tsxwi'xwi'em': Four new Hul'q'umi'num' stories

by

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Abstract

I present four original stories in my First Nations language, Hul'q'umi'num', a Salish language spoken in southwestern British Columbia, Canada. To assist in the understanding of the stories, I have provided a glossary and interlinear analysis for each. These are true stories relating my experiences growing up in a Coast Salish family in the territory of the Quw'utsun' people. The first and second stories are about childhood frights and surprises. The third and fourth stories are about mistakes that I made and what I learned from them. By passing these stories on to the next generation, I hope to have opened a doorway to the language for teachers and learners.

Keywords: Coast Salish; Hul'q'umi'num'; Halkomelem language; childhood stories

Dedication

I would like to dedicate this work to my family. These stories are memories of my late father, late mother, and my childhood. I share them with future generations with the hope that it will strengthen their hearts and minds.

ts'ii'ulhnamut st'i'wi'ulh

Prayer of Imploration
by Carol Louie

xe'xe' tsitsulh si'em', hay ch q'u 'u tun'a kweyul 'i' tthuw' mukw' skweyul.
Holy Lord God, thank you for today and everyday.

nuwu tse' yu hwiyulasmut tthu smun'eem tst, xe'xe' tsitsulh si'em'.
You will protect our people, Holy Lord God.

'amustal'hw ch 'u' tthu shkw'am'kw'um' suli 'u tun'a kweyul 'i' tthuw' mukw'
       skweyul.
Give us the inner strength of the holy spirit today and everyday.

nuwu tse' yu ts'ets'uw'nuhw tthu siiye'yu tst, xe'xe' tsitsulh si'em'.
You will guide our family, Holy Lord God.

nuwu tse' yuxwuyxwut tthu s'aa'lh shnu'as
You will open up the path before us

kw'unus yu ts'ii'ulhnamut, xe'xe' tsitsulh si'em'.
and I praise you, Holy Lord God.

stl'atl'um' st'e.
Amen.

Acknowledgements

Table of Contents

Table of Abbreviations

1	first person
2	second person
3	third person
ACT	active
AUX	auxiliary
CERT	certainty
CN	connective
CONJ	conjunction
CS	causative
DM	demonstrative
DIM	diminutive
DT	determiner
DUR	durative
DYN	dynamic
EMPH	emphatic
ERG	ergative
FOC	focus
FUT	future
IMP	imperative
INC	inchoative
INFER	inferential
INQU	inquisitive
LC	limited control
MID	middle
MIR	mirative
MIT	mitigative
N	nominalizer
NEG	negative
OBJ	object
OBL	oblique
PAS	passive
PFX	prefix
PL	plural
POS	possessive
PRO	pronoun
PROG	progressive
Q	question
REC	recursive

REDUP	reduplication
REF	referential
RES	resultative
RFLX	reflexive
SG	singular
SSUB	subordinate subject suffix
ST	stative
SUB	subject
SUF	suffix
TR	transitive
VB	verbalizer

Preface

I am a member of the Quw'utsun' Tribe, a language teacher, and a language learner. I was brought up in a traditional family. Growing up, I heard the Hul'q'umi'num' language every day, as it was used in our home by my parents—my late father Francis Louie (xutth'xatth'uluq) and my late mom Donalda (sluqaliye'). My mother was raised by her mother's parents after her mother died. Her grandmother was a very traditional, strict person and her grandfather was very patient and religious. He was the first Hul'q'umi'num' speaker to work as a scholar of the language, helping the local priest to translate the Catholic prayers, songs, and communion. My mother was still just a small child when she started spinning and knitting, and her sweaters are world famous. She was also well-known for her skill at weaving blankets and making baskets and mats. So my passion for Hul'q'umi'num' language and culture comes to me naturally through my family. Not only do I have a career as a language specialist but I regularly am called upon to make family cultural items for ceremonial events, and I always have some projects going—weaving hats and baskets, knitting, and sewing.

Growing up in a Hul'q'umi'num' household, I understood everything, but we children would respond in English. For my generation, there were no Hul'q'umi'num' language classes in the schools yet and the focus was to learn English. I have always felt deeply connected to my language and culture, and so I have committed to learning linguistics and education in order to be of service to my community. I decided to become a language teacher because of the way I was treated at school, always being put down. I want to be a role model for the children and help create a safe, respectful environment for them to learn their language. I have been teaching since 1998, learning the language myself as I have been teaching it. In order to be an effective teacher, I have to become really fluent in the language. Over the past twenty years, I have taken many language courses to help develop my speaking skills. In 2000 and 2001, I took the Quw'utsun' Tribes languages courses from Arvid Charlie and Myra Charlie. This really piqued my interest in language structure. In 2002, I took two courses at Chemainus Native College from Mabel Mitchell and Florence James. Since I was interested in both speaking the language and teaching it, I furthered my knowledge by attending programs focused on

language documentation and revitalization at En'owkin Center and the University of Victoria in 2004–2005. I enthusiastically joined the cohort of Hul'q'umi'num' students working toward their Certificate in First Nations Language Proficiency from Simon Fraser University in 2012. I took 14 undergraduate courses in language and linguistics with Professors Donna Gerdts, Delores Louie, and Ruby Peter, and a course in applied linguistics from Denise Augustine and Kristi Clifton.

I have also helped with language instruction in two of the beginning courses, including adult immersion. Over the years I have learned a lot about the language, including vocabulary, and grammar. During the SFU courses, I got to satisfy my deep curiosity about language structure, including phonetics, phonology, morphology, and semantics. The best aspect of this course was being together with other language specialists and the fluent Elders to help develop my skills in speaking, understanding, documenting, and analyzing the language. Besides training in language structure and linguistics, working on stories (listening, reading, transcribing, translating, and writing them) gave me a chance to fit together the various pieces of linguistic and cultural knowledge. In order to be able to teach the language using TPR and other natural methods, I realized that I needed to get really fluent. And the only way to do this was to make time every week to communicate in Hul'q'umi'num' with a fluent speaker. So in 2015–2016, I took on a Mentor-Apprentice project funded by First Peoples' Cultural Council, in which my mother and I made time to speak the language with each other daily. The sessions with Mom focused on listening, speaking, and conversing, but we also developed materials for classroom use. Looking ahead, I see that I will be the Elder in my family and responsible for our family traditions and knowledge and I wanted to make sure that I can say it all in Hul'q'umi'num'. Throughout my coursework, I have been interested in taking the language beyond words and phrases. Last summer I carried out a research project, funding by a Jacobs Research Grant, to study the way fluent speakers conversed with each other. I recorded twelve hours of my mother speaking with her cousins, Delores Louie and Ruby Peter. With the help of Delores, Ruby, Heather Harris, and Donna Gerdts, we translated, typed, and edited all of these materials and transcribed around half of them. This corpus, plus more conversations I hope to record next year, will provide me with data for studying natural speech. My life-time mission is

to support the ones coming up, so that they will have the opportunity of learning Hul'q'umi'num' in school. Sadly, they do not have the advantage that I did of learning to speak the language in their homes. The number of Hul'q'umi'num' learners in K to 12 has skyrocketed in Cowichan Valley School District 79 over the past decade. Language and culture are a critical component in ensuring the academic success of these students. We educators face the challenge of giving the younger generation an opportunity to hear an authentic version of the language and to get a chance to become fluent themselves. Working towards my MA degree will allow me to help others learn to teach the language, opening the door to a better life for members of the community who embrace the language as a career path.

Chapter 1.   Introduction

My Name is Carol Louie (tth'ets'sulwut). I am from Koksilah reserve. I am a member from Quw'utstun' Tribes and a language learner. Growing up, I heard Hul'q'umi'num' every day, as it was used in our home between my late parents Francis Louie (xutth'xatt'uluq) and Donalda Louie (sluqaliyie').

I am sharing four stories for my Master's degree project. My stories are about my past experiences and also learning about how to pass down what I have learned from my parents. My stories are in Hul'q'umi'num', and I have presented translations and interlinear glosses to help learners understand them. The target age for my four stories is from teens to adults. My goal is to help language learners to understand that this work can be done by first and second language learners. I would like to implement these stories in teaching environments to help learners prepare for future works in Hulq'umi'num'. These four stories will add to language teaching resources and open language dialogue with the students. These stories can be used in a number of way, including learning how to do a play/skit, and acting them out.

In Chapter 2, I give a little history about the four stories shared here, detailing how they were made. In Chapter 3, I talk about the content of the stories from the point of view of their linguistic structure. I provide the Hul'q'umi'num' text, with interlinear glosses and translations. An abbreviation list has been provided as a key to the glosses.

Chapter 2. Exploring the stories

2.1. tsxwi'xwi'em' | Making stories

As I think back and reminisce on what I have learned, I think of the fun times that were also learning experiences. These stories illustrate how the Elders express themselves and putting them down helps me have fun learning the rhetoric of the Hul'q'umi'num' language. The process of writing in English, and translating into Hul'q'umi'num', and then retranslating back into English is time consuming and requires great attention to detail. First, the story must be written down in English. I must think of how I want to tell it. It is important to think about how to make a story interesting. For example, you can use dialogue, surprises, and humour. Then I must work with an Elder to translate each event and idea from my story into Hul'q'umi'num'. We do this by recording audio of the Elder speaking the Hul'q'umi'num' lines. Then, the audio recording must be transcribed. The last step of putting a story down in Hul'q'umi'num' is to translate each Hul'q'umi'num' line back into English. The goal is for the English translations to represent what the Elder actually said as authentically as possible. Once a story is recorded, the next steps for a linguist involve analysis. The stories presented here have been interlinearized with word-by-word glosses and sentence translations. In doing this, I have often used the Quw'utsun' dictionary (Hukari & Peter 1995), as well as my notes and resource materials from Donna Gerdts's classes.

2.2. Story 1: kwthu qwaqwulhne'num' 'u kwthu nuts'a' hwune'unt | The noise in the night

2.2.1. Story 1: Analyzed version.

qwaqwulhne'num' 'u kwthu nuts'a' hwune'unt

The Noise in the night

(1) kwthu   qwaqwulhne'num'   'u   kwthu   nuts'a'   hwune'unt
DT   noise   OBL   DT   one   night

The noise in the night

(2) T'ut'sii'   tthunu   sne.
NAME   DT.1SG.POS   name

My name is T'ut'sii'.

(3) tun'ni'   tsun   'utl'   Xwulqw'selu.
be.from   1SG.SUB   OBL.DT   Koksilah

I am from Koksilah.

(4) nu   sqwul'qwul'   kwunus   'i   hwun'   stl'i'tl'qulh. [1]
1SG.POS   story   DT.1SG.N   AUX   still   child

My story is about when was I still a child.

(5) 'i   wawa'   tsun   t'xum   'uw'   niin'
AUX   maybe   1SG.SUB   six   CN   AUX.1SG.SSUB

tth'a'kwus   sil'anum.
seven   year

I was maybe around 6 or 7 years old.

(6) 'i'   tsun   yu   ts'its'usum'   ni'   'utl'   Xwulqw'selu,
CONJ   1SG.SUB   DYN   grow.up.PROG   be.there   OBL.DT   Koksilah

I was growing up here in Koksilah,

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[1] sqwul'qwul – is a Reduplication Progressive from the word say "qwal" or speak.

3

(7) sq'uq'a' 'u   kwthunu   shhuw'weli—
     be.with   OBL DT.1SG.POS relatives

     together my family—

(8) lhunu   ten,   kwthunu   men,   lhunu   shuyulh,
     DT.1SG.POS mother DT.1SG.POS dad   DT.1POS.SG older.sibling

     'i'   kwthunu   sqe'uq.
     CONJ DT.1SG.POS younger.sibling

     my mother, father, older sister, and younger brother.

(9) nuts'a' hwune'unt kwunus   'i   'itut   'i'   'i
     one   evening   DT.1SG.N AUX   sleep   CONJ AUX

     tsun   hwuy.
     1SG.SUB   wake.up

     One evening I was sleeping, and I woke up.

(10) 'i'   wawa'   tahw   snet.
      CONJ maybe   exact   night
      It must have been midnight.

(11) 'i   tsun   tsqul'qul'u 'i'   nu   stl'i' kw' qa'.
      AUX   1SG.SUB   thirsty   CONJ 1SG.POS want   DT   water
      I was thirsty and wanted some water.

(12) 'i   tsun   'umut suw'   nem' 'u   kwthu kitchenew't-hw.²
      AUX   1SG.SUB   sit   N.CON go   OBL   DT   kitchen
      I got out of bed and went to the kitchen.

(13) 'i'   lhets,   hay   'ul'   'uw'   lhets.
      CONJ   dark   very   just   CN   dark
      It was dark, really dark.

(14) kwunus   'i   lhxi'lush   ni'   'u   kwthu kitchenew't-hw,
      DT.1SG.N AUX   stand.PROG   AUX   OBL   DT   kitchen
      As I was standing in the kitchen,

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² *kitchenew't-hw* - comes from the English word kitchen.

(15)   ’i’   ni’   tsun   wulh   ts’elhum’   ’uw’   stemus
        CONJ   AUX   1SG.SUB   PERF   hear   CN   what.3SSUB

        ’uw’   lhwetus.
        CN   WHO.3SSUB

        I could hear something or someone.

(16)   nu   suw’   ts’elhum’ut   kwthu   qwaqwul’,   st’ee
        1SG.POS   N.CN   hear.TR   DT   say.PROG   like

        ’uw’   niis   qwaqwul’   “psst”.
        CN   AUX.3SSUB   say.PROG   “psst”

        And I could hear someone talking, sort of saying “psst”.

(17)   ’i’   ni–i–i’   tl’e’   wulh   qul’et   nus   ni’   tl’e’
        CONJ   AUX   also   PERF   again   1SG.POS.N   AUX   also

        wulh   hwu   hwiyuneem’
        PERF   INC   listen.PROG

        And again, I was listening for it

(18)   ’i’   ni’   qul’et   “psst”.
        CONJ   AUX   again   “psst”

        and again, there was that “psst”.

(19)   nus   ’i–i–iw’   hwsaw’q’us   ’i’   ’uwu   te’   lhwet.[3]
        1SG.POS.N   AUX.CN   PFX.look.face   CONJ   NEG   DT   who

        I looked around but didn’t see anything.

(20)   ’uwu   te’   lhwet   sun’iw’   ’u   tthu   kitchenew’t-hw.
        NEG   DT   who   be.in   OBL   DT   kitchen

        There was no one there in the kitchen.

(21)   ’i’   ni’   tsun   tl’e’   wulh   ts’elhum’ut   “psst”.
        CONJ   AUX   1SG.SUB   also   PERF   hear.1PL.SSUB   “psst”

        Then I heard it again, “psst”.

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[3] *hwsaw’q’us* - comes from the word : *suwq’* = look for, *hw –s*, is the prefix of meaning to ‘look, look for’, and the suffi *as*, means face.

(22)
nu	suw'	hwsa–a–aw'q'us	'i'	'uwu	te'	lhwet.
N.CN	AUX.CN	PFX.look.face	CONJ	NEG	DT	who

And I looked but there was no one there.

(23)
mukw'	lhwet	'uw'	'i'tut.
all	who	CN	sleep.PROG

Everyone was sleeping.

(24)
'uwu	te'	lhwet.
NEG	DT	who

There was nobody.

(25)
'etsune!	'i	tsun	wulh	si'si'.
oh.my	AUX	1SG.SUB	PERF	be.afraid

Oh my! I got scared.

(26)
"'uw'	stemus	tse'?"
CN	what.3SSUB	FUT

"What could that be?"

(27)
nusuw'	xwchenum	nem'	'u	kwthunu	shhw'a'mut,
1POS.N.CN	ran	go	OBL	DT.1SG.POS	bed

So, I ran and jumped into bed,

(28)
nusuw'	tl'hwasum.
1SG.POS.N.CN	cover.face.MID

and covered my face.

(29)
niihw	tsun	nuqwnamut,	'i'	'i	tsun
AUX.2SG.SSUB	1SG.SUB	fall.asleep.LC	CONJ	AUX	1SG.SUB

wulh	hwuy	'i	tsulel	'i'	tahw	skweyul.
PERF	wake.up	AUX	almost	CONJ	exact	noon

I must have overslept, and it was almost noon when I woke up.

(30)   hay   tsun   'ul'   kwe'kwi'   kwunus   'i   hwuy.

             FOC   1SG.SUB   just   hungry   DT.1SG.N AUX   wake.up

             I was hungry when I woke up.

(31)   nan   tsun   'uw'   kwe'kwi'.

             very   1SG.SUB   CN   hungry

             I was really hungry.

(32)   nu   suw'   nem'   'u   kwthu   kitchenew't-hw,

             1SG.POS   N.CN   go   OBL   DT   kitchen.

             I went into the kitchen,

(33)   'i'   ni'   tsuhw   yu   hwsaw'q'us   yuw'en'.

             CONJ   AUX   1SG.SUB.INFER   DYN   PFX.look.face   first

             and I was looking around first.

(34)   'i'   ni'   tsun   tl'e'   wulh   ts'elhum'ut

             CONJ   AUX   1SG.SUB   also   PERF   hear.TR

             kwthu   qwaqwulhne'num'   "psst".

             DT   noise   psst

             Then I hear the sound again, "psst".

(35)   nusuw'   yu   hwsa–a–aw'q'us.

             1SG.POS.N.CN   DYN   PFX.look.face

             I looked around.

(36)   aaa,   'i   tsun   wulh   lumnuhw   tthu   skw'a'wus.

             aaa,   AUX   1SG.SUB   PERF   look.LC.3PL   DT   bucket

             Aaa, I saw a bucket.

(37)   'i'   nilh   yuhw   tthu   s'axwa'

             CONJ   3SG.FOC   INFER   DT   butter.clam

             qwaqwulhne'num',   "psst".

             hear.something   "psst"

             It was the butter clams making the noise, "psst".

(38) hith   hwune'unt   'i'   'i   yuhw   hulun'umut
      long. time   evening   CONJ   AUX   INFER   get.home.PL

      kwthunu   men   'i'   lhunu   ten.
      DT.1SG.POS   father   CONJ   DT.1SG.POS   mother

   It must have been late in the evening when Dad and Mom came home.

(39) aaa,   'i'   ne'ullh   yuhw   ni'   lheq'ut   kwthu
      aaa,   CONJ   3PL.PRO   INFER   AUX   lay.down.TR   DT

      skw'aw'us   sul'its'   'u   kwthu   s'axwa'.
      bucket   be.full   OBL   DT   butter.clam

   Aaa, they must have set down a bucket full of clams.

(40) p'utth'el's   kwthu   s'axwa'   ni'   ts'i'ts'elhum'uteen'   "psst".
      squirt.ACT   DT   butter.clam AUX   hear.TR.PROG.1SG.ssub   psst

   The clams were squirting and that's what I heard going "psst".

(41) nusuw'   ye–e–e'num'   hwi'   na'nuts'a'   ni'
      1SG.POS.N.CN   laugh.PROG   MIR   one.person   AUX

      'u   kwthu   kitchen ew't-hw
      OBL   DT   kitchen

   I started to laugh, all alone in the kitchen.

(42) ni'   nexun'   'ul'   'u   tthey'   tthunu   sqwul'qwul'.
      AUX   end   just   OBL   DM   DT.1SG.POS   story

   That's the end of my story.

(43) ni'   hay.
      AUX   done
   The end.

2.2.2. Story 1: Vocabulary

Words for people

stl'i'tl'qulh	child
shhwuw'weli	family
men	father
ten	mother
shuyulh	older sibling/cousin
sqe'uq	younger sibling/cousin
na'nuts'a'	one person

Other nouns

sqwul'qwul'	story, narrative, news about,
hwune'unt	evening
snet	night
tahw snet	midnight
skweyul	day
tahw skweyul	noon, mid-day
sil'anum	year
shhw'a'mut	bed
kitchen'ew't-hw	kitchen
qwaqwulhne'num'	noise
skw'a'wus	bucket
s'axwa'	butter clam
qa'	water

Verbs

ts'itsum'	grow up
ts'its'usum'	growing up
hwuy	wake up
lhxilush	stand
lhxi'lush	standing
ts'elhum'	hear

ts'elhum'ut	hearing it
hwiyuneem'	listen
hwsawq'us	look around
hwsaw'q'us	looking around
'itut	sleep
xwchenum	run
tl'hwasum	cover one's face
nuqwnamut	overslept
nem'	go
lumnuhw	see
ye'num'	laugh
lheq'ut	set down
putth'els	make a hissing sound

Descriptive words

tsqul'qul'u	thirsty
lhets	be dark
si'si'	scared
kwe'kwi'	hungry
sul'its'	be full

Function words—adverbs, question words, pronouns, negatives

qul'et	again
yuw'en'	first
wawa'	maybe
stem	what
lhwet	who
'uwu te'	nothing
'uwu te' lhwet	nobody
mukw'	all
mukw' lhwet	everyone

2.3. Story 2: tthu ne'nuts'uw't-hwum | The visit

2.3.1. Story 2: Analyzed version.

tthu ne'nuts'uw't-hwum | The visit

(1)   'uy'   skweyul,   'een'thu   tth'ets'sulwut,
            good   day   1SG.PRO   NAME

            tun'ni'   tsun   'utl'   xwul'qw'selu.
            be.from   1SG.SUB   OBL.DT   Koksilah.

Good day, I am Carol, I am from Koksilah.

(2)   nilh   tthunu   sxwi'em',   nilh   tthu   nets'uw't'hwum.[4]
            3SG.FOC   DT.1POS   story   3SG.FOC   DT   visit
            This is my story, "The Visit".

(3)   hay   ni'   heew'u   tthunu   shhwuw'weli
            when   AUX   travelling   DT.1SG.POS   relatives

            'i'   ni'   nem'ustalum   'u   kwthu   shushiyulh   tst,
            CONJ   AUX   go.CS.1PL.PAS   OBL   DT   older.sibling   1PL.SUB

            ni'   'u   kw'i'   sht'un'uxun   tst.
            be.there   OBL   DM   next.door   1PL.SUB

When our parents would leave to go somewhere, my older siblings and I would
         be taken next door.

(4)   ni'   tst   nets'uw't-hwum   'u   kwthu   sht'unuxun
            AUX   1PL.SUB   visit   OBL   DT   next.door

            tst   sutst   'uw'   hul'uw'alum'   'u   kwthu
            1PL.SUB   N.3PL.POS   CN   play.PL   OBL   DT

            kwe'kwul'ool'   ni'   'u   kwthu   snet.
            hide.and.seek   be.there   OBL   DT   dark

We went to visit next door and played hide and seek in the dark.

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[4] The word *nets'uw' t'hwum* 'visit' comes from the root *nets'* 'different', lexical suffix *=ew't-hw* 'house', and the middle suffix *=m*.

(5) suw' xwchenum 'utl'qul kwthunu shuyulh.
     N.CN run go.outside DT.1SG.POS older.sibling

Then my brother went running outside.

(6) nusuw' nem' 'utl'qul, suw'q't kwthunu shuyulh.
     1SG.POS.N.CN go go.outside look.for.TR DT.1SG.POS older.sibling

And I went outside to look for my brother.

(7) nusuw' hwu 'un'ne-e-ehw, hwuhwiyun'eem', wulh
     1SG.POS INC stop.DUR listen.PROG PERF

     ts'elhum' 'u tthu shts'ushtutsus welhts'um'.
     hear OBL DT branch rustle.PROG

And I stopped still, listening, and I heard a branch rustling.

(8) 'aaaa, 'i tsun wulh sii'si', hwsaw'q'us
     oh AUX 1SG.SUB PERF be.afraid PFX.look.for.face

     'uw niis tun'untsu tthu ni' welhuts'um.
     CN AUX.3SSUB from.where DT AUX rustle.PROG

Oh, I was afraid, looking around for where the rustling was coming from.

(9) hay 'ul' 'uw' xwumxwum tthunu tth'ele'.
     very just CN fast.REDUP DT.1SG.POS heart

My heart was beating really fast.

(10) wulh hay' ul' 'uw' hwu hwthiqun thu welhts'um'.
      PERF very just CN INC PRX.big.throat DT rustle.PROG

The noise got louder.

(11) nusuw' lemut.
      1SG.POS.N.CN look.TR

And I looked.

(12) "'eeenuneee'!   spe'uth!"
      eek   bear

      "Eek! A bear!"

(13)   nusuw'   kwe-e-etseem,   "'eeenuneee'!   spe'uth!"
       1SG.POS.N.CN   scream   eek   bear

       I screamed, "Eek! A bear!"

(14)   nusuw'   hwu'alum',   nuw'ilum   'u   kwthu   lelum',
       1SG.POS.N.CN   go.back   enter   OBL   DT   house

       yu   xwan'chunum'.
       DYN   run.PROG

       So, I ran back to go in the house.

(15)   "'i'   spe'uth   p'e'!"
       CONJ   bear   CERT

       There's a bear!

(16)   hay   tsun   'ul'   'uw'   yu   sii'si'.
       very   1SG.SUB   just   CN   DYN   afraid

       I was really scared.

(17)   'i'   wulh   tl'kwatus   tthunu   shuyulh   thunu
       CONJ   PERF   grab.TR.3SUB   DT.1SG.POS   older.sibling DT.1SG.POS

       sweater
       swetu.

       My brother grabbed me by the sweater.

(18)   sutst   'uw'   huliye'   yu   xwun'xwan'chunum'
       N.1PL.POS   CN   go.away.PL   DYN   run.PL.PROG

       'u   kwthu   lelum',   yu   xwun'xwan'chunum'
       OBL   DT   house   DYN   run.PL.PROG

tst,	yu	kwun'etsustham'shus		tthunu	shuyulh,
1PL.SUB	DYN	hold.hand.TR.1OBJ.3SUB		DT.1SG.POS	older.sibling

tsulel	'uw'	yu	hwukw'ustham'shus.
almost	CN	DYN	drag.face.1SG.OBJ.3SUB

We took off running to the house, running and running, my brother holding my hand and almost dragging me.

(19)
hay	'ul'	hwthiqun	kw'unus	yu	he'tth'um'
very	just	PFX.big.throat	DT.1SG.N	DYN	breathe.PROG

'i'	tsilhus	tthu	yu	shxwan'chunum'	tst.
CONJ	high.up	DT	DYN	OBJ.run.PROG	1PL.SUB

I was breathing hard as we were running uphill.

(20)
"'aaah sha!!	nus	ni'	hwi'	'ukw'shun	'u	lhunu
aa.shucks	1SG.POS.N	AUX	MIR	lose.foot	OBL	DT.1SG.POS

qwlhey'shun."
shoe

"Ah shucks! I've lost my shoe!

(21)
lhunu	qwlhey'shu-u-un,	ni'	tsun	'ukw'nuhw!"
DT.1SG.POS	shoe	AUX	1SG.SUB	lose.LC

My shoe! I've lost it!"

(22)
'uwu	tst	niit	'unuhw	kwutst	yu
not	1PL.SUB	AUX.1PL.SSUB	stop	DT.1PL.POS	DYN

xwan'chunum'	'u	kwthu	hay	'ul'	tsilhus	shelh.
run.PROG	OBL	DT	very	just	high.up	road

But we didn't stop running up the steep road.

(23)
'i'	ni'	tst	'uw'	tus	'ul'	'u	kwthu	lelum'.
CONJ	AUX	1PL.SUB	CN	got.her	just	OBL	DT	house

And we reached the house.

(24)　’aah!　　　ni’　　　tst　　　　　　’uw’　　hun’umut.
　　　　aa　　　　AUX　　　1PL.SUB　　　CN　　　get.home

Oh, we made it home.

(25)　kwus　　　　wulh　　hulun’umut　　kwthunu　　　shhwuw’weli,　　yu
　　　　DT.AUX.N　　PERF　　get.home.PL　　DT.1SG.POS　relatives　　　　DYN

　　　　xut’u　　　　niihw　　　　’uw’　　thuluthi’　　tthu　　stl’ul’iqulh.
　　　　do.PROG　　AUX.INFER　　CN　　be.okay.PL　　DT　　children

And when our parents got home, they were saying that the children must be
　　　okay.

(26)　sutst　　　　　’uw’　　yuthust　　kwutst　　　　hay　　’ul’
　　　　N.1PL.POS　　CN　　　tell.TR　　dt.PL.POS　　very　　just

　　　　’uy’iyus　　　’u　　kwthu　　snets’uw’t-hwum　　tst.
　　　　happy.PL　　　OBL　DT　　　visit　　　　　　　　1PL.SUB

So, we told our parents we had an exciting visit.

(27)　suw’　　qul’et　kweyul,　　nem’　　hwi’　　suw’q’t
　　　　N.CN　　again　　day　　　　go　　　MIR　　look.for.TR

　　　　lhunu　　　　qwlhey’shun.
　　　　DT.1SG.POS　　shoe

Next day, I went to look for my shoe.

(28)　nusuw’　　　　yu-u-u-num.
　　　　1SG.POS.N.CN　　laugh

And I laughed and laughed.

(29)　wuwa’　　nilh　　　kwthu　　spe’uth　　ni’　　kwunut.
　　　　maybe　　3SG.FOC　DT　　　bear　　　AUX　　take.TR

Maybe the bear took it.

(30)　’uw’　　niihw　　　　lumnuhw　　　kwthu　　spe’uth　　’i’
　　　　CN　　　AUX.infer　　look.LC.3PL　　DT　　　bear　　　CONJ

15

lhu	qwlhey'shun	ni'	ha'kwushus	tthu	spe'uth,
DT	shoe	AUX	wear.3POS.PROG	DT	bear

nilh	nu	swe'.
3SG.FOC	1SG.POS	own

If you see a bear wearing a shoe, it might be mine.

(31) ni'   hay.
     AUX   done
     The end.

2.3.2. Story 2: Vocabulary

tthu ne'nuts'uw't-hwum | The visit

Vocabulary

1)	nets'uw't-hwum	visit
2)	kwe'kwul'ool'	hide and seek
3)	suw'q't	look for it
4)	nem'	go
5)	'utl'qul	outside
6)	sii'si'	being afraid
7)	welhuts'um	noise
8)	xwumxwum	fast
9)	hwuthiqun	loud
10)	kwetseem'	scream
11)	spe'uth	bear
12)	huliye'	go, leave
13)	taant	go away
14)	kwun'etsustham'sh	holding my hand
15)	tsulel	almost
16)	tl'lim'	really
17)	hetth'um'	breathing
18)	tsilhus	uphill
19)	xwan'chunum'	running
20)	qwlhey'shun	shoe

2.4. Story 3: tsetsul'ulhtun' | Going fishing

2.4.1. Story 3: Analyzed version

tsetsul'ulhtun'
Going fishing

(1)   nuts'a'   skweyul   'i'   hw'iiw'tsusta'lum'
        one   day   CONJ   teach.CS.1PL.PAS.PROG

        kws   thuyt-s   tthu   swultun.
        DT.N   make.TR.3POS   DT   net

One day my late dad was teaching us how to mend his fishing net.

(2)   hw'uw'tsusthelum   kwunus   thuyt   tthu   swultun,
        teach.1SG.PAS   DT.1SG.N   fix.TR   DT   net

        tthu   ni'   susiq'   'u   tthu   swultun
        DT   AUX   ST.tear.RES   OBL   DT   net

        'i'   ni'   tsun   thuyt.
        CONJ   AUX   1SG.SUB   fix.TR

I learned how to fix the net where it had holes on it and added a square to fix
           the holes.

(3)   hay   'ul'   'uy'   nu   shqwaluwun   kwunus   tul'nuhw
        very   just   good   1SG.POS   thought   DT.1SG.N   learn.LC.3

        kwus   hw'uw'tsusthelum   kwunus   thuyt   tthu   swultun.
        DT.AUX.N   teach.1SG.PAS   DT.1SG.N   fix.TR   DT   net

I was so happy to learn how to mend his net.

(4)   kwus   wulh   hay   qwal   tthunu   men,   thut-stelum,
        DT.AUX.N   PERF   very   say   DT.1SG.POS   father   say. CS.1SG.PAS

        "lheq'ut   ch   tthu   swultun,   yu   sthuthi'stuhw
        lay.down.TR   2SG.SUB   DT   net   DYN   ST.okay.CS

ch	kws	'uwus	q'ul'q'ul'q'tul'us."
2SG.SUB	DT.N	not	tangle.not.3SUB

When I was done, my father told me, "Lay it in a neat pile on the floor, so it did not get tangled.

(5)
hay	'ul'	'uy'	nu	shqwuluwun	kwunus
very	just	good	1SG.POS	thought	DT.1SG.N

ni'	tul'nuhw	kwunus	thuyt	tthu	swultun
AUX	learn.LC.3	DT.1SG.N	fix.TR	DT	net

kwunut	ts'ets'uw'ut.	tthunu	men
take.TR	help.TR.PROG	DT.1SG.POS	father

I was so excited to learn and help my dad.

(6)
nuts'a'	skweyul	'i'	ni'	heew'u
one	day	CONJ	AUX	travel.PROG

tthu	shhwuw'weli	tst,	ni'	ts'twa'	hwtsel,
DT	parents	1PL.SUB	AUX	maybe	go.where

'i	tst	'uw'	'al'wum'	'ul'.
CONJ	1PL.SUB	CN	remain	just

One day my parents left and went somewhere— I can't remember where— and we stayed behind.

(7)
wulh	lumnuhwus	thunu	sqe'uq	tthu	swultun
PERF	look.LC.3SUB	DT.1POS	younger.sibling	DT	net

kwus	slhelhuq'	ni'	'u	tthu	lhxunuptun.
DT.AUX.N	ST.lie.RES	be.there	OBL	DT	floor

My younger sister saw the net just lying there on the floor.

(8)
wulh	thut-stam'shus,	"'ilhe,	shuyulh!	'ilhe	nem'
PERF	say.CS.1SG.OBJ.3ERG	let's	older.sibling	let's	go

ee'	qwsut	tthu	swultun."
PL.IMP	go.in.water.TR	DT	net

She says, "Come on, Sis! Let's go set the net".

(9)   'i   tsun   'uw'   lemut   'ul'   'i'   'uwu   tsun

AUX   1SG.SUB   CN   look.TR   just   CONJ   not   1SG.SUB

niin'   hwutulqut.

AUX.1SG.SSUB   answer.TR

I looked at her and didn't answer.

(10)   tl'e'   wulh   qwal   thunu   sqe'uq,

also   PERF   speak   DT.1SG.POS   younger.sister

"'ilhe   nem'   qwsut   tthu   swultun.

let's   go   go.in.water.TR   DT   net

And my sister says again, "Let's go set the net.

(11)   tth'ihwum   'i'   'ilhe   nem'   qwsut."

please   CONJ   let's   go   go.in.water.TR

Please, let's go set it."

(12)   nus   nuw'   hwtulqut   thunu   sqe'uq,

1SG.POS   AUX.CN   answer.TR   DT.1SG.POS   younger.sibling

sutst   'uw'   huliye'.

N.1PL.POS   CN   go.away.PL

So, I agreed to go along with her, and so we left.

(13)   'uwu   niis   tsakw   kwthu   sta'luw'   nuw'   stutes

not   AUX.3SSUB   far   DT   river   AUX.CN   ST.get.close.RES

'u   tthu   lelum'   tst.

OBL   DT   house   1PL.SUB

With the river not too far from our house.

(14)   sutst   'uw'   kwunut   tthu   swultun

N.1PL.POS   CN   take.TR   DT   net

'i'   nem'   huye'   t'ahw.

CONJ   go   go.away   go.down.to.shore

We grabbed the net and walked down to the river.

19

(15)

sutst	’uw’	yu	kwun’et	tthu	swultun	sutst
N.1PL.POS	CN	DYN	take.TR.DUR	DT	net	N.1PL.POS

’uw’	’aalhstuhw	’u	tthu	snuhwulhs	tthunu	men.
CN	go.aboard.CS.3OBJ	OBL	DT	canoe.3POS	DT.1SG.POS	father

We took the net and we put it on board my father's canoe.

(16)

hay	’ul’	yu	s-hiil’ukw	thunu	sqe’uq
very	just	DYN	ST.happy	DT.1SG.POS	younger.sister

’u	yu	sul’uthut	tst.
OBL	DYN	do.REF.PROG	1PL.SUB

My sister was very happy that we were doing that.

(17)

sutst	’uw’	kwunut	tthu	sq’umul	sutst	’uw’
N.1PL.POS	CN	take.TR	DT	paddle	N.1PL.POS	CN

’ushul	nem’	hwu	’unwulh	’u	tthu	sta’luw’.
paddle	go	INC	center	OBL	DT	river

We grabbed the paddles and paddled in the middle of the river.

(18)

wulh	thut	thunu	sqe’uq,	"nii	hwu
PERF	say	DT.1SG.POS	younger.sibling	DT.Q	INC

tl’am	[kwutst	tsukwilum]?
enough	DT.1PL.POS	far.MOT

My sister said, "Is this far enough?"

(19)

nusuw’	thut-stuhw,	"niihw	’a’lu	stsekwul’
1SG.N.CN	say.CS	AUX.INFER	INQU	how

’i’	wuwa’	ni’	stl’atl’um’."
CONJ	maybe	AUX	proper

I said, "I don't know but I think so."

(20)

sutst	’uw’	’unuhw	sutst	’uw’	xtsuthut
N.1PL.POS	CN	stop	N.1PL.POS	CN	figure.out.REF

kws	wensh	tst	qwsut	tthu	swultun.
DT.N	throw	1PL.SUB	go.in.water.TR	DT	net

So, we stopped, and we decided to throw the net in the river.

(21)

se’t	sutst	’uw’	wensh	thu	swultun	hwthiqun
raise.TR	N.1PL.POS	CN	throw	DT	net	loud

kws	tiqw’	’u	tthu	qa’.
DT.N	strike	OBL	DT	water

We threw it in and splash it was in the water.

(22)

’i	tst	xi’xlhem’ut	’i’	’uwu	niis
AUX	1PL.SUB	watch.TR.DUR	CONJ	not	AUX.3SUB

tl’pil	thu	swultun	’uw’	tsitsulh	’ul’	tthu
go.down	DT	net	CN	above	just	DT

’u	tthu	qa’	’u	tthu	st’a’luw’.
OBL	DT	water	OBL	DT	river

We were both looking in the water wondering what happened because the
fishing net was just floating on top of the water.

(23)

“’aaa,”	tsuw’	sht’eewun’,	“niihw	’a’lu	nutsim’
aaa	LSG.SUB.CN	think	AUX.INFER	INQU	why

’uwu	kwus	tl’pil?”
not	DT.AUX.N	go.down

“Ah,” I thought. “Why didn’t it sink?”

(24)

wulh	m’i	wil’	tthu	stiwun	tst	yu
PERF	come	appear	DT	nephew	1PL.SUB	DYN

’i’mush	’u	tthu	shq’utuw’ulh.
walk.PROG	OBL	DT	bridge

Then our nephew (Andy) appeared walking by on the bridge.

(25) hwi’ tetum’utal’hwus, “”’iii tseep ’a’lu
MIR shout.TR.1PL.OBJ.3SUB.PROG AUX.Q 2PL.SUB INQU

tsukwta’mut, nu shhwum’ne’lukw?”
do.what-PROG 1SG.POS aunt-PL

He shouted to us, “What are you trying to do, Aunties?”

(26) sutst ’uw’ hwlam’ustul ’i’ thunu
ST.attach.RES CN PFX.look.face.REC CONJ DT.1SG.POS

sqe’uq, ’i tst ’uw’ yuthust,
younger.sibling AUX 1PL.SUB CN tell-TR

“oo, ’i tst qwast tthu swultun ni’
“oh, AUX 1PL.SUB put.in.water-TR DT net AUX

’u tthu sta’luw’.”
OBL DT river

My sister and I looked at each other and said, “Oh, we are trying to set the
net in the river.”

(27) “ha’ ch qwsut tthu swultun ’i’ ’uw’
when 1SG.SUB go.in.water.TR DT net CONJ CN

hay kwun’ yu st’i’am’s tthu lhqun’utun’s.”
FOC DT.2POS DYN ST.attach.RES.3POS DT sinker.3POS

“When you set a net, you have to attach sinkers.”

(28) sutst ’uw’ hwlam’ustul ’i’ thunu
ST.attach.RES CN PFX.look.face.REC CONJ DT.1SG.POS

sqe’uq, wulh yun’yun’talum ’u tthu stiwun
younger.sibling PERF laugh.1PL.PAS OBL DT nephew

tst, sus tl’uw’ huyi’num’ tun’a lhnimulh.
1PL.SUB AUX.N also.CN laugh.PROG DM 1PL.PRO

My sister and I looked at each other, and my nephew starts to laugh, and then
we all begin to laugh.

(29) aaa,   nilh   'a'lu   ni'   mel'q   tst.
aaa   3SG.FOC   INQU   AUX   forget   1PL.SUB

Oh, that's what we forgot to do.

(30) 'uw'   hay   'ul'   tthu   sts'a'lha'   ni'   hwu
CN   only   just   DT   leaf   AUX   INC

st'i'am'   'u   tthu   swultun   tst.
ST.attach.RES   OBL   DT   net   1PL.SUB

All we caught was leaves.

(31) 'uwu   te'   tseelhtun   ni'   yu   st'i'am'.
not   DT   fish   AUX   DYN   ST.attach.RES

We didn't catch any fish.

(32) ni'   tst   'uw'   hwkw'ast   thu   swultun   'aalhstuhw
AUX   1PL.SUB   CN   drag.TR   Dt   net   go.onboard.CS

'u   tthu   snuhwulh   yu   sul'its'   'u   tthu   stsa'lha'.
OBL   DT   canoe   DYN   ST.fill.RES   OBL   DT   leaf

We dragged in the net and put it back in the boat; it was filled with leaves.

(33) sutst   'uw'   tsumstuhw   nem'ustuhw   'u   tthu   lelum'
N.1PL.POS   CN   go.up.CS   go.CS   OBL   DT   home

tst,   nem'   t'ukw'stuhw.
1PL.SUB   go   go.home.CS

And we carried it back home up to our house.

(34) wulh   tus   tthu   men   tst,   putum'uta'lum',
PERF   arrive   DT   father   1PL.SUB   ask.1PL.PAS.PROG

"'i   'a'lu   nutsim'   shus   sul'its'   tthunu
AUX   INQU   why   OBL.3POS   ST.fill.RES   DT.1SG.POS

swultun   'u   tthu   sts'a'lha',   'e'ut   sq'iq'us.
net   OBL   DT   leaf   here.AUX   ST.go.in.water.RES

Our dad arrived and he's asking us, "Why the heck is my net full of leaves and
    it's all tangled?

(35)   'i   tseep   'a'lu   tstamut?"
       AUX   2PL.SUB   INQU   do.what

What did you do?"

(36)   wulh   'iwust   thunu   shhw'aqw'a',   sqe'uq,
       PERF   point   DT.1SG.POS   sibling,   younger.sibling

       "'iilh   p'e'   thunu   sqe'uq,   tswe'   shqwaluwun.
       AUX.PAST   CERT   DT.1SG.POS   younger.sibling   VB.own   thought

Pointing to my sister, I said, "It was actually my little sister's idea."

(37)   tl'uw'   'i'wusthelum,   nilh   p'e'   thunu   shuyulh!
       also.CN   point.1SG.PAS   3SG.FOC   CERT   DT.1POS   older.sister

And she pointed at me, "It was actully my big sister!

(38)   'i   tst   'uw'   yey'su'lu   kwutst   'i'mushstuhw
       AUX   1PL.SUB   CN   two.people   DT.1PL.POS   walk.CS.PROG

       tthu   swultun."
       DT   net

We both went to go set net in the river."

(39)   sutst   'uw'   sti'ya'xween.
       N.1PL.POS   CN   trouble

We got in trouble.

(40)   suw'   'uwu   tst   tl'e'   nem'ut   tseelhtun,
       N.CN   not   1PL.SUB   also   go.1PL.SSUB   fish

       sutst   'uw'   sti'ya'xween   'ul'   'u   tthu   ni'
       N.1PL.POS   CN   trouble   just   OBL   DT   AUX

       sul'uthut   tst.
       do.REF.PROG   1PL.SUB

There was no more fishing for either of us, as we got in trouble.

(41) nilh   kwu'elh   kwthey'   skweyul,   'uwus   stsekwul'us
     3SG.FOC   thus   DM   day   not.3SSUB   how.3SSUB

     kwunus   tl'e'   mel'qt.
     DT.1SG.N   also   remember.TR

     So that was a day I will never forget.

(42) 'i'   'uw'   'iyus   'ul'   tthu   ni'   sul'uthut
     CONJ   CN   happy   just   DT   AUX   do.REF.PROG

     tst   'i'   ni'   tsuw'   hekw'me't.
     1PL.SUB   CONJ   AUX   1SG.SUB   remember.APPL.TR

     But we had fun, as I remember it.

(43) ni'   hay.   hay tseep q'a'.
     AUX   done   thank.you.indeed

     The end. Thank you.

2.4.2. Story 3: Vocabulary

Fishing vocabulary

1)   tsetsululhtun'   fishing
2)   hw'iiw'tsusta'lum'   teaching how
3)   thuyt   prepare
4)   swultun   fishing net
5)   susiq'   torn
6)   shqwaluwun   feelings, thoughts
7)   lheq'ut   lay down
8)   q'ul'q'ul'q'tul'us   tangled
9)   heew'u   left
10) shhwuw'weli tst   our parents
11) wa'wa'   maybe
12) hwthiqun   loud
13) tiqw   hit

14)	xi'xlhem'ut	watching it
15)	tl'pil	down
16)	hwtsel	go where
17)	lumnuhwus	saw
18)	wulh	then
19)	'ilhe nem'	let's go
20)	sqe'uq	younger sibling
21)	qwsut	put in river
22)	hwutulqut	answer
23)	stutes	close
24)	sq'umul	paddle
25)	wensh	throw
26)	sht'eewun'	think
27)	ptem'	ask a question
28)	putum'	asking a question
29)	sts'a'lha'	leaves
30)	tiya'xween	get in trouble

2.5. Story 4: hwun'a' nu swetu | My first sweater

2.5.1. Story 4: Analyzed version

hwun'a' nu swetu

My First Sweater

(1)
'een'thu	Carol Louie,	tun'ni'	tsun	'utl'	xwulqw'selu.
1SG.PRO	NAME	be.from	1SG.SUB	OBL.DT	Koksilah

My name is Carol Louie from Koksilah reserve.

(2)
'i	tsun	lhq'etsus	sil'anum	'i	yath
AUX	1SG.SUB	five	year	CONJ	always

tsun	'uw'	xi'xlhem'ut	lhunu	ten	kws
1SG.SUB	CN	watch.TR.DUR	DT.1SG.POS	mother	DT.N

26

yay'us   'i   tthu   lumutoul'qun.
work.PROG   AUX   DT   wool

I learned how to process wool at the age of five years old by watching my
        mom.

(3)   niilh   tsun   'uw'   'iyustuhw   'ul'   kwunus
        AUX.PST   1SG.SUB   CN   happy.CS   just   DT.1SG.N

        xi'xlhem'   yay'us   'u   tthu   lumtoul'qun—
        watch.DUR   work.PROG   OBL   DT   wool

        tth'xwat,   ni'   hwu   stth'utth'ixw   'i'   ni'
        wash.TR   AUX   INC   ST.wash.RES   CNJ   AUX

        hwi'   they'xul'qut,   ni'   hwu   sthey'xul'qun',
        MIR   tease.wool.TR.PROG   AUX   INC   tease.wool.PROG

        'i'   ni'   hwi'   t-shulqut,   hay   kwus   t-shel'qun'
        CNJ   AUX   MIR   comb.wool.TR   FOC   DT.AUX.N   comb.wool.PROG

        'i'   hwi'   qeluts'ut.
        CNJ   MIR   spin.TR

It was lots of fun watching how to process wool—washing it, and when it
        was washed, teaching it, and when it was teased, and when it was
        combed, carding it, and when it was carded, spinning it.

(4)   'i   tsun   'apun   sil'anum   'i'   ni'   tsun
        AUX   1SG.SUB   ten   year   CONJ   AUX   1SG.SUB

        wulh   qeluts',   ni'   ta'tul'ut   kwunus   sqequluts'.
        PERF   spin   AUX   learn.TR.PRO   DT.1SG.N   spinning

By the age of 10 years old, I began to spin wool.

(5)   'i   tuw'   hwun'a'   nu   sqeluts'   'i'   hwi'   nan
        CONJ   quite   first   1SG.POS   spin   CONJ   MIR   very

        'uw'   tuqw;   skw'ey   kws   thukw's
        CN   tight   impossible   DT.N   stretched.3 POS

’i’   hwi’   nan   ’uw’   hwu   stutiqw,   si’lew’.
CONJ   MIR   very   CN   INC   ST.tight.RES   ST.pass.RES

My first attempts at spinning the wool was so tight, you couldn't even stretch it; it was overdone.

(6)   ’i   tsun   wulh   he’kw’   tthu   ni’   sht’es
       AUX   1SG.SUB   PERF   remember.PROG   DT   AUX   OBJ.be.like.3POS

       kwus   hays   ’ul’   tuqw   kwthu   lumoutul’qun
       DT.AUX.N   done.3POS   just   tight   DT   wool

       hwun’a’   nu   sqeluts’.
       first   1SG.POS   spinning

I think about it today, how the wool looked at my first attempts at spinning.

(7)   ts’uhwle’   ’i’   ni’   tsun   hwi’   ’uw’   yunum’
       sometimes   CONJ   AUX   1SG.SUB   MIR   CN   laugh.PROG

       ’ul’   kwunus   ni’   he’kw
       just   DT.1SG.N   AUX   remember.PROG

       ’u   tthuw’   hw’un’a’   nu   syaays.
       OBL   DT.CN   first   1SG.POS   N-work

Sometimes I just laugh when I remember my first work.

(8)   ha’   ch   ni’   t’a’thut   hakwush   kwus   nan
       if   2SG.SUB   AUX   try.REF.PROG   use.TR   DT.AUX.N   very

       ’uw’   si’lew’   tuqw   ’i’   ni’   hwi’
       CN   S.pass   tight   CONJ   AUX   MIR

       ’uw’   st’e   ’uw’   niis   ’uw’   mut’mut’   ’ul’!
       CN   N.be.like   CN   AUX.3SSUB   CN   springy   just

If you tried to use it, the wool would spring back it was so tight!

(9)   ha’   ni’   lemutus   kwsunu   ten   tthu   ni’
       when   AUX   look.TR.3SUB   DT.1SG.POS   mother   DT   AUX

       nu   syaays   ’i’   wulh   thut-stam’shus,
       1SG.POS   N-work   CONJ   PERF   say-CS.1SG.OBJ.3ERG

28

"'uwu	ch	nanuhw	'uw'	yu	'i	tuqwstuhw.
not	2SG.SUB	very.2SSUB	CN	DYN	AUX	tight-CS

My mom would look at my work and tell me, "Don't hold it so tight.

(10)
nem'	ch	'uw'	tuw'	yu	si'am'utst-hwuhw	'ul'
go	2SG.SUB	CN	quite	DYN	ST.quiet.RES.CS.2SSUB	just

kwun's	yu	hun'wush	'u	tthun'	sqequluts'
DT.2SG.N	DYN	put.in.PROG	OBL	DT.2SG.POS	spinner

kws	'uwu	ch	hwu	tuqwus."
DT.N	NEG	2SG.SUB	INC	tight.face

Loosen your grip and just let it flow into the spinner machine."

(11)
hay	'ul'	hith	kwunus	t'uta'thut	'u	tthu
FOC	just	long.time	DT.1SG.N	try.REF.PROG	OBL	DT

sqeluts',	qeluts'	qul'et	tsun	q'eluts'
spinning	spin	again	1SG.SUB	spin

'i'	ni'	tl'e'	wulh	'uw'	hwu	tuqw.
CONJ	AUX	also	PERF	CN	INC	tight

I practiced spinning—spin, spin, and spin again— and it again became too
    tight.

(12)
hwun'	xut'u	'i'	ni'	tsun	wulh	tul'nuhw
still	do.PROG	CONJ	AUX	1SG.SUB	PERF	learn.LC.3

tuni'	sht'ees	thuynuhw	tthunu	sqeluts'
DM	OBJ.be.like.3POS	make.LC.3	DT.1SG.POS	spinning

kwunus	hwu	stl'atl'um'	thulh	tthunu	sqeluts'.
DT.1SG.N	INC	proper	really	DT.1SG.POS	spinning

I kept trying and finally I learned how to fix up my spinning and do it properly.

(13)
"ah,"	nusuw'	sht'eewun',	"ah,	tl'lim'	'uw'	ni'	tsun
ah	1SG.POS.N.CN	think	ah	really	CN	AUX	1SG.SUB

wulh	kwunnuhw,	tul'nuhw	tthu	ni'	sht'es.
PERF	take.LC.3	learn.LC.3	DT	AUX	OBJ.be.like.3POS

"I got this," I was thinking. "I will learn out to do this.

29

(14)

niilh	kws	yu	sul'q'e'muts'	tthu	sqeluts',
AUX.PST	DT.N	DYN	ST.even.RES.long.object	DT	spinning

nilh	hay	'ul'	tl'i'."
3SG.FOC	very	just	dear

I need to get the wool spun evenly."

(15)

ni'	tsun	'uw'	tal'nuhw	ni'	tsun	'uw'
AUX	1SG.SUB	CN	know.LC.3.PROG	AUX	1SG.SUB	CN

kwunnuhw	tthu	ni'	sht'ees	t'ut'a'thut,	t'ut'a'thut,
find.LC.3	DT	AUX	how.when	trying.IMP	trying.IMP

ni'	xut'u	'i'	ni'	wulh	tl'ulum'nuhw.
AUX	do.PROG	CONJ	AUX	PERF	drive.LC.3

I realized that I have to get it just so, and I tried and tried again to steer it
        properly.

(16)

ooh,	'uy'	nu	shqwaluwun	kwus	hwu	sthuthi'.
ooh	good	1SG.POS	feelings	DT.AUX.N	INC	alright

Oh! I am so happy to get it right!

(17)

hay	'ul'	'uy'	nu	shqwaluwun	nusuw'	tuw'
FOC.just	just	good	1SG.POS	feelings	I-s- N.CN	quite

hwyunumus	'ul'.
just.smile	just

I'm so happy and smiling about it.

(18)

ni'	tsun	wulh	tul'nuhw	kwunus	sq'eluts',
AUX	1SG.SUB	PERF	learn.LC.3	DT.1SG.N	N-spinning

ni'	hwu	sq'eq'uluts'	'i'	ni'	tsun	hwi'
AUX	INC	spinner machine	CONJ	AUX	1SG.SUB	MIR

qw'um'xust	tthu	syaays	tun'ni'	'u	tthu	sq'eq'uluts'.
skein.TR	DT	N-work	from	OBL	DT	spinner machine

I am able to spin and unwind the wool off the spinner machine.

(19) ni' ts'twa' yuse'lu sil'anum kwunus ni' q'eq'ul'uts't,
AUX perhaps two year DT.1SG.N AUX spin.RDP.PROG

hwun' xut'u 'i' ni' tsun wulh yaays
still do.PROG CONJ AUX 1SG.SUB PERF work

'u tthu mumun'lh tth'xwa'luts'a', stekun, mumun'lh
OBL DT small.PL mitten, sock small.PL

yasa'qw, mumun'lh stl'uq'shun' tuw' nu sxut'eem'.
hat, small.PL slipper quite 1SG.POS N-making.PROG

I did this for a couple of years, spinning and making small objects like mittens,
  slippers, and small socks.

(20) nilh tthunu men niilh ni' hw'uw'tsus
3SG.FOC DT.1SG.POS dad AUX.PST AUX teach

kwunus xute'um 'u tthu touk,
DT.1SG.N make.CS OBL DT hat,

nilh kwuyxutsum 'u tthu touk.
3SG.FOC knit OBL DT hat

Then my late dad taught me how to make toques.

(21) hay 'ul' 'uy' nu shqwaluwun kwunus ni' tul'nuhw
FOC just good 1SG.POS feelings DT.1SG.N AUX learn.LC.3

tthu ni' 'uy' shqwaluwun kwthunu men kwunus
DT AUX good feelings DT.1SG.POS dad DT.1SG.N

ni' tul'nuhw tthunu syaays kwus hw'iiw'tsustham'shus.
AUX find.out.LC.3 DT.1SG.POS N-work DT.AUX.N teach.TR.1SG.OBJ

I am so happy I learned how, and my late dad was so happy that I learned to do
  the work that he taught me how to do.

(22) tun'a kweyul 'i' tsuw' 'ul' 'u tthu
DM day CONJ 1SG.SUB.CN just OBL DT

ni' sht'ees kwus ni' yu hw'iiws'usthelum
AUX how DT.AUX.N AUX DYN teach.1SG.PAS

31

'u   tthunu   shhwuw'weli
OBL   DT.1SG.POS   parents

'i'   tthunu   syaays   kwus   wulh   hay   kwunus
CONJ   DT.1SG.POS N-work   DT.AUX.N   PERF   FOC   DT.1SG.N

ni'   tul'nuhw   tthu   mumun'lh   syaays.
AUX   learn.LC.3   DT   small.PL   N-work

Today, I think back to how much my parents taught me and how I finished up
    the first little projects that I learned to do.

(23) wulh   thut-stelum,   "hwi'   ni'   kwu'elh   tthu   swetu
      PERF   say. 1SG PAS   MIR   AUX   indeed   DT   sweater

      hwi'   ni'   tul'nuhwuhw,
      MIR   AUX   find.out.LC.3

      nilh   tse'   shhw'uw'tsusthamut   tst."
      3SG.FOC   FUT   N.teach.2SG.PAS   1PL.SUB

      Then they told me, "Next we'll teach you how to make a sweater."

(24) 'i   tsun   'apun   'i'   kw'   yuse'lu   sil'anum
      AUX   1SG.SUB   ten   AUX   DT   two   year

      'i'   ni'   tsun   tl'lim'   'uw'   tun'ni'
      CONJ   AUX   1SG.SUB   really   CN   from

      kwunus   ni'   tth'xwul'qun   yuw'en'   kwunus
      DT.1SG.N   AUX   wash.PROG   first   DT.1SG.N

      ni'   hwisut   tth'xwul'qun,   thuyxtqut   thuyxtqut,
      AUX   shake.1PL.SUB   wash.wool.PROG   tease.wool.TR   tease.wool.TR

      t-shulqut,   hwu   t-shulqun   'i'   ni'   hwi'   q'eluts'.
      card.wool.TR   INC   card.wool   CONJ   AUX   MIR   spin

      I was about twelve years old, when I washed the wool, teased the wool, carded
          the wool, and spun then wool.

(25) ni'   hwu   'usup'   nuw'   sht'es   kwun's   ni'
      AUX   INC   finish   AUX.CN   OBJ.be.like.3POS DT.2SG.N   AUX

thuyt	kws	kwun's	xute'um	'u	tthuw'	stem	'ul'.
fix.TR	DT.N	DT.2SG.N	make.CS	OBL	DT.CN	what	just

After you are finished doing that then you pretty much know how to make
everything.

(26)

kwunus	wulh	xute'um	'u	thunu	swetu	'i'	tumlhalus
DT.1SG.N	PERF	make.CS	OBL	DT.1SG.POS	sweater	CONJ	brown

'i'	tthu	p'uq',	tsq'ix,	… tsq'xalus	tumlhalus	tthunu	swetu,
CONJ	DT	white,	black	black-ish	brown	DT.1SG.POS	sweater

'i'	p'uq'	tthu	sxul's	nilh	ni'	yu	sxuxil'stuhwun'.
CONJ	white	DT	N.mark	3SG.FOC	AUX	DYN	N.mark.CS

The sweater I made was dark brown and white and black, with a white design.

(27)

tthey'	'uw'	hwun'a	nu	swetu	'i'	'uw'
DM	CN	first	1SG.POS	sweater	CONJ	CN

shhwun'a'qwum	'ul'.
pull.over.head	just

My sweater was a pullover.

(28)

they'	'uw'	hwun'a'	nu	syaays	'i'	tl'lim'
DM	CN	first	1SG.POS	work	CONJ	really

tsun	'uw'	hiilukw'.
1SG.SUB	CN	happy

I'm really happy to be doing my first project.

(29)

'uy'	nu	sqwaluwun	kwunus	ni'	ni'	tse'	yaays
good	1SG.POS	feelings	DT.1SG.N	AUX	AUX	FUT	work

'u	tthuw'	nu	swe'	nu	syaays.
OBL	DT.CN	1SG.POS	own	1SG.POS	work

I'm happy that this project is going to be all my own work.

(30)

’i’	’uw’	’een’thu	tse’	tl’lim’	’uw’	yu	yay’us
CONJ	CN	1SG.PRO	FUT	really	CN	DYN	work.PROG

’u	tthuw’	mukw’ stem.
OBL	DT.CN	everything

And I'm actually going to be doing everything myself.

(31)

nusuw’	xut’ustuhw	thunu	ten,	"nu	stl’i’	thu
1SG.N.CN	do.CS.PROG	DT.1SG.POS	mom	1SG.POS	want	DT

sxul’	xut’ustum’	C.
design	say.CS.PAS.PROG	C.

I told my late mom, "I want the "C" pattern on my sweater.

(32)

nilh	sxul’	kwu’elh	nu	stl’i’	kws	st’i’am’
3SG.FOC	design	thus	1SG.POS	want	DT.N	attached

’u	thunu	swetu."
OBL	DT. 1SG.POS	sweater

That's the design that I want to stick on my sweater."

(33)

sus	’uw’	’amustham’shus	’u	tthu	stl’its	tse’.
AUX.N	CN	give.TR.1SG.OBJ.CON	OBL	DT	design	FUT

And she gave me the pattern for it.

(34)

’amusthelum	’u	tthu	te’tsus	chikmun,	ha’kwusheen’	nilh
give.TR.1SG.OBJ	OBL	DT	eight	metal	use-PROG	3SG.FOC

ni’	’u	tthu	ni	syaays,	ni’	’ukw’alus.
AUX	OBL	DT	AUX	work	AUX	hook.stitch

They gave me eight needles to use for my knitting project.

(35)

’i’	nilh	tse’	mukw’	nuw’	’i	tsukwul’atul’
CONJ	3SG.FOC	FUT	all	AUX.CN	AUX	how.RECIP

tthu	te'tsus	chikmun	kwun's	yaay'us
DT	eight	metal	DT.2SG.N	work.PROG

kwus	shulaqw	tthu	swetu.
DT.AUX.N	round	DT	sweater

And the eight needles follow each other as you are working to make the
  sweater round.

(36)
nusuw'	xt'estuhw	tthu	ni'	sqwaqwul'muthe'ult.
1SG.N.CN	do.CS	DT	AUX	N.say.REL.1SG.PAS.PROG

I did what I was told.

(37)
'i'	yath	'uw'	nu	hiiluqw	'ul',
CONJ	always	CN	1SG.POS	happy	just,

hwi'ya'num'us	kwunus	ni'	qwaqwul'muthe'ult.
smiling	DT.1SG.N	AUX	say.REL.1SG.PAS.PROG

And I was so happy, smiling when they were talking to me.

(38)
kwus	wulh	hay	tthuw'	hwun'a'	stl'its
DT.AUX.N	PERF	FOC	DT.CN	first	design

'i'	nilh	tse'	'uw'	hwu	saay'	kwunus	xute'um'
CONJ	3SG.FOC	FUT	CN	INC	ready	DT.1SG.N	do.PROG

'u	tthu	qel'et	tse'	ni'	t'uyum'teen'	stl'its.
OBL	DT	again	FUT	AUX	stick.1SG.SSUB	design

I got the first pattern done and was ready to put the next design on the sweater.

(39)
nilh	ni'	qw'uyul'ush	smuyuth	nilh	ni'	tl'lim'
3SG.FOC	AUX	dance.PROG	deer	3SG.FOC	AUX	really

'uw'	stl'its	ni'	'u	tthu	'ethuqun	'i'	tthu
CN	design	AUX	OBL	DT	in.front	CONJ	DT

slhq'uwe'lh	tthunu	swetu	nilh	ni'	thuyteen'.
back	DT.1SG.POS	sweater	3FOC	AUX	fix.TR.1SG.SUB

I put a dancing deer in the front of the sweater and on the back for the main
  design.

(41)

kwus	wulh	'usup	tthunu	swetu	'i'	ni'
DT.AUX.N	PERF	finish	DT.1SG.POS	sweater	CONJ	AUX

hwi'	nilh	tthu	tupsums	ni'	swe's
MIR	3FOC	DT	back.of.neck	AUX	own.POS

tthu	tupsums	niilh	ni'	thuyteen'.
DT	neck	AUX.PST	AUX	fix.TR.1SG.SUB

When I was finished with the sweater, I next made the collar.

(42)

nilh	tthu	ni'	'u	tthu	stth'kwulexun's
3FOC	DT	AUX	OBL	DT	left.sleeve. 3POS

tthunu	swetu,	nus	nuw'	xul'ut	tthunu
DT.1SG.POS	sweater	1SG.POS	AUX.CN	mark	DT.1SG.POS

xut'ustum'	initials	tthu	C
say.CS.PAS.PROG	initials	DT	C

'i'	tthu	J	'i'	tthu	L,	lhihw	ni'
CONJ	DT	J	CONJ	DT	L	three	AUX

xul'uteen'	ni'	'u	tthu	stth'kwu'iws
mark.TR.1SG.SUB	AUX	OBL	DT	left.side

'u	tthunu	swetu,	'uw'	swi'wul'.
OBL	DT.1SG.POS	sweater	CN	show.STA

On the left sleeve of my sweater were my three initials "C J L", appearing there on the left.

(43)

hwun'	xut'u	'i'	ni'	wulh	hay	tthunu	swetu,
still	do.PROG	CONJ	AUX	PERF	only	DT.1SG.POS	sweater

ni'	shuq!
AUX	finished.

Finally, my first sweater was completely finished!

(44)

kwus	wulh	hay	tthunu	swetu	nusnuw'
DT.AUX.N	PERF	only	DT.1SG.POS	sweater	1SG.POS.AUX.CN

nusnuw'	ha'kwushum'	tl'tawun,
1SG.POS.AUX.CN	use-3SG-PROG	go.town

'i'	tahw	'ul'	tum'xuy'tl',	suw'	nus	ni'
CONJ	right.now	just	winter	N.CN	1SG.POS	AUX

ha'kwusheen'	kwunus	ni'	'imush	tl'tawun.
use.1SG.SUB	DT.1SG.N	AUX	walk	go.town

I wore my sweater to town, and yes it was winter time and very cold outside when I was walking to town.

(45)
aaa,	ni'	tsun	hukwnuhw	tthunu	swetu!
aaa	AUX	1SG.SUB	use.LC.3	DT.1SG.POS	sweater

Hey! I get to wear my sweater!

(46)
'uy'	nu	shqwaluwun	'i'	ni'	tl'uw'	st'e
good	1SG.POS	feelings	CONJ	AUX	also.CN	like

'u	thunu	ten!
OBL	DT.1SG.POS	mom

My mom was so happy for me!

(47)
hay	'uw'	'uy'	shqwaluwuns	kwunus	ni'	hwu
only	OBL	good	feelings	DT.1SG.N	AUX	INC

swetu	shuqnehw	kwthunu	swe'	swutu.
sweater	finish.it	DT.1SG.POS	own	sweater

She was so glad that I had finished making my own sweater.

(48)
kwunus	'uw'	hwun'	yu	ts'its'usum'	'i'
DT.1SGN	CN	still	DYN	growing.up.PROG	CONJ

nilh	yath	'uw'	'uy'st-hween'	tthu	tumlhalus,
3FOC	always	CN	good.CS.1SSUB	DT	brown

nilh	kwu'elh	ch	nilh	ni'
3FOC	indeed	2SG.SUB	3FOC	AUX

hakwusheen'	tthey'	tumlhalus	stsekwul'alus,	tumlhalus
use.1SG.SUB	DM	brown	how.colour	brown

’i’	tthu	p’uq’	’u	thunu	swetu.
CONJ	DT	white	OBL	DT.1SG.POS	sweater

When I was younger, brown was my favorite colour, and that's why I chose brown and white for my sweater.

(49)
ni’	tsun	kwu	ya’	tstamut?
AUX	1SG.SUB	DT	EMPH	do.what

Guess what I did?

(50)
skw’ey	tst’wa’	kwun’s	tul’nuhw	’uw’
impossible	perhaps	DT.2SG.N	realize.LC	CN

niin’	tstamut.
AUX.1SSUB	do.what

You can't guess what I did!

(51)
haa’aa!	’aashaa!	wa’lu	’uw’	qwaqwul’een’
oh no	oh my	maybe	CN	say.PROG.1SG.SUB

’u	kwthu	ni’	nu	sla’thut.
OBL	DT	AUX	1SG.POS	do.RFLX

Oh, no! Oh my! Okay, I'll tell you what I did.

(52)
kwunut	tthunu	swetu	nus	nuw’	hwi’
take.TR	DT.1SG.POS	sweater	1SG.POS	AUX.CN	MIR

tth’xwat	nuw’ush	’u	tthu	*washing machine*,
wash.TR	put.it.in	OBL	DT	

nem’ustuhw	’u	tthu	xuy’tl’	qa’!
go.CS	OBL	DT	cold	water

I washed my sweater in washing machine and put it in cold water!

(53)
aaa may!	skw’ey	kwunus	q’el’	’u	tthu
Oh my!	unable	DT.1SG.N	disbelieve	OBL	DT

ni’	nu	sla’thut,	kwunus	ni’	tth’xwat
AUX	1SG.POS	do	DT.1SG.N	AUX	wash

thunu	swetu	tthu	hay	'ul'	xuy'tl'	qa'.
DT.1SG.POS	sweater	DT	only	just	cold	water

I could not believe what I just did, when I washed my sweater in cold water.

(54)
hay	tsun	'ul'	xulh,	xlhutslh,
only	1SG.SUB	just	sad.hurt	hurt.feelings

xeem'	kwunus	ni'	lumnuhw	thunu	swetu.
cry	DT.1SG.N	AUX	see.LC.3	DT.1SG.POS	sweater

I was so sad and wanted to cry when I saw my sweater.

(55)
ni'	q'ulptum,	ni'	hwu	'uhwiin'!
AUX	shrink.PAS	AUX	INC	little

It shrunk up quite small!

(56)
hay	tsun	'ul'	xulh	kwunus	ni'	tthu
only	1SG.SUB	just	sad.hurt	DT.1SG.N	AUX	DT

ni'	nu	slha'thut.
AUX	1SG.POS	do

I was so sad about what I had done.

(57)
hays	'ul'	thi	nu	syaays,	qux	nu
only.3POS	just	big	1SG.POS	N.work	many	1SG.POS

syaays	'i'	nilh	ni'	hwi'	qul'qe'lum'.
N-work	CONJ	3FOC	AUX	MIR	ruin.DUR

All my hard work and then I had ruined it!

(58)
q'ulptum	'i'	ni'	hwi'	hwu	'e'uhwiin'
shrink.PAS	CONJ	AUX	MIR	INC	small.DIM

thunu	swetu,	hay	'ul'	'e'uhwiin'!
DT.1SG.POS	sweater	only	just	small.DIM

My sweater shrunk and it was so small, so very very tiny!

(59)

nus	nuw'	tul'nuhw	skw'ey	kwun's	tth'xwat
1SG.POS	know	learn.LC	impossible	DT.2SG.N	wash

tthu	swetu	ni'	tthu	sil'ew'	xuytl',
DT	sweater	AUX	DT	past	cold

sil'ew'	kw'e'lus	nilh	hay	'ul'	'uw'	skw'ey
past	hot	3FOC	only	just	CN	unable.to

kwun's	tth'xwat	'u	tthey'	niilh	sq'ulptewut.
DT.2SG.N	wash	OBL	DM	AUX.PST	N.shrink.PAS

I learned that you cannot wash knitting in water that is too cold or too hot or it will shrink.

(60)

nilh	tsun	kwu'elh	tul'nuhw
3FOC	1SG.SUB	indeed	learn.LC.3

That's what I learned.

(61)

hay	tsun	'uw'	hwun'a'	ni'	p'temut	kwsunu	ten,
only	1SG.SUB	CN	first	AUX	ask.TR	DT.AUX.2SG.POS.N	mom

'i'	wuw'a	nilh	'uw'	yu	sthus-thelum.
CONJ	maybe	3FOC	CN	DYN	N.say.1SG.PAS

I should have asked my mom how first, and maybe she would have told me.

(62)

'uwu	kwus	stsekwul'us	kwunus	tl'e'	'u	tth'xwat
NEG	DT.AUX.N	how.3SUB	DT.1SG.N	also	OBL	wash

lumutoul'qun	swetu	ni'	'u	kwthu	xuy'tl'	qa'.
wool	sweater	AUX	OBL	DT	cold	water

You can't wash wool sweaters in cold water.

(63)

'uw'	hay	kwun's	'uw'	tselushels	'ul'	'iilh
CN	only	DT.2SG.N	CN	hand.wash.ACT	just	AUX.PST

stl'atl'um's	'iilh	sht'ees.
proper.3POS	AUX.PST	N.OBL.be.like.3POS

You need to just hand wash them.

(64)   'i'   hay   'ul'   hwu   'e'uhwiin'   tthunu   swetu'ulh
         CONJ   only   just   INC   small   DT.1SG.POS   sweater.PST

         'i'   skw'ey   kwunus   tl'am,   nan   'uw'   'uhwiin'.
         CONJ   unable.to   DT.1SG.N   enough   very   CN   small

         My sweater was so small it didn't fit me.

(65)   ni'   tsun   qul'qe'lum'!
         AUX   1SG.SUB   ruin.DUR

         I had wrecked it!

(66)   ni'   tsun   kwu'elh   tuw'   qul'et,   tl'e'   wulh   qul'et,
         AUX   1SG.SUB   indeed   quite   again   also   PERF   again

         xute'um'   'u   tthu   nuts'a'   swetu.
         making.PROG   OBL   DT   one   sweater

         Yes, I did make another sweater for myself and that is another story.

(67)   tl'e'   tsun   'uw'   qwa'qwul'   'u   nuts'a'   skweyulh.
         also   1SG.SUB   CN   saying-PROG   OBL   one   day

         I will also tell that story one day.

(68)   'i'   nilh   thulh   'uw'   hwun'a'   nu   swetu   tthu
         CONJ   DT   however   CN   first   1SG.POS   sweater   DT

         ni'   nu   sqwa'qwul'   'u   tun'a   kweyul.
         AUX   1SG.POS   N.saying.PROG   OBL   DM   day

         I just thought I would share this story of my first sweater.

(69)   hay ch q'a'.

         Thank you

2.5.2. Story 4: Vocabulary

thu hwun'a' nu swetu

My First Sweater

1) xi'xlhem'ut   watching
2) lumtoul'qun   sheep wool
3) ts'uhwle'   sometimes
4) sq'eq'uluts'   spinning machine
5) hwu 'uhwiin'   shrunk
6) skw'ey   unable to
7) swetu   sweater
8) shtatul'stuhw   know
9) sht'eewun'   think
10) tselushels   hand wash
11) qwaqwul'   talking, speaking
12) hakwusheen'   I use
13) shuqnehw   finish it
14) tth'xwat   wash
15) qul'qe'lum'   make a mistake
16) mukw' stem   everything
17) tl'am   enough
18) he'kw'me't   remembering

Chapter 3.   Conclusion

I am a member of Cowichan Tribes and a lifelong learner of the Hul'q'umi'num' language. I grew up adhering to many traditional, cultural teachings and hearing Hul'q'umi'num' every day. I have been very happy and fortunate to devote my life to being a specialist in my language, learning it, teaching it, doing research projects on it, and making materials for others to learn it. For my MA project I shared with you four new stories with memories of my childhood, my siblings, and my parents. The stories are funny recollections that I can look back fondly on. We worked hard to translate these into authentic Hul'q'umi'num' and we proofread them many times to get the transcriptions accurate. These stories help preserve our language for future generations.

My hope is that language teachers and learners will enjoy the stories, understanding the Hul'q'umi'num' and even learning to read it. Doing word by word analysis and supplying the interlinear glosses has taught me lots about the linguistic structure of Hul'q'umi'num'. I encourage others to learn to use the glosses. To help with studying the stories, I am developing online resources such as videos, artwork, and sound files. As of date, I have finished artwork for two of the stories, paintings in bright colours to capture the eyes of children. One story has been turned into an digital video thanks to voice acting by Delores Louie, and sound and video editing by Donna Gerdts. This can be found at the following URL:

http://sxwiem.hwulmuhwqun.ca/tthu-nenutsuwt-hwum-the-visitor/

These resources are appropriate for people for all ages—children to adult. I hope these stories can be used in future Hul'q'umi'num' language learning projects and I look forward to doing more art and movies, and to laying down some more stories.

References

Hukari, Thomas E., (ed.) and Ruby Peter (assoc. ed.). (1995). *The Cowichan Dictionary of the Hul'q'umi'num' Dialect of the Coast Salish People.* Duncan: Cowichan Tribes.

Appendix A.

Story 1: kwthu qwaqwulhne'num' 'u kwthu nuts'a' hwune'unt | The noise in the night

kwthu qwaqwulhne'num' 'u kwthu nuts'a' hwune'unt
The noise in the night

T'ut'sii' tthunu sne.
My name is T'ut'sii'.

tun'ni' tsun 'utl' Xwulqw'selu.
I am from Koksilah.

nu sqwul'qwul' kwunus 'i hwun' stl'i'tl'qulh.
My story is about when was I still a child.

'i wawa' tsun t'xum 'uw' niin' tth'a'kwus sil'anum.
I was maybe around six or seven years old.

'i' tsun yu'tsi'ts'usum' ni' 'utl' Xwulqw'selu, sq'uq'a' 'u kwthunu shhwuw'weli—
lhunu ten, kwthunu men, lhunu shuyulh, 'i' kwthunu sqe'uq.
I was growing up here in Kosilah, together with my family—my mother, father, older sister, and younger brother.

nuts'a' hwune'unt kwunus 'i 'itut 'i' 'i tsun hwuy.
One evening I was sleeping, and I woke up.

'i' wawa' tahw snet.
It must have been midnight.

’i tsun tsqul’qul’u ’i’ nu stl’i’ kw’ qa’.
I was thirsty and wanted some water.

’i tsun ’umut suw’ nem’ ’u kwthu kitchenew’t-hw.
I got out of bed and went to the kitchen.
____

’i’ lhets, hay ’ul’ ’uw’ lhets.
It was dark, really dark.

kwunus ’i lhxi’lush ni’ ’u kwthu kitchenew’t-hw,
 As I was standing in the kitchen,

’i’ ni’ tsun wulh ts’elhum’ ’uw’ stemus ’uw’ lhwetus.
I could hear something or someone.

nusuw’ ts’elhum’ut kwthu qwaqwul’, st’ee ’uw’ niis qwaqwul’ “psst”.
And I could hear someone talking, sort of saying “psst”.
____

’i’ ni–i–i’ tl’e’ wulh qul’et nus ni’ tl’e’ wulh hwu hwiyuneem’
And again, I was listening for it

’i’ ni’ qul’et “psst”.
and again, there was that “psst”.

nus ’i–i–iw’ hwsaw’q’us ’i’ ’uwu te’ lhwet.
I looked around but didn’t see anything.

’uwu te’ lhwet sun’iw’ ’u tthu kitchenew’t-hw.
There was no one there in the kitchen.
____

46

’i’ ni’ tsun tl’e’ wulh ts’elhum’ut “psst”.
Then I heard it again, “psst”.

nusuw’ hwsa–a–aw’q’us ’i’ ’uwu te’ lhwet.
And I looked but there was no one there.

mukw’ lhwet ’uw’ ’i’tut.
Everyone was sleeping.

’uwu te’ lhwet.
There was nobody.

_____

’etsune! ’i tsun wulh si’si’.
 O my! I got scared.

“’uw’ stemus tse’?”
“What could that be?”

nusuw’ xwchenum nem’ ’u kwthunu shhw’a’mut,
So, I ran and jumped into bed,

nusuw’ tl’hwasum.
and covered my face.

_____

niihw tsun nuqwnamut, ’i’ ’i tsun hwuy ’i wulh tsulel ’i’ tahw skweyul.
I must have overslept, and it was almost noon when I woke up.

hay tsun ’ul’ kwe’kwi kwunus ’i hwuy.
I was hungry when I woke up.

nan tsun 'uw' kwe'kwi'.
I was really hungry.

nusuw' nem' 'u kwthu kitchenew't-hw,
I went into the kitchen,

'i' ni' tsuhw yuhwsaw'q'us yuw'en'.
and I was looking around first.

____

'i' ni' tsun tl'e' wulh ts'elhum'ut kwthu qwaqwulhne'num', "psst".
Then I hear the sound again, "psst".

nusuw' yuhwsa–a–aw'q'us.
I looked around.

aaa, 'i tsun wulh lumnuhw tthu skw'a'wus.
Aaa, I saw a bucket.

'i' nilh yuhw tthu s'axwa' qwaqwulhne'num', "psst".
It was the butter clams making the noise, "psst".

____

hith hwune'unt 'i' 'i yuhw hulun'umut kwthunu men 'i lhunu ten.
It must have been late at night when Mom and Dad came home.

aaa, 'i' ne'ullh yuhw ni' lheq'ut kwthu skw'aw'us sul'its' 'u kwthu s'axwa'.
Aaa, they must have set down a bucket full of clams.

p'utth'el's kwthu s'axwa' ni' ts'i'ts'elhum'uteen' "psst".
The clams were squirting and that's what I heard going "psst".

———

nusuw' ye–e–e'num' hwi' na'nuts'a' ni 'u kwthu *kitchen*ew't-hw.
I started to laugh, all alone in the kitchen.

ni' nexun' 'ul' 'u tthey' tthu nu sqwul'qwul'.
That's the end of my story.

ni' hay.
The end.

Story 2: tthu ne'nuts'uw't-hwum | The visitor

'uy' skweyul, 'een'thu tth'ets'sulwut, tun'ni' tsun 'utl' xwul'qw'selu.
Good day, I am Carol, I am from Koksilah.

nilh tthunu sxwi'em', nilh tthu nets'uw't'hwum.
This is my story, "The Visit".
_____

hay ni' heew'u tthunu shhwuw'weli 'i' ni' nem'ustalum 'u kwthu shushiyulhtst, ni' 'u
      kw'i' sht'un'uxuntst.
*When our parents would leave to go somewhere, my older siblings and I would be taken
      next door.*
_____

ni' tst nets'uw't-hwum 'u kwthu sht'un'uxun tst, sutst 'uw' huluw'a'lum' 'u tthu
      kwe'kwulool' ni' 'u kwthu snet.
We went to visit next door and played hide and seek in the dark.

suw' xwchenum 'utl'qul kwthunu shuyulh.
Then my brother went running outside.

nusuw' nem' 'utl'qul, suw'q't kwthunu shuyulh.
And I went outside to look for my brother.
_____

nusuw' hwu 'un'ne-e-ehw, hwuhwiyun'eem', wulh ts'elhum' 'u tthu shts'ushtutsus
      welhts'um'.
And I stopped still, listening, and I heard a branch rustling.

'aaaa, 'i tsun wulh sii'si', hwsaw'q'us 'uw' niis tun'untsu tthu ni' welhuts'um.
Oh, I was afraid, looking around for where the rustling was coming from.
_____

hay ’ul’ ’uw’ xwumxwum tthunu tth’ele’.
My heart was beating really fast.

wulh hay’ ul’ ’uw’ hwu hwthiqun thu welhts’um’.
The noise got louder.

_____

nusuw’ lemut.
And I looked.

“’eeenuneee’! spe’uth!”
“Eek! A bear!”

nusuw’ kwe-e-etseem, “’eeenuneee’! spe’uth!”
I screamed, “Eek! A bear!”

_____

nusuw’ hwu’alum’, nuw’ilum ’u kwthu lelum’, yu xwan’chunum’.
So, I ran back inside the house.

“’i’ spe’uth p’e’!”
There’s a bear!

_____

hay tsun ’ul’ ’uw’ yusii’si’.
I was really scared.

’i’ wulh tl’kwatus tthunu shuyulh thunu swetu.
My brother grabbed me by the sweater.

sutst ’uw’ huliye’ yu xwun’xwan’chunum’’u kwthu lelum’, yu xwun’xwan’chunum’ tst,
yu kwun’etsustham’shus tthunu shuyulh, tsulel ’uw’ yu hwukw’ustham’shus.
We took off running to the house, running and running, my brother holding my hand and
almost dragging me.

—————————

hay ’ul’ hwthiqun kw’unus yuhe’tth’um’ ’i’ tsilhus tthu yu shxwan’chunum’ tst.
I was breathing hard as we were running uphill.

hay ’ul’ ’uw’ hwe’hwe’ tthunu shuyulh kwus yu xwan’chunum’, q’eq’ul’ ’ul’ kw’unus
yu q’uthum’shun’.
My brother was running so fast, I could barely keep up.

—————————

“’aaah sha!! nus ni’ hwi’ ’ukw’shun ’u lhunu qwlhey’shun.
“Ah shucks! I’ve lost my shoe!

lhunu qwlhey’shu-u-un, ni’ tsun ’ukw’nuhw!”
My shoe! I’ve lost it!”

—————————

’uwu tst niit ’unuhw kwutst yuxwan’chunum’ ’u kwthu hay ’ul’ tsilhus shelh.
But we didn’t stop running up the steep road.

’i’ ni’ tst ’uw’ tus ’ul’ ’u kwthu lelum’.
And we reached the house.

“’aah! ni’ tst ’uw’ hun’umut.”
“Oh, we made it home.”

—————————

kwus wulh hulun'umut kwthunu shhwuw'weli, yuxut'u niihw 'uw' thuluthi' tthu
    stl'ul'iqulh.
And when our parents got home, they were saying that the children must be okay.

sutst 'uw' yuthust kwutst hay 'ul' 'uy'iyus 'u kwthu snets'uw't-hwum tst.
So, we told our parents we had an exciting visit.

——————————

suw' qul'et kweyul, nem' hwi' suw'q't lhunu qwlhey'shun.
Next day, I went to look for my shoe.

"'aah sha!! 'uwu'te' qwlhey'shun! niis tstamut lhunu qwlhey'shun?"
"O my! No shoe! What happened to my shoe?"

——————————

nusuw' yu-u-u-num.
And I laughed and laughed.

huwa' nilh kwthu spe'uth ni' kwunut.
Maybe the bear took it.

'uw' niihw lumnuhw kwthu spe'uth 'i' lhu qwlhey'shun ni' ha'kwushus tthu spe'uth, nilh
    nuswe'.
If you see a bear wearing a shoe, it might be mine.

ni' hay.
The end.

Story 3: tsetsul'ulhtun' | Going fishing

tsetsul'ulhtun'
Going fishing

nuts'a' skweyul 'i' hw'iiw'tsusta'lum' kws thuyt-s tthu swultun.
One day my late dad was teaching us how to mend his fishing net.

hw'uw'tsuthelum kwunus thuyt tthu swultun, tthu ni' susiq' 'u tthu swultun 'i' ni' tsun
       thuyt.
I learned how to fix the net where it had holes on it and added a square to fix the holes.

hay 'ul' 'uy' nu shqwaluwun kwunus tul'nuhw kwus hw'uw'tsusthelum kwunus thuyt
       tthu swultun.
I was so happy to learn how to mend his net.

kwus wulh hay, qwal tthunu men, thut-stelum, "lheq'ut ch tthu swultun, yu sthuthi'stuhw
       ch kws 'uwus q'ul'q'ul'q'tul'us."
When I was done, my father told me, "Lay it in a neat pile on the floor, so it was not tangled."

hay 'ul' 'uy' nu shqwuluwun kwunus ni' tul'nuhw kwunus thuyt tthu swultun kwunut
       ts'ets'uw'ut tthunu men.
I was so excited to learn and help my dad.

nuts'a' skweyul 'i' ni' heew'u tthu shhwuw'weli tst, ni' tst'wa' hwtsel, 'i tst 'uw'
       'al'wum' 'ul'.
*One day my parents left and went somewhere— I can't remember where—and we stayed
       behind.*

wulh lumnuhwus thunu sqe'uq tthu swultun kwus slhelhuq' ni' 'u tthu lhxunuptun.
My younger sister saw the net just there on the floor, after me and late dad fixed the net.

wulh thut-stam'shus, "'ilhe shuyulh! 'ilhe nem' ee' qwsut tthu swultun."
She says, "Come on, Sis! Let's go set the net."

'i tsun 'uw' lumut 'ul' 'i' 'uwu tsun niin' hwutulqut.
 I looked at her and didn't answer.

tl'e' wulh qwal thunu sqe'uq, "'ilhe nem' qwsut tthu swultun.
And my sister said again, "Let's go set the net.

tth'ihwum 'i' 'ilhe' nem' qwsut."
Please, let's go set it."

nus nuw' hwtulqut thunu sqe'uq, sutst 'uw' huliye'.
So, I agreed to go along with her, and so we left.

'uwu niis tsakw kwthu sta'luw' nuw' stutes 'u tthu lelum' tst.
With the river not too far from our house.

sutst 'uw' kwunut tthu swultun 'i' nem' huye' t'ahw.
We grabbed the net and walked down to the river.

sutst 'uw' yu kwun'et tthu swultun sutst 'uw' 'aalhstuhw 'u tthu snuhwulhs tthunu men.
We took the net and we put on board my father's canoe.

hay 'ul' yu s-hiil'ukw thunu sqe'uq 'u yu sul'uthut tst.
My sister was very happy that we were doing that.

sutst 'uw' kwunut tthu sq'umul sutst 'uw' 'ushul nem' hwu 'unwulh 'u tthu sta'luw'.
We grabbed the paddles and paddled in the middle of the river.

wulh thut thunu sqe'uq, "nii hwu tl'am kwutst tsukwilum?"
My sister says, "Is this far enough?"

nusuw' thut-stuhw, "niihw 'a'lu stsekwul' 'i' wuwa' ni' stl'atl'um'."
I said, "I don't know but I think so."

sutst 'uw' 'unuhw sutst 'uw' xtsuthut kws wensh tst qwsut tthu swultun.
So we stopped, and we decided to throw the net in the river.

se't sutst 'uw' wensh thu swultun hwthiqun kws tiqw' 'u tthu qa'.
We threw it in and splash it was in the water.

'i tst xi'xlhem'ut 'i' 'uwu niis tl'pil thu swultun 'uw' tsitsul 'ul' 'u tthu qa' 'u tthu
       st'a'luw'.
*We were both looking in the water wondering what happened because the fishing net was
       just floating on top of the water.*

"'aaa," tsuw' sht'eewun', "niihw 'a'lu nutsim' 'uwu kwus tl'pil?"
"Ah," I thought. "Why didn't it sink?"

wulh m'i wil' tthu stiwun tst yu 'i'mush 'u tthu shq'utuw'ulh.
Then our nephew (Andy) appeared walking by on the bridge.

hwi' tetum'utal'hwus, "''iii tseep 'a'lu tsukwta'mut, nu shhwum'ne'lukw?"
He shouted to us, "What are you trying to do, Aunties?"

sutst 'uw' hwlam'ustul 'i' thunu sqe'uq, 'i tst 'uw' yuthust, "oo, 'i tst qwast tthu swultun
       ni' 'u tthu sta'luw'."
*My sister and I looked at each other and said, "Oh, we are trying to set the net in the
       river."*

"ha' ch qwsut tthu swultun 'i' 'uw' hay kwun' yu st'i'am's tthu lhqun'utun's."
 "When you set a net, you have to attach sinkers."

sutst 'uw' hwlam'ustul 'i' thunu sqe'uq, wulh yun'yun'talum 'u tthu stiwun tst, sus
       tl'uw' huyi'num' tun'a lhnimulh.
My sister and I looked at each other, and my nephew starts to laugh, and then we all
       begin to laugh.

aaa, nilh 'a'lu ni' mel'q tst.
Oh that's what we forget to do.

'uw' hay 'ul' tthu sts'a'lha' ni' hwu st'i'am' 'u tthu swultun tst.
All we caught was leaves.

'uwu te' tseelhtun ni' yu st'i'am'.
We didn't catch any fish.

ni' tst 'uw' hwkw'ast thu swultun 'aalhstuhw 'u tthu snuhwulh yu sul'its' 'u tthu
      stsa'lha'.
We dragged in the net and put it back in the boat; it was filled with leaves.

sutst 'uw' tsumstuhw nem'ustuhw 'u tthu lelum' tst, nem' t'ukw'stuhw.
And we carried it back home up to our house.

wulh tus tthu men tst, putum'uta'lum', "'i 'a'lu nutsim' shus sul'its' tthunu swultun 'u
      tthu sts'a'lha', 'e'ut sq'iq'us?
Our dad arrived and he's asking us, "Why the heck is my net full of leaves and it's all
      tangled?

'i tseep 'a'lu tstamut?"
What did you do?"

wulh 'iwust thunu shhw'aqw'a', sqe'uq, "'iilh p'e' thunu sqe'uq, tswe' shqwaluwun."

Pointing to my sister, I said, "It was actually my little sister's idea."

tl'uw' 'i'wusthelum, "nilh p'e' thunu shuyulh!

And she pointed at me, "It was actually my big sister!

'i tst 'uw' yey'su'lu kwutst 'i'mushstuhw tthu swultun."

We both went to go set net in the river."

sutst 'uw' sti'ya'xween.

We got in trouble.

suw' 'uwu tst tl'e' nem'ut tseelhtun, sutst 'uw' sti'ya'xween 'ul' 'u tthu ni' sul'uthut tst.

There was no more fishing for either of us, as we got in trouble.

nilh kwu'elh kwthey' skweyul, 'uwus stsekwul'us kwunus tl'e' mel'qt.

So that was a day I will never forget.

'i' 'uw' 'iyus 'ul' tthu ni' sul'uthut tst 'i' ni' tsuw' hekw'me't.

But we had fun, as I remember it.

ni' hay. hay tseep q'a'.

The end. Thank you.

Story 4: hwun'a' nu swetu | My first sweater

hwun'a' nu swetu

My First Sweater

'een'thu Carol Louie, tun'ni' tsun 'utl' xwulqw'selu.
My name is Carol Louie from Koksilah reserve.

'i tsun lhq'etsus sil'anum 'i' yath tsun 'uw' xi'xlhem'ut lhunu ten kws yay'us 'i tthu
　　lumutoul'qun.
I learned how to process wool at the age of five years old by watching my mom.

niilh tsun 'uw' 'iyustuhw 'ul' kwunus xi'xlhem' yay'us 'u tthu lumtoul'qun—tth'xwat,
　　ni' hwu stth'utth'ixw 'i' ni' hwi' they'xul'qut, ni' hwu s-they'xul'qun', 'i' ni' hwi'
　　t-shulqut, hay kwus t-shel'qun' 'i' hwi' qeluts'ut.
　It was lots of fun watching how to process wool—washing it, and when it was washed,
　　teaching it, and when it was teased, and when it was combed, carding it, and when
　　it was carded, spinning it.

'i tsun 'apun sil'anum 'i' ni' tsun wulh qeluts', ni' ta'tul'ut kwunus sqequluts'.
By the age of 10 years old, I began to spin wool.

'i' tuw' hwun'a' nu sqeluts' 'i' hwi' nan 'uw' tuqw. skw'ey kws thukw's 'i' hwi' nan
　　'uw' hwu stutiqw, si'lew'.
My first attempts at spinning the wool was so tight, you couldn't even stretch it; it was
　　overdone.

'i tsun wulh he'kw' tthu ni' sht'es kwus hays 'ul' tuqw kwthu lumoutul'qun hwun'a' nu
　　sqeluts'.
I think about it today, how the wool looked at my first attempts at spinning.

ts'uhwle' 'i' ni' tsun hwi' 'uw' yunum' 'ul' kwunus ni' he'kw 'u tthuw' hw'un'a' nu
    syaays.
Sometimes I just laugh when I remember my first work.

ha' ch ni' t'a'thut hakwush kwus nan 'uw' si'lew' tuqw 'i' ni' hwi' 'uw' st'e 'uw' niis
    'uw' mut'mut' 'ul'!
If you tried to use it, the wool would spring back it was so tight!

ha' ni' lemutus kwsunu ten tthu ni' nu syaays 'i' wulh thut-stam'shus, "'uwu ch nanuhw
    'uw' yu 'i tuqwstuhw.
My mom would look at my work and tell me, "Don't hold it so tight.

 nem' ch 'uw' tuw' yu si'am'utst-hwuhw 'ul' kwun's yu hun'wush 'u tthun' sqequluts'
    kws 'uwu ch hwu tuqwus."
Loosen your grip and just let it flow into the spinner machine."

hay 'ul' hith kwunus t'uta'thut 'u tthu sqeluts', qeluts' qul'et tsun q'eluts' 'i' ni' tl'e'
    wulh 'uw' hwu tuqw.
I practiced spinning—spin, spin, and spin again— and it again became too tight.

hwun' xut'u 'i' ni' tsun wulh tul'nuhw tuni' sht'ees thuynuhw tthunu sqeluts' kwunus
    hwu stl'atl'um' thulh tthunu sqeluts'.
I kept trying and finally I learned how to fix up my spinning and do it properly.

"ah," nusuw' sht'eewun', "ah, tl'lim' 'uw' ni' tsun wulh kwunnuhw, tul'nuhw tthu ni'
    sht'es."
*"I got this," I was thinking. " I need to get the wool spun evenly, to be able to knit with
    it."*

niilh kws yu sul'q'e'muts' tthu sqeluts', nilh hay 'ul' tl'i'.
I need to get the wool spun evenly."

60

ni' tsun 'uw' tal'nuhw ni' tsun 'uw' kwunnuhw tthu ni' sht'ees t'ut'a'thut, t'ut'a'thut, ni'
      xut'u 'i' ni' wulh tl'ulum'nuhw.
I realized that I have to get it just so, and I tried and tried again to steer it properly.

ooh 'uy' nu shqwaluwun kwus hwu sthuthi'!
Oh! I am so happy to get it right!

hay 'ul' 'uy' nu shqwaluwun. 'i tsuw' t-hwhwya'num'us 'ul'.
I'm so happy and smiling about it.

ni' tsun wulh tul'nuhw kwunus qeluts', ni' hwu sqequluts' 'i' ni' tsun hwi' qw'um'xwust
      tthunu syaays tun'ni' 'u tthu sqequluts'.
I am able to spin and unwind the wool off the spinner machine.

ni' ts'twa' yuse'lu sil'anum kwunus ni' qequl'uts't, hwun' xut'u 'i' ni' tsun wulh yaays
      'u tthu mumun'lh tth'xwa'luts'a', stekun, mumun'lh yasa'qw, mumun'lh
      tl'uq'shun' tuw' nu sxut'eem'.
I did this for a couple of years, spinning and making small objects like mittens, slippers,
      and small socks.

nilh tthunu men nilh ni' hw'uw'tsusth(am'sh) kwunus xute'um 'u tthu touk, nilh
      kwuyxutsum 'u tthu touk.
Then my late dad taught me how to make toques.

hay 'ul' 'uy' nu shqwuluwun kwunus ni' tul'nuhw tthu ni' 'uy' shqwaluwuns tthunu men
      kwus tul'nuhwus kwunus ni' tul'nuhw tthunu syaays kwus hw'iiw'tsustham'shus.
I am so happy I learned how, and my late dad was so happy that I learned to do the work
      that he taught me how to do.

tun'a kweyul 'i' tsuw' t-hwhe'kw' 'ul' 'u tthu ni' sht'es kwus yu hw'iiw'susthe'lum' 'u
        tthunu shhwuw'weli 'i' tthunu syaays kwus wulh hay kwunus ni' tul'nuhw tthu
        mumun'lh syaays.

Today, I think back to how much my parents taught me and how I finished up the first
        little projects that I learned to do.

wulh thut-stelum, "hwi' ni' kwu'elh tthu swetu hwi' ni' tul'nuhwuhw, nilh tse'
        shhw'uw'tsusthamut tst."

Then they told me, "Next we'll teach you how to make a sweater."

'i tsun 'apun 'i' kw' yuse'lu sil'anum kwunus ni' tth'xwul'qun yuw'en' kwunus ni'
        hwisut tth'xwul'qun, thuyxul'qut, t-shul'qut, hwu sht-shel'qun' 'i' ni' hwi' qeluts'.

I was about 12 years old, when I washed the wool, teased the wool, carded the wool, and
        spun then wool.

ni' hwu s'e'sup' nuw' sht'es kwun's ni' thuyt kwun's xute'um 'u tthuw' stem 'ul'.

After you are finished doing that then you pretty much know how to make everything.

kwunus wulh xute'um 'u thunu swetu 'i' tumlhalus 'i' tthu p'uq', tsq'xalus tumlhalus
        tthunu swetu, 'i' p'uq' tthu sxul's nilh ni' yu sxuxil'stuhwun'.

The sweater I made was dark brown and white and black, with a white design.

tthey' 'uw' hwun'a nu swetu 'i' 'uw' shhwun'wa'qwum 'ul'.

My sweater was a pullover.

tthey 'uw' hwun'a' nu syaays 'i' tl'lim' tsun 'uw' hiil'ukw.

I'm really happy to be doing my first project.

'uy' nu sqwaluwun kwunus ni' tse' yaays 'u tthuw' nu swe' nu syaays.

I'm happy that this project is going to be all my own work.

’i’ ’uw’ ’een’thu tse’ tl’lim’ ’uw’ yu yaay’us ’u tthuw’ mukw’ stem.
And I'm actually going to be doing everything myself.

nusuw’ xut’ustuhw thunu ten, “nu stl’i’ kwthu sxul’ xut’ustum’ C.
I told my late mom, “I want the “C” pattern on my sweater.

nilh sxul’ nilh kwu’elh nu stl’i’ kws st’i’am’s ’u thunu swetu.”
That's the design that I want to stick on my sweater."

sus’uw’ ’amustham’shus ’u tthu stl’its tse’.
And she gave me the pattern for it.

’amusthelum ’u tthu te’tsus chikmun nilh ni’ ha’kwusheen’ ’u tthu nu syaays kwunus ni’
    ’ukw’alus.
They gave me eight needles to use for my knitting project.

’i’ nilh tse’ mukw’ nuw’ ’i tsukwul’atul’ tthu te’tsus chikmun kwun’s yaay’us kwus
    shul’akw’ tthu swetu.
And the eight needles follow each other as you are working to make the sweater round.

nusuw’ sht’estuhw tthu ni’ sqwaqwul’muthe’ult.
I did what I was told.

’i’ yath tsun ’uw’ hiil’ukw ’ul’, hwya’num’us kwunus ni’ hwiinem’ ’u tthu
    sqwaqwul’muthe’ult.
And I was so happy, smiling when they were talking to me.

kwus wulh hay tthuw’ hwun’a’ stl’its ’i’ ni’ tst tl’e’ wulh hwu saay’ kwunus xute’um’ ’u
    tthu qul’et tse’ ni’ t’uyum’teen’ stl’its.
I got the first pattern done and was ready to put next design on the sweater.

nilh ni' qw'uyul'ush smuyuth nilh ni' tl'lim' 'uw' stl'its ni' 'u tthu 'ethuqun 'i' tthu
    slhuq'we'lhs thunu swetu nilh ni' thuyteen'.
I put a dancing deer in the front of the sweater and on the back for the main design.

kwus wulh 'usup' thunu swetu 'i' ni' hwi' nilh tthu tupsums ni' thuyteen'.
When I was finished with the sweater, I next made the collar.

nilh tthu ni' 'u tthu stth'kwulexun's thunu swetu, nus nuw' xul'ut tthunu xut'ustum'
    initials tthu C 'i' tthu J 'i' tthu L, lhihw ni' xul'uteen' ni' 'u tthu stth'kwu'iw'sth
    thunu swetu, 'uw' swi'wul'.
*On the left sleeve of my sweater were my three initials "C J L", appearing there on the
    left.*

hwun' xut'u 'i' ni' wulh hay thunu swetu, ni' shuq!
Finally, my first sweater was completely finished!

kwus wulh hay thunu swetu nus nuw' ha'kwush nem' tl'tawun, 'i' tahw 'uw'
    tum'xuy'tl', suw' nilhs ni' yu ha'kwusheen' kwunus ni' 'imush tl'tawun.
I wore my sweater to town, and yes it was winter time and very cold outside.

aaa, ni 'tsun hukwnuhw thunu swetu!
Hey! I get to wear my sweater!

'uy' nu shqwaluwun 'i' ni' tl'uw' st'e 'u thunu ten!
My mom was so happy for me!

hay 'ul' 'uy' shqwaluwuns kwunus ni' shuqnehw thunu swetu hwu swe'wutu.
She was so glad that I had finished making my own sweater.

kwunus 'uw' hwun' yu ts'its'usum' 'i' nilh yath 'uw' 'uy'st-hween' tthu tumlhalus, suw'
     nilhs ni' hakwusheen' tthey', tumlhalus 'i' tthu p'uq' 'u thunu swetu.
When I was younger, brown was my favorite colour, and that's why I chose brown and
     white for my sweater.

ni' tsun kwu ya' tstam'ut?
Guess what I did?

skw'ey tst'wa' kwun's tul'nuhw 'uw' niin' tstam'ut.
You can't guess what I did!

haa'aa, 'aashaa! wa'lu 'uw' qwul'qwul'een' 'u kwthu ni' nu sla'thut.
Oh, no! Oh my! Okay, I'll tell you what I did.

nus nuw' kwunut tthunu swetu nus nuw' hwi' tth'xwat nuw'ush 'u tthu
     shtth'uxwul'wutum', nem'ustuhw 'u tthu xay'tl' qa'!
 I washed my sweater in washing machine and put it in cold water!

aaa may. skw'ey kwunus q'el' 'u tthu ni' nu sla'thut, kwunus ni' tth'xwat thunu swetu 'u
     tthu hay 'ul' xuy'tl' qa'.
I could not believe what I just did, when I washed my sweater in cold water.

hay tsun 'ul' xulh, xlhutslh, tsulel tsun 'i' xeem' kwunus ni' lumnuhw thunu swetu.
I was so sad and wanted to cry when I saw my sweater.

ni' q'ul'p'tum, ni' hwu 'uhwiin'!
It shrunk up quite small!

hay tsun 'ul' xulh kwunus ni' tthu ni' nu slha'thut
I was so sad about what I had done.

hays ’ul’ thi nu syaays, qux nu syaays ’i’ nilh ni’ hwi’ qul’qe’lum’!
All my hard work and then I had ruined it!

q’ul’p’tum ’i’ ni’ hwi’ hwu ’e’uhwiin’ thunu swetu, ’uw’ hay ’ul’ ’e’uhwiin’!
My sweater shrunk and it was so small, so very very tiny!

nus nuw’ tul’nuhw skw’ey kwun’s tth’xwat tthu swetu ni’ tthu sil’ew’ xuytl’, sil’ew’
　　　kw’e’lus nilh hay ’ul’ ’uw’ skw’ey kwun’s tth’xwat ’u tthey’. niil sq’ul’p’te’wut.
I *learned that you cannot wash knitting in water that is too cold or too hot or it will*
　　　shrink.

nilh tsun kwu’elh tul’nuhw.
That’s what I learned.

haalh tsun wa’ ni’ p’temut kwsunu ten, ’i’ wuwa’ niilh ’uw’ yuthusthelum.
I should have asked my mom how first, and maybe she would have told me.

’uwu kwu’elh stsekwul’us kwunus tl’e’ ’u tth’xwat lumutoul’qun swetu ni’ ’u kwthu
　　　xuy’tl’ qa’.
You can’t wash wool sweaters in cold water.

’uw’ hay kwun’s ’uw’ tselushels ’ul’ ’i yelh stl’atl’um’s.
You need to just hand wash them.

’i’ hay ’ul’ hwu ’e’uhwiin’ tthunu swetu’ulh ’i’ skw’ey kwunus tl’am, nan ’uw’ ’uhwiin’.
My sweater was so small it didn’t fit me.

ni’ tsun qul’qe’lum’!
I had wrecked it!

ni’ tsun kwu’elh tuw’ qul’et, tl’e’ wulh qul’et, xute’um’ ’u thu nuts’a’ swetu.
Yes, I did make another sweater for myself and that is another story.

tl'e' tsun tsuw' qwul'qwul' 'u nuts'a' skweyulh.
I will also tell that story one day.

'i' nilh thulh 'uw' hwun'a' nu swetu tthu ni' nu sqwul'qwul' 'u tun'a kweyul.
I just thought I would share this story of my first sweater.

hay ch q'a'.
Thank you.