

S'íwes 6: relationships and people 1 ts'elhxwélmexw qes ye mestíyexw 1

**sqwal**

singular	plural	xwelítemqel
q'óleq	q'elóleq	pal, best friend, dear friend
siyáye	sí:yá:ye	friend
shxwewáy	shxwewáí	parent, relative
álex	el'álex	sibling
sqáq	sqelá:q	younger sibling
sétl'atel	sá:tl'atel	older sibling
sí:le	selsí:le	grandparent
sts'ó:meqw	sts'ólemeqw	great-grandparent, great-grandchild
ékwiyeqw	***	great-great-grandparent or great-great grandchild
méle	mámele	one's own child
swíweles	swóweles	boyfriend (teen boy)
q'á:mi	q'á:lemi	girlfriend (teen girl)
sq'ó:xel	sq'eq'axí:l	partner
sts'iyóye	***	twins
kwiyó:s	***	aunt, uncle respectful term, used especially in longhouse
ts'elh'á:y	***	sweetheart, boyfriend, girlfriend
láw	láwa	hello (to one/to many)

**sqwéltel**

tewát ya' shxwewáí?	Who are your parents?
tl'ó tel shxwewáli.	These are my parents.
tewát te skwixs ta' shxwewáli.? Mali qes Chól te skwixs.	what your parents' names? Their names are Mary and John.
tewát ta' sq'ó:xel?	Who is your partner?
tewát ta' sóseqwt sqáq?	Who is your youngest sister?
thútl'o/tl'o Mali tel sóseqwt sqáq.	She/Mary is my youngest sister.
tewát ta' sétl'o sétl'atel?	Who is your oldest brother?
tútl'o/tl'o Chól tel sétl'o sétl'atel.	He/John is my oldest brother.
tewát te lítí?	Who is that over there?
tl'o el selsíle tethá.	Those are my grandparents there.

Í a' stlí kw'as xwchémost yutl'ólem?	Would you like to meet them?
tl'ó kw'e alétse ta' sqáq?	Which one is your younger brother?
tl'ó kw'e alétse ta' ____?	Which one is your ____?
tewát yeláwel sepsáp?	Who is most stubborn?
tewát yeláwel iyálwes?	Who is the bravest?
tl'ó sqáq te'í. yeláwel iyálwes telí tl'alhlímelh	This here is my brother. He's the bravest of us.
Tseloyóthelwet te skwixs kw'thel tálelh.	My ( <b>deceased</b> ) mom's name is Tseloyóthelwet.
láwa q'elóleq. líchap we ey o? xwe'ítchap?	Hey pals. How are you? What are you up to?

I, you, we, etc are usually expressed in Halq'eméylem with the endings **-tsel**, **-chexw**, **-tset**, and **-chap**. Sometimes you will want to add special emphasis onto these words or make sure there is no ambiguity (between he, she and them for example). There is a series of special words for adding emphasis to you, he, she, or other pronouns, so-called *emphatic pronouns*.

### iyáqtem te sqwal 1

emphatic pronouns		
	singular	plural
emphasizes I/me/ we	ta'á'altha	talhlímelh
emphasizes you/ you folks	teléwe	talhwélep/talhléwep
emphasizes he/she/ they	tút'ò/thútl'ó	tutl'ólem/thutl'ólem/yutl'ólem

Emphatic pronouns are usually used together with the endings you already know and are used when disambiguating or to put an *emphasis*.

Í:mextsel ta'á'altha.	I am walking.
Í:mexchexw teléwe.	You are walking.
Í:mextset telhlímelh.	We are walking.
Í:mexchap talhwélep.	You folks are walking.
Kwútes tútl'o.	He took it.
Kwútes thútl'o.	She took it.
kwxwá:ls, kwxwá:ls	knock, knock

tewát kw'e lí kwethá?	Who is there?
Tl'ó ta'á'altha.	It is <i>me</i> .
Tl'ó teléwe.	It is <i>you</i> .
Tl'ó talhlímelh.	It is <i>us</i> .
Tl'ó talhwélep.	It is <i>you folks</i> .
Tutl'ó.	It's <i>him</i> .
Thutl'ó.	It's <i>her</i> .

### iyáqtem te sqwal 2

xwe'ít what is happening, what is ... doing?		
transitive	singular	plural
1 <sup>st</sup> person (i / we)	xwe'ítsel	xwe'ittset
2 <sup>nd</sup> person (you / y'all)	xwe'íchexw	xwe'itchap
3 <sup>rd</sup> person (she, he, it / they)	xwe'ít	xwe'ít

Xwe'itchew?	What are you doing?
Xwe'ítsel?	What am I doing?
ilhchexw xwe'ít:t? ílhtsel lhí:m.	what did you do? I went berry picking.
ólechexw óle xwe'ít:t?	what on earth are you doing? (angrily)
xwe'ít:t ta sqwálewel?	What are you thinking about?
Le xwe'ít the Máli?	What happened to Mary?

### iyáqtem te sqwal 3

The words for English articles *the*, *a*, or *some* are generally articles (or also known as determiners). In Halq'eméylem, the equivalent of these words function also like demonstratives. Demonstratives are pointing words, pointing out distance and location. In English these words are 'this, that, here, and there'. Since in Halq'eméylem determiners also include information about distance and location, presence and absence, or visibility of a person or thing, they can be considered types of demonstratives.

So you are not only saying 'I like the bread' in Halq'eméylem, when you say *eystexwtse/ te seplíl* you are saying you like the bread that is right here on the table, in your hand or concretely available and visible where you are. If you wanted to say you like bread in general, or some (unspecified, not here in the space) bread, you'd say *eystexwtse/ kw'e seplíl*.

You are already familiar with *te* (male, present) and *the* (female, present) and *kw'e* (abstract, generic, distant) and *ye* (plural, human). You can find some more of these demonstrative determiners below, with the most important ones to remember in bold. Don't worry about remembering all of this in detail, it's more important to just communicate, but you can refer to this chart when you are not sure when you come across a determiner you don't know.

<b>the, a, some</b>			
demonstrative determiners			
	male, inanimate (a thing) or gender unclear/unstated, general purpose	female	human and gender unstated
<b>present + visible or location unstated</b>	<b>te</b>	<b>the</b>	--
<b>near + not visible</b>	kwthe	se, kwse	<b>tl'</b>
<b>distant, abstract, past, indefinite number, generic</b>	<b>kw'e</b>	kw'the, kwse	<b>tl'</b>
<b>plural</b>	any of the above	any of the above	<b>ye</b>

L stl'í kw'e éywelh swíweles.

Li í skwetáxw kwtha' màl/sí:le?

Lí í: sel el'álex?

Tewát te skwixs kw'tha ts'elh'á:y?

Stl'ís tl' Máli kw'e qó:.

Tl'ó qwá:ls kw'e syewá:lelh.

I want a good-natured boyfriend.(abstract, generic)

Is your father/grandfather home (close, not visible)

Are my sisters here? (close, not visible)

What's your girlfriends' name? (she's not here)

Mary wants some water. (generic, abstract)

Those are the words of your (departed) ancestors.

## Halq'eméylem 2, s'íwes 06

Partner worksheet sqwál 1

skwix

swáyel

- A. iwesáls:** ask your partner about their family and respond to their questions in turn.  
Follow the model.

*tseixwelmexw telí kw'e Shxw'ōwhámél*

**example 1:** A: tewát te skwixs ta' tseixwelmexw telí kw'e Shxw'ōwhámél.

C: *George* te skwixs tel tseixwelmexw telí kw'e Shxw'ōwhámél.

**qe**

ewéta tseixwélmexw telí kw'é Shxw'ōwhámél.

**qe**

éwetsel il lheq'elexw te skwixs tel tseixwelmexw telí kw'e Shxw'ōwhámél.

- |                                     |               |
|-------------------------------------|---------------|
| 1. tseixwelmexw telí kw'e Sts'áiles | 6. sq'óxel    |
| 2. shxwewáli                        | 7. sá:tl'atel |
| 3. sts'ólemeqw                      | 8. ékwiyeqw   |
| 4. sqelá:q                          | 9. q'elóleq   |
| 5. te /the shxw'áléx                | 10. skw'ílhew |

**Halq'eméylem 2, s'íwes06**  
Partner worksheet sqwál 2

**skwix**  
**swáyel**

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

**example 1:** A: Tl'ó kw'e alétse te seltl'ó ta' tselxwelmexw?  
C: thel setl'atel Máli te séltl'ó.  
**or**  
á'a'ltha te seltl'ó.

**example 2:** A: tewát te yeláwel smáth'el i ta' tselxwelmexw?  
C: tel sqaq Chol te yeláwel smáth'el i tel tselxwelmexw.  
**km**  
á'altha yeláwel smáth'el.

- |                     |                       |
|---------------------|-----------------------|
| 1. yeláwel smáth'el | 6. ólu sepsáp         |
| 2. yeláwel iyálwes  | 7. sóseqwt            |
| 3. séltl'ó          | 8. yeláwel sqél:éxw   |
| 4. ólu sts'áxw      | 9. sóseqwt q'ámi      |
| 5. yeláwel éywelh   | 10. yeláwel lexwsthíy |

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

**example 1:** A: li kw'e ékwiyeqw i ta' tselxwelmexw?  
C: a'a ékwiyeqw i tel tselxwelmexw.  
qe Éweta kw'e ékwiyeqw i tel tselxwelmexw

1. ékwiyeqw
2. sts'iyóye
3. sqáqe
4. te sqelá:q
5. q'á:lemi

## Halq'eméylem 2, s'íwes06

skwix

Partner worksheet sqwal 3

swáyel

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

**example 1:**

A: Kw'íla ta' q'elóleq?  
C: Kwelattsel tuxwále q'elóleq  
**qe**  
ewéta tel q'elóleq

**example 2:**

A: Kw'íla ta' kwiyo:s  
C: Yéysela tel kwiyo:s  
**qe**  
ewéta tel kwiyo:s

### éwexhexw ixw málqeles:

kwaxt ye mestiyxw: lólets'e, yéysele, lhxwále, xethíle, lhq'átsále, t'xémele, th'ekwsále, teqátsale, tuxwále, epále

- |                |              |
|----------------|--------------|
| 1. q'elóleq    | 6. sétl'atel |
| 2. ts'elh'á:y  | 7. sqelá:q   |
| 3. mámele      | 8. sí:yá:ye  |
| 4. sq'eq'axí:l | 9. selsí:le  |
| 5. shxwewálí   | 10. ékwiyeqw |

## Halq'eméylem 2, s'íwes06

Iyáqtem te sqwal 1

skwix

swáyel

**Íwesá:ls** Ask your partner about who of their family and friends work right this moment. Use the relationship words provided. Follow the model.

**example 1:**

A: xwe'ítchexw tloqáys?  
C: Yóyestsel tloqáys.  
**qe**  
Ewe tsel íl yóyes tloqáys

**example 2:**

A: xwe'ít ta' q'óleq  
C: Yóyes tel q'óleq.  
**qe**  
Ewé is yóyes tel q'óleq  
**qe**  
Ewéta lheq'elexw kw'es yóyes.  
**qe**  
Ewéta kw'el q'óleq

xwe'íttset	xwe'íttset
xwe'íchexw	xwe'ítchap
xwe'ít	xwe'ít

1. teléwe

6. sts'iyóye

2. q'óleq

7. sq'ó:xel

3. sí:le

8. méle

4. teléwe qes ta' q'óleq

9. sétl'atel

5. á'altha qes tel sqáq

10. á'altha

## Qwulqwetel

Listen to, translate and practice the dialogues and re-enact with your partner. (you can add your own bios here, if you wish. You can replace all words in *italics*)

A Éy lá:telh. Máli tel skwíx.

B Líchexw telí te *Ts'elxwéyeqw?*

A Á:'a. *Pelíte Málōwey* te skwíxs thel tá:l. *Léchet Málōwey* tel má:lelh.

B Ílhtsel lhq'élexw ta' *má:lelh*.

Translation:

A Láv, á'alha *Chels*.

B Tel'elétsechexw?

A Á'alha *Málōwey* telí te *Yeqwyeqwí:ws*.

B Tsel lhq'élexw tha' tá:l, *Pelíte*.

A *Léchet Málōwey* tel má:lelh.

B Ílhtsel lhq'élexw tú:t'l'ó:lh.

Translation:

**Halq'eméylem 2, s'íwes06**  
**Grammar worksheet**

**skwix**  
**swáyel**

**A.**

**Instructions** fill in the blank with the most appropriate form prompted by the Halq'eméylem in parentheses. Then, translate each sentence to Halq'eméylem.

1. Elétse kw'as yóyes? \_\_\_\_ ? (I work in a big store)  
(xwelítémqel):
2. Elétse kw'els yóyes? \_\_\_\_ ? (I work in this office here)  
(xwelítémqel):
3. Elétse kw'as \_\_\_\_ ? yóyestset li te lálemts. (you folks work)  
(xwelítémqel):
4. Elétse kw'es yóyestset. \_\_\_\_ . \_\_\_\_ ? (we work at our home)  
(xwelítémqel):
5. Elétse kw'es yóyes tha' mal? \_\_\_\_ ? (she works in the next office)  
(xwelítémqel):
6. Elétse kw'es yóyes ta' q'elóleq? \_\_\_\_ ? (they work)  
(xwelítémqel):
7. Elétse kw'es yóyes thútl'ó? \_\_\_\_ ? (she doesn't work)  
(xwelítémqel):
8. Tl'ó tel el'álex. \_\_\_\_ ? ( which one is the oldest brother?)  
(xwelítémqel): these are my siblings. Which one is the oldest?
9. Elétse kw'es yóyes ta' q'óleq? \_\_\_\_ ? (they don't work)  
(xwelítémqel):
10. Elétse kw'es yóyes ta' sq'ó:xel? \_\_\_\_ ?(they work)  
(xwelítémqel):

**Halq'eméylem 2, s'íwes06**  
Grammar worksheet

**skwix**  
**swáyel**

**A.**

**Instructions** fill in the blank with the most appropriate form prompted by the Halq'eméylem in parentheses. Then, translate each sentence to Halq'eméylem.

1. tewát ta' séltl'ó sétl'atel? \_\_\_ \_\_\_ (THEY are)  
(xwelítemqel):

2. tl'ó kw'e alétse ta' sqáq? \_\_\_ \_\_\_ (HE is)  
(xwelítemqel):

3. Tewát kw'e kwókwexwels? \_\_\_ \_\_\_\_\_. (it's US)  
(xwelítemqel):

4. Tewát kw'e thíyt te'íle? \_\_\_ \_\_\_\_\_. (it is/was ME)  
(xwelítemqel):

5. Líchap í:mex? Ewetsset it í:mex. \_\_\_ \_\_\_\_\_. (YOU folks are walking)  
(xwelítemqel):

6. Tewát kw'e kwút? \_\_\_ \_\_\_ (SHE took it)  
(xwelítemqel):

7. Tewátcha kw'e lí tethá? \_\_\_ \_\_\_\_\_. (It will be US)  
(xwelítemqel):

8. Tewát kw'e máythóx? \_\_\_ !\_\_\_ (ME)  
(xwelítemqel):

9. Tewát kw'e í:mex? \_\_\_ \_\_\_\_\_. (YOU are walking.)  
(xwelítemqel):

10. tewát ta' sóseqwt sqáq? \_\_\_ \_\_\_\_\_. (SHE is/it's HER)  
(xwelítemqel):