

Ucwalmícwts Class Handout 9/16/2008

**Introductions (based on Laura's template):**

- |                            |                            |
|----------------------------|----------------------------|
| 1. My name is _____        | s _____ nskwátsitsa.       |
| 2. I am from _____         | _____mec-kan.              |
| 3. My father is _____      | s _____ ti (ni) n-sqátsz7a |
| 4. My mother is _____      | s _____ ti (ni) n-skíc7a.  |
| 5. My grandfather is _____ | s _____ ti (ni) n-spáp7a.  |
| 6. My grandmother is _____ | s _____ ti (ni) n-kúk7a.   |
| 7. "That's where I'm from" | lháti7 ts7ása              |

**Words from last week:**

rípintsas- "he brought me up"  
kahál'hkana- "I was born"  
k'wínask'a é7emats- "how many grandchildren?"  
cúysmalh- "let's start!"  
lamála- "bottle"  
k'úna7- "salmon eggs"  
t'át'akwten- "makes a net float on top" "floater line"  
p'áp'akwten- "floater"  
p'všk'a- "hummingbird"  
teqíw- "horse" (not ts'qáxa7)  
lvmláomen- "whisky, medicine"  
svkloy- "squash"  
káohe- "catching a train"  
púlaka7- "drum"  
peq ti laplása- "white board"  
láwan' ti sqáycwa- "hang man"

**TPR Review:**

qílhil'- "run"  
tálhle- "stand"  
t'allec- "stop"  
nq'sánk- "laugh"  
ílal- "cry"  
ít'em- "sing"  
cwelpíl- "spin"  
líg'wtsan'- "open"  
q'íxtsan'- "close"  
q'áylec- "jump"

téqen- "touch"

**Exercise:** Get into pairs. Match the predicate with the subject to make as many simple (predicate + subject) sentences as you can. (from Davis Teaching Grammar, chapter 1)

Predicate	Subject
xzum	kw sPikáola
q'ílhil	ti sk'úk'wmi7ta
syáctsa7	ti máwa
á7ma	ti tsítcwa
sáma7	ti haláw'a
saq'w	kw sLisa
qelhmémen'	ti kúkwpi7a
sTmícus	ti naplíta
ílal	kw sLémya7
gwelp	ti srápa

Ucwalmícwts Class Handout 9/23/2008

**Introductions (based on Laura's template):**

- |                            |                                |
|----------------------------|--------------------------------|
| 1. My name is _____        | s _____ nskwátsitsa.           |
| 2. I am from _____         | _____mec-kan.                  |
| 3. My father is _____      | s _____ ti (ni) n-sqátsz7a     |
| 4. My mother is _____      | s _____ ti (ni) n-skíčz7a.     |
| 5. My grandfather is _____ | s _____ ti (ni) n-sts'éts'p7a. |
| 6. My grandmother is _____ | s _____ ti (ni) n-kúkw7a.      |
| 7. "That's where I'm from" | lháti7 ts7ása                  |

**Words and phrases from last week:**

**ts'**

ts'naoz

ts'i7 "deer"

ts'wan "dried salmon"

**ao**

áolsem "sick"

clao7 "raven"

**c**

cuis "go"

cwíkem "cut fish"

mulc "stick"

**s**

pus "wet"

pus ku álts'q7a "It's wet outside"

nas áku7 ti lámcalalhwa "go to the church"

pulák7am i ucwalmícwa "the people are drumming and singing"

**other**

t'álwa7 "dried salmon skin"

lámcallhkalh "We prayed"

gélgellhkan "I'm strong"

**colours and clothing:** swat ku lhécwen ti \_\_\_\_\_ a \_\_\_\_\_

peq "white"

qwezqwáoz, "blue"

tseqwtsíqw "red"

kolí7 "green, yellow"

q'wexq'wix "black"

q'úlheltecw "brown"

tsepíts'a7 "sweater",

qmut "hat"

híwaka7 "glove"

t'píw'en "shirt"

kapúh "coat"

qwlhí7cen "shoe"

**TPR Review:**

qílhil' - "run"  
 tálhlec - "stand"  
 t'allec - "stop"  
 nq'sánk - "laugh"  
 ílal - "cry"  
 ít'em - "sing"  
 cwelpílc - "spin"  
 líg'wtsan' - "open"  
 q'íxtsan' - "close"  
 q'áylec - "jump"  
 téqen - "touch"

following exercises are from (from Davis Teaching Grammar, chapter 1)

**Exercise I:** translate the following into ucwalmícwts, being sure to put the predicate first!

- (i) You (one person) have arrived (**t'iq**)
- (ii) We are playing (**sáy'sez'**)
- (iii) Míxalhcen is walking (**matq**)
- (iv) You folks are yelling (**we7áw**)
- (v) I am eating (**q'a7**)
- (vi) The chief is leaving (**qwatsáts**)

**Exercise II:** translate the following into ucwalmícwts:

- (i) Gary is a chief (**kúkwpi7**)
- (ii) You are good-looking (**em'hál'qwem'**)
- (iii) The slave is Henry (**sáw't**)
- (iv) You folks are tired (**t'alál**)
- (v) We are sick. (**áolsem**)
- (v) I am a white person. (**sáma7**)

**Exercise III:** Get into pairs. Match the predicate with the subject to make as many simple (predicate + subject) sentences as you can.

Predicate	Subject
xzum	kw sPikáola
q'ílhil	ti sk'úk'wmi7ta
syáctsa7	ti máwa
á7ma	ti tsítcwa
sáma7	ti haláw'a
saq'w	kw sLisa
qelhmémen'	ti kúkwpi7a
sTmícus	ti naplíta
ílal	kw sLémya7
gwelp	ti srápa

HANDOUT: Ucwalmícwts Class 9/30/2008

the following exercises are from (from Davis Teaching Grammar, chapter 1)

**Exercise I:** translate the following into ucwalmícwts, being sure to put the predicate first!

(i) You (one person) have arrived (*t'iq*)

(ii) We are playing (*sáy'sez'*)

(iii) Míxalhcn is walking (*matq*) \_\_\_\_\_ kw sMíxalhcn

(iv) You folks are yelling (*we7áw*)

(v) I am eating (*q'a7*)

(vi) The chief is leaving (*qwatsáts*)

**Exercise II:** translate the following into ucwalmícwts:

(i) Gary is a chief (*kúkwpi7*) \_\_\_\_\_ kw sGary

(ii) You are good-looking (*em'hál'qwem'*)

(iii) The slave is Henry (*sáw't*) \_\_\_\_\_ kw sHenry

(iv) You folks are tired (*t'alál*)

(v) We are sick. (*áolsem*)

(v) I am a white person. (*sáma7*)

**Exercise III:** Get into pairs. Match the predicate with the subject to make as many simple (predicate + subject) sentences as you can.

Predicate	Subject
xzum	kw sPikáola
q'ílhil	ti sk'úk'wmi7ta
syáctsa7	ti máwa
á7ma	ti tsítcwa
sáma7	ti haláw'a
saq'w	kw sLisa
qelhmémen'	ti kúkwpi7a
sTmícus	ti naplíta
ílal	kw sLémya7
gwelp	ti srápa