

## Lesson #2 sali? (two)

### Choral Repetition

1 stab eWe<sup>[1]</sup> ti?iA. What is that? (What could that be?) (stahb u-wa tee?eeA)

sVetxed ti?iA. What is a Bear.  
(schut-whud)

2 stab eWe ti?iA. What is that? (What could that be?) (stahb u-wa tee?eeA)

laGiVed ti?iA. That is an Elk.  
(kwah-gwee-chud)

3 stab eWe<sup>1</sup> ti?iA. What is that? (What could that be?) (stahb u-wa tee?eeA)

sVedadx ti?iA. That is a Salmon.  
(schu-dah-dwh)

4 stab eWe<sup>1</sup> ti?iA. What is that? (What could that be?) (stahb u-wa tee?eeA)

belups ti?iA. That is a Raccoon.  
(bu-loops)

[1] eWe

The word 'eWe' is often heard simply as 'e' (u) in rapid and relaxed conversation. In very careful speech it is pronounced haWe? (how?-wu?). It is spelled here to

represent the way it is often said in relaxed but not rigid talking. Also see section 2.15

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## Sound/Symbol

2.1	<b>a</b>	is like the <i>a</i> in <i>f<u>a</u>ther</i> , NOT like that of <i>ate</i> .
2.2	<b>c</b>	is for the sound like that at the end of <i>h<u>a</u>ts</i> , the <i>t</i> & <i>s</i> are pronounced as a single unit.
2.3	<b>V</b>	c-wedge is like <i>ch</i> in <i><u>ch</u>urch</i> .
2.4	<b>e</b>	This is a special letter, called a ‘schwa’. It is used to represent the sound of <i>a</i> in <i><u>a</u>bout</i> , <i>u</i> in <i>b<u>u</u>t</i> , or <i>o</i> in <i>m<u>o</u>ther</i> . (In English spelling, many letters can stand for the same sound. Some different sounds are represented by the same letter as <i>a</i> in <i>at</i> , <i>f<u>a</u>ther</i> , <i>ate</i> and <i><u>a</u>bout</i> . However, in Lushootseed, each letter has only one sound value, making the spelling of Lushootseed very easy.)
2.5	<b>G</b>	The g-raised-w is similar to English <i>gw</i> in the girl’s name <i>G<u>w</u>en(dolyn)</i> . The <sup>w</sup> is raised to indicate that the <i>g</i> and the <i>w</i> function as one sound, instead of two.

2.6	i	is sometimes like the <i>i</i> on <i>machine</i> and sometime like the <i>ei</i> in <i>eight</i> . (In Lushootseed, the meaning of a word is NOT changed by saying "ee" or "ā". Although some people tend to prefer one or the other pronunciation in certain words, it is only a tendency. There is no significant difference between the two sounds. In other words, in Lushootseed they act as the same sound, even though they are different in English.)
2.7	l	k-raised-w is like the <i>k</i> in <i>king</i> . The raised <sup>w</sup> indicates that the <i>k</i> and <i>w</i> function as a single sound.

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2.8	A	There is no sound in English similar to A. It is made by placing the tongue in the same place as if to say <i>la</i> but the vocal cords do not move. The air passes around the side(s) of the tongue. If the English word 'clay' is drawn out at the beginning, the A sound is heard between the <i>c</i> and <i>-lay</i> . It sounds something like a lateral lisp. Some students find it helpful to think of it as being <i>lh</i> pronounced together. Imitate the teacher (or recording) carefully. (See 2.16)
2.9	q	The sound represented by this letter is not known in English. It is something like the English <i>k</i> but pronounced further back in the mouth. Listen to the teacher (or recording) carefully. (see 2.17) The following may help the student master this sound: with the finger against the tip of the tongue, gently pushing it back while trying to say <i>Kay</i> . This should produce the sound <b>qi</b> ( <i>qay</i> ), the first part of the word for <i>deer</i> .

2.10	u	is sometimes like <i>oo</i> in <i>bo<u>o</u>t</i> and sometimes like <i>oa</i> in <i>bo<u>o</u>at</i> . This fluctuation is NOT significant in Lushootseed. (See the remarks made above about <i>i</i> , 2.6)
2.11	x	x-raised-w is something like <i>wh</i> in <i><u>w</u>here</i> and <i><u>w</u>ho</i> but it has a slightly more raspy quality. Imitate the teacher (or recording) carefully. (See 2.8 and 2.19)
2.12	?	This is a special letter, which represents an abrupt stop of the preceding sound as in the English negative word ' <i>uh uh</i> '. It is a sort of a catch in the throat. It is known as a 'glottal stop'.

## Grammar Notes

2.13	Lushootseed, like most languages in the world has no word for the word ' <i>is</i> '. This absence may seem strange at first, but the student will quickly learn how unnecessary it is.
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2.14	Notice that a literal translation of answer to #1 is, "(A) bear that (is)."
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2.15	English has no word exactly like <b>eWe</b> ( <b>haWe</b> ? See footnote.)) It often adds a feeling of wonder, and sometimes surprise, to a question. The English expression ‘ <i>could ... be</i> ’ are not an exact translation, but only an attempt to express the flavor of the Lushootseed sentence. It is possible to omit <b>eWe</b> and simply say <b>stab ti?iA</b> . However, it is more often included than omitted. (In later lessons it will be learned that <b>eWe</b> can be add still other feeling to a sentence.)
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## Sound Drills

Lushootseed has many sounds, which are not used in English. Some of these “different” sounds will require practice to hear and say correctly. However, over a period of several months, every student can master them. If a few seem difficult at first, please remember: Your parents and grandparents said them; so can you.

Drill: A q x

Repeat the following sentences after the teacher as exactly as you can. Each one has many examples of one of the Lushootseed sounds not heard in English. (The meanings vary from slight ridiculous to very ridiculous but what matters in this exercise is practice in making the sound correctly. Their meaning is not important.)

2.16	<b>A</b>	AuAaAlil VeA yex tsi?iA sAaAedey? ?al tudi? That young lady and I will live over there.
2.17	<b>q</b>	?uqada te dqeqsi ?e te qelX My favorite Uncle stole the salmon eggs.

2.18	<b>x</b>	?uxiTil te dsxay?s dx?al te xudad My hat fell into the ashes.
2.19		Contrast between xu- and hu- :

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Both the beginning as well as the ending of the following two pairs of words is different. Can you hear and imitate the differences as the teacher says them in contrast several times?

xuyub ‘sell’ huyud ‘make it’

xudad ‘ashes’ hudud ‘burn it’

Actually xudad should be spelled x(h)udad, but the *h*, in this particular case to be explained later, is silent and can be omitted for purposes of sound drill.

## Exercises

- 1 The teacher will call on each student (in no set order) to answer the question **stab eWe ti?iA** while pointing to (a picture of) an animal. Each student should respond in Lushootseed.
- 2 Now each student in turn should point to (a picture) of one of the animals and ask the teacher in Lushootseed, **stab eWe ti?iA**. Sometimes the teacher will deliberately give the wrong answer. For example, a student might point to (a picture of) a bear and ask **stab eWe ti?iA**; but the teacher, instead of giving the correct answer, **sVetxed ti?iA** might say **sVedadx**

ti?iA. When this happens, the student should say xi? (whee) which means 'no' and then give the correct answer. Note: The teacher will not always give the wrong answer, only sometimes. Therefore, the student must keep alert and pay close attention to what the teacher says.

3 Next each student should point to (a picture) of one animal and ask fellow student **stab eWe ti?iA**. The second student should answer correctly in Lushootseed. Every student should both ask the question and answer it.