

A boy, a dog and a frog

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This paper outlines the results of a pilot project that investigates the use of an novel elicitation technique for Salish languages. This technique involves presenting consultants with a series of pictures arranged in a narrative sequence. The consultants are then asked to tell a story based on the pictures they are presented with. We outline the linguistic and pedagogical uses of this type of narrative picture elicitation and we present some of the unique linguistic properties that are exhibited in the stories.

1 Introduction

In this paper we present the results of a pilot project involving a novel elicitation technique for Salish languages, based on a series of pictures arranged in a narrative sequence. We presented speakers of Halq'eméylem (Upriver Halkomelem), St'át'imcets (Upper Lillooet) and Skwxwú7mesh (Squamish) with the picture book "A Boy, a Dog, and a Frog" by Mercer Mayer and asked them to narrate the story as they observed each pictorial frame. The picture book contains no English text so the resulting stories are not translations from English, but original stories created by their authors with the help of pictorial props.

2 Methodology

All three participants in the pilot study are fluent speakers of their respective languages, who have acted before as linguistic consultants for members of the project., though this kind of elicitation technique was new to all three.

Prior to the elicitation the task was explained to the speakers. In two cases a sample English story was told first in order to give the speaker an idea of what they were being asked to do.

The stories were recorded with a portable Marantz tape recorder using a uni-directional clip-on microphone. In some cases the stories were recorded more than once. The stories presented in this paper are all first recordings.

The stories were then transcribed by members of the team familiar with each language, translated and finally checked by the participants. Practical orthographies were employed in order to ensure that the stories are accessible to literate speakers, teachers and learners of the languages.

3 Some Linguistic Features of the Texts

As might be expected, this technique is particularly suitable for eliciting discourse connectives which are hard to elicit in isolated sentences. In *Skwxú7mesh* the most commonly used connector is the sequence *ses men* 'so then'; the Halq'eméylem equivalent is *su* 'so then', with variants *sulh*, *osu*. In *St'át'imcets* there is frequent use of the adverb *aylh* 'next, then, now'.

A striking feature of the *St'át'imcets* text is the number of overt (DP) arguments employed by the narrator. In contrast, traditional narrative material in *St'át'imcets* typically contains very few overt DP's, particularly in transitive sentences. For example, in the text collection in van Eijk and Williams (1981) there are a total of six transitive clauses containing two DP arguments in over sixty pages of text. In contrast, there are seven examples of two DP transitive clauses in the sixty-one lines of text in the *St'át'imcets* version of this story. It is possible that the high proportion of overt DP's is influenced by the way in which the pictures were presented to the speaker. Each frame was substituted for the last, so that the narrator ended up reintroducing the same discourse referents over and over again. It is unclear, however, why the *Skwxú7mesh* and the Halq'eméylem texts fail to show similar effects: in both cases the number of overt DP's is significantly lower than in the *St'át'imcets* version. One way in which to investigate this issue further might be to vary the presentation of the pictures so that the speaker was introduced to the entire sequence before beginning the narrative: it would be interesting to see whether this affected the resulting discourse structure.

4 Linguistic Applications

There are several possible applications for this kind of elicitation. First of all, it is promising in terms of the systematic investigation of intonational patterns over larger discourse domains. While individual variation between speakers of the same language will almost certainly necessitate elicitation of the same story by several different speakers of a single language, this technique ultimately has the potential to allow cross-linguistic examination of intonational parameters in a semi-naturalistic fashion, controlling for content and length, while avoiding the artificial circumstances attendant on elicitation of single sentences in a 'laboratory' setting.

In terms of syntax and semantics, the picture elicitation technique piloted here has the virtue of avoiding the pitfalls of eliciting sentences in isolation, while still allowing

the researcher to control for content. In addition, it entirely avoids the use of English as elicitation meta-language, thus eliminating the possibility of English interference and 'transation effects'.

5 Pedagogical Applications

Picture elicitation techniques have multiple potential uses in the classroom. The pictures themselves without accompanying text can be used to help intermediate students compose their own stories, and to stimulate classroom conversation. With accompanying text, the pictures can be used as comprehension aids. And the text without pictures can be used in a number of ways: as dictation practice, to enhance listening skills, to improve pronunciation of sentences in a naturalistic discourse context, and to teach specific aspects of grammar, particularly those which involve construction of narratives. In fact, the use of this technique is only limited by the instructor's imagination.

6 Three narratives

In this section we present the three stories in the practical orthographies employed by each language community. Keys to the orthographies are provided in the appendix. Below each line of the text we provided an English translation.

6.1 Halq'eméylem

Swiweqe'ò:llh, sqwemáy qas te pípehòm

A boy, a dog and a frog

Told by Rosaleen George on April 27th 2001

Recorded by Linda Tamburri Watt

Transcribed by Strang Burton and Martina Wiltschko

1. léts'e swáyel léy í:mex te swóweles. í kwelám te swéltel.
One day a boy is going for a walk. He has a net.
2. sq'eq'ó te sqwíqwemey. stámes kw'e la aléxetes.
A puppy is with him. Whatever he is going to look for.
3. su me xwe'íltes te thqát. t'et'óthet kw'es kw'íys.
So they come to a tree. He tries to climb it.
4. qelátes te xeyxlám te sqwíqwemey.
The dog was watching him again.
5. kw'ókw'etstes ye thqát. stámes kw'ókwe ye s'álexèt.
He's staring at the trees over there. Whatever he is going to pick.
6. slhálheq' te skw'ó:wes qas te swéltel. stámes te kw'e totí:ltes.
The bucket and the net are lying on the ground. Whatever he is thinking of doing.

7. í é:y welh me xwe'ílſes qelát te éw híkw thqát.
He keeps going until he comes to another big tree.
8. q'eq'ó te sqwíqwemey. kwelátes te skw'ó:wes.
The dog is with him. He's carrying the bucket.
9. kwéy é:y q'elát. xeyxlámetes te siyóyeq'e ts'áxt.
He is going along again. He came along to a fallen limb.
10. éw kw'étslexwes te pípehò:m sle'áx lí te híkw sch'ólha lí te qó.
He sees a frog sitting on a big leaf in the water.
11. su léy xwó:mxlem tútl'òtl'em. sq'ó te sqwíqwemeys.
So he went running and jumping (hippetihopping) with his dog.
12. t'ót'es te sxéles xwíxwetes te pípehò:m. yi xwó:mxlem elsú lhékw'xel tútl'ò.
He tried to scoop the frog. He was running along and he trips.
13. ékw'elexwes te skw'ó:wes qas te swéltels.
He lost his bucket and his net.
14. éw lhékw'xel te sqwíqwemey.
The dog trips too.
15. twóye xeyxlám te pípehò:m xwel stá lí te híkw sch'ólha lí te qó.
The frog is just looking from the big leaf in the water.
16. ó:su le wóqw' tútl'òtl'em. mí chaqwí:ltem te skw'ó:wes.
So he fell in the water. The bucket followed him.
17. me wóqw' te sqwíqwemey.
The dog fell overboard.
18. sisilómet te pípehò:m li a tethá kw'es stá:s lí te híkw sch'ólha.
The frog gets scared but he stays there on the big leaf.
19. su me xwpósem tútl'ò swíyqe'ó:llh.
So the boy looked up.
20. kwelátes te skw'ó:wes tl'ólexes lám te sxéyes.
The boy was carrying the bucket on top of his head.
21. sulh kw'átseslexwes te pípehò:m. qesu (we) qwelqwélmtem tútl'ò te pípehò:m.
So he is face to face with the frog. He scolded the frog.

22. su á:y weq'ég' weq'ég'. éw is xwe'í:t.
He's going ribbet ribbet. Whatever he was doing.
23. xeyxlómet te sqwíqwemey kw'es e ewéte lhq'élexwes kw'es xwe'í:tes ew
kw'ótses teso te pípehò:m.
*He is looking at the dog. He didn't know what. He was just looking face to face with the
frog.*
24. su le ts'tl'em te pípehò:m. le lhá:w kw'áy kw'es kwélexwes.
So the frog jumped. He ran away and couldn't catch him.
25. ókw'ellexwes te swéltels.
He lost his net.
26. su lí tethá te sqwíqwemey. éw lí a tethe sxéyles lí te qó.
So there's the dog. The dog is standing there in the water.
27. xexlám te pípehò:m. kwa qe xéltthet tútl'ò.
The frog was just looking. He turned around.
28. ulh ts'eláts te pípehò:m lí te siyóyeq thqát. sulh xeyxlám te sqwíqwemey.
The frog is sitting on the log. The dog is watching.
29. totí:lthet tútl'ò swíweles. xwe'í:tcha kwa.
The boy is thinking. What he is going to do?
30. sulh lhxéylex ò li tetha.
So he's just standing there.
31. su la t'ít'sem te sqwíqwemey.
so the dog went swimming.
32. we ís kwe xwe'í:ts t'wes.
He doesn't know what to do.
33. osú xeyxlhám te pípehò:m teli te síyeyeq thqát.
So the frog is watching from the fallen tree.
34. hi hóqw'ay ye sch'ólha.
The leaves are just floating.
35. lí te chí:chelh te swéltels kw'es le ókw'ellexwes.
The net he lost is up high.

36. osú la kwélexwes t'át'es qelát kw'es les xwéyxwetes te pípehò:m.
He found it and tried again to catch the frog.
37. i á:y te sqwíqwemey.
The dog is going along.
38. we ís kw'e xwe'í:t tw'e sisistáxwes te pípehò:m.
He doesn't know what scared the frog.
39. í hóqw te sch'ó:lha ew sta' ò.
The leaf was drifting. The frog stayed.
40. t'át'es kw'ses xwíxwetes te pípehò:m. kw'es la kw'ókw'etes te pípehò:m te swéltels.
He tries to scoop the frog. He missed him, when he tried to catch the frog with his net.
41. osú ey kwélexwes wet? tl'o te sqwíqwemey la xwíxwelexwes.
He got the little dog instead.
42. osú la ts'tl'em te pípehò:m. á:yelòmet.
The frog jumps. He goes away.
43. sulh sta'ótel tela swíyeqe xwe'ítes su kwa xwe tl'ó te sqwíqwemey slí úw lí te swéltels.
The boy was just standing there after, wondering, but he had the little dog in his net.
44. xeyxlhámet te pípehò:m. xeyxlhámetes éw se xwe'í:t álhtel.
The frog is just sitting there. He's watching wondering what they are doing.
45. éwe tl'ós te'á'althe ís me kwélexwes.
The didn't get me.
46. le áyelòmet. léy qwoqwálem te swíyeqe'óllh.
He went away. The boy is grumbling.
47. qwoqwálmets te pípehò:m sts'eláts lí the híkw smált telí the qó.
He's grumbling about the frog sitting on top of a big rock in the water.
48. éw xeyxllhám ò tútl'òtl'em pípehò:m. osú la ímex tútl'òtl'em.
The frog is just looking. So the boy walks away.
49. í xwúkwestes te swéltels.
He is dragging his net.

50. yi ímex te sqwíqwemey. tu qwelqwálem kw'ses ye í:mex.
The little dog is walking. He is growling when he is walking.
51. áyleses te pípehò:m ts'eláts lí te híkw smált.
He leaves the frog sitting on the big rock.
52. éwe ís le kwélexwes. kwáy á:y í:mex qelát.
He didn't get it. He went on.
53. kwelátes te swéltels. tu sesí:si te sqwíqwemey.
He is holding his net. The doggy is kind of scared.
54. ís tw'e qwóqwelmetes te sqwíqwemey.
He was scolding the dog.
55. sulh ewéte ò ís me kwélexwes.
He didn't get anything.
56. wel sta ò te pípehò:m lí te qó ts'eláts lí te smált. éw sta ò te pípehò:m.
The frog is still on the rock in the water. The frog is just staying.
57. ewéte lhqélexwes we xwe'í:tes. we í lámes se kwa ts'tl'em qelát.
He doesn't know what to do. He is wondering whether he should jump again.
58. u selí ò tethá kw'e stás.
He just stayed there.
59. kwe me lhá:l te pípehò:m. kw'étslexwes te sxéyltels te swóweles.
He came to shore. He sees the boy's tracks.
60. t'át' kw'es mes kwútem. éwe ís me kwélem.
He tries to come and get him. They didn't get him.
61. ís kwe le chó:ltes te swiweqe'ò:llh. su le chokw'í:ltes te sxéyltel.
He followed the little boy. So he follows the tracks.
62. su léxwes skwtáxw lí te lá:lem. kw'étslexwes te swéltel slhálheq lí te lhexéyleptel.
He got inside the house. He sees the net lying on the floor.
63. ewéte ò kw'e tewát stá.
Nobody was in there.
64. su éy. su léy xókw'em te swiweqe'ò:llh. xókw'em lí te q'eq'éyos. sq'ó te sqwíqwemey.
so the boy is taking a bath. He's swimming in the tub. The dog is with him.
65. su kw'elh te qó lí the lhexéyleptel.
The water spilled all over the floor.

66. la súq' te pípehò:m. we ís kwe létse se te swiweqe'ò:llh (we is xwe'ít).
The frog went looking for. He is wondering where the boy is.
67. láyem tútlòtl'em. xeyxlómet te shxwóxekwems.
He is laughing. He is watching them bathing.
68. su la te sxlíxs kw's shxwóxekwem.
He got to where they are bathing.
69. su kw'étslem tútl'otl'em lí te kw's ómets. su xexlám te sqwíqwemey.
He has seen him sitting there. So the dog is watching.
70. kw'ákw'atstes te pípehò:m.
He's watching the frog.
71. éw stó'o tútl'òtl'em kw'ákw'atstes yexwá xóxekwem as sú láy ts'tl'ém
tútl'òtl'em pípehòm xwelám te qó.
He stays there to watch them bathing and then the frog jumps into the water.
72. la q'óthet a lheq shxwóxwkwems. su shxwéle álhi kws iyótsets.
He got in with them where they were bathing. The 3 of them were having fun.
73. léxwe setsa te pípehòm lí te sxéyes te sqwíqwemey. tselátse álhi lí the qéq iyós
yéxwe éy s'ólhtel.
*The frog is with him and he is sitting on the head of the dog. They are all in the
bathtub having fun.*

6.2 Skwxwú7mesh

Ta s7ixwelh, ta skwemay' iy ta wexes
A boy a dog and a frog

Told by Valentina Cole on November 24, 2000
Transcribed by Peter Jacobs and Linda Tamburri Watt
Recorded by Linda Tamburri Watt

1. nam' i7imesh ta s7ixwelh sk'u7 ta skwemay's nam'wit tistsukwi7.
The boy and the dog were walking to get some fish.
2. stamas kwi na k'wachnexwas.
Whatever they were looking for.
3. ses na itl'is yelxhtas kwi stamas sk'u7s ta skwemay'.
He stayed still and looked for something with his dog companion.

4. ses men tsixw ta stakw.
He arrived at the water.
5. ses men kw'achnexwas ta swexes.
and then he saw the frog.
6. ses men tskw'atsut ta s7ixwelh sk'u7s ta skwemay'.
The boy and his dog companion ran.
7. tsut nam' p'i7tas ta swexes.
He (the boy) was trying to get the frog.
8. ses men lhikw'shen ta s7ixwelh.
Then the boy tripped.
9. ses men peymwit.
Then they (the boy and the dog) fell into the water.
10. ses men kw'achnexwas ta wexes ha(w) k'as i chanem.
He saw the frog not doing anything.
11. xwitim ta swexes skw'ay kwis p'i7nexwas.
The frog jumped and he (the boy) couldn't catch him.
12. smen lhixilsh na7 ta stakw ta s7ixwelh.
The boy stood up in the water.
13. kw'achnexwas ta wexes esk'ak'ey' ta stsek.
He saw the frog on to of the log.
14. tsuntas ta skwemay' kwis nam's p'i7tas ta swexes.
The boy told the dog to go get the frog.
15. Welh men nach' ta menilh.
He (the frog) was just different.
16. tsuntas ta skwemay'kwis nam's p'i7tas ta switen.
He told the dog to go and get the net.
17. haw kas i p'inexwas ta swexes.
He didn't catch the frog.
18. sk'u7s ta skwemay' tsut na7 p'i7tas ta swexes nam' ta switens.
Him (the boy) and his dog companion went for the net and then they went for the frog.

19. t'at'ayek' ti wexes na tuytas ta s7ixwelh iy ta skwemay's.
The frog was mad that the boy and the dog were bad.
20. t'at'ayek' ta wexes key ta s7ixwelh iy ta skwemay's.
The frog was mad so he sent the boy and the dog to the other side.
21. lhik' wa chayntas.
He kept following him.
22. ses men nam'wit t'em'i ta stakw.
And then they went out of the water.
23. ha7lh skwalwens ta wexes seswit huya7.
The frog was glad that they left.
24. na melh nam' chayentas kwetsi s7ixwelh iy ta skwemay's.
He followed the boy and the dog.
25. ses men t'ukw' ta s7ixwelh sk'u7 ta skwemay's.
And then he went to the house with the boy and his dog companion.
26. ses men nam'wit shukw'um na7 ta lam'swit.
And then they went to bathe at his house.
27. xayem ta wexes.
The frog laughed.
28. ha7lh skwalwenswit kwises. nam' peym na7 ta shukw'um'aw'txw.
They (the boy and the dog) were glad. They went in the bathtub.
29. esk'ak'ey' ta skwemay' ta swexes smen wa xayem ta s7ixwelh.
The frog is on top of the dog and the boy is laughing.

6.3 St'át'imcets

Ta Twéww'eta, ta Sqáx7a, múta7 ta P'egp'íg'lha7a *A boy, a dog and a frog*

Told by Linda Redan on April 2, 2001

Recorded by Linda Tamburri Watt

Transcribed by Henry Davis

1. Ta skwátsitssa ts7a ta púkwa: "Ta twéww'eta, ta sqáx7a múta7 ta p'egp'íg'lha7a."
The name of this book: "The boy, the dog, and the frog."

2. Wa7 matq ta twéww'eta, múta7 ta sqáx7a.
The boy and the dog are walking.
3. Wa7 steqsás ta twéww'eta ta xlák7a múta7 ta kwíkwsa sp'áts'en.
The boy is holding a bucket and a little net.
4. Náswit k'a í7w'es.
It looks like they're going fishing.
5. Wa7 zác'il ta twéww'eta lhélta srápa.
The boy is peeking from behind a tree.
6. Wa7 t'it spaqw ta sqáx7a, smítsaq espáqw.
The dog is watching too, sitting and watching.
7. Tseqnás ta xlák7a múta7 ta sp'áts'ensa lta tmícwa.
He puts down the bucket and the net on the ground.
8. Xzum i pútssa ta twéww'eta.
The boy has big boots.
9. Wa7 aylh spáqwstwitas ta sqáx7a múta7 ta twéww'eta ta p'egp'íg'lha7a wa7 esmítsaq lta pétskelha, lta stswáw'cwa.
Now the dog and the boy are watching a frog sitting on a leaf in the creek.
10. Wa7 spáqwsas t'it ta twéww'eta múta7 ta sqáx7a ta p'egp'íg'lha7a.
The frog's watching the boy and the dog, too.
11. Cuy aylh, q'ílhilwit, súxwast q'ílhil ta twéww'eta múta7 ta sqáx7a.
Well now, they're running, the boy and the dog are running downhill.
12. Scá7sas ta sp'áts'ensa, wa7 t'u7 kenstsáma kwánensas ta p'egp'íg'lha7a.
The boy is holding his net up, he's trying to catch the frog.
13. Wa7 spáqwsas ta p'egp'íg'lha7a lhélta pétskelhsa.
The frog's watching them from his leaf.
14. Oh, ka-lhécwpcena ta sqáx7a múta7 ta twéww'eta.
Oh, the dog and the boy have tripped up.
15. Wa7 s7áts'xsas ta p'egp'íg'lha7a lhélta pétskelhsa.
The frog's watching them from his leaf.
16. Ka-múla aylh lta tswáw'cwa ta twéww'eta múta7 ta sqáx7a.
Now the boy and the dog have got soaked in the creek.

17. Lhaq'utmúswit lta qú7a.
They've pitched face-first into the water.
18. Wa7 spáqwsas ta p'egp'íg'lha7a lhélta pétskelhsa, wa7 esmítsaq spáqwsas ta twéww'eta múta7 ta sqáx7a.
The frog's watching from his leaf, he's sitting there watching the boy and the dog.
19. Wa7 esmúlel lta qú7a.
He's been covered by the water.
20. Ka-lhéxwwita aylh lhélta qú7a.
Now they've come out of the water.
21. Wa7 ta p'egp'íg'lha7a spáqwsas ta twéww'eta múta7 ta sqáx7a, wa7 k'a tsúnas...wa7 k'a tsutánwas:
There's the frog watching the boy and the dog, he's maybe telling them...maybe thinking:
22. "Kál'ap kánem? Wa7lhkal'áp ha scécem'?"
"What are you guys up to? Are you crazy?"
23. Wa7 nq'ep'ts lta q'úmquen'sa ta twéww'eta ta xlák7a.
The bucket's turned upside down on the boy's head.
24. Wa7 aylh lta qú7a ta twéww'eta múta7 ta sqáx7a, wa7 esmítsaq ta p'egp'íg'lha7a lta pétskelhsa, wa7 (l)ta q'úmquen'sa ta xlák7a, nilh stsáma kws kwánensas ta p'egp'íg'lha7a, t'u7 cík'in'as. *Now the boy and the dog are in the water, the frog's sitting on his leaf, the bucket's on his (the boy's) head, he's trying to catch the frog, but he missed.*
25. U, ka-qlíla ta twéww'eta, ao kws ka-kwánensas(a) ta p'egp'íg'lha7a, lhegwílc ta p'egp'íg'lha7a lhélta pétskelha.
"Oh, the boy's gotten mad, he wasn't able to catch the frog, the frog jumped off the leaf.
26. Nt'aq' láti7 ta szíka, wa7 láti7 smítsaq ta p'egp'íg'lha7a, spáqwsas ta sqáx7a múta7 ta twéww'eta, {l}stálhlecwit lta qú7a.
He's crossing a log, the frog's sitting there, watching the dog and the boy where they're standing in the water.
27. Qlílminas aylh ta twéww'eta ta sqáx7a.
Now the boy's getting mad at the dog.
28. Wa7 tsúnas ta sqáx7a: "Nas káta7!"
He's telling the dog: "Get over there!"

29. Wa7 aylh ta p'egp'íg'lha7a smítsaq lta szíka, wa7 k'a tsutánwas:
So there's the frog, sitting on the log, maybe thinking:
30. "Kánem su qlílmin ta sqáx7a? Wa7 kánem ta sqáx7a?"
"How come you're mad at the dog? What did the dog do?"
31. Cát'lec aylh lhélta qú7a ta sqáx7a múta7 ta twéww'eta, smítsaqwit aylh
lta szíka, ts'íla ta p'egp'íg'lha7a.
*The dog and the boy have climbed out of the water now, they're sitting on the log,
like the frog.*
32. Wa7 k'a tsáma kwanenstwítas ta p'egp'íg'lha7a.
It looks like they're still trying to catch the frog.
33. U, cátan'as aylh ta twéww'eta ta sp'áts'ena, t'axilmínem ta
p'egp'íg'lha7a ta sqáx7a, wa7 kenskwánensas ta p'egp'íg'lha7a, t'u7 cík'in'as,
kwánensas ta sqáx7a.
*Oh, now the boy has raised his net, the frog's being attacked by the dog, he's
trying to catch the frog, but he's missed he's caught the dog instead.*
34. Lhegwílc ta p'egp'íg'lha7a, cúlel.
The frog's jumped off and escaped.
35. Wa7 aylh ta sqáx7a nlham' lta sp'áts'ena, wa7 snq'ep'ts lta q'úmçen'sa
ta xlák7a, ta twéww'eta.
Now the dog's stuck in the net, the bucket is over his head, the boy's head.
36. Oh, ka-qlíla aylh ta p'egp'íg'lha7a, wa7 esmítsaq lta k'ét'ha.
Oh, now the frog's mad, he's sitting on a rock.
37. Wa7 k'a tsut: "Wá7wit kánem? Kánem ses...lhus kenskwanenstúmcas?"
*He's maybe thinking: "What are they up to? How come they're trying to catch
me?"*
38. Wa7 aylh we7áwenem...we7áwenas ta twéww'eta ta p'egp'íg'lha7a, wa7
k'a qlílminas, ao kws ka-kwánensas(a) ta p'egp'íg'lha7a, tsukw t'u7 ta sqáx7a
ta kwanensása.
*Now he's being yelled at...the boy is yelling at the frog, he seems to be mad at
him, he can't catch the frog, only the dog.*
39. Oh my, qwenúxwalhts'a7 aylh ta p'egp'íg'lha7a, wa7 esmítsaq lta k'ét'ha.
Oh my, now the frog is sad, sitting on the rock.
40. Qwatsátswit aylh ta twéww'eta múta7 ta sqáx7a, lhwalenítas ta p'egp'íg'lha7a,
wa7 esmítsaq lta k'ét'ha.
The boy and the dog have left now, they've left the frog behind, sitting on the rock.

41. Qwenúxwalhts'a7 ta p'egp'íg'lha7a, múzmit ta p'egp'íg'lha7a.
The frog is sad, the frog is pitiful.
42. Qlílalhts'a7 ta twéww'eta, wa7 ts'íla ku paqu7mínas ta twéww'eta ta sqáx7a.
The boy's pretty angry, it seems like the dog's afraid of the boy.
43. Wa7 esmítsaq lta pétskelha ta p'egp'íg'lha7a, nqwenúxwalhts'a7.
The frog's sitting on the leaf, he's sad.
44. Wa7 spáqwsas i wa7 nas úxwal'.
He's watching them go home.
45. Oh, pala7sút aylh ta p'egp'íg'lha7a.
Oh, now the frog's all alone.
46. Wa7 nqwenúxwalhts'a7, wa7 cwemp, wa7 qwenmínas ku snúk'wa7s.
He's sad, he's lonely, he wants a friend.
47. Wa7 k'a tsutánwas ta p'egp'íg'lha7a:
Maybe the frog is thinking:
48. "Cúz'lhkan kwam ku snúk'wa7, cwemplhkán."
"I'm going to get a friend, I'm lonely."
49. Áts'xenas aylh i nk'.wátmensa ta twéww'eta múta7 ta sqáx7a, nilh skákel'sas
ulhcw lta tsítcwsa ta twéww'eta, kakel'sás i nk'.wátmensa ta twéww'eta múta7 ta
sqáx7a.
*He's seen the footprints of the boy and the dog, so he's followed them into the
boy's house, he's followed the footprints of the boy and the dog.*
50. Púnas aylh, áts'xenas aylh ta twéww'eta wa7 senlham' lta sácwmena.
Now he's found them, now he's seen the boy in the bathtub.
51. Wa7 sácwem t'it ta sqáx7a.
The dog's taking a bath too.
52. Oh, tsa7cw aylh ta p'egp'íg'lha7a, nilh ses xwesxwísana7 ta p'egp'íg'lha7a,
púnas i snúk'wa7sa.
Oh, the frog's happy now, so the frog's smiling, he's found his friends.
53. Áts'xenem aylh ta twéww'eta múta7 ta sqáx7a, k'wálhan'em kws ts7as sácwem.
*Now he's been seen by the boy and the frog, and he's been invited to come take a
bath.*
54. Lhegwílc aylh ta p'egp'íg'lha7a lta sácwmena.
Now the frog has jumped into the bathtub.

55. Wa7 ta twéww'eta múta7 ta sqáx7a.
There's the boy and the dog.
56. Kalháswit aylh wa7 sácwem, t'qwáw'swit wa7 sácwem, tákemwit wa7 sácwem.
Now there are three of them taking a bath, they're taking a bath together, they're all having a bath.
57. Tsa7cwwít aylh.
They're happy now.
58. Tákemwit wa7 (e)snúk'wa7.
Everyone has a friend.
59. Tsa7cw aylh ta p'egp'íg'lha7a, wa7 xwesxwísana7.
Now the frog's happy, he's smiling.
60. Wa7 xwesxwísana7 ta p'egp'íg'lha7a, ta sqáx7a múta7 ta twéww'eta.
The frog, the dog, and the boy are smiling.
61. Nilh ti7.
That's it.

Appendix

Halq'eméylem key to orthography:

Orthography	IPA	Orthography	IPA
a	æ or ε	p'	p'
ch	tʃ	q	q ^h
ch'	t'ʃ	q'	q'
e (between palatals)	ɪ	qw	q ^{hw}
e (between labials)	ʊ	qw'	q' ^w
e (elsewhere)	ə	s	s
i	i	sh	ʃ
k	k ^h or k ^j	t	t ^h
k'	k' or k' ^j	t'	t'
kw	k ^{hw}	th	θ
k'w	k' ^w	th'	tθ'
l	l	tl'	tɬ'
lh	ɬ	ts	c
m	m	ts'	c'
o	a	u	u
õ	o	w	w
p	p	x	x or x ^j
xw	x ^w		
<u>x</u>	<u>x</u>	<u>x</u> w	<u>x</u> ^w
y	j	'	?
'	high stress	˘	mid stress

Skwxwú7mesh key to orthography

Orthography	IPA	Orthography	IPA
p	p	kw	kw
p'	p'	kw'	k'w
m	m	xw	xw
m'	m'	<u>k</u>	q
t	t	<u>k</u> '	q'
t'	t'	<u>k</u> w	qw
ts	ts	<u>k</u> w'	q'w
ts'	ts'	<u>x</u>	χ
s	s	<u>x</u> w	χw
n	n	h	h,x
ch	tʃ	w	w
ch'	tʃ'	y	j
sh	ʃ	y'	j'
lh	ɬ	e	ə
tl'	tl'	i	i,e,ε
l	l	u	u,o,ɔ
k	k	a	a
k'	k'	ʔ	ʔ

St'át'imcets (van Eijk) key to orthography

Orthographic Value	Phonemic Value	Orthographic Value	Phonemic Value
p	p	n'	ñ
p'	p̣	z	z
t	t	z'	z'
t'	ṭ	l	l
ts	č (c)	l'	l'
ts'	č̣	r	ɣ
k	k	r'	ɣ'
kw	k ^w	g	ɣ ^w
k'	ḳ	gw	ɣ ^w
k'w	ḳ ^w	g'	ɣ'
q	q	g'w	ɣ' ^w
qw	q ^w	ʔ	ʔ
q'	q̣	y	y
q'w	q̣ ^w	y'	y'
s	š (s)	w	w
lh	ʃ	w'	w'
c	x	i	i
cw	x ^w	ii	i
x	x̣	e	e
xw	x̣ ^w	v	e
h	h	u	u
m	m	o	u
m'	ṃ	a	a
n	n	ao	a