

ñsəlx̣in 2

*A Intermediate Course in
Colville-Okanagan Salish*

by Sɭamtíča?

(Sarah Peterson)

with LaRae Wiley
and Christopher Parkin

Second Edition, Version 2

Authors' Notes

The edition of *ńsəłxcin 2* was reformatted by Graham Wiley-Camacho using the Aboriginal Unicode font, and includes corrections, spelling revisions, and partner worksheets by Christopher Parkin. It is based on a first draft developed from June 2006 through March of 2007 with support from *The Center for Interior Salish, The Paul Creek Language Association, the Lower Similkameen Indian Band and the First People's Heritage, Language and Culture Council of British Columbia*. This version 2 of the second addition includes spelling revisions by Christopher Parkin. *ńsəłxcin 2* is the third in a series of six books that comprise the *ńsəłxcin Curriculum Project* that is being developed by *Salish School of Spokane* and *The Paul Creek Language Association* and their partners.

This work is meant to offer additional vocabulary for beginning intermediate students, in combination with basic verbal paradigms to assist in the formation of sentences and communicative constructions. Before beginning to study this work, students are expected to have mastered the materials in the first two books, *ńsəłxcin 1* and *captikʷl*, that precede this work in the overall *ńsəłxcin Curriculum Project* series.

While some *ńsəłxcin* terms listed in this work were drawn from secondary sources**, the vast majority of the *ńsəłxcin* content, including words, phrases, and verbal paradigms, contained herein is provided by Sʔamtiča? (Sarah) Peterson. The overall organization of this work, and the choice of vocabulary themes, lists and phrases are the work of Christopher Parkin and LaRae Wiley. Partner worksheets and grammar exercises are the work of Christopher Parkin. Other worksheets and related materials were gathered and prepared by Tammy Allison, Tammy Peterson, and James Parkin.

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waȳ, lim̄lm̄t̄

Sʔamtiča? (Sarah Peterson)
Qʷəqʷcwíya? (LaRae Wiley)
ɬAññ (Christopher Parkin)

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***Okanagan-Colville Dictionary*, compiled by A. Mattina and *Okanagan Language Word List* by Randy Bouchard, Larry Pierre and Martin Louie.

ᙂsəłxcin 2

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smimáy 01: waý

s?um̄s 1

waý p_isnqsílxʷ	Greetings my relations.
kʷ_ckicx	You have arrived.
kn_ckicx	I have arrived.
p_cyɿap	You all have arrived.
kʷu_cyɿap	We have arrived.
ha ti? p_χast ?	Are you all well ? / How are you?
kʷu_...	We are...
ń?atxíls	sleepy
cqiɬqłt	awake
pa?pa?sílx	sad
ńpyiɬs	happy
lut kʷu_tø_χast	We are not well.

s?um̄s 2

ha ti? kʷ_χast?	Are you well / How are you?
kn_ ...	I am...
ń?atxíls	sleepy
cqiɬqłt	awake
pa?pa?sílx	sad
ńpyiɬs	happy
lut kn_tø_χast	I am not well.
uc kʷ_ikskñxítm?	Can I help you?
kʷu_kñxit	Help me / help us.
alá? mi kʷ_mut	You can sit here.
ilí? mi kʷ_mut	You can sit there.
alá? mi kʷ_kł?im	You can wait here.
ilí? mi kʷ_kł?im	You can wait there.
asp?ús	As you wish.
swit asńqlxʷskʷíst?	What is your Indian name?
isńqlxʷskʷíst ____.	My Indian name is ____.

conjugations

skʷist	name	possessives
	singular	plural
1st person (I / we)	iskʷíst	i?_skʷskʷistət
2nd person (you / you guys)	askʷíst	i?_skʷskʷistm̥p
3rd person (s/he / it / they)	i?_skʷists ____	i?_skʷskʷistsəlx

notes: The word *skʷist* uses the possessive paradigm. The paradigm consists of prefixes in the 1st and 2nd singular, and suffixes for all other persons. The 1st and 2nd singular prefixes drop their *n* when attaching to a word that starts with the letters *s* and *t*.

possessives	singular	plural
1st person	in-	-tət
2nd person	an-	-əmp
3rd person	-s / -ts **	-səlx

**after words ending in *s*, add *-ts* for his / her / its

examples:

swit i?_skʷskʷistm̥p?	What are your names?
iskʷíst Susan uł ixí? i?_skʷists Mike.	My name is Susan and his name is Mike.
swit i?_skʷskʷistsəlx?	What are their names?
i?_skʷskʷistsəlx Susan na?ł Bob.	Their names are Susan and Bob.

kic / yɿap	arrive	past / present
	singular	plural
1st person (I / we)	kn_ckicx	kʷu_cyɿap
2nd person (you / you guys)	kʷ_ckicx	p_cyɿap
3rd person (s/he / it / they)	ckicx	cyɿapəlx

notes: The words *kic* and *yɿap* use the intransitive person markers. The paradigm consists of prefixes in the 1st and 2nd persons, a nil or blank in the 3rd person singular, and a suffix in the 3rd person plural. In the above forms, the *c*- prefix indicates motion toward the speaker.

intransitive person markers	singular	plural
1st person	kn <u>_</u>	kʷu <u>_</u>
2nd person	kʷ <u>_</u>	p <u>_</u>
3rd person	-	-əɬx

examples:

ha cyɻapəɬx Susan naʔɬ Mike?

Have Susan and Mike arrived?

ki, cyɻapəɬx.

Yes, they arrived.

Ñsəłxcin 2, Smi'áy 01

s?uňs 1

iskʷíst _____

s̥ɬíx̥ałt _____

Instructions: ask your partner and her / his imaginary friend how they are doing with the question, *ha ti? p̥-xast?* Respond according to the pictures for each partner.

Example: A: ha ti? p̥-xast?

C: kiw, kʷu-ñpyiłs

or

lut, kʷu-ɬam̥háy̥m̥t

A



cqiləłqłt



ñka?síls



ñpyiłs



cxʷíxʷałt

C



pa?pa?sílx



ča?ča?áx



ñxasíls



ñ?atxíls



qal?ílt



ñtəłqin



lut tə-xast



ɬam̥háy̥m̥t

Ñsəłxcin 2, Smi'áy 01

s?uňs 2

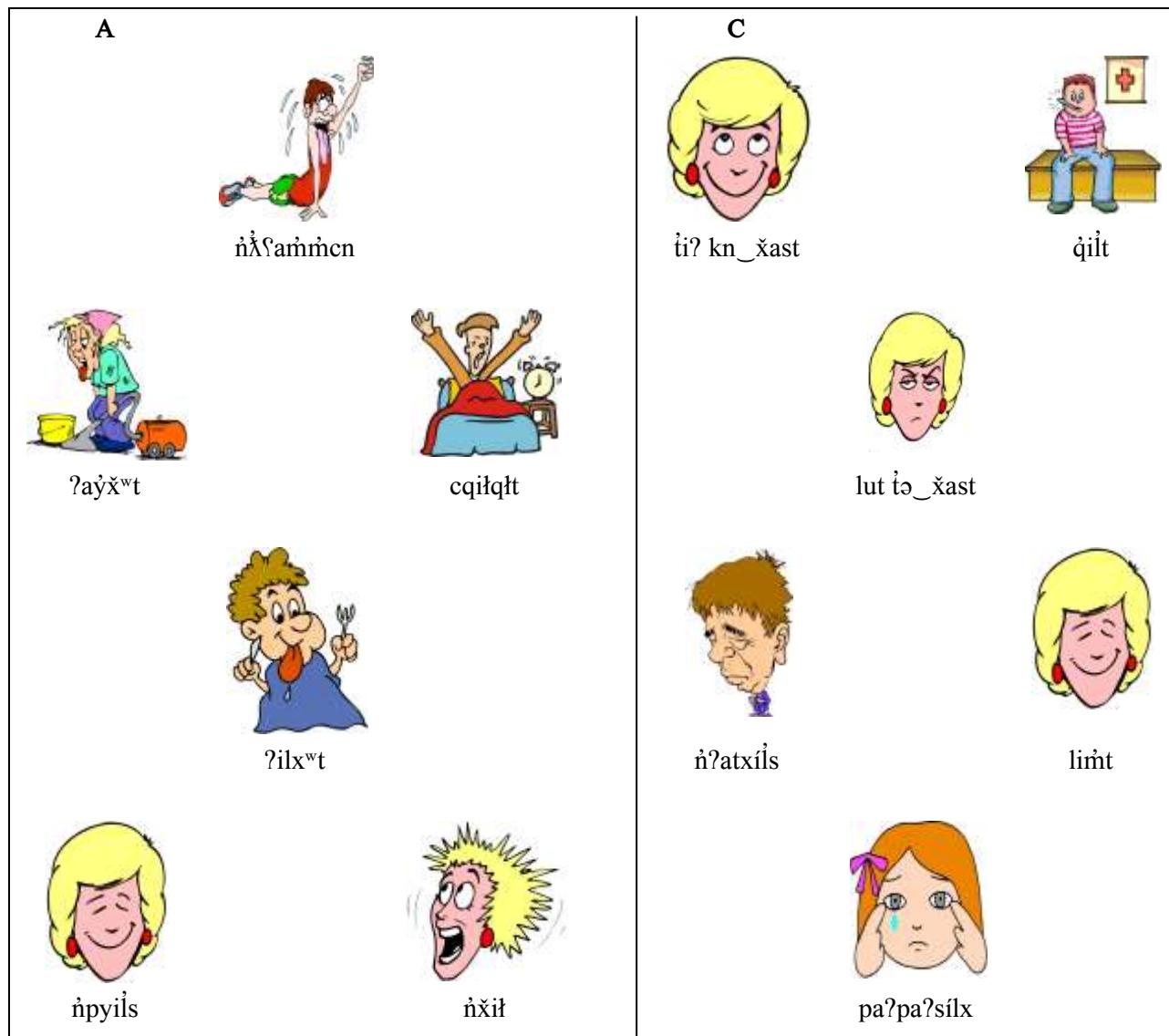
iskʷíst _____

s̥šl̥x̥tałt _____

Instructions: ask your partner how they are doing with the questions, *ha ti? kʷ_xast?* or *c̥kin asp?ús?* Respond according to the pictures for each partner.

Example 1: A: ha ti? kʷ_xast?
C: kiw, ti? kn_xast.

Example 2: A: c̥kin asp?ús?
C: kn_n?atxíls.



Nsəlxcin 2, Smi'áy 01

Conjugations 1

iskʷíst _____

s̥ɬíx̥al̥t _____

Instructions: with your partner, re-enact the arrival of singers at the hand-drum contest as they checked in at the registration table and were assigned to age categories for the contest. Take turns playing the roles of singer and registrar.



Example 1:

Pila?sís- 20

- A: way, kʷ_ckicx.
C: kiw, kn_ckicx.
A: swit askʷít ?
C: iskʷít Pila?sís.
A: kʷ_kʷnxspiñtk ?
C: kn_?asl?úpñkst spiñtk.
A: way, limlmt.
C: way.

1.



Ki?láwna- 66

2.



Kasnú- 48

3.



Kníca?- 17

4.



Sk̥ñxʷal̥qs- 72

5.



Pacís- 25

6.



S̥lxí?ál̥qs- 51

7.



S̥xmnatkʷ- 33

8.



S̥ltis- 84

Ñsəłxcin 2, Smińáy 01

Conjugations 2

iskʷíst _____

s̥ɬ̥kʷal̥t _____

Instructions: Sykíča? had to run to the store right before his party started. With your partner, role play his phone conversation with his mother about the guests arriving. Take turns playing the parts of Sykíča? and his mom. Crossed out people have not yet arrived.

Example 1: Sykíča?: waý iskʷúy. ha kicx isa?stám Susáp ?
i?_skʷuȳs: kiw, ckicx Susáp.

Example 2: Sykíča?: way iskʷúy. ha y̥apə́lx Pila?sís na?l Prasuwá ?
i?_skʷuȳs: lut, lut ta_cyapə́lx Pila?sís na?l Prasuwá.

- | | | | |
|--|---|---|--|
| 1.  | 2.  | 3.  | 4.  |
| sa?stám Susáp | Pila?sís na?l
Prasuwá | l?iw Ki?láwna | ɬkíkxa? Malí |
| 5.  | 6.  | 7.  | 8.  |
| Sm̥imal̥qs na?l
Sapát | ɬAtál na?l
Papílya?qn | slaxt Spa?amíx | ɬsísnica? Piyarís |
| 9.  | 10.  | | |
| Sltis na?l Ñkʷála | | sñtxʷus Katalín | |

ᙂsəł̓xcin 2, Smiłáy 01

Sqʷaqʷaʔál

iskʷíst _____

s̓x̓l̓x̓ɿałt _____

Instructions: With your partner, practice this dialog that took place at the clinic. Take turns playing the role of the receptionist and the patient.

A: way̓, uc kʷ_ikskñxítm?

B: kiw, lut kn_́tə_́xast. ha alá? i?_səxʷmrim?

A: ki. swit asnqlxʷskʷíst?

B: isnqlxʷskʷíst _____.

A: háhuy, ilí? mi kʷ_kl̓?im.

B: ha alá? mi kn_mut ?

A: kíwa, ilí? mi kʷ_mut.

?ay̓xáxa?...

B: nikxná?. kn_ksxʷúya?x k̓l̓_sň?á?cqa?tn.

A: way̓, ikl̓í? i?_sň?á?cqa?tn.

iskʷist _____

s̥ɬ̥k̥sal̥t _____

A. skʷist

Instructions: fill in the blank with the most appropriate form of *skʷist*. Follow the prompt in parentheses. Then translate the whole phrase to English.

1. S̥ltis naʔɬ Prasuwá iʔ_____ . (their Indian names)

nuyápixcn:

2. swit _____ ? (your name)

nuyápixcn:

3. swit iʔ_____ ? (her name)

nuyápixcn:

4. _____ P̥ałxʷ. (My Indian name)

nuyápixcn:

5. swit iʔ_____ ? (you folks' names)

nuyápixcn:

6. swit _____ ? (my name)

nuyápixcn:

7. swit _____ ? (your Indian name)

nuyápixcn:

8. swit iʔ_____ ? (our names)

nuyápixcn:

9. swit iʔ_____ ? (their Indian names)

nuyápixcn:

10. swit iʔ_____ ? (their names)

nuyápixcn:

B. kic / yfap

Instructions: fill in the blank with the most appropriate form of *kic* or *yfap*. Follow the prompt in parentheses. Then translate the whole phrase to English.

1. l_cil̓kst _____ iʔ_kl̓_citxʷm̥p. (you folks arrived)

nuyápixcn:

2. p̓kin _____ ? tə_spi?scílt. (you arrived here)

nuyápixcn:

3. _____ Tlakán tə_spi?scílt. (arrived here)

nuyápixcn:

4. p̓kin _____ ? tə_spi?scílt. (you folks arrived here)

nuyápixcn:

5. l_ʔupn̓kst uł naqs _____. (I arrived here)

nuyápixcn:

6. _____ ɬapná? tə_s̓klaxʷ. (we arrived here)

nuyápixcn:

7. l_kʷinx _____ Kilá?wna ? (arrived here)

nuyápixcn:

8. _____ Pila?sis naʔl P̓ałtxʷ tə_spi?scílt. (arrived here)

nuyápixcn:

9. l_kʷinx _____ mniłłtət ? (we arrived here)

nuyápixcn:

10. _____ ɬapná? tə_s̓łłx̓ałt. (I arrived here)

nuyápixcn:

smi'máy 02: s'čkak 1

s?um's 1, 2 and 3

people	bundles	rows/cylinders
knaqs	knəqsíča?	nəqsałqʷ
t'kas?asíl	tk?aslíča?	s?aslálqʷ
tka?kałís	tka?łliča?	ka?łláłqʷ
kmusməs	kmúsča?	musłqʷ
kcílcíkst	kcílkstíča?	cílkstałqʷ
ktaqtqm̕kst	ktaq̕mkstíča?	ktaq̕m̕łtálqʷ
ksispl̕k	ksispl̕kstíča?	ksəspł̕kłtalqʷ
ktim̕tm̕ł	ktm̕łtíča?	ktm̕łtałqʷ
kłx̕xñut	kłx̕xñłtíča?	kłx̕xñłtałqʷ
kł?upñkst	kł?upñkstíča?	kł?upñkłtálqʷ

s?um's 4

žcəcikst	100
?asilžcəcíkst	200
ka?łłx̕cəcíkst	300
msłx̕cəcikst	400
cíkłx̕cəcikst	500
taq̕mkłx̕cəcíkst	600
sispl̕kłx̕cəcíkst	700
tm̕łx̕cəcikst	800
žx̕xñłx̕cəcikst	900
?upñkst žcəcikst	1000

s?a?úm's

kʷnxsqlxʷ ilí? ? ktim̕tm̕ł.	How many people are there? Eight.
tkʷnxíča? asqʷílt ? ktaq̕mkstíča?.	How many bundles are you carrying? Six.
kʷnxalqʷ ilí? ? ka?łláłqʷ tə_sx̕xči?.	How many rows/cylinders are there? Three sticks.

conjugations

kʷnxspiṇtk ?	how old?	past / present
	singular	plural
1st person	kn_ kʷnxspiṇtk ?	kʷu_ kʷnxspiṇtk ?
2nd person	kʷ_ kʷnxspiṇtk ?	p_ kʷnxspiṇtk ?
3rd person	kʷnxspiṇtk ?	kʷnxspiṇtkə́lx ?

___ spiṇtk	___ years old	past / present
	singular	plural
1st person	kn_ ___ spiṇtk	kʷu_ ___ spiṇtk
2nd person	kʷ_ ___ spiṇtk	p_ ___ spiṇtk
3rd person	___ spiṇtk	___ spiṇtkə́lx

examples:

kʷ_ kʷnx spiṇtk?	How old are you?
kn_msł?upńkst spiṇtk.	I am forty years old.
kʷnxspiṇtkə́lx?	How old are they?
ka?tl?úpńkst spiṇtkə́lx.	They are thirty years old.

kł	have	past / present
	singular	plural
1st person	kn_kłnaqs	kʷu_kłnaqs
2nd person	kʷ_kłnaqs	p_kłnaqs
3rd person	kłnaqs	kłnaqsə́lx

notes: The action word *kł* is often treated as a prefix, added to nouns to show possession.

examples:

kłtaqm̕kstíča?ə́lx.	They have six bundles.
kʷu_ks?aslal̕qʷ.	We have two sticks (cylindrical objects).

Nsəlxcin 2, Smimáy 02

s?um̄s 1

iskʷíst _____

sx̌łx̌ałt _____

Instructions: you and your partner are at a hunting camp. Answer each other's questions about how many people arrived on different days. Take turns asking and answering.

Example: A: kʷnxsqlxʷ i?_cyap l_skfacíws ?

C: kcilcikst i?_cyap l_skfacíws.

sx̌łx̌ałt	kʷnxsqlxʷ
skfacíws	5
skixʷíws	2
s?aslásqt	9
smasqt	4
sclkstasqt	7
skłə?asqt	3
i?_l_skłə?a?	8
tə_spi?sčílt	1
tə_skəkłaxʷ	6
tə_skłə?a?	10

ᙂsəłxcin 2, Smi'máy 02

sʔum̄s 2

iskʷíst _____

s̄x̄ɿalt _____

Instructions: take turns with your partner telling how many bundles of supplies each person carried to the hunting camp.

Example: A: tl̄kʷnxíča? i?_s̄qʷiłts P̄fałxʷ?

C: tka?hlíča? i?_s̄qʷiłts P̄fałxʷ.

skʷists	s̄qʷiłts
P̄fałxʷ	3
Pila?sís	8
Katalín	10
Susáp	1
Ḱasnú	5
S̄xmnatkʷ	6
Spa?amíx	2
ጀkʷála	9
Piyarís	4
S̄ltis	7

ᙂsəłxcin 2, Smi'máy 02

s?um's 3

iskʷíst _____

s̥íłx̥ałt _____

Instructions: people are playing stick game at the hunting camp, and you and your partner are talking about how many sticks various pointers have. Take turns asking and answering.

Example: A: kʷnxalqʷ kł Ki?láwna? ?

C: kłnaqsálqʷ.

skʷists	kʷñxalqʷ
Ki?láwna?	1
Pila?sís	10
Sw̥atqn	3
Pɬałxʷ	7
Katalín	5
Ḱasnú	2
Ḱníča?	9
S̥xmnatkʷ	4
S̥ltis	8
Pacís	6

Ñsəlxcin 2, Smi'máy 02

s?um's 4- Partner A

iskʷíst _____

s̥íx̥tałt _____

Instructions: you and your partner have been selected to record and distribute prizes for the stick game tournament, but you are each missing information on your tally sheet. Ask your partner questions in order to fill in the missing information.

Example: A: kʷnx̥s̥axʷups Sltis ?
 C: ka?ll̥cəcikst sqlaw i?_s̥axʷups.

səcmamáya?m A

skʷists	kʷnx̥s̥axʷups
Sltis	_____
Sw̥atqn	\$100.00
P̥aļxʷ	_____
Piyarís	\$600.00
Susáp	_____
Spa?amíx	\$200.00
Pila?sís	_____
S̥xmnatkʷ	\$400.00
Ñkʷála	_____
Katalín	\$1000.00

Nsəlxcin 2, Smimáy 02

iskʷíst _____

sʔum̄s 4- Partner C

sx̄ix̄taít _____

Instructions: you and your partner have been selected to record and distribute prizes for the stick game tournament, but you are each missing information on your tally sheet. Ask your partner questions in order to fill in the missing information.

Example: A: kʷnxsƛ̄xʷups Sítis ?
C: ka?hl̄x̄c̄c̄kst sqlaw̄ i?_ sƛ̄xʷups.

səcmamáya?m C

skʷists	kʷnxsƛ̄xʷups
Sítis	\$300.00
Sw̄atqn	_____
Pɬaɬxʷ	\$800.00
Piyarís	_____
Susáp	\$500.00
Spa?amíx	_____
Pila?sís	\$900.00
S̄xmnatkʷ	_____
’Nkʷála	\$700.00
Katalín	_____

ᙂsəlxcin 2, Smi'máy 02

Conjugations 1

iskʷíst _____

s̥íx̥tałt _____

Instructions: take turns with your partner asking the ages of the people listed below.

Example 1: A: kʷnxspiṇtkəłx ḱasnú na?ł Susáp ?

C: msł?upn̥kst uł timł spiṇtkəłx.

Example 2: A: kʷu_ kʷnxspiṇtk incá na?ł S̥mnatkʷ ?

C: p_ka?ł?úpn̥kst uł ka?łis spiṇtk.

1. 	5. 
incá na?ł Susáp- 48 spiṇtk	Pacís- 61 spiṇtk
2. 	6. 
incá na?ł S̥mnatkʷ- 33 spiṇtk	anwí na?ł S̥ltis- 84 spiṇtk
3. 	7. 
incá- 25 spiṇtk	anwí- 57 spiṇtk
4. 	8. 
P̥ałkʷ na?ł Sw̥atqn-19 spiṇtk	ɬAtál- 76 spiṇtk

ᙂsəłxcin 2, Smi'máy 02

Sqʷaqʷaʔál

iskʷíst _____

s̥íx̥ałt _____

Instructions: With your partner, practice this dialog that took place as Pila?sís (P) and Sw̥atqn (S) got to know each other at the powwow. Take turns playing the role of the two speakers.

P: wa'y, swit askʷíst ?

S: iskʷíst Sw̥atqn . swit askʷíst ?

P: wa'y Sw̥atqn. iskʷist Pila?sís . kʷ_łʷnxspińtk ?

S: kn_?upňkst uł ҳəx̥n̥ut spińtk. uł anwí, kʷ_łʷnxspińtk ?

P: nixʷ incá kn_?upňkst uł ҳəx̥n̥ut spińtk.

S: ɬa?kín ki? kʷ_mut ?

P: kn_tł_qlspilx t̥mxʷúla?xʷ. uł anwí ?

S: alá? isň?ilí?tn, kł_Nca?líwm.

P: ha uł. swit askʷúy i?_skʷists ?

S: iskʷúy Malí i?_skʷists. kł_sńt̥wmistn ka? ckʷułm.

P: nikxná. askʷúy iswa?wása?. kʷu_asńtxʷús!

S: kʷ_isńtxʷús !?!

P: uníxʷəxʷ. wa'y, isńtxʷús.

S: wa'y, Pila?sís, isńtxʷús.

iskʷíst _____

s̥ílx̥ɿalt _____

A. kʷnxspiṇtk

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the whole phrase to English.

1. _____ ? kn_msl?upn̥kst spiṇtk. (how old are you)

nuyápixcn:

2. _____ ? kʷ_cil̥kst spiṇtk. (how old am I)

nuyápixcn:

3. _____ ? x̥cəcikst spiṇtk. (how old is she)

nuyápixcn:

4. _____ ? p_ka?ñi?úp̥nkst spiṇtk. (how old are we)

nuyápixcn:

5. _____ ? kʷu_?asł?úp̥nkst spiṇtk. (how old are you folks)

nuyápixcn:

6. _____ ? msł?upn̥kst uł mus spiṇtkəłx. (how old are they)

nuyápixcn:

7. kn_kʷnxspiṇtk ? _____ spiṇtk. (you are eight)

nuyápixcn:

8. kʷ_kʷnxspiṇtk ? _____ spiṇtk. (I am ten)

nuyápixcn:

9. kʷnxspiṇtk ? _____ spiṇtk. (She is twelve)

nuyápixcn:

10. kʷnxspiṇtkəłx ? _____. (They are five)

nuyápixcn:

B. **kʷinx / kł-**

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the whole phrase to English.

1. _____ . (I have one hundred)

nuyápixcn:

2. kʷinx isqláw ? _____ . (you have two)

nuyápixcn:

3. ha kłsqlaw̓ ? _____ . (she has eight)

nuyápixcn:

4. kʷinx i?_sqlawtət ? _____ . (you folks have ten)

nuyápixcn:

5. _____ . (we have seven hundred)

nuyápixcn:

6. kʷinx i?_sqlawsəłx ? _____ . (they have one hundred)

nuyápixcn:

7. kʷinx asqláw ? _____ . (I have one)

nuyápixcn:

8. _____ . (she has six hundred)

nuyápixcn:

9. ha p_kłsqlaw̓ ? _____ . (we have twenty)

nuyápixcn:

10. _____ . (you have three hundred)

nuyápixcn:

smi'máy 03: s?iłn

s?um̄s

kísu?	coho salmon
kékni?	kokanee salmon
xʷəxʷmína?	trout
čáȳxa?	crawdad
s̄cwin	dried fish/salmon
pa?pa?l̄áča?	moose
sník̄ča?	elk
łimatá	sheep (domestic)
s̄x̄wíłča?	dried meat
پ̄łqin	mushroom
łáqʷa	celery
s̄npl̄liws	asparagus
skʷnkʷinm	spring beauty / Indian potato
łvála?	raspberry
pal̄pl̄qn	thimbleberry
ńqa?qa?míws	sandwich
ńcaxʷúla?xʷ	pancake
s̄npqʷitkʷ	oatmeal / porridge / mush
k̄fay sq?im	cheese
ńcəpcúpla?xʷ	cracker/chip

s?a?úms

ha ḫs?iłn i? ____ ?	Is ____ good to eat?
kiw, ḫs?iłn i? ____ .	Yes, ____ is good to eat.
lut t̄o ḫs?iłn i? ____ .	____ is not good to eat.

conjugations

xmink	want	possessives
	singular	plural
1st person	iñxmínk	xminktöt
2nd person	añxmínk	xminkr̥p
3rd person	xminks	xminksəlx

notes: The word *xmink* uses the possessive paradigm. To make negative expressions, the word *lut* is used.

lut t_xmink	not want	possessives
	singular	plural
1st person	lut iñxmínk	lut xminktöt
2nd person	lut añxmínk	lut xminkr̥p
3rd person	lut xminks	lut xminksəlx

examples:

stim añxmínk?

What do you want?

iñxmínk tə_łáqʷa.

I wañt celery.

ha xminksəlx tə_kála??

Do they wañt raspberries?

lut, lut xminksəlx tə_kála?.

No, they do not wañt raspberries.

xaſt	like	possessives
	singular	plural
1st person	iñxást	xaſtöt
2nd person	añxást	xaſtr̥p
3rd person	xaſts	xaſtsəlx

notes:

The word *xaſt* uses the possessive paradigm. To make negative expressions, the word *lut* is used.

lut ḫast	not like	possessives
	singular	plural
1st person	lut iñxást	lut ḫastət
2nd person	lut añxást	lut ḫastm̄p
3rd person	lut ḫasts	lut ḫastsəlx

examples:

- stim i?_ ḫasts tə_s?iñ?
 ḫasts i?_ kəkñi?
 ha añxást i?_ sñpqʷitkʷ?
 lut, lut iñxást i?_ sñpqʷitkʷ.
- What does she like to eat?
 She likes kokanee salmon.
 Do you like porridge?
 No, I do not like porridge.

ḫast	despise/hate	possessives
	singular	plural
1st person	iñḫast	ḫastət
2nd person	añḫast	ḫastm̄p
3rd person	ḫasts	ḫastsəlx

notes: The word *ḫast* uses the possessive paradigm.

examples:

- ha kʷu_añḫast?
 lut kʷ_iñḫast. kʷ_iñxímínk.
 ha añḫast ixí? ? lut.
 kʷu_cus Susán ḫastsəlx i?_kʷay sq?im.
- Do you hate me?
 I do not hate you. I love you.
 Do you hate that? No.
 Susan told me they hate cheese.

?iñ	eat	transitive actual/customary
(transitive)	singular	plural
1st person	čiłstn	čiłstm
2nd person	čiłstxʷ	čiłstp
3rd person	čiłsts	čiłstsəlx

notes: In the above forms, an *-st* transitivizer has been added to the end of the verb *?iln*. The transitivizer is then followed by the transitive person markers. The actual/customary prefix *c-* is also present, though because it precedes a full glottal, *?*, it is contracted with the glottal in the form of *č*. Following are transitive person markers used with the transitivizer, *-st*.

transitive person markers	singular	plural
1st person	-n	-m
2nd person	-x ^w	-p
3rd person	-s	-səlx

examples:

stim a?_čiłstx^w?

What are you eating?

skʷṇkʷinm a?_čiłstn.

I am eating Indian potato.

ha sṇplliws a?_čiłsts? kíwa.

Is she eating asparagus? Yes.

stim a?_čiłstp?

What are you folks eating?

ṗłqin a?_čiłstm.

We are eating mushrooms.

ᙂsəlxcin 2, Smi'áy 03

s?um's 1

iskʷíst _____

s̥ílx̥ałt _____

Instructions: find out about your partner's food preferences by asking them about the foods pictured below.

Example 1: A: ha ḫs?iłn i?_cáy̥xa? ?

C: kiw, ḫs?iłn i?_cáy̥xa?. iñxást i?_cáy̥xa?. iñxmínk tɔ_cáy̥xa?.

Example 2: A: ha ḫs?iłn i?_p̥łqin ?

C: lut, lut tɔ_ḥs?iłn i?_p̥łqin. lut iñxást i?_p̥łqin. iñkást i?_p̥łqin.



ጀ̓səlxcin 2, Smi'máy 03

Conjugation 1

iskʷíst _____

s̓íłx̓ałt _____

Instructions: for the year end dinner party, all of the guests have pre-ordered from the menu. Ask and answer questions with your partner in order to fill out the missing information on the menu cards.

Example 1: A: stim ḥminks Susáp ?

C: ḥminks sníkłca? naʔɬ s̓npl̓liws naʔɬ k̓ála?.

s̓ecmar̓áya?m A

	xʷəxʷmína?		p̓łqin		k̓ála?
	čáy̓xa?		łáqʷa		pałpłqn
	paʔpaʔ!ńáča?		s̓npl̓liws		síya?
	sníkłca?		skʷníkʷinm		st̓xałq

skʷist												
Susáp				✓			✓		✓			
Pacís	✓							✓		✓		
Sítis												
Ḱasnú		✓					✓					✓
P̓ałxʷ												
Tlakán	✓				✓						✓	
Ḱníča?												
ńAtál			✓					✓	✓			
Pilaʔsis												
Katalín		✓					✓					✓
Misál												

ᙂsə́lcin 2, Smi̱máy 03

Conjugation 1

iskʷíst _____

s̥íłx̥ałt _____

Instructions: for the year end dinner party, all of the guests have pre-ordered from the menu. Ask and answer questions with your partner in order to fill out the missing information on the menu cards.

Example 1: A: stim ḵminks Susáp ?

C: ḵminks sník̥ca? naʔl s̥npl̥liws naʔl k̥ála?.

	xʷəxʷmína?		p̥łqin		k̥ála?
	čáy̥xa?		łáqʷa		pałp̥lqn
	paʔpaʔl̥áča?		s̥npl̥liws		síya?
	sník̥ca?		skʷṇkʷinm		s̥ixałq

s̥ecmam̥áya?m C

skʷist													
Susáp				✓			✓		✓				
Pacís													
Sítis		✓			✓								✓
Kasnú													
P̥ałxʷ			✓		✓							✓	
Tlakán													
Ḱníča?		✓				✓				✓			
ńAtál													
Pilaʔsís			✓				✓		✓				
Katalín													
Misál	✓							✓	✓				

ᙂsəlxcin 2, Smimáy 03

Conjugation 2

iskʷíst _____

s̥ílx̥qält _____

Instructions: Tlakán and her mom are in charge of the food for a giveaway and dinner. They are deciding what foods to prepare and talking about who in their family likes what foods. With your partner, role play the conversation between Tlakán and her mom.

Example 1: Tlakán: stim i?_xasts tə_s?iłn iswá?wásá? Sp̥amíx ?

i?_tuṁs: xasts i?_kəkn̥i?.

Tlakán: ha xasts i?_p̥łqin ?

i?_tuṁs: lut. kasts i?_p̥łqin.

	kísu?		łimatá		pałp̥lqn
	kəkn̥i?		s̥xw̥ílc̥a?		ńqa?qa?míws
	xʷəxʷmína?		p̥łqin		ńcaxʷúla?xʷ
	ćáy̥xa?		łáq̥wa		s̥np̥qʷitkʷ
	s̥ewin		s̥npl̥liws		k̥ay sq?im
	pa?pa?l̥áča?		skʷníkʷinm		ńcəpcúpla?xʷ
	sníkk̥ca?		łvíala?		

1.
s̥wá?wásá? Sp̥amíx

5.
anwí

2.
anwí na?ł mistm

6.
st̥mt̥ima? na?ł kík̥wa?

3.
incá

7.
s̥ntxʷus Susáp

4.
smi?ł Sítis

8.
anwí na?ł incá

ᙂsəlxcin 2, Smimáy 03

Conjugation 3

iskʷíst _____

s̥ílx̥ałt _____

Instructions: with your partner, role play the conversations between Ki?láwna and his friends who have just returned from the food booths at the pow wow.

Example 1: A: incá, stim a?_čiłstn ?
C: kəkni? a?_čiłstxʷ.

Example 2: A: stim a?_čiłstp anwí na?l Sapát ?
C: p̥łqin a?_čiłstm incá na?l Sapát.

	kísu?		łimatá		pałplqn
	kəkni?		s̥ílx̥ałt		ńqa?qa?míws
	xʷəxʷmína?		p̥łqin		ńcaxʷúla?xʷ
	čáy̥xa?		łáqʷa		s̥np̥qʷitkʷ
	s̥éwin		s̥nípliws		k̥ay sq?im
	pa?pa?l̥áča?		skʷñkʷinm		ńcəpcúpla?xʷ
	sník̥la?		łála?		

1.
incá

5.
anwí

2.
anwí na?l Sapát

6.
incá na?l Kasnú

3.
Sm̥imal̥qs

7.
Pila?sís

4.
S̥ltis n?ał P̥ałxʷ

8.
anwí na?l Tlakán

Instructions: With your partner, practice this dialog between Piyarís (P) and Sp̥amíx (S) about what people were eating at the picnic.

P: wa'y, Sp̥amíx.

S: wa'y Piyarís . stim a?_čiłstxʷ?

P: Ḫála? a?_čiłstn. ha aňxmínk tə_Ḫála? ?

S: lut, lut iňxmínk tə_Ḫála? .

stim a?_čiłstsəłx Malí na?i᷑ Nkʷála ?

P: pałplqn a?_čiłstsəłx.

ha aňxást i?_pałplqn?

S: lut iňxmínk tə_pałplqn. iňkást i?_pałplqn.

stim a?_čiłsts Sx̥mnatkʷ ?

P: s̥x̥wíłča? a?_čiłsts.

ha aňxást i?_s̥x̥wíłča? ? ha aňxmínk tə_s̥x̥wíłča? ?

S: ki, iňxmínk.

P: kʷiňt axá?

S: wa'y, kʷu_kʷukʷstxʷ.

P: wa'y.

iskʷíst _____

s̄x̄l̄x̄falt _____

A. ?iñ

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the whole line to English, both question and answer.

1. stim a? _____ ? pa?pa?l̄fáča?. (you are eating)

nuyápixcn:

2. stim a? _____ ? p̄łqin. (I am eating)

nuyápixcn:

3. stim a? _____ ? k̄fay sq̄im. (she is eating)

nuyápixcn:

4. stim a? _____ ? ḥáqʷa. (they are eating)

nuyápixcn:

5. stim a? _____ ? sník̄la?. (you folks are eating)

nuyápixcn:

6. stim a? _____ ? c̄áȳxa?. (we are eating)

nuyápixcn:

7. kísu? a? _____ . (you are eating)

nuyápixcn:

8. ha n̄caxʷúla?xʷ a? _____ ? kiw. (they are eating)

nuyápixcn:

9. ha s̄x̄wíl̄ca? a? _____ ? lut. k̄ek̄ni? a? čiłstp. (we are eating)

nuyápixcn:

10. n̄qa?qa?míws a? _____ . (she is eating)

nuyápixcn:

B. xmink

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the whole line to English, both question and answer.

1. stim aňxmínk ? _____ tə_sčwin. (I want)

nuyápixcn:

2. stim xminks ? _____ tə_płqin. (she wants)

nuyápixcn:

3. stim _____ ? iňxmínk tə_snpqʷitkʷ. (you want)

nuyápixcn:

4. stim xminkm̄p ? _____ tə_snplliws. (we want)

nuyápixcn:

5. stim _____ ? xminktət tə_nčaxʷúla?xʷ. (you folks want)

nuyápixcn:

6. stim _____ ? xminksəlx tə_k̄ala?. (they want)

nuyápixcn:

7. ha _____ tə_nča?ča?míws? ki. (she wants)

nuyápixcn:

8. ha _____ tə_sxwílča? ? lut, lut xminktət tə_sxwílča?. (you folks want)

nuyápixcn:

9. ha _____ tə_skʷn̄kʷinm ? lut, lut xminksəlx tə_skʷn̄kʷinm. (they want)

nuyápixcn:

10. ha _____ tə_k̄ay sq?im ? lut, lut iňxmínk tə_k̄ay sq?im. (you want)

nuyápixcn:

C. ḥast

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the whole line to English, both question and answer.

1. stim i?_____ tə_s?iłn ? ḥastsə́łx i?_k̃ay sq?im. (they like)

nuyápixcn:

2. lut tə_____ i?_ɬáqʷa. (they like)

nuyápixcn:

3. ha _____ i?_cáy̑xa? ? lut, lut ḥasts i?_cáy̑xa?. (she likes)

nuyápixcn:

4. stim i?_ḥastm̃p tə_s?iłn ? _____ i?_k̃ekni?. (we like)

nuyápixcn:

5. stim i?_____ tə_s?iłn ? ḥastət i?_s̃np̃qʷitkʷ. (you folks like)

nuyápixcn:

6. ha _____ i?_sníkłča? ? lut, lut iñxást. (you like)

nuyápixcn:

7. stim _____ tə_s?iłn ? iñxást i?_sc̃win. (you like)

nuyápixcn:

8. stim añxást tə_s?iłn ? _____ i?_ńc̃epcúpla?xʷ. (I like)

nuyápixcn:

9. ha añxást i?_pa?pa?l̃áča? ? ki, _____ i?_pa?pa?l̃áča?. (I like)

nuyápixcn:

10. ha _____ i?_xʷəxʷmína? ? ki, ḥastət! (you folks like)

nuyápixcn:

D. *kast*

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the entire phrase to English.

1. lut k^w_ _____. k^w_iňxmínk! (I hate)

nuyápixcn:

2. ha k^wu_ _____ ? ki, k^w_iňkást! (you hate)

nuyápixcn:

3. _____ i?_płaqin Piyarís. (he hates)

nuyápixcn:

4. ha k^wu_ňkastm̄p ? lut, lut k^w_ _____. (we hate)

nuyápixcn:

5. ha k^wu_ _____ ? lut, lut k^w_ňkastət. (you folks hate)

nuyápixcn:

6. _____ i?_sňpl̄liws. (they hate)

nuyápixcn:

7. stim _____ tɔ_s?iłn ? lut tɔ_stim. yayát iňxást! (you hate)

nuyápixcn:

8. ha _____ i?_sk^wňk^winm ? (they hate)

nuyápixcn:

9. ha _____ i?_sňpl̄liws ? (she hates)

nuyápixcn:

10. ha _____ i?_ňáqʷa ? (you folks hate)

nuyápixcn:

smi'máy 04: nkʷułmn 1

sʔuṁs

singular	plural	English
wṣncut	***	overly proud
ḳlkʷisəst	ḳlkʷskʷisəst	jealous
ṇtỵtyína?	***	stubborn
ṇqʷñaqn	cñqʷñaqʷyáqn	stupid
ṇx̣ḷx̣luł	***	cowardly
ma?má?t	***	bothersome
sḷxʷa?sp?ús	***	brave / big hearted
ṭtałt	***	honest
ṃmáḷxa?	ṃlṃáḷxa?	dishonest
qṃila?	***	greedy
nkʷskʷscin	***	joker
sisyús	***	good at doing things
sisyíkst	***	handy / crafty
ỵa?mińt	***	reluctant / hesitant
kʷuṣkʷst	kʷuṣeskʷst	frisky
siṃnc̣vát	sisỵválx	noisy

incá kn_čkin ?	What am I like?
kʷ ____.	You are ____.
anwí kʷ_čkin ?	What are you like?
kn ____.	I am ____.
cniłc čkin ?	What is s/he like?
____.	S/he is ____.

mnimłomp p_čkin ?	What are you folks like?
kʷu ____.	We are ____.
mnimłtət kʷu_čkin ?	What are we like?
p ____.	You folks are ____.
mnimłsəlx čkinəlx ?	What are they like?
____əlx.	They are ____.

conjugations and paradigms

—	- to be	
	singular	plural
1st person	kn_	kʷu_
2nd person	kʷ_	p_
3rd person	-	ə́lx

lut t̥_	- to not be	
	singular	plural
1st person	lut kn_ t̥ə_	lut kʷu_ t̥ə_
2nd person	lut kʷ_ t̥ə_	lut p_ t̥ə_
3rd person	lut t̥ə_	lut t̥ə_ ə́lx

examples:

lut kn_ t̥ə_ s̥l̥xʷa?sp?ús.

I am not brave.

cnič lut t̥ə_ k̥kʷisəst.

She is not jealous.

isl̥láxt ma?má?t̥ə́lx.

My friends are bothersome.

ha —	- forming questions	
	singular	plural
1st person	ha kn_	ha kʷu_
2nd person	ha kʷ_	ha p_
3rd person	ha	ha ə́lx

examples:

ha p_ c̥n̥qʷa?aqʷáqn ?

Are you folks stupid?

ha n̥x̥íx̥lułə́lx ?

Are they cowardly?

ha t̥lałt Mike?

Is Mike honest?

Nsəlxcin 2, Smi'áy 04

s?um's 1

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: ask your partner about their family. Answer with personality words from the box.

Example 1: A: čkin aṇtúm tə tkəlmilxʷ ?
C: t̥taít iṇtúm.

Example 2: A: čkin aṇl?íw tə_sq̥ltmixʷ ?
C: ḡkʷskʷscin iṇl?íw.

lut aksn̥íptm: lut kn_ta_kl___. (I don't have ____.)
t̥t̥twit (boy)
xi?x̥wtm (girl)

	ws̥ncut		s̥lxʷa?sp?ús		sisyús
	k̥lkʷisəst		t̥taít		sisyíkst
	ni̥tytyína?		m̥mál̥xa?		y̥a?mínt
	ñqʷaqn		qm̥ila?		kʷuskwst
	ñx̥l̥x̥luł		ñkʷskʷscin		sim̥nc̥át
	ma?má?t				

1. tum / skʷuy

6. qáqna? / st̥mtíma?

2. mistm / l?iw

7. statákʷa? / swá?wása?

3. ɬqáqca? / ɬsísńca?

8. smi?ł / səsi?

4. ɬkíkxa? / ɬcəc?ups

9. s̥ntxʷus

5. s̥xáxp̥a? / kíkwa?

10. sl̥əlwilt

Nsəlxcin 2, Smi'áy 04

s?um's 2

iskʷíst _____

s̥ɬx̥aít _____

Instructions: ask your partner questions about their personality. Answer with personality words from the box and then other words that you know.

Example 1: A: ha kʷ ws̥cut ?
 C: kiw, kn_ ws̥cut.
km
 lut, lut kn_ t̥o_ ws̥cut.

	ws̥cut		s̥lxʷa?sp?ús		sisyús
	k̥lkʷisəst		t̥ltaft		sisyíkst
	n̥t̥tyína?		m̥mál̥xa?		y̥a?mínt
	ñqʷaqn		qm̥ila?		kʷuskʷst
	ñx̥l̥x̥luł		ñkʷskʷscin		sim̥nc̥át
	ma?má?t	????		????	

Nsəlxcin 2, Smi'áy 04

Conjugation 1

iskʷíst _____

s̥ł̥x̥taít _____

Instructions: you and your partner are feeling contradictory. When you are asked about a personality trait, you will say no, and then offer a different trait. Use the pictures as a guide. Follow the model.

- Example 1:**
- A: ha kʷ_ñqʷaqn ?
 - C: lut. lut kn_čo_ñqʷaqn. kn_sisyús. ha kʷ_sisyús ?
 - A: lut. lut kn_čo_sisyús. kn_ñtýtyína?.

- Example 2:**
- A: ha kʷ_ñtýtyína? ?
 - C: lut. lut kn_čo_ñtýtyína?. kn_qmíla?. ha kʷ_qmíla? ?
 - A: lut. lut kn_čo_qmíla?. kn.....

A	C
	
ws̥ncut	sisyús
	
k̥lkʷisəst	sisyíkst
	
ñtýtyína?	y̥a?mínt
	
ñqʷaqn	kʷuskʷst
	
ñx̥l̥x̥luł	ñkʷskʷscin
	
ma?má?t	qmíla?
	
sim̥nc̥át	m̥mál̥xa?
	
t̥tałt	sl̥xʷa?sp̥ús

Nsəlxcin 2, Smi'áy 04

Conjugation 2

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: with your partner, role play the conversations between P̥ałxʷ and Pila?sis who are discussing the personalities of their families.

Example 1: A: incá kn̥čkin ?
C: kʷ_ya?mínt.

Example 2: A: čkin Sapát to_xi?xw̥tm ?
C: n̥tytyína.

	ws̥ncut		s̥lxʷa?sp?ús		sisyús
	k̥lkʷisəst		t̥ltalt		sisyikst
	n̥tytyína?		m̥mál̥xa?		y̥a?mínt
	n̥qʷyaqn		qm̥ila?		kʷuskw̥st
	n̥x̥l̥x̥luł		n̥k̥sk̥scin		sim̥nc̥yat
	ma?má?t				



incá



P̥ałxʷ (tətw̥it)



Sapát (xi?xw̥tm)



anwí



anwí



Pila?sis (xi?xw̥tm)



S̥ltis (tətw̥it)



incá

Ñsə́lcin 2, Smi̱náy 04

Conjugation 3

iskʷíst _____

s̥ł̥k̥ʷaít _____

Instructions: with your partner, role play the conversations between ɬAtál and Susáp who are discussing the personalities of their families.

Example 1: A: p̥_čkin anwí na?ɬ Kníča??
C: kʷu_ cñqʷa qʷáqn.

Example 2: A: čkinəɬx Misál na?ɬ Sapát ?
C: sisýŋáɬxəɬx.

	ws̥ncut		s̥lxʷa?sp?ús		sisyús
	k̥lkʷskʷisəst		t̥taält		sisyíkst
	n̥t̥tyína?		m̥lm̥álx̥a?		y̥a?mínt
	cñqʷa qʷáqn		qm̥íla?		kʷusəskʷst
	n̥x̥l̥x̥luɬ		n̥kʷskʷscin		sisýŋáɬx
	ma?má?t				

1.
anwí na?ɬ Kníča?

5.
anwí na?ɬ Katalín

2.
Misál na?ɬ Sapát

6.
incá na?ɬ Kasnú

3.
Katalín na?ɬ incá

7.
P̥fałxʷ na?ɬ Sł̥tis

4.
Kasnú n̥aɬ Pacís

8.
Pila?sis na?ɬ Tlakán

Nsəlxcin 2, Smi'áy 04

Sqʷaqʷaʔál

iskʷíst _____

sx̌łx̌nait _____

Instructions: With your partner, complete and then practice this dialog about your families.

A: wa'y, ____.

B: wa'y ____ . swit ixí? l̥_sk̥łqay̥ncut?

A: ixí? iñtúm/iskʷúy).

B: ha uł. čkin añtúm/iskʷúy)?

A: ____ iñtúm/iskʷúy.

uł anwí, čkin añtúm/iskʷúy ?

B: ____ iñtúm/iskʷúy.

ha ____ añtúm/iskʷúy ?

A: ki, ____ iñtúm/iskʷúy km lut, lut t̥o____ iñtúm/iskʷúy.

B: wa'y, níñwi?s.

A: wa'y.

iskʷíst _____

s̥íłx̥ałt _____

A. Intransitive Description

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the whole line to English, both question and answer.

1. incá _____ ? kʷ_ma?má?t. (what am I like)

nuyápixcn:

2. anwí _____ ? kn_qmíla?. (what are you like)

nuyápixcn:

3. cniłc _____ ? lut tə_klkʷisəst. (what is she like)

nuyápixcn:

4. mnimłtöt _____ ? p_mlmálxa?. (what are we like)

nuyápixcn:

5. mnimłəmp _____ ? kʷu_cñqʷaqʷáqn. (what are you folks like)

nuyápixcn:

6. mnimłsəlx _____ ? sis'yálxəlx. (what are they like)

nuyápixcn:

7. kʷ_čkin ? _____. (I am stubborn)

nuyápixcn:

8. kn_čkin ? _____. (you are overly proud)

nuyápixcn:

9. čkin Susán tə_tokłmilxʷ ? _____. (she is good at doing things)

nuyápixcn:

10. čkinəlx Pɬałxʷ na?l Yutlx ? _____. (they are frisky)

nuyápixcn:

B. Intransitive Negative Description

Instructions: rewrite each sentence, making it NEGATIVE. Then, translate the negative phrase to English.

1. kn_wsńcut. _____

nuyápixcn:

2. kw_kłkʷisəst. _____

nuyápixcn:

3. n̄t̄ytyína? Sapát. _____

nuyápixcn:

4. kwu_cñqʷaqʷáqn. _____

nuyápixcn:

5. p_n̄x̄l̄x̄luł anwí naʔɬ asláxt. _____

nuyápixcn:

6. ma?má?tə́lx Pacís naʔɬ K̄asnú. _____

nuyápixcn:

7. kn_s̄lxʷaʔspʔús. _____

nuyápixcn:

8. kw_t̄tałt. _____

nuyápixcn:

9. kwu_m̄lmál̄xa? _____

nuyápixcn:

10. isl̄láxt q̄míla?ə́lx. _____

nuyápixcn:

smimáy 05: snqsilxʷ naʔɬ sl̥laxt̥ 1

s?um̥s

singular	plural	English
st̥máli?s	st̥t̥máli?s	relatives
snqsilxʷ	xxx	relatives
ńkʷultn	ńkʷłkʷulltn	parent(s)
sńtxʷus	ńtxʷsíli?s	sibling(s) / cousin(s)
sx?itx	sxa?x?ít	oldest child(ren)
ńqa?míws	ńqa?qa?míws	middle child(ren)
st?iwt̥x	stat?iwt̥x	youngest child(ren)
wíta?	wt̥wíta?	youngest boy(s) in family
łsísńca?	sńca?c?ili?s	little brother(s)
taťúpa?	taa?ťúpa?	great grandparent(s) / great grandchild(ren)
qʷúpsa?	łəłqʷúpsa?	great great grandparent(s) /great great grandchild(ren)
k?ilt̥	ka?k?ilt̥	grandchild(ren)-in-law (spouse of grandchild)
skʷúki?	łəłskʷúki?	paternal aunt(s) / dad's female cousin(s)
ńskiw		sister(s)-in-law (for female)
sčixt	sčxčixt	brother(s)-in-law (for male)
xxx	sńłəx̥mtan	in-laws
tit̥mtn	xxx	ones child's mother-in-law
ńtimtn	ńtm̥t̥mtn	ones child's in-law(s)
łowistn	łwłewistn	stepparent(s)
xxx	sń?a?sl̥mílt	twins
ktłtlípla?	ktłtlípla?	orphan(s)

s?a?úms

ka?kín asnqsílxʷ ki? kʷliwt̥ ?	Where do your relatives live?
isnqsílxʷ kí _ Nca?líwm ki? kʷliwt̥.	My relatives live at Inchelium.
y?at ta?kín isnqsílxʷ ki? kʷliwt̥.	My relatives live everywhere.
ka _ lkʷut ki? kʷliwt̥ isnqsílxʷ.	My relatives live far away.

swit i?_sx?itx i_asnqsílx ^w ?	Who is the oldest child in your family?
iłkíkxa? i?_sx?itx i_isnqsílx ^w .	My sister is the oldest child in my family.
incá kn_sx?itx i_isnqsílx ^w .	I am the oldest child in my family.

swit i?_sk ^w ists ań̄skíw?	What is your sister-in-laws name?
iń̄skíw Susan i?_sk ^w ists.	My sister-in-laws name is Susan.
swit i?_sk ^w ists a(n) ____?	What is your ____ s name?
i(n) ____ i?_sk ^w ists.	My ____ s name is ____.

swit i?_sk ^w sk ^w istsə́lx ań̄taa?túpa? ?	What are your great grandparents names?
iń̄taa?túpa? David na?ł Susan i?_sk ^w sk ^w istsə́lx.	My great grandparents are named David and Susan.
swit i?_sk ^w sk ^w istsə́lx a(n) ____?	What are you ____ names?
i(n) ____ na?ł ____ i?_sk ^w sk ^w istsə́lx.	My ____ are named ____ and ____.

čkin ań̄ləwístn?	What is your stepfather like?
iń̄ləwístn ta?lí cknxliłn.	My stepfather is very helpful.
čkin a(n) ____?	What is your ____ like?
i(n) ____ ____.	My ____ is ____.

conjugations

mut	to live / sit	past/present
	singular	plural
1st person	kn_mut	k ^w u_k ^w liwt
2nd person	k ^w _mut	p_k ^w liwt
3rd person	mut	k ^w liwtə́lx

examples:

ińtúm kł_Ni?x^wína? ki? mut.

My mom lives in (lower) Keremeos.

ka?kín ki? p_k^wliwt ?

Where do you folks live?

kł_Słxatk^w k^wu_k^wliwt.

We live in Spokane.

kł_Kłyñańqxo k^wliwtə́lx.

They live at Paul Creek.

Nsəlxcin 2, Smi'áy 05

s?um's 1

iskʷíst _____

s̥ɬx̥aít _____

A. Instructions: ask your partner about their family, and respond to their questions in turn. Follow the model.

Example 1: A: swit i?_skʷskʷistsəlx astətmáli?s tl̥_Ncaʔlíwm ?

C: Barr i?_skʷskʷistsəlx istətmáli?s tl̥_Ncaʔlíwm.

km

lut kn̥_ta_kl̥stətmáli?s tl̥_Ncaʔlíwm.

km

lut ta_cmistín swit i?_skʷskʷistsəlx istətmáli?s tl̥_Ncaʔlíwm.

1. stətmáli?s tl̥_Ncaʔlíwm

7. snq̥silxʷ tl̥_S̥npiñtkttn

2. n̥kʷlkʷulltn

8. s̥ntxʷus

3. t̥atúpa?

9. qʷúpsa?

4. k̥?ilt

10. skʷúki?

5. n̥skiw / sc̥ixt

11. s̥nłəx̥mtan

6. n̥t̥mtim̥tn

12. l̥ewistn

Nsəlxcin 2, Smi'áy 05

sʔum̄s 2

iskʷíst _____

s̄x̄k̄aít _____

A. Instructions: ask your partner about their family, and respond to their questions in turn. Follow the model.

Example 1: A: swit i?_sx?itx ɿ_asnqsílxʷ ?
C: iłkíkxa? Ann i?_sx?itx ɿ_isnqsílxʷ.
km
incá kn_sx?itx ɿ_isnqsílxʷ.

Example 2: A: swit i?_mis ws̄ncut ɿ_asnqsílxʷ ?
C: iłsísńca? Tim i?_mis ws̄ncut ɿ_isnqsílxʷ.
km
incá kn_mis ws̄ncut ɿ_isnqsílxʷ.

- | | |
|---------------------|-------------------|
| 1. mis ws̄ncut | 6. mis n̄tȳyína? |
| 2. mis s̄lxʷa?sp?ús | 7. st?iwt̄x |
| 3. sx?itx | 8. mis q̄míla? |
| 4. mis ma?má?t | 9. wíta? |
| 5. n̄qa?míws | 10. mis sisyíkst |

B. Instructions: ask your partner about their family, and respond to their questions in turn. Follow the model.

Example 1: A: ha kʷ_kłktłtípla? ɿ_asnqsílxʷ ?
C: kiw, kn_kłktłtípla? ɿ_isnqsílxʷ. km lut, lut kn_ta_kłktłtípla? ɿ_isnqsílxʷ.

1. ktłtípla? / ktłłtłtípla?
2. sñ?a?slmílt
3. ?u?xʷtíla?t
4. sñca?c?íli?s
5. s̄ta?kmíx

Ṅsəlxcin 2, Smi'máy 05

Conjugation 1

iskʷíst _____

s̥ɬ̥χ̥aít _____

A. Instructions: P̥ałxʷ and Yutłx were discussing where all of their classmates live. Role play their conversation, taking turns asking and answering. Follow the model.

Example 1: A: ka?kín ki? kʷliwtəłx Ḵasnú na?ł Susáp ?
C: kíka?t kł̥_skʷuysəłx ki? kʷliwtəłx.

Example 2: A: ka?kín ki? mut Katalín ?
C: lkʷut i?_tl̥_sntwmistn ki? mut Katalín.

<p>1.</p>  <p>Ṅasnú na?ł Susáp kíka?t kł̥_skʷuysəłx</p>	<p>5.</p>  <p>Pacís kł̥_ska?wila?</p>
<p>2.</p>  <p>Katalín lkʷut i?_tl̥_sntwmistn</p>	<p>6.</p>  <p>anwí na?ł Sítis lkʷut tl̥_Cikáko</p>
<p>3.</p>  <p>incá kł̥_Nca?líwm</p>	<p>7.</p>  <p>anwí kíka?t kł̥_Átwa</p>
<p>4.</p>  <p>P̥ałxʷ na?ł Sw̥atqn kł̥_Nkmip</p>	<p>8.</p>  <p>ɻAtál lkʷut tl̥_tum̥s</p>

Instructions: With your partner, complete and then practice this dialog about your families.

A: way̥, ____.

B: way̥ ____ . k̥aʔkín kʷsxʷúya?x ?

A: kn_ksxʷúya?x k̥l_ińcítxʷ.

B: ha uł. k̥aʔkín ki? kʷmut ?

A: k̥l____ ki? kn_mut.

uł anwí, k̥aʔkín ki? kʷmut ?

B: k̥l____ ki? kn_mut.

A: ha kʷmut kíka?t k̥l_ańtúm/askʷúy ?

B: ki, kíka?t k̥l_ińtúm/iskʷúy ki? kn_mut. **km**

lut, lkʷut tl̥ińtúm/iskʷúy ki? kn_mut.

uł anwí ?

A: kíka?t k̥l_ińtúm/iskʷúy ki? kn_mut. **km**

lkʷut tl̥ińtúm/iskʷúy ki? kn_mut.

B: hahúy. mi kn_xʷuy.

A: way̥, níñwi?s.

B: way̥.

A. Intransitive Description

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.

Then, **TRANSLATE EACH SENTENCE TO ENGLISH.**

1. ɬa?kín ki? kʷ mut ? kí Ni?xʷína? ki? _____. (I live)

nuyápixcn:

2. ɬa?kín ki? _____. ? kí Sɬ̌xatkʷ ki? kn mut. (you live)

nuyápixcn:

3. ɬa?kin ki? _____. aňl?íw ? l sqlxʷúla?xʷ. (he lives)

nuyápixcn:

4. kíɬa?t kí taňn ki? _____. (we live)

nuyápixcn:

5. ɬa?kín ki? _____. ? l sqlxʷúla?xʷ kʷu kʷliwt. (you folks live)

nuyápixcn:

6. kí Khyáńq̌ó ki? _____. (they live)

nuyápixcn:

7. ɬa?kín asnqšílxʷ ki? _____. ? (live)

nuyápixcn:

8. ɬa lkʷut ki? _____. isláxt. (s/he lives)

nuyápixcn:

9. ɬa lkʷut ki? _____. isľláxt. (they live)

nuyápixcn:

10. kí Sǩawíla? ki? _____. (we live)

nuyápixcn:

smi'máy 06: snqsilxʷ naʔɬ sl̥laxt̥ 2

s?um̥s 1

singular	plural	English
xa?x?ít	xaa?x?ít	elder / ancestor
ńxa?cín	ńxa?a?cín	elder / ancestor
syum̥cn	łəsyum̥cn	buddy, man's close friend
sn̥kʷłqʷlut	xxx	bed partner(s)
sn̥kʷłmrim	sn̥kʷłkʷłmrim	marriage partner
ńtkʷi̥ls	ńtkʷtkʷti̥ls	companion
spu?sx?ítx	xxx	first spouse
sn̥qʷi̥ctn	ńqʷćqʷi̥ctn	replacement husband(s)
səkʷt̥ni̥wt̥	səkʷsəkʷt̥ni̥wt̥	married womans lover(s)
n̥xʷáya?	nəxʷn̥xʷáya?	married mans lover(s)

s?um̥s 2

singular	plural	English
sqʷsi?	sqʷsqʷsi?	son(s)
st̥m̥k?i̥lt̥	st̥m̥t̥m̥k?i̥lt̥	daughter(s)
sn̥?íma?t̥	sn̥?am̥?íma?t̥	grandchild(ren)
łqáqca?	łqaqáqca?	older brother(s)
łsísńca?	łasasísńca?	younger brother(s)
łkíkxa?	łkakíkxa?	older sister(s)
łcəcups	łca?c?úps	younger sister(s)
słəwi̥lt̥	słəłəwi̥ll̥t̥	nieces and nephew(s)
statákʷa?	łəłstatákʷa?	paternal auntie(s)
swá?wásá?	łəłswá?wásá?	maternal auntie(s)
smi?ɬ	łəłsmi?ɬ	paternal uncle(s)
səsi?	łəłsəsi?	maternal uncle(s)
sn̥txʷus	sn̥txʷtxʷus	cousin(s)
s̥xílwi?	s̥x̥łxílwi?	husband(s)
naxʷn̥xʷ	naxʷəxʷn̥xʷ	wife / wives
sa?stám	sa?sa?stám	sibling(s)-in-law of opposite sex
sn̥k̥łtxʷ	sn̥kn̥iłtxʷ	son(s)-in-law
sipn	səpsipn	daughter(s)-in-law

s?um̄s 3

túpa?	great grandchild / great grandparent (baby talk)
h?ápa?	paternal grandfather (baby talk)
káwa?	maternal grandfather (baby talk)
q?ána?	paternal grandmother (baby talk)
táma?	maternal grandmother (baby talk)
?úpa?	younger sister / cousin (baby talk)
sínc̄a?	younger brother / cousin (baby talk)

s?a?úms

tkʷiñkʷnx astm̄t̄mk?ilt ?	How many daughters do you have?
kmusm̄s istm̄t̄mk?ilt.	I have four daughters.
tkʷiñkʷnx a(n) ____?	How many ____ do you have?
____ i(n) ____.	I have ____ ____.
swit i?_skʷskʷistsəlx asn̄?am̄?íma?t ?	What are your grandchildrens names?
isn̄?am̄?íma?t David na?l Susan i?_skʷskʷistsəlx.	My grandchildren are named David and Susan.
swit i?_skʷskʷistsəlx a(n) ____?	What are you ____ names?
i(n) ____ na?l ____ i?_skʷskʷistsəlx.	My ____ are named ____ and ____.
čkn̄kin asnkničlxʷ?	What are your sons-in-law like?
isnkníčlxʷ ta?lí cknxltiñnəlx.	My sons-in-law are helpful.
čkn̄kin a(n) ____?	What are your ____ like?
i(n) ____ ____.	My ____ are ____.
ka?kín ki? kʷ_ckʷulm?	Where do you work?
kí_sñmamáya?tn ki? kn_ckʷulm.	I work at the school.
lut kn_ta_ckʷulm.	I dont work.
ka?kín asñkʷllqʷlút ka? ckʷulm?	Where does your bed partner work?
isñkʷllqʷlút kí_sñq'ymíntn ka? ckʷulm.	My bed partner works at the post office.
isñkʷllqʷlút lut ta_ckʷulm.	My bed partner doesnt work.
ka?kín ałəlsyúmcn ka? ckʷulməlx?	Where do your buddies work?
iləlsyúmcn kí_Tk̄miws ka? ckʷulməlx.	My buddies work at Keremeos.
iləlsyúmcn lut ta_ckʷulməlx.	My buddies dont work.

conjugations

kʷułm	to work	intransitive customary / habitual
	singular	Plural
1st person	kn_ckʷułm	kʷu_ckʷułm
2nd person	kʷ_ckʷułm	p_ckʷułm
3rd person	ckʷułm	ckʷułməłx

examples:

ka?kín ki? kʷ_ckʷułm ?

Where do you work?

kí_Nca?líwm na?l isñtxʷtxʷús ki?

I work at Inchelium with my cousins.

kʷu_ckʷułm.

ka?kín cniłc ka? ckʷułm ?

Where does she work?

kí_qlspilx sqlxʷúla?xʷ ka? ckʷułm.

She works on the Kalispel Reservation.

ka?kín ka? ckʷułməłx?

Where do they work?

kí_snkʷaňqtn ka? ckʷułməłx.

They work on the farm.

ka?kín ki? p_ckʷułm?

Where do you guys work?

kí_sn?iňtn ki? kʷu_ckʷułm, kíka?t

We work at a restaurant near the firehouse.

kí_snňwiłxʷtn.

Ñsəłxcin 2, Smi'áy 06

s?um̄s 1

iskʷít _____

s̄x̄l̄x̄taít _____

Instructions: Ki?láwna? was interviewed by the local historical society for living history and genealogy project. With your partner, take turns playing the roles of Ki?láwna? and the interviewer. Follow the model.

Example: A: swit i?_skʷskʷistsəlx añxaax?ít?

 C: Prasuwá na?l Sm̄lmal̄qs i?_skʷskʷistsəlx.

1.



xaa?x?ít

Prasuwá na?l Sm̄lmal̄qs

5.



spu?sx?ítx

S̄xmnatkʷ

2.



ñxa?cín

?Atál

6.



ñtkʷtkʷtils

S̄ltis na?l Papíla?qn

3.



syum̄cn

Pacís

7.



nəxʷnəxʷáya?

Katalín na?l Prasát

4.



s̄nkʷlmrim

Malí

Nsəlxcin 2, Smi'áy 06

s?um's 2

iskʷist _____

s̥ɬx̥aít _____

Instructions: Ask your partner about their family and friends' names. Use the relationship words provided. Follow the model.

Example: A: swit i?_skʷskʷistsəlx asqʷsqʷsi? ?

C: Susáp na?l Dalton i?_skʷskʷistsəlx isqʷsqʷsi?.

km

lut kn̥_ta_ksqʷsqʷsi?.

1. sqʷsqʷsi?

7. sn̥?am̥?íma?t

2. ɬqaqáqca?

8. səkʷtlniwt / n̥xʷáya?

3. ɬca?c?úps

9. ɬkakíkxa?

4. ɬasasísíca?

10. ɬəls̥wa?wása?

5. ɬəls̥esi?

11. s̥x̥lwi? / naχʷnχʷ

6. səpsipn

12. sa?sa?stám

Nsəlxcin 2, Smi'áy 06

s?um's 3

iskʷíst _____

s̥ɬ̥χ̥aít _____

Instructions: Ask your partner about the number of their family and friends. Use the relationship words provided. Follow the model.

Example 1: A: tkʷin̥kʷnx ałəlsyúmcn ?

C: kł̥x̥əñut ił̥lsyúmcn.

km

lut kn_ta_kł̥lsyúmcn.

Example 2: A: tkʷin̥kʷnx ałəlsmíʔl ?

C: t̥kas?asíl ił̥lsmíʔl.

km

lut kn_ta_kł̥lsmíʔl.

lut aksn̥íptm:

knaqs, t̥kas?asíl, tka?kał̥is, kmusməs, kcił̥c̥lkst,
ktaq̥tq̥m̥kst, ksisp̥l̥k, ktił̥tm̥ł, kł̥x̥əñut, kł̥up̥nkst

1. ɬəlsyúmcn

6. snknik̥lxʷ

2. ɬəlsmíʔl

7. sɬəlwíll̥t

3. sqʷsqʷsi?

8. ɬəłstatákʷa?

4. n̥tkʷtkʷt̥ls

9. s̥ɬ̥x̥ílwí? / nał̥wəł̥wnł̥w

5. n̥qʷcqʷic̥tn

10. səkʷsəkʷtl̥niwt / nəł̥wñwáya?

Nsəlxcin 2, Smi'áy 06

Conjugation 1

iskʷíst _____

s̥ł̥k̥aít _____

Instructions: Ask your partner about where their family and friends work. Use the relationship words provided. Follow the model.

Example 1: A: anwí, ká?kín ki? kʷckʷułm ?
C: kíSkawíla? ki? knckʷułm.
km
lut kntackʷułm.

Example 2: A: ká?kín ka? c̥kʷułm asyúmcn ?
C: kíi?citxʷs ka? c̥kʷułm isyúmcn.
km
lut tackʷułm isyúmcn.
km
lut tacmistín la?kín ka? c̥kʷułm isyúmcn.

1. anwí

6. s̥n̥k̥w̥llq̥w̥lut

2. syúmcn

7. səkʷt̥niwt / naxʷáya?

3. káwa?/ táma?

8. sipn

4. mis xast slaxt

9. q̥ána? / h̥ápa?

5. sínc̥a?

10. ?úpa?

Instructions: With your partner, complete and then practice this dialog about your families.

A: waȳ, _____.

B: waȳ, _____. k̄a?kín ki? kʷ_ckʷułm ?

A: k̄ł____ ki? kn_ckʷułm.

B: ha uł. k̄a?kín aňňkʷúlmn ?

A: lkʷut tl̄ ____ / k̄íka?t k̄ł____ / k̄ł____ iňňkʷułmn.

uł anwí, k̄a?kín ki? kʷ_ckʷułm ?

B: k̄ł____ ki? kn_ckʷułm.

A: k̄a?kín aňňkʷułmn ??

B: lkʷut tl̄ ____ / k̄íka?t k̄ł____ / k̄ł____ iňňkʷułmn.

A: hahúy. waȳ, kn_xʷuy.

B: nixʷ incá kn_xʷuy.

A: waȳ, níňwi?s.

B: waȳ.

Nsəlxcin 2, Smi'áy 06

Grammar Exercises

iskʷíst _____

s̥ɬx̥tałt _____

A. kʷuł

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, **TRANSLATE EACH SENTENCE TO ENGLISH (nuyápixcn).**

1. k̥a?kín ki? _____ ? k̥l̥_Nca?líwm ki? kn_ckʷułm. (you work)
nuyápixcn:

2. k̥a?kín ki? kʷ_ckʷułm ? k̥l̥_S̥kawíla? _____. (I work)
nuyápixcn:

3. k̥a?kín ki? _____ ? k̥l̥_s̥ntw̥mistn ki? kʷu_ckʷułm. (you folks work)
nuyápixcn:

4. k̥a?kín ki? p_ckʷułm ? k̥l̥_s̥n̥?iḥtn ki? _____. (we work)
nuyápixcn:

5. k̥a?kín ka? _____ ańtúm ? k̥l̥_qlspilx sqlxʷúla?xʷ. (she works)
nuyápixcn:

6. k̥a?kín ka? _____ ? k̥l̥_s̥n̥ʷmína?x sqlxʷúla?xʷ. (they work)
nuyápixcn:

7. k̥a?kín cniłc ka? _____. (she works)
nuyápixcn:

8. k̥a?kín ki? kʷ_ckʷułm ? k̥l̥_s̥nmamáya?tn ki? _____. (I work)
nuyápixcn:

9. iłəsyúmcn lut t̥a_____. (they work)
nuyápixcn:

10. k̥l̥_s̥n̥ʷaňqtn ka? _____ (they work)
nuyápixcn:

smi'máy 07: a'ncáwt 1

s?um̄s

singular	plural	English
?am̄sm	***	pitiful
kłtmalxʷ	***	naked
čcm̄icut	***	dressed
t?ap	ta?ta?áp	dirty
xʷkʷxʷakʷt	***	clean
ɬat̄	ɬaɬat̄	wet
čwčawt̄	***	dry
picxʷt	***	disgusted/ disenheartened
čsp?us	***	happy / at peace
ńputl̄s	***	satisfied
ktim̄m	***	suspicious
xʷúsəska?	***	anxious
tətips	***	smug / overly proud
ps̄ap	***	frightened
qʷim̄m	***	startled
musl̄s	***	hopeful
kʷłax	***	surprised
ńsl̄ip	ńsl̄sl̄ip	lost
ńsl̄pqin	ńsl̄sl̄pqin	dizzy (spinning head)
ńsl̄pus	ńsl̄sl̄pus	dizzy (spinning eyes)

čkin asp?ús ?	How are you doing?
kn(picxʷt.	I am disgusted/disenheartened/frustrated.
kn_?am̄sm.	I am pitiful.
kn_čsp?us.	I am happy/at peace.
čkin i?_sp?usts ?	How is she / How is her heart?
ńputl̄s.	She is satisfied.
ktim̄m.	She is suspicious.
kłtmalxʷ.	She is naked.
čkin i?_sp?usm̄p?	How are you folks / How are your hearts?

kʷu_xʷúsəska?	We are anxious.
kʷu_čət̓ips.	We are smug.
kʷu_psɬap.	We are frightened.
čkin i?_sp?ustsəlx?	How are they / How are their hearts?
qʷim̓məlx.	They are startled.
mus̓lsəlx.	They are hopeful.
kʷłaxəlx.	They are surprised.
ńsl̓slipəlx.	They are lost.
ńsl̓slpqinəlx.	They are dizzy (spinning head).
ńsl̓slpusəlx.	They are dizzy (spinning eyes).

examples:

- | | |
|------------------------------|--------------------------------------|
| ha kʷ_kʷłax ? | Are you surprised? |
| lut, lut kn_čə_kʷłax. | No, I am not surprised. |
| ha ktim̓m asxílwi? ? | Are they suspicious of your husband? |
| ha ktim̓nts asxílwi? ? | Is your husband suspicious of you? |
| lut. isxílwi? ta?lí čət̓ips. | No. My husband is smug. |
| ha p_ńka?ka?síls ? | Are you guys cranky? |
| lut. kʷu_xsp?us. | No. We are at peace. |

Ñsəłxcin 2, Smi'áy 07

s?um's 1

iskʷíst _____

s̥ł̥x̥tałt _____

Instructions: ask your partner how they are doing with the question, *čkin asp?ús?* Take turns responding according to the pictures for each partner.

Example 1: A: čkin asp?ús?
C: kn_ñ?atxiłs.

A



?am'sm



picxʷt



χsp?us



təłips



ñslpus



qʷim̥m

C



ñputls



ñslpqin



kʷłax



musłs



ps'ap



xʷúsəska?

Nsəlxcin 2, Smi'áy 07

s?u?ms 2

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: with your partner, take turns asking about each other's state of being. Ask and answer using the words shown for each partner.

Example 1: ha kʷ_̥xcm̥icut ?

ki, kn_̥xcm̥icut.

km

lut, lut kn_̥t̥o_̥xcm̥icut.

A



̥xcm̥icut



pixʷt



̥ns̥lip



t̥ap



k̥at̥



qʷim̥m̥

C



k̥ltmalxʷ



̥ns̥lpqin



kʷlax



xʷkʷxʷakʷt



ps̥ap



̥xʷxaw̥t

Ñsə́lcin 2, Smi̱náy 07

Conjugation 1

iskʷít _____

s̥l̥x̥aít _____

Instructions: S̥mnatkʷ and her mom are talking about how everyone is feeling on the third day of the family camp out. With your partner, role play the conversation between S̥mnatkʷ and her mom.

Example 1: Tlakán: ha n̥putl̥sə́lx ɿAtál na?ɿ Ki?láwna? ?
i?_tum̥s: lut, lut t̥o_n̥putl̥sə́lx. xʷúsəska?ə́lx.

Example 2: Tlakán: ha p_n̥sl̥sílpqin anwí na?ɿ aňtúm ?
i?_tum̥s: lut, lut kʷu_t̥o_n̥sl̥sílpqin. kʷu_x̥sp?us.

	?am̥sm		picxʷt		x̥sp?us
	n̥putl̥s		ktim̥m		xʷúsəska?
	t̥ełips		ps̥ap		qʷim̥m
	mus̥ls		kʷlax		n̥sl̥pinqin

1.  
ɿAtál na?ɿ Ki?láwna?

5.  
anwí

2.  
anwí na?ɿ aňtúm

6.  
qáqna? na?ɿ s̥xáxpa?

3.  
incá

7.  
s̥ntxʷus Sl̥xi?áłqs

4.  
s̥esi? K̥asnú

8.  
anwí na?ɿ incá

Nsəlxcin 2, Smi'áy 07

Sqʷaqʷaʔál

iskʷíst _____

sx̌łx̌nait _____

Instructions: With your partner, re-enact Pacis and Katalín talking about getting the children ready to go to a party.

P: wa'y, Katalín.

K: wa'y, Pacís. ha wýwa'y i?_scəcmála? ?

P: i?_lúti. xcm̌ncutəlx Tlakán na?l Sapát, naxm̌l lut
i?_kʷiłt.

K: ŋačnt! kłtmalxʷ uł ta?ta?áp Sm̌lmałqs na?l Piyarís

P: wa'y, kn(picxʷt. lut x̌minksəlx ksx̌cm̌ncúta?x.

K: lut akspa?pa?sílxmnm. lut aksxʷúsəska?m.

P: uc kʷu_akskňxítm ?

K: ki. kʷ_ikskňxítm.

P: wa'y, lim̌lmt.

K: way.

A. Intransitive Description

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the entire line to English.

1. incá lut _____. (I am not surprised)

nuyápixcn:

2. anwí, ha _____. ? (you are smug)

nuyápixcn:

3. cniłc _____. (he is pitiful)

nuyápixcn:

4. mniłłítöt _____. (we are naked)

nuyápixcn:

5. mniłłəmp _____. (you folks are dirty)

nuyápixcn:

6. mniłłsəłx _____. (they are lost)

nuyápixcn:

7. ha kʷ_nka?siłs ? lut, _____. (I am at peace)

nuyápixcn:

8. incá lut _____. (I am not disgusted)

nuyápixcn:

9. čkin Katalín i?_sp?usts ? _____ Katalín. (satisfied)

nuyápixcn:

10. čkin i?_sp?ustsəłx ? mniłłsəłx _____. (they are dizzy)

nuyápixcn:

B. Descriptions- Singular / Plural

Instructions: rewrite each sentence, changing it from SINGULAR to PLURAL or vice-versa (kn --- kʷu; kʷ --- p; etc.). Then, translate the new phrase to English.

1. kn_?am̄sm. _____

nuyápixcn:

2. kʷ_kłt̄malxʷ. _____

nuyápixcn:

3. ḥcm̄cut Piyarís. (Piyarís naʔɬ Malí) _____

nuyápixcn:

4. kʷu_ta?ta?áp. _____

nuyápixcn:

5. p_xʷkʷxʷakʷt. _____

nuyápixcn:

6. ḥaʔaʔat̄elx Ḫasnú naʔɬ Sp̄amíx. (Ḵasnú) _____

nuyápixcn:

7. kn_ñslip. _____

nuyápixcn:

8. kʷ_ñsl̄pinqin. _____

nuyápixcn:

9. kʷu_ñsl̄sl̄pus. _____

nuyápixcn:

10. t?ap Sapát. (Sapát naʔɬ Pacís) _____

nuyápixcn:

smi'máy 08: la?kín 1

s?um̄s

s̄nt̄t̄m̄tītn	clothing store
s̄nqʷa?qʷa?l̄tán	convention center / court house
s̄nqʷȳm̄ncutn	dance hall / dance club
s̄ntr̄qmin	winter dance lodge
s̄nkʷamn	church
s̄nt̄mt̄m̄ni?tn	cemetery
s̄nkʷaňlqtn	farm / garden
s̄nt̄wstsqáxa?tn	barn
s̄np̄um̄l̄ca?tn	smokehouse
s̄nkʷuňcútn	storage shed
s̄npikmn	saw mill
s̄nt̄a?lululímt̄n	blacksmith shop / forge
s̄nčʷaqʷmn	flour mill
s̄n?istkt̄n	winter camp
s̄nca?áqʷtn	summer camp
ksuňkʷ	island
cyxʷitkʷ	water fall
cnitkʷ / k̄mcnитkʷ	beach
s̄acq?ítkʷ	spring
ck̄ll̄eklak	bushes

s?a?úms

k̄a?kín kʷ_sxʷúya?x ?	Where are you going?
kn_ksxʷúya?x k̄l̄_s̄nt̄t̄m̄tītn.	I am going to the clothing store.
kn_ksxʷúya?x k̄l̄_s̄nqʷa?qʷa?l̄tán.	I am going to the court house.
kn_ksxʷúya?x k̄l̄_s̄nqʷȳm̄ncutn.	I am going to the dance club.
kn_ksxʷúya?x k̄l̄_s̄ntr̄qmin.	I am going to the winter dance lodge.

k̄a?kín kn_ksxʷúya?x ?	Where am I going?
kʷ_sxʷúya?x k̄l̄_s̄nkʷamn.	You are going to the church.
kʷ_sxʷúya?x k̄l̄_s̄nt̄mt̄m̄ni?tn.	You are going to the cemetery.

ka?kín ksxʷúya?x Susan?	Where is Susan going?
ksxʷúya?x k̓íl̓_s̓níkʷaňłqtn.	She is going to the farm.
ksxʷúya?x k̓íl̓_s̓nít̓wstsqáča?tn.	She is going to the barn.
ksxʷúya?x k̓íl̓_s̓nípúmłča?tn.	She is going to the smokehouse.
ksxʷúya?x k̓íl̓_s̓níkʷumčútn.	She is going to the storage shed.

ka?kín kʷu_ksxʷúya?x ?	Where are we going?
p_ksxʷúya?x k̓íl̓_s̓nípikmn.	You are going to the saw mill.
p_ksxʷúya?x k̓íl̓_s̓íta?lululímtn.	You are going to blacksmith shop.
p_ksxʷúya?x k̓íl̓_s̓níxʷaqʷmn.	You are going to the flour mill.

ka?kín p_ksxʷúya?x ?	Where are you folks going?
kʷu_ksxʷúya?x k̓íl̓_s̓í?istkttn.	We are going to the winter camp.
kʷu_ksxʷúya?x k̓íl̓_s̓íca?áqʷtn.	We are going to the summer camp.
kʷu_ksxʷúya?x k̓íl̓_ksuňkʷ.	We are going to the island.
kʷu_ksxʷúya?x k̓íl̓_cyxʷítkʷ.	We are going to the water fall.

ka?kín ksxʷúya?xə́lx ?	Where are they going?
ksxʷúya?xə́lx k̓íl̓_k̓ímcnitkʷ.	They are going to the beach.
ksxʷúya?xə́lx k̓íl̓_s?acq?ítkʷ.	They are going to the spring.
ksxʷúya?xə́lx k̓íl̓_ck̓íll̓ekłak.	They are going to the bushes.

conjugations and paradigms

xʷuy	to go	future / inceptive
	singular	plural
1st person	kn_ksxʷúya?x	kʷu_ksxʷúya?x
2nd person	kʷ_ksxʷúya?x	p_ksxʷúya?x
3rd person	ksxʷúya?x	ksxʷúya?xə́lx

notes: The inceptive tense of *xʷuy* uses the intransitive person markers with a *ks-* prefix and an *-aʔx* suffix. Notice that the intitial *k* is dropped for the 2nd person affirmative forms. To make negative expressions, the word *lut* and the negative particle *t̓ə* are used.

lut tə_xʷuy	to not go	future / inceptive
	singular	plural
1st person	lut kn_tə_ksxʷúya?x	lut kʷu_tə_ksxʷúya?x
2nd person	lut kʷ_tə_ksxʷúya?x	lut p_tə_ksxʷúya?x
3rd person	lut tə_ksxʷúya?x	lut tə_ksxʷúya?xəlx

examples:

ha ksxʷúya?x k̓l_sñ?istktn Susan?
 ki, ksxʷúya?xəlx ilí? Susan na?l Mike.
 lut tə_ksxʷúya?xəlx k̓l_sñpikmn ɿapná?.
 kʷu_ksxʷúya?x k̓l_s?acq?ítkʷ.
 lut kn_tə_ksxʷuya?x k̓l_sñkʷaňlqtn.

Is Susan going to go to the winter camp?
 Yes, Susan is going to go there with Mike.
 They are not going to go to saw mill now.
 We are going to the spring.
 We are not going to the farm.

Nsəlxcin 2, Smi'áy 08

s?um's 1

iskʷít _____

s̥ł̥x̥aít _____

Instructions: find out about the places where your partner has gone in the last year.

Example 1: A: ha kʷ_xʷuy k̥l̥_s̥nqʷa?qʷa?ltán tə_snəqspiñtk.

C: kiwa, kn_xʷuy k̥l̥_s̥nqʷa?qʷa?ltán tə_snəqspiñtk.

kəm

lut, lut kn_tə_xʷuy k̥l̥_s̥nqʷa?qʷa?ltán tə_snəqspiñtk.

A



s̥nqʷa?qʷa?ltán



s̥nípikmn



s̥nca?áqʷtn



s̥n̥xʷaqʷmn



s̥nt̥t̥mt̥im̥tn



s̥nkʷan̥lqtn



k̥m̥cnitkʷ



s̥nt̥w̥sts̥sqáx̥a?tn

C



ksuňkʷ



s̥n̥tr̥qmin



s̥n̥?istktn



s̥nkʷum̥cútn



s̥nk̥am̥n



s̥n̥qʷym̥cūtn



s̥acq?ítkʷ

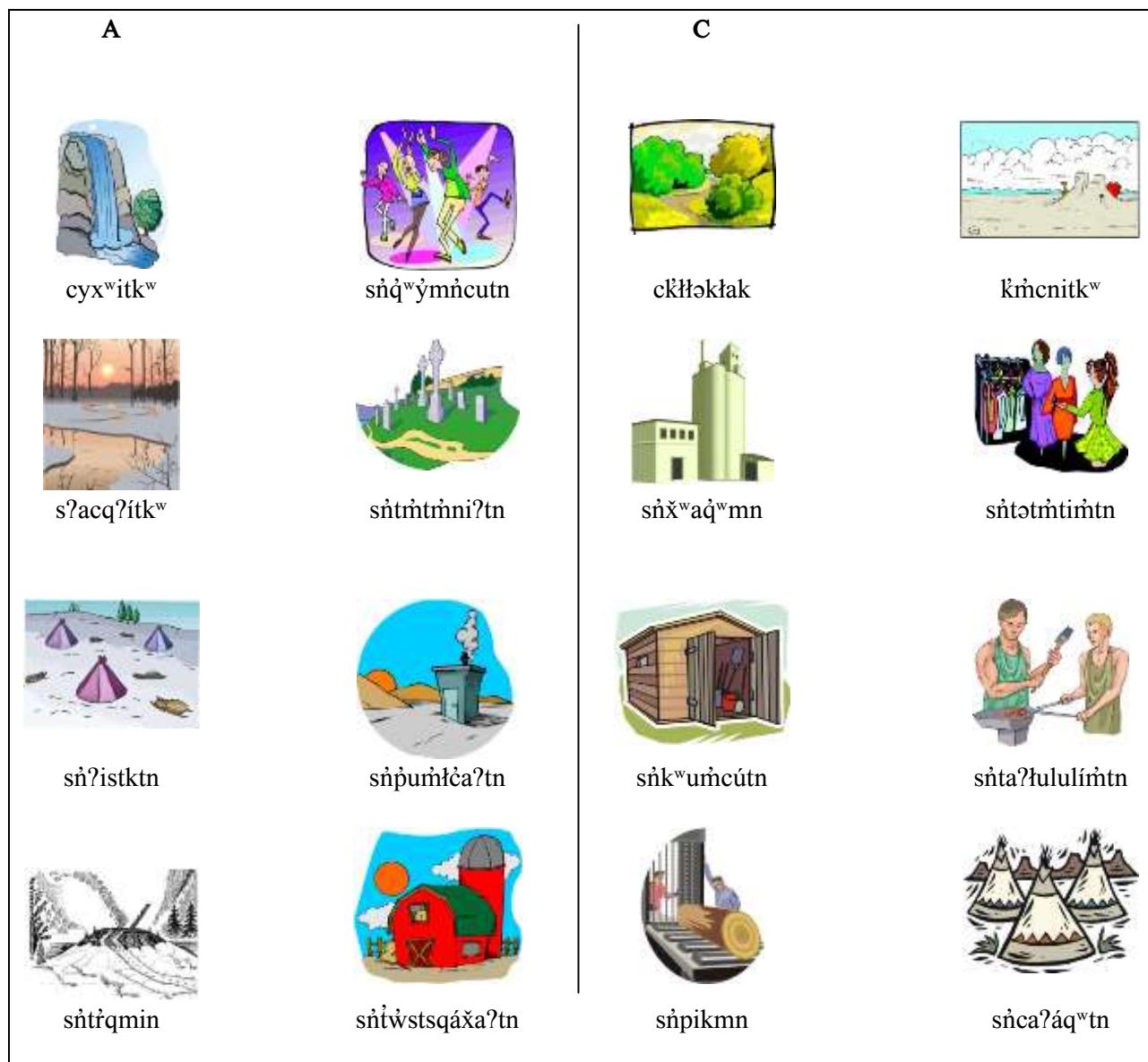
Ņsēļxcin 2, Smiņāv 08

Conjugation 1

iskwíst _____

s̥ɬ̥ɬ̥alt _____

Instructions: take turns with your partner telling places you are going to go. Follow the model.



’Nsəłxcin 2, Smimáy 08

iskwíst _____

Conjugation 2

s̥ɬíx̥alt _____

Instructions: everyone is leaving. Re-enact the conversation between Katalín na?í Sapát as they talk about where people are going.

Example 1: Katalín: ɭa?kín ksxʷúya?x Prasuwá ?
Sapát: ksxʷúya?x kɬ̥_sň?istktñ.

	sñtətm̄t̄im̄tn		sñt̄wstsqáx̄a?tn		sñca?áqʷtn
	sñqʷa?qʷa?ltán		sñpum̄l̄ca?tn		ksuňkʷ
	sñqʷym̄ncutn		sñkʷum̄cútn		cyxʷitkʷ
	sñt̄rqmin		sñpikmn		k̄mcnitkʷ
	sñkʷamn		sñta?lululímtn		s?acq?ítkʷ
	sñt̄m̄t̄mni?tn		sñxʷaqʷmn		cķłəkłak
	sñkʷaňlqtn		sñ?istkttn		

1.  Prasuwá

5.  anví na?l asláxt

2.  anví
6.  st̄mtíma? na? kíkwa?

3.  anwí naʔɬ incá

7.  sňtxʷus Susáp

4.  8. 

SpCamíx naʔt̪ Malí incá

Ñsəlxcin 2, Smi'áy 08

Conjugation 3

iskʷíst _____

s̥ł̥x̥tał̥t _____

Instructions: you and your partner each have an imaginary friend. Ask each other about places you are going to go. Follow the model.

Example 1: A: ha p_sxʷúya?x k̥i_sñxʷaqʷmn ?
 C: lut kʷu_ksxʷúya?x k̥i_sñxʷaqʷmn. kʷu_ksxʷúya?x k̥i_sñpikmn.

	s̥nt̥etm̥ti'mtn		s̥n̥t̥wstsqáxa?tn		s̥n̥ca?áqʷtn
	s̥n̥qʷa?qʷa?ítán		s̥n̥pum̥l̥ca?tn		ksuňkʷ
	s̥n̥qʷym̥ncutn		s̥n̥kʷum̥cútn		cyxʷitkʷ
	s̥nt̥qmin		s̥n̥pikmn		k̥mcnitkʷ
	s̥n̥kʷamn		s̥n̥ta?lululí'mtn		s?acq?ítkʷ
	s̥nt̥m̥t̥m̥ni?tn		s̥n̥xʷaqʷmn		c̥k̥l̥ek̥lak
	s̥n̥kʷan̥lqt̥n		s̥n̥?istkt̥n		



Nsəlxcin 2, Smi'áy 08

Sqʷaqʷaʔál

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: With your partner, re-enact Ki?láwna? and Sltis talking about where everyone is going after they get off of work.

K: way, Sltis.

S: way, Ki?láwna?. ka?kín kʷ sxʷúya?x ?

K: kn_ksxʷúya?x k̥l_ s̥nt̥etm̥t̥im̥tn.

uł anwí, ka?kín kʷ sxʷúya?x ?

S: kn_ksxʷúya?x k̥l_ s̥n̥pikmn.

ha cmistíxʷ ka?kín ksxʷúya?xəlx i?_smaṁ?ím ?

K: kn_nt̥ils ksxʷúya?xəlx k̥l_ k̥mcnitkʷ ksc̥ac̥álxa?x.

S: ha uł. way, nixʷ incá kn_ksxʷúya?x k̥l_ k̥mcnitkʷ.

K: hahúy. way níñwi?s.

S: way.

Nsəlxcin 2, Smi'áy 08

Grammar Exercises

iskʷít _____

sx̌íx̌ałt _____

A. xʷuy

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.

1. ǩa?kín p_ sxʷúya?x ? _____ ǩi_ksuñkʷ. (we are going)

nuyápixcn:

2. ha _____ ǩi_sñxʷaqʷmn ? (they are going)

nuyápixcn:

3. ǩa?kín _____ Nkʷála ? ǩi_sñkʷawmn. (she is going)

nuyápixcn:

4. ǩa?kín kʷ_sxʷúya?x ? _____ ǩi_sñtətñtiñtn. (I am going)

nuyápixcn:

5. ǩa?kín _____ ? kʷu_ksxʷúya?x ǩi_sñťwstsqáxa?tn. (you folks are going)

nuyápixcn:

6. ǩa?kín _____ ? ǩi_sñpum̌ǩea?tn. (they are going)

nuyápixcn:

7. inca _____ ǩi_sñtrqmin. (I am going)

nuyápixcn:

8. ha _____ ǩi_askʷúy i?_cixʷs ? (you are going)

nuyápixcn:

9. ha _____ ǩi_sñpikmn ? (you folks are going)

nuyápixcn:

10. ǩa?kín _____ ? kn_ksxʷúya?x ǩi_sñqʷa?qʷa?ltán. (you are going)

nuyápixcn:

B. lut tə_ksxʷúya?x

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.

1. lut _____ kł̥_snt̥nt̥mni?tn Malí. (she is not going)

nuyápixcn:

2. ha kn_ksxʷúya?x kł̥_cyxʷitkʷ ? lut, lut _____. (you are not going)

nuyápixcn:

3. lut _____ kł̥_snt̥ta?łululímtn. (I am not going)

nuyápixcn:

4. lut _____ kł̥_sn̥kʷumčútn. (we are not going)

nuyápixcn:

5. lut _____ kł̥_sn̥?istkttn. (you folks are not going)

nuyápixcn:

6. ha kʷu_ksxʷúya?x kł̥_cnitkʷ? lut, lut _____. (you folks are not going)

nuyápixcn:

7. ha kʷ_sxʷúya?x kł̥_ksuňkʷ ? lut, lut _____ kł̥_ksuňkʷ. (I am not going)

nuyápixcn:

8. lut _____ kł̥_sn̥qʷy̥mčutn. (you are not going)

nuyápixcn:

9. lut _____ kł̥_sn̥ca?áqʷtn. (they are not going)

10. ha ksxʷúya?xə́lx kł̥_s?acq?ítkʷ ? lut, lut _____. (they are not going)

nuyápixcn:

smimáy 09: čkin 1

s?um̄s

ɿix	ɬəxɿix	slick
mur	mírmur	smooth
kəkip	kəkəpkip	soft
ts̄t̄ast	xxx	hard
pil	płpil	flat
yir	yəryir	round
kʷiw	kʷəkʷiw	spherical
n?aq̄	nan?aq̄	rotten
slilxʷ	s̄l̄slilxʷ	spotted
nirnrt	xxx	slippery
xərxart	xxx	steep
əcsalp	əcs̄l̄salp	twisted
ckʷarc̄	ckʷ̄rkʷarc̄	crooked
tił	tłtił	straight
xčilxʷ	xč̄xčilxʷ	tough
sult̄	s̄lsult̄	numb / frozen

s?a?úms

i?_pus i?_spuṁts ɿix.	The cats fur is slick.	ɬəxɿix i?_pəspus.	The cats are slick.
mur i?_splips.	His butt is smooth.	km̄murs i?_st̄ata?kmíx.	The teen girls are smooth.
kəkip i?_sn̄lqʷutn.	The bed is soft.	kəkəpkip i?_səčsičm.	The blankets are soft.
ts̄t̄ast i?_xλut.	The rock is hard.	ts̄t̄ast i?_sn̄lqʷlutn.	The beds are hard.
pil i?_sxl̄lp.	The floor is flat.	płpil i?_łqalqʷ.	The boards are flat.
yir i?_pukʷla?	The ball is round.	yəryir i?_tkʷrkʷri?s.	The oranges are round.
kʷiw i?_mkʷiwt̄.	The mound is round.	kʷw̄kʷiw i?_mkʷmkʷiwt̄.	The mounds are round.
n?aq̄ i?_sliqʷ.	The meat is rotten.	nan?aq̄ i?_apl̄s.	The apples are rotten.
iňkwáp cslilxʷ.	My horse is spotted.	cs̄l̄slilxʷ i?_sn̄kłča?sqáxa?.	The horses are spotted.
nirnrt i?_xwił.	The road is slippery.	nirnrt i?_sxʷuyńt.	The ice are slippery.

xərxart i?_nqəqlxʷáqa?s.	The path is steep.	xərxart i?_xʷwíł.	The roads are steep.
əcsalp i?_spičn.	The hemp is twisted.	əcšalp i?_spəčpičn.	The hemps are twisted.
ckʷarč i?_sxəxči?.	The stick is crooked.	ckʷrkʷarč i?_sxəxči?.	The sticks are crooked.
tił akscxʷist.	You walk straight.	tłtił i?_sxəxči?.	The sticks are straight.
xčilxʷ i?_sípi?.	The hide is tough.	xčxčilxʷ i?_səpsípi?.	The hides are tough.
súlt i?_sču?xáns.	Her foot is numb.	słsúlt i?_sču?ču?xáns.	Her feet are numb.

examples:

łix i?_spum̄ts i?_pus.	lut tə_łix i?_spum̄ts i?_pus.	The cats fur is / is not slick.
tsłfast i?_sňłqʷutňs.	lut tə_tsłfast i?_sňłqʷutňs.	Her bed is / is not hard.
ińqa?xán tsłfast.	ińqa?xán lut tə_tsłfast.	My shoes are / are not hard.
isču?ču?xán plpil.	isču?ču?xán lut tə_plpil.	My feet are / are not flat.
ińkłkmús yŕyir.	ińkłkmús lut tə_yŕyir.	My cheeks are / are not round.
isqa?q?ím kʷwkʷiż.	isqa?q?ím lut tə_kʷwkʷiż.	My breasts are / are not round (spherical).
kn_nana?qxán.	lut kn_tə_nana?qxán.	My feet are / are not rotten.
ańkwáp csłslilxʷ.	ańkwáp lut ta_csłslilxʷ.	Your horses are / are not spotted.
nirnrt i?_sxʷuyňt.	lut tə_nirnrt i?_sxʷuyňt.	The ice is / is not slippery.
ańkłkilx nirnrt.	ańkłkilx lut tə_nirnrt.	Your hands are / are not slippery.
ińxwił xərxart.	ińxwił lut tə_xərxart.	My road is / is not steep.
ispičn əcsalp.	ispičn lut ta_əcsalp.	My hemp is / is not twisted.
ańkłpa?xmín ckʷrkʷarč.	ańkłpa?xmín lut ta_ckʷrkʷarč.	Your thinking is / is not crooked.
asňkʷłkʷłústn tl̄tił.	asňkʷłkʷłústn lut tə_tl̄tił.	Your eyes are / are not straight.
kʷu_słsúlt.	lut kʷu_tə_słsúlt.	We are / are not numb / frozen.

Ñsəłxcin 2, Smi'áy 09

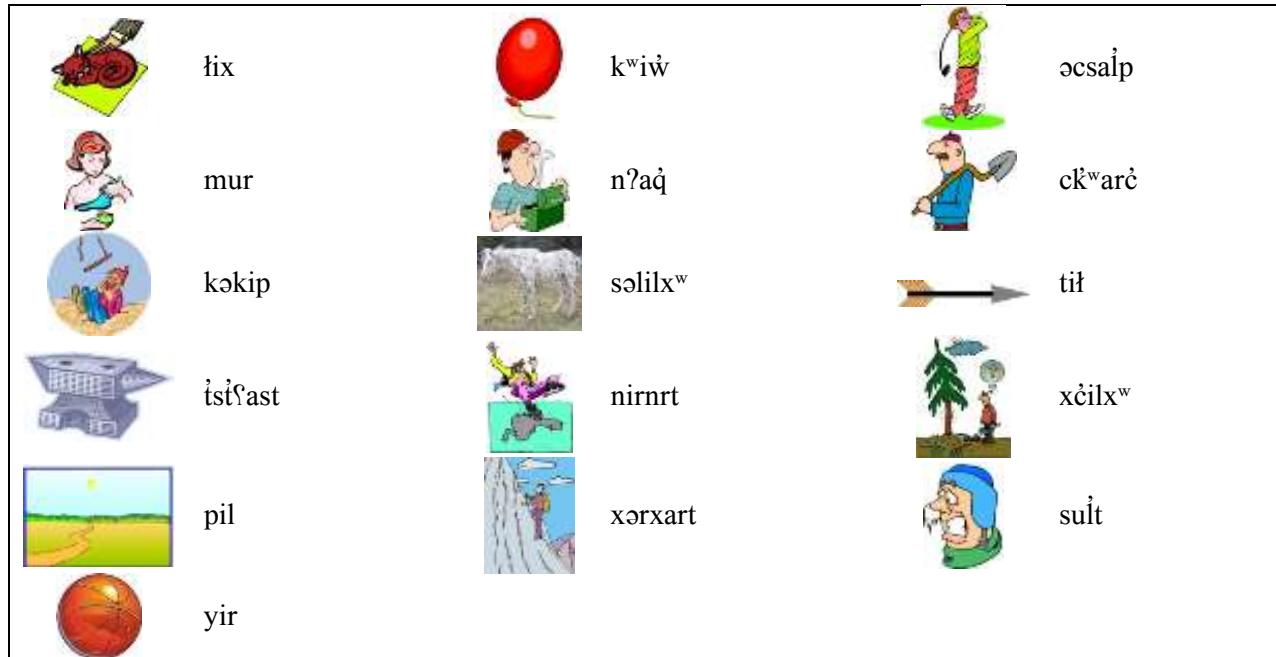
s?um's 1

iskʷist _____

s̥ł̥x̥aít _____

Instructions: you and your partner are good friends and always answer each other affirmatively. Follow the model.

Example 1: A: ha ḥix i?_pus i?_spuṁts ?
 C: ki, ḥix i?_pus i?_spuṁts.



- | | | |
|--|--|---|
| 1.  | 5.  | 9.  |
| i?_pus i?_spuṁts | i?_kísu? | iñqəpqíñtn |
| 2.  | 6.  | 10.  |
| i?_k̥ála? | i?_pumín | i?_tm̥xʷúla?xʷtöt |
| 3.  | 7.  | 11.  |
| i?_s̥əxči? | añqa?xán | i?_sípi? |
| 4.  | 8.  | 12.  |
| iñkəkwápa? | i?_sliqʷ | i?_xwił |

Ñsəłxcin 2, Smi'áy 09

s?uňs 2

iskʷist _____

sx̌łx̌nalt _____

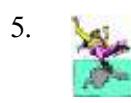
Instructions: you and your partner don't get along and always answer each other negatively. Follow the model.

Example 1: A: ha kəxlix i?_səčsičm ?
 C: lut tə_kəxlix i?_səčsičm.

	kəxlix		kʷəkʷiʷ		əcšlsalp
	mrmur		nana?aq		cłw̌łkʷarc
	kəkəpkip		sľlilxʷ		ttil
	tsťfast		nirnrt		xčxčilxʷ
	pľpil		xərxart		sľsult
	yøryir				



i?_səčsičm



i?_pł̌pł̌qin



i?_sp̌ečpičn



i?_skʷñkʷinm



i?_ñkʷłkʷłustňs



i?_łqalqʷ



i?_łáqʷa



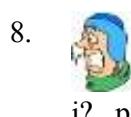
i?_xł̌xł̌ut



i?_səpsípi?



i?_xʷəxʷmína?



i?_palpľqn



i?_ñqəqľxʷáqa?

Nsəlxcin 2, Smi'áy 09

Sqʷaqʷaʔál

iskʷíst _____

səlx̓əlt _____

Instructions: With your partner, re-enact Kníča? and Smlimalqs talking over breakfast at the language camp.

K: waȳ, xast lkʷəkʷɬast.

S: waȳ, xast lkʷəkʷɬast.

K: ha xast asčítx ?

S: ki, xast isčítx.

uł anwí, ha xast asčítx ?

K: lut. myał kəkip isnłqʷútn.

iňxást i?_tstɬast i?_sniłqʷutn.

S: nixʷ incá iňxást i?_tstɬast i?_sniłqʷutn.

K: ha tstɬast asnłqʷútn ?

S: ki, ti? put.

K: waȳ xast.

Nsəlxcin 2, Smi'áy 09

Grammar Exercises

iskʷít _____

s̥ílx̥ałt _____

A. Intransitive Description

Instructions: rewrite each sentence as a negative. Then, translate the negative phrase to English.

1. lix i?_pus i?_spum̄ts. _____

nuyápixcn:

2. mur i?_splips. _____

nuyápixcn:

3. kəkip i?_s̥n̄lqʷutn. _____

nuyápixcn:

4. t̥st̥ast i?_x̥łut. _____

nuyápixcn:

5. pil i?_s̥liłp. _____

nuyápixcn:

6. yir i?_púkʷla?. _____

nuyápixcn:

7. kʷiw i?_mkʷiwt. _____

nuyápixcn:

8. n?aq̥ i?_s̥liqʷ. _____

nuyápixcn:

9. cslilxʷ iñkwáp. _____

nuyápixcn:

10. nirnrt i?_xwił. _____

nuyápixcn:

B. Intransitive Description

Instructions: rewrite each sentence as a negative. Then, translate the negative phrase to English.

1. xərxart i?_nqəqlxʷáqa?s. _____

nuyápixcn:

2. ocsalp i?_spičn. _____

nuyápixcn:

3. ckʷarč i?_sčəxči?. _____

nuyápixcn:

4. tl̓itl i?_sčəxči?. _____

nuyápixcn:

5. xc̓ilxʷ i?_sípi?. _____

nuyápixcn:

6. sułt i?_sču?xáns. _____

nuyápixcn:

7. kəkəpkip i?_səčsičm. _____

nuyápixcn:

8. pl̓pil i?_ɬqałqʷ. _____

nuyápixcn:

9. xərxart i?_xʷw̓wił. _____

nuyápixcn:

10. yəryir i?_tkʷɬkʷri?s. _____

nuyápixcn:

smi'máy 10: ḥəጀyałnxʷ

s?um̄s 1

í_kʷinx ?	What time is it?
í_naqs sxlakək.	It is one o'clock.
í_?asíl sxlakək.	It is two o'clock.
í_ka?lis sxlakək.	It is three o'clock.
í_mus sxlakək.	It is four o'clock.
í_?upńkst sxlakək.	It is ten o'clock.
ksxan tl_naqs.	It is after one.
ksxan tl_mus	It is after four.
ksxan tl_cilkt.	It is after five.
ksxan tl_taqm̄kst.	It is after six.
ksxan tl_sisp̄lk.	It is after seven.
cilkt ksxan tl_naqs.	It is five after one.
?upńkst ksxan tl_?asíl.	It is ten after two.
?asl?úpńkst ksxan tl_sisp̄lk.	It is twenty after seven.
?asl?úpńkst uł cilkt ksxan tl_?upńkst.	It is twenty after ten.
lúti? snaqsts sxlakək.	It is before one. / It is not one yet.
lúti? sti'mls sxlakək.	It is before eight. / It is not eight yet.
lúti? sxeñnts sxlakək.	It is before nine. / It is not nine yet.
lúti? s?upńksts sxlakək.	It is before ten. / It is not ten yet.
lúti? s?upńksts uł naqs sxlakək.	It is before eleven. / It is not eleven yet.
čim ?upńkst mi ka?lis sxlakək.	It is ten to three. / It is ten before three.
čim ?upńkst uł cilkt mi tim̄l sxlakək.	It is fifteen to eight. / It is fifteen before eight.
čim cilkt mi mus sxlakək.	It is five to four. / It is five before four.
čim ?asl?úpńkst mi ?upńkst uł naqs sxlakək.	It is twenty to eleven.

s?a?úms 1

í_naqs mi kn_xuy.	I am going at one.
í_mus mi k'u_cyap.	We are going to arrive at four.
í_ka?lis kn_fxuy.	I went back at three.
í_?upńkst uł naqs k'u_cyap.	We arrived at eleven.

ka?kín i?_xəxyałnxʷ?	Where is the clock?
ha wíkñtxʷ i?_xəxyałnxʷ?	Do you see the clock?
čačn̓t i?_xəxyałnxʷ.	Look at the clock.

s?um̓s 2

sípa?qcín	daybreak / dawn
łkʷəkʷast	morning
sx̌l̓x̌ałt	day
ńka?tqín	just before noon
snt̓xʷəxʷqín	noon
ńyałʷqín	afternoon
kłłkʷəkʷus	sun set
ńkl̓xʷcín	dusk
sk̓laxʷ	dark evening
síkʷəkʷ?ac	night time
t̓xʷiws i?_síkʷəkʷ?ac	midnight
čuy	dark

s?a?úms 2

ńpa?qcín ki? kn_qiłt.	I woke up at daybreak / dawn.
ha way̓ łkʷəkʷast ?	Is it morning yet?
ħast i?_sx̌l̓x̌ałt tə_spi?sčílt.	It was a good day yesterday.
ńka?tqín ki? cyapəłx.	They arrived just before noon.
kn_?i?a?tx l̓sňyakʷqín.	I took a nap in the afternoon.
kłłkʷəkʷus ki? kʷu_xʷuy.	We left at sun set.
ńkl̓xʷcín uł t̓xʷtilx i?_staňwáya?.	The bats start to fly around at dusk.
lut kn_ta_c?ácqa? l̓_síkʷəkʷ?ac. cnx̌il̓mstn i?_čuy.	I dont go outside at night time. I am afraid of the dark.
t̓xʷiws i?_síkʷəkʷ?ac ki? ?atətxí?st.	She fell asleep at midnight.

Nsəlxcin 2, Smi'áy 10

s?um's 1

iskʷít _____

sx̌íx̌alt _____

Instructions: Sxmnatkʷ was the only one wearing a watch when everyone went digging. With your partner, re-enact how people asked her what time it was throughout the day.

Example 1: Sǩnxʷalq̌s: ľkʷinx ?
Sxmnatkʷ: ľtimł sxlaǩk.

1.



5.



2.



6.



3.



7.



4.



8.



Ñsəłxcin 2, Smińáy 10

s?um̄s 2

iskʷít _____

sx̄íx̄alt _____

Instructions: Pacís was asking Malí when people arrived at the hunting camp. Malí was not wearing a watch so she is estimating about when they arrived. With your partner, re-enact their conversation. Follow the model.

Example 1: Pacís: l̄kʷinx ki? kicx Pila?sís ?
 Malí: ks̄xan tl̄taqm̄kst ki? kicx.

1.



Pila?sís

5.



anwí na?l P̄ałxʷ

2.



Sk̄nxwalqs na?l Piyarís

6.



Katalín

3.



anwí

7.



?Atál na?l Kasnú

4.



añtúm

8.



Papíly?qn na?l i?sqʷsi?ṣ

Nsəlxcin 2, Smi'áy 10

s?um's 3

iskʷíst _____

sx̌íx̌aít _____

Instructions: With your partner, practice telling the exact time. Follow the model.

Example 1:



A: iɬkʷinx?

C: kim ?así?úpñkst mi x̌oχñut sxlakók.

Example 1:



A: iɬkʷinx?

C: ciłkst kšan tľ?asíl.

1.



5.



2.



6.



3.



7.



4.



8.



Nsəlxcin 2, Smi'máy 10

sʔum's 4

iskʷít _____

sx̌íx̌aít _____

Instructions: With your partner, practice telling when people fell asleep. Follow the model.

Example 1: ɬAtał na?ɬ ɬKasnú

A: p̌áǩin ki? ɬaťtxí?sťlx?

B: ťx̌iws i?_šnǩʷəǩʷ?ac ki? ɬaťtxí?sťlx.

xašť ūač̌nť: kň_ɬaťtxí?sť, kʷ_ɬaťtxí?sť, ɬaťtxí?sť, kʷu_ɬaťtxí?sť, p_ɬaťtxí?sť, ɬaťtxí?sťlx

1.



ɬAtał na?ɬ ɬKasnú
ťx̌iws i?_šnǩʷəǩʷ?ac

5.



incá na?ɬ Katalín
šnťx̌ʷəx̌ʷqin

2.



incá
ňka?tqín

6.



anwí
ňǩlxʷcin

3.



anwí na?ɬ Pila?sís
ňyaǩʷqin

7.



šxmnaťǩʷ
šnǩʷəǩʷ?ac

4.



Šltis
šňpa?qcín

8.



Sapát na?ɬ Prasuwá
ǩľťǩʷəǩʷus

Instructions: With your partner, re-enact the conversation between Papílya?qn and Sapát.

P: wa'y, ḥast lkʷəkʷɬast. ha kʷ qiłt ?

S: nnnnnnnnnn. l_kʷinx ?

P: wa'y ḥlap. kím ?asl'úpńkst mi sisplk'.

S: ha cqiłqłt Pacís?

P: ki, cqiłəłqłt yɬayɬát swit.

S: pńkin ki? kʷ_qiłt?

P: ḥpa?qcín ki? kn_qiłt.

S: uł lut as?áyɬwt ?

P: lut. kn_la?xʷíski?t.

S: wa'y, púti kn_ñ?atxíls.

P: wa'y, níñwi?s.

S: nnnnnnnnnn.

iskʷíst _____

s̥ɬx̥aít _____

A. Telling Time

Instructions: rewrite each time, changing it from minutes after the hour to minutes before the hour. Then translate the whole new phrase to English.

Example: ?up̥kst ks̥an tl̥_tim̥l. _____ K̥im ?up̥kst mi tim̥l sxlak̥k _____.

1. ciłkst ks̥an tl̥_naqs. _____

nuyápixcn:

2. ?up̥kst ks̥an tl̥_?asíl. _____

nuyápixcn:

3. ?asíl?úp̥kst ks̥an tl̥_sisp̥lk. _____

nuyápixcn:

4. ?asíl?úp̥kst uł ciłkst ks̥an tl̥_?up̥kst. _____

nuyápixcn:

5. ?up̥kst uł ciłkst ks̥an tl̥_mus. _____

nuyápixcn:

B. Telling Time

Instructions: rewrite each time, changing it from minutes before the hour to minutes after the hour.

Example: ɬim ?upñkst mi timł sxlakək. ?upñkst kṣan tḷ timł .

6. ɬim ?upñkst mi ka?lís sxlakək. _____

nuyápixcn:

7. ɬim ?upñkst uł ciłkst mi timł sxlakək. _____

nuyápixcn:

8. ɬim ciłkst mi mus sxlakək. _____

nuyápixcn:

9. ɬim ?asl?úpñkst mi ?upñkst uł naqs sxlakək. _____

nuyápixcn:

10. ɬim ?asl?úpñkst uł ciłkst mi naqs sxlakək. _____

nuyápixcn:

smi'máy 11: ti'xílm 1

s?um̄s

singular	plural	they are...	English
ńkʷsəscin	ńkʷskʷsəscin	səckʷskʷsəscin̄x	tell jokes
kʷsəscut	kʷskʷsəscut	səckʷskʷscutxə́lx	act silly
pi'xm	p̄xi'xm	səcp̄ixxə́lx	hunt
ń?acqʷúla?xʷ	ń?ac?acqʷúla?xʷ	səcń?acqʷúla?xʷəxʷ	bake in the ground
qʷlam	qʷlqʷlam	səcqʷlmixə́lx	barbaque meat
qʷlislm	qʷlqʷlislm	səcqʷlislxə́lx	barbaque fish
qʷilm	qʷlqʷilm	səcqʷilxə́lx	cheat
wi'cm	wćwi'cm	səcwi'cxə́lx / səcwćwi'cx	dig roots
ńləxʷp̄mitkʷ	ńləxʷəxʷp̄mitkʷ	səchnəxʷp̄mitkʷə́lx	dive into water
kslip̄	ksłslip̄	səckslipxə́lx / səcksłslip̄x	gather fire wood
žc̄cam	žcəcžcam	səcžc̄cmix	gamble
wikʷcn	wkʷwikʷcn	səcwikʷcñxə́lx / səcwkʷwikʷcñx	gossip
wupúla?xʷ(m)	wpwupúla?xʷ(m)	səcwupúla?xʷəxʷə́lx / səcwupúla?xʷmə́lx	hay
žwícla?xʷ(m)	žwaxwícla?xʷ(m)	səcžwícla?xʷəxʷə́lx / səcžwic̄wicla?xʷəxʷ / səcžwicla?xʷmə́lx	cut hay
ńay'ncút	ńay'ńay'ncút	səcńay'ncúttxə́lx / səcńay'ńay'ncúttx	laugh

s?a?úms

stim a?_čkistn ?	What am I doing?
kʷ_səckʷskʷscutx.	You are acting silly.
stim a?_čkistxʷ ?	What are you doing?
kn_səckslipx.	I am gathering fire wood.
stim a?_čkists ?	What is she doing?
səcwupúla?xʷəxʷ.	She is haying.
kʷu_səccā?kínx ?	What are we doing?

p_səc̓wax̓ícla?xʷəx.	You guys are cutting hay.
p_səcc̓?axkínx ?	What are you guys doing?
kʷu_səc̓ay̓ay̓ncútx.	We are laughing.
səcc̓a?xkínxəlx ?	What are they doing?
səcwkʷwikʷcńx.	They are gossiping.

conjugations

pičm	hunt	(imperfective / progressive)
	singular	plural
1st person	kn_səcpix̚	kʷu_səcpix̚
2nd person	kʷ_səcpix̚	p_səcpix̚
3rd person	səcpix̚	səcpix̚əlx

wičm	dig roots	(imperfective / progressive)
	singular	plural
1st person	kn_səcwic̚	kʷu_səcwəčwic̚
2nd person	kʷ_səcwic̚	p_səcwəčwic̚
3rd person	səcwic̚	səcwəčwic̚

ččcam̓	gamble	(imperfective / progressive)
	singular	plural
1st person	kn_səčččam̓ix	kʷu_səčččam̓ix
2nd person	kʷ_səčččam̓ix	p_səčččam̓ix
3rd person	səčččam̓ix	səčččam̓ixəlx

nkʷsəscin	tell jokes	(imperfective / progressive)
	singular	plural
1st person	kn_səctkʷsəsciňx	kʷu_səctkʷskʷsəsciňx
2nd person	kʷ_səctkʷsəsciňx	p_səctkʷskʷsəsciňx
3rd person	səctkʷsəsciňx	səctkʷskʷsəsciňx

qʷilm	cheat	(imperfective / progressive)
	singular	plural
1st person	kn_səcqʷilx	kʷu_səcqʷilx
2nd person	kʷ_səcqʷilx	p_səcqʷilx
3rd person	səcqʷilx	səcqʷilxəlx

notes: These action words are conjugated with the intransitive person markers (*kən*, *kʷ*, etc.). All forms begin with the prefix, *səc-*, and end with the suffix, *-x*. Weak stem word like *qʷlam* will take the suffix *-mix*, rather than just *-x*.

This tense can be equivalent to the English progressive with a form of to be and a verb ending in -ing. Generally speaking, if there is reduplication or a special form in the plural forms, then the 3rd person plural (they) will not take the full "they" ending (-əlx). If there is no reduplication or special plural form of the word, then the "they" form will end in -əlx.

Nsəlxcin 2, Smi'áy 11

s?um's 1

iskʷíst _____

s̥ł̥x̥taít _____

Instructions: with your partner, take turns asking each other if you like to do certain things. Follow the model.

Example 1: A: ha aňxást i?_sňkʷsöscin ?

C: kiw, iňxást i?_sňkʷsöscin.

km

lut, lut iňxást i?_sňkʷsöscin.

	níkʷsöscin		qʷlislm		čc̥cam
	kʷskʷscut		qʷilm		wikʷcn
	piňm		wičm		wupúla?xʷm
	ní?acqʷúla?xʷ		níčč̥pmitkʷ		čč̥ícla?xʷ
	qʷlam		kslip̥		čayńcút



Ñsə́lcin 2, Smi̱náy 11

Conjugation 1

iskʷíst _____

sx̌ix̌ñalt _____

Instructions: Susáp walked around near his home, asking people what they were doing. Re-enact his conversations. Follow the model.

Example 1: A: stim a?_čkistxʷ ?
 C: kn_səcksliþx.

	ñkʷsəscin		qʷlislm		xčcam
	kʷskʷscut		qʷilm		wikʷcn
	pi\xm		wi\xm		wupúla?xʷm
	ñ?acqʷúla?xʷ		ñlə\xʷpmítkʷ		xi\xclaxʷ
	qʷlam		ksliþ		?ay̌ncút



Ñsəłxcin 2, Smi'áy 11

Conjugation 2

iskʷít _____

sx̌íx̌aít _____

Instructions: Papílya?qn and Malí are doing surveillance on someone. With your partner, re-enact their conversations as they checked in on each other by phone over the course of the weekend. Follow the model.

Example 1: A: p_səcč?axkínx ?
 C: kʷu_səčay̌ay̌ncútx.

A



ɻay̌ncút



χʷícla?xʷm



χčcam



kslip̄



qʷilm



qʷlislm



pixm



kʷskʷscut

C



wupúla?xʷm



wikʷcn



ñləxʷpmitkʷ



wiċm



qʷlam



ñ?acqʷúla?xʷ



ñkʷsəscin



kslip̄

Ñsəlxcin 2, Smiñáy 11

Conjugation 3

iskʷít _____

sx̌ix̌ñalt _____

Instructions: Ki?láwna? and Sapát are talking about what everyone is doing today. Re-enact their conversation with your partner. Follow the model.

Example 1: A: stim a?_čkists Pɻałxʷ?

C: səcqʷlmix Pɻałxʷ.

	ňkʷsəscin		qʷlislm		ħcħcam
	kʷskʷscut		qʷilm		wikʷcn
	pi᷑m		wi᷑m		wupúla?xʷm
	ň?acqʷúla?xʷ		ňləxʷpmítkʷ		ħwícla?xʷ
	qʷlam		kslip		qayñcút



Pɻałxʷ



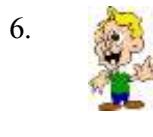
Sltis na?ł Słixi?álqs



anwí na?ł Katalín



incá na?ł Kasnú



anwí



incá



Swñatqn na?ł Susáp



Papílya?qn



Kníča?



Sx̌mnatkʷ



incá na?ł ňkʷála



Pacís na?ł Malí

Instructions: With your partner, re-enact the conversation between Sx̌mnatkʷ and P̌ałxʷ.

P: way P̌ałxʷ.

S: way Sx̌mnatkʷ.

P: səxkinx ki? kʷ_ł̌at ?

S: kn_səcňłəxʷp̌mitkʷx.

P: ǩa?kín kʷ_səcňłəxʷp̌mitkʷx ?

S: ilí? tľ_cňlqʷus.

P: nikxná. ňwist ilí?. lut asňxíł ?

S: lut. iňxást i?_sňłəxʷəxʷp̌mitkʷ tľ_ňwist.

P: lut incá. cňxilm̌stn i?_ňwist.

S: ha kʷ_ňx̌ł̌x̌luł ?

P: ki, niňáy̌p. way níňwi?s.

S: way.

Nsəlxcin 2, Smi'áy 11

Grammar Exercises

iskʷíst _____

s̥íłxʷałt _____

A. pi̥m- imperfective

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate each line to English.

1. _____ . ha ḥminkʷp tə_sxʷłi ? (you folks are hunting)

nuyápixcn:

2. stim a?čkistn ? _____. (you are hunting)

nuyápixcn:

3. stim a?čkists ? _____. (she is hunting)

nuyápixcn:

4. _____. ha ḥminksəłx tə_řananík ? kiw. (they are hunting)

nuyápixcn:

5. ha _____ ? ha aňxímík tə_skm̥xist ? (you are hunting)

nuyápixcn:

6. səc̥ca?xkínxəłx ? _____. (they are hunting)

nuyápixcn:

7. _____. iňxímík tə_s̥a?cínm. (I am hunting)

nuyápixcn:

8. kʷu_səc̥ca?kínx ? _____. (you folks are hunting)

nuyápixcn:

9. stim a?čkistxʷ ? _____. (I am hunting)

nuyápixcn:

10. p_səc̥c?axkínx ? _____. (we are hunting)

nuyápixcn:

B. wičm- imperfective

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.

1. kʷu_səccā?kínx ? _____ . (you folks are digging roots)

nuyápixcn:

2. stim a?_čkistn ? _____ . (you are digging roots)

nuyápixcn:

3. ha _____ ? ha ḥminksəlx tə_s̲ukʷm ? (they are digging)

nuyápixcn:

4. p_səcc̲?axkínx ? _____ . (we are digging roots)

nuyápixcn:

5. ha _____ ? ha aňxmínk tə_?ítxʷa? ? (you are digging)

nuyápixcn:

6. səccā?xkínxəlx ? _____ . (they are digging roots)

nuyápixcn:

7. _____ . iňxmínk tə_spiɬam. (I am digging)

nuyápixcn:

8. stim a?_čkistxʷ ? _____ . (I am digging roots)

nuyápixcn:

9. ha _____ ? ha ḥminkr̥p tə_čxʷlúsa? ? (you folks are digging)

nuyápixcn:

10. stim a?_čkists ? _____ . (she is digging roots)

nuyápixcn:

C. ḥc̥cam- imperfective

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.

1. ha _____ i?_k̥l̥_sňxʷmína?x sňččmiňtňs ? (you are gambling)

nuyápixcn:

2. stim a?_čkistxʷ ? _____. (I am gambling)

nuyápixcn:

3. ha _____ i?_k̥l̥_lámi sqlxʷúla?xʷs ? (they are gambling)

nuyápixcn:

4. p_ſecč?axkínx ? _____. (we are gambling)

nuyápixcn:

5. kʷu_ſecča?kínx ? _____. (you folks are gambling)

nuyápixcn:

6. ſecča?xkínxəłx ? _____. (they are gambling)

nuyápixcn:

7. _____ i?_k̥l̥_qlspilx sňččmiňtňs. (I am gambling)

nuyápixcn:

8. stim a?_čkistn ? _____. (you are gambling)

nuyápixcn:

9. ha _____ k̥l̥_Skawíla? ? (you folks are gambling)

nuyápixcn:

10. stim a?_čkists ? _____. (she is gambling)

nuyápixcn:

D. *ṇkʷsəscin-* imperfective

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.

1. _____ uł y̥ay̥átə́lx səc̥ay̥ay̥áy̥ncútx. (you folks are telling jokes)

nuyápixcn:

2. stim a?_čkistn ? _____. (you are telling jokes)

nuyápixcn:

3. _____ nažm̥l lut swit t̥a_c̥ay̥ncut. (I am telling jokes)

nuyápixcn:

4. p_səcc̥?axkínx ? _____. (we are telling jokes)

nuyápixcn:

5. kʷu_səcc̥a?kínx ? _____. (you folks are telling jokes)

nuyápixcn:

6. stim a?_čkists ? _____. (she is telling jokes)

nuyápixcn:

7. səcc̥a?xkínxə́lx ? _____. (they are telling jokes)

nuyápixcn:

8. _____ uł y̥ay̥átə́lx səc̥ay̥ay̥áy̥ncútx. (you are telling jokes)

nuyápixcn:

9. stim a?_čkistxʷ ? _____. (I am telling jokes)

nuyápixcn:

10. _____ nažm̥l lut swit t̥a_c̥ay̥ncut. (they are telling jokes)

nuyápixcn:

E. qʷilm- imperfective

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.

1. kʷu_səcčaʔkínx ? _____ . (you folks are cheating)

nuyápixcn:

2. stim a?čkistn ? _____ . (you are cheating)

nuyápixcn:

3. _____ uł kn_նtišs tɔ_ksƛxʷúpxəłx. (they are cheating)

nuyápixcn:

4. p_səcčaʔaxkínx ? _____ . (we are cheating)

nuyápixcn:

5. _____ ałi lut aňxmíñk aksɬaláp. (you are cheating)

nuyápixcn:

6. səcčaʔxkínxəłx ? _____ . (they are cheating)

nuyápixcn:

7. _____ ałi iňxmíñk iksƛxʷúpm. (I am cheating)

nuyápixcn:

8. stim a?čkists ? _____ . (she is cheating)

nuyápixcn:

9. _____ naňmł kn_նtišs p_ksɬaláp. (you folks cheating)

nuyápixcn:

10. stim a?čkistxʷ ? _____ . (I am cheating)

nuyápixcn:

smiṁáy 12: čkin 2

s?um̄s

ħast	ħsħast	good
ķast	ķskast	bad
wisxn	wswisxn	long
ṭətāqa?t	ṭətqṭāqa?t	short
ħaqt	ħqħlaqt	wide
kəkáya?t	kəkwkáya?t	narrow
xačt	xċxačt	strong (material)
ħw̄iħt / ħw̄iħxw̄ħt	ħw̄oħw̄iħxw̄ħt	brittle, weak
ċukʷ / ċukʷl̄xʷ	ċkʷċukʷ / ċkʷċukʷl̄xʷ	stiff (material)
tuqʷl̄xʷ	xxx	supple
pħałt	pplħałt	thick
ħlik	ħlklik	thin
ħw̄ist	ħw̄swist	high
yixʷút	yxʷyxʷut	low
ċn̄ċaňt	ċn̄ċaňt	tight
ħħaw	ħħħħaw	loose

i?_xi?xw̄tm ħast.	The girl is good.	i?_scķw̄ulsəlx ħsħast.	The things they made are good.
i?_pus ķast.	The cat is bad.	i?_ķw̄iħt ķskast.	The others are bad.
i?_ničmn wisxn.	The knife is long.	i?_sħoħči? wswisxn.	The sticks are long.
i?_ħum̄n ṭətāqa?t.	The spoon is short.	i?_supula?xʷ ṭətqṭāqa?t.	The hay is short.
i?_latáp ħaqt.	The table is wide.	i?_ħqħalqʷ ħqħlaqt	The boards are wide.
i?_xwił kəkáya?t.	The road is narrow.	i?_ķw̄mķw̄umsts kəkwkáya?t.	Her eyebrows are narrow.
i?_spəpčníča? xačt.	The cloth is strong.	i?_spčpčníča? xċċilxʷ.	The cloths are strong.
i?_kánti ħw̄oħw̄iħxw̄ħt.	The candy is brittle.	i?_ħw̄oħw̄iħxw̄ħt.	The Indian tea are brittle.
i?_sípi? ċukʷl̄xʷ.	The hide is stiff.	i?_səpsípi? ċkʷċukʷl̄xʷ.	The hides are stiff.

i?_sə́pyalqsts tuqʷłx.	The buckskin jacket is supple.	i?_sə́psípi?xṇs tuqʷłxʷ.	Her moccasins are supple.
i?_sxʷipłp płałt.	The mat is thick.	i?_sxʷpxʷipłp płałt.	The mats are thick.
i?_sičm ɬlik.	The blanket is thin.	i?_səčsičm ɬlklik.	The blankets are thin.
i?_sṇkłmutn ḡwist.	The chair is high.	i?_sṇkł?amútn ḡwswist.	The chairs are high.
i?_kla?xṇtán yixʷút.	The ladder is low.	i?_spí?qáłq yxʷyxʷut.	The berries are low.
i?_sxiłxn čnč?ańt.	The pants are tight.	i?_sxiłxn čnč?ańt.	The pants are tight.
i?_lasmíst hɬaw.	The shirt is loose.	i?_lasmísts hwhɬawt.	Her shirts are loose.

examples:

ħsħast i?_lasmíst isckʷín.	I got some nice shirts.
płałt ul tötūqʷ i?_sípi?.	The hide is thick and soft.
i?_pus tk̥iwlx uł ḡwist.	The cat cat climbed up high.
tötáqa?t uł čnč?ańt isxiłxn.	My pants are short and tight.
ħast isṇkłmútn. tötūqʷ uł płałt.	I have a good chair. It is soft and thick.
ķast isípi?. kəkáya?t uł čukʷ.	My hide is bad. It is narrow and stiff.

Ñsə́lcin 2, Smi̱náy 12

s?um̄s 1

iskʷíst _____

s̄x̄l̄x̄aít _____

Instructions: Nkʷála was talking to Prasuwá, who is always very critical. Re-enact their conversation with your partner. Follow the model.

Example 1: Nkʷála: ha ḥs̄xast i?_s?iññsə́lx ?
Prasuwá: myał ḥs̄xast i?_s?iññsə́lx.

	ħast / ḥs̄xast		xačt / xčxačt		ičlik / iłklik
	kast / kškast		ħw̄iħt / ħw̄eħw̄iħħxw̄ħt		iñwist / iñswist
	wisxn / wswisxn		čukʷ / čukʷiħxʷ / čkʷčukʷiħxʷ		yixʷút / yxʷyxʷut
	tətāqa?t / tətəq̄taqa?t		tuqʷiħxʷ		čnčańt / čnħčańt
	ħaqt / ħqħlaqt		pħaħt / pħpħaħt		ħħaw / hħħħħaw
	kekáya?t / kekwkáya?t				

1.
i?_s?iññsə́lx

5.
i?_sñkł?amútn

9.
i?_ħwiħ

2.
i?_sípi?

6.
i?_sxʷipl̄p

10.
i?_sp̄i?qáłq

3.
i?_səčsičm

7.
i?_sþəp̄čniča?

11.
i?_ħp̄min

4.
i?_ničmn

8.
i?_sxiħxn

12.
i?_lasmíst

Ñsə́lcin 2, Smi̱náy 12

s?um̄s 2

iskʷít _____

sx̄íx̄aít _____

Instructions: Nkʷála was talking to Prasuwá, who is always very contradictory. Re-enact their conversation with your partner. Follow the model.

Example 1: Nkʷála: x̄s̄ast i?_sckʷułsəłx ?
Prasuwá: lut t̄o_x̄s̄ast i?_sckʷułsəłx.

	x̄ast / x̄s̄ast		xačt / xčxačt		iłlik / iłklik
	k̄ast / k̄sk̄ast		χʷiłt / χʷəχʷiłxʷłt		ińwist / ińswist
	wisxn / wswisxn		čukʷ / čukʷłxʷ / čłkʷčukʷłxʷ		yixʷút / yxʷyxʷut
	t̄etáqa?t / t̄etəq̄taqa?t		tuqʷłxʷ		čńčńańt / čńńčńańt
	łaq̄t / łq̄laqt		płałt / płpłałt		hńaw / hwhńaw
	k̄ekáya?t / k̄ekw̄káya?t				

- | | | |
|--|--|---|
| 1.  | 5.  | 9.  |
| i?_łslasmísts | ińłøłaxʷ | asńkłmútn |
| 2.  | 6.  | 10.  |
| i?_cńlqʷus | i?_sqəqatłqs | i?_tqʷyqʷay |
| 3.  | 7.  | 11.  |
| i?_sípi? | i?_sckʷińs | i?_packł |
| 4.  | 8.  | 12.  |
| i?_kʷłkʷułxñsəłx | i?_sx̄óxči? | i?_kəkwápa? |

Nsəlxcin 2, Smi'áy 12

Sqʷaqʷaʔál

iskʷít _____

sx̌íx̌aít _____

Instructions: With your partner, re-enact the conversation between Malí and Katalín.

M: way Katalín.

K: way Malí.

M: stim a?_čkistxʷ ?

K: kn_səcxʷikʷx.

M: swit i?_xʷičłts i?_sípi? ?

K: Pit kʷu_xʷičłts.

M: ha uł. ha ḥast i?_sípi?.

K: lut ta?lí. kəkáya?t uł čukʷ.

M: ixí? uł xʷ?it aksckʷúł.

K: ki, ta?lí kn_ckʷułm.

M: uc kʷ_ikskñítm?

K: ki, limłlm̤t.

Nsəlxcin 2, Smi'áy 12

Grammar Exercises

iskʷíst _____

s̥ɬx̥aít _____

A. Intransitive Description

Instructions: rewrite each sentence as a negative. Translate the negative phrase to English.

1. xs̥ast i?_sckʷulsəlx. _____

nuyápixcn:

2. k̥sk̥ast i?_k̥wíłt. _____

nuyápixcn:

3. wswisxn i?_s̥xəxči?. _____

nuyápixcn:

4. t̥etq̥tāqa?t i?_supúla?xʷ. _____

nuyápixcn:

5. k̥ekáya?t i?_xwił. _____

nuyápixcn:

6. xʷəxʷiłxʷłt i?_kánti. _____

nuyápixcn:

7. p̥lp̥lałt i?_sxʷpxʷipl̥p. _____

nuyápixcn:

8. yixʷút i?_kła?xṇtán. _____

nuyápixcn:

9. čnč̥ańt isxíłxn. _____

nuyápixcn:

10. h̥aw aňlasmíst. _____

nuyápixcn:

B. Intransitive Description

Instructions: rewrite each sentence as a negative.

1. x̌ast i?_xi?x̌w̌tm. _____

nuyápixcn:

2. ḥaqt i?_latáp. _____

nuyápixcn:

3. xačt i?_sp̌əp̌ēniča?. _____

nuyápixcn:

4. čkʷčukʷíxʷ i?_səpsípi?. _____

nuyápixcn:

5. tuqʷíx i?_səp̌yalqsts. _____

nuyápixcn:

6. lľik isícm. _____

nuyápixcn:

7. ňwist i?_sṇkłmutn. _____

nuyápixcn:

8. ťetáqa?t i?_ɬum̌n. _____

nuyápixcn:

9. yxʷyxʷut i?_sp̌i?qáłq. _____

nuyápixcn:

10. čňčňaňt i?_sx̌łx̌iłxns. _____

nuyápixcn:

smiṁáy 13: tixílm 2

s?um̄s

singular	plural	they are...	English
?ucl	?ac?úcl	səc?ac?úclxəx	to paddle
kʷaňlqm	kʷňkʷaňlqm	səckʷaňlqxəlx	to garden / to plant
?ickn	?icəckn	səc?icəcknx	to play
la?xʷís̄ki?t	la?la?xʷís̄ki?t	səcla?xʷís̄ki?txəlx	to rest
?iqm	?aq?íqm	səc?aq?íqx	to scrape a hide
?aqʷsm	?aqʷ?áqʷsm	səc?aqʷsxəlx	to shave
klm̄xqin	klm̄lm̄xqinm	səcklm̄lm̄xqinx	to sing a love song
qʷ'ańcút	xxx	səcqʷ'ańcútxəlx	to slide
ńxtípna?	ńxtxípna?	səcńxtxípna?x	to smoke cigarettes
pul̄m	płpułm	səcpułxəlx	to smudge
ńqilxʷcn	ńqlqilxʷcn	səcńqlqilxʷcnx	to speak indigenous language
qʷlqʷilt	qʷa?qʷa?ál	səcqʷa?qʷa?álx	to talk
siqm	səqsiqm	səcsiqxəlx	to split wood
kʷiſtnm	kʷlkʷiſtnm	səckʷlkʷiſtnx	to do a sweat
xʷíkʷća?m	xʷkʷxʷíkʷća?m	səcxʷíkʷća?xəlx	to tan hides

s?atúms

stim a?_čkistn ?	What am I doing?
kʷ _səckʷaňlqx.	You are gardening.
stim a?_čkistxʷ ?	What are you doing?
kn_səcxʷíkʷća?x.	I am tanning a hide.
stim a?_čkists ?	What is she doing?
səcpułx.	She is smudging.
kʷu_səcća?kínx ?	What are we doing?
p_səc?icəcknx.	You guys are playing.
p_səc?axkínx ?	What are you guys doing?
kʷu_səc?ac?úculxəx.	We are paddling.
səcća?xkínxəlx ?	What are they doing?
səcńxtxípna?x.	They are smoking cigarettes.

conjugations

ńqilxʷcn	speak native language	(imperfective / progressive)
	singular	plural
1st person	kn_səcńqilxʷcnx	kʷu_səcńqlqilxʷcnx
2nd person	kʷ_səcńqilxʷcnx	p_səcńqlqilxʷcnx
3rd person	səcńqilxʷcnx	səcńqlqilxʷcnx

?ickn	play	(imperfective / progressive)
	singular	plural
1st person	kn_səc?icknx	kʷu_səc?icəcknx
2nd person	kʷ_səc?icknx	p_səc?icəcknx
3rd person	səc?icknx	səc?icəcknx

kʷilstnm	do a sweat	(imperfective / progressive)
(kn_səckʷilstnx)	singular	plural
1st person	kn_səckʷilstnx	kʷu_səckʷlkʷilstnx
2nd person	kʷ_səckʷilstnx	p_səckʷlkʷilstnx
3rd person	səckʷilstnx	səckʷlkʷilstnx

?id	scrape a hide	(imperfective / progressive)
(kn_səc?iqli)	singular	plural
1st person	kn_səc?iqli	kʷu_səc?aqlíqli
2nd person	kʷ_səc?iqli	p_səc?aqlíqli
3rd person	səc?iqli	səc?aqlíqli

qʷlqʷilt	talk / make a speach	(imperfective / progressive)
(kn_səcqʷəlqʷiltx)	singular	plural
1st person	kn_səcqʷlqʷiltx	kʷu_səcqʷaʔqʷaʔálx
2nd person	kʷ_səcqʷlqʷiltx	p_səcqʷaʔqʷaʔálx
3rd person	səcqʷlqʷiltx	səcqʷaʔqʷaʔálx

notes: These action words are conjugated with the intransitive person markers (*kən*, *kʷ*, etc.). All forms begin with the prefix, *səc-*, and end with the suffix, *-x*. Weak stem word like *qʷlam* will take the suffix *-mix*, rather than just *-x*.

This tense can be equivalent to the English progressive with a form of to be and a verb ending in -ing. Generally speaking, if there is reduplication or a special form in the plural forms, then the 3rd person plural (they) will not take the full "they" ending (-əlx). If there is no reduplication or special plural form of the word, then the "they" form will end in -əlx.

Nsəlxcin 2, Smi'áy 13

s?um's 1

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: with your partner, take turns asking each other if you like to do certain things. Follow the model.

Example 1: A: ha aňxást i?_s?ucl ?

C: kiw, iňxást i?_s?ucl.

km

lut, lut iňxást i?_s?ucl.

	?ucl		?aqʷsm		nqilxʷcn
	kʷaňlqm		klm̥xqin		qʷlqʷilt
	?ickn		qʷaňcút		siqm
	la?xʷís̥ki?t		ňxítípna?		kʷil̥stnm
	?iqm		pułm		xʷíkʷča?m

1.



5.



9.



2.



6.



10.



3.



7.



11.



4.



8.



12.



Ñsə́lx̣in 2, Smi'áy 13

Conjugation 1

iskʷíst _____

sx̣íx̣ñalt _____

Instructions: Sapát is spending a week with her grandparents at their lake cabin. Re-enact her conversations with groups of neighbors. Follow the model.

Example 1: A: p_səcc̣?axkínx ?
 C: kʷu_səc̣?ac?úclxəx.

	?ucl** (səc̣?ac?úclxəx)		?aqʷs(m) klm̥qin (səcklm̥lm̥qinx)		ñqilxʷcn (səcñqlqilxʷcnx)
	kʷaňlq(m)		qʷlqʷilt (səcnqʷa?qʷa?álx)		
	?ickn (səc̣?icəcknx)		qʷańcút ñxtípna?		siq̣(m)
	la?xʷíṣki?t		(səcñxtíxtípna?x)		kʷil̥stn(m) (səckʷlkʷil̥stnx)
	?iɬ(m) (səc̣?aq̣?iɬx)		pul̥(m)		xʷíkʷča?(m)

)



**-xəx rather than just -x

Nsəłxcin 2, Smi'áy 13

Conjugation 2

iskʷít _____

sx̌ix̌aít _____

Instructions: Papílya?qn and Malí are keeping an eye on someone. With your partner, re-enact their conversations as they checked in on each other by phone over the course of the weekend. Follow the model.

Example 1: A: stim a?_ékists ɻapná? ?
 C: səcqʷlqʷiltx.

A



siq(m)



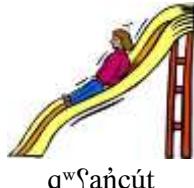
kʷilstn(m)



?ickn



?ucl**



qʷańcút



ńxtípna?



la?xʷíški?t



?aqʷs(m)

C



qʷlqʷilt



xʷíkʷca?(m)



kʷańłq(m)



ńqilxʷcn



pul(m)



?iq(m)



?ickn



klm̌xqin

**-xəx rather than just -x

Ñsə́lxcin 2, Smi̱náy 13

Conjugation 3

iskʷít _____

sx̌íx̌aít _____

Instructions: Sm̌imaľqs and Ǩasnú are talking about what everyone is doing today. Re-enact their conversation with your partner. Follow the model.

Example 1: A: səčca?xkínxə́lx P̌alxʷ na?l Šmnatkʷ ?
 C: səcxʷíkʷča?xə́lx.

	?ucl** (səčač?uclxəx)		?aqʷs(m) (səčaqʷs(m))		ñqilxʷcn (səčñqilxʷcnx)
	kʷaňlq(m) (səčaňlq(m))		klm̌xqin (səckləm̌ləm̌xqinx)		qʷlqʷilt (səcnqʷa?qʷa?álx)
	?ickn (səčičecknx)		qʷčaňcút (səčqʷčaňcút)		siq̌(m)
	la?xʷísǩi?t (səčla?xʷísǩi?t)		ñxtípna? (səčñxtípna?x)		kʷiľstn(m) (səckʷiľkʷiľstnx)
	?iɭ(q̌)(m) (səčaɭ?iɭ(q̌)x)		puľ(m) (səčpuľ(m))		xʷíkʷča?(m) (səcxʷíkʷča?xə́lx)

- | | | |
|--|--|---|
| 1.  | 5.  | 9.  |
| P̌alxʷ na?l Šmnatkʷ | Šltis na?l incá | anwí na?l Katalín |
| 2.  | 6.  | 10.  |
| incá | anwí an?l incá | Tlakán |
| 3.  | 7.  | 11.  |
| Ǩasnú na?l Susáp | Pacís | Kníča? na?l Papílya?qn |
| 4.  | 8.  | 12.  |
| anwí | anwí na?l Nkʷála | Šltis na?l Malí |

**-xəx rather than just -x

Instructions: With your partner, re-enact the conversation between Pila?sis and Tlakán.

P: way Tlakán.

T: way Pila?sis.

P: stim a?_čkistxʷ ?

T: kn_səckʷaňłqx.

P: stim asckʷáňłq ?

T: ilí? kn_kʷaňłqm tə_shaykʷ.

P: uł stim aksckʷáňłq ŋapná? ?

T: ŋapná? kn_səckʷaňłqx tə_χʷsχʷúsa?qs ?

P: way χast. i?_χʷsχʷúsa?qs iňmisxást tə_skʷaňłq.

T: nixʷ incá.

P: uc kʷ_ikskňxítm ?

T: hahúy.

Nsəlxcin 2, Smi'áy 13

Grammar Exercises

iskʷíst _____

s̥ɬx̥tałt _____

A. speak native language

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses.
Then translate the entire line to English.

1. _____ naḥm̥l lut kn_łə_ñsúxʷna?. (you folks are speaking nat. lang.)

nuyápixcin:

2. stim a?_čkistn ? _____. (you are speaking nat. lang.)

nuyápixcin:

3. _____ ałí kn_sqilxʷ. (I am speaking nat. lang.)

nuyápixcin:

4. səcća?xkínxəłx ? _____. (they are speaking nat. lang.)

nuyápixcin:

5. kʷu_səcća?kínx ? _____. (you folks are speaking nat. lang.)

nuyápixcin:

6. p_səcć?axkínx ? _____. (we are speaking nat. lang.)

nuyápixcin:

7. stim a?_čkists ? _____. (she is speaking nat. lang.)

nuyápixcin:

8. _____ ałí kʷ_sqilxʷ. (you are speaking nat. lang.)

nuyápixcin:

9. stim a?_čkistxʷ ? _____. (I am speaking nat. lang.)

nuyápixcin:

10. _____ uł wa'y kn_ñsúxʷna?. (they are speaking nat. lang.)

nuyápixcin:

B. play

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then translate the entire line to English.

1. stim a?čkistxʷ? _____ . (I am playing)

nuyápixcin:

2. ha _____ Sapát na?l Pit ? kiw. (they are playing)

nuyápixcin:

3. _____ uł ḥmínks ksłxʷúpa?x. (she is playing)

nuyápixcin:

4. p_səcc?axkínx ? _____ . (we are playing)

nuyápixcin:

5. səccā?xkínxəłx ? _____ . (they are playing)

nuyápixcin:

6. kʷu_səccā?kínx ? _____ . (you folks are playing)

nuyápixcin:

7. _____ uł iñḥmínk iksłxʷúp. (I am playing)

nuyápixcin:

8. stim a?čkists ? _____ . (she is playing)

nuyápixcin:

9. ha _____ ? i?lúti. (you folks are playing)

nuyápixcin:

10. stim a?čkistn ? _____ . (you are playing)

nuyápixcin:

C. do a sweat

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then translate the entire line to English.

1. _____ ałí? s̄qilts. (she is doing a sweat)

nuyápixcin:

2. stim a?čkistn ? _____. (you are doing a sweat)

nuyápixcin:

3. ha _____ P̄ałx na?ł Yutłx? i?lúti. (they are doing a sweat)

nuyápixcin:

4. p_səcc̄?axkínx ? _____. (we are doing a sweat)

nuyápixcin:

5. _____ ałí? kn_ql̄t. (I am doing a sweat)

nuyápixcin:

6. səcc̄a?xkínxəłx ? _____. (they are doing a sweat)

nuyápixcin:

7. kʷu_səcc̄a?kínx ? _____. (you folks are doing a sweat)

nuyápixcin:

8. stim a?čkistxʷ ? _____. (I am doing a sweat)

nuyápixcin:

9. ha _____ ? lut. (you folks are doing a sweat)

nuyápixcin:

10. stim a?čkists ? _____. (she is doing a sweat)

nuyápixcin:

D. scrape hide

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then translate the entire line to English.

1. psəcc̓?axkínx ? _____ . (we are scraping)

nuyápixcin:

2. _____ naχm̄l lut toksqyax^w. (she is scraping)

nuyápixcin:

3. stim a?čkists ? _____ . (she is scraping)

nuyápixcin:

4. ha _____ Sltis na?t Ki?láwna? ? kíwa. (they are scraping)

nuyápixcin:

5. k^wusəcc̓a?kínx ? _____ . (you folks are scraping)

nuyápixcin:

6. səcc̓a?xkínxəlx ? _____ . (they are scraping)

nuyápixcin:

7. _____ uł ksqyax^w. (I am scraping)

nuyápixcin:

8. stim a?čkistn ? _____ . (you are scraping)

nuyápixcin:

9. ha _____ ? i?lúti. (you folks are scraping)

nuyápixcin:

10. stim a?čkistx^w ? _____ . (I am scraping)

nuyápixcin:

E. talk

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then translate the entire line to English.

1. ha _____ Słtis na?ł Ki?láwna? ? kiw. (they are talking)

nuyápixcin:

2. stim a?_čkistn ? _____. (you are talking)

nuyápixcin:

3. púti _____. n̄ma?ma?cín ixí?. (she is talking)

nuyápixcin:

4. p_səcc̄?axkínx ? _____. (we are talking)

nuyápixcin:

5. kʷu_səcc̄a?kínx ? _____. (you folks are talking)

nuyápixcin:

6. səcc̄a?xkínxəłx ? _____. (they are talking)

nuyápixcin:

7. púti _____. kn_n̄ma?ma?cín. (I am talking)

nuyápixcin:

8. stim a?_čkists ? _____. (she is talking)

nuyápixcin:

9. ha _____ ? kíwa. (you folks are talking)

nuyápixcin:

10. stim a?_čkistxʷ ? _____. (I am talking)

nuyápixcin:

smiṁáy 14: ḥyałnxʷ uł nəqspiṇt̕k

s?um̕s 1

sqipc	spring
sca?áqʷ	summer
sk̕a?áy	fall
?istk	winter

s̕qʷsus	January
spaqt	February
skn̕irmn	March
pck̕ltan	April
sp̕l̕m̕tn	May
miktú?tn	June
ksíya?tn	July
ɬ̕xʷɬ̕xʷtan	August
s̕nqa?tkʷís	September
sk̕a?áym	October
k̕cačałtán	November
s?istkm	December

s?um̕s 2

ḥiyáłnxʷ	sun / moon
su?qím	moonlight
yir̕ncút	full moon
tiłx i?_ḥiyáłnxʷ	new moon
ćqm̕ist i?_ḥiyáłnxʷ	half moon
skʷəkʷusn̕t	star
sp̕a?xʷáwlm	northern lights

s?a?úms

ćkin alá? ḥa_c?istkm ?	What is it like here in the winter?
ɬo_?istkm cniwt uł čałt uł ta?lí sxʷ?its i?_smił̕w̕t	In the winter it is windy and cold with lots of snow.
ćkin alá? ḥa_cqipcm?	What is it like here in the spring?

qipcm uł qʷ?ac, kʷa?áł uł lut ta?lí ɬa_cqit.	In the spring it is warm and sunny with not too much rain.
čkin alá? ɬ_sca?áqʷ?	What is it like here in the summer?
ɬ_sca?áqʷ cičcəxt uł ɣwɣawt.	In the summer it is hot and dry.
čkin alá? ɬa_cka?áym?	What is it like here in the fall?
ɬa?áym uł niwt uł ča?áł, naχmł lut ta?lí sčałts.	In the fall it is windy and cold, but not very cold.

stim ɣiyálnxʷ ɣapná? ?	What month is it?
ɣapná? kspíɬmtn.	It is May.
ɬa?kín ki? kʷ_mut tə_s?istk?	Where were you living last winter?
i?_ɬ_intum ki? kn_mut. / i?_ɬ_iskʷúy ki? kn_mut.	I was living with my mother.
ɬa?kín kʷ_ɬo_xʷilwís tə_ska?áy?	Where did you travel to last fall?
ɬo_ɬa?áym kn_cxʷilwís kɬ_yákima? i?_tm̥xʷúla?xʷs.	In the fall I travel to Yakama country.
tə_ska?áy kn_xʷilwís kɬ_Skʷaňt.	Last fall I traveled to Omak.

Nsəlxcin 2, Smi'áy 14

s?um's 1

iskʷít _____

sx̌íx̌aít _____

Instructions: with your partner, practice asking what month it is. Follow the model.

Example 1: A: stim xiyálñxʷ ſapná? ?
C: ſapná? s̄qʷsus.

 1	sqʷsus	 5	spíłmtn	 9	s̄nqa?tkʷís
 2	spaqt	 6	miktú?tn	 10	ska?áym
 3	sknírmn	 7	ksíya?tn	 11	kéaçałtán
 4	pckłtan	 8	k̄éxʷk̄éxʷtan	 12	s?istkm



Ñsəłxcin 2, Smi'áy 14

s?uňs 2

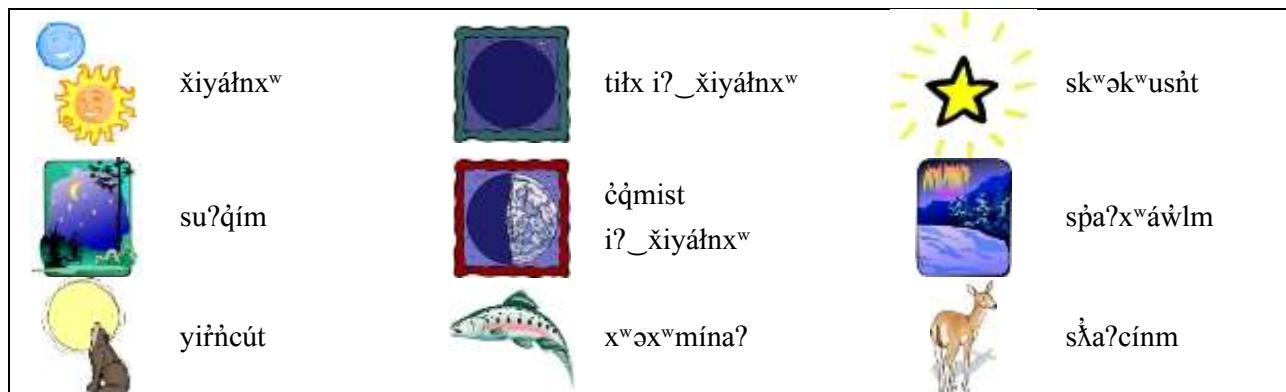
iskʷít _____

sx̌íx̌aít _____

Instructions: Kniča? has been away in the north. Now her mom, Atál, is asking about things she saw there. Re-enact their conversation with your partner. Follow the model.

Example 1: K: ha wiñtxʷ i?_x̌iyálnxʷ ?

♀A: kiw, wiñ i?_x̌iyálnxʷ.



1.



2.



3.



4.



5.



6.



7.



8.



9.



Nsəlxcin 2, Smi'áy 14

Sqʷaqʷaʔál

iskʷít _____

sx̌íx̌aít _____

Instructions: With your partner, re-enact the conversation between Kiʔláwnaʔ and Sltis.

K: wa'y, Sltis.

S: wa'y, Kiʔláwnaʔ.

K: wa'y ḥast aňtm̕xʷúla?xʷ.

S: ki, ḥast ſačočs alá?.

K: čkin alá? ḥa_c?istkm ?

S: ḥo_?istkm čałt uł ta?lí xʷ?it i?_smikʷt.

K: ha uł. čkin alá? ɬ_sca?áqʷ ?

S: ɬ_sca?áqʷ lut ta?lí scičcəxts.

K: wa'y ḥast asnʔilí?tn.

S: wa'y.

iskʷíst _____

sx̌łx̌nált _____

A. Negative Intransitive Description

Instructions: rewrite each sentence as a negative. Then translate the negative phrase to English.

1. wíkn i?_skʷəkʷusn̄t. _____

nuyápixcn:

2. kspíłm̄tn ɬapná?. _____

nuyápixcn:

3. l̄_sca?áqʷ x̌w̌xaw̄t. _____

nuyápixcn:

4. k̄a?áym uł cniwt. _____

nuyápixcn:

5. spaqt ɬapná?. _____

nuyápixcn:

6. miktú?tn ɬapná?. _____

nuyápixcn:

7. l̄o_?istkm čałt. _____

nuyápixcn:

8. qipcm uł c̄it. _____

nuyápixcn:

9. l̄o_k̄a?áym kn(cxʷilwís kł_Skʷaṇt. _____

nuyápixcn:

10. sɭʷsus uł ča?áł. _____

nuyápixcn:

smiṁáy 15: sqiltk 1

s?um̄s

sqiltk	xxx	whole body
k̄k̄miłsxn	xxx	forehead
k̄k̄mapqn	xxx	back of head
sk̄w̄xus	xxx	face
k̄w̄um̄s	k̄w̄m̄k̄w̄um̄s	eyebrow(s)
k̄k̄mus	k̄k̄m̄k̄mus	cheek(s)
tql̄kawsqn	xxx	upper lip
k̄lixʷtaw̄sqn	xxx	lower lip
ʕaytmn	ʕatʕaytmn	tooth/teeth
tixʷck̄	xxx	tongue
tqiʔipaʔstn	xxx	jaw
n̄k̄milps	xxx	neck
k̄k̄mcin	xxx	front of the neck
t̄k̄milps	xxx	back of the neck
t̄k̄msaxn	t̄k̄m̄k̄msaxn	shoulder(s)
s̄nxn̄ilksn	s̄nxn̄xnilksn	shoulder blade(s)
m̄awsyn	xxx	collar bone

s?aʔúms

kʷ_ səxkinx ?	What is the matter with you?
q̄iltmn iñk̄lixʷtaw̄sqn.	My lower lip hurts.
q̄iltmn iñk̄k̄m̄k̄m̄s	My cheeks hurt.
səxkinx ?	What is the matter with her?
q̄iltm̄s i?_ tql̄kawsqñs.	Her upper lip hurts.
q̄iltm̄s i?_ s̄nxn̄xnilksnñs.	Her shoulder blades hurt.
p_ s?axkínx ?	What is the matter with you guys?
q̄iltm̄ntm i?_ n̄k̄milpstət.	Our necks hurt.
q̄iltm̄ntm i?_ k̄w̄m̄k̄w̄um̄stət.	Our eyebrows hurt.
s?axkínx ?	What is the matter with them?
q̄iltm̄səlx i?_ k̄k̄miłsxñsəlx.	Their foreheads hurt.
q̄iltm̄səlx i?_ t̄k̄m̄k̄msaxñsəlx.	Their shoulders hurt.

conjugations

q̓iltm̄nt	- hurt	past/present
	singular	plural
1st person	q̓iltmn	q̓iltm̄ntm
2nd person	q̓iltm̄ntx ^w	q̓iltm̄ntp
3rd person	q̓iltm̄s	q̓iltm̄səlx

notes: when *q̓ilt* is used with a body part, it takes an *-m* and the transitivizer *-nt* before adding transitive person suffixes. A body part named in this way will show a possessive marker such as *in-*, *an-*, or *-tət*.

examples:

kʷu_ł̄ca?ápqs uł ɬapná? q̓iltmn iñkłkmápqn. He hit me and now the back of my head hurts.

kʷu_nwlal i_üyüxntət uł ɬapná? q̓iltm̄ntm i?_sñkmikntət na?l n̄k̄milpstət. We got in a car crash and now our backs and our necks hurt.

ł̄o_ł̄qʷu?súsntm uł q̓iltm̄s i?_ł̄k̄musts. She slapped him so his cheek hurts.

xʷ?it i?_scxʷikʷsəlx uł q̓lq̓il?asx̄məlx. They have been tanning lots of hides so their shoulders hurt.

Ñsə́lcin 2, Smi̱náy 15

s?um̄s 1

iskʷít _____

sx̄íx̄aít _____

Instructions: The children got into a bee's nest and got stung. Sw̄atqn and Sm̄imalq̄s are helping them. With your partner, re-enact their conversation. Follow the model.

Example 1: K: səxkinx Malí ?
 ?A: q̄iltm̄s i?_sñxñil̄kst̄s.

Example 2: K: s?axkínx ?Atál na?l Katalín ?
 ?A: q̄iltm̄sølx i?_skʷñustsølx.

	sq̄ltk		tql̄tkawsqn		k̄lk̄mcin
	k̄lk̄mi̱sxn		k̄lixʷtáwsqn		tk̄mil̄ps
	k̄lk̄mapqn		?aȳtmn		tk̄msa̱xn
	skʷñus		tixʷek̄		sñxñil̄kstn
	k̄wum̄s		t̄qi?ípa?stn		m̄aw̄syn
	k̄lk̄mus		n̄k̄mil̄ps		



Malí



Prasuwá



Ñk̄wála na?l Kníća?



Sapát na?l Pacís



Susáp



Sx̄mnatkʷ



Sp̄amíx



Ķasnú na?l P̄alxʷ



Skñxʷalq̄s na?l Pacís

Ñsə́lcin 2, Smi̱náy 15

s?um̄s 2

iskʷíst _____

sx̄íx̄aít _____

Instructions: You and your partner are sick and miserable. Take turns asking each other what is the matter. Follow the model.

Example 1: A: kʷ_səxkinx ?
 C: q̄iltmn iñklixʷtáwsqn.

A



m̄aw̄syn



sq̄iltk



k̄k̄mil̄sxn



t̄k̄msāxn

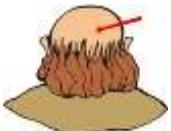


k̄k̄mcin



ñk̄mil̄ps

C



k̄k̄mapqn



sk̄w̄us



k̄w̄um̄s



tq̄l̄kāwsqn



k̄k̄mus



tixʷc̄k



ñat̄yátmn

Nsəlxcin 2, Smi'áy 15

Conjugation 1

iskʷíst _____

sx̌ix̌aít _____

Instructions: With your partner, re-enact the conversations that took place at the clinic. Follow the model.

Example 1: K: anwí kʷ_səxkinx ?

ɬA: q̌iltmn isñxñílkstn.

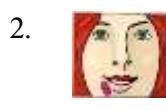
Example 2: K: p_s?axkínx anwí na?l Tapít ?

ɬA: q̌iltmñtm i?_skʷλustət.

	sqiltk		tql̓kaŵsqn		k̓lk̓mcin
	k̓lk̓miłsxn		k̓lixʷtáwsqn		t̓k̓milps
	k̓lk̓mapqn		ɬay̓tmn		t̓k̓msa\xn
	skʷλus		tixʷck̓		sñxñílkstn
	k̓wum̓s		t̓q̓i?ípa?stn		m̓aw̓syn
	k̓lk̓mus		n̓k̓miłps		



anwí



anwí na?l Tapít



Sp̓amíx na?l Susán



anwí na?l Katalín



anwí



anwí na?l Prasuwá



anwí



S̓ltis na?l Sapát



Kníča?

Instructions: With your partner, re-enact the conversation between Kasnú and Sḷxiʔálqs.

K: way Słxiʔálqs.

S: way Kasnú.

K: ha ti? kʷ_χast?

S: lut kn_́tə_χast.

K: ha kʷ_́qilt? ha kʷ_́qilqn?

S: lut, lut kn_́tə_́qilqn.

K: kʷ_səxkinx?

S: qiltmn iñtqiʔípaʔstn.

K: ha uł. ha kʷ_xʷuy ḳl_səxʷñcwqism?

S: lúti. kn_kṃaqs?

K: uc kʷ_́iksʔúkʷm.

S: ki, liṃlmt.

A. q̥iltmnt

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the sentence to English.

1. _____ iñt̥k̥msáxn. (I hurt / ache)

nuyápixcn:

2. ha _____ añtq̥ltkáwsqn. (you hurt / ache)

nuyápixcn:

3. _____ i?_tixʷc̥ks. (she hurts / aches)

nuyápixcn:

4. _____ i?_sñxñilkstñtöt. (we hurt / ache)

nuyápixcn:

5. ha _____ i?_m̥aw̥syn̥mp ? (you folks hurt / ache)

nuyápixcn:

6. Pit naʔɬ Malí _____ i?_k̥lk̥mapqñsølx. (they hurt / ache)

nuyápixcn:

7. _____ iñk̥lk̥mápqn. (I hurt / ache)

nuyápixcn:

8. ha _____ añtq̥qiʔípaʔstn ? (you hurt / ache)

nuyápixcn:

9. _____ i?_k̥lk̥musts. (he hurts / aches)

nuyápixcn:

10. ha _____ i?_tk̥milps̥mp ? (you folks hurt / ache)

nuyápixcn:

smiṁáy 16: tmixʷ 1

s?um̄s

tmixʷ	wild animal
st̄m̄lscut	farm animal
fan̄aník	jack rabbit
sx̄lutłx	ground hog
sm̄xikn	grizzly bear / female grizzly
ki?láwna?	grizzly bear / male grizzly
wápwpxn	lynx
č̄licn	mink
mahúya?	raccoon
tkʷtups	white tail deer
sx̄w̄lixkn	white tail buck
tíwl̄ca?	doe
pa?pa?l̄fáča?	moose
sníkl̄ca?	elk
styílc̄a?	caribou
sx̄w̄λi?	male mountain goat
spqpáql̄ca?	female mountain goat
kwap	horse owned by someone
qəq̄?ik	colt
sx̄wyups	bull snake
smináp	toad

s?a?úms 1

ha i?_pa?pa?l̄fáča? kłqʷm̄qʷm̄qin ?	Does a moose have horns?
ki, i?_pa?pa?l̄fáča? kłqʷm̄qʷm̄qin.	Yes, a moose has horns.
ha i?_fan̄aník kłqʷm̄qʷm̄qin ?	Does jackrabbit have horns?
lut i?_fan̄aník ta_kłqʷm̄qʷm̄qin.	No, a jackrabbit does not have horns.

ha i?_sm̄xikn čiłsts i?_sliqʷ ?	Does a grizzly bear eat meat?
ki, i?_sm̄xikn čiłsts i?_sliqʷ.	Yes, a grizzly eats meat.
ha i?_styílc̄a? čiłsts i?_sliqʷ ?	Does a caribou eat meat?
lut i?_styílc̄a? ta_čiłsts i?_sliqʷ.	No, a caribou does not eat meat.

ha i?_sníkḷca? čiłsts i?_skʷwańłq ?	Does an elk eat plants?
ki, i?_sníkḷca? čiłsts i?_skʷwańłq.	Yes, an elk eats plants.
ha i?_wápwp̣xn čiłsts i?_skʷwańłq ?	Does a lynx eat plants?
lut i?_wápwp̣xn ta_čiłsts i?_skʷwańłq.	No, a lynx does not eat plants.

ha i?_ki?láwna? čiłsts i?_qaqxʷłx ?	Does a grizzly eat fish?
ki, i?_ki?láwna? čiłsts i?_qaqxʷłx.	Yes, a grizzly eats fish.
ha i?_s̥ʷłixkn čiłsts i?_qaqxʷłx ?	Does a whitetail buck eat fish?
lut i?_s̥ʷłixkn ta_čiłsts i?_qaqxʷłx.	No, a whitetail buck does not eat fish.

ha i?_čxlicn n̥xʷy̥xʷiýs ?	Does a mink have sharp teeth?
ki, i?_čxlicn n̥xʷy̥xʷiýs.	Yes, a mink has sharp teeth.
ha i?_qəq?ik n̥xʷy̥xʷiýs?	Does a colt have sharp teeth?
lut i?_qəq?ik ta_kspum̄t.	No, a colt doesn't have sharp teeth.

s?a?úms 2

ha kspum̄t i?_mahúya? ?	Does a raccoon have fur?
ki, kspum̄t i?_mahúya?.	Yes, a raccoon has fur.
ha kspum̄t i?_smináp ?	Does a toad have fur?
lut i?_smináp ta_kspum̄t.	No, a toad doesn't have fur.

ha i?_sxłutłx kłqʷxʷqińkst ?	Does a ground hog have claws?
ki, i?_sxłutłx kłqʷxʷqińkst.	Yes, a ground hog has claws.
ha i?_kwap kłqʷxʷqińkst ?	Does a horse have claws?
lut i?_kwap ta_kłqʷxʷqińkst.	No, a horse doesn't have claws.

ha kmusxn i?_spqpáqḷca? ?	Does a mountain goat have four legs?
ki, kmusxn i?_spqpáqḷca?.	Yes, a mountain goat has four legs.
ha kmusxn i?_s̥ʷyups?	Does a bull snake have four legs?
lut t̥o_kmusxn i?_s̥ʷyups.	No, a bull snake doesn't have four legs.

ha c?úlu?s i?_tíwłca? ?	Does a doe live in a herd?
ki, c?úlu?s i?_tíwłca?.	Yes, a doe lives in a herd.

ha c?úlu?s i?_wápwpxn?	Does a lynx live in a herd?
lut ta_c?úlu?s i?_wápwpxn.	No, a lynx doesn't live in a herd.

conjugation

?iłn	- eat	(actual / customary)
(transitive)	singular	plural
1st person	čiłstn	čiłstm
2nd person	čiłstx ^w	čiłstp
3rd person	čiłsts	čiłstsəłx

examples

stim i?_san'aník a?_čiłsts ? sk'wanłq.

What do jack rabbits eat ? Bunch grass.

stim i?_sm̥íkn na?ł ki?láwna? a?_čiłstsəłx ?

What do grizzly bears eat?

čiłstsəłx i?_sliq^w.

They eat meat.

stim a?_čiłstx^w ? mahúya? a?_čiłstn.

What are you eating? I'm eating raccoon.

ha čiłstp i?_sx̥utłx ? kiw, čiłstm i?_sx̥utłx.

Do you eat groundhog? Yes, we eat

groundhog.

Ñsəłxcin 2, Smi'áy 16

sʔum̄s 1

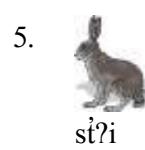
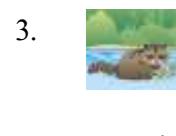
iskʷíst _____

sx̄l̄x̄qal̄t _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: stim i?_st̄m̄lscut a?_čiłsts ?
C: i?_st̄m̄lscut čiłsts i?_sč̄qal̄qn.

	st̄m̄lscut		čx̄licn		stȳl̄ča?
	tmixʷ		mahúya?		sx̄w̄λi?
	ńananík(n)		t̄kʷtups		spqpáqlča?
	sx̄l̄utłx		sx̄w̄lixkn		kwap
	sm̄xikn		tíw̄lča?		qəq̄?ik
	ki?láwna?		pa?pa?l̄váča?		sx̄wyups
	wápwp̄xn		sník̄lča?		smináp



Nsəlxcin 2, Smi'áy 16

s?um's 2

iskʷít _____

sx̌íx̌aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: ha i?_fananík(n) kłqʷm̊qʷm̊qin ?
C: lut i?_fananíkn ta_kłqʷm̊qʷm̊qin.

Example 1: A: ha i?_sxʷyups čiłsts i?_sliqʷ ?
C: ki, i?_sxʷyups čiłsts i?_sliqʷ.

	sťm̊iscut		č̌licn		styłča?
	tmixʷ		mahúya?		sxʷłi?
	fananík(n)		č̌kʷtups		spqpáqlča?
	sx̌utłx		sxʷłixkn		kwap
	sm̊ixkn		tíwłča?		qəq?ik
	ki?láwna?		pa?pa?lñáča?		sxʷyups
	wápwpxn		sníkłča?		smináp

- | | | |
|---------------|-------------------|-------------------|
| 1. | 2. | 3. |
| kłqʷm̊qʷm̊qin | čiłsts i?_sliqʷ | čiłsts i?_skʷanłq |
| 4. | 5. | 6. |
| kspum̊t | čiłsts i?_skʷanłq | čiłsts i?_sliqʷ |
| 7. | 8. | 9. |
| kłqʷm̊qʷm̊qin | kspum̊t | c?úlu?s |

Ñsəlxcin 2, Smi'áy 16

s?um's 3

iskʷíst _____

sx̌łx̌nalt _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: ha i?_sm̌xikn ňxʷy̌xʷǐy̌s ?
C: ki, i?_sm̌xikn ňxʷy̌xʷǐy̌s.

	sťmlscut		č̌licn		sty̌lča?
	tmixʷ		mahúya?		sx̌w̌li?
	ñananík(n)		ťkʷtups		spqpáqlča?
	sx̌łutłx		sx̌w̌lixkn		kwap
	sm̌xikn		tíwłča?		qəq̌?ik
	ki?láwna?		pa?pa?ľáča?		sx̌w̌yups
	wápwpxn		sníkłča?		smináp



ňxʷy̌xʷǐy̌s



kłqʷxʷqiňkst



čiłsts i?_qaqxʷłx



kłqʷxʷqiňkst



čiłsts i?_qaqxʷłx



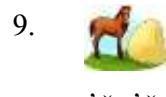
kmusxn



c?úlu?̌s



kmusxn



ňxʷy̌xʷǐy̌s

Instructions: With your partner, re-enact the conversation between Pacis and his kíkwaʔ, Słtis.

S: ɬačnt ixí? !

P: ahhh. stim ixí?, kíkwa? ?

S: ixí? styílča? .

P: styílča? ?

S: ki. i?_styílča? i?_sɬa?cín̓m i?_sṇtxʷusts.

P: ha ňxʷy̌xʷiýs i?_styílča? ?

S: lut, lut i?_styílča? ťa_ňxʷy̌xʷiýs.

P: lut ťa_ciłsts i?_sliqʷ i?_styílča? ?

S: lut. ciłsts i?_skʷanłq i?_styílča? .

P: ha mni'młtət ciłstm i?_styílča? ?

S: ki, ciłstm i?_styílča?. čxił tə_sɬa?cín̓m.

P: kn_?ilxʷt. iñx̌míñk tə_styílča? .

S: nixʷ incá, sñ?íma?t.

Nsəlxcin 2, Smi'áy 16

Grammar Exercises

iskʷíst _____

sx̌ix̌q̌alt _____

A. čiſt

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate the sentence to English.

1. ha i?_sníklča? _____ i?_skʷaṇłq ? ki. (it eats)

nuyápixcn:

2. i?_sm̌xikn _____ i?_sliqʷ. (it eats)

nuyápixcn:

3. ha _____ i?_sliqʷ ? lut. (you eat)

nuyápixcn:

4. ha _____ i?_styílǩa? ? ki. (you eat)

nuyápixcn:

5. ɿananík a?_____. (I am eating)

nuyápixcn:

6. pa?pa?lɿáča? a?_____. (I am eating)

nuyápixcn:

7. _____ i?_sx̌utłx. (we eat)

nuyápixcn:

8. ha _____ i?_mahúya? ? kíwa ! (you folks are eating)

nuyápixcn:

9. tíwlča? a?_____. (they are eating)

nuyápixcn:

10. _____ i?_šxʷlixkn. (they eat)

nuyápixcn:

smiñáy 17: čkin 3

s?umñs

tmax ^w	tm̄tmax ^w	worn out
sic	søcsic	new
ksics	ksøcsics	fresh (fruit, etc)
čaxt	čxtaxt	sweet
taxt	t̄xtaxt	bitter
ča?áqt	nča?ča?áq	sour
nñast	nsnñast	heavy
pøpiw	pøpiwpwt	light weight
kltił	ktltił	level
cwal	cwlwal	tilted
čtyiyñt	čtyiyñt	easy
tilx ^w	tiltlx ^w t	difficult
ňk ^w čk ^w imáqsm	xxx	inexpensive
ňslx ^w ?aqsm	ňslslx ^w ?aqsm	expensive
xsñacøč	xsxsñacøč	beautiful (not a person)
ksñacøč	ksksñacøč	ugly (not a person)

s?a?úmñs

tmax ^w i?_qicøcs.	The tire is worn out.	tm̄tmax ^w i?_lsasmísts.	His shirts are worn out.
sic i?_lasmísts.	Her shirt is new.	søcsic i?_nsisu?xňs.	Her socks are new.
ksics i?_spí?qáłq.	The fruit is fresh.	ksøcsics i?_picøs.	The peaches are fresh.
čaxt i?_ňtx ^w úla?x ^w .	The dessert is sweet.	čxtaxt i?_kaňtí.	The candies are sweet.
taxt i?_spíłm.	The bitterroot is bitter.	t̄xtaxt i?_spíłm.	The bitterroots are bitter.
ča?áq i?_sq?im.	The milk is sour.	ča?ča?áq i?_s?iňn.	The foods are sour.
nñast i?_søwílts.	The pack is heavy.	nsnñast i?_smař?ím.	The women are heavy.
pøpiw i?_sk ^w čk ^w iml̄t.	The child is light.	pøpwpwt i?_skøkñáka?.	The chickens are light.

i?_latáp ktl̄ił.	The table is level.	i?_ňxw̄xw̄ilt̄ns kt̄l̄ił.	The drying racks are level.
i?_yirkʷqín cwal.	The cup is tilted.	i?_laputáy cw̄l̄wal.	The bottles are tilted.
i?_s̄lkim̄m t̄tyim̄t.	Sewing is easy.	i?_sp̄iłm tit̄im̄t t̄o_scwič.	Bitterroot are easy to dig.
xʷikʷm uł tilxʷt.	She was tanning hide and it was too difficult.	i?_sqlqltmixʷ tiltilxʷt la_kskʷňnunm.	Men are difficult to catch.
i?_łečʷłaxʷ ňkʷəkʷi?máqsm.	Cherries are inexpensive.	istət̄mtim ňkʷəkʷi?máqsm.	My clothes are inexpensive.
i?_puýxn ňsl̄xʷ?aqsm.	The car is expensive.	i?_p̄ȳpuýxn ňsl̄xʷ?aqsm.	The cars are expensive.
i?_s̄ca?ákʷ x̄s̄?ačəč.	The flower is beautiful.	i?_s̄ca?ča?ákʷs x̄s̄x̄s̄?ačəč.	The flowers are beautiful.
i?_s̄xʷilmn ks̄?ačəč.	The garbage is ugly.	i?_sn̄kʷakʷíns t̄o_s̄ca?ákʷ ksks̄?ačəč.	The flowers he chose are ugly.

examples:

kn_tr̄tm̄xʷan t_isəpsípi?xn.

My moccasins are worn out.

kn_səcsicxn t_iňqa?xán.

I have new shoes.

ksəcsics iscqʷlíw.

What I picked is fresh.

nsn̄fast isqa?q?ím.

My breasts are heavy.

iňłqňáqna? nsn̄fast.

My bags are heavy.

pəpiw̄xn i?_smaṁ?ím.

The women are light footed.

pəpiw̄p̄t i?_spəplal.

The young men are light.

̓Nsəl̓xcin 2, Smi̓náy 17

s?um̓s 1

iskʷít _____

s̓x̓íx̓aít _____

Instructions: ̓Nkʷála was talking to Prasuwá, who is always very critical. Re-enact their conversation with your partner. Follow the model.

Example 1: ̓Nkʷála: ha ̑xs̓ačoč i?_s̓c̓a?ákʷ ?
Prasuwá: myał ̑xs̓ačoč i?_s̓c̓a?ákʷ.

	tmaxʷ / t̓m̓tmaxʷ		n̓ast / nsn̓ast		tilxʷ / til̓lxʷt
	sic / s̓csic		p̓epiʷ / p̓epiʷp̓wt		̓n̓kʷəkʷimáqsm
	ksics / ks̓csics		klti̓l / kt̓lti̓l		̓ns̓lxʷ?aqsm / ̓ns̓ls̓lxʷ?aqsm
	̓taxt / t̓xtaxt		cwal / cw̓lwal		̑xs̓ačoč / ̑xs̓xs̓ačoč
	ta̓xt / t̓xta̓xt		̓t̓tiy̓mt		ks̓ačoč / ksks̓ačoč
	ča?áqt / ̓n̓ča?ča?áq				

- | | | |
|----------------|---------------|-------------|
| 1. | 5. | 9. |
| i?_s̓c̓a?ákʷ | i?_st̓ot̓mtim | i?_pus |
| 2. | 6. | 10. |
| i?_n̓lxʷúla?xʷ | i?_s̓kiim̓m | i?_lasmísts |
| 3. | 7. | 11. |
| i?_sqʷilts | i?_sp̓i?qáłq | i?_kwap |
| 4. | 8. | 12. |
| i?_puýxn | i?_latáp. | i?_s?iñn |

Ñsə́lcin 2, Smi̱náy 17

s?uṁs 2

iskʷít _____

sx̌ix̌aít _____

Instructions: Nkʷála was talking to Prasuwá, who is always very contradictory. Re-enact their conversation with your partner. Follow the model.

Example 1: Nkʷála: caʔáqt i?_kʷay sq?im.
Prasuwá: lut ťo_caʔáqt i?_kʷay sq?im.

	tmaxʷ / tm̌tmaxʷ		ňast / nsňast		tilxʷ / tiľlxʷt
	sic / səcsic		pəpiw / pəpiwp̄t		ňkʷəkʷimáqsm
	ksics / ksəcsics		kltił / ktłtił		ñslxʷ?aqsm / ñslšlxʷ?aqsm
	taxt / tx̌taxt		cwal / cw̌wal		xšačəč / xšxšačəč
	taxt / ťtaxt		ťtyiynt		kšačəč / kskšačəč
	caʔáqt / ňcaʔáqt				

1.  i?_kʷay sq?im
5.  i?_s?ilñsəlx
9.  i?_nqʷ?itkʷtn
2.  i?_kʷukʷús
6.  i?_sx̌iłxṇ
10.  i?_tm̌xʷúl?axʷ
3.  xʷikʷm uł tilxʷt.
7.  i?_sckʷuls
11.  kəknýia?tn
4.  i?_stxałq
8.  i?_cixʷ
12.  i?_latáp

Instructions: With your partner, re-enact the conversation between Sapát and Pacís.

S: wáy Pacís.

P: wáy Sapát.

S: stim asckʷul̓cñcút ?

P: kn‿kʷul̓cñcut tə‿spíłm.

S: ha ksics i?‿spíłm ?

P: ki. ha aňxmínk ?

S: lut. myał taxt k‿incá i?‿spíłm.

P: stim aňxást ?

S: xstmin i?‿taxt.

P: ɬačnt axá?.

S: nikxná?. ntxʷúla?xʷ ! uł xsɬačoč !

P: ha aňxmínk ?

S: kíwa. ta?lí iňxmínk tə‿ntxʷúla?xʷ !

P: hahúy. ?iňnt !

iskʷíst _____

sx̌ix̌qált _____

A. Intransitive Description

Instructions: rewrite each sentence as a negative. Then, translate the new sentence to English.

1. tmaxʷ i?_qicəcs. _____

nuyápixcn:

2. sic i?_lasmísts. _____

nuyápixcn:

3. ksics i?_spí?qálq. _____

nuyápixcn:

4. ťaxt i?_ňtxʷúla?xʷ. _____

nuyápixcn:

5. taxt i?_spíłm. _____

nuyápixcn:

6. ča?áq i?_sq?im. _____

nuyápixcn:

7. ňast i?_sqʷiłts. _____

nuyápixcn:

8. pəpiw i?_skəǩáka?. _____

nuyápixcn:

9. ǩtił i?_ňx̌wiłtn. _____

nuyápixcn:

10. ňsľxʷ?aqsm i?_p̌uýxn. _____

nuyápixcn:

B. Intransitive Description

Instructions: rewrite each sentence to make it affirmative. Then, translate the new sentence to English.

1. lut tə_čitíyñt i?_słkiñm. _____

nuyápixcn:

2. lut tə_cwal i?_yirkʷqín. _____

nuyápixcn:

3. lut tə_nkʷəkʷi?máqsm i?_kɔxʷlažʷ. _____

nuyápixcn:

4. lut tə_čsñacəč i?_sča?ákʷ. _____

nuyápixcn:

5. lut tə_čsñacəč i?_sčwilmn. _____

nuyápixcn:

6. lut tə_tx̌ťaxt i?_kaňti. _____

nuyápixcn:

7. lut tə_tñtmaxʷ i?_lslasmísts. _____

nuyápixcn:

8. lut tə_ča?ča?áq i?_s?iňn. _____

nuyápixcn:

9. lut tə_nsnñast iňčqňáqna?. _____

nuyápixcn:

10. lut tə_ksøcsics iscqʷlíw. _____

nuyápixcn:

smiṁáy 18: tmixʷ 2

s?um̄s

ltkʷu	otter
qʷilqn	porcupine
púla?xʷ	gopher
st̄n̄tañwáya?	bat
p̄kam	bobcat
qʷłtmin	wolverine
č̄rtups	fisher
pīp̄qs	marten
spápql̄ca?	winter weasel
ł̄eł̄kam	summer weasel
st̄úł̄ca?	mule deer
pwał̄xkn	mule deer buck
yilíkʷł̄xkn	male mountain sheep
scmíł̄ca?	female mountain sheep
st̄m̄alt	cow
kʷł̄kʷł̄alxʷ	calf
pus	cat
púpa?s	kitten
xa?xa?úla?xʷ	rattle snake
kł̄kłxiws	lizard

s?a?úms 1

ha i?_scmíł̄ca? kł̄qʷł̄qʷł̄qin ?	Does a mountain sheep have horns?
ki, i?_scmíł̄ca? kł̄qʷł̄qʷł̄qin.	Yes, a mountain sheep has horns.
ha i?_pus kł̄qʷł̄qʷł̄qin ?	Does cat have horns?
lut i?_pus ta_kł̄qʷł̄qʷł̄qin .	No, a cat does not have horns.

ha i?_p̄kam č̄łsts i?_sliqʷ?	Does a bobcat eat meat?
ki, i?_p̄kam č̄łsts i?_sliqʷ.	Yes, a bobcat eats meat.
ha i?_st̄n̄tañwáya? č̄łsts i?_sliqʷ?	Does a bat eat meat?
lut i?_st̄n̄tañwáya? ta_č̄łsts i?_sliqʷ.	No, a bat does not eat meat.

ha i?_yilíkʷłxkn čiłsts i?_skʷaňłq?	Does an mountain sheep eat plants?
ki, i?_yilíkʷłxkn čiłsts i?_skʷaňłq.	Yes, an mountain sheep eats plants.
ha i?_piłq̌s čiłsts i?_skʷaňłq?	Does a marten eat plants?
lut i?_piłq̌s ta_čiłsts i?_skʷaňłq.	No, a marten does not eat plants.

ha i?_ltkʷu čiłsts i?_qaqxʷłx?	Does an otter eat fish?
ki, i?_ltkʷu čiłsts i?_qaqxʷłx.	Yes, an otter eats fish.
ha i?_pwalxkn čiłsts i?_qaqxʷłx?	Does a mule deer buck eat fish?
lut i?_pwalxkn ta_čiłsts i?_qaqxʷłx.	No, a mule deer buck does not eat fish.

ha i?_qʷłtmin n̥xʷy̥xʷiýs?	Does a wolverine have sharp teeth?
ki, i?_qʷłtmin n̥xʷy̥xʷiýs.	Yes, a wolverine has sharp teeth.
ha i?_stm̥al̥t n̥xʷy̥xʷiýs?	Does a cow have sharp teeth?
lut i?_stm̥al̥t ta_n̥xʷy̥xʷiýs.	No, a cow doesn't have sharp teeth.

ha kspum̥t i?_spápql̥ca? ?	Does a winter weasel have fur?
ki, kspum̥t i?_spápql̥ca?.	Yes, a winter weasel has fur.
ha kspum̥t i?_kłkłxiws?	Does a lizard have fur?
lut i?_kłkłxiws ta_kspum̥t.	No, a lizard does not have fur.

ha kłqʷxʷqińkst i?_púpa?s?	Does a kitten have claws?
ki, kłqʷxʷqińkst i?_púpa?s.	Yes, a kitten has claws.
ha i?_kʷłkʷłalxʷ kłqʷxʷqińkst?	Does a calf have claws?
lut i?_kʷłkʷłalxʷ ta_kłqʷxʷqińkst.	No, a calf does not have claws.

ha kmusxn i?_č̌rtups ?	Does a fisher have four legs?
ki, kmusxn i?_č̌rtups.	Yes, a fisher has four legs.
ha kmusxn i?_xa?xa?úla?xʷ?	Does a rattle snake have four legs?
lut t̥o_kmusxn i?_xa?xa?úla?xʷ.	No, a rattle snake doesn't have four legs.

ha c?úlu?s i?_stúłča? ?	Does a mule deer live in a herd?
ki, c?úlu?s i?_stúłča?.	Yes, a mule deer lives in a herd.
ha c?úlu?s i?_qʷilqñ?	Does a porcupine live in a herd?
lut ta_c?úlu?s i?_qʷilqñ.	No, a porcupine doesn't live in a herd.

Nsəlxcin 2, Smi'áy 18

s?um's 1

iskʷít _____

sx̌ix̌aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: ha i?_scmílc̓a? kłqʷm̕qʷm̕qin ?

C: ki, i?_scmílc̓a? kłqʷm̕qʷm̕qin.

Example 2: A: ha i?_spápql̓ca? kłqʷm̕qʷm̕qin ?

C: lut i?_spápql̓ca? kłqʷm̕qʷm̕qin.

	ltkʷu		píp̓qs		s̓tm̓aít
	qʷilqn		spápql̓ca?		kʷíkʷíalxʷ
	púla?xʷ		ħełkam		pus
	st̓h̓tañwáya?		stúłca?		púpa?s
	płam		pwałxkn		ħa?ħa?úla?xʷ
	qʷłtmin		yilíkʷłxkn		kłkłxiws
	c̓itups		scmílc̓a?		



Ñsəlxcin 2, Smi'áy 18

s?um's 2

iskʷít _____

s̥íx̥alt _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: ha kmusxn i?_scmílc̓a? ?

C: ki, kmusxn i?_scmílc̓a?.

Example 2: A: ha kmusxn i?_spápql̓ca? ?

C: lut t̥o_kmusxn i?_x̥a?x̥a?úla?x̥w.

	ltkʷu		píp̓qs		s̥tm̓alt
	qʷilqn		spápql̓ca?		kʷílkʷíalxʷ
	púla?xʷ		łełkam		pus
	st̥l̓tañwáya?		st̥úłča?		púpa?s
	płam		pwałxkn		x̥a?x̥a?úla?x̥w
	qʷłtmin		yilíkʷłxkn		kłkłxiws
	č̓itups		scmílc̓a?		



Ñsəlxcin 2, Smi'áy 18

s?um's 3

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: ha kspum̄t i?_c̥rtups ?
C: ki, kspum̄t i?_c̥rtups.

Example 2: A: ha kspur̄t i?_k̥lk̥xiws ?
C: lut i?_k̥lk̥xiws ta_kspur̄t.

	ltkʷu		pi̥pq̥s		s̥tm̥aít
	qʷilqn		spápql̥ca?		kʷíkʷíalxʷ
	púla?xʷ		ħełkam		pus
	st̥ħtañwáya?		st̥úl̥ca?		púpa?s
	płam		pwałxkn		ħa?ħa?úla?xʷ
	qʷłtmin		yilíkʷłxkn		k̥lk̥xiws
	c̥rtups		scmíłca?		



Instructions: Re-enact the conversation between Sm̌imalqs and her sťmtíma?, Kniča?.

S: waaaaahhhhhh !

K: kʷ_səxkinx, sň?íma?t ?

S: waaaahhh! y̌ay̌át i?_skəǩáka? ḥaxʷt !

K: stim ?!? ḥaxʷt i?_skəǩáka? ?!?

S: kiiiiii. waaaaahhh.

K: cxʷuyx, sǩawšačm̌töt !

?ay̌xáxa?....

S: xkinm, sťmtíma? ?

K: axá? i?_pǩam i?_sckʷułs.

S: stim i?_pǩam ?

K: i?_pǩam sílxʷa? pus.

S: čxił tə_sw̌a?.

K: ki, naḥm̌ł mis kʷəkʷyúma?.

S: ha kłqʷxʷqińkst i?_pǩam ?

K: ki, kłqʷxʷqińkst i?_pǩam.

S: x̌stm̌is i?_skəǩáka? i?_pǩam.

K: ki, sň?íma?t. čxił tə_mniṁltöt čx̌stm̌istm i?_skəǩáka?.

S: mmm.

iskʷít _____

sxíx̓alt _____

A. Intransitive Description**Instructions:** rewrite each sentence in the affirmative. Then, translate the new sentence to English.

1. lut i?_stúlc̓a? ta_klqʷm̓qʷm̓qin. _____

nuyápixcn:

2. lut i?_pk̓am ta_ciłsts i?_sliqʷ. _____

nuyápixcn:

3. lut i?_yilíkʷlxkn ta_ciłsts i?_skʷaňłq. _____

nuyápixcn:

4. lut i?_ltkʷu ta_ciłsts i?_qaqxʷłx. _____

nuyápixcn:

5. lut i?_qʷłtmin ta_nxʷy̓xʷiýs. _____

nuyápixcn:

6. lut i?_spápqlca? ta_kspum̓t. _____

nuyápixcn:

7. lut i?_púpa?s ta_klqʷxʷqiňkst. _____

nuyápixcn:

8. lut t̓o_kmusxn i?_c̓rtups. _____

nuyápixcn:

9. lut ta_c?úlu?s i?_stúlc̓a?. _____

nuyápixcn:

10. lut i?_ħełkam ta_klqʷxʷqiňkst. _____

nuyápixcn:

smiṁáy 19: la?kín 2

s?um̄s 1: k̄l̄_n̄xʷṇtkʷitkʷ

S̄n̄kwiiltn	Northport
Piȳá?	Kelly Hill
S̄xʷnitkʷ	Kettle Falls
N̄łqmitkʷ	Colville River
K̄l̄am̄tíws	Addy
N̄qʷȳqʷȳatkʷ	Blue Creek
S̄kwíla?	Chewelah
S̄n̄kx̄kixmn	Gifford
N̄ca?líwm	Inchelium
S̄ł̄xatkʷ	Spokane

s?um̄s 2: k̄l̄_s̄wknaqín uł k̄l̄_sm̄lqmin

ńs̄píca?tn	Omak area
ńkmip	Oliver area
Swiws	Osoyoos area
Ćupáq	Chopaka area
Ni?xʷína?	lower area of Keremeos
T̄kr̄miws	upper area of Keremeos
Klȳańqxo	Paul Creek area
St̄ntin	Olalla area
S̄n̄pińtktn	Penticton area
S̄n̄qatqlníwt	West Bank area

s?a?úm̄s

ka?kín kʷ_ł̄o_xʷuy ?	Where did you go?
kn_xʷuy k̄l̄_S̄ntin.	I went to Olalla.
ka?kín kn_ł̄o_xʷuy ?	Where did I go?
kʷ_xʷuy k̄l̄_Swiws.	You went to Osoyoos.
ka?kín ł̄o_xʷuy Susán?	Where did Susan go?
xʷuy k̄l̄_Ćupáq.	She went to Chopaka.

ka?kín kʷu_łə_xʷuy̍ ?	Where did we go?
p_xʷuy̍ k̄l_Piȳá?	You went to Kelly Hill.
ka?kín p_łə_xʷuy̍ ?	Where did you folks go?
kʷu_xʷuy̍ k̄l_Sníptkttn.	We went to Penticton.
ka?kín ɬə_xʷuy̍ȳəlx ?	Where did they go?
xʷuy̍ȳəlx k̄l_Klȳańq̄xó.	They went to Paul Creek.

conjugations

xʷuy	go	past/present
	singular	plural
1st person	kn_xʷuy	kʷu_xʷuy̍y
2nd person	kʷ_xʷuy	p_xʷuy̍y
3rd person	xʷuy	xʷuy̍ȳəlx

notes: The simple present and past tenses of *xʷuy* are the same and use the intransitive person markers. To make negative expressions, the word *lut* and the negative particle *t̄ə* are used.

lut t̄ə_xʷuy	not go	past/present
	singular	plural
1st person	lut kn_t̄ə_xʷuy	lut kʷu_t̄ə_xʷuy̍y
2nd person	lut kʷ_t̄ə_xʷuy	lut p_t̄ə_xʷuy̍y
3rd person	lut t̄ə_xʷuy	lut t̄ə_xʷuy̍ȳəlx

examples:

ka?kín kʷ_łə_xʷuy ? kn_xʷuy
k̄l_Klȳańq̄xó.

Where did you go? I went to Paul Creek.

ha xʷuy̍ȳəlx k̄l_Swiws? lut.

Did they go to Osoyoos.

lut kʷu_t̄ə_xʷuy̍y k̄l_Sł̄xatkw̄_apná?

We did not go to Spokane today.

lut t̄ə_xʷuy k̄l_sńqəql̄tus Susan.

Susan is not going to Kelly Hill.

ka?kín ɬə_xʷuy̍ȳəlx? k̄l_Kl?am̄tíws.

Where did they go? To Addy.

ᙂsəlxcin 2, Smi'áy 19

s?um's 1

iskʷíst _____

sx̓íx̓al̓t _____

Instructions: With your partner, ask and answer questions about where you are going. Follow the model.

Example 1: A: ka?kín kʷ sxʷúya?x ?
C: kn_ksxʷúya?x kí_Sn̄kwílltn.

1.



Sn̄kwílltn



2.

N̄ca?líwm



3.

Piȳá?

4.



Sk̄wíla?



5.

Sn̄kx̓kixmn



6.

Sx̓nitkʷ

7.



Kí?am̄tíws



8.

N̄qʷȳqʷȳatkʷ



9.

N̄łqmitkʷ

Nsəłxcin 2, Smi'áy 19

s?um's 2

iskʷít _____

sx̌ix̌aít _____

Instructions: With your partner, ask and answer questions about where you went. Follow the model.

Example 1: A: ka?kín kʷ_łɔ_xʷuy ?

C: kn_xʷuy kł_Ns̓píča?tn.

1



Ns̓píča?tn

2



Tk̓rmiws

3



S̓npiñtkttn

4



N̓kmip

5



Cu̕páq

6



St̓ntin

7



S̓nqatqhníwt

8



Ni?xʷína?

9



Swi̕ws

Ṅsə́lcin 2, Smi’áy 19

iskʷíst _____

sʔum̄s 3

sx̌íx̌al̄t _____

Instructions: Piyaris and Sp̄am̄ix are talking about where they went with their families during the past summer. Re-enact their conversation. Follow the model.

Example 1: P: k̄a?kín p̄_k̄o_xʷúyi ?
 S: kʷu_xʷúyi k̄l_Ṅspíča?tn.

Example 2: P: ha p̄_xʷúyi k̄l_S̄ł̄xatkʷ?
 S: lut kʷu_t̄o_xʷuyȳ k̄l_S̄ł̄xatkʷ.

1. Ṇspíča?tn



2.



S̄ł̄xatkʷ

3. S̄xʷnitkʷ



4. Ķupáq



5.



St̄ntin

6. Sk̄wila?



7. K̄l?am̄tiws



8.



Tk̄rmiws

9. ᶭkmip



ᙂsəlxcin 2, Smi'áy 19

Conjugation 1

iskʷíst _____

sx̓íx̓al̓t _____

Instructions: Ḍatál and Kniča? are talking about where people went. Re-enact their conversation. Follow the model.

Example 1: A: ka?kín tə_xʷuy Malí ?
C: xʷuy kłi_Kly'ańqxó?.

Example 2: A: ka?kín tə_xʷuyy̓əlx Sapát na?l Sw̓atqn ?
C: xʷuyy̓əlx kłi_Tk̓rmiws.

	Sək̓wílltn		Kłam̓tíws		Sək̓kixmn
	N̓spíča?tn		Kly'ańqxó		St̓ntin
	Sx̓nitkʷ		Sk̓wila?		Sł̓xatkʷ
	N̓kmip		Tk̓rmiws		S̓nqatq̓lníwt

1.
Kly'ańqxó
Malí
2.
Tk̓rmiws
Sapát na?l Sw̓atqn
3.
S̓nqatq̓lníwt
anwí
4.
Sək̓wílltn
incá na?l Papíya?qn
5.
Kłam̓tíws
anwí na?l Nkʷalá
6.
N̓kmip
inca
7.
Sx̓nitkʷ
Sítis na?l Ki?láwna?
8.
St̓ntin
K̓asnú
9.
Sək̓kixmn
anwí na?l Prasuwá

Instructions: Re-enact the conversation between S̄xmnatkʷ and Pila?sis at the gas station in Oliver.

l̄_s̄n̄čxʷiwl̄tn k̄l̄_N̄kmip...

S: wāy Pila?sis.

P: wāy S̄xmnatkʷ.

S: k̄a?kín kʷ_sxʷúya?x ?

P: kn_ksxʷúya?x k̄l̄_iňtúm i?_citxʷs.

S: k̄l̄_Ni?xʷína? ?

P: ki. uł anwí, k̄a?kín kʷ_ksxʷúya?x ?

S: kn_ksxʷúya?x k̄l̄_N̄qʷyqʷȳatkʷ ?

P: ha aňtúm ilí ki? mut ?

S: kiw.

P: ha x̄ast ?

S: lut. ta?lí k̄iwłx ŋapná? uł x̄míns l̄_ikskňxítm.

P: tałt kʷ_x̄ast st̄mk?ilt.

S: nixʷ anwí.

P: liňlňt, wāy.

S: wāy.

iskʷíst _____

sx̌íx̌qaľt _____

A. xʷuy**Instructions:** complete each sentence with the most appropriate form, then translate to English.

1. ha _____ kí Niʔxʷína? ? (you folks went)

nuyápixcn:

2. ha _____ kí Swiws? lúti. (they went)

nuyápixcn:

3. kaʔkín ɬo_xʷuy Sítis? _____ kí Kɬʔamtíws. (he went)

nuyápixcn:

4. kaʔkín p_ɬo_xʷu'y? _____ kí Sɬxatkʷ. (we went)

nuyápixcn:

5. kaʔkín kʷu_ɬo_xʷu'y? _____ kí Skwíla?. (you folks went)

nuyápixcn:

6. kaʔkín ɬo_xʷu'yéłx Pit naʔɬ Malí? _____ kí Nspíca?tn. (they went)

nuyápixcn:

7. _____ kí Klyʔańqxó. (I went)

nuyápixcn:

8. kaʔkín kn_ɬo_xʷuy? _____ kí Sɬkwílltn. (you went)

nuyápixcn:

9. ha _____ kí Čupáq? ki. (you went)

nuyápixcn:

10. kaʔkín kʷ_ɬo_xʷuy? _____ kí Stnítin. (I went)

nuyápixcn:

B. lut tə_xʷuy

Instructions: complete each sentence with the most appropriate form, then translate to English.

1. lut _____ kl̥_S̥n̥kx̥kixmn. (we did not go)

nuyápixcn:

2. lut _____ kl̥_Piy̥á?. (they did not go)

nuyápixcn:

3. lut _____ kl̥_N̥qʷy̥qʷy̥atkʷ. (she did not go)

nuyápixcn:

4. lut _____ kl̥_S̥n̥piñtktn. (I did not go)

nuyápixcn:

5. lut _____ kl̥_S̥xʷnitkʷ. (you folks did not go)

nuyápixcn:

6. lut _____ kl̥_N̥k̥mip. (they did not go)

nuyápixcn:

7. lut _____ kl̥_S̥n̥qatq̥lníwt. (I did not go)

nuyápixcn:

8. lut _____ kl̥_N̥q̥mitkʷ. (you did not go)

nuyápixcn:

9. ha p_xʷu_y̥y̥ kl̥_T̥k̥r̥miws ? lut _____. (we did not go)

nuyápixcn:

10. lut _____ kl̥_N̥ca?l̥íwm. (you did not go)

nuyápixcn:

smiṁáy 20: s̓n̓kʷílc̓ncutn naʔl kʷílc̓ncut 1

s?um̄s

x̥cin	cooking basket
ńpusmn	pot
ńci̥mn	frying pan
spəqkan	pan
qpíča?	pan
łkap	bucket
k̓ls̓a?mín	strainer
ńcəcqmin	saucer
ń?ip̓mn	dish towel / tea towel
ńci̥wmn	wash rag
qəpikstn	oven mitt / potholder
k̓lxʷip̓lptn	table cloth
ńnaníkmn	cutting board
pḁmn	grater
kʷłqíntn	can opener

s?a?úms 1

ka?kín i?_kʷłqíntn ?	Where is the can opener?
kʷu_xʷičłt i?_kʷłqíntn.	Give me the can opener.
ka?kín i?_ńci̥xmn?	Where is the frying pan?
kʷu_xʷičłt i?_ńci̥xmn.	Give me the frying pan.
ka?kín i?_spəqkan?	Where is the pan?
kʷu_xʷičłt i?_spəqkan.	Give me the pan.

s?a?úms 2

ha kʷ_wi?cín?	Are you finished eating?
way kn_wi?cín.	I am finished eating.
ha wi?cín ?	Is she finished eating?
way wi?cín.	She is finished eating.
ha p_wi?wi?cín ?	Are you all finished eating?
way kʷu_wi?wi?cín.	We are finished eating.
ha wi?wi?cínəlx ?	Are they finished eating?
way wi?wi?cínəlx.	They are finished eating.

sʔaʔúms 3

ha kʷ_wiʔsńčíw̓m ?	Are you finished with the dishes?
way̓ kn_wiʔsńčíw̓m.	I am finished with the dishes.
ha wiʔsńčíw̓m?	Is she finished with the dishes?
way̓ wiʔsńčíw̓m.	She is finished with the dishes.
ha p_wiʔsńčíw̓m?	Are you all finished with the dishes?
way̓ kʷu_wiʔsńčíw̓m.	We are finished with the dishes.
ha wiʔsńčíw̓məłx?	Are they finished with the dishes?
way̓ wiʔsńčíw̓məłx.	They are finished with the dishes.

conjugations

čiʷṇt	wash something	
	singular	plural
1st person	čiʷn	čiʷṇtm
2nd person	čiʷṇtxʷ	čiʷṇtp
3rd person	čiʷs	čiʷsəłx

examples:

čiʷṇt!	Wash it
čiʷn iʔ_stxałq.	I washed the huckleberries.
lut tɔ_čiʷn iʔ_stxałq.	I didnt wash the huckleberries.
ha čiʷṇtxʷ iʔ_stxałq?	Did you wash the huckleberries?

kʷumṇt	- to put something away	
	singular	plural
1st person	kʷumn	kʷumṇtm
2nd person	kʷumṇtxʷ	kʷumṇtp
3rd person	kʷums	kʷumsəłx

examples:

kʷumṇt iʔ_pažmn!	Put away the grater!
kʷumn iʔ_pažmn.	I put away the grater.
lut tɔ_kʷumn iʔ_pažmn.	I didnt put away the grater.
ha kʷumṇtxʷ iʔ_pažmn?	Did you put away the grater?

Nsəlxcin 2, Smi'máy 20

sʔum̓s 1

iskʷíst _____

sx̌ix̌qalt _____

Instructions: With your partner, practice asking and answering questions in the kitchen. Follow the model.

- Example:**
- | | |
|----|--------------------------|
| A: | k̓aʔkín i?_kʷƛ̓qiṇtn ? |
| B: | alá?. |
| A: | kʷu_xʷičlt i?_kʷƛ̓qiṇtn. |
| B: | kʷiṇt i?_kʷƛ̓qiṇtn. |

	x̌acín		ħkap		qəpikstn
	ńpusmn		k̓ls̓a?mín		kłxʷiplptn
	ńćǐxm̓n		ńcəcqmin		ńnaníkm̓n
	spəqkan		ń?ip̓mn		pačmn
	qpílča?		ńćǐwm̓n		kʷƛ̓qiṇtn



Ñsə́lcin 2, Smi̱náy 20

sʔu̱m̓s 2

iskʷíst _____

sx̌ix̌aít _____

Instructions: Susáp is hard-working and always does the dishes. Re-enact his conversation with Pacís. Follow the model.

Example: Pacís: ha kʷ wiʔsn̓ciw̓m tə n̓ci̱mn ?
 Susáp: ki, kn̓ wiʔsn̓ciw̓m tə n̓ci̱mn.

	x̌cin		ħkap		qəpikstn
	n̓pusmn		kls̓a?mín		kłx̌wiplptn
	n̓ci̱mn		n̓cəcqmin		n̓naníkmn
	spəqkan		n̓?ip̓mn		pažmn
	qpílča?		n̓ci̱wmn		kʷłqin̓tn

1.



2.



3.



4.



5.



6.



7.



8.



9.



Ñsəlxcin 2, Smi'áy 20

Conjugation 1

iskʷít _____

sx̌íx̌aít _____

Instructions: Nkʷalá and Kasnú are preparing a big dinner. Re-enact their conversation about what they and their helpers have done . Follow the model.

Example 1: Nkʷalá: ha čiŵít̓xʷ i?_ɬáqʷa ?
Kasnú: ki, čiŵn i?_ɬáqʷa.

Example 2: Nkʷalá: ha čiŵsəlx i?_čáy̓xa? ŋAtál na?l Sltis ?
Kasnú: ki, čiŵsəlx i?_čáy̓xa? ŋAtál na?l Sltis.

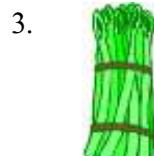
	kísu?		płqin		pałpłqn
	kékñi?		ɬáqʷa		skʷñkʷinm
	xʷəxʷmína?		sṇpl̓liws		ɬála?
	čáy̓xa?		st̓xałq		síya?



anwí



ŋAtál na?l Sltis



Pila?sís



Ki?láwna?



anwí na?l Pacís



Skñxʷal̓qs na?l Pit



anwí



Katalín



anwí na?l Sw̓atqn

Ñsə́lcin 2, Smi̱náy 20

Conjugation 2

iskʷíst _____

sx̌ix̌aít _____

Instructions: Nkʷalá and Kasnú are cleaning up after a big dinner. Re-enact their conversation about what they and their helpers have done . Follow the model.

Example 1: Nkʷalá: ha kʷum̄txʷ i?_klša?mín ?
Kasnú: ki, kʷumn i?_klša?mín.

Example 2: Nkʷalá: ha kʷum̄səlxʷ i?_spəqkan Pit na?l Malí ?
Kasnú: ki, kʷum̄səlxʷ i?_spəqkan Pit na?l Malí.

	x̌cin		łkap		qəpikstn
	ńpusmn		klša?mín		kłxʷiplptn
	ńcǐxmn		ńcəcqmin		ńnaníkmn
	spəqkan		ń?ip̄mn		pa̤mn
	qpílča?		ńcǐwmn		kʷłqin̄tn

- | | | |
|------------------|-------------------|----------------------|
| 1. | 2. | 3. |
| anwí | Pit na?l Malí | anwí na?l Sp̄amíx |
| 4. | 5. | 6. |
| Pacís na?l Susáp | anwí | Sapát |
| 7. | 8. | 9. |
| Kníča? | anwí na?l Katalín | Skñxʷalqs na?l Sítis |

Nsəlxcin 2, Smi'áy 20

Sqʷaqʷaʔál

iskʷít _____

sx̌ix̌aít _____

Instructions: Re-enact the conversation between Smímalqs and her son, Papílya?qn, as they work together to make supper.

S: Papílya?qn! cxʷuyx ǩla? !

P: stim ?

S: cxʷuyx ! kʷu_kňxit !

P: stim aňxmínk ľo_ikskʷúlm ?

S: ha ňciw̌ntxʷ i?_ňcičmn ťo_sníkʷəkʷ?ac ?

P: lut. myał kn_?ay̌xʷt ťo_sníkʷəkʷ?ac.

S: way̌, ňciw̌nt ŋapná? !

P: hahúy.

níñwi?s

P: uł stim ŋapná? ?

S: ha kʷ_wi?sníčíw̌m ?

P: ki. kn_wi?sníčíw̌m.

S: x̌ast. ha pažmn ilí? ?

P: ki. nažmł ta?áp.

S: ckʷiňt. mi ňciw̌n.

P: uc kʷ_ikskňxitm ?

S: lut. way̌ kʷ_wi?skʷúlm. limłlm̌t, isqʷsí?.

P: way̌, skʷuy.

Nsəlxcin 2, Smi'áy 20

Grammar Exercises

iskʷít _____

sx̌íx̌ñalt _____

A. čiʷñt

Instructions: complete each sentence with the most appropriate form indicated in (). Then translate to English.

1. ha _____ i?_kəkn̓i? ? (you folks washed)

nuyápixcn:

2. lut t̓o_____ i?_sp̓i?qáłq. (I washed)

nuyápixcn:

3. ha _____ i?_ɬáqʷa Prasuwá ? (he washed)

nuyápixcn:

4. ha _____ i?_pƛ̓qin S̓ltis na?ł Sapát ? (they washed)

nuyápixcn:

5. ha _____ i?_k̓ála? ? i?_lúti. (you folks washed)

nuyápixcn:

6. i?_mahúya? _____ i?_síya? ałí? ta?lí xʷkʷxʷakʷt. (she washed)

nuyápixcn:

7. ha _____ i?_síya? ? kiw. (you washed)

nuyápixcn:

8. _____ i?_st̓xałq. (I washed)

nuyápixcn:

9. _____ i?_skʷñkʷinm. (we washed)

nuyápixcn:

10. ha _____ i?_sñkł?ił̓tn ? i?_lúti. (you washed)

nuyápixcn:

B. kʷumṇt

Instructions: complete each sentence with the most appropriate form indicated in (). Then translate to English.

1. ha _____ i?_ɬkap Pila?sís ? (she put away)

nuyápixcn:

2. _____ i?_qpíɬca? Skñxʷalqs na?l Sx̌mnatkʷ. (they put away)

nuyápixcn:

3. ha kʷumṇtp i?_kłs?a?mín ? kiw, _____ i?_kłs?a?mín. (we put away)

nuyápixcn:

4. _____ yayáyat i?_npuṣmn. (we put away)

nuyápixcn:

5. ha _____ i?_kʷɬqíntn ? i?_lúti. (they put away)

nuyápixcn:

6. ha _____ i?_nʔipmn ? lut. (you folks put away)

nuyápixcn:

7. ha _____ i?_n̓naníkmn ? ki. (you put away)

nuyápixcn:

8. ha _____ i?_x̌cin? kíwa. (you folks put away)

nuyápixcn:

9. _____ i?_n̓cǐmn ɿasnú. (he put away)

nuyápixcn:

10. kʷumṇt i?_pǎmn ! wǎy _____ i?_pǎmn. (I put away)

nuyápixcn:

smiṁáy 21: sq̓iltk 2

s?um̄s

ṇ̄km̄lksikst	ṇ̄km̄km̄lksikst	elbow(s)
k̄lk̄mcnikst	k̄lk̄km̄k̄mcnikst	wrist(s)
stum̄kst	st̄m̄tum̄kst	thumb(s)
q̄xʷqiñkst	q̄w̄xʷq̄w̄xʷqiñkstn	fingernail(s)
timús	xxx	belly button
ṇ̄km̄lniwt̄	ṇ̄km̄km̄lniwt̄	side(s)
aqstxn	xxx	hip
á?puſt	xxx	crotch
spałq	xxx	penis
m̄lm̄lkʷápa?st	xxx	testicle(s)
ṇ̄km̄mustxn	n̄km̄mustxn	thigh(s)
ka?qíñxn	ka?ka?qíñxn	knees / knee cap(s)
ṇ̄km̄siw̄stxn	ṇ̄km̄km̄siw̄stxn	knee(s)
sñqʷrm̄xan	sñqʷm̄qʷm̄xan	calf/calves
k̄lk̄mcin̄xn	k̄lk̄km̄k̄mcin̄xn	ankle(s)
sk̄m̄ipłxn	sk̄m̄mipłxn	heel(s)

s?a?úms

kʷ_səxkinx ?	What is the matter with you?
q̄iltmn intimús.	My belly button hurts.
q̄iltmn iññkm̄mústxn.	My thighs hurt.
səxkinx ?	What is the matter with her?
q̄iltm̄s i?_stum̄sts.	Her thumb hurts.
q̄iltm̄s i?_k̄lk̄km̄k̄mcniksts.	Her wrists hurt.
p_s?axkínx ?	What is the matter with you guys?
q̄iltm̄ntm̄ i?_aqstxnt̄t̄.	Our hips hurt.
q̄iltm̄ntm̄ i?_st̄m̄tum̄kst̄t̄.	Our thumbs hurt.
s?axkínx ?	What is the matter with them?
q̄iltm̄səlx i?_sk̄m̄mipłxñsəlx.	Their heels hurt.
q̄iltm̄səlx i?_k̄lk̄km̄lksikstsəlx.	Their elbows hurt.

conjugations

miñnt	rub	transitive past/present
	singular	plural
1st person	miñn	miññtm
2nd person	miññtx ^w	miññtp
3rd person	miñs	miñsəlx

miñlt	rub for someone	transitive past / present
	singular	plural
1st person	miñltn	miñltm
2nd person	miñltx ^w	miñltp
3rd person	miñlts	miñltsəlx

notes: When *miñn* is used to talk about rubbing for other people, it takes the *-lt* transitivizer before adding transitive person suffixes.

examples:

- | | |
|---|--|
| uc ca?k ^w k ^w u_miñltx ^w iñkñmcíñxn? | Will you rub my ankle? |
| sóxkinx lut tó_miñltm i?_snq ^w mq ^w mxañs? | Why didn't he rub her calves? |
| añ? scá?xmíx. | Because he felt shy. |
| miñlt i?_kłkñcniksts uł mñm?ał. | She rubbed his wrist and it got better. |
| miñltn i?_ñkñmustxñs añ? qíltñs. | I rubbed his thighs because they were hurting him. |

Ñsə́lcin 2, Smi̱náy 21

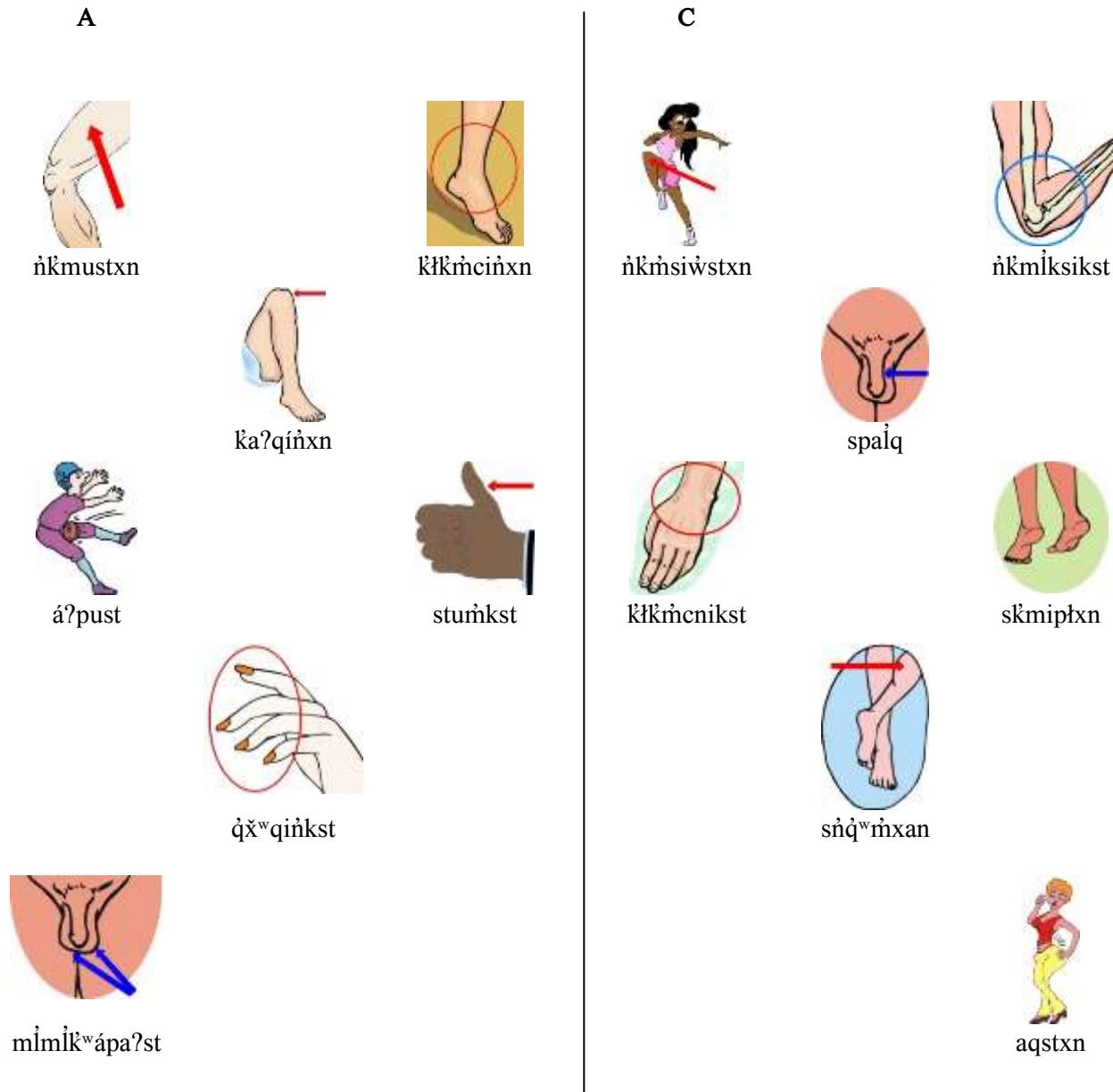
s?um̄s 1

iskʷíst _____

s̄x̄ix̄aít _____

Instructions: You and your partner are sick and miserable. Take turns asking each other what is the matter. Follow the model.

Example 1: A: kʷ_səxkinx ?
 C: q̄iltmn iññk̄msíwstxn.



Ñsəłxcin 2, Smi'áy 21

Conjugation 1

iskʷít _____

sx̌łx̌aít _____

Instructions: The children got into a bee's nest and got stung. Sw̌atqn and Smi'małqs are helping them. With your partner, re-enact their conversation. Follow the model.

Example 1: K: səxkinx Smi'małqs ?
 ?A: q̌iltm̌s i?_ñǩm̌lniwťs.

Example 2: K: s?axkínx Prasuwá na?l Susáp?
 ?A: q̌iltm̌səlx i?_sňqʷm̌xañsəlx.

	ñǩmľksikst / ñǩm̌ǩmľksikst		aqstxn		ǩa?qíñxn / ǩa?ka?qíñxn
	ǩǩmcnikst / ǩǩm̌ǩmcnikst		á?pst		ñǩm̌siw̌stxn / ñǩm̌ǩm̌siw̌stxn
	stuñkst / stñtuñkst		spalq		sňqʷm̌xan / sňqʷm̌qʷm̌xan
	q̌xʷqiñkst / q̌xʷq̌w̌xʷqiñkstn		m̌lm̌kʷápa?st		ǩǩmciňxn / ǩǩm̌ǩmciňxn
	timús		ñǩmustxn / ñǩm̌mustxn		sǩmipłxn / sǩmmipłxn
			ñǩm̌lniwť / ñǩm̌ǩm̌lniwť		



Ñsəłxcin 2, Smi'áy 21

Conjugation 2

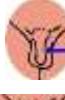
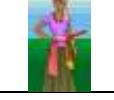
iskʷíst _____

s̥ł̥x̥tałt _____

Instructions: With your partner, re-enact the conversations that took place at the clinic. Follow the model.

Example 1: A: kʷ_səxkinx ?
C: q̥iltnm iññkmústxn.

Example 2: A: p_s?axkínx anwí na?l Susán ?
C: q̥iltnmtm i?_k̥k̥m̥k̥mcíñxtot.

	n̥km̥lksikst / n̥km̥k̥m̥lksikst		aqstxn		k̥a?qíñxn / k̥a?k̥a?qíñxn
	k̥k̥mcnikst / k̥k̥m̥k̥mcnikst		á?pust		n̥km̥siw̥stxn / n̥km̥k̥m̥siw̥stxn
	stum̥kst / st̥mtum̥kst		spałq		s̥n̥q̥w̥m̥xan / s̥n̥q̥w̥m̥q̥w̥m̥xan
	q̥x̥qíñkst / q̥x̥q̥w̥x̥qíñkstn		m̥lm̥l̥k̥w̥ápa?st		k̥k̥mcíñxn / k̥k̥m̥k̥mcíñxn
	timús		n̥km̥ustxn / n̥km̥k̥m̥ustxn		sk̥mip̥lxn / sk̥m̥m̥ip̥lxn
	n̥km̥lñiñwt / n̥km̥k̥m̥lñiñwt				

1.  anwí
2.  anwí na?l Susán.
3.  anwí na?l Papílya?qn

4.  anwí
5.  anwí na?l Sl̥xi?álqs
6.  anwí

7.  anwí
8.  anwí na?l Sl̥tis
9.  anwí

Ñsə́lcin 2, Smi̱náy 21

Conjugation 3

iskʷíst _____

s̥l̥x̥taít _____

Instructions: With your partner, re-enact what was said at the physical therapist office. Each answer will have a third-person singular object (him/her). All body parts will have an "s" on the end. Follow the model.

Example 1: A: stim a?_čkistxʷ ?
C: miñltн i?_sk̥mipłx̥ns.

Example: 2 A: stim a?_čkists Tapít ?
C: miñltн i?_k̥lk̥mc̥niksts.

Iut aksn̥íptm: stim a?_čkistn ? (What am I doing?) stim a?_čkistxʷ ? (What are you doing ?)
stim a?_čkists ? (What is s/he doing?) p_soc̥caxkínx ? (What are you folks doing?)
kʷu_soc̥ca?kínx ? (What are we doing?) soc̥ca?xkínxəlx ? (What are they doing?)

	n̥km̥l̥ksikst		aqstxn		k̥a?qíñxn
	k̥lk̥mc̥nikst		á?pust		n̥km̥siw̥stxn
	stum̥kst		spałq		sñqʷm̥xan
	q̥xʷqiñkst		m̥lm̥l̥kʷápā?st		k̥lk̥mc̥iñxn
	timús		n̥km̥ustxn		sk̥mipłxn
			n̥km̥l̥niw̥t		



1. anwí



2. Tapít



3. anwí na?l P̥ałxʷ



4. anwí na?l S̥xm̥natkʷ



5. incá



6. Sapát



7. anwí na?l Sl̥tis



8. anwí



9. ïAtál na?l Pacís

Instructions: With your partner, re-enact the conversation between Nkʷalá and Sp̄amíx.

N: wa'y Sp̄amíx.

S: wa'y Nkʷalá.

N: ha ti? kʷ_xast?

S: lut kn_tó_xast.

N: ha kʷ_qílt? ha kʷ_qílu?s?

S: lut, lut kn_tó_qílu?s.

N: kʷ_səxkinx?

S: qíltmn iññk̓młəníwt.

N: ha uł. ha kʷ_xʷuy k̓í_səxʷmərim?

S: i?_lúti. kn_km̓aqs.?

N: uc kʷ_iks?úkʷm.

S: lut. iskʷúy kʷu_ks?úkʷi?s.

N: hahúy. wa'y.

S: wa'y.

Nsəlxcin 2, Smi'áy 21

Grammar Exercises

iskʷíst _____

s̥ɬx̥aít _____

A. miñłt

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. _____ i?_kɬkm̥kmcíñxn uł m̥m?ał. (you folks rubbed for)

nuyápixcn:

2. _____ i?_ka?ka?qíñxn ałí? qíltms. (they rubbed for)

nuyápixcn:

3. kʷu_____ ikɬkm̥cníkst uł m̥m?ał. (he rubbed for)

nuyápixcn:

4. _____ i?_n̥km̥kml̥ksiksts uł m̥m?ał. (we rubbed for)

nuyápixcn:

5. _____ i?_n̥km̥mustx̥ns ałí? qíltms. (I rubbed for)

nuyápixcn:

6. uc ca?kʷ kʷu_____ isłkmíplxn ? (you rubbed for)

nuyápixcn:

7. _____ i?_st̥mtum̥kst nañm̥l k̥stwilx. (we rubbed for)

nuyápixcn:

8. ha _____ i?_n̥km̥ustx̥ns ? (you folks rubbed for)

nuyápixcn:

9. ha _____ i?_sñqʷm̥xañs ? (they rubbed for)

nuyápixcn:

10. _____ i?_n̥km̥siw̥stx̥ns uł x̥stwilx. (I rubbed for)

nuyápixcn:

smiṁáy 22: s̄n̄kʷl̄c̄ncutn uł k̄w̄l̄c̄ncut 2

s?um̄s

ń?axlíkstn	mixer
pl̄kmin	spatula / flipper
ł̄acmn	masher
laputáy	bottle / jar
ńciwmn	sink
ńkʷumn	drawer
klix	counter top
s̄n̄?i?ł̄ca?tn	cupboard
s̄n̄qpíł̄ca?tn	cupboard
ńčlmin	refrigerator
ńsulmn	freezer
ńk̄w̄l̄c̄ncutn	stove / stovetop / burner
ńcəqmin	oven
ńcixmn	tea kettle
ńlkapítn	coffee pot

s?a?úms 1

ka?kín i?_k̄w̄ł̄qiňtn?	Where is the can opener?
i?_k̄w̄ł̄qiňtn l̄_ńkʷumn.	The can opener is in the drawer.
l̄_ńkʷumn ka? cňtakʷ.	It is in the drawer.
ka?kín i?_ńci\x01xmn?	Where is the frying pan?
i?_ńci\x01xmn l̄_s̄n̄?ił̄ca?tn.	The frying pan is in the cupboard.
l̄_s̄n̄?ił̄ca?tn.	It is in the cupboard.
ka?kín i?_spəqkan?	Where is the pan?
i?_spəqkan cňtakʷ l̄_ńcəqmin ńkʷumns.	The pan is in the oven drawer.
l̄_ńcəqmin ńkʷumns.	It is in the oven drawer.

s?a?úms 2

utánt i?_laputáy l̄_ńčlmin.	Put the jar in the refrigerator.
utánt i?_ńci\x01xmn l̄_ńk̄w̄l̄c̄ncutn.	Put the frying pan on the burner.
utánt i?_pl̄kmin l̄_ńci\x01xmn.	Put the spatula in the frying pan.
utánt i?_k̄ls̄fa?mín l̄_ńciwmn.	Put the strainer in the sink.

utánt i?_ñnaníkmn l_klix.	Put the cutting board on the counter.
utánt i?_klix ^w iplptn l_latáp.	Put the table cloth on the table.
utánt i?_lkap l_sñ?i?lca?tn klix ^w útms i?_ñciwmn.	Put the bucket in the cupboard under the sink.

conjugations

kłq ^w usñt	peel something	
	singular	plural
1st person	kłq ^w usn	kłq ^w usñtm
2nd person	kłq ^w usñtx ^w	kłq ^w usñtp
3rd person	kłq ^w usøs	kłq ^w usøsølx

notes: The forms above are typical transitive forms for a strong-root word. Only the 1st person plural and the second person forms show the *-nt* transitivizer. The typical transitive person markers for a strong-root word are:

	singular	plural
1st person	-n	-m
2nd person	-x ^w	-p
3rd person	-s	-sølx

examples:

kłq^wusñt!

Peel it!

kłq^wusn i?_patáq.

I peeled the potato.

lut tø_kłq^wusn i?_patáq.

I didn't peel the potato.

ha kłq^wusñtx^w i?_patáq?

Did you peel the potato?

niķñt	- to cut something	
	singular	plural
1st person	niķn	niķñtm
2nd person	niķñtx ^w	niķñtp
3rd person	niķs	niķsølx

examples:

ničnt !	Cut it!
ničn i?_sliqʷ.	I cut the meat.
lut tɔ_ničn i?_sliqʷ.	I didn't cut the meat.
ha ničntxʷ i?_sliqʷ ?	Did you cut the meat?

piʔqánt	cook something	
	singular	plural
1st person	piʔqántíñ	piʔqántíñ
2nd person	piʔqántíxʷ	piʔqántíp
3rd person	piʔqántís	piʔqántísəlx

notes: The forms above are typical transitive forms for a weak-root word. The *-nt* transitivizer is present in all of the forms. The typical transitive person markers for a weak-root word are:

	singular	plural
1st person	-ín	-ím / -t
2nd person	-íxʷ	-íp
3rd person	-ís	-ísəlx

examples:

piʔqánt!	Cook it!
piʔqántíñ i?_shaykʷ.	I cooked the onion.
lut tɔ_piʔqántíñ i?_shaykʷ.	I didn't cook the onion.
ha piʔqántíxʷ i?_shaykʷ?	Did you cook the onion?

ńpusńt	- to boil something	
	singular	plural
1st person	ńpusńt	ńpusńtm
2nd person	ńpusńtxʷ	ńpusńtp
3rd person	ńpusńss	ńpusńssəlx

examples:

ńpusňt!

Boil it!

ńpusn i?_sňptvála?x^w.

I boiled the pasta.

lut tó_ńpusn i?_sňptvála?x^w.

I didn't boil the pasta.

ha ńpusňtx^w i?_sňptvála?x^w?

Did you boil the pasta?

ńčiňt	fry something	
	singular	plural
1st person	ńčiňn	ńčiňntm
2nd person	ńčiňntx ^w	ńčiňntp
3rd person	ńčiňs	ńčiňsəlx

examples:

ńčiňt!

Fry it!

ńčiňn i?_qaqxwíx.

I fried the fish.

lut tó_ńčiňn i?_qaqxwíx.

I didn't fry the fish.

ha ńčiňntx^w i?_qaqxwíx?

Did you fry the fish?

?iňnt	eat something	
	singular	plural
1st person	?iňn	?iňntm
2nd person	?iňntx ^w	?iňntp
3rd person	?iňs	?iňsəlx

examples:

?iňnt!

Eat it!

?iňn i?_stxitk^w.

I ate the soup.

lut tó_?iňn i?_stxitk^w.

I didn't eat the soup.

ha ?iňntx^w i?_stxitk^w?

Did you eat the soup?

Ñsəłxcin 2, Smiłáy 22

s?um̄s 1

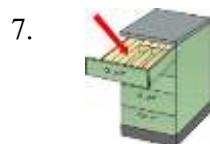
iskʷíst _____

sx̄ix̄aít _____

Instructions: With your partner, practice asking and answering questions in the kitchen. Follow the model.

- Example:**
- | | |
|----|-----------------------|
| A: | k̄a?kín i?_ñcixmn ? |
| B: | alá?. |
| A: | kʷu_xʷiélt i?_ñcixmn. |
| B: | kʷiñt i?_ñcixmn. |

	ñ?ažlíkstn		ñkʷum̄n		ñsulmn
	þl̄kmin		klix		sñkʷ'lcñcutn
	k̄acmn		sñ?í?l̄ca?tn		ñcøqmin
	laputáy		sñqpíl̄ca?tn		ñcixmn
	ñciw̄mn		ñcl̄min		ñlkapítn



Ñsə́lcin 2, Smi̱náy 22

s?um̄s 2

iskʷíst _____

s̄x̄l̄x̄aít _____

Instructions: Susáp is hard-working and always cleans the house and does the dishes. Re-enact his conversation with Pacís. Follow the model.

Example: Pacís: ha kʷ_wi?sn̄ciwm t̄_pl̄kmin ?

Susáp: ki, kn_wi?sn̄ciwm t̄_pl̄kmin.

	ñ?ažlíkstn		ñkʷumn		ñsulmn
	pl̄kmin		klix		sñkʷlcñcutn
	ñacmn		sñ?i?l̄ca?tn		ñcøqmin
	laputáy		sñqpíl̄ca?tn		ñcixmn
	ñciwmn		ñcl̄min		ñlkapítn

1.



2.



3.



4.



5.



6.



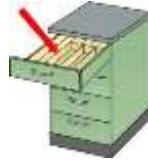
7.



8.



9.



Ñsə́lcin 2, Smi̱náy 22

Conjugation 1

iskʷíst _____

s̥ł̥x̥taít _____

A. Instructions: Nkʷalá and K̥asnú are preparing a big dinner. Re-enact their conversation about what they and their helpers have done . Follow the model.

Example N: ha k̥l̥qʷusn̥txʷ i?_xʷs̥xʷúsa?qs ? **Example K:** ki, k̥l̥qʷusn̥ i?_xʷs̥xʷúsa?qs.

N: ha k̥l̥qʷusəlxʷ i?_s̥lu̥kʷm ŋAtál na?l S̥ltis ?
K: ki, k̥l̥qʷusəlxʷ i?_s̥lu̥kʷm ŋAtál na?l S̥ltis.

1.



xʷs̥xʷúsa?qs

anwí

2.



s̥lu̥kʷm

3.



apəls

S̥xmnatkʷ

4.



skʷnkʷinm

S̥ltis na?l Ki?láwna?

5.



tkʷrkʷri?s

anwí na?l P̥aļxʷ

6.



sp̥i?qáļq

anwí na?l Pit

B. Instructions: Nkʷalá and K̥asnú are preparing a big dinner. Re-enact their conversation about what they and their helpers have done . Follow the model.

Example 1 N: ha ničntp i?_s̥x̥wíča? ?
 K: ki, ničntm i?_s̥x̥wíča?.

Example 2

N: ha ničntm i?_qaqxʷíx ?
K: ki, ničntm i?_qaqxʷíx.

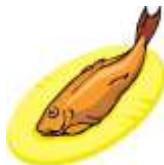
1.



s̥x̥wíča?

anwí na?l Katalín

2.



qaqxʷíx

anwí na?l incá

3.



ɬáqʷa

Sw̥atqn

4.



p̥ɬqin

Pacís na?l S̥l̥xi?áļqs

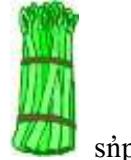
5.



shaykʷ

anwí

6.



s̥npl̥liws

anwí na?l incá

Nsəlxcin 2, Smi'áy 22

Conjugation 2

iskʷíst _____

s̥ł̥x̥tałt _____

A. Instructions: Sapát was supposed to help Nkʷalá and Ḵasnú with a big dinner, but she did not do anything that they asked her to do. Re-enact their conversation. Follow the model.

Example N: ha p̥i?qṇtíxʷ i?_kəkñi? ?
 K: lut. lut t̥o_p̥i?qṇtíxʷ i?_kəkñi?.



kəkñi?



čáy̥xa?



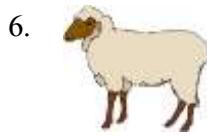
s̥n̥pqʷitkʷ



skʷñkʷinm



sníkłca?



łimatá



ńcaxʷúla?xʷ



pa?pa?lñáča?

B. Instructions: Sml̥małqs and Sw̥atqn were supposed to help Nkʷalá and Ḵasnú with a big dinner, and they did everything that they asked them to do. Re-enact their conversation. Follow the model.

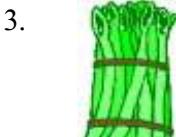
Example K: ha n̥pusñtp i?_s̥n̥ptvála?xʷ ?
 S: kiw, n̥pusñtm i?_s̥n̥ptvála?xʷ.



s̥n̥ptvála?xʷ



s̥cwin



s̥n̥pl̥liws



st̥xałq



p̥ł̥qin



xʷəxʷmína?



síya?



ł̥ála?

Ñsəłxcin 2, Smiłáy 22

Conjugation 3

iskʷíst _____

s̥ł̥x̥tałt _____

A. Instructions: Prasuwá helped Nkʷalá and K̥asnú with a big dinner. Re-enact their conversation. Follow the model.

Example N: ha n̥c̥iññtxʷ i?_xʷəxʷmína? ?

P: ki, n̥c̥iñn i?_xʷəxʷmína? .

1.



xʷəxʷmína?

2.



patáq

3.



qaqxʷílx

4.



n̥c̥axʷúla?xʷ

5.



sn̥caçíxla?xʷ

6.



k̥ek̥ni?

7.



?a?úsa?

8.



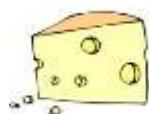
c̥xʷaqʷ t̥o_s̥liqʷ

B. Instructions: Nkʷalá and K̥asnú are making a big dinner, but Papílya?qn keeps eating the food. Re-enact their conversation. Follow the model.

Example K: ha ?iññtxʷ i?_k̥ay sq?im ?

P: kiw, ?iñ i?_k̥ay sq?im.

1.



k̥ay sq?im

2.



n̥c̥opcúpla?xʷ

3.



s̥npqʷitkʷ

4.



n̥qa?qa?míws

5.



pal̥pl̥qn

6.



st̥xitkʷ

7.



n̥c̥axʷúla?xʷ

8.



pa?pa?l̥yáča?

Instructions: Re-enact the phone conversation between Susáp and Mali.

M: wa'y.

S: wa'y Malí. axá? Susáp.

M: wa'y Susáp. ha ti? kʷ_xast?

S: ki, ti? kn_xast. naχmɬ ta?lí kn_ckʷułm.

M: ha uł? stim a?_čkistxʷ?

S: cyap isnqsílxʷ tl_Słxatkʷ uł iñxmínk ikskʷlcńcút
tə_stxitkʷ.

M: ha cmistíxʷ?

S: lut.

M: wa'y. ničn̓t i?_sliqʷ uł nčiχn̓t.
ixí? uł kłqʷusn̓t i?_patáq na?ł słukʷm.
ničn̓t i?_łáqʷa na?ł shaykʷ.
nutáňt yayat l_npusmn na?ł siwłkʷ.
utáňt i?_npuusmn l_sníkʷlcńcutn uł pi?qáňt.

S: wa'y xast. t'ytíym̓t.

M: ki. lut akstílxʷm.

aýxáxa?

M: ha ?iłsəłx i?_stxitkʷ?

S: ki, uł ta?lí xstmisəłx.

M: wa'y xast.

Nsəlxcin 2, Smi'áy 22

Grammar Exercises

iskʷíst _____

s̥ɬx̥aít _____

A. k̥íqʷusn̥t and ník̥nt

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. _____ i?_shaykʷ Susáp. (he cut)

nuyápixcn:

2. ha _____ i?_sɬukʷm ? kiw. (you peeled)

nuyápixcn:

3. ha _____ i?_tkʷrkʷri?s ? kíwa. (they cut)

nuyápixcn:

4. lut t̥o _____ i?_skʷanłq. (we peeled)

nuyápixcn:

5. ha _____ i?_xʷs̥xʷúsa?qs ? i?_lúti. (you folks peeled)

nuyápixcn:

6. ha _____ i?_k̥ax̥áx̥ca? ? lut. (you cut)

nuyápixcn:

7. _____ i?_ñtxʷúla?xʷ. (I cut)

nuyápixcn:

8. _____ i?_patáq. (I peeled)

nuyápixcn:

9. _____ i?_skʷəkʷiʷ. (we cut)

nuyápixcn:

10. _____ i?_lipám. (she peeled)

nuyápixcn:

B. ḡiʔqánt and ḡipusn̄t

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. lut t̄o_____ i?_ɬáqʷa. (they boiled)

nuyápixcn:

2. ha _____ i?_sṇptɬála?xʷ ? lut. (you folks cooked)

nuyápixcn:

3. lut t̄o_____ i?_qaqxʷłx. (we cooked)

nuyápixcn:

4. _____ i?_ sṇptɬála?xʷ. (we boiled)

nuyápixcn:

5. _____ i?_sṇpɬʷitkʷ. (they cooked)

nuyápixcn:

6. ha _____ i?_cáyxa? ? ki. (you boiled)

nuyápixcn:

7. _____ i?_stxítkʷ Pila?sís. (she boiled)

nuyápixcn:

8. ha _____ i?_lipwɬá ? i?_lúti. (you cooked)

nuyápixcn:

9. ha _____ i?_skʷñkʷimn ? kiw. (you folks boiled)

nuyápixcn:

10. _____ i?_shayɬʷ. (I cooked)

nuyápixcn:

smiṁáy 23: qaqxʷíx

s?um̄s

kisu?	coho salmon
s̄cwin	sockeye salmon (early)
t̄ánya	sockeye salmon (late)
kəkni?	kokanee salmon
xʷəxʷmína?	trout
xʷmína?	steelhead trout
ńqʷyqʷiȳáča?	kamloops trout
ńxa?x?ítkʷ	whale
qixʷíx	sucker fish
č̄m̄tus	sturgeon
mimłt	whitefish
kutwn	eel / lamprey
spqʷlic	ling fish / burbot
skʷrína?	mussle / fresh water clam
čáȳxa?	crawdad

s?a?úms 1

la?kín i?_s̄nilí?tñs i?_č̄m̄tus ?	Where do sturgeon live?
i?_č̄m̄tus l̄_sa?títkʷ i?_s̄nilí?tñs.	Sturgeon live in rivers.
l̄_cəcwíxa? i?_s̄nilí?tñs.	live in creeks and rivers.
l̄_tíkʷt i?_s̄nilí?tñs.	live in lakes.
l̄_tíkʷt uł sa?títkʷ i?_s̄nilí?tñs.	live in lakes and rivers.
l̄_n̄sl̄xʷ?itkʷ i?_s̄nilí?tñs.	live in the ocean.
l̄_níxʷtítkʷm̄s i?_sa?títkʷ i?_s̄nilí?tñs.	live on the bottom of rivers.
stim i?_čáȳxa? a?_č̄iłsts?	What do crawdads eat.
i?_a?usa?s i?_akʷ?akʷtílx a?_č̄iłsts i?_čáȳxa?.	Crawdads eat insect eggs.
cəcáma?t i?_qaqxʷíx	little fish
i?_m̄ámla?s i?_akʷ?akʷtílx	insect larva
ql̄qlaq̄s	tadpoles
s̄n̄pəpl̄?itkʷ	little water plants
ńsaρmítkʷ	water bugs
?akʷ?akʷtílx	insects

s?a?úms 2

la?kín i?_kísu? ka? c?a?úsa?m?	Where do coho salmon spawn?
i_sa?sa?títkʷ uɬ cœcwíxa? ka? c?a?úsa?m.	Coho salmon spawn in rivers and creeks.
i_tkʷtikʷt	in lakes.
i_nsłxʷ?itkʷ	in the ocean.
ha i?_xʷmína? c?imx kłi_nsłxʷ?itkʷ?	Do steelhead trout migrate to the ocean?
ki, i?_xʷmína? c?imx kłi_nsłxʷ?itkʷ.	Yes, steelhead trout migrate to the ocean.
ha i?_mimlt c?imx kłi_nsłxʷ?itkʷ?	Do whitefish migrate to the ocean?
lut i?_mimlt ta_c?imx kłi_nsłxʷ?itkʷ.	No, whitefish do not migrate to the ocean.

pñkin i?_sc?win ka? lcplak tl_nsłxʷ?itkʷ?	When do sockeye salmon return from the ocean?
qipcm ka? lcplak i?_sc?win tl_nsłxʷ?itkʷ.	Sockeye salmon return from the ocean in the spring.
pułm i?_sca?áqʷ ka? lcplak i?_tñánya.	Sockeye salmon return from the ocean at the end of summer.
pñkin i?_qixʷłx ka? lcplak tl_nsłxʷ?itkʷ?	When do sucker fish return from the ocean?
lut ta_c?imx i?_qixʷłx kłi_nsłxʷ?itkʷ.	Sucker fish do not migrate to the ocean.
ha xs?iłn i?_kutwn?	Are eels good to eat?
ki, xs?iłn i?_kutwn.	Yes, eels are good to eat.
lut, lut tə_xs?iłn i?_kutwn.	No, eels are not good to eat.

conjugations

łęłtpin	catch a fish	(past / present)
	singular	plural
1st person	kn_łęłtpin	kʷu_łęłtpin
2nd person	kʷ_łęłtpin	p_łęłtpin
3rd person	łęłtpin	łęłtpinəłx

łęłtpin	catch a fish	(perfect possessive)
	singular	plural
1st person	iscłęłtpín	i?_scłęłpińtöt
2nd person	ascłęłtpín	i?_scłęłtpinm̥p
3rd person	i?_scłęłpińs	i?_scłęłpińsəłx

examples:

stím ascłéłtpín ?	What did you catch?
kísu? iscłéłtpín.	I caught a coho salmon.
stim i?_scłéłtpinm̥p?	What did you folks catch?
mimłt i?_scłéłtpiñtöt.	We caught some whitefish.

łńcqm̥nitkʷ	throw back into the water	(past / present)
	singular	plural
1st person	łńcqm̥nitkʷn	łńcqm̥nitkʷńtm
2nd person	łńcqm̥nitkʷńtxʷ	łńcqm̥nitkʷńtp
3rd person	łńcqm̥nitkʷs	łńcqm̥nitkʷsə́lx

examples:

stim a?_łńcqm̥nitkʷńtxʷ?	What did you throw back into the water?
ćáyxa? a?_łńcqm̥nitkʷn.	I threw a crawdad back into the water.
stim łńcqm̥nitkʷsə́lx ?	What did they throw back into the water?
łńcqm̥nitkʷsə́lx i?_cəcámā?t xʷəxʷmína?.	They threw some small trout back into the water.

ńtlińk	clean a fish	(past / present)
	singular	plural
1st person	ńtlińkn	ńtlińkńtm
2nd person	ńtlińkńtxʷ	ńtlińkńtp
3rd person	ńtlińks	ńtlińksə́lx

examples:

ha ńtlińkńtxʷ i?_kəkn̥i??	Did you clean those kokanee?
lut, ńtlińkn i?_xʷəxʷmína?.	No, but I cleaned all the trout.
i?_lúti? sńtxʷəxʷqíns waý ńtlińks y?at i?_spəqʷlics.	She cleaned all her ling fish before noon.
Tapít ńtlińks i?_kutwn uł ?iłs.	David cleaned the eel and ate it.

Nsəlxcin 2, Smi'áy 23

s?um's 1

iskʷít _____

sx̌íx̌aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: la?kín i?_sn̓ilí?tñs i?_skʷrína? ?
C: i?_skʷrína? l̓_cœcwíxa? uł sa?títkʷ i?_sn̓ilí?tñs.

	kísu?		xʷmína?		mimłt
	s̓cwin		ñqʷyqʷiyñáca?		kutwn
	t̓ánya		ñxa?x?ítkʷ		spəqʷlic
	kəkn̓i?		qixʷ'lx		skʷrína?
	xʷəxʷmína?		čmtus		čáy̓xa?

1.  l̓_cœcwíxa? uł sa?títkʷ
2.  l̓_tíkʷt, cœcwíxa? uł sa?títkʷ
3.  l̓_ns̓lxʷ?ítkʷ uł sa?títkʷ
4.  l̓_tíkʷt
5.  l̓_ns̓lxʷ?ítkʷ uł sa?títkʷ
6.  l̓_cœcwíxa? uł sa?títkʷ
7.  l̓_sa?títkʷ
8.  l̓_tíkʷt, cœcwíxa? uł sa?títkʷ
9.  l̓_tíkʷt uł sa?títkʷ

Ñsəłxcin 2, Smi'áy 23

s?uňs 2

iskʷít _____

sx̌ix̌ñalt _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example: A: stim i?_cáȳxa? a?_čiſts ?
 C: i?_?a?úsa?s i?_?akʷ?akʷtīlx a?_čiſts i?_cáȳxa?.

	kísu?		xʷmína?		mimlt
 	séwin		ñqʷyqʷiyñáca?		kutwn
	tñánya		ñxa?x?ítkʷ		spøqʷlic
	kökñi?		qixʷíx		skʷrína?
	xʷəxʷmína?		črm̄tus		cáȳxa?

1.



i?_?a?úsa?s
i?_?akʷ?akʷtīlx

2.



sñpəpl̄?ítkʷ

3.



cœcáma?t i?_qaqxʷíx

4.



ñsaþpmítkʷ

5.



qaqxʷíx

6.



sñpəpl̄?ítkʷ

7.



sñpəpl̄?ítkʷ

8.



ql̄qlaq̄s

9.



i?_mñámla?s
i?_?akʷ?akʷtīlx

Nsəlxcin 2, Smi'áy 23

s?um's 3

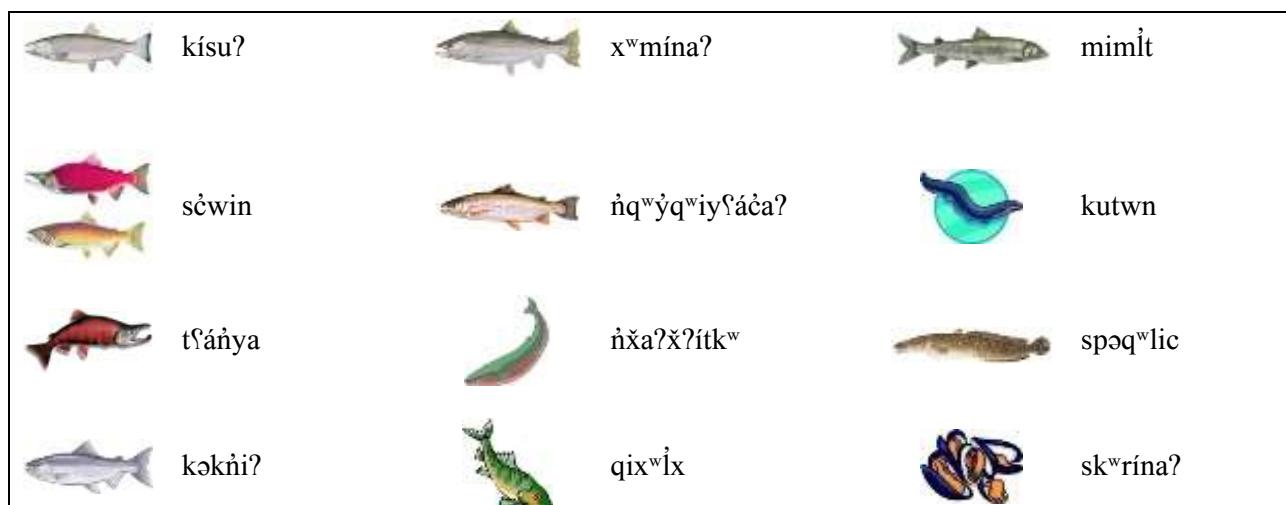
iskʷít _____

sx̌ix̌ñalt _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: ha i?_xʷmína? c?imx kł_nslxʷ?itkʷ?
C: ki, i?_xʷmína? c?imx kł_nslxʷ?itkʷ.

Example 2: A: ha i?_spəqʷlic c?imx kł_nslxʷ?itkʷ?
C: lut i?_spəqʷlic ta?_c?imx kł_nslxʷ?itkʷ.



1.  (ki) 2.  (lut) 3.  (ki)

4.  (lut) 5.  (ki) 6.  (ki)

7.  (lut) 8.  (ki) 9.  (lut)

Instructions: With your partner, re-enact the conversation between Sapát and her grandson, Pacís.

S: ɬačnt axá? !

P: ahhh. stim ixí?, qáqna? ?

S: spəqʷlic iscłəłtpín.

P: stim i?_spəqʷlic ?

S: axá? spəqʷlic.

P: la?kín i?_sňilí?tňs i?_spəqʷlic ?

S: ɬiʔtikʷt uł sa?títkʷ i?_sňilí?tňs.

P: ha i?_spəqʷlic c?imx kłiʔnslxʷ?itkʷ ?

S: lut. lut i?_spəqʷlic ɬa_c?imx kłiʔnslxʷitkʷ.

P: ha ɬs?iłn i?_spəqʷlic ?

S: kíwa. ta?lí ɬs?iłn.

P: way kn_?ilxʷt.

S: nixʷ incá. cxʷuyx. kʷu_ɬawsipi?qńcút.

P: hahúy.

Nsəlxcin 2, Smi'áy 23

Grammar Exercises

iskʷíst _____

sx̌ix̌ñalt _____

A. təłtpin

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. stim ascləłtpín? kísu? _____. (I caught / my catch)

nuyápixcn:

2. ha kutwn _____? ki, kutwn iscłəłtpín. (you caught / your catch)

nuyápixcn:

3. spqʷlic _____. (she caught / her catch)

nuyápixcn:

4. kəkñi? _____. (we caught / our catch)

nuyápixcn:

5. ha mimłt _____? lut. (you folks caught / your catch)

nuyápixcn:

6. xʷəxʷmína? _____. (they caught / their catch)

nuyápixcn:

7. stim i?_scłəłtpinm̥p? qixʷłx _____. (we caught / our catch)

nuyápixcn:

8. ha čṁtus _____? ki, čṁtus i?_scłəłpińtət. (you folks caught / your catch)

nuyápixcn:

9. tɬánya _____. (they caught / their catch)

nuyápixcn:

10. n̥xa?x?ítkʷ _____! (she caught / her catch)

nuyápixcn:

B. ḥnčq̓mnitkw

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. stim a?_ḥnčq̓mnitkw̓ntxʷ ? čáyxa? a?_____ . (I threw back water)

nuyápixcn:

2. ha _____ i?_kəkn̓i? ? lut. (you threw back in the water)

nuyápixcn:

3. spqʷlic _____. (she threw back in the water)

nuyápixcn:

4. _____ i?_cəcáma?t qaqxʷíx. (we threw back in the water)

nuyápixcn:

5. ha _____ i?_kutwn ? kiw. (you folks threw back in the water)

nuyápixcn:

6. _____ i?_qixʷíx. (they threw back in the water)

nuyápixcn:

7. kəkn̓i? a?_____. (I threw back in the water)

nuyápixcn:

8. ḥqʷyqʷiyáča? a?_____. (we threw back in the water)

nuyápixcn:

9. stim a?_____ ? sc̓win. (you folks threw back in the water)

nuyápixcn:

10. _____ i?_sílxʷa? c̓mtus. (they threw back in the water)

nuyápixcn:

C. *ṇtliṅk*

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. ha ḡtliṅkṇtxʷ i?_kəkn̄i? ? lut, _____ i?_xʷəxʷmína?. (I cleaned)

nuyápixcn:

2. ha _____ i?_spqʷlic ? ki, ḡtliṅkn uł ?iḥn. (you cleaned)

nuyápixcn:

3. i?_lúti sṇt̄xʷəxʷqińs waý _____ yঁat i?_spəqʷlícs. (she cleaned)

nuyápixcn:

4. _____ i?_mimłt uł ?iḥñtm. (we cleaned)

nuyápixcn:

5. ha _____ i?_xʷəxʷmína? ? kiw. (you folks cleaned)

nuyápixcn:

6. ha _____ i?_kísu? ? i?_lúti. (they cleaned)

nuyápixcn:

7. ha _____ i?_kəkn̄i? ? i?_lúti. (you cleaned)

nuyápixcn:

8. ha _____ i?_qixʷłx ? lut. (you folks cleaned)

nuyápixcn:

9. ha ḡtliṅkṇtxʷ i?_kutwn ? lut. _____ i?_tṣánya. (I cleaned)

nuyápixcn:

10. _____ yঁat i?_čṁtus. (we cleaned)

nuyápixcn:

smiṁáy 24: tiwm, t̓wm̓istm, kʷułnm

s?um̓s 1

pumín	drum
ńll̓ap	pocket knife
st̓etqának	pistol
sululmíňk	rifle
ńcl̓xʷik̓ntn	saddle
laprít	bridle
stxmin	comb
ɬac̓x̓ncútn	mirror
k̓lk̓n̓pcnikstn	bracelet
słkʷałqʷłt	necklace
sńf̓acf̓acína?	earring
sl̓al̓fasqíňkst	finger rings
sńt̓atma?stíma?tn	purse
qʷəqʷ?ípa?	bag
st̓otm̓tim	clothes
ńl̓oxʷalqstn	shirt
sńf̓acf̓acqíňxn	leggings
skʷlałqs	coat
yixʷtpálqs	skirt
k̓lixʷtl̓scút	underwear

s?a?úms 1

uc aňxmínk akstíwm axá? tə_ńll̓ap?	Would you like to buy this pocket knife?
ki, iňxmínk ikstíwm ixí? tə_ńll̓ap	Yes, I would like to buy that pocket knife.
lut iňxmínk l̓ikstíwm ixí? tə_ńll̓ap.	I dont want to buy that pocket knife.
k̓winx aňxmínk akstw̓místmnm ast̓etqának?	How much do you want for your pistol?
cilkł?upňkst kʷ_ikstw̓místmnm ist̓etqának.	I will sell you my pistol for 50.
ha aňxmínk akstw̓místmnm aňńcl̓xʷik̓ntn?	Do you want to sell your saddle?
ki, iňxmínk ikstw̓místmnm iňńcl̓xʷik̓ntn.	Yes, I want to sell my saddle.
lut iňxmínk ikstw̓místmnm iňńcl̓xʷik̓ntn.	I dont want to sell my saddle.

s?a?úms 2

uc ca?k ^w k ^w ułnmłtmn astxmín?	Can I borrow your comb?
ki, k ^w u_k ^w ułnmłt istxmín.	Yes, borrow my comb.
lut k ^w u_aksk ^w ułnmłtm istxmín.	You can't borrow my comb.
tla?kínstx ^w aňyix ^w tpálqs?	Where did you get your skirt?
isck ^w ułn tl Susan.	I borrowed it from Susan.
k ^w u_k ^w ułs Susan.	Susan loaned it to me.
iscn?ís tl Susan.	I bought it from Susan.
k ^w u_tiws Susan.	Susan sold it to me.
Susan k ^w u_tiwlts.	Susan bought it from me.
uc ca?k ^w k ^w u_k ^w ułntx ^w t _o _aňkłkñpcníkstn?	Will you loan me your bracelet?
ki, way ^w ułnts _n t_iňkłkñpcníkstn.	Yes, I will loan you my bracelet.
lut k ^w _iksk ^w ułnm t_iňkłkñpcníkstn.	I will not loan you my bracelet.

conjugations

ń?isňt	purchase / buy	transitive past/present
	singular	plural
1st person	ń?isn	ń?isňtm
2nd person	ń?isňtx ^w	ń?isňtp
3rd person	ń?isøs	ń?isøsølx

ń?is	buy	past perfect
	singular	plural
1st person	isň?is	sň?istøt
2nd person	asň?is	sň?ismp
3rd person	sň?ists	sň?istsølx

examples:

stim asň?is ? ńtxúla?x^w isň?is.

What did you buy ? I bought cake.

ha ń?isňtx^w i?_křáxřařča?

Did you buy cantaloupe ?

lut ta_ń?isn i?_křáxřařča.

I did not buy cantaloupe.

tiw	buy	transitive past/present
	singular	plural
1st person	tiwn	tiwñtm
2nd person	tiwñtx ^w	tiwñtp
3rd person	tiws	tiwsəlx

examples:

tiwñt ! Buy it!

tiwn. I bought it.

ha tiwñtx^w ? Did you buy it?

tw̓mist	sell	transitive past/present
	singular	plural
1st person	tw̓mistmn	tw̓mistmñtm
2nd person	tw̓mistmñtx ^w	tw̓mistmñtp
3rd person	tw̓mistmñs	tw̓mistmñsəlx

examples:

tw̓mistmñt ! Sell it!

tw̓mistmn. I sold it.

ha tw̓mistmñtp? Did you folks sell it?

tw̓mistmñsəlx kł Tapít. They sold it to David.

kʷułnm	borrow	transitive past/present
	singular	plural
1st person	kʷułnmn	kʷułnmñtm
2nd person	kʷułnmñtx ^w	kʷułnmñtp
3rd person	kʷułnmñs	kʷułnmñsəlx

examples:

kʷułnmñt ! Borrow it!

kʷułnmn. I borrowed it.

ha kʷułnmñs? Did she borrow it?

kʷułnmñtm tl Susán. We borrowed it from Susan.

kʷułn	loan	transitive past/present
	singular	plural
1st person	kʷułn	kʷułñtm
2nd person	kʷułñtxʷ	kʷułñtp
3rd person	kʷułs	kʷułsəłx

examples:

kʷułñt !
kʷułn.
ha kʷułsəłx?
kʷułñtp.

Loan it!
I loaned it.
Did they loan it?
You folks loaned it.

Ñsəlxcin 2, Smi'áy 24

sʔuṁs 1

iskʷít _____

sx̌ix̌qält _____

Instructions: Sľix̌áłqs is having a yard sale. Re-enact her conversations with customers. Follow the model.

Example 1: A: uc aňxmínk akstíwm axá? tɔ_nílľap ?
C: ki, iňxmínk ikstíwm ixí? tɔ_nílľap.

Example 2: A: uc aňxmínk akstíwm axá? tɔ_klkñpcnikstn ?
C: lut, lut iňxmínk l_ikstíwm ixí? tɔ_klkñpcnikstn.

	pumín		ɬačx̌ncútn		stətm̌tim
	nílľap		klkñpcnikstn		nłexʷalqstn
	stətqának		słkʷalqʷłt		sňačacqíñxn
	sululmíňk		sňačacqína?		skʷlałqs
	ńcľix̌ikñtn		sľafaľasqíñkst		yixʷtpálqs
	laprít		sňtötma?stíma?tn		klixʷtľscút
	stxmin		qʷəqʷ?ípa?		



Ñsəłxcin 2, Smi'áy 24

s?um's 2

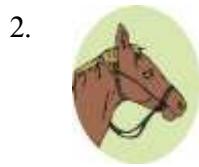
iskʷít _____

sx̌íx̌aít _____

Instructions: Sľxi?álqs is having a yard sale. Re-enact her conversations with customers. Follow the model.

Example 1: A: kʷinx aňxmíñk akstw̓místmnm aňpumín ?
C: cilkľúpnkst kʷ_ikstw̓místmnm iňpumín.

	pumín		šačx̌ncútn		stət̓ntim
	níľap		ǩlǩňpcnikstn		ňlex̌w̌alqstn
	st̓et̓qának		słǩw̌ałq̌w̌lt		sñ̌ačacqíñxn
	sululmíñk		sñ̌ačacína?		sǩw̌lałqs
	ńcľx̌ikntn		sľaľasqíñkst		yix̌tpálqs
	laprít		sñ̌totma?stíma?tn		ǩlix̌tľscút
	stxmin		q̌w̌eq̌w̌?ípa?		



Ñsəłxcin 2, Smi'áy 24

s?um's 3

iskʷít _____

sx̌ix̌qält _____

Instructions: Ñníča? is always borrowing things from her sister, Skñxʷalq's. Re-enact their conversations.

Example 1: K: uc ca?kw kʷułnmłtmn astxmín ?
S: ki, kʷu_ kʷułnmłt istxmín.

Example 2: K: uc ca?kw kʷułnmłtmn ań̓acx̌ncútn ?
S: lut kʷu_ akskʷúłnmłtm iń̓acx̌ncútn.

	pumín		ń̓acx̌ncútn		stətm̌tim
	ń̓illap		kłkñp̌cnikstn		nłexʷalqstn
	stətqának		słkʷalqʷłt		sñ̓acq̌acqíñxn
	sululmíňk		sñ̓acq̌acína?		skʷlałqs
	ń̓cľixʷikñtn		sľalñasqíñkst		yixʷtpálqs
	laprít		sñ̓tötma?stíma?tn		kłixʷtľscút
	stxmin		qʷəqʷ?ípa?		

1. ki
2. lut
3. lut
4. lut
5. lut
6. ki
7. ki
8. lut
9. ki

Nsəlxcin 2, Smi'áy 24

Conjugation 1

iskʷíst _____

sx̌ix̌qält _____

A. Instructions: Susáp and Pacís came back from shopping and talked about what they bought. Re-enact their conversations. Follow the model.

Example: S: stim asñ?ís ?
 P: sɬ̌w̌alq̌w̌lt isñ?ís.

1.



2.



3.



4.



5.



6.



7.



8.



9.



B. Instructions: Sm̌imalqs and Malí came back from shopping and talked about what they bought. Re-enact their conversations. Follow the model.

Example: S: ha tiwñtxʷ i?_pumín ?
 M: ki, tiwn i?_pumín.

1.



2.



3.



4.



5.



6.



7.



8.



9.



Ñsəłxcin 2, Smińáy 24

Conjugation 2

iskʷít _____

sx̌ix̌aľt _____

A. Instructions: With your partner, ask and tell about what people bought. Follow the model.

Example: S: ha tiwñtp i?_pumín ?
P: ki, tiwñtm i?_pumín .

Example: S: ha tiwsəłx i?_pumín ?
P: ki, tiwsəłx i?_pumín .



anwí na?ł Susáp



Malí na?ł Nkʷalá



Pila?sis



Susán



anwí Tapít



anwí



incá



sľtis na?ł Ki?láwna?



anwí na?ł Pit

B. Instructions: With your partner, ask and tell about what people sold. Follow the model.

Example A: ha ťwmistmñtp i?_klixʷtliscút ?
C: ki, ťwmistmñtm i?_klixʷtliscút.

Example A: ha ťwmistmñtxʷ i?_šačx̌ncútn?
C: ki, ťwmistmn i?_šačx̌ncútn.



anwí na?ł Sw̌atqn



anwí



incá



Skñxʷaľqs



Sp̌amíx na?ł Tapít



anwí na?ł Malí



Prasuwá na?ł incá



anwí



Šx̌mnatkʷ na?ł P̌ałxʷ

Instructions: With your partner, re-enact the conversation between Kníča? and Sapát.

K: wa'y Sapát.

S: wa'y Kníča?.

K: ha kʷ_ksululmíňk ?

S: ki, kn_ksululmíňk.

K: uc ca?kʷ kʷułnŕłtmn asululmíňk ?

S: ki, kʷu_kʷułnŕłt isululmíňk.
alá? mi kʷ_kł?im mi ḥa?ńtín.

K: limłlm̤t.

a'yxáxa?...

S: n̤liptmn. kʷu_kʷułnŕłts Tapít isululmíňk.

K: ha kʷ_ksłetqának ?

S: ki. ha aňxmíňk kʷu_akskʷúłnŕłtm ?

K: kiw. naňmł, ha kʷułnŕs Tapít.

S: i?_lúti. cxʷuyx, skaws̤a?ám̤tət.

Nsəlxcin 2, Smi'áy 24

Grammar Exercises

iskʷít _____

sx̌íx̌ñalt _____

A. tiw and ťwmist

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. _____ iñnciłxʷíkñtn. ha uł? (I sold)

nuyápixcn:

2. ha _____ i?_kwap Susán? kíwa. (she bought)

nuyápixcn:

3. ha _____ ? i?_lúti. (you bought it)

nuyápixcn:

4. _____ i?_pumíntət. (we sold)

nuyápixcn:

5. ha tiwñtxʷ? kiw, _____. (I bought it)

nuyápixcn:

6. _____ aññstətqának! (sell it)

nuyápixcn:

7. _____ ! lut. lut iñxmínk! (buy it)

nuyápixcn:

8. ha tiwñtp i?_sululmíñk? ki, _____. (we bought it)

nuyápixcn:

9. ǩa?kín i?_sññacñacqíñxñsəlx? _____ ǩí_ Tapít. (they sold)

nuyápixcn:

10. ha _____ i?_stətm̌tiñm̌p? ki. (you folks sold)

nuyápixcn:

B. kʷułnm and kʷułn

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. ɬa?kín asɬkʷáłqʷít ? _____ . (they loaned it)

nuyápixcn:

2. _____ uł ɿapná? ta?lí ɿaýmt ! (I borrowed it)

nuyápixcn:

3. _____ i?_ɬuýxṇtət. (we loaned)

nuyápixcn:

4. _____ ałí? lut kʷu_ta_ksqlaw. (we borrowed)

nuyápixcn:

5. lut tə_wikn iññllɿáp. ha _____ ? (she borrowed)

nuyápixcn:

6. _____ ! lut, lut iñxmínk ! (loan it)

nuyápixcn:

7. ha _____ i?_kłkńpcnikstn ? kiw. (she loaned)

nuyápixcn:

8. ha _____ i?_sululmíñksəłx ? i?_lúti. (you folks borrowed)

nuyápixcn:

9. ha _____ iñyixʷtpálqs ? ki, kł_Susán. (you folks loaned)

nuyápixcn:

10. _____ ! waý kʷułnmn. (borrow it)

nuyápixcn:

smiṁáy 25: ?akʷ?akʷtílx

s?um̄s

ńxńxaníkn	any bug
žəx̄m̄fał	house fly
təptəpqin	bumble bee
sqʷu?ł	yellow jacket / wasp
palwícyə? / plpalwícyə?	butterfly
xʷtxʷtaqs	dragonfly
tk̄a?kípa?	large carpenter ant
nknakúpa?	very small black bugs
sarsr	cricket
tupl	spider
sxʷúxʷya?	ant
qʷsqʷsmuł	caterpillar
qʷtíxʷa?	louse
kʷt̄kʷitps	flea
kəkčiļxkn	wood tick
sýalwánk	praying mantis
ħcəcikstxn	centipede
st̄amályə?	daddy long-leg
sqʷaýxlwíča?	gray moth
kfałɣáłna?	cloth eating moth

s?a?úms 1

stim i?_plpalwícyə? a?_čiłsts?	What does a butterfly eat?
i?_plpalwícyə? čiłsts i?_ńxtitkʷ tl̄_sča?álkʷ.	A butterfly eats nectar from flowers.
nan?áq	rotting things
?akʷ?akʷtílx	bugs
?akʷ?akʷtílx na?ł tupl	bugs and spiders
skʷanłq	plants
młkíya?	blood
slaqs i?_m̄ámla?ș	mosquito larva
packł	leaves
klyiñálxʷ	plant sap

s?a?úms 2

la?kín ka? ckʷułłxʷm i?_sqʷu?ł ?	Where does a yellow jacket make its home / nest / live?
i?_sqʷu?ł i?_tm̕xʷúla?xʷ ka? ckʷułłxʷm.	A yellow jacket makes its home in the ground.
i?_skʷanłq	on plants
i?_sxʷúxʷya? i?_citxʷs	in an ant hill
i?_yáqʷi?	in rotten wood
k̕lixʷútms i?_x̕ut uł a?_cwäl̕x	under rocks and logs
i?_tmixʷ na?ł sqilxʷ	on animals and people
i?_supúla?xʷ	in the grass
i?_a?_ccl̕čal	in trees

s?a?úms 3

čkin i?_sqʷmiwts ḥa_cxʷłxʷałt i?_x̕xm̕ał ?	How long does a house fly live?
k̕łi_sispłk km timł skacíws ksəcxʷłxʷałts i?_x̕xm̕ał.	A house fly lives seven or eight weeks.
k̕wəkʷñxasq̕t	a few days
ka?łis km mus sk̕aciw̕s	three or four weeks
ka?łis km mus xiyálnxʷ	three of four months
ka?łłspíntk km mułłspíntk	three or four years
timł km xnut sxl̕xʷałt	eight or nine days
taq̕mkst km sispl̕k xiyálnxʷ	six or seven months
?asłłspíntk km ka?łłspíntk	two or three years
nəqspíntk	one year

s?a?úms 4

la?kín ka? c?a?úsa?m i?_x̕xm̕ał.	Where does a fly lay its eggs?
i?_x̕xm̕ał c?a?úsa?m i?_mnik km xi?míx stim na?áq̕.	A fly lays its eggs in poop or in something rotten.
i?_siwłkʷ	in water
i?_n?a?úsa?tñs	in its nest
i?_packł	on a leaf

i ₁ ɬáqna?	in a sack
i ₁ tmx ^w úla?x ^w	in the ground
i ₁ spum̄ts i?_tmix ^w na?l sqilx ^w	on the hair of animals and people

conjugations

kʷṇnuṇt	catch something	transitive past/present
	singular	plural
1st person	kʷṇnun	kʷṇnuṇtm
2nd person	kʷṇnuṇtx ^w	kʷṇnuṇtp
3rd person	kʷṇnus	kʷṇnusəlx

examples

- kʷṇnun i?_plpalwícyā?. I caught a butterfly.
 i?_tupl kʷṇnus i?_xəxm̄ał. The spider caught a fly.
 ha kʷṇnuṇtx^w i?_squ?ł? Did you catch a bee.
 Tapít kʷṇnus i?_sx^wúx^wya?. David caught an ant.

Ñsəlxcin 2, Smi'áy 25

s?um's 1

iskʷít _____

sx̌íx̌aít _____

Instructions: With your partner, ask and answer questions about insects. Follow the model.

Example 1: A: stim i?_xəxm̄ał a?_čiłsts ? C: i?_xəxm̄ał čiłsts i?_nan?áq.

	ñx̌nxañkn		nknakúpa?		kəkčiłxkn
	xəxm̄ał		sarsr		sýalwánk
	təptəpqin		tupl		ħcəcikstxn
	sqʷu?ł		sxʷúxʷya?		sťamálya?
	pałwícya? / płpalwícya?		qʷsqʷsmuł		sqʷaýxlwíca?
	xʷtxʷtaqs		ǩałłáłna?		qʷtíxʷa?
	tka?kípa?		kʷťkʷiťps		

1.  nan?áq
2.  i?_ñtxitkʷ tľ_sća?ákʷ
3.  nan?áq
4.  packł
5.  ?akʷ?akʷtílx
6.  ?akʷ?akʷtílx / skʷanłq
7.  mɬkíya?
8.  ?akʷ?akʷtílx na?ł tupl
9.  slaqs i?_m̄ámla?s
10.  i?_ñtxitkʷ tľ_sća?ákʷ
11.  nan?áq
12.  mɬkíya?

Ñsəłxcin 2, Smi'áy 25

s?uṁs 2

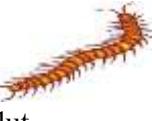
iskʷít _____

sx̌íx̌aít _____

Instructions: With your partner, ask and answer questions about insects. Follow the model.

- Example 1:**
- A: la?kín ka? ckʷułhxʷm i?_qʷtixʷa?
- C: i?_qʷtixʷa? l_tmixʷ na?i sqilxʷ ka? ckʷułhxʷm.
km
 lut ta_ckʷułhxʷm.

	ñx̌naníkn		nknakúpa?		kəkčiłxkn
	ħəx̌m̌ał		sarsr		sýalwánk
	təptəpqin		tupl		ħcəcikstxn
	sqʷu?ł		sxʷúxʷya?		stv̌amálya?
	palwícya? / plpalwícya?		qʷsqʷsmuł		sqʷayxlwíca?
	xʷtxʷtaqs		ǩałłáłna?		qʷtíxʷa?
	tka?kípa?		kʷťkʷiťps		

1. 
 lut
2. 
 l_tmixʷúla?xʷ
3. 
 l_yáqʷi?
4. 
 l_packł
5. 
 lut
6. 
 lut
7. 
 lut
8. 
 lut
9. 
 klixʷútřs i?_xłut uł
 a?_cwalił

Ñsə́lxcin 2, Smi̱náy 25

s?um̄s 3

iskʷít _____

sx̄íx̄aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: la?kín ka?_c?a?úsa?m i?_x̄éxm̄ał ?

C: i?_x̄éxm̄ał c?a?úsa?m l_mnik km xi?míx stim na?áq.

	ñx̄náníkn		nknakúpa?		kékciílxkn
	x̄éxm̄ał		sarsr		sýalwánk
	təptəpqin		tupl		ħcəcikstxn
	sqʷu?!		sxʷúxʷya?		stfamálya?
	palwícyā? / plpalwícyā?		qʷsqʷsmuł		sqʷaýxlwíča?
	xʷtxʷtaqs		k?áł?áłna?		qʷtíxʷa?
	tka?kípa?		kʷt̄kʷitps		

1.  l_mnik km xi?míx stim na?áq
2.  l_n̄?a?úsa?tñs
3.  l_n̄?a?úsa?tñs l_yáqʷi?
4.  l_siwlkʷ
5.  l_spum̄ts i?_tmixʷ na?l sqilxʷ
6.  l_ħáqna?
7.  l_tm̄xʷúla?xʷ
8.  l_packl
9.  l_supúla?xʷ

Ñsəłxcin 2, Smińáy 25

Conjugation 1

iskʷíst _____

s̥ł̥k̥saít _____

Instructions: Piyaris was doing a study and hired S̥mnatkʷ and her friends to catch bugs for him for. Re-enact their conversations. Follow the model

Example 1: P: ha kʷ̄nuñtxʷ i?_sqʷu?ł ?
S: ki, kʷ̄nun i?_sqʷu?ł.

Example 2: P: ha kʷ̄nus i?_tupl S̥ltis?
S: ki, kʷ̄nus i?_tupl.

	ńx̥xaníkn		nknakúpa?		kək̥ciłxkn
	ħəx̥m̥ał		sarsr		s̥yalwánk
	təptəpqin		tupl		ħcəcikstxn
	sqʷu?ł		sxʷúxʷya?		st̥am̥álya?
	palwícyə? / plpalwícyə?		qʷsqʷsmuł		sqʷayxlwíča?
	xʷtxʷtaqs		k̥ał̥yáł̥na?		qʷtíxʷa?
	tka?kípa?		kʷt̥kʷit̥ps		



anwí



S̥ltis



Ki?láwna? na?ł Pit



anwí na?ł Sapát



Ķasnú na?ł Pacís



anwí na?ł Katalín



Sm̥lmał̥qs



Pila?sis na?ł Pit



Nkʷalá



anwí



anwí na?ł Tlakán



anwí

Instructions: With your partner, re-enact the conversation between ɬAtál and her grandpa, Sl̥tis.

A: ɬac̥nt s̥áx̥pa? ! kʷnnun i?_ʔakʷʔakʷtílx !

S: stim asckʷnní?st ?

A: ɬac̥nt axá? !

S: ahhh. ixí? xʷtxʷtaqs.

A: ha uł. stim i?_xʷtxʷtaqs ?

S: i?_xʷtxʷtaqs taʔlí sisýús ɬa_ctuxʷt.

A: stim i?_xʷtxʷtaqs a?_čiłsts ?

S: i?_xʷtxʷtaqs čiłsts i?_x̥əx̥m̥ał.

A: uł laʔkín ka? c?a?úsa?m i?_xʷtxʷtaqs ?

S: ɬ_siwłkʷ ka? c?a?úsa?m.

A: taʔlí swiʔnúmtx i?_xʷtxʷtaqs !

S: ki, iňxást i?_sqʷyqʷyáyłca?s.

A: nixʷ incá !

Nsəlxcin 2, Smi'áy 25

Grammar Exercises

iskʷíst _____

sx̌ix̌ñalt _____

A. kʷñnuñt

Instructions: complete each sentence with the form indicated in (). Then translate the sentences to English.

1. ɬačnt i?_təptəpqin ! _____ ! (catch it)

nuyápixcn:

2. _____ i?_palwícyə?. (I caught)

nuyápixcn:

3. ha _____ i?_sarsr ? ki, kʷñnun. (you caught)

nuyápixcn:

4. Tapít _____ i?_tka?kípa?. (he caught)

nuyápixcn:

5. ha kʷñnuñtp i?_x̌cəcikstxn ? ki, _____. (we caught)

nuyápixcn:

6. ha _____ i?_xʷtxʷtaqs ? lut, lut ťo_kʷñnuñtm. (you folks caught)

nuyápixcn:

7. _____ i?_sťamályə? Katalín na?l Susáp. (they caught)

nuyápixcn:

8. ha kʷñnuñtxʷ i?_sqʷu?l ? lut. _____ i?_təptəpqin. (I caught)

nuyápixcn:

9. i?_tupl _____ i?_x̌əx̌m̌ał. (she caught)

nuyápixcn:

10. stim axá? ? _____ i?_sýalwánk. (you folks caught)

nuyápixcn:

smiṁáy 26: sčkak 2

s?um̄s

round objects	layers	houses	teepees
knəqsus	nəqsmiws	nəqsiłxʷ	nəqsalqn
tk?aslús	ń?aslámíws	ńaslíłxʷ	ń?asláłqn
tka?łlús	ńka?łlmíws	ka?łlítxʷ	ńka?łálqn
kməslus	ńmusmíws	məsiłxʷ	ńmasqn
cłkstus	ńcłkłmiws	cłkstiłxʷ	cłkłtałqn
ktaqm̄kłtús	ńtaqm̄łlmíws	ńqm̄kstíłxʷ	ńtaqm̄kłtálqn
ksisplkłtús	ńsisplkłlmíws	sisplkłtíłxʷ	sisplkłtálqn
ktmłtus	ńtmłlmíws	ktmłtiłxʷ	ktmłtałqn
kłxəxñłtus	ńxəxñłlmíws	kłxəxñłtiłxʷ	kłxəxñłtálqn
kł?upn̄kłtús	ń?apn̄kłlmíws	?apn̄kstíłxʷ	?apn̄kłtálqn

s?a?úms

tkʷńxus ascqʷlíw ?	How many did you pick?
ksisplkłtús.	Seven.
kʷńxiws ?	How many layers are there?
kʷńxiws i?_q'ymin ?	How many papers are in the stack?
ńmusmíws.	Four.
kʷńxiłxʷ ascwík ?	How many houses do you see?
ktmłtiłxʷ.	Eight.
kʷńxalqn ascwík ?	How many teepees do you see?
ń?asláłqn iscwik.	I see two.

conjugations

wik	see	past perfect
	singular	plural
1st person	iscwik	i?_scwiktət
2nd person	ascwik	i?_scwikm̄p
3rd person	i?_scwiks	i?_scwiksəłx

notes: The past perfect has no exact equivalent in English. It is especially used in subordinate clauses, and it can be translated as a simple past, present or present perfect action in English.

The form uses the possessive markers along with the prefix *sc-*. Some analyses of the *sc-* prefix label the *s* as a nominalizer (makes a word a noun).

	singular	plural
1st person	isc-	i?_sc-tət
2nd person	asc-	i?_sc-m̥p
3rd person	i?_sc-s	i?_sc-səlx

examples:

cutəlx ḥəx̣n̥salqn i?_scwiksəlx.

They said they saw nine teepees.

ha ṫaqm̥ksqílxʷ i?_scwikm̥p?

Did you folks see the six people?

ka?hlílxʷ uɬ ?aslsqáxa? i?_scwiks.

She sees three houses and two horses.

?apn̥kltálqn iscwík.

I saw ten teepees.

Nsəlxcin 2, Smi'áy 26**sʔum̓s 1**

iskʷíst _____

sx̌íx̌aít _____

Instructions: each day during the fall, Sxmnatkw picks some apples to eat. With your partner, take turns playing the role of Sxmnatkw and her mom as they discuss how many apples she picked on different days.

Example: T: tkʷñxus ascqʷlíf i_skʷacíws ?
S: cílkstus iscqʷlíf i_skʷacíws.

sx̌íx̌aít	tkʷñxus
skʷacíws	5
skixʷíws	10
sʔaslásqt	8
smasqt	5
sclkstasqt	1
skł?asqt	2
i?_i_skłə?a?	9
tə_spi?scílt	6
tə_skəkłaxʷ	3
tə_skłə?a?	7

Nsəłxcin 2, Smi'áy 26

s?uṁs 2

iskʷist _____

sx̌ix̌ałt _____

Instructions: you and your partner are getting ready to process applications for the new teaching position. Take turns telling how many sheets are in each applicant's packet.

Example: A: kʷñxiws i?_q̌ymińs P̌ałxʷ ?
C: ňmusmíws i?_q̌ymińs P̌ałxʷ.

skʷists	q̌ymińs
P̌ałxʷ	4
Pila?sís	10
Katalín	6
Susáp	2
Ḱasnú	7
Sx̌mnatkʷ	3
Spa?amíx	9
Nkʷalá	5
Piyarís	1
Słtis	8

Ñsəłxcin 2, Smi'áy 26

s?um's 3

iskʷíst _____

sx̌ix̌aít _____

Instructions: the survey team has been counting new houses in different areas of the city. With your partner, tell how many each person saw.

- Example:** A: kʷñxiłxʷ i?_scwiks Ki?láwna? ?
C: kłxəxñltiłxʷ i?_scwiks Ki?láwna?.

skʷists	kʷñxiłxʷ
Ki?láwna?	9
Pila?sís	2
Sw̌atqn	8
Pɬałxʷ	3
Katalín	7
Ḱasnú	4
Kʷníča?	5
Sx̌mnatkʷ	6
Słtis	1
Pacís	10

Ñsəłxcin 2, Smi'áy 26

s?um's 4- Partner A

iskʷist _____

sx̌ix̌aít _____

Instructions: ten families are camping along the river. Pit and Malí have been walking along the shore, looking in on different camps. With your partner, re-enact their conversation about how many teepees they saw in each headperson's camp.

- Example:**
- A: kʷñxałqn ascwík i_Sltis i?_snpułxtñs ?
C: ktəmłtałqn iscwik i_Sltis i?_snpułxtñs.

səcma'máya?m A

skʷists	kʷñxałqn
Sltis	_____
Sw̌atqñ	9
Pɿałxʷ	_____
Piyarís	5
Susáp	_____
Spa?amíx	1
Pila?sís	_____
Sx̌mnatkʷ	6
Nkʷalá	_____
Katalín	10

Ñsəłxcin 2, Smi'áy 26**sʔuṁs 4- Partner C**

iskʷíst _____

sx̌ix̌aít _____

Instructions: ten families are camping along the river. Pit and Malí have been walking along the shore, looking in on different camps. With your partner, re-enact their conversation about how many teepees they saw in each headperson's camp.

- Example:** A: kʷñxałqn ascwík l_Sltis i?_sñpułxtñs ?
 C: ktmłtalqñ iscwig l_Sltis i?_sñpułxtñs.

səcmaɬáya?m C

skʷists	kʷñxałqn
Sltis	8
Sw̌atqñ	_____
Pɿałxʷ	7
Piyarís	_____
Susáp	2
Spa?amíx	_____
Pila?sís	4
Sx̌mnatkʷ	_____
Nkʷalá	3
Katalín	_____

Nsəlxcin 2, Smi'áy 26

Conjugations 1

iskʷíst _____

sx̌ix̌aít _____

Instructions: take turns with your partner asking how many houses different people saw on their rural road surveys.

Example 1: A: kʷñxiłxʷ i?_scwiksəłx Ḵasnú na?ł Susáp ?
C: ktm̌łtiłxʷ i?_scwiksəłx.

Example 2: A: kʷñxiłxʷ i?_scwiktöt incá na?ł Sxm̌natkʷ ?
C: člkstiłxʷ i?_scwikm̌p.

1.



Ḵasnú na?ł Susáp: 8

5.



Pacís: 4

2



incá na?ł Sxm̌natkʷ: 5

6.



anwí na?ł Sľtis: 1

3.



incá: 2

7.



anwí: 9

4.



P̌ałxʷ na?ł Sw̌atqn: 10

8.



ɬAtál: 6

Nsəłxcin 2, Smiłáy 26

Sqʷaqʷaʔál

iskʷít _____

sx̌ix̌ałt _____

Instructions: With your partner, practice this dialog that took place between Pila?sis (P) and Sw̌atqn (S) when Pila?sis came back from the berrying camp. Take turns playing the role of the two speakers.

P: wáy, Sw̌atqn.

S: wáy Pila?sis. ǩa?kín kʷ_łə_xʷuy ?

P: kn_xʷuy ǩł_a?_cmqʷmaqʷ.

S: səxkinx ?

P: sílxʷa? sňpułxtn ilí?. cqʷliwm tə_stxałq i?_sqilxʷ.

S: tkʷńxus ascqʷlíw ?

P: lut tə_xʷ?it. kńxitn iňtúm. kn_kʷłcńcut.

S: mmm. kʷńxałqn ascwík ?

P: ?apńkłtálqn iscwík. nixʷ ktłtiłxʷ i?_spčpčniłxʷ iscwík.

S: kʷńxiłxʷ i?_spčpčniłxʷ ?

P: ktłtiłxʷ.

S: mmm. wáy, nixʷ incá kn_ksxʷúya?x ǩł_a?_cmqʷmaqʷ.
iňx̌mínk tə_stxałq.

P: hahúy. wáy níñwi?s.

S: wáy.

Nsəlxcin 2, Smi'áy 26

Grammar Exercises

iskʷíst _____

sx̌ix̌qält _____

A. wík

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate each completed sentence to English.

1. stim _____ ? lut ťo_stim. (you saw)

nuyápixcn:

2. ?apňkltálqn _____. (I saw)

nuyápixcn:

3. kʷñxiłxʷ i?____ Susán n?ał Malí ? nəqsíłxʷ. (they saw)

nuyápixcn:

4. ťaqm̌kltálqn i?_____. (we saw)

nuyápixcn:

5. kʷñxaľqn i?____ ? cílkltálqn. (you folks saw)

nuyápixcn:

6. kʷñxiws i?____ ? ňcľkłmiws. (she saw)

nuyápixcn:

7. ?apňkstíłxʷ _____. (I saw)

nuyápixcn:

8. ha ťaqm̌ksqíłxʷ i?____ ? (you folks saw)

nuyápixcn:

9. ka?llíłxʷ uł ?aslsqáxa? i?_____. (she saw)

nuyápixcn:

10. cutəłx x̌əx̌ňsaľqn i?_____. (they say)

nuyápixcn:

smiṁáy 27: skək̓áka? 1

s?um̄s

qʷ̥ásqi?	blue jay (stellars jay)
čsk̓ákna?	chickadee
kʷ̥íkʷl̄aqn	flicker
čris	kingfisher
χʷnámχʷnam	hummingbird
ɬ̄łakʷ	chicken hawk (coopers hawk/goshawk)
xʷa?xʷa?yúł	blue grouse
sas̄ás	willow grouse
kwswsxnups	pheasant
sq̄əq̄axʷ	screech owl
yutlx	raven
skʷ̥as	blue heron
s?itwn	sandhill crane
kʷ̥sixʷ	goose
ňkʷ̥əkʷitł̄ps	mallard duck

s?a?úms 1

ka?kín ka? ckʷułm tə_kłñ?a?úsa?tñs i?_qʷ̥ásqi? ?	Where does a blue jay build its nest?
i_tkłkłxmikstñs a?_cčal ka? ckʷułm tə_kłñ?a?úsa?tñs i?_qʷ̥ásqi?.	The blue jay builds its nest on a branch in a tree.
ka?kín ka? ckʷułm tə_kłñ?a?úsa?tñs i?_čsk̓ákna? ?	Where does a chickadee build its nest?
i?_čsk̓ákna? ckʷułm tə_kłñ?a?úsa?tñs i_a?_cłažʷ i_a?_cčal.	The chickadee builds its nest in a hole in a tree.
i_a?_cňłəxʷiňk i?_cəcwíxa?.	in the bank of the creek.
i_a?_cłokłak.	in the bushes.
i_a?_cčíčal.	in the trees.
i_tm̄xʷúla?xʷ	on the ground.
i_ňxʷəxʷčus	in a stump.
i_a?_cňlqʷus	on a cliff.
i_a?_cňpl̄litkʷ	on plants in the water.

i_yacín	on the shore.
i_tukʷtán a?_cħčlitkʷ.	on reeds hanging over water.

s?a?úms 2

stim a?_čiłsts i?_nkʷłkʷłaqn?	What does a flicker eat?
sxʷúxʷya? i?_s?iłns i?_kʷłkʷłaqn.	The flicker eats ants.
stim a?_čiłsts i?_čris?	What does a kingfisher eat?
i?_čris čiłsts i?_qaqxʷłx.	The kingfisher eats fish.
?akʷ?akʷtílx	insects
pəpłaspəs	baby birds
qʷsqʷsmuł	caterpillars
tupl	spiders
łmłtłmñał	snails
i?_ńtłxitkʷ tl_sća?ákʷ	nectar (from flowers)
kliñálxʷ	tree sap
cəcáma?t tmixʷ	small animals
sća?ákʷ	flowers
qʷilcn	fir needles
łkáma?	pine needles
čáyxa?	crawdads
łaxʷt	dead things
młámla?	worms
səspxin	grain
ńsa?pmítkʷ	water bugs
sxʷyups	snakes
i?_?akʷ?akʷtílx i?_młámla?s	insect larva
qípxʷa?	nuts / pine nuts
sqʷayála?xʷ	grass
sćalqñ	seeds
packł	leaves

phrase 3

kʷinx i?_xʷnámłxʷnam ḥa_c?a?úsa?m ?	How many eggs does a hummingbird lay?
i?_xʷnámłxʷnam ń?a?slíp ḥa_c?a?úsa?m.	The hummingbirds lays two eggs.

kʷin̥x i?_ɬəlakʷ ɬa_c?a?úsa?m ?	How many eggs does a chick hawk lay?
i?_ɬəlakʷ ɬka?ɬlíp km ɬcl̥kstip ɬa_c?a?úsa?m.	The chicken hawks lays three to five eggs.

nəqsip	one egg
ńa?slip	two eggs
ńka?ɬlíp	three eggs
ńmsɬlip	four eggs
ńcl̥kstip	five eggs
taqm̥kltip	six eggs
səsp̥lkltip	seven eggs
ńtm̥ltip	eight eggs
χəx̥n̥ltip	nine eggs
?apn̥kltip	ten eggs
nixʷ t̥l_ń?apn̥kltip	more than ten eggs

phrase 4

ha c̥txʷtilx k̥_awt̥im̥tk i?_s?itwn?	Do sandhill cranes migrate?
i?_s?itwn c̥txʷtilx k̥l_ awt̥im̥tk y̥at s̥ka?áym.	The sandhill crane migrates south each fall.
uɬ c̥txʷtilx k̥l_ń?iɬ̥ltk y̥at sqipcm.	And migrates north each spring.
i?_kʷiɬ̥t i?_kʷl̥kʷl̥aqn cxʷuy k̥l_ awt̥im̥tk ło_?istkm, i?_kʷiɬ̥t lut. ti? alá?.	Some flickers go south for winter, others do not. They stay here.
i?_xʷa?xʷa?yúɬ lut ta_cxʷuyəɬx k̥l_s?awt̥im̥tk ło_?istkm.	The blue grouse do not go to the south for winter.

conjugations

ńkacxílt	find eggs	intransitive past/present
	singular	plural
1st person	kn_ńkacxílt	kʷu_ńkacxílt
2nd person	kʷ_ńkacxílt	p_ńkacxílt
3rd person	ńkacxílt	ńkacxíltəɬx

examples:

- kʷ́ñxip asñkacxílt?
 kʷ́ñxip i?_sñkacxílt?
 kʷ́ñxip i?_sñkacxílt̄səlx?
 kʷu_ñkacxílt. ka?kiñ?
 xʷuyx n̄la?λa?xíltx.
- How many eggs did you find?
 How many eggs did she find?
 How many eggs did they find?
 We found some eggs. Where?
 Go and find some eggs.

kłepxʷíca?	pluck feathers	transitive past/present (-nt)
past/present	singular	plural
1st person	kłepxʷíca?n	kłepxʷíca?ñtm
2nd person	kłepxʷíca?ñtxʷ	kłepxʷíca?ñtp
3rd person	kłepxʷíca?s	kłepxʷíca?səlx

kłepxʷíca?	pluck feathers	transitive past/present (-lt)
past/present	singular	plural
1st person	kłepxʷíca?łtn	kłepxʷíca?łtm
2nd person	kłepxʷíca?łtxʷ	kłepxʷíca?łtp
3rd person	kłepxʷíca?łts	kłepxʷíca?łtsəlx

kłepxʷíca?	pluck feathers	transitive future (-nt)
(future)	singular	plural
1st person	ikskłepxʷíca?m	kskłepxʷíca?ñtm
2nd person	akskłepxʷíca?m	kskłepxʷíca?ñtp
3rd person	kskłepxʷíca?s	kskłepxʷíca?səlx

examples:

- swit mi kʷłepxʷíca?s i?_kʷsixʷ?
 Susán wa' wi?s kłepxʷíca?s.
 kłepxʷíca?n i?_n̄kʷəkʷitlps na?ł
 kʷswəsxnups.
 swit i?_kʷu_kłepxʷíca?łts i?_sas?ás ?
 ikskłepxʷíca?m y?ay?át i?_skək?áka?.
 kskłepxʷíca?ñtm y?at i?_kʷsixʷ.
 kskłepxʷíca?ñtp y?at i?_xʷa?xʷa?yúł.
- Who is going to pluck the goose?
 Susan already plucked it.
 I plucked the mallard and the pheasant.
 Who plucked the willow grouse for me?
 I am going to pluck all the chickens.
 We are going to pluck all of the geese.
 You folks are going to pluck all the blue grouse.

Ñsəłxcin 2, Smi'áy 27

s?um's 1

iskʷít _____

sx̌ix̌aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: ǩa?kín ka? cǩwulm ťo_kľn?a?úsa?tñs i?_sǩw̌as ?
C: ľa?_ccľcal ka? cǩwulm ťo_kľn?a?úsa?tñs i?_sǩw̌as.

	qʷ̌ásqi?		ł̌ałakʷ		Yutlx
	čsǩvákna?		xʷa?xʷa?yúl		sǩw̌as
	kʷílkʷľaqn		sasvás		s?itwn
	čris		kwswsxnups		kʷsixʷ
	χʷnámχʷnam		sq̌eq̌axʷ		ňǩw̌oǩwiťps

1. ľa?_ccľcal
2. ľťmxʷúla?xʷ
3. ľa?_čpľlitkʷ
4. ľa?_člažʷ ľa?_čcal
5. ľtǩlǩxmiksts a?_čcal
6. ľy̌acín
7. ľa?_čcal km
ľa?_čnľq̌us
8. ľa?_čłoǩłak km
ľa?_ccľcal
9. ľy̌acín
10. ľťmxʷúla?xʷ
11. ľa?_člažʷ ľa?_čcal
12. ľa?_člažʷ ľy̌acín

Ñsəlxcin 2, Smi'áy 27

s?uṁs 2

iskʷíst _____

sx̌ix̌aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: stim a?_čiſts i?_ſas?ás ?
C: packl i?_ſ?iñs i?_ſas?ás.

Example 2: A: stim a?_čiſts i?_kʷſixʷ ?
C: i?_kʷſixʷ čiſts i?_sqʷayála?xʷ.

	qʷyásqi?		łøłakʷ		Yutlx
	čskvákna?		xʷa?xʷa?yúł		skʷyás
	kʷíkʷl̥aqn		sas?ás		s?itwn
	čris		kwswsxnups		kʷſixʷ
	ħʷnámħʷnam		sq̌eq̌axʷ		ħkʷəkʷitłps

- | | | |
|---|---|---|
| 1.  | 2.  | 3.  |
| packl | sqʷayála?xʷ | sxʷúxʷya? |
| 4.  | 5.  | 6.  |
| sčaļqn | skəǩáka? | qʷsqʷsmuł |
| 7.  | 8.  | 9.  |
| pəp̌aspəs na?łaxʷt | cəcámā?t tmixʷ | qaqxʷłx |
| 10.  | 11.  | 12.  |
| ħsa?pmítkʷ na?ł swařákxn | ?akʷ?akʷtłlx na?ł
ħsa?pmítkʷ | i?_ħtxitkʷ tl̥_sča?ákʷ |

Ñsəłxcin 2, Smi'áy 27

s?um's 3

iskʷít _____

sx̌ix̌aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: kʷinx i?_xʷnám̥xʷnam ḥa_c?a?úsa?m?

C: i?_xʷnám̥xʷnam n?a?slíp ḥa_c?a?úsa?m.

	qʷqásqi?		ɬəlakʷ		Yutlx
	čsk̓ákna?		xʷa?xʷa?yúł		skʷqas
	kʷl̥kʷl̥aqn		sasqás		s?itwn
	čris		kwswsxnups		kʷsixʷ
	xʷnám̥xʷnam		sq̓eq̓axʷ		n̥kʷəkʷitłps



2



1 km 13



2 km 6



3 km 7



5 km 8



3 km 5



7 km 15



7



4



3 km 12



2 km 8



6

Ñsəlxcin 2, Smi'áy 27

s?um's 4

iskʷíst _____

sx̌ix̌ñalt _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 2: A: ha čtxʷtilx ǩ_awtím̌tk i?_s?itwn ?

C: kiw, i?_s?itwn čtxʷtilx ǩľ_?awtím̌tk y̌at ska?áym.

Example 2: A: ha čtxʷtilx ǩ_awtím̌tk i?_ňkʷəkʷiťips ?

C: i?_ǩw̌ił̌t i?_ňkʷəkʷiťips cxʷuy ǩľ_?awtím̌tk ľo_?istkm, i?_ǩw̌ił̌t lut.

Example 2: A: ha čtxʷtilx ǩ_awtím̌tk i?_šqəqaxʷ ?

C: lut, i?_šqəqaxʷ lut ta(cxʷuyəlx ǩľ_s?awtím̌tkx ľo_?istkm.

	qʷñásqi?		ǩəłakʷ		Yutł̌x
	čsǩvákna?		xʷa?xʷa?yúł		sǩw̌as
	kʷílkʷľaqn		sasñás		s?itwn
	čris		kwswsxnups		ǩw̌sixʷ
	ħʷnám̌xʷnam		šqəqaxʷ		ňkʷəkʷiťips

- | | | |
|-----|----------------------------|----------------------------|
| 1. | 2. | 3. |
| kiw | ǩw̌ił̌t kiw, ǩw̌ił̌t lut | lut |
| 4. | 5. | 6. |
| kiw | ǩw̌ił̌t kiw, ǩw̌ił̌t lut | ǩw̌ił̌t kiw, ǩw̌ił̌t lut |
| 7. | 8. | 9. |
| lut | lut | kiw |

Instructions: Re-enact the conversation between Sm̌imalqs and her sťmtímaʔ, Kničaʔ.

S: sťmtímaʔ, ḡačn̍t ixí !

K: mmmm. ha cmistíxʷ stim ixíʔ, sň?íma?t ?

S: lut, lut ḡa_cmistín.

K: ixíʔ čris.

S: čris ?

K: ki, čris. šxəxásaťs i?_skəkɿákaʔ.

S: stim a?_čiłsts i?_čris ?

K: i?_čris čiłsts i?_qaqxʷłx.

S: i?_qaqxʷłx ?

K: ki, sň?íma?t. čiłsts i?_qaqxʷłx. ta?lí sisyús
ɬa?_cqaqítam.

S: ǩa?kín ka? ckʷułm tə_kłn̍?a?úsa?tñs i?_čris ?

K: l̍a?_cňłəxʷińk i?_cəcwíxaʔ.

S: ha cťxʷtilx k̍_awtím̍tk i?_čris ?

K: i?_kʷiłt i?_čris cxʷuy k̍ł_?awtím̍tk ɬo_?istkm,
i?_kʷiłt lut.

S: ahh. ḡuxʷt i?_čris !

K: ki, sň?íma?t. cuńt, way̍, čris.

S: way̍, čris.

iskʷít _____

sxíx̓alt _____

A. n̄kacxílt- intransitive past present

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate each completed sentence to English.

1. ha kʷ_ñkacxílt ? kiw, _____. (I found eggs)

nuyápixcn:

2. ha _____ ? kiw, kn_ñkacxílt. (you found eggs)

nuyápixcn:

3. _____ Susáp. ha uł ? kʷñxip i?_sñkacxílt? (he found eggs)

nuyápixcn:

4. ha p_ñkacxílt ? kiwa, _____. (we found eggs)

nuyápixcn:

5. ha _____ ? kiwa, kʷu_ñkacxílt. (you folks found eggs)

nuyápixcn:

6. _____. ha uníxʷ ? kʷñxip i?_sñkacxíltólx ? (they found eggs)

nuyápixcn:

7. kʷñxip i?_sñkacxíltót ? _____ tə_n̄cl̓kstip. (you folks found eggs)

nuyápixcn:

8. kʷñxip i?_sñkacxíltómp ? _____ tə_n̄?a?slíp. (we found eggs)

nuyápixcn:

9. x̓ast asckʷúł. _____. (you found eggs)

nuyápixcn:

10. x̓ast i?_sckʷułsólx. _____. (they found eggs)

nuyápixcn:

B. ነkacxít- durative possessive

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate each completed sentence to English.

1. kʷñxip _____ ? nəqsip. (I found eggs)

nuyápixcn:

2. kʷñxip _____ ? ?apñkltíp. (you found eggs)

nuyápixcn:

3. ነmsłip i?_____ . (she found eggs)

nuyápixcn:

4. kʷñxip i?_____ ? ነka?tlíp. (we found eggs)

nuyápixcn:

5. kʷñxip i?_____ ? ḥočñltip. (you folks found eggs)

nuyápixcn:

6. kʷñxip i?_____ ? ነtmłtip. (they found eggs)

nuyápixcn:

7. ነ?a?slíp _____ ! ḥast asckʷúl ! (you found)

nuyápixcn:

8. kʷñxip i?_____ S̥mnatkw ? səsp̥łkłtip. (she found eggs)

nuyápixcn:

9. ነclkłtip i?_____ Tapit na?ł Słtis. (they found eggs)

nuyápixcn:

10. taqm̥kłtip i?_____ . (we found eggs)

nuyápixcn:

C. kłepxʷíčaʔnt- transitive past/present

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate each completed sentence to English.

1. _____ i?_ɬəlakʷ. (I plucked)

nuyápixcn:

2. ha _____ i?_xʷa?xʷa?yúł ? i?_lúti. (you plucked)

nuyápixcn:

3. Susán wāy wi?s _____ i?_kwswsxnups. (she plucked)

nuyápixcn:

4. _____ i?_naspəp̓ásəs na?ł sas̓ás. (we plucked)

nuyápixcn:

5. ha _____ i?_skʷas ? ki. (you folks plucked)

nuyápixcn:

6. _____ i?_níkʷəkʷitłps. (they plucked)

nuyápixcn:

7. ha kłepxʷíčaʔńtp ? ki, _____. (we plucked)

nuyápixcn:

8. ha _____ ? ki, kłepxʷíčaʔńtm. (you folks plucked)

nuyápixcn:

9. ha _____ i?_s?itwn ? lut. (they plucked)

nuyápixcn:

10. stim i?_kłepxʷíčaʔn ? _____ i?_qʷ̓ásqi?. (you plucked)

nuyápixcn:

D. kłepxʷíčaʔm- transitive future

Instructions: fill in the blank with the most appropriate form prompted by the English in parentheses. Then, translate each completed sentence to English.

1. stim akskłepxʷíčaʔm ? _____ i?_čris. (I'm going to pluck)

nuyápixcn:

2. stim _____ ? ikskłepxʷíčaʔm i?_čris. (you're going to pluck)

nuyápixcn:

3. _____ yɿat i?_xʷaʔxʷaʔyúł. (she's going to pluck)

nuyápixcn:

4. _____ yɿayɿát i?_kʷskʷsixʷ. (we're going to pluck)

nuyápixcn:

5. ha _____ i?_n̥kʷəkʷitɬps ? kiw. (you folks are going to pluck)

nuyápixcn:

6. _____ i?_Yutɬx. (they're going to pluck)

nuyápixcn:

7. _____ i?_kʷl̥kʷl̥aqn. (I'm going to pluck)

nuyápixcn:

8. _____ i?_kʷsixʷ. (you're going to pluck)

nuyápixcn:

9. ha Kasnú _____ i?_sasɿás ? (he's going to pluck)

nuyápixcn:

10. _____ i?_kwswsxnups. (we're going to pluck)

nuyápixcn:

Smiṁáy 28: N̄səl̄xcin Physical Description 1

s?um̄s

sl̄xʷ?áya?qn	big head	kʷəkʷi?máya?qn	small head
k̄ps̄ł?ína?	big ears	k̄cəcm̄ína?	small ears
sl̄xʷ?aqs	big nose	kʷəkʷi?máqs	small nose
sl̄xʷ?ápu?sqn	big mouth	kʷəkʷimápu?sqn	small mouth
k̄ls̄lxʷmípa?st	big chin	kʷəkʷimípa?st	small chin
p̄s̄ła?símxʷ	big breasts	kʷəkʷisímxʷ	small breasts
sl̄xʷ?iňk	big belly	kʷəkʷimína?k	small belly

s?a?úms

kn_čkin kn_łø_skʷəkʷimłt ?	What was I like as a child?
kʷ_čkin kʷ_łø_skʷəkʷimłt ?	What were you like as a child?
čkin tø_tətwit łø_skʷəkʷimłt David ?	What kind of boy was David when he was a child?
čkin tø_xixw̄tm̄ łø_skʷəkʷimłt Susan ?	What kind of girl was Susan when she was a child?
kʷu_čkin kʷu_łø_skʷəkʷimłt ?	What were we like as children?
p_čkin p_łø_skʷəkʷimłt ?	What were you guys like as children?
čkiňołx łø_skʷəkʷimłtøłx ?	What were they like as children?
kn_łø_skʷəkʷimłt kn_sl̄xʷ?áya?qn.	When I was a child I had a big head.
ɻapná? kn_kʷəkʷi?máya?qn.	Now I have a small head.
kʷ_łø_skʷəkʷimłt kʷ_kcəcm̄ína?.	When you were a child you had small ears.
ɻapná? kʷ_k̄ps̄ł?ína?.	Now you have big ears.
p_łø_skʷəkʷimłt p_sl̄xʷ?aqs.	When you guys were children you had big noses.
ɻapná? p_kʷəkʷi?máqs.	Now you have small noses.
łø_tətwit sl̄xʷ?iňk.	When he was a boy he had a big belly.
ɻapná? kʷəkʷimína?k.	Now he has a small belly.

conjugations

—	to be	
	singular	plural
1st person	kn_	kʷu_
2nd person	kʷ_	p_
3rd person	-	əlx

lut t̥_	to not be	
	singular	plural
1st person	lut kn_t̥o_	lut kʷu_t̥o_
2nd person	lut kʷ_t̥o_	lut p_t̥o_
3rd person	lut t̥o_	lut t̥o_ əlx

ha __	forming questions	
	singular	plural
1st person	ha kn_	ha kʷu_
2nd person	ha kʷ_	ha p_
3rd person	ha	ha əlx

examples:

p_ p̥s̥la? símxʷ.

You folks have big breasts.

kcecm̥ína? əlx.

They have small ears.

čkin i?_s̥ač̥eč̥s asx̥m̥nkáwa? ?

What does your lover look like?

isx̥m̥nkáwa? sl̥xʷ? iňk uł p̥s̥la? símxʷ.

My lover has a big belly and big breasts.

čkin anwí as̥áč̥eč̥?

What do you look like?

kn_ sl̥xʷ? áya? qn uł kn_ sl̥xʷ? aqs.

I have a big head and a big nose.

Ñsəłxcin 2, Smi'áy 28

s?um's 1

iskʷíst _____

s̥ɬx̥taít _____

Instructions: ask your partner questions. Answer with description words from the box.

Example 1: A: ha kʷ _ sl̥xʷ?áya?qn ?
C: kiw, kn _ sl̥xʷ?áya?qn. km lut, lut kn _ t̥o _ sl̥xʷ?áya?qn.

A	C
 sl̥xʷ?áya?qn	 kps̥ɬ?ína?  p̥sλa?símxʷ  sl̥xʷ?apúsqn
 sl̥xʷ?aqs	 sl̥xʷ?iṇk
 k̥sl̥xʷmípa?st	 n̥l̥et̥q̥ila?ps
 kʷəkʷimápu?sqn	 kʷəkʷi?maqs
 kʷəkʷimína?	 kʷəkʷimína?k
 kcəcmína?	 kʷəkʷisímxʷ
 n̥wəsxnil̥ps	 kʷəkʷi?máya?qn

Nsəłxcin 2, Smi'áy 28

s?uṁs 2

iskʷíst _____

s̥ł̥x̥n̥aít _____

Instructions: ask and answer with your partner about what you were like as children. Answer with description words from the box.

Example 1: A: kʷ_čkin kʷ_ł̥o_skʷəkʷimłt ?
C: kn_ł̥o_skʷəkʷimłt kn_słxʷ?áya?qn.

Example 2: A: kʷ_čkin kʷ_ł̥o_skʷəkʷimłt ?
C: kn_ł̥o_skʷəkʷimłt lut kn_ł̥o_słxʷ?áya?qn.

	słxʷ?áya?qn		słxʷ?apúsqn		n̥t̥ət̥q̥íla?ps
	kʷəkʷi?máya?qn		kʷəkʷimápu?sqn		ps̥la?símxʷ
	kps̥ł̥?ína?		kłsłxʷmípa?st		kʷəkʷisímxʷ
	kçœcmína?		kʷəkʷimípa?st		słxʷ?iňk
	słxʷ?aqs		n̥wəsxnilps		kʷəkʷimína?k
			kʷəkʷi?maqs		

Ñsəłxcin 2, Smi'áy 28

Conjugation 1

iskʷíst _____

s̥ł̥x̥nílt _____

Instructions: you and your partner are feeling contradictory. When you are asked about a description trait, you will say no, and then offer a different trait. Use the pictures as a guide. Follow the model.

Example 1: A: ha kʷ_ slxʷ?áya?qn ?
C: lut. lut kn_ t̥o_ slxʷ?áya?qn. kn_ kʷəkʷi?máya?qn.

Example 2: A: ha kʷ_ kp̥sɬ?ína? ?
C: lut. lut kn_ t̥o_ kp̥sɬ?ína?. kn_ kcəcm̥ína?.

A	C
 slxʷ?aqs  kʷəkʷimípa?st	 kp̥sɬ?ína?  kʷəkʷisímxʷ
 slxʷ?iňk  klslxʷmípa?st	 n̥t̥etqíla?ps  slxʷ?áya?qn
 p̥sɬa?símxʷ  kʷəkʷimína?k	 kʷəkʷi?maqs  kʷəkʷimápu?sqn
 slxʷ?apúsqn  n̥wəsxniłps	 kʷəkʷi?máya?qn  kcəcm̥ína?

Ñsəłxcin 2, Smińáy 28

Conjugation 2

iskʷíst _____

s̥ł̥k̥n̥aít _____

Instructions: with your partner, role play the conversations between P̥ałxʷ and Pila?sis who are discussing the physical characteristics of their family members when they were children.

Example 1: A: incá kn̥čkin kn̥t̥o sk̥wək̥imłt ?
C: k̥t̥o sk̥wək̥imłt k̥w̥sl̥xʷ?aq̥s.

Example 2: A: čkin t̥o_t̥t̥wít ł̥o sk̥wək̥imłt Susáp?
C: ł̥o_t̥t̥wít sl̥xʷ?iňk.

	sl̥xʷ?áya?qn		sl̥xʷ?apúsqn		n̥t̥et̥q̥íla?ps
	k̥w̥ək̥w̥i?máya?qn		k̥w̥ək̥w̥imápu?sqn		ps̥ł̥a?símxʷ
	k̥p̥s̥ł̥?ína?		k̥ls̥l̥xʷmípa?st		k̥w̥ək̥w̥isímxʷ
	k̥c̥əc̥m̥ína?		k̥w̥ək̥w̥imípa?st		sl̥xʷ?iňk
	sl̥xʷ?aq̥s		n̥w̥əsxnil̥ps		k̥w̥ək̥w̥imína?k
			k̥w̥ək̥w̥i?maq̥s		



Tlakán



anwí



Sítis



Sapát



incá



anwí



anwí



Pila?sis



inca

Ñsə́lcin 2, Smi̱náy 28

Conjugation 3

iskʷíst _____

s̥ł̥kʷaít _____

Instructions: with your partner, role-play the conversations between ɬAtál and Susáp who are discussing the physical characteristics of their families when they were children.

Example 1: A: mni̱m̥ltot kʷu_čkin kʷu_ɬo_skʷəkʷimłt ?
C: p_ɬo_skʷəkʷimłt p_s̥lxʷ?aq̥s.

Example 2: A: mni̱m̥lsəlx čkinəlx ɬo_skʷəkʷimłtəlx?
C: ɬo_skʷəkʷimłtəlx kcəcm̥ina?əlx.

	sl̥xʷ?áya?qn		sl̥xʷ?apúsqn		n̥łətqíla?ps
	kʷəkʷi?máya?qn		kʷəkʷimápu?sqn		p̥s̥la?símxʷ
	k̥ps̥ł?ína?		k̥ls̥lxʷmípa?st		kʷəkʷisímxʷ
	kcəcm̥ina?		kʷəkʷimípa?st		sl̥xʷ?in̥k
	sl̥xʷ?aq̥s		n̥wəsxnil̥ps		kʷəkʷimína?k
			kʷəkʷi?maqs		

1.
anwí na?ɬ ɺníča?

5.
anwí na?ɬ Katalín

2.
Misál na?ɬ Sapát

6.
incá na?ɬ ɺasnú

3.
Katalín na?ɬ incá

7.
P̥ałxʷ na?ɬ S̥ltis

4.
ɺasnú n?ał Pacís

8.
Pila?sis na?ɬ Tlakán

Instructions: With your partner, practice this dialog between Šmnatkʷ and P̌ałxʷ as they discuss what they were like as children.

S: wa'y, P̌ałxʷ.

P: wa'y Šmnatkʷ. ha ti? kʷ_xast?

S: ki, ti? kn_xast. swit ixí? i_skłqayncút?

P: incá.

S: anwí ?!? kʷ_ło_skʷəkʷimłt kʷ_słxʷ?áya?qn.

P: wa'y uníxʷ. nixʷ kn_słxʷ?ińk kn_ło_skʷəkʷimłt.

uł anwí, kʷ_čkin kʷ_ło_skʷəkʷimłt?

S: kn_ło_skʷəkʷimłt kn_kʷəkʷi?máya?qn.

P: ha uníxʷ?

S: ki, nixʷ kn_kpsł?ína?.

P: ɬapná? lut kʷ_ta_kpsł?ína?. ɬapná? ta?lí kʷ_xəxás?at.

S: limlmt. naħmł, anwí púti? kʷ_słxʷ?áya?qn.

P: wa'y, limłmt.

iskʷít _____

sx̌íx̌ñalt _____

A. Intransitive Description

Instructions: fill in the blank with the form prompted by the English. Then translate the whole phrase.

1. _____? kʷu_kšíxʷmípa?st. (what are you folks like)

nuyápixcn:

2. čkinəlx P̌alxʷ na?l Yutlx ? _____. (they have small noses)

nuyápixcn:

3. cniłc _____? lut ťo_kpšł?ína?. (what is she like)

nuyápixcn:

4. mniłłtöt _____? p_ñtətqíla?ps. (what are we like)

nuyápixcn:

5. incá _____? kʷ_kšəkʷisímxʷ. (what am I like)

nuyápixcn:

6. mnimłsəlx _____? kʷəkʷimína?kəlx. (what are they like)

nuyápixcn:

7. kʷ_čkin? _____. (I am big bellied)

nuyápixcn:

8. kn_čkin? _____. (you have small ears)

nuyápixcn:

9. čkin Susán ťo_tkəlmilxʷ? _____. (she is long necked)

nuyápixcn:

10. anwí _____? kn_pšła?símxʷ. (what are you like)

nuyápixcn:

B. Intransitive Negative Description

Instructions: change each phrase from affirmative to negative. Then, translate each completed sentence to English.

1. ḥwəsxnilps Sapát. _____

nuyápixcn:

2. kʷ_ṗsɬa?simxʷ. _____

nuyápixcn:

3. kn_slxʷ?iňk. _____

nuyápixcn:

4. kʷu_kłslxʷmípa?st. _____

nuyápixcn:

5. p_slxʷ?ápu?sqn anwí na?l asláxt. _____

nuyápixcn:

6. kʷu_kʷəkʷimína?k. _____

nuyápixcn:

7. kn_kp̣sɬ?ína?. _____

nuyápixcn:

8. kʷ_slxʷ?áya?qn. _____

nuyápixcn:

9. slxʷ?aqsəlx Pacís na?l Ḵasnú. _____

nuyápixcn:

10. islxláxt ḥtətqíla?psəlx. _____

nuyápixcn:

Smi'máy 29: n̄səlx̄cin Birds 2

s?um̄s

spəqmix	swan
?a?síwl̄	loon
naspəp̄'ásəs	gull
spwälqn̄	pileated woodpecker
ł̄kł̄'akək	redwinged blackbird
nasxəx̄'ál̄	wren
ń'a?íckʷala?	meadowlark
piȳá?	redtail hawk
qəq̄ičq̄č / ɣəɣ̄icγ̄c	sparrow hawk (kestrel)
ńc̄əčlawsqn̄	quail
ńqʷ'aȳmīls	blue bird
stət̄?icxn̄	killdeer
pəqpqəqin̄	whiskey jack / gray jay
ł̄t̄q̄ína?	coot / mudhen
ł̄sm̄kism̄	kingbird / flycatcher

s?a?úm̄s 1

k̄a?kín ka? ckʷułm tə_kłn̄?a?úsa?tñs i?_ńc̄əčlawsqn̄ ?	Where does a quail build its nest?
ł̄_tm̄xʷúla?xʷ ka? ckʷułm tə_kłn̄?a?úsa?tñs i?_ńc̄əčlawsqn̄.	The quail builds its nest on the ground.
k̄a?kín ka? ckʷułm tə_kłn̄?a?úsa?tñs i?_piȳá? ?	Where does a redtail hawk build its nest?
i?_piȳá? ckʷułm tə_kłn̄?a?úsa?tñs ł̄_a?_cñlqʷus km a?_ccl̄čal .	The redtail hawk builds its nest on a cliff or a tree.
ł̄_a?_cñləxʷiňk i?_cəcwíxa?.	on the bank of the creek.
ł̄_a?_cłəkłak.	in the bushes.
ł̄_a?_ccl̄čal.	in the trees.
ł̄_tm̄xʷúla?xʷ.	on the ground.
ł̄_ńxʷəxʷčus.	in a stump.
ł̄_a?_cñlqʷus.	on a cliff.

i_a?_c̓npl̓litkʷ.	on plants in the water.
i_y̓acín.	on the shore.
i_tukʷtán a?_c̓nclitkʷ.	on reeds hanging over water.

s?a?úms 2

stim a?_či̓sts i?_nasxəx̓áł?	What does a wren eat?
?akʷ?akʷtílx i?_s?i̓ns i?_nasxəx̓áł.	The wren eats insects.
stim a?_či̓sts i?_stət?icxn?	What does a killdeer eat?
i?_stət?icxn či̓sts i?_tm̓tm̓n̓ał.	The killdeer eats snails.
?akʷ?akʷtílx	insects
pəp̓aspəs	baby birds
qʷsqʷsmuł	caterpillars
tupl	spiders
tm̓tm̓n̓ał	snails
i?_n̓txitkʷ tl̓ s̓ca?ákʷ	nectar (from flowers)
kli̓álxʷ	tree sap
cəcáma?t tmixʷ	small animals
s̓ca?ákʷ	flowers
qʷilcn	fir needles
čáma?	pine needles
čáy̓xa?	crawdads
čaxʷt	dead things
m̓ámla?	worms
səsp̓qin	grain
n̓sa?pmítkʷ	water bugs
s̓xʷyups	snakes
i?_?akʷ?akʷtílx i?_m̓ámla?s	insect larva
čípxʷa?	nuts / pine nuts

s?a?úms 3

kʷinx i?_qəq̓ičqč ɬa_c?a?úsa?m?	How many eggs does a sparrow hawk lay?
i?_qəq̓ičqč n̓ms̓lip km n̓cl̓kltip ɬa_c?a?úsa?m.	The sparrow hawk lays four or five eggs.
kʷinx i?_ča?íckʷala ɬa_c?a?úsa?m ?	How many eggs does a meadowlark lay?

i?_ɬa?íckʷala? n̄ka?hlíp km ɬaq̄mk̄ltíp ɬa_c?a?úsa?m.	The meadowlark lays three to six eggs.
n̄eqsip	one egg
n̄a?slíp	two eggs
n̄ka?hlíp	three eggs
n̄ms̄līp	four eggs
n̄cl̄k̄ltip	five eggs
ɬaq̄mk̄ltíp	six eggs
səsp̄l̄k̄ltip	seven eggs
n̄tm̄ltip	eight eggs
χəx̄n̄ltip	nine eggs
?ap̄nk̄ltíp	ten eggs
nixʷ tl̄_n̄?ap̄nk̄ltíp	more than ten eggs

s?a?úms 4

ha c̄txʷtilx k̄_awt̄im̄tk i?_n̄qʷyaým̄ils?	Do blue birds migrate?
i?_n̄qʷyaým̄ils c̄txʷtilx k̄l̄_awt̄im̄tk ȳat sk̄a?áym.	Blue birds migrate south each fall.
uł c̄txʷtilx k̄l̄_n̄?ił̄ltk ȳat sqipcm.	And migrate north each spring.
i?_k̄w̄ił̄t i?_ł̄kł̄fak̄k cxʷuy k̄l̄_awt̄im̄tk ł̄o_?istkm, i?_k̄w̄ił̄t lut ti? alá?.	Some redwinged blackbirds go south for winter, others do not.
i?_spwałqn lut ɬa(cxʷuyəłx k̄l̄_s?awt̄im̄tk ł̄o_?istkm.	The pileated woodpecker do not go to the south for winter.

conjugations

ł̄apám	shoot	intransitive past/present
	singular	plural
1st person	kn_ł̄apám	kʷu_ł̄apám
2nd person	kʷ_ł̄apám	p_ł̄apám
3rd person	ł̄apám	ł̄apáməłx

ł̄apám	shoot	transitive past/present
	singular	plural
1st person	ł̄apńtín	ł̄apńtím

2nd person	ts'apn̤tíxʷ	ts'apn̤típ
3rd person	ts'apn̤tí	ts'apn̤tíšəlx

ts'apám	shoot	past perfect
	singular	plural
1st person	isc'áp	i?_sc'aptət
2nd person	asct'áp	i?_sc'tsapm̤p
3rd person	i?_sc'aps	i?_sc'apsəlx

Examples

stim asct'áp ?

What did you shoot?

i?_spəqmix isc'áp.

I shot a swan.

stim i?_ts'apn̤tíxʷ ?

What did you shoot?

ts'apn̤tí i?_spəqmix.

I shot a swan.

ha ts'apn̤tíšəlx i?_n̤čəčlaw̤sqn ?

Did they shoot a quail?

lut. ts'apn̤tíšəlx i?_naspəp̤ásəs.

No, they shot a gull.

ha ts'apáməlx tə_n̤čəčlaw̤sqn ?

Did they shoot a quail?

lut. ts'apáməlx tə_n̤čəčlaw̤sqn .

No, they shot a gull.

isqʷsí? ts'apn̤tí i?_piyá?.

My son shot a redtail hawk.

isqʷsí? ts'apám tə_piyá?.

My son shot a redtail hawk.

lut i?_təłqína? isc'áp.

I didn't shoot a coot.

lut tə_ts'apn̤tí i?_təłqína?.

I didn't shoot the coot.

lut kn_tə_ts'apám tə_təłqína?.

I didn't shoot a coot.

ts'apn̤tí i?_a?síwł.

I shot the loon.

i?_a?síwł isc'áp.

I shot a loon.

kn_ts'apám tə_a?síwł.

I shot a loon.

səxkiňx ts'apn̤tíxʷ ixí? pəqpqəqin ?

Why did you shoot that whiskey jack?

səxkiňx kʷ_ts'apám tə_pəqpqəqin ?

Why did you shoot a whiskey jack?

Ñsəłxcin 2, Smi'áy 29

s?um's 1

iskʷíst _____

s̥ɬx̥aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: k̥a?kín ka? c̥kʷulm t̥o_kl̥n?a?úsa?t̥ns i?_̥a?íckʷala ?
C: l̥_tm̥xʷúla?xʷ ka? c̥kʷulm t̥o_kl̥n?a?úsa?t̥ns i?_skʷas.

	spəqmix		nasxəx̥ál		nqʷ̥ay̥míls
	?a?siw̥l		̥a?íckʷala		stət?icxn
	naspəp̥fásəs		piy̥á?		pəqpqəqin
	spwałqn		qəq̥ičq̥c		tətqína?
	ł̥k̥ł̥akək		ñcəclaw̥sqn		k̥sm̥kism

1.  l̥_tm̥xʷúla?xʷ
2.  l̥_a?_c̥npl̥litkʷ
3.  l̥_tukʷtán a?_c̥nclitkʷ
4.  l̥_a?_c̥lažʷ l̥_a?_c̥cal
5.  l̥_a?_c̥npl̥litkʷ
6.  l̥_a?_c̥nlqʷus
km a?_c̥cl̥cal
7.  l̥_a?_c̥lažʷ l̥_a?_c̥cal
8.  l̥_tm̥xʷúla?xʷ
9.  l̥_a?_c̥el̥cal
10.  l̥_tm̥xʷúla?xʷ
11.  l̥_a?_c̥el̥cal
12.  l̥_a?_c̥lažʷ l̥_a?_c̥cal

Ñsəłxcin 2, Smi'áy 29

s?uňs 2

iskʷít _____

sx̌ľx̌aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: stim a?_čiłsts i?_qəqíčqč ?

C: skəǩváǩa? i?_s?iňns i?_sas?ás.

Example 2: A: stim a?_čiłsts i?_spəqmix ?

C: i?_spəqmix čiłsts a?_cṇpľlitkʷ.

	spəqmix		nasxəx̌áł		ńqʷńaymíls
	?a?siw̌ł		ńa?íckʷala		stət?icxn
	naspəp̌vásəs		Piyńá?		pəqpqeqin
	spwałqn		qəqíčqč		ńetqína?
	ńaǩváǩek		ńičəčlaŵsqn		kšmǩism

1.



skəǩváǩa? / šx̌ups

2.



a?_cṇpľlitkʷ

3.



səsp̌qin / sčválqn

4.



?aǩw̌?aǩw̌tílx

5.



ńm̌ťm̌fał

6.



qaqx̌w̌lx

7.



a?_ctuxʷt ?aǩw̌?aǩw̌tílx

8.



cəcáma?t tmixʷ

9.



ńsa?pmítkʷ

10.



sx̌əx̌ya?

11.



a?_cṇpľlitkʷ / ńm̌ťm̌fał

12.



?aǩw̌?aǩw̌tílx / tupl

Ñsəlxcin 2, Smi'áy 29

s?um's 3

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 1: A: kʷinx i?_ksm̥kism ɬa_c?a?úsa?m ?
C: i?_ksm̥kism n̥ms̥l̥ip km s̥osp̥l̥ktíp ɬa_c?a?úsa?m.

	spəqmix		nasxəx̥ál		nqʷay̥míls
	?a?siw̥l̥		ɬa?íckʷala		stət?icxn
	naspəp̥fásəs		Piy̥á?		pəqpqəqín
	spwałqn		qəq̥ièqč		tətqína?
	ɬkɬ̥akək		n̥cəclaw̥sqn		ksm̥kism



4 km 7



5 km 10



4



8 km 28



1 km 6



2



4 km 5



4 km 6



3 km 6



1 km 5



3 km 4



3 km 5

Nsəlxcin 2, Smi'áy 29

s?um's 4

iskʷíst _____

s̥ł̥x̥n̥aít _____

Instructions: With your partner, ask and answer questions about animals. Follow the model.

Example 2: A: ha c̥txʷtilx k̥_awtím̥tk i?_spəqmix ?

C: kiw, i?_spəqmix c̥txʷtilx k̥l̥_?awtím̥tk y̥at ska?áym.

Example 2: A: ha c̥txʷtilx k̥_awtím̥tk i?_qəq̥ičq̥c ?

C: i?_k̥w̥iƛ̥t i?_qəq̥ičq̥c cxʷuy k̥l̥_?awtím̥tk l̥o_?istkm, i?_k̥w̥iƛ̥t lut.

Example 2: A: ha c̥txʷtilx k̥_awtím̥tk i?_pəqpqəq̥in ?

C: lut, i?_pəqpqəq̥in lut ta_cxʷuyolx k̥l̥_s?awtím̥tkx l̥o_?istkm.

	spəqmix		nasxəx̥yál		n̥qʷyaym̥ils
	?a?siw̥l		ɬa?íckʷala		stət?icxn
	naspəp̥fásəs		Piy̥á?		pəqpqəq̥in
	spwałqn		qəq̥ičq̥c		t̥etq̥ina?
	ł̥k̥ł̥n̥ak̥ek		n̥c̥əčlaw̥sqn		k̥sm̥k̥ism

1.



kiw

2.



k̥w̥iƛ̥t kiw, k̥w̥iƛ̥t lut

3.



lut

4.



kiw

5.



k̥w̥iƛ̥t ki, k̥w̥iƛ̥t lut

6.



k̥w̥iƛ̥t kiw, k̥w̥iƛ̥t lut

7.



lut

8.



lut

9.



kiw

Instructions: Re-enact the conversation between Sm̄imal̄qs and her qáqnaʔ, Sk̄nxʷal̄qs.

S: iñxást aláʔ, qáqnaʔ. x̄ast ſačəčs i?_tm̄xʷúla?xʷ.

K: ki. x̄ast ſačəčs i?_tikʷt.

S: kn_ksqic̄lx̄a?x.

K: háhuy. nañm̄ł, lut aksñȳxʷtpmítkʷ.

?ayxáxa?...

S: qáqnaʔ ! qáqnaʔ ! ſač̄nt axáʔ !

K: kn_xʷuy !

S: stim axáʔ, qáqnaʔ ?

K: ixíʔ n̄aʔúsa?tn, sñ?íma?t.

S: stim i?_skək̄fáka? ka? ckʷułm tø_kłń?a?úsa?tñs aláʔ ?

K: kn_n̄til̄s aláʔ ka? ckʷułm tø_kłń?a?úsa?tñs i?_a?síwł.

S: i?_a?síwł ? čkin tø_skək̄fáka? i?_a?síwł ?

K: ta?lí sisýús ḥa_cníkʷnim. iñkʷəkʷfácf əcñkʷnim.

S: ḥa?kín i?_a?síwł fapnáʔ ?

K: ilíʔ n̄kʷl̄wtitkʷ iñtikʷt.

S: lut ḥa_cx̄stminm n̄kʷliwt iñ_n̄a?úsa?tñs ?

K: lut ta?lí. ḥa_ck̄titqʷsm i?_pəspfaspəs, ixíʔ mi
suxʷəxʷəlx. ḥwiñtm i?_n̄a?úsa?tñs.

S: cmay ḥa_n̄kʷəkʷfácf mi nixłmñtm i?_a?síwł.

K: ki. n̄kʷəkʷfácf mi kʷu_ḱəkníya?. cmay nixłmñtm i?_a?síwł.

S: háhuy.

iskʷíst _____

sx̌ix̌qält _____

A. ťapám- transitive past/present

Instructions: fill in the blank with the form prompted by the English. Then translate the whole phrase.

1. _____ i?_ñčəčlaw̌sqn. (I shot)

nuyápixcn:

2. ha _____ i?_ťetqína? ? ki. (you shot)

nuyápixcn:

3. Sítis _____ i?_spəqmix. (he shot)

nuyápixcn:

4. _____ i?_?a?síwł. (we shot)

nuyápixcn:

5. ha _____ i?_piy̌á? ? lut. (you folks shot)

nuyápixcn:

6. _____ i?_stət?icxn. (they shot)

nuyápixcn:

7. ha _____ i?_spwałqn ? ki.

nuyápixcn:

8. nikxná ! _____ i?_ɬa?íckʷala ! (you folks shot)

nuyápixcn:

9. ha _____ i?_pəqpqəqín ? kíwa. (they shot)

nuyápixcn:

10. nikxná ! _____ i?_ksm̌kism ! (you shot)

nuyápixcn:

B. t̑apám- past perfect

Instructions: fill in the blank with the form prompted by the English. Then translate the whole phrase.

1. stim asct̑áp ? t̑etqína? _____ . (I shot)

nuyápixcn:

2. stim _____ ? spəqmix isc̑apám. (you shot)

nuyápixcn:

3. swit i?_____ ? incá t̑apntín. (s/he shot)

nuyápixcn:

4. ka?lís spwalqn i?_____. (we shot)

nuyápixcn:

5. stim i?_____ ? lut stim. (you folks shot)

nuyápixcn:

6. stim i?_____ ? i?_piy̑á?. (they shot)

nuyápixcn:

7. ḥk̑ak̑ek _____ . (I shot)

nuyápixcn:

8. naspəp̑ásəs _____. (you shot)

nuyápixcn:

9. stim i?_____ ? t̑etqína? i?_sc̑apm̑p. (we shot)

nuyápixcn:

10. stim i?_____ Tlakán ? t̑apntís i?_stət̑icxn. (she shot)

nuyápixcn:

smi'máy 30: kí_sníkwulmn 1

s?um̄s

málxa?s časyqn	computer
ńłək'włək'wtuł	hard drive / computer memory or disk
k'wík'w x'w na?	mouse
k'wík'w x'w na? i?_stəłk'w iłps	mouse pad
ńpńpńaqs	envelope
kłłvána?	stamps
sq'yaqs	legal document / signed document
sq'yix	letter
sñq'yus	exact copy
sca?úm	book / document with text
s'ařáč	book / document with pictures, graphs, etc.
skłlx'wnwix'	message
sñq'yixtn	message box / mail box
sqayásqt	calendar
ksəx'wmúla?x'tn	map
ńx'w'ýx'w'ý?aqstn	pencil sharpener
kłókm'an	tape
ćp'qmin	tape
kłópmín	ruler (for making a mark)
ksúx'wma?tn	ruler (for measuring)

s?a?úms 1

kn_kłq'ymin	I have mail
ha ck'wintx'w i?_q'ymin ?	Did you pick up the mail?
uc ca?k'w ck'wintx'w i?_q'ymin ?	Will you get the mail?
uc ca?k'w kłx'wicxmñtx'w axá? tə_sq'yix?	Will you mail this letter?
uc ca?k'w k'w_iksk'wúlmłtm aňćp'qmín ?	Can I use your tape?
waý k'wulmñt inćp'qmín.	Yes, you can use my tape.
lut, waý čsap inćp'qmín.	No, my tape is all gone.
uc ca?k'w k'w_iksk'wúlmłtm aňńx'w'ýx'w'ý?aqstn ?	Can I use your pencil sharpener?
lut, lut k'w u_aksk'wúlmłtm iňńx'w'ýx'w'ý?aqstn.	No, you can't use my pencil sharpener.
iňńx'w'ýx'w'ý?aqstn sm'atx.	My pencil sharpener is broken.

s?a?úms 2

uc ca?kʷ kʷułnmn aňksúxʷma?tn ?	Can I borrow your ruler?
waȳ kʷu_kʷułnmłtxʷ iňksúxʷma?tn.	Yes, you can borrow my ruler.
uc ca?kʷ kʷułnmn aňsəxʷmúla?xʷ ?	Can I borrow your map?
lut, mat swit kʷu_naqʷmłt iňsəxʷmúla?xʷ.	No, someone stole my map.
ha ckʷułm axá? tɔ_málxa?s časyqn ?	Does this computer work?
ki, tqańt i?_ktaqína?tňs ixí? mɬ qít.	Yes, touch the keyboard and it will wake up.
lut, i?_málxa?s časyqn sm?atx.	No, the computer is broken.
swit i?_kʷu_naqʷmłts iňkʷíkʷxʷna? i?_stəłkʷilps?	Who stole my mouse pad?
incá naqʷmłtsn aňkʷíkʷxʷna? i?_stəłkʷilps.	I stole your mouse pad.
Susan naqʷmłts aňkʷíkʷxʷna? i?_stəłkʷilps.	Susan stole your mouse pad.
lut swit naqʷmłts aňkʷíkʷxʷna? i?_stəłkʷilps.	Nobody stole your mouse pad.
i_aňnqýmíntn ctłwtkʷiws.	It's on your desk.

conjugations

naqʷm	to steal something	transitive past / present (-nt)
	singular	plural
1st person	naqʷmn	naqʷmňtm
2nd person	naqʷmňtxʷ	naqʷmňtp
3rd person	naqʷmňs	naqʷmňsəłx

notes: Here the action word, *naqʷm*, uses the transitive person markers for strong-root words.

naqʷm	to steal something from you	transitive past / present (-łt)
	singular	plural
1st person	naqʷmňtsn	naqʷmňtňt
2nd person	xxx	xxx
3rd person	naqʷmňts	naqʷmňtsəłx

notes: Here the action word, *naqʷm*, uses the transitive person markers with the transitive marker, *-lt* and a second-person singular (you) object marker, *-s-*.

naqʷm	to steal something from me	transitive past / present (-lt)
	singular	plural
1st person	xxx	xxx
2nd person	kʷu_naqʷmłtxʷ	kʷu_naqʷmłtp
3rd person	kʷu_naqʷmłts	kʷu_naqʷmłtsəlx

notes: Here the action word, *naqʷm*, uses the transitive person markers with the transitive marker, *-lt* and a first-person singular object marker, *kʷu_*.

naqʷ	to steal	past perfect
	singular	plural
1st person	iscnáqʷ	i?_scnaqʷtöt
2nd person	ascnáqʷ	i?_scnaqʷmp
3rd person	i?_scnaqʷs	i?_scnaqʷsəlx

notes: here the action word, *naqʷ*, uses the possessive person markers.

examples:

- | | |
|--|-------------------------------|
| swit i?_naqʷms ? incá naqʷmn. | Who stole it? I stole it. |
| naqʷmłsəlx y?at i?_ktłńána? | They stole all the stamps. |
| mat swit kʷu_naqʷmłts iñłókʷłókʷtúł. | Somebody stole my hard drive. |
| stim i?_scnaqʷmp? | What did you folks steal? |
| ka?łís i?_ksəxʷmúla?xʷtn i?_scnaqʷtöt. | We stole three maps. |

Ñsəlxcin 2, Smiñáy 30

s?um̄s 1

iskʷíst _____

s̄x̄l̄x̄n̄aít _____

Instructions: With your partner, reenact office place conversations. Follow the model.

Example 1:

A: uc ca?kʷ kʷ_ikskʷúlmłtm aňčp̄qmín ?
C: waȳ kʷułmṇt iňčp̄qmín.

Example 2:

A: uc ca?kʷ kʷ_ikskʷúlmłtm aňkʷíkʷxʷna? ?
C: lut, lut kʷu_akskʷúlmłtm iňkʷíkʷxʷna? .

	málx̄a?s časyqn		kłt̄ána?		s̄ařáč		s̄qayásqt
	n̄l̄ekʷłekʷtuł		s̄q̄yaqs		s̄q̄yix		s̄k̄llxʷnwixʷ
	kʷíkʷxʷna?		s̄q̄yix		s̄n̄q̄yixtn		čp̄qm̄in
	kʷíkʷxʷna? i?_st̄etkʷilps		s̄n̄q̄yus		n̄xʷȳxʷȳ?aqstn		kłøpm̄in
	n̄p̄np̄naqs		sca?úm		ksəxʷmúla?xʷtn		ksúxʷma?tn



Nsəlxcin 2, Smi'áy 30

s?u?ns 2

iskʷíst _____

s̥élx̥aít _____

Instructions: With your partner, re-enact office place conversations. Follow the model.

Example 1:

A: uc ca?kʷ kʷułnmn aňksoxʷmúla?xʷtn ?
C: way̥ kʷu_ kʷułnmłtxʷ iňksoxʷmúla?xʷtn.

Example 2:

A: uc ca?kʷ kʷułnmn aňňxʷy̥xʷy̥?aqstn ?
C: lut, mat swit kʷu_naqʷmłts iňňxʷy̥xʷy̥?aqstn.

	málx̥a?s časyqn		k̥t̥yána?		s̥aňááč		s̥qayásqt
	n̥l̥ekʷl̥ekʷtuł		s̥q̥yaqs		s̥k̥lxʷnwixʷ		k̥lp̥km̥an
	k̥wíkʷxʷna?		s̥q̥yix		s̥n̥q̥yixtn		čp̥qmin
	k̥wíkʷxʷna? i?_st̥otkʷilps		s̥n̥q̥yus		ňxʷy̥xʷy̥?aqstn		k̥l̥ep̥min
	ňp̥np̥naqs		sca?úm		ksoxʷmúla?xʷtn		ksúxʷma?tn

1.



2.



3.



4.



5.



6.



7.



8.



9.



Ñsəlxcin 2, Smiñáy 30

s?um̄s 3

iskʷíst _____

s̄x̄l̄x̄aít _____

Instructions: With your partner, reenact office place conversations. Follow the model.

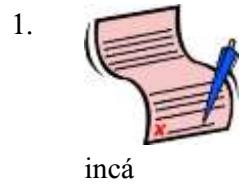
Example 1:

A: swit i?_kʷu_naqʷm̄nts isq̄yáqs ?
C: incá naqʷm̄ltsn asq̄yáqs.

Example 2:

A: swit i?_kʷu_naqʷm̄nts isk̄llxʷnwíxʷ ?
C: Susán naqʷm̄nts ask̄llxʷnwíxʷ.

	málxa?s časyqn		kt̄t̄yána?		s̄yañáč		s̄qayásqt
	ñl̄ekʷl̄ekʷtuł		s̄q̄yáqs		s̄k̄llxʷnwixʷ		kłpk̄m̄an
	kʷílkʷxʷna?		s̄q̄yix		s̄nq̄yixtn		čp̄qmin
	kʷílkʷxʷna? i?_st̄otkʷilps		s̄nq̄yus		ñxʷȳxʷȳ?aqstn		kłop̄min
	ñp̄p̄n̄aqs		sca?úm		ksəxʷmúla?xʷtn		ksúxʷma?tn



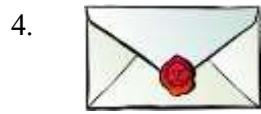
incá



Susán



Susán



incá



Susán



incá



incá



Susán



incá

Ñsəlxcin 2, Smiñáy 30

Conjugation 1

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: Sl̥tis always loses his things and then blames people for stealing them. Reenact his conversations with his colleagues. Follow the model.

Example 1:

A: ha kʷu_naqʷm̥txʷ iñmálxa?s časyqn ?
C: lut. naqʷm̥lts añmálxa?s časyqn Ḵasnú.

Example 2:

A: ha kʷu_naqʷm̥lts iñčp̥qmin Skñxʷałqs ?
C: lut. incá naqʷm̥ltsn añčp̥qmin.

	málxa?s časyqn		kłt̥yána?		s̥ł̥añáč		s̥qaýásqt
	nłołkʷłełkʷtuł		s̥q̥yaqs		s̥k̥lxʷnwixʷ		kłp̥km̥an
	kʷíłkʷxʷna?		s̥q̥yix		s̥nq̥yixtn		čp̥qmin
	kʷíłkʷxʷna? i?_stɔłkʷilps		s̥nq̥yus		n̥xʷy̥xʷy̥?aqstn		kłøpm̥in
	n̥p̥n̥p̥naqs		sca?úm		ksəxʷmúla?xʷtn		ksúxʷma?tn

1.
anwí / Ḵasnú

2.
Skñxʷałqs / incá

3.
Piyarís / mniñltöt

4.
ñAtál na?ł Malí / incá

5.
mniñłəmp / Ḵníća?

6.
mniñłtsəłx / incá

7.
S̥mnatkw / Sl̥tis

8.
anwí /
incá na?ł P̥ałxʷ

9.
anwi na?ł Pacís / incá

Ñsəlxcin 2, Smiñay 30

Conjugation 2

iskʷist _____

s̥ł̥x̥taít _____

Instructions: P̥ałxʷ is a thief. Reenact his conversations with his colleagues. Follow the model.

Example 1:

- A: stim i?_scnaqʷm̥p anwí na?l Kasnú ?
 C: ?asíl i?_ktł̥yána? i?_scnaqʷtöt.

Example 2:

- A: stim i?_scnaqʷs Susáp ?
 C: ciłkst i?_kłpkm̥an i?_scnaqʷs.

	málx̥a?s časyqn		kłtł̥yána?		s̥ł̥añáč		s̥qayásqt
	nłełkʷłełkʷtuł		s̥qy̥aqṣ		s̥nqy̥ixtn		kłpkm̥an
	k̥wíłkʷxʷna?		s̥qy̥ix		nłxʷy̥xʷy̥aqstn		čp̥qmin
	k̥wíłkʷxʷna? i?_stotkʷilps		s̥nqy̥us		ksəxʷmúla?xʷtn		kłep̥min
	n̥p̥n̥p̥naqs		sca?úm				ksúxʷma?tn

1.



2

anwí na?l Kasnú

2.



5

Susáp

3.



3

incá

4.



10

?Atál na?l Malí

5.



1

incá na?l Kníca?

6.



4

i?_xəxiw̥xw̥tm

7.



6

S̥mnatkw̥

8.



3

anwí na?l Pila?sís

9.



8

anwí

Instructions: Re-enact this conversation between Ki?láwna? and his boss, Sw̄atqn.

S: wa'y, xast lkʷəkʷəst, Ki?láwna.

K: xast lkʷəkʷəst.

S: ha ckʷiňtxʷ i?_qýmin ?

K: i?_lúti.

S: uc ca?kʷ ckʷiňtxʷ i?_qýmin ?

K: kíwa. ſapná? kn_ksxʷúya?x kí_sniqýmiňtn.

S: uc ca?kʷ kłxʷičxmňtxʷ axá? tə_sqýxix ?

K: ki. hahúy. mi kn_xʷuy.

S: wa'y níñwi?s.

?ayxáxa?....

S: wa'y kʷ_ckicx.

K: kn_ckicx.

S: ha cmistíxʷ ka?kin iññłəkʷłəkʷtúł ?

K: lut, lut t̄a_cmistín.

S: kn_ñtiłs mat swit kʷu_naqʷm̄łts.

K: ha uł? swit i?_naqʷm̄łts ?

S: lut t̄a_cmistín.

K: ha kʷ_ł̄a?ł̄a?ám l̄_aňňkʷúlmn. cmay iklí? l̄_aňňqýmiňtn.

S: kn_ł̄a?ł̄a?ám naňm̄ł lut t̄o_wikn.

K: skaws̄ačmtət.

sxʷuýxəlx kí_Sw̄atqn i?_ňkʷułm̄s....

K: ɬac̄n! ilí? aňňłəkʷłəkʷtúł! l̄_aňňqýmiňtn ctkʷtłkʷiws.

S: liňl̄m̄ł, Ki?láwna.

K: wa'y.

iskʷít _____

sxíx̓alt _____

A. naqʷ- transitive with objects**Instructions:** fill in the blank with the nsəlxcin prompted by the English.

1. _____ isca?úm. (they stole from me)
 tuyápixcn:

2. swit i?_naqʷm̄s ? _____ Pila?sís. (she stole it)
 tuyápixcn:

3. ha _____ iñc̓p̓qmín. (you folks stole from me)
 tuyápixcn:

4. swit i?_naqʷm̄s ? anwí _____. (you stole it)
 tuyápixcn:

5. ha _____ i?_k̓l̓hána? ? lut. (you folks stole it)
 tuyápixcn:

6. mat swit _____ iñləkʷłəkʷtúł. (s/he stole from me)
 tuyápixcn:

7. swit i?_naqʷm̄s i?_kłpłkm̄an ? _____. (we stole it)
 tuyápixcn:

8. _____ ȳat i?_sqa'yásqt. (They stole)
 tuyápixcn:

9. ha _____ iñkłpłkm̄án ? wa'y. (you stole from me)
 tuyápixcn:

10. swit i?_naqʷm̄s ? incá _____. (I stole it)
 tuyápixcn:

B. naqʷ- transitive with objects

Instructions: fill in the blank with the ḥsə́lcin prompted by the English.

1. ha _____ añmálxa?̄s časyqn S̄itis ? (he stole from you)
nuyápixcn:

2. ha _____ ? lut, naqʷm̄s Sm̄imalqs. (you stole it)
nuyápixcn:

3. _____ añksəxʷmúla?xʷtn. (we stole from you)
nuyápixcn:

4. ha _____ Prasuwá i?_sq̄yaqs ? ki. (you folks stole from him)
nuyápixcn:

5. _____ añkʷíkʷxʷna? i?_stətkʷilps. (I stole from you)
nuyápixcn:

6. Pila?sis, Kn̄ica? _____ aññłekʷłokʷtúł. (she stole from you)
nuyápixcn:

7. ha kʷu_naqʷm̄ltp is̄a?áč ? ki, _____. (we stole it from you)
nuyápixcn:

8. _____ Piyarís i?_kłłána?̄s. (we stole it)
nuyápixcn:

9. swit i?_____ iñ?a?úsa? ? swit i?_?iłs iñ?a?úsa? ? (s/he stole it)
nuyápixcn:

10. ha _____ aññxʷȳxʷȳ?aqstn ? ki, kʷu_naqʷm̄łtsə́lx. (they stole
from you)
nuyápixcn:

smiṁáy 31: k̓í s̓n̓k̓wul̓mn 2

s?um̓s

k̓ík̓rikstn	scissors
lisəsú	scissors
n̓txʷtxʷlaqs	crayons
tiłmn	glue
n̓kapmnwíxʷtn	stapler
xp̓min	stapler
n̓xapmín	binder
kta?qína?tn	typewriter
n̓xa?míws	file
χəx̓yałnxʷ	clock
n̓xa?míntn	file cabinet
tqʷlqʷłtiwstn	telephone
kutníwstn	shelf
s̓nk̓lk̓wul̓mn	counter top / work space
s̓n̓xʷilmn	trash
kilwíca?	garbage can (round)
s̓nk̓wumn	storage container
nutñmín	storage container
knəxnax	box (something rectangular)
s̓nk̓wul̓mn	office / workplace

s?a?úms 1

kn_kłńtxʷtxʷlaqs.	I have crayons.
lut kn_ta_kłńtxʷtxʷlaqs.	I don't have any crayons.
ha kʷ_tiw̓m tə_n̓txʷtxʷlaqs ?	Did you buy crayons?
ha cm kʷ_tiw̓m tə_n̓txʷtxʷlaqs?	Will you buy some crayons?
uc ca?kʷ kʷ_ikskʷúlnm̓łtm ańtílmn?	Can I use your glue?
waȳ kʷułnm̓łt intílmn.	Yes, use my glue.
lut, waȳ čsap intílmn.	No, my glue is all gone.
uc ca?kʷ kʷ_ikskʷúlnm̓łtm ańktaqína?tn ?	Can I use your typewriter?
lut, lut kʷu_akskʷúlnm̓łtm ińktaqína?tn.	No, you can't use my typewriter.
ińktaqína?tn cm̓atx.	My typewriter is broken.

s?a?úms 2

uc ca?kʷ kʷułnmn aňksúxʷma?tn ?	Can I borrow your binder?
waȳ kʷu_ kʷułnmłtxʷ iňksúxʷma?tn.	Yes, you can borrow my binder.
uc ca?kʷ kʷułnmn aňlisəsú ?	Can I borrow your scissors?
lut, mat swit kʷu_naqʷmłts iňlisəsú.	No, someone stole my scissors.
ha ckʷułm axá? tə_tqʷłqʷłtiwstn ?	Does this telephone work?
ki, ktqina?ńtxʷ xəx̄nut mi sic stim i?_tqʷłqʷłtiwstn.	Yes, press nine, then the telephone number.
lut, i?_tqʷłqʷłtiwstn sm̄atx.	No, the telephone is broken.
tə_spi?sčílt Tapít m̄as i?_tqʷłqʷłtiwstn.	David broke the telephone yesterday.
swit i?_kʷu_naqʷmłts iňnxpmín?	Who stole my stapler?
incá naqʷmłtsn aňnxpmín.	I stole your stapler.
Susan naqʷmłts aňnxpmín.	Susan stole your stapler.
lut swit naqʷmłts aňnxpmín. l_aňqymíntn ctkʷtkʷiws.	Nobody stole your stapler. It is on your desk.

conjugations

m̄aňt	to break something	transitive past/present
	singular	plural
1st person	m̄an	m̄aňtm
2nd person	m̄aňtxʷ	m̄aňtp
3rd person	m̄as	m̄asəłx

examples:

- swit i?_m̄as? incá i?_m̄an.
 m̄asəłx ȳat i?_ńtxʷłtxʷlaqs.
 mat swit m̄as i?_kutníwstn.
 stim i?_m̄aňtp?
 m̄aňtm i?_xəx̄yałnxʷ.
- Who broke it? I broke it.
 They broke all the crayons.
 Somebody broke the shelf.
 What did you folks break?
 We broke the clock.

Nsəlxcin 2, Smi'máy 31

s?um's 1

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: With your partner, reenact office place conversations. Follow the model.

Example 1:

A: ha kʷ_tiw̓m t̥o_n̥txʷtxʷlaqs ?

C: way kn̥_tiwm t̥o_n̥txʷtxʷlaqs.

Example 2:

A: ha kʷ_tiw̓m t̥o_t̥ilmn ?

C: lut, kn̥_t̥o_t̥iwm t̥o_t̥ilmn.

	k̥k̥rikstn		χ̥pm̓in		n̥xa?míntn		kilwíca?
	lis̥sú		n̥xa?pm̓in		t̥ilmn		s̥nkʷumnn
	n̥txʷtxʷlaqs		kta?qína?tn		kutníwstn		nutmín
	tqʷlqʷl̥tiwstn		n̥xa?míws		s̥nk̥lkʷulmn		kn̥exnax
	n̥ka?pm̓nwíxʷtn		χ̥ox̥yałnxʷ		s̥nk̥wulmn		s̥n̥xʷilmn

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Ñsəlxcin 2, Smiñáy 31

s?uñs 2

iskʷíst _____

s̥ł̥k̥saít _____

Instructions: With your partner, reenact office place conversations. Follow the model.

Example 1:

A: ha kʷ_klísosú ?

C: way̥ kn_klísosú.

Example 2:

A: ha kʷ_kl̥pmin ?

C: lut, lut kn_ta_kl̥pmin.

	kŕkrikstn		χpmin		ñxa?míntn		kilwíca?
	lisosú		ñxaþmín		tiłmn		sñkʷumn
	ñtxʷtxʷlaqs		kta?qína?tn		kutníwstn		nutmín
	tqʷlqʷltiʷstn		ñxa?míws		sñkłkʷulmn		knəxnax
	ñkaþmnwíxʷtn		χəxyaþnxʷ		sñkʷulmn		sñxʷilmn

1.



2.



3.



4.



5.



6.



7.



8.



9.



Ñsəlxcin 2, Smiñáy 31

s?um̄s 3

iskʷíst _____

s̄x̄l̄x̄aít _____

Instructions: With your partner, reenact office place conversations. Follow the model.

Example 1:

A: uc ca?kʷ kʷ_ikskʷúlm̄ltm añkrkríkstn ?
C: waȳ kʷuñlm̄nt inkrkríkstn.

Example 2:

A: uc ca?kʷ kʷ_ikskʷúlm̄ltm añnutmín ?
C: lut, mat swit kʷu_naqʷm̄lts iñnutmín.

	k̄k̄rikstn		χ̄pm̄in		ñxa?míñtn		kilwíca?
	lis̄sú		ñxaþpm̄in		tiñmn		sñkʷum̄n
	ñtxʷtxʷlaqs		kta?qína?tn		kutníwstn		nutmín
	tqʷlqʷltiñstn		ñxa?míws		sñkłkʷulmn		knəxnax
	ñkaþmnwíxʷtn		χ̄x̄yaþnxʷ		sñkʷulmn		sñxʷilmn

1.



2.



3.

4.



5.



6.



7.



8.



9.



10.



11.



12.



Ñsəlxcin 2, Smiñáy 31

Conjugation 1

iskʷíst _____

s̥ł̥x̥taít _____

Instructions: Everyone is replacing broken supplies for their offices. Tarás and Prasuwá are talking about what everyone broke. Reenact their conversations. Follow the model.

Example 1:

T: stim i?_m̥as Susép ?

P: m̥as i?_x̥yałnxʷ.

Example 2:

P: stim i?_m̥ańtxʷ ?

T: m̥an i?_kta?qína?tn.

	k̥rk̥rikstn		xp̥min		n̥xa?míñtn		kilwíca?
	lis̥sú		n̥xaþmín		tílmn		s̥nk̥umn
	n̥txʷtxʷlaqs		kta?qína?tn		kutníwstn		nutmín
	tqʷlqʷlti̥wstn		n̥xa?míws		s̥nk̥kʷulmn		kn̥xnax
	n̥kaþmnwíxʷtn		x̥yałnxʷ		s̥nk̥ulmn		s̥n̥xʷilmn

1.



Susáp

2.



anwí

3.



Piyarís na?ɬ Malí

4.



anwí na?ɬ ɻAtál

5.



incá na?ɬ ɺníca?

6.



i?_tötwtí

7.



incá

8.



anwí na?ɬ incá

9.



anwí

Instructions: Re-enact this conversation between Pila?sis and the new employee, Sm̄lmal̄qs.

S: wa'y, x̌ast lkʷəkʷɬast.

P: x̌ast lkʷəkʷɬast. swit askʷíst ?

S: incá iskʷíst Sm̄lmal̄qs. uł anwí ?

P: iskʷíst Pila?sis.

S: ha cmistíxʷ ǩa?kín isn̄kʷúlmn ?

P: wa'y, iklä?, ǩl_sǩcikʷa?am̄s i?_sn̄kʷúlm̄s Papílya?qn.

S: wa'y lim̄lmt. níñwi?s ɬwíkñtsn.

P: wa'y, níñwi?s.

?aýxáxa?....

S: Pila?sis, uc kʷu_akskn̄xítm ?

P: ki.

S: ha ckʷułm axá? tə_tqʷłqʷłtiwstn ?

P: lut. tə_spi?sćílt Tapít m̄as ixí? tə_tqʷłqʷłtiwstn.

S: uł axá? ?

P: ti?_x̌ast ixí?. ktqína?ńtxʷ x̌əx̌nut mi sic stim
i?_tqʷłqʷłtiwstn.

S: wa'y kʷu_kʷukʷstxʷ.

P: wa'y.

Nsəlxcin 2, Smi'áy 31

Grammar Exercises

iskʷíst _____

s̥ɬx̥aít _____

A. m̥aňt- transitive past / present with 3rd singular object

Instructions: fill in the blank with the nsəlxcin prompted by the English.

1. swit i?_m̥as ? incá i?_. (I broke it)

nuyápixcn:

2. ha _____ ? lut, Kníča? i?_m̥as. (you broke it)

nuyápixcn:

3. swit i?_ _____ ? incá i?_m̥an. (s/he broke it)

nuyápixcn:

4. stim i?_m̥aňtp ? _____ i?_x̥oxyalnxʷ. (we broke it)

nuyápixcn:

5. stim i?_ _____ ? m̥aňtm i?_křkrikstn. (you folks broke it)

nuyápixcn:

6. _____ y̥at i?_n̥txʷtxʷlaqs. (they broke it)

nuyápixcn:

7. ha _____ i?_x̥pmin ? ki, m̥aňtxʷ. (I broke)

nuyápixcn:

8. _____ i?_kta?qína?tn ! lut, Pacís i?_m̥as. (you broke it)

nuyápixcn:

9. ta?lí ſaýmt Susáp aň? _____ i?_n̥xapmín. (we broke it)

nuyápixcn:

10. ha _____ i?_tqʷlqʷłtiwstn ? ki. (you folks broke it)

nuyápixcn:

smiṁáy 32: səxʷkʷulm 1

s?um̄s

səxʷkʷulm k̄l_yayáyat	band manager/administrator
səxʷčksqlawm	accountant
səxʷčksqilxʷm	membership clerk
səxʷtxtúla?xʷm	land/estates clerk
səxʷtqʷlqʷłtiwsm	receptionist/phone operator
səxʷk̄lqəq̄yam	secretary
səxʷktaqína?m	typist
səxʷkʷnłq̄yminm	mail carrier
səxʷknxłtiłn k̄l_a?_cyapcín	social worker
səxʷknxłtiłn k̄l_a?_cñq̄ymils	education coordinator
səxʷknxłtiłn	helper / assistant
səxʷkʷiñma?am	councilor
ylmixʷm	chief
səxʷqʷłqʷilt	spokesperson
səxʷk̄am / səxʷk̄awm	prayer leader

s?a?úms

stim i?_səxʷkʷulm k̄l_yayáyat a?_čkists?	What does a band manager do?
i?_səxʷkʷulm k̄l_yayáyat cəcúnma?sts i?_sqilxʷ ks?axkína?x.	A band manager shows people what to do.
i?_səxʷčksqlawm cčəkstis i?_sqlaw̄.	An accountant counts money.
i?_səxʷčksqilxʷm cq̄ystis i?_skʷskʷists i?_sqilxʷ.	A membership clerk keeps lists of names.
i?_səxʷtxtúla?xʷm cmistís swit la_kłtrmxʷúla?xʷ.	A land clerk knows who owns the land.
i?_səxʷtqʷlqʷłtiwsm cq̄łqʷilt i?_ntqʷłqʷłtiwstn.	A receptionist talks on the phone.
i?_səxʷk̄lqəq̄yam cq̄ystis čaň?ínt i?_sqilxʷ.	A secretary writes down what people say.
i?_səxʷktaqína?m cktaqína?m i?_málxa?s časyqn.	A typist types on the computer.
i?_səxʷkʷnłq̄yminm c?ukʷsts i?_q̄ymin.	A mail carrier delivers the mail.
i?_səxʷknxłtiłn k̄l_a?_cyapcín cknxłtiłn	A social worker helps people in need.

i_a?_cyapcín i_sqilxw.	
i_səx ^w knx̄tiłn kł_a?_cñqymils ckłx ^w ic̄xmsts i_sqilx ^w kł_sñmamáya?tn.	An education coordinator gets people into school.
i_səx ^w knx̄tiłn cknx̄tiłn i_sqilx ^w .	A helper/assistant helps people.
i_səx ^w k̄níma?am cx ^w uy kł_a?_cq ^w a?q ^w ?ál.	A councillor goes to meetings.
i_ylmix ^w m ckníya?msts i_sqilx ^w .	A chief listens to people.
i_səx ^w q ^w lq ^w ilt ctq ^w lq ^w iltñsts i_sñqa?ilsts i_sqilx ^w .	A spokesperson talks on behalf of their people.
i_səx ^w k̄?am k ^w u_clm̄tspu?ústm.	A prayer leader makes our hearts happy. conjugations

kñxit	to help	transitive past / present
	singular	plural
1st person	kñxitn	kñxitm
2nd person	kñxitx ^w	kñxitp
3rd person	kñxits	kñxitsølx

examples:

- | | |
|--|-------------------------------|
| ha kñxitx ^w ? waý, kñxitn. | Did you help? Yes, I helped. |
| ha Tapít kñxits Susan? lut. | Did David help Susan? No. |
| kñxitsølx tɔ_k ^w ulm. | They helped her do the work. |
| kñxits i_sqilx ^w . | She helped the people. |
| iñx̄mínk cniłc mi kñxits. | I want him to help her. |
| iñx̄mínk mniñltöt mi kñxitm. | I want us to help her. |
| iñx̄mínk mniñləmp mi kñxitp. | I want you folks to help her. |
| iñx̄mínk mnimlcølx mi kñxitsølx. | I want them to help her. |
| iñx̄mínk mi k ^w u_kñxitx ^w . | I want you to help me. |
| žminksølx mniñltöt mi kñxitm. | They want us to help them. |

note: these transitive forms can take transitive object markers.

žminks incá mi kñxitm. She wants me to help you.

Ñsəłxcin 2, Smi'áy 32

sʔum̄s 1

iskʷíst _____

s̄x̄l̄x̄n̄aít _____

Instructions: With your partner, reenact office place conversations. Follow the model.

Example 1:

A: swit ixí? ?

C: ixí sic i? _səxʷqʷílqʷiltöt.

Example 2:

A: swit ixí? ?

C: ixí? sic i? _səxʷkʷñlqʷyminmtöt.

	səxʷkʷułm k̄l_yaȳát		səxʷk̄lq̄eq̄yam		səxʷknx̄ltiłn
	səxʷčksqlaw̄m		səxʷktaqína?m		səxʷkʷíñma?am
	səxʷčksqlılxʷm		səxʷkʷñlqʷyminnm		ÿlmixʷm
	səxʷtxtúla?xʷm		səxʷknx̄ltiłn k̄l_a?_cȳapcín		səxʷqʷílqʷilt
	səxʷtqʷílqʷłtiw̄sm		səxʷknx̄ltiłn k̄l_a?_cñq̄ymils		səxʷk̄sam / səxʷk̄awm



Ñsəlxcin 2, Smi'áy 32

sʔum̄s 2

iskʷist _____

sx̌łx̌n̄aít _____

Instructions: Kasnú and Atál are talking about what occupations their families members have.

With your partner, reenact their conversation. Follow the model.

Example 1:

K: ha asqʷsí? ýlmixʷm ?

A: ki, ýlmixʷm isqʷsí?.

Example 2:

K: ha səxʷknx̌ltiłn asłm̄k?iłt ?

A: lut, lut tə_səxʷknx̌ltiłn istm̄k?iłt.

	səxʷkʷułm kł_yayáyat		səxʷkłqəq्यam		səxʷknx̌ltiłn
	səxʷčksqlawm		səxʷktaqína?m		səxʷkʷínma?am
	səxʷčksqlıxlw̄m		səxʷkʷnłq्यminm		ýlmixʷm
	səxʷtxtúla?xʷm		səxʷknx̌ltiłn kł_a?_cyapcín		səxʷqʷłqʷiłt
	səxʷtqʷłqʷłtiws̄m		səxʷknx̌ltiłn kł_a?_cñq्यmils		səxʷk̄am / səxʷk̄awm



sqʷsi?



stm̄k?iłt



mistm̄



slaxt



sql̄tmixʷ



skʷuy



təkłmilxʷ



tum̄



stm̄tima?

Ñsəł̓xcin 2, Smi'ráy 32

s?um̓s 3

iskʷít _____

s̓x̓l̓x̓n̓aít _____

Instructions: With your partner, the conversation between Malí and Pila?sis about what people do for a living. Follow the model.

Example 1:

M: stim a?_čkists Tlakán ?

P: səxʷkʷułm k̓l̓_y̓ay̓át Tlakán.

M: stim a?_čkists i?_səxʷkʷułm k̓l̓_y̓ay̓át ?

P: i?_səxʷkʷułm k̓l̓_y̓ay̓át cəcúma?sts i?_sqilxʷ ks?axkína?x.

	səxʷkʷułm k̓l̓_y̓ay̓át		səxʷk̓l̓q̓əq̓yám		səxʷknx̓ltiñ
	səxʷčksqlaw̓m		səxʷktaqína?m		səxʷk̓im̓ma?am
	səxʷčksqlxʷm		səxʷkʷn̓l̓q̓yminm		ȳlmixʷm
	səxʷtxtúla?xʷm		səxʷknx̓ltiñ k̓l̓_a?_cy̓apcín		səxʷqʷl̓qʷilt
	səxʷtqʷl̓qʷltiws̓m		səxʷknx̓ltiñ k̓l̓_a?_cn̓q̓ymils		səxʷk̓am / səxʷk̓awm



Tlakán
cəcúma?sts
i?_sqilxʷ ks?axkína?x



Prasuá
cq̓ystis
i?_skʷskʷists i?_sqilxʷ



S̓x̓mnatkʷ
cmistís swit
ɬa_kltmxʷúla?xʷ



Sk̓nxʷalqs
ctqʷl̓qʷltm̓sts
i?_sn̓qa?ílsts i?_sqilxʷ



Susáp
cq̓l̓qʷilt
ɬ_ntqʷl̓qʷltiws̓n



Pacís
cktaqína?m
ɬ_málxa?s čásyqn



Ḱníča?
kʷu_liṁtsp?ústm



Spa?amíx
cknx̓ltiñ ɬ_a?_cy̓apcín



Katalín
cxʷuy k̓l̓_a?_cqʷa?qʷ?ál

Nsəlxcin 2, Smi'áy 32

Conjugation 1

iskʷíst _____

s̥ɬx̥tałt _____

Instructions: Tarás and Ki?láwna? are talking about if people helped Nkʷalá. Reenact their conversations.

Example 1:

T: ha i?_səxʷčksqlawm kñxits Nkʷalá ?

P: ki, i?_səxʷčksqlawm kñxits Nkʷalá.

Example 2:

P: ha anwí kñxitxʷ Nkʷalá ?

T: ki, kñxitn Nkʷalá.

1.



i?_səxʷčksqlawm

2.



anwí

3.



Katalín na?ł Misál

4.



anwí na?ł Pɻałxʷ

5.



ȳlmixʷm

6.



i?_səxʷčksqilxʷm

7.



incá

8.



incá na?ł i?_səxʷkʷawm

9.



i?_səxʷk̥lq̥eq̥yam

Instructions: Re-enact this conversation between Papílyaʔqn and Sltis.

S: way, xast səlx̓əlt.

P: xast səlx̓əlt. ha ti? kʷ_xast?

S: way ti? kn_xast? uł anwí, čkin aspu?ús

P: ti? kn_xast.

S: q̓sápi uł lut ta_cwikntsn. k̓a?kín ki? kʷ_ckʷułm ɬapná? ?

P: kn_səxknxłtiłn kł_a?_cṇq̓yml̓s kł_n?ixʷína?.

S: ha uł? uł stim a?_čkists i?_səxknxłtiłn kł_a?_cṇq̓yml̓s.

P: kn_ckʷłxʷicx̓msts i?_sqilxʷ kł_sńmařáya?tn.

S: mmm. ha púti ka? ckʷułm ilí? aňl?íw.

P: lut ɬapná?. ?imx kł_Sł̓xatkʷ.

S: stim a?_čkists ilí? ?

P: iňl?íw səxʷqʷłqʷilt i?_kł_qłspilx.

uł stim a?_čkists aňmístm?

S: iňmístm səxʷtx̓túla?xʷm kł_sńqatqniwt.

P: ha q̓sápi ilí? ka? ckʷułm aňmístm?

S: lut. ti? k̓max naqs xyałnxʷ.

P: way Sltis, mi kn_xʷuy ɬapná?.

ta?lí kn_liṁt ɬwik̓ntsn.

S: nixʷ incá kn_liṁt. níňwi?s ɬwik̓ntsn.

P: way níňwi?s.

A. kñxit- transitive past / present with 3rd singular object

Instructions: fill in the blank with the nsəlxcin prompted by the English.

1. ha kñxitxʷ ? wa্য, _____. (I helped)

nuyápixcn:

2. iñx̌mínk mi _____ Misál. (he helps her)

nuyápixcn:

3. ha Tapít _____ Susán ? lut. (he helped her)

nuyápixcn:

4. _____ ɬo_kʷułm. (they helped her)

nuyápixcn:

5. _____ i?_sqilxʷ. (I helped)

nuyápixcn:

6. ha _____ ? wa্য, kñxitn. (you helped)

nuyápixcn:

7. iñx̌mínk mniñłtöt mi _____. (we help him)

nuyápixcn:

8. iñx̌mínk mniñłəm̌p mi _____. (you folks help her)

nuyápixcn:

9. iñx̌mínk mnimlcəłx mi _____. (they help him)

nuyápixcn:

10. iñx̌mínk mi kʷu_____. (you help)

nuyápixcn:

smiṁáy 33: a?_cplal

s?um̄s 1

s?atqʷłp	ponderosa pine tree
qʷəqʷli?t	jack pine / black pine
čqiłp	fir tree
ciqʷłx	tamarack
qʷəqʷlin	birch
mixiłp	cedar
čápa?x	western red cedar
mułx	cottonwood
młmltiłp	aspen / poplar
stəktəkcxʷiłp	red willow
ckʷasq̄łstn	large sagebrush
qʷłqʷłmniłp	small sagebrush
puńłp	juniper
ł̄ála?ł̄om̄łx	rasberry bush
płplqniłemłx	thimbleberry bush
čkʷəkʷiłp	elderberry bush
skʷəkʷ?iłp	rose bush
sq̄pxʷiłp	hazelnut bush
sč̄siłemłx	oregon grape bush
sp̄ičn	hemp bush
sxʷína?	prickly pear cactus

s?um̄s 2

čkʷikʷ	elderberries
skʷəkʷiʷ	rose hip / rose berry
sč̄čris	oregon grape
packł	leaf
ł̄áma?	pine / fir needles
sč̄čáka?	pine / fir cone
qípxʷa?	nut / hazelnut
sp̄i?qáłq	berry
sča?ákʷ	flower
ł̄owławt	thorns

s?a?úms 1

ka?kin ka? cplal i?_mułx?	Where does cottonwood grow?
kíka?t kí_siwłk ^w ka? cplal i?_mulx.	The cottonwood grows near water.
í_wist ka? cplal i?_sqpx ^w iłp.	The hazelnut bush grows in the mountains.
í_xw̥xwúla?x ^w ka? cplal i?_sx ^w ína?	The prickly pear grows in the desert
í_hm̥hmúla?x ^w ka? cplal i?_spíčn.	The hemp bush grows where the ground is wet
i?_q ^w łq ^w lmniłp í_xw̥xwúla?x ^w ka? cplal.	The sagebrush grows where the ground is dry
ha kłkáma? i?_sa?átq ^w łp?	Does a pine tree have needles?
ki, i?_sa?átq ^w łp kłkáma?.	Yes, a pine tree has needles.
ha kłkáma i?_mułx?	Does a cottonwood have needles?
lut ta_kłkáma i?_mułx. kłpackł.	No, a cottonwood does not have needles. It has leaves.

phrase 2

ha i?_spíčn kłpackł?	Does a hemp bush have leaves?
ki, i?_spíčn kłpackł.	Yes, a hemp bush has leaves.
ha i?_ciq ^w łx kłpackł?	Does a tamarack have leaves?
lut i?_ciq ^w łx ta_kłpackł. kłkáma?.	No, a tamarack does not have leaves. It has needles.
ha i?_cqiłp ksćečáka? ?	Does a fir tree have cones?
ki, i?_cqiłp ksćečáka?.	Yes, a fir tree has cones.
ha i?_stəktəkcx ^w iłp ksćečáka? ?	Does a red willow have cones?
lut i?_stəktəkcx ^w iłp ta_ksćečáka?.	No, a red willow does not have cones.

phrase 3

ha i?_kłála?łemłx ksipi?qáłq?	Does a raspberry bush produce berries?
ki, i?_kłála?łemłx ksipi?qáłq.	Yes, a raspberry bush produces berries.
ha i?_q ^w əq ^w lin ksipi?qáłq?	Does a birch produce berries?
lut i?_q ^w əq ^w lin ksipi?qáłq.	No, a birch does not produce berries.
ha i?_sqpx ^w iłp kłqípx ^w a? ?	Does a hazelnut bush have nuts?
ki, i?_sqpx ^w iłp kłqípx ^w a?.	Yes, a hazelnut bush has nuts.

ha i?_sxʷína? kłqípxʷa? ?	Does a prickly pear have nuts?
lut i?_sxʷína? ta_kłqípxʷa?.	No, a prickly pear does not have nuts.

phrase 4

ha ča?ákʷm i?_čkʷəkʷiłp?	Does an elderberry bush produce flowers?
ki, ča?ákʷm i?_čkʷəkʷiłp.	Yes, an elderberry bush produces flowers.
ha i?_mxiłp cča?ákʷm?	Does a cedar produce flowers?
lut i?_mxiłp ta_cča?ákʷm.	No, a cedar does not produce flowers.
ha i?_skʷəkʷ?iłp kłəwławt?	Does a rose bush have thorns?
ki, i?_skʷəkʷ?iłp kłəwławt.	Yes, a rose bush has thorns.
ha i?_qʷłqʷłmniłp kłəwławt?	Does sagebrush have thorns?
lut i?_qʷłqʷłmniłp ta_kłəwławt.	No, sagebrush does not have thorns.

conjugations

tixʷm	gather	intransitive past/present
	singular	plural
1st person	kn_tixʷm	kʷu_tixʷm
2nd person	kʷ_tixʷm	p_tixʷm
3rd person	tixʷm	tixʷməłx

examples:

tixʷm tə_qʷilcn kł_kʷilṣtñs.	She gathered fir boughs for her sweat.
ha wa'y p_tixʷm tə_packł t_ikłłtí ?	Did you folks gather the leaves for my tea?
wa'y tixʷməłx tə_mxiłp ixí? kł_pułmñs.	They gathered cedar for the smudge.
kn_tixʷm tə_qʷłqʷłmniłp ixí? ikłmrímstn.	I gathered sagebrush for my medicine.

tixʷ	gather	intransitive future/inceptive
	singular	plural
1st person	kn_kstíxʷa?x	kʷu_kstíxʷa?x
2nd person	kʷ_stíxʷa?x	p_stíxʷa?x
3rd person	kstíxʷa?x	kstíxʷa?xəłx

examples:

ksk̓awstíxʷa?x tə_qʷilcn k̓l_kʷilstn̓s.
ha p_stíxʷa?x tə_packł t_ikłłtí ?

kstíxʷa?xə́lx tə_mxiłp ixí? k̓l_pułm̓ns.
kn_kstíxʷa?x tə_qʷłqʷłmniłp ixí?
ikłmríṁstn.

She is going to gather fir boughs for her sweat.
Are you folks going to gather the leaves for my tea?

They are going to gather cedar for the smudge.
I am going to gather sagebrush for my medicine.

qʷliwxt	pick berries for someone	transitive past / present (-xt)
(pick for someone)	singular	plural
1st person	qʷliwxtn	qʷliwxtm
2nd person	qʷliwxtxʷ	qʷliwxtp
3rd person	qʷliwxts	qʷliwxtə́lx

note: here the word *qʷliw* takes the -*xt* transitivizer, meaning that something is being picked on behalf of another person. The -*xt* transitivizer is followed by the strong root transitive person markers. Direct objects of an -*xt* transitive verb are marked by the particle *tə*.

qʷliw	pick berries/fruit	past perfect
	singular	plural
1st person	iscqʷlíw	i?_scqʷliwtöt
2nd person	ascqʷlíw	i?_scqʷliwmp
3rd person	i?_scqʷliws	i?_scqʷliwsə́lx

examples:

- stim ascqʷlíw? What did you pick?
 i?_skʷəkʷiws i?_skʷəkʷ?iłp iscqʷlíw. I picked some rose berries.
 ha kʷu_qʷliwxtp tə_ckʷikʷ? Did you folks pick me some elderberries?
 lut, tə_sčəčris i?_qʷliwxtm̓t. No, we picked you some oregon grape berries.
 iñx̓mínk kʷu_qʷliwxtxʷ tə_ksčəčris. I want you to pick me some oregon grape berries.

qʷliw	pick berries/fruit	future perfect
	singular	plural

1st person	ikscqʷlíw	i?_kscqʷliʷtət
2nd person	akscqʷlíw	i?_kscqʷliʷmp
3rd person	i?_kscqʷliʷs	i?_kscqʷliʷsəłx

qʷliʷnt	pick berries/fruit	transitive future
	singular	plural
1st person	iksqʷlíwm	i?_ksqʷliʷntm
2nd person	aksqʷlíwm	i?_ksqʷliʷntp
3rd person	i?_ksqʷliʷs	i?_ksqʷliʷsəłx

qʷliʷ	pick berries/fruit	intransitive future/inceptive
	singular	plural
1st person	kn_ksqʷlíwa?x	kʷu_ksqʷlíwa?x
2nd person	kʷ_sqʷlíwa?x	p_sqʷlíwa?x
3rd person	ksqʷlíwa?x	ksqʷlíwa?xəłx

examples:

- | | |
|---|--|
| stim anwí akscqʷlíw? | What are you going to pick? |
| kn_ksqʷlíwa?x tə_skʷəkʷiws i?_skʷəkʷ?iłp. | I am going to pick some rose berries. |
| ha aňxmínk iksqʷlíwm i?_čkʷikʷ? | Do you want me to pick some elderberries? |
| lut, iňxmínk aksqʷlíwm tə_sčəčris. | No, I want you to pick oregon grape berries. |

Nsəlxcin 2, Smi'áy 33

s?um's 1

iskʷist _____

s̥šl̥x̥aít _____

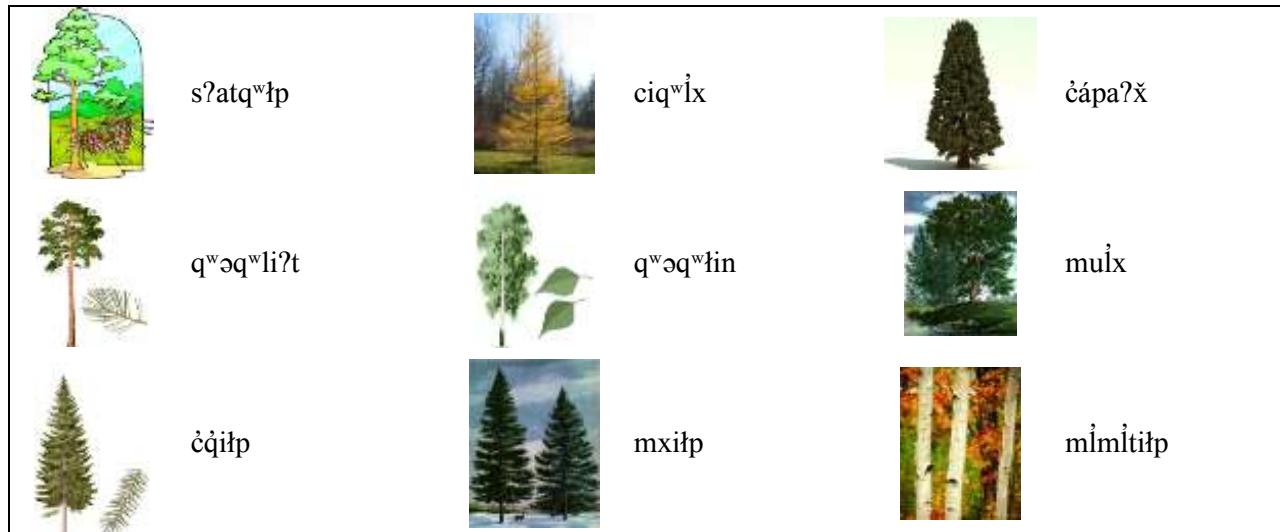
Instructions: With your partner, talk about where trees grow. Follow the model.

Example 1:

- A: k̥a?kín ka? cplal i?_mxiłp ?
C: l̥_wist ka? cplal i?_mxiłp.

Example 2:

- A: k̥a?kín ka? cplal i?_m̥lm̥tiłp ?
C: kíka?t k̥l̥_siwłkʷ ka? cplal i?_m̥lm̥tiłp.



1.



l̥_wist

2.



l̥_hm̥hm̥ula?xʷ

3.



l̥_wist

4.



l̥_xʷxʷula?xʷ

5.



y̥at k̥a?kín

6.



l̥_hm̥hm̥ula?xʷ

7.



l̥_wist

8.



kíka?t k̥l̥_siwłkʷ

9.



y̥at k̥a?kín

Nsəlxcin 2, Smi'áy 33

s?um's 2

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: With your partner, talk about trees. Follow the model.

Example 1:

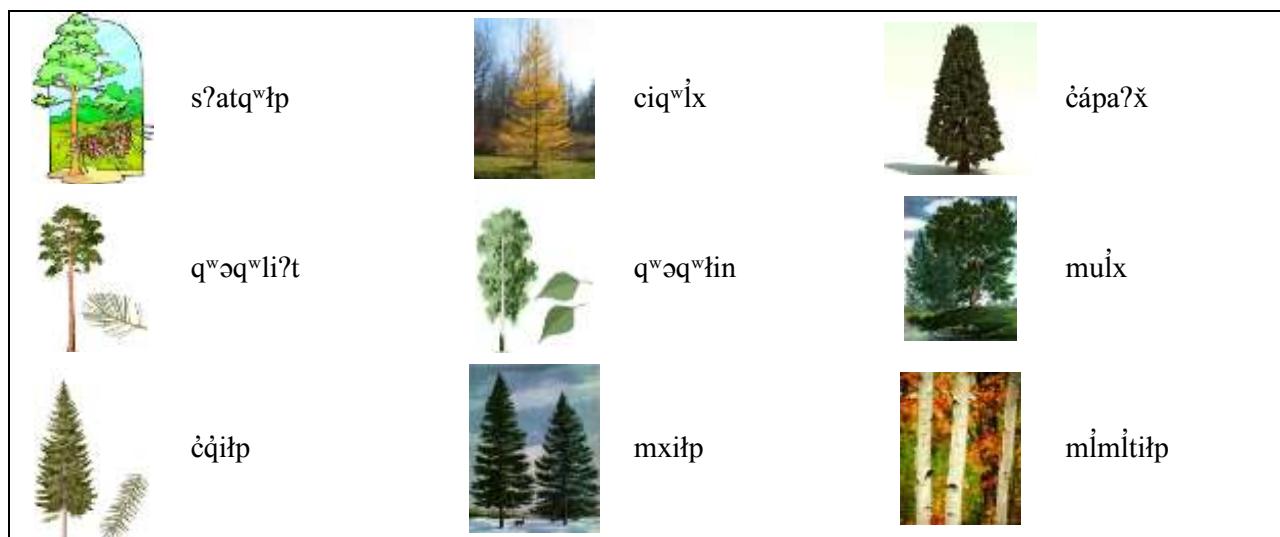
A: ha klkáma? i?_mxiłp ?

C: ki, i?_mxiłp klkáma.

Example 2:

A: ha klkáma? i?_młmltiłp ?

C: lut ta_klkáma? i?_młmltiłp. kłpackł.



1.



2.



3.



4.



5.



6.



7.



8.



9.



Nsəlxcin 2, Smi'áy 33

s?um's 3

iskʷist _____

s̄x̄l̄x̄aít _____

Instructions: With your partner, talk about where bushes grow. Follow the model.

Example 1:

A: k̄a?kín ka? cplal i?_sp̄ièn ?

C: l̄_hm̄hm̄úla?xʷ ka? cplal i?_sp̄ièn.

Example 2:

A: k̄a?kín ka? cplal i?_ckʷasq̄l̄stn ?

C: l̄_x̄w̄x̄w̄úla?xʷ ka? cplal i?_ckʷasq̄l̄stn.

	stəktəkcxʷiłp		ɬ̄ála?h̄em̄l̄x		s̄q̄pxʷiłp
	ckʷasq̄l̄stn		pl̄pl̄qnih̄em̄l̄x		s̄c̄rsiħ̄em̄l̄x
	qʷl̄qʷl̄m̄niłp		č̄kʷč̄kʷiłp		sp̄ièn
	puňłp		skʷč̄kʷ?iłp		sxʷína?

1.



l̄_hm̄hm̄úla?xʷ

2.



l̄_x̄w̄x̄w̄úla?xʷ

3.



l̄_w̄ist /
l̄_a?_cm̄qʷmaqʷ

4.



l̄_a?_cc̄l̄cal

5.



l̄_x̄w̄x̄w̄úla?xʷ

6.



ȳat k̄a?kín

7.



l̄_w̄ist /
l̄_a?_cm̄qʷmaqʷ



k̄ika?t k̄l̄_siw̄lkʷ

9.



l̄_x̄w̄x̄w̄úla?xʷ

Ñsəlxcin 2, Smi'áy 33

s?um's 4

iskʷist _____

s̥šl̥x̥aít _____

Instructions: With your partner, talk about bushes. Follow the model.

Example 1:

A: ha kł̥əwławt i?_sxʷína? ?

C: kiw, kł̥əwławt i?_sxʷína? .

Example 2:

A: ha kł̥əwławt i?_sq̥pxʷiłp ?

C: lut, lut ta_kł̥əwławt i?_sq̥pxʷiłp.

	stəktəkcxʷiłp		ɬ̥ála?həmłix		sq̥pxʷiłp
	ckʷasq̥iſtn		pl̥pl̥qnihəmłix		s̥č̥sihəmłix
	qʷłqʷłmniłp		č̥kʷəkʷiłp		sp̥ičn
	puňłp		skʷəkʷ?iłp		sxʷína?

1.



2.



3.



4.



5.



6.



7.



8.



9.



Ñsəłxcin 2, Smi'áy 33

s?um's 5

iskʷist _____

s̥šl̥x̥aít _____

Instructions: With your partner, talk about trees and bushes. Follow the model.

Example 1:

- A: ha c̥a?ákʷm i?_skʷəkʷ?iłp ?
C: kíwa, c̥a?ákʷm i?_skʷəkʷ?iłp.

Example 2:

- A: ha c̥a?ákʷm i?_s?atqʷiłp ?
C: lut, lut i?_s?atqʷiłp ta_c̥a?ákʷm.

	stəktəkcxʷiłp		ɬála?ɬəmíłx		sq̥pxʷiłp
	ckʷasq̥łstn		p̥l̥p̥l̥qniłəmíłx		sč̥rsiłəmíłx
	qʷłqʷłmniłp		č̥kʷəkʷiłp		sp̥ičn
	puňłp		skʷəkʷ?iłp		sxʷína?
	s?atqʷiłp		ciqʷłx		čápa?x
	qʷəqʷli?t		qʷəqʷlin		mułx
	č̥qiłp		mxiłp		młml̥tiłp

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



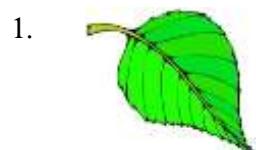
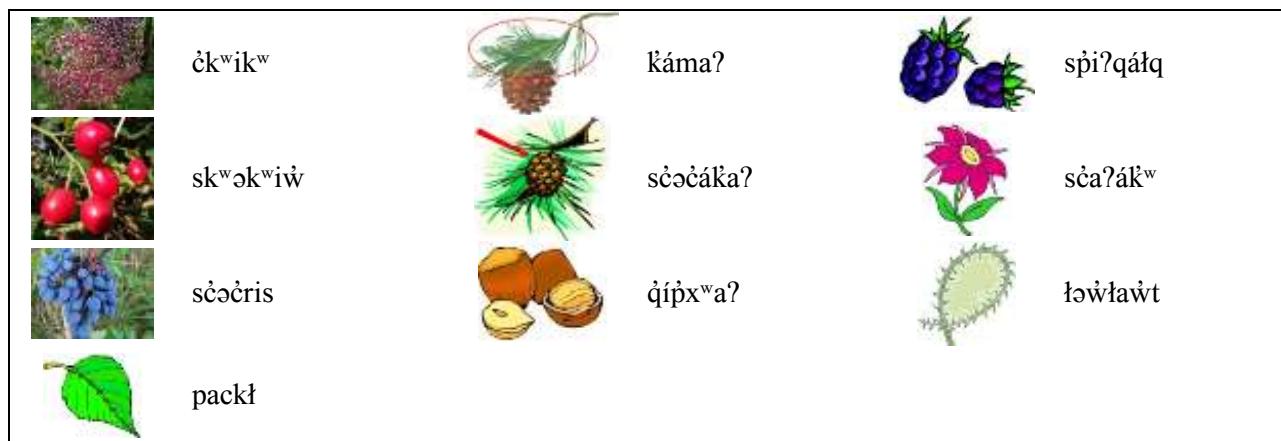
12.



Instructions: Katalín and Pacís each went gathering all week and then met up on the weekend to talk about what they gathered. Re-enact their conversations. Follow the model.

Example 1: K: ha kʷ_tixʷm t̄_packł ?

P: ki, kn̄_tixʷm t̄_packł.



Ñsəlxcin 2, Smiñáy 33

Conjugation 1

iskʷíst _____

sx̌łx̌nält _____

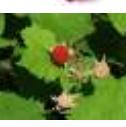
Instructions: Tlakán and Spa?amíx are talking about what people picked. Reenact their conversations.

Example 1:

T: stim i?_scqʷliws Papílya?qn ?
S: síya? i?_scqʷliws.

Example 2:

S: stim i?_scqʷliwtöt anwí na?i incá ?
T: scəčris i?_scqʷiwtöt.

	čkʷikʷ		qípxʷa?		ȟála?
	skʷəkʷiʷ		spí?qáłq		palpľqn
	scəčris		sťxałq		síya?

1.



Papílya?qn

2.



anwí na?i incá

3.



Katalín na?i Misál

4.



anwí na?i P̌ałxʷ

5.



Sw̌atqn

6.



anwí

7.



incá

8.



incá na?i Misál

9.



Malí na?i ɬAtál

Ñsəlxcin 2, Smi'áy 33

Conjugation 2

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: Susáp and K̥asnú are talking about what people are going to pick. Reenact their conversations.

Example 1:

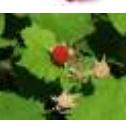
S: stim akscqʷlíw ?

K: kn̥_ksqʷlíwa?x t̥o_čkʷikʷ.

Example 2:

K: stim ikscqʷlíw ?

S: kʷ_sqʷlíwa?x t̥o_st̥xałq.

	čkʷikʷ		qípxʷa?		k̥ála?
	skʷəkʷiʷ		spí?qáłq		pal̥pl̥qn
	sčəćris		st̥xałq		síya?

1.



anwí

2.



incá

3.



anwí naʔɬ incá

4.



Tlakán naʔɬ P̥ałxʷ

5.



anwí naʔɬ Piyarís

6.



Sk̥nxʷal̥qs

7.



incá naʔɬ S̥ltis

8.



incá

9.



anwí

Instructions: Re-enact this conversation between Kníča? and Sm̄lmal̄qs.

- S: kʷu_kʷukʷstxʷ kʷu_akskxnám, Kníča?.
- K: way. ta?lí iñxást kn_kskaw̄sqʷlíwa?x.
- S: nixʷ incá. uł iñtúm x̄minks l_iksqʷlíwm i?_spí?qáłq.
- K: nixʷ iñtúm x̄minks l_iksqʷlíwm i?_spí?qáłq.
- S: ha uł ? kn_n̄musls xʷ?it i?_kscka?kictet.
- K: xʷ?it i?_kscqʷliwtet. cmistín la?kín xʷ?it i?_spí?qáłq.
- S: ha uníxʷ ? ka?kín ?
- K: l_wist. ilí? l_cəcwíxa? xwił.
- S: ta?lí cmistíxʷ i?_a?_cplal l_tm̄xʷúla?xʷtöt.
- K: ki, iñtatúpa kʷu_cúñma?s

aýxáxa?....

- S: stim ixí?, Kníča? ?
- K: ixí? sq̄pxʷiłp.
- S: ha niñáýp ka?_cplal alá? l_wist i?_sq̄pxʷiłp ?
- K: lut ta?lí l_wist. l_a?_ccl̄čal ka? cplal.
- S: ha cča?ákʷm i?_sq̄pxʷiłp ?
- K: way kʷrkʷri? i?_sča?ča?ákʷs i?_sq̄pxʷiłp.
- S: ha i?_sq̄pxʷiłp kłłoώławt ?
- K: lut. ti? mur i?_kilílxʷs.
- S: ha ks̄pi?qáłq i?_sq̄pxʷiłp ?
- K: lut, lut i?_sq̄pxʷiłp ta_kls̄pi?qáłq. kłqípxʷa?
- S: ixí? uł i?_skʷists "sq̄pxʷiłp" !
- K: kiw. lə_sk̄a?áym uł pīpīyáq i?_qípxʷa?s.
- S: lə_pīyáq cmay kʷu_łcxʷuy mi kʷu_ɬ̄liwm tə_qípxʷa?.
- K: way xast.

Nsəlxcin 2, Smi'áy 33

Grammar Exercises

iskʷíst _____

s̥ɬx̥tałt _____

A. tixʷm- intransitive past/present

Instructions: fill in the blank with the nsəlxcin prompted by the English. Then translate to English.

1. _____ tə_qilcn k̥l_kʷilštñs. (she gathered)

nuyápixcn:

2. ha way̥ _____ tə_packł t_ikłltí ? ki. (you folks gathered)

nuyápixcn:

3. way̥ _____ tə_mxiłp ixí? k̥l_pułmñs. (they gathered)

nuyápixcn:

4. _____ tə_qʷłqʷl̥mniłp ixí? ikłmríṁstn. (I gathered)

nuyápixcn:

5. _____ tə_čkʷikʷ i?_tə_kłmriṁstntöt (we gathered)

nuyápixcn:

6. ha way̥ _____ tə_skʷəkʷiw tə_akłltí ? (you gathered)

nuyápixcn:

7. _____ tə_qípxʷa?. way̥ xast! iñxást i?_qípxʷa? ! (I gathered)

nuyápixcn:

8. ha _____ tə_k̥ála? ? lut, kʷu_tixʷm tə_s̥e̥cris. (you folks gathered)

nuyápixcn:

9. _____ xʷ?it tə_st̥xałq. (they gathered)

nuyápixcn:

10. _____ tə_síya? ? i?_lúti?. (you gathered)

nuyápixcn:

B. tixʷm- intransitive future/inceptive

Instructions: fill in the blank with the ɬ̥səł̥xcin prompted by the English. Then translate to English.

1. ksk̥aw̥s _____ tə_qʷilcn k̥l̥_kʷilst̥s. (she's going to gather)

nuyápixcn:

2. ha _____ tə_pack̥t̥ ikl̥t̥? lut. (you folks are going to gather)

nuyápixcn:

3. _____ tə_mxílp ixí? k̥l̥_puł̥m̥s. (they're going to gather)

nuyápixcn:

4. _____ tə_qʷl̥qʷl̥m̥niłp ixí? ik̥mrí'm̥stn. (I'm going to gather)

nuyápixcn:

5. mi kn_xʷuy. _____ tə_st̥xałq. (I'm going to gather)

nuyápixcn:

6. _____ tə_tukʷtán? kiw, kʷu_kskʷúla?x tə_tukʷtníłxʷ.

(you folks are going to gather)

nuyápixcn:

7. stim a?_ckistxʷ? _____ tə_skʷlis. (I'm going to gather)

nuyápixcn:

8. ha kn_kstíxʷa?x tə_skʷlis? lut, _____ tə_síya?.

(you're going to gather)

nuyápixcn:

9. _____ tə_łəxʷłaxʷ. (we're going to gather)

nuyápixcn:

10. ha _____ tə_sxʷusm? kiw, kn_kstíxʷa?x tə_sxʷusm.

(you are going to gather)

nuyápixcn:

C. qʷliʷ- transitive past/present with -xt transitivizer and 3rd sing. object

Instructions: fill in the blank with the n̄səłxcin prompted by the English.

1. ha kʷu_____ tə_sp̄i?qáłq? ki. (you picked)

nuyápixcn:

2. iñx̄mínk kʷu_____ tə_kskʷəkʷiʷ. (she picks)

nuyápixcn:

3. Susán x̄mínts kʷu_____ tə_klčkʷikʷ. (you folks pick)

nuyápixcn:

4. ha qʷliʷxtp Sk̄nxʷalqs tə_sčəčris ? ki, _____. (we picked)

nuyápixcn:

5. _____ Piyarís tə_stxałq. (I picked)

nuyápixcn:

6. kʷu_____ tə_sxʷusm ! kʷu_kʷukʷstxʷ ! (you picked)

nuyápixcn:

7. ha kʷu_____ tə_łəxʷłaxʷ ? i?_lúti. (they picked)

nuyápixcn:

8. Spa?amíx kʷu_____ tə_łvála?. (he picked)

nuyápixcn:

9. _____ Sł̄tis tə_mcakʷ. (we picked)

nuyápixcn:

10. ha _____ tə_tqim̄tqm ? ki, uł xʷic̄łtm ɬAtál. (you folks picked)

nuyápixcn:

D. qʷliʷ- perfective

Instructions: fill in the blank with the n̄səłxcin prompted by the English.

1. stim anwí _____ ? i?_síya?. (you picked)

nuyápixcn:

2. ksics i?_____ . (we picked)

nuyápixcn:

3. i?_skʷlis i?_____. (they picked)

nuyápixcn:

4. ha t̄xtaxt i?_____ Susét ? kiw. (she picked)

nuyápixcn:

5. i?_skʷəkʷiws i?_skʷəkʷ?ilp _____. (I picked)

nuyápixcn:

6. ha xʷ?it i?_____ ? lut ta?lí. (you folks picked)

nuyápixcn:

7. stim i?_____ ? xʷ?it i?_st̄xałq. (they picked)

nuyápixcn:

8. k̄ast _____. miyáł taħt. (you picked)

nuyápixcn:

9. stim i?_____ ? kʷu_qʷliʷm tə_sčəčris. (you folks picked)

nuyápixcn:

10. kp̄sƛ̄?us _____. (I picked)

nuyápixcn:

E. qʷliʷ future perfect and intransitive future/inceptive

Instructions: fill in the blank with the n̄sə́lcin prompted by the English.

1. stim i?_kscqʷliws Misál ? _____ tə_st̄xałq. (he's gonna pick- intrans.)

nuyápixcn:

2. stim _____ ? lut stim. (you're gonna pick- fut. perf.)

nuyápixcn:

3. kn_____ tə_łəxʷłałʷ. (I'm gonna pick- intrans.)

nuyápixcn:

4. iñx̄mínk tə_k̄ála? uł ixí? _____. (I'm gonna pick- fut. perf.)

nuyápixcn:

5. stim añx̄mínk i?_____ Prasuwá ? (he's gonna pick- fut. perf.)

nuyápixcn:

6. ɬapná? tə_s̄łx̄fält _____ tə_s̄cə́cris. (we're gonna pick- intrans.)

nuyápixcn:

7. stim i?_____ ? ksqʷlíwa?xəłx tə_s̄xʷusm. (they're gonna pick- fut.

perf.)

nuyápixcn:

8. stim i?_____ ? kʷu_ksqʷlíwa?x tə_mcakʷ. (you folks are

gonna pick- fut. perf.)

nuyápixcn:

9. stim i?_kscqʷliwtət ? _____ tə_skʷəkʷiʷ. (you folks are

gonna pick- intrans.)

nuyápixcn:

10. stim i?_kscqʷliwsəłx? _____ tə_s̄xʷusm. (they're gonna pick-

intrans.)

nuyápixcn:

F. q̓liw transitive future

Instructions: fill in the blank with the n̄səlx̄in prompted by the English.

1. ha aňx̄mínk kʷ_____ i?_st̄xałq ? ki ! (I'm gonna pick)

nuyápixcn:

2. iňx̄mínk kʷu_____ i?_skʷəkʷiň. háhuy. (you're gonna pick)

nuyápixcn:

3. Sm̄lmałqs _____ tə_skʷəkʷiňs i?_skʷəkʷ?ilp. (she's gonna pick)

nuyápixcn:

4. ha _____ i?_scəčris ? lut. (they're gonna pick)

nuyápixcn:

5. ha _____ i?_čkʷikʷ ? kíwa. (you folks are gonna pick)

nuyápixcn:

6. ha ksqʷliwnt̄p i?_sčusm ? kiw, _____ i?_sčusm. (we're

gonna pick)

nuyápixcn:

7. ha aňx̄mínk _____ i?_skʷlis ? ki. (they're gonna pick)

nuyápixcn:

8. iňx̄mínk _____ i?_čečʷčečʷ. (you folks are gonna pick)

nuyápixcn:

9. x̄minksəlx _____ i?_lipám. (I'm gonna pick)

nuyápixcn:

10. ha aňx̄mínk _____ i?_síya? ? ki. (we're gonna pick)

nuyápixcn:

smiṁáy 34: sqiltk 2

s?um̄s

ńwsxnilps	long neck	ńtətqílaps	short neck
wsxnaxn	long arms	tqtqíka?st	short arms
ps̄?ikst	big hands	cəcmíka?st	small hands
wswsxnikst	long fingers	tətqítqíka?st	short fingers
wsxníča?	long body	tətqíča?	short body
slxʷ?ip	big butt	kʷəkʷi?míp	small butt
kylułqstxn	big thighs	kwkwaqstxn	small thighs
wswisxnxn	long legs	tqtqxan	short legs
wsxnałqʷ	long penis	kłətāqa?t	short penis

s?a?úms

kn_čkin kn_łə_skʷəkʷimłt ?	What was I like as a child?
kʷ_čkin kʷ_łə_skʷəkʷimłt ?	What were you like as a child?
čkin tə_tətwit łə_skʷəkʷimłt David ?	What kind of boy was David when he was a child?
čkin tə_xixwtrn łə_skʷəkʷimłt Susán ?	What kind of girl was Susan when she was a child?
kʷu_čkin kʷu_łə_skʷəkʷimłt ?	What were we like as children?
p_čkin p_łə_skʷəkʷimłt ?	What were you guys like as children?

čkiňəlx łə_skʷəkʷimłtəlx ?	What were they like as children?
łə_skʷəkʷimłtəlx cəcmíka?stəlx.	When they were children they had small hands.
ɻapná? ps̄?ikstəlx.	Now they have big hands.
kʷu_łə_skʷəkʷimłt kʷu_kʷəkʷi?míp.	When we were children we had small butts.
ɻapná? kʷu_slxʷ?ip.	Now we have big butts.
łə_xixwtrn tqtqxan.	When she was a girl she had short legs.
ɻapná? wswisxnxn.	Now she has long legs.

čkin i?_sic asxmn̄káwa? ?	What is your new lover like?
i?_sic isxmn̄káwa? wswisxnxn uł	My new lover has long legs and big thighs.

ky̲lyułqstxn.	
č̲kin ałkíkxa? i?_s̲xm̲nkáwa?s ?	What is her new lover like?
i?_s̲xm̲nkáwa?s wsxníłča? uł t̲qt̲q̲xan.	Her new lover has a long body and short legs.

conjugations

—	to be	
	singular	plural
1st person	kn_	kʷu_
2nd person	kʷ_	p_
3rd person	-	ə́lx

lut t̲_	to not be	
	singular	plural
1st person	lut kn_ t̲o_	lut kʷu_ t̲o_
2nd person	lut kʷ_ t̲o_	lut p_ t̲o_
3rd person	lut t̲o_	lut t̲o_ ə́lx

ha —	forming questions	
	singular	plural
1st person	ha kn_	ha kʷu_
2nd person	ha kʷ_	ha p_
3rd person	ha	ha ə́lx

examples:

kn_ t̲qt̲q̲xan. I have short legs.

kʷu_ wswisxnxn. We have long legs.

kʷ_ wsxnačn. You have long arms.

Ñsəłxcin 2, Smi'áy 34

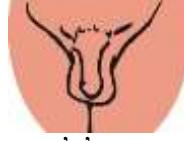
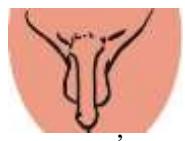
s?uňs 1

iskʷíst _____

s̥ɬx̥aít _____

Instructions: ask your partner questions. Answer with description words from the box.

Example 1: A: ha kʷ_wsxnaňn
C: kiw, kn_wsxnaňn. km lut, lut kn_čo_wsxnaňn.

A	C			
 wsxnaňn	 t̥q̥t̥q̥ika?st			
 cœcm̥ika?st	 wsxsxnikst	 t̥t̥q̥it̥ča?	 þsλ?ikst	 t̥t̥q̥t̥q̥ika?st
 s̥lxʷ?ip	 kʷəkʷi?míp	 wsxnílča?	 kylyulqstxn	 t̥q̥t̥q̥xan
 kwkʷaqrstxn	 wswisxnxn	 k̥t̥t̥áqa?t	 wsxnalqʷ	

Ñsəłxcin 2, Smi'áy 34

s?uňs 2

iskʷíst _____

sx̌ľx̌nait _____

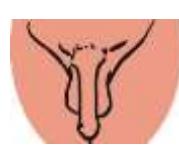
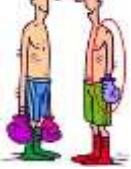
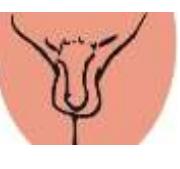
Instructions: ask and answer with your partner about what you were like as children. Answer with description words from the box.

Example 1:

- A: kʷ_čkin kʷ_ło_skʷəkʷimłt ?
C: kn_wsxnaňn kn_ło_skʷəkʷimłt.

Example 2:

- A: kʷ_čkin kʷ_ło_skʷəkʷimłt ?
C: lut kn_ło_wsxnaňn kn_ło_skʷəkʷimłt.

	wsxnaňn		wswisxnxn		təłqíłča?
	psł?ikst		wsxnalqʷ		kʷəkʷi?míp
	wswsxnikst		tq̌łqíka?st		kwkwaqstxn
	wsxníłča?		cəcmíka?st		tq̌łqyan
	slxʷ?ip		təłq̌łqíka?st		kłətāqa?t
			kylyulqstxn		

Ñsəłxcin 2, Smi'áy 34

Conjugation 1

iskʷíst _____

s̥ł̥x̥n̥aít _____

Instructions: you and your partner are feeling contradictory. When you are asked about a description trait, you will say no, and then offer an opposing trait. Use the pictures as a guide. Follow the model.

Example 1: A: ha kʷ_č̥t̥q̥íka?st ?
C: lut. lut kn_č̥_č̥t̥q̥íka?st. kn_wswsxnikst.

Example 2: A: ha kʷ_wsxnílča? ?
C: lut. lut kn_č̥_wsxnílča?. kn_č̥t̥q̥ílča?.

A	C
t̥t̥q̥íka?st wsxnaňn	wsxnílča? p̥s̥l̥?ikst
kʷékʷi?míp t̥t̥q̥ílča?	t̥t̥q̥íka?st c̥c̥míka?st
wsxnałqʷ t̥t̥q̥xan	wswsxnikst k̥t̥láqa?t
wswisxnxn ky̥lyułqstxn	slxʷ?ip kw̥kw̥aqstxn

Ñsəłxcin 2, Smi'áy 34

Conjugation 2

iskʷíst _____

s̥ɬx̥taít _____

Instructions: with your partner, role play the conversations between P̥ałxʷ and Pila?sis who are discussing the physical characteristics of their family members when they were children.

Example 1:

A: kn̥_čkin kn̥_ło_sk̥wək̥imłt ?
C: kʷ_þsλ?ikst kʷ_ło_sk̥wək̥imłt.

Example 2:

A: kʷ_čkin kʷ_ło_sk̥wək̥imłt ?
C: kn̥_kwk̥waqstxn kn̥_ło_sk̥wək̥imłt.

	wsxnažn		wswisxnxn		təłqíłča?
	þsλ?ikst		wsxnalqʷ		kʷəkʷi?míp
	wswsxnikst		tq̥tq̥íka?st		kwk̥waqstxn
	wsxníłča?		cəcmíka?st		tq̥tq̥xan
	s̥lxʷ?ip		təłq̥tq̥íka?st		kəłtáqa?t
			kylyulqstxn		



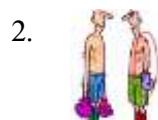
incá



anwí



Siltis



Sapát



incá



anwí



anwí



Tlakán



incá

Ñsəłxcin 2, Smińay 34

Conjugation 3

iskʷíst _____

s̥ł̥x̥taít _____

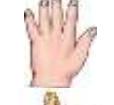
Instructions: with your partner, role play the conversations between ɬAtál and Susáp who are discussing the physical characteristics of their families when they were children.

Example 1:

A: p̥čkin p̥_tɔ_skʷəkʷimłt anwí na?ɬ Kníća? ?
C: kʷu_łɔ_skʷəkʷimłt kʷu_kylyulqstxn.

Example 2:

A: kʷu_čkin kʷu_łɔ_skʷəkʷimłt incá na?ɬ Katlín ?
C: p̥_łɔ_skʷəkʷimłt p̥_wsxsnikst.

	wsxnaňn		wswisxxnxn		təłqíća?
	psł?ikst		wsxnałqʷ		kʷəkʷi?míp
	wsxsnikst		tqłqíka?st		kʷkʷaqstxn
	wsxníća?		cəcmíka?st		tqłqyan
	slxʷ?ip		təłqłqíka?st		kłətāqa?t
			kylyulqstxn		

1.  anwí na?ɬ Kníća?
2.  incá na?ɬ Katlín
3.  Malí na?ɬ Tarás
4.  Misál na?ɬ Sapát
5.  incá na?ɬ Sw̥atqn
6.  anwí na?ɬ Prasuwá
7.  Katlín na?ɬ incá
8.  Papílya?qn na?ɬ Sltis
9.  anwí na?ɬ Sw̥atqn
10.  Nkʷalá na?ɬ Pacís
11.  Pila?sís na?ɬ Tlakán
12.  incá na?ɬ anwí

Instructions: With your partner, practice this dialog between Sľxiʔálqs and Prasuwá as they discuss what they were like as children.

S: wa'y, Prasuwá.

P: wa'y Sľxiʔálqs. ha ti? kʷ_xast?

S: ki, ti? kn_xast. swit ixí? l_skłqay'ncút?

P: ixí? sic isxm̌nkáwa?.

S: ha uł? swit i?_skʷists?

P: Katalín i?_skʷists.

S: ta?lí xəxása?t asxm̌nkáwa?.

P: lim̌lm̌t.

S: ha sɬxʷ?ip asxm̌nkáwa? ?

P: ki, ta?lí sɬxʷ?ip uł nixʷ wswisxnxn.

S: ha kylyułqstxn?

P: lut. kwkʷaqstxn isxm̌nkáwa?.

S: ha aňxmínk?

P: kiw, ta?lí inx̌mínk i?_sic isxm̌nkáwa?.

S: wa'y xast. níñwi?s ɬwikñtsn.

P: wa'y níñwi?s.

iskʷíst _____

s̥ɬx̥n̥aít _____

A. Intransitive Description

Instructions: fill in the blank with the nsəlxcin prompted by the English.

1. _____ ? kʷu_cəcm̥íka?st. (what are you folks like)

nuyápixcn:

2. čkinəlx P̥alxʷ na?l Yutlx ? _____. (they have short penises)

nuyápixcn:

3. _____ Susán? lut t̥ə_tq̥tq̥xan. (what is she like)

nuyápixcn:

4. čkin Tapít tə_tətwit ? _____. (he has long legs)

nuyápixcn:

5. incá _____ ? kʷ_ps̥ɬ?ikst. (what am I like)

nuyápixcn:

6. _____ t̥ə_skʷəkʷimltəlx ? wsxnaxnəlx. (what are they like)

nuyápixcn:

7. kʷ_čkin ? _____. (I have a big but)

nuyápixcn:

8. _____ ? p_wswsxnikst. (what are we like)

nuyápixcn:

9. kn_čkin ? _____. (you have short fingers)

nuyápixcn:

10. anwí _____ ? kn_kylyulqstxn. (what are you like)

nuyápixcn:

B. Intransitive Negative Description

Instructions: change each phrase from affirmative to negative. Then, translate each completed sentence to English.

1. kw̓kw̓aqstxn Sapát. _____

nuyápixcn:

2. kʷ wsxnałqʷ. _____

nuyápixcn:

3. kn_ kʷəkʷi?míp. _____

nuyápixcn:

4. kʷu_wswsxníłča?. _____

nuyápixcn:

5. p_ tətq̓iłča? anwí na?l Piyarís. _____

nuyápixcn:

6. kʷu_tq̓iłča?st incá na?l Pit. _____

nuyápixcn:

7. kn_kylyulqstxn. _____

nuyápixcn:

8. kʷ_ psł?ikst. _____

nuyápixcn:

9. sɬxʷ?ipəłx Malí na?l Kasnú. _____

nuyápixcn:

10. wsxníłča? i?_sic isx̓m̓káwa?. _____

nuyápixcn:

smiṁáy 35: səxʷkʷułm 2

s?um̄s

s̄klpitm	announcer at a ceremony
qʷaylqs	priest / black robe
səxʷk̄ltəqxniłtm	midwife
səxʷtəqłxnam	midwife
səxʷtyaqʷt	fighter
səxʷłwam	firefighter
səxʷn̄micín	interpreter
səxʷp̄lsqáxa?m	butcher
səxʷn̄ktipm	logger
səxʷkʷułm	worker / employee
səxʷpixm	hunter
səxʷłełtam	fisherman
səxʷtawmíst	salesman
səxʷkʷułm ɬ_s̄nqlawtn	banker
səxʷkskr̄mqinm ɬ_tuxʷt	pilot
səxʷkskr̄mqinm	driver

s?a?úms

i?_s̄klpitm cəcúnma?sts i?_sqlixʷ stim a?_čkinm.	An announcer tells the people what is happening.
i?_qʷaylqs cknxłtiłn ła_cn̄łłal.	A priest helps people when someone dies.
i?_səxʷk̄ltəqxniłtm ckñxits ła_ckʷi?ilt i?_tkəłmilxʷ.	A midwife helps a woman when she gives birth.
i?_səxʷtəqłxnam ckñxits ła_ckʷi?ilt i?_tkəłmilxʷ.	A midwife helps a woman when she gives birth.
i?_səxʷtyaqʷt ctyaqʷt.	A fighter fights.
i?_səxʷłwam cłwstís i?_swxʷap.	A firefighter puts out fires.
i?_səxʷn̄micín cmistís ?asíl n̄qʷłqʷiłtn.	An interpreter knows two languages.
i?_səxʷp̄lsqáxa?m cpulsts i?_st̄m̄vält uł cn̄ekniksts i?_sliqʷ.	A butcher kills the cow and cuts the meat.
i?_səxʷn̄ktipm cwlxstis i?_scłčal.	A logger cuts down trees.
i?_səxʷkʷułm ckñxits i?_nəqsilt.	A worker helps their family.

i?_səxʷpiχm ctixʷcn tə_sliqʷ.	A hunter brings meat to their family.
i?_səxʷləłtam ctixʷcn tə_qaqxʷíx.	A fisherman catches salmon and trout.
i?_səxʷtaómist ctw̓mist tə_þuýxn uł xi?míx stim.	A salesman sells cars and other things to people.
i?_səxʷkʷułm i_sníqlawtn ckʷułsts i?_sqlaw̓.	A banker loans money.
i?_səxʷkskm̓qinm ctuxʷts i?_tuxʷt.	A pilot flies the plane.
i?_səxʷkskr̓qinm ckskr̓qists i?_sílxʷa? n̓a?úkʷmn.	A driver drives the bus.

conjugations

kńxit	help	transitive future
(with 3rd person object)	singular	plural
1st person	ikskńxitm	kskńxitm
2nd person	akskńxitm	kskńxitp
3rd person	kskńxit̓s	kskńxit̓səłx

kńxit	help	transitive future
(with 2nd person object)	singular	plural
1st person	kʷ_ikskńxitm	kskńxit̓mt
2nd person	xxx	xxx
3rd person	kskńxit̓ms	kskńxit̓msəłx

kńxit	help	transitive future
(with 1st person object)	singular	plural
1st person	xxx	xxx
2nd person	kʷu_akskńxitm	kʷu_kskńxitp
3rd person	kʷu_kskńxit̓s	kʷu_kskńxit̓səłx

examples:

iñx̓mínk ikskńxitm.

I wańt to help her.

iñx̓mínk akskńxitm.

I wańt you to help her.

ha añx̓mínk ikskńxitm?

Do you wańt me to help her?

iñx̓mínk Tapít kskńxit̓s.

I wańt David to help her.

añx̓mink mnimlcəłx kskńxit̓səłx.

You wańt them to help her.

knx̣ltiñ	help	intransitive future/inceptive
(with transitivizer <i>-t-</i>)	singular	plural
1st person	kn_ksknx̣ltiñna?x	kʷu_ksknx̣ltiñna?x
2nd person	kʷ_sknx̣ltiñna?x	p_sknx̣ltiñna?x
3rd person	ksknx̣ltiñna?x	ksknx̣ltiñna?xə́lx

examples:

- swit ḥminks Susan ksknx̣ltiñna?x ? Who wants Susan to help ?
 iñx̣míñk Susan ksknx̣ltiñna?x. I wañt Susan to help.
 i?_sñləx̣ṃtañs ḥminksə́lx ksknx̣ltiñna?x. Her in-laws wañt her to help.
 kn_ksknx̣ltiñna?x tə_təqłxnam i?_səxʷtəqłxnam. I am going to help the midwife with the
 birth.

Ñsəłxcin 2, Smi'áy 35

s?uṁs 1

iskʷíst _____

s̥ɬ̥χ̥aít _____

Instructions: reenact the conversation about new community members. Follow the model.

Example 1:

A: swit ixí? ?

C: ixí sic i?_səxʷksk̥m̥q̥in̥mt̥t̥.

Example 2:

A: swit ixí? ?

C: ixí? sic i?_səxʷtawm̥ist̥t̥.

	sk̥l̥ip̥tm		səxʷn̥micín		səxʷl̥eł̥tam
	q̥w̥ay̥l̥qs		səxʷpl̥sqáxa?m		səxʷtawm̥ist̥
	səxʷk̥lt̥eqxn̥ilt̥m / səxʷt̥eqlxnam		səxʷn̥kt̥ip̥m		səxʷk̥w̥ul̥m i_ṣnqlaw̥tn
	səxʷtyaqʷt		səxʷk̥w̥ul̥m		səxʷksk̥m̥q̥in̥nm i_tuxʷt
	səxʷł̥w̥am		səxʷpi̥xm		səxʷksk̥m̥q̥in̥nm

1.



2.



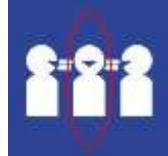
3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Ñsə́lcin 2, Smi̱náy 35

s?um̄s 2

iskʷist _____

s̄x̄l̄x̄aít _____

Instructions: Ki?láwna and Akát are talking about what occupations their families members have.

With your partner, reenact their conversation. Follow the model.

Example 1:

K: ha səxʷn̄ktípm asípn ?

A: ki, səxʷn̄ktípm isípn.

Example 2:

K: ha səxʷpl̄sqáxa?m asníkłxʷ ?

A: lut, lut t̄o səxʷpl̄sqáxa?m isníkłxʷ.

	s̄k̄lpitm		səxʷn̄micín		səxʷl̄eltam
	qʷaȳl̄qs		səxʷpl̄sqáxa?m		səxʷtawm̄ist
	səxʷk̄lt̄eqxniłtm / səxʷt̄eqlxnam		səxʷn̄ktípm		səxʷk̄wul̄m i_şnqlawtn
	səxʷtyaqʷt		səxʷk̄wul̄m		səxʷkskr̄m̄qinm i_tuxʷt
	səxʷł̄wam		səxʷpīxm		səxʷkskr̄m̄qinm

1.



sipn

2.



sni̱kłxʷ

3.



s̄x̄a?̄xa?

4.



sa?stám

5.



s̄n̄íma?̄t

6.



ł̄cick

7.



s̄x̄l̄wi?

8.



náxʷnəxʷ

9.



ł̄kíkxa?

Ñsəlxcin 2, Smi'áy 35

s?um's 3

iskʷítst _____

s̥šl̥x̥taít _____

Instructions: With your partner, reenact the conversation between Malí and Pila?sis about what people do for a living. Follow the model.

Example 1:

M: stim a?_čkists Tlakán ?

P: sk̥lpitm Tlakán.

M: stim a?_čkists i?_sk̥lpitm ?

P: i?_sk̥lpitm cœcúnma?sts i?_sqlxʷ stim a?_čkinm.

	sk̥lpitm		səxʷn̥micín		səxʷləltam
	qʷay̥l̥qs		səxʷpl̥sqáxa?m		səxʷtawm̥ist
	səxʷk̥ltəqxn̥iltm / səxʷtəqlxnam		səxʷn̥ktipm		səxʷk̥wul̥m i?_sn̥qlawtn
	səxʷtyaqʷt		səxʷk̥wul̥m		səxʷkskm̥qinm i?_tuxʷt
	səxʷλ̥wam		səxʷpixm		səxʷkskm̥qinm



Tarás
cœcúnma?sts i?_sqlxʷ
stim a?_čkinm



Papílya?qn
ckʷułsts i?_sqlawʷ



Síxi?ál̥qs
cksk̥m̥qists i?_sílxʷa?
n̥a?úkʷmn



Sm̥lmał̥qs
cknxits ła?_ckʷi?ilt
i?_tkəlmilxʷ



Sítis
ctixʷcn tə_sliqʷ



P̥ałxʷ
cknxltiłn ła?_cniłlal



ÑAtál
cwl̥stis i?_sc̥l̥cal



Sw̥yatqn
cmistís ?asíl n̥qʷi?ilt̥n



Nkʷalá
ctyaqʷt

Ñsəłxcin 2, Smi'áy 35

Conjugation 1

iskʷíst _____

s̥ɬx̥taít _____

Instructions: Tapít and Kničá? are talking about if people are going to help out at the hunting camp. Reenact their conversations.

Example 1:

T: ha i?_səxʷtawmíst ksknxltílna?x ?

K: ki, i?_səxʷtawmíst ksknxltílna?x.

Example 2:

K: ha kʷ_sknxltílna?x ?

T: kiw, kn_ksknxltílna?x.

1.



i?_səxʷtawmíst

2.



anwí

3.



Katalín na?ɬ
i?_səxʷpi\xm



4.



anwí na?ɬ
i?_səxʷn̥micín



5.



i?_səxʷɬwám

6.



i?_səxʷkʷulm

7.



incá

8.



incá na?ɬ
i?_səxʷtəq̥lxnam

9.



i?_səxʷpl̥sqáx̥a?m

Ñsəlxcin 2, Smi'áy 35

Conjugation 2

iskʷíst _____

s̥ł̥x̥n̥aít _____

Instructions: Sl̥tis and Katalín are talking about if people are going to help Malí. Reenact their conversations.

Example 1:

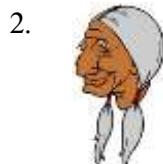
S: ha i?_səxʷk̥tipm ksk̥níts Malí ?
K: ki, ksk̥níts Malí.

Example 2:

K: ha iksk̥nítm Malí ?
S: kíwa, aksk̥nítm.



i?_səxʷk̥tipm



incá



Pila?sís na?i
i?_səxʷksk̥níqm
i?_tuxʷt



incá na?i i?_qʷayl̥qs



i?_səxʷksk̥níqm



i?_səxʷtyaqʷt



anwí



anwí na?i
i?_səxʷl̥etam



i?_sk̥lpitm

Instructions: Re-enact this conversation between Spa?amíx and Tarás.

- S: way, Tarás.
- T: ḥast səlx̌qaľt, Spa?míx. ha ti? kʷ_ḥast ?
- S: way ti? kn_ḥast. stim a?_ckistxʷ alá? ǩl_šnma'máya?tn ?
- T: kn_ščmáma'máya?x.
- S: ha uníxʷ ? stim asčimáy ?
- T: iñ̌mínk iqsəxʷǩltəqxniltm.
- S: ha uł ? ha cmistíxʷ, səxʷǩltəqxniltm iskʷúy.
- T: nikxná, lut ta_cmistín.
- S: ki, cmay ksǩxiťms t_iskʷúy.
- T: way ḥast. lut tə_týtiymt iscm̌imáy.
- S: iksíwm ɬapná? tə_sǩlaxʷ ixí? kʷ_iksqʷľqʷltíwsm.
- T: liñ̌ľmt. uł anwí, stim a?_ckistxʷ alá? ?
- S: kn_səxʷkʷułm. kn_səxʷčksqlawm.
- T: ha añ̌xást askʷúlx ?
- S: ki, iñ̌xást. ḥšlcawt i?_kʷiłt səxʷkʷułm,
uł nixʷ ḥast iñ̌ylmixʷm.
- T: way ḥast. hahúy. mi kn_xʷuy.
- S: níñwi?s ɬwiǩntsн.
- T: way níñwi?s.

iskʷíst _____

s̥ɬx̥tałt _____

A. kñxit- transitive future with 1st, 2nd and 3rd person objects

Instructions: fill in the blank with the nsəlxcin prompted by the English.

1. iñxmínk _____. (you will help her/him)

nuyápixcn:

2. ha añxínk ____ t Misál. (he will help her/him)

nuyápixcn:

3. ha _____ ? ki, kʷ_ikskñxítm. (you will help me)

nuyápixcn:

4. _____ ? ki, kʷu_akskñxítm. (I will help you)

nuyápixcn:

5. swit _____ ? kskñxitms t Akát. (s/he will help me)

nuyápixcn:

6. ha añxmínk _____ ? lut. (they will help her)

nuyápixcn:

7. iñxmínk _____. (they help me)

nuyápixcn:

8. Susan x̥minks _____. (you folks will help her)

nuyápixcn:

9. iñxmínk _____. (we will help him)

nuyápixcn:

10. ha _____ ? ki, kskñxitmt. (you folks will help me)

nuyápixcn:

B. k̓nxit- intransitive future / inceptive

Instructions: fill in the blank with the n̓səlx̓in prompted by the English.

1. _____ tə_təqłxnam i?_səxʷtəqłxnam. (I'm gonna help)

nuyápixcn:

2. i?_sṇłəx̓m̓tañs ḥminksəlx _____. (they're gonna help)

nuyápixcn:

3. iñx̓mínk Susan _____. (she's gonna help)

nuyápixcn:

4. swit ḥminks _____. (you're gonna help)

nuyápixcn:

5. _____ tə_kʷułm i?_səxʷkʷułm. (we're gonna help)

nuyápixcn:

6. ha _____ ? lut. (you folks are gonna help)

nuyápixcn:

7. ha kʷ_sknxłtílna?x ? ki, _____. (I'm gonna help)

nuyápixcn:

8. swit _____ ? fAtál ksknxłtílna?x. (she's gonna help)

nuyápixcn:

9. ha p_sknxłtílna?x ? ki, _____. (we're gonna help)

nuyápixcn:

10. ha _____ ? lut kn_ta_ksknxłtílna?x. (I'm gonna help)

nuyápixcn:

smiṁáy 36: y̥at s̥x̥ɬ̥ḁlt nkʷu̥lm̥n 1

s?um̥s

basic form	singular command	English
q̥ilt	q̥iltx	to wake up
xʷtilx	xʷtilxəx	to get up / get out of bed
kʷu̥lm tə_ lkapí	kʷu̥lx tə_ lkapí	make coffee
k̥axna?ncút	k̥axna?ncútx	take a shower
čcm̥icut	čcm̥icutx	get dressed
txaṇt i?_ q̥epqintn	txaṇt aṇq̥epqíṇtn	comb hair
q̥caṇt i?_ q̥epqintn	q̥caṇt aṇq̥epqíṇtn	braid hair
kʷlkstm̥ist	kʷlkstm̥istx	put on makeup
?aqʷs	?aqʷsx	shave
?i̥ln i?_ lkʷəkʷyast s?i̥ln	?i̥nt aṇlkʷəkʷyást s?i̥ln	eat breakfast
?amtím i?_ pus	?amtíkʷ aṇpús	feed the cat
n̥čwčíwis	n̥čwčíwisx	brush teeth
k̥aw?íwkst	k̥aw?íwkstx	wash hands
ňl̥a?l̥a?ús	ňl̥a?l̥a?úsx	put on glasses
l̥a?l̥a?xnám	laňlaňxánx	put on shoes
l̥a?ánt i?_ lkapú	l̥a?ánt aṇlkapú	put on coat
xʷuy tl̥_ citxʷ	xʷuyx tl̥_ citxʷ	leave the house
k̥mut l̥_ p̥uýxn	k̥mutx l̥_ p̥uýxn	get in the car
kskm̥qin k̥l̥_ i?_ nkʷu̥lm̥n	kskm̥qinx k̥l̥_ ankʷu̥lm̥n	drive to work
kicx k̥l̥_ i?_ nkʷu̥lm̥n	kicxəx k̥l̥_ aṇnkʷu̥lm̥n	get to work

s?a?úms

i_ kʷinx ki? kʷ_ cq̥ilt ?	What time do you wake up?
i_ sispl̥k ki? kn_ cq̥ilt.	I wake up at seven.
i_ kʷinx ki? kʷ_ cxʷtilx ?	What time do you get up?
i_ ?upn̥kst uł ciłkst ks̥an tl̥_ sispl̥k ki? kn_ cxʷtilx.	I get up at seven fifteen.
i_ kʷinx ki? kʷ_ čiłn i_ lkʷəkʷyast?	What time do you eat breakfast?
i_ tim̥l ki? kn_ čiłn i_ lkʷəkʷyast.	I eat breakfast at eight.
i_ kʷinx ki? kʷ_ cxʷuy tl̥_ aṇcítxʷ?	What time do you leave your house?
i_ tim̥l l̥ t̥xiws ki? kn_ cxʷuy tl̥_ ińcítxʷ.	I leave my house at eight thirty.

í_kʷinx ki? kʷ_ckicx í_asn̕kʷúlmn?	What time do you get to work?
í_xəx̕n̕ut ki? kn_ckicx í_isn̕kʷúlmn.	I get to work at nine.

conjugations

l̥aʔánt	put on	transitive past/present
	singular	plural
1st person	l̥aʔántín	l̥aʔántím
2nd person	l̥aʔántíxʷ	l̥aʔántíp
3rd person	l̥aʔántís	l̥aʔántísəlx

note: *l̥aʔánt* is a weak stem action word and is used above with the transitive person markers for a weak stem word.

examples:

ha l̥aʔántíxʷ aňlkapú ?	Did you put on your coat?
lut ío_l̥aʔántín. kʷλántín.	I did not put it on. I took it off.
l̥aʔántís iʔ_l̥kapús uɬ nis.	She put on her coat and she left.
l̥aʔántísəlx iʔ_l̥kapúsəlx aɬí? kí?itəlx.	They put on their coats because they got cold.

?am̕tím	feed somebody	transitive past/present
	singular	plural
1st person	?am̕tín	?am̕tím
2nd person	?am̕tixʷ	?am̕típ
3rd person	?am̕tís	?am̕tísəlx

?am̕tím	feed them	transitive past/present
	singular	plural
1st person	?am̕tínəlx	?am̕tíməlx
2nd person	?am̕tixʷəlx	?am̕típəlx
3rd person	?am̕tíməlx / ?am̕tísəlx	?am̕tíməlx / ?am̕tísəlx

examples:

?am̍tín Susan na?l y?at i?_sl̍la?xts.	I fed Susan and all of her friends.
ha ?am̍tixʷ siłkʷəkʷ?ast?	Did you feed her this morning?
cx?it ?am̍tís ixí? sic ?iłs i?_ñqa?qa?míws.	He fed her first, then he ate his sandwich.
?am̍tím uł pułxstm Susán.	We fed Susan and put her to bed.
ha ?am̍tísəłx km púti oč?ilxʷt?	Did you folks feed her, or is she still hungry?
ł?am̍tísəłx iwá wi?s?iłn cniłc na?l mniłłtöt.	They fed her again, even though she ate with us.

?am̍tím	feed somebody	transitive future
(with 3rd person singular object)	singular	plural
1st person	iks?amnám	ks?am̍tím
2nd person	aks?amnám	ks?am̍típ
3rd person	ks?am̍tís	ks?am̍tísəłx

?am̍tím	feed somebody	transitive future
(with 3rd person plural object)	singular	plural
1st person	iks?amnáməłx	ks?am̍tíməłx
2nd person	aks?amnáməłx	ks?am̍típəłx
3rd person	ks?am̍tíməłx / ks?am̍tísəłx	ks?am̍tíməłx / ks?am̍tísəłx

examples:

žminksəłx ks?am̍tím i?_splal.	They want us to feed the young people.
iňxmínk Tapít ks?am̍tís i?_?u?xʷtíla?t.	I want David to feed the baby.
žminks ks?am̍típ i?_scəcmála?.	She wants you folks to feed the children.
žminktöt ks?am̍tísəłx.	We want them to feed her.

extra examples:

žminks ikskʷłám iňlkapú.	She wants me to take off my coat.
iňxmínk kskʷłntíp i?_lkapús.	I want you folks to take off her coat.

Ñsəlxcin 2, Smi'áy 36

s?um's 1

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: Ask your partner about when they did things yesterday. Follow the model.

Example 1:

A: iɬ̥kʷinx ki? kʷ_kicx kɬ_aññkʷúlmn tə_spi?séílt ?
C: iɬ̥xəx̥nut ki? kn_kicx kɬ_iññkʷúlmn.

Example 2:

A: iɬ̥kʷinx ki? kʷ_xcm̥cut tə_spi?séílt ?
C: iɬ̥sispl̥k uł t̥xʷiws sxlakək ki? kn_x̥cm̥cut.

	qít xʷtilx		txam tə_qəpqintn q̥cam tə_qəpqintn		?amnam tə_pus n̥c̥w̥c̥iwiſ		lkapú?m xʷuy tl̥_cixʷ
	kʷulm tə_lkapí		kʷłkstmist		k̥caw̥?iwkst n̥l̥a?l̥a?ús		kłmut iɬ̥púyxn kskr̥qin kɬ_i?_n̥kʷulmn
	k̥c̥a?xna?ñcút		?aqʷs ?iñn tə_łkʷəkʷfast s?iñn		I̥a?I̥a?xnám		kicx kɬ_i?_n̥kʷulmn
	x̥cm̥cut						

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Ñsəlxcin 2, Smi'áy 36

s?u?ms 2

iskʷist _____

s̥šl̥x̥aít _____

Instructions: Pit and Malí are talking about when people do things. With your partner, reenact their conversation. Follow the model.

Example 1:

P: i_́kʷinx ka? ckʷulm tɔ_lkapí Skñxʷalqs?
M: i_́taqm̥kst ka? ckʷulm tɔ_lkapí.

Example 2:

M: i_́kʷinx ki? kʷ_ckc̥ažna?ncút ?
P: i_́taqm̥kst uł txʷiws ki? kn_ckc̥ažna?ncút.

qílt	txam tɔ_qəpqintn	?amnam tɔ_pus	lkapú?m
xʷtilx	q̥am tɔ_qəpqintn	n̥ewc̥iwiſ	xʷuy tl̥_citxʷ
kʷulm tɔ_lkapí	kʷlkstmist	k̥caw?iwkst	k̥mut i_́púyxn
k̥c̥ažna?ncút	?aqʷs	n̥l̥a?l̥a?us	ksk̥nqin k̥l̥_i?_nkʷulmn
xcm̥cut	?iñ tɔ_hkʷokʷast s?iñ	l̥a?l̥a?xnám	kicx k̥l̥_i?_nkʷulmn

1.



6:00

Skñxʷalqs

2.



6:30

anwí

3.



7:15

Ki?láwna? na?l Misál

4.



7:00

Piyarís

5.



6:10

?Atál na?l Pacís

6.



8:45

anwí

7.



8:30

Sw̥atqn na?l Sltis

8.



7:45

Spa?amíx

9.



7:30

Kníca?

Ñsəlxcin 2, Smi'áy 36

s?uṁs 3

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: Talk with your partner about how often you do things. Follow the model.

Example 1:

A: ha qʷay kʷ_ła?_čaqʷs** ? **(c + ? = č)
 C: lut p̥nkiň kn_ła_čaqʷs. km ła_cla?kiň kn_čaqʷs. km y̥ay̥át s̥šl̥x̥aít kn_čaqʷs.

	qít		txam tə_qəpqintn		?amnaám tə_pus		lkapú?m
	xʷtilx		q̥cam tə_qəpqintn		ñèw̥c̥íwis		xʷuy t̥l̥_citxʷ
	kʷułm tə_lkapí		kʷłkstmist		k̥caw̥?iwkst		k̥lmut i̥_p̥úyxn
	k̥a?xna?n̥cút		?aqʷs		ñl̥a?l̥a?ús		kskr̥nqin k̥l̥_i?_nkʷułmn
	ħcm̥icut		?iłn tə_ħkʷəkʷyast s?iłn		l̥a?l̥a?xnám		kicx k̥l̥_i?_nkʷułmn



Ñsəlxcin 2, Smi'áy 36

s?um's 4

iskʷíst _____

s̥ł̥x̥taít _____

Instructions: Alíksa is a camp counselor, and is very bossy. With your partner, re-enact his conversations with everyone at camp. Follow the model.

Example 1:

- A: ha kʷ ?aqʷs ?
 C: lut kn_ t̥o_ ?aqʷs.
 A: ?aqʷsx !

Example 2:

- A: ha kʷ _q̥cam a₇q̥pqíntn ?
 B: lut kn_ t̥o_ q̥cam i₇q̥pqíntn.
 A: q̥ca₇t a₇q̥pqíntn !

	qiłt		txam tə_qəpqintn		?amnaám tə_pus		lkapú?m
	xʷtilx		q̥cam tə_qəpqintn		ñ̥éw̥c̥íwis		xʷuy tl̥_cixʷ
	kʷulm tə_lkapí		kʷlkstmist		k̥caw̥?íwkst		k̥mut i̥_púyxn
	k̥c̥ḁx̥na?ñ̥c̥ut		?aqʷs		ñ̥l̥a?l̥a?ús		kskr̥qin k̥l̥i?_n̥k̥w̥ulmn
	χcm̥cut		?iñn tə_ḥkʷəkʷəast s?iñn		l̥a?l̥a?xnám		kicx k̥l̥i?_nk̥w̥ulmn

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



Ñsəlxcin 2, Smiñáy 36

Conjugation 1

iskʷíst _____

sx̌łx̌nält _____

Instructions: Prasuwá and Sm̄imalqs are talking about whether everyone has put on all their clothes. Reenact their conversations.

Example 1:

P: ha l̄a?ñtip i?_sqəqatłqsñp anwí na?l Skñxʷalqs ?
S: ki, l̄a?ñtím i?_sqəqatłqstöt.

Example 2:

S: ha l̄a?ñtím i?_kliyxʷtāqstxñtöt incá na?l Misál ?
P: lut t̄o_l̄a?ñtip i?_kliyxʷtāqstxnñp anwí na?l Misál.

1.



sqəqatłqs
anwí na?l Skñxʷalqs

2.



kliyxʷtāqstxn
incá na?l Misál

3.



skʷłalqs
Katalín na?l Sw̄atqn

4.



łɔłaxʷ
Malí na?l Nkʷalá

5.



qʷacqn
Pacís

6.



tqʷȳqʷay
anwí

7.



sxiłxn
incá

8.



nłexʷalqstn
Katalín

9.



yixʷtpálqs
anwí na?l Susáp

Nsəlxcin 2, Smi'áy 36

Conjugation 2

iskʷíst _____

s̥ɬx̥aít _____

Instructions: Kasnú is asking if the 4H students at the fair have fed their stock. Reenact their conversations. Follow the model.

Example 1:

A: ha ?arñtíxʷ aňkʷukʷús ?

C: lut t̥o_?arñtín.

A: ha aks?amnám ?

C: ki, iks?amnám.

Example 2:

A: ha ?arñtísołx i?_imatásøłx Sítis na?ł Tapít ?

C: lut t̥o_?arñtísołx.

A: ha ks?amnám ?

C: lut, lut ks?amnám ?

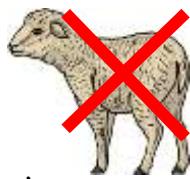
1.



anwí

kʷukʷús

2.



Sítis na?ł Tapít

imatá

3.



incá na?ł Pit

pus

4.



Malí

kəkʷápa?

5.



incá

st̥m̥ałt

6.



anwí na?ł Ki?láwna?

s̥xʷłi?

7.



anwí

kʷap

8.



Katalín na?ł ɬAtál

s̥xʷłi?

9.



incá na?ł Susáp

st̥m̥ałt

Instructions: Re-enact this conversation between P̌ałxʷ and Šmnatkʷ.

S: kʷ_ckicx.

P: way kn_ckicx. l_kʷinx ?

S: ?asl?úpńkst ksxan tl_timł.

P: nikxná !

S: l_kʷinx ki? kʷ_xʷuy tl_ańcítxʷ ?

P: l_timł ki? kn_nis.

S: ha uł ? səxkinx ?

P: miyáł q̌sápi ki? kn_?itx.

S: l_kʷinx ki? kʷ_qiłt ?

P: l_sispłk uł ťxʷiws. kn_qiłt ixí? uł ḥaxt kn_xʷtilx.

S: ha kʷ_?iłn tə_łkʷəkʷast s?iłn ?

P: lut. kn_xcmńcut, txńtín ińqəpqíńtn uł kn_xʷuy.

S: ha kʷ_?ilxʷt ?

P: ta?lí kn_?ilxʷt. ha kʷ_ks?iłn ?

S: kiw. kʷiňt axá?.

P: kʷu_kʷukʷstxʷ.

S: way.

iskʷíst _____

sx̌łx̌nait _____

A. Iñant- transitive future with 3rd person object

Instructions: fill in the blank with the nsəlxcin prompted by the English.

1. _____ i?_sqəqatłqs uł nis. (she put on)

nuyápixcn:

2. _____ iñłkapú ałí kn_kiyt. (I put on)

nuyápixcn:

3. lut tə_____ i?_lsłasmístsəlx. (they put on)

nuyápixcn:

4. _____ i?_qʷcqʷacqñtət uł kʷu_suxʷəxʷ. (we put on)

nuyápixcn:

5. ha _____ añłkapú ? lut. kʷłñtín. (you put on)

nuyápixcn:

6. ha _____ i?_sx̌łx̌iłx̌namp ? ki. (you folks put on)

nuyápixcn:

7. _____ i?_lkapúsəlx ałí kí?itəlx. (they put on)

nuyápixcn:

8. ha _____ i?_łəłaxʷs ? i?_lúti. (she put on)

nuyápixcn:

9. _____ i?_səpsípi?xñtət. (we put on)

nuyápixcn:

10. ha _____ ? lut tə_ləa?ñtín. kʷłñtin. (I put on)

nuyápixcn:

B. ?amtím- transitive past / present with 3rd person object

Instructions: fill in the blank with the ḥsə́lx̓in prompted by the English.

1. ha _____ km púti? əc?ilxʷt? (you folks fed)

nuyápixcn:

2. _____ ałí? s?ilxʷts. (they fed)

nuyápixcn:

3. _____ Prasuwá na?ł yʕat i?_sl̓laxts. (we fed)

nuyápixcn:

4. ha _____ ańpús siłkʷəkʷyast? ki. (you fed)

nuyápixcn:

5. _____ uł pułxstm Susáp. (we fed)

nuyápixcn:

6. _____ yʕayyát i?_st̓m̓yalt. (I fed)

nuyápixcn:

7. t Tarás _____ i?_s̓xʷłiʔs. (she fed)

nuyápixcn:

8. ha _____ i?_kəkʷwápa? ? i?_lúti. (they fed)

nuyápixcn:

9. ha amtíxʷ? ki, _____ siłkʷkʷyást. (I fed her)

nuyápixcn:

10. cx?it _____ Malí ixí? sic ?iłsə́lx i?_s?iłnə́lx. (they fed)

nuyápixcn:

C. ?am̓tím- transitive future / inceptive with 3rd person object

Instructions: fill in the blank with the n̄səlx̄in prompted by the English.

1. ḥminktət cniłcəlx _____ Tlakán. (they will feed)

nuyápixcn:

2. Nkʷalá ḥminks _____ i?_scəcmála?. (you will feed)

nuyápixcn:

3. cuñtm tə_sənklip, "swit i?_kʷu_____ ?" (he will feed)

nuyápixcn:

4. ɿapná? _____ yɻat i?_splal. (we will feed)

nuyápixcn:

5. ha _____ i?_pspus ? kíwa. (you folks will feed)

nuyápixcn:

6. _____ i?_xəxiw̄xw̄tm. (I will feed)

nuyápixcn:

7. swit i?_____ i?_tət̄w̄it ? incá ! (s/he will feed)

nuyápixcn:

8. Swɻatqn ḥminks _____ i?_scəcmála?. (you folks will feed)

nuyápixcn:

9. ha _____ Piyarís na?ɬ Pit ? ki. (they will feed)

nuyápixcn:

10. stim i?_____ ? i?_supúla?xʷ. (you will feed)

nuyápixcn:

smiṁáy 37: y̥at s̥x̥ɬ̥ałt n̥k̥w̥ułmn 2

s?um̥s

basic form	command	English
kskm̥qin k̥l̥_i?_citxʷ	kskm̥qinx k̥_ańcítxʷ	drive home
łxʷuy k̥l̥_i?_citxʷ	łxʷuyx k̥_ańcítxʷ	get home
sa᷑wt t̥l̥_pu᷑xn	sa᷑wtx t̥l̥_ańpúyxn	get out of the car
ń?ułxʷ k̥l̥_citxʷ	ń?ułxʷəxʷ k̥l̥_ańcítxʷ	go in the house
k̥ʷłańt i?_lkapú	k̥ʷłańt ańlkapú	take off coat
k̥ʷłańt i?_qa?xán	k̥ʷłańt ańqa?xán	take off shoes
wrisłp̥	wrisłpx	make a fire
k̥ʷlcńcut	k̥ʷlcńcutx	cook
kslańt i?_sňkł?ińtn	kslańt i?_sňkł?ińtn	set the table
?ińn i?_sklaxʷ s?ińn	?ińnt askláxʷ s?ińn	eat supper
ńciwńt i?_lasyát	ńciwńt i?_lasyát	wash the dishes
ńciw̥	ńciw̥	wash
kʷumńt i?_?i?łca?	kʷumńt i?_?i?łca?	put away the dishes
ńqilxʷcn	ńqilxʷcnx	speak Native language
kćawíws	kćawíwsx	wash face
ńćwćíwis	ńćwćíwisx	brush teeth
ńkʷłańls	ńkʷłańlsx	take off clothes
l̥ya?áńt i?_łęqłlxmałqs(tn)	l̥ya?áńt ańłęqłlxmałqs(tn)	put on pajamas
pul̥x	pul̥xəx	go to bed
łqilx	łqilxəx	lay down / get in bed
?itx	?itxəx	go to sleep

s?a?úms

i_ł̥winx ki? a?_łcy?apəłx?	What time do they get home?
i_łaq̥m̥kst ka? łcy?apəłx.	They get home at six.
i_ł̥winx ki? a?_c?al?ińnəłx?	What time do they eat?
i_sispłk ka? c?al?ińnəłx.	They eat supper at seven.
i_ł̥winx ka? cwi?sńcίw̥məłx?	When are they done with the dishes?
i_timł ka? cwi?sńcίw̥məłx.	They are done with the dishes at eight.
i_ł̥winx ka? cl̥ya?stisəłx i?_łęqłlxmałqstn̥səłx?	What time do they put on their pajamas?

i_xəx̣ṇut ka? cl̄a?st̄səlx i?_łəq̄lxmalqst̄səlx.	They put on their pajamas at nine.
i_kʷinx ka? cpulxəlx?	What time do they go to bed?
i?up̄kst̄ t naqs ka? cpulxəlx.	They go to bed at eleven.

conjugations

w̄risl̄pm	make a fire	intransitive past/present
	singular	plural
1st person	kn_w̄risl̄pm	kʷu_w̄risl̄pm
2nd person	kʷ_w̄risl̄pm	p_w̄risl̄pm
3rd person	w̄risl̄pm	w̄risl̄pməlx

examples:

ha kʷ_w̄risl̄pm ? ki, kn_w̄risl̄pm.	Did you make a fire? Yes, I made a fire.
lut kn_t̄o_w̄risl̄pm. myał kʷalt.	I did not make a fire. It was too warm.
kʷu_w̄risl̄pm uł kʷu_kʷlc̄ncut t̄o_piñs.	We made a fire and cooked some beans.
w̄risl̄pm uł w̄l̄ntis i?_lasmísts.	She made a fire and burned his shirt.

kslam	set the table	intransitive past/present
	singular	plural
1st person	kn_kslam	kʷu_kslam
2nd person	kʷ_kslam	p_kslam
3rd person	kslam	kslaməlx

kslant	set the table	transitive past/present
	singular	plural
1st person	ksl̄ntin	ksl̄ntim
2nd person	ksl̄ntixʷ	ksl̄ntip
3rd person	ksl̄ntis	ksl̄ntisəx

examples:

swit i?_ksl̄ntis i?_sṇkł?ił̄ntn ?	Who set the table?
Tapít i?_ksl̄ntis i?_sṇkł?ił̄ntn.	David set the table.
pię?qṇtisəlx i?_st̄xitkʷ uł ksl̄ntisəlx i?_sṇkł?ił̄ntn.	They cooked the soup and set the table.
ha ksl̄ntip i?_sṇkł?ił̄ntn?	Did you folks set the table?
lut, kʷu_?atxílx.	No, we fell asleep.

kʷumṇt i?_ʔíʔɬca?	put away dishes	transitive past/present
	singular	plural
1st person	kʷuṃn i?_ʔíʔɬca?	kʷumṇtm i?_ʔíʔɬca?
2nd person	kʷumṇtxʷ i?_ʔíʔɬca?	kʷumṇtp i?_ʔíʔɬca?
3rd person	kʷuṃs i?_ʔíʔɬca?	kʷuṃsəlx i?_ʔíʔɬca?

examples:

swit i?_kʷuṃs i?_ʔíʔɬca??

Who put away the dishes?

incá kʷuṃn i?_ʔíʔɬca?.

I put away the dishes.

mniṁłtət ?iłñtm i?_sṭxitkʷ...

We ate the soup...

uł kʷumṇtm i?_ʔíʔɬca?.

and we put away the dishes.

cniłc kʷuṃs i?_ʔíʔɬca?...

She put away the dishes...

uł sic ɬawspúlx.

and then she went to bed.

ha kʷuṃsəlx i?_ʔíʔɬca? ? lut, suxʷəxʷəlx.

Did they put away the dishes? No, they left.

Ñsəlxcin 2, Smi'áy 37

s?um's 1

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: Ask your partner about when they did things yesterday. Follow the model.

Example 1:

A: iɬkʷinx ki? kʷɬxʷuy kɬańcítxʷ tɔ̥spi?sčílt ?
C: iɬtaq̥m̥kst ki? knɬxʷuy kɬińcítxʷ.

Example 2:

A: iɬkʷinx ki? kʷɬiń asklákʷ s?iń tɔ̥spi?sčílt ?
C: iɬtaq̥m̥kst uɬ tɬxiws ki? kniń asklákʷ s?iń.

	kskm̥qin kɬińcitxʷ		kʷɬcńcut		kčawíws
	ɬxʷuy kɬińcitxʷ		kslańt ińskłińhtn		nčəwčíwís
	sa᷑xt tl̥puýxn		?iń ińskłaxʷ s?iń		nčkʷłałqs
	nčułxʷ kɬińcitxʷ		nčińwnt ińlasyát		lřańánt ińkłixmałqs(tn)
	kʷłańt ińlkapú		nčińw		pulx
	kʷłańt ińqa?xán		kʷumńt iń?ińča?		łqilx
	wrisłpm		nqilxʷcn		?itx



Ñsəłxcin 2, Smi'ráy 37

s?um's 2

iskʷíst _____

s̥šl̥x̥aít _____

Instructions: Kníča? and Nkʷalá are talking about when people do things. With your partner, reenact their conversation. Follow the model.

Example 1:

Ḱ: i_ł̥inx ki? p_cwrisłpm anwí na?l Pila?sís ?
N: i_ciłkst ks̥an t̥_taq̥mkst ki? kʷu_cwrisłpm.

Example 2:

N: i_ł̥inx ki? kn_ckʷlc̥ncut ?
Ḱ: i_taq̥mkst uł txʷiws ki? kʷ_ckʷlc̥ncut.

	kskm̥qin kł_i?_cixʷ		kʷlc̥ncut		kčawíws
	łxʷuy kł_i?_cixʷ		kslańt i?_sňkł?iňtn		nčəwčíwís
	sa᷑wt t̥_pu᷑xn		?iňn i?_skłaxʷ s?iňn		nčw̥xalq̥s
	ńuļxʷ kł_i?_cixʷ		ńciw̥nt i?_lasyát		l̥a?ánt i?_łəql̥xmałqs(tn)
	kʷx̥ańt i?_lkapú		ńciw̥		pulx
	kʷx̥ańt i?_qa?xán		kʷumńt i?_?i?iča?		łqilx
	wrisłpm		ńqilxʷcn		?itx

- | | | |
|--|--|---|
| 1.  6:05
anwí na?l Pila?sís | 2.  6:30
incá | 3.  8:00
Prasuwá |
| 4.  6:05
Malí | 5.  7:00
incá na?l Pacís | 6.  9:45
anwí na?l Papílya?qn |
| 7.  10:00
Sw̥atqn na?l Sltis | 8.  9:50
anwí | 9.  10:30
incá na?l Ki?láwna? |

Instructions: Talk with your partner about how often you do things. Follow the model.

Example 1:

A: ha qʷay kʷ_ł̄a_ckc̄awíws ?

C: lut p̄n̄kiñ kn_ła_ckc̄awíws. km̄ ła_cla?kíñ kn_ckc̄awíws. km̄ ȳaȳát s̄x̄l̄x̄n̄aít kn_ckc̄awíws.

	kskr̄m̄qin k̄l̄_i?_cixw		kʷlc̄nicut		k̄c̄awíws
	txʷuy k̄l̄_i?_cixw		kslañt i?_sñkł?iñtn		n̄c̄əw̄c̄íw̄is
	sañwt tl̄_puýxn		?iñn i?_sklaxw s?iñn		n̄k̄w̄ł̄al̄qs
	n̄?ułxw k̄l̄_cixw		n̄ciw̄nt i?_lasyát		l̄a?áñt i?_ł̄eq̄lxmał̄qs(tn)
	k̄w̄ł̄añt i?_lkapú		n̄ciw̄		pułx
	k̄w̄ł̄añt i?_qa?xán		k̄um̄nt i?_?i?ł̄ca?		ł̄qilx
	wərisəł̄p(m)		n̄qilxwcn		?itx

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Nsəlxcin 2, Smi'áy 37

Conjugation 1

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: Pila?sís and Sl̥xi?álqs are talking about when people build their fires at the language camp. Reenact their conversations.

Example 1:

P: l̥kʷinx ki? w̥r̥islp̥m Skñxʷalq̥s ?
S: l̥taqm̥kst sxlak̥k ki? w̥r̥islp̥m.

Example 2:

S: l̥kʷinx ki? kʷ_w̥r̥islp̥m ?
P: kim ?as̥l̥?úp̥nkst mi x̥o̥x̥n̥ut sxlak̥k ki? kn_w̥r̥islp̥m.

1.



Skñxʷalq̥s

2.



anwí

3.



incá

4.



anwí naʔɬ Nkʷalá

5.



incá naʔɬ Sw̥yatqn̥

6.



Sapát

7.



incá

8.



Katalín

9.



anwí naʔɬ Susáp

Ñsəłxcin 2, Smińáy 37

Conjugation 2

iskʷíst _____

s̥ɬx̥taít _____

Instructions: Malí is asking if the camp leaders set the tables for the campers. Reenact their conversations. Follow the model.

Example 1:

- A: ha kslam Katalín ?
C: lut t̥o_kslam.
A: səxkiňx ?
C: ?itx.

Example 2:

- A: ha kʷ_kslam ?
C: lut kn_čo_kslam.
A: səxkiňx ?
C: kn_čw̥lc̥ncut.

1.



Katalín

2.



anwí

3.



Pit na?l Sw̥atqn

4.



incá na?l Piyarís

5.



anwí na?l ɬAtál

6.



Susáp na?l Pacís

7.



anwí na?l incá

8.



Sm̥lmal̥qs

9.



anwí

Nsəlxcin 2, Smi'áy 37

Conjugation 3

iskʷíst _____

s̥ɬix̥taít _____

Instructions: you and your partner are at a hunting camp. Answer each other's questions about who put away dishes on different days and at different times. Take turns asking and answering.

Example 1:

- A: swit i?_kʷum̄s i?_ʔíʔl̄ca? l̄_sk̄acíws ?
 C: Susáp kʷum̄s i?_ʔíʔl̄ca? l̄_sk̄acíws.

Example 1:

- A: swit i?_kʷum̄s i?_ʔíʔl̄ca? l̄_skixʷíws ?
 B: anwí kʷum̄ntxʷ i?_ʔíʔl̄ca? l̄_skixʷíws.

s̥ɬix̥taít	skʷists
sk̄acíws	Susáp
skixʷíws	anwí
s?aslásqt	Siltis
smasqt	incá naʔɬ Katalín
sc̄lkstasqt	Spaʔamíx
sk̄laʔásqt	Nkʷalá naʔɬ Kníča?
i?_l̄_sk̄l̄ʔa?	Papílyaʔqn
tə_spiʔsc̄ílt	S̥xmnatkw naʔɬ Pit
tə_sk̄əklaxʷ	anwí naʔɬ Sk̄nxʷal̄qs
tə_sk̄l̄ʔa?	incá

Instructions: Re-enact this conversation between Sw̄atqn and Katalín as she gets home from work.

K: wāy, kn_ ckicx.

S: kʷ_ ckicx. hā ti? kʷ_ x̄ast ?

K: ki, ti? kn_ x̄ast.

S: kʷ̄lānt ānlkapú, kʷ̄lānt ānqa?xán.

K: hahúy. ha kʷ_ kʷ̄lc̄ncut ?

S: ki, kn_ kʷ̄lc̄ncut t̄o_ s̄la?cínm st̄xitkʷ uł t̄o_ lkalát.

K: mi kn_ kslam.

S: lut. ḥm kn_ kslam.

K: kʷ_ ikskñxítm l̄_ s̄nkʷ̄lc̄ncutn ?

S: lut. ilí? mi kʷ_ mut. k̄ikm̄ pi?áq i?_ s?iln.

K: cx?it mi kn_ kćaw?iwkst.

S: hahúy.

āyxáxa?....

S: wāy kn_ pi?qiltn. ŋapná? kʷ_ ?iln t_ asklákʷ s?iln.

K: kʷu_ kʷukʷstxʷ.

S: wāy.

K: kn_ ḥo_ wi?s?iln, iksñcíwm i?_ lasyát uł ikskʷúmn̄m.

S: wāy x̄ast. nāxm̄l, kʷ_ ikskñxítm.

K: hahúy. kʷu_ akskñxítm.

S: wāy.

iskʷíst _____

s̥č̥k̥saít _____

A. w̥risl̥pm- intransitive past / present

Instructions: fill in the blank with the nsəlxcin prompted by the English. Then translate to English.

1. _____ uł w̥l̥ntis iñlasmíst. (she made a fire)

nuyápixcn:

2. _____ uł kʷu_ł̥c̥ncut tə_s̥liqʷ. (we made a fire)

nuyápixcn:

3. _____ ałí? kn_kiyt. (I made a fire)

nuyápixcn:

4. ha _____ ? i?_lúti. (they made fire)

nuyápixcn:

5. stim a?_ckistxʷ ? _____. (I made fire)

nuyápixcn:

6. ha _____ ? kiw, kn_w̥risl̥pm. (you made fire)

nuyápixcn:

7. _____ uł wul̥ntíp i?_lslasmístm̥p. (you folks made fire)

nuyápixcn:

8. ha p_w̥risl̥pm ? kí, _____. (we made fire)

nuyápixcn:

9. _____ Pit ixí? uł kʷłc̥ncut. (he made fire)

nuyápixcn:

10. ha _____ ? lut, lut kʷu_ł̥tə_w̥risl̥pm. (you folks made fire)

nuyápixcn:

B. kslam- transitive past / present with 3rd person object

Instructions: fill in the blank with the ḥsə́łxcin prompted by the English.

1. ha _____ i?_latáp ? lut. kʷu_?atxílx. (you folks set)

nuyápixcn:

2. swit i?_____ i?_sṇkł?ił̣tn. (s/he set)

nuyápixcn:

3. Tapít na?ł Malí i?_____ i?_latáp. (they set)

nuyápixcn:

4. pí?qṇtím i?_s?iłn uł _____ i?_latáp. (we set)

nuyápixcn:

5. ha _____ i?_sṇkł?ił̣tn ? i?_lúti. (you set)

nuyápixcn:

6. kn_pí?qıłtn uł _____ i?_latáp. (I set)

nuyápixcn:

7. Słtis _____ i?_sṇkł?ił̣tn. (he set)

nuyápixcn:

8. ha _____ i?_latáp asḷxláxt ? ki. (they set)

nuyápixcn:

9. _____ i?_latáp alí? lut iñx̣míñk iksṇčíẉm. (I set)

nuyápixcn:

10. swit i?_____ i?_latáp ? ɻAtál. (s/he set)

nuyápixcn:

C. kʷumət- transitive past / present with 3rd person object

Instructions: fill in the blank with the ḥsəlx̣in prompted by the English.

1. swit i?_ _____ iñyirkʷqín ? Tlakán. (s/he put away)

nuyápixcn:

2. incá na?ɬ Malí _____ i?_?í?ɬca?. (we put away)

nuyápixcn:

3. ?iɬsəlx i?_stxítkʷ uɬ _____ i?_lasyát. (they put away)

nuyápixcn:

4. ha _____ i?_?í?ɬca? ? lut. mɬawn. (you put away)

nuyápixcn:

5. ḥciẉn i?_lasyát ixi? uɬ _____. (I put away)

nuyápixcn:

6. ha _____ yɬayɬát i?_nkəkɬap ? ki. (you folks put away)

nuyápixcn:

7. ha Piyarís _____ i?_xəx̣als ? i?_lúti. (he put away)

nuyápixcn:

8. _____ yɬayɬát i?_nəkniḳmn. (we put away)

nuyápixcn:

9. Malí _____ i?_?í?ɬca? uɬ sic kaẉspúlx. (she put away)

nuyápixcn:

10. ha w?isṇcíwməlx ? ki, uɬ _____ i?_lasyát. (they put away)

nuyápixcn:

smiṁáy 38: scəcmála? 1

s?um̄s

?ackníkstn	toys
þúkʷla?	ball
sčəcmílt	doll
skəkm̄xísat	teddy bear
ń?a?úkʷmn	truck
tqəcl̄xalqʷ	train
þuýxn	car
kʷa?ílk	marbles
cňxňxňlniwt tɔ_slip	blocks
qalíwa	swing
ńqʷańcútn	slide
tqalu?tína?	bicycle
m̄xʷal	cradle board
?u?xʷtíla?t sičm	baby blanket
ńylxʷupstn	diaper
ńkʷáma?tn	baby bottle
séacúm	pacifier

s?a?úms 1

kʷ_łə_skʷəkʷiml̄t ha xʷ?it ań?ackníkstn ?	When you were a child did you have lots of toys?
ki, xʷ?it iń?ackníkstn.	Yes, I had lots of toys.
lut, lut t̄ə_xʷ?it iń?ackníkstn.	No, I did not have lots of toys.
kʷ_łə_skʷəkʷiml̄t ha kʷ_ksčəcmílt ?	When you were a child did you have a doll?
ki, kn_ksčəcmílt.	Yes, I had a doll.
lut, lut kn_ła_ksčəcmílt.	No, I did not have a doll.
ha cmistíxʷ ka?kín i?_m̄xʷal ?	Do you know where the cradle board is?
ki, kāl?ípm̄s i?_t̄ətuqʷ sňkłmutn.	Yes, it is behind the couch.
lut, lut ła_cmistín ka?kín i?_m̄xʷal.	No, I do not know where the cradle board is.

sʔaʔúms 2

?icknx !	Play! (one person)
?ícəck̓nwi !	Play! (more than one person)
lut aks?íckn !	Don't play! (one person)
lut ks?icəcknmp !	Dont play! (more than one person)
xʷuyx ?icknx !	Go play! (one person)
xʷuyx ?ícəck̓nwi !	Go play! (more than one person)
?ackníkstm̓nt i?_púkʷla? !	Play with the ball! (one person)
?ackníkstm̓ntp i?_púkʷla? !	Play with the ball! (more than one person)
ƛ̓a?ƛ̓a?ánt !	Find it! (one person)
ƛ̓a?ƛ̓a?ñtip !	Find it! (more than one person)
ƛ̓a?ƛ̓a?ánt i?_piʔúyxn !	Find the cars! (one person)
ƛ̓a?ƛ̓a?ñtip i?_piʔúyxn !	Find the cars! (more than one person)

conjugations

kakícm	find	intransitive past/present
	singular	plural
1st person	kn_kakícm	kʷu_kakícm
2nd person	kʷ_kakícm	p_kakícm
3rd person	kakícm	kakícməlx

kakícnt	find something	transitive past/present
	singular	plural
1st person	kakícn	kakícn̓tm
2nd person	kakícn̓txʷ	kakícn̓tp
3rd person	kakícs	kakícsəlx

kakíc	find something	past perfect
	singular	plural
1st person	isckakíc	i?_sckakíctət
2nd person	asckakíc	i?_sckakícm̓p
3rd person	i?_sckakícs	i?_sckakícsəlx

examples:

kʷu_kakícm tə_sqlaw̓ i_sqʷayála?xʷ.	We found some money in the grass.
stim i?_sckakícsəlx ?	What did they find?
kakícsəlx i?_sṇkłča?sqáča?	They found some horses.
ha kakícm tə_stim ?	Did she find anything?
ki, kakícm tə_ɬʷmɬʷmql̓n.	Yes, she found some antlers.
way̓ kakícn.	I found it!
stim asckakíc? iñqʷácqñ !	What did you find? My hat!

?ickn	play	intransitive past/present
	singular	plural
1st person	kn_?ickn	kʷu_?icəckn
2nd person	kʷ_?ickn	p_?icəckn
3rd person	?ickn	?icəcknəlx

?ickst	play with others	transitive past/present
	singular	plural
1st person	?ickstn	?ickstm
2nd person	?ickstxʷ	?ickstp
3rd person	?icksts	?ickstsəlx

?ickst	play with others	transitive progressive
	singular	plural
1st person	isəc?ickstm	səc?ickstm
2nd person	isəc?ickstm	səc?ickstp
3rd person	səc?icksts	səc?ickstsəlx

?ickst	play with others	transitive future
	singular	plural
1st person	iks?íckstm	ks?ickstm
2nd person	aks?íckstm	ks?ickstp
3rd person	ks?icksts	ks?ickstsəlx

examples:

kʷu_xʷuy k̥l̥_n̥xliws uł kʷu_?icəckn.	We went to the bridge and played.
stim a?_čkistsəlx siłkʷəkʷyást?	What did they do this morning?
?icəcknəlx.	They played.
ha ?icksts i?_kʷiƛ̥t?	Did she play with the others.
ki, ?ickn.	Yes, she played.
isəc?ickstm isłxláxt.	I am playing with my friends.
ha aks?íckstm i?_kʷiƛ̥t i?_twtwít ?	Are you going to play with the other boys?

?ackníkstmńt	play with something	transitive past/present
	singular	plural
1st person	?ackníkstmnn	?ackníkstmńtm
2nd person	?ackníkstmńtxʷ	?ackníkstmńtp
3rd person	?ackníkstmńs	?ackníkstmńsəlx

examples:

?ackníkstmnn i?_cəcámā?t p̥y̥puýxn.	I played with the little cars.
?ackníkstmńtp inkʷa?ílk̥.	You folks played with my marbles.
?ackníkstmńtxʷ i?_scəcmilts, ha km ?	You played with her dolls, didn't you?

?ickn	play	(progressive / imperfective)
	singular	plural
1st person	kn_səc?icknx	kʷu_səc?icəcknx
2nd person	kʷ_səc?icknx	p_səc?icəcknx
3rd person	səc?icknx	səc?icəcknxəlx

examples:

?icəcknəlx i_a?_ccl̥čal.	They are playing in the forest.
stim a?_čkistxʷ ? kn_səc?icknx.	What are you doing? I am playing.
stim a?_čkists ? səc?icknx.	What is she doing? She is playing.
stim a?_čkistp ? kʷu_səc?icəcknx.	What are you guys doing? We are playing.
stim a?_čkistsəlx ? səc?icəcknxəlx.	What are they doing? They are playing.

?ickn	play	(intransitive future)
	singular	plural
1st person	kn_ks?íckna?x	k ^w u_ks?íceckna?x
2nd person	k ^w _s?íckna?x	p_s?íceckna?x
3rd person	ks?íckna?x	ks?íceckna?xə́lx

examples:

kn_ks?ickna?x i_sq^w?ayála?x^w

I am going to play in the grass.

Tapít scutx ks?íckna?x uł kłax^w.

David says he is going to play all day.

k^wu_cusə́lx ks?íceckna?xə́lx uł ksłkłax^w.

They told me they are going to play all day.

Ñsəłxcin 2, Smi'áy 38

s?uṁs 1

iskʷít _____

s̥šl̥x̥taít _____

Instructions: Ask your partner about things they had as a child. Follow the model.

Example 1: A: kʷ_ło_skʷəkʷimł ha kʷ_kltqalu?tína? ?

C: ki, kn_kltqalu?tína?. **kn̥** lut, lut kn_ta_kltqalu?tína?.

	?ackníkstn		þuýxn		m̥wal
	þukʷla?		kʷa?ílk		?u?xʷtíla?t sičm
	sčec̥milt		cňxňxňlniwt tɔ_slip		nyłxʷupstn
	skəkr̥mxísa?t		qalíwa		ñk̥áma?tn
	ñ?a?úkʷmn		ñqʷñańcútn		sčac̥um
	tqəc̥ixałqʷ		tqalu?tína?		



Ñsəłxcin 2, Smi'áy 38

sʔum̄s 2

iskʷist _____

s̄x̄l̄x̄aít _____

Instructions: People left lots of things behind at the end of the language camp. Sx̄stqin and Swytalqs are asking who everything belongs to. With your partner, reenact their conversation. Follow the model.

Example 1:

S: swit axá? ɬa_ksč̄cm̄ilt ?
S: ixí? Ticáȳx i?_sč̄cm̄ilts.

Example 2:

S: swit axá? ɬa_kl̄nqʷañcútn ?
S: ixí? anñqʷañcútn.

	?ackníkstn		puýxn		m̄xʷal
	púkʷla?		kʷa?ílk		?u?xʷtíla?t sičm
	sč̄cm̄ilt		cňxňxňlňiwt tø_slip̄		nyňlxʷupstn
	skəkr̄mxísat?		qalíwa		n̄kʷáma?tn
	n̄a?úkʷmn		n̄qʷañcútn		sč̄acúm
	tqəcl̄xałqʷ		tqalu?tína?		

- | | | |
|---------------------|------------|---------------------|
| 1. | 2. | 3. |
| Ticáȳx | anwí | Sxapqín na?l Pacís |
| 4. | 5. | 6. |
| Sx̄mtalqs | Ẋasxnmálqs | anwí na?l Wŕpaňn |
| 7. | 8. | 9. |
| Sw̄atqn na?l Sl̄tis | anwí | incá |
| 10. | 11. | 12. |
| anwí na?l T̄x̄sqin | Sw̄awíla?x | incá na?l T̄x̄silps |

Ñsəlxcin 2, Smi'áy 38

s?um̄s 3

iskʷíst _____

s̄x̄l̄x̄aít _____

Instructions: S̄ymatkʷ and Tapmnúlaʔxʷ are cleaning up. Reenact their conversation. Follow the model.

Example 1:

S: ha kʷumñtxʷ i?_?ackníkstn ?
T: ki, kʷumn i?_?ackníkstn.

Example 2:

T: ha kʷumñtxʷ i?_kʷaʔílk ?
S: lut, lut ta_kʷumn i?_kʷaʔílk.

	?ackníkstn		p̄uyxn		m̄wal
	p̄ukʷla?		kʷaʔílk		?u?xʷtíla?t sičm
	sčécmilt		c̄ixñxñlñiwt tø_slip		nyłxʷupstn
	sk̄ekm̄xísat		qalíwa		ñk̄yáma?tn
	ñ?a?úkʷmn		ñqʷñañcútn		sčacúm
	tqəcl̄xałqʷ		tqalu?tína?		



Ñsəłxcin 2, Smi'áy 38

Conjugation 1

iskʷist _____

s̥ł̥x̥tałt _____

Instructions: Sirúm and his family are at the rummage sale. Reenact their conversation as they ask each other what they found. Follow the model.

Example 1:

S: stim asckakíc ?

T: kakícн i?_skəkm̥xísat.

Example 2:

T: stim i?_sckakíc̥səlx Sýmatkʷ na?l ?Atál ?

S: kakíc̥səlx i?_puýxn.

	?ackníkstn		puýxn		m̥wal
	púkʷla?		kʷa?ílk		?u?xʷtíla?t sičm
	sčočmílt		cňx̥x̥l̥niwt tə_slip		ny̥lxʷupstn
	skəkm̥xísat		qalíwa		n̥k̥váma?tn
	n̥a?úkʷmn		n̥qʷvancútñ		sčacúm
	tqəcl̥xałqʷ		tqalu?tína?		

1.



anwí

2.



Sýmatkʷ na?l ?Atál

3.



incá

4.



Syakʷqn

5.



anwí na?l incá

6.



anwí na?l Sýmatkʷ

7.



i?_scecmála?

8.



i?_səxʷk̥ltqxnl̥tm

9.



anwí na?l asqʷsí?

Ñsəłxcin 2, Smi'áy 38

Conjugation 2

iskʷist _____

s̥ł̥x̥taít _____

Instructions: T̥silps is back from preschool and his mom is asking what he and others played with. Reenact their conversation. Follow the model.

Example 1:

S: stim i?_ackníkstm̥txʷ?

T: i?_tq̥c̥l̥xałqʷ i?_ackníkstmn.

Example 2:

T: stim i?_ackníkstr̥s S̥stqin?

S: i?_p̥ukʷla? i?_ackníkstr̥s S̥stqin.

	?ackníkstn		puýxn		m̥wal
	p̥ukʷla?		k̥wa?ílk		?u?xʷtíla?t sičm
	s̥c̥ec̥m̥ilt		c̥nx̥ñx̥ñniwt to_slip		ny̥lxʷupstn
	sk̥kr̥mx̥isa?t		qalíwa		n̥k̥váma?tñ
	n̥a?úkʷmn		n̥qʷv̥ańcútn		s̥caćum
	tq̥c̥l̥xałqʷ		tqalu?tína?		

1.



anwí

2.



S̥stqin

3.



anwí na?ł S̥ymatkʷ

4.



Misál na?ł Swytalqs

5.



anwí na?ł incá

6.



anwí na?ł S̥ymatkʷ

7.



i?_sc̥ec̥mála?

8.



i?_səxʷk̥ltqxñiltm

9.



anwí na?ł asqʷsí?

Instructions: Re-enact this conversation between Tapít and S?ayxʷálqs.

T: waȳ, S?ayxʷálqs.

S: waȳ, Tapít. ha ti? kʷ_̄xast ?

T: ki, ti? kn_̄xast. uł anwí, stim asp?ús ?

S: ti? kn_̄xast. stim ixí? ?

T: axá? iskəkm̄xísa?t. kʷu_xʷic̄lts iñqáqna? kn_̄l̄o_tətwit.

S: ha uł ?

T: ki, kn_xʷkʷiļxʷm l̄_̄iskʷúy i?_̄citxʷs uł axá? isckakíc.

kʷ_̄l̄o_xi?xw̄tm ha kʷ_̄kskəkm̄xísa?t ?

S: lut. nañm̄l xʷ?it iññ?a?úkʷmn.

T: ha uníxʷ ? ha kʷ_̄ksc̄ečm̄ilt kʷ_̄l̄o_skʷəkʷiml̄t ?

S: lut. lut kn_̄ta_ksc̄ečm̄ilt. x?it inpúyxn uł n̄?a?úkʷmn.

T: incá kn_ksc̄ečm̄ilt kn_̄l̄o_ttwt.

S: lut incá. niñáȳp c?ackníkstmn cəcáma?t iñpýpúyxn.

T: incá c?ackníkstmn iscəcm̄ilt k̄_iñcítxʷ.

S: kn_̄l̄o_skʷəkʷiml̄t lut kn_̄t̄o_?ickn k̄_iñcítxʷ.

niñáȳp kn_c?ácqa?. kn_c?ickn l̄_a?_ccl̄cal.

T: kʷ_̄s̄lxʷa?sp?ús kʷ_̄l̄o_xi?xw̄tm !

S: ki. cxʷuyx. kʷ_̄iksñ?ísxtm aňntxʷəxʷqin s?iñn.

T: kʷukʷstxʷ.

S: waȳ.

Nsəlxcin 2, Smi'áy 38

Grammar Exercises

iskʷíst _____

s̥ɬx̥tałt _____

A. kakíc- intransitive and transitive past / present

Instructions: fill in the blank with the nsəlxcin prompted by the English.

1. _____ tə_kʷaʔiłk. (they found- intrans.)

nuyápixcn:

2. _____ i?_kəkwápa?. (they found- trans.)

nuyápixcn:

3. ha _____ tə_stim ? (s/he found- intrans.)

nuyápixcn:

4. _____ tə_sqlaw. (we found- intrans.)

nuyápixcn:

5. ha _____ tə_anqʷácqñ ? i?_lúti. (you found- intrans.)

nuyápixcn:

6. ha _____ i?_sqlaw ? ki. (you folks found- trans.)

nuyápixcn:

7. _____ i?_tqalu?tína?səlx. (we found- trans.)

nuyápixcn:

8. _____ t_iñpúkʷla?. (I found- intrans.)

nuyápixcn:

9. ha _____ ? ki, kakícñ. (you found- trans.)

nuyápixcn:

10. Susáp _____ i?_?ackníkstn. (he found- trans.)

nuyápixcn:

B. kakíc- past perfect

Instructions: fill in the blank with the n̄sə́lx̄in prompted by the English.

1. stim i?_____? i?_s̄cācúm. (they found)

nuyápixcn:

2. stim i?_____? x?it i?_sqlaw ! (she found)

nuyápixcn:

3. stim ixi? ? axá? _____. (I found)

nuyápixcn:

4. c̄lk̄?up̄nkst s̄ck̄kisx̄n i?_____. (we found)

nuyápixcn:

5. stim _____? ?up̄nkst sqlaw ! (you found)

nuyápixcn:

6. stim i?_____? ?as̄l̄?úp̄nkst uł c̄lkst piqsx̄n. (you folks found)

nuyápixcn:

7. x̄c̄cikst sqlaw i?_____. (they found)

nuyápixcn:

8. xʷ?it i?_kʷa?ílk̄ i?_____. (we found)

nuyápixcn:

9. ha ?up̄nkst sqlaw i?_____? ki. (you folks found)

nuyápixcn:

10. stim _____? i?_c̄nx̄nx̄n̄niwt tə_sliɬ. (you found)

nuyápixcn:

C. ?ickn- intransitive past / present

Instructions: fill in the blank with the ɬ̑səł̑xcin prompted by the English.

1. ha xʷ?it asokʷúł ? lut, _____ . (I played)

nuyápixcn:

2. ha _____ ? lut, kʷu_ł̑kʷuł̑m. (you folks played)

nuyápixcn:

3. xʷuýyəł̑x k̑ł_ñ?ickn̑tn uł _____ . (they played)

nuyápixcn:

4. stim a?_čkists Sx̑mtalqs ? _____ . (she played)

nuyápixcn:

5. ha _____ ? ki, kn_?ickn. (you played)

nuyápixcn:

6. kʷu_xʷuýy k̑ł_χəx̑súla?xʷ uł _____ . (we played)

nuyápixcn:

7. ha _____ ? lut. suxʷəxʷəł̑x. (they played)

nuyápixcn:

8. cx?it kʷu_ł̑kʷuł̑m ixi? uł _____ . (we played)

nuyápixcn:

9. ha p_ł̑kʷuł̑m km _____ ? kʷu_?icəckn. (you folks played)

nuyápixcn:

10. ha _____ ? lut kn_ł̑o_?ickn. (you played)

nuyápixcn:

D. ?ackníkstṃt- transitive past / present

Instructions: fill in the blank with the ɬsəlx̣in prompted by the English.

1. _____ i?_p̥y̥pu̥yx̣səlx̣. (they played with)

nuyápixcn:

2. ha _____ ? lut t̥o_?ackníkstṃn. (you played with)

nuyápixcn:

3. _____ i?_sc̥ečṃilt̥t̥. (we played with)

nuyápixcn:

4. ha ?acknístṃntxʷ aňpúkʷla? ? lut t̥o_____. (I played with)

nuyápixcn:

5. ha _____ ? ki, ?aknístṃtṃ. (you folks played with)

nuyápixcn:

6. _____ i?_ň?a?úkʷṃns Susáp. (he played with)

nuyápixcn:

7. ha _____ i?_kʷa?ílk̥səlx̣? ki. (they played with)

nuyápixcn:

8. _____ i?_cňxňxňḷniwt̥ t̥o_slip̥. (you folks played with)

nuyápixcn:

9. stim a?_čkistxʷ ? _____ iň?acknístn. (I played with)

nuyápixcn:

10. stim a?_čkistp ? _____ i?_tqəcl̥xałqʷt̥t̥. (we played with)

nuyápixcn:

E. ?ickn- intransitive imperfective

Instructions: fill in the blank with the ɬsəłxcin prompted by the English.

1. stim a?_čkistp ? _____ . (we're playing)

nuyápixcn:

2. k̓a?kín i?_scəcmála? ? _____ . (they're playing)

nuyápixcn:

3. stim a?_čkistxʷ ? _____ . (I'm playing)

nuyápixcn:

4. ha səčkʷúlx Sw̓atqn ? lut. _____ . (he's playing)

nuyápixcn:

5. stim a?_čkistn ? _____ . (you're playing)

nuyápixcn:

6. _____ Suýsí?t. (she is playing)

nuyápixcn:

7. stim a?_čkistsəłx ? _____ . (they're playing)

nuyápixcn:

8. ha _____ ? lut. kʷu_səcpi̥xx. (you folks are playing)

nuyápixcn:

9. ha kʷ_səcwičx ? lut, _____ . (I'm playing)

nuyápixcn:

10. stim a?_čkistm ? _____ . (you folks are playing)

nuyápixcn:

F. ?ickn- intransitive future / inceptive

Instructions: fill in the blank with the *nsəłxcin* prompted by the English.

1. Kníča? _____ i_čəxṣúla?xʷ. (she's gonna play)

nuyápixcn:

2. scutxə́lx _____ uł kłaxʷ. (they're gonna play)

nuyápixcn:

3. _____ i_sqʷ�ayála?xʷ. (I'm gonna play)

nuyápixcn:

4. swit i? _____ ? Tlakán. (s/he's gonna play)

nuyápixcn:

5. ha _____ ? ki. (you folks are gonna play)

nuyápixcn:

6. _____ kł_a?_cčlčal. (we're gonna play)

nuyápixcn:

7. ha _____ ? lut, kn_kskʷúla?x. (you're gonna play)

nuyápixcn:

8. ɿapná? _____ i_ñ?ickńtn. (they're gonna play)

nuyápixcn:

9. kʷu_taxʷłpúkʷla? uł ɿapná? _____. (we're gonna play)

nuyápixcn:

10. _____ i?_i_ñqʷ�ańcútn. (I'm gonna play)

nuyápixcn:

smiṁáy 39: scəcmála? 2

s?um̄s 1 and 2

basic form	command	English
qa?míltm	qa?míltx	breast feed
k̄l?iýsňt i?_?u?xʷtíla?t i?_nýlxʷupstňs	k̄l?iýsňt i?_?u?xʷtíla?t i?_nýlxʷupstňs	change the babys diaper
?am̄tím i?_?u?xʷtíla?t	?am̄tíkʷ i?_?u?xʷtíla?t	feed the baby
c̄alxst i?_?u?xʷtíla?t	c̄alxst i?_?u?xʷtíla?t	bathe
ctxl̄kiča? l̄_sičm i?_?u?xʷtíla?t	ctxl̄kiča?nt l̄_sičm i?_?u?xʷtíla?t	wrap in a blanket
c̄xac i?_?u?xʷtíla?t	čcm̄stikʷ i?_?u?xʷtíla?t	dress the baby
n̄kʷčalq̄s i?_?u?xʷtíla?t	n̄kʷčalq̄sňt i?_?u?xʷtíla?t	undress the baby
púlx i?_?u?xʷtíla?t	púlxst i?_?u?xʷtíla?t	put the baby to bed
c̄nyus i?_?u?xʷtíla?t l̄_mxʷals	n̄yusňt aň?u?xʷtíla?t l̄_mxʷals	put the baby in its cradle board
n̄?apq̄sňt i?_?u?xʷtíla?t	n̄?apq̄sňt i?_?u?xʷtíla?t	wipe the babys nose

s?um̄s 3 and 4

basic form	negative command	English
n̄čl̄xʷaqsm	lut aksn̄čl̄xʷaqsm	pick your nose
?iňn i?_sn̄as	lut aksəc?iňnm asn̄ás	eat boogers
čl̄xʷaňt i?_sňnumňt	lut aksəččl̄xʷam asňnúňt	pick scabs
n̄tk?iňkm	lut aksn̄tk?iňkm	pee in your pants
n̄pččal̄km	lut aksn̄pččal̄km	poop in your pants
tu?tu?aňcút	lut akstu?tu?aňcút	whine
tkʷňkʷnim	lut aksəctkʷňkʷním	cling

s?a?úm̄s 1

stim aňxmínk kn_s?axkína?x?	What do you waňt me to do?
iňxmínk n̄yusňtxʷ i?_?u?xʷtíla?t l̄_mxʷals.	I waňt you to put the baby in her cradle board.
iňxmínk aksňyúsm i?_?u?xʷtíla?t l̄_mxʷals.	I waňt you to put the baby in her cradle board.

ha aňxmínk ikscɬálxstm i?_?u?xʷtíla?t?	Do you want me to bathe the baby?
lut iňxmínk akscɬálxstm i?_?u?xʷtíla?t.	No, I don't want you to bathe the baby.
iňxmínk akspúlxstm i?_?u?xʷtíla?t.	I want you to put the baby to bed.

s?a?úms 2

kʷ_łə_skʷəkʷiml̥t ha kʷ_cńčl̥xʷaqsm ?	When you were a child did you pick your nose?
ki, ɬə_skʷəkʷiml̥t kn_cńčl̥xʷaqsm.	Yes, I picked my nose when I was a child.
lut, lut kn_ta_cńčl̥xʷaqsm kn_łə_skʷəkʷiml̥t.	No, I didn't pick my nose when I was a child.
kʷ_łə_skʷəkʷiml̥t ha kʷ_cńtk?il̥km?	When you were a child did you pee in your pants?
ki, kn_cńtk?il̥km kn_łə_skʷəkʷiml̥t.	Yes, I peed in my pants when I was a child.
lut, lut kn_ta_cńtk?il̥km kn_łə_skʷəkʷiml̥t.	No, I didn't pee in my pants when I was a child.
kʷ_łə_skʷəkʷiml̥t ha nišáyp kʷ_ctu?tu?ańcút?	When you were child did you whine a lot?
ki, nišáyp kn_ctu?tu?ańcút kn_łə_skʷəkʷiml̥t.	Yes, I whined a lot when I was a child.
lut, lut kn_ta_ctu?tu?ańcút kn_łə_skʷəkʷiml̥t.	No, I didn't whine a lot when I was a child.

conjugations

čcmńcut	get dressed	intransitive past / present
	singular	plural
1st person	kn_čcmńcut	kʷu_čcmńcut
2nd person	kʷ_čcmńcut	p_čcmńcut
3rd person	čcmńcut	čcmńcutəlx

examples:

kn_čcmńcut sic kn_kaws kʷulm.

I got dressed and than I went to work.

ha kʷ_čcmńcut?

Did you get dressed?

čcmńcut sic xʷuy.

She got dressed and then she left.

ti? xʷus ɬə_čcmńcutəlx!

They got dressed really fast!

kn_̥cm̥cut nḁm̥l lut is?ácq̥a?. I got dressed but I did not go out.
 kʷu_̥cm̥cut uł ɬawskmíltm̥ntm. We got dressed and went to visit with her.

̥cm̥cut	get dressed	durative possessive
	singular	plural
1st person	is̥cm̥cút	s̥cm̥cutöt
2nd person	as̥cm̥cút	s̥cm̥cutmp
3rd person	s̥cm̥cuts	s̥cm̥cutsəlx

examples:

kʷal̥t is̥cm̥cút nḁm̥l lut is?ácq̥a?. I dressed warmly but I did not go out.
 s̥cm̥cuts sic xʷuy. She got dressed and then she left.
 xast s̥cm̥cutöt sic kʷu_̥kaws?ał?iln. We got dressed up and then we went out to eat.

̥cm̥stim	dress someone	transitive past/present
	singular	plural
1st person	̥cm̥stin	̥cm̥stim
2nd person	̥cm̥stixʷ	̥cm̥stip
3rd person	̥cm̥stis	̥cm̥stisəlx

examples:

̥cm̥stim tə_̥Tapít uł txṇtim. David dressed her and combed her hair.
 i?_xəxiwxʷtm ̥cm̥stisəlx i?_sč̥cm̥ltsəlx. The girls dressed their dolls.
 ̥cm̥stim i?_skəkm̥k̥mxís?atöt. We dressed our teddy bears.
 ha ̥cm̥stixʷ? Did you dress him?
 ki, wi?s̥cm̥cút ɬo_ksxʷuýs. Yes, he is dressed and ready to go.

̥cm̥stim	dress someone	transitive future
	singular	plural
1st person	iks̥cm̥stím	ks̥cm̥stim
2nd person	aks̥cm̥stím	ks̥cm̥stip
3rd person	ks̥cm̥stis	ks̥cm̥stisəlx

examples:

iksčcm̄stím i?_?u?xʷtíla?t.	I am going to dress the baby.
aksčcm̄stím i?_xəxiʷxʷtm.	You are going to dress the girls.
Susán ksčcm̄stis i?_qáqna?s.	Susan is going to dress her grandmother.
Susán ksčcm̄stis i?_st̄m̄tímā?s.	Susan is going to dress her grandmother.
ksčcm̄stím i?_sc̄cm̄álá?	We are going to dress the children.
ha ksčcm̄stip i?_smam̄?ím?	Are you folks going to dress the women?
ksčcm̄stisəlx i?_tw̄twit.	They are going to dress the boys.

pul̄x	go to bed	intransitive past/present
	singular	plural
1st person	kn_pul̄x	kʷu_pul̄x
2nd person	kʷ_pul̄x	p_pul̄x
3rd person	pul̄x	pul̄xəlx

examples:

í_tim̄l ki? kn_pul̄x tə_sk̄ek̄laxʷ.	I went to bed at 8 last night.
ha wa'y kʷ_pul̄x?	Did you go to bed already?
ta?lí ?aýxʷt ki? kawspúlx.	She was very tired so she went to bed.
ks̄han t̄xʷiws n̄kʷəkʷ?ac ki? pul̄xəlx.	They went to bed after midnight.

pul̄xst	put someone to bed	transitive past / present
	singular	plural
1st person	pul̄xstn	pul̄xstm
2nd person	pul̄xstxʷ	pul̄xstp
3rd person	pul̄xsts	pul̄xstsəlx

examples:

n̄kʷxal̄qsntm tə_Tapít uł pul̄xstm.	David undressed her and put her to bed.
i?_xəxiʷxʷtm pul̄xstsəlx i?_sc̄cm̄iltsəlx.	The girls put their dolls to bed.
way? wi?spúlxstm y?at i?_sc̄cm̄álá?	We put all the children to bed already.
ha wi?spúlxstxʷ? ki, s?itxəx ŋapná?	Did you put him to bed? Yes, he is asleep now.

pulxst	put someone to bed	transitive future
	singular	plural
1st person	ikspúlxstm	kspulxstm
2nd person	akspúlxstm	kspulxstp
3rd person	kspulxsts	kspulxstsəlx

examples:

ikspúlxstm i?_?u?xʷtíla?t.

I am going to put the baby to bed.

anwí akspúlxstm i?_xəxiʷxʷtm.

You are going to put the girls to bed.

Susán kspulxsts i?_qáqna?s.

Susan is going to put her grandma to bed.

Susán kspulxsts i?_st̓mtíma?s.

Susan is going to put her grandma to bed.

kspulxstm i?_scəcmála?.

We are going to put the children to bed.

ha kspulxstp a?_cqalʔilt?

Are you going to put the sick ones to bed?

kspulxstsəlx i?_tw̓twit.

They are going to put the boys to bed.

Ñsəłxcin 2, Smi'áy 39

s?uṁs 1

iskʷíst _____

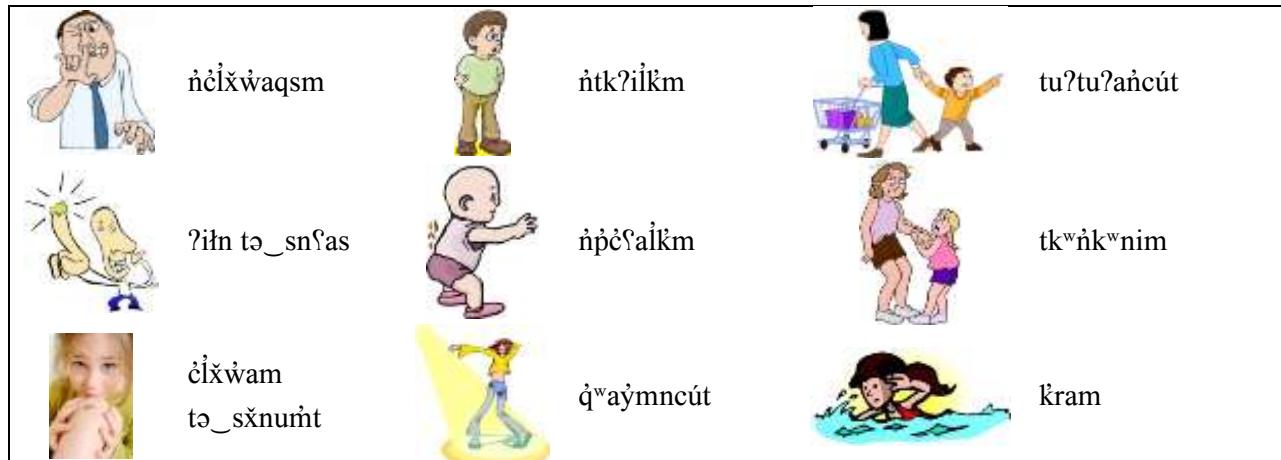
s̥šl̥x̥aít _____

Instructions: Ask your partner about things they did as a child. Follow the model.

Example 1:

A: kʷ_łə_skʷəkʷimłt ha kʷ_cñčl̥x̥waqsm ?

C: ki, kn_cñčl̥x̥waqsm. kʷn lut, lut kn_ta_cñčl̥x̥waqsm.



1.



2.



3.



4.



5.



6.



7.



8.



9.



Ñsəłxcin 2, Smi'áy 39

s?uṁs 2

iskʷist _____

s̥ɬx̥aít _____

Instructions: Swytalqs is going to babysit for Malí, and is asking her questions. With your partner, reenact their conversation. Follow the model.

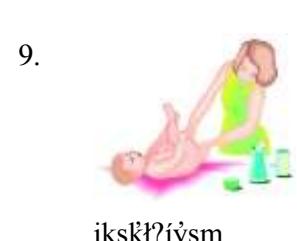
Example 1:

M: ha aňxmínk iksñýúsm i?_?u?xʷtíla?t ?
S: ki, iňxmínk aksñýúsm i?_?u?xʷtíla?t.

Example 2:

M: ha aňxmínk iksn̥áþqsm i?_?u?xʷtíla?t ?
S: ki, iňxmínk aksn̥áþqsm i?_?u?xʷtíla?t.

	qa?mílt		ctxl̥kíca?nt i?_?u?xʷtíla?t		pułxst i?_?u?xʷtíla?t
	kł?íysñt i?_?u?xʷtíla?t		ħcm̥stím i?_?u?xʷtíla?t		ñyusñt i?_?u?xʷtíla?t
	?amtím i?_?u?xʷtíla?t		ñkʷħałqsn̥t i?_?u?xʷtíla?t		ñ?ap̥sqsn̥t i?_?u?xʷtíla?t
	c?álxst i?_?u?xʷtíla?t				



Ñsəłxcin 2, Smi'áy 39

s?uṁs 3

iskʷíst _____

s̥šl̥x̥aít _____

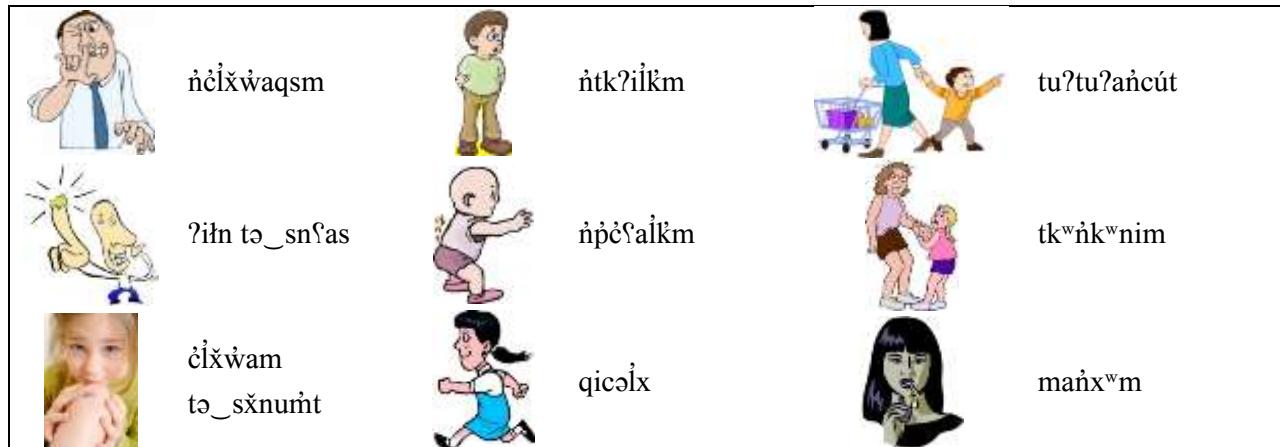
Instructions: Swytalqs is babysitting for Malí. With your partner, reenact what she said to the children. Follow the model.

Example 1:

S: lut aks?íñm asn̥ás !

Example 2:

S: lut akstu?tu?ańcút !



1.



2.



3.



4.



5.



6.



7.



8.



9.



Ñsəłxcin 2, Smi'áy 39

s?uṁs 4

iskʷíst _____

s̥ɬx̥aít _____

Instructions: Swytalqs has been babysitting for Malí. Malí has returned home and is asking Swytalqs questions. With your partner, reenact their conversation. Follow the model.

Example 1:

M: ha c̥alxstxʷ i?_?u?xʷtīla?t?
S: ki, c̥alxstn i?_?u?xʷtīla?t.

Example 2:

M: ha k̥l?iýsňtxʷ i?_?u?xʷtīla?t?
S: ki, k̥l?iýsn i?_?u?xʷtīla?t.

Example 3:

M: ha ?am̥tíxʷ i?_?u?xʷtīla?t?
S: ki, ?am̥tíñ i?_?u?xʷtīla?t.

	qa?mílt		ctx̥l̥k̥íča?nt i?_?u?xʷtīla?t		pul̥xst i?_?u?xʷtīla?t
	k̥l?iýsňt i?_?u?xʷtīla?t		χcm̥stím i?_?u?xʷtīla?t		ñyusňt i?_?u?xʷtīla?t
	?am̥tím i?_?u?xʷtīla?t		ñk̥w̥ɬaálqsn̥t i?_?u?xʷtīla?t		ñ?ap̥sqsn̥t i?_?u?xʷtīla?t
	c̥alxst i?_?u?xʷtīla?t				

1.



2.



3.



4.



5.



6.



7.



8.



9.



Nsəlxcin 2, Smi'áy 39

Conjugation 1

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: Papílya?qn is Camp Director, and has phoned the Assistant Director, Skn̥xʷalqs, asking if the campers got dressed and went to their activity centers. Reenact their conversation.

Example 1:

S: ha kʷ_xcm̥cut ?

T: kiw, isxcm̥cút sic kn_xʷuy.

Example 2:

T: ha xcm̥cutəlx ḱasnú naʔl Suýsí?t ?

S: kiw, s̥cm̥cutsəlx sic xʷuýyəlx.

1.



anwí

2.



Ḵasnú naʔl Suýsí?t

3.



incá naʔl anwí

4.



anwí naʔl Sxapqín

5.



Prasuwá

6.



anwí naʔl T̥sqin

7.



incá

8.



Ẋasxnmálqs

9.



incá naʔl Ticáy̥

Ñsəlxcin 2, Smiñáy 39

Conjugation 2

iskʷíst _____

s̥ł̥k̥ʷaít _____

Instructions: S?ayxʷálqs is leading a Language Nest program. Reenact her conversations with participants of the program as they dress the children. Follow the model.

Example 1:

S: ha anwí na?l Malí čcm̥stip Kníča ?
T: lut, nažm̥l níñwi?s ksčcm̥stím.

Example 2:

T: ha Stačʷúýxn čcm̥stis Susáp ?
S: lut, nažm̥l níñwi?s ksčcm̥stis.

1.



anwí na?l Malí / Kníča

2.



Stačʷúýxn / Susáp

3.



incá na?l anwí /
Ki?láwna?

4.



anwí / Sw̥atqn

5.



ńAtál na?l Suýsí?t /
Nkʷalá

6.



anwí na?l T̥sqin /
Swawíla?x

7.



Papílya?qn / Misál

8.



Xasxnmáls na?l Misál
/ Sítis

9.



incá / Spa?amíx

Nsəlxcin 2, Smi'áy 39

Conjugation 3

iskʷíst _____

s̥ł̥x̥tałt _____

Instructions: S?ayxʷálqs is leading a Language Nest program. Re-enact her conversations with participants of the program as they put the children to bed. Follow the model.

Example 1:

S: ha anwí na?l Malí pułxstsəłx Ɂníča ?

T: lut, nažmł níñwi?s kspułxstm.

Example 2:

T: ha Stačwúyxn pułxsts Susáp ?

S: lut, nažmł níñwi?s kspułxsts.

1.



anwí na?l Malí / Ɂníča

2.



Stačwúyxn / Susáp

3.



incá na?l anwí /
Ki?láwna?

4.



anwí / Sw̥atqn

5.



ɬAtál na?l Suýsít /
Nkʷalá

6.



anwí na?l T̥sqin /
Sw̥awíla?x

7.



Papílya?qn / Misál

8.



Ẋasxnmálqs na?l Misál
/ S̥ltis

9.



incá / Spa?amíx

Instructions: Sāxʷmtíkn is babysitting for Katalín. Re-enact their conversation.

K: wāy, kʷ_ckicx.

S: wāy, kn_ckicx. ḁka?kín i?_scəcmála? ?

K: ɬ_nkʷiɬtn. səcmámaýa?xəlx. uł i?_?u?xʷtíla?t səcítxəx.

S: stim aňxmínk kn_s?axkína?x ?

K: iňxmínk aks?amnám i?_scəcmála? ixí? uł akspúlxstməlx.

S: ha aňxmínk iksc̄álxstm i?_?u?xʷtíla?t ?

K: ki, iňxmínk aksc̄álxstm i?_?u?xʷtíla?t.

i?_kʷiɬt ḥm c̄aɬxəlx tə_siłkʷəkʷyást.

S: hahúy. ɬ_kʷinx ka? c̄puɬxəlx i?_scəcmála?

K: ɬ_xəx̄nut sxlakək ka? c̄puɬxəlx i?_scəcmála?.

naňmɬ iňxmínk akspúlxstm i?_?u?xʷtíla?t ɬ_sisp̄lk̄ sxlakək.

S: wāy xast.

K: ɬ_txʷiws sňkʷəkʷ?ac mi kn_łcxʷuy.

S: háhuy. níñwi?s ɬwikñtsn.

K: wāy.

ɬ_txʷiws sňkʷəkʷ?ac....

K: wāy kn_łckic.

S: wāy.

K: ha ti? p_̄xs̄ast ?

S: ki, wi?spúlxstn uł ɬapná? ȳaȳát s?itxəxəlx.

K: kʷukʷstxʷ.

S: wāy.

Nsəlxcin 2, Smi'áy 39

Grammar Exercises

iskʷíst _____

sx̌łx̌nält _____

A. ḥcm̌cut- intransitive durative possessive

Instructions: fill in the blank with the nsəlxcin prompted by the English. Then translate to English.

1. _____ sic xʷuy. (she got dressed)

nuyápyxcn:

2. ḥast _____ sic ǩaws ?ał?ílnəłx. (they got dressed)

nuyápyxcn:

3. kʷaľt _____ naḥm̌l lut is?ácqa? ? (I got dressed)

nuyápyxcn:

4. ha ḥast _____ ? ki. (you got dressed)

nuyápyxcn:

5. _____ sic kʷu_xʷuy. (we got dressed)

nuyápyxcn:

6. ha ḥast _____ ? ki, ixí? uł kʷu_suxʷəxʷ. (you folks got dressed)

nuyápyxcn:

7. ha _____ Syakʷqn ? i?_lúti. (he got dressed)

nuyápyxcn:

8. _____ sic is?ácqa?. (I got dressed)

nuyápyxcn:

9. _____ naḥm̌l lut s?áčəcqa?tət. (we got dressed)

nuyápyxcn:

10. ḥast _____ sic kʷ_ławsqʷay̌m̌nčút. (you got dressed)

nuyápyxcn:

B. ḥcm̄stim- transitive past / present

Instructions: fill in the blank with the ḥsə́lcin prompted by the English.

1. ha ḥcn̄stixʷ Tapít ? kiw, _____ . (I dressed)

nuyápyxcn:

2. Susán _____ i?_skəkr̄mxísat. (she dressed)

nuyápyxcn:

3. swit i?_____ ? incá. (s/he dressed)

nuyápyxcn:

4. _____ i?_sc̄c̄miltat. (we dressed)

nuyápyxcn:

5. i?_xəxiw̄xw̄tm _____ i?_sc̄c̄miltsə́lx. (they dressed)

nuyápyxcn:

6. ha _____ ? ki, c̄valxstn uł ḥcm̄stin. (you dressed)

nuyápyxcn:

7. ha _____ Ticáȳx ? i?_lúti. (you folks dressed)

nuyápyxcn:

8. _____ i?_sk̄k̄mk̄mxísatsə́lx. (they dressed)

nuyápyxcn:

9. ha _____ Tapít ? ki, ḥcm̄stin. (you dressed)

nuyápyxcn:

10. ha ḥcm̄stip i?_sc̄c̄miltmp ? ki, _____. (we dressed)

nuyápyxcn:

C. ḥcm̄stim- transitive future

Instructions: fill in the blank with the ḥsə́lxchin prompted by the English.

1. _____ i?_t̄wt̄wit. (they're gonna dress)

nuyápyxcn:

2. ha _____ i?_smam̄?ím? lut. (you folks are gonna dress)

nuyápyxcn:

3. _____ i?_sc̄cm̄ala?. (we're gonna dress)

nuyápyxcn:

4. Piyarís _____ i?_st̄ntíma?s. (he's gonna dress)

nuyápyxcn:

5. ha _____ i?_xəxiwx̄w̄tm ? kíwa. (you're gonna dress)

nuyápyxcn:

6. _____ i?_?u?x̄w̄tíla?t. (I'm gonna dress)

nuyápyxcn:

7. ha aksc̄álxstm ? ki, iksc̄álxstm uł _____. (I'm gonna dress)

nuyápyxcn:

8. ha _____ ? níñwi?s ks̄cm̄stim. (you folks are gonna
dress)

nuyápyxcn:

9. ksc̄alxstsəlx uł _____ i?_t̄wt̄wit. (they're gonna dress)

nuyápyxcn:

10. S̄ltis ḥm̄inks _____ i?_sk̄ekm̄xísat̄s. (you're gonna dress)

nuyápyxcn:

D. pułx- intransitive past / present

Instructions: fill in the blank with the ɬsəłxcin prompted by the English.

1. ɬ?upñkst sxlakək ki? _____ . (we went to bed)

nuyápyxcn:

2. ha _____ ? i?lúti. (you went to bed)

nuyápyxcn:

3. ɬk^winx ka? c_____ aňłxəxłxáp. (they go to bed)

nuyápyxcn:

4. ha kw ?ayx^wt ? ki. mi _____. (I go to bed)

nuyápyxcn:

5. ha _____ ? ki, ałí? ta?lí kwu ?ayx^wt. (you folks went to bed)

nuyápyxcn:

6. ha _____ Sxłpu ? ki, s?ayx^wts. (he went to bed)

nuyápyxcn:

7. _____ ɬt^wiws sňkwəkw?ac. (they went to bed)

nuyápyxcn:

8. hahúy. mi _____. (we go to bed)

nuyápyxcn:

9. mi _____ ɬaspəčníłx^w ? ki. ilí? mi pułx. (he goes to bed)

nuyápyxcn:

10. stim a?čkistx^w ? mi _____. (I go to bed)

nuyápyxcn:

E. pułxst- transitive past / present and future

Instructions: fill in the blank with the ḥsəłxcin prompted by the English.

1. _____ i?_?u?xʷt̓ila?t. (I'm gonna put to bed)

nuyápyxcn:

2. i?_xəxiwxʷtm _____ i?_scəcmiltsəłx. (they put to bed)

nuyápyxcn:

3. _____ i?_tʷtwit. (they're gonna put to bed)

nuyápyxcn:

4. ha _____ y?at i?_scəcmála? ? i?_lúti (you put to bed)

nuyápyxcn:

5. _____ i?_scəcmiltət. (we are gonna put to bed)

nuyápyxcn:

6. ha _____ i?_ɬísñca?s t Misál ? ki. (he put to bed)

nuyápyxcn:

7. ha _____ a?_cqał?ílt ? ki. (you folks are gonna put to bed)

nuyápyxcn:

8. _____ iskəkm̓ixa?t. (I put to bed)

nuyápyxcn:

9. ha _____ asčəcmílt ? lut. (you're gonna put to bed)

nuyápyxcn:

10. ha pułxstp ? kíwa, _____. (we put to bed)

nuyápyxcn:

Smi'máy 40: ḥsə́lx̣in Health and Sickness

s?um̄s 1

ḥḹḹaḹáḹáḹ	convulsions
ṣṇẉlp̣qin	stroke
sṭuḳẉíḳẉúlm̄	paralysis
sḳx̣əx̣ẉum̄	consumption / TB
ska?acq?íca?	small pox
ṣqḷq̣lṣčiṁ	arthritis / rheumatism
sṭksils	indigestion
čẉap	constipated
ńc̣fáwp̣ups	constipated
ńḳẉpḳẉup̣p̣nk̄	cramps in the stomach
ńc̣eḳẉcḳẉeḳẉílxn̄	muscle cramps (leg cramps)
ṃḷal̄	bleeding

s?um̄s 2

ṣáḥa?	a cold
sp̣ał̄	a sore
sḷx̣ẉap	a wound
q̣ẉačqs	a nosebleed
ḷapsł̣eẓ̌ẉíp	hemorrhoids
sptiẓ̌w̄	spit
sḳx̣ẉus	tears
sṇas	snot
ṃc̣ałt	pus
ṃlḳíya?	blood
ṃrim̄stn̄	medicine
tki?	urine

s?a?úms 1

mat kn_səxkinx ?	What is the matter with me?
ḳw̄_ṣḹḹaḹáḹx.	You are having convulsions.
ḳw̄_səxkinx?	What is the matter with you?
kn_ṃḷal̄.	I am bleeding.

kn_sk̓xəxʷumx.	I have consumption / TB.
səxkinx cnič?	What is the matter with her?
s̓nwl̓pqin.	She had a stroke.
kʷu_s?axkínx?	What is the matter with us?
p_s?acq?íča?x.	You folks have small pox.
p_s?axkínx?	What is the matter with you folks?
kʷu_sq̓lq̓lsčimx.	We have arthritis.
s?axkínxəłx?	What is the matter with them?
l̓apsłəxʷípəłx.	They have hemorrhoids.

s?a?úms 2

?ip̓nt iskʷxʷús	Wipe my tears.
?ip̓nt asptíxʷ	Wipe your spit.
?ip̓nt i?_sk̓xʷusts	Wipe her tears.
?ip̓nt i?_mč̓yał	Wipe the pus.
?ip̓nt i?_młkíya?.	Wipe the blood.
ha qm̓ntixʷ aňmríṁstn ?	Did you take your medicine?
qm̓nt aňmríṁstn.	Take your medicine.
kʷu_ckʷilt iňmríṁstn.	Bring me my medicine.
kn_kskʷúla?x tə_mriṁstn.	Im going to make some medicine.
kn_ksn̓mríṁsta?x.	I am going to doctor myself.
ca?kʷ swit kʷu_mriṁs.	I need someone to doctor me.
iňxmínk t_ikl̓mríṁstn.	I want some medicine.

conjugations

qm̓ntim i?_mriṁstn	take medicine	past/present
	singular	plural
1st person	qm̓ntin iňmríṁstn	qm̓ntim i?_mriṁstn̓tət
2nd person	qm̓ntixʷ aňmríṁstn	qm̓ntip i?_mriṁstn̓mp
3rd person	qm̓ntis i?_mriṁstn̓s	qm̓ntisəłx i?_mriṁstn̓səłx

examples:

qm̓ntin iňmríṁstn siłkʷəkʷast.

I took my medicine this morning.

lut t̥ə_qm̥ntis i?_mrimst̥ns ſapná? s̥x̥l̥x̥ałt.
 qm̥ntisəlx i?_mrimst̥nsəlx uł suxʷəxʷəlx.
 ha qm̥ntip i?_mrimst̥nmp? Lut.

She did not take her medicine today.
 They took their medicine and they left.
 Did you folks take your medicine? No.

mrimst	doctor oneself	intransitive past/present
	singular	plural
1st person	kn_mrimst	kʷu_mrimst
2nd person	kʷ_mrimst	p_mrimst
3rd person	mrimst	mrimstəlx

examples:

kn_n̥c̥awpúps uł kn_mrimst.
 s̥ah̥a?x uł mrimst.
 n̥apsl̥əxʷípəlx uł mrimstəlx.
 kʷu_qał?iłt uł kʷu_mrimst.

I was constipated so I doctored myself.
 She had a cold so she doctored herself.
 They had hemorrhoids so they doctored themselves.
 We were sick so we doctored ourselves.

mrimnt	doctor someone	past/present
	singular	plural
1st person	mrimn	mrimnt̥m
2nd person	mrimntxʷ	mrimntp
3rd person	mrim̥s	mrim̥səlx

examples:

slxʷmix uł mrimn.
 sq̥lq̥ls̥cim̥x ki? mrimntxʷ.
 n̥wlpqin Tapít uł mrimnt̥m.
 n̥kʷpkʷup̥p̥n̥ Susan uł mrim̥səlx.
 stksil̥sx uł mrimnt̥m.
 n̥wlpqin Tapít uł mrim̥s.

He had a wound so I doctored him.
 She had arthritis so you doctored her.
 David had a stroke so she doctored him.
 Susan had stomach cramps so they doctored her.
 He had indigestion so we doctored him.
 David had a stroke so she doctored him.

Ñsəlxcin 2, Smi'áy 40

s?u?ms 1

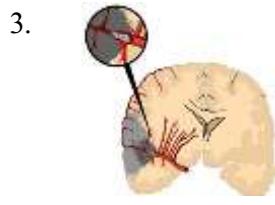
iskʷíst _____

sx̌łx̌nait _____

Instructions: Take turns with your partner playing the role of the emergency room nurse, asking people about their symptoms. Follow the model.

Example 1: A: kʷ_səxkinx ?
C: kn_stksils.

	ɬiɬaláł		sqlq̌lsčim		ñckʷckʷkʷiłn
	sñwłpqin		stksils		młal
	stukʷtłkʷúlm		ćwñap / ñcñawpúps		lñapsłexʷíp
	skxəxʷum		ñkʷpłkʷupłpñk		sñahñä?
	ska?acq?íča?				



Ñsəlxcin 2, Smi'áy 40

s?um's 2

iskʷist _____

s̥ł̥x̥aít _____

Instructions: The doctor is asking the nurse about people's symptoms. With your partner, reenact their conversation. Follow the model.

Example 1: M: səxkinx Sirúm ?
S: sl̥apsx̥ípx.

Example 2: M: s?axkínxəlx Sxstqin na?l Malí ?
S: sk̥xəxʷumsəlx.

	ñiɬalál		sql̥ql̥scim		ñcəkʷckʷəkʷilxn
	snwəlpqin		sk̥sils		m̥al
	stukʷikʷúlm		čw̥ap / ñc̥awpúps		l̥apsl̥exʷíp
	sk̥xəxʷum		ñkʷpkʷup̥p̥nk		s̥áhfa?
			ska?acq?íca?		



Sirúm



Sxstqin na?l Malí



Pacís na? Txiłps



Tapmnúla?xʷ



Piyarís



Sx̥lu? na?l Misál



Ki?láwna?



Ķasnu

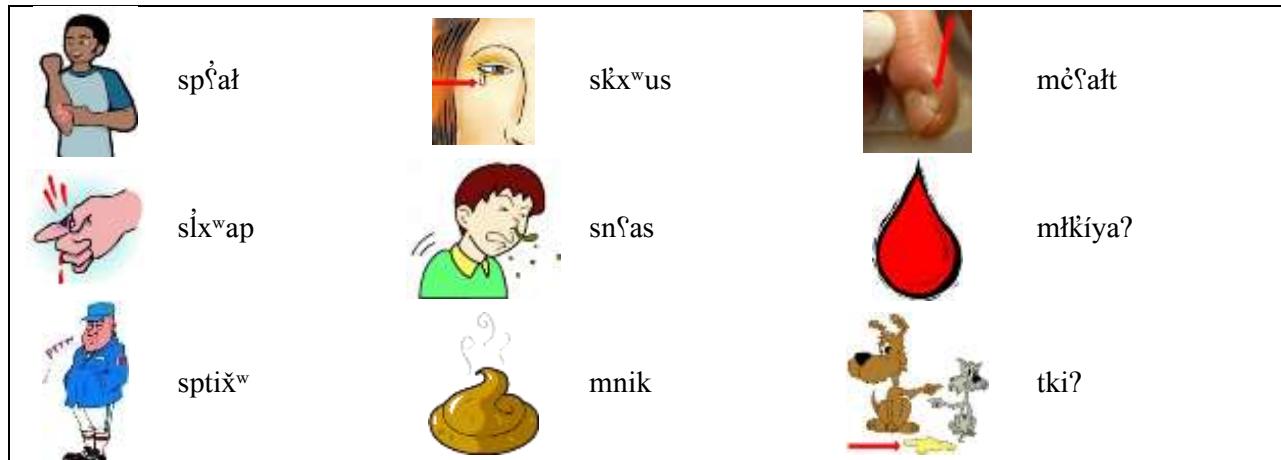


Átaláwa? na?l Sítis

Instructions: Smi'maq is a doctor. Re-enact the commands she gave to the nurse. Follow the model.

Example 1:

S: ?ip̄nt i?_młk̄ya? !



1.



2.



3.



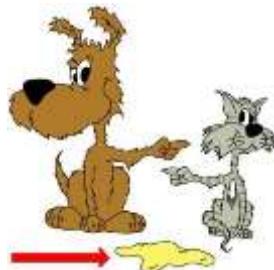
4.



5.



6.



7.



8.



9.



Ñsəlxcin 2, Smiñáy 40

s?uñs 4

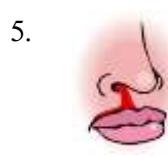
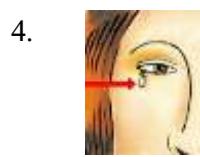
iskʷíst _____

s̥ł̥k̥ñait _____

Instructions: W̥pañ is hosting a field trip of 6th graders at the hospital. Re-enact his conversations with the students. Follow the model.

Example 1: W: stim ixí? ?!
 S: axá? sput.

	sp̥ał		sptiñw		młkiya?
	s̥lxʷap		s̥k̥xʷus		tki?
	sput		sn̥as		mnik
	qʷačqs		mč̥ałt		mriñstn
			lñapsłeñwíp		



Ñsəlxcin 2, Smiñáy 40

Conjugation 1

iskʷíst _____

s̥ł̥x̥aít _____

Instructions: Pila?sís is school nurse and is asking everyone if they have taken their medicine. Reenact her conversations.

Example 1:

S: ha qmñtixʷ añmríñstn ?

T: kíwa, qmñtin iñmríñstn.

Example 2:

T: ha qmñtisəlx i?_mriñstñsəlx Kasnú na?l Suýsí?t ?

S: kíwa, qmñtisəlx i?_mriñstñsəlx.

1.



anwí

2.



Kasnú na?l Suýsí?t

3.



incá na?l anwí

4.



anwí na?l Sxapqín

5.



Prasuwá

6.



anwí na?l T̥sqin

7.



incá

8.



Xasxnmálqs

9.



incá na?l Ticáy×

Nsəlxcin 2, Smi'áy 40

Conjugation 2

iskʷíst _____

s̥ł̥x̥tałt _____

Instructions: Kníča? and Sýmatkʷ are asking each other about who doctored themselves. Re-enact their conversation. Follow the model.

Example 1:

K: ha p_mriñst anwí na?l Malí ?
S: ki, kʷu_mriñst.

Example 2:

S: ha mriñst Stakʷúyx?n ?
K: lut, lut tɔ_mriñst.

1.



anwí na?l Malí

2.



Stakʷúyx?n

3.



incá na?l anwí

4.



anwí

5.



?Atál na?l Suýsí?t

6.



anwí na?l T̥sqin

7.



Papílya?qn

8.



Ẋasxnmálqs na?l Misál

9.



incá

Ñsəłxcin 2, Smińáy 40

Conjugation 3

iskʷíst _____

s̥ł̥x̥tałt _____

Instructions: S?ayxʷálqs is the lead nurse at the hospital. Re-enact her conversations with the other nurses about whether they have treated their patients. Follow the model.

Example 1:

S: ha anwí na?l Malí mrimñtp ᷊níča ?
T: kiw, mrimñtm.

1.



anwí na?l Malí / ᷊níča

2.



Stakʷúyxn / Susáp

3.



incá na?l anwí /
Ki?láwna?

4.



anwí / Sw̥atqn

5.



᷊Atál na?l Suýsít /
Nkʷalá

6.



anwí na?l T̥sqin /
Swáwila?x

7.



Papílya?qn / Misál

8.



᷊asxnmálqs na?l Misál
/ Sítis

9.



incá / Spa?amíx

Instructions: Kníča? is helping her t̄atúpa?, who has a cold. Re-enact their conversation.

K: wa'y t̄atúpa?

T: wa'y.

K: ha ti? kʷ_̄x̄ast ɬapná? t̄o_s̄x̄l̄x̄aít?

T: lut ta?lí.

K: kʷ_̄s̄əxkiňx?

T: kn_̄s̄áhɬa?x.

K: ha uł? ha kʷ_̄n̄łɬam̄t?

T: kiw. kn_̄n̄łɬam̄t uł kn_̄nəsn̄asəsq̄s.

K: ha kʷ_̄mri'mst?

T: kiw, kn_̄mri'mst uł ta?unínaxʷ kn_̄x̄stwilx.

ɬapná? lut kn_̄t̄o_̄n̄s̄əxʷpaqs.

K: wa'y x̄ast. kʷ_̄iksk̄nxítm mi kʷ_̄xʷuy k̄l̄_̄s̄n̄?á?cqa?tn?

T: kiw. kn_̄n̄cɬaw̄púps uł kn_̄mri'mst.

?a'yxáxa?....

T: li'ml̄tx, Kníča?.

K: wa'y, t̄atúpa?. kʷ_̄iksk̄nxítm mi kʷ_̄mut l̄_asňkłmútn?

T: lut. kn_̄l̄apsłəxʷíp ixí? uł kn_̄ksłəq̄ílx̄a?x l̄_isn̄łqʷútn.

K: hahúy.

T: li'ml̄tx.

K: wa'y.

Nsəlxcin 2, Smi'áy 40

Grammar Exercises

iskʷíst _____

s̥ɬx̥aít _____

A. qm̄tim i?_mriṁstn- transitive past / present

Instructions: fill in the blank with the nsəlxcin prompted by the English.

1. ha _____ i?_mriṁstnmp ? lut. (you folks took)

nuyápyxcn:

2. _____ i?_mriṁstnsəlx uł súxʷəxʷəlx. (they took)

nuyápyxcn:

3. lut tə_____ i?_mriṁstns ɿapná? s̥ɬx̥aít. (she took)

nuyápyxcn:

4. _____ iñmríṁstn siłkʷəkʷast. (I took)

nuyápyxcn:

5. ha _____ añmríṁstn ? i?_lúti. (you took)

nuyápyxcn:

6. ha qm̄tip i?_mriṁstnmp ? ki, _____. (we took)

nuyápyxcn:

7. kn_tq̥ilxn ixí? uł _____ iñmríṁstn. (I took)

nuyápyxcn:

8. ha qm̄tim i?_mriṁstntet ? kíwa, _____. (you folks took)

nuyápyxcn:

9. swit i?_____ i?_mriṁstns ? lut incá. (s/he took)

nuyápyxcn:

10. lut tə_____ i?_mriṁstnsəlx alí? miyáł n̥qilñk. (they took)

nuyápyxcn:

B. mrimst- intransitive past / present

Instructions: fill in the blank with the ɬsəłxcin prompted by the English.

1. kʷu_ɬqalʔilt uł _____. (we doctored ourselves)

nuyápyxcn:

2. sɬáhɬa?x uł _____. (she doctored herself)

nuyápyxcn:

3. ɬlɬapsɬəxʷipəlx uł _____. (they doctored themselves)

nuyápyxcn:

4. kn_ɬcɬawpúps uł _____. (I doctored myself)

nuyápyxcn:

5. ha _____ ? lut, lut kn_tə_mri'mst. (you doctored yourself)

nuyápyxcn:

6. ha _____ ? ki, kʷu_mri'mst. (you folks doctored yourselves)

nuyápyxcn:

7. sɬql̓lxsc̓im̓xəlx uł _____. (they doctored themselves)

nuyápyxcn:

8. ha _____ ? ki, aɬi? skxəxʷum̓x. (she doctored herself)

nuyápyxcn:

9. kn_stɬsilsx uł _____. (I doctored myself)

nuyápyxcn:

10. kʷu_snɬkʷpkʷup̓p̓n̓k uł _____. (we doctored ourselves)

nuyápyxcn:

C. mrim̓nt- transitive past / present

Instructions: fill in the blank with the ɬsəłxcin prompted by the English.

1. sləxʷmix ki? _____ . (I doctored)

nuyápyxcn:

2. ḥwɬpqin Tapít uɬ _____ . (she doctored)

nuyápyxcn:

3. sq̓lq̓lsčim̓x ki? _____ . (you doctored)

nuyápyxcn:

4. st̓ksil̓sx Misál uɬ _____ . (we doctored)

nuyápyxcn:

5. n̓kʷp̓kʷup̓p̓n̓k ɬAtál uɬ _____ . (they doctored)

nuyápyxcn:

6. ha _____ ? lut, lut t̓ə_mrim̓ntm. (you folks doctored)

nuyápyxcn:

7. kn̓sɬɬal̓al̓ ki? _____ . (they doctored)

nuyápyxcn:

8. ha _____ ? ki, aɬí ska?acq?iča?x. (you folks doctored)

nuyápyxcn:

9. _____ ixí? uɬ Ɂstwilx. (I doctored)

nuyápyxcn:

10. lut t̓ə_____ aɬí? s?itxəx. (we doctored)

nuyápyxcn: