

Gwich'in Listening Exercises

Teetl'it Gwich'in Dialect

Volume II

Yukon Native Language Centre, Yukon College

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Gwich'in Listening Exercises Book

Teet'it Dialect (Peel River)

Introduction

The Gwich'in Listening Exercises Book was long in the making. It started in 1997 under the impulse of YNLC director John Ritter with the help of Gwich'in Language Specialist Mary Jane Kunnizzi. In 2001, YNLC linguist André Bourcier and Gwich'in Elder Mary Decker joined the effort. It is through the careful work of all these people that the Yukon Native Language Centre is pleased to present this publication.

This Listening Exercises Book has been devised primarily as a teaching tool. Its goal is to present the different sounds confronting any student of the Gwich'in language. The introductory section contains the alphabet chart used in this book. Sections 1 and 2 contain specific exercises on consonants and vowels. All these sounds have been organized in contrastive pairs showing the most important features of the sounds of the Gwich'in language. Each contrastive pair is exemplified by different words contained in a set of sentences. For any contrast, the sentences are organized in one, two or three different sets. In multiple set contrastive pairs, the first set is usually composed of simple sentences whereas the third set is generally more challenging. There is also a set of pictures corresponding to each set of sentences to be used as a teaching aid. Section 3 contains information pertaining to the tone patterns of the Gwich'in language. The general organization of this section is the same as the previous one but it also contains a general overview of the morphology of possession because of its important impact on the sound patterns of the noun in Gwich'in. Over all, the Gwich'in Listening Exercises Book contains more than 1000 sentences in two volumes.

Gwich'in Alphabet

Consonants

Stops		tl	t	tth	ts	tr	ch	tsh	k	kw	
and	b	dl	d	ddh	dz	dr	j	dzh	g	gw	
Affricates		tl'	t'	tth'	ts'	tr'	ch'	tsh'	k'	k'w	'
Fricatives		f		th	s	sr	sh	ssh	kh	khw	h
	v	l		dh	z	zr	zh	zzh	gh	ghw	
Glides						r	y				
Nasals	m		n								
Nasal + Stop			nd				nj				

Vowels and Combinations

Long Vowels

ii uu
 ee oo
 aa

Short Vowels

i u
 e o
 a

Vowel Combinations

aai, eii, aoo, etc.

Nasal Vowels

ã, ẽ, ĩ, õ, ȳ, ąą, etc.

ii and i

Set 1 of 1

EXAMPLES

Examples of ii

1. chii *rock, stone*
2. srii *knife*
3. shii *I, me*

Examples of i

1. drin *day*
2. shin *summer*
3. nin *animals*

ii and i

Set 1 of 1

SENTENCES

Write ii and i as you hear them.

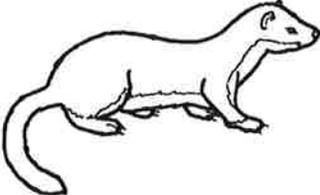
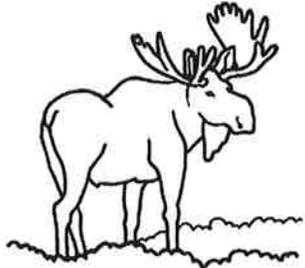
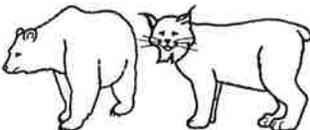
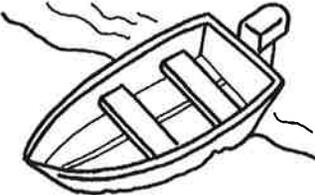
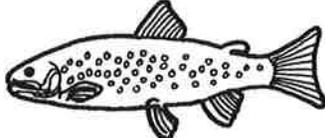
1. Chyaa dhivii ąhdròh.
The boy trapped a weasel.
2. Dinjii srii hàh vit khàdint'ih.
The man is cutting the lake trout with a knife.
3. Dinjik chii kak nahadik.
The moose is walking on stones.
4. Shih niinjii k'ih ahàh.
The grizzly is walking after the lynx.
5. Tr'iinin dzih dahk'wàn'.
The child is cracking gum.
6. Tr'ih chii kak nijùutlit.
The boat landed on the rocks.
7. Shin hee srii nìindhàh.
The sun is in the summertime.
8. Sriijaa chan ts'àt vit leii teedhidlih.
He brought back lots of grayling and lake trout.
9. Lìdii leii gwiintl'òh eedinì'.
He drank too much tea.
10. Sheejii chan ts'àt shijùu k'eegido'òh.
My older and younger sisters came back.

ii and i

Set 1 of 1

PICTURES

Write *ii* and *i* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

uu and u

Set 1 of 1

EXAMPLES

Examples of uu

1. chuu *water*
2. njuu *island*
3. łuu *ice*

Examples of u

1. łuk *fish*
2. tsuk *marten*
3. chehlùk *ling cod, coney*

uu and u

Set 1 of 1

SENTENCES

Write uu and u as you hear them.

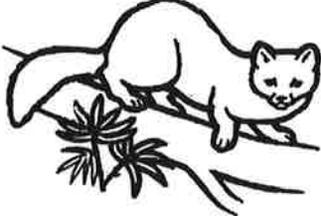
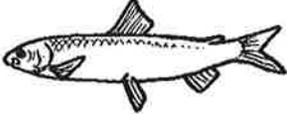
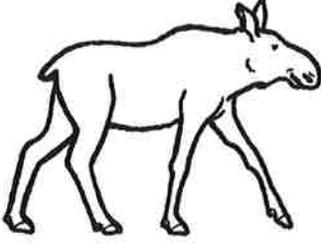
1. Njuu kat nìgoojìl.
They made a trip to the island.
2. Dinjii tsuk leii dhàłkhàih.
The man killed lots of marten.
3. Nich'it choo chuu dinìh.
The big girl is drinking water.
4. Łuk zheii leii ii'àł'.
5. Shitsuu dizhuu nah'ìh.
6. Khaiints'àn' hee trèeluk gònłìh.
7. Dinjii kat Gwazhàł Njik gwats'àt tsivii zhuu kàgoojìl.
8. Shanaghan chehlùk jì'àł'.
9. Aii chuu tyah hq̄q'àh.
10. Tr'ìinjòo łuk tì'ùu uu'àn tahjàh.

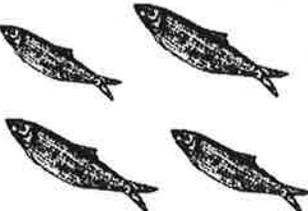
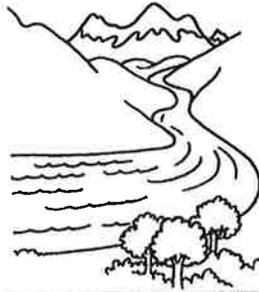
uu and u

Set 1 of 1

PICTURES

Write *uu* and *u* as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

ee and e

Set 1 of 1

EXAMPLES

Examples of **ee**

1. tsèe *beaver*
2. tl'ee *after*
3. deek'it *bed*

Examples of **e**

1. nèhtrùh *wolverine*
2. ezhìn *eagle*
3. ètr'uu *Arctic tern*

ee and e

Set 1 of 1

SENTENCES

Write ee and e as you hear them.

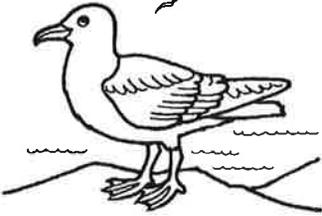
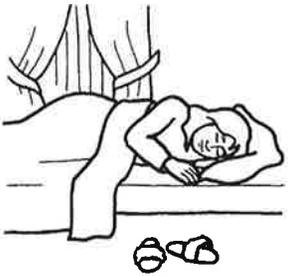
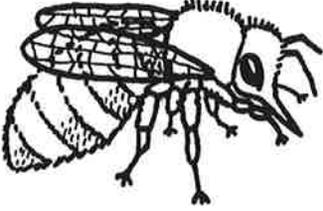
1. Ètr'uu trèeluk àh.
The arctic tern is eating herring.
2. Łùk ii'àl tl'ee nìdhiich`h.
I went to sleep after I ate fish.
3. Diik'ee k'eejit dì`h.
He has a new gun.
4. Deetrèe jàk enluh nahts`h.
She is picking unripe juniper berries.
5. Eneedzit ts'ik nah`in.
He/she saw a wasp.
6. Dinjii tsèe tth'ài' jì'àl.
The man ate beaver meat.
7. Bèebii vindèe gwìlts`ik.
The baby's eye is sore.
8. Shoondèe nee'uu àh.
My older brother is eating red currants.
9. Geh van vee dhid`h.
The rabbit is sitting on the shore of the lake.
10. Chiitaii sheenjìt gwinìik'`òh.
It's cold for me outside.

ee and e

Set 1 of 1

PICTURES

Write *ee* and *e* as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

oo and o

Set 1 of 1

EXAMPLES

Examples of oo

- | | |
|---------|--------------|
| 1. choo | <i>big</i> |
| 2. troo | <i>wood</i> |
| 3. too | <i>night</i> |

Examples of o

- | | |
|----------------|------------------|
| 1. aak'ii t'òk | <i>milk</i> |
| 2. òk | <i>eddy</i> |
| 3. nìlii tlok | <i>soft meat</i> |

oo and o

Set 1 of 1

SENTENCES

Write *oo* and *o* as you hear them.

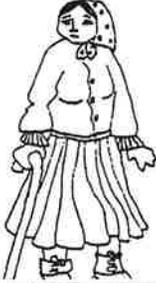
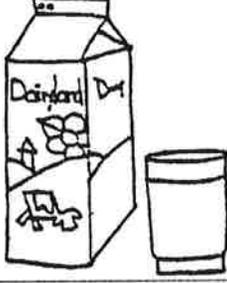
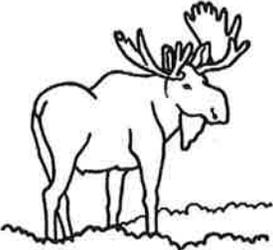
1. Shitsuu too hee nahadik.
Grandma is walking around at night.
2. Òk zhìt chihvyàh choo chìnàhchùh.
Set a big net in the eddy.
3. Ookàt zehh danh, aak'ii t'òk oonikàt.
Buy some milk at the store.
4. Sheek'aii nìlii tlok zrih àh.
My auntie eats only soft (boiled) meat.
5. Shichaa ahkhok goozhik łaii yichìh.
While my younger brother was snoring, the dog was barking.
6. Chii ch'ok tat daatsoo choo nał'ìn.
I saw a big mouse among the sharp rocks.
7. Aii troo ìitsii choo zhìt jìinchìh.
Put the wood in the big stove.
8. Oo'òk gwà'àn nich'it kat ts'ìigìdi'ìn.
The girls are playing out around there.
9. Tsèe nanii'ol danh ezhìr choo ginah'ìn.
They see a big bull moose at the beaver dam.
10. Yeedòk ddhah choo kak aat'oo gòonlìh.
Up there on the big mountain there's lots of birch.

oo and o

Set 1 of 1

PICTURES

Write *oo* and *o* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

aa and a

Set 1 of 1

EXAMPLES

Examples of **aa**

1. aanàih! *come!*
2. daagoo *ptarmigan*
3. tthaa *ground squirrel*

Examples of **a**

1. łat *smoke*
2. van *lake*
3. dlak *squirrel*

aa and a

Set 1 of 1

SENTENCES

Write aa and a as you hear them.

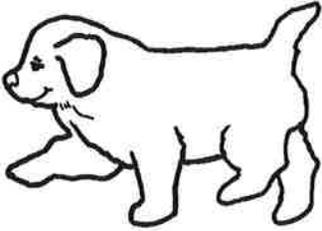
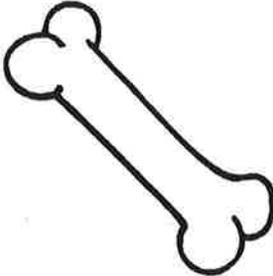
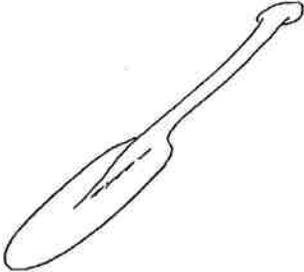
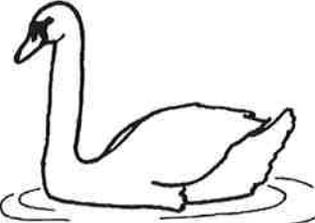
1. Shijùu tsal naînh'.
I saw my little younger sister.
2. Łakatsal nàdhàt.
The puppy is standing.
3. Tr'iinjòo naagaii ooviinkàt.
The woman bought some beads.
4. Aghwàa ghài' làt ii'àl'.
I ate some bone grease.
5. Shilàk jak nìltsàih.
My friend did pick berries.
6. Dinjii vaghàa nidih.
The man's pack is heavy.
7. Chyaa taa'aih oontàn'.
The boy is holding the paddle.
8. Dlak vidàa daa'it.
The squirrel's blood is dripping.
9. Van kak daazraii k'adivik.
The swan is swimming around on the lake.
10. Shitì' njàa kàdìih.
My father went hunting for black ducks.

aa and a

Set 1 of 1

PICTURES

Write *aa* and *a* as you hear them..

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

ii and ih

Set 1 of 1

EXAMPLES

Examples of ii

1. srii *knife*
2. chii *rock*
3. ts^hivii *spruce*

Examples of ih

1. vihk'ah *bluff, rampart*
2. vihshuu *ground hog (mountain),
marmot, "whistler"*
3. shih *food*

ii and ih

Set 1 of 1

SENTENCES

Write ii and ih as you hear them.

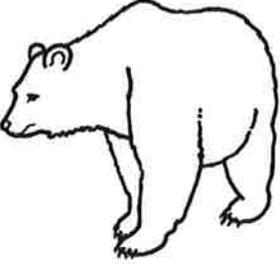
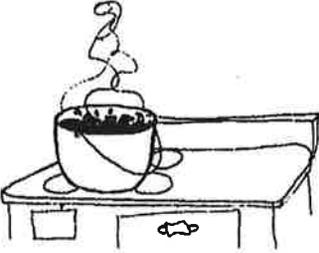
1. Aii shih ts'ivii tat ahàh.
The grizzly is walking amongst the spruce.
2. Tr'iinin nichìh leii ij'ál'.
The child ate lots of rosehips.
3. Łaii niinjii ts'àt yichìh.
The dog is barking at the lynx.
4. Tr'ijnjò shìh nizii ahvìrh.
The lady is boiling a good meal.
5. Nìhkàa jì' yàhtii k'aheedìk.
Tomorrow the priest will come.
6. Dinjii shii nihk'iitik dhàłkhàih.
The man killed six dog salmon.
7. Dhivii shih nìjìł'ìn.
The weasel saw the grizzly.
8. Shitsii tr'ih zhìt nahdakàk.
My grandfather is paddling in the boat.
9. Ts'ivii ìitsii zhìt jìinchìh.
Put green wood in the stove.
10. Tr'ijnjò ts'ivii leegàt chan ts'àt dzìh nihtat ahvìrh.
The woman boiled spruce needle and spruce gum together.

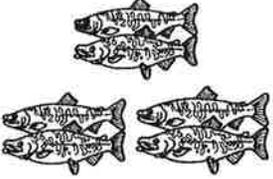
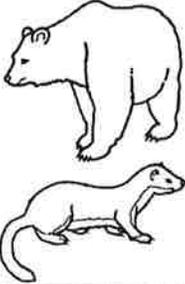
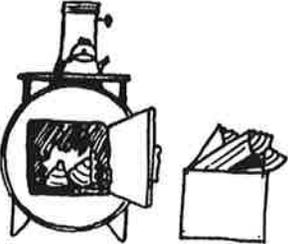
ii and ih

Set 1 of 1

PICTURES

Write *ii* and *ih* as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

uu and uh

Set 1 of 1

EXAMPLES

Examples of **uu**

1. chuu *water*
2. njuu *island*
3. łuu *ice*

Examples of **uh**

1. trùh *otter*
2. chuh *pillow*
3. nèhtrùh *wolverine*

uu and uh

Set 1 of 1

SENTENCES

Write **uu** and **uh** as you hear them.

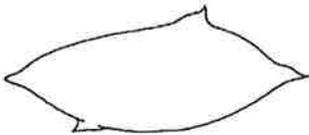
1. Tr'iinin chuu chuh kak najitl'it.
The child spilt water on the pillow.
2. Daagoo zhuu dineech'ùh àh.
The young ptarmigan is eating moss berries.
3. Dinjii tsivii zhuu chan ts'àt sruh leii k'anafik.
The man brought back lots of mountain trout and coney.
4. Nich'it nanùhdyaa leii nìtsàih.
The girl picked lots of bog cranberries.
5. Aii tl'uu gudèedrii vyàa zhìt shu' kànadìh (khànadìh).
The black fly couldn't get out of the spider's web.
6. Nanùht'ee gyuu chìtlèh.
The butterfly swallowed the worm.
7. Dinjii łuu kak gwee'àn nùuhàh.
The man camped around on the ice.
8. Shitsuu jak enluh leii nah'ih.
My granny saw lots of unripe berries.
9. Aii ètr'uu łuk gyùu hàh dhà'àih.
The arctic tern is bothering the fish slime.
10. Trùh łuu kak de'ghòh a'àiìh.
The otter is curled up on the ice.

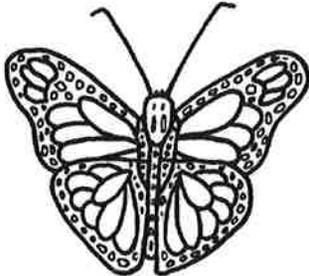
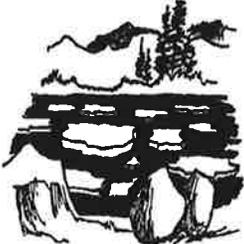
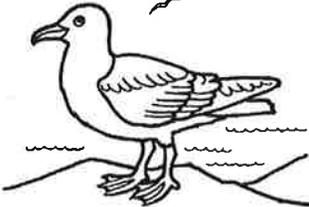
uu and uh

Set 1 of 1

PICTURES

Write *uu* and *uh* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ee and eh

Set 1 of 1

EXAMPLES

Examples of ee

1. tsèè *beaver*
2. tl'ee *afterwards*
3. neegoo *fox*

Examples of eh

1. geh *rabbit*
2. zehh *house*
3. kheh *geese*

ee and eh

Set 1 of 1

SENTENCES

Write ee and eh as you hear them.

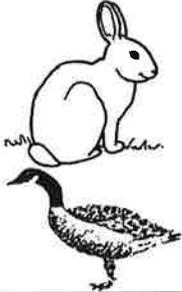
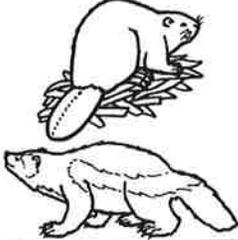
1. Dinjii kheh chan ts'at geh leii k'analik.
The man brought back lots of geese and rabbit.
2. Tr'iinin tsèe ts'eh nìjàa'àiìh.
The child is wearing a beaver hat.
3. Aii chehlùk łuk tsal chìltlèh.
The ling cod swallowed the small fish.
4. Vihsaiivee trèeluk àh.
The snowy owl is eating herring.
5. Dinjii nèhtrùh chan ts'at tsèe àhdròh.
The man trapped a wolverine and a beaver.
6. Vi'iidzee vadzaih gèechàn kak gwaajàh.
The owl is eating off the caribou leg.
7. Tr'ìinjòò ts'iiteenjuh tat geh eenjit di'iintl'ìh.
The woman is setting snares for rabbit amongst the tamarack trees.
8. Aii tidigeh eneelu' tthak àh.
The seagull is eating all the small fish.
9. Dinjii kat guugèh eenjit nìgaazrìh.
The men went hunting for snow geese.
10. Chihthee chehlùk kàgwìnah'ìh.
The mink is looking for ling cod.

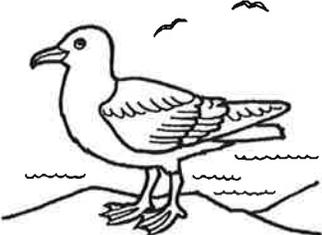
ee and eh

Set 1 of 1

PICTURES

Write *ee* and *eh* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

oo and oh

Set 1 of 1

EXAMPLES

Examples of **oo**

1. troo *wood*
2. choo *big*
3. too *night*

Examples of **oh**

1. t`oh *walking stick*
2. k'oh *cloud*
3. adh`oh *skin*

oo and oh

Set 1 of 1

SENTENCES

Write oo and oh as you hear them.

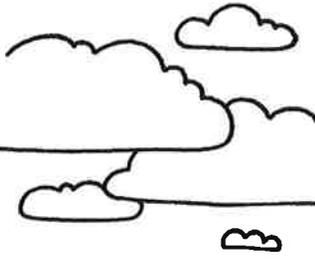
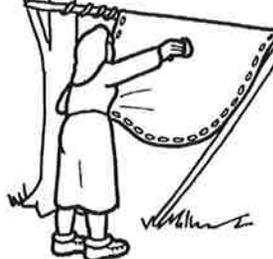
1. Dinjii too k'oh gòonlii goozhik needàh.
The man is coming home at night when it is cloudy.
2. Chyaa tòh choo nadeechyàh.
The boy is carrying a big walking stick.
3. Vootrî' yeenjit adhòh hàh dhà'àiìh.
His mother-in-law is working with his skin.
4. Dinjii ye'èendòò òk zhìt chihvyàa chinàhchùh.
The man set net way out there in the eddy.
5. Aii oonjit zheh gwidhòh zhìt dhidhìh.
The whiteman is sitting in the tent.
6. Thoochàn kak agòondàih najìtl'it.
He/she spilt medicine on the spruce branch.
7. Tr'ìinjòò k'oh ootsik t'eh jìlk'àn'.
The woman is burning alder under the dry fish.
8. Shoh zraii aat'oo tat needàh.
The black bear is walking through the birch trees.
9. Aii khaniidoo chan ts'àt edziigwàchoo hq'q'àh.
Give me the sinew and the thimble.
10. Too goozhik zhoh ch'ìk hàh kàgwìgìt (khàgwìgìt).
He/she is digging with a snow shovel at night.

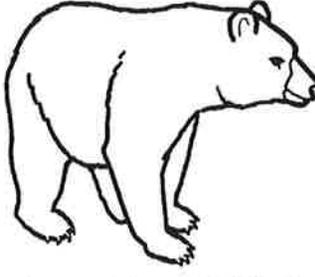
oo and oh

Set 1 of 1

PICTURES

Write *oo* and *oh* as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
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aa and ah

Set 1 of 1

EXAMPLES

Examples of aa

1. aazrik *wood shavings*
2. à'àłak *oldsquaw duck*
3. daazraii *swan*

Examples of ah

1. łah *hook*
2. tah *sock*
3. ah *tree branches*

aa and ah

Set 1 of 1

SENTENCES

Write aa and ah as you hear them.

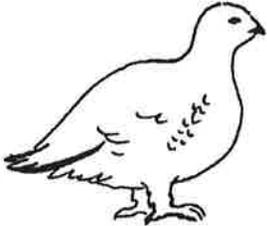
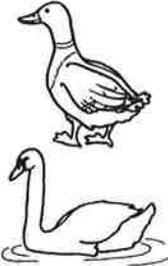
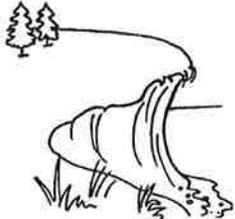
1. Dinjii à'ą̀lak ah kak gwats'at chijit.
The man threw the oldsquaw ducks on the tree branches.
2. Ddhah kak daagoo gòonlih.
There are lots of ptarmigan on the mountain.
3. Yahkeh goozhik dinjii khah hàh aat'oo kàhèh.
At dawn the man went for birch with his pack.
4. Daazraii gahkhah daazraii git'ajitnaih tl'ee yinah'in.
After the teal duck knocked the swan down he looked at him.
5. Daagoo vihk'ah khyuu jak dhijah.
The ptarmigan is eating berries at the edge of the bluff.
6. Daatsoo tsuk dak'aa nanh gwaajah.
The mouse is eating off the white marten.
7. Dinjii dii ahtr'aih goozhik aak'ii nah'ih.
The man saw a muskox while the northwind blew.
8. Ga'oonahntan deetrèe'aa chan ts'at trah agijkhìh.
The teacher talked about scoter and the merganser.
9. Aachin kat daats'at chan ts'at daazraii gijuhfih.
The Slavey people like sucker fish and swan.
10. Nich'it naagaih dak'aa hàh dighaa nìnitstì'.
The girl fancied her pack with the white beads.

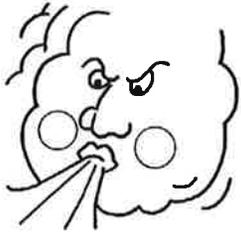
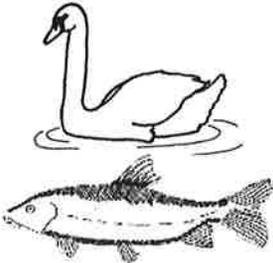
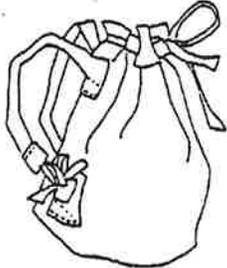
aa and ah

Set 1 of 1

PICTURES

Write *aa* and *ah* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

aii and aih

Set 1 of 1

EXAMPLES

Examples of aii

1. daii *springtime*
2. łaii *dog*
3. taii *trail*

Examples of aih

1. aih *snowshoe*
2. daih *grouse*
3. taih *hill*

aii and aih

Set 1 of 1

SENTENCES

Write aii and aih as you hear them.

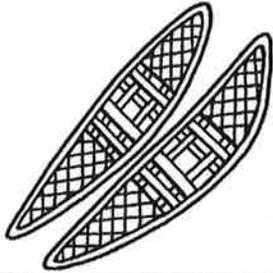
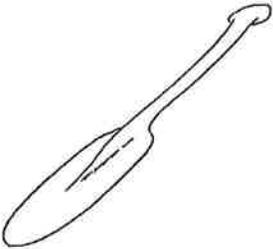
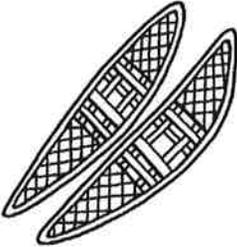
1. Dinjii aih choo altsàih.
The man made a big snowshoe.
2. Daii hee daih gòonliih.
There are lots of grouse in the springtime.
3. Aii taa'aih hq̄'àh.
Give me the paddle.
4. Nìlii gaii leii ii'àl'.
I ate lots of dry meat.
5. Tr'ìinjòò tsaih hàh aih dì'èh.
The woman is painting the snowshoe with ochre.
6. Taih kak aih hàh niinzhìh.
He went on the hill with a snowshoe.
7. Daazraii neekaii nah'ìn.
He saw two swans.
8. Daii hee daadzaii gòonliih.
There are lots of loons in the springtime.
9. Nich'it naagaii digài niindhàn.
The girl wants white beads.
10. Aii daih jìtk'èh.
He shot that grouse.

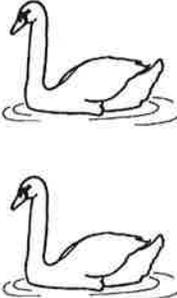
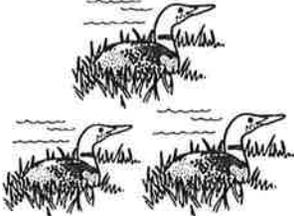
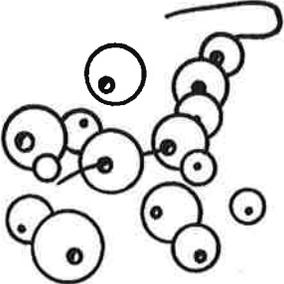
aii and aih

Set 1 of 1

PICTURES

Write aii and aih as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

eii and eih

Set 1 of 1

EXAMPLES

Examples of eii

1. łuk leii *lots of fish*
2. vicheii *her grandchild*
3. ejeii *it's scary*

Examples of eih

1. sheih *gravel*
2. leih kat *lots of them*
3. gwiinzhèih *he/she is wise*

eii and eih

Set 1 of 1

SENTENCES

Write eii and eih as you hear them.

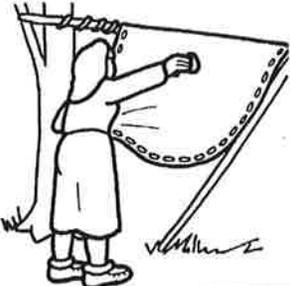
1. Leih kat shìh zheii ga'àh.
Lots of them are eating fresh meat.
2. Sheih kak didich'eii jìk'ìn.
He/she lit dry branches on gravel.
3. Chyaa diik'ee zheii hàh dats'an leii ijghàn.
The boy killed lots of ducks with a shotgun.
4. Vicheii yeenjit adhòh ahshih.
Her granddaughter is scraping the hide for her.
5. Aii tr'iinin oodhìch'eih ts'àt gwiinzhèih.
The child listened and is very wise.
6. Daagoo jak zheii aajàh.
The ptarmigan is eating fresh berries.
7. Jùk shin jak leii nanìlzhèih.
Lots of berries grew this summer.
8. Leih kat sheih kak nagahdadàł.
Lots of them are walking around on the sand.
9. Ezhìk hee dinjii zeh gwadhòh nìgah'èh.
Lots of people had tents set there.
10. Aii didich'eii shu' ahtr'aih zhìt najàhk'ìh.
He/she couldn't light up the dry branches in the wind.

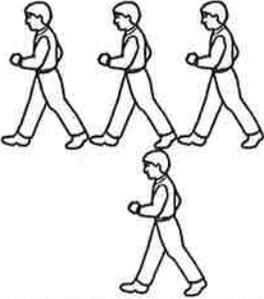
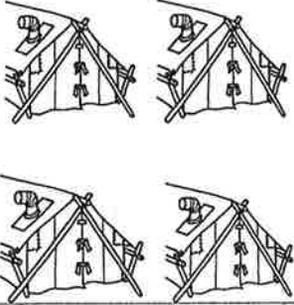
eii and eih

Set 1 of 1

PICTURES

Write *eii* and *eih* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ii and i'

Set 1 of 1

EXAMPLES

Examples of ii

1. ii'àl' *I ate*
2. ìitsii *stove*
3. chii *rock*

Examples of i'

1. shiti' *my father*
2. vichi' *his/her head*
3. shinli' *my hand*

ii and i'

Set 1 of 1

SENTENCES

Write ii and i' as you hear them.

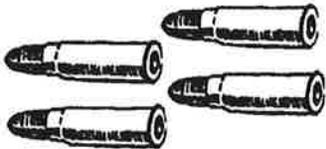
1. Shitsii vinli' gwiintl'òh alts'ik.
My grandfather's hand is really sore.
2. Shijàa nìlii gaii chan ts'àt ichì' shits'an altsàih.
My friend gave me dried meat and caribou head.
3. Aii dinjii diik'ee chì' leii di'in.
The man has lots of gun shells.
4. Tr'iinin dlak chì' hàh tsìid'i'in.
The child is playing with a squirrel's tail.
5. Tsiik'it danh luk chì' nìnjì'àih.
He put the fish head at the cache.
6. Ìitsiidà'al hàh shehfi' k'e'niit'ùh.
I cut my pants up with scissors.
7. Shitsii ts'eet'at chì' najàhk'ih.
My grandfather is lighting up his pipe.
8. Tr'iinin chehstì' nah'ì'.
The child saw a water beetle.
9. Shitii neezhi' jìlk'èh.
My uncle shot a year old beaver.
10. Shanaghan tth'aih viyinjì' nizìh.
The old lady's mind is still good.

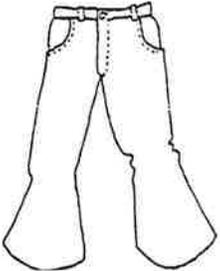
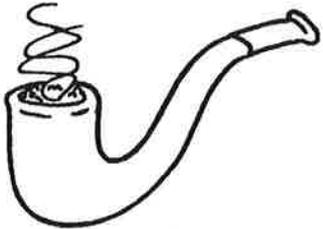
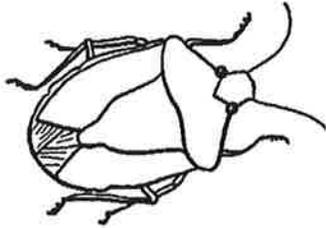
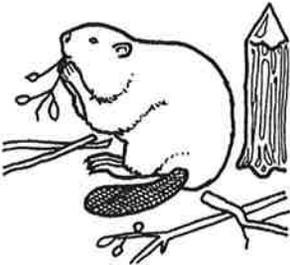
ii and i'

Set 1 of 1

PICTURES

Write *ii* and *i'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

uu and u'

Set 1 of 1

EXAMPLES

Examples of uu

- | | |
|---------|---------------|
| 1. tuu | <i>ice</i> |
| 2. chuu | <i>water</i> |
| 3. njuu | <i>island</i> |

Examples of u'

- | | |
|----------------|---------------------------------------------|
| 1. tth'an chù' | <i>bone broth</i> |
| 2. icheezhù' | <i>lacy fat</i> |
| 3. anangyù' | <i>larvae under the skin
of caribou</i> |

uu and u'

Set 1 of 1

SENTENCES

Write uu and u' as you hear them.

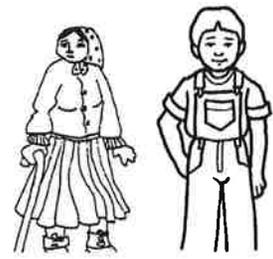
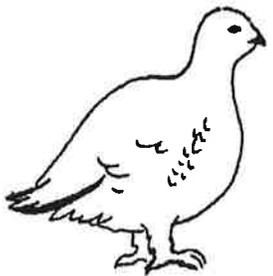
1. Shanaghan shìh chù' daatsìh.
The old woman is making broth for herself.
2. Dinjii icheezhù' chù' dinìh.
The man is drinking broth from the lacy fat.
3. Njuu kat danh eneelu' gòonlìh.
There is lots of little fish at the island.
4. Chyaa łuu drinh chyàh.
The boy is chopping clear ice.
5. Aii nèhtrùh tth'an chù' eedinì'.
The wolverine drank bone broth.
6. Aii ditsuu shu' kàntìh.
He can't find his grandmother.
7. Nich'it akòodidiinù' tl'ee shu' gijkhìh.
After saying that, the girl was unable to speak.
8. Nich'it dizhuu nits'ù' hàh t'ah'ìh.
The girl couldn't stop kissing her son.
9. Tr'iinin shu' łuu tanh hàh handàk.
The child can't pull the frozen ice.
10. Nich'it shu' daagoo zhuu àhchìt.
The girl can't catch the young ptarmigan.

uu and u'

Set 1 of 1

PICTURES

Write *uu* and *u'* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

ee and e'

Set 1 of 1

EXAMPLES

Examples of ee

1. yeedee *up there*
2. neegoo *fox*
3. sheenjit *for me*

Examples of e'

1. giihè' *I have spoken*
2. ye'èndee *way back there*
3. nik'iighe' *because of you*

ee and e'

Set 1 of 1

SENTENCES

Write ee and e' as you hear them.

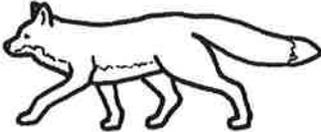
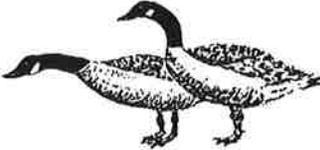
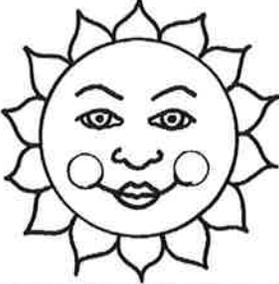
1. Dinjii ye'èenoo needikàh.
The man is paddling back down.
2. Tr'iinin neegoo ąhdròh.
The child caught a fox.
3. Tr'iinjòo neekat kheh jìth'ák.
The woman heard the geese twice.
4. Drin sreedhàa zhìt chìitaii nè'daa'ít.
It was dripping outside in the sun's heat all day.
5. Tsèe gii khè'ts'át ahàh.
The young beaver is walking slowly.
6. Nich'it tsèe ts'eh nìjàa'ài.
The girl is wearing a beaver hat.
7. K'eedai' dizheh gine'dìniintin.
He/she re-opened his/her house yesterday.
8. Nich'it tsal ge'tr'oonahatan zheh gwats'át ahàh.
The little girl is walking to the school house.
9. Zhik vadzaih vaghè' goonlii.
That caribou has long hair.
10. Dinjii edìnehtl'eh kak neejii dinùutl'òh.
The man drew an ant on the paper.

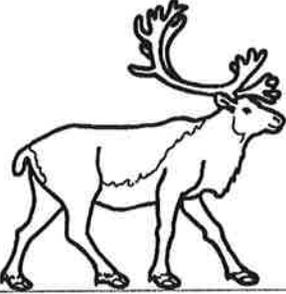
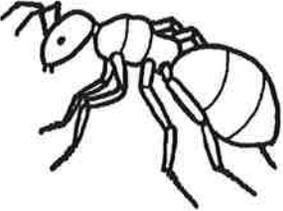
ee and e'

Set 1 of 1

PICTURES

Write *ee* and *e'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

oo and o'

Set 1 of 1

EXAMPLES

Examples of **oo**

- | | |
|---------|--------------|
| 1. troo | <i>wood</i> |
| 2. too | <i>night</i> |
| 3. khòo | <i>raft</i> |

Examples of **o'**

- | | |
|----------|------------------|
| 1. aghò' | <i>tooth</i> |
| 2. akò' | <i>now!</i> |
| 3. srò' | <i>don't let</i> |

oo and o'

Set 1 of 1

SENTENCES

Write oo and o' as you hear them.

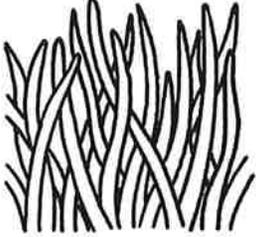
1. Dinjii troo hàh dhà'aih.
The man is working with wood.
2. Aii nighò' srò'.
Watch your tooth.
3. Aii tl'oo khànìt'ih.
Cut the grass.
4. Tr'iinin tsuk tsoo valdrò' niindhàn.
The child wants to catch a brown marten.
5. Gwiintl'òh too vighò' ahts'ik.
His/her tooth was really aching during the night.
6. Daatsoo adhòh kak vigwint'ih.
The mouse is fooling around on the skin.
7. Chyaa vatr'oo alts'ik ts'àt veenjìt gwiinzù'.
The boy's kidney is sore and he is feeling bad.
8. Shih tsoo choo na'ìn'.
I saw a big brown grizzly bear.
9. Dinjii ts'iighò' hàh troo kak gwahts'ih.
The man is carving the wood with a flat headed chisel.
10. Shanaghan gwiintl'òh avaldzò' niindhàn.
The old lady really wanted to dance.

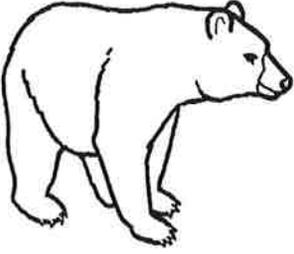
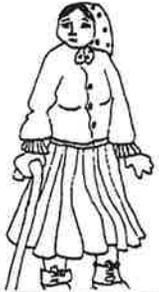
oo and o'

Set 1 of 1

PICTURES

Write oo and o' as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

aa and a'

Set 1 of 1

EXAMPLES

Examples of aa

1. aachin *stranger*
2. naagaii *beads*
3. tthaa *ground squirrel*

Examples of a'

1. dha'aii *it lies there*
2. va'alt'aih *ring around the sun*
3. vih'à' *I want to eat it*

aa and a'

Set 1 of 1

SENTENCES

Write aa and a' as you hear them.

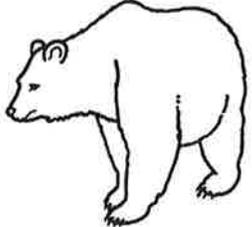
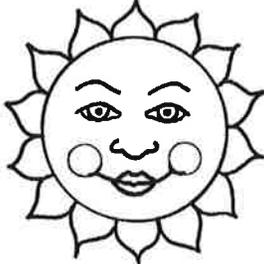
1. Dinjii gi'tà'àk goozhik k'anadik.
The man came back at sunrise.
2. Aadrii nùu aachin kat k'agido'òh.
The strangers came in the moonlight.
3. Yèezhit tyah dha'aai zhìt nè'daa'ìl.
It is dripping into the pail that is lying there.
4. Aii srii va'alt'aih dàì' t'at gwehnèek'òh.
It is going to be cold when there is a ring around the sun.
5. Aii shih da'an gwizhijzhìh.
The grizzly went into his den.
6. Nìhkàa jì' aii dinjii va'òk zhìt chihvyàh chìnahchùh.
Tomorrow, set net in the man's eddy.
7. Dinjii da'at hàh atr'aadzoo gwits'àt chùuzhìh.
The man went to the dance with his wife.
8. Sreedhàa zhìt zhoh hàh nè'daa'ìl.
In the sun's heat the snow is dripping.
9. Tthaa khaii da'an zhìt dhidìh.
In the winter the gopher sits in his den.
10. Aii nìlii gaii vùidà'à' nùidàdhàn.
We wish to eat that dry meat.

aa and a'

Set 1 of 1

PICTURES

Write aa and a' as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

aii and ai'

Set 1 of 1

EXAMPLES

Examples of aii

1. ɬaii *dog*
2. daii *spring time (break-up of ice)*
3. taii *trail*

Examples of ai'

1. d'ai' *that time*
2. vak'ai' *his/her foot*
3. k'eedai' *yesterday*

aii and ai'

Set 1 of 1

SENTENCES

Write aii and ai' as you hear them.

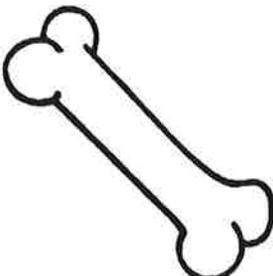
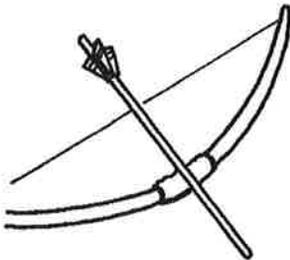
1. Dinjii daii d'ài' hee chùuzhìh.
The man left during break up.
2. Dinjii khèhk'ài' gwiinzii gijhè'.
3. Shanaghan tth'an gh'ài' òonjìk.
The old lady took some bone grease.
4. Dinjii łaii nahanzhok ts'at vik'ài' egwidiinjìk.
The man hurt his feet driving dogs.
5. Aii alt'ài' hq'q'ah.
Give me the bow.
6. Khałt'ài' leii needilìt.
He dragged back lots of mountain fish.
7. Chyaa drijahts'ài' goozhik ddhah kat nìdhìzhìh.
The boy went up on the mountain while it was stormy.
8. Shitsii łaii di'ìh.
My grandfather has a dog.
9. Taii gehghee jak leii nał'ìn.
I see lots of berries beside the trail.
10. Dinjii k'eedai' d'inehtl'eh t'ài' k'eejit ooviink'at.
Yesterday the man bought a new pencil.

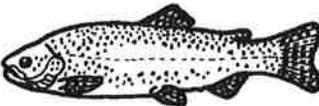
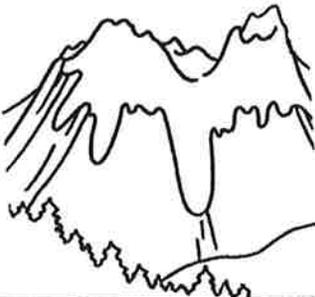
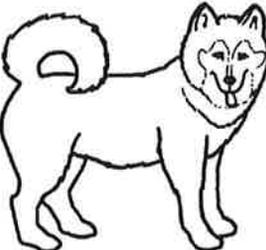
aii and ai'

Set 1 of 1

PICTURES

Write *aii* and *ai'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ii and ii'

Set 1 of 1

EXAMPLES

Examples of ii

- | | | |
|----|--------|---------------|
| 1. | ḷidlii | <i>key</i> |
| 2. | chii | <i>rock</i> |
| 3. | dhivii | <i>weasel</i> |

Examples of ii'

- | | | |
|----|------------|----------------------|
| 1. | shidzìi' | <i>my inner ear</i> |
| 2. | vidrìi' | <i>his/her heart</i> |
| 3. | shidinjìi' | <i>my husband</i> |

ii and ii'

Set 1 of 1

SENTENCES

Write ii and ii' as you hear them.

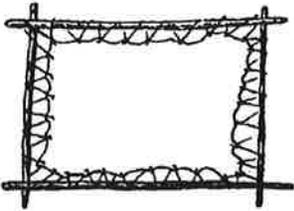
1. Tr'injòò vigii vidzìi gwàlts'ìk.
The lady's child has a sore ear.
2. Shitsii edrìi jùhfih.
My grandfather likes heart.
3. Aii shi'aaìi nitii vintl'ànyahchùh.
Give my tanned skin to your uncle.
4. Dinjii vidhìk'ìi łaii yì'ài.
The dog ate the man's trout.
5. Shitsii shizrìi hqò'àh shàhnùh.
My grandfather told me to give him his knife.
6. Dinjii shinleet'ìi gwàlts'ìk nikhwàhnùh.
The man told us that the back of his hand is sore.
7. Aii dhivii vint'ìi gweedhalkhàh.
I hit the back of the weasel.
8. Aii neeìi chii kak needyàh.
The ant is walking on the rocks again.
9. Aii nìlii aak'ìi tthài' t'iinch'ùh.
That meat is the flesh of a cow.
10. Shinaghan ethit'ìi ch'ìi nah'in.
The old lady sees a thread.

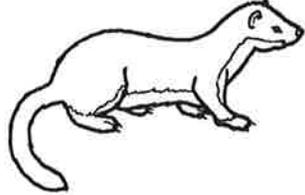
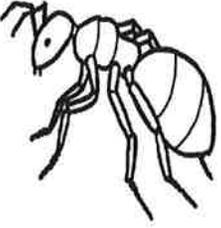
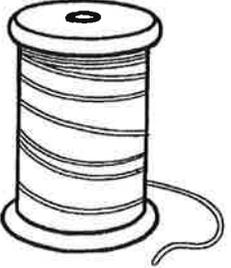
ii and ii'

Set 1 of 1

PICTURES

Write *ii* and *ii'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

uu and ùu'

Set 1 of 1

EXAMPLES

Examples of uu

1. chuu *water*
2. njuu *island*
3. łuu *ice*

Examples of ùu'

1. shich'ùu' *my veins*
2. łùh tr'ùu' *sandbar*
3. shijùu' *my younger sister*

uu and ùu'

Set 1 of 1

SENTENCES

Write **uu** and **ùu'** as you hear them.

1. Aii lìidii chuu tyah zhìt shintl'ànikàih.
Give me tea in the cup.
2. Łuu kak zhoh chùu gòonlìh.
There is lots of soft snow on the ice.
3. Aii ts'ìivii neech'ùu hàh chuu altsàih.
He/she made juice from the bark of the tree.
4. Shuu vitsùu egwidiinjìk.
My nephew hurt his leg muscle.
5. Shijùu chuu kàhèh.
My younger sister went for water.
6. Daagoo zhuu shehveetr'ùu kak nahadìk.
The young ptarmigan is walking on the treeless hill.
7. Shitsuu ts'iigyùu kàhèh.
My granny went for rhubarb.
8. Aii egyùu chuu zhìt nìnjàh.
Throw the scales into the water.
9. Shuu dzhii chùu nahtsìh.
My niece is picking bird feathers.
10. Veedèenuu lùh tr'ùu kak needyàh.
Her son-in-law is walking back on the sandbar.

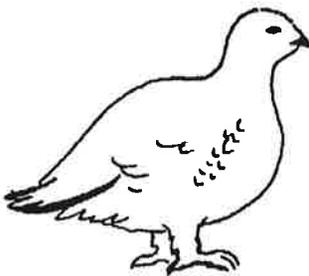
uu and ùu'

Set 1 of 1

PICTURES

Write uu and ùu' as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ee and èe'

Set 1 of 1

EXAMPLES

Examples of **ee**

1. chee *under the water*
2. t'ee *after*
3. deek'it *bed*

Examples of **èe'**

1. vindèe' *his eye*
2. tsèe' *beaver*
3. shidzèe' *my ear*

ee and èè'

Set 1 of 1

SENTENCES

Write ee and èè' as you hear them.

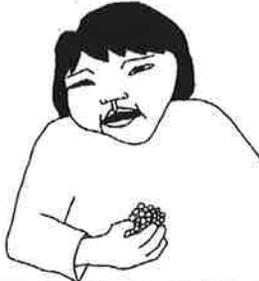
1. Aii tsèè dzèè dadiniit'ùh.
I cut off the beaver ear.
2. Neegoo shigèè òonjik.
The fox took my rabbit.
3. Aii vadzaih vidrìi chan ts'àt vindèè ii'àl'.
I ate the caribou's heart and the eyes.
4. Nee'uu dintl'èè zhìt oontàn'.
He/she is holding red currants in the palm of his/her hand.
5. Tr'iinin vidzèè gwàts'ík ts'àt trèh.
The child is crying because he has a sore ear.
6. Teevee gwà'àn shichihthèè nahadik.
My mink is walking around the shore.
7. Aii eneedzit shinanùht'èè nah'in.
The bee sees my butterfly.
8. Dinjii videevàa chan ts'àt vigèè gwàts'ík.
The man's lips and under his arms is sore.
9. Vihsaiivee vindèè nal'ih.
I see the snowy owl's eyes.
10. Tr'iinin divi'iidzèè eenjit trèh.
The child is crying for his great horned owl.

ee and èè'

Set 1 of 1

PICTURES

Write *ee* and *èè'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

oo and òò'

Set 1 of 1

EXAMPLES

Examples of oo

- | | | |
|----|-------|-------------------|
| 1. | t'oo | <i>cottonwood</i> |
| 2. | tl'oo | <i>grass</i> |
| 3. | tsoo | <i>yellow</i> |

Examples of òò'

- | | | |
|----|------------|-----------------------------|
| 1. | khòò' | <i>raft</i> |
| 2. | vikaiigòò' | <i>between his/her toes</i> |
| 3. | tr`iinjòò' | <i>woman</i> |

oo and òò'

Set 1 of 1

SENTENCES

Write *oo* and *òò'* as you hear them.

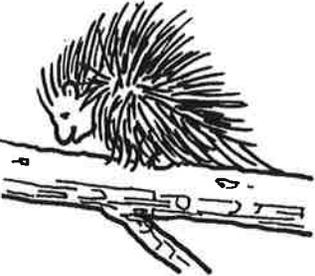
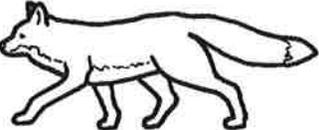
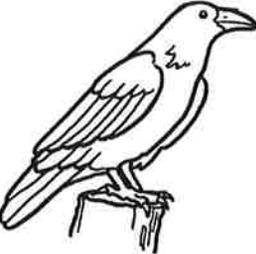
1. Too goozhik aat'òò kanadìh.
He went for birch at night.
2. Shitr'òò troo hàh egwidiinjìk.
I hurt my leg (calf) with wood.
3. Thoo'àa kak ts'it ch'òò najùunjàh.
He/she spilled porcupine quills on the branches.
4. Neegoo khòò kak dhidìh.
The fox is sitting on the raft.
5. Troo kak tsìlch'ùu dadhidìh.
The black bird is sitting on the wood.
6. Oonjit aghòò vir àh.
The whiteman is eating boiled eggs.
7. Dazhoo tsoo vidhòh shin hee nizìh.
The young bull has a nice skin in the summer.
8. Aii oonjit tr'ìk shi'edzìi gwàchòò òonjìk.
The white lady took my thimble.
9. Dèeddhoo hàh sha'adhòò' hàh dhii'àih.
I am working with skin with my scraper.
10. Dinjii gwiintl'òh dhikoh ts'àt vitl'eekòò' alts'ìk.
The man coughed so hard that his neck gland is sore.

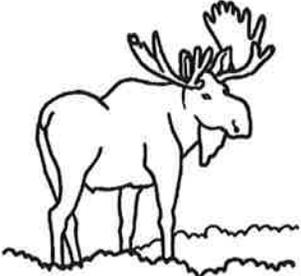
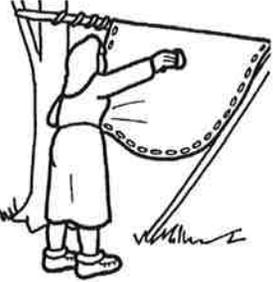
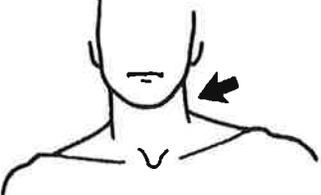
oo and òò'

Set 1 of 1

PICTURES

Write *oo* and *òò'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

aa and àa'

Set 1 of 1

EXAMPLES

Examples of aa

1. aachin *stranger*
2. aat'oo *birch*
3. shaa *my brother-in-law*

Examples of àa'

1. vadàa' *his blood*
2. nìn' dàa' *red moss*
3. nitl'yàa' *your rope*

aa and àa'

Set 1 of 1

SENTENCES

Write aa and àa' as you hear them.

1. Nanùhdyaa nìn'dàa kak vigòonlìh.
There are lots of bog berries on the red moss.
2. Tyà'aa vitshyàa kat niinzhùk gahaljìh.
My father's men are gone a long time.
3. Shaa vidhòoghwaà alts'ìk.
My brother-in-law's leg bone is sore.
4. Shinjàa shivikak ii'àa kak ii'àl'.
I ate my lunch on my table.
5. Aii dachaavał shitl'yàa hàh naiishilìl.
I pulled back the toboggan with my rope.
6. Shi'eveedzàa jidìi dagàii nìlìh.
My mushrooms are white.
7. Tr'iinin aakoo ts'àt vìhchyàa alts'ìk.
The child coughed and his larynx is sore.
8. Daa'aii hàh shitl'yàa k'eeniit'ùu.
I cut my rope with the axe.
9. Vidàa gwiintl'òh daa'ìl.
Her blood is really dripping.
10. Shigidiniivyàa tì'yah hàh dadhałchòh.
I tied my door with a rope.

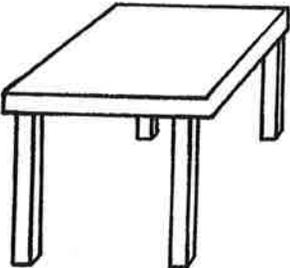
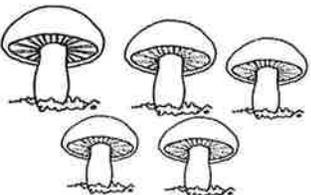
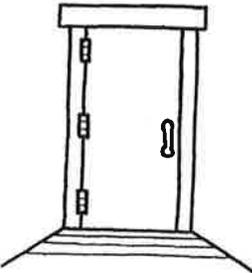
aa and ah

Set 1 of 1

PICTURES



Write *aa* and *ah* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

aii and àii'

Set 1 of 1

EXAMPLES

Examples of aii

1. daii *break-up*
2. taii *trail*
3. łaii *dog*

Examples of àii'

1. soogàii' *sugar*
2. vat'àii' *his/her strength*
3. k'àii' *willow*

aii and àii'

Set 1 of 1

SENTENCES

Write aii and àii' as you hear them.

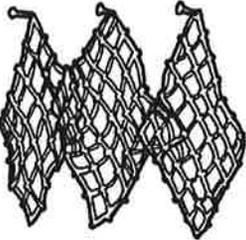
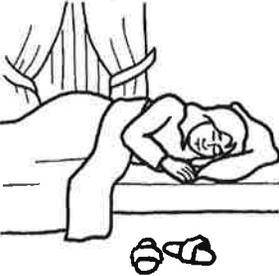
1. Sheek'aii vikaiigàii niinjùh.
My auntie's toe nail is long.
2. Vizhuu vichìighàii gòonlìh.
Her son has lots of brains.
3. Aii nìlìi gaii hq̄q'àh.
Give me the dry meat.
4. Daii guuzhik oodeeghài' hàh chihvyàa ahtsìh.
He is making a net from roots during break-up.
5. Shits'àt dagàiì zhìt sheek'aii dhichìh.
My auntie is sleeping in my white blanket.
6. Shidaa'àii hàh vihshraii gwihdaiizhìh.
I went down the river bank with my axe.
7. Aii dàii daadzaii hàh nìgwìi'àiìh.
That blackfly is bothering the loon.
8. Khaii goozhik shik'àii nùnùnìh.
All my willow was gone by winter.
9. Eneekaii ts'alàiì k'eehatthàk.
The Eskimo is chasing the arctic tern.
10. Chìitaii gwitr'it t'igwil'in danh shit'àii gòodlìt.
I became strong working outdoors.

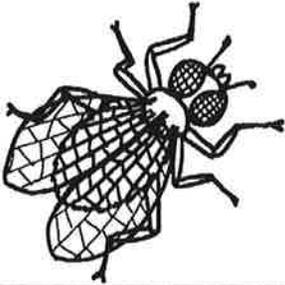
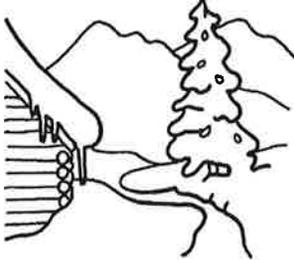
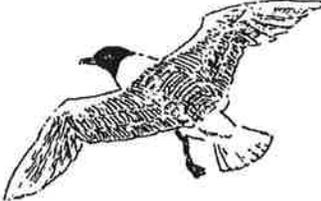
aii and àii'

Set 1 of 1

PICTURES

Write *aii* and *àii'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ih and i'

Set 1 of 1

EXAMPLES

Examples of ih

1. shih *grizzly bear*
2. dzìh *gum*
3. nìlii lih *fresh meat*

Examples of i'

1. vichì' *his/her head*
2. vitì' *his/her father*
3. ninlì' *your hand*

ih and i'

Set 1 of 1

SENTENCES

Write *ih* and *i'* as you hear them.

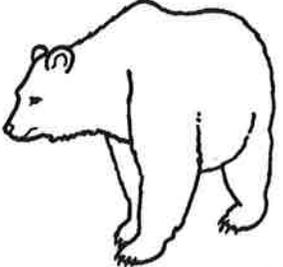
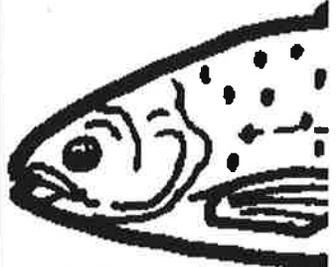
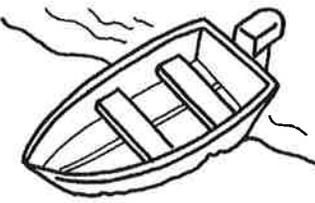
1. Shih vichì' ii'àl'.
I ate the grizzly's head.
2. Vinî' choo ni'îh.
I see his/her big hand.
3. Shitì' nichìh àh.
My father is eating rosehips.
4. Shichih łuk chì' kwaa gwàłtsàih.
He/she finished all the fish head before me.
5. Shoondèe tr'ih chì' dhidìh.
My older brother is sitting at the head of the boat.
6. Yeedì' han chùuzhìh.
He went downriver.
7. Tr'iinin chehtsì' nah'îh.
The child sees a beetle.
8. Shitlih vîhdî' alts'îk.
My friend's chin is sore.
9. Vichi' uu'àn chùuzhìh.
His daughter went over.
10. Shidinjî' aii dinjii vichi' ùunjîk.
My son married the man's daughter.

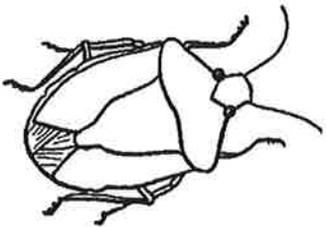
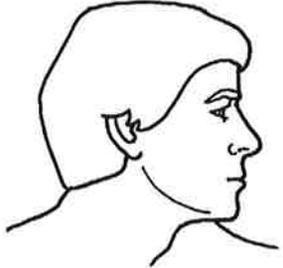
ih and i'

Set 1 of 1

PICTURES

Write *ih* and *i'* as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

uh and u'

Set 1 of 1

EXAMPLES

Examples of uh

1. tùh *dust, flour*
2. chuh *pillow*
3. truh *otter*

Examples of u'

1. tth'an chù' *bone broth*
2. icheezhù' *lacy fat*
3. anangyù' *larva under the skin of caribou*

uh and u'

Set 1 of 1

SENTENCES

Write **uh** and **u'** as you hear them.

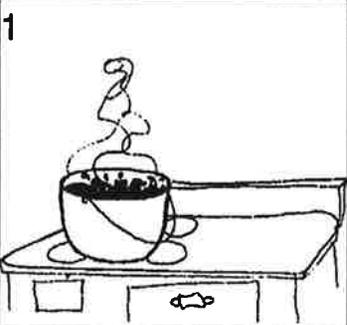
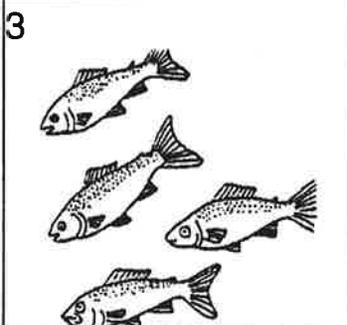
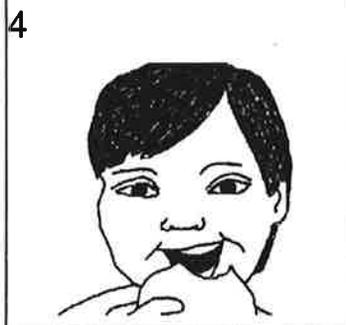
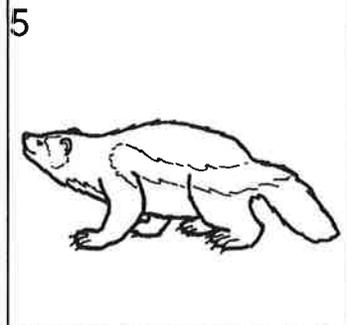
1. Shanaghan shìh chù' daatsìh.
The old woman is making broth for herself.
2. Dinjii icheezhù' ch'ùh àh.
The man is eating fried lacy fat.
3. Njuh Nidj'ee danh eneelu' gòolìh.
There is lots of little fish at Lobstick.
4. Chyaa lùh ch'ùh lu' jì'àl'.
The boy ate the hard bannock.
5. Aii nèhtrùh tth'an chù' eedinì'.
The wolverine drank broth.
6. Aii tsùh shu' k'e'ahjìh.
He can't wipe off the rust.
7. Nich'it akòodidiinù' t'ee shu' gijkhìh.
After the girl said that, she couldn't talk.
8. Nich'it dizhuu nits'ù' hàh t'ah'ìh.
The girl couldn't stop kissing her child.
9. Tr'iinin shu' lùh tanh hàh hindàk.
The child can't pull the frozen mud.
10. Nich'it ditì' ju' àhnùh.
The girl told her father to look.

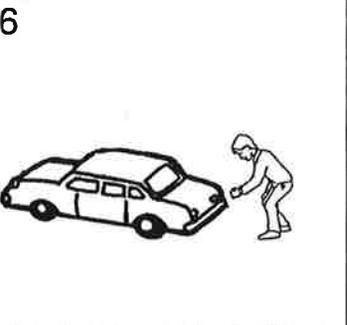
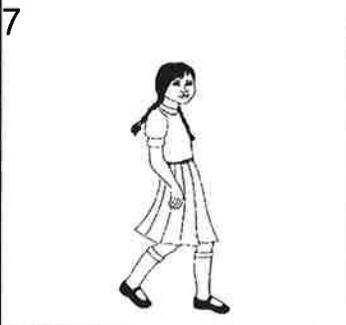
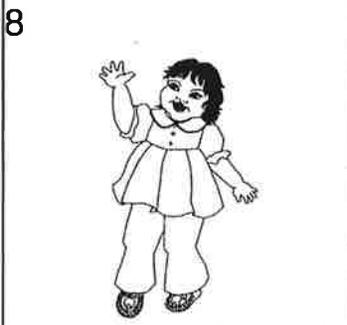
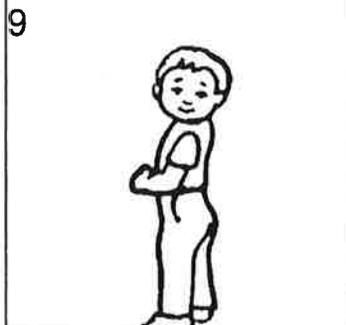
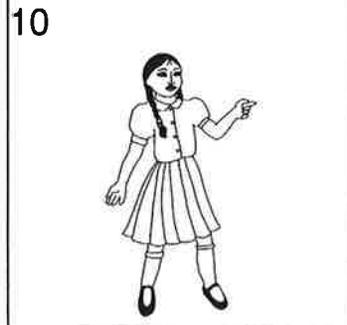
uh and u'

Set 1 of 1

PICTURES

Write *uh* and *u'* as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

eh and e'

Set 1 of 1

EXAMPLES

Examples of eh

1. kheh *goose*
2. geh *rabbit*
3. zheh *house*

Examples of e'

1. giihè' *I have spoken*
2. ye'èendee *way back there*
3. nè'à'àk *sunset*

eh and e'

Set 1 of 1

SENTENCES

Write eh and e' as you hear them.

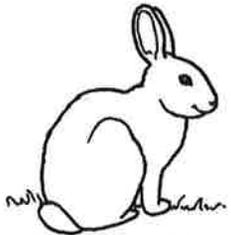
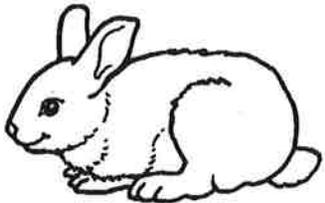
1. Dinjii ye'èenoo needikàh.
The man is paddling back down.
2. Tr'iinin geh dhilàì'.
The child snared a rabbit.
3. Tr'ìnjòò nè'è'àk tl'ee kheh jìtth'àk.
After sunset the woman heard the geese.
4. Drin chìitaii nè'daa'ìl.
It is dripping outside in the daytime.
5. Geh khè' ts'àt ahàh.
The rabbit is walking slowly.
6. Nich'it gehts'eh nìjàa'àiìh.
The girl is wearing a rabbit hat.
7. K'eedai' gehnoo zeh gwats'àt chùuzhìh.
She went to town the day before yesterday.
8. Nich'it tsal ge'tr'oonahntan zeh gwats'àt aagàl.
The little girl is running to the school house.
9. Aii vizhìt chuu e'ìichii hq̄q'ah.
Give me the dipper.
10. Dinjii edìnehtl'eh kak kheh dinùutl'òh.
The man drew geese on the paper.

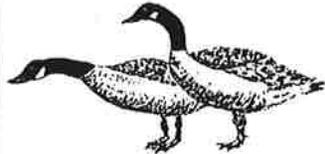
eh and e'

Set 1 of 1

PICTURES

Write *eh* and *e'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

oh and o'

Set 1 of 1

EXAMPLES

Examples of oh

1. dohsroo *rag, dish towel*
2. adhòh *skin*
3. k'oh *cloud*

Examples of o'

1. aghò' *tooth*
2. akò' *now*
3. srò' *don't let*

oh and o'

Set 1 of 1

SENTENCES

Write oh and o' as you hear them.

1. Nich'it adhòh hàh dhà'ài.
The girl is working with skin.
2. Aii nighò' srò'.
Watch your tooth.
3. Aii zhòh ninoh'ih srò'.
Don't let the wolf see you.
4. Tr'iinin khoh chii daa'ùh.
The child stepped on the thorn.
5. Gwiintl'òh vighò' alts'ik.
His/her tooth is really sore.
6. Tr'iinin gwiintl'òh zheenaakoh.
The child is coughing lots.
7. Chyaa vits'òh chan ts'àt vinchòh egwidiinjik.
The boy hurt his elbow and thumb.
8. Zheh gwidhòh na'ih.
I see a tent.
9. Dinjii ts'iighò' hàh k'oh t'ih.
The man is cutting the alder with the flat headed chisel.
10. Shanaghan vik'oh chan ts'àt vigìn' alts'ik.
The old lady's neck and arm are sore.

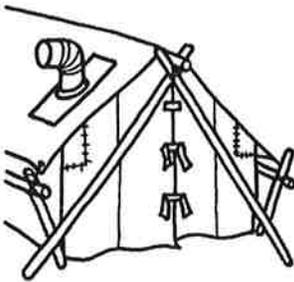
oh and o'

Set 1 of 1

PICTURES

Write *oh* and *o'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ah and a'

Set 1 of 1

EXAMPLES

Examples of **ah**

1. ah *branches*
2. łah *hook*
3. tah *sock*

Examples of **a'**

1. dha'àih *it's lying there*
2. va'an *its den, hole*
3. sha'at *my wife*

ah and a'

Set 1 of 1

SENTENCES

Write ah and a' as you hear them.

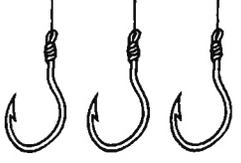
1. Dinjii viłuudzàh vehghee dha'ài.
The man's ice chisel is lying near him.
2. Tr'iinin ǵ'ǵalak leii van kak nah'ih.
The child sees lots of old squaw ducks on the lake.
3. Dinjii łuk tr'a'aadrìn goozhik łah chiinłih.
The man is setting hooks on Friday.
4. Nijùu chan ts'àt nà'aa nyàh nahgahda'òh.
Let your younger sister and mom go with you.
5. Aii khah ezhik dha'ài.
That pack is laying there.
6. Tr'iinjòo gi'ta'ak goozhik łah nanaa'ik.
The woman look at hooks at sunrise.
7. Shilàk Hại' Gwantl'àgwàdà'aii danh k'adik.
My friend came on Thanksgiving day.
8. Jah vakak na'alk'èh.
I shot over the crane.
9. Chyaa tyà'aa shàh gwaandak nùh.
The boy said, "Father, tell me a story."
10. Tr'iinjòo ts'iivii thoo'àh kàdhìzhìh.
The woman went for spruce tree branches.

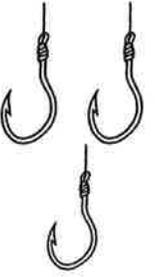
ah and a'

Set 1 of 1

PICTURES

Write *ah* and *a'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Introduction to the Tone Listening Exercises

Gwich'in is a tonal language. This means that in certain words, some syllables always sound lower than the surrounding syllables. Because there are many more syllables that sound high than syllables that sound low, we just write low in Gwich'in by putting an acute accent (`) on a low tone vowel.

Tone is a property of words and parts of words that has to be learned by students, and this is why we have a section to teach students to recognize low tones. This section follows a progression from simple tone patterns to more complex tone patterns. We start with one syllable words, then two-syllable words, and so on, up to multi-syllable sentences.

Tone is not something that can be determined in isolation. It is only perceived when pitch varies between surrounding syllables. For this reason, the tone of a one-syllable word cannot be determined by saying this word all by itself. It must be used in a phrase containing other words with different tones.

In Gwich'in, the simplest way to tell the tone of short words is to use the question word *lèe*, meaning something like, "Is it really ...?" or "Do you really mean ...?", after the word. Since we know for sure that *lèe* has low tone, it is easy to contrast it with the preceding word.

Zhoh lèe. Do you really mean snow?

but

Zhòh lèe. Do you really mean wolf?

When nouns are used for objects possessed by someone, their tone pattern is often affected. We have included tone patterns for some possessed body parts in the two-syllable sets and some tone patterns for possessed objects in the three-syllable sets. A fuller account of possession follows the section on tone patterns.

The last three sets of tone patterns are concerned with verbs. The normal position for the main verb is at the end of the sentence. In this position, in declarative sentences, the last syllable will sound low. To know if this syllable is always low, we have to move the same verb into a subordinate clause far from the end of the sentence. The Listening Exercises in this section illustrate this difference.

aih attsii. I'm making a snowshoe.

but

aih attsii goozhik k'adik. As I was making a snowshoe, he arrived.

When the verb is placed in a subordinate clause, it is often followed by a word acting like a conjunction in English. Some of these small words, such as *-ji'* (if), *-dài'* (when), *-ts'ət* (and then), trigger a phonetic adjustment in the verb. The final long vowel is replaced by a short vowel and an aspiration that we write as an *-h*.

aih attsih ji' shoh hihtyaa. If I'm making a snowshoe I will be happy.

In some cases, when the verb is in its normal place at the end of the sentence, some speakers also replace the long vowel ending the verb with a short vowel and an aspiration. For most speakers, though, this adjustment does not affect the adjustments discussed previously.

aih attsih. I'm making a snowshoe.

tone - one syllable

Set 1 of 3

EXAMPLES

Examples of low tone

- | | | |
|----|-------|---------------|
| 1. | zhòh | <i>wolf</i> |
| 2. | shìh | <i>food</i> |
| 3. | tthàk | <i>fringe</i> |

Examples of high tone

- | | | |
|----|-------|---------------------|
| 1. | zhoh | <i>snow</i> |
| 2. | shih | <i>grizzly bear</i> |
| 3. | tthak | <i>all</i> |

tone - one syllable

Set 1 of 3

SENTENCES, TEACHER'S COPY

Write *low tones* as you hear them.

1. Geh lèè ?
A rabbit ?
2. Tsèè lèè ?
A beaver ?
3. Ts'it lèè ?
A porcupine ?
4. Zhòh lèè ?
A wolf ?
5. Shoh lèè ?
A black bear ?
6. Tsuk lèè ?
A marten ?
7. Łaii lèè ?
A dog ?
8. Trùh lèè ?
An otter ?
9. Dlak lèè ?
A squirrel ?
10. Tthaa lèè ?
A ground squirrel ?

tone - one syllable

Set 1 of 3

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

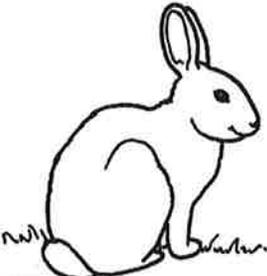
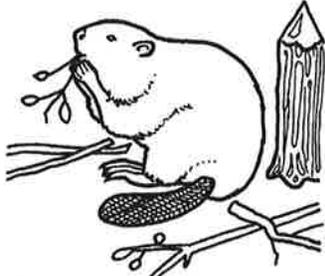
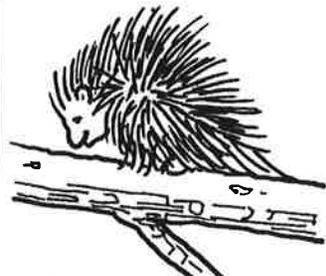
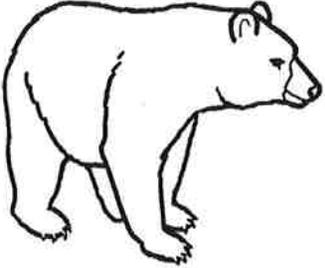
1. Geh lèe ?
A rabbit ?
2. Tsee lèe ?
A beaver ?
3. Ts'it lèe ?
A porcupine ?
4. Zhoh lèe ?
A wolf ?
5. Shoh lèe ?
A black bear ?
6. Tsuk lèe ?
A marten ?
7. Łaii lèe ?
A dog ?
8. Truh lèe ?
An otter ?
9. Dlak lèe ?
A squirrel ?
10. Tthaa lèe ?
A ground squirrel ?

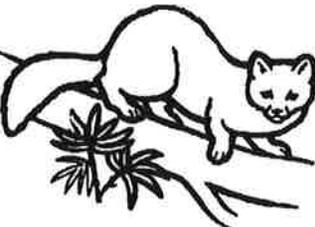
low tone - one syllable

Set 1 of 3

PICTURES

Write **low tones** as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

tone - one syllable

Set 2 of 3

EXAMPLES

Examples of low tone

1. zhòh *wolf*
2. shìh *food*
3. tthàk *fringe*

Examples of high tone

1. zhoh *snow*
2. shih *grizzly bear*
3. tthak *all*

tone - one syllable

Set 2 of 3

SENTENCES, TEACHER'S COPY

Write *low tones* as you hear them.

1. K'i' lèè ?
An arrow ?
2. Khyàh lèè ?
A trap ?
3. Łah lèè ?
A fish hook ?
4. Aih lèè ?
A snowshoe ?
5. Vyàh lèè ?
A big game snare ?
6. Òh lèè ?
A fish trap ?
7. Srii lèè ?
A knife ?
8. Jàł lèè ?
A jiggling rod ?
9. Gyàh lèè ?
A rabbit snare ?
10. Tthał lèè ?
A caribou fence ?

tone - one syllable

Set 2 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

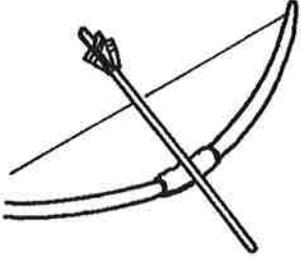
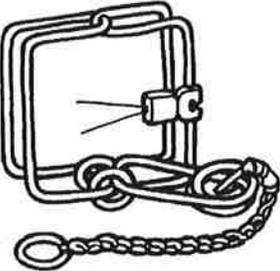
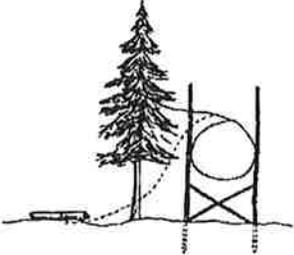
1. K'i' lèe ?
An arrow ?
2. Khyah lèe ?
A trap ?
3. Łah lèe ?
A fish hook ?
4. Aih lèe ?
A snowshoe ?
5. Vyah lèe ?
A big game snare ?
6. Oh lèe ?
A fish trap ?
7. Srii lèe ?
A knife ?
8. Jał lèe ?
A jiggling rod ?
9. Gyah lèe ?
A rabbit snare ?
10. Tthał lèe ?
A caribou fence ?

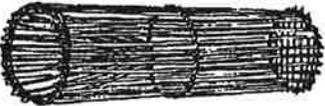
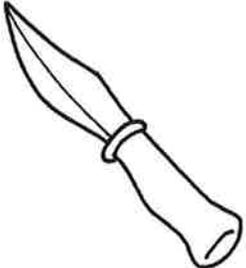
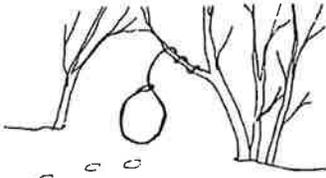
tone - one syllable

Set 2 of 3

PICTURES

Write low tones as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - one syllable

Set 3 of 3

EXAMPLES

Examples of low tone

1. zhòh *wolf*
2. shìh *food*
3. tthàk *fringe*

Examples of high tone

1. zhoh *snow*
2. shih *grizzly bear*
3. tthak *all*

tone - one syllable

Set 3 of 3

SENTENCES, TEACHER'S COPY

Write *low tones* as you hear them.

1. Łuk lèe ?

A fish ?

2. Daih lèe ?

A spruce grouse ?

3. Srùh lèe ?

A robin ?

4. Òk lèe ?

An eddy ?

5. Gyuu lèe ?

A worm ?

6. Dàiì lèe ?

A black fly ?

7. Łuu lèe ?

The ice ?

8. Sà'n' lèe ?

A star ?

9. Sruh lèe ?

A coney ?

10. Łùh lèe ?

The flour ?

tone - one syllable

Set 3 of 3

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

1. Łuk lèe ?

A fish ?

2. Daih lèe ?

A spruce grouse ?

3. Sruh lèe ?

A robin ?

4. Ok lèe ?

An eddy ?

5. Gyuu lèe ?

A worm ?

6. Daii lèe ?

A black fly ?

7. Łuu lèe ?

The ice ?

8. San' lèe ?

A star ?

9. Sruh lèe ?

A coney ?

10. Łuh lèe ?

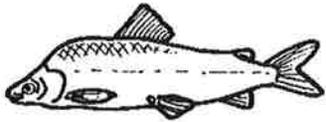
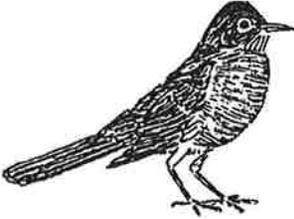
The flour ?

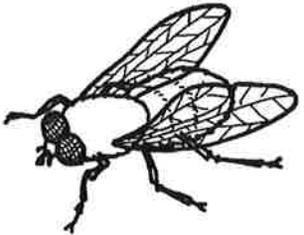
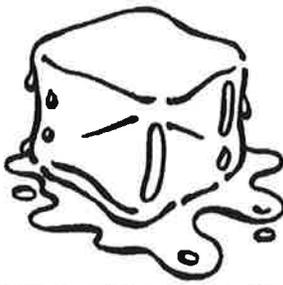
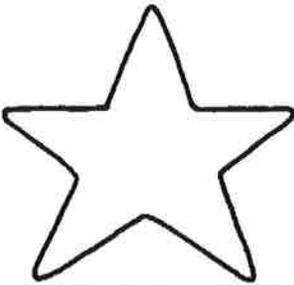
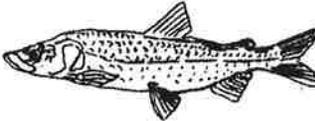
tone - one syllable

Set 3 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - two syllables

Set 1 of 3

EXAMPLES

Examples of low tone

1. at'àn *leaf*
2. ìitsii *metal, stove*
3. dàatlih *soap*

Examples of high tones

1. its'ik *frost*
2. dinjii *people*
3. tr'iinin *child*

tone - two syllables

Set 1 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Dats'an lèe ?
A duck ?
2. Ts'igyàk lèe ?
A chickadee ?
3. Ezhìn lèe ?
A golden eagle ?
4. Ts'àlvìt lèe ?
An arctic loon ?
5. Neet'aìi lèe ?
A mallard duck ?
6. Deech'ùh lèe ?
A brant ?
7. Deetrìn' lèe ?
A raven ?
8. Guugèh lèe ?
A snow goose ?
9. Daagoo lèe ?
A willow ptarmigan ?
10. Daazraii lèe ?
A swan ?

tone - two syllables

Set 1 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

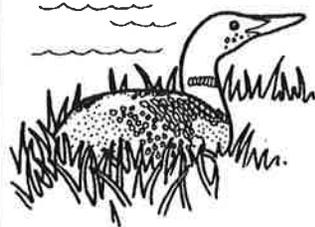
1. Dats'an lèe ?
A duck ?
2. Ts'igyak lèe ?
A chickadee ?
3. Ezhin lèe ?
A golden eagle ?
4. Ts'alvit lèe ?
An arctic loon ?
5. Neet'aii lèe ?
A mallard duck ?
6. Deech'uh lèe ?
A brant ?
7. Deetrin' lèe ?
A raven ?
8. Guugeh lèe ?
A snow goose ?
9. Daagoo lèe ?
A willow ptarmigan ?
10. Daazraii lèe ?
A swan ?

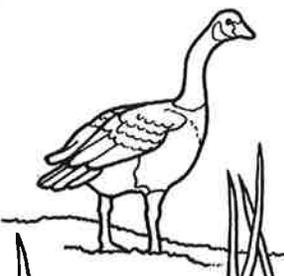
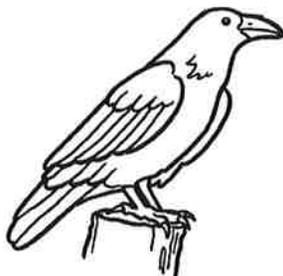
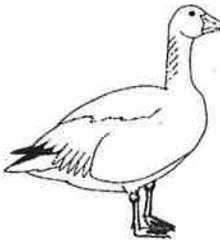
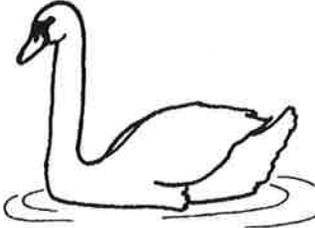
tone - two syllables

Set 1 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - two syllables

Set 2 of 3

EXAMPLES

Examples of **low tone**

1. at'àn *leaf*
2. ìitsii *metal, stove*
3. dàatlìh *soap*

Examples of **high tone**

1. its'ik *frost*
2. dinjii *people*
3. tr'iinin *child*

tone - two syllables

Set 2 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Vazràk lèe ?
Its belly ?
2. Vidzèe lèe ?
Its ear ?
3. Vintsih lèe ?
Its nose ?
4. Vakài' lèe ?
Its foot ?
5. Vichì' lèe ?
Its head ?
6. Vihthh'àn lèe ?
Its jaw ?
7. Vadhàt lèe ?
Its liver ?
8. Vak'oh lèe ?
Its neck ?
9. Vindèe lèe ?
Its eye ?
10. Vaghò' lèe ?
Its teeth ?

tone - two syllables

Set 2 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

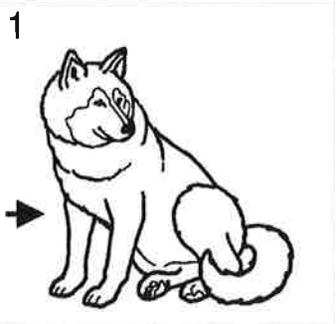
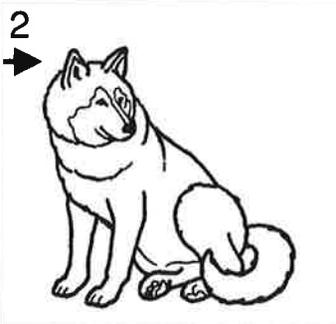
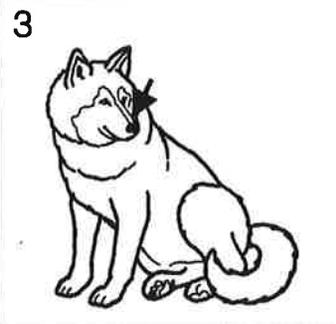
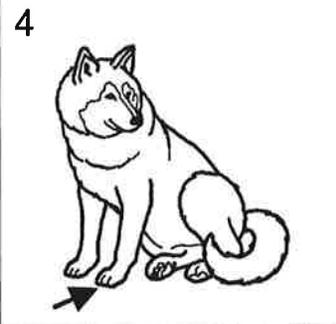
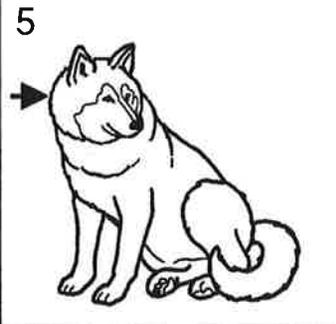
1. Vazrak lèe ?
Its belly ?
2. Vidzee lèe ?
Its ear ?
3. Vintsih lèe ?
Its nose ?
4. Vakai' lèe ?
Its foot ?
5. Vichi' lèe ?
Its head ?
6. Vihth'an lèe ?
Its jaw ?
7. Vadhat lèe ?
Its liver ?
8. Vak'oh lèe ?
Its neck ?
9. Vindee lèe ?
Its eye ?
10. Vagho' lèe ?
Its teeth ?

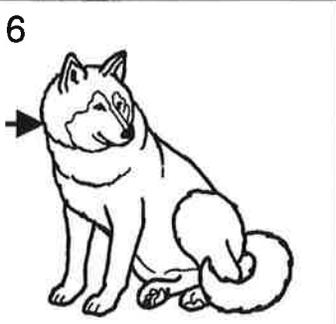
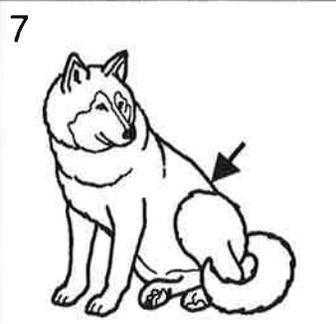
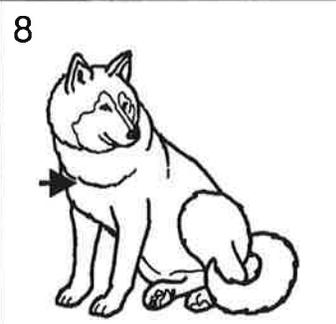
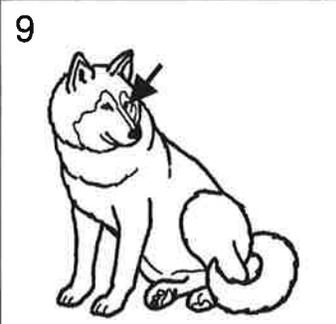
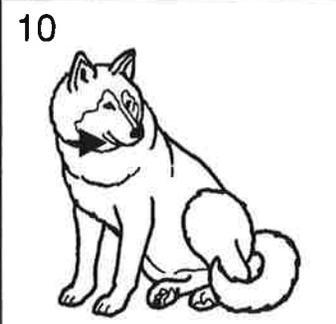
tone - two syllables

Set 2 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - two syllables

Set 3 of 3

EXAMPLES

Examples of low tone

1. at'àn *leaf*
2. ìitsii *metal, stove*
3. dàatlìh *soap*

Examples of high tone

1. its'ik *frost*
2. dinjii *people*
3. tr'iinin *child*

tone - two syllables

Set 3 of 3

SENTENCES, TEACHER'S COPY

Write **low tones** as you hear them.

1. Vadzaih lèe ?
A caribou ?
2. Nèhtrùh lèe ?
A wolverine ?
3. Chihthee lèe ?
A mink ?
4. Chehlùk lèe ?
A ling cod ?
5. Daatsoo lèe ?
A mouse ?
6. Trèeluk lèe ?
A herring ?
7. Niinjii lèe ?
A lynx ?
8. Srijjaa lèe ?
A grayling ?
9. Neegoo lèe ?
A fox ?
10. Nèeghail lèe ?
A frog ?

tone - two syllables

Set 3 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

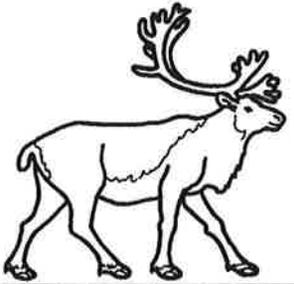
1. Vadzaih lèe ?
A caribou ?
2. Nehtruh lèe ?
A wolverine ?
3. Chihthee lèe ?
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4. Chehluk lèe ?
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6. Treeluk lèe ?
A herring ?
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A fox ?
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A frog ?

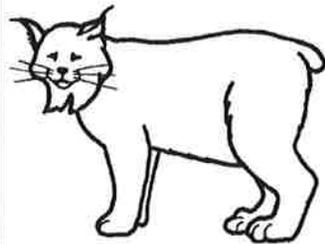
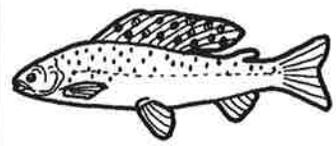
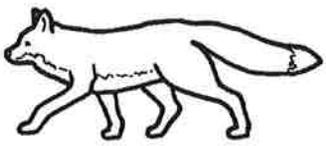
tone - two syllables

Set 3 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - three syllables

Set 1 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Troo shi'ìn.
I have wood.
2. Yàh aadzòh.
He/she is dancing with her/him.
3. Ch'ii gòonlii.
There are lots of mosquitoes.
4. Chyaa chùhtrè'.
The boy started to cry.
5. Tsìidî'ìn.
He/she is playing
6. Tr'àl zhiinzhìh.
He/she went into the bushes.
7. Trih dhandàih.
The roots are tasty.
8. Łuk k'ìn àh.
He/she is eating fish eggs.
9. Chuu dinìh.
She is drinking water.
10. Ègìdlih.
They are singing.

tone - three syllables

Set 1 of 3

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

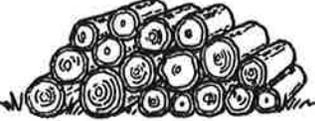
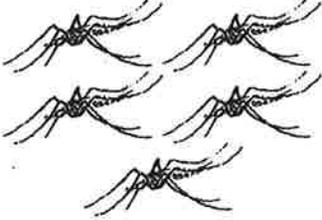
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I have wood.
2. Yah aadzoh.
He/she is dancing with her/him.
3. Ch'ii goonlii.
There are lots of mosquitoes.
4. Chyaa chuhtre'.
The boy started to cry.
5. Tsiidi'in.
He/she is playing
6. Tr'al zhiinzhih.
He/she went into the bushes.
7. Trih dhandaih.
The roots are tasty.
8. Łuk k'in ah.
He/she is eating fish eggs.
9. Chuu dinih.
She is drinking water.
10. Egidlih.
They are singing.

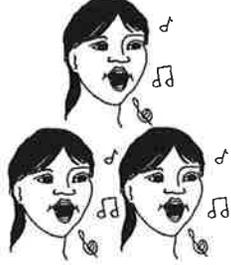
tone - three syllables

Set 1 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - possessed three syllables

Set 2 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. ìitsii lèè ?
A stove ?
2. Shi'ìitsii lèè ?
My stove ?
3. Daa'aii lèè ?
An axe ?
4. Vidaa'àii lèè ?
His axe ?
5. Gwik'ih lèè ?
A file ?
6. Nigwik'ìi lèè ?
Your file ?
7. Deht'ìk lèè ?
A hammer ?
8. Shideht'ìk lèè ?
My hammer ?
9. Dèèdhoo lèè ?
A stone scraper ?
10. Nidèèdhò lèè ?
Your stone scraper ?

tone - possessed three syllables

Set 2 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

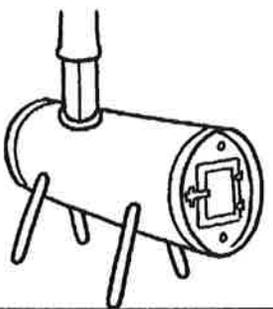
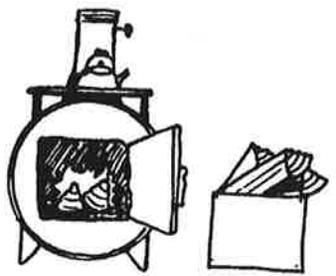
1. litsii lèe ?
A stove ?
2. Shi'iitsii lèe ?
My stove ?
3. Daa'aii lèe ?
An axe ?
4. Vidaa'aii lèe ?
His axe ?
5. Gwik'ih lèe ?
A file ?
6. Nigwik'ii lèe ?
Your file ?
7. Deht'ik lèe ?
A hammer ?
8. Shideht'ik lèe ?
My hammer ?
9. Deedhoo lèe ?
A stone scraper ?
10. Nideedhoo lèe ?
Your stone scraper ?

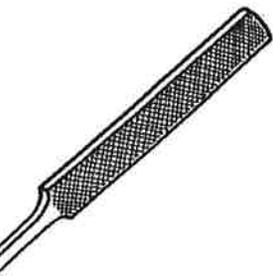
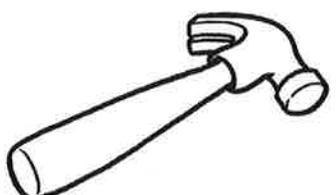
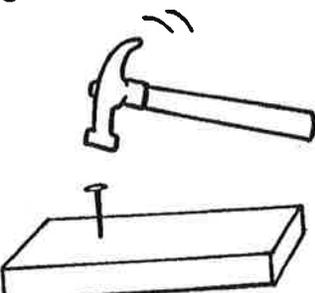
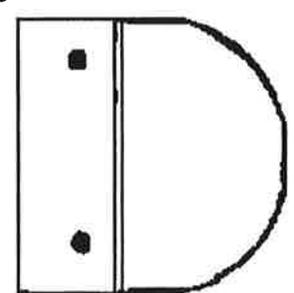
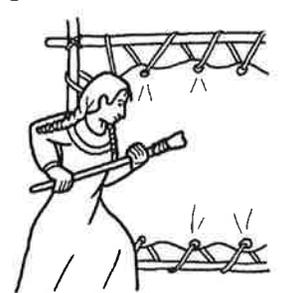
tone - possessed three syllables

Set 2 of 3

PICTURES

Write low tones as you hear them..

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - possessed three syllables

Set 3 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Nèetthah lèe ?
A bone flesher ?
2. Vinèetthàa lèe ?
Her bone flesher ?
3. Chihvyàa lèe ?
A fish net ?
4. Guuchihvyàa lèe ?
Their fish net ?
5. ìizrii lèe ?
A spear ?
6. Shi'ìizrìi lèe ?
My spear ?
7. Diik'ee lèe ?
A gun ?
8. Nidiik'èe lèe ?
Your gun ?
9. Qhtshùu lèe ?
A bag ?
10. Vi'qhtshùu lèe ?
Her bag ?

tone - possessed three syllables

Set 3 of 3

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

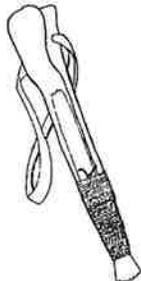
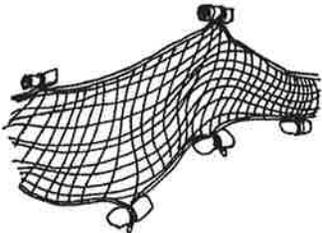
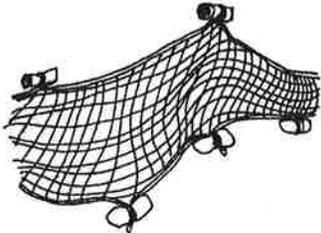
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A bone flesher ?
2. Vineetthaa lèe ?
Her bone flesher ?
3. Chihvyaa lèe ?
A fish net ?
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Their fish net ?
5. Iizrii lèe ?
A spear ?
6. Shi'iizrii lèe ?
My spear ?
7. Diik'ee lèe ?
A gun ?
8. Nidiik'ee lèe ?
Your gun ?
9. Qhtshuu lèe ?
A bag ?
10. Vi'qhtshuu lèe ?
Her bag ?

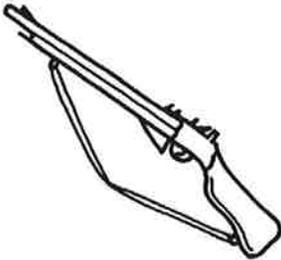
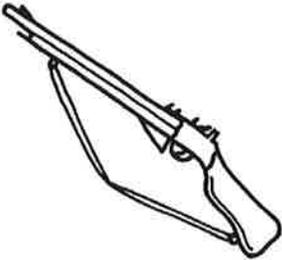
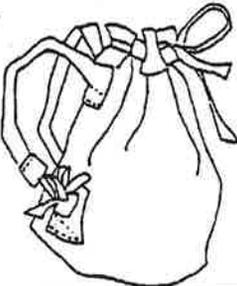
tone - possessed three syllables

Set 3 of 3

PICTURES

Write low tones as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - four syllables

Set 1 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Aii daih jìk'èh.
He/she shot that grouse.
2. Shìh zheii jì'àl.
He/she ate fresh meat.
3. Vitrìl ałts'ìk.
His/her stomach is aching.
4. Chìitaii ahtr'àih.
It is windy outside.
5. Łuk kadi'ìn.
He/she is fishing.
6. Shizhìgwìłts'ìk.
I'm hungry.
7. Łùh ch'ùh na'àh.
Eat bannock.
8. Diik'ee naiintìn.
He/she took the gun down.
9. Gwiintl'òh ąhchìn'.
It did rain lots.
10. Tr'ìinjòo dhidìh.
The woman is sitting.

tone - four syllables

Set 1 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

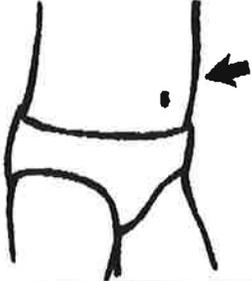
1. Aii daih jik'eh.
He/she shot that grouse.
2. Shih zheii ij'al.
He/she ate fresh meat.
3. Vitril atts'ik.
His/her stomach is aching.
4. Chiitaii ahtr'aih.
It is windy outside.
5. Łuk kadi'in.
He/she is fishing.
6. Shizhigwilts'ik.
I'm hungry.
7. Łuh ch'uh na'ah.
Eat bannock.
8. Diik'ee naiintin.
He/she took the gun down.
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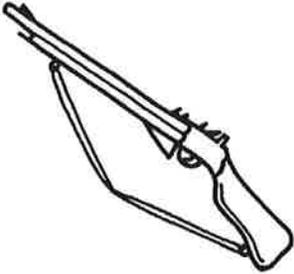
tone - four syllables

Set 1 of 3

PICTURES

Write low tones as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

tone - four syllables

Set 2 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Kaiichàn altsìh.
I'm making moccasins.
2. Tan kak needàh.
He/she is walking back on ice.
3. Chiitai ahshìh.
It is snowing outside.
4. K'e'dànakài'.
I'm sewing.
5. Deetrìn' a'àh.
The raven is eating.
6. Chyaa dàdì'ih ?
What is the boy doing?
7. Tr'àl zhìt gwihch'ìn.
I live in the bush.
8. Gehtee chiindìh !
Go away!
9. Nèeghài na'ìn.
I see a frog.
10. Chyaa zhoh khàgìt.
The boy is shoveling snow.

tone - four syllables

Set 2 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

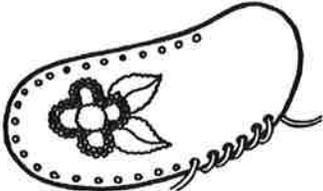
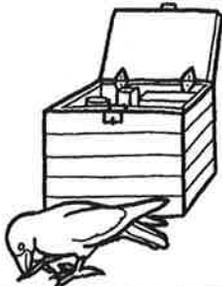
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I'm making moccasins.
2. Tan kak needah.
He/she is walking back on ice.
3. Chiitaii ahshih.
It is snowing outside.
4. K'e'danalkai'.
I'm sewing.
5. Deetrin' a'ah.
The raven is eating.
6. Chyaa dadi'ih ?
What is the boy doing?
7. Tr'al zhit gwihch'in.
I live in the bush.
8. Gehtee chiindih !
Go away!
9. Neeghaili nał'in.
I see a frog.
10. Chyaa zhoh khagit.
The boy is shoveling snow.

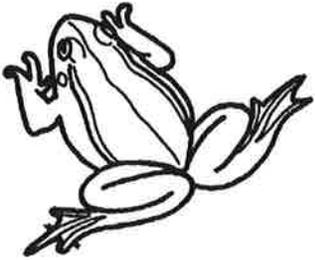
tone - four syllables

Set 2 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - four syllables

Set 3 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Jidì dèe àh ?
What is he/she eating?
2. Tsèe lèe nah'in ?
Do you see any beavers?
3. Geh zhuu na'in.
I see a bunny.
4. Aii ch'ii shùu'àh.
The mosquito bit me.
5. Van ts'àt ahàh.
He is walking to the lake.
6. Chyaa tsìid'in.
The boy is playing.
7. Sà'n' daang gònlih.
There are four stars.
8. Srii kànèhèh!
Go get a knife!
9. Zhòh gònlii lèe ?
Are there many wolves?
10. Zhòh gii na'in.
I see one wolf pup.

tone - four syllables

Set 3 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

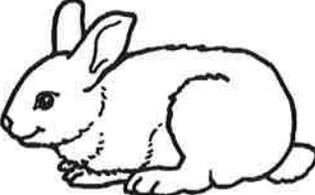
1. Jidii dee ah ?
What is he/she eating?
2. Tsee lee nah'in ?
Do you see any beavers?
3. Geh zhuu na'in.
I see a bunny.
4. Aii ch'ii shuu'ah.
The mosquito bit me.
5. Van ts'at ahah.
He is walking to the lake.
6. Chyaa tsiidi'in.
The boy is playing.
7. San' daang goonlih.
There are four stars.
8. Sree kaneheh!
Go get a knife!
9. Zhoh goonlii lee?
Are there many wolves?
10. Zhoh gii na'in.
I see one wolf pup.

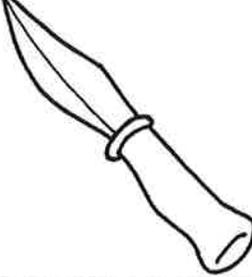
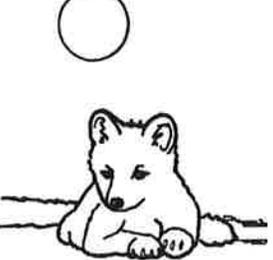
tone - four syllable

Set 3 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - five syllables

Set 1 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Tl'oo tsoo kak dhiindih.
Sit on the brown grass.
2. Dzih hah tlee altsaih.
She made salve with tree pitch.
3. Vadzaih tth'an goonlih.
There are lots of caribou bones.
4. Tthak ts'at giilch'èih.
They are all sitting down.
5. Aii tthah tsal huy'ah.
Hand me the needle.
6. Dzhii t'èe agwà'aih.
I found a bird feather.
7. Tr'iinin shòh niilh.
The child is happy.
8. Dìnjik tr'oo nahch'ùh.
Fry the moose kidney.
9. Shoh tsik ts'ik nal'ih.
I see a skinny brown bear.
10. Aii nèhtrùh niint'aih.
That wolverine is strong.

tone - five syllables

Set 1 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

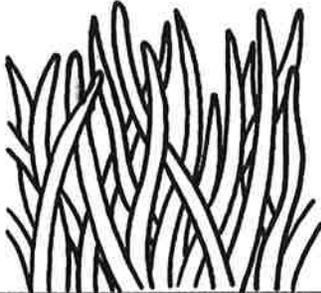
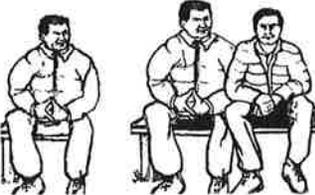
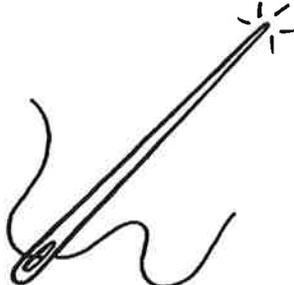
1. Tl'oo tsoo kak dhiindh.
Sit on the brown grass.
2. Dzih hah tlee ałtsaih.
She made salve with tree pitch.
3. Vadzaih tth'an goonlih.
There are lots of caribou bones.
4. Tthak ts'at gijilch'eih.
They are all sitting down.
5. Aii tthah tsal hųų'ah.
Hand me the needle.
6. Dzhii t'ee agwał'aih.
I found a bird feather.
7. Tr'iinin shoh nilih.
The child is happy.
8. Dinjik tr'oo nahch'uh.
Fry the moose kidney.
9. Shoh tsik ts'ik nał'ih.
I see a skinny brown bear.
10. Aii nehtruh niint'aih.
That wolverine is strong.

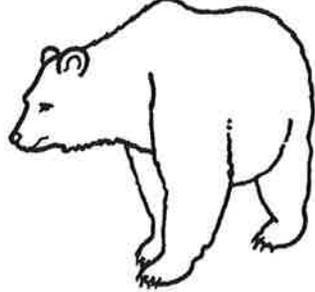
tone - five syllables

Set 1 of 3

PICTURES

Write *low tones* as you hear them..

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - five syllables

Set 2 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Tthaa tth'oh kak dhidih.
The gopher is sitting on the boulder.
2. Łùh ant'àt gòonlih.
There is lots of sticky mud.
3. Kaiitrih iidàghàn.
We made boots.
4. Łi'hàh gògòontrih.
It is really difficult.
5. Ch'ik zhìt zhoh neekàh.
He/she is carrying snow in the pan.
6. Deetrèe jàk niindhan ?
Would you like some juniper berries?
7. Tr'àl zhìt ch'ii gòonlih.
There are lots of mosquitoes in the bushes.
8. K'àii hàh k'í' hahtsàh.
He is going to make an arrow with the willow.
9. Kwàn' deek'it kwàn' kwàh.
There is no fire at the fire place.
10. Łah hàh łuk khàhchih.
He/she pulled fish out with a fish hook.

tone - five syllables

Set 2 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

1. Tthaa tth'oh kak dhidih.
The gopher is sitting on the boulder.
2. Łuh ant'at goonlih.
There is lots of sticky mud.
3. Kaiitrih iidaghan.
We made boots.
4. Łi'hah gogoontrih.
It is really difficult.
5. Ch'ik zhit zhoh neekah.
He/she is carrying snow in the pan.
6. Deetree jak niindhan ?
Would you like some juniper berries?
7. Tr'al zhit ch'ii goonlih.
There are lots of mosquitoes in the bushes.
8. K'aai hah k'i' hahtsah.
He is going to make an arrow with the willow.
9. Kwan' deek'it kwan' kwah.
There is no fire at the fire place.
10. Łah hah łuk khahchih.
He/she pulled fish out with a fish hook.

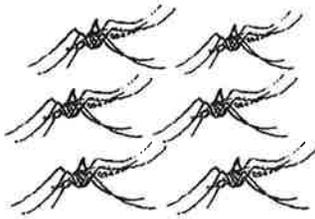
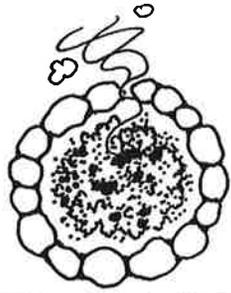
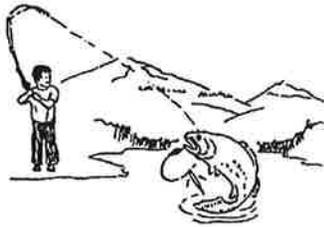
tone - five syllables

Set 2 of 3

PICTURES

Write low tones as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

tone - five syllables

Set 3 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Vigwitr'it gònłih.
He/she has lots of work to do.
2. Aii k'ài shintl'ànchìh.
Hand me the willow.
3. ìitsii làii dhaach'ik.
The bell is ringing.
4. Kaiitrih zhìdhì'ùh.
He/she is wearing moccasins.
5. Tr'ìinjòò lùh ahch'ùh.
The woman is cooking bannock.
6. Shilìk łuk ij'àl.
My dog ate fish.
7. Dinjii thàn' needàh.
The man is walking back alone.
8. Chyaa vàh srigòonch'ùh.
The boy is having fun.
9. Tr'ìinjòò dàd'ìh ?
What is the woman doing?
10. Aii shih zhòh dhahkhàih.
The grizzly is fighting the wolf.

tone - five syllables

Set 3 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

1. Vigwitr'it goonlih.
He/she has lots of work to do.
2. Aii k'aii shintl'anchih.
Hand me the willow.
3. litsii laii dhaach'ik.
The bell is ringing.
4. Kaiitrih zhidhi'uh.
He/she is wearing moccasins.
5. Tr'iinjoo tuh ahch'uh.
The woman is cooking bannock.
6. Shilik tuk ij'al.
My dog ate fish.
7. Dinjii than' needah.
The man is walking back alone.
8. Chyaa vah srigoonch'uh.
The boy is having fun.
9. Tr'iinjoo dadi'ih ?
What is the woman doing?
10. Aii shih zhoh dhahkhaih.
The grizzly is fighting the wolf.

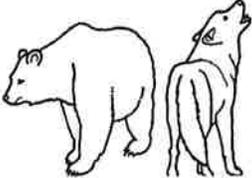
tone - five syllables

Set 3 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

tone - six syllables

Set 1 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Tl'èedik iinoo ahàh.
He/she is coming down around the bank.
2. Tl'in gwà'àn tl'oo nahshìh.
The grass is growing around the edge of the bank.
3. Łuk dagàii tl'ì' nahch'ùh.
Fry the whitefish tail.
4. Adhòn tthoo hee diintthò'.
He/she tanned a brown moosehide.
5. Taii hàhtr'ìgògwàhdàk.
They lost the trail.
6. Zheh gwizhìt too gòo'àiìh.
It is dark in the house.
7. Chyaa tsal ts'eh nìjàa'àiìh.
The little boy is wearing a cap.
8. Tsèedhòh shits'an altsàiìh.
He/she gave me money.
9. Shitsuu ts'iìgyùu ahvìrh.
My granny is boiling rhubarb.
10. Nìlìi dach'at jì'ài'.
He/she ate the tough meat.

tone - six syllables

Set 1 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

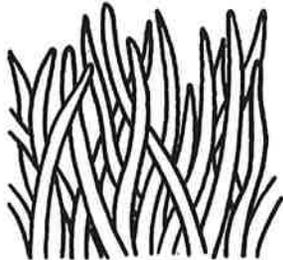
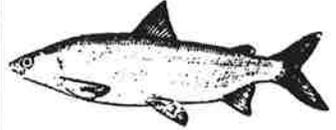
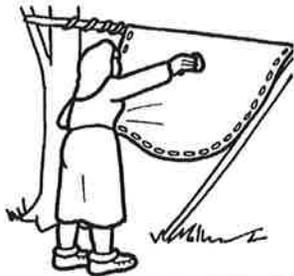
1. Tl'eedik iinoo ahah.
He/she is coming down around the bank.
2. Tl'in gwa'an tl'oo nahshih.
The grass is growing around the edge of the bank.
3. Łuk dagaii tl'i' nahch'uh.
Fry the whitefish tail.
4. Adhoh tthoo hee diinttho'.
He/she tanned a brown moosehide.
5. Taii hahtr'igogwəhdak.
They lost the trail.
6. Zheh gwizhit too goo'aih.
It is dark in the house.
7. Chyaa tsal ts'eh nijaa'aih.
The little boy is wearing a cap.
8. Tseedhoh shits'an altsaih.
He/she gave me money.
9. Shitsuu ts'iigyuu ahvirh.
My granny is boiling rhubarb.
10. Nili dach'at ij'al'.
He/she ate the tough meat.

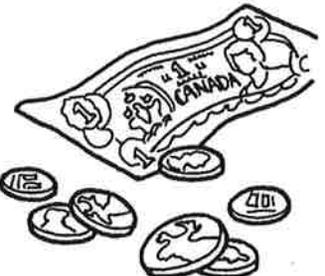
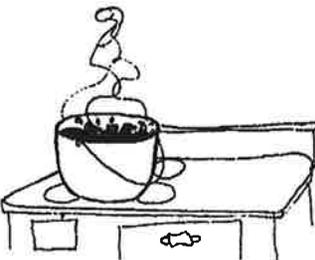
tone - six syllables

Set 1 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tone - six syllables

Set 2 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Chyaa tsal niinzhùk aagàl.
The little boy ran for a long time.
2. ìitsii zhìt k'oh jìlk'àn'.
He/she's burning alder in the stove.
3. Łuk k'ìn khàdīniint'ùh.
He/she cut up fish eggs.
4. Łuu vìilàii kak dhidìh.
He/she is sitting on slippery ice.
5. Zhòh dagàii làt nàa'ì'.
We saw some white wolves.
6. Lìdii leii eedinì'.
He/she drank lots of tea.
7. Łuk łat zhìt daadhidìh.
He/she hung the fish in the smoke.
8. Shilàkat gijìlch'èih.
My friends are sitting.
9. Tthak ts'àt thòk gichùujìl.
They all went separately.
10. Adhòh thoh hàh khalchòh.
He/she is wearing a skin belt.

tone - six syllables

Set 2 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

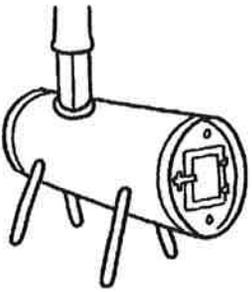
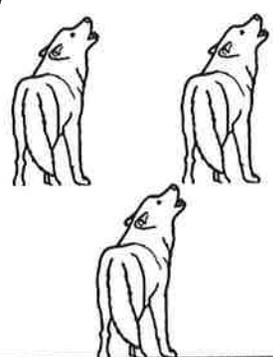
1. Chyaa tsal niinzhuk aagal.
The little boy ran for a long time.
2. litsii zhit k'oh jik'an'.
He/she's burning alder in the stove.
3. Łuk k'in khadiniint'uh.
He/she cut up fish eggs.
4. Łuu viilaii kak dhidih.
He/she is sitting on slippery ice.
5. Zhoh dagaii lat naa'ii'.
We saw some white wolves.
6. Lidii leii eedini'.
He/she drank lots of tea.
7. Łuk łat zhit daadhidlih.
He/she hung the fish in the smoke.
8. Shilakat gijilch'eih.
My friends are sitting.
9. Tthak ts'at thok gichuujił.
They all went separately.
10. Adhoh thoh hah khalchoh.
He/she is wearing a skin belt.

tone - six syllables

Set 2 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

tone - six syllables

Set 3 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Thał k'eejit zhìdhì'ùh.
He/she is wearing new pants.
2. Aii tr'ih yèezhit dhitìn.
The canoe is lying there.
3. Sreedhàa gwiintl'òh nìjdhàh.
The sun's heat is very hot.
4. Tr'ìinjòo khyàh nìniifih.
The woman set traps.
5. Aii sràh hàh łuk khàhchìh.
He/she took fish out with the gaff.
6. Kwàn' nùu lùh ch'ùh ahch'ùh.
He/she's cooking bannock by the fire.
7. Vihsraii t'ee nahdàkàk.
He/she's paddling around under the bank.
8. Nèhtrùh dhòh làt nàa'ìn.
We saw some wolverine pelts.
9. Shitsii ezhìr jìłk'èh.
My grandfather shot a bull moose.
10. Shoondèe ezhìn nah'ìn.
My older brother saw an eagle.

tone - six syllables

Set 3 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

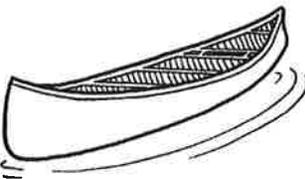
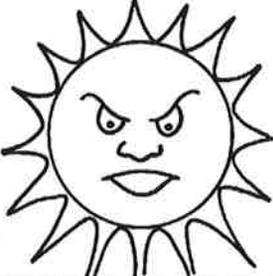
1. Thał k'eejit zhidhi'uh.
He/she is wearing new pants.
2. Aii tr'ih yeezhit dhitin.
The canoe is lying there.
3. Sreedhaa gwiintl'oh nijdhah.
The sun's heat is very hot.
4. Tr'iinjoo khyah niniilih.
The woman set traps.
5. Aii srah hah łuk khahchih.
He/she took fish out with the gaff.
6. Kwan' nuu łuh ch'uh ahch'uh.
He/she's cooking bannock by the fire.
7. Vihsraii t'ee nahdakak.
He/she's paddling around under the bank.
8. Nehtruh zhuu lat naa'in.
We saw some wolverine pelts.
9. Shitsii ezhir jilk'eh.
My grandfather shot a bull moose.
10. Shoondée ezhin nah'in.
My older brother saw an eagle.

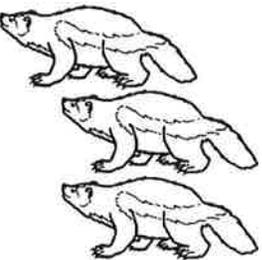
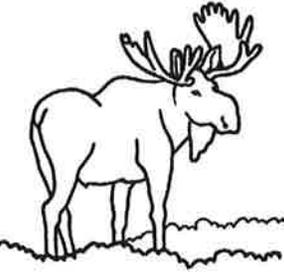
tone - six syllables

Set 3 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

final / non final verb tone

Set 1 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Aii tr'ìinjòò shàh dhidìh.
The woman is sitting with me.
2. Aii tr'ìinjòò shàh dhidii goozhik k'adìk.
He arrived while the woman sat with me.
3. Aii tr'ìinjòò shàh dhidih jì', shòh hihlyàa.
If the woman sits with me, I'll be happy.
4. Dinjii kat nàgaazrìi.
The men went hunting.
5. Dinjii kat nàgaazrii goozhik k'aihdìk.
I arrived while the men were gone hunting.
6. Dinjii kat nàgaazrih jì', zhit t'ihihch'àh.
If the men go hunting, I will be here.
7. Sheenjìt ègìdlìh.
They sing for me.
8. Sheenjìt ègìdlìh dàì', shòh ihfìh.
When they sing for me, I'm happy.
9. Sheejìt ègìdlìh kwàh.
They don't sing for me.
10. Èjiiinlìh dàì', shòh ihfìh.
When you sing, I'm happy.

final / non final verb tone

Set 1 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

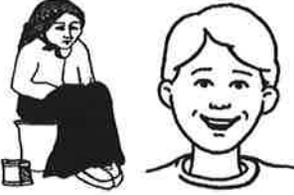
1. Aii tr'iinjoo shah dhidih.
The woman is sitting with me.
2. Aii tr'iinjoo shah dhidii goozhik k'adik.
He arrived while the woman sat with me.
3. Aii tr'iinjoo shah dhidih ji', shoh hihtyaa.
If the woman sits with me, I'll be happy.
4. Dinjii kat nagaazrii.
The men went hunting.
5. Dinjii kat nagaazrii goozhik k'aihdik.
I arrived while the men were gone hunting.
6. Dinjii kat nagaazrih ji', zhit t'ihihch'ah.
If the men go hunting, I will be here.
7. Sheenjit egidlih.
They sing for me.
8. Sheenjit egidlih dai', shoh ihlih.
When they sing for me, I'm happy.
9. Sheejit egidlih kwah.
They don't sing for me.
10. Ejiinlih dai', shoh ihlih.
When you sing, I'm happy.

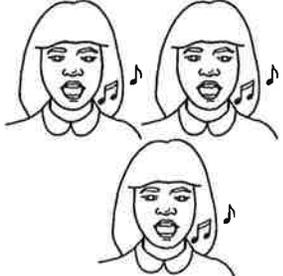
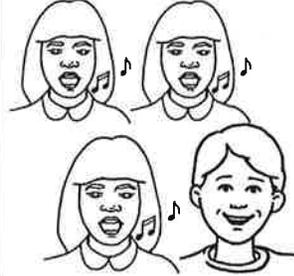
final / non final verb tone

Set 1 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

final / non final verb tone

Set 2 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Shòh iinlìi !
Be happy !
2. Shòh ihlìh dàì', èjihfìh.
When I'm happy, I sing.
3. Shòh iinlih jì', èjiinlìi.
If you're happy, you sing.
4. Hahshìi.
It will snow.
5. Hahshih kwaa gwinùu.
It will not snow, they say.
6. Ahshih dàì', shòh ihfìh.
When it snows, I'm happy.
7. Ahshih jì', hihshàh.
If it snows, I'll go.
8. Aih ahtsìh.
He's making a snowshoe.
9. Aih lòo ahtsìh kwàh.
What he's making is not a snowshoe.
10. Aih ahtsìh goozhik k'aihdìk.
While he was making a snowshoe, I arrived.

final / non final verb tone

Set 2 of 3

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

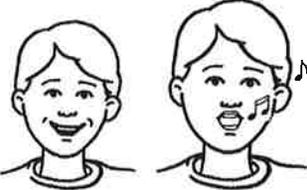
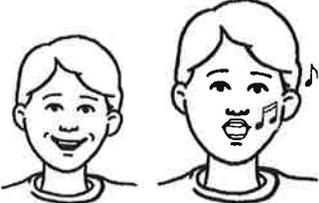
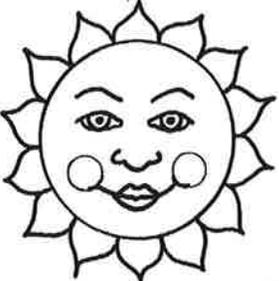
1. Shoh iinlii !
Be happy !
2. Shoh ihtih dai', ejhtih.
When I'm happy, I sing.
3. Shoh iinlih ji', ejjinlii.
If you're happy, you sing.
4. Hahshii.
It will snow.
5. Hahshih kwaa gwinuu.
It will not snow.
6. Ahshih dai', shoh ihtih.
When it snows, I'm happy.
7. Ahshih ji', hihshah.
If it snows, I'll go.
8. Aih ahtsih.
He's making a snowshoe.
9. Aih too ahtsih kwah.
What he's making is not a snowshoe.
10. Aih ahtsih goozhik k'aihdik.
While he was making a snowshoe, I arrived.

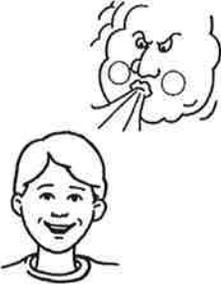
final / non final verb tone

Set 2 of 3

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

final / non final verb tone

Set 3 of 3

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Shàh iindì'.
He sat with me.
2. Shàh iindi' kwàa.
He never sat with me.
3. Shàh iindi' dàì', shàh gwaandàk.
When he sat with me, he told me stories.
4. Shàh gweech'in'.
He stayed with me.
5. Shàh gweech'in' kwàa.
He never stayed with me.
6. Shàh gweech'in' dàì', shàh gwaandàk.
When he stayed with me, he told me stories.
7. Jii oonitàn'.
You holding it.
8. Jii oonitan' jì', shòh hihtyàa.
If you hold it, I'll be happy.
9. Oovihtan' goozhik k'adìk.
While I was holding it, he arrived.

final / non final verb tone

Set 3 of 3

SENTENCES, STUDENT'S COPY



Write low tones as you hear them.

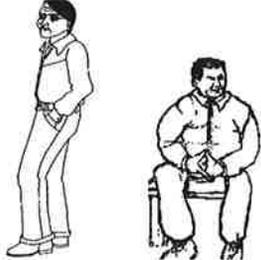
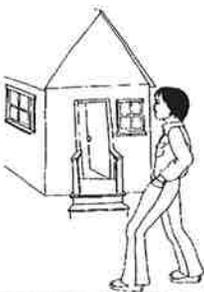
1. Shah iindi'.
He sat with me.
2. Shah iindi' kwaa.
He never sat with me.
3. Shah iindi' dai', shah gwaandak.
When he sat with me, he told me stories.
4. Shah gweech'in'.
He stayed with me.
5. Shah gweech'in' kwaa.
He never stayed with me.
6. Shah gweech'in' dai', shah gwaandak.
When he stayed with me, he told me stories.
7. Jii oonitan'.
You hold it.
8. Jii oonitan' ji', shoh hihlyaa.
If you hold it, I'll be happy.
9. Oovihtan' goozhik k'adik.
While I was holding it, he arrived.

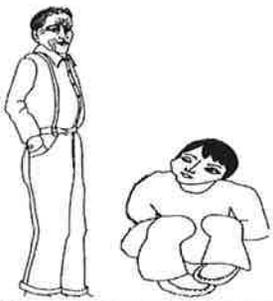
final / non final verb tone

Set 3 of 3

PICTURES

Write low tones as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	----

Gwich'in Possession, Tone Patterns and Voicing General Overview

The full array of possessive markers in Teetl'it Gwich'in is the following:

	Singular Possessor	Plural Possessors
1	sh(i)-	nakhw(i)-
2	n(i)-	nakhw(i)-
3	v(i)-	goo-
3 indefinite	a-/e-/i- dii-	
3 areal	gw(i)-	
3 reflexive	d(i)-	digi-
3 nonreflexive	y(i)- gii-	

The first 6 markers (1 to 3, singular possessor and plural possessor) are straightforward. The possessor is expressed by the marker, as we can see in the following examples:

- | | | | |
|----|------------------|------------|-----------------------------------|
| 1. | Shilùk | dhatch'ùu. | I roasted my fish. |
| 2. | Nilùk | dhatch'ùu. | I roasted your fish. |
| 3. | Vilùk | dhatch'ùu. | I roasted his/her fish. |
| 4. | Nakhwilùk | dhatch'ùu. | I roasted our fish. |
| 5. | Nakhwilùk | dhatch'ùu. | I roasted your (pl.) fish. |
| 6. | Goolùk | dhatch'ùu. | I roasted their fish. |

In Canadian Gwich'in, the forms for the 1st person plural (our) and the 2nd person plural (your (pl.)) are identical.

The indefinite possessor is indicated by the vowel marker **a-/e-/i-**. It is often used with things that always belongs to something or somebody, like body parts.

- | | |
|-------------------------------------|-----------------------------------|
| 7. Aii aghòo hụụ'aa. | Give me the egg. |
| 8. Aii adhòh nìndhàa. | That hide is hot. |
| 9. Aii adhàt thoo'ah kak nìniinlih. | Put the liver on the tree branch. |
| 10. Aii edrìi atch'ùu. | He/she roasted the heart. |

The **dii-** is also an indefinite marker but it is used only with indefinite human possessors.

- | | |
|-------------------------------------------|-------------------------------------------------|
| 11. Diizheh gwindii gwà'àn ... | The area(s) around our
(someone's) house ... |
| 12. Diizhin eenjit nizii. | It's good for the (someone's)
body. |
| 13. Diinyink'yùu eenjit nizii. | It's good for the (someone's)
spirit. |
| 14. Diizhii eenjit nizii. | It's good for the (someone's)
breath. |
| 15. Diishii k'àtr'anahtii danh ... | Where people's food is kept ... |

The **gwi-** marker is used to indicate that the thing possessed belongs to an area or can be found in that area. It can also be used to say that something belongs to the past, the present or the future.

- | | |
|---------------------------------------------|---------------------------------------------|
| 16. Dinjii ddhah tat gwishii nah'in. | The man saw a mountain
grizzly bear. |
| 17. Oonoo dòi' gwi'ik ałtsàii. | She/he made an old fashioned
dress/shirt |

We also find one special use of the **gwi-** marker in the Tukupdh Literature. It refers to The Father and The Son:

- | | |
|----------------------|------------|
| 18. Gwitì' | The Father |
| 19. Gwidiñjì' | The Son |

The reflexive and nonreflexive markers make reference to the structure of the sentence. They are used to indicate if the possessor is the same person as the subject of the sentence or if it is a different person. A necessary condition in using these markers is that the subject and the possessor are 3rd person (his/her/its/their, he/she/it/they).

The **di-** marker is used to indicate that the possessor and the subject of the sentence are the same person (reflexive). The subject of the sentence must be 3rd person singular.

- | | | |
|-----|--------------------------|------------------------------------|
| 20. | Dilùk ałch'ùu. | He/she roasted his/her (own) fish. |
| 21. | Dizheh gwinah'in. | He/she sees his/her (own) house. |

The **digi-** marker is used to indicate that the possessor and the subject of the sentence are the same persons (reflexive). The subject of the sentence must be 3rd person plural. The possessed noun must be marked with **digi-** and the verb must keep its 3rd person plural marking.

- | | | |
|-----|------------------------------|--------------------------------|
| 22. | Digilùk giłch'ùu. | They roasted their (own) fish. |
| 23. | Digizheh gogwinah'in. | They see their (own) house. |

We also find one special use of the **digi-** marker with some kinship terms. Although the possessor is singular, the plural marker is nevertheless used:

- | | | |
|-----|--------------------------------------------------------|---------------------------------------------------------|
| 24. | Nap digitr' injdò Annie
hàh k'agido'òh. | Nap and his wife Annie came. |
| 25. | Aii tr'injdò digidinahch'
ehdanh nagahdadàl. | The women are walking around without
their husbands. |
| 26. | André digishanaghan
Nancy hàh k'agido'òh. | André and his lady Nancy came. |

The **yi-** marker is used to indicate that the possessor is not the same person as the subject of the sentence (nonreflexive). The subject must be 3rd person singular (he/she/it) and the possessor must also be 3rd person singular (his/her/its).

- | | | |
|-----|--------------------------|--------------------------------------------------|
| 27. | Yilùk ałch'ùu. | He/she roasted his/her (someone else's)
fish. |
| 28. | Yizheh gwinah'in. | He/she sees his/her (someone else's)
house. |

The **gii-** marker is used to indicate that the possessor is not the same person as the subject of the sentence (nonreflexive). The subject of the sentence must be 3rd person plural and the possessor must be 3rd person singular. There is a special twist with the use of the **gii-** marker: the 3rd person plural marker of the subject is not on the verb but on the possessed noun. In examples (30) and (33), the verb looks like a 3rd person singular verb instead of a 3rd person plural verb:

- | | |
|-------------------------------|------------------------------------------------|
| 27. Yilùk ałch'ùu. | He/she roasted his/her fish. (nonreflexive) |
| 20. Dilùk ałch'ùu. | He/she roasted his/her (own) fish. (reflexive) |
| 28. Shilùk giłch'ùu. | They roasted my fish. |
| 29. Goolùk giłch'ùu | They roasted their (someone else's) fish. |
| 30. Giilùk ałch'ùu. | They roasted his/her fish. |
| | |
| 28. Yizheh gwinah'in. | He/she sees his/her house. (nonreflexive) |
| 21. Dizheh gwinah'in. | He/she sees his/her (own) house. (reflexive) |
| 31. Shizheh gogwinah'in. | They see my house. |
| 32. Goozheh gogwinah'in. | They see their (someone else's) house. |
| 33. Giizheh gwinah'in. | They see his/her house. |

This, of course, would not be true of verbs that have a different stem in the dual or the plural. Note examples (35) and (37):

- | | |
|-------------------------------|----------------------------------|
| 34. Van ts'at gee' àl. | They (2) are going to the lake. |
| 35. Giits' at a'ál. | They (2) are going to her. |
| | |
| 36. Van ts'at geedàh . | They (3+) are going to the lake. |
| 37. Giits' at adàh. | They (3+) are going to her. |

If there is more than one thing possessed by the 3rd person singular in the sentence, the **gii-** marker will be repeated for each thing possessed.

38. **Giilik** chan ts'at **giizheh** nah'in. They see his/her house and his/her dog.

Sound changes in possessed nouns

When a noun is possessed, its sound form is often modified. There are three types of modifications which can happen to nouns when they are possessed.

The first modification will affect the first consonant of the word:

35.	fish	ɬuk	my fish	shilùk
36.	sled	khaɬ	my sled	shighàl
37.	belt	thoh	my belt	shidhòh
38.	knife	srii	my knife	shizrìi'
39.	food	shih	my food	shizhii

In these cases, a voiceless stem initial is replaced with its voiced counterpart. Not all words starting with these sounds will be affected by this modification. A certain number of them will not:

40.	bannock	ɬùhch'ùh	my bannock	shilùhch'ùù'
41.	trap	khyàh	my trap	shikhyàa'
42.	portage	theetoh	my portage	shitheetòò'
43.	coney	sruh	my coney	shisrùu'

There is no easy way to know which words will be affected and which will not be. These variations must be memorized.

The second modification will affect the tone of the word:

44.	salt	lèsel	my salt	shilèsèl
45.	fish	ɬuk	my fish	vilùk
46.	dog puppy	ɬakatsal	my puppy	shilakatsàl

In each case, the unmarked (high) stem tone is replaced by the marked (low) tone. Again, not all words will be affected in this way:

47.	house	zheh	my house	shizheh
-----	-------	------	----------	---------

The last modifications will affect the final sounds of the words. These can be divided in two groups. The first group will see the shortening of the final vowel and the addition of a glottal stop:

48.	water	chuu	my water	shichù'
49.	grease	khaii	bone grease	tth'an ghài'

The second group will have a long vowel and a glottal stop in isolation only:

50.	ice	luu	my ice	shilùu'
51.	cane	tòh	my cane	shitòo'
52.	packsack	khah	my packsack	shighàa'

Finally, a certain number of words sound totally different when they are possessed. The different forms of these words also have to be memorized:

53.	pants	thał	my pants	shehfi'
54.	dog	łaii	my dog	shifk
55.	food	shìh	Whiteman's food	oonjit zhii * onjizhii*

* Usually, marked low tones stay low in possessed form. *Food* is an exception.

Listening Exercises

The following Listening Exercises have been organized to show all of these variations. Each exercise is repeated twice. The first set **A** shows what happens to the first consonant of certain number of words in possession. The second set **B** illustrates the tone pattern for the same words.

Possession - ł and l

Set 1a

SENTENCES, TEACHER'S COPY

Write ł and l as you hear them.

1. Łaii ihtak diñn.
He/she has one dog.
2. Shiłik niint'àih.
My dog is strong.
3. Van kak gwilùu dril gwiyeendoo vaogoonùh.
The thin ice on the lake is very dangerous.
4. Yeechùk han łuu athitàn.
The ice is frozen there on the lake.
5. Shiłùhch'ùu dhandàih.
My bannock tastes good.
6. Chyaa łùhch'ùh àh.
The boy is eating bannock.
7. Aii łidlii shintl'ànchih.
Hand me the key.
8. Diłidlii hàhtr'àgwàhdàk.
He/she lost his key.
9. Lìdii tyah zhìt _uu t'inłih.
Put ice in the tea kettle.
10. Goolìdii niint'àih.
Their tea is strong.

Possession - t and l

Set 1a

SENTENCES, STUDENT'S COPY

Write *t* and *l* as you hear them.

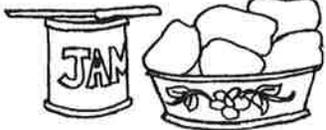
1. __aii ihłak di'n.
He/she has one dog.
2. Shi__ik niint'àih.
My dog is strong.
3. Van kak gwi__ùu dril gwiyeendoo vaogoonùh.
The thin ice on the lake is very dangerous.
4. Yeechùk han __uu athitàn.
The ice is frozen there on the lake.
5. Shi__ùhch'ùu dhandàih.
My bannock tastes good.
6. Chyaa __ùhch'ùh àh.
The boy is eating bannock.
7. Aii __ìdlii shintl'ànchìh.
Hand me the key.
8. Di__ìdlii hàhtr'àgwahdàk.
He/she lost his key.
9. __ìdii tyah zhìt __uu t'inlih.
Put ice in the tea kettle.
10. Goo__ìdii niint'àih.
Their tea is strong.

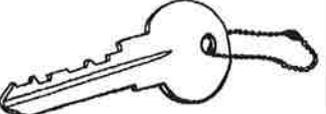
Possession - t and l

Set 1a

PICTURES

Write t and l as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Possession - ł and l

Set 1b

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Łaii ihtak dī'in.
He/she has one dog.
2. Shiłik niint'àih.
My dog is strong.
3. Van kak gwilùu dril gwiyeendoo vaogoonùh.
The thin ice on the lake is very dangerous.
4. Yeechùk han łuu athitàn.
The ice is frozen there on the lake.
5. Shiłùhch'ùu dhandàih.
My bannock tastes good.
6. Chyaa łùhch'ùh àh.
The boy is eating bannock.
7. Aii łidlii shintl'ànchìh.
Hand me the key.
8. Diłidlii hàhtr'àgwàhdàk.
He/she lost his key.
9. Lìdii tyah zhìt łuu t'inłih.
Put ice in the tea kettle.
10. Goolìdii niint'àih.
Their tea is strong.

Possession - ł and l

Set 1b

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

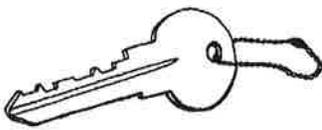
1. Łaii ihtak di'in.
He/she has one dog.
2. Shilik niint'aih.
My dog is strong.
3. Van kak gwiluu dril gwiyeendoo vaagoonuh.
The thin ice on the lake is very dangerous.
4. Yeechuk han łuu athitan.
The ice is frozen there on the lake.
5. Shiłuhch'uu dhandaih.
My bannock tastes good.
6. Chyaa łuhch'uh ah.
The boy is eating bannock.
7. Aii lidlii shintl'anchih.
Hand me the key.
8. Dilidlii hahtr'agwəhdak.
He/she lost his key.
9. Lidii tyah zhit łuu t'inlih.
Put ice in the tea kettle.
10. Goolidii niint'aih.
Their tea is strong.

Possession - ʈ and ʈ

Set 1b

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

Possession - t and l

Set 2a

SENTENCES, TEACHER'S COPY

Write t and l as you hear them.

1. Łakatsal trèh.
The puppy is crying.
2. Nilakatsàl gweejii ?
Where is your puppy?
3. Łah ooviinkàt.
He bought hooks.
4. Shilàa kwàa.
I don't have any hooks.
5. Trĩinjòo lavàdoo di'ik kat k'e'jàhkàii.
The woman is sewing buttons on her dress.
6. Nilavàdòo gweejii ?
Where is your button?
7. Łuk leii khaiinlih.
He/she took out lots of fish.
8. Vilùk nidih.
His/her fish is heavy.
9. Van lùk nidih.
The fish from the lake is heavy.
10. Sreendit gwilùk dhandàih.
Spring fish tastes good.

Possession - t and l

Set 2a

SENTENCES, STUDENT'S COPY

Write t and l as you hear them.

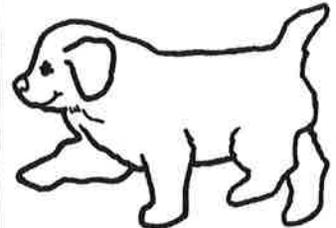
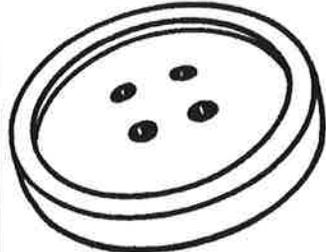
1. __akatsal trèh.
The puppy is crying.
2. Ni__akatsàl gweejii ?
Where is your puppy?
3. __ah ooviinkàt.
He bought hooks.
4. Shi__àa kwàa.
I don't have any hooks.
5. Trîinjòo __avàdoo di'ik kat k'e'jàhkàii.
The woman is sewing buttons on her dress.
6. Ni__avàdòo gweejii ?
Where is your button?
7. __uk leii khaiinlih.
He/she took out lots of fish.
8. Vi__ùk nidlih.
His/her fish is heavy.
9. Van __ùk nidlih.
The fish from the lake is heavy.
10. Sreendit gwi__ùk dhandàih.
Spring fish tastes good.

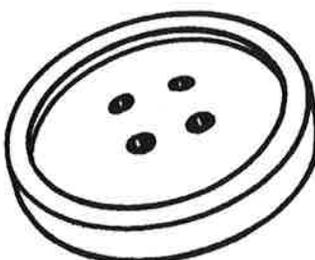
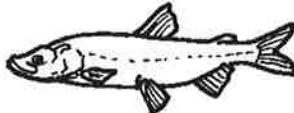
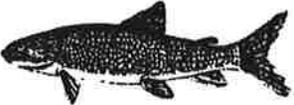
Possession - t and l

Set 2a

PICTURES

Write t and l as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Possession - ł and l

Set 2b

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Łakatsal trèh.
The puppy is crying.
2. Nilakatsàl gweejii ?
Where is your puppy?
3. Łah ooviinkàt.
He bought hooks.
4. Shilàa kwàa.
I don't have any hooks.
5. Tr'iiinjòo lavàdoo di'ik kat k'e'jàhkàii.
The woman is sewing buttons on her dress.
6. Nilavàdòo gweejii ?
Where is your button?
7. Łuk leii khaiinlih.
He/she took out lots of fish.
8. Vilùk nidih.
His/her fish is heavy.
9. Van lùk nidih.
The fish from the lake is heavy.
10. Sreendit gwilùk dhandaih.
Spring fish tastes good.

Possession - ł and l

Set 2b

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

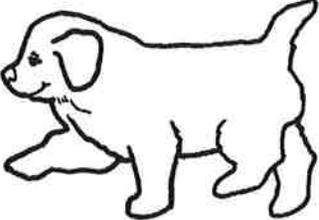
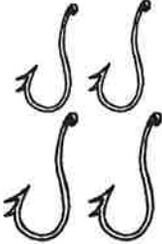
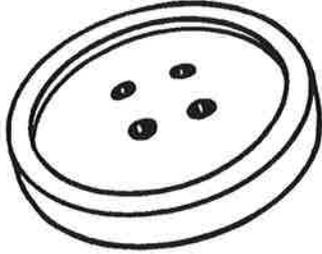
1. Łakatsal treh.
The puppy is crying.
2. Nilakatsal gweejii ?
Where is your puppy?
3. Łah ooviinkat.
He bought hooks.
4. Shilaa kwaa.
I don't have any hooks.
5. Tr'iinjoo lavadoo di'ik kat k'e'jahkaii.
The woman is sewing buttons on her dress.
6. Nilavadoo gweejii ?
Where is your button?
7. Łuk leii khaiinlih.
He/she took out lots of fish.
8. Viluk nidih.
His/her fish is heavy.
9. Van luk nidih.
The fish from the lake is heavy.
10. Sreendit gwiluk dhandaih.
Spring fish tastes good.

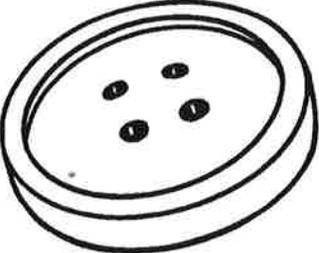
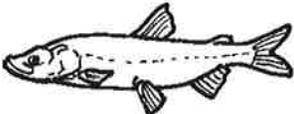
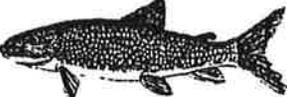
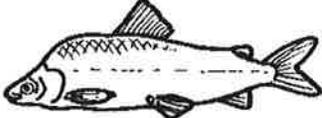
Possession - ɬ and ɩ

Set 2b

PICTURES

Write **low tones** as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Possession - th and dh

Set 3a

SENTENCES, TEACHER'S COPY

*Write **th** and **dh** as you hear them.*

1. Aii thał dhich'ik.
The pants are red.
2. Shehfi' ch'ik hųų'aa.
Give me my red pants.
3. Theetoh niinzhii.
He/she went through the portage.
4. Shitheetò niinzhii.
He/she went through my portage.
5. Dhik'ii leii shi'in.
I have lots of trout.
6. Shidhik'ii gweejii ?
Where are your trout?
7. Adhòh ąhsheì'.
He/she tanned a hide.
8. Sha'adhò sheenjit ąhshèì'.
He/she tanned my hide for me.
9. Dhivii aadròh.
The weasel got trapped.
10. Didhivii k'ánahtii.
He/she is looking after his/her own weasel.

Possession - th and dh

Set 3a

SENTENCES, STUDENT'S COPY

Write th and dh as you hear them.

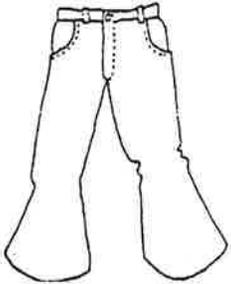
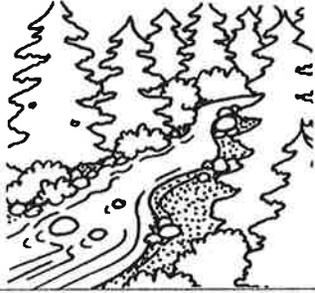
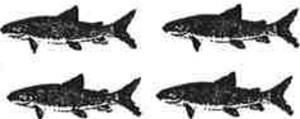
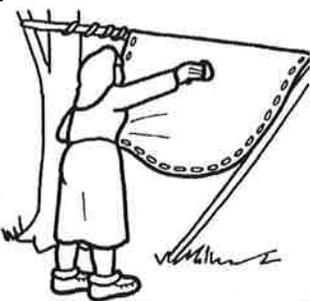
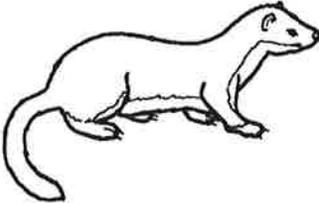
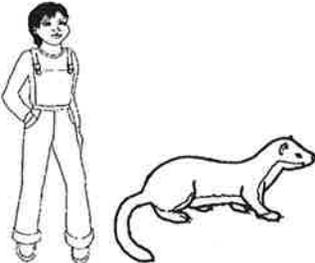
1. Aii __at dhich'ik.
The pants are red.
2. Sheh_ì' ch'ik hųų'àa.
Give me my red pants.
3. __eetoh niinzhìi.
He/she went through the portage.
4. Shi__eetòo niinzhìi.
He/she went through my portage.
5. __ìk'ii leii shi'ìn.
I have lots of trout.
6. Shi__ìk'ii gweejii ?
Where are your trout?
7. A__òh ąhshe'ì'.
He/she tanned a hide.
8. Sha'a__òo sheenjìt ąhshe'ì'.
He/she tanned my hide for me.
9. __ivii aadròh.
The weasel got trapped.
10. Di__ivii k'ánahtii.
He/she is looking after his/her own weasel.

Possession - th and dh

Set 3a

PICTURES

Write *th* and *dh* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

Possession - th and dh

Set 3b

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Aii thał dhich'ik.
The pants are red.
2. Shehfi' ch'ik hųų'aa.
Give me my red pants.
3. Theetoh niinzhii.
He/she went through the portage.
4. Shitheetò niinzhii.
He/she went through my portage.
5. Dhìk'ii leii shi'ın.
I have lots of trout.
6. Shidhìk'ii gweejii ?
Where are your trout?
7. Adhòh ąhshe'ı'.
He/she tanned a hide.
8. Sha'adhò sheenjıt ąhshè'ı'.
He/she tanned my hide for me.
9. Dhivii aadròh.
The weasel got trapped.
10. Didhivii k'ánahtii.
He/she is looking after his/her own weasel.

Possession - th and dh

Set 3b

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

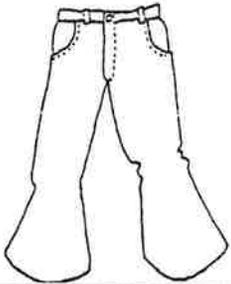
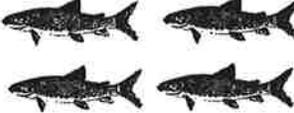
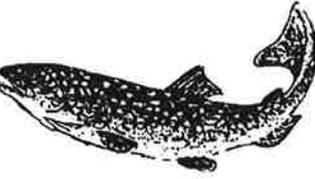
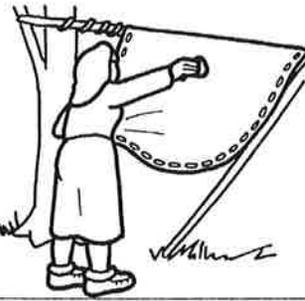
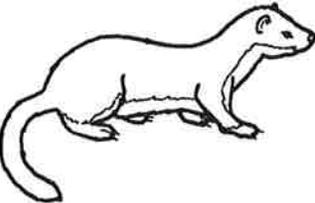
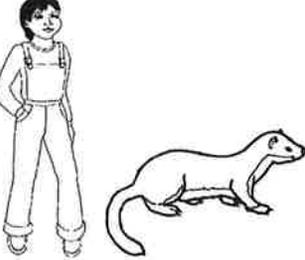
1. Aii thał dhich'ik.
The pants are red.
2. Shehłi' ch'ik hųų'aa.
Give me my red pants.
3. Theetoh niinzhii.
He/she went through the portage.
4. Shitheetoo niinzhii.
He/she went through my portage.
5. Dhik'ii leii shi'in.
I have lots of trout.
6. Shidhik'ii gweejii ?
Where are your trout?
7. Adhoh ąhshei'.
He/she tanned a hide.
8. Sha'adhoo sheenjıt ąhshei'.
He/she tanned my hide for me.
9. Dhivii aadroh.
The weasel got trapped.
10. Didhivii k'anahtii.
He/she is looking after his/her own weasel.

Possession - th and dh

Set 3b

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

Possession - sr and zr

Set 4a

SENTENCES, TEACHER'S COPY

Write sr and zr as you hear them.

1. Sree j̄in̄in.
The knife is sharp.
2. Nizr̄ii h̄uq'aa.
Hand me the knife.
3. Sree niint'ài.
The sun is strong.
4. Too oozree gwinił'in.
I see the moon (lit. night light).
5. Sr̄ah dhid̄li.
The hooks are just lying.
6. Shazr̄aa hal̄ji.
My gaff hook is gone.
7. Sruh ałḡaih.
I'm drying some coney.
8. Disr̄uu ahḡaih.
He/she is drying his/her own coney.
9. Sreejaa j̄idhihf̄ii.
I'm hungry for grayling.
10. Shisreejaa dhalv̄ir.
I boiled my grayling.

Possession - sr and zr

Set 4a

SENTENCES, STUDENT'S COPY

Write *sr* and *zr* as you hear them.

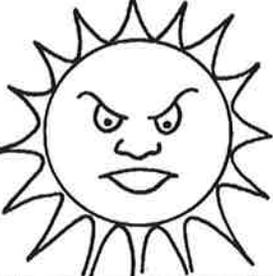
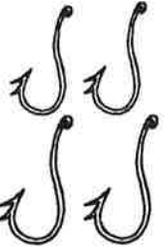
1. __ii jìinìn.
The knife is sharp.
2. Ni__ìi hųų'àa.
Hand me the knife.
3. __ii niint'ài.
The sun is strong.
4. Too oo__ii gwinił'in.
I see the moon (lit. night light).
5. __àh dhidli.
The hooks are just lying.
6. Sha__àa haljii.
My gaff hook is gone.
7. __uh algàih.
I'm drying some coney.
8. Di__ùu ahgàih.
He/she is drying his/her own coney.
9. __iijaa jìdhihfii.
I'm hungry for grayling.
10. Shi__iijàa dhatvìr.
I boiled my grayling.

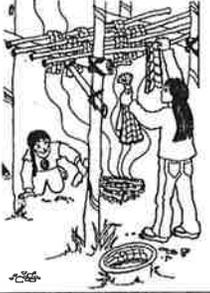
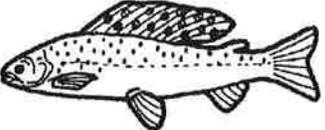
Possession - sr and zr

Set 4a

PICTURES

Write *sr* and *zr* as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Possession - sr and zr

Set 4b

SENTENCES, TEACHER'S COPY

Write *low tones* as you hear them.

1. Sree j̄in̄n̄.
The knife is sharp.
2. Nizr̄ii h̄ȳ'aa.
Hand me the knife.
3. Sree niint'ài.
The sun is strong.
4. Too oozr̄ii gwinił'in.
I see the moon (lit. night light).
5. Sràh dhidli.
The hooks are just lying.
6. Shazràa hal̄ji.
My gaff hook is gone.
7. Sruh algàih.
I'm drying some coney.
8. Disr̄uu ahgàih.
He/she is drying his/her own coney.
9. Srijaa j̄idhihf̄i.
I'm hungry for grayling.
10. Shisrijàa dhalv̄ir.
I boiled my grayling.

Possession - sr and zr

Set 4b

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

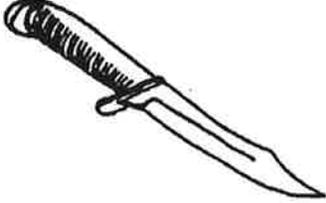
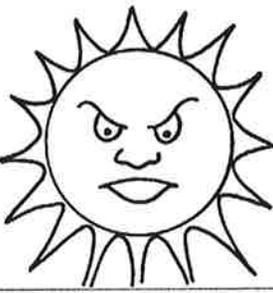
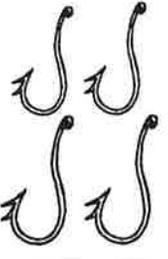
1. Sree jiinin.
The knife is sharp.
2. Nizree huu'aa.
Hand me the knife.
3. Sree niint'aii.
The sun is strong.
4. Too oozree gwiniil'in.
I see the moon (lit. night light).
5. Srah dhidlii.
The hooks are just lying.
6. Shazraa haljii.
My gaff hook is gone.
7. Sruh algaih.
I'm drying some coney.
8. Disruu ahgaih.
He/she is drying his/her own coney.
9. Sreejaa jidhihtii.
I'm hungry for grayling.
10. Shisreejaa dhalvir.
I boiled my grayling.

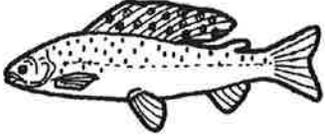
Possession - sr and zr

Set 4b

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
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Possession - kh and gh

Set 5a

SENTENCES, TEACHER'S COPY



Write **kh** and **gh** as you hear them.

1. Khàh nidi'in ?
Do you have a club ?
2. Łuk ghàa shi'in.
I have a fish club.
3. Naghàa gweejii ?
Where is your club ?
4. Khaii gòonlii.
It's winter.
5. Nighàii dànàanch'ùu ?
How old are you ?
6. Khaii ooviikàt.
I bought some lard.
7. Tth'an ghài' altsàii.
She made bone grease.
8. Oonjit aghài' ooviinkàt.
She bought lard.
9. Khał nizii di'in.
He/she has a nice sled.
10. Dighàl kak dhidlii.
He/she is sitting on his/her own sled.

Possession - kh and gh

Set 5a

SENTENCES, STUDENT'S COPY

Write **kh** and **gh** as you hear them.

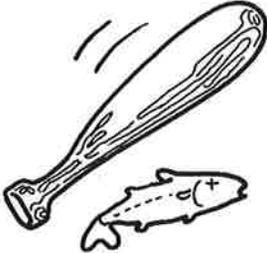
1. __àh nidi'in ?
Do you have a club ?
2. Łuk __àa shi'in.
I have a fish club.
3. Na__àa gweejii ?
Where is your club ?
4. __aai gòonlii.
It's winter.
5. Ni__ài d'ànàanch'ùu ?
How old are you ?
6. __aai ooviikàt.
I bought some lard.
7. Tth'an __ài' altsàii.
She made bone grease.
8. Oonjit a__ài' ooviinkàt.
She bought lard.
9. __at nizii di'in.
He/she has a nice sled.
10. Di__àl kak dhidii.
He/she is sitting on his/her own sled.

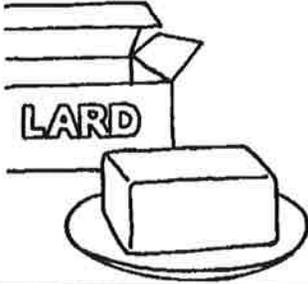
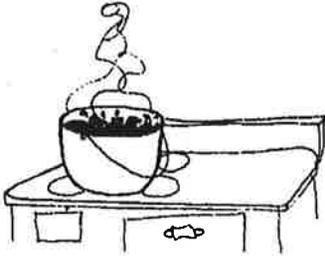
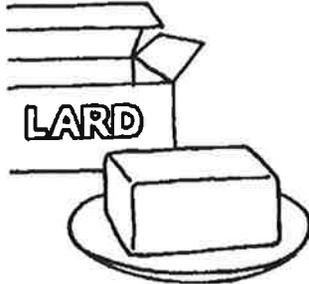
Possession - kh and gh

Set 5a

PICTURES

Write *kh* and *gh* as you hear them.

1 	2 	3 	4 	5 
----------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

6 	7 	8 	9 	10 
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Possession - kh and gh

Set 5b

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Khàh nidi'ìn ?
Do you have a club ?
2. Łuk ghàa shi'ìn.
I have a fish club.
3. Naghàa gwee'ji ?
Where is your club ?
4. Khaii gòn'lii.
It's winter.
5. Nighàii dànàanch'ùu ?
How old are you ?
6. Khaii ooviikàt.
I bought some lard.
7. Tth'an ghài' altsàii.
She made bone grease.
8. Oonjit aghài' ooviinkàt.
She bought lard.
9. Khał nizii dī'ìn.
He/she has a nice sled.
10. Dighàl kak dhidii.
He/she is sitting on his/her own sled.

Possession - kh and gh

Set 5b

SENTENCES, STUDENT'S COPY

Write **low tones** as you hear them.

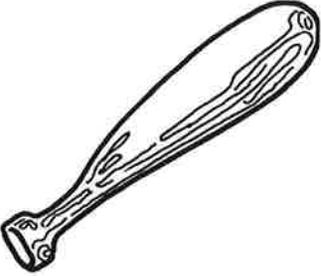
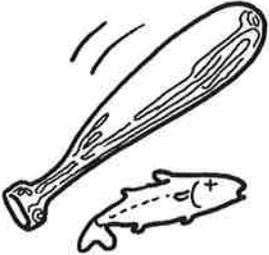
1. Khah nidi'in ?
Do you have a club ?
2. Łuk ghaa shi'in.
I have a fish club.
3. Naghaa gweejii ?
Where is your club ?
4. Khaii gòonlii.
It's winter.
5. Nighaii danaanch'uu ?
How old are you ?
6. Khaii ooviikat.
I bought some lard.
7. Tth'an ghai' altsaii.
She made bone grease.
8. Oonjit aghai' ooviinkat.
She bought lard.
9. Khał nizii di'in.
He/she has a nice sled.
10. Dighal kak dhidii.
He/she is sitting on his/her own sled.

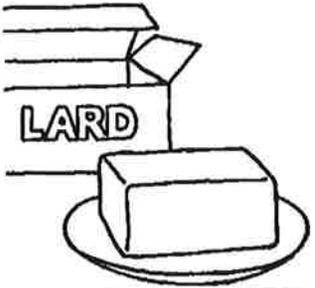
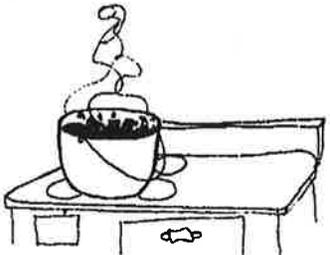
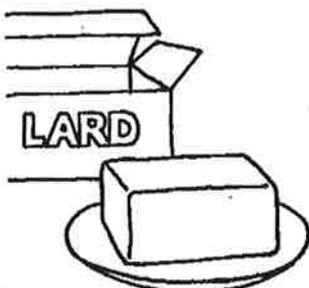
Possession - kh and gh

Set 5b

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Possession - kh and gh

Set 6a

SENTENCES, TEACHER'S COPY

Write **kh** and **gh** as you hear them.

1. Aii khah sheenjìt nidìh.
The pack is heavy for me.
2. Łaii ghàa hàh tr'eedàa.
We're traveling with dog packs.
3. Googhàa nidzìk.
Their packs are light.
4. Khyàh leii ooviikàt.
I bought lots of traps.
5. Nikhyàa gweejìi ?
Where are your traps ?
6. Khèhkaih choo k'adìk.
The big manager came.
7. Dinjii khèhkài' nìlii.
He/she is the chief.

Possession - kh and gh

Set 6a

SENTENCES, STUDENT'S COPY

Write *kh* and *gh* as you hear them.

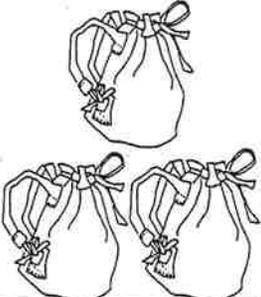
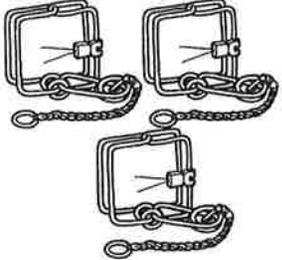
1. Aii __ah sheenjit nidìh.
The pack is heavy for me.
2. Łaii __àa hàh tr'eedàa.
We're traveling with dog packs.
3. Goo__àa nidzìk.
Their packs are light.
4. __yàh leii ooviikàt.
I bought lots of traps.
5. Ni__yàa gweejìi ?
Where are your traps ?
6. __èhkaih choo k'adìk.
The big manager came.
7. Dinjii __èhkài' nìli.
He/she is the chief.

Possession - kh and gh

Set 6a

PICTURES

Write *kh* and *gh* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8	9	10

Possession - kh and gh

Set 6b

SENTENCES, TEACHER'S COPY

Write low tones as you hear them.

1. Aii khah sheenjit nidìh.
The pack is heavy for me.
2. Łaii ghàa hàh tr'eedàa.
We're traveling with dog packs.
3. Googhàa nidzìk.
Their packs are light.
4. Khyàh leii ooviikàt.
I bought lots of traps.
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Possession - kh and gh

Set 6b

SENTENCES, STUDENT'S COPY

Write low tones as you hear them.

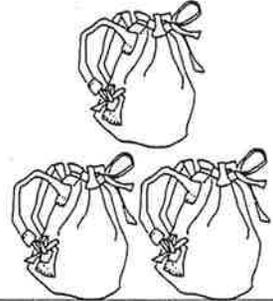
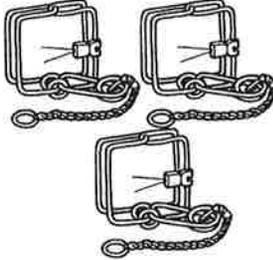
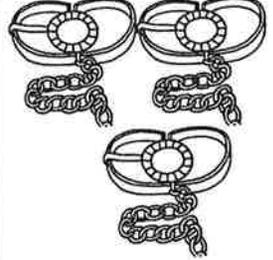
1. Aii khah shah nidih.
The pack is heavy for me.
2. Łaii ghaa hah tr'eedaa.
We're traveling with dog packs.
3. Googhaa nidzik.
Their packs are light.
4. Khyah leii ooviikat.
I bought lots of traps.
5. Nikhyaa gweejii ?
Where are your traps ?
6. Khehkaih choo k'adik.
The big manager came.
7. Dinjii khehkai' nilii.
He/she is the chief.

Possession - kh and gh

Set 6b

PICTURES

Write *low tones* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8	9	10



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