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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 SHUSWAP COURSE

Linguist's key to the alphabet

- a open central (sometimes slightly back) vowel
- c voiceless velar fricative
- cw id., labialized
- e mid-open slightly fronted vowel, varying to open (esp. before uvulars, where it is not distinct from a)
- g uvular resonant (Arabic \mathcal{G})
- 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 velarized postpalatal sonant (close to voiced velar fricative)
- s voiceless dental to palatal fricative
- t voiceless dental stop
- ts voiceless dental to palatal affricate
- u close to mid back rounded vowel (mid variant before uvulars, where it is not distinct from o)
- w bilabial sonant
- x voiceless uvular fricative
- xw id., labialized
- y palatal sonant
- z glottal stop
- ̄, ̄, etc. glottalized counterparts of p, m, etc. NB. t 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

P A R T I

P R E S E R V E Y O U R L A N G U A G E

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 s t w y will be used in Shuswap with their English values. But we shall have to use some letters of the English alphabet for Shuswap sounds that do not occur in English, that is, we shall have to make a special convention: such and such a letter will be used for such and such a Shuswap sound. Letters used rather differently from what we are used to in English are c æ 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 Ɂ. This symbol "seven" is therefore a letter of the Shuswap alphabet (just as the symbol l is used for the letter "el" and for the number "one" in English). We list the letter Ɂ at the end of the Shuswap alphabet. Its pronunciation is shown in section B below.

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

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

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

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

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

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

On the other hand, there are several sounds which differ from each other in Shuswap though 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 s (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" (gwens). In all other words we use k for the one sound and q for the other. From k and q it can always be seen, which of the two sounds is to be pronounced in any word.

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

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

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

THE ALPHABET

The Shuswap alphabet has 32 letters:

a c e g h i k k l l m m n n o p p q q r r s s t t u w w x y y 7

The letter s occurs only in the combination ts.

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

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

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

Section C explains the letters with the mark ' (letters k l m n p d
r s t 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.

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

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

S e c t i o n A

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

e

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

Therefore, wouldn't it be less confusing
to mark stress on monosyllables?

<u>Shuswap</u>	<u>English</u>	<u>Shuswap</u>	<u>English</u>
nes	go along	skwest	name
ptek	pass by	kwens	he takes it
snénke	orphan	kenkéknem	black bear
stemét	friend	elkst	work
teyt	hungry	yéwem	fish with gill-net
weytk	hello	spólem	prairie
lémens	he comforts him	setétkwe	river
kepékst	his arm hurts	sépen	daughter-in-law
seséle	two	éyens	he pays him
elk	kinnikinnick berry	snewt	wind
épse	to sneeze	kekéw	far

i

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

wist	high	penminc	he finds it
sníne	owl	ptínesem	to think
sítést	night	kwíkwéyt	smooth
sesí	sweetheart	ewít	last
kenkínt	slow	yist	to camp overnight
pelít	lie on the ground	píin (pi-in)	now

ü

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

mus	four	lélúmt	to sense, suspect
mut	to be at home	úpekst	ten
pult	to lie	stémútumén	dream
sult	frozen	yuyuwt	slow (in work)
kúpem	to push	ust	to dive
tetúm	aunt (mother's sister)	úkwem	to carry, haul
púsens	he rubs it	kukwiw	to slip, slide
héhu	to yawn		

ä

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

kwalt	yellow, green	welánk	stomach
kápi	coffee	weláps	horn, antler
lekáltem	to gamble	pálpelt	stubborn
metmát	soft	kwlalst	gall

o

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

<u>Shuswap</u>	<u>English</u>	<u>Shuswap</u>	<u>English</u>
lop	rope	nóyens	he bends it (also pronounced níwens)
mólens	he puts them down		

ts

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

tsétse	younger sister	tskem	to whittle, carve,
tsimt	melting	tskilám	weak, feeble hew
tsilkst	five	tséwem	give a warning cry
tsut	he wants, intends	tsewentsút	(animal) to trot
tseptseplí	wheat	tséwkstem	to reach out
tsípwen	cellar	setsínem	to sing
tsítslem	new	kelkléts	grasshopper
tsentés	he hits him	imts	grandchild
tsúspsten	tailbone	splútsen	mouth
stsmeít	children of one family	stktísúsem	wood
stséméít	children		

S e c t i o n 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 g ll ("double l") q x ż (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 word, 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.

ç

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

clem	to bite	ciénem	to go around
cetcét	energetic, lively	scenc	stone
cítsem	to cut hay	smenc	tobacco
céyem	to wave with the hand	kelc	hand
cecéle	steep place	itc, etic	to sleep
cúlem	to rub fire	mulc	cottonwood

cmentés	he puts it in between	metéc	you feed him
penmínc	you find it	tsuée	creek
wiktc	you see it	tsuéwc	small creek

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

cwiwem	to whistle	sécwem	to swim, bathe
cwesét	to go, travel (a little way)	sícwens	he spills it
céwépens	he unfolds it	secwlét	very sick, dying
cwelpílc	to turn around	cúscwest	an awful lot
cwnúsem	to nod the head	tmicw	land
scwicw	wild carrot	tsitew	house
scwicwéye	ant	cweecwiéwt	not yet here, absent
súcwem	to recognize		

g

The consonant g is pronounced far back in the throat and sounds like a strangulated a. In some dialects it is pronounced as g in "father".

geyép	angry	tsgey	piled up
gep	twilight	tsgep	torn
getsem	to tie up, knit	yegóm	to grind
geném	to growl	giwens	he loads them (heavy objects)
legém	to haul		

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

gwesgwést	sunny	tsgwentés	he makes a stripe, furrow
sgwígwlé	lake trout	stsugw	stripe
legwentés	he hides it	tigwt	loose (horse), ringing(bell)

ll

The consonant written ll (double l) is a sound that combines the character of English th with that of l. While English th is pronounced with the upper front teeth, Shuswap ll is pronounced with the side teeth.

llept	gone out (fire)	kwellén	to borrow
llewt	back, spine	punllp	juniper
llépens	he forgets it	melénllp	balsam tree
llépsém	to extinguish	kwteillp	cattail, bulrush
llentés	he pokes him	smemencéllp	pigweed
llkep	pot	písell	trout
lltsetsék	mother-in-law	plieillt	thick
kellés	three	tsllats	soaked
swewll	fish	slluélémt	widow, widower
ell	and	skllékstem	rain
cucuéll	road	íllen	to eat
ullcw	to enter	stsíllen	food
llgwilc	to jump	llgwentés	he loses it

g

The consonant g is somewhat similar to k but is pronounced farther back in the throat.

qelt	fresh	qunllip	waterlily
qetsk	elder brother	lléqelc	to sit down (many)
qeinqim	to hear	piq	white
qmut	hat	peqpiq	flour
qemqém̄t	lukewarm	tsqum	hill
qesqsép	to itch	tsiqem	to dig
qéwten	hair	tseqtsúq	tame
qpem	to bandage	speqmíc	swan
sqepts	spring (season)	sqlélten	salmon
sqeyz	nightmare	útsqe	to go out

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

qwets	warm	qwtseq	to die
qwisp	bison	qwillin	birch
qwens	he soaks it	piqw	to look
qwetqwét	soft	yéqwens	he burns it
qwetséts	to leave, set out,	sqwmup	a boil
qwenqwént	poor begin	yúlcqw	thick (cylindrical obj.)
qwéltsen	branch	tsiqw	red
qwílenst	to tell lies	sqwiíts	rabbit (also pro- nounced seqwyíts)
qwtell	grease		

r

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

répem	to put up (a pole)	pérens	he cools it off
répelc	to go up	tsrep	to burn
relrált	strong	tsertsrép	forest-fire
sérens	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	péxem	to whittle, scrape
xéne	to hurt	píxem	to hunt
xmenk	heavy	síxnenm	to step
xpem	pile up (blankets, lumber)	lexém	to squeal on
xtsem	to bet	lexlíxkst	finger
xiúm	big	qwtíxe	louse
xlítens	he invites him	sqéxe	dog

xlecw	tooth	xiénem	to count
xixéyt	hot	sxélwe	husband

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

xwent	fast	xwnísem	to sniff
xwexwéyt	all	nexwéykwe	perish in water, drown
xwixwéye	maggots	ptíxwem	to spit
xwixwéyt	sharp	íxwem	to sweep
xwtellp	Indian rhubarb		

The letter 7

The Shuswap sound we write "7" can be used in English in words that begin with a vowel: when you pronounce the English word "Open!" with great stress, bursting right into the vowel, you pronounce the sound I at the beginning of the word. In Shuswap we do not write I at the beginning of a word. We already met the word for the number "ten", written úpekst. It is not necessary to write 7úpekst because the sound I is automatically there before the vowel. But when you are counting animals, you pronounce the Shuswap word for "ten" differently: the sound I is heard not only before but also after the vowel. Here we have to write it in order to distinguish "ten (animals)" ú7pekst from "ten (objects)" úpekst. Check the pronunciation of these two words carefully! The sound I occurs also at the end of a word: compare the end of épse "to sneeze" with that of ste7 "to drink".

We write I wherever it is pronounced, except at the beginning of a word.

mé7e	yes	ú7se	egg
tá7a	no	elá7stem	to get out of the way
ste7	to drink	ll7um	to poke
le7	good	cw7it	lots, many
spéke7	gloves	cw7im	to lift up
xexé7	smart	cw7em	to pout
spiú7	bird	kw7al	spoiled (of food)
kí7ce	mother	cw7al	to be in a hurry
s7istik	winter	kwle7éllip	alder
k7ep	sick	tkwlóse7	choke-cherry
t7ikw	fire	s7étstem	brother-/sister-in-law
c7emút	to be getting up	et7etic	to feel sleepy
c7ets	to get scorched	c7ú7tsens	he agrees with him
ts7um	to hit	tsc7em (ts-c-7em)	to fix
qwse7	nephew	stsc7emtép	price
sqwse7	son	ll7egw	to melt
qw7ep	gunnysack	tsutsllke7	seven

S e c t i o n C

In section B we treated seven sounds that don't exist in English. The sounds that follow are also peculiar to Shuswap, but here the going is much easier. All the letters that follow are the same as before, 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 p̄. All the new sounds that follow have this catch in the throat.

k̄

kist	bad	tskel	board
ḵélnem	to obey	ctékem	to pour in
ḵéme	humus	nikem	to cut down a tree
ḵlucw	sunset	nékens	he changes it
ḵécem	to dry meat	skéki7	spider
ḵ7em	to put down (a round object)	nekú7	one
sképqen	head		

k̄ can be combined with w into a single sound kw̄:

kwinc	how many?	kwiúsem	to suffer
kwens	he tries (tastes) it	kwékwitne	mouse
kwentés	he chews it	plúkwens	he gathers it
kwelmétens	he sends him	estemtíkw	noon
kweyí7se	small	tsékwaseñ	to put on the light
kwsicw	goose	sukwt	blown away
kwellkmúse7	cheek		

p̄

púsmen	heart	épem	to wipe
pixem	to fry	spen	to hit, whip
pnéllp	wormwood	tspes	flat
p̄7ecw	more	kenpékst	ring
pext	healed over	spseqs	nose
pé7ens	she puts (child) on her back	c7epqs	handkerchief
kípens	he pinches it		

q̄

qixt	strong, hard, difficult	tsqélnem	to shoot
qílye	take a steambath	tsqiw	broken

qelstém	steam-cooking	lígem	to bury
qesvílc	old	wíçens	he wrecks it
qemxúm	to mould into a ball	tsqéllp	fir
qutst	fat (of a person)	pel'qílc	to return
qmém	to swallow	méd	full (from eating)
q7em	to add on	teqmékst	six

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

qwelc	dead branch	qwiile	to dance
qwempép	exhausted	stíqwen	salmonberry
qwéxem/qwáxem	to ask for something	qwléwem	to pick berries
qwentés	he traps it	téqwem	to nail
qwemtsín	shore	úqwey	brother (of man), sister (of woman)
qwelséllp	willow	iqwem	to fish with scoop-net
qweyqwíyt	black	iqwke7	scoop-net
sqwext	foot	tsiqgúgwí	younger brother (of man), younger sister (of woman)
qwientés	he shakes it		

t

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

tept	dark	t7em	to look for something
text	tall (of person)	métens	he mixes it
tect	sweet	cwitens	he cuts it up
téne	ear	qétens	he hoists it up
témen	feather, fur	stemkélt	daughter
tímens	he chops it	tsít	pitch
tílel	tired	tié7	cance
tñis	cranberry	stié7	hay
tsellp	spruce	lletillát	wet
túpem	to twist, spin	texwtixwens	he bawls him out

ts

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

tsellt	cold	st'sem	fishbone
tsi7	deer	st'semqín	brain
ts7al	to hurt	sít'sem	blanket
tséwem	to wash	pít'sens	he squeezes it
tsexli7	snowshoe	tít'sens	she irons it

t̄sluxw	to sweat	st̄sexst̄s	he looks at it
t̄sligwem	to scratch	máts̄pe7	wasp
ts̄7ec	ashamed	qwet̄st̄	full
ts̄7um	to cry	stsets̄úye	porcupine
st̄sect	brother-in-law		

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

i

spúiten	bed	speqwéitcw	book
stsais	Oregon grape	tkweltkélqs	underwear
páitsen	to overturn (a car)	tpeltélk	to lie on a blanket
tselcwílep	chair	tsemxúiecw	snow on the ground
tuike	fringe	stepqúiecw	mud
pe7ile	put child on one's back	ctiit	to gather eggs

in

stémi	what?	skemois	grizzly bear
stam	easy	ctsetém	valley
qiém	to write, draw	ckemímen	jail

n

pelén	treebark	stenwéye	bat
textsín	tigerlily	sekúsént̄	star
tchéné	to cover	tkemtsín	lip, edge
púñlecw	mole	xqwllint̄	cradle
cemnúns	enemy	túcwéni	scouring rush
swelmínk	gun	slleqwqín̄	frog, toad
sekwmín̄	knife		

r

This consonant is very rare. Remember that r is the sound in relrált "strong"; pérens "he cools it off". It is pronounced with a "catch" in:
tsérens 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 "pothole" t and h do not form the combination "th".

w

léwe	uncle (of male)	t7emetéws	to ride
klléwsem	to divide, split up	sulle7úwi	ling
sqlew	money, beaver	stgiwme	cache for food under stones

kekésew	spring salmon	xgiwentem	pile up (stones)
semréw/smeréw	lynx		
tkmúye	forehead	xtséymen	liver
skwi7éye	doll	téypens	he imitates him

C H E C K L I S T

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

a as in kwalt	yellow	q̄ as in q̄ílye	take a sweatbath
c as in clem	to bite	q̄wléwem	to pick berries
	cwíwem	r̄ as in répelc	to go up
e as in elkst	work	z̄ as in tsérem	to shake off
	seséle	s̄ as in seséle	two
ḡ as in geyép	angry	tsilkst	five
	gwesgwést	s̄ as in tséwem	to wash
h̄ as in héhu	to yawn	t̄ as in teyt	hungry
ī as in imts	grandchild	tsilkst	five
k̄ as in kelc	hand	t̄ as in tept	dark
	kwalt	ū as in úpekst	ten
k̄ as in k̄ist	bad	w̄ as in woytk	hello
k̄winc	how many?	llewt	back, spine
l̄ as in le7	good	w̄ as in léwe	uncle (of male)
	llewt	x̄ as in xewt	dry
ī as in spúlten	bed	xwent	fast
m̄ as in mus	four	ȳ as in yist	camp overnight
ñ̄ as in stémi	what?	teyt	hungry
n̄ as in nes	go along	ž̄ as in tkmúye	forehead
ñ̄ as in plén	treebark	7̄ as in le7	good
ō as in tkwlóse7	choke-cherry	ú7se	egg
p̄ as in piín	now	t7ikw	fire
p̄̄ as in p̄úsmen	heart		
q̄ as in qelt	fresh		
	qwets	warm	

P A R T III

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

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SHUSWAP LESSON 1.

(In this lesson words and sounds of section A in "Preserve Your Language" are used, and in addition the part c., ew of section B. For c., ew see SHUSWAP SOUNDS, point 1).

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

1. In Shuswap, the words referring to "I, you, he", etc., are put after the word they belong to, not before it, as in English. They are underlined in the examples above.

2. Shuswap is in many ways richer than English. It has, for instance, two expressions for "we" (see d. and e. above). When you say nes-kt "we go", then it means the person you talk to also belongs to "us", is also going. When you say nés-kuc "we go", 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 "thoy" you can sometimes use the same expression (see c. and g. above).

4. When you refer to yourself ("I"), you use -ken after the word (see a.). It is possible to say simply nés-ken "I go" -- that is the speech of Kamloops, 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

(nés-ken) becomes nén̄s-ken

(yéwem-ken) becomes yéywen-ken

The arrow shows how the consonant is repeated.

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

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

Seewépmec	estíkw	estíkw
sesép	keknéow	tsint
pétse	ménmén	melámen
cúscwest	kukstaétsémc	kúpem

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 c, begin to rpronounce a k and hold it closed, then lower the back of the tongue a little bit so that the air can flow through. This will produce c. It is like "whistling with the back of the tongue". If you can imitate the way a cat "spits" at a dog, you can pronounce c.

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

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

2. To pronounce ll, WHISPER the word "please", hold the "l" for a while and press the tongue upward a bit, so that there is only a narrow opening at the sides of the tongue. This will produce ll.

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

3. To pronounce q (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 q. 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:

kwénte	"take it!"	tekum	"to pull"
qwénte	"soak it!"	tsqum	"hill"

Read the words under q 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 c. The r is like c, but with "voice", just as English z is an g with "voice".

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

Now pronounce a Shuswap c and make it long: "cccccccccc", then, while doing so make it buzz the same way as you did in "sssszzzz". The result will be "ccccrrrrrr", 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 c, 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 c (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:

ciénem	"to go around"	pewentém	"snowdrift"
xiénem	"to count"	pxwentém	"to get a cure"

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

6. To pronounce g, you have to make a x with "voice", so you can learn it the same way as you learnt r. Pronounce a long-drawn x and "buzz" it: "xxxxxggggg". We will come back to this sound later.

(In this lesson, only the sounds of Section A and c, cw are used).

secwépmec "Shuswap"

<u>secwécpmeç-ken</u>	"I am Shuswap"
<u>secwépmec-k</u>	"you are Shuswap"
<u>secwépmec-ekwe</u>	"he/she is Sh."
<u>secwépmec-kt</u>	"we are Sh."
<u>secwépmec-kuc</u>	"we are Sh."
<u>secwépmec-kp</u>	"you folks are Sh."

cetcét "energetic, lively, active"

<u>cetcéct-ken</u>	"I am active"
<u>cetcét-k</u>	"you are active"
<u>cetcét-ekwe</u>	"he/she is active"
<u>cetcét-kt</u>	"we are active" (you too)
<u>cetcét-kuc</u>	"we are active" (not you)
<u>cetcét-kp</u>	"you folks are active"

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

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

(secwépmec-ken) becomes secwécpmeç-ken

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

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

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

kumtús "always"; miméy "close by", lesél "salt", séyse "to play", stunc "nephew, niece", teníye "moose", tuwíwt "child, boy", tsukw "enough, that's all", kélens "he chases him", kéwku "sagebrush", kwtunt "plenty", ckwelkwél "luke-warm", skuwéy "bluejay", cwlem "to spin around", twupt "furry animal", kic "elder sister", suptsín "bearf", cíowleter "flute, mouth organ", cwíselc "to run", swimimtc "handsome", tsélens "he stretches it", siéksten "toy".

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

<u>weytk</u> "hello!" (to one)	<u>pútucw</u> "goodbye!" (to one)
<u>weytkp</u> "hello!" (to many)	<u>pútucwiye</u> "goodbye!" (to many)
	<u>kukstsétsémc</u> "thank you!" (to one)
	<u>kukstsétsélp</u> "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:

<u>wist</u> "high" <u>tsítcw</u> "house" -----	<u>wist te-tsítcw</u> "high house"
<u>kwalt</u> "yellow" -----	<u>kwalt te-tsítcw</u> "yellow house"
<u>tsítsílem</u> "new" -----	<u>tsítsílem te-tsítcw</u> "new house"
<u>lop</u> "rope" -----	<u>tsítsílem te-lop</u> "new rope"

The same expression is used with numbers:

<u>seséle te-tsítcw</u> "two houses"	<u>mus te-tsítcw</u> "four houses"
<u>tsílkst te-tsítcw</u> "five houses"	<u>únekst te-tsítcw</u> "ten houses"

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

6. TRANSLATE INTO SHUSWAP: 1. Two rivers. 2. Four stones. 3. Five creeks. 4. Stubborn grandchild. 5. You are an orphan. 6. 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 ll (p. 6 of "Preserve"), and also of the "extra" letter l which is described on p. 10. The sound l is not hard to pronounce. Listen to the teacher pronouncing the words under l 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:

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

Remark 1. If a word ends in e, only -n is added to make a question:
ne7élye "here" ----- ne7élye-n ? "here?"

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

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

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

3. **COMMON EXPRESSIONS.** mé7e "yes" tá7a "no" tsukw "that's all"
ow7it "many" ne7élye "here" núne "there"

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

<u>seséle te-sciláp</u> "2 o'clock"	<u>tsílkst te-sciláp</u> "5 o'clock"
<u>kelléq te-sciláp</u> "3 o'clock"	<u>úbekst te-sciláp</u> "10 o'clock"
<u>mus te-sciláp</u> "4 o'clock"	<u>tsútsllke7 te-sciláp</u> "7 o'clock"

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

1. wist te-tsítew. 2. le7 te-tmíew. 3. sult te-setétkwo. 4. ow7it te-spiú7. 5. téyt-en-k ? --- tá7a ! 6. piín me7 setsítsnem-ken.
 7. me7 éyons. 8. me7 sté7-en-k ? --- tá7a ! 9. swéwll-en ? --- me7e,
swewll. 10. me7 nés-en-k ? --- mé7e, me7 néns-ken. 11. ne7élye-n me7 yéwem-kt ? --- tá7a ! 12. tsút-en-k ? --- mé7e, tsútst-ken. 13. me7 illén-k ? --- tá7a !

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

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

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

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

SHUSWAP LESSON 4.

For this lesson, practice the pronunciation of e (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 s.

<u>lémens</u> "he comforts him"	<u>llépens</u> "he forgets it"	<u>nóyens</u> "he bends it"
<u>kwens</u> "he takes it"	<u>síowens</u> "he spills it"	<u>c7uf7tsens</u> "he agrees with him"
<u>éyens</u> "he pays him"	<u>sérens</u> "he shakes it off"	<u>tsentés</u> "he hits him"
<u>penmíns</u> "he finds it"	<u>pérrens</u> "he cools it off"	<u>llentés</u> "he pokes him"
<u>púgens</u> "he rubs it"	<u>kélens</u> "he chases him"	<u>cmentés</u> "he puts it in between"
<u>cwépens</u> "he unfolds it"	<u>tsólens</u> "he stretches it"	

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

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

<u>penmínc</u> "you find it"	<u>wikte</u> "you see it"	<u>metéc</u> "you feed him"
Here the <u>q</u> corresponds to "you"; if we change it to <u>s</u> we get the form with "he":		
<u>penmíns</u> "he finds it"	<u>wikts</u> "he sees it"	<u>metés</u> "he feeds him"
In the same way, if we change the <u>s</u> of the "he"-forms to <u>q</u> , we get the "you"-form: <u>lémens</u> "he comforts him" -- <u>lémenc</u> "you comfort him".		

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

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

séwllkwe "water", tsínkwem "island", sllicwile "fog", swuct "snow", scúyent "ice"
pésellkwe "lake", smílóle7cw "clay", r7al "evening", estekwékw "dusk", smiwe7
"mountain-lion", skelécwé7 "muskrat", cméye "housefly", kikéyt "chickenhawk",
isull "loon", téllpe7 "crane, great blue heron", s7étwen "sandhill crane",
sunécw "willow grouse", kyé7e "grandmother", smé7stem "brother (of female), sis-
ter (of male)".

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

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

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

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

4. COMMON EXPRESSIONS. ri7, xirif7 "that one" yirif7! "that's it!",
nerif7 "there, at that point" "that's right!"
nerif7! "watch out!", "wait!", "stop!"

5. READ OUT AND TRANSLATE: 1. penmíns re ú7se. 2. me7 penmínc re ú7se.
3. metéc-en re snénke? 4. síowens re séwllkwe. 5. kwens re kenkéknem
re swewll. 6. lé7-en re tsítslem te-tsítcw? 7. piín úpekst te-scílláp.
8. le7 re tmicw ne7élye. 9. ust re spid7. 10. me7 yéwem-kt?
11. téyt-en-kp? -- tá7a! 12. ite re imts. 13. cw7it rc secwépmec
ne7élye. 14. cúscwest re spid7: téllpe7, s7étwen, kikéyt, sunécw...
15. swéwll-en ri7? 16. púgens re meláman. 17. tsútsliké7 te-scílláp,
me7 17llen-ken. 18. cw7it re swuct ne7élye. 19. séyse re stsmémel7,
20. wist re tsítslem te-tsítcw. 21. me7 metéc-en re kyé7e? 22. piín
me7 úst-ekwe. 23. lé7-en ro séwllkwe? -- me7! 24. tsukw ri7.

SHUSWAP LESSON 5.

For this lesson, practice the pronunciation of g (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!

wikts "he sees it"

- a. wikten "I see it"
- b. wiktc "you see it"
- c. wikts "he sees it"
- d. wiktem "we (incl. you) see it"
- e. wiktem-kuc "we (not you) see it"
- f. wiktp "you folks see it"

púsens "he rubs it" kwens "he takes it"

- a. púpsen
- b. púsenc
- c. púsens
- d. púsentem
- e. púsentem-kuc
- f. púsentp

penmíns "he finds it"

- a. penmímen "I..."
- b. penmínc "you..."
- c. penmíns "he..."
- d. penmíntem "we..."
- e. penmíntem-kuc "we..."
- f. penmíntp "you folks..."

metés "he feeds him"

- a. metéten
- b. metéc
- c. metés
- d. metém
- e. metém-kuc
- f. metép

tsentés "he hits him"

- a. tsentéten
- b. tsentéo
- c. tsentés
- d. tsentém
- e. tsentém-kuc
- f. tsentép

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

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

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

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

Make all the forms a--f. of all the words given in Lesson 4:1 (example: lémnen, lémenc, lémens, léméntem, léméntem-kuc, léméntp). Remember that éyens "he pays him" has an unwritten I at the beginning, so that "I pay him" is éyén.

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

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

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

<u>tist-ekwe</u> "he dives"	<u>m-tist-ekwe</u> "he dived"
<u>éventp</u> "you folks pay him"	<u>m-téyentp</u> "you folks paid him"

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

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

Translated literally, re tsitcw means "the house-his". To express "the chief's house", one says "the house-his the chief": re tsitcw re kúkpi7.

4. READ OUT AND TRANSLATE: 1. piq re spéqmíco. 2. relráft re kenkéknem.
 3. ilept re t7ikw. 4. yulqw re mulc. 5. k7ep re kí7ces. 6. tsiqw re splútsens.
 7. l67-en re kápi ? -- m67e, le7 re kápi. 8. kepékst-en-k ? -- m67e, kepépkst-ken.
 9. cw7ál-en-kp ? -- m67e, cw7ál-kuc. 10. et7etíc-en-k ? -- m67e, et7etític-ken.
 11. cw7it re qwéltsns re mulc. 12. me7 kwékwén re stsmémelt. 13. m-penníns
 re spéke7s. 14. me7 l6lmen re snénke. 15. piín me7 qwetséts-kt. 16. wikts re
 tsitcw re tetim. 17. cw7it re sqléiten, me7 yéwem-kt. 18. m-tsentés re qetsaks.
 19. qwenqwént re kí7ces re steméts. 20. me7 kwenc re qwetqwént te-qmut. 21. cw7it
 re seqwyíts ne7élye. 22. qemqémt re s6wllkwe, me7 s6owem-kt. 23. m-wíwkiten re
 seséle te-qwilin. 24. nus te-sciláp, piín me7 qwetséts-ekwe. 25. tllats re
 qmuts re kúkpi7. 26. kekéw re tmicws re qwse7s. 27. wíwkiten re mulc ell re
 melénllp. 28. m-qwtseq re kyé7es. 29. m-kwens re tsitslem te-l1kep. 30. me7
 ewesét-ekwe. 31. lekáltem-ekwe re kúkpi7 ell re steméts. 32. me7 metéten re
 stemelts re kúkpi7. 33. cùscwest re sesép ne7élye. 34. me7 kwénc-en re stsmémelt?

SHUSWAP LESSON 6.

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!

tmicw "land"

re ntmimew "my land"
re 7tmicw "your land"
re tmicws "his land", "their land"
re tmicws kuc "our (not your) land"
re tmicwkt "our (also your) land"
re tmicwemp "you folks' land"

skwest "name"

re nskwekwat "my name"
re 7skwest "your name"
re skwests "his name", "their name"
re skests kic "our (not your) name"
re skwestkt "our (also your) name"
re skwestemp "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 7 are added at the beginning of a word, all the other forms are made with endings. See the underlined parts of the words above.

There is the usual "doubling" in the form for "my", and there are again two kinds of "our": "that of 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:

<u>smenc</u>	"tobacco" -----	"my tobacco" (re nsmémnc) becomes <u>re nsmémenc</u>
<u>clem</u>	"to bite" -----	"I bite" (clélm-ken) becomes <u>clélélm-ken</u>
<u>kelc</u>	"hand" -----	"my hand" (re nkéklc) becomes <u>re nkékelc</u>
<u>lelúmt</u>	"to suspect" -----	"I suspect" (lelúlm-ken) becomes <u>lelúlemt-ken</u>
<u>kwellén</u>	"to borrow" -----	"I borrow" (kwellélln-ken) becomes <u>kwelliéllen-ken</u>
<u>cw'en</u>	"to pout" -----	"I pout" (cw7é7m-ken) becomes <u>cw7é7em-ken</u>

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

<u>qéwten</u>	"hair" -----	"my hair" (re nqéqwten) becomes <u>re nqéguten</u>
<u>lléwt</u>	"back" -----	"my back" (re nlléllwt) becomes <u>re nlléllut</u>
<u>téyt</u>	"hungry" -----	"I'm hungry" (tétyt-ken) becomes <u>tétit-ken</u>
<u>sqeyys</u>	"nightmare" -----	"my nightmare" (re nsqéqys) becomes <u>re nsqégis</u>
<u>séyse</u>	"to play" -----	"I play" (sésyso-ken) becomes <u>sésise-ken</u>

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

<u>kí7ce</u>	"mother" -----	"my mother" (re nkík7ce) becomes <u>re nkíke7ce</u>
<u>qé7tse</u>	"father" -----	"my father" (re nqéq7tse) becomes <u>re nqéqe7tse</u>
<u>sqwsé7</u>	"son" -----	"my son" (re nsqwsés7) becomes <u>re nsqwséa7e</u>

In all such cases l changes to e7 or je (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:

<u>pésellkwe</u>	"lake" -----	<u>pépsellkwe</u> "little lake"
<u>tsitew</u>	"house" -----	<u>tsitstow</u> "little house"
<u>spélem</u>	"prairie, open field" ---	<u>spéplém</u> "clearing, little open field"
<u>scenc</u>	"stone" -----	<u>scécenç</u> "pebble, little stone"
<u>seséle</u>	"two" -----	<u>sesésle te-kenkéknem</u> "two black bears"
<u>mus</u>	"four" -----	<u>mus te-sqéxe</u> "four dogs"
<u>tsilkst</u>	"five" -----	<u>tsitselkst te-sníne</u> "five owls"
<u>úpekst</u>	"ten" -----	<u>ú7pekst te-segywits</u> "ten rabbits" (see Lesson 3:6)

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

qmuts "hat" --- re qmuts "his hat" --- mllépens-ekwe le qmuts "he forgot his hat"
szélwe "husband" --- re szélwes "her husband" --- l67-en le 7sx6lwe3 "is your husband well?" or "how is your husband?". Note that the hat and the husband are not there while they are being mentioned.

(continued ...)

S H U S W A P L E S S O N 6 (continued).

2. READ OUT AND TRANSLATE. 1. xiúm re pisell. 2. kw̄al re swewll. 3. metmít
re qwtell. 4. piq re ntsitstow. 5. tseqtsiq re 7sqéxe. 6. seowlét re kyé7ek̄t.
7. xewt re nsmémenc. 8. xmenk re llképemp. 9. wist re tsqum. 10. xiúm re
tmicws kuc. 11. xlíten̄s re kúkpi7 re steméts. 12. wiwkten̄ re pépsellkwē.
13. m-kwens re scéenc. 14. qwets̄ re scenc. 15. qwets̄ ri7 re tmicw. 16. cw7it̄
re xwtellip ne7élye. 17. kwikwéyt̄ re qéwtens̄ re ntsétse. 18. relrált̄ piín̄ re
nsqwsés7e, me7 píxem-ekwe. 19. wikt̄s re tsitcws̄ re qé7tses. 20. m-llépens-ekwe
le smencs. 21. setsíinem-ekwe re nkikc. 22. me7 wiwkten̄ re nkike7ce oll̄ re
nqéqe7tss. 23. me7 yéqwens̄ re xewt te-qwéltsos̄. 24. me7 xlílten̄ re sqwse7s̄
re kúkpi7. 25. m-pépr̄en̄ re séwllkwē, piín̄ me7 ste7-kp. 26. upekst̄ ts-sciláp,
me7 i7tc-ken. 27. m-penmíntem̄ re tsétsekt. 28. elkst̄-ekwe re kf7ces̄ re kúkpi7.
29. tsútsilke7 te-sciláp, me7 qwetsáts-kt. 30. le7-sn̄ le 7sxélwet̄ -- mé7e,
le7 le nsxéxelwe. 31. m-metéc-en̄ le sqéxe? -- mé7e, m-metéten̄ le sqéxe.
32. m-llépenc-en̄ re skwests̄ kuc (or: kuc re skwests)? -- mé7e, m-lléllpen̄
re skwéstemp. 33. me7 kwénc-en̄ re stsmelts̄ kuc (or: kuc re stsmelts)? -- mé7e,
me7 kwékwen̄ re stsméltemp. 34. m-tsentr̄c̄ re nstemémt̄? -- mé7e, m-tsontéten̄
re 7steméts. 35. me7 metéc-en̄ re n7i7emts? -- mé7e, me7 metéten̄ re 7imts.
36. m-penmíntp-en̄ re sqéxes̄ kuc (or: kuc re sqéxes)? -- mé7e, m-penmíntem̄ kuc
re sqéxemp. 37. nrí7i xixéyt̄ re séwllkwē! 38. m-lléqelc̄ re stsmémelts.

SHUSWAP LESSON 7.

For this lesson, practice the pronunciation of g, gw (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 s at the beginning: skwest "name", stemé "friend", sklékstem "rain", spid7 "bird", stembúmen "dream", sqeys "nightmare", spélem "prairie". It is the initial s that makes these words to nouns; many have forms without s besides them which refer to an action or process (verbs):

N O U N

V E R B

<u>skwest</u> "name" -----	<u>kwestens</u> "he names him"
<u>sklékstem</u> "rain" -----	<u>kllékstem</u> "to rain"
<u>stembúmen</u> "dream" -----	<u>temtúmens</u> "he dreams of him"
<u>sqeys</u> "nightmare" -----	<u>qeyas</u> "to have a nightmare"
<u>s7istk</u> "winter" -----	<u>istken</u> "to become winter"
<u>s7etsgw</u> "roast potatoes" --	<u>étsqewm</u> "to bake"

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:

<u>nes</u> "to go" -----	<u>nes-ekwe</u> "he goes"	<u>nesnés-ekwe</u> "they go"
<u>kitsc</u> "to arrive" -----	<u>kitsc-ekwe</u> "he arrives"	<u>ketskitsc-ekwe</u> "they arrive"
<u>qwetséts</u> "to leave" -----	<u>qwetséts-ekwe</u> "he leaves"	<u>gwetsqwetséts-ekwe</u> "they leave"
<u>elkst</u> "to work" -----	<u>elkst-ekwe</u> "he works"	<u>el76lkst-ekwe</u> "they work"

The plural of nouns is made in the same way:

<u>pésellkwe</u> "lake" -----	<u>pespésellkwe</u> "lakes"	<u>scenc</u> "stone" -----	<u>scencénc</u> "stones"
<u>séme7</u> "white person" -----	<u>senséme7</u> "white persons"	<u>imts</u> "grandchild" -----	<u>em7imts</u> "grand-children"

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

Make the plural of kic "elder sister", sgéxe "dog", spélem "prairie", píxem "to hunt", sicwens "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 nes "to go", píxem "to hunt", called "plain verbs";
- B. Verbs like lémens "he comforts him", kwens "he takes it", called "ns-verbs" (because the form quoted ends in ns);
- C. Verbs like taentés "he hits him", metés "he feeds him", called "és-verbs" (because the form quoted ends in és).

Examples of commands

	<u>to one person</u>	<u>to several persons</u>
A. <u>nes</u> "to go"	"go!" <u>nés!</u> or <u>nésce!</u>	<u>nescwiye!</u>
<u>ust</u> "to dive"	"dive!" <u>úste!</u> or <u>ústce!</u>	<u>ústowkiye!</u>
<u>píxem</u> "to hunt"	"hunt!" <u>píxme!</u> or <u>píxemce!</u>	<u>píxemciye!</u>
B. <u>lémens</u> "he comforts him"	"comfort him!" <u>lémente!</u>	<u>lémontiye!</u>
<u>kwens</u> "he takes it"	"take it!" <u>kwéntel!</u>	<u>kwéntiye!</u>
<u>penmins</u> "he finds it"	"find it!" <u>penmíntel!</u>	<u>penmíntiye!</u>
C. <u>taentés</u> "he hits him"	"hit him!" <u>teentéke!</u>	<u>tsentékwive!</u>
<u>metés</u> "he feeds him"	"feed him!" <u>metéke!</u>	<u>metékwive!</u>
<u>legwentés</u> "he hides it"	"hide it!" <u>legwentéke!</u>	<u>legwentékwive!</u>

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

(continued...)

S H U S W A P L E S S O N 7 (continued).

Make the command-forms (both "to one" and "to several") of the following verbs: (A) elkst "to work", pult "to lie down", setsinem "to sing", stfc "to sleep", cwelpilc "to turn around", ullow "to go in"; (B) éyens "he pays him", pusens "he rubs it", gwens "he soaks it", pérone "he cools it off", gíwens "he loads them"; (C) llantés "he pokes him", cmentés "he puts it in between", tskwentés "he makes a stripe on it".

4. NEW WORDS.

<u>wel</u>	"until"	<u>pus</u>	"cat"	<u>tcúsmens</u> "he
<u>n</u>	"on, in"	<u>llellúcw</u>	"coat"	<u>looks for it"</u>
<u>stup</u>	"stove"	<u>cméye</u>	"fly (insect)"	
<u>emút</u>	"to sit down (one)"	<u>e</u>	"if"	
<u>pulsts</u>	"he kills him"	<u>mell</u>	"already"	
<u>tpult</u>	"to lie on something"	<u>xpé7e</u>	"grandfather"	

Note the following pairs of words:

<u>nes</u>	"to go along" -----	<u>tsnes</u>	"to come along"
<u>ullow</u>	"to go in" -----	<u>ts7ullow</u>	"to come in"
<u>kitsc</u>	"to arrive, get there" -----	<u>tskitsc</u>	"to arrive, get here"

5. READ OUT AND TRANSLATE: 1. úpekst te-sciláp, qwetsqwetsétsoyiye! 2. qeqnfm-en-k? setsinem re kickt. 3. kwéntiye re em7fintsemp! 4. éyente re le7 te-kükpi7! 5. metéke re 7qetsk! 6. téyt-en-k, re n7i7ents? fillne! 7. cw7ále, xwénte, cwiselcwe wel n-kitsc-k! 8. sccwencwiye n tsuácl 9. metéke re stsmelts re tetum! 10. qwénte re 7qéwten! 11. xiéñemce wel n-cw7iti! 12. seséle te-sciláp, yéqwente re stup! 13. tcúsmemente le 7spéke7! 14. xlit-entiye re qwesqwsé?emp! 15. n-qwetséts-en moll le 7qé7tce? -- m67e, mell m-qwetséts. 16. ts7üllcwe, re nkyéy7e, me7 fillen-kt! 17. qwets ri7 re tmicw, cítsemowiye! 18. pílste re sqéxe, me7 clem ri7. 19. péronte re s6wilkwe wel me7 le7! 20. tpult re sqéqxe n qw7ep. 21. tpult re pus n llellúcw re nqeqtek. 22. mít-ekwe n²ri7. 23. me7 penmínen re nspépk! 24. císcowest re cemoméye ne7slye. 25. tsútslike7 te-sciláp, re n7i7ents, piin otice! 26. m-llgwentéten re nqmumt. -- pennfintel 27. m-metépen le sqexqéxe? -- m67e, m-metém kuc le sqexqéxe. 28. m-qwilenst-k! mut re kükpi7! 29. m-tem-tútmen le nxpép7e. 30. re John re ewít te-tskitsc. 31. pálpelt ri7 te-tuwíwt. 32. ts7üllowe, emíte, fillne, me7 iekáltem-kt! 33. me7 mímst-ken wel me7 tskitsc re ntsétse. 34. e cw7al-k, qwetsétsel 35. me7 tsnéns-en-k? -- m67e, tsnéns-ken.

SHUSWAP SOUNDS 2 (to be handed out with Lesson 7)

6. In lesson 7 we come to the sounds written g, gw. One way to arrive at the pronunciation of g was indicated in SHUSWAP SOUNDS (1) under point 6. It can also be arrived at by pronouncing "aaaaa" while drawing back the tongue the way you do when the doctor inspects your throat. But in Shuswap words the sound is brief, it is not a vowel but a consonant.

Listen to the teacher pronouncing the words under g (not gw!) on p. 8 of "Preserve".

2. To pronounce gw, draw back the tongue and constrict the throat in the same way as for pronouncing g, and at the same time round your lips as for pronouncing the vowel "a" in English "tall". This will produce gw.

Listen to the teacher pronouncing the words under gw on p. 8 of "Preserve".

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

You pronounce a plain p by using the air that comes from the lungs; it flows through the windpipe, building up a pressure in the mouth which is released when you open your lips to say "p". -- To pronounce p' no air from the lungs is used; the windpipe is kept closed, the way it is for the pronunciation of Shuswap "l". Take a deep breath, pronounce the word le7 "good" and keep your windpipe closed, that is, hold on the "l" -- 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 "e". You'll be saying p77777777e. Now make the l shorter and shorter. Soon you'll be saying p7e as in the word p'eeew "more". When you open lips and windpipe simultaneously you'll be saying pe.

Listen to the teacher pronouncing "pe - pe - pe - pe...." Try yourself.

Listen to the teacher pronouncing the following pairs of words:

<u>púers</u>	"he rubs it"	<u>pixem</u>	"to hunt"	<u>sípe7</u>	"tail"
<u>púsmen</u>	"heart"	<u>pixem</u>	"to fry"	<u>sípmem</u>	"to breathe"

4. The pronunciation of k' kw' q' gw' should be practiced in this order, and after one has mastered p'. 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:

<u>kélen</u>	"he chases him"	<u>kécmens</u>	"he gives it away"	<u>kwens</u>	"he takes it"
<u>kélnem</u>	"to obey"	<u>kécens</u>	"he dries it (meat)"	<u>kwens</u>	"he tries it"
<u>ckwelkwél</u>	"lukewarm"	<u>qíex</u>	"drunk"	<u>sqwext</u>	"bugbear"
<u>skwelkwélt</u>	"snowy mountains"	<u>qiém</u>	"to write"	<u>sqwext</u>	"foot"
<u>swiqwiyt</u>	"blue"				
<u>swiwytyt</u>	"black"				

5. For the pronunciation of t there are two possibilities. Either one pronounces a "t" with closed windpipe, or, more commonly, one pronounces a combination of "t" with Shuswap "ll" -- "til", 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 l.

6. In l m n r w 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:

<u>llcústen</u>	"mask"	<u>qiéyx-ken</u>	"I'm drunk"
<u>llcústen</u>	"globe of kerosine lamp"	<u>qiéyx-ken</u>	"I made a mistake"

SHUSWAP LESSON 8.

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

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

2. NEW WORDS.

kumtús	"always"	wunécum	"really"	séwens	"he asks him"
wi7	"to be finished"	tselxemstés	"he knows it"		
getsentés	"he ties it up"	qelmícw	"Indian"		
xetéqs	"to be ahead"	qelmecwtsin	"Indian language"		
tceyí7	"enough"	kektés	"he gives him (something)"		
melmálqwens	"he paints it"	twit	"to grow up"		

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

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

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

If a word itself begins in s, no second s is added; for example, setsinem "to sing" -- kumtús re nsetsítsnem "I always sing".

4. The above examples involve plain verbs (Lesson 7:3 type A). With the ns-verbs and és-verbs, ONLY s is added at the beginning, and NO "my, your, etc." is added, since the verb itself says who does what:

kumtús re slélmén	"I always comfort him"
kumtús re sléménç	"you always comfort him"
kumtús re slémenty	"you folks always comfort him"

5. In sentences of the above type, the first word is often yiri7, to be translated as "then" or "now" depending on whether one is referring to the past or to the present:

yiri7 re nsqwetséts	("now (is) my leaving")	"I'm leaving now"
	("then (was) my leaving")	"then I left..."

To refer to a fact in the past, one can add the m mentioned in Lesson 5:2: yiri7 kuc re m-sqwetsétss "then we left", yiri7 re m-agetsentés "then he tied it up". Such a sentence with m in it can also refer to "now", if one speaks of a completed fact: yiri7 re m-stwits "he's grown up now".

6. READ OUT AND TRANSLATE. 1. kumtús re s7elksts. 2. m-wi7 re sécwems.

3. kumtús re 7scw7al. 4. seséle re 7sqwilenst. 5. kumtús re slékáltémkt.

6. m-wi7 re nséscwem. 7. kellés re oligwilcs. 8. kekéw re xetéqskt. 9. kumtús kuc re setsíns. 10. mus re nsllgwígwelc. 11. kumtús re 7sgeyép. 12. kumtús re sqwilenstamps. 13. kekéw re nsxetéqt. 14. le7 re stskítscemp. 15. tceyí7 re s7elksts. 16. kumtús re slómens re stsmelts. 17. le7 ri7 re stselxemstés.

18. le7 re stselxemstéten re qelmecwtsin. 19. tsilkst re séwens re kyé7es.

20. yiri7 re nsqwetséts. 21. yiri7 re skellésts te-sciláp. 22. yiri7 re stsukws.

S H U S W A P L E S S O N 6 (continued).

23. yirif7 re m-stwits re nsqwsés7e. 24. yirif7 re skuketsétsemci 25. yirif7
re stceyí7s. 26. wunécum ri7 ro spálpelts! 27. m-llgwentéo-en le 7spéke7s
28. melmálpwenc-en mell re 7tsitcw8 29. me7 pulats-en re 7qé7tse re sqéxe7
30. kitsc-en-kp n xiúm te-pézellkwet 31. le7-en le 7kí7cet 32. melmálpwente
re tsitows re nqéqe7tsef 33. séwentiye re kúkpi7s 34. e penmíntp le nqumut,
kectékwiyé re nqeqtsk! 35. getnentéke re 7sqéxe7 36. wíwkten núne re tsquam-
qún.

(The following sentences are to be understood as taken from stories,
so that yirif7 is to be translated as "then". Example: yirif7 re sowetsétss
kuc "then we left...").

37. yirif7 re m-spulats re sqéxe. 38. yirif7 kuc re m-spulstsem re sqéxe.
39. yirif7 re sts7ullows n ntsitstow. 40. yirif7 re swikts re xiúm te-spélem.
41. yirif7 re snests n setétkwe. 42. yirif7 kuc le xpé7es yirif7 re skwens le
snencs. 43. yirif7 re c7ullows n tsitcws re kyé7es.

SHUSWAP LESSON 9.

For this lesson, practice the pronunciation of p and k, 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 p and k, but keep working on the right pronunciation!

1. NEW WORDS (to be read out)

w7ec	"to be (there)"	seklep	"coyote" (also skelép)
letántem	"to set up a tent"	tsiém	"to be at home (several; plural of <u>mut</u>)
speqpéq	"berry (any)"	exték	"right, correct"
sxísem"	"scaberry"	petaq	"potatoes"
stmuqw	"thornberry"	sqwest	"bugbear, Sasquatch"
s7éytsqwem	"raspberry"	ta7 put	"not very, not exactly"
xexé7	"smart, impressive, difficult, extreme"	ta7 ey	"not yet"
tsqwétsten	"elder relatives"	ta7 cum	"not at all"

2. SOME, ANY. Review Lesson 4:3 and Lesson 6:4 about the words re and le. These are replaced by k or ke when one speaks of something quite indefinite (English "some" or "any"). For instance, with the word w7ec "to be there" you would say w7éc-skws re John "John is there" but w7éc-ekwe k sqwest "there is some Sasquatch about". The word k or ke is used especially in questions and in sentences which deny something. Compare: m-wi7 re sletántems "he finished setting up the tent" but m-wi7-en k sletántems? "did he finish setting up the tent?"

The word k is pronounced and written ke before words that begin with ns- "my" and l- "your" (see Lesson 6:1), so m-wi7-en ke 7sletántem? "did you 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 8:3 -- in Shuswap you say "Not (is there) my fishing", or more exactly "Not (is there) any fishing of mine". -- "Not" is ta7, and "any" is expressed by k, ke. Examples:

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

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

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

ta7 k slélmén "I don't comfort him" ta7 k staelxemstéten "I don't know"
ta7 k skwens "he doesn't take it" ta7 k stselxemstés "he doesn't know"

5. DOUBLING. When any of the consonants k kw p q gw t ts is doubled, the first instance of the consonant loses its "catch in the throat":

pušmen	"heart"	re npúšmen	"my heart"
pixem	"to fry"	pípxem-ken	"I fry"
sképgen	"head"	re nskékpqen	"my head"
kécem	"to dry meat"	kékoem	"I dry meat"

Note the expressions: le7 re npúšmen "I am happy, glad", literally "my heart is good"

k7ep re npúšmen "I am sad, sorry", lit. "my heart aches".

SHUSWAP LESSON 9 (continued)

6. READ OUT AND TRANSLATE. 1. kist re smenc. 2. ta7 k skists re smenc.
 3. me7 kécem-kt! 4. tsiqw re spseqsts. 5. m-llgwentéen le 7c7epqst -- ta7a,
 ta7 k ellgwentéten. 6. yiri7 re snekú7s te sciláp. 7. cw7it re kwsicw ne7élye.
 8. ta7 k scw7its re kwékwthne ne7élye. 9. wiwkten re kweyif7se te tsitow.
 10. kwinc re scillapt -- ta7 k stselxemstéten. 11. ta7 k swists re tsquam.
 12. ta7 k sle7s re swewlli. 13. ta7 k spennins re ú7se. 14. ta7 k siówentem
 re séwllkwe. 15. téyt-en-k? -- ta7a, ta7 ke natétit. 16. piín ta7 k scw7its
 re swuct. 17. ta7 k srelrálts re nkyéy7e. 18. kepékst-en-k? -- ta7a, ta7
 ke nskepépkst. 19. cw7á1-en-k? -- ta7a, ta7 ke nsow7d7el. 20. et7atfá-en-kp?
 -- ta7a, ta7 k s7et7etfics kuc. 21. ta7 k sxixéyts re séwllkwe. 22. ta7 k
 stselxemstép re qelmecwtsin. 23. cw7it re speqpéq ne7élye: elk, sesép,
 tekwlóse7, sxúsem, stmuqw, a7éytsqwem. 24. ta7 ke nslelúlemt. 25. ta7 k
 szidums re sgvígwle. 26. p67ente re n7f7emts! 27. plúkwente re qwéltsen!
 28. nésowiye n tsitow re 7tetum! 29. tsiqw re kwellkmúse7s re ntsétse.
 30. cw7it re ns7d7elkst, kwidýsem-ken! 31. épente re llkepi! 32. m-llgwentéten
 le nképékpat. 33. me7 w767c-ken wel estemtúkw. 34. me7 xiénem-kt: nekú7, se-
 séle, kellés, mus, tsilkst. 35. cw7it re 7speqpéq, kectéka re 7tsétse!
 36. m-wi7 re skéccems re nqéqe7tse. 37. ta7 k skélinems re n7f7emts, wunécum
 xi7 re spálpelts. 38. kwinc k stsc7emtéps! 39. hexé7 re seklép. 40. hexé7
 re snewt. 41. ta7 k swikts re ntsétse re skéki7. 42. ta7 k smuts re kúkpi7.
 43. ta7 k ntsi6ms re tsqwétsten. 44. ta7 put k stqelikst. 45. ta7 piín ke
 neketétkst. 46. ta7 put k sle7s. 47. le7 ri7 te-qelmúcw. 48. ta7 k a7extéks.
 49. ta7 ey k spetetéts re petáq. 50. ta7 ey k stsketskítcs. 51. ta7 cum
 ke nsnens. 52. me7 w767c-ken wel me7 takitse re Mary. 53. ta7 k slekáltens
 re kúkpi7s kuc. 54. yiri7 re stsukws.

SHUSWAP LESSON 10.

For this lesson, practice the pronunciation of t̪, h̪ and h̫ (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 kéñem (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:

ké(ne)m ke 7syéwem?	"do you fish?"
ké(ne)m k steyts?	"is he hungry?"
kem ey k smetép le sqéxet?	"did you folks feed the dog yet?"
kem k stéytemp?	"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 k7ep re kelcs, but the normal expression is kepékst, where kep- is a shortened form of k7ep and -ékst refers to "arm". In the same way, "without salt" can be expressed as "saltless" in English, where "-less" refers to "without". Neither Shuswap -ékst nor English "-less" can be used by themselves: they have to be AFFIXED to a word.

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

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

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

Often a prefix and a suffix are combined to express a certain meaning: ckepeñs "tooth aches", ckepeñc "ear aches" (with prefix c-): tkepénc "shoulder hurts" (with prefix t-).

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

s'pem "to hit"	t'séwem "to wash"
sepéks <u>t</u> "get hit on the arm"	t'séw <u>kstem</u> "wash one's hands"
sepécn <u>t</u> "get hit on the leg"	t'séw <u>cnem</u> "wash one's feet"
sepú <u>s</u> "get hit in the face"	t'séw <u>sem</u> "wash one's face"
csepéns <u>t</u> "get hit in the teeth"	ctséw <u>ensem</u> "wash one's teeth"
sepéqs <u>t</u> "get hit on the nose"	t'séw <u>qsem</u> "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:

<u>-ékst</u> "arm, hand"	<u>kenpókst</u> tséwkatem	"ring" "to reach cut"	<u>lexlixkst</u> <u>elkst</u>	"finger" "to work"
<u>-tsín</u> "mouth"	<u>suptsin</u> <u>tkemtsín</u>	"beard" "lip, edge"	<u>qelmecwtsin</u> <u>splútsen</u>	"Indian language" "mouth"
<u>-éllp</u> "plant"	<u>smemancóllp</u> <u>kwle7éllp</u> <u>nelénllp</u> <u>qunllp</u>	"pigweed" "alder tree" "balsam tree" "waterlily"	<u>pnellp</u> <u>kwtellp</u> <u>punllp</u> <u>xwtellp</u>	"wormwood" "bulrush" "juniper" "Indian rhubarb"
<u>-qín</u> "head"	<u>sképaen</u>	"head"	<u>stsemáin</u>	"brain"
<u>-éqs</u> "nose"	<u>spseqs</u>	"nose"	<u>c7epqgs</u>	"handkerchief" (épem "to wipe")
<u>-(é)kwe</u>	<u>setétkwe</u>	"river"	<u>nexwéykwé</u>	"to drown"

SHUSWAP LESSON 10 (continued).

wile cwelpile "to turn around" zépele "to go up"
 "(move) body" llgwile "to jump" lléacole "to sit down (several)"

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

3. READ OUT AND TRANSLATE. 1. kénem ke 7steyt? 2. m-púlstem kuc re tsí7.
 3. kem k swists re tsitow? 4. kem k skwikwéyts re pélen? 5. kem k sgeyépmey?
 6. stémi k skwests? 7. kem k scw7its re spiú? ne7élye? 8. k7ep re púsmens
 re nkike7ce. 9. kénem k sllgwentéo le 7spéke? 10. penninte re 7sekwmín?
 11. kem k spenmínc le 7qmut? 12. kwentékwiyé re tsí7! 13. kem k s7extéks?
 14. swéti7 k skwests? 15. kem k spenmíntp re d7set? 16. tséwsemcwiyé!
 17. kem ey k sqwetsts re llkép? 18. qwetséts kuc, ta7 k skekéws re sqwets-
 étss, kitsc kuc n pésellkwe. 19. m-kwens-ekwe re kwayí7ss te-kenpékst.
 20. ta7 ke nsepépq. 21. kem ey k spetetéts re petáq? 22. le7 re púsmens
 re kyé7es. 23. plukwentiye re swewlli! 24. kénem ey ke 7s7fillen? 25. ta7
 k skists re sítsem. 26. titsts re nteétsre re c7epq. kuc. 27. kénem ri7
 k steyts? 28. ri7 stam! 29. stémi yirí7? -- yirí7 re swelmíns re nstsetsot.
 30. kénem k skekéws? -- t7a, ta7 k skekéws. 31. m-penninen re nswelmímen.
 32. cw7it re stetsúye n ctsetéh. 33. kem k swikte re skehcis? 34. tsellt
 re tmicw. 35. stsexstés re sekúsent.

S H U S W A P L E S S O N 11.

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

1. COMMON EXPRESSIONS.

- té7-en-k tuck "How are you?" (literally "Are you just fine?")
ec k kénuct "What are you doing?"
thé7e(n) k t7ékuct "Where are you going?"
thé7e(n) le John? "Where is John?"
thé7e(n) k w7ékwes? "Where is he/she?"
thé7e(n) ke x-t7ékwest? "Where did he go?"
thé7e(n) me? w7écwes? "Where will he be?"

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

I	II	III
kúpem	kípens	tskupsts
"to push"	"he pushes it"	"he pushes it continually or regularly"
píxem	píxens	tspixsts
"to fry"	"he fries it"	"he fries it continually or regularly"
métém	métens	tsmetsts
"to mix"	"he mixes it"	"he mixes it continually or regularly"

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

I	II	III	I	II	III
"rub"	púsem	púscens	tspussts	"bathe"	sécwem
"spill"	sielowem	sielowens	tasicwsts	"haul"	ukwem
"smash"	típem	típens	stupsts	"twist"	típem
"dig"	tsídem	tsíqens	stsíqsts	"wash"	tséwem

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

I	II	III	I	II	III
típem	típens	stupsts	típem	típens	stupsts
tsídem	tsíqens	stsíqsts	tséwem	tséwens	stséwsts

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

"carve"	tskem	tskontés	stsekstés	"patch up"	llqem	llgentés	tslliegsts
"bandage"	spem	spentés	tsqenstés	"bite"	clém	clentés	tscelstés

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

"pull"	tskur	tskwentés	stsekwtés	"straighten"	txum	txwentés	stekwstés
"hide"	legím	legwentés	tslegwtés	"lose"	llgum	llgwentés	tslegwtés

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

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

Make forms II and III of the following verbs, the meanings of which can be found in "Preserve": yéwem, cítsem, súcwem, getsém, legóm, yegém, répem, xpen, xtsém, péxem, lexém, ptíxwem, fíxwem, kékem, níkem, plíkwem, épem, spem, qétem, tséligwem.

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

<u>ec re</u> élkstes	"he is working"	<u>ec re</u> yéwmes	"he is fishing"
<u>ec re</u> tskémes	"he is carving"	<u>ec re</u> kékmes	"he is drying meat"
<u>ec re</u> tametséses	"he is feeding him"	<u>ec re</u> stækstéses	"he is carving it"

In questions re is replaced by k:

ec-en k kékmes? "Is he drying meat?" ec-en k súpmes? "Is he still breathing?"

If the last sound of a verb is k k g d c or x the suffix is not -es but -wes:

ec re t7ékwes "he is going" ec re etíowes "he is sleeping"

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

ec re séyus "he is playing" ec re épus "he is sneezing"

- 19 -

S H U S W A P LESSON 11 (continued).

4. READ OUT AND TRANSLATE. 1. t̄ext re nq̄eqe7tse. 2. t̄ext re sp̄aqp̄eq. 3. t̄l̄sl̄-en-k̄? -- t̄a7a, ta7 ke nst̄lel. 4. c̄etc̄et re nst̄omk̄ekel̄, t̄ay k̄ syuydw̄ta. 5. me7 texw̄t̄ixwens re k̄ikpi7 re sqwse7s. 6. m-xpent̄eo-ekwe re kwalt te-sit̄sem. 7. kem k̄ syegwent̄eo re k̄ápi? -- m̄e7a, m̄-yegwent̄éten re k̄ápi. 8. t̄ept re tm̄ics. 9. kepc̄én-en-k̄? -- t̄a7a, ta7 ke nskepc̄écen. 10. cw̄7it re t̄nis n tm̄ics kuc. 11. ec re setsinnes re nts̄étse. 12. ec re lekáltnes re nsqwsé7s. 13. ec re texw̄t̄ixwenses re lltsetsék re yuyuw̄ te-sépens. 14. ec re st̄sexst̄eses re wist te-t̄eellip. 15. ec re plúkwenses re st̄i67. 16. ec re st̄sekst̄eses re st̄ktáusem. 17. ec re temelmálkwst̄ses re xiúm te-t̄i67. 18. ec re tsperst̄eses re sówllkwe. 19. ec re t̄sp̄ist̄ses re nclámen. 20. ec-en k̄ tsac̄t̄eses re st̄smémelt̄. 21. ec re siséysus re n7em-7iáts n tsit̄ows re nst̄omk̄ekelt. 22. ec re t̄asfowst̄ses re sówllkwe. 23. me7 q̄wéqwen re scw̄et̄sm̄. 24. yirí7 re smusta te-scilláp, me7 secwsécwom-k̄t n tsuéc. 25. ec-en ey k̄ sup̄mes? -- t̄a7a, m̄-wi7 re sup̄ems. 26. ec-en ey k̄ élkst̄es? -- t̄a7a, m̄-wi7 re s7elksts. 27. cw̄7it te-némo7 re t̄sketskitso. 28. ec-en ey k̄ k̄écnest? -- ta7 k̄ stselxemst̄éten, séwente re sqwsé7s. 29. kumt̄ús re ts7ukwsts - re t̄skel. 30. tessucwsts re n7if7ents re tet̄uns. 31. th̄67e le 7k̄i7c̄et? -- mut n tsit̄ows. 32. th̄67e k̄ t̄7ékuč? -- t̄7e7k-ken te-Williams Lake. 33. th̄é7en k̄ w7écwes? -- ta7 k̄ stselxemst̄éton. 34. ec k̄ k̄énmuc? -- la7 re stselxemst̄eo: kumt̄ús re ns7é7elkst. 35. ec k̄ k̄énnest? -- ec re llgwilewos.

SHUSWAP LESSON 12.

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

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

"(on) here"	neʔélye	neʔéne	nerí7	neréy	=	"where?"	nəhéʔe?
"(at) here"	t̄k̄élye	t̄k̄éne	t̄k̄ci7	t̄k̄cey	=	"where(to)?"	t̄hēʔe(n)?
"here, so"	t̄élye	t̄éne	t̄ri7	t̄réy	=	"from where?"	t̄elhēʔe?
"from here"	tel̄élye	tel̄éne	tel̄ri7	tel̄réy	=	"which one?"	yihéʔe(n)?
"this one"		{yiʔéne/ riʔéne	yiri7	yiréy	=	"when?"	penhēʔe?
"at that time"		pen̄éne					

"(on) there"	núne	*nu?
"(at/to) there"	*t̄k̄lléne	*t̄k̄llíne
"there"	t̄len	t̄lúne
"from there"	tel(l)én	tel(l)úne
"that one"	{yilán/ rilán	{yilúne/ rilúne

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

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

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

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

2. SENTENCES WITH POINTING WORDS. In Lesson 11:5 we discussed expressions of the type ec re élkstes "he is working". Forms like élkstes (without the ec re) are also used in sentences that begin with the "pointing words" of point 1. Examples:

penhēʔe ne7 qwetsétoest?	"when will he leave?"
nerí7 re m̄ites	"that's where he's living (or: sitting)"
t̄hēʔe ke m̄-tentésoest?	"where did he put it?" (<u>tentéso</u> "he places it")
tel̄éne me7 kectóses	"he'll give him (some) of this"
thēʔe k t̄7ekwes?	"where is he going?"
telhēʔe k siʔekwes?	"where is he (coming) from?"

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

t̄7ek "to go" ----- st̄7ek "to come"

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

ec re é7elkstwen	"I am working"	ec re yéywemwen	"I am fishing"
ec re élkstue	"you are working"	ec re yéwmuc	"you..."
ec re élkstes	"he is working"	ec re yéwmes	"he..."
ec kuc re élkstes	"we (not you) are working"	ec kuc re yéwmes	"we..."
ec re élkstet	"we (including you) are w,"	ec re yéwmet	"we..."
ec re élksten	"you folks are working"	ec re yéwmep	"you folks..."

The endings are underlined. They are slightly different with verbs the last sound of which is k k q d c x or unstressed e e7. Examples:

S H U S W A P L E S S O N 12 (continued).

t7ek "to go"	séyse "to play"	sécwle7 "to wash one's baby"
ec re t7ekwen	ec re sésisawen	ec re sépwle7en "I am ...ing"
ec re t7ékuc	ec re séysucu	ec re sécelu7cu "you..."
ec re t7ékwas	ec re séysus	ec re séculu7s "he..."
ec kuc re t7ékwas	ec kuc re séysus	ec kuc re séculu7s "we..."
ec re t7ékwt	ec re séysut	ec re séculu7t "wo..."
ec re t7ékwp	ec re séysup	ec re séculu7p "you folks..."

4. Review Lesson 7:3 about types of verbs. -- All the examples given above under point 3 involve "plain" verbs. With ns-verbs and és-verbs, and also with ts-verbs such as tskupsts, tskipsts (11:2) all the "be doing" forms have the ending -es, except for the form with "you (one)" which has -weg:

tskupsts "he pushes it"	tsmetstés "he feeds him"
ec re tskukpates "I am pushing it"	ec re tsueteténes "I am feeding him"
ec re tskupstweg "you..."	ec re tsuetstéoweg "you..."
ec re tskupstses "he..."	ec re tsuetstéses "he..."
ec kuc re tskupstses "we..."	ec kuc re tsuetstéses "we..."
ec re tskupstmes "we..."	ec re tsuetatémes "we..."
ec re tskupstpes "you folks..."	ec re tsuetstópes "you folks..."

5. HEAD OUT AND TRANSLATE.
1. cw7it re spelpúitens re tsi7.
 2. ta7 k swikts re stepquiecw.
 3. ec re otíites re nkike7ce.
 4. ec re tsuetstétnes re n7i7emts.
 5. ec lu7 re sécwmes n tsuéc.
 6. m-llgwentéec-en le 7sqle7.
 7. m-llgwentéec-en ko 7sqle7.
 8. tel7éne me7 kectétnes.
 9. kénem ey ka 7s7fillen?
 10. yihi7en me7 kwonet -- yi7éne me7 kwékwén.
 11. no7éne me7 tenténes.
 12. nen me7 tentétnes.
 13. penhé7e me7 qwotsétsu?
 14. t7élye kuc me7 stékwes.
 15. ne7élye-n me7 tsiémet?
 16. qwetséts-ken te-Williams Lake, telri7 me7 nénswen te-Quesnel.
 17. tklu7ns n-w7éowes.
 18. tklilen me7 t7ékwt.
 19. ta7 penhén ("never") tlu7 ko nsw7é7c.
 20. telh67e k st7ékwt?
 21. ec re stéypstses re semré7.
 22. ta7 ko nstlél, me7 þe7ile-ken!
 23. cw7it re tsenxúiecw ne7élye.
 24. nerí7 re mñatwen.
 25. pen7éne me7 tskitswes.
 26. xiúm re kekésu7, kectékwiyé re kyé7emp!
 27. ec-en mell k illnuct?
 28. telh67e k stékwep?
 29. tel7éne me7 kectém re xpé7okt.
 30. kem ko 7geyeyépt -- ta7a, ta7 ko nageyeyéyp.
 31. penh67e me7 qwetsétsset?
 32. telrey me7 wiktowes.
 33. nñne re mñtes.
 34. nerí7 re kítcowes.
 35. nu7 le m~tentétnes.
 36. tkaéy n tsitow re w7éowes.
 37. ec k kénmu7t -- ec ro é7elksitwen.
 38. ec k kénnes? -- ec re otékenses re llkep.
 39. pen7éne me7 tskiktswen.
 40. cw7it re swewll me7élye: agwigwle, keknéow, sulle7úwi, kekésu7.
 41. tentéke n xiúm ts-lltepi?
 42. ec kuc re tsplukwetses re tkweltkéiq?
 43. ec re stésexstéses re tsitslem te-speqwéltow.
 44. pelítce nen!
 45. ec re ts7umé re ntsétse.
 46. lletllát re sti67.
 47. ec re tsowitstses re nkike7ce re scwetmín.
 48. ne7élye-n me7 yéwmétt?
 49. tñé7e me7 w7éowet? -- ta7 k stsclxenstéten.
 50. ta7 put k stáms re qelmeow-tsin!

SHUSWAP LESSON 13.

For this lesson, practice the pronunciation of é, éw (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"	wíwktsemc	"you feed me"	metsétsémc
"he sees me"	wíwktsems	"he feeds me"	metsétsoms
"you folks see me"	wíwktselp	"you folks feed me"	metsétselp
"I see you"	wíktsen	"I feed you"	metsin
"he sees you"	wíktss	"he feeds you"	metsis
"we see you"	wíktst	"we feed you"	metsit
{"comfort me!"	{lélmentsme/	{"feed me!"	{metsétsme/
(said to one)	{lélmentsemce!	(to one)	{metsétsemce!
(said to many)	{lélmentslemiyel	(to many)	{metsétsalemiyel

Make all of the above forms of the following verbs:

kndicwens	"he helps him"	séwens	"he asks him"
tséwkstens	"she washes its hands"	tsqwelentés	"he calls (summons) him"
keotés	"he gives him"	necwentés	"he believes him"
kukstés	"he saves him"	xwelmátnens	"he sends him"

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

kílem-ekwe te fíqwko?	"he makes a scoop-net"
(but: kílens re fíqwko? -- same meaning)	
pixxem-ken te tsí7	"I hunt for deer"
(but: pixxen re tsí7 -- same meaning)	

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

kílemen tek tié7	"make a canoe!"
mo7 téwom tek tsítow	"he will buy a house"
kectsétsme tek le7 tek séwilkwei	"give me some good water!"

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

kílen "to make"	kílens	"he makes it"	kílcets	"he makes it for him"
téwem "to buy"	téwens	"he buys it"	tewcts	"he buys it for him"
qpen "to bandage"	qpentés	"he bandages it"	qpcits	"he bandages it for him"
legum "to hide"	legwentés	"he hides it"	legwcts	"he hides it from him"

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

The "I, you, etc."-forms of these verbs are the same as those of any other ts-verb (such as wikts): kílcet "you make it for him", téwucten "I buy it for him", téwucteems "he buys it for me", qpcicten "I bandage it for him", qpcictsems "he bandages it for me", etc.

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

4. MAKEUP OF SENTENCE. The sentence "He makes a canoe for his son" is in Shuswap kílcets re sqwsó7's te tié7. That is to say, in a sentence with a -ct 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, mo7 téwom tek skvíjéye "I'll buy a doll for you", kílcetsme tek t'sexlif7 "make snowshoes for me!").

S H U S S W A P L E S S O N 13 (continued).5. NEW WORDS.

<u>wi7sts</u>	he finishes it	<u>sents'cqéxe7</u> horse	<u>sillits'u</u> shoes, footwear
<u>cwitsna</u>	he shows it	<u>atsut</u>	to lie
<u>senqéy</u>	a wound	<u>kénem me7</u>	why...?
<u>scwitsen</u>	laundry	<u>telri7 wel</u>	that's why...;
<u>r7al</u>	evening	<u>lputéy</u>	bottle (French <u>la bouteille</u>)
<u>sqwi7qwe</u>	groundhog	<u>xwenčén</u>	to hurry, walk fast (compare <u>xwent</u> "fast", suffix <u>-čén</u> "leg" 10:2)

6. READ OUT AND TRANSLATE. 1. teqmékst te-sciláp, me7 qílye re nnpép7e.
 2. ec re qwiénes te tsqolip. 3. mút-ekwe n qwemtsins re setétkwo. 4. tqmékst
 te-sqwest re nsllgwégwela. 5. qwiówiyt re nqéqutes. 6. ta7 k súutsts re
 n7ú7qwi. 7. cúsowest re stiqwem, me7 qwléwem-kt! 8. me7 qelstém re nkik7oce
 tek scwicw. 9. me7 wiqentem kuc re tsitew. 10. kénem ey k stspeldíiles re
 tsqgúgwiz

11. kectsétsme tek stiqwom! -- tséwkatsme, me7 kectsini 12. e knínowen-
 taemc me7 wiw7esten re na7é7elkst. 13. tel7ene me7 kectsins. 14. pútucw,
 me7 wiktson! 15. seséle re sqwelentsétsens. 16. tóyt-en-kt me7 metsin. --
 me7e, wunécum re nstétit, metsétsmo! (or: metsétsencel). 17. sésventselp ell
 me7 t7ékwep. 18. me7 wiktson ell me7 t7ékuo. 19. kem k súscwentselp? -- me7e,
 le7 ri7 re súcowentst. 20. kem k sncwentsétsmo? -- ta7a, ta7 k sncowentsin.
 21. kumtis re stsmetsstsétsens. 22. ta7 k stselixemstsít, swáti7 ke
 7ekwest, telhé7e k st7ékuo? 23. me7 cwitsctsen te tsítskom te opeqwéltew.
 24. me7 qepicthen te senqéys. 25. m-melmlqwats re John kuc te tsitew.
 26. tléi-ekwe re kf7cemp, taplukwotiyte te sqwítom! 27. me7 téwetsen tek
 sillits'u. 28. m-téwens re seséle re sentse7cqéxe7. 29. tótuptsme tek qmáti
 30. m-céwentsen lu7.

31. yirif7 me7 w7é7owen wel me7 r7al. 32. m-téwem te wist te-taitow.
 33. me7 téwens ri7 tek sekwmín. 34. ec re tséwkatsme re ntsétsce. 35. ec re
 tsutséwsmet. 36. m-wikem-kuc te sqwi7qwe. 37. kumtis re sta7s te séllikwe.
 38. re ewit te-tskitsc lu7 re John. 39. núné re atsútes. 40. tekllén ec re
 elkstes.

41. e kliéksistem me7 münt-ken, ta7 me7 nsowemst. 42. kénem me7 re
 7sqwetséts? 43. kénem me7 re sta7s ke 7sqwetséts? 44. telri7 wel ta7 ke
 nsqwetséts. 45. kellsa re stsqwelentóten ell tsqwetsétsos. 46. ec re kf7épes
 yiréy re qelmicw. 47. re nqéq7etse yiréy re qelmicw. 48. ec re stéýposc
 re kúkpi7. 49. ctétkotsme te-lputéy! 50. ec re cw7álet, xwenčencel!

SHUSWAP LESSON 14.

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

"you see us"	wikte kuc	"you feed us"	metéč kuc
"he sees us (not you)"	wikts kuc	"he feeds us"	metéč kuc
"he sees us (incl. you)"	wiktels	"he feeds us"	metéls
"you folks see us"	wiktp kuc	"you f. feed us"	metép kuc
"I see you folks"	wiktlemen	"I feed you f."	metúlmén
"he sees you folks"	wiktlems	"he feeds you f."	metílém
"we see you folks"	wiktlemt	"we feed you f."	metílém
"comfort us!"	lémente kuc!	"feed us!"	metéke kuc!
(said to many:)	lémentiye kuc!	(said to many:)	metéhwíye kuc!

Instead of the last two forms one can also use lémentip kuc!, metép kuc!
Make 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:

t̄7em	tentés	stestés	"to look for"
k̄7em	kentés	tskwestés	"to put down (for instance, a sack)"
kwa7ém	kwentés	tskwestés	"to chew"
t̄ll7em	tllentés	stllestés	"to lean something"
tco7em	tacentés	stseostés	"to fix, tidy up"
q̄7em	qentés		"to add"
tk̄7em	tkentés	stekstés	"to support"
qw7um	qwentés	tsqwastés	"to tan a hide"
qw7um	qwentés	tsqwestés	"to trap, snare"
teqw7im	tqwentés		"to sew"
ew7im	ewentés	tsbewstés	"to lift up"

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

k̄wəm	kwens	tskwens	"to take" (end-stress in I, begin-str. in II,
lligum	llgwentés/	tslliegwstés/	"to lose" III).
lligwens		tlligwsts	

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

(1) The first way is to use the prefix ts- (s- before t l ts):

tsmet̄	"mixed(-in)"	(métens "he mixes it")
topal	"smudged"	(pálen "he smudges it")
te7elkw	"stored away)	(élkwens "he stores it away")
tsptukw	"pierced"	(stukwens "he pierces it")
atal	"stretched"	(télen "he stretches it", as a clothesline)
tsd̄e7	"added"	(q̄7em "to add", qentés "he adds it")
stsce7	"fixed"	(tsco7em "to fix, tscentés "he fixes it")
tsd̄ey	"written"	(diém "to write", qyentés "he writes it")

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

cikt̄	"wrong"	(cikens "he misses it", about a target)
xent̄	"dry"	(xuwentés "he dries it")
qwelt̄	"roasted"	(qwlientés "she roasts it")

A great many words expressing qualities have this -t: teet̄ "sweet", text̄ "tall", tsell̄ "cold", kist̄ "bad", pálpeit̄ "stubborn", yuyvít̄ "intensive", hard (work), violent (disease)", gilgeit̄ "nice", ketkétt̄ "dirty". Many have no verbs besides them.

S H U S W A P LESSON 14 (continued).

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

túpent "smashed-up" (túpens "he smashes it")
 níkwent "chipped, cracked" (níkwens "he chips/cracks it")
 sícwent "spilled" (sícwens "she spills it")

For the last word one can also use sicwt, see (2) above!

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

melléq "flattened, collapsed" (mellqentés "he crushes it flat")
 tluqw "come-off" (tluqwentés "he breaks it off")
 tmeq "tears apart" (temgentés "he tears, rips it")

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

p/or "cooled-off" (pórens "he cools it off")
 m7ixw "melted" (mixwens "he melts it")
 l7ep "bent-over" (lépens "he bends it over")
 q7ill "awake" (qillens "he wakes him up")

4. NEW WORDS.

qwilens	"he deceives him"	ximéqs "big-nosed" (from xiúm "big")
smísem	"raspberry"	ximénk "big-bellied, pot-bellied"
wi7cts	"he finishes it for him"	ewetmín "hide, buckskin"
lekelét	"bread"	qeqním "to hear; to understand (a language)"
e nenéñses	"in a while"	

5. READ OUT AND TRANSLATE. 1. ec re qw7imes te seqwyits. 2. m-qwentés re semrów. 3. me7 t767m-ken tek speqpéq. 4. tenteke wel me7 penninéi. 5. ta7 k swikts kuc. 6. me7 matúlmen wel me7 tspełqílo re kyč7emp. 7. telhé7e k atékuct -- xlíltentsems re natsctéct. 8. le7 nerí7 re ns7í7l1on te petaq, ell l67 te-tsi7 nerí7 re stsmotéti 9. nu7 me7 č7íknes re peqpiq. 10. qixt re stektsúsem, xek67 te-spetkum. 11. ec-en k qw7imes le xpé7es kuc? -- t67s, mut n tsitows, wunécum ri7 re stáles. 12. m-qwílentlens re úqwiyemp. -- cikt-k, ta7 k stsalxemátéc re úqwikt. 13. me7 kílotlenen tek oxísem. 14. le7 re stceo7s. 15. wunécum kuc re steyts, metéko kuc tek t67s. 16. kem k swíw7ectsems te nílellmílcw? 17. kectéke kuc tek lekeléti -- e nenéñses me7 kectúlmen. 18. ta7 tlu7 ke nskiktsc. 19. me7 kwinc k lputéy ke natskwnéñem? -- tskwnéñce tek teqñékst. 20. put tuc re sl67s re nqumut. 21. m-wíwkten re ximéqs te-sqélemew. 22. m-wí7 re steqw7imes. 23. ta7 tri7 ke 7secwépnaow. 24. yim7 re nsp7e7r. 25. m-wikto-en re ximénk te-ntse7sqéxe73 26. tsyéqw-en ey le stup? 27. thé7e le 7kf7ce? -- ta7 k sw7ecs. 28. thé7e ke 7tmifor? -- keków re ntumow. 29. thé7e le swetmín? -- náne re stáles. 30. ec-en ey k qeqnimuc tek qelmiow?

SHUSWAP LESSON 15.

1. Review Lesson 6:1 about "my, your, his, etc." and Lesson 8:5 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
tsut <u>yéwem</u>	ust	wikte	lémens

I tsutst-ken <u>ensyéywem</u>	... ensyéywem ... esywiktken	... esywiktken	... esylémen
you tsut-k te7syéwem	... te7syéwem ... esywikt	... esywikt	... eslémenc
he tsut esyéwem	... esyéwem ... esyéwem	... esyéwem	... esaldémens
we tsut-kuc esyéwem	... esyéwem ... esyéwem	... esyéwem	... eslémens
we tsut-kt esyéwenkt	... esyéwenkt ... esyéwenkt	... esyéwenkt	... esalémentem
you tsut-kp esyéwemp	... esyéwemp ... esyéwemp	... esyéwemp	... esalémentp

f.

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

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

With ns-verbs, ts-verbs and éa-verbs, only es- is added.

Make the above forms of the verbs setsinom, illen, kwens, metés.

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

tsut "to want (to...)"	qicwt "reluctant (to...)"
nexélli "afraid (to...)"	cetcöt "energetic (about...), willing (to)"
cw7us "eager (to...)"	otsuenteš "he hints to him (to...)"
kwénelic "to try (to...)"	tsuns "he tells, orders him (to...)"
eketocús "(it's) time (to...)"	kíllens "he causes him (to...)"

Examples of use:

tsút-en-k te7s7illen?	"do you want to eat?"
cw7us-kuc esqwetséts	"we're eager to go"
qicwt ects7ell7úllows	"they're reluctant to come in"
n~tsuns esqwetsétes	"he told him to go"
n~tainteen te7sqwetséts	"I told you to go"
tselxematac te7sqiém	"you know (how) to write"
tsutat-ken eswikteen	"I want to see you"
eketocús ensqwetséts	"it's time for me to go"

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

kékmé7ll kuc estlúewa	"we almost got stuck" (estlúew "to get stuck")
cwellyé7 te7st7ék	"you'll come soon"
tsukw esknúcwenc	"you simply <u>must</u> help him"
kénem te7st7ék tek lti?	"would you drink some tea?" (lti "tea")
ken me? te7st7ék tek lti?	(same meaning)

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

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

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

tsúntem te kúkpit	"he is told by the chief"/"the chief tells him"
ponmíntem te stamémt	"it is found by the children"/"the ch. find it"
kwéntem te kí7ces	"he is taken by his mother"/"his m. takes him"

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

re kúkpi7 n~tsúnsas re sqwse7s "the chief told his son"

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

tsántem te kíkpi? } "he was told by the chief"/"the chief told him"
n-taúntmes te kíkpi? }
pemántmes te stsmémelt "he was found by the children"

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

m-qwetséts-enke "he must have left"
ee re hénus, et7etic-enke "he's yawning, he must be sleepy"
m-pílstm-enke "they must have killed him"
m-tsint-enke le sciyent "the ice has melted away"

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

m-lléllpen-ke le nlelluwíllow "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 es7illens. 2. cw7ús-en-k te7sqwetséts?
 3. ta7 k snexólls es7ústs. 4. ta7 k stselxemstéten ensqíéyem. 5. kénem te7-
 s7illen tek lekelét? 6. kékme7ll kuc esnexwéykwes. 7. me7 kwékwnele-ken
 enallgwígwelc. 8. me7 kílkents te7sweiílem. 9. me7 kílkentlems esweílmemp.
 10. m-tsuns kuc esqw7úms te sewetmín.

STORY ABOUT FOX AND COYOTE

m-t7éyens re xgwéleme re seklép, ee re filnes te stiéwilkwle.
 m-taúntmes te úqwis: "tbé7e k tskwéncwes?"
 m-tsuns re xgwéleme: "u, ri7 me7 pemánc nu7 n stsiqkwe, nu7 me7
 yéqelc-k, tkiliu7 ri7 re stánes, tkiliu7 ri7 re tskwékwes."
 m-qwetséts re seklép, yéqelc, sten re stiéwilkwle te tsactsúleow.
 Kémell cum we7 yec re atsíktas re mégcen tkiliu7 re wiwéy,
 m-ilgwílwes, m-7estsmókw.
 m-tsúncas ri7 tek stiéwilkwle, m-qwílentmea te úqwis.

* * * *

New words in the story.

t7éyens	"he meets him"	Kémell	} "but"
xgwéleme	"fox"	Kémell cum	
seklép	"coyote"	we7	"only"
stiéwilkwle	"skinnings (an old Indian food)"	yec	"it is (the one)"
tsuns	"he tells him/he thinks it"	stsíkt	"reflection"
atsíqkwe	"a well"	mégcen	"moon"
yéqelc	"to peep over"	wiwéy	"to be visible"
tsactsúleow	"bottom"	estemókw	"to plunge in"
tentés	"he puts, places it" (sten "it's (placed) there", see 14:2)		

SKUSHWAP LESSON 16.

re ntsétswe7	"I"	wellénwif7kt	"we (including you)"
re 7newi7	"you (one)"	wellénwi7s kuc	"we (not you)"
re newi7e	"he, she"	wellénwi7emp	"you folks"
		wellénwi7s	"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)wi7, 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 ntsétswe7 me7 pwum "I'll (be the one to) drum"
llépenc re 7newi7 "you yourself forgot it!"

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

text	"tall"	tetétxt	"taller"
tséllt	"cold"	tsctsétsllt	"colder"
xwent	"fast"	xwerxwéxwent	"faster"
llegt	"broad"	lliellélliqt	"broader"
yect	"long"	yeyéyct	"longer"

Example: tetétxt re John te Peter "John is taller than Peter"

One can also use the word p7ecw "more":

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

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

le7	"good"	re senló7s	"the best"
text	"tall"	re sentexts	"the tallest"
relrált	"strong"	re senrelrálts	"the strongest"

The -s at the end of these words really means "their" or "of them", so Shuswap says "the best of them", etc. Example: re ntsétswe7 re contexts "I'm the tallest".

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

le m-wíwkten	"the one I saw"	le m-wíwktsems	"the one that saw me"
le m-wíkts	"the one you saw"	le m-wíktes	"the one that saw you"
le m-wíkts	"the one he saw"	le m-wíktmes	"the one that saw him"
le m-wíktem	"the one we saw"	le m-wíktels	"the one that saw us"
le m-wíktem kuc	"the one we saw"	le m-wíkts kuc	"the one that saw us"
le m-wíktp	"the one you f. saw"	le m-wíktlems	"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 13:1 and 14:1, except for le m-wíktmes "the one that saw him", which is the only new form.

Examples of use:

le m-wíwkten yénke le 7qó7tse "the one I saw must have been your father"
(yénke "must have been")

yixi-yi7ne le m-kúlens "that's the one she made"

re ntsétswe7 re kúlentmes "I'm the one who made it"

yixi-yiréy le m-kwens te tuwiwt "that's the child he took"

S H U S W A P L E S S O N 16 (continued).

swéti7 le m-tskwelmstentmes? "who's the one that sent him?" (kwelmȏtens "he sends him")
 tselxemstéten swéti7 k k̓ilontmes "I know (the one) who made it"
 yiri-yi7éne tek qelm̓icw le m-t7é7yen "this is the man I met"
 yiri-yi7éne tek qelm̓icw le m-wiwktsems "this is the man who saw me"
 tmúsmes re m-wiwkten n̓ cuquell "I saw four people on the road" (t̓m̓d̓mes "four persons")

5. NEW WORDS.

e paxiéwtes	"tomorrow"	taqellqellst̓ea	"it keeps him awake"
le paxiéwtes	"yesterday"	qwenén̓	"to want"
ticwell	"different"	pesxixlem	"Chilcotin"
épols	"apple(s)"	tskelminsts̓	"he expects him"
qwlent̓es	"he roasts it"	qutst̓	"fat"
kweltsentsút	"to cook, prepare a meal"	ticwt̓se	"to kill (game)"
		xqwelt̓en	"language"

6. READ OUT AND TRANSLATE. 1. hégen me7 qweqwéqwa e paxiéwtes. 2. ta7 k sw̓acs, m-qwetséts-enke. 3. ikcif̓-enke k w̓écwes. 4. yiri-yiréy tek qelm̓icw ec le pximes le paxiéwtes. 5. ticwell ri7 wellenwi7s re xqwelt̓ens. 6. re n̓tsétswe7 re 7u̓qwi oll re 7newi7 re n̓7u̓7qwi. 7. me7 t̓wetlenen tek épols. 8. m-ctswentsétsems enspipxem. 9. m-séswentsems enswówlen. 10. me7 kwékwon esq̓lientéten. 11. tsyéqwente re stup, me7 kweltsentsút-kt̓. 12. yi-ri7 xi7 re tsqellqellst̓ats̓etsems. 13. cw̓7it re na7i7llen te speqpéq. 14. me7 llgwiegwalc-ken ens7u̓7st wel. me7 estsmóakw-ken. 15. swéti7 re qwenén̓ tek séwllkwet̓. 16. swéti7 k qwenén̓ tek séwllkwet̓. 17. yiri7 re soulé7s te qelm̓icw. 18. m-llépt-enke re n̓tsiéyw. 19. re 7newi7 re senlē7s. 20. m-tauteen es-kwéns re stsillen. 21. m-tskitsc le pesxixlem te m-takelmanstem. 22. yiri7 tek qelm̓icw me7 pixem. 23. ta7 k stselxemstéten me7 kéknom-kán ey. 24. tsukw te7sqwetséts̓. 25. flu7 kuc re tsútes esqwetséts̓. 26. yiri7 lu7 yiréy le m̓n̓m̓íkwets kuc te taitows. 27. yiri-yiréy re schmeké7s. 28. swéti7 k cwits̓cts̓s̓. 29. cweqúqwtst re John te Peter. 30. yi7éne tek squi7que le n̓sticwt̓se le paxiéwtes.

STORY ABOUT THUNDER AND MO. 7770

w̓écw-ekwe re skonknép, tktsillnes, te m-pixem-ekwe ta7 k p̓a7t̓. wukt̓a
 ne qwenimeqll texwt̓ixwt te kunt̓us ec re stsm̓éqses te mítkye. waccesec... tsaut-
 ekwe, me7 séswen re qwenimeqll telhé7en wes k tekwínses re s7íllonsi yiri7
 re swikts neku7 te-sitqt̓ re qwenimeqll, yiri7 re s̓w̓ons: thé7en wes k tskwén-
 stowes yiréy re mítkye ec te 7atsm̓éqes te kunt̓ist̓.

(to be continued)

NEW WORDS IN THE STORY:

tktsillen	"to be famished"	mítkye	"blood"
ta7 k peskénems	"he had no success"	wes, éowes	The <u>ses</u> form (12:2, 3) of
qwenimeqll	"mosquito"		(v7)ec (11:3)
texwt̓ixwt	"really, indeed"	sitqt̓	"day"
meq, tsmeq	"full (from eating)"		

SHUSWAP LESSON 17.

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

owiselcuc wel mo7 kites-k "run till you get there!"
nénas k tantéewes "put it over there!"

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

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

nénus k tantéewes "put it over there!"

The two forms can be used interchangeably.

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

tá7wes ke 7sklickst "don't let go!"
tá7wes k snecowentéec "don't believe him!"

For the forms 7sklickst, snecowentéec see 8:3, 4 and 9:3, 4.

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

pelltsítow-ckwe	"he/she has a house"
pelltsítstow-ken	"I have a house"
pestemkélít ro ntetúm	"my aunt has a daughter"
pesqwsé7-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:

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

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

lélmen-ske "I would comfort him"	kwéntlemen-ske "I'd take you folks"
lémenc-ske "you would comfort him"	metsín-ske "I'd feed you"
lélmentsemc-ske "you would comfort me"	keetúlmen-ske "I'd give you folks"

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

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

yen yindý ka 7stémkélít? "is that one your daughter?"
yen re 7newí7 k tictwats? "is it you that killed it?"

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

yéske ri7éne k kwéntem "we might as well take this one"

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

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

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

hégen yem, hégen me7 t47a "maybe so, maybe not"
yem nerí7 ts7elkw "there is some stored" ("we have some")

S H U S W A P L E S S O N 17 (continued).

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

- | | |
|--|--|
| yé-ekwe re stsínten | "and they said to him" ("he was told") |
| k7ep re kí7ce re písmens, yé-ekwe re sptínesems... | "the mother was sad, and she thought..." |

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

- | | |
|-----------------------|------------------------|
| yew-s yiréy k séwentp | "(you folks) ask him!" |
|-----------------------|------------------------|

Here the form with -wes is used in a command, just as in 1 above.

5. "VERY". The suffix -uy, often doubled to -úwi expresses a high degree "English "very", "too", "real". Examples:

le7	"good"	le7uy	"very good"
xwent	"fast"	xwente7uy	"very fast; too fast"
seowépmec	"Shuswap"	seowepmec'úwi	"real Shuswap"
silltsú	"footwear"	silltsu7úwi	"(real) mocassin"
stakwil	"ammo"	stekwele7úwi	"(real) arrow"

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

6. NEW WORDS.

qwełtáltewem	"to read out"	txéxel	"log hut"
tekstséwsens	"he puts it on"	níkt	"cut"
ltep	"table"	getsentés	"he ties it"
tímqemt	"ripped"	tgetsentés	"he puts it on (horse)"
stíkwtsen	"not"	tskélñemsts	"he obeys him"
tékwołc	"to show off"	tkmúne	"in that direction"
xqútem	"to smoke (tobacco)"		

7. READ OUT AND TRANSLATE. 1. tā7wes k sxwente7lys ec ke 7sqwolt-éítewmest 2. némuś k tekstséwsenowes n xiúm te-ltep. 3. tā7ska k stímqemts re stíkwtsen m-cw7ítske k syéwems. 4. kom me7 stéwenc re mítac7-sqéxe7i 5. tsúkwas ke 7stékwelci! 6. kumtús wes re 6lkstuc re 7sxqútem. 7. qwetsétsue kómoll me7 xwent ke 7atspelqifci! 8. yen ray ke 7dáwits 9. nénes n taxéxel k elkwencwest 10. weytki l67-en-k fuct -- né7e, weytk re 7newi7! 11. m-níkt-enke re súwents. 12. yeske xi7éne k tgets-entém. 13. yiri7 re scontexts kuc t-wellenwi7s. 14. tsilkst-enke tew-sqwext re nelliwigwelc. 15. ta7 wes k tskélñemstsos re kyé7es. 16. nerí7 ne7élye re mítwen wel m-tskitsc. 17. post67-en-k? -- ta7c, ta7 ke aposté7e. 18. tkmúne k tsatséxuci! 19. knúcwentseme-ske me7 wfw7est-en-ske. 20. tā7wes k skeetfc re n7ifcants ta 7qmut, xayme7uy n newi7s.

STORY ABOUT THUNDER AND MOSQUITO (continued)

estxif-ekwe re písmens re qwenímeqlí, yé-ekwe k sptínesems: texwtúxwt yiréy e lexsyecten me7 qwnékatmentsems héqen e kostwiletsans te ns7illen; me7 qwilén! yiri7 re sqwilens re skenkñép, yiri7 re struns: te stsertsrép

S H U S W A P L E S S O N 17 (page 3).

telri7 wes xe tskwékwensnes yi7éne re ns7i7ilnes, te stsertsnép xi7 wes e tskwenwéwénsnes. -- u, yé-ekwe k etcúntem te skenknép, yixi7 re skukstsétsencl yixi7 tk7ólye re skenknép re m-stucwts ... w7eeeeee re kenknépas te xexé7.

(to be c o n t i n u e d)

NEW WORDS IN THE STORY:

estxíl re básmens "he considered, got an idea"

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

qwnékstmens "he ruins him"

kestwilcts "he spoils for him" (see 13:3; kist "bad", kestwile "to become bad"; to this word the suffix -cts- "for somebody" is added, so that the word is really kestwilects, but one pronounces only one e)

trep "tree"

tskwéns "he manages to get it"

tucwt "to fly"

kenknép "to thunder"

te xexé7 "nightily"

SHUSWAP LESSON 18.

1. Review Lesson 15:3 about wiktem "he is seen", metém "he is fed". Here are the "I, you, etc." forms that go with it:

wiwktslem	"I am seen"	metstslem	"I am fed"
wiktat	"you are seen" (we see you)	metstít	"you are fed" (we feed you)
wiktem	"he is seen" (we see him)	metém	"he is fed" (we feed him)
wiktem kuc	"we are seen"	metém kuc	"we are fed"
wikteít	"we (incl. you) are seen"	metélt	"we (incl. you) are fed"
wiktlemt	"you folks are seen" (we see you folks)	metélm̄t	"you folks are fed" (we feed you folks)

knúcwentalem	"I receive help"	knúcwentem kuc	"we receive help"
knúcwentst	"you receive help"	knúcwentolt	"we receive help"
knúcwentem	"he receives help"	knúcwentl̄mt	"you f. receive help"

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

2. USE OF te. Review Lesson 8:5, 4. Instead of kuntús x̄e syéwemkt "we always fish" one can also say yéwem-kt te kuntús. Here are more examples of this type of expression:

ilgwilo te tqeltk "he jumped high"
m-tscentes te lo? "he fixed it up well?"

Somewhat different is the usage in sentences like the following:

wikte te ust "he saw them dive"
qwetséts te s̄c̄wem "he went bathing" (also: s̄c̄wem te qwetséts)
tselxemstés te m-tskik̄tso-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-)t̄7ékuc "I saw you when you went by"
wikte-en le tskitscwes? "did you see him when he arrived?"
kem ke estqit̄ wes le konknépes? "were you startled when there was a thunderclap?"

4. COUNTING. Count from 1-7.

8 nek̄7u7ps 9 temllenku7w̄e

For 11, 12, etc. one says úpekst ell nek̄d̄7 "ten-and-one", úpekst ell seséle "ten-and-two", etc. Here are the words for 20, 30, etc.:

20 sell7úpekst	50 tsalkl17úpekst	80 n̄ku7pl117úpekst
30 kell7úpekst	60 teqmek117úpekst	90 temllenkwell7úpekst
40 moll7úpekst	70 tsatskell7úpekst	100 xetspqiqenkst

101 xetspqiqenkst ell nek̄d̄7

121 xetspqiqenkst ell sell7úpekst ell nek̄d̄7

200 seséle te-xetspqiqenkst

1000 úpekst te-xetspqiqenkst

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

1 nek̄ku7w̄e	3 kellólls	5 tsitselkst	10 ú7pekst
2 seséle	4 m̄ms	6 teqménkst	

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

The reason why there is no doubling in 7 tsútallke7, 8 nek7ú7ps and 9 temllenku7w7e is that these are already doubled by themselves (7 -tsút-, 8 -7ú7-, 9 -ku7w-).

For counting persons the following forms are used:

1 nekú?	4 twámos	7 tekteitallke7	10 t7úp7opekat
2 tekséle	5 tektsiltselkst	8 nek7ú7ps	
3 tekellélem	6 teqmókmekst	9 temllenku7w7e	

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

tselkstéseen	"five rocks"
tselkstéllow	"five houses, lodgings"
tselkstéke7	"five spoon- or cupfuls"
tselkstidem	"five tribes"
tselkstusc7	"five (small round objects, e.g. apples)"
tselkstf1qw	"five (long objects, e.g. trees, sticks, needles)"
tselkstéltow	"five sheet-like objects"

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

xi7 mell7úpekst ell tsilkst re swucts "he's 45 years old"

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

2 selltiénnum	5 tselltiénnum	6 níkoplitiénnum
3 kelliénum	6 teqmelltiénnum	9 temlenku7welltiénnum
4 melltiénnum	7 tsétsake7lltiénnum	10 opklltiénnum

tek tselltiénnum xi7 re swucts "he's five years old"

<u>8.</u> NEW WORDS.	tsecllóqelsts	"he gives him a ride"	
méliele	"to rest"	(t)séwens	"he asks him"
wuct	"to snow"	wellilén	"those people there"
yicwmentsút	"to watch out"	meto	"with"
seqwtéks	"the far end"	kwséltkten	"relative(s), friend(s)"

9. READ OUT AND TRANSLATE. 1. tekellélem ts tsitse. 2. nek7ú7se tek épels re na7f1llen. 3. aténi k skwelmétentet? 4. tselxemétesten te m-púlstem te John. 5. wíkto-en le tsketeskítewest? 6. tsútst-ken enoménnilelc. 7. kénem k allgwéntéo k sqlew? 8. temetstém kuc piin. 9. m-wi7e-cten lu7 te selltse7úwís. 10. ri7 tsétskell7úpekst ell nek7ú7ps re swucts.

11. me7 wí7cten kuc te lließews. 12. tol7éne me7 kectcines tek neku7ú7se. 13. w7ec re wíctes. 14. ta7 put k stqeltks re tsqum. 15. yicwmentsúte e pulstet? 16. kem k spúlstelt? ~ m67e, púlstem kuc. 17. ri7éne xi7 re ntsitatow, riláne re John re tsitewa, ell máne n seqwtéks re Mary re tsitewa. 18. qwonón-en-kp tek séwilkwé? 19. tektsitsliko7 re m-qwetséte. 20. nek7ú7a tuow k skeotsétsen!

21. yiri-yiréy le m-tsésustsens. 22. tekéde re m-wiwkten n cuquell. 23. tekellélem re tsecllóqelsten. 24. wellilén re tekéde re tec-

SHUSWAP LESSON 18 (page 3).

11éllqelsten. 25. thé7en le Mary? -- ec re sécwlu7s. 26. ctéhi k skwel-méntlenit? 27. m-wíwktén le m-t7ókwes. 28. mo7 wíkteen e t7ékuc. 29. temilenku7wellti7ncum ri7 re swucts. 30. tsikitso mate kwséliktens.

STORY ABOUT THUNDER AND MOSQUITO (end).

tsut re skenknp: texwtúxwt yiréy re qwenimeqlí te kumtúses ec re staméq-ses, kémell re ntsátswe7 w7eo re tktsillenwen; mo7 tsedcítén te s7illens mo7 kewtwilcten! -- yiri7 re atsdentés re etsertarép, ta7 k skénems, tsílem ec re staméq-ses re qwenimeqlí. Kémell tsút-ske re qwenimeqlí: te qel-micw ri7 wes e tskwewéustnes re ns7illen, ec re nataméqeo te mitkye -- mo yác-ske qelmicw pifn ec ke m-atseqstemes.

cu7 yiri7 re stsukws esleqéyetsen.

(Charles Draney, Deadman's Creek)

NEW WORDS IN THE STORY:

tsqentéo "he hits it"

tseqcits "he hits somebody's ..." (see 13:3)

tseqcifton Deadman's Creek form for Canim Lake tsedcítén (the Deadman's Creek dialect has no doubling for "T", see 1:4)

tsílem "the same (way)"

The Russian writer Ivan Turgoyev (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.