Secwepemctsin:
A Beginners Level Course

Workbook to accompany
Secwepemctsin CD-ROM#1

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Written by Marianne Ignace
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Table of Contents

Course Introduction ........................................................................................................... 4

Unit 1 The Secwepemc Alphabet ..................................................................................... 9

Unit 2 The Human Body and Clothing .......................................................................... 67

Unit 3 Our Foods ............................................................................................................ 87

Unit 4 Our Relatives ........................................................................................................ 116

Unit 5 Our Community .................................................................................................. 137

Unit 6 Greetings ............................................................................................................. 158
Course Introduction:
Secwepemctsín, the Language of the Secwepemc

Course Objective:
This course is designed to provide an introduction for Secwepemc people who are
learning or relearning their language, or who want to listen and learn Secwepemctsín, the
Shuswap language. This course was produced by the Secwepemc Cultural Education
Society.

Obviously, it does not teach everything there is to know about Secwepemctsín — that will
take many years of study. We hope that this program will help students of the language
acquire some basics of the pronunciation, vocabulary and sentence structure of
Secwepemctsín. We also hope that it will wet your appetite for learning more of the
language in the future through future courses, multimedia CD's, books and other
resources.

Yiri7 re skukwstém-kucw xwexeány re stet'x7em te knucwenses re Secwepemc es
tse'elilestem re xqwelten-kt.
We would like to thank all the elders and speakers of Secwepemctsín who have helped
keep the language alive over the past decades. We dedicate this course to you.

Course Introduction:
The Course Introduction introduces you to the history of Secwepemctsín and the
development of the writing system used for the language. Unit One of the course will
make you familiar with the sounds of the language.

Course Units:
Each subsequent Course Unit contains several lessons that introduce the vocabulary and
grammar for that unit. Each lesson provides the lesson objective, lesson, opportunity for
practice, self test, and final self check.

The Course Units in this introduction course include:

<table>
<thead>
<tr>
<th>Unit One:</th>
<th>Me7 qiyén-kt ne Secwepemctsín: The Secwepemc Alphabet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Two:</td>
<td>Re suwénc ell re stemtítení: The Human Body and Clothing</td>
</tr>
<tr>
<td>Unit Three:</td>
<td>Re stállen-kí: Our Foods</td>
</tr>
<tr>
<td>Unit Four:</td>
<td>Re kwsélítkten-kí: Our Relatives</td>
</tr>
<tr>
<td>Unit Five:</td>
<td>Re ctsetstcítwéneí-kí: Our Community</td>
</tr>
<tr>
<td>Unit Six:</td>
<td>Me7 sucwéntwécw-kí: Greetings</td>
</tr>
</tbody>
</table>
Beginning with a Prayer

In Secwepemc culture and other Aboriginal cultures, when you start a meeting, begin a new project or venture into something new, it is custom to begin with a prayer to the creator to gather your strength, get your mind, body and spirit attuned to the task ahead, and with nature and the creator.

Me7 qweqwentsín-kt! - Let us pray!
Tqeltk kúkpi7,
Yiri7 re skukwstsétemc te skectsetsémc ten swumémc.
Yiri7 re skukwstéc-kucw te skectéc-kucw te Sepwepemcúlecw ell
xwexwéyt re stem te sten nerí7
Ell p7ecw re skukwstéc-kucw es kectéc-kucw te stečex7éms ell xwexwéyt
re tsúwet.s re Secwépemc, ell re xqwelténs-kucw.
Tqeltk kúkpi7, knúcwente-kucw es yegwentém re xqweqwulútens-kucw,
es p7ecws te Secwépemc es xepqenwéns re xqwelténs.
Tqelt-kúkpi7,
Yiri7 re sqeqeltsínmentsen es knúcwen-c-kucw es īselílestem re
xqwelténs-kucw, ell es xyemstém. Yiri7 re txexeténs-kucw re xqwelténs,
T'ucw tsílem!

(Prayer composed by Chief Ron Ignace, spoken on CD by Mona Jules)

English Translation

Oh Creator,
I thank you for giving me life,
We thank you for giving us our Shuswap land and all things in it.
And we thank you also for our elders, for our Secwepemc culture, and for our language.
Oh Creator,
Help us to strengthen our language so that more Shuswap people will learn our language.
Oh creator,
I pray to you to help us stand up our language and honour it. Our language is our power.

Amen.
The Secwepemc Language:
The Secwepemc belong to the Interior Salish branch of the Salishan language family. The Secwepemc language has some similarities to the neighboring tribes of the Nlakápamux (Thompson), St̓látìlmìx (also written St'at'imc - Lillooet), and the Okanagan or Nsîlx.

Dialects:
Secwepemc has two major dialects, each with local variations in speech:
The Eastern dialect is spoken by the people of the Shuswap Lakes (Adams Lake, Neskainlith and Little Shuswap), Spallumcheen and Windmere communities.

The Western dialect is spoken by people from Kamloops, Skeetchesten and Bonaparte, the North Thompson, and Clinton to Soda Creek in the North.

*Note: The words and sentences spoken in this version of the course are spoken and spelled using the Western Dialect.

Shuswap or Secwépemc?
When early explorers came into contact with the First Nations in British Columbia, they had difficulty pronouncing the different and complex sounds of the native languages. As a result, many First Nations were given English names or anglicised versions of their names.
The word "Secwepemc" comes from the root-word "cwep" which means "spread-out." The prefix s at the beginning of the word turns the word into a noun, and the suffix -emc (sometimes written -mec) means "people." Thus, Secwepemc means "the spread-out people"
During the early nineteenth century, the fur-traders, visitors changed or anglicised "Secwepemc" to "Shuswap" because it was the way it was heard by the Europeans. The word "Secwepemc" is written and pronounced using the Secwepemc alphabet.

The Secwepemc people would like to encourage everyone to learn and use the correct pronunciation of their name. Please remember that it takes practice and patience to learn a new language.
The History of the Secwepemc Alphabet:
The Secwepemc have only recently adopted a writing system to assist in recording important cultural information and as a tool for communication. Recording the language in writing is a valuable aid in the teaching of the language to non-speakers. However, for Secwepemctsin to survive as a living language, learners must become speakers.

The present system used by Secwepemc people for writing Secwepemctsin, the Shuswap language, also called the Secwepemctsin Practical Alphabet, was developed by linguist Dr. Aert Kuipers in collaboration with May Dixon and other elders and speakers of Secwepemctsin during the 1970s. The letters that represent the sounds of Secwepemctsin were chosen because they can all be typed on a typewriter keyboard, with the help of apostrophes or ' above or beside some letters, and with the help of stress marks above vowels. In those days, nobody was using computers yet!

For the Secwepemc, writing with an alphabet is quite recent. For thousands of years, Secwepemctsin was handed down orally form one generation to the next.

However, long time ago, Secwepemc people and other Interior Salish people used pictographs to pass on messages about events and places to one another and to the next generation. From information that ethnographer James Teit collected and from what some elders were told by their ancestors, we have a rough idea of what the different symbols used in pictographs mean.

Chinook Shorthand:
During the late nineteenth and early twentieth centuries, the Oblate missionary Father LeJeune taught many Secwepemc people how to write the Chinook jargon using shorthand. The Chinook jargon is a trade language made up of words from French, Spanish, English and Aboriginal languages that was used widely throughout Western North America in trade among Aboriginal peoples and Europeans during the nineteenth century. LeJeune also taught Secwepemc people how to write Secwepemctsin using the Chinook Shorthand symbols. Chinook Shorthand is based on the Duployé shorthand system, which uses symbols of lines and dots to write syllables.

One hundred years ago, many Secwepemc people learned to write Secwepemctsin with this shorthand system, and read the Kamloops Wawa, a newspaper published by Father LeJeune, and the missionaries' prayer books, and other books and papers. Thousands of Interior Salish people in the Interior could read and write using Chinook Shorthand. Sadly, when the church and government enforced children's attendance at Residential School and forced Secwepemc children to learn English, they also destroyed the writing materials in the language and no more allowed children to write the language using Chinook shorthand.

Today, only a few elders remain who know how to read Chinook Jargon. However, you can still try to learn writing in Chinook Shorthand with the materials developed by Father LeJeune.
Unlike the practical alphabet, Chinook Shorthand does not accurately represent all sounds of Secwepemctsin. For example, it has no special symbols for the hard or glottalized sounds (Group 3 consonants) of Secwepemctsin. However, a hundred years ago, it worked quite well because everyone still spoke the language and could pronounce words with the right glottal sounds or sounds that were different from English without having those sounds written by special symbols.
Secwepemctsín Unit 1:  
Me7 ʔiyeʔ-kt ne Secwepemctsín: The Secwepemc Alphabet

Unit Goals
In this unit you will learn about:
The sounds of the Secwepemc alphabet and how they are represented when written so you are familiar with the sounds as you work through the language course. This unit will introduce you first to the vowels of the language, and then to the consonants, presented in three groups.

At the end of this unit, you should be able to:
➤ identify the vowels and the 3 different consonant groups of the language,
➤ illustrate the sounds of the alphabet as they are represented when written,
➤ test your ability to identify the sounds of the alphabet.
Unit 1
Lesson 1:
What you will be able to do after this lesson:
➢ Identify the Secwepemc alphabet and some of the sounds that are pronounced differently than English,
➢ Recognise sounds as they are represented when written,
➢ Practice the sounds,
➢ Test you ability to identify the sounds of the alphabet.

There are many sounds in the Secwepemc alphabet that are pronounced differently than English. Practice these sounds until you can pronounce them correctly.

Introduction to the Alphabet:

There are 43 sounds in the Secwepemc alphabet:
- 6 vowels
- 11 consonants that sound like English
- 11 consonants that sound different from English
- 15 glottalized sounds that are different from English sounds

Basics of the Writing System:
The Secwepemc alphabet uses English letters for representing the sounds of Secwepemc wherever possible. This makes the language more usable for word processing equipment and helps reduce the expense of creating customised fonts. We have used a special font to show the special characters of the Secwepemc alphabet.

Secwepemc has 6 vowels. Although they are written with the English alphabet letters a, e, ñ, í, o, u, they are pronounced differently from the English vowels.

Secwepemc also uses stress marks on the vowels of words that have more than one syllable.

Stress marks look like this: ñ, ñ, í, ó, ú. They tell you to pronounce, with extra stress, the part of the word or syllable that has the stress mark.
Secwepemctsín Vowels
Secwepemctsín has 6 vowels written with the following letters of the English alphabet:

<table>
<thead>
<tr>
<th>a</th>
<th>é</th>
<th>e</th>
<th>i</th>
<th>o</th>
<th>u</th>
</tr>
</thead>
</table>

- The Secwepemc a is similar to the English a in the word "father."
- The é (stressed e written without a stress in words with a single syllable) is similar to the English a in the word "tan"
- The e (unstressed e) is a short vowel similar to the "e" in the English word "relation" or to the "i" in the English word
- The i is similar to the English ee in the English word "feet" or to the "ea" in the English word "feast".
- The o, which is a rare vowel, is similar to the English "o" in the word "pot" or similar to the letter combination "ough" in the word "fought"
- The u is similar to the English "oo" in the words "root" or "food".

Listen closely to the pronunciation of the vowels and listen to the sample words in Unit 1. Try to make the Secwepemctsín vowel sounds and pronounce the sample words.

Group 1 Consonants:
The following letters are pronounced the same or nearly the same as in English:

<table>
<thead>
<tr>
<th>h</th>
<th>k</th>
<th>kw</th>
<th>l</th>
<th>m</th>
<th>n</th>
<th>p</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>ts</td>
<td>w</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that the Secwepemctsín sound written as ts is pronounced like the "ch" in the English word "chest." The sounds that are pronounced the same as English are not modelled on the CD-ROM. Only the ts is modelled and has a sample word.

What is written “kw” in Secwepemctsín is pronounced like the English "qu" in the word “queen”.

11
Group 2 Consonants:
The following letters are pronounced quite differently than the English sounds represented by the letters:

<table>
<thead>
<tr>
<th>c</th>
<th>cw</th>
<th>g</th>
<th>gw</th>
<th>ll (double “l”)</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>qw</td>
<td>r</td>
<td>x</td>
<td>xw</td>
</tr>
</tbody>
</table>

As you see, the Secwepemc alphabet uses the number 7 as a letter. It indicates a glottal stop; a sound produced in the larynx that sounds like a cough.

Group 3 Consonants:
In addition to the glottal stop, we use glottal marks on certain consonants. The glottal marks show that the consonant is "popped" or pronounced as an "explosive", as in the following letters:

<table>
<thead>
<tr>
<th>p</th>
<th>t(pronounced tl)</th>
<th>ts’</th>
<th>k</th>
<th>kw</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>qw</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Several other letters also can have glottal marks, but the glottal mark adds a catch or stop to the sound. Thus, you pronounce nh like "em". The letters that have glottal marks to emphasize this catch are:

| m | l | n | w | y | gw |

Listen closely to the pronunciation of the vowels and listen to the sample words in Unit 1. Try to make the Secwepemctsln vowel sounds and pronounce the sample words.

Stress Marks:
Besides the letters and glottal marks that you need to pronounce Secwepemctsln correctly, we also use stress marks on the vowels of words that have more than one syllable. Stress marks look like this:

ě, ā, ā̂, ĭ, ĝ

They tell you when you have to pronounce the part of the word or syllable that has the stress mark with extra stress.
For example, in the word Secwépemc, the stress is on the middle syllable [Se-cwep-mec].

Do not confuse the stress marks with glottal marks. Glottal marks are never on a vowel, but always on or right behind a consonant. Examples: ũ, ɪ, ŋ, sometimes written p', t', k'.

Note that a stressed vowel appears when there are 2 or more vowels in the word. In words that contain a syllable with “a”, “i”, “o”, “u”, and a syllable with e, the syllable with the a, i, o, or u sound is usually stressed. Learners may find it easier, however, to add the stress mark to help with pronunciation. It is important to stress the right vowel or it can change the meaning and pronunciation of the word. For example: “yéwem” the first “e” is stressed and it means to fish with a dip net. If you stress the second “e” the word would not mean anything.
Lesson 2: Vowels and Stress Marks - Practice

What you will be able to do:

- Identify the vowels of the Secwepemc alphabet,
- Recognise these sounds as they are represented when written,
- Test your ability to identify the vowels of the alphabet.

Secwepemctsín Vowels

| a | é | e | i | o | u |

**Exercise 1:**
In the words below are taken from the sample words for vowels on the CD-ROM
From memory, add in the correct vowel(s) in the blank spaces:

- ts(tcw
- qm(t
- sq(x
- s(l
- t(n
- k(s

14
**Exercise 2:**
After you have listened to the pronunciation of the vowel sounds on the CD-ROM, and have listened to the sample words, try to pronounce the following words: You can also follow along in reading them with the CD Secwepemctsin, identified as Unit 1, Lesson 2, Exercise 2.

**Exercise 3:**
**Placing stress marks**
Have your teacher or mentor pronounce the following words. You can also follow along in reading them with the CD Secwepemctsin, identified as Unit 1, Lesson 2, Exercise 3.

**Exercise 4:**
On the following pages, you will find sheets of pictures (Five rows of 4 drawings) with words that represent the sounds of each Secwepemc vowel. Have your teacher or mentor say each word out loud (a key is provided at the end of this guide), and try to make an x through the drawing that has the vowel you are looking for. You can also follow along in reading them with the CD Secwepemctsin 1, identified as Unit 1, Lesson 2, Exercise 4.
Cross off the picture with the word that has an a sound!

a Penmintie yi7ene me7 tekts'enwecwencwes t1ri7!
Cross off the picture with the word that has an é sound!

Penmínte yi7éne me7 tekts'enwécwencwes thrí7.
Cross off the picture with the word that has a short e sound!

<table>
<thead>
<tr>
<th>2</th>
<th>/</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐷</td>
<td>🐻</td>
<td>🌲</td>
</tr>
<tr>
<td>🧢</td>
<td></td>
<td></td>
</tr>
<tr>
<td>🦌</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Penmínte yi7éne me7 tekts’enwécwencwes tlri7.
Cross off the picture with the word that has an i sound!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![ear]</td>
<td>![tea]</td>
<td>![table]</td>
</tr>
<tr>
<td>![5]</td>
<td>![6]</td>
<td>![human]</td>
</tr>
<tr>
<td>![socks]</td>
<td>![mask]</td>
<td>![shoe]</td>
</tr>
<tr>
<td>![woman]</td>
<td>![rabbit]</td>
<td>![tree]</td>
</tr>
<tr>
<td>![flower]</td>
<td>![chair]</td>
<td>![lips]</td>
</tr>
</tbody>
</table>

Penminte yi7ene me7 tekts'enwecwencwes tlri7!
Cross off the picture with the word that has an o sound!

O

Penmínte yi7énc mc7 tekts'enwécwencwes tlri7.
Cross off the picture with the word that has an u sound!

<table>
<thead>
<tr>
<th>u</th>
<th>Penmínte yi7éne mc7 tekts' enwécwencwes tlri7.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image10.png" alt="Image" /></td>
<td><img src="image11.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Unit 1, Lesson 3:

Lesson Goals

What you will learn:
This lesson will introduce you to the 3 different groups of consonants of the Secwepemc alphabet, identify what makes each group unique and provide an opportunity to practice their pronunciation.

You will be able to:

- Identify the 3 different groups of consonants and what makes each group unique,
- Recognise the different consonant sounds in their written form,
- Test your ability to identify the sounds of the alphabet.

Group 1 Consonants: Consonants that are pronounced the same as English:

<table>
<thead>
<tr>
<th>p</th>
<th>t</th>
<th>t</th>
<th>s</th>
<th>k</th>
<th>kw</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td>m</td>
<td>n</td>
<td>l</td>
<td>y</td>
<td></td>
</tr>
</tbody>
</table>

Remember, what is written “ts” is Secwepemctsín is pronounced like the English “ch” in “chin” or "chest".
What is written “kw” in Secwepemctsín is pronounced like the English "qu" in the word “queen”.
The Consonant “ts” is a is a single sound represented by two characters.
Exercise 1:
Try to pronounce the following Secwepemctsin words: You can also follow along in reading them with the CD, identified as Unit 1, Lesson 3, Exercise 1.

Words with ts, k and kw

<table>
<thead>
<tr>
<th>ts words</th>
<th>k and kw words</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsimt</td>
<td>kelles</td>
</tr>
<tr>
<td>tsut</td>
<td>kwens</td>
</tr>
<tr>
<td>tswel</td>
<td>kweném</td>
</tr>
<tr>
<td>tsilkst</td>
<td>kénem</td>
</tr>
<tr>
<td>tskem</td>
<td>kenkéknem</td>
</tr>
<tr>
<td>tskentés</td>
<td>kékúku</td>
</tr>
<tr>
<td>tsentes</td>
<td>úkwem</td>
</tr>
<tr>
<td>setsinem</td>
<td>mekwmékw</td>
</tr>
<tr>
<td>splutsen</td>
<td>kwalst</td>
</tr>
<tr>
<td>stektsusem</td>
<td>kukwfw</td>
</tr>
<tr>
<td>stekwtsín</td>
<td>kenmimelt</td>
</tr>
<tr>
<td>tsetse</td>
<td>kwalt</td>
</tr>
<tr>
<td>tsípwen</td>
<td>lekáltem</td>
</tr>
<tr>
<td>tsítslem</td>
<td>tséwkstem</td>
</tr>
<tr>
<td>stsmémelt</td>
<td>snénke</td>
</tr>
<tr>
<td>tskilám</td>
<td>skwest</td>
</tr>
<tr>
<td></td>
<td>kekév</td>
</tr>
<tr>
<td></td>
<td>úpekst</td>
</tr>
<tr>
<td></td>
<td>welánk</td>
</tr>
<tr>
<td></td>
<td>kwikwéyt</td>
</tr>
</tbody>
</table>

🔍 You can look up the meanings for the above words in the Secwepemctsin – English dictionary
Exercise 2:
Listen to the CD Secwepemc̓stšn 1, Unit 1, Lesson 2, Exercise 2. Write the correct Group 1 consonant in the blanks below:

tsékstem
snén_e (orphan)
s__est (name)
_e_éw (far away)
__kem (to carve)
__entés (he/she hits him/her)
tsí__lem (new)
s__mémelt (children)
___ilám (weak, feeble)
__elles (three)
__ens (he/she takes him/her/it)
__énem (what happened?)
__imt (to melt)
__wel (tilted)
__il_st (five)
__en__énem (black bear)
ú__em (to carry, pack)
me__mé__ (blunt)
ste__usem (firewood)
ste___ín (dumb
__e__e (little sister)
__lalst (gallstone)
se__inem (to sing)
splu__en (mouth)
__fpwen (root cellar, cache pit)
kú__íw (to slide)
__alt (green, yellow)
úpe_st (ten)
welán__ (belly)
__i__éyt (smooth)
Exercise 3:
On the following pages, you will find a sheet of pictures (Five rows of 4 drawings) with words that represent the sounds of each Secwepemc consonants ts and k. Have your teacher or mentor say each word out loud (a key is provided at the end of this guide), and try to make an x through the drawing that has the vowel you are looking for. You can also follow along in reading them with the CD SecwepemcTsfn 1, identified as Unit 1, Lesson 3, Exercise 3.
Penmínte yi7éne me7 tekts’enwécwencwes thrí7.
Cross off the picture with the word that has a ts sound!

**ts** Penmite yi7ene me7 tekts'enwecwencwes tiri7!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>🕼</td>
<td>🐺</td>
</tr>
<tr>
<td>1</td>
<td>🌲</td>
<td>🌟🌟🌟</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>🌿</td>
</tr>
<tr>
<td></td>
<td>📋</td>
<td>📝</td>
</tr>
<tr>
<td>🎃</td>
<td></td>
<td>🦜</td>
</tr>
<tr>
<td></td>
<td>🕶</td>
<td>💋</td>
</tr>
<tr>
<td></td>
<td>💋</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4:

Lesson Goals

What you will learn:
This lesson will explore the consonants that are pronounced differently from English but are not glottalized (Group 2 consonants).

You will be able to:

➢ identify the two different groups of consonants that sound differently from English,
➢ identify the consonants that are pronounced differently than in English and are not glottalized,
➢ recognise the different consonant sounds in their written form,
➢ test your ability to identify the sounds of the alphabet.

Consonants that are pronounced differently from English but not glottalized:

<table>
<thead>
<tr>
<th>ll</th>
<th>c</th>
<th>cw</th>
<th>q</th>
<th>qw</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>xw</td>
<td>7</td>
<td>g</td>
<td>gw</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4 Sounds:
The Consonant “ll” – written “ll” (double-L)

ll

a) Whisper the word “please”
b) Hold the “l” for a while
c) Press the tongue upwards for a bit so that there is a narrow opening at the sides of the tongue. This will produce the sound “ll”.

swéwll [swé-wll]

The Consonant “c”

C

a) This sound is a “hissing sound” which is produced by putting your tongue against the same part of the roof of your mouth as when you make the “k” sound.

kelc [kel-c]

The Consonant “cw”

CW

a) This is the rounded version of “c”

kw-sícw [kw-si-cw]
The Consonant “r” is a weak friction sound, similar to “c” but voiced.

\[ r \]

a) Pronounce a long hiss, “sssss”.
b) Change over to a “zzzz”.
c) Cover your ears with your hands and do it once more.
d) Now pronounce a Secwepemc “c” and make it a long, “cccc”.
e) Make it buzz the same way as “sssszzzzz”.
f) The voiced “c” is now an “r”.

\[ \text{tsrep} \quad [ts-rep] \]

The Consonant “q” is similar to the English “k” but is pronounced further back in the throat.

\[ q \]

a) Stick a pencil far back on your tongue.
b) Try to pronounce a “k”.
c) You will then produce the sound “q”.

\[ \text{sq7em} \quad [sq-(stop the word)+EM] \]

The Consonant “qw”

\[ qw \]

a) This is the rounded version of “q”. Practice it with the pencil!

\[ qweltsen \quad [qwel-sten] \]
The Consonant “x” is a friction sound like ”c” but pronounced further back in the throat.

X

a) Put a pencil far back on your tongue.

b) Try to pronounce a “c”. You will produce an “x”.

xlecw [xl-ecw]

The Consonant “g”

g

a) Pronounce “aaaa” while drawing back the tongue, as if you were at the doctor’s office. Then, start your sound with a "hummed" friction down in your throat, similar to the French "r". In fast speech, the g is often reduced to an "aa" sound made in the throat.

b) Make sure the sound you make is brief.

geyép [gey-Ep]

The Consonant “gw”

GW

a) Rounded version of “g”.

gwesgwést [gwes-gwEst]
The Glottal Stop "7"
The symbol "7" is known as a "glottal stop" by linguists. It is found in English words that begin with a vowel. It is a common feature of the Secwepemc language.

7

a) Pronounce the English word "OPEN!" with great stress, bursting right into the vowel. The sound for "7" was pronounced at the beginning of the word.

spyu7 [spy-u7]
Lesson 4 - Exercises

Exercise 1:
The words below are taken from the sample words for Secwpemc consonants on
the CD-ROM. From memory, add in the correct vowel(s) in the blank spaces:

ts_ep
_le___
__es__ést
spyu_
kel_
swéw__
kwsi__
sq_em
__eltsen
_eyép
Exercise 2:
After you have listened to the pronunciation of the group 2 consonant sounds on the CD-ROM, and have listened to the sample words, try to pronounce the following words: You can also follow along in reading them with the CD, identified as Unit 1, Lesson 3, Exercise 2.

ll words: llept kellés llkep ell cucuwéll swewll ullcw smemencéllp melanllp kwellén llépsem

llc words:

p7er pérens rlfúne rclrált lerém yiri7 répelc ri7 tsrep

xlecw qyex sxélwe xwent xwtellp ixwem nuxwenxw ptiixwem

q and qw words:

q7em qmut sqléw qéwten qu7 seqwyits qweltsen qwllinten qesqsép sqléltén piq qwílenst

g and gw words:

gep yigélecken geyep megeen legém tsgep megmégt guyt gwsenwést llgwile

7 words:

mé7e tá7a ste7 tekwlóse7 cw7it s7istk smé7stem et7étic

x and xw words:

xexe7 xéne xmenk xyum xlitens

r words:

répem sérens
Don't worry about knowing the meaning of each of these words yet! The purpose of this exercise is to listen to the sounds of Secwepemctsin and to get used to the sounds that are different from English. If you want to know the meaning of the words, you can look them up in the Secwepemctsin – English Dictionary.
**Exercise 3: Placing stress marks**

The stressed part of a word is the syllable that has most "oomph" or is pronounced the loudest. It is also the syllable that you can "drag out". For example: *se-SE - le* (two) has the stress on the middle syllable. We write this as seséle. You could drag this word out to say sesEEEEEEEEEEele. But it doesn't sound right to say seeeeeee-sele.

Within a syllable, it is the vowel that carries the stress. We thus mark stress with a stress mark above the vowel in the stressed syllable: seséle, mé7e, kf7ce, etc. In words that have a single syllable, you don't need to put a stress mark.

Have your teacher or mentor pronounce the following words. You can also follow along in reading them with the CD Secwepemctsin, identified as Unit 1, Lesson 3, Exercise 3. Place the stress mark on the right vowel in the word with a ' mark.

<table>
<thead>
<tr>
<th>xexe7</th>
<th>ullew</th>
<th>geyep</th>
</tr>
</thead>
<tbody>
<tr>
<td>xene</td>
<td>smemencellp</td>
<td>megeen</td>
</tr>
<tr>
<td>melanllp</td>
<td>cwelpilc</td>
<td>legém</td>
</tr>
<tr>
<td>kwellen</td>
<td>pucwem</td>
<td>yiri7</td>
</tr>
<tr>
<td>llepsem</td>
<td>secwem</td>
<td>repelc</td>
</tr>
<tr>
<td>llept</td>
<td>sewicw</td>
<td>repem</td>
</tr>
<tr>
<td>kelles</td>
<td>tmicw</td>
<td>sérens</td>
</tr>
<tr>
<td>seqwyits</td>
<td>estkic</td>
<td>p7er</td>
</tr>
<tr>
<td>qweltsen</td>
<td>relralt</td>
<td>perens</td>
</tr>
<tr>
<td>qwllinten</td>
<td>lerém</td>
<td>rilune</td>
</tr>
<tr>
<td>llkep</td>
<td>qesqsep</td>
<td>metec</td>
</tr>
<tr>
<td>ell</td>
<td>sqlelten</td>
<td>tsrep</td>
</tr>
<tr>
<td>melanllp</td>
<td>piq</td>
<td>sqlew</td>
</tr>
<tr>
<td>kwellen</td>
<td>qwilenst</td>
<td>qewten</td>
</tr>
<tr>
<td>llepsem</td>
<td>sme7stem</td>
<td>qu7</td>
</tr>
<tr>
<td>ceyem</td>
<td>tekwlose7</td>
<td>ixwem</td>
</tr>
<tr>
<td>citsem</td>
<td>et7etic</td>
<td>nuxwenxw</td>
</tr>
<tr>
<td>scenc</td>
<td>cw7al</td>
<td>ptixwem</td>
</tr>
<tr>
<td>cucuwell</td>
<td>sem7e7em</td>
<td>tsgep</td>
</tr>
<tr>
<td>swewll</td>
<td>yigelecken</td>
<td>megmegt</td>
</tr>
</tbody>
</table>
Exercise 4:
On the following pages, you will find a sheet of pictures with words that represent the sounds of each Secwepemc Group 2 consonant. Have your teacher or mentor say each word out loud (a key is provided at the end of this guide), and try to make an x through the drawing that has the vowel you are looking for. You can also follow along in reading them with the CD Secwepemctsíh 1, identified as Unit 1, Lesson 3, Exercise 4.
Cross off the picture with the word that has a ll sound!

Penmínte yi7énc me7 tekts'enwécwencwes tlri7.
Cross off the picture with the word that has a c sound!

C

Penmínte yi7éne mc7 tekts’enwécwencwes tlri7.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[Hat]</td>
<td>[Hand]</td>
<td>[Shorts]</td>
</tr>
<tr>
<td>[Fish]</td>
<td>[Pig]</td>
<td>[Mug]</td>
</tr>
<tr>
<td>[Wood]</td>
<td>[Ear]</td>
<td>[Hill]</td>
</tr>
<tr>
<td>[Spoon]</td>
<td>[Plate]</td>
<td>[Melted]</td>
</tr>
<tr>
<td>[Window]</td>
<td>[Basket]</td>
<td>[Tree]</td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a cw sound!

<table>
<thead>
<tr>
<th>Chair</th>
<th>Knife</th>
<th>Duck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabbit</td>
<td>House</td>
<td>Deer</td>
</tr>
<tr>
<td>Comb</td>
<td>Measuring stick</td>
<td>Mouth</td>
</tr>
<tr>
<td>Socks</td>
<td>Dress</td>
<td>Shoes</td>
</tr>
<tr>
<td>Teeth</td>
<td>Leg</td>
<td>Book</td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a r sound!

<table>
<thead>
<tr>
<th>Hand</th>
<th>Tree</th>
<th>Beaver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penmínte yi7éne me7 tekts’enwécwenewes thi7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strawberry</td>
<td>Cat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bird</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mouse</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a q sound!

Penmínte yi7éne me7 tekts'enwéewencewes tlri7.
Cross off the picture with the word that has a qw sound!

Penmínte yi7éne me7 tekts'enwécwencwes tlri7.
Cross off the picture with the word that has an x sound!

Penmínte yi7éne me7 tekts’enwécwencwes tlri7.
Cross off the picture with the word that has a xw sound!

**XW**

Penmínte yi'éné me7 tekts'ênwéewenewes tlri7.
Cross off the picture with the word that has a g sound!

Penmite yi7éne me7 tekts'enwécwencwes tlri7.
Cross off the picture with the word that has a gw sound!

<table>
<thead>
<tr>
<th>gw</th>
<th>Penmínte yi7éne.me7 tekts’enwécwencwes tlri</th>
</tr>
</thead>
<tbody>
<tr>
<td>🌕</td>
<td></td>
</tr>
<tr>
<td>🐻</td>
<td>🐔</td>
</tr>
<tr>
<td>🐱</td>
<td>👐</td>
</tr>
<tr>
<td>🐐</td>
<td>👩</td>
</tr>
<tr>
<td>🐟</td>
<td>🥶</td>
</tr>
<tr>
<td>🐟</td>
<td>🏡</td>
</tr>
<tr>
<td>🌞</td>
<td>🏞</td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a 7 sound!

Penmínte yi7éne me7 tekts’enwécwencwes tli7.
Lesson 5: Group 3 Consonants:

Consonants that are Different from English AND Glottalized

Introduction:

Consonants that are pronounced differently from English and are glottalized:
The marks that look like commas over consonants actually create distinct sounds each letter. These are sounds that seem to “explode”. These consonants are pronounced differently than in English and the commas over the consonants make them glottalized. Some of these consonants (p̩, t̩, ts̩, k̩, kw̩, q̩, qw̩) are also called “explosive sounds” and for some of them, (nh̩, ñ̩, l̩, w̩, r̩, y̩, gw̩) the sound is pronounced with a “catch” in the throat just before you say the sound.

Do not confuse these glottal marks or commas over consonants for the stress marks that are placed over vowels.

Group 3 Consonants:

Consonants that are pronounced differently from English and are glottalized:

Glottalized means that you close your throat for an instant while you pronounce the sound and force air out

\[
\begin{array}{ccccccc}
p̩ & t̩ & ts̩ & k̩ & kw̩ & q̩ \\
qw̩ & m̩ & l̩ & n̩ & w̩ \\
y̩ & r̩ & gw̩
\end{array}
\]
To create the ṗ sound:

a) Purse your lips as if preparing to say “p” sound.  
b) Hold your breath.  
c) Open your lips and your windpipes simultaneously to produce and explosive “p”.

*sp*seqs [sp-SEQS]

The Glottalized Consonant ṭ

a) Purse your lips as if preparing to say “ṭ” sound.  
b) Hold your breath.  
c) Open your lips and your windpipes simultaneously to produce and explosive “ṭ”.

ᵗᵉⁿᵉ [ᵗ-Ene]

Some speakers in the Williams Lake area pronounce this sound without the “ṭ” sound after the “ṭ”.

The Glottalized Consonant ṭs

a) Purse your lips as if preparing to say “ṭs” sound.  
b) Hold your breath.  
c) Open your lips and your windpipes simultaneously to produce and explosive “ṭs”.

ᵗˢᵉˡcwilep [ṭs-el-cw-ilep]
The Glottalized Consonant k

\( k' \)

a) Purse your lips as if preparing to say “k” sound.
b) Hold your breath.
c) Open your lips and your windpipes simultaneously to produce and explosive “k”.

sképqen \([sk'-Epqen]\)

The Glottalized Consonant kw

\( kw' \)
a) Purse your lips as if preparing to say “kw” sound.
b) Hold your breath.
c) Open your lips and your windpipes simultaneously to produce and explosive “kw”.

lletkw'tsi'nten \([llet-kw'-tsi'nten]\)

Note that the word lletkw'tsi'nten for "fork" has a number of different Secwepemctsin pronunciations within both Western and Eastern Dialects!

The Glottalized Consonant q

\( q' \)

a) Purse your lips as if preparing to say “q” sound.
b) Hold your breath.
c) Open your lips and your windpipes simultaneously to produce and explosive “q”.
qimeke7 [qimEke7]

The Glottalized Consonant q\textsuperscript{\text{hv}}

q\textsuperscript{\text{hv}}

a) Purse your lips as if preparing to say "q\textsuperscript{\text{hv}}" sound.

b) Hold your breath.

c) Open your lips and your windpipes simultaneously to produce and explosive "q\textsuperscript{\text{hv}}".

sq\textsuperscript{\text{hv}}wext [sq\textsuperscript{\text{hv}}-Ext]

The remaining glottalized consonants are not explosive sounds, but hummed consonants (l, m, n) or sounds that are almost like vowels (w, y). The glottalized version of these consonants is pronounced with a "catch" on them

The Glottalized Consonant \textsuperscript{\text{hv}}

\textsuperscript{\text{hv}}

a) Purse your lips as if preparing to say "\textsuperscript{\text{hv}}" sound.

b) Hold your breath.

c) Open your lips and your windpipes simultaneously to produce and explosive "\textsuperscript{\text{hv}}".

mim\textsuperscript{c} [mim\textsuperscript{c}]

The Glottalized Consonant \textsuperscript{c}

\textsuperscript{c}

a) Purse your lips as if preparing to say "\textsuperscript{c}" sound.

b) Hold your breath.

c) Open your lips and your windpipes simultaneously to produce and explosive "\textsuperscript{c}"

pil\textsuperscript{ce} [pil\textsuperscript{ce}]

52
Lesson 4 - Exercises

Exercise 1:
In the words below are taken from the sample words for glottalized consonants on the CD-ROM. From memory, add in the correct vowel(s) in the blank spaces:

s_seqš
_éne
__elcwilep
s_épqen
llet__tsińten
_imeke7
s__ext
mi_c
pi_ce
skwi7e_e
semre_
 possibilité
pelé_
Exercise 2:
After you have listened to the pronunciation of the group 3 consonant sounds on the CD-ROM, and have listened to the sample words, try to pronounce the following words that have glottalized consonants. You can also follow along in reading them with the CD Secwepemctsin, identified as Unit 1, Lesson 4, Exercise 2.

stile7
péleñ
nexestém
tsemxulecw
púsmen
kist
sképqen
kúlen
dwens
sukwt
kwekwtn
eki
ltsi7
lsellt
lletllál
piñens
ísekwe7éke7
suclmélplp
skemcis
ltemen
ketketñ
qixt

meq
pelqile
xqeyens
t.sérens
qwelt
slqwequn
íqwke7
quqíwt
sekwew
semlrêw
sqlew
qelswéwyé
ínéytkwllp
sqlu7úwI
plce
speqwéltew
kekmelc
k7élep
stepqúlcew
tigwke7
syegwyégwten
**Exercise 3:**
Try reading the following short sentences and tongue twisters. Some of them have a mixture of similar plain and glottalized (k/kw/k'/kw'; q, qw, q', qw', p, t, t' etc.) in succession. You can hear the sentences pronounced on the CD Secwepemcstín, Unit 1, Lesson 4, Exercise 3.

Tqwelqwelte speqquéq - (The berries are ripe)
qwiqwiyr re qwetens - Her/his hair is black
quwentsés re qweltesn - he broke the fir branch
N7ełre sqéléten - The salmon is rotten.
Re puñlecew m-ilen te p'elén – The mole ate some bark
Text re îné'ytkwlória - The hemlock is tall
Xqéyens re seqwyits - He/she trapped the rabbit.
Qwiqwiyr re qmut.s re sqelemew - The man's hat is black
Re Peter m-pixem, ell m-p'ixens re ñisi7s. – Peter went hunting and then he fried his meat
Tskwente re skwenkwineq, me7 kwencwes! – Get the wild potatoes and taste them!

**Exercise 4:**
On the following pages, you will find a sheet of pictures (Five rows of 4 drawings) with words that represent the sounds of each Secwepemc Group 3 consonant. Have your teacher or mentor say each word out loud (a key is provided at the end of this guide on p.), and try to make an x through the drawing that has the vowel you are looking for. You can also follow along in reading them with the CD Secwepemcstín 1, identified as Unit 1, Lesson 4, Exercise 4.
Cross off the picture with the word that has a p' sound!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Potatoes</td>
<td>Heart</td>
<td>Cat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bun</td>
<td>Bird</td>
<td>Paper</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face</td>
<td>Drum</td>
<td>Bug</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cape</td>
<td>10</td>
<td>Hook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gloves</td>
<td></td>
<td>Socks</td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a t' sound!

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td></td>
</tr>
</tbody>
</table>

Penmínte yi7éne me? tekts’enwécwenewes tlri7.
Cross off the picture with the word that has a *ts'* sound!

<table>
<thead>
<tr>
<th>ts'</th>
<th>Penmínte yi7éne me7 tekts’enwécwencwec tlrí7.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Chair" /></td>
<td><img src="image2" alt="Knife" /></td>
</tr>
<tr>
<td><img src="image4" alt="Rabbit" /></td>
<td><img src="image5" alt="House" /></td>
</tr>
<tr>
<td><img src="image7" alt="Comb" /></td>
<td><img src="image8" alt="Soap" /></td>
</tr>
<tr>
<td><img src="image10" alt="Socks" /></td>
<td><img src="image11" alt="Dress" /></td>
</tr>
<tr>
<td><img src="image13" alt="Clock" /></td>
<td><img src="image14" alt="Leg" /></td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a k' sound!

Penmintie yi7éne me7 tekts' enwécwencwes tlri7.

<table>
<thead>
<tr>
<th>8</th>
<th><img src="image1" alt="Man" /></th>
<th><img src="image2" alt="Jacket" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Girl" /></td>
<td><img src="image4" alt="Spider" /></td>
<td><img src="image5" alt="Pen" /></td>
</tr>
<tr>
<td><img src="image6" alt="Hand" /></td>
<td>1</td>
<td><img src="image7" alt="Gloves" /></td>
</tr>
<tr>
<td><img src="image8" alt="Footprints" /></td>
<td><img src="image9" alt="Knife" /></td>
<td><img src="image10" alt="Woman" /></td>
</tr>
<tr>
<td><img src="image11" alt="Boy" /></td>
<td><img src="image12" alt="Bow" /></td>
<td><img src="image13" alt="Socks" /></td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a kw' sound!

<p>| | | |</p>
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<thead>
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<tbody>
<tr>
<td><img src="image" alt="Eye" /></td>
<td><img src="image" alt="Number 10" /></td>
<td><img src="image" alt="Bird" /></td>
</tr>
<tr>
<td><img src="image" alt="Milk" /></td>
<td><img src="image" alt="Mouse" /></td>
<td><img src="image" alt="Potatoes" /></td>
</tr>
<tr>
<td><img src="image" alt="Person" /></td>
<td><img src="image" alt="Mug" /></td>
<td><img src="image" alt="Sun" /></td>
</tr>
<tr>
<td><img src="image" alt="Person 2" /></td>
<td><img src="image" alt="Star" /></td>
<td><img src="image" alt="Socks" /></td>
</tr>
<tr>
<td><img src="image" alt="Fork" /></td>
<td><img src="image" alt="Book" /></td>
<td><img src="image" alt="Number 9" /></td>
</tr>
</tbody>
</table>

Penmintec yi7énemé7 tekts'enwëcwencwes tlri7.
Cross off the picture with the word that has a q' sound!

Penmínte yi7éne me7 tekts’enwécwencwes tlri7.

<p>| | | |</p>
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<thead>
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</tbody>
</table>
Cross off the picture with the word that has an \textbf{m} sound!

\textbf{m}  

Penmínte yi7éne me7 tekts'ennwécwencwes tlri7.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>6</td>
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</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Cross off the picture with the word that has a ï sound!

Penminte yi7ene mc7 tekts'encwencwes tlri7!
Cross off the picture with the word that has a  וכ sound!

Penminite yi7ene me7 tekts'enwecwencwes tlri7!
Cross off the picture with the word that has a ų sound!

Penmite yi7ene me7 tekts'enwewencwes tlri7!
Unit 1 - Materials for Further Practice:
Here are some further instructional resources for practicing Secwepemcstín Group 3 consonants – All materials can be purchased from the SCES Language Department:

Aert Kuipers and May Dixon, A Shuswap Course, 1984

Aert Kuipers and May Dixon, A Shuswap Course vol.1 (audio-cassette)

Deanna Cook, Joe Dan and Marianne Ignace, The Secwepemc Alphabet (VHS video tape)

SCES also has various short sight-reading books available that are adapted from early primary level English readers. Check with the language Department to obtain copies.

For further examples and practice of the sounds of Secwepemcstín, try the CD-ROM Picture Dictionary with alphabet guide
Secwepemctsín Unit Two:
Re suwénc ell re stemstíteńt: The Human Body and Clothing

Unit Goals:
In this Unit you will learn about:
Words that are used as a connection between nouns and with a verb. "Re" and "ell" are two such words. You will also learn how to identify the different parts of the body and use the verbs "to point" and "touch". You will also learn how to make a singular noun become a plural noun.

At the end of this Unit you should be able to:

- Identify the different parts of the body and face,
- Identify the difference between intransitive and transitive verbs,
- Use the "ell" and connective "ell" structure in a sentence,
- Use the plural form with the unit vocabulary,
- Practice with the vocabulary and grammar structures,
- Test your understanding at the end of the lessons.

This unit consists of 6 lessons. In this and all subsequent units, the first lesson of each unit will introduce the noun vocabulary that will be used throughout the lessons. Noun vocabulary includes words for things and people. The first lesson of each unit will also introduce useful verbs (action words) and adjectives (words for qualities) and other words that will be used throughout the lessons.
Unit 2 - Lesson 1:

Lesson Goals

What you will learn:
The vocabulary for this unit is based on the different parts of the face and body. The verbs to point, to touch and to put will also be introduced. You will learn how to use the connective words re and ell to make sentences.

After working through this lesson, you will be able to:

➢ Understand the words for to point to something,
➢ Say the vocabulary words listen to the words and see a picture or animation of the words,
➢ Have an opportunity to review and practice the words so they can be applied to the lesson in this unit.

Lesson 1: New Words

Vocabulary

Verbs: Action Words

tsúnímente  point to (it or something)

When “point to” is used as a command (which in this lesson it is) the root verb will have a –te added to the end. The –te identifies it as a command to one person (singular). All transitive verbs with stress in the beginning part of the word use the –te at the end to make a command to one person.

kentéke  touch it (or something)

When “touch ” is used as a command (which in this lesson it is) the root verb will have a –ke added to the end. The –ke identifies it as a command to one person (singular). All transitive verbs with stress at the end part of the word use the –ke at the end to make a command to one person.
**Nouns** (Words for a person, place or thing)

<table>
<thead>
<tr>
<th>Singular (one)</th>
<th>Plural (more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>skeppen</td>
<td>head</td>
</tr>
<tr>
<td>spseqs</td>
<td>nose</td>
</tr>
<tr>
<td>welánk</td>
<td>stomach</td>
</tr>
<tr>
<td>splútsen</td>
<td>mouth</td>
</tr>
<tr>
<td>ckwlústen</td>
<td>ckwtkwlusten</td>
</tr>
<tr>
<td>eye</td>
<td>eyes</td>
</tr>
<tr>
<td>ñéne</td>
<td>teníéne</td>
</tr>
<tr>
<td>ear</td>
<td>ears</td>
</tr>
<tr>
<td>kelle</td>
<td>kelkélé</td>
</tr>
<tr>
<td>hand</td>
<td>hands</td>
</tr>
<tr>
<td>lexlíxkst</td>
<td>lexlexlíxkst</td>
</tr>
<tr>
<td>finger</td>
<td>fingers</td>
</tr>
<tr>
<td>lexlexíxcen</td>
<td>lexlexíxcen</td>
</tr>
<tr>
<td>toe</td>
<td>toes</td>
</tr>
<tr>
<td>sqwewxt</td>
<td>sqwexqwéxt</td>
</tr>
<tr>
<td>foot</td>
<td>feet</td>
</tr>
</tbody>
</table>
Clothing Words:

qmut           hat
stektítse7     shirt
sxétémceen     pants
llellúcw        dress or coat
sillisu7úwi    moccasins

Other words:

ell           used as a connective between two nouns. In some of its uses it is similar to
              the English word and

re            re is also used as a connective to connect nouns with verbs and adjectives.
The way it is used in this unit, re is similar to the English words
              the/to. You use it to connect a transitive verb command "touch it
              [the hand, the hat, etc.)" with the thing or person you are supposed to do
              something to.

Review and practise the vocabulary for this lesson.
Here are some additional hints and activities for
practising the body and clothing noun vocabulary:
• To practise the new vocabulary for clothing objects, have your teacher or
  mentor, or a partner hold up the clothing items and you try to name
  them.
• Make a chart of the human body. Name parts of the body; after you
  have practised this orally, label the body parts in writing.
• You can also make yourself simple flashcards from index cards with
  drawings of the new vocabulary, as well as the commands "touch", and
  "point." The drawings can be simple stick-person drawings. Put the
drawing on one side of the flashcard, and the Secwepemctsin word on
the other. You can use these flashcards in a variety of ways to practice
vocabulary:
In small groups (two students or elder and one or two students), you can prompt one another with the flashcards for the English meaning of a word, or one person says the English word, the student says the Secwepemc tsin word.

Have your mentor or an elder give you commands with "kenteke re..." or "tsun'mente re..." and you point to or touch the right body part or clothing item.

If you have one or more partners, or in class, you can use your drawings on flashcards to play TPR Bingo: To play TPR Bingo, make a sheet of 9 or 16 drawings of your noun and verb vocabulary in a square. Each student gets a bingo card, along with some bingo chips. Your teacher, elder or mentor then calls out the Secwepemc tsin words represented in the squares. Whenever a word matches a drawing, you can place a chip on the square. The first student to get a row wins. You find a sample TPR bingo card for clothing and body words on the following page.

**Do you know the difference between a noun and a verb?**

A noun is a word for __________________________

A verb is a word for __________________________
Unit 2 TPR Bingo

TPR BINGO

[Diagram of various images related to TPR Bingo]

72
Lesson 2:
Lesson Goals

What you will learn:
You will learn how to use the connective “re”, and the verb ”point to”
with the verb

tsuñmente - point to [it/something]

with the following nouns:

<table>
<thead>
<tr>
<th>sképqen</th>
<th>splútsen</th>
<th>ckwítústen</th>
</tr>
</thead>
<tbody>
<tr>
<td>sposéqs</td>
<td>íéne</td>
<td></td>
</tr>
</tbody>
</table>

Make sure you know the meaning of the above words by now!

Most speakers will not use the “re” with the body vocabulary used in this lesson.
Usually there is a “ren” or “rec” used, which means “my” or “your”.
This will be introduced in future lessons.

New Concept

Use of Connective “re”

Introduction:
In this unit, we introduce you to two uses of the connective “re”. In this lesson “re” is
used to help identify a noun such as “the head”. Its use here is similar to the English
word “the”. In lesson 3, you will learn how “re” is used to connect a verb to an object.
“Re” is a very common word in Secwepemctsin and is found in almost every sentence.
We will discuss further uses of “re” in later units. Remember the “re” in “re” is not
pronounced like a English “r” but like a Secwepemc “re”!

First Use:
In this lesson we use “re” similar to the English article “the”.
Re (the) + sképqen

Connective Noun

Examples:

re sképqen
re téne
re spéseqs
re splútsen
re ckwlíústen

Second Use:
The second use of the “connective “re” introduction in this unit connects the action of a transitive verb with a definite object (a thing that is already known, has already been talked about or shown). We will use the verb “tsuñmen” (“point to!”) with the connective “re” to identify the different face parts.

tsuñmente + re (the) + sképqen

When “point” is used as a transitive verb command (transitive verbs have objects that they set upon such as the head in this sentence.) remember that the root verb will have a “-te” added to the end as a subject suffix meaning “you” singular: “you point”. A transitive verb is a word that shows an action is taking place involving an object, which is a person or thing that you do the action to.
Lesson 3:
Lesson Goals

What you will learn:
In this lesson you learn a very important concept about verbs that you will apply throughout this course. You will learn about intransitive (plain verbs that have no objects) and transitive verbs and what makes them different.

This is just an introduction lesson you will learn more about how and when to use these different verbs as you move through the course.

You will be able to:

- Identify a verb
- Identify and define an intransitive or plain verb
- Identify and define a transitive verb

You will be introduced to two new grammar terms: Intransitive or Plain Verbs and Transitive Verbs. Do you know the definition of a verb? A verb is an action words such as jump and run in English.

New Concept: Intransitive or Plain Verb

Intransitive or Plain Verb:
The command “píqwemee” means “to look around” and as a plain action, also called an intransitive verb. These are actions that do not include an object (someone or something to whom you do the action). Note that in Secwepemctsin, you have to add an ending (a subject suffix) to a word to make a command.

The root form of the word “to look” is “piqw”. The -em (or no ending) makes this verb a plain action or intransitive verb “to look, to look around (but not at something specific)”. To make a command “look!” to one person (singular), you add “-ce”. If you want to give a command to more than one person (plural) you have to add the ending “-cwiye”.

\[
\begin{array}{ll}
\text{píqw(em)ce} & \text{píqwemcwiye} \\
\text{Commanding only one person “look!”} & \text{Commanding more than one person “look!”}
\end{array}
\]
New Concept: *Transitive Verb*

The command “píqwente” means “look at something specific!” and is a transitive verb. Transitive verbs describe actions that have an object (a person or thing). You have to add the -te ending (a subject suffix) to the verb in a command to one person.

The -en makes this a transitive verb “look at something specific!” to one person (singular), you add “-te”. If you want to give a command to more than one person (plural) you have to add the ending “-tiye”.

<table>
<thead>
<tr>
<th>píqwente re kelc</th>
<th>píqwentiye re kelc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commanding only one person</td>
<td>Commanding more than one person</td>
</tr>
<tr>
<td>“look at the hand!”</td>
<td>“look at the hand!”</td>
</tr>
</tbody>
</table>

As we noted earlier, in verbs where the stress on the end part of the verb such as in the transitive verb “to touch something”, the suffix ending “-ke” is used to make a command to one person. Thus, we use the form kentéke to mean "touch it".

When the verb “to touch” is used as a transitive verb (verbs have objects that they act upon, such as “the head” in the sentence below), the root verb will have a “-ke” added to the end as a subject suffix meaning “you” singular. For example: “kentéke” means “you touch it”. If you want to direct the command at more than one person, you will use the “kwiye” suffix, which means “you” plural (more than one person).
Lesson 4:
Lesson Goals

You will be able to:

➢ Identify the different parts of the body,
➢ Use the connective "re" to connect the action of a transitive verb,
➢ Use the "ell" connective between two nouns,
➢ Use the "ell" connective with two nouns and a verb in a sentence.

What you will learn:

How to use ell as a connecting word similar to the English word "and" in a sentence,

\[ \text{ell} = \text{and} \]

Lesson 4: New Concept
ell used as "and"

When two objects are named, you hear the word "ell" which means "and".

\[ \text{re} \quad \text{ckwítústen} \quad \text{ell (and)} \quad \text{re} \quad \text{téne} \]

The eye and the ear

Use of "ell" with kenteke

Combining Concepts:
The second use of the connective "re" that you have learned in this unit is to connect the action of a transitive verb with a definite object. In this lesson, you will use two objects and "ell" in the sentence with a transitive verb.

Kenteke re sqw'ext ell re kele - touch the leg and the hand
Lesson 2-4 Activities and Exercises:

Exercise 1 (Oral Exercise):
Listen to the commands in Unit 2, Lesson 2, Exercise 1. They all use the commands tsuímemente (point to ...) and kentéke (touch....) with body and clothing words. As you listen to the commands, try to carry them out. Once you can carry out each command, try saying them to a partner or to your mentor and have that person carry them out. The method of teaching through commands that require the learner to listen and carry out the action he/she is told to do is called Total Physical Response or TPR for short. Below are a few additional commands that are spoken on the accompanying CD.

kwenté  take it/something/him/her
elkw'ente  put it away or store away
llécwenteke  put on (an article of clothing)
kllentéke  take off (an article of clothing)

Exercise 2:
Translate the following sentences into English:
1) Tsuímemente re leelixkst __________________________
2) Kwente re llellucw __________________________
3) Elkw'ente re __________________________
4) Kentéke re tent'ene __________________________
5) Kentéke re welank __________________________
6) Tsuímemente re sp'seqs __________________________

Exercise 3:
Translate the following phrases and sentences into Secwepemctsín:
1) Touch the coat! __________________________
2) Point to the nose! __________________________
3) Touch the moccasins __________________________
4) Put away the pants __________________________
5) Take the shirt! __________________________
6) Touch the skirt! __________________________
7) Take off the coat! __________________________
8) Put on the moccasins! __________________________
9) Touch the toes! __________________________
10) Point to the belly! __________________________
11) Point to the ear! __________________________
12) Point to the ears! __________________________
Lesson 5  Making Plurals

Lesson Goals

What you will learn:
You will learn the rules of forming the plural of nouns in Secwepemctsín. There are four different rules to learn and apply. You will also learn new plural vocabulary.

\[
\text{sqwext (foot)} \quad \text{sqwexq\'wext (feet)}
\]

This is a lesson where you will learn to make nouns plural by using a skill called reduplication. Simply put, this is where you “double up” the whole first part of the word or syllable and add it on to the front of the word you are making plural.

Plural Rule 1.)

New Concept:
In English, to make words plural (more than one) from their singular form, we typically just add an “s”.

i.e. hand \(\rightarrow\) hands
cup \(\rightarrow\) cups

We also have exceptions such as foot \(\rightarrow\) feet

Secwepemctsín does not apply the “just add an \(-s\)” rule. There are four basic rules to pluralizing in Secwepemctsín.

RULE 1:
In Secwepemctsín, you reduplicate the whole first part of the word or syllable and add it on to the beginning of the word you are making plural. In writing, you add it on to the left.

i.e.) kelc \(\rightarrow\) kelkélc

\[
\text{hand} \quad \text{hands}
\]

Remember reduplication means to copy a part of a word and move it to the front of the word.
RULE 2:
Plural reduplication is not always done — it is only used to stress or clarify that you are talking about more than one noun (person/place/thing) when this is necessary. While in English, it is incorrect to say "give me three cookie" without adding the "s," you do not always have to "reduplicate" in Secwepemctsin.

RULE 3:
When reduplicating a word whose first syllable has a glottalized consonant (indicated by an apostrophe: '), you reduplicate that part of the word with an un-glottalized consonant. The original root syllable stays glottalized. Note how in the examples below, the t' in t'en-, the root part of têne turns into a plain t when tacked onto the beginning of the word for reduplication. The qw' in sqw'ext turns into a plain qw when repeated in the beginning of the word for "feet"

Example: têne → tenêne
          ear       ears

Example: sqw'ext → sqwex'qwêxt
          foot       feet

RULE 4:
In Unit 1, we briefly explained what prefixes and suffixes are. Many Secwepemc words begin with a prefix. Common prefixes are s-, which makes a noun out of the word; c- which means "inside", or t (sometimes tek) which means "on top/above.", ts- which can mean "this way" or "perpetual action." If the word you are trying to reduplicate to make a plural starts with a prefix, you only reduplicate the root part of the word after that letter.

Example: ckwêtuxten → ckwtkwiútsten
          eye       eyes

RULE 5:
If a word has an i, a, o or u in its root, the reduplicated form of the root is not made with that vowel, but with an e (unstressed e):

Example: lexlixkst → lexlexliskst
          finger       fingers
          pilce →       pelpilce
          skirt       skirts
**Lesson 5: Exercises:**

**Oral Exercise 1:**

Listen to the words in Unit 2, Lesson 5, Exercise 1 on the CD.

1) Repeat the words and their plurals. Below is a grid that shows you the syllable plural reduplication on a number of body and clothing words, and a few other words from the examples in unit 1.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>kelc</td>
<td>kelkélc</td>
</tr>
<tr>
<td>skwt'us</td>
<td>skwtkwtkw'tus</td>
</tr>
<tr>
<td>ckwtkw'tusten</td>
<td>ckwtkwtkw'tusten</td>
</tr>
<tr>
<td>t'ene</td>
<td>tent'ene</td>
</tr>
<tr>
<td>lelexlixkst</td>
<td>lelexlexlixkst</td>
</tr>
<tr>
<td>sqw'ext</td>
<td>sqwesqw'esext</td>
</tr>
<tr>
<td>lelexlixcen</td>
<td>lelexlexlixcen</td>
</tr>
<tr>
<td>pilce</td>
<td>pelpilce</td>
</tr>
<tr>
<td>stekeptits'e7</td>
<td>stekeptkekeptit's'e7</td>
</tr>
<tr>
<td>siltts'u</td>
<td>selsilts'esu</td>
</tr>
<tr>
<td>ckepckupcen</td>
<td>ckepckupckupcen</td>
</tr>
<tr>
<td>sqéxe</td>
<td>sqexsqexe</td>
</tr>
<tr>
<td>tsitcw</td>
<td>tssetsitcw</td>
</tr>
<tr>
<td>ts'elcwilep</td>
<td>tselts'elcwilep</td>
</tr>
</tbody>
</table>
Exercise 2:
Translate the following words. Try to figure out what the singular is, and then look it up in the Secwepemctsín – English Dictionary if you do not know the word.

sesyelt

qiq'imeke7 :

sqexqexe

spelplutsen

koskoso

tssetsiken

qemqmuit

pelpillece

sekwsekw'miñ

Exercise 3:
Make the plural in Secwepemctsín of the following words:

spyu7

kelc

snine

suleñsem

p'usmen

clluqwmeñ
Exercise 3 (Oral Activity)
Have your teacher or mentor give you commands to touch something (tkenstéke), get something (kwente), point to something (tsúñmente) or put away something (élkwente), alternating commands about singular objects with commands about more than one object.
On the accompanying CD, you will also find a set of such commands that you can try to carry out.

Exercise 4 (Oral Activity)
Now you give the commands! Tell your mentor, or a partner to do the above activities, using some commands that involve one thing (singular), and some commands that involve more than one thing (plural).
Lesson 6:  

Lesson Goals

What you will learn:
How to listen to a dialogue describing traditional clothing. You will hear vocabulary that you may not understand. Listen carefully to what the speaker is saying and try to get the general “gist” of what is being said. Also, enjoy listening to the general rhythm of the Secwepemc language.

The English translation is also available to help you with your understanding. You will also learn to identify and use the clothing vocabulary introduced in this unit.

You will be able to:

- Listen to a speaker describe traditional clothing and how the ancestors made the different item from the animals they hunted.
- Recognise vocabulary and sentence structure from the unit.

Le q7es te stsyex Re Secwepemc re stsyexs: Traditional Clothing

The following dialogue describes how people long ago dressed in buckskin clothing. The speaker notes how smart their ancestors were as they used all the parts of the deer, including the skin, bones, and sinew. After the skinned the deer, sheared the hair off the skin and tanned the hide, they used the deer’s sinew to make thread. They also used the bone to make needles. The speaker also lists the clothes they would have made, including pants, moccasin, shirts, and dresses.

Listen carefully to the speaker. You are not expected to understand what the speaker is saying at this point in the course, but you should try to listen for how the sounds of Secwepemctsin are pronounced. You can also view an English version of the translation. Enjoy!

Le q7es te Secwepemc re stsyexs:
Le q7es te qelmucw tsukw łucw re syexs ne scwełmełeqs.
Xexe7-enke lu7 re tsqwétsten.
Le pixmes ell le ticwts’ús xwexwéyt lu7 te ísi7, ta7 k stustés.
M-estullens re ísi7, m-teitsens, m-yews re m-s7i7ens re spéy, ell m-kulmes te stémin.
M-kwénses re ts’i7 re titeñcs, m-k’ulmes te st’eqwniłs. Ell m-kwenses te qweqw7u7ll, m-yews re sk’ulens re pétkwetens. M-
yews yiri7 re sk’ulens re sxet’emcens, re sillts’u7uw’is, re stektits’e7ses, re llellucws, ell xwexweyt re stemstitem’t.s.

If you would like to figure out what the sentences mean, here is some vocabulary that might help you with this task:

Vocabulary:
le q7es te qelmucw the people long time ago
tsukw lucw only
yex to dress
scwelmeleqs buckskin clothes
pixem to hunt – (itv)
ticwts’e to make a kill (in hunting) – (itv)
ts7i7 deer (also: meat)
tcitsens he/she/they shear, cut hair off something – (tv)
m-yews and then
i7ens he/she/they scrape something – (tv)
sp7ey skin
titeu7c sinew
st’eqwmi7 thread
kulem to make – (itv)
kulens he/she/they make something - (tv)
petkweten needle
qweqw’u7ll bone

☞ note that –s on the clothing words means "their", as well as "his/her/its" – we will learn about these possessive pronouns in the next unit.
In the list above, intransitive verbs are marked as "itv", and transitive verbs are marked as "tv". Note that the –s on the end of transitive verbs shows that he/she or they are doing the action.
English Translation:
The people long ago dressed in buckskin clothes.
Our ancestors were smart!
When they hunted and killed a deer, they did not waste anything.
They skinned the deer and sheared the hair off the skin. Then they scraped it
and tanned the hide. They took the deer's sinew and made thread from it.
And they took the bone and made needles. Then they made pants,
moccasins, shirts, dresses, and all their clothes.
Secwepemcətən Unit 3: Re stsillen-kət: Our Food

Unit Goals

In this Unit you will learn about:
The different food vocabulary used with the verbs to drink, eat, and make. The "W7EC" sentence is introduce to describe who is eating and what is being eaten. You will also learn some adjectives to describe the food and how to make bannock by following a recipe.

At the end of this Unit you should be able to:

- Identify and use the food vocabulary and use common adjectives,

- Identify and use "W7EC" sentences similar to the English "-ing" form with appropriate person pronoun endings ("I, you, he/she is doing something"),

- Identify and use person pronouns to indicate a subject "I, you he, she, it, and they" (we and you plural are not taught on the CD-ROM, but we provide you with the endings in this guide)

- Identify and use the verb "illen", "to eat" in the "w7ec" form and as a transitive and intransitive command ("eat" and "eat the/a...")

- Follow a bannock recipe.
Lesson 1: New Vocabulary
Lesson Goals

What you will learn:
The vocabulary for this unit is based on the different food and verbs to eat, drink, to want
and to make.

You will be able to:
➢ Identify the unit vocabulary words,
➢ Have an opportunity to review and practice the words so they can be applied to the
unit's lessons.

Verbs: Action words
illen to eat; to eat something

The verb “illen” (to eat) is one of the few Secwepemctsin verbs that work both
as a transitive and intransitive verb.

ste7 (te) to drink (intransitive verb – the action of drinking

kúlem (te) to make/mix

Noun Vocabulary - Foods:

iši7 meat, deer meat

ststillen food

swewll fish

spixle7cw fried bread

speqpéq berries

letýy tea

šłéct dried meat

petak potatoes

88
ú7se
egg

lesél ell lepwáwa
salt and pepper

lekapi(y)/kapi(y)
coffee

xwtellp
cow parsnip/Indian rhubarb

sxúsem
soapalllie/soap berries

tsecúlecwten/tsecwélecw/
puwúlecwten
baking powder

tkwelkwelólse
lemon

s(e)l7úy
juice

súkwe
sugar

scwík
dried salmon

yiwésten
poison onion/death camas

peqpiq
flour

kékendis
candy

"kékendis" is an example of a word that is borrowed from English and uses plural reduplication taught in the last unit. Some Secwepemc speakers call "candy" "sleetsnem" (sweet stuff you put in your mouth, from s- noun prefix, iec-sweet, tsn-mouth and em-intransitive verb)

Noun Vocabulary: Utensils

syelt
cellúqwmeň
plate
cup

s(e)ícímen
sekwmiň
spoon
knife
Ilétkwtsínten  
*fork*

cphixmeñ  
*frying pan*

tseckpúpew  
*little bowl*

Tseckpúpew means, "little bowl." When the word is spelled without the extra “p” it just means "bowl" and is spelled “tseckpúcw.” Look for this spelling in the bannock recipe to come.
New Vocabulary - Adjectives:

jectives
fect
fecte7úwi

Note the suffix -úwi indicates "real", "ordinary" or "par excellence."

isolt

The word for sour can also mean "bitter." Another word for "sour," qeyt, is used for things that have gone sour, i.e. milk or fermented juices.

le7

good

kist
kestwíc

bad (ex. The jam is mouldy)

Note: "kestwíc" comes from the word "kist" with the "wíc" ending/suffix, which means "to become."
Lesson 2:
Lesson Goals

What you will learn:
This lesson introduces a new sentence structure that uses “W7EC”. W7EC sentences signal that a sentence is in the present tense.

You will also learn how to use the verb “to eat” as a transitive and intransitive verb.

\[ \text{illen} \quad \text{“to eat”} \]

This lesson will expect you to have a clear understanding of the difference between a transitive and intransitive verb as you will be using the verb “to eat” as both a transitive, in one case, and an intransitive in another.

W7EC sentences

New Concept: W7EC sentences
The “W7EC” sentences are used to indicate that someone is doing an action now or existing in a place. In other words, “W7EC” is written to say something is happening right now (the present).

The pattern for this is:

\[ \text{W7ec} + \text{re} + \text{plain/intransitive verb} + \text{person ending} \]

For example – W7ec re illenes means S/He is eating.

\[ \text{W7ec} + \text{re} + \text{ill(e)n (eat)} + \text{es (s/he/it/it)} \]

illen = to eat, -es = s/he/it/they

New Concept
W7EC sentences
W7EC sentences are used with a plain (intransitive) verb. This type of verb does NOT have a direct object.

For example – W7ec re illens re George means George is eating:
The verb "to eat", in this case, doesn't take an object. Since w7ec re illenes involves a plain action, rather than a transitive action with an object (the thing that someone is eating), it is understood that "re George" at the end of the sentence refers to the doer or subject of the sentence, not the object. You could also begin the above sentence with the subject: It is also correct to say "re George w7ec re illenes."
Lesson 2: Practice

**W7EC sentences with an unspecified object**

The sentence:
W7ec re illenes re Ron means "Ron is eating." If we want to add an unspecified object to the sentence, similar to "Ron is eating some..." or "Ron is eating a.....", we connect the food he is eating with the connective te:

```
W7ec re ill(e)nes te sxusem re Ron.
```

In this pattern, the intransitive form of the verb "to eat" is followed by "te" and then the sentence's object. "Te" means "a" or "some" in this sentence. The doer or subject of the sentence is connected with re. Here is another example:

```
W7ec re ill(e)nes te petak re Mona.
intransitive verb + unspecified object + Subject
Mona is eating potatoes/a potato
```

Lesson 2: Practice

Exercise 1: Oral Listening Exercise, Unit 3, Lesson 2, Exercise 1
Listen to the practice exercise Unit 3, Lesson 2, Exercise 1.
Answer the following questions in English to test your comprehension (understanding):

1) Who is eating Indian Ice Cream? __________________________

2) What is Julienne eating? ______________________________

3) What is Carrie making? ______________________________

4) Who is eating dried meat? ____________________________

5) What is Terry making? ______________________________
Exercise 2: Translate:

w7ec re illenes re Jamie

w7ec re illenes te lekelet re Jill

w7ec re illenes te sxusem re George

w7ec re illenes te u7se re Fran

w7ec re illenes te sqlelten re Ron

w7ec re illenes te swewll re Mona

w7ec re illenes te sk'ec re Lizzy

w7ec re illenes te scwikw' re Evan

w7ec re illenes te speqpeq re Amber

w7ec re illenes te sqlew' re Fred

(Makes sense?????)

Exercise 3: Put the words in the right order!

k'ulem w7ec John re sk'ec

John w7ec illenes re swewll te

Te Ellen illenes w7ec re u7se

Ron lekelet w7ec re k'ulmes te

ts'i7 te re George w7ec illenes
sxusem illenes te re Kailie w7ec _______________

Mary wile te w7ec illenes re ___________________

Te Fred sewllkwe ste7es w7ec re _______________

Sqexe w7ec re ste7es s7uy te ___________________

**Exercise 4: Add in the te and re in the correct places**

W7ec __ illenes _____ swewll ____ Mary
W7ec __ ste7es ____ sewllkwe ___ Nancy
W7ec __ illenes _____ sp'ixle7cw ____ Ron
W7ec __ k'ulmes ____ sk'ec ____ Terry
W7ec __ illenes __ u7se _____ John
W7ec ____ ste7es ____ sewllkwe _____ Jaimie ell __ George
W7ec ____ k'ulmes ___ lekelet ____ Lizzy.
W7ec ____ illenes __ ts'i7 re Cecilia
W7ec ____ k'ulmes ____ scwicw _____ Victorine
Lesson 3:
Lesson Goals

What you will learn:
This lesson introduces a new sentence structure that uses the "W7EC" form with the person endings for "you" and "I" instead of he/she

You will be able to:

➢ Read and write W7EC sentences that state I, you, he/she or they are doing something right now.
➢ Understand and use w7ec sentences with the person endings for I, You, He, She, It & They,
➢ Use the intransitive form of the verb “to eat”.

As you work through the lesson, pay particular attention to the use of 1st person or "I-form" reduplication when the subject “I” is doing the action in the sentence.

Lesson 3 New Concept: Person Endings

New Concept: Person endings for W7EC sentences (Subject Pronouns):
The sentence below describes the action of he or she (called 3rd person). Note the –es ending or suffix on the action word. It means he/she/it or they.

To make W7EC re... sentences about I, you or we, you have to use different endings.

[W7ec + re + illsen (to eat) + –es (s/he/it/they)]
-ing form + connective + verb = eat + 3rd person ending or suffix

On the CD-ROM, the Speaker actually uses the plural of the word “to eat”, c7ell7llen” is the reduplicated form of illsen and means "they eat". You can use this form when two or more people are being referred to. You learned about plural reduplication in Unit 2.

To say that "I" am doing something, you need a different person ending, namely the 1st person verb suffix for the w7ec form.

For the first person “I”, use the verb suffix –wen

[W7ec + re + illslen (to eat) + –wen (I)]

W7ec re illslenwen means I am eating.
In addition to the 1st person verb suffix -wen, you have to carry out one more operation: In Western Secwepemc, when you use the first person pronoun (I), you politely reduplicate of “double up” the consonant before the stressed vowel in the verb. *Note the extra “7” in the sentence. There was an “imaginary 7” at the start of the word, too, that was omitted.

The word illen actually begins with a glottal stop, 7. At the beginning of a word that has a vowel, it is thus 7llen. However, we do not write the 7 in this case. In order to make the "I" or 1st person reduplication, you need to reduplicate the consonant before the stressed vowel in the word. Your consonant before the stressed vowel i is the 7. You have to reduplicate the 7 right after the stressed vowel i = 7i7llen, however, we do not write the 7 at the beginning of a word when the word begins with a vowel. The 1st person reduplication of illen thus is written i7llen. With the 1st person ending, you say i7llen-wen

**Practice: 1st person reduplication:**
Make the "I" form with w7ec re .....-wen out of the following verbs, using 1st person reduplication on the verb:

Hints: 1) watch for the stress mark on the verb! 2) The same rule that we learned with plural reduplication, i.e. that glottalized sounds become un-glottalized when they are reduplicated, also applies to 1st person reduplication

<table>
<thead>
<tr>
<th>Verb</th>
<th>1st person w7ec form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ste7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pixem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k'ulem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tiewts'e</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise:
Try these! – Make W7ec sentences with the following intransitive verbs:
secwem - to bathe - W7ec re __________-wen
k’uwétem - to walk. W7ec re __________-wen
wéwlem - to fish. W7ec re __________-wen.
mut- to sit. W7ec re __________-wen.
ts’élíc - to stand. W7ec re __________-wen.
q’mem - to swallow. W7ec re __________-wen
q’ilye - to take a sweatbath. W7ec re __________-wen
kécem - to make dried meat. W7ec re __________-wen
wéwlem - to go fishing. W7ec re __________-wen
íxwem - to sweep. W7ec re __________-wen
qítem - to fish with a rod - W7ec re __________-wen
fey - to Indian-dance - W7ec re __________-wen

2) The "you"-form:
For the singular “You” use the –ucw ending

W7ec + re + llen (to eat) + ucw (You)

W7ec re illenucw means You are eating. Note that in real conversation, you usually use the "you" form in questions rather than statements.

Now let's change the "I" form sentences into the you form,
saying "you are _____ing"
secwem - to bathe - W7ec re __________-ucw
k’uwétem - to walk. W7ec re __________-ucw
wéwlem - to fish. W7ec re __________-ucw.
mut- to sit. W7ec re __________-______.
ts’élíc - to stand. W7ec re __________-______.
q’mem - to swallow. W7ec re __________-______
q’ilye - to take a sweatbath. W7ec re __________-______
kécem - to make dried meat. W7ec re __________-

wéwlem - to go fishing. W7ec re __________-

íxwem - to sweep. W7ec re __________-

qitém - to fish with a rod - W7ec re __________-

tey - to Indian-dance - W7ec re __________-

3) For the 3rd person "he/she/it/they", use the "-es" ending you already learned

\[
\text{W7ec} + \text{re} + \text{ill(e)en (to eat)} + \text{es (s/he/it/they)}
\]

W7ec re ill(e)nes means He/She/It/They are eating.

There is only one 3rd person ending which encompasses: he, she, it, or they. Therefore, a listener has to gather from the context whether a speaker is referring to one (he, she, it, or they), or more than one (they) person.

To clarify whether I am referring to "he/she/it (3rd person singular) or "they" (3rd person plural), I can make a plural out of the action word if it is an intransitive verb, by using plural reduplication. In Secwepemctsin, a few verbs have altogether different plural forms. Thus, the singular form of "to sit" is mut, but the plural form of to sit is tseyem.

Now let's change the "I" form sentences into the he/she (3rd person singular) form, saying "he/she is ______ing"

sécwem - to bathe - W7ec re __________-es

k'uwétem - to walk. W7ec re __________-es

wéwlem - to fish. W7ec re __________-es.

mut- to sit. W7ec re __________-________.

ts'elílc - to stand. W7ec re __________-________.

q'mem - to swallow. W7ec re __________-

q'ilye - to take a sweatbath. W7ec re __________-

kécem - to make dried meat. W7ec re __________-

wéwlem - to go fishing. W7ec re __________-

íxwem - to sweep. W7ec re __________-

qitém - to fish with a rod - W7ec re __________-

tey - to Indian-dance - W7ec re __________-
Lesson 3 More Exercises:
Translate the following sentences into Secwepemctsín:

I am hunting __________________________

I am hunting deer __________________________

She is making dried fish __________________________

I am making dried fish __________________________

You are walking __________________________

I am singing (setsínem) __________________________

She is singing __________________________

George is singing . __________________________

Alice is making dried meat. __________________________

Mike is hunting for deer. __________________________

James is fishing with a fishing rod (q'item) __________________________

Peter is fishing for salmon __________________________

I am fishing with a fishing rod. __________________________

I am standing up. __________________________

He is standing up. __________________________

Carrie is standing up. __________________________

Nancy is sitting. __________________________
Exercise: 1st person reduplication:
Translate the following sentences into Secwepemctsín. Then change each sentence into Secwepemctsín into the 1st person ("-form") using reduplication and the -wen ending:

W7ec re pixmes . ________________________________

W7ec re q'itemucw. ______________________________

W7ec re kulmes te spixle7cw re Mary. ________________

W7ec re setsinmes . ______________________________

W7ec re wewlemucw. ______________________________

W7ec re ts'elilcwes . ______________________________

W7ec re llgwilcwes (jumping). ______________________

W7ec re pixmes. ________________________________

W7ec re k'eemew (drying meat) . ____________________

W7ec re ixwemes (sweeping). _______________________

W7ec re setsinemucw. ______________________________

W7ec re kulmes te sxusem re Jack. _________________

W7ec re q'ilyus re Ron. ___________________________

W7ec re seysus (playing) re Nancy. __________________

W7ec re q'yemes (writing) re Mona. _________________
Oral Exercises with pronoun endings –wen, -ucw, -es:

Exercise 1:
Have your mentor or partner give you a set of commands with any of the intransitive verbs that we have covered in this section. You then have to tell your mentor or partner what you are doing, using the "I" form and reduplication.

Examples:
Mentor: kuwetemce! (walk!)
Student: W7ec re kuwewtem-wen
Mentor: setsinemce! (sing!)
Student: W7ec re setsitsnem-wen

Exercise 2:
Play this as an activity with three people (mentor plus two students, or three partners in class). One person gives a command, a second person says what he/she is doing, and a third person then comments on the action, using the he/she form.

Examples:
Mentor: setsinemce! (sing)
Student 1: W7ec re setsitsnem-wen
Student 2: W7ec re setsinmes re …..
Mentor: ! kulemce tek lekelet! (Make some bread!)
Student 1: W7ec re kulem-wen te lekelet.
Student 2: W7ec re kulmes te lekelet re ….
Lesson 4:

Lesson Goals

What you will learn:
This lesson introduces four adjectives used to describe different kinds of foods. You will learn about the sentence structure used with adjectives that incorporates the connective “-re”, which you were introduced to in the Unit 2 and in this unit. You will learn this new use of the connective “-re” and review and expand the use of "re" in connecting a specific direct object to a verb as well.

The five adjectives you will learn and use are:

<table>
<thead>
<tr>
<th>Le7</th>
<th>- good</th>
<th>ıect</th>
<th>- sweet</th>
</tr>
</thead>
<tbody>
<tr>
<td>ıecte7uwi</td>
<td>- really sweet</td>
<td>ıkist</td>
<td>- bad</td>
</tr>
<tr>
<td>ısolıt</td>
<td>- sour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember that an adjective describes a quality of a noun.

Lesson Goals

After completing this lesson, you will be able to:

➢ identify four different adjectives,
➢ use these adjectives in a sentence with the connective word “re” to describe different foods.
➢ review two other uses of the connective “re”.

As you work through the lesson, pay particular attention to where adjectives are placed: In English we say “The fried bread is good.” The word "good" is an adjective. In Secwepemctsin we say “Le7 re spixle7cw,” thus placing the adjective first, then the connective "re", and then the noun we are describing as the subject of the sentence.

The pattern for this is:

\[ \text{Adjective} + \text{re} + \text{Subject} \]
For Example:

\[
\text{Le7 + re + spíxle7cw}
\]

\[
\text{kist re yiwésten}
\]
the poison onion is bad

\[
\text{íect re speqpéq}
\]
the berries are sweet (or: the berry is sweet)

\[
\text{ísolt re tkwelkwelóíse}
\]
the lemon is sour

Using the Connective re in commands with transitive verbs:

Review: Connective Re and W7EC sentences:
In Unit 2 we were first introduced you to the connective “re”: It was used to connect the action of a transitive verb (has an object) with its definite object (a thing that is already known or has been talked about or shown. It is translated somewhat similar to the English article “the” when it connects a definite object. Below, we use illen as a transitive verb command, telling someone to eat something specific:

For Example – Illente re spíxle7cw. means “Eat the fried bread.”

\[
\text{illente + re + spíxle7cw}
\]

Another Example:
Ste7nte re sxusen – Drink the sxusen.
Lesson 4 Exercises:
Exercise 1:

Exercise 2:
Translate:
Le7 re sk'ec. ________________________

K'ist re ts'i7 ________________________

Ts'olt re speqpeq. ________________________

Le7uwí re sp'ixle7cw. ________________________

Tsuñmente re tkwelkwelo1se_____________________

Kenteke re sewik' ell re skec. ________________________

Illente re sp'ixle7cw. ________________________

K'ulemc tek skec. ________________________

Le7 re skec. ________________________

kestwilc re auples ________________________

Le7uwí re sxusem! ________________________

Ts'olt re textsi1 (tigerlillies). ________________________

Xyum (big) re u7se. ________________________

Kwoyi7se (little) re speqpeq. ________________________

Kwoyi7se re sp'ixle7cw. ________________________

Xyum re skwenkwinem. ________________________

Cw7it (lots) re sxusem! ________________________
Exercise 3: Review!
Make the following commands in Seewepemctsín:
Fry (pixente) the fried bread! ________________________

Eat the sxusem! ________________________

Eat the apple! ________________________

Eat the berries! ________________________

Drink some juice! ________________________

Touch the fish! ________________________

Point to the dried meat! ________________________

Put away (elkwente) the meat! ________________________

Put away the juice! ________________________
Lesson 5: Double commands

Lesson Goals

What you will learn:

In this lesson you will review the difference between a transitive and intransitive verb so you can better understand how to use a verb as a command, such as “eat it” and “drink it”. You will also learn how to identify and use the ME7 sentence structure which signals that the action will happen in the future.

<table>
<thead>
<tr>
<th>illen</th>
<th>- “to eat”</th>
</tr>
</thead>
<tbody>
<tr>
<td>ste7</td>
<td>- “to drink”</td>
</tr>
</tbody>
</table>

The ME7 sentence structure you will learn in this lesson builds on the W7EC sentences you learned about in the previous lessons.

Lesson Goals
You will be able to:

- use commands using “illen” (eat) or “ste7” (drink) with their appropriate transitive or intransitive person suffix (-TE/TIYE; CWES/TPES; UCW/EP),
- Identify and interpret ME7 sentences as indicating the action that are expected to happen in the future or that you tell someone to do for transitive & intransitive verbs,
- Understand the difference between a Transitive Verb (has an object) and an Intransitive Verb (has NO object),
- Review W7EC sentence structure, which indicates the present tense.

As you work through the lesson, remember how “w7ec” sentences indicate the present, whereas “me7” indicates the future.

Lesson 5:

Command Sentences

Review: Intransitive and Transitive Commands:
When you want to order someone to do something or when you want to speak strongly to someone you need to use the command form of a verb.

In English commands tend to leave the subject out of the sentence. For Example “eat!” as opposed to “you eat”.

Verb Endings for Commands:
If the command involves an intransitive verb remember to use the following suffixes or endings:
–ce (singular) = “you”
–cwiye (plural) = “you guys, you people

If your command is made with a transitive verb that has a definite object, you use the following suffixes or endings:
a) if the stress in your verb is in the beginning:
–te (singular) = “you do something to him/her/it”
–tiye (plural) “you guys do something to him/her/it”

b) if your transitive verb has stress on the ending, you use the following suffixes:
–eke (singular) = “you do something to him/her/it
–ekwiye (plural) “you” do something to him/her/it

**Command Sentences**
The verb fîlen has stress in the beginning of the verb, thus:

```
Illente       re   apels — eat the apple!
transitive verb+command conn. object (apple)

illente! — eat it!
Transitive verb+command
```

☞ Remember that in the form illente! the object "it" is incorporated!

Example: -tiye (plural “you”):

```
C7illentiye  re   apels! — you folks eat the apple!
Transitive verb+command+conn. + object (apple)

C7illentiye! — you folks eat!
Transitive verb+command
```

**Lesson 5: New Concept**

**Double Command Sentences with me7...**

Sentences that start with “Me7”:
When you want to talk about something that is expected to happen or that you want to happen in the future you start your sentence with “Me7.”
Sentences with “Me7” combined with the “you!” form the second part of polite commands that actually give a double command or two instructions to somebody. “Do this and then do that.” The first part of such double commands is a regular command with the ending “ce” or the plural “cwiye” and the second part, when it involves an intransitive verb, uses the same “you” person ending as you learned with the “W7ec” sentence pattern.

**Command + me7 + intransitive verb + -ucw/-ep suffix**

We have already encountered the verb suffix or ending –ucw in the 2nd person form of w7ec sentences, e.g. w7ec re illeneucw ("You are eating"). We use the same ending for the verb in the second part of double commands. The plural form ("you people" of –ucw is –ep.

Remember “-ucw” (singular “you”), “-ep” (plural “you”):

**Examples:**

Nesce  

Intransitive verb+comm.  

**me7 illeneucw — Go and eat!**  

Future +intransitive verb+-ucw  

**Nescwiye me7 c7illenep! — You folks go and eat!**

“Nes” means “to go”

**New Concept**

**Double Command Sentences with a transitive command in the second part:**

This is how “Me7” commands work with transitive verbs that tell you to do a definite thing in the second part:

**Command + Me7 + transitive + person ending + re + object**

Your transitive person endings in the me7-part are:

“-cwes” (singular “you”), “(0)pes” (plural “you”) for verbs with front stress and  

“-cwes” (singular “you”), “-épes” (plural “you”) for verbs with end stress:

Nesce **me7 illencwes re apels! — Go and eat the apple!**

Transitive verb

110
Lesson 5 Exercises:

Exercise 1:
Transitive or intransitive command? – Translate the following sentences:
1) Eat the dried fish! (to one person) __________________________
2) Go and make some bannock! ________________________________
3) Come here (ttsxwente) and eat! _____________________________
4) Take (Kwente) the pants and put them away. ___________________
5) Touch the bannock. _______________________________________
6) You guys, point to the salt and pepper. ________________________
7) You guys, eat the dried meat! ________________________________
8) Come here (ttsxwente) and make bannock! ____________________
9) Sit down (emuutce) and eat (to one)! _________________________
10) You guys, take the apples and eat them! _______________________

Exercise 2
Team up with a partner. Give your partner commands about things to do, to eat, put away, etc. and have your partner do those things. Then you take turns, and your partner gives you commands. You can also do this with your mentor or with a speaker of the language.
Use the patterns you have learned in lesson 5.
Lesson 6: Me7 K'ulem-kt tek sp'ixle7cw – Let's make bannock

Lesson Goals

What you will learn:
How to listen to a recipe and learn how to make bannock. Bannock or fried bread is a very tasty treat.

You will need to listen carefully to the dialogue for the vocabulary words you have covered during this unit.

This lesson will review the “me7” sentence structure and food vocabulary as you listen and learn how to make bannock.

The following spoken and written recipe describes the process of making bannock or spixle7cw. On the CD-ROM, each frame describes one step of the recipe using the ingredients shown in the photograph.

You will note that in the recipe some sentences involve intransitive verbs that have indefinite objects. So far you have learned that indefinite objects are connected to intransitive verbs with “te,” but in command sentences or instructions the te is often changed into tek.

Look for these sentence patterns that you already know

In the bannock recipe you see the Me7 pattern used to give instructions.

Many of the Me7 sentences provide good examples of how transitive verbs use the –cwes (the singular “you” person ending) to create a command. There is also an example of a plural “you” transitive command with Me7 and ends in –ep.

The connective “re” is also used to connect the object to the verb.

Listen carefully to the CD-ROM as the recipe unfolds, and review the sentences several times.

Picture 1 (on CD) These are your utensils
These are your ingredients

All the ingredients and utensils needed to make bannock are on the cupboards. They only ingredients missing from the picture is sewilkwe or water. Listen carefully as the items may sound different in the sentence.
Picture 2  Step 1  Xetéqs me7 kweném-k tek xyum te tseckpücw. Me7 ecpwentécwes re peqpiq.

First you take a big bowl. You put in the flour.

Picture 3  Step 2  Me7 cmélencwes re lesél.

You mix in the salt.

Picture 4  Step 3  Me7 cmélencwes re súcwe.

You mix in the sugar.

Picture 5  Step 4  Me7 cmélencwes re tsecúlecwten (púlecwten).

You mix in the baking powder.

Picture 6  Step 5  Me7 cmélkwencwes xwexweyt re stern.

You add in the water.

Picture 7  Step 6  Me7 metmélencwes xwexweyt re stern.

You mix everything together.

Picture 8  Step 7  Me7 kwném-k telri7 me7 pelléllencwes.

You take pieces and form them into flat shapes.

Picture 9  Step 8  Me7 píxencwes ne xixeyt te qwtell.

You fry them in hot oil.
Lesson 6 Exercise 2

Exercise 1:
Answer the following questions (Comprehension). Challenge yourself to say these sentences in Secwepemcstsn!

1) How much flour do you need? ___________________

2) How much baking powder? ___________________

3) What do you do after you have mixed the dough?

4) How much water do you add into the flour, sugar, salt mixture?

5) What do you do with the dough mix before you put it in the frying pan? What word is used in Secwepemcstsn for this? ___________________

Exercise 2:
Write out the recipe for bannock or fried bread in Secwepemcstsn. Read it out loud to your mentor or to your teacher.

Exercise 3:
The recipe for fried bread uses command forms. Change the sentences of the recipe into the following forms:
1) The "I-form"/1st person singular, using reduplication and the correct verb ending.
2) Change it into the he/she form/3rd person singular, using the correct verb ending. *You may need your teacher or mentor's help with some of the sentences and endings.*

**Exercise 4:**
Try to make your own recipe for a food that you like, or one that Secwepemc people prepare. Write out the sentences in Secwepemctsn using command forms. Try to prepare this recipe with a partner, using actual foods and props, giving a presentation to your class. Instead of reading the sentences, remember what the steps are and practise them orally. You can also use cue cards for the main vocabulary items and actions.
Secwepemctsín Unit Four:  
Re kwseltkten-kt: Our Relatives

Unit 4 – Our Relatives

Unit Goals

In this Unit you will learn about:
The different terms for the members of a family and how to describe the relationship between them. This unit explores possessive pronouns, the uses of plural reduplication and introduces a dialogue about the speaker’s family members.

At the end of this unit you will be able to:

- identify and use the family vocabulary,
- identify and use possessive pronouns in the present and future tense,
- identify and use the “Me7” uses of plural reduplication,
- identify and use “this”, yi7ene as a pointing word,
- listen to a dialogue about family members and answer simple questions about the dialogue.
Unit 4 Lesson 1:
Lesson Goals

What you will learn:
The vocabulary for this unit is based on the different members of a family. You will learn the names for the different members of a family and the vocabulary for their relationships.

You will be able to:

➢ identify the vocabulary words of this unit,
➢ listen to the words and relate the word or relationship to the family member picture,
➢ have an opportunity to review and practice the words as they can be applied to the lessons in this unit.

This lesson is based on vocabulary for relatives. In Secwepemctsin there are different ways of identifying your relatives, depending on whose side of the family they are on and the gender of who is speaking.

New Vocabulary

Nouns:
qé7tse
father

ki7ce
mother

pépe7
dad

méme7
mom

stémkél
daughter

skwiméthelt
baby

ímts
grandchild

sqwse7
son

xpé7e
grandfather

kyé7e
grandmother
sem7é7em
wife

sxwelwe
husband

Some Secwepemc terms for relatives work differently than the English kinship term! For example, the terms for brother and sister depend on the gender of the speaker.

uq̓wí means “sibling or cousin of same sex as the speaker”.
A boy calls his brothers and male cousins uq̓wí.
A girl calls her sisters and female cousins uq̓wí.

smé7 stem means sibling or cousin of the opposite sex as the speaker.”
A boy calls his sisters and female cousins smé7 stem.
A girl calls her sisters and female cousins smé7 stem.

Other terms for siblings, based on relative age:
(These terms are independent of the gender of the speaker)
síntse
younger brother

qetsk
older brother

tsetse
younger sister

kic
older sister
Secwepemctsin also has different ways than English to name aunts and uncles. Instead of just two terms, “aunt” and “uncle” like English; Secwepemctsin has six (6) words for aunt and uncle. Which term you use depends on whether you are male or female, and what side of the family the aunt or uncle is on (father's or mother's sibling).

**Boys use the following words:**

léwe  
uncle (father’s brother)  
sí7se  
uncle (mother’s brother)

kúyé/sekúy  
aunt (mother’s sister)  
tíkwe7  
aunt (father’s sister)

**Girls use the following words:**

méqse7  
uncle (father’s brother)  
sí7se  
uncle (mother’s brother)

túme  
aunt (mother’s sister)  
tíkwe7  
aunt (father’s sister)

As you can see, the words sí7se and tíkwe are used by girls and boys.

**Lesson 1 Exercises and Activities:**

1) **Memorizing Vocabulary**

After you have reviewed the pronunciation of all the terms for relatives introduced in lesson 1, copy all the terms for relatives onto cue cards or flash cards, writing the Secwepemctsin on one side and the English on the other. Then have a partner quiz you on each term, saying the Secwepemctsin term, and you coming up with the English translation from memory (do not look at the Secwepemctsin!) Put the words you know into one stack, the ones you didn't know in another stack. Go to work on the second stack, repeating until you know all words. Then reverse the activity, with your partner saying the English term, and you having to come up with the Secwepemctsin term.

Then it's your turn to quiz your partner!
Lesson 2:
Lesson Goals

What you will learn:
This lesson introduces the possessive pronoun particles for my, you, & his/her/it’s/their. You will learn to identify these pronouns and when and how to use them in a sentence.

You will be able to:

➤ recognise and use the possessive pronouns my, your, his/her/its/their in simple sentences,
➤ review, practice and use family member relationship vocabulary.

As you work through the lesson, make sure you have completed the activities and exercises to memorize the vocabulary for the members of your family and their relationships.

New Concept: Possessive Pronoun Prefixes and Suffixes:

The particle words we need in Secwepemctsin to talk about something that belongs to someone are called possessive pronouns: 1st and 2nd person (“my” and “you”), they go in front, in all other persons, they are tacked onto the beginning and ending of the thing being owned. In all other forms, the possessive particle is tacked right onto the thing owned as you would a suffix/prefix.

Here is half of the complete set being used with the sample word kic (sister),
The word for “my” is ren, followed by consonant reduplication of the thing that’s mine:

Ren + kikc (thing/person being owned)

Possessive older sister + reduplication

Means: My older sister

The possessive pronoun for "my" actually consists of the connective “re” with an “n” added for "my".
2) The word for “your” (singular) is re7:

\[\text{Re7 + kic (thing being owned).}\]
\[
\text{Connective re + Possessive 7 + thing owned}
\]
Means: Your older sister.

The plural pronoun for “your” plural is “Re _____-mp. To say “you folks' mother" you say "re kie-mp"

The word for “his/her/it/their” is re______s:

\[\text{Re + kicS (thing being owned)}\]
\[
\text{connective + thing owned} + s
\]
Means: His/her/its/their older sister.

The third person form (his/her/its/their) tacks “s” onto the thing or person owned, not the owner. Compare the English phrase “the grandmother’s food.” where “grandmother” gets an s, with the Secwepemc phrase “re kye7e re stißenS.” Where the s is added to the word for food, i.e. the thing possessed.

Notice how all possessive forms start with RE. In the “my” and “your” form, you tack “n” or “7” directly onto the re, and before the thing owned.

Lesson 2: Practice

Possessive Pronouns

Sweti7? – Who is it?

\[\text{Ren u7qwi}\]
Remember, when you use the “my” possessive pronoun you must reduplicate the consonant that occurs before the stress vowel by placing it after the vowel. The red (bold) “7” shows this.

\[\text{Re sîemkélts}\]
his daughter
Re7 tsétse  
Your little sister.

ren stutnc  
My niece

Lesson 2 Exercises:  
Possessive Pronouns

Make the forms for "my", "your" and "his/her" from the following terms for relatives:

<table>
<thead>
<tr>
<th>Kinship term</th>
<th>&quot;my&quot;</th>
<th>&quot;your&quot;</th>
<th>&quot;his/her&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>ki7ce</td>
<td>ren ki7ce</td>
<td>re7 ki7ce</td>
<td>re ki7ces</td>
</tr>
<tr>
<td>qe7tse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>xpe7e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stunc</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sqwse7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>st'emkelt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>kye7e</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sxelwe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sem7e7em</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>qwse7</td>
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<tr>
<td>tsetse</td>
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<td></td>
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<tr>
<td>kic</td>
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<tr>
<td>qetsk</td>
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<td></td>
<td></td>
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<tr>
<td>sintse</td>
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<td></td>
</tr>
<tr>
<td>sme7estem</td>
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<td></td>
<td></td>
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<tr>
<td>imts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uqw'i</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3:  
*Lesson Goals*

**What you will learn:**
This lesson introduces pointing words that are used in a sentence much like "this" or "that" in English. In Secwepemc you have three basic pointing words. "Yi7éne" or "this" which means close to the speaker, "yiréy" or "that" meaning near the person spoken to, and "Yiri7" or "that over there" which is away from both the speaker and the listener. "Yiréy" will be introduced in the next unit.

You will learn to use this to help identify members of a family and their relationship. You will also use these words in the following.

**In Unit 2: The Body** you were introduced to the verb “point”. In this lesson you will learn about using “this” and “that” to indicate what you are referring to in the sentence.

---

Lesson 3:  
*Lesson Goals*

You will be able to:

- To recognise the pointing words, "yi7éne" and "yiri7" and use "yi7éne" in a simple sentence,
- Review, practice and family member relationship vocabulary

This is a brief introduction to these very important words. The practice in this lesson will also provide an opportunity to review the use of possessive pronouns.

Lesson 3: New Concept  
*"Pointing Words"*

New Concept: *When you want to identify something by “this or that”:*
Pointing words are used to describe or identify where an object is in relation to the speaker. "This is my chocolate." or "That is my Aunt over there."
Pattern for Pointing Words:

\[
\begin{align*}
yí7é\text{ne} & \quad \text{Means: "this"} \\
yírí7 & \quad \text{Means: "that over there (away from you and me)"}
\end{align*}
\]

Exercises, Lesson 3:
Exercise 1:

Translate into Secwepemcístín:

1) This is my mother ____________________

2) That, over there, is my grandchild ____________________

3) This is John's mother ____________________

4) That over there is John's mother ____________________

5) This is your father! ____________________

6) That's his grandfather ____________________

7) This is my aunt (girl, mother's side) ____________________

8) This is my aunt (boy, mother's side) ____________________

9) That's my (female) cousin (boy speaking) ____________________

10) That's my (male) cousin (boy speaking) ____________________
**Exercise 2:**
Match the English term for aunt or uncle on the left with the Secwepemc word on the right by adding the letter in the blank space!

1) sibling of same sex ____ a) tsetse
2) younger brother ____ b) tuñe
3) mother's sister, girl sp. ____ c) lewe
4) father's sister, boy sp. ____ f) uqw'i
5) sibling of opp. sex ____ g) sintse
6) mother's sister, boy sp. ____ h) sme7estem
7) niece ____ I) k'uýe
8) grandfather ____ j) xpe7e
9) older sister ____ k) stunc
10) younger sister ____ l) tikwe7

**Exercise 3 (oral exercise)**
Get some photographs that show you and your siblings, relatives, parents, spouse, etc. Team up with a speaker or your mentor, or with another student, and describe what relatives are in the photos. Use the family vocabulary that you have learned in this unit, as well as the terms for this, that, etc.

The pointing words will be further taught in Unit 5: The Community. For this unit "yi7éne" will be used. The other terms are for your information.
Lesson 3: Practice

Who are these people?

Sweti7?

Re kyé7e ell re imts.s

Yi7éne ren kyé7e.

Re xpé7e ell re imts.s

Yi7éne ren xpé7e.

Re qé7tse ell stemkélt.

Yi7éne ren qé7tse.

re sem7é7ems ell re sxélwe.
Lesson 4:

Lesson Goals

What you will learn:
This lesson will teach you about the 1st person reduplication. This is a polite way to talk about yourself or your belongings.

Don’t worry, it sounds worse than it is. You will learn about 1st person reduplication and how to identify when this is taking place. This lesson will demonstrate the rule for 1st person reduplication when using “I” or “my”.

If you remember from Unit 2: The Body, we learned how to make a noun plural using plural reduplication. You duplicated the first syllable before the stressed vowel in the word. This lesson will be somewhat of a review.

Lesson 4:

Lesson Goals

You will be able to:

➢ Identify 1st person plural reduplication is taking place when “I” (-ken) or “My” (ren) are being used in Secwepemctsin,
➢ Reduplicate and place the correct consonant according to the rule,
➢ Understand why 1st person reduplication occurs.
   Apply the rules of 1st person reduplication when using “I” or “My”.

As you work through lesson you will notice another usage of reduplication. Whenever talking about yourself or your things, reduplication occurs for politeness.

Lesson 4: New Concept

1st person reduplication

New Concept: Talking about yourself or your things:
In Western Secwepemctsin, whenever you talk about yourself, using the pronoun particles “I” or “my”, you have to double up or reduplicate a part of the action word, quality, thing or person that goes with the “I” or “my” form. This is called 1st person reduplication or “doubling up the consonant”.

The part of the word that gets reduplicated is the consonant before the stressed vowel of the word that goes with the “I” or “my”. We call this kind of reduplication consonant
reduplication. In essence, the function of consonant reduplication in Secwepemc̓tšən is to make something little (diminutive) out of a word.

**WHY?** Consonant reduplication is a humble and polite way to speak of yourself or your things.

<table>
<thead>
<tr>
<th>Remember that “I” is the suffix “-ken” or “-wen”. Remember that “my” is the particle word “ren”.</th>
</tr>
</thead>
</table>

**Lesson 4: New Concept**

**1st person reduplication**

**New Concept:**

For example – “my” without 1st person reduplication:

\[
\text{Ren} + \text{kic} (\text{my older sister}).
\]

Means: My older sister.

For example – “my” without 1st person reduplication (polite):

\[
\text{Ren} + \text{kikc} (\text{my older sister}).
\]

Means: My older sister (polite).

The consonant k, which is the consonant before the stressed vowel (actually the only vowel) is reduplicated by placing it after the stressed vowel.
Lesson 4: Practice

1st person reduplication

Ren i7mts

Ren kyé7e

Although consonant reduplication polite way of speaking it is often not used when speaking about close relatives.

W7ee re i7llen-wen.

Notice how the same consonant surround the stressed vowel of the object being owned by "my". The unwritten "7" consonant at the beginning of the words are reduplicated after the stressed "I"s.

Lesson 4: Self Check

Ready to Move On

In this lesson you learned:

➢ To identify 1st person consonant reduplication is taking place when "I" (ken) or "my" (ren) are being used in Secwepemctsín,
➢ Reduplicate and place the correct consonant according to the rule,
➢ Understand why 1st person reduplication occurs.
   Apply the rules of 1st person reduplication when using "I" or "my".
Exercises: First Person Reduplication with possessives:
Translate the following phrases:

Ren i7mís yiri7 ______________________

Ren kikc ______________________

Ren qeq7tse ______________________

Ren lelwe ______________________

ren tutíme ______________________

Ren xpep7e ______________________

Ren sisntse ______________________

Ren qeqtsk ______________________

Ren titkwe7 ______________________

Ren kukýe yi7ene ______________________

Ren tsetse ______________________

Ren memqse7 Ren qmumt yi7ene ______________________

Ren stutnc ______________________

Ren sqwses7e ______________________

Ren stemkekelt ______________________

Ren smem7estem ______________________

Ren u7qwi ______________________
Make the my-possessive from the following terms for relatives:

sintse
qe7tse
imts
tu̇me
xpe7e
uqwi
sme7stem
st'emblekelt
sem7e7em
tikwe7
meqse7
lewe
si7se
Exercise 3: my- forms with other nouns
Make the my _______ form using ren + reduplication with the following nouns:

Example: qmut - ren qnumt

stektits'c7
sxelemcen
pîce
kele
sqwext
lexlixcen
welank
u7se
speqpéq
syelt
clluqwmeñ
llkep
ckwt'usten
spseqs
ckupeñ
Lesson 5:  

Lesson Goals

What you will learn:
How to listen to a dialogue describing a person’s family members and their relationship to him.

Identify the vocabulary from the unit and sentence structures you have learned.

This lesson steps you through a dialogue about “Ron’s” family. Listen carefully for the sentence structures and vocabulary you studied during this unit.

You will be able to:
➢ Listen to a speaker describe the members of his family and how they are related,
➢ Recognise vocabulary and sentence structures from the unit.

This lesson provides an opportunity to listen to Ron as he outlines the members of his family. You will also have an opportunity to review the possessive pronoun particles learned earlier in this unit.

Lesson 5: New Concept  

Family Member’s Dialogue

Who I am and the members of my family:
In this unit we studied phrases and sentences that described the relationship between members of a family using “my mother”, “his/her/its/their brother”. We also learned that the particle words we need in Secwepemctsin to talk about something that belongs to someone are called possessive pronoun prefixes and suffixes: In the 1st and 2nd person (“my” and “your”), they go in front, in all other persons, they are tacked onto the end of the thing that belongs to someone.

Remember that possessive forms that we have studied so far start with “re”. In the “my” and your” form, you tack n or 7 directly onto the re, and before the thing owned. In all other forms, the possessive particle is tacked onto the thing owned as suffix.

The following dialogue describes the members of a person’s family, their relationships and uses these structures.
This lesson provides an opportunity for you to review the possessive pronoun particles and vocabulary for family relationships.

Lesson 5: Practice

*Family Member’s Dialogue*

**Sweti7**

Ron *ren skwekwst*. Te Skeetchestn re st’7é7k-wen.

Lizzy Ignace *ren kí7ce*.

Ell *ren qé7tse* re Francis Jules.

Te Tkemlups re st7ékwes.

Ren kyé7e re skwests Melani Paul.

*“ren skwekwst” means “my name” for the word skwest = name. If you listen carefully you will hear the speaker inserting “yir7” before the “re”. This is particular to speakers from the Skeetchestn area.*
Lesson 5: How am I doing?

Self Test

Sweti7?

_______ re skwest.s

_______ re qé7tses.

_______ re kyé7es.

_______ re kí7ces.

Lizzy Ignace

Francis Jules

Melani Paul

Ron

These questions are based on the dialogue about Ron and his family. Drag the correct person name to complete the sentence.
Exercises, Unit 4 Lesson 5
1) Listening exercise:

*Listen to the taped dialogue by Christine Simon on the accompanying CD-ROM. Answer the following questions:*

Swetl7 re qe7tse re Christine? ______________________

Swetl7 re ki7ces? ______________________

Swetl7 re xpe7es re Christine? ______________________

Swetl7 re kye7es? ______________________

Swetl7 k skwests re xpe7es ne Secwepemctsin? ______________________

Exercise 2:
Write and speak your own dialogue telling about your relatives. Use the kinship words you have learned in this unit.

Exercise 3:
Bring some photographs of yourself and your relatives to class or to your sessions with a mentor. Explain to your mentor or teacher, or to a partner, who is in the photographs, what their names are, and how they are related to you.
Unit 5 – Our Community:

Unit Goals

In this Unit you will learn about:
The vocabulary for the different buildings within a community. You will learn how to use “yiʔéne” or “this” and “yiréy” or “that” and the two other ways to say “that” in sentences. You will also learn about prepositions and how to use these descriptors in sentences Secwepemctsin. You will learn how to create different kinds of “where?” questions as well as provide answers.

At the end of this Unit you should be able to:

- Identify and use the community vocabulary,
- Identify and use prepositions and questions,
- Identify and use appropriate questions about the community and provide answers,
- Review, identify and use “this” and “that”.
Lesson 1:

Lesson Goals

What you will learn:
The vocabulary for this unit is based on the different places you would find in a community such as a school or a house. This lesson also introduces the vocabulary for the basic words for locations and for a number of questions.

You will be able to:

➢ Identify the vocabulary words of this unit,
➢ Listen to the words and see a picture or an animation of the word,
➢ Have an opportunity to review and practice the words so they can be applied to the lessons in this unit.

This lesson will introduce the vocabulary that will be used throughout the lessons.

Lesson 1: New Words

Vocabulary

☞ A Noun is a word for a person, place or thing

cetsetsítcwten
tsitcw
village
house

nexléwsten
cucwéll
bridge
road

xqwentsiňten
yucwmeníleiten
church
day care
<table>
<thead>
<tr>
<th>Cllêqmélte̱n/skul/ctse̱nmeksélte̱n/</th>
<th>c7étsxemten/ctselxemwilcten</th>
</tr>
</thead>
<tbody>
<tr>
<td>school</td>
<td></td>
</tr>
</tbody>
</table>

The language committee suggested all or any of the words above for school.

<table>
<thead>
<tr>
<th>Xqwêlêllcw</th>
<th>Cseyse7éllecw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band Office or court house</td>
<td>gym</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cllêpsméllecw</th>
<th>C'téyten</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire hall</td>
<td>powwow arbour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ctuméllecw</th>
<th>Tkemqíñ</th>
</tr>
</thead>
<tbody>
<tr>
<td>store</td>
<td>roof</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ckemtsenéllecw</th>
<th>Necnústeñ</th>
</tr>
</thead>
<tbody>
<tr>
<td>door</td>
<td>window</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ckmenkekéllecw</th>
<th>Ckméles</th>
</tr>
</thead>
<tbody>
<tr>
<td>ceiling; wall</td>
<td>floor (any floor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Xlílep</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>plank floor</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1: New Words

Vocabulary

Prepositions are words that give you the location of things and people

tqeltk
above
sxetéqs
in front

sewít
behind
seqút
on the side

tkwékweltk
below

Exercise, Nouns and Prepositions for Unit 5:

Memorizing Vocabulary
After you have reviewed the pronunciation of all the terms for relatives introduced in lesson 1, copy all the terms for relatives onto cue cards or flash cards, writing the Secwepemctsín on one side and the English on the other. Then have a partner quiz you on each term, saying the Secwepemctsín term, and you coming up with the English translation from memory (do not look at the Secwepemctsín!) Put the words you know into one stack, the ones you didn't know in another stack. Go to work on the second stack, repeating until you know all words. Then reverse the activity, with your partner saying the English term, and you having to come up with the Secwepemctsín term. Then it's your turn to quiz your partner!
2) Prepositions:
You can also play a partner activity where one signals the location (above, below, on the side, in front, behind), and the other person has to say the Secwepemcín word. Then take turns.
Lesson 1: New Words
Vocabulary

Questions: Which one?, Where?, Where from?

yiḥé7e(n)?
Which one?

ʔhé7e(n)?
Where? Where to?

telhé7e?
Where from?

This is how the above question words work in sentences:
T'he7en re ctumellcw? - Where is the store?
Yihe7en re ctumellcw? - Which one (of a number of buildings) is the store?

Using re in the sentence means that you know the building is there, exists and/or that you can see it. If you are asking about a building and you don't know if it exists, or you can't see it, you have to replace re with k
Lesson 1: Self Check

*Ready to Move On*

In this lesson you learned:

- The vocabulary of this unit,
- Practice listening and speaking the vocabulary words of this unit,
- To identify a verb, noun and preposition.

Have you reviewed and practiced the vocabulary introduced in this unit? Do you know the difference between a noun, verb and preposition? If not review the vocabulary.

**Lesson 2:**

*Lesson Goals*

What you will learn:
This lesson introduces you to creating and answering questions about your community. You will learn how to ask and answer questions like “what building is this?”

You will also learn how to use some of the different ways of using “this” (yi7éne) or “that” (yiréy, yiri7, or ri7). These are important words that you will be able to apply in many different situations.

This lesson you will use the “yi7éne” which you were introduced to in Unit 4: Our Relatives. You will expand its use, learn three ways of saying “that” and learn more about questions.

**Lesson 2:**

*Lesson Goals*

You will be able to:

- Recognise, understand and answer a “Yihé7e...?” question that asks what a building is. i.e. What building is this?
- Recognise, know and apply the one way of saying “this” (yi7éne) and the three ways of saying “that” (yiréy, yiri7, and ri7).
- Use “yi7éne” or “yiréy”, or “ri7” to describe what type of building something is.

i.e. Cucwéll yiri7.

As you work through the lesson pay particular attention to the three different ways of saying “that”.

143
Lesson 2: New Concept

Pointing Words

New Concept: Using "yi7éne" or "this" and "yiréy" or "that" to describe something:
In English when you say "this house" or "that house" you are helping the listener to understand more clearly which house you are talking about and where it is in relation to the speaker (direct object) "this house here" or "that house over there".

We use "yi7éne" or "this" to describe something we are holding or that is within reach of the speaker, and we have "yiréy" or "that" to describe things that are near the listener. We use "yiri7" to describe things that are out of reach of both the listener and the speaker.

You were introduced to "yi7éne" and "yiri7" in the Unit 4: Our Family.

New Concept:

Using:
"this" = "yi7éne"
"that" = "yiréy", "yiri7", and "ri7"
In Secwepemctsin, there is one way of saying "this" = Yi7éne and 3 ways of saying "that" = Yiréy, Yiri7, and ri7. Which form of "that" you use depends on your distance form the object, and whether you are pointing to it or not.

The pattern for "this" is "yi7éne":

Clúqwmeñ + yi7éne.
Article for when you are holding something

Means: This is a cup.

The pattern for "that near you" is "yiréy":

Tsítew + yiréy.
Article "that near you" for when something is near, not pointing.

Means: That near you is a house.
The pattern for “that over there (pointing and far)” is “yirí7”:

\[ \text{Ctsetsítewten} + \text{yirí7.} \]

Article “that over there” for when something is far and you are pointing at it.

Means: That over there is a village (pointing).

The pattern for “that over there (not pointing and far)” is “ri7”:

\[ \text{Cucwél} + \text{ri7.} \]

“That over there” for when something is far and you are not pointing at it.

Means: That over there is a road. (not pointing and far)
Lesson 2: New Concept  
*Pointing Words*

New Concept: Saying “What?” in Secwepemcitsən:
There are many ways of saying “what” in Secwepemcitsən. For this unit, we will be using the “what” form that refers to in what place? or where at? The word used for this form of what is “yihē7e”.

The pattern for asking “what”: “Yihē7e”:

\[
\text{Yihē7e} + \text{tek tsitcw yi7éne?}
\]

*Question: “What?”  
Note the use of “yi7éne” = “this”*

Means: What kind of building is this?

Because you don't know what kind of building it is, you need to replace te with tek in these questions. Usually, in questions, re is replaced by k and te is replaced by tek.
Lesson 2: Practice
Using “this” and “that”

Yihé7e tek tsitcw yi7éne?

Yucwmeníleten yri7.

Xqweléllcw ri7.

Cucwéll yiri7.

Ctuméllcw yiri7.

Exercise:
3) Places in the Community:
Make a map of your community, or a reserve community you know, that has labelled buildings, which show the Secwepemctsin names. If you are very ambitious, you can also make a picture that shows models of the buildings, roads, and other landmarks. Label all buildings, and then explain to your teacher or a partner what they are, using pointing words and the words for the locations.
Lesson 2: How am I doing?

Self Test

Yihe7e tek tsitcw yi7êne?

From the CD

Picture 1  Picture 2  Picture 3  Picture 4

_______ yiri7.

Yucwmenîleten  Ctméllcw  Xqweléllcw  Cucwêll

Look at the building highlighted by red. Drag the correct word to the blank to finish the sentence. Move to the next question.

Lesson 2: Self Check
Ready to Move On

In this lesson you learned:

➢ To have a clear understanding that:
  Yi7êne = this - NEAR THE SPEAKER & KNOWN
  Yiréy = that near you - SOMETHING IS NEAR THE LISTENER, NOT POINTING
  Yiri7 = that over there (pointing) – FAR, POINTING
  Ri7 = that over there (not pointing) – FAR, NOT POINTING

➢ To label buildings using a sentence with the appropriate “this” or “that” depending on the object’s proximity to you and whether you are pointing or not.
Lesson 3:  

Lesson Goals

What you will learn:
This lesson will teach you to use prepositions and the correct sentence format for describing where something or someone is – above, in front, behind, below and underneath.

You will also apply skills from the previous lesson to use the "thé7(e(n))?” which means “where?” or “where to?” This lesson also covers the proper sentence format for using these questions.

In the previous lesson you covered the “Yihé7e” or “what” question.

Lesson 3:  

Lesson Goals

You will be able to:

➤ Ask the question “thé7(e(n))?” (which means “where?” “where to?”) using the correct sentence format:

\[ \text{thé7(n)} + \text{re} + \text{Noun?} \]

➤ Use the correct sentence format when describing where something is:

\[ \text{Ne} + \text{preposition+s} + \text{re} + \text{place/building} \]

➤ Describe where (prepositions) something or someone is – above, in front, behind, beside, below, underneath (in a space under something)
Lesson 3: New Concept

"Where?" Questions

New Concept: Using "Where?" "Where to?:"
Where? Where to? is used to form a question requiring an answer that usually uses a preposition such as: tqeltk, sxetéqs, sewít, seqút, tkwékwéltk, kwéllkénít.

In Secwepemctsin, the word for where, "thé7e(n)?" also starts the sentence and acts as a signal word that a question is being asked. It is usually followed by "ré" then the noun is question:

The pattern for "Where?" or "Where to?" "thé7e(n)?" + ré + noun:

\[
\text{thé7e(n) + ré ctumélcw} \\
\text{Connective Noun}
\]

Means: Where is the store?

Note, again, that you would only use ré if you can see the house in the picture among other buildings. If you can't see the house, use k: Thé7e k ctumélcw.

Using "Where from?:":

The pattern for "Where from?" "telhé7e + ré + noun:

\[
\text{k=re Telhé7e + k + stékwas + ré Ron?} \\
\text{Noun} \\
\text{Note that the "t" is not glottalized in "where from?"}
\]

Means: Where does Ron come from?

When you use "Telhé7e" you need a complete sentence. You saw the verb "t7ékw" to come in the dialogue from Unit 5: Our Relatives.
Lesson 3: New Concept

Prepositions

New Concept:

Sentences that describe location:
When you want to indicate where something or someone is located you use a descriptor to show where in space the object belongs. For example a descriptor can indicate if someone is behind, in front, or beside a house. These descriptors are called prepositions.

Prepositions:
Prepositions tell where or tell the location of a person or place (noun). You will be learning five main prepositions to enable you to describe where buildings and places are in the community.

Tqeltk      above      Seqút      beside
Sxetéqs    in front    Tkwekweltk  below
Sewít       behind

The word similar to English “inside” is sometimes expressed by the word “ne”, which can, however, mean “IN”, “AT”, or “BY”.

151
The notion “inside” or “into” is already contained in many Secwepemc'sín verbs (action words).

Lesson 3: New Concept

Prepositions

New Concept:

Sentences that describe location:
The pattern for making sentences that say someone or something is in one of those places is:

The pattern is: $Ne + \text{preposition} + (.s + re + re + place/building}$:

$$\boxed{Ne + \text{kwellkémt.s} + \text{re} + \text{isélcwílep}}$$

Connective place/building

The (.s) behind the location word (preposition) is the 3rd person possessive. You are actually saying: “She’s on its underneath (the chair’s)”

$Note: The speaker uses W7ec at the beginning of the sentence which makes it a complete sentence; “she is under the chair.”$

For example:

$$\boxed{Ne + \text{sxełqíst.s} + \text{re} + \text{tsítcw.}}$$

Connective Place/building

The (.s) behind the location word (preposition) is the 3rd person possessive.

Means: in front of the house

To stress that something or someone is actually inside a place you add the prefix c, which can get tacked onto the beginning of nouns or verbs and some other words. In addition, the notion “inside” or “into” is already contained in many Secwepemc'sín verbs (action words).
Lesson 3: Practice

*Using prepositions*

*thé7en re tsitcw?*

*thé7en re nuxwenxs?*

*thé7en re Victorine?*

*thé7en re Greg re tsitcws?*

*thé7en re cucwéll?*

*thé7en re Amber?*
Lesson 3: How am I doing?
Self Test from CD Rom

Thé7en re Victorine?

Picture 1  Picture 2  Picture 3  Picture 4

W7ec re Victorine ne ____ re tsitcw.

sxetéqst.s  sewít.s  seqút.s  kwellkémnts

Thé7en re Natalie ell re Lizzy?

Picture 1  Picture 2  Picture 3  Picture 4

W7ec re Natalie ell re Lizzy ne ____ re letép.

sxetéqst.s  sewít.s  seqút.s  kwellkémnts
Thé7en re Cecilia?

W7ec re Selina ne _____ re tsitcw.

sxetéqst.s  sewít.s  seqút.s  kwellkémnts

Thé7en re Willie?

W7ec re Willie ne _____ re tsitcw.

sxetéqst.s  sewít.s  seqút.s  kwellkémnts

Look at the picture of the person or people highlighted with red. Drag the correct preposition to finish the sentence.
Lesson 3: Self Check
Activities and Exercises with Prepositions:
Translate the following sentences from Secwepemctsin into English:
Yi7ene re etumellcw.

Yirey re xqweqwentsiiten

Yi7ene re cucuwell

Yi7ene re cteqmeltcn

Yirey re tsitcw re7 kye7e.

Yiri7 re tsitcw re John.

Yi7ene re tsitcw ren xpe7e.

Yiri7 re tsitcw ren tu9me.

Yiri7 re tsitcw ren uqwi.

Ren ki7ce re tsitcw ne secquts re xqweqwentsiiten.

Ren xpe7e re tsitcw ne sxeteqst.s re xqweqwentsiiten.

Ren kike re tsitcw ne sewit.s re etumellcw.

Ren tsetse re tsitcw ne tkwekweltks re cucuwell.
Complete the following sentences:
Yi7ene ____ ctumellcw.

Yirey re tsitcw_ re7 ki7ee.

Yiri7 re tsitcw_ re Fred.

Yi7ene re tsitcw_ ren ___________ (niece)

Yiri7 re tsitcw_ ren ___________ (uncle on father's side, girl speaking)

Yiri7 re tsitcw_ re ___________ (sibling of opposite sex)

Yiri7 re__ tsi__tcw (my house)

Yiri7 re ________________ (church).

Yiri7 re ________________ re Mary (Mary's road)

3) Mapping and asking questions:
Draw a map of the community, or use the one you prepared for the activity of Lesson 1.
Have a partner ask questions about where all the different buildings are in relation to other buildings or the road or bridge.

4) Brochure:
Write a short brochure about your community, which tells a visitor what buildings are in the community and where they are. Include a drawn map with all the main buildings and features. You can also include sketches or pictures of buildings.

5) Photo activity:
Using some photos of your community, explain to a partner what buildings you can see in the pictures and where they are in relation to one another.
Unit 6 – Introductory Greetings:

Unit Goals

In this Unit you will learn about:
The vocabulary for a basic greeting dialogue between two Secwepemc speakers. You will learn to listen carefully to the speakers and identify different sentence structures and vocabulary you have learned during the course. You will also have an opportunity to review pronoun particles.

At the end of this Unit you should be able to:

- identify and use the greeting vocabulary,
- listen carefully to understand basic greeting vocabulary as spoken,
- identify and answer the questions about the dialogue,
- review, identify and use pronoun particles.
Lesson 1:

Lesson Goals

What you will learn:
The vocabulary for this unit is based on a basic greeting dialogue.

You will be able to:

- Identify the vocabulary words of this unit,
- Listen to the words and remember them for the dialogue which will follow,
- Have an opportunity to review and practice the words so they can be applied to the lesson in this unit.

This is the last vocabulary lesson for the course. The vocabulary is directly related to the greeting dialogue in lesson 3 that follows.

Lesson 1: New Words

Vocabulary

Greeting Dialogue Vocabulary

wytk
hello

re newi7
you (emphasis)

le7
good, fine

sweti7
who

telhé7e
where from

st7ek-ucw
you come
Tk'emlups
Kamloops

Skitsestn
Skeetchestn

st'le7k-wen
I come

qwetsets
to leave

The vocabulary and dialogue for this unit are written without stress marks. Review
the information from Unit 1 on stress marks and try to place them in the correct
position yourself.

Lesson 1: Self Check
Ready to Move On

In this lesson you learned:

➢ The vocabulary of this unit,
➢ Practiced listening and speaking the vocabulary words of this unit,
➢ To identify and speak basic greetings in Secwepemc.

Have you reviewed and practiced the vocabulary introduced in this unit? You
learned the words found in a greeting, and may be able to use them in daily use.
Lesson 2:

Lesson Goals

What you will learn:
You will review the rules associated with pronoun particles. You will then apply this knowledge as you listen to the greeting dialogue in Lesson 3.

You will be able to:

➢ Review the rules associated with pronoun participles,
➢ Listen and use the vocabulary associated with the greeting dialogue.

This is a review lesson of pronoun particles and of greetings.

Lesson 2: New Concept

Particles

New Concept:
Instead of pronoun words (I, you, he, we, him, me, them, etc.), Secwepemc uses particle words that get tacked onto an action word of verb, or sometimes go before it, to mark who does something.

You may remember from Unit 4: Our Relatives that there is more than one set of these, an which pronoun particle you use depends on what kind of sentence you are making (a statement, a series of statements, question, command, negative sentence) and what kind of action or state of being (a verb with or without an object) is involved. These sentences used the "ren", "re7" and "re-s" sentence structures with the appropriate pronoun ending.

Knowing your pronoun particles to show who is doing something and to whom that person or persons is/are doing it is one of the most difficult things to learn about Secwepemctsín.
Lessons 3:

Lesson Goals

What you will learn:
You will learn a basic greeting dialogue, which can be practiced. You will identify and use the different pronoun particles reviewed in the previous lesson as well as the dialogue vocabulary.

As you listen to the speakers, you will have the opportunity to practice identifying many of the different sentence formats and vocabulary learned throughout the course.

You will be able to:

➢ Listen to a basic greeting dialogue and follow what the characters are saying to each other,
➢ Review the rules associated with pronoun participles,
➢ Listen and use the vocabulary associated with the greeting dialogue.

What is a “particle” and how is it used? A particle is an adverb or preposition that occurs as part of a multi-word verb, such as up in “blow up”.
Lesson 3: New Concept

Dialogue

Greeting Dialogue:
The following dialogue give you a set of frame sentences that Secwepemctsin speakers might use to greet each other, and ask questions about each other when they first meet.

It includes a number of particle words that refer to "I", or to "you", and that are used in sentences or questions. This is a review pronoun particles that we learned about in Unit 4: Our Relatives.

In the dialogue you will also find the word "Re newi7", which means "you". "Re newi7" however, is only used to emphasize that it's you. It is always used together with a particle word.

1: Weytk

2: Weytk re newi7! Le7-en-k tucw?

1: Me7e, le7e-ken. Sweti7 ke7 skwest?

2: Willie ren skwekwst. Ell re newi7, sweti7 ke7 skwest?

1: Ron ren skwekwst.
2: Tlhe7e k st7ekucw?

1: Te Skeetchestn re st7e7kwen. Ell re newi7?

2: Te Texelc re st7e7kwen ell re Sukakwin re skwe.

1: Yiri7 ren sqwetsets! Putucw!

2: Putucw!

In the dialogue you will also find the word "Re newi7", which means "you". "Re newi7" however, is only used to emphasize that it's you. It is always used together with a particle word.
English Translation:

1: Hello!

2: Hello to you! How are you (are you fine?)

1: Yes, I am fine, what's your name?

2: My name is Willie. And you, what is your name?

1: My name is Ron.

2: Where are you from?

1: I am from Skeetchestn. Are you?

2: I am from Sugar Cane (Williams Lake).

1: I have to go. Bye!

2: Bye!
Lesson 3: Self Check

*Ready to Move On*

In this lesson you learned:

➢ How to listen and interpret a basic greeting dialogue,
➢ To review and identify a pronoun participle,
➢ Recognise sentence structures and vocabulary from within the course.

**Practice Activities:**
1) Make your own dialogue with a partner or with your mentor, telling your partner what your name is, where you are from and where you live. You can also add further information to this that tells who your mother, father, husband, children and other relatives are. Say this dialogue out with your partner or friend.

2) You can also write a pen-pal letter to a real or imaginary friend or relative where you tell whom you are, where you are from, what your community looks like, and who your relatives are. Ask your teacher or mentor about any other vocabulary for sentences you want to include.

*Congratulations you have completed this Introductory Course!*