A SHUSWAP COURSE

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

MAY DIXON
AND
A.H. KUIPERS
LEIDEN 1974
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The present Shuswap course consists of two parts, each with its own page-numbering.

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

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

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

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

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

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

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

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

Acknowledgements

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

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

M. D.
A. H. K.
PART I

PRESERVE YOUR LANGUAGE

INTRODUCTION

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

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

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

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

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

For any language much can be done by one single person who records it as completely as possible. The reader should therefore not be discouraged if he or she is the only one in town or on the reserve who is interested in preserving the language. The present writer is trying to record as much of Shuswap as possible and is preparing a grammar and a dictionary. But the language is slightly different in different places: certain words are used on one reserve only and not on others. It is therefore necessary to
record names of places, not only of major towns, mountains and lakes, but also the names of any small hill, rock, creek, settlement, fishing site, etc. The old Indian names of persons must also be recorded before they are forgotten. Further the names of old implements (baskets, fishing-gear, weapons, tools, etc.) and products (food, clothing, dwelling and inventory, means of transport, etc.) and anything connected with the old customs (hunting, fishing, medicine, birth, marriage, death, war, feasts, religious practices and so on). The names of local plants, animals and fish should also be recorded. A general vocabulary of about 2000 words has been collected by the author and will be published. But in this way only a part of the Shuswap language can be saved. Recording the total vocabulary, including geographical names, will require a collective effort of the Indians themselves.

PRINCIPLES OF WRITING

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

To make reading easier we write a sign for the stress in Shuswap words with more than one syllable. This sign is an accent ́ over the stressed vowel (á é í ó ú). This could be done in English too: the word "rebel" would be written "rébel" if you meant "the rebel" but "rebél" if you meant "to rebel". Thus, in Shuswap sneńke "orphan" has the stress on the first syllable, while kepéket "arm hurts" has it on the second.
In the English way of writing, the same letter or combination of letters is often used for different sounds. For instance, the combination ea is pronounced differently in the words "dear" and "bear". In making an alphabet for Shuswap, we shall take care to have the same letter always stand for the same sound. This makes a spelling more efficient and easier to learn.

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

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

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

In pronouncing the Shuswap vowels there is also a certain amount of freedom. Think of the Shuswap word for "five". It begins with ts (pronounced "ts" or "ch"!) and it ends with lks. Its vowel is pronounced either like the vowel in English "seal" or like that in "sail", or something in between. This variable Shuswap vowel will always be written with the single letter i. This means that at the sight of an i in a Shuswap word you always pronounce the vowel of "seal" or "sail", or rather, the vowel you have in the Shuswap word for "five" which is written tsilks.
On the other hand, there are several sounds which differ from each other in Shuswap though to an English ear they sound the same. For instance, the Shuswap word meaning "he takes it (somewhere)" and "he soaks it" both sound like "kwens" or "quench". We have agreed to write $g$ (and not $sh$) for the last sound of these words. But since the beginning of the two words is really different (pronounce the word again!) we must use two different letters. We use the letter $k$ for the first sound in the word "he takes it" ($kwens$) and the letter $q$ for the sound in "he soaks it" ($gwen$). In all other words we use $k$ for the one sound and $q$ for the other. From $k$ and $q$ it can always be seen, which of the two sounds is to be pronounced in any word.

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

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

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

THE ALPHABET

The Shuswap alphabet has 33 letters:

```
aceg'hikllmnopq'qrs'tutwxyz
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The letter $'q$ occurs only in the combination $t's$.

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

Section A explains the vowels and gives the consonants which are pronounced as in English (letters a e h i k l m n o p s t u w y)
Section B deals with letters used for specific Shuswap sounds not found in English (letters c k q r x y and double ll)

Section C explains the letters with the mark ' (letters k k l l e e p p)

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

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

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

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

Section A

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

The vowel e, when stressed (ê), is pronounced as the vowel in English "bed" or "bad". When unstressed, it is like the o in "totem".
<table>
<thead>
<tr>
<th>Shuswap</th>
<th>English</th>
<th>Shuswap</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>nes</td>
<td>[to go along] cassette</td>
<td>kepákst</td>
<td>arm hurts</td>
</tr>
<tr>
<td>elk</td>
<td>kinnikinnick berry</td>
<td>salem</td>
<td>prairie</td>
</tr>
<tr>
<td>elkt</td>
<td>to work</td>
<td>sesép</td>
<td>blueberry</td>
</tr>
<tr>
<td>snert</td>
<td>wind</td>
<td>sénen</td>
<td>daughter-in-law</td>
</tr>
<tr>
<td>s'ør</td>
<td>husband's sister</td>
<td>kakáw</td>
<td>far</td>
</tr>
<tr>
<td>wext</td>
<td>fed up</td>
<td>témens</td>
<td>he buys it</td>
</tr>
<tr>
<td>krweat</td>
<td>to drift downstream</td>
<td>sówens</td>
<td>he asks him</td>
</tr>
<tr>
<td>wtek</td>
<td>to pass by</td>
<td>kéléns</td>
<td>he chases him</td>
</tr>
<tr>
<td>tseyt</td>
<td>hungry</td>
<td>eyens</td>
<td>he pays him</td>
</tr>
<tr>
<td>wseytk</td>
<td>hello</td>
<td>tnésmens</td>
<td>he accompanies him</td>
</tr>
<tr>
<td>skwest</td>
<td>name</td>
<td>lémens</td>
<td>he comforts him</td>
</tr>
<tr>
<td>lens</td>
<td>he feels it</td>
<td>seséle</td>
<td>two</td>
</tr>
<tr>
<td>kwens</td>
<td>he takes it</td>
<td>kenkéknem</td>
<td>black bear</td>
</tr>
<tr>
<td>yéwem</td>
<td>to fish with scoop-net</td>
<td>setétkwe</td>
<td>river</td>
</tr>
<tr>
<td>wéwem</td>
<td>to holler</td>
<td>petetét</td>
<td>to boil</td>
</tr>
<tr>
<td>wéwem</td>
<td>to fish (in general)</td>
<td>kekelépens</td>
<td>he chases him</td>
</tr>
<tr>
<td>snénke</td>
<td>orphan</td>
<td>mecénékw</td>
<td>blunt</td>
</tr>
<tr>
<td>stemét</td>
<td>friend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| wist        | high                         | miméy       | near                      |
| yist        | to camp overnight            | kwikwéyt    | smooth                   |
| snšíne      | owl                          | kenkint     | slow                     |
| sesí        | sweetheart                   | ewít        | last                     |
| síttest     | night                        | pyin        | now                      |
| pelít       | to lie                       | stekwtsín   | dumb                     |
| penmínés     | he finds it                  | ptínésom    | to think                 |
| twítens     | he raises it (a child)        | yiwentés    | he delays him            |

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

<p>| wu          |                             |             |                          |</p>
<table>
<thead>
<tr>
<th>Shuswap</th>
<th>English</th>
<th>Shuswap</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>mus</td>
<td>four</td>
<td>héhu</td>
<td>to yawn</td>
</tr>
<tr>
<td>mut</td>
<td>to be at home</td>
<td>lelúmt</td>
<td>to sense, suspect</td>
</tr>
<tr>
<td>wult</td>
<td>to lie</td>
<td>túsens</td>
<td>he smashes it</td>
</tr>
<tr>
<td>sult</td>
<td>frozen</td>
<td>púsens</td>
<td>he rubs it</td>
</tr>
<tr>
<td>ust</td>
<td>to dive</td>
<td>músen</td>
<td>he feels it (with the hand)</td>
</tr>
<tr>
<td>kwúnt</td>
<td>plenty</td>
<td>súlen</td>
<td>he freezes it</td>
</tr>
<tr>
<td>kúpémt</td>
<td>to push</td>
<td>yuyúwt</td>
<td>slow (in work)</td>
</tr>
<tr>
<td>úkwem</td>
<td>to carry, haul</td>
<td>kukwíw</td>
<td>to slip, slide</td>
</tr>
<tr>
<td>úpekst</td>
<td>ten</td>
<td>stel'túmen</td>
<td>dream</td>
</tr>
<tr>
<td>tetúm.</td>
<td>aunt (mother's sister)</td>
<td>kéwku</td>
<td>sagebrush</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>sal</th>
<th>cricket</th>
<th>welánk</th>
<th>stomach</th>
</tr>
</thead>
<tbody>
<tr>
<td>palt</td>
<td>smudged</td>
<td>weláps</td>
<td>horn, antler</td>
</tr>
<tr>
<td>kwalt</td>
<td>yellow, green</td>
<td>metmát</td>
<td>soft</td>
</tr>
<tr>
<td>kwálást</td>
<td>gall</td>
<td>pálpelt</td>
<td>stubborn</td>
</tr>
<tr>
<td>kápi</td>
<td>coffee</td>
<td>lekáltem</td>
<td>to gamble</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>lop</th>
<th>rope</th>
<th>nóyens</th>
<th>he bends it</th>
</tr>
</thead>
<tbody>
<tr>
<td>mólen</td>
<td>he puts them down</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>tsímt</th>
<th>to melt</th>
<th>éytsens</th>
<th>he answers him</th>
</tr>
</thead>
<tbody>
<tr>
<td>tsút</td>
<td>to say</td>
<td>tsólens</td>
<td>he stretches it</td>
</tr>
<tr>
<td>tsíwel</td>
<td>titled</td>
<td>tséwem</td>
<td>to give a warning cry</td>
</tr>
<tr>
<td>tsílkst</td>
<td>five</td>
<td>tsékstem</td>
<td>to reach out</td>
</tr>
<tr>
<td>tsíkem</td>
<td>to carve</td>
<td>setsínem</td>
<td>to sing</td>
</tr>
<tr>
<td>tsíkentés</td>
<td>he carves it</td>
<td>splútsen</td>
<td>mouth</td>
</tr>
<tr>
<td>tsíentés</td>
<td>he hits him</td>
<td>stektsúsem</td>
<td>wood</td>
</tr>
</tbody>
</table>
Síntse  younger brother  Sísmelt  children of one family
Tšétse  younger sister  Sísmént  children (in general)
Tšínmen  cellar  Tswentsút  to trot
Tšítlem  new  Tskilám  weak, feeble

Section B

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

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

clem  to bite  tsweč  creek
c'éyem  to wave with the hand  tsweč  small creek
cítsem  to cut hay  teclón  not enough
cúlem  to rub fire  estkíc  to fall
cyénem  to go around  tcentsút  to comb one's hair
cetcét  energetic  yicwestsút  to be careful
cécálé  steep  yicmantsút  to be careful
cnéye  housefly  tsectekwtkwéne  deaf
kectés  he gives him  melcentés  he kicks him
yect  long  melcentéc  you kick him
scenć  stone  penmínć  you find it
smenc  tobacco  metéc  you feed him
kelc  hand  wiktc  you see it
mulc  poplar  lećús  pretty
itc, etc  to sleep  stunc  nephew, niece
stslc  to lie down  toúsmens  he looks for it

c is often combined with r into a single sound cr:
cwíxem  to whistle  cwełoflc  to turn around
cwéset  to travel  cwnúsem  to nod the head
cwéoens  he unfolds it  cúcwek  light (of weight)
11

The consonant written 11 (double l) is a sound that combines the character of English th with that of l. While English th is pronounced with the upper front teeth, Shuswap 11 is pronounced with the side teeth. — To pronounce 11, WHISPER the word "please", hold the "l" for a while and press the tongue upward a bit, so that there is only a narrow opening at the sides of the tongue, causing a friction sound. This will produce 11.

<table>
<thead>
<tr>
<th>Shuswap</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>sówewye</td>
<td>ant</td>
</tr>
<tr>
<td>tswíw</td>
<td>house</td>
</tr>
<tr>
<td>tmiw</td>
<td>land</td>
</tr>
<tr>
<td>secwlet</td>
<td>very sick, dying</td>
</tr>
<tr>
<td>cúsćwest</td>
<td>an awful lot</td>
</tr>
<tr>
<td>cwećwywt</td>
<td>absent</td>
</tr>
<tr>
<td>sećwépmec</td>
<td>Shuswap</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>Shuswap</th>
</tr>
</thead>
<tbody>
<tr>
<td>llént</td>
<td>gone out (of fire)</td>
</tr>
<tr>
<td>lléwt</td>
<td>back</td>
</tr>
<tr>
<td>lléncens</td>
<td>he forgets it</td>
</tr>
<tr>
<td>llénsem</td>
<td>to extinguish</td>
</tr>
<tr>
<td>trllánsem</td>
<td>to blink one's eyes</td>
</tr>
<tr>
<td>llentés</td>
<td>he stabs him</td>
</tr>
<tr>
<td>llkép</td>
<td>pot</td>
</tr>
<tr>
<td>lltsétsék</td>
<td>mother-in-law</td>
</tr>
<tr>
<td>kellés</td>
<td>three</td>
</tr>
<tr>
<td>kwélén</td>
<td>to borrow</td>
</tr>
<tr>
<td>félén</td>
<td>to eat</td>
</tr>
<tr>
<td>sístillen</td>
<td>food</td>
</tr>
<tr>
<td>tvallélo</td>
<td>to cross (a road)</td>
</tr>
<tr>
<td>all</td>
<td>and</td>
</tr>
<tr>
<td>culucwäll</td>
<td>road</td>
</tr>
<tr>
<td>nенémill</td>
<td>jealous</td>
</tr>
<tr>
<td>pisell</td>
<td>trout</td>
</tr>
<tr>
<td>kllep</td>
<td>to come off (as a button)</td>
</tr>
<tr>
<td>kllekstmens</td>
<td>he drops it</td>
</tr>
<tr>
<td>sklékstem</td>
<td>rain</td>
</tr>
<tr>
<td>siewll</td>
<td>fish</td>
</tr>
<tr>
<td>tsllats</td>
<td>soaked</td>
</tr>
<tr>
<td>sllwélemt</td>
<td>widow(er)</td>
</tr>
<tr>
<td>pllellt</td>
<td>thick (layer)</td>
</tr>
<tr>
<td>ułllow</td>
<td>to enter</td>
</tr>
<tr>
<td>punllp</td>
<td>juniper</td>
</tr>
<tr>
<td>kwttellp</td>
<td>cattail, bulrush</td>
</tr>
<tr>
<td>melénlllp</td>
<td>balsam tree</td>
</tr>
<tr>
<td>smemencélllp</td>
<td>pigweed</td>
</tr>
<tr>
<td>tswelloc</td>
<td>to build a house</td>
</tr>
<tr>
<td>pellltswít</td>
<td>having a house</td>
</tr>
<tr>
<td>sllwálten</td>
<td>autumn</td>
</tr>
</tbody>
</table>

The letter 7

The Shuswap sound we write "7" can be used in English in words that begin with a vowel; when you pronounce the English word "Openi" with great stress, bursting right into the vowel, you pronounce the sound 7 at the beginning of the word.
In Shuswap we do not write ʔ at the beginning of a word. We already get the word for the number "ten", written ünekst. It is not necessary to write ünekst because the sound ʔ is automatically there before the vowel. But when you are counting animals, you pronounce the Shuswap word for "ten" differently: the sound ʔ is heard not only before but also after the vowel. Here we have to write it, in order to distinguish "ten (animals)" ünekst from "ten (objects)" ürekst. Check the pronunciation of these two words carefully! The sound ʔ occurs also at the end of a word: compare the end of snəkən "orphan" with that of suekən "gloves". We write ʔ wherever it is pronounced, except at the beginning of a word.

| máʔe | yes | tsʔum | to hit |
| táʔa | no | tsʔecw | glad, happy |
| kyéʔe | grandmother | sʔistik | winter |
| kwelćələp | elder tree | sʔétstem | brother- or sister-in-law |
| leʔ | good | mʔey | nearby |
| steʔ | to drink | cʔets | to get scorched |
| spyuʔ | bird | cʔemát | to get up |
| títkuʔ | aunt (father's sister) | cwʔit | lots, many |
| sáməʔ | white person | cwʔim | to lift up |
| eláʔ | to get out of the way | cwʔem | to pout |
| wíʔ | to be finished, ready | cwʔal | to be in a hurry |
| tćeʔʔ | enough | kwʔal | spoiled (about food) |
| tekwólʔeʔ | choke cherry | ʔʔʔum | to poke |
| kekásuʔ | spring salmon | etʔetíč | to feel sleepy |
| síʔeʔ | uncle (mother's brother) | cʔáʔtsɛnʔ | he agrees with him |
| spéʔeʔ | gloves | tsecʔeʔ | to fix |
| kíʔce | mother | stsecʔemtép | price |
| ʔʔʔeʔ | egg | cwtsɛstásʔtsʔt | short |
| wíʔstʔ | he finishes it | semʔʔəʔem | wife |
| senlóləʔcw | clay | smáʔstem | brother (of woman), sister (of man) |
| kʔeʔ | sick | scʔítemč | elder brother or sister |
| tʔikw | fire | sʔétstem | wife's sister, husband's brother |

The consonant ʔ is a weak friction sound similar to Shuswap ʰ but voiced. It is NOT an English ɾ, we just use the letter for a different Shuswap sound (we can do this because Shuswap has no sound like English ɾ, so that the letter is "free" for other use). To pronounce Shuswap ɾ you FIRST must be able to pronounce Shuswap ʰ. -- Pronounce a long hiss, first with "ssssss" and while doing so change
over to "zzzzz". Cover your ears with your hands and do it once more. You can hear the buzzing that starts when you change from "ssss" to "zzz". How pronounce a Shuswap (gs) and make it long: "ccccc", then, while doing so make it buzz the same way as you did in "ssssss". The result will be "ccccrr", so the second "r" produces a Shuswap (gs).

<table>
<thead>
<tr>
<th>rénem</th>
<th>to put up (as a pole)</th>
</tr>
</thead>
<tbody>
<tr>
<td>récesns</td>
<td>he puts it up</td>
</tr>
<tr>
<td>révelc</td>
<td>to go up</td>
</tr>
<tr>
<td>relrélt</td>
<td>strong (person)</td>
</tr>
<tr>
<td>r7al</td>
<td>evening</td>
</tr>
<tr>
<td>rilíne</td>
<td>that one over there</td>
</tr>
<tr>
<td>sérenens</td>
<td>he shakes it off</td>
</tr>
<tr>
<td>sérenex</td>
<td>he cools it off</td>
</tr>
<tr>
<td>trepelóis</td>
<td>to climb a hill</td>
</tr>
<tr>
<td>tsemp</td>
<td>to burn</td>
</tr>
<tr>
<td>tsertérsp</td>
<td>forest-fire</td>
</tr>
<tr>
<td>tserentés</td>
<td>he burns it</td>
</tr>
<tr>
<td>p7er</td>
<td>cooled off</td>
</tr>
<tr>
<td>cp7er</td>
<td>cooled off (inside something)</td>
</tr>
<tr>
<td>pérélc</td>
<td>to cool off (about a person)</td>
</tr>
<tr>
<td>lerém</td>
<td>to insert</td>
</tr>
<tr>
<td>lerentís</td>
<td>he inserts it</td>
</tr>
<tr>
<td>yirí7</td>
<td>that one</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>qelt</th>
<th>fresh</th>
</tr>
</thead>
<tbody>
<tr>
<td>qeyt</td>
<td>sour</td>
</tr>
<tr>
<td>qetsk</td>
<td>elder brother</td>
</tr>
<tr>
<td>qmut</td>
<td>hat</td>
</tr>
<tr>
<td>qoom</td>
<td>to bandage</td>
</tr>
<tr>
<td>qná7e</td>
<td>great-grandmother</td>
</tr>
<tr>
<td>qéwtén</td>
<td>hair</td>
</tr>
<tr>
<td>qílgélt</td>
<td>nice, gay, funny</td>
</tr>
<tr>
<td>qemqémét</td>
<td>lukewarm, gentle</td>
</tr>
<tr>
<td>qesqésén</td>
<td>to itch</td>
</tr>
<tr>
<td>qesqiním</td>
<td>to hear</td>
</tr>
<tr>
<td>qunllp</td>
<td>waterlily</td>
</tr>
<tr>
<td>pio</td>
<td>white</td>
</tr>
<tr>
<td>tsíqem</td>
<td>to dig</td>
</tr>
<tr>
<td>lísqelc</td>
<td>to sit down (several)</td>
</tr>
<tr>
<td>peqpiq</td>
<td>flour</td>
</tr>
<tr>
<td>speqpéq</td>
<td>berry</td>
</tr>
<tr>
<td>tseqtsíq</td>
<td>tame</td>
</tr>
<tr>
<td>spaqmíc</td>
<td>swan</td>
</tr>
<tr>
<td>sqepts-</td>
<td>spring (season)</td>
</tr>
<tr>
<td>sqays</td>
<td>nightmare</td>
</tr>
<tr>
<td>tsqum</td>
<td>hill</td>
</tr>
<tr>
<td>sqélten</td>
<td>salmon</td>
</tr>
<tr>
<td>e7llq</td>
<td>to dig roots</td>
</tr>
<tr>
<td>qé7tse</td>
<td>father</td>
</tr>
<tr>
<td>máqse7</td>
<td>uncle (woman's father's brother)</td>
</tr>
<tr>
<td>qelmúcw</td>
<td>person, Indian</td>
</tr>
<tr>
<td>sqélmcw</td>
<td>man</td>
</tr>
</tbody>
</table>

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

xént dry
xéne to get hurt
xépe to gnaw
xetsxétsst straight
xmenk heavy
xyum big
xyémen to count
xixéyt hot
xépm to pile up (as blankets or lumber)
xtem to bet
xqem to guess, learn
xlíxens he invites him
xlecw tooth
xwéntém nephew
xwétep gunnysack
yéqwens he burns it
piqw to look
yulqw thick (around)
tsiqw red
sqwmup a boil
sqwse son
seqwíts rabbit
leclqwem handsome
wélqwentes he boils it
yéqwéllepem to build a fire
tsqwétsten elder relatives

xént dry
xéne to get hurt
xépe to gnaw
xetsxétsst straight
xmenk heavy
xyum big
xyémen to count
xixéyt hot
xépm to pile up (as blankets or lumber)
xtem to bet
xqem to guess, learn
xlíxens he invites him
xlecw tooth
xwéntém nephew
xwétep gunnysack
yéqwens he burns it
piqw to look
yulqw thick (around)
tsiqw red
sqwmup a boil
sqwse son
seqwíts rabbit
leclqwem handsome
wélqwentes he boils it
yéqwéllepem to build a fire
tsqwétsten elder relatives
<table>
<thead>
<tr>
<th>onwìxe</th>
<th>louse</th>
<th>estxètè</th>
<th>lame</th>
</tr>
</thead>
<tbody>
<tr>
<td>sxéłwe</td>
<td>husband</td>
<td>s7extekéke</td>
<td>right side</td>
</tr>
<tr>
<td>tsélxemstèś</td>
<td>he knows it</td>
<td>xqwetsätèkwe</td>
<td>to drown (one)</td>
</tr>
<tr>
<td>tsxìw</td>
<td>raw</td>
<td>sìxcnem</td>
<td>to step</td>
</tr>
<tr>
<td>xsetèqs</td>
<td>first</td>
<td>sexèx7e</td>
<td>father-in-law</td>
</tr>
<tr>
<td>qyex</td>
<td>drunk</td>
<td>lìxynu</td>
<td>to escape</td>
</tr>
</tbody>
</table>

* can be combined with *y* into a single sound: 

| xwent       | fast                        | íxwem      | to sweep           |
| xwxéñ7       | to cough                    | pťíxwem    | to spit            |
| xwxìw7ú7s    | beer                        | nesvéy    | empty              |
| xwxèxvéyt    | all                         | nesvéykwè | to drown (several) |
| xwxìwvéye    | maggots                    | yiluxw     | to fall apart      |
| xwxìxvéyt    | sharp                      | texwtùxwt | straight, correct  |
| xwxwstèś    | he likes it                | nùnxwènxw | woman              |
| xwtekpl      | Indian rhubarb             | nùnxwènxw | girl               |
| xwewnìsem    | to sniff                    | tsqwnuxw   | weak (person)      |

**g**

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

| geñ          | dusk                        | yégèm      | to grind           |
| gêñwens      | he piles them up (as stones)| tsígem     | to tear            |
| gêygeyt      | cranky                      | legúp      | to disappear (out of sight) |
| gêyép        | angry                       | legmiñs    | he drags it        |
| getşén       | to tie up                   | tsgey      | piled up           |
| geném        | to growl                    | tsgep      | torn               |
| gexém        | to string up (a hide)       | tsgéom    | to cry             |
| gesgíst      | murkv                      | mečgon     | moon               |
| ᱪfì7èl       | to lose (a contest)         | cpegpágť  | empty              |
| legém        | to haul                     | megmágt    | grey               |
guyt  withered, tired  vegálchen  mountain sheep
vegnán  type of blueberry

can be combined with w into a single sound,

gresgóst  sunny  legwilgw  leaving room, loose
grellgówít  shiny, glittering  tsílgw  to bleed
legwentés  he hides it  lléggw  to melt
 tăngw  to visit  sgrígwe  lake trout
tílgwens  he bends it  tsgentés  he makes a stripe on it
ólgwens  he revives him  stsugw  stripe
vegúló  to exert oneself, do one's best  llégwilc  to jump
negwilc  to hide oneself  llégwentés  he loses it
stetegwillú  blind
tígwt  loose (about a horse)  stetegwillús  blind
segwésígw  loose

Section C

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

b

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

búsmen  heart  ńheñens  he pinches it
pixem  to fry  sú?eñ  to breathe
ńext  healed over  ķéñ  to bite, wipe
ńeñens  she puts it on her back (a child)  kénę?ekst  finger-ring
ónello  wormwood  sñem  to hit, whip
ńe?ew  more  tśpes  flat
ńípens  he clins it  sñebiy  skin
<table>
<thead>
<tr>
<th>xhem</th>
<th>to stitch up</th>
</tr>
</thead>
<tbody>
<tr>
<td>s'êns</td>
<td>nose</td>
</tr>
<tr>
<td>s?êpîss</td>
<td>handkerchief</td>
</tr>
<tr>
<td>pîbôxem</td>
<td>to bloom</td>
</tr>
<tr>
<td>oepêpêxêt</td>
<td>thin (layer)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>kist</th>
<th>bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>kôlnem</td>
<td>to obey</td>
</tr>
<tr>
<td>kême</td>
<td>fir needles</td>
</tr>
<tr>
<td>kôcem</td>
<td>to dry meat</td>
</tr>
<tr>
<td>kestês</td>
<td>he dislikes him</td>
</tr>
<tr>
<td>kôlens</td>
<td>he makes it</td>
</tr>
<tr>
<td>kôloqwem</td>
<td>ugly</td>
</tr>
<tr>
<td>kêm</td>
<td>to put down</td>
</tr>
<tr>
<td>klucw</td>
<td>sunset</td>
</tr>
<tr>
<td>nîkem</td>
<td>to cut, saw</td>
</tr>
<tr>
<td>nêkôns</td>
<td>he changes it</td>
</tr>
<tr>
<td>nêkô7</td>
<td>one</td>
</tr>
<tr>
<td>cîkem</td>
<td>to miss a target</td>
</tr>
<tr>
<td>owîkem</td>
<td>to butcher fish</td>
</tr>
<tr>
<td>ctêkem</td>
<td>to pour in</td>
</tr>
<tr>
<td>skêkî7</td>
<td>spider</td>
</tr>
<tr>
<td>tskêl</td>
<td>board</td>
</tr>
<tr>
<td>tsêkuy</td>
<td>to lie (as a tree)</td>
</tr>
<tr>
<td>skêpogên</td>
<td>head</td>
</tr>
<tr>
<td>tsêkelînîst</td>
<td>he expects him</td>
</tr>
<tr>
<td>tskêwelîc</td>
<td>old (person)</td>
</tr>
<tr>
<td>kwekôwélk</td>
<td>to faint, pass out</td>
</tr>
<tr>
<td>kekôfê7et</td>
<td>near</td>
</tr>
<tr>
<td>nekô7ûps</td>
<td>eight</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>kwens</th>
<th>he tries it</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwênc</td>
<td>how many?</td>
</tr>
<tr>
<td>kwênts</td>
<td>he chews it</td>
</tr>
<tr>
<td>kwelmêtsêns</td>
<td>he sends him</td>
</tr>
<tr>
<td>kwoyôfê7se</td>
<td>small</td>
</tr>
<tr>
<td>kwêlcw</td>
<td>goose</td>
</tr>
<tr>
<td>kwêltsentsît</td>
<td>to cook</td>
</tr>
<tr>
<td>kwêllkwêse7</td>
<td>cheek</td>
</tr>
<tr>
<td>kvyûsem</td>
<td>to suffer</td>
</tr>
<tr>
<td>cúlkwens</td>
<td>he folds it</td>
</tr>
<tr>
<td>plûkwens</td>
<td>he gathers it</td>
</tr>
<tr>
<td>estemtûkw</td>
<td>noon</td>
</tr>
<tr>
<td>kwôkwtne</td>
<td>mouse</td>
</tr>
<tr>
<td>suktw</td>
<td>blown away</td>
</tr>
<tr>
<td>el7âlkwt</td>
<td>to ache, hurt</td>
</tr>
<tr>
<td>tsekwêtskwênem</td>
<td>to recover</td>
</tr>
<tr>
<td>tsêkêw</td>
<td>full daylight</td>
</tr>
<tr>
<td>temlênkûkwêe</td>
<td>nine</td>
</tr>
<tr>
<td>skwêkêwêses</td>
<td>sun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tê</th>
<th>deer, meat</th>
</tr>
</thead>
<tbody>
<tr>
<td>t'êlt</td>
<td>bitter</td>
</tr>
<tr>
<td>tsêwem</td>
<td>to wash</td>
</tr>
<tr>
<td>t'áíwem</td>
<td>to cut meat</td>
</tr>
<tr>
<td>t'sílem</td>
<td>similar</td>
</tr>
<tr>
<td>t'sábal</td>
<td>to hurt, smart</td>
</tr>
<tr>
<td>t'sáléc</td>
<td>ashamed</td>
</tr>
<tr>
<td>t'sálum</td>
<td>to cry</td>
</tr>
<tr>
<td>tísálwén</td>
<td>wrong</td>
</tr>
<tr>
<td>t'sêwxlé?</td>
<td>snowshoes</td>
</tr>
<tr>
<td>t'sílgwém</td>
<td>to scratch</td>
</tr>
<tr>
<td>t'sáluxw</td>
<td>to sweat</td>
</tr>
<tr>
<td>t'súget</td>
<td>a sore</td>
</tr>
<tr>
<td>sít'sem</td>
<td>blanket</td>
</tr>
<tr>
<td>pít'sens</td>
<td>he squeezes it</td>
</tr>
<tr>
<td>tít'sens</td>
<td>she irons it</td>
</tr>
<tr>
<td>sét'sen</td>
<td>string, twine</td>
</tr>
<tr>
<td>wít'sens</td>
<td>he chops it</td>
</tr>
</tbody>
</table>

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

| stemi | what?               | tsúmqsam | to kiss    |
| stam | easy            | sucmólogo | nettles  |
| skémsís | grizzly bear | styénums | to ride (about several). |
| ctstém | valley         | tûme | aunt (mother's sister) |
| chémímen | jail          | skwámmelít | baby, toddler |
| tsélkwe'm | to put on the light | nexestém | gully |
| tselkwágíwem | to dip up water |        |           |

The consonant ṉ is a combination of n and ṣ pronounced simultaneously.

| tčnáne | to cover        | túcwen | scouring rush, horse-tail |
| bélén | treebark        | swelmínt | gun |
| têmntsín | tigerlily     | cemnéns | enemy |
| sekwmín | knife         | pylíncw | mole |
| tkemtsín | lin, edge      | kwénwéns | he catches it |

|
| seksuents | star | xqwallnt | cradle |
| sullhsem | flower | etspeilllexw | to go outside |
| tencoventes | he admits him | cuwénwen | morning |
| kellkikleens | he takes it apart |

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

| ténne | ear | melens | he mixes it |
| lept | dark | cwiłens | he cuts it up |
| têy | to dance (Indian) | qëtens | he hoists it up |
| tect | sweet | qïtem | to angle |
| text | tall | sütens | he sucks it |
| tuwt | to fly | tëke | to go |
| têmen | feathers, fur | sîtek | to come |
| tïmens | he choos it | clëxelc | to go upstream |
| tûm | to twist, spin | stëmkalt | daughter |
| tniś | cranberry | tsit | pitch |
| tïcwell | different | stye? | hay |
| tinúowens | he admires it | stëmweye | bat |
| téquem | to lick | tegwiłgwił | hard |
| tye? | canoe | gett | deep |
| tlel | tired | cctëlxwe? | shallow |
| tselipp | spruce | ketkett | dirty |
| t7em | to look for something | texwñfxwens | he boils him out |
| towentës | he beats him (in a contest) | necetswáñ | he closes it |
| tqupt | to explode | l17at | wet |
| tqum | to hit (with fist) | lletlát | wet |
| tqüsens | he slaps him |

The consonant ɬ is a combination of l and ɬ pronounced simultaneously.

<p>| tâilemc | birthmark | tsemxúlecw | snow on the ground |</p>
<table>
<thead>
<tr>
<th>stepquilecw</th>
<th>mud</th>
<th>st'ails</th>
<th>Oregon grape</th>
</tr>
</thead>
<tbody>
<tr>
<td>ts'wile</td>
<td>to put a child on one's back</td>
<td>toaltélk</td>
<td>to lie on a blanket</td>
</tr>
<tr>
<td>tselwilep</td>
<td>chair</td>
<td>tkweltkálqs</td>
<td>underwear</td>
</tr>
<tr>
<td>spültan</td>
<td>bed</td>
<td>speqwítow</td>
<td>book</td>
</tr>
<tr>
<td>púltse'm</td>
<td>to overturn</td>
<td>kékmeíc</td>
<td>to sneak along</td>
</tr>
<tr>
<td>tw'ilke</td>
<td>fringe</td>
<td>cilt</td>
<td>to gather eggs</td>
</tr>
<tr>
<td>pi'ce</td>
<td>skirt</td>
<td>k7élep</td>
<td>mattress</td>
</tr>
</tbody>
</table>

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

| ts'erens     | he shakes them off (as berries from a bush) | pérelkwens | he cools off the water |

Notice that in ts'erens, the t and the s are separate sounds and do not form the combination ts [ts, ɬ-ɬ], just as in English "pothole" the "t" and the "h" do not form the combination "th".

The consonant ꟃ is a combination of ꟃ and ꟃ pronounced simultaneously.

| lé've          | uncle (man's father's brother) | semréw'     | lynx         |
| xglíwens      | he piles them into it          | sekwéw'     | rosebud      |
| sulle7ú'wi    | ling                           | cwešqáléw'  | rich         |
| sqlew          | money                          | t7emétéws   | to ride (about one) |
| sqlu7ú'wi     | beaver                         | 'qamíws     | wild (about animals) |
| klíwsem        | to divide, split up            | getshwé'ye  | chipmunk     |
| stglíwne       | cache for food under stones    |              |              |

The consonant ꟑ is the combination of ꟑ and ꟑ pronounced simultaneously.

| t'wúve         | aunt (parent's brother's wife) | t'gwéye     | footttrace  |
| l'èresóye      | eyelashes                      | xts'éymen   | liver       |
| lexéyem        | to tell, report                | t'éynens    | he imitates him |
| tkm'ye         | forehead                       | tsuts'éy'p  | butterfly   |
| s'kw7éy'e      | doll                           | t'neýtkwí'llp | hemlock    |
is a combination of Shuswap kw (p. 1h) and q, pronounced simultaneously.

| tigwke | rattle          | cteqwilyogst to leak (as roof) |
| syegwagwten | belt          | tvagwisens | he wraps it up |

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

| qixt | strong, hard, difficult | xiqens | he wrecks it |
| qlye | to take a sweatbath | meq | full (from eating) |
| qutst | fat (about a person) | nqeq | rotten |
| qelstém | to steam-cook | pelqilc | to return |
| qeswilc | to become old (about things) | lloqt | wide |
| qemxúm | to mould into a ball | tsqámekst | six |
| qmem | to swallow | tsqélnem | to shoot |
| qyem | to write | tsqíw | broken |
| qwéntenés | he breaks it (as a stick) | tsqlex | round |
| q?em | to add on | tsqmuwx | spherical |
| q?es | to last long | tsqellp | douglas fir |
| q?e?s | old (about a thing) | xqéyens | he baits it (a trap) |
| siqens | he breaks it (as glass) | qédllem | to braid |
| cteqem | to cross over (water) | qudíwt | brittle |
| líqem | to bury | |

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

| qwel | cooked, done | fíwem | to fish with a scoop-net on the lake |
| qwelx | dead branch | úqwi | brother (of man), sister (of woman) |
| qwexwt | skinny | stíqwem | salmonberry |
| qwexem | to ask for something | íqwke? | dragont |
| qweempép | to give out, be all gone | qwiqwytyt | black |
| qwentés | he traps it | sqwext | foot |
| qwentésfn | shore | tqwalqwélít | ripe |
| qwelsélmp | willow | tormut | to climb (a tree) |
| qwyentés | he shakes it | sileqwqín | frog |
| qwyiloc | to dance | qweqwagwe7t | short (about a person) |
| qwelwem | to pick berries | tseaqágwí | younger brother (of man) or sister (of woman) |
| téqwens | he nails it | tsqweg | cheap |
CHECKLIST

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

a as in kwalt yellow q as in qult fresh
c as in clem to bite qwets warm
cwisem to whistle q as in qi'lye take a sweatbath
e as in elkst work qwlesem to pick berries
eséle two r as in répelc to go up
g as in geyép angry r as in tsérem to shake off
gwesgwest sunny s as in seséle two
g as in tígwe rattle tsilkst five
h as in hóhu to yarn s as in tééwem to wash
t as in imts grandchild t as in teyt hungry
t as in kelc hand tsilkst five
k as in kwalt yellow t as in tept dark
k as in kist bad u as in úpekst ten
kwinc how many? w as in waytk hello
l as in le7? good llewt back, spine
llewt
l as in splúten bed w as in lévé uncle (of male)
m as in mus four x as in xewt dry
m as in stémi what? xwent fast
n as in nes go along y as in yist camp overnight
n as in nes go along teyt hungry
h as in pledh treebark y as in tkmúye forehead
o as in tkuéxé7 choke-cherry 7 as in le7 good
p as in pyín now u?se egg
p as in ñiñmen heart t7ikw fire
PART II

SHUSWAP LESSONS

SHUSWAP LESSON 1.

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

nea "go (along)"
yéwem "fish with scoop-net"

a. nénś-ken "I go" a. yéwem-ken "I fish"
b. nén-" "you (one) go" b. yéwem-" "you fish"
c. nén-ekwe "he/she/it goes" c. yéwem-ekwe "he/she fishes"
d. nén-kt "we (including you) go" d. yéwem-kt "we fish"
e. nén-kuc "we (not you) go" e. yéwem-kuc "we fish"
f. nén-kp "you folks go" f. yéwem-kp "you folks fish"
g. nén-ekwe "they go" g. yéwem-ekwe "they fish"

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

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

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

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

\[(nénś-ken) \text{ becomes } nénś-ken\]

\[(yéwem-ken) \text{ becomes } yéwem-ken\]

The arrow shows how the consonant is repeated.

5. PRACTICE. Make words with "I, you, he, we", etc., from the following verbs: pteč "pass by", ptčθam "think", tseč-č- "want", tčem- "carve", ktpem "push".

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

<table>
<thead>
<tr>
<th>pétse</th>
<th>estúkw</th>
<th>tenłye</th>
<th>setsinten</th>
</tr>
</thead>
<tbody>
<tr>
<td>pétkwłen</td>
<td>kłuketišewc</td>
<td>swuct</td>
<td>ftewc</td>
</tr>
<tr>
<td>keknéw</td>
<td>sčwékuk</td>
<td>scúyent</td>
<td>skwenkwinem</td>
</tr>
<tr>
<td>menmén</td>
<td>pľıens</td>
<td>kwlékwéle</td>
<td>sectsetéw</td>
</tr>
<tr>
<td>cɛlcht</td>
<td>stčmín</td>
<td>tdyelc</td>
<td>mɛmle</td>
</tr>
</tbody>
</table>
SHUSWAP LESSON 2.

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

secwépmec "Shuswap"  cetcét "energetic, lively, active"
secwépmec-ken "I am Shuswap"  cetcét-ken "I am active"
secwépmec-k "you are Shuswap"  cetcét-k "you are active"
secwépmec-ékwe "he/she is Shuswap"  cetcét-ékwe "he/she is active"
secwépmec-kkt "we are Shuswap"  cetcét-k "we are active" (you too)
secwépmec-kuc "we are Shuswap"  cetcét-kuc "we are active"
secwépmec-kp "you folks are Sh."  cetcét-kp "you folks are active"

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

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

   (secwépmec-ken) becomes secwécpmec-ken

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

tuut "to want" (teist-ken) becomes teist-ken "I want"

3. READING PRACTICE (new words; take turns reading!) kumusi "always", lesdi "salt", sépse "to play", twúwt "child, boy", tsukw "enough, that's all", wákcwémé "lukewarm", skúwéy "blue-jay", cwest "to spin around", twúpt "furry animal", kic "elder sister", suptín "beard", cuuswétem "flute, mouth organ", cuwélc "to run", tsélens "he stretches it", wáyksten "toy".

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

    wéytk "hello!" (to one)    nítucw "goodbye!" (to one)
    wéytkp "hello!" (to several)    nítucwiye "goodbye!" (to several)
    kúséitéPMC "thank you!" (to one)    kúséitéPMPI "thank you!" (to several)

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

    wíst "high"  tsítow "house"  --------------  wíst te tsítow "high house"
    kwált "yellow"  --------------------------  kwált te tsítow "yellow house"
    tsítalem "new"  --------------------------  tsítalem te tsítow "new house"
    melémen "medicine"  ----------------------  tsítalem te melémen "new medicine"

   The same expression is used with numbers:

    tseále te tsítow "two houses"    múst te tsítow "four houses"
    tsítkst te tsítow "five houses"    wárekst te tsítow "ten houses"

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

SHUSWAP LESSON 3.

For this lesson, practice the pronunciation of "11" and of the "extra" letter "l" (p. 8-9 of "Preserve Your Language").

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

kwált "yellow" ----------------------- kwált-en "is it yellow?"
swéll "fish" ------------------------- swéll-en "is it fish?"
tmédia "you want" ------------------- média-en "do you want?"
tvét-kt "you folks are hungry" ------ tvét-kt-en "are you folks hungry?"
tsekw "that's all" ------------------- tsékw-en "is that all?"

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

n7élxe "here" ----------------------- n7élxe-n "here?"
stémúmen "dream" ------------------- stémúmen-n "is it a dream?"

2. FUTURE. The future is expressed by putting mé7 before a word:

nés-ekwé "he goes along" ---------- mé7 nés-ekwé "he'll go along"
nés-ken "I go along" --------------- mé7 nés-ken "I'll go along"
lémena "he comforts him" --------- mé7 lémena "he'll comfort him"
kwen "he takes it" ---------------- mé7 kwen "he'll take it"
qwéen-kt "we fish" --------------- mé7 qwéen-kt "we'll go fishing"
illén-kt "you eat" ----------------- mé7 illén-kt "you will eat"
meté "you feed him" ------------- mé7 meté "you'll feed him"

3. COMMON EXPRESSIONS.

mé7e "yes" --- mé7élxe "here"
n9ne "no" --- n9né "there"
cwít "many" --- tsékw "that's all"

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

sésél te séláp "1 o'clock" kélts te séláp "3 o'clock"
ms te séláp "4 o'clock" séláp "10 o'clock"

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


6. THE SOUND "7". Words like étset "to work", x7itzim "to dive", illén "to eat" really begin with the sound 7, which we don't write at the beginning of a word. -- Listen to the teacher pronouncing them!

In lesson 1 point 4 and in lesson 2 point 2 we saw that in expressions with "I" the sound before the stressed vowel is repeated after it. That also happens with the "unwritten 7" at the beginning of a word:

x7itzim "to dive" ---------- x7itz-en-ken "I dive" ------- mé7 x7itz-en-ken "I'll dive"
illén "to eat" -------------- illén-en-ken "I eat" ------- mé7 illén-en-ken "I'll eat"
etset "to work" ---------- étset-en-ken "I work" ------- mé7 étset-en-ken "I'll work"

Notice that in pronunciation the word (étset-en-ken) becomes étset-ken, with an extra e before the 7.
For this lesson, practice the pronunciation of ꞉ ꞉ (p. 10-11 of "Preserve").

1. The following words, all mentioned in "Preserve", all end in ꞉:
   lemsens "he comforts him"  llépens "he forgets it"  nóyens "he bends it"
   kwens "he takes it"  sfowens "he spills it"  c7d4ṣens "he agrees with
   gyens "he pays him"  sérens "he shakes it off"  him
   penmán "he finds it"  pérens "he cools it off"  tsentés "he hits him"
   púsens "he rubs it"  káleps "he chases him"  llentés "he pokes him"
   cówens "he unfolds it"  tásłens "he stretches it"  smentés "he inserts it"

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

We also met the following words, all ending in ꞉:
   penmán "you find it"  wikts "you see it"  metés "you feed him"

Here the ꞉ corresponds to "you"; if we change it to ꞉ we get the form for "he":
   penmán "he finds it"  wikts "he sees it"  metés "he feeds him"

In the same way, if we change the ꞉ of the "he"-forms to ꞉, we get the "you"-form: lemsens "he comforts him" ---- lemsens "you comfort him".

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

2. READING PRACTICE (new words; take turns reading!):
   tsenkwem "island", silquake "frog", sqvysent "ice", pesellkwem "lake", semlóle7cw "clay", 77al "evening", estekwéksa "dusk", smów7 "mountain-lion", seklówe7 "muskrat", comée "housefly", kiky7 "chickenshock", jasul "loon", telíps "crane,
great blue heron", ajétwe7 "sandhill crane", sunéc "willow grous", kyé7 "grandmother", smé7stewm "brother (of female), sister (of male)"

3. Shuswap has several words corresponding to English "the". The most common
   of these is the word re. Examples of use:
   re tsítow the house
   wíst re tsítow the house is high (literally "high (is) the
   le7 re tmcw the land is good
   metés re snénke you feed the orphan
   jákt(-skwe) re kí7ce the mother works
   re kí7ce metés re stsmel7 the mother feeds the kids

Remark 1. Notice how Shuswap word-order differs from English!
Remark 2. Mark the difference between wíst te tsítow "a high house"
        and wíst re tsítow "the house is high".

4. COMMON EXPRESSIONS. ri7, xirf7 "that one"  xirf7 l "that's it!"
    nerf7 "there, at that point"  nerf7 l "watch out! wait! stop!"

5. READ OUT AND TRANSLATE: 1. penmán re u7se. 2. me7 penmán re u7se. 3. me-
   tóco-en re snénke? 4. sfowens re sówllkwe. 5. kwens re kenkékmem re sówlll. 6.
   le7-en re te tsítow? 7. pyín dépêkt te spíl7. 8. le7 re tmcw ne7di7ye.
   13. cwít re wicwémecc ne7di7ye. 14. dícswet re spyu7: télpo7, a7twe7, kiky7,
       sunéc... 15. sówlll-ri7 l 16. púsens re melámén. 17. tsítálle7 te spíl7,
       me7 fíllén-kem. 18. cwít re swuc ne7di7ye. 19. séyse re stsméml7. 20. wíst
       re te tsítow te tsítow. 21. me7 metéco-en re kyé7e? 22. pyín me7 ust-ekwe. 23.
   le7-en re sówllkwe? -- mé7e l 24. tsukw ri7.
SHUSWAP LESSON 5.

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

wikts "he sees it"

- a. wíktken "I see it"
- b. wikt "you see it"
- c. wikt "he sees it"
- d. wíktém "we (incl. you) see it"
- e. wíktém-kuc "we (not you) see it"
- f. wíkt "you folks see it"

písens "he rubs it"

- a. púsen "he rubs it"
- b. púseng "he rubs it"
- c. púseng "he rubs it"
- d. púsentem "you rub it"
- e. púsentem-kuc "you rub it"
- f. púsent "you folks rub it"

kwens "he takes it"

- a. kwékswen "he takes it"
- b. kwenc "he takes it"
- c. kweng "he takes it"
- d. kwéntem "you take it"
- e. kwéntem-kuc "you take it"
- f. kwéntp "you folks take it"

penmníne "he finds it"

- a. penmníne "I..."
- b. penmníne "you..."
- c. penmníne "he..."
- d. penmnítem "we..."
- e. penmnítem-kuc "we..."
- f. penmnítp "you folks..."

metés "he feeds him"

- a. metéten "he feeds him"
- b. meté "he feeds him"
- c. metés "he feeds him"
- d. metém "you feed him"
- e. metém-kuc "you feed him"
- f. metép "you folks feed him"

tsentés "he hits him"

- a. tsentésten "he hits him"
- b. tsenté "he hits him"
- c. tsentés "he hits him"
- d. tsentém "you hit him"
- e. tsentém-kuc "you hit him"
- f. tsentép "you folks hit him"

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

The form with "I" has the usual repetition of the consonant which stands before the stressed vowel (see lesson 1:4 and lesson 2:2). There are the same two kinds of "we" as we met in lesson 1:2.

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

Make all the forms a.-f. of all the words given in lesson 4:1 (example: lélmên, lémcen, lémn, lémentem, lémente-kuc, lémentp). Remember that évens "he pays him" has an unwritten / at the beginning, so that "I pay him" is éven.

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

né̂-ekwe "he goes alone" -------- è-né̂-ekwe "he went alone"
qwetséts-kuc "we leave" -------- è-qwetséts-kuc "we left"
kwens "he takes it" -------- è-kwens "he took it"
púsan "I rub it" -------- è-púsan "I rubbed it"

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

ét̂-ekwe "he dives" -------- èt̂-ét̂-ekwe "he dived"
ét̂entp "you folks pay him" -------- èt̂entp "you folks paid him"

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

tsítcw "house" -------- re tsítcw "his (her, their) house"
kelc "hand" -------- re kels "his (her) hand"

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

4. READ OUT AND TRANSLATE. 1. piq re speqmc. 2. rîlndél re kënkévmen. 3. lîlîpt re t7íkw. 4. yulqw re mulf. 5. k7ep re kí7ces. 6. tsíqw re splútsens.

7. l67-en re k6ípél -- m67e, le7 re k6ípél. 8. t67ícw-en-kê -- m67e, t67ícw-kên.
9. c67íl-en-kpél -- m67e, c67íl-kuc. 10. et7etić-en-kê -- m67e, et7etić-kên.

11. c7ílre qwétesens re mulf. 12. m67 kwéksen re stémemèlt. 13. m-penmínes re splú7es. 14. m7 lîlîmre anénkè. 15. pyin m7 qwétes-kt. 16. wikts re tsítcw re tetáma. 17. c7ílre sqléltèn, m67 yèwém-kêt. 18. m-tsentés re qetska.

19. qwenqwenet re kí7ces re stémèt. 20. m7 kwenc re qwetqwèt te qmut.

(continued...)
Shuswap Lesson 5 (continued).

21. cw7it re seqwyits ne7élye. 22. qemqémte re sówlikwe, me7 sécwém-kt. 23. m-wíwikten re seséle te qwllín. 24. mus te sciláp, pyin me7 qwetséts-ekwe. 25. tellats re qmuta re kúkipi7. 26. keke7 re tnicws re qwse7a. 27. wíwikten re múlc ell re melénllp. 28. m-qwtesq re kyéses. 29. m-kwens re tsítelem te l1kép. 30. me7 cwsé7-ekwe. 31. lekaltem-ekwe re kúkipi7 ell re stémés. 32. me7 metéten re stamélts re kúkipi7. 33. čúséwest re sesép ne7élye. 34. me7 kwénc-en re stémémél?
SHUSWAP LESSON 6.

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

\[
\begin{array}{ll}
\text{tmicw} & \text{"land"} \\
\text{skwest} & \text{"name"} \\
\text{re \(\text{nt}\)micw} & \text{"my land"} \\
\text{re \(\text{nt}\)micw} & \text{"your land"} \\
\text{re \(\text{nt}\)micw} & \text{"his/their land"} \\
\text{re \(\text{nt}\)micwkt} & \text{"our (also your) land"} \\
\text{skwest} & \text{"your name"} \\
\text{skwest} & \text{"his/their name"} \\
\text{skwest} & \text{"our (not your) name"} \\
\text{skwest} & \text{"our folks' name"} \\
\end{array}
\]

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

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

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

\[
\begin{array}{ll}
\text{smenc} & \text{"tobacco"} \quad \text{becomes} \quad \text{re smënc} \\
\text{clém} & \text{"to bite"} \quad \text{becomes} \quad \text{clëm-ken} \\
\text{kalc} & \text{"hand"} \quad \text{becomes} \quad \text{nkékalc} \\
\text{leýmt} & \text{"to suspect"} \quad \text{becomes} \quad \text{leýmt-ken} \\
\text{kwellén} & \text{"to borrow"} \quad \text{becomes} \quad \text{kwellélén-ken} \\
\text{cw7em} & \text{"to put"} \quad \text{becomes} \quad \text{cw7ém-ken} \\
\end{array}
\]

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

\[
\begin{array}{ll}
\text{qédwten} & \text{"hair"} \quad \text{becomes} \quad \text{qédwten} \\
\text{llett} & \text{"back"} \quad \text{becomes} \quad \text{llett-ken} \\
\text{tett} & \text{"hungry"} \quad \text{becomes} \quad \text{tett-ken} \\
\text{sqeye} & \text{"nightmare"} \quad \text{becomes} \quad \text{sqeye} \\
\end{array}
\]

In all these cases a \(w\) or \(x\) change to \(u\) or \(i\) in pronunciation.

\[
\begin{array}{ll}
\text{kw7ce} & \text{"mother"} \quad \text{becomes} \quad \text{kw7ce} \\
\text{qé7tce} & \text{"father"} \quad \text{becomes} \quad \text{qé7tce} \\
\text{sqews} & \text{"son"} \quad \text{becomes} \quad \text{sqews} \\
\end{array}
\]

In all such cases \(w\) changes to \(e\) in pronunciation.

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

Examples:

\[
\begin{array}{ll}
\text{pësellkw} & \text{"lake"} \quad \text{"little lake"} \\
\text{tsitow} & \text{"house"} \quad \text{"little house"} \\
\text{spéliem} & \text{"prairie, open field"} \quad \text{"clearing, little field"} \\
\text{scenc} & \text{"stone"} \quad \text{"pebble, little stone"} \\
\text{seýlé} & \text{"two"} \quad \text{"two black bears"} \\
\text{mus} & \text{"four"} \quad \text{"four dogs"} \\
\text{talke} & \text{"five"} \quad \text{"five owls"} \\
\text{üpke} & \text{"ten"} \quad \text{"ten rabbits"} \\
\end{array}
\]

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

<table>
<thead>
<tr>
<th>term</th>
<th>re term</th>
<th>m-llépens-ekwe le term</th>
</tr>
</thead>
<tbody>
<tr>
<td>omut</td>
<td>re omuta</td>
<td>m-llépens-ekwe le omuta</td>
</tr>
<tr>
<td>&quot;hat&quot;</td>
<td>&quot;his hat&quot;</td>
<td>&quot;he forgot his hat&quot;</td>
</tr>
<tr>
<td>sxélwe</td>
<td>re sxélwe</td>
<td>1è7-en le 7sxélwe?</td>
</tr>
<tr>
<td>&quot;husband&quot;</td>
<td>&quot;her husband&quot;</td>
<td>&quot;is your husband well?&quot;, &quot;how is your husband?&quot;</td>
</tr>
</tbody>
</table>

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

5. READ OUT AND TRANSLATE. 1. xyum re písell. 2. kw7al re swelll. 3. mêmát
re qwtell. 4. píq re ntsitstow. 5. tségtsiq re 7sqéxe. 6. seowlit re kyé7ekt.
7. xewt re nsmémenc. 8. xmenk re llkémpem. 9. wiit re tsqm. 10. xyum re
tmíws kuc. 11. xlítens re kúkpi7 re stemét. 12. wíkwten re pépsellkwe.
13. m-kwens re scéncnc. 14. qxet re scenc. 15. qxets xi7 re tmiow. 16. cw7it
re xwtell pè7èlye. 17. kwikwá7t re qé7tens re ntsétsé. 18. relrélt pyin re
náqwá7sè7e. me7 pílxem-ekwe. 19. wiitk re tsitcws re qé7tse. 20. m-llépens-ekwe
le smencs. 21. setsíxm-ekwe re nkipo. 22. me7 wíkwten re nkipjece ell re
náqwá7tse. 23. me7 yéqwens re xewt te qwétse. 24. me7 xlíté7 re sqwse7s
re kúkpi7. 25. m-pépren re sówllkwe, pyin me7 ste7-kp. 26. úpekt te sciláp,
me7 etfíc-ken. 27. m-pennítem re tsétsékt. 28. elkst-ekwe re kí7ces re kúkpi7.
29. tsíttellké7 te sciláp, me7 qxetsá7s-ktp. 30. 1è7-en le 7sxélwe? -- mè7e,
le7 le naxélwe. 31. m-météc-en le sqéxe? -- mè7e, m-mététén le sqéxe.
32. m-llépenc-en re skwésta kuc (or: kuc re skwésta)? -- mè7e, m-lléllpen
re skwéstemp. 33. me7 kwánc-en re stéméta kuc (or: kuc re stéméta)? -- mè7e,
me7 kwé7ken re stéméling. 34. m-tsénté7c-en re nátémét? -- mè7e, m-tséntétén
re 7stemét. 35. me7 m-étéc-en re ná7fentas? -- mè7e, me7 metétén re 7ints.
36. m-pennínt-en re sqéxes kuc (or: kuc re sqéxes)? -- mè7e, m-penníntem kuc
re sqéxemp. 37. nerf7! xísé7t re sówllkwe7 38. m-lléqelo re stemét.
SHUSWAP LESSON VII.

For this lesson, practice the pronunciation of 6, 6' (p. 13-14 of "Preserve").

1. MAKEUP OF WORDS. Many nouns (words referring to persons, animals or things) have an 6 at the beginning: skwest "name", skliketen "rain", skčnem "bird", smithem "dream", scoeyas "nightmare", skpelem "prairie". It is the initial 6 that makes these words to nouns; many have forms without 6 besides them which refer to an action or process (verbs):

NOUN
skwest "name" ------- kwéstens "he names him"
skliketen "rain" ------- kléktom "to rain"
smithem "dream" ------- témem "he dreams of him"
scoeyas "nightmare" ------- aeys "to have a nightmare"
sptik "winter" ------- istkem "to become winter"
satsaw "roast potatoes" = étsgwem "to bake"

VERB

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

nes "to go" nes-eke "he goes" nes-séke "they go"
kitas "to arrive" kité-ske "he arrives" kité-séke "they arrive"
swetésa "to leave" swetés-ske "he leaves" swetés-séke "they leave"
elk "to work" elk-ske "he works" elk-séke "they work"

The plural of nouns is made in the same way:
pélélkewa "lake" pespélélkewa "lakes"
séele7 "white man" séméle7 "white persons"

Notice that the 6 mentioned in point 1 does not take part in the reduplication: the plural of scoeyas is scoeyas (s-cenyas). Make the plural of ské "dog", skpém "prairie", skx "to hunt", skcwem "he spils it".

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

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

A. Verbs like nes "to go", pxwxw "to hunt", called "plain verbs";
B. Verbs like lémena "he comforts him", kwenn "he takes it", called "ne-verbs" (because the form quoted ends in ne; here also belong the "ta-verbs" such as wikt "he sees it");
C. Verbs like tsenté "he hits him", metée "he feeds him", called "é-verbs" (because the form quoted ends in éa).

Examples of commands

A. nes "to go"
   ust "to do"
   pxwxw "to hunt"
   "gol!" nésel or nécel ne'wéwil
   "dive!" ústel or ústel dxwewil
   "hunt!" pxwew or pxwew pxswoxiwil

B. lémena "he comforts him"
   kwenn "he takes it"
   penime "he finds it"
   "comfort him!" lémente!
   "take it!" kwéntel!
   "find it!" peninté!

C. tsenté "he hits him"
   metée "he feeds him"
   legwenté "he hides it"
   "hit him!" tsentéxiel!
   "feed him!" metéxiel!
   "hide it!" legwentéxiel!

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

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

(A) elkať "to work", pult "to lie down", setsiném "to sing", cewéľle "to turn around", ułlow "to enter";
(B) sáwen "he pays him", písen "he rubs it", awéen "he soaks it", péréen "he cools it off", fíwén "he loads them";
(C) lientén "he makes him", cementén "he piles them up (flat things)";

texventén "he makes a stripe on it".

4. NEW WORDS.

wél "until" | tpeult "to lie on" | e "if"
ne "on, in" | pus "cat" | mell "already".
stupw "store" | xpeñe "grandfather"
elmit "to sit down (one)" | lliellcow "cost" | toçwímsen "he looks for it"
patste "he kills him" | cméyé "fly (insect)"

Note the following pairs of words:

nes "to go along" --------- tnes "to come along"
ullow "to go in" --------- ta7ullow "to come in"
kitsce "to arrive, get there" ----- takitsce "to arrive, get here"
xlítens "he invites him (here)" ----- taxlítens "he invites him (here)"

5. READ OUT AND TRANSLATE. 1. úpékat te scihép, kwétsaqwétsaqwéyi
2. qeñfém-en-k7 setsiném re kikk7. 3. kwéntié xí re em7fímtsepl. 4. éyente
re le7 te kúkip7! 5. metéke re 7qets7l. 6. téýt-en-k, re n7f7ents? flíñle
7. csýillé, xwénte, csíshelce xí mé7 kitsce-k7. 8. sáwegwímsiy en tsweč
9. metéke re staméln re 7tets7l. 10. qwénté re 7qewéntl. 11. xýénemce xí mé7
cw7ítl. 12. sesélte te scílp, xéwénté re stuwpl. 13. tsímesente le 7spéke7l
14. taxlítentiyé re kwétsaqwímsémp. 15. m-qwétséts-en mell le 7qé7tsé? -- mé7e,
mell m-qwétséts. 16. ta7dilléwle, re nkyéyé7, xí fílên-kt. 17. kwéts ri7 re
tmičw, csíjwímsiyí. 18. píste re xaqéxe, xí cemí ri7. 19. pérénté re xelwiłwe
wél xí le7l. 20. tpeult re xaqéxe xí qywép. 21. tpeult re pus xí lliellcow re
ngértéx. 22. mút-ekwe nerf7. 23. xí nenf7em xí népápé7e. 24. xíscewst re
cemémyen ne7élye. 25. ta7tallk7 te scílp, re n7f7ents, pyin etféc!
26. m-llgéntétén re ngamst. -- penfinté! 27. m-métép-en le xaqexe? --
mé7e, m-métém kuc le xaqexe. 28. m-qwílenst-kl mut re kúkip7l. 29. m-tém-
títémen le xnpép7e. 30. re John re ewft te takitsce. 31. pálpełt ri7 te twiw7t.
32. ta7dilléwle, emité, flíñle, xí lekaltem-k7l. 33. xí nínt-k7en xí mé7
atakíl te ntsité. 34. 34. xí csýillé-k7, kwétsaqwétsel 35. xí nenf7-en-k7. -- mé7e,
ténéns-men.
SHUSWAP LESSON 6.

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

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

2. NEW WORDS.

kuntús "always" melmálqwens "he paints it" kectás "he gives him
wi7 "to be finished" wunécwem "really" (something)
setsentés "he ties it up" tselsemstés "he knows it" twit "to grow up"
setós "to be ahead" qelmicw "Indian" sówens "he asks him"
tcey7 "enough" qelmécwtsfn "Indian language"

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

<table>
<thead>
<tr>
<th>Word-by-word translation</th>
<th>Normal translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kellés re ns7u7st</td>
<td>&quot;three (are) my divings&quot;</td>
</tr>
<tr>
<td>kellés re s7u7st</td>
<td>&quot;three (are) your divings&quot;</td>
</tr>
<tr>
<td>kuntús re s7u7st</td>
<td>&quot;three (are) his divings&quot;</td>
</tr>
<tr>
<td>kuntús re s7e7kst</td>
<td>&quot;always (is) our fishing&quot;</td>
</tr>
<tr>
<td>kuntús re s7e7kst</td>
<td>&quot;always (is) your fishing&quot;</td>
</tr>
<tr>
<td>m-wi7 re ns7e7kst</td>
<td>&quot;finished (is) my working&quot;</td>
</tr>
<tr>
<td>m-wi7 re s7e7kst</td>
<td>&quot;finished (is) his working&quot;</td>
</tr>
</tbody>
</table>

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

If a word itself begins in s, no second s is added: for example, setsnem "to sing" -- kuntús re nsetstnem "I always sing".

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

kuntús re slémén "I always comfort him"
kuntús re slémenc "you always comfort him"
kuntús re slémnep "you folks always comfort him"

5. In sentences of the above type the first word is often yirf7, to be translated as "then" or "now", depending on whether one is referring to the past or to the present:

yirf7 re nsqwetsés ("now (is) my leaving") "I'm leaving now"
("then (was) my leaving") "then I left..."

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

yirf7 kuc re m-sqwetsés "then we left"
yirf7 kuc re m-setsentés "then he tied it up"

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

yirf7 re m-stwits "he's grown up now"

6. READ OUT AND TRANSLATE. 1. kuntús re s7e7kst. 2. m-wi7 re sówens.
3. kuntús re 7sow7al. 4. sséle re 7sqwilenst. 5. kuntús re sèékåtemkt.
6. m-wi7 re nso7wns. 7. kellés re sälwilcs. 8. keków re ssetéqsk. 9. kuntús kuc re setstnems. 10. m-sus re nälwgwélcs. 11. kuntús re 7sgévp. 12. kuntús re sqwilenstemp. 13. keków re nsxetéqs. 14. le7 re stskítเศmp. 15. tcey7 re

(continued...)
Shuwap Lesson 8 (continued).

s7elkats. 16. kumtús re słémens re stsmelts. 17. le7 ri7 re stselxemstés. 18. le7 re stselxemstén re qelmewstín. 19. tsilkat re sémens re kyé7es. 20. yiri7 re naqwastséts. 21. yiri7 re skelliáts te sciláp. 22. yiri7 re staukwe. 23. yiri7 re m-stwíta re naqwastsé7e. 24. yiri7 re skukstátsëmst. 25. yiri7 re stceyfí7a. 26. wunócwem ri7 re spálpelcsí. 27. m-llgwentéc-en le 7spéke7? 28. melmlaqwenc-en mell le 7tsitow? 29. me7 pulists-en re 7qé7tse re sqéxe2. 30. kitac-en-kp ne xýum te pósélkwe? 31. 1é7-en le 7ki7ce? 32. melmlaqwente re taitows re nqé7etsel 33. sémentiye re kwí7kí1 34. e penmíntp le nqumut, kektékwiye re nqé7tsak. 35. gitsentiye re 7sqéxel. 36. wíwkten núne re tsqumqum.

(The following sentences are to be understood as taken from stories, so that yiri7 is to be translated as "then". Example: yiri7 re sqwetsé7es kuc "then we left...").

37. yiri7 re m-spústes re sqéxe. 38. yiri7 kuc re m-spústes re sqéxe.
39. yiri7 re stá7ullows re tsitstow. 40. yiri7 re swíks re xýum te apdélem. 41. yiri7 re anesta re sétítkwe. 42. yiri7 kuc le xpé7es yiri7 re skwens le aména. 43. yiri7 re s7ullows re taitows re kyé7es.
SHUSWAP LESSON 9.

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

1. NEW WORDS (to be read out).

wécc "to be (there)" sek lép "coyote" (also sek lép)
letánítem "to set up a tent" tseyn "to be at home" (several; plural
séppeq "berry (any)" sétexk "right, correct"
séesem "soapberry" stómwq "thornberry"
sséytséqwem "raspberry" sqwéxt "bugbear, Sasquatch"
xséxé? "smart, impressive, difficult, extreme" ta?y "not yet"
xséxé? "elder relatives" ta?y cum "not at all"

2. SOME, ANY. Review lesson 4:3 and lesson 6:1 about the words re and le. These are replaced by Ḹ or ḻ when one speaks of something quite indefinite (English "some" or "any"). For instance, with the word wécc "to be there" you would say wécc-ékwe re John "John is there", but wécc-ékwe Ḹ sqwéxt "there is some Sasquatch about". The word Ḹ or ḻ is used especially in questions and in sentences which have something. Compare:

m-wécc re sletánítem "he finished setting up the tent", with re, but
m-wécc-ń k sletánítem? "did he finish setting up the tent" with Ḹ.

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

m-wécc-ń k sletánítem? "did you finish setting up the tent?" with ḻ.

3. NOT. To express "I don't fish" Shuswap employs the same kind of sentence as we discussed in lesson 6:3 -- in Shuswap you say "Not (is there) my fishing", or more exactly "Not (is there) any fishing of mine". -- "Not" is ta?y, and "any" is expressed by Ḹ, ḻ. Examples:

ta?y ke nsayéwem "I don't fish" ta?y ke nsdktpí? "I'm not a chief"
ta?y ke 7sayéwem "you don't fish" ta?y ke 7skdktpí? "you're not a chief"
ta?y k syéwem "he doesn't fish" ta?y k skdktpí? "he's not a chief"
ta?y k syéwem kuc "we don't fish" ta?y k skdktpí? kuc "we're not chiefs"
ta?y k syéwemkt "we don't fish" ta?y k skdktpí?kt "we're not chiefs"
ta?y k syéwemp "you folks don't fish" ta?y k skdktpí?emp "you folks are not chiefs"

Make all of the above forms (I, you, he, etc.) with the words ust "to dive"
(ta?y ke ns7u7st, etc.), gegném "to hear", tšett "hungry", elkét "to work",
pélpelt "stubborn", pifxem "to hunt", cw7al "to be in a hurry", mu? "to be at home"
(about one person only), tseyn "to be at home" (about several persons).

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

ta?y k selémên "I don't comfort him" ta?y k stselxemstêten "I don't know"
ta?y k skwen "he doesn't take" ta?y k stselxemstê "he doesn't know"

5. DOUBLING. When any of the consonants ḙ ḻ ḹ Ḹ ḳ ḽ is doubled, the first instance of the consonant loses its "catch in the throat":

pâlmen "heart" --------------------- re npâlmen "my heart"
pifxem "to fry" --------------------- pifxem-ken "I fry"
ssêqpen "head" --------------------- re nssêqpen "my head"
kêclem "to dry meat" ---------------- kêclem "I dry meat"

(continued...)
5. READ OUT AND TRANSLATE. 1. kist re smenc. 2. ta7 k skists re smenc.
3. me7 kécem-kti 4. tsiqw re sòaqeasts. 5. m-ligwènto-en le ts7èpq7a -- té7a,
tà7 k sìlgwèntèten. 6. yirf7 re sòaq7a te sòaq7. 7. c7w7it re kwew7c ne7élye.
8. ta7 k scw7its re kwékwèten ne7élye. 9. wíkwten re kwóy7se te tsitow.
10. kwinc re sòaq7 -- ta7 k stselxemstéten. 11. ta7 k swits re tsqum.
12. ta7 k sè7a re swew11. 13. ta7 k spenmáns re ù7sè. 14. ta7 k sìcwente
re sèwilke. 15. téyit-en-k? -- té7a, ta7 ke nstétit. 16. pyin ta7 k scw7its
re swuot. 17. ta7 k sselráts re nkyé7ye. 18. kwekwéek-en-k? -- té7a, ta7
ke ns(kw)ekwéeklé. 19. c7w7al-en-k? -- té7a, ta7 ke nscw77al. 20. et7etíto-
en-k? -- té7a, ta7 ke n77et7etíto. 21. ta7 k sèx7éyts re sèwilke. 22. ta7 k
stselxemstép re qelme7tsí. 23. c7w7it re speq7eq ne7élye; elk, sesép,
tekwil7sè7, axisém, stmaqw, s7éytsqwem. 24. ta7 ke nselidlane. 25. ta7 k
sxyums re agwigwle. 26. só7ente re n77emal. 27. plúkwente re qwéltsén.
28. nésawiwe ne tsitowa re 77etalal. 29. tsiqw re kwelkímów7s re ntsétse.
30. c7w7it re ns7è7al7kat, kwy7ysem-ken7. 31. é7ente re lik7pi7. 32. m-ligwèntéten
le nkenpé7kst. 33. me7 w77o-ken we7 me7 estem7k7. 34. me7 xynem-kt: ne77i7,
eséél, tellés, mus, tsík7. 35. c7w7it re s7speq7eq, kectéke re 77tsél7e.
36. m-w77 re sòqécems re nqé7qets. 37. ta7 k sk7élnem re n77ents, wàqé7cem
97 re spà7pelts. 38. kwinc k st7cé7entsáps7. 39. xexé7 re sélé7pi7
re swew7. 41. ta7 k swiks re ntsétse re sk7él7. 42. ta7 k smuts re kik7pi7.
43. ta7 k st7ems re tsq7étsten. 44. ta7 put k stqel7ka. 45. ta7 pyin ke
nsxe7et7eq. 46. ta7 put k sè77a. 47. le7 r77 te qel7mac. 48. ta7 k s7éxté7ska.
49. ta7 ey k spetet7ts re peták. 50. ta7 ey k st7aks7kítsca. 51. ta7 cum
ke nsíns7. 52. me7 w77o-ken we7 me7 tak7tsc re Mary. 53. ta7 k sélkálémens
re kik7pi7s kuc. 54. yirf7 re stsekw7s.
SHUSWAP LESSON 10.

For this lesson, practice the pronunciation of tā, ḥ and ḳ (p. 15-17 of "Preserve").

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

kē(ne)m ke ṣyēwém? "do you fish?"
kē(ne)m k stēytem? "is he hungry?"
kem e k smētēp le ṣqēxe? "did you folks feed the dog yet?"
kem k stēytem? "are you folks hungry?"

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

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

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

Shuswap has a great number of such word-parts, especially suffixes. Besides kēné kēkēst "arm hurts" we have kēpēn "belly aches", kēpēn "leg hurts", kēpēn "head aches" and many others.

Sometimes a prefix and a suffix are combined to express a certain meaning: kēpēn -śēkst "tooth aches", kēpēn -śēkst "ear aches" (with prefix ṭ-); tēsēn -śēkst "shoulder hurts" (with prefix ṭ-).

In all the above examples the suffix is stressed: -śēkst, -sēn, -cēn, -işī, -śēn, -śēne. When the suffix is not stressed, it usually appears in a shortened form. Compare the words on the left, where the suffix is stressed, and the words on the right, where it is not (the suffixes are underlined):

spēn "to hit" tāwém "to wash"
spēn -śēkst "get hit on the arm" tāwém -śēkst "wash one's hands"
spēn -śēn "get hit on the leg" tāwém -śēn "wash one's feet"
spēn -cēn "get hit in the face" tāwém -cēn "wash one's face"
cēpēn -śēkst "get hit in the teeth" tēwēn -śēkst "wash one's teeth"
cēpēn -śēn "get hit on the head" tēwēn -śēn "wash one's head"

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

śēkst kēnēkēst "ring" lekliśkst "finger"
kēnē kēnēkēst "arm, to reach out" eśkst "to work"
śēn -śēn "hand" tēwēn "to wash"
śēn -śēn "beard" tēwēn -śēn "wash one's hands"
śēn -śēn "mouth" tēwēn -śēn "wash one's feet"
śēn -śēn "ear" tēwēn -śēn "wash one's face"
śēn -śēn "teeth" tēwēn -śēn "wash one's teeth"
śēn -śēn "head" tēwēn "wash one's head"

(continued...)
Shuswap Lesson 10 (continued).

-éeg  s'éegs  "nose"  c'éegas  "handkerchief" (épem "to
"nose,  tsaeméméga "sharp-pointed"  tédámem  "to kiss"  wipe"
point"

-(ét)kwe  setétkwé  "river"  séwllkwé  "water"
"water"  pésellkwe  "lake"  nexwéykwé  "to drown"

-fio  cwélpslo  "to turn around"  llgélo  "to sit down" (several)
"(move)  llgwílo  "to jump"  péreló  "to cool off"
body"  yegwílo  "to exert oneself"  tyélxlo  "to cross (a road)
negwílo  "to hide oneself"  qwíwelo  "to crawl"
rénelo  "to go up"

The suffix -ékat/-kat "hand, arm" is also found in tálkat "five" and ópekat "ten" (counting is originally done on the fingers). In ópekat the unstressed form is irregularly -ékat instead of -kat.

3. READ OUT AND TRANSLATE. 1. kénem ke 7eteyt? 2. m-pílstem kuc re tâ17.
3. kem k swísts re tísíte? 4. kem k skwikwéyts re ñeléñ? 5. kem k sgeyépemp?
6. stéñi k skweñts? 7. kem k sw7its re spyu7 neñélyse? 8. k7ep re ñúsmens
re nkl7eece. 9. kénem k allgnwéntoc le 7apéhe7? 10. penmínte re 7asñkwíñí7?
11. kem k spenmínc le 7qmut7? 12. kwenñkwiye re tâ17. 13. kem k s?extéks?
14. swé17 k skweñts? 15. kem k spenmíntp re ñ57? 16. tísñswomwiye!
17. kem ey k sqwetáts re ñ1key? 18. qwetáts kuc, ta7 k s(k)ekéwa re sqwets-
éstss, kitsc kuc re pésellkwe. 19. m-kwéns-ekwe re kwoyíts se te kenpékat.
20. ta7 ke nseñpágs. 21. kem ey k sqpetáts re petáñ? 22. le7 re ñúsmensa
re kyñnes. 23. plúkwéntiye re swéllí7 24. kénem ey ke ñéñññíñeñ? 25. ta7 k
skísts re sítésm. 26. títsens re ntsétsse re c7epásts kuc. 27. kénem ri7 k
30. kénem k skêkéwa? -- tâ7a, ta7 k skêkéws. 31. m-penmíñsen re swelmiñíñen.
32. sw7its re stéstádyse ne otsetséñ. 33. kem k skwítc re skéññseñ? 34. tâell
re tmíow. 35. stáñEXTÉS re skéññent.
For this lesson, practice the pronunciation of ½ (p. 17 of "Preserve").

1. **COMMON EXPRESSIONS.**
   
   167-en-k tuc2  "How are you?" (literally "Are you just fine?")
   ec k kémwec?  "What are you doing?"
   thé7e(n) k t7ékwec?  "Where are you going?"
   thé7e(n) le John2  "Where is John?"
   thé7e(n) k w7écwes  "Where is he/she?"
   thé7e(n) ko m-t7ékwes?  "Where did he go?"
   thé7e(n) me7 w7écwes?  "Where will he/she be?"

2. **VERBS.** Shuswap verbs generally come in three in the following way:
   
   I  II  III
   kípem  kúpem  takupets
   "to push"  "he pushes it"  "he pushes it continually or regularly"
   píxem  píxem  tsipixets
   "to fry"  "he fries it"  "he fries it continually or regularly"
   métém  métém  temetsa
   "to mix"  "he mixes it"  "he mixes it continually or regularly"

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

   "rub"  písem  písem  t supremacy  "bathe"  sécwem  sécwem  t sccwetsa
   "spill"  sícwem  sícwem  tsícwetsa  "haul"  ñucwem  ñucwem  ts ñucwetsa
   Form III has a prefix ta-- Before t l to t this prefix is not ta-- but s--:
   "smash"  tupem  tupem  stupets  "twist"  típem  típem  stupets
   "fig"  tsícem  tsícem  stÍqetsa  "wash"  tÁwem  tÁwem  stÁwetsa

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

   "carve"  tskem  tskem  steketsa  "patch up"  lłowem  llentésa  tálégwetsa
   "bandage"  opem  opentésa  tsegestás  "bite"  clem  clentésa  tsegestás
   If the second consonant of the verb has a w (such as kw ow gw), form I has -um:
   "pull"  tskum  tskum  stekenté  "lose"  llgum  llgentésa  tálégwetsa
   "hide"  legem  legentésa  tálégwetsa  "straight-"  tÍxum  tÍxentésa  télígwetsa
   "en"

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

   Make forms II and III of the following verbs, the meanings of which can be found in "Preserve": yéwem, cítem, sícwem, getém, legém, yégm, répem, títem, tpektém, lexém, tptíxem, fíxem, kécem, nítem, plúkem, épem, sítem, gétém, tálígwem.

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

   ec re táktes  "he is working"
   ec re yéwes  "he is fishing"
   ec re tákemes  "he is carving"
   ec re kécmes  "he is drying meat"
   ec re temetsésas  "he is feeding him"

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

   éc-en k kécmes?  "Is he drying meat?"  éc-en ey k súmpes?  "Is he still breathing?"

   (continued...
Shuswap Lesson 11 (continued).

If the last sound of a verb is k  关 or x, then the suffix is not -sw but -esw:

**ee re têkwes "he is going" (têk) ee re etîcwes "he is sleeping" (etîc)

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

**ee re séyusa "he is playing" (séyse) ee re âpêsw "he is sneezing" (âpse)

4. READ OUT AND TRANSLATE. 1. tew re nqâqatse. 2. tew re spêqeq. 3. ti'ti'-en-k? -- têta, ta7 ke nelele. 4. cetcét re nêtemekel, ta7 k syuyûwts. 5. me7 texwîxwens re kûpi7 re aqswes7a. 6. m-xpentês-ekw re kwalt te sitsem. 7. kem k syegen tôg re kêpi? -- mê7e, m-yegenêtên re kêpi. 8. tept re tmicw. 9. kepênh-en-k? -- têta, ta7 ke nêkêpêcênh.

10. cw7it re tnis re tmicw kuc. 11. ec re setênaqes re ntsêtse. 12. ec re lekâltmes re aqswes7e. 13. ec re aqswes7es re lîtsêsk re yuyûw te sêpêns. 14. ec re stâmêxatqes re wist te tselip. 15. ec re tseplûkswes re stye7. 16. ec re stêmekwes re stêkmâxatqes. 17. ec re tsmâmêlqswes re xûm te tye7. 18. ec re tseplûkswes re sêwilkwa. 19. ec re tspâtqes re melâmen ne kelk. 20. ec-en-k qemekwes re stêmêmâlêt? 21. ec re stâmêxatqes re n7êm7âmts re tewtoq re nêtemhekelt. 22. ec re tseplûkwes re sêwilkwe. 23. me7 qwêqwen re scwêtâmâ. 24. yirî7 re smusta te skilâp, me7 scwêtâmâkk re tewec. 25. èc-en ey k sûpêmes? -- têta, m-wî7 re sûpêms. 26. ec-en ey k élkstes? -- têta, m-wi7 re aqswes7a. 27. cw7it te sême7 re tsêkâtse. 28. èc-en ey k kêmêmes? -- ta7 k stêmêxatqetênh, sêwente re aqswes7a.

29. kumtâs re stêqswes7es re tsêkâl. 30. tswecwes re n7êm7âmts re têpâms. 31. thê7en le têkw7exâ -- mut re tewtoq. 32. thê7en k têkw7a? -- tê7êk-kêen te William Lake. 33. thê7en k wêcwe7? -- ta7 k stêmêxatqetênh. 34. ec k kêmâmuc? -- le7 re stêmêxatqetq: kumtâs re na7êm7âlket. 35. ec k kêmêmes? -- ec re 11gâlkwes.
SHUSWAP LESSON 12.

For this lesson, practice the pronunciation of \[ \frac{1}{2} \frac{1}{2} \frac{1}{4} \] ("Preserve" p. 17-18).

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

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ne7é6ye</td>
<td>&quot;here&quot;</td>
</tr>
<tr>
<td>&quot;(at) here&quot;</td>
<td>tké7é6ye tké7éne tké7é tké7éy tké7éy</td>
</tr>
<tr>
<td>&quot;(on) here&quot;</td>
<td>ne7é6ye ne7éne ne7é7y ne7é7y</td>
</tr>
<tr>
<td>&quot;from here&quot;</td>
<td>telé7é6ye telé7éne telé7é7y telé7é7y</td>
</tr>
<tr>
<td>&quot;this one&quot;</td>
<td>yi7é7y yi7é7ye yi7é7yi yi7é7yi</td>
</tr>
<tr>
<td>&quot;at that time&quot;</td>
<td>pen7é7ne</td>
</tr>
</tbody>
</table>

The forms with \(-Ir\) point to something close to the speaker, those with \(-re\) to something close to the person spoken to. The forms with \(-ne\) point to something closer by than those in \(-ne\).

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

The word \(tri77 "so"\) is often inserted in vivid speech and then remains untranslated in English.

Besides the above words, we have \(yic77 "this, that"\) for something visible, and \(lu77 "this, that"\) for something absent. Since the past is no longer present, the word \(lu77\) often refers to persons or things mentioned in the past.

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

- penhë7e me7 qwa7a7te7a7? "when will he leave?"
- ne7é7e me7 qwa7a7te7a7? "that's where he's living (or: sitting)"
- thë7e me7 te7a7te7a7? "where did he put it?" (te7a7a7 "he places it")
- telé7e me7 ke7a7te7a7? "he'll give him (some of) this"
- thë7e k 7é7e7e7a7? "where is he going?"
- telé7e k stë7e7e7a7? "where is he (coming) from?"

In the last example, the \(a-\) in \(stë7e7e7a7\) comes from the prefix \(ta-\) "towards here" (see lesson 7:4, last four words). This prefix becomes \(a-\) before \(t\) \(ta\) \(te\), just as does the \(te-\) in lesson 11:2 (examples "smash, dig, twist, wash, carve, pull, straighten"). -- Review these points! -- To the words of 7:4 we can now add

\(7ëk\) "to go" ------------------------ \(stë7ëk\) "to come"

3. VERB FORMS. A form like \(d\kates\) refers to "him working"; here follow examples of the way to say "I am working", "you are fishing" and so on.

- \(ec\ re\ d\kates\) "I am working"
- \(ec\ re\ yë7wë7a7\) "I am fishing"
- \(ec\ re\ d\kates\) "you are working"
- \(ec\ re\ yë7wë7a7\) "you..."
- \(ec\ re\ d\kates\) "he is working"
- \(ec\ re\ yë7wë7a7\) "he..."
- \(ec\ re\ d\kates\) "we (not you) are working"
- \(ec\ re\ yë7wë7a7\) "we..."
- \(ec\ re\ d\kates\) "we (including you) are w."
- \(ec\ re\ yë7wë7a7\) "we..."
- \(ec\ re\ d\kates\) "you folks are working"
- \(ec\ re\ yë7wë7a7\) "you folks..."

(continued...)
Lesson 12 (continued):

The endings are underlined. They are slightly different with verbs the last sound of which is k, q, u, x or unstressed e or e. Examples:

*7ak "to go"   ö'yo "to play"   7ocwələj "to wash one's baby"
oc re 7əqəvən   ec re əqənəvən   ec re əqənəvən "I am...ing"
ec re 7əqəwən   ec re əqəyəwən   ec re əqəwələj "you..."
eq re 7əqəwən   ec re əqəyəwən   ec re əqəwələj "he..."
ec kuc re 7əqəvən   ec kuc re əqəyəwən   ec kuc re əqəwələj "we..."
ec re 7əqəwən   ec re əqəyəwən   ec re əqəwələj "we..."
eq re 7əqəwən   ec re əqəyəwən   ec re əqəwələj "you folks..."

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

takupats "he pushes it"   tametəsə "he feeds him"
ec re takupatsən   "I am pushing it"  ec re tametəsən "I am feeding him"
ec re takupatsən   "you..."  ec re tametəsən "you..."
eq re takupatsən   "he..."  ec re tametəsən "he..."
eq kuc re takupatsən   "we..."  ec kuc re tametəsən "we..."
eq re takupatsən   "we..."  ec re tametəsən "we..."
eq re takupatsən   "you folks..."  ec re tametəsən "you folks..."

5. READ OUT AND TRANSLATE. 1. cw7it re speipulənən re tə7. 2. ta7 k swikta re speipulənən 3. ec re csifles re nəkəkəce. 4. ec re tametəsən re nəkəkəce. 5. ec lu7 re aqərməs re təswən. 6. m-llgwentəs-en le 7əkwət. 7. m-llgwentəs-en ke 7əkwət. 8. telənə me7 kəctənəsn. 9. kənem ey ke 7əkwən. 10. yihə7en me7 kwən. 11. nənənə me7 tentəməs. 12. nənənə me7 tentəməs. 13. nənənə me7 tentəməs. 14. nənənə me7 tentəməs. 15. nənənə me7 tentəməs. 16. nənənə me7 tentəməs. 17. nənənə me7 tentəməs. 18. nənənə me7 tentəməs. 19. ta7 penhən ("never") 7lu7 ke nəswən. 20. telənə k əkəkwən 21. ec re tənən ən re seməkt. 22. ta7 ke nəswən. 23. me7 ŋəlap əkəkwən. 24. nənənə re nəswən. 25. nənənə me7 takəkwən. 26. nənənə me7 takəkwən. 27. nənənə me7 takəkwən. 28. nənənə me7 takəkwən. 29. nənənə me7 takəkwən. 30. nənənə me7 takəkwən. 31. nənənə me7 takəkwən. 32. nənənə me7 takəkwən. 33. nənənə re nəswən. 34. nənənə re nəswən. 35. nənənə re nəswən. 36. nənənə re nəswən. 37. nənənə re nəswən. 38. nənənə re nəswən. 39. nənənə re nəswən. 40. nənənə re nəswən. 41. nənənə re nəswən. 42. nənənə re nəswən. 43. nənənə re nəswən. 44. nənənə re nəswən. 45. nənənə re nəswən. 46. nənənə re nəswən. 47. nənənə re nəswən. 48. nənənə re nəswən. 49. nənənə re nəswən. 50. nənənə re nəswən.
SHUSWAP LESSON 11.

For this lesson, practice the pronunciation of 'á ák (p. 19 of "Preserve").

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

"you see me" wíwktse'mc "you feed me" metsétse'mc
"he sees me" wíwktse'ms "he feeds me" metsétse'ms
"you folks see me" wíwktse'lp "you folks feed me" metsétse'lp
"I see you" wíktse'n "I feed you" metsín
"he sees you" wíktse'n "he feeds you" metsí
"we see you" wíktat "we feed you" metsí
"comfort me" lutl'mentsme1 or lutl'mentsmelm1 "feed me" (metsétse'm or metsétse'melm1)
(to many:) lutl'mentslemi1 or lutl'mentslemi1 (metsétse'm or metsétse'melm1)

Make all of the above forms of the following verbs:

kúlwens "he helps him" séwens "he asks him"
táwíktse'ms "she washes its hands" tsqeweléntés "he calls (summons) him"
kektés "he gives him" nqewentés "he believes him"
kukúths "he saves him" kwelmétés "he sends him"

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

kilén-éke te tákwe7 "he makes a scoop-net"
(but: kiléns re tákwe7 -- similar meaning)
píxwíte te tál7 "I hunt for deer"
(but: píxwíte re tál7 -- similar meaning)

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

kílamte tek tye7í "make a canoe"
me7 téwem tek tsítow "he will buy a house"
kektésme tek le7 tek séwllkwel "give me some good water!"

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

kilén "to make" kiléns "he makes it" kulte "he makes it for him"
téwem "to buy" téwém "he buys it" tewáte "he buys it for him"
qem "to bandage" qpetés "he bandages it" qepéctís "he bandages it for him"
legúm "to hide" legpentés "he hides it" legwóctés "he hides it from him"

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

The "I, you", etc. forms of these verbs are the same as those of any other té-verb (such as wíkt): kulte "you make it for him", téwáta "I buy it for him", tewétse'm "he buys it for me", qepéctís "I bandage it for him", qepécíte "he bandages it for me".

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

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

Kulte re sqwse7s tek tye7 "he makes a canoe for his son"

We see that in a sentence with a -ct (or -of) verb the name of the person you do it for gets re before it, and the thing you make, buy, bandage for him, or hide from him, etc., has te before it. If this thing is not yet def-
Shuswap Lesson 13 (continued).

inite, we have not te but tek (see section 2 above):
me7 téwetsen tek skwil7éy8 "I'll buy a doll for you"
kúkwetsame tek téxé17 "make snowshoes for me!"

5. NEW WORDS.
   ntsé7ságéx7 "horse"
stút "to lie"
   kénm me7 "why...?"
telr81 wel "that's why..."
   lpu4yé "bottle" (French le bouteille)
   xwené7 "to hurry, walk fast" (compare xwent
   "fast", suffix -cen "leg") 10:2)

6. READ OUT AND TRANSLATE. 1. téqékmékst te scildá, me7 dílye re nkpé7e.
   ec re quyémés te taqéllp. 3. mát-ekwe re qwemtsins re setétkwe. 4. téqékmékst
te sqwext re nallqwéwe7. 5. qwidwiyét re nqégqeten. 6. ta7 k agutsa re
   n747wél1. 7. ñu2cwest re stéfíwem, me7 dóléwem-k1. 8. mé7 želstém re nkwé7cse
tek sówíqow. 9. me7 wífínten kuc re tátow. 10. kénem ey k stapélíícs le
   7teqéqwéwig?

11. kectsátame tek stéqwíwem! -- tsékstame, me7 kectsíí1. 12. e kwíncwen-
tsemo me7 wíwé7esten re ná7é7ak1. 13. telé7ame me7 kectsíínes. 14. pítucow, me7
   wíktse7. 15. seséle re sqwélentsétsíms. 16. téyín-kt mé7 tetsín. -- mé7e,
wuné7wem re nstétít, ntsé7sátame (or: ntsé7stesem)1. 17. me7 sáswentselp e1l
   me7 t7ékwép. 18. me7 wíktse7 ell me7 t7ékwép. 19. kem k sácswwentselp? -- mé7e,
   le7 rí7 re sáswentsí. 20. kem k sácswwentsátsíms? -- t7á7a, ta7 k sácswwentsí.

21. kunúta re stássetstasíms. 22. ta7 k stáswéntse7it, sáswét7 ke
   7skwé7est, telé7a re st7ékucí7. 23. me7 cwi7tákstam te tsé7tsele te 7sé7wétow.
   24. me7 qépasítun te stnqéqy8. 25. m-mélówqé7nts kuc re John te tátow.
   26. ti7-ekw re k7éswomp, taptu7qewíte te sqwétse7. 27. me7 téwetsen tek
   sittáu. 28. m-téwens re seséle re ntsé7ságéx7. 29. tétu7xítsame te kwú7í1
   30. m-sácswwentse7en lu7.

31. nerf7 me7 w747qwén wel me7 r7al. 32. m-téwem te wist te tátow.
33. me7 téwém ri7 teqkwí7wí7. 34. ec re ti7wéktse7en re ntsé7. 35. ec re
tstú7qawam. 36. m-wíktse7 kuc te sqwí7qwe. 37. kunúta re ste7a re sáswé7kwe.
38. re cwi7te te tsé7t wc7ule7 re John. 39. núme re stá7tse7. 40. t7kl7en ec re
   élkatse.

41. e kléktse7 me7 müt-ken, ta7 me7 nswése7et. 42. kénem me7 re
   7sqwétátsí. 43. kénnem me7 re stá7a re 7sqwétátsí. 44. telr81 wel ta7 re
   nqé7wétátsí. 45. kelltse re stsqwélenté7en ells sqwétátsí. 46. ec re k7épes
   yíré7 re qelmúc. 47. re nqé7qetse yíré7 re qelmúc. 48. ec re stéyépéstse
   re kúkpi7. 49. sttákstame te lputé7! 50. ec re cwi7qam, xwené7nocé.
1. VERB-FORMS. In lesson 13:1 we saw the forms for "he sees me, he sees you (one)". We now add the forms with "us" and "you folks":

"you see us" wikco kuc
"he sees us (not you)" wikts kuc
"he sees us (incl. you)" wiktels
"you folks see us" wikt p kuc
"I see you folks" wiktlenen
"he sees you folks" wiktlem
"we see you folks" wiktlem
"comfort us!" lémente kucl
(said to many:) lémentiy kuc (said to many:) météxwiye kucl

Instead of the last two forms one can also use métént kucl, métép kucl

Make the above forms of each of the verbs quoted at the end of 13:1.

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

47em šentés atšestés "to look for"
37em šentés tašentés "to put down" (for instance, a sack)
2kwe7em šentés takwestés "to chew"
2ll7em šentés atšestés "to lean something"
1šec76m šentés ššštōčentés "to fix, tidy up"
3șem šentés tšentés "to add"
3tek7em šentés štekatés "to support"
2q7um šentés atšwestés "to tan a hide"
3q7um šentés tšwestés "to trap, snare"
3teq7um šentés šteqwestés "to sew"
3cw7im šentés tšwestés "to lift up"

The slight irregularity consists in the Š in the first of the three forms.

Other irregularities concern the stress:

kwem kwens takwestes "to take" (end-stress in I, begin-stress in II, III).
2ll7em ššštēčentés "to lose" (variable stress).

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

1. The first way is to use the prefix ta- (a- before t Š ta Š):
   tšemét "mixed-in" (šentés "he mixes it")
   tsepš "smudged" (pájens "he smudges it")
   tšekšē "stored away" (škwens "he stores it away")
   tašpš "pierced" (škwestés "he pierces it")
   stōl "stretched" (šššentés "he stretches it", as a clothesline)
   tšepš "added" (šššem "to add", šentés "he adds it")
   tšecšē "fixed" (šššec76m "to fix", šentés "he fixes it")
   tšepšy "written" (šššem "to write", šentés "he writes it")

2. The second way is to add -t at the end of a word. Thus, instead of tšepš "smudged" one can also say palt; instead of tšemét "mixed" also mét. Other examples:

   cišt "wrong" (šššentés "he misses it", about a target)
   xewt "dry" (šššentés "he dries it")
   qweilt "roasted" (šššentés "she roasts it")

A great many words expressing qualities have this -t: test "tall", test "sweet", šššélit "cold", kist "bad", pálpš "stubborn", yžewyštw "intensive, hard (work), violent (disease)", cřššit "nice", ketkēt "dirty". Many of these have no verbs besides them.

(continued...)
The third way is to add -ment to a word; such words refer to some breakage, damage or loss:

túpemnt "smashed up" (túpens "he smashes it")
níkwemnt "chipped, cracked" (níkwens "he chips/cracks it")
sícwemnt "spilled" (sícwens "he spills it")

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

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

melléq "flattened, collapsed" (melléngentés "he crushes it flat")
tlúqw "come-off" (tlúqwentés "he breaks it off")
tímq "torn apart" (tímqentés "he tears, rips it")

For the last word one can also use tímqent, see (3) above. -- The other special group gets t after the first consonant:
p7ér "cooled-off" (pérns "he cools it off")
m7íxw "melted" (míxwen "he melts it")
l7ép "bent-over" (lépens "he bends it over")
qíllíll "awake" (qíllens "he wakes him up")

**NEW WORDS.**

qw7ílen "he deceives him" e nénéns "in a while"
swílx "soapberry" xímág "big-nosed" (from xýum "big")
wí7éts "he finishes it for him" qéqí "to hear, to understand"

**READ OUT AND TRANSLATE.** 1. ec re qwíumes te seqwyíts. 2. m-íqwwentés re seměét. 3. me7 tlé7em-ken tek speqgé7. 4. tenteke wel me7 pennínc7. 5. ta7 k swíkta kúc. 6. me7 metúlmen wel me7 tspelekílc re kýé7emp. 7. télhén7 k stl7ékuc7 -- xílenténsen re ntsétóct. 8. le7 neri7 re na7í7íllen te petó7, ell le7 te tá7í7 neri7 re stémets7. 9. nu7 me7 é7élkipnes re speqí7. 10. éíxt re stéktsí7sem, xexé7 te spétkí7mí7. 11. 6c-en k qwíumes 1e xpé7es kuc7 -- tá7í7a, mut re tsí7cmoch, wíñé7cém rí7 re ści7els. 12. m-qwi7ílenténsen re dý7í7ímp. -- cíktí-k, ta7 k stélxematsí7 re dý7ís kúc. 13. me7 ñílcí7temen tek swíxísem. 14. le7 re stácí7í7a. 15. wíñé7cém kuc re sté7í7a, mété7e kúc tek tá7í71. 16. ken k swíxí7cése7sem te nte7lídúllÍ7. 17. kecté7e kúc tek leklé7í1 -- e nénénses me7 kectúlmen. 18. ta7 tlú7 ke nákíktí7c. 19. me7kwínc tek lú7te7y ke ntsékwenmé7 -- tséñí7moc tek te7mák7st. 20. put úc re ale7a re nqú7mt. 21. m-swíkten re xímág te sqá7ílenow. 22. m-wí7í7re tek sqwi7í7mes. 23. ta7 trí77 re 7secwí7mcw. 24. yíxí77 re nap7í77í7. 25. m-swíktenken re xíménk te ntá7í7sqá7xé7í72. 26. tsý7íq7-en ey le stupa72. 27. thé7a le 7kí7ce7 -- ta7 k swí7ec. 28. thé7a ke 7tmí7cw -- kékó7 re ntá7í7mcw. 29. thé7a le swé7ní7? -- núne re stál7es. 30. 6c-en ey k qéqí7nmoc tek qé7mí7cw2. 31. pólé7na re speqwe7í7cow. -- tsep pal pyín re speqwe7í7cow. 32. xwì7wentés re speqgé7. -- xëw7 pyín re speqgé7. 33. petkwéntés re tsé7í7l. -- tsepukw pyín re tsé7í7l. 34. témqentés re stektít7í7?a. -- sí7me7 pyín re stektít7í7?a.

35. m-sícwens le sté7í7a. -- sícwent pyín le sté7í7a.
SHUSWAP LESSON 15.

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

I. want to fish to dive to see him to comfort him
    (tsút) (yèwém) (uvt) (wikts)

I tsútst-ken enesyèwem...ens7ást...eswikten...esélémén
you tsút-k te7syèwem...te7ást...eswiktc...esélémnc
he tsút enesyèwem...es7ást...eswikts...esélémns
we tsút kuc enesyèwem...es7ást...eswikten...esélémntem
we tsút-kte enesyèwem...es7ásttk...eswikten...esélémntem
we tsút-kp enesyèwem...es7ástemp...eswiktp...esélémntp

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

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

With ng-verbs, to-verbs and es-verbs, only es- is added at the beginning. Make the above forms of the verbs seteínem, lláwílo, kwéns, mété.

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

tsút "to want (to...)" qicwít "reluctant (to...)"
nextl "afraid (to...)
" wetcél "energetic (about...), willing (to...)
"cw7us "eager (to...)
"ctswentès "he hints to him (to...)
"kwénlo "to try (to...)
"tsáns "he tells, orders him (to...)
cketseína "it's time (to...)
"kélin "he causes him (to...)

Examples of use:

tsút-ken te7á7lllénu? "do you want to eat?"
cw7us kuc esqetsétsés "we're eager to go"
qicwít está7llléllwá "they're reluctant to come in"
m-tesüs esqetsétsés "he told him to go"
m-tamánte te7á7llléwá "I told you to go"
tkegóxaméte te7á7lé "you know (how) to write"
tsútst-ken eswikten "I want to see you"
cketseína enesqetsétsés "it's time for me to go"

The same forms are used in a number of cases where English doesn't have the word "to":
ké7léllá kuc eslíwáwá "we almost got stuck" (eslíwáwá "to get stuck")
cwe7lyá7 te7á7lék "you'll come soon"
tsuw eskmúwénc "you (simply) must help him"
kéném te7sté7 tek lítí2 "would you drink some tea?" (lítí "tea")
kem m7 te7sté7 tek lítí2 (same meaning)

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

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

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

teúntem te kúkipí7 "he is told by the chief"/"the chief tells him"
penmíntem te tsámémelt "it is found by the children"/"the children find it"
kwéntem te k7enes "he is taken by his mother"/"his mother takes him"

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

re kúkipí7 m-tesús(es) re sáwésí7a "the chief told his son"
penmíntemas te tsámémelt "he was found by the children"

(continued...)
Shuswap Lesson 15 (continued).

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

m-tsúntem te kúkpi?
"he was told by the chief"/
"the chief told him"

m-tsúntem m-te kúkpi?

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

m-qwetséts-enke "he must have left"
ec re héhus, eté7ific-enke "he's yawning, he must be sleepy"
m-pú7atém-enke "they must have killed him"
m-tsúnt-enke le scú7ent "the ice has melted away"

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

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

6. READ OUT AND TRANSLATE. 1. tsut esá7illens. 2. cw7ú7s-en-k te7aqwetséts?
3. ta7 k a7éxála esá7átas. 4. ta7 k atselxemsté7en ensé7ú7yem. 5. ké7em te7-
á7illen tek lekalét7. 6. ké7em le7ill kuc esnéxwéykwes. 7. me7 kwé7wéné7i-ken en-
sé7lgwé7wé7oc. 8. me7 kú7entés te7eswé7ilen. 9. me7 ké7éllemes eswé7ílé7emp. 10.
m-tsú7ns kuc esé7wentém re esu7é7ílé7. 11. tsút-en-kp es9xémp7. 12. m-tsú7nsen
esá7ás te7aqwetséts. 13. m-llgwentém-enke le sélé7wkt. 14. pyin lu7 mé7-enke.
15. m-esé7wentém-enke.

STORY ABOUT FOX AND COYOTE

m-t7é7yens re xgwé7émc re skélép, ec re filnes te styé7éllkwle.
m-tsú7ntmes te ú7wis: "thé7en k tewé7nowés?"
m-tsú7ns re xgwe7émoc: "u, ri7 me7 penmínoc nu7 ne stís7íkwé7, nu7 me7
yé7é7elo-k, tkullu7 ri7 re sté7nes, tkullu7 ri7 re tewé7kwés."
m-qwetsé7s re skélép, yé7elo, sten re styé7éllkwle te tsé7isi7lé7oc.
kémell cum we7 yec re stís7íte7 re mé7cén tkullu7 re wiwéy-
ml-llgwe7lé7wc, m-7é7é7smó7k.
m-tsú7nnes ri7 tek styé7éllkwle, m-qwilé7ntmes te ú7wis.

NEW WORDS IN THE STORY:

t7é7yens "he meets him"
xgwe7émoc "fox"
seklép "coyote"
styé7éllkwle "skimmings (an old Indian food)"
tsú7ns "he tells him/he thinks it"
stís7íkwé7 "a well"
yé7é7elo "to peep over"
tse7tsú7lé7oc "bottom"
tenté7s "he puts, places it"
sten "placed, in place" (see
kémell (cum) "but" 14:3)
we7 "only"
yec "it is (the one)"
stís7íte7 "reflection"
mé7cén "moon"
wiwéy "to be visible"
esté7mó7k "to plunge in"
SHUSWAP LESSON 16.

1. Though English "I, you, he", etc., are usually expressed by suffixes, Shuswap has separate words for them, too. Notice that all of these except "I" have a part m(e)w7, and that all of them have the pre- and suffixes for "my, your, his", etc. (lesson 6:1). All the plural forms have well-.

These words are used when there is a certain emphasis:

re ntsétes7 "I" wellenw7kt "we (including you)"
re 7new7 "you, (one)" wellenw7g ku7o "we (not you)"
re new7a "he, she" wellenw7g kump "you folks"
wellenw7a "they"

llépeno-enke re 7new7? "I'll (be the one to) drum"
llépeno-enke re 7new7? "you yourself forgot it"

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

le7 "tall" ------- teté7xt "taller"
té7lilt "cold" ------- tsétes7alilt "colder"
xwéxt "fast" ------- xwexwéxént "faster"
llélé7 "broad" ------- lllélélilt "broader"
yect "long" ------- yeyýóct "longer"

Example:

teté7xt re John te Peter "John is taller than Peter"

One can also use the word 7?ecw "more":

7?ecw re stéx7ts re John te Peter "John is taller than Peter" (literally: "more (is) his being tall", see lesson 8:3)

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

le7 "good" ------- re senlé7a "the best"
tex7 "tall" ------- re sen7tóns "the tallest"

relé7t "strong" ------- re senre7lít "the strongest"

The -a at the end of these words really means "their" (as in re tsitowa "their house"), so Shuswap says "the best of them", etc. Example: re ntsétes77 re sen7tóns "I'm the tallest (of them)".

4. We are familiar with expressions like p7x7ém "he hunts", wik7e "he sees him". The same forms also mean "(one) who hunts", "(one) whom he sees". In the same way, wikto means both "you see him" and "(one) whom you see". The plain verbs are simple enough, but verbs like wik7e "he sees him" have two series of forms: one for "(one) whom he sees" and the other for "(one) who sees him". Here are all the possible forms, given with m- to express a fact (5:2) and with le to express past tense (6:4):

le m-wíxktem "the one I saw" le m-wíxktsem "the one that saw me"
le m-wik7o "the one you saw" le m-wíkt7a "the one that saw you"
le m-wik7a "the one he saw" le m-wíkt7se "the one that saw him"
le m-wíkt7em "the one we saw" le m-wíkt7la "the one that saw us"
le m-wíkt7em ku7o "the one you saw" le m-wíkt7se ku7o "the one who saw you"
le m-wíkt7em re7k7o "the one you saw" le m-wíkt7se re7k7o "the one that saw your folks"

These forms are easy to remember: those on the left side are the same as the forms of lesson 5:1, those on the right side can be found in 13:1 and 14:1, except for le m-wíkt7mes "the one that saw him", which is the only new form. Examples of use:

le m-wíxktem yénke le 7qé7tse "the one I saw must have been your father"
yin7-yin ké7le le m-kílen7 "that's the one she made"
re ntsétes7 re kúlentmes "I'm the one who made it"
yin7-yin ké7le m-kwens te tuwíwt "that's the child he took"
yin7-yin ké7le m-kwens re tuwíwt "that's the one that took the child"

(continued...)
Shuswap Lesson 16 (continued).

swéti7 le m-txewákálmtentmes?

tselxeméstetén swéti7 k kálmtentmes
yirf7-yi7’éne tek qelmíw le m-tx7é7yen
yirf7-yi7’éne tek qelmíw le m-wíwktseam
mítímes re m-wíwktken ne cucułów

5. NEW WORDS.

e pexwákíttes "tomorrow" qwenén
le pexwákíttes "yesterday" pe’exífílem "to want"
ólwell "different" tsečel’mínatí "he expects him"
élke "apple(s)" čútal "fat"
wílentíša "he roasts it" tícówítí "to kill (game)"
tseqítélístsí "it keeps him awake" xqewítén "language"

6. READ OUT AND TRANSLATE. 1. héqen mej7 qweqweqíwts e pexwákíttes. 2. ta7 k swéćec, m-qweqíwts-enke. 3. tkí7-enke k wéćcwes. 4. yirf7-yirf7 tek qelmíw ec le píxam le pexwákíttes. 5. ólwell xí7 welleñí7’s re xqewítén. 6. re ntsé7stew7 re 7dídíi ell re 7ná7’éí, 7. me7 tówčítmén tek épels. 8. m-oqewáltítsamíw enqípíxam. 9. m-séccwáltítsamíw enqíwèlám. 10. me7 kwídén ec
wílentíša. 11. tseqítélístsí re stuw, me7 éwáltítsamít-k’tí 12. yirf7 xí7 re tseqítélístsí. 13. xó7ít re me7f7íllíte ñe speqípíq. 14. me7 lóxí7’wíwla’kw-enke
emí7d7st wel me7 éqéwáltítkw-enke. 15. swéti7 re qwenén tek sëwlkíw7 16. swéti7 k qwenén tek sëwlkíw7 17. yirf7 re senlé7’s re qelmíw. 18. m-llépt-enke re
ntséyqw. 19. re 7ná7’éí re senlé7’s. 20. m-tsétsamíw enqíwèns re stá7İlám. 21. m-
táktítcí le pe’exífílem te m-tsécel’mínatí. 22. yirf7 tek qelmíw mej7 píxam.
23. ta7 k stselxeméstetén me7 kóxén-enke. 24. tsu7k te7áqweqíwtsí 25. tlu7 kuc ré ta7títe eqewáltítsamí. 26. yirf7 lu7 yirf7 le melálqwtsí kúc te tsítícw. 27. yirf7-yirf7 re senxæ7’s. 28. swéti7 k cwi7’tácte7 29. qweqítéqwíte re John
te Peter. 30. yirf7’éne tek swéćewíte le nstítcwítíte le pexwákíttes.

STORY ABOUT THUNDER AND MOSQUITO

wéćc-ekwe re skenkrép, teqítítlíte, me píxam-ekwe ta7 k peqénæms. wíkts re
qweníqwíll teqítítkwit te kumtúš ec re stá7íqe7es te míkíye. wéćc..., ta7-ekwe,
me7 sëwén re qweníqwíll telhé7en wes k tekwánstítes re a7íllíte! yirf7 re
swíktis nékí7 te sitít re qweníqwíll, yirf7 re sëwén: thé7en wes k tekwánstítes
yirf7 re míkíye ec re 7stá7íqe7es te kumtúš?

(to be continued)

NEW WORDS IN THE STORY:

teqítítlíte "to be famished" mítíyme "blood"
ta7 k peqénæms "he had no success" weq, écwes Short for wéćcwes, the
qweníqwíll "mosquito" form (12:2, 3) or wéćcw

wíq, tamaq "full (from eating)" sitít "day"
SHUSWAP LESSON 17.

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

cweseluc we7 me7 kitse-k  "run till you get there!"
nénes k tentécwes   "put it over there!"

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

As we saw in 12:3, one uses not -es but -us after words ending in e. The form nénes comes from the short form ne7en "over there"; using the full form néne one would say

néneus k tentécwes   "put it over there!"

The two forms can be used interchangeably.

Negative commands of this type are made with tá7hes (in quick pronunciation tá7us):

tá7hes ke 7skilekst  "don't let go!"
tá7hes k snecwentec  "don't believe him!"

For the forms 7skilekst, snecwentec see 8:3, 4 and 9:3, 4.

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

pellstftc̓w-ekw   "he/she has a house"
pellstftc̓w-ken   "I have a house"
pesmek̓lit re ntemi7um  "my aunt has a daughter"
pesme7en?  "does he/she have a son?"

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

pix̌em-seken "I would hunt"  pix̌em-skek "we would hunt"
pix̌em-sek "you would hunt"  pix̌em-sekt "we would hunt"
pix̌em-skex "he would hunt"  pix̌em-sekp "you folks would hunt"

With the ns-verbs, ts-verbs and 6es-verbs one adds only -seki:

lélmen-seki "I would comfort him"  kwéntlen-seki "I'd take you folks"
lémenci-seki "you would comfort him"  kectdiłmi-ski "I'd give you folks"
metsin-seki "I would feed you"  lélmetsemc-ski "you would comfort me"

4. Shuswap has a word ye- which is used only in combination with suffixes.

We have met all these suffixes before. The uses are the following:

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

eyen yiré k 7sfín̓k? "is that one your daughter?"

(2) With -n in the sense of "might be":

iyès k 7qfni7 k tfsíyé? "is it you that killed it?"

(3) With -n in the sense of "apparently, must be":

yénk̓e k m-6et̓jet̓isí  "he must be sleepy"
le m-xw̓k̓ten yénk̓e le 7q̓f̓títe? "the one I saw must have been your father"

(4) With -m (compare -(e)m as found in most plain verbs: pix̌em, 7qw̓ím, etc.);

here it remains untranslated in English:

héqen yem, héqen me7 tá7a  "maybe so, maybe not"
yem neri7 tás7elkxw  "there is some stored", "we have some"

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

yé-skwe re astútem "...and he was told"
k'ep re kísce re phúmens, "the mother was sad, yé-skwe re aptínesens... and she thought..."

(6) With the ending -wes (see 12:3); often pronounced yews:
yews yiréy k séwetp "(you folks) ask him!"

Here the form with -wes is used in a command, see section 1 above.

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

le7 "good" ----------- le7dy "very good"
xwent "fast" ----------- xwente7dy "very fast, too fast"
secwépme7 "Shuswap" ----------- secwépme7wí "real Shuswap"
síllúsu "footwear" ----------- sìllúsu7wí "(real) mocassin"
stékwil "ammo" ----------- stékwile7wí "(real) arrow"

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

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

(1) In a few cases the prefix - or - (the latter before a - or -) is used:

etfí-ekwe "he sleeps" ------ cfíetfí-ekwe "they sleep"
film-ekwe "he eats" ------ cfífilm-ekwe "they eat"
quíllens "he wakes him" ---- xqullens "he wakes them"
quíllíqíllens "they wake him" -- xqullíqíllens "they wake them"

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

mut "to sit, be at home, --- tsyem "idem" (several) "be camped" (one)
edí "to sit down" (one) ----- lléqelo "idem" (several)
tékkíllens "to starve" (one) ------ tély elo "idem" (several)
sekkíllens "to laugh" (one) ------- xwiwxwíye "idem" (several)
setsmíns "he puts it down" ------- móllens "he puts them down"

By reduplicating the plural verbs Shuswap can express a double plural: tseyem-íyem "several parties are camped" (metmit "several individuals are camped").

7. NEW WORDS.

qwéltéitéx "to read out" xqútem "to smoke (tobacco)"
tekstsewáns "he puts it (on...)" taxélxel "log hut"
lte7 "table" níit "cut"
tímsent "ripped" (see 14:3) gotseitínt "he ties it"
stúkwsen "net" tsá̱némsent "he hooks it on" (horse)
tékwelöc "to show off" tókmsnínt "in that direction"

8. READ OUT AND TRANSLATE. 1. tás7wes k sxxwente7dys ec ke 7séqwiétícowmesi
2. nénus k tekstsewáncwses ne xyum te lte7. 3. tás7-ske k sítímsewnts re stúkwáns re m-cw7fís-ske k séywáms. 4. kem me7 stéwens re nttá7aqá6yxe7? 5. tsúkwánes ke 7stékwelôc! 6. kúntus wes re élkstuc re 7sxqútem. 7. qwéltéitéx kóñaal me7 xwent ke 7stépele7íte7í! 8. yen rey ke 7ás7wí7. nénus ne taxélxel k élwáncwses!

(continued...)
Shuwap Lesson 17 (continued)

10. weyt! lë7-en-k tuc? -- mé7e, weyt re ?newi7l. l1. m-mikt-enke re sìwexts.
12. yeske rì7éne k tgetsentém. 13. yirf7 re sentéxts kuc t-wéllénwi7s. 14.
tëlkt-enke te sìwext re nêllgwíwélc. 15. tsà7 wes k tkélnemstses re kyé7es.
16. nerf7 ne7élye me7 múmtwen wel me7 têktst-c. 17. psté7-en-k? -- tê7s, tsà7
ke npeštê7e. 18. tktnînus k tse7éxuc. 19. kmíncwentsemo-ask me7 wi7ésten-
ske. 20. tê7wes k skëctèc re n7î7ents te 7qmut, xime7dy ne newi7s.

STORY ABOUT THUNDER AND MOSQUITO (continued)
estxîl-ekwe re bë7emens re qwenímeqûl, yê-ekwe k sptînesems: texwtíwxt yirêy
e lexéxecten me7 qwnêkatstënmens héqen e kestsxîncstëms te ns7îllên; me7
qwíleni yirf7 re eqwilena re skënknèp, yirê7 re stsnèsa: te ststxênp telîrî7
ws re tsxwêknèstnès yî7éne ec re ns7î7lînes, te ststxênp ri7 wes e tsxkên-
wêstnèstnès. -- u, yê-ekwe k ststxînem te skënknèp, yirf7 re skststxêstseci
yirf7 bêk7élye re skënknèp re m-stitcwts ... w7e7o re kënkînepes te xëxî7.

(To be continued)

NEW WORDS IN THE STORY:
estxîl re bë7emens "he considered, got an idea"
lexéxects "he tells him" (see 13:5; lexexém "to tell a story, give news")
qwnêkatstëm "he ruins him"
ekstxîncst "he spoils for him" (see 13:3. -- kïst "bad", kestsxîln "to be-
come bad"; to this word the suffix -ct "for somebody" is added, so that
the word is really kestsxînc-ctg, but one pronounces only one c)
tsrên "tree"
tskxwêstsa "he manages to get it"
túcwt "to fly"
kenknèp "to thunder"
tê xêxî7 "mightily"
1. **VERB-FORMS.** Review lesson 15:3 about **wiktém** "he is seen", **metém** "he is fed". Here are the "I, you", etc. forms that go with it:

<table>
<thead>
<tr>
<th>verb form</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>wiktétem</td>
<td>&quot;I am seen&quot;</td>
</tr>
<tr>
<td>wiktat</td>
<td>&quot;you are seen&quot;</td>
</tr>
<tr>
<td>wiktém</td>
<td>&quot;he is seen&quot;</td>
</tr>
<tr>
<td>wiktéltem</td>
<td>&quot;we are seen&quot;</td>
</tr>
<tr>
<td>kmúncwentalam</td>
<td>&quot;I receive help&quot;</td>
</tr>
<tr>
<td>kmúcwentst</td>
<td>&quot;you receive help&quot;</td>
</tr>
</tbody>
</table>

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

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

- **légwile te tʃəltk** "he jumps high"
- **m-tsecentés te 1e7** "he fixed it up well"
- **kenknép te xeké7** "there was a mighty thunderclap"

Somewhat different is the usage in sentences like the following:

- **wikts te ust** "he saw them dive"
- **qvetsés te sóweml** "he went bathing"
- **sówem te qvetsés** "he knows that I've arrived"

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

- **m-wiktsen le (m-)tʃəkuc** "I saw you when you went by"
- **wiktc-ee le täkítscwes?** "did you see him when he arrived?"
- **kem ke stqyép wes le kenknépes?** "were you startled when there was a thunderclap?"

4. **COUNTING.**

<table>
<thead>
<tr>
<th>number</th>
<th>word</th>
<th>number</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>neká7</td>
<td>6</td>
<td>tsellmekat</td>
</tr>
<tr>
<td>2</td>
<td>seséle</td>
<td>7</td>
<td>tsellkalke7</td>
</tr>
<tr>
<td>3</td>
<td>kellés</td>
<td>8</td>
<td>nek7i7ps</td>
</tr>
<tr>
<td>4</td>
<td>mus</td>
<td>9</td>
<td>temllenkú7kwé7</td>
</tr>
<tr>
<td>5</td>
<td>tsálkst</td>
<td>10</td>
<td>úpekst</td>
</tr>
<tr>
<td>10</td>
<td>úpekst</td>
<td>11</td>
<td>úpekst ell neká7</td>
</tr>
<tr>
<td>20</td>
<td>sell7dpekat</td>
<td>50</td>
<td>tsellkl17dpekat</td>
</tr>
<tr>
<td>30</td>
<td>kell7dpekat</td>
<td>60</td>
<td>tsellmekkl7dpekat</td>
</tr>
<tr>
<td>40</td>
<td>mel7dpekat</td>
<td>70</td>
<td>tsellkal7dpekat</td>
</tr>
<tr>
<td>50</td>
<td>xetspįqenkt</td>
<td>60</td>
<td>temllenkwell7dpekat</td>
</tr>
<tr>
<td>100</td>
<td>úpekst</td>
<td>100</td>
<td>xetspįqenkt ell neká7</td>
</tr>
<tr>
<td>1000</td>
<td>úpekst</td>
<td>1000</td>
<td>xetspįqenkt ell neká7</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>number</th>
<th>word</th>
<th>number</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>neká7kwé7</td>
<td>3</td>
<td>kel17lles</td>
</tr>
<tr>
<td>2</td>
<td>seséle</td>
<td>4</td>
<td>mus</td>
</tr>
</tbody>
</table>
| 5      | tsellkalke7 | 6      | tsellmekst | (continued...)
The reason why there is no doubling in 7 teksslle7, 8 nek7d7ps and 9 temlenkuîkw7e is that these are already reduplications in themselves (7 -tekte-, 8 -t7d7-, 9 -kwîw-).

For counting persons the following forms are used:

<table>
<thead>
<tr>
<th>Number</th>
<th>Form</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>nek717</td>
<td>4 tmâmases</td>
</tr>
<tr>
<td>2</td>
<td>tekståle</td>
<td>5 tekståltsekle</td>
</tr>
<tr>
<td>3</td>
<td>tekelllé</td>
<td>6 tekståltsekle</td>
</tr>
<tr>
<td>4</td>
<td>tekellelåem</td>
<td>7 tekståltsekle</td>
</tr>
</tbody>
</table>

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

- tselkståseken "five rocks"
- tselkstållôw "five houses, lodgings"
- tselkståke7 "five spoon- or cupfuls"
- tselkståsuem "five tribes"
- tselkståse7 "five round objects" (e.g. berries, apples, marbles)
- tselkstålow "five long objects" (e.g. trees, sticks, needles)
- tselkståltlow "five sheet-like objects"
- tselkståsséåt "five days"

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

ri7 mel7dåpekst ell tsålkst re swucts "he's 45 years old"

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

- (2) yel7tyênçwem (5) teqålltyênçwem (8) nekкрепpltyênçwem
- (3) kel7tyênçwem (6) teqåmeltyênçwem (9) temlenkukwelltyênçwem
- (4) mel7tyênçwem (7) tsålek7lltyênçwem (10) epekîttyênçwem

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

8. NEW WORDS.

- méileelc "to rest"            - tsåecellåqelcst "he gives him a ride"
- wucó "to snow"               - t(s)sewsts "he asks him"
- yiçwemtsåt "to watch out"    - wellilên "those people there"
- seòxtéqs "the far end"       - kweñåtkten "relative(s), friend(s)"

9. READ OUT AND TRANSLATE.

1. tekelléléem te tsåktc. 2. nek7d7se te èpsels re ne7f71len. 3. ståáí k skåwltmëntstê2. 4. tselxemstêen te m-pålstem te John.
5. wíkts-ên le tsåktetskåtsåwë. 6. tsåktst-ken ensméileelc. 7. këñem k slågwentêc k qåle7. 8. tametstêm kuc pyin. 9. m-wíw7ecten lu7 te sëll7atu7åtis. 10. yîrî7 tsåeskellådåpekst ell nek7d7ps re swucts.
11. ne7 wí7çtstem kuc te lëllléllçwës. 12. tel7åne me7 këcståñes tek nek7d7se.
13. wí7ëc te wåctst. 14. ta7 put k ståqstke re tsåm. 15. yiçwemtsåite e pulstê. 16. kem k spålstemt? — mé7e, pålstem kuc. 17. ri7åne ri7 re ntsåstçw, rilsåne re John re tsåtçw, ell nûne re seòxtéqs re Mary re tsåtçw. 18. qwenën-en-kp tek sëwlkwe7. 19. teksåltsekle7 re m-qweñtsåtsa. 20. nek7d7se líc k skåcelstêemc.

21. yîrî7-yîryè le m-tåsåu7åtsemc. 22. tekståle re m-wíwketm re cuçuwe7l.
23. tekelléléem re tsåclållqelcstên. 24. wellilên re tekståle re tsåclållqelcstên. 25. thê7en le Mary? — ec re sèçulu7s. 26. ståáí k skåwlnëntstêm?

(continued...)
Shuswap Lesson 18 (continued).

27. m-wiwciten le m-θékws. 28. me7 wiwten e θékuc. 29. temlennukwεll-
tyéncwem ri7 re swucts. 30. tsekitse mete kwé Sicktena.
31. tselexméstéten lu7 le twikten. 32. wifikten lu7 wes le yéwmes. 33.
taknúncwsten lu7 wes le kθépes. 34. tspiθéwstenc-en lu7 wes le θέstwen?
35. tselexméstéten lu7 wes le wθéθ CWEN ne Vancouver. 36. lénc-en te tsθéllow?
-- mθé7, lélen te tsθéllow. 37. (not on tape) lénc-en le tsθéllow?
-- mé7, lélen te tsθéllow. 38. támámes ri7 re stamelts. 39. selésåt-ekwe me7
swé7ca. 40. kellésåt me7 nswécwéyut.

STORY ABOUT THUNDER AND MOSQUITO (end)

tsut re skénknép: textutəw7 yiréy re qwenímqəl1 te kuntasés ec re staméqəs
θé7θé7777 wθé7 re teksfllanwen; me7 tsedåftən te σ7θllens me7
θestfλlten! -- Yirf7 re stəqentəs re stəerstenk, ta7 k θénema, θállem ec
re staméqəs re qwenímqəl1. θé7θé7777 tat7-ske re qwenímqəl1: te qelmáq7
wes e tekwenwéntna re me7θéθ777, ec re ntsmáqəs te máktəy -- m-θé7-ske
θum re qelmáq7 ec k tsedåfəntəs.

(ố7 Yirf7 re stəkws eθé7777 fəntəs.

NEW WORDS IN THE STORY:
tsedåftən "he hits somebody's ...
, (see 13:3) from tæqentəs "he hits it"
tsedåftən Deadman's Creek form for Canim Lake tsedåfətən (see 1:4).
tæθləm "the same (way)"
tekwenwéntna Deadman's Creek form for tekwenwéntna (thus on the tape)

-----
- -

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

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

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

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


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

Leiden 1974
Lesson 3:6


Lesson 4:5

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

Lesson 5:4

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

Lesson 6:5

1. The trout is big. 2. The fish is smolli. 3. The grease is soft. 4. My house is white. 5. Your dog is tame. 6. Our grandmother is dying. 7. My tobacco is dry. 8. Your (you folks') pot is heavy. 9. The hill is high. 10. Our land is big (said to an outsider). 11. The chief invites his friend. 12. I see the little lake. 13. He took the pebble. 14. The stone is warm. 15. The weather is warm.
(literally: the country now is warm). 16. There is much Indian rhubarb here.
17. My younger sister's hair is smooth. 18. My son is strong now, he'll go hunting. 19. He sees his father's house. 20. He forgot his tobacco. 21. My elder sister sings. 22. I shall see my mother and my father. 23. We'll burn the dry branches. 24. I'll invite the chief's son. 25. I cooled off the water, now you folks will drink. 26. It's 10 o'clock, I'll (go and) sleep.
27. We found our younger sister. 28. The chief's mother works. 29. It's 7 o'clock, we'll go. 30. Is your husband all right? -- Yes, my husband is all right. 31. Did you feed the dog? -- Yes, I fed the dog. 32. Did you forget our name? -- Yes, I forgot your name. 33. Will you take our kids? -- Yes, I'll take your kids. 34. Did you hit my friend? -- Yes, I hit your friend. 35. Will you feed my grandchildren? -- Yes, I'll feed your grandchildren. 36. Have you folks found our dog? -- Yes, we've found your dog. 37. Watch out! The water is hot! 38. The children sat down.

Lesson 7:6

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

Lesson 8:6

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

Lesson 9:6

1. The tobacco is bad. 2. The tobacco is not bad. 3. We'll dry meat! 4. His nose is red. 5. Did you lose your handkerchief? -- No, I didn't lose it. 6. Now it's 1 o'clock. 7. There are many geese here. 8. There aren't many mice here. 9. I see the little house. 10. What time is it? -- I don't know. 11. The hill is not high. 12. The fish is not good. 13. He doesn't find the eggs.
11. We don't spill the water. 15. Are you hungry? -- No, I'm not hungry. 16. Now there is not much snow. 17. My granny is not strong. 18. Have you fainted away? -- No, I haven't fainted away. 19. Are you in a hurry? -- No, I'm not in a hurry. 20. Are you sleepy? -- No, I'm not sleepy. 21. The water is not hot. 22. You folks don't know the Indian language. 23. There are lots of berries here: hinnikinnick, blueberries, choke-cherry, soapberries, thornberries, raspberries. 24. I didn't suspect anything. 25. The steelhead (lake trout) isn't large. 26. Pack my grandchild on your back! 27. Gather the branches! 28. Go to your aunt's house! 29. My (younger) sister's cheeks are red. 30. I've lots of work, I suffer! 31. Wine off the not! 32. I lost my ring. 33. I'll be here un- until noon! 34. We'll count: 1, 2, 3, 4, 5, 35. You have lots of berries, give some to your (younger) sister! 36. My father finished drying meat. 37. My grandchild doesn't obey, he's really stubborn. 38. How much does it cost? (literally: is its price?). 39. Coyote is smart. 40. The wind is strong. 41. My younger sister doesn't see the spider. 42. The chief is not at home. 43. The old people are not at home. 44. It's not very high. 45. I'm not ahead now. 46. It's not very good. 47. That's a good man. 48. It's not correct. 49. The potatoes aren't boiling yet. 50. They haven't arrived yet. 51. I'm not going at all. 52. I'll be there until Mary comes. 53. Our chief doesn't gamble. 54. Now it's enough.

Lesson 10:3


Lesson 11:4

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

Lesson 12:5

1. There are many resting-places (lairs) of deer. 2. He doesn't see the mud. 3. My mother is gathering eggs. 4. I am feeding my grandchild. 5. He (invisible) is bathing in the creek. 6. Did you lose your money? 7. Did you lose some of your money? 8. I'll give him (some) of this. 9. Have you eaten yet? 10. Which one will you take? -- I'll take this one. 11. We'll put it here.
Lesson 1316

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

Lesson 1315

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

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

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

Lesson 16:6

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

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

Lesson 17:8

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

THUNDER AND MOSQUITO (CONTINUED). Mosquito considered and thought: If I tell him correctly, he'll ruin me and maybe spoil my food for me; I'll deceive him! -- Then he fooled Thunder, and he said: From the trees, that's where I get that...
food of mine, from the trees I manage to get it. -- Oh, said Thunder to him, thank you, now! Then Thunder flew ... he thundered mightily.

Lesson 18:9

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

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

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

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