A SHUSWAP COURSE

Introductory note.

The Shuswap course which follows consists of two parts.
Part I is a corrected version of "Preserve Your Language", originally distributed in 1970.
Part II consists of 18 lessons prepared for an Adult Education Course.
The two parts are to be used concurrently.
The Adult Education Course was planned for 15 sessions, and hence 15 lessons were planned. This proved not enough -- even the present 18 are a compromise, and 20-25 would have been better.
Instructions to teachers and translations of exercises and stories (not included here) were added. The first instruction was to split the sessions into two halves and to keep for the second half only the pupils quite unfamiliar with the language (and those of the others who felt like helping in pronunciation training, see the additions SHUSWAP SOUNDS with lessons 1 and 7).
Part II of the course was prepared in Holland, and a few of the examples had to be made up. The present version is tentative; there remain inconsistencies in the spelling, and especially towards the end the number of examples and exercises is insufficient. We plan to improve and expand the course, tape it, and make it available to the general public. If this works out, details will be communicated at the Conference.
The course is included in the Dutch Contributions in the hope that its positive features may be applied to courses in other languages, and that the negative ones may receive constructive criticism.

A.H.K.
A SHUSHAP COURSE

Linguist's key to the alphabet

a  open central (sometimes slightly back) vowel
b  voiceless velar fricative
cw  id., labialized
d  mid-open slightly fronted vowel, varying to open (esp. before uvulars, where it is not distinct from a)
e  uvular resonant (Arabic ّ)
gw  id., labialized
h  laryngeal fricative
i  close to mid front vowel
k  voiceless velar stop
kw  id., labialized
l  lateral sonant
ll  voiceless lateral fricative
m  bilabial nasal
n  dental nasal
o  mid-back slightly rounded vowel
p  voiceless bilabial stop
q  voiceless uvular stop
qw  id., labialized
r  vocalized postpalatal sonant (close to voiced velar fricative)
s  voiceless dental to palatal fricative
t  voiceless dental stop
ta  voiceless dental to palatal affricate
u  close to mid back rounded vowel (mid variant before uvulars, where it is not distinct from o)
v  bilabial sonant
x  voiceless uvular fricative
xw  id., labialized
y  palatal sonant
z  glottal stop

*  p, b, etc.  glottalized counterparts of p, m, etc.  NE.  ْ  varies between glottalized lateral affricate and glottalized dental stop.

stress
A SHUSWAP COURSE

Part I: "Preserve Your Language" (revised version)
Part II: "Shuswap Lessons" (tentative version)

By A. H. Kuipers in collaboration with May Dixon, David Johnson, Charles Draney and others.

Leiden 1973
PART I

PRESCRIBE YOUR LANGUAGE

Revised version of 1970 pamphlet. Prepared in collaboration with May Dixon, Canim Lake, B. C.
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 particularly important 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 t w y will be used in Shuswap with their English values. But we shall have to use some letters of the English alphabet for Shuswap sounds that do not occur in English, that is, we shall have to make a special convention: such and such a letter will be used for such and such a Shuswap sound. Letters used rather differently from what we are used to in English are e j c r x and double ll; these are explained below. Finally, we need one extra letter which is not in the English alphabet. As an extra letter we use the symbol l. This symbol "seven" is therefore a letter of the Shuswap alphabet (just as the symbol 1 is used for the letter "el" and for the number "one" in English). We list the letter l at the end of the Shuswap alphabet. Its pronunciation is shown in section 2 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 (é è é é), This could be done in English too: the word "rebél" would be written "rebél" if you meant "the rebel" but "rebél" if you meant "to rebel". Thus, in Shuswap ʷətəx̣əkʷə "orphan" has the stress on the first syllable, while kəpəx̣əkʷə "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 **ee** 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": i "token" is written three different ways (en, an, en) though the pronunciation is the same. In Shuswap we always write an in such cases. The Shuswap word meaning "he comforta (consoles) him" is therefore written *lément*.

Again, the sounds at the end of "bottom", "talcm", "madam" and "toton", written four different ways in English, are in Shuswap written *en*. Thus we write *spałem* "prairie", *kenkénem* "black bear". Notice the pronunciation of the underlined parts: *spałem, kenkénem*.

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 "a" or as English "sh". For Shuswap this makes no difference. The Shuswap word meaning "ask him!" can be pronounced *sówente* or "shówente". We spell it *sówente*. We write only *a* and never *sh* because it is simpler to write one letter than two. In the same way, in Shuswap one has a free choice between the pronunciations "ts" and "ch". We write only *ts*.

In pronouncing the Shuswap vowels there is also a certain amount of freedom. Think of the Shuswap word for "five". It begins with *ts* (pronounced "ts" or "ch") and it ends with *i*kat. Its vowel is pronounced either like the vowel in English "seek" 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 "seek" or "sail", or rather, the vowel you have in the Shuswap word for "five" which is written *tsilikat*. 
On the other hand, there are several sounds which differ from each other in Shuswap though for 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" (owens). 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 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 kwens. We shall use the mark _ with several other letters (d, 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 alphabetical order k follows immediately after h; in the same way d follows p, etc.

THE ALPHABET

The Shuswap alphabet has 32 letters:

acegiklmnópqrstuvwxyż

The letter ż occurs only in the combination kż.

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

Section A explains the vowels and gives those consonants which are pronounced as in English (letters a e h i k l m n o p s t u w y)
Section B deals with letters used for specific Shuswap sounds not found in English (letters e g a r x 7 and double ll)

Section C explains the letters with the mark ' (letters k j h i b d
j i w y)

Over 400 Shuswap words are given as examples. The letters explained first are used in words exemplifying the ones explained later. Therefore one must start from the beginning. A checklist in alphabetical order is given at the end.

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

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 TRY THIS WITH SHUSWAP WORDS. You can pronounce an English word at a glance because you have seen it many times before. But you have not seen Shuswap words before, and therefore you have to spell them out in the beginning. DON'T READ SHUSWAP AS IF IT WERE ENGLISH.

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

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 a i u e o. In the examples we use only those consonants which are pronounced as in English (except that a sounds as "s" or "ch"). The section ends with examples of the combination "a.

a

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

Therefore, wouldn't it be less confusing to mark stress on monosyllables?
<table>
<thead>
<tr>
<th>Shuswap</th>
<th>English</th>
<th>Shuswap</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>nes</td>
<td>go along</td>
<td>ekwest</td>
<td>names</td>
</tr>
<tr>
<td>pték</td>
<td>pass by</td>
<td>kwens</td>
<td>he takes it</td>
</tr>
<tr>
<td>šně́nke</td>
<td>orphan</td>
<td>kentékněm</td>
<td>black bear</td>
</tr>
<tr>
<td>ště́mě́t</td>
<td>friend</td>
<td>elkst</td>
<td>work</td>
</tr>
<tr>
<td>tě́yt</td>
<td>hungry</td>
<td>yě́wem</td>
<td>fish with gill-</td>
</tr>
<tr>
<td>waytk</td>
<td>hello</td>
<td>spě́ien</td>
<td>prairie</td>
</tr>
<tr>
<td>lě́mens</td>
<td>he comforts him</td>
<td>setě́tkwe</td>
<td>river</td>
</tr>
<tr>
<td>kepě́kst</td>
<td>his arm hurts</td>
<td>šě́pen</td>
<td>daughter-in-law</td>
</tr>
<tr>
<td>šě́dě́le</td>
<td>two</td>
<td>šýens</td>
<td>he pays him</td>
</tr>
<tr>
<td>elk</td>
<td>kinnikinnick berry</td>
<td>šně́t</td>
<td>wind</td>
</tr>
<tr>
<td>špše</td>
<td>to sneeze</td>
<td>kekě́w</td>
<td>far</td>
</tr>
</tbody>
</table>

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

- wist  high  | pensínč  he finds it |
- sníne  owl   | ptíněněm to think   |
- sítest night | kwičvé t smooth |
- seaí  sweetheart | šwít  last |
- kenkínt slow  | yíst  to camp overnight |
- pelít  lie on the ground | piín (pi-in) now |

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

- mus  four   | lě́lůńt to sense, suspect |
- mut  to be at home | ūpokst  ten |
- pált  to lie   | sťentůnčen dream |
- sult  frozen | yuyít w slow (in work) |
- kúpen to push   | ust  to dive |
- tě́tům aunt (mother's sister) | nůkwen to carry, haul |
- půsens he rues it | kukuťiv to slip, slide |
- héhu  to yawn | |

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

- kwált  yellow, green | velůńk  stomach |
- kápí  coffee  | velů́ps  horn, antler |
- šeká́ltem to gamble | pálpělt  stubborn |
- šetmá́t  soft   | kwalańst  gall |
The vowel o is pronounced as o in "lord". It is found in very few words.

<table>
<thead>
<tr>
<th>Shuswap</th>
<th>English</th>
<th>Shuswap</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>lóp</td>
<td>rope</td>
<td>nóyens</td>
<td>he bends it (also pronounced níwens)</td>
</tr>
<tr>
<td>nólen</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 oh in "rich". It is really a single sound in Shuswap, and it occurs in a great many words.

| tsótsé     | younger sister | tskem      | to whistle, carve, hew |
| tsímlt     | melting       | tsilkn     | weak, feeble           |
| tsilkst    | five          | tséwen     | give a warning cry     |
| tsút       | he wants, intends | tséwentsút | to trot (animal)       |
| tséptseplí | wheat        | tsékstên   | to reach out           |
| tsípwen    | cellar       | seltsíne   | to sing                |
| tsítsalem  | new          | kelklóts   | grasshopper            |
| tsóntés    | he hits him  | imts       | grandchild             |
| tsúspsten  | tailbone     | splútsen   | mouth                  |
| stsmelít   | children of one family | stktsúsem | wood                   |
| stsmémelít | children     |           |                       |

Section B

The consonants in section A were pronounced just as in English. In section B we learn to write seven Shuswap sounds which don't exist in English. They are written with the letters o @ (double l) Ñ X @ (the "extra letter"). The way to see what these letters stand for is this: first look at the English meaning, next think of the Shuswap sound, and then see how it is written. Under each letter, the left column of words starts with words that begin with the letter to be explained.

The consonant c is a friction-sound, made with the tongue in the same position as for pronouncing k.

<p>| clem       | to bite     | ciénem    | to go around |
| cécité      | energetic, lively | escenc    | stone       |
| cíttem      | to cut hay  | smene     | tobacco     |
| cítem       | to wave with the hand | kelc     | hand        |
| cécéle     | steep place | itc, etic | to sleep    |
| cúlem       | to rub fire | múle      | cottonwood  |</p>
<table>
<thead>
<tr>
<th>昶mentés</th>
<th>he puts it in between</th>
<th>metóc</th>
<th>you feed him</th>
</tr>
</thead>
<tbody>
<tr>
<td>pennínoc</td>
<td>you find it</td>
<td>tseauc</td>
<td>creek</td>
</tr>
<tr>
<td>wítko</td>
<td>you see it</td>
<td>tseauwc</td>
<td>small creek</td>
</tr>
</tbody>
</table>

\( \mathbf{g} \) is often combined with \( \mathbf{w} \) into a single sound \( \mathbf{gw} \):

<table>
<thead>
<tr>
<th>cwítwem</th>
<th>to whistle</th>
<th>sícwem</th>
<th>to swim, bathe</th>
</tr>
</thead>
<tbody>
<tr>
<td>cweśét</td>
<td>to go, travel (a little way)</td>
<td>sícwens</td>
<td>he spills it</td>
</tr>
<tr>
<td>cwęépens</td>
<td>he unfolds it</td>
<td>secwítót</td>
<td>very sick, dying</td>
</tr>
<tr>
<td>cuelspléc</td>
<td>to turn around</td>
<td>ecsewest</td>
<td>an awful lot</td>
</tr>
<tr>
<td>cwenusém</td>
<td>to nod the head</td>
<td>tsciw</td>
<td>land</td>
</tr>
<tr>
<td>sciwow</td>
<td>wild carrot</td>
<td>tsitow</td>
<td>house</td>
</tr>
<tr>
<td>sciwíwöye</td>
<td>ant</td>
<td>owewíwótwt</td>
<td>not yet here, absent</td>
</tr>
<tr>
<td>súcwem</td>
<td>to recognize</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \mathbf{g} \) is pronounced far back in the throat and sounds like a strangulated \( \mathbf{a} \). In some dialects it is pronounced as \( \mathbf{a} \) in "father".

<table>
<thead>
<tr>
<th>geyép</th>
<th>angry</th>
<th>tagey</th>
<th>piled up</th>
</tr>
</thead>
<tbody>
<tr>
<td>gep</td>
<td>twilight</td>
<td>tagep</td>
<td>torn</td>
</tr>
<tr>
<td>getsem</td>
<td>to tie up, knit</td>
<td>yegóm</td>
<td>to grind</td>
</tr>
<tr>
<td>geném</td>
<td>to growl</td>
<td>giwens</td>
<td>he loads them (heavy objects)</td>
</tr>
<tr>
<td>legém</td>
<td>to haul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \mathbf{g} \) can be combined with \( \mathbf{w} \) into a single sound \( \mathbf{gw} \):

<table>
<thead>
<tr>
<th>gwaresést</th>
<th>sunny</th>
<th>tagwentesés</th>
<th>he makes a stripe, furrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>sgwíglele</td>
<td>lake trout</td>
<td>stongw</td>
<td>stripe</td>
</tr>
<tr>
<td>legwentés</td>
<td>he hides it</td>
<td>tigwt</td>
<td>loose (horse), ring-ing(bell)</td>
</tr>
</tbody>
</table>

\( \mathbf{l} \) can be combined with \( \mathbf{w} \) into a single sound \( \mathbf{lw} \):

<table>
<thead>
<tr>
<th>lllept</th>
<th>gone out (fire)</th>
<th>kwellén</th>
<th>to borrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>lléwlt</td>
<td>back, spine</td>
<td>punllp</td>
<td>juniper</td>
</tr>
<tr>
<td>llépéns</td>
<td>he forgets it</td>
<td>melónllp</td>
<td>balsam tree</td>
</tr>
<tr>
<td>llépsém</td>
<td>to extinguish</td>
<td>kwtełlp</td>
<td>cattail, bulrush</td>
</tr>
<tr>
<td>llentés</td>
<td>he pokes him</td>
<td>smumencélłp</td>
<td>pigweed</td>
</tr>
<tr>
<td>llkep</td>
<td>pot</td>
<td>písell</td>
<td>trout</td>
</tr>
<tr>
<td>lltsétsék</td>
<td>mother-in-law</td>
<td>pllellt</td>
<td>thick</td>
</tr>
<tr>
<td>kelès</td>
<td>three</td>
<td>tallats</td>
<td>soaked</td>
</tr>
<tr>
<td>swawll</td>
<td>fish</td>
<td>elluélst</td>
<td>widow, widower</td>
</tr>
<tr>
<td>ell</td>
<td>and</td>
<td>skilléksten</td>
<td>rain</td>
</tr>
<tr>
<td>cúcúll</td>
<td>road</td>
<td>íllen</td>
<td>to eat</td>
</tr>
<tr>
<td>ullow</td>
<td>to enter</td>
<td>stçilléll</td>
<td>food</td>
</tr>
<tr>
<td>llgwiltc</td>
<td>to jump</td>
<td>llgwíntés</td>
<td>he loses it</td>
</tr>
</tbody>
</table>
The consonant \( q \) is somewhat similar to \( k \) but is pronounced farther back in the throat.

<table>
<thead>
<tr>
<th>qelt</th>
<th>fresh</th>
<th>qunllp</th>
<th>waterlily</th>
</tr>
</thead>
<tbody>
<tr>
<td>qetsk</td>
<td>elder brother</td>
<td>línéqelc</td>
<td>to sit down (many)</td>
</tr>
<tr>
<td>qeqnîm</td>
<td>to hear</td>
<td>piq</td>
<td>white</td>
</tr>
<tr>
<td>qmut</td>
<td>hat</td>
<td>peqpiq</td>
<td>fleur</td>
</tr>
<tr>
<td>qeqqent</td>
<td>lukewarm</td>
<td>taqum</td>
<td>hill</td>
</tr>
<tr>
<td>qeqsêp</td>
<td>to itch</td>
<td>tsîqem</td>
<td>to dig</td>
</tr>
<tr>
<td>qéwten</td>
<td>hair</td>
<td>tsaeqsiq</td>
<td>tame</td>
</tr>
<tr>
<td>qepem</td>
<td>to bandage</td>
<td>spoqaic</td>
<td>swan</td>
</tr>
<tr>
<td>sqepts</td>
<td>spring (season)</td>
<td>sqálten</td>
<td>salmon</td>
</tr>
<tr>
<td>sqeys</td>
<td>nightmare</td>
<td>útsaqe</td>
<td>to go out</td>
</tr>
</tbody>
</table>

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

| qwets      | warm                        | qwtsëq   | to die                     |
| qwisip     | bison                       | qwilin   | birch                      |
| qwens      | he soaks it                 | piqw     | to look                    |
| qwetqwôt   | soft                        | yísqvens | he burns it                |
| qwetséts  | to leave, set out, begin    | sqwmup   | a boil                     |
| qwenqwënt  | poor                        | yúliqw   | thick (cylindrical obj.)  |
| qwéltson   | branch                      | tsiqw    | red                        |
| qwilensat  | to tell lies                | sqwiits  | rabbit (also pronounced seqwîts) |
| qwtell     | grease                      |          |                            |

\( r \)

The consonant \( r \) is a friction sound similar to Shuswap \( q \) but voiced.

| répem      | to put up (a pole)          | pírens   | he cools it off            |
| répelc     | to go up                    | têrep    | to burn                    |
| relrâlt    | strong                      | tsorgtseôp | forest-fire                |
| sêrens     | he shakes it off            |          |                            |

\( x \)

The consonant \( x \) is a friction sound like Shuswap \( q \), but it is pronounced farther back in the throat. The Scots use this sound in loch "lake".

| xewt       | dry                         | píxem    | to whittle, scrape         |
| xéne       | to hurt                     | píxem    | to hunt                    |
| xmenk      | heavy                       | síxçméñ  | to step                    |
| xperm      | pile up (blankets, lumber)  | lexómâ   | to squeal on               |
| xtsem      | to bet                      | lexlixkêt | finger                     |
| xiùm       | big                         | qwtfxêc  | louse                      |
| xlítens    | he invites him              | sqéxe    | dog                        |
The letter / The Shuswap sound we write "7" can be used in English in words that begin with a vowel: when you pronounce the English word "Open!" with great stress, bursting right into the vowel, you pronounce the sound / at the beginning of the word. In Shuswap we do not write / at the beginning of a word. We already met the word for the number "ten", written ʔpeket. It is not necessary to write ʔpeket because the sound / is automatically there before the vowel. But when you are counting animals, you pronounce the Shuswap word for "ten" differently: the sound / is heard not only before but also after the vowel. Here we have to write it in order to distinguish "ten (animals)" ʔpeket from "ten (objects)" ʔpeket. Check the pronunciation of these two words carefully! The sound / occurs also at the end of a word: compare the end of ʔpeket "to sneeze" with that of stel / "to drink".

We write / wherever it is pronounced, except at the beginning of a word.
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, but are written with the mark ' over them. We need these special letters because Shuswap has two p's, two k's, etc.

We learnt to read the word "to hunt" píxem. Now pronounce the word "to fry". It sounds similar, but it has a different p at the beginning. This different p has a slight catch in the throat with it. That kind of "p" we write š. All the new sounds that follow have this catch in the throat.

<table>
<thead>
<tr>
<th>šist</th>
<th>bad</th>
<th>šiskel</th>
<th>board</th>
</tr>
</thead>
<tbody>
<tr>
<td>šélmem</td>
<td>to obey</td>
<td>šitékm</td>
<td>to pour in</td>
</tr>
<tr>
<td>šéms</td>
<td>humus</td>
<td>šitékm</td>
<td>to cut down a tree</td>
</tr>
<tr>
<td>šléms</td>
<td>sunset</td>
<td>šókém</td>
<td>he changes it</td>
</tr>
<tr>
<td>škém</td>
<td>to dry meat</td>
<td>šókém</td>
<td>spider</td>
</tr>
<tr>
<td>škém</td>
<td>to put down (a round object)</td>
<td>źokúʔ</td>
<td>cne</td>
</tr>
<tr>
<td>škém</td>
<td>head</td>
<td>źokúʔ</td>
<td>cne</td>
</tr>
</tbody>
</table>

š can be combined with w into a single sound šv:

<table>
<thead>
<tr>
<th>šwince</th>
<th>how many?</th>
<th>šwíssem</th>
<th>to suffer</th>
</tr>
</thead>
<tbody>
<tr>
<td>šwens</td>
<td>he tries (tastes) it</td>
<td>šwékwine</td>
<td>mouse</td>
</tr>
<tr>
<td>šwentés</td>
<td>he chews it</td>
<td>šlékwens</td>
<td>he gathers it</td>
</tr>
<tr>
<td>šwelmótenes</td>
<td>he sends it</td>
<td>štöntikw</td>
<td>noon</td>
</tr>
<tr>
<td>šweyʃise</td>
<td>small</td>
<td>šsekšwán</td>
<td>to put on the light</td>
</tr>
<tr>
<td>šwisow</td>
<td>goose</td>
<td>šukwt</td>
<td>blown away</td>
</tr>
<tr>
<td>šwellkúmsat</td>
<td>check</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>šismen</th>
<th>heart</th>
<th>špem</th>
<th>to wipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>šíxem</td>
<td>to fry</td>
<td>špem</td>
<td>to hit, whip</td>
</tr>
<tr>
<td>šméllp</td>
<td>wormwood</td>
<td>špés</td>
<td>flat</td>
</tr>
<tr>
<td>špécm</td>
<td>more</td>
<td>škenpšíkst</td>
<td>ring</td>
</tr>
<tr>
<td>špext</td>
<td>healed over</td>
<td>špšeqs</td>
<td>nose</td>
</tr>
<tr>
<td>špéren</td>
<td>she puts (child) on her hand</td>
<td>šepíqs</td>
<td>handkerchief</td>
</tr>
<tr>
<td>šipens</td>
<td>he pinches it</td>
<td>šipíqs</td>
<td>handkerchief</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>š</th>
<th>strong, hard, difficult</th>
<th>šqélnem</th>
<th>to shoot</th>
</tr>
</thead>
<tbody>
<tr>
<td>šílye</td>
<td>take a steambath</td>
<td>šqíw</td>
<td>broken</td>
</tr>
<tr>
<td>ḥelstén</td>
<td>steam-cooking</td>
<td>liqem</td>
<td>to hurry</td>
</tr>
<tr>
<td>ḥeswíic</td>
<td>old</td>
<td>wiqens</td>
<td>he wrecks it</td>
</tr>
<tr>
<td>ḥemxúm</td>
<td>to mould into a ball</td>
<td>tsqélip</td>
<td>fir</td>
</tr>
<tr>
<td>ṣutst</td>
<td>fat (of a person)</td>
<td>pelílo</td>
<td>to return</td>
</tr>
<tr>
<td>ṣqem</td>
<td>to swallow</td>
<td>meq</td>
<td>full (from eating)</td>
</tr>
<tr>
<td>ṣqem</td>
<td>to add on</td>
<td>teqémekst</td>
<td>six</td>
</tr>
</tbody>
</table>

The consonant ḥ can be combined with ṣ into a single sound ḥw:

| ṣwele | dead branch | ṣwiłíc | to dance |
| ṣwempép | exhausted | stiqwen | salmonberry |
| ṣwéxem/ńwéxem | to ask for something | ṣwléwem | to pick berries |
| ṣwentés | he traps it | tóqwen | to nail |
| ṣwentín | shore | ṣqwey | brother (of man), sister (of woman) |
| ṣwelsélip | willow | ṣqwen | to fish with scoop-net |
| ṣwegqwiýt | black | ṣqwe7 | scoop-net |
| ṣqwext | foot | tsqágwi | younger brother (of man), younger sister (of woman) |
| ṣqwentés | he shakes it |

The consonant ḥ can be pronounced in two ways. It is either a ḥ with a catch in the throat, or it is an exploded ḥ with a catch. In any word both pronunciations are possible.

| tept | dark | ṭ7em | to look for something |
| text | tall (of person) | mètens | he mixes it |
| teet | sweet | cwìtens | he cuts it up |
| tène | ear | qètens | he hoists it up |
| témon | feather, fur | stemkhít | daughter |
| tòmens | he chops it | taít | pitch |
| tìsal | tired | ti67 | cance |
| tìnis | cranberry | sítì47 | hay |
| tìslíp | spruce | lletlì47 | wet |
| tìtupem | to twist, spin | tsłwíxwens | he bawls him out |

The consonant written with the combination ḥt is like ṣt but with a catch in the throat.

| tìellt | cold | stícem | fishbone |
| tì7i | deer | stícemqín | brain |
| tì7al | to hurt | sítìcem | blanket |
| tìcémem | to wash | pitçons | he squeezes it |
| tìcexlf7 | snowshoe | tìtìcens | she irons it |
| təłuxw       | to sweat     | stəsexte̓tx̱   | he looks at it  |
| təłigwəm    | to scratch   | mátxəpeʔ       | wasp           |
| təʔec        | ashamed      | qvət̓et         | full           |
| təʔum        | to cry       | stəset̓diye    | porcupine      |
| stəset̓      | brother-in-law |             |               |

The consonants that follow are not found at the beginning of a word.

| spültən     | bed         | speqwəltx̱       | book         |
| stətx̱s     | Oregon grape | tkweltkəlqs      | underwear    |
| pəltsən     | to overturn (a car) | tpseltəl̓k      | to lie on a blanket |
| təsələw̓ləp | chair       | təsmələcw       | snow on the ground |
| təʕilək    | fringe      | stepqələcw      | mud          |
| ʔəʔiʔəl̓e   | put child on one's back | ʔəl̓il̓       | to gather eggs |

| stəm̓i       | what?       | skeš̓cəs        | grizzly bear  |
| stəm̓        | easy        | kətəct̓em̓       | valley        |
| ʔiʔəm̓       | to write, draw | okəm̓išen̓     | jail          |

| ʔəl̓e̓n̓       | treebark   | stəñ̓wəye       | bat           |
| textsən̓     | tigerlily  | sekuxənt̓      | star          |
| tonəne       | to cover   | tkəmsən̓       | lip, edge     |
| pən̓ulecw     | mole       | xqwil̓l̓t̓      | cradle        |
| cəmn̓u̓n̓s    | enemy      | ʔłu̓cwən̓       | scouring rush |
| swəml̓u̓n̓k   | gun        | qəl̓e̓gəqən̓    | frog, toad    |
| sekwəm̓       | knife      |               |               |

This consonant is very rare. Remember that r is the sound in poləm̓ilt̓ "strong"; pəɬe̓ns "he cools it off". It is pronounced with a "catch" in:

*tełəpens* he shakes them off (berries from bush)

In this word, t and s are separate sounds and do not form the combination *ts*, just as in English "hole" t and s do not form the combination "th".

<p>| ləw̓e        | uncle (of male) | tʔeməte̓xs̱       | to ride       |
| kəl̓əw̓sem   | to divide, split up | səl̓ieʔəw̓i      | ling          |
| səl̓e̓w̓      | money, beaver   | stq̓i̓m̓e̓       | cache for food under stones |</p>
<table>
<thead>
<tr>
<th>kek̕əsw</th>
<th>spring salmon</th>
</tr>
</thead>
<tbody>
<tr>
<td>semréw/smeréw</td>
<td>lynx</td>
</tr>
<tr>
<td>t̓əl̓múye</td>
<td>forehead</td>
</tr>
<tr>
<td>skw'lx̣l̓ye</td>
<td>dull</td>
</tr>
<tr>
<td>xgiwentem</td>
<td>pile up (stones)</td>
</tr>
<tr>
<td>xt̓əq̓ynəm</td>
<td>liver</td>
</tr>
<tr>
<td>t'el̓y̓pens</td>
<td>he imitates him</td>
</tr>
<tr>
<td>Letter</td>
<td>Example Word</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
</tr>
<tr>
<td>a as in kwalt</td>
<td>yellow</td>
</tr>
<tr>
<td>c as in clem</td>
<td>to bite</td>
</tr>
<tr>
<td>e as in elkst</td>
<td>work</td>
</tr>
<tr>
<td>g as in goyép</td>
<td>angry</td>
</tr>
<tr>
<td>h as in hénu</td>
<td>to yawn</td>
</tr>
<tr>
<td>i as in imts</td>
<td>grandchild</td>
</tr>
<tr>
<td>k as in kelc</td>
<td>hand</td>
</tr>
<tr>
<td>l as in lélól</td>
<td>bed</td>
</tr>
<tr>
<td>m as in mus</td>
<td>four</td>
</tr>
<tr>
<td>n as in nes</td>
<td>go along</td>
</tr>
<tr>
<td>o as in tkwlóse7</td>
<td>choke-cherry</td>
</tr>
<tr>
<td>p as in piín</td>
<td>now</td>
</tr>
<tr>
<td>q as in qelt</td>
<td>fresh</td>
</tr>
<tr>
<td>w as in kwets</td>
<td>warm</td>
</tr>
</tbody>
</table>

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.
PART IX

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 2, 3w of section B. For 2, 3w see Shuswap Sounds, point 1).

<table>
<thead>
<tr>
<th>XE &quot;go (along)&quot;</th>
<th>YÉwém &quot;fish with scoop-net&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. nées-ken</td>
<td>&quot;I go&quot;</td>
</tr>
<tr>
<td>b. nées-k</td>
<td>&quot;you (one) go&quot;</td>
</tr>
<tr>
<td>c. nées-ew</td>
<td>&quot;he/she/it goes&quot;</td>
</tr>
<tr>
<td>d. nées-ké</td>
<td>&quot;we (including you) go&quot;</td>
</tr>
<tr>
<td>e. nées-kú</td>
<td>&quot;we (not including you) go&quot;</td>
</tr>
<tr>
<td>f. nées-kp</td>
<td>&quot;you (folks) go&quot;</td>
</tr>
<tr>
<td>g. nées-ew</td>
<td>&quot;they go&quot;</td>
</tr>
<tr>
<td>a. yéwem-ken</td>
<td>&quot;I fish&quot;</td>
</tr>
<tr>
<td>b. yéwem-k</td>
<td>&quot;you fish&quot;</td>
</tr>
<tr>
<td>c. yéwem-ew</td>
<td>&quot;he fishes&quot;</td>
</tr>
<tr>
<td>d. yéwem-ké</td>
<td>&quot;we fish&quot;</td>
</tr>
<tr>
<td>e. yéwem-kú</td>
<td>&quot;we fish&quot;</td>
</tr>
<tr>
<td>f. yéwem-kp</td>
<td>&quot;you folks fish&quot;</td>
</tr>
<tr>
<td>g. yéwem-ew</td>
<td>&quot;they fish&quot;</td>
</tr>
</tbody>
</table>

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.

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 nées-ké "we go", then it means the person you talk to also belongs to "us", is also going. When you say nées-kú "we go", 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 sometimes use the same expression (see e. and g. above).

4. When you refer to yourself ("I"), you use -ken after the word (see a.).

5. It is possible to say simply nées-ken "I go" — that is the speech of Kanloops, Deadmans' 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

- (nées-ken) becomes nées-ken
- (yéwem-ken) becomes yéwem-ken

The arrow shows how the consonant is repeated.

6. **Practice.** Make words with "I, you, he, we", etc., from the following verbs: pték "pass by", ptinéws "think", tsét "want", takim "carry".

7. **Reading Exercise.** Read the following words. If you don't know the meaning, write it down:

```markdown
<table>
<thead>
<tr>
<th>Secwéppec</th>
<th>estífkw</th>
</tr>
</thead>
<tbody>
<tr>
<td>se̱dp</td>
<td>hékánêw</td>
</tr>
<tr>
<td>y̱tıe</td>
<td>menán</td>
</tr>
<tr>
<td>c̱áswe̱t</td>
<td>kuktse'ta̱em</td>
</tr>
</tbody>
</table>
```
SHUSWAP SOUNDS (to be handed out with Lesson 1)

In Section B of "Preserve Your Language" (p. 7) a number of new sounds are presented which do not occur in English. If you can not yet pronounce these sounds, then here are some suggestions to learn them. This will take some time. Don't try them all at once! This part is given with Lesson 1, but should be used also with the next few lessons.

1. To pronounce q, 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 q. 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 q.

Listen to the teacher pronouncing "ke - ce - ke - ce.....". Practice the pronunciation yourself, then read the words under q on p. 7.

(Skip the letter q until we get to point 6, below).

2. To pronounce l, 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. This will produce l.

Listen to the teacher pronouncing "le - ile - le - ile.....". Practice the pronunciation yourself, then read the words under l on p. 8 (skip the words "to jump" and "he loses it" at the bottom of p. 7).

3. To pronounce g (which is a k pronounced farther back in the mouth), 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 g. Practice first with the pencil in your mouth, then without.

Listen to the teacher pronouncing "ke - qe - ke - qe.....". Try yourself.

Listen to the teacher pronouncing the following pairs of words:

kwente "take it!" tekum "to pull"
gwente "soak it!" tsqua "hill"

Read the words under g on p. 9.

4. To pronounce r. This is NOT an English r, we just use that letter for a different Shuswap sound (we can do this because Shuswap has no sound like English r, so that the letter is "free" for other use). To pronounce r, you FIRST must be able to pronounce Shuswap g. The r is like g, but with "voice", just as English r is an g with "voice".

Pronounce a long hiss, first with "ssssssssss" and while doing so change over to "zzzzzzzzz". Cover your ears with your hands and do it once more. You can hear the buzzing that starts when you change from "ssss" to "zzzz".

Now pronounce a Shuswap g and make it long: "cccccccc", then, while doing so make it buzz the same way as you did in "ssssssssss". The result will be "cccccccc", so the second part produces a Shuswap r.

Listen to the teacher pronouncing "ce - re - ce - re.....". Practice the pronunciation yourself and read the words under r on p. 9.

5. To pronounce x. This is a friction-sound like q, but pronounced "farther back" in the mouth, just as q is pronounced "farther back" than k. It can be practiced in the same way as 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 "ce - xe - ce - xe.....". Try yourself; an don't get discouraged if you don't make it. It'll come with time.

Listen to the teacher pronouncing the following pairs of words:

cióne "to go around" powéntén "snowdrift"
xióne "to count" pwxéntén "to get a cure"

Read the words under x on p. 9-10.

6. To pronounce z, you have to make a z with "voice", so you can learn it the same way as you learnt r. Pronounce a long-drawn z and "buzz" it: "xxxxxx66666".

We will come back to this sound later.
(In this lesson, only the sounds of Section A and O; OW are used).

**Lessons are often repeated:**

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 "kwa!" he comforts him", kwena "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):

   (secwépmac-ken) becomes secwépmemac-ken

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

tot "to want" (tot-ken) becomes totat-ken "I want"

3. **READING PRACTICE** (new words): take turns reading!


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

   wayik "hello!" (to one)    putcw "goodbye!" (to one)
   wayikp "hello!" (to many)  putcwtziya "goodbye!" (to many)
   dikstatkseq̓em  "thank you!" (to one)  dikstatkseq̓ep "thank you!" (to many)

5. **QUALITY AND OBJECT.** When you combine a quality-word ("adjective") with an object-word ("noun"), that is to say, to express "high house", "lively child" and so on, you put the word te before the object-word:

   wist "high"  taitow "house"  --------------  wist te-taitow "high house"
   kwalt "yellow"  -------------------------------  kwalt te-taitow "yellow house"
   tsatlam "now"  ----------------------------------  tsatlam te-taitow "new house"
   lip "rope"  ----------------------------------  lip te-taitow "new rope"

The same expression is used with numbers:

   tseflel te-taitow "two houses"  mus te-taitow "four houses"
   tsilikst te-taitow "five houses"  tukpek te-taitow "ten houses"

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

6. **TRANSLATE INTO SHUSWAP:**

   1. Two rivers. 2. Four stones. 3. Five creeks.
   4. Stubborn grandchild. 5. You are an orphan. 6. We are stubborn.
   7. She is hungry. 8. You folks are hungry. 9. Two horns. 10. Smooth wood.
SHUSWAP LESSON 3

For this lesson, practice the pronunciation of 7 (p. 6 of "Preserve"), and also of the "extra" letter ə which is described on p. 10. The sound ə is not hard to pronounce. Listen to the teacher pronouncing the words under ə on p. 10 (skip the words "smart, nephew, son, gunnysack, to melt"; they have sounds we haven't studied yet).

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

kwalt "yellow" -------- kwalt-en "is it yellow?"
sawill "fish" -------- sawill-en "is it fish?"
tsuit-k "you want" -------- tsuit-en-k "do you want?"
teyt-kp "you folks are hungry" -------- teyt-en-kp "are you folks hungry?"
tsukə "that's all" -------- tsukw-en "is that all?"

Remark 1. If a word ends in ə, only -n is added to make a question:
nefəlyə "here" -------- nefəlyə-n "here?"

Remark 2. If a word ends in en, nothing is added to make a question:
steməmen "dream" -------- stemming "is it a dream?"

2. FUTURE. The future is expressed by putting me7 before a word:
me7 "he goes along" -------- me7 me7-səkə "he'll go along"
nənə-kən "I go along" -------- me7 nənə-kən "I'll go along"
lemən "he comforts him" -------- me7 lemən "he'll comfort him"
kwən "he takes it" -------- me7 kwən "he'll take it"
yəwəm-kə "we fish" -------- me7 yəwəm-kə "we'll go fishing"
illən-kə "you folks eat" -------- me7 illən-kə "you folks will eat"
mətən "you food him" -------- me7 metə "you'll feed him"

3. COMMON EXPRESSIONS. me7ga "yes" tələn "no" tǎukə "that's all"
omət "many" nefəlyə "here!" nənə "there"

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

gədə le-te-saqələp "2 o'clock"
kəllə le-te-saqələp "3 o'clock"
məa te-saqələp "4 o'clock"
təkələkə te-saqələp "5 o'clock"
təkələkə te-saqələp "5 o'clock"

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

1. wisə te-tətətə. 2. le7 te-tətətə. 3. mələ te-sətətə. 4. omət te-səpə. 5. təyt-en-kə? -- tä7ə. 6. piθə mə7 saqətəmə-kən. 7. me7 əνənə. 8. me7 atəqən-kə? -- tä7ə 9. swəwəl-ən 7. -- mé7ə. swəwəl. 10. me7 nəs-en-kə? -- mé7ə. me7 nənə-kən. 11. me7əlyə-n me7 yəwəm-kə? -- tä7ə 12. təat-en-kə? -- mé7ə, tsətəmə-kən. 13. me7 illən-kə? -- tä7ə!

6. THE SOUND "7". Words like elktə "to work", ust "to dive", illən "to eat" really begin with the sound ə, 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 "�ə" the sound before the stressed vowel is repeated after it. That also happens with the "unwritten ə" at the beginning of a word:

ust "to dive" -------- uist-kən "I dive" -------- me7 uist-kən "I'll dive"
illən "to eat" -------- illən-kən "I eat" -------- me7 illən-kən "I'll eat"
elktə "to work" -------- elktə "I work" -------- me7 elktə-kən "I'll work"

Notice that in pronunciation (elktə-kən) becomes elktə-kən, with an extra ə before the ə.
SHUSWAP LESSON 4

For this lesson, practice the pronunciation of r (p. 9 of "Preserve"; see also the suggestions in SHUSWAP SOUNDS point 4.)

1. The following words have all occurred before. Notice that they all end in ə.

| lémens "he comforts him" | llépons "he forgets it" | nöpons "he bends it" |
| kwens "he takes it" | síwens "he spills it" | cýwens "he agrees with him" |
| dyens "he pays him" | sërens "he shakes it off" | tsentës "he hits him" |
| penmens "he finds it" | pérens "he cools it off" | lliens "he pokes him" |
| pâpons "he rubs it" | kâpons "he chases him" | cmenté "he puts it in between" |
| swépons "he unfolds it" | tsôlens "he stretches it" |

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

On p. 8 of "Preserve" we met the following words, all ending in ə:

| penmens "you find it" | wiktte "you see it" | matéo "you feed him" |

Here the ə corresponds to "you"; if we change it to a we get the form with "he":

| penmens "he finds it" | wiktte "he sees it" | matéo "he feeds him"

In the same way, if we change the ə of the "he"-forms to a, we get the "you"-form: lémens "he comforts him" -- lémena "you comfort him".

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

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


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

re tátëw "the house"  
wiät re tátëw "the house is high" (literally "high (is) the house")
leñ re tátëw "the country/land is good"
metëo re snëntë "you feed the orphan"  
éksët (ekwe) re kïtce "the mother works"
re kïtce mátë re stamëlt "the mother feeds the kids"
metëo re kïtce re stamëlt "the mother feeds the kids"

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

Remark 2. Mark the difference between wiät te-tätëw "a high house" and wiät re tätëw "the house is high".

4. COMMON EXPRESSIONS.

| xíl, xiríl "that one" | xiríl, xiríl "that's it!", xiríl, xiríl "that's right!" |
| xiríl "there, at that point" |

5. READ OUT AND TRANSLATE:

SHUSWAP LESSON 5

For this lesson, practice the pronunciation of q (p. 9 of "Preserve"; see also the suggestions in SHUSWAP SOUNDS point 3) if you find this sound difficult, pronounce a "k", but keep working on the correct pronunciation!

\[
\begin{array}{llll}
\text{wikta "he sees it"} & \text{mësënë "he rubs it"} & \text{kwënsa "he takes it"} \\
\text{a. wëkten "I see it"} & \text{a. pëpsen} & \text{a. kwëksen} \\
\text{b. wikta "you see it"} & \text{b. pëpsen} & \text{b. kwëng} \\
\text{c. wikta "he sees it"} & \text{c. pëpsen} & \text{c. kwëng} \\
\text{d. wikten "we (incl. you) see it"} & \text{d. pësenten} & \text{d. kwënten} \\
\text{e. wikten-kue "we (not you) see it"} & \text{e. pësenten-kue} & \text{e. kwënten-kue} \\
\text{f. wiktenp "you folks see it"} & \text{f. pësentenp} & \text{f. kwëntenp} \\
\end{array}
\]

penimë "he finds it" & metës "he feeds him" & tsentsë "he hits him" \\
a. penimëren "I..." & a. metëten & a. tsentsëten \\
b. penimëren "you..." & b. metët & b. tsentsë \\
c. penimëren "he..." & c. metët & c. tsentsë \\
d. penimëren "we..." & d. metët & d. tsentsë \\
e. penimëren-kue "we..." & e. metëm-kue & e. tsentsë-kue \\
f. penimërenp "you folks..." & f. metëp & f. tsentsëp \\

1. In lesson 4 we learnt to say "you see it" (wikta) and "he sees it" (wikta). In this lesson, we add the endings for "I" (-en), "we" (-en) and "you folks" (-en). 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 e. such as wikta can mean not only "he sees it (or him)" but also "he sees it", "they see it", "he or she sees them". Like all the forms a.-f. of all the words given in Lesson 4:1 (example: lëm án, lëm an, lëm an, lëm an, lëm an, lëm an, lëm an). Remember that ëyone "he pays him" has an unnatural 7 at the beginning, so that "I pay him" is ëyven.

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

\[
\begin{array}{ll}
\text{nës-ékwe "he goes along"} & \text{m-nës-ékwe "he went along"} \\
\text{gwëtsit-s-ku "we leave"} & \text{m-gwëtsit-s-kue "we left"} \\
\text{kwënsa "he takes it"} & \text{m-kwënsa "he took it"} \\
\text{pëpsen "I rub it"} & \text{m-pëpsen "I rubbed it"} \\
\end{array}
\]

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

\[
\begin{array}{ll}
\text{dët-ékwe "he dives"} & \text{m-dët-ékwe "he dived"} \\
\text{ëventen "you folks pay him"} & \text{m-ëventenp "you folks paid him"} \\
\end{array}
\]

3. POSSESSION. To express "his, her, its, their", Shuswap adds an ending 7 to a word:

\[
\begin{array}{ll}
\text{taitëw "house"} & \text{re taitëw-7 "his (her, their) house"} \\
\text{këlc "hand"} & \text{re këlc-7 "his (her) hand"} \\
\end{array}
\]

Translated literally, re taitëw means "the house-him". To express "the chief's house", one says "the house-his the chief": re taitëw re këkpi7.

4. READ OUT AND TRANSLATE: 1. piq re qëqëmo. 2. mël kët këp këd. 3. lën re qëljëk. 4. yulq re mújë. 5. kép re këfëen. 6. tsiq re sëplëtnè. 7. këfëen re këp 7. -- më7ë. 8. kép kët këp. 9. qësikës-k. -- më7ë, cëqëjës-k. 10. sëplëtnè-s-k. -- më7ë, sëplëtnè-s-k. 11. sëplëtnè re qëlëts. 12. më7ë, kët re sëplëtnè. 13. m-pëpsen re sëplëts. 14. më7ë kët, cëqëjës kët. 15. pëpsen re qësikës-k. 16. sëplëtnè re taitëw. 17. sëplëtnè re qëltës, më7 kët re taitëw. 18. qëtsë, cëqëjës-k. 19. sëplëtnè re taitëw re sëplëtnè. 20. më7 kët re sëplëtnè-s-k. 21. sëplëtnè re sëplëtnè-s-k. 22. qëtsë, kët re sëplëtnè. 23. sëplëtnè re sëplëtnè-s-k. 24. sëplëtnè re sëplëtnè-s-k. 25. sëplëtnè re sëplëtnè-s-k. 26. sëplëtnè re sëplëtnè-s-k. 27. sëplëtnè re sëplëtnè-s-k. 28. sëplëtnè re sëplëtnè-s-k. 29. sëplëtnè re sëplëtnè-s-k. 30. sëplëtnè re sëplëtnè-s-k. 31. sëplëtnè re sëplëtnè-s-k. 32. sëplëtnè re sëplëtnè-s-k. 33. sëplëtnè re sëplëtnè-s-k.
For this lesson, practice the pronunciation of x (p. 9-10 of "Preserve"; see also the suggestions in SHUSWAP SOUNDS point 5.) If you find this sound difficult, pronounce a Shuswap c instead, but keep working on the right pronunciation:

**tiwaw** "land"        **skwawt** "name"

re ntciaww "my land"  re nəkəwktst "my name"
re ḫtiaww "your land"  re ḫskwawtst "your name"
re nciaww "their land" re nskwawtst "his name", "their name"
re nciaww kwu "our (not your) land" re nskwawtst "our (not your) name"
re nciaww kwu "our (also your) land" re nskwawtst "our (also your) name"
re nciaww kwu "you folks' land" re nskwawtst "you folks' name"

1. **POSSESSION.** In Lesson 5:3 we learnt to say "his house", etc. In this lesson we add the forms for "my", "your", "our". For "my" and "your" the letters n and ɬ are added at the beginning of a word, all the other forms are made with -ə nd i ə n g s. 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 me/us and you" and "that of us (but not of you)."

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>qəsten &quot;hair&quot;</td>
<td>re nəqəsten (re nəqəsten) becomes re nəqəsten</td>
</tr>
<tr>
<td>ɬwst &quot;back&quot;</td>
<td>re nələllst (re nələllst) becomes re nələllst</td>
</tr>
<tr>
<td>kwst &quot;hungry&quot;</td>
<td>re nəm ɬwst (tətst-ken) becomes tətst-kał</td>
</tr>
<tr>
<td>nəqəya &quot;nightmare&quot;</td>
<td>re nəqəya (re nəqəya) becomes re nəqəya</td>
</tr>
<tr>
<td>nəwən &quot;to play&quot;</td>
<td>re nəwən (nəwən-ken) becomes nəwən-ken</td>
</tr>
</tbody>
</table>

In all these cases an m, n, ɬ change to ɬm, ɬn, ɬl in pronunciation.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>kwstce &quot;mother&quot;</td>
<td>re nkstce (re nkstce) becomes re nkstce</td>
</tr>
<tr>
<td>nəqətes &quot;father&quot;</td>
<td>re nəqətes (re nəqətes) becomes re nəqətes</td>
</tr>
<tr>
<td>nəswəsə &quot;son&quot;</td>
<td>re nəswəsə (re nəswəsə) becomes re nəswəsə</td>
</tr>
</tbody>
</table>

In all such cases ɬ changes to ɬə or ɬə (the latter at the end of a word).

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:

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>nəsəlktəw &quot;lake&quot;</td>
<td>re nəsəlktəw &quot;lake&quot;</td>
</tr>
<tr>
<td>tsətəw &quot;house&quot;</td>
<td>re tsətəw &quot;house&quot;</td>
</tr>
<tr>
<td>nəsəlkwə &quot;prairie, open field&quot;</td>
<td>re nəsəlkwə &quot;clearing, little open field&quot;</td>
</tr>
<tr>
<td>nəcwəcən &quot;stone&quot;</td>
<td>re nəcwəcən &quot;pebble, little stone&quot;</td>
</tr>
<tr>
<td>nəsəlktəw &quot;two&quot;</td>
<td>re nəsəlktəw &quot;two black bears&quot;</td>
</tr>
<tr>
<td>mas &quot;four&quot;</td>
<td>re mas &quot;four dogs&quot;</td>
</tr>
<tr>
<td>tsəlktəw &quot;five&quot;</td>
<td>re tsəlktəw &quot;five owls&quot;</td>
</tr>
<tr>
<td>ɬwstewəcən &quot;ten&quot;</td>
<td>re ɬwstewəcən &quot;ten rabbits&quot; (see Lesson 3:6)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>n meat &quot;hat&quot;</td>
<td>re n meət &quot;his hat&quot;</td>
</tr>
<tr>
<td>nəsəlkwə &quot;husband&quot;</td>
<td>re nəsəlkwə &quot;her husband&quot;</td>
</tr>
</tbody>
</table>

(continued ...
SHUSWAP LESSON 6 (continued).

2. READ OUT AND TRANSLATE. 1. xi'dm re pínolé. 2. kw'atl re swéwil. 3. métání re qatell. 4. piq re ntsítatow. 5. tseqtsiq re ṣaqéxe. 6. swéwil'éq re kwút. 7. xéwa re námémena. 8. xzenk re lkwétem. 9. wiw re tseq. 10. xi'dm re tmiow kuc. 11. xlitens re kúkip'il re ntsétes. 12. wiwken re pënpélkwe. 13. m-kwena re nqéqotse. 14. quets re nqen. 15. quets ní7 kus tmiow. 16. xlit re xwétlip nqétlyw. 17. kwíkwíyít re qétens re ntsétes. 18. rolzált pífn re nqwésé7e. 19. písec-ekwe. 19. wíkta re tsítsow re qót.tree. 20. m-llépens-ekwe le nqóke. 21. xesíñenem-ekwe re nkíko. 22. mé7 wiwken re nkíko?có oíl re nqéqotse. 23. mé7 yéqwena re xéwa te-qwélston. 24. mé7 xlitén re nqwésé7as re kúkip'il. 25. m-pépren re nqéllkwe, pífn mé7 sté7-kp. 26. upékat te-scíllák, mé7 17te-ken. 27. m-pëmíntem re nstétek. 28. xíls-ekwe re kí7ces re kúkip'il. 29. tsétsíllkoc7 te-scíllák, mé7 quetsáta-kt. 30. ló7-en le ṣaxélwe? -- mé7e, 1e7 le nzwáxalwe. 31. m-meté-ten le qéxete -- mé7e, m-métáten le qéxete. 32. m-llépens-en re skwésas kuc (or: kuc re skwésas)? -- mé7e, m-llélpén re skwéstemp. 33. mé7 kwéna-en re stñoléta kuc (or: kuc re stñoléta)? -- mé7e, mé7 kwéxwén re stñolétemp. 34. m-tseñoq re nsténemt? -- mé7e, m-tsoqten re nkwémt. 35. mé7 meté-ten re nqí7menstw? -- mé7e, mé7 metéten re nqí7te. 36. m-pëmíntem-en re nqéxete kuc (or: kuc re nqéxete)? -- mé7e, m-pëmíntem kuc re nqéxemp. 37. ní7xí nqéxít re nqéllkwel. 38. m-lléqelc re stñolémt.
For this lesson, practice the pronunciation of \( \mathbf{g} \), \( \mathbf{w} \) (p. 8 of "Preserve"; see also the suggestions in SHUSWAP SOUNDS point 6.)

1. **MAKEUP OF WORDS**. Many nouns (words referring to persons, animals or things) have an \( \mathbf{g} \) at the beginning: ekwest "name", stamtnem "friend", sklêkatem "rain", spîkîl "bird", stamtnem "dream", saexa "nightmare", spôlem "prairie". It is the initial \( \mathbf{g} \) that makes these words to nouns; many have forms without \( \mathbf{g} \) besides them which refer to an action or process (verbs):

**N O U N**

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>ekwest &quot;name&quot;</td>
<td>kwêstena &quot;he names him&quot;</td>
</tr>
<tr>
<td>sklêkatem &quot;rain&quot;</td>
<td>kilêkatem &quot;to rain&quot;</td>
</tr>
<tr>
<td>stamtnem &quot;dream&quot;</td>
<td>stantmôna &quot;he dreams of him&quot;</td>
</tr>
<tr>
<td>saexa &quot;nightmare&quot;</td>
<td>aexa &quot;to have a nightmare&quot;</td>
</tr>
<tr>
<td>e7istik &quot;winter&quot;</td>
<td>istken &quot;to become winter&quot;</td>
</tr>
<tr>
<td>e7etakw &quot;roast potatoes&quot;</td>
<td>atxowen &quot;to take&quot;</td>
</tr>
</tbody>
</table>

2. **SEVERAL**. 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 part consists of consonant-vowel-consonant:

| NESS "to go" | NESE-OKWE "he goes" | NENÉS-OKWE "they go" |
| KITAC "to arrive" | KITAC-OKWE "he arrives" | KETAKITAC-OKWE "they arrive" |
| QUOTEKTS "to leave" | QUOTEKTS-OKWE "he leaves" | QUOTEKTÊTS-OKWE "they leave" |
| ELKŠ "to work" | ELKŠ-OKWE "he works" | EL7ELKŠ-OKWE "they work" |

The plural of nouns is made in the same way:

| PÉSÉLLKWE "lake" | PÉSÉLLKWE "lakes" |
| SÉME7 "white person" | SÉME7 "white persons" |
| ITMA "grandchild" | E7ITMA "grandchildren" |

Notice that the \( \mathbf{g} \) mentioned in point 1 does not take part in the doubling: the plural of scena is scena (a-ên-ênê). Make the plural of kic "older sister", saexa "dog", spôlem "prairie", pîxen "to hunt", aexen "he spills it".

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

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

A. Verbs like ness "to go", pîxem "to hunt", called "plain verbs";
B. Verbs like lêmea "he comforts him", kwens "he takes it", called "na-verbs" (because the form quoted ends in \( \mathbf{g} \));
C. Verbs like tsentêks "he hits him", metôg "he feeds him", called "ès-verbs" (because the form quoted ends in \( \mathbf{g} \)).

Examples of commands

<table>
<thead>
<tr>
<th>Examples of commands</th>
<th>to one person</th>
<th>to several persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. ness &quot;to go&quot;</td>
<td>&quot;go!&quot; nése! or nése!</td>
<td>nésewyé!</td>
</tr>
<tr>
<td>uat &quot;to dive&quot;</td>
<td>&quot;dive!&quot; ëste or ëta!</td>
<td>ëstem!</td>
</tr>
<tr>
<td>pîxem &quot;to hunt&quot;</td>
<td>&quot;hunt!&quot; pîxem or pîxem!</td>
<td>pîxemwyé!</td>
</tr>
<tr>
<td>B. lêmea &quot;he comforts him&quot;</td>
<td>&quot;comfort him!&quot; lêmea!</td>
<td>lêmea!</td>
</tr>
<tr>
<td>kwens &quot;he takes it&quot;</td>
<td>&quot;take it!&quot; kwêma!</td>
<td>kwêma!</td>
</tr>
<tr>
<td>penmens &quot;he finds it&quot;</td>
<td>&quot;find it!&quot; penmens!</td>
<td>penmens!</td>
</tr>
<tr>
<td>C. tsentêks &quot;he hits him&quot;</td>
<td>&quot;hit him!&quot; tsentêks!</td>
<td>tsentêks!</td>
</tr>
<tr>
<td>metôg &quot;he feeds him&quot;</td>
<td>&quot;feed him!&quot; metôg!</td>
<td>metôg!</td>
</tr>
<tr>
<td>legwontêks &quot;he hides it&quot;</td>
<td>&quot;hide it!&quot; legwontêks!</td>
<td>legwontêks!</td>
</tr>
</tbody>
</table>

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

(continued...)
SHUSHWA LESSON 7 (continued).

Make the command-forms (both "to one" and "to several") of the following verbs: (A) el'9st "to work", pult "to lie down", setainen "to sing", afo "to sleep", owalpik "to turn around", ulter "to go in"; (B) eyonu "he pays him", mulen "he rubs it", gwena "he soaks it", m'9pa "he cools it off", gwena "he loads then"; (C) lllentén "he pokes him", owentén "he pats it in between", tsawentén "he makes a stripe on it".

4. NEW WORDS.

wel "until" pue "cat" tofiosa "he looks for it"
na "on, in" imelk "coat" "fly (insect)"
emité "to sit down (one)" o "it"
pulata "he kills him" mel "already"
tulka "to lie on something" xapé "grandfather"

Note the following pairs of words:

nes "to go along"------------------ tuaqa "to come along"
ulter "to go in"------------------- tsaullow "to come in"
kitse "to arrive, get there"------- tsaitsi "to arrive, get here"

5. HEAD OUT AND TRANSLATE: 1. úpekst to-sciláp, qwetsaqwetsdtsoiwif
2. qeqnín-en-k? setáiná nre kicket. 3. kwánte " he en?qántsmp ; 4. eyente
re lej te-kákpi71 5. metóke x0 7qetki6. tóyt-en, x0 N?7qents? fillned
7. owálo, kwénte, owíncoloe wel n-kitse-k8. sícéwenqiwif n tussó! 9. metóke
re stameti re tétúla10. kwénte x0 7q étene11. xíqináece wel n-cwíti71
12. seséline te-sciláp, yéqwente re stup13. tofisonto la 7spéke?14. xit-
entiyi xe qwaqwa?emp 15. m-qwetsdéts-en mell la ?qé7fes? -- mé7e, mell
m-qwetséts. 16. tsaullowe, xe nkyé7e, m7 éllaq-kti 17. qwets xé7 re tmicw,
ctisémowiye! 18. pulata xe sqáxe, x07 olem ri7. 19. pórante xe sóllikwe wel
me7 le71 20. tsitul re sqáxe n qwép. 21. tsitul re pue n imelkáwes xe
nqaqtek. 22. mú-takxe nè71. 23. me7 penmáen re nspépek7. 24. óncowet re
ceqembe7e nqési7e. 25. tsúllilke7 te-sciláp, x0 N?7qent, ri7n otícé1
26. m-lígwenté7e xe sqaqutul. -- penmtail 27. m-métép8e lo sqaqxé7e? --
mé7e, m-métém kuo lo sqaqxé7e. 28. m-qwilent-k? mút re kákpi7? 29. m-tem-
tútsaen lo nspépek7. 30. xe John re owit te-tskitse. 31. pálpelt ri7 te-
tuwí7. 32. tsullowe, emitó, illi, me7 lekaltem-kt! 33. me7 nút-ken
wel me7 tskitse xe ntsé7es. 34. o qw7ali-k, qwetsétsel 35. me7 tsnéns-en-k?
-- mé7e, tsnéns-ken.
In lesson 7 we come to the sounds written \( \dot{g}, \ddot{g} \). One way to arrive at the pronunciation of \( \dot{g} \) was indicated in Shuswap Sounds (1) under point 5. It can also be arrived at by pronouncing "aasaa" 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.

Listen to the teacher pronouncing the words under \( \dot{g} \) (not \( \ddot{g} \)) on p. 8 of "Preserve".

2. To pronounce \( \ddot{g} \), draw back the tongue and constrict the throat in the same way as for pronouncing \( \dot{g} \), and at the same time round your lips as for pronouncing the vocal "a" in English "tall". This will produce \( \ddot{g} \).

Listen to the teacher pronouncing the words under \( \ddot{g} \) on p. 8 of "Preserve".

3. The sounds of Section 6 in "Preserve" (from p. 11 on) are all written with a ' above the letter (\( \dot{y}, \ddot{y} \) etc.), and this ' stands for one and the same feature of pronunciation in all of them. It is easiest to start with \( \dot{y} \).

You pronounce a plain \( \dot{y} \) 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 "y". -- To pronounce \( \ddot{y} \) no air from the lungs is used; the windpipe is kept closed, the way it is for the pronunciation of Shuswap "7". Take a deep breath, pronounce the word le? "good" and keep your windpipe closed, that is, hold on the "7" -- you'll find that it is still possible to pronounce a "p" -- you can keep making "p"'s until your breath gives out. Do this again, pronounce a single "p", hold the windpipe closed, and when you open it pronounce a Shuswap "a". You'll be saying \( \dddot{y} \dddot{y} \dddot{y} \dddot{y} \dddot{y} \). Now make the \( \ddot{y} \) shorter and shorter. Soon you'll be saying \( \dddot{y} \dddot{y} \dddot{y} \dddot{y} \dddot{y} \) as in the word \( \dddot{y} \dddot{y} \dddot{y} \dddot{y} \dddot{y} \) "more". When you open lips and windpipe simultaneously you'll be saying \( \dddot{y} \dddot{y} \dddot{y} \dddot{y} \dddot{y} \). Listen to the teacher pronouncing "pe - pe - pe - pe....." Try yourself.

Listen to the teacher pronouncing the following pairs of words:

\( \dot{y} \ddot{es} \) "he rubs it"  \( \dot{y} \ddot{es} \) "to hunt"  \( \ddot{e} \) "tail"
\( \ddot{y} \ddot{es} \) "heart"  \( \ddot{y} \ddot{es} \) "to fry"  \( \ddot{e} \) "to breathe"

4. The pronunciation of \( \dot{y} \ddot{w} \ddot{w} \ddot{w} \ddot{w} \) should be practiced in this order, and after one has mastered \( \dot{y} \). The whole trick is to learn to coordinate the closing and opening of the windpipe with the movements of tongue and lips.

Listen to the teacher pronouncing the following pairs of words:

\( \dot{k} \ddot{e} \dot{n} \) "he chases him"  \( \ddot{e} \ddot{n} \) "he gives it away"  \( \ddot{k} \ddot{e} \) "he takes it"
\( \dot{k} \ddot{e} \dot{n} \) "to obey"  \( \ddot{e} \ddot{n} \) "he dries it (meat)"  \( \ddot{k} \ddot{e} \) "he tries it"
\( \dot{c} \ddot{k} \ddot{w} \ddot{k} \ddot{w} \) "lukewarm"  \( \ddot{g} \ddot{o} \) "drunk"  \( \ddot{g} \ddot{w} \ddot{e} \ddot{x} \) "bugbear"
\( \dot{c} \ddot{k} \ddot{w} \ddot{k} \ddot{w} \) "snowy mountains"  \( \ddot{g} \ddot{i} \ddot{o} \) "to write"  \( \ddot{g} \ddot{w} \ddot{e} \ddot{x} \) "foot"
\( \ddot{g} \ddot{i} \ddot{w} \ddot{i} \ddot{y} \) "blue"
\( \ddot{g} \ddot{i} \ddot{w} \ddot{i} \ddot{y} \) "black"

5. For the pronunciation of \( \ddot{w} \) there are two possibilities. Either one pronounces a "t" with closed windpipe, or, more commonly, one pronounces a combination of "t" with Shuswap "11" -- "till", likewise with closed windpipe. When English is spoken with a Shuswap accent, the combination "cl" (as in "close") is sometimes pronounced as this second variant of \( \ddot{w} \).

6. In \( \ddot{y} \ddot{y} \ddot{y} \ddot{y} \ddot{y} \) the going is much easier, as you only have to make a slight "catch" in the throat. It can often be ignored without loss of understanding. Note, however, the following pairs of words:

\( \ddot{l} \ddot{o} \dot{c} \ddot{e} \ddot{t} \ddot{e} \) "mask"  \( \ddot{g} \ddot{i} \ddot{o} \ddot{y} \ddot{x} \) "I'm drunk"
\( \ddot{l} \ddot{o} \dot{c} \ddot{e} \ddot{t} \ddot{e} \) "globe of kerosene lamp"  \( \ddot{g} \ddot{i} \ddot{o} \ddot{y} \ddot{x} \) "I made a mistake"
1. Reread Lesson 5:3 (re tsitówu "his house"). When a word ends itself in an -s (for instance pug "cat"), then "his, her" is expressed by adding not a but to: read puga "his/her/their cat". In the same way, we have re tsitówu kwa "our (not your) house" (with a) but re pugís kwa "our cat" (with to).

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

2. 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></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>kellós re nákútst &quot;three (are) my diving&quot;</td>
<td>&quot;I dive three times&quot;</td>
</tr>
<tr>
<td>kellós re nákútst &quot;three (are) your diving&quot;</td>
<td>&quot;you dive three times&quot;</td>
</tr>
<tr>
<td>kellós re nákútst &quot;three (are) his diving&quot;</td>
<td>&quot;he dives three times&quot;</td>
</tr>
<tr>
<td>kumtús re syéwamkt &quot;always (is) our fishing&quot;</td>
<td>&quot;we always fish&quot;</td>
</tr>
<tr>
<td>kumtús re syéwamkt &quot;always (is) your fishing&quot;</td>
<td>&quot;you always fish&quot;</td>
</tr>
<tr>
<td>m-17 re nákútst &quot;finished (is) my working&quot;</td>
<td>&quot;I've finished working&quot;</td>
</tr>
<tr>
<td>m-17 re nákútst &quot;finished (is) his working&quot;</td>
<td>&quot;he's finished working&quot;</td>
</tr>
</tbody>
</table>

In Shuswap you take a verb, such as na7 "to dive", and put an s before it, which makes it a noun (see Lesson 7:1) -- so sút "to dive" becomes súwamkt "(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, setwemst "to sing" -- kumtús re nákútst setwemst "I always sing".

3. The above examples involve plain verbs (Lesson 7:3 type A). With the ŋ-a-verbs and ń-g-verbs, only a is added at the beginning, and NO "my, your, etc." is added, since the verb itself says what does what:

kumtús re sílémam "I always comfort him"

kumtús re sílémam "you always comfort him"

kumtús re sílémam "you folks always comfort him"

5. In sentences of the above type, the first word is often yir7, to be translated as "then" or "now" depending on whether one is referring to the past or to the present:

yir7 re nákútst "then (was) my leaving"

To refer to a fact in the past, one can add the m mentioned in Lesson 5:2: yir7 kwa re m-nákútst "then we left", yir7 re m-sítwamkt "then he tied it up".

Such a sentence with m- in it can also refer to "now", if one speaks of a completed fact: yir7 re m-ńtswamkt "he's grown up now!".

6. READ OUT AND TRANSLATE. 1. kumtús re sítelkata. 2. m-ńtswam. 3. kumtús re nákútst ńl. 4. nákútst re nákútst. 5. kumtús re nákútst. 6. m-ńtswam re nákútst. 7. kumtús re nákútst. 8. kumtús re nákútst. 9. kumtús re nákútst. 10. kumtús re nákútst. 11. kumtús re nákútst. 12. kumtús re nákútst. 13. kumtús re nákútst. 14. kumtús re nákútst. 15. kumtús re nákútst. 16. kumtús re nákútst. 17. kumtús re nákútst. 18. kumtús re nákútst. 19. kumtús re nákútst. 20. yir7 re nákútst. 21. yir7 re nákútst. 22. yir7 re nákútst.
23. yif7 re n-świts re nqëtsas7o. 24. yif7 re skukuštsemc7. 25. yif7 re etcyi7as. 26. tunécum ri7 re spélpel7s! 27. m-łqwentós-en le 7ąqêko7. 28. mélmálqwenc-on mell re 7tsitow7. 29. me7 pułets-en re 7që7tse re sqëxe7. 30. kits-èn-kp n xiim te-pësèllkwê. 31. le7-en le 7kí7ces7. 32. mélmálqwente re tsitow7 re nqëqë7tse7. 33. sëwentsiyê re kúkip7i. 34. e penxintp le nàmmut, këctékwiye re nqôqtok7. 35. nàmënêke re 7qëxe7. 36. wíxkten nûne re tsqun-qûm.

(The following sentences are to be understood as taken from stories, so that yirf7 is to be translated as "then". Example: yirf7 re sòwëñòtse kuo "then we left...").

37. yirf7 re m-spèlats re sqëxe7. 38. yirf7 kuc re m-spèlatsen re sqëxe7. 39. yirf7 re stëpëllows n atsitow7. 40. yirf7 re swïkses re xiim te-spòlen. 41. yirf7 re sëènts n setëtkwe7. 42. yirf7 kuc le xpô7ces yirf7 re skwèna le sëènts. 43. yirf7 re sțullows n tsitow7 re kyô7ces.
SHUSWAP LESSON 9.

For this lesson, practice the pronunciation of ʔ and ə, in this order (p. 11 of "Preserve"; see also the suggestions in SHUSWAP SOUNDS 2 point 3 and 4). If you find these sounds difficult, pronounce ʔ and ə, but keep working on the right pronunciation.

1. NEW WORDS (to be read out)

 matière "to be (there)" sekl̕ép "coyote" (also sekl̕ép)
lestám "to set up a tent" tsał̕am "to be at home (several; plural
spem qał̕ "berry (any)" ext̕ék "right, correct"
sx̕ílam" "soapberry" petaq "potatoes"
sx̕úmq̕ "thornberry" sq̕ax̕at "blueberry, Sasquatch"
áʃx̕átatq̕em "raspberry" sq̕ex̕at "not very, not exactly"
taq̕á̱tstši "older relatives" tał̕ éy "not yet"
taq̕á̱tstšen "elder relatives" tał̕ éy "not at all"

2. SOME, ANY. Review Lesson 4:3 and Lesson 6:4 about the words re and le. These are replaced by k or ke when one speaks of something quite indefinite (English "some" or "any"). For instance, with the word w̱ječ ʔe to be there" you would say w̱ječ-eqw̱a re John "John is there" but w̱ječ-eqw̱a k soq̕ex̕e "there is some Sasquatch about". The word k or ke is used especially in question stems and in sentences which denote something. Compare: m-w̱i7 re slate̱tátem̕a "he finished setting up the tent" but m-w̱i7-en ke slate̱tátem̕a? "did he finish setting up the tent?"
The word k is pronounced and written ke before words that begin with m-
"my" and ʔe "your" (see Lesson 6:1), so m-w̱i7-en ke slate̱tátem̕a? "did he finish setting up the tent?"

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 tał̕, and "any" is expressed by k, ke. Examples:

tał̕ ke nay̕x̕em̕ "I don't fish" tał̕ ko náx̕úkpi7 "I'm not a chief"
tał̕ ke ʔsy̕x̕em̕ "you don't fish" tał̕ ko ʔsk̕úkpi7 "you're not a chief"
tał̕ k sy̕x̕em̕ "he doesn't fish" tał̕ k sk̕úkpi7s "he's not a chief"
tał̕ k sy̕x̕em̕ kuc "we don't fish" tał̕ k sk̕úkpi7kuc "we're not chiefs"
tał̕ k sy̕x̕em̕kt "we don't fish" tał̕ k sk̕úkpi7kt "we're not chiefs"
tał̕ k sy̕x̕em̕mp "you folks don't fish" tał̕ k sk̕úkpi7mp "you folks are not chiefs"

Make all of the above forms (I, you, he, etc.) with the words ut "to dive" (tał̕ ke n̕n̕uʃaʃ, etc.), qe̱q̕em "to hear", te̱t̕ "hungry", el̕at "to work", n̕á̱l̕et̕ "stubborn", p̕ix̕em "to hunt", ʔaw̕al̕ "to be in a hurry", k̕e̱q̕at "one's arm hurts", ut "to be at home" (about one person only), tsał̕em "to be at home" (about several persons).

4. With the re-verbs and əs-verbs (Lesson 7:3) the expression is the same as in Lesson 6:4 -- no "my, your, etc." is added:

tał̕ k s̕x̕ém̕en "I don't comfort him" tał̕ k ste̱l̕x̕em̕x̕et̕en "I don't know"
tał̕ k s̕x̕èm̕en "he doesn't take it" tał̕ k ste̱l̕x̕em̕x̕et̕en "he doesn't know"

5. DOUBLING. When any of the consonants k kw ḥw k t̕a is doubled, the first instance of the consonant loses its "catch in the throat":

piú̱x̕em "heart" ============ re n̕p̕ú̱x̕em̕en "my heart"
pi̱x̕em "to fry" ============ pi̱x̕em-k̕en "I fry"
áʃx̕úgw̕en "head" ============ ra̱n̕x̕úgw̕en "my head"
k̕é̱x̕em "to dry meat" ============ k̕é̱x̕em "I dry meat"

Note the expressions: le̱7 re n̕p̕ú̱x̕em̕en "I am happy, glad", literally "my heart is good"
k̕é̱x̕em re n̕p̕ú̱x̕em̕en "I am sad, sorry", lit. "my heart aches". (continued)
SHUWAP LESSON 9 (continued)

6. READ OUT AND TRANSLATE. 1. kist re amenc. 2. ta7 k skistu re amenc. 3. me7 kócem-k't! 4. taiqu re s̓p̓əq̓əsta. 5. m̓llgwentəc-en le ?əʔəq̓əʔ? -- təʔa, ta7 k allgwentətən. 6. yir1ʔ re s̓eʔk̓uʔs te soiləp. 7. cw̓it re kwicər neʔ̓əlyə. 8. ta7 k sc̓w̓əʔts re kʷəq̓ətkwe neʔ̓əlyə. 9. w̓iʔkwən re k̓weʔʔsə te tsitəw. 10. kw̓iʔ re soiləpʔ -- ta7 k stələx̓emstətən. 11. ta7 k swits re tsəq̓um. 12. ta7 k səʔəʔ re səwhel. 13. ta7 k səp̓ən̓iʔs re úʔ̓ʔse. 14. ta7 k səčəwentən re səw̓lkwə. 15. téyt-en-kʔ -- təʔa, ta7 ke nstət. 16. piʔn ta7 k sc̓w̓əʔts re s̓sw̓ut. 17. ta7 k sərl̓əl̓əts re nkyəʔtə. 18. kep̓əkst-en-kʔ -- təʔa, ta7 ke nskəpəʔkst. 19. cw̓ʔəl-en-kʔ -- təʔa, ta7 ke nsc̓w̓ʔaʔəl. 20. etʔətəc-en-kʔ -- təʔa, ta7 k s̓ʔetʔetəc kuc. 21. ta7 k səx̓iʔsə re səw̓lkwə. 22. ta7 k stələx̓emstəp re qelmecwəstən. 23. cw̓it re s̓peq̓əq neʔ̓əlyə: elk, sos̓əp, tekw̓uləʔə7, sn̓̓əcəm, stəmuʔ, q̓eʔiyəsq̓ən̓. 24. ta7 ke nalołułəmt. 25. taʔ k səziʔsə re sq̓w̓iq̓ələ. 26. ʔəʔp̓əntə re nʔʔɨʔəktə! 27. pl̓̓ul̓̓kwənte re qw̓əl̓təsən! 28. n̓̓əscəyiʔ n təʔcəw re ?ʔt̓əʔumʔ! 29. təʔiʔq re kw̓əllkw̓əʔsə re nstəʔtəc. 30. cw̓it re nʔʔɨʔəkst. kw̓iʔsemen-kən̓! 31. óʔpəntə re liliʔəp! 32. m̓llgwentətən le nə̓q̓əpəkst. 33. meʔ nʔʔɪʔə-kən̓! pel estəmtəkw. 34. meʔ x̓iʔn̓əm-kən: nəʔkəʔ7, sə̓nələ, kolləʔ, mən, təʔləʔst. 35. cw̓it re ʔəʔp̓əq̓əq, kəctəkə re ʔitsəʔtəc! 36. m̓wiʔ re s̓skenəm re n̓q̓əq̓əʔtsə. 37. taʔ k sk̓əłnəm re nʔʔɨʔəktə, wənəcəm x̓ʔəʔ re s̓p̓əʔpəlsə. 38. kw̓iʔ k stəcəʔstəʔpsə? 39. xəxəlʔ re səchləp. 40. xəxəlʔ re səwhel. 41. taʔ k sc̓w̓əʔts re nstəʔtəc re sk̓əłkəʔ7. 42. taʔ k amuts re k̓uk̓piʔ7. 43. taʔ k s̓tiʔns re tsəq̓əʔtətən. 44. taʔ put k stəq̓əl̓t̓əʔs. 45. taʔ piʔn ke nstəʔtəʔsə. 46. taʔ put k səʔəʔə. 47. xəʔ7 x̓ʔəʔ re q̓elmeciʔəw. 48. taʔ k s̓ʔetʔəkstə. 49. taʔ ey k səʔpetəʔtə re pəʔtəq. 50. taʔ ey k stəkəʔskistəc. 51. taʔ ohm ko nəʔnəms. 52. meʔ nʔʔɪʔə-kən̓! pel meʔ takitəc re Məty. 53. taʔ k ałəkwəltəms re k̓uk̓piʔ7s kuc. 54. yir1ʔ re stəʔkwə.
For this lesson, practice the pronunciation of ʔə, ʃ and ʃ (p. 12-13 of "Preserve", see also SHUSWAP SOUNDS 2 point 3 and 6. Skip the words "to write, bat, scouring rush, frog" -- they contain sounds we haven't practiced yet).

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

kə(me)m keʔayówən? "do you fish?"
kə(me)m kə stey̕ts? "is he hungry?"
kem oy kə̀ ststép le sxícət? "did you folks feed the dog yet?"
kem kə̀ sākəm? "are you folks hungry?"

2. MAKEUP 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 kəpək ra hələ, but the normal expression is kəpəkət: where kem is a shortened form of kəpə and -əkət refers to "arm". In the same way, "without salt" can be expressed as "saltless" in English, where "-less" refers to "without". Neither Shuswap -əkət nor English "-less" can be used by themselves: they have to be AFFIXED to a word.

Word-parts like -əkət and "-less" which are added after a word are called SUFFIXES. Word-parts which are added at the beginning, like "re-" in "rewrite" or tə- in tekətec "arrive here" (see Lesson 7:4) are called PREFIXES.

Shuswap has a great variety of such word-parts, especially suffixes. Besides keməkət "arm hurts" we have keməŋk "belly aches", kemən "log hurts"; kemən "head aches" and many others.

Often a prefix and a suffix are combined to express a certain meaning: cosekənə "tooth aches"; cosekənə "ear aches" (with prefix ən); kəpənə "shoulder hurts" (with prefix ən)

In all the above examples the suffix is stressed: -əkət, -ənk, -ən, -ənə, -ənəm, -ənəm. 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):

kəpəkət "get hit on the arm" təgwəkətəm "wash one's hands"
kəpənən "get hit on the leg" təgwənəm "wash one's foot"
kəpən "get hit in the face" təgwən "wash one's face"
cosekənə "get hit in the teeth" otsəgənəm "wash one's teeth"
cosekən "get hit on the nose" otsəgən "wash one's nose"

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. Here follow examples taken from the words we've had so far:

-əkət kəpəkət "ring" leləkət "finger"
"arm, hand" təgwəkətəm "to reach elkət "to work"
out"
-tən suptən "beard" qəlməcətən "Indian language"
"mouth" təntən "lip, edge" splətən "mouth"
-əlləp səməncəlləp "pigweed" ʃəlləp "wormwood"
"plant" kəwəɬəlləp "alder tree" kwəllən "bulrush"
maləlləp "balsam tree" puəlləp "juniper"
quəlləp "lum Ağustos" kwəlləp "Indian rhubarb"
-ən skəpənən "head" stəmənən "brain"
"head"
-əs səpesəs "nose" cəəpsəs "handkerchief" (səpəm "to wipe")
"nose"
-ətəkwəs setətəkwəs "river" nexwəŋkəw "to drown"
The suffix -ekat "hand, arm" is also found in teikat "five" and āpokat "ten" (counting is originally done on the fingers). In āpokat the unstressed form is irregularly -okat instead of -kat.

SHUSWAP LESSON 11

For this lesson, practice the pronunciation of 4 (p. 12 of "Preserve"; see also the suggestions in SHUSWAP SOUNDS 2 point 5).

1. COMMON EXPRESSIONS.

17t-en-k tuck? "How are you?" (literally "Are you just fine?")
e4 k késwé? "What are you doing?"
4tE7e(n) k 47kuk? "Where are you going?"
4tE7e(n) le John? "Where is John?"
4tE7e(n) k wéxwés? "Where is he/she?"
4tE7e(n) k-e m-476kwsé? "Where did he go?"
4tE7e(n) m7 wéxwés? "Where will he be?"

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

I  
II  
III

kúpem  kúpem  takunata
"to push"  "he pushes it"  "he pushes it continually or regularly"

pitxem  pitxem  takunata
"to fry"  "he fries it"  "he fries it continually or regularly"

múxem  múxem  takunata
"to mix"  "he mixes it"  "he mixes it continually or regularly"

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

I XII XIII

"rub"  pácem  pácem  tseuuta  "bathe"  d7e6em  d7e6em  tseuuta
"upill"  tle6em  tle6em  tseuuta  "haul"  d7e6em  d7e6em  tseuuta

Form III has a prefix t- Before t or t in this prefix is not -e- but -e-:

"wash"  títocem  títocem  atipate  "twist"  titocem  titocem  atipate
"dig"  tle6em  tle6em  atipate  "wash"  d7e6em  d7e6em  atipate

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

"carve"  tókem  tókentós  tsekwátês  "patch up"  tle6em  tle6entós  tsekwétês
"bandage"  óxem  óxentós  tsekwátês  "bite"  tle6em  tle6entós  tsekwétês

If the second consonant of the verb has a "w" (such as kw or gw) Form I has -um:

"pull"  takum  takwentös  tsekwétês  "straighten"  txum  txwentös  tsekwétês
"hide"  lamín  lamintós  tsekwétês  "lose"  illem  illewentós  tsekwétês

For the "I, you, he, etc." forms of I see Lesson 11.
For the "I, you, he, etc." forms of II and III see Lesson 5.

Make forms II and III of the following verbs, the meanings of which can be found in "Preserve": yéswem, citsem, d7e6em, getém, isém, yayém, kóswem, xem, xtem, pácem, lexém, pitxem, d7e6em, kóswem, nikem, píktlem, ósem, ópem, gátém, tálíxem.

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

ec re šíkates "he is working"  ec re yéswem "he is fishing"
ec re šíkates "he is carving"  ec re késem "he is drying meat"
ec re tókentés "he is feeding him"  ec re tókentés "he is carving it"

In questions re is replaced by 4:

ec on 4 kóswem? "Is he drying meat?"  ec on ec 4 šíkates? "Is he still breathing?"

If the last sound of a verb is k k á o or x the suffix is not -em but -am:

ec re šíkews "he is going"  ec re šíkews "he is sleeping"

If the last sound is 1, the suffix is -am and 1 is dropped:

ec re šíyem "he is playing"  ec re ópsem "he is snoozing"
SHUTTLE LESSON 11 (continued).

4. READ OUT AND TRANSLATE. 1. οῦστρο μεν ἁγιασθήσετε. 2. οὐκ ἔστω ἡ παραγωγή. 3. ἔλθεν-ἐν-κ’ — τά&ta, τῇ κ’ αἰσθήτῳ. 4. οὕτως ἐστὶν ἡ καλοκαίριν, τῇ κ’ αἰσθήτῃ. 5. μεν τεκμήριων ἐστιν κάπιτα ἡ σωματικ. 6. μεθερμηνεύοντες ἐστίν τε-κατάληκτον. 7. καὶ κ’ αἰσθητόν ἐστιν κάπιτα μέχρι, μ’ αἰσθητότεθεν ἐστιν κάπιτα. 8. κατὰ τὸ τίμιον. 9. κατέκατ’ ἐν-κ’ — τά&ta, τῇ κ’ ἐνακόποιεσθαι.


20. ὡς ὡς ε&iota;κόπως ἐνακόποιεσθαι. 21. ὡς ὡς σετσίμμες ἐνακόποιεσθαι. 22. ὡς ὡς τεκμήριων τοῦ σωματικ. 23. μεθ&iota;ν ἀνθρώπων ἐνακόποιεσθαι. 24. νυστίτε ἐνακόπως τασικά, μεθ&iota;ν οικισκομένας καὶ τασικά. 25. ε&iota;κόπως ε&iota;κόπως τασικά — τά&ta, μ&iota;κτίτα καὶ στακτότας. 26. ε&iota;κόπως ε&iota;κόπως τασικά — τά&ta, μ&iota;κτίτα καὶ στακτότας. 27. ε&iota;κόπως ε&iota;κόπως τασικά. 28. ε&iota;κόπως ε&iota;κόπως τασικά. 29. κατ&iota;τας ἐνακόπως τασικά. 30. κατ&iota;τας ἐνακόπως τασικά.

31. ἡ&iota;κτίτα κατ&iota;κτίτα — καὶ τοῦ τίμιον κατ&iota;τας. 32. ἡ&iota;κτίτα κατ&iota;κτίτα — καὶ τοῦ τίμιον. 33. τοῦ τίμιον κατ&iota;κτίτα — καὶ τοῦ τίμιον. 34. ε&iota;κόπως καὶ τοῦ τίμιον. 35. ε&iota;κόπως καὶ τοῦ τίμιον. 36. ε&iota;κόπως καὶ τοῦ τίμιον.
SHUSWAP LESSON 12

For this lesson, practice the pronunciation of † & ½ ("Preserve" p. 12-13).

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

"(on) here" ne7éye ne7éne ner7 mé6ey
"(at) here" têki7éye têki7éne têki7 ey
"here, so" têki7 éne têki7
"from here" teki7éye teki7éno teki7 ey
"this one" yi7éne/ yi7é pêne
"at that time" pen7éne

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 ne7.

The word 7ri7 "so" is often inserted in vivid speech, and then remains untranslated in English.

Besides the above words, we have 7ri7 "this, that" for something visible, and 7ri7 "this, that" for something absent. Since the past is no longer present, the word lu7 often refers to persons or things mentioned in the past.

2. SENTENCES WITH POINTING WORDS. In Lesson 11:3 we discussed expressions of the type oc re 8ikate "he is working". Forms like 8ikate (without the oc re) are also used in sentences that begin with the "pointing words" of point 1.

Examples:

penh67e me7 qaetsdéga? "when will he leave?"
ner7i re ni7e "that's where he's living (or: sitting)"
the6e ke 8-tentséga? "where did he put it?" (tentsé "he places it")
têki7éne me7 kâcetéga "he'll give him (some) of this"
the6e k 8-i7wéga? "where is he going?"
tel7h6e k 8-ihkgewé "where is he (coming) from?"

In the last example, the 8- in 8ikewen comes from the prefix 8- "towards here" (see Lesson 7:4, last three words). This prefix becomes 8- before t i tê, just as does the ti- 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

8têk "to go" ------------------ 8têk "to come"

3. VERB FORMS. A form like 8ikate refers to "him working"; here follow examples of the way to say "I am working", "you are fishing" and so on.

oc re 8élkstwen "I am working" oc re yéywémen "I am fishing"
oc re 8ikate "you are working" oc re yéwÉn "you..."
oc re 8ikatek "he is working" oc re yéwÉn "he..."
okwoc re 8ikate "we (not you) are working" oc kwoc re yéwÉn "we..."
oc re 8ikatek "we (including you) are w," oc re yéwÉt "we...
ec oc 8ikate "you folks are working" oc ec yéwÉn "you folks..."

The endings are underlined. They are slightly different with verbs the last sound of which is k b 4 x or unassisted a 7. Examples:
SHU SWAP LESSON 12 (continued).

4. Review Lesson 7:3 about types of verbs. — All the examples given above under point 3 involve "plain" verbs. With ng-verbs and ća-verbs, and also with ća-verbs such as tekupets, tapixta (11:2) all the "be doing" forms have the ending će, except for the form with "you (one)" which has ćen:

<table>
<thead>
<tr>
<th>tekupets &quot;he pushes it&quot;</th>
<th>tsmetstęs &quot;he feeds him&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>cc re teküpsćeps</td>
<td>&quot;I am pushing it&quot;</td>
</tr>
<tr>
<td>cc re teküpsćeps</td>
<td>&quot;you...&quot;</td>
</tr>
<tr>
<td>cc re teküpsćeps</td>
<td>&quot;he...&quot;</td>
</tr>
<tr>
<td>cc kuc re teküpsćeps</td>
<td>&quot;we...&quot;</td>
</tr>
<tr>
<td>cc re teküpsćeps</td>
<td>&quot;we...&quot;</td>
</tr>
<tr>
<td>cc re teküpsćeps</td>
<td>&quot;you folks...&quot;</td>
</tr>
</tbody>
</table>

5. READ OUT AND TRANSLATE. 1. cwit re spelųštens re tąī? 2. ta7 k šwiks re štpasučw. 3. cc re atštės re nkikoce. 4. cc re tsmeštępsčes re afųšenta. 5. cc lu7 re sėkówes n tusač. 6. m-įlįgventęc-en ko sālęč. 7. m-įlįgventęc-en ko sālęč. 8. tолęčes me7 kectętnes. 9. kėiman ey ko tsččėlnį 10. yihēčen me7 kventęc — yihęčen me7 kwę́k. 11. noľęčes me7 tentętnes. 12. nen me7 tentętnes. 13. pen-hęčen me7 qventętęsčę. 14. įtęcųs kuc me7 atķecę. 15. noľęčen me7 tašęntęc. 16. qventętęs-ken te-Wiliams Lake; telrįf me7 nęnsen te-ašamą. 17. tūkļus n-węčęces. 18. šklen me7 škęswat. 19. ta7 penhēč ("never") 20. ko noľęč. 20. telhęčen k atęksą. 21. cc re štyksčes re senętęc. 22. ta7 ko sččęlę, me7 šęčćękenų. 23. cwit re sččękšųvęc noľęčen. 24. nerįf re nądztnen. 25. penšęčen me7 tškųčswęc. 26. xiim re kekšę. 27. kekšękviyo re kyęšap. 27. ko-en moli k išľečę. 28. telhečen k atęksą. 29. telęčen me7 kectęc re xęčfällt. 30. kena ko 7ęgyęp — tąčą. 31. ta7 ko nęgyęp. 32. penhęčen me7 qventętęsčę. 32. telrįf me7 nękšęces. 33. nines re nēšęces. 34. nerįf re kšęčes. 35. nųg le a-šęntętnes. 36. škęčyų s taitęc re nęčęces. 37. cc k kęntųc — cc re šęčćękstrų. 38. cc k kęntųc — cc re šččękšęces re štkęp. 39. penšęčen me7 tškųčswęc. 40. cwit re šwilı noľęcę — atęksę. 41. penšęčen me7 tškųčswęc. 42. cc kuc re tągbiščęces re tškųčswęc. 43. cc re šččękšęces re štkęp. 44. pelitоc nenų. 45. cc re tąčęces re tšęnęc. 46. lietląt re štįčę. 47. cc re šččęketęscęs re nkikoce re sččęščę. 48. noľęcę-n me7 yęmbę. 49. šččętęc me7 węčęvęc — ta7 k atščicksčętęc. 50. ta7 put k štāms re qelšęksčętń!
For this lesson, practice the pronunciation of "kw " (p. 11-12 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" wiktams "you feed me" métstétime
- "he sees me" wiktams "he feeds me" métstétime
- "you folks see me" wiktamélíp "you folks feed me" métstétime
- "I see you" wiktam "I feed you" métsté
- "he sees you" wiktam "he feeds you" métsté
- "we see you" wiktam "we feed you" métsté

{(said to one) (lémentamé) (to one) (métstétime)
(said to many) lémentaleniyal (to many) métstétimeyal

Make all of the above forms of the following verbs:

- kuhewam "he helps him" sémew "he asks him"
- tósékwetam "she washes its hands" teqwelentés "he calls (summons) him"
- kúkétam "he gives him" nećweńénts "he believes him"
- kwékitam "he saves him" kwelmeńtés "he needs him"

2. **THE WORD te.** In Lesson 2:1 we met the word te in expressions like wikíte-taítam "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):

- kudlen-eke te líwke? "he makes a scoop-net" (but: kudlen re líwke? — same meaning)
- pípxen-te tať? "I hunt for deer" (but: pípxen re tať? — same meaning)

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

- léklen te 1167 "make a canoe!"
- me7 tócor tek taťow "he will buy a house"
- kwékitam tek 117 tek séwilikwi! "give me some good water!"

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

- kudlen "to make" kudlen "he makes it" kwelot téwam "he buys it" téwam "he buys it for him"
- wéctam "to bandage" mepiték "he bandages it" mepiték "he bandages it for him"
- legam "to hide" leganteks "he hides it" leganteks "he hides it from him"

As these examples show, the verbs with stress at the beginning (see 11:2) take -ot; those with stress at the end (the é-verbs) take -cit.

- The "I, you, etc."-forms of these verbs are the same as those of any other é-verb (such as wikíte): kwelot "you make it for him"; tóctam "I buy it for him"; métstétime "he buys it for me"; kwelotam "I bandage it for him"; kwelotam "he bandages it for me", etc.

Make of each of the above four verbs with -ot/cit all the forms of section 1 (example: kwelotam "you make it for me", kwelotam "he makes it for me", etc.

4. **MAKEUP OF SENTENCE.** The sentence "He makes a canoe for his son" is in Shuswap kwelotam re ame7a te 1167. That is to say, in a sentence with a -ot or -cit verb, the name of the person you do it for or to gets re before it, and the thing you make, buy, bandage for him, or hide from him, etc., has te (if indefinite, tek or tek, for example, me7 tóctam tek ame7a, "I'll buy a doll for you"; kwelotam tek te 1167, "make snowshoes for me").
SHUSWAP LESSON 13 (continued).

5. NEW WORDS:

wītəs he finishes it
awitájna he shows it
sondý a wound
gumisltam laundry
xvál evening
xwamís groundhog

sentís7sqexełl horac səlltu shoes, footwear
stłøt to lie
kənən mə7 why...?
təłfik7 wəl that's why...
lumtłiy bottle (French la bouteille)
təluł squash, walk fast (compare xvent "fast"); suffix -qən "leg" 10:2

6. READ OUT AND TRANSLATE.

1. tečmekat te-neilap, mə7 .ManyToManyField::: re npxpə7a.
2. ec re ̓áwiłes te tədələp. 3. mət-əkwe n ̓qwamənə re setəksəc. 4. tečmekat te-səxənt re nəllwəqəxələ.

5. quləw intents re nəqətsə. 6. ta7 k aguta re nənəqəxələ. 7. dáuswełt re staləcən, mə7 ̓qwamən-kti 9. mə7 ̓qeləcən re ̓nùqəcə ̓tək acəxəc. 9. mə7 wίćənət kuc re təltəcə. 10. kənən ey k stəpəqəłəs re təsəqəcə?

11. kəntəcəmə ̓tek staləcən -- təñwətsəc, mə7 kəctəsən; 12. ec kəncəwxən, tənəcən ̓tek wίćəstən re nə7əqəxələkət. 13. təlləcən mə7 kəcətəcən. 14. pəłəcən, mə7 wίćəstən 15. səsələ re sqəwəntəcəxən. 16. təyən-əkə ̓mə7 nətəcə cəmək, səmə wəqəmək re nəstəcə,

17. cəntəcəxən ecı ̓tek ̓qəkəxələ. 18. mə7 wίćəstən ecı ̓tek ̓qəkəcə. 19. kem k nəcəqəxən? -- mə7əcə, 1c7 rì7 re nəcəwəcə, 20. kem k nəcəwəntəcəcə? -- ta7əc, ta7 k nəcəwəntəcə.

21. kəntəcən re stəmtəcəxən. 22. ta7 k ̓steeləxəntəcə, ̓wegtə7 re ̓tekəxəcə, tələcə, 23. mə7 qwəcəxən te təsətələc te sqəwəłəcət. 24. mə7 ̓gəcəxən te səngəxəcə. 25. n-əcəxəntəxəc te ̓xələcə, 26. ̓txən-əkwe re ̓txəncə, təpləxəcə, 27. mə7 təwəntəc ̓tek ̓swəltəcə, 28. n-təwənc re nəsəcələ re sentis7sqexełl 29. tənasəxəmə ̓tek gəntəc, 30. n-əcəxəncən ̓lu7.

31. yirə7 mə7 ̓txəncən vel mə7 ̓xələc, 32. n-əcəwəcə te nətəc te-təxəncəcə. 33. mə7 ̓txəncən ri7 ̓tek əcəxəgən, 34. ec re ̓tsəwəntəcə re nəsəcə, 35. ec re tsətəcəxən. 36. n-əkwek vuq te sqənîqəcə, 37. kəntəcən re stəʔəc te səwəłəcə. 38. re ecı te-təxəncə ̓lu7 re ̓xələcə, 39. nəmə re stəʔəcə, 40. tekləqec rə vel re ̓səkəxə.

41. ec kəlcəxən mə7 ̓txə-koł, te7 mə7 nəcəxətəc, 42. kənən mə7 re ̓tsəwəntəcədə. 43. kənən mə7 re stəʔəc re ̓tsəwəntəcədə. 44. təłfik7 vel teʔ7 ̓mek nəqətsətəc. 45. kələcə re ̓tsəwəntəcəxən ecı ̓tsəwəntəcə, 46. ec re qələcəxəcə ̓tekəxəcə, 47. re nəqətsəcə yirə7 re qələcəxəcə, 48. ec re stəqəpəcə ̓tekəxəcə 49. stəqəxəncə ̓tələpəcəyə, 50. ec re ̓xələcə, ̀xənəcəncəcə.
SHUSWAP LESSON 14.

1. **VERB-PREFIX.** In Lesson 13:1 we saw the forms for "he sees me; he sees you (one)". We now add those with "us" and "you folks":

- "you see us"  
  wikt kuc  "you feed us"  
  metéo kuc
- "he sees us (not you)"  
  wikt kuc  "he feeds us"  
  metéo kuc
- "he sees us (incl. you)"  
  wiktals  "he feeds us"  
  metéo
- "you folks see us"  
  wikt puc  "you folks feed us"  
  metéo puc
- "I see you folks"  
  wiktlen  "I feed you folk"  
  metéo kuc
- "he sees you folks"  
  wiktlen  "he feeds you folk"  
  metéo kuc
- "we see you folks"  
  wiktlen  "we feed you folk"  
  metéo kuc
- "comfort us!"  
  lémente kuc  "feed us!"  
  metéo kuc

*(said to many:)  
lémente kuc  *(said to many:)  
metéo kuc

Instead of the last two forms one can also use *lémente kuc*, *metéo kuc*.

Take some of the above forms of each of the verbs at the end of 13:1.

2. **VERBS.** Review Lesson 11:2. Some verbs are slightly irregular:

- Ñem  fjenté  atpité  "to look for"
- Ñem  fjenté  tskepté  "to put down (for instance, a sack)"
- kwén  kwenté  tkwientos  "to chew"
- tilém  tilenté  stilesté  "to lean something"
- tsqém  tsacenté  tsasenté  "to fix, tidy up"
- Ñem  fjenté  "to add"
- tkém  tékenté  stékénté  "to support"
- qwm  qwenté  tsqwentsé  "to tan a hide"
- qwén  qwenté  trqwenté  "to trap, snare"
- Ñeqwén  qwenté  "to sew"
- Ñeqwén  qwenté  tsqwentsé  "to lift up"

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

- kwén  kwentsé  "to take"  (end-stress in I, begin-stress in II, III)
- ilgum  ilgwenté  /  tálwenté  /  "to lose"

3. **STATE.** Shuswap has several ways to express that something has been done to something ("stared, 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-* (s- before t to té):

- tsqem  "mixed(-in)"  (tséens  "he mixes it")
- tspal  "smudged"  (spalens  "he smudges it")
- tsqalkw  "stared away"  (slkwens  "he stores it away")
- tsqatkw  "pierced"  (stukwen  "he pierces it")
- tsqaté  "stretched"  (télons  "he stretches it", as a clothingline)
- tsqé  "added"  (tsé  "to add", qenté  "he adds it")
- tsqéq  "fixed"  (tsqen  "to fix, tsqenté  "he fixes it")
- tsqéq  "written"  (qidé  "to write", qventé  "he writes it")

(2) The second way is to add -t at the end of a word. Thus, instead of *tspal  "smudged"* one can also say *nalt*, instead of *tsent "mixed"* also *nait*.

Other examples:

- qité  "wrong"  (qidéns  "he misses it", about a target)
- qass  "dry"  (qawenté  "he dries it")
- qiss  "roasted"  (qasenté  "she roasts it")

A great many words expressing qualities have this -t:  *test  "sweet", test  "tall", télilt  "cold", kiat  "bad", pálilt  "stubborn", yuwpililt  "intensive, hard (work), violent (disease)", nilalilt  "nice", kótkiilt  "dirty". Many have no verbs besides them.
S H U S H A P L E S S O N 14 (continued).

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

tampent "smashed-up" (tampen "he smashes it")

zikrant "chipped, cracked" (zikwens "he chips/cracks it")

sicorent "spilled" (sicorens "she spills it")

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

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

melliq "flattened, collapsed" (mellgent³ "he crushes it flat")

šlugw "come-off" (šlugvent³ "he breaks it off")

toqz "tear apart" (temqent³ "he tears, rips it")

For the last word one can also use timquent, see (3) above! The other special group gets 7 after the first consonant:

š'or "cooled-off" (šorans "he cools it off")
mźixw "melted" (mźixwens "he melts it")

š'ep "bent-over" (šepens "he bends it over")

šq'all "awake" (šqalliens "he wakes him up")

New Words:

gwéns "he deceives him"

ximqeg "big-nosed" (from ximq "big")

xzéms "coasperberry"

ximqol "big-bellied, pot-bellied"

viqeta "he finishes it for him"

qequet "to hear; to understand (a language)"

e mendiqas "in a while"

Read Out and Translate.

1. oc re ñw77mes te seępweita. 2. m-w77entës re seępëti. 3. më7 ñ767m-ken tek seępqëti. 4. teępëte wel më7 peqëniwel.

5. ta7 k swiêta kac. 6. më7 më76äntëm wel më7 teęp7ëlo te ky67em. 7. teëshë te stëkëcë -- xilëntësens re netëstët. 8. la7 nërisi7 re më7fï7llëm te petëq. all le7 te-të17 nërisi7 re stëntësè 9. na7 më7 dë7i6ken re peqëti. 10. dëxt re stëktëséen, xenë7 te-stëktëz 11. 6ë7en k gwë7mes le xëqëtes kac -- tà7s, mat n tsitëwos, wunë6cum ri7 re stëles. 12. m-xwiléntëmë re dëwigëmp. -- oikt-k, ta7 k stëlæqëmatëc te dàwigë.

13. më7 këlotëlen tek ox7ësen. 14. le7 te stëco7a 15. wunë6cum kac re stëytes, metëke kac teq teb17i 16. kem k swë7ystësna te nilol7lëw? 17. ko6tëke kac teq lekalëti -- e nenësha me7 ketëäntëm. 18. ta7 šinu? ke naskitëc. 19. më7 šwinu k lëpinë te netaqënë? -- takëmëno teq tek qa6këst. 20. put kac re š167s re qa7mant. 21. m-xwëkten re ximqo te- sqëlímev. 22. m-xit re stëqw7as. 23. ta7 šx17 ke 7scoe7pësw. 24. xix17 na xas77ër. 25. m-sëktë-en re ximqëk te-ntë7sqëxë7? 26. taseq-ëen ey le stup? 27. šhë7e le 7k17ce? -- ta7 k sw7ëes. 28. šhë7e ke 7tinë? -- kekëy re ntëmëw. 29. šhë7e le se6mëniy -- nùne re stëles. 30. oc-ëen ey k qëqëniue teq qëlëcëw?
SHUWAP LESSON 15

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

I etc. want to fish to dive to see him to comfort him
tout ra Hexen ut wiktal leésuns

You tout-k toyéxem toyéxat toyéwikt toyéleésuns
He tout caxéxem caxéxat caxéwikt caxéleésuns
She tout-luc caxéxem caxéxat caxéwikt caxéleésuns
We tout-kx caxéxem caxéxat caxéwikt caxéleésuns
You tout-kp caxéxem caxéxat caxéwikt caxéleésuns

To express English "to" in "want to...", afraid to...", time to...", you put en- before a verb.
With plain verbs, one adds the forms for "my, your, his, etc." (only those first two are a little different from those in 6:1).
With re-verbs, in-verbs and en-verbs, only en- is added.
Make the above forms of the verbs setahinm, illen, kusun, motés.

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

tak "to want (to...)" qiant "reluctant (to...)"
neral "afraid (to...)" otséot "energetic (about...), willing (to)"
awjus "eager (to...)" okunutésa "he hints to his (to...)"
kwéula "to try (to...)" ōsema "he tells, orders him (to...)
oksetayu "(It's) time (to...)" kálens "he causes him (to...)

Examples of use:

tak-an-k téqálléen? "do you want to eat?"
tak-an-k caqéxatésas "we're eager to go"
qiant otséotáliléen? "they're reluctant to come in"
\[...\]
oksetayu caqéxatésas "I told you to go"
oksetayu téqálléen? "you know (how) to write"
oksetayu kusunéen? "I want to see you"
oksetayu caqéxatésas "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":
kóókóóll kau astiléwa "we almost got stuck" (astiléwa "to get stuck")
cwóóllé yéeqálléen? "you'll come soon"
tawul ootáxéwa "you simply must help him"
kóókóóll yéeqálléen? tok léw? "would you drink some tea?" (léw "tea")
ken me? yéeqálléen? tok léw? (same meaning)

In Lesson 5:1 we learnt the following forms:

wétam "we see him" kwéntam "we take him"
péméntam "we find him" metóam "we feed him"

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

wétam to kúkipí7 "he is told by the chief" / "the chief tells him"
péméntam to sméntamél "it is found by the children" / "the children find it"
kwéntam to kíxéen "he is taken by his mother" / "his is taken"

In running stories, any verb-form can get an ending -en behind it, which expresses that something just happened:

re kúkipí7 n-tawalén re sqwe7sa "the chief told his son"
SHU SWA LESSON 15 (continued).

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

m-quotsêts-enke "he must have left"
co ku hêma, et'otic-enke "he's yawning, he must be sleepy"
m-pilâm-enke "they must have killed him"
m-taist-enke le soyuoyt "the ice has melted away"

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

m-llêlpen-ke li allêlêllow "I forgot my coat" (yo didn't actually notice yourself forgetting it, or you wouldn't have forgotten it!)

7. READ OUT AND TRANSLATE. 1. tsut es'îllens. 2. crû7s-en-k te7squotsêts? 3. ta7 k cนอกîla es'îtsâ. 4. ta7 k stes'îxetxeto en'siyoux. 5. kêmê te7-sîllens tol lekkêlê? 6. kêmê'ôtîli kuc eunxiyêkwa. 7. mo7 kwâ7wâlo-ken enallwîgwîlê. 8. mo7 hêlênts te7wêlîlîn. 9. mo7 hêlênts eswêlîlîmêy. 10. mo7 hênts kuc esqiwûms te sowîmîn.

STORY ABOUT FOX AND COYOTE

m-tûyênos re xwôleko xo skélêp, xo reânîne te stêwêllkîle.
m-tusa7mâse te ûwis: "tûyên te tsêwêlônes?
m-tusa7 xe xwôleko: "u, ri7 mo7 penîmîc na? n stêi7îne, na? me7 yêgêlo-k, llêlik ri7 re stône, llêlik ri7 re tsêwêlônes."
m-quotsêts xe skélêp, yêgêlo, sten xe stêwêllkwle te tsêwêlêlo.
Kêmêl cum mo7 yêc re stêi7îte re mä7xên têlik ri7 re wiwêy.
m-llêlîwôle7, m-7esâmô7w.
m-tusa7mâse ri7 tol stêwêllkwle, m-qwilêmêne te ûwis.

NOW WORDS IN THE STORY.

tûyênos "he meets him"  kêmêl  "but"
xwôleko "fox"  kêmêl oon  "only"
skélêp "coyote"  we7  "it is (the one)"
stêwêllkwle "skinnings (an old Indian food)"  yôc  "reflection"
tusa7 "he tells him/he thinks it"  mä7xên  "moon"
stêi7îne "a well"  wiwêy  "to be visible"
yêgêlo "to sleep over"  esâmô7w  "to plunge in"
tsestêlêlo  "bottom"  tentôs  "he puts, places it" (ston "it's (placed) there", see 14:2)
SEUSWAP LESSON 16

re nts'étaw7 "I" wellenwi7"kt "we (including you)"
re nnew17 "you (one)" wellenwi7"kue "we (not you)"
re nnew17 "he, she" wellenwi7"emp "you folks"
re nnew17 "they"

1. Though English "I, you, he, etc." are usually expressed by suffixes, Shuswap has separate words for them, too. Notice that all of them except "I" have a part n(e)7, and that all of them have the pre- and suffixes for "my, your, his, etc." (Lesson 6:1). All the forms for the plural have well-
These words are used when there is a certain emphasis:
re ntsétaw7 me7 puum "I'll (be the one to) drum"
llépe or re nnew17 "you yourself forgot it"

2. To express "taller, colder, etc." a particular kind of doubling is
used:

text "tall" --------- tátěxt "taller"
tólít "cold" --------- tástétólílt "colder"
swent "fast" --------- xwexéxwent "faster"
lléqt "broad" --------- llullélúlt "broader"
yect "long" --------- yeyéyot "longer"

Example: tátěxt re John to Peter "John is taller than Peter"

One can also use the word tóws "more":
tóws re le you to Peter "John is taller than Peter" (literally:
"more (is) his being tall; see Lesson 8:2)

3. To express "the best, the tallest, etc." one adds -a at the begin-
ing and -a at the end of a word:
le? "good" --------- re sénlé7a "the best"
text "tall" --------- re sénlexta "the tallest"
rükít "strong" --------- re senórítta "the strongest"

The -a at the end of these words really means "their" or "of them", so Shus-
wap says "the best of them", etc. Example: re ntsétaw7 re sénlexta "I'm the
	

tallest".

4. We are familiar with expressions like píxem "he hunts", wíkta "he sees
him". THE SAME FORMS also mean "(the one) who hunts", "(the one) whom
he sees". In the plain way, wíkta means both "you see him" and "(the one)
whom you see". The plain verbs are simple enough, but verbs like wíkta "he sees him" have two
series of forms: one for "the one he saw" and one for "the one that saw him"
Here are all the possible forms, given to express a fact, that is, with re-
(Lesson 5:2) and in the past tense, that is, with le (which expresses something
not present (Lesson 6:1):

le m-wíkten "the one I saw" le m-wíktensem "the one that saw me"
le m-wíkts "the one you saw" le m-wíktes "the one that saw you"
le m-wíkta "the one he saw" le m-wíktas "the one that saw him"
le m-wíkt "the one they saw" le m-wíktas "the one that saw us"
le m-wíkt un "the one you saw" le m-wíktas "the one that saw you"
le m-wíktp "the one you f. saw" le m-wíktas "the one that saw you f."

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 5:1 and 6:1,
except for le m-wíktas "the one that saw him", which is the only new form.

Examples of use:
le m-wíkten yéke le 7q67tse "the one I saw must have been your father"
(yéke "must have been")
yíxí-yíxí ne le 7q67tse "that's the one she made"
re ntsétaw7 re kílémtes "I'm the one who made it"
yíxí-yíxí le ma-kwens tuwíxt "that's the child he took"

1. The verbs are: yíxí-yíxí, wíkta, sínkwa, xwíxí, etc., which are the Shuswap

SHUSWAP LESSON 16 (continued).

swéti7 le m-taksíllentátwes? "who's the one that sent him??" (gvelnatens "he sends him")
tshelxeméstén swéti7 k xilontátwes "I know (the one) who made it"
yirí-yiíne ék qelmáw le m-tshéyjén "this is the man I met"
yirí-yiíne ék qelmáw le m-xwíltxemáw "this is the man who saw me"
tshemes re m-xwíktém n cuudperl "I saw four people on the road" (tshemes "four persons")

5. KEY WORDS.

e paxixés "tomorrow"
le paxixés "yesterday"
títwell "different"
opals "apple(s)"
gwélentá kwelsentáit "to cook, prepare a meal"
tshélleqátstá "it keeps his awake"
qwenén "to want"
pepíxítem "Chilcotin"
takémínst "he expects him"
qúót "fat"
tshélleqátstá "to kill (game)"
xqweltem "language"

6. READ OUT AND TRANSLATE. 1. héqen mo7 qweqwequts e paxixés. 2. ta7 k swéct, m-qweqwequts-em. 3. tkoí7-em k w74wés. 4. yirí-yiríy tsh qel-
máw ec le píxem le paxixés. 5. títwell xí7 wélleqátstá re xqweltem. 6. re xtséntse7 re Tshíwí alí n7omí7 re Tshíwíqwí. 7. me7 tóswítemem tek opals. 8. m-otswéntsátemas enspíxem. 9. m-sésentsétem wímenílen. 10. me7 kwékmí naqvelntátem. 11. tseyqwents re stup, me7 kwelsentáit-kí. 12. yi-
ri7 xí7 re tséntseqvelntátemas. 13. cw7ít re mawí7len to qspoq. 14. me7 ngwíngwele-kon ena?Me7íat wel me7 xstsíltem-kon. 15. swéti7 re qwenén tek sélíteme7. 16. swéti7 xí7 qwenén tek sélíteme7. 17. yirí7 re semí7la te qelman. 18. m-tsélíte7-em re xtséntse7. 19. re 7esíí7 se sení7na. 20. m-otkítem os-
kwén na xstíllen. 21. m-takítem le paxixém re m-takémínstém. 22. yiríy tek qelman me7 pivém. 23. ta7 k stshelxeméstén me7 kwékmí-kon sy. 24. tsíkém teqweqwequts. 25. shuí lac re taqteme qweqwequts. 26. yiríy? ta7 yiríy le m-
qweqwequtsítema ku to tshítem. 27. yiríy-yiríy re semí7naí. 28. swéti7 k swíxtse7. 29. wéqvelntátá to JohnTe Peter. 30. yiríne ék qweqwequts re náswíteme7 le paxixés.

STORY ABOUT THUNDER AND NO....

w74wés-em re akonkmép, tskíllen, te m-píxem-em re bí, k yínní...wíka teqweqweqíll temstítem te kuntsú ec re sta'méséem re mítkye. wasoes, wánt-
eváwe, mo7 séswen teqweqweqíll talheyen ree k tséntse7em re xstíllen. yirí7 re swíktá neku7 re-síqítem re qweqweqíll, yirí7 re áswes; thíyén ec re tséntse7e k tséntse7em re qweqweqíll re xstíyém ec te 7sta'méséem te kuntsú?

(tbe continued)

NEW WORDS IN THE STORY:
tskíllen "to be famished"
ta7 k peskítem "he had no success"
tshélleqátstá "mosquito"
takémínst "really, indeed"
muj, tamaq "full (from eating)"
SHUSWAP LESSON 17.

1. Review Lesson 12:2, a about forms like ëlkstau, ëlkster. These forms can be used to express a command:

- víslèilcow vel mo7 kítse-k "run till you get there!"
- náméa k tântéwás "put it over there!"

In the second sentence both words have -mo7, 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 -mo7 but -mo8 after words ending in 8.

The form náméa comes from the short form nénè "over there": using the full form náméam one would say

- náméam k tântéwás "put it over there!"

The two forms can be used interchangeably.

Negative commands of this type are made with té7wés (in quick pronunciation tâ7wás):

- tâ7wás ke 7sklilékst "don't let go!"
- tâ7wás k snewentéc "don't believe him!"

For the forms 7sklilékst, snewentéc see 9:3, 4 and 9:3, 4.

2. POSSESSION. To express the notion "to have" Shuswap uses a pre-fix pa- (before a usually changed to po-) which could be literally translated "possessor of" or "having". Examples:

- pëllëtsëtow-sëwe "he/she has a house"
- pëllëtsëtow-sëken "I have a house"
- postënálít re n'tënum "my aunt has a daughter"
- pësçu67-en "does he/she have a son?"

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

- pípxëm-seken "I would hunt" pípxëm-sëk "we would hunt"
- pípxëm-sek "you would hunt" pípxëm-sëkt "we would hunt"
- pípxëm-së "he would hunt" pípxëm-sëk "you folks would hunt"

With the na-verbs, te-verbs and 4g-verbs one only adds -ska:

- lë7mëse-ska "I would comfort him" kwëntlemëse "I'd take you folks"
- lë7mëse-ska "you would comfort him" nëtstën-ska "I'd feed you"
- lë7mësenëse-ska "you would comfort me" këcêlëmëse-ska "I'd give you folks"

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

(1) With -mo in questions (see 3:4):

- yën yirdy ke 7stënélít? "is that one your daughter?"
- yën ve 7nëñi? k tântéwos? "is it that killed it?"

(2) With -ëka (see 1 above) in the sense of "might be":

- yëka m'tëño k kwëntëm "we might as well take this one"

(3) With -ëko (see 15:6) in the sense of "apparently, must be":

- le m-wëntëk ko7te yënèke 7bë7tökse "the one I saw must have been your father"

- yënèke m-7ëtëtëkse "he must be sleepy"

(4) With -ë (compare -ëm as found in most plain verbs); in these cases it remains untranslated in English:

- hëkón yën, hëkón so7 tâ7a "maybe so, maybe not"
- yën nor7 tâsêlës "there is some stored" ("we have some")
5. "VERY". The suffix -dy, often doubled to -edi expresses a high degree "English "very", "too", "real". Examples:

<table>
<thead>
<tr>
<th>Word</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>le7</td>
<td>&quot;good&quot;</td>
</tr>
<tr>
<td>xwente7</td>
<td>&quot;fast&quot;</td>
</tr>
<tr>
<td>sìlwepìlw &quot;Shuswap&quot;</td>
<td>&quot;real Shuswap&quot;</td>
</tr>
<tr>
<td>stikwtsen &quot;footwear&quot;</td>
<td>&quot;(real) mocassin&quot;</td>
</tr>
<tr>
<td>tkwele7 &quot;anna&quot;</td>
<td>&quot;(real) arrow&quot;</td>
</tr>
</tbody>
</table>

The last two words have taken the new meanings "shoe", "bullet", and to express the old meanings one adds -edi "real".

6. NEW WORDS.

qweltįitsewem "to read cut"
tekstąitsewem "he puts it on"
lìtep "table"
tšeqat "ripped"
štukwtsen "hot"
tàkwele7 "to show off"
xąičen "to smoke (tobacco)"
tumę "log hut"
nikt "cut"
getsentés "he ties it"
tqatsentés "he puts it on (horse)"
takálnëtsa "he obeys him"
tkłume "in that direction"

7. READ OUT AND TRANSLATE. 1. tå7wes k xwente7ìlaya ćc ke ?qwełtį- šitàveme7; 2. nène7 k tekstąitsewemewa n xidìm te-lìtep. 3. tå7ake k tšínq- ñata k stìtkwtsen s-cwiltse k sáwewem. 4. koa më7 stèwënc re matâ7- agéxew? 5. tsàkwes ke 7àkwele7. 6. kuntús wæs re ìkstatu w ìxšqàṭem. 7. qetsentés kànem mi7 xwent ke ?qatsalqàita; 8. yen nèye ke 7àgàti7 9. nènøø n tšexel k èkwàntème7; 10. wèytk: 167-së 7èw; -- nè7e, wèytk re ?qàütà? 11. m-nikt-ëntæ re ìqâvæntæ; 12. yesce xìينës 7 k tğıts- entém. 13. yirì7 re qentsæta 7o t-wélêmàwëta7a. 14. tsàklnëntæk te- qàvæntæ re ngëwâvæntæ. 15. tå7 wæs k tšëkâlnëntæcw re këyëw? 16. mëxì7 na7âlæ re nàmtwem wæ n-tòkitæ. 17. pas7ët7-en-kì -- tå7, tå7 ke npe7të7ae. 18. tkłuma k tšetàxem. 19. kwàntimsæ-ëntæ me7 wàwàst- en-ëntæ. 20. tå7wes k xkocòtc re nàqà7entsa te ?qàmò, xàyana7ìlay n new?ì7a.

STORY ABOUT THUNDER AND MOSQUITO (continued)
NEW WORDS IN THE STORY:

estxi7 re yihénc "he considered, got an idea"
llexéyacts "he tells him" (see 13:2; llexyac "to tell a story, give news")
qwnékotsms "he ruins him"
kastwilota "he spoils for him" (see 13:3; kist "bad", kastwil "to become bad"; to this word the suffix -oka "for somebody" is added, so that the word is really kastwiloka, but one pronounces only one k)
tse rep "tree"
tskwenéns "he manages to get it"
tucwt "to fly"
kenknép "to thunder"
to xesx77 "mightily"
1. Review Lesson 15:3 about wiktem "he is seen", metén "he is fed". Here are the "I, you, etc." forms that go with it:

   wiktsenom "I am seen"  metotsenom "I am fed"
   wiktem "you are seen"   metén "you are fed"
   (we see you)           (we feed you)
   wiktem kuo "he is seen" metén kuo "he is fed"
   (we see him)           (we feed him)
   wiktem kuo "we are seen" metén kuo "we are fed"
   (we see you)           (we see you)
   wiktem kuo (incl. you) "you are seen" metén (incl. you) "you are fed"
   (we see you)           (we see you)
  
Only the forms with "I" and "we" are new; of the others you only have to remember the new meaning. These are the last forms of the Shuswap verb to learn.

2. USE OF tc. Review Lesson 5:5, 4. Instead of kuntsa na syówénikt "we always fish" one can also say génes-kt tc kuntsa. Here are more examples of this type of expression:

   ligšíl to ṯeq̱ítk "he jumped high"
   m-tseentsé to le? "he fixed it up well"

   Somewhat different is the usage in sentences like the following:

   wikto to uat "he saw them dive"
   qwatsé to sêcém "he went bathing" (also: sêcém to qwatsé)
   tselxenaté to m-tséksítx-ken "he knows that I've arrived"

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

   m-wiktsen le (m-)6jákwu "I saw you when you went by"
   wikto-en le tsékiłksí? "did you see him when he arrived?"
   kem ko estqíl le ko kentäpis? "were you startled when there was a thunderclap?"

4. COUNTING. Count from 1-7.

   8 ngély7pá 9 tsélíšánkúkw7e

For 11, 12, etc. one says üpekst all nekú7 "ten-and-one", üpekst all sesele "ten-and-two", etc. Here are the words for 20, 30, etc.:

   20 nekú7üpekst 30 tsélíšánkú7üpekst 80 nuku7pl7üpekst
   30 kekú7üpekst 60 tsélíšánkú7üpekst 90 tsélíšánkú7üpekst
   40 mekú7üpekst 70 tsélíšánkú7üpekst 100 xetápiqenkt

101 xetápiqenkt all nekú7
121 xetápiqenkt all nul7üpekst all nekú7
200 sesele to-xetápiqenkt
1000 üpekst to-xetápiqenkt

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

   1 nekú7kw7e  3 kelólál  5 tséltselkst  10 üpekst
   2 sesele  4 mumu  6 tséltselkst
The reason why there is no doubling in 7 tekitsalka, 8 nek7û7pa and 9 temlenkûk7e is that these are already doubled by themselves (7 -tekits-, 9 -7û7-, 9 -kûk-).

For counting persons the following forms are used:

1 nek7? 4 tašáme 7 tekitsalka 10 t7ôp? epékat
2 tekělő 5 tekitsitselkat 8 nek7û7pa
3 tekélëlon 6 tekémakskat 9 temlenkûk7e

6. Number-words can be used with certain suffixes to refer to objects of certain kinds:

teskaltóscon "five rocks"
teskaltóslov "five houses, lodgings"
teskaltóko? "five spoon- or cupfuls"
teskaltóscon "five tribes"
teskaltósok? "five (small round objects, e.g. apples)"
teskaltólavy "five (long objects, e.g. trees, sticks, needles)"
teskaltólòw "five sheet-like objects"

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

ri? mell? epékat ell tsikat re swats "he's 45 years old"

Shuswap also has a special suffix -tšíö bson "years", combined with the numbers from 2 on as follows:

2 selitlíconu 5 teskitíconu 8 aksetlítíconu
3 kelitiçonu 6 tekélitícconu 9 temlenktwélítíconu
4 mélitícconu 7 tekelticconu 10 epelitícconu

tek teskitíconu ri? ce swats "he's five years old"

8. NEW WORDS:
teskélélélélélélél "he gives him a ride"

méilec "to rest" (t)éwéns "he asks him"

muct "to snow" weillén "those people there"

yicwéntuk "to watch out" meito "with"

séwtké "the far end" kwétilkên "relative(s), friend(s)"

9. READ OUT AND TRANSLATE:
1. tekélëlon to tekité. 2. nek7û7pa tek ápès re na7illem. 3. sténk k skévalnéntat? 4. teskélémitélten te m-pulston te John. 5. wíkto-én le tekétekítcwés? 6. tsitst-ken emémi- lêlc. 7. kélen k allwéntko k sôjen? 8. teméstéten kuc pipa. 9. m-sáw7es- cten lu7 te selitóq7ás. 10. ri? téktaki?lápékat ell nek7û7pa re swats.

11. m77 wíq77en kuc te lielín77. 12. ti7776ne m77 koe77n77e tek nek7û777ae. 13. w77a re wíctes. 14. ta77 put k stéltks re toqum. 15. yicwéntukte o pulsto k. 16. ken k spál6t777? ~ m777, pulston kuc. 17. ri? kéne ri777 re tiitstées, ziló7a re John re tsitos, ell m77os k séwtké re Mary re tsitstée. 18. kwénén-én-77e tek séwllks77e. 19. tekétsaltíko? re m-wéts77a. 20. nek7û77a tówk k skétsátzasci.

21. yíi77-yíííey le m-tése77atse77. 22. tékél77le re m-wí77kten re ccú777. 23. tekélëlon re tsekélélélélél. 24. weillén re tekél77le re too-
LESSON 18 (page 3)

STORY ABOUT THUNDER AND MOSQUITO (end)

tei't reopen: texwts't yiriy re quenineqil te kundace oc ra standa'soc. t'odell re ats'etswe7 7'ec re tksilllenw'en; me7 teq'ift'en to s7illens ma? ko'twil'eten! -- yiriy re staqent's re ats'etswe7, te7 k kudana, t'sil'en oc ra stand'a'soc re quenineqil. t'odell taft-ske re quenineqil: te qel'miec ri7 wes a takwnev'late ne: re na7illen, oc ra nasta'gec te mit'iyse -- me y'ec-ske qel'miec pi'n oc re m-atsa'qist'ee.

cu hype yiriy re stukwa csleidys'ect'en.

(Chalres Drumcy, Deadman's Creek)

NEW WORDS IN THE STORY:

tsta'gents "he hits it"
tsavqits "he hits somebody's..." (sec 121.2)
tqoq's'ten Deadman's Creek form for Canim Lake taqoolaten (the Deadman's Creek dialect has no doubling for "I", see 114)
t'sil'en "the same (way)"

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

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

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