Draft

# Cuy̓ a Secwapemetsnám-kt!

## Ra  Secwapemc  ra sqwaqwluts
### (Eastern Dialect)

## A Secwepemc Language Package
## for Grades 11/12 Beginners

by

Secwepemc Language Curriculum Committee
1996

Marianne Ignace,  Editor
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# Acknowledgements:

The 1996 Secwepemc Language Curriculum Committee included representatives from each of the seven Secwepemc Bands in District No.24, thus representing the distinct dialects and speech communities within the area. Band-delegated representatives on the committee were:

| | | |
|---|---|---|
| Adams Lake Band | - | Mr. Les Williams |
| Kamloops Band | - | Mr. Daniel Seymour |
| Little Shuswap Band | - | Mrs. Clara Charlie |
| Neskonlith Band | - | Mrs. Sarah Deneault |
| North Thompson Band | - | Mr. Louis Matthew |
| Skeetchestn Band | - | Mrs. Christine Simon |
| 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.

Jessica Baker drew the illustrations which follow the Secwepemc Language Content section of each unit.

Yiri7 re skukwstep-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.24, 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 (Secwepemctsin) 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 Western 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

together with Marianne Ignace and Mona Jules. 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 Western Shuswap dialect, which comprises the speech of Skeetchestn, Kamloops, Whispering Pines (Clinton), Bonaparte and North Thompson, and one for the Eastern 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. 24, 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, Secwepemctsin. It is also intended to motivate the students to continue learning Secwepemctsin, 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 Secwepemctsin 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 Secwepemctsin, 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 Secwepemctsin 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 labelled drawings along with written language which will stimulate and assist the students in learning and practicing Secwepemctsin. 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:

The method of instruction for Secwepemctsin 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 Secwepemctsin 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 activitiesthrough 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. The language lessons will also feature the presentation of, and drills in, pronunciation and the practical alphabet. On a daily basis, records will be kept in the form of lesson plans. As part of the overall assessment procedure, teachers are encouraged to keep check-lists of student progress in following instructions and commands given in Secwepemctsin.

# 1. Ra sxetaqs:  Introductory Unit (Unit 1)

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 Secwepemctsin.

## 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 introduction to the above words and phrases.  All of
them will be routinely used throughout the year.  Therefore,  the emphasis
is on presentation of, rather than mastery over, the language content.
In the beginning of the unit,  the students will also be motivated towards
learning Secwepemctsin, 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 Secwepemctsin.  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; approx. 4 hrs./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 and count from one to 100 in Secwepemc;

* identify number of objects up to ten;

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

* 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 (**yi7ana, yiray, yiri7**) 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 season, 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 Secwepemctsin 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. "Weytk" Song) or a prayer in Secwepemctsin.

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 (**knucwten** or **knucwma7**).

- 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 43 Secwepemctsin 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, (unstressed) 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 - p' t' ts' k' kw' r̓ q̓ qw̓ gw̓ w̓ m̓ l̓ n̓ w̓ y̓ (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 kye7e or xpe7e 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 Secwepemctsin).  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 Secwepemctsin,  have  someone  illustrate  them  and  laminate  them  as books.

- **A Song**:  a translated song can be used here (e.g. kw'oyi7se te skek'i7 ("eensy weensy spider"),  w7ac lu7 te kyey7e ("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 Secwepemctsin;

⇒ 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 Secwepemctsin) 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) **Ma7 xila-kp!**   Everyday Commands:

(teachers will  use singular forms (**-ca**  or **-a** ending),  or plural forms
(with **- cwiya** ending)

**k'elaňema/k'elaňacwiya**  - listen (one/many)
**tukwtukwta/-cwiya**  - be quiet
**amuta/lleqelcwiya** - sit down (one/many)
**ast'iłca/-cwiya** - be still
**ts'elilca/cwiya** - stand up
**pelita/-cwiya; stsilca/cwiya** - lie down
**kectsama/kectsamiya** - give me...(something)
**alk'wate/alk'watiya** - put it away
**tsxwante/tsxwantcwiya** - come here
**tskwanta/tskwantcwiya** - bring it here
**k'uwetama/k'uwatacwiya** - walk
**nagwelca/cwiya** - run
**cwu7tsa**  - more; again

b) Greetings,  Etiquette and Introductions:

**waytk/waytkp**  - hallo  (to one/many)
**putucw/putucwiya** - good bye (to one/many)
**tah7ah** - no
**ma7a** - yes
**cuẏ a...-** let's ......
**yiri7 ra sla7s** - that's good
**yiri ra sxaxa7s** - that's smart
**ma7 wiktsi / ma7 wiktelma** - I'll see  you (one/many)
**kukwstsamc** - thank you
**kwa7a** - here you are (when giving someone something)
**swati7 ka7 skwast?** - what's your name?
_____ **ra skwast**  - my name is _____
**telha7a k st'7akucw?** - Where do you come from?
**te (Sk'atsin  Cstalen,  Qw7awt)  ra st'7akwa** - I come from
Neskonlith Reserve, Adams Lake, Little Shuswap .

c) Some Pointing Words:

yi7ana   -  this
yiray   -   that (close to person spoken to)
yiri7  -  that over there

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

letap - table
ts'elcwilap - chair
q'imaka7 - pen/pencil
pumin - drum
clluqwma7 - cup
stsq'aẏ - paper
speqwaltcwu - book
skwi7aẏa - doll
In addition,  stuffed animals (e.g. sqwlaqs,  sqaxa, pus, snina)  or other toys can be used.

e) Numbers :

nek'u7 - one
sesala - two
kallas - three
mus - four
tsilkst - five
teq'makst - six
tsutsllka7 - seven
nekw'7u7ps - eight
tallenkukw'7a - nine
upekst - ten

Sentence patterns:

Stami yi7ana?  (yiray,  yiri7) - What's this (that, that near you)?
_____ yi7ana  (yiray,  yiri7)- this (that; that near you)is a _____
Swati7 yiray? - Who is that (near you)?

**Swati7 yiri7?** - Who is that (over there)?
**Swati7 yi7ana?** - Who is this ?

_____-a yi7ana? - Is this a _____
_____-a yiri7 ? - Is that a _____
(Teacher prompts answer with **ma7a** or **tah7ah** - yes/no)

**kectsáma  ra/tek** _____! - give me the/a _____
**alk'wata ra7** _____ put away your _____

## Calendar Routine:

### 1) The Secwepemc Calendar

Long time ago the Secwepemc had their own calendar. An annual seasonal round, termed **swuct** ("snow") consisted of thirteen months or moons (**magca**), 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, **Pellc7allcw7ullcwten**, the "entering month", when people first entered their **c7istkten** or winter underground home, and ended with **Pesllwalsten**, 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. Pellc7allcw7ullcwten** (November)- "entering month"
Yi7ana te magca m-c7allcw7ullcwes ra Secwapemc ne c7es7istktens.

**2. Pelltetaq'em** (December) - "cross-over month"
M-taq'mes ra magca ra m-yaws ri7 ra syectwilcs ra sitq't. Yiri7 lu7 m-ts7acwes ra Secwapemc, m-yaws ri7 ra stit'ays. M-la7s ra stscatas ra c7es7istktens. Necwatas lu7 te stsmamelt ra stsagwayas ra stet'ex7ams.

**3. Pell7amtmin** (January)  - "stay at home month"
Yi7ana te magca m-k'iyayes ra tmicw, yiri7 ra m-ta7ews put k stp'a7llaxwes ra Secwapemc te c7es7istktens

**4. Pelltsipwa7ten** (February) -  "cache pit month"
Ts'ellte-uwi ay e sq'7as-uwi e spixas, ra m-yaws ri7 t'ucw ra m-all7illens stami es el7alkw'ems ne ctsipwentens.

**5. Pellsqapts** (March) - "spring wind"
Yi7ana te magca ra tsimt ra swuct ne ctsetam. M-tsátskw'as te sgwigwla ne setatkwa. M-yaws ri7 ra snesnas te pasellkwa e syawas te pisell.

**6. Pesll7awten** (April) - "melting month"

Yi7ana te magca ra tsimtes xwexwayt ra swuct, yem all ne sqeltus. M-pixmes te xwlacka ne sqeltus. M-wawlas te pisall ra stet'ex7am.

**7. Pell7a7llqten** (May) - "digging month"

Yi7ana te magca m-yaws ri7 ra s7a7llqs ra Secwepemc te skwakwina all te tsats'elq, all ra m-t7iqw'elqwmes. M-yaws ri7 ra snesnas te tqaltk es yawa te pisell.

**8. Pelltspantsk** (June) - midsummer month

M-yaws ri7 ra sp'ams te sxusa. M-menipmes te kekasu7 ne setatkwa, all m-qw'entases ra kekasu7 ne tswac.

**9. Pelltqwelqw'ait** (July) - "getting ripe month"

M-tqwelqw'altes xwexwayt ra speqpaq: ra speqpaq-uwi, ra tqitq'a, ra wenax, ra sesap. M-yaws ra sqw'lawems ra Secwapemc.

**10. Pesqelqlalten** (August) - "many salmon month"

M-yaws ri7 ra swewlas te sqlalten all m-yaws ra scwik'as te swawll.

**11. Pelltamllik't** (September) - "spawned out"

M-yaws ra spixas all ra sk'acas ra Secwapemc.

**12.-13. Pesllwalsten** (October) - "abandoning month"

M-yaws ra spixas all ra sk'acas cu7tsem, all m-yaws ra sk'apas. M-yaws ra stscatas ra c7istktens all ra ctsipwentens.

**2. Seasons:**

sqapts - spring
skelulecw - summer
sllwalsten - fall
s7istk - winter

**3. Days of the Week/ Day words:**

nekw'asq't - Monday
selasq't - Tuesday
kallasq't - Wednesday
mesasq't - Thursday
tselkstasq't - Friday
teq'mekstasq't - Saturday
xetspasq't - Sunday

pyin te sitq't - today
paxyawt - tomorrow
nek'u7 te xetspasq'et - one week
nek'u7 te magca - one month
nek'u7 te swucwt - one year
le paxyawtes; ne paxyawt - yesterday
kw'ellpaxyawt - day before yesterday
Ma7 kana-kt pyin tek sitq't? - What are we going to do today?
Ma7 kana-kp paxyawt? - What are you (pl.) doing tomorrow?
M-kana-kp lu7 ne paxyawt? - What did you do yesterday?

**4. Weather Words and Phrases:**

Stami k tsuwets ra tmicw? - What is the weather like?
ts'kana ra tmicw? What kind of weather is it?
swucwt - snow
w7ac ra wucwtes - it is snowing
kllaksta - rain
ac ra kllakstmes - it is raining
sagwsas - sunny
snawt - wind
ac ra nawtes - windy
nanutes - breezy

stsesloisa  -  hail
sput'ent  -  foggy
tktatámt  -  overcast
taqt'iqt  -  clouds
st'iqt  -  sky
kik'yay ra tmicw  -  it is freezing cold
ts'allt ra tmicw  -  it is cold outside
xiyap ra tmicw  -  it is hot outside
cts'alltam  -  it is cold inside
qwetstam  - it is warm inside
skwakw'7as  -  sun
magca  - moon
sekusa7t  -  star
sk'ulenst  - rainbow

## 5.  Birthday/Age

sitq't te k'ultes  -  birthday
kw'enlltyanacwu-k?  - how old are you?
melltyanacwu  -  four years old
melltyanacwu-ka  - I am four years old
tsilklltyanacwu  -  five years old
tsilklltyanacwu-ka - I am five years old
teq'maklltyanacwu  -  six years old
teq'maklltyanacwu-ka - I am six years old
tsutsllktyanacwu  -  seven years old
tsutsllktyanacwu-ka - I am seven years old
nekw'7u7plltyanacwu  -  eight years old
nekw'7u7plltyanacwu - nine years old
tallenku7pstyanacwu-ka - I am nine years old
upeklltyanacwu  -  ten years old
upeklltyanecwu-ka  - I am ten years old
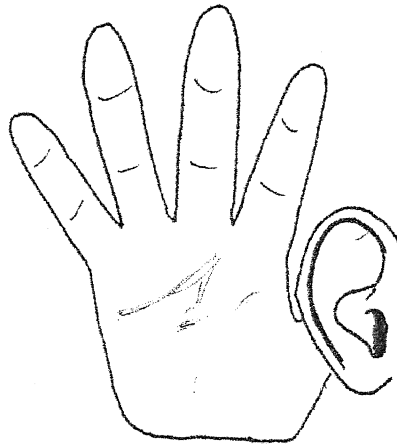
k'elaṅama
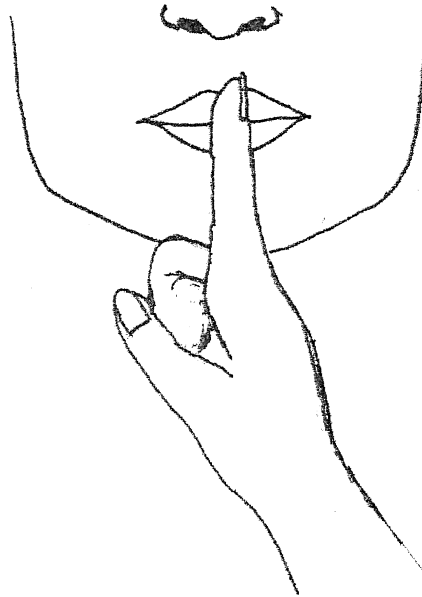
tukwtukwta
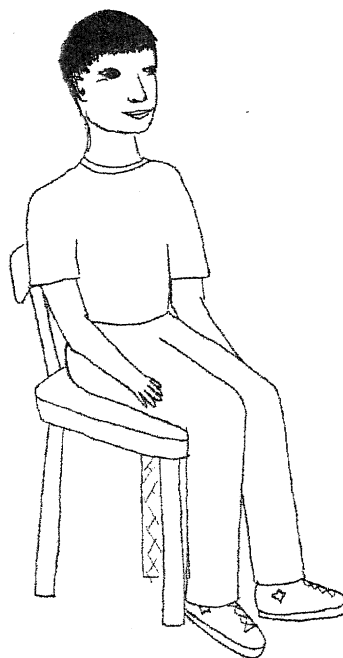
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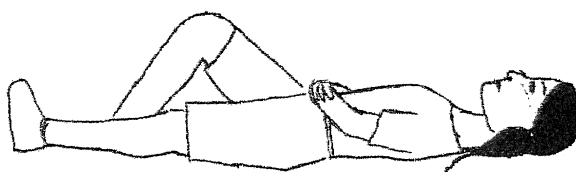
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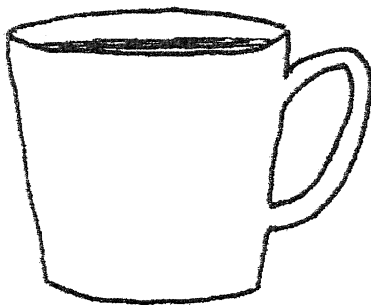
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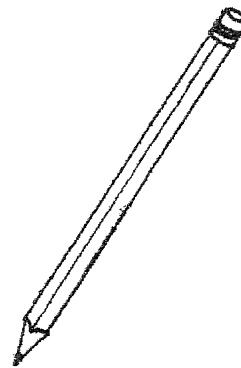
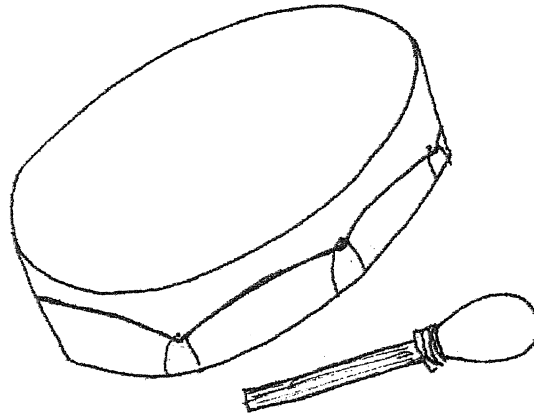EST'IŁCE
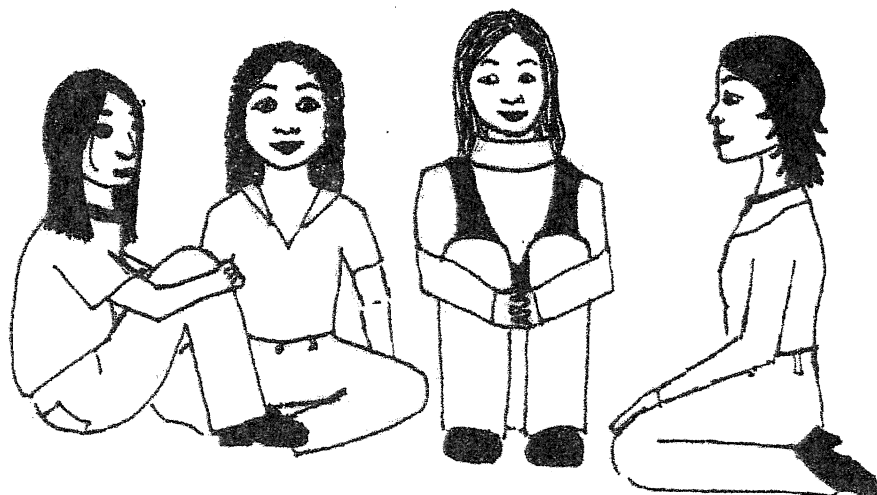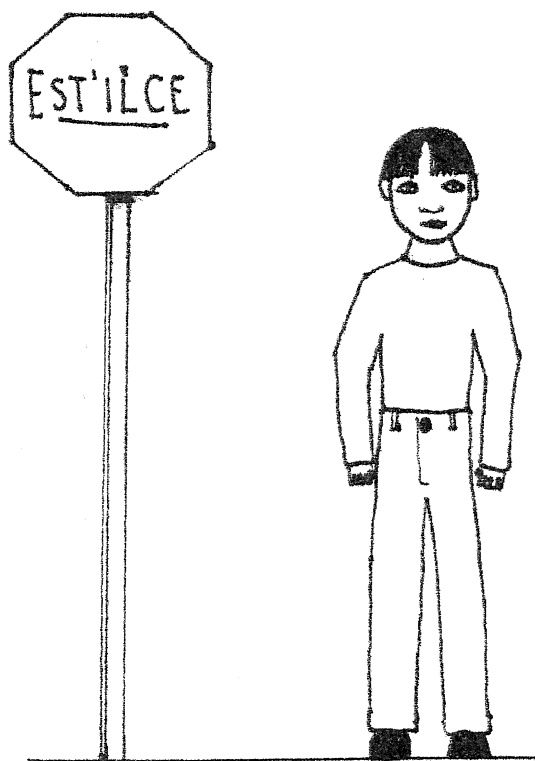
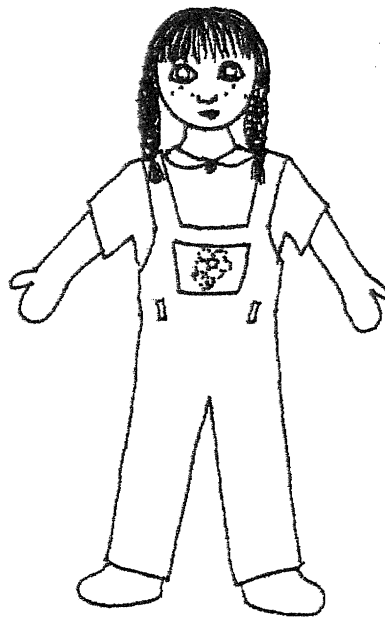ast'iłca
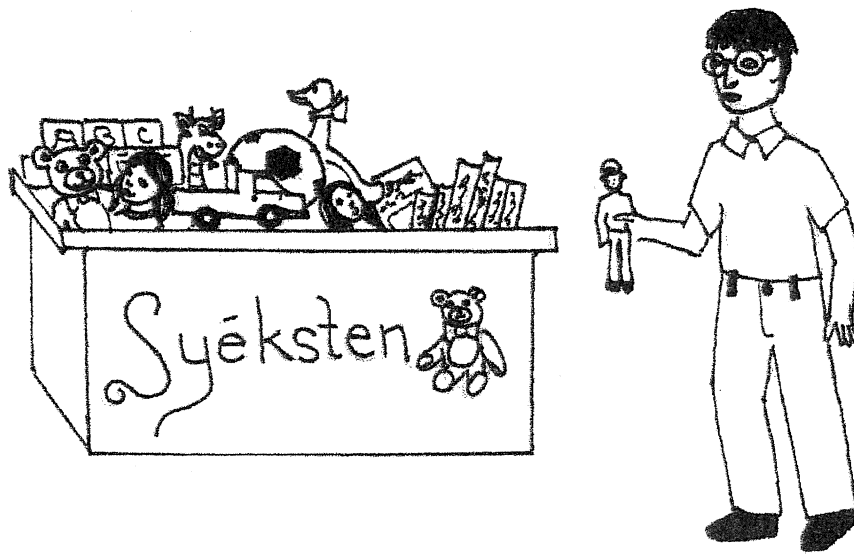
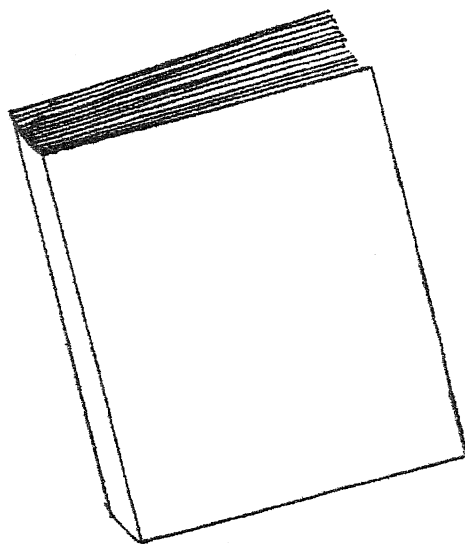alkw'ata !
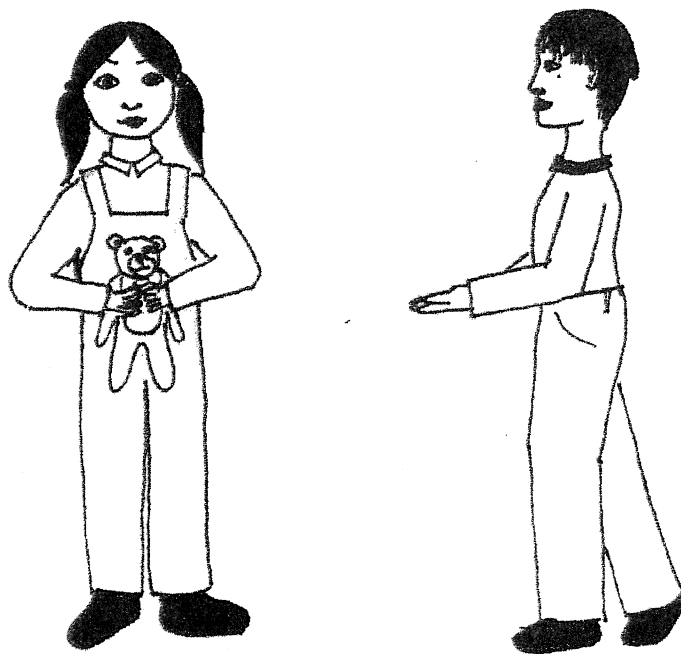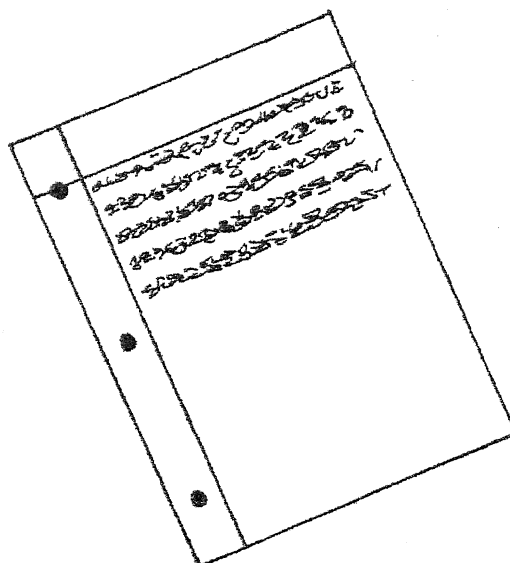


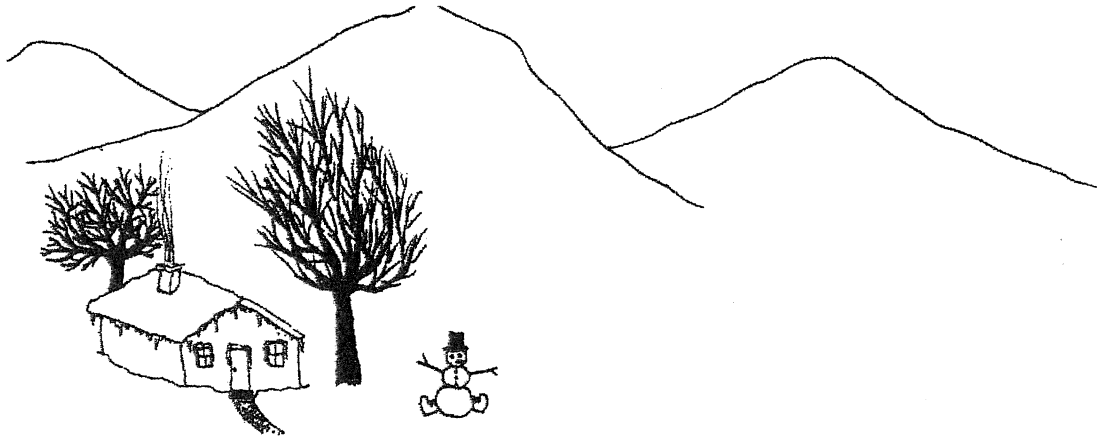kectsama !
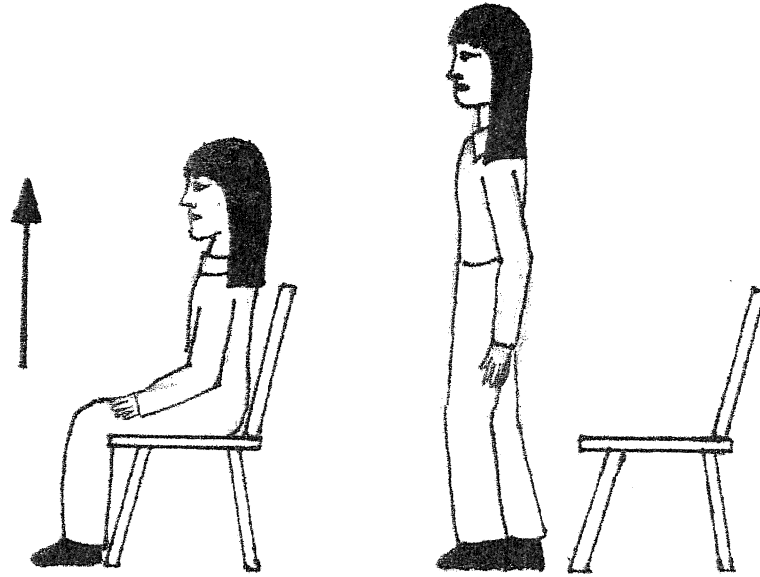
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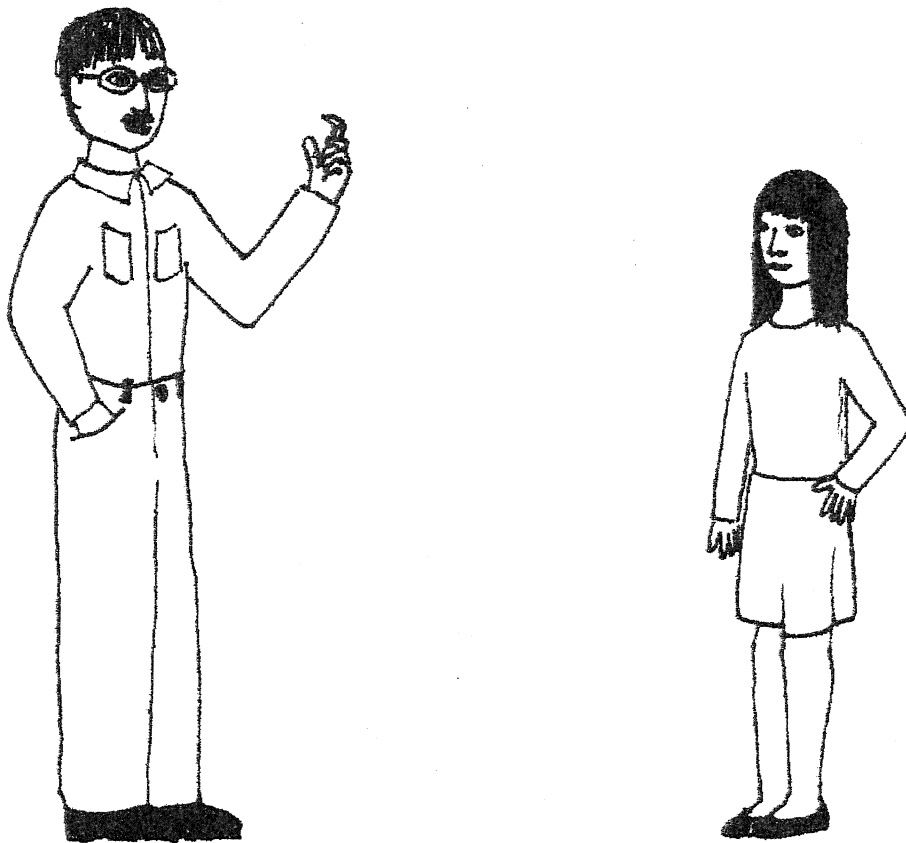
tsxwanta !
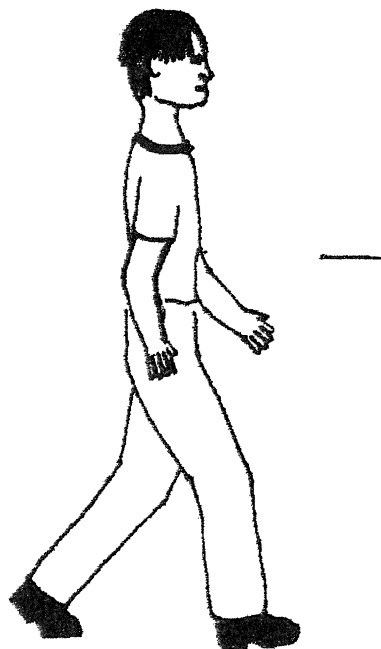
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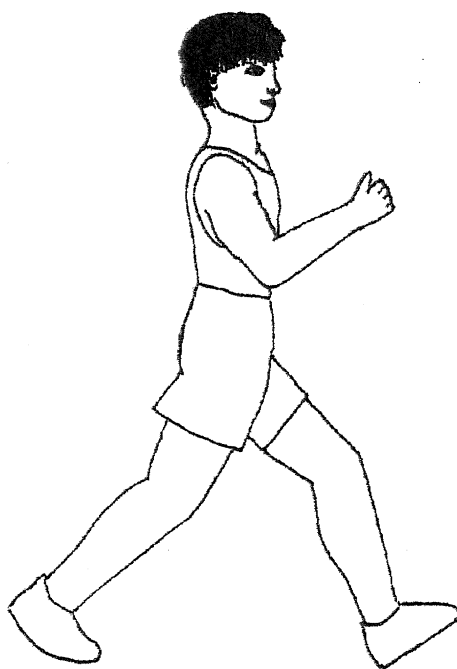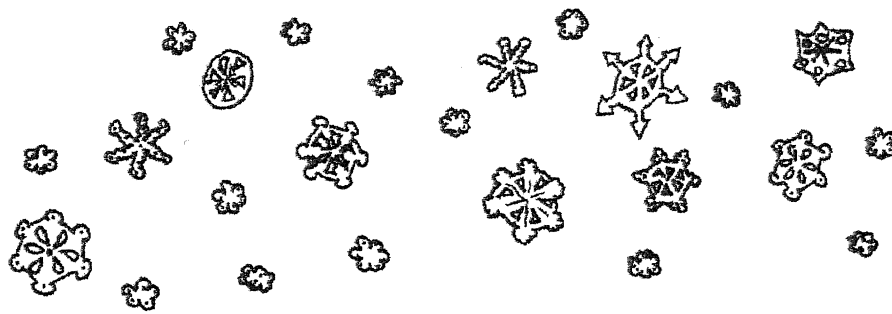
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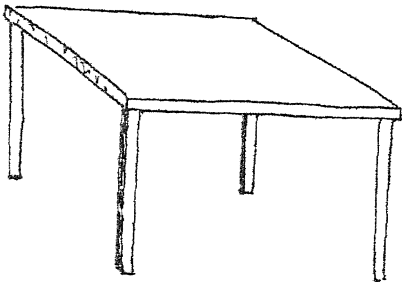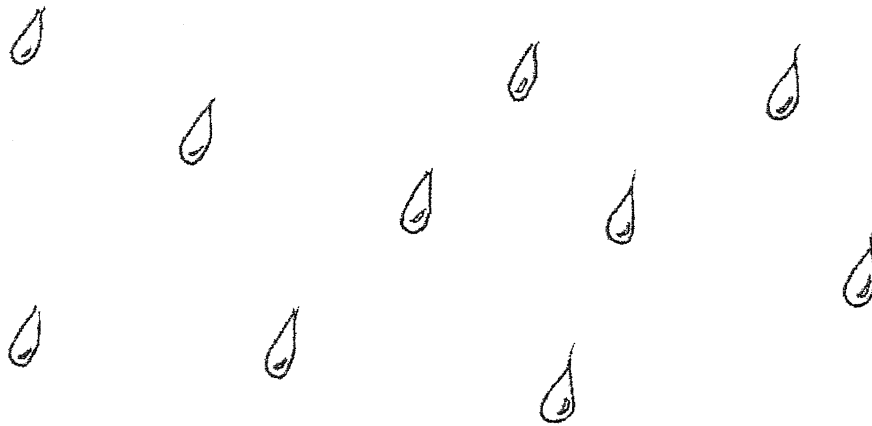
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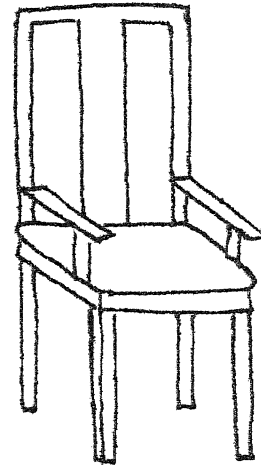
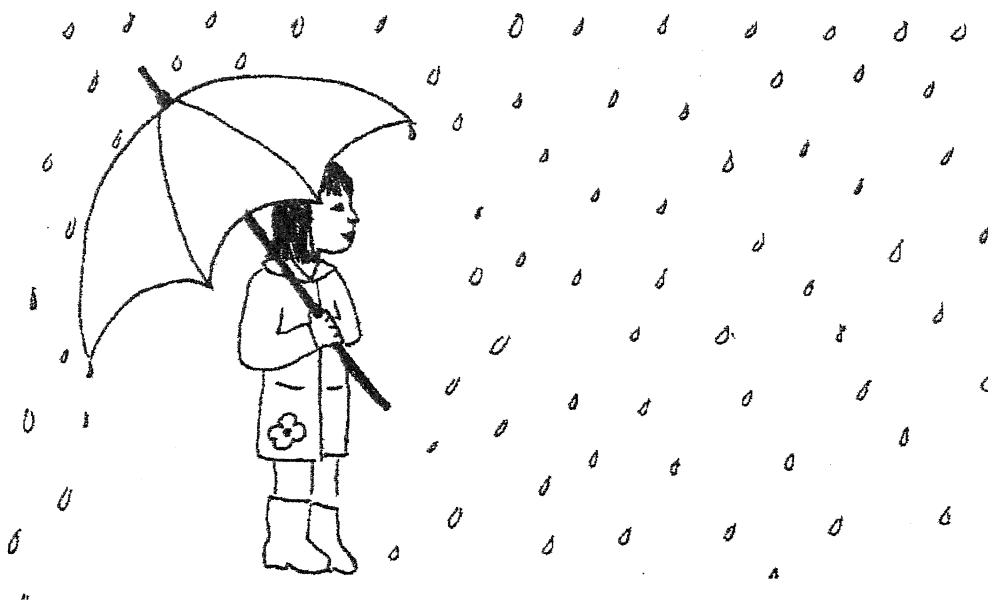tselcwilep

clluqwma7

q'imaka7

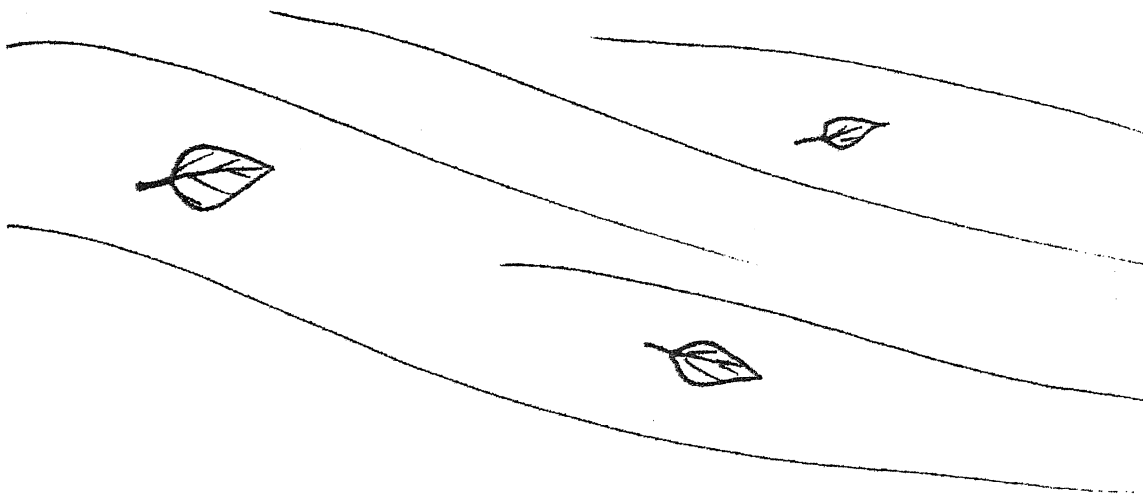pumin

skwi7aẏa

speqwaltcw

stsqay̓

swucwt

ac ra wucwtes

skllakstem

ac ra kllakstmes

snawt
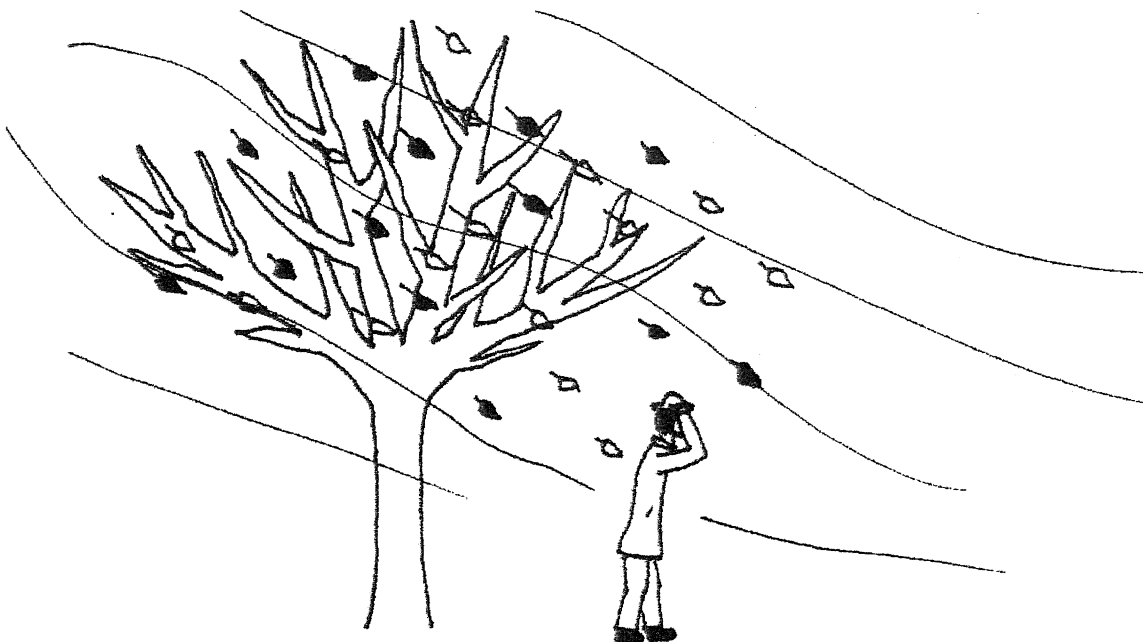
ac ra nawtes

sagwses /  gwesgwast

steqt'iqt

ki'yay ra tmicw

xiyap ra tmicw

ts'allt ra tmicw

cts'elltam

sqapts

sk'elulecw
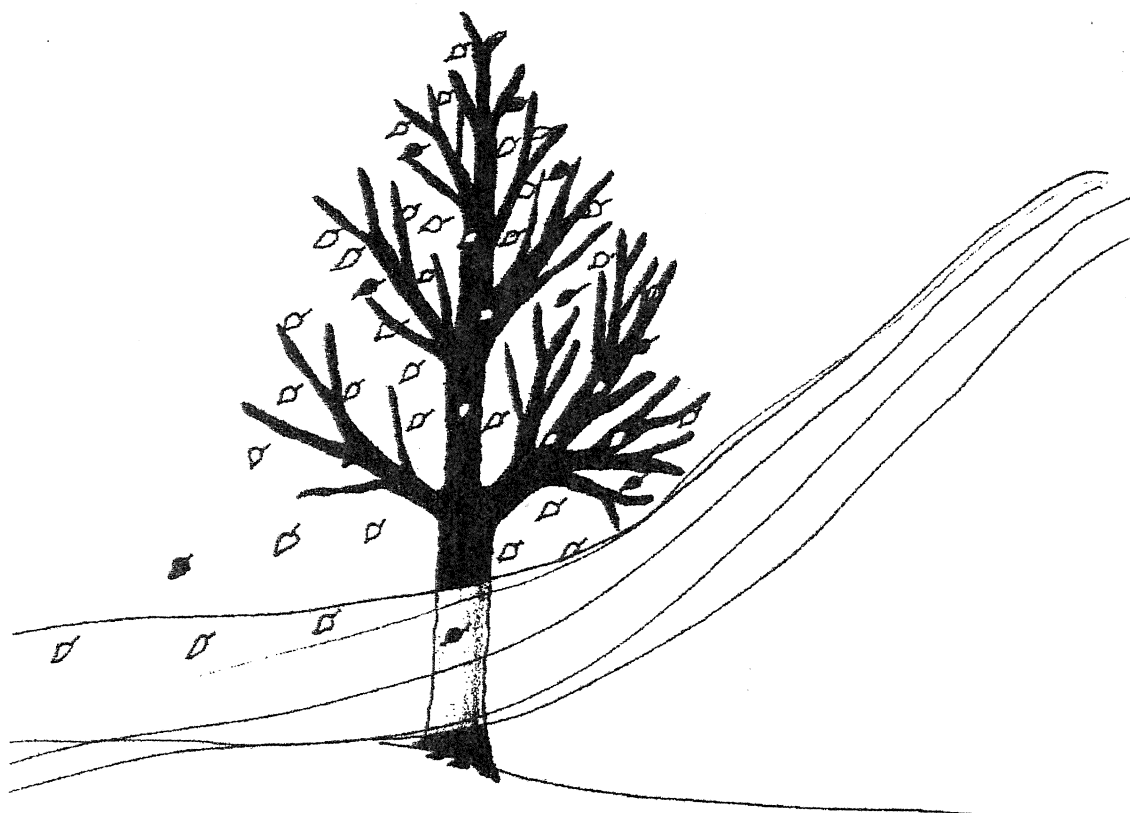
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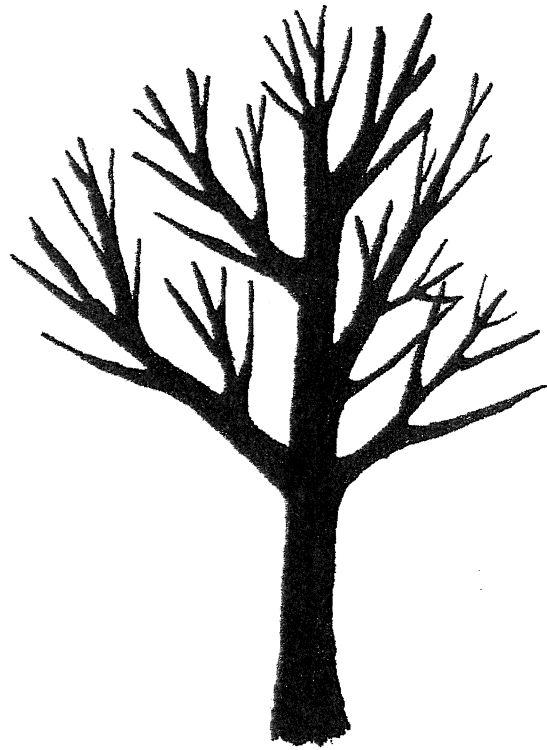
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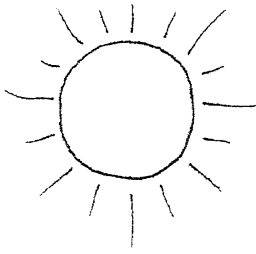
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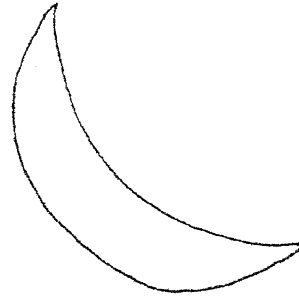
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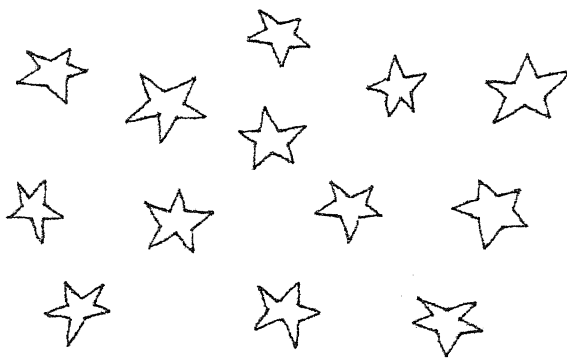
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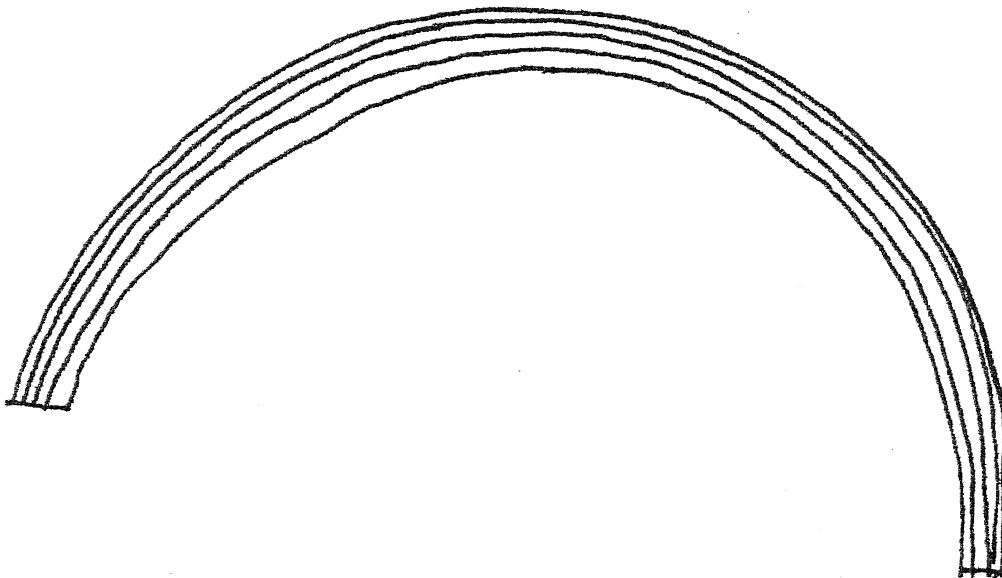
sk'ulenst

sitq't te k'ultes

# Kw'enlltyanacwu -k  ?

4     melltyanacwu

5     tsilklltyanacwu

6     teq'meklltyanacwu

7      tsutsllktyanacwu



8      nekw'7u7plltyanacwu
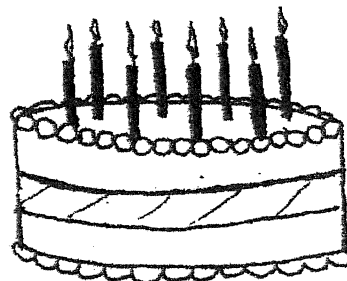


9      tallenku7plltyanacwu
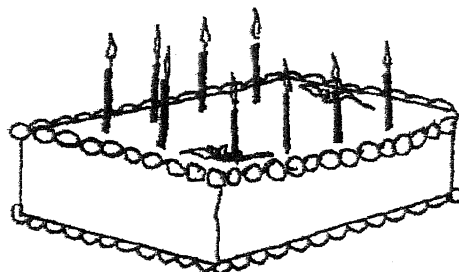
# Grammar:

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.
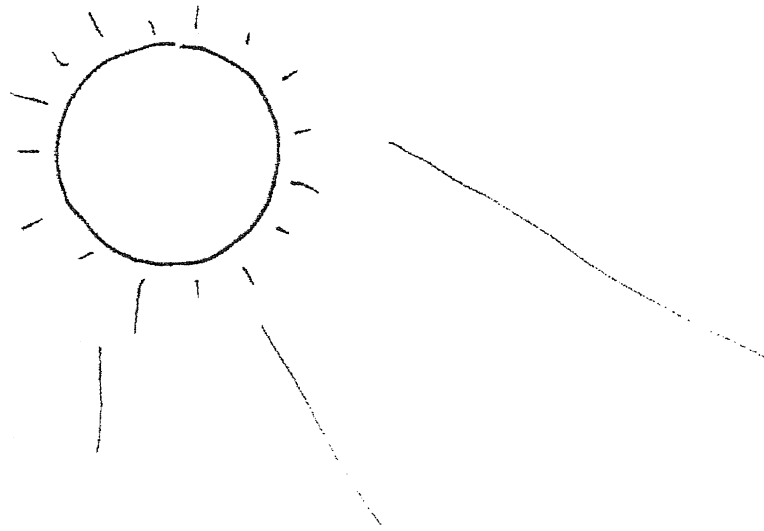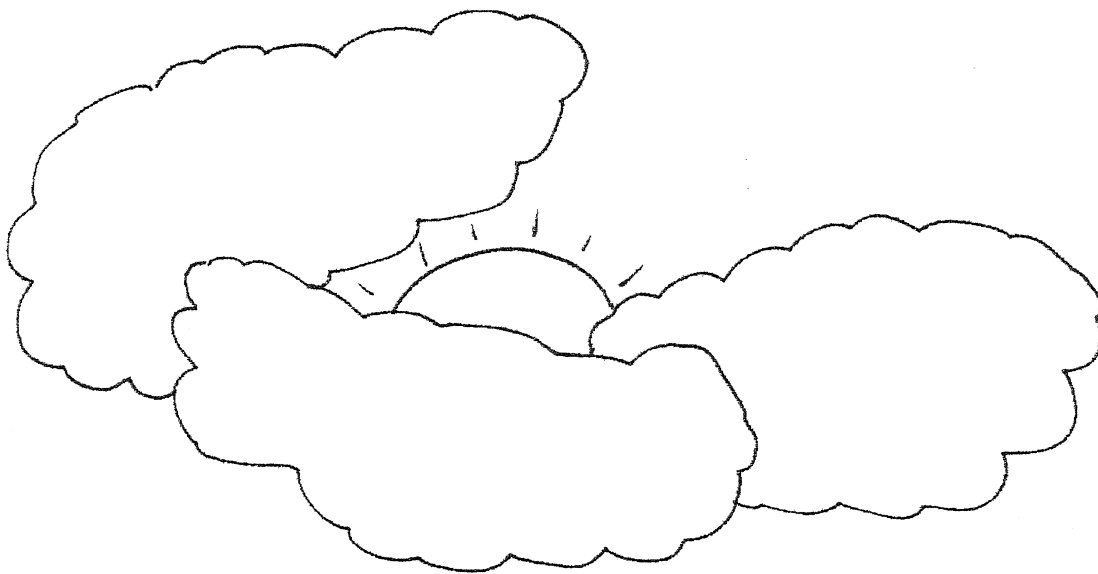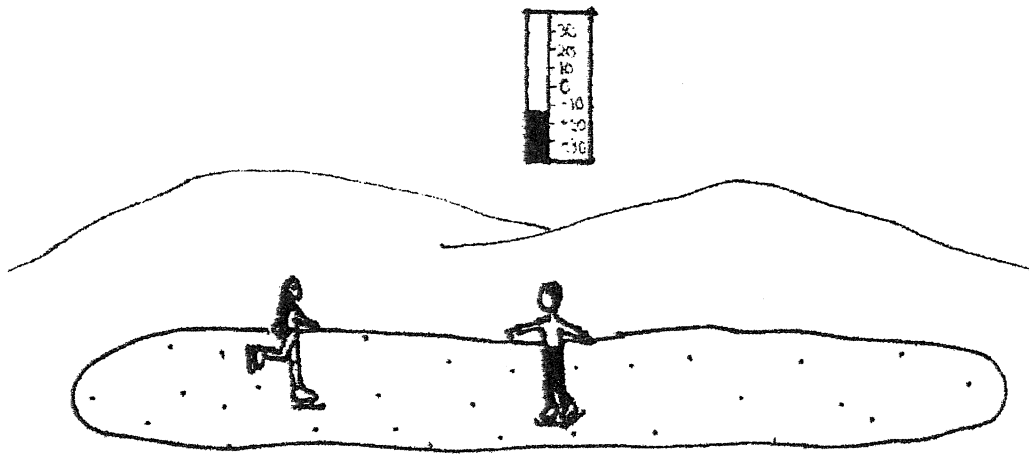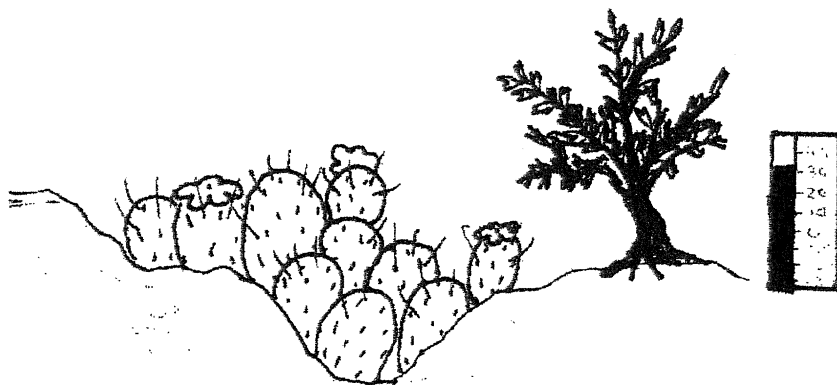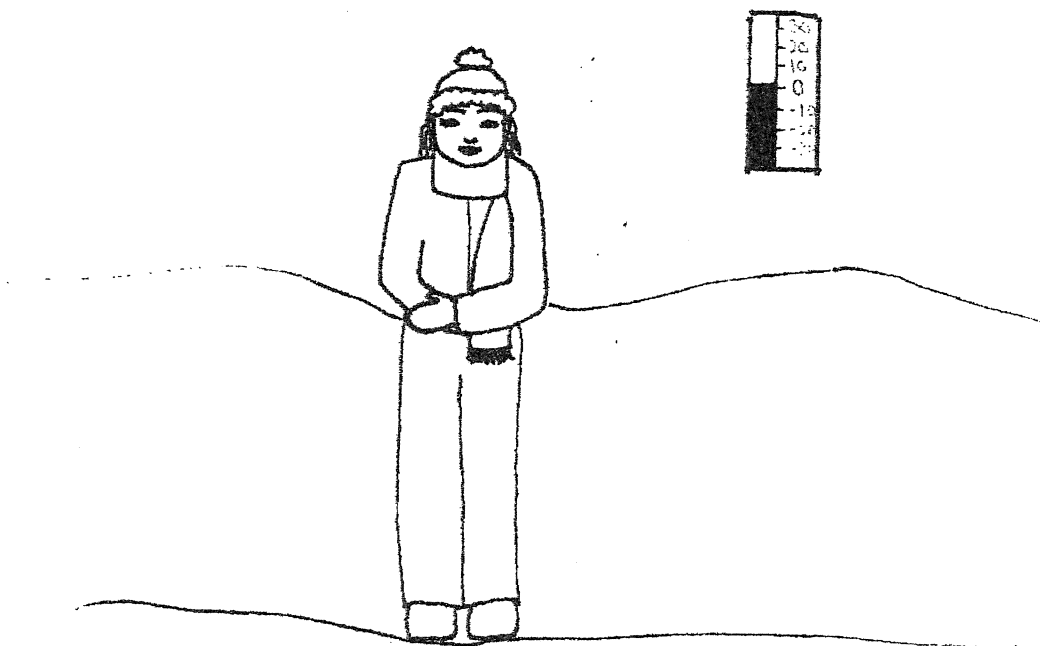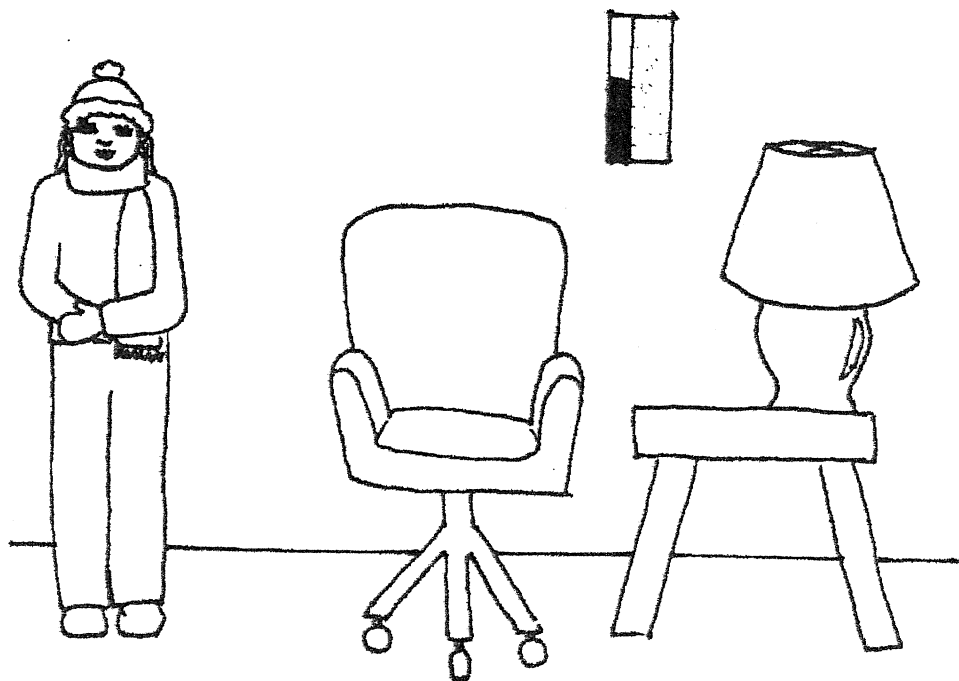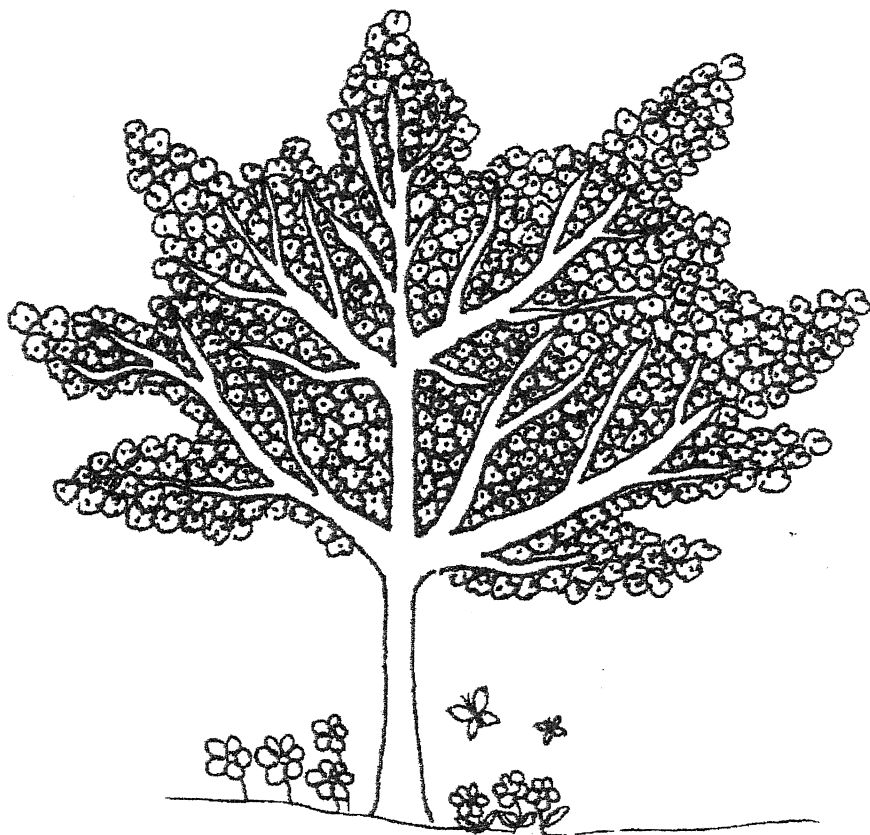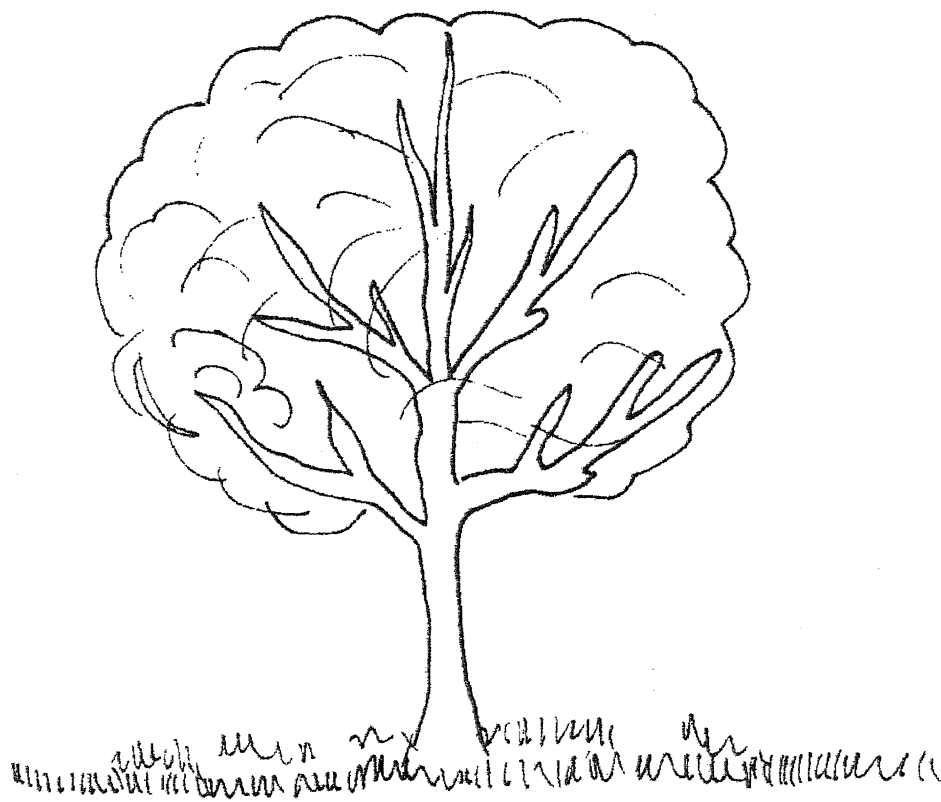
It is useful to introduce some transitive commands as well, such as kwente, tsxwente, kectsetsme, etc. The teacher can also explain their regularities:
kwens kwente

| | |
|---|---|
| tscentes | tscenteke |
| elk'wens | elk'wente |
| sixwens | sixente |

## Oral Practice:

On a daily basis, 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:

**k'uwetem  (k'uwetemce/k'uwetemcwiye)**
**ts'elilc   (ts'elilce/ts'elilcwiye)**
**nes   (nesce/nescwiye)**
**etic   (etice/eticwiye)**
**illen   (illence/illencwiye)**
**pelit   (pelitce/pelitcwiye)**
**stsil   (stsilce/stsilcwiye)**
**secwem   (secwemce/secwemcwiye)**
**cwiselc   (cwiselce/cwiselcwiye)**

## 2) The "ra" and "te" connectors:

"ra" 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 ra q'imaka7** - the pen is white; **xyum ra letap** - 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 q'imeke7 - a white pen, xyum te letep - 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 ra q'imeke7, le7 ra ts'elcwilep**, 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 **yi7ana** (this), **yiray** (that near you) and **yiri7** (that over there). Note that **yiray** 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 _____ yi7ana: **q'imaka7 yi7ana** (this is a pen); **letap yiri7** (that is a table) etc. Note also the form **yi7ana te q'imaka7** (this pencil), yiri7 te letep (that table). In general, the preferred word order is Predicate - Verb, when actions or qualities are described: **le7 ra q'imaka7 tsiqw ra letap, k'uwata ra sqala7cw**

## 5) The -en/-a question marker:

Adding -en to the verb or predicate makes a question out of a sentence: **La7-en yiri7** - is that good? **Tsiqw-en ra q'imaka7** - is the pen red?

Oral Practice:
Add questions using -en to the TPR sessions describing objects in the classroom. Have students answer with me7e or ta7a.

## 6) Forms with (w7)ac

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 w7ac + ra + verb + es. In this unit, only the third person form with -es will be used and learned.

Examples:
w7ac ra kllekstmes
w7ac ra wucwtes
w7ac ra newtes
w7ac ra ts'elilcwes

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 w7ac out of the following action words to
express he/she is _____ing:

| Secwepemctsin | | Progressive form (w7ac) | Meaning |
|---|---|---|---|
| k'(u)wata | | | |
| cwiselc(wes) | | | |
| ts'elilc(wes) | | | |
| pixa | | | |
| newt | | | |
| kllakstem | | | |
| wucwt | | | |
| saysa (=saysus) | | | |
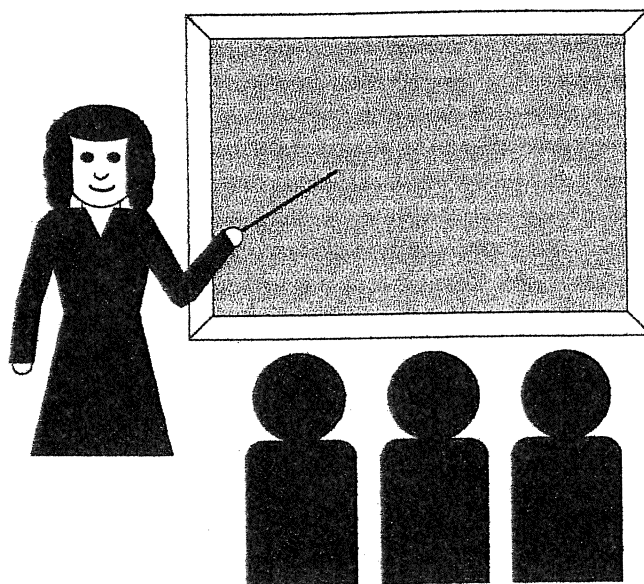
## Pronunciation and Reading/Writing:

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, unstressed 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 p' t' ts' k' kw' q' qw' r' g gw' m' n' l' y' w' ). 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 Secwepemctsin 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 Secwepemctsin 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.

Note that the dictionary and word list are in <u>Western Shuswap</u>. The teacher will have to help the students with converting the Western Shuswap forms into Eastern Shuswap Dialect.

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 Secwepemctsin before incorporating them into their active vocabulary.

Exercise 1:

Find the meaning of the word   **tqitq'e**   in the Shuswap - English Dictionary

_____ . Note  the  page  no. _____·_

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

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

_____. Note  the  page  no. _____.

Exercise 2:

Find the Secwepemctsin (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 Secwepemctsin 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 Secwepemctsin 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.

Secwepemctsin:                          English

1) _____          2) _____

2) _____          2) _____

3) _____          3) _____

4) _____          4) _____

5) _____          5) _____

6) _____          6) _____

7) _____          7) _____

8) _____          8) _____

9) _____          9) _____

10) _____          10)_____

## Alkstmenta ra sxyana:

Cuẏ a xyana-kt !

| | | | |
|---|---|---|---|
| 1 | nek'u7 | 11 | upekst all nek'u7 |
| 2 | sesala | 12 | upekst all sesala |
| 3 | kellas | 13 | upekst all kellas |
| 4 | mus | 14 | upekst all mus |
| 5 | tsilkst | 15 | upekst all tsilkst |
| 6 | teq'makst | 16 | upekst all teq'makst |
| 7 | tsutsllka7 | 17 | upekst all tsutsllka7 |
| 8 | nekw'7u7ps | 18 | upekst all nekw'7u7ps |
| 9 | tallenkukw'7a | 19 | upekst all tallenkukw'7a |
| 10 | upekst | 20 | sell7upekst |

# kw'inc?  (identify the number in Secwepemctsin)

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

# Kw'inc ?  -  Xyanaca!

_____

_____

_____

_____

_____

# Kw'inc ?  -  Xyanaca !

_____

_____

_____

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# Kw'inc ?  -  Xyanaca !

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# Kw'inc ?  -  Xyanaca !

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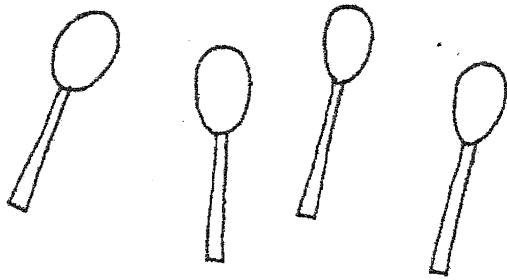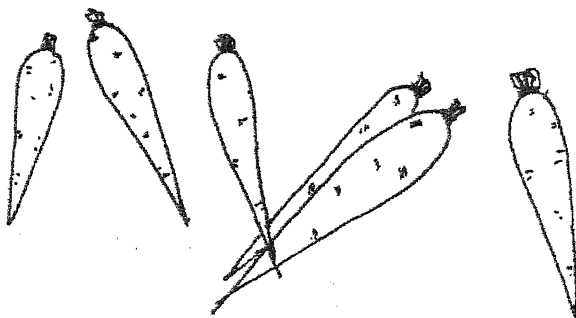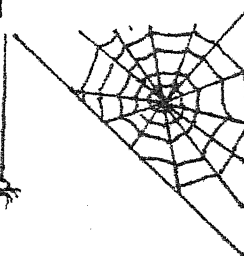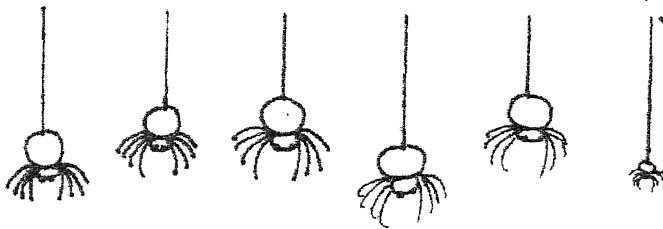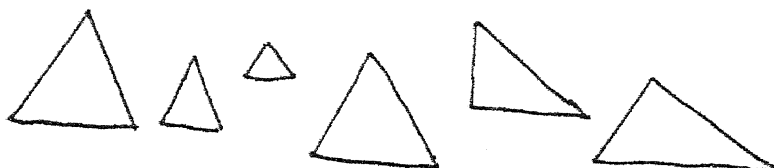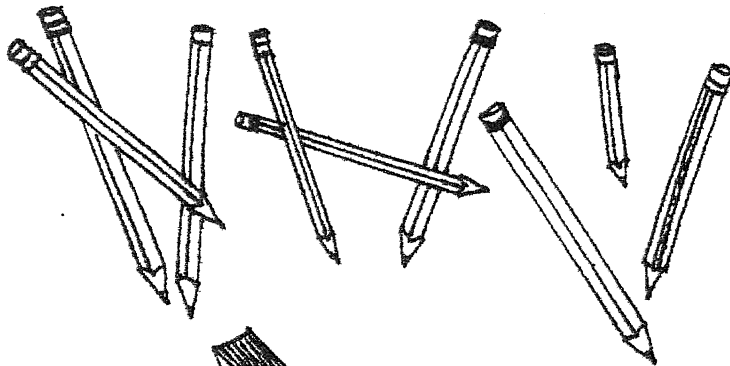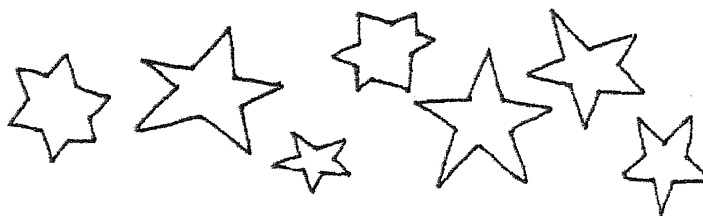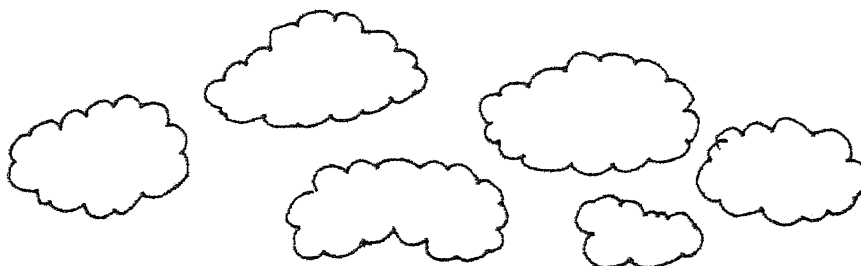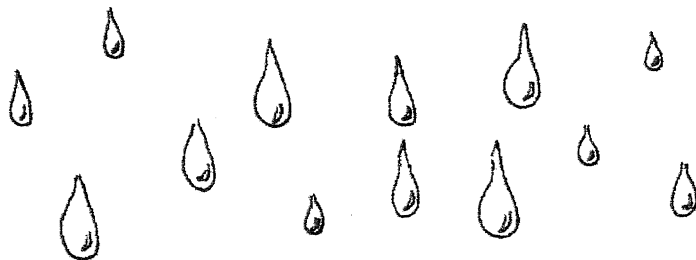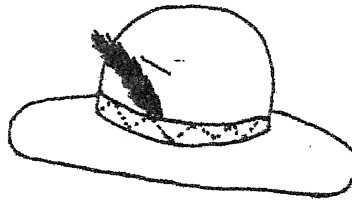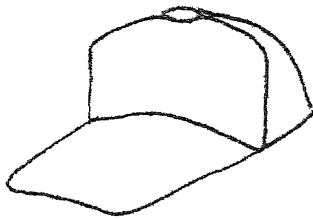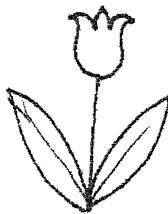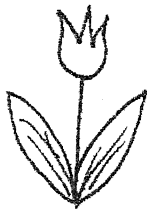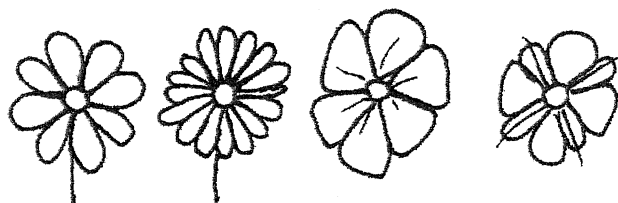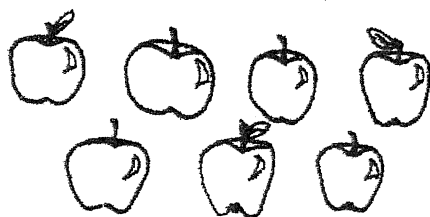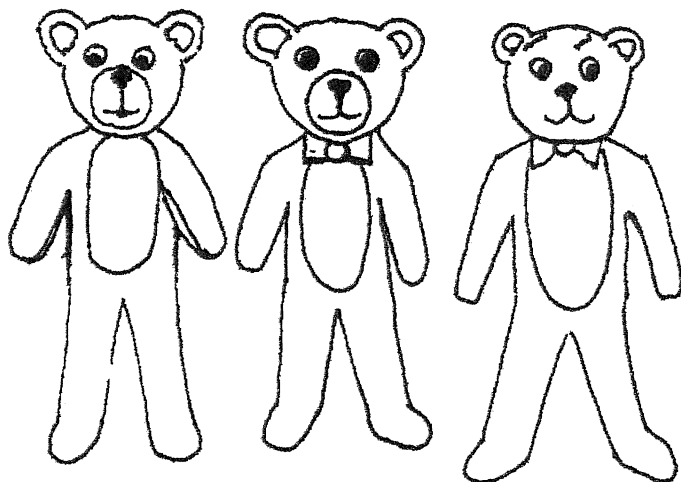
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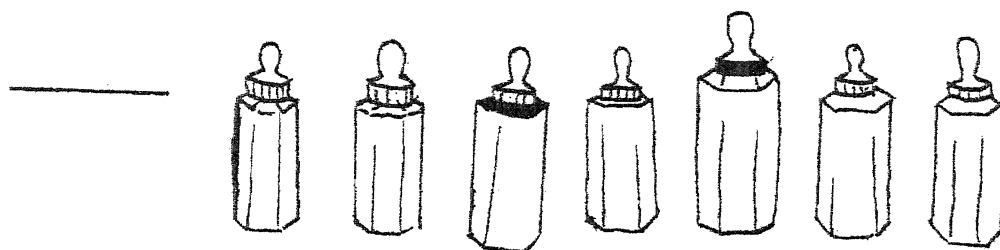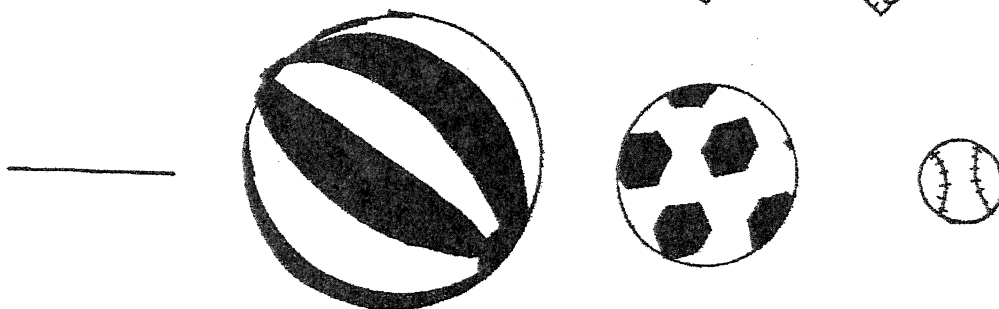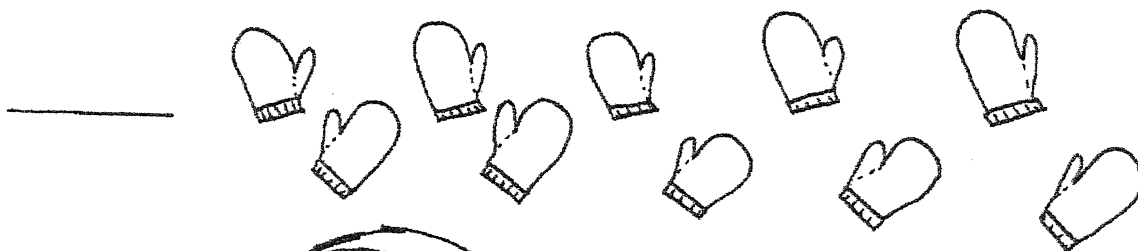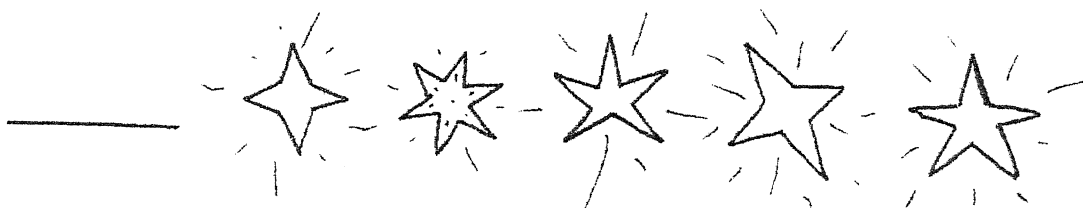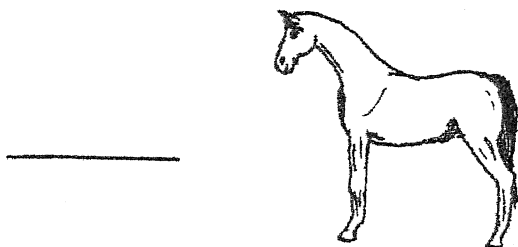
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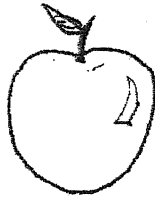
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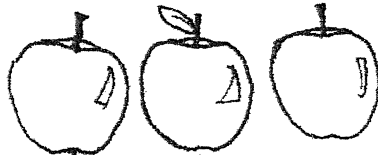
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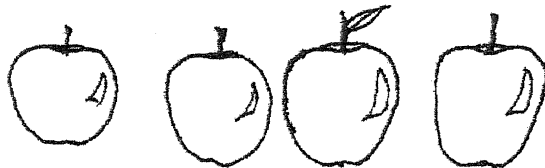
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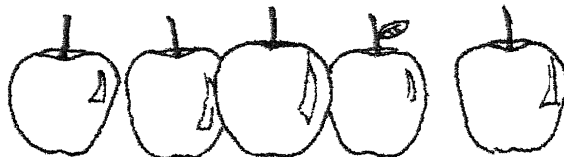
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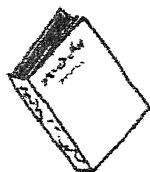
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kellaltcw

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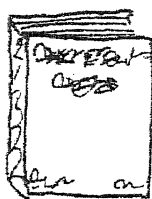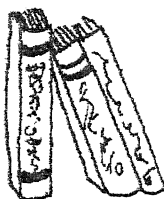
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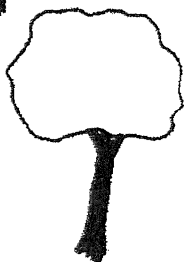
selallp

kellallp

mesallp

tselkstallp

# Unit 2:  Ra ntsawa7 -  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 Secwepemctsin.  A large number of Secwepemctsin 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 (yi7ene, yiri7,  yirey) 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 me7e(yes) and ta7a (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 Secwepemctsin,  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. ta7 ews ke7 s_____ !
* 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 Secwepemctsin which parts of the face they are applying make-up to.

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**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, moccassins, etc.) and modern articles of clothing;

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

⇒ actual dolls with clothes;

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

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## 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) **ra suwanc** - the body:

**sk'apqa** - head

**qawten** - hair

**ckwt'usten; ckwetkwt'usten** - eye(s)

**t'ana, tent'ana** - ear(s)

**sp'saqs** - nose

**splutsi; splutsa** - mouth

**kalc, kelkalc** - hand(s)

**lexlixkst, lexlexlixkst** - finger(s)

**tk'mana** - shoulder

**tk'malas** - chest

**gwelank** - belly

**qu7** - belly-button

**ck'mika** - back

**splap** - buttocks

**sqw'axt, sqwexwqw'axt** - leg(s)

**lexlixca, lexlexlixca** - toe(s)

**p'usma** - heart

Sentence Patterns:

**yi7ana ra** _____ (sp'saqs, t'ana,..)  This is my (nose,ear)

**yiray ra7** _____  That (near you) is your _____ .

**yiri7 ra** _____ **s.** -  That is his/her _____ .

**ra sp'saqs-a yi7ana? (ma7a, tah7ah).**  Is this my nose? (yes/no)

**tsunemctsma ra7** _____  Show me your _____!

**T'ha7an ra7** _____ **?** Show me your _____

**tkenstaka ra7** _____  Touch your _____

b) **re tsyax** - clothing

**stastita7t** - clothes, belongings

**qmut** - hat

**stektits'a7** - shirt

**sxat'aca** - pants

**spaka7** - gloves

**lekapu** - coat

**pilca** - skirt

**llellucw** - dress, coat

**ckupca7** - sock(s)

**sillts'u** - shoe

**tkweltkaĺqs** - underwear

Possessives:
**ra qmut** - my hat
**ra7 qmut** - your hat
**ra qmuts** - his/her hat
**ra qmut-kt** - (all) our hat
**ra qmuts-kuc** - our hat (not yours)
**ra qmut-ap** - you people's hats

**ra ckwt'usten** - my eye(s)
**ra7 ckwt'usten** - your eye(s)
**ra ckwt'ustens** - his/her eye(s)
**ra ckwetkwt'usten-kt** - (all) our eyes
**ra ckwetkwt'ustens-kuc** - our eyes (including you)
**ra ckwetkwt'usten-emp** - you people's eyes

Colours:
**tsiqw** - red
**kwahlt** - green/yellow
**qwiqwyit** - blue
**qwiqw'yit** - black
**piq** - white
**tsk'amaĺqw ra _____?** - What colour is the _____?

Commands:
**alkw'ata ra7 _____!** Put your _____ away!
**llcwataka ra7 _____ !** Put on your _____!
**qmutaca** - Put on your hat
**paka7ca** - put on your gloves!
**llecwllucwcmaĺ** - Put on your shoes!
**ckupcama** - put on your socks!
**lekepuma!** put on your coat !
**tektits'a7ma** - put on your shirt!
**xet'emcanema** - put on your pants!
**piĺcama** - put on your skirt!
**t'hanas ra7 spaka7 (qmut, etc.)** where is your glove (hat, etc.)?
**yaxatsuta!** - get dressed!
**nak'lesma !** - change your clothes!

stutiẃca-k  - your shoes are reversed (i.e. left on right and vice-versa)
ctsecpelq'aiqs-k! - your clothes are on inside out!
tkensa7wit ra7 stektits'a7 ! - your shirt is on backwards!
kllataka ra7 _____ - Take off your _____
tskwanta ra7 _____ - bring your _____ here!

<u>Verbs of Motion:</u>
nas  - to go
nasca/nascwiya  - go! (one/many)
st'7ak  -  to come
llgwilca!  -  jump,  bounce!
astp'amapca  - back up
camuta  - get up
qillta! - wake up!
qillenta ra _____! - wake up _____(somebody)!
ts'niqwt  - to fight

<u>Verb forms:</u>
nas-ka  - I go
nas-k  - you go
nas  -  he goes

<u>Qualities/Adjectives:</u>
la7  -  good
la7 ra p'usma  - I'm happy, feeling good
k7ap  - sick
k7ap ra p'usma  - I am sad
geyap  - angry
ts7acw  - happy
xana  - hurt
xenstas  - to hurt someone
xenstsut  - to hurt oneself
ts'7um - to cry

<u>Negative Commands and Forms:</u>
ta7aws ka7s _____ ! -  don't (to one person)_____!
ta7aws _____! - don't _____

ta7aws k sts'niqwtap! - don't fight!
ta7aws k skwanc - don't take it!
ta7aws kwactc (te syakstens, te llellucws, te sillts'us, te q'imaka7s, etc.) - don't take it from him/her!
tsukwes ka7 s_____ ! stop (or enough) _____!
tsukwes ka7 sts'7um - stop crying!
tsukwes ka7 saysa - stop playing!
tsukwes ka7 sts'niqwt - stop fighting
tsukwes k sts'niqwtap! - stop fighting (many)
ta7 k s (quality) _____ ra _____ (person/object) - _____ is not _____.
ta7 k sk7aps ra Jennifer - Jennifer is not sick.
ta7 ka sla7. - I am not feeling good

## Ra atsxamin - training and hygiene

yucwastsuta! - look after yourself!
sacwu - to bathe
sacwma! - bathe, have a bath!
ts'awsten - soap
ucwqina - to comb one's hair
ucwqin-a-k! - comb your hair!
csacwma7 - bathtub
stcwai - to smell
(stcwelups, stcwelcan, stcwelakst, etc.) - (smelly bum, smelly feet, smelly fingers, etc.)
ctsawtsnemca! - brush your teeth (with -tsen [mouth] suffix)
ts'awusma ! - wash your face!
ts'awkstma ! - wash your hands!

q'ilya - to have a sweat bath
tkaya - to urinate
menaka - to have a poop
ra nas-ka - I have to go to the bathroom

sk'apqa

ck'mika7

gwelank

tk'mana

tk'males

qu7

kalc

lexlixkst

splap

sqw'axt

lexlixca

qawten

skwt'us

t'ana

ckwt'usten

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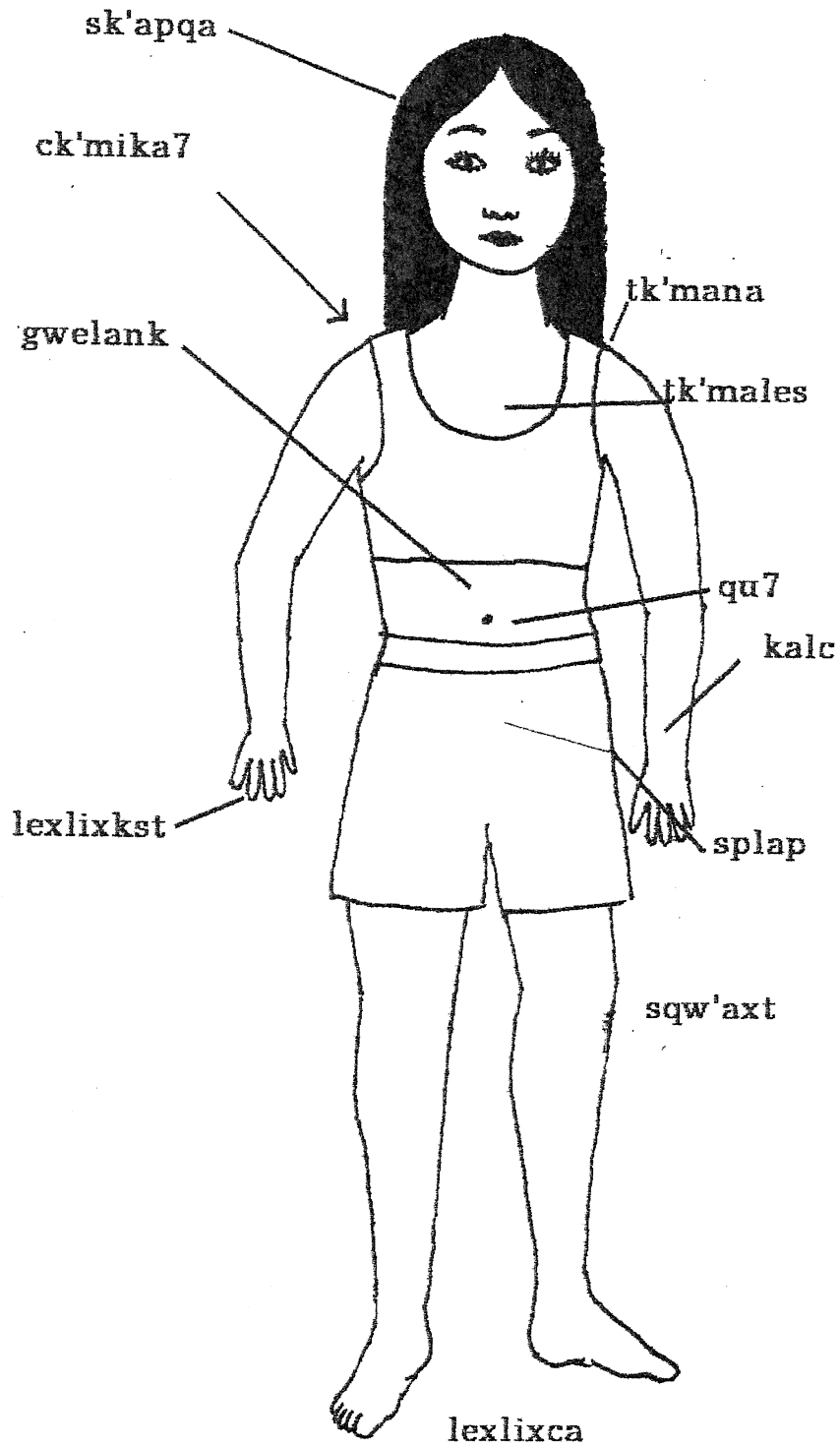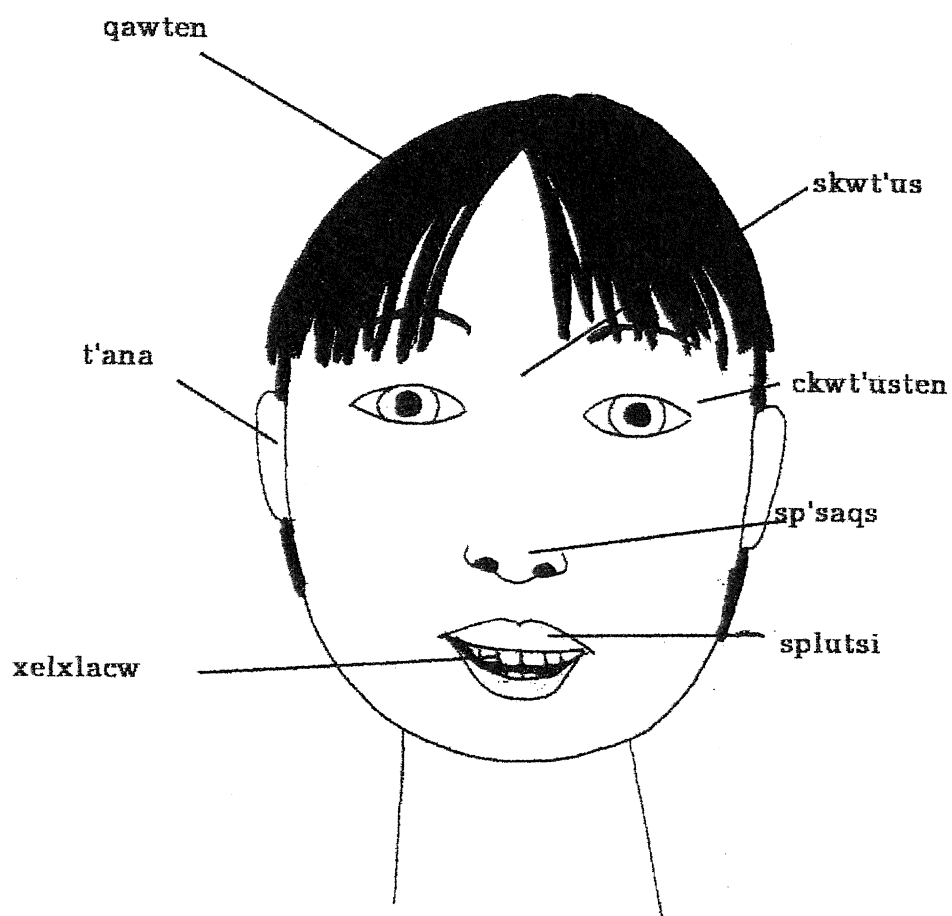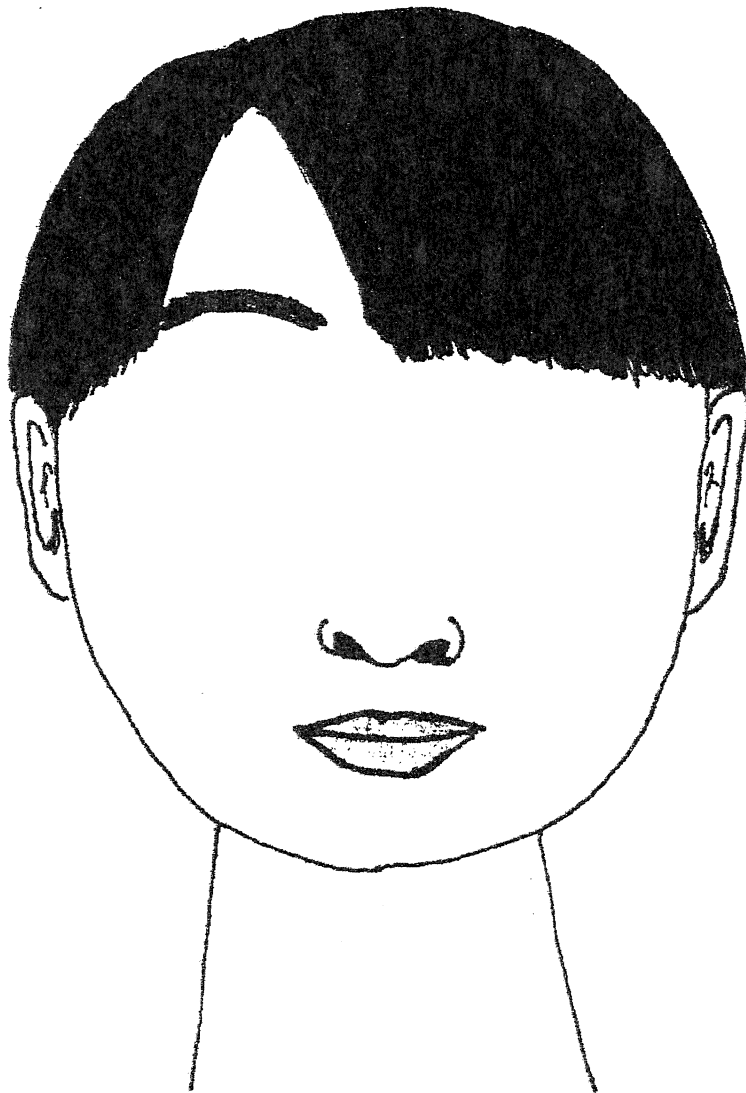
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wi7sta  ra skwt'us !
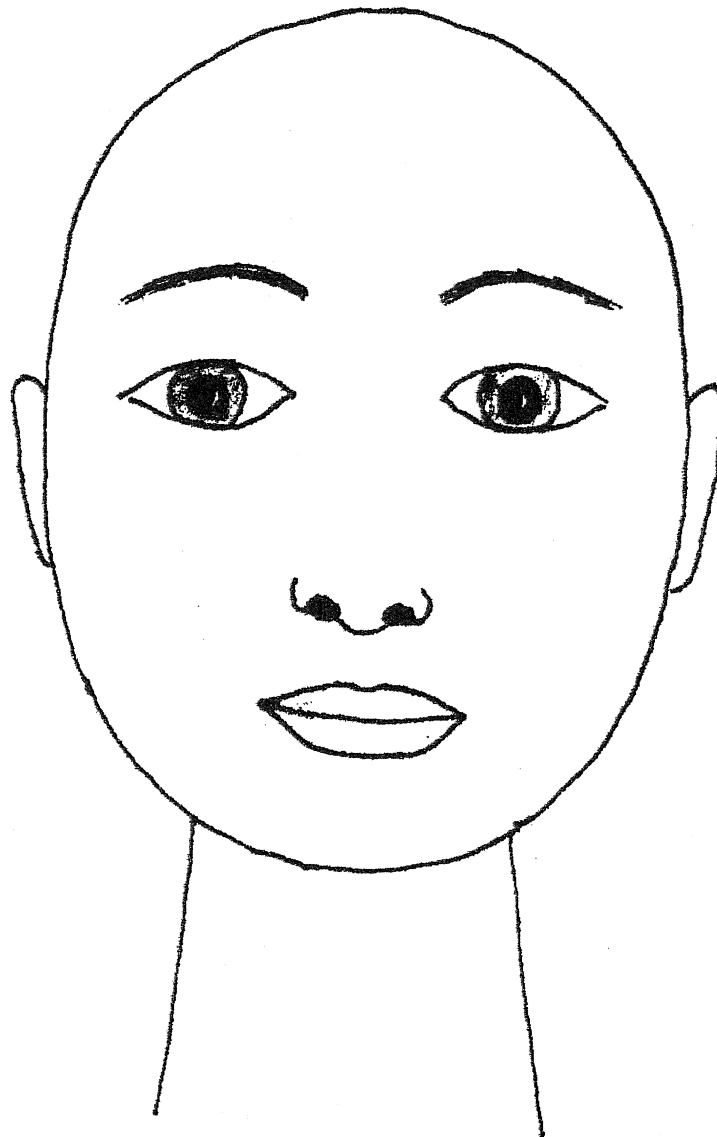
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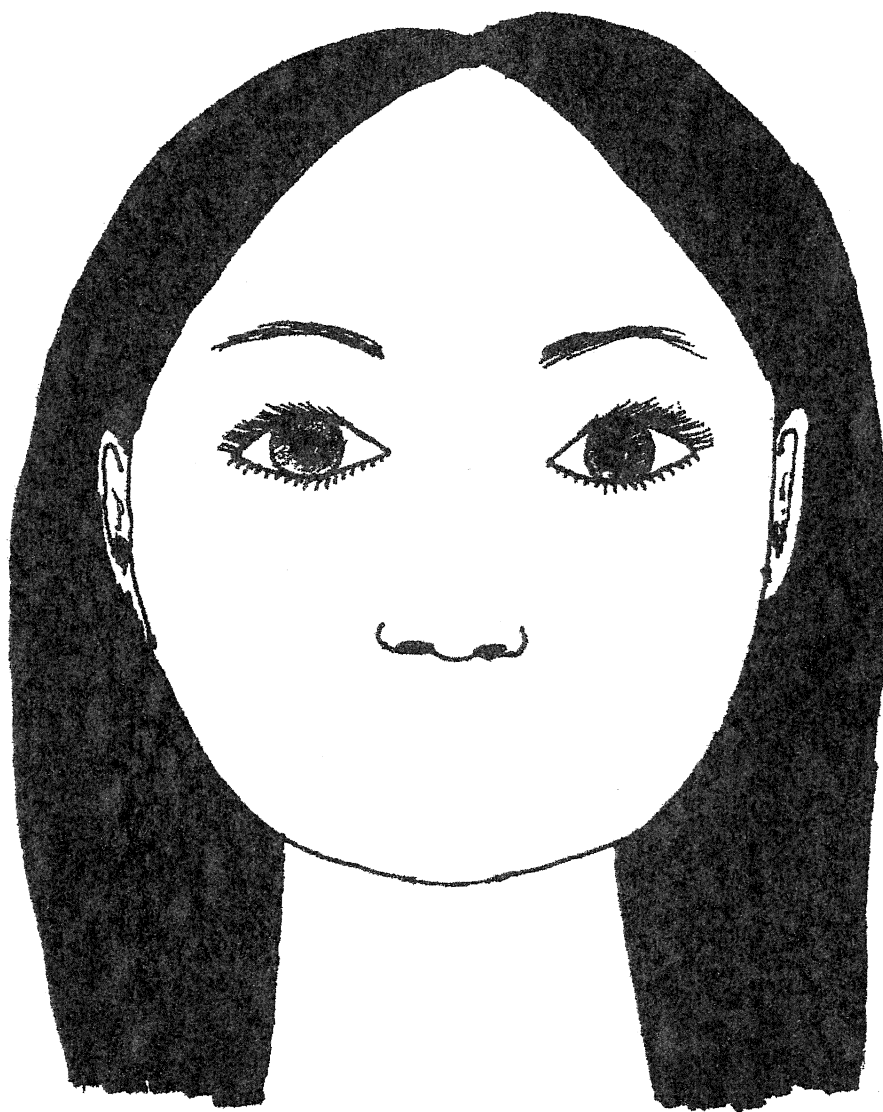
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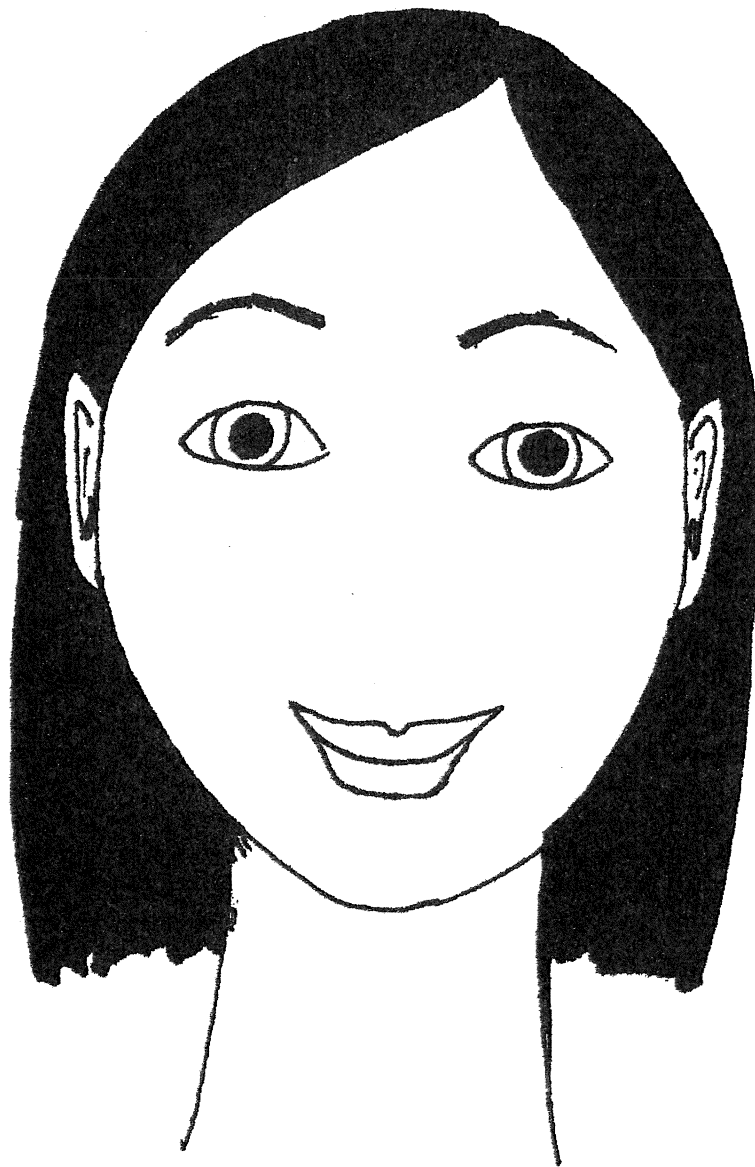
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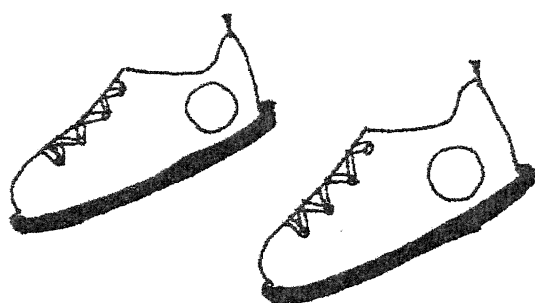
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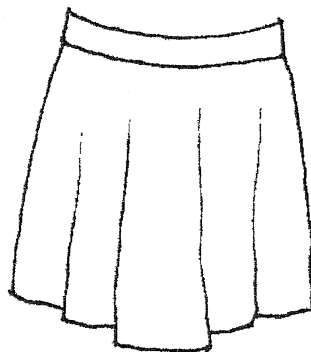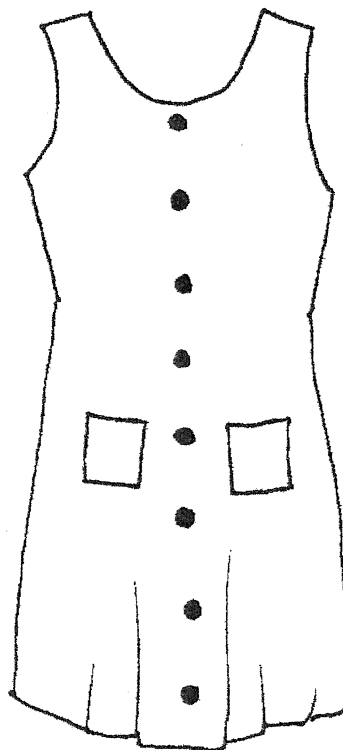


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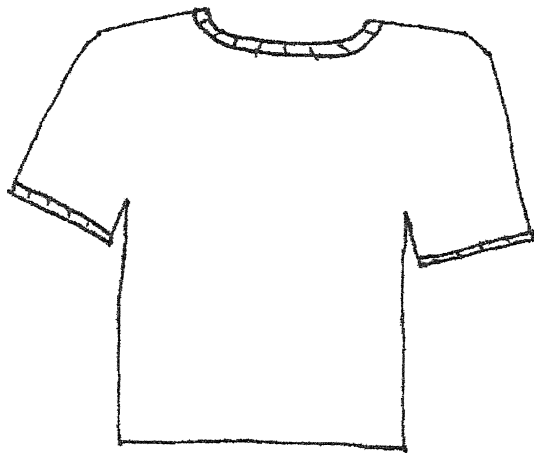
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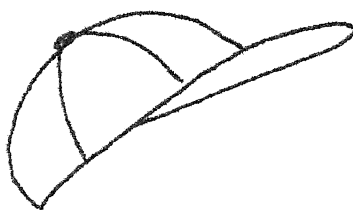
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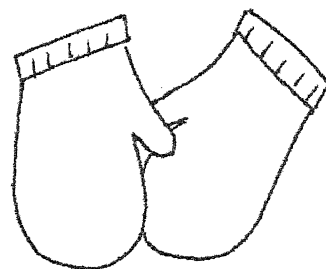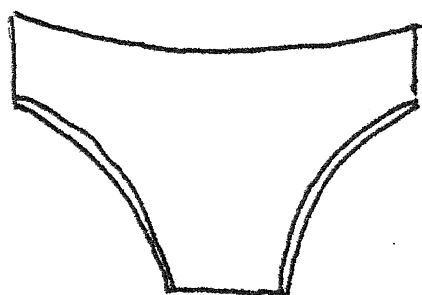
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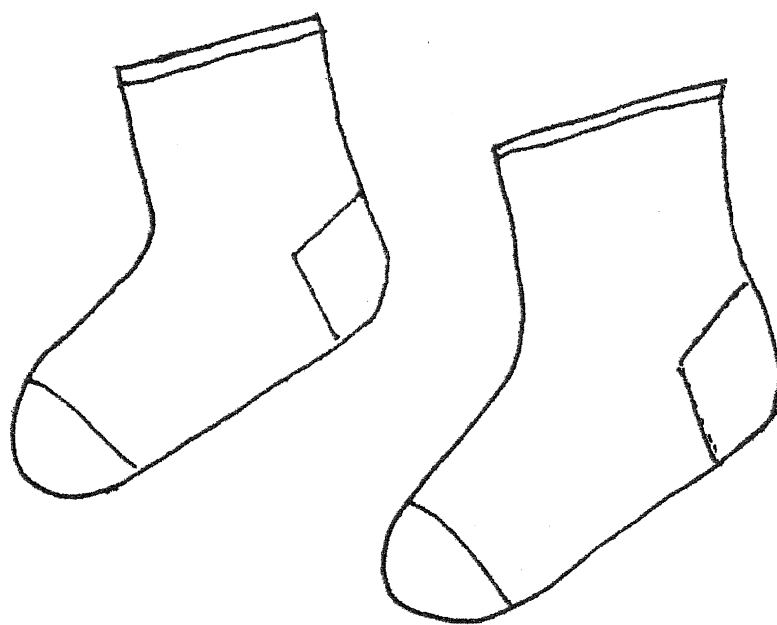
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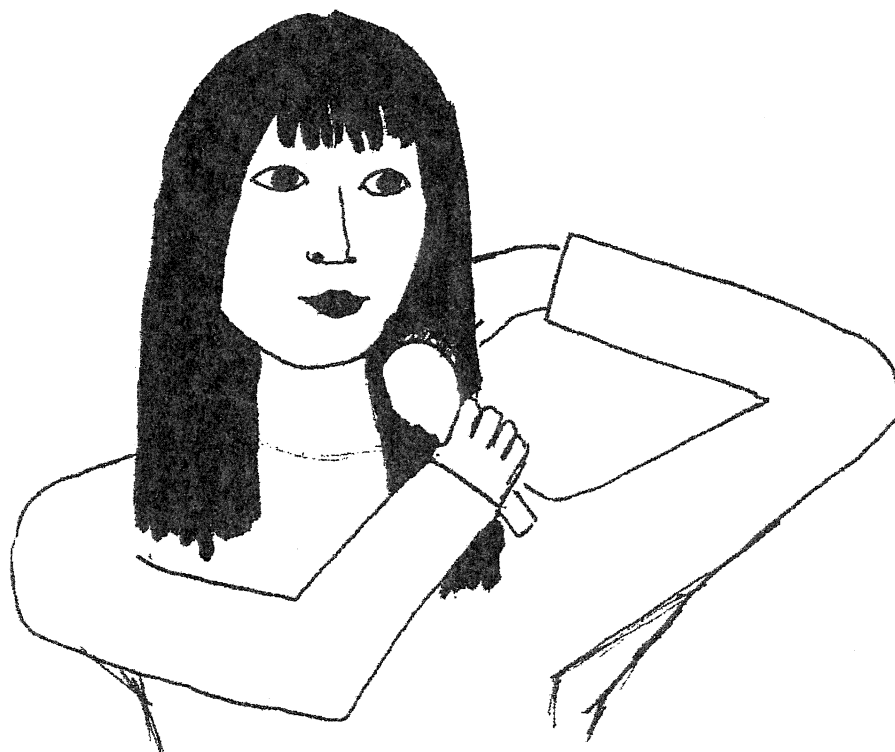
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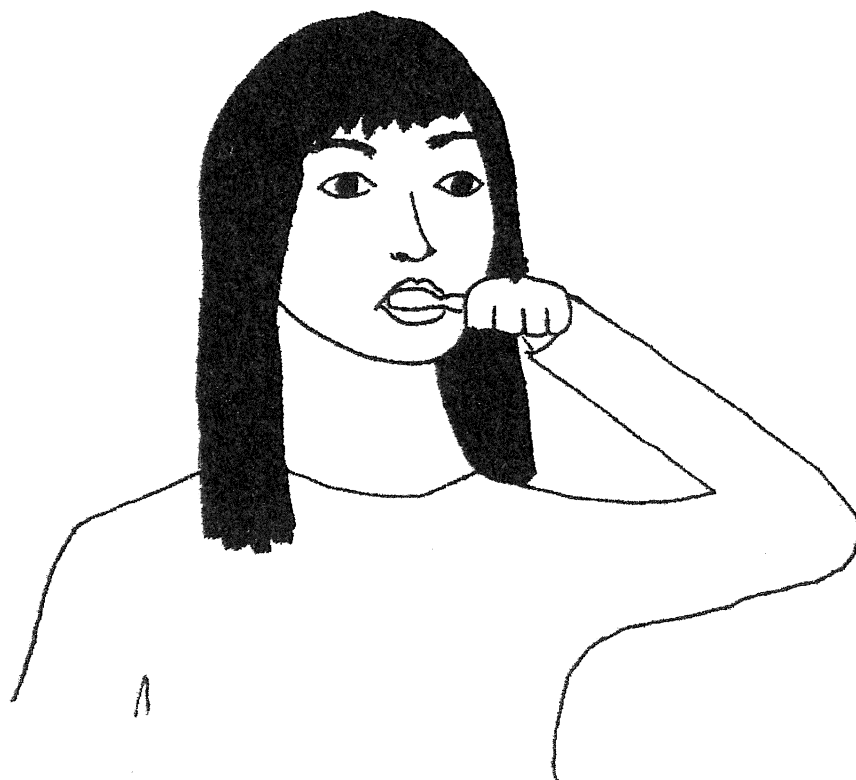
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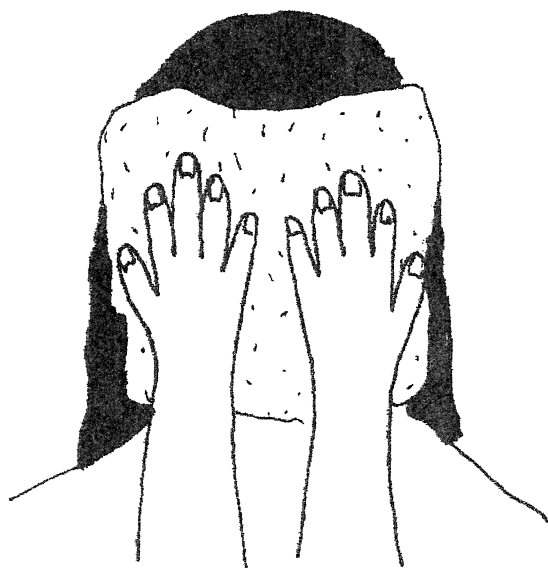
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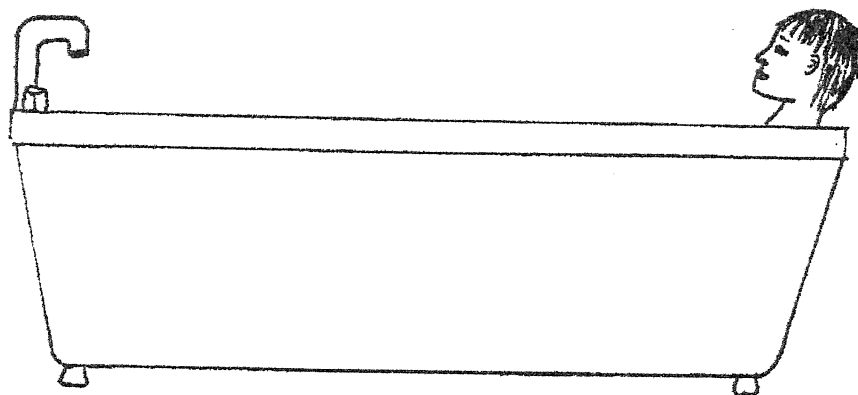
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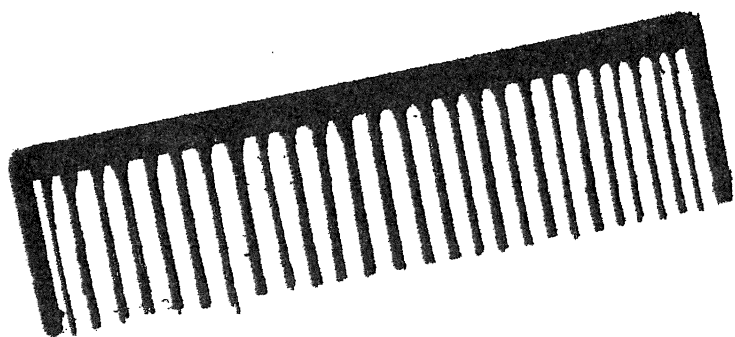
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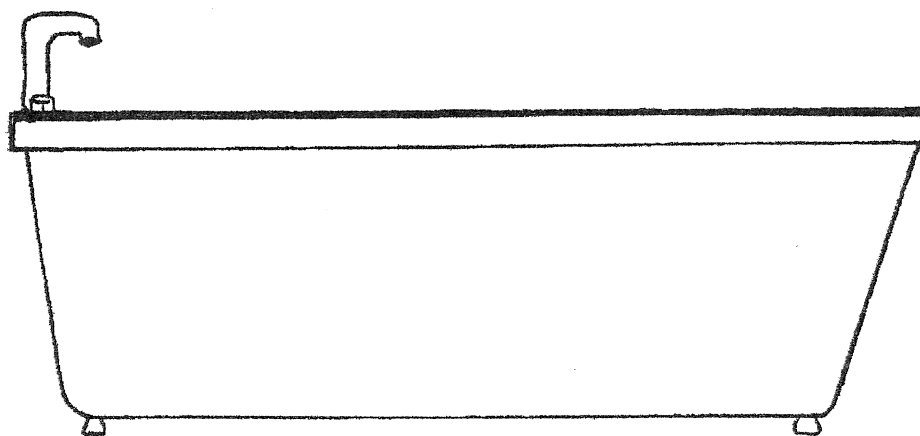
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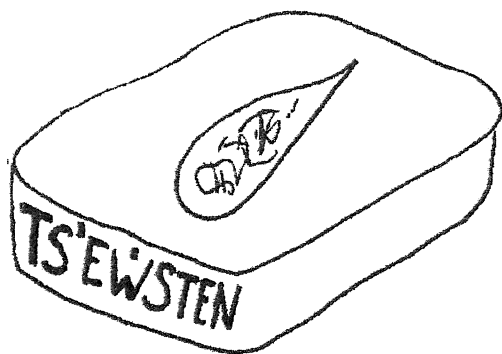
ts'awsten

# Total Physical Response Live Action Routines
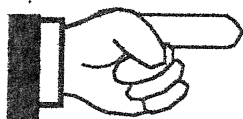
As part of this and each subsequent unit, students will practice carrying out Total Physical Response Live Action Routines involving a set of commands focused around an action or a topic. These lessons are specifically designed to be used with props, which are invaluable not only as a source of fun but 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.

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**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'ewkstemp wellenwi7emp ! Cuy', xilemcwiye!). Do this more than once on different days.

STAGE 2: READING
**After** the receptive (listening) stage above, students can re-do the routine by readingit:
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:

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

**Ts'ewkstemce!**
1) Me7 ts'ewenc re7 kelkelc. Cuy, ts'ewkstemce !

2) Ckelltsinte re sewllkwe

3) Kwente re ts'ewksten

4) Ts'ewkstemce!

5) Tnteke ne cts'ewsten re ts'ewsten

6) Ts'ewente cu7tsem te sewllkwe re7 kelkelc.

7) Xq'ixtsente re sewllkwe

8) Kwenemce tek ep's

9) Xuwenteke re7 kelkelc.

10) E wi7stcwes re7 ep's, me7 llecwpentec.

11) Yiri7. Sts'ew re7 kelkelc.

TPR Live Action Routine II:
**Good Morning!**
(Adapted from: Live Action English, p. 14)

1) Tsutsllke7  te skwekw'7es (scilap) re  m-cwenwenes

2) Qillte!

3) Tsekwtskw'ilce!

4) Cemute!

5) Nesce ne  cnegwiicten

6) Nesce me7 tkeymucw, me7 utsqwucw

7) Ts'ewkstemce.

8) Ts'éwsemce.

9) Pelq'ilce ne7 ceticten

10) Yex-ce!

11) Tscenteke re7 spuiten.

12) Nesce ne c7ellenéllcw

13)  Illente re7 cwenwen te s7illen,  ste7ce tek lekapi.

14) Peqweitcwente re  stsq'ey

15) Nesce ne cnegwiicten me7 cts'ewtsenmucw ell me7 clegwtsnemucw!

16)  Ucwqinemce!

17) Llecwenteke re7 epekut (lekapu)

18) ts'umqsente re7 (ki7ce/qe7tse, ...)

19) tukw'ente!

20) tsutce "Putucw, me7 wiktsen e nenses!"

21) Qwetsetsce !

TPR Live Action Routine III:

## Shopping for a pair of Pants:
(Adapted from Live Action English, p. 11)

1) Qwenen-en-k te7 stewem tek sxet'emcen ne "Zellers"?

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

3) Ullcwe ne ctumellcw.

4) Tcusmente t'he7e k stenes re stemstitemt.

5) Tcusmente re sqelemcw (nuxwenxw) te stemstitemt.

6) Tcusmente k le7 tek sxet'emcen, k extek tek sxet'emcen

7) Kwente te cllucwp'min

8) Kw'ente re sxet'emcen

9) Piqwentsutce ne ts'exmin

10) Xyum-uwi yiri7 te sxet'emcen! Kllenteke.

11) Kw'ente cu7tsem tek sxet'emcen, tek extek tek sxet'emcen.

12) Extek-en yi7ene? Me7e, extek!

13) Kw'inc k stscemtéps ?

14) Kell7upekst te sqlew re stscemteps.

15) Tewente me7 eyencwes.

16) Estp'enllexwe te ctumellcw!

| 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:**

<u>1) Possessive Pronoun Suffixes:</u>
**ren qmumt** - my hat
**re7 qmut**  - your hat
**re qmuts**  - his/her hat
**re qmut-kt** - (all) our hat
**re qmuts-kucw**  - our hat (not yours)
**re qmut-emp** - you people's hats

**ren ckwtut'sten** - my eye(s)
**re7 ckwt'usten** - your eye(s)
**re ckwt'ustens** - his/her eye(s)
**re ckwetkwt'usten-kt** - (all) our eyes
**re ckwetkwt'ustens-kucw** - our eyes (including you)
**re ckwetkwt'usten-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 t'ene, or ckwt'usten,  the original consonant loses its glottalization,  and only the reduplicated consonant is glottalized.
One function of consonant reduplication is to make  a diminuitive 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.

<u>Practice:</u>
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: |
|---|---|
| t'ene | ren |
| stem'stitem't | ren |
| tmicw | ren |
| sp'seqs | ren |
| ckwt'usten | ren |
| spepke7 | ren |
| cllecwllecwusten | ren |
| qewten | 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 Yiri7 re s      s:

These phrases are very common. They use yiri7 + 3rd person nominalized possessive form of an adjective or verb::

| Adj./Verb | yiri7 form | English meaning |
|---|---|---|
| le7 | yiri7 re sle7s | That's good |
| xexe7 | yiri7 re sxexe7s | That's smart |
| qwetsets | yiri7 ren sqwetsets | I have to leave now |
| extek | yiri7 re s7exteks | That's correct/fits |
| tsukws | yiri7 re stsukws | That's all |
| kitsc | yiri7 re skitscs-kucw | We have arrived |

## 3) Plural Reduplication:

In Secwepemctsin, plurals are made of nouns by reduplicating the first syllable or part of syllable. For example: t'ene = (one) ear; tent'ene = ears; pil'ce = (one) skirt; pelpil'ce = skirts. Plural reduplication in Secwepemctsin 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 |
|----------|--------|-----------------|
| t'ene | tent'ene | ren  tentet'ne |
| xlecw | | |
| sqw'ext | | |
| kelc | | |
| lexlixkst | | |
| lexlixcen | | |
| speke7 | | |
| ckupcen' | | |
| ts'elcwilep | | |
| pil'ce | | |

Intransitive verb/noun and adjective endings:

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

Negative commands:

ta7ews ke7 s_____ (intransitive verbs and adjectives)
ta7ews k s_____ transitive verbs+ending

Negation:
Ta7 ken slel7e (with reduplication)
ta7 ke7 sle7
ta7 k sle7s
ta7 k sle7-kt
ta7 k sle7s-kuc
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:
Secwepemctsin 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 |
| -ew's | 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 areslightly 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 ´ .

| 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.):
nekw'7use7
seluse7
kelluse7
mesuse7
tselkstuse7

Counting pointed objects (pens,  sticks, etc.)
-eke7 suffix, e.g.
nekw'7eke7
seleke7
kelleke7
meseke7
tselksteke7

Counting Sheets of Paper or flat thin objects:
eitcw  suffix, e.g.
nekw'eitcw
seleitcw

**kelleitcw**
**meseitcw**
**tselksteitcw**

The suffix -tsut
The suffix -tsut turns a verb into a reflexive verb, i.e. doing something to yourself.
Examples:
**piqwentsut** - to look at yourself
**yexentsut** - to get dressed
**nekw'stsut** - to be alone

In a derived sense, -tsut also derives someon who pretends to be something:
**seme7stsut** - someone who acts like a white person

## c) Pronunciation:
Focus on Group B sounds.
Discrimination practice (ll/l ; r/g ; c/x; k/q; rounded cw, xw, kw, qw vs. unrounded forms)

## 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.

## Unit 3: Ra kw'saltkten:
### Relatives and Family

### 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 Secwepemctsin 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 Secwepemctsin 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 ks ...) 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 Secwepemctsin who is whose relatives;

• Make a genealogy (family tree chart) of your relatives; describe who is who in Secwepemctsin. 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 "Tsetse" song on the Nels Mitchell tape.

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

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**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 ("tsetse" song).

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

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## 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 lu7 re Kyey7e
## (There was an old lady who swallowed a fly)

W7ec lu7 re kyey7e
m-q'mem  te cmeye
kenmes-enke  k sq'menteses re cmeye.
Haqen me7 qwtseq

W7ec lu7 re  kyey7e
m-q'mem   te skek'i7,
m-qw'yeyes,  qw'yeyes, xqw'yellts'es lu7.
M-q'menteses re skek'i7 es kwenwens re cmeye,
kenmes-enke  k sq'menteses re cmeye.
Haqen me7 qwtseq.

W7ec lu7 re kyey7e
m-q'mem te spyu7.
kenmes-enke k sq'menteses re spyu7
M-q'menteses re spyu7 es kwenwens re skek'i7,
m-qw'yeyes,  qw'yeyes, xqw'yellts'es lu7.
M-q'menteses re skek'i7  es  kwenwens re cmeye,
kenmes-enke  k sq'menteses re cmeye.
Haqen me7 qwtseq.

W7ec lu7 re kyey7e
m-q'mem te pus.
kenmes-enke k sq'menteses re pus.
M-q'menteses re pus es kwenwens  re spyu7,
M-q'menteses re spyu7 es kwenwens re skek'i7,
m-qw'yeyes, m- qw'yeyes, xqw'yellts'es lu7.
M-q'menteses re skek'i7 es kwenwens re cmeye,
kenmes-enke  k sq'menteses re cmeye.
Haqen me7 qwtseq.

W7ec lu7 re kyey7e
m-q'mem te sqexe.
kenmes-enke k sq'menteses re sqexe.
M-q'menteses re sqexe es  kwenwens re pus
M-q'menteses re pus es  kwenwens  re spyu7,
M-q'menteses re spyu7 es kwenwen's re skek'i7,
m-qw'yeyes, m- qw'yeyes, xqw'yellts'es lu7.

M-q'menteses re skek'i7 es kwenweńs re cmeye,
kenmes-enke  k sq'menteses re cmeye.
Haqen me7  qwtseq.

W7ec lu7 re kyey7e
m-q'mem te  koso.
kenmes-enke k sq'menteses re koso.
M-q'menteses re koso es kwenweńs re sqexe,
M-q'menteses re sqexe es kwenweńs re pus
M-q'menteses re pus es kwenweńs  re spyu7,
M-q'menteses re spyu7 es kwenweńs re skek'i7,
m-qw'yeyes,  qw'yeyes, xqw'yellts'es lu7.
M-q'menteses re skek'i7 es kwenweńs re cmeye,
kenmes-enke  k sq'menteses re cmeye.
Haqen me7  qwtseq.

W7ec lu7 re kyey7e
m-q'mem te  st'amalt.
kenmes-enke k sq'menteses re st'amalt.
M-q'menteses re st'amalt es kwenweńs re koso
M-q'menteses re koso es kwenweńs re sqexe,
M-q'menteses re sqexe es kwenweńs re pus
M-q'menteses re pus es kwenweńs  re spyu7,
M-q'menteses re spyu7 es kwenweńs re skek'i7,
m-qw'yeyes,  qw'yeyes, xqw'yellts'es lu7.
M-q'menteses re skek'i7 es kwenweńs re cmeye,
kenmes-enke  k sq'menteses re cmeye.
Haqen me7  qwtseq.

W7ec lu7 re kyey7e,
m-q'mem te nts'esqexe7,
kenmes-enke  k sq'menteses re  nts'esqexe7.
M-qwtseqes lu7 !

<u>Vocabulary:</u>

**spyu7** - bird

**st'amalt** - cow

**koso** - pig

**nts'e7sqexe7** - horse

**sqexe** - dog

**pus** - cat

**cmeye** - fly

**skek'i7** - spider

**q'mem** - to swallow

**q'mentes** - he/she swallowed

**es kwenwens** in order to catch

**qwtseq** - to 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 q', and qw.

**Grammar:**
1) **Review Possessive Pronoun Suffixes**
2) **Review Negation with k + personal pronoun suffixes;**
3) **Review plain numerals and lexical suffixes.**

Possessives:
**ren xpe7e** - my grandfather (no reduplication)
**ren kye7e** - my grandmother (no reduplication)
**ren kw'seseltkten** - my relatives

(2nd person singular)
**re7 xpe7e** - your grandfather
**re7 kye7e** - your grandmother
**re7 kw'seltkten** - your relatives

3rd person singular
**re xpe7es (re John)** - his grandfather
**re kye7es (re John)** - her grandmother
**re kw'seltktens (re John)** - his relatives

**re xpe7e-kt** - our grandfather (incl.)
**re kye7e-kt** - our grandmother (incl)
**re kw'seltkten-kt** - our relatives (incl.)

**re xpe7es-kucw** - our grandfather (exclusive)
**re kye7es-kucw** - our grandmother (excl.)
**re kw'seltktens-kucw** - our relatives (excl.)

**re xpe7e-mp** - your (pl.) grandfather (plural; you people)
**re kye7e-mp** - your grandmother (pl.)
**re kw'seltkten-emp** - your relatives (pl.)

## Transitive and Intransitive Verbs:
In learning Secwepemctsin, it is important to know the difference between transitive verbs and intransitive verbs:  Intransitive verbs do not have a direct object;  transitive verbs do have a direct object.  Transitive verbs have different endings in Secwepemctsin 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 Secwepemctsin, direct object pronouns are
expressed through suffixes.
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 | kwente | kwekwen | kwenc | kwens |
| make it | k'ulente | kuk'len | k'ulenc | k'ulens |
| fix it | tscenteke | tscenteke | tscentec | tscentes |
| look at it | piqwente | pipqwen | piqwenc | piqwens |
| bathe it | secwente | sescwen | secwenc | secwens |
| swallow it | q'menteke | q'menteten | q'mentec | q'mentes |
| put it on | llcwenteke | llcwenteten | llcwentec | llcwentes |
| take it off | kllenteke | kllenteten | kllentec | kllentes |

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 Shuswap-English dictionary
(hint: the dictionary lists only the 3rd person singular form).

| I | kuk'len | wiwkten | ts'xenteten |
|---|---------|---------|-------------|
| you | k'ulenc | wiktc | ts'xentec |
| he/she/it | k'ulens | wikts | ts'xentes |
| we (inc.) | k'ulentem | wiktem | ts'xentem |
| we (exc.) | k'ulentem-kucw | wiktem-kucw | ts'xentem-kucw |
| you (pl.) | k'ulentp | wiktp | ts'xentep |

The Counting system for people

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

1 person        tnekw'é7
2 people       tek'séle
3 people       tekellés
4 people       tmúsmes
5 people       tektsíltselkst
6 people       teqmékmekst
7 people       tektsútsllke7
8 people       nekw'7ú7ps
9 people       temllenkúkw'7e
10 people      t7úp7epekst

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:
"Tkw'inkw'enc ke7 sintse (kic, qetsk, tsetse, uqw'i, etc.)?"
tnekw'e7 ren kic, tek'sele ren tsetse, tnekw'e7 ren sintse ell tmusmes ren qetsk."

Asking and telling age:
One can count years and thus age with the noun "swucwt" (one snow =one year), e.g. upekst ell teq'mekst ren swuwcwt"; "upekst ell tsilkst re swucwts re Jessica,"
or with the suffix -tyenecwem:
Tkw'enlltyenecwem ke7 tsetse?
"upeklltyenecwem ell sesele."
"Tkw'enlltyenecwem -k ?

The hypothetical article "k" in questions:
wh- questions with sweti7 or stem'i use the hypothetical article k instead of "re":
Sweti7 k uqw'is re _____ ? - Who is _____'s brother/sister
sweti7 ke7 uqw'i ? - Who is your brother/sister?
sweti7 k kw'seltkten-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 yucwmenstec re skw'imemelt:
> 2) Me7 yucwmenile-k!
> 3) cw7ewsente re skw'imemelt!
> 4) lecus ri7 te skw'imemelt
> 5) nunxwenxw-en re yews tuwiwt-en ri7 ?
> 6) ts'umqsente!
> 7) lip'ente!
> 8) lemente!
> 9) kecteke re skw'imemelt tek s7illen!
> 10) Cw7ites k smetec!
> 11) Piqwente! Ptsiqw'ens!
> 12) Axté7 ! Cwescwesus !
> 13) emutste, me7 ep'sencwes
> 14) Tspals te skw'imemelt ri7 !

⇒ Taking care of grandmother (make this one up)

**Pronunciation Practice:**

Practice sound discrimination through TPR Live Action routine and with W7ec lu7 re kyey7e. Focus on students improving skills in discriminating glottalized and plain velars and uvulars (k/q/k' q' and rounded versions). Students who are learning the language and who are mastering the production of the glottalized sounds k' and q' tend to overregularize 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 record them 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:

**kw'saltkten** - relatives, family
**sla7a** - grandfather
**kya7a** - grandmother
**qa7tsa** - father
**ki7ca** - mother
**uqw'i** - sibling or cousin of same sex
**sma7sta** - sibling or cousin of opposite sex
**st'amkalt** - daughter
**sqwsa7** - son
**sintsa** - younger brother
**qatsk** - older brother
**tsatsa** - younger sister
**kic** - older sister
**skuya** - baby of a family
**skw'imamelt** - infant

Possessives:

**ra sla7a** - my grandfather
**ra kya7a** - my grandmother
**ra kw'saltkten** - my relatives

(2nd person singular)

**ra7 sla7a** - your grandfather
**ra7 kya7a** - your grandmother
**ra7 kw'saltkten** - your relatives

3rd person singular

**sla7as (ra John)** - his grandfather
**kya7as (ra John)** - her grandmother
**kw'saltktens (ra John)** - his relatives

Questions and Answers:

**Swati7 k uqw'is ra _____ ?** - Who is _____'s brother/sister
**swati7 ka7 uqw'i ?** - Who is your brother/sister?
**teksala ra sma7stas (tsatsas) ra George;  skwasts _____ all _____ .** George has two sisters (younger sisters).  Their names are _____ and _____.

# Ra kw'saltkten:
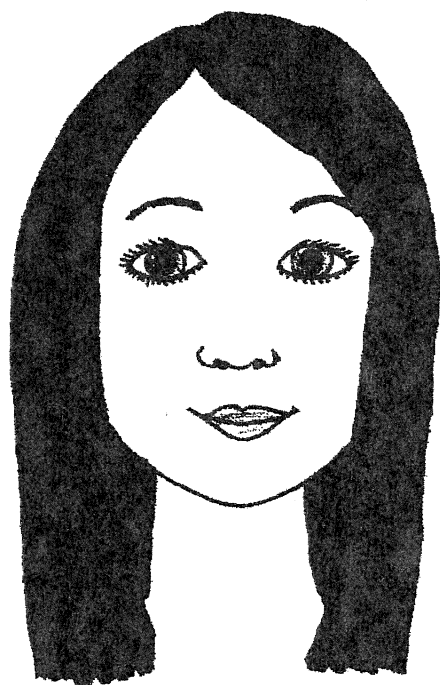


ki7ca
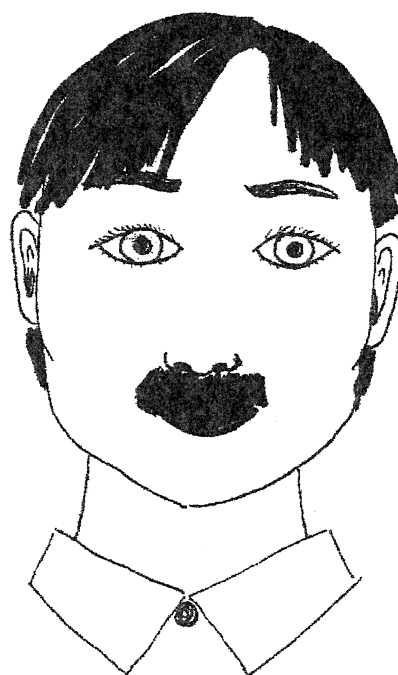


qa7tsa

kya7a



sla7a
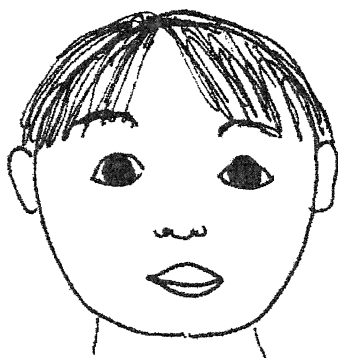
sintsa

qatsk

tsatsa

kic

# Unit 4: Ra Secwapemc ra stsillens
## 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
- 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 Secwepemctsin involving the (imagined or real) preparation of an item of food (see Live Action TPR, below, p. )

* 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 Secwepemctsin, a story in Secwepemctsin 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 Secwepemctsin, 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. sp'ixle7cw,  sxusem);

- 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 Secwepemctsin 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:

**illen** - to eat

**stsillen** - food

**cepqina** - to eat lunch/dinner

**stak'la** - (packed) lunch

**ts'i7** - meat

**swawll** - fish

**lekelat** - bread

**sp'ixla7cw** - fried bread, bannock

**speqpaq** - berries

**sxusa** - soapberries/Indian ice cream

**lekamin** - soup

**sk'ac** - dried meat

**scwik'** - dried fish

**petahk** - potatoes

**u7sa** - egg

**lesal** - salt

**lepwahwah** - pepper

**sta7** - drink

**syalt** - plate

**tseck'pupcw** - bowl

**clluqw'ma7** - cup

**lletkw'entsuten** - fork

**set'cima** - spoon

**sekw'min** -  (hunting) knife

**cwt'akst** - knife

**letap** - table

**ts'elcwilep** - chair

**maq'** - full

**tayt** - hungry

**nexawu** - thirsty

**tilawsa** - to set the table

**q'7as te stsillen** - food from long time ago; traditional food

**pyin te stsillen** - present day (modern) food

**la7 te stsillen** - good food

b) Phrases:

**tsxwante ma7 illnucw!** - come and eat (one)!

**tsxwantcwiye ma7 c7illenep** -   come and eat (many)!

**nasca ma7 illenucw** - go and eat (one)!
**nascwiye ma7 illenep** - go and eat  (many)!
**tayt-en-k?**  - are you hungry (one)?
**tayt-en-kp?** - are you hungry (many)?
**nexawu-a-k?**  - are you thirsty (one)?
**nexawu-a-kp?** - are you thirsty (many)?
**maq'-a-k?**  - are you full (one)?
**meqmaq'-en-kp?**- are you full (many)?
**Yen ri7 ka7 smaq'?**  - are you full? (one)?
**maq'-ka**   - I am full
**amuta ma7 illenucw!** - sit down and eat!
**la7-a ka7 stsillen?** - is your food good?
**qwenan-a-k cu7tsa tek _____?**  - do you want some more _____?
**xwexwiyam-a-k cu7tsa tek _____?**  - would you like some more _____?
**kectsama tek _____**- give me some _____!
**tilaẃsma!** - set the table (one)!
**tilaẃsacwiya!** - set the table (many)!
**alkw'ate ra7 syalt!** - put your plate away(one)! - substitute fork, spoon, etc.
**alkw'atiye ra syaltap!** - put your plates away (many)!
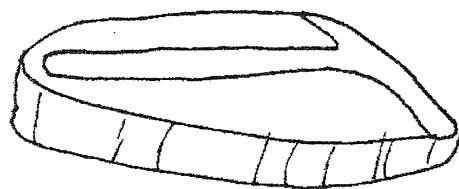
**ts'i7**
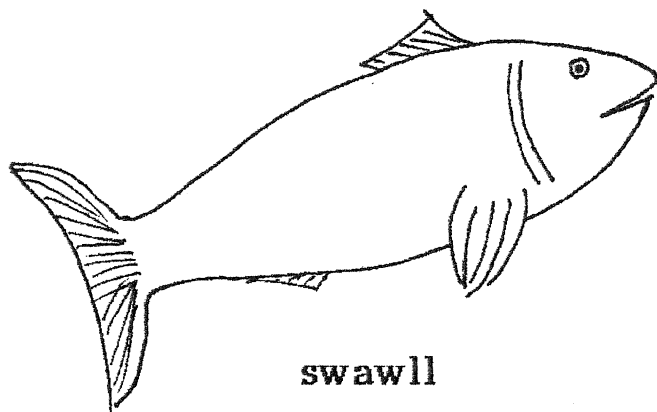
**swawll**
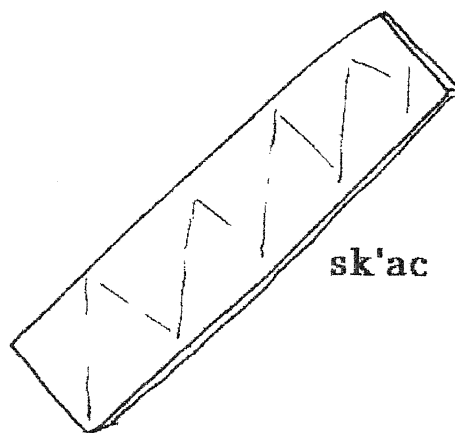
**sk'ac**
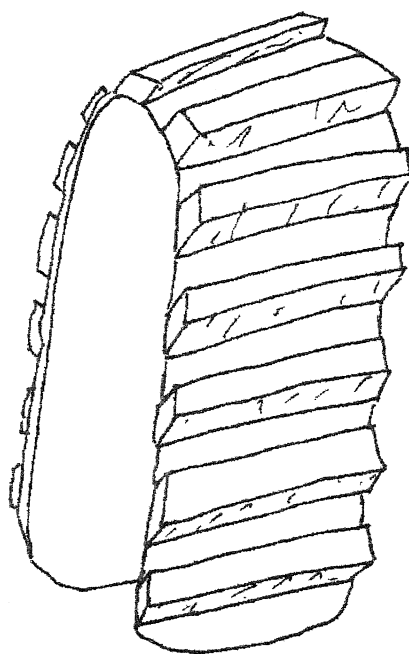
**scwik'**

petahk
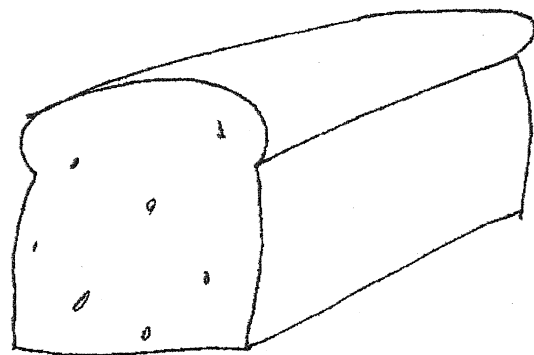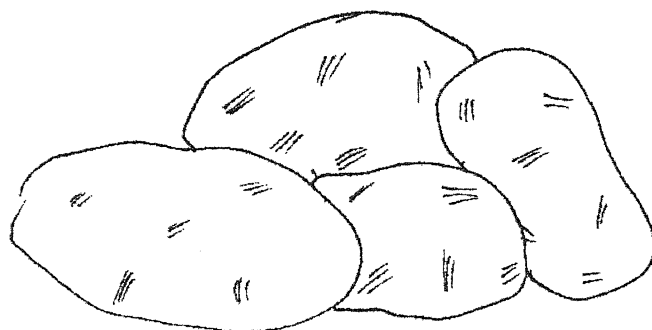
lekelat
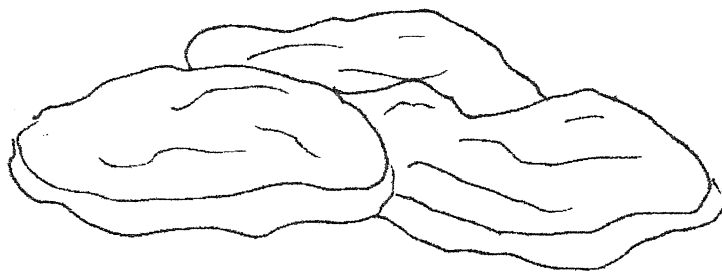
sp'ixla7cw
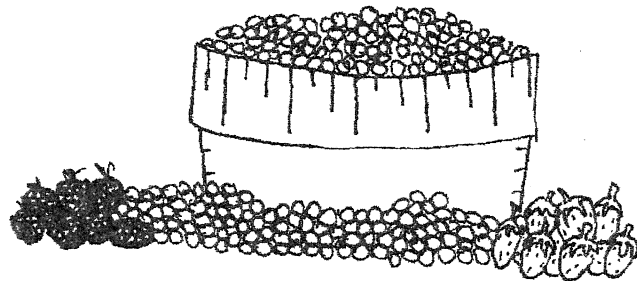
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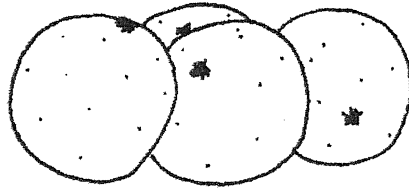
kwelołsa7
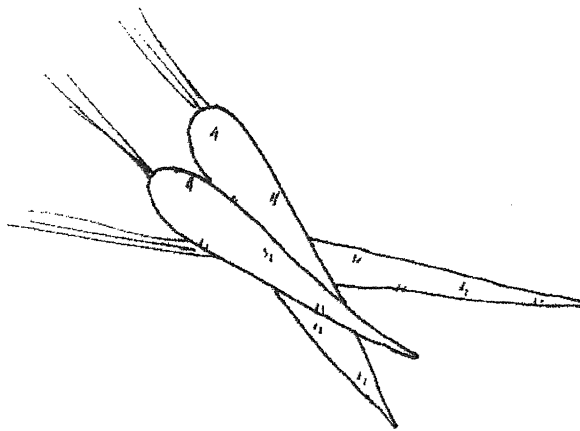
gayu7
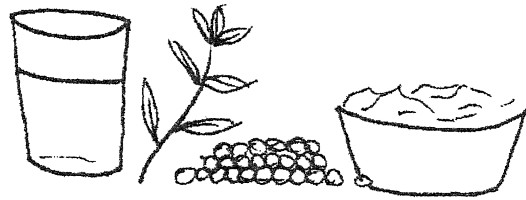
**sxusa**
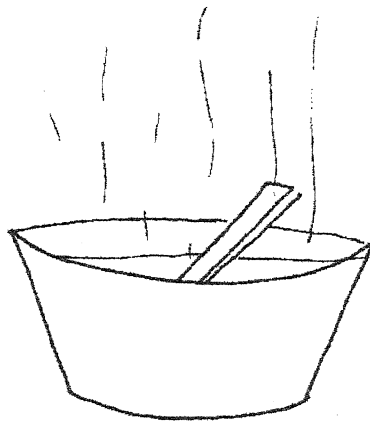
**lekemin**

**sq7am  (sp'amcw)**
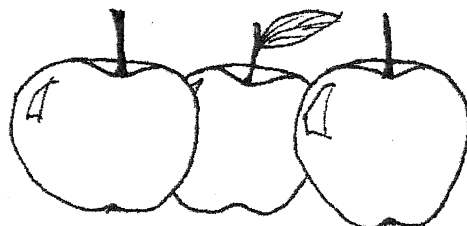
**ahpels**
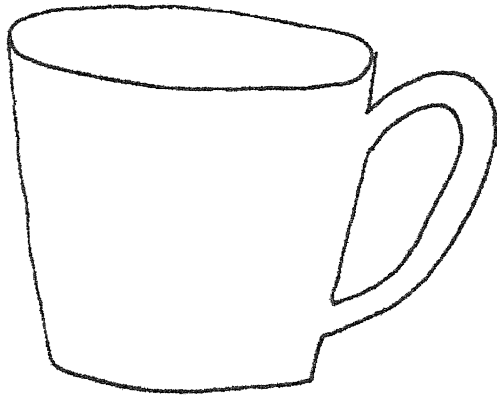
clluqwma7
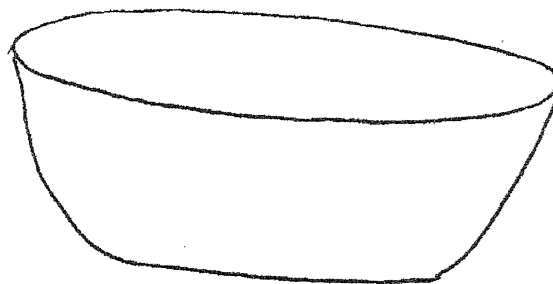
tseck'pupcw

syalt
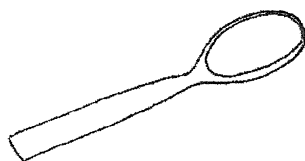
set'cima
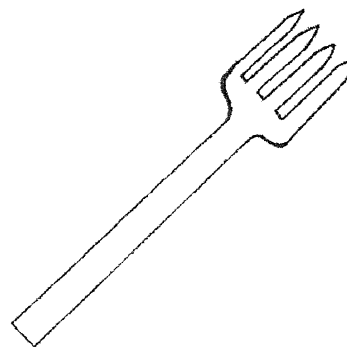
lletkw'entsuten
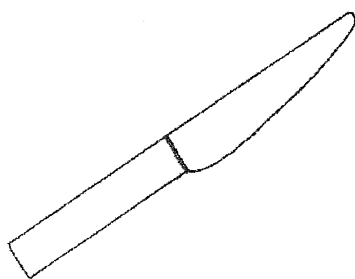
sekw'min
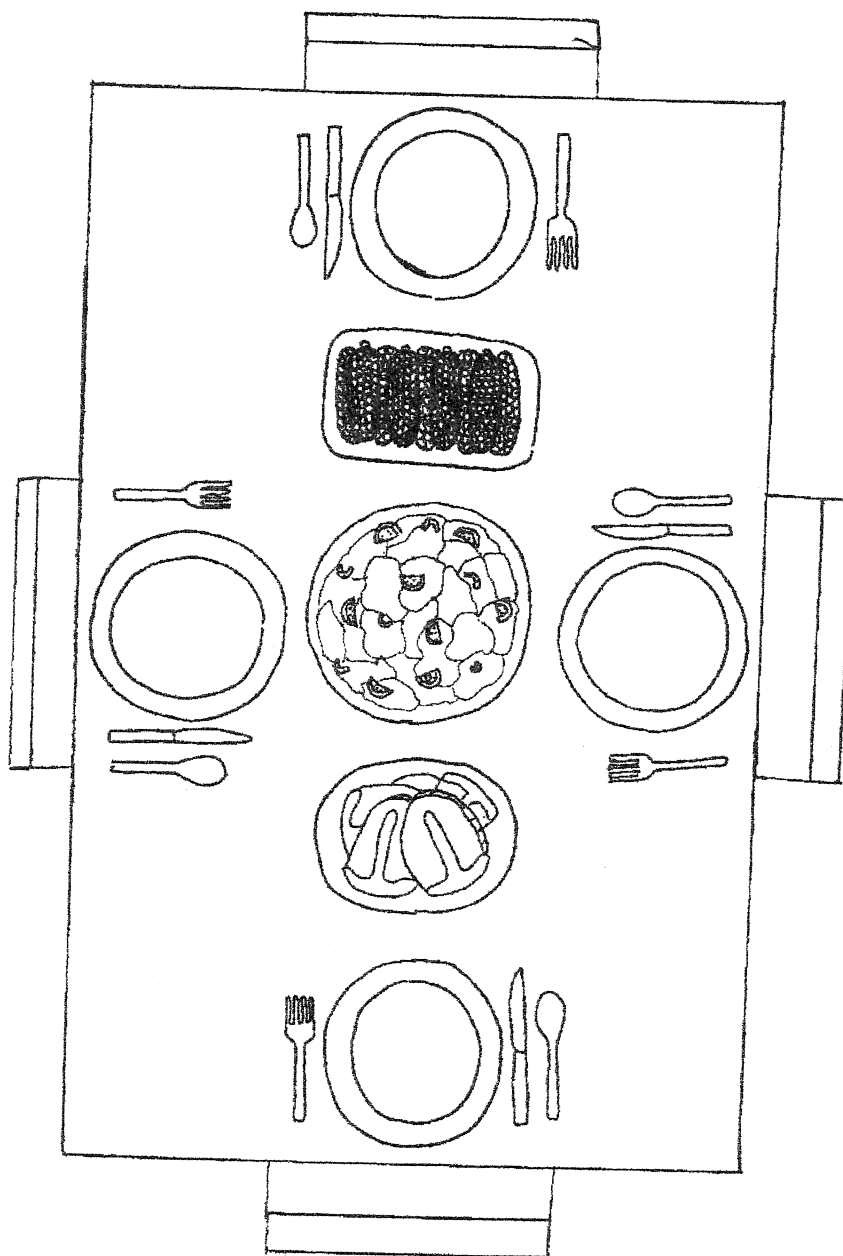
tilawsma!

stami ka7 swika ne letap?
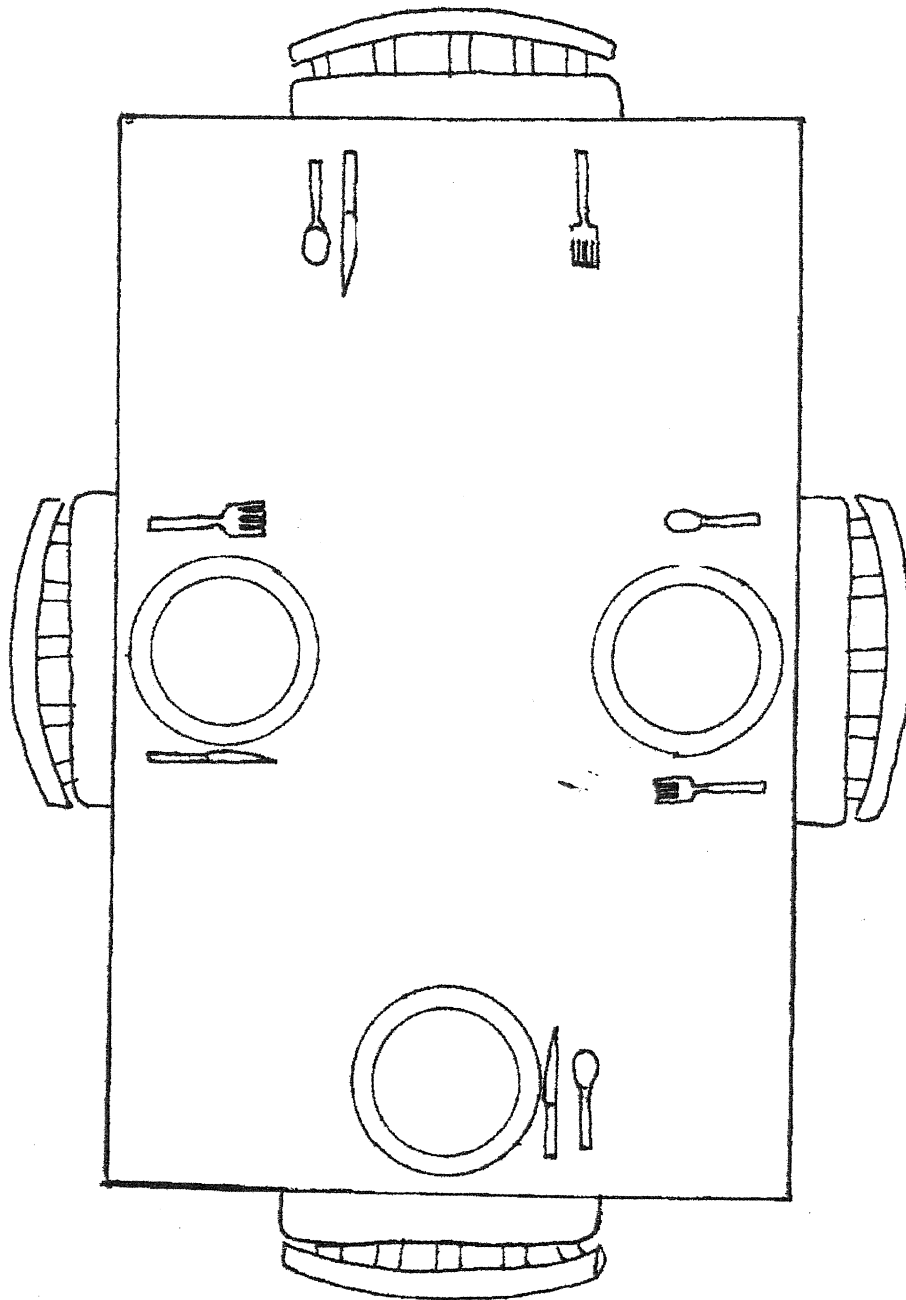
Piqwata yi7ana te stilaẇsa. M-llapas-en t'ri7 tek stam?

## Ra Scwicwaya all ra Kelklats

Le q'7ases ra kya7a re slexlexaẏas:

Ra scwicwaya w7ac ra alkstes

Kw'iyusa ne skw'iyulecw wel ra llwalsten

K'ell w7ac ra kelklats tigaynekmes

Xqwiyallts'a t'ri7 te sqw'yilc.

T'ri7 stam ra tsuwets.

S7istk.

Yiri7 ra stektsillens

Yiri7 ra stext'axelcmas-ekwe ra scwicwaya.

Yiri7 ra scpupaẇtsmes-ekwe.

W7ac-ekwe re ckelltsicta te scwicwaya:

"Ts7ullcwa!"

Ts7ullcw-ekwe.

Qwaqwant-ekwe m-yaws ra s7ucw7ucwtes t'ucw.

Ta7-ekwe k pell-stsektsusas, ra kelklats.

Kitsita ra scwicwaya te kelklats, q'en7alt.

Tsunta-ekwe t'7ene,

"Kana-k?"

"Yiri7 t'ucw well ra7 qwsa7 w7ac ra tektsillenes.

Kana ka7 pell-stsillen ra smetac-kuc?"

"Ah, t'ri7 tigaynekca!

Tigaynekcta    t'ri7 ma7 ltwilc-k !,

Ma7  maq'-k !

Qwaqwant  t'ri7,  yiri7enke  k m-sxwayts  ra kelklats.

### Story about Ant and Grasshopper
(Adapted into Eastern dialect from a story by Nellie Taylor, Skeetchestn Indian Reserve,
as told by her great-grandmother Agathe (Llecwpusetkwe), 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 guitar.
They had  fun dancing.
They had all kinds of activities.
It was winter.
There, they  starved.
They charged over to the ants.
There, they knocked on the door.
They were very pitiful when they were freezing.
they opened the door for them, the ants.
They entered.
They didn't have wood, the grasshoppers.
when they got to the ants, the grasshoppers, they begged for food.
they were asked this,
What's the matter with you?
There, your nephews are starving.
do you have any food to feed us?
ah, there, play guitar for them!
play guitar for them, then they will feel better,
They'll get full."
Poor things,  they must have died, the grasshoppers.

# A prayer:

## Me7 qweqwentsin-kt

Tqeltk kukwpi7,
Yiri7 re skukstec-kucw ne7elye re skectec-kucw ne7elye te
s7illens-kucw.
Yiri7 re skukstec-kucw re skectec-kucw  re sqlelten re
skecmentsuts es c7ell7illens-kucw.
Tqeltk-kukwpi7,
Yiri7 re sle7s re skectec-kucw re teniye ell re tse7-uẃi es
kecmentsut.s es le7s es c7ell7illens-kucw.
Le7 re skectec ne7elye  te skw'eṅllq es ta7ews k stektsillens re
kw'seltkten-kucw  ne7elye te meluı̇kw'
Tqelt-kukwpi,
yiri7 re skukstec-kucw re skectec-kucw te kw'seltktens-kucw es
le7s es k'ulens ne7elye re ts'i7, re swewll, re skw'eṅllq,  xwexweyt
te stem ne7elye es c7ell7illens-kucw pyin te sitq't.
Wenecwem yiri7 re skukwstec-kucw.
Knucwente-kucw es kwemtus es yucwmenstwecws-kucw ell es
knucwentwecw-kucw es kwemtus ne7elye es le7 es w7ec-kt
ne7elye ne tmicw-kt.
T'ucw ts'ilem.

# Grammar:

## a) Grammar Review:
1) First Person reduplication
2) re, te and tek
3) Nominalized forms with yiri7 (use  Grasshopper and Ants story to review these)

## New Grammar:
1) the es-form expresses "to" as in "want to",  "afraid to", "try to", "tell s.o. to"
tsutst-ken en s7illen
tsut-k te7s  illen
tsut-(ekwe)  es illens
tsut-kt  es illen-kt
tsut-kucw es illens
tsut-kp es illenemp

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

**tsut** (itr.) - to want (to do something)

**qwenen** (itr.) -  to want (something)

**qwenmin** (tr.)  - to want (something specific)

**xwexwiyem**  (itr.)  -  to like s.th. (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
When referring to an unspecified quantity ("some"),  one uses the article tek with intransitive verbs:
qwenen-en-k  tek lekapi ?  -  Do you want some coffee?
Kwenemce 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. elkst-ekwe = he says he works; tsut-ekwe = he says he wants; -enke  expresses that the storyteller or person speaking knows about the activities or information he/she is talking about from evidence,  or "apparently":

tscentes-enke = he apparently fixed it up (because it looks fixed up);  yiri7-
enke k m-sxwayts = they must have died.


Some question words with -enke are idiomatic expressions:
kenmes-enke  -  I don't know what happened
swetes-enke  -  I don't know who it is/was
stemes-enke  - I don't know what it was


## The Suffixal Paradigm:

Besides the plain person suffixes (endings) for verbs, adjectives  and nouns,
Secwepemctsin 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 i7llenwen | I am eating |
| w7ec re illenucw | you are eating |
| w7ec re illenes | he/she is eating |
| w7ec re illenet     (incl) | we are eating |
| w7ec-kucw re illenes/w7ec re illeneskucw  (exc) | we are eating |
| w7ec re illenep     (pl.) | you are eating |

c)  in if-when sentences
kwente tek sp'ixle7cw  e qwenenucw  -  take some fried bread if you want
some



d) Complex commands with me7...-ucw:
Examples:
**nesce me7  illenucw**
**tsxwente me7  tilewsemucw !**

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) sp'ixle7cw

1) Me7 k'ulem-kt tek sp'ixle7cw

2) Xeteqs me7 tskwenem-k tek cselewll te clluqwmeṅ tek peqpíq.

3) Kwenemce cenkw'eke7 tek st'cimen tek lesel,

4) Kwenemce cseleke7 tek st'cimen tek sukwe,

5) Me7 yews re7 skwenc k meseke7 tek st'cimen te Baking Powder.

6) Me7 metmet'encwes.

7) Me7 yews re7 skwenc cenkw'ewll tek clluqwmeṅ te sewllkwe, tek nek'u7 te clluqwmeṅ.

8) me7 ctek'encwes, ell me7 metmet'encwes wel me7 le7 ell wel me7 llpeq'

9) Kwente re cp'ixmeṅ, me7 ctek'encwes tek cw7it te qwtell, me7 xiyentecwes wel me7 xiyep.

10) Me7 yews ri7 re7 skwenem-k telri7, me7 tsrem-k telri7 mere7 stsmetmet' , me7 kwenemucw telri7 te7 scmelmolkw'em.

11) P'ixente wel me7 le7 !

12) Me7 yews ri7 re7 stskwenc.

13) Me7 kw'encwes e sle7s ! Le7-en ?

14) E le7s me7 c7i7elcmencwes ne7 stemét !

# Unit 5: Le q'7ases all pyin ra tsetsitcws:
## Dwellings and the Community

## 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 c7istkten' or winter home, were an ingenous 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 hrs./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 Secwepemctsin 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 Ck'emtsin; or visit remains of pithouses at Back Valley. Explain construction. Have students experience being inside a winter home.

- Have students draw the construction of a c7istkten' and label the parts in Secwepemctsin. 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) Pellc7ellcw7ullcwten, 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, The Thompson Indians, and J. Teit, 1909, The Shuswap Indians for information on pithouse construction; SCES 1989, We are the Shuswap

⇒ 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-tos 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
ck'atsenallcw - door
necnusteń - window
ck'males - floor (any floor)
xlilep  - plank floor
tk'emqin - roof
tk'mika7  - roof
sxlam ?  - wall
ck'makallcw  - ceiling; wall
mut  - to live (one)
tsyam  - to live (many)
c7istkteń - pit-house, winter-house
sq'ilya - sweat-house
ctsipwa7ten  - cache-pit; root cellar
letahnt - tent
yist - to camp
cyistań - camping ground
cts'awllcw - to clean up (whole house)
ap'a - to wipe
cts'awlesem - to wash the floor
ixwata! -  sweep it (the floor)!
sipata  - shake it out ( the mat) !
ctsuts'awa - to wash
ts7ullcw  - to enter this way
ullcw  - to enter
astp'a7llaxw - to go outside


Phrases:

T'ha7a k tsitcws ra _____ ?  Where is _____'s house?
T'ha7a k  mutes ra7 kya7a? - Where does your granny live?
T'ha7a k mutes ra _____?  Where does _____ live?
T'ha7a k  mutucw? - Where do you live?
T'ha7a ra7 kya7a k tsitcws?  - Where is your granny's house?
Swati7 k tsitcws yi7ana? - Whose house is this?
Swati7 k pelltsitcw? - Whose house is this?

_____ pelltsitcw. _____'s house.

Xq'ixtsata ra ck'atsenallcw! - lock the door!

Celmatsinta ra ck'atsenallcw! - close the door!

ckelltsinta ra ck'atsenallcw! - Open the door!

kataka ra ck'menkallcw - touch the wall (ceiling)!

sipata ra necnalesten! - shake out the mat!

cts'awata ra xlilep (ra necnusten, ra ck'atsenallcw etc)!
- wash the floor (window, door, etc)!

ixwata ra xlilep! - sweep the floor!

cts'awlesaca! - wash the floor!

Ma7 cts'awallcw-k! - clean the house!

ts7ullcwa! - come in!

astp'a7llaxwa! - go outside!

Swati7 ac k cpupawtsmes? - who is knocking at the door?
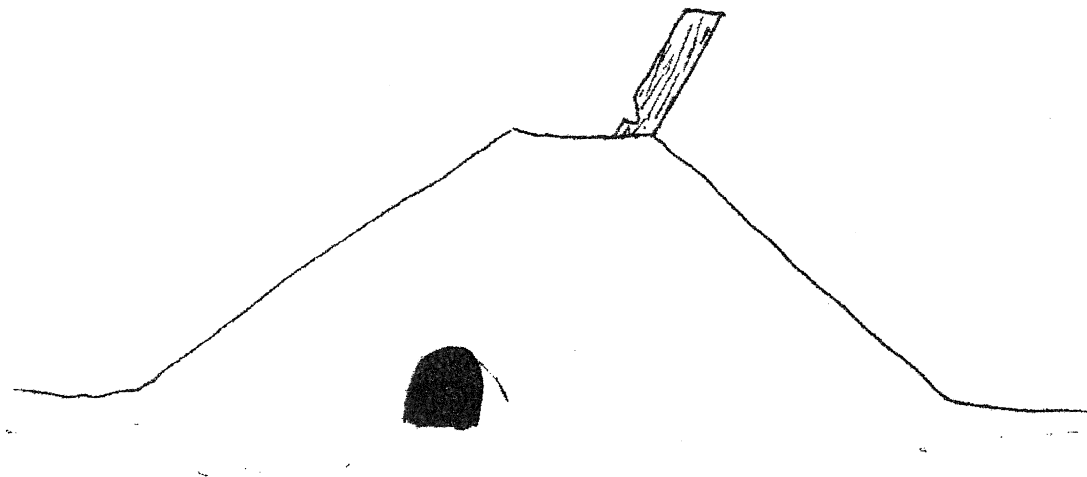
Le q'7as te tsitcw. C7istkteń yiri7 sts7amatsta.
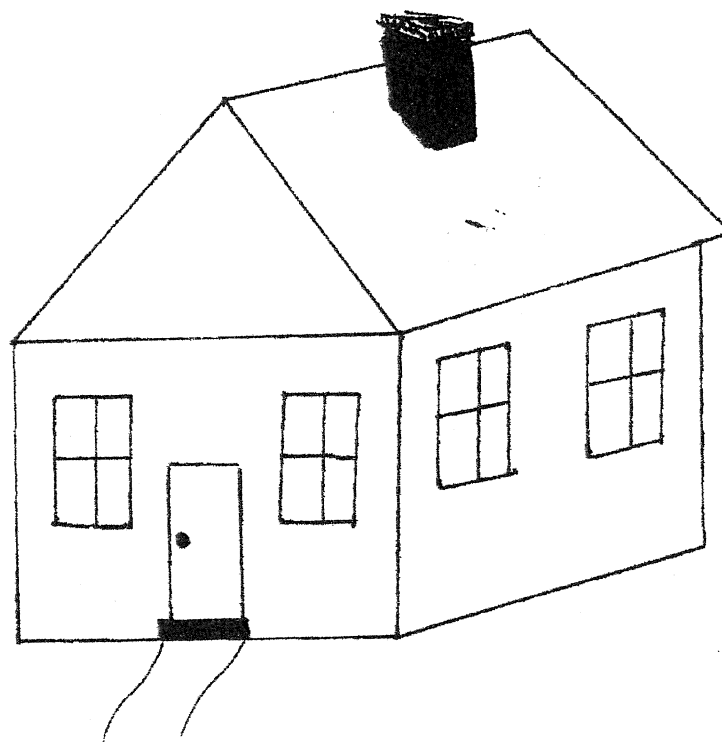


Pyin te tsitcw
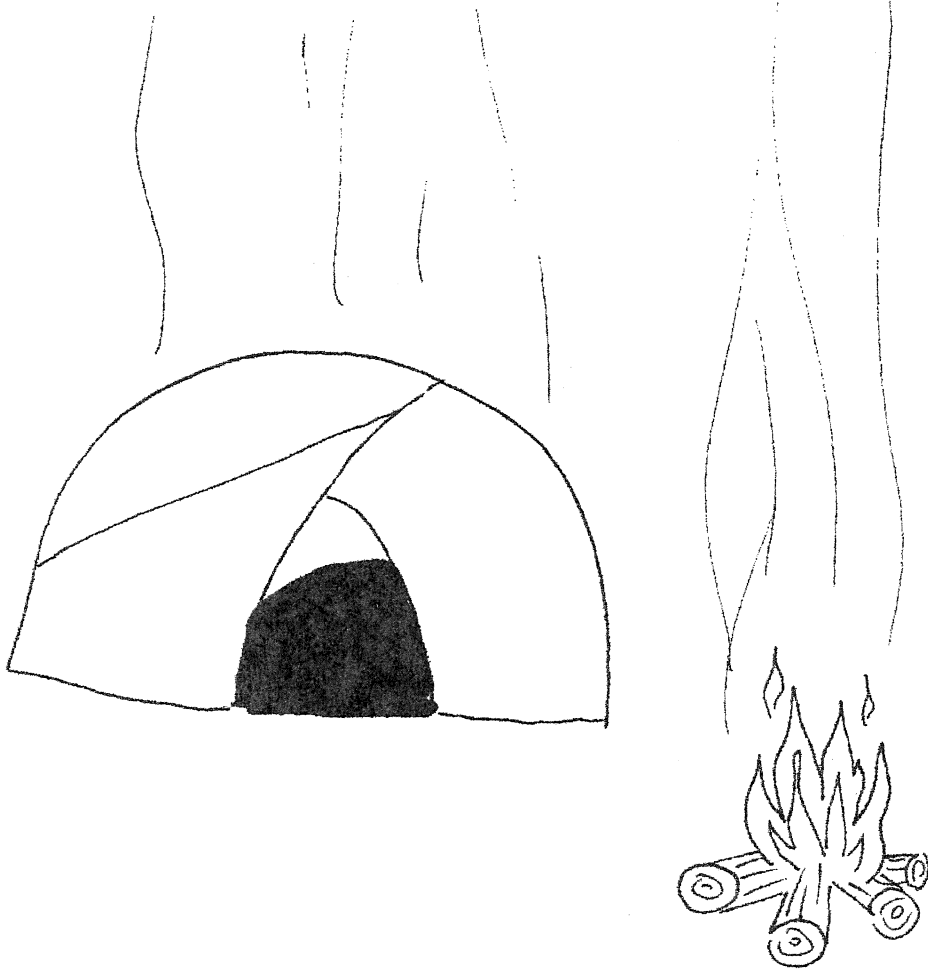
Sq'ilya  yi7ana
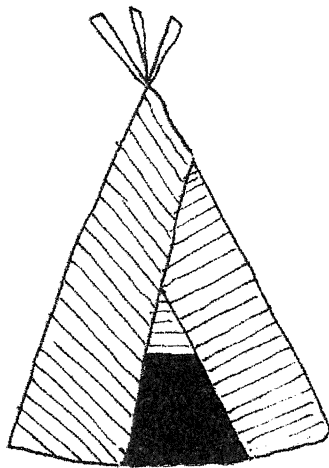
letahnt   yi7ana.  Yiri7  ra scyista7s  le q'7ases ra qelmucw  ne
sk'elulecw.

tk'emqin

ckmenkallcw

nernusten

xlilep

ck'atsenallcw
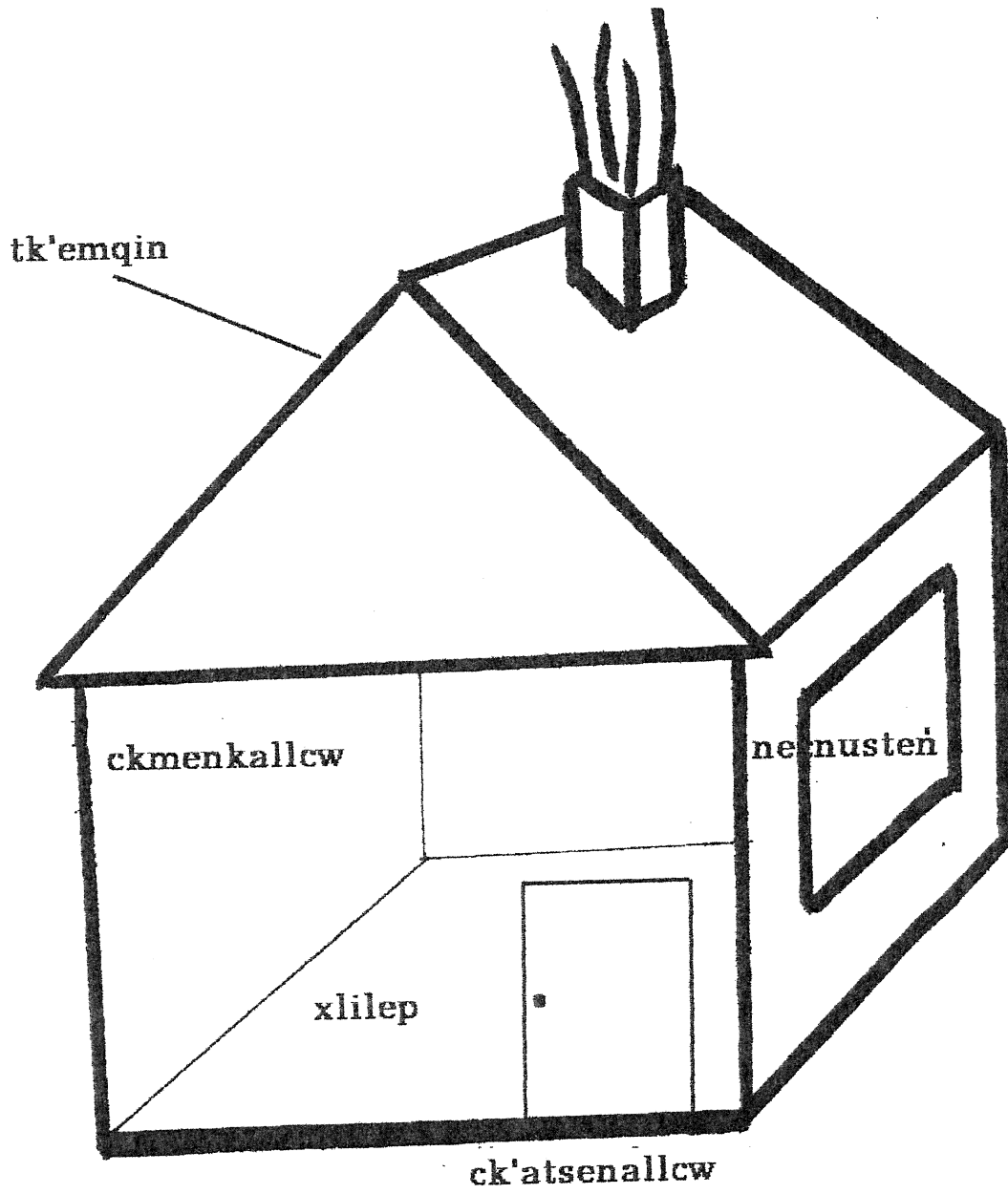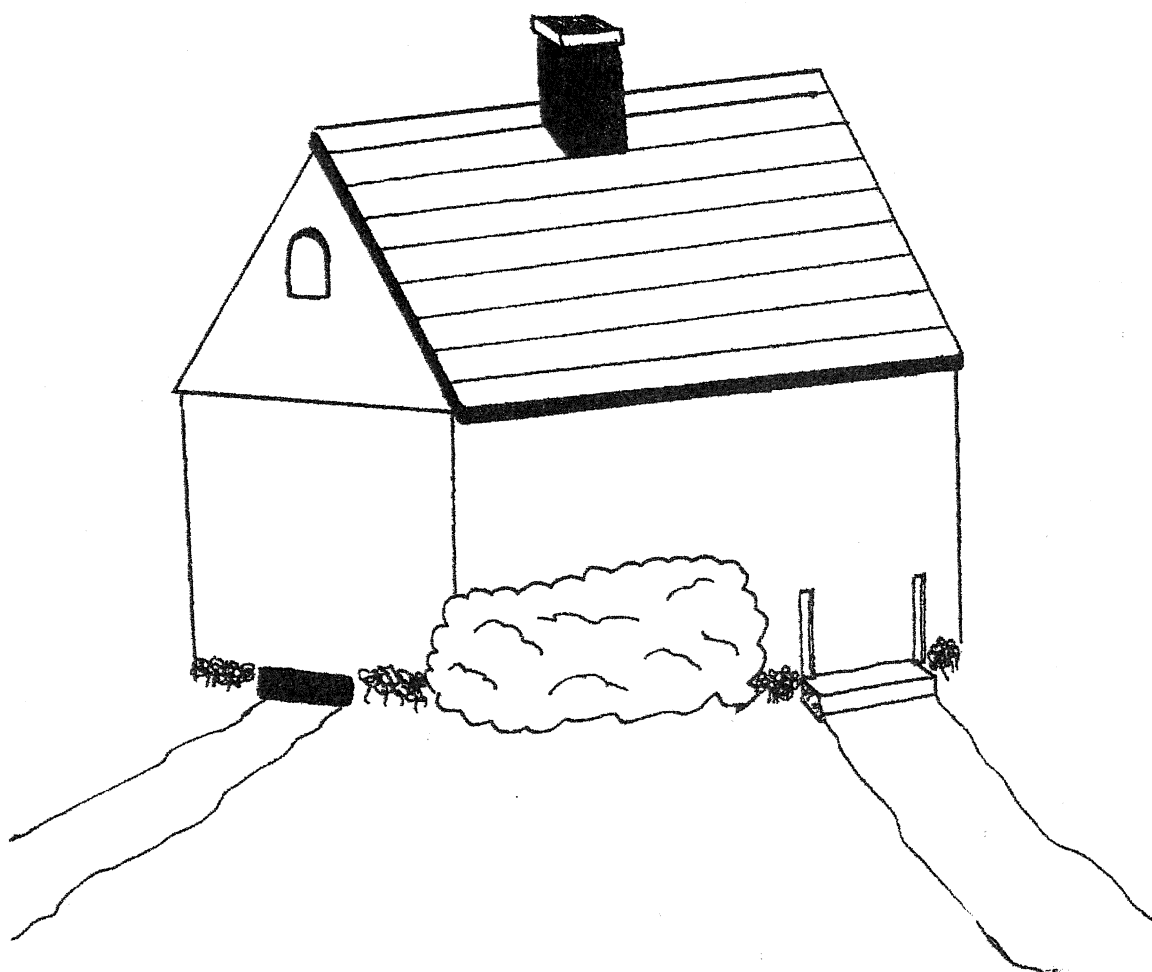
Piqwata yi7ana te tsitcw. Stami k ta7 k stsetsat.s na7ana te
tsitcw ?
Melmahiqwata !

## TPR Live Action Routine VI:
## Time to Clean House

1) Qwiqw'iyt re7 tsitcw!  Ketket' re7 ck'meles!

2) llecwenteke re7 apron

3) pkwenteke re ts'ewsten ne cts'ewmen.

4) Kwenemce te ep's  me7 c7ep'encwes  re cts'ewmen.

5) T7ep'u7sente re letpe, re ts'elcwilep ell re t7elkstewsten

(counter).

6) kwente re ixwle7p  me7 ixwencwes re xlilep (ck'meles)

7) Kwente re llkep  me7 ctek'encwes tek sewllkwe

8) Cwpkwetkwente tek ts'ewsten

9) Cts'ewlesemce!

10) Kwenemce cu7tsem  tek ep's, me7 t7ep'u7sencwes  re letep,

ell  re ts'elcwilep.

11) Plukw'ente re s7awmen , me7 tseq'mincwes.

12) Kwente re sut'melesten (vacuum), me7 sipencwes re

necnelesten.

15) Sipente re necnenlesten!

16) Elkwente xwexweyt re7 t7elkten.

17) Piqwente!  Le7 re sts'extens!

**Grammar:**
**Review:**
a) continuously use and review transitive pronoun suffixes learned so far
b) Review me7 ____cwes 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 p. ____ me |
|------|-------------|----------------|----------------|
| kwens | kwekwentsemc | kwekwentsems | kwekwentselp |
| wikts | wiwktsemc | wiwktsems | wiwktselp |
| knucwens | knuncwentsemc | knuncwentsems | knuncwentselp |
| kectes | kectsetsemc | kectsetsems | kectsetselp |
| metes | metsetsemc | metsetsemss | metsetselp |

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____me form adds -tsems to the verb, as well as doubling up.
The you (plural) ____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 ex. ____ you |
|------|-----------|-----------------|-----------------|
| kwens | kwentsen | kwent.s | kwent.st |
| wikts | wiktsen | wikt.s | wikt.st |
| knucwens | knucwentsen | knucwentsen | knucwent.st |
| kectes | kectsin | kectsis | kectsit |
| metes | metsin | metsis | metsit |

Forms that have "us" as direct object:

| Verb | you___us | he ___us (inc.) | he____us (exc.) | you pl_ us |
|------|----------|-----------------|-----------------|------------|
| kwens | kwenc-kucw | kwentels | kwens-kucw | kwentpkucw |
| wikts | wiktc-kucw | wiktels | wikts-kucw | wiktp-kucw |
| knucwens | knucwens-kucw | knucwentels | knucwens-kcuw | -tp-kucw |
| kectes | kectes-kucw | kectels | kectes-kucw | kectepkucw |
| metes | metes-kucw | metels | metes-kucw | metep-kucw |

Forms that have "you folks" as direct object:

| Verb | I___you pl | he_____you pl. | we ___you pl. |
|------|-----------|----------------|---------------|
| kwens | kwentlemen | kwentlems | kwentlemt |
| wikts | wiktlemen | wiktlems | wiktlemt |
| knucwens | knucwentlemen | knucwentlems | knucwentlemt |
| kectes | kectulmen | kectulems | kectulemt |
| metes | metulmen | metulems | metulemt |

**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:
kwente re ixwle7p  me7 ixwencwes re xlilep!
tsxwentcwiye me7 knucwentelmenes !

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:
pelltsitcw - to have a house
pelltsitstcw-ken - I have a house
pelltsitcw-en-k - do you have a house?
Sweti7 k pelltsitcw - whose house is that?

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:
cllemens - he puts it inside (a container)
molkw'ens - he puts them (a number of things, quantity) inside a container;
temtmins - he sits on top of

2) Prefixes:
Besides suffixes, Secwepemctsin has Prefixes, which get added to the beginning of a word. Some prefixes express location:

t- on top of:
tpult - to lie on top of
temtmins - he sits on top of
temtews - to ride (on the back of)
t7ep'ewsem

c- inside
cts'ewusem - wash the inside of one's face
c7ep'em - to wipe the inside of something

kw'ell- under, below

<u>3) Prepositions:</u>
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":

(ne) xeteqs ten tsitstcw  re kye7e re tsitcws.
(ne) se7wit ten tsitstcw  ren qeq7tse re tsitcws.

Deictics (pointing words) also express prepositions:
tekci7-  that in between
tekenu7  -  the other side of/that way
teken7elye  - this side of/this way

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


<u>Pronunciation:</u>
Practice sight-reading of words with Group C sounds (Glottal sounds)

<u>Finding out:</u>
- Students can find out further terms associated with c7istkten 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: Rq Secwapemcúlecw:
## 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 x daily

## 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 Secwepemctsin, and be able to use in Secwepemctsin, 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 Secwepemctsin.

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

- Show areal 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 Secwepemctsin as much as possible while giving them instructions.

- Tell some stories about local place names in Secwepemctsin (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.

## 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 Secwepemctsin 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 W dialect where they designate Western Communities)

Secwapemc - Shuswap
Secwapemculecw - Shuswap country
Tk'emlups - Kamloops
Tk'emlulpe7 - where North and South Thompson River meet
St'uxtews - Bonaparte
Simpcw/Simpcwulecw North Thompson people/territory
Simpcwetkwe North Thompson River
St'yellts'ecw - Barriere
St'exwem - Louis Creek
Skitsestn - Skeetchestn
Sk'emqin - Savona
Ck'emtsin - mouth of Deadman Creek; mouth of Bonaparte River
Xixyum - Hi-Hium Lake
Q'ese7ten - Loon Lake
Pellteq't - Clinton
Txet'inten - Lac LaHache
Stilqw - Whispering Pines
Tskw'ayiecw - Pavilion
Sexqeltkemc - where Adams River flows into Little Shuswap Lake
Cstalen - Adams Lake main reserve
Qw7awt - Little Shuswap reserve/Squilax
Sk'atsin - Neskonlith Reserve on N. shore of Thompson River
Spalatsin/Spelemtsin - Spallumcheen
Tsq'escen - Canim Lake
Xgat'tem - Dog Creek
Tswecemc - Canoe Creek
T'exelc - Sugar Cane
Cmetem - Deep Creek
Llenlleneyten - High Bar
Esk'et - Alkali Lake
Xats'ull - Soda Creek

"Divisions" of Secwepemc People:
Tk'emlupsemc - Kamloops Division
Sexqeltkemc - Eastern Shuswap/Chase people

Tqeqeltkemc  -  People of the North Thompson
Styetemc - people of Canim Lake and LacLaHache
Set'emc - Fraser Canyon Division
Sextsinemc  -  people of Bonaparte, Hat Creek/Marble Canyon
St'emculecwemc  -  Northern Shuswap people

**Names for other Peoples:**
Stet'emc  -  Lillooet
Ts'wenemc  -  Okanagan
Llkepemc  - Nlakapamux/**Thompson**
Pesxixlemc/Pesxixnemc  -  Chilcotin
Sekewemc  -  Cree
Qw'iycenemc  -  Blackfoot
Tqi7sewllkemc  -  Kootenay/Ktunaxa
Yunhana- Carrier
Snepwen  -  Stony

Nouns:
tmicw - land,  country,  earth
pasellkwa  -  lake
setatkwa - river
tswac - creek
tsqwum  - hill
sqeltus  -  mountain
skwelkw'alt  -  snowy mountains
spala  -  prairie, clearing
nkact  -  woods
sek'awt  -  gully
ctseta7  - valley

Verbs and Adjectives:
piqwulacw  - to sight-see
t'7ak  to go
nas  - to go along
st'7ak  - to come
tqaya  - to drive
cwesat  - to travel

<u>Grammar:</u>
1) **Review:**
**The transitive verb forms for all persons;**
**Prefixes;**
**Telling location and direction - deictics and adverbs**

**2) New Grammar:**
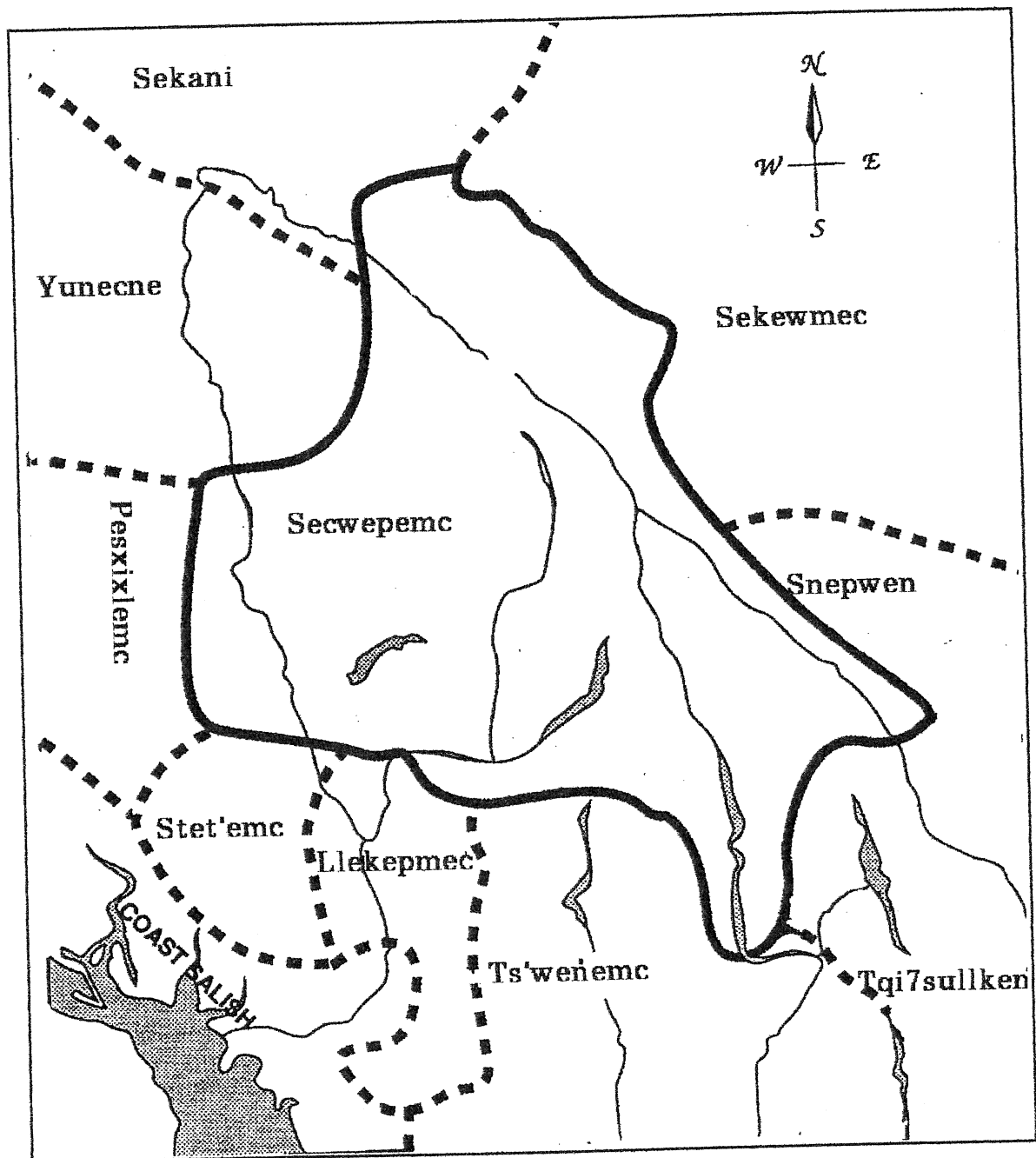
Further Suffixes:
The suffix for "people of" **-emc**

Some suffixes for for land-forms are:
**ulecw** - land
**enk** - side-hill
**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)
**eqs** - nose shaped
**ews** - flat elevated surface (plateau)
**tem** - valley, gully
**etkwe; -kwe (unstressed)** - water (river, lake)

note that 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 Kw'ellqeĺmucw-kt



Sekani

Yunecne

Sekewmec

Pesxixlemc

Secwepemc

Snepwen

Stet'emc

Llekepmec

COAST SALISH

Ts'weñemc

Tqi7sullken

Piqwente re Secwepemcuḷecw ell re kw'ellqeḷmucw re tmicws:

Penminte:

- ◆ re Stet'emcuḷecw

- ◆ re Llkepemcuḷecw

- ◆ re Ts'weṅemcuḷecw

- ◆ re Tqi7sullkemcuḷecw

- ◆ re Yunecne re tmicws

- ◆ re Qw'icenemc re tmicws

- ◆ re Pesxixlemc re tmicws

T'he7e k tsyemes :

- ⇒ re Pesxixlemc

- ⇒ re Snepwen

- ⇒ re Tqi7sullkemc

- ⇒ re Ts'weṅemc

- ⇒ re Snepwen

- ⇒ re Yunecne
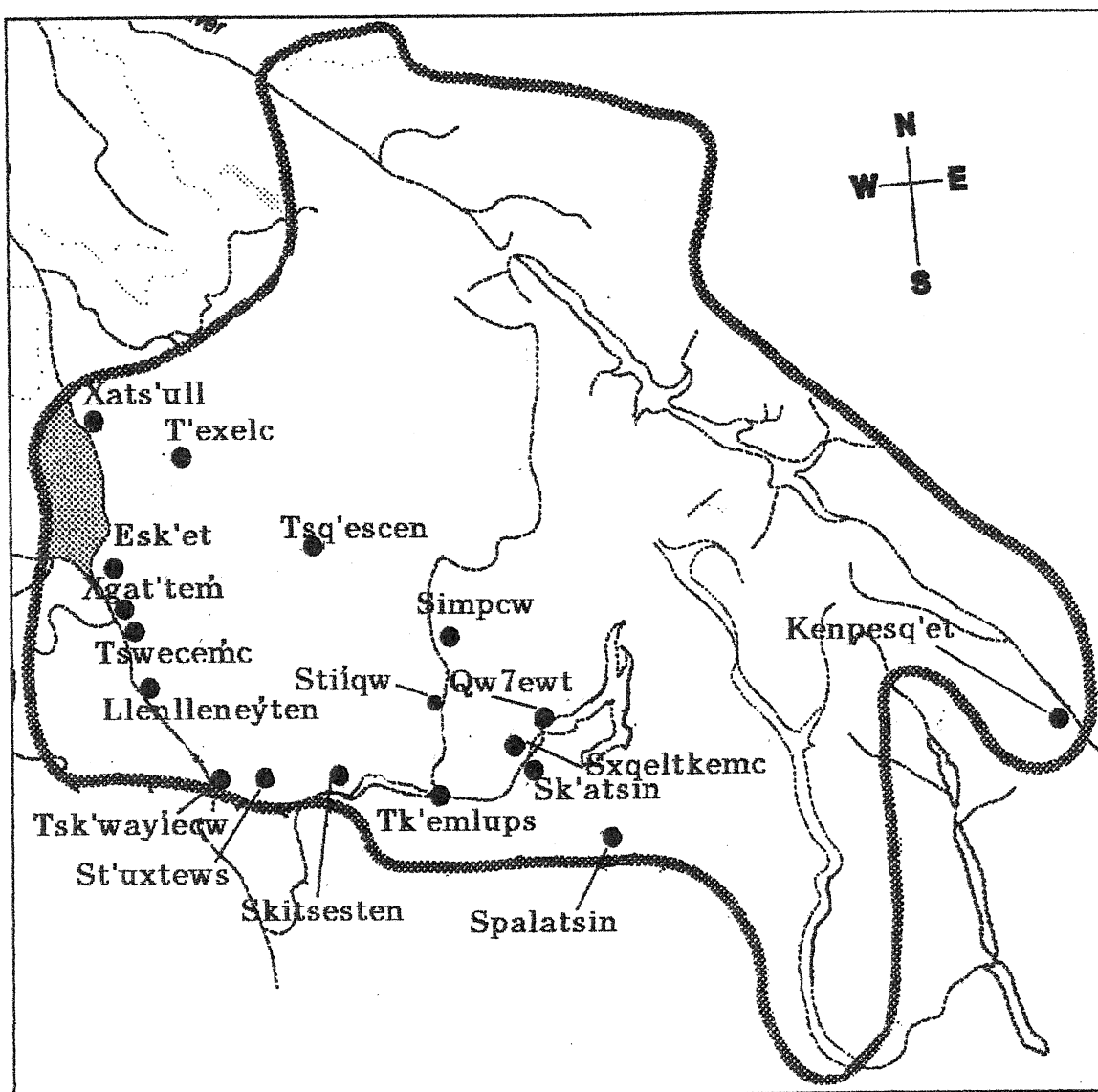
Re Secwepemcwúlecw

# Unit 7:  Ra swawla  -  Fish and 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 Secwepemctsin, 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 Secwepemctsin.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 - grey; 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 Secwepemctsin (scwik'; ekw'en);

* follow instructions in a recipe for preparing fish in Secwepemctsin (barbequed fish, fish head soup, cooked salmon egg soup; fried fish, etc.)

* understand and provide in Secwepemctsin, 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 Pesqlelten; 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 Secwepemctsin;

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

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## 5. Suggested Instructional Strategies:

- field trip to a fishing ground, e.g. Ck'emtsin (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 picture, naming and labelling parts in Secwepemctsin;

- have an elder or parent bring different kinds of fish food to class, demonstre how they are prepared, using Secwepemctsin (i.e. scwik', ekw'en);

- show how to filet a fish, use Secwepemctsin;

- eating and sharing cooked fish in class; use Secwepemctsin 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 Ck'emtsin;

⇒  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 Secwepemctsin;

⇒ 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. SNTC 1985

## 7. Suggested Assessment Strategies:

♦ based on observation of students's activities;  continue to keep checklist of terms and phrases accurately understood and used.

♦ Weekly comprehension quizzes and Unit Test

have each students  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:

**swawll**     - fish (any kind)
**sqlalten**  -  salmon
**sqlalten7uwi**  -  sockeye salmon
**kekasu7** - spring (chinook) salmon
**shani7**  - humpback (pink) salmon
**sxayqs**  -  coho salmon
**sgwigwla** - steelhead;  lake trout
**pisall** - trout

b) words for fishing and gear:

**wawla**  -  to fish
**yawa**  - to fish with a dip-net
**qit'a**  -  to fish with a rod
**up'sa**  -  to gaff -hook
**menipa**  - to fish with a harpoon spear
**wawtsk**  - three-pronged creek-spear
**stukwtsi** - dip-net
**qit'ka7** - fishing rod
**up's**  -  gaff-hook
**menip**  -  harpoon-spear
**stahlkwa** - gill-net

c) Fish body parts:

**sk'epqin** - head
**supa7**  -  tail
**qwaqw'u7ll**  -  bones
**ck'mi7ka**  -  back
**c(kwet)kwt'usten** - eye (plural)
**splutsi ; splutsa**  -  mouth
**akw'a**  -  eggs
**t'axelc**  -  to swim upstream
**axwelc**  -  to spawn
**qwtsaq** - to die
**tuwstac**  - you waste
**xeymstac** - you respect

**scwik'** - dried fish
**cwik'a** - to dry fish
**pasellkwe** - lake
**setatkwa** - river
**tswac** - creek
**k'atsin** - shore
**ck'atsin** - mouth of river

d) Fishing areas:

**Tswac** - Adams River (?)
**Lagwika** - Bear Creek
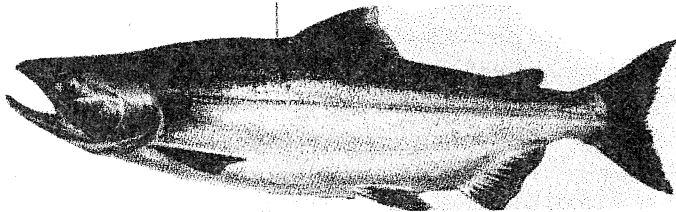**Sk'emi7ka** - fishing ground behind Chase

e) Adjectives/Qualities:

**xyum** - big
**kw'oyi7sa** - small
**tsiqw** - red
**magmagt** - grey
**la7** - good
**q'utst** - fat
**tsqw'axw** - skinny
**tuwiwt** - young
**tsk'awelc** - old

f) Sentence Patterns:

**t'ha7a ra** _____ **(setatkwa; tswac, ...)** - Where is the
_____ (river, creek, etc.)?
**ac ra kanmes ra (sla7a, qa7tsa, [name])?** - What is _____
doing?
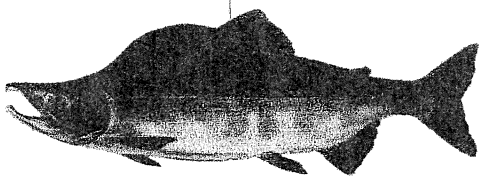**ac ra** _____ **(wawlemes, menipmes...) ra**
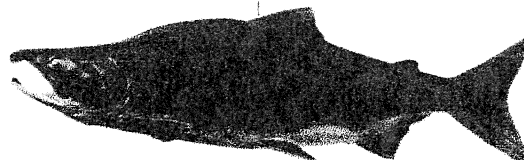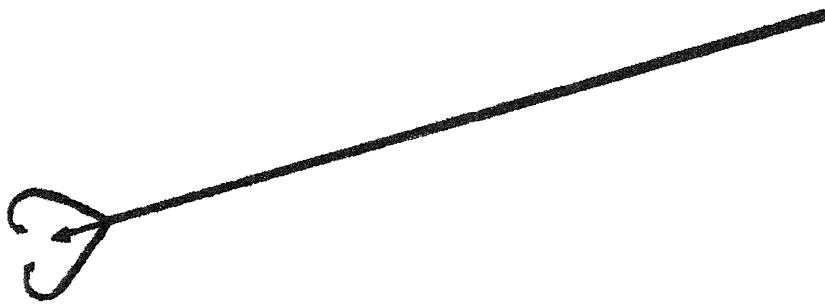_____ . _____ is (fishing, harpooning, etc.)
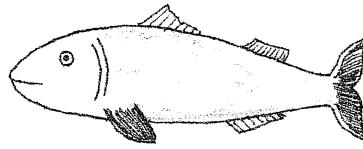
swawll    yi7ana

kekasu7
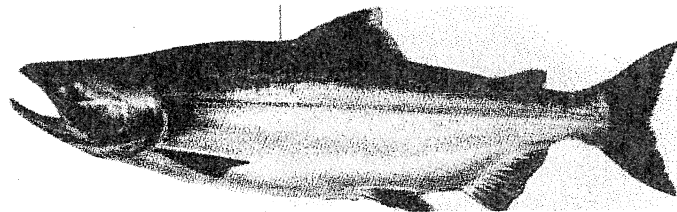
sxayqs
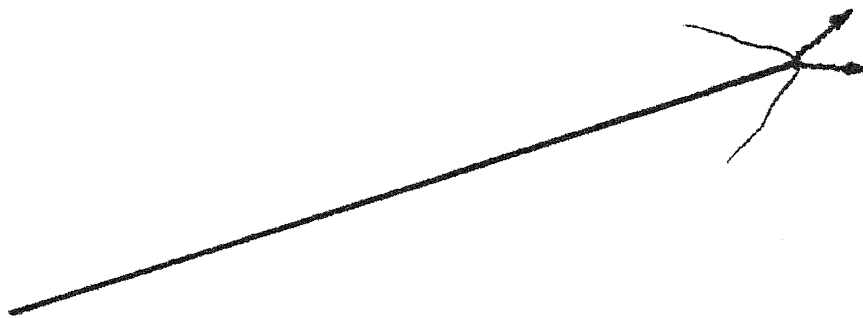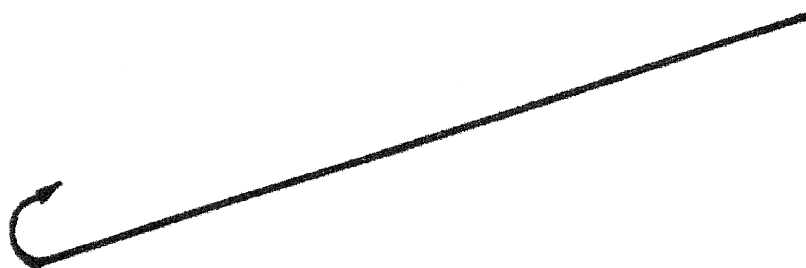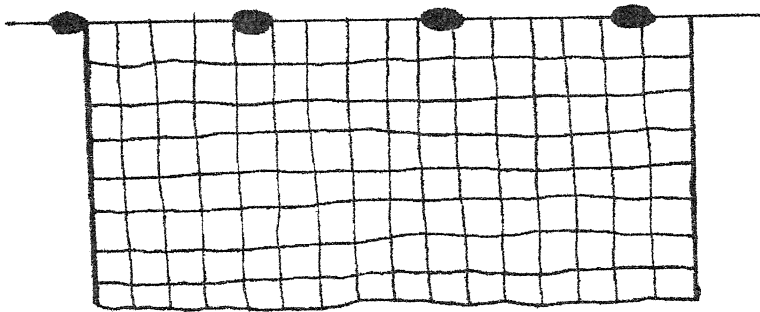
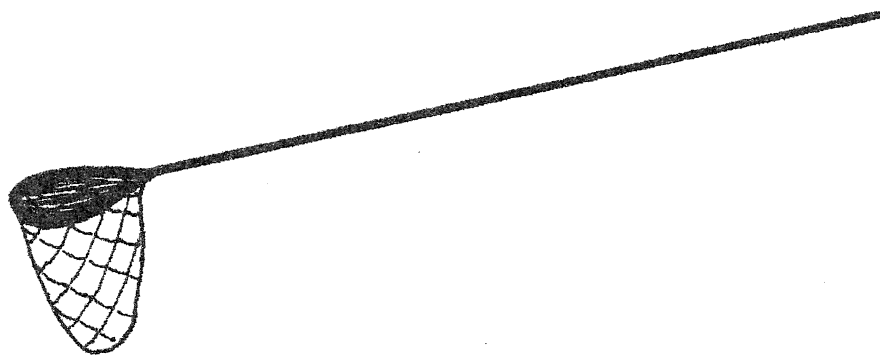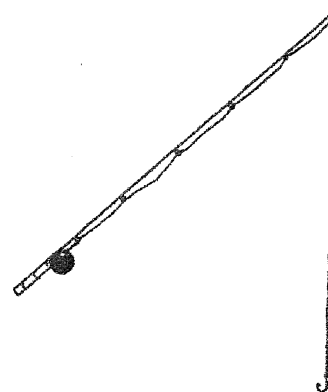shani7

sqlalten7uẃi

wawtsk

manip

up's

stahlkwa

stukwtsi

qit'ka7

## Re sk'elep ell re sqlelten:

Le q'7eses ta7 k st'exelcs re swewll.
M-yews re stiteyts re sk'elep ell re kw'seltktens.
M-tsutes-ekwe,
"kenmes-enke ks ta7s k st'exelcs re swewll?'
M-neses te setetkwe es xpqenwens k skenems.
M-cllgwelcetkus-ekwe,
ell re m-nek'entsutes, wel re m-xenwellens es kwewts.
Kw'incwes-enke te sitq't re skwewts wel re m-xleqes-enke tek
swetes-enke tek ctalkwetens.
Neri7 re xleqes.
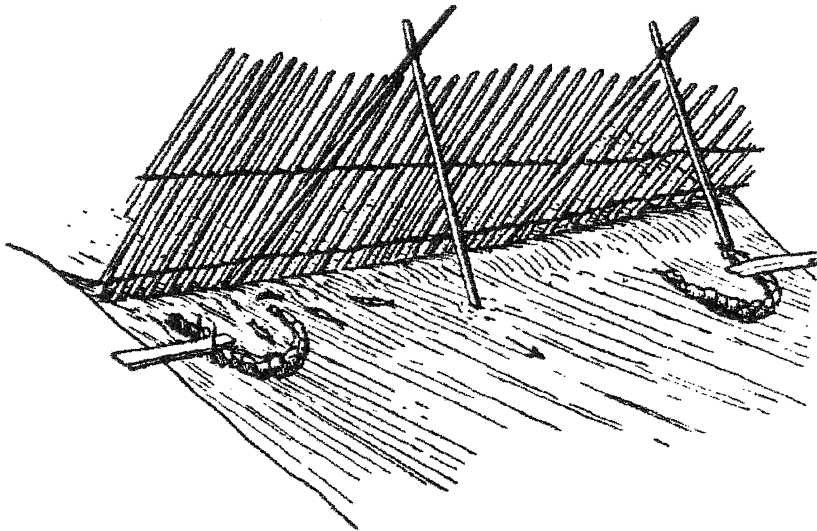
Sten-ekwe neri7 wel re m-kitsc yi7ene te tek'sele te tekt'kwilc  es
piqwens re ctalkwetens.
Wikt.s-ekwe yi7ene te sexts'ey, m-tsutes,
"me7 kwentem yi7ene te stektsusem."
M-kwenses-ekwe,  m-tsqw'mnusenses,
m-cwelpilcwes te s7elksts.
M-nek'entsutes-ekwe re sk'elep te kw'oyi7se te tuwiẅt.
M-ts'7umes,  m-qnimentmes te nuxwnuxwenxw.
M-tskwentémes te t7ikw  es ta7ews ks qw'lleps.
M-tsutes, "t'henes-enke k st'7ekwes yi7ene te skw'imemelt."
Mesesq't-ekwe neri7 re sw7ecs re sk'elep,
m-xpqenweńs-ekwe stemi k tsuwet.s yi7ene te tekt'kwilc.
Cweńwen-uẅi mesesqt, m-qilltes-ekwe.
M-neses ne setetkwe,
m-kellkillenses re nuxwnuxwenxw re ctalkwetens,
m-qw'cit.ses re xexeteńs,
es ta7ews-ekwe cu7tsem es tcistés re sqlelten re text'exelcs.
Pyin te sitq't e qwelmintmes es kwemtuses k st'exelcs  re
sqelqlelten, es ta7ews k stem cu7tsem es tcistem,
yewske ri7 k sxwts'ilc-kt  es yucwmenstwecw-kt  ell
es  knucwentwecw-kt.
Pyin te sitq't yiri7 re sxexeteń-kt.
E ta7ews ks xenwellen-kt es xilem-kt,  me7 qwenqwentwilc-kt
ell me7 kw'iyusem-kt.

## Grammar:

1) <u>constructions with es ta7ews k s</u>          (in order for something not to be)
Note the sentence constructions in the story above:

**es ta7ews k sqw'lleps** - "so that it would not get burnt"
**es ta7ews k st'exelcs** - 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 |
|---|---|---|
| knucwens | he/she helps him/her | knucwentwecw |
| tukw'ens | he/she hugs him/her | tukw'entwecw |
| kupens | he/she pushes him/her | kupentwecw |
| yucwmenstes | he/she looks after him/her | yucwmenstwecw |

- c and -cit  (the benefactive);
In Secwepemctsin, 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  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 for him |
| k'ulens | he makes it | k'ulct.s | he makes it for him |
| tewens | he buys it | tewct.s | he buys it for him |
| legwentes | he hides it | legwcit.s | he hides it from him |
| melmalqwens | ? | melmalqwct.s | ? |
| tetwentsems ? | | tetuctsems | ? |
| sewens | ? | sewct.s | ? |
| tscwentes | | tscwcit | ? |

## 4) Comparison:

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

**sillts'ʊ-ʊẃi** - moccasins, "real/ordinary shoes"
**sqleẃ-ʊẃi** - beaver "real money"
**stskwele-ʊẃi** - arrows "real ammunition"

-**ʊẃi** is also used to express the notion of "very" with adjectives:

| | |
|---|---|
| le7ʊẃi | very good, really good |
| xwente-ʊẃi | very fast; really fast |
| k7ep-ʊẃi | very sick; really sick |
| k'ist-ʊẃi | very bad; really bad |

# 8. Ra spixa: Hunting and Wild Animals

## 1. Unit Objective:

This unit will introduce the children to:

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

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, "pixem" 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 Secwepemctsin (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 Secwepemctsin;

* recognize and describe in Secwepemctsin 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 Secwepemctsin;

- 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 Secwepemctsin) of animals and hunting;

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

- show students how sk'ec is made and share some with students in class;

- have students act out animals and animal behaviour;

- 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 sessions with pictures, flashcards, etc.

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

◆ collection of students' journal entries and collection of vocabulary and phrases about  animals and hunting.

◆ Weekly comprehension quizzes and unit test;

## 8.  Language Content:

a) vocabulary for hunting

**pixa** - to hunt
**tsq'alens** - he/she shoots it
**cik't** - missed
**ticwts'a** - to make a kill
**stami ka7 sticwts'a?** - what did you kill?
**neqayas** - he wounds an animal
**pecw-pecw** - sound of shooting a gun
**tsmats'a** - the act of bringing in a kill
**astullen** - to butcher
**swelmink** - gun
**sekw'min** - knife
**tskwinek** - bow
**stskwil** - ammunition
**qw'7um** - to trap
**lawsa** - to snare
**st'ekcan** - tracks
**kw'ancna** - to track down animals
**ts'i7** - deer; meat
**sk'ac** - dried meat
**k'ula te sk'ac** - to make dried meat

b) animals:

**sxwlacka** - - buck
**stqweqw'i7pa** ? - doe; blacktail deer
**suk'tups** - white tail deer
**teniya** - moose
**seqwyits** - rabbit
**sqwlaqs** - black bear
**ska7cis** - grizzly bear
**sqlu7uwi** - beaver
**ku7paca** - porcupine
**estsak'** - squirrel
**qets'wawya** - chipmunk
**s7ast'cwu** - duck
**kw'sicw** - goose
**snexwexwlecw; sk'elap** - coyote

**xgwalacw** - fox

c) adjectives/qualities:

**xaxa7** - smart
**cswitull** - lazy
**xwant** - fast
**yuyúwt** - slow

d) habitat:

**sqeltus**- mountains
**skwelkw'alt** - snowy mountains
**nekact** - woods/forest
**ctsetam** - valley

e) Sentence Patterns:

**ac ra pixmes ra** _____ . _____ is hunting
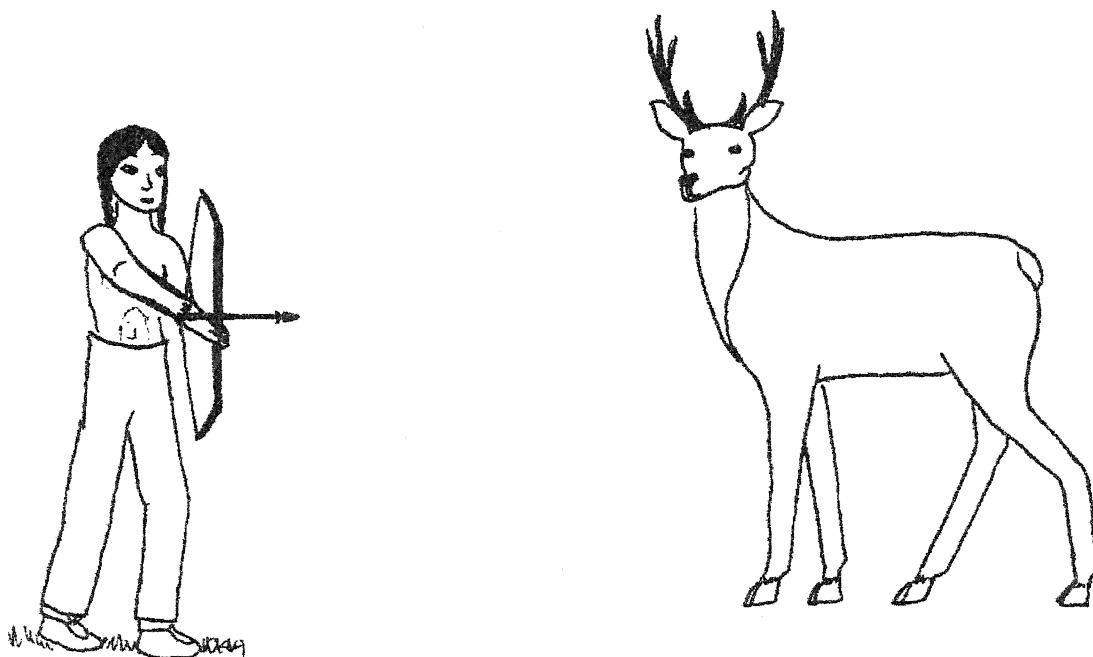**stami ks pixas ra** _____ . what is _____ hunting?
**Swati7 ac k pixmes?** - who is hunting?
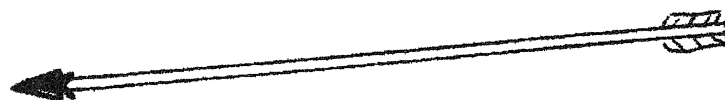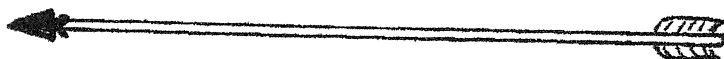**t'ha7a k pixmes?** - where is he/she hunting?
**T'ri7 t'ha7n...** - "here and there...!
**swati7 k tnasmas ra** ____ **(sla7a).** - Who is going with ____?a)
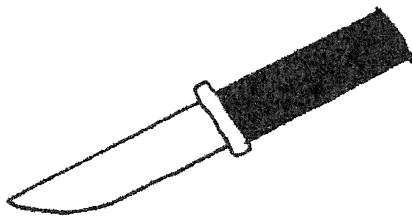vocabulary for hunting

Le q'7ases ra qelmucw pixa  te  tskwinek
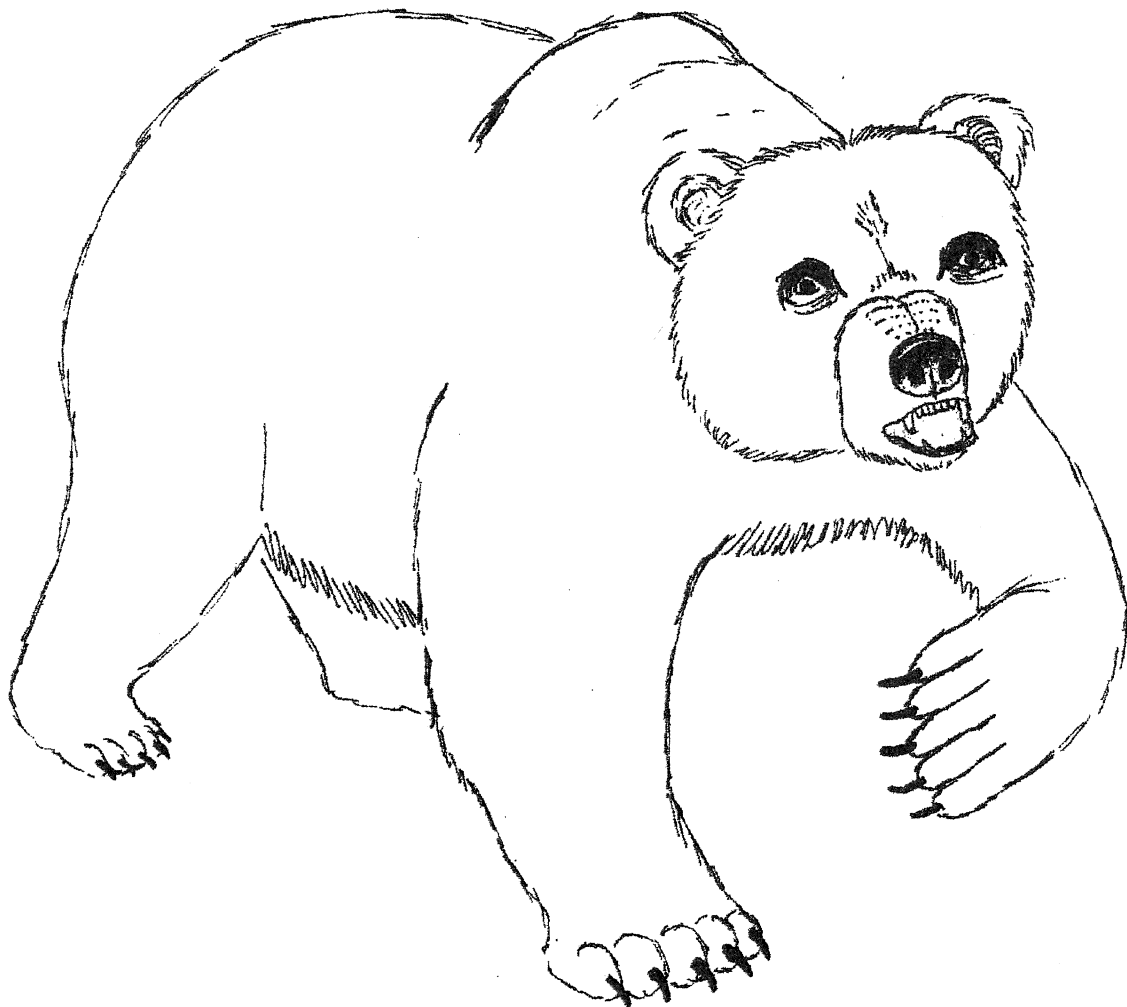all te tskwele7uẃi.

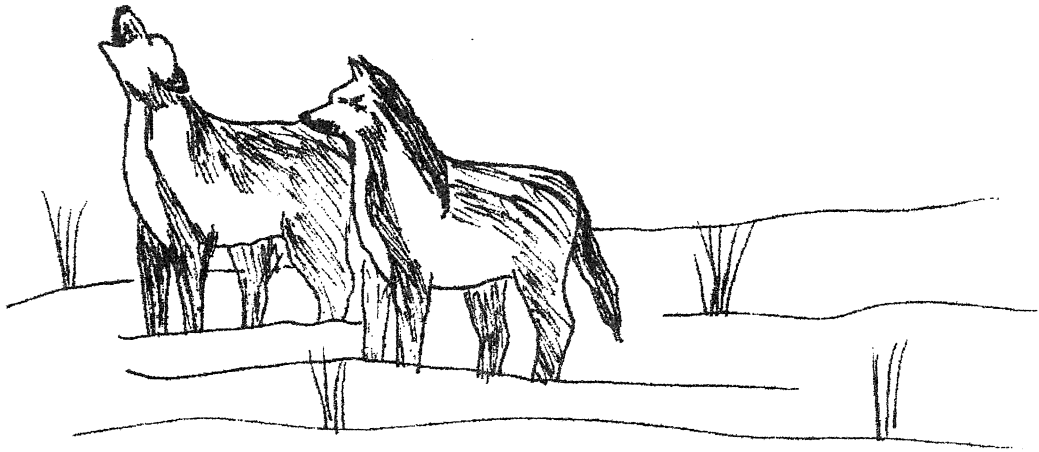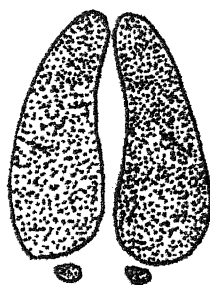stskwele7uẃi
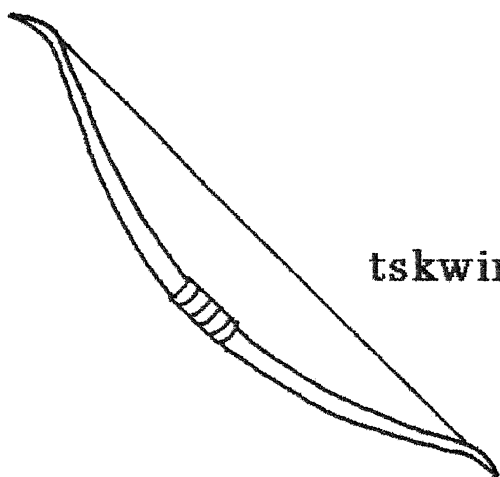
tskwinek

swelmink
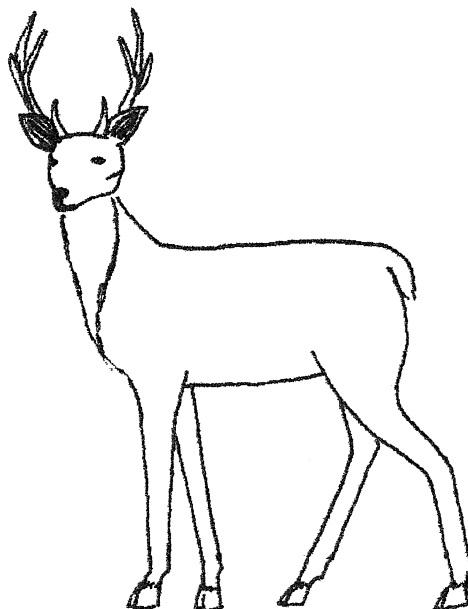
sekw'min

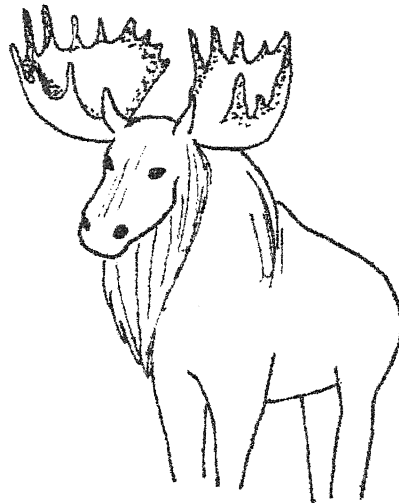stskwil

# Piqwata ra st'ekcans ra twepwupt !



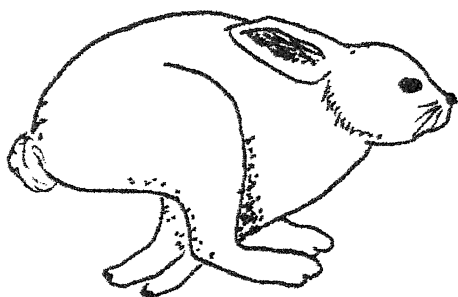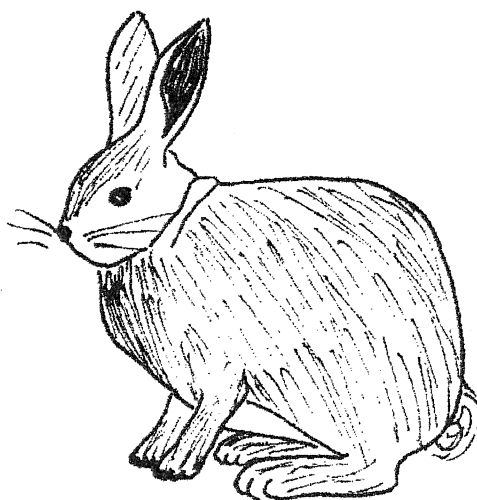re sqwlaqs all ra st'ekcans

ra snexwexwlecw  all  ra st'ekcans

ra ts'i7 all ra st'ekcans

ra teniya all  ra  st'ekcans

ra seqwyits all ra st'ekcans

Xaxa7 ra snexwexwlecw
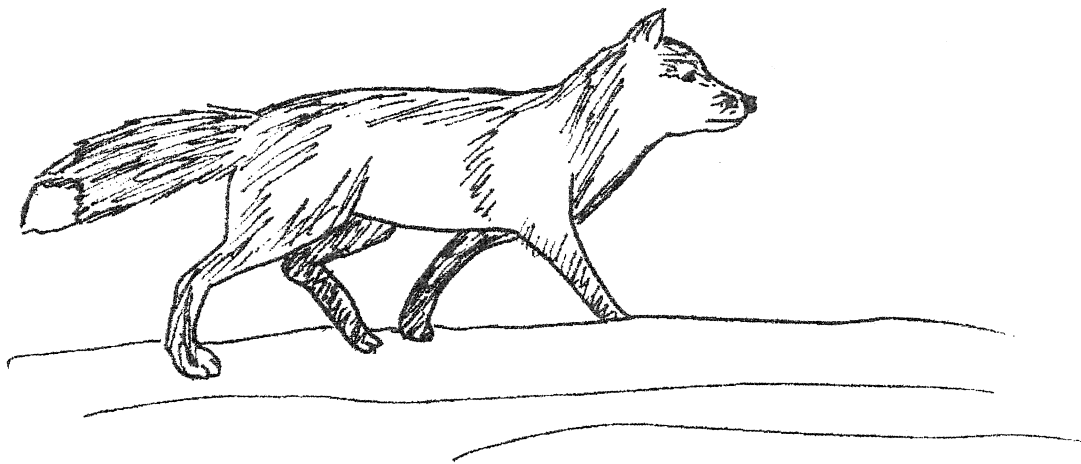


Yi7ana ra xgwalacw.  Ra snexwexwlecw  ra uqw'is ri7.

# Ra Sqlaẃ ell ra ku7paca

M-t'7ak-ekwe t'ri7 ra sqlaẃ.

T'ucw mut ra ku7paca.

Ta7 k sxwistas a s7alksts.

Sqlaẃ ac ra alkstes te kwemtus.
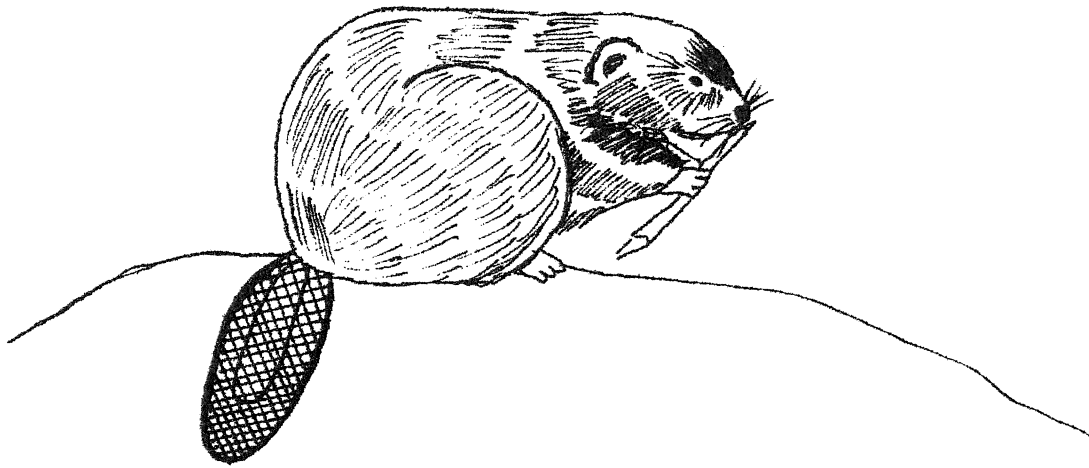
Cetsaẇsmens  ra uq'wis.

Kwans, p'a7as t'e kekaw.

M-tseq'minses.

M-kitsctmes na skwelkw'alt, m-kllakstmenses.

"T'7alye ma7 w7acucw!
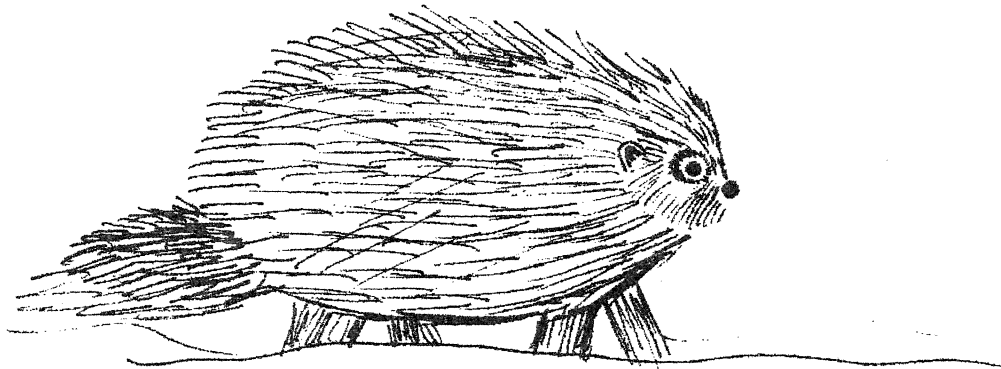


Neray, t'ray tmicw,  pepan-k t'ray tek stsillen t'ek
stam.

Sqlaẇ pelq'ilc. Llwalens ra uq'wis t'e skwelkw'alt.

M-tsʉnses, "Neri7  ma7 w7acucw."

M-pelq'ilcwes na tmicws.

M-alkstes cu7tsa ra sqlaẃ.

Cetsaẃsmens a stsmetstas ra uq'wis t'e stsillens.

Ta7 k sxwistases ra ku7paca a  s7alksts.

M-tsce7mutes, cswitull. Yiri7 ra stsukws.


(re  Ida  William  slexeẏas yi7ana te stspetakwla.  Te
Simpcwuɬecw  ra st'7akwes.)

---

**Re sqwlaqs**

Re sqwlaqs,
Ts'ilem ri7 t'ucw te qelmucw.
Me7 teknémens re stsmelt.s.
Ta7ews k s geyepentéc,
ta7ews k stsq'entep tek scenc.
Me7 eyemstec we7stemes.
Ta7ews k seykstmintp !

Re slexeẏems   re Ida Matthew ri7.  Te Simpcwulecw re st'7ekwes.

---

For the teacher:
◆ tell this story about the bear,  show pictures and illustrations.

◆ Assign readings (in English) about hunting,  bears and the importance of bears in Secwepemc culture.

◆ Have students research  words in the above brief slexey'em  from dictionaries and/or elders.

**Le q'7eses   re   tsuwets-kucw**
**Memories about Fishing, Hunting and Gathering**
**(by Ida Matthew)**

Le q7eses well ren pepe7, Se7,  met re Marianne w7ec-kucw re

tsyemes-kucw ne Tsqeltqiqen.

Well ren pepe7 ell le Se7 w7ec re t'imlucwes ne Geniers'

W7ecwes well ren meme7 ell le Marianne qwelqw'lewmes te
stcwelcucwei

Ell m-qw'lewens stemi te tqwelqw'eit tek speqpeq.

Ell e m-wi7es re s7el7elksts, well ren pepe7 ell well re Se7

m-ctektek'ens re sisk'  re ctsetsitcws wel re m-qwets't te
sewllkwe.

M-tscwuytes re sisk', m-sepsp7elesqenses.

M-yews ri7  re kwens,  m-c7illentmes-kucw.

Ell haqen re s7i7llcw t'ri7 xwentés well ren meme7,

ell xwexweyt te stem re sqw'lewems m-xwentés.

Ell ren meme7 w7ec re qw'umes te semtsets'.

W7ec-kucw re  tsknucwstmes ren meme7 re sqw'lewems,

stemi te speqpeq tsqw'lewsts

Tselxemstéten w7ec-kucw  t'ucw siseyses tekwmíte7.

W7ec-kucw  t'ri7  re tspelpilk'stmes  re q'7es te tsreprép.

M-tsuns-kucw  ren meme7,

"ta7-ews t'ri7  ks xilltp,

Estqiyep e  stsiq'enwentp re wutscén!

Me7 kelkelent.s e  r7ales,  e wikmucw tek wutscen e r7ales ,

me7 llgwilcucw ne t7ikw, me7 ta7ews  es c7ullcwments.s re
wutscen."

Tselxemsteten cw7it-kucw re sc7illens lu7,

well ren meme7 qwelqw'lewmes ell m-pexpixmes,

Ell m-qw'umes te sisk'.

Tekwmíte7-kucw re sc7illens-kucw te tsi7.

Well ren pepe7 w7ec re ctalkwemes, w7ec le el7elkstes ne
Genier.

Ctalkwem ne setetkwe. Me7 llementes we7 stemes.

Ta7 ks tselxemcicten stemi  xwexweyt re skwests re swewll.

Tselxemsteten t'ucw le7 te s7illen.

Yiri7 re stsukws.

**Grammar:**
**1) Review:**
**Review the progressive form of intransitive verbs (e.g. w7ec re pixmes, w7ec re pixemet, etc.);**
**Review the suffix paradigm of the verb.**

**2) New Grammar**

The habitual form of verbs:

There are three forms of the Secwepemc verb:

1) the intransitive, which we learned early on
2) the plain transitive, which we learned in Unit 5
3) the habitual transitive form, which expresses that something happens continually or regularly.

The habitual form adds the prefix ts- to the beginning (except before t, t', ts and ts', this prefix is s-), and adds st- to the root of the verb. Note that in habitual forms of transitive verbs which have stress on the end -tes, the stress moves to the first syllable.

<u>Examples:</u>
(find out the meaning of the verbs below):

| Infinitive | Transitive | habitual |
|------------|------------|----------|
| pusem | pusens | tspusts |
| secwem | secwens | tssecwsts |
| tsiqem | tsiqens | stsiqsts |
| kupem | kupens | tskupsts |
| tskum | tskwentes | tskewstes |
| met'em | met'ens | tsmet'sts |

In order to form the progressive form of transitive verbs, you have to use the habitual form and add -es to it:

w7ec re tsmet'stses - he/she is mixing it;
w7ec re tsmetsteses - he/she is feeding him/her
w7ec re tsknucwstses - he/she is helping him/her
w7ec re tskewsteses - he/she is pulling it/him/her

# Unit 9: Ra s7a7llq all ra skw'anllq
## 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 appreaciation 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

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### 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, k'ulem; to pick, q'wlewem; to dig, e7llq;);

* understand activity words (see above) associated with plant gathering and going places, and begin to understand the use of the intransitive pural 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.

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## 5. Suggested Teaching Strategies:

- nature walk(s) around Skeetchestn, reserve;

- 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 ar 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 st7iqw'el'qw (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 (spets'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. stack 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, etc.

⇒ 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 pitcooking 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 syeq', making sxusem.

## 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 labelled pressed flowers and plants.

## 8. Language Content:

Nouns and verbs:
**skwakwina** - wild potato
**a7llq** - to dig
**patsa** - digging stick
**speqpaq** - berries
**speqpeq7uwi** - saskatoon berries
**stsaqwu** - black-caps
**sxusa** - soap-berries
**qwlawa** - wild onions
**sts7a7kw'** - flower
**supuiecw** - grass
**kawku** - sage
**gayu7** - carrot
**tsats'elq** - balsam root
**k'ula** - to make
**k'ult** - to grow
**qw'lawa** - to pick
**kw'anllq** - to garden
**ckw'anllqten** - garden
**tsrap** - tree
**tsq'allp** - fir tree
**qwli7t** - lodgepole pine, jackpine
**st7iqw'eiqw** - lodgepole pine cambium
**qwllin** - birch
**mimc** - basket
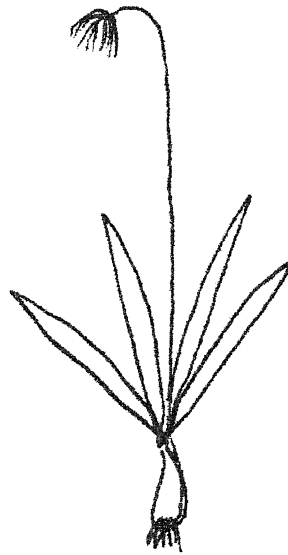**spats'en** - Indian hemp

Phrases:
**Piqwata yiri7 _____.** Look at this _____ (plant)
**cw7it te _____na7alya.** - there is lots of _____here.
**la7 ra skwakwina (qwlawa, speqpaq)** The Indian potatoes are good (wild onions, berries).
**T'ha7a k k'ultes ra _____?** Where does _____grow?
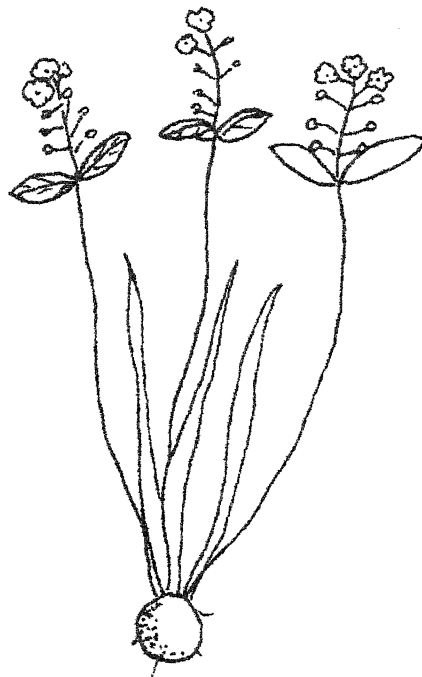**Ma7 k'ula-kt tek sxusa (st7iqw'eiqw)** - let's make some Indian ice cream (cambium).
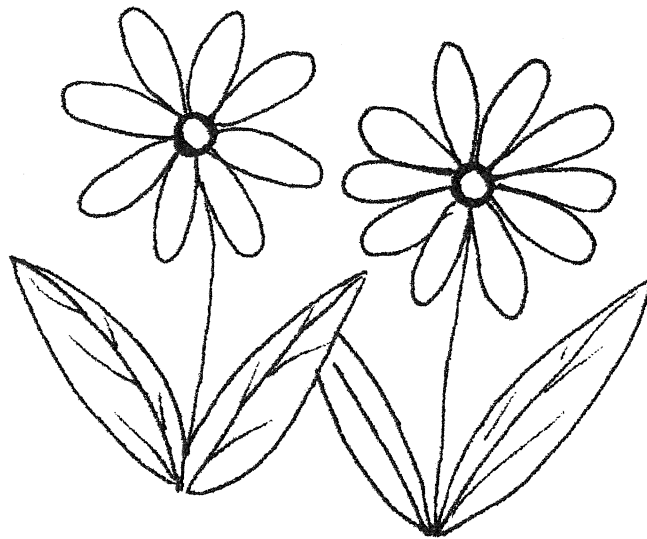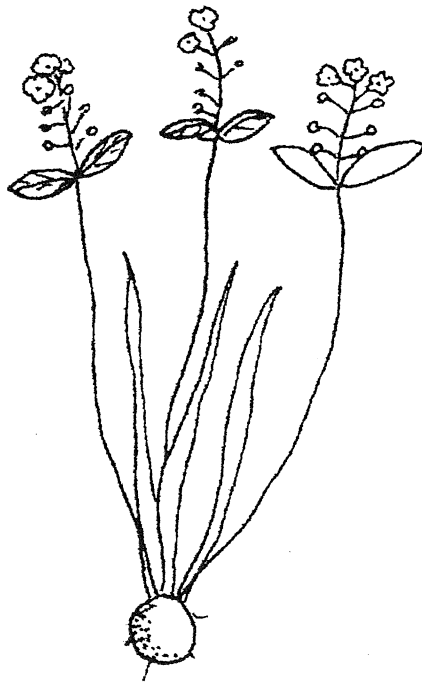
sts7a7kw' yi7ana
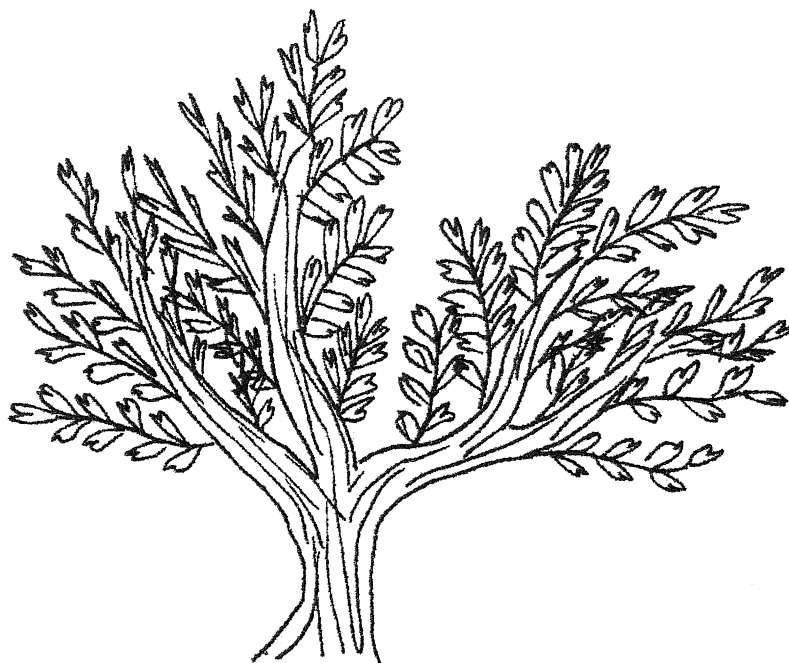


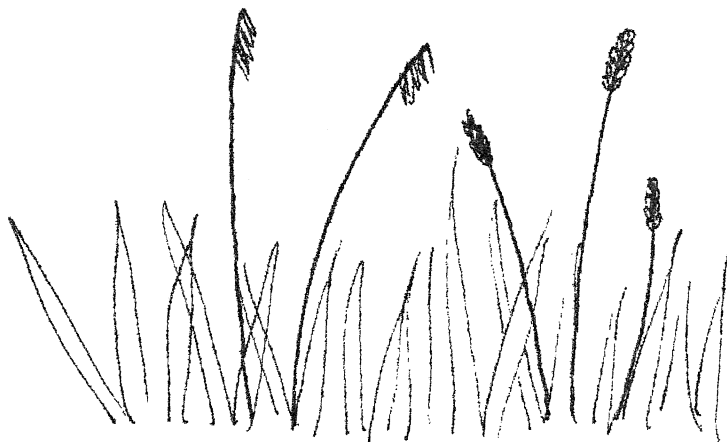Tsrap yi7ana. Mulc ri7 sts7amatsta.

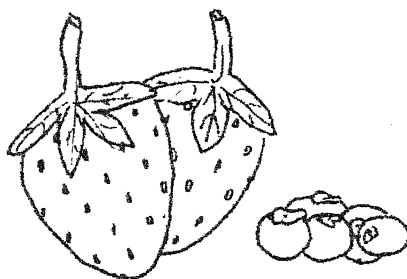Qwlawa yi7ana. La7 te stsillen.

Skw a kwina    ri7.  Ma7  a7llqenc  a qaptsmes.

supuɬecw  ri7

Speqpaq  yi7ana.  Me7 sucwacw  ra tqitq'a  all ra wenax !

## Story:
## Coyote Juggles his Eyes
( re Ida William re stspetekwlls.  Te Simpcwu¬ecw re st'7ekwes)

M-nes ne scpluik'w re senxwexwlecw.

M-seysus.

Xwexweyt re stem t'cwenteses te qelmucw.

T"cwum xwexweyt.

Yiri7 re setse7.

M-tsuntem-ekwe es kwectems re ckwt'ustens re setse7,

M-tsuns-ekwe

"Xexlip, xelxleq!"

Kwectem re ckwetkwt'ustens.

M-kllekstmentmes es pelq'ilcs.

M-plepes re senxwexwlecw.

T"7ek t'ri7,

mesmusens stemi es pepens es k'ulems te ckwetkwt'ustens.

Pelmins re elk.

Re elkellp te speqpeq.

M-kwenses, xelxilqenses ne ckwt'ustens.

M-wikmes, k'emell peta7ews put k sle7s k swikems

M-sesuxwenstes t'em st'7ek,

m-sewenses re tsreprep,

"Stem̓i yi7ene te tsrep?"

Emetctmes  te skwests re tsrep:

"Selewllp."

T'7ek t'ri7 re senxwexwlecw,

t'ri7 m-sewens neri7 nek'u7 te tsrep,

"Stem̓i tek tsrep-k?".

"Ts'ellp ren s7emetentsutst."

Tsut re senxwexwlecw, "yiri7, yiri7 ren sesusxwenst!"

M̓-sewens cwuy̓tsem,

"Stem̓i yi7ene tek tsrep?"

"Melenllp".

T'7ek t'em sesuxwenst, m-sewenses re tsreprep,

"Stem̓i tek tsrep-k?"

"Mulc".

"Yiri7, yiri7 ren sme7e7ey," tsut-ekwe re senxwexwlecw.

Yiri7 re m-st'7ek, sewens nek'u7 le tsrep,

M-tsuntem, "qw'elsellp".

M-sesuxwenst cwuy̓tsem,

m-sulltimcwes, "stem̓i tek tsrep-k?"

"Meltellp."

"Yiri7 ren sme7e7ey!"

Qwetsets telri7 re sk'elep, re senxwexwlecw.

T'ri7 m-sulltimcwes,

"Stemi t'e ri7 tek tsrep?"

M-lexeyectem, tsuntem, "speqpqellp."

"Yiri7 ren skiktsc."

E m-kitscwes, re spipyuy7e   m-tsunses,

"Xexlip xelxleq."

Mus-ekwe.

Yiri7 re spelq'ilcs re ckwetkwt'ustens.

52) M-wikmes cwuytsem.

M-yews ri7 re sle7s re senxwexwlecw.

54) M-w7ecwes t'ri7.

## Grammar:

### 1) Review:
M- to express completed action; Me7 to express expectation and intention.
Forms with m-yews and me7yews + 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-k'ucsentem yiri7 te qelmucw.

M-tsunctem es yecitem te spipyuy7e,

es kwectem re ckwt'ustens.

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-k'ucsentem = he was envied.
The agent of the passive sentence (expressed through "by" in English is connected with the particle "te"

### Some new deictics:
telri7 (that way)
t'ekllu7 and nu7 (visible and invisible)
Review: tken7elye / tkenu7

deictics can also end in -es/wes:
re m-pyinwes
neri7wes