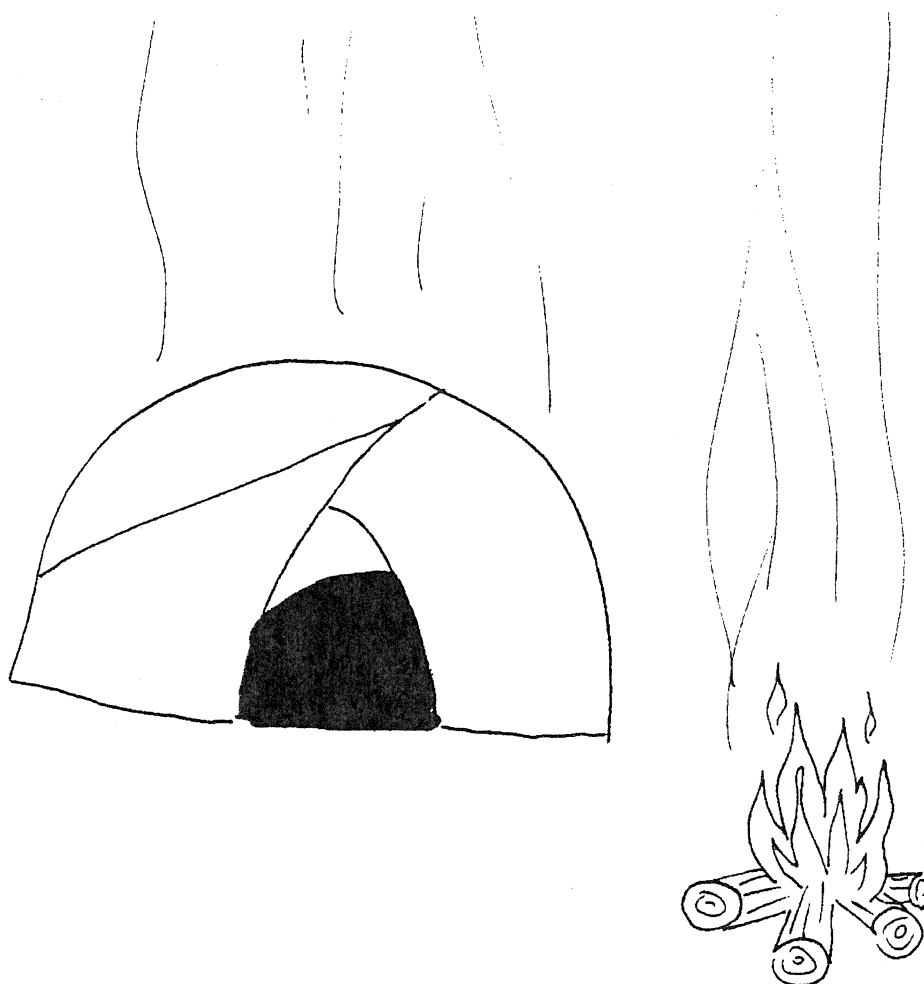
Sq̓ílye yi7éne.
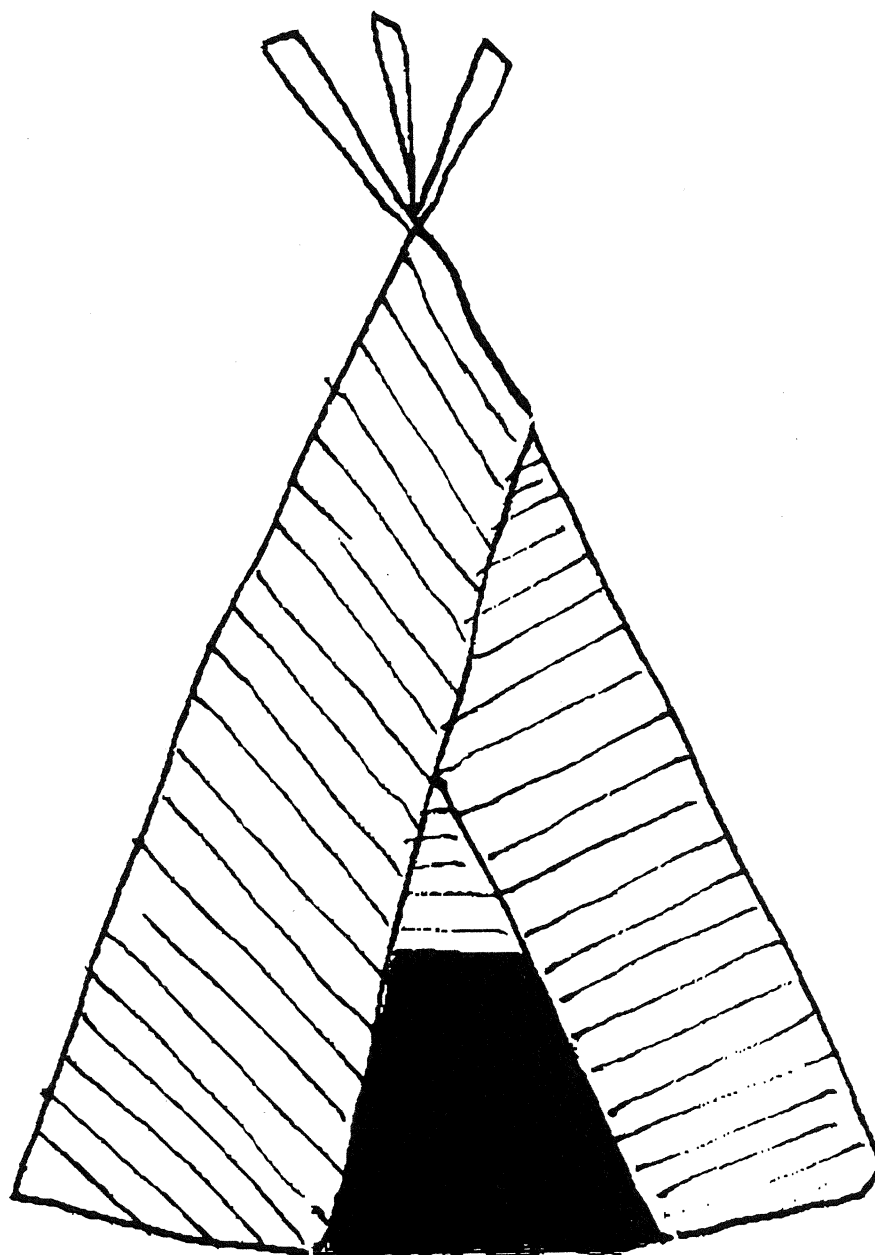
Ye7éne re sts'elcwéllcw ne sqepts ri7 te tsitcws re qelmúcw.

tkemqín

ckmenkéllcw

necnústen

xlílep

ckemtsenéllcw
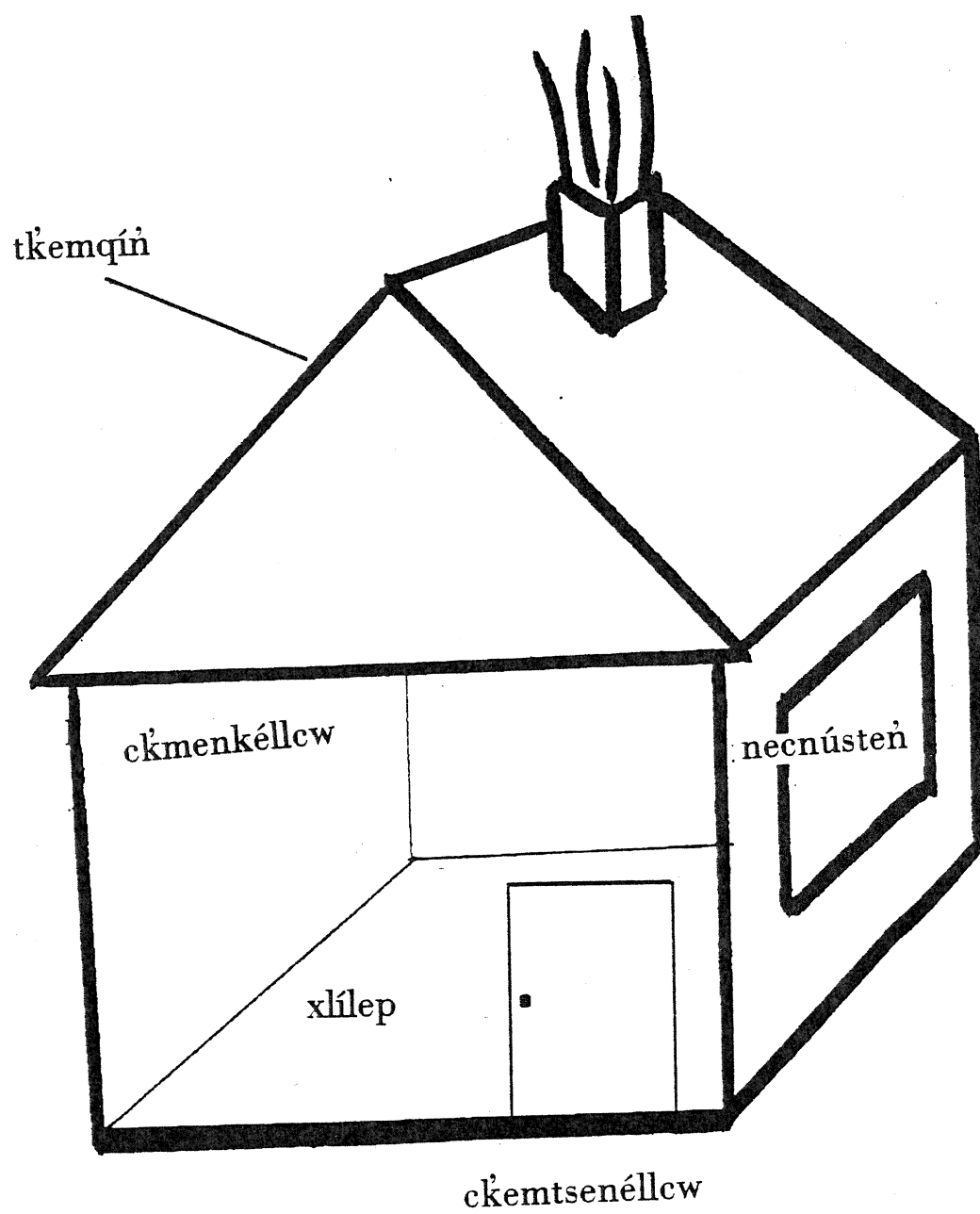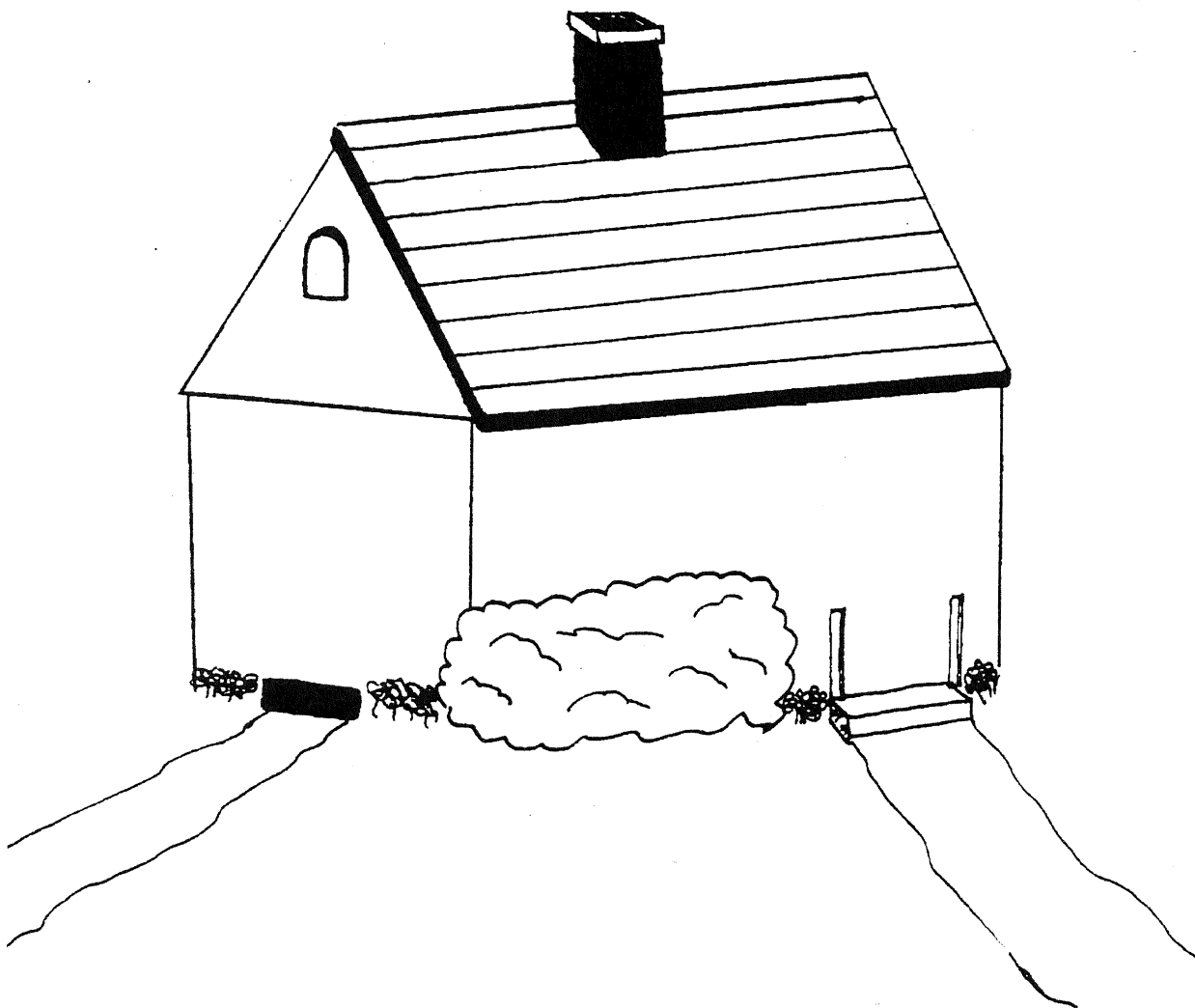
Píqwente yi7éne te tsitcw. Stémi k ta7 k stsetsét.s ne tsitcw?
Melmálqwente !

TPR Live Action Routine VI: <u>Time to Clean House</u>

1 Ketkéɫ re7 tsitcw!

2) Llcwentéke re7 ípens.

3) Cpwkwétkwente re ts'éwsten ne cts'éẃmen.

4) Kwnem-ce tek eṗs me7 ts'éwencwes re cts'éẃmen,

5) t7épu7sente re letép, re ts'elcwílep ell re t7elkstéẃsten (counter).

6) Kwénte re íxwle7p me7 íxwencwes re xlílep (cḱméles).

7) Kwénte re llkep me7 ctéḱencwes tek séwllkwe,

8) cpwkwétkwente tek ts'éwsten.

9) Cts'éwlesem-ce!

10) Kwénte cú7tsem re eṗs, me7 t7épu7sencwes re letép, ell re

    ts'elcwílep.

11) Plúḱwente re s7éxwmeṅ , me7 tseq̓míncwes.

12) Kwénte re suɫmélesten (vacuum), me7 sípencwes re necnélesten.

15) Sípente re necnénlesten!

16) Élḱwente xwexwéyt re t7élkten.

17) Píqwente! Le7 re sts'exténs!

Grammar: Review:

a) continuously use and review transitive pronoun suffixes learned so far

b) review <u>me7 kwéncwes</u> command forms

See TPR Live Action routine, above.

New Grammar:

More on transitive verbs:

We have so far learned the person endings of transitive verbs which have he/she/it as the direct object.

Below are the forms which have "me" as a direct object:

Verb	you _____ me	he/she ___ me	you (pl.) _____ me
kwens	kwékwentsemc	kwékwentsems	kwékwentselp
wikt.s	wíwktsemc	wíwktsems	wíwktselp
knucwens	knúncwentsemc	knúncwentsems	knúncwentselp
kectés	kectsétsemc	kectsétsems	kectsétselp
metés	metsétsemc	metsétsems	metsétselp

The **you _____me** form (you take me, you see me, etc.) adds **-tsemc** to the verb root, as well as having **consonant doubling**;

The **he/she ___ me** form adds **-tsems** to the verb, as well as doubling up.

The **you** (pl.) _____**me** form adds **-tselp** to the verb, as well as doubling up.

Note: that doubling up (reduplication) occurs in the beginning of the word in verbs that end in -ns or ts and have stress on the first syllable.

In verbs that end in stressed -tes, the ts- portion of the ending is reduplicated after the stressed vowel e.

Forms which have "you" as direct object:

Verb	I ___ you	he/she ___ you	we (excl.) ___ you
kwens	kwéntsen	kwent.s	kwentst
wikt.s	wíktsen	wikt.s	wiktst
knúcwens	knúcwentsen	knúcwent.s	knúcwentst
kectés	kectsín	kectsís	kectsít
metés	metsín	metsís	metsít

Forms that have "us" as direct object:

Verb	you ___ us	he ___ us (incl.)	he ___ us (exc.)	you (pl.) ___ us
kwens	kwenc-kucw	kwentls	kwens-kucw	kwentp-kucw
wikt.s	wiktc-kucw	wiktls	wikt.s-kucw	wiktp-kucw
knúcwens	knúcwenc-kucw	knúcwentls	knúcwens-kucw	-tp-kucw
kectés	kectéc-kucw	kectéls	kectés-kucw	kectép-kucw
metés	metéc-kucw	metéls	metés-kucw	metép-kucw

Forms that have "you folks" as direct object:

Verb	I ___ you (pl.)	he ___ you (pl.)	we ___ you (pl.)
kwens	kwéntlmen	kwéntlems	kwéntl-emt
wikt.s	wíktlmen	wíktlems	wíktl-emt
knúcwens	knúcwentlmen	knúcwentlems	knúcwentl-emt
kectés	kectúlmen	kectúlems	kectúl-emt
metés	metúlmen	metúlems	metúl-emt

The -es forms of the verb or suffixal paradigm, which is used for commands, if-then phrases with temporal or locative adverbs in front, etc. (see Unit 4) is made with transitive verbs by adding -es or (wes

after silent sounds) to the form which has the direct object pronoun
suffix attached.

Note that the progressive form of transitive verbs requires making the
habitual form out of transitive verbs first. We will learn this in Unit 8.

Commands with Me7 _____ (w)es can be made from transitive verbs:

Kwénte re íxwle7p me7 íxwencwes re xlílep!
Tsxwént-iye me7 knúcwentl-men!

Practice 1:

Practice such complex commands using verbs with all of the direct object
pronoun suffixes.

Practice 2:

Change the TPR Live Action Routines from this and previous Units into
routines which describe 1st, 2nd and 3rd person, 1st person singular
(inclusive) and 2nd person plural actions. Act them out with the class.

The prefix pell- "to have"

pell- is tacked onto the front of nouns to express having something, and
is thus turned into a verb to which the personal pronoun suffixes (unit 2)
can be added:

pelltsítcw	to have a house
Pelltsítstcw-ken	I have a house
Pelltsítcwen-k	Do you have a house?
Swéti7 k pelltsítcw	Whose has a house?

Note that all names of months have the prefix pell-. Try to explain
why.

Telling Location and Directions:

In English, location (on, in, at, behind, in front of, etc.) and direction (to, towards, here) is usually indicated through prepositions. In Shuswap, location and direction is given through a number of ways:

1) Some verb roots include what is expressed as a preposition in English:

clémens	he puts it into a container
cmólkwens	he puts them (a number of things,) inside a container, into a liquid;
temtmíńs	he sits on top of it

2) Prefixes:

Besides suffixes, Secwepemctsín has <u>Prefixes</u>, which get added to the beginning of a word. Some prefixes express location:

t-	on top of:
tpult	to lie on top of
temtmíńs	he sits on top of
temtéẃs	to ride (on the back of)

ie:

t-7éṕu7sem	to wash the top of the table/counter-top
c-	inside
cts'éẃsten	a wash basin/sink
c7éṕem	to wipe the inside of something (dishes)
ḱwell-	under, below,

3) Prepositions:

Some prepositions are given in the list of vocabulary on p.132-133.
The preposition is treated as an attribute of the noun it describes and is connected to it with "te". This whole phrase is treated as a predicate and is connected to the subject by "re":

Xetéqs ten tsitstcw ren kyé7e re tsitcws.

Se7wít ten tsitstcw ren qéq7etse re tsitcws.

Deictics (pointing words) also express prepositions:

tekcí7	in between, there
tektnú7	on the other side
tektn7élye	on this side of

Remember that phrases with spatial adverbs also use the suffixal paradigm explained above and in Unit 5

Pronunciation:

Practice sight-reading of words with Group C sounds (Glottal sounds)

Finding out:

- Students can find out further terms associated with c7ístkten or pithouses.

- try to find out from an elder or speaker what are other terms for rooms in the house and parts of the modern house.

Unit 6: Secwepemcúlecw
Secwepemc Country

1. Unit Objective:

This is a primary level social studies/geography unit carried out through the Secwepemc language. The goal of the unit is to familiarize the students with some of the important place names in Secwepemc territory, and some of the spatial and social dimensions of the geographic features of the community they live in and of Secwepemc country in general.

2. Rationale

Knowledge about important place names, and talking about places, their stories, origins, and where people belong and come from, constitutes some essential cultural and linguistic knowledge for Secwepemc people. Terms for geographic and spatial features are part of the basic vocabulary of the language.

3. Time

4 weeks, 4 times a week

4. Learning Outcomes:

After this unit, it is expected that the students will:

* understand and be able to say at least a dozen place names associated with Secwepemc territory and its communities;

* understand and say, using descriptive phrases, questions and other sentences, several nouns for geographic features (lake, creek, river, mountains, etc.);

* practice terms and concepts for direction and relative location

* understand and correctly use in place names, words and phrases, about a dozen lexical suffixes referring to geographical formations;

* understand in Secwepemctsín, and be able to use in Secwepemctsín, some concepts of and terms for spatial direction and locations (in front of, behind, in the middle, on top, below, left, right)

5. Suggested Teaching Strategies:

- Have elders/speakers of the language show geographic features of their communities to them.

- Have students draw sketches of land formations in their journals, and identify them in Secwepemctsín.

- Identify geographical features and place names associated with them on photographs;

- Show aerial photograph of Southern Interior region, discuss geographical formations (rivers, lakes, mountains) and place names for parts of the region with students;

- Show a historical map of Secwepemc territory (such as Teit's 1909 map, George M. Dawson's map, A.C. Anderson's 1867 map or A. McDonald's 1827 map

- have large map of Secwepemc territory, with place names marked, on display;

- Have students research further place names. If/when they are verified, add them onto the map on display in the classroom.

- Use the Secwepemc Mapping Activities Handbook (SCES). Carry out some of the mapping activities with the students in class, use Secwepemctsín as much as possible while giving them instructions.

- Tell some stories about local place names in Secwepemctsín (sample attached). Write them out, have students copy them and read them together. Ask students to memorize them (or, if it is a long story, memorize a portion and take turns).

- students go on a field trip through Secwepemc territory to experience its dimensions, important landmarks and places, a number of reserve communities. Teacher points out, asks questions about, and

talks about buildings, road, bridges, creek, hills, and other geographic features.

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6. Learning Resources:

⇒ Secwepemc Language Package work-sheets and illustrations;

⇒ pictures and enlarged photographs of places in Secwepemc country;

⇒ pictures and drawings of: houses, churches, bridges, community gym, fire hall, etc.

⇒ pens, crayons, felts, paper for drawing;

⇒ Maps of Secwepemc territory

⇒ Historical maps

⇒ Secwepemc Social Studies Mapping Exercise (Shuswap Mapping Handbook, SCES) - can be adapted for Secwepemctsín 11/12 course.

⇒ Teacher can make up some Live Action TPR routines about going places (by car), naming and looking at land features, commenting on the weather, etc.

7. Suggested Assessment Strategies:

♦ TPR check-lists on directions, naming place names and geographic features;

♦ weekly comprehension quizzes and Unit test;

♦ through observation of students and question games with pictures, maps and objects in the classroom;

♦ through students' journal entries.

8. Language Content:

Place Names: (names are given in the West dialect where they
designate Western Communities)

Secwepemc	Shuswap
Secwepemcúlecw	Shuswap country
Tḱemlúps	Kamloops
Tḱemlúlpe	where N. and S. Thompson Rivers meet
Sƚuxwtéws	Bonaparte
Simpcw/Simpcúlecw	North Thompson people/territory
Simpcwétkwe	North Thompson River
Sƚyéllts'ecw	Barriere
Sƚexwem	Louis Creek
Skítsestn	Skeetchestn
Sḱemqín	Savona
Cḱemtsín	mouth of Deadman Creek; mouth of Bonaparte River
Xixyúm	Hi-Hium Lake
Q'es7éten	Loon Lake
Pelltíq̓t	Clinton
Txeƚínten	Lac LaHache
Stiƚqw	Whispering Pines
Tsḱwéylecw	Pavillion
Sexqéltqín	where Adams River flows into Little Shuswap Lake
Cstálen	Adams Lake main reserve
Qw7awt	Little Shuswap reserve/Squilax
Sḱatsín	Neskonlith Reserve on N. shore of Thompson River
Splatsín/Speletsín	Spallumcheen
Tsq̓éscen	Canim Lake
Xgéƚtem	Dog Creek
Tswécemc	Canoe Creek
Ṫéxelc	Sugar Cane

Cmetém	Deep Creek
Llenllenéyten	High Bar
Eskét	Alkali Lake
Xets'úll	Soda Creek

"Divisions" of Secwepemc People:

Tkemlúpsemc	Kamloops Division
Sexqéltkemc	Eastern Shuswap/Chase people
Símpcwemc	people of the North Thompson
Styétemc	people of Canim Lake and LacLaHache
Stétlemcw	Fraser Canyon Division
Sextsínemc	people of Bonaparte, Hat Creek/Marble Canyon
St'emcúlecwemc	Northern Shuswap people

Names for other Peoples:

Stétlemcw	Lillooet
Sts'wénemc	Okanagan
Lleképemc	Nlakapamux/Thompson
Pesxíxlemc/Pesxíxnemc	Chilcotin
Sekéwemc	Cree
Qwicén	Blackfoot
Tqi7séwllkwemc	Kootenay/Ktunaxa
Yunhéne	Carrier
Snépwen	Stony

Nouns:

tmicw	land, country, earth
pésellkwe	lake
setétkwe	river, ocean
tswec	creek
tsqwum	hill
sqeltús	mountain
skwelkwélt	alpine mountains
spélem	prairie, clearing
nekéct	woods
csekéwt	gully
ctsetém	valley

Verbs and Adjectives:

pequlecw	to sight-see
nes	to go
tnésmens	to go along
st7ek	coming towards
qéyem	to drive
cwesét	to travel/walk about

Grammar:

1) Review:

- The transitive verb forms for all persons;
- Prefixes;
- Telling location and direction - deictics and adverbs

2) New Grammar:

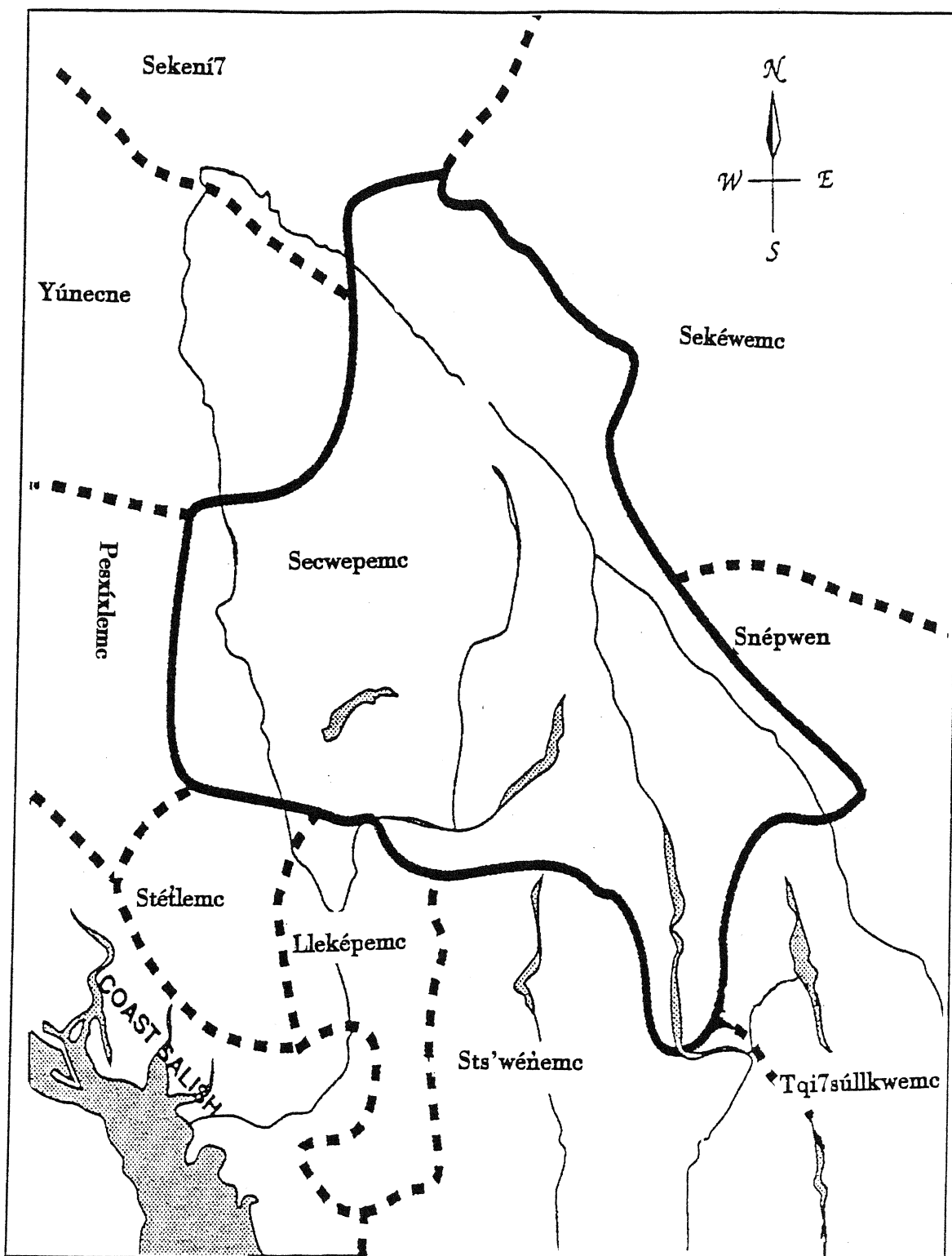- further Suffixes:
- the suffix for "people of" **-emc**

Some suffixes for land-forms are:

-ulecw	land
-enk	hillside
-us	face of (a cliff, a mountain)
-qin	top of, head of (in altitude; also head of a lake)
-tsin	mouth of (e.g. a river/creek)
-eqs	nose shaped
-ews	flat elevated surface (plateau)
-tem	valley, gully
-etkwe; -kwe (unstressed)	water (river, lake)

Note: Some of these are derived from suffixes for body parts.

Place Names often use consonant reduplication. In names it has the function of making a proper noun or name out of a word which describes a place.
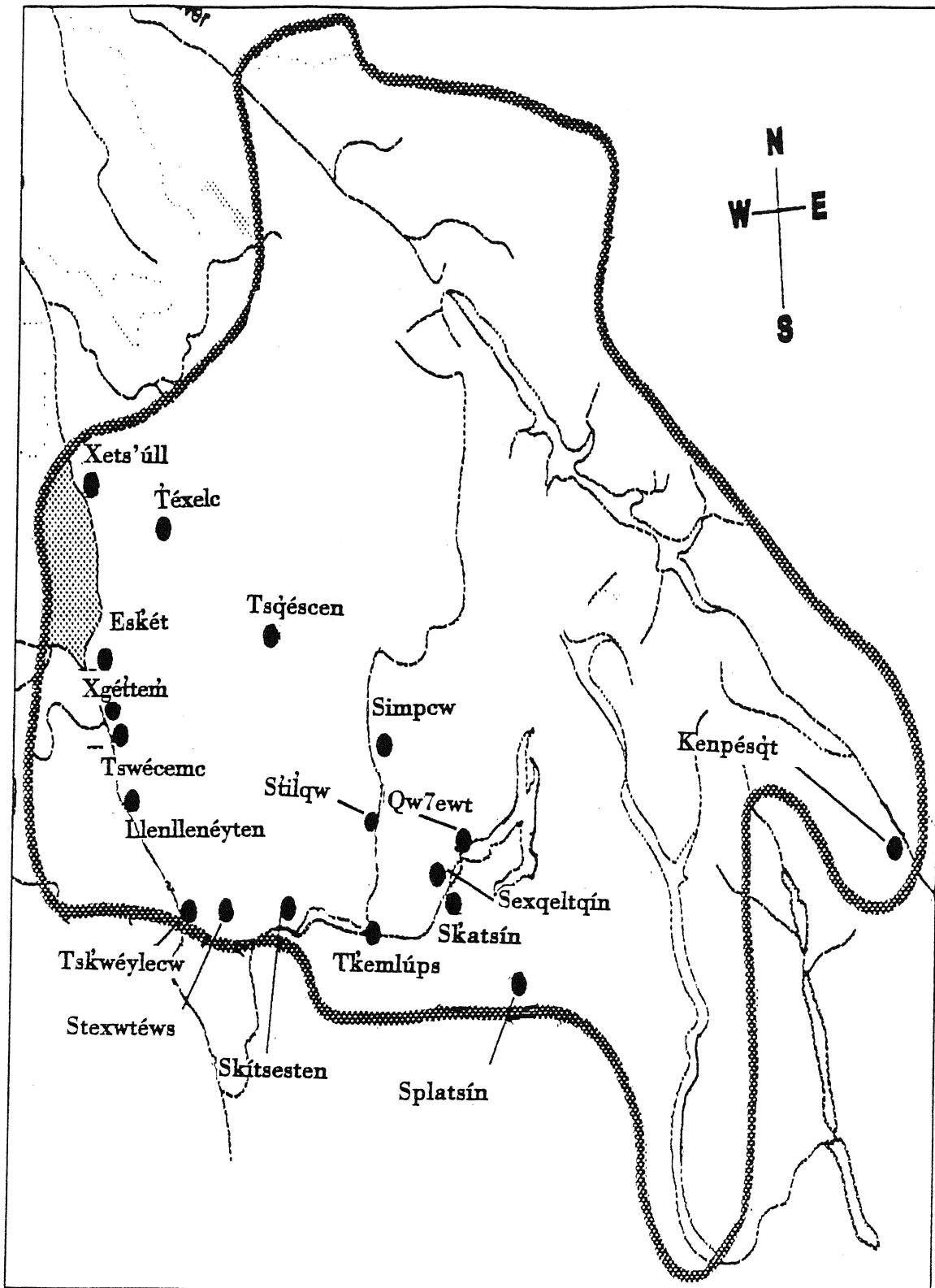
Re Secwepemcúlecw ell re Ḱwellqeḷmúcws re Secwepemc

Sekení7

Yúnecne

Pesxíxlemc

Sekéwemc

Secwepemc

Snépwen

Stéḻlemc

Lleképemc

COAST SALISH

Sts'wéṅemc

Tqi7súllkwemc

Píqwente re Secwepemcúlecw
ell re k̓wellqelmúcws' re tmicws:

Penmínte re:

- Steĺlemcúlecw

- Llekepemcúlecw

- Sts'weṅemcúlecw

- Tqi7sullkwemcúlecw

- Yunecne re tmicws

- Q̓wicéṅemc re tmicws

- Pesxíxlemc re tmicws

Thé7e k Tsyémes re :

⇒ Pesxíxlemc

⇒ Snépwenemc

⇒ Tqi7súllkwemc

⇒ Sts'wéṅemc

⇒ Snépwenemc

⇒ Yunécnemc

Xets'úll

Ṫéxelc

Tsq̓éscen

Esk̓ét

Xgéṫtem

Simpcw

Tswécemc

Stil̓qw   Qw7ewt

Kenpésq̓t

Llenllenéyten

Sexqeltqín

Sk̓atsín

Tsk̓wéylecw

Tk̓emlúps

Stexwtéws

Skítsesten

Splatsín

Secwepemcúl̓ecw

Unit 7: Wéwlem
Fishing

1. Unit Objective:

To introduce the learners to the essential knowledge about, vocabulary and phrases with fishing as carried out by the Secwepemc people long time ago and now. The unit will present information about the preparation of food from fish, the fish habitats, the locations they are caught in and the methods of fishing. In addition, cultural aspects of fishing will be covered, e.g. being respectful to the animals, not wasting fish, sharing the catch, and stories surrounding the origin of salmon.

2. Rationale:

For the Secwepemc, salmon fishing was, and still is, an important part of their livelihood and traditions. By learning about fish and fishing in the Secwepemc language, students will learn to appreciate the cultural and practical importance and will be able to keep their knowledge and skills alive for future generations. In addition, they will be able to understand and communicate with elders who know about fishing and/or continue to fish with traditional and adapted methods.

3. Time:
    4 weeks/ 4 times weekly

4. Learning Outcomes:

By the end of this unit, it is expected that students will:

* Gain appreciation of the cultural values about respecting nature and animals and sharing food, that are associated with fishing;

* understand and say in Secwepemctsín, phrases according to patterns introduced in previous Units, for several kinds of fish;

* distinguish different kinds of fish, their habits and habitats, and Secwepemc people's use of them, and describe these using at least some Secwepemctsín, salmon from other kinds of fish in pictures/illustrations;

* understand the Secwepemc names for some of the important fishing grounds throughout Secwepemc territory;

* correctly understand and use a number of adjectives/attributes to describe and compare qualities of fish and states of being of fish (e.g. big - small; red - gray; old - young; fat - skinny);

* understand descriptions of methods for important ways of preparing and cooking fish, and be able to explain preparation of fish using some Secwepemctsín (scwik̓; ék̓wen);

* follow instructions in a recipe for preparing fish in Secwepemctsín (barbecued fish, fish head soup, cooked salmon egg soup; fried fish;

* understand and provide in Secwepemctsín, descriptions of fish habitat and fishing, including land-forms and geographical features;

* understand and provide descriptions of the life-cycle of salmon;

* be able follow one or more stories about fish (Examples: Coyote and the Salmon, below; Story about the Salmon Couple by Mary Thomas; Coyote wastes Salmon at Pesqlélten; Legend of Sucker Fish).

* understand and correctly use the terms for common traditional fishing gear (dip-net, harpoon spear, gaff, creek spear, gill-net, rod) in instructions and TPR routines, as well as through actual fishing, where possible, recorded in the journal;

* describe how to make a gaff-hook, net, spear or dip-net in Secwepemctsín;

* catch a fish using the above method (optional, depends on whether this unit can be carried out during fishing season).

5. Suggested Instructional Strategies:

- field trip to a fishing ground, e.g. Ckemtsín (Mouth of Deadman Creek); Adams River or to Hi-Hium Lake;

- field trip to fish hatchery in a Secwepemc community (Dunn Lake, Skeetchestn);

- cut out parts of fish from pictures, naming and labeling parts in Secwepemctsín;

- have an elder or parent bring different kinds of fish food to class, demonstrate how they are prepared, using Secwepemctsín (i.e.   scwik, ékwen);

- show how to filet a fish, use Secwepemctsín;

- eating and sharing cooked fish in class; use Secwepemctsín during the meal;

- count fish on a felt board or use plastic fish (use animal counting system);

- show pictures of fish on posters, photographs, illustrations, explain what they are;

- tell stories about fish and fishing; have students copy them, read them, have students memorize them (see above);

- have students act out a fish story;

- carry out some Live Action TPR Routines about going fishing, preparing fish.

6. Learning Resources:

⇒ Video film of fishing (SCES video in English); Skeetchestn video film of salmon fishing at Ckemtsín;

⇒ posters and pictures of different kinds of fish and developmental stages of fish (can be adapted from Department of Fisheries and Ocean posters);

⇒ stories of origin of fish in the mid-Fraser and Thompson Rivers and other stories (see above);

⇒ English language storybooks and resource books to be adapted and read in Secwepemctsín;

⇒ actual fishing gear brought into class by resource people;

⇒ enlarged photographs of people fishing for display in classroom.

⇒ Gently Down the Stream: Adams River Field Trip. Curriculum Resource Materials for the study of Pacific salmonids in British Columbia. Department of Fisheries and Oceans 1994;

⇒ The Incredible Salmonids. Department of Fisheries and Oceans, n.d.

⇒ Secwepemc Fishing Rocks. Shuswap Nation Tribal Council 1985

7. Suggested Assessment Strategies:

♦ Based on observation of student's activities;   continue to keep checklist of terms and phrases accurately understood and used;

♦ weekly comprehension quizzes and Unit Tests;

♦ have each student keep journal entries, including a portfolio of drawings and other materials for this unit. This could include drawings of fishing activities, fish in their habitat;

♦ collages;

♦ a map of fishing grounds;

♦ recipes for fish preparation.

8. Language Content:
a) Kinds of fish:

swewll	fish (any kind)
sqlélten	salmon
sqlelten7úẃi	Sockeye salmon
kekésu7	spring (Chinook) salmon
shéni7	Humpback (pink) salmon
sxeyqs	Coho salmon
sgwígwle	Steelhead; lake trout
písell	Rainbow trout
keknécw	Kokanee
cḱmúlecw	Ling
tsq̓wmus	Sucker
mémelt	white fish
tsuqwtsítsen	Redmouth Sucker
sts'néy̓e	Bullhead
sem7ésell	Dolly Varden

b) words for fishing and gear:

wéwlem	to fish
yéwem	to fish with a dip-net
qíḭtem	to fish with a fishing-rod
úp̓sem	to gaff -hook
menípem	to fish with a harpoon spear
wewtsk	three-pronged creek-spear
stúkwtsen	dip-net
qíḭte	fishing rod
up̓s	gaff-hook
meníp	harpoon-spear
ctálkweten	gill-net

c) Fish body parts:

sḱepqén̓	head
sq̓ucén̓	tail
sts̓em	bones
cḱmím̓ken	back
ckwetkwi̓ústen	eye (plural)
splútsen	mouth
éḱwen	eggs
ɫéxelc	to swim upstream
éxwelc	to spawn
cli̓lc	to die
tustéc	you waste
xyemstéc	you respect
scwiḱ	dried fish
cwíḱem	to dry fish
pésellkwe	lake
setétkwe	river
tswec	creek
cḱemtsín	shore
cḱemtsín	mouth of river

d) Fishing Areas:

Tswac	Adams River (?)
Legwíken	Bear Creek
Sḱemí7ka	fishing ground behind Chase

e) Adjectives/Qualities:

xyum	big
k̓woyí7se	small
tsiqw	red
megmégt	gray
le7	good
q̓utst	fat
tsq̓wexw	skinny
tuwíwt	young
tsk̓éwelc	old

f) Sentence Patterns:

1. Thé7e re setétkwe?   Where is the river?

2. Ec k kénmes re xpé7e?   What is grandfather doing?

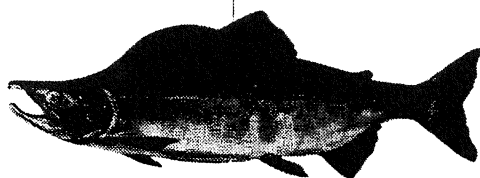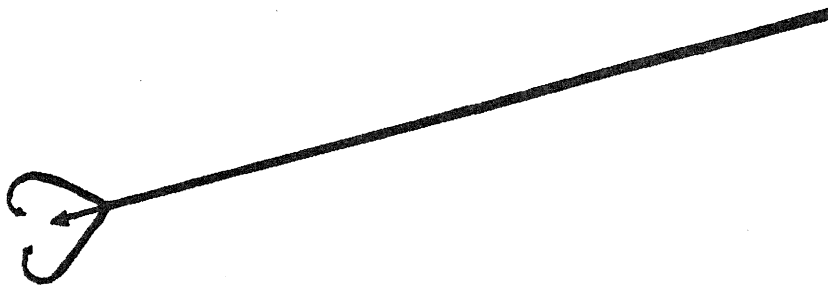3. Ec re wéwelmes re xpé7e .   Grandfather is fishing.
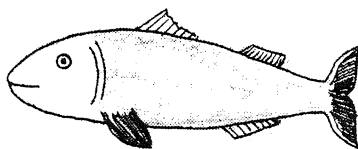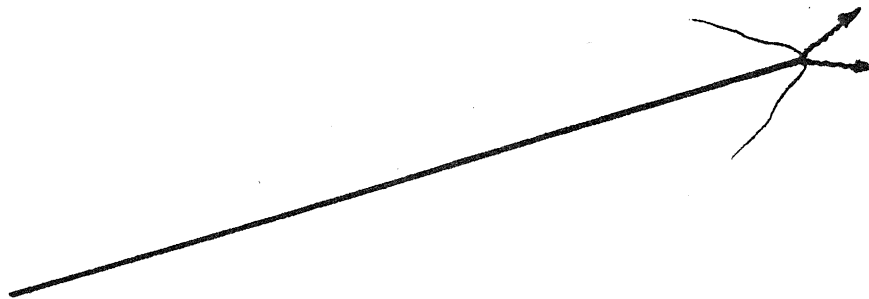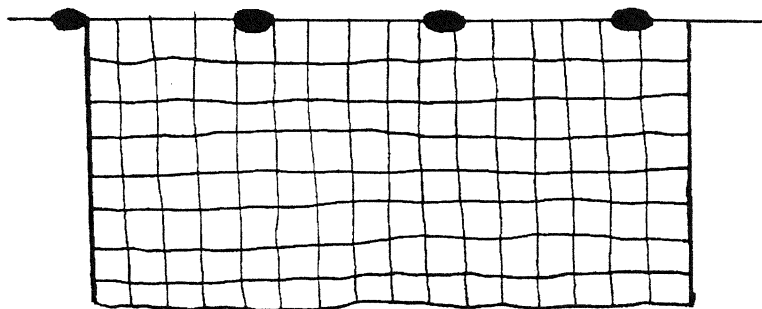
swewll yi7éne
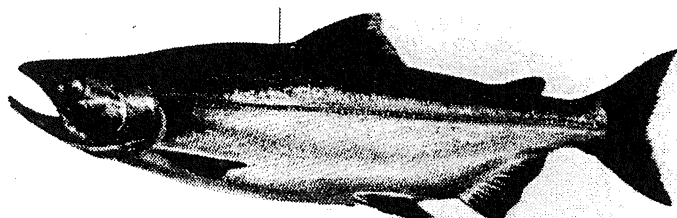
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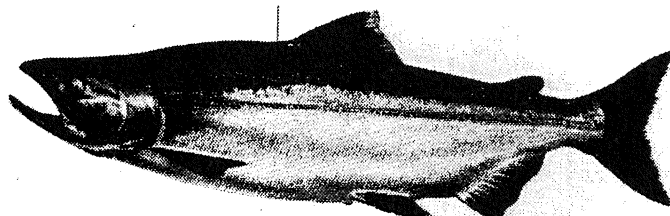
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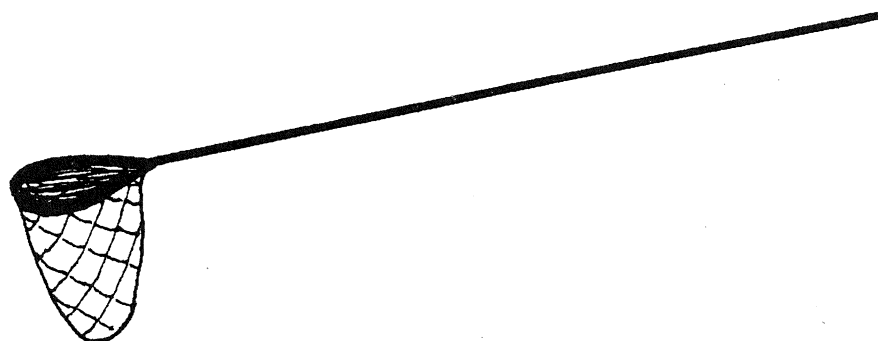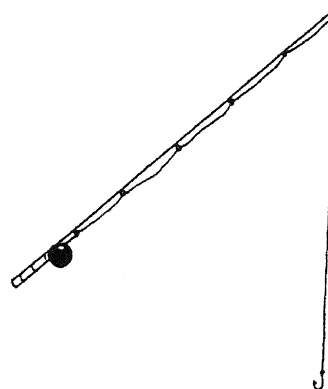
shéni7

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wewtsk
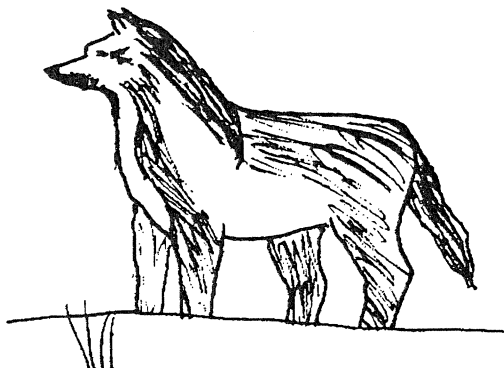
meníp

uṗs

ctálkweten

stúkwtsen

qíte

Re Sḱlep ell re Sqlélten

Le q̓7éses ta7 k sťéxelcs re swewll.

M-yews re stitéyt.s re sḱlep ell re ḱwséltktens.

M-tsútes-ekwe,

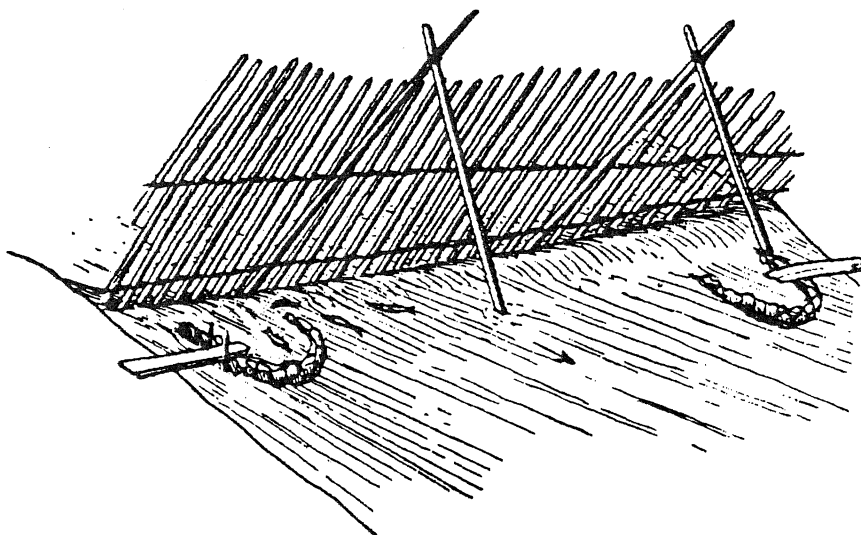"Kénmes-enke k sta7s k sťéxelcs re swewll?'

M-néses te setétkwe e sxpqenwéňs m-kénem.

M-cllgwelcétkus-ekwe,

ell re m-neḱentsútes, wel re m-xenwélleň e skwewt.s.

Ḱwíncwes-enke tek sitq̓t re skwewt.s wel re m-xleq nek ts'elmín.

Nerí7 re m-tsxléqes.

Tsxleq-ekwe nerí7 wel re m-kitsc yi7éne k teǩséle te ṫkwilc e
sts'xentés re ts'elmíns.
Wikt.s-ekwe yi7ene re sxts'ey, m-tsútes,
"Me7 kwéntem yi7éne re stektsúsem."
M-kwénses-ekwe, m-tsq̓emnúsenses,
m-cwelpílcwes te s7elkst.s.

M-neǩentsútes-ekwe re sǩlep te ǩwoyí7ese te tuwíwt.
M-ts'7úmes wel re m-qeqnímentem te nuxwnúxwenxw.
M-tskwentémes te t7ikw e sta7s e sq̓wlleps.
M-tsútes "Ṫhénen-ke k sṫ7ékwes yi7éne re sǩwiméṁelt."

Mesésq̓t-ekwe nerí7 re sw7ecs re sǩlep,
m-xpqenwéṅs-ekwe stéṁi k tsúwet.s yi7éne re tekwṫkwílc.

Cweṅwen7úy ne smesésq̓t m-q̓ílltes-ekwe.
M-neses ne setétkwe,
m-ckllétkwenses re nuxwnúxwenxw re ts'elmíns,
m-q̓wcit.ses te txexetéṅs,
e stá7s-ekwe cú7tsem e stcistés re sqlélten re m-texṫéxelcwes.

Pyin e qwenmíntmes e skwemtús e sṫéxelcs re sqlélten,
e sta7s k stem cú7tsem e stcistém,
yéske ri7 k sxwts'ilc-kt e syecwmenstwécw-kt
ell e sknucwentwécw-kt.

Pyin te sitq̓t yirí7 re txexetén-kt.
E tá7us k sxenwélleṅ-kt e sxílem-kt,
me7 qwenqwentwílc-kt
ell me7 ǩwyúsem-kt.

Grammar:

1) constructions with <u>e stá7es e.....</u> (in order for something not to be)
Note the sentence constructions in the story above:

e s ta7s e sq̓wlleps	so that it would not get burnt"
e sta7s e stéxelcs	so they (the fish) wouldn't swim upstream

These subordinate clauses use the es s (Verb)s form which we have
already learned.

⇒ **Find other sentences like these in the story above.**

2) The suffix **-wecw** expresses mutual action:
Look at the chart below and determine what the forms with -wecw mean:

Transitive	Verb Meaning	Mutual
knúcwens	he/she helps him/her	knucwentwécw
túk̓wens	he/she hugs him/her	tuk̓wentwécw
kúpens	he/she pushes him/her	kupentwécw
tsyecwemínst.s	he/she looks after him/her	yecwmenstwécw

In Secwepemctsín, to do something **for (or away from)** somebody or
something is expressed through the particle -c or -cit which is inserted
into the transitive verb.
- c and -cit (the benefactive);

  -c is used in verbs with (n or t);
  -cit is used in verbs which have -tes as an ending.

Examples:

Look at the forms below and complete the chart:

Verb	Meaning	Benefactive	Meaning
kwens	he takes it	kwect.s	he takes it from him
k̓úlens	he makes it	k̓ulct.s	he makes it for him
téwens	he buys it	tewcwt.s	he buys it for him
legwentés	he hides it	legwcít.s	he hides it from him
melmálqwens	?	melmálqwct.s	?
téwem	?	tétucwtsems	?
séwens	?	sewct.s	?
tscentés	?	tsecít.s	?

4) Comparison:

The suffix **-uẃi** is added onto nouns to express something which is "real" or "ordinary"

        sillts'u7úẃi   moccasins, "real/ordinary shoes"
        sqlu7úẃi   beaver "real money"
        stskwele7úẃi   arrows "real ammunition"

-7uy is also used to express the notion of "very" with adjectives:

        le7úy   very good, really good
        xwente7úy   very fast; really fast
        k7epe7úy   very sick; really sick
        k̓este7úy   very bad; really bad

8. Píxem
Hunting

1. Unit Objective:
This unit will introduce the students to:

a) a few terms and phrases regarding hunting, hunting gear and practices; also animals that are hunted and/or important in the culture of the Secwepemc people,

b) some cultural values and beliefs with regard to respect for animals and foods obtained from nature.

2. Rationale:
Hunting is and was an important traditional activity which is still practiced by many families in Secwepemc communities, although methods have changed. The values associated with killing and utilizing animal foods are important cultural traditions to pass on to younger generations.

3. Time:
4 weeks, 4 times weekly

4. Learning Outcomes:

After this unit, it is excepted that students will:

* understand and use the terminology for hunting, "píxem" and simple phrases describing hunting gear, activities associated with hunting, as well as animals and their habitat;

* understand, point to, and say with some accuracy, the names of a few wild animals occurring in Secwepemc territory;

* understand and retell at least one story about animals told by the teacher in Secwepemctsín (e.g. Beaver and Porcupine; Coyote and Fox, etc.).

* appreciate and be able to follow phrases about, the notion of respect for animals and nature that accompany hunting, and that one should not waste food, especially food that is obtained through hunting;

* be able to act out a story told by the teacher in Secwepemctsín;

* recognize and describe in Secwepemctsín the tracks of a few important animals.

* Carry out one or more Live Action TPR routines involving hunting activities and knowledge of animals.

5. Suggested Instructional Strategies:

- show pictures of animals (real photographs, pictures cut and laminated from wildlife calendars, zoo-books);

- show pictures of people hunting, with a kill; identify animals, comment on what animals/people are doing;

- show pictures of hunting gear;

- various flashcards;

- bring implements to class, have elder show and tell about hunting in Secwepemctsín;

- have students draw scenes, pictures of hunting and invite children to explain pictures, attempting to use Secwepemc words;

- show attached pictures of animal tracks, scramble tracks and animals, have students match animals and their tracks;

- tell stories (as much as possible in Secwepemctsín) of animals and hunting;

- short videos of elders telling animal stories or hunting stories;

- show students how skec is made and share some with students in class;

- have students act out animals and animal behavior;

- sing the song about blue jay or the nature song (Nels Mitchell tape).

6. Learning Resources:

⇒ Secwepemc Language Package hand-outs and pictures;

⇒ animal songs (e.g. Blue Jay song on Nels Mitchell tape; Swan song; Porcupine song);

⇒ laminated photographs from wildlife calendars;

⇒ video(s) of animal stories and hunting;

⇒ Secwepemc stories (better told not read);

⇒ adapted English language books (e.g. zoo books);

⇒ story of Beaver and Porcupine (told and acted out orally);

7. Assessment Strategies:

◆ Observation of students during TPR sessions with pictures and flashcards;

◆ TPR check-list of commands and other TPR exercises; in the classroom;

◆ collection of students' journal entries;

◆ collection of vocabulary and phrases about animals and hunting;

◆ weekly comprehension quizzes and unit tests.

8. Language Content:

a) vocabulary for hunting:

píxem	to hunt
tsqélens	he/she shoots it
cikt	missed
tícwts'e	to make a kill
stémi ke7 stícwts'e?	what did you kill?
neqéyens	he wounds an animal
pecw-pecw	sound of shooting a gun
tsméts'e	the act of bringing in a kill
estúllen	to butcher
swelmínk	gun
cwtekst	knife
tskwínek	bow
stskwil	ammunition
qw7um	to trap
léwsem	to snare
stekcén	tracks
kwéncnem	to track down animals
ts'i7	deer; meat
skec	dried meat
kúlem te skec	to make dried meat

b) animals:

sxwlécken	buck
stqwéq̓wi7pe	doe; blacktail deer
suk̓wtúps	white tail deer
teníye	moose
sqwyits	rabbit
kenkéknem	black bear
skeṁcís	grizzly bear
sqlu7úẇi	beaver
skú7pecen	porcupine
estsék̓	squirrel
qets'wéẇye	chipmunk
s7éstcwem	duck
k̓wsicw	goose
sk̓lep	coyote
xgwélemc	fox

c) **adjectives/qualities:**

xexé7	smart
cswitúll	lazy
xwent	fast
yuyúwt	slow

d) **habitat:**

sqeltús	mountains
skwelk̓wélt	snowy mountains
nekéct	woods/forest
ctsetéṁ	valley

e) **Sentence Patterns:**

1. **W7ec re píxmes ren xpé7e.**   My grandfather is hunting.

2. **Stémi k spíxems re7 xpé7e?**   What is your grandfather hunting?

3. **Swéti7 ec k píxmes?**   Who is hunting?

4. **Thé7e k píxmes?**   Where is he/she hunting?

5. **Tri7 thé7en.**   Here and there!

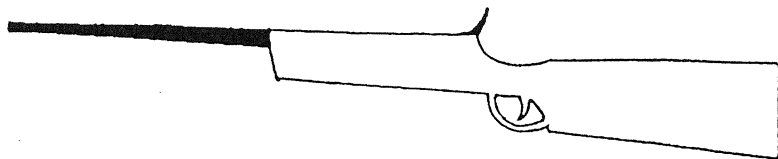6. **Swéti7 k tnésmentmes re xpé7e?**   Who accompanied grandfather?
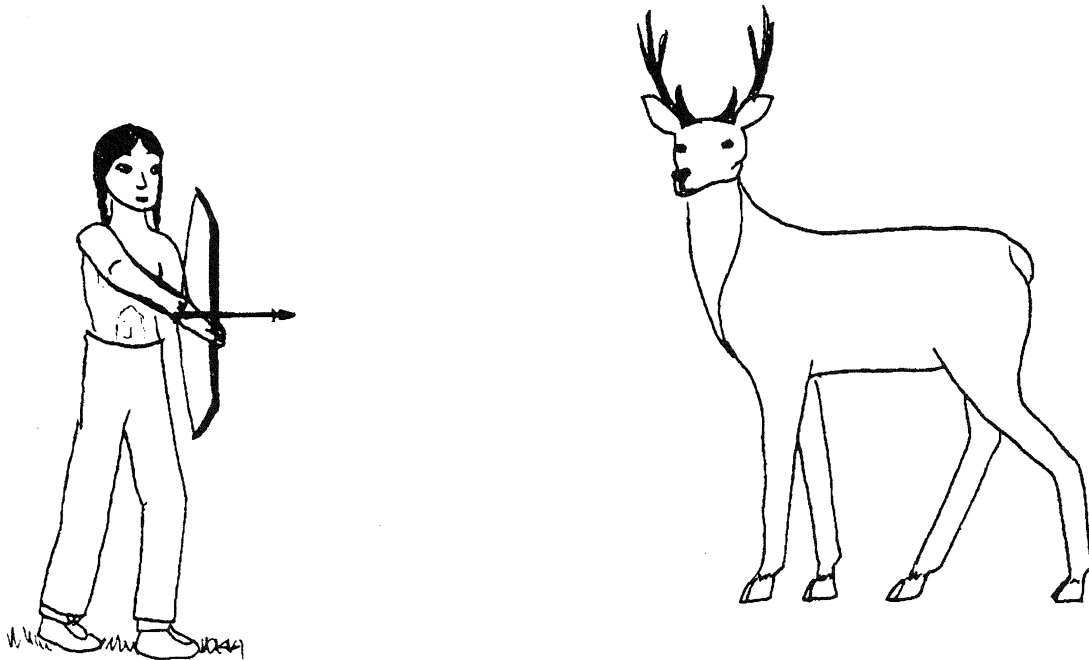
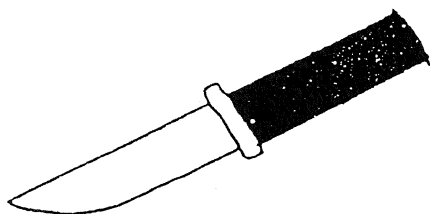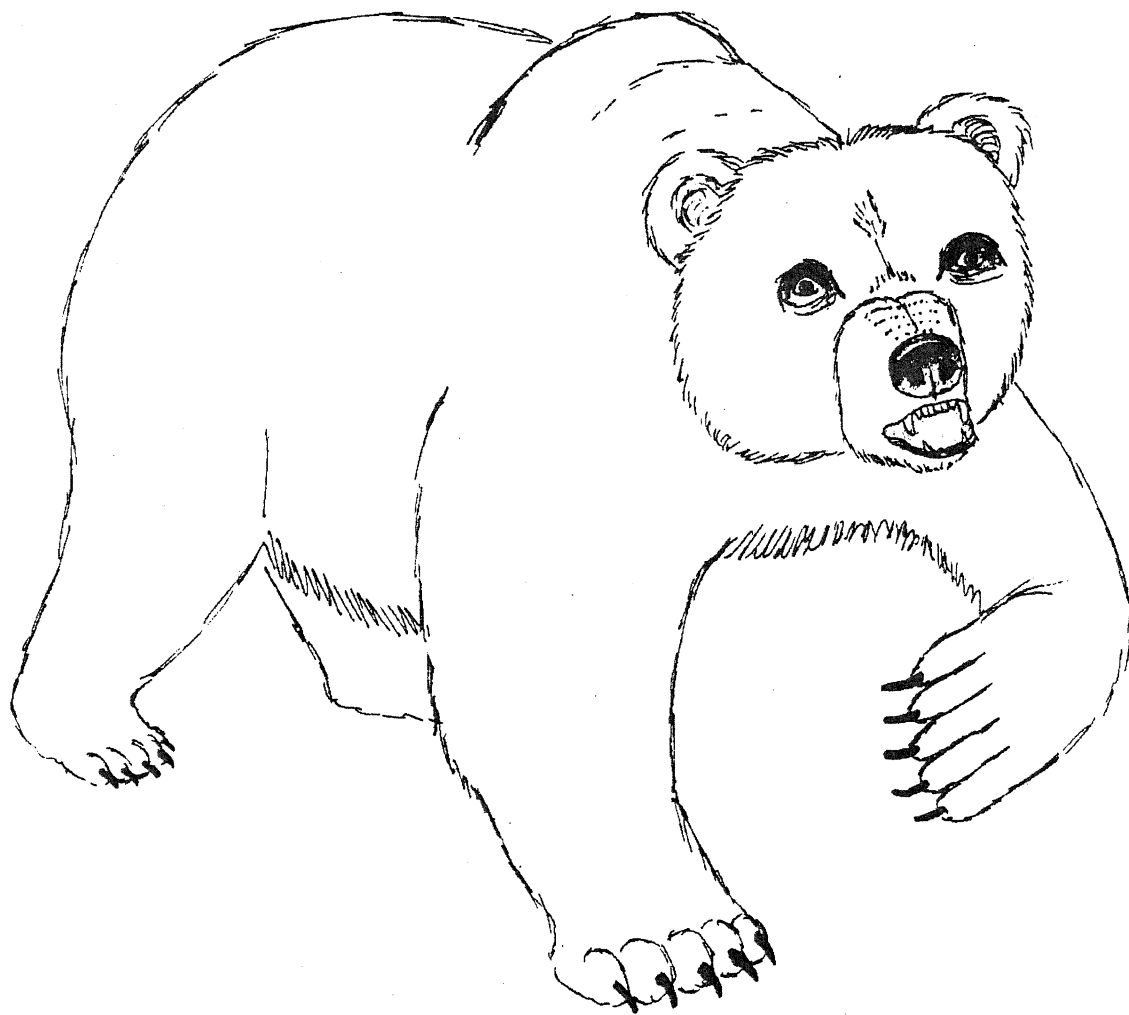Le q̓7éses re qelmúcw m-píxemes,
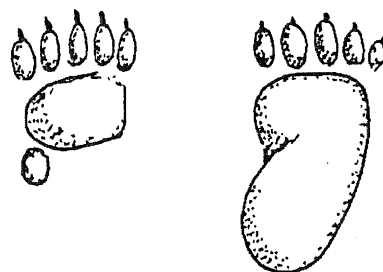me7 kwens re tskwínek ell re t̓uqw.
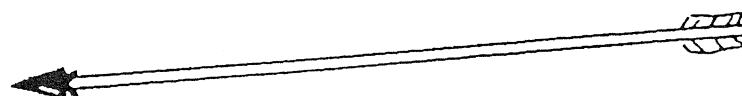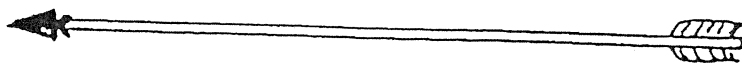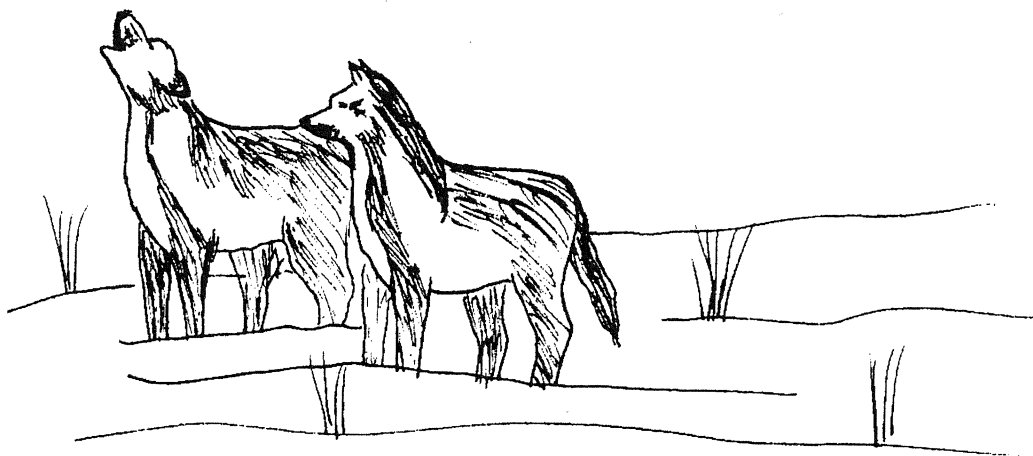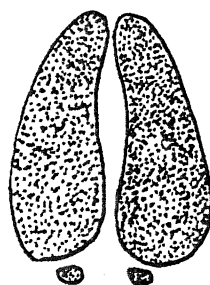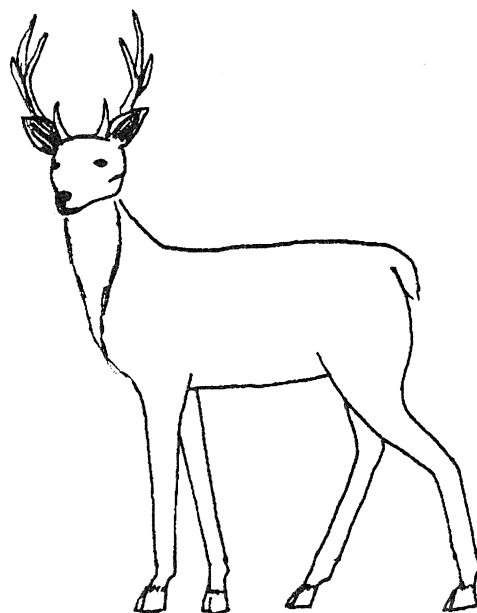
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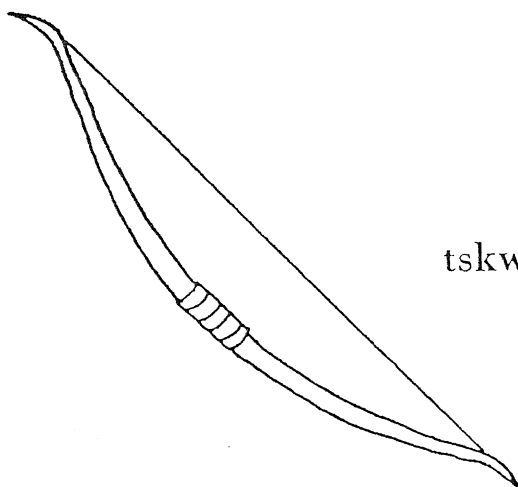
tskwínek

swelmínk

cwtekst

stskwil

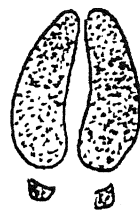# Píqwente re st̓ekcéns re twupwúpt !
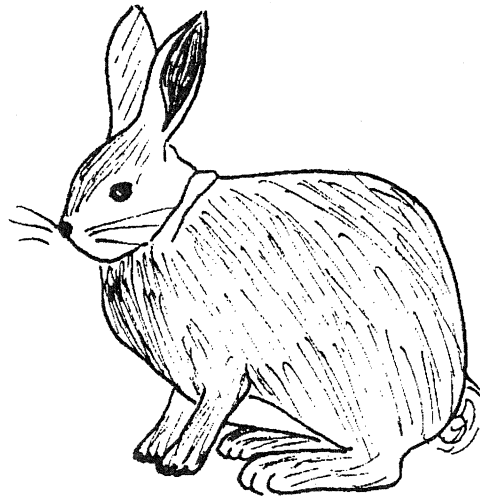

re kenkéknem re st̓ekcéns

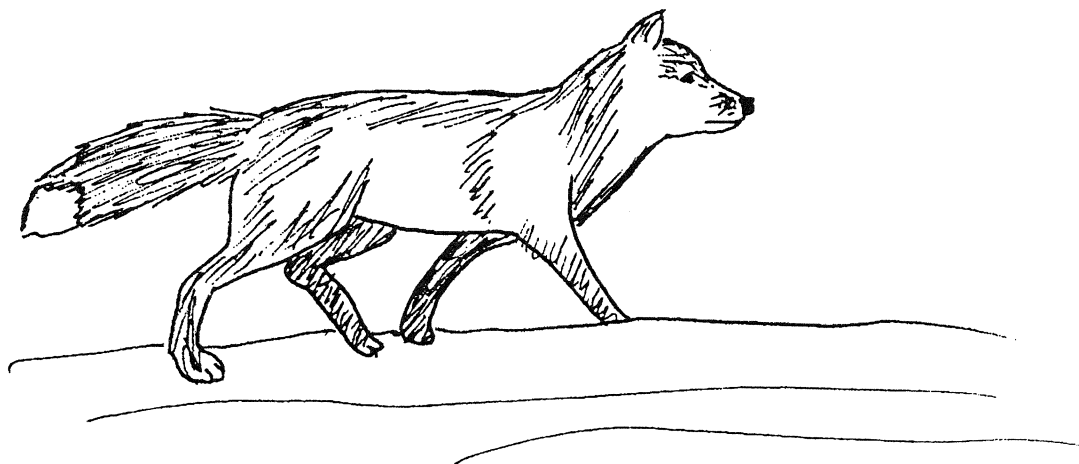re sḱlep re sʔekcéns

re ts'i7 re sɫekcéns

re teníye re sṫekcéns

re sqwyits re sŧekcéns

Xexé7 re sk̓lep

Yi7éne re xgwélemc úq̓wis ri7 re sk̓lep.

Sqleẃ ell re Skú7pecen

M-t̓7ék-ekwe t̓ri7 re sqleẃ.

T̓ucw mut re Skú7pecen.

Ta7 k sxexwistés e s7elkst.s.

Sqleẃ ec re élkstes kwemtús.
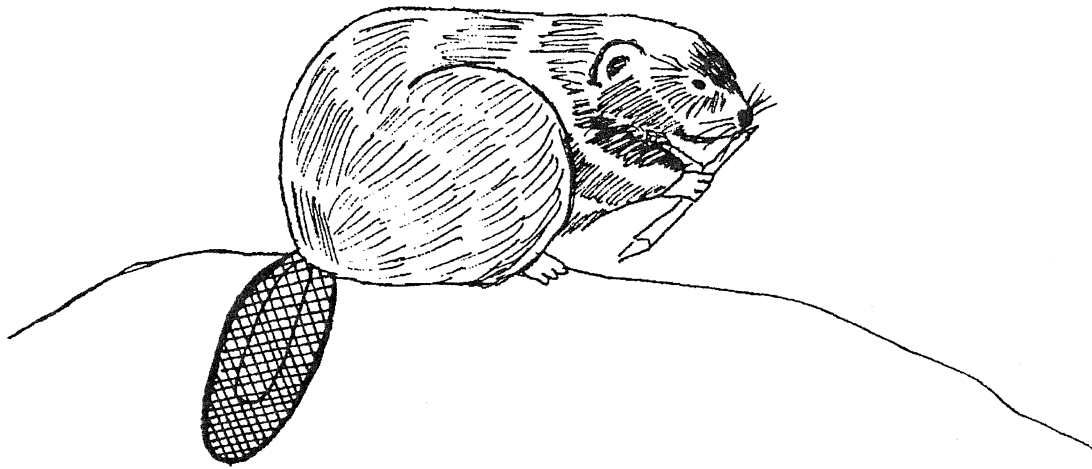
Cetséẃsmens re úq̓wis.

Kwens, p̓é7ens t̓e kekéw

m-tseq̓mínses.

M-kitsctmes ne skwelk̓wélt, m-kllékstmentmes.

"T̓7élye me7 w7éc-ucw!
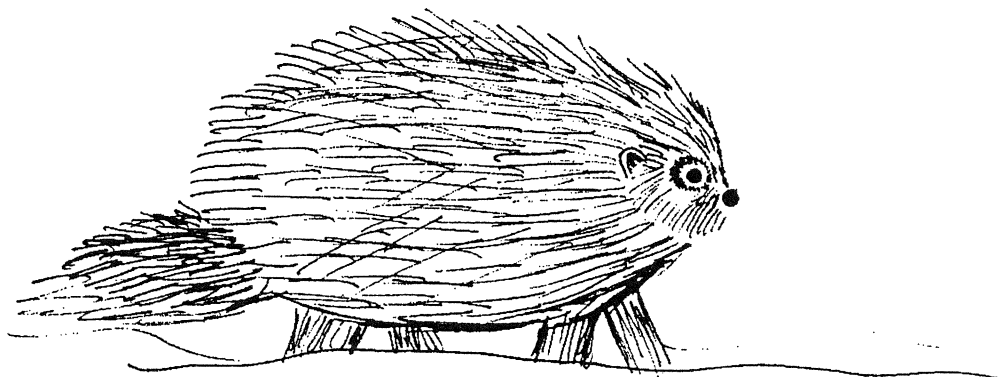
Neréy, t̓rey te tmicw.

Pepén-k t̓rey t̓ek stsíllen t̓ek stem.

Sqleẃ pelq̓ílc.

Llwélens re úq̓wis t̓e skwelk̓wélt.

M-tsúnses "Nerí7 me7 w7éc-ucw!"

M-pelq̓ílcwes ne tmicws.

M-7élkstes cú7tsem re sqlew̓.

Cetséw̓smens e stsmet.stés re úq̓wis te stsíllens.

Ta7 k sxexwistés re skú7pecen e s7elkst.s.

M-tsce7mútes, cswitúll.

Yirí7 Stsukws.

(re <u>Ida William</u> slexéy̓ems yi7éne te stsptékwle.
Te Simpcwúlecw re st̓7ékwes.)

Beaver and Porcupine

Beaver went along in life but,
Porcupine just sat back.
He never liked to do any work.
Beaver was busy working all the time.

Beaver grew very tired of his brother Porcupine.
He piggy-backed him far away
and left him there.

When Beaver got him up into the Alps, he let him go.
"Stay around here!'
Around here anywhere, at this place.
You can find yourself some kind of food."

Then Beaver returned home.
Leaving his brother up in the alpine country.

He said to him "Stay around here!"
then Beaver went home to his land.

Beaver went back to work again.
He grew tired of feeding his brother his food all the time.

Porcupine never did like to work
When he got up in the morning
he was always lazy.

That's all

(A story by <u>Ida William</u> from the North Thompson Band)

Unit 9: Re Sḱweńllq ell re S7e7llq
Plants and Plant Gathering

1. Unit Objective:
This unit coincides with mid to late spring, the time when some of the first plant foods were traditionally ready to harvest (roots, fresh shoots of plants, cambium), and when flowers and other plants are out. The unit will introduce children to terms and phrases involving generic terms for plants, as well as a few specific ones; to an appreciation of important food and medicinal plants, and an appreciation of nature and plant life according to traditional Secwepemc values.

2. Rationale
In traditional Secwepemc culture, plants played an important role as food, medicine, in many aspects of technology and in terms of spiritual values and beliefs associated with them.

3. Time:
4 weeks, 4 times weekly

4. Learning Outcomes:

After completing this unit, the students will be able to:

* Recognize and pronounce with some accuracy the names for about a dozen important plants in Secwepemc culture;

* understand some basic phrases that make references to qualities of plants (size, colour, number, taste), and activities associated   with them (to make - ḱúlem; to pick - q̓wléwem; to dig - e7llq;);

* understand activity words (see above) associated with plant gathering and going places, and begin to understand the use of the intransitive plural paradigm (i.e. we go, you all go, etc.);

* appreciate the respect that the Secwepemc people showed for   plant life as part of the living universe;

* appreciate the lessons which stories teach about the environment and nature.

5. Suggested Teaching Strategies:

- nature walk in your local village;

- a trip to McQueen Lake, Mount Paul, Mount Lolo, Mount Tod or some other area that features a lot of wild plants that could be useful. Name plants, teacher makes comments about them, shows how they are collected and used;

- take students out to collect birch bark, teaching them how to strip bark of the tree and how to show proper respect to the trees;

- make miniature "birch bark baskets" out of cut-out paper patterns, letting the students sew them together, try this with real birch bark;

- teach the Berrypicking song (Ethel Billy or Nels Mitchell);

- listen to, and then teach children to sing and drum the Nature song, Nels Mitchell tape;

- tell orally, and act out, the Story of Coyote Juggles his Eyes, which teaches (among other things) about trees and their ecological zones;

- go on a trip to an area where there are lodgepole pine trees and make st7íq̓welqw (lodgepole pine cambium);

- collect plants (especially flowers) in plant press and make a plant collection of flowers and leaves or whole plants which students can name and label;

- have the students make a portfolio of dried and pressed plants and label them;

- gather Indian hemp (spéts'en) in fall and show students how to make rope;

- draw pictures of impressions from field trips, go over them with teacher;

- make Indian Ice Cream in class;

- invite elder to share knowledge of plants and plant foods;

- have an earth oven cook-out and share food with families.

6. Learning Resources:

⇒ real plants in nature and brought to class;

⇒ plant press (can be purchased at the Learning Link, Kamloops or made as follows: cut about 8-10 sheets of 1/2 inch plywood, tack on top of one another, put sheets of newspaper in between. Plants can be put in between each sheet of plywood. When the press is full, or after collecting, tie the package with a piece of string and store in a cool dry place);

⇒ wild flowers, wild plants;

⇒ mounted plants;

⇒ First Nations plant books (as teachers' resource):
  - Lloyd, Parish and Coupe, 1996, Southern Interior Plant Guide
  - Nancy Turner and Marianne Ignace, Secwepemc Ethnobotany (in preparation);

⇒ Secwepemc-kuc (Ethnobotany CD-Rom), SCES;

⇒ SCES Pit-Cooking book;

⇒ elders who come into class and share their knowledge of plants;
⇒
⇒ stories about plants (see below);

⇒ Live Action TPR routines about: gathering roots;   gardening; gathering berries; making syeq̓, making sxúsem.

7. Suggested Assessment Strategies:

◆ Through observation of students during activities in the classroom;

◆ TPR check-lists;

◆ journal entries by students on researched plants and plant usage;

◆ weekly comprehension quiz and Unit quiz;

◆ presentation of a story/TPR routine orally;

◆ written dictation of plant terms and short phrases;

◆ collage of labeled pressed flowers and plants.

8. Language Content:

Nouns and verbs:

|	
skwenkwínem	wild potatoe
e7llq	to dig up root foods
pétse	digging stick
speqpéq	berries
speqpeq7úẃi	saskatoon berries
stséqwem	salmonberry
sxúsem	soap-berries
qwléwe	wild onions
sulénsem	flower
kwlékwle	grass
kéwku	sage
geyú7	carrot
tséts'elq	balsam root
ḱúlem	to make
ḱult/píṗxsem	to grow
q̓wléwem	to pick
ḱwenllq	to plant a garden
cḱwénllqten	garden
tsrep	tree
tsq̓ellp	fir tree
qwli7t	lodgepole pine, jackpine
st7íq̓welqw	lodgepole pine cambium
qwllin	birch
mimc	basket
spéts'en	Indian hemp

Phrases:

1. **Píqwente re sk̓wen̓llq!**   Look at the garden!

2. **Cw7it te qwli7t ne7élye.**   There is lots of lodgepole pine here.

3. **Le7 re skwenkwínem.**   The Indian potatoes are good.

4. **T̓hé7e k k̓últes re qwléwe?**   Where does the onion grow?

5. **Me7 k̓úlem-kt tek sxúsem.**   We will make some Indian ice cream.
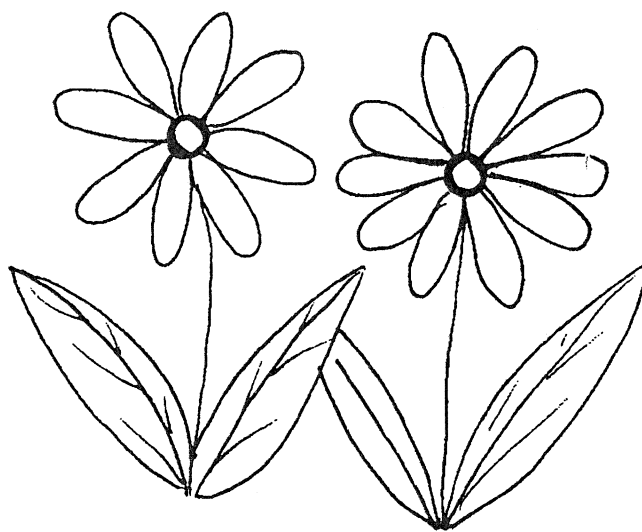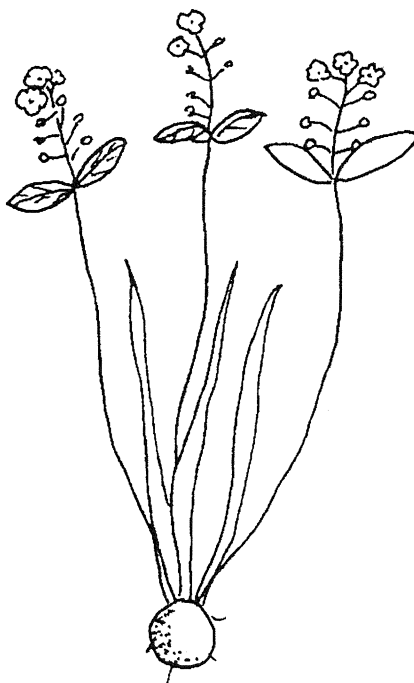
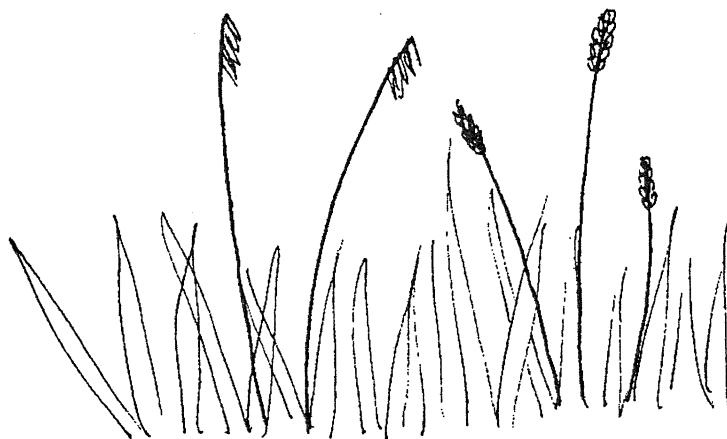suléṅsem yi7éne
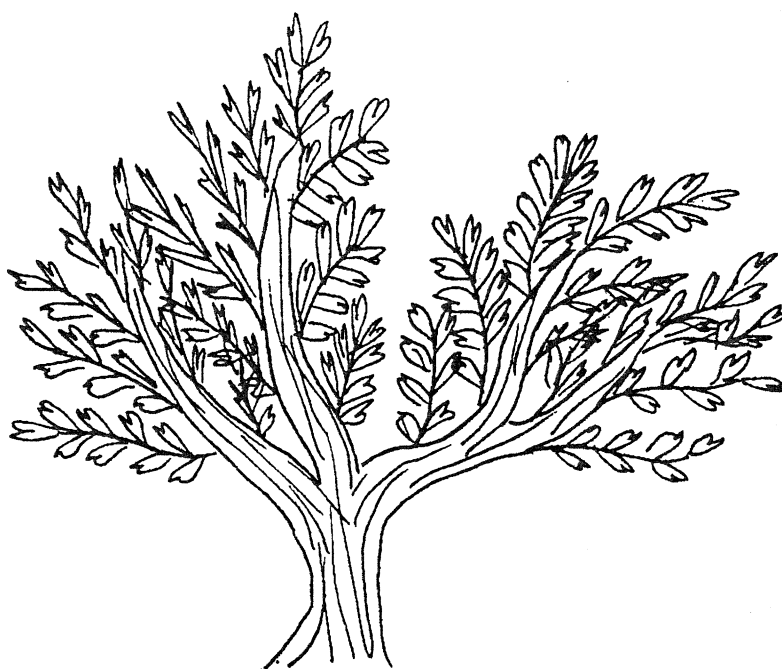
Tsrep yi7éne. Mulc re stse7métstem.
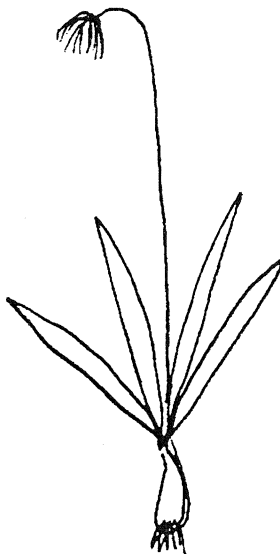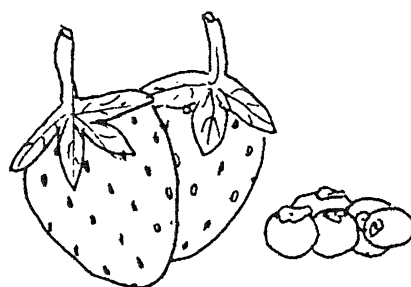
Qwléwe yi7éne. Le7 te stsíllen.

Skwenkwínem yi7éne. Me7 é7llqenc e qéptsmes.

kwlékwle yi7éne

Speqpéq yi7éne. Me7 súcwenc re tqítqe ell re wenéx !

Tseq̓míns tken-tqéltk re ckwetkwi̓ústens
re Senxúxwlecw
Coyote Juggles his Eyes

M-nes ne secplúl̓k̓w re senxúxwlecw m-séysus.

Xwexwéyt re stem t̓cwentéses te qelmúcw.

T̓cum xwexwéyt!

Yirí7 re setsé7,

m-tsúntem-ekwe e skw̓éctem te ckwi̓ústens te setsé7.

M-tsúns-ekwe, "Xexelíp, xelxeláq!"

Kwéctem te ckwetkwi̓ústens.

M-kllékstmentmes e spélq̓ílcs.

M-plépes re senxúxwlecw.

T̓7ek t̓ri7 mesmúsens stém̓i e spepéns

e sk̓úlems tek ckwetkwi̓ústen.

Penmíns re elk, re elkéllp te speqpéq.

M-kwénses, xelxílqenses ne ckwi̓ústens m-wíkmes,

k̓émell pe-tá7us put k sle7s k swíkems.

M-sesúxwenstes t̓em st̓7ek.

M-séwenses re tsreprép "Stémi yi7éne tek tsrep?"

Emétctmes te skwest.s re tsrep:

"Seléwllp!"

T̓7ek t̓ri7 re senxúxwlecw.

T̓ri7 m-séwens nerí7 nek̓ú7 te tsrep, "Stémi tek tsrep-k?".

"Tsq̓ellp ren s7emetentsútst."

Tsut re senxúxwlecw,

"Yirí7 yirí7 ren sesúsxwenst!"

M-séwens cúy̓tsem,

"Stémi yi7éne tek tsrep?"

"Melénllp".

T̓7ek t̓em sesúxwenst, m-séwenses re tsreprép,

"Stémi-k tek tsrep?"

"Mulc".

"Yirí7, yirí7 ren sme7é7iy!" tsút-ekwe re senxúxwlecw.

Yirí7 re m-st̓7ek, séwens re nek̓ú7 te tsrep.

M-tsúntem "Q̓welséllp".

M-sesúxwenst cúy̓tsem,

m-sulltímcwes "Stémi-k tek tsrep?"

"Melmeltéllp."

"Yirí7 ren sme7é7iy!"

Qwetséts tlri7 re sk̓lep, re senxúxwlecw.

T̓ri7 m-sulltímcwes, "Stémi ri7 tek tsrep?"

M-lexéy̓ectem, tsúntem, "Speqpqéllp."

"Yirí7 ren skiktsc!"

M-kítscwes re spipyúy7e m-tsúnses,

"Xexelíp xelxeléq."

Mús-ekwe!

Yirí7 re spelq̓ílcs re ckwetkwi̓ústens.

M-wíkmes cúy̓tsem.

M-yews ri7 re sle7s re senxúxwlecw.

M-w7écwes t̓ri7.

(re Ida William re stsptekwlls. Te Simpcwúl̓ecw re si̓7ékwes)

Coyote Juggles his Eyes

Coyote went to a big gathering
to take part in games with the people there.
He beat at every game.
He won everything!

Then raven, that's raven!
Raven wanted to take coyote's eyes out.
He told him   "Pop them out and stick them back in!"
He took his eyes.

(and that is how Raven took his eyes)

They let him go to find his way back home.
Coyote was lost.
He felt his way around to see what he could find
so that he could make himself some eyes.
He found some kinnikinik, some kinnikinik berries.

He took them, stuck them into his eye sockets
and he could now see, but he couldn't see too well.

He took off down the mountain
and he asked the trees,

"What kind of tree are you?"

and the tree told him its' name.

"White Pine!"

The coyote went on again.
He asked another tree,
"What kind of tree are you?"
it said,

"I'm a Fir tree."

Coyote said "That's it that's it!
I'm going down!
And he asked again,
"What kind of tree is this?"

"Subalpine Fir"

He went further down and asked the trees,
"What kind of tree?"

"Cottonwood."

"There ,there I'm getting near" said coyote.
He set out again and asked another tree,
He was told "Alder."

Coyote went down again and asked,
"What kind of tree are you?"

"Poplar."

I'm getting closer!

Coyote set out from there
and asked again, "What kind of tree is it?"

He was told

"Saskatoon bush."

I've arrived!

When he arrived, the birds told him,

"Pop them out and stick them back in!"

Four times they said that,
and his eyes came back.

He could see again.
Coyote was well again.

And off he went.

Story by Ida William of Chu Chua

Grammar:

1) Review:

M-   to express completed action;

Me7- to express expectation and intention;

Forms with m-yews and me7 yews + nominalization.

New Grammar:

Use of passive voice in stories:
Especially stories make much use of the passive voice. Examples from the story above are

m-k̓úcwsentem ri7 te qelmúcw   he was envied by the people

m-tsúntem e syecítem te spipyúy7e,   the birds wanted to
  e skwéctem te ckwi̓ústens   take his eyes

The most common form is the third person, which has the same form for the passive voice as the first person plural ("we").
Thus, m-k̓úcwsentem - he was envied.

The agent of the passive sentence (expressed through "by" in English is connected with the particle "te"

Some new deictics:

-tlri7   from that/there

-t̓ekllú7 and nu7   (visible and invisible) over there

Review:

-tken7élye   on this side of...

-tkenú7   on the other side of...

deictics can also end in -es/wes:

-re m-pyínes   but today...

-nerí7 wes   it is there that...