



A SHUSWAP COURSE

Copied with consecutive numbering and
minor corrections. Teachers' supplement
included (p. 59-65).
Oostkapelle 1990



MAY DIXON

AND

A.H.KUIPERS

LEIDEN 1974

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P R E F A C E

The present Shuswap course consists of two parts, each with its own page-numbering.

Part I is a revised and expanded version of the pamphlet "Preserve Your Language" originally issued in 1970.

Part II is a corrected and slightly expanded version of the "Shuswap Lessons" distributed in 1973.

Part I explains the principles of writing Shuswap and presents ca. 670 words, ordered in such a way that the alphabet is introduced gradually. The ordering of the letters corresponds to increasing phonetic difficulty. Brief indications about pronunciation and, where necessary, hints for articulatory practice, are given with the individual letters.

Part II treats the main points of Shuswap grammar. It can be used concurrently with Part I: the material is selected in such a way that the Shuswap alphabet is introduced gradually in lessons 1-13, in the same order as in Part I. At the beginning of each lesson mention is made of the new letter(s) in Part I to be studied. From lesson 3 on, each lesson contains a reading exercise incorporating the grammatical material treated in the lesson. In addition, lessons 15-18 contain brief stories.

Part I can be used by itself by persons who know Shuswap and wish to learn to write it. It can also serve as material for adult education courses and for teaching Shuswap in elementary schools.

Part II, besides being suitable for self-study, can be used for Shuswap courses in high schools, and for more advanced adult education courses. It can furthermore be useful to teachers of Shuswap, and to linguists in general. In addition, the examples and readings can be used as material in lower-level courses.

The course is accompanied by a tape pronounced by May Dixon. This tape contains all the material of Part I and the reading exercises and stories of Part II.

A teachers' supplement containing translations of the reading exercises and the stories is issued separately.

A c k n o w l e d g e m e n t s .

Many Shuswap Indians have made occasional contributions to the material contained in this course. Their help is gratefully acknowledged. Very special thanks are due to Mr. David Johnson of Alkali Lake and to Mr. Charles Draney of Deadman's Creek.

We are indebted to the Curriculum Enrichment Program of the Department of Indian Affairs for furthering our work during the summer of 1973.

M. D.

A. H. K.

PART I

PRESERVE YOUR LANGUAGE

Enlarged version. Leiden 1974.

INTRODUCTION

Of late, several groups of Indians on the American continent have become interested in using or at least preserving their own languages. This renewed interest is part of a more general realization of the importance of Indian culture and history. There is perhaps no other aspect of culture which for any people is so much its very own as its language.

The language was not only the old people's means of practical, everyday communication -- it was also the form in which traditions, legends and myths were passed on from generation to generation.

As a means of expression the Indian languages are of great interest for linguists all over the world: from this point of view the Shuswap, Blackfoot or Cree languages each have the same value as, for instance, Chinese, English or Dutch. Furthermore, each legend or tale is shown to fullest advantage in its original form, that is, in the language of those who created it. It is therefore important to record not only the languages but also the legends and stories wherever old people can be found who remember them in their original form.

A record of the language is also an indispensable tool for the study of the history of a people. Language shows which peoples originally had the same ancestors, with whom these ancestors came in contact, and to a certain extent also where they lived and what their culture was like.

The words of a language, and also stories in that language, can be preserved by passing them down to the next generation either by word of mouth or by writing them down. Recording the language in writing is particularly necessary in those cases where the younger generation no longer has a perfect command of the language. This is the case with Shuswap, for which an alphabet is given below. With certain additions and changes this alphabet could also be used for other languages.

For any language much can be done by one single person who records it as completely as possible. The reader should therefore not be discouraged if he or she is the only one in town or on the reserve who is interested in preserving the language. The present writer is trying to record as much of Shuswap as possible and is preparing a grammar and a dictionary. But the language is slightly different in different places: certain words are used on one reserve only and not on others. It is therefore necessary to

record names of places, not only of major towns, mountains and lakes, but also the names of any small hill, rock, creek, settlement, fishing site, etc. The old Indian names of persons must also be recorded before they are forgotten. Further the names of old implements (baskets, fishing-gear, weapons, tools, etc.) and products (food, clothing, dwelling and inventory, means of transport, etc.) and anything connected with the old customs (hunting, fishing, medicine, birth, marriage, death, war, feasts, religious practices and so on). The names of local plants, animals and fish should also be recorded. A general vocabulary of about 2000 words has been collected by the author and will be published. But in this way only a part of the Shuswap language can be saved. Recording the total vocabulary, including geographical names, will require a collective effort of the Indians themselves.

PRINCIPLES OF WRITING

First of all it must be realized that there is no law that says that a certain letter has to be pronounced in a certain way. This is a matter of convention. We shall adhere as much as possible to the English way of writing; in fact, the letters h k l m n p s t w y will be used in Shuswap with their English values. But we shall have to use some letters of the English alphabet for Shuswap sounds that do not occur in English, that is, we shall have to make a special convention: such and such a letter will be used for such and such a Shuswap sound. Letters used rather differently from what we are used to in English are c g q r x and double ll; these are explained below. Finally, we need one extra letter which is not in the English alphabet. As an extra letter we use the symbol 7. This symbol "seven" is therefore a letter of the Shuswap alphabet (just as the symbol l is used for the letter "el" and for the number "one" in English). We list the letter 7 at the end of the Shuswap alphabet. Its pronunciation is shown in section B below.

To make reading easier we write a sign for the stress in Shuswap words with more than one syllable. This sign is an accent ´ over the stressed vowel (á é í ó ú). This could be done in English too: the word "rebel" would be written "rébel" if you meant "the rebel" but "rebél" if you meant "to rebel". Thus, in Shuswap snénke "orphan" has the stress on the first syllable, while kepékst "arm hurts" has it on the second.

In the English way of writing, the same letter or combination of letters is often used for different sounds. For instance, the combination ea is pronounced differently in the words "dear" and "bear". In making an alphabet for Shuswap, we shall take care to have the same letter always stand for the same sound. This makes a spelling more efficient and easier to learn.

In the English way of writing, the same sound is often spelled in different ways. For instance, in the words "dear", "deer" and "here" the same vowel is spelled three different ways. In writing Shuswap we shall always write the same sound in the same way. This, too, makes the spelling easier to learn: once you know how each sound of a word is written, you will also know the spelling of the whole word. All you have to do is pronounce the word slowly and write down the sounds one after the other.

For example: the underlined end part of the words "lemon", "woman" and "token" is written three different ways (on, an, en) though the pronunciation is the same. In Shuswap we always write en in such cases. The Shuswap word meaning "he comforts (consoles) him" is therefore written lémens. Again, the sounds at the end of "bottom", "talcum", "madam" and "totem", written four different ways in English, are in Shuswap written am. Thus we write spélem "prairie", kenkéknem "black bear". Notice the pronunciation of the underlined parts: spélem, kenkéknem.

In every language one has a certain leeway in the pronunciation of certain sounds. This is the case in Shuswap too. For instance, the Shuswap sound which we shall write s can be pronounced as an English "s" or as English "sh". For Shuswap this makes no difference. The Shuswap word meaning "ask him!" can be pronounced "séwente" or "shéwente". We spell it séwente. We write only s and never sh because it is simpler to write one letter than two. In the same way, in Shuswap one has a free choice between the pronunciations "ts" and "ch". We write only ts.

In pronouncing the Shuswap vowels there is also a certain amount of freedom. Think of the Shuswap word for "five". It begins with ts (pronounced "ts" or "ch"!) and it ends with lkst. Its vowel is pronounced either like the vowel in English "seal" or like that in "sail", or something in between. This variable Shuswap vowel will always be written with the single letter i. This means that at the sight of an i in a Shuswap word you always pronounce the vowel of "seal" or "sail", or rather, the vowel you have in the Shuswap word for "five" which is written tsilkst.

On the other hand, there are several sounds which differ from each other in Shuswap though to an English ear they sound the same. For instance, the Shuswap word meaning "he takes it (somewhere)" and "he soaks it" both sound like "kwens" or "quench". We have agreed to write g (and not sh) for the last sound of these words. But since the beginning of the two words is really different (pronounce the word again!) we must use two different letters. We use the letter k for the first sound in the word "he takes it" (kwens) and the letter q for the sound in "he soaks it" (qwens). In all other words we use k for the one sound and q for the other. From k and q it can always be seen, which of the two sounds is to be pronounced in any word.

Shuswap has many more sounds than English, and the letters of the English alphabet do not suffice. Shuswap has not just one p but two kinds of p, also two kinds of k, and so on. For instance, we just considered the word kwens "he takes it (somewhere)". Now pronounce the word "he tries (tastes) it". To an English ear it once more sounds the same. But in Shuswap you know very well which of the two words is said: they sound different. We need a way to write the k in "he tastes it". For this, we use the same letter k but with a mark ' over it: k'. The word "he tastes it" is written k'wens. We shall use the mark ' with several other letters (p' q' t' etc.), these are explained in section C below.

Though a separate letter k' (besides k) is necessary, it does not have to be written k' -- it can also be written k' if this is easier to type or print. The important thing is that the letter must be distinguished in some way from plain k, just as the sound in k'wens "he tastes it" is distinguished from that in kwens "he takes it".

In the alphabetic order k' follows immediately after k; in the same way p' follows p, etc.

THE ALPHABET

The Shuswap alphabet has 33 letters:

a c e g g' h i k k' l l' m m' n n' o p p' q q' r r' s s' t t' u w w' x y y' 7

The letter g occurs only in the combination ts.

The use of the alphabet is explained in the following three sections:

Section A explains the vowels and gives those consonants which are pronounced as in English (letters a e h i k l m n o p s t u w y)

Section B deals with letters used for specific Shuswap sounds not found in English (letters c g q r x 7 and double ll)

Section C explains the letters with the mark ' (letters k k i m n p q r s t w y)

Over 670 Shuswap words are given as examples. The letters explained first are used in words exemplifying the ones explained later. Therefore one must start from the beginning. A checklist in alphabetical order is given at the end.

The dialect of Shuswap written here is that of the Canim-, Williams- and Alkali Lake area. Some adjustments will be necessary for the southern dialects.

C a u t i o n: In reading English, you do not spell out the words but you see them as a whole, and you can pronounce them right away. In the beginning, DON'T TRY THIS WITH SHUSWAP WORDS. You can pronounce an English word at a glance because you have seen it many times before. But you have not seen Shuswap words before, and therefore you have to spell them out in the beginning. DON'T READ SHUSWAP AS IF IT WERE ENGLISH.

Don't expect English-speaking friends to be able to read out written or printed Shuswap words. A person who doesn't know Shuswap would have to study it, just as he has to study French or Russian, before he can pronounce the written language. First he would have to learn to repeat the spoken word correctly (and not just approximately); only then could he learn the Shuswap spelling. This alphabet is meant for those able to pronounce Shuswap words correctly. It does not matter if your vocabulary is not large. If you learn to read those words you know, you will also be able to read new words correctly.

S e c t i o n A

In this section The Shuswap vowels are treated. There are five vowels. Each of them is written with a single letter. We give them in the order e i u a o. In the examples we use only those consonants which are pronounced as in English (except that g sounds as "s" or "sh"). The section ends with examples of the combination ts.

e

The vowel e, when stressed (é), is pronounced as the vowel in English "bed" or "bad". When unstressed, it is like the e in "totem".

Shuswap	English
nes	[to go along] ← not on cassette
elk	kinnikinnick berry
elkst	to work
snewt	wind
s'ew	husband's sister
wewt	fed up
kwewt	to drift downstream
etek	to pass by
teyt	hungry
weytk	hello
skwest	name
lens	he feels it
kwens	he takes it
yéwem	to fish with scoop-net
wéwem	to holler
wéwlem	to fish (in general)
snénke	orphan
stemét	friend

Shuswap	English
kedékst	arm hurts
soélem	prairie
sesép	blueberry
sében	daughter-in-law
kekéw	far
téwens	he buys it
séwens	he asks him
kélens	he chases him
éyens	he pays him
tnésmens	he accompanies him
lémens	he comforts him
seséle	two
kenkéknem	black bear
setétkwe	river
petetét	to boil
kekelépens	he chases him
mekwmékw	blunt

i

The vowel i is pronounced as ie in "chief" or as ai in "chain", or in between these two.

wist	high	miméy	near
yist	to camp overnight	kwikwéyt	smooth
sníne	owl	kenkínt	slow
sesí	sweetheart	ewít	last
sítést	night	pyin	now
pelít	to lie	stekwtsín	dumb
penmíns	he finds it	ptínesem	to think
twítens	he raises it (a child)	yiwentés	he delays him

u

The vowel u is pronounced as u in "rule" or as ou in "shoulder", or in between these two.

<u>Shuswap</u>	<u>English</u>	<u>Shuswap</u>	<u>English</u>
mus	four	héhu	to yawn
mut	to be at home	lelúmt	to sense, suspect
pult	to lie	túpens	he smashes it
sult	frozen	púsens	he rubs it
ust	to dive	músens	he feels it (with the hand)
kwtunt	plenty	súlens	he freezes it
kúpem	to push	yuyúwt	slow (in work)
úkwem	to carry, haul	kukwíw	to slip, slide
úpekst	ten	stemtúmen	dream
tetúm	aunt (mother's sister)	kéwku	sagebrush

a

The vowel a is pronounced as a in "father".

sal	cricket	welánk	stomach
palt	smudged	weláps	horn, antler
kwalt	yellow, green	metmát	soft
kwlalst	gall	pálpelt	stubborn
kápi	coffee	lekáitem	to gamble

o

The vowel o is pronounced as o in "lord". It is found in very few words.

lop	rope	nóyens	he bends it
mólens	he puts them down		

ts

The combination ts is pronounced as ts in "bits" or as ch in "rich". It is really a single sound in Shuswap, and it occurs in a great many words.

tsimt	to melt	éytsens	he answers him
tsut	to say	tsólens	he stretches it
tswel	tilted	tséwem	to give a warning cry
tsilkst	five	tséwkstem	to reach out
tskem	to carve	setsínem	to sing
tskentés	he carves it	splútsen	mouth
tsentés	he hits him	stektsúsem	wood

síntse	younger brother	stsmelt	children of one family
tsétse	younger sister	stsmémelt	children (in general)
tsápwen	cellar	tswentsút	to trot
tsítslem	new	tskilám	weak, feeble

Section B

The consonants in section A were pronounced just as in English. In section B we learn seven Shuswap sounds which don't exist in English. They are written with the letters c ll ("double l"), 7 (the "extra letter") r q x g.

c

The consonant c is a friction-sound, made with the tongue in the same position as for pronouncing k. -- To pronounce c, begin to pronounce a k and hold it closed, then lower the back of the tongue a little bit so that the air can flow through. This will produce c. It is like "whistling with the back of the tongue". If you can imitate the way a cat "spits" at a dog, you can pronounce c.

clem	to bite	tswec	creek
céyem	to wave with the hand	tswewc	small creek
cítsem	to cut hay	teclón	not enough
cúlem	to rub fire	estkíc	to fall
cyénem	to go around	tcentsút	to comb one's hair
cetcéť	energetic	yicwestsút	to be careful
cecále	steep	yicwmentsút	to be careful
cméye	housefly	tsectekwtkwéne	deaf
kectés	he gives him	melcentés	he kicks him
yect	long	melcentéc	you kick him
scenc	stone	penmínc	you find it
smenc	tobacco	metéc	you feed him
kelc	hand	wiktc	you see it
mulc	poplar	lecús	pretty
itc, etíc	to sleep	stunc	nephew, niece
stsílč	to lie down	tcúsmens	he looks for it

c is often combined with w into a single sound cw:

cwíwem	to whistle	cwelbílč	to turn around
cwesét	to travel	cwnúsem	to nod the head
cwépens	he unfolds it	cukcwékw	light (of weight)

púcwem	to blow	scwicwéye	ant
púcwens	he blows at it	tsitcw	house
súcwem	to recognize	tmicw	land
sícwens	he spills it	secwlét	very sick, dying
sécwem	to bathe, swim	cúscwest	an awful lot
knúcwens	he helps him	cwecwyéwt	absent
necwentés	he believes him	secwépmeç	Shuswap
scwicw	wild carrot		

ll

The consonant written ll (double l) is a sound that combines the character of English th with that of l. While English th is pronounced with the upper front teeth, Shuswap ll is pronounced with the side teeth. -- To pronounce ll, WHISPER the word "please", hold the "l" for a while and press the tongue upward a bit, so that there is only a narrow opening at the sides of the tongue, causing a friction sound. This will produce ll.

lleot	gone out (of fire)	písell	trout
llewt	back	kllep	to come off (as a but- ton)
llépens	he forgets it	kllekstmens	he drops it
llépsen	to extinguish	skllékstem	rain
tllápsem	to blink one's eyes	swewll	fish
llentés	he stabs him	tsllats	soaked
llkep	pot	sllwélemt	widow(er)
lltsetsék	mother-in-law	pllellt	thick (layer)
kellés	three	ullcw	to enter
kwellén	to borrow	punllp	juniper
íllen	to eat	kwtellp	cattail, bulrush
stsíllen	food	melénllp	balsam tree
tvélllelc	to cross (a road)	smemencéllp	pigweed
ell	and	tswellcw	to build a house
cucuwéll	road	pelltsitcw	having a house
nemnemúll	jealous	sllwélsten	autumn

The letter 7

The Shuswap sound we write "7" can be used in English in words that begin with a vowel: when you pronounce the English word "Open!" with great stress, bursting right into the vowel, you pronounce the sound 7 at the beginning of the word.

In Shuswap we do not write 7 at the beginning of a word. We already met the word for the number "ten", written úpekst. It is not necessary to write 7úpekst because the sound 7 is automatically there before the vowel. But when you are counting animals, you pronounce the Shuswap word for "ten" differently: the sound 7 is heard not only before but also after the vowel. Here we have to write it, in order to distinguish "ten (animals)" u7pekst from "ten (objects)" úpekst. Check the pronunciation of these two words carefully! The sound 7 occurs also at the end of a word: compare the end of snénke "orphan" with that of spéke7 "gloves". We write 7 wherever it is pronounced, except at the beginning of a word.

mé7e	yes	ts7um	to hit
tá7a	no	ts7ecw	glad, happy
kyé7e	grandmother	s7istk	winter
kwle7éllp	alder tree	s7étstem	brother- or sister-in-law
le7	good	m7ey	nearby
ste7	to drink	c7ets	to get scorched
spyu7	bird	c7emút	to get up
tíkwe7	aunt (father's sister)	cw7it	lots, many
séme7	white person	cw7im	to lift up
elá7	to get out of the way	cw7em	to pout
wi7	to be finished, ready	cw7al	to be in a hurry
tcey7	enough	kw7al	spoiled (about food)
tekwlóse7	choke cherry	ll7um	to poke
tsútsllke7	seven	et7etíc	to feel sleepy
kekésu7	spring salmon	c7ú7tsens	he agrees with him
síse7	uncle (mother's brother)	tsec7ém	to fix
spéke7	gloves	stsec7emtép	price
kí7ce	mother	cwtsetsítse7t	short
ú7se	egg	sem7é7em	wife
wi7sts	he finishes it	smé7stem	brother (of woman), sister (of man)
sem1óle7cw	clay	sc7ítemc	elder brother or sister
k7ep	sick	s7étstem	wife's sister, husband's brother
t7ikw	fire		

r

The consonant r is a weak friction sound similar to Shuswap c but voiced. It is NOT an English r, we just use the letter for a different Shuswap sound (we can do this because Shuswap has no sound like English r, so that the letter is "free" for other use). To pronounce Shuswap r you FIRST must be able to pronounce Shuswap c. -- Pronounce a long hiss, first with "ssssss" and while doing so change

over to "zzzzzz". Cover your ears with your hands and do it once more. You can hear the buzzing that starts when you change from "sss" to "zzz". Now pronounce a Shuswap c and make it long: "ccccc", then, while doing so make it buzz the same way as you did in "sszzz". The result will be "cccrz", so the second part produces a Shuswap r.

rénem	to put up (as a pole)	tsrep	to burn
répens	he puts it up	tsertsrép	forest-fire
répelc	to go up	tsrentés	he burns it
relrált	strong (person)	p7er	cooled off
r7al	evening	cp7er	cooled off (inside some-thing)
rílúne	that one over there	pérelc	to cool off (about a person)
sérens	he shakes it off	lerém	to insert
vérens	he cools it off	lerentés	he inserts it
trepelcús	to climb a hill	yirí7	that one

q

The consonant q is somewhat similar to k but is pronounced farther back in the throat. -- To pronounce q, stick a pencil in your mouth and put it way back on your tongue, THEN try to pronounce a k. The only way to do it is "farther back", and that will produce a Shuswap q. Listen to the teacher pronouncing the following pairs of words: kwénte "take it!" and qwénte "soak it!"; tskum "to pull" and tsqum "hill".

qelt	fresh	lléqelc	to sit down (several)
qeyt	sour	peqpíq	flour
qetsk	elder brother	speqpéq	berry
qmut	hat	tseqtsíq	tame
qoem	to bandage	speqmíc	swan
qné7e	great-grandmother	sqepts-	spring (season)
qéwten	hair	sqeys	nightmare
qílqelt	nice, gay, funny	tsqum	hill
qemqémt	lukewarm, gentle	sqlélten	salmon
qesqsép	to itch	e7llq	to dig roots
qeqním	to hear	qé7tse	father
qunllp	waterlily	méqse7	uncle (woman's father's brother)
pio	white	qelmúcw	person, Indian
tsíqem	to dig	sqélemcw	man

q can be combined with w into a single sound qw:

qwets	warm
qwens	he soaks it
qwéltsen	branch
qwílonst	to tell lies
qwíwelc	to crawl
qwémens	he invites him (on a hunting trip)
qwílens	he fools him
qwémqwemt	beautiful (of things)
qwetqwét	soft (as cloth)
qwenqwént	poor
qwetséts	to leave
qwtell	grease
qwtseq	to die
qwillin	birch

qwse7	nephew
qw7ep	gunnysack
yéqwens	he burns it
piqw	to look
yulqw	thick (around)
tsiqw	red
sqwmup	a boil
sqwse7	son
seqwyíts	rabbit
lecélqwem	handsome
wellqwentés	he boils it
yéqwillpem	to build a fire
tsqwétsten	elder relatives

x

The consonant x is a friction-sound like c, but pronounced "farther back" in the throat, just as q is pronounced "farther back" than k. -- The pronunciation of x can be practiced in the same way as that of q: put a pencil on your tongue and then try to pronounce a Shuswap c (don't put the pencil very far back this time, or you'll be making it too difficult!). Listen to the teacher pronouncing the following pairs of words: cyénem "to go around" and xyénem "to count"; pcwentém "snowdrift" and pxwentém "to get a cure".

xewt	dry	xexé7	smart
xéne	to get hurt	xpé7e	grandfather
xépem	to gnaw	péxem	to scrape
xetsxétst	straight	píxem	to hunt
xmenk	heavy	lexém	to squeal on somebody
xyum	big	sqéxe	dog
xyénem	to count	nexéll	to fear
xixéyt	hot	yex	to get dressed
xpem	to pile up (as blankets or lumber)	nexéwem	thirsty
xtsen	to bet	lexléx	intelligent
xqem	to guess, learn	lexlíx	sober
xlítens	he invites him	exték	right, correct
xlecw	tooth	lexlíxkst	finger

nwtíxe	louse	estxeté7	lame
sxélwe	husband	s7extekéke7	right side
tselxemstés	he knows it	xqwetsqpétkwe	to drown (one)
tsxiw	raw	síxcnem	to step
xetéqs	first	sexéx7e	father-in-law
qyex	drunk	llxup	to escape

x can be combined with w into a single sound xw:

xwent	fast	íxwem	to sweep
xwexú7	to cough	ptíxwem	to spit
xwexw7ú7s	beer	nexwéyt	empty
xwexwéyt	all	nexwéykwe	to drown (several)
xwixwéye	maggots	yiluxw	to fall apart
xwixwéyt	sharp	texwtúxwt	straight, correct
xwexwistés	he likes it	núxwenxw	woman
xwtellp	Indian rhubarb	núnxwenxw	girl
xwnísem	to sniff	tsqwnuxw	weak (person)

g

The consonant g is a weak friction sound similar to Shuswap x but voiced. -- One way to arrive at the pronunciation of g is to pronounce a long-drawn x and "buzz" it: "xxxggg" (the same way as with r, see p. 10-11). It can also be arrived at by pronouncing "aaaaa" while drawing back the tongue, the way you do when the doctor inspects your throat. But in Shuswap words the sound is brief, it is not a vowel but a consonant.

gep	dusk	yegém	to grind
gíwens	he piles them up (as stones)	tsígem	to tear
géygeyt	cranky	legúp	to disappear (out of sight)
geyép	angry	legmíns	he drags it
getsém	to tie up	tsgey	piled up
geném	to growl	tsgep	torn
gexém	to string up (a hide)	tsgénem	to cry
gesgíst	murky	mégcen	moon
g7í7el	to lose (a contest)	cpegpégt	empty
legém	to haul	megmégt	grey

guyt	withered, tired	vegálocken	mountain sheep
yegmín	type of blueberry		

g can be combined with w into a single sound gw:

gresgwést	sunny	legwligw	leaving room, loose
gwellgwéllt	shiny, glittering	ts7igw	to bleed
legwentés	he hides it	ll7egw	to melt
tégwen	to visit	sgwígwe	lake trout
nígwens	he bends it	tsgwentés	he makes a stripe on it
oígwens	he revives him	stsugw	stripe
vagwílc	to exert oneself, do one's best	llgwílc	to jump
negwílc	to hide oneself	llgwentés	he loses it
tígw	loose (about a horse)	stetegwllús	blind
segwsígw	loose		

Section C

In section B we treated seven sounds that don't exist in English. The sounds that follow are also peculiar to Shuswap, but here the going is much easier. All the letters that follow are the same as before, except that they are written with the mark ' over them (p' k' q' etc.), and this ' stands for one and the same feature of pronunciation in all of them. It is easiest to start with p'.

p'

You pronounce a plain p by using the air that comes from the lungs; it flows through the windpipe, building up a pressure in the mouth which is released when you open your lips to say "p". -- To pronounce p' no air from the lungs is used; the windpipe is kept closed, the way it is for the pronunciation of Shuswap "7". Take a deep breath, pronounce the word le7 "good" and keep your windpipe closed, that is, hold on the "7" -- you'll find that it is still possible to pronounce a "p" -- you can keep making "p"'s until your breath gives out. Do this once more, pronounce a single "p", hold the windpipe closed, and when you open it pronounce a Shuswap "e". You'll be saying b77777e. Now make the 7 shorter and shorter. Soon you'll be saying b7e as in the word b7ecw "more". Then you open your lips and windpipe simultaneously you'll be saying be. -- Listen to the teacher pronouncing the following pair of words: píxem "to hunt" and píxem "to fry".

búsman	heart	lípens	he pinches it
píxem	to fry	súbem	to breathe
bext	healed over	édem	to wipe
bé7ens	she puts it on her back (a child)	kenúékst	finger-ring
ónello	wormwood	s'ém	to hit, whip
b7ecw	more	ts'és	flat
kípens	he clins it	sesbéy	skin

x'bem	to stitch up	pí'pxsem	to bloom
s'nsens	nose	depé'pxe7t	thin (layer)
c7ep'qs	handkerchief		

k

The pronunciation of k should be practiced in the same way as that of p.

k'ist	bad	cí'kem	to miss a target
k'álnem	to obey	cwí'kem	to butcher fish
k'éme	fir needles	cté'kem	to pour in
k'écem	to dry meat	ské'ki7	spider
k'estés	he dislikes him	tskel	board
k'úlens	he makes it	tskuy	to lie (as a tree)
k'sélqwem	ugly	skép'qen	head
k'7em	to put down	tsek'elminsts	he expects him
k'lucw	sunset	tské'welc	old (person)
ní'kem	to cut, saw	kwekwél'k	to faint, pass out
né'kens	he changes it	kekí'k7et	near
nekú'7	one	nek'7ú7ps	eight

k can be combined with w into a single sound kw:

k'wens	he tries it	plú'kwens	he gathers it
k'winc	how many?	estentú'kw	noon
k'wentés	he chews it	kwé'kwtné	mouse
k'wel'métens	he sends him	suk'wt	blown away
k'woyí'7se	small	el'7á'kw	to ache, hurt
k'wsicw	goose	tsekwt'skwénem	to recover
k'wel'tsentsút	to cook	ts'ekw	full daylight
k'well'kmíse7	cheek	tem'llenkú'kw7e	nine
k'wyú'sem	to suffer	skwé'kw7es	sun
cú'kwens	he folds it		

ts

tsí'7	deer, meat	ts'ellt	cold
ts'alt	bitter	ts'éwem	to wash

t'síwem	to cut meat
t'sílem	similar
t's7al	to hurt, smart
t's7ac	ashamed
t's7um	to cry
t'íecwíem	wrong
t'sexlí7	snowshoes
t'slígwem	to scratch
t'sluxw	to sweat
t'sugwt	a sore
sít'sem	blanket
pít'sens	he squeezes it
tít'sens	she irons it
spét'sen	string, twine
wít'sens	he chops it

tskwlot's	crooked
set's	to whisper
lut'st	tight
met'sc	to dodge
mát'spe7	waso, blackjacket
qwet'st	full
st'sem	fishbone
st'semqín	brain
tsemt'sméqs	sharp-pointed
stekt'sekwe7éke7	left side
st'sect	brother-in-law
st'sexstés	he looks at it
stset'súye	porcupine
qwet'sst.s	he fills it (with a solid)

m

The consonant m is distinguished from m by a slight "catch in the throat"; it is, as it were, a combination of 7 and m pronounced simultaneously.

stemí	what?	t'sumqsem	to kiss
stam	easy	sucmé'mllp	nettles
skem'cís	grizzly bear	styémus	to ride (about several)
ctsetém	valley	túme	aunt (mother's sister)
ckemí'men	jail	skwimémelt	baby, toddler
tsék'wsem	to put on the light	nexestém	gully
tsecllúqwe'm	to dip up water		

n

The consonant n is a combination of n and 7 pronounced simultaneously.

tcn'éne	to cover	túcwen	scouring rush, horse-tail
belén	treebark	swelmínk	gun
textsín	tigerlily	cemnúns	enemy
sek'wmín	knife	púnlecw	mole
tkemtsín	lip, edge	kwenwéns	he catches it

sekúsent	star	xqwillint	cradle
sulénsen	flower	etspe'llléxw	to go outside
tehcwentés	he admits him	cuwénwen	morning
kellkíllehs	he takes it apart		

t

The consonant t can be pronounced in two ways. Either one pronounces a t with closed windpipe (in the same way as b and k) or one pronounces a combination of "t" with Shuswap "ll" -- "tll", likewise with closed windpipe.

téne	ear	mélens	he mixes it
tept	dark	cwítens	he cuts it up
tey	to dance (Indian)	qétens	he hoists it up
tect	sweet	qítém	to angle
text	tall	sútens	he sucks it
tucwt	to fly	t7ek	to go
témen	feathers, fur	st7ek	to come
tímens	he chops it	ctéxelc	to go upstream
túpem	to twist, spin	stemkélt	daughter
tnis	cranberry	tsit	pitch
tícwell	different	stye7	hay
tinúcwens	he admires it	sténwéye	bat
téqven	to lick	tegtúgtw	hard
tye7	canoe	gett	deep
t1el	tired	ctetétxwe7	shallow
tsellp	spruce	ketkétt	dirty
t7em	to look for something	texwtíxwens	he bawls him out
tcwentés	he beats him (in a contest)	necettsíhs	he closes it
tqupt	to explode	ll7at	wet
tqum	to hit (with fist)	lletllát	wet
tqúsens	he slaps him		

i

The consonant i is a combination of l and 7 pronounced simultaneously.

tsílemc	birthmark	tsemxúlecw	snow on the ground
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stepqúlecw	mud	st'sáls	Oregon grape
be7íle	to put a child on one's back	toeltélk	to lie on a blanket
t'selcwílep	chair	tkweltkéls	underwear
spúiten	bed	speqwéltcw	book
púitsen	to overturn	kékmeíc	to sneak along
twíike	fringe	ctílt	to gather eggs
píice	skirt	k7élep	mattress

r

The consonant r, a combination of Shuswap r and 7, is very rare. It occurs in the following words:

tsérens	he shakes them off (as berries from a bush)	pérelkwens	he cools off the water
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Notice that in tsérens the t and the s are separate sounds and do not form the combination ts (p. 7-8), just as in English "pothole" the "t" and the "h" do not form the combination "th".

w

The consonant w is a combination of 7 and w pronounced simultaneously.

léwe	uncle (man's father's brother)	semréw	lynx
xgíwens	he piles them into it	sekwéw	rosebud
sulle7úwi	ling	cwe7sqléw	rich
sqlew	money	t7emetéws	to ride (about one)
sqlu7úwi	beaver	qwmíws	wild (about animals)
kllewssem	to divide, split up	qetswéwye	chipmunk
stgíwne	cache for food under stones		

y

kúye	aunt (parent's brother's wife)	tgwéye	footrace
llepsóye	eyelashes	xtséymen	liver
lexéyem	to tell, report	téydens	he imitates him
tkmúye	forehead	tsutswéy	butterfly
skwi7éye	doll	tnéytkwllp	hemlock

gw

gw is a combination of Shuswap gw (p. 14) and g, pronounced simultaneously.

tí'gwke	rattle	ctsegwt'sú'gwt	to leak (as roof)
syegwyé'gwtén	belt	tvé'gwt'sens	he wraps it up

q

The consonant q is like k but pronounced "farther back".

qíxt	strong, hard, difficult	wí'qens	he wrecks it
qílye	to take a sweatbath	me'q	full (from eating)
qutst	fat (about a person)	n7e'q	rotten
qelstém	to steam-cook	pel'qílc	to return
qeswílc	to become old (about things)	lle'qt	wide
qemxúm	to mould into a ball	te'qmékst	six
qmem	to swallow	ts'qélnem	to shoot
qyem	to write	ts'qíw	broken
quwentés	he breaks it (as a stick)	ts'qlex	round
q7em	to add on	ts'qmuxw	spherical
q7es	to last long	ts'qellp	douglas fir
q7e7s	old (about a thing)	x'qé'yens	he baits it (a trap)
sí'qens	he breaks it (as glass)	qé'qllem	to braid
cté'qem	to cross over (water)	qu'qíwt	brittle
lí'qem	to bury		

q can be combined with w into a single sound qw:

qwelt	cooked, done	í'qwem	to fish with a scoop-net on the lake
qwelx	dead branch	ú'qwi	brother (of man), sister (of woman)
qwexwt	skinny	stí'qwem	salmonberry
qwéxem	to ask for something	í'qwke7	dragnet
qwempép	to give out, be all gone	qwi'qíwt	black
qwentés	he traps it	s'qwext	foot
qwemtsín	shore	tqwel'qwélt	ripe
qwelséllp	willow	t'qwmút	to climb (a tree)
qwyentés	he shakes it	slle'qwqín	frog
qwyílc	to dance	qweqwe'qwme7t	short (about a person)
qwléwem	to pick berries	tse'qwgúgwí	younger brother (of man) or sister (of woman)
té'qwens	he nails it	ts'qweg	cheap

C H E C K L I S T

Here follow the Shuswap letters in alphabetic order. An example of the use of each letter is given. Where possible, words are given which begin with the letter in question.

a as in kwalt	yellow	q as in qelt	fresh
c as in clem	to bite	qwets	warm
cwíwem	to whistle	q' as in qílye	take a sweatbath
e as in elkst	work	qwléwem	to pick berries
seséle	two	r as in répelo	to go up
g as in geyép	angry	r' as in tsérem	to shake off
'gwesgwést	sunny	s as in seséle	two
tsilkst		tsilkst	five
g' as in tíg'wke	rattle	s' as in tséwem	to wash
h as in héhu	to yawn	t as in teyt	hungry
i as in ints	grandchild	tsilkst	five
k as in kelc	hand	t' as in tépt	dark
kwalt	yellow	u as in úpekst	ten
k' as in kíst	bad	w as in weytk	hello
kwinc	how many?	llewt	back, spine
l as in le7	good	w' as in léwe	uncle (of male)
llewt	back, spine	x as in xewt	dry
l' as in spúltén	bed	xwent	fast
m as in mus	four	y as in yist	camp overnight
m' as in stémi	what?	teyt	hungry
n as in nes	go along	y' as in tk múye	forehead
n' as in plén	treebark	7 as in le7	good
o as in tkwlóse7	choke-cherry	ú7se	egg
p as in pyín	now	t7ikw	fire
p' as in púsman	heart		

PART II

SHUSWAP LESSONS

Revised version. Leiden 1974.

SHUSWAP LESSON 1.

In this lesson, words and sounds of section A in "Preserve Your Language" are used, and in addition the part c, cw of section B.

<u>nes</u> "go (along)"	<u>yéwem</u> "fish with scoop-net"
a. <u>néns-ken</u> "I go"	a. <u>yéywem-ken</u> "I fish"
b. <u>nes-k</u> "you (one) go"	b. <u>yéwem-k</u> "you fish"
c. <u>nés-ekwe</u> "he/she/it goes"	c. <u>yéwem-ekwe</u> "he/she fishes"
d. <u>nes-kt</u> "we (including you) go"	d. <u>yéwem-kt</u> "we fish"
e. <u>nés-kuc</u> "we (not you) go"	e. <u>yéwem-kuc</u> "we fish"
f. <u>nes-kp</u> "you folks go"	f. <u>yéwem-kp</u> "you folks fish"
g. <u>nés-ekwe</u> "they go"	g. <u>yéwem-ekwe</u> "they fish"

1. In Shuswap, the words referring to "I, you, he", etc., are put after the word they belong to, not before it, as in English. They are underlined in the examples above. These underlined words cannot be used by themselves, they have to be attached to another word such as nes or yéwem.

2. Shuswap is in many ways richer than English. It has, for instance, two expressions for "we" (see d. and e. above). When you say nes-kt "we go", then it means the person you talk to also belongs to "us", is also going. When you say nés-kuc "we go", then the person you talk to is not included, is not going.

3. Shuswap is in some ways simpler than English: there is no difference between "he", "she" and "it". Even for "they" you can use the same expression (see c. and g. above), though Shuswap can express the "plural" when this is necessary (the "plural" will be treated in lesson 7:2).

4. When you refer to yourself ("I"), you use -ken after the word (see a. above). It is possible to say simply nés-ken "I go" -- that is the speech of Kamloops, Deadman's Creek and other places. But in Canim Lake and Alkali Lake, when you refer to yourself, the consonant before the stressed vowel is repeated once more after that vowel, so

(nés-ken) becomes néns-ken
 (yéwem-ken) becomes yéywem-ken

The arrow shows how the consonant is repeated.

5. PRACTICE. Make words with "I, you, he, we", etc., from the following verbs: ptek "pass by", ptínesem "think", tsut "want", tskem "carve", kúpem "push".

6. READING EXERCISE. Read the following words. If you don't know the meaning, write it down!

pétse	estúkw	teniye	setsínten
pétkweten	kukstsétsemc	swuct	ítstenc
keknecw	scwékuk	scúyent	skwenkwínem
menmén	pílens	kwlékwle	sectsetéws
celcált	stecmín	túyelc	mémle

SHUSWAP LESSON 2.

In this lesson, the same sounds are used as in lesson 1.

<u>secwépmec</u> "Shuswap"	<u>cetcéct</u> "energetic, lively, active"
<u>secwécwpmec-ken</u> "I am Shuswap"	<u>cetcéct-ken</u> "I am active"
<u>secwépmec-k</u> "you are Shuswap"	<u>cetcéct-k</u> "you are active"
<u>secwépmec-ekwe</u> "he/she is Shuswap"	<u>cetcéct-ekwe</u> "he/she is active"
<u>secwépmec-kt</u> "we are Shuswap"	<u>cetcéct-kt</u> "we are active" (you too)
<u>secwépmec-kuc</u> "we are Shuswap"	<u>cetcéct-kuc</u> "we are active"
<u>secwépmec-kp</u> "you folks are Sh."	<u>cetcéct-kp</u> "you folks are active"

1. In lesson 1 we learnt to say "I go", "you go", "he goes" and so on. In exactly the same way you express "I am a man", "you are a man", etc., and also "I am good", "you are good", etc. In fact, you use this way of saying "I", "you", etc., with any suitable word, EXCEPT for the words that are translated with "it" or "him" behind them (such as lémens "he comforts him", kwens "he takes it" -- we'll get to those words later).

2. Notice that in the expression "I am Shuswap" the sound cw is repeated (see lesson 1 point 4):

(secwépmec-ken) becomes secwécwpmec-ken

The combination cw is for the Shuswap language ONE sound; therefore it is repeated as a whole. The same goes for the combinations kw and ts:

tsut "to want" (tsút-ken) becomes tsútsut-ken "I want"

3. READING PRACTICE (new words; take turns reading!) kumtús "always", lesél "salt", séyse "to play", tuwíwt "child, boy", tsukw "enough, that's all", ckwelkwél "lukewarm", skuwéy "bluejay", cwlem "to spin around", twupt "furry animal", kic "elder sister", suptsín "beard", cúcwleten "flute, mouth organ", cwíselc "to run", tsólen "he stretches it", syéksten "toy".

4. COMMON EXPRESSIONS (use these whenever you have the opportunity!).

<u>weytk</u> "hello!" (to one)	<u>pútucw</u> "goodbye!" (to one)
<u>weytkp</u> "hello!" (to several)	<u>pútucwiye</u> "goodbye!" (to several)
<u>kukstsétsemc</u> "thank you!" (to one)	
<u>kukstsétselp</u> "thank you!" (to several)	

5. THING AND QUALITY. When you combine a quality-word ("adjective") with a thing-word ("noun" or "substantive"), that is, to express "high house", "lively child", etc., you put the word te before the thing-word:

<u>wist</u> "high"	<u>tsitcw</u> "house"	-----	<u>wist te tsitcw</u> "high house"
<u>kwalt</u> "yellow"		-----	<u>kwalt te tsitcw</u> "yellow house"
<u>tsítslem</u> "new"		-----	<u>tsítslem te tsitcw</u> "new house"
<u>melámen</u> "medicine"		-----	<u>tsítslem te melámen</u> "new medicine"

The same expression is used with numbers:

<u>seséle te tsitcw</u> "two houses"	<u>mus te tsitcw</u> "four houses"
<u>tsilkst te tsitcw</u> "five houses"	<u>úpekst te tsitcw</u> "ten houses"

Note that Shuswap here does not make a "plural" of house (as in English "houses"); it is unnecessary as the number is mentioned anyhow.

6. TRANSLATE INTO SHUSWAP. 1. Two rivers. 2. Four stones. 3. Five creeks. 4. Stubborn grandchild. 5. You are an orphan. 6. Long rope. 7. She is hungry. 8. You folks are hungry. 9. Two horns. 10. Smooth stone. 11. I sing. 12. He is slow. 13. High poplar. 14. Nearby house.

S H U S W A P L E S S O N 3.

For this lesson, practice the pronunciation of ll and of the "extra" letter l (p. 8-9 of "Preserve Your Language").

1. QUESTIONS. There are several ways to make questions. One simple way is to put -en behind the word you ask about:

<u>kwalt</u> "yellow"	-----	<u>kwált-en</u> "is it yellow?"
<u>swewll</u> "fish"	-----	<u>swéwll-en</u> "is it fish?"
<u>tsut-k</u> "you want"	-----	<u>tsút-en-k</u> "do you want?"
<u>teyt-kp</u> "you folks are hungry"	-----	<u>téyt-en-kp</u> "are you folks hungry?"
<u>tsukw</u> "that's all"	-----	<u>tsúkw-en</u> "is that all?"

Remark. If a word ends in e or en, only -n is added to make a question:

<u>ne7élye</u> "here"	-----	<u>ne7élye-n</u> "here?"
<u>stentúmen</u> "dream"	-----	<u>stentúmen-n</u> "is it a dream?"

2. FUTURE. The future is expressed by putting me7 before a word:

<u>nés-ekwe</u> "he goes along"	-----	<u>me7 nés-ekwe</u> "he'll go along"
<u>néns-ken</u> "I go along"	-----	<u>me7 néns-ken</u> "I'll go along"
<u>lémens</u> "he comforts him"	-----	<u>me7 lémens</u> "he'll comfort him"
<u>kwens</u> "he takes it"	-----	<u>me7 kwens</u> "he'll take it"
<u>yéwem-kt</u> "we fish"	-----	<u>me7 yéwem-kt</u> "we'll go fishing"
<u>íllen-k</u> "you eat"	-----	<u>me7 íllen-k</u> "you will eat"
<u>metéc</u> "you feed him"	-----	<u>me7 metéc</u> "you'll feed him"

3. COMMON EXPRESSIONS.

<u>mé7e</u> "yes"	<u>ne7élye</u> "here"	<u>cw7it</u> "many"
<u>tá7a</u> "no"	<u>núne</u> "there"	<u>tsukw</u> "that's all"

4. THE TIME. To say what o'clock it is the word sciláp "hour" is used. The number is combined with it in the same way as in lesson 2 point 5:

<u>seséle te sciláp</u> "2 o'clock"	<u>tsilkst te sciláp</u> "5 o'clock"
<u>kellés te sciláp</u> "3 o'clock"	<u>tsútsllke7 te sciláp</u> "7 o'clock"
<u>mus te sciláp</u> "4 o'clock"	<u>úpekst te sciláp</u> "10 o'clock"

5. READING EXERCISE. Read out and translate into English:

1. wist te tsitcw. 2. le7 te tmicw. 3. sult te setétkwe. 4. cw7it te spyu7.
 5. téyt-en-k ? -- tá7a ! 6. pyin me7 setsítsnem-ken. 7. me7 éyens. 8. me7
 sté7-en-k ? -- tá7a ! 9. swéwll-en ? -- mé7e, swewll. 10. me7 nés-en-k ? --
 mé7e, me7 néns-ken. 11. tsút-en-k ? -- mé7e, tsútsst-ken. 12. me7 íllen-k ? --
 tá7a !

6. THE SOUND "7". Words like elkst "to work", ust "to dive", íllen "to eat" really begin with the sound l, which we don't write at the beginning of a word. -- Listen to the teacher pronouncing them!

In lesson 1 point 4 and in lesson 2 point 2 we saw that in expressions with "I" the sound before the stressed vowel is repeated after it. That also happens with the "unwritten l" at the beginning of a word:

<u>ust</u> "to dive"	-----	<u>ú7st-ken</u> "I dive"	-----	<u>me7 ú7st-ken</u> "I'll dive"
<u>íllen</u> "to eat"	-----	<u>í7llen-ken</u> "I eat"	-----	<u>me7 í7llen-ken</u> "I'll eat"
<u>elkst</u> "to work"	-----	<u>é7elkst-ken</u> "I work"	---	<u>me7 é7elkst-ken</u> "I'll work"

Notice that in pronunciation the word (é7lkst-ken) becomes é7elkst-ken, with an extra e before the l.

S H U S W A P L E S S O N 4.

For this lesson, practice the pronunciation of r (p. 10-11 of "Preserve").

1. The following words, all mentioned in "Preserve", all end in s:

lémens "he comforts him"	llépens "he forgets it"	nóyens "he bends it"
kwens "he takes it"	sícwens "he spills it"	c7ú7tsens "he agrees with him"
éyens "he pays him"	sérens "he shakes it off"	
penmíns "he finds it"	pérens "he cools it off"	tsentés "he hits him"
púsens "he rubs it"	kélens "he chases him"	llentés "he pokes him"
cwépens "he unfolds it"	tsóléns "he stretches it"	cmentés "he inserts it"

These are all action-words ("verbs") of the type "he does something to it (or to him, her, them)". The s at the end of all these words corresponds to "he".

We also met the following words, all ending in c:

penmínc "you find it"	wiktc "you see it"	metéc "you feed him"
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Here the c corresponds to "you"; if we change it to s we get the form for "he":

penmíns "he finds it"	wikts "he sees it"	metés "he feeds him"
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In the same way, if we change the s of the "he"-forms to c, we get the "you"-form: lémens "he comforts him" --- lémenc "you comfort him".

Change all the above "he"-forms into "you"-forms!

2. READING PRACTICE (new words; take turns reading!):

tsúnkwm "island", sllcwílc "fog", scúyent "ice", pésellkwe "lake", semlóle7cw "clay", r7al "evening", estekwékwa "dusk", smúwe7 "mountain-lion", seklécwe7 "muskrat", cméye "housefly", kikéyt "chickenhawk", fsull "loon", téllpe7 "crane, great blue heron", s7étwen "sandhill crane", sunéc "willow grouse", kyé7e "grandmother", smé7stem "brother (of female), sister (of male)".

3. Shuswap has several words corresponding to English "the". The most common of these is the word re. Examples of use:

<u>re tsitcw</u>	the house
<u>wíst re tsitcw</u>	the house is high (literally "high (is) the
<u>le7 re tmicw</u>	the land is good house")
<u>metéc re snénke</u>	you feed the orphan
<u>élkst(-ekwe) re kí7ce</u>	the mother works
<u>re kí7ce metés re stsmelt</u>	} the mother feeds the kids
<u>metés re kí7ce re stsmelt</u>	

Remark 1. Notice how Shuswap word-order differs from English!

Remark 2. Mark the difference between wíst te tsitcw "a high house" and wíst re tsitcw "the house is high".

4. COMMON EXPRESSIONS. ri7, yirí7 "that one" yirí7 ! "that's it!"
"that's right!"
nerí7 "there, at that point" nerí7 ! "watch out! wait! stop!"

5. READ OUT AND TRANSLATE. 1. penmíns re ú7se. 2. mé7 penmínc re ú7se. 3. me-téc-en re snénke ? 4. sícwens re séwllkwe. 5. kwens re kenkéknem re swewll. 6. lé7-en re tsítslem te tsitcw ? 7. pyin úpekst te sciláp. 8. le7 re tmicw ne7élye. 9. ust re spyu7. 10. me7 yéwem-kt ! 11. téyt-en-kp ? -- tá7a ! 12. itc re imts. 13. cw7it re secwépmec ne7élye. 14. cúscwest re spyu7: téllpe7, s7étwen, kikéyt, sunéc... 15. swéwll-en ri7 ? 16. púsens re melámen. 17. tsútsllke7 te sciláp, me7 í7llen-ken. 18. cw7it re swuct ne7élye. 19. sáyse re stsmémelt. 20. wíst re tsítslem te tsitcw. 21. me7 metéc-en re kyé7e ? 22. pyin me7 úst-ekwe. 23. lé7-en re séwllkwe ? -- mé7e ! 24. tsukw ri7.

SHUSWAP LESSON 5.

For this lesson, practice the pronunciation of g (p. 11 of "Preserve"). If you find this sound difficult, pronounce a "k", but keep working on the correct pronunciation!

<u>wikts "he sees it"</u>		<u>púpsens "he rubs it"</u>	<u>kwens "he takes it"</u>
a. <u>wíwkten</u>	"I see it"	a. <u>púpsen</u>	a. <u>kwékwen</u>
b. <u>wikto</u>	"you see it"	b. <u>púsenc</u>	b. <u>kwenc</u>
c. <u>wikts</u>	"he sees it"	c. <u>púsens</u>	c. <u>kwens</u>
d. <u>wiktem</u>	"we (incl. you) see it"	d. <u>púsentem</u>	d. <u>kwéntem</u>
e. <u>wiktem-kuc</u>	"we (not you) see it"	e. <u>púsentem-kuc</u>	e. <u>kwéntem-kuc</u>
f. <u>wiktp</u>	"you folks see it"	f. <u>púsentp</u>	f. <u>kwentp</u>
<u>penmíns "he finds it"</u>		<u>metés "he feeds him"</u>	<u>tsentés "he hits him"</u>
a. <u>penmímen</u>	"I..."	a. <u>metéten</u>	a. <u>tsentéten</u>
b. <u>penmínc</u>	"you..."	b. <u>metéc</u>	b. <u>tsentéc</u>
c. <u>penmíns</u>	"he..."	c. <u>metés</u>	c. <u>tsentés</u>
d. <u>penmítem</u>	"we..."	d. <u>metém</u>	d. <u>tsentém</u>
e. <u>penmítem-kuc</u>	"we..."	e. <u>metém-kuc</u>	e. <u>tsentém-kuc</u>
f. <u>penmíntp</u>	"you folks..."	f. <u>metép</u>	f. <u>tsentép</u>

1. In lesson 4 we learnt to say "you see it" (wikto) and "he sees it" (wikts). In this lesson, we add the endings for "I" (en), "we" (em) and "you folks" (p).

The form with "I" has the usual repetition of the consonant which stands before the stressed vowel (see lesson 1:4 and lesson 2:2).

There are the same two kinds of "we" as we met in lesson 1:2.

The words marked c. such as wikts can mean not only "he sees it/him/her" but also "he/she sees it", "they see it", "he sees them", etc.

Make all the forms a.-f. of all the words given in lesson 4:1 (example: lélmen, lémenc, lémens, lémentem, lémentem-kuc, lémentp). Remember that éyens "he pays him" has an unwritten 7 at the beginning, so that "I pay him" is é7yen.

2. PAST. To refer to a fact in the past, an m- is put before a word:

<u>nés-ekwe</u>	"he goes along"	-----	<u>m-nés-ekwe</u>	"he went along"
<u>qwetséts-kuc</u>	"we leave"	-----	<u>m-qwetséts-kuc</u>	"we left"
<u>kwens</u>	"he takes it"	-----	<u>m-kwens</u>	"he took it"
<u>púpsen</u>	"I rub it"	-----	<u>m-púpsen</u>	"I rubbed it"

The "unwritten 7" at the beginning of a word shows up when m- is added:

<u>úst-ekwe</u>	"he dives"	-----	<u>m-7úst-ekwe</u>	"he dived"
<u>éyentp</u>	"you folks pay him"	-----	<u>m-7éyentp</u>	"you folks paid him"

3. POSSESSION. To express "his, her, its, their", Shuswap adds an ending s to a word:

<u>tsitcw</u>	"house"	-----	<u>re tsitcws</u>	"his (her, their) house"
<u>kelc</u>	"hand"	-----	<u>re kelcs</u>	"his (her) hand"

Translated literally, re tsitcws="the house-his". To express "the chief's house", one says "the house-his the chief": re tsitcws re kúkpí7.

4. READ OUT AND TRANSLATE. 1. piq re speqmíc. 2. relrált re kenkéknem. 3. llept re t7ikw. 4. yulqw re mulc. 5. k7ep re kí7ces. 6. tsiqw re splútsens. 7. lé7-en re kápi? -- mé7e, le7 re kápi. 8. ts7écw-en-k? -- mé7e, ts7é7cw-ken. 9. cw7ál-en-kp? -- mé7e, cw7ál-kuc. 10. et7etíc-en-k? -- mé7e, et7etítc-ken. 11. cw7it re qwéltsens re mulc. 12. me7 kwékwen re stsmémelt. 13. m-penmíns re spēke7s. 14. me7 lélmen re snénke. 15. pyin me7 qwetséts-kt. 16. wikts re tsitcws re tetúms. 17. cw7it re sqléltten, me7 yéwem-kt. 18. m-tsentés re qetsks. 19. qwenqwént re kí7ces re steméts. 20. me7 kwenc re qwetqwét te qmut.

(continued...)

S h u s w a p L e s s o n 5 (continued).

21. cw7it re seqwyíts ne7élye. 22. qemqémt re séwllkwe, me7 sécwem-kt. 23. m-wíwkten re seséle te qwllin. 24. mus te sciláp, pyin me7 qwetséts-ekwe. 25. tsallats re qmuts re kúkpi7. 26. kekéw re tmicws re qwse7s. 27. wíwkten re mulc ell re melénllp. 28. m-qwtseq re kyé7es. 29. m-kwens re tsítslem te llkep. 30. me7 cwesét-ekwe. 31. lekáltem-ekwe re kúkpi7 ell re steméts. 32. me7 metéten re stsmelts re kúkpi7. 33. cúscwest re sesép ne7élye. 34. me7 kwénc-en re stsmémelt?

SHUSWAP LESSON 6.

For this lesson, practice the pronunciation of x (p. 12-13 of "Preserve"). If you find this sound difficult, pronounce a Shuswap c instead, but keep working on the right pronunciation!

<u>tmicw</u> "land"	<u>skwest</u> "name"
re <u>ntmimcw</u> "my land"	re <u>nskwekwst</u> "my name"
re <u>7tmicw</u> "your land"	re <u>7skwest</u> "your name"
re <u>tmicws</u> "his/their land"	re <u>skwests</u> "his/their name"
re <u>tmicws kuc</u> "our (not your) land"	re <u>skwests kuc</u> "our (not your) name"
re <u>tmicwkt</u> "our (also your) land"	re <u>skwestkt</u> "our (also your) name"
re <u>tmicwemp</u> "you folks' land"	re <u>skwestemp</u> "you folks' name"

1. POSSESSION. In lesson 5:3 we learnt to say "his house". In this lesson we add the forms for "my, your, our". For "my" and "your" the letters n and 7 are added at the beginning of a word; all the other forms are made with endings. See the underlined parts of the words above.

There is the usual "doubling" in the form for "my", and there are again two kinds of "our": "that of ours (including you)" and "that of ours (but not of you)".

2. DOUBLING. Words with "doubled consonants" (as with "I" or "my") may undergo additional changes in pronunciation:

<u>smenc</u>	"tobacco" -----	"my tobacco" (re <u>nsmémnc</u>) becomes <u>re nsmémenc</u>
<u>clém</u>	"to bite" -----	"I bite" (<u>clélm-ken</u>) becomes <u>clélem-ken</u>
<u>kelc</u>	"hand" -----	"my hand" (re <u>nkéklc</u>) becomes <u>re nkékelc</u>
<u>lelúmt</u>	"to suspect" ---	"I suspect" (<u>lelúlm-ken</u>) becomes <u>lelúlem-ken</u>
<u>kwellén</u>	"to borrow" ----	"I borrow" (<u>kwelléln-ken</u>) becomes <u>kwelléllen-ken</u>
<u>cw7em</u>	"to pout" -----	"I pout" (<u>cw7é7m-ken</u>) becomes <u>cw7é7em-ken</u>

In all these cases an m, n, l change to em, en, el in pronunciation.

<u>qéwtén</u>	"hair" -----	"my hair" (re <u>nqéqwtén</u>) becomes <u>re nqéquten</u>
<u>llewt</u>	"back" -----	"my back" (re <u>nlléllwt</u>) becomes <u>re nlléllut</u>
<u>teyt</u>	"hungry" -----	"I'm hungry" (<u>tétyt-ken</u>) becomes <u>tétit-ken</u>
<u>sqeys</u>	"nightmare" ----	"my nightmare" (re <u>nsqéqys</u>) becomes <u>re nsqéqis</u>

In all these cases a w or y change to u or i in pronunciation.

<u>kí7ce</u>	"mother" -----	"my mother" (re <u>nkík7ce</u>) becomes <u>re nkík7ece</u>
<u>qé7tse</u>	"father" -----	"my father" (re <u>nqéq7tse</u>) becomes <u>re nqéq7etse</u>
<u>sqwse7</u>	"son" -----	"my son" (re <u>nsqwsés7</u>) becomes <u>re nsqwsés7e</u>

In all such cases 7 changes to 7e in pronunciation.

3. USES OF CONSONANT DOUBLING. Consonant doubling originally expressed something small, and it is still used for that purpose. Its use in expressions with "I" or "my" is therefore an old gesture of modesty: for "my house" you said "my (little) house". Doubling is also used in numbers when counting animals.

Examples:

<u>pésellkwe</u>	"lake" -----	<u>pépsellkwe</u>	"little lake"
<u>tsitcw</u>	"house" -----	<u>tsítstcw</u>	"little house"
<u>spélem</u>	"prairie, open field" --	<u>spéplem</u>	"clearing, little field"
<u>scenc</u>	"stone" -----	<u>scécenc</u>	"pebble, little stone"
<u>seséle</u>	"two" -----	<u>sesésle te kenkéknem</u>	"two black bears"
<u>mus</u>	"four" -----	<u>mums te sqéxe</u>	"four dogs"
<u>tsilkst</u>	"five" -----	<u>tsítseilkst te sníne</u>	"five owls"
<u>úpekst</u>	"ten" -----	<u>ú7pekst te seqwýits</u>	"ten rabbits" (see lesson 3:6)

(continued...)

S h u s w a p L e s s o n 6 (continued).

4. The word re "the" (lesson 4:3) can be replaced by le when one speaks of something absent:

<u>qmut</u> "hat"	<u>re qmuta</u> "his hat"	<u>m-llépens-ekwe le qmuta</u> "he forgot his hat"
<u>sxélwe</u> "husband"	<u>re sxélwes</u> "her husband"	<u>lé7-en le 7sxélwe?</u> "is your husband well?", "how is your husband?"

Notice that the hat and the husband are not there while they are being mentioned; in such cases one uses le instead of re.

5. READ OUT AND TRANSLATE. 1. xyum re písell. 2. kw7al re swewll. 3. metmát re qwtell. 4. piq re ntsitstcw. 5. tseqtsíq re 7sqéxe. 6. secwlét re kyé7ekt. 7. xewt re nsmémenc. 8. xmenk re llképemp. 9. wist re tsqum. 10. xyum re tmicws kuc. 11. xlítens re kúkpi7 re steméts. 12. wíwkten re pépsellkwe. 13. m-kwens re soécenc. 14. qwets re scenc. 15. qwets ri7 re tmicw. 16. cw7it re xwtellp ne7élye. 17. kwikwéyt re qéwtens re ntsétse. 18. relrált pyin re nsqwsés7e, me7 píxem-ekwe. 19. wikts re tsitcws re qé7tses. 20. m-llépens-ekwe le smencs. 21. setsínem-ekwe re nkikc. 22. me7 wíwkten re nkík7ece ell re nqéq7etse. 23. me7 yéqws re xewt te qwéltsen. 24. me7 xlíltén re sqwse7s re kúkpi7. 25. m-pépren re séwllkwe, pyin me7 ste7-kp. 26. úpekst te sciláp, me7 etítc-ken. 27. m-penmíntem re tsétsekt. 28. elkst-ekwe re kí7ces re kúkpi7. 29. tsútsellke7 te sciláp, me7 qwetséts-kt. 30. lé7-en le 7sxélwe? -- mé7e, le7 le nsxéxelwe. 31. m-metéc-en le sqéxe? -- mé7e, m-metéten le sqéxe. 32. m-llépeng-en re skwests kuc (or: kuc re skwests)? -- mé7e, m-lléllpen re skwéstemp. 33. me7 kwénc-en re stsmelts kuc (or: kuc re stsmelts)? -- mé7e, me7 kwékwen re stsmélttemp. 34. m-tséntéc-en re nstemémt? -- mé7e, m-tséntéten re 7stemét. 35. me7 metéc-en re n7í7emts? -- mé7e, me7 metéten re 7imts. 36. m-penmíntp-en re sqéxes kuc (or: kuc re sqéxes)? -- mé7e, m-penmíntem kuc re sqéxemp. 37. nerí7! xixéyt re séwllkwe! 38. m-lléqelc re stsmémelt.

SHUSWAP LESSON 7.

For this lesson, practice the pronunciation of g, gw (p. 13-14 of "Preserve").

1. MAKEUP OF WORDS. Many nouns (words referring to persons, animals or things) have an s at the beginning: skwest "name", stemét "friend", skllékstem "rain", spyu7 "bird", stemtúmen "dream", sgeys "nightmare", spélem "prairie". It is the initial s that makes these words to nouns; many have forms without s besides them which refer to an action or process (verbs):

N O U N		V E R B	
<u>skwest</u>	"name" -----	<u>kwéstens</u>	"he names him"
<u>skllékstem</u>	"rain" -----	<u>kllekstem</u>	"to rain"
<u>stemtúmen</u>	"dream" -----	<u>temtúmens</u>	"he dreams of him"
<u>sgeys</u>	"nightmare" -----	<u>geys</u>	"to have a nightmare"
<u>s7istk</u>	"winter" -----	<u>istkem</u>	"to become winter"
<u>s7etsqw</u>	"roast potatoes" -	<u>étsqwem</u>	"to bake"

2. PLURAL. Shuswap can express the plural ("they", "several") by doubling. In this case not just one consonant but a whole part of a word is doubled. The doubled, or "reduplicated" part consists of Consonant-Vowel-Consonant:

<u>nes</u> "to go"	<u>nés-ekwe</u> "he goes"	<u>nesnés-ekwe</u> "they go"
<u>kitsc</u> "to arrive"	<u>kítsc-ekwe</u> "he arrives"	<u>ketskítsc-ekwe</u> "they arrive"
<u>qwetséts</u> "to leave"	<u>qwetséts-ekwe</u> "he leaves"	<u>qwetsqwetséts-ekwe</u> "they leave"
<u>elkst</u> "to work"	<u>élkst-ekwe</u> "he works"	<u>el7élkst-ekwe</u> "they work"

The plural of nouns is made in the same way:

<u>pésellkwe</u> "lake"	<u>pespésellkwe</u> "lakes"	<u>scenc</u> "stone" <u>scencénc</u> "stones"
<u>séme7</u> "white man"	<u>semséme7</u> "white persons"	<u>imts</u> "grandchild" <u>em7imts</u> "grand-children"

Notice that the s mentioned in point 1. does not take part in the reduplication: the plural of scenc is scencénc (s-cen-cénc).

Make the plural of sqéxe "dog", spélem "prairie", píxem "to hunt", sícwens "he spills it".

In Shuswap one does not have to use reduplication when speaking of several persons or things -- this is done only when necessary. In most cases it suffices to use the simple "unreduplicated" form.

3. COMMANDS. Shuswap has special forms for giving commands. A distinction is made between commands addressed to one person and to several persons. The command-form ("imperative") is slightly different for different kinds of verbs. These kinds are:

- Verbs like nes "to go", píxem "to hunt", called "plain verbs";
- Verbs like lémens "he comforts him", kwens "he takes it", called "ns-verbs" (because the form quoted ends in ns; here also belong the "ts-verbs" such as wikts "he sees it");
- Verbs like tsentés "he hits him", metés "he feeds him", called "és-verbs" (because the form quoted ends in és).

Examples of commands	to one person	to several persons
A. <u>nes</u> "to go"	"go!" <u>nése!</u> or <u>nésece!</u>	<u>néscwiye!</u>
<u>ust</u> "to dive"	"dive!" <u>ústel!</u> or <u>ústce!</u>	<u>ústcwiye!</u>
<u>píxem</u> "to hunt"	"hunt!" <u>píxme!</u> or <u>píxemce!</u>	<u>píxemcwiye!</u>
B. <u>lémens</u> "he comforts him"	"comfort him!" <u>lémente!</u>	<u>lémentiye!</u>
<u>kwens</u> "he takes it"	"take it!" <u>kwénte!</u>	<u>kwéntiye!</u>
<u>penmíns</u> "he finds it"	"find it!" <u>penmínte!</u>	<u>penmíntiye!</u>
C. <u>tsentés</u> "he hits him"	"hit him!" <u>tsentéke!</u>	<u>tsentékwiye!</u>
<u>metés</u> "he feeds him"	"feed him!" <u>metéke!</u>	<u>metékwiye!</u>
<u>legwentés</u> "he hides it"	"hide it!" <u>legwentéke!</u>	<u>legwentékwiye!</u>

The endings of the command-forms are underlined (check the small differences between groups A, B and C!). -- Forms like lémente mean not only "comfort

(continued...)

S h u s w a p L e s s o n 7 (continued).

him! but also "comfort her!" and "comfort them!"

Make the command-forms (both "to one" and "to several") of the following verbs:

(A) elkst "to work", pult "to lie down", setsínem "to sing", cwelpílc "to turn around", ullcw "to enter";

(B) éyens "he pays him", púsens "he rubs it", qwens "he soaks it", pérens "he cools it off", giwens "he loads them";

(C) llentés "he pokes him", cmentés "he piles them up (flat things)", tsqwentés "he makes a stripe on it".

4. NEW WORDS.

wel	"until"	tpult	"to lie on something"	e	"if"
ne	"on, in"			mell	"already"
stuw	"stove"	pus	"cat"	xpé7e	"grandfather"
emít	"to sit down (one)"	llellúcw	"coat"	tcúsmens	"he looks for it"
pulsts	"he kills him"	cméye	"fly (insect)"		

Note the following pairs of words:

nes	"to go along" -----	tsnes	"to come along"
ullcw	"to go in" -----	ts7ullcw	"to come in"
kitso	"to arrive, get there" -----	tskitso	"to arrive, get here"
xlítens	"he invites him (there)" ----	tsxlítens	"he invites him (here)"

5. READ OUT AND TRANSLATE. 1. úpekát te sciláp, qwetsqwetsétszwiye!
 2. qeqním-en-k? setsínem re kickt. 3. kwéntiye re em7ímtsemp! 4. éyente re le7 te kúkpí7! 5. metéke re 7qetask! 6. téyt-en-k, re n7í7emts? íllne!
 7. cw7ále, xwénte, cwíselce wel me7 kitso-k! 8. sécwemcwiye ne tswec!
 9. metéke re stsmelts re 7tetúm! 10. qwénte re 7qéwten! 11. xyénemce wel me7 cw7it! 12. seséle te sciláp, yéqwente re stuwpl! 13. tcúsmenle le 7spéke7!
 14. tsxlítentiye re qwesqwsé7emp! 15. m-qwetséts-en mell le 7qé7tse? -- mé7e, mell m-qwetséts. 16. ts7úllcwe, re nkyé7e, me7 íllen-kt! 17. qwets ri7 re tmicw, cítssemcwiye! 18. púlste re sqéxe, me7 clem ri7. 19. pérente re séwllkwe wel me7 le7! 20. tpult re sqéqxe ne qw7ep. 21. tpult re pus ne llellúcw re nqeqtsk. 22. mít-ekwe nerí7. 23. me7 penmímen re nspépke7. 24. cúscwest re cemcméye ne7élye. 25. tsútsllke7 te sciláp, re n7í7emts, pyin etíce!
 26. m-llgwentéten re nqmunt. -- penmínte! 27. m-metép-en le sqexqéxe? -- mé7e, m-metém kuc le sqexqéxe. 28. m-qwílenst-k! mut re kúkpí7! 29. m-tem-tútmen le nxpép7e. 30. re John re ewít te tskitsc. 31. pálpelt ri7 te tuwíwt. 32. ts7úllcwe, emíte, íllne, me7 lekáltem-kt! 33. me7 mímt-ken wel me7 tskitsc le ntsétse. 34. 34. e cw7al-k, qwetsétse! 35. me7 tsnéns-en-k? -- mé7e, tsnéns-ken.

SHUSWAP LESSON 8.

1. Reread lesson 5:3 (re tsitcws "his house"). When a word ends itself in an s (for instance pus "cat"), then "his, her" is expressed by adding not s but ts: re pusts "his/her/their cat". In the same way, we have re tsitcws kuc "our (not your) house", with s, but re pusts kuc "our cat", with ts.

Review lesson 6:1 for the expression of "my cat", "your cat", etc.

2. NEW WORDS.

kumtús	"always"	melmálqwens	"he paints it"	kectés	"he gives him
wi7	"to be finished"	wunécwem	"really"		(something)"
getsentés	"he ties it up"	tselxemtés	"he knows it"	twit	"to grow up"
xetéqs	"to be ahead"	qelmúcw	"Indian"	séwens	"he asks him"
tceyí7	"enough"	qelmecwtstfn	"Indian language"		

3. Shuswap differs from English not only in its sounds and in the make-up of its words, but also in the way sentences are built. Compare the following "word-by-word" translations and the "normal" translations:

	<u>Word-by-word translation</u>	<u>Normal translation</u>
kellés re ns7u7st	"three {are} my divings"	"I dive three times"
kellés re 7s7ust	"three {are} your divings"	"you dive three times"
kellés re s7usts	"three {are} his divings"	"he dives three times"
kumtús re syéwemkt	"always {is} our fishing"	"we always fish"
kumtús re syéwemp	"always {is} your fishing"	"you folks always fish"
m-wi7 re ns7é7elkst	"finished {is} my working"	"I'm finished working"
m-wi7 re s7elksts	"finished {is} his working"	"he's finished working"

In Shuswap you take a verb, such as ust "to dive", and put an s before it, which makes it a noun (see lesson 7:1) -- so ust "to dive" becomes s7ust "(the) diving", and to this you add "my, your, his", etc., as in lesson 6:1.

If a word itself begins in s, no second s is added: for example, setsínem "to sing" -- kumtús re nsetsítnem "I always sing".

4. The above examples involve plain verbs (lesson 7:3 type A). With the ns- or ts-verbs and the és-verbs (type B and C), only s is added at the beginning, and no "my, your", etc., is added, since the verb itself says who does what:

kumtús re slélmen	"I always comfort him"
kumtús re slémenc	"you always comfort him"
kumtús re slémentp	"you folks always comfort him"

5. In sentences of the above type the first word is often yirí7, to be translated as "then" or "now", depending on whether one is referring to the past or to the present:

yirí7 re nsqwetséts	("now {is} my leaving")	"I'm leaving now"
	("then {was} my leaving")	"then I left..."

To refer to a fact in the past, one can add the m mentioned in lesson 5:2:

yirí7 kuc re m-sqwetsétss	"then we left"
yirí7 re m-sgetsentés	"then he tied it up"

Such a sentence with m- in it c a n also refer to "now", if one speaks of a completed fact:

yirí7 re m-stwits	"he's grown up now"
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6. READ OUT AND TRANSLATE. 1. kumtús re s7elksts. 2. m-wi7 re sécwems.

3. kumtús re 7scw7al. 4. seséle re 7sqwílenst. 5. kumtús re slekáltemkt.

6. m-wi7 re nséscwem. 7. kellés re sllgwílc. 8. kekéw re sxetéqskt. 9. kumtús kuc re setsífnems. 10. mus re nsllgwígwelc. 11. kumtús re 7sgeyép. 12. kumtús re sqwílenstemp. 13. kekéw re nsxetétqs. 14. le7 re stskítscemp. 15. tceyí7 re

(continued...)

S h u s w a p L e s s o n 8 (continued).

s7elksts. 16. kumtús re slémens re stsmelts. 17. le7 ri7 re stselxemstés.
 18. le7 re stselxemstéten re qelmecwtsín. 19. tsilkst re séwens re kyé7es.
 20. yirí7 re nsqwetséts. 21. yirí7 re skellésts te sciláp. 22. yirí7 re
 stsukws. 23. yirí7 re m-stwits re nsqwsés7e. 24. yirí7 re skukstsétsemc!
 25. yirí7 re stceyf7s. 26. wunécwem ri7 re spálpelts! 27. m-llgwentéc-en
 le 7spéke7? 28. melmálqwenc-en mell le 7tsitcw? 29. me7 púlsts-en re 7qé7tse
 re sqéxe? 30. kítsc-en-kp ne xyum te pésellkwe? 31. lé7-en le 7kí7ce?
 32. melmálqwente re tsitcws re nqéq7etse! 33. séwentiye re kúkpi7! 34. e
 penmíntp le nqmumt, kectékwiye re nqeqtstk! 35. getsentéke re 7sqéxe!
 36. wíwkten núne re tsqumqúm.

(The following sentences are to be understood as taken from stories,
 so that yirí7 is to be translated as "then". Example: yirí7 re sqwetsétss
kuc "then we left...").

37. yirí7 re m-spulsts re sqéxe. 38. yirí7 kuc re m-spúlstem re sqéxe.
 39. yirí7 re sts7ullcws ne ntsitatcw. 40. yirí7 re swikts re xyum te spélem.
 41. yirí7 re snests ne setétkwe. 42. yirí7 kuc le xpé7es yirí7 re skwens le
 smencs. 43. yirí7 re s7ullcws ne tsitcws re kyé7es.

S H U S W A P L E S S O N 9.

For this lesson, practice the pronunciation of p and k, in this order (p. 14-15 of "Preserve"). If you find these sounds difficult, pronounce p and k, but keep working on the right pronunciation!

1. NEW WORDS (to be read out).

w7ec	"to be (there)"	seklep	"coyote" (also skelap)
letantem	"to set up a tent"	tsyem	"to be at home" (several; plural of mut)
speqpéq	"berry (any)"		
sxúsem	"soapberry"	exték	"right, correct"
stmuq	"thornberry"	peták	"potatoes"
s7éytsqwen	"raspberry"	sqwest	"bugbear, Sasquatch"
xexé7	"smart, impressive, difficult, extreme"	ta7 put	"not very, not exactly"
		ta7 ey	"not yet"
tsqwétsten	"elder relatives"	ta7 cum	"not at all"

2. SOME, ANY. Review lesson 4:3 and lesson 6:4 about the words re and le. These are replaced by k or ke when one speaks of something quite indefinite (English "some" or "any"). For instance, with the word w7ec "to be there" you would say w7éc-ekwe re John "John is there", but w7éc-ekwe k sqwest "there is some Sasquatch about". The word k or ke is used especially in q u e s t i o n s and in sentences which d e n y something. Compare:

m-wi7 re sletántems "he finished setting up the tent", with re, but
m-wi7-en k sletántems? "did he finish setting up the tent?" with k.

The word k is pronounced and written ke before words that begin with n- "my" and 7- "your" (see lesson 6:1), for example:

m-wi7-en ke 7sletántem? "did you finish setting up the tent?" with ke.

3. NOT. To express "I don't fish" Shuswap employs the same kind of sentence as we discussed in lesson 8:3 -- in Shuswap you say "Not (is there) my fishing", or more exactly "Not (is there) any fishing of mine". -- "Not" is ta7, and "any" is expressed by k, ke. Examples:

ta7 ke nsyéywem	"I don't fish"	ta7 ke nskúkpi7	"I'm not a chief"
ta7 ke 7syéywem	"you don't fish"	ta7 ke 7skúkpi7	"you're not a chief"
ta7 k syéwems	"he doesn't fish"	ta7 k skúkpi7s	"he's not a chief"
ta7 k syéwems kuc	"we don't fish"	ta7 k skúkpi7s kuc	"we're not chiefs"
ta7 k syéwemkt	"we don't fish"	ta7 k skúkpi7kt	"we're not chiefs"
ta7 k syéwemp	"you folks don't fish"	ta7 k skúkpi7emp	"you folks are not chiefs"

Make all of the above forms (I, you, he, etc.) with the words ust "to dive" (ta7 ke ns7u7st, etc.), qegním "to hear", teyt "hungry", elkst "to work", pálpelt "stubborn", píxem "to hunt", cw7al "to be in a hurry", mut "to be at home" (about one person only), tsyem "to be at home" (about several persons).

4. With the ns-verbs, ts-verbs and és-verbs (lesson 7:3) the expression is the same as in lesson 8:4 -- no "my, your", etc., is added:

ta7 k slélmen	"I don't comfort him"	ta7 k stsélxemstétén	"I don't know"
ta7 k skwens	"he doesn't take it"	ta7 k stsélxemstés	"he doesn't know"

5. DOUBLING. When any of the consonants k kw p q qw t ts is doubled, the f i r s t instance of the consonant loses its "catch in the throat":

púsmen	"heart"	re npúpsmen	"my heart"
píxem	"to fry"	pípíxem-ken	"I fry"
sképqen	"head"	re nskékpqen	"my head"
kécem	"to dry meat"	kékécem	"I dry meat"

(continued...)

S h u s w a p L e s s o n 9 (continued).

Note the following expressions:

le7 re npúpsmen "I am glad, happy" (literally "my heart is good")
k7ep re npúpsmen "I am sad, sorry" (literally "my heart aches")

6. READ OUT AND TRANSLATE. 1. kíst re smenc. 2. ta7 k skísts re smenc.
3. me7 kécem-kt! 4. tsiqw re spseqsts. 5. m-llgwentéc-en le 7c7eþqs? -- tá7a, ta7 k sllgwentéten. 6. yirí7 re snekú7s te sciláp. 7. cw7it re kwsicw ne7élye.
8. ta7 k scw7its re kwékwne ne7élye. 9. wíwkten re kwoyí7se te tsitcw. 10. kwinc re sciláp? -- ta7 k stselxemstéten. 11. ta7 k swists re tsqum.
12. ta7 k sle7s re swewll. 13. ta7 k spenmíns re ú7se. 14. ta7 k sícwentem re séwllkwe. 15. téyt-en-k? -- tá7a, ta7 ke nstétit. 16. pyin ta7 k scw7its re swuct. 17. ta7 k srelráts re nkyé7e. 18. kwekwélk-en-k? -- tá7a, ta7 ke ns(kw)ekwékwelk. 19. cw7ál-en-k? -- tá7a, ta7 ke nscw7á7el. 20. et7etíc-en-k? -- tá7a, ta7 ke ns7et7etít. 21. ta7 k sxixéyts re séwllkwe. 22. ta7 k stselxemstép re qelmecwtsín. 23. cw7it re speqpép q ne7élye: elk, sesép, tekwlóse7, sxúsem, stmuq, s7éytsqwem. 24. ta7 ke nslelúlemt. 25. ta7 k sxyums re sgwígwe. 26. pé7ente re n7í7emts! 27. plúkwente re qwéltsen!
28. néscwiye ne tsitcws re 7tetúm! 29. tsiqw re kwellkúmíse7s re ntsétse. 30. cw7it re ns7é7elkst, kwyúyse-ken! 31. épente re llkep! 32. m-llgwentéten le nkenpépstk. 33. me7 w7é7c-ken wel me7 estemtúkw. 34. me7 xyénem-kt: nekú7, seséle, kellés, mus, tsilkst. 35. cw7it re 7speqpép, kectéke re 7tsétse!
36. m-wi7 re skécems re nqéq7etse. 37. ta7 k skélnems re n7í7emts, wunécwem ri7 re spálpelts. 38. kwinc k stsc7emtéps? 39. xexé7 re seklép. 40. xexé7 re snewt. 41. ta7 k swikts re ntsétse re skékí7. 42. ta7 k smuts re kúkipi7.
43. ta7 k stsyems re tsqwétsten. 44. ta7 put k stqeltks. 45. ta7 pyin ke nsxetétqs. 46. ta7 put k sle7s. 47. le7 ri7 te qelmúcw. 48. ta7 k s7extéks. 49. ta7 ey k spetetéts re peták. 50. ta7 ey k stsketskítscs. 51. ta7 cum ke nsnens. 52. me7 w7é7c-ken wel me7 tskitsc re Mary. 53. ta7 k slekáltems re kúkipi7s kuc. 54. yirí7 re staukws.

S H U S W A P L E S S O N 10.

For this lesson, practice the pronunciation of tś, ń and ń (p. 15-17 of "Pre-serve").

1. QUESTIONS. In lesson 3:1 one way of making questions was shown. Another common way is to use the word kénem (usually abbreviated to kem), which could be translated as "is it the case?", and which is followed by an expression of the type "your fishing", "his comforting him", exactly the same as in lesson 9:3-4. Examples:

ké(ne)m ke 7syéwem?	"do you fish?"
ké(ne)m k steyts?	"is he hungry?"
kem ey k smetép le sqéxe?	"did you folks feed the dog yet?"
kem k stéytemp?	"are you folks hungry?"

2. MAKE-UP OF WORDS. The Shuswap language can combine more ideas in one word than English. For instance, to express "his arm is sore" one can say k7ep re kelcs, but the normal expression is kepékst, where kep- is a shortened form of k7ep, and -ékst refers to "arm". In the same way, in English "without salt" can be expressed as "saltless", where "-less" refers to "without". Neither Shuswap -ékst nor English "-less" can be used by themselves: they have to be AFFIXED to a word.

Word-parts like -ékst and "-less" which are added after a word are called SUFFIXES.

Word-parts which are added at the beginning, like "re-" in "rewrite" or ts- in tskitsc "arrive here" (see lesson 7:4) are called PREFIXES.

Shuswap has a great number of such word-parts, especially suffixes. Besides kepékst "arm hurts" we have kepénk "belly aches", kepcén "leg hurts", kepqín "head aches" and many others.

Sometimes a prefix and a suffix are combined to express a certain meaning: ckepéns "tooth aches", ckepéne "ear aches" (with prefix c-); tkepéne "shoulder hurts" (with prefix t-).

In all the above examples the suffix is stressed: -ékst, -énk, -cén, -qín, -éns, -éne. When the suffix is not stressed, it usually appears in a shortened form. Compare the words on the left, where the suffix is stressed, and the words on the right, where it is not (the suffixes are underlined):

sépem "to hit"	tśéwem "to wash"
sepékst "get hit on the arm"	tśéwkstem "wash one's hands"
sepcén "get hit on the leg"	tśéwcnem "wash one's feet"
sepús "get hit in the face"	tśéwsem "wash one's face"
csepéns "get hit in the teeth"	ctśéwensem "wash one's teeth"
sepqín "get hit on the head"	tśéwqnem "wash one's head"

Shuswap words become much easier to remember if one realizes which suffixes they contain. Often the "basic part" of a word is never found without a suffix (compare English "bash" in "bashful"). Here follow examples of words with suffixes:

<u>-ékst</u>	kenépékst	"ring"	lexlfxkst	"finger"
"arm, hand"	tséwkstem	"to reach out"	elkst	"to work"
<u>-tsín</u>	suptsín	"beard"	gelmecwtsín	"Indian language"
"mouth"	tkemtsín	"lip, edge"	splútsen	"mouth"
	stekwtsín	"dumb"	éytsens	"he answers him"
<u>-éllp</u>	smemencéllp	"pigweed"	sucméllp	"nettles"
"plant"	k7le7éllp	"alder tree"	melénllp	"balsam tree"
	pnellp	"wormwood"	qunllp	"waterlily"
	kwtellp	"bulrush"	punllp	"juniper"
	xwtellp	"Indian rhubarb"		
<u>-qín</u>	stśemqín	"brain"	sképqen	"head"
"head"				

(continued...)

S h u s w a p L e s s o n 10 (continued).

<u>-éqs</u> "nose, point"	<u>spséqs</u> tse ^s tsméqs	"nose" "sharp-pointed"	<u>c7e^sos</u> tsú ^s mo ^s sem	"handkerchief" (é ^s em "to "to kiss" wipe"
<u>-(ét)kwe</u> "water"	<u>setétkwe</u> pésellkwe	"river" "lake"	<u>séwllkwe</u> nexwéykwe	"water" "to drown"
<u>-flc</u> "(move) body"	<u>cwelpílc</u> llgwílc yegwílc negwílc répelc	"to turn around" "to jump" "to exert oneself" "to hide oneself" "to go up"	<u>lléqelc</u> pérelc tyéllelc qwiwélc	"to sit down" (several) "to cool off" "to cross (a road)" "to crawl"

The suffix -ékst/-kst "hand, arm" is also found in tsilkst "five" and úpekst "ten" (counting is originally done on the fingers). In úpekst the unstressed form is irregularly -ekst instead of -kst.

3. READ OUT AND TRANSLATE. 1. kénem ke 7ste^syt? 2. m-púlstem kuc. re tsí7.
3. kem k swists re tsitcw? 4. kem k skwikwéyts re p^selén? 5. kem k sgeyé^spemp?
6. sté^smi k skwests? 7. kem k scw7its re spyu7 ne7é^slye? 8. k7ep re púsmens
re nkík7ece. 9. kénem k sllgwentác le 7spéke7? 10. penmínte re 7sekwmín!
11. kem k spenmínc le 7qmut? 12. kwentékwíye re tsí7. 13. kem k s7extéks?
14. swéti7 k skwests? 15. kem k spenmíntp re ú7se? 16. tséwsemcwíye!
17. kem ey k sqwetáts re llkep? 18. qwetsáts kuc, ta7 k s(k)ekéws re sqwets-
étss, kitsc kuc ne pásellkwe. 19. m-kwéns-ekwe re kwóyí7se te kenpékst.
20. ta7 ke nsépépqs. 21. kem ey k spetetéts re peták? 22. le7 re púsmens
re kyé7es. 23. plúkwentiye re swewll! 24. kénem ey ke 7s7íllen? 25. ta7 k
skísts re sítsem. 26. títsens re ntsétse re c7epqsts kuc. 27. kénem ri7 k
ste^syt? 28. ri7 stám! 29. sté^smi yirí7? -- yirí7 re swelmínks re nstsetáct.
30. kénem k skekéws? -- tá7a, ta7 k skekéws. 31. m-penmímen re nswelmímenk.
32. cw7it re stsetsúye ne ctsetém. 33. kem k swiktc re skemoís? 34. tséllt
re tmicw. 35. stéxatés re sekúseht.

SHUSWAP LESSON 11.

For this lesson, practice the pronunciation of t (p. 17 of "Preserve").

1. COMMON EXPRESSIONS.

lé7-en-k tuc?	"How are you?" (literally "Are you just fine?")
ec k kénmuc?	"What are you doing?"
thé7e(n) k t7ékuc?	"Where are you going?"
thé7e(n) le John?	"Where is John?"
thé7e(n) k w7écwes	"Where is he/she?"
thé7e(n) ke m-t7ékwes?	"Where did he go?"
thé7e(n) me7 w7écwes?	"Where will he/she be?"

2. VERBS. Shuswap verbs generally come in threes, in the following way:

I	II	III
<u>kúpem</u>	<u>kúpens</u>	<u>tskupsts</u>
"to push"	"he pushes it"	"he pushes it continually or regularly"
<u>píxem</u>	<u>píxens</u>	<u>tspíxsts</u>
"to fry"	"he fries it"	"he fries it continually or regularly"
<u>métem</u>	<u>métens</u>	<u>tsmetsts</u>
"to mix"	"he mixes it"	"he mixes it continually or regularly"

Other examples (the general meaning is given only once):

"rub"	<u>púsem</u>	<u>púsens</u>	<u>tspusts</u>	"bathe"	<u>sécwem</u>	<u>sécwens</u>	<u>tssecwsta</u>
"spill"	<u>sícwem</u>	<u>sícwens</u>	<u>tssicwsts</u>	"haul"	<u>úkwem</u>	<u>úkwens</u>	<u>ts7úkwsts</u>

Form III has a prefix ts-. Before t t ts tá this prefix is not ts- but s-:

"smash"	<u>túpem</u>	<u>túpens</u>	<u>stupsts</u>	"twist"	<u>túpem</u>	<u>túpens</u>	<u>stupsts</u>
"dig"	<u>tsícem</u>	<u>tsícens</u>	<u>stsiqsts</u>	"wash"	<u>tséwem</u>	<u>tséwens</u>	<u>stsewsts</u>

All of the above verbs have the stress at the beginning. Here follow examples of verbs with the stress at the end:

"carve"	<u>tskem</u>	<u>tskentés</u>	<u>stsekstés</u>	"patch up"	<u>llqem</u>	<u>llqentés</u>	<u>tsllegstés</u>
"bandage"	<u>qpem</u>	<u>qpentés</u>	<u>tsqepstés</u>	"bite"	<u>clém</u>	<u>clentés</u>	<u>tscelstés</u>

If the second consonant of the verb has a w (such as kw cw gw), form I has -um:

"pull"	<u>tskum</u>	<u>tskwentés</u>	<u>stsekwstés</u>	"lose"	<u>llgum</u>	<u>llgwentés</u>	<u>tsllegwstés</u>
"hide"	<u>legum</u>	<u>legwentés</u>	<u>tslegwstés</u>	"straight- en"	<u>txum</u>	<u>txwentés</u>	<u>stexwstés</u>

For the "I, you, he" etc. forms of I see lesson 1:1.

For the "I, you, he" etc. forms of II and III see lesson 5:1.

Make forms II and III of the following verbs, the meanings of which can be found in "Preserve": yéwem, cítsem, súcwem, getsém, legém, yegém, répem, xpem, xtsem, péxem, lexém, ptíxwem, íxwem, kécem, níkem, plúkwem, épem, spem, qétem, tslígwem.

3. TO BE DOING SOMETHING. To express that someone "is doing" (rather than "does") something, Shuswap uses the verb w7ec "to be" (in this case usually abbreviated to ec), then the word re, and finally the verb, which gets a suffix -es:

<u>ec re</u> <u>élkstes</u>	"he is working"	<u>ec re</u> <u>yéwmes</u>	"he is fishing"
<u>ec re</u> <u>tskémes</u>	"he is carving"	<u>ec re</u> <u>kécmes</u>	"he is drying meat"
<u>ec re</u> <u>tsmetstéses</u>	"he is feeding him"	<u>ec re</u> <u>stsekatéses</u>	"he is carving it"

In questions re is replaced by k (see lesson 9:2):

<u>éc-en k</u> <u>kécmes</u> ?	"Is he drying meat?"	<u>éc-en ey k</u> <u>súpmes</u> ?	"Is he still breathing?"
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(continued...)

S h u s w a p L e s s o n 11 (continued).

If the last sound of a verb is k q q c or x, then the suffix is not -es but -wes:

ec re t7ékwes "he is going" (t7ek) ec re etícwes "he is sleeping" (etíc)

If the last sound is e, then the suffix is -us and e is dropped:

ec re séysus "he is playing" (séyse) ec re ápsus "he is sneezing" (ápse)

4. READ OUT AND TRANSLATE. 1. tect re nqéq7etse. 2. tect re speqpéq.
3. tlél-en-k? -- tá7a, ta7 ke nstlel. 4. cetcét re nstemkékel, ta7 k syuyúwts. 5. me7 texwtíxwens re kúkpí7 re sqwse7s. 6. m-xpentés-ekwe re kwalt te sítsem. 7. kem k syegentéc re kápi? -- mé7e, m-yegentéten re kápi. 8. tcept re tmicw. 9. kepcén-en-k? -- tá7a, ta7 ke nskepcéén.
10. cw7it re tnis ne tmicws kuc. 11. ec re setsínmes re ntsétse. 12. ec re lekáltmes re nsqwsés7e. 13. ec re stexwtíxwatses re lltsetsék re yuyúwt te sépens. 14. ec re stéxstésés re wist te tsellp. 15. ec re tseplúkwatses re stye7. 16. ec re stsekstésés re stektsúsem. 17. ec re tsmelmálwatses re xyum te tye7. 18. ec re tsecpératses re séwllkwe. 19. ec re tspúatses re melámen ne kelcs. 20. ec-en-k tsmetstésés re stsmémelt? 21. ec re siséysus re n7em7ímts ne tsitows re nstemkékel. 22. ec re tssícwatses re séwllkwe.
23. me7 qwéqwen re scwetmín. 24. yirí7 re smusts te sciláp, me7 secwsécwem-kt ne tswec. 25. éc-en ey k súpmes? -- tá7a, m-wi7 re súpems. 26. ec-en ey k élkstes? -- tá7a, m-wi7 re s7elksts. 27. cw7it te séme7 re tsketskítsc.
28. éc-en ey k kécmes? -- ta7 k stselxemstéten, séwente re sqwse7s.
29. kumtús re sts7úkwests re tskel. 30. tssucwats re n7í7emts re tetúms.
31. thé7en le 7kí7ce? -- mut ne tsitows. 32. thé7en k t7ékuc? -- t7ék-ken te Williams Lake. 33. thé7en k w7écwes? -- ta7 k stselxemstéten. 34. ec k kénmuc? -- le7 re stselxemstéc: kumtús re ns7é7elkst. 35. ec k kénmes? -- ec re llgwílcwes.

SHUSWAP LESSON 12.

For this lesson, practice the pronunciation of i ɛ w ɣ ("Preserve" p. 17-18).

1. POINTING WORDS. Shuswap has a large number of words which POINT to things ("this, that"), places ("here, there") or ways ("like this, so"). Fine distinctions are made which are lacking in English. For instance, some words meaning "there" refer to points which are invisible at the time of speaking; these are marked with a star (*) below.

"(on) here"	ne7élye	ne7éne	neri7	neréy	"where?"	nehé7e?
"(at) here"	tk7élye	tk7éne	tkci7	tkcey	"where(to)?"	thé7e(n)?
"here, so"	t7élye	t7éne	tri7	trey	"from where?"	telhé7e?
"from here"	tel7élye	tel7éne	telri7	telréy	"which one?"	yihé7e(n)?
"this one"		{yi7éne	yiri7	yiréy	"when?"	penhé7e(n)?
"at that time"		{ri7éne				
		pen7éne				

"(on) there"		múne	*nu7
"(at/to) there"	*tklléne	*tkllúne	*tkllú7
"there"	tlén	tlúne	*tlu7
"from there"	tel(1)én	tel(1)úne	
"that one"	{yilén	{yilúne	
	{rilén	{rilúne	

The forms with -ri7 point to something close to the speaker, those with -rey to something close to the person spoken to. The forms with -éne point to something closer by than those in -úne.

In rapid speech many of the above words are abbreviated: all those ending in -ne can lose their final e, and ne7éne "here" can be shortened to nen.

The word tri7 "so" is often inserted in vivid speech and then remains untranslated in English.

Besides the above words, we have ri7 "this, that" for something visible, and lu7 "this, that" for something absent. Since the past is no longer present, the word lu7 often refers to persons or things mentioned in the past.

2. SENTENCES WITH POINTING WORDS. In lesson 11:3 we discussed expressions of the type ec re élkstes "he is working". Forms like élkstes (without the ec re) are also used in sentences that begin with the "pointing words" of section 1. Examples:

penhé7e me7 qwetsétses?	"when will he leave?"
neri7 re mutes	"that's where he's living (or: sitting)"
thé7e ke m-tentéses?	"where did he put it?" (<u>tentés</u> "he places it")
tel7éne me7 kectéses	"he'll give him (some) of this"
thé7e k t7ékwes?	"where is he going?"
telhé7e k st7ékwes?	"where is he (coming) from?"

In the last example, the s- in st7ékwes comes from the prefix ts- "towards here" (see lesson 7:4, last four words). This prefix becomes s- before t t ts ts, just as does the ts- in lesson 11:2 (examples "smash, dig, twist, wash, carve, pull, straighten"). -- Review these points! -- To the words of 7:4 we can now add

t7ek	"to go"	st7ek	"to come"
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3. VERB FORMS. A form like élkstes refers to "him working"; here follow examples of the way to say "I am working", "you are fishing" and so on.

ec re é7elkstwen	"I am working"	ec re yéywemwen	"I am fishing"
ec re élkstuc	"you are working"	ec re yéwmuc	"you..."
ec re élkstes	"he is working"	ec re yéwmes	"he..."
ec kuc re élkstes	"we (not you) are working"	ec kuc re yéwmes	"we..."
ec re élkstet	"we (including you) are w."	ec re yéwnet	"we..."
ec re élkstep	"you folks are working"	ec re yéwmep	"you folks..."

(continued...)

S E U S W A P L e s s o n 12 (continued).

The endings are underlined. They are slightly different with verbs the last sound of which is k k̄ q̄ c̄ x or unstressed e ē. Examples:

<u>t7ek</u> "to go"	<u>ōyso</u> "to play"	<u>sécwle7</u> "to wash one's baby"
ec re <u>t7ékwen</u>	ec re <u>ōsainewen</u>	ec re <u>ōscwle7wen</u> "I am ...ing"
ec re <u>t7ékuc</u>	ec ro <u>séyaucw</u>	ec ro <u>ōscwlu7cw</u> "you..."
ec ro <u>t7ékwos</u>	ec ro <u>ōyaua</u>	ec ro <u>ōscwlu7a</u> "he..."
ec kuc ro <u>t7ékwes</u>	ec kuc ro <u>ōyaua</u>	ec kuc ro <u>ōscwlu7s</u> "we..."
ec re <u>t7ékwet</u>	ec re <u>ōyaut</u>	ec ro <u>ōscwlu7t</u> "we..."
ec re <u>t7ékwep</u>	ec ro <u>ōyau</u>	ec ro <u>ōscwlu7p</u> "you folks..."

4. Review lesson 7:3 about types of verbs. -- All the examples given above under point 3 involve "plain" verbs. With ns-verbs, ta-verbs and és-verbs all the "be doing" forms have the ending -es, except the form with "you (one)" which has -wes:

<u>tskupsts</u> "he pushes it"	<u>tmetatés</u> "he feeds him"
ec re <u>tskúpstnes</u> "I am pushing it"	ec re <u>tmetatétnes</u> "I am feeding him"
ec re <u>tskúpstcwes</u> "you..."	ec re <u>tmetatécwes</u> "you..."
ec re <u>tskúpstses</u> "he..."	ec re <u>tmetatéses</u> "he..."
ec kuc re <u>tskúpstmes</u> "we..."	ec kuc re <u>tmetatémés</u> "we..."
ec re <u>tskúpstmes</u> "we..."	ec re <u>tmetatémés</u> "we..."
ec re <u>tskúpstpes</u> "you folks..."	ec re <u>tmetatépés</u> "you folks..."

5. READ OUT AND TRANSLATE. 1. cw7it re spelpúltens re t̄s̄i7. 2. ta7 k swikts re s̄tepqūilecw. 3. ec re ct̄íltēs re nk̄ík7ece. 4. ec re t̄metat̄ét̄nes re n̄í7emts. 5. ec lu7 re s̄écwmes ne tswec. 6. m-llgwent̄éc-en le 7sqlew̄? 7. m-llgwent̄éc-en ke 7sqlew̄? 8. tel7éne me7 kect̄ét̄nes. 9. k̄énem ey ke 7s̄7íllen? 10. yih̄é7en me7 kwenc? -- yí7éne me7 kw̄ékwen. 11. ne7éne me7 tent̄émes. 12. nen me7 tent̄ét̄nes. 13. penh̄é7en me7 qwets̄ét̄suc? 14. t̄7élye kuc me7 st̄7ék̄wes. 15. ne7élye-n me7 tsȳémet? 16. qwets̄ét̄s-ken te Williams Lake, telr̄í7 me7 n̄énswen te Quesnel. 17. t̄kllúne me7 w̄7écwes. 18. t̄kllen me7 t̄7ékwet. 19. ta7 penh̄án ("never") t̄lu7 ke nsw̄e7c. 20. telh̄é7e k st̄7ékuc? 21. ec re st̄é̄yp̄ests̄es re semr̄éw̄. 22. ta7 ke nst̄l̄el, me7 p̄e7í̄le-ken! 23. cw7it re tsemx̄ú̄lecw ne7élye. 24. ner̄í7 re m̄ú̄mtwen. 25. pen7éne me7 ts̄k̄í̄ts̄cwes. 26. x̄yum re kek̄ésu7, kect̄ék̄wiye re kȳé7emp̄! 27. é̄c-en mell k í̄llnuc? 28. telh̄é7e k st̄7ékwep? 29. tel7éne me7 kect̄ém re xp̄é7ekt. 30. kem ke 7s̄geȳép? -- tá7a, ta7 ke ns̄geȳéyp. 31. penh̄é7en me7 qwets̄ét̄s̄et? 32. telr̄éy me7 w̄íkt̄cwes. 33. n̄ú̄ne re m̄ú̄tes. 34. ner̄í7 re k̄í̄ts̄cwes. 35. nu7 le m-tent̄ét̄nes. 36. t̄k̄cey ne ts̄it̄cw re w̄7écwes. 37. ec k k̄én̄muc? -- ec re é̄7el̄kat̄wen. 38. ec k k̄én̄mes? -- ec re t̄sect̄ék̄sts̄es re ll̄kep. 39. pen7éne me7 ts̄k̄í̄kt̄sc̄wen. 40. cw7it re swewll ne7élye: sgw̄í̄gw̄le, kek̄nécw, sulle7ú̄w̄i, kek̄ésu7. 41. tent̄éke ne x̄yum te l̄tep̄! 42. ec kuc re t̄sepl̄ú̄kw̄at̄mes re tk̄wel̄tk̄él̄qs. 43. ec re st̄s̄ex̄st̄és̄es re ts̄í̄ts̄lem te speq̄w̄é̄lt̄cw. 44. pel̄ít̄ce nen! 45. ec re t̄s̄7ú̄mes re n̄ts̄ét̄se. 46. l̄let̄ll̄át re st̄ye7. 47. ec re t̄sc̄w̄í̄ts̄es̄es re nk̄ík̄7ece re sc̄wet̄m̄í̄n. 48. ne7élye-n me7 ȳé̄w̄met? 49. t̄h̄é7en me7 w̄7éc̄wet? -- ta7 k st̄sel̄x̄em̄st̄ét̄en. 50. ta7 put k st̄ams̄ re q̄elm̄ec̄w̄ts̄ín.

SHUSWAP LESSON 13.

For this lesson, practice the pronunciation of q q̄w (p. 19 of "Preserve").

1. VERB-FORMS. In lesson 5:1 we learnt the forms which express "I see it, you see it", etc. We now add all the forms with "me" and "you (one)" instead of "it":

"you see me"	wíwktsemc	"you feed me"	metsétsemc
"he sees me"	wíwktsems	"he feeds me"	metsétsems
"you folks see me"	wíwktself	"you folks feed me"	metsétself
"I see you"	wíktsen	"I feed you"	metsín
"he sees you"	wíktss	"he feeds you"	metsís
"we see you"	wíktst	"we feed you"	metsít

"comfort me!"	{lélmentsme! or lélmentsemce!	"feed me!"	{metsétsmel or metsétsemce!
(to many:)	lélmentslemiye!	(to many:)	metsétself

Make all of the above forms of the following verbs:

knúcwens	"he helps him"	séwens	"he asks him"
tséwktens	"she washes its hands"	tsqwelentés	"he calls (summons) him"
kectés	"he gives him"	necwentés	"he believes him"
kukstés	"he saves him"	kwelmétens	"he sends him"

2. THE WORD te. In lesson 2:1 we met the word te in expressions like wist te tsitcw "high house" (see also 3:4). The same word te is put before the name of the thing you do something to, when the "doing something" is expressed by a plain verb (see 7:3):

kúlem-ekwe te íq̄wke7 "he makes a scoop-net"
(but: kúlens re íq̄wke7 -- similar meaning)
pípxem-ken te tsí7 "I hunt for deer"
(but: pípxen re tsí7 -- similar meaning)

For things that are less definite ("some") one uses not te but tek (these two words can also be pronounced te, tek):

kúlemce tek tye7! "make a canoe!"
me7 téwem tek tsitcw "he will buy a house"
kectsétsme tek le7 tek séwllkwe! "give me some good water!"

3. "FOR SOMEBODY". Shuswap has a special suffix -cít or -ct to express that something is done "for somebody" or "to somebody". Examples:

kúlem "to make"	kúlens	"he makes it"	kúlots	"he makes it for him"
téwem "to buy"	téwens	"he buys it"	tewcts	"he buys it for him"
qpem "to bandage"	qpentés	"he bandages it"	qepcít	"he bandages it for him"
legúm "to hide"	legwentés	"he hides it"	legwcít	"he hides it from him"

As these examples show, the verbs with stress at the beginning (see 11:2) take -ct, those with stress at the end (the és-verbs) take -cít.

The "I, you", etc. forms of these verbs are the same as those of any other ts-verb (such as wíkts): kúlctc "you make it for him", tétucten "I buy it for him", tétuctsems "he buys it for me", qepcíciten "I bandage it for him", qepcícitsems "he bandages it for me".

Make of each of the above four verbs with -cít/-ct all the forms of section 1 (example: kúkwelctsemc "you make it for me", kúkwelctsems "he makes it for me", etc.).

4. MAKE-UP OF SENTENCE. Let us consider the following sentence:

kúlots re sqwse7s te tye7 "he makes a canoe for his son"

We see that in a sentence with a -ct (or -cít) verb the name of the person you do it for gets re before it, and the thing you make, buy, bandage for him, or hide from him, etc., has te before it. If this thing is not yet def-

S h u s w a p L e s s o n 13 (continued).

inite, we have not te but tek (see section 2 above):

me7 téwctsen tek skwi7éye "I'll buy a doll for you"
kúkwelctame tek tsexl17 "make snowshoes for me!"

5. NEW WORDS.

cwítsens "he shows it"	ntse7sqéxe7 "horse"
stneqéy "a wound"	stsut "to lie"
sqwítsem "laundry"	kénem me7 "why...?"
sqwí7qwe "groundhog"	telrí7 wel "that's why..."
sílltsu "shoes, footwear"	lputéy "bottle" (French <i>la bouteille</i>)
	xweñcén "to hurry, walk fast" (compare <i>xwent</i> "fast", suffix <i>-cen</i> "leg" 10:2)

6. READ OUT AND TRANSLATE. 1. teqmékst te sciláp, me7 dílye re nxpép7e.
2. ec re qwyémes te tsqellp. 3. müt-ekwe ne qwemtsíns re setétkwe. 4. teqmékst
te sqwert re nsllgwígwelc. 5. qwiqwi7t re nqéquten. 6. ta7 k squtsts re
n7ú7qwi. 7. cúscwest re stíqwm, me7 qwléwem-kt! 8. me7 qelstém re nkík7ece
tek scwiow. 9. me7 wíqentem kuc re tsitcw. 10. kénem ey k stspelqíflcs le
7tseqwígwi?

11. kectsétsme tek stíqwm! -- tséwkstme, me7 kectsín! 12. e knúncwen-
tsemc me7 wíw7esten re ns7é7elkst. 13. tel7éne me7 kectsíns. 14. pútcw, me7
wíktsen! 15. seséle re sqwelentsétsems. 16. téyt-en-k? me7 metsín. -- mé7e,
wunécwem re nstétit, metsétsme (or: metsétsemce)! 17. me7 séswentselp ell
me7 t7ékwp. 18. me7 wíktsen ell me7 t7ékuc. 19. kem k súscwentselp? -- mé7e,
le7 ri7 re súcwentst. 20. kem k snecwentsétsemc? -- tá7a, ta7 k snecwentsín.

21. kumtús re stsmetstsétsems. 22. ta7 k stselxemstsít, swéti7 ke
7skwest, telhé7e k st7ékuc? 23. me7 cwítsctsen te tsítslem te speqwéltcw.
24. me7 qepcicten te stsneqéys. 25. m-melmálqwcts kuc re John te tsitcws.
26. tlél-ekwe re kí7cemp, tsplúkwctiye te sqwítsems! 27. me7 téwctsen tek
sílltsu. 28. m-téwens re sesésle te ntse7sqéxe7. 29. tétuctsme tek qmut!
30. m-séwentsen lu7.

31. nerí7 me7 w7é7cwen wel me7 r7al. 32. m-téwem te wist te tsitcw.
33. me7 téwem ri7 tek sekwmín. 34. ec re tséwkstmes re ntsétse. 35. ec re
tsutséwsmet. 36. m-wíkem kuc te sqwí7qwe. 37. kumtús re ste7s te séwllkwe.
38. re ewít te tskitso lu7 re John. 39. núne re stsútes. 40. tkllén ec re
élkstes.

41. e kllékstem me7 múnt-ken, ta7 me7 nscwesést. 42. kénem me7 re
7sqwetséts? 43. kénem me7 re sta7s ke 7sqwetséts? 44. telrí7 wel ta7 ke
nsqwetséts. 45. kellés re stsqwelentéten ell tsqwetsétses. 46. ec re k7épes
yiréy re qelmícw. 47. re nqéq7etse yiréy re qelmícw. 48. ec re stéýpestses
re kúkpí7. 49. ctétktsme te lputéy! 50. ec re cw7álet, xweñcénce!

SHUSWAP LESSON 14.

1. VERB-FORMS. In lesson 13:1 we saw the forms for "he sees me, he sees you (one)". We now add the forms with "us" and "you folks":

"you see us"	wiktc kuc	"you feed us"	metéc kuc
"he sees us (not you)"	wikts kuc	"he feeds us"	metés kuc
"he sees us (incl. you)"	wiktels	"he feeds us"	metéls
"you folks see us"	wiktp kuc	"you f. feed us"	metép kuc
"I see you folks"	wiktlemen	"I feed you f."	metúlmén
"he sees you folks"	wiktlems	"he feeds you f."	metúlems
"we see you folks"	wiktlemt	"we feed you f."	metúlemt
"comfort us!"	lémente kuc!	"feed us!"	metéke kuc
(said to many:)	lémentíye kuc!	(said to many:)	metékwiye kuc!

Instead of the last two forms one can also use lémentp kuc!, metép kuc!
Make the above forms of each of the verbs quoted at the end of 13:1.

2. VERBS. Review lesson 11.2. Some verbs are slightly irregular:

t7em	téntés	stéstés	"to look for"
k7em	kéntés	tskéstés	"to put down" (for instance, a sack)
kwe7ém	kwentés	tskwestés	"to chew"
tll7em	tléntés	stllestés	"to lean something"
tsec7ém	tscentés	stsecestés	"to fix, tidy up"
q7em	qéntés	tsqéstés	"to add"
tek7ém	tkéntés	stekstés	"to support"
qw7um	qwentés	tsqwestés	"to tan a hide"
qw7um	qwentés	tsqwestés	"to trap, snare"
teqw7úm	tqwentés	steqwstés	"to sew"
cw7im	cwentés	tscwestés	"to lift up"

The slight irregularity consists in the l in the first of the three forms. Other irregularities concern the stress:

kwnem	kwns	tskwensts	"to take" (end-stress in I, begin-stress in II, III).
llgum	{llgwentés lllgwens	{tsllegwstés tslllgwsts}	"to lose" (variable stress).

3. STATE. Shuswap has several ways to express that something has been done to something ("stored, pierced, written") or that something has come or is in a certain state ("dry, scared, wrong").

(1) The first way is to use the prefix ts- (s- before t t ts t's):

tsmet	"mixed-in"	{méstens "he mixes it"
tspal	"smudged"	{pálens "he smudges it"
ts7elkw	"stored away"	{élkwens "he stores it away"
tsptukw	"pierced"	{petkwentés "he pierces it"
stal	"stretched"	{tálens "he stretches it", as a clothesline)
tsqe7	"added"	{q7em "to add", qéntés "he adds it"
stsecé7	"fixed"	{tsec7ém "to fix", tscentés "he fixes it"
tsqeý	"written"	{qyem "to write", qyentés "he writes it"

(2) The second way is to add -t at the end of a word. Thus, instead of tspal "smudged" one can also say palt; instead of tsmet "mixed" also mett. Other examples:

cikt	"wrong"	{cíkens "he misses it", about a target)
xewt	"dry"	{xuwentés "he dries it"
qwelt	"roasted"	{qwlentés "she roasts it"

A great many words expressing qualities have this -t: tect "tall", tect "sweet", tsellt "cold", kist "bad", pálpelt "stubborn", yegwyúgw "intensive, hard (work), violent (disease)", qilqelt "nice", ketkét "dirty". Many of these have no verbs besides them.

(continued...)

S h u s w a p L e s s o n 14 (continued).

(3) The third way is to add -emt to a word; such words refer to some break-age, damage or loss:

túpent	"smashed up"	{túpens	"he smashes it")
míkwemt	"chipped, cracked"	{míkwens	"he chips/cracks it")
sícwemt	"spilled"	{sícwens	"he spills it")

For the last word one can also use sícwí, see (2) above.

(4) In the fourth place, there are two groups of special cases:

melléq	"flattened, collapsed"	{mellqentés	"he crushes it flat")
fluq	"come-off"	{telqwentés	"he breaks it off")
tmeq	"torn apart"	{temqentés	"he tears, rips it")

For the last word one can also use tímqemt, see (3) above. -- The other special group gets l after the first consonant:

p7er	"cooled-off"	{pérens	"he cools it off")
m7ixw	"melted"	{míxwens	"he melts it")
l7ep	"bent-over"	{lépens	"he bends it over")
q7ill	"awake"	{qíllens	"he wakes him up")

4. NEW WORDS.

qwílen	"he deceives him"	lekelét	"bread"
sxúsem	"soapberry"	e nenén'ses	"in a while"
wi7cts	"he finishes it for him"	ximéqs	"big-nosed" (from <u>xyum</u> "big")
		ximénk	"big-bellied, pot-bellied"
		qeqním	"to hear, to understand"

5. READ OUT AND TRANSLATE. 1. ec re qw7úmes te seqwyíts. 2. m-qwentés re semréw. 3. me7 t7é7em-ken tek speqpéq. 4. tantéke wel me7 penmínc! 5. ta7 k swíkts kuc. 6. me7 metúlmen wel me7 tspelqílc re kyé7emp. 7. telh67en k st7ékuc? -- xlíltentsems re nstsetáct. 8. le7 nerí7 re ns7í7llen te peták, ell le7 te tsi7 nerí7 re stsmets! 9. nu7 me7 é7elkwes re peqpíq. 10. qíxt re stektsúsem, xexé7 te spetkúml 11. éc-en k qw7úmas le xpé7es kuc? -- tá7a, mut ne tsitows, wunécwem ri7 re stlels. 12. m-qwílentlems re úqwiýemp. -- cikt-k, ta7 k stselxemstéc re úqwis kuc. 13. me7 kúlttlemen tek sxúsem. 14. le7 re stsecé7s. 15. wunécwem kuc re steyts, metéke kuc tek tsi7! 16. kem k swíw7ectsemo te nlellúllcw? 17. kectéke kuc tek lekelét! -- e nenén'ses me7 kectúlmen. 18. ta7 flu7 ke nskiktsc. 19. me7 kwinc tek lputéy ke nstskwnénem? -- tskwnémce tek teqmékst. 20. put tuc re sle7s re nqmunt. 21. m-wíwkten re ximéqs te sqélemcw. 22. m-wi7 re steqw7úms. 23. ta7 tri7 ke 7secwépmecw. 24. yirí7 re nsp7e7r. 25. m-wíktc-en re ximénk te ntse7sqéxe7? 26. tsyéqw-en ey le stuwp? 27. thé7e le 7kí7ce? -- ta7 k sw7ecs. 28. thé7e ke 7tmicw? -- kekéw re ntmimcw. 29. thé7e le scwetmín? -- núne re stáles. 30. éc-en ey k qeqnímuc tek qelmúcw? 31. pálen

S H U S W A P L E S S O N 15.

1. Review lesson 6:1 about "my, your, his", etc., and lesson 8:3 about making nouns from verbs. The kind of sentence that follows here will then be easy to understand and remember.

I, etc. want	to fish	...to dive	...to see him	...to comfort him
(tsut)	(yéwem)	(ust)	(wikts)	(lémens)
I tsútst-ken	ensyéywem	...ens7ú7st	...eswíwkten	...eslélmen
you tsut-k	te7syéwem	...te7s7úst	...eswíktc	...eslémen
he tsut	esyéwems	...es7ústs	...eswíkt	...eslémens
we tsut kuc	esyéwems	...es7ústs	...eswíktm	...eslémentem
we tsut-kt	esyéwemkt	...es7ústkt	...eswíktm	...eslémentem
you tsut-kp	esyéwemp	...es7ústemp	...eswíktp	...eslémentp

f. To express English "to" in "want to...", "afraid to...", "time to...", you put es- before a verb.

With plain verbs, one adds the forms for "my, your, his", etc. (only the first two are a little different from those in 6:1).

With ns-verbs, ts-verbs and és-verbs, only es- is added at the beginning. Make the above forms of the verbs setsínem, llgwílc, kwens, metés.

2. NEW WORDS. The above forms are used with words like the following:

tsut	"to want (to...)"	qicwt	"reluctant (to...)"
nexéll	"afraid (to...)"	cetcé	"energetic (about...), willing (to...)"
cw7us	"eager (to...)"	ctswentés	"he hints to him (to...)"
kwénelc	"to try (to...)"	tsuns	"he tells, orders him (to...)"
cketscús	"it's time (to...)"	kúlen	"he causes him (to...)"

Examples of use:

tsút-en-k	te7s7íllen?	"do you want to eat?"
cw7us	kuc esqwetsétss	"we're eager to go"
qicwt	ests7ell7úllcws	"they're reluctant to come in"
m-tsuns	esqwetsétss	"he told him to go"
m-tsúntsen	te7sqwetséts	"I told you to go"
tselxemstéc	te7sqyé	"you know (how) to write"
tsútst-ken	eswíktsen	"I want to see you"
cketscús	ensqwetséts	"it's time for me to go"

The same forms are used in a number of cases where English doesn't have the word "to":

ké'kme7ll	kuc estlúcw	"we almost got stuck" (<u>estlúcw</u> "to get stuck")
cwellyé7	te7st7ék	"you'll come soon"
tsukw	esknúcwenc	"you (simply) must help him"
kénem	te7sté7 tek lti?	"would you drink some tea?" (<u>lti</u> "tea")
kem me7	te7sté7 tek lti?	(same meaning)

3. In lesson 5:1 we learnt the following forms:

wíktm	"we see him"	kwéntem	"we take him"
penmíntem	"we find him"	metém	"we feed him"

The same forms also mean "he is seen", "he is found", "he is taken", "he is fed":

tsúntem	te kúkpí7	"he is told by the chief"/"the chief tells him"
penmíntem	te tsmémelt	"it is found by the children"/"the children find it"
kwéntem	te kí7ces	"he is taken by his mother"/"his mother takes him"

4. In running stories, any verb-form can get an ending -es behind it, which remains untranslated in English:

re kúkpí7	m-tsúns(es)	re sqwse7s	"the chief told his son"
penmíntmes	te stsmémelt		"he was found by the children"

(continued...)

S h u s w a p L e s s o n 15 (continued).

tsúntem te kúkpí7 } "he was told by the chief"/"the chief told him"
m-tsúntmes te kúkpí7 }

5. To tell something you did not actually see yourself, something that is only hearsay or a conclusion, you add -enke to a word:

m-qwetséts-enke	"he must have left"
ec re héhus, et7etfc-enke	"he's yawning, he must be sleepy"
m-púlstm-enke	"they must have killed him"
m-tsímt-enke le scúyent	"the ice has melted away"

If a word itself ends in en, only -ke is added:

m-lléllpenke le nlléllúllcw "I forgot my coat" (you didn't actually notice yourself forgetting it, or you wouldn't have forgotten it!)

6. READ OUT AND TRANSLATE. 1. tsut es7íllens. 2. cw7ús-en-k te7sqwetséts? 3. ta7 k snexélls es7ústs. 4. ta7 k stselxemstéten ensqyéyem. 5. kénem te7-s7íllen tek lekelét? 6. kékme7ll kuc esnexwéykwes. 7. me7 kwékwnele-ken en-allgwígwelc. 8. me7 kúlentse te7sweíílem. 9. me7 kúlentlems esweíílemp. 10. m-tsuns kuc esqwentém re scwetmíh. 11. tsút-en-kp espíxemp? 12. m-tsúntsen está7s te7sqwetséts. 13. m-llgwentém-enke le sqlewkt. 14. pyin lu7 mít-enke. 15. m-neqwentém-enke.

STORY ABOUT FOX AND COYOTE

m-t7éyens re xgwélemc re seklép, ec re íllnes te styéwllkwle.

m-tsúntmes te úqwis: "thé7en k tskwéncwes?"

m-tsuns re xgwélemc: "u, ri7 me7 penmínc nu7 ne stsíqkwe, nu7 me7 yéqelc-k, tkllu7 ri7 re sténes, tkllu7 ri7 re tskwékwes."

m-qwetséts re seklép, yéqelc, sten re styéwllkwle te tsectsúílecw.

kémell cum we7 yec re stsíks re mégcen tkllu7 re wíwéy.

m-llgwílcwes, m-7estsmókw.

m-tsúnses ri7 tek styéwllkwle, m-qwílentmes te úqwis.

NEW WORDS IN THE STORY:

t7éyens	"he meets him"	tentés	"he puts, places it"
xgwélemc	"fox"	sten	"placed, in place" (see
seklép	"coyote"	kémell (cum)	"but" 14:3)
styéwllkwle	"skimmings (an old Indian food)"	we7	"only"
tsuns	"he tells him/he thinks it"	yec	"it is (the one)"
stsíqkwe	"a well"	stsíkt	"reflection"
yéqelc	"to peep over"	mégcen	"moon"
tsectsúílecw	"bottom"	wíwéy	"to be visible"
		estsmókw	"to plunge in"

SHUSWAP LESSON 16.

re ntsétswe7 "I"	wellenwí7kt	"we (including you)"
re 7newí7 "you (one)"	wellenwí7s kuc	"we (not you)"
re newí7s "he, she"	wellenwí7emp	"you folks"
	wellenwí7s	"they"

1. Though English "I, you, he", etc., are usually expressed by suffixes, Shuswap has separate words for them, too. Notice that all of them except "I" have a part n(e)wí7, and that all of them have the pre- and suffixes for "my, your, his", etc. (lesson 6:1). All the plural forms have well-.

These words are used when there is a certain emphasis:

re ntsétswe7 me7 pwum	"I'll (be the one to) drum"
llépenc-enke re 7newí7	"you yourself forgot it"

2. To express "taller, colder", etc., a double reduplication is used:

téxt	"tall"	-----	tetétéxt	"taller"
téllt	"cold"	-----	tsetstéllt	"colder"
xwént	"fast"	-----	xwéxwéxwént	"faster"
lleqt	"broad"	-----	llellélléqt	"broader"
yect	"long"	-----	yeyéyct	"longer"

Example:

tetétéxt re John te Peter "John is taller than Peter"

One can also use the word p7ecw "more":

p7ecw re stéxts re John te Peter "John is taller than Peter" (literally: "more (is) his being tall", see lesson 8:3)

3. To express "the best, the tallest", etc., one adds sen- at the beginning and -s at the end of a word:

le7	"good"	-----	re senlé7s	"the best"
téxt	"tall"	-----	re sentéxts	"the tallest"
relrált	"strong"	-----	re senrelrálts	"the strongest"

The -s at the end of these words really means "their" (as in re tsitcws "their house"), so Shuswap says "the best of them", etc. Example: re ntsétswe7 re sen-téxts "I'm the tallest (of them)".

4. We are familiar with expressions like pixem "he hunts", wikts "he sees him". The same forms also mean "(one) who hunts", "(one) whom he sees". In the same way, wiktc means both "you see him" and "(one) whom you see". The plain verbs are simple enough, but verbs like wikts "he sees him" have two series of forms: one for "(one) whom he sees" and the other for "(one) who sees him". Here are all the possible forms, given with m- to express a fact (5:2) and with le to express past tense (6:4):

le m-wíwkten	"the one I saw"	le m-wíwktsems	"the one that saw me"
le m-wiktc	"the one you saw"	le m-wiktss	"the one that saw you"
le m-wikts	"the one he saw"	le m-wiktmes	"the one that saw him"
le m-wiktem	"the one we saw"	le m-wiktels	"the one that saw us"
le m-wiktem kuc	"the one we saw"	le m-wikts kuc	"the one that saw us"
le m-wiktp	"the one you f. saw"	le m-wiktlems	"the one that saw you folks"

These forms are easy to remember: those on the left side are the same as the forms of lesson 5:1, those on the right side can be found in 13:1 and 14:1, except for le m-wiktmes "the one that saw him", which is the only new form. Examples of use:

le m-wíwkten yénke le 7qé7tse	"the one I saw must have been your father"
	(yénke "must have been")
yirí7-yi7éne le m-kúlen	"that's the one she made"
re ntsétswe7 re kúlentmes	"I'm the one who made it"
yirí7-yiréy le m-kwens te tuwíwt	"that's the child he took"
yirí7-yiréy le m-kwéntmes re tuwíwt	"that's the one that took the child"

(continued...)

S h u s w a p L e s s o n 16 (continued).

swéti7 le m-tskwelmétentmes?	"who's the one that sent him? (<u>k</u> welmétens "he sends him")
tselxemstéten swéti7 k kúlentmes	"I know (the one) who made it"
yirí7-yi7éne tek qelmúcw le m-t7é7yen	"this is the man I met"
yirí7-yi7éne tek qelmúcw le m-wíwktsems	"this is the man who saw me"
tmúsmes re m-wíwkten ne cucuwéll	"I saw four people on the road" (<u>tmúsmes</u> "four persons")

5. NEW WORDS.

e peryéwtes	"tomorrow"	qwenén	"to want"
le peryéwtes	"yesterday"	pesxíxlem	"Chilcotin"
tícwéll	"different"	tsekélmínsts	"he expects him"
épels	"apple(s)"	qutst	"fat"
qwlentés	"he roasts it"	tícwtsé	"to kill (game)"
tsqellqíllsts	"it keeps him awake"	xqweltén	"language"

6. READ OUT AND TRANSLATE. 1. héqen me7 qweqwéqws e peryéwtes. 2. ta7 k sw7ecs, m-qwetséts-enke. 3. tkoi7-enke k w7écwes. 4. yirí7-yiréy tek qelmúcw ec le píxmes le peryéwtes. 5. tícwéll ri7 wellenwí7s re xqwelténs. 6. re ntsétswe7 re 7úqwi ell re 7newí7 re n7ú7qwi. 7. me7 téwctlemen tek épels. 8. m-ctswentsétsems enspípxem. 9. m-séswentsems enswéwlem. 10. me7 kwékwen es-qwlentéten. 11. tsyéqwente re stuwp, me7 kweltsentsút-kt! 12. yirí7 ri7 re tsqellqíllsts. 13. cw7it re ns7í7llen te speqpéq. 14. me7 llgwígwelc-ken ens7ú7st wel me7 estsmómkw-ken. 15. swéti7 re qwenén tek séwllkwe? 16. swéti7 k qwenén tek séwllkwe? 17. yirí7 re senlé7s te qelmúcw. 18. m-llépt-enke re ntsayeyqw. 19. re 7newí7 re senlé7s. 20. m-tsútsen eskwéns re stsíllen. 21. m-tskitsc le pesxíxlem te m-tsekélmínstem. 22. yiréy tek qelmúcw me7 píxem. 23. ta7 k stselxemstéten me7 kéknem-ken ey. 24. tsukw te7sqwetséts! 25. tlu7 kuc re tsútes esqwetsétss. 26. yirí7 lu7 yiréy le melmálqwcts kuc te tsitcws. 27. yirí7-yiréy re senxexé7s. 28. swéti7 k cwtíctss? 29. qweqúqwtst re John te Peter. 30. yi7éne tek sqwí7qwe le nstíctwtse le peryéwtes.

STORY ABOUT THUNDER AND MOSQUITO

w7éc-ekwe re skenkép, tektsíllnes, te m-píxem-ekwe ta7 k peskénems. wikts re qwenímeqll texwtúxwt te kumtús ec re stsméqses te mítkye. w7ec..., tsút-ekwe, me7 séswen re qwenímeqll telhó7en wes k tskwénstses re s7íllens! yirí7 re swikts nekú7 te sitqt re qwenímeqll, yirí7 re séwens: thó7en wes k tskwénstcwas yiréy re mítkye ec te 7stsméqses te kumtús?

(t o b e c o n t i n u e d)

NEW WORDS IN THE STORY:

tektsíllen	"to be famished"	mítkye	"blood"
ta7 k peskénems	"he had no success"	wes, écwes	Short for w7écwes, the -es form (12:2, 3) of w7ec or ec (11:3)
qwenímeqll	"mosquito"		
texwtúxwt	"really, indeed"	sitqt	"day"
meq, tsmeq	"full (from eating)"		

SHUSWAP LESSON 17.

1. Review lesson 12:2, 3 about forms like élkstuc, élkstes. These forms can be used to express a command:

cwiscelcuc wel me7 kitsc-k	"run till you get there!"
nénes k tentécwes	"put it over there!"

In the second sentence both words have -es, the first to express the command, the second because it follows a "pointing word" (see lesson 12:2).

As we saw in 12:3, one uses not -es but -us after words ending in e. The form nénes comes from the short form nen "over there"; using the full form néne one would say

nénus k tentécwes	"put it over there!"
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The two forms can be used interchangeably.

Negative commands of this type are made with tá7wes (in quick pronunciation tá7us):

tá7wes ke 7skllekst	"don't let go!"
tá7wes k snecwentéc	"don't believe him!"

For the forms 7skllekst, snecwentéc see 8:3, 4 and 9:3, 4.

2. POSSESSION. To express the notion "to have" Shuswap uses a prefix pell- (before s usually changed to pe-); this could be literally translated as "possessor of" or "having". Examples:

pelltsítcw-ekwe	"he/she has a house"
pelltsítstcw-ken	"I have a house"
pestemkél't re ntetím	"my aunt has a daughter"
pesqwsé7-en?	"does he/she have a son?"

3. "WOULD". To express "I would (do), if...", "I would have (done), if..." Shuswap uses the following forms for plain verbs:

pípxem-seken	"I would hunt"	píxem-ske kuc	"we would hunt"
píxem-sek	"you would hunt"	píxem-sekt	"we would hunt"
píxem-ske	"he would hunt"	píxem-sekp	"you folks would hunt"

With the ns-verbs, ts-verbs and és-verbs one adds only -ske:

lélmen-ske	"I would comfort him"	kwéntlemen-ske	"I'd take you folks"
lémen-c-ske	"you would comfort him"	kectúlmen-ske	"I'd give you folks"
metsín-ske	"I would feed you"	lélmentsemc-ske	"you would comfort me"

4. Shuswap has a word ye- which is used only in combination with suffixes. We have met all these suffixes before. The uses are the following:

(1) With -n in questions (see 3:1):

yen yiréy ke 7stemkél't?	"is that one your daughter?"
yen re 7newí7 k tícwtse?	"is it you that killed it?"

(2) With -ske (see 3 above) in the sense of "might be":

yéske ri7éne k kwéntem	"we might as well take this one"
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(3) With -nke (see 15:6) in the sense of "apparently, must be":

yénke ke m-s7et7etícs	"he must be sleepy"
le m-wíwkten yénke le 7qé7tse	"the one I saw must have been your father"

(4) With -m (compare -(e)m as found in most plain verbs: píxem, qw7um, etc.); here it remains untranslated in English:

héqen yem, héqen me7 tá7a	"maybe so, maybe not"
yem nerí7 ts7elkw	"there is some stored", "we have some"

(continued...)

Shuswap Lesson 17 (continued).

(5) With -ekwe (see 1:1) in running stories; here it can be simply translated "...and he/she/they...". In these cases yé-ekwe is followed by a form with s- as discussed in lesson 8:3, 4:

yé-ekwe re stsúntem	"...and he was told"
k7ep re kí7ce re púsmens,	"the mother was sad,
yé-ekwe re sptínesems...	and she thought..."

(6) With the ending -wes (see 12:3); often pronounced yews:

yews yiréy k séwentp	"(you folks) ask him!"
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Here the form with -wes is used in a command, see section 1 above.

5. "VERY". The suffix -7úy, often doubled to -7úwi expresses a high degree (English "very", "too (much)", "real". Examples:

le7	"good"	le7úy	"very good"
xwent	"fast"	xwente7úy	"very fast, too fast"
secwépmeç	"Shuswap"	secwepmec7úwi	"real Shuswap"
sílltsu	"footwear"	selltsu7úwi	"(real) mocassin"
stskwil	"ammo"	stskwele7úwi	"(real) arrow"

The last two words on the left side have taken the new meanings "shoe", "bullet", and to express the old meanings one now adds -7úwi "real".

6. PLURAL. In lesson 7:2 we discussed the plural expressed by doubling. There are two other ways in which Shuswap can express the plural.

(1) In a few cases the prefix c- or x- (the latter before q q̣ x g) is used:

etíc-ekwe	"he sleeps"	c7etíc-ekwe	"they sleep"
ílln-ekwe	"he eats"	c7ílln-ekwe	"they eat"
qíllens	"he wakes him"	xqíllens	"he wakes them"
qellqíllens	"they wake him"	xqellqíllens	"they wake them"

(2) In other cases there are altogether different verbs for singular and plural:

mut	"to sit, be at home, be camped" (one)	tsyem	"idem" (several)
emút	"to sit down" (one)	lléqelc	"idem" (several)
tektsíllen	"to starve" (one)	téylecw	"idem" (several)
wéíílem	"to laugh" (one)	xwíxwéye	"idem" (several)
setsmíns	"he puts it down"	mólens	"he puts them down"

By reduplicating the plural verbs Shuswap can express a double plural: tsyem-yém "several parties are camped" (metmút "several individuals are camped").

7. NEW WORDS.

qweltéítcwem	"to read out"	xqútem	"to smoke (tobacco)"
tekstséwsens	"he puts it (on...)"	taxéxel	"log-hut"
l7ep	"table"	níkt	"cut"
tímqem	"ripped" (see 14:3)	getsentés	"he ties it"
stúkwtsen	"net"	tgetsentés	"he hooks it on" (horse)
tékwele	"to show off"	tskélnemsts	"he obeys him"
		tktnúne	"in that direction"

8. READ OUT AND TRANSLATE. 1. tá7wes k sxwente7úys ec ke 7sqweltéítcwmes!
2. nénus k tekstséwsencwes ne xyum te l7ep. 3. tá7-ske k stímqemts re stúkwtsen m-cw7ít-ske k syéwems. 4. kem me7 stéwenc re nntse7sqéqxe7? 5. tsúkwes ke 7stékwelc! 6. kumtús wes re élkstuc re 7sxqútem. 7. qwetsétsuc kémell me7 xwent ke 7stspeldílc! 8. yen rey ke 7úqwi? 9. nénes ne tsxéxel k elkwencwes!

(continued...)

S h u s w a p L e s s o n 17 (continued).

10. weytk! l67-en-k tuc? -- mé7e, weytk re 7newí7! 11. m-níkt-enke re sqwexts.
 12. yeske ri7éne k tgetsentém. 13. yirí7 re sentéxts kuc t-wellenwí7s. 14.
 tsílkst-enke te sqwext re nsllgwígwelc. 15. ta7 wes k tskélnemstses re kyé7es.
 16. nerí7 ne7élye me7 múmtwen wel me7 tskitsc-k. 17. pesté7-en-k? -- tá7a, ta7
 ke npestét7e. 18. tktnúnus k tset'séxuci! 19. knúncwentsemc-ske me7 wíw7esten-
 ske. 20. tá7wes k slectéc re n7í7emts te 7qmut, xime7úy ne newí7s.

STORY ABOUT THUNDER AND MOSQUITO (continued)

estxí7-ekwe re púsmens re qwenímeqll, yé-ekwe k sptínesems: texwtúxwt yiréy
 e lexéyecten me7 qwnékstmentsems héqen e késtwíltsems te ns7íllen; me7
 qwílen! yirí7 re sqwílen re skenknép, yirí7 re stsuns: te stsertsrép telrí7
 wes re tskwékwénstnes yí7éne ec re ns7í7íllnes, te stsertsrép ri7 wes e tskwén-
 wéwénstnes. -- u, yé-ekwe k stsúntem te skenknép, yirí7 re skukstsétsemc!
 yirí7 tk7élye re skenknép re m-stucwts ... w7ec re kenknépes te xexé7.

(t o b e c o n t i n u e d)

NEW WORDS IN THE STORY:

estxí7 re púsmens "he considered, got an idea"

lexéyects "he tells him" (see 13:3; lexéyem "to tell a story, give news")

qwnékstmens "he ruins him"

késtwíltcs "he spoils for him" (see 13:3. -- kíst "bad", késtwílc "to be-
 come bad"; to this word the suffix -ct "for somebody" is added, so that
 the word is really késtwílc-cts, but one pronounces only one c)

tsrep "tree".

tskwénwéns "he manages to get it"

tucwt "to fly"

kenknép "to thunder"

te xexé7 "mightily"

S H U S W A P L E S S O N 18.

1. VERB-FORMS. Review lesson 15:3 about wíktem "he is seen", metém "he is fed". Here are the "I, you", etc. forms that go with it:

wíwkslem	"I am seen"	metsétslem	"I am fed"
wíktst	"you are seen"	metsít	"you are fed"
	(= we see you)		(= we feed you)
wíktem	"he is seen"	metém	"he is fed"
	(= we see him)		(= we feed him)
wíktelt	"we are seen"	metélt	"we are fed"
wíktlem	"you folks are seen"	metúlemt	"you folks are fed"
	(= we see you folks)		(= we feed you folks)
knúncwentslem	"I receive help"	knúcwentelt	"we receive help"
knúcwentst	"you receive help"	knúcwentlemt	"you folks receive help"
knúcwentem	"he receives help"		

Only the forms with "I" and "we" are new; of the others you only have to remember the new meaning. These are the last verb-forms to learn.

2. USE OF te. Review lesson 8:3, 4. Instead of kumtús re syéwemkt "we always fish" one can also say yéwem-kt te kumtús. Here are more examples of this use of te:

llgwílc te tqeltk	"he jumps high"
m-tscentés te le7	"he fixed it up well"
kenknép te xexé7	"there was a mighty thunderclap"

Somewhat different is the usage in sentences like the following:

wíkts te ust	"he saw them dive"
qwetséts te sécwem}	
sécwem te qwetséts}	"he went bathing"
tselxemstés te m-tskíktsc-ken	"he knows that I've arrived"

3. USE OF le. The word le can be used for "when" in referring to the past. In these cases one uses the -es form (12:2, 3) of the verb:

m-wíktsen le (m-)t7ékuc	"I saw you when you went by"
wíktc-en le tskítscwes7	"did you see him when he arrived?"
ken keestqyé7 wes le kenknépes?	"were you startled when there was a thunderclap?"

4. COUNTING.

1 nekú7	5 tsilkst	10 úpekst
2 seséle	6 teqmékst	11 úpekst ell nekú7
3 kellés	7 tsútsllke7	12 úpekst ell seséle
4 mus	8 nek7ú7ps	13 úpekst ell kellés
	9 temllenku7e	14 úpekst ell mus

So one goes on up to 19 ("ten and nine").

20 sell7úpekst	50 tselkll7úpekst	80 nku7pll7úpekst
30 kell7úpekst	60 teqmekll7úpekst	90 temllenkwll7úpekst
40 mell7úpekst	70 tsetskell7úpekst	100 xetspqíqenkst
101 xetspqíqenkst ell nekú7		
121 xetspqíqenkst ell sell7úpekst ell nekú7		
200 seséle te xetspqíqenksts		
300 kellés te xetspqíqenksts		
1000 úpekst te xetspqíqenksts		

5. In counting animals one uses doubling in the numbers 1-6 and in 10:

1 nekú7e	3 kellélla	5 tsíttselkst	10 ú7pekst
2 sesésle	4 mums	6 teqmémkst	

(continued...)

S h u s w a p L e s s o n 18 (continued).

The reason why there is no doubling in 7 tsútsllke7, 8 nek7ú7ps and 9 temllenkúkw7e is that these are already reduplications in themselves (7 -tsúts-, 8 -7ú7-, 9 -kúkw-).

For counting persons the following forms are used:

1 nekú7	4 tmúsmes	8 nek7ú7ps
2 tekséle	5 teksíltselekst	9 temllenkúkw7e
3 tekellés	6 teqmékmekest	10 t7úp7epekst
3 tekellélem	7 teksútsllke7	

6. Number-words can be used with suffixes to refer to objects of certain kinds (the suffixes are underlined):

tselkstéscen	"five rocks"
tselkstéllcw	"five houses, lodgings"
tselkstéke7	"five spoon- or cupfuls"
tselkstúsem	"five tribes"
tselkstúse7	"five round objects" (e.g. berries, apples, marbles)
tselkstélgw	"five long objects" (e.g. trees, sticks, needles)
tselkstéltcw	"five sheet-like objects"
tselkstésqt	"five days"

7. In referring to age, Shuswap uses the word "snows" (swuct) for "years":

ri7 mell7úpekst ell tsilkst re swucts "he's 45 years old"

There is, in addition, a special suffix -tyéncwem "years", combined with the numerals from 2 on as follows:

(2) selltyéncwem	(5) tsellytyéncwem	(8) nekwepllytyéncwem
(3) kellytyéncwem	(6) teqmellytyéncwem	(9) temllenkukwelltyéncwem
(4) melltyéncwem	(7) tsetske7llytyéncwem	(10) epeklllytyéncwem

tek tsellytyéncwem ri7 re swucts "he's five years old"

8. NEW WORDS.

méllelc	"to rest"	tseclléqelcsts	"he gives him a ride"
wuct	"to snow"	t(s)sewsts	"he asks him"
yicwmentsút	"to watch out"	wellilén	"those people there"
seqwtéqs	"the far end"	mete	"with"
		kwséltkten	"relative(s), friend(s)"

9. READ OUT AND TRANSLATE. 1. tekellélem te tskitsc. 2. nek7ú7se te épels re ns7í7llen. 3. stémi k skwelmétentst? 4. tselxemstéten te m-púlstem te John. 5. wíktc-en le tsketskitscwes? 6. tsúts-ken ensmémlllelc. 7. kénem k sllgwentéc k sqlew? 8. tsmetstém kuc pyin. 9. m-wíw7ecten lu7 te selltsú7úwis. 10. yirí7 tsetskell7úpekst ell nek7ú7ps re swucts.

11. me7 wí7ctem kuc te llellúcw. 12. tel7éne me7 kectsínes tek nek7ú7se. 13. w7ec re wúctes. 14. ta7 put k stqeltks re tsqum. 15. yicwmentsúte e pulstst! 16. kem k spúlstlem? -- mé7e, púlstem kuc. 17. ri7éne ri7 re ntsitstcw, rilúne re John re tsitcws, ell núne ne seqwtéqs re Mary re tsitcws. 18. qwenén-en-kp tek séwllkwe? 19. teksútsllke7 re m-qwetséts. 20. nek7ú7s tuc k skec-tsétsemc!

21. yirí7-yiréy le m-tsésustsems. 22. tekséle re m-wíwkten ne cucuwéll. 23. tekellélem re tseclléllqelcsten. 24. wellilén re tekséle re tseclléllqelcsten. 25. thé7en le Mary? -- ec re sécwlu7s. 26. stémi k skwelmétentlem?

(continued...)

Shuswap Lesson 18 (continued).

27. m-wíwkten le m-tíékwas. 28. me7 wíktse e tíékuc. 29. temllenkúkwell-tyéncwem ri7 re swucts. 30. tskitsc mete kwséltktens.

31. tselxemstéten lu7 le twíwtse. 32. wíwkten lu7 wes le yéwmes. 33. tsknúncwsten lu7 wes le k7épes. 34. tspíqwtsemc-en lu7 wes le ú7stwen? 35. tselxemstéten lu7 wes le w7é7cwen ne Vancouver. 36. lénc-en te ts7ullcw? -- mé7e, lélen te ts7ullcw. 37. (not on tape!) lénc-en le ts7úllcwes? -- mé7e, lélen le ts7úllcwes. 38. tmúsmes ri7 re stsmelts. 39. selésq̄t-ekwe me7 sw7écs. 40. kellésq̄t me7 nscwecwyéyut.

STORY ABOUT THUNDER AND MOSQUITO (end)

tsut re skenkép: texwtúrw̄t yiréy re qwenímeq̄ll te kumtúses ec re stsméq̄ses, kémell re ntsétswe7 w7ec re tektsíllenwen; me7 tseq̄c̄íten te s7íllens me7 késtwílcten! -- yirí7 re stsq̄ntés re stsertarép, ta7 k skénems, tsílem ec re stsméq̄ses re qwenímeq̄ll. kémell tsút-ske re qwenímeq̄ll: te qelmúcw ri7 wes e tskenwéñstnes re ns7í7llen, ec re nstsméq̄ses te mítkye -- m-yéc-ske pyin re qelmúcw ec k tseq̄stémes.

cu7 yirí7 re stsukws eslexéj̄ectsen.

(Charles Draney, Deadman's Creek)

NEW WORDS IN THE STORY:

tseq̄c̄íts "he hits somebody's ..." (see 13:3) from tsq̄ntés "he hits it"

tseq̄c̄íten Deadman's Creek form for Canim Lake tseq̄c̄ícten (see 1:4).

tsílem "the same (way)"

tskenwéñstnes Deadman's Creek form for tskenwéw̄enstnes (thus on the tape)

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The Russian writer Ivan Turgenyev (1818-1883) wrote:

"In days of doubt, in days of depressed thoughts on the fate of my country, you alone are a help and support to me, you great and strong, true and free Russian language! -- Were it not for you, how could one help falling into despair at the sight of all that is happening at home? -- But one cannot believe that such a language would not be the gift of a great people."

You might try to translate this thought into Shuswap, a language which fully deserves the same admiration.

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T E A C H E R S ' S U P P L E M E N T

t o

A S H U S W A P C O U R S E

b y

May Dixon and Aert H. Kuipers

Leiden 1974

This supplement to A Shuswap Course contains translations of all the material that appears in the course in one language only.

A technical description of Shuswap is now available (A. H. Kuipers, The Shuswap Language. Grammar, Texts, Dictionary. Mouton, The Hague, 1974). On p. 6 of this supplement a table is given which shows how to convert the technical alphabet of the book to the practical transcription of the Course.

In addition, many words can be found in A Shuswap Vocabulary (by A. H. Kuipers in collaboration with May Dixon, D. Johnson, Ch. Draney and others, Leiden 1974). This vocabulary contains a classified English - Shuswap word-list written in the practical alphabet of the Course.

Leiden 1974

Lesson 1:6

digging stick	to fall silent	moose	song
needle	thank you	snow	male blue grouse
Kokanee-salmon	lungs	ice	wild potatoes
shade	he looses it	grass	midnight
steep	comb	to stoop	necklace

Lesson 2:6

1. seséle te setétkwe. 2. mus te scenc. 3. tsilkst te tswee. 4. pálpelt te imts. 5. snénke-k. 6. yect te lop. 7. téyt-ekwe. 8. teyt-kp. 9. seséle te weláps. 10. kwikwéyt te scenc. 11. setsítsnem-ken. 12. yuyúwt-ekwe. 13. wist te mulc. 14. miméy te tsitcw.

Lesson 3:5

1. A high house. 2. Good country. 3. A frozen river. 4. Many birds. 5. Are you hungry? -- No! 6. Now I am going to sing. 7. He'll pay him. 8. Will you drink? -- No! 9. Is it fish? -- Yes, it is fish. 10. Will you go? -- Yes, I'll go. 11. Do you want? -- Yes, I want. 12. Will you eat? -- No!

Lesson 4:5

1. He finds the eggs. 2. You'll find the eggs. 3. Do you feed the orphan? 4. He spills the water. 5. The black bear takes the fish. 6. Is the new house good? 7. It's ten o'clock now. 8. The land (country) here is good. 9. The bird dives. 10. We'll go fishing! 11. Are you folks hungry? -- No! 12. The grandchild sleeps. 13. There are many Shuswap here. 14. There are lots of birds: blue cranes, sandhill cranes, chickenhawks, willow grouse... 15. Is that fish? 16. He rubs on the medicine. 17. It's 7 o'clock, I'm going to eat. 18. There is much snow here. 19. The children play. 20. The new house is high. 21. Will you feed grandmother? 22. Now he'll dive. 23. Is the water good? -- Yes! 24. That's all.

Lesson 5:4

1. The swan is white. 2. The black bear is strong. 3. The fire has gone out. 4. The poplar is thick. 5. His (or her) mother is sick. 6. Her mouth is red. 7. Is the coffee good? -- Yes, the coffee is good. 8. Are you happy? -- Yes, I'm happy. 9. Are you folks in a hurry? -- Yes, we are in a hurry. 10. Are you sleepy? -- Yes, I'm sleepy. 11. The poplar has many branches (literally: Many (are) the branches of the poplar). 12. I'll take the children. 13. He found his glove(s). 14. I'll comfort the orphan. 15. Now we'll leave. 16. He sees the house of his aunt (mother's sister). 17. There are many salmon, we'll go fishing. 18. He hit his elder brother. 19. His friend's mother is poor. 20. You'll take the soft hat. 21. There are many rabbits here. 22. The water is lukewarm, we'll bathe. 23. I saw the two birches. 24. It's 4 o'clock, now he'll leave. 25. The chief's hat is soaked. 26. His nephew's land is far away. 27. I see the poplar and the balsam tree. 28. His grandmother died. 29. He took the new pot. 30. He will go (on a short trip). 31. The chief and his friend gamble. 32. I'll feed the chief's kids. 33. There are lots of blueberries here. 34. Will you take the children?

Lesson 6:5

1. The trout is big. 2. The fish is spoilt. 3. The grease is soft. 4. My house is white. 5. Your dog is tame. 6. Our grandmother is dying. 7. My tobacco is dry. 8. Your (you folks') pot is heavy. 9. The hill is high. 10. Our land is big (said to an outsider). 11. The chief invites his friend. 12. I see the little lake. 13. He took the pebble. 14. The stone is warm. 15. The weather is warm.

(literally: the country now is warm). 16. There is much Indian rhubarb here. 17. My younger sister's hair is smooth. 18. My son is strong now, he'll go hunting. 19. He sees his father's house. 20. He forgot his tobacco. 21. My elder sister sings. 22. I shall see my mother and my father. 23. He'll burn the dry branch(es). 24. I'll invite the chief's son. 25. I cooled off the water, now you folks will drink. 26. It's 10 o'clock, I'll (go and) sleep. 27. We found our younger sister. 28. The chief's mother works. 29. It's 7 o'clock, we'll go. 30. Is your husband alright? -- Yes, my husband is alright. 31. Did you feed the dog? -- Yes, I fed the dog. 32. Did you forget our name? -- Yes, I forgot your name. 33. Will you take our kids? -- Yes, I'll take your kids. 34. Did you hit my friend? -- Yes, I hit your friend. 35. Will you feed my grandchild? -- Yes, I'll feed your grandchild. 36. Have you folks found our dog? -- Yes, we've found your dog. 37. Watch out! The water is hot! 38. The children sat down.

Lesson 7:5

1. It's 10 o'clock, leave! (said to several). 2. Do you hear? Our elder sister sings. 3. Take your grandchildren! (said to several). 4. Pay the good chief! 5. Feed your elder brother! 6. Are you hungry, my grandchild? 7. Hurry, be quick, run until you get there! (= "run all the way"). 8. Go bathing in the creek! 9. Feed auntie's kids! 10. Soak your hair! 11. Count until there are many! 12. It's 2 o'clock, light the stove! 13. Look for your glove(s)! 14. Invite your nephews! (said to many). 15. Has your father left already? -- Yes, he's already left. 16. Come in, my grandmother, we'll eat! 17. It's warm weather, go haying! (said to several). 18. Kill the dog, he bites! 19. Cool off the water until it's right! 20. The little dog lies on the gunnysack. 21. The cat lies on my elder brother's coat. 22. He sits there. 23. I'll find my gloves. 24. There are lots of flies here. 25. It's 7 o'clock, my grandchild, now sleep! 26. I lost my hat. -- Find it! 27. Did you folks feed the dogs? -- Yes, we fed the dogs. 28. You told a lie! The chief is at home! 29. I dreamt of my grandfather. 30. John was the last to arrive. 31. He's a stubborn child. 32. Come in, sit down, eat, we'll gamble! 33. I'll stay at home until my younger sister gets here. 34. If you're in a hurry, leave! 35. Will you come along? -- Yes, I'm coming along.

Lesson 8:6

1. He always works. 2. He finished bathing. 3. You're always in a hurry. 4. You lied twice. 5. We always play cards. 6. I finished bathing. 7. He jumped three times. 8. We're far ahead. 9. We (not you) always sing. 10. I jumped four times. 11. You're always angry! 12. You folks always tell lies. 13. I'm far ahead. 14. It's good that you folks came (arrived) here. 15. He worked enough. 16. She always comforts her children. 17. He knows it well. 18. I know the Indian language well. 19. He asked his grandmother five times. 20. Now I'm leaving. 21. It's 3 o'clock now. 22. That's all for now. 23. My son has grown up now. 24. Thank you, now! 25. Now it's enough. 26. He's really stubborn! 27. Did you lose your gloves? 28. Did you paint your house yet? 29. Will your father kill the dog? 30. Did you folks reach the big lake? 31. Is your mother well? (or: How is your mother?). 32. Paint my father's house! 33. (You folks) ask the chief! 34. If you folks find my hat, give it to my (elder) brother! 35. Tie up your dog! 36. I see (the) hills over there. 37. Then he killed the dog. 38. Then we killed the dog. 39. Then he came in to my house. 40. Then he saw a big plain. 41. Then he went to the river. 42. Then our grandfather took his tobacco. 43. Then he entered his grandmother's house.

Lesson 9:6

1. The tobacco is bad. 2. The tobacco is not bad. 3. We'll dry meat! 4. His nose is red. 5. Did you lose your handkerchief? -- No, I didn't lose it. 6. Now it's 1 o'clock. 7. There are many geese here. 8. There aren't many mice here. 9. I see the little house. 10. What time is it? -- I don't know. 11. The hill is not high. 12. The fish is not good. 13. He doesn't find the eggs.

14. We don't spill the water. 15. Are you hungry? -- No, I'm not hungry. 16. Now there is not much snow. 17. My granny is not strong. 18. Have you fainted away? -- No, I haven't fainted away. 19. Are you in a hurry? -- No, I'm not in a hurry. 20. Are you sleepy? -- No, I'm not sleepy. 21. The water is not hot. 22. You folks don't know the Indian language. 23. There are lots of berries here: kinnikinnick, blueberries, choke-cherries, soapberries, thornberries, raspberries. 24. I didn't suspect anything. 25. The steelhead (lake trout) isn't large. 26. Pack my grandchild on your back! 27. Gather the branches! 28. Go to your aunt's house! 29. My (younger) sister's cheeks are red. 30. I've lots of work, I suffer! 31. Wipe off the pot! 32. I lost my ring. 33. I'll be here until noon. 34. We'll count: 1, 2, 3, 4, 5. 35. You have lots of berries, give some to your (younger) sister! 36. My father finished drying meat. 37. My grandchild doesn't obey, he's really stubborn. 38. How much does it cost? (literally: is its price?). 39. Coyote is smart. 40. The wind is strong. 41. My younger sister doesn't see the spider. 42. The chief is not at home. 43. The old people are not at home. 44. It's not very high. 45. I'm not ahead now. 46. It's not very good. 47. That's a good man. 48. It's not correct. 49. The potatoes aren't boiling yet. 50. They haven't arrived yet. 51. I'm not going at all. 52. I'll be there until Mary comes. 53. Our chief doesn't gamble. 54. Now it's enough.

Lesson 10:3

1. Are you hungry? 2. We killed the deer. 3. Is the house high? 4. Is the bark soft? 5. Are you folks angry? 6. What is its name? 7. Are there many birds here? 8. My mother is sad. 9. Did you lose your gloves? 10. Find your knife! 11. Did you find your hat? 12. (You folks) chew the meat! 13. Is it correct? 14. What is his (her) name? 15. Did you folks find the eggs? 16. Wash your faces! 17. Is the pot full yet? 18. We left, we hadn't gone far until we came to a lake. 19. He took the little ring. 20. I wasn't hit on the nose. 21. Are the potatoes boiling yet? 22. Granny is happy. 23. Collect the fish! (said to several). 24. Have you eaten yet? 25. The blanket is not bad. 26. My younger sister irons our handkerchiefs. 27. Is he (there) hungry? 28. That's easy! 29. What's that? -- That's my brother-in-law's gun. 30. Is it far? -- No, it's not far. 31. I found my gun. 32. There are many porcupines in the valley. 33. Do you see the grizzly bear? 34. It is cold weather. 35. He is looking at the stars.

Lesson 11:4

1. My father is tall. 2. The berries are sweet. 3. Are you tired? -- No, I'm not tired. 4. My daughter is lively (energetic), she isn't slow (in work). 5. The chief will bawl out his son. 6. He's piling up the yellow blankets. 7. Did you grind the coffee? 8. It's dark outside (literally: the world is dark). 9. Does your leg hurt? -- No, my leg doesn't hurt. 10. There are lots of cranberries in our country. 11. My (younger) sister is singing. 12. My son is gambling. 13. The mother-in-law is bawling out her lazy daughter-in-law. 14. He is looking at the high spruce. 15. He is gathering the hay. 16. He is carving the wood. 17. He is painting the big canoe. 18. He is cooling off the water. 19. He is rubbing the medicine on his arm. 20. Is she feeding the children? 21. My grandchildren are playing in my daughter's house. 22. She is spilling the water. 23. I'll soak the hide. 24. It's 4 o'clock now, we'll go bathing in the creek. 25. Is he still breathing? -- No, he's stopped breathing. 26. Is he still working? -- No, he's stopped working. 27. Many white people arrived. 28. Is he still drying meat? -- I don't know, ask his son! 29. He always hauls the boards. 30. My grandson recognizes his auntie. 31. Where is your mother? -- She's at home. 32. Where are you going? -- I'm going to Williams Lake. 33. Where is she? -- I don't know. 34. What are you doing? -- You know well: I always work. 35. What is he doing? -- He is jumping.

Lesson 12:5

1. There are many resting-places (lair) of deer. 2. He doesn't see the mud. 3. My mother is gathering eggs. 4. I am feeding my grandchild. 5. He (invisible) is bathing in the creek. 6. Did you lose your money? 7. Did you lose some of your money? 8. I'll give him (some) of this. 9. Have you eaten yet? 10. Which one will you take? -- I'll take this one. 11. We'll put it here.

12. I'll put it here (there, close-by). 13. When are you going to leave? 14. We'll come by here. 15. Shall we camp here? 16. I'm going to Williams Lake, from there I'll go to Quasnel. 17. He'll be over there (invisible, far away). 18. We'll go there (place invisible). 19. I've never been there. 20. Where do you come from? 21. He is imitating the lynx. 22. I'm not tired, I'll pack my baby on my back. 23. There is much snow on the ground here. 24. I'm living here. 25. At that time he'll arrive here. 26. The spring-salmon is big, give it to your grandmother (said to several). 27. Are you already eating? 28. Where do you folks come from? 29. We'll give our grandfather some of this. 30. Are you angry? -- No, I'm not angry. 31. When shall we be going? 32. You can ("will") see it from there (where you are). 33. He lives yonder. 34. He got to this place. 35. I'll put it over there (place invisible). 36. He's over there in the house. 37. What are you doing? -- I'm working. 38. What is he doing? -- He's filling the pot. 39. At that time I'll come here. 40. There's lots of fish here: lake trout, kokanee, ling, spring salmon. 41. Put it on the big table! 42. We are gathering the underwear. 43. He is looking at the new book. 44. Lie down there! 45. My younger sister is crying. 46. The hay is wet. 47. My mother is cutting the buckskin. 48. Shall we fish here? 49. Where shall we be? -- I don't know. 50. The Indian language is not very easy!

Lesson 13:6

1. It's 6 o'clock, my grandfather will take a sweatbath. 2. He is shaking the fir tree. 3. He lives on the bank of the river. 4. I jumped six feet. 5. My hair is black. 6. My brother (if a man speaks) / sister (if a woman speaks) is not fat. 7. There are lots of salmonberries, we'll go berry-picking! 8. My mother will steam-cook wild carrots. 9. We'll tear down the house. 10. Has (younger) brother (man speaking) / sister (woman speaking) returned yet? 11. Give me some salmonberries! -- Reach for them, I'll give you some. 12. If you help me, I'll finish my work. 13. I'll give you (some) of these. 14. Good-bye, I'll see you! 15. He called (summoned) me twice. 16. Are you hungry? I'll feed you. -- Yes, I'm really hungry, feed me! 17. Ask me before you folks go! (literally: You'll ask me and then you will go). 18. I'll see you before you go. (literally: I'll see you and then you will go). 19. Do you folks recognize me? -- Yes, we recognize you well. 20. Do you believe me? -- No, I don't believe you. 21. She always feeds me. 22. We don't know you, what's your name, where are you from? 23. I'll show you the new book. 24. I'll bandage his wound. 25. John painted our house for us. 26. Your (several) mother is tired, gather her laundry for her! 27. I'll buy shoes for you. 28. He bought two horses. 29. Buy me a hat! 30. I asked you that. 31. I'll be here until evening. 32. He bought a high house. 33. He'll buy a knife. 34. My (younger) sister is washing her hands. 35. We are washing our faces. 36. We saw a groundhog. 37. She always drinks water. 38. The last to arrive was John. 39. He's lying there. 40. He's working over there (invisible). 41. If it rains, I'll stay home, I won't go. 42. Why did you go? 43. Why didn't you go? 44. That's why I didn't go. 45. I summoned him three times before he came (literally: and he came). 46. That man is sick. 47. That man is my father. 48. He is imitating the chief. 49. Fill the bottle for me! 50. We are in a hurry, walk fast!

Lesson 14:5

1. He's trapping rabbits. 2. He trapped the lynx. 3. I'll look for berries. 4. Look for it (them) until you find it (them). 5. He doesn't see us (but perhaps he sees you). 6. I'll feed you people until your mother returns. 7. Where are you coming from? -- My brother-in-law had invited me. 8. I've eaten good potatoes there, and there was good meat mixed in. 9. I'll store the flour over there. 10. The wood is hard, it's difficult to drill through (pierce). 11. Is grandfather tanning hides? -- No, he's in his house, he's very tired. 12. Your brother has fooled you people. -- You're wrong, you don't know our brother. 13. I'll prepare some soapberries for you folks. 14. It's fixed properly. 15. We're really hungry, feed us some meat! 16. Have you finished my coat for me? 17. Give us some bread! -- In a while I'll give you some. 18. I never got to that place. 19. How many bottles shall I get? -- Get six. 20. My hat fits (is) just right. 21. I saw a big-nosed man. 22. I'm finished sewing. 23. You're not

Shuswap. 24. I've cooled off now. 25. Did you see the pot-bellied horse? 26. Is the stove still burning? 27. Where is your mother? -- She isn't there. 28. Where is your country? -- My country is far away. 29. Where is the hide? -- It's stretched out over there. 30. Do you still understand the Indian language? 31. He smudges the book. -- The book is smudged now. 32. She dries the berries. -- The berries are dried now. 33. He pierces the board. -- The board is pierced now. 34. He rips his shirt. -- His shirt is ripped now. 35. He spilled his drink. -- His drink is spilled now.

Lesson 15:6

1. He wants to eat. 2. Are you eager to go? 3. He's not afraid to dive. 4. I don't know how to write. 5. Would you eat some bread? 6. We almost drowned. 7. I'll try to jump. 8. He'll make you laugh. 9. He'll make you folks laugh. 10. He told us to tan the hide. 11. Do you folks intend to go hunting? 12. I told you not to go. 13. We've lost our money. 14. He must be at home now. 15. It has been stolen.

STORY ABOUT FOX AND COYOTE. Fox met Coyote, Fox was eating "skimmings". His brother (Coyote) said to him: "Where do you get that?" -- Fox said to him: "Oh, you can find that in the well over there, you peep over in there, that's where it is, that's where I get it". -- Coyote went, peeped over, there were the skimmings, lying on the bottom. (But it was only the reflection of the moon that was visible there). He jumped and plunged in. He thought it was skimmings, his brother had fooled him.

Lesson 16:6

1. Maybe it'll be warmer tomorrow. 2. He isn't there, he must have left. 3. He must be over there. 4. This is the man who went hunting yesterday. 5. They have a different language. 6. I am your brother and you are my brother. 7. I'll buy some apples for you folks. 8. He hinted for me to go hunting. 9. He asked me to go fishing. 10. I'm going to try and roast it. 11. Light the stove, we'll be cooking! 12. That's what's keeping me awake. 13. I've eaten lots of berries. 14. I'll jump to dive until I plunge in. 15. Who is the one that wants some water? 16. Who wants some water? 17. He's the best man. 18. My fire seems to have gone out. 19. You're the best. 20. I told him to bring the food. 21. The Chilcotins who were expected have arrived. 22. This is the man who is going to hunt. 23. I don't know yet what I'll do. 24. You just must go! 25. We were intending to go there. 26. He's the one that painted our house. 27. She's the smartest (or: she's an expert). 28. Who showed it to you? 29. John is fatter than Peter. 30. That's the groundhog I killed yesterday.

STORY ABOUT THUNDER AND MOSQUITO. There was Thunder, being famished, he'd had no success in hunting. He saw Mosquito, who was always satiated with blood. Well, -- he said -- I'll ask Mosquito where he gets his food. One day he saw Mosquito and asked him: Where do you get that blood you're always full with?

Lesson 17:8

1. Don't read too fast! 2. Put it over there on the big table! 3. If the net hadn't ripped, he would have caught a lot. 4. Would you buy my horse? 5. Enough of your showing off! 6. Always when you work, you smoke. 7. Go, but come back soon! 8. Is he your brother? 9. Store it in the log-hut over there! 10. Hello, how are you? -- Fine, hello to you! (traditional greetings). 11. He must have cut his foot. 12. We might as well hook up this one (horse). 13. He's the tallest of us. 14. I must have jumped five feet. 15. He doesn't obey his grandmother. 16. I'll sit there until he comes. 17. Do you have a drink on you? -- No, I don't. 18. Look that way! 19. If you had helped me I would have finished it. 20. Don't give my grandson your hat, it's too big for him.

THUNDER AND MOSQUITO (CONTINUED). Mosquito considered and thought: If I tell him correctly, he'll ruin me and maybe spoil my food for me; I'll deceive him! -- Then he fooled Thunder, and he said: From the trees, that's where I get that

food of mine, from the trees I manage to get it. -- Oh, said Thunder to him, thank you, now! -- Then Thunder flew ... he thundered mightily.

Lesson 18:9

1. They came with three. 2. I ate one apple. 3. What were you sent for? 4. I know that John killed him (or: that he was killed by John). 5. Did you see them when they arrived? 6. I want to take a rest. 7. Did you lose any money? 8. We're being fed now. 9. I'm finished with his mocassins. 10. He is 78 years old. 11. We'll finish his coat for him. 12. I'll give you one of these (speaking of apples, etc.). 13. It is snowing. 14. The hill is not very high. 15. Watch out, you'll get licked! 16. Did you folks get beaten up? -- Yes, we did. 17. This is my house, that is John's house, and over there at the other end is Mary's house. 18. Do you folks want some water? 19. Seven of them came. 20. Give me just one (apple)! 21. This is the one who asked me. 22. I saw two people on the road. 23. I gave a ride to three people. 24. Those are the people I gave a ride to. 25. Where is Mary? -- She is bathing her baby. 26. What were you folks sent for? 27. I saw him when he came by. 28. I'll see you when you come by. 29. He's nine years old. 30. He came with his friend. 31. I knew him when he was a child. 32. I saw him when he was fishing. 33. I helped her when she was sick. 34. Did you watch me when I was diving? 35. I knew him when I lived in Vancouver. 36. Did you hear him come in? -- Yes, I heard him come in. 37. Did you hear him when he came in? -- Yes, I heard him when he came in. 38. She has four children. 39. He'll be there two days. 40. I'll be gone (absent) three days.

THUNDER AND MOSQUITO (END). Thunder said: Really, that Mosquito is always satiated, while I am going hungry. I'll hit his food-supply and spoil it for him! -- Then he hit the trees; nothing happened, Mosquito was satiated as before. But had Mosquito said: It is from people that I manage to get my food, that I am full with blood, then it would be the people that would be being hit now. That is all I have to tell you.

HOW TO CONVERT THE ALPHABET OF THE SHUSNAP LANGUAGE TO THAT OF A SHUSNAP COURSE

Gram.	Course	Gram.	Course	Gram.	Course	Gram.	Course
a = a		l → ḷ, eḷ		q̣ = q̣		y → y, i, ye ⁻¹ , yi ⁻¹	
c → ts		m → m, em, me ⁻¹		s = s		ỵ → ỵ, i7	
c̣ → tṣ		ṃ → ṃ, eṃ		t = t		γ → r, er, re ⁻¹	
e = e		n → n, en, ne ⁻¹		ṭ = ṭ		λ → ll	
h = h		ṇ → ṇ, eṇ		u = u		ʔ → 7	
i = i		o = o		w → {w, u, we ⁻¹ , wu ⁻¹ }		ʃ → g, eg, ge ⁻¹	
k = k		p = p		ẉ → ẉ, u7		ə → e	
ḳ = ḳ		p̣ = ḅ		x → c		• → w	
l → l, el, le ⁻¹		q = q		ẋ → x		k° → kw, etc.	

- 1) le-, me-, ne-, re-, ge-, we- or wu-, ye- or yi- at the beginning of a word when no vowel follows.

