


Lesson 2: Kalispel Numbers and Age

Vocabulary:

| | | | | | |
|----|--------------------|----|----------------------------|------|-----------------------|
| 1 | nk ^w u? | 11 | ʔupn eł nk ^w u? | 10 | ʔupn |
| 2 | ʔesél | 12 | ʔupn eł ʔesél | 20 | ʔeslʔúpñ |
| 3 | čeʔés | 13 | ʔupn eł čeʔés | 30 | čełʔúpñ |
| 4 | mus | 14 | ʔupn eł mus | 40 | mśłʔupñ |
| 5 | cil | 15 | ʔupn eł cil | 50 | clčłʔupñ |
| 6 | taqn | 16 | ʔupn eł taqn | 60 | tqnčłʔupñ |
| 7 | sispl | 17 | ʔupn eł sispl | 70 | ssplčłʔupñ |
| 8 | heʔéñm | 18 | ʔupn eł heʔéñm | 80 | heʔñmłʔúpñ |
| 9 | xñut | 19 | ʔupn eł xñut | 90 | xñutłʔupñ |
| 10 | ʔupn | 20 | ʔeslʔúpñ | 100 | nk ^w oʔqéy |
| | | | | 1000 | oʔpñčstqñ |

Sentences:

| | |
|---|---|
| k ^w sk ^w nšspentč? | How old are you? |
| čn _____ smx ^w op. čn _____ spentč. | I am _____ years old. (snows) I am _____ years old. |
| sk ^w nšspentč? | How old is s/he? |
| x ^w a eł _____ smx ^w op. x ^w a eł _____ spentč. | She/He is _____ years old (snows) She/He is _____ years old. |
| stem łu a snčq ^w lq ^w lte? ? | What is your phone number? |
| i snčq ^w lq ^w lte? _____. _____ łu i snčq ^w lq ^w lte?. | My number is _____. |

| | | |
|-------------------------|---------------------------------|---|
| 1 nk ^w u? | 11 ʔupn eł nk ^w u | 30 čelʔúp ⁿ |
| 2 ʔesél | 12 ʔupn eł ʔesél | 40 m ^s ʔúp ⁿ |
| 3 čeʔés | 13 ʔupn eł čeʔés | 50 clčʔúp ⁿ |
| 4 mus | 14 ʔupn eł mus | 60 tq ⁿ čʔúp ⁿ |
| 5 cil | 15 ʔupn eł cil | 70 ssplčʔúp ⁿ |
| 6 taqn | 16 ʔupn eł taqn | 80 heʔnmʔúp ⁿ |
| 7 sispl | 17 ʔupn eł sispl | 90 x ^x ntʔúp ⁿ |
| 8 heʔém | 18 ʔupn eł heʔém | 100 nk ^w oʔqéy |
| 9 xnut | 19 ʔupn eł xnut | 1000 oʔp ⁿ čstq ⁿ |
| 10 ʔupn | 20 ʔeslʔúp ⁿ |  snčq ^w lq ^w lte? |

i sk^west _____

Practice 1. (Complete each sentence or problem with the correct Kalispel number).

- | | | | |
|----------------------------------|---------------------------------|----------------------------------|---|
| 1. čeʔlés + <u>sispł</u> | 2. heʔéńm - <u>cil</u> | 3. xńut - <u>heʔéńm</u> | 4. xńut - <u>mus</u> |
| 5. ʔupn + <u>cil</u> | 6. ʔaąn - <u>čeʔlés</u> | 7. heʔéńm + <u>ʔesél</u> | 8. heʔéńm - <u>nk^wu?</u> |
| 9. sispł + <u>xńut</u> | 10. ʔaąn + <u>ʔupn</u> | 11. xńut + <u>cil</u> | 12. čeʔlés - <u>nk^wu?</u> |

Practice 2. Numbers 10-99 Practice putting together numbers 10-99. You must first know the tens digit (10, 20, 30, 40....) and then the single number. The two numbers are joined together with an " eł ".

| Enter the tens unit here. | | Enter the single unit here | English Number |
|---------------------------|----|----------------------------|----------------|
| | eł | | |
| | eł | | |
| | eł | | |
| | eł | | |
| | eł | | |
| | eł | | |
| | eł | | |
| | eł | | |

i sk^west _____

Practice 3. (Numbers 100 - 999) A more advanced manner of determining number combinations will place a single unit in front of the hundreds unit to describe “*how many hundreds*”. You can only use a single unit number to describe a hundreds unit. When we describe the hundred unit we use an “**s?**” to combine the single unit to the hundred unit. For instance, we can say “two-hundred’ but not “twenty-hundred’.

| Enter any single unit (1-9) here to describe the hundreds | | Enter the hundred unit here | | Enter the tens unit here. | | Enter the single unit here. | English Number |
|---|----|-----------------------------|----|---------------------------|----|-----------------------------|----------------|
| ɣñut | s? | nk ^w o?qéy | eł | he?ńmł?úp n | eł | cil | 985 |
| ?esél | s? | nk ^w o?qéy | eł | ɣɣñtł?úpñ | eł | mus | 294 |
| | s? | nk ^w o?qéy | eł | | eł | | |
| | s? | nk ^w o?qéy | eł | | eł | | |
| | s? | nk ^w o?qéy | eł | | eł | | |
| | s? | nk ^w o?qéy | eł | | eł | | |
| | s? | nk ^w o?qéy | eł | | eł | | |
| | s? | nk ^w o?qéy | eł | | eł | | |

Practice 4. (Numbers 1000 - 9999) For the remaining numbers 1000-9999 we need to follow the same rationale as before. The only addition is the Kalispel word for thousand. Just as when we describe the hundred we use the **s/** to link or describe how many thousands. In the example, the number is not as long as it could be. We did this because of space in the table. If you want, you can add another single unit at the end to complete the number you want.

| Enter any single unit (1-9) here to describe the thousand | | Enter the thousand unit here | | Enter the single unit (1-9) here to describe the hundred | | Enter the hundred unit here | | Enter any unit here | English number |
|---|----|------------------------------|----|--|----|-----------------------------|----|---------------------|----------------|
| he?éńm | s? | o?pńčstqñ | eł | nk ^w u? | s? | nk ^w o?qéy | eł | čelł?úpñ | 8,130 |
| ɣñut | s? | o?pńčstqñ | eł | cil | s? | nk ^w o?qéy | eł | | 9,500 |
| | s? | o?pńčstqñ | eł | | s? | nk ^w o?qéy | eł | | |
| | s? | o?pńčstqñ | eł | | s? | nk ^w o?qéy | eł | | |
| | s? | o?pńčstqñ | eł | | s? | nk ^w o?qéy | eł | | |
| | s? | o?pńčstqñ | eł | | s? | nk ^w o?qéy | eł | | |

Practice 5. Draw a line from each word to a number that matches. Use each number one time only.

1 8

2 5

3 4

4 9

5 1

6 10

7 2

8 7

9 3

10 6

A ʔaʔn

B sisʔl

C heʔénm

D cil

E mus

F nk^wuʔ

G ʔesél

H čeʔlés

I xhut

J ʔupn