
Cu'ý e Secwepemctsném-kt

**A Secwepemc Language Package
for Grades 4 - 10**

March 1998

by

Secwepemc Language Curriculum Committee

1998

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The 1997 Secwepemc Language Curriculum Committee included representatives from each of the seven Secwepemc Bands in District No. 73, thus representing the distinct dialects and speech communities within the area. Band-delegated representatives on the committee were:

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/Canton Band)

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.

Yirí7 skukwstép-kucw !

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Part I: Thematic Units, New or Enhanced for Secwepemctsín Grades 4-10

1. Re Sxetéqs: Introductory and Review Unit

- Greetings and Introductions
- Calendar
- Telling time:
- Holidays:
- Weather
- Common objects and things in the classroom and in the home

2. Re Suwénc: More things about the human body.

- Advanced Body Parts
- Re sqílye

3. Re7 Kwséltkten: Family and Family Trees

4. Re Tmescén ell re Spipyúy7e:

Describing activities of animals and hunting.

- More animals
- Animal babies
- Descriptions of animals
- Activities on sentence building
- Animal stories

5 Lé7en-k pyin te sitqt ? Feelings

- Feelings chart
- building sentences about feelings

Part 11: Sentence Building in Secwepemctsín through Picture Books and Stories:

1. Re ckenmímelt/ cqwlaqsísel̓t: Barney Bear (E) and (W) dialect
2. M-kénem/M-kána
3. skllékstem / k̓esásq̓t
4. Enwétes-ke k qwuqwlútes re tsrep?/Ewátes-ka e sqwaqwlút.s re tsrap. (E) and (W)
5. Nés-ce me7 etíc-uc./Nas-ca ma7 atíc-uc.
(W) and (E) Time For Bed
6. Tscentés xwexwéyt re stem ren kík7ce (E) and (W): Mom can Fix anything
7. Kectwécw/Kecatwácw: I can share
8. Neklltmícw (E) and (W): The Seasons
9. Ts'ewentsút re ckwesgwígwelt: Piggy Washes Up
10. See How it Grows
11. Seed Song
12. Pus ell re sqéxe
13. Yiláp/Yiláhp re neklltmícw: Round and Round the Seasons go
14. Wuméc-en / Wumác-a
15. Swéti7 me7 knúcwem?/ Swéti7 ma7 knúcwa ?: Who will help

16. Úpekst te ckenmímelt/Úpakst te cqwlaqsíselt: Ten Teddies

17. Yexentsútst-ken - I can dress myself

18. Re snine7í7elt - The owls

Part III: Cuý e Qiyém-kt:
Learning to Write Secwepemctsín

1. Introduction: The Secwepemc Alphabet
2. Practice Sheets for learning to read and write

Tekts'enwécwen-te: Cross Them Out

- a) Vowels and Group A Sounds
- b) Group B sounds
- c) Group C sounds

Etsxemín-te Re7 Sqiyém: Practise Your Writing

- a) Vowels and Group A sounds
- b) Group B sounds
- c) Group C sounds

Part IV: Total Physical Response Routines

Xílem-ce T'7éne:

- | | |
|---|-------------------------------|
| 1. Ts'éwkstem-ce | Wash your hands. |
| 2. Qíllte me7 ce7mút-ucw ! | Wake up and get out of bed. |
| 3. Me7 téwem-k tek sxétemcen. | You will buy a pair of pants. |
| 4. Yecwmínte re skwimémelt. | Take care of the baby. |
| 5. Re skúlem te spíxle7cw | Making fried bread. |
| 6. Cts'éwlesem-ce | Wash the floor. |
| 7. Cu7 e sécwem-kt | Let's take a bath. |
| 8. Re stskwenméselp | Hauling wood. |
| 9. Me7 kuwílep-kt ! | We will sleigh ride. |
| 10. Ctsrem | Preparing the sweathouse. |
| 11. Qwléwem te speqpéq. | Picking berries. |
| 12. Me7 yéqwctem re kyé7e ell me7 kúlctem tek letí.
We will make a fire for grandmother and make her some tea. | |
| 13. Me7 kweltsentsút-kt | We will cook a meal. |

14. Me7 wéwlem-kt.

We will go fishing.

15. Me7 kúlem-kt tek sqílye.

We will make a sweathouse.

Introduction:

Objectives of this Secwepemc Language Package:

Along with the Grades 5-12 Integrated Resource Package for Secwepemc Language developed in conjunction with School District 73, this Secwepemc Language Package will help students from Secwepemc communities and other aboriginal and non-aboriginal youth of the Southern Interior region of British Columbia to learn the Secwepemc language (Secwepemetsín) through instruction provided at the local public elementary schools. This Secwepemc Language Package provides a Secwepemc Language content for teachers which can be taught at Grade level 4 through 10 and beyond. It is a follow-up to the Secwepemc Language Package Grades K-3 which SCES developed in 1996/97. It combines some aspects of the primary Secwepemc Language Package with some new materials and suggested teaching strategies:

- A scope and sequence of Secwepemc Language Instruction for Grades 5 through 12 are laid out in the Secwepemetsín 5-12 Integrated Resource Package, which is to be used in conjunction with these resource materials. To follow up on the existing units and their learning outcomes, this Secwepemc Language Package provides a series of 5 Units which review the subject matter for Grades K-3 and build on it.

In addition to these Units, this Secwepemc Language Package provides teachers with a wealth of new content and suggestions for teaching Secwepemetsín. In particular, it contains the following sections:

- An extensive section (Part II) of short texts which will help teachers teach sentence building. These texts are adapted/translated versions of short Primary level English language books and booklets. These materials can be used from Grade levels K through 10, and cover a range of difficulty from early beginner to late intermediate level. For each text, the level of difficulty is indicated.

- A section (Part III) with materials to help teachers teach reading and writing Secwepemctsín through what we call Secwepemc Phonics: The recognition of the sounds of Secwepemctsín and the corresponding symbols or letters used to write them. Much of this section consists of practical exercises with pictures to be used as hand-outs in the Secwepemctsín classroom.
- A section (Part IV) with Live Action Total Physical Response Routines. The concept of these routines is adapted from popular methods of teaching English as a Second Language through the Total Physical Response method. The classroom use of these routines will be explained at the beginning of Part IV.

Further learning resources for the thematic units of Part I and, in general, for the 36 curriculum organizers of the Secwepemctsín 5-12 Integrated Resource Package, are currently under development and/or 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.

Goals and Objectives, Grade 4-10 Beginners Secwepemc Language Program:

Through the Grade 4-10 Beginners Secwepemc language program, the youth from Secwepemc communities, and other Aboriginal and Non-Aboriginal students living within School District No. 73 and First Nations Schools in Secwepemc Communities of the area, 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 children of Secwepemc communities, and other Secwepemc and non-Secwepemc, Aboriginal and Non-Aboriginal students living in urban areas. This grade 4-10 Beginners course, ideally as a follow-up to the Secwepemtsín K-3 curriculum, will provide them with a solid basis for beginning to understand and speak, as well as read and write, Secwepemtsín. It is also intended to motivate the students to continue learning Secwepemtsín in higher grades and as young 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 focus of the Grade 4-10 Beginners course is 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 Secwepemtsín 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 Secwepemetsín, although a number of adults understand it quite well. The elders of the Secwepemc Language Curriculum Working Group see this Beginners Grade 4-10 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 Secwepemetsín as a credit/graduation course will give due recognition to an Aboriginal language in the public school system.

Approach:

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

- a) teaching the sound system through the Secwepemc practical alphabet will help them to pronounce sounds accurately but also to read and write words and phrases;
- b) as they become familiar with the sound system and practical alphabet, students will be able to use written language on the page, on flashcards, and in other mnemonic devices, thus helping them to memorize vocabulary and phrases.

In order to emphasize the oral approach, this package will present many labeled drawings along with written language which will stimulate and assist the students in learning and practicing Secwepemcstín. 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 4-10 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 Secwepemetsín 4-10 will involve **partial immersion**: Throughout the daily period of instruction (ca. 90-120 min. of instruction at for Grades 4-7, and one block of classroom time for 20 weeks for Grades 8-10), 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 Secwepemetsín with the students. In addition, elders, parents and other community members who speak the language or have an interest in it, will visit the classroom and share their knowledge with the students.

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

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

Part 1: Thematic Units

Everyday commands and expressions through games, songs and exercises.
Establishment of classroom routines, including weather, telling time.
Asking simple questions to gather information, find directions, make requests.

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 Secwepemctín, 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 Secwepemctín. They provide the students with the very basic vocabulary for asking and answering questions about objects and people, identifying them, greeting one another and elders, and following the teacher's instructions.

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

4. Learning Outcomes:

After this unit, it is expected that students will:

- * understand and follow at least 20 commands accurately;
- * understand Secwepemc numbers 1-100 and count from 1 to 100 in Secwepemc;
- * identify number of objects up to ten;
- * carry out simple arithmetic operations (addition and subtraction in Secwepemctín);
- * say and respond to Secwepemc greetings and questions about name; engage in a brief dialogue introducing themselves or someone.
- * understand and say three pointing words (**yi7éne**, **yeréy**, **yirí7**) and respond to, as well as say, simple sentences using pointing words;
- * understand and say the terms for at least 10 objects in the classroom;
- * begin to understand a few words and simple phrases and questions about 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 Secwepemctín words in the Shuswap-English dictionary.

Part 1: Grade 4-10 Secwepemc Language Package

- * With emergent reading and writing skills, record words in their journals.
- * Where possible, try out new words and phrases with elders/fluent speakers.

5. Suggested Instructional Strategies:

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

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 week on a daily basis;
- One student can be selected daily as a helper (**knúcwten** or **knúcwmen**).
- Bring plants/items into classroom and/or take students for outings to talk about seasons (e.g. fall - fallen leaves, winter - snow and ice; spring - fresh plants/flowers; summer - berries, swimming, etc.);
- Have a daily routine of 5-10 min. **Total Physical Response** exercises with commands; this can also include: pointing at objects, asking questions about these objects, handling objects and having students see, feel and touch, hear and smell objects. The TPR sessions should also include a review of previously presented vocabulary.
- A 10 minute session explaining and reviewing a grammatical concept, then drilling it using further TPR and prompting.
- A 15 minute session explaining and practicing the sounds of the Secwepemc sound system, eventually covering all 44 Secwepemctín sounds (phonemes), which are also letters of the Secwepemc practical alphabet in the following order:

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

á, é, e, í, ó, ú, p, t, ts, s, k,

kw, m, n, l, w, y, h ;

Group B: Sounds which are different from English:

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

Group C: Glottalized sounds:

p̣ ṭ ts' ḳ kẉ ṛ q̣ qẉ gẉ

ẉ ṃ ḷ ṇ ẉ ỵ

(see Integrated Resource Package, Appendix G).

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

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

- **Show and tell:** invite students (taking turns) to bring an object and ask *kyé7e* or *xpé7e* at home what it is called. Have them talk about it in class, or better yet: bring elder into class.
- **Storytime:** teacher can tell a story verbally, or invite an elder into class to share a simple story (preferably using Secwepemctín). 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 Secwepemctín, have someone illustrate them and laminate them as books.
- **A Song:** a translated song can be used here (e.g. *Kwoyí7se te Skéki7* (“Eensy Weensy Spider”), *w7ec lu7 te kyéy7e* (“there was an old woman who swallowed a fly”) or better yet, a traditional song with some lyrics (e.g. Secwepemc welcome song, nature song, berry picking song, etc.).
- Some of the above (song, story, other narrative) can also be presented through audiovisual materials (tapes, videos).

6. 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 Secwepemctín;
- ⇒ 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 Secwepemctín) 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.

7. Suggested Assessment Strategies:

- ◆ Observe students as they are carrying out TPR commands, do check-list of students carrying out TPR commands (see Berty Segal, Learning English Through Action); check list attached;
- ◆ weekly comprehension and review routines: teacher says out/reads a series of words and phrases from Language content list of thematic unit to students;
- ◆ ongoing assessment through observation of students in the classroom, in routines, exercises and as you give instructions to them in Secwepemctsin.

8. Language Content:

a) Me7 xilem-kp! Everyday Commands:

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

A. Review Commands from K-3 Secwepemc Language Package

k'elélnem-ce/- cwiye	listen (one/many)
tukwtúkwt-ce/- cwiye	be quiet
emút-ce/lléqel- cwiye	sit down (one/many)
estíl-ce/- cwiye	be still
ts'elíl-ce/ cwiye	stand up
cwelpíl-ce/ cwiye	turn around
pelqíl-ce/- cwiye	go back/return
q'wyil-ce/- cwiye	dance
pelít-ce/- cwiye; stsíl-ce/ cwiye	lie down
kectsétsme/kectsétsel-míye	give me...(something)
élk'wente/élk'went-íye	put it away
tsxwénte/tsxwent- cwiye	come here
tskwénte/tskwént-íye	bring it here
k'wétem-ce/k'wétem- cwiye	walk
cwísel-ce/ cwiye	run
cú7tsem, cúýtsem	again, repeat, more

Other Classroom Commands:

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

B. New Commands:

q̓iyém-ce	write !
q̓yentéke	write it !
tsut-ce	say this...
tsúnte cú7tsem	say it again to h/her
tsúnte	say it/tell him/her
séwente	ask h/her

Review of Greetings, Etiquette and Introductions:

1. Weyt-k/weyt-kp	hello (to one/many)
2. pútucw/pútu-cwiye	good bye (to one/many)
3. tá7a	no
4. mé7e	yes
5. cuŷ	let's
6. yirí7 sle7s	that's good
7. yirí7 sxexé7s	that's smart
8. me7 wíktsen/me7 wíktl-men	I'll see you (one/many)
9. kukwstsétsemc/ kukwstsémc	thank you
10. kwé7e	here you are
11. Swéti7 ke7 skwest?	What's your name?

12. Carol ren skwekwst

My name is Carol.

13. Thé7e k st7ek-ucw?

Where do you come from?

14. Te Skítsesten, Tkemlúps, Simpcw re sté7kwen.

I come from Skeetchestn, Kamloops, North Thompson, etc.).

C. Some Pointing Words:

yi7éne

yiréy

yirí7

this

that one

that's it, that's the one

D. Nouns:

Some ideas for terms and objects around the classroom are:

letép

ts'elcwílep

q̓iméke7

pumín

cllúqwməṇ

stsq̓ey̓

speqwél̓tcw

skwi7éye

qelmúcw

séme7

Secwepemc

sqélemcw

núxwenxw

núnxwenxw

tuwíwt

table

chair

pen/pencil

drum

cup

paper

book

doll

person, Indian

white person

Shuswap

man

woman

girl

boy

E) Adjectives/Qualities:

le7

kist

xyum

kwoyí7se

kenkínt

xwent

piq

tsiqw

qwiqwíyt

qwiq'wíyt

kwalt

megmégt

pegpégt

good

bad

big

little

slow

fast

white

red

blue

black

green/yellow

grey

faded colour

Sentence patterns:

Teacher prompts answer with mé7e or tá7a yes/no

1. Stémi yi7éne? (yiréy, ri7) What's this (that, is it)?
2. Pegpégt yi7éne (yiréy, ri7). This (that; it is)faded in colour.
3. Swéti7 yiréy? Who is that over there?
4. Swéti7 ri7? Who is that?
5. Swéti7 yi7éne? Who is this ?
6. Lé7en yi7éne? Is this good?
7. Tsíqwen ri7 ye7éne? Is this red?
8. Kectsétsme re/tek séwllkwe. Give me the water.
9. Élkwente re7 stemstítemt. Put away your clothes.

Me7 Élkstmentem re Sxyénem:

Cuý e Xyéne-k!

Let's count!

nekú7	one
seséle	two
kellés	three
mus	four
tsilkst	five
teqmékst	six
tsútsllke7	seven
nekw7ú7ps	eight
temllenkúkw7e	nine
úpekst	ten
úpekst ell nekú7	eleven
úpekst ell seséle	twelve
sell7úpekst	twenty
kell7úpekst	thirty
mell7úpekst	forty
tselkll7úpekst	fifty
teqmekll7úpekst	sixty
tsetskll7úpekst	seventy
nekw7u7pll7úpekst	eighty
temllenkwll7úpekst	ninety
xetspqíqenkst	hundred

b) Adding:

nekú7 ell seséle me7 kllés $1 + 2 = 3$

tsilkst ell kllés me7 nekwú7ps $5 + 3 = 8$

c) Subtracting:

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

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

d) Comparison:

tsellts'ille

the same

ťicwell

different

The Secwepemc Calendar

Long time ago the Secwepemc had their own calendar. An annual seasonal round, termed **swucwt** ("snow") consisted of thirteen months or moons (**Mégcen**), with the month names derived from the activity people were carrying out at that time of the year or the characteristics of the weather or nature at that time. The annual seasonal cycle started with the late fall month, **Pellc7ellcw7úllcwteñ**, the "entering month", when people first entered their **c7ístkteñ** or winter underground home, and ended with **Pesllwélesten**, the fall-month, when people hunted and trapped game in the mountains. Here are the names of the thirteen lunar months in the Secwepemc Calendar:

1. Pellc7ellcw7úllcwteñ - "entering month"

Yi7éne te mégcen m-c7ell7úllcwes re Secwepemc ne c7es7ístkteñs.

2. Pelltetéqem - "cross-over month"

M-téqmes re mégcen re m-yews re syectwílcs re sitqt. Yirí7 lu7 m-ts7écwes re Secwepemc. M-yews re stitéys. M-lé7es re stscentés re c7es7ístkteñs. Necwentés lu7 re stsmémelt re stsegweyéns re stetex7éms.

3. Pell7emetmín/Pellkweñmin- "stay at home month"

Yi7éne te mégcen m-kiyéyes re tmicw. Yirí7 re m-tá7ews put k s7estpèñlléxws re Secwepemc te c7es7ístkteñs

4. Pelltsípweñten - "cache pit month"

Ts'ellte7úy e sq7es7úys e spíxems, m-yews tucw m-s7ell7íllens stemi k s7el7élkwems ne ctsípweñtens.

5. Pellsqépts - "spring wind"

Yi7éne te mégcen wes re tsímtes re swuct ne ctsetém. M-tsétskwe7mes te sgwígwe ne setétkwe. M-yews re snesnés te pásellkwe e syéwems tek písell.

6. Pesll7éwten - "melting month"

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

7. Pell7é7llqten - "digging month"

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

8. Pelltspántsk - "midsummer month"

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

9. Pelltqwelqwél't - "getting ripe month"

M-tqwelqwél'tes xwexwéyt re speqpéq: re speqppeq7úwi, re tqítqe, re wenéx, re sesép. M-yews re sqwelqwléwems re Secwepemc.

10. Pesqelqlélten - "many salmon month"

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

11. Pelltemllík - "spawned out"

M-yews re spíxems ell re skécems re Secwepemc.

12.-13. Pesllwélsten - "abandoning month"

M-yews re spíxems ell re skécems cú7tsem, ell m-yews re sképems. M-yews re stscentés re c7ístkteñs ell re ctsípweñtens.

2. Seasons:

sqepts	spring
sexqélqeltemc	summer
llwélsten	fall
s7istk	winter

3. Days of the Week/ Day words:

nekwésq̓t	Monday
selésq̓t	Tuesday
kellésq̓t	Wednesday
mesésq̓t	Thursday
tsełkstéq̓t	Friday
teq̓mekstésq̓t	Saturday
xetspésq̓t	Sunday
pyin te sitq̓t	today
pexyéwt	tomorrow
kwellpexyéwt	day before yesterday
cwén̓wen	morning
e cwén̓wenes	in the morning
crepq̓ín	noon
e crepq̓ínes	at noon
e ptékes te scepq̓ín	in the afternoon
e r7áles	in the evening
síttest	night
ne síttest	at night
le r7áleses	last night
nekú7 te sxetspésq̓t	one week
nekú7 te mégcen	one month
nekú7 te swucwt	one year
le pexyéwtes	yesterday

Phrases:

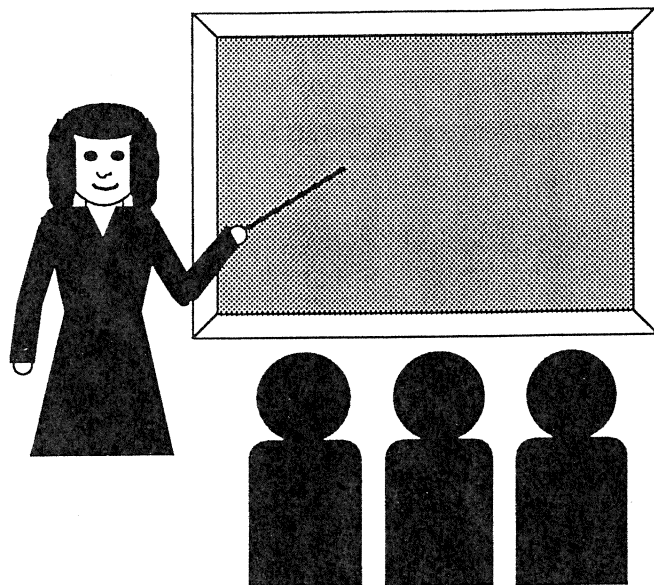
1. Me7 kénem-kt pyin te sitq̓t? What are we going to do today?
2. Me7 kénem-kp pexyéwt? What are you (pl.) doing tomorrow?
3. M-kénem-kp lu7 le pexyéwtes? What did you (pl.) do yesterday?

4. Weather Words and Phrases:

tmicw	land
swucwt	snow
skllékstem	rain
segwsés	sunny
snewt	wind
nénut	breeze
stsets'elólse	hail
spútent	fog
tektemtémt	overcast
steq̓íq̓t	clouds
stíq̓t	sky
mégcen	moon
sekúseñt	star
skúlenst	rainbow
sitq̓t te kúltes	birthday
skwékw7es	sun, clock

Phrases:

- | | |
|-------------------------------|-----------------------------|
| 1. Steṁi k tsúwet.s re tmicw? | What is the weather like? |
| 2. Ts'kénem re tmicw? | What kind of weather is it? |
| 3. W7ec re wúcwtes. | It is snowing. |
| 4. W7ec re kllékstmes . | It is raining. |
| 5. W7ec re nówtes. | It is windy. |
| 6. Kiyéy re tmicw. | It is freezing cold. |
| 7. Ts'ellt re tmicw. | It is cold outside. |
| 8. Xyep re tmicw. | It is hot outside. |
| 9. Cts'elltém | The room is cold. |
| 10. Xwqwetstém re tsitcw. | The room is warm. |



Learning to Read and Write Secwepemctsín:

Cuý e qiyém-kt !

Use the “Cuý e qiyém-kt” work sheets to introduce children to tell the difference between sounds by pronouncing words that they should be familiar with by now. Begin with presenting and discussing the;

Group A: sounds of the Secwepemc Alphabet.

a, e, e, i, o, u, m, p,

t, ts, s, l, n, y, w, h,

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

Following the Group A sounds, introduce the;

Group B sounds ;

ll, r, c, cw, q, qw, x,
xw, g, gw, ʔ

Group C: sounds (glottalized sounds;

p̚ t̚ ts' k̚ kw̚ q̚ qw̚ ɾ̚
g̚ gw̚ m̚ n̚ l̚ y̚ w̚

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.

The sets of worksheets are organized as follows:

Group 1: Vowel sounds of the Secwepemc alphabet, including á, é, e, í, ó, ú, as well as sounds that are like English.

Group B: Sounds that are different from English.

Group C: Glottalized sounds.

Each worksheet contains 12 pictures with familiar words. In each horizontal row, the students will find at least one word which includes the letter or sound marked on the sheet. The instructions are, for example:

“Tekts’enwécw-ente (x) yihé7e te sqweqwlút e qnímencwes ye7éne “a”
(cross off the word in which you hear the sound “a”

Following this exercise, students can practice writing words which contain sounds/letters we are looking for on a second set of sheets.

Dialogue Patterns:

- | | |
|----------------------------------|-----------------------------|
| 1. Weyt-k | Hello |
| 2. Le7 te scwénwen. | Good morning. |
| 3. Weyt-k enwí7 | Hello to you also. |
| 4. Swéti7 ke7 skwest? | What is your name? |
| 5. Mary ren skwekwst. | My name is Mary. |
| 6. Ell enwí7? | And yourself? |
| 7. Peter ren skwekwst. | My name is Peter. |
| 8. Thé7en k st7ék-ucw? | Where do you come from? |
| 9. Te Skítsesten re st7ékwen. | I'm from Skeetchestn. |
| 10.. Ell enwí7? | And yourself? |
| 11. Te Tkemlúps re st7ékwen. | I'm from Kamloops. |
| 12. Swéti7 ke7 kí7ce? | Who is your mother? |
| 13. Mary Jules re skwest.s. | Her name is Mary Jules. |
| 14. Swéti7 k skwest.s re7 kí7ce? | What is your mother's name? |
| 15. Clara John re skwest.s. | Her name is Clara John. |
| 16. Te Skítsesten re st7ékwes. | She's from Skeetchestn. |

17. Kémell mut pyin ne Tkemlúps. But now she lives in Kamloops.

18. Pútucw Good-bye

19. Me7 wíktsen cú7tsem e néñses. I will see you later.

20. Pútucw me7 wíktsen ell. Good-bye, I will be seeing you also.

Part II: Sentence Building in Secwepemctsín Through Picture Books and Stories:

The eighteen short texts that are listed below are translations into Secwepemctsín (Eastern and Western Dialect) of simple texts which will help students to practice sentence patterning and vocabulary building. They cover a range of levels, beginning with very simple beginners texts: (No. 1, 3, 8, 12, 14), to intermediate level language skills (No. 2, 4, 5, 6, 10, 11, 13, 15), and more difficult texts: (7, 9, 16, 17, 18).

These texts can be shown in the classroom by the teacher to practice oral language and sentence pattern building. They can also be used to practice reading skills, and, is enough of these texts can be made available in the classroom, can be borrowed by students as home reading practice. This would have the added benefit that children could practice their language skills with their parents or grandparents at home, and stimulate interest in Secwepemctsín among their family members.

The texts which are produced here are paste-over captions for copies of the corresponding books which are available from the SCES Language Department.

Beginners Texts: (No. 1, 3, 8, 12, 14)

1. Re Skllékstem
3. Pus ell Re Sqéxe
8. Yiláp ell Yiláp
12. Neklltímcw
14. M-Kénem

Intermediate Texts: (No. 2, 4, 5, 6, 10, 11, 13, 15)

2. Yex re Ckenmímelt
4. Nes-ce me7 etíc-ucw
5. Swéti7 me7 knucwékst
6. Ú7pekst te Ckenmímelt
10. Setsínten ne Sqweñllq
11. Wumécen?
13. Qwetséts-ce me7 etíc-ucw
15. Kectwécw

Advanced Level: (7, 9, 16, 17, 18, 19)

7. E w7écwes-ke k Qweqwlútes re Tsrep
9. Xwent K Stscentés we7 Stémes ren Kík7ece
16. Ts'ewentsút
17. Kectwécw
18. Re Snine7í7elt
19. Ts'xentéke Tkenhé7e k Kúltes e Stwit.s

Vocabulary **and** **Phrases**

Vocabulary and Phrases :

In refference to dialects; N= north, W=west, E= east

tkemqín	roof top
necnústen	curtain (N)
	window (W)
cptústen	window (N)
	curtain (W)
ckmenkéllecw	ceiling
sxlem	“piled up” log house
ckméles	floor
xlílep	floor (W)
xlíllep	plank floor/make-shift floor (N)
xnicw	stairs/ladder
txelcentén	steps staircase
crépelcten	ladder in c7ístkten
ctlleceñtén	ladder (which you lean against a house
xq̣wexésełp̣tn	chimney (newly coined)
ṣq̣wex	smoke
tsencúḷwesq̣en	vent
lckweḷtsenéḷlecw	kitchen
ckweḷtsenéḷtn	kitchen (E)
c7elḷnéllcw	dining room, restaurant (N)
ctsyeṃten	living room
c7etícṭn	bedroom

Bathroom Vocabulary:

cengwílcten	bathroom (W, E)
ctektén	bathroom N
cnésten	bathroom (Chase)
necweséten	bathroom N
cwescwesét	to go to the bathroom
xqeltkéllecw	upstairs

tkweltkélle	downstairs
ts7úlle	come in, enter
cpugwpeḡwtsnem	he/she knocked on the door
xḡíxtseḡte	lock it

Phrases:

1. Tsútst-ken e nsnens te cwescweséten. I'm going to the bathroom.
2. Ckelltsíḡte re ckemtsenélle. Open the door. (W)
3. Neceḡtsíḡte re ckemtsenélle. Shut the door (N)
4. Necentsíḡte re ckemtsenélle. Sut the door. (W)

Animals:

ts'exlétsen	mink
spepqllts'e	weasel (retracted I)
seklécwe7	muskrat (N)
sklécwe7	muskrat (W)

Animal Phrases:

1. Me7 crépseḡ ec re píxmes ell me7 wíktse re sweláps
Hunters will use binoculars before they can see big horn sheep

ḡlu7 te w7ec ne sqeltús.
that are up on top of the mountains.

2. Nerí7 ne nekect re m-púltes re ts'e7í7elt.
The little fawn will lay in the thicket of the forest.

3. Cwetcén re teníye ne sqeltúst.s re tsqúqwem.
Up on top of the small hill, there are plenty of moose tracks.

4. W7ec re qwisp ec te íllnes tlu7 te spélem.
There are buffalo eating out on the prairie.

5. Cw7it te qwisp ec le m-w7écwes le q7éses.
Long ago there used to be large herds of buffalo.

Pyin qwempép.
Today they are extinct.

6. Te csekéwt.s-enke re tmicw k w7écwes re stllecwllcús.
The racoon must live in the valleys of the earth.

7. Te malt.s re tsqúqwem re tswíkstmes re sxwlécken.
Bucks (deer) are seen at white clay banks of the small hill.

8. Re teníye ts7íllenst.s re kwtellp,
The moose eats bullrushes,

tlri7 wes pe w7écwes ne pesellkwe.
that why they like being around lakes.

See How It Grows

West Dialect

Ts'xentéke Tkenhé7e k Kúlt'es e Stwit.s

Ts'xentéke tkenhé7e k kúlt'es re tsrep.

Ts'xentéke tkenhé7e k kúlt'es re sulénsem.

Ts'xentéke tkenhé7e k twítes re tsuts'wéy.

Ts'xentéke tkenhé7e k twítes re skéki7.

Ts'xentéke tkenhé7e k twítes re spi7úy.

Ts'xentéke tkenhé7e k twítes re slleq'wqín.

Ts'xentéke tkenhé7e k twítes re qelmúcw !

Is It Alive?

West Dialect

Wumécen ?

Wumécen ?

Wumécen re spelq́wéqs ?

Mé7e, wuméc re spelq́wéqs.

Wumécen re tsrep ?

Mé7e, wuméc re tsrep.

Wumécen re scenc ?

Tá7tri7 k swumécs re scenc.

Kémell wuméc re tuwíwt.

Is It Alive?

East Dialect

Wumác-a ?

Wumác-a ?

Wumác-a re spelq́wáqs ?

Má7a, wumác re spelq́wáqs.

Wumác-a re tsrap ?

Má7a, wumác re tsrap.

Wumác-a re scanc ?

Tá7tri7 k swumács re scanc.

Kémall wumác re tuwíwt.

Round and Round The Seasons Go

West Dialect

Yiláp ell Yiláp re
Snekʼlltmícw

Yiláp ell Yiláp re
Snekʼlltmícw

Tskitsc re s7istk,

piq re swucwt.

Yiláp all yiláp re snekʼlltmícw.

Tskitsc re sqepts,

Kult re sulénsem.

Yiláp ell yiláp re sneklltmícw,

Tskitsc re sxqélqeltemc,

xyep re tmicw.

Yiláp ell yiláp re sneklltmícw.

Tskitsc re llwélsten,

sukwt re ptsekl.

Round and Round The Seasons Go

East Dialect

Yiláhp all Yiláhp re
Neklltmícw

Yiláhp all Yiláhp re
Neklltmícw

Tskitsc re s7istk,

piq re swucwt.

Yiláhp all yiláhp re neklltmícw.

Tskitsc re sqapts,

Kult re sts7a7kw.

Yiláhp all yiláhp re nekʼlltmícw.

Tskitsc re sklúlecw,

xixáyt re tmicw.

Yiláhp all yiláhp re nekʼlltmícw.

Tskitsc re llwálstn,

sukʼwt re ptsakll.

Rain

West Dialect

Skllékstem

Skllékstem

Skllékstem ne kwlékwle.

Skllékstem ne tsrep.

Skllékstem ne ckemíken,

kémell tá7 ne ntsétswe7.

Skllékstem ne sulénsem.

Skllékstem ne seqú7llt.

Skllékstem ne tsiqw te stíple,

kémell ta7 ne ntsétswe7.

Rain

East Dialect

S²k²esásq̄t

S²k²esásq̄t

K²esásq̄t ne supúlecw.

K²esásq̄t ne tsrap.

K²esásq̄t ne ckemíka7.

K²émall tá7a ne ntsáwa7.

K²esásq̄t ne sts7a7kw.

K²esásq̄t ne squ7llt.

K²esásq̄t ne tsiqw te stíple.

Kémall tá7a ne ntsáwa7.

Mom Can Fix Anything

West Dialect

Xwent k Stscentés
Xwexwéyt re Stem
Ren Kík7ece

Kí7ce, qwentéten ren ts'elcwícwlep!

Me7 tscentéten ten ctseqqíqen̄ten.

Xwent k stscentés xwexwéyt re stem
ren kík7ece.

Kí7ce, qwentéten ren skwi7éye.

Me7 teŋllen te tseptspqéltcw.

Xwent k stscentés xwexwéyt re stem
ren kí7ce!

Kí7ce, qwentéten ren tucwtúcwke7

Me7 tscentéten te tsepqméke7.

Xwent k stscentés xwexwéyt re stem ren
kí7ce!

Ki7ce, qwentéten ren lukín.

Me7 tscentéten ten ctseqqíqen̄ten,

Me7 tscentéten te tsepqel̄tcw.

Xwent k stscentéten xwexwéyt re stem...

Ts'ílem ten kík7ece.

Mom Can Fix Anything

East Dialect

Ra Mámá7 Ma7 Tscatás T̃ri7 Wa7 Stámes

Mámá7, m-qíwat len ts'elcwílep!

Ma7 tscatán t̃en ctseq̃qíqa7ten.

Ra mámá7 ma7 tscatás t̃ri7 wa7 stámes.

Mámá7, m-qwup ra skwi7éye!

Ma7 tatllen t̃e tsĩ.

Ra mámá7 ma7 tscatás t̃ri7 wa7 stámes.

Mámá7, m-qwup ra tecwtucwka7!

Ma7 tscatán t̃e tsepq̃máka7.

Ra mámá7, ma7 tscatás t̃ri7 wa7 stámes.

Máma7, m-qwatán ra lukín!

Ma7 tscatán ʔen ctseq̣q̣iqa7ten.

Ma7 tscatán ʔe tsepq̣altcw.

Ma7 tscatán wa7 stames !

Ts'íla ʔen máma7.

Piggy

Ts'ewentsút re ckosgwígwelt.

Cw7it te stem ren spepépen

ne cts'ewentsúten:

re ts'exmín;

re necnélesten;

re cséwllkweten;

re syéksten.

Emúmt-ken ne cenwílcten;

kwékwen re stsqey;

síscwen re séwllkwe.

M-séscwem-wen ten ts'éwsten,

ten e7ps.

Me7 yews re seysemímen re s7ésťcwem.

M-e7pentsútst-ken ten e7ps.

Ctséts'utsnem-ken ten ctséts'éwensten.

Wecqíqnem-ken

te sípke7 ne qéwten

ell ten stecmímen.

Pípqwen e kwíncwes ken sxmémenk.

Yéyx-ken ten peltétleqs

ell ten llellúcw.

M-yews ren snens e ns7etític.

Piggy

East Dialect

Ts'awatsút re ckosgwígwalt.

Ts'awatsút re ckosgwígwalt.

Ts'áwatsut re ckosgwígwalt.

Cw7it te stam ra spepán na
cts'awatsúten:

ts'axmín;

re necnálesten;

re csáwllkweten;

re syáksten.

Amút-ka na cenwílcten

kwákwa re áṗka7, re c7iṓwpten

sícwnes re cmenákma7.

Yirí7 ra sácwu ǵe ts'áwsten

all ǵe tsawatsúten.

Ma7 sekstamín ra s7ástcu,

aṗatsút-ka ǵe aṗs.

all m-pagatsút-wa.

Ts'aṓwensa-ka ǵa cyatǵensten all ǵe
ts'aṓwensten.

Wecwqína-ka ǵa wecwqínma7

all ʔa stecmín.

Píqwa a kʷíncwes ra sxmánk.

Yáx-wa ʔen peltáleqs

all maʔ nás-wa e sʔatíc.

Laʔ ra púsma.

Cat and Dog

West Dialect

Re Pus ell Re Sqéxe

Re Pus ell Re Sqéxe

Re Pus ell Re Sqéxe

Re pus, kwens re melmálqwtén

Re sqéxe, kwens re melmálqwtén ell.

Re pus, melmálq^uwens re skwék^uw7es.

Re sqéxe, melmálq^uwens re skwék^uw7es ell.

Re pus, melmálq^uwens re kwlék^uwle.

Re sqéxe, melmálq^uwens re kwlék^uwle ell.

Re pus, melmálq^uwens re tsrep.

Re sqéxe, melmálq[’]wens re tsrep ell.

Re pus, melmálq[’]wens re sulé[’]nsem.

Re sqéxe, melmálq[’]wens re sulé[’]nsem ell.

Re pus élk[’]wens re melmálq[’]wten.

Re sqéxe, élk[’]wens re melmálq[’]wten ell.

“Xwexwíítsen te7 skwellqíyém,” tsut re
pus.

Cat and Dog

East Dialect

Re Pus all Re Sqáxa

Re Pus all Re Sqáxa

Re Pus all Re Sqáxa

Re pus, tskwáns re melmáhlqwtén

Re sqáxa, tskwans re melmáhlqwtén all.

Re pus, melmáhlqwas re skwákw7es.

Re sqáxe, melmáhlqwas re skwákw7es all.

Re pus, melmáhlqwas re supúlecw.

Re sqáxa, melmahlqwas re supúlecw all.

Re pus, melmáhlqwas re tsrap.

Re sqáxa, melmáh[́]lqwas re tsrap all.

Re pus, melmáh[́]lqwas re sts7a7[́]k[́]w.

Re sqáxa, melmáh[́]lqwas re sts7a7[́]k[́]w all.

Re pus ál[́]k[́]was re melmáh[́]lqwt[́]en.

Re sqáxa, ál[́]k[́]was re melmáh[́]lqwt[́]en all.

“Xwexwícítsi ǐe7 skwellqíyám” tsut re pus.

“Xwexwícítsi ǐe7 skwellqíyám” tsut re

sqáxa.

The Four Seasons

West Dialect

Neklltmícw

(The four seasons/Title)

Sqepts.

Wíwkten re spipyúy7e.

Sexqélqeltemc.

Wíwkten re sulénsem.

Llwélesten.

Wíwkten re ptsekl.

S7istk.

Wíwkten re swucwt.

See How It Grows

East Dialect

Ts'xatáka ʔhá7a k ǵúltes e Stwit.s.

Ts'xatáka ʔhá7a k ǵúltes re tsrap.

Ts'xatáka ʔhá7a k ǵúltes re sts7a7ǵw.

Ts'xatáka ʔhá7a k twítes re sets'way.

Ts'xatáka ʔhá7a k twítes re skáki7.

Ts'xatáka ʔhá7a k twítes re spyu7állp.

Ts'xatáka ʔhá7a k twítes re slleǵwqín.

Ts'xatáka ǰhá7a k twítes re qalmúcw !

Ts'xentéke Tkenhé7e k Kúltes e Stwit.s

Ts'xentéke tkenhé7e k kúltes re tsrep.

Ts'xentéke tkenhé7e k kúltes re sulénsem.

Ts'xentéke tkenhé7e k twítes re tsuts'wéy.

Ts'xentéke tkenhé7e k twítes re skéki7.

Ts'xentéke tkenhé7e k twítes re spi7úy.

Ts'xentéke tkenhé7e k twítes re slleq̣wq̣ín.

Ts'xentéke tkenhé7e k twítes re qelmúcw !

The Seed Song

East West Dialect

Setsínten Ne Skwénllq

Setsínten Ne Skwénllq

ǀkwénllqentem re skwénllq te gátt, gátt, gátt.

Ne llúqwléw, me7 itc, itc, itc.

Gwesgwést te segwsés, tsekwtsékw, tsekwtsékw, tsekwtsékw.

W7ec re kllékstmes, ǀall, ǀall, ǀall

Nénut te ǀoyí7se pucw, pucw, pucw.

ǀkult re skwénllq, ǀkult re skwénllq

ǀkult, ǀkult, ǀkult.

ǀkult, ell ǀkult, ell ǀkult!

Kwěńllqentem re skwěńllq gatt, gatt, gatt.

Ne llúqwlécw me7 itc, itc, itc.

Gwesgwést te segwsés ts7ekw, ts7ekw, ts7ekw.

W7ec re kllékstmes kall, kall, kall.

Nénut te kóyí7se pucw, pucw, pucw.

Kult re skwěńllq kúlt, kúlt, kúlt,

kúlt, ell kúlt ell kúlt ell kúlt

The Seed Song

East Dialect

Setsíntn ne Skwǎǎllq

Kwǎǎllqa-ta Re Skwǎǎllq

Kwǎǎllqa-ta Re Skwǎǎllq

Kwǎǎllqa-ta re skwǎǎllq ǐek xǵaǐt, xǵaǐt , xǵaǐt.

Ne llúqwcw, ma7 itc, itc, itc.

Tsekwtsǎkw re segwsás, tsekwtsǎkw, tsekwtsǎkw , tsekwtsǎkw.

E ǐesásǵtes ma7 ǐallt, ǐallt, ǐallt.

E nenánutas ma7 pucw, pucw, pucw.

ǐkult re skwǎǎllq, ma7 ǐkult, ǐkult, ǐkult.

Re skwǎǎllq ma7 ǐkult, all ǐkult, all ǐkult!

Ri7 re skult.s, ri7 re skult.s.

ǰwǎnllqa-ta re skwǎnllq

xgǎtt, xgǎtt , xgǎtt

Ne llúqwlécw

ma7 itc, itc, itc.

Gwesgwást re segwsás

tsekwtsákʷ, tsekwtsákʷ, tsekwtsákʷ.

M-ǰesásqtes

ǰall, ǰall, ǰall.

E nenánutas

pucw, pucw, pucw.

ǰult re skwǎnllq te

ǰult, ǰult, ǰult

ǰult all ǰult

all ǰult all ǰult!

kult, ell kult, ell kult!

Ten Little Teddies

West Dialect

Teqmémkst te ckenmímelt ne xqetiýúle7tn.

Tsítselkst te ckenmímelt tspiqwst.s re s7éstcwem.

Mums te ckenmímelt mellméllelc nerí7.

Kellélls te ckenmímelt penmíns re c7ú7seten.

Sesésle te ckenmímelt siséyse ne stépquícew.

Nekúk7e te ckenmímelt w7ec re tskelst.ses re tsuts'wéý.

Ta7 ír7 k ckenmímelt ihé7en!

Úpekst Te Ckenmímelt

Úpekst te ckenmímelt scwup ne nkect.

Ta7 me7s tspepelqílcs wel me7 ípep.

Úpekst te ckenmímelt ec nuxwnúxwes ne nkect.

Temllenkúkw7e te ckenmímelt siséyse íri7,

Nekw7ú7ps te ckenmímelt píqwens re ckwekwesgwígwelt.

Tsútsllke7 te ckenmímelt píqwens re sqwyits.

Ne7élye re cwecwlépes ne cséýseten!

Ten Little Teddies

East Dialect

Úpekst te cqwlaqsísełt

Úpekst te cqwlaqsísełt scwup ne nkact.

Ta7 ma7 stspelqílcs wel ma7 tpap.

Úpekst te cqwlaqsísełt
ec nuxwnúxwes ne nkact.

Tallenkúkwa te cqwlaqsísełt
sisáysus tri7,

Nek7ú7ps te cqwlaqsísełt
píqwas re ckwekwesgwígwelt

tsútsllka7 ʔe cqwlaqsíselt

píqwas re seqwseqyíts.

Teqmákst ʔe cqwlaqsíselt

ne Xqat̕iyúla7tn.

tsilkst ʔe cqwlaqsíselt

tspiqwst.s re s7ástcu.

Mus ʔe cqwlaqsíselt

mállelc nerí7.

Kallás ʔe cqwlaqsíselt

pamíns re c7ú7satn.

Sesála ʔe cqwlaqsíselt

ec sáysus ne s̥tēpqúlacw.

Nekú7 ʔe cqwlaqsíselt

ac tskálst.ses re tsuts'wáy̆.

Ta7 ʔri7 k cqwlaqsíselt ʔhá7n,

N7álya ne csáy̆seten re cwecwelápes
re waw7ácwes.

Who Will Help?

West Dialect

Swéti7 Me7 Knúcwem ?

Swéti7 Me7 Knúcwem ?

Swéti7 me7 knúncwen-tsems e s'qwlélwen re ápels ?

Ta7

re ntsétswe7 !

Ta7

re ntsétswe7 !

Ta7

re ntsétswe7 !

Swéti7 me7 knúncwen-tsems e stséts'wen re ápels ?

Ta7

re ntsétswe7!

Ta7

re ntsétswe7!

Ta7

re ntsétswe7!

Swéti7 me7 knúncwen-tsems e stxéxu7sen re ápels ?

Ta7

re ntsétswe7!

Ta7

re ntsétswe7!

Ta7

re ntsétswe7!

Swéti7 me7 knúncwen-tsems e sneknínken re ápels ?

“Ta7 re ntsétswe7,” tsut re stamált

“Ta7 re ntsétswe7,” tsut re s7éstcwem

“Ta7 re ntsétswe7,” tsut re sqwyíts.

Swéti7 me7 knúncwen-tsems e swellqentéten re ápels ?

Ta7

re ntsétswe7!

Ta7

re ntsétswe7!

Ta7

re ntsétswe7!

Swéti7 me7 knúncwen-tsems
e s7í7llen re apelsós ?

Re ntsétswe7!

Re ntsétswe7!

Re ntsétswe7!

Tá7a! Tsukw re ntsétswe7
me7 7í7llen re apelsós
me7 nukwetsítsenmen.

Rain

Re Skllékstem

Re Skllékstem

Kllékstem ne kwlékwle,

kllékstem ne tsrep,

kllékstem ne tkemqín,

kémell ta7 nen ntsétswe7.

Kllékstem ne sulénsem,

kllékstem ne mats'pe,

kllékstem ne tsiqw te tmescecenéllcw,

kémell ta7 nen ntsétswe7.

Piggy Washes Up

West Dialect

M-yax Re Cqwlaqsísel̕t

Tsiqw re stektíts'a7s all kwalt re
sxá̕tacas re cqwlaqsísel̕t .

Ohhhh, m-kana ?

Qwiqwyít re stektíts'a7s all kwalt re
sxá̕tacas re cqwlaqsísel̕t.

Ohhhh, tá7a ! M-kána ?

Kwalt re stektíts'as all kwalte7úy re
sxá̕tacas re cqwlaqsísel̕t

Ohhhh, kána ?

Stá̕mi ma7 k syaxs re cqwlaqsísel̕t?

Time For Bed

West Dialect

Nés-ce me7 etíc-ucw !

Yirí7 re sítest.s.

Yews ke7 s7etícs ckenmímelt.

“Sqwse7, nés-ce me7 etíc-ucw !”

tsut re qé7tse.

“Tá7a,” tsut re ckenmímelt.

“Cts’éwtsnem-ce ell me7 etíc-ucw.”

Tsut re qé7tse,

“Tá7a!” tsut re ckenmímelt.

“M-cts’éwtsenmen-k mell, sqwse7 ?”

“Tá7a!” tsut re ckenmímelt,
te m-qwetséts e sts’7ums.

“Cuỷ, tsxwénte ne7 spúlten,” tsut re
qé7tses.

“Tá7a!” tsut re ckenmímelt.

Tá7a! tá7a! tá7a! tá7a!

TÁ7A!,” tsut re ckenmímelt.

Nés-ce me7 etíc-ucw !

Tuxwtíxwentem te qé7tses.

M-nes te m-stsilc re ckenmímelt.

M-welenméye.

Qwenqwnúsem.

Its'em.

Túk'wens re qé7tses,

lémentem.

Túk'wentem, cu7tsem túk'wentem.

Tsecílc ne spúltens.

ell m-húhus.

“W7écwes k etíc-ucw sqwse7,”
tsut re qé7tses.

“Tá7a..”, tsut re ckenmímelt.

M-héhu cú7tsem, m-ctseptsíp̣smes,
ell m-etícwes.

What Happened

East Dialect

M-Kána ?

Kána re sáwllkwa?

Sult re sáwllkwa.

M-kelágwa7cna-wa.

Kána re scúyit ?

M7ixw re scúyit.

M-yaws re sacwmúya.

Kána re sáwllkwa ?

M-cs7uť re sáwllkwa.

all m-késásqtes.

M-kána re sáwllkwa ?

M-pútent,

all re m-kwellqaytánes.

Kána re súkwa ?

Mañt re súkwa.

M-stá7nes re sestá7.

If a Tree Could Talk

West Dialect

E W7écwes-ke K Qweqwlútes re Tsrep

E w7écwes-ke k qweqwlútes
re tsrep, m-7enwét.s-ke ?

“Tá7us k s7mém̐pentsemc 7ucw qwtséts-ce!”

E w7écwes-ke k qweqwlútes
re setétkwe, m-7enwét.s-ke ?

“Tá7us k s7axwemnétkwenc re7
s7áxwmeñten, tntéke ne c7áxwmeñten.”

E w7écwes-ke k qweqwlútes
ec re nuxwnúxwes, re spipyúy7e
ell re swewll, m-7enwét.s-ke ?

“Knúcwente-kucw e swumécs-kucw !
Xwistém-kucw e sw7ecs wel me7 yews.”

E w7écwes-ke k qweqwlútes re tmicw,
m-7enwét.s-ke ?

“Kwemtús me7 syucwmínc re tmicw.”

Time For Bed

East Dialect

Qwtsáts-ca ma7 atíc-ucw!

Yirí7 re sítest.s.

Yaws ka7 s7atíc cqwlaqsísalt.

“Sqwsa7! qwetsátsa ma7 atíc-ucw !”

“Tá7a,” tsut re cqwlaqsísalt.

Tsut re qá7tsa, “Ts’awastma all
ma7 atíc-ucw.”

Tá7a, tsut re cqwlaqsísel̕t.

M-ts'a^uastma-k mell, sqwsa7 ?”

“Tá7a,” tsut re cqwlaqsísalt.

M-ts'7úmas.

“Cu^uy, tsnás-ca ma7 atíc-ucw,” tsut
re qá7tsa.

“Tá7a,” tsut re cqwlaqsísalt.

Tá7a! tá7a! tá7a! tá7a!

“TÁ7A!” tsut re cqwlaqsísalt.

“QWTSÁTS-CA MA7 ATÍC-UCW!”
tuxw^utíxwata te qá7tsas.

M-qwetsáts e spelít.s re cqwlaqsísalt.

Walíla.

rámelc ne síts'as

nagwílc.

Qasqísis re qá7tsas.

Lámata 7a qá7tsas.

Túkwata 7a qá7tsas.

Tsecílc ne spúltens re cqwlaqsísalt,

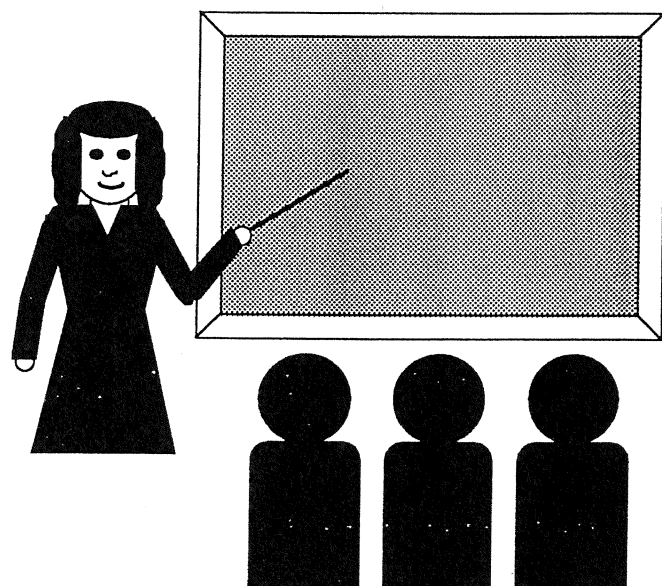
m-háhus.

“W7ácwes k atíc-ucw, sqwsa7,”
tsut re qá7tsa.

“Tá7a!” tsut re cqwlaqsíselt.

M-háhus, m-ctseptsípsam

all m-atícwes re cqwlaqsísalt.



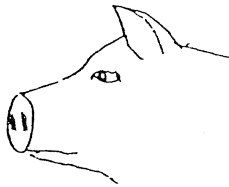
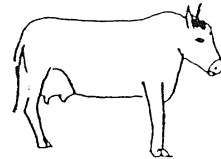
Cuý' e Qiyem'-kt !

Learning to Read and Write Secwepemctsin

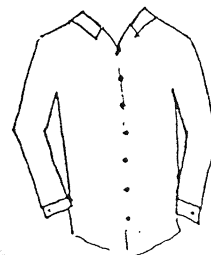
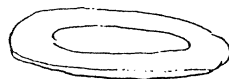
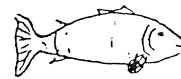
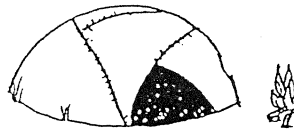
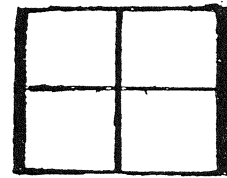
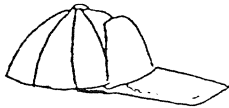
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2



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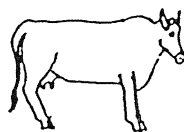


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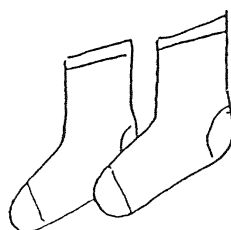
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3

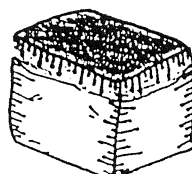
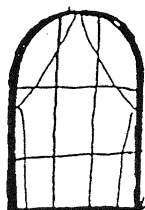
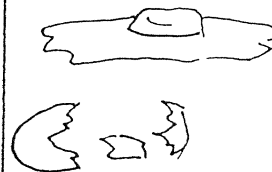
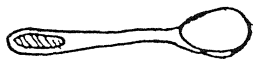
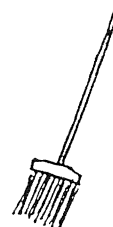
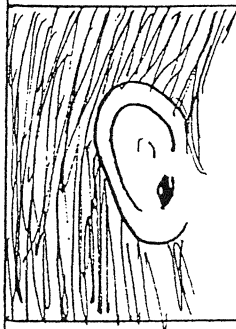
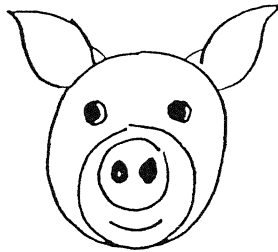
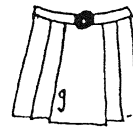
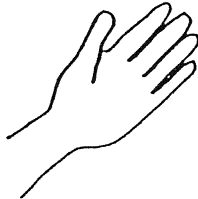


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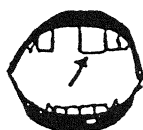
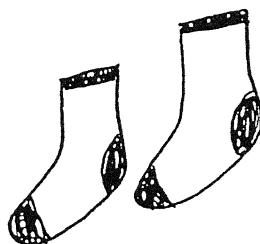
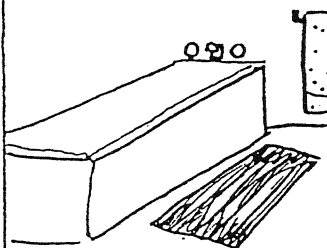
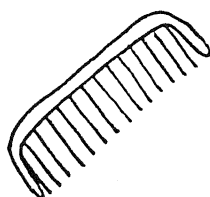
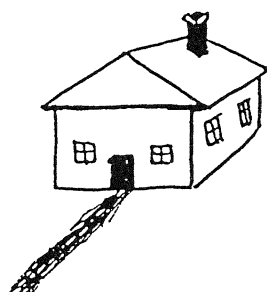
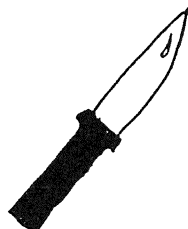
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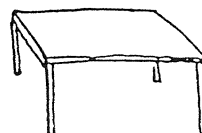
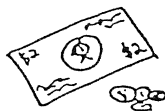
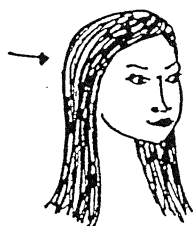
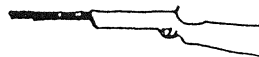
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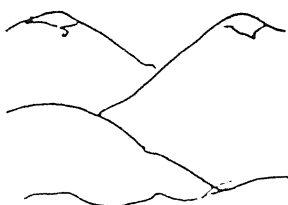
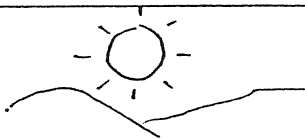
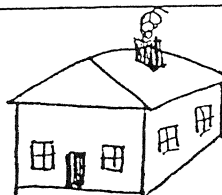
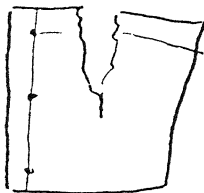
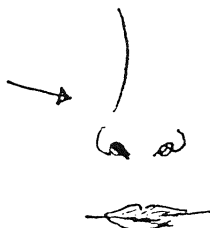
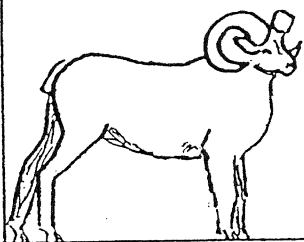
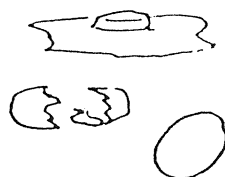
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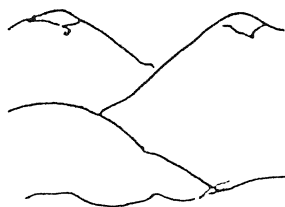
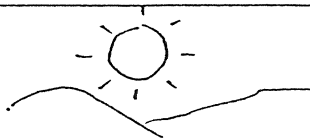
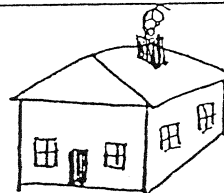
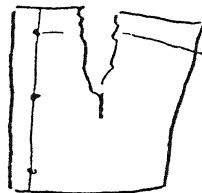
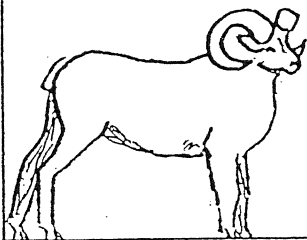
gg

Penmínte yi7éne me7 teks' enwécwencwes tli7.



gw

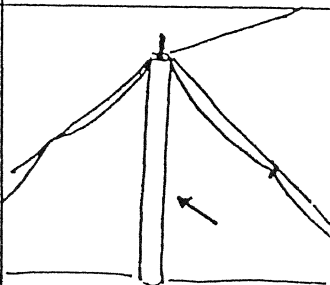
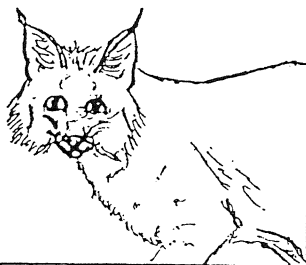
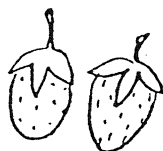
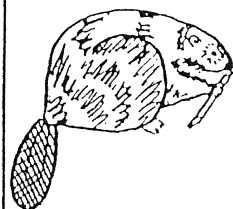
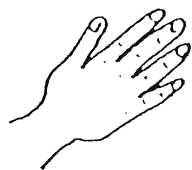
Penmínte yi7éne me7 teks'enwécwencwes tli7.



6

k

Penmínte yi7éne me7 tekts'enwécwencwes tli7.

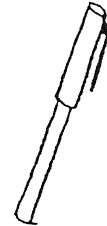
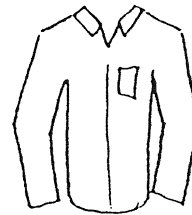
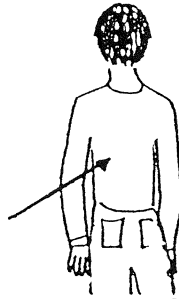


3

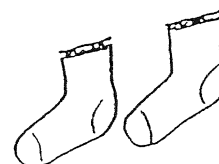
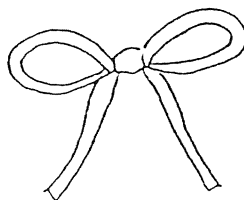
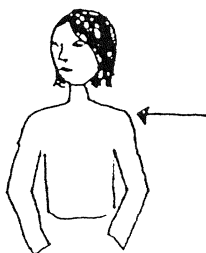
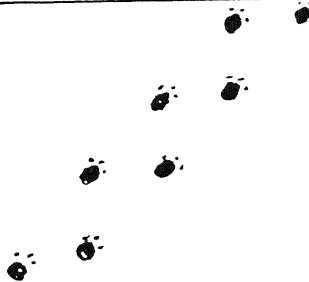
k'

Penmínte yi7énc me7 teks'enwécwencwes tli7.

8

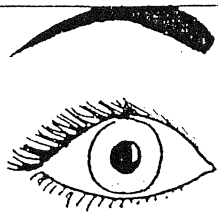


1

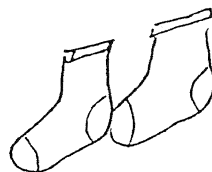
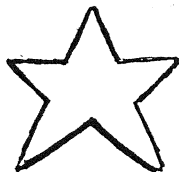
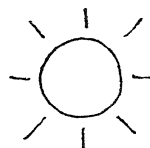
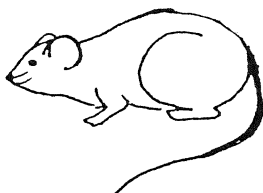
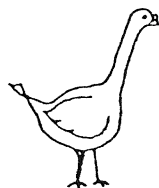


k'w

Penmínte yi7éne me7 teks'ewécwewes tli7.



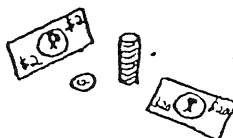
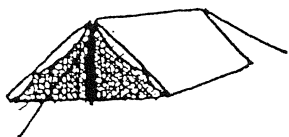
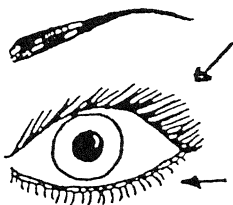
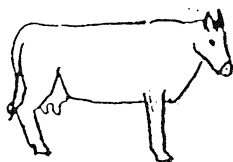
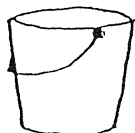
10



9

11

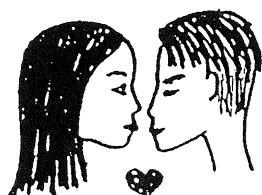
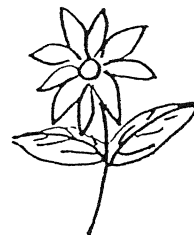
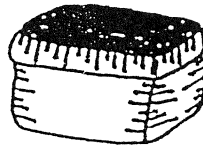
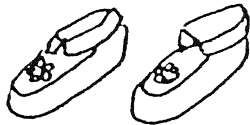
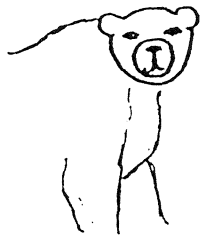
Penmínte yi7éne me7 tekt's'enwécwencwes tlrí7.



m'

Penmínte yi7éne me7 teks'enwécwencwes tli7.

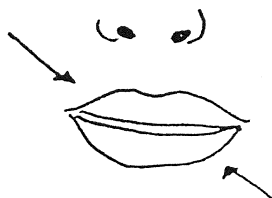
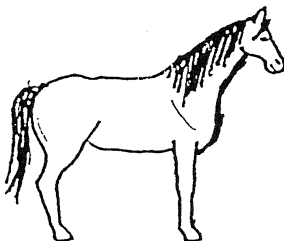
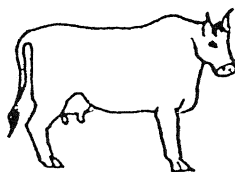
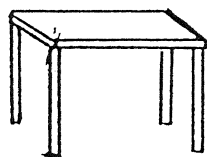
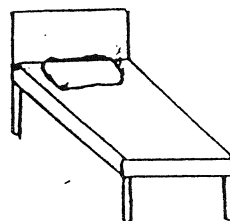
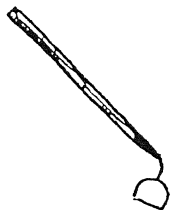
6



4

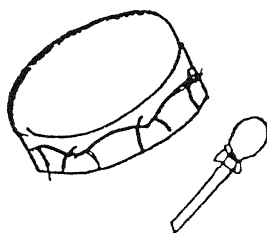
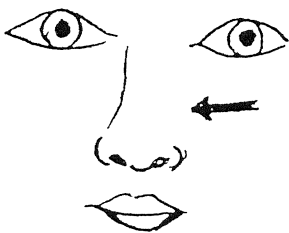
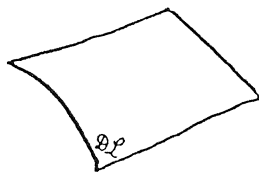
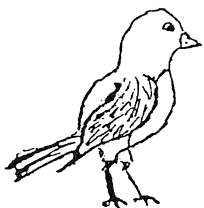
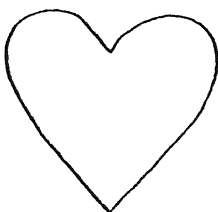
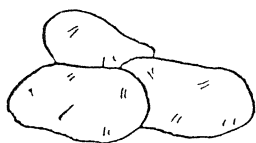
O

Penmínte yi7énc me7 tekts'enwécwencwes tli7.

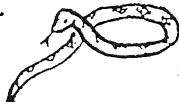
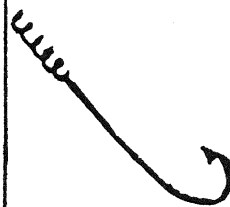


p

Penmínte yi7éne me7 tekts'enwécwencwes tli7.

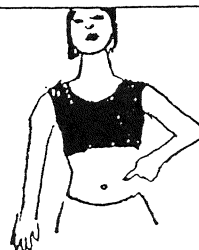
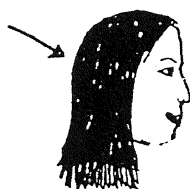
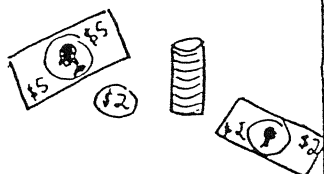
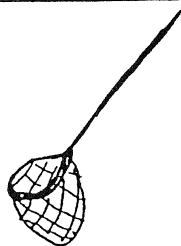
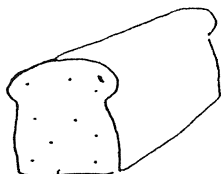


10



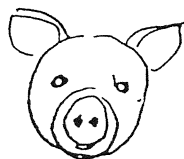
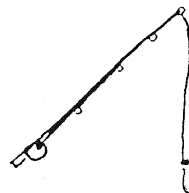
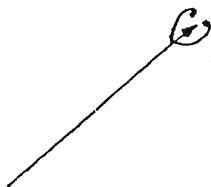
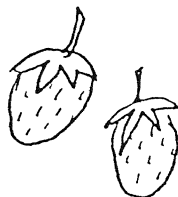
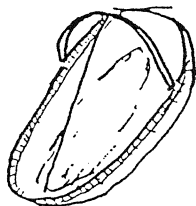
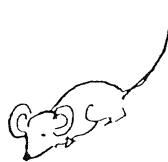
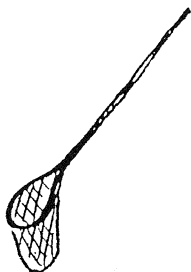
q

Penmínte yi7éne me7 tekts'enwécwencwes tli7.



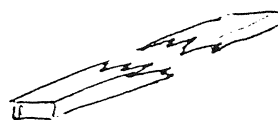
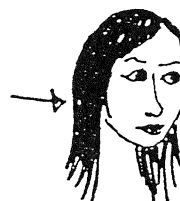
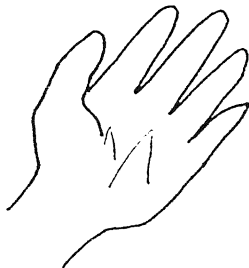
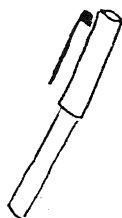
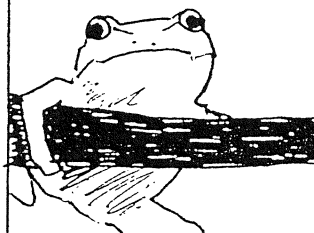
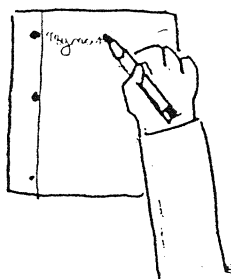
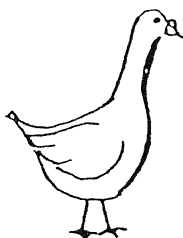
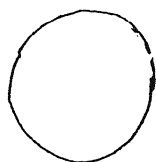
qw

Penmínte yi7éne me7 tekts'enwécwencwes tli7.



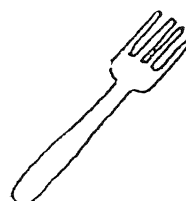
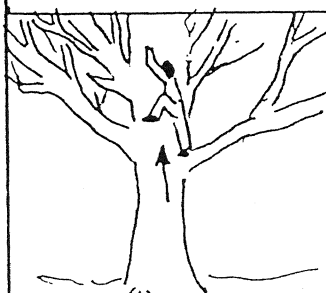
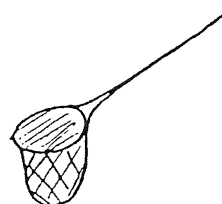
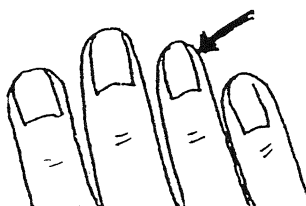
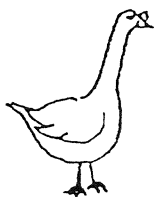
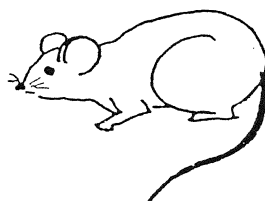
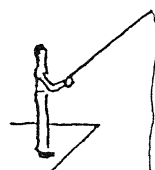
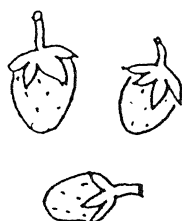
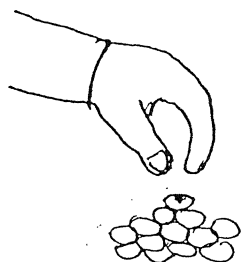
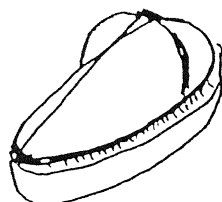
q

Penmínte yi7éne me7 teks'tenwécwencwes tli7.



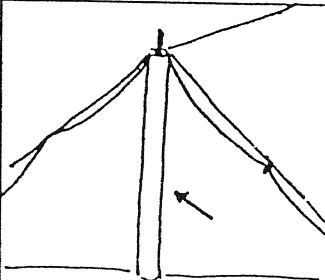
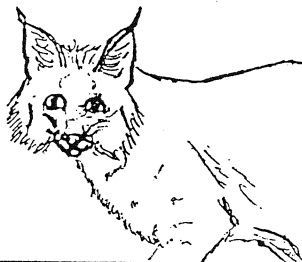
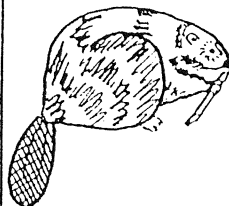
q̣w

Penmínte yi7éne me7 tekts'enwécwencwes ṭri7.



r

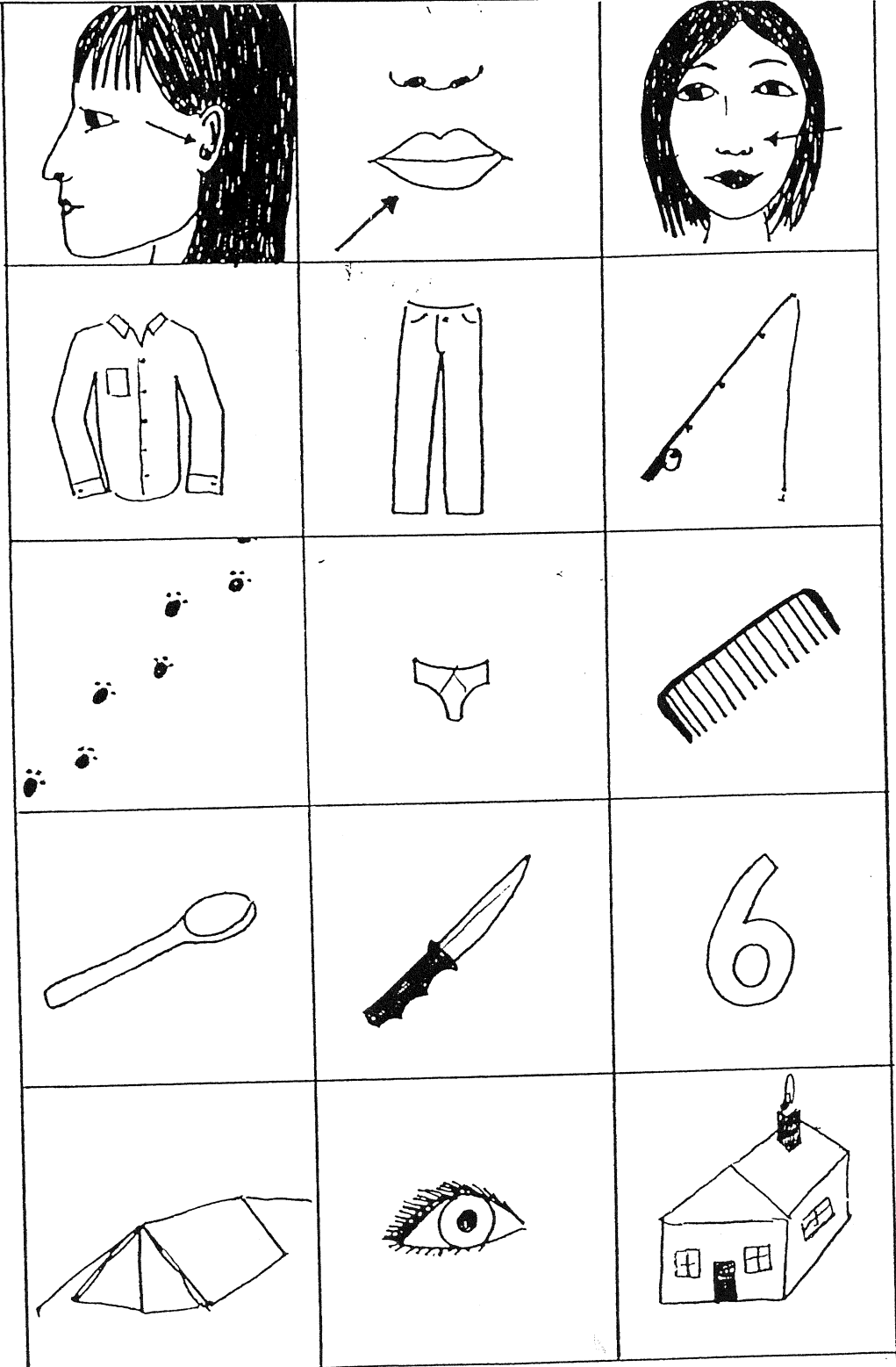
Penmínte yi7éne me7 teks'enwécwencwes tlrí7.



3

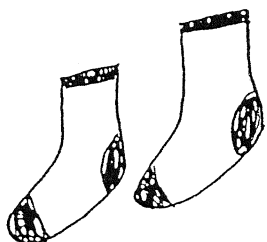
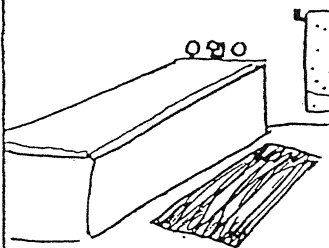
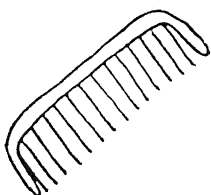
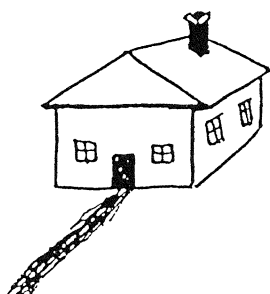
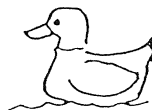
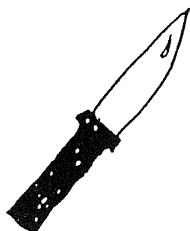
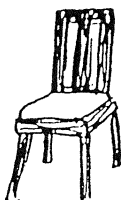
2
t

Penmínte yi7éne me7 tekts'enwécwencwes tlri7.



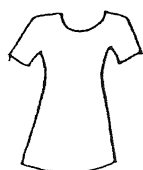
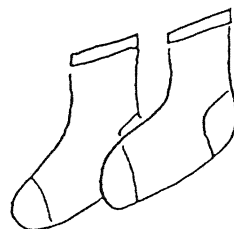
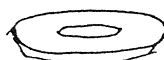
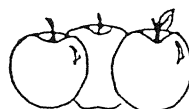
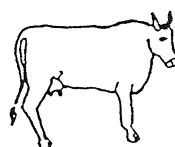
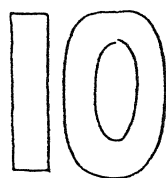
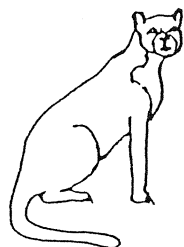
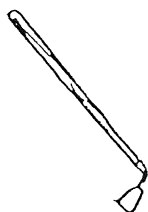
ts'

Penmínte yi7éne me7 teks'enwécwewes tli7.



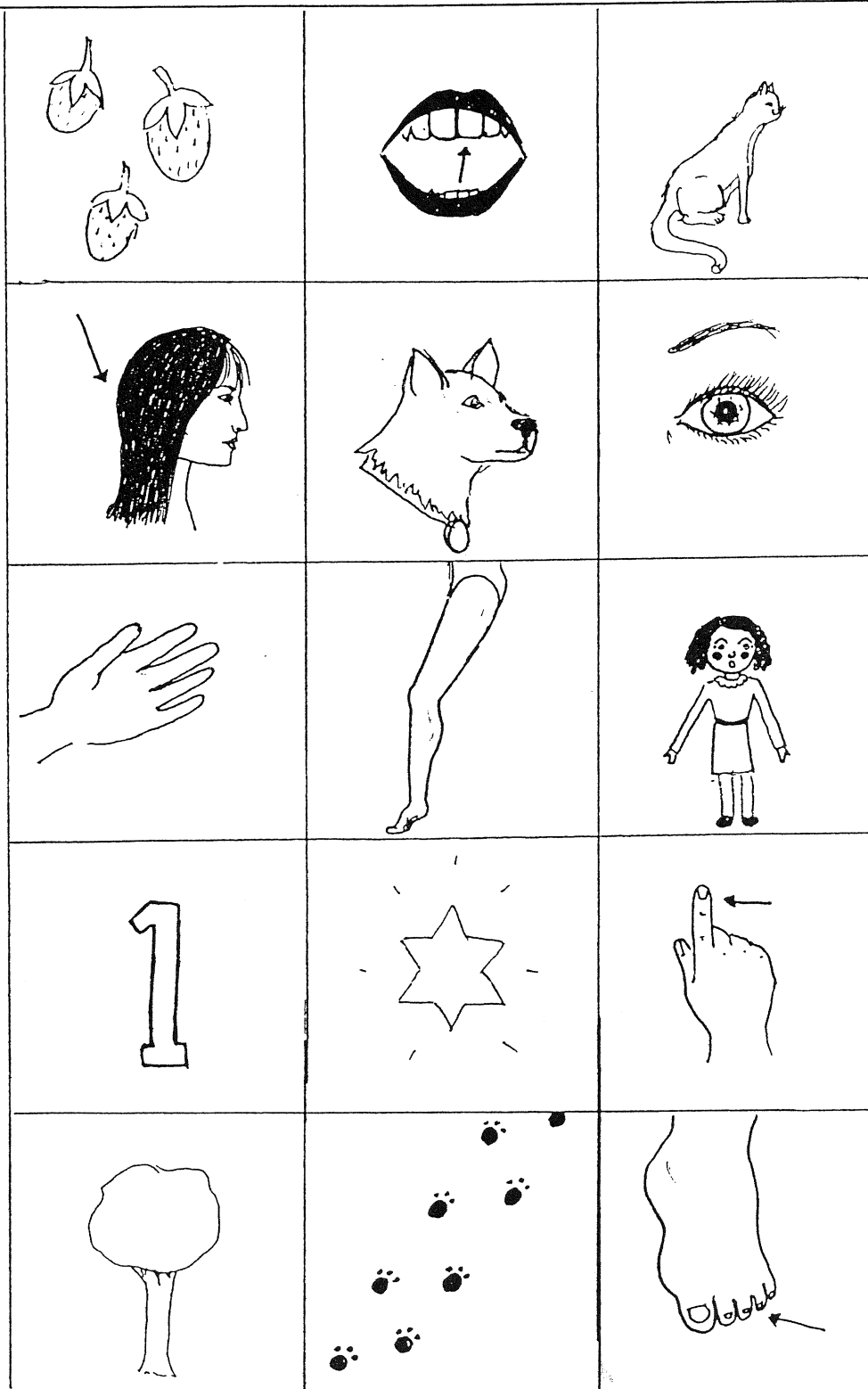
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Penmínte yi7éne me7 tekts'enwécwencwes tli7.



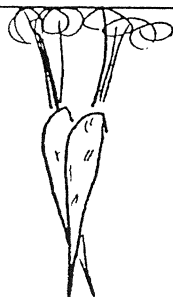
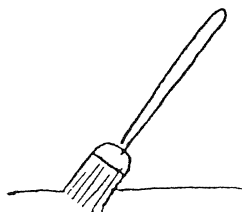
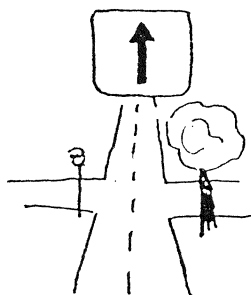
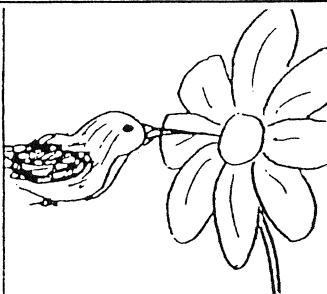
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Penmínte yi7éne me7 teks' enwécwenewes tli7.



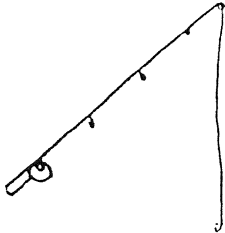
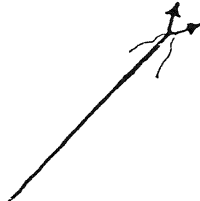
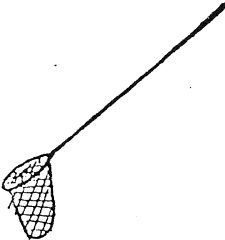
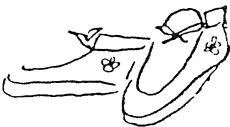
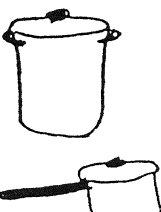
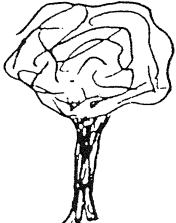
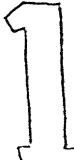
XW

Penmínte yi7éne me7 tekts'enwécwencwes tlri7.



7

Penmínte yi7éne mc7 tekts'enwécwencwes tlrí7.

Poster Label

Xwent ke7 sxílem e ptínesmencwes!

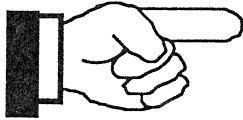
Xwant ka7 sxíla e ptínasmacwes!

Total Physical Response

TPR

Part IV:

Secwepemctsín Total Physical Response Routines



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

Stages of presentation of Live Action Routines:

STAGE 1: LISTENING

1. Set up your props. Show the props and ask the class whether they know any of the words for the props. (e.g. in routine I: soap, sink, water, hands, dirty hands,)
2. **Initial Demonstration** of series (routine) by teacher, or teacher and visitor/elder or a student who knows these commands.. Make sure everyone is listening and paying attention.
3. **Group Live Action:**
After the initial demonstration, address the class: Now you're going to wash your hands (Me7 ts'éwkstem-kp wellenwí7-emp ! Cuý, xílem-cwiye!). Do this more than once on different days.

STAGE 2: READING

After the receptive (listening) stage above, students can re-do the routine by reading it:

1. Display a written copy of the routine on a large flip-chart. Have all the students copy the entire lesson in their notebooks. Copying the sequence is a useful reading and writing exercise
After everyone has a copy, read it to the class.

STAGE 3: SPEAKING

1. Have the students repeat each line after you out loud. Take time to go over each individual word which is difficult to pronounce.
2. Give the students time to look over the written routine and ask questions. Point out some interesting words and grammatical constructions at this point
3. Now ask for a volunteer to read the series, or have students take turns to read through the series. This is a good occasion for pronunciation practice.
4. Next, have a student do the routine in front of the class.
5. Have students carry out the routine in pairs, taking turns telling the sentences to each other.
6. After further practice (homework !), students perform the routine in class orally (without the written paper in front of them).

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

1: TPR Live Action Routine

Ts'éwkstem-ce! - Wash Your Hands!

(Adapted from: Live Action English by E. Romjin and C. Seely, PHR, Alemany Press, 1988)

- 1) Me7 ts'éwenc re7 kelkélc. Cuý, ts'éwkstem-ce !
- 2) Ckelltsín̓te re séwllkwe.
- 3) Kwénte re ts'éwsten,
- 4) ts'éwkstem-ce!
- 5) Tntéke ne cts'éwsten re ts'éwsten.
- 6) Ts'éwente cú7tsem tek séwllkwe re7 kelkéc.
- 7) Xqíxtseñ̓te re séwllkwe.
- 8) Kwném-ce tek eḡs,
- 9) xwentéke re7 kelkélc.
- 10) E wí7stewes re eḡs, me7 llecpentéc.
- 11) Yirí7. Sts'ew re7 kelkélc.

2. TPR Live Action Routine

Tscwinúcw-k! - Good Morning!

(Adapted from: Live Action English, p. 14)

- 1) Tsútsllke7 te skwékʷes , re m-cwénʷenes.
- 2) Qíllte!
- 3) Tsekwtskwíl-ce!
- 4) Ce7múte!
- 5) Nés-ce ne cnegwílcten,
- 6) nés-ce me7 tkeym-ucw, me7 útsqw-ucw
- 7) Ts'éwkstem-ce.
- 8) Ts'éwsem-ce.
- 9) Pelqíl-ce ne7 c7etícten
- 10) Yex-ce!
- 11) Tscentéke re7 spúlten.
- 12) Nés-ce ne c7ellenéllcw,
- 13) íllente re7 cwénʷen te s7íllen, ste7-ce tek lekapí.
- 14) Peqwéltcwente re stsqéy.
- 15) Nés-ce ne cnegwílcten me7 cts'ewtsenm-ucw ell me7
clégwtsnem-ucw!
- 16) Wecwqínem-ce!
- 17) Llcwentéke re7 epekút (lekapú).

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

19) túkwente!

20) Tsút-ce “Pútucw, me7 wíkt̓sen e né̓̓ses!”

21) Qwetséts-ce !

3. TPR Live Action Routine

Shopping For a Pair of Pants:

(Adapted from Live Action English, p. 11)

- 1) Qwenénen-k te7 stéwem tek sxétemcen te “Zellers”?
- 2) Me7 nes-k te Zellers, ne Aberdeen Mall.
- 3) Úllcwe ne ctuméllecw.
- 4) Tcúsmente ʔhé7e k sténes re stemstíteṁt.
- 5) Tcúsmente re sqélemcw (núxwenxw) te stemstíteṁt.
- 6) Tcúsmente k le7 tek sxétemcen, k exték tek sxétemcen.
- 7) Kwénte te cllucwpmíṁ,
- 8) kʷénte re sxétemcen,
- 9) piqwentsút-ce ne ts'exmíṁ.
- 10) Xyem7úyen re sxétemcen! E xyem7úyes kllentéke.
- 11) Kʷénte cú7tsem k sxétemcen, tek exték tek sxétemcen.
- 12) Exték-en yi7éne? Mé7e, exték!
- 13) Kʷinc k stsceṁtéps ?
- 14) Kell7úpekst te sqleṁ re stsceṁtéps.
- 15) Téwente me7 éyencwes re stsceṁtéps.

16) Estpə́nlléxwe te ctuméllcw!

4. TPR Live Action Routine:

Yecwmínte re Skwimémelt:

Taking Care of a Baby (See Live Action English, p.25)

- 1) Me7 yecwemínc re skwimémelt:
- 2) Me7 yecwmeníle-k!
- 3) Cw7éwsente re skwimémelt!
- 4) Qíqelqelt ri7 te skwimémelt.
- 5) Núnxwenxwen e tuwíwtes ri7 ?
- 6) Ts'úmqsente,
- 7) lípente,
- 8) lémente!
- 9) Kectéke re skwimémelt tek s7íllen!
- 10) Cw7ítes k smetéc!
- 11) Píqwente! Ptsíq̓wens re s7íllens!
- 12) Axté7 ! Cwescwsús !
- 13) Emút.ste, me7 e̓psencwes
- 14) Tspals te skwimémelt ri7 !

5. TPR Live Action Routine:

Spíxle7cw - Making (fried bread)

- 1) Me7 kúlem-kt tek spíxle7cw.
- 2) Xetéqs me7 tskwnem-k tek cseléwll te cllúqwmeñ tek peqpíq.
- 3) Kweném-ce tek cenkwéke7 tek stcímen tek lesél,
- 4) kweném-ce tek cseléke7 tek stcímen tek súkwe,
- 5) me7 yews k skwenc k cmeséke7 tek stcímen te Baking Powder.
- 6) Me7 metméten cwes.
- 7) Me7 yews k skwenc k cenkwéwll tek cllúqwmeñ k sewllkwe.
- 8) me7 ctékencwes, ell me7 metmétencwes wel me7 le7 ell wel me7 llpeq.
- 9) Kwénte re cpíxmeñ, me7 ctekencwes tek cw7it te styuqín, me7 xyentécwes wel me7 xyep.
- 10) Me7 yews ri7 ke7 skwnem tlri7, me7 tsrem-k tlri7 te tsmetmét, me7 kwném-ucw tlri7 te7 scmelmólkwem.
- 11) Píxente wel me7 le7 !
- 12) Me7 yews k stskwenc.
- 13) Me7 kwéncwes e lé7es ! Lé7en ?
- 14) E le7 me7 c7í7elcmenc ne7 stemtemét !

6: TPR Live Action Routine

Cts'éwllcw - Cleaning The House

- 1) Qwiǵwíyt re7 tsitcw! Ketkét re7 cǵméles!
- 2) Llcwentéke re7 ípens.
- 3) Pkwentéke re ts'éwsten ne cts'éwmen.
- 4) Kwném-ce te eǵs me7 ts'éwencwes re cts'éwmen.
- 5) T7éǵu7sente re letép, re ts'elcwílep ell re t7elkstéwsten. (counter).
- 6) Kwénte re íxwle7p me7 íxwencwes re xlílep (cǵméles).
- 7) Kwénte re llkep me7 ctékencwes tek séwllkwe,
- 8) cwpkwétkwente tek ts'éwsten,
- 9) cts'éwlesem-ce!
- 10) Kwném-ce cú7tsem tek eǵs, me7 t7éǵu7sencwes re letép,
ell re ts'elcwílep.
- 11) Plúkw-ente re s7éxwmeń , me7 tseǵmíncwes.
- 12) Kwénte re suǵmélesten (vacuum), me7 sípencwes re necnélesten.
- 15) Sípente re necnénlesten ell!

16) Élkwente xwexwéyt re7 t7élksten.

17) Píqwente! Le7 re sts'exténs re stitcw!

7. TPR Live Action Routine:

Cuŷ e Sécwem-kt - Let us Take a Bath (by Elsie Archie, Canim Lake)

1. Cuŷ e sécwem-kt.
2. Me7 nes-kt te pésellkwe
3. Kwénte re7 secwméleqs!
4. Me7 kwnem-kt tek stékle
5. E kíts-cwet, me7 sécwem-kt ne pésellkwe.
6. E wi7-et, me7 kúlem-kt tek stsyeqw,
7. me7 kweltsentsút-et.
8. E tskelmínstmes re stsíllen e sqwelt.s, me7 setsínem-kt .
9. E qwéltes, me7 c7íllen-kt.
10. Me7 pelqíl-cwet tek me7 stsénkem-kt.

8. Tskwenméselp̓

Making Firewood: by Nancy Camille, Canoe Creek

1. Me7 tskwenc ke7 nts'e7sqéxe7 tek me7 metéc.
2. Me7 petne7éws-kt tek me7 tswenméselp̓-kt pexyéwt.
3. Me7 kwnem-kt tek níkke7 ell tek íemín.
4. Me7 c.wenwením-kt tek me7 qwetséts-kt e cwénwenes.
5. Me7 kenkínelc-kt, me7 tl̓l̓el re nts'e7sqéxe7.
6. Te sqeltús, me7 tskwenméselp̓-et
7. Cw7it ̓lu7 re stektsúsem.
8. Me7 kwéntem re swelmínk, háqen me7 wíkem-kt tek ts'i7.

9. Me7 Kuwílepem-kt - Let's go for a sleigh ride.

By Antoinette Archie, Canim Lake

1. Úpekst te stsmémelt qwetséts e skuwíleps.
2. Penmín-tiye re ckuwílepten-emp !
3. Me7 tsunc re stsmemelt: "Yéx-wiye tek qwets tek stsyex."
4. Tá7us k sllépen-tp re spék-emp ell re qmút-emp !"
5. Me7 xyenc re stsmémelt ell me7 qwetséts-ucw:

tnekwé7, tekséle, tkellés, tmúsmes, teqmékst...t7úpe7pekst.

6. Cu7 e qwetséts-kt.
7. Me7 répelc-kt te tsqúqwem.
8. Qílqelt te sw7ec!
9. Seqwtéws re sciláps me7 pelqíl-c-wet.
10. Me7 xyenc cú7tsem re stsmémelt ell me7 pelqíl-c-wep:

tnekwé7, tekséle, tkellés, tmúsmes, teqmékst...t7úpe7pekst.

11. Élkw-ente re7 kuwílepten.
12. Úllcw-iye ne skul.

13. Me7 kectécwes re stsmémelt tek nxixyétkwe tek tsóklet !

10. Ctsrem̓ - Having a Sweat

By Bridget Dan, Victoine Alphonse and Jean Williams

1. Me7 tsq̓íwlep-k.
2. Me7 kwnem-k tek cwlánkten, sestúkw, lemés ell tek
stektsúsem, me7 tgéýsem-k ell me7 yéqwillpem-k.
3. Me7 tsecyém-k me7 tektsq̓úsencwes,
4. me7 tntec tek melámen - k̓etse7-éllp ell qwiqwiye7-éllp.
5. Xyep re scenc tek tseqwésceñ, me7 cplem̓-k.
6. Tsiwesme7 me7 necet'tsincwes.
7. Tklentsút-ce me7 t.secwneñtsút-ucw tek melámen ell me7
sté7-enc.
8. Me7 qwentsíctc re tmusékst te snewt, me7 sérencwes re smenc ne
t7ikw.
9. C7u7llcw-k ne7 sq̓ílye, líq̓wem-k, qwentsín-k ell me7
setsínem-k.
10. Yirí7 q̓ílye-ce me7 tá7us ke7 sllxup.

11. Ǫwléwem te Speqpeq - Picking Berries

(By Cecilia DeRose, Clara Camille)

1. Me7 ǫwléwem-kt tek speqpeq7úwi, ǫlúne ne cǫmenk.
2. Me7 kwéntem k xyum tek miǫnc ell seléwll tek tsetsítsme7t.
3. Me7 kúwétem-kt ǫlu7.
4. Ni7 ne7élye me7 stkitsc-kt.
5. Cuǫ me7 méllelc-kt tsem.
6. Wenécwem te cw7it ell texiximúse7.
7. Yi7éne tqwepem-ce te mecécye7.
8. Tslépente re speqpeqéllp me7 tskwenstécwes,
me7 ǫwléwencwes re speqpéq, me7 cllémencwes ne miǫnc.
9. E tqwéts'p-ucw, me7 cpukwmímenc ne xyum te miǫnc.
10. E tqwetsqwéts'pet, me7 pelǫíl-kt.
11. E kítscwet, me7 méllelc-kt.
12. E pexyéwtes, me7 kúlsnem-kt.

12. Me7 Yéqwctem re Kyé7e ell me7 Kúlctem tek Letíy

(Antoinette Archie, Elsie Archie and Dora Billy)

1. Ts'ellt ri7 pyin te sitqt.
2. Me7 nes-kt te kyé7e re tsitcws, me7 ts'xentémes.
3. Me7 wíts'ctem tek stektsúsem ell me7 kúlctem tek
cweláńkten.
4. Me7 kwéntmes ne tsitcw, ne cyéqwillpmeń.
5. Me7 tcúsem-kt tek leméts, me7 yéqwillpmet.
6. Me7 ctéķentem re cmegmíń, me7 tntémes ne cyéqwillpmeń.
7. E tsekélmínstmes re séwllkwe e spetetéts, me7 qwel7éyentem
re kyé7e.
8. "Ts'ellt pyin te scwéńwen, tá7us ke7 s7estpéńlléxw, me7
tkinucw-k.
9. Tsútes re kyé7e, "Tsútsentsemc-en tucw e nsmumt ne7élye?"
10. E petetétes re séwllkwe, me7 cpkwétkwenc re letíy.
11. Me7 kweném-k tek ellúqwméń, me7 ctekctc re kyé7e ell enwí7.

12. Me7 tntec k súkwe ne cllúqwmén, ell me7 necíkwem-k.

13. Me7 kectéc re kyé7e ne spúltens tek letíy.

14. Me7 t7emtmínc re kyé7e, me7 sté7-ep tek letíy.

15. Me7 tsúntem re kyé7e, “Tá7us ke7 sc7emút wel me7
xwqwetstém re7 tsitcw.”

13. Me7 K'weltsentsút-kt - We will cook a meal.

By Clara Camille, Dog Creek

1. Kwénte re ts'i7, me7 nekní'kencwes, me7 cllémencwes ne
xyum te llkep.
2. Me7 té'kelkwencwes tek séwllkwe, me7 tektsqúsencwes ne
tsyeqw.
3. Tskwénte re peták, me7 tpáxseñcwes ell me7 tníkseñcwes
ell me7 cllémencwes ne llkep.
4. Me7 mé'encwes tek lesél ell lepwéwel ell e sle7s k si7uls.
5. Petetétes wel me7 q'welt.
6. E q'wéltes, me7 tsexlítenc well re7 eqw7úqwi e sec7íllens.

xts' éýmen •

welánk •

• metmetús

● **xgetsénkten**

● **ctkéýmen**

splep

qu7

lexlíxcen

tk'méne

qéwten

xelxlécw

skwtus

kelc

sq̣wext

sḳépqen

cḳmíṃken

gwelánk

ckwtústen

sp̃seqs

splútsen

t̃éne

t'kméles

lexlíxkst

lexlíxcen toes

t'k'méne shoulder

t'k'méles chest

lexlíxkst fingers

k'wyépne jaw

k'wellk'em'tsenékst ● wrist

k'wellk'em'tsín'cen ● ankle

ck'emllqínkst • elbow

ck'mem'qstcen • hip

ck'mén'kcen • sole of the foot

ck'me'n'kékst • palm of the hand

tekteq'yép • pelvis

sts'ucén • thigh

stú'm'cen • big toe

stum'ékst thumb

secyú'qs • thighbone

spál'men • calf of leg

lleqlléq'll ribs

ck'mémqstcen • hip

ck'méxen arm pit

ck'méw'esqen • top of head

kwellk'múseʔ

cheeks

xqwyépsten

neck

sk'mépstxen

upper arm

sk'méqstceṇ

shins

sk'mew's •

waist

sk'méw'istcen

knees

xq'wexwqínkst

•
fingernail

xq̣wexwqíṇcen

● toenail

sq̣méḷten

throat

tḳmépeʔsq̣en

chin

tḷlepsọ́ỵe

● eyelash

tḳeṭmụ́ỵe

● eyebrow

- xwqwyépsten neck
- tekteq̣yép pelvis/hip
- ckwtústen eye
- sp̣seqs nose
- splútsen mouth
- téne ear
- qéwten hair
- xelxlécw teeth
- skwtús face

• kélc hand

sq̣wext • foot

skép̣qen • head

ckmíṃken • back

gwelánk • stomach

slep̣ • behind “bottom”

qu7 • belly button

lexlíxcen • toes

tkméne • shoulders

t'kméles • chest

lexlíxkst • fingers

k'wyépne • jaw

k'wellk'emtsenékst • wrist

k'wellk'emtsín'cen • ankle

ck'emllqín'kst • elbow

ck'mém'qstcen • hip

ck'mén'kcen • sole of foot

ck'meñ'kékst • palm of hand

tekteq̣yép • pelvis/hip

sts'ucén • femur

stúmcen • big toe

stúmkst • thumb

secyúlqs • thighbone

spálmen • calf of leg

lleqlléqll • rib cage

ckmémqstcen • hip

ckméxen • armpit

- sǫ́mélten
- tkǫ́mépeʔsqen
- llepsóʔye
- xqwyépsten
- tkeʔmúʔye

c'kméw'esqen • top of head

kwellk'múse7 • cheeks

xqwyépsten • neck

sk'mépstxen • armpit

sk'méqstcen •

sk'mews •

k'éw'estcen •

xq'wexwqínkst •

xq'wéxwqín'cen •

Shuswap Animals

calendar pictures

West Dialect

Slekméwes

Sllekméw'es

xtsem

place a bet

tcyúsem

to face off with s.o.

tcyusmentwécw

to face off with one another

tsuqwentwécw

each side gets set of bones,
and the side that guesses the
bone gets to go first and also
gets a stick

qwéqwmeñs

he/she challenged s.o.

qwáqwma7s

(E) he/she challenged s.o.

Me7 qwéqwmeñtsen

qweqwmeñtwécw

Me7 qweqwmeñtwécw-ekwe
re Tkemlúpsemc ell re
Símpcwemc

Me7 qwéqwmeñtwécw-ekwe
re Tkemlúpsemc ell re
Sexqéltkemc

Me7 qweqwməntwécw-ekwe
re Tkəmlúpsemc ell re
Skítsestnemc

tsúq̣wente

guess by pointing

tsútsq̣wem̃

guessing the side of the bones
in the game

tseqúq̣w

s.o. is doing great ,
extraordinary achievement
(not only in llekmewes)

Sweti7 me7 tsúq̣wentmes ?

who will guess

tsúnmente

show your hand

tsqéntéke

guess the side of the winning bone

tsútsqweñte

guess again

xtsem

to place a bet

tcwum

to win

ll7íwsem

down the middle (with two sets of bones)

txáqen

outside (only use that with two sets of bones)

núnxwtem

to be on a roll in a game

ᵗey

to perform

Feelings and Emotions

estkíc-ka!

I fell down!

Ts7acw ra púsma e kúltsas
tek spíxla7cw ra máma7.

I'm happy when my mother
makes fried bread.

Cselpáskā -ka ra nás-wa
nqá7tsa meĩ e sqítas kucw.

I get over excited when my
father and I go fly fishing.

Geyáp-ka ra xexelte7áyest.sases
ra qatsk.

I get angry when
my big brother teases me.

Kúcwsi re tsátsa e náses nen
máma7 all nen qá7tsa tri7 thá7a.

I 'm envious of my little sister when
she goes with my mother and father.

Constructions with "I hope:...."

(note that conventions of speech are different. You would not say this in public but only to yourself, or to friends).

Pe7 kectsétsemses-enke tek tectéct.

I hope that she gives me some
candy or a sweet treat.

Pa7 kectsámes tek fact.

I hope she gives me candy/sweet.

Pe7 lé7es-enke tek sitqt.

I hope that it is a good day.

Pe7 kectsétsemses-enke tek lekapí

I hope she gives me a cup of coffee.

Pe7 tskítscwes-enke!

I hope he will come.

Feelings and emotions:

West Dialect:

Le7 ren púpsmen...

I feel happy

K7ep ren púpsmen.

I'm feeling sad.

Ts'ílem nukw te k7é7p-ken.

I'm feeling sick!

Geyéyp-ken e qwenékstmentmes
ren qeqtsk.

I get angry when my big brother
gets teased by others.

East Dialect:

Ts7acw ra púsma ra máma7
all ra qá7tsa ma7 kectsáms
-ekwa tek sqax7áya e
kwellśáysa.

I'm happy! my mother
and my father say they are
going to give me a puppy
to play with.

K7ap ra púsma.

I'm sad!

ts'íla nukw tek k7ap-ka.

I'm feeling sick!

Gayáp-ka ra síntsa kwáctsas
ten sesyáksten.

I'm angry, my little brother took
my toy.

Estqaypús-ka llwálantsas
ra mám7 all ra qá7tsa
ta7 k slexáyac-tsas
thá7a k náses.

I was frightened
my mother and father
didn't tell me
where they were going.

Xána-ka

I got hurt!

Colours

West Dialect

Tsmelmélqw

tsiqw - red

tsiqwe7úy

kwalte7úy green

kwalt yellow

qwiq'wíyt black

qwiqwíyt

blue

qwiqwiyte7úy

- purple

tsetsítsqw

- brown

piq

- white

pecwt te tsiqw

- pink

teptépt

- dark brown (S.D.)

tept²tept te

tsetsítsqw

tektsíqw

- bay horse

tskwla⁷

- - sorrel horse

stp²ú²meltcw

- buckskin horse

Colours

East Dialect

Tsmelmá'qw

tsiqw - red

tsiqwe7úy

kwahlte7úy green

kwahl yellow

qwiqwyít black

qwiqwyít

purple

qwiqwyite7úy

- blue

tsetsítsqw

- brown

piq

- white

Animals

West Dialect

Re w7ec ec te

nuxwnúxwes

ell

re spipyúy7e

k'wsicw

qwis̥p

ísweɫ

skúʔpeceɳ

tsʰiʔ

spelqwéqs

speqmíc

yegélcken

xgwélemc

smúwe7

sxweťéy

spelq'wéqs

steqwtúťqw

s7éstcwem

tcets'

mélemstye

sníne

tscllecwllcwús

mélemstye

sqlu7úwí

xgens

splont

semréw

yegélcken

semréw

skem'cís

sesésle te

skem'cís

selcwéycen

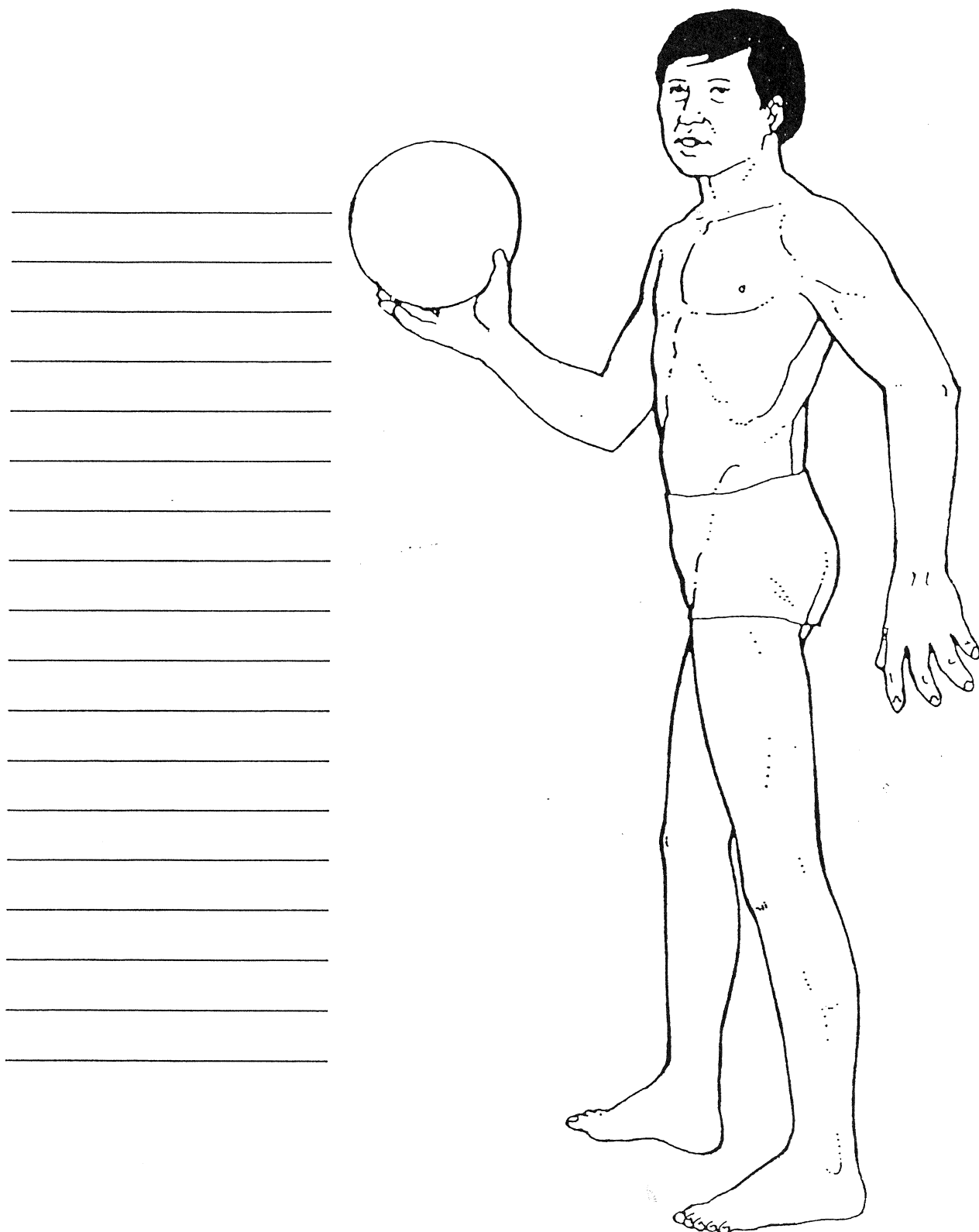
sklep

xgwélemc

teníye

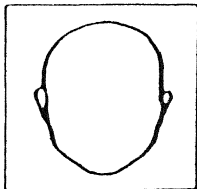
Suwénc

Q̣yẽntẽke re suwẽnc ell me7 tsogwentẽc te suwẽnc.



Main Body Parts

Sqépqen



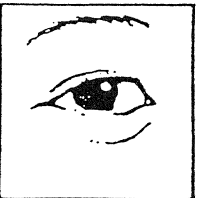
sképqen



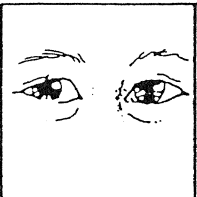
skwtus



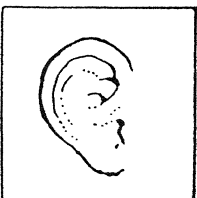
qéwten



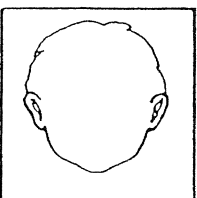
cwkwťústen



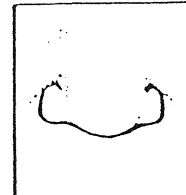
cwkwetkwťústen



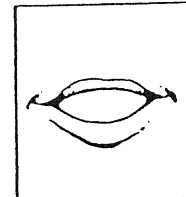
ťéne



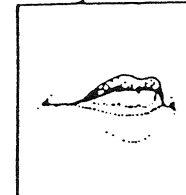
tenténe



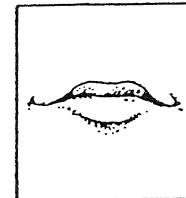
spseqs



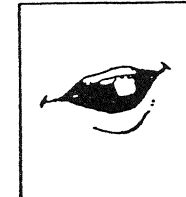
splútsen



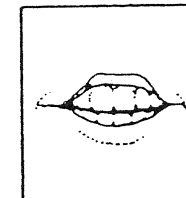
tkemtsín



splútsen

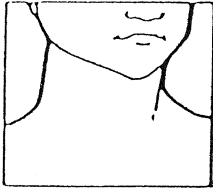


xlecw

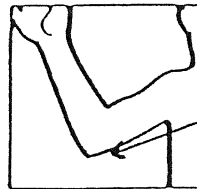


xelxlécw

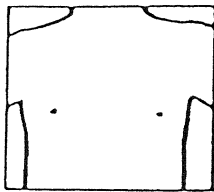
Suwénc



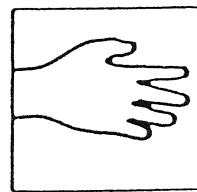
xwqwyépsten



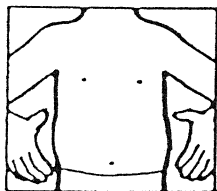
qemxwqínkst



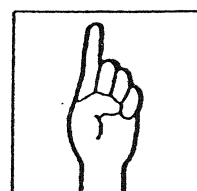
tkméles



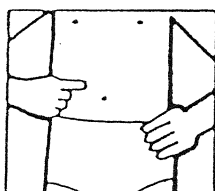
kelc



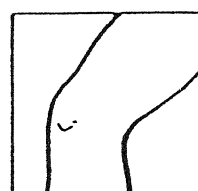
welánk



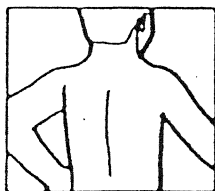
lexlíxkst



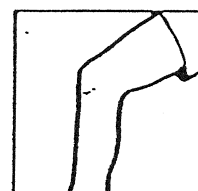
qu7



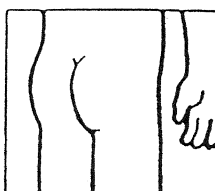
skméwystceñ



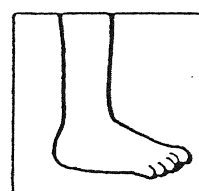
ckmímken



sq̄wext



splep



lexlíxcen

ren sp̣sesqs

ren lexl̥lxcen

ckwt̥ústen

sp̣seqs

splútsen

téne

qéwten

kelkélc

lexlexlíxkst

sqwexq́wéxt

ckwtústen

sp̃seqs

splútsen

t̃éne

qéwten

xelxlécw

skwtus

kelc

sq̣wext

sḳépqen

cḳmíṃken

gwelánk

splep

qu7

lexlíxcen

tk'méne

tkméles

lexlíkst

Beginner Body Parts

cwkw²ústen

eye

sp²seqs

nose

splútsen

mouth

té²ne

ear

qéwten

hair

xelxlécw

teeth

skwt²us

face

kélc hand

sq̣wext foot

skép̣qen head

ckmíṃken ● back

gwelánk stomach

splep rear end

qu7 belly button

Internal organs

sts'emqín •

scwekúkw •

púsmen •

teníye ell re
teniye 7í7elt

tsllecwllcús

teníye

xgens

xgwélemc

semréw'

ts'i7

ts'las

mélemstye

squ7úwí

sníne

owl

íswell

loon

skú7pecen

porkupine

splont

skunk

smúwe7

couger

yegélcken

mountain sheep

Baby Animals

West Dialect

Baby Animals

sxweŋeyʔíʔelt

tsllecwllcusíseŋt

ckwekwesgwígwelt

ts'eʔíʔelt

xgwelemcíceŋt

ckenmímelt

ckelpípełt

semrew7í7ełt

styexyey7í7ełt

melemstí7í7ełt

Shuswap Animals

East Dialect

tseclecwllcús

teníya

xgans

xgwálacw

semráw

ts'i7

ts'lahs

málastya

squ7úw'i

snína

íswell

kú7paca

splont

smúwa7

yegálcka

East Dialect: animal babies

saraw'7i7elt

xwalacwícwelt

xqwlaqsísel't

senxwexwlacwícwelt

styexyay7í7elt

tsk'etcucwp7í7elt (other word for bobcat)

sqwyiyts

malast'ya7í7elt

Telling Time

East and West Dialect

Telling Time:

Yirí7 k skwenctsíns ?

What time is it ?

Yirí7 k skwenctsíns ?

What time is it ?

Yirí7 k skwincs re skwékw7es ?

What time does the clock show ?

Yirí7 snekú7s re skwékú7es
it's one o'clock

Yirí7 spteks te screpqín.
It's afternoon

Sqwtéws re spteks te nekú7
It's 1:30

Úpekst ell tsilkst re spteks te mus
It's 15 minutes after four

Kwákwte⁷ re spteks te mus

It's a quarter past four

Úpekst ell tsilkst me⁷ tsílkstes re
skwék²w⁷es

it's 15 min. to five

Yirí⁷ stsilkst.s re skwék²w⁷es

it's five o'clock.

crepqín

12:00 noon

ctsetéws

midnight

r7al

evening/night

sítest

night

cpeqtsín

breaking dawn, first phase of daylight coming

Yirí7 re sceqtsíns, ta7 k sq7es.s me7
It's break of dawn,
it won't be long until

tspelqílczes re swewll.
the fish will come.

tscwiýúlecw
time between midnight and early morning

cwénwen
morning

cweñwen 7 úy

very early

tsekúlecw

getting daylight

itc wel re m-tscwiyúlecw

sleep until dawn

gelmán

after sunset

Gap, estkwés re skwékwʔes.

It's the end of the day, the sun is setting.

xʔs'uy

really late at night

xʔs'inúcw

s.o. is supposed to be back at night and you are getting worried about them;
also: it's too late to go home.

q'ʔéstmen-tem (w)

q'ástma-ta (E)

Qéstmen-tem re Les.

(Les is late and some one is waiting for him)

txéwem/txéwens (w)

txáwa (E)

to stop s.o. from doing s.th., to way-lay s.o. thus:

txewenwéllen

to way-lay, hold up, to be delayed by someone (so you arrive late somewhere)

Txéxwentsems ten s7e7lkst re Mary.

Mary delayed me from doing my work.

Getting Dressed

West Dialect

Scwetmenéleqs

Yi7éne re s7i7llcw te stemstítemt.s le q7es te qelmúcw.
Scwetmenéleqs re sts7emét.s. te stemstítemt.

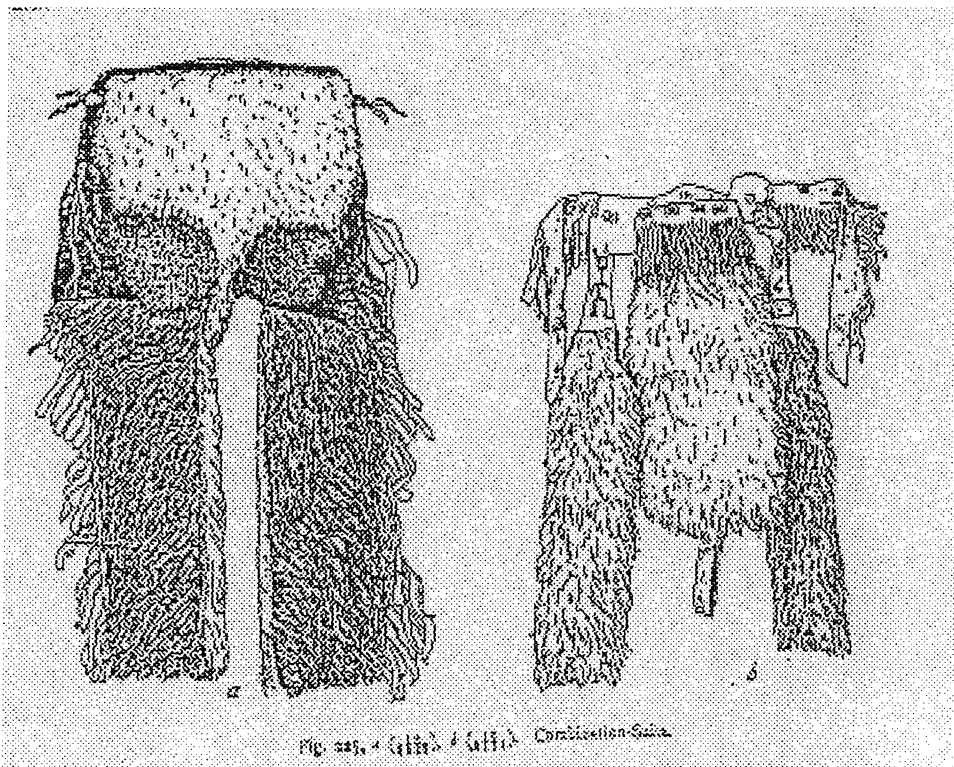


Exhibit (a and b) from James Teit, The Shuswap Vol 2

Yexentsút: Getting Dressed

Me7 yexentsútst-ken.

I will dress myself

Le koyí7ese-wen,
yéyxstsems ren méme7.

When I was small,
my mother dressed me.

Twíwt-ken pyin,
me7 yexentsútst-ken te nstemstíteṁt. I will dress myself.

I am grown up now,

Tskilám: í7ene ts'ílem

hap hazzardly like this:

Nsxwexwéyt.s re scwéṁwen,
me7 kwékwen e stémes e ntsyéyx:

Every morning,
I try on clothes that I will wear.

- stektíts'e
- sxétemcen
- ckúpceṁ
- síllts'u
- tkweltkéleqs

shirt
trousers
socks
shoes
underwear

yirí7 me7 llcwentéten.

That is what I will put on.

Xetéqs me7 llcwentéten
re tkweltkéleqs.

First I will put on
underwear.

Tá7us k sllépenc re ckúpceṁ.

Don't forget socks.

Me7 yews re stektíts'e7.

Then the shirt.

Me7 llcwentéten ne7éne te nskékpqen I put it over my head
ell me7 yews te nskmémxén. and then under my arms.

Nekú7eses ec re xlelq-wen.

Once in awhile I get stuck.

Yirí7 ren sw7e7c re m-yéyxwen.

This is how I get dressed.

Me7 xéxtemcnem-ken,
nekú7 te sqwext, m-yews re seqút.

I will put on trousers,
one leg, and then the other.

Me7 yews éytsell ren síslts'u.

Then finally my shoes.

Weyt-kp lexlíxcen!

Hello toes!

Skllekstmáles: Rain-gear

M-kllekstmes, me7 llcwentéten
ren skllekstmémles.

When it rains, I put on
my rain-gear.

M-wúcwtes, me7 llcwentéten ren
swucwtmémles.

When it snows, I put on
my snowsuit.

E r7al me7 llcwentéten ren
peltétle7qs.

When it is evening, I put on
my sleepwear.

Nekú7eses me7 llcwenteeten ren
llepsméles te nsisyéyleqs.

Once in awhile I put on my
fireman's play clothing.

Getting Dressed

East Dialect

Ma7 Yaxatsút-ka

Le kóyí7sa-wa,

When I was a small child

yáxstsas ra máma7.

my mother dressed me.

Twit-ka pyin,

I'm grown up now,

yaxatsút-ka te nstastíta7t.

I put on my own clothes.

Tsekilám: t7ána ts'íla

hap hazzard

Nsxwaxweyt.s re scwañwa,

Every morning,

ma7 kwan stámi a stsyax:

I select whatever I am going to wear:

- stektíts'a7
- sxátaca
- ckúpca7
- síllts'u
- tkweltkáles

shirt
trousers
socks
shoes
underwear

ma7 llewatán.

I put them on.

Xetáqs re tkweltkálqs.

First the underwear.

Tá7us k sllápac re ckúpca7.

Don't forget socks.

Ma7 yaws re stektíts'a.

Then the shirt.

Ma7 tnmiñ ten skapqa

I put it over my head,

all ma7 yaws ʔen skukuwáxa.

then under my arms.

Pahánes ma7 xlaq-wa.

Sometimes I get stuck.

Yirí7 ra tsúwet.

That what I do.

Ma7 xáʔacna-ka, nekú7 ʔe sǫwaxt,

I put on trousers, one leg

all re seǫút.

and then the other.

Wayt-kp lexlíxca!

Hello toes!

Ma7 yaws áytsell ra síllts'u.

And finally my shoes.

Ǭsasǫtmáles:

Raingear

E Ǭsasǫtes ma7 tnmiñ ra Ǭsasǫtálqs

If it rains, I put on my raingear.

E wúcwtes,

If it snows,

ma7 llcwatán ra swucwtmálas

I put on my snowsuit.

E r7áles,

When it evening,

ma7 llcwatán ra peltálqs.

I put on my sleepwear.

Nekú7ses ma7 yax-ka

Once in a while, I dress up in

te nsayséleqstn te llepsmáles

my fireman's play clothes.

Sharing

East Dialect

Kecatwácw

Kecatwácw

Le kwoyí7sa-wa ta7 7ri7 wes k kác-wa.

Tikutús re stsut, “Ra súten ! “

Pyin twít-ka

Tselxastán a kácwa ri7 ma7 la7!

Kecatwácwmeta-kucw re csáyseten.

Kecatwácwmeta-kucw re xqetayúla7tn.

Nawí7 yaws all ra tsáwa7 ma7 yaws.

Kecatwácwmeta-kucw re sesyáksten.

Nawí7 nekú7, ra tsáwa7 nekú7.

Ma7 knucwatwácwmata re s7alkst, 7qwáwset.

Kecatwácwmeta-kucw re sesyáksten.

Xetáqs anwí7 ma7 saysemínc,

ma7 yaws ra tsáwa7 ma7 seysemíma.

Kacatwácw-kucw te s7all7íllen.

Kecatwácw-kucw te speqwáltcw.

Kecatwácwmata-kucw te lukín.

Kecatwácwmeta-kucw te csácwma7.

Tex7awílc-ka put e skecatwácwma

re sesyáksten xwexwáy7t ne stsmámelt.

Texawílc-ka put e sla7s ra púsma

re swáti7 k tkwelkamíctseses 7en stam.

Re skacatwácw, la7 ne sxexwáy7t.s re swat.

Má7a !

Swáti7 k kecatwácw ma7 la7 e sw7acs.

If a Tree Could Talk

East Dialect

E ácwes-ka K Qweqwlútes re Tsráp

E ácwes-ka k qweqwlútes re tsrap, ma7
awátes-ka ?

“Tá7us k s7mápatšac 7ucw qwtsáts-ca !”

E ácwes-ka k qweqwlútes re setátkwa,
ma7 awátes-ka ?

“Tá7us k s7axwmnátkwac ra7
s7áxwma7ten, tntáka ne c7áxwma7ten.”

E ácweska k qweqwlútes ec re
nuxwnúxwes, re spyu7 all re swawll, ma7
awátes-ka ?

“Knúcwata-kucw e swumács-kucw !
Xwexwistám-kucw e sw7acs wel ma7 yaws.”

E ácwes-ka k qweqwlútes re tmicw, ma7
awátes-ka,

“Tikwutús ma7 syucwmínc re tmicw.”

Re tmicw-kt

Our Planet Earth

Hemp Rope

**This Text goes with a set of display photographs
available from the
SCES Language Department**

Spets'néllp

1. Spets'néllp ri7.
2. Xewt te spets'néllp ye7éne.
3. Yi7éne re kúlentmes re xewt te spets'néllp:
Me7 kenkín e stúpenc re spets'néllp.
W7ec ri7 re Dez tskillst.ses re tkmíts'e7s ye7éne
spéts'en.
Túpens re spets'néllp.
4. E skíllenc re tekmíts'e7,
me7 yétsenc ell me7 yúlkwenc.
Me7 yúlkwenc ne sxts'ey re spéts'en.
5. E wi7 k skíllenc re tkmíts'e7 e stkwelkemínc.
yirí7 re stsecge7épem (you prepare it) e stúpens./e stúpas
#6
6. Yirí7 me7 re stúpenc re spéts'en.
Me7 túpenc ne7 tkemcén / tkacán #7
7. Me7 túpenc thé7e k ts'ílmes k sxwexwistéec re spéts'en k
syult.s ell k syect.s (#8)

Spets'néllp

other uses

E tsúncwes e stsúqwenc re spéts'en:

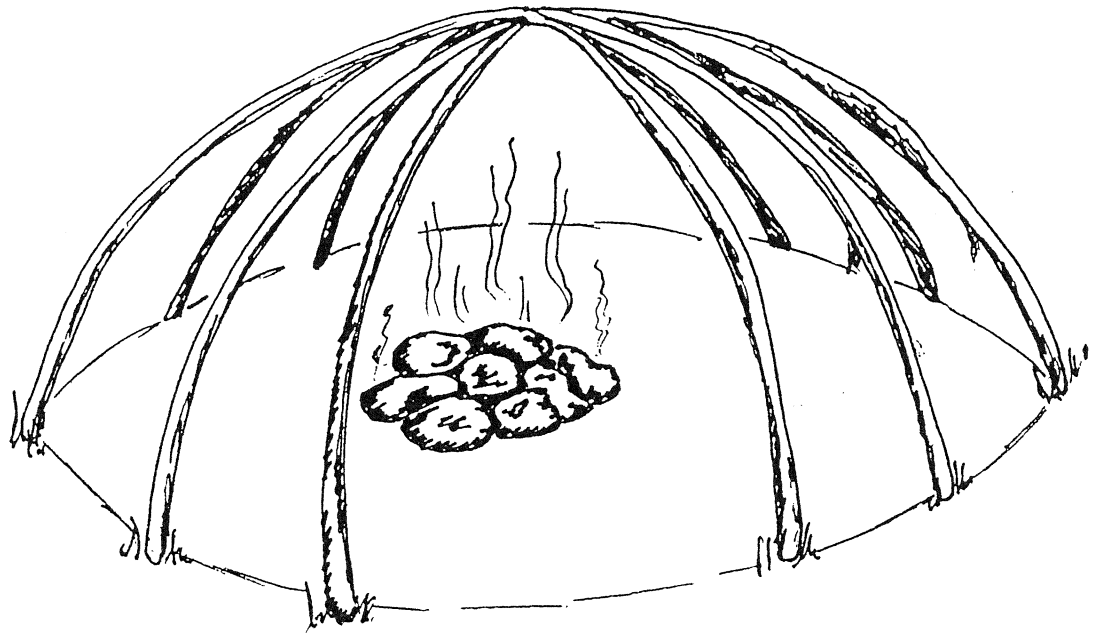
Me7 píncenc te súp̃s,
e stsellts'ílles re spéts'en wel me7 wi7.

Me7 túpenc tek tsetsíts.sa7t,
me7 yelyálenc tek me7 kúlem-k tek tsq̃múxw,
te7 t7élksten nek stqw7um.

Me7 tkwelkemíncwes re spéts'en
nek stúkwtsen,
ell we7 stémes .

Yirí7 stsukws.

Sq̃lye



C.W.

Re Sǫ́ilye

Le ǫ́7éses m-ǫ́ilye re qelmúcw e tsútes e
spíxems ell e k7épes.

Ta7 k stsmetméts re nuxwnúxwenxw
ell re sqélqlemcw.

Me7 ta7 e scwsenwent.s re ts'i7,
e ǫ́ily-ucw, e secw-mucw,
éytsell me7 píx-mucw.

Me7 kúlem-k tek sǫ́ilye ǫ́hé7en k
penmíncwes k séwllkwe.
Ell me7 kúlenc ǫ́hé7en k sténes k
scuyéylesem:

Tseqwtsqwéqwelqw, ǫ́wlsellp,
kwekwle7é7llp, éstqwllp.

Me7 nekníkenc re tsrep,
me7 tspelqéntéc nehé7e me7 kúlencwes
re sqílye.

E sténes nerí7 k ptsekll, me7 kílenc.
Me7 kllentéc re tkekelcméke7 ell me7
múyencwes re sxtsits'ey.

Me7 tseculecwem-k nehé7e e tntécwes.
Me7 múypenc re sxts'ey ell me7
getsentécwes tek stínesten, tek spéts'en,
tek scwetmín, tri7 k stem tek spéts'en.

Me7 kwenc k selélqw tek tsellts'ílle,
me7 tntécwes ne ctsetéws tcewnéws me7
getsentéc nerí7.

Me7 múyenc tqwews thé7e k swist.s re
sqílye.

Me7 getsentéc cú7tsem.

Me7 xilltc cúytsen wel me7 ciláp.

Me7 kwencwes k sxtsítséts'i, me7
getsentécwes wel me7 ciláp.

Yirí7 me7 qíxtwílcwes re sqílye.

Tá7us k sllépenc te7 skúlem tek
ckemtsenélcw.

Me7 cpetkúlecwem-k ne seqút.s re
ckemtsenélcw.

Me7 tcnénencwes tek síts'em e yews tek
ménte.

Pyin me7 ctsrem-k !

Me7 kwnem-k tek cweláńkten, qéqłlten,
lemés, ell xewt tek stektsúsem.

Me7 tgeýsem-k ell me7 yeqwłlt-mucw.

Me7 tqwmúsencwes re scenc wel me7
xexitwílc wel me7 welíkt.

Me7 cyewem-k tek sewllkwe.

Me7 qwetséts-k te7 stskwnem tek
qwéltsen, tek estqwllp, te7 seýlep ne
sqílye.

Me7 llkwentéc re scenc ne tspetkúlecw
ell me7 t.sícwneñc e scenc.

Tá7us k necentsíñc ey re sqílye.

Me7 tskelmínstc e sxyeps re scenc.

Me7 kllentsút-k .

Me7 ust-k ne sewllkwe, me7 yews ke7
scw7u7llcw ne sqílye.

Nerí7 me7 líqwencwes re séwllkwe.

(Re sllexéyems yi7éne; re Daniel Seymour, Marie Antoine, Christine Simon,
Sarah Deneault, Louis Matthew, Les Williams ell re Clara Charlie).

Sqílye

East Dialect

Re Sqílye

Le q7éses m-qílye re qelmúcw
e tsútes e spíxems ell e k7épes.

Ta7 k stsmets re nuxwnúxwenxw
ne sqélqlemcw m-qílyus.

Me7 ta7 e scwsenwént.s re ts'i7,
e qílyucw, e sécw-mucw,
éytsell me7 píx-mucw.

Me7 kúlem-k te sqílye thé7en k
penmíncwes k séwllkwe.
Ell me7 kúlenc thé7en k sténes k
scuyéylesem: Tseqwtsqwéqwelqw,
qwelséllp, kwekwle7é7llp, éstqwllp.

Me7 nekníkpeñc re tsreprérp,
me7 tspelqéntéc
nehé7e me7 kúlencwes re sqílye.

E sténes nerí7 k ptsekl,
me7 kílenc.

Me7 kllentécwes k tkekelcméke7
ell me7 múyencwes re sxtsits'éy.

Me7 tsecúlecwem-k
nehé7e e tntécwes re sǵílye.

Me7 múypenc re sxts'ey
ell me7 getsentécwes tek stínesten,
tek spéts'en, tek scwetmín,
e tá7us e speyletwáyns.

Me7 kwenc k selélqw tek tsellts'ílle,
me7 tntécwes ne sctsetéws tce mnéws
me7 sgetsentéc tek le7.

Me7 múyenc tqwews thé7e k swist.s re
sǵílye.

Me7 getsentéc cú7tsem.

Me7 xilltc wel me7 tiláp ne sǵílye.

Me7 kwenc k sxtséts'i, me7 getsentécwes
wel me7 tiláp tektnéne cú7tsem.
Yirí7 me7 qixtwílcwes re sqílye.

Tá7us k sllépenc te7 skúlem tek
ckemtsenélłcw.

Me7 petkúłecwem-k ne seqú7t.s re
ckemtsenélłcw.

Me7 tcneńcwes tek set.síts'em e yews te
ménte.

Pyin me7 ctsrem-k !

Me7 kwnem-k tek cwelańkten,
qéqłłten, lemés,
ell xewt tek stektsúsem.

Me7 tgéýsem-k ell me7 yéqwlłt-mucw.

Me7 tqwmúsenc re scenc
wel me7 xexeytwílc

wel me7 welíkt tek me7 ts7eqw.

Me7 cyéw-k tek séwllkwe,
me7 yews k sllk'wentéc re scenc ne7
spetkúlecwem ell me7
t.sícwneñc re scenc.
Tá7us k scpetsíñc ey re sqílye.

Me7 tskelmínstc e sxyeps re scenc.
Me7 qwetséts-k te7 stskwnem tek
qwéltsen, tek estqwllp,
te7 seylep ne sqílye.

Me7 tkllentsút-k.
Me7 ust-k ne séwllkwe,
me7 yews ke7 sc7u7llcw ne sqílye.
Neri7 me7 líqwencwes re scenc.

(Slexéyectls yi7éne re Daniel Seymour, Marie Antoine, Christine Simon, Sarah
Deneault, Louis Matthew, Les Williams ell re Clara Charlie).

Pellkwetmín

“remain at home”

January 1998

Xetspésq̃t Sunday	Nekwésq̃t Monday	Selésq̃t Tuesday	Kellésq̃t Wednesday	Mesésq̃t Thursday	Tselkstésq̃t Friday	Tedmekstésq̃t Saturday
				1 <i>Tsístem te Swucut</i>	2	3
4	5 <i>First Quarter</i>	6	7	8	9	10
11	12 <i>Full Moon</i>	13	14	15	16	17
18	19	20 <i>Last Quarter</i>	21	22	23	24
25	26	27	28 <i>New Moon</i>	29	30	31

Pellctsípwénten

“with cache-pits”

February 1998

Xetspésq̓t Sunday	Nekwésq̓t Monday	Selésq̓t Tuesday	Kellésq̓t Wednesday	Mesésq̓t Thursday	Tselkstésq̓t Friday	Téqmekstésq̓t Saturday
1	2	3 <i>First Quarter</i>	4	5	6	7
8	9	10	11 <i>Full Moon</i>	12	13	14 <i>Tsiq̓w te siq̓t</i>
15	16	17	18	19 <i>Last Quarter</i>	20	21
22	23	24	25 <i>Tsenlám te Kellésq̓t</i>	26 <i>New Moon</i>	27	28

Pellsqépts

“spring wind”

March 1998

Xetspésq̃t Sunday	Nekwésq̃t Monday	Selésq̃t Tuesday	Kellésq̃t Wednesday	Mesésq̃t Thursday	Tselkstésq̃t Friday	Teqmekstésq̃t Saturday
1	2	3	4	5 <i>First Quarter</i>	6	7
8	9	10	11	12	13 <i>Full Moon</i>	14
15	16	17 <i>Sitq̃ts re St. Patrick</i>	18	19	20	21 <i>Last Quarter</i>
22	23	24	25	26	27	28 <i>New Moon</i>
29	30	31				

Peslénúten

“snow melts”

April 1998

Xetsepésq̃t Sunday	Nekwésq̃t Monday	Selésq̃t Tuesday	Kellésq̃t Wednesday	Mesésq̃t Thursday	Tselkatsésq̃t Friday	Teq̃mekatsésq̃t Saturday
			1	2	3 <i>First Quarter</i>	4
5 <i>Palm Sunday</i>	6	7	8	9	10 <i>Good Friday</i>	11 <i>Full Moon Passover</i>
12 <i>Easter le Sxetsepésq̃t</i>	13 <i>Easter Nekwésq̃t (Can.)</i>	14	15	16	17	18
19 <i>Last Quarter</i>	20	21	22	23	24	25
26 <i>New Moon</i>	27	28	29	30		

Pell7ell7é7llqten

“root-digging moon”

May 1998

Xetápésq̓t Sunday	Nek̓wésq̓t Monday	Selésq̓t Tuesday	Kellésq̓t Wednesday	Mesésq̓t Thursday	Tselkstésq̓t Friday	Ted̓mekstésq̓t Saturday
					1	2
3 <i>First Quarter</i>	4	5	6	7	8	9
10 <i>Siq̓t's re K̓it̓ce</i>	11 <i>Full Moon</i>	12	13	14	15	16
17	18 <i>Victoria Day (Can.)</i>	19 <i>Last Quarter</i>	20	21	22	23
24 31	25 <i>New Moon</i>	26	27	28	29	30

Peltspénts

“mid-summer,”

June 1998

Xetspésq̃t Sunday	Nekwésq̃t Monday	Selésq̃t Tuesday	Kellésq̃t Wednesday	Mesésq̃t Thursday	Tsellkstsésq̃t Friday	Teqmekstésq̃t Saturday
	1	2 <i>First Quarter</i>	3	4	5	6
7	8	9	10 <i>Full Moon</i>	11	12	13
14	15	16	17 <i>Last Quarter</i>	18	19	20
21 <i>Siq̃ts re qétise</i>	22	23	24 <i>New Moon</i>	25	26	27
28	29	30				

Pelltqweiqwéit

“everything ripens”

July 1998

Xetspésq̃t Sunday	Nekwésq̃t Monday	Selésq̃t Tuesday	Kellésq̃t Wednesday	Meesq̃t Thursday	Tselkstésq̃t Friday	Tedmekstésq̃t Saturday
			1 <i>First Quarter</i> Canada Day	2	3	4
5	6	7	8	9 <i>Full Moon</i>	10	11
12	13	14	15	16 <i>Last Quarter</i>	17	18
19	20	21	22	23 <i>New Moon</i>	24	25
26	27	28	29	30	31 <i>First Quarter</i>	

Pell'èxejcten

“salmon run up stream”

August 1998

Xetsepésqít Sunday	Nek'wésqít Monday	Selésqít Tuesday	Kellésqít Wednesday	Mesésqít Thursday	T'selkatsésqít Friday	Teqmekatsésqít Saturday
						1
2	3 (Civic Holiday)	4	5	6	7	8 Full Moon
9	10	11	12	13	14 Last Quarter	15
16	17	18	19	20	21	22 New Moon
23	24	25	26	27	28	29
30 First Quarter	31					

Pesqelqléiten

“many salmon moon” September 1998

Xetapéəqt Sunday	Nekwésəqt Monday	Seléəqt Tuesday	Kellésəqt Wednesday	Mesésəqt Thursday	Tselkstésəqt Friday	Teqmekstésəqt Saturday
		1	2	3	4	5
6 <i>Full Moon</i>	7 <i>Labor Day</i>	8	9	10	11	12
13 <i>Last Quarter</i> <i>Grandparents Day</i>	14	15	16	17	18	19
20 <i>New Moon</i>	21	22	23	24	25	26
27	28 <i>First Quarter</i>	29	30			

Pesllwélsten

“fall begins”

October 1998

Xetapésq̄t Sunday	Nekwésq̄t Monday	Selésq̄t Tuesday	Kellésq̄t Wednesday	Mesésq̄t Thursday	Tsellkstésq̄t Friday	Tejmekestésq̄t Saturday
				1	2	3
				8	9	10
4	5 Full Moon	6	7			
				15	16	17
11	12 Last Quarter Xliteme (Can.)	13	14			
				22	23	24
18	19	20 New Moon	21			
				29	30	31 Cúscwest le Sraʔál
25	26	27	28 First Quarter			

Pellegrinův cten

“entering the winter home” November 1998

Xetspésq̃t Sunday	Nek̃wésq̃t Monday	Selésq̃t Tuesday	Kellésq̃t Wednesday	Mesésq̃t Thursday	Tsellkatsésq̃t Friday	Teqmekatsésq̃t Saturday
1	2	3	4 ^{Full Moon}	5	6	7
8	9	10	11 ^{Last Quarter} Lluk̃wmiñtem le Tsq̃eleñtwécw	12	13	14
15	16	17	18	19 ^{New Moon}	20	21
22	23	24	25	26	27 ^{First Quarter}	28
29	30					

Pelletéjem

“fall and winter merge” December 1998

Xetsepésqıt	Nekwésqıt	Selésqıt	Kellésqıt	Mesésqıt	Tselkatesqıt	Teqmekstesqıt
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 Full Moon	4	5
6	7	8	9	10 Last Quarter	11	12
13	14	15	16	17	18 New Moon	19
20	21	22	23	24	25 Xyum te Sıdı	26 First Quarter Boxing Day (Can.)
27	28	29	30	31		