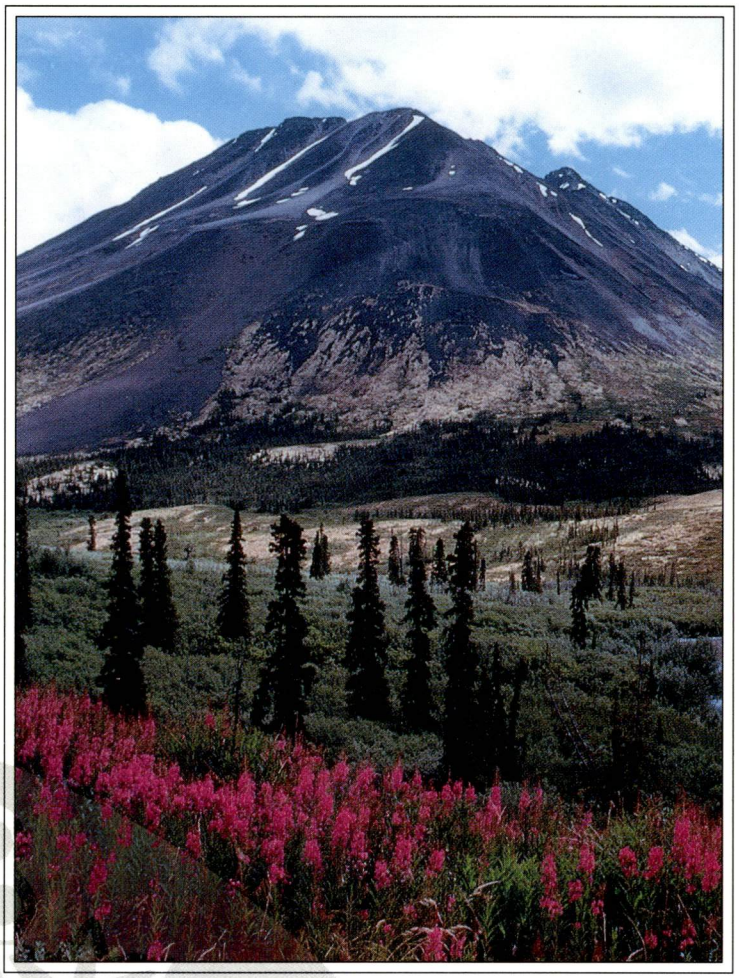
TLINGIT



Language Lessons

Teslin Dialect

Recorded by:
Ms. Margaret Bob

Lina Jules



Margaret Bob

Margaret Bob is the daughter of the late Charlie and Ida Bob of Teslin. Her Tlingit name is Shuwutìn and she is a Yanyèdí Shâ of the Yanyèdí Clan.

Margaret has served for several years as a Tlingit Language Instructor at Teslin School, where she co-teaches with Ms. Liz Smith. In 1995 she completed the Native Language Instructor Certificate Program at Yukon College. She will complete the Diploma Program at Yukon College in 1998.

Margaret is active in the development of new teaching and learning materials for the Tlingit language. She has compiled this booklet and accompanying tape of Tlingit Language Lessons (1997) and, working with Ms. Liz Smith, created the first two interactive "talking books" for use in Tlingit classes in Teslin.

TOGETHER TODAY... FOR OUR CHILDREN TOMORROW

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Yukon Native Language Centre

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Tlingit Language Lessons

Teslin Dialect

By:

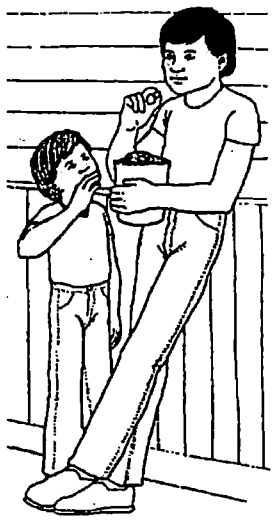
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September Lessons



Greetings

1. How are you?	Mâ sá iyatì ?
2. I am fine.	Xhat yak'ê.
3. And you?	Wa.é dê ?
4. Me too, I'm fine.	Xhát tsú, xhat yak'ê.
5. How is he/she?	Mâ sá yatì ?
6. He/she is fine.	Yak'ê.

Weather

1. How is it outside? (*or* How is the weather)	Mâ sá khuyatì gân? (Mâ sá khuyatì ?)
2. It is sunny.	Amdigàn.
3. It is cloudy.	Khułigûs'.
4. It is raining.	Sîm dàk wusitán.
5. It is windy.	Ayamditì.



September Lessons

People

1.	Who is this?	Àdû sáyá ?
2.	This is a man.	Khâ áwé.
3.	This is a woman.	Shàwát áwé.
4.	This is a teenage boy.	Yadák'w áwé.
5.	This is a teenage girl.	Shàtk' áwé.
6.	This is a little boy.	Atk'iyátsk'u áwé.
7.	This is a little girl.	Shàtk'iyátsk'u áwé.
8.	This is a baby.	T'ùkanêyi áwé.



September Lessons

Fish

1.	What is this?	Dà sáyá ?
2.	This is a fish.	Xhât áwé.
3.	This is a king salmon.	T'á áwé.
4.	This is a grayling.	T'ási áwé.

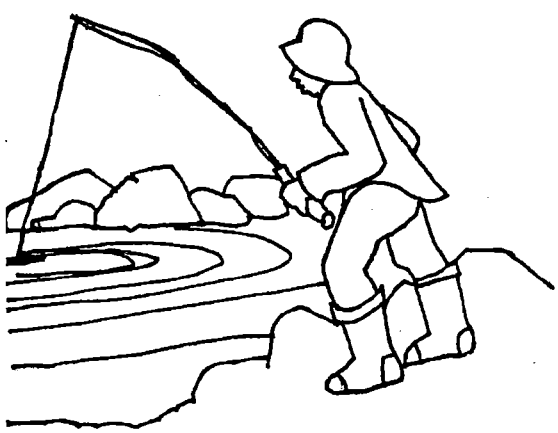
Berries

1.	What is this?	Dà sáyá ?
2.	This is a berry.	Tlêkhw áwé.
3.	This is a highbush cranberry.	Kaxwêxh áwé.
4.	This a lowbush cranberry.	Ìtl'át áwé.
5.	This is a lowbush blueberry.	Ts'îkáxhwk' áwé.

September Lessons

Activities

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am fishing.	Axhast'èxh.
3.	I am picking berries.	Khuxhak'ît'.
4.	What is the boy doing?	Dà sá yê adàné wé khâk'w?
5.	The boy is fishing.	Ast'èxh wé khâk'w.
6.	What is the woman doing?	Dà sá yê adàné wé shàwát ?
7.	The woman is picking berries.	Khuk'ît' wé shàwát.



October Lessons

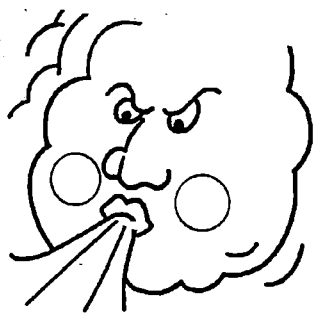
Names

1. What is your name?	Mâ sá iduwasâkw ?
2. My name is Isaac.	Isaac yû xhat duwasâkw.
3. What is his/her name?	Mâ sá duwasâkw ?
4. His/her name is Sandy.	Sandy yû duwasâkw.

Weather

1. It is fall time.	Yèst khùwahâ.
2. It is cold.	Khusi.ât'.
3. It is snowing.	Dlèt dàk wusitán.

4. Is it windy?	Ayamditì gí ?
5. Yes, it is windy.	Ą, ayamditì.
6. It is not windy.	Tléł ayamditì. (*or* Tléł ayamdatì.)
7. Is it sunny?	Amdigàn gí ?
8. Yes, it is sunny.	Ą, amdigàn.
9. It is not sunny.	Tléł amdigàn. (*or* Tléł amdagàn.)

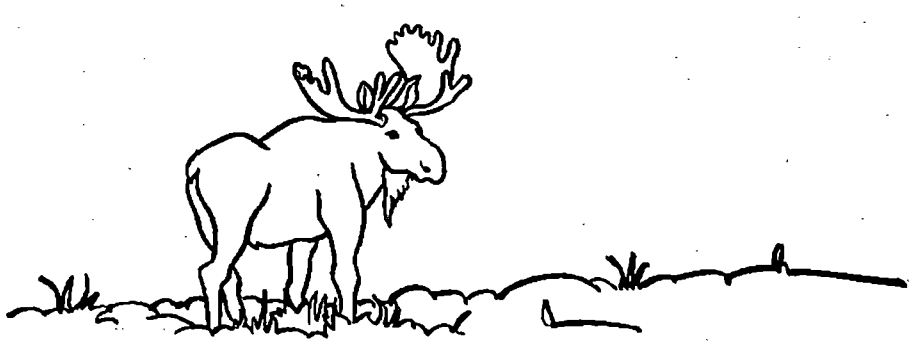


Animals

1. What do you see?	Dà sá iyatîn ?
2. I see a rabbit.	Gháxh xhàtîn.
3. I see a moose.	Dzísk'w xhàtîn.

October Lessons

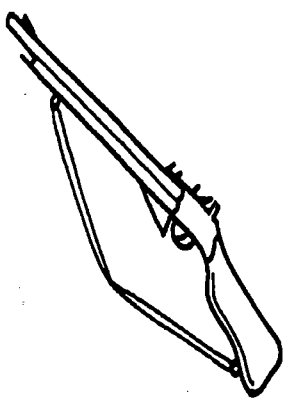
4. I see a big moose.	Dzísk'u tlèn xhàtîn.
5. I see a small moose.	Yê kwsigênk'i dzísk'w xhàtîn.
6. Do you see any wolves?	Ghùch gí iyatîn ?
7. I see lots of wolves.	Sheyadihên ghùch xhàtîn.
8. Do you see any sheep?	Tawê gí iyatîn ?
9. I see lots of sheep.	Sheyadihên tawê xhàtîn.
10. I see lots of black bears.	Sheyadihên s'ìk xhàtîn.
11. I see lots of caribou.	Sheyadihên watsíx xhàtîn.



October Lessons

Passing Objects

1. Hand me the axe.	Shunaxhwâyi axh jìt satán.
2. Here, take it.	Ná'.
3. Hand me the knife.	Łítà axh jìt tí.
4. Here, take it.	Ná'.



Bush Objects

1. Hand me the gun.	Ûnà axh jìt satán.
2. Hand me the bullets.	At tutèyí axh jìt kała.á.
3. Hand me the big knife.	Łítà tlèn axh jìt tí.
4. Hand me the small knife.	Yê gugênk'i à łítà axh jìt tí.

October Lessons



Activities

1. What are you doing?	Dà sá yê dà.ìné ?
2. I am going hunting.	Asx'ìtdé yà nxhagút.
3. What is he/she doing?	Dà sá yê adàné ?
4. He/she is going hunting.	Asx'ìtdé yà nagút.
5. What is the man doing?	Dà sá yê adàné wé khâ ?
6. The man is going hunting.	Wé khâ asx'ìtdé yà nagút.
7. What is the woman doing?	Dà sá yê adàné wé shàwát ?
8. The woman is going hunting.	Wé shàwát asx'ìtdé yà nagút.

Hunting For

1. What are you going hunting for?	Dàtghâ sá ìł'ûn ?
2. I am going hunting for moose.	Dzísk'ughâ axhał'ûn.
3. What is the man going hunting for?	Dàtghâ sá ał'ûn wé khâ ?
4. The man is going hunting for caribou.	Watsíxghà ał'ûn wé khâ.



November Lessons



Weather

1. Is it snowing?	Dlèt gí dàk wusitán ?
2. Yes, it is snowing.	Ą, dlèt dàk wusitán.
3. No, it is not snowing.	Tlêk', dlèt tléł dàk wustàn.
4. Is it cold outside?	Khusi.ât' gí ?
5. Yes, it is cold outside.	Ą, khusi.ât'.
6. It is not cold outside.	Tléł khuwus.ât'.
7. It is winter.	De tâkwt khùwahâ.

November Lessons

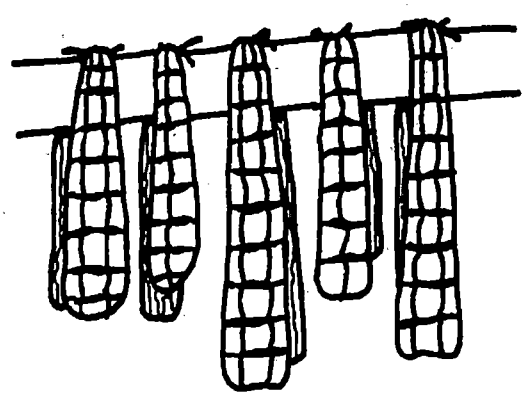


Food

1. Are you hungry?	I ît gí yàn uwahâ ?
2. Yes, I am hungry.	Á, axh ît yàn uwahâ.
3. I am not hungry.	Tléł axh ît yàn uwahâ.
4. Is he/she hungry?	Du ît gí yàn uwahâ ?
5. Yes, he/she is hungry.	À, du ît yàn uwahâ.
6. He/she is not hungry.	Tléł du ît yàn uwahâ.
7. What do you want?	Dà sá i tuwâ sigû ?
8. I want meat.	Dîy axh tuwâ sigû.
9. I want dry meat.	Dîy xùk axh tuwâ sigû.
10. I want some soup.	Taxhhîni axh tuwâ sigû.

November Lessons

11. Do you want fish?	Xhât gí i tuwâ sigû ?
12. Yes, I want fish.	Ą́, xhât axh tuwâ sigû.
13. I do not want fish.	Xhât tléł axh tuwâ ushgú.
14. What does he/she want?	Dà sá du tuwâ sigû ?
15. He/she wants dry salmon.	At xh'îshi du tuwâ sigû.
16. He/she wants fish.	Xhât du tuwâ sigû.
17. He/she wants berries.	Tlêkhw du tuwâ sigû.



November Lessons

Actions

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am eating.	At xhaxhá.
3.	What is he/she doing?	Dà sá yê adàné ?
4.	He/she is eating.	At xhá.
5.	He/she is drinking tea.	Dì adaná.
6.	What are you doing?	Dà sá yê dà.ìné ?
7.	I am eating bannock.	Sakwnên xhaxhá.
8.	I am eating dry meat.	Dlìy xùk xhaxhá.
9.	What is he/she eating?	Dà sá axhá ?
10.	He/she is eating dry salmon.	At xh'êshi axhá.



Are You Thirsty?

1.	Do you want water?	Hîn gí i tuwâ sigû ?
2.	Yes, I want water.	Ą, hîn axh tuwâ sigû.
3.	I do not want water.	Hîn tléł axh tuwâ ushgú.
4.	Do you want tea?	Dì gí i tuwâ sigû ?
5.	Yes, I want tea.	Ą, dì axh tuwâ sigû.
6.	I do not want tea.	Dì tléł axh tuwâ ushgú.
7.	What are you drinking?	Dà sá idaná ?
8.	I am drinking water.	Hîn xhadaná.



Other Forms

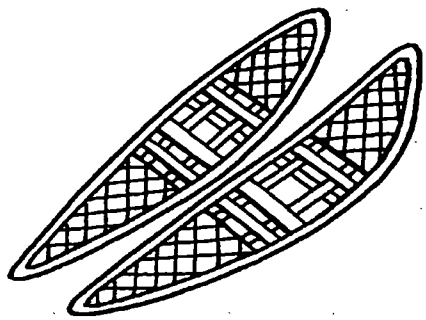
1.	What are you (plural) drinking?	Dà sá yidaná ?
2.	We are drinking tea.	Dì tudaná.
3.	What are they drinking?	Dà sá has adaná ?
4.	They are drinking tea.	Dì has adaná.
5.	The women are drinking tea.	Wé shâ dì has adaná.

Verb Chart

_____ is/are drinking (tea)

I	xhadaná	we	tudaná
you (1)	idaná	you (pl.)	yidaná
he/she	adaná	they	has adaná

November Lessons



Finding Things - Bush Objects

1.	Where is the trap?	Gùsû á wé ghàtâ ?
2.	Here is the trap.	Yâdu wé ghàtâ.
3.	Where is the tent?	Gùsû á wé s'ísà hít ?
4.	Here is the tent.	Yâdu wé s'ísà hít.
5.	Where are the snowshoes?	Gùsû á wé jâji ?
6.	Here are the snowshoes.	Yâdu á wé jâji.
7.	Where is the packsack?	Gùsû á wé îninákh gwêł ?
8.	Here is the packsack.	Yâdu á wé îninákh gwêł.

December Lessons



Christmas

1.	Merry Christmas.	Gu.àłshé hà s'àtí yagìyí i jiyís wùk'ê.
2.	Happy New Year.	Gu.àłshé yá yîs tâkw i jiyís wùk'ê.
3.	Peace on Earth.	Kaxîł' ghût at naghatì yá tl'átgi káx'.

Conversation

1.	Are you cold?	Isèwa.át' gí ?
2.	Yes, I am cold.	Ą, xhat sèwa.át'.
3.	No, I am not cold.	Tléł xhat sèwa.át'. (*or* Tléł xhat sawu.ât'.)

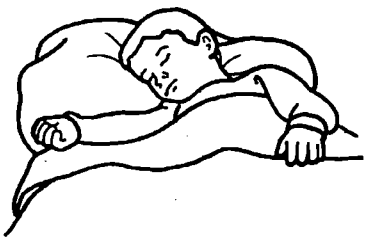
December Lessons



Relatives

1.	Who is this?	Àdû sáyá ?
2.	This is my mother.	Axh tlâ áwé.
3.	This is my father.	Axh îsh áwé.
4.	This is my grandmother.	Axh łîłk'w áwé.
5.	This is my grandfather.	Axh łîłk'w áwé.
6.	Who do you see?	Àdû sáwé iyatîn ?
7.	I see my older brother. (male speaking)	Axh húnxh xhàtîn.
8.	I see my younger brother. (male speaking)	Axh kîk' xhàtîn.
9.	I see my sister. (male speaking)	Axh dlàk' xhàtîn.
10.	I see my older sister. (female speaking)	Axh shátxh xhàtîn.
11.	I see my younger sister. (female speaking)	Axh kîk' xhàtîn.
12.	I see my brother. (female speaking)	Axh îk' xhàtîn.

December Lessons

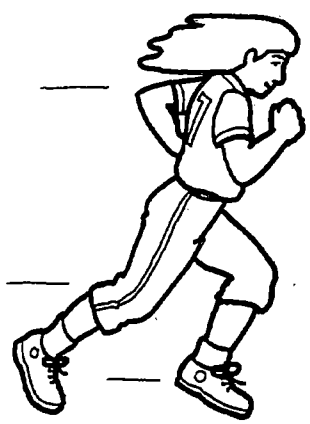


Activities

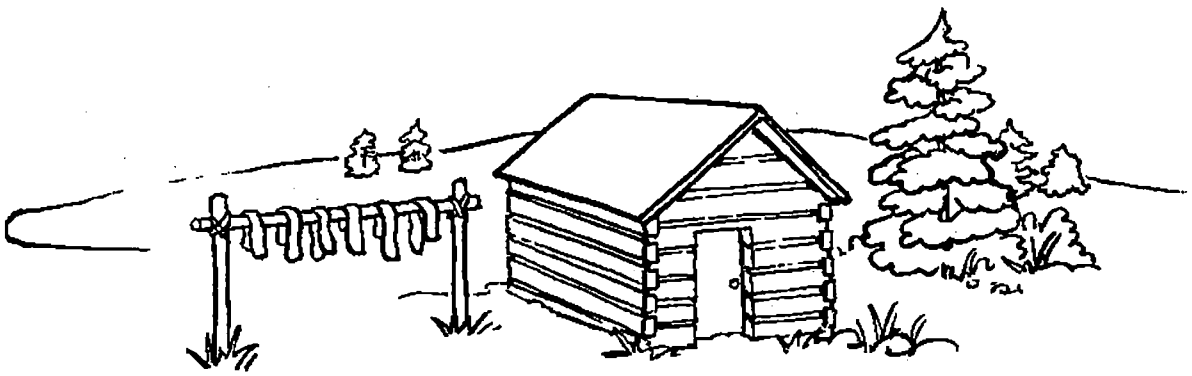
1.	What is he/she doing?	Dà sá yê adàné ?
2.	He/she is sitting (there).	Át â.
3.	He/she is standing (there).	Át hán.
4.	He/she is sleeping (there).	Át tá.
5.	He/she is running.	Yà nashíx.
6.	He/she is dancing.	Aɬ'èxh.
7.	What are you doing?	Dà sá yê dà.ìné ?
8.	I am sewing.	Xhadakês'.
9.	I am running.	Yà nxhashíx.
10.	I am dancing.	Axhaɬ'èxh.

December Lessons

11.	She is walking.	Yà nagút.
12.	What is the man doing?	Dà sá yê adàné wé khâ ?
13.	The man is dancing.	Wé khâ aɬ'èxh.
14.	What is the woman doing?	Dà sá yê adàné wé shàwát ?
15.	The woman is running.	Wé shàwát yà nashíx.
16.	What is the boy doing?	Dà sá yê adàné wé khâk'w ?
17.	The boy is walking.	Wé khâk'w yà nagút.
18.	What is the girl doing?	Dà sá yê adàné wé shàtk'iyátsk'u ?
19.	The girl is sitting (there).	Wé shàtk'iyátsk'u át â.

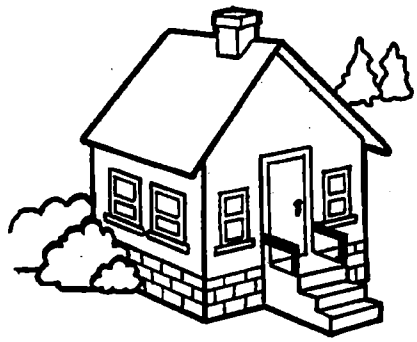


December Lessons



Where Do You Live?

1. Where do you live?	Gùx' sá khìya.û ?
2. I live in Whitehorse.	Whitehorse-x' khuxhà.û.
3. I live in Teslin Village.	Dèslìn àní khuxhà.û.
4. I live in the bush.	At gatû khuxà.û.



Possessives

Chart of Possessive Pronouns

my	axh	our	hà
your (singular)	i	your (plural)	yì
his/her	du	their	has du

1. my house axh hídi
2. your house i hídi
3. his/her house du hídi
4. our house hà hídi
5. your (plural) house yì hídi
6. their house has du hídi



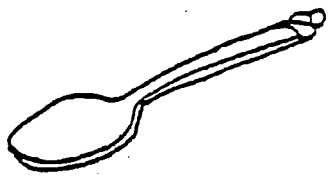
Body Parts

1. This is his/her head.	Du shá áwé.
2. This is his/her neck.	Du łudéxh' áwé.
3. This is his/her shoulder.	Du xhèk áwé.
4. This is his/her chest.	Du yuwká áwé.
5. This is his/her stomach.	Du yùwú áwé.
6. This is his/her hair.	Du shaxhàwú áwé.
7. This is my tooth.	Axh ùxh áyá.
8. This is my face.	Axh yá áyá.
9. This is my eye.	Axh wàkh áyá.
10. This is my nose.	Axh łú áyá.
11. This is my ear.	Axh gúk áyá.
12. This is my foot.	Axh xh'ùs áyá.
13. This is my knee.	Axh kìy áyá.



Activities

1.	What is he/she doing?	Dà sá yê adàné ?
2.	He/she is crying.	Ghâxh.
3.	He/she is sewing.	Dakhês'.
4.	He/she is playing.	Ash kùłyét.
5.	He/she is packing water.	Hîn ayâ.
6.	What are you doing?	Dà sá yê dà.ìné ?
7.	I am crying.	Xhaghâxh.
8.	I am sewing.	Xhadakhês'.
9.	I am playing.	Ash kuxhałyét.
10.	I am packing water.	Hîn xhayâ.
11.	What is the woman doing?	Dà sá yê adàné wé shàwát ?
12.	The woman is sewing.	Dakhês' wé shàwát.



Objects

1.	This is a cup.	Gúx'à áyá.
2.	This is a spoon.	Shát áyá.
3.	This is a plate.	S'íx' áyá.
4.	This is a blanket.	X'ûw áyá.
5.	That is a cane.	Wùtsàghà áwé.
6.	Is that your cup?	I gúx'ayi ágwé ?
7.	Yes, it is my cup.	Ą, axh gúx'à áwé.
8.	No, it is not my cup.	Tlêk', tléł axh gúx'à áwé.

February Lessons



Speaking Native Language

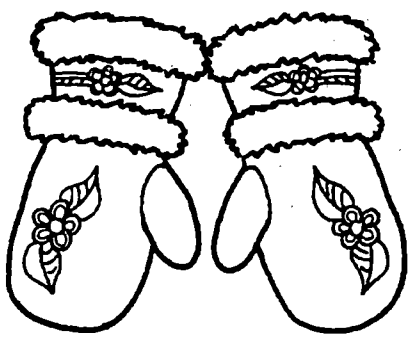
1.	Do you understand Tlingit?	Łingít gí xh'ìya.áxhch ?
2.	Yes, I understand Tlingit.	Ą, Łingít xh'axhà.áxhch.
3.	I do not understand Tlingit.	Łingít tléł xh'èxha.áxhch.
4.	I understand Tlingit a little bit.	Ch'a yê gugênk' Łingít xh'axhà.áxhch.

Walking To

1.	Where are you walking to?	Gùdé sá yà nìgút ?
2.	I am walking to the lake.	Â xhánde yà nxhagút.
3.	I am walking to the school.	Sgûnde yà nxhagút.
4.	I am walking to the store.	Hùndàkîdidé yà nxhagút.
5.	I am walking to Matt's place.	Matt xhánde yà nxhagút.
6.	Where is he/she walking to?	Gùdé sá yà nagút ?
7.	He/she is walking to the school.	Sgûnde yà nagút.
8.	He/she is walking to the store.	Hùndàkîdidé yà nagút.

Clothing

1. What do you have?	Dà sá i jìwú ?
2. I have mittens.	Tsâx' axh jìwú.
3. I have moccasins.	At xáshdi tîł axh jìwú.
4. I have socks.	Ł'î x'wán axh jìwú.
5. I have a hat.	S'âxw axh jìwú.
6. I have pants.	Tùkh'atâł axh jìwú.
7. I have a shirt.	K'ùdás' axh jìwú.
8. I have clothes	Nà.át axh jìwú.



Fire

1. Do you have matches?	Khâs' gí i jìwú ?
2. Yes, I have matches.	Ą́, khâs' axh jìwú.
3. I do not have matches.	Tléł khâs' axh jì.
4. Do you have firewood?	Gán gí i jìwú ?
5. Yes, I have firewood.	Ą́, gán axh jìwú.
6. What do you have?	Dà sá i jìwú ?
7. I have dry branches.	Tláxch' axh jìwú.
8. I have shavings.	Kayèxh axh jìwú.
9. What is he/she doing?	Dà sá yê adàné ?
10. He/she is making fire.	Shût ada.âk.
11. What are you doing?	Dà sá yê dà.ìné ?
12. I am making a fire.	Shût axhda.âk.
13. Make fire!	Shût ida.ák!

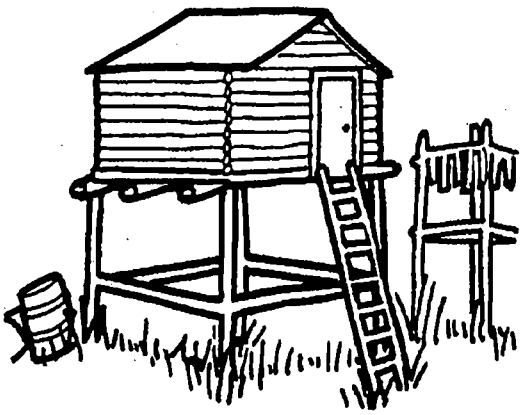
February Lessons



Commands

1.	Come here (1) !	Hàgú !
2.	Come here (2 or more) !	Hàt yì.á.
3.	Scram! Get a move on!	Júk !
4.	Sit down (1) !	Ghanú !
5.	Sit down (2 or more) !	Gheykhí !
6.	Stand up (1) !	Gidahàn !
7.	Stand up (2 or more) !	Geydanákh !

March Lessons



How are you?

1.	How are you?	Mâ sá iyatì ?
2.	I am sick.	Xhat yanîkw.
3.	I have a headache.	Axh shá yanîkw.
4.	I am happy.	Axh tùwú yak'ê.
5.	I am tired.	Xhat wudixwétl.
6.	I am sleepy.	Axh ît yatàwahâ.

March Lessons

Numbers

1.	one	tlêx'
2.	two	dêxh
3.	three	nás'k
4.	four	dàx'ùn
5.	five	kìjín
6.	How many dogs do you see?	X'ùn kètl sá iyatîn?
7.	I see one dog.	Tlêx' kètl xhàtîn.
8.	I see two dogs.	Dêxh kètl xhàtîn.
9.	I see lots of dogs.	Sheyadihên kètl xhàtîn.
10.	I don't see any dogs.	Kètl tléł xhàtîn. (*or* Kètl tléł xhwatîn.)

March Lessons

The Sky

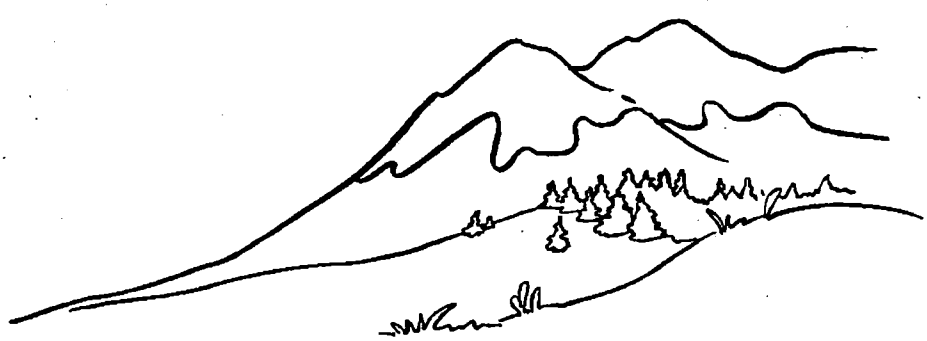
1. What do you see in the sky?	Dà sá iyatîn wé xâts' tú ?
2. I see the stars.	Khutxh'anahâ xhàtîn.
3. I see the moon.	Dís xhàtîn.
4. I see the sun.	Ghagàn xhàtîn.
5. I see the clouds.	Gûs' xhàtîn.

Go and Get

1. Go and get a rock.	Téghà nagú.
2. Here.	Ná'.
3. Go and get salt.	Êł'ghà nagú.
4. Go and get tea in a cup.	Dì gúx'à kát hàt sa.ín.
5. Give me a rock.	Té axh jìt tí.
6. Give me a knife.	Łítà axh jìt tí.
7. Give me tea (in a cup).	Dì axh jìt sa.ín.
8. Give me water (in a glass).	Hîn axh jìt sa.ín.
9. Give me a puppy.	Ketlyádi axh jìt sanú.
10. Give me the baby.	T'ùkanêyi axh jìt sanú.

Land forms

1.	Where are you going?	Gùdé sá yà nìgút ?
2.	I am going to the mountainside.	Shà yadàdé yà nxhagút.
3.	I am going to the mountain top.	Shà shakîde yà nxhagút.
4.	I am going to the riverside.	Hîn yàxhdé yà nxhagút.
5.	I am going to the head of the river.	Hîn shâkde yà nxhagút.
6.	I am going to the lakeside.	Â yàxhdé yà nxhagút.



April Lessons

Daytime

1.	It is daytime.	Yagì áwé.
2.	It is morning.	Ts'ùtàt áwé.
3.	It is night time.	Tàt áwé.
4.	It is dawn.	Khìwa.à.

Spring

1.	It is springtime.	Khukałt'îx' ká áwé.
2.	Is the snow melting off?	Dlèt gí yà nałłên ?
3.	Yes, the snow is melting off.	Ą, dlèt yà nałłên.
4.	Is it getting warm?	Yà khunat'ên gí ?
5.	Yes, it is getting warm.	Ą, yà khunat'ên.
6.	It is still cold.	Ch'u khusi.ât'.

April Lessons

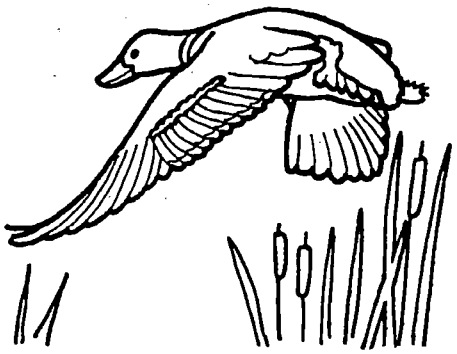
Tracks

1.	What tracks are those?	Dàt xh'us.ìtí sáwé ?
2.	Those are wolf tracks.	Ghùch xh'us.ìtí áwé.
3.	Those are mouse tracks.	Kuts'ìn xh'us.ìtí áwé.
4.	Those are beaver tracks.	S'igèdí xh'us.ìtí áwé.
5.	Those are moose tracks.	Dzísk'u xh'us.ìtí áwé.

Colours

1.	What is this?	Dà sáyá ?
2.	This is a black hat.	T'ùch' s'âxw áyá.
3.	This is a white hat.	Dlèt s'âxw áyá.
4.	This is a red hat.	Xh'àn s'âxw áyá.
5.	This is a blue hat.	S'ùw s'âxw áyá.
6.	This is a brown hat.	S'agwât s'âxw áyá.

April Lessons



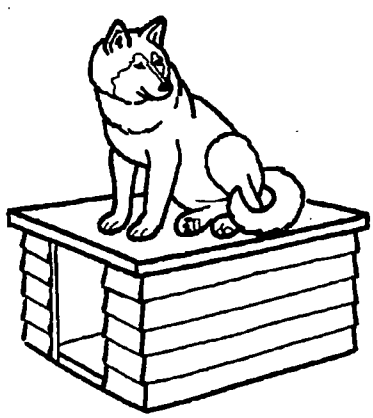
Birds

1.	What bird is that?	Dàtkhu ts'ats'î sáwé ?
2.	That is an owl.	Ûndách áwé.
3.	What is the duck doing?	Dà sá yé adàné wé gâxw ?
4.	The duck is flying around.	Át wudikhèn wé gâxw.
5.	The grouse is making a nest.	Kút ałyêxh wé kâx'.
6.	The raven is eating.	At xhá wé yêł.
7.	The goose is walking around.	Át wùgùt wé t'àwákh.

April Lessons

Location

1.	Where is the dog sitting?	Gùt sá â wé kètl ?
2.	The dog is sitting on its house.	Kètl hídi a kát â.
3.	The dog is sitting in its house.	Kètl hídi a yìt â.
4.	The dog is sitting in front of its house.	Kètl hídi xh'awùłt â.
5.	The dog is sitting behind its house.	Kètl hídi a t'êt â.
6.	The dog is sitting beside its house.	Kètl hídi a t'ikát â.



May Lessons

Weather

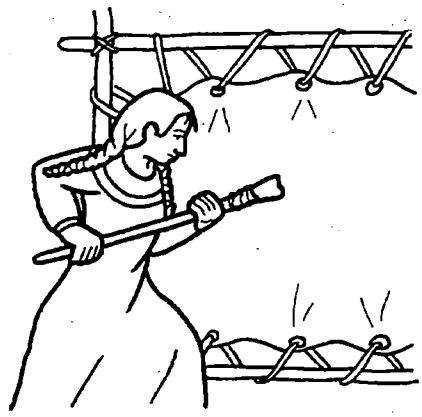
1.	Is it raining?	Sîm gí dàk wusitán ?
2.	It is really raining.	Sîm àtlèn dàk wusitán.
3.	It is still raining.	Sîm ch'u dàk wusitán.
4.	Is it muddy?	Khukamshikútl' gí ?
5.	It is really muddy.	Àtlèn khukamshikhútl'.
6.	Is it cloudy?	Khułigûs' gí ?
7.	It is really cloudy.	Àtlèn khułigûs'.
8.	It is still cloudy.	Ch'u khułigûs'.
9.	Is the ice gone?	Akàwahà gí wé t'îx' ?
10.	The ice is gone.	Wé t'îx' akàwahà.
11.	It is really nice outside.	X'êgà khuyak'ê.





Optional Set

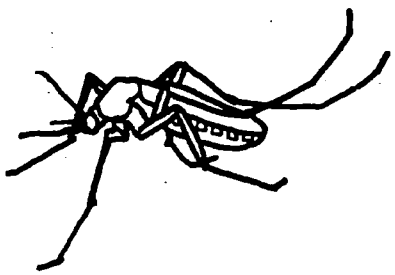
1.	Is the ice breaking up?	Wé t'îx' gí yà kandaxh'èł ?
2.	Yes, it is breaking up.	Ą, wé t'îx' yà kandaxh'èł.
3.	It is not breaking up.	Wé t'îx' tléł yà kandaxh'èł.



Tanning Hides

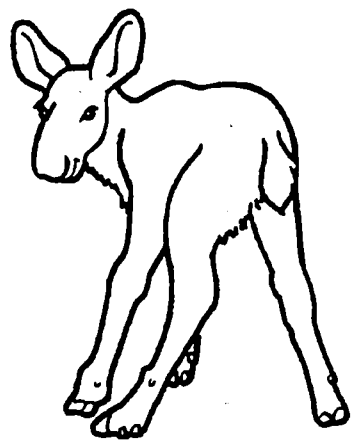
1.	What hide is that?	Dàt at dùgú sáwé ?
2.	That is a moose hide.	Dzísk'u dùgú áwé.
3.	That is a caribou hide.	Watsíx dùgú áwé.
4.	What is he/she doing?	Dà sá yê adàné ?
5.	He/she is tanning a hide.	At dùgú ałxwácht.
6.	What are you doing?	Dà sá yé dà.ìné ?
7.	I am tanning a hide.	At dùgú xhałaxwácht.

May Lessons



Insects

1.	That is a mosquito.	Tâx'à áwé.
2.	That is a fly.	Xîn áwé.
3.	That is a spider.	Kanas.àt áwé.
4.	That is a worm.	Tl'úk'xh áwé.
5.	That is a butterfly.	Tlèłû áwé.
6.	What is the worm doing?	Dà sá yê adàné wé tl'úk'xh ?
7.	The worm is crawling around.	Át wùtlûx' wé tl'úk'xh.
8.	The spider is walking around.	Át wùgùt wé kanas.àt.
9.	The butterfly is flying around.	Át wudikhìn wé tlèłû.
10.	The fly is flying around.	Át wudikhìn wé xîn.
11.	The mosquito bit me.	Xhat wusitâx' wé tâx'à.

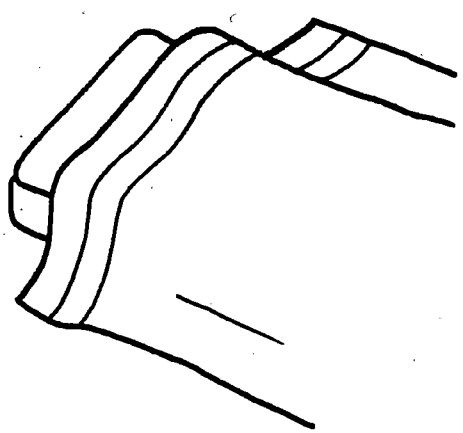


Young Animals

1.	What kind of animal is this?	Dàtkhu at gatu.ádi sáwé ?
2.	That is a moose calf.	Dzísk'u yádi áwé.
3.	That is a baby rabbit.	Ghaxhyádi áwé.
4.	That is a bear cub.	S'ìk yádi áwé.
5.	What do you see?	Dà sá iyatîn ?
6.	I see a wolf pup.	Ghùch yádi xhàtîn.
7.	I see a baby fox.	Nàghas'ê yádi xhàtîn.
8.	I see puppies.	Ketlyátx'i xhàtîn.

Give me _____.

1.	Give me the paper.	X'úx' axh jìt tí.
2.	Give me the blanket.	X'ûw axh jìt áxh.
3.	Give me the moccasins	At xáshdi tîł axh jìt ła.á.
4.	Give me the bullets.	At tutèyí axh jìt kała.á.
5.	Give me the gun.	Ûnà axh jìt satán.
6.	Give me the stick.	Shìy axh jìt satán.



June Lessons

Some Questions

1.	Do you think it's warm?	I tùwúch gí khuyàwat'â ?
2.	Yes, it is warm.	Ą, khuyàwat'â.
3.	It is not warm.	Tléł khuyàwat'â.
4.	It is summertime.	Tàkw.ìtít khùwahâ.



Walking Around

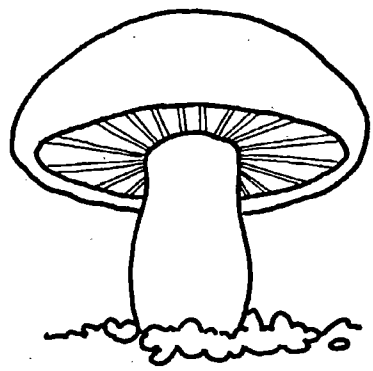
1.	What is he/she doing?	Dà sá yé adàné ?
2.	He/she is walking around.	Át wùgùt.
3.	Where is he/she walking around?	Gùx' sá át wùgùt ?
4.	He/she is walking around on the lakeshore.	Wé â yàxht wùgùt.

June Lessons



5.	He/she is walking around by the riverbank.	Wé hîn yàxht wùgùt.
6.	He/she is walking around on the mountain.	Wé shà kát wùgùt.
7.	He/she is walking around on the hill.	Wé gùch kát wùgùt.
8.	What are you doing?	Dà sá yê dà.ìné ?
9.	I am walking around.	Át xhwàgùt.
10.	I am walking around by the lakeshore.	Wé â yàxht xhwàgùt.
11.	I am walking around by the riverbank.	Wé hîn yàxht xhwàgùt.

June Lessons



Plants

1.	What is this?	Dà sáyá ?
2.	This is a leaf.	Kayàní áyá.
3.	This is grass.	Chùkwán áyá.
4.	This is a spruce bough.	Hàw áyá.
5.	What is growing?	Dà sá kè kana.ên ?
6.	Leaves are growing.	Kayàní yà kana.ên.
7.	Carrots are growing.	S'ín yà kana.ên.
8.	Fireweed is growing.	Łûł yà kana.ên.
9.	Willow leaves are growing.	Ch'âł' kayàní kè kana.ên.

Classroom Expressions

Useful Classroom Expressions

1.	Be quiet! (to 1)	Sh ìłk'átl' !
2.	Be quiet! (to 2 or more)	Shiyìłk'átl' !
3.	Yes.	Ą.
4.	No.	Tlêk'.
5.	Listen to me! (to 1)	Axh xh'êt sa.áxh !
6.	Listen to me! (to 2 or more)	Axh xh'êt yisa.áxh !
7.	Do you understand me?	Xhat xh'ìya.áxhch gí ?
8.	I understand you.	Ixh'axhà.áxhch.
9.	I don't understand you.	Tléł ixh'èxha.áxhch.
10.	I don't know.	Tléł xhwasakú. (*or* Gushé.)

Classroom Expressions

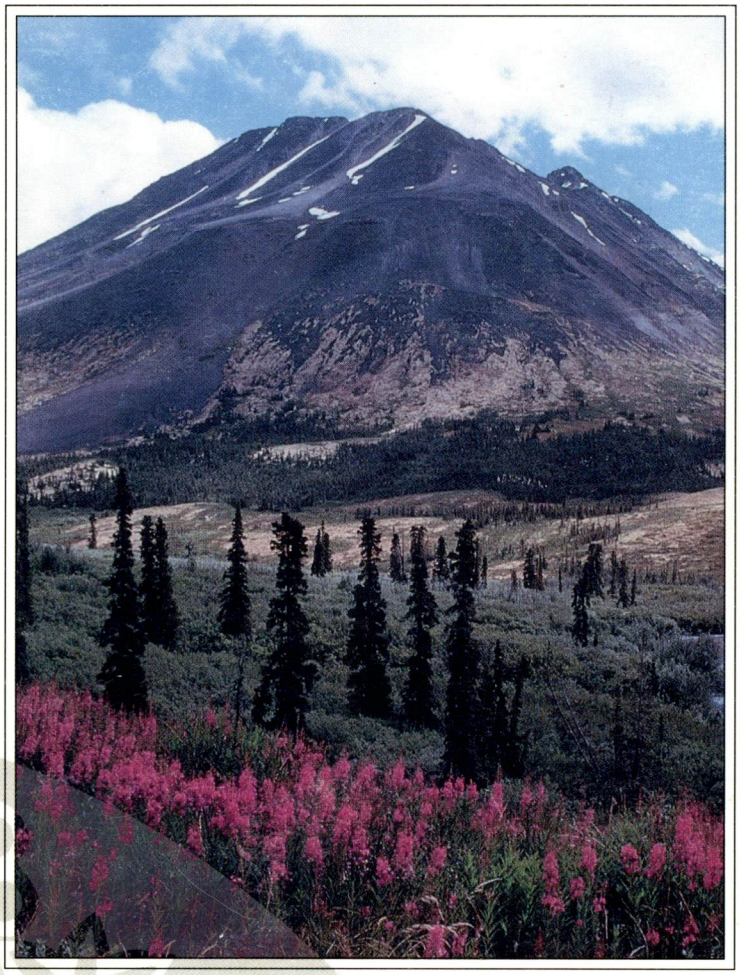
11. What do they call it in Tlingit?	Mâ sá duwasâkw Łingít xh'ênáxh ?
12. Good!	Yak'ê !
13. Really good!	Àtlèn yak'ê !
14. Thank you.	Gunałchîsh.
15. Scram!	Júk !
16. No way!	Tléł àdé !
17. Enough !	Dê áwé !
18. Don't !	Łí ! (*or* Ił í !)
19. It's hot !	Khuyàwat'â !
20. It's cold !	Khusi.ât' !
21. Poor thing!	Ìshân !
22. It's your turn.	I ît khùwahâ.

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YTG EDLC

TLINGIT



Language Lessons

Teslin Dialect

Recorded by:

Emma Sam



Emma Sam

Emma Sam was born in Teslin, Yukon, a daughter of Rosie and (the late) David Johnston. A fluent speaker of Tlingit, she is a member of the Ishkìtàn clan. Emma's traditional name is Wakhsâni.

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Cover Photo: Government of Yukon

COUNCIL FOR YUKON INDIANS

Yukon Native Language Centre

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Tlingit Language Lessons

Teslin Dialect

By:

Emma Sam

Yukon Native Language Centre

1994

September Lessons



Greetings

1.	How are you?	Mâ sá iyatì ?
2.	I am fine.	Xhat yak'ê.
3.	And you?	Wa.é dê ?
4.	Me too, I'm fine.	Xhát tsú xhat yak'ê.
5.	How is he/she?	Mâ sá yatì ?
6.	He/she is fine.	Yak'ê.

Weather

1.	How is it outside?	Mâ sá khuyatì ?
2.	It is sunny.	Amdigàn.
3.	It is cloudy.	Khułigûs'.
4.	It is raining.	Sîm dàk wusitán.
	It is snowy	gléK
5.	It is windy.	Ayamditì.



People

1.	Who is this?	À sáyá ?
2.	This is a man.	Khâ áyá.
3.	This is a woman.	Shàwát áyá.
4.	This is a teenage boy.	Yadák'w áyá.
5.	This is a teenage girl.	Shàtk' áyá.
6.	This is a little boy.	Atk'iyátsk'u áyá.
7.	This is a little girl.	Shàtk'iyátsk'u áyá.
8.	This is a baby.	T'ukanêyi áyá.



September Lessons

Fish

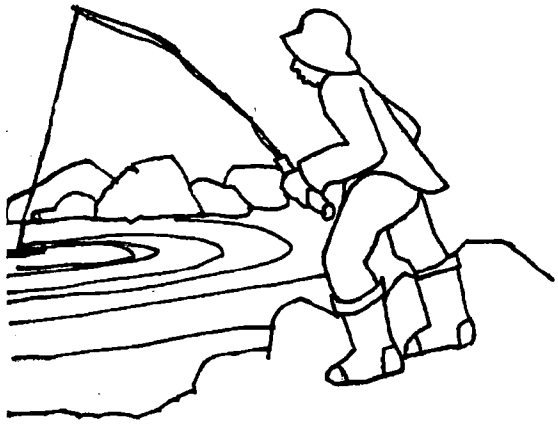
1.	What is this?	Dà sáyá ?
2.	This is a fish.	Xhât áyá.
3.	This is a king salmon.	T'á áyá.
4.	This is a grayling.	T'ási áyá.

Berries

1.	What is this?	Dà sáyá ?
2.	This is a berry.	Tlêkhw áyá.
3.	This is a highbush cranberry.	Kaxwêxh áyá.
4.	This a lowbush cranberry.	Ìtl'át áyá. etl'at
5.	This is a lowbush blueberry.	Ts'îkâxhk'w áyá.

Activities

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am fishing.	Axhast'èxh.
3.	I am picking berries.	Khuxhak'ît'.
4.	What is the boy doing?	Wé khâk'w dà sá yê dà.ané ?
5.	The boy is fishing.	Wé khâk'w ast'èxh.
6.	What is the woman doing?	Dà sá yê adàné wé shàwát ?
7.	The woman is picking berries.	Khuk'ît' wé shàwát.



October Lessons

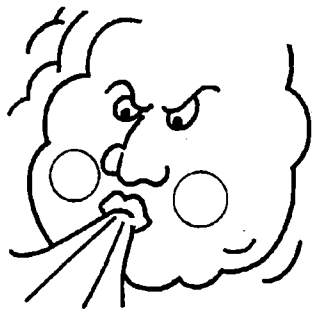
Names

1.	What is your name?	Mâ sá iduwasâkw ?
2.	My name is Isaac.	Isaac yû xhat duwasâkw.
3.	What is his/her name?	Mâ sá duwasâkw ?
4.	His/her name is Sandy.	Sandy yû duwasâkw.

Weather

1.	It is fall time.	Yèst khùwahâ.
2.	It is cold.	Khusi.ât'.
3.	It is snowing.	Dlèt dàk wusitán.

4.	Is it windy?	Ayamditì (á)gí ?
5.	Yes, it is windy.	Ą, ayamditì.
6.	It is not windy.	Tléł ayamditì. (*or* Tléł ayamdatì.)
7.	Is it sunny?	Amdigàn (á)gí ?
8.	Yes, it is sunny.	Ą, amdigàn.
9.	It is not sunny.	Tléł amdagàn.



Animals

1.	What do you see?	Dà sá iyatîn ?
2.	I see a rabbit.	Gháxh xhàtîn.
3.	I see a moose.	Dzísk'w xhàtîn.

October Lessons

Tlingit Kh'ya.naxh Kaat Gwet yan axh du wasawkw'
glàk Kh'ya.naxh Sandy
Àtlin dáxh gha hawgüt - I'm from Atlin

4.	I see a big moose.	Dzísk'u tlèn xhàtîn.
5.	I see a small moose.	Yê kwsigênk'i dzísk'w xhàtîn.
6.	Do you see any wolves?	Ghùch gí iyatîn ?
7.	I see lots of wolves.	Sheyadihêni ghùch xhàtîn.
8.	Do you see any sheep?	Tawê ágí iyatîn ?
9.	I see lots of sheep.	Sheyadihêni tawê xhàtîn.
10.	I see lots of black bears.	Sheyadihêni s'ìk xhàtîn.
11.	I see lots of caribou.	Sheyadihêni watsíx xhàtîn.

Kétt - dog
Khinayi - chipmunk
dûsh - cat
ghaxh - linx
kutlaghach - porcupine
xixch' - frog

Kut'sawk - squirrel
sikyedi - beaver
nawkasay -
tsin - muskrat
Kushta - otter
daw - weasel
s'ik - bear
tsi-nak - grizzly bear



Kh'ustsin - mouse

gha axh - he/she is crying

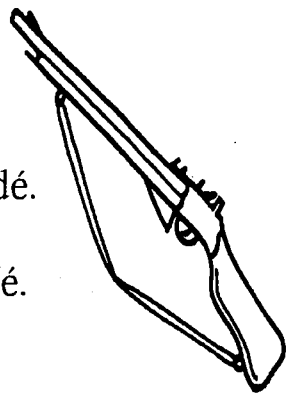
Passing Objects

1.	Hand me the axe.	Shunaxhwâyi hàndé.
2.	Here, take it.	Ná'.
3.	Hand me the knife.	Łítà hàndé.
4.	Here, take it.	Ná'.

Bush Objects

1.	Hand me the gun.	Ûnà hàndé.
2.	Hand me the bullets.	At tutèyí hàndé.
3.	Hand me the big knife.	Łítà tlèn hàndé.
4.	Hand me the small knife.	Łítàk'w hàndé.

Knife



October Lessons



Activities

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am going hunting.	Asx'ìtdé yà nxhagút.
3.	What is he/she doing?	Dà sá yê dà.ané ?
4.	He/she is going hunting.	Asx'ìtdé yà nagút.
5.	What is the man doing?	Dà sá yê dà.ané wé khâ ?
6.	The man is going hunting.	Wé khâ asx'ìtdé yà nagút.
7.	What is the woman doing?	Dà sá yê dà.ané wé shàwát ?
8.	The woman is going hunting.	Wé shàwát asx'ìtdé yà nagút.

Hunting For

1.	What are you going hunting for?	Dàtghâ sá ìł'ûn ?
2.	I am going hunting for moose.	Dzísk'ughâ axhał'ûn.
3.	What is the man going hunting for?	Dàtghâ sá ał'ûn wé khâ ?
4.	The man is going hunting for caribou.	Watsíxghà ał'ûn wé khâ.

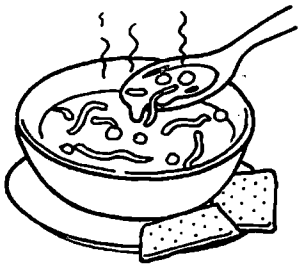




Weather

1.	Is it snowing?	Dlèt ágí dàk wusitán ?
2.	Yes, it is snowing.	À, dlèt dàk wusitán.
3.	No, it is not snowing.	Tlêk', dlèt tléł dàk wusitán.
4.	Is it cold outside?	Khusi.ât' ágí ?
5.	Yes, it is cold outside.	À, khusi.ât'.
6.	It is not cold outside.	Tléł khùs.ât'.
7.	It is winter.	De tâkwt khùwahâ.

November Lessons

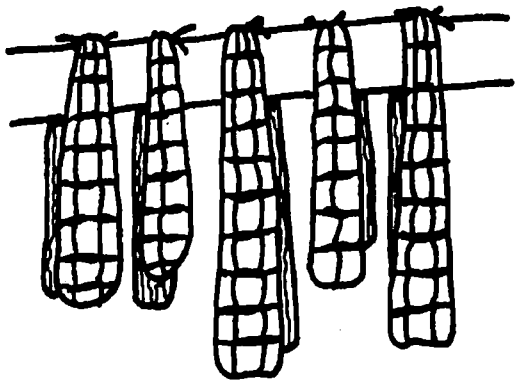


Food

1.	Are you hungry?	I ît gí yàn uwahâ ?
2.	Yes, I am hungry.	Ą, axh ît yàn uwahâ.
3.	I am not hungry.	Tléł axh ît yàn uwahâ.
4.	Is he/she hungry?	Du ît ágí yàn uwahâ ?
5.	Yes, he/she is hungry.	Ą, du ît yàn uwahâ.
6.	He/she is not hungry.	Tléł du ît yàn uwahâ.
7.	What do you want?	Dà sá i tuwâ sigû ?
8.	I want meat.	Dlìy axh tuwâ sigû.
9.	I want dry meat.	Dlìy xùk axh tuwâ sigû.
10.	I want some soup.	Taxhhîni axh tuwâ sigû.

November Lessons

11. Do you want fish?	Xhât gí i tuwâ sigû ?
12. Yes, I want fish.	Ą, xhât axh tuwâ sigû.
13. I do not want fish.	Xhât tléł axh tuwâ ushgú.
14. What does he/she want?	Dà sá du tuwâ sigû ?
15. He/she wants dry salmon.	At xh'îshi du tuwâ sigû.
16. He/she wants fish.	Xhât du tuwâ sigû.
17. He/she wants berries.	Tlêkhw du tuwâ sigû.



November Lessons

Actions

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am eating.	At xhaxhá.
3.	What is he/she doing?	Dà sá yê dà.ané ?
4.	He/she is eating.	At xhá.
5.	He/she is drinking tea.	Dì adaná.
6.	What are you doing?	Dà sá yê dà.ìné ?
7.	I am eating bannock.	Sakwnên îwu xhaxhá.
8.	I am eating dry meat.	Dlìy xùk xhaxhá.
9.	What is he/she eating?	Dà sá axhá ?
10.	He/she is eating dry salmon.	At xh'îshi axhá.



Are You Thirsty?

1.	Do you want water?	Hîn gí i tuwâ sigû ?
2.	Yes, I want water.	À, hîn axh tuwâ sigû.
3.	I do not want water.	Hîn tléł axh tuwâ ushgú.
4.	Do you want tea?	Dì gí i tuwâ sigû ?
5.	Yes, I want tea.	À, dì axh tuwâ sigû.
6.	I do not want tea.	Dì tléł axh tuwâ ushgú.
7.	What are you drinking?	Dà sá idaná ?
8.	I am drinking water.	Hîn xhadaná.



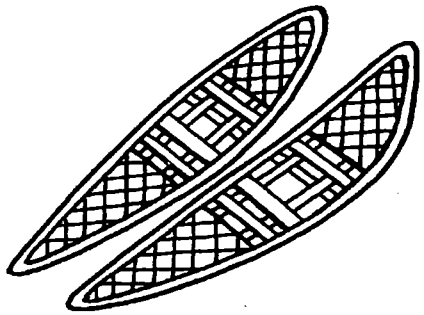
Other Forms

1.	What are you (plural) drinking?	Dà sá yidaná ?
2.	We are drinking tea.	Dì tudaná.
3.	What are they drinking?	Dà sá has adaná ?
4.	They are drinking tea.	Dì has adaná.
5.	The women are drinking tea.	Wé shâ dì has adaná.

Verb Chart

_____ **am/is/are drinking it**

I	xhadaná	we	tudaná
you (1)	idaná	you (pl.)	yidaná
he/she	adaná	they	has adaná



Finding Things - Bush Objects

1.	Where is the trap?	Gùsû á wé ghàtâ ?
2.	Here is the trap.	Yâdu wé ghàtâ.
3.	Where is the tent?	Gùsû á wé s'ísà hít ?
4.	Here is the tent.	Yâdu wé s'ísà hít.
5.	Where are the snowshoes?	Gùsû á wé jâji ?
6.	Here are the snowshoes.	Yâdu á wé jâji.
7.	Where is the packsack?	Gùsû á wé îninâxh gwêł ?
8.	Here is the packsack.	Yâdu á wé îninâxh gwêł.

December Lessons



Christmas

1.	Merry Christmas.	Gu.àł shé hà s'àtí yagìyí i jiyís wùk'ê.
2.	Happy New Year.	Gu.àł shé yà yîs tâkw i jiyís wùk'ê.
3.	Peace on Earth.	Kaxîł' ghût at naghatì yá tl'átgi káx'.

Conversation

1.	Are you cold?	Isèwa.át' ágí ?
2.	Yes, I am cold.	Ą, xhat sèwa.át'.
3.	No, I am not cold.	Tléł xhat sèwa.át'.

December Lessons

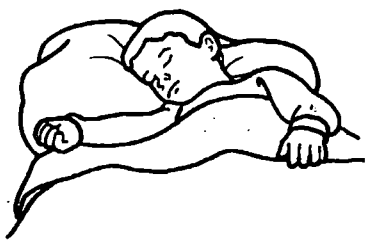


Relatives

1.	Who is this?	À sáyá ?
2.	That is my mother.	Axh tlâ áwé A +li (Addressing
3.	That is my father.	Axh îsh áwé. mom)
4.	That is my grandmother.	Axh łîłk'w áwé.
5.	That is my grandfather.	Axh łîłk'w áwé.
6.	Who do you see?	À sá iyatîn ?
7.	I see my older brother. (male speaking)	Axh húnxh xhàtîn.
8.	I see my younger brother. (male speaking)	Axh kîk' xhàtîn.
9.	I see my sister. (male speaking)	Axh dlàk' xhàtîn. dlug
10.	I see my older sister. (female speaking)	Axh shátxh xhàtîn.
11.	I see my younger sister. (female speaking)	Axh kîk' xhàtîn.
12.	I see my brother. (female speaking)	Axh îk' xhàtîn.

Activities

1. What is he/she doing? — Dà sá yê dà.ané ?
2. He/she is sitting (there). — Át â.
3. He/she is standing (there). — Át hán.
4. He/she is sleeping (there). — Át tá.

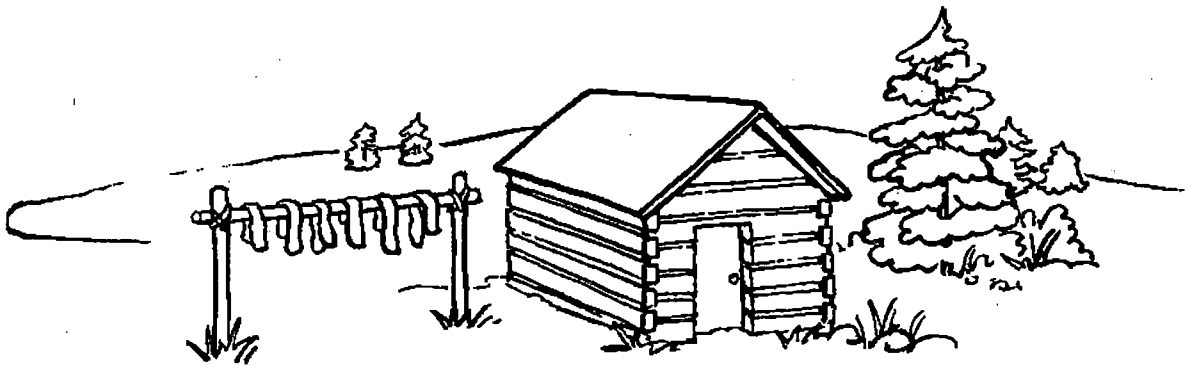


5. He/she is running. — Yà nashíx.
6. He/she is dancing. — Aɬ'èxh.
7. What are you doing? — Dà sá yê dà.ìné ?
8. I am sewing. — Xhadakhês'.
9. I am running. — Yà nxhashíx.
10. I am dancing. — Axhaɬ'èxh.

December Lessons

11. She is walking.	Yà nagút.
12. What is the man doing?	Dà sá yê adàné wé khâ ?
13. The man is dancing.	Aɬ'èxh wé khâ.
14. What is the woman doing?	Dà sá yê dà.ané wé shàwát ?
15. The woman is running.	Yà nashíx wé shàwát.
16. What is the boy doing?	Dà sá yê dà.ané wé khâk'w ?
17. The boy is walking.	Yà nagút wé khâk'w.
18. What is the girl doing?	Dà sá yê dà.àné wé shàtk'iyátsk'u ?
19. The girl is sitting (there).	Át â wé shàtk'iyátsk'u.





Where Do You Live?

1.	Where do you live?	Gùt'á sá khìya.û ?
2.	I live in Whitehorse.	Whitehorse-x' khuxhà.û.
	I live in Teslin Village.	Dèslìnx' khuxhà.û.
3.	I live in the bush.	At gutûx' khuxà.û.

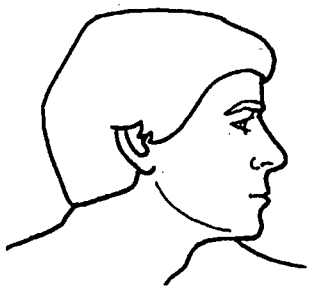


Possessives

Chart of Possessive Pronouns

my	axh	our	hà
your (singular)	i	your (plural)	yì
his/her	du	their	has du

1. my house axh hídi
2. your house i hídi
3. his/her house du hídi
4. our house hà hídi
5. your (plural) house yì hídi
6. their house has du hídi



Body Parts

1.	This is his/her head.	Du shá áyá.
2.	This is his/her neck.	Du łudíxh' áyá.
3.	This is his/her upper arm.	Du xhìk áyá.
4.	This is my hand (or lower arm.)	Axh jín áyá.
5.	This is his/her chest.	Du yuwká áyá.
6.	This is his/her stomach.	Du yùwú áyá.
7.	This is his/her hair.	Du shaxhàwú áyá.
8.	This is my tooth.	Axh ùxh áyá.
9.	This is my face.	Axh yá áyá.
10.	This is my eye.	Axh wàkh áyá.

10. This is my nose. Axh łú áyá.

11. This is my ear. Axh gúk áyá.

12. This is my foot. Axh xh'ùs áyá.

13. This is my knee. Axh kìy áyá.



Activities

1. What is he/she doing? Dà sá yê dà.ané ?

2. He/she is crying. Ghâxh.

3. He/she is sewing. Dakhês'.

4. He/she is playing. Ash kùłyét.

5. He/she is packing water. Hîn ayâ.

6. What are you doing? Dà sá yê dà.ìné ?

7. I am crying. Xhaghâxh.

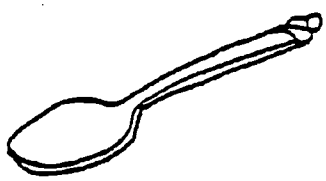
8. I am sewing. Xhadakês'.

9. I am playing. Ash kuxhałyét.

10. I am packing water. Hîn xhayâ.

11. What is the woman doing? Dà sá yê dà.àné wé shàwát ?

12. The woman is sewing. Dakhês' wé shàwát.



Objects

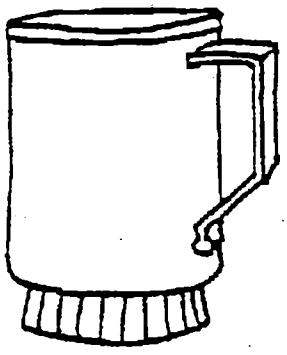
1. This is a cup. Gúx'à áyá.

2. This is a spoon. Shát áyá.

3. This is a plate. S'íx' áyá.

4. This is a blanket. X'ûw áyá.

5.	This is a cane.	Wùtsàghâ áyá.
6.	Is this your cup?	I gúx'ayi ágí ?
7.	Yes, it is my cup.	Ą, axh gúx'ayi áwé.
8.	It is not my cup.	Tléł axh gúx'ayi áwé.





Speaking Native Language

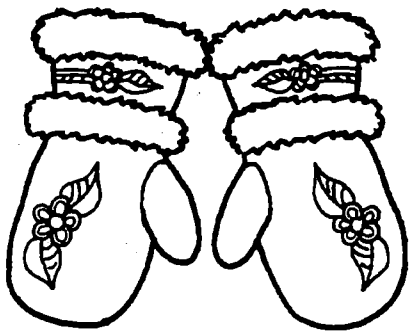
1.	Do you know Tlingit? (*or* Do you understand Tlingit?) (*or* Do you speak Tlingit?)	Łingít ágí xh'ìya.áxhch ?
2.	Yes, I know Tlingit.	Ą, Łingít xh'axhà.áxhch.
3.	I do not understand Tlingit.	Łingít tléł xh'èxha.áxhch.
4.	I understand Tlingit a little bit.	Ch'a yê gugênk' Łingít xh'axhà.áxhch.

Walking To

1.	Where are you walking to?	Gùdé sá yà nìgút ?
2.	I am walking to the lake.	Â kàdé yà nxhagút.
3.	I am walking to the school.	Sgûnde yà nxhagút.
4.	I am walking to the store.	Hùndàkahídidé yà nxhagút.
5.	I am walking Matt's place.	Matt xhánde yà nxhagút.
6.	Where is he/she walking to?	Gùdé sá yà nagút ?
7.	He/she is walking to the school.	Sgûnde yà nagút.
8.	He/she is walking to the store.	Hùndàkahídidé yà nagút.

Clothing

1.	What do you have?	Dà sá i jìwú ?
2.	I have mittens.	Tsâx' axh jìwú.
3.	I have moccasins.	At xáshdi tîł axh jìwú.
4.	I have socks.	Ł'î x'wán axh jìwú.
5.	I have a hat.	S'âxw axh jìwú.
6.	I have pants.	Tukh'atâł axh jìwú.
7.	I have a shirt.	K'ùdás' axh jìwú.
8.	I have clothes	Nà.át axh jìwú.



Fire

1.	Do you have matches?	Khâs' gí i jìwú ?
2.	Yes, I have matches.	Ą, khâs' axh jìwú.
3.	I do not have matches.	Khâs' tléł axh jì.
4.	Do you have firewood?	Gán gí i jìwú ?
5.	Yes, I have firewood.	Ą, gán axh jìwú.
6.	What do you have?	Dà sá i jìwú ?
7.	I have dry branches.	Tláxch' axh jìwú.
8.	I have shavings.	Kayèxhí axh jìwú.
9.	What is he/she doing?	Dà sá yê dà.ané ?
10.	He/she is making a fire.	Shût ada.âk.
11.	What are you doing?	Dà sá yê dà.ìné ?
12.	I am making a fire.	Shût axhda.âk.
13.	Make fire!	Shût ida.ák.

February Lessons

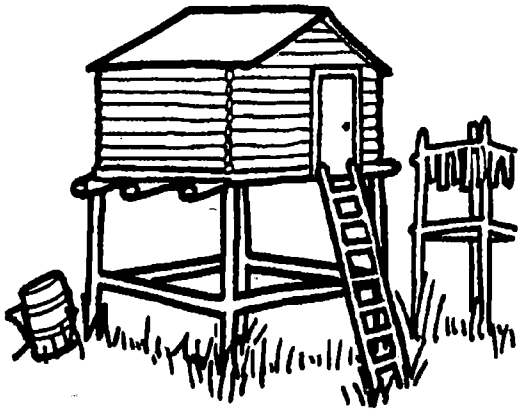


Commands

1.	Come here (1) !	Hàgú !
2.	Come here (2 or more) !	Hàt yi.á.
3.	Scram! Get a move on!	Júk !
4.	Sit down (1) !	Ghanú !
5.	Sit down (2 or more) !	Gheykhí !
6.	Stand up (1) !	Gidahàn !
7.	Stand up (2 or more) !	Geydanàkh !

Speaking Native Language

1.	Do you understand Tlingit?	Łingít gí xh'ìya.áxhch ?
2.	Yes, I understand Tlingit.	Ą, Łingít xh'axhà.áxhch.
3.	I do not understand Tlingit.	Łingít tléł xh'èxha.áxhch.



How are you?

1.	How are you?	Má sá iyatì ?
2.	I am sick.	Xhat yanîkw.
3.	My head hurts. (*or* I have a headache.)	Axh shá yanîkw.

4.	I am happy.	Axh tùwú yak'ê.
5.	I am tired.	Xhat wudixwétl.
6.	I am sleepy.	Axh ît yatàwahâ.

Numbers

1.	one	tlêx'
2.	two	dêxh
3.	three	nás'k
4.	four	dàx'ùn
5.	five	kìjín
6.	How many dogs do you see?	X'ùn kètl sá iyatîn ?

7. I see one dog.	Tlêx' kètl xhàtîn.
8. I see dogs.	Dêxh kètl xhàtîn.
9. I see lots of dogs.	Sheyadihêni kètl xhàtîn.
10. I don't see any dogs.	Kètl tléł xhàtîn. (*or* Kètl tléł xhwatìn.)

The Sky

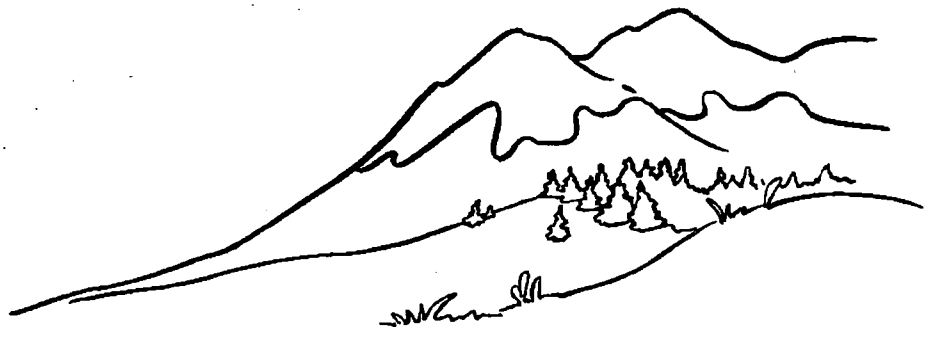
1. What do you see in the sky?	Dà sá iyatîn wé xâts' tú ?
2. I see the stars.	Khutghanahâ xhàtîn.
3. I see the moon.	Dís xhàtîn.
4. I see the sun.	Ghagàn xhàtîn.
5. I see the clouds.	Gûs' xhàtîn.

Go and Get

1.	Go and get a rock. (*or* Go and get rocks.)	Téghà nagú.
2.	Here.	Ná'.
3.	Go and get salt.	Êł'ghà nagú.
4.	Go and get tea in a cup.	Gúx'àtín dìghâ nagú.
5.	Give me a rock.	Té axh jìt tí.
6.	Give me a knife.	Łítà axh jìt tí.
7.	Give me tea (in a cup).	Dì axh jìt sa.ín.
8.	Give me water (in a glass).	Hîn axh jìt sa.ín.
9.	Give me a puppy.	Ketlyádi axh jìt sanú.
10.	Give me the baby.	T'ukanêyi axh jìt sanú.

Land forms

1.	Where are you going?	Gùdé sá yà nìgút ?
2.	I am going to the mountainside.	Shà yadàdé yà nxhagút.
3.	I am going to the mountain top.	Shà shakîde yà nxhagút.
4.	I am going to the riverside.	Hîn yàxhdé yà nxhagút.
5.	I am going to the head of the river.	Hîn shâkde yà nxhagút.
6.	I am going to the lakeside.	Â yàxhdé yà nxhagút.



April Lessons

Daytime

1.	It is daytime.	Yagì awé.
2.	It is morning.	Ts'ùtàt áwé.
3.	It is nighttime.	Tàt yìn áwé.
4.	It is dawn.	Khìwa.à.

Spring

1.	It is springtime.	Khukałt'îx' ká awé.
2.	Is the snow melting off?	Wé dlèt gí yà nachétl ?
3.	Yes, the snow is melting off.	Ą, wé dlèt yà nachétl.
4.	Is it getting warm?	Yà khunat'ên ágí ?
5.	Yes, it is getting warm.	Ą, yà khunat'ên.
6.	It is still cold.	Ch'u khusi.ât'.

April Lessons

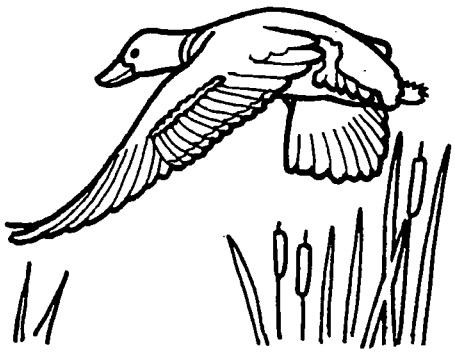
Tracks

1.	What tracks are these?	Dàt xh'us.ìtí sáyá ?
2.	These are wolf tracks.	Ghùch xh'us.ìtí áyá.
3.	These are mouse tracks.	Kuts'ìn xh'us.ìtí áyá.
4.	These are beaver tracks.	S'igèdí xh'us.ìtí áyá.
5.	These are moose tracks.	Dzísk'u xh'us.ìtí áyá.

Colours

1.	What is this?	Dà sáyá ?
2.	This is a black hat.	T'ùch' s'âxw áyá.
3.	This is a white hat.	Dlèt s'âxw áyá.
4.	This is a red hat.	Xh'àn s'âxw áyá.
5.	This is a blue hat.	S'ùw s'âxw áyá.
6.	This is a brown hat.	S'agwât s'âxw áyá.

April Lessons

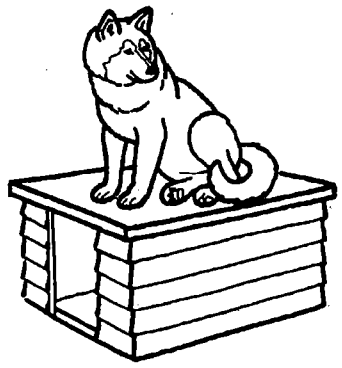


Birds

1.	What bird is this?	Dàtkhu ts'ats'î sáyá ?
2.	This is an owl.	Ûndách áyá.
3.	What is the duck doing?	Dà sá yê dà.ané wé gâxw ?
4.	The duck is flying around.	Át wudikhìn wé gâxw.
5.	The grouse is making a nest.	Wé kâx' kút ałyêxh.
6.	The raven is eating.	At xhá wé yêł.
7.	The goose is walking around.	Át wùgùt wé t'àwákh.

Location

1.	Where is the dog sitting?	Gùt sá â wé kètl ?
2.	The dog is sitting on its house.	Wé kètl du hídi kát â.
3.	The dog is sitting in its house.	Wé kètl du hídi yìt â.
4.	The dog is sitting in front of its house.	Wé kètl du hídi xh'awùłt â.
5.	The dog is sitting behind its house.	Wé kètl du hídi t'êt â.
6.	The dog is sitting beside its house.	Wé kètl du hídi t'ikát â.
7.	The dog is sitting under its house.	Wé kètl du hídi tayìt â.



May Lessons

Weather



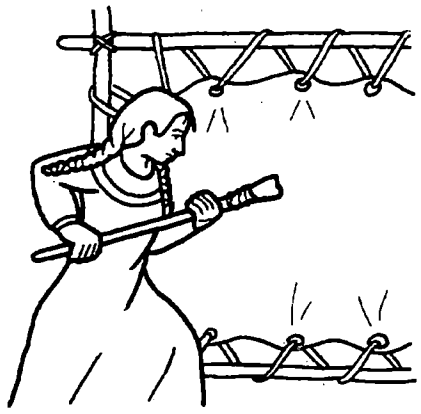
1.	Is it raining?	Sîm gí dàk wusitán ?
2.	It is really raining.	Sîm àtlèn dàk wusitán.
3.	It is still raining.	Sîm ch'u dàk wusitán.
4.	Is it muddy?	Khukamshikhútl' gí ?
5.	It is really muddy.	Àtlèn khukamshikhútl'.
6.	Is it cloudy?	Khułigûs' gí ?
7.	It is really cloudy.	Àtlèn khułigûs'.
8.	It is still cloudy.	Ch'u khułigûs'.
9.	Is the ice gone?	Wé t'îx' gí akàwahà ?
10.	The ice is gone.	Wé t'îx' akàwahà.
11.	It is really nice outside.	Àtlèn khuyak'ê.



Optional Set

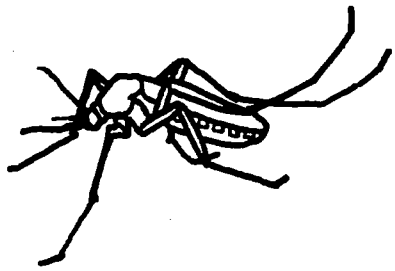
1.	Is the ice moving (or breaking up?	Wé t'îx' gí yà akanahên ?
2.	Yes, it is breaking up.	Ą, wé t'îx' yà akanahên.
3.	It is not breaking up.	Wé t'îx' tléł yà akanahên.

May Lessons



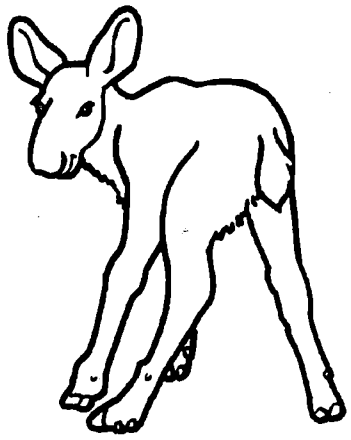
Tanning Hides

1.	What hide is this?	Dàt at dùgú sáwé ?
2.	This is a moose hide.	Dzísk'u dùgú áyá.
3.	This is a caribou hide.	Watsíx dùgú áyá.
4.	What is he/she doing?	Dà sá yè dà.ané ?
5.	He/she is tanning a hide.	At dùgú ałxwácht.
6.	What are you doing?	Dà sá yé dà.ìné ?
7.	I am tanning a hide.	At dùgú xhałaxwácht.



Insects

1.	This is a mosquito.	Tâx'à áyá.
2.	This is a fly.	Xîn áyá.
3.	This is a spider.	Kanas.àt áyá.
4.	This is an worm.	Tl'úk'xh áyá.
5.	This a butterfly.	Tlèłú áyá.
6.	What is the worm doing?	Dà sá yé dà.ané wé tl'úk'xh ?
7.	The worm is crawling around.	Át wùtlûx' wé tl'úk'xh.
8.	The spider is walking around.	Át wùgùt wé kanas.àt.
9.	The butterfly is flying around.	Át wudikhìn wé tlèłú.
10.	The fly is flying around.	Át wudikhìn wé xîn.
11.	The mosquito bit me.	Xhat wusitâx' wé tâx'à.

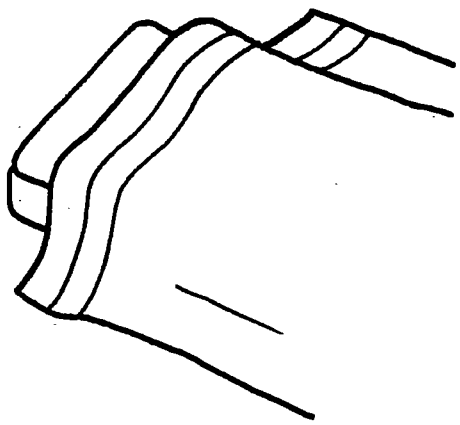


Young Animals

1.	What kind of animal is this?	Dàtkhu at gatu.ádi sáyá ?
2.	This is a moose calf.	Dzísk'u yádi áyá.
3.	This is a baby rabbit.	Ghaxhyádi áyá.
4.	This is a bear cub.	S'ìk yádi áyá. (*or* S'ikyádi áyá.)
5.	What do you see?	Dà sá iyatîn ?
6.	I see a wolf pup.	Ghùch yádi xhàtîn.
7.	I see a baby fox.	Nàghas'ê yádi xhàtîn.
8.	I see puppies.	Ketlyátx'i xhàtîn.

Give me _____.

1.	Give me the paper.	Wé x'úx' axh jìt tí.
2.	Give me the blanket.	Wé x'ûw axh jìt áxh.
3.	Give me the moccasins	Wé at xáshdi tîł axh jìt ła.á.
4.	Give me the bullets.	Wé at tutèyí axh jìt kała.á.
5.	Give me the gun.	Wé ûnà axh jìt satán.
6.	Give me the stick.	Wé shìy axh jìt satán.



Some Questions

1.	Is it warm for you?	I îx' gí khuwat'à ?
2.	Yes, it is warm for me.	Ą, axh îx' khuwat'à.
3.	It is not warm for me.	Axh îx' tléł khuwat'à.
4.	It is summertime.	Tàkw.ìtít khùwahâ.



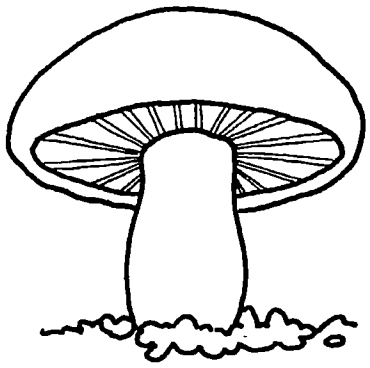
Walking Around

1.	What is he/she doing?	Dà sá yê dà.ané ?
2.	He/she is walking around.	Át wùgùt.
3.	Where is he/she walking around?	Gùt'á sá át wùgùt ?
4.	He/she is walking around by the lake.	Wé â yàxht yà nxhagút.



5.	He/she is walking around by the river.	Wé hîn yàxht wùgùt.
6.	He/she is walking around on the mountain.	Wé shà kát wùgùt.
7.	He/she is walking around on the hill.	Wé gùch kát wùgùt.
8.	What are you doing?	Dà sá yê dà.ìné ?
9.	I am walking around.	Át xhwàgùt.
10.	I am walking around by the lake.	Wé â yàxht xhwàgùt.
11.	I am walking around by the river.	Wé hîn yàxht xhwàgùt.
12.	I am walking around by the creek.	Wé hînák'w yàxht xhwàgùt.

June Lessons



Plants

1.	What is this?	Dà sáyá ?
2.	This is a leaves.	Kayàní áyá.
3.	This is grass.	Chùkwán áyá.
4.	This is a spruce bough.	Hàw áyá.
5.	What is growing?	Dà sá kè kana.ên ?
6.	Leaves are growing.	Kayàní yà kana.ên.
7.	Wild rhubarb is growing.	Yàna.èt yà kana.ên.
8.	Fireweed is growing.	Łûł yà kana.ên.
9.	Willow leaves are growing.	Ch'âł' kayàní yà kana.ên.

Useful Classroom Expressions

1.	Be quiet! (to 1)	Sh ìłk'átl'!
2.	Be quiet! (to 2 or more)	Sh yiłk'átl'!
3.	Yes.	Ą.
4.	No.	Tlêk'.
5.	Listen to me! (to 1)	Axh xh'êt sa.áxh!
6.	Listen to me! (to 2 or more)	Axh xh'êt yisa.áxh!
7.	Do you understand me?	Xhat xh'ìya.áxhch gí?
8.	I understand you.	Ixh'axhà.áxhch.
9.	I don't understand you.	Tléł ixh'èxha.áxhch.
10.	I don't know.	Tléł xhwasakú. (*or* Gushé.)

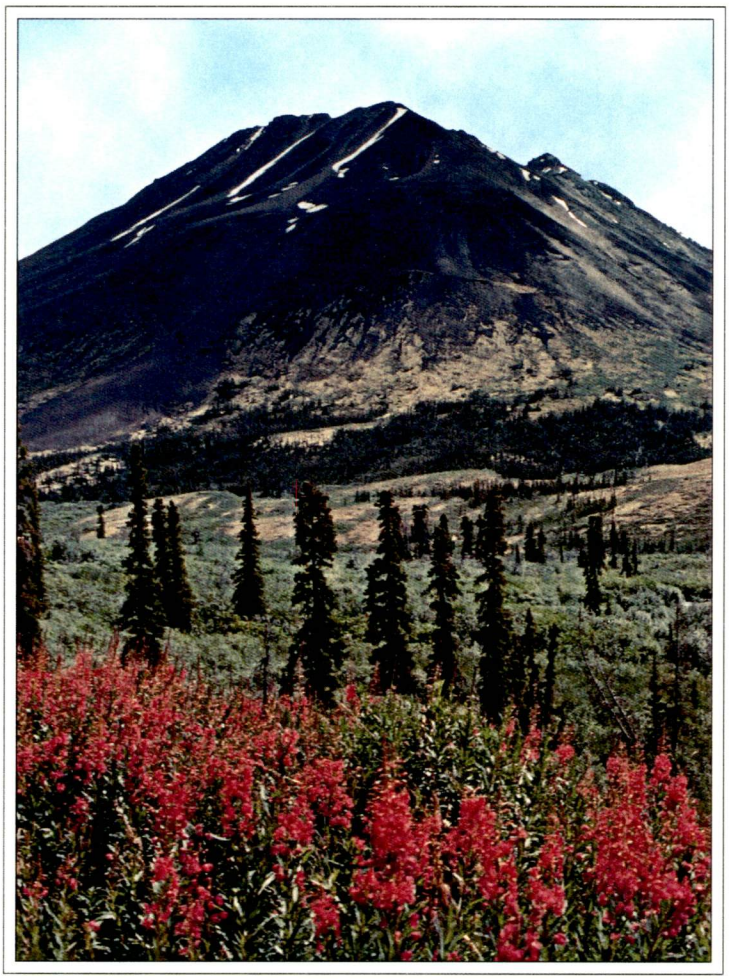
Classroom Expressions

11. What do they call it in Tlingit?	Mâ sá duwasâkw Łingít xh'ênáxh ?
12. Good!	Yak'ê !
13. Really good!	Àtlèn yak'ê !
14. Thank you.	Gunałchîsh.
15. Scram!	Júk !
16. No way!	Tléł àdé !
17. Enough !	Dê áwé !
18. Don't !	Łí ! (or Ił í !)
19. It's hot !	Khuyàwat'â ! yàwat'â - hot (liquid)
20. It's cold !	Khusi.ât' ! si.ât' !
21. Poor thing!	Ìshân ! Ishân! kw (Kw - indicates younger people - kids)
22. It's your turn.	I ît khùwahâ.

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TLINGIT



Language Lessons

Carcross Dialect

Recorded by:
Lucy Wren
Marlene Smith



Lucy Wren

Lucy Wren of Carcross, Yukon, is a well-known Yukon Elder who has worked for years teaching and promoting the Tlingit language and culture.

Lucy's traditional name is Ghùch Tlâ (Wolf Mother), and she is a member of the Dakhl'awédi clan.

Lucy was a member of the first graduating class of the Native Language Instructor Certificate Course at Yukon College in 1986. Over the years she has continued to provide cultural and linguistic information for the benefit of other language instructors attending the Tlingit Literacy Sessions.

Marlene Smith, who assisted in developing this booklet, is Lucy's granddaughter and also a Tlingit Language Instructor at the Carcross School. Marlene's Tlingit name is Jikâk'w, and she, too, is a member of the Dakhl'awêdí clan. Marlene has completed the Native Language Instructor Certificate Course at Yukon College and is currently enrolled in the Diploma program.

TOGETHER TODAY... FOR OUR CHILDREN TOMORROW

COUNCIL OF YUKON FIRST NATIONS

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Yukon Native Language Centre

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Tlingit Language Lessons

Carcross Dialect

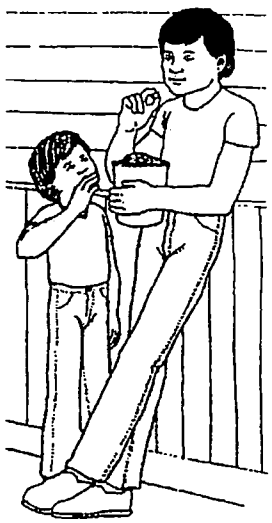
By:

Lucy Wren

Yukon Native Language Centre

1994

September Lessons



Greetings

1.	How are you?	Wâ sá iyetì ?
2.	I am fine.	Xhat yek'ê.
3.	And you?	We.é dê ?
4.	Me too, I'm fine.	Xhát tsú xhat yek'ê.
5.	How is he/she?	Wâ sá yetì ?
6.	He/she is fine.	Yek'ê.

Weather

1.	How is it outside?	Wâ sá khuyetì ?
2.	It is sunny.	Awdigàn.
3.	It is cloudy.	Khuwłigûs'.
4.	It is raining.	Sûw dàk wusitén.
5.	It is windy.	Eyawditì.



September Lessons

People

1.	Who is this?	À sáwé ?
2.	This is a man.	Khâ áwé.
3.	This is a woman.	Shàwát áwé.
4.	This is a teenage boy.	Yedák'w áwé.
5.	This is a teenage girl.	Shàtk' ą́wé.
6.	This is a little boy.	Etk'iyétsk'u áwé.
7.	This is a little girl.	Shàtk'iyétsk'u áwé.
8.	This is a baby.	T'ukanêyi áwé.



September Lessons

Fish

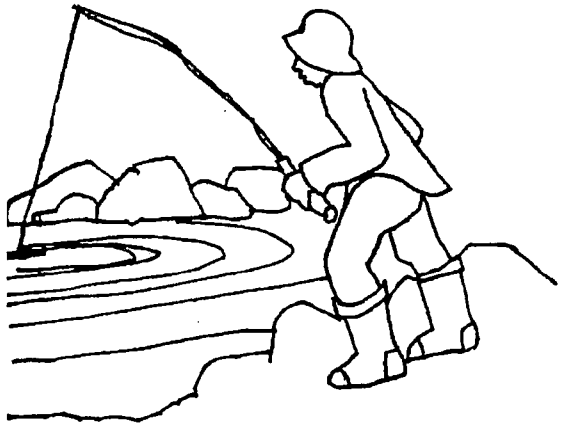
1. What is this?	Dà sáwé ?
2. This is a fish.	Xhât áwé.
3. This is a king salmon.	T'á áwé.
4. This is a grayling.	T'áse áwé.

Berries

1. What is this?	Dà sáwé ?
2. . This is a berry.	Tlêkhw áwé.
3. This is a highbush cranberry.	Kaxwêxh áwé.
4. This a lowbush cranberry.	Kh'èshkahâgu áwé.
5. This is a lowbush blueberry.	Łáxh' łùwú áwé.

Activities

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am fishing.	Exhast'èxh.
3.	I am picking berries.	Khuxhak'ît'.
4.	What is the boy doing?	Dà sá yê edàné wé yedák'w ?
5.	The boy is fishing.	Wé yedák'w est'èxh.
6.	What is the woman doing?	Dà sá yê edàné wé shàwát ?
7.	The woman is picking berries.	Khuk'ît' wé shàwát.



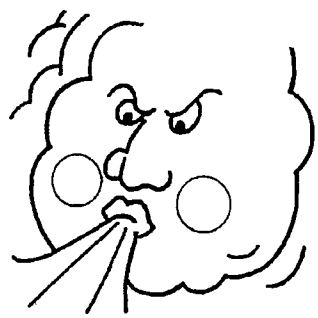
Names

1.	What is your name?	Wâ sá iduwasâkw ?
2.	My name is Isaac.	Isaac yê xhat duwasâkw.
3.	What is his/her name?	Wâ sá duwasâkw ?
4.	His/her name is Sandy.	Sandy yê duwasâkw.

Weather

1.	It is fall time.	Yèsk'w khùwahâ.
2.	It is cold.	Khusi.ât'.
3.	It is snowing.	Dlèt dàk wusitén.

4.	Is it windy?	Eyawditì ágí ?
5.	Yes, it is windy.	À, eyawditì.
6.	It is not windy.	Tléł eyawditì.
7.	Is it sunny?	Awdigàn ágí ?
8.	Yes, it is sunny.	À, awdigàn.
9.	It is not sunny.	Tléł awdigàn.

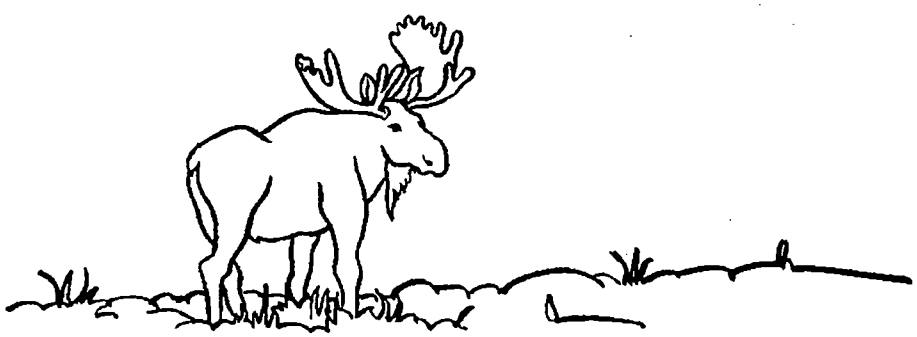


Animals

1.	What do you see?	Dà sá yisitìn ?
2.	I see a rabbit.	Gáxh xhwasitìn.
3.	I see a moose.	Dzísk'w xhwasitìn.

October Lessons

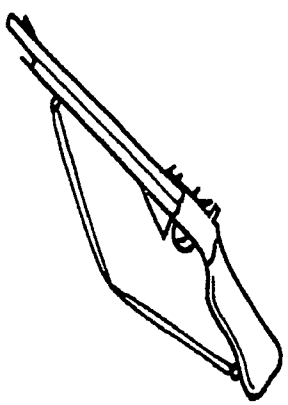
4.	I see a big moose.	Dzísk'w tlèn xhwasitìn.
5.	I see a small moose.	Dzísk'wétsk'u xhwasitìn.
6.	Do you see any wolves?	Gwáł ghùch yisitìn ?
7.	I see lots of wolves.	Shìdihên ghùch xhwasitìn.
8.	Do you see any sheep?	Tawê ágí yisitìn ?
9.	I see lots of sheep.	Shìdihên tawê xhwasitìn.
10.	I see lots of black bears.	S'ìk shìdihên xhwasitìn.
11.	I see lots of caribou.	Watsíx shìdihên xhwasitìn.



Passing Objects

1.	Hand me the axe.	Shunxhâ hàndé.
2.	Here, take it.	Ná', àxh gatí.
3.	Hand me the knife.	Łítà hàndé.
4.	Here, take it.	Ná', gatí.

Bush Objects



1.	Hand me the gun.	Ûnà hàndé.
2.	Hand me the bullets.	Et tutèyí hàndé.
3.	Hand me the big knife.	Wé łítà tlèn hàndé.
4.	Hand me the small knife.	Wé łítàk'w hàndé.



Activities

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am going hunting.	Esx'ìdé kwagût.
3.	What is he/she doing?	Dà sá yê edàné ?
4.	He/she is going hunting.	Esx'ìdé gwagût.
5.	What is the man doing?	Dà sá yê edàné wé khâ ?
6.	The man is going hunting.	Esx'ìdé gwagút wé khâ.
7.	What is the woman doing?	Dà sá yê edàné wé shàwát ?
8.	The woman is going hunting.	Esx'ìdé gwagút wé shàwát.

Hunting For

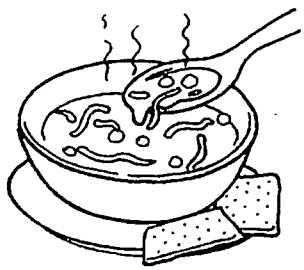
1.	What are you going hunting for?	Dàt káxh sá agìł'ûn ?
2.	I am going hunting for moose.	Dzísk'u káxh akwał'ûn.
3.	What is the man going hunting for?	Dàt káxh sá eł'ûn wé khâ ?
4.	The man is going hunting for caribou.	Watsíx káxh agwał'ûn wé khâ.





Weather

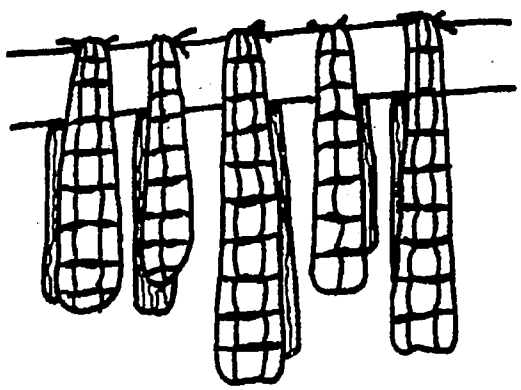
1.	Is it snowing?	Dlèt ágí dàk wusitén ?
2.	Yes, it is snowing.	À, dlèt dàk wusitén.
3.	No, it is not snowing.	Tléł dàk wustàn.
4.	Is it cold outside?	Khusi.ât' ágí gân ?
5.	Yes, it is cold outside.	À, khusi.ât' gân.
6.	It is not cold outside.	Tléł khùs.ât' gân.
7.	It is winter.	Tâkw yìn awé.



Food

1. Are you hungry?	I ît ágí yàn uwahâ ?
2. Yes, I am hungry.	Ą, axh ît yàn uwahâ.
3. I am not hungry.	Tléł axh ît yàn yuhá.
4. Is he/she hungry?	Du ît ágí yàn uwahâ ?
5. Yes, he/she is hungry.	Ą, du ît yàn uwahâ.
6. He/she is not hungry.	Tléł du ît yàn yuhá.
7. What do you want?	Dà sà i ît uwahâ ?
8. I want meat.	Dlìy axh ît uwahâ.
9. I want dry meat.	Dlìy xùk axh ît uwahâ.
10. I want some soup.	Taxhhîni axh ît uwahâ.

11. Do you want fish?	Xhât ágí i ît uwahâ ?
12. Yes, I want fish.	Ą, xhât axh ît uwahâ.
13. I do not want fish.	Tléł xhât axh ît yuhá.
14. What does he/she want?	Dà sá du ît uwahâ ?
15. He/she wants dry salmon	Et xh'îshi du ît uwahâ.
16. He/she wants fish.	Xhât du ît uwahâ.
17. He/she wants berries.	Tlêkhw du ît uwahâ.



Actions

1.	What are you doing?	Dà sá yê dà.ìné ?
2.	I am eating.	Et xhaxhá.
3.	What is he/she doing?	Dà sá yê edàné ?
4.	He/she is eating.	Et xhá.
5.	He/she is drinking tea.	Yet'à hîn edená.
6.	What are you doing?	Dà sá yê dà.ìné ?
7.	I am eating bannock.	Suknên xhaxhá.
8.	I am eating dry meat.	Dlìy xùk xhaxhá.
9.	What is he/she eating?	Dà sá exhá ?
10.	He/she is eating dry salmon.	Et xh'îshi exhá.



Are You Thirsty?

1.	Do you want water?	Hîn ágí i ît uwahâ ?
2.	Yes, I want water.	Ą, hîn axh ît uwahâ.
3.	I do not want water.	Tléł hîn axh ît yuhá.
4.	Do you want tea?	Yet'à hîn ágí i ît uwahâ ?
5.	Yes, I want tea.	Ą, yet'à hîn axh ît uwahâ.
6.	I do not want tea.	Tléł yet'à hîn axh ît yuhá.
7.	What are you drinking?	Dà sá idená ?
8.	I am drinking water.	Hîn xhadená.

Other Forms

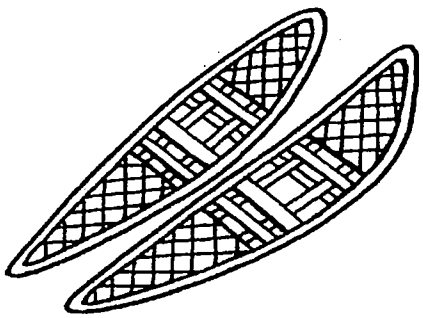


1. What are you (plural) drinking? Dà sá hìdená ?
2. We are drinking tea. Yet'à hîn tudená.
3. What are they drinking? Dà sá hes edená ?
4. They are drinking tea. Yet'à hîn hes edená.
5. The women are drinking tea. Wé shâ yet'à hîn hes edená.

Verb Chart

_____ **am/is/are drinking it**

I	xhadená	we	tudená
you (1)	idená	you (pl.)	hìdená
he/she	edená	they	hes edená



Finding Things - Bush Objects

1.	Where is the trap?	Gùsû ghàtâ ?
2.	Here is the trap.	Yâdù ghàtâ.
3.	Where is the tent?	Gùsû s'ísà hít ?
4.	Here is the tent.	Yâdù s'ísà hít.
5.	Where are the snowshoes?	Gùsû jâji ?
6.	Here are the snowshoes.	Yâdù jâji.
7.	Where is the packsack?	Gùsû gwêł ?
8.	Here is the packsack.	Yâdù gwêł.

December Lessons



Christmas

1.	Peace on Earth.	Kexîł' ghût et naghatì.

Conversation

1.	Are you cold?	Isèwa.ét' ágí ?
2.	Yes, I am cold.	Ą, xhat sèwa.ét'.
3.	No, I am not cold.	Tléł xhat sawu.ât'.

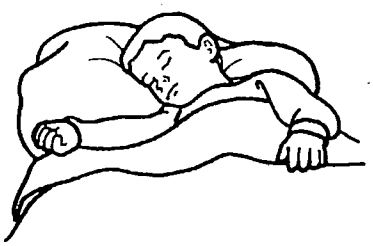
Relatives



1.	Who is this?	À sáwé ?
2.	That is my mother.	Axh tlâ áwé.
3.	That is my father.	Axh îsh áwé.
4.	That is my grandmother.	Axh łîłk'w áwé.
5.	That is my grandfather.	Axh łîłk'w áwé.
6.	Who do you see?	À sá yisitìn ?
7.	I see my older brother. (male speaking)	Axh húnxh xhwasitìn.
8.	I see my younger brother. (male speaking)	Axh kîk' xhwasitìn.
9.	I see my sister. (male speaking)	Axh dlàk' xhwasitìn.
10.	I see my older sister. (female speaking)	Axh shétxh xhwasitìn.
11.	I see my younger sister. (female speaking)	Axh kîk' xhwasitìn.
12.	I see my brother. (female speaking.)	Axh îk' xhwasitìn.

Activities

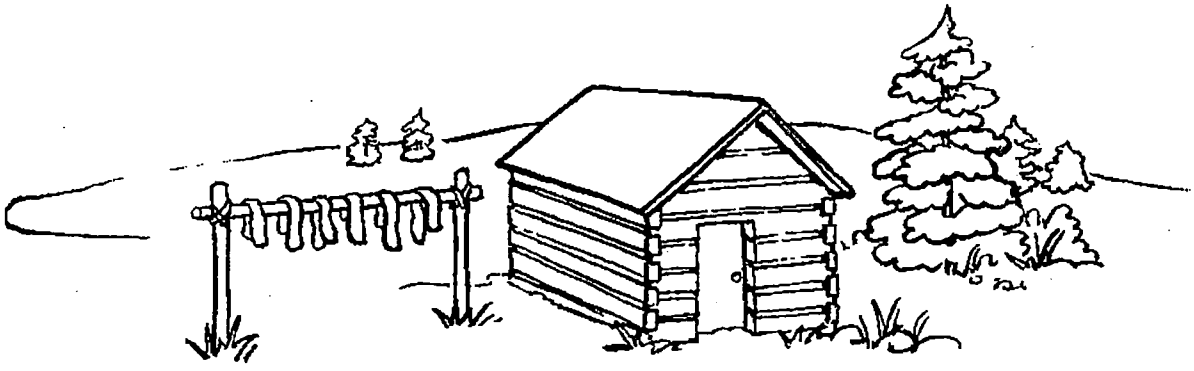
1.	What is he/she doing?	Dà sá yé edàné ?
2.	He/she is sitting (there).	Ét â.
3.	He/she is standing (there).	Ét hén.
4.	He/she is sleeping (there).	Ét tá.
5.	He/she is running.	Yà neshíx.
6.	He/she is dancing.	Eɬ'èxh.
7.	What are you doing?	Dà sá yê dà.ìné ?
8.	I am sewing.	Xhadekhês'.
9.	I am running.	Yà nxhashíx.
10.	I am dancing.	Exhaɬ'èxh.



December Lessons

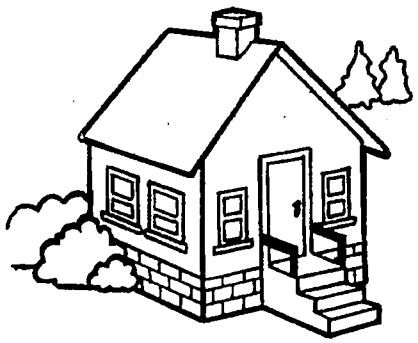
11. She is walking.	Yà negút.
12. What is the man doing?	Dà sá yê edàné wé khâ ?
13. The man is dancing.	Wé khâ eɬ'èxh.
14. What is the woman doing?	Dà sá yê edàné wé shàwát ?
15. The woman is running.	Yà neshíx wé shàwát.
16. What is the boy doing?	Dà sá yê edàné wé yedák'w ?
17. The boy is walking.	Yà negút wé yedák'w.
18. What is the girl doing?	Dà sá yê edàné shàtk'iyétsk'u ?
19. The girl is sitting (there).	Shàtk'iyétsk'u ét â.





Where Do You Live?

1.	Where do you live?	Gùt'é sá khìya.û ?
2.	I live in Carcross.	Nàtàsehîn khuxhà.û.
	I live across the river.	Diyànaxh.á khuxhà.û.
3.	I live in the bush.	Et gutû khuxà.û. (*or* Et getû khuxà.û.)



Possessives

Chart of Possessive Pronouns

my	axh	our	hà
your (singular)	i	your (plural)	hì
his/her	du	their	hes du

1. my house axh hídi
2. your house i hídi
3. his/her house du hídi
4. our house hà hídi
5. your (plural) house hì hídi
6. their house hes du hídi



Body Parts

1. This is his/her head.	Du shá áwé.
2. This is his/her neck.	Du łudéxh' áwé.
3. This is his/her upper arm.	Du xhìk áwé.
4. This is my hand (or lower arm).	Axh jín áwé.
5. This is his/her chest.	Du wûw áwé.
6. This is his/her stomach.	Du wùwú áwé.
7. This is his/her hair.	Du shaxhàwú áwé.
8. This is my tooth.	Axh ùxh áwe.
9. This is my face.	Axh ÿá áwé.
10. This is my eye.	Axh wàkh áwé.

10. This is my nose. Axh łú áwé.

11. This is my ear. Axh gúk áwé.

12. This is my foot. Axh xh'ùs áwé.

13. This is my knee. Axh kìy áwé.



Activities

1. What is he/she doing? Dà sà yê edàné ?

2. He/she is crying. Gâxh.

3. He/she is sewing. Dekhês'.

4. He/she is playing. Ash kùłyét.

5. He/she is packing water. Hîn eyâ.

6. What are you doing? Dà sá yê dà.ìné ?

7. I am crying. Xhagâxh.

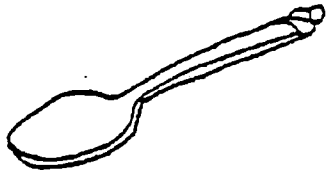
8. I am sewing. Xhadekhês'.

9. I am playing. Esh kuxhałyét.

10. I am packing water. Hîn xhayâ.

11. What is the woman doing? Dà sá yê edàné wé shàwát ?

12. The woman is sewing. Dekhês' wé shàwát.



Objects

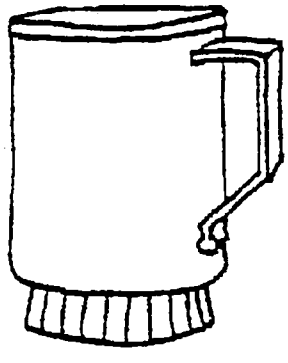
1. This is a cup. Gúx'à áwé.

2. This is a spoon. Shéł áwé.

3. This is a plate. S'íx' áwé.

4. This is a blanket. X'ûw áwé.

5.	This is a cane.	Yùtsàghâ áwé.
6.	Is this your cup?	I gúx'ayi ágyá ?
7.	Yes, it is my cup.	Ą, axh gúx'ayi áwé.
8.	It is not my cup.	Tléł axh gúx'ayi áwé.





Speaking Native Language

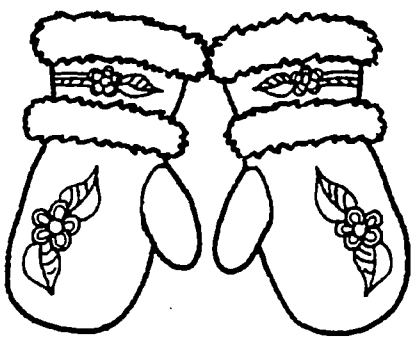
1.	Do you know Tlingit? (*or* Do you understand Tlingit?) (*or* Do you speak Tlingit?)	Łingít gí xh'ìya.áxh ?
2.	Yes, I know Tlingit.	Ą, Łingít xh'axhà.áxh.
3.	I do not understand Tlingit.	Tléł Łingít xh'axha.áxh.
4.	I understand Tlingit a little bit.	Ch'a yê gugênk' xh'axhà.áxh Łingít.

Walking To

1.	Where are you walking to?	Gùdé sá yà nìgút ?
2.	I am walking to the lake.	Â kàdé áwé yà nxhagút.
3.	I am walking to the school.	Sgûnde áwé yà nxhagút.
4.	I am walking to the store.	Hùndàkhídidé yà nxhagút.
5.	I am walking Matt's place.	Matt xhánde áwé yà nxhagút.
6.	Where is he/she walking to?	Gùdé sá yà negút ?
7.	He/she is walking to the school.	Sgûnde áwé yà negút.
8.	He/she is walking to the store.	Hùndàkhídidé yà negút.

Clothing

1.	What do you have?	Dà sá i jìwú ?
2.	I have mittens.	Tsâx' axh jìwú.
3.	I have moccasins.	Tîł axh jìwú.
4.	I have socks.	Ł'î x'wán axh jìwú.
5.	I have a hat.	S'âxw axh jìwú.
6.	I have pants.	T'ughatâł axh jìwú.
7.	I have a shirt.	K'ùdés' axh jìwú.
8.	I have clothes	Nà.ét axh jìwú.



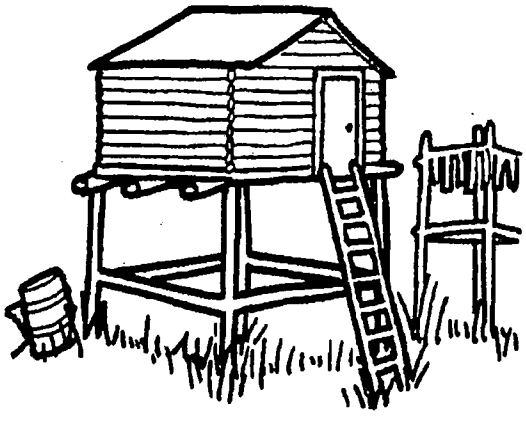
Fire

1.	Do you have matches?	Khâs' ágí i jìwú ?
2.	Yes, I have matches.	Ą, khâs' axh jìwú.
3.	I do not have matches.	Tléł khâs' axh jì.
4.	Do you have firewood?	Gén ágí i jìwú ?
5.	Yes, I have firewood.	Ą, gén axh jìwú.
6.	What do you have?	Dà sá i jìwú ?
7.	I have dry branches.	Ketláxch' axh jìwú.
8.	I have shavings.	Gén kayéxhà axh jìwú.
9.	What is he/she doing?	Dà sé yê edàné ?
10.	He/she is making a fire.	Shûxh ede.àk.
11.	What are you doing?	Dà sá yê dà.ìné ?
12.	I am making a fire.	Shûxh exhde.àk.
13.	Make fire!	Shût ida.ák.



Commands

1.	Come here (1) !	Hàgú !
2.	Come here (2 or more) !	Hàt yi.á.
3.	Scram! Get a move on!	Júk !
4.	Sit down (1) !	Ghanú !
5.	Sit down (2 or more) !	Geykhí !
6.	Stand up (1) !	Yen hén !
7.	Stand up (2 or more) !	Geydenàkh !

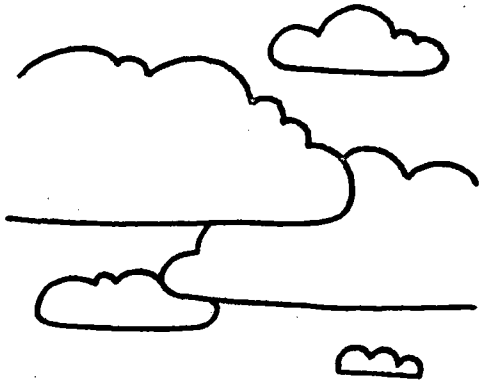


How are you?

1.	How are you?	Wâ sá iyetì ?
2.	I am sick.	Xhat yenûk.
3.	My head hurts. (*or* I have a headache.)	Axh shá yenûk.
4.	I am happy.	Axh tùwú yek'ê.
5.	I am tired.	Xhat yudixwétl.
6.	I am sleepy.	Axh ît yetàwahâ.

Numbers

1.	one	tlêx'
2.	two	dêxh
3.	three	nés'
4.	four	dàx'ùn
5.	five	kìjín
6.	How many dogs do you see?	Kètl x'ùn sá yisitìn ?
7.	I see one dog.	Ch'a tlêx' kètl xhwasitìn.
8.	I see dogs.	Dêxh kètl xhwasitìn.
9.	I see lots of dogs.	Shìdihên kètl xhwasitìn.
10.	I don't see any dogs.	Tléł kètl xhwasetìn.



The Sky

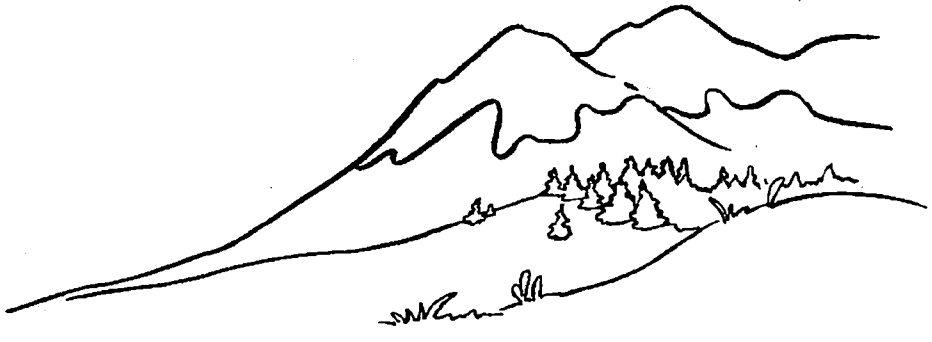
1.	What do you see in the sky?	Dà sé yisitìn yú xâts' tú ?
2.	I see the stars.	Khudaxh.anahâ xhwasitìn.
3.	I see the moon.	Dís xhwasitìn.
4.	I see the sun.	Ghagàn xhwasitìn.
5.	I see the clouds.	Gûs' xhwasitìn.

Go and Get

1.	Go and get a rock. (*or* Go get rocks)	Téghà negú.
2.	Here.	Ná'.
3.	Go and get salt.	Êł'ghà negú.
4.	Go and get tea.	Yet'à hînghà negú.
5.	Give me a rock.	Té axh jìt tí.
6.	Give me a knife.	Łítà axh jìt tí.
7.	Give me tea (in a cup).	Yet'à hîn axh jìt se.ín.
8.	Give me water (in a glass).	Hîn axh jìt se.ín.
9.	Give me a puppy (to keep).	Ketlyédi axh jìt segú.
10.	Give me the baby.	T'ukanêyi axh jìt senú.

Land forms

1.	Where are you going?	Gùdé sé yà nìgút ?
2.	I am going to the mountainside.	Yú shà yedàdé yà nxhagút.
3.	I am going to the mountain top.	Shà shekîde yà nxhagút.
4.	I am going to the riverside.	Hîn xh'ayàxhdé yà nxhagút.
5.	I am going to the head of the river.	Hîn shâkde yà nxhagút.
6.	I am going to the lakeside.	Â yàxhdé yà nxhagút.



April Lessons

Daytime

1.	It is daytime.	Yegiyì áwé.
2.	It is morning.	Ts'ùtàt áwé.
3.	It is nighttime.	Tàt yìn áwé.
4.	It is getting light out.	Yà khune.ên.

Spring

1.	It is springtime.	Khukełt'îx' ká awé.
2.	Is the snow melting off?	Dlèt yà nełên ?
3.	Yes, the snow is melting off.	Ą, dlèt yà nełên.
4.	Is it getting warm?	Yà khunet'ên ágí ?
5.	Yes, it is getting warm.	Ą, yà khunet'ên.
6.	It is still cold.	Ch'ù khusi.ât'.

April Lessons

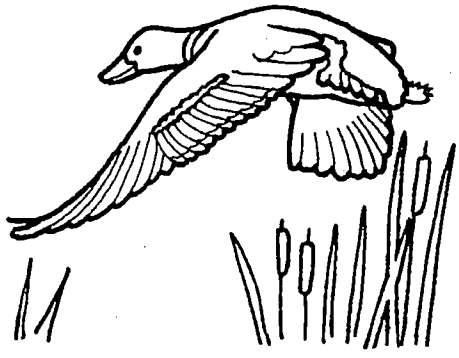
Tracks

1.	What tracks are these?	Dàt xh'us.ìtî sáwé ?
2.	These are wolf tracks.	Ghùch xh'us.ìtî áwé.
3.	These are mouse tracks.	Kuts'ìn xh'us.ìtî áwé.
4.	These are beaver tracks.	S'igèdí xh'us.ìtî áwé.
5.	These are moose tracks.	Dzísk'w xh'us.ìtî áwé.

Colours

1.	What is this?	Dà sáwé ?
2.	This is a black hat.	S'âxw t'ùch' yáxh keyetì.
3.	This is a white hat.	S'âxw dlèt yáxh keyetì.
4.	This is a red hat.	S'âxw xh'àn yáxh keyetì.
5.	This is a blue hat.	S'âxw xh'êshx'w yáxh keyetì.
6.	This is a brown hat.	S'âxw tl'âk' yáxh keyetì.

April Lessons

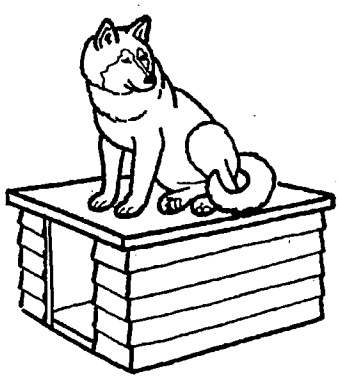


Birds

1.	What bird is this?	Dàt ts'ats'î sáwé ?
2.	This is an owl.	Mesdzí áwé.
3.	What is the duck doing?	Wâ sá khuwanûk wé gâxw ?
4.	The duck is flying around.	Ét yudikhìn wé gâxw.
5.	The grouse is making a nest.	Kâx' kút ełyêxh.
6.	The raven is eating.	Yêł et xhá.
7.	The goose is walking around.	T'àwákh ét yùgùt.

Location

1.	Where is the dog sitting?	Gùt'é sá ét â wé kètl ?
2.	The dog is sitting on its house.	Du hídi két â wé kètl.
3.	The dog is sitting in its house.	Du hídi yìt â wé kètl.
4.	The dog is sitting in front of its house.	Du hídi xh'ayùłt â wé kètl.
5.	The dog is sitting behind its house.	Du hídi k'iyì ét â wé kètl.
6.	The dog is sitting beside its house.	Du hídi t'akhká ét â wé kètl.
7.	The dog is sitting under its house.	Du hídi teyìt â wé kètl.



Weather

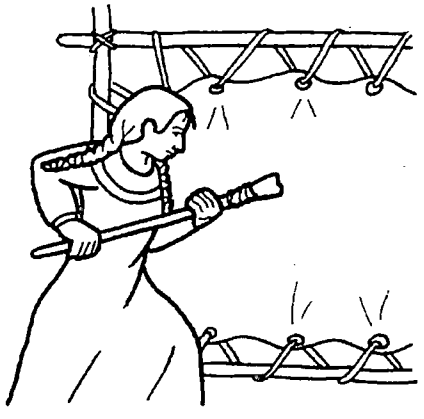
1.	Is it raining?	Sûw ágí dàk wusitén ?
2.	Is it really raining?	X'êghà ágí dàk wusitén ?
3.	It is still raining.	Ch'ù dàk wusitén.
4.	Is it muddy?	Khuwshikhútl' ágí ?
5.	It is really muddy.	X'êghà khuwshikhútl'.
6.	Is it cloudy?	Khuwłigûs ágí ?
7.	It is really cloudy.	X'êghà khuwłigûs'.
8.	It is still cloudy.	Ch'ù khuwłigûs'.
9.	Is the ice gone?	T'îx' ágí ekàwahà ?
10.	The ice is gone.	T'îx' ekàwahà.
11.	It is really nice outside.	Khuyak'ê gân.





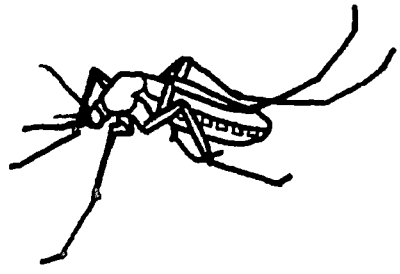
Optional Set

1.	Is the ice moving (*or* breaking up?	T'îx' ágí yà ekenehên ?
2.	Yes, it is breaking up.	Ą, t'îx' yà ekenehên.
3.	It is not breaking up.	Tléł ghunê ekùhâych wé t'îx'.



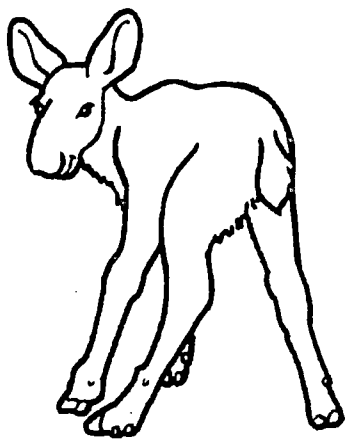
Tanning Hides

1.	What hide is this?	Dàt dùgú sáwé ?
2.	This is a moose hide.	Dzísk'w dùgú áwé.
3.	This is a caribou hide.	Watsíx dùgú áwé.
4.	What is he/she doing?	Dà sá yê edàné ?
5.	He/she is tanning a hide.	Et dùgú ełxwách.
6.	What are you doing?	Dà sá yé dà.ìné ?
7.	I am tanning a hide.	Et dùgú xhałexwách.



Insects

1.	This is a mosquito.	Tâx'à áwé.
2.	This is a fly.	Xîn áwé.
3.	This is a spider.	Khàsìst'àn áwé.
4.	This is an worm.	Tl'úk' áwé.
5.	This a butterfly.	Łèłú áwé.
6.	What is the worm doing?	Wà sá khuwanûk wé tl'úk' ?
7.	The worm is crawling around.	Tl'úk ét yùtlûx'.
8.	The spider is walking around.	Khàsìst'àn ét yùgùt.
9.	The butterfly is flying around.	Łèłú yà ndekhín.
10.	The fly is flying around.	Xîn yà ndekhín.
11.	The mosquito bit me.	Tâx'à xhat yusitáx'.

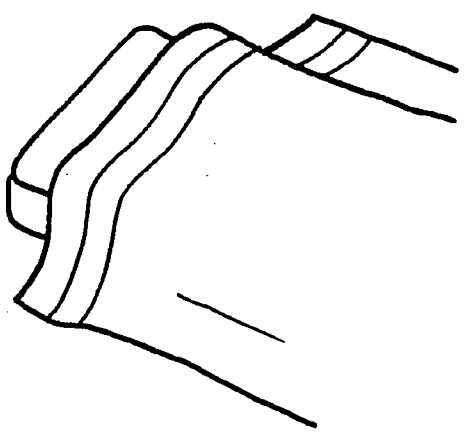


Young Animals

1.	What kind of animal is this?	Dát et getu.édi sáwé ?
2.	This is a moose calf.	Dzísk'u yédi áwé.
3.	This is a baby rabbit.	Gáxh yédi áwé.
4.	This is a bear cub.	S'ik yédi áwé.
5.	What do you see?	Dà sá yisitìn ?
6.	I see a wolf pup.	Ghùch yédi xhwasitìn.
7.	I see a baby fox.	Nàghas'ê yédi xhwasitìn.
8.	I see puppies.	Ketlyédi xhwasitìn.

Give me _____.

1.	Give me the paper.	X'úx' axh jìt tí.
2.	Give me the blanket.	Wé x'ûw axh jìt áxh.
3.	Give me the moccasins	Et xéshdi tîł axh jìt łe.á.
4.	Give me the bullets.	Et tutèyí axh jìt kełe.á.
5.	Give me the gun.	Ûnà axh jìt setén.
6.	Give me the stick.	Wé shìy axh jìt tén.



Some Questions

1. Is it warm for you? — I yís ágí khuyàwat'â ?
2. Yes, it is warm for me. — Ą, axh yís khuyet'à.
3. It is not warm for me. — Tléł axh yís khuyet'à.
4. It is summertime. — Tàkw.ìtî khùwahâ.



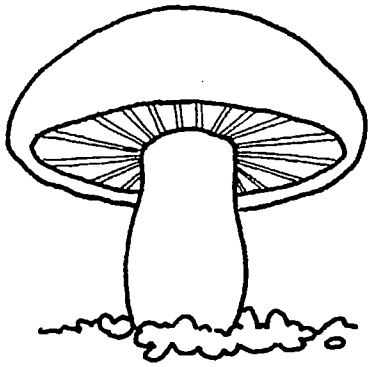
Walking Around

1. What is he/she doing? — Dà sá yê edàné ?
2. He/she is walking around. — Ét yùgùt.
3. Where is he/she walking around? — Gùt'é sá ét yùgùt ?
4. He/she is walking around by the lake. — Â yàxh ét yùgùt.



5.	He/she is walking around by the river.	Hîn yík ét yùgùt.
6.	He/she is walking around on the mountain.	Shà ká ét yùgùt.
7.	He/she is walking around on the hill.	Gùch ká ét yùgùt.
8.	What are you doing?	Dà sá yê dà.ìné ?
9.	I am walking around.	Ét xhwàgùt.
10.	I am walking around by the lake.	Â yàxh ét xhwàgùt.
11.	I am walking around by the river.	Hîn yík ét xhwàgùt.
12.	I am walking around by the creek.	Hînák'w yík ét xhwàgùt.

June Lessons



Plants

1.	What is this?	Dà sáwé ?
2.	This is a leaves.	Keyàní áwé.
3.	This is grass.	Chùkén áwé.
4.	This is a spruce bough.	Às hàwú.
5.	What is growing?	Dà sá kè kenes.ên ?
6.	Leaves are growing.	Keyàní yà kenes.ên.
7.	Wild rhubarb is growing.	Yàne.èt yà kenes.ên.
8.	Fireweed is growing.	Łûł yà kenes.ên.
9.	Willow leaves are growing.	Ch'âł' keyàní yà kenes.ên.

Useful Classroom Expressions

1.	Be quiet! (to 1)	Sh ìłk'étl'! or Idek'étl'.
2.	Be quiet! (to 2 or more)	Hìdek'étl'!
3.	Yes.	À.
4.	No.	Tlêk'.
5.	Listen to me! (to 1)	Axh xh'êt se.áxh!
6.	Listen to me! (to 2 or more)	Axh xh'êt hìse.áxh!
7.	Do you understand me?	Xhat xh'ìya.áxh ágí?
8.	I understand you.	Ixh'axhà.áxh.
9.	I don't understand you.	Tléł ixh'axha.áxh.
10.	I don't know.	Ha gushé.

Classroom Expressions

11. What do they call it in Tlingit?	Łingít xh'ênáxh wâ sá duwasâkw ?
12. Good!	Yek'ê !
13. Really good!	X'êghà yek'ê !
14. Thank you.	Gunełchîsh.
15. Scram!	Júk !
16. No way!	Tléł àdé !
17. Enough !	Dê áwé !
18. Don't !	Łí ! (or Ił í !)
19. It's hot ! !	Khuyet'à !
20. It's cold !	Khusi.ât' !
21. Poor thing!	Ìshân !
22. It's your turn.	I ît khùwahâ.



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tlingit literacy workshop



january 23-25, 1984

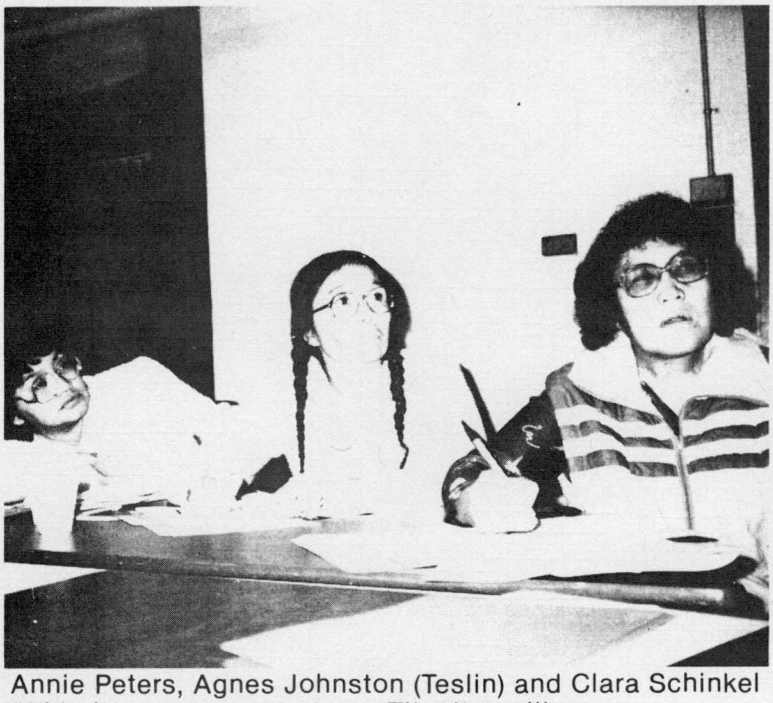
yukon native languages project

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guest instructor:
Mr. Jeff Leer, Linguist, Alaska Native Language Center,
University of Alaska, Fairbanks, Alaska

a production of the
Yukon Native Languages Project, Council for Yukon Indians,
22 Nisutlin Drive, Whitehorse, Yukon



Annie Peters, Agnes Johnston (Teslin) and Clara Schinkel (Whitehorse) concentrate on Tlingit spelling.



Julie Cruikshank, Jeff Leer, Angela Sidney and Elizabeth Nyman.

Cover Photo: training participants from l. to r.: Clara Schinkel, Lucy Wren, Margaret Workman, Jeff Leer, Agnes McDonald, Virginia Kemble, Nina Bolton, Ida Douville, Julie Cruikshank, Annie Peters, Agnes Johnston, Carol Pettigrew.

INTRODUCTION

The material in this booklet was compiled by the participants in a Tlingit Language Literacy Workshop held in Whitehorse, Yukon, January 23-25, 1984. The purpose of the Workshop was to introduce the basics of reading and writing the Tlingit language to the Native Language Instructors in the Carcross and Teslin schools.

The sessions were attended by Carcross representatives Lucy Wren (Instructor), Virginia Kemble (Assistant), and Nina Bolton (Cross-Cultural Coordinator), and by Ida Douville (Instructor), Agnes Johnston, and Annie Peters (Cross-Cultural Coordinator), from Teslin. The staff of the Yukon Native Languages Project was in attendance, as was Clara Schinkel (Education Assistant) from the Council for Yukon Indians.

Guest Instructor for the Workshop was Mr. Jeff Leer, a linguist from the Alaska Native Language Center at the University of Alaska, Fairbanks. Mr. Leer has worked with speakers of the Tlingit language for many years and is the compiler of a reference dictionary which will be published in the near future. We are very pleased that Mr. Leer was able to travel to Whitehorse to conduct the Workshop.

For three days the participants were involved in a number of activities designed to teach them to hear and write the sounds of Tlingit accurately. Mrs. Lucy Wren and Mrs. Ida Douville pronounced words and sentences very carefully so that the other participants could hear and repeat the sounds. It became clear that there are slight differences in Carcross and Teslin pronunciations of Tlingit, and in this booklet an attempt has been made to record those dialect differences as they were noted during the Workshop.

On the final day of the Workshop Mr. Leer spoke to the group about the Alaskan Tlingit communities and explained the native names for them. The session ended after the

participants transcribed the Tlingit lines to a play which was produced last Christmas by the Carcross Native Language Class.

The Tlingit Literacy Workshop was offered as part of the Native Language Instructor Certificate Course recently instituted at Yukon College.

John Ritter
Director
Yukon Native Languages Project
February 9, 1984

Names and Clans of Participants at Tlingit Literacy Workshop
Whitehorse, Yukon, January 23-25, 1984
Sponsored by Yukon Native Languages Project

1.	Jeff Leer Fairbanks, Alaska	Yeilkunéiyi	Gaanaxteidí
2.	Lucy Wren Carcross, Yukon	Gooch Tláa	Gooch
3.	Nina Bolton Carcross, Yukon		Yéil
4.	Virginia Kemble Carcross, Yukon	Tusaxál	Gooch
5.	Clara Schinkel Whitehorse, Yukon	Saatlendu.oo	Gooch / Yanyeidí
6.	Agnes MacDonald Whitehorse, Yukon	Ts'ä̀k'we Mą	Ts'üŕk'i
7.	Margaret Workman Whitehorse, Yukon	Ayedįndaya	Ägay
8.	Julie Cruikshank Whitehorse, Yukon	Kaneegwéik	Yéil / Deisheetaan
9.	Ida Douville Teslin, Yukon	Lagóon	Gooch
10.	Annie Peters Teslin, Yukon	X'ayáadéi	Yéil
11.	Agnes Johnston Teslin, Yukon	K'áank'i	Gooch

The Tlingit Alphabet

Consonant Sounds

Plain Sounds		d	dl	dz	j	g	g̲
Aspirated Sounds		t	tl	ts	ch	k	k̲
Glottalized Sounds		t'	tl'	ts'	ch'	k'	k̲'
Plain Fricatives			l	s	sh	x	x̲
Glottalized Fricatives			l'	s'		x'	x̲'
Other Sounds	m	n	l̲		y	w	h

Vowels

Short Vowels	Long Vowels
a	aa
e	ei
i	ee
u	oo

Tone

High tone is marked (v́) on short vowels

High Tone is marked (v́v) on long vowels

Low tone is not marked

Tlingit Vowels

Short	Long
a ʌ	aa
e ʌ	ei
i è	ee
u ù	oo

Examples:

Short			
a	-	tá	she/he is sleeping
e	-	té	rock, stone
i	-	lí	don't!
u	-	du lú	his/her nose

Long			
aa	-	shaa	mountain
	-	sháa	women (more than 1)
ei	-	dei	road, trail
	-	Dei Shú	Haines, Alaska ('end of the trail')
ee	-	du sée	his/her daughter
oo	-	gashoo	pig

Tlingit Consonants

Plain Sounds		d	dl	dz	j	g	g̲
Aspirated Sounds		t	tl	ts	ch	k	k̲
Glottalized Sounds		t'	tl'	ts'	ch'	k'	k̲'
Plain Fricatives			l	s	sh	x	x̲
Glottalized Fricatives			l'	s'		x'	x̲'
Other Sounds	m	n	l̲		y	w	h

Examples:

Plain Sounds

d	du	-	his/her
	dei	-	road, trail
	dóosh	-	cat
dl	dleit	-	snow
dz	dzeit	-	ladder, bridge
j	jóon	-	a dream
	du jín	-	his/her hand
g	góon	-	spring water
	gooch	-	knoll, hill
g̲	g̲ooch	-	wolf
	g̲áa	-	raven's cry

Aspirated Sounds

t	té	-	rock, stone
tl	du tláa	-	his/her mother
ts	tsáats	-	bear root
ch	chooneit	-	arrow
k	kóon	-	bird (flicker)
k̲	k̲áa	-	man

Glottalized Sounds

t'	t'áa	-	board
tl'	du tl'eik̲	-	his/her finger
ts'	ts'ats'ée	-	songbird
ch'	ch'áak'	-	eagle
k'	k'únts'	-	potato
k̲'	k̲'wátl	-	pot

Plain Fricatives

l	lí	-	don't!
	lingít	-	person
	Lingít	-	Tlingit
	yéil	-	crow

Plain Fricatives (continued)

s	saa	-	name
sh	shaa	-	mountain
x	xíxch'	-	frog
	xéidu	-	comb
	tíx	-	flea
	xáana	-	evening
x̲	x̲áat	-	fish
	x̲aat	-	root

Glottalized Fricatives

l'	l'aak	-	dress
s'	s'eek	-	black bear
x'	x'úx'	-	paper, book, letter
	x'áan	-	anger
x̲'	du x̲'oos	-	his/her foot
	x̲'aan	-	fire

Other Sounds

m	máa sá	-	how?
	séem	-	rain (Teslin)
	sóow	-	rain (Carcross and Northern Coastal Tlingit)
	séew	-	rain (Southern Coastal Tlingit)

Other Sounds (continued)

n	na'	-	here
l	daleiyí	-	fish Trout
y	yáat'a	-	this one
w	wéit'a	-	that one
	gaawʌ	-	drum, bell, clock
h	hú	-	he/she
.	(called 'glottal stop')		
	kanas.aat	-	name
	wa.é	-	you
'	(used at end of word)		
	na'	-	here

Rounding

The sounds listed in the last two columns of the consonant chart can be pronounced with lip-rounding.

Compare the following examples:

héen táak	-	in the water ('plain' k sound)
táakw	-	winter ('rounded' k sound)

Also:

neek	-	news
néekw	-	sickness
nóok		

(here the final w is not written because it is automatically pronounced after the oo-vowel)

Tlingit transcriptions of curriculum material from
Teaching Yukon Native Languages

September Lessons

1.	What is this? (non-human)	Daa sáwé (yáat'a)?
	Who is this? (person)	Aa sáwé?
2.	This is a man	Káa áwé.
	This is a woman.	Shaawát áwé.
	This is a boy (teenage).	Yadák'w áwé.
	This is a boy (child).	Atk'iyátsk'u áwé.
	This is a girl (teenage).	Shaatk' áwé.
	This is a girl (child).	Shaatk'iyátsk'u áwé.
	This is a baby (m. or f.).	T'ukanéiyi áwé.
3.	What is this?	Daa sáwé?
	This is a fish.	Xáat áwé.
	This is a king salmon.	T'á áwé.
	This is a whitefish.	Loox áwé.
	This is a berry.	Tléikw áwé.
	This is a cranberry.	Kaxwéix áwé.
	This is a spruce tree.	Aas áwé.
4.	What are you doing?	Daa sáwé yéi daa.eené?
	What is Virginia doing?	Daa sáwé yéi adaané Virginia
	Virginia is fishing (by hook).	Virginia ast'eix.
	Virginia is picking berries.	Virginia kuk'éet'.

5. How are you?

{Wáa sá / Máa sá} iyatee?

I'm fine. And you?

Xat yak'éi. Wa.é déi (Carcross)

Wa.é ku.aa (Teslin)

Me too, I'm fine.

Xát tsú xat yak'éi.

6. What is the weather like?

Wáa sá yatee yagiyee? (Carcross)

Máa sá kuyatee? (Teslin)

7. It's sunny.

Awdigaan. (Carcross)

Amdigaan. (Teslin)

8. It's cloudy.

Kawligóos'. (Carcross)

Kuligóos'. (Teslin)

9. It's raining.

Sóow daak wusitán. (Carcross)

Séem daak wusitán. (Teslin)

October Lessons

1.	What do you see?	Daa sáwé yisiteen?
	I see a moose.	Dzísk'w xwasiteen.
	I see a squirrel.	Kanals'áak xwasiteen. (Carcross)
		Kals'áak xwasiteen. (Teslin)
	I see a dog.	Keitl xwasiteen.
	I see a rabbit.	Gáx xwasiteen.
	I see a porcupine.	Xalak'ách' xwasiteen.
	I see a black bear.	S'eek xwasiteen.
	I see a grizzly bear.	Yatseeneit xwasiteen.
	I see a gopher.	Tsálk xwasiteen.
	I see a mouse.	Kuts'een xwasiteen.
	I see a horse.	Gundáan xwasiteen. (Carcross)
		Gamdáan xwasiteen. (Teslin)
2.	I see a big wolf.	Gooch tlein xwasiteen.
	I see a little wolf.	Gooch k'átsk'u xwasiteen.
	I see lots of wolves.	Gooch shayadihéin xwasiteen.
3.	Hand me a knife.	Líta haandé.
	Hand me a axe.	Shunxwáa haandé.
		Shunaxwáayi haandé.
	Hand me a gun	Óona haandé.
	Hand me a bullet.	At tuteiyí haandé.
4.	Here!	Na'.
	Here is X_____.	Yáadu X_____.

October Lessons

5. What is the man doing?

Daa sáwé yéi adaané wé k̲áa?

The man is going hunting.

Asx'eedé yaa nagút.
(he is walking along)

Asx'eedé g̲wagóot.
(he will go)

6. What's your name?

Wáa sá iduwasáakw? (Carcross)

Máa sá iduwasáakw? (Teslin)

My name is X_____.

X yéi x̲at duwasáakw.
(Carcross)

X yóo x̲at duwasáakw.
(Teslin)

His name is Y_____.

Y yéi duwasáakw. (Carcross)

Y yóo duwasáakw. (Teslin)

7. It is windy.

Óoxja ayawditee. (wind has picked up)

Wuduwanúk. (breeze is blowing)

8. It is getting to be fall time.

Yeisk'wdé yaa k̲unahéin.
(Carcross)

Yeisdé yaa k̲unahéin.
(Teslin)

It is fall time.

Yeisk'wdé k̲uwaháa. (Carcross)

Yeist k̲uwaháa. (Teslin)

November Lessons

1.	Are you hungry?	I éet gí yaan uwaháa?
	Yes.	Ą́ą.
	No.	Tléik'.
2.	What do you want?	Daa sá i tuwáa sigóo?
	I want food.	Atx̲á a<u>x̲</u> tuwáa sigóo.
	I want dry meat.	Dleey xook a<u>x̲</u> tuwáa sigóo.
	I want soup.	Ta<u>x̲</u>héeni a<u>x̲</u> tuwáa sigóo.
	I want bannock.	Sakwnéin a<u>x̲</u> tuwáa sigóo.
	I want potatoes.	K'únts' a<u>x̲</u> tuwáa sigóo.
	I want salt.	Éil' a<u>x̲</u> tuwáa sigóo.
3.	Are you thirsty?	Isheiwakúx ágí?
		I éet gí shakux uwaháa?
	Yes.	Ą́ą.
	No.	Tléik'.
4.	Do you want tea?	Yat'aa heen gí i tuwáa sigóo? (Carcross)
		Tea gí i tuwáa sigóo? (Teslin)
	Do you want water?	Héen gí i tuwáa sigóo?
	Do you want meat?	Dleey gí i tuwáa sigóo?
	Do you want fish?	X̲áat gí i tuwáa sigóo?
	Do you want dry fish?	X̲áat xook gí i tuwáa sigóo
	Do you want dry salmon?	At x̲'éeshi gí i tuwáa sigóo?

November Lesson (continued)

5.	Where is the trap?	Goosú wé g̲aatá?
	Where is the tent?	Goosú wé s'ísa hít?
		Goosú wé l'ée hít?
	Where is the snowshoes?	Goosú wé jáaji?
	Where is the packsack?	Goosú wé gwéil?
6.	What are you eating?	Daa sáwé ee x̲á?
	I am eating dry meat.	Dleey xook (áwé) x̲ax̲á.
7.	What are you drinking?	Daa sáwé idaná?
	I am drinking water.	Héen (áwé) x̲adaná.
8.	Where do you live?	Goot'á k̲wáan sá (yéi) iyatee?
	I come from Teslin.	Teisleen k̲wáan áwé (yéi) x̲at yatee.
9.	It is snowing.	Dleit daak wusitán.
	Is it snowing?	Dleit ágí daak wusitán?
10.	It is winter.	De táakwde k̲uwaháa. (Carcross
		De táakwt k̲uwaháa. (Teslin)
	It is getting to be winter.	Táakwde yaa k̲uwahéin.
11.	It is freezing up.	Yaa k̲ukanalt'íx' (in progress
	It is frozen outside.	K̲ukawdlit'íx' (outside, in general

December Lessons

1.	This is my father.	Ax éesh áwé.
	This is my mother.	Ax tláa áwé.
	This is my grandfather. grandmother.	Ax léelk'w áwé.
	Brother and sisters:	
	1. woman's brother (younger or older)	Ax éek'.
	2. man's sister. (younger or older)	Ax dlaak'.
	3. man's brother:	
	younger brother.	Ax kéek'.
	older brother.	Ax húnx.
	4. woman's sister:	
	younger sister.	Ax kéek'.
	older sister.	Ax shátx.
2.	What is X doing?	Daa sáwé (yéi) adaané X ?
	X is sitting.	X át áa.
	X is sleeping.	X át tá.
	X is running.	X yaa nashíx.
	X is dancing.	X al'eix.
3.	It is dark (outside).	Kukawjigít (gáan).
	There's lots of snow.	Dleit yagéi.

January Lessons

1.	Where do you live?	Goot'á sé k̲eeya.óo?
	I live in town.	Aan x̲'ayee k̲ux̲waa.óo.
	I live in the bush.	At gatú k̲ux̲waa.óo.
	I live in Carcross.	Naataasahéen(i) k̲ux̲waa.óo.
	I live in Teslin.	Teisl̲een k̲ux̲waa.óo.
2.	This is my teeth.	Ax̲ oox̲ áwé.
	This is your teeth.	I oox̲ áwé.
	This is his/her teeth.	Du oox̲ áwé.
3.	My stomach.	Ax̲ yoowú.
	My hair.	Ax̲ shax̲aawú.
	My arm.	Ax̲ x̲éek.
	My neck.	Ax̲ ludéx̲'.
	My head.	Ax̲ shá.
	My eyes.	Ax̲ waak̲.
	My nose.	Ax̲ lú.
	My shoulder.	Ax̲ x̲ikshá.
	My hand.	Ax̲ jín.
	My feet.	Ax̲ x̲'oos.
	My ears.	Ax̲ gúk.
	My knee.	Ax̲ keey.
4.	He/she is sewing.	Dak̲éis'.
	He/she is crying.	G̲áax̲.
	He/she is playing.	Ash koolét. (Carcross) Ash koolyát. (Teslin)

January Lessons (continued)

5.	I am sewing.	Xadakéis'.
	I am crying.	Xagáax.
	I am playing.	Ash kuxalét. (carcross)
		Ash kuxalyát. (Teslin)
6.	I am sitting.	Át xa.áa.
	He is standing.	Át hán.
	I am standing.	Át xahán.
	He is walking.	Yaa nagút.
	I am walking.	Yaa nxagút.
	He is running.	Yaa nashíx.
	I am running.	Yaa nxashíx.
7.	It is cold.	Kusi.áat'.
8.	It is a cup.	Gúx'a áwé.
	It is a spoon.	Shál áwé.
	It is a plate.	S'íx' áwé.
	It is a blanket.	X'óow áwé.
	It is eyeglasses.	Wakdáana áwé.
9.	No, this is not a X.	Tléik', tlél X.
	Yes, this is a X.	Ąą, X áwé.

February Lessons

1.	Do you understand Tlingit?	Lingít ágí x'eeya.áxch?
	A little bit.	Ch'a yéi gugéink' x'axaa.áxc
2.	Lake.	Áa.
	Dance hall.	Al'exdaakahídi.
	Store.	Hoondaakahídi.
	School.	Sgóon.
	X's house.	X hídi.
3.	What do you see?	Daa sá(wé) yisiteen?
	I see a lake.	Áa xwasiteen.
4.	What do you have?	Daa sá(wé) ijeewú?
5.	I have a hat.	S'áaxw (áwé) ax jee(wú).
	Mitts.	Tsáax'.
	Jacket.	Kinaa.át.
	Socks.	L'ée x'wán.
	Hudson Bay blanket.	L'ée.
	Blanket (general).	X'óow.
	Moccasins.	At xáshdi téel.
	Pants.	T'ugatáal (Carcross).
		Tuk'atáal (Teslin and Coastal).

6.	(You) eat!	At x̲á.
	(you) go to sleep!	Natá.
	(You) come here!	Haagú.
	(You) go away!	Júk (Scram!)
		Nagú (Move!)
	(You) drink it!	Idaná.
7.	Are you cold?	Iseiwa.át' ágí?
	Yes, I'm cold.	Ąą, x̲at seiwa.át'.
	No, I'm not cold.	Tléik', tlél x̲at sawu.áat'.
8.	Matches.	K̲áas'.
	Firewood.	Gán.
	Kindling.	Tláxch' or Aas katláx̲di.
9.	Make fire.	Shóot ida.ák.
	X is making fire.	X shóot ada.aak.

March Lessons

1. Numbers (for things only, not for persons)

1. tléix.	6. tleidooshú.
2. déix.	7. daxadooshú.
3. nas'k.	8. nas'gadooshú.
4. daax'oon.	9. gooshúk.
5. keejín.	10. jinkaat.

2.	I see sheep.	Tawéi xwasiteen.
	I see caribou.	Watsíx xwasiteen.
	I see the sun.	Gagaan xwasiteen.
	I see the moon.	Aldís xwasiteen.
	Month.	Dís.
	I see the star.	Kudax.anaháa. (Carcross)
		Kutx.ayanaháa. (Teslin)
3.	How many?	X'oon sá(wé)?
	How many do you see?	X'oon sá(wé) yisiteen?
	How many sheep do you see?	X'oon tawéi sá(wé) yisiteen.
	I see 5 sheep.	Keejín tawéi xwasiteen.
4.	Go get a rock.	Tégaa nagú.
	Go get money.	Dáanagáa nagú.
	Give me tea.	Yat'aa héen ax jeet sa.ín. (Carcross)
		Tea ax jeet sa.ín. (Teslin)

April Lessons

1.	I'm sick.	Xat yanóok. (Carcross)
		Xat yanéekw. (Teslin)
	My knee hurts.	Ax keey yanóok. (Carcross)
		Ax keey yanéekw. (Teslin)
2.	Muskrat.	Tsín.
	Beaver.	S'ageidí.
3.	These are animal tracks.	At x'us.eetí áwé.
	These are muskrat tracks.	Tsín x'us.eetí áwé.
	What tracks are these?	Daat x'us.eetí sáwé?
4.	It is getting daylight.	Yaa kina.éin. (Carcross)
		Yaa keena.éin. (Teslin)
	It's already daylight.	(De) keiwa.áa. (Carcross)
		(De) keewa.áa. (Teslin)
	Is it daylight out?	Keiwa.áa ágí? (Carcross)
		Keewa.áa ágé? (Teslin)
5.	It is black.	T'ooch' yáx yatee. (charcoal)
	It is white.	Dleit yáx yatee. (snow)
	It is red.	X'aan yáx yatee. (fire)
	It is blue/green.	S'oow yáx yatee. (some kind of rock)
	It is gold.	Góon yáx yatee.
	It is yellow.	S'eixwani yax yatee. (lichen)

April Lessons

6.	What is this?	Daa sáwé yáat'a?
	This is black mitts.	T'ooch' tsáax'.
7.	The snow is melted.	Dleit wuliláa.
	The snow is melting.	Dleit yaa nalléin.
8.	Goose.	T'aawák.
	Owl.	Masdzí. (Carcross)
		Óondách or dzísk'w. (Teslin)
	Duck.	Gáaxw.
	Mallard duck.	Kindachooneit.
	Grouse.	Káax'.
9.	What is that bird doing?	Daa sáwé (yéi) adaané wéi ts'ats'ée?
	It is flying around.	Át wudikeen.
10.	It is muddy.	Kúl' wuliláa. (Carcross)
		Kukamshikul'kw. (Teslin)
11.	Box.	Kóok.
12.	Where is the raven sitting?	Goot'á sá át áa wéi yéil?
	The raven is sitting on the box.	Kóok kát áa wéi yéil.
	The raven is sitting under the box.	Kóok tayeet áa wéi yéil.

May Lessons

1.	It is getting to be spring. (spring thaw)	Yaa kunachétl.
2.	A skin.	At doogú.
	It is X skin.	X doogú áwé.
	What (animal's) skin is it?	Daat doogú sáwé?
	This is a caribou skin.	Watsíx doogú áwé.
3.	She/he is tanning a moose skin.	Dzísk'u doogú alxwách.
4.	Is the ice breaking up on the lake?	Áa ágí yaa akanahéin?
	Yes, it is breaking up.	Ąą, yaa akanahéin.
5.	The worm is crawling around.	Tl'úk' át wootlóox'.(Carcross
		Tl'úk'x át wootlóox'. (Teslin
6.	Spider.	Kaaseest'aan.
	Blowfly.	Xéen.
	Blackfly.	Jikdat'úk.
	Mosquito.	Táax'a.
7.	Calf moose.	Dzísk'u yádi.
	Rabbit (young)	Gáx yádi.
	Bear cub.	S'eek yádi.
	Wolf cub.	Gooch yádi.
	Pup.	Ketlyádi.
	Mouse (young).	Kuts'een yádi.

7.	continued	
	Porcupine (young).	Xalak'ách' yádi.
	Gopher (young).	Tsálgi yádi.
	Colt.	Gundáan yádi. (C) Gumdáan yádi. (T)
	Beaver (young).	S'ageidí yádi.
8.	How many puppies do you see?	X'oon ketlyádi sá yisiteen?
	I see three puppies.	Nás'k ketlyádi (áwé) xwasiteen.
9.	Is the ice gone? (from lake)	Uwachétl ágí wéi áa?
	Yes, it's gone.	Ąą, uwachétl.
10.	Paper.	X'úx'.
	Paper money.	X'úx' dáana.

Tlingit Names for Coastal Communities

1.	Ketchikan.	Kichx̲áan.
2.	Craig.	Shaan Séet.
3.	Klawock.	Lawaak.
4.	Wrangell.	K̲aachx̲an.áak'w.
5.	Kake.	K̲éex̲'. also Lx̲ex'wx̲.aan. ('town where they never sleep')
6.	Angoon.	Aangóon.
7.	Sitka.	Sheet'iká. ('on seaward side of Admiralty Island. (Shee)')
8.	Juneau. (Gold Creek)	Dzantik'ihéeni.
9.	Auke Lake.	Áak'w. ('small lake')
10.	Hoonah.	Xunaa. (refers to direction of northwind)
		Gaawt'ak̲.aan. ('town alongside the bell')
11.	Haines.	Deishú. ('end of the trail')
12.	Chilkoot.	Jilk̲oot.
13.	Skagway.	Shg̲agwei.
14.	Dyea.	Daayée.
15.	Klukwan.	Tlákw.aan.
16.	Yakutat.	Yaakwdáat.

Tlingit Names for Coastal Rivers

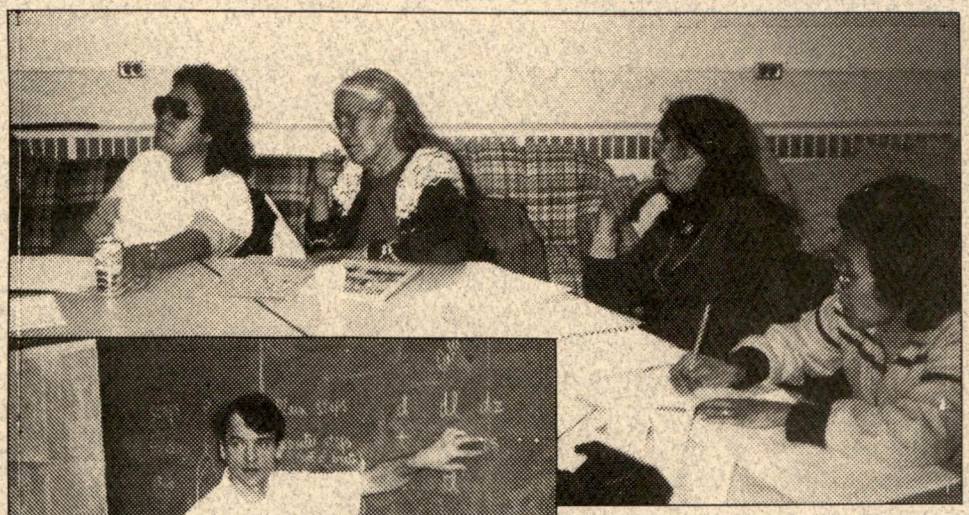
1.	Nass River.	Naas.
2.	Stikine River.	Shtax'héen.
3.	Taku River.	T'aakú.
4.	Chilkat River.	Jilkáat.
5.	Alsek River.	Aalséix.

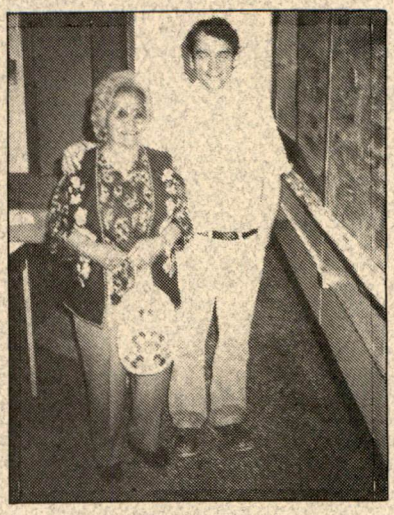
tlingit literacy workshop

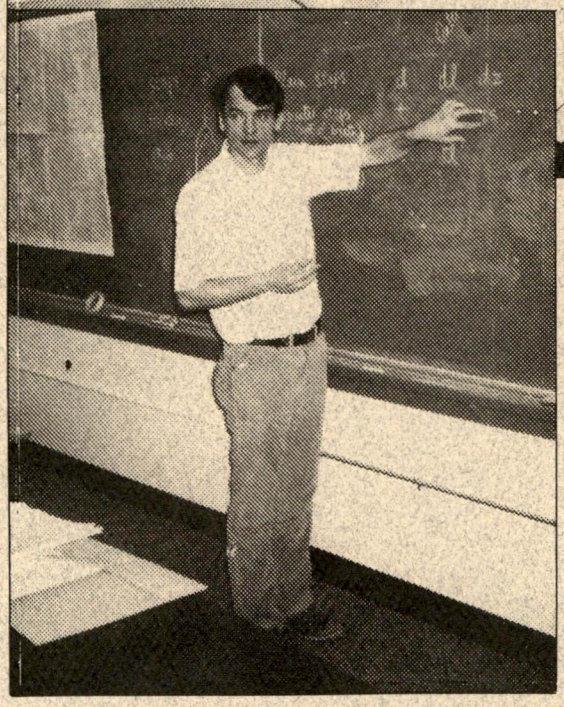


may 6-8, 1985

yukon native language centre









Clockwise from top left: Clara Schinkel, Lucy Wren, Mary Ann Whelan, and Evelyn Jack; Mrs. Elizabeth Nyman and Jeff Leer; Mrs. Nyman provides Tlingit kin terms as Clara Schinkel and Jeff Leer transcribe; Mark Wedge and Mrs. Dora Wedge; Jeff Leer explains Tlingit alphabet.



Cover photo: Back - Clara Schinkel, Gladys Johnston, Mary Ann Whelan, Gertie Tom, Carol Pettigrew, Mark Wedge; front - Jeff Leer (instructor), Elizabeth Nyman, Evelyn Jack, Gail Jackson, Dora Wedge.

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(compiled by Jeff Leer, ANLC)

TLINGIT LITERACY WORKSHOP

Yukon Native Language Centre
Whitehorse, Yukon
May 6, 7, 8, 1985

Guest Instructor:
Mr. Jeff Leer
Staff Linguist
Alaska Native Language Center
University of Alaska
Fairbanks, Alaska

INTRODUCTION

The material in this booklet was compiled at a Tlingit Literacy Workshop held in Whitehorse, Yukon Territory, Canada, during May 8-10, 1985. The participants in the Workshop were speakers and teachers of the Tlingit language who live in the communities of Atlin, British Columbia, and Carcross, Teslin, and Whitehorse, Yukon Territory. Also in attendance were staff members of the Yukon Native Language Centre and the Curriculum Department of the Council for Yukon Indians, as well as visitors from the local community.

Guest Instructor for the Workshop was Mr. Jeff Leer, Staff Linguist at the Alaska Native Language Center, University of Alaska, Fairbanks. Mr. Leer has taken part in previous training sessions organized by the Yukon Native Language Centre, and we were all very pleased that he could join us once again. Mr. Leer has been a student of the Tlingit language for many years and provides expert assistance in teaching literacy at these sessions.

The Tlingit Literacy Workshops are offered as part of the Native Language Instructor Certificate Course at Yukon College, Whitehorse. At an earlier session held in January, 1984, the participants compiled basic curriculum material for use in classroom teaching, following the outline of content presented in Teaching Yukon Native Languages (1980). Some attention was also devoted to the topic of Tlingit place-names. It was decided that the next Workshop would have as a specific focus the recording and transcribing of cultural information in Tlingit, including place-names and personal names.

The material in this booklet appears in the same order as it was presented in the Workshop. The first day was devoted to a review of basic Tlingit phonetics with ample spelling and listening practice. This was followed in days two and three by a study of Tlingit moieties, clans, and crests, and by a careful working-out of Tlingit kinship terminology based upon information provided by Mrs. Elizabeth Nyman and Mrs. Lucy Wren. Finally, a number of personal names were recorded and transcribed. Some of these are printed in this booklet.

We wish to thank Mr. Leer, the Elders, and all the other participants for making the workshop a success. Gunalchéesh!

John T. Ritter
Director
Yukon Native Language Centre
Whitehorse, Yukon Territory
June 5, 1985

Participants at Tlingit Literacy Workshop
Whitehorse, Yukon, May 6, 7, 8, 1985
Sponsored by Yukon Native Language Centre

NAME	NATIVE NAME	CLAN	MOIETY
Evelyn Jack Atlin, B.C.	Shaax'akée	Yanyeidí	Gooch
Gail Jackson Atlin, B.C.	Sakinyáa	Deisheetaan (S'igeidí = Beaver)	Yéil
Gladys Johnston Teslin, Yukon	Ts'eestánk Kaalyát'	Gaanax.ádi	Yéil
Jeff Leer Fairbanks, Alaska	Weihá Yeilkunéiyi	Gaanaxteidí	Yéil
Elizabeth Nyman Atlin, B.C.	Seidayaa	Yanyeidí	Gooch
Carol Pettigrew Whitehorse, Yukon	Nänadhädama		
John Ritter Whitehorse, Yukon	K'äłela		Ägay
Clara Schinkel Whitehorse, Yukon	Saatleindu.oo	Yanyeidí	Gooch
Gertie Tom Whitehorse, Yukon	Et'äts'inkhalme		
Dora Wedge Carcross, Yukon	Yaajinduhéin	Deisheetaan	Yéil
Mark Wedge Carcross, Yukon	Aandéduhéin	Deisheetaan	Yéil
Mary Ann Whelan Carcross, Yukon	Kaalaa	Dakl'aweidí	Gooch
Margaret Workman Whitehorse, Yukon	Ayedndaya		Ägay
Lucy Wren Carcross, Yukon	Gooch Tláa	Dakl'aweidí	Gooch

The Tlingit Alphabet

Consonant Sounds

Plain Sounds	d	dl	dz	j	g	g̲
Aspirated Sounds	t	tl	ts	ch	k	k̲
Glottalized Sounds	t'	tl'	ts'	ch'	k'	k̲'
Plain Fricatives		l	s	sh	x	x̲
Glottalized Fricatives		l'	s'		x'	x̲'
Other Sounds	m n	l̲		y	w	h

Vowels

Short Vowels	Long Vowels
a	aa
e	ei
i	ee
u	oo

Tone

High tone is marked (v́) on short vowels

High tone is marked (v́v) on long vowels

Low tone is not marked

Tlingit Vowels

Short	Long
a	aa
e	ei
i	ee
u	oo

Examples:

Short

a	-	át	-	thing
	-	tá	-	he/she sleeps
e	-	té	-	stone
	-	yéi jiné	-	he/she is working
i	-	í!	-	dirty!
	-	i aayí	-	yours
	-	i hídi	-	your house
u	-	uháan	-	we, us
	-	at gutú	-	the bush

Long

aa	-	ax̲ aayí	-	mine
	-	aan	-	land, village, town
	-	áa	-	lake.
	-	ą́ą	-	yes
	-	i aat	-	your aunt (father's sister)
ei	-	jigwéinaa	-	towel
	-	éil'	-	salt
	-	yéil	-	crow

Long Vowels (continued)

ee	-	héen	-	water, river, stream
	-	kaliheen	-	it's swampy
	-	eesháan	-	poor thing!
oo	-	ax oox	-	my tooth/teeth
	-	gooch	-	wolf

Tlingit Consonants

Plain Sounds		d	dl	dz	j	g	g̲
Aspirated Sounds		t	tl	ts	ch	k	k̲
Glottalized Sounds		t'	tl'	ts'	ch'	k'	k̲'
Plain Fricatives			l	s	sh	x	x̲
Glottalized Fricatives			l'	s'		x'	x̲'
Other Sounds	m	n	l̲		y	w	h

Examples:

Plain Sounds

d	-	dei	-	trail, road, highway
	-	dáa	-	weasel
	-	dóosh	-	cat
dl	-	hadlóu!	-	surprise!
	-	dleit	-	snow, white
dz	-	dzeit	-	ladder, bridge, dock, stairs
j	-	joon	-	dream
	-	jáaji	-	snowshoe
g	-	gán	-	firewood
	-	gaaw	-	drum, time, clock, bell, hour, o'clock
g̲	-	g̲ooch	-	wolf
	-	g̲áach	-	rug
	-	g̲ítgaa	-	spruce needle
	-	g̲áx̲	-	rabbit

Aspirated Sounds

t	-	tás	-	thread, sinew
	-	taan	-	sea lion
tl	-	du tláa	-	his mother
	-	tléikw	-	berry
	-	tléik'	-	no
	-	tléix'	-	one
ts	-	tsaa	-	seal
	-	tsáats	-	bear roots
ch	-	du chaan	-	his mother-in-law
	-	cháatl	-	halibut
	-	cháash	-	bough
	-	chashhít	-	brush house
k	-	kakéin	-	yarn
	-	kooxéedaa	-	pencil, pen
	-	kóox	-	rice
	-	du káani	-	his brother or sister-in-law
k̲	-	k̲áa	-	man
	-	k̲óok	-	box

Glottalized Sounds

t'	-	t'á	-	king salmon
	-	t'áa	-	board
	-	uwat'áa	-	it's hot or warm
tl'	-	tl'átk	-	earth
	-	du tl'eek du tl'eik	-	his finger
ts'	-	galats'éek'	-	pinch him
	-	ts'ats'ée ts'ítskw	-	bird
ch'	-	ch'áak'	-	eagle
	-	ch'áakw	-	long ago
	-	kadach'áak'w	-	he's carving
k'	-	k'isáani	-	boys
	-	k'idéin	-	good, well
	-	yak'éi	-	it's good
k'	-	k'ateil	-	jug, pitcher
	-	té k'áatl'	-	flat rock
	-	k'wátl	-	pot (cooking)

Plain Fricatives

l	-	ilí	-	don't
	-	lingít	-	person, Tlingit
	-	lóol	-	fireweed
	-	ldakát	-	all
s	-	saa	-	name
	-	sík'!	-	daughter! (used when calling or speaking to her)
sh	-	du shá	-	his head
	-	shaa	-	mountain
	-	shál	-	spoon
x	-	xáanaa	-	evening
	-	xíxch'	-	frog
	-	xaas	-	buffalo
x̲	-	x̲át	-	I, me
	-	x̲áat	-	fish, salmon
	-	du x̲án.aa	-	his spouse
	-	du x̲úx̲	-	her husband

Glottalized Fricatives

l'	-	l'ál	-	jackpine
	-	l'éiw	-	sand
	-	l'ée	-	blanket (Hudson Bay)
	-	l'ook	-	cohoe salmon
s'	-	s'ús'	-	harlequin duck
	-	s'íx'	-	dish
	-	s'eek s'eik	-	smoke
x'	-	x'áat'	-	island
	-	x'áax'	-	apple
	-	x'úx'	-	paper, book, letter
	-	x'áan	-	anger
x̲'	-	x̲'aan	-	red, fire
	-	du x̲'é	-	his mouth
	-	x̲'áak	-	ravine

Other Sounds

m	-	máa sá? wáa sá?	-	how?
	-	gamdáan gundáan	-	horse
n	-	nadáakw	-	table
	-	noow	-	low island, fort, gopher colony (Teslin)

Other Sounds (continued)

l	-	daleiyí	-	trout
y	-	yayéinaa	-	sharpening stones
	-	yáay	-	whale
	-	xaay	-	beaver house
	-	dleey	-	meat
w	-	wéinaa	-	alkali
	-	watsíx	-	caribou
	-	gaaw	-	drum, clock, hour, time
	-	séew	-	rain
	-	l'éiw	-	sand
h	-	haandé	-	give me, this way
	-	hít	-	house
	-	haagú	-	come here
.	-	(called 'glottal stop')		
	-	haat yee.á	-	come here, you folks
	-	at la.át	-	baggage
'	-	(used at end of word)		
	-	na'	-	here

Rounding

The sounds listed in the last two coloumns of the consonant chart can be pronounced with lip-rounding. When they are rounded, they are written with w after the consonant except where the preceding vowel or consonant is also rounded.

The reason for this is that these consonants are automatically rounded after a rounded vowel (that is, u or oo) or a rounded consonant (that is, a consonant followed by w). The consonant w itself is also a rounded consonant.

Compare the following examples:

héen táak	-	in the water ('plain' k sound)
táakw	-	winter ('rounded' k sound)

Also:

neek	-	news
néekw nóok	-	sickness

(In spelling nóok the final w is not written because k is automatically rounded after the vowel oo).

TLINGIT MOIETIES, CLANS, AND CRESTS

Two Moieties:

Crow - Yéil

Wolf - Gooch

also

(Eagle - Ch'áak')

Clans:

Family groups which belong to one of the two moieties. Two main types of clan names:

1. Ending with - .ádi or - eidí

   Examples:

   Gaanax̲.ádi (from Gaanáx̲)

   Kíks.ádi (from Kíks)

   Dakl'aweidí (from dáak̲ 'interior' plus l'éiw 'sand')
   Dax̲tl'uweidí

   Feminine forms ending with sháa refer to female person(s) of the clan.

   Examples:

   Gaanax̲sháa (from Gaanax̲.ádi)

   Kiksháa (from Kiks.ádi)

   Dak̲l'awsháa (from Dak̲l'aweidí
   Dax̲tl'oosháa Dax̲tl'uweidí

2. Ending with Hít Taan - House Group.

   Examples:

   Kóok̲ Hít Taan - group that comes from

   Kóok̲ Hít - Pit House

2. (continued)

Some Taan Groups became so large they became clans themselves.

Example:

Kaagwaantaan - from Kaawagaani Hít
(burned up house)

Deisheetaan - from Deishuhít
dei shú - end of the road
hít - house

CLAN NAMES IN LOCAL AREA

Moieties:

Raven (Yéil)	
Gaanax̲.ádi	
Deisheetaan (from Deishuhít)	Haines people, (Johnny Johns) house at end of the road
Ishkeetaan (from Ishkahít)	(Sam Johnston) house on hole in the river
Tukyeidí (from a tukyee)	neck of a lake
Kaach.ádi	
Wolf (Gooch)	
Shangukeidí	
Teikweidí	
Dakl'aweidí / Daxtl'uweidí	
Kaagwaantaan	
Wooshkeetaan	
Naanyaa.aayí	from naanyaa - upriver
Yanyeidí	from yán - hemlock

CRESTS

- symbol of a clan - usually an animal

Yéil (Crow)

Clan	Crest	
Gaanax̲.ádi	Yéil	Raven
Ishkeetaan	Yéil	Raven
	Xíxch'	Frog
Deisheetaan	S'igeidí	Beaver
	Yéil	Raven
Tuk̲yeidí	Tawei?	Sheep

Gooch (Wolf)

Clan	Crest	
Yanyeidí	Kéet	Killer Whale
Dak̲l'aweidí	Gooch	Wolf
	Ch'áak'	Eagle

Genealogies: special symbols

Woman ○

Man △

Marriage ○ = △

Children ⊥

Crow ◍ or ◭

Wolf ○ or △

Yanyeidí Yádi = child of Yanyeidí (i.e. father is Yanyeidí)

Yanyeidí Dachx̲án = grandchild of Yanyeidi (i.e. mother's father or father's father is Yanyeidí).

TLINGIT KIN TERMS

I. Consanguineal Kin (Blood Relatives)

A. Siblings (brothers and sisters, parallel cousins)

(woman)

1.	a<u>x</u> shát<u>x</u>	my older sister
2.	a<u>x</u> kéek'	my younger sister
3.	a<u>x</u> éek'	my brother

(man)

1.	a<u>x</u> húnxw	my older brother
2.	a<u>x</u> kéek'	my younger brother
3.	a<u>x</u> dlaak'	my sister

B. Ascending (older) Generations

1.	a<u>x</u> tláa	my mother
2.	a<u>x</u> éesh	my father
3.	a<u>x</u> tláak'w	my mother's sister (younger or older)
4.	a<u>x</u> káak	my mother's brother (younger or older)
5.	a<u>x</u> aat	my father's sister, also her daughter
6.	a<u>x</u> sáni	my father's brother (younger or older); also my father's sister's son
7.	a<u>x</u> léelk'w	my grandmother or grandfather (either side)

KIN TERMS (continued)

C. Descending (younger) Generations

1. a<u>x</u> yádi — my child; my sister's child (woman speaking); my brother's child (man speaking)

2. a<u>x</u> sée(k') — my daughter; my sister's daughter (woman speaking); my brother's daughter (man speaking); also: my mother's brother's daughter (man speaking)

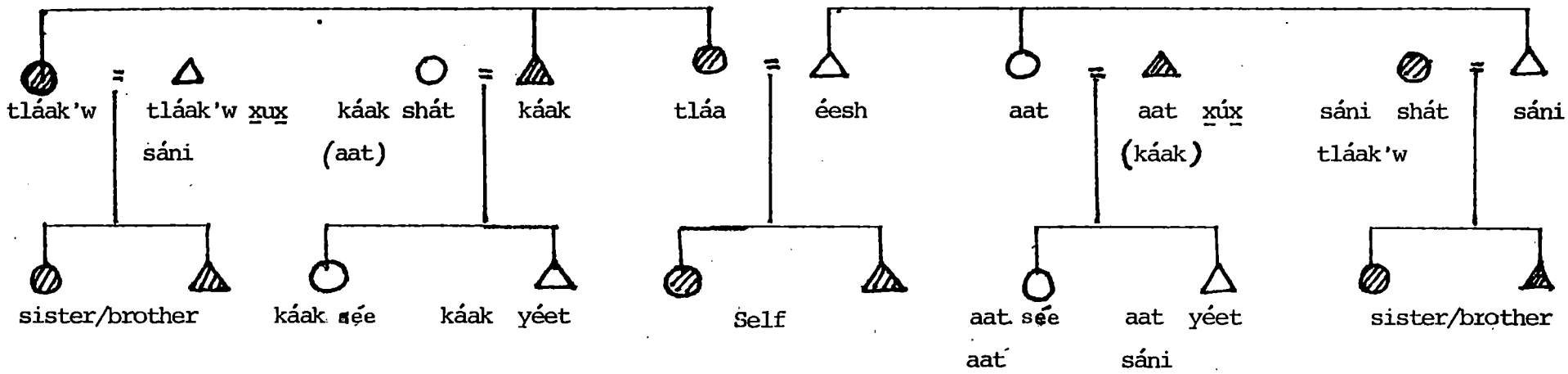
3. a<u>x</u> yéet(k') — my son; my sister's son (woman speaking); my brother's son (man speaking); also: my mother's brother's son (man speaking)

4. a<u>x</u> káalk'w — my brother's son or daughter (woman speaking); also: my mother's brother's son or daughter (woman speaking)

5. a<u>x</u> kéilk' — my sister's son or daughter (man speaking)

6. a<u>x</u> dach<u>x</u>án(k') — my grandson or granddaughter (either side)

SUMMARY OF KIN TERMS

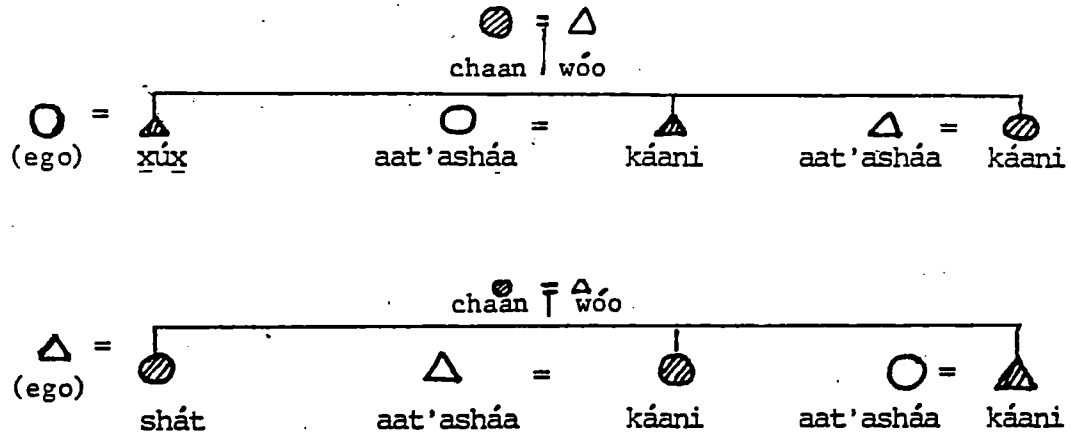


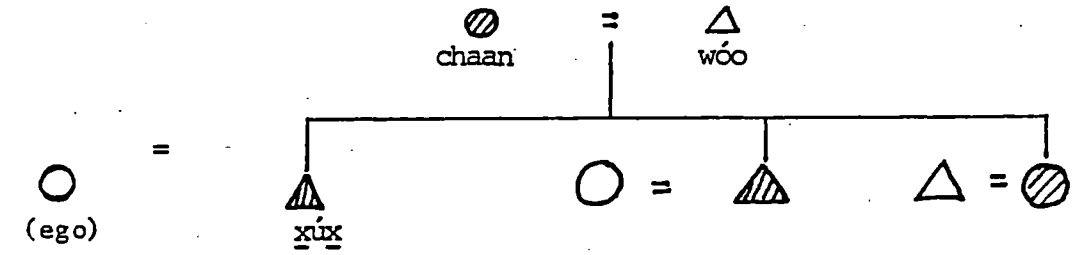
man speaking: sée(k') yéet(k')

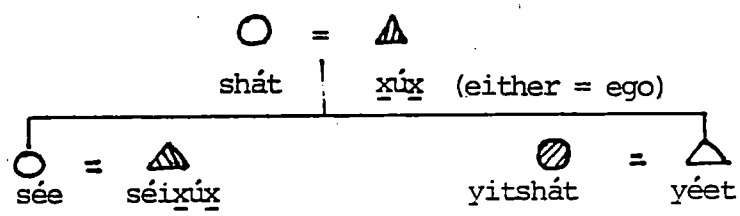
woman speaking: káalk'w

KIN TERMS (continued)

II. Affinal Kin (spouse and in-laws)







KIN TERMS (continued)

D. Other Terms

a<u>x</u> <u>x</u>án.aa	my spouse (male or female)
a<u>x</u> <u>x</u>ooní	my relative (general)
a<u>x</u> ya<u>k</u>áawu	my clan brother
a<u>x</u> een naa yádi	my clan child
a<u>x</u> sháawu	my clan sister
a<u>x</u> xwáayi	my clan brother
a<u>x</u> yadák'u	my boyfriend
a<u>x</u> shaatk'í	my girlfriend
a<u>x</u> tseiyí	my sweetheart
a<u>x</u> naa káani	my clan brother or sister-in-law not relationship term (not possessed)

Reciprocal Relationships:

tláa
tláak'w
éesh
sáni
↔
sée(k')
yéet(k')

Note: tláak'w is someone who is like a mother (tláa) but not one's biological mother, and sáni is someone who is like a father (éesh) but not one's biological father.

aat ⟷ káalk'w

káak ⟷ kéilk'

léelk'w ⟷ dach<u>x</u>án(k')

SAMPLE GENEALOGIES

I. Mrs. Evelyn Jack, Atlin, B.C.

	Indian Name	Clan
MOTHER: (Evelyn)	Shaax̲'akée	Yanyeidí
Mother's mother (Margaret Ward)	Sh.eetix̲du.oo	Yanyeidí
Mother's father (Guy Reed)		Crow
FATHER: (Sylvester) (Husband) (Jack)	Shkooyéil	Gaanax̲.ádi Kóok̲ Hit Taan
Father's mother (Antonia Jack)	Neilyeewdashéet'	
Father's father (Willie Jack)	K̲eedudaa	Yanyeidí

CHILDREN:

1.	Kathy	Saatleindu.oo (big name or famous)
2.	Louise	Deiyikna.aat (people walking on road)
3.	June	Daax̲láa
4.	Willie	Kíkshaa Éesh
5.	Terry	S'eiwát
6.	Sandra	K̲aashawdahaa
7.	Lucille	Kudagáan (light flashing?)
8.	Yvonne	X̲aasteen
9.	Charmaine	Jeeneek
10.	Sylvester J.R.	K̲eidudaa (L.W.)
		K̲eedudaa (G.J., E.N.)

SAMPLE GENEALOGIES: (continued)

SISTER

Mother (Gloria Jack)	Daaxkéix (fancy blanket)
Mother's mother	
Mother's father	
Father (Henry Jack)	Keinaljéexw
Father's mother (Antonia Jack)	Neilyeewdashéet'
Father's father	
1. Brian	Waats'eit
2. Henry	Gunta.éesh
3. Lester	Kíkshaa Éesh
4. Lorraine	Sh.eetixdu.oo
5. Douglas	Jigéi
6. Melvin	Kaatgweix

SAMPLE GENEALOGIES: (continued)

Mrs. Elizabeth Nyman, Atlin, B.C.

MOTHER:	Seidu.oo Kaach.ádi	Yanyeidí
Mother's mother	Unknown	
Mother's father	Unknown	
FATHER:	Neisdéiw	
Father's mother	Unknown	
Father's father	Unknown	
CHILDREN:		
1. Telegraph Jack	Keix̲'anal.át	
2. Tom Williams	Néix̲'w (born in Taku Harbour)	
	Yeideik̲ín	
	Nats'ál (?)	

MOTHER:	Kinx̲.ashee	Yanyeidí
Mother's mother		
Mother's father		
FATHER:	X̲'agóok'	Yéil
Father's mother		
Father's father		
CHILDREN:		
1. Mary	S'igax̲sháak'w	
2. Taku Jack		
3. Taku Sam		
4. Annie	Daax̲láa = Kudagaan?	
5. Billie Williams	Yax̲góos'	
6. Mary	X̲'adeikna.aat	

Mrs. Elizabeth Nyman (continued)

MOTHER:		
Mother's mother		
Mother's father		
FATHER: (Telegraph Jack)	Keix̲'anal.át	
Father's mother	Seidu.oo	Kaach.ádi
Father's father	Neisdéiw	Yanyeidí
CHILDREN:		
1. Maggie	Kaajeestí	
2. Felin	Káayádzi	
3. Ann	Nach'ál	
4. Willie Jack	Keedudaa	

MOTHER: Mary	S'igax̲sháak'w
Mother's mother	Kinx̲.ashee
Mother's father	X̲'agóok'
FATHER: Tom Williams	Néix̲'w
Father's mother	Seidu.oo
Father's father	Neisdéiw
CHILDREN:	
1. Anna	Kudagáan
2. Shorty Jackson	Waknaas

APPENDIX

Vocatives and Plurals of Tlingit Kin Terms

(Complied by Jeff Leer, ANLC)

CONSANGUINEAL KIN (BLOOD RELATIVES)

Siblings

Kin Term	Vocative	Plural
shátx̲	shátx̲	shatx̲i hás
older sister (of female)		
húnx̲w	húnx̲w	hunx̲u hás
older brother (of male)		
kéek'	kík'	kik'i ɣán
younger sister (of female); younger brother (of male)		
dlaak'	dlák'	dlaak' hás
sister (of male)		
éek'	ík'	eek' hás
brother (of female)		

NOTE: These same terms are used for one's "parallel cousins", that is, children of one's mother's sister (tláak'w) or father's brother (sáni), also, children of relatives called by these terms in Tlingit. Such cousins are distinguished by age and sex just as brothers and sisters.

CONSANGUINEAL KIN (continued)

First Generation: Ascending

Kin Term	Vocative	Plural
tláa	atlée, atléi	tlaa hás

mother

tláak'w	atlée, atléi	tlaak'w hás

mother's sister or other "aunt" of one's clan; father's brother's wife

éesh	éesh	eesh hás

father

sáni	éesh	sani hás

father's brother, father's sister's son or other "uncle" or male cousin of one's father's clan; mother's sister's husband.

RECIPROCALS of the above: sée, ɣéet, ɣádi

NOTE: A tláak'w is like a mother, and a sáni is like a father. This is reflected in the vocatives, as well as in the fact that their children (called "parallel cousins") are considered brothers and sisters, and that the spouse of a tláak'w is a sáni, and vice versa (see Siblings and the note under ɣádi below).

aat	aat	aat hás

father's sister, father's sister's daughter or other "aunt" or female cousin of one's father's clan.

RECIPROCAL: káalk'w

NOTE: The children of an aat ("cross cousins") are called by the same terms as one's father's sister and brother (aat, sáni).

káak	káak	kaak hás

mother's brother or other "uncle" of one's clan.

RECIPROCAL: kéilk'

NOTE: The children of a káak ("cross cousins") are called by the same terms as one's brother's children (káalk'w, sée, ɣéet).

CONSANGUINEAL KIN (continued)

First Generation: Descending

Kin Term	Vocative	Plural
sée, séek'	sík'	see hás

daughter; sister's daughter (of female); brother's daughter (of male); mother's brother's daughter (of male); wife's sister's daughter; husband's brother's daughter

ɣéet, ɣéetk'	ɣítk'	ɣeet hás

son, sister's son (of female); brother's son (of male); mother's brother's son (of male); wife's sister's son; husbands brother's son

ɣádi		ɣátx'i

child (including uses of sée, ɣéet)

RECIPROCALS of the above: tláa, éesh, tláak'w, sáni

NOTE: the forms séek', ɣéetk' (as well as dachx̱ánk' below) with the diminuitive suffix -k' imply special closeness, and tend to be used for one who is literally one's child. Thus séek', ɣéetk' tend to be specifically the reciprocals of tláa, éesh. This distinction is not maintained in the vocative and plural, however.

káalk'w	kálk'w	kaalk'u hás

brother's daughter or son (of female); mother's brother's daughter or son (of female)

RECIPROCAL: aat

kéilk'	kélk'	keilk'i hás

sister's daughter or son (of male)

RECIPROCAL: káak

Second Generation:

léelk'w	léelk'w	leelk'u hás

grandparent or other older person of one's clan, father's clan, or father's father's clan

RECIPROCAL: dachx̱án

dachx̱án	chx̱ánk'	dachx̱anx'i ɣán
dachx̱ánk'		dachx̱anx'i sáani

grandchild, etc.

RECIPROCAL: léelk'w

CONSANGUINEAL KIN (continued)

Affinal Kin (in-laws)

Mates:

Kin Term	Vocative	Plural
shát wife	já'	shatx'i ɣán
x̲úx̲ husband	já'	x̲ux̲x'u ɣán, x̲ux̲x'u wán
x̲án aa spouse (husband or wife)		

Other:

káani husband's sister or clan sister (of female); wife's brother or clan brother (of male)	chaa	kaani ɣán
aat'asháa husband's brother's wife (of female); wife's sister's husband (of male		aat'ashaax'w ɣán
chaan mother-in-law		chaan hás
wóo father-in-law		woo hás
ɣitsht son-in-law		yitshatx'i ɣán
seix̲úx̲ daughter-in-law		seix̲ux̲x'u ɣán, seix̲ux̲x'u wán

CONSANGUINEAL KIN (continued)

Affinal Kin (in-laws)

General:

xooní — xoonx'í
relative or friend

nashoowú
relative or friend of opposite clan

yakáawu — yakáax'u
partner

een naa yádi — een naa yátx'i
child of the same clan (i.e. fathers are of same clan)

sháawu — shaawu yán, shaawu wán
clan sister

xwáayi — xwaayi yán
clan brother

shaawádi
wife of wife's clan sister (?)

káawu
husband or husband's clan brother(?)

TLINGIT LITERACY SESSION

WHITEHORSE, YUKON
November 26, 27, 28, 1986

Guest Instructor:

MR. JEFF LEER

Staff Linguist

Alaska Native Language Center
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TLINGIT LITERACY WORKSHOP

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Whitehorse, Yukon

November 26, 27, 28, 1986

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Participants at Tlingit Literacy Workshop

Whitehorse, Yukon, November 26, 27, 28, 1986

Sponsored by Yukon Native Language Centre

NAME	NATIVE NAME	CLAN	MOIETY
Gail Jackson Teslin, Yukon	Sakinyáa	Deisheetaan (S'igeidí=Beaver)	Yéil
Gladys Johnston Teslin, Yukon	Ts'eestánk	Gaanax̲.ádi	Yéil
Jeff Leer Fairbanks, Alaska	Weihá Yeilkunéiyi	Gaanax̲teidí	Yéil
Lena Sidney Whitehorse, Yukon	Seil.aat		
Mamie Smith Carcross, Yukon	Shawtlax̲		
Anne Turner Whitehorse, Yukon	Yeidisákw		
Mary-Ann Whelan Carcross, Yukon	K̲aalaa	Dak̲l'aweidí	G̲ooch
Lucy Wren Carcross, Yukon	G̲ooch Tláa	Dak̲l'aweidí	G̲ooch

VOWELS:

Short Vowels	Long Vowels
a	aa
e	ei
i	ee
u	oo

DICTATION 1:

1.	tá	he's sleeping
2.	té	rock
3.	a tú	inside it
4.	saa	name
5.	seit	necklace
6.	sée	doll
7.	shál	song
8.	doosh	cat
9.	a ká	on it
10.	yéi áwé	that's the way

DICTATION 2

1.	saa	name
2.	sá	name it
3.	sée	doll
4.	su	as in yeisú still
5.	sóo	(no meaning)
6.	sei	(no meaning)
7.	si	(no meaning)
8.	saa	name
9.	sé	voice
10.	sá	name it!

CONSONANTS: ch d g h j k n s sh t w y, are pronounced like the English sounds, or very nearly like them.

Plain stops	d	dl	dz	j	g
Aspirated stops	t	tl	ts	ch	k
Plain fricatives	l	s		sh	x h
Other		n		w	y

DICTATION:

1.	dleit	snow
2.	dzeit	ladder
3.	lidzée	it's difficult
4.	tsáats	bear roots
5.	atlée	mom
6.	xéidu	comb
7.	taat	roaster
8.	xóots	grizzly bear
9.	tléil	not
10.	íxde	down river, south
11.	lingít	Tlingit, person
12.	du jeewú	he's got it

POSSESSED FORMS OF NOUNS: take a suffix, usually -i, low-tone if the word is high-tone, but high-tone if the word is low-tone.

	tás	thread
a<u>x</u>	tási	my thread
	dóosh	cat
a<u>x</u>	dóoshi	my cat

word ends with fricative

	ee<u>x</u>	oil, grease
tsaa	ee<u>x</u>í	seal oil

If the word ends with a stop, the possessed form has an unaspirated stop before the suffix:

t⟶di k⟶gi

tl⟶dli <u>k</u>⟶<u>g</u>i

ts⟶dzi

ch⟶ji

	hít	house
a<u>x</u>	hídi	my house
	<u>g</u>ooch	wolf
a<u>x</u>	goojí	my wolf
	<u>g</u>áatl	soda cracker
a<u>x</u>	<u>g</u>áadli	my soda cracker
	séek	belt
a<u>x</u>	séegi	my belt

POSSESSED FORMS OF NOUNS (continued)

	shaak	driftwood
a<u>x</u>	shaagí	my driftwood

Possessed forms of nouns ending with rounded stops: the suffix is u instead of i:

kw-->xu	x'w-->x'u
<u>k</u>w-->xu	<u>x</u>'w-->x'u
kw-->gu	k'w-->k'u
<u>k</u>w-->ku	<u>k</u>'w-->k'u

	yaakw	boat
a<u>x</u>	yaagú	my boat
	gáaxw	duck
a<u>x</u>	gáaxu	my duck
	náakw	medicine
a<u>x</u>	náagu	my medicine
	<u>k</u>óok	box
a<u>x</u>	<u>k</u>óogu	my box
	goo<u>x</u>	slave
a<u>x</u>	goo<u>x</u>ú	my slave
a<u>x</u>	gúk	my ear
tsálgi	gúgu	groundhog ear

Possessive suffix after an unrounded consonant - i

Possessive suffix after a rounded consonant - u

w --→ wu

y --→ yi

	náaw	whiskey
ax	náawu	my whiskey
	gaaw	drum, clock, time
ax	gaawú	my drum, my clock
	noow	flat clear area
tsalgi	noowú	gopher colony
	l'éiw	sand
dzísk'u	l'éiwu	moose lick
	táay	garden
ax	táayi	my garden
	kaay	measuring stick
ax	kaayí	my measuring stick
	dleey	meat, flesh
wasóos	dleeyí	cow meat

Possessive pronouns:

Possessor		Possessed	
a<u>x</u>	my	dleeyí	meat
i	your		
du	his		
a	its		
haa	our		
yee	you guys		
has du	their		
<u>k</u>aa	somebody's		
at	something's		

Possessor		Possessed	
wasóos		dleeyí	crow meat
watsíx		dleeyí	caribou meat
xalak'ách'		dleeyí	porcupine meat
(dzísk'w→)	dzísk'u	dleeyí	moose meat
(tsálk→)	tsálgi	dleeyí	gopher meat
(nóoskw→)	nóosgu	dleeyí	wolverine meat

If the possessor ends in two consonants, add -i/-u according to the rules given above. This has the effect of preventing three consonants in a row within the phrase.

PLACE NAMES

Possessor	Possessed (-i/-u)	
	héen	water, river, creek
watsíx	héeni	Caribou river
dzísk'u	héeni	Moose river
k'wálxi	héeni	Smart river
gúkl'i	héeni	Swan river
tsálgi noowú	héeni	Gopher Den river

CONSONANTS:

Plain Stops	d	dl	dz	j	g	g
Aspirated Stops	t	tl	ts	ch	k	k
Glottalized Stops	t'	tl'	ts'	ch'	k'	k'
Plain Fricatives		l	s	sh	x	x
Glottalized Fricatives		l'	s'		x'	x'
Other (n, y, w)						

DICTATION:

1.	t'áa	board
2.	tl'átk	ground, earth
3.	ts'ats'ée	bird
4.	ch'áak'	eagle
5.	k'óox	marten
6.	kóox	rice
7.	k'wátl	cooking pot
8.	séek	belt
9.	ax séek'	my daughter
10.	ax káak	my uncle (mother's brother)
11.	ax káak'	my forehead
12.	taat	night
13.	t'áat'	junco
14.	ch'áak'	eagle
15.	ch'áakw	long ago

BIG AND LITTLE:

tlein	big
yádi	baby
-k'(w)	little
-k'(w)átsk'u	little

These come after the word they modify, not before as in English.

The forms -k'w and -k'wátsk'u are used following the vowels aa and a.

(continued)

hít tlein	big house
hítk'	little house
hítk'átsk'u	little house
lítaa	knife
lítaa tlein	big knife
lítaak'w	little knife
lítaak'wátsk'u	little knife
áa	lake
áa tlein	big lake
Áa Tlein	Atlin
áak'w	little lake
Áak'w	Auke Lake
héen	water, river
héen tlein	big river
Héen Tlein	Inklen River
héenák'w	little creek

If the word ends in two consonants the suffix -i or -u is added to it before tlein, yádi, -k'(w) or -k'(w)átsk'u.

dzísk'w		moose
dzísk'u	tlein	big moose
dzísk'u	yádi	baby moose

sháchk		meadow
sháchgi	tlein	big meadow
sháchgík'		little meadow

DICTATION:

1.	l'ook	coho
2.	s'ísaa	cloth
3.	s'íx'	plate, dish
4.	x'úx'	paper, book, letter
5.	a<u>x</u> <u>x</u>'é	my mouth
6.	a<u>x</u> l'óot'	my tongue
7.	l'ée x'wán	socks
8.	s'él' x'wán	rubber boots, hip boots
9.	<u>x</u>'aan	fire
10.	s'íx'	dish
11.	alts'ík'	he or she is holding it pinched between fingers

1.	s'eek	smoke, cigarette
	s'eik	
2.	x'ádaa	file
3.	ch'a k'át	finally, at last
4.	x'áat'	island
5.	x'aa	point of land
6.	kook'áa	it's too short
7.	x'wáal'	down feather
8.	t'aaw	wing feathers

m	wáa sá?	How? What did you say?
	máa sá?	
l	daleiyí	lake trout
. (glottal stop)	wa.é	you
	we.é	
	at la.át	stuff, baggage
	yei kunas.áat'	it's getting cold out
	kusi.áat'	it's cold out

ROUNDED CONSONANTS:

náakw	medicine
ax náagu	my medicine
náakw	octopus
t'eix yanáagu	bait for hook
adáakw	she's rendering it (fat)

EXAMPLES OF UNDERLINED CONSONANTS:

dáa<u>k</u>	inland, back (in the woods, hills)
dákde nagú	go out (into the open) home (out of the woods)
dá<u>k</u>de nagú	go back (into the woods)
íxde nagú	downstream, south
í<u>x</u>t'	shaman
óox	bubble
a<u>x</u> oo<u>x</u>	my tooth/teeth
yak'éi	it's good
a<u>x</u> yáa li<u>k</u>'éi	I treasure him/her/it, he/she/it is precious to me
k'wát'	egg(s)
<u>k</u>'wátl	pot
kóo<u>k</u>	cellar, hole in the ground
<u>k</u>óok	box
Kóo<u>k</u>hittaan	Pit House Clan
<u>K</u>ókhittaan	Box House Clan
at koowú	tail of something (fish)
<u>x</u>áat koowú	fish tail
at <u>k</u>oowú	den of something
gán	(fire)wood
<u>g</u>án	hey you!
x'áan	anger
<u>x</u>'aan	fire
kínde	up(wards)
yaa nda<u>k</u>ín	it's flying

(continued)

x'éigaa	true
Lingít x'éináx	in Tlingit

POSSESSED BODY PARTS:

The use of -i/-u with body parts is different than with other nouns. Sometimes it changes the meaning of the noun:

ax jín	my hand/arm
kinaa.át jíni	coat sleeve
xóots jíni	bear arm/paw
tsaa jíni	seal flipper

Most often -i/-u is added to indicate that the body part is detached from its original location on the body.

ax oox	my tooth
ax ooxú	my false tooth/teeth; my extracted tooth.
kaa ooxú	corn
shaan ooxú	
ax shá	my head
s'eek shaayí	black bear head separated from his body)
s'eek shá	bear head - on his body
ax gúk	my ear
kaa gúk	somebody's ear
kaa gúgu	somebody's ear cut off, dried fruit

TONE: high tone is marked with the accent (´)

shaa	mountain
sháa	women
xaat	root
ax xaadí	my root
xáat	fish
ax xáadi	my fish
náakw	octopus
naakw	rotten wood
du náawu	his body
du naawú	his dead body
du áayi	his lake
du aayí	his
du táayi	his garden
du taayí	his fat
táay	garden
taay	fat
góon	gold
du góoni	his gold
goon	spring (water)
du gooní	his spring (water)

POSSESSIVE ENDING: the possessive suffix has four forms.

- i after unrounded consonant

- u after rounded consonants (w)

- yi after unrounded vowel

- wu after rounded vowel (u, oo)

áa	lake
watsíx áayi	caribou
t'áa	board
ax t'áayi	my board
dei	road, trail
ax deiyí	my road, trail
gishoo	pig
ax gishoowú	my pig

A short high-tone vowel becomes a long low-tone vowel before the possessive suffix (-yi or -wu)

té	rock
ax teiyí	my rock
atxá	food
ax atxaayí	my food
atshí	song
ax atsheeyí	my song

(continued)

a<u>x</u> lú	my nose
yéil lú	raven's beak
yéil loowú	raven's beak
a shú	the end of it
a shoowú	half of it
a tú	inside it
a<u>x</u> toowú	my thinking, my mind

PLACE NAMES:

1.	Watsíx Shaayí	Caribou Mountain
2.	Jánu Héeni	Goat Creek
3.	Jánu (heeni) Aayi	Goat Creek Lake
4.	Tsalgi Tóoli	Gopher Knoll
5.	Kéitladi X'áat'i	Seagull Island
6.	S'eek Shaayí Héenák'u	Black Bear Head Creek
7.	T'á Yádi Áayi	Little Salmon Lake
8.	T'á Tlein Áayi	Big Salmon Lake
	T'á Áak'u	Big Lake Big Salmon Lake
	T'á Áayi Tlein	Big Salmon
	Gooch Áayi	Wolf Lake
	Watsíx Héeni	Caribou Creek
	Xalak'ach' Héeni	Porcupine Creek
	Tlaxaneis' Koowú	Kingfisher Den
	Tlaxanas'koowú	
	Ch'áak' Kúdi	Eagle Bay -"Eagle Nest"
	Xaay Góon	Beaver Lodge Pass

Geographic features often used in place names:

héen	river, creek
héenák'w	small creek
áa	lake

(continued)

áak'w	little lake
x'áat'	island
shaa	mountain
tóol	knoll, hill (with trees)
gooch	hill (with buckbrush)
tá<u>x</u>k	one-faced hill
goon	spring (water)
<u>k</u>una<u>g</u>eey	bay
<u>g</u>eey	
x'aa	point
<u>g</u>íl'	cliff
x'áas	waterfall, strong rapids
ísh	hole in river

DIRECTIONALS:

íxde	going down river
nánde	going up river
dáḵde	going back away from the water (river, lake)
íḵde	going down to the shore (beach)
dákde	going out into the lake to the shore
yánde	going from the lake to the shore
diyáade	going to the other side of the river, lake
kínde	going up
yínde	going down
neildé	going into the house
gánde	going out of the house
dáḵde	going to the back of the house (inside)
dákde	going from the back of the house <u>out</u> to the front

	toward	naa form	-nax .a form
up	kínde	keenaa	kéenax. á
down	yínde	yeenaa	yéenax. á
upstream	nánde	naanaa	náanax. á
downstream	íxde	ixinaa	éexnax. á
back	dákde	diginaa	dáaknax. á
out	dákde	diginaa	deikéenax. á
to the beach	íkde	iginaa	éeknax. á
to the shore	yánde		yánnax. á
across	diyáade		diyáanax. á
inside (home)	neildé		neilnax. á
outside	gánde		gáannax. á

PLACE NAMES: around Carcross, Yukon

200	Carcross	Naataase Héen
201	Tagish Lake	Taagish Áayi
202	Windy Arm	Cheizhéle' (Tagish)
203	Tutsi Lake	T'ooch' Áayi (Charcoal Lake)
204	Little Atlin Lake	Xáat Tlein Áayi (Big Fish Lake)
205	Atlin Lake	Aa Tlein (Big Lake)
206	Montana Mountain	Tsálgi Shaayí (Gopher Mountain)
207	Caribou Mountain	Watsíx Shaayí
208		Takaadí T'ooch' (Rockslide Charcoal Mountain)
209	Nares Mountain	X'eis'awáa Shaayí (Ptarmigan Mountain)
210	Crag Lake	Kaxwéix Áayi (Highbush Cranberry Lake)
211	Chootla Lake	Man Chóodlá ("Little Lake" in Tagish)
212	(Crag Creek?)	Kaxwéix Héeni (Highbush Cranberry Creek)
213	Wheaton River	Gąąse Tú' ("Jackpine Water" in Tagish)
214	Marsh Lake	Titl'éiłeis ("sandy beach at the end" in Tagish)
215	Teslin Lake	Deisleen Áayi
216	Nisutlin River	Nilaseen (Héeni)
217	Teslin (Village)	A x'aká (on its mouth)
218	Wolf River/Red River	L'éix'w Héeni (Ochre River)

OTHER PLACE NAMES:

Taku River	T'aakú
Nakina Lake	Naak'ina.áa
Inklin River	Héen Tlein
Sloko Lake	L'óox'u Áayi
Squanga Lake	Dasgwáange
Kusawa	Koosawu Áa (narrow lake)
Kluane	Lux. aaní (comes from lóox aaní Whitefish land country)
3 Aces	Tléinax Tawéi (lone sheep)
Jubilee Mountain	K'iyán (hemlock at the base)
Mount White	Sinwaa
Takhini	Taxhéeni (from téix héeni "broth from boiled food")
Hootchi Lake	Hóoch'i Áayi (last lake)

DICTATIONS:

	g/k/k'		g/k̲/k'	
1.	gán	firewood	k̲'ateil	pitcher
2.	k'eeljáa	storm wind	gagaan	sun
3.	koon	hem	k̲óok	box
4.	keitl	dog	k̲éedu	dam
5.	k'adéin	well	k̲'eik̲'w	tern
6.	goon	spring water	gúk̲l'	swan
7.	k'ákw	small owl	gáax̲	she's crying
8.	gáal'	clam	k̲'eikaxwéin	flower
9.	kakéin	wool	k'anáax̲án	fence
10.	k'áts'	sharp edge	k̲ut'aay	hot weather

	tl'/l'		ts'/s'	
1.	tl'eek̲	finger	s'íksh	wild hellebore
2.	l'ée x'wán	socks	s'íx'	plate, dish
3.	tl'átk	land	ts'ats'ée	bird
4.	tl'aak̲'wách'	wild rhubarb	ts'ootaat	morning
5.	l'ál	jackpine	s'igeidí	beaver
6.	l'éiw	sand	s'óos'ani	spruce cone
7.	tl'éil	milt	ts'ootsxán	Tsinshén
8.	l'óot'	tongue	s'eek	black bear
9.	l'eedí	tail	s'eenáa	lamp
10.	tl'úk'x̲	worm, snake	s'él'	rubber

	k'/x'		k'/x̲'	
1.	x'áan	anger	k̲'wátl	pot
2.	k'adéin	well	x̲'áakw	salmon that has turned red
3.	K'iyán	Jubilee Mtn	x̲'agwéinaa	napkin
4.	x'ées'	tangle	k̲'eik'w	sea pigeon
5.	x'aa	point	x̲'ás'	jaw
6.	k'óox	marten	x̲'oon	punk
7.	x'áax'	apple	k̲'eikaxwéin	flower
8.	x'óow	blanket	x̲'aan	fire
9.	k'eeljáa	storm wind	k̲'anáax̲án	fence
10.	k'wálx̲	fern rhizome	x̲'éex'wál'	safety pin

	a/aa		e/ei	
1.	kát	spear head	té	stone
2.	káak	mother's brother	dei	road
3.	tás	thread	tlein	big
4.	gán	firewood	sé	voice
5.	gáan	outside	gwéil	bag
6.	hás	them	neil	home
7.	shál	spoon	wé	that
8.	sháal	fish trap	yéil	raven
9.	táakw	winter, year	shé	blood
10.	shaa	mountain	teil	pitch

	i/ee		u/oo	
1.	dís	moon	shú	end
2.	kées	bracelet	goon	spring of water
3.	lí	don't!	ún	shoot it!
4.	téel	shoe	lú	nose
5.	hít	house	kút	nest
6.	ín	flint	óosh	if only
7.	xéen	fly	yóo	like that
8.	sée	doll	tóol	hill
9.	shí	song	du	his/her
10.	ísh	hole in river	lúk	drink (coffee)

	d/t/t'		dl/tl/tl'	
1.	dei	road	tléik'	no
2.	t'aa	board	dleit	snow
3.	dís	moon	tl'átk	earth
4.	téix'	heart	tlákw	always
5.	t'éex'	ice	tl'úk'x	worm
6.	táakw	winter	dláa	gee!
7.	dáanaa	money	tláa	mother
8.	T'aakú	taku	Tl'anaxéedákw	mythical woman
9.	tawéi	mtn sheep	tléil	not
10.	dóol	crane	dluwkát	carefully

dz/ts/ts'

1.	dzéit	ladder
2.	tsín	muskrat
3.	ts'ats'ée	bird
4.	tséek	barbecue stick
5.	dzísk'w	owl, moose
6.	dzánti	flounder
7.	tsóok'	again
8.	ts'ootaat	morning
9.	dzaas	thonging
10.	Ts'ootsxán	Tsimshian

	j/ch/ch'		g/k/k'	
1.	chookán	grass	k'ínk'	stink fish head
2.	ch'áak'	eagle	kées	bracelet
3.	ch'oo yéi	the same way	gáas'	post
4.	jánu	mtn goat	goon	spring water
5.	chaan	mother-in-law	k'óox	marten
6.	ch'áakw	long ago	káts	powdered clam shells
7.	jáaji	snowshoe	k'ei	well
8.	jigwéinaa	hand towel	kóox	rice
9.	ch'eet	diving bird	k'idaaká aa	one next door
10.	cháas'	sockeye salmon	goox	slave

TLINGIT LITERACY SESSION

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Whitehorse, Yukon

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Yukon Native Language Centre
Tlingit Lteracy Training Session
October 13-15, 1993

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Ms. Emma Sam	Whitehorse, Yukon
Mr. Dan Shorty	Whitehorse, Yukon
Mrs Liz Smarch	Teslin, Yukon
Ms Marlene Smith	Carcross, Yukon
Mrs. Lucy Wren	Carcross, Yukon

Yukon Native Language Centre
Tlingit Literacy Session
October 13-15, 1993

Review of changes to the writing system:

1. Underline consonants --> consonant plus h

   x --> xh
   g --> gh
   k --> kh

2. Long vowels are written with a single letter and a mark.

   aa --> à
   ei --> è
   ee --> ì
   ou --> ò (rarely used)
   oo --> ù

3. "Indian l" (ɬ) l --> ɬ

Vowels

a	as in m<u>a</u>m<u>a</u>
e	as in caf<u>e</u>
i	as in F<u>i</u>f<u>i</u>
u	as in L<u>u</u>l<u>u</u>

Think of these vowels as they sound rather than how they look.

1.	át	thing
2.	té	rock
3.	dè	road
4.	hít	house
5.	hîn	water
6.	shú	end
7.	ún	shoot it
8.	ûnà	gun
9.	sà	name
10.	tá	sleep

Dictation

1.	àn	town
2.	jùn	dream
3.	gán	wood
	gén	wood (Carcross)
4.	tàn	sea lion
5.	sèt	necklace
6.	wushká	cheek (outside) (Teslin)
	washká	cheek (outside) (Carcross)
7.	îsh	dad
8.	gút	dime
9.	sà	name
10.	tá	sleep

kètl	dog
kedládi	puppy (Teslin)
kedlédi	puppy (Carcross)
ketlyádi	puppy (Atlin)
kagán	daylight (Teslin)
kegén	daylight (Carcross?)

hàt wutuwa.át	we came here (Teslin)
hàt wutuwa.ét	we came here (Carcross)
hàt kamtuwa.éts'	we came slowly (Teslin)
hàt kawtuwa.éts'	we came slowly (Carcross)

du shá	his/her head
shé	blood

Consonants

	d	dl	dz	j	g	gh
	t	tl	ts	ch	k	kh
		tl'	ts'	ch'	k'	kh'
		ł	s	sh	x	xh
		ł'	s'		x'	xh'
m	n		l	y	w	

Vowels a, e, i, u, -- and only sometimes o. These are very basic.

1.	atlî	mother (Teslin)
	etlî	mother (Carcross)
2.	tsín	muskrat
3.	łítà	knife
4.	yêł	raven/crow
5.	shát	spoon (Teslin)
	shét	spoon (Carcross)
6.	xêdu	comb
7.	dlèt	snow/white
8.	chíł	cache
9.	dûx	sinew
10.	tîł	shoe

Reading and Translation Practice:

1.	às dàłùní	tree bark
2.	gishù tàyí	bacon
3.	gijùk kúdi	golden eagle nest
4.	àn dàt kanahìk	monkey (Teslin)
	àn dàt kenahìk	monkey (Carcross)
5.	dânà dàkagwêłi	purse
6.	át shakamdligàn	strolling around (Teslin)
	ét shakawdlìgàn	strolling around (Carcross)
7.	gandàdagûgu	woodpecker (Teslin)
	gendàdegûgu	woodpecker (Carcross)

8.	taskadlìyí	backstrap (Teslin)
	teskedlìyí	backstrap (Carcross)
9.	xûn kayénà	buzz toy (Teslin)
	xûn keyénà	buzz toy (Carcross)
10.	xwàsdâ yàkw	canvas boat

Dictation: (g) and (gh)

1.	gân	outside
2.	ghâch	rug
3.	gán	wood (Teslin)
	gén	wood (Carcross)
4.	gùch	hill
5.	ghùch	wolf
6.	ghèwú	fishnet
7.	gùsû	where is it
8.	ghítghà	spruce needles
9.	gûn	gold
10.	ghâtł	pilot bread

Dictation: (k) and (kh)

1.	khâ	man
2.	kâ	car
3.	kìjín	five
4.	khîdu	beaver dam
5.	khustí	living
6.	kûshdà	land otter
7.	khûk	box
8.	kâni	brother/sister-in-law
9.	kùtîyà	totem pole
10.	khênà	awl

Dictation: (x) and (xh)
x and xh at the beginning of a word :

1.	xânà	evening
2.	xhât	fish
3.	xûts	grizzly bear
4.	du xhìk	his/her shoulder
5.	du xhùní	his/her relative/friend
6.	xûn	north wind
7.	xhát	me/I
8.	xêdu	comb
9.	xwàsdâ	canvas
10.	du xhán	with him/her, his/her place

Dictation: (x) and (xh) at the end of a word:
x and xh at the end of a word:

1.	stùx	stove (Teslin)
	sdùx	stove (Carcross)
2.	ałyêxh	he/she is fixing/making it
3.	kùyêx	whiskeyjack/camprobber
4.	ìxh	grease/oil (Teslin)
	èxh	grease/oil (Carcross)
5.	gùxh	slave
6.	dûx	sinew
7.	tínx	stoneberries
8.	gháxh	rabbit (Teslin)
	gáxh	rabbit (Carcross)
9.	tíx	fleas
10.	dêxh	two

1.	ghâxh	he/she is crying
2.	kûx	rice
3.	du ùxh	his/her tooth/teeth

4.	ûxjà	wind
5.	íxde	down river/south
6.	íh	dirty/yuck!
7.	du shátxh	her older sister (Teslin)
	du shétxh	her older sister (Carcross)
8.	wùnèxh	it healed -- he/she is better/well
9.	tlàxh	mold

Dictation: (k) and (kh):

1.	du wàkh	his/her eye
2.	sîk	belt
3.	sùkh	moss
4.	dâkh	back/behind/inland
5.	îkh	down towards the shore, bank (Teslin)
	êxh	down towards the shore, bank (Carcross)
6.	du nákh	away from him/her
7.	a shâk	head of a river/head waters
8.	dè yík	in the trail/road
9.	kûkh	pit
10.	dúkh	cottonwood/poplar

After the break we did the glottalized sounds then we worked on the handout: "Tlingit Language Lessons Level 1". (See page 17.)

Thursday:

VOWELS

a (mama)
e (nescafe)
i (Fifi)
u (Lulu)

CONSONANTS

Stops							
Plain		d	dl	dz	j	g	gh
Aspirated		t	tl	ts	ch	k	kh
		t'	tl'	ts'	ch'	k'	kh'
Fricatives			ł	s	sh	x	xh
			ł	s'		x'	xh'
	m	n	l		y	w	

		Possessed Form	
hít	house	axh	hídi
kètl	dog	axh	kèdlí
xûts	grizzly bear	axh	xûdzi
ghùch	wolf	axh	ghùjí
sîk	belt	axh	sîgi
ghàkh	lynx	axh	ghàghí

Rule:
If the first vowel has a high tone the second one doesn't.

Aspirated stops become plain stops before vowels like - i

tl'átk	land	axh	tl'átgi (Teslin)
tl'étk	land	axh	tl'étgi (Carcross)

Rounded Sounds:

yàkw	boat	axh	yàgú
tlêkhw	berry	axh	tlêghu
gàw	drum/time	axh	gàwú

Nasal Sounds:

gàw	drum/time	axh gawu
ɬ'êw	sand	axh ɬ'êwu
nùw	fort	axh nùwú
tây	garden	axh tâyi
tày	fat	axh tàyí
xhày	beaver lodge	s'igèdí xhàyí
dlìy	meat (beaver)	s'igèdí dlìyí
tîy	patch	axh tîyi
ɬ'î	blanket (for potlatch)	axh ɬ'îyi

Nasal Sounds in the middle of a word:

àxh gatí	pick it up
àxh gaytí	you guys pick it up (Teslin)
àxh geyití	you guys pick it up (Carcross)
wudixwétl	he/she is tired
xhat wudixwétl	I am tired
imdixwétl	you are tired (Teslin)
iwdixwétl	you are tired (Carcross)
xhat wusitìn	he saw me
amsitìn	he saw her (Teslin)
awsitìn	he saw her (Carcross)

System of marking the vowels:

	low tone	high tone
short	a	á
long	à	â

Old System	Revised System	
haat has uwa.át	hàt has uwa.át	they came here
át has woo.aat	át has wù.àt	they are walking around

Old System	Revised System	
aadé has guga.áat	àdé has gugha.ât	they'll go there
aadé has guga.at yé	àdé has gugha.at yé	the place that they will go to
haat uwagút	hàt uwagút	he/she came here
át woogoot	át wùgùt	he/she is walking around
aadé gugagóot	àdé gughagût	he/she will go there
aade gugagut yé	àdé gughagut yé	the place where he/she will go
Yanyeidí	Yanyèdí	Clan name
Yanyeidée	Yanyèdî	Clan name

COMPOUND NOUNS:

The stem of a noun may be shortened when it occurs in a compound or incorporated into a verb.

héen sháak	hîn shâk	head of river
héen shak.áayi	hîn shak.âyi	lake at the head of a river
haa shagóon	hà shagûn	our background/ heritage
	yê áwé hà shagunkàwahâ	that's our heritage /culture

Dictation:

1.	du xhìyí	pack sack
2.	xhìy	pack
3.	du nâwu	his booze
4.	nâw	booze
5.	a kàyí	its measurement
6.	kày	mile
7.	detûwu	a reader (Carcross)
	datîwu	a reader (Teslin)
8.	detûw	he is reading (Carcross)
	datîw	he is reading (Teslin)
9.	a t'àwú	its feather
10.	t'àw	feather

Dictation:

1.	t'á	king salmon
2.	dèxh	two
3.	t'àw	feather
4.	t'èxh	hook
5.	a dùgú	its fur/skin
6.	du t'ùgú	his/her baby pack/cradle
7.	at'ácht	he/she is slapping it (Teslin)
	at'écht	he/she is slapping it (Carcross)
8.	dânà	money
9.	t'âká	on the floor
10.	t'ùch'	black/charcoal

Dictation:

1.	du dlàk'	his sister
2.	du tl'ekh	his/her finger (Carcross)
	du tl'ìkh	his/her finger (Teslin)
3.	tl'átk	land (Teslin)
	tl'étk	land (Carcross)
4.	dlèt khâ	white person
5.	tl'ètákhw khâ	good virtuous person
6.	watsíx dlìyí	caribou meat
7.	a tl'êłi	fish milt
8.	dlêgu	lullabye

Dictation

1.	ts'ùtàt	morning
2.	dzèt	ladder/bridge
3.	ts'atsî	bird
4.	ts'axwèł	small crow
5.	dzàs	string
6.	ts'ìghîni	magpie

Dictation:

1.	jâji	snowshoes
2.	a ch'âdu	black epidermis of moose hide
3.	ch'âkw	long ago
4.	jighwênà	towel
5.	ch'în	ribbon
6.	ch'âk'	eagle
7.	junkhú	in a dream
8.	ch'ù	more/still
9.	ch'ìt	diving bird
10.	jík'à	baby pack

VOWELS

short		long	
low	high	low	high
a	á	à	â
e	é	è	ê
i	í	ì	î
u	ú	ù	û

Dictation

1.	k'ûx	marten
2.	gùxh	slave
3.	gwêł	bag
4.	k'ìłjâ	south wind
5.	gán	firewood (Teslin)
	gén	firewood (Carcross)
6.	k'wát'	eggs
7.	gishù	pig
8.	k'inashú	sharp pain
9.	k'ínk'	fermented/aged salmon heads
10.	k'wáłxh	ferns

Dictation

1.	ghayês'	iron
2.	kh'íshà	baseball bat
3.	ghèwú	fish net
4.	kh'anâxhán	fence
5.	ghagàn	sun
6.	ghítghà	spruce needle
7.	kh'èkaxwên	flower
8.	ghàt	silver salmon
9.	kh'ałiyêł	liar
10.	ghàtâ	trap

Friday

Practice

adaxh	after that
át	thing
àt	paternal aunt
â	lake
de	already
té	rock
dè	road
dê	how about ...
ihí	don't
shé	song
yê yatì	it is so
sî	doll
tsu	again
shú	end
ch'ù	more/still
wû	father-in-law

Vowel Markings

no mark on vowel means --low and short
(´) means high and short
(`) means low and long
(^) means high and long

Dictation - (tl) and (ɬ)

1.	tl'átk	earth/world (Teslin)
	tl'étk	earth/world (Carcross)
2.	ɬ'àk	dress
3.	du ɬ'ìt	his tail
4.	du tl'ìkh	his finger (Teslin)
	du tl'èkh	his finger (Carcross)
5.	du ɬ'ût'	his tongue

6.	du tl'ikhtlèn	middle finger (Teslin)
	du tl'ekhtlèn	middle finger (Carcross)
7.	l'èx	aluminum
8.	ɬ'èxh	dance
9.	tl'âk'	wet
10.	ɬ'êw	sand

a dà yas.êxh — he/she is examining it

ìxh	oil	(Teslin)
èxh	oil	(Carcross)

du ùxh	his tooth/teeth
ûxjà	wind

ìkh	copper (Teslin)
èkh	copper (Carcross)
adèkh	he's challenging
îkh	down toward the shore/coast (Teslin)
êkh	down toward the shore/coast (Carcross)

In the new writing system you never find two vowels together. If you do you must separate them by a period (.). You can have two consonants together.

Differences in Dialect

Teslin	Carcross	
datîw	detûw	he/she is reading
dahûn	dehûn	he/she is selling
da.â	de.â	he/she is sitting
tlèdahîn	tlèdehîn	once
dakhân	dekhân	quarrelling
át	ét	thing
hín wát	hîn wát	mouth of a river
xhát	xhát	me

Dictation: (ts) and (s')

1.	sìk	black bear
2.	s'ìkh	smoke (Teslin)
	s'èkh	smoke (Carcross)
3.	ts'ùtàt	morning
4.	s'íksh	false hellibore
5.	ts'atsî	bird (Teslin)
	ts'ets'î	bird (Carcross)
6.	s'àkh	bone
7.	s'ùw	green/blue
8.	s'ì	eyebrow
9.	ts'axwèł	small crow
10.	du s'àtí	his boss

Dictation: (k') and (x')

1.	x'úx'	book/paper
2.	k'ínk'	fermented salmon head
3.	x'ûw	blanket
4.	x'ât'	island
5.	k'idên	good; well; carefully (Teslin)
	k'edên	good; well; carefully (Carcross)
6.	x'ádà	file
7.	k'ùdás'	shirt (Teslin)
	k'ùdés'	shirt (Carcross)
8.	x'úkjà	steam/fog
9.	x'ân	anger
10.	a k'áts'i	sharp edge (of a knife) (Teslin)
	e k'éts'i	sharp edge (of a knife) (Carcross)

Dictation: (kh') and (xh')

1.	xh'àn	fire/red
2.	kh'anâxhán	fence
3.	xh'ahât	door

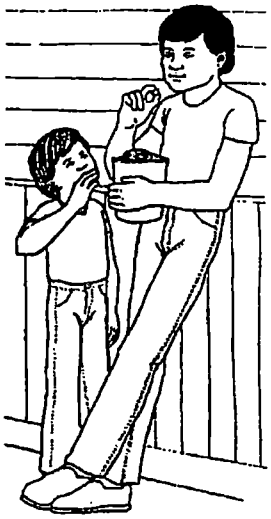
4.	xh'ùn	diaper moss
5.	kh'îch'	scar
6.	du xh'é	his/her mouth
7.	xh'wât'	rainbow trout
8.	kh'anashgidê	poor
9.	kh'èkaxwên	flower
10.	xh'îx'wáł'	safety pin

Dictation: Tone Exercise (1)

1.	xhát	me
2.	xhât	fish
3.	xhàt	root
4.	shá	head
5.	shà	mountain
6.	shâ	women
7.	tîł	shoe
8.	tìł	scar
9.	ìkh	copper
10.	îkh	down to the shore
11.	gháxh	rabbit
12.	ghâxh	he/she is crying

Dictation: Tone Exercise (2)

1.	gàn	outside
2.	gán	firewood (Teslin)
	gén	firewood (Carcross)
3.	gàn ká	smoke hole
4.	du nàwú	his corpse
5.	du nâwu	his booze
6.	du tàyí	his/her sleep/fat
7.	du tâyí	his garden
8.	du tayì	under him
9.	yat'à	it is warm
10.	yât'à	this one
11.	du àyí	his own
12.	du âyi	his lake



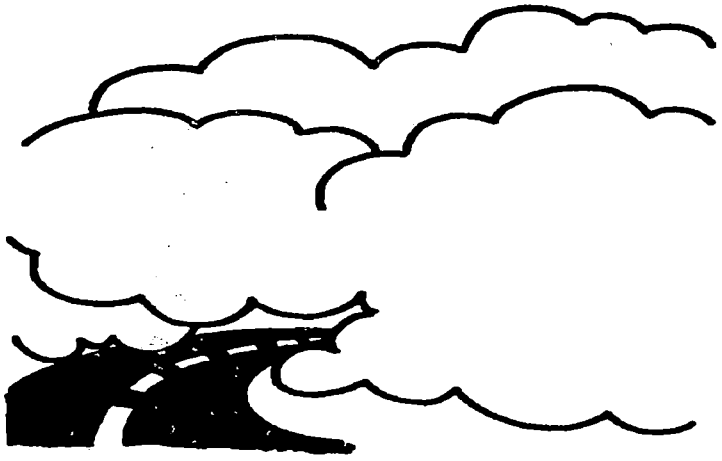
Greetings

1.	How are you?	Mâ sá iyatì?
2.	I am fine.	Xhat yak'ê.
3.	How about you?	Wa.é dê?
4.	Me too, I'm fine.	Xhat tsu, xhat yak'ê
5.	How is he/she?	Mâ sá yatì?
6.	He/she is fine.	Yak'ê.
7.	How about _____?	_____ dê ?
8.	How is he/she?	Mâ sá yatì?
9.	He/she is fine.	Hú tsú yak'ê.

September Lessons

Weather

1.	How is it outside?	Mâ sá khuyatì?
2.	It is sunny.	Khumdìgàn.
3.	It is sunny and hot.	Khumdit'áxh'.
4.	It is cloudy.	Khułigûs'.
5.	It is raining.	Sìm dak wusitán.
6.	It is windy.	Wuduwanúk.



People

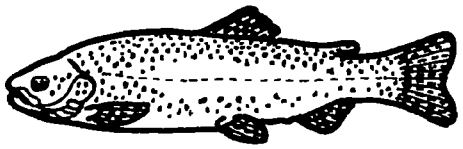
1.	Who is this?	À sáyá or adu sáyá.
2.	Who is that?	À sáwé or àdû sawé.
3.	This is a man.	Khâ áyá.
4.	This is a woman.	Shàwát áyá.
5.	This is a teenage boy.	Yadák'w áyá.
6.	This is a teenage girl.	Shàtk' áyá.
7.	This is a boy.	Atk'iyátsk'u áyá.
8.	This is a girl.	Shàtk'iyátsk'u áyá.
9.	This is a baby.	T'ukanêyi áyá.



September Lessons

Fish

1.	What is this?	Dà sàyá?
2.	This is a fish.	Xhàt áyá.
3.	This is a king salmon.	T'á áyá.
4.	This is a grayling.	T'ási áyá.

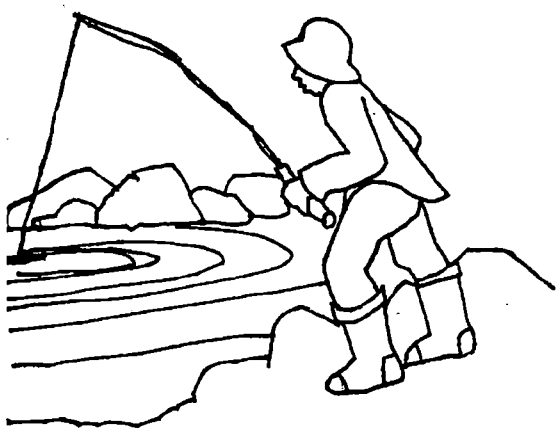


Berries

1.	What is this?	Dà sáyá?
2.	This is a berry.	Tlêkhw áyá.
3.	This is a high-bush cranberry.	Kaxwêxh áyá.
4.	This a lowbush cranberry.	Ìtl'át áyá.
5.	This is a stoneberry.	Tínx áyá.

Activities

1.	What are you doing?	Dà sá yê dà.íné?
2.	I am fishing.	Axhast'èxh.
3.	I am picking berries.	Khuxhak'ît'.
4.	What is the boy doing?	Dà sà yê adàné wé yadák'w?
5.	The boy is fishing.	Ast'èxh wé yadák'w.
6.	What is the woman doing?	Dà sá yê adàné wé shàwát?
7.	The woman is picking berries.	Khuk'ît' wé shàwát.



TLINGIT LITERACY SESSION

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Tlingit Consonants

There are 46 consonants in the Tlingit language, many more than in English. Some are written with one letter, some with two or three, and **kh'w** as in **kh'wátl** 'pot', and **xh'w** as in **xh'wâł'** 'down feathers' take four letters.

The letter **ł** as in **łûł** 'fireweed', is not found in English. It is called 'Indian-l', 'bar-l' or 'slash-l'. This consonant is made with the tongue in the same position as for ordinary **l**, but much air comes out around the sides of the tongue, making a hushing sound. [Because coastal Tlingit has no ordinary **l**, it simply uses the **l** letter for the **ł** sound, e.g., **lûl** 'fireweed'.]

On the *Consonant Chart* the consonants are arranged in vertical columns and horizontal rows.

The **columns** are arranged according to **where** the sounds are made in the mouth, from the lips (labials) to the vocal chords (glottals). For example, the consonants **d, t, t'** and **n** are all made in the same place with the tongue tip touching the gums just behind the teeth.

The **rows** show **how** the sounds are made. It can be seen that **t, ch, k,** and **kh** are all made in the same way. They are aspirated stops. The air flow is stopped and then a puff of air (aspiration) is released.

There are three columns for rounded consonants. These are made in the same way as their unrounded partners but in addition they have rounded lips. So **k** is the same as **kw** except that **kw** has rounding.

The distinction between velar or 'front-k' sounds and uvular or 'back-k' sounds is very important in Tlingit. Although English does not have this, many languages of the world do, such as Turkish,

Inuit (Eskimo) and Georgian. The Tlingit name for velar is khà-k'ikhł'án 'roof of mouth'. The name for uvular is khà-nût'ayi 'uvula', which is the thing hanging down at the back of your throat.

Glottal Stop

A glottal stop is made when the glottis or vocal chords close and release, which is a little like what you do when you cough.

There are three ways of writing glottal stop in Tlingit.

1. In the middle of a word use a period to write glottal stop.

si.ât'	it is cold
we.é/wa.é	you
nay.á	(you folks) go!

khus.ùk'	playing house, playing with dolls
sàyna.àt	person's name
khìs.êxh	person's name

There is always a glottal stop between two vowels.

2. At the end of a word, the glottal stop is written with apostrophe.

ná'	here!, take it!
hagwá'	serves you right, that's what you get
hé'	(surprise. also he.é)

3. At the beginning of a word, the glottal stop is not written.

Tlingit Consonant Chart

Stops
(stop off the breath)

	Labial (lips)	Alveolar (tongue tip behind teeth)				Velar (middle of tongue against roof of mouth)		Uvular (back of tongue touches uvula at back of throat)		Glottal (vocal chords)	
							rounded		**rounded**		**rounded** (rare)
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**łaghwán** *tie it into a bow*	nay.á *(you folks) go!*	ana.**wèch** *(usually) wears it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/ sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized followed by a pop		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'**atèł *pitcher*	**kh'wátl** *pot*		

Fricatives
(breath flows through narrow opening creating friction)

Plain		**łûł** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	yà-**nahwên** *is swimming along*
Glottalized raised vocal chords		**ł'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâł'** *down feathers*		

Sonorants
(softer, you can sing them continuously)

Nasal air through nose	**mâ-sá?** *how?*	**ná'** *here; take it*								
Nonnasal	**wàkh** *eye*		**dalèyí** *trout*		**yá** *this*					

Tlingit Vowels

T=Teslin, C=Carcross, A=Atlin

The basic Tlingit vowels are **a**, **e**, **i** and **u**. An **o** occurs sometimes in borrowed words and interjections.
The vowels can be long or short and have either high or low tone.

short low	**short high**	**long low**	**long high**
(no mark)	(ˊ)	(ˋ)	(ˆ)

ch'**a** *just*	**á** *that, there*	**à** (ą) *yes*	**â** *sitting, lake*
de *already*	**té** *rock*	**dè** *trail, road*	**dê** *enough*
i *your*	**hí** *don't!*	**dì** *tea*	**î** *yuck!*
tsu *again*	**tsú** *also, too*	gish**ù** (T, A) gesh**ù** (C) *pig*	n**à**sh**û** *extends*
	hó hó *thankyou*		ah**ô** *I don't want to* *(coast: I understand)*

Nasalized Vowels

1. Irregular in expressions, e.g.,

ą̀	*'yes'*
ę̀hé'	*'I'm not impressed'*
ą́hǫ́	*'Oh yeah!, Oh, I get it, I understand'*

2. Nasalization rule for Teslin (not for Atlin or Carcross): Whenever a syllable ends with a vowel plus **y** or **w**, the vowel is nasalized. This is found with the combinations:

ay	**aw**
ey	**ew**
iy	**iw**
—	**uw**

Examples:

tày	*fat*
tây	*garden*
xhày	*beaver lodge, sweat bath*
yây	*whale*
kwêy	*mark, landmark*
dlìy	*meat*
kîy	*knee*
t'îy	*elbow*
tîy	*chin*
gàw	*drum; clock, hour, time*
hàw	*oh?, oh!* (also hàm)
hàw	*bough*
nâw	*alcohol, booze*
ɬ'êw	*sand*

sîw, sîm (T)	*rain*
sûw (C)	*rain*
datîw (A)	*he's reading*
datîw, datûw (T)	*he's reading*
detûw (C)	*he's reading*
s'ùw	*blue-green*
tùw-s'ìnâ	*candle*

Note: There is no nasalization in **háy'** *'how much?, how big?'* possibly because it ends in glottal stop.

A Vowel Change

((noun stem-)stem-)stem

compounding stems (unstressed)

head stem (stressed)

If a stem ends with **é**, it becomes **a** when it is in a compound preceding the head stem, that is, preceding the last stem in the word. This rule has exceptions.

xh'é *mouth* **xh'a-dà** *around the mouth, lips*
sé *voice, neck* **sa-dà** *around the neck*

Some Words Borrowed From Chinook Jargon

Tl = Tlingit, CJ = Chinook Jargon, Fr = French

Tl	nadâkw	table
CJ	ladâp	
Fr	la table	
Tl	nakwnêt	priest
CJ	lablêt	
Fr	le prêtre	
Tl	wanadû, older nawadû	sheep
CJ	lamadû	
Fr	la mouton	
Tl	wasûs	cow
S.Tl	waswûs	
CJ	masmûs	
Tl	nâw	alcohol, booze
CJ	lâm	
Eng.	rum	

Other Comments on Tlingit Language

The importance of tone. The place Hutshi has been thought to be Hûch'i Âyi 'last lake' but it is actually Hûch'i Àyí 'last one'. When packing,.this was the place to put the last stuff.

mhḿ'	annoyed
ęhę'	
hàyîn!	said to a baby? (coast: hàék)
hedlâw (C)	my goodness!
hadlô(T)	my goodness!
ahó (C)	'I don't want to'
ahó dê(T)	'I don't want to'
ą́hǫ́	'Oh yeah! Oh, I get it, I understand'

The tone on sá in words like dà-sá 'what' or mâ-sá 'how' is especially high because it marks a question. But we do not have to write this special height because it is predictable.

Being Lucky:

łixhêtl	he/she/it is lucky or fortunate
łixhêdlí	it is lucky, brings good luck, fortune (coast)
wułixhêtl	he/she is lucky, blessed
gaxhłaxhêtl	let him/her be lucky, get lucky, ge blessed

Łixhêtl yá tl'átk

Dikânkhâwu, łaxhêtl hà-jìt-tí

Tlingit Listening Exercise

Listen to each example. Write [d] and [t] and [t'] as you hear them.

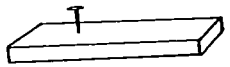
1. té	1. rock
2. t'â	2. board
3. dè	3. road
4. tàt	4. night
5. t'ùk	5. baby bag
6. dânà	6. money
7. t'îsh	7. skin stretcher
8. tîł	8. shoe
9. dûsh	9. cat
10. tât'	10. junco (bird)

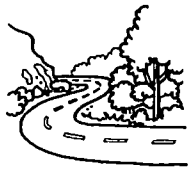
Tlingit Listening Exercise

Write /d/ /t/ /t'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825



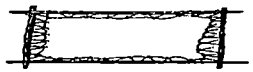




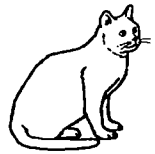














Tlingit Listening Exercise

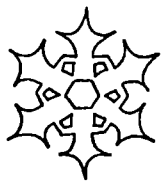
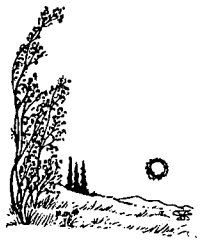
Listen to each example. Write [dl] and [tl] and [tl'] as you hear them.

1.	dlìnkwát	1.	carefully
2.	tlâkw	2.	quickly
3.	tlákw	3.	always
4.	dlìy	4.	meat
5.	tl'ìkh	5.	finger
6.	dlèt	6.	snow; white
7.	tléł	7.	not
8.	tl'átk	8.	land
9.	dlàk'	9.	man's sister
10.	tl'âk'	10.	wet wood

Tlingit Listening Exercise

Write /dl/ /tl/ /tl'/ as you hear them in the following:

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Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

carefully	quickly	always		
	not			

Tlingit Listening Exercise

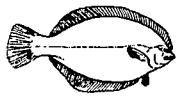
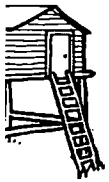
Listen to each example. Write [dz] and [ts] and [ts'] as you hear them.

1. dzánti	1. flounder
2. tsîk	2. roasting stick
3. tsú	3. also
4. dzàs	4. babiche
5. ts'ùtàt	5. morning
6. kuts'ìn	6. mouse
7. dzèt	7. ladder
8. łatsìn	8. strength
9. łits'â	9. smells good
10. tsà	10. seal

Tlingit Listening Exercise

Write /dz/ /ts/ /ts'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

		also		
		strength		

Tlingit Listening Exercise

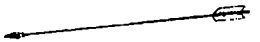
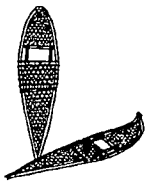
Listen to each example. Write [j] and [ch] and [ch'] as you hear them.

1. ch'ìt	1. diving bird
2. jûn	2. dream
3. chà	3. term of respect for brother-in-law
4. jêgít	4. jacket
5. chùnèt	5. arrow
6. ch'âkw	6. long ago
7. jâji	7. snowshoes
8. chán	8. stink
9. ch'âk'	9. eagle
10. jánwu	10. goat

Tlingit Listening Exercise

Write /j/ /ch/ /ch'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

		term of respect for brother-in-law		
long ago		stink		

Tlingit Listening Exercise

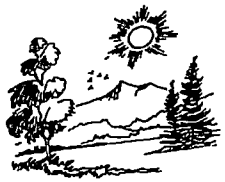
Listen to each example. Write [g] and [k] and [k'] as you hear them.

1. gân	1. outside
2. kît	2. killer whale
3. kakên	3. yarn
4. k'ûx	4. marten
5. kûx	5. rice
6. gút	6. dime
7. k'ìɬjâ	7. Chinook wind
8. kâst	8. barrel
9. k'idên	9. well
10. k'isâni	10. boys

Tlingit Listening Exercise

Write /g/ /k/ /k'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

				
			well	

Tlingit Listening Exercise

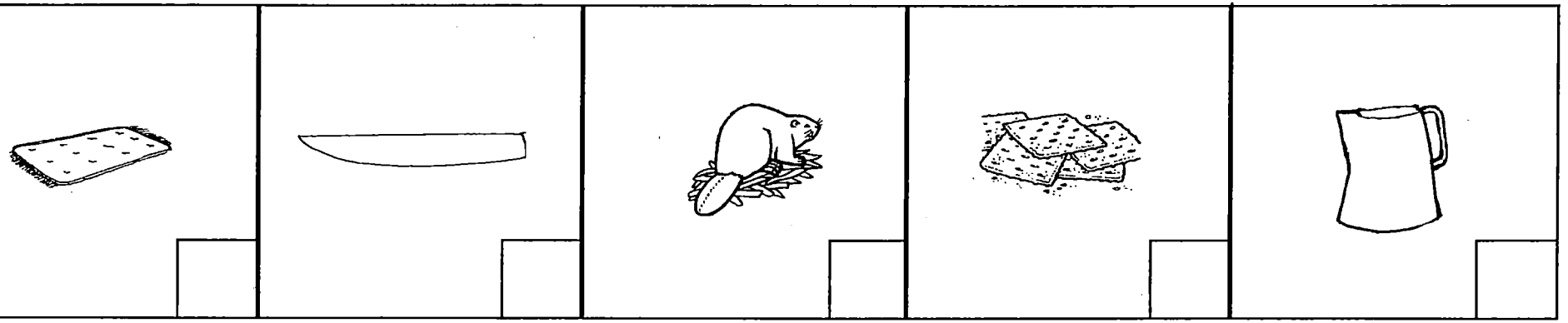
Listen to each example. Write [gh] and [kh] and [kh'] as you hear them.

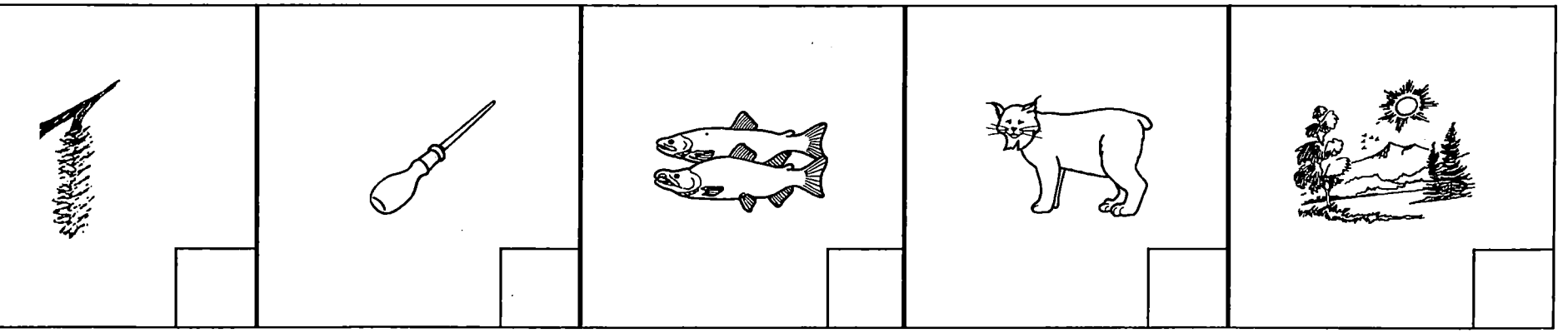
1. ghâch	1. rug
2. kh'âtl'	2. flat and thin
3. khîdu	3. beaver dam
4. ghâtl	4. pilot bread
5. kh'atèł	5. pitcher
6. ghítghà	6. pine needle
7. khênà	7. awl
8. ghàt	8. sockeye
9. ghàkh	9. lynx
10. khutí	10. weather

Tlingit Listening Exercise

Write /gh/ /kh/ /kh'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825





Tlingit Listening Exercise

Listen to each example. Write [tl'] and [ɬ] as you hear them.

1. tl'átk	1. earth
2. ɬ'àk	2. dress
3. tl'àdên	3. sideways
4. tl'ìkh	4. finger
5. ɬ'êw	5. sand
6. ɬ'à	6. breast
7. tl'êɬi	7. milt (fish semen)
8. aɬ'ûn	8. hunting
9. tl'ûghu	9. liver
10. tl'úk'xh	10. worm; bug

Tlingit Listening Exercise

Write /tl'/ and /ɬ / as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825











BREAST

MILT







Tlingit Listening Exercise

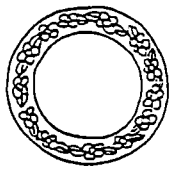
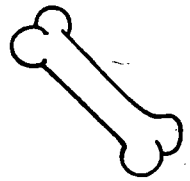
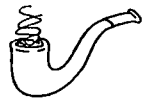
Listen to each example. Write [ts'] and [s'] as you hear them.

1. s'ús'	1. harlequin duck
2. ts'ats'î	2. bird
3. s'íx'	3. plate
4. s'àxh	4. bone
5. łits'â	5. smells good
6. ts'ùtàt	6. morning
7. s'éł'	7. rubber
8. s'ikhdàkèt	8. pipe
9. s'ì	9. eyebrow
10. ałts'îk'	10. pinches it (holds between thumb and forefinger)

Tlingit Listening Exercise

Write /ts'/ and /s'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

				
	RUBBER			

Tlingit Listening Exercise

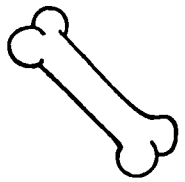
Listen to each example. Write [k'] and [x'] as you hear them.

1.	asx'îx'	1.	tearing off (meat) from bone with teeth.
2.	k'ínk'	2.	fermented fish heads
3.	x'ât'	3.	island
4.	k'é	4.	goodness
5.	x'à	5.	point
6.	x'úx'	6.	paper
7.	k'ûx	7.	marten
8.	k'ìłjâ	8.	chinook wind
9.	x'âx'	9.	apple
10.	x'ús'	10.	club (weapon)

Tlingit Listening Exercise

Write /k'/ and /x'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

			GOODNESS	
				

Tlingit Listening Exercise

Listen to each example. Write [kh'] and [xh'] as you hear them.

1. xh'âk	1. canyon
2. kh'èkh'w	2. tern (bird)
3. xh'ùs	3. foot
4. xh'é	4. mouth
5. kh'aɬiyêɬ	5. is a liar
6. xh'îx'wáɬ'	6. pin
7. kh'wátl	7. pot
8. xh'ahîni	8. saliva
9. xh'ìn	9. willow-like plant
10. kh'atèɬ	10. pitcher, jug

Tlingit Listening Exercise

Write /kh'/ and /xh'/ as you hear them in the following:

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

				IS A LIAR
		SALIVA		

The Moose Hunt

Lucy Wren, Carcross

Title

Dzísk'w-káxh esx'ìdé yùgùt.
He is hunting moose.

page 1

Khâ áwé. Wé khâ esx'ìdé yùgùt.
That is a man. The man is going hunting.

page 2

Dàt-káxh-sá esx'ìdé yùgùt ? Dzísk'w-káxh esx'ìdé yùgùt.
What is he going hunting for? He is going hunting for moose.

page 3

Gùsû wé ûnà ? Yâdu ûnà.
Where is the gun? Here is the gun.

page 4

Â-yàxh ét yùgùt.
He is walking by the lake.

Note: ét yùgùt gets run together in normal speech so it sounds like édùgùt.

page 5

Dzísk'w-xh'us.ìtí awsitìn.
He sees moose tracks.

page 6

Wé khâ dzísk'w awsitìn. Wé khâ-dzísk'w hîn edená.
The man sees a moose. The bull moose is drinking water.

page 7

Wé khâ-dzísk'w wé khâ awsitìn.
The bull moose sees the man.

page 8

Wé khâ-dzísk'w wé khâ-nákh khut-yujixìx.
The bull moose runs away from the man.

Note: khut-yujixìx gets run together in fast speech so it sounds like khudujixìx.

Hedô! Wé khâ wé dzísk'w eyawsi.únxhà.
The man shoots at the moose and misses.

The Moose Hunt

Liz Smith and Margaret Bob, Teslin

Title

Khâ dzísk'w aɬ'ûn.
The man is hunting moose.

page 1

Q: Gùdê-sá yà nagút wé khâ ?
Where is the man going?

A: Asx'ìtdé yà-nagút.
He is going hunting.

page 2

Q: Dà-sá amsitìn ?
What does he see?

A: Khâ-dzísk'w amsitìn.
He sees the bull moose.

page 3

Q: Gùsú wé ûnà ?
Where's the gun?

A: Yâdu ûnà.
Here is the gun.

page 4

Q: Gùdê-sá yà-nagút wé khâ ?
Where is the man going?

A: Â xhánde yà-nagút ?
He is going towards the lake.

page 5

Q: Dà-sá amsitìn ?
What does he see?

A: Dzísk'u-xh'us.ìtí amsitìn.
He sees moose tracks.

page 6

Q: Mâ-sá khuwanûk wé dzísk'w ?
What is the moose doing?

A: Hîn adaná wé dzísk'w.
The moose is drinking water.

page 7

Q: Dà-sá amsitìn wé dzísk'w ?
What does the moose see?

A: Dzísk'w khâ amsitìn.
The moose sees a man.

page 8

Q: Mâ-sá khuwanûk wé dzísk'w ?
What is the moose doing?

A: Khâ-nákh khut-wujixìx wé dzísk'w.
The moose runs away from the man.

Hedô! Khâ dzísk'w ayamsi.únxhà.
Gosh! The´man shot at the moose and missed.

Tlingit Moieties

Moiety
The Tlingit belong to one of two major moieties or social divisions. These are Yêł 'Crow' and Ghùch 'Wolf'. It is a rule that you marry someone from the opposite moiety.

Clan
Within each moiety there are several clans. You inherit your mother's clan. Important possessions are the property of the clan, such as songs, names, emblems, houses, regalia, stories and dances.

	Yêł -- *Crow*			
Clan Name, Man of Clan	Dèshìtàn	Ishkìtàn	Kùkhhittàn	Ghànaxh.ádi
Woman of Clan	Dèshìtàn-shâwau	Ishkìtàn-shâwu	Kùkhhittàn-shâwu	Ghànaxh-shâ
Primary Crest Secondary Crests	Sìidèdì *Beaver*	Xíxch' *Frog* Xhât *fish* Tsàghśł' *spear*	Yêł *Crow*	Yêł *Crow*

Ghùch -- *Wolf*	
Dakhł'awèdí	Yanyèdí
Dakhł'aw-shâ	Yanyèdi-shâ
(Teslin:) Ch'âk' *Eagle* Kît *Killer Whale*	(Teslin:) Ghùch *Wolf* (Atlin:) Xûts *Brown Bear*

Ghànaxh.ádi
(woman) Ghànaxhshâ
Primary Crest Yêł

Jesus Loves Me

Jesus-ch xhat-sixhán xhwasikû.

Du-x'úx'uch hà-ìn kanìk

At-yátx'i du-àyíxh sitì.

Hú łitsìn, tléł hà-ułchìn.

Chorus:

Ą, Jesus xhat-sixhán

Ą, Jesus xhat-sixhán

Ą, Jesus xhat-sixhán

Du-x'úx'u yê-sh-kałnìk.

Our Grandparents' Land

Tlingit National Anthem

1. Ch'a-àdé yê-unatîghà-xhá

   Lest it be left desolate

   hà-łîłk'w-hás-àní

   our grandparents' land

   a-kàdé xhat-sagaxhdu.áxhch-a

   My voice will always be heard (singing) on it.

   Hu-he-ya ...

   vocables

2. Dâ x'êghà ch'a-yanaskhá i-tùwú

   Do speak your mind truthfully

   axh-àt-hás, *a-yaw e-yaw*

   my aunts (father's sisters), *vocables*

   I-yêłi-káx' xh'anghidagáx'xhi

   Make prayers for your Raven

   Hu-he-ya ...

   vocables

TLINGIT LITERACY SESSION

WHITEHORSE, YUKON
October 30 - November 1, 1996

Guest Instructor:

DR. JEFF LEER

Associate Professor

Alaska Native Language Center
University of Alaska Fairbanks
Fairbanks, Alaska

Yukon Native Language Centre

1996

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1996

ISBN: 1-55242-073-6

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Yukon Native Language Centre
Tlingit Literacy Session
October 30 - November 1, 1996

Participants

Name	Indian Name	Address	Phone
Ms. Winnie Atlin	Dagé	Carcross, Yukon	
Ms. Margaret Bob	Shuwutìn	Box 44 Teslin, Yukon	390-2570 work 390-2675 home
Ms. Ida Calmegane	Khàxh'anshí	Tagish, Yukon	
Mrs. Bess Cooley	Kèyìshí	Yukon College	
Mrs. Pearl Keenan	T'àkhú Tlâ	Apt. 207 100 Lambert Street Whitehorse, Yukon Y1A 1Z2	633-5529
Mrs. Jane Montgomery		YNLC Whitehorse,Yukon	668-8820
Ms. Emma Sam	Wakhsâni	Whitehorse, Yukon	667-3737
Mrs. Jessie Scarf	Yadułtín	Whitehorse, Yukon	667-2022
Mr. Dan Shorty	Khènałjûx	Box 1096 Whitehorse, Y.T. Y1A 5A5	633-5453
Ms. Liz Smith	Shkhindiyâ	Box 75 Teslin, Yukon	390-2570 work 390-2675 home
Mrs. Mamie Smith	Shàwtlàxh	Carcross, Yukon	
Mrs. Lucy Wren	Ghùch Tlâ	Carcross, Yukon	821-4561

Yukon Native Language Centre
Yukon College
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

SCHEDULE
Native Language Instructors Training Session
October 30 - November 1, 1996
Tlingit Literacy

TOGETHER TODAY... FOR OUR CHILDREN TOMORROW
COUNCIL OF YUKON FIRST NATIONS
11 NISUTLIN DRIVE WHITEHORSE, YUKON Y1A 3S4 TEL: (403) 667-7631 FAX: (403) 668-6577

	Wednesday, October 30, 1996	Thursday, October 31, 1996	Friday, November 1, 1996
9:00 a.m.	INTRODUCTION TLINGIT CONSONANT CHART CLASSROOM EXERCISE -d, t, t' TLINGIT VOWELS	FISH CAMP CONTINUED (Carcross)	CAMPING BOOKLET (Teslin)
10:45 a.m.	CLASSROOM EXERCISE -ts', s' -tl', ɬ' LISTENING EXERCISE -k, kh	FISH CAMP CONTINUED (Teslin) LISTENING EXERCISE -kh, xh	CAMPING BOOKLET CONTINUED (Teslin) TLINGIT DICTIONARY -English Index
12 noon	lunch	lunch	lunch
1:00 p.m.	LISTENING EXERCISE -k', x' FISH CAMP BOOKLET -Teslin -Carcross	OLD & REVISED WRITING SYSTEM -Writing Practice EXCLAMATIONS	EXCLAMATIONS TLINGIT DICTIONARY -Looking up words CAMPING BOOKLET CONTINUED (Tagish)
2:45 p.m.	TLINGIT NOUN DICTIONARY FISH CAMP CONTINUED (Teslin)	CAMPING BOOKLET (Carcross)	LISTENING EXERCISE -g, gh VOTING GAME CLOSING PRAYER

Tlingit Literacy Session
October 30 - November 1, 1996

ALPHABET

Old	Revised	Old	Revised
aa	à	g	gh
ei	è	k	kh
ee	ì	x	xh
oo	ù	l	ɬ
áa	â	l	l
éi	ê		
ée	î		
óo	û		

Tlingit Literacy Session
October 30 - November 1, 1996

CONSONANTS

Stops:								
	Plain	d	dl	dz	j	g	gh	.
	Aspirated	t	tl	ts	ch	k	kh	
	Glottalized	t'	tl'	ts'	ch'	k'	kh'	
Fricatives:								
	Plain		ł	s	sh	x	xh	h
	Glottalized		ł'	s'		x'	xh'	
Sonorants:		w	y	l	m	n		

VOWELS

a	á	à	â
e	é	è	ê
i	í	ì	î
u	ú	ù	û

Tlingit Literacy Session
October 30 - November 1, 1996

Classroom Exercise: d, t, t'

d		t		t'	
dè	road	té	rock	t'â	board
dânà	money	tàt	night	t'ùk	baby bag
dûsh	cat	tîł	shoe	t'îsh	skin stretcher
dà sá	what	tá	is sleeping	t'á	king salmon
dâ	weasel	tás tés	thread(A) sinew (C)	t'àwákh	goose
de	already	tây	garden	t'àw	feather, quill
dì	tea	tày	fat	t'ât'	unco
at dàyí et dàyí	birch (A) birch (C)	tìy	chin	t'úk	shoot it
		tìł	scar	t'ìy	elbow
dís	moon	tú	inside	t'ukanêyi t'akwanêyi	baby (A) baby (T, C)

Tlingit Literacy Session
October 30 - November 1, 1996

Classroom Exercise: ts' and s'

ts'		s'	
ts'ats'î	bird, song bird	s'î	eyebrow
ts'ùtàt	morning	s'íx'	dish
ts'ìghîni	magpie	s'ìk	black bear
ts'axwèł	small crow	s'âxw	hat
łits'â	smells sweet, is fragrant	s'àkh	bone
		s'àxh	groundhog
		s'ín	carrots
		s'ìnâ	light, lamp
		s'ùdìn	type of mouse
		s'agwât	brown
		s'íksh	false hellebore

Tlingit Literacy Session
October 30 - November 1, 1996

Classroom Exercise: tl' and ɬ

tl'		ɬ'	
tl'âk'	wet	ɬ'àk	dress
tl'àdên	sideways	ɬ'ût'	tongue
tl'átk	land	ɬ'êw	sand
tl'ìkh	finger(s)	ɬ'awshà	eroded hill
tl'ikhnà.át	thimble	ɬ'î x'wán	socks
		ɬ'î	Hudson Bay blanket
		ɬ'áɬ	jackpine (A,T)
		ɬ'éɬ	jackpine (C)
		ɬ'à	breast
		ɬ'ùk	coho

Tlingit Literacy Session
October 30 - November 1, 1996

Classroom Exercise: k' and x'

k'		x'	
k'únts'	potato	x'à łutú	point (of land)
k'ínk'	stink head	x'ân	anger
k'ûx	marten	x'âs	waterfall
k'è	let me see it!	x'ât'	island
k'isâni	boys	x'âx'	apple
k'ìłjâ	chinook wind (south)	x'ùn sá	how many
		x'úx'	paper, book
		x'ûw	blanket
		x'êghà	really, truly

Tlingit Literacy Session
October 30 - November 1, 1996

Classroom Exercise: kh' and xh'

kh'		xh'	
kh'wátl	cooking pot	xh'ahât	door
kh'atèł	pitcher, jug	xh'àk	canyon
kh'anashk'idê	poor	xh'âk	between
kh'âtl'	flat	xh'àn	fire; red
		xh'àngùk	by the fire
		xh'ayèt	potlatch; dishes (gift)

Language Structure

Tlingit Language Listening Exercise
Ms. Liz Smith and Ms. Margaret Bob

Listening Exercise: [k] and [kh]

Examples of [k]:

1.	kìjín	1.	five
2.	kètl	2.	dog
3.	sîk	3.	belt

Examples of [kh]:

1.	khâ	1.	man
2.	a khùwú	2.	its den
3.	khênà	3.	awl

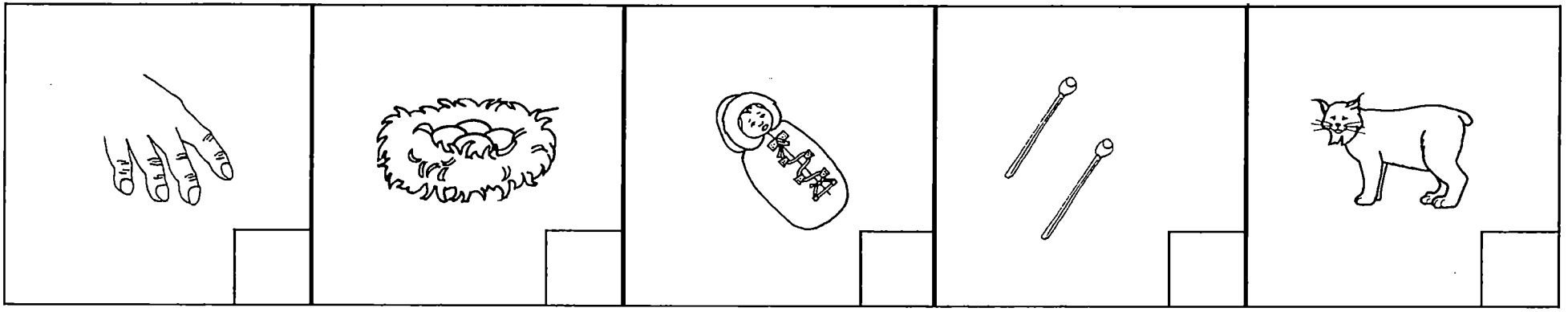
Listen to each sentence. Write [k] and [kh] as you hear them.

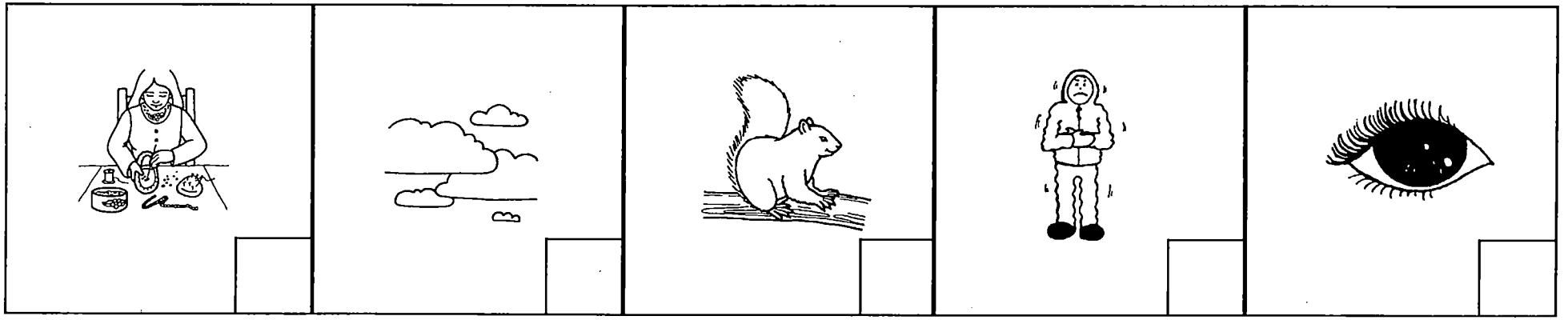
1.	du tl'ìkh	1.	his/her finger
2.	kút	2.	a nest
3.	t'ukanêyi	3.	baby
4.	khâs'	4.	matches
5.	ghàkh	5.	lynx
6.	dakhês'	6.	he/she is sewing
7.	khułigûs'	7.	cloudy
8.	kałs'âk	8.	squirrel
9.	khusa.ât'	9.	cold
10.	axh wàkh	10.	my eye

Yukon Native Language Centre

Tlingit Listening Exercise

Write /k/ and /kh/ as you hear them in the following:





Language Structure

Tlingit Language Listening Exercise
Ms. Liz Smith and Ms. Margaret Bob

Listening Exercise: [g] and [gh]

Examples of [g]:

1. gùch	1. hill
2. gán	2. wood
3. gân	3. outside

Examples of [gh]:

1. ghùch	1. wolf
2. ghán	2. look here
3. ghàkh	3. lynx

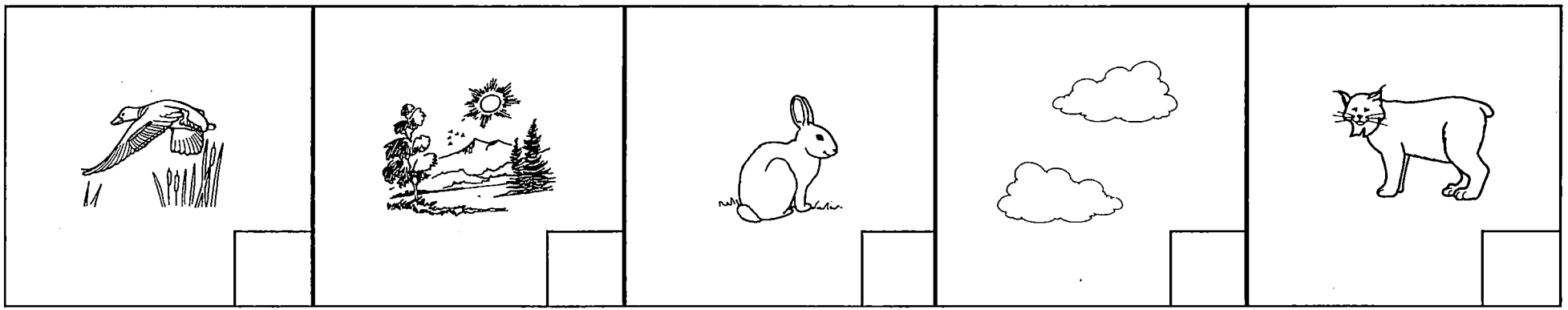
Listen to each sentence. Write [g] and [gh] as you hear them.

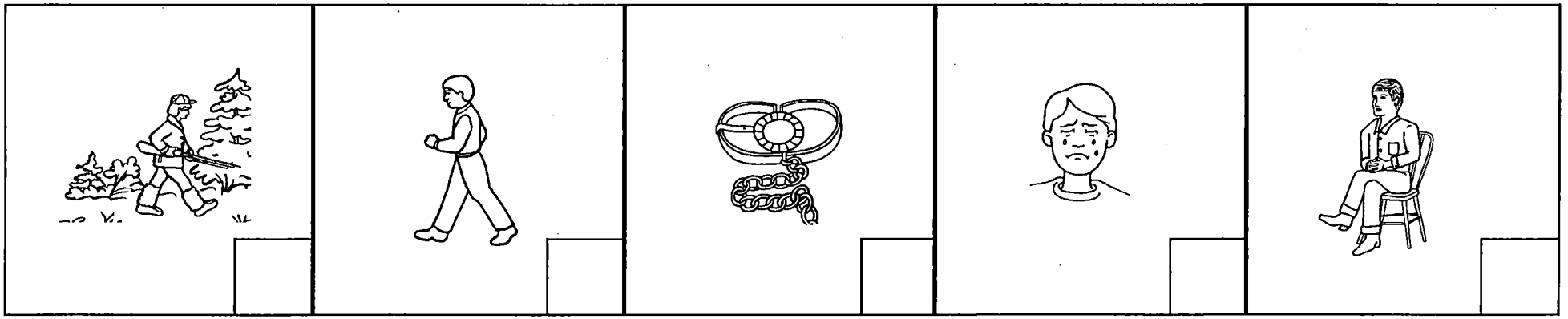
1. Gâxw xhàtîn.	1. I see a duck.
2. Amdigàn.	2. It's sunny.
3. Gháxh xhàtîn.	3. I see a rabbit.
4. Khułigûs'.	4. It's cloudy.
5. Ghàkh xhàtîn.	5. I see a lynx.
6. Dàtghâ sá ìł'ûn ?	6. What are you going hunting for?
7. Yà nagút.	7. He is walking along.
8. Gùsû wé ghàtâ ?	8. Where's the trap?
9. Ghâxh.	9. He is crying.
10. Ghanú.	10. Sit down.

Tlingit Listening Exercise

Yukon Native Language Centre

Write /g/ and /gh/ as you hear them in the following:





GUGHAXHÎ

Camping

Translated by
Margaret Bob, Liz Smith, Emma Sam, Bess Cooley

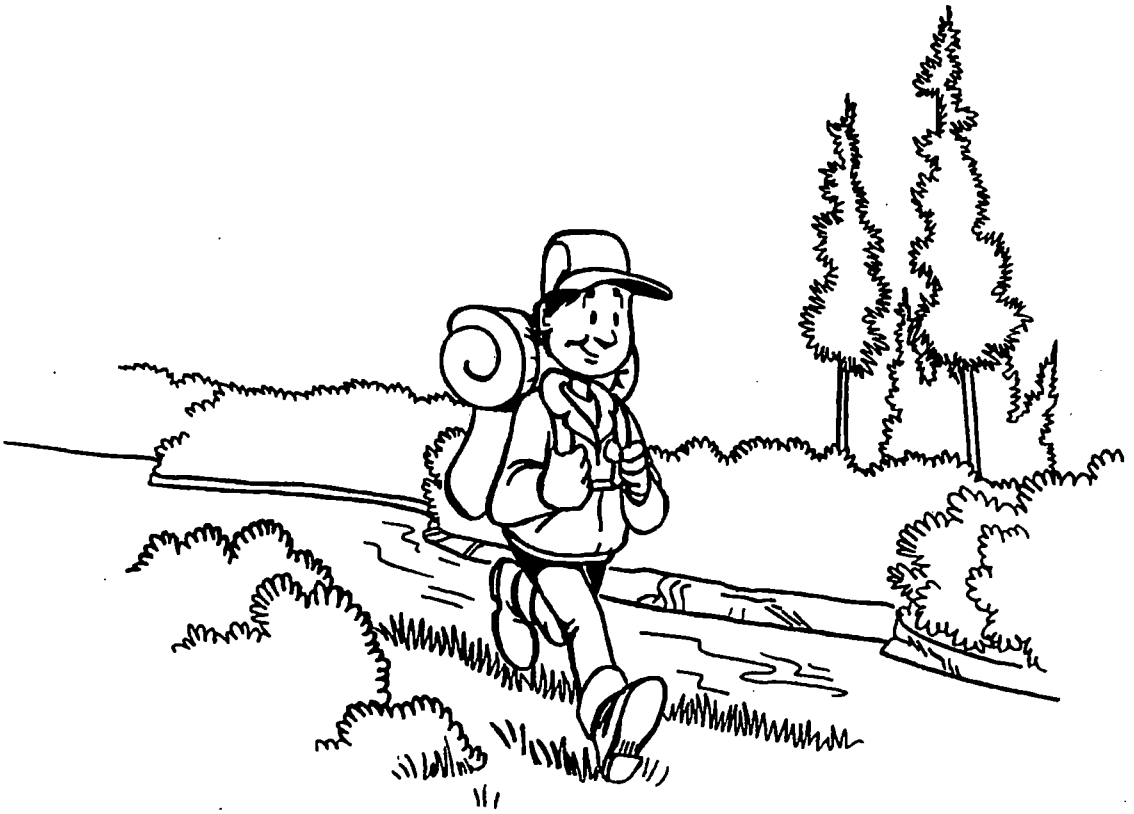
Illustrations by
Chris Caldwell
1991

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Àdû-sáyá ?

Who is this?

Khukawxhè áyá.

This is Khukawxhè.

Gùdé-sá yà-nagút?

Where is he going?

Â ghaxhìyi yêde yà-nagút.

He is walking to where he is going to camp.

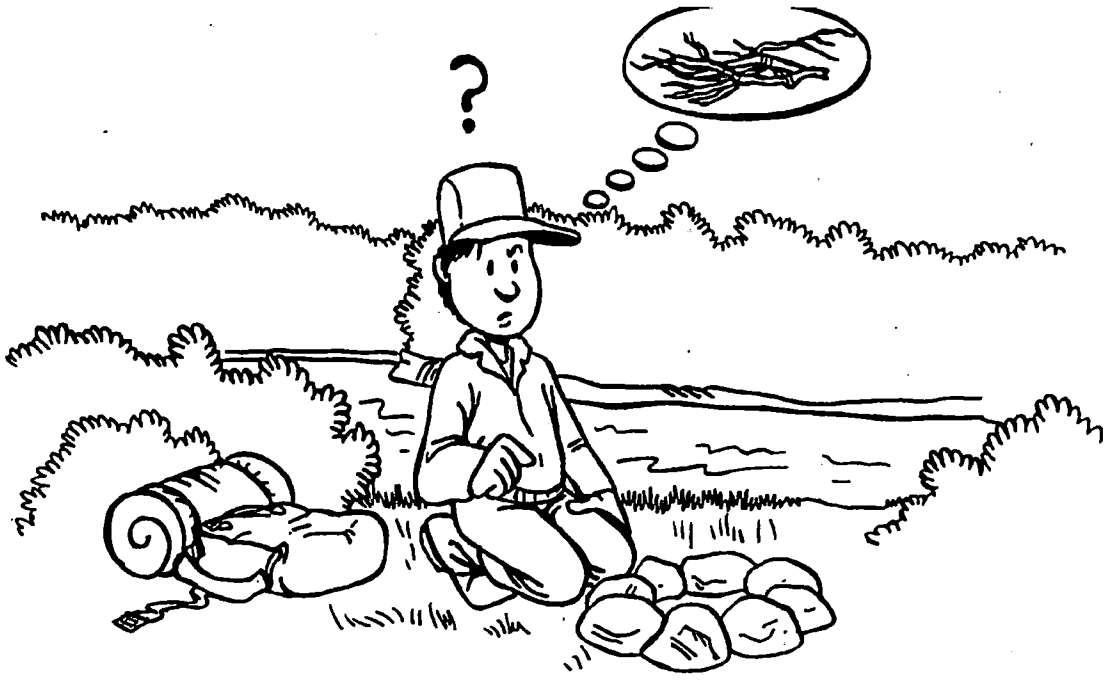


Mâ-sá khuwanûk ?

What is he doing?

Té akachâk xh'àn.ìtí-yís.

He is piling up rocks for the fireplace.



Dà-sá a-dà-yù-tuyatánk ?

What is he thinking about?

"Gùsû yá tláxch'."

"Where is the dry brush?"



Dà-sá àghâ wùgùt ?

What did he go for?

Tláxch' ayasahâ.

He is gathering dry brush.

Gán tsú àwat'ì.

He found wood too.



Dà-sá àghâ khushî ?

What is he looking for?

Khâs'ghà khushî.

He's looking for matches.



Khâs' gí amsit'ì ?

Did he find matches?

À, du-jintâde yê-adàné.

Yes, he is putting them into his hand.

Sh-tughâ ditì.

He is pleased with himself.



Dà-sá agas.î ?

What is he cooking?

Suknên agas.î.

He is cooking bannock.

Suknên akàwahîn wé gúx'à ká.

He has mixed the batter in the can.



Du ît gí yàn.uwahâ ?

Is he hungry?

Ą, tlaxh x'êgha du ît yàn.uwahâ.

Yes, he is hungry.

Yàn jiyìt xh'amdit'áxh.

He is so hungry his mouth is wide open.



De yan uwa.î gí wé suknên.

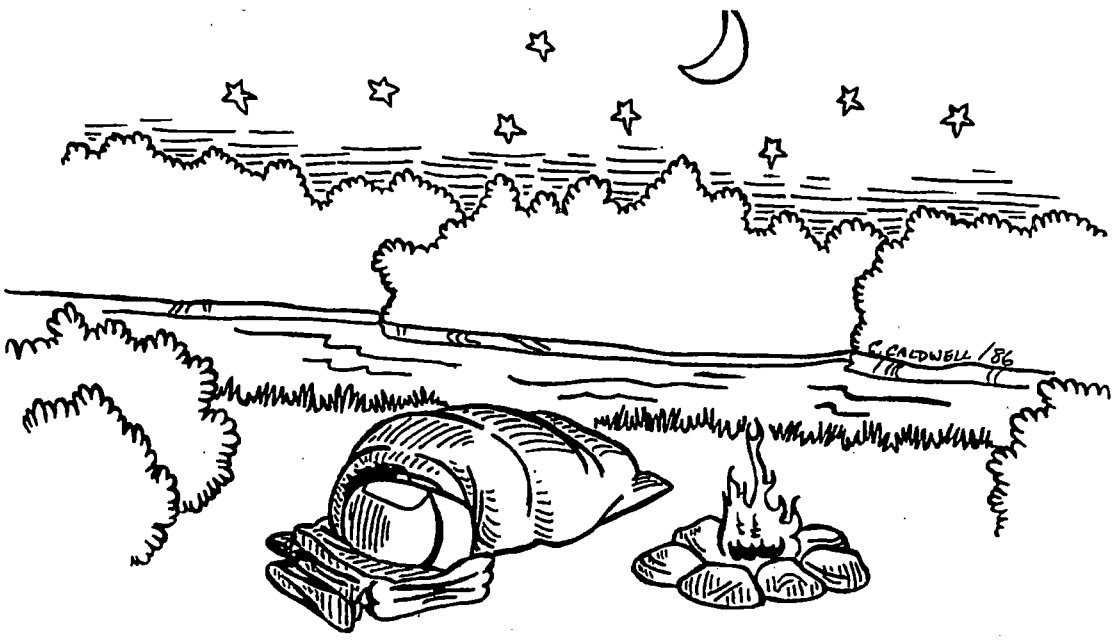
Has the bannock finished cooking?

À, yan uwa.î.

Yes, it has finished cooking.

Du tùwú yak'ê suknên axhàyí.

He is happy that he is eating bannock.



Mâ-sá dês khuwanûk ?

What is he doing now?

Yan-at-wuxhàyí xh'àngùgú wùtà

After he finished eating he went to sleep by the fire.

De xìwa.át.

It's night time.

Khutghanahâ kha dís duwatîn.

You can see the stars and the moon.

GUGHAXHÎ

Camping

Translated by
Lucy Wren

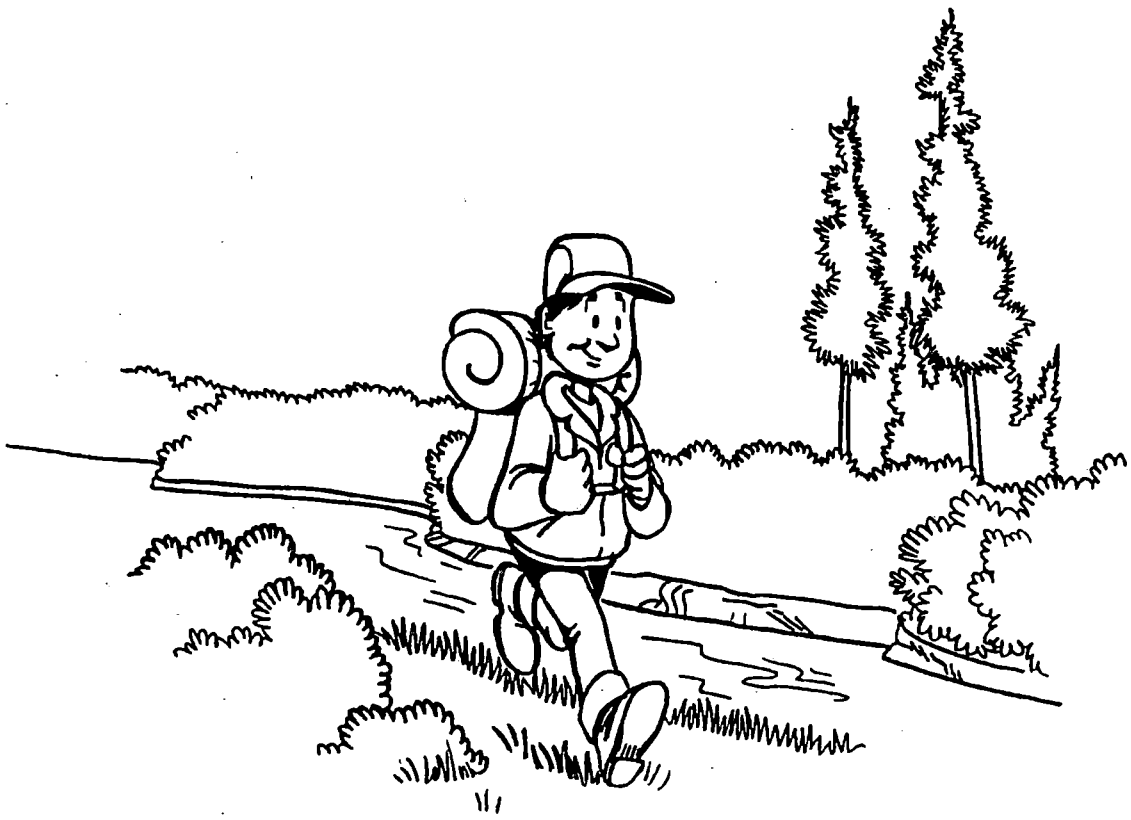
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Yedák'w esx'ìdé yà-nagút.

The young man is going hunting.

Hîn-yàxh áwé yà-nagút.

He is walking by the creek.

Â ghwaxhîde áwé yà-nagút.

He's walking to where he's going to camp.

Keł.ûnà áwé esx'ìdé yà-nagút.

He's going hunting with no rifle.



Wè â ghwaxhîyi yé shûxh ede.àk.

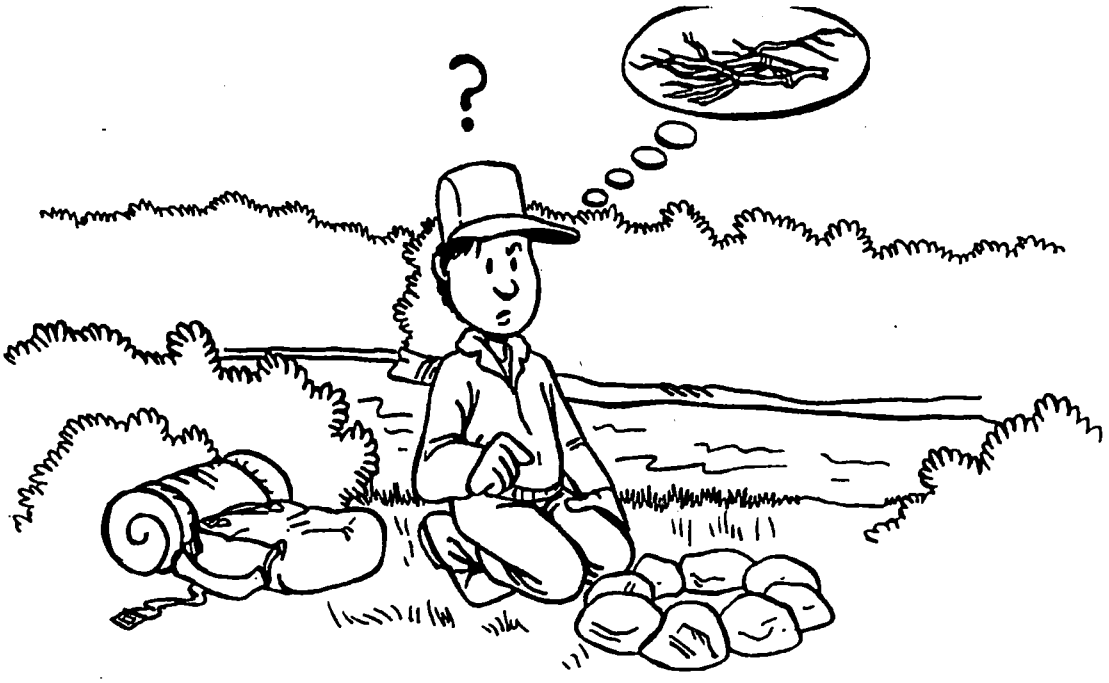
He's making a fire where he's going to camp.

Wé té wé xh'àndà ayakàwachák.

He piled rocks around the fire site.

A degìygé áwé shûxh ede.àk.

He's making a fire in the middle.



“Kełâxh-tin gwâ gí shût akhade.àk,”
yê áwé tuwatì.

“Maybe I should build a fire with dry branches,”
he thinks.



Kełâxh áwé hùsh-kàdé yê-edàné.

He gathers up dry branches.

Á-tin áwé shût aguxhde.âk.

He'll build a fire with them.



“Ha gùsû yá axh-khâs’i ?”

“Where are my matches?”

Du-ghułtú áwé khushí khâs’ káxh,
tléł khâs’ du-jì.

He looks in his pocket for matches, but he doesn’t have any matches.



Wé du-gwêłi tûdáxh khâs' àwat'ì.

He found some matches from his bag.

Khâs' dàkèt tûdáxh du-jintâde yê-edàné.

He shakes the matches out of the match container into the palm of his hand.

Du-tùwú sigû tsu et-shùkh.

He's happy and he laughs.



Suknên áwé agas.î.

He's cooking bannock.

Wé kets'úgà-yèt áwé ełshét.

He's holding the frying pan.

I-jín tsé kìsegân !

Be careful not to burn your hand!



Tlaxh x'êghà uwałáxw sûxh suknên agas.î.

Because he is really starving, he cooked the bannock fast.

Wé du-ł'ût' du-xh'ênáxh wułighèkh.

His tongue is hanging out of his mouth.



Xh'àngùk ét â.

He's sitting by the fire.

We du-suknêni axhá.

He's eating his bannock.

Ch'u tle dáxhghà áwé daxh-axhá wé suknên.

He's eating the bannock two pieces at a time.



Suknên tlaxh k'idên àwaxhâ.

He made a real good meal of the bannock.

Adaxh áwé xh'àngùk yùtà.

Then he went to sleep by the fire.

Tlaxh k'idên yùtà.

He slept very well.

XHÂT Â DUSXÙGI YÉ

Fish Camp

Translated by
Margaret Bob and Liz Smith

Illustrations by
Susan McCallum
1991

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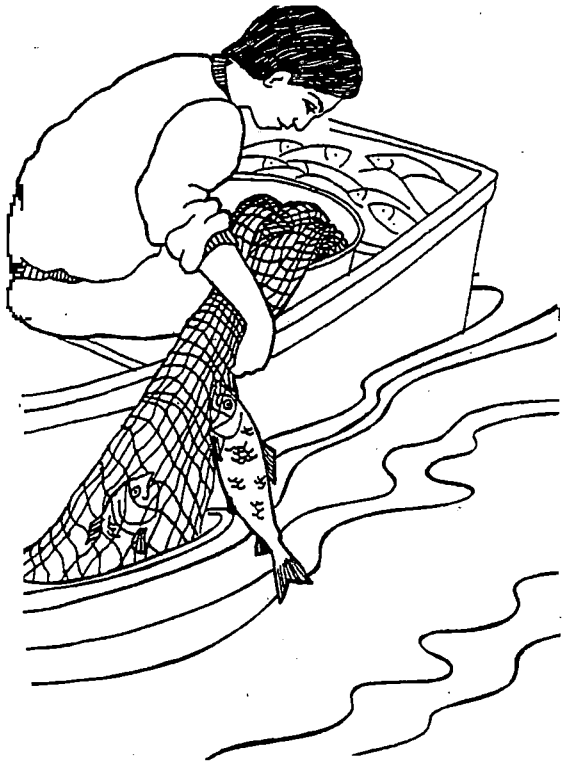


Àdû sáyá ? Jìskú áyá.

Who is this? This is Jìskú.

Dà sá yê adàné ? Ast'èxh áwé.

What's he doing? He's fishing.



Àdû sáyá yá khâ ? Jìskú du îsh áwé.

Who is this man? He is Jìskú's father.

Mâ sá khuwanûk ? Ghèwú kè anał.át.

What is he doing? He's pulling up the net.



Àdû sáyá ? Jìskú du dlàk' áyá.

Who is this? This is Jìskú's sister.

Dà sá yê adàné ? T'ási ask'íxh't.

What is she doing? She is gaffing grayling.



Dà sá yà anał.át wé shàtk'iyétsk'u ?

What is the young girl carrying?

Dêxh t'ási yà anał.át.

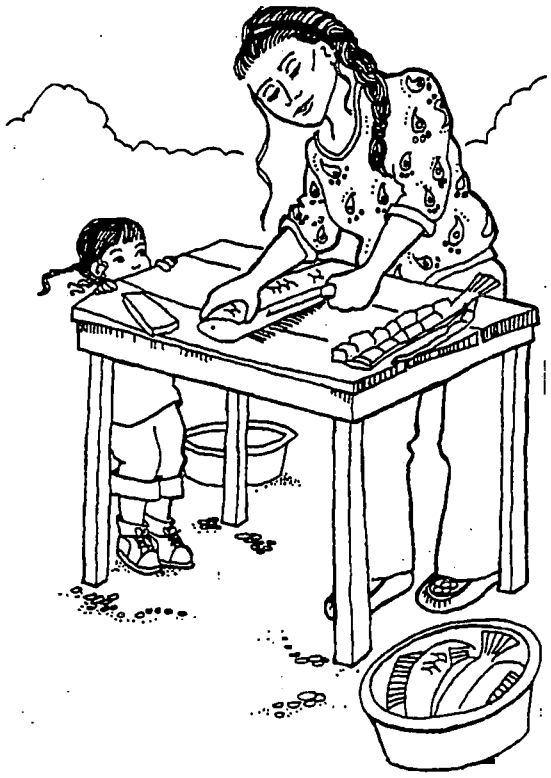
She is carrying two grayling.

Gùdê sá yà anał.át ?

Where is she carrying them too?

Du łîłk'u xhánde anghaxàshí yís.

To her grandma so she can cut them.



Mâ sá khuwanûk du tlâ ?

What is her mother doing?

Nadâkw ká xhât axâsh.

She is cutting fish on the table.

Mâ sá khuwanûk du sîk' ?

What is her daughter doing?

Du tlâ ajiłatín.

She's watching her mom work.



Dà sá yê has adàné ?

What are they doing?

Tlêx' à xhât yánde ashayatî. Du kîk' s'ìkh yê adàné xhât tayì.

One of them is hanging fish. The younger sister is making smoke under the fish.



Dà sá yà anasxhút' du húnxh ?

What is his older brother dragging?

Dúkh yà anasxhút' xh'àn kayís.

He is dragging cottonwood for the fire.



Mà tìyích sáyá át â Fido?

Why is Fido sitting there?

Xhât xùk du ît uwahâ, ách áwé Fido át â.

He is hungry for dry fish, that's why Fido is sitting there.



Má tìyích sá às k'iyìt tá ?

Why is he sleeping under the tree?

Â amłixàch xhât xùk du xh'êxh ghaxhdutìyí, ách áwé wùtà.

He gave up waiting for them to give him dry fish, that's why he went to sleep.

XHÂT Â DUSXÙGI YÉ

Fish Camp

Translated by
Lucy Wren

Illustrations by
Susan McCallum
1991

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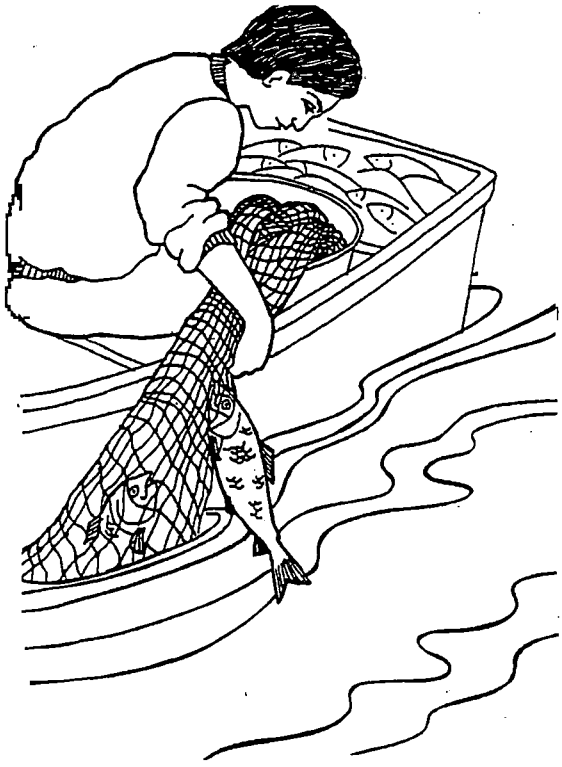


Etk'iyétsk'u áyá xhât est'èxh

The boy is fishing.

Nés' xhât awdzit'èxh.

He has caught three fish.



Du îsh ghèwú kè eneł.ét.

His dad is pulling up the net.

Sheyedihên xhât awdzighêw.

They caught a lot of fish.



Wé du dlàk' xhât daxh ak'éxh'.

His sister is gaffing fish.

Dàx'ùn xhât áwé daxh àwak'éxh'.

She gaffed four fish.

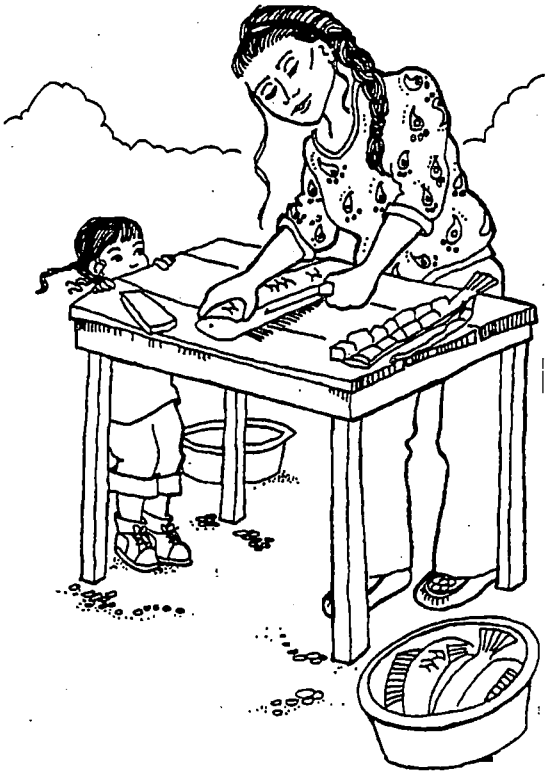


Wé hes du łîłk'w xhât daxh axâsh.

Their grandmother is cutting fish.

Wé du dachxhánk' tsu dêxh xhât ya eneł.ét.

Her granddaughter is carrying two fish too.



Wé hes du tlâ xhât aguxhsexûk.

Their mother is going to dry fish.

Wé nadâkw ká áwé xhât daxh axâsh.

She is cutting fish on the table.

Wé du sîk' khu.a esh jiłetín.

Her daughter is watching her work.



Wé du sîk' xhât yénde asheyetî.

Her daughter is hanging fish.

Wé tlêx' à du sîk' xhât teyì shûxh ede.àk.

Her other daughter is making fire under the fish.



Wé khâ áwé xhât teyìdé ch'âł' gén ayâ.

The man is packing willow wood for under the fish.



Wé kètl tsú xhât xùk du ît uwahâ, éch áwé khà deyîn ét â.

The dog is hungry for dry fish too, so he's sitting facing them.



Wé etk'iyétsk'u ch'âł' gén ayâ ìtî yudixwétl, éch áwé às k'ît shestân.

The boy is tired after packing willow wood, so he is lying down under a tree.

Tlingit Literacy Session
October 30 - November 1, 1996

EXCLAMATIONS!

uhu.û	oh how cute! oh how small!
hedlo	oh my goodness!
hóhóhó) húhúhú)	(pain)
hê	(response to someone calling one's name)
nê	term of endearment between married couples
hóhô cha	
chà	term of affectionate respect
hàw	really!
hàhá) hm̀hḿ)	Oh yeah?
ɬhɬ	I'm not impressed!
chà tlàgû	You don't say!
edlaxhadlê	irritation
èdlaxhadlê-ê	exasperation (Oh, for crying out loud!)
háy	How big!
hihihyą	(extreme irritation)
ahô dê	(when someone asks you to do something you really don't want to do)

TLINGIT LITERACY SESSION

WHITEHORSE, YUKON

November 8 - 10, 1999
February 14 and 18, 2000

Guest Instructor:

DR. JEFF LEER

Alaska Native Language Center
University of Alaska Fairbanks
Fairbanks, Alaska

Yukon Native Language Centre

2000

TLINGIT LITERACY SESSION

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2000

ISBN: 1-55242-116-3

Tlingit In-Service
Yukon Native Language Centre
November 8 - 10, 1999
February 14 and 18, 2000

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Yukon Native Language Centre
Tlingit In-Service
November 8 - 10, 1999
February 14 and 18, 2000

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SCHEDULE
Native Language Instructors Training Session
November 8 - 10, 1999
Tlingit In-Service

TOGETHER TODAY... FOR OUR CHILDREN TOMORROW
COUNCIL OF YUKON FIRST NATIONS
11 NISUTLIN DRIVE WHITEHORSE, YUKON Y1A 3S4 TEL: (403) 667-7631 FAX: (403) 668-6577

	Monday, November 8, 1999	Tuesday, November 9, 1999	Wednesday, November 10, 1999
9:00 a.m.	PRAYER REVIEW CONSONANT CHART & VOWELS	LISTENING EXERCISE - WORD LISTS ch, ch' LISTENING EXERCISE t, t' ACTIVITIES Practice	LISTENING EXERCISE - WORD LISTS ɬ, ɬ' LISTENING EXERCISE s, s', sh
10:45 a.m.	LISTENING EXERCISE - WORD LISTS d, t, t'	LISTENING EXERCISE - WORD LISTS g, k, k'	LISTENING EXERCISE - WORD LISTS x, x' xw, x'w
12 noon	lunch	lunch	lunch
1:00 p.m.	LISTENING EXERCISE - WORD LISTS dl, tl, tl'	LISTENING EXERCISE - WORD LISTS gw, kw, k'w LISTENING EXERCISE - WORD LISTS ch, kh, kh'	LISTENING EXERCISE - WORD LISTS xh, xh', xhw xh'w, m, n, l, w, y
2:45 p.m.	LISTENING EXERCISE - WORD LISTS dz, ts, ts' HOMEWORK ASSIGNMENT WORD LISTS	LISTENING EXERCISES - WORD LISTS ghw, khw, kh'w LISTENING EXERCISE - WORD LISTS glottal stop, h	CLOSING

Tlingit Consonant Chart

	Labial lips	Alveolar tongue tip behind teeth			Velar middle of tongue against roof of mouth		Uvular back of tongue touches uvula at back of throat		Glottal vocal chords	
Stops (stop off the breath)						**rounded**		**rounded**		(rare) (Note: 2)
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**łaghwán** *tie it into a bow*	**nay.á** *(you folks) go!*	**ana.wèch** *it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/ sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized released with a popping sound		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'atèł** *pitcher*	**kh'wátl** *pot*		
Fricatives (breath flows through narrow opening creating friction)											
Plain			**łûł** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	**yà-nahwên** *is swimming along*
Glottalized produced with vocal chords closed			**ł'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâł'** *down feathers*		
Sonorants (softer, you can sing them continuously)											
Nasal vibration through nasal cavity	**mâ-sá?** *how?* (Note 2)	**ná'** *here; take it*									
Nonnasal	**wàkh** *eye*		**dalèyí** *trout*		**yá** *this*						

•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

*Note 2: *m* does not occur in the Carcross dialect

Tlingit Vowels

T=Teslin, C=Carcross, A=Atlin

The basic Tlingit vowels are **a, e, i** and **u.** An **o** occurs sometimes in borrowed words and interjections.
The vowels can be long or short and have either high or low tone.

short low	**short high**	**long low**	**long high**
(no mark)	(´)	(`)	(^)

ch'a *just*	**á** *that, there*	**à (ą)** *yes*	**â** *sitting, lake*
de *already*	**té** *rock*	**dè** *trail, road*	**dê áwé** *that's enough!*
i *your*	**ɬí** *don't*	**dì** *tea*	**î** *yuck!*
tsu *again*	**tsú** *also, too*	**gishù (T.A.)** **geshù (C)** *pig*	**nàshû** *extends*
	hó hó *thank you*		**ahô** *I don't want to* *(coast: I understand)*

D

1. a) Áxh yàwashû wé dè. — The road goes through there.

   b) Â yàxhxh yàwashû wé dè. — The road goes along the shore of the lake.

2. Tlèkhâ dânà axh jìt hís'. — Loan me twenty dollars.

3. Wé shàtk'iyátsk'u dûsh át amsinúk.(T) — The girl is carrying a cat
   Wé shàtk'iyátsk'u dûsh át awsinúk.(C) — around.

4. Dâs'à wàkht wujíxíx wé gháxh. (T) — The rabbit ran into the snare.
   Dâs'à wàkh yujixíx wé gáxh. (C)

5. Dís yan uwawát. (T) — The moon is full.
   Dís yen yàwawát. (C)

T

1. Wé té kè ghîx' ! — Throw the rock!

2. Tàt yìn át wùgùt wé s'ìk. (T) — The black bear is walking around in the middle of the night.
   Tàt yìn ét yùgùt wé s'ìk. (C)

3. Tîł xh'ùsdáxh amdiyíkh. (T) — He took off his shoes.
   Tîł xh'ùsdáxh awdiyékh. (C)

4. Wé tìt tût amsikhúxh du yàgú. (T) — She ran (steered) her boat into the wave.
   Wé tìt tût awsikhúxh du yàgú. (C)

5. Dzísk'u tàyí akłas'úkxh. (T) — She's rendering fat. (by frying it).
   Dzísk'u tàyí ekłes'úk. (C)

T'

1. T'â axâsh. (T)
   T'â exâsh. (C)
   He's cutting a board.

2. a) T'ukanêyi t'ùk tûde amsinùk. (T)
   She put the baby into the baby carrier.

   T'ukwenêyi t'ùk tûde awsinùk. (C)

   b) T'ùk ìn yà anałjík' wé t'ukanêyi. (T)
   She's packing the baby on her back with a baby carrier.

   T'ùktín yá enełjík' wé t'ukwenêyi. (C)

3. At dùgú t'îsht àwatî. (T)
   Et dùgú t'ìsh àwatî. (C)
   She put a skin on the stretcher.

4. T'ât' hàt kamdlihích. (T)
   T'ât' hàt kawdliyích. (C)
   The junco (jingo) flew here.

DL

1.	Wé atk'iyátsk'u dlinkwat ałtín du ɬíɬk'w. (T) We etk'iyétsk'u dluwkét ełtín du ɬíɬk'w. (C)	The boy is taking (good) care of his grandfather.
2.	Dzísk'u dlìyí áwé xhasaxùk. (T) Dzísk'u dlìyí áwé xhasexùk. (C)	I am drying moose meat.
3.	Axh dlàk' khus.ùk'.	My sister is playing (with dolls, playing house, etc.).
4.	Dlèt dàk wusitán. (T) Dlèt dàk yusitén. (C)	
5.	Dlàgwâtin xhwàtákh wé xhât.	I speared the fish.

TL

1.	Tlâkw yà nashíx. (T) Tlâkw yà neshíx. (C)	She's running fast.
2.	Axh tlâ nèłdé yà nagút. (T) Axh tlâ nèłdé yà negút. (C)	My mother is going/walking home.
3.	Tlèłû té kát ishkhákh. (T) Łèłú té két ishkhákh. (C)	A butterfly is perched on a rock.
4.	Yú ixinà hít tlèn át da.â. (T) Yú ixinà hít tlèn ét de.â. (C)	A big house is standing there downriver.
5.	Tláxch'i ìn shût ada.âk. (T) Tláxwch'i ìn shûxh ede.âk. (C)	He's making a fire with dry branches

TL'

1. Wé tl'átk wuditl'ák'. (T)
   Wé tl'étk yuditl'ák'. (C)
   The ground is wet.

2. Kìjín yatì du tl'ìkh. (T)
   Kìjín yetì du tl'ìkh. (C)
   She has five fingers.

3. Xhât tɬ'êɬi áwé át tîn. (T)
   Xhât tɬ'êɬi áwé ét tîn. (C)
   The fish milt is lying there.

4. Tl'ikhnà.át ìn áwé dakhês'. (T)
   Tl'ekhnà.éttín áwé dekhês'. (C)
   She's sewing with a thimble. (Thimbles used to be made of tough hide.)

5. Tl'úkxh át wùtlûx'. (T)
   Tl'úk ét yùtlûx'. (C)
   The worm is wiggling around.

DZ

1.	Dzàs akłaxhîł wé khâ. (T) Dzàs ekexhîł wé khâ. (C)	The man is coiling the babiche.
2.	Dzèt káxh kè nagút. (T) Dzèt káxh kè negút. (C)	She's climbing the ladder.
3.	Dzísk'w àwa.ún.	He shot a moose (with a gun).
4.	Dzixhâwu át áwé daxh ahûn. (T) Dzixhâwu ét áwé daxh ehûn. (C)	He is selling furs.
5.	Dzánti jâji áwé daxh ałyêxh. (T) Dzánti jâji áwé daxh ełyêxh. (C)	He is making flounder snow-shoes (round and flat snow-shoes.)

TS

1.	Tsà át wùhù. (T) Tsà ét yùhù. (C)	A seal is swimming around.
2.	Wé shàwát tsâx' akhês'. (T) Wé shàwát tsâx' ekhês'. (C)	The woman is sewing mitts.
3.	Tsâts akahâ. (T) Tsâts ekehâ. (C)	He's digging up bear roots.
4.	Tsáłgi dùgú x'ûw át áxh. (T) Tséłgi dùgú x'ûw ét áxh. (C)	A gopher skin blanket is lying there.
5.	Wé tsîk ałukayêxh. (T) Wé tsîk ełukeyêxh. (C)	He's sharpening the barbecue stick.

TS'

1.	Ts'ats'î át kamdlihìch. (T) Ts'ets'î ét kawdliyìch. (C)	Birds are flying around.
2.	Ch'a yèsú ts'ùtàt áwé àwa.àt. (T) Ch'e yèsú ts'ùtàt áwé àwa.àt. (C)	They left early in the morning.
3.	Ts'ighîni xhât axhá. (T) Ts'ighìni xhât exhá. (C)	A magpie is eating fish.
4.	Du ts'îndli àwał'îx'.	He broke his forearm.
5.	Ts'îkáxhk'w kàwat'â.	The mountain blueberries are ripe.

J

1. Jâji ìn yà nagút. (T)
   Jâjitín yà negút. (C)
   She's walking with snowshoes.

2. Axh jín wudixwétl. (T)
   Axh jín yudixwétl. (C)
   My hands are tired.

3. Jánu àwa.ún. (T)
   Jénu àwa.ún. (C)
   He shot a mountain goat.

4. Jighwênà axh jìt áxh.
   Give me a towel.

5. Júkh at shí. (T)
   Júkh et shí. (C)
   A robin is singing.

CH

1. Chùnèt ìn watsíx àwajákh. (T)
   He killed the caribou with an arrow.

   Chùnèttín áwé watsíx àwat'úk. (C)
   He shot the caribou with an arrow.

2. Chùkwán yà kanas.ên. (T)
   Chùkén yà kenes.ên (C)
   The grass is growing.

3. Chíł ałyêxh. (T)
   Chíł ełyêxh. (C)
   He is building a cache.

4. Axh àt châsh hít yìt â.
   My aunt is sitting in a brush house.

5. Châs' áwé yès kè uhìnch. (T)
   Châs' áwé yèsk'w kè uhìnch. (C)
   The humpback salmon swim up in the fall.

CH'

1.	Ch'âk' às yít â.	The eagle is sitting in a tree.
2.	Ch'âł' áwé dzísk'w axhá. (T) Ch'âł' áwé dzísk'w exha. (C)	The moose is eating willows.
3.	Ch'âgu hídi ch'ù át da.â. (T) Ch'âgu hídi ch'ù ét de.â. (C)	The old house is still standing there.
4.	Wé i ch'îni axh wàkhghâ yatì. (T) Wé i ch'îni axh wàghâ yetì. (C)	Your ribbon looks nice to me.
5.	Ch'ák'wà ìn atûł wé jâji. (T) Ch'ák'wàtín etûł wé jâji. (C)	He's drilling holes in the snowshoe frame with a punch.

G

1.	Gán nèłdé ayâ. (T) Gén nèłdé eyâ. (C)	She is packing firewood home (on her back).
2.	Gishù yà anaswát. (T) Geshù yà eneswát. (C)	She is raising a pig.
3.	Axh gúk yanîkw. (T) Axh gúk yenûk. (C)	My ear is sore.
4.	Gâxw át wusikwàn. (T) Gâxw ét yusikwàn. (C)	The ducks are swimming around.
5.	Gûn xhwàt'ì.	I found gold.

K

1.	Kìjín dânà axh jìwú. (T) Kìjín dânà axh jìhú. (C)	I have five dollars.
2.	Kètl adaghashâ. (T) Kètl daxh eshâ. (C)	The dogs are barking.
3.	Kâst kàdé akamsixà wé hîn. (T) Kâst kàdé ekawsixà wé hîn. (C)	He poured the water into the barrel.
4.	Kâ yà anaskhúxh. (T) Kâ yà eneskhúxh. (C)	She is driving a car.
5.	Kakên ł'îx'wán aksané. (T) Kekên ł'îx'wán ekesené. (C)	She's knitting wool socks.

K'

1. K'ûx dùgú x'ûw ìn wudix'úw. (T)
   K'ûx dùgú x'ûwtin yudix'úw. (C)
   She put on a marten skin robe.

2. Àtlèn k'ìłjâ ayamditì. (T)
   Àtlèn k'ìłjâ eyawditì. (C)
   The south wind is blowing hard.

3. K'únts' aksa.êxh. (T)
   K'únts' ekse.êxh. (C)
   She is growing/planting potatoes.

4. K'isâni has ash kùłyét. (T)
   K'isâni hes esh kùłét. (C)
   The boys are playing.

5. Wé t'á àwak'íxh'. (T)
   Wé t'á àwak'éxh'. (C)
   He gaffed the king salmon.

GW

1. A kát tsé isax'âkhw i gwêłi. (T) — Don't forget your bag.
   E két tsé isex'âkhw i gwêłi. (C)

2. Dzísk'u gwênłi wûsht ła.á. (T) — Put the moose hooves all together.
   Dzísk'u gwênłi hûsh łe.á. (C)

3. Ghałshât wé gwáłà. — Hold the dagger in your hand.

KW

1. Has du kwêyi yaxhwàtín. (T) — I recognize their mark.
   Hes du kwêyi yexhwàtín. (C)

2. Kwâtà axh jìt katí. (T) — Give me a quarter.
   Kwâtà axh jìt ketí. (C)

3. Kwás gánde nas.ìn. (T) — Take the chamber pot outside.
   Kwás génde nes.ìn. (C)

K'W

1. K'wát' axh xh'ès sa.í. (T) — Cook me an egg.
   K'wát' axh xh'ès se.í. (C)

2. Kałak'wát' wé k'ùdás'. (T) — Fold up the shirt.
   Kełek'wát' wé k'ùdés'. (C)

GH

1. Ghâtl idawú. (T)
   Ghâtl idewú. (C)
   Take along pilot bread for your lunch.

2. Ghùch â káxh yà nashíx. (T)
   Ghùch â káxh yà neshíx. (C)
   There is a wolf running on the lake.

3. Ghâch nèł áxh.
   Bring the rug in.

4. Axh xháni ghanú.
   Sit by me.

5. Ghítghà axh jiyís satá. (T)
   Chítghà axh jiyís setá. (C)
   Boil up some spruce needles.

KH

1. Khuyak'ê. (T)
   Khuyek'ê. (C)
   The weather is nice.

2. Khâ dzísk'u amsitìn. (T)
   Khâ dzísk'u awsitìn. (C)
   He saw a bull moose.

3. Khêna ìn akhês. (T)
   Khênàtín ekhês'. (C)
   She is sewing it with an awl.

4. S'igèdí khîdudé khwagût.
   I am going to go to the beaver dam.

5. Khâs' axh jintât yamdighích. (T)
   Khâs' axh jintât yawdighích. (C)
   I got a splinter/sliver in the palm of my hand.

KH'

1.	Kh'asigû yât.	It is fun here.
2.	Shî wêt'à, kh'aɬiyêɬ.	Watch out for that guy, he's a liar.
3.	Kh'anâxhán hít dà mdudliyéxh. (T) Kh'anâxhán hít dà wdudliyéxh. (C)	They built a fence around the house.
4.	Łits'â wé kh'èkaxwên. (T) Łits'â wé kh'èkexwên. (C)	The flowers smell nice.
5.	Kh'atèɬ kàxh yaxh kasaxá. (T) Kh'atèɬ kàxh yaxh kesexá. (C)	Dump out the pitcher.

GHW

1. Wé t'â kâ yen keseyá wé ghwât'. (C) — Put the rug down on the floor (to keep the cold from coming in).

2. Jighwênà áxh yàwatî. (T)
   Jighwênà áxh yàwa.áxh. (C) — The towel is hanging there.

3. T'ukwenêyi yà ndaghát'. (C) — The baby is crawling.

KHW

1. Gùt'akhwân sá yê iyatì ? (T)
   Gùt'akwân sá ye iyetì ? (C) — Where are you from?

2. Kè iłkhwêch. — He's gagging (trying to vomit).

3. Dè khwagût. — I am going now.

KH'W

1. Kh'wátl wudli.úk. (T)
   Kh'wátl yudli.úk. (C) — The pot is boiling.

2. Du jín àwakh'ékh'w. — He cut his hand.

Glottal Stop

1.	Nay.á de ! (T) Ney.á dê ! (C)	You guys go now!
2.	Nà.át át ła.át. (T) Nà.ét ét łe.ét. (C)	The clothes are lying there.
3.	Wa.é dê?	How about you?
4.	Às a kâ kàwa.à. (T) Às e kâ kàwa.à. (C)	There is a tree growing on it.
5.	Yà khìna.ên. (T) Yà khine.ên. (C)	It's getting to be daylight.

H

1.	Hîn axh jìt sa.ín. (T) Hîn axh jìt se.ín. (C)	Bring me some water.
2.	Hít yìt akhîn. (T) Hít yìt ekhîn. (C)	People are sitting in the house.
3.	Hûch' áwé !	That's all!
4.	Hú tsú hà ìn nagha.àt.	Let him come with us too.
5.	Du húnxh áwé.	That's his older brother.

Ł

1. Łûł â kàwa.à. (T)
   Łuł â kawsi.à. (C)
   Fireweed is growing there.

2. Du ɬú yê gùgênk'. (T)
   Du ɬú yê kwsigênk'. (C)
   Her nose is small.

3. Łítà axh jìt tí.
   Give me the knife.

4. Łukshiyân amdzighát. (T)
   Łukshiyân awdzighát. (C)
   He caught a mink.

5. Łughwênà ìn yałghêkw. (T)
   Łughwênàtín yełghêkw. (C)
   He's wiping his face with a handkerchief.

Ł'

1. Ł'àk yê ana.wèch wé shàwát. (T)
   Ł'àk yê ene.èch wé shàwát. (C)
   The woman usually wears a dress.

2. Wé kètl du ɬ'ût' ìn hîn atlêt'. (T)
   Wé kètl du ɬ'ût'tin hîn etlêt'. (C)
   The dog is drinking water with his tongue.

3. Ł'êw àn khus.ùk'.
   She is playing with sand.

4. Nàghas'ê ɬ'ìdí áwé wudlikútl'. (T)
   Nàghas'ê ɬìdí áwé yułikútl'. (C)
   The fox's tail is bushy.

5. Ł'áł xhùt wutuwa.át. (T)
   Ł'éł xhùt yutuwa.ét. (C)
   We walked into a stand of jackpine.

S

1.	Sîk t'ùch' yáxh yatì. (T) Sîk t'ùch' yáxh yetì. (C)	The belt is black.
2.	Sîm dàk wusitán. (T) Sûw dàk yusitén. (C)	It is raining.
3.	Du sî dàt ghâxh.	She's crying for her doll.
4.	Sèt yê aya.û. (T) Sèt yê eye.û. (C)	She's wearing a necklace.
5.	Du sîk' áwé.	It is her daughter.

S'

1.	Axh s'àghí daghànîkw. (T) Axh s'àghí daxh yenûk. (C)	My bones are sore.
2.	S'ìkh yê nasní xhât tayì. (T) S'èkh yê nesní xhât teyì. (C)	Make smoke under the fish.
3.	S'ìnâ kamdigán hít yì. (T) S'ìnâ kawdigén hít yì. (C)	The lights are shining in the house.
4.	Sheyadihên axh s'âxu. (T) Sheyedihên axh s'âxu.	I have lots of hats.
5.	S'àxh xhwadlidás'. (T) S'àxh xhwadlidés'. (C)	I snared a groundhog.

SH

1. Shà yáxh yà nagút. (T)
   Shà yáxh yà negút. (C)
   He is walking on the side of the mountain.

2. Shàtk'iyátsk'u sgûnde yà nagút. (T)
   The girl is going to school.

   Shàtk'iyétsk'u khû et dułtûwde yà negút. (C)

3. Shát nadâkw kát tán. (T)
   Shét nedâkw két tén. (C)
   The spoon is on the table.

4. À satá wé shêxh'w. (T)
   À setá wé shêxh'w. (C)
   Boil some alders.

5. Shûgwà yá anastîn. (T)
   Shûgà yá enestîn.
   He's carrying a bag of sugar.

X

1.	Łigê wé xûts. (T) Łigê wé xûts. (C)	The grizzly bear is big. The polar bear is big.
2.	Xûn ayakàwadán. (T) Xûn eyekàwadén. (C)	The north wind is blowing with snow.
3.	Xákw kâ yan uwakhúxh. (T) Xákw kâ yen uwakhúxh. (C)	He landed his boat on a sandy beach.
4.	Xíxch' té kát â. (T) Xíxch' té két â. (C)	The frog is sitting on a rock.
5.	Wé xáshà yaghíł' ! (T) Wé xéshà yeghíł' ! (C)	Sharpen the saw!

X'

1.	X'ûw ga.àxh. (T) X'ûw ge.àxh. (C)	Take a blanket.
2.	Hîn x'âsidé khwagût.	I am going to the waterfall.
3.	X'úx' atîw. (T) X'úx' etûw. (C)	She is reading a book.
4.	X'ús' axh jìt tán. (T) X'ús' axh jìt tén. (C)	Hand me the club.
5.	Wé x'ât' kàdé gaxhtùkhûxh.	We are going to go to the island (by boat).

XW

1. Xwê, xhat wudixwétl. (T)
   Xwê, xhat yudixwétl. (C)
   Whew, I am tired.

2. Xwàsdâ yàkw łayéxh. (T)
   Xwàsdâ yàkw łeyéxh. (C)
   Make a canvas boat.

3. Yêł du xwâyi áwé wé yùkh.
   Cormorant is Raven's sidekick.

4. Xwàsdâ tîł xh'ùst idayíkh ! (T)
   Xwàsdâ tîł xh'ùs ideyékh ! (C)
   Put on tennis shoes!

5. Té xwájà káxh khwagût.
   I will go get a rock hand scraper.

X'W

1. X'wán a.ûw. (T)
   X'wán e.ûw. (C)
   He's buying long johns.

2. S'éł' x'wán xh'ùst idayíkh. (T)
   S'éł x'wán xh'ùs ideyékh. (C)
   Put on rubber boots.

XH

1. Xhât ast'èxh. (T)
   Xhât est'èxh. (C)
   She is hooking fish.

2. Xhàwàghí xh'êt shután. (T)
   Xhàwàghí xh'êt shutén. (C)
   Close the window.

3. Axh shá yanîkw. (T)
   Axh shá yenûk. (C)
   My head hurts.

4. Axh xhùní áwé axh xhánt uwagút.
   My friend came to visit me.

5. Axh xhikshât wujikhákh. (T)
   Axh xhikshât yujikhákh. (C)
   It landed on my shoulder.

XH'

1. Xh'ahât hêde shunatàn. (T)
   Xh'ahât xh'êdáxh shunetàn. (C)
   Open the door.

2. Yê xh'uskudliyât'.
   He has long feet/legs.

3. Du xh'é aɬtín. (T)
   Du xh'é eɬtín. (C)
   She is watching his mouth.

4. At xh'îshi axhá. (T)
   Et xh'îshi exhá. (C)
   She's eating dried salmon (or dried fish).

5. Xh'àknáxh kè nagút. (T)
   Xh'àknáxh kè negút. (C)
   He is walking up the canyon.

XHW

1. Xhâch xhwàt'ì.
   I'm the one that found it.

2. Gâxw xhwasitìn.
   I saw a duck.

3. Â yàxhdé xhwàgùt.
   I walked to the lake shore.

XH'W

1.	Xh'wâł' x'ûw tût tá.	He is sleeping in a down sleepinging bag.
2.	Tlêx' xh'wât' áwé xhwadzit'èxh.	I caught one dolly varden trout (by hooking it).
3.	Shêxh'w dàyí astêxh. (T) Shêxh'w dàyí estêxh. (C)	He is boiling red alder bark (making tea of it).
4.	Xh'wâł' du jintâdáxh ał.ûx. (T) Xh'wâł' du jintâdáxh eł.ûx. (C)	He is blowing down feathers off the palm of his hand.
5.	Xh'wât' akamłis'úk. (T) Xh'wât' ekawłis'úk. (C)	She fried a dolly varden trout.

M (Teslin Only)

1.	Mâ sá iyatì ?	How are you?
2.	Gamdân yà na.át.	The horses are walking along.
3.	Sîm dàk wusitán.	It is raining.
4.	Mâ sá khiyanûk ?	What are you doing?
5.	Sitgamsânde yà khunahên.	It is geteting to be noon.

N

1. Nèłdé yà nagút. (T)
   Nèłdé yà negút. (C)
   He is going home.

2. Nà.át asxùk. (T)
   Nà.ét esxùk. (C)
   She is drying clothes.

3. Nûsk amdzighát. (T)
   Nûsk awdzighát. (C)
   He trapped a wolverine.

4. Nàghas'ê ànt wùgùt. (T)
   Nàghas'ê àn xh'ayì ét yùgùt. (C)
   The fox is walking around town.

5. Nèłt â.
   She is sitting at home.

L

1. Dalèyí xhwadzighéw. (T)
   Delèyí xhwadzighéw. (C)
   I caught trout (in a net).

2. Tsèsluwé aya.âk. (T)
   Tsèslúwé eye.âk. (C)
   She is filling the round-toed snowshoes.

W

1. Gùsû axh wùtsàghayí ?
   Where is my cane?

2. Xh'unêł' wás'i dàłik'éts'. (T)
   Xh'unêł' wás'i dàłik'éts'. (C)
   The rose bush has thorns all over it.

3. Du wushká akadlâkw. (T)
   Du washká ekedliâkw. (C)
   He is scratching his cheek.

4. Wa.é s'é !
   You first!

5. Wêt'àch wusinèxh. (T)
   Wêt'àch yusinèxh. (C)
   That one rescued it.

Y

1.	I yá na.ûs' ! (T) Yìnda.ûs' ! (C)	Wash your face!
2.	Yêł át wudikhìn. (T) Yêł ét yudikhìn. (C)	The raven is flying around.
3.	Yê nasní ! (T) Yê nesní ! (C)	Do it!
4.	Yadák'w hàndé yà nagút. (T) Yedák'w hàndé yà negút. (C)	The young man is coming this way.
5.	Yádu á.	Here it is.

Ÿ (Carcross only)

1.	Du ÿá àwa.ús'.	She washed her face.
2.	Du ÿûwu awłi.àt.	He took his lunch along.
3.	Du ÿùwú yenûk.	His stomach hurts.

Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [ch] and [ch']

Examples of [ch]:

1.	chà	1.	term of respect for brother-in-law
2.	chán	2.	stink
3.	chùnèt	3.	arrow

Examples of [ch']:

1.	ch'âk'	1.	eagle
2.	ch'ìt	2.	diving bird
3.	ch'âkw	3.	long ago

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [ch] and [ch'] as you hear them.

1. Chùnèt ìn áwé watsíx àwajákh.	1. He shot the caribou with an arrow.
2. Ch'âk às yít â.	2. The eagle is sitting in a tree.
3. Ch'âł' áwé dzísk'w axhá.	3. The moose is eating willows.
4. Chukwán yà kanas.ên.	4. The grass is growing.
5. Chíł ałyêxh.	5. He's building a cache.
6. Ch'âgu hídi ch'u át da.â.	6. The old house is still standing there.
7. Wé i ch'îni axh wàghâ yatì.	7. Your ribbon looks nice on me.
8. Axh àt châsh hít yìt â.	8. My aunt is sitting in a brush house.
9. Ch'ak'wà ìn atûł wé jâji.	9. He is drilling holes in the snowshoe frame with a punch.
10. Châs' áwé yès kè uhìnch.	10. The humpback salmon swims up in the fall.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [ch] and [ch']

Examples of [ch]:

1. chà	1. term of respect for brother-in-law
2. chán	2. stink
3. chùnèt	3. arrow

Examples of [ch']:

1. ch'âk'	1. eagle
2. ch'ìt	2. diving bird
3. ch'âkw	3. long ago

Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

Listen to each sentence. Write [ch] and [ch'] as you hear them.

1. Chùnèttín áwé watsíx àwat'úk.	1. He shot the caribou with an arrow.
2. Ch'âk' às yít â.	2. The eagle is sitting in a tree.
3. Ch'âł' áwé dzísk'w exhá.	3. The moose is eating willows.
4. Chùkén yà kenes.ên.	4. The grass is growing.
5. Chíł ełyêxh.	5. He's building a cache.
6. Ch'âgu hídi ch'u ét de.â.	6. The old house is still standing there.
7. Wé i ch'îni axh wàghâ yetì.	7. Your ribbon looks nice on me.
8. Axh àt châsh hít yìt â.	8. My aunt is sitting in a brush house.
9. Ch'ák'wàtín etûł wé jâji.	9. He is drilling holes in the snowshoe frame with a punch.
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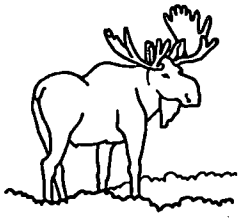
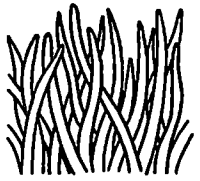
Yukon Native Language Centre

Tlingit Listening Exercise

Write /ch/ and /ch'/ as you hear them in the following:

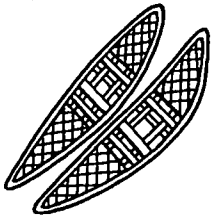
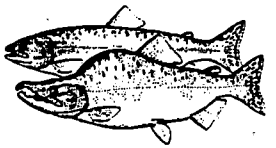
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Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [k] and [k']

Examples of [k]:

1. kît	1. killer whale
2. kâst	2. barrel
3. kûx	3. rice

Examples of [k']:

1. k'ìɬjâ	1. chinook wind
2. k'idên	2. well
3. k'ûx	3. marten

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [k] and [k'] as you hear them.

1. K'únts' aksa.êxh.	1. She is planting (growing) potatoes.
2. Kìjín dânà axh jiwú.	2. I have five dollars.
3. Àtlèn k'ìłjâ ayamditì.	3. The south wind is blowing hard.
4. K'isâni has ash kùłyét.	4. The boys are playing.
5. Wé t'á àwak'íxh'.	5. He gaffed the king salmon.
6. Kètl daxh ashâ.	6. The dogs are barking.
7. Kâ yà anaskhúxh.	7. She is driving a car.
8. Kakên ł'îx'wán aksané.	8. She is knitting wool socks.
9. Kâst kàdé akamsixà wé hîn.	9. He poured the water into the barrel.
10. K'ûx dùgú x'ûw ìn wudix'úw.	10. She put on a marten skin robe.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [k] and [k']

Examples of [k]:

1. kît	1. killer whale
2. kâst	2. barrel
3. kûx	3. rice

Examples of [k']:

1. k'ìɬjâ	1. chinook wind
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Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

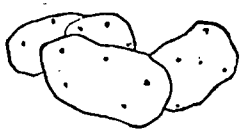
Listen to each sentence. Write [k] and [k'] as you hear them.

1. K'únts' ekse.êxh.	1. She is planting (growing) potatoes.
2. Kìjín dânà axh jìhú.	2. I have five dollars.
3. Àtlèn k'ìłjâ eyawditì.	3. The south wind is blowing hard.
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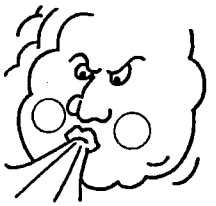
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Tlingit Listening Exercise

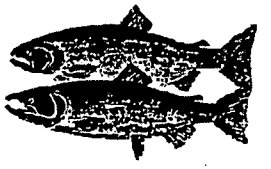
Write /k/ and /k'/ as you hear them in the following:

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Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [kh] and [kh']

Examples of [kh]:

1. khâ	1. man
2. khênà	2. awl
3. khutí	3. weather

Examples of [kh']:

1. kh'âtl'	1. flat and thin
2. kh'atèɬ	2. pitcher
3. kh'wátl	3. cooking pot

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [kh] and [kh'] as you hear them.

1. Khuyak'ê.	1. The weather is nice.
2. Kh'asigû yât.	2. It is fun here.
3. Khâ dzísk'w amsitìn.	3. He saw a bull moose.
4. Khênà ìn akhês'.	4. She is sewing it with an awl.
5. Shî wêt'à, kh'aɬiyêɬ.	5. Watch out for that guy; he's a liar.
6. Łits'â wé kh'èkaxwên.	6. The flowers smell nice.
7. S'igèdí khîdudé khwagût.	7. I am going to the beaver dam.
8. Kh'atèɬ kàxh yaxh kasaxá.	8. Dump out the pitcher.
9. Kh'anâxhán hít dà mdudliyéxh.	9. They built a fence around the house.
10. Khâs' axh jintât yamdighích.	10. I got a splinter/sliver in the palm of my hand.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [kh] and [kh']

Examples of [kh]:

1. khâ	1. man
2. khênà	2. awl
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Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

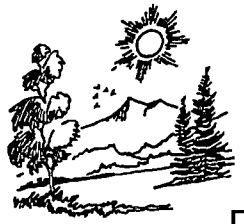
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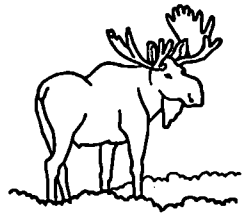
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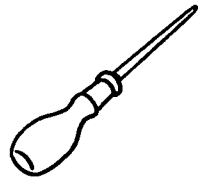
Tlingit Listening Exercise

Write /kh/ and /kh'/ as you hear them in the following:

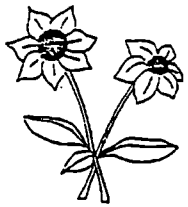
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Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [ɬ] and [ɬ']

Examples of [ɬ]:

1. ɬú	1. nose
2. ɬùn	2. bark
3. ɬítà	3. knife

Examples of [ɬ']:

1. ɬ'àk	1. dress
2. aɬ'ûn	2. hunting
3. ɬ'êw	3. sand

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [ɬ] and [ɬ'] as you hear them.

1. Du ɬú yê gùgênk'.	1. She has a small nose.
2. Łûɬ â kawa.à.	2. Fireweed is growing there.
3. Ł'àk yê ana.èch wé shàwát.	3. The woman usually wears a dress.
4. Łítà axh jìt tí.	4. Give me the knife.
5. Wé kètl du ɬ'ût' ìn hîn atlêt'.	5. The dog is drinking water with his tongue.
6. Łukshiyân amdzighát.	6. He caught a mink.
7. Łughwênà ìn yałghêkw.	7. He is wiping his face with a towel.
8. Ł'êw àn khus.ùk'.	8. She is playing with sand.
9. Ł'áɬ xhùt wutuwa.át.	9. We walked into a stand of jackpine.
10. Nàghas'ê ɬ'ìdí áwé wudlikútl.	10. The fox's tail is bushy.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [ɬ] and [ɬ']

Examples of [ɬ]:

1. ɬú	1. nose
2. ɬùn	2. bark
3. ɬítà	3. knife

Examples of [ɬ']:

1. ɬ'àk	1. dress
2. eɬ'ûn	2. hunting
3. ɬ'êw	3. sand

Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

Listen to each sentence. Write [ɬ] and [ɬ'] as you hear them.

1. Du ɬú yê kwsigênk'.	1. Her nose is small.
2. Łûɬ â kawsi.à.	2. Fireweed is growing there.
3. Ł'àk yê ene.wèch wé shàwát.	3. The woman usually wears a dress.
4. Łítà axh jìt tí.	4. Give me the knife.
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Yukon Native Language Centre

Tlingit Listening Exercise

Write /ɬ/ and /ɬ'/ as you hear them in the following:

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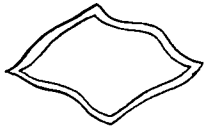
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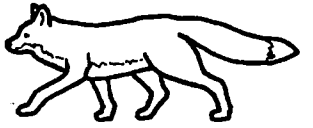
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Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [s] and [s']

Examples of [s]:

1. sîk	1. belt
2. sàk	2. eulachon
3. síť	3. glacier

Examples of [s']:

1. s'íx'	1. plate
2. s'ì	2. eyebrow
3. s'ús'	3. harlequin duck

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [s] and [s'] as you hear them.

1. S'ìkh yê nasní xhât tayì.	1. Make smoke under the fish.
2. Sîk t'ùch' yáxh yatì.	2. The belt is black.
3. Sîm dàk wusitán.	3. It is raining.
4. Du sî dàt ghâxh.	4. She's crying for her doll.
5. S'ìnâ kamdigán hít yì.	5. The lights are shining in the house.
6. Sheyadihên axh s'âxu.	6. I have lots of hats.
7. Sèt yê aya.û.	7. She's wearing a necklace.
8. Du sîk' áwé.	8. It is her daughter.
9. Axh s'àghí daghànîkw.	9. My bones are sore.
10. S'àxh xhwadlidás'.	10. I snared a groundhog.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [s] and [s']

Examples of [s]:

1.	sîk	1.	belt
2.	sàk	2.	eulachon
3.	sít'	3.	glacier

Examples of [s']:

1.	s'íx'	1.	plate
2.	s'ì	2.	eyebrow
3.	s'ús'	3.	harlequin duck

Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

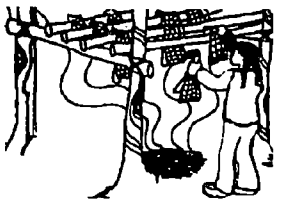
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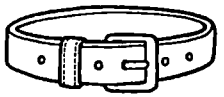
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2. Sîk t'ùch' yáxh yetì.	2. The belt is black.
3. Sûw dàk yusitén.	3. It is raining.
4. Du sî dàt ghâxh.	4. She's crying for her doll.
5. S'ìnâ kawdigén hít yì.	5. The lights are shining in the house.
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Yukon Native Language Centre

Tlingit Listening Exercise

Write /s/ and /s'/ as you hear them in the following:

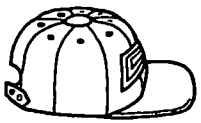
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Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [t] and [t']

Examples of [t]:

1. tìt	1. wave
2. hít	2. house
3. tá	3. sleep

Examples of [t']:

1. t'á	1. king salmon
2. sít'	2. glacier
3. ɬ'ût'	3. tongue

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [t] and [t'] as you hear them.

1. Tlèkhâ dânà axh jìt hís'.	1. Lend me twenty dollars.
2. T'â axâsh.	2. He's cutting a board.
3. Dís yan uwawát.	3. The moon is full.
4. Wé té kè ghîx' !	4. Throw the rock!
5. T'ât' hàt kamdlihích.	5. The junco (jingo) flew here.
6. T'ukanêyi t'ùk tûde amsinùk.	6. She put the baby into the baby carrier.
7. Tîł xh'ùsdáxh amdiyíkh.	7. He took his shoes off.
8. Tàt yìn át wùgùt wé s'ìk.	8. The black bear is walking around in the middle of the night.
9. At dùgú t'îsht àwatî.	9. She put a skin on the stretcher.
10. T'ùk ìn yà anaɬjík' wé t'ukanêyi.	10. She's packing the baby on her back with a baby carrier.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [t] and [t']

Examples of [t]:

1. tìt	1. wave
2. hít	2. house
3. tá	3. sleep

Examples of [t']:

1. t'á	1. king salmon
2. sít'	2. glacier
3. ɬ'ût'	3. tongue

Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

Listen to each sentence. Write [t] and [t'] as you hear them.

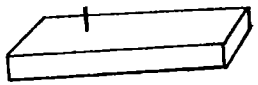
1. Tlèkhâ dânà axh jìt hís'.	1. Lend me twenty dollars.
2. T'â exâsh.	2. He's cutting a board.
3. Dís yen yàwawát.	3. The moon is full.
4. Wé té kè ghîx' !	4. Throw the rock!
5. T'ât' hàt kawdliyích.	5. The junco (jingo) flew here.
6. T'ukwenêyi t'ùk tûde awsinùk.	6. She put the baby into the baby carrier.
7. Tîł xh'ùsdáxh awdiyékh.	7. He took his shoes off.
8. Tàt yìn ét yùgùt wé s'ìk.	8. The black bear is walking around in the middle of the night.
9. Et dùgú t'îsh àwatî.	9. She put a skin on the stretcher.
10. T'ùk ìn yà enełjík' wé t'ukwenêyi.	10. She's packing the baby on her back with a baby carrier.

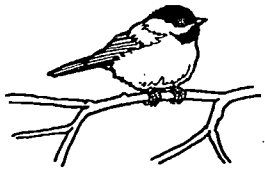
Yukon Native Language Centre

Tlingit Listening Exercise

Write /t/ and /t'/ as you hear them in the following:

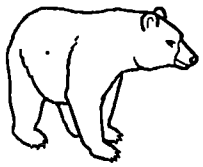
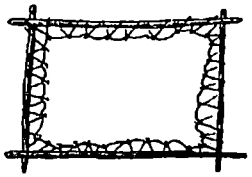
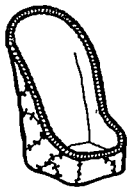
1 2 3 4 5

6 7 8 9 10



Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [tl] and [tl']

Examples of [tl]:

1.	tlâ	1.	mother
2.	kètl	2.	dog
3.	tlêk'	3.	no

Examples of [tl']:

1.	tl'átk	1.	earth, ground
2.	hêtl'	2.	how nice
3.	tl'âk'	3.	wet wood

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [tl] and [tl'] as you hear them.

1. Tlâkw yà nashíx.	1. She's running fast.
2. Tl'úk'xh át wùtlûx'.	2. The worm is wiggling around.
3. Axh tlâ nèłdé yà nagút.	3. My mother is going/walking home.
4. Kìjín yatì du tl'èkh.	4. She has five fingers.
5. Wé tl'átk wuditl'ák'.	5. The ground is wet.
6. Tlèłû té kát ishkákh.	6. A butterfly is perched on a rock.
7. Tláxwch'i ìn shûxh ede.âk.	7. He's making a fire with dry branches.
8. Xhât tł'êłi áwé át tîn.	8. The fish milt is lying there.
9. Yú ixinà hít tlèn át da.â.	9. A big house is standing there down river.
10. Tl'ikhnà.át ìn áwé dakhês.	10. She's sewing with a thimble.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [tl] and [tl']

Examples of [tl]:

1.	tlâ	1.	mother
2.	kètl	2.	dog
3.	tlêk'	3.	no

Examples of [tl']:

1.	tl'étk	1.	earth, ground
2.	hêtl'	2.	how nice!
3.	tl'âk'	3.	wet wood

Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

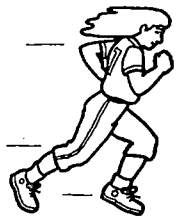
Listen to each sentence. Write [tl] and [tl'] as you hear them.

1. Tlâkw yà neshíx.	1. She's running fast.
2. Tl'úk ét yùtlûx'.	2. The worm is wiggling around.
3. Axh tlâ nèłdé yà negút.	3. My mother is going/walking home.
4. Kìjín yetì du tl'èkh.	4. She has five fingers.
5. Wé tl'étk yuditl'ák'.	5. The ground is wet.
6. Łèłú té két ishkákh.	6. A butterfly is perched on a rock.
7. Tláxwch'itín shûxh ede.âk.	7. He's making a fire with dry branches.
8. Xhât tɬ'êłi áwé ét tîn.	8. The fish milt is lying there.
9. Yú ixinà hít tlèn ét de.â.	9. A big house is standing there down river.
10. Tl'ekhnà.éttin áwé dekhês.	10. She's sewing with a thimble.

Yukon Native Language Centre

Tlingit Listening Exercise

Write /tl/ and /tl'/ as you hear them in the following:

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [ts] and [ts']

Examples of [ts]:

1.	tsú	1.	also
2.	xûts	2.	grizzly bear
3.	tsà	3.	seal

Examples of [ts']:

1.	ts'ùtàt	1.	morning
2.	xâts'	2.	clear sky
3.	łits'â	3.	smells good

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [ts] and [ts'] as you hear them.

1. Tsà át wùhù.	1. A seal is swimming around.
2. Tsâts akahâ.	2. He's digging up bear roots.
3. Ts'ighîni xhât axhá.	3. A magpie is eating fish.
4. Tsáłgi dùgú x'ûw át áxh.	4. A gopher skin blanket is lying there.
5. Ts'îkáxhk'w kàwat'â.	5. The mountain blueberries are ripe.
6. Wé tsîk ałukayêxh.	6. He's sharpening the barbecue stick.
7. Ch'a yèsú ts'ùtàt áwé àwa.àt.	7. They left early in the morning.
8. Wé shàwát tsâx' akhês'.	8. The woman is sewing mitts.
9. Du ts'îndli àwał'îx'.	9. He broke his forearm.
10. Ts'ats'î át kamdlihìch.	10. Birds are flying around.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [ts] and [ts']

Examples of [ts]:

1.	tsú	1.	also
2.	xûts	2.	grizzly bear
3.	tsà	3.	seal

Examples of [ts']:

1.	ts'ùtàt	1.	morning
2.	xâts'	2.	clear sky
3.	łits'â	3.	smells good

Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

Listen to each sentence. Write [ts] and [ts'] as you hear them.

1. Tsà ét yùhù.	1. A seal is swimming around.
2. Tsâts ekehâ.	2. He's digging up bear roots.
3. Ts'ìghîni xhât exhá.	3. A magpie is eating fish.
4. Tséłgi dùgú x'ûw ét áxh.	4. A gopher skin blanket is lying there.
5. Ts'îkáxhk'w kàwat'â.	5. The mountain blueberries are ripe.
6. Wé tsîk ełukeyêxh.	6. He's sharpening the barbecue stick.
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Yukon Native Language Centre

Tlingit Listening Exercise

Write /ts/ and /ts'/ as you hear them in the following:

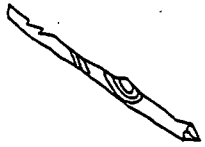
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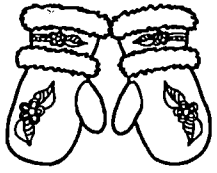
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Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [x] and [x']

Examples of [x]:

1.	xûn	1.	north wind
2.	xûts	2.	grizzly bear, brown bear
3.	xânà	3.	evening

Examples of [x']:

1.	x'úx'	1.	paper
2.	x'ât'	2.	island
3.	x'ús'	3.	club, weapon

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [x] and [x'] as you hear them.

1. Łigê wé xûts.	1. The grizzly bear is big.
2. X'ûw ga.àxh.	2. Take a blanket.
3. Xûn ayakàwadán.	3. The north wind is blowing with snow.
4. X'úx' atîw.	4. She's reading a book.
5. Hîn x'âsidé khwagût.	5. I am going to the waterfall.
6. Xákw kâ yan uwakhúxh.	6. He landed his boat on a sandy beach.
7. Xíxch' té kát â.	7. The frog is sitting on a rock.
8. Wé xáshà yaghíł'.	8. Sharpen the saw.
9. X'ús' axh jìt tán.	9. Hand me the club.
10. Wé x'ât' kàdé gaxhtùkhûxh.	10. We are going to the island (by boat).

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [x] and [x']

Examples of [x]:

1.	xûn	1.	north wind
2.	xûts	2.	grizzly bear, brown bear
3.	xânà	3.	evening

Examples of [x']:

1.	x'úx'	1.	paper
2.	x'ât'	2.	island
3.	x'ús'	3.	club, weapon

Tlingit Language
Mrs. Lucy Wren and Mrs.Mamie Smith

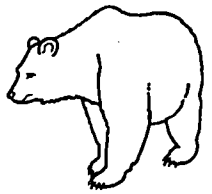
Listen to each sentence. Write [x] and [x'] as you hear them.

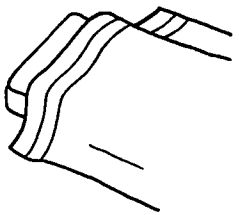
1. Łigê wé xûts.	1. The grizzly (polar) bear is big.
2. X'ûw ge.àxh.	2. Take a blanket.
3. Xûn eyekàwadén.	3. The north wind is blowing with snow.
4. X'úx' etûw.	4. She's reading a book.
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10. Wé x'ât' kàdé gaxhtùkhûxh.	10. We are going to the island (by boat).

Yukon Native Language Centre

Tlingit Listening Exercise

Write /x/ and /x'/ as you hear them in the following:

1 

2 

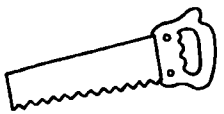
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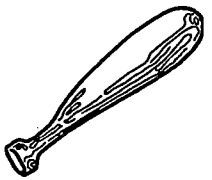
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Language Structure
Tlingit Language Listening Exercise
Ms. Margaret Bob and Mrs. Liz Smith

Listening Exercise: [xh] and [xh']

Examples of [xh]:

1. xhât	1. fish, salmon
2. xhìk	2. shoulder
3. xhúxh	3. husband

Examples of [xh']:

1. xh'âk	1. canyon
2. xh'ìn	2. willow-like plant
3. xh'ùs	3. foot

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [xh] and [xh'] as you hear them.

1. Xh'ahât hêde shunatàn.	1. Open the door.
2. Xhât ast'èxh.	2. She's hooking a fish.
3. Xhàwàghí xh'êt shután.	3. Close the window.
4. Yê xh'uskudliyât'.	4. He's got long feet/legs.
5. Du xh'é aɬtín.	5. She's watching his mouth.
6. Axh shá yanîkw.	6. My head hurts.
7. Axh xhikshât wujikhákh.	7. It landed on my shoulder.
8. At xh'îshi axhá.	8. She is eating dried salmon (or dried fish).
9. Xh'àknáxh kè nagút.	9. He is walking up the canyon.
10. Axh xhùní áwé axh xhánt uwagút.	10. My friend came to visit me.

Language Structure
Tlingit Language Listening Exercise
Mrs. Lucy Wren and Mrs. Mamie Smith

Listening Exercise: [xh] and [xh']

Examples of [xh]:

1.	xhât	1.	fish, salmon
2.	xhìk	2.	shoulder
3.	xhúxh	3.	husband

Examples of [xh']:

1.	xh'âk	1.	canyon
2.	xh'ìn	2.	willow-like plant
3.	xh'ùs	3.	foot

Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

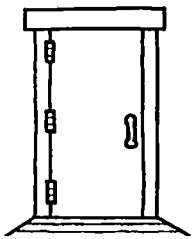
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8. Et xh'îshi exhá.	8. She is eating dried salmon (or dried fish).
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Tlingit Listening Exercise

Write /xh/ and /xh'/ as you hear them in the following:

1 

2 

3 

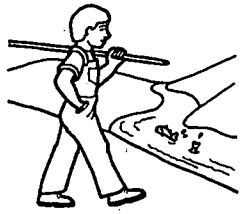
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LISTENING EXERCISE ACTIVITY

What You Need:

List of ten sentences
Pictures to match sentences

How To Play:

Check your alphabet. Select the sounds you want to compare, for example t and t'. Compose a list of sentences that contain the sounds.

Introduce the activity by comparing the sounds. Use at least three words containing each sound. When the students know the sounds, start the activity.

Give each student the sheet with the ten pictures which match your list of sentences. Make sure they put their name and grade on it, especially when using as a test. Students must put in the target sounds they hear and in the correct order. There can be more than one target sound in each sentence. Say the first sentence. You will have to repeat the sentence at least three times. Do the first sentence as an example. Check the sentence to see if students understand the activity. Once students know how to do the listening exercise, complete the sentences and then check the answers.

NOTE:
Can be adapted for different grade levels by using long sentences, as the students' literacy improves.

Could be used as a test or part of a test.

LISTENING EXERCISE ACTIVITY
Southern Tutchone Language

SIGNAL

Game Objective:

This game provides listening practice for particular sounds.

What you need:

- a prepared list of words that do and do not contain the target sounds.

- for younger children use picture flash cards to accompany the vocabulary.

How to play:

Arrange the students in a semi-circle, (standing). Direct the students to signal when they hear the target sound (glottal sound, Indian l, etc.) by sitting down.

Note:

Play only one round of this game, and do not have your list longer than 10 words.

Vary signal by asking the students to touch their heads, or put on a hat, or raise both hands when they hear the target sound.

Example of l]		Example of [ł]	
1. álã	my hand	1. łu	fish
2. älį	dancing	2. łäw	don't
3. älu	it's cold	3. älãyą	my friend

LISTENING EXERCISE ACTIVITY

VOTING GAME

What you need:

List of sentences.
Small sound cards.

How to play:

Check your alphabet. Select the sounds you want to compare, for example, t, t'. compose a list of sentences that have the sounds you want to compare.

Introduce the activity by comparing the sounds. Use three words containing each sound. When the students know the sounds, start the activity.

Give each student one card for each sound, for example a 't card' and a 't'card'. Say a sentence. The students raise the card containing the sound in the sentence. Check each students response.

NOTE:
Use five to ten short basic sentences.
Could be played in teams and for points.

Nèl Yì

At Home

by
Lis Smith and Margaret Bob
Tlingit Language

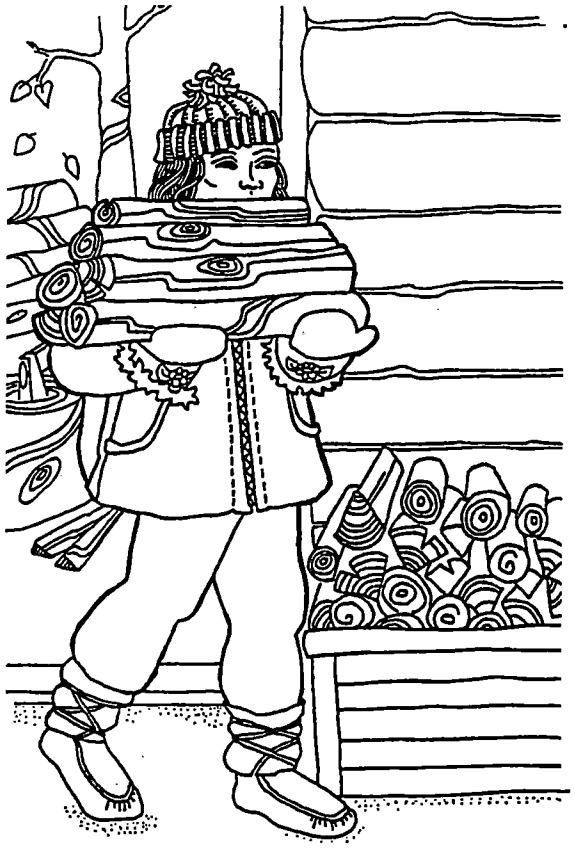
Illustrations by
Susan McCallum
1991

This "Talking Book" is part of a series produced by:

Yukon Native Language Centre
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4

Phone (867) 668-8820

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Dà sáwé yê adàné Xûnk' ?

What is Xûnk' doing?

Du tlâ jiyís gán nèldé ayâ.

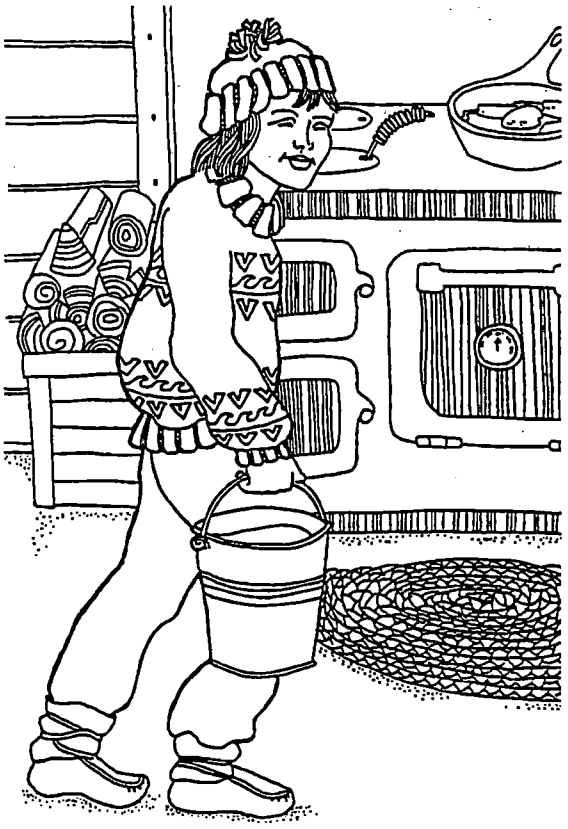
He is packing in firewood for his mother.

Gùx' sá yánde ayaguxhła.ât ?

Where will he put it?

Gán dàkakhûk tûde ayała.àt.

He's putting it in the woodbox.



Wé Xûnk' du dlàk' mâ sá khuwanûk ?

What is Xûnk's sister doing?

Hú khu.a hîn ayâ.

She is packing water.

Has du tlâ has du jiyís at gas.î.

Their mother is cooking for them.



Mâ sá khuwanûk Xûnk' du łîk'w ?

What is Xûnk's grandmother doing?

Yànagut tîł akhês'.

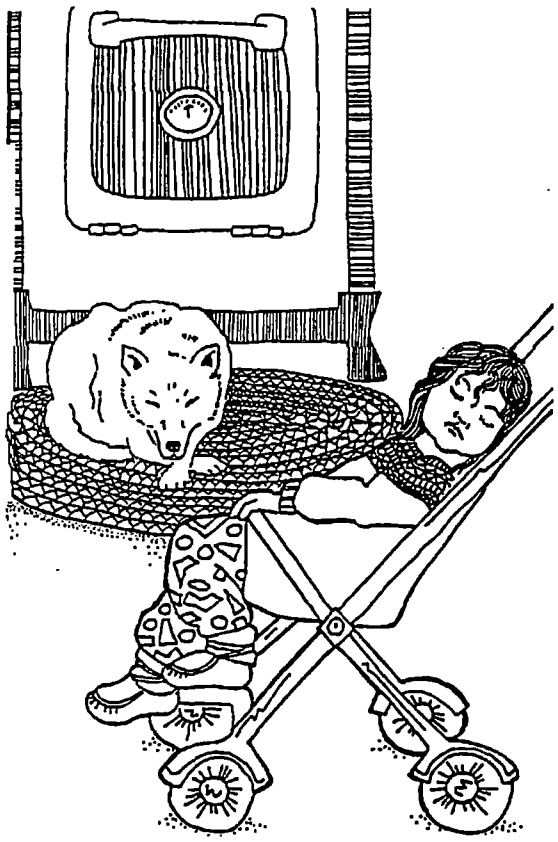
She is sewing moccasins.

Àdû jiyís sá ?

Who for?

Xûnk' jiyís akhês'.

She's sewing them for Xûnk'.



Mâ sá khuwanûk Xûnk' du dlàk' ?

What is Xûnk's sister doing?

Wudixwétl, kùjúxà ká tâch uwajákh.

She's tired; she fell asleep in the stroller.

Has du kèdlí tsú ghâch kát tá.

Their dog is sleeping on the floor too.



Mâ sá has khuwanûk du îsh kha du tlâ ?

What are his father and mother doing?

Du îsh sakwnên axhá.

His father is eating bannock.

Du tlâ khu.a dì adaná.

His mother is drinking tea.

Has du yátx'i a dà yù has xh'aɬi.átk.

They are talking about their children.

Nèł Yì

At Home

by
Lucy Wren
Tlingit Language

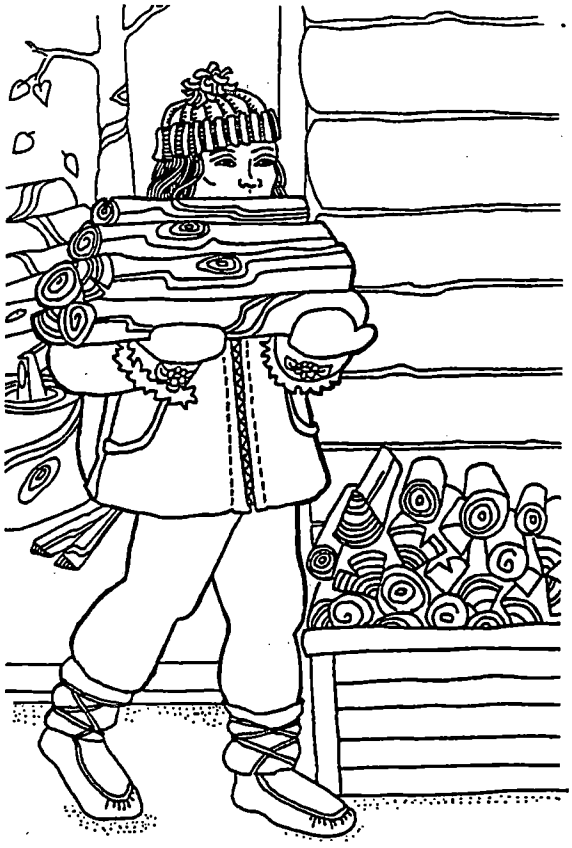
Illustrations by
Susan McCallum
1991

This "Talking Book" is part of a series produced by:

Yukon Native Language Centre
Box 2799
Whitehorse, Yukon
Canada Y1A 5K4

Phone (867) 668-8820

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Simon áwé yât'à.

This is Simon.

Ch'e tlákw yegì kenaxh yê jiné Simon.

Every day Simon has to do chores.

Wé gén ekechâk.

He must pack wood to the woodpile.



Â kedaxh hîn eyâ.

He must pack water from the lake.

Ch'e łdekét x'ìshâ daxh shàwatl'ít'.

He fills the water buckets in his home.



Angie axh łîłk'w.

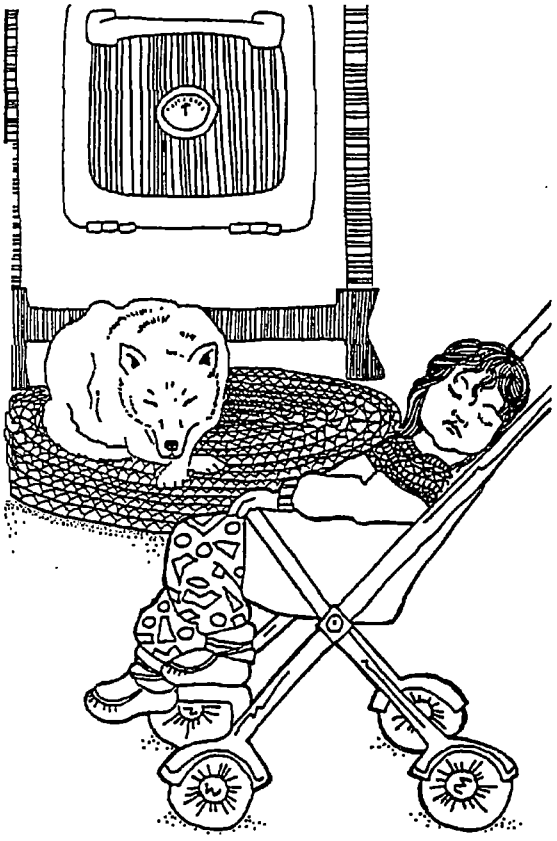
This is gramma Angie.

Ch'e tlákw dekhês' yegì kenaxh.

She sews every day.

Yá yegì tîł ekhês'.

Today she is making slippers.



Yá t'ukwenêyi Margaret yê duwasâkw.

This baby is Margaret.

Simon du dlàk' áwé. Du ketâgu tlêx' tâkw áwé.

She is Simon's sister. She is one year old.

Margaret yegì netèch.

Margaret takes a nap every day.

Hes du kèdlí Clover yê duwasâkw.

Their dog's name is Clover.



Simon du tlâ kha du îsh áwé.

These are Simon's parents.

Jessie yê duwasâkw du tlâ.

His mom's name is Jessie.

Du îsh Earl yê duwasâkw.

His dad's name is Earl.

Ch'e tlákw yegì kenaxh yê jiné Earl.

Earl works each day on the trapline.

Jessie khu.a nèł edétx'í daxh ełtín kha du łîłk'w.

Jessie stays at home to care for her children and gramma.

TLINGIT LITERACY SESSION

WHITEHORSE, YUKON

November 15 - 17, 2000
February 14 - 16, 2001

Guest Instructor:

DR. JEFF LEER

Alaska Native Language Center
University of Alaska Fairbanks
Fairbanks, Alaska

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Yukon Native Language Centre -Yukon College
Tlingit Literacy Session
November 15 - 17, 2000

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Yukon Native Language Centre -Yukon College
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SCHEDULE
Native Language Instructors Training Session
November 15 - 17, 2000
Tlingit Literacy - Whitehorse

TOGETHER TODAY... FOR OUR CHILDREN TOMORROW
COUNCIL OF YUKON FIRST NATIONS
11 NISUTLIN DRIVE WHITEHORSE, YUKON Y1A 3S4
TEL: (403) 667-7631
FAX: (403) 668-6577

	Tuesday, November 15, 2000	Wednesday, November 16, 2000	Thursday, November 17, 2000
9:00 a.m.	PRAYER INTRODUCTIONS ALPHABET	GLOTTAL STOP WORD LIST -Teslin	LISTENING EXERCISE -Vowels
10:45 a.m.	ALPHABET REVIEW CONTINUED -Consonants and Vowels	WORD LIST CONTINUED	CARCROSS MATERIALS -Sewing
12 noon	lunch	lunch	lunch
1:00 p.m.	POEM - CARCROSS	COMPUTER -Native Language Books	COMPLETE CARCROSS MATERIALS
2:45 p.m.	READING PRACTICE -Moose Hunt WORD LIST - TESLIN	LISTENING EXERCISE	FINAL PROOF READING -At home (Carcross, Teslin) CLOSING

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February 14 - 16, 2001
Tlingit Literacy - Whitehorse

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11 NISUTLIN DRIVE WHITEHORSE, YUKON Y1A 3S4 TEL: (403) 667-7631 FAX: (403) 668-6577

	Wednesday, February 14, 2001	Thursday, February 15, 2001	Friday, February 16, 2001
9:00 a.m.	PRAYER - LUCY WREN INTRODUCTIONS ALPHABET LISTENING EXERCISE -kh and kh'	LISTENING EXERCISE ts and ts'	SONG -Dlegú -Where of where has my little dog gone PERSONAL NAMES
10:45 a.m.	LISTENING EXERCISE kh and kh'	LISTENING EXERCISE ch and ch'	LISTENING EXERCISE g and gh
12 noon	lunch	lunch	lunch
1:00 p.m.	VOTING GAME kh and kh' LISTENING EXERCISE-CONTRAST t and t'	CARCROSS SCHOOL CONVERSATION LIST LISTENING EXERCISE k and k'	LISTENING EXERCISE k' and kh' LISTENING EXERCISE x and xh LORD"S PRAYER
2:45 p.m.	LISTENING EXERCISE tl and tl'	LISTEING EXERCISE complete k and k' TESLIN CD ROM PROJECT -Sharon Shorty recording Margaret Bob	LISTENING EXERCISE x' and xh' CLOSING

Tlingit Consonant Chart

	Labial lips	Alveolar tongue tip behind teeth			Velar middle of tongue against roof of mouth		Uvular back of tongue touches uvula at back of throat		Glottal vocal chords	
Stops (stop off the breath)						**rounded**		**rounded**		(rare) (Note: 2)
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**ɬaghwán** *tie it into a bow*	nay.á *(you folks) go!*	ana.wèch *it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/ sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized released with a popping sound		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'atèł** *pitcher*	**kh'wátl** *pot*		
Fricatives (breath flows through narrow opening creating friction)											
Plain			**ɬûɬ** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	**yà-nahwên** *is swimming along*
Glottalized produced with vocal chords closed			**ɬ'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâɬ'** *down feathers*		
Sonorants (softer, you can sing them continuously)											
Nasal vibration through nasal cavity	**mâ-sá?** *how?* (Note 2)	**ná'** *here; take it*									
Nonnasal	**wàkh** *eye*		**dalèyí** *trout*		**yá** *this*						

•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

*Note 2: *m* does not occur in the Carcross dialect

Tlingit Vowels

T=Teslin, C=Carcross, A=Atlin

The basic Tlingit vowels are **a, e, i** and **u.** An **o** occurs sometimes in borrowed words and interjections.
The vowels can be long or short and have either high or low tone.

short low	**short high**	**long low**	**long high**
(no mark)	(´)	(`)	(^)

ch'a *just*	**á** *that, there*	**à (ą)** *yes*	**â** *sitting, lake*
de *already*	**té** *rock*	**dè** *trail, road*	**dê áwé** *that's enough!*
i *your*	**ɬí** *don't*	**dì** *tea*	**î** *yuck!*
tsu *again*	**tsú** *also, too*	**gishù (T.A.)** **geshù (C)** *pig*	**nàshû** *extends*
	hó hó *thank you*		**ahô** *I don't want to* *(Coast: I understand)*

VOWELS

Short+low tone	short+high tone	long+low tone	long+high tone
a	á	à	â
e	é	è	ê
i	í	ì	î
u	ú	ù	û
	ó		ô

Example of length and tone contrasts:

Tsu wùgùt.	He went again.
John tsú wùgùt.	John went also.
John tsu wùgùt.	John went again.
shá	head
shâ	mountain
Wêdu á.	There it is.
Wêdu à.	There's some there.
Wêdu â.	There is a lake there.
Wêt â.	He/she is sitting there.
tìł	scar
tîł	shoe
t'á	king salmon
t'â	board
yat'à	it's warm/hot
yât'à	this one
xhàt	root
xhât	fish, salmon
xhát	me
tây	garden
tày	fat
du dàtàyí	his/her body fat
du tàyî	in his/her sleep
gûn	gold
gùn	spring (water)
agûn	portage to or from it

Example of length and tone contrasts: continued

shí	song
shî	help!
gúk	ear
gûk	go ahead!
Khâ dzísk'w amsitìn. man moose he sees it	He sees a bull moose.
Khâ, dzísk'w amsitìn. man, moose he sees it	The man sees the moose.

Glottal Stop

1. At the beginning of a word, it is not written.

â	he/she is sitting
â	lake
yú â	that lake yonder.

2. In the middle of the word, it is written as a period (.).

yú.á	it is said
xha.â	I am sitting
át dus.â	they are making him/her sit there
dus.î	they cook it
du sî	his/her daughter

3. At the end of a word, it is written as an apostrophe (').

ná'	here! (take it)
hę'	(surprise) wow! gosh!
já'	Dear. Honey. (between husband and wife)

Nasalization
In Teslin a syllable ending with y or w is nasalized.

ay	tây	garden
	kày	mile, cord (of wood), a measure
ey	Amsigéy.	He/she paid him/her.
iy	dlìy	meat
	Nay.á/Niy.á !	You folks go!
aw	gàw	drum, clock
	hàw	boughs
	t'àw	feather
ew	ł'êw	sand
(iw)	sûw/sîw/sîm	rain
uw	Sh_tû xhałtûw.	I'm studying.
	Sh_tû xhałtîm.	
xhîy		backpack
kètl xhîyi, ketlxhîyi		dog pack
À, àą		Yes (Atlin, Teslin, Carcross)
Hę' !		(surprise) Wow! Gosh!
Yà has na.át		They are walking along.
Kètl xhwasitìn		I saw a dog.
Kètl áwé_xhwsitin.		I saw a dog.

Tlingit Literacy Session
November 15-17, 2000

Length Contrast

	(á)		(â)	
1.	t'á	king salmon	t'â	board
2.	gán	firewood	gân	outside
3.	shá	head	shâ	women

1.	Yâdu á.	Here it is.
2.	Â kàdé has wù.àt. (Teslin) Â kàdé hes yù.àt. (Carcross)	They went to the lake.
3.	Gán nèł yała.á. (Teslin) Gén nèł yełe.á. (Carcross)	Bring the firewood in.
4.	T'â ká naxît'. (Teslin) T'â ká nexît'. (Carcross)	Sweep the floor.
5.	Mâ sá yatì? (Teslin) Wâ sá yetì? (Carcross)	How is he/she/it.

Tone Contrast
Listening Exercise

	(à)		(â)	
1.	shà	mountain	shâ	woman
2.	tày	fat	tây	garden
3.	xhàt	root	xhât	fish

Tlingit Language
November, 2000

Ms. Margaret Bob and Mrs. Liz Smith
Listening Exercise: [ch] and [ch']

Examples of [ch]:

1.	chà	1. term of respect for brother-in-law
2.	chán	2. stink
3.	chùnèt	3. arrow

Examples of [ch']:

1.	ch'âk'	1. eagle
2.	ch'ìt	2. diving bird
3.	ch'âkw	3. long ago

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

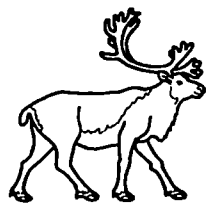
Listen to each sentence. Write [ch] and [ch'] as you hear them.

1. Chùnèt ìn áwé watsíx àwajákh.	1. He shot the caribou with an arrow.
2. Ch'âk' às yít â.	2. The eagle is sitting in a tree.
3. Ch'âł' áwé dzísk'w axhá.	3. The moose is eating willows.
4. Chukwán yà kanas.ên.	4. The grass is growing.
5. Chíł ałyêxh.	5. He's building a cache.
6. Ch'âgu hídi ch'u át da.â.	6. The old house is still standing there.
7. Wé i ch'îni axh wàghâ yatì.	7. Your ribbon looks nice to me.
8. Axh àt chashhít yìt â.	8. My aunt is sitting in a brush house.
9. Ch'ak'wà ìn atûł wé jâji.	9. He is drilling holes in the snowshoe frame with a punch.
10. Châs' áwé yès kè uhìnch.	10. The humpback salmon swims up in the fall.

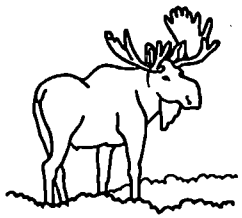
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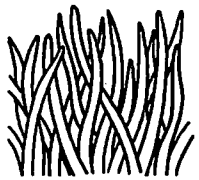
Tlingit Listening Exercise

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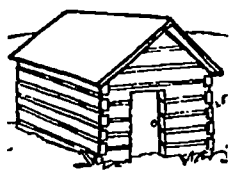
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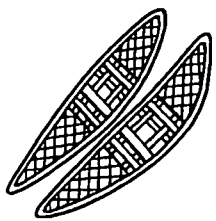
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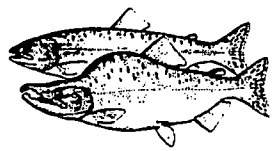
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Tlingit Language
February, 2001

Listening Exercise: [ch] and [ch']

Examples of [ch]:

1.	chà	1.	term of respect for brother-in-law
2.	chán (T, A) chén (C)	2.	stink
3.	chùnèt	3.	arrow

Examples of [ch']:

1.	ch'âk'	1.	eagle
2.	ch'ìt	2.	diving bird
3.	ch'âkw	3.	long ago

Tlingit Language

Listen to each sentence. Write [ch] and [ch'] as you hear them.

1. Dlèt yê yatì, ch'a àn áwé wutuwa.àt. (T)

   Dlèt yê yetì, ch'e àn áwé wutuwa.àt. (C)

1. There is snow, but we went anyway.

2. Axh chàn shuxhwsitì.

2. I am expecting my mother-in-law.

3. Wé ch'âk' gùch shakî át â. (T)

   Wé ch'âk' gùch shakî ét â. (C)

3. The eagle is sitting on the hill top.

4. Wé ch'âgu chíłi ch'ù át da.â. (T)

   Wé ch'âgu chíłi ch'ù ét da.â. (C)

4. The old cache is still standing.

5. Wé chùnèt ch'âł' xhùdé àwat'úk.

5. He shot the arrow into the willows.

6. De ch'âkw áwé tlêł xhwasatìn xhałak'ách'. (T)

   De ch'âkw áwé tlêł xhwasetìn xhałek'éch'. (C)

6. I haven't seen a porcupine for a long time.

7. Axh dechxhanx'í hés yaxh hes yawsiwát. (C)

   Axh dachxhanx'í yán yaxh has yamsiwát. (T)

7. My grandchildren are all grown up.

8. Ch'ù dáxhnáxh hás áwé tliyàdé has wù.àt. (T)

   Ch'ù dáxhnáxh hés áwé tliyàdé hes wù.àt. (C)

8. They both went walking that way.

9. Chùkén yà kene.ên wé táxhgi yá. (C,A)

   Chùkán táxhgi yáxh yà kana.ên. (T)

9. The grass is growing on the hillside.

10. Wé ghùch tlèn t'ùch' yáxh yetìyí à tìłxh sitì du t'akhká. (C)

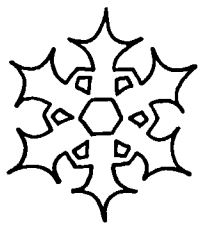
    Wé ghùch tlèn t'ùch' yáxh yatìyi à tìł du t'akhkáwu. (T)

10. The big wolf has a black scar on the side.

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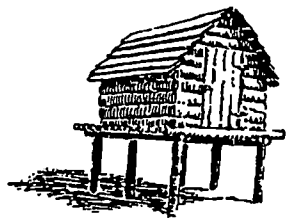
Tlingit Listening Exercise

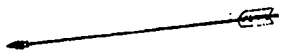
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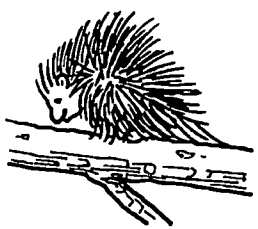
1. 

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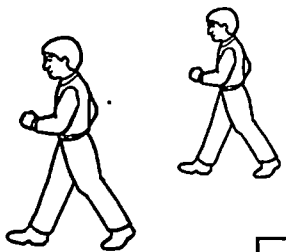
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Tlingit Language
February, 2001

Listening Exercise: [g] and [gh]

Examples of [g]:

1.	gûn	1.	gold
2.	gúk	2.	ear
3.	gâxw	3.	ducks

Examples of [gh]:

1.	ghùch	1.	wolf
2.	ghâch	2.	rug
3.	ghâtl	3.	pilot bread

Tlingit Language

Listen to each sentence. Write [g] and [gh] as you hear them.

1. Gáxh ghagàn dayîn â. (C)

   Wé gháxh ghagàn dayîn â. (A,T)

1. The rabbit is sitting in the sun (sunning himself).

2. Wé ghùch wé gùch kàdé ghâxh.

2. The wolf is crying on the hill.

3. Ghàkh tlèn amdzíghát. (T)

   Ghàkh tlèn awdzighát. (C,A)

3. He trapped a large lynx.

4. Gán gaxhtùxâsh. (T,A)

   Gén gaxhtùxâsh. (C)

4. We're going to cut firewood.

5. Mâ sá khuyatì gân ? (T)

   Wâ sá khuyetì gân ? (C)

5. How is the weather outside?

6. Gûn xhwàt'ì.

6. I found gold.

7. Ghâch nèł áxh.

7. Bring the rug in.

8. Axh xháni ghanú.

8. Sit by me.

9. Axh gúk yanîkw/yanûk. (T)

Axh gúk yenûk. (C)

9. My ear is sore.

10. Gishù yà anaswát. (T)

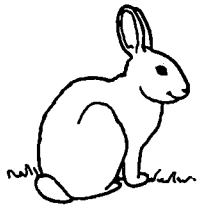
Geshù yà eneswát. (C)

10. She is raising pigs.

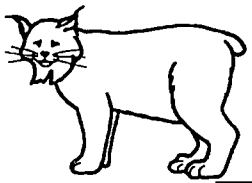
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Tlingit Listening Exercise

Write /g/ and /gh/ as you hear them in the following:

1. 

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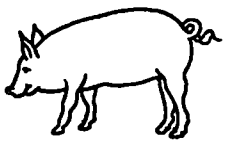
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Tlingit Language
February, 2001

Contrasts: [k] and [k']

Examples of [k]:

1. kît	1. killer whale
2. kâst	2. barrel
3. kûx	3. rice

Examples of [k']:

1. k'ìɬjâ	1. chinook wind
2. k'idên	2. well
3. k'ûx	3. marten

Tlingit Language

Listen to each sentence. Write [k] and [k'] as you hear them.

1. Ch'a k'át khutùk'ît'. (T)

   Ch'e k'ét khutùk'ît'. (C)

1. At least we're picking berries.

2. Kìjín k'ûx xhwadzighát.

2. I trapped five marten.

3. Wé kûx kâst kàdé naxwên.

3. Scoop that rice into a barrel.

4. Axh kâni kìjín kètl du jìwú. (T)

   Axh kâni du kèdlí kìjíninàxh yetì. (A,C)

4. My brother/sister-in-law has five dogs.

5. Wé k'ùdás' tlaxh mâ sá xh'aɬitsìn. (T)

   Wé k'ùdés' tlaxh wâ sá xh'aɬitsìn. (C)

5. That shirt is very expensive.

6. Et xéshti kùdés' áwé kexhakhês' keyûttin. (C)

   At dùgú gùdás' kawût ìn kaxhakhês'. (A)

   At xáshti kùdás' xhakhês' kawûttin. (T)

6. I'm sewing a skin shirt with beads.

7. Kanat'á wutuwa.ín, k'idên wutusi.î.

   Kenet'á wutuwa.ín, k'idên wutusi.î.

7. We picked blueberries and cooked them well.

8. Axh kêłk' áwé kètl axh jìt awsinúk. (C)

   Axh kêłk' áwé kètl axh jìt amsinúk. (T)

8. My nephew gave me a dog.

9. Wé at káxhi káxh kukhwagût. (T)

   Wé et káxhi káxh kukhwagût. (C)

9. I'm going to get some sap.

10. Shàtukhùwú tûdáxh áwé khûk àwat'ì axh kîk'. (C)

    Axh kîk' khûk àwat'ì wé shàkhuwûłi tú. (T)

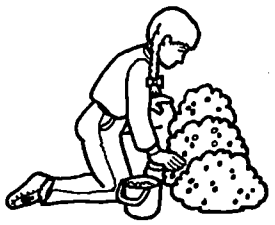
10. My younger brother/sister found a box in the cave.

    My younger brother/sister found a box in the cave.

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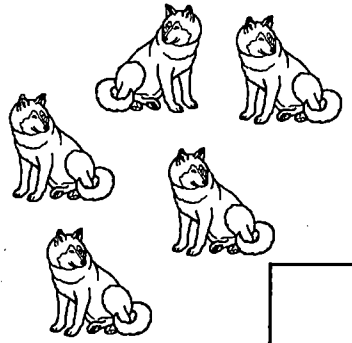
Tlingit Listening Exercise

Write /k/ and /k'/ as you hear them in the following:

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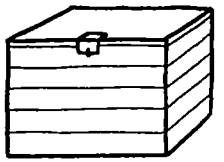
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Tlingit Language
February, 2001

Listening Exercise: [k] and [kh]

Examples of [k]:

1.	kâ	1.	car
2.	kìjín	2.	five
3.	sîk	3.	belt

Examples of [kh]:

1.	khâs'	1.	splinter/sliver
2.	khûk	2.	box
3.	îkh	3.	beach

Tlingit Language

Listen to each sentence. Write [k] and [kh] as you hear them.

1. Wé tlêkhw khúdáxh kayàní axhù yê yatì. (T)

   Wé tlêkhw khúdáxh keyàní exhù yê yetì. (C)

1. There are too many leaves in the berries.

2. Tlâkw dê, wé kètl khut wujixìx.

2. Hurry up now; the dog has run away.

3. Axh kâni kìjín khákw axh jìt amłi.át. (T)

   Axh kâní kìjín khákw axh jìt amłi.ét. (C)

3. My brother/sister-in-law gave me five baskets.

4. Wé kètl kâst kàdáxh hîn atlêt'. (T)

   Wé kètl kâst kàdáxh hîn etlêt'. (C)

4. The dog is licking water from the barrel.

5. Wé khâ kanêst sêt akadatîn. (T)

   Wé khâ kanêst sêt ekedetîn. (C)

5. The man is wearing a cross.

6. Khâ dzísk'w amsitìn. (T)

   Khâ dzísk'w awsitìn. (C)

6. He saw a bull moose.

7. K'únts' aksa.êxh. (T)

   K'únts' ekese.êxh. (C)

7. She is growing/planting potatoes.

8. Khuyak'ê. (T)

   Khuyek'ê. (C)

8. The weather is nice.

9. S'igèdí khîdudé khwagût.(C)

   S'igèdí khîdudé_kkhwagût. (T,A)

9. I am going to go to the beaver dam.

10. Kâ yà anaskhúxh. (T)

    Kâ yà eneskhúxh. (C)

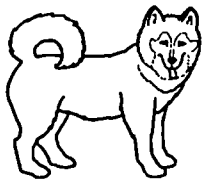
10. She is driving a car.

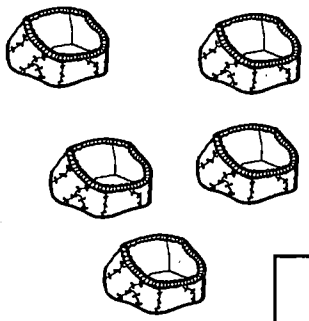
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Tlingit Listening Exercise

Write /k/ and /kh/ as you hear them in the following:

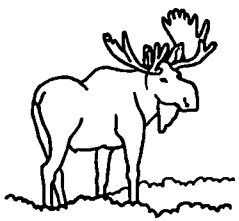
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Tlingit Language
February, 2001

Contrasts: [k'] and [kh']

Examples of [k']:

1.	k'únts'	1.	potatoes
2.	k'ûx	2.	marten
3.	sîk'	3.	daughter

Examples of [kh']:

1.	kh'îch'	1.	scar
2.	kh'âtl'	2.	thin and flat
3.	kh'atèł	3.	pitcher

Tlingit Language

Listen to each sentence. Write [k'] and [kh'] as you hear them.

1. Axh sîk' kha axh yîtk' has khus.ùk'. (T)

   Axh sîk' kha axh yîtk' hes khus.ùk'. (C)

1. My daughter and my son are playing house.

2. Wé hít dà kh'anâxháni k'idên yà anałyéxh. (T)

   Wé hít dà kh'anâxháni k'idên yà enełyéxh. (C)

2. He's building the fence around the house well.

3. Khúdaxh kh'âtl' yáxh yatì wé k'íxh'à. (T)

   Khúdaxh kh'âtl' yáxh yetì wé k'íxh'à. (C)

3. The gaff hook is too thin.

4. Kh'èkaxwên shayadihên wé â yê xhat yatìyí yé. (T)

   Kh'èkaxwên sheyedihên wé â yê xhat yetìyí yé. (T)

4. There are lots of flowers where I am.

5. Daxh kh'aɬiyêɬ wé k'isâni.

5. Those kids are liars.

6. Kh'asigû yât.

6. It is fun here.

7. Shî wêt'à, kh'aɬiyêɬ.

7. Watch out for that guy, he's a liar.

8. K'isâni has ash kùɬyét. (T)

   K'isâni hes esh kùɬét. (C)

8. The boys are playing.

   The boys are playing.

9. Kh'anâxhán hít dà_mdudliyéxh. (T)

   Kh'anâxhán hít dà_wdudliyéxh. (C)

9. They built a fence around the house.

   They built a fence around the house.

10. Kh'atèɬ kàxh yaxh kasaxá. (T)

    Kh'atèɬ kàxh yaxh kesexá. (C)

10. Dump out the pitcher.

    Dump out the pitcher.

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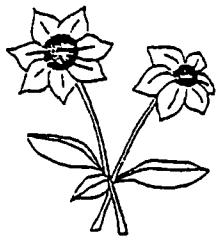
Tlingit Listening Exercise

Write /k'/ and /kh'/ as you hear them in the following:

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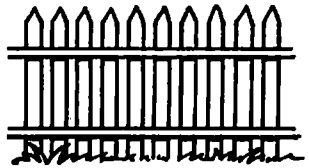
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Tlingit Language
February, 2001

Listening Exercise: [kh] and [kh']

Examples of [kh]:

1.	khâ	1.	man
2.	khênà	2.	awl
3.	khutí	3.	weather

Examples of [kh']:

1.	kh'âtl'	1.	flat, thin
2.	kh'atèɬ	2.	pitcher
3.	kh'wátl	3.	cooking pot

Tlingit Language

Listen to each sentence. Write [kh] and [kh'] as you hear them.

1. Khà kayêk xhwà.áxh. (T, A)	1. I hear the sound of someone coming.
Khà keyêk xhwà.áxh. (C)	I hear the sound of people coming.
2. Axh xhúxh kh'ekaxwên axh jiyís hàt àwa.ín.(T)	2. My husband bought me flowers.
Axh tsèyí kh'èkaxwên axh jìdé éch awsiwû. (C)	My sweetheart sent me flowers.
Kh'èkaxwên axh jìdé ach awsiwû khà têxh'i yagì. (A)	She/he sent me flowers for Valentines Day.
3. Tlaxh mâ sá khusi.ât' yá yagì. (T)	3. It sure is cold today.
Wâ sá khusi.ât' yá yegì? (C)	How cold is it today?
Wâ sá khusi.ât' yá yagì? (A)	

4. At dàyítin khákw awłiyéxh. (T)

   Et dàyí khákw awłiyéxh. (C)

   Khákw akàwa.ák. (A)

4. She made a basket with birch.

   She made a birch basket.

   She wove a basket (a small one).

5. Wé kh'atèłtín hîn axh jìt sa.ín. (T)

   Wé kh'atełtín hîn axh jìt se.ín. (C, A)

5. Bring me water in a pitcher.

6. Kh'anashgidêdên uwawát. (C)

   Kh'aneshgidê yáxh uwawát. (A, T)

6. He/she was raised up poor.

7. Ét hes khîn, hes sh_kełnìk. (C, A)

   Ch'a yê tùkhîn, àghâ wutusitìn. (T)

7. They are sitting down telling a story.

   We were just sitting and then we saw it.

8. Wé hà dàkhwân ch'e łdekét hàt hes uwa.ét. (C,A)

   Ch'a łdakát Tèsłin khwân hàt uwa.át. (T)

8. All the people around us came.

   All the Teslin people came.

9. Khúdáxh kh'âtl' yáxh yetì yá x'ûw. (T, C, A)

9. This blanket is too thin.

10. Wé khàshaxáshà axh jìt katí. (T, A)

    Wé khàshexéshà axh jìt tí. (C)

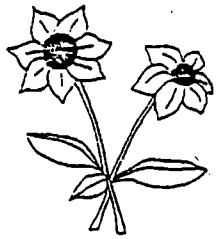
10. Bring me the scissors.

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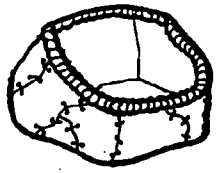
Tlingit Listening Exercise

Write /kh/ and /kh'/ as you hear them in the following:

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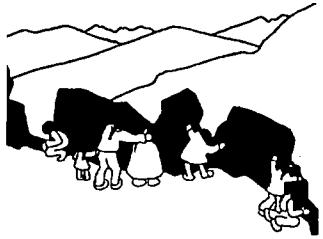
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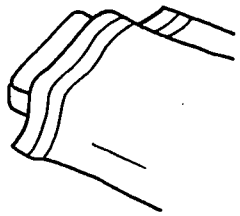
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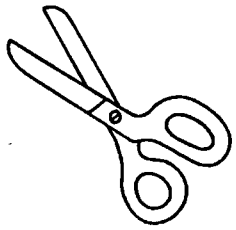
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Tlingit Language
February, 2001

Contrasts: [d] and [t']

Examples of [d]:

1.	dânà	1.	dollar, money
2.	dè	2.	trail, road
3.	dêxh	3.	two

Examples of [t']:

1.	t'á	1.	king salmon
2.	t'îx'	2.	ice
3.	t'â	3.	board

Tlingit Language
Contrast: [d] and [t']

1. Duwàkú axh ît uwahâ. (T)	1. I'm craving snuff.
Duwàkú axh xh'êdáxh táx'. (C, A)	Share my snuff.
2. T'á tlèn xhwadzit'èxh. (T, C, A)	2. I caught a big king salmon. (on a set line)
3. Wé tlêkhw yen kàwat'â.	3. The berries are fully ripe.
4. Dàdís sáwé axh ítde át yìgùt ? (T, A)	4. Why are you following me around?
Dàt káxh sáwé axh ítde ét yìgùt ? (C) *ét yìgùt* pronounced *édìgùt*	What are you following me around for?
5. Du sîk' t'â két tá. (T,C,A)	5. His/her daughter is sleeping on the floor.
6. Dêxh dânà xhwàt'ì.	6. I found two dollars.
7. At dùgú t'îsht àwatî. (T,A)	7. She put a skin on the frame.
Et dùgú t'îsh àwatî. (C)	

8. Mâ sá duwasâkw wé t'ukanêyi ? (T)

   Wâ sá duwasâkw wé t'ukanêyi ? (C,A)

8. What is the baby's name?

9. Xhat'ùch' tlèn xhwasitìn. (T,C,A)

9. I saw a big black fox, (or silver fox).

10. T'ukanêyi t'ùk tûde amsinùk. (T)

    T'ukanêyi t'ùk tûde awsinùk. (C,A)

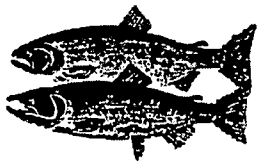
10. She put the baby into the baby carrier.

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Tlingit Listening Exercise

Write /d/ and /t'/ as you hear them in the following:

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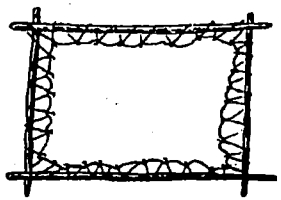
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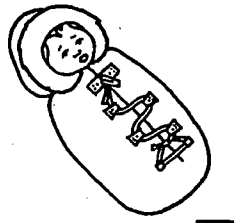
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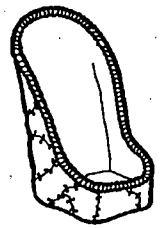
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Tlingit Language
February, 2001

Listening Exercise: [tl] and [tl']

Examples of [tl]:

1.	tlâ	1.	mother
2.	kètl	2.	dog
3.	tlêk'	3.	no

Examples of [tl']:

1.	tl'étk	1.	earth, ground
2.	hêtl' !	2.	how nice!
3.	tl'âk'	3.	wet wood

Listen to each sentence. Write [tl] and [tl'] as you hear them.

1. Atlî, axh shaxhàwú wuditl'ák', hînt xhat wudzigít. (T)

   Etlî, axh shexhàwú yuditl'ák', hînt xhat yudzigít. (C)

1. Mom, my hair is wet, I fell in the water.

2. Tlâkw dê, hà tlâ de yan uwanî. (T)

   Tlâkw dê, hà tlâ de yen uwanî. (C)

2. Hurry up now, our mom is ready.

3. Ch'a tlákw áwé yê jitùné.

3. We are always working.

4. Du tl'ûghu tlêł ayáxh utí at daná kàxh. (T)

   Du tl'ûghu tlêł eyáxh utí et dená kàxh. (C)

4. His liver is no good from drinking.

5. Tlêkw has a.ìn has du tlâk'w jiyís. (T)

   Tlêkw hes e.ìn hes du tlâk'w jiyís. (C)

5. They're gathering berries for their auntie (mother's sister).

6. Tlaxh mâ sá khumditl'ák' wê sîm ítdáxh. (T)

   Sûw ìtídáxh ch'u khuwditl'ák'. (C,A)

6. The ground is sure wet after the rain.

   The ground is still wet after the rain.

7. Tl'ekhnà.áttin xhadekhês'. (C)

   Tl'ikhnà.át ìn xhadakhês'. (T)

   Tl'ekhnà.áttin xhadakhês'. (A)

7. I am sewing with a thimble.

8. Wé tl'átgi ká áwé át wùtlûx' wé tl'úk'xh.

   Wé tl'étgi ká áwé ét wùtlûx' wé tl'úk'xh.

8. The worm is squirming around on the ground.

9. Tlêł nałí du tl'ìkh àxh awuxàshí. (T)

   Tlêł unełí du tl'èkh àxh awuxàshí. (C)

   Tlêł unałí du tl'ìkh àxh awuxàshí. (A)

9. He almost cut his finger off.

10. Tlâkw yà gagú, tlêł nałí yamtùdlàghí. (T)

Tlâkw gegú, tlêł unałí ét wutù.àdí. (C)

Tlâkw yà gagú, tléł unałí yawtùdlàghí. (A)

10. Hurry up, we're just about there.

Walk faster, we're almost there.

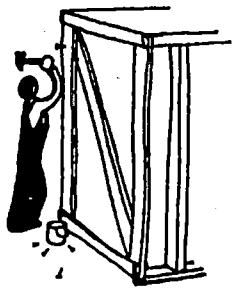
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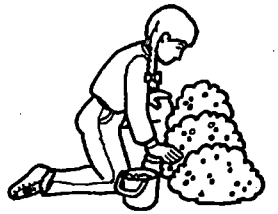
Tlingit Listening Exercise

Write /tl/ and /tl'/ as you hear them in the following:

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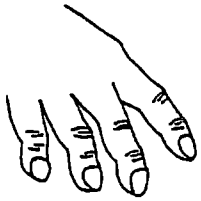






6 7 8 9 10




Tlingit Language
February, 2001

Listening Exercise: [ts] and [ts']

Examples of [ts]:

1.	tsú	1.	also
2.	xûts	2.	grizzly bear
3.	tsà	3.	seal

Examples of [ts']:

1.	ts'ùtàt	1.	morning
2.	xâts'	2.	clear sky
3.	łits'â	3.	it smells good

Tlingit Language

Listen to each sentence. Write [ts] and [ts'] as you hear them.

1. Ch'e yèsú ts'ùtàt shaxhwdinúk, khuwdigwás'. (C)

   Ch'a yèsú ts'ùtàt shaxhwdinúk, khumdigwás'. (T)

1. I got up early in the morning, and it was foggy.

2. Sèghánin ts'ùtàt tsu hàndé gaxhtù.ât.

2. We're going to come again tomorrow morning.

3. Kâx' xhwałitsík setgawsân yís. (C)

   Kâx' xhwałitsík sitgamsân yís. (T)

3. I cooked a grouse on a cooking stick for noon time.

4. Ts'ats'î daxh duwa.áxhch, tsu has at shí. (A, T)

   Ts'ets'î daxh duwa.áxh, tsu hes et shí. (C)

4. You can hear the birds, they're singing again.

5. Wé ûxjà łitsìn, ách áwé tléł xhwagùt.

5. The wind is strong, so I didn't go.

6. Axh tsâx'i gí_ysitìn' ? Ch'a yèsú daxh khut xhwàghîx'. (T)

   Axh tsâx'i gí_ysitìn' ? Axh wakhdesê yaxhwłi.ét. (C)

6. Have you seen my mitts? I misplaced them.

7. K'únts' gí i jìwú, axh jìt shùwaxíx ? (T,A)

   K'únts' ágí i jìhú, axh jìt shùwaxíx ? (C)

7. Do you have any potatoes, I've run out?

8. Tsâts kakkhwahâ, axh łîłk'u xh'ès kukhasa.î.

8. I'm going to dig up bear roots and cook them for my grandma.

9. Tsáłk kasadûk axh ît uwahâ.

   Tséłk kesedûk axh ît uwahâ.

9. I want to eat a whole gopher.

10. Sèghánin tsâ tsu i xhánde kkhwagût. (T)

    Sèghánin tsá i xhánde kkhwagût. (C)

    Sèghán tsá i xhánde kkhwagût. (A)

10. I won't come to see you again until tomorrow.

    I won't come to see you again until tomorrow.

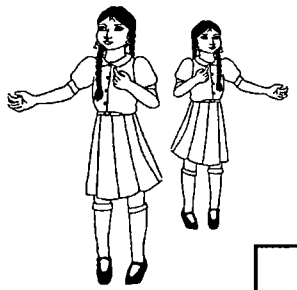
    Tomorrow I'll come and see you.

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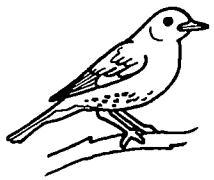
Tlingit Listening Exercise

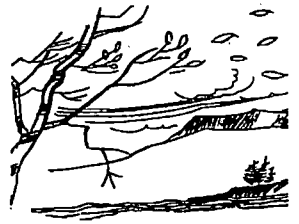
Write /ts/ and /ts'/ as you hear them in the following:

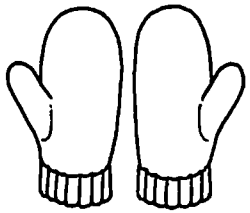
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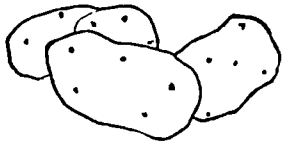
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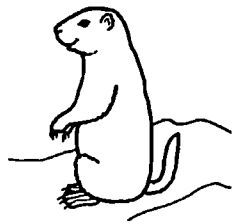
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10. 

Tlingit Language
February, 2001

Listening Exercise: [x] and [xh]

Examples of [x]:

1.	xûn	1.	north wind
2.	xûts	2.	brown bear
3.	ûx	3.	air, bubble

Examples of [xh]:

1.	xhàw	1.	fur
2.	xhìk	2.	shoulder
3.	ùxh	3.	tooth

Tlingit Language

Listen to each sentence. Write [x] and [xh] as you hear them.

1. Axh shátxh gháxh agas.î kûx ìn. (T,A)

   Axh shétxh gáxh eges.î kûxtin. (C)

1. My older sister is cooking rabbit with rice.

2. Axh ùxh yanîkw, ách áwé ch'as xhât xhaxhá. (T)

   Axh ùxh yanîkw, éch áwé ch'es xhât xhaxhá. (C)

2. My tooth hurts, so I'm eating nothing but fish.

3. Wé xûts hîn yík dàk uwa.át xhât káxh. (T)

   Wé xûts hîn yík dàk uwa.ét xhât káxh. (C)

3. The bears are out in the river for fish.

4. Xûn wuduwanúk, ách áwé axh xhúxh tlêł wugùt. (T)

   Xûn wuduwanúk, éch áwé axh xhúxh tlêł wugùt. (C)

4. The north wind was blowing, that's why my husband didn't go.

5. Xânà niyàdé daxh du.axhji nìch wé xíxch'.

5. Toward evening you can hear the frogs.

6. Xíxch' té kát â. (T,A)

   Xíxch' té két â. (C)

6. The frog is sitting on a rock.

7. Wé xáshà yaghíł' ! (T,A)

   We xéshà yeghíł' ! (C)

7. Sharpen the saw!

8. Xhât ast'èxh. (T, A)

   Xhât est'èxh. (C)

8. She is hooking fish.

9. Axh shá yanîkw. (T, A)

   Axh shá yenûk. (C)

9. My head hurts.

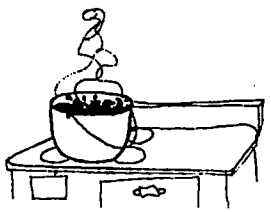
10. Axh xhùní áwé axh xhánt uwagút.

10. My friend came to visit me.

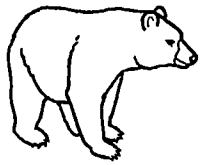
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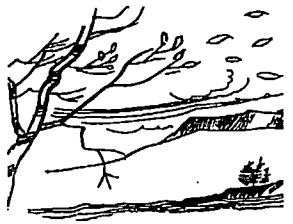
Tlingit Listening Exercise

Write /x/ and /xh/ as you hear them in the following:

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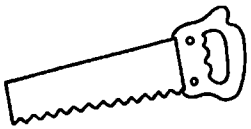
2. 

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10. 

Tlingit Language
February, 2001

Listening Exercise: [x'] and [xh']

Examples of [x']:

1.	x'úx'	1.	paper, book
2.	x'âs	2.	waterfall
3.	ûx'	3.	shoulderblade

Examples of [xh']:

1.	xh'é	1.	mouth
2.	xh'ùn	2.	diaper moss
3.	k'ûxh'	3.	pitch, gum

Tlingit Language

Listen to each sentence. Write [x'] and [xh'] as you hear them.

1. Xh'ahât xh'êt shùwatán.

1. The door is closed.

2. Xh'êshx'u yáxh kayatì wé x'úx'. (T, A)

   Xh'êshx'u yáxh yetì wé x'úx'. (C)

   yáxh yetì pronounced *yáxhì*.

2. The book is blue (bright blue).

3. Tlaxh x'êghà x'ân aya.û wé khâ. (T)

   Tlaxh x'êghà x'ân eye.û wé khâ. (C)

3. That man really has a bad temper.

4. Xh'wâł' x'ûw tût tá.

4. She's sleeping in a down feather blanket.

5. We xh'wât' ch'a ghéghà x'âs kanaxh ke ushk'ênch. (T)

   We xh'wât' ch'e ghégha x'âs kanaxh ke ushk'ênch. (C)

5. The rainbow trout keeps tryng to jump over the waterfall.

6. Hîn x'âsidé_khwagût. (C)

   Hîn x'âsidé_kkhwagût. (T,A)

6. I am going to the waterfall.

7. Yê xh'uskudliyât'.

7. He has long feet/legs.

8. Xh'ahât hêde shunatàn. (T,A)

   Xh'ahât xh'êdáxh shunetàn. (C)

8. Open the door.

9. At xh'îshi axhá. (T)

   Et xh'îshi exhá. (C)

9. She's eating dried salmon or dried fish.

10. X'úx' atîw. (T)

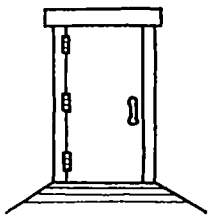
    X'úx' etûw. (C)

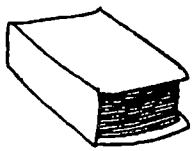
10. She is reading a book.

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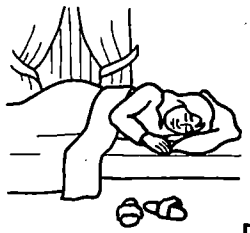
Tlingit Listening Exercise

Write /x/ and /xh'/ as you hear them in the following:

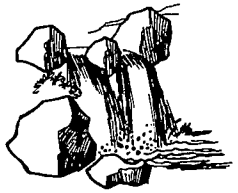
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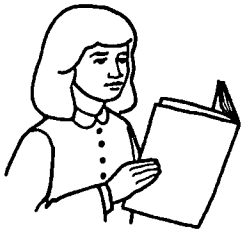
5. 

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10. 

Et Getûde_s Gugha.ât

They Are Going Of Into The Bush

By Lucy Wren

Tlingit Language Specialist



Shàyedàk'w áwé ét yùxùn.

ét yùxùn pronounced *édùxùn*

Shàyedàk'w is packing to go.

Wé kâxhax'w.à két eł.ét wé du édi.

He has his things on the bed.

Du tukh'atâłi kha du łîx'wáni ét eł.ét.

He has pants and his socks there.

Sakwnên gwêł tsú ét estîn.

He has a bag of flour there too.

Gishù tàyí tsú ét etîn.

He has bacon there too.



Kes'úgwà yèt tsú ét etén.

He has a frying pan there too.

Łítà tsú ét etîn.

He has a knife there too.

Hîn tsú eguxhse.în, kha gúxh'à tsú akghwatân.

He's going to take water and a cup too.

Du xhîyi dàk àwa.áxh.

He has gotten his pack out.

Du édi etûde ekughachâk.

He's going to pack his things in it.



Wé hes du tlâ áwé tlêkhw kenîgwáł' estêxh.

Their mother is cooking berry jam.

"Yen et xhwàxún, etlê."

"I've finished packing up, mom."

"Wé i ùxh àn ì.us' à, kha xêdu tsú gełe.á."

"Take along your toothbrush and comb."

"Wé axh xhîyi tûde xhwałi.àt de."

"I've already put them in my pack."



Yànegút Îsh du káxh hàt uwagút.

Yànegút Îsh has come for him.

Shàyedàk'w du gêt yujixíx.

du gêt yujixíx pronounced *dugêdujixíx*

Shàyedàk'w runs to greet him.

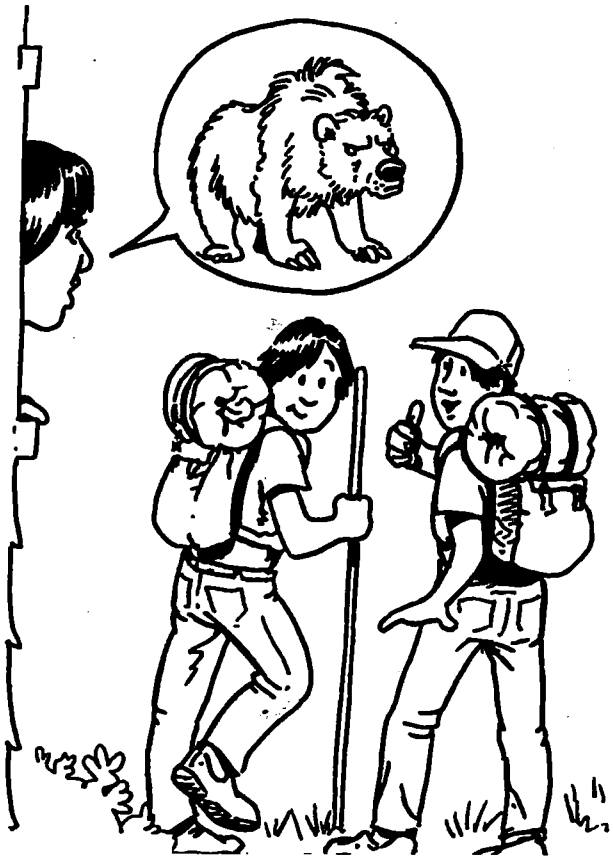
Hes du tùwú sigû hùsh xhán hes yudi.ét.

hes yudi.ét pronounced *hesudi.ét*

They are glad to get together.

Yànegút Îsh yùtsàghâ du jìhú.

Yànegút Îsh has a walking stick.



Dè_s gugha.ât.

They're going to start off now.

Shàyedàk'w du tlâ xhàwàghínáxh du ît xh'èwatén.

Shàyedàk'w's mother speaks to him through the window.

"Yetsìnèt káxh khunetîs' ch'e tlákw."

"Keep an eye out for grizzlies."

"Tléł hà dà yù tìténi."

"Don't worry about us."

"K'idên esh_kaxhtùłtîn."

"We will take good care of ourselves."



Wé dè yík yà_s ne.ét.

They are walking along the trail.

Yù_s xh'ałe.ét.

They are talking to each other.

Wé yêł hes awsitìn.

They see a raven.

Hes du shukáxh yà_ndekhín wé yêł.

The raven is flying ahead of them.

Wé_s du ítdáxh tsísk'w hes ech łetín.

A moose is watching them from behind.



Shànáxh kè_s ne.ét.

They are walking up the valley.

Wé khâ watsíx hes ech yusitìn.

A bull moose sees them.

Wé ch'âk' hes du kanaxh yà_ndekhín.

An eagle is flying over them.

Jénu shà yedàx' hes awsitìn.

They see mountain goats on the mountain side.



Ekhdechûn yà neshíx wé Shàyedàk'w.

Shàyedàk'w is running downhill.

Yànegút Îsh yê xh'ayekhá, "Shàyedàk'w, axh yìghâ s'é."

Yànegút Îsh says, "Shàyedàk'w, wait for me."

Wé yêł hes du xhánde duwa.áxh.

The raven calls to them.

"Ghâxh! ghâxh!" yê duwa.áxh.

He calls, "Caw! caw!"

Ghàkh yétx'i_s awsitìn, daxh esh kùłét.

They see the baby lynx; they are playing.



Â yàxh dàk hes uwa.ét.

They come to a lake shore.

Wé s'igèdí khîdi_s awsitìn.

They see the beaver dam.

Wé kaghìt yà nehên tsú_s awsitìn.

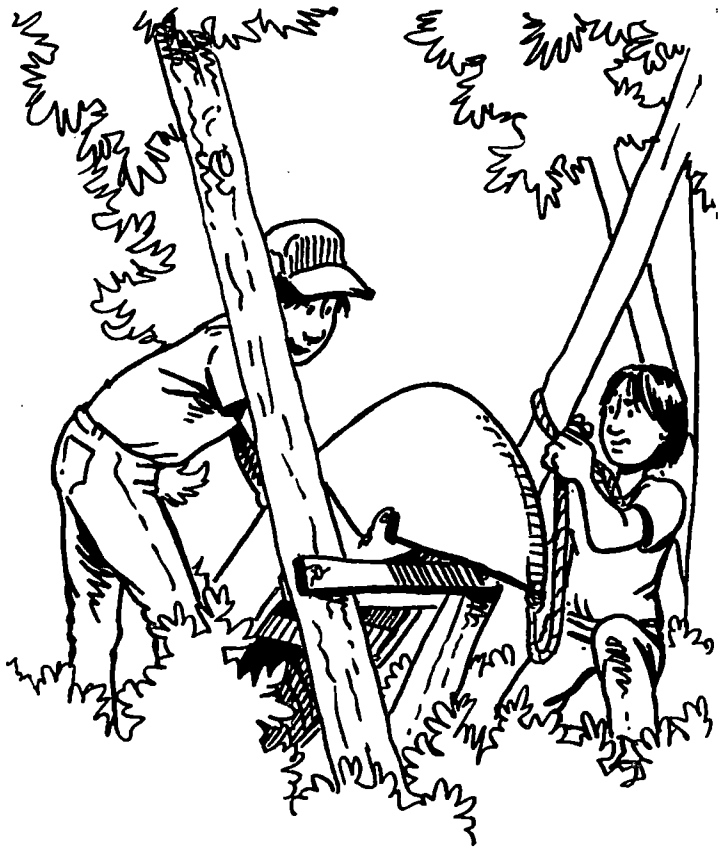
They see a loon swimming along too.

S'igèdí yudzit'ákw.

A beaver slaps his tail.

Wé gâxw tsú hes du nákh yudikhìn.

And the duck has taken off, flying away from them.



Yakwyédi hes du jìhú.

They have a small canoe.

Yànegút Îsh wé yàkw ekàwakêł'.

Yànegút Îsh unties the boat

Shàyedàk'w khu.a àxh dàk àwatén wé yàkw.

Shàyedàk'w then carries it down to the water.

Wé â shûde hes gughakhûxh.

They are going to go to the end of the lake.



Shàyedàk'w s'é yàkw yíde yùgùt.

First, Shàyedàk'w gets aboard.

Wé axhâ àxh àwatàn.

He picks up the paddle.

"Yànegút Îsh, dàk tsàkh wé yàkw!" yê eyawsikhà.

"Yànegút Îsh, push the boat out!" he tells him.



Wé â shûde yà_s nekhúxh.

They are going to the end of the lake.

Wé yetsìnèt hes ech łetín.

The bear is watching them.

X'ânt uwanúk yetsìnèt.

He's angry, the bear is.

Du shukét áwé wé â shûde_s gughakhûxh!

They will get to the end of the lake before he does!

Conversation Sheet - Sewing

(Translated by Fanny Smith)
November Session

1.	Axh tuwâ sígû tsâx' xhwakhàyí.	I want to sew mitts.
2.	I ît gí khadashì?	Do you need help? (Can I help you?)
3.	Wé axh tási kawdidúx'.	I have a knot in my thread.
4.	Axh ît idashí.	Can you help me? (Help me!)
5.	Axh tási kawdlixís'.	My thread got tangled up.
6.	Axh tâx'áł'i kàwał'îx'.	My needle broke.
7.	Axh tási wułik'ùts.	My thread broke.
8.	We tás tłél àdé anaxh wukhasiyìghi yé wé t'âx'áł.	I can't thread my needle. (I can't pull the thread through the needle).
9.	Tléł àdé kukhàdûx'u yé wé tás.	I can't tie a knot in the thread.
10.	Át kawdixít, wé yì dakhês'i kaychák.	It's time to put away your sewing.
11.	Tléł xhwasakú wâ sá khukkhwanùgú.	I don't know what to do.
12.	Akát xhat sèwax'ákhw wâ sá yê dàdunèyí.	I forgot how to do this.
13.	Ha wâ sá khukkwanûk?	What do I do now?
14.	Ayáxh gí yê dàxhané?	Am I doing this right?

15. Wé yì dakhês'í hàt yiła.á.	Bring your sewing.
16. Tléł unałí yan xhwakhàyí wé axh tsâx'i.	I'm almost done sewing my mitts.
17. Dà sáwé ìkhês'?	What are you sewing?
18 Gaxhtudakhâ gí yá yagì?	Are we going to do some sewing today?
19. Khàshaxáshà hàndé.	Give me the scissors.
20. Gùsû wé tás?	Where is the thread?

Vocabulary

kawût	beads
tás dàłanèyí	wax
tás	thread
ł'î tás	cotton thread
tâx'áł'	needle
kat'íshà	three corner needle
kawût tâx'áł'i	beading needle
ł'î kh'âtł'	duffle, material

Sentences - Teslin Women

November Session

Àdû sá s'ísà hídi áyá ?	Whose tent is this?
Hà sísà hídi áwé.	It is our tent.
Mâ sá khuwandûk i łîłk'w ?	What is your grandma doing?
Hîn yàxh yà_nxhagút.	I am walking beside the creek.
Axh îk' hîn xh'ayàxh yà nagút. (Axh kìk–boy's younger brother. Axh húnxh–boy's older brother.)	My brother is walking beside the lake.
Tlâkw kè_xhwjixíx.	I started running really fast.
Axh łîłk'w xh'àn gùkt â, sísà hít gânnaxh.á.	My grandma is sitting beside the fire, outside the tent.
Axh îsh hîn ayâ axh łîłk'u jiyís.	My dad is packing water for my grandma.
Yan awusnèyí áwé xh'àn gùgú wùtà.	When he finished, he slept by the fire.

Vocabulary
November Session

axh s'ì	my eyebrows
axh xh'ustâk *or* axh ikhtâk (T,A)	bottom of my foot
axh jintâk	palm of my hand
axh díxh' (T, A) axh déxh' (C,T)	my back
axh ghushká	my lap
axh łètûxh	my throat
axh ł'ût'	my tongue
axh łaká	inside of my mouth
axh ikhká *or* axh xh'uská	top of my foot
axh tîy	my chin
axh jín	my hand
Tliyê ghanú !	Sit still (1)!
Tliyê gheykhí!	Sit still (2 or more)!
Shát axh jìt tán ! (T, A) Shét axh jìt tán ! (C)	Give me a spoon!
si.âx'u át	pepper

Hàndé yú êł' !	Give me the salt (from way over there)!
Hàndé wé êł' !	Give me the salt (from near by)!
Gúx'à axh jìt tán !	Give me a cup!
Hînghà nagú !	Go and get some water!
Atjusxha.át axh jìt tán !	Hand me a fork!

Wind
November Session

Xûn wuduwanúk.	North wind is blowing.
K'ìłjâ wuduwanúk.	South wind is blowing.
Sànáxh wuduwanúk.	East wind is blowing.
Dèkînáxh wuduwanúk.	West wind is blowing.

Carcross Community School Conversation List
February Session

Wâ sá khikghìnûk sgûn ítdáxh ? (A)	What are you going to do after school?
Dà sá i tuwâ sigû yê_ysaniyí sgûn ítdáxh ? (T)	What do you want to do after school?
Wâ sá kagìnûk sgûndáxh dàk yigudí ? (C)	What are you going to do after you get out of school?
Tléł xhwasakú yèsú. (C) Ch'a yèsú tlêł xhwasakú. (T, A)	I don't know yet.
Jeff, xhat xh'ìya.áxh ágí ? (C)	Jeff, did you understand me?
Wèhá, axh xh'êt ágí yisi.áxh? (T)	Jeff, are you listening to me?
Dà sá yê gaxhtusanî yá yagì ? (C)	What are we doing today?
Mâ sá khugaxhtùnûk yá yagì ? (T)	
Tatgé dà sá yê_ysinì ?	What did you do yesterday?

Lullaby and Nursery Rhyme
February Session

DLÈGÚ
Khèxwnê xh'êdáxh

Hàndé_xh chùnètk'í,

Hàndé_xh chùnètk'í.

Ts'ítsgúk' khàt'ùg_á,

Axh dlàk' sîk' ságw_á.

Hé ! nèł wujikhágh_á !

Chîshdên wujikhágh_á !

A LULLABY
as sung by Nora Dauenhauer

Hand me my little arrow,

Hand me my little arrow,

I could shoot a little bird,

For my sister's little daughter.

Hey, it landed inside (the house)!

It landed where I can shoot it easily!

EDÉTX'I XH'ASHÌYÍ
Ghuch Tlâ xh'êdaxh

Gùdê sákwshé gí axh ketlyédí yùgùt ?

Gùdê sákwshé gí yùgùt ?

Du gúk kùwâts', kha du ł'ìt kùÿât'.

Gùdê sákwshé gí yùgùt ?

Khà xhùdáxh à eshâ,
du ìn àx'w khu.a yê_s edàÿkhá:
"Axh ketlyédi!"

NURSERY RHYME
as sung by Lucy Wren

Where O where has my little dog gone?

O where, O where has he gone?

His ear is short, and his tail is long.

O where, O where has he gone?

Someone barks, and the rest say, "My puppy [little dog]!"

Hà S'àtí Xh'agâx'i

Lord's Prayer

A draft of February 16 and April 19, 2001

Hà Îsh	Our Father,
Dikîx' yê iyatì.	Who art in Heaven!
I sàyí gaxhłasàyí.	Hallowed be Thy name.
I Khustìyí hàt ghagùt.	Thy Kingdom come.
I sahèyí yá tl'átgi kâ yan ghanì	Thy will be done on earth
Ch'a dikî yáxh.	As it is in Heaven.
Yá yagì atxhàyi hà jìt tí	Give us this day
Yá yagì.	Our daily bread
Ch'a àdé dê yê na.ù hà ł.ushk'èyí	And forgive us our trespasses,
Uhân àdé ch'a àdé yê tù.uxhx'wêyáxh.	As we forgive
Hà xhùnikhâ ł.ushk'èyí.	Our trespassers.
Łíł khukadlénxhàxh hà shìgùdíkh,	And lead us not into temptation,
Ł.uskh'é jìdáxh khu.a hà ghasnèxh.	But deliver us from evil.
Yê_nghatì.	Amen.

Personal Names from Teslin

November Session

Gha.â	Sayamdu.àxh
Nèłyamdashît'/ Nèłamdashît'	Sakinyà
Kałtín	Nàts
Ghastánt'	Yèłshàn Îsh
Xûnk'	K'àsnâ
Yèdisákw Îsh	Nàshâk
Khàshdáxh	Yèłxh'é
Ketlshà Îsh	Khuwak'â
Łt'ànîkanìk	Nùwtèyí
Tàkławêxh	Sht'àwkwêt
Dàghunaxhên	Chukatîn
Watkîn	Kuxwêns
Ghuxhtlèn	Yaxhgûs'
Dàxhłâ	Tètxúnch

Personal Names
February Session

Khìs.êxh (kukhhittan) - Lucy	"Always causes it to dawn"
Kèdughàxh	"One starts to cry"
Kadzûsdà (C)	
Gadzûsdà (T)	
Gàndeɬêch	"Yells (up) toward the smoke hole"
K'èdukà	
Kùyê	Patsy Henderson's wife
Khà.ítdesadu.áxhch	

Lucy Wren Dedication - October, 2000

November Session

Tlingit	***English***	**Grade**
Gunałchîsh, Ghùch Tlâ.	*Thank you, Wolf Mother.*	Kindergarten
K'edên hà î et yiłetúw.	*For teaching us good.*	1, 2, 3
Gunałchîsh, Ghùch Tlâ.	*Thank you, Wolf Mother.*	Kindergarten
Hà î et dułtuw hít	*Our house of Learning.*	4, 5,6
Gunałchîsh, Ghùch Tlâ.	*Thank you, Wolf Mother.*	Kindergarten
Ghùch Tlâ, hà têxh' tûdáxh itusixhán.	*Wolf Mother, we love you from the bottom of our hearts.*	7, 8, 9
Gunałchîsh, Ghùch Tlâ.	*Thank you, Wolf Mother.*	All Students

By: Fanny Smith
Marlene Smith
Eileen Wally

LISTENING EXERCISE ACTIVITY

What You Need:

List of ten sentences
Pictures to match sentences

How To Play:

Check your alphabet. Select the sounds you want to compare, for example t and t'. Compose a list of sentences that contain the sounds.

Introduce the activity by comparing the sounds. Use at least three words containing each sound. When the students know the sounds, start the activity.

Give each student the sheet with the ten pictures which match your list of sentences. Make sure they put their name and grade on it, especially when using as a test. Students must put in the target sounds they hear and in the correct order. There can be more than one target sound in each sentence. Say the first sentence. You will have to repeat the sentence at least three times. Do the first sentence as an example. Check the sentence to see if students understand the activity. Once students know how to do the listening exercise, complete the sentences and then check the answers.

NOTE:

Can be adapted for different grade levels by using longer sentences, as the student's literacy improves.

Could be used as a test or part of a test.

_____Listening Exercise

Example: [ ] [ ]

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

Write [ ] and [ ] as you hear them in the following examples:

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

4. _____ 4. _____

5. _____ 5. _____

6. _____ 6. _____

7. _____ 7. _____

8. _____ 8. _____

9. _____ 9. _____

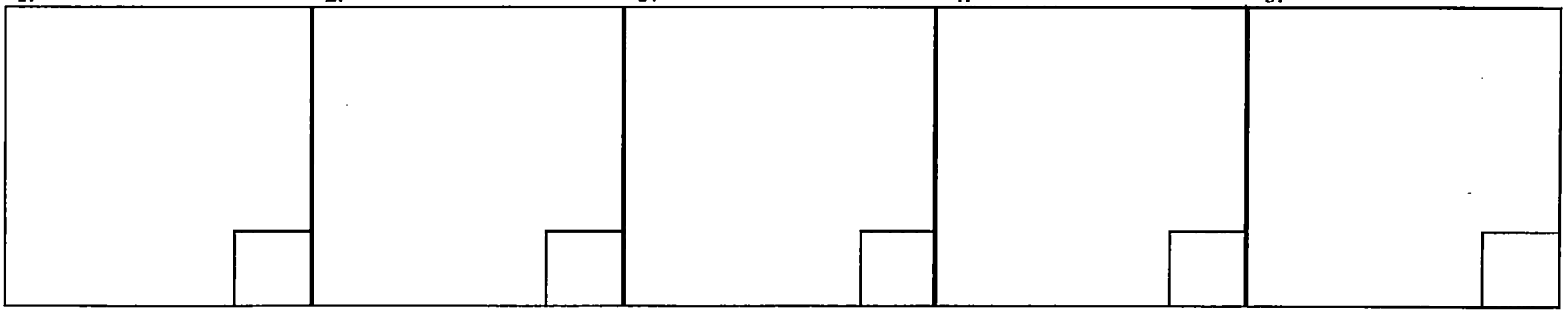
10. _____ 10. _____

Sample Listening Exercise Sheet

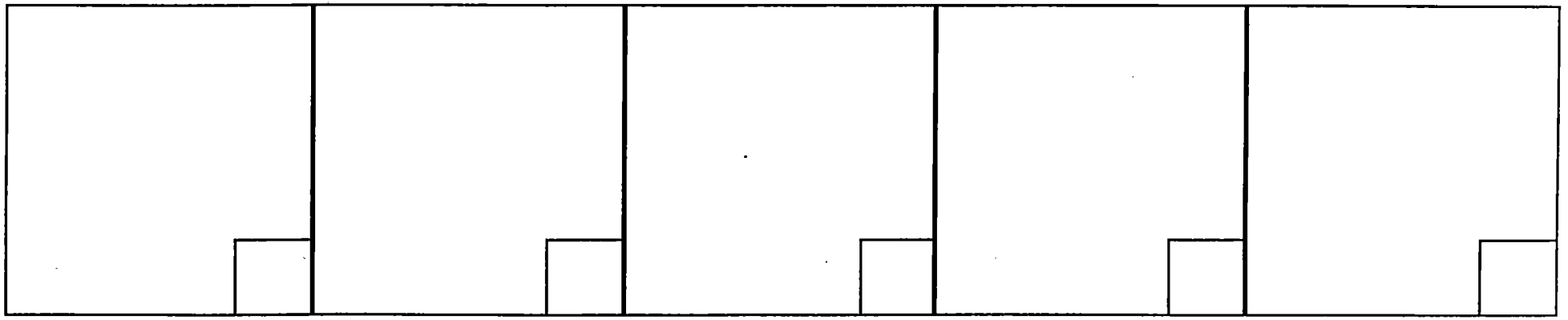
Yukon Native Language Centre

Tlingit [soud 1] and [sound 2]
Write Psound 1] and [sound 2] as you hear them in the following sentences

1. 2. 3. 4. 5.



6. 7. 8. 9. 10.



YTG EDUC

TLINGIT LITERACY SESSION

WHITEHORSE, YUKON

February 25-27, 2002

Guest Instructor:

DR. JEFF LEER

Alaska Native Language Center
University of Alaska Fairbanks
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Tlingit Literacy Session
Yukon Native Language Centre
February 25-27, 2002

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Yukon Native Language Centre -Yukon College
– Tlingit Literacy Session
February 25-27, 2002

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SCHEDULE
Native Language Instructors Training Session
February 25 - 27, 2002
Tlingit Literacy - Whitehorse

TOGETHER TODAY... FOR OUR CHILDREN TOMORROW
COUNCIL OF YUKON FIRST NATIONS
11 NISUTLIN DRIVE WHITEHORSE, YUKON Y1A 3S4 TEL: (403) 667-7631 FAX: (403) 668-6577

	Monday, February 25, 2002	Tuesday, February 26, 2002	Wednesday, February 27, 2002
9:00 a.m.	OPENING PRAYER LW PERSONAL NAMES ALPHABET -Consonant -Vowel	PLACE NAMES -Compile lists in small groups for Atlin, Carcross, and Teslin	PLACE NAMES CONTINUED
10:45 a.m.	PLACE NAMES	PLACE NAMES CONTINUED -Sentences	PLACE NAMES CONTINUED -Make sentences, small groups
12 noon	lunch	lunch	lunch
1:00 p.m.	PLACE NAMES -Sentences	VERBS -hunting, trapping, fishing, picking berries, getting wood	PLACE NAMES CONTINUED -Check Sentences
2:45 p.m.	PLACE NAMES CONTINUED	HOW PLACE NAMES ARE CONSTRUCTED	PLACE NAMES CONTINUED -Check sentences POSSIBLE NAMES - BUILDINGS WRAP-UP CLOSING PRAYER

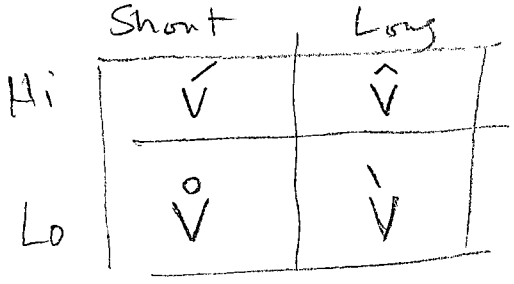
Tlingit Vowels

T=Teslin, C=Carcross, A=Atlin

The basic Tlingit vowels are **a, e, i** and **u.** An **o** occurs sometimes in borrowed words and interjections.
The vowels can be long or short and have either high or low tone.

short low	**short high**	**long low**	**long high**
(no mark)	(´)	(`)	(^)

ch'a *just*	**á** *that, there*	**à (ą)** *yes*	**â** *sitting, lake*
de *already*	**té** *rock*	**dè** *trail, road*	**dê áwé** *that's enough!*
i *your*	**ǵí** *don't*	**dì** *tea*	**î** *yuck!*
tsu *again*	**tsú** *also, too*	**gishù (T.A.)** **geshù (C)** *pig*	**nàshû** *extends*
	hó hó *thank you*		**ahô** *I don't want to* *(Coast: I understand)*



Place Names

Why are place names important?

So you all know what you are talking about.
Place names carry history.
Use and occupancy.
Clan ownership/use.

___Khwân	Person or people from _____.	
Dzantik'ihîni	Juneau	Flounder "base" river
Âtlèn	Atlin	Big Lake
Tàgish	Tagish	
Dèsłìn (Tèsłìn)	Teslin	
Shäwshe	Dalton Post	
Tày Â *or* Tày.à	Fat Lake	
Niłasìn	Nisutlin River	
Niłasìn Wát	Nisutlin Bay	
Ghùch Âyi	Wolf Lake	
Ghùch Hîni	Wolf River	
Shànaxhhîni	Yukon River	
Tlaxhanes' Khùwú	Kingfisher Den	Johnstontown
Sixh'âti Hîn	fast river	Jenkins River
Shànaxh Hîni	King River — (lit. Valley River)	
Xàs Hîni	Ross River — (lit. Bison River)	
Jánu X'ât'i	Goat Island	
Watsix X'ât'i	Caribou Island (south of Atlin)	

Sentences

Ghàtâ xhù ana.átch àxh.	They run/set traps from here.
T'àkhú Hîni xhât â shayadihên.	There is a lot of fish in the Taku River.
T'àkhú Hîni yak'ê.	The Taku River is nice.
T'àkhú Hîni tlaxh x'êghà wùdà.	The Taku River is running full.
T'àkhú Khwân hàt yàwagû.	The Taku people have arrived. (in canoes or boats)
Àdé naxhtù.àt wé T'àkhú Hîni. *or* T'àkhú Hînidé naxhtù.àt.	Let's go to the Taku River.
Axh îsh kha axh tlâ has du àní.	My mom and dad's town/land.
T'asé Hîni Wát áwé ghèwú yê hes edânê nuch wé t'asé káxh. (Carcross)	They set nets at the mouth of Grayling Creek to catch grayling.
Yà khunachédli áwé t'asé â yan yù.âych. (Carcross)	In breakup, the grayling migrate there.
Wé K'iyán áwé Yanyèdích yahên.	The Yanyèdí claim Jubilee Mountain.
Â Shú áwé wé dè anaxh yàwashû.	The trail goes through Lake's End.
S'igèdi Hîni â hà uxhîych.	We would camp at Beaver Creek.
Xhât tlénx' àxh dust'èxh yé áwé.	You can catch fish there.
S'igèdi Hînidé naxhtùkhùxh.	Let's go to Beaver Creek.
Àdé naxhtù.àt.	Let's go there (on foot).
Àdé naxhtùkhùxh.	Let's go there (by boat, car).
Àdé hà yanghagù.	Let's go there (in several boats, cars, etc.).

Kùsawu Â t'îx' tûnáxh kadusyìkh wé t'ási.	They catch grayling through the ice in Surprise Lake.
Tàgish Âyi ghèwú yê kkhwasanî.	I'm going to set a net in Tagish Lake.
Ghèwú dàk kakkhwayîkh Dèslìn ká át wutù.àdi.	I'm going to set a net on Teslin Lake when we get there.
Nà.ilèdé naxhtù.àdí.	Let's go to Nà.ilè.
Wé hînák'w áxh nàdà, shayadihên wé xhât áx'.	There's a little creek there, and there are lots of fish in it.

Asx'ìtdé kkhwagût.	I'm going to go hunting.
Ghàtâ xhùdé kkhwagût.	I'm going to go trapping.
Xhât káxh kukhagût.	I'm going to go fishing.
Ast'èxh kukhagût.	I'm going to go hook fishing, jigging.
Ashałxhût' kukhagût.	I'm going to go casting.
Tlêkhw xhùdé kkhwagût.	I'm going to go berry picking.
Khuk'ît' kukhagût.	I'm going to go berry picking.
Gán káxh kukhagût.	I'm going to go pick wood.
Ashakkhwałxhût'.	I'm going to go cast for fish.

Shà kàdé kaxhtù.ât. Dlìy kaxhtusaxûk. We are going to the mountain and dry fish.
or Shà kàdé gaxhtùa.ât. Dlìy gaxhtusaxûk.

T'ùch' Âyidé naxhtù.àdí, xhât ghatusaxùgú. Let's go to Tutchi Lake and dry fish.

Shìt'kàdé kkhwagût ghâx'w káxh. I'm going to Sitka for herring eggs.

Axh'akàdé kkhwagût, khuwduwa.îx'. I'm going to Teslin for a potlatch.
Axh'akàdé kkhwagût khumduwa.îx'. (Teslin) (literally: they have invited people there)

Shà kàdé kkhwagût wé Łingìt nâgu káxh. I am going to go to the mountain for Tlingit medicine.

x'ât'	**island**
__x'ât'i	**(something or somebody's) island**
Kêtladi X'ât'i	Seagull Island
Gâxw X'ât'i	Duck Island
Às X'ât'i	Spruce Island
__tá	**back (of a bay)**
Ch'âk' Kúdi Tá	Eagle Nest Bay
Dashdané Khutá	Sucker Bay
__wát	**mouth (of a river, creek)**
Tàgish Hîni Wát	Tagish River mouth
Niłasìn Wát	Mouth of the Nisutlin
Nant'àni Wát	
T'ahîni Wát	Mouth of the King Salmon River
T'ahîni Wát	Mouth of Hoodlinger River
__shâk	**head (of a river, creek)**
T'ahîni Shâk	Head of Kingsalmon River.
	One river with this name is Hoodlinger River
__shak.âyi	**lake at head (of a river, creek)**
T'ahîni Shak.âyi	Kingsalmon River Headlake
Sixh'âti Hîn Shak.âyi	Jennings Lake
Ts'idàtu Shak.âyi	Morris lake
__łutú	**"inside of nose" (of a point)**
x'à łutú	**end point of a point**
Dan X'àyí Łutú	Dan Point
__tlèn	**big __.**
Sinwà Tlèn	"Big Sinwa"
__yádi	**little __.**
Sinwà Yádi	"Little Sinwa"

Sentences Using PlaceNames

Teslin

Dalèyí káxh ghèwú dàk kaxhtùyêkh Dúkh X'àyí łutú.
We are going to set a net for trout at Wilson Bay

Ûndách àdé sadu.áxhji nìch wé S'ìk Táxhgi k'iyì.
You hear owls at Jack's Portage.

Â achkadułyádin wé Ts'idàtu Wát.
They used to play games at Morley Bay.

K'wáłxhi Hînidé yà_nxhagút.
I'm going to Smart River

Atlin

S'ìk X'ât'i s'ìk akâ yê has yatì.
There are bears on Bear Island

Jánu X'ât'i yès khuwuhàyí áwé jánu duł'ûn.
In fall time they hunt mount goat on Goat Island.

Carcross

Khà Ł'à sèyíde asx'ìdé kkhwagút.
I'm going to hunt on Tittie Mountain. (Literally, on the sheltered side of Tittie Mountain.

Kêtladi X'ât'idé kkhwakhûxh k'wát' káxh.
I'm going to go by boat to Seagull Island for eggs.

Ł'éł Hînidé kkhwakhûxh, łáxh' łùwú kukhwak'ît'.
I'm going to pick blueberries at Wheaton River.

Possible Names for Buildings

	Literal Translation
Hà Khustìyí Dàkahídi.	our lifestyle building
Hà Shagûn Dàkahídi.	our heritage building
Ch'âgu Ádi Dàkahídi.	old things building
Tlagùkhâwu Ádi Dàkahídi.	ancient people's things building
Hà shâde nákhx'i áx' yê has jine yé.	place where our leaders work
Nà Dàkahídi.	house of the nation/clans/band
Khû At Dułtûw Dàkahídi.	house of teaching
Yàkhusgé Dàkahídi.	house of wisdom
Aɬ'èxh Dàkahídi.	house of dance
Atyátx'i â dułtin yé.	place where they look after children
Hùn dàkahídi.	store, house of sale
Nâw dàkahídi.	liquor store, bar
Atxhá dàkahídi.	restaurant, café
Ûs'i dàkahídi.	laudromat

Gunałchîsh hàt yigùdi / Gunałchîsh hàt yiy.àdí. Thank you for coming.

Tsu hàgú! / Tsu hàt yi.á! Come again!

Tlingit Literacy Session

Yukon Native Language Centre
Yukon College
February 25, 26, 27, 2002

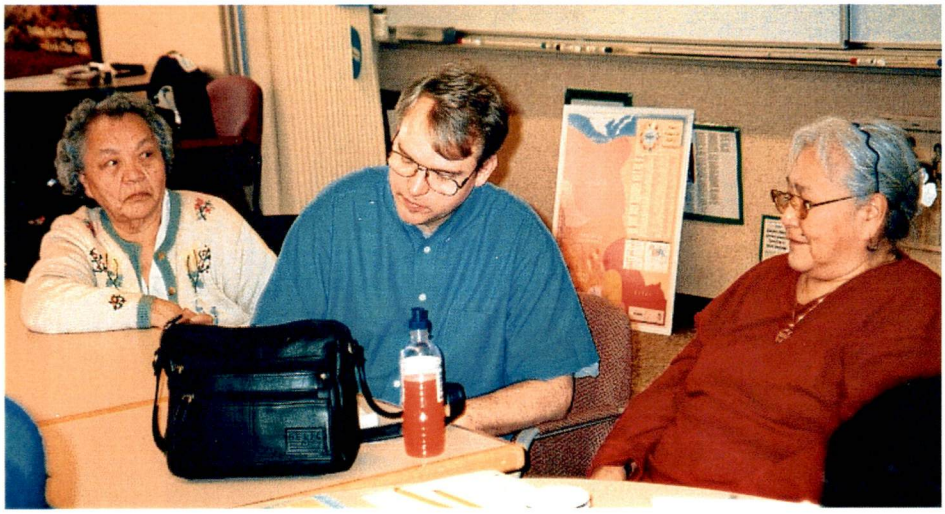
Memories 2002



Back Row: Jeff Leer, André Bourcier, Margaret Workman, Bess Cooley, Willie Campbell, Betty Smith, Norman James, John Ritter, Anne Cullen, Josephine Holloway

Middle Row: Margaret Bob, Emma Sam, Mary Anderson, Fanny Smith, Lorraine Dawson, Mamie Smith, Jane Smarch, Jo-Anne Johnson

Front Row: Ada Haskins, Winnie Atlin, Bessie Jim, Lucy Wren, Ida Calmagene



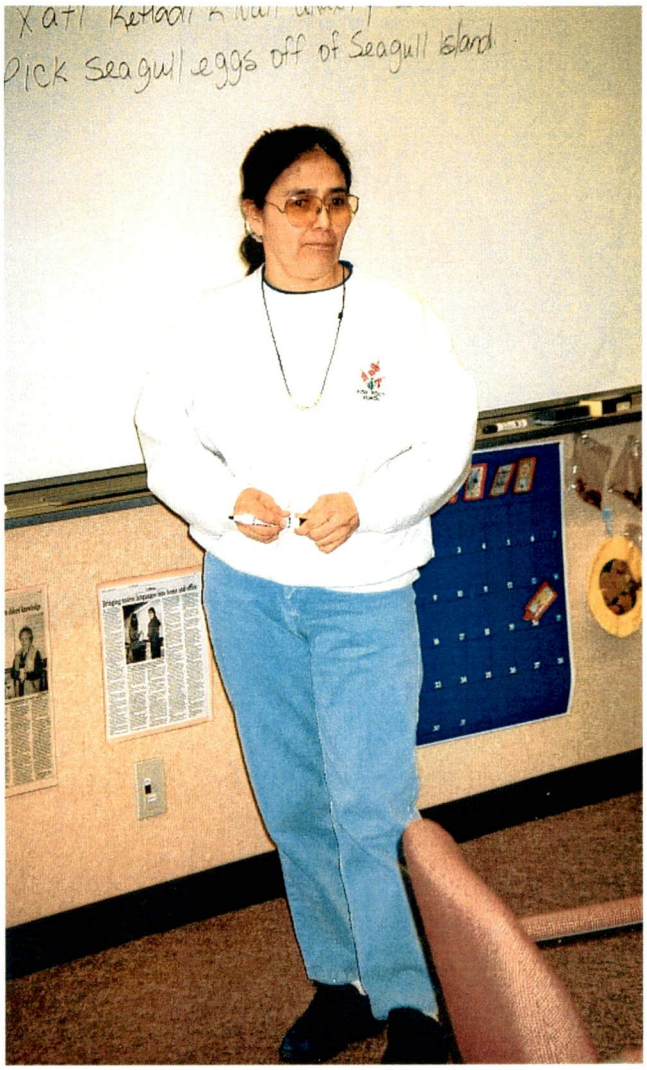








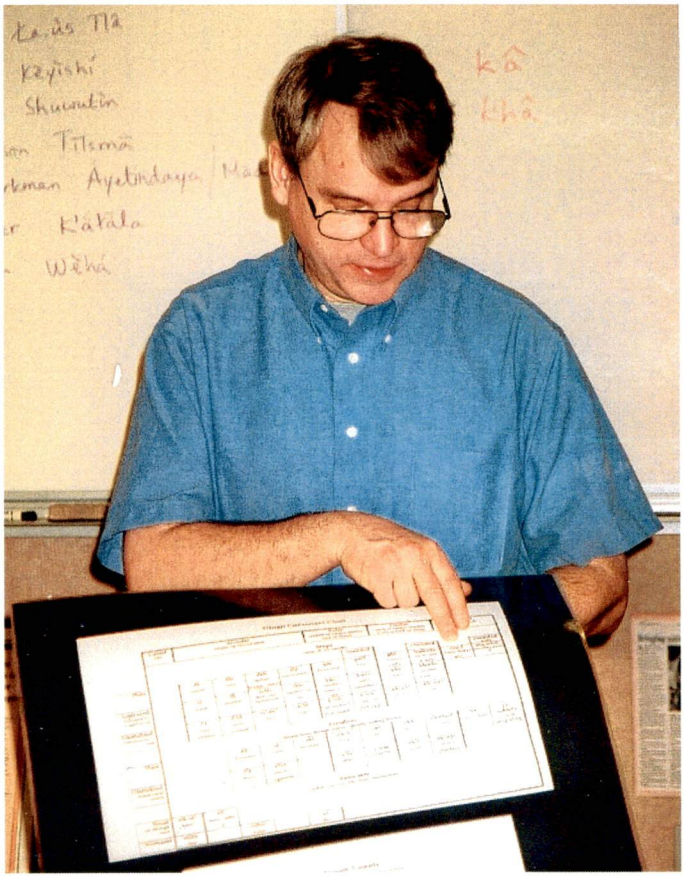



Pick Seagull eggs off of Seagull Island







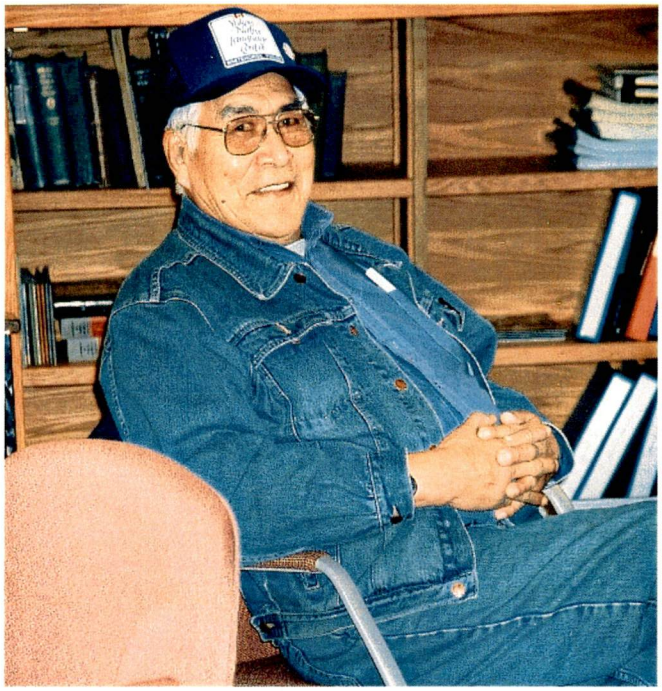


















TLINGIT LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

March 5-7, 2003

Hosted by
Staff of Yukon Native Language Centre

Guest Instructor:

Dr. Jeff Leer

Alaska Native Language Center
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SCHEDULE

	Wednesday, March 5	Thursday, March 6	Friday, March 7
9:00 am	Opening Prayer Kinship: Tlingit Literacy Workshop May 6-8, 1985 Clan Chart	Checking Margaret Bob's sentences	Family tree sample: kinship terms Kinship Charts
10:45 am	Kinship sentences: Dictation Interior clans	Checking Margaret Bob's sentences (continued) Conjugations: eating and drinking	Siblings, parents, aunts and uncles: Vocative, plural, and talking about
12 noon	lunch	lunch	lunch
1:00 am	Kinship sentences	Fish names and cooking sentences	Mary Anderson's beadwork Spruce bark hat Jeff's gift Kinship: Vocative, plural, and talking about
2:45 am	"Walking to .." sentences Kinship sentences (continued)	Family trees: p 20-21, 1985 Literacy Session Reviewing kin terms	Reciprocals Wrap-up

Tlingit Consonant Chart

	Labial lips	**Alveolar** tongue tip behind teeth			**Velar** middle of tongue against roof of mouth		**Uvular** back of tongue touches uvula at back of throat		**Glottal** vocal chords	
						rounded		**rounded**		**rounded** (rare) (Note: 2)
Stops (stop off the breath)										
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**łaghwán** *tie it into a bow*	nay.á *(you folks) go!*	ana.wèch *(usually) wear it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/ sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized released with a popping sound		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'atèł** *pitcher*	**kh'wátl** *pot*		
Fricatives (breath flows through narrow opening creating friction)										
Plain			**łûł** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	**yà nahwên** *is swimming along*
Glottalized produced with vocal chords closed			**ł'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâł'** *down feathers*		
Sonorants (softer, you can sing them continuously)										
Nasal vibration through nasal cavity	**mâ-sá?** *how?* (Note 2)	**ná'** *here; take it*								
Nonnasal	**wàkh** *eye*		**dalèyí** *trout*		**yá** *this*					

•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

*Note 2: *m* does not occur in the Carcross dialect

KINSHIP

Example of a Simple Family Tree for Mary and Tom Williams

Person	Name	Clan	Moiety
Mother (Mary)	S'igaxhshâk'w	Yanyèdí	Ghùch
Mother's Mother	Khinxh.ashì		
Mother's Father	Xh'agûk'	Ishkìtàn	Yêil
Father (Tom)	Nêxh'w	Khàch.ádi	
Father's Mother	Sèdu.ù		
Father's Father	Nèsdêw	Yanyèdí	Ghùch
Children			
(Anna)	Kudagàn		
(Shorty Jackson)	Wakhnàs		

Alternate Spellings

Dâkh ká *Interior*
Dakhká

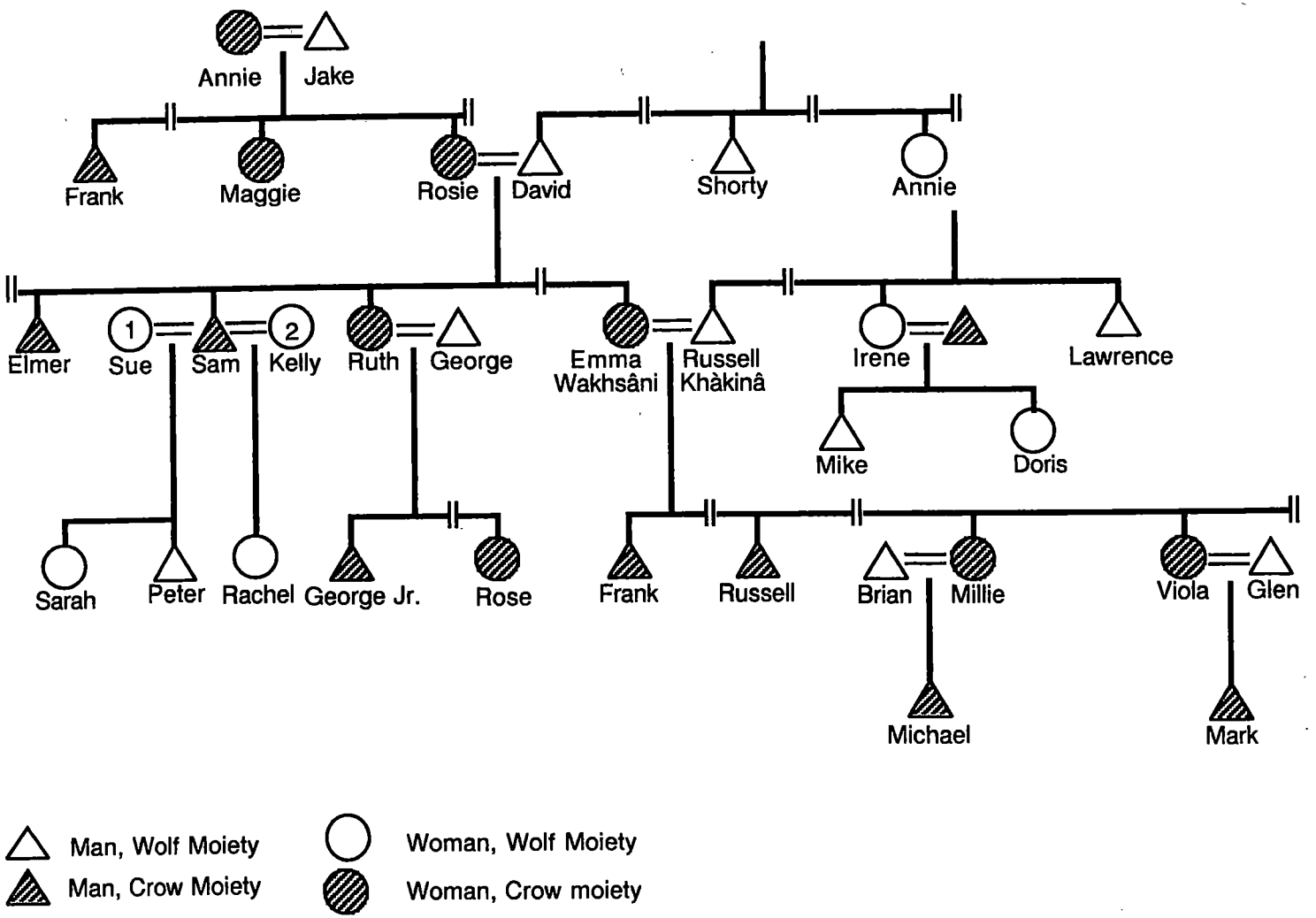
Êł' ká *Coastal*
Eł'ká

Ayân *stranger (referring to Southern Tutchone)*

Dâkh kakhwân
Dakhkakhwân

Êł' kakhwân
Eł'kakhwân

Partial Family Tree of Emma Sam



INTERIOR TLINGIT CLANS

Man	***Woman***
Yanyèdí	Yanyèdishâ
Dakhł'awèdí	Dakhł'awshâ
Ghànaxh.ádi	Ghànaxhshâ
Ishkìtàn	Ishkìtàn Shâwu
Kùkhhittàn	Kùkhhittàn Shâwu
Dèshìtàn	Dèshìtàn Shâwu

Origin of Clan Names

There are many other clans and house groups among the Coastal Tlingit, but a number have apparently not survived. Traditionally there were 100 or more.

Clan names are most frequently formed by adding -.ádi or -èdí to a place name. When referring to a woman, a form ending in -shâ is used. This may replace the -.ádi or -èdí.

Examples:

Ghànáxh : *a bay near Ketchikan*
Ghànaxh.ádi : *the clan of that area, or a male member of the clan*
Ghànaxhshâ : *a female member of the clan*

Dâkh Ł'êw : *the interior sands*
Dakhł'awèdí : *the clan of that area, or a male member of the clan*
Dakhł'awshâ : *a female member of the clan*

Some clan names are made by adding -tàn to a house name. The combination -hittàn can be translated "house group". When referring to a woman, -hittan shâwu is used.

Examples :

Ishkahít : *fishing hole on house, house on fishing hole (Chilkat River)*

Ishkìtàn: *the clan based on that house, or a male member of the clan*

Ishkìtàn Shâwu : *a female member of the clan*

Kùkhhít : *pit house*

Kùkhhittàn : *the clan based on that house, or a male member of the clan*

Kùkhhittàn Shâwu : *a female member of the clan*

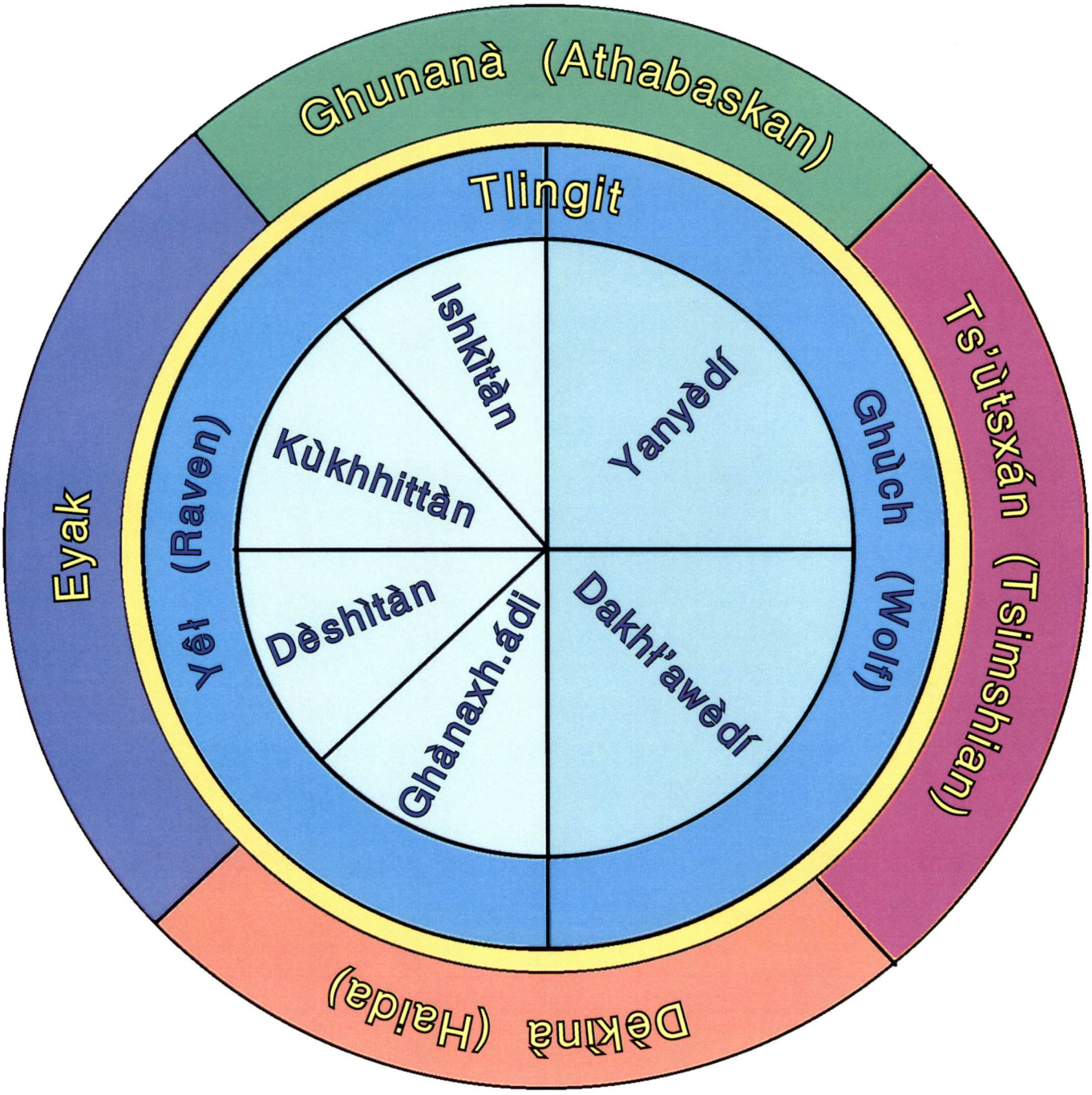
Dèshuhít : *house at the end of the trail*

Dèshìtàn: *the clan based on that house, or a male member of the clan*

Dèshìtàn Shâwu : *a female member of the clan*

Interior Tlingit Clans

Nà



KINSHIP SENTENCES

My Clan

1. Dàkhw.à nàxh sá isitì ?
   What clan are you?
2. Kùkhhittàn shâwu áyá xhát.
   I am Kùkhhittàn. (woman speaking)
3. Yanyèdishâ áyá xhát.
   I am Yanyèdí. (woman speaking)
4. Ishkitàn shâwu áyá xhát.
   I am Ishkitàn. (woman speaking)
5. Yanyèdí áyá xhát.
   I am Yanyèdí. (man speaking)
6. Ishkìtàn áyá xhát.
   I am Ishkìtàn. (man speaking)

My Father's Clan

A. I îsh khu.a dê dàkhw.à nàxh sá sitì ?
So what clan is your father's then?

B. Yanyèdí áwé.
He's Yanyèdí.

C. Yanyèdí yádí ásí we.é.
Oh, so you're a child of the Yanyèdí.

A. I îsh du îsh dàkhw.à nàxh sá sitì.
So what clan is your father's father then?

B. Ishkìtàn áwé.
He's Ishkìtàn.

C. Ishkìtàn dachxhán ásí we.é.
Oh, so you're a grandchild of the Ishkìtàn.

or

C. Du tûnáxh áwé Ishkìtàn dachxhánxh xhat wusitì.
It's through him that I am a grandchild of the Ishkìtàn.

Dialect Variations

Dàkhw.à nàxh sá isitì ?

Dàkhw.à nà sáwé yê iyatì ?

Dàkhw.à nà sáwé yê iditì ? *(Teslin)*

What clan are you?

Dàkhw.à nàxh sá sitì ?

Dàkhw.à nà sáwé yê yatì ?

Dàkhw.à nà sáwé yê diti ? *(Teslin)*

What clan is s/he?

Dàkhw.à nàxh sá satîyin ?

Dàkhw.à nà sáwé yê tîyin ?

Dàkhw.à nà sáwé yê datîyin ? *(Teslin)*

What clan was s/he? (now deceased)

Mâ sá duwasâkw ?

What is his/her name?

Mâ sá dusâgun ?

What was his/her name? (now deceased)

Sisters and Brothers

I shátxh gí khudzitì ?

Do you have an older sister? (female speaking)

I shátxh gí khustîyin ?

Did you have an older sister? (female speaking)

I shátxh gí ch'ù khudzitì ?

Is your older sister still alive? (female speaking)

À, axh shátxh khudzitì.

Yes, I have an older sister.(female speaking)

À, axh shatxhi hás has khudzitì.

Yes, I have older sisters. (female speaking)

I kîk' gí khudzitì ?

Do you have a younger sister? (female speaking)

Do you have a younger brother ? (male speaking)

À, axh kîk' khudzitì.

Yes, I have a younger sister. (female speaking)

Yes, I have a younger brother. (male speaking)

Axh kik'i yán has khudzitì.

I have younger brothers/sisters.

Axh kik'i yán has shayadihên.

I have lots of younger brothers/sisters.

Tlêk, tléł axh shátxh khùstí.

No, I don't have an older sister. (female speaking)

Kha tsu tléł axh kîk' khùstí.

And I don't have a younger sister either. (female speaking)

Kha tsu tl'éł axh îk' khùstí.

And I don't have a brother. (female speaking)

Tlêk', tléł axh húnxhw khùstí.

No, I don't have an older brother. (female speaking)

Kha tsu tléł axh kîk' khùstí.

And I don't have a younger brother. (female speaking)

Ch'a tlênáxh khuxhdzitì.

I'm an only child.

Given Names

Àdû sàyí sáwé i yát wuduwatî ?

Who were you named after?

(literally - whose name was given to you ?)

Axh łîłk'u sàyí axh yát wuduwatî.

I was given my grandmother's/grandfather's name.

Ch'a i yáxh ghùch wudushàyí dudlighàs.

It's against the rules to marry a wolf like yourself.

Relatives and Friends

axh ìn à	*my clan relative*
axh ìn àx'w	*my clan relatives (coastal)*
axh ìn à hás	*my clan relatives (interior)*
axh xhùní	*my relative (all-purpose name), my friend*
axh xhùnx'í	*my relatives (all-purpose name), my friends*
axh khusaxháni	*my beloved (friend), my love*

Wâ sá i î kàwahâ ?

How is s/he related to you?

Axh tlâk'w yáxh axh î kàwahâ.

She is like an aunt to me.

SINGULAR, VOCATIVE AND PLURAL TERMS

Brothers and Sisters

(talking about)	*English*	*Vocative (calling)*	*Plural*
axh shátxh	*my older sister (woman)*	shátxh	axh shatxhi hás
axh húnxhw	*my older brother (man)*	húnxhw	axh hunxhu hás
axh kîk'	*my younger sister (woman)* *my younger brother (man)*	kík'	axh kîk' hás axh kik'i yán
axh dlàk'	*my sister, any age (man)*	dlák'	axh dlàk' hás
axh îk'	*my brother, any age (woman)*	ík'	axh îk' hás

Parents, Aunts and Uncles

	(talking about)	*English*	*Vocative (calling)*	*Plural*
same clan	axh tlâ	*my mother*	atlî	axh tlà hás
opposite clan	axh îsh	*my father*	îsh	axh îsh hás
same clan	axh tlâk'w	*my mother's sister*	tlâk'w, atlî	axh tlâk'w hás
same clan	axh kâk	*my mother's brother*	kâk	axh kâk hás
opposite clan	axh àt	*my father's sister*	àt	axh àt hás
opposite clan	axh sáni	*my father's brother*	sáni, îsh	axh sani hás

Children, Nephews and Nieces

	(talking about)	*English*	*Vocative (calling)*	*Plural*
	axh sî axh sîk' *(diminutive)*	*my daughter (of a woman)* *my sister's daughter (of a woman)* *my brother's daughter (of a man)*	sík'	axh sîk' hás
	axh yît axh yîtk' *(diminutive)*	*my son* *my sister's son (of a woman)* *my brother's son (man)*	yítk'	axh yîtk'i hás
	axh yádi	*my child*		axh yátx'i
same clan	axh kêłk'	*my sister's child (of a man)*	kéłk'	axh kèłk'i hás
opposite clan	axh kâłk'u	*my brother's child (of a woman)*	káłk'w	axh kàłk'u hás

Grandparents and Grandchildren

(talking about)	*English*	*Vocative (calling)*	*Plural*
axh łîłk'w	*my grandmother* *my grandfather*	łîłk'w	axh łîłk'u hás axh łiłak'w hás
axh dachxhán	*my grandson* *my granddaughter*	chxhánk'	axh dachxhanx'i hás axh dachxhanx'i yán
	my little grandchildren		axh dachxhanx'i sâni

Reciprocals (a natural pair of relatives)

	Pair		*Plural*
wùsh kik'idâ	*a pair of brothers* *a pair of sisters*	wùsh kik'i yán	*a group of brothers* *a group of sisters*
		wùsh kàni yán	*a group of brothers-in-law* *a group of sisters-in-law*
wùshdashây	*husband and wife*		
wùsh kikyátx'i	*twins (beside each other children)*		
wùsh dachxhanx'i yán	*grandma and grandchild* *grandpa and grandchild*		

WORDS AND EXRESSIONS

Comparison of ax words

hat	s'âxw
groundhog	s'àxh
ling cod	s'âxh'
devil's club	s'áxt'

"Hat" may be an ancient diffused word:

Tlingit	s'âxw
So. Tutchone	ts'at
Proto-Ath.	*ch'aXt
Eyak	ch'iyaht

Common Words and Expressions

Yak'ê áwé.	*It is good.*
Ayáxh áwé.	*That's right, or that's how it is.*
Yak'ê ágí ?	*Is it good?*
Ą, yak'ê.	*Yes, it's good.*
Tlêk', tléł ushk'é.	*No, it's not good.*
A dàk'áts'i.	*The thorns around it.*
Ts'ats'î.	*Bird.*
Ts'ùtàt.	*Morning.*
Tâch łits'ùxhk.	*She is moving in her sleep.*
Át wułis'îs.	*It is blowing in the wind.*
Sî.	*Doll.*
Axh sîyi.	*My doll.*

"WALKING TO" EXPRESSIONS

Du hídidé yà nagút.

He is walking to his (own) house.

Du hídidáxh yà nagút.

He is walking from his (own) house.

Â yàxhdé yà nagút.

She is walking to the lake shore.

Â yàxhdáxh yà nagút.

She is walking from the lake shore.

Â yàxhdé kkhwagût axh łîłk'u nèłídáxh.

I'm going to walk to the lake from my grandmother's house.

Ash hídidé yà nagút.

*He is walking to **her** house. (not his own house)*

"Ash" refers to the central character in the story, the one with whom the narrator most strongly identifies. In this case, it is the woman. If it were the man, we would translate:

*She is walking to **his** house.*

VERB PARADIGM : CONJUGATIONS

	Action	Command
Eating		
1. Xhaxhá.	*I am eating it.*	
2. Ìxhá.	*You (one) are eating it.*	Xhá ! *Eat it!*
3. Axhá.	*S/he is eating it.*	
4. Tùxhá.	*We are eating it.*	
5. Yìxhá.	*You (folks) are eating it.*	Yixhá ! *Eat it!*
6. Has axhá.	*They are eating it.*	
7. Duxhá.	*People are eating it.* *It's being eaten.* *One is eating it.*	

Drinking (a cold drink)

1.	Xhadaná.	*I am drinking it.*		
2.	Idaná.	*You (one) are drinking it.*	Idaná !	*Drink it!*
3.	Adaná.	*S/he is drinking it.*		
4.	Tudaná.	*We are drinking it.*		
5.	Yidaná.	*You (folks) are drinking it.*	Yidaná !	*Drink it!*
6.	Has adaná.	*They are drinking it.*		
7.	Duná.	*People are drinking it.* *It's being drunk.* *One is drinking it.*		

Holding

1.	Xhałashát.	*I'm holding it.*		
2.	Iłashát.	*You (one) are holding it.*	Ghałshât!	*Hold it!*
3.	Ałshát.	*S/he is holding it.*		
4.	Tułashát.	*We are holding it.*		
5.	Yiłashát.	*You folks are holding it.*	Ghayłashât!	*Hold it!*
6.	Has ałshát.	*They are holding it.*		
7.	Dułshát.	*People are holding it.* *It's being held.* *One is holding it.*		

SENTENCES PROVIDED BY MARGARET BOB

Tlingit Language Instructor
Teslin Elementary School

1. Tlêkhw kahîni xhadaná.
   I'm drinking juice.

2. Shî xh'ahât kamduwagwáł, àdé nagú.
   Somebody's knocking on the door, go there.

3. Tayìdé dê nagú. (1 child)
   Tayìdé dê nay.á. (more than 1 child)
   It's time to go to bed now.

4. Naxhtùxhêx'w dê.
   Lets go to sleep now.

5. Dà sá iya.áxh ?
   What did you hear?

5.b Dà sá iya.áxhch ?
   What do you hear (now)?

6. Êł' axh jît sa.ín.
   Hand me the salt (in a container).

7. Dà sáwé iłashát ?
   What are you holding?

8. Gúx'à áyá xhałashát.
   I'm holding a cup.

9. Gúx'à iłashát.
   You are holding a cup.

10. Xh'ahât xh'êt shután.
Close the door.

11. Xh'ahât hêde shunatàn.
Open the door.

12. Gùx' sá gaghìtâ ?
Where are you going to sleep?

13. Ch'a wé t'â káx' kukhatâ.
I'm just going to sleep on the floor.

14. Dà sáwé ìxhá?
What are you eating?

14b. Sakwnên t'ûs'i xhaxhá.
I'm eating toast.

15. Dà sáwé idaná?
What are you drinking?

16. Taxhhîni áwé xhałûk.
I'm drinking meat soup.

17. Dì xhadaná.
I'm drinking tea (cold).

FISH NAMES

1. tùwìne	*big rich whitefish found in Sidney Lake (name provided by Gladys Johnston)*
Yàna.èt Xhâdi	*Sidney Lake*
2. nà.ilè	*type of whitefish found in lakes east of Little Atlin Lake (name provided by Mary Anderson)*
3. xh'wât'	*Dolly Varden*
4. t'ási	*grayling*
5. s'âxh'	*ling cod*
6. t'á	*king salmon or chinook salmon*
7. ł'ùk	*coho salmon*
8. tîł'	*chum salmon or dog salmon*
9. ghàt	*sockeye salmon*
10. dashdané	*sucker*
11. ûn	*round whitefish (least cisco)*
12. xhât yádi	*lake whitefish*
13. shìsh	*inconnu*
14. dalèyí	*lake trout*
15. tàsłèyí	*northern pike*

COOKING SENTENCES

1 Tùwìne kałas'úk.
Fry the rich whitefish.

2. S'ìkh atayì yê na.ù wé nà.ilè.
Smoke the whitefish.

3. Xh'wât' satá.
Boil the Dolly Varden.

4. T'ási xh'àn gùknáxh ghatusa.ì.
We're going to cook grayling by the fire.

5. S'âxh' tl'ûghu kałas'úk.
Fry the ling cod liver.

6. T'á sha.útl.
Boil the king salmon (to make soup).

7. Ł'ùk łatsík.
Cook the coho salmon on a stick.

8. Tîł' stùx tûde nas.ìn.
Put the chum salmon in the oven.

9. Ghàt kałakhásh kûxtin.
Steam the sockeye salmon with rice.

10. Dashdané sha.útl.
Boil the sucker fish (to make soup).

11. Ûn ghałghìkh.
Hang the round whitefish on a string over the fire.

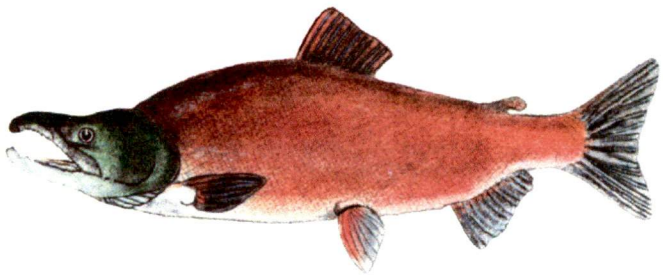
12. Xhât yádi xh'àn kanaxh sa.í.
Cook the lake whitefish over the fire.

13. Shìsh nałdàk.
Bake the inconnu under the fire.

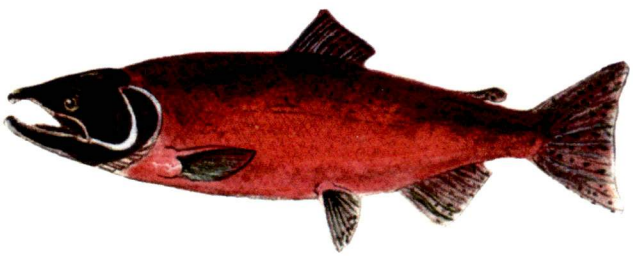
14. Dalèyí sha.útl yêł téxhitín.
Boil the lake trout with onions.

15. Tàsłèyí łatsík.
Cook the northern pike on a stick.

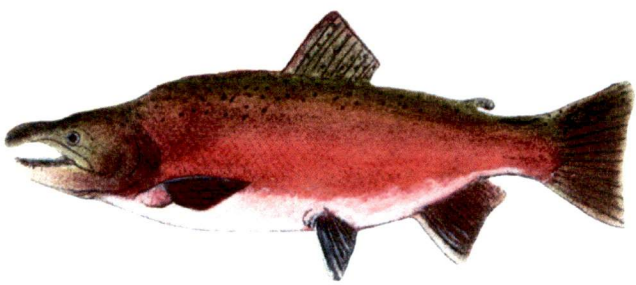
Names of Fish in Tlingit



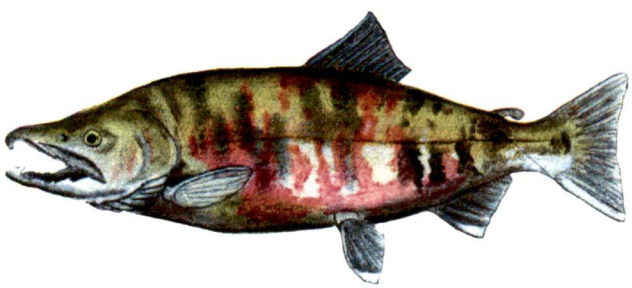
Ghàt
Sockeye Salmon



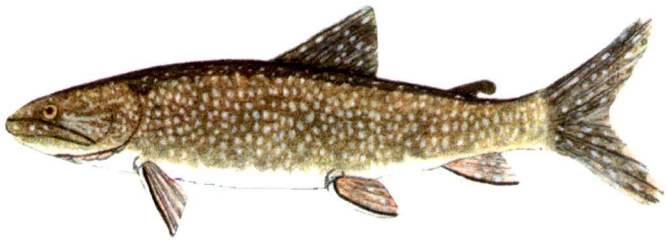
T'á
Chinook or King Salmon



Ł'ùk
Coho Salmon



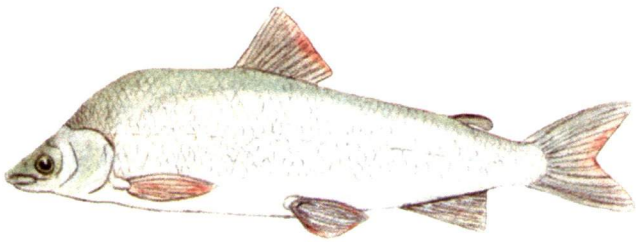
Tîł'
Chum or Dog Salmon



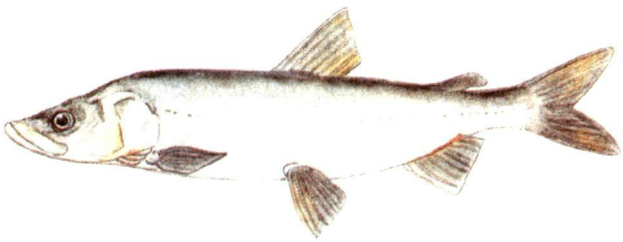
Dalèyí
Lake Trout



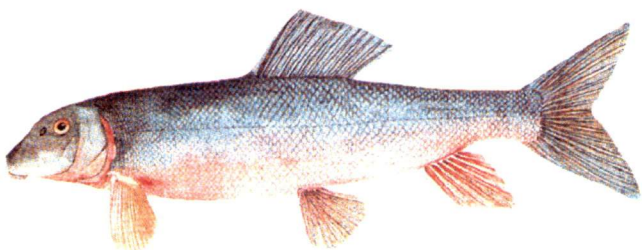
Ûn
Round Whitefish or
Least Cisco



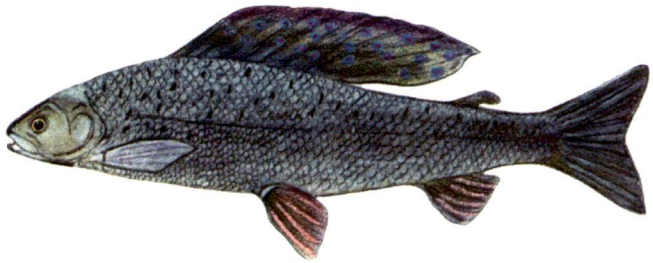
Xhât yádi
Lake Whitefish



Shìsh
Inconnu



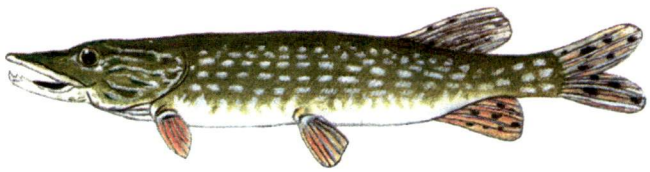
Dashdané
Sucker



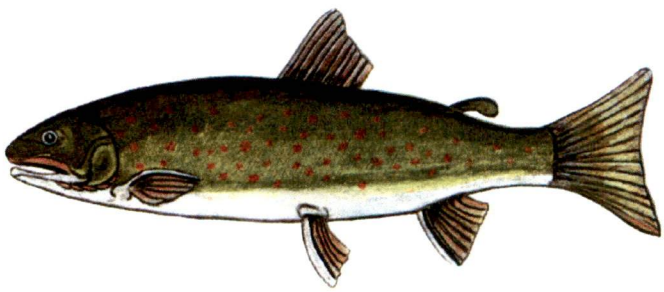
T'ási
Arctic Grayling



S'âxh'
Ling Cod or Burbot

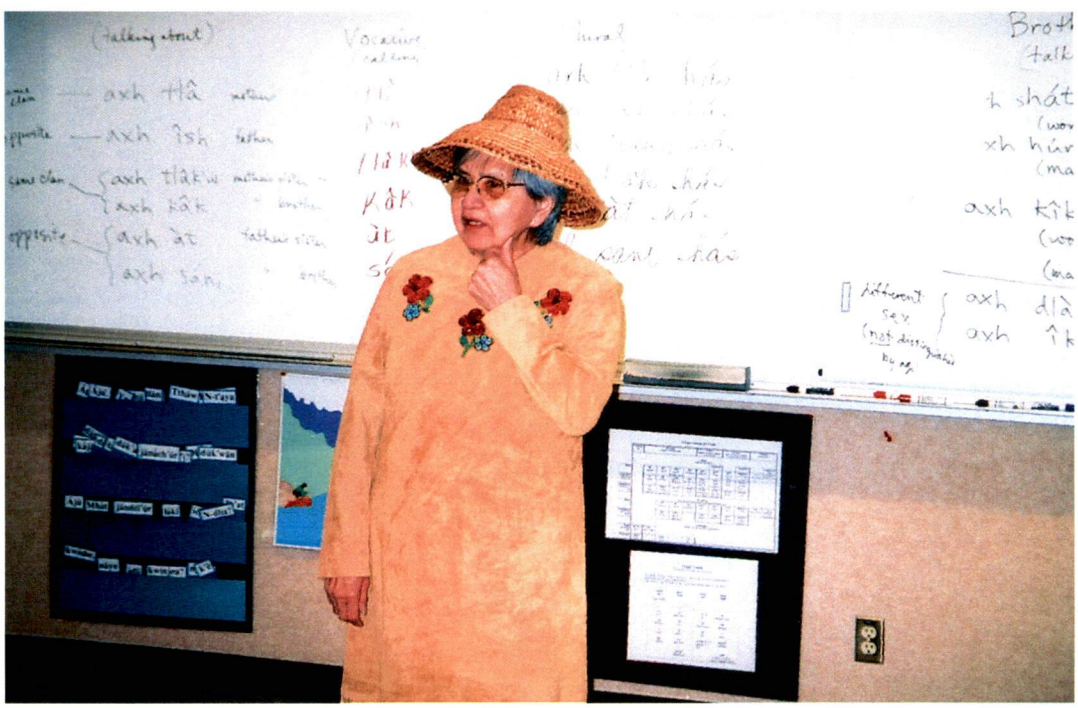


Tàsłèyí
Northern Pike

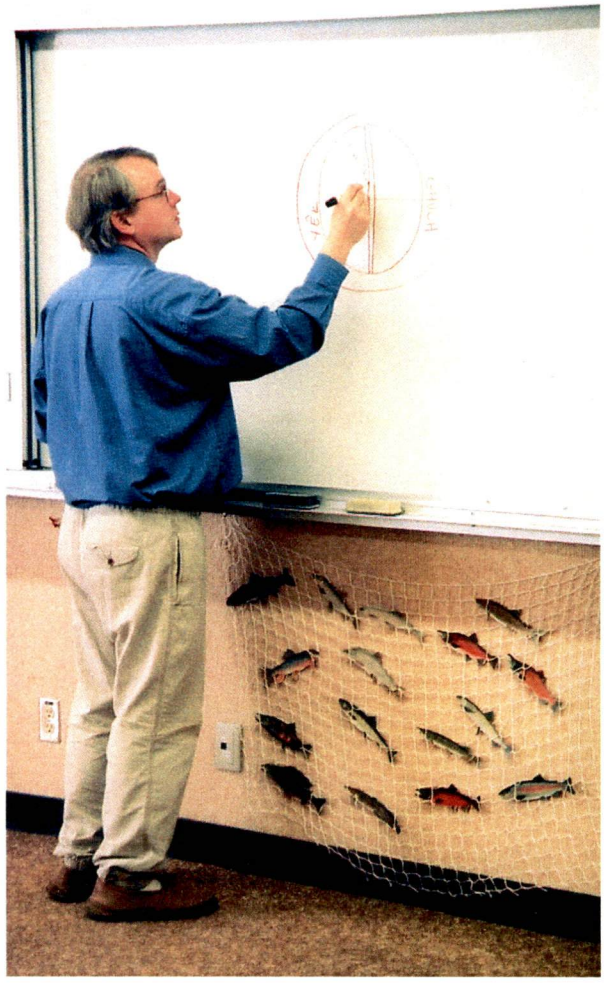


Xh'wât'
Dolly Varden




axh hlâ
axh ?sh
axh tlâkw
axh kâk
axh at
axh dlà


















shátxh








Review
New Sentence Structure







Photograph Identifications

Page

35 : *top:* *back row:* Margaret Bob, Pauline Peters, Lorraine Dawson, André Bourcier, Emma Sam, Jeff Leer, Jo-Anne Johnson, Margaret Workman

front row: Mary Anderson, Josephine Holloway, Willie Campbell, Winnie Atlin

bottom: Mary Anderson

36 : *top left :* Gladys Johnston

top right : Jeff Leer

bottom : group working

37 : *top :* Lorraine Dawson, Mary Anderson

bottom left : Winnie Atlin, Jeff Leer, Lorraine Dawson

bottom right : Jeff Leer, Gladys Johnston, Pauline Peters

38 : *top left :* Mary Anderson

top right : Emma Sam

bottom left : Mary Anderson

bottom left : Sandy Anderson, Mary Anderson

39 : *top left :* Winnie Atlin, Jo-Anne Johnson

top right : Jo-Anne Johnson, Margaret Bob

bottom : Josephine Holloway, Mary Anderson

40 : *top :* Jeff Leer, Josephine Holloway, Willie Campbell

bottom left : Lorraine Dawson, Jo-Anne Johnson

bottom right : Jo-Anne Johnson, Gladys Johnston

TLINGIT LITERACY SESSION

Yukon Native Language Centre

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Guest Instructor:

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SCHEDULE

	Wednesday Oct 13	Thursday Oct 14	Friday Oct 15
9:00	Opening Prayer Alphabet Review	Opening Prayer Place Names	Opening Prayer *To Wear* *To Put On*
10:45	Variations Practice Sentences	Place Names (cont)	*To Take Off* *To Give*
12	lunch	lunch	lunch
1:00	Directionals Preverbs	Possessive Terms Position Terms	*To Have On* *To Place*
2:45	Practice Sentences	Liquids	Wrap-up Closing Prayer

Tlingit Consonant Chart

	Labial lips	**Alveolar** tongue tip behind teeth			**Velar** middle of tongue against roof of mouth		**Uvular** back of tongue touches uvula at back of throat		**Glottal** vocal chords	
						rounded		**rounded**		**rounded** rare-Note2
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**łaghwán** *tie it into a bow*	nay.á *(you folks) go!*	ana.**wèch** *(usually) wears it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/ sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized released with a popping sound		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'atèł** *pitcher*	**kh'wátl** *pot*		
Fricatives (breath flows through narrow opening creating friction)											
Plain			**łûł** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	yà-**nahwên** *is swimming along*
Glottalized produced with vocal chords closed			**ł'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâł'** *down feathers*		
Sonorants (softer, you can sing them continuously)											
Nasal vibration through nasal cavity	mâ-sá? *how?* (Note 2)	**ná'** *here; take it*									
Nonnasal	**wàkh** *eye*		**dalèyí** *trout*		**yá** *this*						

•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

*Note 2: *m* does not occur in the Carcross dialect

Examples of Variations between Coastal and Interior Tlingit

Interior Tlingit	Coastal Tlingit	English
gamdân	gawdân	*horse*
mâ sá ?	wâ sá ?	*how?*
sîm	sîw (south)	*rain*
sîw		*rain*
sûw	sûw (north)	*rain*
łingít	lingít	*(Tlingit) person*

In Coastal Tlingit the uvulars are underlined. In Interior Tlingit, "h" is put after the main letter.

Coastal:	g	k	k'	x	x'
Interior:	gh	kh	kh'	xh	xh'

Identifying Speakers

Initials will be used to identify speakers.

BC - Bessie Cooley

JL - Jeff Leer

ES - Emma Sam

FS - Fanny Smith

LW - Lucy Wren

Practice Phrases

1. Hàt uwagút.	*He/she came here.*
2. Àdé wùgùt.	*He/she went there.*
3. Àdé nagût . . .	*After he/she went there . . .*
4. As.î.	*He/she is cooking it.*
5. Tlêł ùs.ì.	*He/she is not cooking it.*
6. Tlêł awus.í.	*He/she did not cook it.*
7. dâkh	*inland*
8. dakhká (dàkhâ - FS)	*inland, interior (not coast)*
9. Dàkh uwakhúxh.	*He/she went upriver by boat.*
10. Dàk uwakhúxh.	*He/she went out by boat.*

Directional Words

1.	dikî	*up, above*
2.	diyî	*down, below*
3.	dâkh	*inland, back away from the beach or shore*
4.	îkh	*beach, down towards the beach or shore*
5.	dèkî	*out in open water*
6.	yán yén (LW)	*shore*
7.	diyâ	*across*
8.	nèł	*inside (the house)*
9.	gân	*outside (the house)*
10.	îx, ixkî	*downstream*
	ixkî	*south (*Îx *is not used with the meaning "south")*
11.	nàkî	*upstream, north*

Directional Words: Combining Forms

	-de *towards*	**-dachûn** *straight towards*	**-nâ** *the _side* **-yinà** *the _part*
1. dikî	kínde	kindachûn	dikìnà
2. diyî	yínde	yindachûn	diyìnà
3. dâkh	dákhde	dakhdachûn	daghinà dighinà (LW)
4. îkh	íkhde	ikhdachûn	ighinà
5. dèkî	dákde	dakdachûn	daginà [to be checked]
6. yán yén (LW)	yánde yénde	yandachûn yendachûn	
7. diyâ	diyâde	diyàdachûn	
8. nèł	nèłdé		
9. gân	gánde		
10. îx, ixkî	íxde	ixdachûn	ixinà
11. nàkî	nánde	nandachûn	nànà nànyà

Note: íxde *(towards) downstream*

nánde *(towards) upstream*

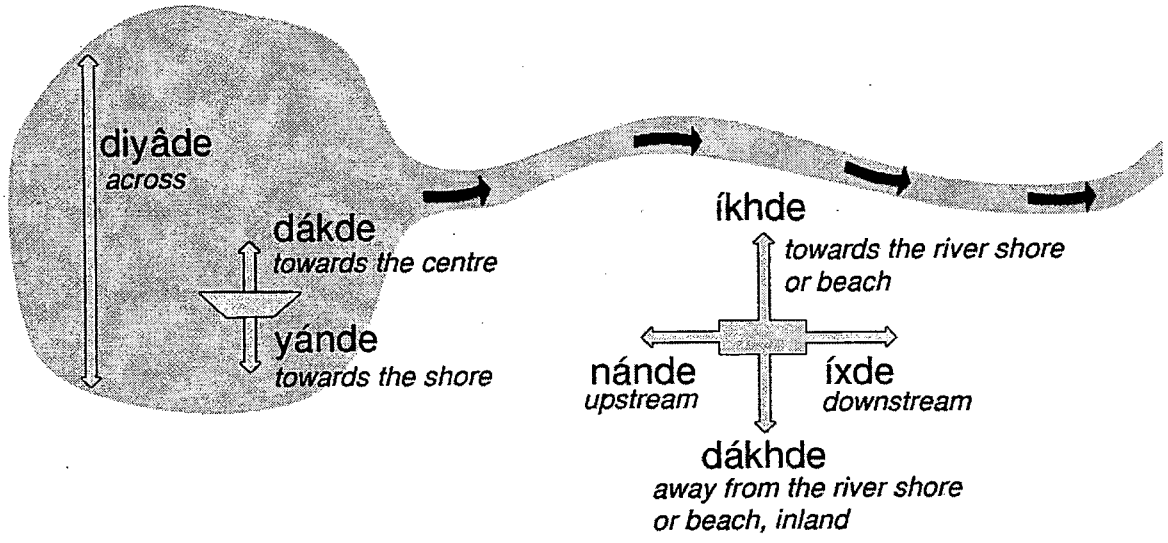
But: ixkîde *northward*

nàkîde *southward*

Preverbs

1.	kè nagút	*is going up*
2.	yè nagút	*is going down*
3.	dàkh nagút	*is going back inland*
4.	yìkh nagút	*is going down to the beach or shore, towards the water*
5.	dàk nagút	*is going out*
6.	dàk uwakhúxh	*went out into open water (by boat)*
7.	yan uwakhúxh	*went ashore (by boat)*
8.	nèł uwagút	*went inside*

Directions Diagram



Sentences

1. Nánde has wùkhùxh axh îsh kha axh îk' !

   My dad and my brother (woman talking) went up the lake (by boat).

2. Axh îk' íxde wùkhùxh.

   My brother went downriver.

3. Axh kîk' kindachûn wùnùk.

   My younger sister sat up straight.

4. Nànàdé has wù.àt.

   They went up the road.

5. Nás'k gàw ítdáxh áwé dàk xhwàkhúxh tatgé.

   I started out after 3 p.m. yesterday (by car).

6. Axh îk' Teslin-dáxh dàk uwakhúxh yâde.

   My brother (woman talking) left Teslin for here / he's driving here.

7. Axh îk' shà káxh kè nagút.

   My brother is walking up on the mountain (ascending).

Adverbs formed with Directional Prefixes

A large number of adverbs can be formed by combining the "towards" form of a directional word with a body part noun plus -(i)n.

The "towards" directional is modified in this case:
-de "towards" changes to -da- and high tone is lost.

This gives the following construction:

Directional - da - Noun - (i)n

For example, kín-de "*upwards*" + shá "*head*" + -(i)n combine to give

kin - da - shâ - n "*head up*" (literally: *with head upwards)*

Examples

1.	yindashân	*head down* (yínde : *downwards)*
2.	yindatân	*upside down (cup, pot, boat)*
3.	kindatûghun	*bottom up, with bum up in the air*
4.	kindaxh'ùsín	*feet up*
5.	kindajínín	*with hand(s) up*
6.	yindayígín	*upside down (boat)*

Examples (cont)

7.	kindayîn	*face up*
8.	yindayîn	*face down*
9.	nèłdayîn	*facing inside (*nèłdé : *inwards)*
10.	dakdayîn	*facing out (*dákde : *outwards)*
11.	nandayîn	*facing upstream / facing north (*nánde: *upstream, northwards)*
12.	ixdayîn	*facing downstream / facing south (*íxde: *downstream, southwards)*
13.	wùshdayîn	*facing each other (*wûshde - *together)*
14.	wùshdashân	*heads together*
15.	wùshdak'ûł'in	*stern to stern, with rear ends together (as people backed up in a circle)*
16.	khuxhdak'ûł'in shgâw	*barge going backwards, somebody doing something really stupid, clumsy [this is a coastal Tlingit idiom]*

Tlingit Place Names

October, 2004

Coastal Orthography	Interior Orthography
1. Naataase Héen *"Fish camp in narrows between the lakes"* *Carcross*	Nàtàse Hîn
2. Taay.aa Shak.áak'u *head-lake-little* *Fat Lake*	Tày.à Shak.âk'u
3. Kéitladi X'áat'i *seagull island* *Seagull Island*	Kêtladi X'ât'i
4. S'áax̲' Kaháagu *ling cod eggs*	S'âxh' Kahâgu
5. Dáa Héeni *weasel creek* *Weasel Creek*	Dâ Hîni
6. S'aax̲ yánde lishoowu yé *"groundhog trail goes to the shore" (?)*	S'àxh yánde łishùwu yé
7. Gijukkúdi *golden eagle nest* *(*gijùk *: golden eagle)*	Gijukkúdi
8. L'awshaa Gúksh *cut bank corner* *(*l'awshà *: cut bank or side hill)*	Ł'awshà Gúksh

Coastal Orthography	Interior Orthography
9. Yanax dei daak yashoowu yé *trail out it extends place* *(*yanax *: along the ground, by there)* *"Place where the trail comes out"*	Yanaxh dè dàk yashùwu yé
10. T'ási daadé aawagaaxi yé *grayling for one cried place* *Johnsons Crossing*	T'ási dàdé àwaghàxhi yé
11. At.s'éil'i X'aayí *rags point* *Rag Point*	At.s'êł'i X'àyí
12. L'éiw X'aayí *sand point* *Sand Point*	Ł'êw X'àyí
13. Nóosgu Xáadi *wolverine fish lake*	Nûsgu Xhâdi
14. Watsíx Téix'i *caribou heart* *Caribou Lake*	Watsíx Têxh'i
15. Daleiyi yádi *trout little* *Trout Lake*	Dalèyi Yádi
16. Nóosgu Héeni *wolverine creek* *Wolverine Creek*	Nûsgu Hîni

Coastal Orthography	Interior Orthography
17. G̲ooch Áayi *wolf lake* *Wolf Lake*	Ghùch Âyi
18. Shaa Tlein *mountain big* *Hayes Peak*	Shà Tlèn
19. T'ási Héeni *grayling creek* *Grayling Creek*	T'ási Hîni
20. Tseindoo Lutú *rock island point* *(Athabaskan origin)* *Koaklas Point*	Tsèndù Łutú
21. Káax' Héeni *grouse creek*	Kâx' Hîni
22. Shaa Tlein Héeni *mountain big creek* *Sterling Creek*	Shà Tlèn Hîni
23. G̲íl' X'aayí *rock cliff point* *Rocky Point*	Ghíl' X'àyí
24. X'áat' Tlein *island big* *Henry Island*	X'ât' Tlèn
25. G̲ooch Héeni *wolf creek*	Ghùch Hîni

Coastal Orthography	Interior Orthography
26. Yéil Lítayi X̲oo *crow knife among* *Tower Peak, "Crow Knife"*	Yêł Łítayi Xhù
27. Héen Tlein *river big* *Liard River*	Hîn Tlèn
28. X̲alak'ach' Héeni *porcupine creek*	Xhałak'ach' Hîni
29. Shaak'w Yádi *little mountain little* *Spike Horn*	Shàk'w Yádi
30. Kayaanisht'úde *Leaf Lake*	Kayànisht'úde
31. T'ási Áayi *grayling lake*	T'ási Âyi
32. Chíl Tlein *cache big*	Chíł Tlèn
33. Tsáats Lawoos'i *bear roots tough*	Tsâts Ławûs'i
34. Shaanáx̲ Tlein Héeni *valley big river* *Meister River*	Shànáxh Tlèn Hîni

Origin of "Shakwak" *(as in Shakwak Valley, Shakwak Highway Project, Shakwak St. in Haines Junction, Shakwak Air, etc.)*

Shà Xh'âk
mountain between
i.e. mountain pass

Shà - x'w Xh'âk
mountain plural, many between
i.e. pass between (many) mountains

Shàx'w Xh'âk
(= "Shakwak")

The name "Shakwak" was first recorded by the journalist E. J. Glave.

E. J. Glave. 1890. Our Alaska Expedition. *Frank Leslie's Illustrated News*. New York.

> In the morning we pulled over in the raft to the western shore of the lake [Arkell or Kusawa]. Here there was a big break in the mountains forming a wide pass leading away to the westward, known to the natives as **Shak Wak.**

E.J. Glave. 1892. Pioneer packhorses in Alaska. II. The return to the coast. *Century Illustrated Monthly Magazine*. 44(6): 869-881.

> This part of the land is known to the Indians as **Shak-wak**, being an immense valley running northwest from Lake Kusu-ah almost to the eastern arm of the Copper River. [Copper River = present-day White River].

Position Terms and Sentences

___ axh jîwú. *I have ___ .*
___ is in my possession.

1. axh khałtú *my pocket*
___ axh khałtûwu. *___ is in my pocket.*

2. nadâkw ká *on the table*
___ nadâkw káwu. *___ is on the table.*

3. gwêł tú *inside the bag*
___ gwêł tûwu. *___ is inside the bag.*

4. axh jiká *on my hand*
___ axh jikáwu *___ is on my hand.*

5. axh xh'ùs ká *on my leg, on my foot*
___ axh xh'ùs káwu. *___ is on my foot.*

6. axh shá *my head*
___ axh sháwu. *___ is on my head.*

Possessive Sentences : "to have ___"

1. Łítà axh jìwú.
   I have a knife.

2. Łítà axh khałtûwu.
   Łítà axh ghułtûwu. (LW)
   Łítà axh khałtût xhatîn.
   Łítà axh ghułtût xhatîn. (LW)
   I have a knife in my pocket.

3. Wákhdânà yê xha.û.
   I have glasses on. / I am wearing glasses. / I am using glasses.

4. Kinà.át yê xhà.û.
   I have a coat on. / I am wearing a coat.

5. Kinà.át kát xhadatîn.
   I have a coat on.

6. Xàsdugutîł xh'ùs xał.át. (LW)
   Xàsdugutîł xh'ùst xhał.át.
   I have canvas shoes on.

7. Tsâx' axh jikáwu.
   Tsâx' jikát xhał.át.
   I have mittens on.

8. Tukh'atâł yê xhà.û.
   Tukh'atâł xh'ùst xhał.át.
   I have pants on.

9. S'âxw yê xhà.û.
   S'âxw shât xhadatîn.
   I have a hat on.

10. Áxh îk' khudzitì.
    I have a brother.

11. Daxhnáxh yatì axh îk' hás.
    I have two brothers.

12. Shayadihên axh xhùnx'i hás.
    Shayadihên axh xhùnx'í.
    I have many relatives. (Literally, *my relatives are many.)*

13. Hà shâde háni khudzitì.
    Khà shâde háni hà jìwú.
    We have a chief. (Literally, *our chief / leader is alive, exists.)*

14. Axh shà áwu.
    I have a head.

15. Axh ùxh áwu.
    I have (my own) teeth. (Literally, *my teeth are there.)*
    Khà ùxhú axh jìwú.
    I have human teeth (in my possession). (Literally, *I have somebody's teeth.)*

16. Tlêł axh ùxh khùstí.
    I have no teeth. (Literally, *my teeth do not exist.)*
    Tlêł axh ùxh á.
    I have no teeth. (Literally, *my teeth are not there.)*

17. Té axh jîwú.
I have a rock.

18. Tlêł té axh jî.
I don't have a rock.

19. Té áwu.
There's a rock there.

20. Tlêł té á.
There's no rock there.

21. Áwu á.
It's there.

22. Tlêł á á.
It's not there.

Summary - "to have ___"

(thing) axh jîwú.
I have a (thing) in my possession.

Axh *(relative)* khudzitî.
I have a (relative). (Literally, *my (relative) exists, is alive.)*

Axh *(body part)* khudzitî. *or*
Axh *(body part)* áwu.
I have a (body part).

Liquids

1. tlêkhw kahîni — *berry juice*
2. tlêkhw dàhîni — *water (condensation) on berry*
3. tlêkhw hîni — *berry creek*
4. axh hîni — *my water*
5. axh dàhîni — *my sweat (water on my body)*
6. dlìy tuhîni — *liquid in meat*
7. tlêkhw xhùhîni — *liquid among the berries*

Sentences - *to wear / to put on*

Yê na.ù ! ***Put ___ on !***

1. S'âxw shât idatí ! (LW)
   Shâxh ghidatí !
   Put a hat on!

2. Kinà.át nâxh ghidatí !
   Kinà.át káxh ghidatí !
   Kinà.át két idetí ! (LW)
   Put a coat on!

3. Ł'àxh káxh ghida.àxh !
   Ł'àxh két idetí ! (LW)
   Ł'àxh nâxh ghida.àxh !
   Put a dress on!

4. Ł'îx'wán xh'ùst idayíkh !
   Put socks on! (Literally, pull socks on your feet)

5. Tsâx' yê na.ù !
   Put mittens on!

6. Tîł xh'ùst idayíkh !
   Put a shoe on!
   I tîłi xh'ùst idayíkh !
   Put your shoes on!
   Idatíł !
   Put your shoes on!

7. Sèt sêxh ghastí !
   Sèt sêt idatí ! (LW)
   Put a necklace on!

8. Ìłsík !
   Put a belt on!

9. Kîs jikát idatí ! (LW)
   Put a bracelet on! (a solid, continuous bracelet)
   Kîs jikûłxh ghastí !
   Put a bracelet on! (a chain-link bracelet)

10. I nà.ádi kát ìł.á ! (LW)
    I nà.ádi kâ yê nìsní ! (FS)
    Nâ yê shìnda.ù ! (JL)
    Get dressed!

Sentences - *take* ___ *off!*

1. S'âxw shâdáxh idatí ! (LW)
   S'âxw shâdáxh kè idatí ! (FS)
   Take your hat off!

2. Kinà.át nâdáxh gidatí !
   Kinà.át kàxh gidati ! (LW)
   Take your coat off!

3. L'àxh i kàxh ga.àxh ! (ES)
   L'àxh nâdàxh gida.àxh !
   L'àxh kàxh gida.àxh !
   L'àxh kàxh gidatí ! (LW)
   Take your dress off!

4. Ł'îx'wán xh'ùsdáxh idayíkh !
   Take your socks off!

5. I tsâx'i jikàxh ìł.á !
   I tsâx'i jíndáxh idayíkh !
   Take your mittens off!

6. Tîł xh'ùsdáxh idayíkh !
   Take your shoes off!

7. Sèt i sêdáxh gastí !
   Sèt sêdáxh kè ìstí ! (FS)
   Take your necklace off!

8. Sîk i kàxh gasyíkh !
   Sîk kàxh gìstí ! (BC)
   I sîgi kàxh gidatí ! (LW)
   Take your belt off!

9. I kîsi jikàxh gidatí ! (LW)
   I kîsi jikàxh gìstí ! (BC)
   Take your bracelet off!

10. Nâdáxh yê jîndané ! (LW)
    Nà.át nâdàxh yê nìsní ! (BC)
    I nà.ádi kàxh yê nìsní ! (FS)
    Get undressed! Take your clothes off!

Sentences - *to put ___ on*

	She put ___ on. (on herself)	***She put (his) ___ on him.***
hat	S'âxw shât awditî. (LW)	S'âxw a shât àwatî. (LW)
	S'axw shâxh amditì. (BC)	S'âxw du shâxh àwatî. (BC)
boots	S'éł' tîł xh'us awdiyíkh. (LW)	S'éł' tîł du xh'ùs àwayíkh. (LW)
	S'éł' x'wán xh'ùst amdiyíkh. (ES)	S'éł' x'wán du xh'ùst àwayíkh. (BC)
chain-link necklace	Du sèdi sêt akawditî. (LW)	Sèt a sêt akàwatî. (LW)
	Sèt sêxh amdzitì. (BC)	Sèt du sêt amsitì. (BC)

Sentences - pronouns

Suppose a person is telling a story about two people: Grandma and a school teacher. The speaker identifies more closely with Grandma, so she is the main character in the story.

Àghâ áwé **ash** xhánt uwagút.
*Then he (teacher) went to see **her** (Grandma).*

Àghâ áwé **a** xhánt uwagút.
*Then she (Grandma) went to see **him** (teacher).*

Àghâ áwé **ash** jît àwatî wé x'úx'.
*Then he (teacher) gave the book to **her** (Grandma).*

Àghâ áwé **a** jît àwatî wé x'úx'.
*Then she (Grandma) gave the book to **him** (teacher).*

Àghâ áwé **du** jît àwatî wé x'úx'.
*Then he gave the book to **him**.*

ash pronoun	refers to the main character in the story, a person that the speaker identifies with.
a pronoun	refers to a lesser character in a story
du pronoun	can be used on any occasion

Sentences - *I have ___ on, I am wearing ___ .*

1. S'âxw yê xhà.û.
   S'âxw shât xhadatîn.
   I have a hat on.

2. Kinà.át yê xhà.û.
   Kinà.át nât xhadatîn.
   Kinà.át kát xhadatîn.
   I have a coat on.

3. Ł'àk tlèn kát xhada.áxh. (ES)
   Ł'àk tlèn kát xhadatîn.
   I have a dress on.

4. Łî x'wán axh xh'ùs káwu.
   Łî x'wán xh'ùst xhał.át.
   I have socks on.

5. Tsax' yê xhà.û.
   Tsâx' axh jikáwu.
   Tsâx' jikát xhał.át.
   I have mittens on.

6. Tîł axh xh'ùs káwu.
   Tîł xh'ùst xhał.át.
   I have shoes on.
   Xhwaditíł.
   I put shoes on (and they are still on my feet).

7. Sèt yê xhà.û.
   Sèt kaxhdatîn.
   I have a necklace on.
   Sèt sêt xhastîn. [to be checked]
   I have a chain-link necklace on.

8. Xhwadlisík.
   I put my belt on. I have my belt on.

9. Kîs axh jikûł káwu. (BC)
   Kîs jikát xhadatîn.
   I have a bracelet on.

10. Axh nà.ádi nât xhał.át.
    Axh nà.ádi kát xhał.át.
    I am dressed. I have my clothes on.

Cooking Terms

sakwnên îwu	*bread*
sakwnên t'ûs'	*toast, fried bread*
at îwu	*something cooked*

Sentences - location

1. S'âxw át tîn.
   A hat is lying there.

2. S'âxw át xhatîn.
   I left a hat there, I have a hat lying there.

3. "I shá nèłt ìtîn."
   "You left your head at home."

4. S'âxw du shât xhatîn.
   I've got his hat on his head.

5. S'âxw shât xhadatîn.
   I've got my hat on my head.

6. Tîł át tîn.
   A shoe is lying there.

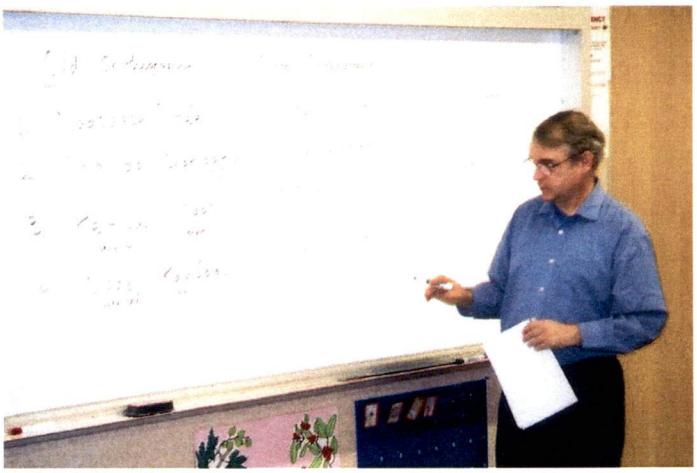
7. Tîł át ła.át.
   Shoes are lying there.

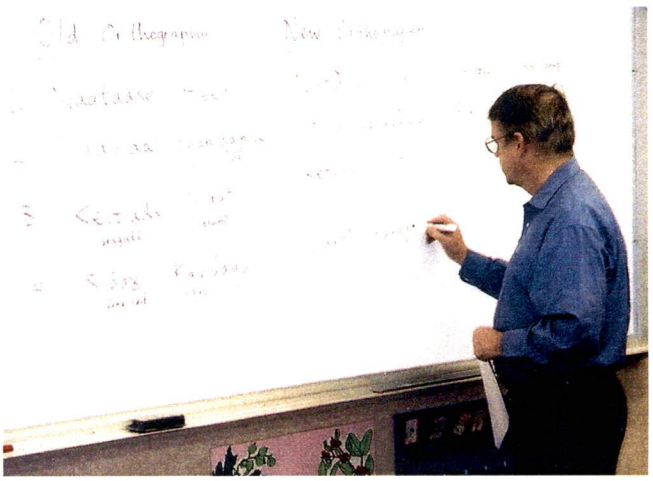
8. Tîł át xhała.át.
   I left my shoes there.

9. Tîł du xh'ùst xhała.át.
   I've got his shoes on his feet.

10. Tîł xh'ùst xhał.át.
    I've got my shoes on.









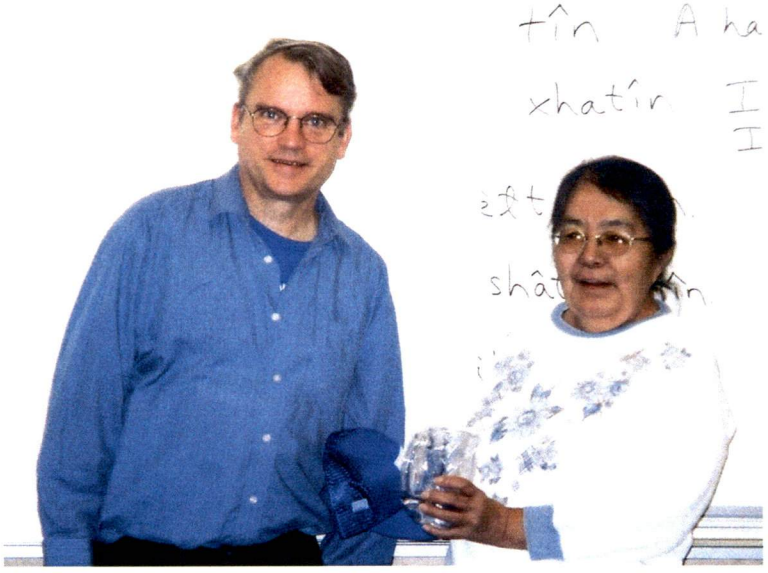







tîn. A
xhatîn.
ìtîn.
atîn
tîn




tîn A ha
xhatîn I
I




tîn.
xhatîr
ìtîr
xhat
dat



Photograph Identifications

Page

32 :	*top:*	Fanny Smith, Marlene Smith, Lucy Wren
	bottom left:	Jeff Leer
	bottom right:	Jeff Leer
33 :	*top:*	Fanny Smith, Jeff Leer
	centre:	Tina Jules, Jeff Leer
	bottom:	Margaret Bob, Jeff Leer
34 :	*top:*	Emma Sam, Jeff Leer
	bottom:	Bessie Cooley, Jeff Leer
35 :	*top:*	Marlene Smith, Jeff Leer
	centre:	Jeff Leer, Bessie Jim
	bottom:	Jeff Leer, Sophia Smith
36 :	*top:*	Lucy Wren, Jeff Leer
	bottom:	Ida Calmegane, Jeff Leer

TLINGIT LITERACY SESSION

Yukon Native Language Centre

Whitehorse, Yukon

November 16 - 18, 2005

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Schedule

	Wednesday Nov 16	Thursday Nov 17	Friday Nov 18
9:00	Opening Prayer - Jane Smarch Alphabet Participants' concerns	Opening Prayer Basic Conjugation: objective verbs	Opening Prayer - Ida Calmegane Possessed forms of nouns *Happy Birthday* song - Bessie Cooley
10:45	Verb Conjugations: Modes - Imperative - Consecutive - Conditional - Habitual	Basic Conjugation: intransitive verbs transitive verbs	Interjections Wrap-up Closing Prayer - Ada Haskins
noon	lunch	lunch	lunch
1:00	Phonology Classifiers (body parts) Discussion of high language for services and potlatches	Incorporated Nouns	
2:45	Writing Practice Song by Charlie Joseph Sitka Native Language Program	Incorporated Nouns (cont) Part of a song	

Tlingit Vowel Chart

T - Teslin, C - Carcross, A - Atlin

The basic Tlingit vowels are **a, e, i** and **u**. An **o** occurs sometimes in borrowed words and interjections.

The vowels can be long or short and can have either high or low tone.

short low *(no mark)*	**short high** **́**	**long low** **̀**	**long high** **̂**
ch'**a** *just* d**e** *already* **i** *your* ts**u** *again*	**á** *that, there* t**é** *rock* **ɬí** *don't* ts**ú** *also, too* h**ó** h**ó** *thank you*	**à , ą̀** *yes* d**è** *trail, road* d**ì** *tea* gish**ù** (T, A) gesh**ù** (C) *pig*	**â** *sitting, lake* d**ê** *enough* **î** *yuck!* nàsh**û** *extends* ah**ô** *I don't want to* *(Coastal: I understand)*

Tlingit Consonant Chart

	Labial lips	**Alveolar** tongue tip behind teeth			**Velar** middle of tongue against roof of mouth		**Uvular** back of tongue touches uvula at back of throat		**Glottal** vocal chords	
						rounded		**rounded**		**rounded** (rare) (Note: 2)
Stops (stop off the breath)										
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**łaghwán** *tie it into a bow*	nay.á *(you folks) go!*	ana.**wèch** *(usually) wear it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/ sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized released with a popping sound		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'atèł** *pitcher*	**kh'wátl** *pot*		
Fricatives (breath flows through narrow opening creating friction)										
Plain			**łûł** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	yà-**nahwên** *is swimming along*
Glottalized with vocal chords closed			**ł'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâł'** *down feathers*		
Sonorants (softer, you can sing them continuously)										
Nasal vibration through nasal cavity	mâ-sá? *how?* (Note 2)	**ná'** *here; take it*								
Nonnasal	**wàkh** *eye*		dalèyí *trout*		**yá** *this*					

•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

*Note 2: *m* does not occur in the Carcross dialect

Verb Conjugation

1.	Ø (zero)	zero conjugation
2.	na	non-zero conjugation
3.	gha	
4.	ga	

The conjugation markers by themselves are found in the following modes, among others. The Habitual mode differs from the others in that it has u- instead of Ø in zero-conjugation verbs.

Imperative (an order)	Ø	na-	gha-	ga-
Consecutive (after ....)	Ø	na-	gha-	ga-
Conditional (generally in the future - if ... or when ...)	Ø	na-	gha-	ga-
Habitual (every time, usually, always)	u-	na-	gha-	ga-

Conjugation Examples (Imperative Mode)

English (Imperative)	*zero conjugation*	*non-zero conjugation*		
	0	**na**	**gha**	**ga**
eat it!	xhá			
sleep!		natá		
sit down!			ghanú	
grab it!				gashât
hold it!			ghałshât	
see it!			ghastìn	
look at it, watch it!	łatín			
go!		nagú		
read it!		natîw		
write it!	kashaxít			
wash it!		na.ûs'		
trap it!	ìsghát			

English (Imperative)	*zero conjugation*	*non-zero conjugation*		
	0	na	gha	ga
be good, get well!				igak'ê
cook it!	sa.í			
dance!		anaɬ'èxh		
sew it!	khá			
play now!		ach kanìɬyát		
tell!		kananìk		
work!		yê jinané		
go! get going!				gagú
go (there)!		(àdé) nagú		
come!	hàgú			
walk down!			yè ghagú	
sing!				at gashí

Conjugation Examples (Imperative Mode) cont

Note:

Hàgú ! is a special contraction from *Hàt gú !
Compare Hàt yi.á ! *Come, (you all)!*

Note also that -gú is further contracted to -kw before an enclitic:

Hàgú !	*Come here!*	Nagú !	*Go!*
Hàkw dê!	*Come here now!*	Nakw dê !	*Go now!*
Hàkw s'é !	*Come here first!* *Come here for a while!*	Nakw s'é !	*Go first!* *Go for a while!*
Hàkw x'wán !	*Do come!*	Nakw x'wán !	*Do go!*

Conjugation Examples of Mode

Conjugation markers are in bold. Suffixes showing mode are in **red**.

Conj.	Imperative	Consecutive	Conditional	Habitual
Ø	at xhá ! *eat!*	at xhâ (áwé) ... *after she ate ...*	at xhê**ni** (áwé) ... *if she eats ...*	at **u**xhây**ch** *she eats (every time)* **u-** in zero conjugation
gha	**gha**nú ! *sit (down)!*	**gha**nûk (áwé) ... *after she sat (down) ...*	**gha**núk**ni** ... *if she sits (down) ...*	**gha**núk**ch** *she sits (down) (every time)*
na	**na**tá ! *sleep! go to sleep!*	**na**tâ ... *after she slept ...*	**na**têni ... *if she sleeps ...*	**na**tè**ch** *she sleeps (every time)*
ga	**ga**shât ! *grab it!*	a**ga**shât (áwé) ... *after she grabbed it ...*	a**ga**shát**ni** (áwé) ... *if she grabs it ...*	a**ga**shát**ch** *she grabs it (every time)*

Conj.	Imperative	Consecutive	Conditional	Habitual
Ø	hàgú ! *come (here)!*	hàt gût (áwé) ... *after she came (here) ...*	hàt gút**ni** ... *if she comes (here) ...*	hàt **u**gùt**ch** *she comes (here) (every time)* **u**- in zero conjugation
na	**na**gú ! *go!*	**na**gût ... *after she went ...*	**na**gútni ... *if she goes ...*	**na**gút**ch** *she goes (every time)*
ga	**ga**gú ! *get going!*	**ga**gût ... *after she got going ...*	**ga**gútni ... *if she gets going ...*	**ga**gút**ch** *she gets going (every time)*
gha	yà **gha**gú ! *go down!*	yà **gha**gût (áwé) ... *after she went down ...*	yà **gha**gútni (áwé)... *if she goes down ...*	yà **gha**gut**ch** *she goes down (every time)*

Examples of Habitual Mode

1. Tlèdùshú gàw áwé at uxhâych.
   She eats at six o'clock.

2. Tlákw yîyi shàtk' ghàghawêdín at t'ê ghanúkjin.
   It used to be that when a young woman had her first period, she would sit in seclusion. (literally, she would sit behind something)

3. TV altíni natèch.
   She always falls asleep watching TV.

Examples of Consecutive Mode

1a. Axh îsh à yan uwakhúxh.
   My Dad went ashore.

1b. Yan khûxh áwé ganghà khùwashì.
   After he went ashore, he looked for wood. (consecutive)

2a. Axh tlâ at wusi.î .
   My mother cooked.

2b. Yan at sa.î áwé hà wùxhùxh.
   After my mother finished cooking, she invited us over.

Comparison of Glottalized Stops and Glottalized Fricatives

1. khuɬigûs' — *it's cloudy*
   khuɬigûts' *(Carcross)*
2. x'âx' áwé — *that is an apple*
3. kâx' — *grouse*
4. axh kâk' — *my forehead*
5. s'íx' — *plate*
   ts'ík' *(Carcross)*

Examples of Verb Forms:
Imperfective, Perfective, Future, Repetitive, Consecutive

Theme: khu - ɬ - gûs' (ga stative)	*to be cloudy outside*
Stem gûs'	*cloud*
Classifier ɬ-	*have*
Areal prefix khu-	
khu - ɬi - gûs' literally means	*The area (the sky) has clouds*

1. Khuɬigûs' .	*It's cloudy.* *(imperfective)*
2. Tlêɬ khùɬgûs' .	*It's not cloudy.* *(negative imperfective)*
3. Khumɬigûs' . Khuwɬigus' . (Carcross)	*It got cloudy.* *(perfective)*
4. Tlêɬ khuwuɬgûs' .	*It didn't get cloudy.* *(negative perfective)*
5. Kè khuguxhɬagûs' .	*It will get cloudy.* *(future)*
6. Tlêɬ kè khuguxhɬagûs' .	*It will not get cloudy.* *(negative future)*
7. Kè khuɬagûs'ch.	*It always gets cloudy.* *(repetitive)*
8. Tlêɬ kè khùɬgûs'ch.	*It never gets cloudy.* *(negative repetitive)*
9. Khukɬagûs' áwé nèl wutuwa.át.	*When it got cloudy (consecutive) we went inside.*

Body Parts and Verbs Derived from Them

1. du jín	*his/her hand*
2. łijín	*he/she has a hand/hands;* *it has sleeves*
3. tlêł ułjín	*it is sleeveless*
4. du xh'ùs	*his/her foot*
5. łixh'ùs	*he/she has a foot/feet;* *it has feet, (a chair) has legs*
6. du ùxh	*his/her tooth*
7. si.ùxh	*he/she has a tooth/teeth*
8. du xh'é	*his/her mouth*
9. sixh'ê	*it has a mouth*
10. du yá du ÿá (Carcoss)	*his/her face*
11. siyâ	*it has a face*

From here comes siyâk'w *(it has a little face,* or *it has a little face, I see).* This verb is found in the story of the woman who raised a wood worm. She sings to it:

siyâk'w ásgí	*it has a little face, I see*
12. du wàkh	*his/her eye*
13. siwàkh	*it has eyes*
14. du gúk	*his/her ear*
15. sigúk	*it has ears*

Body Parts and Verbs Derived from Them (cont)

16. du łú	*his/her nose*
17. łiłû	*it has a nose*
18. du tùwú	*his/her mind*
19. sitû	*he/she is clever, has a mind*

Classifiers for Verbs of Possession of Body Parts

Stative verbs meaning *to have (a body part)* are formed by putting either the s- classifier or the ɬ- classifier before the body part stem. If the body part noun ends with a short high vowel, the verb stem is long and high.

Example:

xh'é	*mouth*
sixh'ê	*it has a mouth*

	Affricate Series				
d	dl	dz	j	g	gh
t	tl	ts	ch	k	kh
t'	tl'	ts'	ch'	k'	kh'
	l	s	sh	x	xh
	ɬ'	s'		x'	xh'
s- classifier	*ɬ- classifier if one of these consonants is in the word*			*s- classifier*	

Please note the following rule: If the stem has an affricate-series consonant in it (one of the consonants in the box above), then the ɬ- classifier must be substituted for either the s- or the sh- classifier.

In other words: the s- and sh- classifiers cannot occur before a stem containing an affricate-series consonant; only ɬ- (or zero) classifiers can occur here.

Khuɬigûs' *it is cloudy*

is an example of this. Since the stem contains s' then the classifier ɬ- is used (rather than s-).

Example Sentences

0- s- t'a (∅) *to warm 0*

Here 0 represents the object, such as a- *(it),* s- is the classifier, and t'a is the stem. (∅) means the verb is zero conjugation.

1. Amsit'â. *She warms it.*
2. Sat'â ! *Warm it!*
3. Aguxhsat'â. *She's going to warm it.*
4. Ùst'âych. *She always warms it.*
5. Ast'èxh. *She is warming it.*
6. Du jín aɬt'ès'. *She is warming it (a body part).*
7. Amɬit'â. *She warmed it (a body part - her hand, etc).*

0- ∅- kha (∅) *to sew 0*

8. Khá ! *Sew it!*
9. Àwakhâ. *She sewed it.*
10. Akhês'. *She is sewing it.*

Eskimo Comparison

Aya'itaarua'ucuumineraarmia agelraa.

Even though he didn't want to window shop with me, he went.

aya'i-	-taar-	-(r)ua'r-	ut-e-	yuumir	n'e-e-
envying	*keep on*	*sort of*	*with*	*want*	*not*
ngraar-	-mi	-a	age-	-lraa	
even though	*he*	*me,*	*go*	*he (past)*	

aya'i-	*to envy (things)*
aya'itaar-	*to keep envying (things)*
aya'itaaruar-	*to keep envying things (for fun, idly) = to window-shop*
aya'itaarua'ute-	*to window-shop with (person)*
aya'itaarua'ucuumir-	*to want to window-shop with*
aya'itaarua'ucuumin'ete-	*not to want to window-shop with*
aya'itaarua'ucuumin'eraar-	*even though ... not want to window-shop with*

Writing Practice - Charlie Joseph Song

Sitka Native Education Program - Isabella Brady

1. Hàndé axh chùnètk'í. (ES)
   Give me my little bow

2. Ts'ítsgúk' khwàt'ùk (MB)
   A little bird I could shoot

3. Axh dlâk' sîk' sákw (BC)
   My sister's little daughter for

4. Hê neł wujikhákh (JS)
   Over here inside the house it has landed

5. Chìshdên wujikhàkh (JL)
   Easy to get it has landed

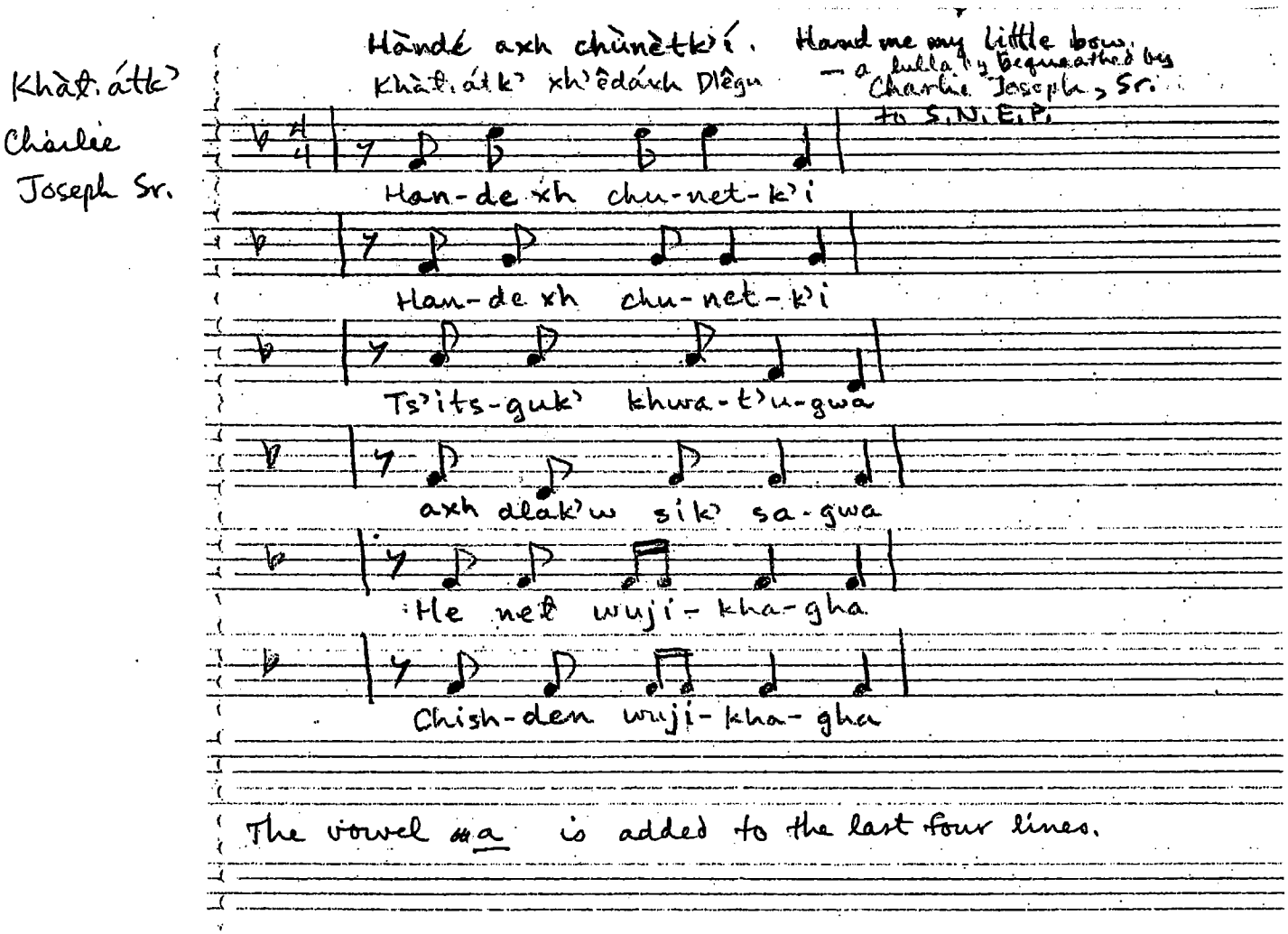
ES - Emma Sam *MB - Margaret Bob*

BC - Bessie Cooley *JS - Jane Smarch*

JL - Jeff Leer

Charlie Joseph Song

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Transcribed by Dr. Jeff Leer

Verb Types

Tlingit verb types in terms of subject (S) and object (O)		
	- O	+ O
-S	impersonal	objective
+S	intransitive	transitive

Transitive Verb - to see (someone)

		O-	s-	tin	(gha)	*to see O*
1.		xhat	wusi-	tìn		*she saw me*
2.		i-	msi-	tìn		*she saw you (one)*
3.		a-	msi-	tìn		*she saw him/her/it*
4.		hà	msi-	tìn		*she saw us*
5.		yì	msi-	tìn		*she saw you folks*
6.	has	a-	msi-	tìn		*she saw them*
7.		khu-	msi-	tìn		*she saw people*

Example Analysis:

6. has amsitìn *she saw them*

has	a-	m-	si-	tìn
	object pronoun	*thematic*	*classifier*	*verb stem*

Objective Verb - to be tired

	O-	D-	xwetł	(Ø)	*O is / becomes tired*
8.	xhat	wudi-	xwétl		*I'm tired*
9.	i-	mdi-	xwétl		*you're tired*
10.		wudi-	xwétl		*he/she/it is tired*
11.	hà	mdi-	xwétl		*we are tired*
12.	yì	mdi-	xwétl		*you folks are tired*
13.	has	wudi-	xwétl		*they are tired*
14.	khu-	mdi-	xwétl		*people are tired*

Example Analysis:

8. xhat wudixwétl *I'm tired*

xhat	wu-	di-	xwétl
object pronoun	*perfective*	*classifier*	*verb stem*

Objective Verb - to be fine

	O-	Ø-	k'ê	(ga)	*O is fine, is good*
15.	xhat	ya-	k'ê		*I am fine*
16.	i-	ya-	k'ê		*you are fine*
17.		ya-	k'ê		*he/she/it is fine*
18.	hà	ya-	k'ê		*we are fine*
19.	yì	ya-	k'ê		*you folks are fine*
20.	has	ya-	k'ê		*they are fine*

Example Analysis:

20. has yak'ê *they are fine*

has	ya-	k'ê
object pronoun	*classifier*	*verb stem*

Example with incorporated noun:

21. iyayak'ê *your face looks fine (scolding) i.e. you are not being good, only your face looks fine*

i yá *(your face)* is incorporated in the verb

Objective Verb - to have hiccups

	O-	Ø-	dut' (Ø)	*O has hiccups*
22.	xhat	uwa-	dút'	*I have hiccups*
23.	ì-	wa-	dút'	*you have hiccups*
24.		uwa-	dút'	*he/she/it have hiccups*
25.	hà	uwa-	dút'	*we have hiccups*
26.	yì	uwa-	dút'	*you folks have hiccups*
27.	has	uwa-	dút'	*they have hiccups*

Example Analysis:

27. has uwadút' *they have hiccups*

has	u-	wa-	dút'
pluralizer	*perfective* *wu -*	*classifier* *ÿa-*	*verb stem*

Objective Verb - to be strong

	O-	ɬ-	tsìn	(ga)	*O is strong*
26.	xhat	ɬi-	tsìn		*I am strong*
27.	i	ɬi-	tsìn		*you are strong*
28.		ɬi-	tsìn		*he/she/it is strong*
29.	hà	ɬi-	tsìn		*we are strong*
30.	yì	ɬi-	tsìn		*you folks are strong*
31.	has	ɬi-	tsìn		*they are strong*

Verbal Nouns

3rd Person Verb		Verbal Noun	
yak'ê	*he is good*	Ø-k'é	*goodness*
khu**wa**k'ê	*the weather is good*	khuk'é	*good weather*
ɬitsìn	*he is strong*	**ɬa**tsìn	*strength*
sigû	*he is happy*	**sa**gú	*happiness*
yanîkw	*he is sick*	Ø-nîkw	*sickness*
si.ât'	*he is cold*	**sa**.ât'	*coldness*
khu**si**.ât'	*the weather is cold*	khu**sa**.ât'	*cold weather*
khu**wa**t'â	*the weather is warm*	khut'á	*warm weather*
shighèkh	*he is stingy*	**sha**ghèkh	*stinginess*

The Tlingit Classifiers

Classifiers without D-

I form	Non-I form
ya-	Ø
ɬi-	ɬa-
si-	sa-
shi-	sha-

Classifiers with D-

I form	Non-I form
di-	da-
dli-	ɬ-
dzi-	s-
ji-	sh-

Verb Paradigm

Intransitive verb - to read

	D-tuw	(na)	*read, count*
1.	xhadatûw		*I am reading*
2.	idatûw		*you are reading*
3.	datûw		*he/she/it is reading*
4.	tudatûw		*we are reading*
5.	yidatûw		*you folks are reading*
6.	hàs datûw		*they are reading*

Example Analysis:

The pronoun shortens in front of a classifier.

1.	xha	da	tûw
	subject pronoun	*classifier*	*verb stem*
	I		*read*

Transitive verb - to read a book

	O	Ø-tuw	(na)	*read O*
7.	x'úx'	xhatûw		*I am reading a book*
8.	x'úx'	ìtûw		*you are reading a book*
9.	x'úx'	atûw		*he/she is reading a book*
10.	x'úx'	tùtûw		*we are reading a book*
11.	x'úx'	yìtûw		*you folks are reading a book*
12.	x'úx'	has atûw		*they are reading a book*

Example Analysis:

12.	x'úx'	has	a-	tûw
	object noun	*pluralizer*	*object pronoun*	*verb stem*
	book	*they*	*it (book)*	*read*

Transitive verb - to love him/her

		O-s-xhán	(ga stative)	*love O*
1.		xhasixhán		*I love her*
2.		isixhán		*you love her*
3.		asixhán		*he/she/it loves her*
4.		tusixhán		*we love her*
5.		yisixhán		*you folks love her*
6.	has	asixhán		*they love her*

Example Analysis:

6.	has	a-	si-	xhán
	pluralizer	*object pronoun*	*classifier*	*verb stem*
	they	*her*		*love*

Transitive verb - to love you (one)

7.		ixhsixhán	*I love you*
8.		isixhán	*he/she/it loves you*
9.		itusixhán	*we love you*
10.	has	isixhán	*they love you*

Example Analysis - to love you (one):

7.	i-	xh-	si-	xhán
	object pronoun	*subject pronoun*	*classifier*	*verb stem*
	you	*I*		*love*
9.	i-	tu-	si-	xhán
	object pronoun	*subject pronoun*	*classifier*	*verb stem*
	you	*we*		*love*
10.	has	i-	si-	xhán
	pluralizer	*object pronoun*	*classifier*	*verb stem*
	they	*you*		*love*

Transitive verb - to love me

11.	xhat	isixhán	*you (one) love me*
12.	xhat	sixhán	*he/she/it loves me*
13.	xhat	yisixhán	*you folks love me*
14.	xhat has	sixhán	*they love me*
	has xhat	sixhán	

Transitive verb - to love us

15.	hà	isixhán	*you (one) love us*
16.	hà	sixhán	*he/she/it loves us*
17.	hà	ysixhán	*you folks love us*
18.	has hà	sixhán	*they love us*

Transitive verb - to love you folks

19.		yì	xhsixhán	*I love you folks*
20.		yì	sixhán	*he/she/it loves you folks*
21.		yì	tusixhán	*we love you folks*
22.	has	yì	sixhán	*they love you folks*

Transitive Verb - to love them

23.	has	xhasixhán	*I love them*
24.	has	isixhán	*you (one) love them*
25.	has	asixhán	*he/she/it loves them*
26.	has	tusixhán	*we love them*
27.	has	yisixhán	*you folks love them*
26.	has	asixhán	*they love them*

Analysis:

26.	has	a-	si-	xhán
	pluralizer	*object pronoun*	*classifier*	*verb stem*

They love him/her/it.
He/she/it loves them.
They love them.

Note that the pluralizer **has** may pluralize the subject *they*, or the object *them*, or both.

Note also that the pluralizer is used to mark more than one person (or animals viewed as people). It is not used to mark more than one object:

a)	Yak'ê.	*He /she/it is good, fine, nice.*
b)	Yak'ê.	*They are nice. (referring to objects), e.g.*
c)	Yak'ê yá kh'èkaxwên.	*This flower is nice.* *These flowers are nice.*
d)	Has yak'ê.	*They are fine. (referring to people), e.g.*
e)	Has yak'ê i àt hás.	*Your aunts are fine.*

You can also say:

I àt has yak'ê.	*Your aunts are fine.*

Note that Tlingit does not allow two **has** in a row. Instead of:

* I àt hás has yak'ê,

we leave out the first **hás** and say:

I àt has yak'ê.	*Your aunts are fine.*

Transitive Verb - to love one another

27.	wùsh yidzixhán	*you folks love one another*
28.	wùsh gaysxhán !	*love one another !*

Tlingit Verb Template (Simplified)

Prefixes							Stem
Object	**Incorporate**			**Mode**	**Subject**	**Classifier**	
xhat *me*	ji-	ya-	ka-	na-	xha *I*	ya-, Ø	tin *see*
i- *you (one)*	xh'a-			gha-	i-, ì- *you (one)*	łi-, ła-	kha *sew*
a- *him/her/it*	tu-			ga-	Ø *he/she/it*	si-, sa-	t'a *warm*
hà *us*	sha-			wu-	tu-, tù- *we*	shi-, sha-	xhán *love*
yì *you (pl)*	łu-			...	yi-, yì- *you (pl)*	di-, da-	etc.
kha- *them, one* khu-, *a person, people*	shu-				du- *a person, people (indefinite)*	dli-, ł-	
	etc.					dzi-, s-	
	shagun-					ji-, sh-	

Incorporated Nouns (Body Parts)

Noun	***English***	**Incorporate**
khà xh'é	*mouth*	xh'a-
khà jín	*hand*	ji-
khà tùwú	*mind*	tu-
khà shá	*head*	sha-
khà łú	*nose*	łu-
a shú	*end*	shu-

Examples of Incorporated Nouns

1. łi.ùs — *is playful, mischievous*
2. xh'ałi.ùs — *is talkative, gossipy*
3. tułi.ùs — *is mischief-minded*
4. jiłi.ùs — *is always getting into things, can't keep hands to self*
5. tułi.àn — *is kind*
6. yasátkw — *is fast, quick*
7. xh'ayasátkw — *is a fast talker*
8. tuyasátkw — *is quick-minded, quick-witted*
9. jiyasátkw — *is a fast worker*

Examples of Incorporated Nouns cont.

10. yù xh'ayatánk	*is speaking*
11. yù tuwatánk	*is thinking*
12. yù tuditánk	*the mother is having contractions (literally, "(the baby) is thinking")*
13. łighî	*is shining*
14. kałighî	*is shining all over, is fancy*
15. shakłighî	*is cute (literally, "has a shining head")*
16. xh'ashakłighî	*has a cute way of talking, "talks like a bird"*
17. kàjákhkw	*is skilled, precise*
18. jikàjákhkw	*is skilled with his hands, is good at making things*
19. xh'akàjákhkw	*is skilled at speaking, is a precise speaker*
20. tukàjákhkw	*is a precise thinker*
21. łich'îyákhw	*is slow, meticulous*
22. jiłich'îyákhw	*is a slow worker*
23. xh'ałich'îyákhw	*is a slow talker, is a deliberate talker*
24. tułich'îyákhw	*is a slow thinker, is a deliberate thinker*
25. kułi.âxhch'an	*is nice to listen to, sounds nice*
26. xh'akwłi.âxhch'an	*is a fascinating speaker*

Examples of Incorporated Nouns cont.

27. kułitîs'shán (coastal)	*is interesting to look at, is fascinating*
28. jikwłitîs'shán	*is fascinating to watch at work*
29. yadáł	*is heavy*
30. xh'ayadáł	*is a heavy /weighty/ forcible speaker*
31. łitsìn	*is strong*
32. tułitsìn	*is strong-minded, strong-willed*
33. xh'ałitsìn	*is expensive*
34. jiłitsìn	*is strong with hands (in working)*
35. yù łiháshk	*it floats up and down*
36. yù łukłiháshk	*the point ("nose") of it floats up and down*
37. Yù Łukłihashgi X'à	*Floating Point (near Juneau)*

Analysis of 36

yù	łu-	ka-	łi-	hash	-k
	incorporate	*incorporate*	*classifier*	*stem*	*suffix*
up & down	*nose*	*surface*		*float*	*repeatedly*

38. át satîn	*full bag is lying there*
39. a k'ûł'	*the butt of it (e.g. of a spear)*
40. át k'uł'satîn	*bottom-heavy full bag is lying there*
41. a xh'é	*its opening, its mouth*
42. át xh'asatîn	*wide-mouthed full bag is lying there*

The Tlingit National Anthem:
Lest My Grandfathers' Land Be Left Barren

1. Ch'a àdé yê unatîghà
   Lest it be left alone / untouched

   Axh łîłk'w hás àní
   My grandfathers' town / land

   A kàdé xhat sagaxhdu.áxhch.
   My voice will always be heard on it.

2. Dâ x'êghà ch'a yanaskhá i tùwú,
   Do tell him your mind truthfully,

   Axh àt hás,
   My aunts,

   I Yêłi káx' xh'anghidagáx'xhi.
   Always to pray for your Raven.

Analysis - verse 1

1. ch'a àdé (yê yatì) *(It is) just the way it was*

2. yê unatîghà *lest it be so (Admonitive mode)*

yê	u-	na-	tî	-ghà
	negative-	*conjunction-*	*stem*	*-postposition*
thus			*be*	*lest*

yê natìch *it is always so (Habitual mode)*

yê	na-	tì	-ch
thus	*conjunction-*	*be*	*-ch*

3. axh łiłk'w hás àní — *my grandfathers' town / land*

4. a kàdé xhat sagaxhdu.áxhch
   my voice will always be heard on it (Repetitive Future mode)
   (literally: on it, people will always hear my voice)

a	kà-	dé	xhat	-sa-	gaxh-	du-	.áx	-ch
			object	*incorporate*	*future mode*	*subject*	*stem*	*suffix*
it	*on*	*to*	*me*	*voice (sé)*		*person, people*	*hear*	*repeatedly*

Note: In Tlingit a sound can be heard "to" a place, and a person or thing can be seen "to" a place, as if one's sight or hearing has traveled to the place. So we say:

Hitkàdé duwa.áxhch — *It can be heard on the rooftop* (hitká)

Yûde duwatîn — *It can be seen way over there* (yû)

Analysis - verse 2

5. Dâ — *please do!*

6. x'êghà — *truthfully*
   (x'êghà át — *truth)*

7. ch'a — *an added syllable*

8. (yê) yanaskhá ! — *tell him! (Imperative mode)*

9. i tùwú — *your mind, your heart and soul (inner being)*

10. axh àt hás — *my aunts (of the Wolf moiety)*

11. i Yêłi — *your Raven*

12. (du) káx' xh'anghidagáx'xhi *that you may always pray for (him) (Repetitive Hortative mode)*

xh'a-	n-	gh-	i-	da-	gáx'	-xh	-i
incorporate mouth (xh'é)	*conjugation (na-)*	*mode (gha-)*	*subject you*	*classifier D-*	*stem pray*	*suffix repeatedly*	*suffix*

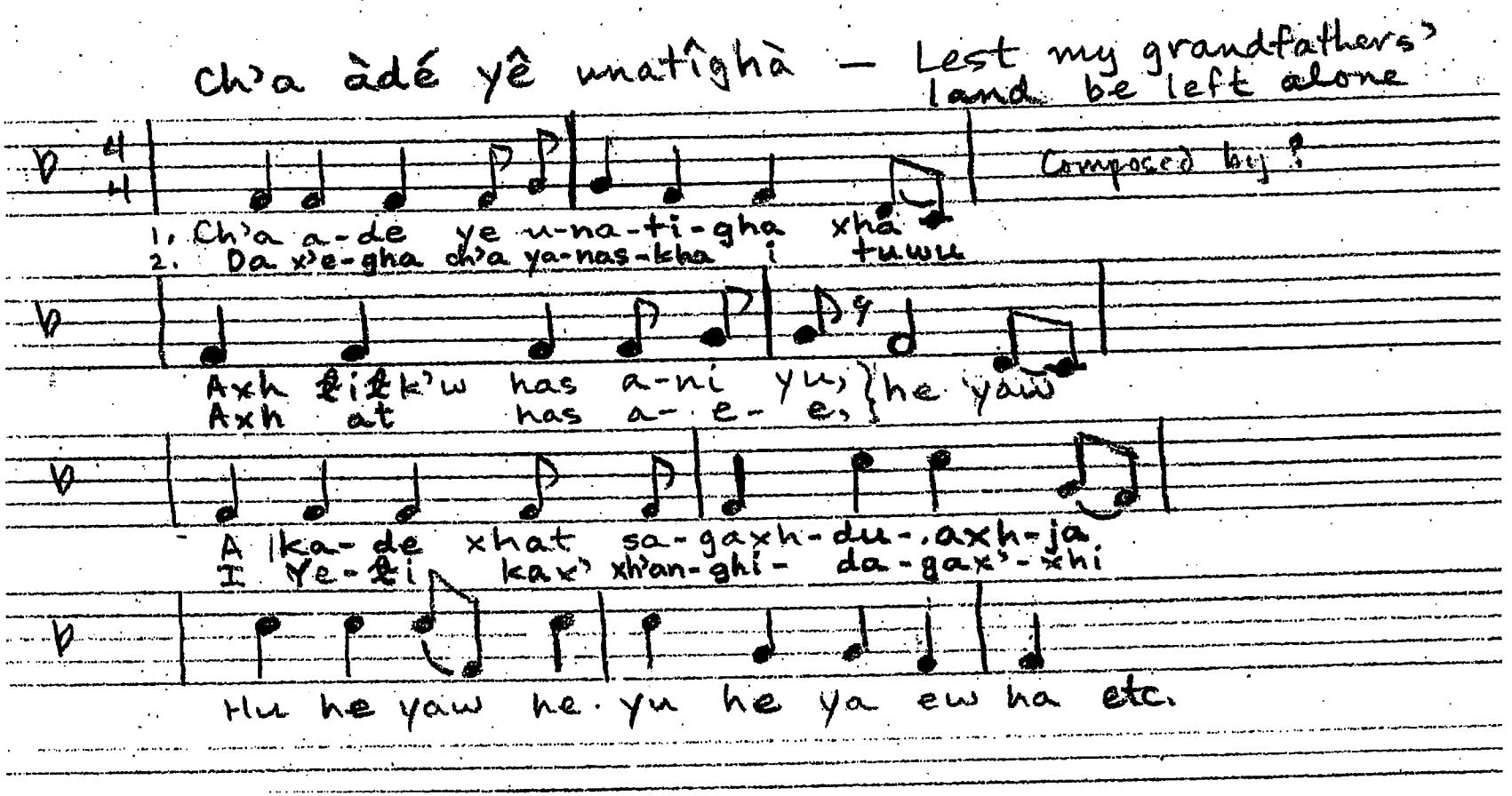
axh káx' xh'adagâx' *he/she is praying for me (rare)*
axh kâ xh'adagâx'

sh kâ xh'adagâx' *he/she is praying (common)*

xh'agâx' *prayer*

Note: The second verse is addressed to the composer's aunts, but uses the second person singular, as if talking to one person.

The Tlingit National Anthem:
Lest My Grandfathers' Land Be Left Barren



Transcribed by Dr. Jeff Leer

Causative Verbs

Causative verbs replace the classifier with s- or ɬ-

	O-	D-	gax' (Ø)	*O is bothered by noise*
1.	xhat	wudigáx'		*I am bothered by noise / racket*
	O-	s-	gax' (Ø)	*noise bothers O*
2.	xhat	wusigáx'		*the noise is driving me crazy*
3.	xhat	xh'awsigáx'		*he is driving me crazy with his talking*

Incorporated shagun- , from:

	khà shagûn	*background, history, ancestry*
4.	yê shagunkàwahâ	*that's how they're related, that's the origin of it*
5.	ashagunkàwanìk	*he explained the whole history of it, how it came to be that way*
6.	yan ashagunkàwa.ákhw	*he planned it out*

Automatic Nasalization of vowels before y, w, m, n

In Teslin Tlingit, a syllable ending with **y**, **w**, **m**, or **n** is nasalized. We notice the nazalisation of the vowel especially if it is followed by **y** or **w**. For example:

t'àw *feather*

is pronounced with a nazalised vowel in Teslin, i.e. as:

t'ą̀ą̨ *feather*

The word:

taum *feather*

was recorded by Father Veniaminoff (now St. Innocent), probably in Sitka, about 175 years ago. t represents glottalized t , now written t' . The final -um probably represents nasalized w. The syllable was therefore nasalized, just as it is in Teslin today. The automatic nasalization we find in Teslin is therefore a conservative feature found nowhere else in Tlingit.

Possessed Forms of Nouns - Examples

	Noun	English	Possessed Form	English
1.	dè	*road, trail*	du dèyí	*his/her road*
2.	à	*one (as in* yak'êyi à, *a good one)*	du àyí	*his/hers (literally, "his/her one")*
3.	â	*lake*	du âyi	*his/her lake*
4.	té	*stone, rock*	du tèyí	*his/her rock, gall bladder, gall stone*
5.	khustí	*life, lifestyle*	du khustìyí	*his/her life*
6.	ghàtâ	*trap*	du ghàtáyi *(Coastal)* du ghàtàyí *(Teslin)* du ghàtayí (*Atlin, Carcross)*	*his/her trap*
7.	łítà	*knife*	du łítayi *(Coastal, Teslin)* du łítàyí *(Teslin)* du łitayí *(Carcross) ?*	*his/her knife*
8.	k'ùdás'	*shirt*	du k'ùdás'i *(Teslin, Carcross, Coastal)* du k'ùdas'í *(A. Sydney, E. Nyman)*	*his/her shirt*
9.	t'â	*board*	du t'âyi	*his/her board*

	Noun	English	Possessed Form	English
10.	kanat'á	*blueberry*	du kanat'àyí	*his/her blueberry*
11.	dâs'à	*snare*	du dâs'ayi *(all dialects)* du dâs'àyí *(Teslin)*	*his/her snare*
12.	tâx'áɬ'	*needle*	du tâx'áɬ'i	*his/her needle*
13.	xhìgwáɬ'	*pack strap*	du xhìgwáɬ'i *(Teslin, Coastal)* du xhìgwaɬ'í *(Atlin)*	*his/her pack strap*
14.	ghìghách'	*hammock, swing (e.g. for a baby)*	du ghìghách'i *(Teslin, Carcross, Coastal)* du ghìghach'í *(Atlin)*	*his/her hammock*
15.	dânà	*money*	du dânayi *(Coastal,Teslin)* du dânàyí *(Teslin)* du dânayí *(Carcross)*	*his/her money*
16.	xhîy	*dog pack*	kètl xhîyi	*his/her dog pack*
17.	dl̨y dlîy	*meat*	du dl̨yí *(Teslin)* du dlîyí *(Carcross, Coastal, Atlin)*	*his/her meat*
18.	gúx'à	*cup, dipper*	du gúx'ayi	*his/her cup*
19.	x'ûw	*blanket*	du x'ûwu	*his/her blanket*

Possessed Forms of Nouns

The possessed form of the noun is formed by adding the suffix **-(y)i** or **-(w)u** .

Usually the stem of the noun does not change and the suffix has the **opposite tone** from the stem tone. You can see this in:

2. du à - yí *his/hers (low tone stem)*

3. du â - yi *his/her lake (high tone stem)*

There are two types of exceptions:

I.

If the stem ends in a **short high vowel**, this vowel becomes long and low and the suffix has high tone. See examples:

4.	té	*stone, rock*	du tèyí	*his/her rock, gall bladder, gall stone*
5.	khustí	*life, lifestyle*	du khustìyí	*his/her life*
10.	kanat'á	*blueberry*	du kanat'àyí	*his/her blueberry*

This rule applies to all dialects of Tlingit.

II.

Nouns with **long low stems** followed by the suffixes **-â, -ás', -áł', -ách'** have possessed forms with high tone on the possessed noun suffix **-(y)í** in Carcross and Atlin.

	Noun	**English**	**Possessed Form**		**English**
			Coastal	**Carcross, Atlin**	
6.	ghàtâ	*trap*	du ghàtáyi	du ghàtayí	*his/her trap*
8.	k'ùdás'	*shirt*	du k'ùdás'i	du k'ùdas'í	*his/her shirt*
13.	xhìgwáł'	*pack strap*	du xhìgwáł'i	du xhìgwał'í	*his/her pack strap*
14.	ghìghách'	*hammock, swing*	du ghìghách'i	du ghìghach'í	*his/her hammock, swing*

In 8, 13 and 14 Teslin agrees with Coastal Tlingit. But Teslin has a different form in 6:

du ghàtàyí *his/her trap*

Instrumental Nouns

Instrumental nouns are formed with the suffix:

-à after high tone stems **-â** after low tone stems

	Noun	English	Tlingit Verb	English
1.	ghàtâ	*trap*	awdzighát	*he trapped it*
2.	dâs'à	*snare*	awdlidás'	*he snared it*
3.	ûnà	*gun*	àwa.ún	*he shot it*
4.	gúx'à	*cup, dipper*	hîn àwagúx'	*he dipped out water*
5.	ɬítà	*knife*	wùɬit	*it slid, glided*

Other noun suffixes are:

-ás'	*as in*	k'ùdás'	*shirt*
-áɬ'	*as in*	tâx'áɬ'	*needle*
		xhìgwáɬ'	*pack strap*
-ách'	*as in*	ghìghách'	*hammock, swing (e.g. for a baby)*

Interjections

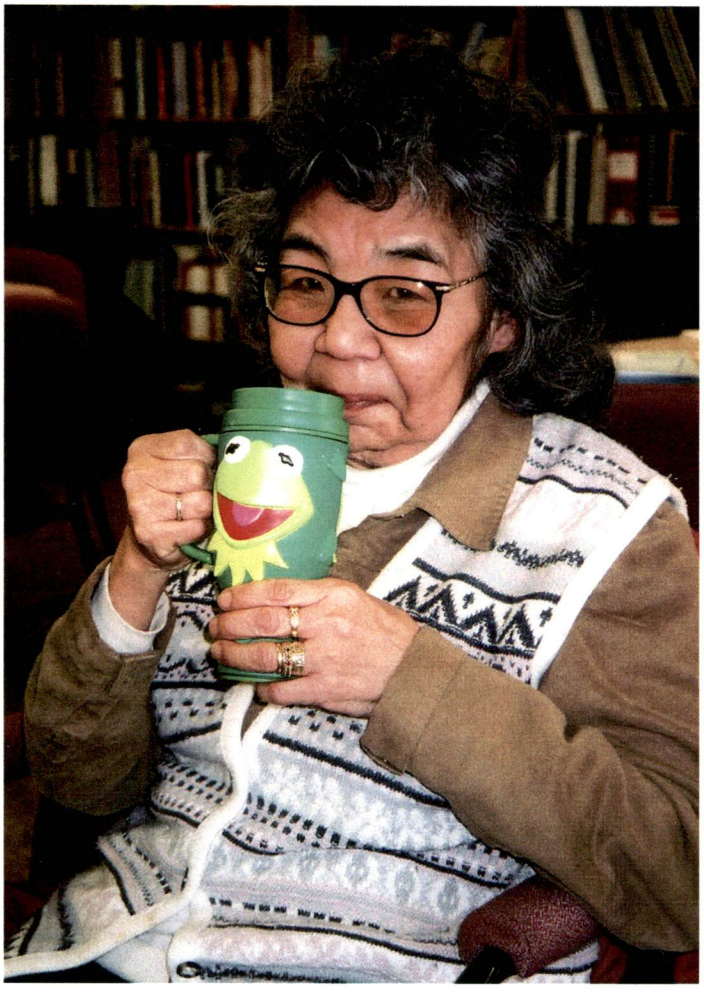
1. Ìshân !	*Poor thing!*
2. Ìshânák'w !	*Poor little thing!*
3. Juwâk'w ní ! Juwâk'w łtín !	*Shame on you!*
4. Juwá !	*Bad boy! Bad girl!*
5. Juwâk'w !	*Bad little boy! Bad little girl!*
6. Iyàk'ê !	*(scolding) "Your face looks nice!"*
7. Ts'uh !	*You dirty little thing!*
8. Hàyîn yítk' ! Hàyîn sík' ! Hàyîn, hàgú sík' !	*said to a crying baby as you rock and comfort it*
9. T'ukanêyi ts'îx !	*said to a baby with a dirty diaper or spit on its face*
10. Uha.û ! Uhú.ú !	*Cute little thing!*
11. Sî kadân ! nûx' sî	*Best daughter! Best doll!* *china doll, can refer to a pretty girl*
13. Nê ! Já' !	*Honey! Sweetheart!*
14. Yaxh at ghwakú !	*(frustration) said when trying to do something but just can't get it.*
15. Hadlâw !	*Good gosh!*

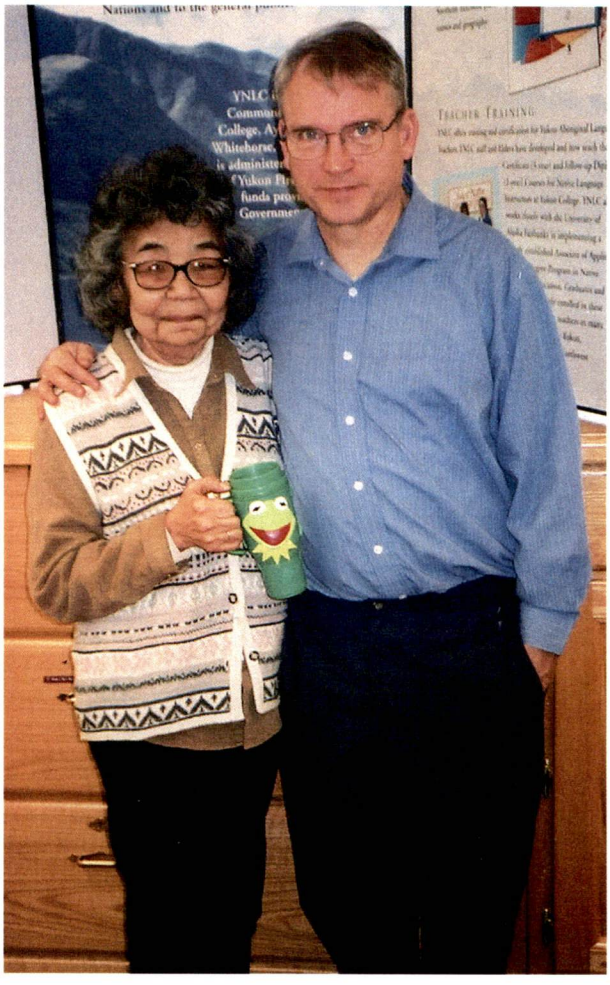
Interjections (cont)

16. Łikùdzí !	*Amazing!*
17. Hàw !	*Well, I'll be!*
18. Hàhá łtín !	*How about that! All of a sudden!*
19. Gwá', hàhá łtín !	*Good for him, it finally happened!*
20. Gwá' !	*That's what you get!*
21. Hê tláw' !	*It's worrying!*
22. Hé' !	*Wow! That's surprising!*


DAWSON CITY

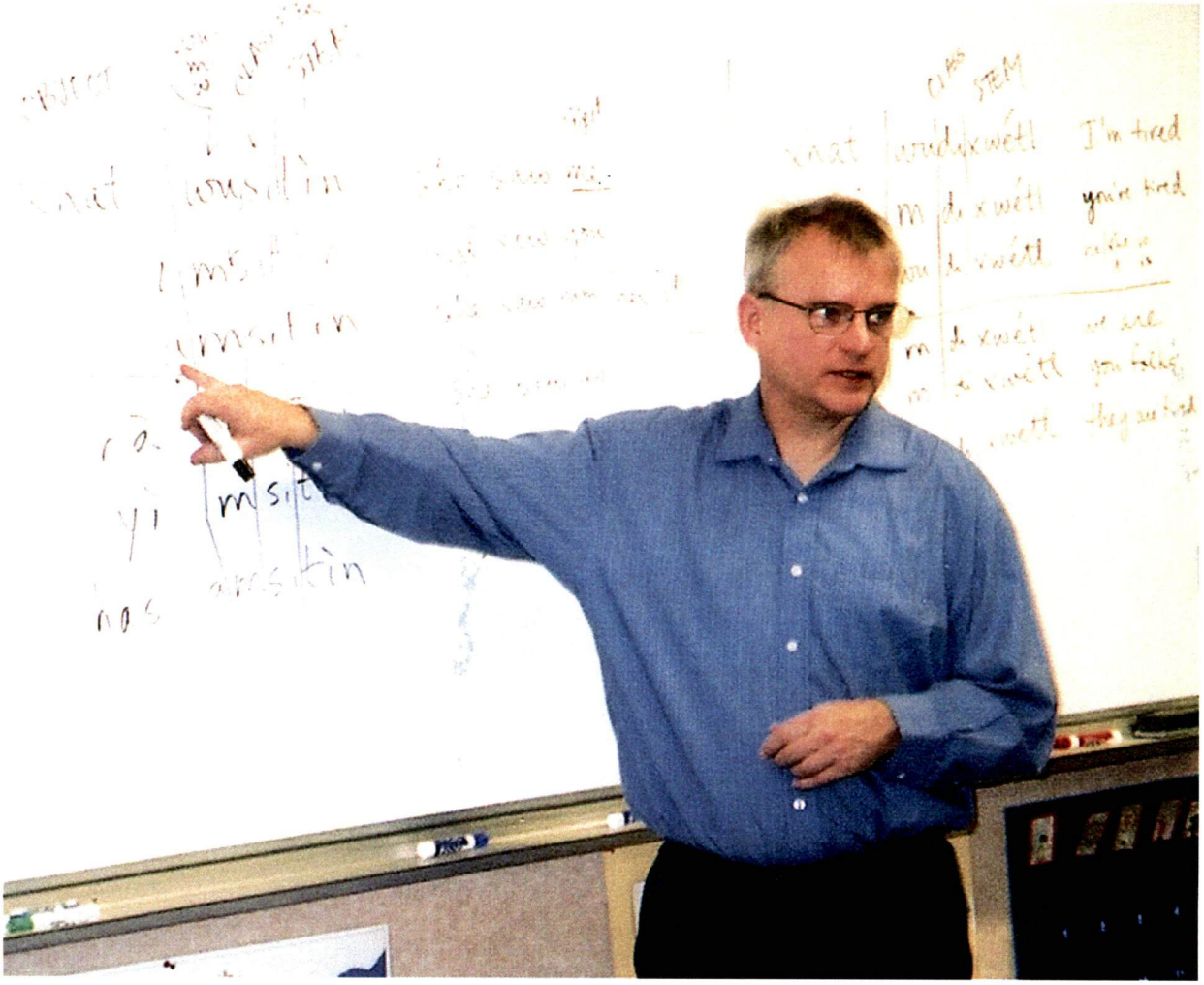

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DAWSON CITY












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Photograph Identifications

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39.	*top:*	Margaret Bob, Emma Sam, Jeff Leer, Ada Haskin, Ida Calmegane, Mamie Smith, Jane Smarch, Bessie Cooley
	bottom:	Margaret Bob, Emma Sam, Jeff Leer, Ada Haskin, Ida Calmegane, Jo-Anne Johnson, Mamie Smith, Jane Smarch, Josephine Holloway, Bessie Cooley
40.	*top left:*	Emma Sam
	top right:	Emma Sam, Jeff Leer
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41.	*top:*	Mamie Smith, Jane Smarch, Ada Haskin, Ida Calmegane
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42.	*top left:*	Jeff Leer, Mamie Smith
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43.	*top left:*	Jeff Leer, Bessie Cooley
	top right:	Jeff Leer, Emma Sam
	bottom left:	Jeff Leer, Margaret Bob

Topics in Tlingit Verb System and Orthographies

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and

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Based on the Tlingit Literacy Session
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HISTORICAL RELATIONSHIPS

E. Sapir's **Na-Dene** originally consisted of Haida, Tlingit and Athabascan, and Eyak was later added to this group.

We have now been able to demonstrate that Tlingit, Eyak and Athabascan are without doubt related, but that the relationship with Haida is doubtful at best. So we have proposed a new name for the language family consisting of Athabascan, Eyak and Tlingit, namely **Tlina-Dene**. This is based on the Athabascan, Eyak and Tlingit words for *person*.

Proto-Athabascan:	*dəne:	"person"
Eyak:	łila:'	"man"
Tlingit:	łin-gít	"person"
from earlier	łina-git	(git is Haida for "child")

Eyak **l** regularly develops from earlier **n** , so Eyak **łila:'** "man" regularly corresponds to Tlingit ***łina** , evidently the original word for "person", referring also to "The People", that is, the original Tlingit of the interior.

When a **"Łina"** man married a woman of a different tribe (such as a Haida or Tsimshian), their children would be referred to as "**Łina-git**", that is, "Child of the Łina". As the Tlingit became more and more intermarried in the process of becoming a coastal nation, these children of mixed ancestry became the majority, and eventually the name "**Łina-git**" came to symbolize the emergence of the Tlingit among the prosperous nations of the Northwest Coast.

Therefore in the new name **Tlina-Dene** , the first part (**Tlina**) refers to the two coastal nations (Tlingit **łina** and Eyak **łila:'** , originally meaning "person") and the second part refers to the widespread Athabascan family (**Dene**). This term has the advantage of being similar to E. Sapir's term **Na-Dene** , but the change of **Na-** to **Tlina-** emphasizes that Haida is no longer included in this ancient family of languages.

To sum up:

Tlina-Dene { Athabaskan, Eyak, Tlingit

does not include Haida (an isolated language).

TLINGIT ORTHOGRAPHIES DURING THE AMERICAN PERIOD

Many of the early European explorers gathered at least a few words and phrases in the native languages they encountered in their journeys. These words and phrases were not written in any systematic way, as a rule, but impressionistically, with little or no appreciation of unfamiliar sounds. Most of these explorers described the sound systems of the Northwest Coast languages such as Tlingit as "harsh" and "guttural", and made no secret of their distaste for these languages. Their purpose in documenting the languages was motivated by a desire to establish profitable trade relations with these native people; most of them had little or no interest in the languages per se. There were notable exceptions, however, in particular the Russian Orthodox priest Father Ivan Veniaminov, who later became Bishop Innocent and is now St. Innocent. He was genuinely interested in the languages and cultures of the people among whom he preached, and made a good start at distinguishing the various unfamiliar sounds of Tlingit.

In the American period, the linguistic documentation of the Tlingit language became more precise and detailed. In 1904, the missionary William A. Kelly and Francis H. Willard, a Chilkat Tlingit, published their Grammar and Vocabulary of the Tlingit Language of Southeastern Alaska, at the same time as ethnologist John R. Swanton collected Tlingit myths, histories, songs, clan names and the like under the supervision of the "father of American anthropology" Franz Boas. It was unfortunate that these teams did not collaborate; together they could have gained a much deeper understanding of Tlingit. Kelly and Willard succeeded in identifying all contrasting consonants except dl and tl' , and their transcriptions are virtually perfect except for tone, and distortions based on Kelly's insistence on "Websterian orthoepy". Swanton had a much less evolved understanding of the sound system; his transcriptions are often difficult to decipher.

In 1914 Boas himself worked on Tlingit with Louis Shotridge (Stùwukhâ), also a Chilkat Tlingit. They achieved a complete phonological analysis, identifying all the consonants, vowels, and tone as well. However, there are sometimes errors of transcription due to Boas' misperception of the vowel system. He distinguished the vowels as **reduced** ɑ ɛ ɪ ʊ as opposed to **full** a e i u , evidently identifying the difference as one of vowel quality; actually, the crucial distinction is that of **vowel length**; the vowels a e i u (and the rare o) can occur long or short. It is true that in most Northern dialects, and particularly the Chilkat dialect, short vowels are pronounced more lax than long vowels: káts "lime" sounds like English "cuts", and hít "house" sounds like English "hit". These vowels are nevertheless clearly short. Long vowels are usually tense, but in the

Northern dialects, particularly Chilkat, stem-final long low **i** and **u** tend to be pronounced lax, as in yê yatì , where the last syllable can sound almost like the Irish pronunciation of "tea" / tiɩ / or even with a completely lax vowel / tɩ·/.

At any rate, Boas not infrequently confuses the "lax" and the "tense" vowels with each other. Naish and Story, on the other hand, distinguish stem vowels correctly, but do not consistently distinguish the length of prefixal vowels; they often write "oo" for both short u and long ù in prefixes, and sometimes also "ee" for both i and ì. This is the only flaw in their spelling system.

Another problem with the vowel system is that the vowels of suffixes ending with -i / -u (as the possessive suffix), the decessive suffix -in / -un, the prohibitive suffix -ikh / -ukh, and the postposition -de "to, toward" can be pronounced short, half-long or fully long. Such suffixes are underlyingly long, but are fully long only in emphatic and deliberate speech. More usually the suffix vowel is half-long, but it can also be pronounced completely short.

The same is true of enclitics like tsú / tsû "also", tsá / tsâ "only then", khu.a / khu.à "however", áyá / áyâ "this is ...", áwé / áwê "that is ..." and the like, as well as some very particles like de / dè "already", tle / tlè "just (then)", ch'u / ch'ù "even". This variability in the length of many of the most common suffixes and short words is one of the main motivations behind the Interior Tlingit system of writing both the short and the long vowel with the same symbol (a e i u) and indicating vowel length together with vowel tone by means of diacritics.

In this way, words are written with the same letters even if the length of the final syllable can vary from speaker to speaker or even from sentence to sentence. The variable length is distinguished simply by the choice of diacritic, which does not stand in the way of the readability of the word. Simply stated, the Interior Tlingit orthography is easier to read and it is easier to learn to write than the Coastal Tlingit orthography.

Following is a comparative chart of the Tlingit orthographies that have been used in the 19th century. Five of them are "scientific" orthographies and four of them are "practical" orthographies.

Leer's "practical scientific" orthography is designed for the Tlingit, Eyak and Athabascan languages, as well as neighbouring languages such as Haida and Tsimshian. Very few special symbols are allowed: accented vowels, ÿ and ɬ, all of which are found on standard fonts. (In email, all these may be avoided by using e.g. /a for á, \a for à, and ^a for â, as well as y" for ÿ and L for ɬ.)

COMPARATIVE CHART OF TLINGIT "SCIENTIFIC" ORTHOGRAPHIES

Obstruents

Swanton [1]	Boas & Shotridge [1]	Naish & Story M.A. Theses	Leer Dissertation	Leer "Practical Scientific"
d	d	d	d	d
t	t'	t	t	t
t!	t̓	t?	t'	t'
L̦	L̦	ƛ	ƛ	dl
L	L	x̌	x̌	tɬ
L!	L̓	x̌?	x̌'	tɬ'
ɬ	ɬ	ɬ	ɬ	ɬ
L!	ɬ̓	ɬ?	ɬ'	ɬ'
dz	dz	ʒ	ʒ	dz
ts	ts	c	c	ts
ts!	t̓s̓	c?	c'	ts'
s	s	s	s	s
s!	s̓	s?	s'	s'
dj	dj	ǯ	ǯ	dzh
tc	tc	č	č	tsh
tc!	t̓c̓	č?	č'	tsh'
c	c	š	š	sh

COMPARATIVE CHART OF TLINGIT "PRACTICAL" ORTHOGRAPHIES

Obstruents

Kelly & Willard[1]	Naish & Story[1]	Coastal Orthography[1]	Interior Orthography[1]
d	d	d	d
t	t	t	t
dt	t'	t'	t'
dl	dl	dl	dl
tl	tl	tl	tl
dl	tl'	tl'	tl'
hl	l	l	ɬ
DL	l'	l'	ɬ'
ds	dz	dz	dz
ts	ts	ts	ts
dts	ts'	ts'	ts'
s	s	s	s
sz	s'	s'	s'
j	j	j	j
ch	ch	ch	ch
dj	ch'	ch'	ch'
sh	sh	sh	sh

Obstruents (cont)

Swanton [1]	Boas & Shotridge [1]	Naish & Story M.A. Theses	Leer Dissertation	Leer "Practical Scientific"
g	g	g	g	g
k	kˁ	k	k	k
k!	k̓	kˀ	k’	k’
x̣ [!!] [2]	x	x	x	x
q!	x̓	xˀ	x’	x’
gᵘ , gᵒ	gᵘ/...kᵘˁ	gʷ	gʷ	gw
kᵘ , kᵒ	kᵘˁ	kʷ	kʷ	kw
k!ᵘ , k!ᵒ	k̓ᵘ	kˀʷ	k’ʷ	k’w
x̣ᵘ , x̣ᵒ	xᵘ	xʷ	xʷ	xw
q!ᵘ , q!ᵒ	x̓ᵘ	xˀʷ	x’ʷ	x’w
g̣	g̣	G	G	G
q	qˁ	q	q	q
q!	q̓	qˀ	q’	q’
x [!!] [2]	x̣	X	x̣	X
q!	x̣̓	Xˀ	x̣’	X’
g̣ᵘ , g̣ᵒ	g̣ᵘ	Gʷ	Gʷ	Gw
qᵘ , qᵒ	qᵘˁ	qʷ	qʷ	qw
q!ᵘ , q!ᵒ	q̓ᵘ	qˀʷ	q’ʷ	q’w
x̣ᵘ , x̣ᵒ	x̣ᵘ	Xʷ	x̣ʷ	Xw
q!ᵘ , q!ᵒ	x̣̓ᵘ	Xˀʷ	x̣’ʷ	X’w

Obstruents (cont)

Kelly & Willard[1]	Naish & Story[1]	Coastal Orthography[1]	Interior Orthography[1]
g	g	g	g
c	k	k	k
g′	k’	k’	k’
CH	x	x	x
g‘	x’	x’	x’
gw	gw	gw	gw
kw, k^{oo}	kw	kw	kw
g′w, g′^{oo}	k’w	k’w	k’w
CHW, CH^{oo}	xw	xw	xw
g‘w, g‘^{oo}	x’w	x’w	x’w
ġ	g̲	g̲	gh
k̲	k̲	k̲	kh
ḳ	k̲’	k̲’	kh’
‘h	x̲	x̲	xh
g̈	x̲’	x̲’	xh’
ġw	g̲w	g̲w	ghw
qu	k̲w	k̲w	khw
ḳw, ḳ^{oo}	k̲’w	k̲’w	kh’w
‘hw, ‘h^{oo}	x̲w	x̲w	xhw
g̈w, g̈^{oo}	x̲’w	x̲’w	xh’w

Obstruents (cont)

Swanton [1]	Boas & Shotridge [1]	Naish & Story M.A. Theses	Leer Dissertation	Leer "Practical Scientific"
(no symbol)	ʾ	ʔ	ʔ	7
(lacking)	(lacking)	ʔʷ	ʔʷ	7w
h	h	h	h	h
hᵘ, hᵒ	(lacking)	hʷ	hʷ	hw

Sonorants

Swanton [1]	Boas & Shotridge [1]	Naish & Story M.A. Theses	Leer Dissertation	Leer "Practical Scientific"
y	y	y	y	y
y.	y.	(lacking)	ÿ	ÿ
w	w	w	w	w
n	n	n	n	n
			m	m

Notes

Note 1: Syllable final non-glottalized stops are usually released, but they are not aspirated, so underlyingly they are plain stops. They are written as plain stops in Naish and Story's and in Leer's scientific orthography; in the other orthographies they are written (incorrectly) as aspirated stops. Therefore in the Tlingit practical orthographies:

syllable-final d is written t
syllable-final dl is written tl
syllable-final dz is written ts
syllable-final j is written ch
syllable-final g is written k
syllable-final gw is written kw
syllable-final gh/g̲ is written kh/k
syllable-final ghw/g̲w is written khw/kw

Note 2: Be careful not to get confused by Swanton's use of x̣ and x. Swanton uses x̣ for the **velar** fricative, which Boas and Shotridge write as x ; Swanton uses x for the **uvular** fricative, which Boas and Shotridge write as x̣ .

Obstruents (cont)

Kelly & Willard[1]	Naish & Story[1]	Coastal Orthography[1]	Interior Orthography[1]
(no symbol)	.	.	.
(lacking)	(lacking)	.w	.w
h	h	h	h
wh	(lacking)	hw	hw

Sonorants

Kelly & Willard[1]	Naish & Story[1]	Coastal Orthography[1]	Interior Orthography[1]
y [note 3]	y	y	y
(lacking)	(lacking)	ÿ (or y̲)	ÿ [note 5]
w [note 4]	w	w	w
n	n	n	n
		l̲ (rare)	l [note 6]
		m (rare)	m [note 6]

Notes

Note 3: Kelly and Willard use
ī in place of äy (Coastal aay, Interior ày / ây)

Note 4: Kelly and Willard use
ū in place of yo͞o (Coastal yoo, Interior yù / yû)
au in place of äw (Coastal aaw, Interior àw / âw)

Note 5: The sonorant ÿ does not occur in most modern Tlingit; it is regularly replaced by y.

Note 6: The sonorants l and m only rarely occur as distinctive sounds in modern Tlingit.
In Coastal Tlingit, l is heard from some older speakers as a variant of n.
The sonorant m is common only in Teslin Tlingit.

Vowels

Short

Swanton	Boas & Shotridge		Naish & Story M.A. Theses		Leer Dissertation		Leer "Practical Scientific"	
	low tone	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*
A , a	ȁ	ά	ʌ	Ʌ́	a	á	a	á
ê , e	ȅ	é	ɛ	ɛ́	e	é	e	é
î , i	ȉ	ί	ɪ	ɪ́	i	í	i	í
u , o [note 1]	ȕ	ú	ʊ	ʊ́	u	ú	u	ú

Long

Swanton	Boas & Shotridge		Naish & Story M.A. Theses		Leer Dissertation		Leer "Practical Scientific"	
	low tone	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*
ā [note 2]	à	á	a	á	a·	á· [3]	a:	á:
ē	è	é	e	é	e·	é· [3]	e:	é:
ī	ì	í	i	í	i·	í· [3]	i:	í:
ū , ō [note 1]	ù	ú	u	ú	u·	ú· [3]	u:	ú:

Notes

Note 1: Swanton uses short o and long ō instead of u and ū especially next to a uvular consonant, where the vowel tends to be affected by the uvular.

Note 2: Swanton uses long â in place of ā next to a rounded consonant; moreover, he does not indicate the rounding of the consonant. (I think Boas sometimes writes ʔ for such a vowel.

Note 3: Leer distinguishes two types of long high-tone vowels: (1) those that are long in Tongass Tlingit are written á· , etc. in his composite orthography; (2) those that are glottalized in Tongass Tlingit are written á' etc. in his composite orthography. Also, long low vowels are written a` , etc. in his composite orthography if they are fading vowels in Tongass Tlingit.

Vowels

Short

Kelly & Willard	Early Naish & Story		Coastal Orthography		Interior Orthography	
	low tone	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*
ŭ	u	ú	a	á	a	á
ĕ	e	é	e	é	e	é
ĭ	i	í	i	í	i	í
o͝o	o	ó	u	ú	u	ú

Long

Kelly & Willard	Early Naish & Story		Coastal Orthography		Interior Orthography	
	low tone	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*
ä	a , à	á	aa	áa	à	â
ā	ei , èi	éi	ei	éi	è	ê
ē	ee , èe	ée	ee	ée	ì	î
o͞o	oo , òo	óo	oo	óo	ù	û

Notes

Note 4: Early Naish and Story add a "helper" h (which is not pronounced) to a single vowel at the end of a word, e.g.

t'úh for t'á "king salmon"
t'áh for (Coastal) t'áa , (Interior) t'â "board"

Note 5: Naish and Story write low tone with the grave accent **only on the stem vowel.** Otherwise they use no tone mark for a low vowel.

Vowels

Three of the vowels have changed in the Coastal Tlingit orthography established by Naish and Story - see Vowels (1).

u ⟶ a
a ⟶ aa
o ⟶ u

This gives the vowel system in Vowels (2), currently used for Coastal Tlingit.

Also, in the earliest Naish-Story orthography, one-letter vowels were followed by silent **h** at the end of the word. So for example what is now written **a daa** "around it" in Coastal Tlingit (Interior Tlingit **a dà**) was earlier written
uh dàh.

Coastal Tlingit 1		Coastal Tlingit 2	
(original Naish-Story system)		(revised Naish-Story system)	
u	a	a	aa
e	ei	e	ei
i	ee	i	ee
o	oo	u	oo

Comparison between Coastal and Interior spellings of vowels, illustrated with the vowel a :

	Naish-Story	Coastal Tlingit	Interior Tlingit
short low	u	a	a
short high	ú	á	á
long low	a or à	aa	à
long high	á	áa	â

Example words and sentences

	Naish-Story	Coastal Tlingit	Interior Tlingit
I am fine	x̲ut yuk'éi	x̲at yak'éi	xhat yak'ê
me	x̲út	x̲át	xhát
root	x̲àt	x̲aat	xhàt
fish, salmon	x̲át	x̲áat	xhât

TL'ANAXÎDÁKHW

Don Cameron xh'êdaxh sh kałnìk,
John R. Swanton-ch kawshixidi, 1909,
Tlingit Texts and Myths, pp. 292-3

Âk'wx' áyú yê yatì khâ,
â kàdé wùgùt gánghà.

A yàxhdé ÿà nagúdi áyú
awsitìn shàwát
yû a digiygê sh wudlihàsh.

Du shaxhàwú yê kwdliyât'.

Ch'âkw ałtíni áyá awsitìn
yê kwdzigèyi à at yátx'i.

Àxh à wùshât nèłdé.

Yan khukashghît áyú àwaxhêx'w.

Xhach Tl'anaxîdákhw yádi ásíyú.

Tàt áwé yú ànxh'atûxh yàwagút,
khà wàkh kè akàwajéł.

Ÿà khèga.â yú shàwát ÿát àwa.ù.

Ts'ùtàt áyû ÿà shandanúk,
du xhánx' nèł uwagút atk'átsk'u yê xh'uł'kułigê.

Xhach khà wàghí ásíyú ashawłihík.

Łdakát yú khu.ù, khà wàghí áyú àxh kè akàwajéł.

Wùtsàghâ ash jìhú yú shàwát.

Ash xháni nèł uwagút yú atk'átsk'u.

THE STORY OF THE TL'ANAXÎDÁKHW

as told by Don Cameron
and written by John R. Swanton, 1909
Tlingit Texts and Myths, pp. 292-3

There was a man at Auke Lake;
he went to the lake for firewood.

As he was coming to the shore
he saw a woman
floating by herself in the center of [the lake].

She had long hair.

While watching her for a long time, he saw
small children.

He took one of them home.

When it was fully dark the people went to bed.

But actually it was the Tlanaxîdákhw's child.

During the night it went through the town
taking people's eyes out.

Toward dawn a woman had a child.

In the morning [as] she was getting up
in came a child with a big belly.

Actually it was full of the people's eyes.

All those people, it had taken out their eyes.

That woman had a cane.

The child came into her house.

Tl'anaxîdákhw (cont)

Du wàkhdé ÿà gashìch,
ch'u tle duwutsàgháÿìch yût akùłtákhch.

Daxh.à yê nasgît akakawłitákh.

Ts'as khà wàghích shawłihík.

Hítx'i tûxh ÿàwagút yú shàwat ajâkhdáxh.

Adaxh áyú sh dàdé yê jiwdinè.

Du ÿátk'u àwayâ ch'a kùgeÿiyêde.

"Tl'anaxîdákhwxh xhat guxhsatî," yû ÿàwakhà.

Ÿèkh ghagúdín yàk axhâ nuch.

Wùsh ghèdé atsuw nuch yú yàk nûx'u.

Ch'a át anagútch,
ch'a àn axh'awù.âych du ÿátk'u.

The Story of the Tl'anaxîdákhw (cont)

It kept reaching out for her eyes
but every time she just batted [its hands] away with her cane.

The second time [it came after her], she skewered its [swollen belly].

It was just full of human eyes.

The woman went through the houses after she killed the child [and found all the corpses].

After that she put a bunch of clothing on.

She put her baby on her back and packed it off, wandering aimlessly.

"I am to be the Tl'anaxîdákhw," she said.

When she went down on the beach, she would eat mussels.

She would put the mussel shells one inside the other.

She is always just walking around,
and as she does, she pacifies her little baby.

Notes on Tl'anaxîdákhw :

1. As seen in this text, turn of the century Sitka had the sound **ÿ**, which is pronounced like **w** but with the lips unrounded. It is quite similar to the **gh** of the neighboring Athabascan languages, where **gh** is a velar approximant, that is to say (1) not uvular but with the tongue poised near the roof of the mouth, and (2) phonetically not a velar fricative, but articulated with the tongue too far from the roof of the mouth to cause air turbulence, so that no rasping sound is made when pronouncing **gh**.

   (As far as I know, in Athabascan languages where **gh** is velar, it is always phonetically an approximant, like **l**, even though it behaves morphophonologically like a voiced fricative. In other Athabascan languages, **gh** is a either a voiced uvular fricative or a uvular approximant that behaves like a voiced fricative.)

2. â ká here refers to the lake area: â kàdé *to the lake* rather than *onto the lake*.

3. sh wudlihàsh literally means *she caused herself to float*, meaning that she was keeping herself in a floating posture.

4. àn xh'atú is unattested elsewhere: àn xh'atûxh ÿàwagút *went through the town*. It seems to be a variant of àn xh'ayì. Compare hítx'i tûxh ÿàwagút *went through the houses*. Outside this construction, hít tú (or hítx'i tú) doesn't seem to occur; instead one says hít ÿì *inside the house*.

5. xhach is a variant of xhaju *actually, in fact*, which in most dialects is khaju or khach.

6. khà wàghí ashawłihík is unusual, perhaps actually a causative meaning *had it (his stomach) full of human eyes*. A more usual way to say this is khà wàghích shawłihík *(his stomach) was full of human eyes*. This occurs further down in the text.

7. Wùtsàghâ ash jìhú is remarkable in two ways. First, ...jìhú preserves the old form of the predicate locative, namely **-hu** after a vowel but **-u** after a consonant. This same form is now found exclusively in the Carcross dialect as represented by Lucy Wren. The rest of Tlingit has ...jìwú, with the predicate locative suffix **(-)wu**.

   Second, this is the only example I have found where precedent third person pronoun **ash** occurs unopposed to another third person. Most people nowadays would say Wùtsàghâ du jìwú, with the ordinary human third person pronoun **du**. I suppose that Mr. Cameron uses this pronoun here so as to disambiguate the reference: the woman has the cane, not the child.

8. ÿà gashìch is a progressive habitual, *keeps on reaching out*.

9. akakawłitákh is not elsewhere recorded. The first ka- visualizes the belly as a small round object, like an abscess, that bursts when poked.

10. sh dàdé yê jiwdinè is not elsewhere recorded. It sounds like it would be used of dressing in preparation for war, and so also here it could characterize the woman as in effect dressing for battle, putting on as many clothes as possible, knowing that she would never return and would always be walking the earth.

Notes on Tl'anaxîdákhw (cont):

11. ch'a kùgeÿiyêde is not elsewhere recorded. Today people usually say ch'a kùgêyi *any old way, any which way.*

12. Wùsh ghèdé atsuw nuch refers specifically to fitting one shell inside the curve of the next shell. Whenever people saw stacks of shells on the beach, they would look around to see if they could find the Tl'anaxîdákhw and secure a blessing from her.

13. Ch'a át anagútch literally means *A person is always just walking around* (perfective habitual). Perhaps a better translation would be *There's always someone just walking around* [on the beach].

14. Ch'a àn axh'awù.âych: axh'awù.âych is the perfective habitual of axh'aÿàwa.â *she pacified (her baby), kept it from crying by nursing it, feeding it, caressing it...* Ch'a àn most often means *nevertheless*, but Swanton gives the meaning *at the same time.*

TÂX'À ANAXH SHUKAWSIXI YÉ

Stùwukhâch kawshixidi, 1914
Franz Boas, *Notes on the Language of the Tlingit Indians (1917),* pp. 168-9

Ghunanà khuwa.û.

Has du xhùx' áwé khût jìwahâ hat kasayá.

Ch'u tle ghunayê wugùdídáxh
tlêł łingít yáxh wutì.

Ch'u du tlâ tsú tlêł at yáxh a dà tuwutì.

Ch'a tlákw at gutût nagútch kanałs'âkw kha ts'útsgúx' sâni ìn.

Ch'a yà nałgêni yáxh áwé dèsgwach uxhì at gutûde.

Wâ nanî sáwé du ìn wù.àdi atk'átsk'u ghût nèł uwagút.

"Gùsû i ìn à khu.à?" du tlâch xh'èwawûs'.

Ts'as "Gushé áwé," yan awłijákhw.

Ch'a kagênáxh áwé dèsgwach tsu khut à wdzigìt atk'átsk'u,
dèsgwach tsu khut à wdzigìt.

Wé at kasayêk' tsu dèsgwach yà yinayát' at gutûde.

Du kâk hás dàx'ùnínáxh has yatì.

Hásch khu.à de has ayakhìt has du kêłk',
ch'a àn áwé du tlâch tlêł â ùłxáchxh du yîtk'.

THE ORIGIN OF THE MOSQUITOES

written by Louis Shotridge, 1914
Franz Boas, *Notes on the Language of the Tlingit Indians (1917)*, pp. 168-9

A group of Athabascans were living [somewhere].

Among them some kind of alien being was born to a woman.

Even from the time he began to walk
he was not like a human being.

Even his own mother had a strange feeling about him.

He was always out in the woods killing squirrels and small birds.

As he got older he started spending more and more nights in the woods.

One time he came home without the boy who had gone with him.

"Where is your companion?" his mother asked him.

He simply insisted on answering, "How should I know?"

Over a long period of time first one boy was lost
and then another.

That little alien being spent more and more time in the woods.

He had four maternal uncles.

They were suspicious of their nephew,
but his mother never gave up on her son.

Tâx'à anaxh shukawsixi yé (cont)

Ch'ù nânáxh akhìnî áwé ghàkh nèł àwayâ.

Tlèdahîn du tlâ tlaxh du tùwú sigû du yîtk'i kàxh,
du kàk hás khu.à áwé ch'a ash uwakhít.

Yan at xhâ áwé du tlâch yê yawsikhà,
"Axh yîtk', gúsá tlaxh ł yû khà shadu.ús'gùn.

Hàndé, i shât khukhahâdi."

Wâ sá khà tlâ khà kù.ánk'u nùch
a yáxh áwé tût ashàwatî du yîtk'.

Tle a shâde yà nashîni ìn áwé ash xètkát shawudit'éxh'.

"Tlegâ dê! Tlaxh khútxh xhat kaysixhán!"

Tle káxh dàkh shàwaxíx wé shàwát.

Wé Ts'axíchk'i khu.à tle gânt wujixíx.

Gwàá! ch'u tle gwâyá du xètkâ yan uwa.â hat ín chunèt xh'èdí.

Tle tlêł tsu wudasá.

Ch'u tle ásgíwé du shakwk'utûwu à hat ín wé Ts'axíchk'i.

Ch'u tle du tlâ awujàghídáxh hú khu.à tle tlêł tsu wudustìn.

Ch'a yikàwayât'i yáxh áwé
dèsgwach łingít tlánx' ał'ûni tsu tlêł hàxh u.àt.

De tlaxh khúdáxh yà khà shunaxíxi áwé,
wûsh ìn wudi.àdi wùch ìn à tlênáxh hàt à uwagút.

Ch'a hûch áwé tsâ khùn akàwanìk,
"Ts'axíchk'ich khúdáxh yà shunałxíxi wé ànt akhìní."

Ch'u tle dàxh awdunùgú tûxh áwé wułigâs' wé Ghunanà.

Ch'u adaxh áyá tlêł yankáxh hà ułgás'xh.

The origin of the mosquitoes (cont)

[One time] when they were sitting quietly at home, he came home packing a lynx.

That one time his mother was happy for her son,
but his uncles just got [more] suspicious of him.

When he finished eating his mother said to him,
"My son, why have you gone so long without washing your hair?

Bring [your head] over here so I can run my fingers through your hair."

Just as a mother babies her child,
so she took her son's head in her hands and drew it to herself.

But just as she was reaching out for his head, he rammed his head into her chest.

"Begone now! You are making too much of a fuss over me."

The woman just fell over backward.

Little Ts'axíchk'i then ran outside.

But look! they could see some kind of flint arrowheads stuck in her chest.

She breathed no more.

It seemed that little Ts'axíchk'i had some kind of flint in his little scalp.

After he killed his mother, he was no longer to be seen.

Over a long period of time
one by one, adult hunters wouldn't come back [from hunting].

Now when far too many people were going missing,
of a pair of friends who had gone out together, [only] one came home.

It was he himself who finally told the people,
"It is little Ts'axíchk'i who is killing off the townspeople."

As the realization sank in, the Athabascans moved away.

Ever since then, we have never lived permanently in one place.

Notes on Tâx'à anaxh shukawsixi yé:

General. The most characteristic feature of the Chilkat dialect is the replacement of most instances of original short e by short a, as in łingít tlánx' adults, which is łingít tlénx' in most Tlingit. This is seen a number of times in the text. However, the Chilkat dialect does have short e from two sources: first, from cases where original i is lowered to e before a uvular consonant, e.g. àwat'éxh' pounded it with a rock or other heavy object; in Tlingit dialects further south this is pronounced àwat'íxh'. (A derivative form át shawdit'éxh' rammed his head into it, headbutted it is found on line 25.) Chilkat short e is also found in particles and enclitics originally ending in long e, such as the particles tle (from tlè) just, just then and gushé (from original *gushê) I don't know.

Another feature of the Chilkat dialect is the pronunciation of short a after a rounded consonant. Here short a is rounded to the point where it sounds almost like short u. Mr. Shotridge in fact writes this vowel as ʊ or u (like short u), but I am not convinced that Cwa is in fact completely indistinguishable from Cu. An example from this text is dèsgwach gradually, by degrees more and more, which Mr. Shotridge writes as dèsguch.

Line 2. hat kasayá would be said at kasayé by most speakers. The vowel e is found, however, in at kasayêk' little alien being (with the vowel lengthened before diminutive -k') in line 13.

The word hat seems no longer to be used or even recognized, although Mr. Shotridge uses it rather often in this text, including here and lines 29 and 31. It is a prenominal modifier meaning some kind of...; Mr. Shotridge translates it as a certain.... It implies that the noun in question is something unknown, not encountered in ordinary day-to-day experience, e.g. hat ín refers to something that at first glance looks like flint but is somehow different.

Line 6. ts'útsgúx' sâni little birds in the Chilkat dialect corresponds to ts'ítsgúx' sâni in most Northern Tlingit. Kanałs'âkw kha ts'útsgúx' sâni ìn is a verbal noun meaning killing squirrels and little birds; compare a.ìn is killing them. (This ìn just happens to look like the much more common postposition ìn with.)

Line 17. Louis Shotridge writes khàkh ; this may well be the old Chilkat pronunciation of ghàkh lynx.

The implication here is that little Ts'axíchk'i came bursting into the house and disturbed the peace by acting more aggressive than usual. This is probably what put his uncles on guard. Apparently the aggression went unnoticed by his mother, who was instead pleased with her son's gift, and proud of his prowess as a hunter.

Line 21. I'm not sure about the frame particle gúsá, used with negative ł to mean why...not...? (Gúsá is from gù sá *where?)*

Here the mother addresses her son obliquely with the fourth person (indefinite human) pronominals khà and du- , literally, *My son, why did one go so [long] without washing one's head/hair?* But even the fact that she addressed him as her little child

was no doubt offensive, even insulting, to little Ts'axíchk'i, because he had just proved himself an adult, and mothers were not supposed to talk directly to their adult sons in those days.

Line 24. tût ashàwatî , literally *took his head to herself.*

Line 25. A contemporary English translation of ash xètkát shawdit'éxh' would be *he headbutted her chest* (specifically, her breastbone).

The precedent pronoun ash refers to little Ts'axíchk'i's mother, who precedes Ts'axíchk'i here. In line 19, however, ash refers to Ts'axíchk'i, who in this context precedes his uncles.

Line 26. Tlegâ dê! *Begone (now)!* or *Enough already!*

Line 30. Tlêł tsu wdasá. *She didn't breathe again/any more.* She was already dead.

Line 31. du shakwk'utûwu à *there is/are some in his little scalp*, where du shakwk'utú *his little scalp* is the diminutive of du shakwtú *his scalp*. The diminutive prefix is inserted inside the compound noun shakwtú /sha+gu+tú/ *hair+base+inside*, figuratively the *hair-forest*, referring literally to the surface at the base of the hairs of the head, just as at gutú *the forest* refers to the ground at the base of the trees.

The diminutive suffix often occurs in this text referring to Ts'axíchk'i, perhaps because he was physically small, and perhaps to express contempt for him and for the vicious little critters he spawned as his final act of vengeance against mankind. This text ends with these words:

Wé káł't' khu.à tlè tâx'àxh wusitì. Á áyá ch'u Ts'axíchk'i káł't'i áyá yìdát łingít asxhá.

But the ashes became mosquitoes. And so even now little Ts'axíchk'i's ashes eat people.

Line 38. Ts'axíchk'ich khúdáxh yà shunałxíxi.. is a subordinative progressive with -i, which is unusual in a main clause. Here khúdáxh might be a shortened form of khûdáxh *from the people*, i.e. Ts'axíchk'i is causing people to vanish from the community (khûdáxh). Apparently little Ts'axíchk'i was by this time so indifferent to the people's reaction as to publicly admit his crimes. He wouldn't have dared to say this unless he had come to the conclusion that the townspeople couldn't do anything do him, and apparently they came to the same conclusion, because from then on they never stayed long in one place.

Mr. Shotridge writes what looks like ànt akhìní, a variant of the usual word ànt khìní *townspeople*, literally *those sitting/dwelling in town.*

THE GOSPEL ACCORDING TO ST. JOHN, 1:43-51

Naish and Story

Jesus-ch wooxòoxoo Philip kuh Nathanael
(Jesus calls Philip and Nathanael)

43. Yúh ít àh yukyèe Jesus doo toondutánee yéi wootèe Galilee kàh-dei n'gugòot. Jesus Philip kúx koowushèe; yéi uh yawsikàh, "Xàn nu.úh."

44. Bethsaida kwán-x sitèe Philip. Andrew úx' yéi yutèe, kuh Peter tsóo.

45. Philip Nathanael kúx koowushèe; àn uh kawunèek,
"Doo kúx koowtoowushèe wéh Moses-ch uh dàt kuwooshxeedee àh,
wéh uh káh kootoodziteeyee yoox'utúngee x'óx'oo kúx';
wéh Dikée Ankáwoo x'éi-tx ut kunèekx'ee-ch tsóo kòon kawunèek.
Jesus uwéh, Nazareth kàx, Joseph yéet-x sutèeyee."

46. "Dat yuk'eiyee út súweh Nazareth kàx koodzitèe," Nathanael-ch woowóos'. Philip uh yáx' yéi yawukàh, "Hàh góh; gustèen."

47. Jesus-ch uh woostèenee Nathanael doo xún-dei yah nugódee, uh dàh yoo x'eiwutún, "Wéidoo, kónux Israel tooyikyúdee; tléil sh-wooduyèil."

48. Nathanael-ch x'eiwuwóos', "Wah-nux súweh xut yeesikóo?" Jesus yéi yawukàh, "Tlèi wéh tléikw àsee, fig yóo doowusagoo às k'éet ee.àyee, ee xw'sitèen; ch'uh 'l Philip ee gwuxòoxjee."

49. Nathanael yéi ush yawsikàh, "Rabbi, wu.éh xáh uwéh Dikée Ankáwoo doo Yéet, kuh Israel kúx' king tsóo."

50. Jesus yéi yawukàh, "Ee èen kuxunèegee, ee xw'sutèenee yóo tléikw àsee k'éet ee.àyee, únux ugéh ux éek' eeyuhèen?
Tlux kónux uh yáh-nux koogeiyee út yei k'geesutéen."

51. Agah uyúh yéi's ush yawsikàh, "Uh yúx yee èen kukwkunéek, dikée góos' wóosh-dux guduk'ótsnee, yei guxyeesutéen Dikée Ankáwoo kookénayee kei nu.údee, tsoo woosh duxèinee-x' yei n'du.údee, ux xún-dei, Doolnokxoo Káh-x xut sutèeyee."

THE GOSPEL ACCORDING TO ST. JOHN, 1:43-51

Wycliffe Bible Translators

43. Yá ít à yakyì Jesus du tundatâni yê wùtì Galilee kàdé
nghagùt. Jesus Philip káxh khùwashì; yê ayawsikhà, "Xhàn na.á."

44. Bethsaida khwânxh sitì Philip. Andrew áx' yê yatì, kha Peter tsú.

45. Philip Nathanael káxh khùwashì; àn akàwanìk,
"Du káxh khuwtuwashì wé Moses-ch a dàt kawushxìdi à,
wé a kâ khutudzitìyi yùxh'atángi x'úx'u káx';
wé Dikî Ànkhâwu xh'êtxh at kanìkx'ích tsû khùn kàwanìk.
Jesus áwé, Nazareth kàxh, Joseph yîtxh satìyí."

46. "Dàt yak'êyi át sáwé Nazareth kàxh khuwdzitì," Nathanael-ch wùsûs'.
Philip a yâx' yê yàwakhà, "Hàgú; ghastìn."

47. Jesus-ch wustìní Nathanael du xhánde yà nagúdi, a dà
yù xh'èwatán, "Wêdu khúnáxh Israel tuyikyádi; tlêł sh wudayèł."

48. Nathanael-ch xh'èwasûs', "Wânáxh sáwé xhat yisikû?" Jesus yê
yàwakhà, "Tle wé tlêkhw àsí, fig yû duwasâgu às k'ît ì.àyí
ixhwsitìn; ch'a ł Philip ighwaxhùxhjí."

49. Nathanael yê ash yawsikhà, "Rabbi, wa.é xhâwé Dikî Ànkhâwu
du Yît, kha Israel káx' king tsû."

50. Jesus yê yàwakhà, "I ìn kaxhanìgí ixhwsatìní yû tlêkhw àsí
k'ît ì.àyí, ánáxh ágé axh îk' ìyahìn?
Tlaxh khúnáxh a yânáxh kùgeyi át yè kghisatîn."

51. Àghâ áyá yê s ash yawsikhà, "A yáxh yì ìn kakkhwanîk,
dikî gûs' wûshdáxh ghadak'útsni, yè gaxhyisatîn Dikî Ànkhâwu
kùkhénayi kè na.ádi, tsu wùsh daxhènix' yè nda.ádi axh xhánde,
Dułnukxhu Khâxh xhat satìyí."

YÈŁNÀWÚ

Dèslìn Khwân, 1972
Haa Tuwunáagu Yís, *for Healing Our Spirit*
Nora Marks Dauenhauer & Richard Dauenhauer, pp. 172-4

X'êghà
axh tùwû yak'ê
áyá yìdát.

Áyá ghuna.àndáxh
hà xhùt has uwa.át.

Tléł tsu has du îxh khutùjìyí áyá yâx'
hà xhùt has uwa.át.

Ha hà xhùnx'í
áyá mtusitìn.

Tlaxh x'êghà
àk'é khu.ù áyú yê yatì.

Ha hà tùwú tlaxh dàt yáxh sá a kàxh yak'ê.

Àdáxh ûsh
ch'a tlákw
ch'a yê yiguwâtl'
yè wùsh tùstínch
kha wùsh yáxh kè tutudatánch,
àa,
áyá yè wùsh tùstínji.

Ha ch'a tlaxh a yânáxh áyá
tléł tsu à sá yè tusatínch.

Shayadihên wé Łingít.

Yèłnàwú (cont)

Áyá Ghunanà yû tsú à daxhduwasâkw, de ch'as á áwé,
ha tléł yá hà yáxh yù xh'ałi.atgi à.

Adaxh hás khwá yá yìdát yá hà xhù yê s yatìyi à khwá ch'u tle
tle x'êghà
hà àni khwâni yáxh áhé s yatì
yá àdê hà xh'ênáxh yù s xh'ałi.atgi yé.

Ha ch'âkw,
áyú ch'âkw,
ch'âgu khâwu
ha yê áyá wùsh wuskûwun.

Grammar & Vocabulary of the Tlingit Language of Southeastern Alaska

William A. Kelly and F. H. Willard
1904

pages 733 - 735

TO TELL.
INDICATIVE MOOD.

NOTE. - Remember *c* has the sound of *k*.

Present

Singular	*Plural*
Cŭ-ʻhŭ-nēć , *I tell.*	Cŭ-tōō-nēć , *we tell.*
Cē- nēć, *thou tellest.*	Cŭ-yē-nēć, *you tell.*
Ŭ-cŭ- nēć, *he tells.*	Hŭs ŭ-cŭ-nēć, *they tell.*

Future

Cōō-kŭ-nēć, *I shall tell.*	Cŭʻh-tōō-nēć, *we shall tell.*
Cŭ-ġē-nēć, *thou shalt tell.*	Cŭʻh-yē-nēć, *you shall tell.*
Ŭc-ġuâ-nēć, *he shall tell.*	Hŭs-ŭc-ġuâ-nēć, *they shall tell.*

Perfect

Cŭ́-ʻhwä́-nēć , *I told.*	Cŭʻẃ-tōṓ-wŭ́-nēć, *we told.*
Cḗ-yŭ́-nēć, *thou didst tell.*	Cŭ-yē-nēć, *you told.*
Ŭ́-cä́-wŭ́- nēć, *he told.*	Hŭs-ŭ-cä-wŭ- nēć, *they told.*

Kelly and Willard (by Dr. Jeff Leer)

William A. Kelly and Frances H. Willard seemed to work well as a team. The transcriptions are phonetically near-perfect, so perfect in fact that I suspect it was Mrs. Willard who wrote the Tlingit words and sentences. Aside from a few minor defects in the transcription system, all the sounds in the language are clearly distinguished. The only thing lacking is the tone.

One peculiar spelling is an-kau, *lord, chief*, which represents ànkhâwu.

They managed to identify an impressive number of verb paradigms, but were unable to achieve a global understanding of the verb system, evidently because they tried to fit the multifaceted Tlingit verb system into a restricted number of categories designed for European languages like Latin and Greek. It would have been like trying to put a glove on an octopus. To their credit, however, they correctly identified both the potential and the decessive potential verb modes.

For some reason unknown to me, the future forms given by Kelly and Willard lack the thematic prefix ka-. Every dialect I know of has thematic ka- in the future as well, and so did my teacher Nelly Willard, also a Chilkat speaker. I give the ordinary future forms with thematic ka- in brackets.

Imperfective (K&W "present")
Du ìn kaxhanîk. *I'm telling him.*

kaxhanîk	katùnîk
kìnîk	kayìnîk
akanîk	has akanîk

Future
Du ìn kakkhwanîk. *I'll tell him. I'm going to tell him.*

kukhanîk [kakkhwanîk]	kaxhtùnîk [kagaxhtùnîk]
kaghìnîk [kakghìnîk]	kaxhyìnîk [kaghaxhyìnîk]
akghwanîk [akakghwanîk]	has akghwanîk [has akakghwanîk]

Perfective (K&W "perfect")
Du ìn kaxhwànìk. *I told him. I've told him.*

kaxhwànìk	kawtuwanìk
kìyanìk	kayìynìk
akàwanìk	has akàwanìk

Pluperfect

Cŭ-'hŭ-nēc-ĭn´, *I had told.*	Cŭ-tōō-nēc-ĭn´, *we had told.*
Cē- nēc-ĭn´, *thou hadst told.*	Cŭ-yē-nēc-ĭn´, *you had told.*
Ŭ-cŭ- nēc-ĭn´, *he had told.*	Hŭs-ŭ-cŭ-nēc-ĭn´, *they had told.*

Subjunctive Mood.

Future

Cŭn-'hŭ-nĭc´-nĭ, *if I tell.*	Cŭn-tōō-nĭc´-nĭ, *if we tell.*
Cŭ-nē-nĭc´-nĭ, *if thou tellest.*	Cŭ-nŭ-yē-nĭc´-nĭ, *if you tell.*
Ŭ-cŭ-nŭ-nĭc´-nĭ, *if he tell.*	Hŭs-ŭ-cŭ-nŭ-nĭc´-nĭ, *if they tell.*

Imperative Mood.

Present

Cŭ´-nŭ´-nēc´, *tell thou.*	Cŭ´-nŭ´-yē´-nēc´, *tell ye.*

Infinitive Mood.

Present

Cŭ-'hŭ-nēc-ĭ´, *(me) to tell.*	Cŭ-tōō-nēc-ĭ´, *(us) to tell.*
Cē-nēc-ĭ´, *(thee) to tell.*	Cŭ-yē-nēc-ĭ´, *(you) to tell.*
Ŭ-cŭ-nēc-ĭ´, *(him) to tell.*	Hŭs-ŭ-cŭ-nēc-ĭ´, *(them) to tell.*

Future

Coō-kŭ-nēc-ĭ´, *(me) about to tell.*	Cŭ'h-tōō-nēc-ĭ´, *(us) about to tell.*
Cŭ-ġē-nēc-ĭ´, *(thee) about to tell.*	Cŭ'h-yē-nēc-ĭ´, *(you) about to tell.*
Ŭc-ġuâ-nēc-ĭ´, *(him) about to tell.*	Hŭs-ŭc-ġuâ-nēc-ĭ´, *(them) about to tell.*

Kelly and Willard (by Dr. Jeff Leer) (cont)

Decessive Imperfective (K&W "pluperfect")
Du ìn kaxhanìgín. *I was telling him.*

kaxhanìgín	katùnìgín
kìnìgín	kayìnìgín
akanìgín	has akanìgín

Conditional (K&W "subjunctive future")
Du ìn kanxhaníkni at gughashûkh. *If I tell him he'll laugh.*

kanxhaníkni	kantùníkni
kanìníkni	kanayìníkni [kanayníkni]
akananíkni	has akananíkni

Imperative (K&W "imperative present")
Du ìn kananìk. *Tell him!*

kananìk	kanayìnìk [kanaynìk]

Subordinative Imperfective (K&W "present infinitive")
Du ìn kaxhanìgí áwé anaxh nèł uwagút du shát. *As I was telling him, his wife came in.*
Yak'ê khùn at kìnìgí. *It's good for you to tell people things.*

kaxhanìgí	katùnìgí
kìnìgí	kayìnìgí
akanìgí	has akanìgí

Subordinative Future (K&W "future infinitive")
Du ìn kakkhwanìgí áwé du dlàk'ch wù.îx'. *When I was about to tell him, his sister called to him.*

kukhanìgí [kakkhwanìgí]	kaxhtùnìgí [kagaxhtùnìgí]
kaghìnìgí [kakghìnìgí]	kaxhyìnìgí [kagaxhyìnìgí]
akghwanìgí [akakghwanìgí]	has akghwanìgí [akakghwanìgí]

Grammar & Vocabulary of the Tlingit Language of Southeastern Alaska (cont)

INFINITIVE MOOD.

Perfect

Cŭ-'hwâ-nēc-ĭ´, *(me) to have told.*	Cŭ'w´-tōō-nēc-ĭ´, *(us) to have told.*
Cŭ-yĭ-nēc-ĭ´, *(thee) to have told..*	Cŭ-yē-nec-ĭ´, *(you) to have told.*
Ŭ-cŭ-wōō-nēc-ĭ´, *(him) to have told.*	Hŭs-ŭ-cŭ-wōō-nēc-ĭ´, *(them) to have told.*

PARTICIPLES.

Present

Cŭ´-'hŭ´-nĭc´, *(I am) telling.*	Cŭ-tōō-nĭc, *(we are) telling.*
Cē´-nĭc´, *(thou art) telling.*	Cŭ-yē-nĭc, *(you are) telling.*
Ŭ´-cŭ-nĭc´, *(he is) telling.*	Hŭs-ŭ-cŭ-nĭc, *(they are) telling.*

Future

Cōō´-kŭ´-nic´, *(I am) about to be telling.*	Cŭ'h´-tōō´-nĭc´, *(we are) about to be telling.*
Cŭ´-ġē´-nĭc´, *(thou art) about to be telling.*	Cŭ'h´-yē´-nĭc´, *(you are) about to be telling.*
Ŭc´-ġuâ´-nĭc´, *(he is) about to be telling.*	Hŭs´-ŭc´-ġuâ´-nĭc´, *(they are) about to be telling.*

Perfect

Cŭ´-'hwä´-nēc´-ĭ´, *(I) having told.*	Cŭ'w´-tōō´-wŭ´-nēc´-ĭ´, *(we) having told.*
Cē´-yŭ´-nēc´-ĭ´, *(thou) having told.*	Cŭ´-yē´-nec´-ĭ´, *(you) having told.*
Ŭ-cä-wŭ-nēc-ĭ´, *(he) having told.*	Hŭs´-ŭ´-cä´-wŭ´-nēc´-ĭ´, *(they) having told.*

Kelly and Willard (by Dr. Jeff Leer) (cont)

Subordinative Perfective (K&W "perfect infinitive")
Yak'ê gí du ìn kaxhwanìgí? *Is it all right for me to tell him?*
Axh ìn akawunìgích axh tùwú yak'ê. *I'm glad because he told me.*

kaxhwanìgí	kawtùnìgí
kayinìgí	kayìynìgí
akawunìgí	has akawunìgí

The following three conjugations are actually attributive forms of the verb; this means that they modify a noun. The attributive clause, which always ends with the verb, usually precedes the noun that it modifies. If you compare the attributive forms of the Imperfective and Future to the plain Imperfective and Future, you will see that the stem is shortened from ...nìk or ...nîk to ...nik in the attributive verb form.

Attributive Imperfective (K&W "present participle")
Du ìn kaxhanik át, *What I'm telling him*, literally, *the thing I'm telling him.*
Axh tuwâ sigû àdé kìnik yé. *I like the way you're telling it.*

kaxhanik (át)	katùnik (át)
kìnik (át)	kayìnik (át)
akanik (át)	has akanik (át)

Attributive Future (K&W "future participle")
Du ìn kakkhwanik át, *What I will tell him*, literally *the thing I will tell him*

kukhanik (át) [kakkhwanik (át)]	kaxhtùnik (át) [kagaxhtùnik (át)]
kaghìnik (át) [kakghìnik (át)]	kaxhyìnik (át) [kagaxhyìnik (át)]
akghwanik (át) [akakghwanik (át)]	has akghwanik (át) [has akakghwanik (át)]

Attributive Perfective (K&W "perfect participle")
Du ìn kaxhwànìgi át, *What I told him*, literally *the thing I told him.*
Axh ìn akàwanìgi khâ áwé. *That's the person that told me.*

kaxhwànìgi (át)	kawtuwanìgi (át)
kìyanìgi (át)	kayìynìgi (át)
akàwanìgi (át)	has akàwanìgi (át)

OPTATIVE MOOD.

Present and future.

Cŭn´-kŭ´-nēc´, *let me tell.*	Cŭ´-nŭ'h´-nēc´ , *let us tell.*
Ŭ´-cŭn´-ġŭ´-nēc´, *let him tell.*	Hŭs´-ŭ´-cŭn´-ġŭ´-nēc´, *let them tell.*

POTENTIAL MOOD.

Future.

Cŭn-quä-nēc , *I might tell.*	Cŭ-nŭ'h-tōō-wŭ-nēc , *we might tell.*
Cŭn-ġē-yŭ-nēc , *thou mightest tell.*	Cŭ-nŭ'h-yē-nēc , *you might tell.*
Ŭ-cōōn-ġuä-nēc , *he might tell.*	Hŭs-ŭ-cōōn-ġuä-nēc , *they might tell.*

Pluperfect

Cōōn-kŭ-nēc-ĭn´, *I might have told.*	Cŭ-nŭ'h-tōō-nēc-ĭn´, *we might have told.*
Cŭn-ġē-nēc-ĭn´, *thou mightst have told.*	Cŭ-nŭ'h-yē-nēc-ĭn´, *you might have told.*
Ŭ-cōōn-ġŭ-nēc-ĭn´, *he might have told.*	Hŭs-ŭ-cōōn-ġŭ-nēc-ĭn , *they might have told.*

Kelly and Willard (by Dr. Jeff Leer) (cont)

Hortative (K&W "present and future optative")
Hûch akanghanìk. *Let him tell it.*

kankhanìk	kanaxhtùnìk
akanghanìk	has akanghanìk

Potential (K&W "future potential")
Łíł axh xh'êt yayìs.àyíkh, axh tlâ ìn has akùnghànìk. *Don't kiss me (or) they might tell my mother.*

kankhwànìk [also kùnkhànìk]	kanaxhtuwanìk
kanghiyanìk	kanaxhyìynìk
akùnghwànìk [also akùnghànik]	has akùnghwànìk [also has akùnghànìk]

Decessive Potential (K&W "pluperfect potential")
Xhwasatìnín ûsh, du ìn kùnkhanìgín. *If I had seen him, I would have told him.*

kùnkhanìgín	kanaxhtùnìgín
kanghìnìgín	kanaxhyìnìgín
akùnghanìgín	has akùnghanìgín

Boas Conjugation Markers

From the following chart (*Grammatical Notes on the Language of the Tlingit Indians,* p. 36), it is apparent that Boas had a basic understanding of the na-conjugation, the gha-conjugation, and the ga-conjugation, and how these conjugation markers can be paired with the gha-"hypothetical" prefix found in the hortative, potential, and habitual conditional verb modes.

(*a*)	**Forms without temporal prefix**	**Indicative; present; continuative.**
(*b*)	**Forms with prefix** *wu*	**Indicative; historic tense; transitional.**
(*c*)	" " " *na* (*n*) . . .	**Inchoative; temporal subordination.**
(*d*)	" " " *ga* (*k'*)	**Temporal subordination.**
(*e*)	" " " *ga* (*x*)	
(*f*)	" " " *guga* (*gux*) . .	**Future.**
(*de*)	" " " *gaga* (*gax*)	**Temporal subordination.**
(*ee*)	" " " *gaga* (*gax*)	
(*ce*)	" " " *naga* (*nax*)	

However, Boas apparently did not fully understand how the zero-conjugation fits into this scheme. The zero-conjugation has no marker except u- in the perfective habitual. The zero-conjugation, like the na-, gha-, and ga-conjugations, takes gha- in the hortative, potential, and habitual conditional. This gha-"hypothetical" prefix, without a conjugation prefix before it, is identical in form and behavior with the gha-conjugation prefix.

The top part of the following chart shows the modes that require the conjugation prefix. The Imperative, Admonitive, Consecutive, and Conditional modes require the conjugation prefix. So does the Perfective Habitual mode, but if the conjugation prefix is zero, the Perfective Habitual takes the prefix u-. The Hortative, Potential, and Contingent modes take the conjugation prefix plus the gha-"hypothetical" prefix.

Conjugation prefix	**zero**	**na-**	**gha-**	**ga-**
Imperative Admonitive Past Conditional Future Conditional	(no prefix)	na-	gha-	ga-
Perf. Habitual	u-	na-	gha-	ga-
Hortative Potential Habitual Conditional	gha-	na- gha-	ghà- gha-	ga- gha-
Conjugation proclitic				
Future (with prefixes ga- u- gha-)	(no proclitic)	(no proclitic)	yè	kè
Progressive (imperfective mode with na-; other modes with ga-)	yà	yà	yè	kè

Boas Conjugation Markers (cont)

The bottom half of this chart shows the modes where the conjugation of the verb is marked by a proclitic, that is, a particle that precedes the main verb word and cannot occur by itself, but only with a verb. The Future mode and the Progressive modes take the proclitic yè if the verb belongs to the gha-conjugation, and they take kè if the verb belongs to the ga-conjugation. If the verb belongs to the zero-conjugation or the na-conjugation, the Future mode has no proclitic, whereas the Progressive modes take the proclitic yà.

The Future mode is marked by the prefixes ga- u- gha-, in addition to taking the conjugation proclitics yè or kè. The Progressive mode is likewise marked with a combination of prefix and conjugation proclitic. In addition to the conjugation proclitic, the Progressive Imperfective is marked by the prefix na; however, all other modes are marked with the prefix ga- in addition to the conjugation proclitic.

Progressive Imperfective: yà **na**gút *is going (along), keeps on going*
Progressive Future: yà **k**ghwagût *will go along; will keep on going* (k- < **ga-**)
Progressive Habitual: yà **ga**gútch *always keeps on going*
Progressive Imperative: yà **ga**gú *go along! keep on going!*
Progressive Hortative: yà **k**ghagùt *let's go along! let's keep on going!* (k- < **ga-**)
and so on.

In the following selection (pp. 77-78), Boas takes a number of Imperative and Hortative forms and divides them into those that take no conjugation marker, those that take ga-, those that take gha-, and those that take na-. The Imperative forms are further subdivided into those that take no subject prefix in the singular Imperative and those that take the subject prefix i- or ì- in the singular Imperative. The rule here is that the second person singular prefix i- or ì- is used only if the verb takes a classifier with the d-component. The second person plural imperative always takes the second person plural subject prefix yì- or yi-, often contracted to y-.

(a) **zero**-conjugation
jákh *kill it!*
at shúkh *laugh!*
kè gú *come up!* (singular)
kè y.á *come up!* (plural)
nèł gú *come in!* (singular)
sa.í *cook it!*

(a') **zero**-conjugation with subject prefix
kè ìłghín *look up!*
át ayìłghín *look there!* (plural)
nèł ìłghín *look in!*
kè ìshk'én *jump up!*

Boas Conjugation Markers (cont)

(b) **ga**-conjugation
gasanú *(pick him up and) carry him!*
gasatàn *(pick it up and) carry it (a stick)*
ga.àxh *(pick it up and) carry it (a blanket)!*
at gashí *sing!*
yà kaganìk *go along telling it!*
(This form is a Progressive Imperative. Compare the ordinary imperative kananìk *tell it!*)
gaghàxh *cry!*

(b') ga-conjugation with subject prefix
agìskà *be lazy!*
yà gìshìx *run along!*
yà gìs.í *keep on cooking it (for yourself)!*
(The last two forms are Progressive Imperatives.)

(c) **gha**-conjugation
ghasnèxh *save him!*
yà ghagú *walk down!* (singular)
yà ghay.á *walk down!* (plural)
(The first form Boas lists here, àghâ khushî *s/he is looking for it* , is actually an Imperfective. Here -ghâ is a postposition meaning *(searching) for...* , not the conjugation marker.)

(c') **gha**-conjugation with subject prefix
yà aghìłghìn *look down!*

(d) **na**-conjugation
natá *go to sleep!*
na.ìn *kill them!*
nagú *go! (singular)*
nay.á *go! (plural)*
yuxh nagú *go outside! (singular)*
(yan hán! *stand!* is zero-conjugation)

(d') **na**-conjugation with subject prefix
yuxh aniłghìn *look outside! (singular)*
yuxh anayiłghìn *look outside!* (plural)
nìshìx *run!*

Boas Conjugation Markers (cont)

In the next section, Boas gives a few Hortative paradigms, illustrating how the Hortative is formed by the conjugation marker plus gha- hypothetical.

zero-conjugation: **gha-**
kè khagùt *let me go up*
kè ghagùt *let him go up*
kè xhtù.àt *let's go up*
kè has gha.àt *let them go up*

ga-conjugation: **ga-gha-**
yà kkhagùt *let me walk along*
yà kghagùt *let him walk along*
yà kaxhtù.àt *let's walk along* [for most speakers yà gaxhtù.àt]
yà has gagha.àt *let them walk along*

Note: These are actually Progressive Hortative forms, formed with the progressive proclitic yà and the progressive prefix ga-. The Progressive Imperfective is yà nagút *he is walking (along)* . Hortatives of ga-conjugation verbs do not take proclitics like yà and kè.

gha-conjugation: **ghà-gha-**
yà khàkhagùt *let me walk down*
yà ghàghagùt *let him walk down*
yà khàxhtù.àt *let's walk down* [for most speakers yà ghàxhtù.àt]
yà has ghàgha.àt *let them walk down*

Note: The proclitic yà followed by a gha-conjugation verb gives the meaning down . The Progressive Imperfective is yè nagút *he is walking down* . (The proclitic yè *down* found in the Progressive and the Future modes; everywhere else the proclitic yà *down* is used.)

na-conjugation: **na-gha-**
nakhagùt *let me walk*
naghagùt *let him walk*
naxhtù.àt *let's walk*
has nagha.àt *let them walk*

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8.32 Conjunctive Paradigms

...

Only six conjunctive perfectives (less than 2 per cent of the conjunctives occurring) have been found in the narrative text examined (of which two pairs occur in neighbouring sentences) and of these six, two 'mirror' perfectives. The conjunctive verb form under consideration is here said to 'mirror' the main verb form of the immediately previous sentence (or previous sentence not removed by more than two sentences) when the verbs contain the same verb theme. Frequently the identity extends to words of the verbal phrase and to other phrases comprised in the clauses, for example:

Perfective/perfective
(du X^{ʔ}é-X, wuduwʌtì) / Č^{ʔ}ʌs du X^{ʔ}é-X, wudutí / ...
'(They fed her). After feeding her ...'

(In the examples of this section, the phrases are set off by commas and the clauses by slashes. The verb phrases are clause final in these examples.)

The phenomenon of mirroring is characteristic of conjunctive verb forms. Most commonly, contemporaneous verb forms mirror perfectives, conditional verb forms mirror futures (11.212) (imperfectives), and contingent verb forms mirror frequentatives (10.2124) (non-perfectives):

Perfective/contemporaneous
(Gʊnʌyé, ʊwʌ^{ʔ}ʌ́d) / ^{ʔ}ʌ́-d, hʌs ^{ʔ}ád / ...
'(They started off). When they got there ...'

Naish and Story (by Dr. Jeff Leer)

Constance Naish and Gillian Story have contributed much to our understanding of the verb. Their M.A. theses have much useful information in them; unfortunately, however, much of their linguistic terminology is idiosyncratic and difficult for even linguists to grasp. The richness of the Tlingit verb system, combined with the fact that Tlingit verbal categories are often extremely difficult to explain to the general linguistic public, requires an unusually large linguistic vocabulary. Leer's Ph.D. dissertation also makes use of an unfortunately--but necessarily--large number of linguistic terms. However, it may be possible to reduce the terminology to some extent, or at least reduce the load on the student of Tlingit by "bringing it down to earth."

One place in particular where it is possible to reduce the number of linguistic terms is in the terminology related to the Tlingit verb modes. Tlingit has 13 (!) such verb modes, compared to the 4 or 5 modes found in most Athabascan languages. However, 4 of these verb modes are very similar in nature; these are called "conjunctive paradigms" by Naish and Story; Leer calls them "circumstantial modes." For these modes in particular it is particularly difficult to remember the names of the modes, and moreover it is possible to simplify the terminology. In this book we will adopt the simplified terminology, adopting the label **Conditional** in place of N&S' "conjunctive" and Leers "circumstantial". The following chart sets out the simplified terminology and shows how it corresponds to the terminology in Leer's dissertation and N&S's theses.

Simplified terminology for the **Conditional** modes	**Leer's dissertation**	**N&S's theses**
Perfective Conditional	(lacking)	perfective conjunctive
Past Conditional	consecutive	contemporaneous
Future Conditional	conditional	conditional
Habitual Conditional	contingent	contingent

Note that N&S recognize a separate "perfective conjunctive" mode that is missing from Leer's dissertation. The following examples for these modes are taken from pp. 195-197 of Story's thesis. (Further examples can be found on pp. 399-417 of Leer's dissertation.) The conditional modes are typically paired with one of the indicative modes. The indicative mode states that something happened (Perfective), will happen (Future), or happens every time (Habitual Perfective); the paired conditional mode typically translates as "when" or "after" or (for the future conditional) "if" something happened/will happen/happens every time, as illustrated by these examples.

A. Perfective followed by **Perfective Conditional** (only one example)

Du xh'êxh wuduwatì. Ch'as **du xh'êxh wudutî...**
*They fed it to her. **After feeding it to her**...*

B. Perfective followed by **Past Conditional,**
which translates as "**when...**" or "**after...**" plus a verb in the past tense

Ghunayê uwa.át. **Át has ât...**
*They started off. **When they got there**...*

Gillian Story's Master's Thesis (cont)

(du ǰì-d, wuduwʌtí) / du ǰì-d, dutí / ...
'(It was given to him). When it was given to him ...'

(hín-d, awʌXíǰ) / hín-d, ʌ Xíǰ / ...
'(He threw it in the water). When he threw it in the water ...'

(ʌ dà-de, GʊnʌyéG, awʌʔʎd) / ʌ dà-d, ʌ ʔád / ...
'(They started off for it). When they came there ...'

(du XʌGni, ʌ yʌXʷǰɪxíx) / du XʌGni, ʌ yʌXʌšíx / ...
'(I returned to him). After returning to him ...'

(ʌ yíg-nʌX ʌwé, yud šawʌxíx) / ʌ yíg-nʌX, yud šaxíx / ...
'(His head stuck out). When his head stuck out ...'

(wé ʔàn iGayá-nʌX, yʌn ʊwʌqúX) / wé ʔàn iGayá-nʌX, yʌn qúX / ...
'(He came in front of the town). When he came in front of the town ...'

(du ʔíš yʌ́-X, wʊgùd) / wá nʌnís ʌyʌ́, xʔun ʔà, du ʔíš yʌ́-d, gúd ʌyʌ́ / ...
' (He kept coming to his father). Then after coming several times to his father ...'

(yʌ́ GʊnʌnàǰG ʌyʌ́, ʌ wsɪtìn) / yʌ́ GʊnʌnàǰG, GʌstínG ...
'(The Interior Indian saw him). When he was seen by the Indian ...'

Future/conditional

(ʌ ǰɪgʷGʌnáG) / ʌ ǰɪnʌ́Gni / ...
'(He'll let it go). When he lets it go ... '

(ʔà-dʌX, dag gʌGiXútʔ) / ʔà-dʌX, dag iXútʔni / ...
'(You'll pull it off). When you pull it off ...'

Naish and Story (by Dr. Jeff Leer) (cont)

Du jìt wuduwatî. **Du jìt dutî...**
It was given to him. ***When it was given to him...***

Hînt àwaxhích. **Hînt axhîch...**
He threw it in the water. ***When he threw it in the water...***

A dàdé ghunayî àwa.át. **A dàt a.ât...**
They started off for it. ***When they came there [for it]...***

Du xháni ayaxhwjixíx. **Du xháni ayaxhashîx...**
I turned and ran back to him. ***After I turned and ran back to him...***

A yíknáxh áwé yût shàwaxíx. **A yíknaxh yût shaxîx...**
His head stuck out of it. ***When his head stuck out of it...***

Wé àn ìghayânáxh yan uwakhúxh. **We àn ìghayânaxh yan khûxh...**
He stopped in front of the town [by boat]. ***When he stopped in front of the town...***

Du îsh yáxh wùgùt. Wâ nanî sáyá, **x'ùn à du îsh yát gût áyá...**
He kept coming to his father. Then ***after coming to his father so many times...***

C. Future followed by **Future Conditional,**
which translates as "**when**..." or "**after**..." or "**if**..." plus a verb in the present tense

Ajikghwanâkh. **Ajinákhni...**
He'll let it go. ***When he lets it go...***

Àdáxh dàk gaghìxhût'. **Àdáxh dàk ìxhút'ni...**
You'll pull it off. ***When you pull it off...***

Gillian Story's Master's Thesis (cont)

Frequentative/contingent

(kˀɪdén, nʌdusnìǰ) / łdʌkʌ́d yéde, yʌn GʌdusnìnɪN / ...
'(They repair it). When everything is done ... '

(wé Xád, ʌ yíg-de ʌwé, duGíǰ nùǰ) / yàgʷxˀ, GʌdʌGíǰɪN / ...
'(They pitch the fish in). When the boat has pitched ...'

In addition, when a subordinate verb form is contingent, the verb form of the nuclear clause is always frequentative. The converse does not hold.

Naish and Story (by Dr. Jeff Leer) (cont)

D. Habitual followed by **Habitual Conditional**,
which translates as "**when**..." or "**whenever**..." plus a verb in the present tense or else a verb preceded by "would"

K'idên nadusnìch. **Łdakát yêde yan ghadusnìnín...**
They repair it (every time). ***When everything is done...***

Wé xhât a yíkde áwé dughich nùch. **Yàkwx' ghadaghíjin...**
They pitch the fish in. ***When they have pitched them in the boat...***

In the first of these two examples, the first verb is in the Perfective Habitual. In the last example, the first verb is in the Imperfective Habitual (Imperfective plus ...nùch).

Note: This simplified terminology leads to a minor complication when talking about composite Conditional modes formed by combining a verb in the Future mode with a following auxiliary verb in one of the Conditional modes: nîkw or nûk (Past Conditional), níkwni or núkni (Future Conditional), and ghanígún or ghanúgun (Habitual Conditional). These very rare composite modes can be called the Future-in-the-Past Conditional, the Future-in-the-Future Conditional, and the Habitual-in-the-Future Conditional. As an example, consider the **Future-in-the-Future Conditional** on p. 415 of Leer's dissertation: **yè guxhdaxhit núkni** ***when (an animal) is about to give birth*** *(then it will behave in a certain way)*. This Future-in-the-Future Conditional verb form refers to a time in the future (in this case, the time when the animal is about to give birth) where something is going to happen in the even more distant future (in this case, the time when animal actually does give birth).

Leer - Past Narrative Sequence

The final reading is a passage from Leer's dissertation, pp. 318-320, taken from one of Mrs. Elizabeth Nyman's narratives about her life. Here Leer takes a section of a story set in the past and discusses how the use of the modes is used by the storyteller in such a way that the listener can follow the sequence of events even if the storyteller digresses from the narrative timeline so as to explain something that had happened in the past or will happen in the future relative to the events unfolding in the narrative.

Leer maintains that the Perfective mode is used to advance the timeline of a story told in the past, which he calls the "now-window". Imagine that the story is like a film in that the story is told by moving from scene to scene. In most cases, a verb in the **Perfective** signals that the narrator is moving forward to a new scene, or in Leer's terminology, opening a new "now-window", relative to which other modes such as Imperfectives, Futures, and sometimes even other Perfectives, are evaluated.

(d) Tle at wutuwaxùn.
We got ready to go. (Perfective) -- **a new now-window**

(e) Sh xhadlitî.
I rejoiced. (Imperfective) -- **same time as (d)**

(f) Axh îsh xhánde gaxhtù.ât,
We were going to see my father; (Future)
(g) du ìn sh kakkhwadanîk.
I would [be able to] tell him about myself. (Future) -- **in the future from (d)**

This scene or "now-window" is signaled by the **Perfective** verb in (d): they got ready to go. The **Imperfective** in (e) indicates that the narrator is rejoicing at that time. The two **Futures** in (f-g) indicate that the narrator would see and talk to her father at a future time relative to (d).

(h) Kètl at wàkhdé wtuwaghích,
We harnessed up the dogs (Perfective)
(i) tle wtuwa.àt àdé.
and we went there. (Perfective) -- **a new now-window**

(j-k) Wé t'akwanêyi tsú xát'à tût tusa.â, wêt'à wé S'igaxhshâk'w.
We had the baby sit inside the sled--that one, S'igaxhshâk'w. (Imperfective) -- **same time as (h-i)**

Leer - Past Narrative Sequence (cont)

The **Perfectives** in (h-i) signal a transition to a new scene, where they hitch up the dogs and leave. At this time the baby is sitting in the sled, as indicated by the **Imperfective**.

(l) Á át wutuwa.át.
So we arrived there-- (Perfective) -- **a new now-window**

(m) Hé', dzísk'w kwshêwé àwajákh axh îsh.
My! my father had killed a moose. (Perfective)
(n) Łdakát a yik.ádi áwé wdudzi.î,
They had cooked all the innards, (Perfective)
(o) wé axh tlâk'w khu.a kwshêwé sakhnên awsi.î.
[and] my aunt had cooked bread. (Perfective) -- **in the past from (l)**

The **Perfective** in (l) advances the story, introducing a new scene: they have arrived. The **Perfectives** in (m-n-o), however, do not advance the story; in Leer's terms, they do not create new now-windows. Instead, these Perfectives can be compared to a flash-back in a movie: they refer to a time prior to (l). The couple discovers that a moose *had been killed* and a fine meal *had been prepared* (m-n-o) prior to their arrival (l).

(p) Dàkh hà wdudzi.át.
They led us back [to our seats]. (Perfective) -- **a new now-window**

(q) At tùxhá.
We ate. (Imperfective) -- **same time as (p)**

The **Perfective** in (p) introduces a new scene: they are seated at the table. The **Imperfective** in (q) refers to an activity going on in the same scene as (p): they are eating dinner.

(r) Yan at tùxhâ áwé, tle wé s'íx' tle xhùyaxhwłi.ûs',
After we ate (Past Conditional), *I washed the dishes,* (Perfective)
(s) tle kaxhwàchák has du jiyís.
and put the away for them. (Perfective) -- **a new now-window**

(t) Ch'a tlákw axh tût wùxìx
I kept pondering (Perfective with Imperfective meaning) -- **same time as (r-s)**
wé àdé sh kukhasnì yé.
the thought of what I was going to do to myself. (Future)
-- in the future from (r-s)

(u) A ch'u yìdádidé du kinàyêgi xhładlêkw nìch axh îsh.
To this very day I thank the guiding spirit of my father. (Imperfective Habitual)
-- an aside, referring the absolute present (that is, the time of the storytelling)

Leer - Past Narrative Sequence (cont)

(v) Ô, a yayìt tukxhwàjéł wé xânà tlèn.
Oh, I had stored up enough inside me [to talk about] all evening long. (Perfective) -- **in the past from (r-s)**

The **Perfectives** in (r-s) advance the story to a new scene, where she washes and puts away the dishes. At this time, she is pondering what she is going to do in the future (t). In (u), the narrator momentarily breaks away from the narrative timeline to explain the present consequences of the events in the story. She signals that this comment refers to the present time by the words ch'u yìdádidé *to this very day* followed by an **Imperfective Habitual** verb. Then in (v) she returns to the narrative timeline, using a **Perfective** to refer to a time previous to (r-s). While she does the dishes, she is mentally reviewing all the experiences she had previously gone through and wanted to discuss with her father.

Note: the Perfective in (t) is an example of a verb that is Perfective in form but Imperfective in meaning. If I happen to say, axh tût wùxìx, literally, *(the thought of) it is moving about in my mind*, I will be understood to mean that *I am pondering* something at present. In a past narrative context, however, this will be understood to mean that *I was pondering* at the time of that particular "scene" in the story, as above in (t).

Writing System Comparison

Coastal Tlingit	Interior Tlingit	English
aawax̲áa	àwaxhâ	he/she ate it
tléil awux̲á tlél awux̲á	tlêł awuxhá tléł awuxhá	he/she didn't eat it
aawax̲ayi át	àwaxhayi át	thing he/she ate
akg̲wax̲áa	akghwaxhâ	he/she will eat it
tléil akg̲wax̲aa	tlêł akghwaxhà	he/she won't eat it
woogoot	wùgùt	he/she went
tléil wugoot	tlêł wugùt	he/she didn't go
yaa nagút	yà nagút	he/she is going (along)
yaa nagut k̲áa	yà nagut khâ	man/person who is going (along)
gug̲agóot	gughagût	he/she will go
tléil gug̲agoot	tlêł gughagùt	he/she will not go

Note

Note that in the Interior Tlingit it is easier to recognize the stem of the verb. For example, compare the stems of the verb, "for one to go".

In Coastal Tlingit the four stem variants are:
goot , góot , gut , gút .

But in Interior Tlingit all four forms are written with the same letters:
gùt , gût , gut , gút .
This makes it easier to recognize and read the words.

Note also that there is frequently variation in vowel length in (all) Tlingit. An example above is the negative word **tlêł** or **tléł** , English "not".

In Coastal Tlingit these must be written with different letters: **tléil** or **tlél**.

But in Interior Tlingit both forms are written with the same letters, the only difference is the accent mark: **tlêł** or **tléł**.

Tlingit Verb Modes

The Tlingit verb is extraordinarily rich in complexity. Tlingit has 12 **verb modes** indicating mood, tense, and the like. Only 11 of them are now used productively.

Mode	meaning	prefix(es)	Classifier[1]	suffix
Imperfective	does, is doing	–	(I-)	
Perfective	did	wu-	I-	
Perfective Habitual	does every time	**conj.-**		-ch
Future	will do, is going to do	ga- u- gha-		
Potential	might do, could do	u- **conj.**- gha-	I-	
Imperative	do!	**conj.-**		
Hortative	let (him/her/them/ us/me) do	**conj.**- gha-		(-i)
Admonitive	better not do	u- **conj.-**		
Past Conditional	after (s/he) did	**conj.-**		

[1] Most of the modes take the non-I-form of the classifier. Only four modes take the I-form of the classifier. The **Stative Imperfective** and the **Perfective** take the I-form of the classifier only in their ordinary affirmative forms. Their negative, decessive, prohibitive and subordinative forms take the non-I-form of the classifier. The **Potential** takes the I-form of the classifier in the affirmative and negative, but not in the decessive. The **Realizational** has been found only in the affirmative.

Mode	meaning	prefix(es)	Classifier[1]	suffix
Future Conditional	if / when (s/he) does	**conj.-**		-ni
Habitual Conditional	whenever (s/he) does	**conj.-** gha-		-(n)ín
Realizational	did	**conj.-**	I-	

Note: the **Realizational** mode is virtually obsolete in Modern Tlingit. Most examples come from songs.

Note

The Tlingit verb theme is an abstract formula that specifies the elements common to every form of the verb.

- The verb theme must have a **verb root**. Variable verb roots are indicated by a tilde ~ after the root. So for example the root .us'~ (wash) is variable, and can appear as .ús' , .us' or .ûs' .
- The verb theme must have a **classifier**, immediately before the stem, i.e. **Ø**, **ɬ-** , **s-** , **sh-** , **D-**, **D-ɬ-**, **D-s-**, **D-sh-** . Zero classifier is not written. Here is a chart showing the classifiers, their non-I-forms, and their I-forms.

Classifier	Ø	ɬ-	s-	sh-	D-	D-ɬ-	D-s-	D-sh-
non-I-form	zero	ɬ(a)-	s(a)-	sh(a)-	da-	ɬ-	s-	sh-
I-form	ÿa-	ɬi-	si-	shi-	di-	dli-	dzi-	ji-

- The verb theme may have **thematic prefix(es)** such as **ka-**, **ÿa-** , **ji-** , **xh'e-** among many others.

- The verb theme specifies **transitivity**, that is, whether the verb requires a **subject**, an **object**, both subject and object, or neither. The subject is indicated by __ and the object is indicated by O- . The subject __ comes after the thematic prefix(es), if any, and before the classifier. The object O- comes before the thematic prefix(es).

- At the end of the verb theme, in parentheses, we indicate the conjugation of the verb and whether it is a **state**, an **event**, or an **act**. So, for example, the verb for "wash" is labelled "(na act)"; that is, is takes na- conjugation and is an active verb.

We will illustrate the various forms of the verb using the theme for "wash":

Imperfective Mode

Verb theme: O- __.us'~ (na act)		__ washes O
Imperfective stem	.úsk	
Imperfective:	a.ús'k	he/she is washing it *object = a- (it), subject = zero (he/she), root = us'~ (wash), suffix = -k (repetitive)*
1st person sing.	xha.ús'k	I'm washing it *object = zero (it), subject = xha- (I)*
2nd person sing.	ì.ús'k	you (one) are washing it *object = zero (it), subject = ì- (you)*
3rd person sing.	a.ús'k	he/she is washing it *object = a-, subject = zero*
1st person pl.	tù.ús'k	we are washing it *object = zero (it), subject = tù- (we)*
2nd person pl.	yì.ús'k	you (guys) are washing it *object = zero (it), subject = yì- (you plural)*
3rd person pl.	has a.ús'k	they are washing it *object = zero (it), subject = zero, "has" indicates plural humans*
4th person (indefinite human)	du.ús'k	one (someone) is washing it *or* people are washing it *or* they are washing it *object = zero (it), subject = du- (indefinite human)*

Imperfective

Affirmative	a.ús'k	she/he is washing it
Negative	tlêł ù.ús'k	is not washing it *(a- u- → ù-)*
Decessive affirm.	a.ús'gin	was washing it
Decessive negative	tlêł ù.ús'gin	wasn't washing it
Prohibitive negative	łíł ù.ús'gikh łíł ì.ús'gikh	let him/her not wash it don't wash it
Subordinative affirm.	a.úsgi a.ús'gi-ch	as she is/was washing it because she is/was washing it
Subordinative neg.	ł ù.ús'gich a.ús'gi-dáxh	because she isn't/wasn't washing it after she was washing it, after she washed it

Perfective *(like the English past or perfect)*

Perfective marker: **wu-**

Note

The affirmative perfective takes the I- form of the classifier, i.e.
ÿa- , **łi-** , **si-** , **shi-** , **di-** , **dli-** , **dzi-** , **ji-** .

Perfective affirm.	àwa.ûs'	he/she washed it (a- wu- ÿa- .ûs') *object = a- (it), subject = zero (he/she),* *mode = wu- (perfective), classifier = ÿa-*
Perfective neg.	tlêł awu.ûs' tlêł uwa.ûs' (Teslin)	didn't wash it
Decessive affirm.	awu.ûs'in uwa.ûs'in (Teslin)	washed it (before something else happened but now it's dirty again)
Decessive neg.	tlêł awu.ûs'in tlêł uwa.ûs'in (Teslin)	she hadn't washed it (at the time)
	tlêł awu.ûs'in ûsh gí	if only she hadn't washed it /she shouldn't have washed it
Prohibitive neg. (2 sg)	łíł awu.ûs'ikh łíł uwa.ûs'ikh (Teslin)	Don't let him/her wash it!
	łíł yi.ûs'ikh	Don't wash it!
Subordinative Perfective affirm.	awu.ûs'i-ch uwa.ûs'i-ch (Teslin)	because she washed it
Subordinative Perfective neg.	ł awu.ûs'i-ch ł uwa.ûs'i-ch (Teslin)	because she didn't wash it

Notes

1. Teslin has the prefix combination **uwa-** where the rest of Tlingit has **awu-** .

2. The prohibitive particle is łít ("don't ... !")

The negative particle is tlêł or tłél ("not") in independent clauses, e.g.
tłêł awu.ûs' "she/he didn't wash it".

The negative particle is ł ("not") in dependent clauses, e.g.
ł awu.ûs'ich "because she/he didn't wash it".

Historical Note : łít comes from łí or ilí ("don't!") plus ł negative.
tlêł comes from tlêk' ("no") plus ł negative.

3. Subordinative verb forms can take a number of postpositions, such as:

-ch	because ...	**a.ús'gi-ch**	because she/he is washing it
-dáxh	after ...	**a.ús'gi-dáxh**	after she/he was washing it after she/he washed it
-de or -dé	until ...	**a.ús'gi-dé**	until she/he washed it
-náxh	during or around the time that ...	**a.ús'gi-náxh**	during the time that she/he was washing it

Future *(like the English future, meaning "will", "shall" or "going to" do something)*

Future markers: **ga-** **u-** **gha-**

Affirmative	akghwa.ûs'	will wash it, is going to wash it
Negative	tlêł akghwa.ûs'	won't wash it, isn't going to wash it
Decessive affirm.	akghwa.ûs'in	was going to wash it
Decessive neg.	tlêł akghwa.ûs'in	wasn't going to wash it
Subordinative affirm.	akghwa.ûs'i(ch)	because she is/was going to wash it
Subordinative neg.	ł akghwa.ûs'i(ch)	because she isn't/wasn't going to wash it

Akghwa.ûs'ich áwé tléł khut uwatì. (Teslin)

Because she was going to wash it, she didn't put it away.

Perfective Habitual *("every time", "always")*

Negative Perfective Habitual *("not yet")*

Perfective Habitual markers: conjugation, suffix **-ch**

Affirmative	ana.ûs'ch	she washes it (every time) *(na = conjugation marker, -ch = habitual suffix)*
Negative	tlêł ùna.ûs'ch	she hasn't washed it (yet)
Decessive affirm.	ana.ûs'jin	she used to wash it (every time)
Decessive neg.	tlêł ùna.ûs'jin	she hadn't washed it (yet)
Subordinative affirm.	ana.ûs'ji ana.ûs'jich	when/after she would wash it because she would wash it
Subordinative neg.	ch'ùł ùna.ûs'ji	before she washes / washed it

Note

The Imperfective Habitual is formed by adding the auxiliary verb **nìch** (Coastal **nùch**) to the Imperfective. Compare, for example:

Perfective Habitual	ana.ús'ch	washes it (every time), always washes it
Imperfective Habitual	a.us'gi nìch	washes it (every time), is always washing it
Perfective Habitual negative	tlêł ùna.ús'ch	hasn't washed it yet
Imperfective Habitual negative	tlêł ù.us'gi nìch	doesn't wash it

The affirmative Imperfective Habitual means nearly the same thing as the affirmative Perfective Habitual: "(it happens) every time", but can also mean "(it is happening) every time".

The negative Imperfective Habitual, logically, means that something doesn't happen time after time. But the **negative Perfective Habitual** has an unexpected meaning: "not yet".

Potential *("might", "could", "would")*

Potential markers: **u-** , **Conjugation**, **gha-**

Note

The potential takes the **I-** forms of the classifiers (but the decessive potential takes the non-**I-** forms).

Affirmative
Negative

ùnghà.ûs' he/she might wash it (not used in Interior Tlingit)

a- u- na- gha- ÿa- .ûs'

tlêł àdé ùnghà.ûs'i yé (khùstí)

literally *not a way that s/he might wash it there exists*

i.e. there exists no way that s/he might wash it
(tlêł khùstí "it doesn't exist; there is none")

she can't wash it / there's no way she could / might wash it

tlêł ùnghà.ûs'i át (khùstí)

literally *not a thing that s/he might wash there exists*

she doesn't have anything to wash / there's nothing for her to wash

tlêł ùnghà.ûs'i khâ (khùstí)

literally *not a person that might wash it there exists*

there's nobody to wash it

Decessive Potential	ùngha.ûs'in	she would have washed it

Dânà ûsh du jì yê tîyin, ùngha.ûs'in.
If she had the money, she would / could / might have washed it.

Imperative

Imperative marker: **Conjugation**

The singular Imperative has no subject prefix before the classifiers Ø, ɬ- , s- , sh- , but the subject prefix i- (you) occurs before D- , D- ɬ- , D- s- , D- sh- . The plural Imperative always has yi- (you guys).

sing.	na.ûs'	wash it!
pl.	nąy.ûs' (Teslin) nay.us'	wash it (you guys)!

Note

In Teslin,
nay.ûs' is pronounced nąy.ûs' , just as
tày ("fat") is pronounced tąy and
gàw ("drum; clock") is pronounced gąw .

Hortative Mode *(exhortation: "let ...")*

Hortative markers: **Conjugation, gha-**

Affirmative	angha.ûs'	let her wash it *a- na- gha- .ûs'*
	naxhtù.ûs'	let's wash it *na- gha- tù- .ûs'*
1 sing.	nakha.ûs'	 *na - gha - xha- .ûs'*
4	naxhdu.ûs'	let it be washed *na - gha - du- .ûs'*

Hortative with -t or yís ("in order to")

Affirmative	angha.ûs'it angha.ûs'i yís	so that she/he can wash it
Negative	ɬ ùngha.ûs'it ɬ ùngha.ûs'i yís	so that she/he not wash it so that she/he wouldn't wash it

Conditional Modes

Past Conditional – paired with Perfective

Future Conditional – paired with Future

Habitual Conditional – paired with Habitual

Perfective	Nà.át àwa.ûs'.	She washed clothes.
Past Conditional	Ana.ûs' àwé dàk wusitán. When / After she washed them, it rained.	
Future	Nà.át akghwa.ûs'.	She will wash clothes.
Future Conditional	Ana.ús'ni áwé aguxhsaxûk. When / If she washes them, she'll dry them.	
Habitual Perfective	Nà.át ana.ûs'ch.	She washes clothes. (usually)
Habitual Conditional	Angha.ús'ín áwé ùsxùkch. Whenever she washes them, she dries them.	

Admonitive Mode *(warning: "better not, be careful not to...")*

Admonitive marker: **u- Conjugation**

Admonitive with tsé meaning "had better not ..."

Nì.ûs' tsé ! You'd better not wash it.

Ùna.ûs' tsé ! She/he'd better not wash it.

Kùłkîs' tsé wé xh'an !
You'd better not let the fire go out!
(Watch out;) don't let the fire go out!

Note

Łíł ì.ús'gikh. Don't wash it.

Łíł ù.ús'gikh. Don't let her wash it.

Admonitive with -ghâ meaning "lest ..." or "so that ... not ..."

Ùna.ûs'ghâ áwé khut àwa.àxh.
Lest she wash it, he put it away.
He put it away so she wouldn't wash it.

Kùk'îs'ghà áwé gán nèł ayamłi.át.
Lest the fire go out, she brought in firewood.
She brought in firewood so the fire wouldn't go out.

Realizational (an obsolete verb mode found mainly in songs)

Realizational marker: **Conjugation**

Note

The Realizational is very rare, almost never found in Interior Tlingit. It requires the I- form of the classifier.

Yê nàtî, ànkhâwu xhat ghashâ.
Let it be that a rich man marries me.
(Yê nàtî is a fixed phrase, meaning
"Let it be", an old Realizational)

Realizational	"Dàk gałis'îs du tùwú i Yêłi."	
	"Let your Raven's mind blow out to sea."	
Perfective	Dàk wułis'ís.	It blew out. (into the open, into open water)
Progressive	Dàk nałs'ís.	It is blowing out.
Progressive	Yà (ha)s na.át.	They are walking along.
Prog. Realizational (Coastal)	Dèshgí yà s gà.ât, dèshgí yà s gà.ât.	They walked and they walked.
Prog. Realizational (Interior)	Dèshgí yà s ga.ât.	They finally came.

Realizational (cont)

Perfective (Interior) **Perfective** (Coastal)	Yamtuwadlàkh. Yawtuwadlàkh.	We made it / we got there / we arrived.
Realizational	Yantuwadlâkh !	We finally made it!
Past Conditional (Teslin)	dèshgí yantùdlâkh	when we finally made it
Realizational (from song)	"Axh łiłak'w hás hídi a nákh yê naxhdzigît"	"I have put my grandfathers' house behind me"
Perfective	a nákh yê xhwdzigìt	"I have put it behind me" literally, "I have moved away from it"

An example of an event verb

dàk s-tan~ (event)	"it rains"	
Perfective	dàk wusitán	it's raining, it rained
Decessive	dàk wustànín	it was raining (but not any more)
Future (will)	dàk guxhsatân	it will rain, it's going to rain
Decessive	dàk guxhsatànín	it was going to rain
Perfective habitual (every time)	dàk ustànch	it rains (every time)
Decessive	dàk ustànjín	it used to rain (every time)
Potential (might, could)	tlêł àdé dàk uxhsitàni yé (khùstí)	it can't rain
Decessive	dàk uxhsatànín	it might have rained
Imperative (command)	dàk satán !	Rain!
	dàk satàn !	Rain! (for an extended period of time)
Hortative (let ... !)	dàk ghasatàn !	Let it rain!

Admonitive (warning)	dàk ustân tsé !	It must not rain. / It better not rain.
	dàk ustânghà	lest it rain
Past Conditional	dàk satân (áwé)	when / after it rained ...
Future Conditional	dàk satánni (áwé)	when / if it rains ...
Habitual Conditional	dàk ghasatánín (áwé)	whenever it rains ...

Compound (Composite) Modes

The compound modes are formed by means of a small group of auxiliary verbs that follow the main verb. These are:

Habitual	nìch (Coastal nùch)
Past Conditional	nîkw / nûk "after ... (in the past)"
Future Conditional	níkwni / núkni "when/if ... (in the future)"
Habitual Conditional	ghanígún / ghanúgún "whenever ... (every time)"

Only **Imperfective** and **Future** verb forms can be followed by these auxiliary verbs. In this way we can construct eight compound modes (four Imperfective and four Future).

Imperfective Habitual Imperfective + nìch	a.us'gi nìch	washes it (every time)
Decessive + nìjín	a.us'gi nìjín	
Imperfective Past Conditional imperf + nîkw / nûk	a.us'gi nûk	after she washed it ...
Imperfective Future Conditional imperf. + níkwni / núkni	a.us'gi núkni	when / if she washes it ...

Imperfective Habitual Conditional imperf. + ghanígún / ghanúgún	a.us'gi ghanúgún (áwé)	whenever she washes it ...
Future Habitual future + nìch	akghwa.us' nìch	is always going to wash it
Decessive future + nìjín	akghwa.us' nìjín	was going to wash it (every time)
Future-in-the-Past Conditional	akghwa.us' nûk (áwé)	when she was going to wash it ...
Future-in-the-Future Conditional	akghwa.us' núkni (áwé)	if she is going to wash it ...
Future-in-the-Habitual Conditional	akghwa.us' ghanúgún	whenever she is going to wash it ...

Epiaspects - Progressive

Introduction

The **Progressive** refers to motion in progress, an event in progress, or a state coming into being.

yà nagút	is going (along)
yà nashíx	is running (along)
yà anajákh	is killing it
yà anaɬ.át	is carrying them (along)
dàk nastán	it's starting to rain (dàk wusitán - it's raining)
yà anatîn	is carrying it (along)
kè nak'ên	is getting good / better
yà anaskwên	is getting to know it (awsikû - knows it)
yà anaxhên	is going along eating it (axhá - is eating it)

The Progressive must begin with a directional **preverb**, usually **yà**, **yè**, or **kè**, (but others may occur as well, such as **dàk** .) If the verb root ends in a consonant, the progressive stem is high short. If the verb root ends in a vowel, the progressive stem is high long with suffix **-n**.

Progressive (cont)

The Progressive is not a mode, but a higher category (epiaspect) which combines with the various modes. (However, there is no Progressive Perfective.) The **Progressive Imperfective** marker is **na-** . The progressive marker for the rest of the modes is **ga-** (often contracted to **k-** , this replaces the conjugation marker.) The conjugation of the verb is instead indicated by the choice of directional preverb:

Conjugation marker	**Preverb in the progressive**
zero	yà
na-	yà
gha-	yè
ga-	kè

Example of Progressives - to go along

Progressive Imperfective	yà **na**gút	is going (walking along)
No Progressive Perfective		
Progressive Future	yà **k**ghwagût *ga + u + gha + long high stem*	will go / walk along
Progressive Habitual	yà **ga**gútch	goes, walks along (all the time); is always going, walking along

Example of Progressives - to go along (cont)

Progressive Potential	tl. àdé yà **k**ghwàgùdi yé (khùstí)	can't be walking along/ can't continue walking along
Progressive Imperative	yà **ga**gú	walk along! keep walking!
Progressive Hortative	yà **k**ghagùt	let him/her walk along/ keep walking
Progressive Admonitive	yà **g**ùgût tsé	she/he better not keep walking
Progressive Past Conditional	yà **ga**gût (áwé) ...	when she/he went along ... / after she/he went along ...
Progressive Future Conditional	yà **ga**gûtni (áwé) ...	when she/he goes along ... / if she/he goes along ...
Progressive Habitual Conditional	yà **k**ghagudín (áwé) ...	whenever she/he goes along ...

Types of Imperfectives

Introduction

There are many varieties of imperfectives. Many have stems with no suffix, but many have **imperfective suffixes**:

-xh , -ch , -k(w) , -t , -s' , -x'(w) , -t'

-xh	repeated acts, repeated attempts
-ch	repeated acts (with preverbs such as **yè** and **kè**)
-k or **-kw**	repeated acts (with **yù** ; in a few verbs without **yù**)
-t	repeated blows (repeatedly hitting, striking, shooting)
-s'	persistent acts (such as sewing, sifting, shaking out, rubbing, explaining, exhorting)
-x' or **-x'w**	multiple acts or acting on multiple objects/people
-t'	multiple acts or acting on multiple objects/people

basic Imperfective	a.ús'k	is washing
repetitive Imperfective	a.ús'xh	keeps washing it
	ch'a ghéghà a.ús'xh	keeps washing it in vain (it just keeps getting dirty again)

Types of Imperfectives (cont)

Perfective	amłisín	hid it
Progressive	yà anałsín	is hiding it (Progressive Imperfective)
repetitive with -xh	ałsínxh, ałsínch	keeps hiding it
multiple with -x'	ałsínx'	is hiding (several, one here, one there)

Perfective	wùnà	died
Progressive	yà nanân	is dying
repetitive with -kw	yù yanâkw	keeps dying
	ł yù uwanâgu à	immortal one (one that never dies)
multiple with -t'	has nât'	they are dying off, one after another

Types of Imperfectives (cont)

Each of these suffixed Imperfective verbs can generate its own set of modes, using the suffixed stem of the Imperfective. The conjugation marker of such derived Imperfective verbs is **na-** . For example:

	"burn O"		**"burn O repeatedly, keep burning O"**	**"burn multiple O"**
Imperfective		is burning it	asgánxh	asgánt'
Future	aguxhsagân	will burn it	aguxhsagánxh	aguxhsagánt'
Imperative	sagán	burn it!	**na**sganxh	**na**sgánt'
Hortative	ghatusagàn	let's burn it!	**na**xhtusagánxh	**na**xhtusagánt'

Future	xhat sagaxhdu.âxh	people will hear my voice
Future repetitive	xhat sagaxhdu.áxhch	people will keep hearing my voice

Verbs of Striking

Perfective	àwagwáł	punched it / her / him (once)
repetitive Imperfective with -t	agwálłt	punches it/him/her repeatedly; keeps punching it/him/her (with a series of blows)
repetitive Imperfective with -xh	agwálłxh	keeps punching it; keeps trying to punch it
Perfective	àwa.ún	shot it
repetitive Imperfective with -t	a.únt	shoots (at) it repeatedly; keeps shooting (at) it (with a series of shots)
repetitive Imperfective with -xh	a.únxh	keeps trying to shoot it
Perfective	àwadzû	hit it (by throwing something at it)
repetitive Imperfective with -t	adzèt	throws things (such as stones) at it repeatedly; keeps throwing things at it (with a series of throws)
repetitive Imperfective with -xh	adzèxh	keeps trying to hit it by throwing things at it

Verbs of Missing

Perfective	ayamłigwálxhà	missed it (by punching, striking)
Perfective	ayamsi.únxhà	missed it (by shooting)
Perfective	ayamłidzêxhà	missed it (by throwing something at it)

Body part nouns incorporated into the verb

With some verbs, a noun referring to a body part may be incorporated into the verb as a prefix. For example, the noun yá "face" may be incorporated into the theme:

O- __ - .us'~ (na act) "__ washes O",

to give a new theme with ya- inserted after the object (O-)

O- ya- __ - .us'~ (na act) "__ washes O's face".

Imperfective	aya.ús'k	is washing his/her face (i.e. someone else's face)
Perfective	ayàwa.ûs'	washed his/her face (i.e. someone else's face)
Imperative	yana.ûs'	wash his/her face! (i.e. someone else's face)

You can also say du yá a.us'k, du yá àwa.ûs', du yá na.ûs', where the body part noun is not incorporated into the verb.

From such verbs we can also form themes referring to **acting on one's own body**. Such themes have no object: instead, the D- form of the classifier is used to denote **acting on oneself**. So, for example, we find

ya- __ D- .us'~ (na act) "__ washes his/her own face".

Imperfective	yada.ús'k	is washing his/her (own) face
Perfective	yawdi.ûs'	washed his/her (own) face
Imperative	yanida.ûs'	wash your face!

You can also say du jín a.ús'k, du jín àwa.ûs', i jín na.ûs', where the body part is not incorporated.

Body part nouns incorporated into the verb (cont)

Note that in jinida.ûs' , the subject i- (you) is required before the D- classifier.

ya - face	i yá na.ûs'	wash your face!
	yanida.ûs'	wash your (own) face!
	ya- (face) na- (conjugation) i- (you) da- (classifier) .ûs'	
	yana.ûs'	wash his/her face!
ji - hand(s)	jinida.ûs'	wash your hands!
xh'us - foot/feet	xh'usnida.ûs'	wash your feet!
dà - body	dànida.ûs'	wash your body!
sha head	shanida.ûs'	wash your hair!

As another example, from the theme

O- __ ɬ- xash ~ (na act) " __ cuts O" (long, flexible object(s) such as hair or grass)

we get

O- sha- __ ɬ- xash ~ (na act) " __ cuts O's hair, __ gives O a haircut"

Imperfective	ashałaxáshk	is cutting his/her hair (someone else's hair)
Perfective	ashawɬixàsh	cut his/her hair (someone else's hair)
Imperative	shanałxàsh	cut his/her hair!

Body part nouns incorporated into the verb (cont)

For cutting one's own hair, we get

sha- __ D- ɬ- xash ~ (na act)		" __ cuts his/her own hair"
		" __ gives self a haircut"
Imperfective	shałxáshk	is cutting his/her (own) hair
Perfective	shawdlixàsh	cut his/her (own) hair
Imperative	shanìłxàsh	cut your hair!

Here again, the noun doesn't have to be incorporated. So the following sentences mean the same thing:

Axh shá nałxàsh.	Cut my hair!
Xhat shanałxàsh.	Give me a haircut!

Some Incorporated Body Parts

noun	meaning	incorporated form	example	meaning
du yá	his/her face	ya-	yaghwênà	"face-wiper" face cloth
du jín	his/her hand	ji-	jighwênà	"hand-wiper" hand towel
du łú	his/her nose	łu-	łughwênà	"nose-wiper" handkerchief
du xh'é	his/her mouth	xh'a-	xh'aghwênà	"mouth-wiper" napkin
du dà	his/her body	dà-	* dàghwênà	"body-wiper" bath towel

Note: xh'a- is underlyingly xh'e- , as we see when it is lengthened, e.g.

axh'a.ús'k is washing his/her face

but

tléł axh'è.ús'k is not washing his/her face

Some noun compounds

du dà	his/her body
a dà	its circumference, "around it"
du yadà	around his/her face
a shú	end of it
a shuyadà a shuwadà	around the end of it, circumventing it
a shuwadànáxh yàwagút	went around it (an obstacle)

Some noun compounds (cont)

du xh'ashuyadànáxh yàwagút	went around not to disturb his speech (literally, around the end of his/her mouth)
du jishuyadànáxh yàwagút	went around his/her workplace
a shûdáxh wùgùt	went out before the end of it
a shût â	"sitting at the end of it" i.e. sitting down to it
coffee shût â	sitting down to coffee

kâyakhijèt	chair
from	
a kâ yè akhich át	"the thing on which people sit"

daxh'kâÿakhijèt	horse (obsolete word)
from	
a daxh'kâ yè akhich át	"the thing on the back of which people sit"

The modern forms of these words are:

kâkhajèt	chair (Teslin)
kâyaghijèt	chair (Coastal)
gamdân	horse (Teslin)
gawdân	horse (Coastal)

Introduction to Noun Classes

Many Tlingit verbs also have different themes referring to different classes of objects, based on their physical appearance, their feel, and differences in the way they are handled. The verb of washing that we are studying here is one of these verbs.

The basic verb theme is modified in two different ways to indicate the class of objects.

1. If the classifier is zero or D- , the classifier component s- or ɬ- is added to the basic classifier to indicate that the object is "complex", specifically that it is:

- an object with many strands (such as rope, seaweed, hair, grass or animal flesh), or
- an object that branches out at one or both ends (such as a branch, a feather or an arrow), or
- an object that has one or more lines/strings/ropes attached to it (such as an anchor, a fishing pole, or a spear or harpoon with a line attached), or
- an object that is made up of many pieces joined or woven together (such as a ladder, a fence, or a woven basket or bag), or
- a long flexible pole or a long skinny tree (such as a willow).

To indicate this class of "complex" objects, the classifier changes as follows:

zero ⟹ ɬ- or s-

D- ⟹ D-ɬ- or D-s-

2. The second way to modify the basic theme is to add one or more prefix. By far the most common prefix is **ka-** .

ka- , referring to one or more small round objects (such as berries, fish eggs, eggs, pebbles, marbles, or pennies), or to small objects with round heads (such as pins, tacks, or nails)

wakh-ka- , referring specifically to a hoop or hoop-like object

ji-ka- plus s/ɬ- , referring specifically to a long flexible object (such as a rope, string or long slender pole).

As seen in the following verb, the prefix **ka-** may be combined with the addition of **s/ɬ-** to the classifier so as to refer to a string of small round objects (such as a string of beads, fish eggs in their skein, or a net line with buoys).

Verbs of washing different kinds of objects

		she/he washed the ...
àwa.ûs' wé	kayàní	leaves
	nà.át	clothing
	x'ûw	blanket
	té	stone

ɬ- classifier refers to a long flexible object, a strand, or an object with multiple strands or branchings

amɬi.ûs' wé	tíx'	rope
	ɬàkh'ásk	seaweed
	dûx	sinew (soft & flexible)
	t'àw	feather
	dlìy	meat

she/he washed the ...

ka- refers to (1) small round objects or (2) a container

akàwa.ûs' wé	gúx'à	cup
	s'íx'	plate, dish
	kùch'êt'à	ball
	k'wát'	egg
	kh'wátl	pot, cooking pan
	kùt'âx'à	marble
	tlêkhw	berry, berries

ka-ɬ- refers to a strand of small round objects

akamɬi.ûs' wé	kahâkw	(skein of) fish eggs
	sèt	necklace (string of beads)
axhùwa.ûs' wé	s'íx'	dishes

Addendum

	he washed her ...
ayàwa.ûs'	face
ajìwa.ûs'	hands
ashàwa.ûs'	head / hair
adàwa.us'	(whole) body

Verbs of eating different kinds of objects

		she/he ate the ...
àwaxhâ wé	sakwnên	bread, bannock
	xhât	fish
	xhât xh'úxhu	fish flesh
amsixhâ wé	dlìy	meat
	wasûs dlìyí	beef (cow flesh)
	t'ási	grayling
	łàkh'ásk	seaweed
	candy	candy (out of a bag)

		she/he ate the ...
khusaxha khwân		cannibal, "person-eating tribe"
akàwaxhâ wé	x'âx'	apple
	k'wát'	egg
	tlêkhw	berry / berries / fruit
	k'únts'	potato
	kûx	rice
akamsixhâ wé	kahâkw	fish eggs
Coastal - kakashxhá Interior - kasxhá		is eating berries off the bush
kamdzixhâ		ate berries off the bush

Verbs of cooking different kinds of objects

As another example, let us take the verb

O- Ø- .i (Ø conjugation) "O gets cooked, O cooks (as food)"

It is cooked

uwa.î	of ordinary objects
wusi.î	of complex objects, such as seaweed, spaghetti or animal flesh
kàwa.î	of small round objects, such as eggs, peas, or potatoes
kawsi.î	of a string of small round objects, such as a skein of fish eggs

The causative form of this verb is

O- __.s- .i (Ø conjugation) "__ cooks O"

Since this causative theme already has the classifier **s-** , it can be modified only by adding the prefix **ka-** .

She/he cooked it

awsi.î	of ordinary objects or of complex objects
akawsi.î	of small round objects or a string of small round objects

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SCHEDULE

	Monday Sep 11	Tuesday Sep 12	Wednesday Sep 13
9:00	Opening Prayer - Ida Calmegane Alphabet History of Writing Systems	Verb Modes (cont): Potential Imperative	Review of Simple Verb Modes
10:45	History of Writing Systems (cont)	Verb Modes (cont): Hortative	Composite Modes Progressives
noon	lunch	lunch	lunch
1:00	Verb Modes: Imperfective Perfective	Verb Modes (cont): Circumstantial Admonitive	Types of Imperfectives
2:45	Verb Modes (cont): Future	Verb Modes (cont): Realizational Progressive Verbs of Washing Verbs of Eating	

TLINGIT VOWEL CHART

T - Teslin, C - Carcross, A - Atlin

The basic Tlingit vowels are **a, e, i** and **u**. An **o** occurs sometimes in borrowed words and interjections. The vowels can be long or short and can have either high or low tone.

short low *(no mark)*	**short high** ´	**long low** `	**long high** ^
ch'**a** *just* d**e** *already* **i** *your* ts**u** *again*	**á** *that, there* t**é** *rock* ł**í** *don't* ts**ú** *also, too* h**ó** h**ó** *thank you*	**à , ą̀** *yes* d**è** *trail, road* d**ì** *tea* gish**ù** (T, A) gesh**ù** (C) *pig*	**â** *sitting, lake* d**ê** *enough* **î** *yuck!* nàsh**û** *extends* ah**ô** *I don't want to* *(coast: I understand)*

Tlingit Consonant Chart

Stops
(stop off the breath)

	Labial (lips)	Alveolar (tongue tip behind teeth)			Velar (middle of tongue against roof of mouth)		Uvular (back of tongue touches uvula at back of throat)		Glottal (vocal chords)	
						rounded		**rounded**		**rounded** (rare) (Note: 2)
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**łaghwán** *tie it into a bow*	nay.á *(you folks) go!*	ana.**wèch** *(usually) wears it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized released with a popping sound		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'atèł** *pitcher*	**kh'wátl** *pot*		

Fricatives
(breath flows through narrow opening creating friction)

Plain		**łûł** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	yà-na**hw**ên *is swimming along*
Glottalized with vocal chords closed		**ɬ'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâł'** *down feathers*		

Sonorants
(softer, you can sing them continuously)

Nasal vibration through nasal cavity	**mâ-sá?** *how?* (Note 2)	**ná'** *here; take it*			
Nonnasal	**wàkh** *eye*		dalèyí *trout*		**yá** *this*

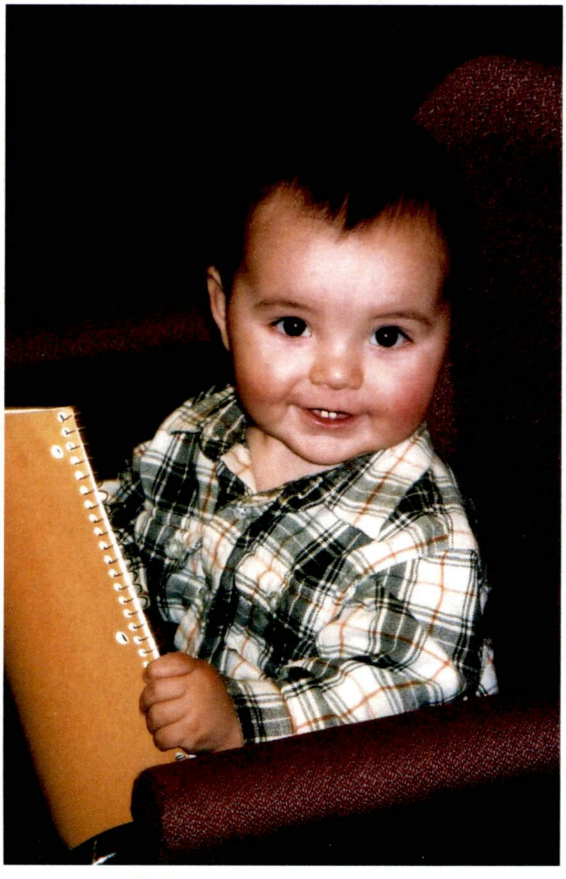
•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

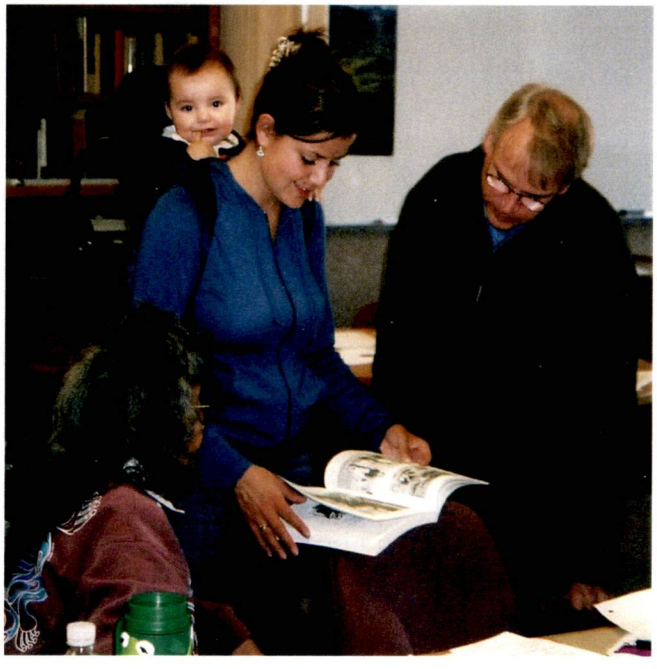
*Note 2: *m* does not occur in the Carcross dialect





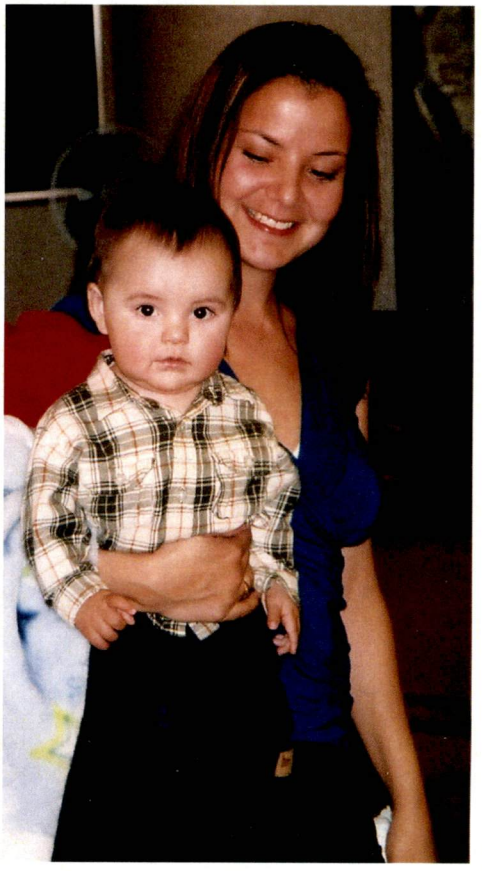














Photograph Identifications

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100.	*top:*	Mamie Smith, Ada Haskin, Emma Sam, Sarah Charlie, Jeff Leer
	bottom:	Bessie Cooley, Mamie Smith
101.	*top:*	Emma Sam, Sarah Charlie, Nigel Charlie, Jeff Leer
	bottom left:	Nigel Charlie
	bottom right:	Emma Sam, Nigel Charlie, Sarah Charlie, Jeff Leer
102.	*top:*	Ida Calmegane, Jeff Leer, Mamie Smith
	bottom left:	Ida Calmegane, Jeff Leer
	bottom right:	Nigel Charlie, Sarah Charlie
103.	*standing*:	Sarah Charlie, Nigel Charlie, Emma Sam, Jeff Leer, Josephine Holloway, Pauline Sydney, Margaret Bob
	seated:	Ida Calmegane, Bessie Cooley, Mamie Smith, Ada Haskin

TLINGIT LITERACY SESSION

Yukon Native Language Centre

Whitehorse, Yukon

February 19 - 21, 2008

Guest Instructor:

Dr. Jeff Leer

Alaska Native Language Center

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SCHEDULE

	Tuesday Feb 19	Wednesday Feb 20	Thursday Feb 21
9:00	Opening Prayer - Ida Calmegane Welcome and Introductions Goals of Session Tlingit Alphabet	Opening Prayer - Sam Johnson Discussion Listening Exercises check	Opening Prayer - Connie Jules Discussion of the Benefits of Teaching / Learning Native Languages Discussion of Goals
10:45	Making Listening Exercises: **k** and **kh**	Making Listening Exercises: **x** and **xh**	Review of sessions Making Listening Exercises: **k'** and **kh'**
noon	lunch	lunch	lunch
1:00	Line Game: **k** and **kh** Making Listening Exercises: **g** and **gh**	YNLC Website Word Scramble Game Making Materials	YNTEP visit Making Listening Exercises: **x'** and **xh'**
2:45	Heritage Research Trainees Carcross/ Tagish FN Making Listening Exercises (cont): **g** and **gh** Daily Summary - Bessie Cooley, Sarah Charlie	Making Materials (cont) Daily Summary - Connie Jules, Midori Kirby	Making Materials (cont) Daily Summary - Tina Jules, Ida Calmegane Wrap-up

GOALS OF THE SESSION

1. Tlingit sounds and symbols
    a. representation of alphabet
    b. practice, practice, practice
    c. **k** and **kh**; **g** and **gh**; **x** and **xh**

2. Review of teaching and learning resources
    a. website: language lessons, story books
    b. review of Literacy Session booklets
    c. listening exercises and drills

3. Classroom Literacy
    a. creation of teaching materials
    b. Tlingit spelling game
    c. Line Game
    d. creation of listening exercises

4. Translations and Review of Materials

TLINGIT VOWEL CHART

T - Teslin, C - Carcross, A - Atlin

The basic Tlingit vowels are **a, e, i** and **u**. An **o** occurs sometimes in borrowed words and interjections. The vowels can be long or short and can have either high or low tone.

short low *(no mark)*	**short high** ´	**long low** `	**long high** ^
ch'**a** *just* d**e** *already* **i** *your* ts**u** *again*	**á** *that, there* **té** *rock* **łí** *don't* ts**ú** *also, too* **hó hó** *thank you*	**à , ą̀** *yes* **dè** *trail, road* **dì** *tea* gish**ù** (T, A), gesh**ù** (C) *pig*	**â** *sitting, lake* **dê** *enough* **î** *yuck!* nàsh**û** *extends* ah**ô** *I don't want to* *(coast: I understand)*

TLINGIT CONSONANT CHART

	Labial lips	Alveolar tongue tip behind teeth			Velar middle of tongue against roof of mouth		Uvular back of tongue touches uvula at back of throat		Glottal vocal chords	
Stops (stop off the breath)						**rounded**		**rounded**		**rounded** (rare) (Note 2)
Plain		**dâ** *weasel*	**dlèt** *snow*	**dzèt** *ladder, bridge, stairs*	**jâji** *snowshoes*	**gán** *firewood*	**gwêł** *bag*	**ghâ** *(raven call)*	**łaghwán** *tie it into a bow*	nay.á *(you folks) go!*	ana.**wèch** *(usually) wears it*
Aspirated followed by a puff of air		**tá** *sleep*	**tlâ** *mother*	**tsâts** *bear root, hedysarum*	**chàn** *mother-in-law*	**kâni** *brother/ sister-in-law*	**kwêy** *mark, landmark*	**khâ** *man*	**khwân** *people from ___*		
Glottalized released with a popping sound		**t'á** *king salmon*	**tl'átk** *earth, ground*	**ts'ats'î** *bird*	**ch'âk'** *eagle*	**k'ínk'** *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'**atèł *pitcher*	**kh'wátl** *pot*		
Fricatives (breath flows through narrow opening creating friction)											
Plain			**łûł** *fireweed*	**sà** *name*	**shà** *mountain*	**xíxch'** *frog*	**xwê** *whew!*	**xhát** *me, I*	**xhwàgùt** *I went*	**hás** *they, them*	yà-na**hwên** *is swimming along*
Glottalized with vocal chords closed			**ł'àk** *dress*	**s'ìkh** *smoke, cigarette*		**x'âx'** *apple*	**x'wán** *longjohns*	**xh'é** *mouth*	**xh'wâł'** *down feathers*		
Sonorants (softer, you can sing them continuously)											
Nasal vibration in nasal cavity	**mâ-sá?** *how?* (Note 2)	**ná'** *here; take it*									
Nonnasal	**wàkh** *eye*		dalèyí *trout*		**yá** *this*						

•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

*Note 2: *m* does not occur in the Carcross dialect

Word List : **k** and **kh** (front **k** and back **k**)

words beginning k		**words beginning kh**	
kâ	*car*	khâ	*man*
kît	*killer whale*	khîdu	*beaver dam*
kètl	*dog*	khênà	*awl*
kûkh	*pit*	khûk	*box*
kâst	*barrel*	khâs'	*matches, splinter*
kìjín	*five*	khákw	*basket*
a kùwú	*its tail*	khu.ù	*people*
kút	*nest*	khûsh	*infected cut*
kûx	*rice*	khusi.ât'	*it is cold out*
kâni	*brother / sister-in-law*	khugâs'	*cloud*

Kùkhhittàn (Interior) a Tlingit clan
Khùkhittàn (Coastal)

k and kh

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February 2008

Examples of **k**

1. kètl — *dog*
2. kút — *nest*
3. a kùwú — *its tail*

Examples of **kh**

1. khâ — *man*
2. khâs' — *stick, matches*
3. a khùwú — *its den*

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k and kh

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

1. Wé kètl át hán.
   The dog is standing there. (That dog there is standing.)

2. Wé khâk'w kamdinêt.
   The young man is shivering.

3. Khâs' dàkakhûk át sa.ín.
   The match box is lying there.

4. Kút kát kała.át wé k'wát.
   nest in are lying that eggs
   The eggs are lying in the nest.

5. Du kâni ìn yù xh'eyatánk.
   (Du kâni ìn yù xh'ayaténk. - Carcross)
   her brother-in-law with she's talking
   She's talking to her brother-in-law.
   He's talking to his sister-in-law.

6. Wé khênà yàk'áts'.
   that awl is sharp
   The awl is sharp.

7. Át tán wé khákw xákwdi.
   there is lying that basket empty
   The empty basket is lying there.

k and kh

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

8. Nás'k khâ át has khîn.
   three men there they are sitting
   Three men are sitting there.

9. Khumłigás'. (Sam)
   It got cloudy.

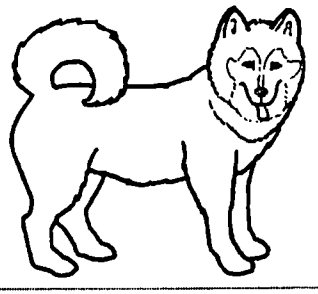
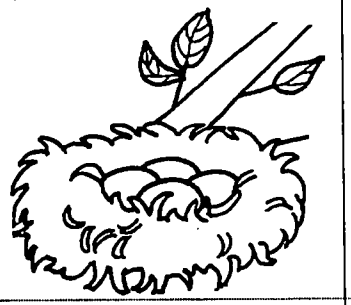
   Khułigûs'. (Bessie)
   It is cloudy.

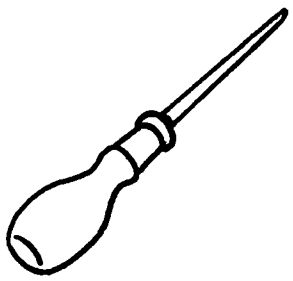
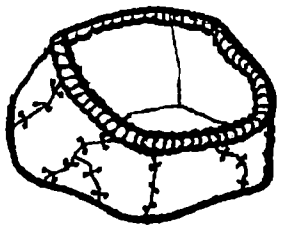
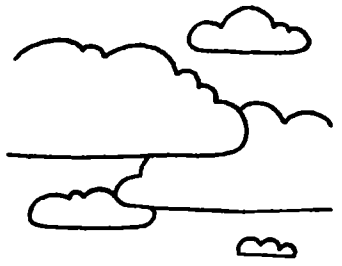
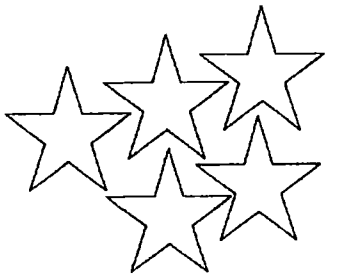
10. Kìjín khutghanahâ duwatîn.
    five star are visible
    Five stars are visible.

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k and kh

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

1	2	3	4	5
				

6	7	8	9	10
				

Word List : **g** and **gh**

words beginning g		**words beginning gh**	
gâxw	*duck*	ghàkh	*lynx*
gùch	*hill*	ghùch	*wolf*
gán	*firewood*	ghàt	*sockeye*
gàw	*drum*	ghâxh	*is crying*
gûn	*gold*	gháxh	*rabbit*
gùn	*spring*	ghítghà	*spruce needle*
gân	*outside*	ghâtl	*pilot bread*

g and gh

Yukon Native Language Centre

February 2008

Examples of **g**

1. gán *firewood*
2. gùch *hill*
3. gâxw *duck*

Examples of **gh**

1. gháxh *rabbit*
2. ghùch *wolf*
3. ghâtl *pilot bread*

Yukon Native Language Centre

g and gh

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

1. Wé gâxw át wùhù.
   that duck there it is swimming
   The duck is swimming.

2. Wé ghùch ghâxh.
   that wolf it is howling (crying)
   The wolf is howling.

3. Wé gùch shakìde gìshìx.
   that hill to the top you run
   Run to the top of the hill.

4. Wé ghítghà hàwdáxh yè kanasûs.
   that needle (dry) branch they are falling
   The dry needles are falling off the branch.

5. Gûk! Xh'êt yitán wé gàw.
   go ahead that drum
   Go ahead! Strike up the drum.

6. Tlèxh ghâxh wé yadák'w.
   he is crying that boy
   The young boy can't stop crying.

g and gh

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

7. Wé ghàkh xhâw łukát hán.
   that lynx log on top it is standing
   The lynx is standing on the log.

8. Wé gháxh át ishkhákh.
   that rabbit there it is sitting
   The rabbit is sitting there.

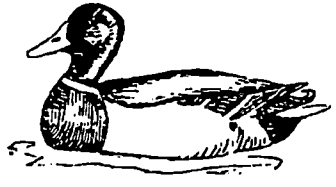
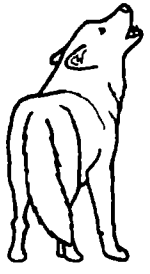
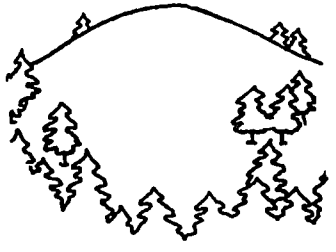
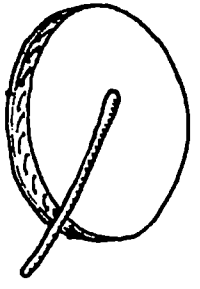
9. Wé gán kawachak.
   that firewood it is piled up.
   The firewood is piled up.

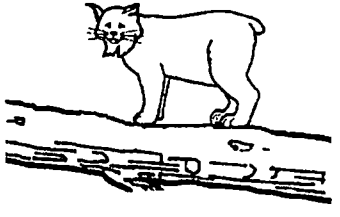
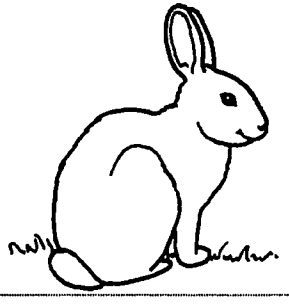
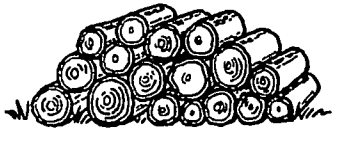
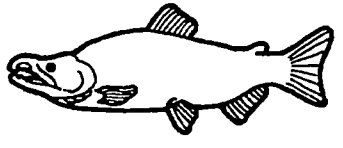
10. Ghàt axh ît uwahâ.
    sockeye me to the desire comes (?)
    I'm hungry for sockeye salmon.

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g and gh

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

1	2	3	4	5
				

6	7	8	9	10
				

Word List : **x** and **xh**

words beginning x		**words beginning xh**	
xàs	*buffalo*	xhàt	*spruce roots*
xêdu	*comb*	a xhàdí	*its roots*
xûn	*north wind*	xhât	*salmon, fish*
xûts	*grizzly bear, brown bear*	axh xhâdi	*my fish*
xàkw	*sandbar*	xhát	*I, me*
xânà	*evening*	xhâw	*log*
xíxch'	*frog*	xhúxh	*husband*
		xhìk	*shoulder*
		xhàwàghí	*window*
		xhày	*beaver lodge*
		xhìy	*backpack*

x and xh

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Examples of **x**

1. xûn — *north wind*
2. xûts — *grizzly bear, brown bear*
3. xíxch' — *frog*

Examples of **xh**

1. xhàt — *spruce roots, tree roots*
2. xhát — *I, me*
3. xhúxh — *husband*

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x and xh

Write ***x*** *and* ***xh*** *as you hear them.*

1. Xêdu du jìwú.
   comb *his/her* *it is (ji - possessive)*
   He/she has a comb.

   Xêdu axh jìwú.
   comb *my* *it is*
   I have a comb.

2. Xhâw wêt yatán.
   log *there* *is lying there (long piece of wood)*
   The log is lying there.

3. Xûn hàt jimdigút.
   northwind *in this direction* *is coming to fight*
   The northwind came storming in.

4. Xhàwàghí tûnáxh tuwatîn.
   window *through* *we see it*
   We see it through the window.

5. Xânàdé yà khunahên.
   evening-toward *progressive* *time is coming*
   Evening is coming.

x and xh

Write ***x*** *and* ***xh*** *as you hear them.*

6. Kètl xhîyi kumduwachák. (shakamduwachák)
   dog *its pack* *it is packed* *it is packed full, loaded up*
   The dogpack is packed.

7. Axh xhikshá yanîkw.
   my *shoulder* *it hurts/aches*
   My shoulder hurts.

8. Xàs dùgú tîł du jìwu.
   buffalo *its hide* *shoe* *his/her* *it is*
   He/she has leather shoes.

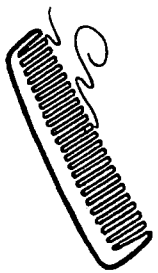
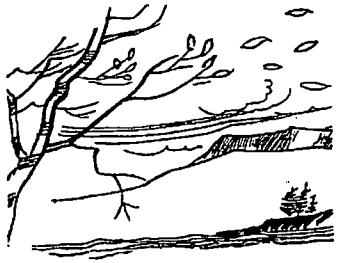
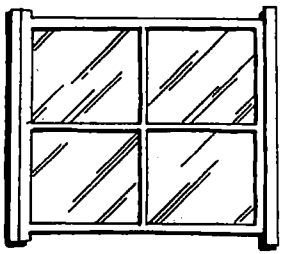
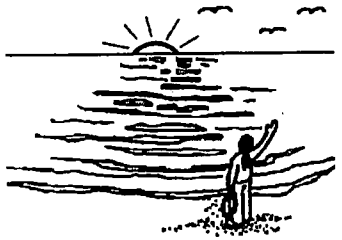
9. S'igèdí at xhá.
   beaver *something* *it is eating*
   The beaver is eating.

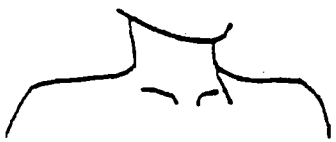
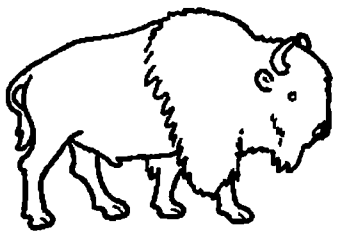
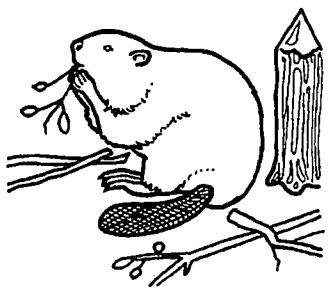
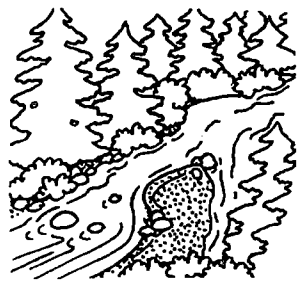
10. Xàkw kát tîn.
    sandbar *on* *it is lying*
    It is lying on the sandbar.

x and xh

Yukon Native Language Centre

Write ***x*** *and* ***xh*** *as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

Word List : **k'** and **kh'**

words beginning k'		**words beginning kh'**	
k'âs'	*missing tooth*	kh'atèɬ	*pitcher*
k'íxh'à	*gaff hook*	kh'îch'	*red wound*
k'ùdás'	*shirt*	kh'èkh'w	*tern*
k'ûx	*marten*	kh'anâxhán	*fence*
k'ìɬjâ	*south wind*	kh'èkaxwên	*flower*
k'wát'	*egg*	kh'âtl'	*thin and flat*
k'áts	*sharp point*		
k'át	*better, more*		

k' and kh'

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February 2008

Examples of **k'**

1. k'ûx *marten*
2. k'ùdás' *shirt*
3. k'íxh'à *gaff hook*

Examples of **kh'**

1. kh'atèł *pitcher*
2. kh'èkaxwên *flower*
3. kh'âtl' *thin and flat*

k' and kh'

Yukon Native Language Centre

*Write **k'** and **kh'** as you hear them.*

1. K'ìłjâ wuduwanúk.
   south wind it is blowing
   The south wind is blowing.

   K'ìłjâ akamsinúk. *The south wind is blowing gently.*
   K'ìłjâ ayamdití. [ayawdití (Atlin)] *The south wind came up.*

2. Kh'îch' du jinkáwu.
   healing wound his/her hand/arm on it is
   He/she has a healing wound on his/her arm.

3. Kh'èkh'w yà ndakhín.
   arctic tern along is flying
   The arctic tern is flying along.

   Kh'èkh'w kè ndakhín. *The arctic tern is flying up.*

4. K'ûx át wujixìx.
   marten around it is running

   or Át wujixìx wé k'ûx.
   around it is running that marten
   The marten is running around.

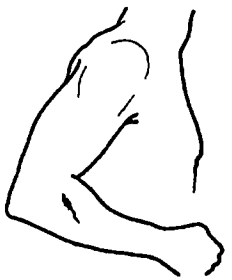
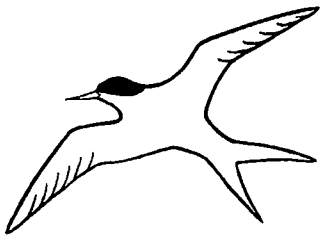
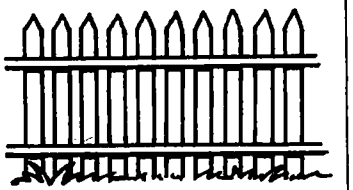
5. Kh'anâxhán yá duxatîn.
   fence face it is visible
   The side of the fence is visible.

TLINGIT LANGUAGE

k' and kh'

Yukon Native Language Centre

*Write **k'** and **kh'** as you hear them.*

1	2	3	4	5
				

Word List : **x'** and **xh'**

words beginning x'		**words beginning xh'**	
x'ân	*anger*	xh'àn	*fire*
x'ádà	*file*	xh'adà	*around his/her mouth*
x'ùn sá ?	*how many?*	xh'ùn	*diaper moss*
x'ât'	*island*	xh'é	*mouth*
x'âs	*waterfall*	xh'àk	*canyon, ravine*
x'úx'	*paper, book*	xh'úns'	*crumbs*
x'úkjà	*steam*	xh'uneł'	*rosehips*
		xh'wâł	*down feather*

TLINGIT LANGUAGE

x' and xh'

Yukon Native Language Centre

February 2008

Examples of **x'**

1. x'úx' *paper, book*
2. x'ádà *file*
3. x'ât' *island*

Examples of **xh'**

1. xh'é *mouth*
2. xh'ùn *diaper moss*
3. xh'àk *canyon, ravine*

x' and xh'

Yukon Native Language Centre

*Write **x'** and **xh'** as you hear them.*

1. X'ádà tlèn áwé.
   file big it is
   This is a big file.

2. Du xh'é akamłisêkh'w. [akawłisêkh'w (Atlin)]
   her mouth she put lipstick
   She put lipstick on her mouth.

3. Ghukhł'i Hîni x'âsi áyá.
   swan river its waterfall it is
   This is Swift River Falls.

4. Xh'àn gûkde naxhtù.àt.
   fire by, toward let's go
   Let's go over by the fire.

5. X'ât'k' akát satîn wé â.
   ilittle island on it is lying that lake
   There's a little island on the lake.

6. X'ânt uwanúk wé khâk'w.
   anger to he's moved that young man
   The young man is mad.

x' and xh'

Yukon Native Language Centre

Write ***x'*** *and* ***xh'*** *as you hear them.*

7.

Wé	x'úx'	àxh	gatí.
that	*book*	*from there*	*you pick*

Pick up the book!

8.

Shâ	xh'âknáxh	àwa.àt.
mountain	*between,by way of*	*they walked*

They walked between the mountain.

9.

Xh'unêł'	wás'i	xhùt	wùgùt. (Sam)
Xh'wanêł'	wás'i	xhùt	wùgùt. (Bessie)
rosehips	*bush*	*among*	*he/she is walking*

He/she is walking through the rose bushes.

10.

Dlìwkwát	x'wán	wé	a	x'úkji.
careful	*"please" exhortation*	*that*	*its*	*steam*
Dlìwkwát	łatín	wé		x'úkjà. (Mary)
careful	*watch it*	*that*		*steam*

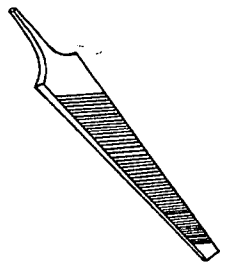
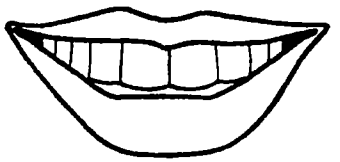
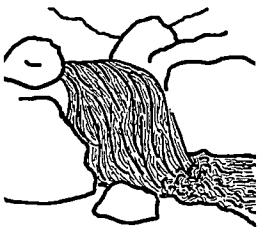
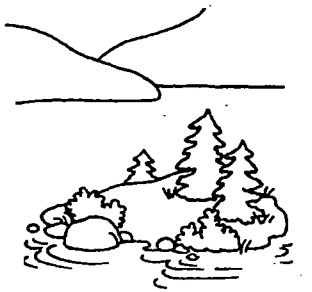
Be careful of its steam.

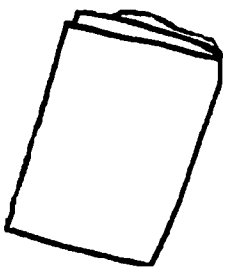
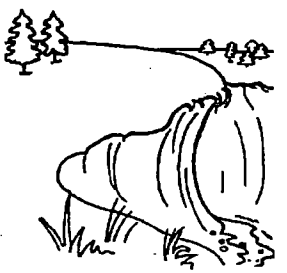
TLINGIT LANGUAGE

x' and xh'

Yukon Native Language Centre

*Write **x'** and **xh'** as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

Miscellaneous Comparisons and Analysis

Examples of Labialisation in Carcross Tlingit

ana.èch (Teslin)	*it is happening*
ana.wech (Carcross)	
wùhà yà nahên (Teslin)	*(beaver) is swimming*
wùhù yà nahwên (Carcross)	

Examples of Nasalisation in Interior Tlingit

shìy (Coastal)	*stick*
shį̨y (Interior)	
gàw (Coastal)	*drum, clock*
gą̨w (Interior)	

Unused Sentences

Lîdiyò xh'êt wusi.áxh.	*He/she is listening to the radio.*
Yak'âs'.	*He/she has a missing tooth.*
Xhat yak'âs'.	*I have a missing tooth.*
Wé khûsh wudlikhít'.	*The wound/sore is infected.*

Example Verb Paradigm

xhàtîn	*I see it*
iyatîn	*you see it*
tuwatîn	*we see it*

Verb Comparisons

ishkhákh	*it is sitting (bird, small animal)*
has khîn	*they are sitting (large animals, people)*
át tán	*it is lying there (empty container)*
àt sa.ín	*it is lying there (container with something inside)*
yatán	*it is lying there (long piece of wood)*

Word Analyses

khugûs'		*cloud (also khugâs')*
khugâs		*fog*
Khumłigás'.		*It got cloudy.*
Khu	m	łigás'.
khu-	*m-*	
weather	*mark of past*	

words for *star*

khutxh.anahâ	*(Atlin, Teslin)*
khutxh.ayanahâ	*(Coastal)*
khudaxh.anahâ	*(Carcross)*
khúdáx	*is also used*

Word Analyses (cont)

akamłisêkh'w *she put lipstick*

a	ka	m	ł	i	sêkh'w
it	*surface*	*past tense*		*classifier*	*color/dye*

x'ât'k'a *little island*

x'ât'	k'	a
island	*little*	*it*

Shâ xh'âknáxh àwa.àt. *They walked between the mountain.*

	xh'âk	náxh
	between	*by way of*

xh'àk *ravine, canyon*
shâ *mountain*
shàx'w *mountains*

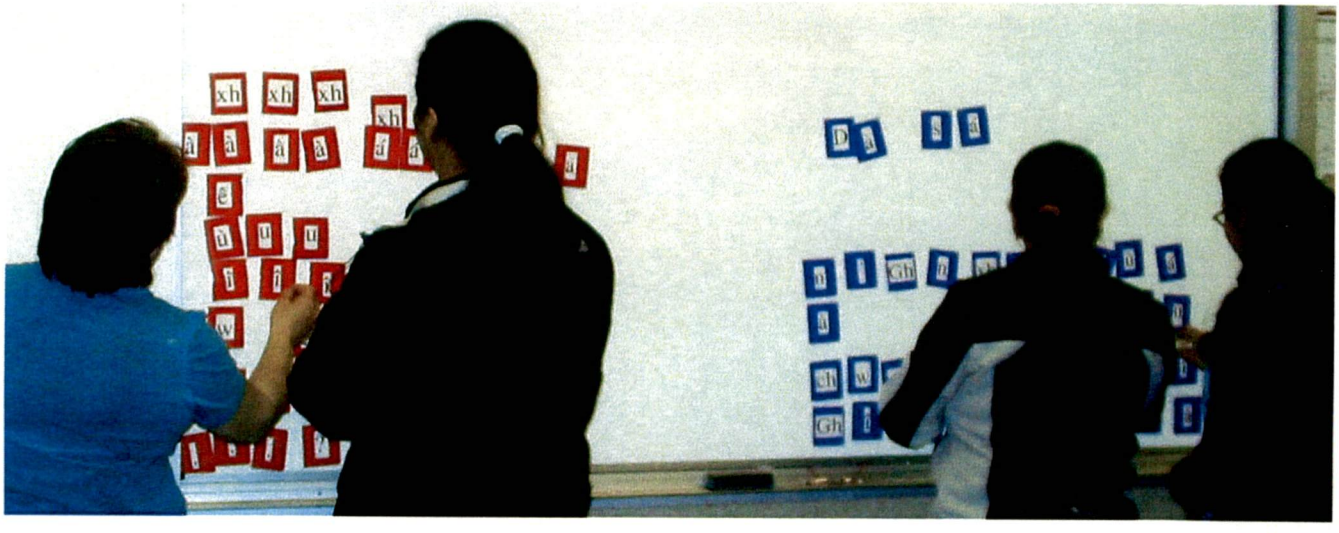
xh'unêł' wás'i *rose bush*
x'us'.ùsyà *brush, back brush*

Xh'unêł' wás'i xhùt wùgùt.
He/she is walking through the rose bushes.

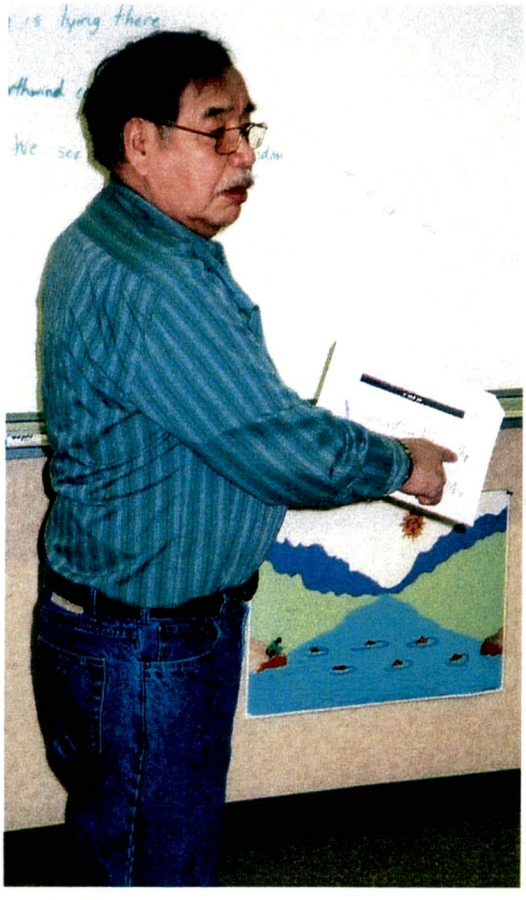
X'us'.ùsyà xhùt wùgùt.
He/she is walking through the backbrush.

hûch'i àyí *the last one*
hûch'i âyí *the last lake*
hûch'i àyí â *the last lake*

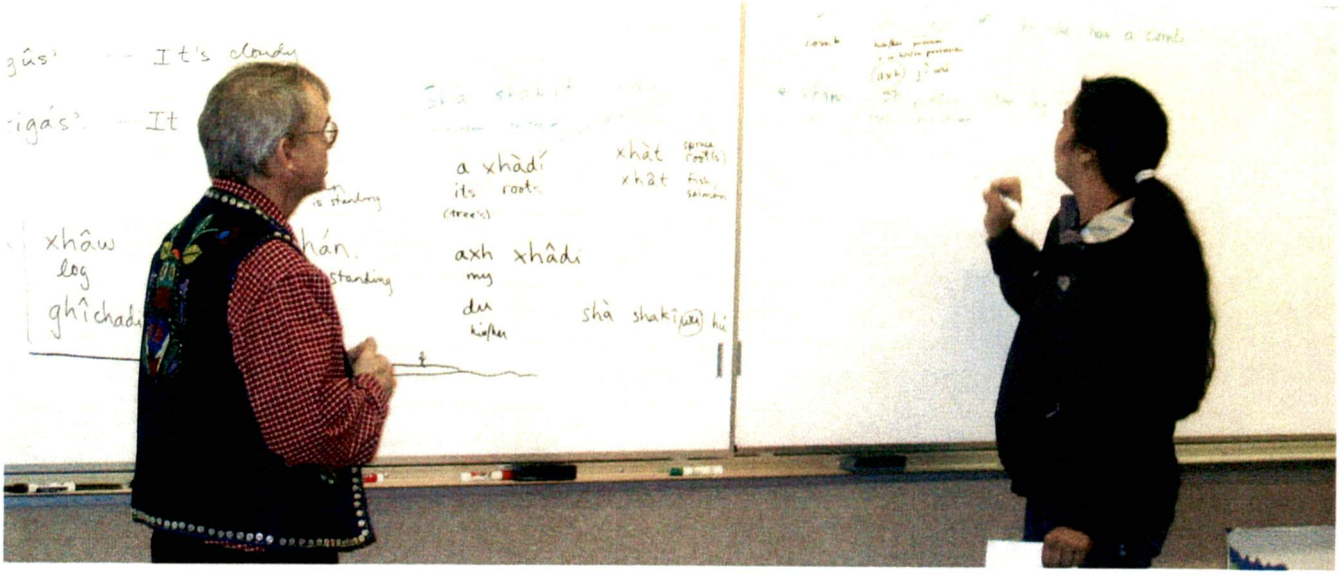











gûs' -- It's cloudy
a xhàdí
its roots
xhâdi
xhâw
log
ghîchadi
shà




xh
x

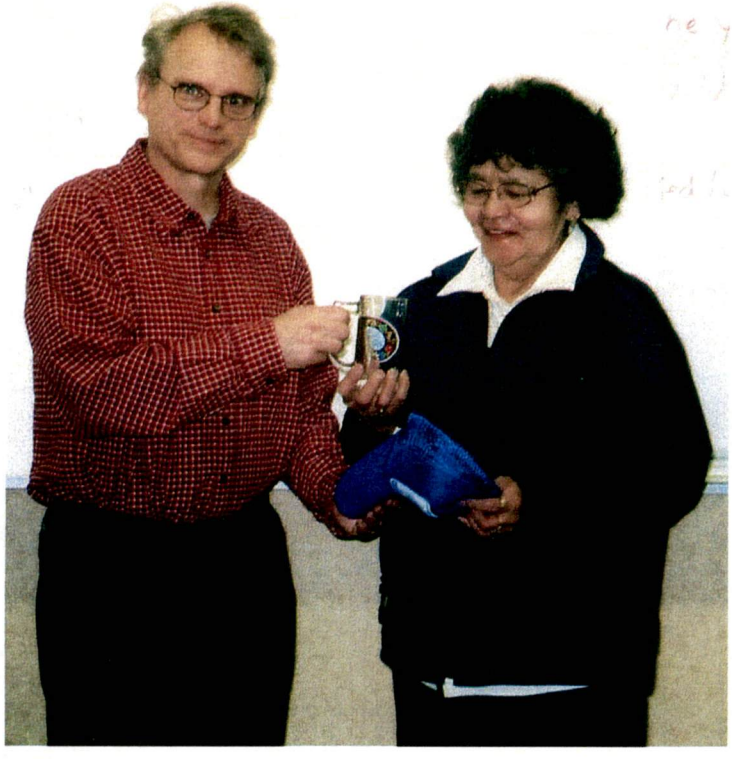



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Photograph Identifications

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35.	*top:*	Midori Kirby leading the Line Game, Sarah Charlie in background
	bottom left:	participants playing Word Scramble
36.	*top:*	Jeff Leer, Connie Jules
	bottom left:	Connie Jules, Tina Jules
	bottom right:	Josephine Holloway, Sam Johnston
37.	*top:*	Mary Anderson, Midori Kirby
	bottom left:	Sam Johnston
	bottom right:	Barbara Hobbis, Margaret Bob
38.	*top:*	Linda Harvey, Jeff Leer, Emma Sam
	bottom left:	Jeff Leer, Ida Calmegane
	bottom right:	Jeff Leer, Margaret Bob
39.	*top left:*	Jeff Leer, Mary Anderson
	right:	Jeff Leer, Barbara Hobbis
	bottom left:	Jeff Leer, Bessie Cooley
40.	*back row:*	Midori Kirby, Margaret Bob, Linda Harvey, Connie Jules, Bessie Cooley, Tina Jules, Barbara Hobis, Jeff Leer, Anne Ranigler, John Ritter
	seated:	Ida Calmegane, Sam Johnston, Emma Sam, Mary Anderson

TLINGIT LITERACY SESSION

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Guest Instructor:
Dr. Jeff Leer
Alaska Native Language Center

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2009

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SCHEDULE

	Monday Feb 16	Tuesday Feb 17	Wednesday Feb 18
9:00	Opening Prayer Listening Exercise: **kh** and **kh'**	Progressives	Listening Exercise: **x'** and **xh'** *(cont)* Discussion of Language Structure
10:45	Listening Exercise: **ɬ'** and **s'**	Listening Exercise: **ts'** and **s'**	Listening Exercise: **tl** and **tl'**
noon	*lunch*	*lunch*	*lunch*
1:00	Listening Exercise: **ch** and **ch'** Teslin Christmas Concert	Listening Exercise: **dz** and **ts**	Listening Exercise: **k'** and **kh'**
2:45	Listening Exercise: **ɬ'** and **tl'**	Listening Exercise: **x'** and **xh'**	Wrap-up and Gift-giving

TLINGIT VOWEL CHART

T - Teslin, C - Carcross, A - Atlin

The basic Tlingit vowels are **a, e, i** and **u**. An **o** occurs sometimes in borrowed words and interjections. The vowels can be long or short and can have either high or low tone.

short low *(no mark)*	**short high** ´	**long low** `	**long high** ^
ch'**a** just	**á** that, there	**à , ą̀** yes	**â** sitting, lake
d**e** already	t**é** rock	d**è** trail, road	d**ê** enough
i your	**ɬí** don't	d**ì** tea	**î** yuck!
ts**u** again	ts**ú** also, too	gish**ù** (T, A) gesh**ù** (C) pig	nàsh**û** extends
	h**ó** h**ó** thank you		ah**ô** I don't want to (coast: I understand)

Tlingit Consonant Chart

	Labial lips	**Alveolar** tongue tip behind teeth			**Velar** middle of tongue against roof of mouth		**Uvular** back of tongue touches uvula at back of throat		**Glottal** vocal chords	
Stops (stop off the breath)						**rounded**		**rounded**		**rounded** (rare; Note 2)
Plain		**d**â *weasel*	**dl**èt *snow*	**dz**èt *ladder, bridge, stairs*	**j**âji *snowshoes*	**g**án *firewood*	**gw**êł *bag*	**gh**â *(raven call)*	**łaghw**án *tie it into a bow*	nay.**á** *(you folks) go!*	ana.**wèch** *(usually) wears it*
Aspirated followed by a puff of air		**t**á *sleep*	**tl**â *mother*	**ts**âts *bear root, hedysarum*	**ch**àn *mother-in-law*	**k**âni *brother/sister -in-law*	**kw**êy *mark, landmark*	**kh**â *man*	**khw**ân *people from* ——		
Glottalized released with a popping sound		**t'**á *king salmon*	**tl'**átk *earth, ground*	**ts'ats'**î *bird*	**ch'**âk' *eagle*	**k'**ínk' *fermented fish heads*	**k'wát'** *egg (not fish egg)*	**kh'**atèł *pitcher*	**kh'wát**l *pot*		
Fricatives (breath flows through narrow opening creating friction)											
Plain			**łûł** *fireweed*	**s**à *name*	**sh**à *mountain*	**x**íx**ch'** *frog*	**xw**ê *whew!*	**xh**át *me, I*	**xhw**àgùt *I went*	**h**ás *they, them*	yà-na**hw**ên *is swimming*
Glottalized with vocal chords closed			**ł'**àk *dress*	**s'**ìkh *smoke, cigarette*		**x'**â**x'** *apple*	**x'w**án *long johns*	**xh'**é *mouth*	**xh'wâł'** *down*		
Sonorants (softer, you can sing them continuously)											
Nasal vibration in nasal cavity	**m**â-sá? *how?* (Note 2)	**n**á' *here; take it*									
Nonnasal	**w**àkh *eye*		dalèyí *trout*		**y**á *this*						

•Note 1: rounded *w* and *hw* do not occur in the Teslin dialect

*Note 2: *m* does not occur in the Carcross dialect

kh and kh'

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Examples of **kh**

1. khâs' *match*
2. wàkh *eyes*
3. kháku *basket*

Examples of **kh'**

1. kh'âtl' *flat, thin*
2. kh'atèł *pitcher*
3. kh'anâxhán *fence*

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kh and kh'

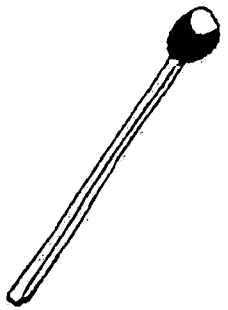
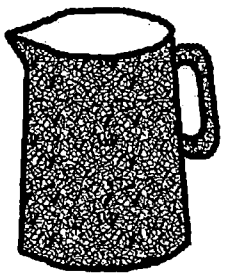
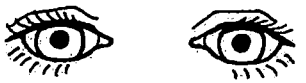
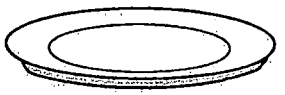
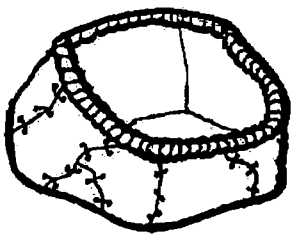
*Write **kh** and **kh'** as you hear them.*

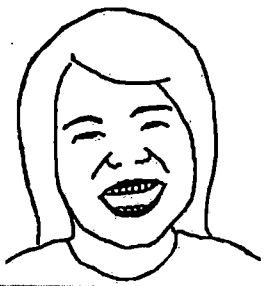
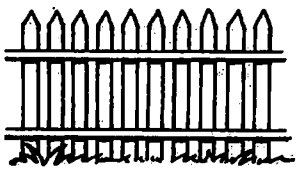
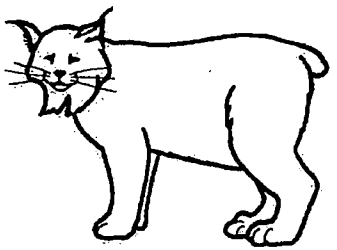
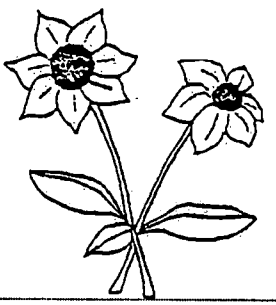
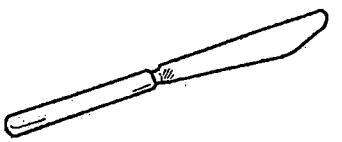
1. Khâs' yan akamsitán.
   He laid a match down.
2. Kh'atèł agamdi.ù.
   She bought herself a pitcher.
3. S'agwât yáxh yatì du wàkh.
   Her eyes are brown.
4. Hàndé wé s'íx' kh'âtl'.
   Hand me the plate.
5. Khákw amłiyéxh.
   She made a basket.
6. Wé shàwát at shùkh.
   The woman is laughing.
7. Wé kh'anâxhán àwanîgwáł'.
   He painted the fence.
8. Ghàkh tlèn amsitìn.
   He saw a big lynx.
9. Kh'èkaxwên wexh yà daxh kana.ên.
   Flowers are growing there.
10. Łítà kh'âtl' wêdu.
    There is a table knife.

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kh and kh'

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

1	2	3	4	5
				

6	7	8	9	10
				

k' and kh'

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Examples of **k'**

1. k'âs' *gap where a tooth is missing*
2. k'únts' *potato*
3. k'ûxh' *gum, pitch*

Examples of **kh'**

1. kh'êkaxwên *flower*
2. kh'âtl' *flat, thin*
2. kh'atèł *pitcher*

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k' and kh'

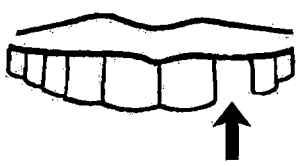
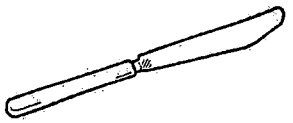
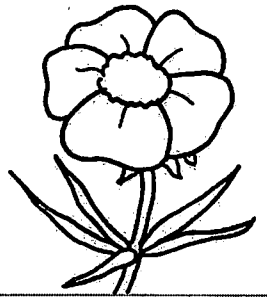
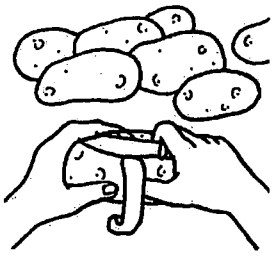
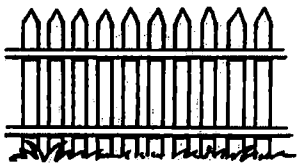
*Write **k'** and **kh'** as you hear them.*

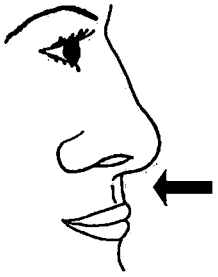
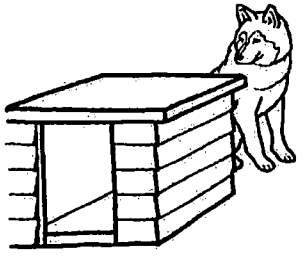
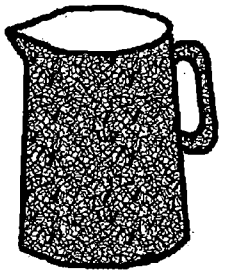
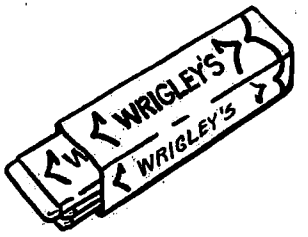
1. K'âs' áwé wêt.
   That is where a tooth is missing.
2. Łítà kh'âtl át tîn.
   The table knife is lying there.
3. Kh'êkaxwên àwak'úts'.
   She picked a flower.
4. K'únts' dà akayêxh.
   He is peeling potatoes.
5. Kh'anâxhán amłiyéxh.
   She built a fence.
6. Dáxhnáxh k'isâni wêt nákh.
   Two young boys are standing there.
7. Du kh'ałuyì uwas'úk.
   The area under his nose is dry.
8. Hít k'iyì át â wé kètl.
   The dog is sitting behind the house.
9. Hîn akáwu wé kh'ateł.
   There is water in the pitcher.
10. K'ûxh' agamdi.ù.
    He bought himself gum.

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k' and kh'

Write ***k'*** *and* ***kh'*** *as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ch and **ch'**

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Examples of **ch**

1. châtl *halibut*
2. ghùch *wolf*
3. chùkwán *grass*

Examples of **ch'**

1. ch'âk' *bald eagle*
2. ch'âɬ' *willows*
3. ch'în *ribbon*

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ch and ch'

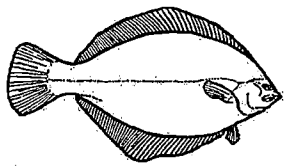
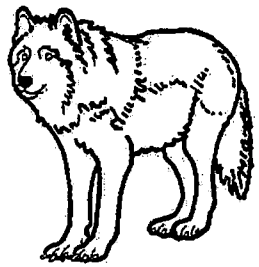
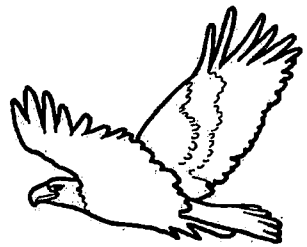
Write ***ch*** *and* ***ch'*** *as you hear them.*

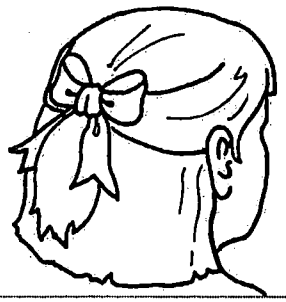
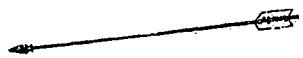
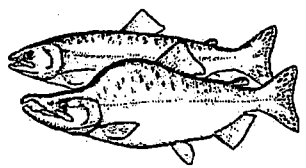
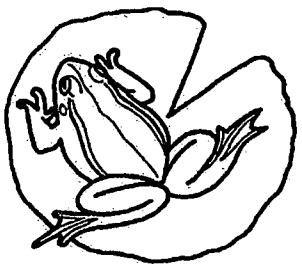
1. Châtl amdzit'èxh.
   He hooked a halibut.
2. Xhałak'ách' às káxh kè nagút.
   The porcupine is climbing the tree.
3. Ghùch wêt hán.
   The wolf is standing there.
4. Ch'âł' yà kanas.ên.
   Willows are growing.
5. Ch'âk' yà ndakhín.
   The bald eagle is flying.
6. Chùkwán wêxh yà kanas.ên.
   The grass is growing along there.
7. Dlèt ch'în yê aya.û.
   She is wearing a white ribbon.
8. Chùnèt xhàtîn.
   I see an arrow.
9. Châs' yà naltsís.
   The humpback salmon is swimming along .
10. Xíxch hêt â.
    The frog is sitting here.

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ch and ch'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tl and tl'

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February 2009

Examples of **tl**

1. tlâk'w *maternal aunt*
2. tlakhwyádi *raspberry*
3. tlèłû *butterfly*

Examples of **tl'**

1. tl'ìkh *finger*
2. akwdlixhîtl' *s/he is scared*
3. tl'atgikatlêghu *strawberry*

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tl and tl'

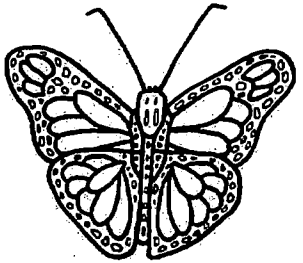
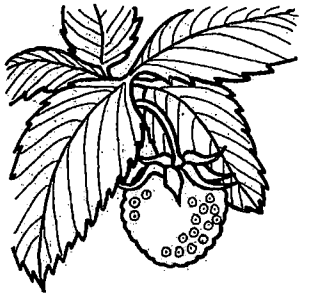
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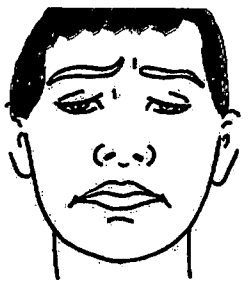
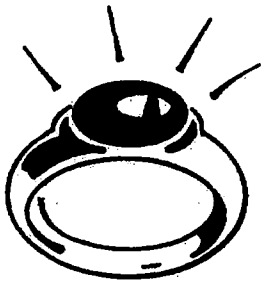
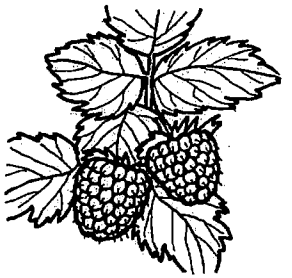
1. Du tl'ìkh wudix'ís.
   His finger is swollen.
2. Yê kwsigênk'i tlèłû ayatîn.
   He sees a small butterfly.
3. Akwdlixhîtl' wé shàtk'.
   The young girl is scared.
4. Tlákw áwé àndé nakhúxhch.
   He drives to town all the time.
5. Tl'atgikatlêghu a.în.
   She is picking strawberries.
6. Tlêx' yagì ká sîm dàk wusitán.
   It rained on Monday.
7. Sh wudlik'átl' wé khâ.
   The man is quiet. (The man is not talking.)
8. Du tlâk'w xh'ès at sa.î.
   He is cooking for his maternal aunt.
9. Tl'ikhkakîs kadân du jìt kamduwatî.
   Someone gave her a nice ring.
10. Tlakhwyádi axhá.
    She is eating raspberries.

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tl and tl'

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

1	2	3	4	5
				

6	7	8	9	10
				

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tl' and ɬ'

February 2009

Examples of **tl'**

1. tl'ikhnà.át *thimble*
2. tl'atgikatlêghu *strawberry*
3. tl'úk'xh *robin*

Examples of **ɬ'**

1. ɬ'ìt *tail*
2. ɬ'êw *sand*
3. ɬ'àk *dress*

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tl' and ɬ'

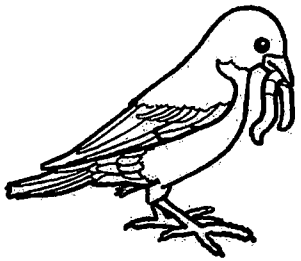
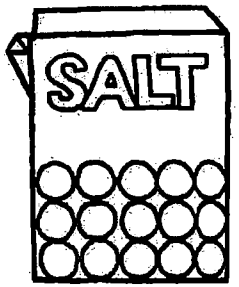
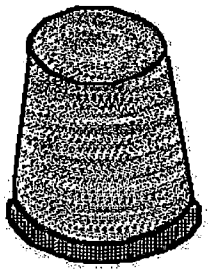
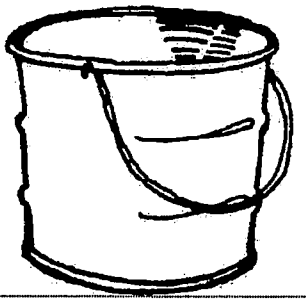
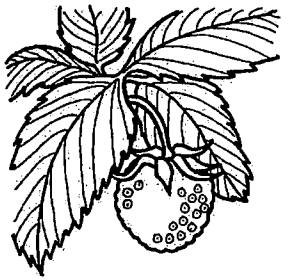
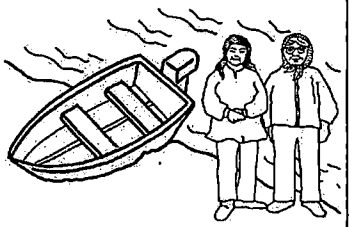
Write ***tl'*** *and* ***ɬ'*** *as you hear them.*

1. Tl'úk'xh kè akawahâ wé jákhkw.
   The robin dug up a worm.
2. Khûk tu.êɬ amsi.ù.
   He bought a box of salt.
3. Tl'ikhnà.át tin dakhês'.
   She is sewing using a thimble.
4. Wé khâ kha shàwát has aɬ'èxh.
   The man and woman are dancing.
5. T'âxh'w du tl'ìkh kâ kàwa.â.
   A wart grew on her finger.
6. S'udìn ɬ'ìt yê kwɬisâ.
   A shrew's tail is thin (skinny).
7. Akwdlixhîtl' wé shàtk'.
   The young girl is scared.
8. Ɬ'èx x'ìshâ áwé.
   That is an aluminum bucket.
9. Shûgà axhùdé yê amsinì wé tl'atgikatlêghu.
   She put sugar on the strawberries.
10. Ɬ'êw kâ kè mduwayísh wé yàkw.
    They pulled the boat up on the sand.

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tl' and ɬ'

Write ***tl'*** *and* ***ɬ'*** *as you hear them.*

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ɬ' and s'

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Examples of **ɬ'**

1. ɬ'îx'wán *socks*
2. ɬ'ùk *coho salmon*
3. ɬ'áɬ *jackpine*

Examples of **s'**

1. s'ìkh *smoke*
2. s'igèdí *beaver*
3. s'àxh *groundhog*

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ɬ' and s'

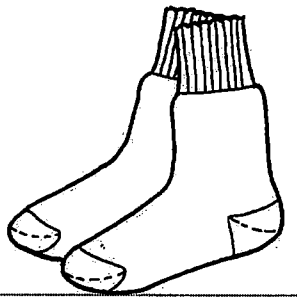
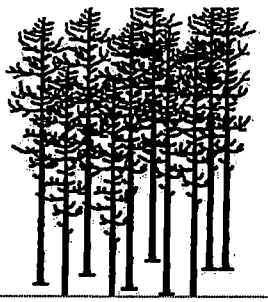
*Write **ɬ'** and **s'** as you hear them.*

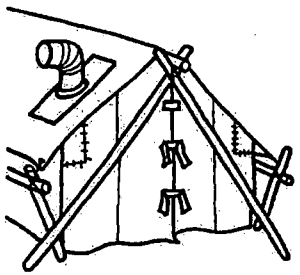
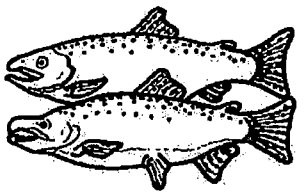
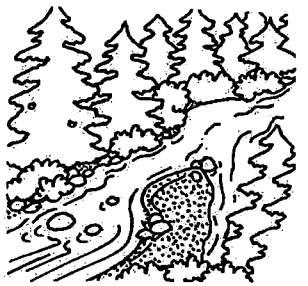
1. Yîs ɬ'àk du jìwú.
   She has a new dress.
2. S'àxh káxh aɬ'ûn.
   He is hunting for groundhog.
3. Ł'îx'wán xh'ùst amdiyíkh.
   She put on socks.
4. Ł'áł xhùxh yà nagút.
   He is walking among the jack pine trees.
5. Tùm s'ìnâ át akamɬigán.
   She lit a candle.
6. S'ísà hít wêt da.â.
   The tent is there. (situated, standing).
7. Ł'ùk kè uwax'ák.
   The coho salmon have arrived here.
8. S'igèdí xhùdé wùgùt.
   He went beaver hunting / trapping.
9. Ł'êw hîn yíkde duwatîn.
   You can see sand (bar) in the river.
10. S'ìkh xhàtîn.
    I see smoke.

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ɬ' and s'

*Write **ɬ'** and **s'** as you hear them.*

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s' and ts'

Yukon Native Language Centre

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Examples of **s'**

1. s'âxw *hat, cap*
2. s'âxh' *ling cod*
3. s'ísà *canvas*

Examples of **ts'**

1. ts'ats'î *small birds, song birds*
2. ts'ùtàt *morning*
3. ts'agwêł *crow*

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s' and ts'

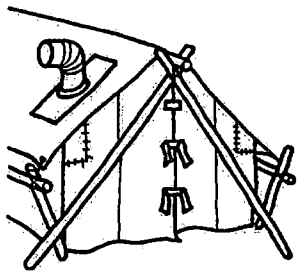
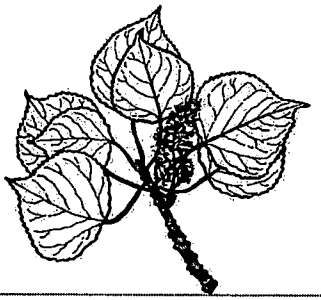
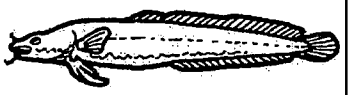
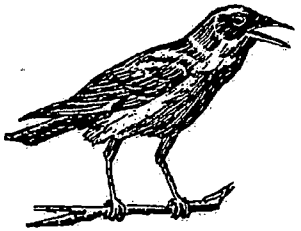
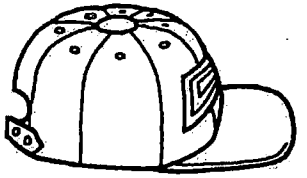
*Write **s'** and **ts'** as you hear them.*

1. S'ísà hít àwakhâ axh sáni.
   My paternal uncle sewed a tent.
2. Wuduwanúk yá ts'ùtàt.
   It's windy this morning.
3. S'ín kè akàwahâ.
   She dug up / harvested carrots.
4. Łits'â yîs kàwa.àyi dúkh kayàní.
   Fresh grown poplar leaves smell good.
5. S'âxh' amdzighêw.
   He netted a ling cod.
6. Shà kàdé wùgùt ts'îkáxhk'w kaxh.
   She went up on the mountain for blueberries.
7. S'ìkh xhât tayì yê amsinì .
   She made smoke under the fish.
8. Yìdát tàkw.ìtí ts'agwêł yax' wutusitìn.
   We saw a crow here this summer.
9. Yîs s'âxw shât adatîn.
   He has a new cap on his head.
10. Has du ît yàn uwahâ wé ts'ats'î.
    Those birds are hungry.

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s' and ts'

*Write **s'** and **ts'** as you hear them.*

1 	2 	3 	4 	5 
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ts and dz

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Examples of **ts**

1. tsà *seal*
2. tsîk *roasting stick*
3. tsín *muskrat*

Examples of **dz**

1. dzèt *ladder*
2. dzánti *flounder*
3. dzàs *babiche lacing*

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ts and z

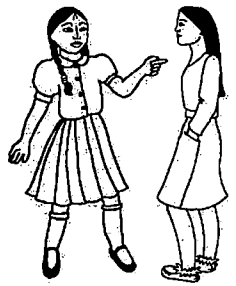
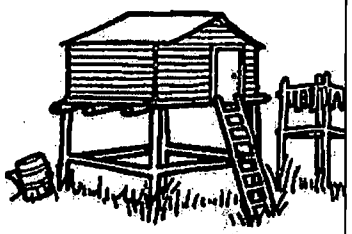
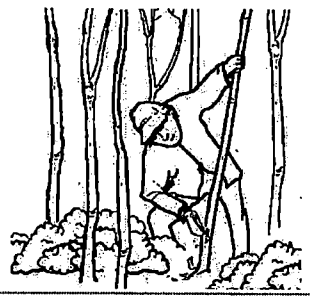
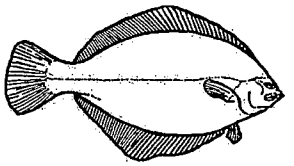
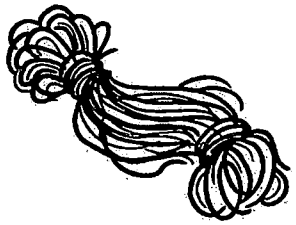
Write ***ts*** *and* ***dz*** *as you hear them.*

1. Yak'ê ixhwsatìní tsu.
   It's good to see you again.
2. Dziyâk áwé axh jì|t xh'amditán.
   She telephoned me earlier.
3. Kayâsh yát ayamsitán wé dzèt.
   He put the ladder up against the cache.
4. Tsághà yís às yádi as'ûw.
   He is chopping a sapling for a pole (to push a boat).
5. Dzánti káxh akhghwast'èxh.
   He will fish for flounder by hook.
6. Tsà amsitìn yìdát tàkw.ìtí.
   She saw a fur seal this summer.
7. Dzàs àwaxàsh.
   She cut the babiche lacing.
8. Té kát â wé tsín.
   The muskrat is sitting on a rock.
9. Dzixhâwu át áwé nàghas'ê.
   The fox is a fur-bearing animal.
10. Tsîk yís ch'âł' akhghwał'îx'.
    She will break a willow for a roasting stick.

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ts and dz

Write ***ts*** *and* ***dz*** *as you hear them.*

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

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x' and xh'

February 2009

Examples of **x'**

1. x'ús' *club*
2. x'à *point of land*
3. x'ûw *blanket*

Examples of **xh'**

1. xh'ahât *door*
2. xh'wanêł *rosehip*
3. xh'àn *fire*

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x' and xh'

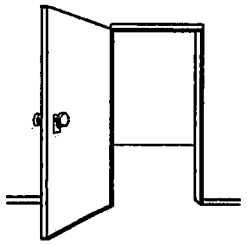
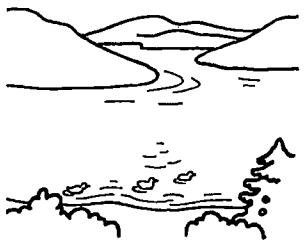
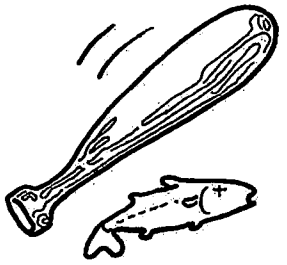
*Write **x'** and **xh'** as you hear them.*

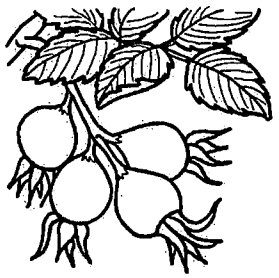
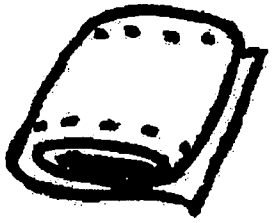
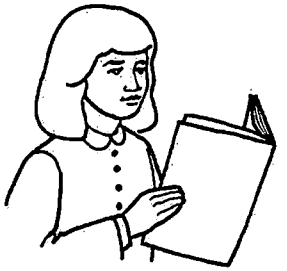
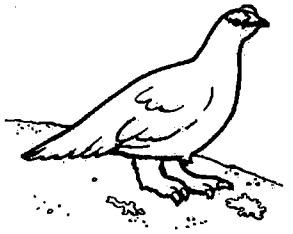
1. Hêde shután wé xh'ahât.
   The door is open.
2. Yût x'à niyàdé yà nakhúxh wé yàkw.
   The boat is travelling toward that point of land.
3. Xhât yís x'ús' áwé.
   That club is for fish.
4. Xh'àngùk tîłi yan àwakhâ.
   She finished sewing the slippers.
5. X'ìshâ yà anał.át wé khâ.
   The man is carrying buckets.
6. Xh'wanêł akhghwa.în.
   She will pick rosehips.
7. X'ûw akamłik'wát' wé khâ.
   The man folded the blanket.
8. Yamłis'íkh wé xh'àn.
   The fire is smoking.
9. Akhghwatîw wé x'úx'.
   She will read the book.
10. Xh'ès'awâ wêt â.
    The ptarmigan is sitting there.

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x' and xh'

*Write **x'** and **xh'** as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

kh and kh'

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Examples of **kh**

1. khâs' *match*
2. wàkh *eyes*
3. kháku *basket*

Examples of **kh'**

1. kh'âtl' *flat, thin*
2. kh'atèł *pitcher*
3. kh'anâxhán *fence*

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kh and kh'

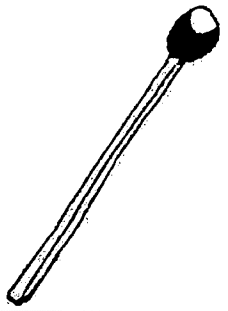
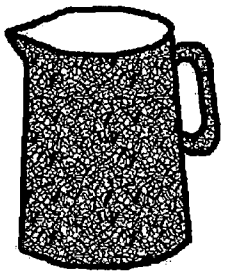
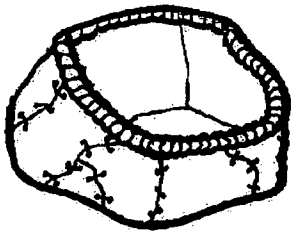
*Write **kh** and **kh'** as you hear them.*

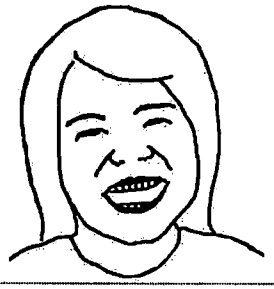
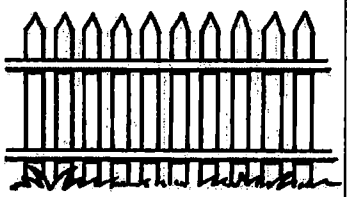
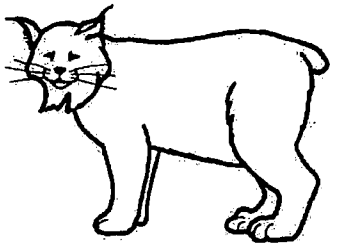
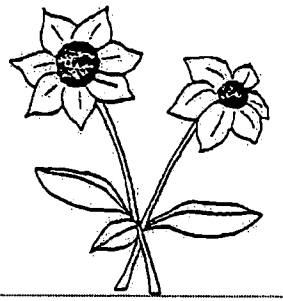
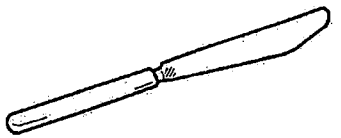
1. Khâs' yen akawsitén.
   He laid a match down.
2. Kh'atèł agawdi.ù.
   She bought herself a pitcher.
3. S'agwât yéxh yetì du wàkh.
   Her eyes are brown.
4. Hàndé wé s'íx' kh'âtl'.
   Hand me the plate.
5. Khákw awłiyéxh.
   She made a basket.
6. Wé shàwát et shùkh.
   The woman is laughing.
7. Wé kh'anâxhán àwanîgwáł'.
   He painted the fence.
8. Ghàkh tlèn awsitìn.
   He saw a big lynx.
9. Kh'èkaxwên wexh yà daxh kana.ên.
   Flowers are growing there.
10. Łítà kh'âtl' wêdu.
    There is a table knife.

Yukon Native Language Centre

kh and kh'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

k' and kh'

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Examples of **k'**

1. k'âs' — *gap where a tooth is missing*
2. k'únts' — *potato*
3. k'ûxh' — *gum, pitch*

Examples of **kh'**

1. kh'êkaxwên — *flower*
2. kh'âtl' — *flat, thin*
2. kh'atèł — *pitcher*

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k' and kh'

*Write **k'** and **kh'** as you hear them.*

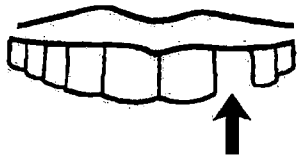
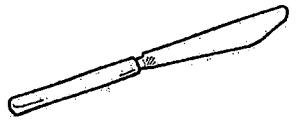
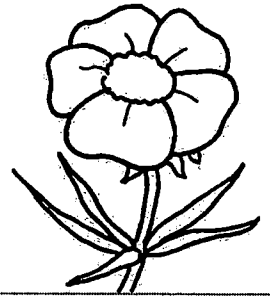
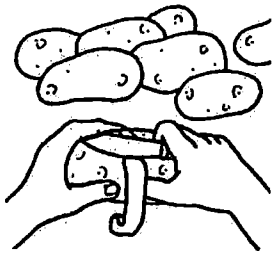
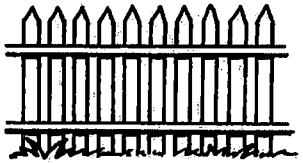
1. K'âs' áwé wêt.
   That is where a tooth is missing.
2. Łítà kh'âtl ét tîn.
   The table knife is lying there.
3. Kh'êkaxwên àwak'úts'.
   She picked a flower.
4. K'únts' dà adàkayêxh.
   He is peeling potatoes.
5. Kh'anâxhán awłiyéxh.
   She built a fence.
6. Dáxhnáxh k'isâni wêt nákh.
   Two young boys are standing there.
7. Du kh'ałuyì uwas'úk.
   The area under his nose is dry.
8. Hít k'iyì ét â wé kètl.
   The dog is sitting behind the house.
9. Hîn akáwu wé kh'ateł.
   There is water in the pitcher.
10. K'ûxh' agawdi.ù.
    He bought himself gum.

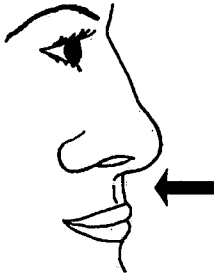
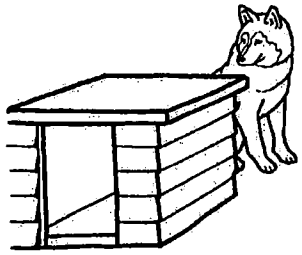
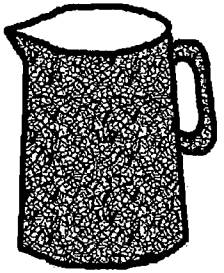
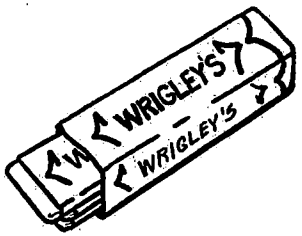
TLINGIT LANGUAGE *Carcross Dialect*

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k' and kh'

*Write **k'** and **kh'** as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

ch and ch'

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Examples of **ch**

1. châtl *halibut*
2. ghùch *wolf*
3. chùkén *grass*

Examples of **ch'**

1. ch'âk' *bald eagle*
2. ch'âł' *willows*
3. ch'în *ribbon*

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ch and ch'

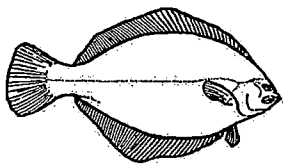
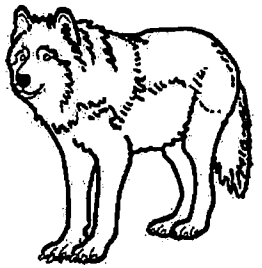
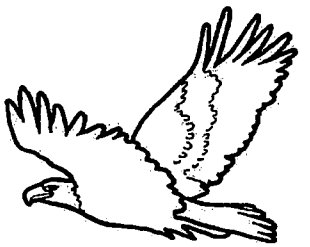
Write ***ch*** *and* ***ch'*** *as you hear them.*

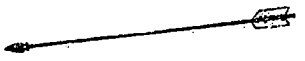
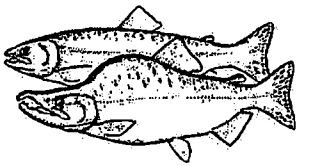
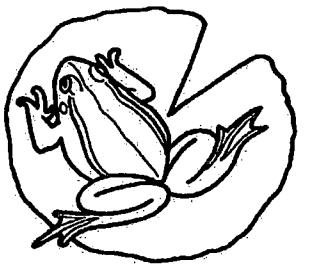
1. Châtl awdziť èxh.
   He hooked a halibut.
2. Xhałak'éch' às káxh kè nagút.
   The porcupine is climbing the tree.
3. Ghùch wêt hén.
   The wolf is standing there.
4. Ch'âł' yà kanas.ên.
   Willows are growing.
5. Ch'âk' yà ndakhín.
   The bald eagle is flying.
6. Chùkén wêxh yà kanas.ên.
   The grass is growing along there.
7. Dlèt ch'în yê aya.û.
   She is wearing a white ribbon.
8. Chùnèt xhàtîn.
   I see an arrow.
9. Châs' yà naltsís.
   The humpback salmon is swimming along .
10. Xíxch hêt â.
    The frog is sitting here.

Yukon Native Language Centre

ch and ch'

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

1	2	3	4	5
				

6	7	8	9	10
				

tl and tl'

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Examples of **tl**

1. tlâk'w *maternal aunt*
2. tlakhwédi *raspberry*
3. tlèłû *butterfly*

Examples of **tl'**

1. tl'èkh *finger*
2. akwdlixhêtl' *s/he is scared*
3. tl'etgikatlêghu *strawberry*

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tl and tl'

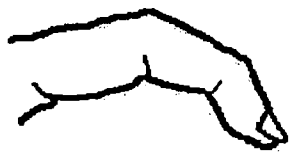
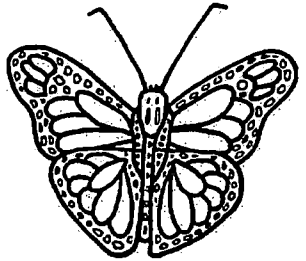
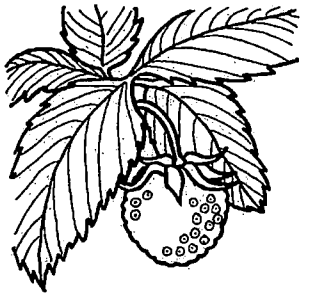
Write ***tl*** *and* ***tl'*** *as you hear them.*

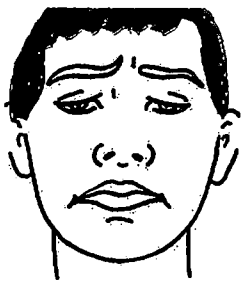
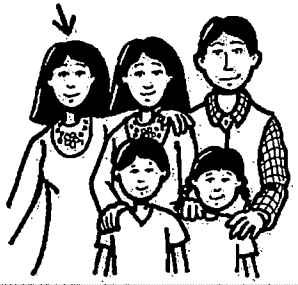
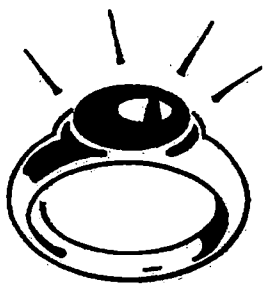
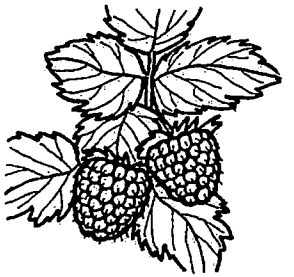
1. Du tl'èkh wudix'ís.
   His finger is swollen.
2. Yê kwsigênk'i tlèłû ayatîn.
   He sees a small butterfly.
3. Akwdlixhêtl' wé shàtk'.
   The young girl is scared.
4. Tlákw áwé àndé nakhúxhch.
   He drives to town all the time.
5. Tl'etgikatlêghu a.în.
   She is picking strawberries.
6. Tlêx' yagì ká sûw dàk wusitén.
   It rained on Monday.
7. Sh wudlik'átl' wé khâ.
   The man is quiet. (The man is not talking.)
8. Du tlâk'w xh'ès et sa.î.
   He is cooking for his maternal aunt.
9. Tl'akhkakîs kadân du jìt kawduwatî.
   Someone gave her a nice ring.
10. Tlakhwédi axhá.
    She is eating raspberries.

Yukon Native Language Centre

tl and tl'

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

1	2	3	4	5
				

6	7	8	9	10
				

tl' and ɬ'

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Examples of **tl'**

1. tl'ekhnà.ét *thimble*
2. tl'etgikatlêghu *strawberry*
3. tl'úk'xh *robin*

Examples of **ɬ'**

1. ɬ'ìt *tail*
2. ɬ'êw *sand*
3. ɬ'àk *dress*

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tl' and ɬ'

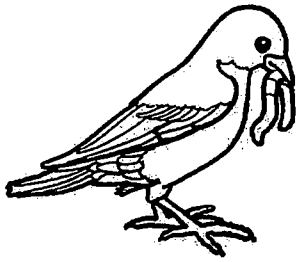
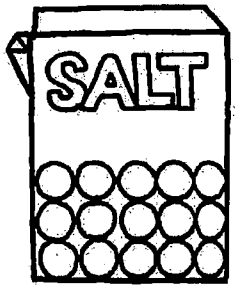
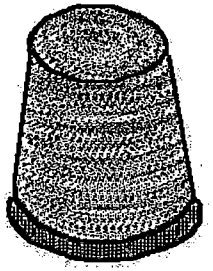
*Write **tl'** and **ɬ'** as you hear them.*

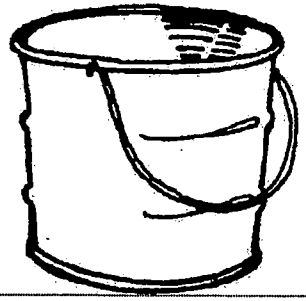
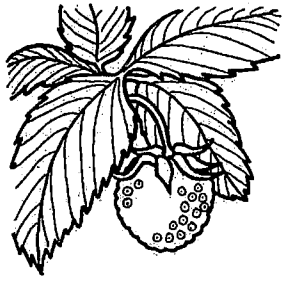
1. Tl'úk'xh kè akawahâ wé júkhk.
   The robin dug up a worm.
2. Khûk tu.êɬ awsi.ù.
   He bought a box of salt.
3. Tl'ekhnà.ét tin dakhês'.
   She is sewing using a thimble.
4. Wé khâ kha shàwát hes aɬ'èxh.
   The man and woman are dancing.
5. T'âxh'w du tl'èkh kâ kàwa.â.
   A wart grew on her finger.
6. S'udìn ɬ'ìt yê kwɬisâ.
   A shrew's tail is thin (skinny).
7. Akwdlixhêtl' wé shàtk'.
   The young girl is scared.
8. Ɬ'èx x'ìshâ áwé.
   That is an aluminum bucket.
9. Shûgà axhùdé yê awsinì wé tl'etgikatlêghu.
   She put sugar on the strawberries.
10. Ɬ'êw kâ kè wduwayísh wé yàkw.
    They pulled the boat up on the sand.

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tl' and ɬ'

Write ***tl'*** *and* ***ɬ'*** *as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ɬ' and s'

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Examples of ɬ'

1. ɬ'îx'wán *socks*
2. ɬ'ùk *coho salmon*
3. ɬ'éɬ *jackpine*

Examples of s'

1. s'èkh *smoke*
2. s'igèdí *beaver*
3. s'àxh *groundhog*

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ł' and s'

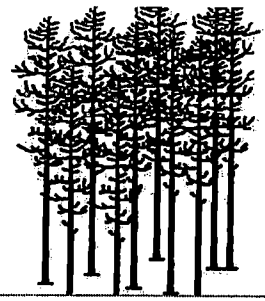
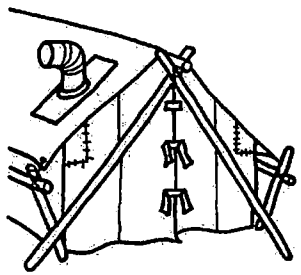
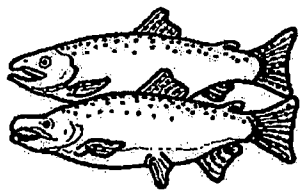
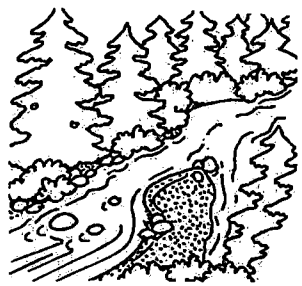
*Write **ł'** and **s'** as you hear them.*

1. Yîs ł'àk du jìhú.
   She has a new dress.
2. S'àxh káxh ał'ûn.
   He is hunting for groundhog.
3. Ł'îx'wán xh'ùst awdiyékh.
   She put on socks.
4. Ł'él xhùxh yà nagút.
   He is walking among the jack pine trees.
5. Tùw s'ìnâ ét akawłigén.
   She lit a candle.
6. S'ísà hít wêt da.â.
   The tent is there. (situated, standing).
7. Ł'ùk kè uwax'ák.
   The coho salmon have arrived here.
8. S'igèdí xhùdé wùgùt.
   He went beaver hunting / trapping.
9. Ł'êw hîn yíkde duwatîn.
   You can see sand (bar) in the river.
10. S'èkh xhàtîn.
    I see smoke.

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ɬ' and s'

Write ***ɬ'*** *and* ***s'*** *as you hear them.*

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

s' and ts'

Yukon Native Language Centre

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Examples of **s'**

1. s'âxw *hat, cap*
2. s'âxh' *ling cod*
3. s'ísà *canvas*

Examples of **ts'**

1. ts'ats'î *small birds, song birds*
2. ts'ùtàt *morning*
3. ts'agwêł *crow*

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s' and ts'

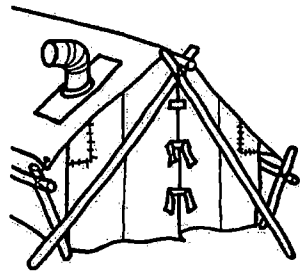
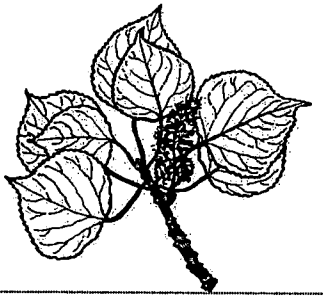
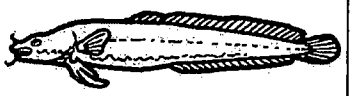
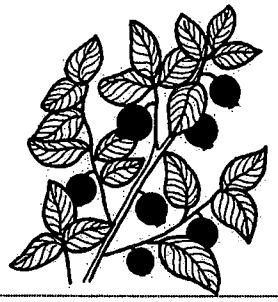
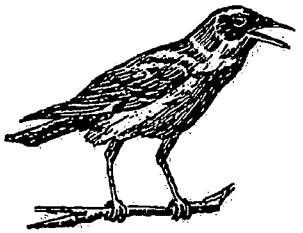
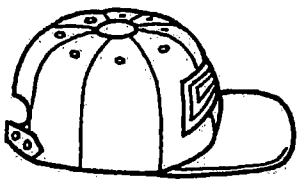
*Write **s'** and **ts'** as you hear them.*

1. S'ísà hít àwakhâ axh séni.
   My paternal uncle sewed a tent.
2. Wuduwanúk yá ts'ùtàt.
   It's windy this morning.
3. S'ín kè akàwahâ.
   She dug up / harvested carrots.
4. Łits'â yîs kàwa.àyi dúkh kayàní.
   Fresh grown poplar leaves smell good.
5. S'âxh' awdzighêw.
   He netted a ling cod.
6. Shà kàdé wùgùt ts'îkáxhk'w kaxh.
   She went up on the mountain for blueberries.
7. S'ìkh xhât tayì yê awsinì.
   She made smoke under the fish.
8. Yìdát tàkw.ìtí ts'agwêł yax' wutusitìn.
   We saw a crow here this summer.
9. Yîs s'âxw shât adatîn.
   He has a new cap on his head.
10. Has du ît yàn uwahâ wé ts'ats'î.
    Those birds are hungry.

Yukon Native Language Centre

s' and ts'

Write ***s'*** *and* ***ts'*** *as you hear them.*

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

ts and dz

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Examples of **ts**

1. tsà *seal*
2. tsîk *roasting stick*
3. tsín *muskrat*

Examples of **dz**

1. dzèt *ladder*
2. dzánti *flounder*
3. dzàs *babiche lacing*

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ts and dz

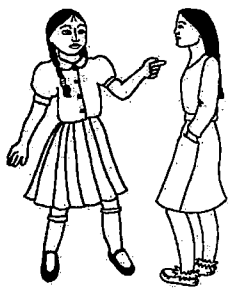
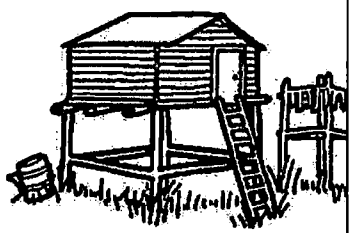
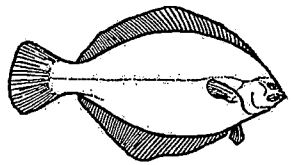
*Write **ts** and **dz** as you hear them.*

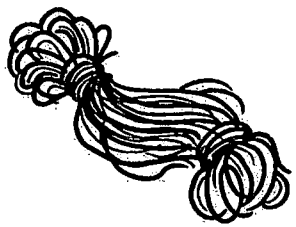
1. Yak'ê ixhwsatìní tsu.
   It's good to see you again.
2. Dziyâk áwé axh jì|t xh'awditén.
   She telephoned me earlier.
3. Kayâsh yét ayawsitén wé dzèt.
   He put the ladder up against the cache.
4. Tsághà yís às yédi as'ûw.
   He is chopping a sapling for a pole (to push a boat).
5. Dzánti káxh aghwast'èxh.
   He will fish for flounder by hook.
6. Tsà awsitìn yìdét tàkw.ìtí.
   She saw a fur seal this summer.
7. Dzàs àwaxàsh.
   She cut the babiche lacing.
8. Té két â wé tsín.
   The muskrat is sitting on a rock.
9. Dzixhâwu át áwé nàghas'ê.
   The fox is a fur-bearing animal.
10. Tsîk yís ch'âł' aghwał'îx'.
    She will break a willow for a roasting stick.

Yukon Native Language Centre

ts and dz

Write ***ts*** *and* ***dz*** *as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

x' and xh'

Yukon Native Language Centre

February 2009

Examples of **x'**

1. x'ús' *club*
2. x'à *point of land*
3. x'ûw *blanket*

Examples of **xh'**

1. xh'ahât *door*
2. xh'unêɬ' *rosehip*
3. xh'àn *fire*

Yukon Native Language Centre

x' and xh'

*Write **x'** and **xh'** as you hear them.*

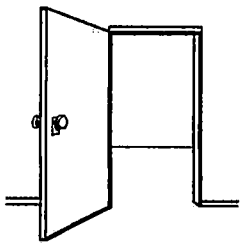
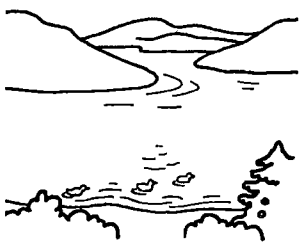
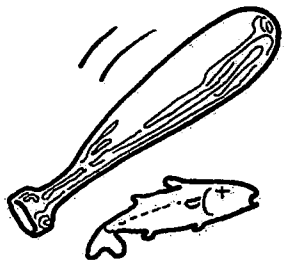
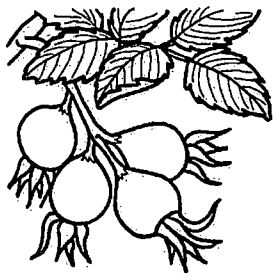
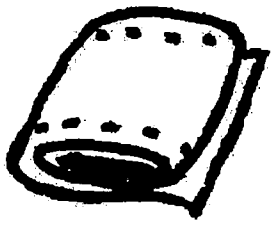
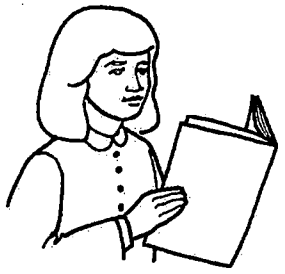
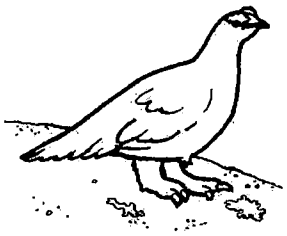
1. Hêde shutén wé xh'ahât.
   The door is open.
2. Yût x'à niyàdé yà nakhúxh wé yàkw.
   The boat is travelling toward that point of land.
3. Xhât yís x'ús' áwé.
   That club is for fish.
4. Xh'àngùk tîłi yan àwakhâ.
   She finished sewing the slippers.
5. X'ìshâ yà anał.át wé khâ.
   The man is carrying buckets.
6. Xh'unêł' aghwa.în.
   She will pick rosehips.
7. X'ûw akawłik'wát' wé khâ.
   The man folded the blanket.
8. Yawłis'íkh wé xh'àn.
   The fire is smoking.
9. Aghwatûw wé x'úx'.
   She will read the book.
10. Xh'ès'awâ wêt â.
    The ptarmigan is sitting there.

TLINGIT LANGUAGE *Carcross Dialect*

Yukon Native Language Centre

x' and xh'

Write ***x'*** *and* ***xh'*** *as you hear them.*

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

LISTENING EXERCISES - INTERLINEAR NOTES

Sentences - **kh** and **kh'**

1. *He laid a match down.*

Khâs'	yan	akamsitán.
match	*to rest*	*s/he put it (short, stick-like object)*

2. *She bought herself a pitcher.*

Kh'atèł agamdi.ù.

from	àwa.ù	*s/he bought it*
	ga- D-	*"for self"*
	m-	*"imperfective"*

3. *Her eyes are brown.*

S'agwât	yáxh	yatì	du	wàkh.
brown	*like*	*it is, they are*	*his/her*	*eyes*

kayatì, kasitì *for one eye only*

yáxh, yéxh *like*

4. *Hand me the plate.*

Hàndé	wé	s'íx'	kh'âtl'.
hither	*the, that*	*dish*	*flat, thin*

5. *She made a basket.*

Khákw	amłiyéxh.
basket	*s/he made it*

6. *The woman is laughing.*

Wé	shàwát	at	shùkh.
the	*woman*	*(something)*	*s/he is laughing*

7. *He painted the fence.*

Wé	kh'anâxhán	àwanîgwáł'.
the	*fence*	*s/he painted it*

nîgwáł *paint*

8. *He saw a big lynx.*

Ghàkh	tlèn	amsitìn.
lynx	*big*	*s/he saw*

9. *Flowers are growing there.*

Kh'èkaxwên	wexh	yà	daxh	kana.ên.
flowers	*over there*	*(progressive)*	*(plural)*	*it is growing, they are growing*

10. *There is a table knife.*

Łítà	kh'âtl'	wêdu.
knife	*thin*	*there is*

Sentences - k' and kh'

1. *That is where a tooth is missing.*

K'âs'	áwé	wêt.
gap of missing tooth	*that is*	*there*

2. *The table knife is lying there.*

Łítà	kh'âtl	á|t	tîn.
knife	*thin*	*there|located*	*(object) it is lying*

3. *She picked a flower.*

Kh'êkaxwên	àwak'úts'.
flower	*s/he picked (pulled it out)*

4. *He is peeling potatoes.*

K'únts'	dà	akayêxh.
K'únts'	dà	adàkayêxh.
potato	*around*	*s/he is whittling*
	(s/he is peeling)	

5. *She built a fence.*

Kh'anâxhán	amłiyéxh.
fence	*s/he made it*

6. *Two young boys are standing there.*

Dáxhnáxh	k'isâni	wê|t	nákh.
two (humans)	*young boys*	*there|located*	*they are standing*

7. *The area under his nose is dry.*

Du	kh'ałuyì	uwas'úk.
his/her	*philtrum (area under the nose)*	*it is dry*

8. *The dog is sitting behind the house.*

Hít	k'iyì	át	â	wé	kètl.
house	*back at*	*there*	*s/he/it is sitting*	*the*	*dog*

9. *There is water in the pitcher.*

Hîn	aká | wu	wé	kh'atèł.
water	*its surface | is located*	*the*	*pitcher*

10. *He bought himself gum.*

K'ûxh'	agamdi.ù.
gum (pitch)	*s/he bought for herself/himself*

Sentences - **ch** and **ch'**

1. *He hooked a halibut.*

   Châtl amdzit'èxh.
   halibut *s/he hooked it*

2. *The porcupine is climbing (walking up) the tree.*

   Xhałak'ách' às ká|xh kè nagút.
   porcupine *tree* *surface|along* *up* *s/he/it is going (walking)*

3. *The wolf is standing there.*

   Ghùch wê|t hán.
   wolf *there|located* *one is standing*

4. *Willows are growing.*

   Ch'âł' yà kanas.ên.
   willows *they are growing*

5. *The bald eagle is flying.*

   Ch'âk' yà ndakhín.
   bald eagle *it is flying*

6. *The grass is growing along there.*

   Chùkwán wê|xh yà kanas.ên.
   grass *there|along* *it is growing*

7. *She is wearing a white ribbon.*

Dlèt	ch'în	yê	aya.û.
white	*ribbon*	*thus*	*s/he is wearing*

8. *I see an arrow.*

Chùnèt	xhàtîn.
arrow	*I see it*

9. *The humpback salmon is swimming along.*

Châs'	yà naltsís.
humpback salmon	*is swimming along*

10. *The frog is sitting here.*

Xíxch	he | t	â.
frog	*over here | located*	*s/he/it is sitting*

Sentences - tl and tl'

1. *His finger is swollen.*

Du	tl'ìkh	wudix'ís.
his	*finger*	*is swollen*

2. *He sees a small butterfly.*

Yê	kwsigênk'i	tlèłû	ayatîn.
this	*small*	*butterfly*	*s/he sees it*

3. *The young girl is scared.*

Akwdlixhîtl'	wé	shàtk'.
s/he is scared	*the*	*young girl*

4. *He drives to town all the time.*

Tlákw	áwé	àn | dé	nakhúxhch.
always	*it is*	*town | to*	*s/he drives (or goes by boat)*

5. *She is picking strawberries.*

Tl'atgikatlêghu	a.în.
strawberry	*s/he is picking*

6. *It rained on Monday.*

Tlêx'	yagì	ká	sîm	dàk	wusitán.
on	*day*	*on*	*rain*	*(falling down)*	*(rain) is falling*

7. *The man is quiet. (The man is not talking.)*

Sh	wudlik'átl'	wé	khâ.
self	*quieted (stop talking)*	*the*	*man*

8. *He is cooking for his maternal aunt.*

Du	tlâk'w	xh'ès at	sa.î.
his/her	*maternal aunt*	*for the mouth of things*	*s/he is cooking*

9. *Someone gave her a nice ring.*

Tl'ikh | ka | kîs	kadân	du	jì | t	kamduwatî.
finger | on | bracelet	*nice*	*his/her*	*possessed | to*	*gave it (small round object)*

10. *She is eating raspberries.*

Tlakhwyádi	axhá.
raspberry	*s/he is eating it, them*

Sentences - tl' and ł'

1. *The robin dug up a worm.*

Tl'úk'xh	kè	akawahâ	wé	jákhkw.
worm	*up*	*s/he/it dug it*	*the*	*robin*

2. *He bought a box of salt.*

Khûk	tu.êł	amsi.ù.
box	*in . salt*	*s/he bought it*

3. *She is sewing using a thimble.*

Tl'ikhnà.át	tin	dakhês'.
thimble	*with*	*s/he is sewing*

4. *The man and woman are dancing.*

Wé	khâ	kha	shàwát	has ał'èxh.
the	*man*	*and*	*woman*	*they are dancing*

5. *A wart grew on her finger.*

T'âxh'w	du	tl'ìkh	kâ	kàwa.â.
wart	*his/her*	*finger*	*on*	*it grew*

6. *A shrew's tail is thin (skinny).*

S'udìn	ł'ìt	yê	kwłisâ.
shrew	*tail*	*thus*	*it is skinny*

7. *The young girl is scared.*

Akwdlixhîtl'	wé	shàtk'.
s/he is scared	*this*	*young girl*

8. *That is an aluminum bucket.*

Ł'èx	x'ìshâ	áwé.
aluminum	*bucket*	*it is*

9. *She put sugar on the strawberries.*

Shûgà	axhùdé yê	amsinì	wé tl'atgikatlêghu.
sugar	*amongst them*	*s/he put*	*those strawberries*

10. *They pulled the boat up on the sand.*

Ł'êw	kâ	kè mduwayísh	wé yàkw.
sand	*on*	*they pulled*	*the boat*

Sentences - ł' and s'

1. *She has a new dress.*

Yîs	ł'àk	du	jìwú.
new	*dress*	*his/her*	*is in his/her possession*

2. *He is hunting for groundhog.*

S'àxh	káxh	ał'ûn.
groundhog	*for*	*s/he is hunting*

3. *She put on socks.*

Ł'îx'wán	xh'ùs | t	amdiyíkh.
socks	*foot | (on)to*	*s/he pulled it*

4. *He is walking among the jack pine trees.*

Ł'ał	xhù | xh	yà	nagút.
jackpine	*among | through*	*along*	*s/he is walking*

5. *She lit a candle.*

Tùm	s'ìnâ	á | t	akamłigán.
tallow	*light*	*it | to*	*s/he set fire*

6. *The tent is there. (situated, standing)*

S'ísà	hít	wê | t	da.â.
canvas	*house*	*there | located*	*is standing (sitting)*

7. *The coho salmon have arrived here.*

Ł'ùk	kè	uwax'ák.
coho	*up*	*(fish) have swum*

8. *He went beaver hunting / trapping.*

S'igèdí	xhù | dé	wùgùt.
beaver	*among | to*	*s/he went*

9. *You can see a sand bar in the river.*

Ł'êw	hîn	yík | de	duwatîn.
sand	*river*	*inside | to*	*it is visible*

10. *I see smoke.*

S'ìkh	xhàtîn.
smoke	*I see*

Sentences - s' and ts'

1. *My paternal uncle sewed a tent.*

S'ísà	hít	àwakhâ	axh	sáni.
canxas	*house*	*s/he sewed it*	*my*	*uncle (father's brother)*

2. *It's windy this morning.*

Wuduwanúk	yá	ts'ùtàt.
it's windy, breezy	*this*	*morning*

3. *She dug up (harvested) carrots.*

S'ín	kè	akàwahâ.
carrots	*up*	*s/he dug*

4. *Fresh grown poplar leaves smell good.*

Łits'â	yîs	kàwa.àyi	dúkh	kayàní.
it smells good	*new, fresh*	*grown*	*poplar*	*leaves*

5. *He netted a ling cod.*

S'âxh'	amdzighêw.
ling cod	*s/he netted*

6. *She went up on the mountain for blueberries.*

Shà	kà | dé	wùgùt	ts'îkáxhk'w	kaxh.
mountain	*on | to*	*s/he went*	*low bush blueberry*	*for*

7. *She made smoke under the fish.*

S'ìkh	xhât	tayì	yê amsinì .
smoke	*fish*	*under*	*(thus) s/he made it*

8. *We saw a crow here this summer.*

Yìdát	tàkw.ìtí	ts'agwêł	ya | x'	wutusitìn.
now	*summer*	*crow*	*here | at*	*we saw*

9. *He has a new cap on his head.*

Yîs	s'âxw	shâ | t	adatîn.
new	*hat, cap*	*head | on*	*s/he has it (wearing it)*

10. *Those birds are hungry.*

Has du	ît	yàn	uwahâ	wé	ts'ats'î.
them	*in contact with*	*hunger*	*came*	*those*	*small birds, song birds*

Sentences - **ts** and **dz**

1. *It's good to see you again.*

Yak'ê	ixhwsatìní	tsu.
good	*you I see*	*again*

2. *She telephoned me earlier.*

Dziyâk	áwé	axh	jì | t	xh'amditán.
earlier, a while ago	*it is*	*my*	*possession | to*	*s/he spoke*

3. *He put the ladder up against the cache.*

Kayâsh	yá | t	ayamsitán	wé	dzèt.
platform, cache	*vertical face | to*	*s/he put it*	*the*	*ladder*

4. *He is chopping a sapling for a pole (for pushing a boat).*

Tsághà	yís	às	yádi	as'ûw.
pole	*for*	*tree*	*small, young*	*s/he is chopping*

5. *He will fish for flounder by hook.*

Dzánti	káxh	akhghwast'èxh.
flouder	*for*	*s/he will hook fish*

6. *She saw a fur seal this summer.*

Tsà	amsitìn	yìdát	tàkw.ìtí.
seal	*s/he saw it*	*now*	*summer*

7. *She cut the babiche lacing.*

Dzàs	àwaxàsh.
babiche lacing	*s/he cut it*

8. *The muskrat is sitting on a rock.*

Té	ká | t	â	wé	tsín.
rock	*on | located*	*s/he/it is sitting*	*the*	*muskrat*

9. *The fox is a fur-bearing animal.*

Dzixhâwu	át	áwé	nàghas'ê.
furry	*thing(s)*	*it is*	*fox*

10. *She will break a willow for a roasting stick.*

Tsîk	yís	ch'âł'	akhghwał'îx'.
roasting stick	*for*	*willow*	*s/he will break*

Sentences - x' and xh'

1. *The door is open.*

Hêde	shután	wé	xh'ahât.
off to the side	*the end is situated (it is open)*	*the*	*door*

2. *The boat is travelling towards that point of land.*

Yût	x'à	niyà | dé	yà nakhúxh	wé	yàkw.
way over there	*point*	*direction | toward*	*it is going along (by boat)*	*the*	*boat*

3. *That club is for fish.*

Xhât	yís	x'ús'	áwé.
fish	*for*	*club*	*that is*

4. *She finished sewing the slippers.*

Xh'àn | gùk	tîłi	yan	àwakhâ.
fire | beside	*shoes*	*finishing*	*s/he sewed it*

5. *The man is carrying buckets.*

X'ìshâ	yà anał.át	wé	khâ.
bucket	*s/he is carrying them*	*the*	*man*

6. *She will pick rosehips.*

Xh'wanêł	akhghwa.în.
rosehip	*s/he will pick them*

7. *The man folded the blanket.*

X'ûw akamłik'wát' wé khâ.
blanket s/he folded it the man

Wé khâ x'ûw akamłik'wát'. *(alternative)*

8. *The fire is smoking.*

Yamłis'íkh wé xh'àn.
it is smoking the fire

9. *She will read the book.*

Akhghwatîw wé x'úx'.
s/he will read the book

Wé x'úx' akhghwatîw. *(alternative)*

She will read a book. (or books)

X'úx' akhghwatîw.

10. *The ptarmigan is sitting there.*

Xh'ès'awâ wê|t â.
ptarmigan there|located s/he/it is sitting

GRAMMAR AND VOCABULARY

Progressives

The progressive talks about :

- motion in progress, or
- actions viewed as motion, or
- transition between different states.

The progressive is formed by:

1) a proclitic (also called a preverb): yà, yè, kè
2) a prefix: na-
3) verb stem (usually has a special stem)

Examples of progressives:

yà nagút	*s/he's going (along) walking*
yà nakhúxh	*s/he's going (along) by boat*
yà ndakhín	*it's flying (along)*

Compare progressives:

x'âx' yà anaxhên	*s/he's going along eating an apple*
s'ín yà anaxhên	*s/he's going along eating a carrot*

with present:

x'âx' axhà	*s/he's eating an apple*
s'ín axhà	*s/he's eating a carrot*

Further Examples of Progressives

progressive:	kè nak'ên	*it's getting better*
present:	yak'ê	*it's good*
progressive:	kè khunas.ât'	*it's getting cold*
present:	khusi.ât'	*it's cold*
progressive:	sîm dàk nastán	*it's starting to rain*
past:	sîm dàk wusitán	*it's raining*

(the thematic proclitic dàk over-rides the progressive proclitic)

progressive:	yè andagàn	*the sun is starting to shine*
past:	amdigàn	*the sun is shining*
progressive:	chùkwán ya kanas.ên	*the grass is growing*
past:	chùkwán kamsi.à	*the grass grew*
progressive:	dlìy yà anas.în	*s/he is starting to cook meat*
present:	dlìy as.î	*s/he is cooking meat*
progressive:	xhât yà anastên	*s/he is starting to boil fish*
present:	xhât astêxh	*s/he is boiling fish*
progressive:	kè nasgwên	*it's getting to be fun*
present:	sigû	*it's fun, pleasant*
progressive:	axh tuwâ kè nasgwên	*I'm starting to like it*
present:	axh tuwâ sigû	*I like it*

Stùwukhâ (Louis Shotridge) Vocabulary

Louis Shotridge studied with Franz Boas and compiled lists of Tlingit words for food, fruit, vegetables, etc.

Examples:

apple	x'âx' âgúns	*from Tlingit for crabapples* *adapted from English*
beans	gwêns	
red kidney beans	tsáłgi kahâgu	*descriptive "gopher kidneys"*
dried apricots *dried peaches*	shàn gúgu	*"old people's ears"*
corn	shàn ùxhú	*"old people's teeth"*
sugar	shûgà łinukdzi ł'ew	*adapted from English* *"sweet sand"*
pepper	si.âx'u.át tuxh'wans'i nâkw	*"sour stuff"* *"pellet medicine"*
curry powder	xhât àn dus.ì át	*"something you cook fish with"*

Shotridge Vocabulary (cont)

baking powder	kè kdakhachji át	*"something that rises"*
bread, flour	sakwnên	*comes from Chinook Jargon* *sapolil → sablîl*
alcohol	nâw	*Chinook Jargon* *lâm → rhum*
	axh dà yà khughátch	*I get dizzy, disoriented, "wobbly"*

Miscellaneous Grammatical Notes

yât â	*it's sitting here*
hêt â	*it's sitting over here*
wêt â	*it's sitting there*
yût â	*it's sitting way over there*

Miscellaneous Vocabulary

1.	yà khìna.ên	*it is getting to be dawn*
2.	wê | de duwatîn *there | to it is visible*	*it is visible there*
3.	yîs ɬ'àk	*new dress*
4.	tlagû ɬ'àgí	*old dress*
5.	ch'âgû ɬ'àgí	*old-timey dress*
6.	sakwnên sakwnên îwu sakwnên kaxùk	*bannock* *bread ("cooked bannock")* *flour ("dry bannock")*
7.	tsu xhát tsú	*again* *me too (also, too)*
8.	axh jìt axh ìn yù xh'amɬi.át *me with s/he spoke (together)*	*to me (to my possession)* *she spoke with me*
9.	t'îsh t'îsh súxdi, t'îsh saxwdi	*frame (made of poles)* *frame pole*
10.	yîs yès a yís	*new* *fall time* *for it (for that purpose)*

Miscellaneous Vocabulary *(cont)*

11.	tâkw	*winter*
	ìtí	*after*
	tàkw.ìtí	*summer*
12.	dzàs axâsh	*s/he is cutting babiche*
13.	xh'àn	*fire*
	x'ân	*anger*
	a x'àn	*the point of it*
14.	x'ânt uwanúk	*s/he is angry*
	x'ân aya.û	*s/he has anger*
13.	tl'atgi | ka | tlêghu *ground | on | berry (possessed)*	*strawberry*
14.	dêxh	*two (for objects)*
	dáxhnáxh	*two (for humans)*
15.	àwa.ù	*s/he bought it*
	agamdi.ù	*s/he bought it for herself/himself*
16.	amłiyéxh	*s/he made it*
	agamdliyéxh	*s/he made it for herself/himself*

Miscellaneous Sentences

1. *She went to the phone.*

   Kaxîs' xh'ê|t uwagút. (Bessie)
   wire mouth|to s/he went

2. *He called on the phone.*

   Kaxîs' tû|náxh hàt xh'amditán. (Mamie)
   wire inside|through here s/he spoke

3. *You are wanted on the phone.*

   Kaxîs' xh'ê|de iduxhùxh.
   wire mouth|toward you are being called

4. *She ate with me (from my food, at my table).*

   Axh xh'ê|dáxh at uwaxhâ.
   my mouth|from s/he ate

5. *Thank you for the meal.*

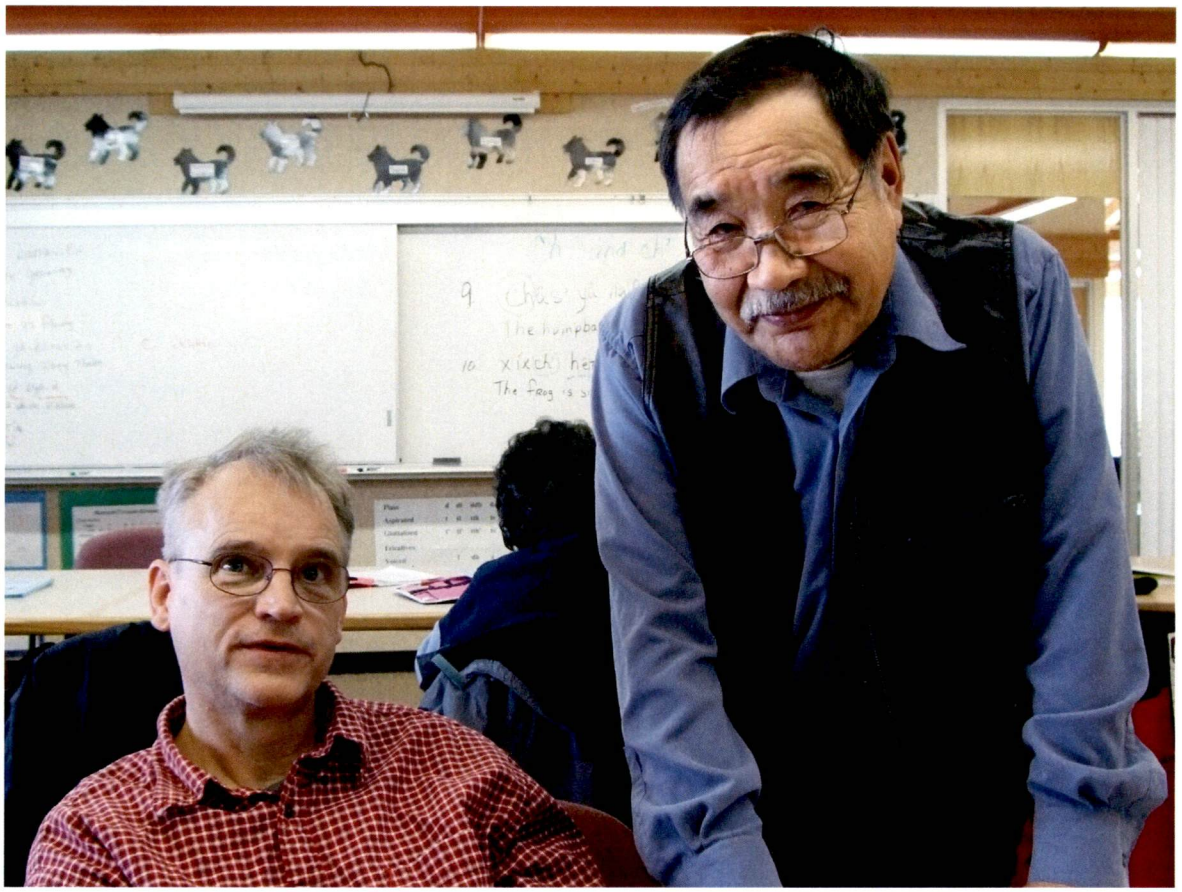
   Gunałchîsh i xh'ê|dáxh at xhwaxhayi.
   thank you your mouth|from thing(s) that I ate

Examples of Tone Variation in Possessed and Postposition

1.	x'ìshâ	*bucket*
	axh x'ìshâyi axh x'ìshayí	*my bucket*
2.	dânà	*money*
	axh dânayi	*my money*
3.	ghàtâ	*trap*
	axh ghàtâyi axh ghàtâyí	*my trap*
4.	axh tâyi	*my garden*
	axh tàyí	*my fat*
	axh tayì	*under me*
5.	shâ | xh amditì	*he put it on his head*
	head | down over	
	axh shâxh àwatì	*he put it on my head*
	axh shá	*my head*







6

5. Kh'anâxhán amtiyéxh.

He built a fence.

agamdliyéxh
he made it for himself

6. Dáxhnáxh k'isâni wêit nákh.
two (humans) boys there, (located) (several) are standing
Two young boys are standing there.

7. Du kh'atuyi uwas'úk.
his philtrum it is dry
The area under his nose is dry.

His phil

8. Hít k'iyi át â wé kètl.
house back of there is sitting the dog
The dog is sitting behind the house.

C. ét

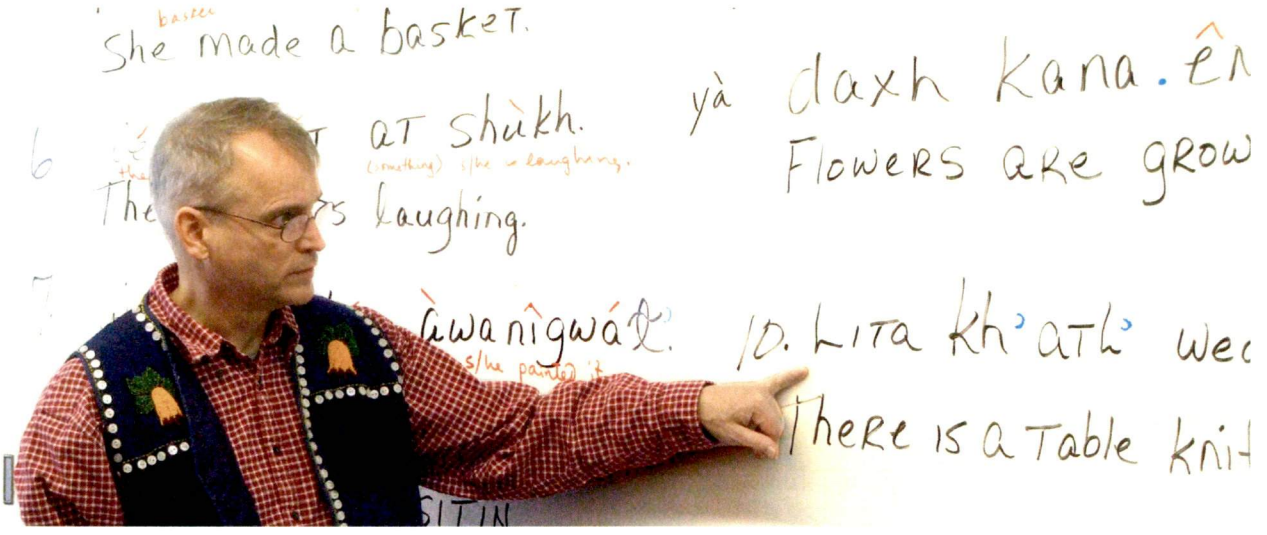
9. Hín a káwu wé kh'atèt.
water its surface is located the pitcher
There is water in the pitcher


CAPE BRETON
ISLAND


Element




kh.
there.



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88.	*top:*	Bessie Cooley, Anne Ranigler
	bottom:	André Bourcier, Dr. Jeff Leer
89.	*top:*	Dr. Jeff Leer, Sam Johnston
	bottom:	whiteboard
90.	*top:*	Marlene Smith, Mamie Smith
	bottom:	Autom Jules, Tina Jules, Dr. Jeff Leer, Connie Jules
91.	*top:*	Dr. Jeff Leer, Doris Allen
	bottom:	Dr. Jeff Leer, Margaret Bob
92.	*top:*	Dr. Jeff Leer teaching

TLINGIT LITERACY SESSION

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SCHEDULE

	Wednesday Sept 9	**Thursday Sept 10**	**Friday Sept 11**
9:00	Opening Prayer Listening Exercise: l and ɬ Verbs: for oneself	Opening Prayer Comparison of: k' and x' kh' and xh' Word Lists Sentences	Comparison of: x and xh Word Lists Sentences Classroom Expressions
10:45	Listening Exercise *(cont)*	Positional Verbs: sleeping	Comparison of: k and kh
noon	*lunch*	*lunch*	*lunch*
1:00	Positional Verbs Emma Sam: article re. award presentation of gift	Classificatory Positional Verbs	Classroom Expressions *(cont)*
2:45	Positional Verbs: translation practice	Classificatory Positional Verbs *(cont)*	Wrap-up Gifts Closing Prayer

Sentence Analysis : ɬ and ɬ' Listening Exercise (Teslin dialect)

1. Yîs ɬ'àk agamdikhâ.
   new dress s/he sewed for herself/himself
   She sewed herself a new dress.

2. Ɬdakát át akàwachák.
   every (all) thing s/he packed up
   He packed up everything.

3. Ɬ'îx'wán kaxhsané.
   socks I am knitting
   I am knitting socks.

4. Ɬichani nâkw ayasahêxh.
   wild sage s/he is gathering
   (stinky medicine)
   She is gathering wild sage.

5. S'eɬ' x'wán xh'ùst amdiyékh.
   rubber boots to the foot/feet s/he pulled on
   He put on rubber boots.

6. Ɬàkh'ásk du tuwâ sigû.
   seaweed to his/her mind it is pleasant
   She likes / wants seaweed.

7. Ł'êw (ł'êm) kát â wé kêtladi.
sand *on* *it is sitting* *seagull*

The seagull is sitting on the sand.

8. Du łetûxh yanîkw.
his/her *throat* *it is sore / it hurts*

Her throat hurts.

9. Ł'amshà hîn kinâde duwatîn.
Ł'amshà hîn kanâde duwatîn.
sandy cliff *water/ creek/river* *above, over* *it is visible*

A sandy cliff is visible above the water.

10. Axh tuwâ sigû du ł.uljíni.
I *to my mind* *it is pleasant* *his/her* *vest (something without sleeves)*

I like his vest.

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ɬ and ɬ'

September 2009

Examples of ɬ

1. ɬítà *knife*
2. ɬûɬ *fireweed*
3. ɬetûxh *throat*

Examples of ɬ'

1. ɬ'àk *dress*
2. ɬ'êw *sand*
   ɬ'êm
3. ɬ'ìt *tail*

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ɬ and ɬ'

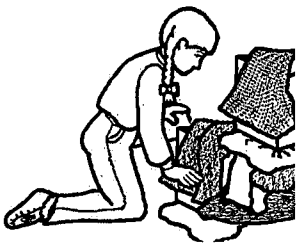
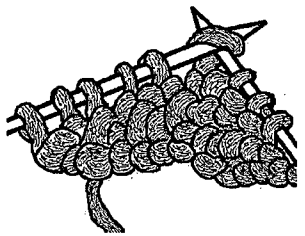
Write ɬ and ɬ' as you hear them.

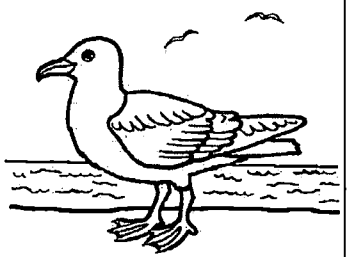
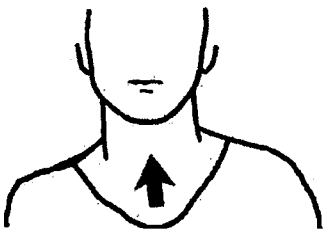
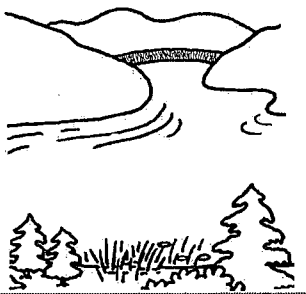
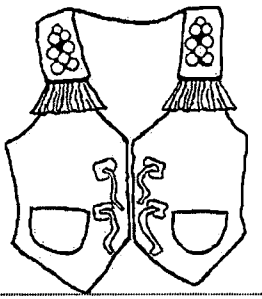
1. Yîs ɬ'àk agamdikhâ.
   She sewed herself a new dress.
2. Ɬdakát át akàwachák.
   He packed up everything.
3. Ɬ'îx'wán kaxhsané.
   I am knitting socks.
4. Ɬichani nâkw ayasahêxh.
   She is gathering wild sage.
5. S'eɬ' x'wán xh'ùst amdiyékh.
   He put on rubber boots.
6. Ɬàkh'ásk du tuwâ sigû.
   She likes / wants seaweed.
7. Ɬ'êw (ɬ'êm) kát â wé kêtladi.
   The seagull is sitting on the sand.
8. Du ɬetûxh yanîkw.
   Her throat hurts.
9. Ɬ'amshà hîn kinâde duwatîn.
   A sandy cliff is visible above the water.
10. Axh tuwâ sigû du ɬ.uɬjíni.
    I like his vest.

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ɬ and ɬ'

Write ɬ and ɬ' as you hear them.

1	2	3	4	5
				

6	7	8	9	10
				

ɬ and ɬ'

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Examples of ɬ

1. ɬítà *knife*
2. ɬûɬ *fireweed*
3. ɬetûxh *throat*

Examples of ɬ'

1. ɬ'àk *dress*
2. ɬ'êw *sand*
3. ɬ'ìt *tail*

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ɬ and ɬ'

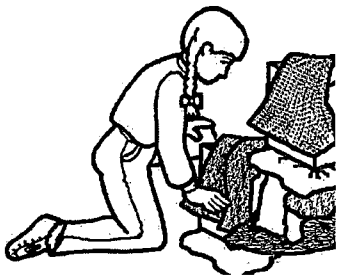
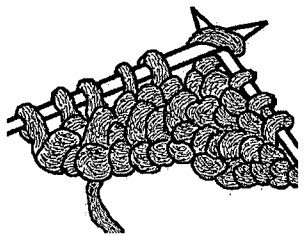
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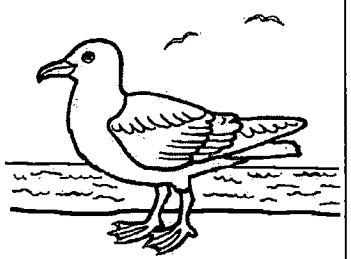
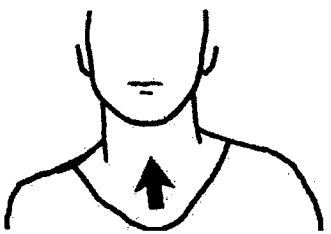
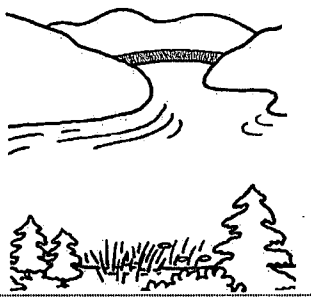
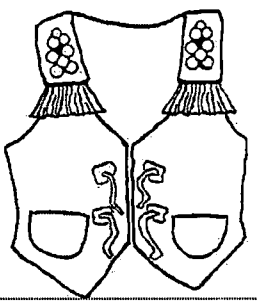
1. Yîs ɬ'àk agawdikhâ.
   She sewed herself a new dress.
2. Ɬdakét ét akàwachák.
   He packed up everything.
3. Ɬ'îx'wán kaxhsané.
   I am knitting socks.
4. Ɬichani nâkw ayasahêxh.
   She is gathering wild sage.
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   She likes / wants seaweed.
7. Ɬ'êw két â wé kêtledi.
   The seagull is sitting on the sand.
8. Du ɬetûxh yanûk.
   Her throat hurts.
9. Ɬ'awshà hîn kanâde duwatîn.
   A sandy cliff is visible above the water.
10. Axh tuwâ sigû du ɬ.uɬjíni.
    I like his vest.

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ɬ and ɬ'

Write ɬ and ɬ' as you hear them.

1	2	3	4	5
				

6	7	8	9	10
				

Word List - xh' and kh'

There are not many Tlingit words that use xh'.

xh'

1.	xh'àk	*ravine*
2.	Sinwà Xh'âk	*Sinwa Ravine (near Jake's Corner)*
3.	Shà Xh'âk	*Shakwak Valley (?)* *"between the mountains"*
4.	du xh'é	*his/her mouth*
5.	du xh'atá	*the corner(s) of his/her mouth*
6.	du xh'adà	*his/her lips, around his/her mouth*

Note: The prefixed form of xh'é *(mouth)* is xh'a- . This form occurs in compounds like the above and in verbs.

kh'

1.	kh'atèł	*pitcher*
2.	kh'èkaxwên	*flower*
3.	kh'îch'	*scar*
	compare to :	
(4.	k'ìłjâ	*south wind, Chinook wind)*

Sentence Analysis : xh' and kh' Listening Exercise (Teslin dialect)

1. Xh'àknáxh kè has uwa.át
   canyon-along up they came
   They came up through the canyon.

2. Łítà tlèntín du jín àwakh'ék'w.
   knife big-with his/her hand s/he cut it (body part)
   She cut her hand with a big knife.

3. Xh'wâł' x'ûw du jìwú du tlâ.
   down feathers blanket s/he has his/her mother
   His mother has a down feather blanket/quilt/comforter.

4. Kh'èkaxwên kak'é du dlàk' jìyís àwa.ù.
   flowers beautiful his sister for he bought
   He bought his sister really pretty flowers.

5. Xh'ès'awâ yûx' at xhá.
   ptarmigan over there it is eating (something)
   A ptarmigan is eating over there.

6. Dêxh kh'atèł tlêkhw àwa.ín.
   two pitcher berries s/he picked
   She picked two gallons of berries.

7. Wé shàwát at xh'îshi axh xh'êxh àwatì.
   this woman dry salmon she fed me
   (my mouth s/he gave)
   The woman fed me dry salmon.

8. Kh'èkh'w amsitìn tatgé.
arctic tern *s/he saw* *yesterday*
He saw terns yesterday.

9. Xh'àn.ìtí amłiyéxh.
fire pit *s/he made*
She made a fire pit.

10. Wé kh'anâxhán àwanîgwáł'.
this *fence* *s/he painted*
He painted the fence.

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xh' and kh'

September 2009

Examples of **xh'**

1. xh'é *mouth*
2. xh'àk *canyon*
3. xh'wâł' *down feathers*

Examples of **kh'**

1. kh'atèł *pitcher*
2. kh'ìch' *scar*
3. kh'èkh'w *arctic tern*

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xh' and kh'

*Write **xh'** and **kh'** as you hear them.*

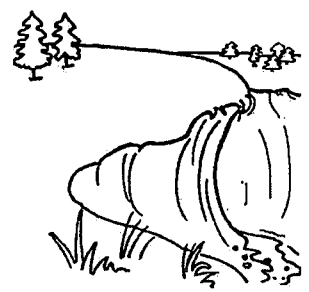
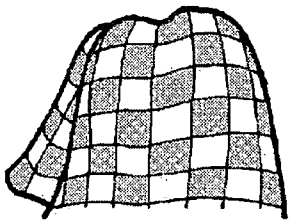
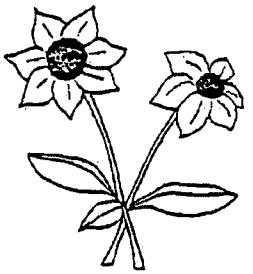
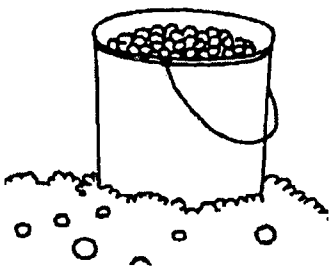
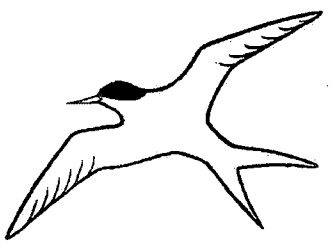
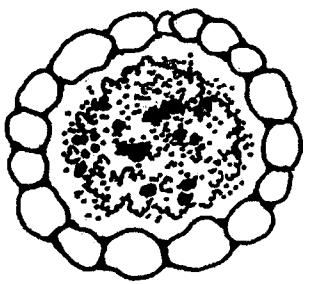
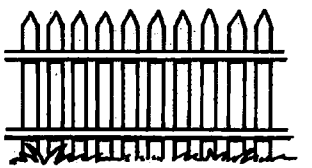
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   His mother has a down feather blanket/quilt/comforter.
4. Kh'èkaxwên kak'é du dlàk' jìyís àwa.ù.
   He bought his sister really pretty flowers.
5. Xh'ès'awâ yûx' at xhá.
   A ptarmigan is eating over there.
6. Dêxh kh'atèł tlêkhw àwa.ín.
   She picked two gallons of berries.
7. Wé shàwát at xh'îshi axh xh'êxh àwatì.
   The woman fed me dry salmon.
8. Kh'èkh'w amsitìn tatgé.
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   She made a fire pit.
10. Wé kh'anâxhán àwanîgwáł'.
    He painted the fence.

TLINGIT LANGUAGE *Teslin Dialect*

Yukon Native Language Centre

xh' and kh'

*Write **xh'** and **kh'** as you hear them.*

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

xh' and kh'

September 2009

Examples of **xh'**

1. xh'é *mouth*
2. xh'àk *canyon*
3. xh'wâł' *down feathers*

Examples of **kh'**

1. kh'atèł *pitcher*
2. kh'ìch' *scar*
3. kh'èkh'w *arctic tern*

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xh' and kh'

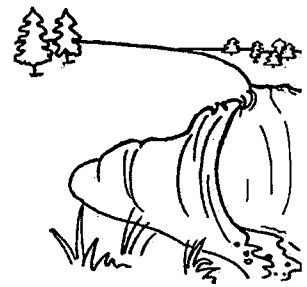
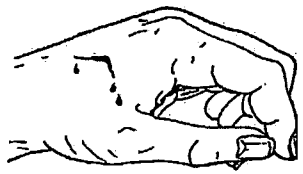
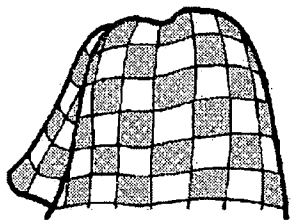
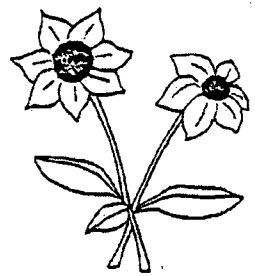
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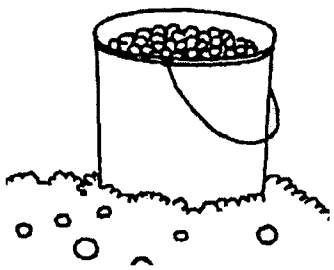
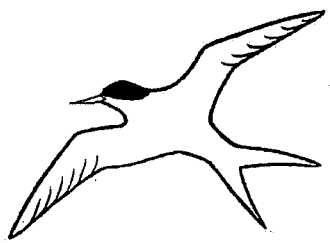
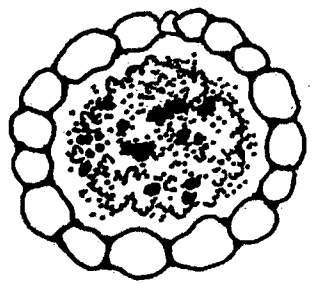
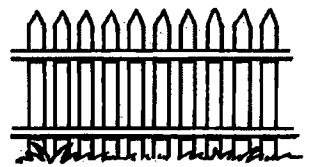
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    He painted the fence.

Yukon Native Language Centre

xh' and kh'

*Write **xh'** and **kh'** as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Word List - x and xh

x

1.	xêdu	*comb*
2.	xîn	*bluefly*
3.	xûts	*brown bear*
4.	xíxch'	*frog*

xh

1.	xhât	*fish, salmon*
2.	xhałak'ách'	*porcupine*
3.	xhîy	*backpack*
4.	xhát	*I, me*

Sentence Analysis : x and xh Listening Exercise (Teslin dialect)

1. Xhîy aya.û.
   backpack *s/he owns it*
   He has a backpack. / He owns a backpack.

2. Xákw hîn yíkde duwatîn.
   sandbar *water* *inside-to* *it is visible*
   river *it is seen*
   A sandbar is visible in the river.

3. Xít'à yê aya.û.
   broom *s/he is using / wearing it*
   She is using a broom.

4. Xhât asxùk.
   fish *s/he is drying*
   She is drying fish.

5. Àst wujixíx wé xhałak'ách'.
   tree-arriving at *it ran* *that* *porcupine*
   The porcupine ran up a tree.

6. Hàndé wé xêdu.
   give me *this* *comb*
   Give me the comb.

7. Du xhikshá kè nanîkw.
   his/her *shoulder* *it is getting sore*
   s/he is getting sick
   His shoulder is getting sore.

8. Xîł'i wêx' yà kana.ên.
mossberries there-at it is growing
Mossberries are growing there.

9. Xhànás' kát hán wé khâ.
raft on-at s/he is standing this man
The man is standing on a raft.

10. Xákwł'i akhghwa.în.
soapberries s/he will pick
She will pick soapberries.

Note: 1. Xhîy du jìwú. *He has a backpack.*
2. Xhîy aya.û. *He owns/has a backpack.*

Sentence (1) means that the person has a backpack in his possession or on his person, where he has easy access to it if he needs it.
Sentence (2) means that he owns a backpack; the backpack may not be on his person or easily accessible, but he is the owner of it.

x and xh

September 2009

Examples of **x**

1. xîn *bluefly*
2. xûts *brown bear*
3. xíxch' *frog*

Examples of **xh**

1. xhât *fish*
2. xhànás' *raft*
3. xhałak'ách' *porcupine*

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x and xh

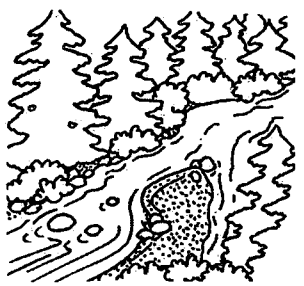
Write ***x*** *and* ***xh*** *as you hear them.*

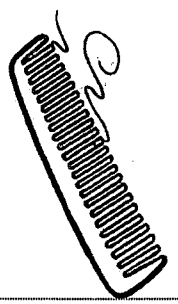
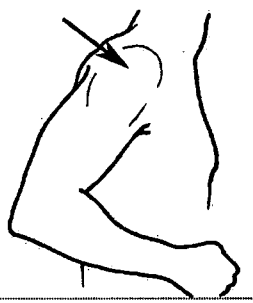
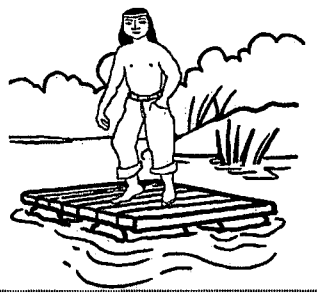
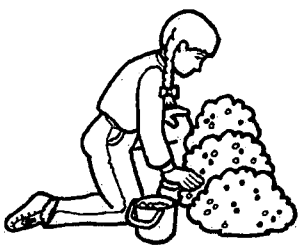
1. Xhîy aya.û.
   He has a backpack. / He owns a backpack.
2. Xákw hîn yíkde duwatîn.
   A sandbar is visible in the river.
3. Xít'à yê aya.û.
   She is using a broom.
4. Xhât asxùk.
   She is drying fish.
5. Àst wujixíx wé xhałak'ách'.
   The porcupine ran up a tree.
6. Hàndé wé xêdu.
   Give me the comb.
7. Du xhikshá kè nanîkw.
   His shoulder is getting sore.
8. Xîł'i wêx' yà kana.ên.
   Mossberries are growing there.
9. Xhànás' kát hán wé khâ.
   The man is standing on a raft.
10. Xákwł'i akhghwa.în.
    She will pick soapberries.

Yukon Native Language Centre

x and xh

Write ***x*** *and* ***xh*** *as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

x and xh

September 2009

Examples of **x**

1. xîn *bluefly*
2. xûts *brown bear*
3. xíxch' *frog*

Examples of **xh**

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2. xhànés' *raft*
3. xhałak'ách' *porcupine*

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x and xh

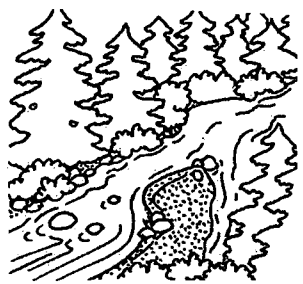
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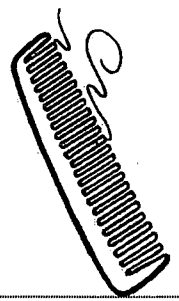
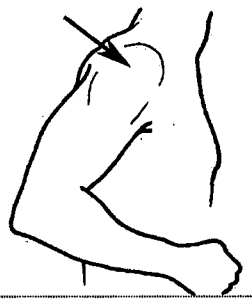
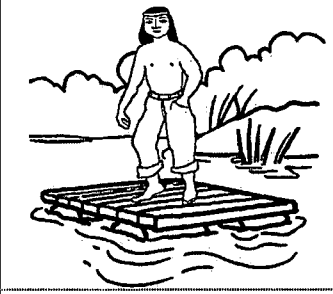
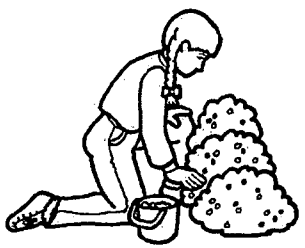
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   He has a backpack. / He owns a backpack.
2. Xákw hîn yíkde duwatîn.
   A sandbar is visible in the river.
3. Xít'à yê eya.û.
   She is using a broom.
4. Xhât esxùk.
   She is drying fish.
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   The man is standing on a raft.
10. Xákwł'i aghwa.în.
    She will pick soapberries.

Yukon Native Language Centre

x and xh

Write ***x*** *and* ***xh*** *as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Word List - k and kh

k

1. kìjín — *five*
2. kît — *killer whale*
3. a ká — *on it*
4. kûshdà — *river (land) otter*

kh

1. khâ — *man*
2. khustí — *life, way of life*
3. khutí — *weather*
4. khíłà — *platter*

Sentence Analysis : k and kh Listening Exercise (Teslin dialect)

1. Ketlyádi du jìt wududzinúk.
   puppy his/her possessive-to someone gave it
   Someone gave him a puppy.

2. At dàyí khákw áwé yê yatì.
   birch bark basket it is (focus) it is
   That is a birch bark basket.

3. Khâ dzísk'w yût hán.
   man/male moose over there-at it is standing
   The bull moose is standing over there.

4. Yîs kâx'wxhwèt amsi.ù.
   new bed s/he bought it
   She bought a new bed.

5. Kâkhajèt kâ wùnùk.
   Kâkhijèt kâ wùnùk.
   chair on s/he sat down.
   She sat down on a chair.

6. Khàtùwú at shí.
   chickadee it is singing
   The chickadee is singing.

7. Ketlyátx'i yà daxh kana.ên.
pussy willows (puppies) *they are growing*
Pussy willows are growing.

8. Axh jìt kasatán wé khâs', gushí ?
my *possessive-to* *give it (short stick)* *this* *match* *OK*
Hand me that match, OK?

9. Yè kanasxíxi khutghanahâ xhwasitìn.
falling *star* *I saw it*
I saw a falling star.

10. Kaghìt â kàdé saduwa.áxhch.
loon *lake* *on-to* *its voice can be heard / it is audible*
You can hear a loon calling on the lake.

Note: Here sa- is the prefixed form of sé *(voice)*, just as xh'a- is the prefixed form of xh'é *(mouth)*

k and kh

September 2009

Examples of **k**

1. dùk *hide, skin*
2. kûkh *pit*
3. kètl *dog*

Examples of **kh**

1. khûk *box*
2. khâ *man*
3. khíłà *platter*

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k and kh

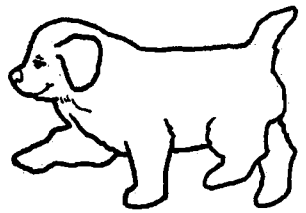
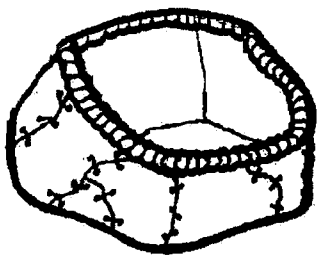
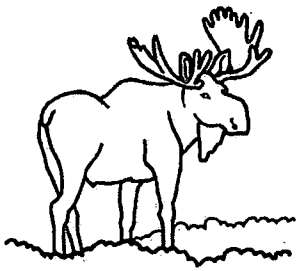
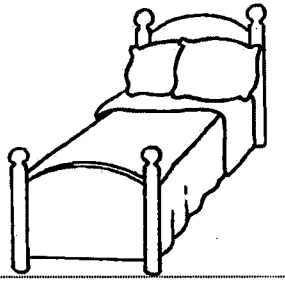
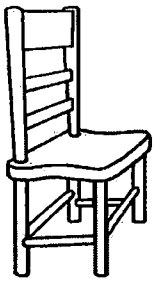
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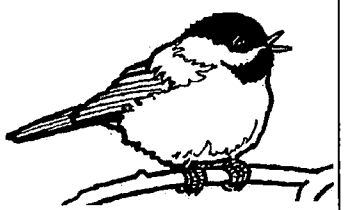
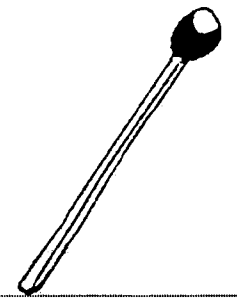
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   Someone gave him a puppy.
2. At dàyí khákw áwé yê yatì.
   That is a birch bark basket.
3. Khâ dzísk'w yût hán.
   The bull moose is standing over there.
4. Yîs kâx'wxhwèt amsi.ù.
   She bought a new bed.
5. Kâkhajèt kâ wùnùk. / Kâkhijèt kâ wùnùk.
   She sat down on a chair.
6. Khàtùwú at shí.
   The chickadee is singing.
7. Ketlyátx'i yà daxh kana.ên.
   Pussy willows are growing.
8. Axh jìt kasatán wé khâs', gushí ?
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10. Kaghìt â kàdé saduwa.áxhch.
    You can hear a loon calling on the lake.

Yukon Native Language Centre

k and kh

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

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k and kh

September 2009

Examples of **k**

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Yukon Native Language Centre

k and kh

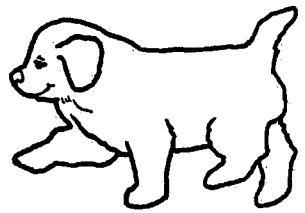
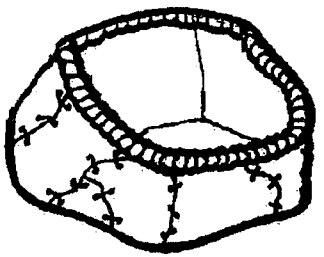
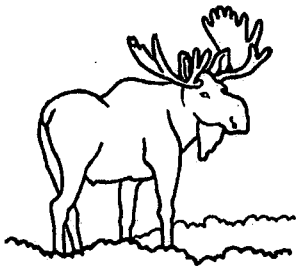
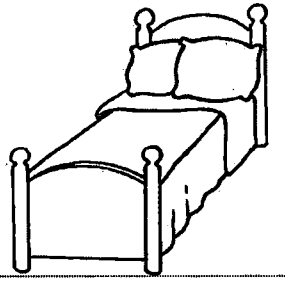
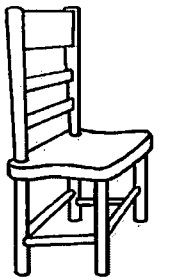
Write ***k*** *and* ***kh*** *as you hear them.*

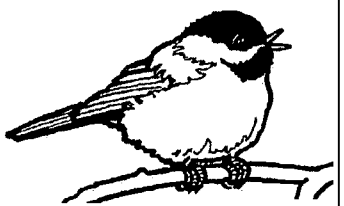
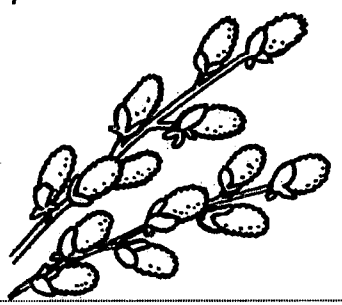
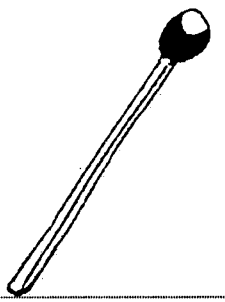
1. Ketlyédi du jìt wududzinúk.
   Someone gave him a puppy.
2. At dàyí khákw áwé yê yetì.
   That is a birch bark basket.
3. Khâ dzísk'w yût hén.
   The bull moose is standing over there.
4. Yîs kâx'wxhwèt àwa.ù.
   She bought a new bed.
5. Kâkhijèt kâ wùnùk.
   She sat down on a chair.
6. Khàtùk'ú et shí.
   The chickadee is singing.
7. Ketlyétx'i yà daxh kana.ên.
   Pussy willows are growing.
8. Axh jìt satén wé khâs', gushé ?
   Hand me that match, OK?
9. Yè kanasxíxi khudaxhanahâ xhwasitìn.
   I saw a falling star.
10. Kaghìt â kàdé saduwa.áxhch.
    You can hear a loon calling on the lake.

Yukon Native Language Centre

k and kh

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

1	2	3	4	5
				

6	7	8	9	10
				

Miscellaneous Sentences

1.	Tsu yê yanakhá.	*You say it. (speaking to one person).*
	Tsu yê yaniykhá.	*You say it. (speaking to more than one).*
	(yaniykhá is also pronounced yìnakhá in Teslin.)	
2.	Tsûk' !	*Again!*
3.	Hà yâ kè jisatàn.	*Bless us.*
4.	We.êch yê yanakhá.	*You say it.*
5.	Yât'à khu.a.	*This one.*
6.	A yáxh áwé.	*It is right.*
7.	Â yaxh wutá !	*Roll over!*
8.	Ghatùłsà.	*Let's take a break.*

Examples of tone changes on the verb stem *to pick(berries)*

Xákwł'i akhghwa.**în**.	*She will pick soapberries.*
a.**ìn**	*s/he is picking them*
àwa.**ín**	*s/he picked them*
akhghwa.**în**	*s/he will pick them*
ín	*pick them!*

Example Sentences using ga- D (for himself/herself)

1. àwakhâ *s/he sewed it*
   / a- wu- ÿa- khâ /
   obj perf cl stem
   agamdikhâ *s/he sewed it for self*
   / a- ga- wu- di- khâ /

2. akàwachák *s/he packed it up*
   / a- ka- wu- ÿa- chák /
   obj prefix perf cl stem
   agamdichák *s/he packed it up for self*
   akagamdichák
   / a- (ka-) ga- wu- di- chák /

3. akamsinê *s/he knitted it*
   / a- ka- wu- si- nê /
   agamdzinê *s/he knitted it for self*
   akagamdzinê
   / a- (ka-) ga- wu- dzi- nê /
   (di-si-)

4. ayamsihâ *s/he gathered them*
   / a- ya- wu- si- hâ /
   ayagamdzihâ *s/he gathered them for self*
   / a- ya- ga- wu- dzi- hâ /

5. amsi.î *s/he cooked it*
   agamdzi.î *s/he cooked it for self*

Example Sentences using -de (towards)

Do you see (the man) over there?

1. Yûde duwatîn. *It is visible over there.*

yû	-de	duwatîn
way over there	*towards*	*it is visible*

2. Shà kàdé duwa.áxhch. *It can be heard from the mountain.*

Shà	kà	-dé	duwa.áxhch
mountain	*surface on*	*to*	*it is audible it can be heard*

Positional Verbs (Sitting, Standing, Lying)

1. Sitting

			several sitting together		
1sg	xha.â	*I am sitting*	1pl	tùkhîn	*we are sitting*
2sg	ì.â	*you (one) are sitting*	2pl	yìkhîn	*you (plural) are sitting*
3sg	â	*s/he is sitting*	3pl	has khîn	*they are sitting*
4sg	a.â	*someone is sitting*	4pl	akhîn dukhîn	*people are sitting*

Examples of Sitting With

The plural theme is used when a singular person is sitting with another person or people.

1sg Du ìn xhakhîn. *I'm sitting with him.*

2sg Axh ìn ìkhîn. *You (one) are sitting with me.*

3sg Axh ìn khîn. *S/he is sitting with me.*

2. Standing

1sg	xhahán	*I am standing*	1pl	tùnákh	*we are standing*
2sg	ìhán	*you (one) are standing*	2pl	yìnákh	*you (pl) are standing*
3sg	hán	*s/he is standing*	3pl	has nákh	*they are standing*
4sg	ahán	*someone is standing*	4pl	anákh	*people are standing*

3. Lying

sh xhastân *I am lying.*

sh	xha-	s-	tân
self	*I*	*cl*	*stem*

1sg	sh xhastân	*I am lying*	1pl	sh tùł.át	*we are lying*
2sg	sh ìstân	*you (one) are lying*	2pl	sh yìł.át	*you (pl) are lying*
3sg	sh istân	*s/he is lying*	3pl	has sh ił.át	*they are lying*
4sg	sh dustân	*someone is lying*	4pl	sh duł.át	*people are lying*

Example Sentences

The postposition -t is added to designate where a person/ animal/ thing is sitting/ standing/ lying.

1. Yât xha.â. *I am sitting here.*
2. Wêt hán. *S/he is standing there.*
3. Yût hán. *S/he is standing over yonder.*
4. T'â kát sh istân. *S/he is lying on the floor.*
5. Nadâkw tayìt â. *S/he is sitting under the table.*
6. Nèłt xha.â. *I am sitting at home.*
   I am staying at home.
7. Dzèt kát has nákh. *They are standing on the bridge.*
   They are standing on the ladder.
8. Hà tlâ nèłít tùkhîn. *We are sitting at our mother's.*
   (place)
9. Axh îsh kâx'whwèt kát sh istân.
   My father is lying on the bed.
10. Gùt sá ì.â ?
Gù sá át ì.â ? } { *Where are you sitting?*
Where are you staying?

Example Sentences (cont)

11. Ghîchadi kát â. *S/he is sitting on the windfall.*

12. Xh'àn gùkt tùkhîn. *We are sitting by the fire.*

13. Łdakát hás wé xh'àn tlèn gùkt has khîn.
All of them are sitting around the big camp fire.

4. Sleeping

1sg	xhatá	*I am sleeping*	1pl	tùxhéx'w	*we are sleeping*
2sg	ìtá	*you (one) are sleeping*	2pl	yìxhéx'w	*you (pl) are sleeping*
3sg	tá	*s/he is sleeping*	3pl	has xhéx'w	*they are sleeping*
4sg	atá	*someone is sleeping*	4pl	axhéx'w	*people are sleeping*

Again, the verb stem automatically takes the plural when a singular person is sleeping with another person.

Example:

Du tlâ tin xhéx'w.

S/he is sleeping with his/her mother.

The Postposition -t

The postposition **-t** is used to indicate the place where the subject is sitting, standing, lying, etc.

1. Tl'átgi **át** tá wé shàwát.
   ground on s/he is sleeping this woman
   The woman is sleeping on the ground.

To emphasise the position:

Tl'átgi ká áwé **át** tá wé shàwát.
It is on the ground that the woman is sleeping.

2. S'ísà hít **yìt** has xhéx'w.
   canvas house inside they are sleeping
   (tent) a building
   They are sleeping in a tent.

3. Wé t'ukanêyi t'ùk **át** tá.
   this baby cradleboard on s/he is sleeping
   The baby is sleeping on the cradleboard.

4. Xh'àn **gùkt** axhéx'w.
   fire by people are sleeping
   People are sleeping by the fire.

5. Wé kètl hít **tayìt** tá.
   this dog house under s/he is sleeping
   The dog is sleeping under the house.

Also

Wé kètl hít tayì **át** tá.
Wé kètl hít teyì **ét** tá. (Carcross)

Note that the postposition **-t** is used to indicate location only with positional verbs. With active verbs, on the other hand, the postposition **-x'** is used to specify the location of the activity.

Compare the following sentences :

6. Gù**t** sá ìtá ?
   where *you (one) are sleeping*
   (what specific place)
   Where are you sleeping?

7. Gù**x'** sá yê jìné ?
   Where are you working? / Where do you work?

Classificatory Verbs (Positional)

an object is lying / standing /sitting there

Note : the qualities of the noun determine the verb stem used.

See Interior Tlingit Noun Dictionary, last section.

1. át tîn

one compact object is lying / standing /sitting there
Most objects belong to this category.

Examples:

1.	X'úx' át tîn.	*A book is lying there.* *A piece of paper is lying there.*
2.	Té át tîn.	*A rock is lying there.*
3.	Dânà át tîn.	*Money (one bill) is lying there.*
4.	Dlìy át tîn.	*A piece of meat is lying there.*
5.	Kâ át tîn.	*A car is sitting there.*
6.	S'âxw át tîn.	*A hat is lying there.*
7.	Tîł át tîn.	*A shoe is lying there.*
8.	Ús'à át tîn.	*A bar of soap is lying there.*

2. át katîn

one small round object is lying there

Examples:

1.	Dânà át katîn.	*Money (one coin) is lying there.*
2.	K'wát' át katîn.	*An egg is lying there.*
3.	Kùt'âx'à át katîn.	*A marble is lying there.*
4.	Tlêkhw át katîn.	*A berry is lying there.*
5.	Kawût át katîn.	*A bead is lying there.*
6.	Kas'ît át katîn.	*A screw is lying there.*
7.	Kîs át katîn.	*A (solid) bracelet is lying there.*
8.	K'únts' át katîn.	*A potato is lying there.*
9.	X'âx' át katîn.	*An apple is lying there.*

3. át satîn

a hairlike or stringlike object or mass is lying there;
a bag or basket or other bag-like object is lying there;
something inside a bag-like object is lying there

Examples:

1.	Tás át satîn.	*Thread is lying there.*
2.	Ghèwú át satîn.	*A net is lying there.*
3.	Kakên át satîn.	*Yarn is lying there.*
4.	Dûx át satîn.	*Sinew is lying there.*
5.	At nàsí át satîn.	*Guts are lying there.*
6.	Tíx' át satîn.	*Rope is lying there.*
7.	Gwêł át satîn.	*A bag is lying there.*
8.	Khákw át satîn.	*A basket is lying there.*
9.	X'âx' át satîn.	*Apples (in a bag) are lying there.*
10.	Xhàt át satîn.	*Root(s) are lying there.*
11.	Yì.át át satîn.	*A mattress is lying there.*
12.	X'âť át satîn.	*An island is lying there.*

4. át tán

a solid container is lying there;
an object traditionally made of wood is lying there

Examples:

1.	Khûk át tán.	*A box is lying there.*
2.	Gúx'à át tán.	*A cup is lying there.*
3.	X'ìshâ át tán.	*A bucket is lying there.*
4.	Gàw át tán.	*A drum is lying there.*
5.	Axhâ át tán.	*A paddle is lying there.*
6.	Yàkw át tán.	*A boat is lying there.*
7.	Xát'à át tán.	*A sled is lying there.*
8.	Tsîk át tán.	*A spit / skewer / roasting stick is lying there.*

However, some objects made of wood that would seem likely to take **át tán** in fact take **át tîn ,** for example:

9.	Khutl'ídà át tîn.	*A shovel is lying there.*
10.	Kùtîyà át tîn.	*A totem pole is standing there.*
11.	Dzèt át tîn.	*A ladder is standing there.*
12.	X'ús' át tîn.	*A club is lying there.*

5. át yatán

a piece of wood is lying there

1. Gán át yatán. *A piece of firewood is lying there.*

6. át satán

a wooden object with a handle / bristles is lying there;
an object with many branches is lying there
an object with ropes or strings attached to it is lying there

1. T'àw át satán. *A feather is lying there.*
2. Xít'à át satán. *A broom is lying there.*
3. Châsh át satán. *A tree branch (e.g.spruce) is lying there.*
4. Hàw át satán. *A (shorter) branch (e.g. hemlock) is lying there.*
   Note: hàw is pronounced hą̀w, with a nasal vowel.
5. At kùwú át satán. *A tail (bird or fish) is lying there.*
6. At ɬ'ìdí át satán. *A tail (mammal) is lying there.*
7. Kayàní át satán. *Leaf / leaves / vegetation is lying there.*

8. Sákhs át satán. *A bow is lying there.*

9. Jâji át satán. *A snowshoe is lying there.*

10. Chùnèt át satán. *An arrow is lying there.*

11. Xêdu át satán. *A comb is lying there.*

12. Wúghà át satán. *A skin scraper (with handle) is lying there.*

13. K'íxh'à síxwti át satán. *A fishing pole is lying there.*

14. T'îx' át satán. *An ice chisel is lying there.*

15. Túłà át satán. *A drill is lying there.*

7. át sa.ín

water or food or something **in a container** is lying there

1. Dì át sa.ín. *Tea (in a cup or pot) is lying there.*

2. Atxhá át sa.ín. *Food (in a container or on a plate) is lying there.*

3. Taxhhîni át sa.ín. *Soup (in a bowl or pot) is lying there.*

4. Sakwnên át sa.ín. *Bread (on a plate) is lying there.*

5. Hîn át sa.ín. *Water (in a cup or pot) is lying there.*

8. át áxh

a large, flat, flexible object like hide or blanket is lying there; something made of woven material is lying there

1. At dùgú át áxh. *A skin / hide is lying there.*
2. X'ûw át áxh. *A blanket is lying there.*
3. K'ùdás' át áxh. *A shirt is lying there.*
4. Kinà.át át áxh. *A coat is lying there.*
5. Ł'î x'wán át áxh. *A sock is lying there.*
6. Jighwênà át áxh. *A towel is lying there.*
7. Ghâch át áxh. *A rug is lying there.*
8. Ł'àk át áxh. *A dress / skirt is lying there.*
9. S'ísà át áxh. *A cloth is lying there.*
10. Xwàsdâ át áxh. *Canvas is lying there.*

9. át ła.át

plural separate objects (not inside a container) are lying there.

1. Té át ła.át. *Rocks are lying there.*
2. Jâji át ła.át. *Snowshoes are lying there.*
3. Tîł át ła.át. *Shoes are lying there.*
4. Dânà át ła.át. *Money (several bills) are lying there.*

10. át kała.át

separate plural small round objects (not objects inside a container) are lying there.

1. Tlêkhw át kała.át. *Berries are lying there.*
2. At tutèyí át kała.át. *Bullets / shells are lying there.*
3. K'únts' át kała.át. *Potatoes are lying there.*
4. K'wát' át kała.át. *Eggs (bird) are lying there.*
5. Kahâkw át kała.át. *Fish eggs are lying there.*
6. Kas'ît át kała.át. *Screws are lying there.*

11. át da.â

a house or building is standing there

1. Hít át da.â. *A house is standing there.*
2. Chashhít át da.â. *A bush house is standing there.*

12. át dakhîn

plural houses or buildings are standing there

1. Hít át dakhîn. *Houses are standing there.*

13. át dên

a body of water is lying there

1. Â át dên. *A lake is lying there.*
2. Hîn át dên. *A pool / puddle is lying there.*

Classroom Expressions

1.	Wa.êch yê yanakhá.	*You say it. (speaking to one person)*
2.	Yât'à khu.à ?	*How about this one?*
3.	A yáxh ágwé ?	*Is this/that right?*
4.	A yáxh áwé.	*That's right.*
5.	Yê ágwé ?	*Is that so? / Is that it? Is that the way?*
6.	Yê áwé.	*That's the way. / It is so.*
7.	Yak'ê gí ? Yak'ê ágí ?	*Is it good?*
8.	Yak'ê áwé.	*That's good.*
9.	Yîwânch yê yaniykhá.	*You say it. (speaking to more than one person)*
10.	Kuna.àkhw tsu. Tsu kuna.àkhw.	*Say it again.*
11.	Ch'a kuna.àkhw !	*Just try it!*
12.	Khúnáxh yak'ê.	*That's really good.*

Classroom Expressions (cont)

13. Mânáxh sáwé yê khìyanîkw ?
Why are you doing that?
Why are you saying that?

14. Ghatùłsà. *Let's rest. / Let's take a break.*

15. Xhat łatín. *Look at me.*

16. I jín nat'ácht. *Clap your hands.*

17. Sh ìłk'átł'. *Be quiet.*

18. Â yaxh wùhán. *Turn around. (standing)*

19. Â yaxh wùtá. *Roll over. (lying)*

20. Kè yishúkh. *Laugh! (to several people)*

21. Kè shúkh. *Laugh! (to one person)*

22. Yisikû gí ? *Do you know it / him / her ?*

23. Yât yáxh khuyatì. *The weather (somewhere else) is like here.*

24. Wakhdânà ìtínáxh xhat yatì. *I need glasses.*

25. I jìyís axh tùwú yak'ê. *I am happy for you.*

26. I łikùdzí. *You're amazing.*
You're awesome.

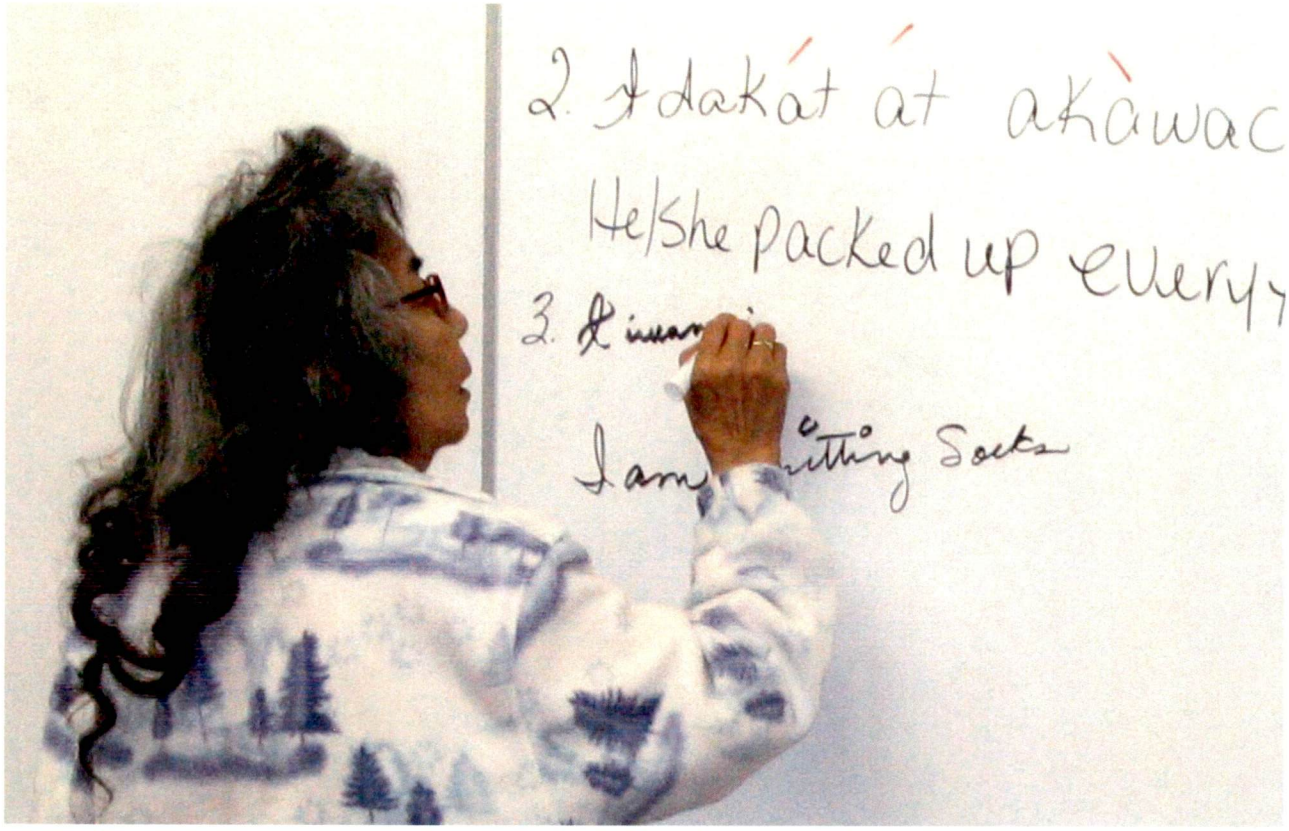
Classroom Expressions (cont)

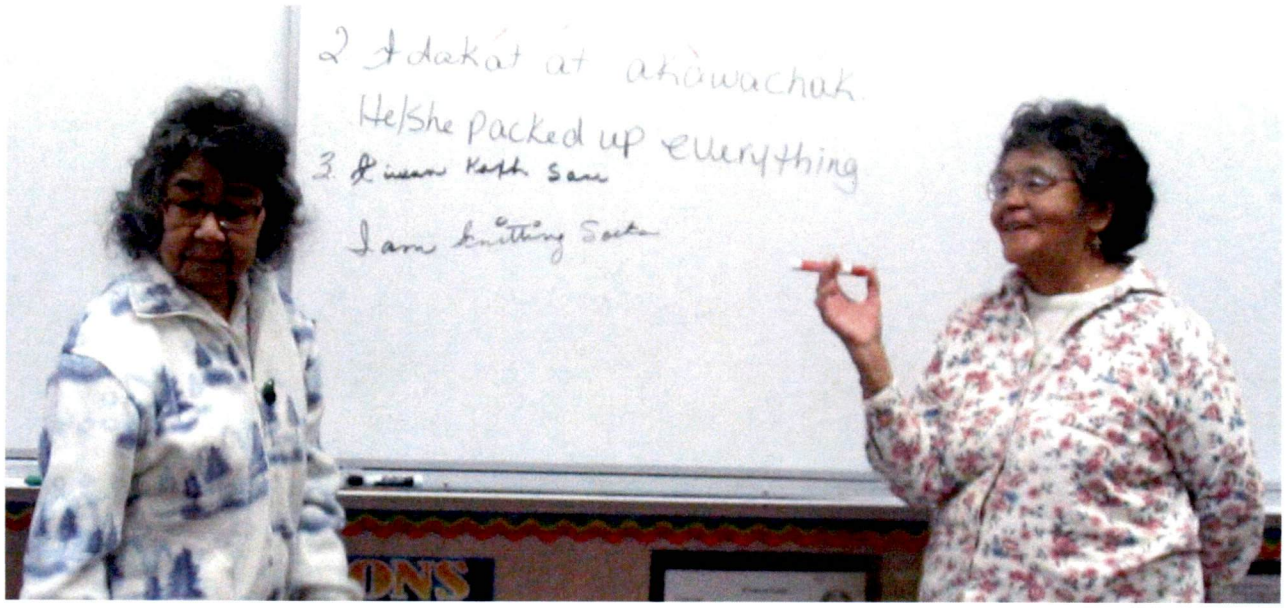
27. Ìdzikà.	*You're lazy.*
28. Ùxhdzikà.	*I'm lazy.*
29. Â ùxhdzikà. Áx' ùxhdzikà.	*I'm lazy to do it.*
30. Łich'îyákhw.	*S/he is slow.*
31. Jiłich'îyákhw.	*S/he is a slow worker.* *("hand" incorporated)*
32. Xh'ałich'îyákhw.	*S/he is a slow talker.* *("mouth" incorporated)*
33. Axh yìghâ !	*Wait for me!*
34. Axh yìghâ yan hán !	*Stop (walking) and wait for me.*
35. Yan shùwaxíx yâ yagì.	*The day has ended.*
36. Naxhtù.àt !	*Let's go!*
37. Tliyêx' !	*Stop!*
38. Łí s'é !	*Wait! (for a while)* *Just a moment!*

Classroom Expressions (cont)

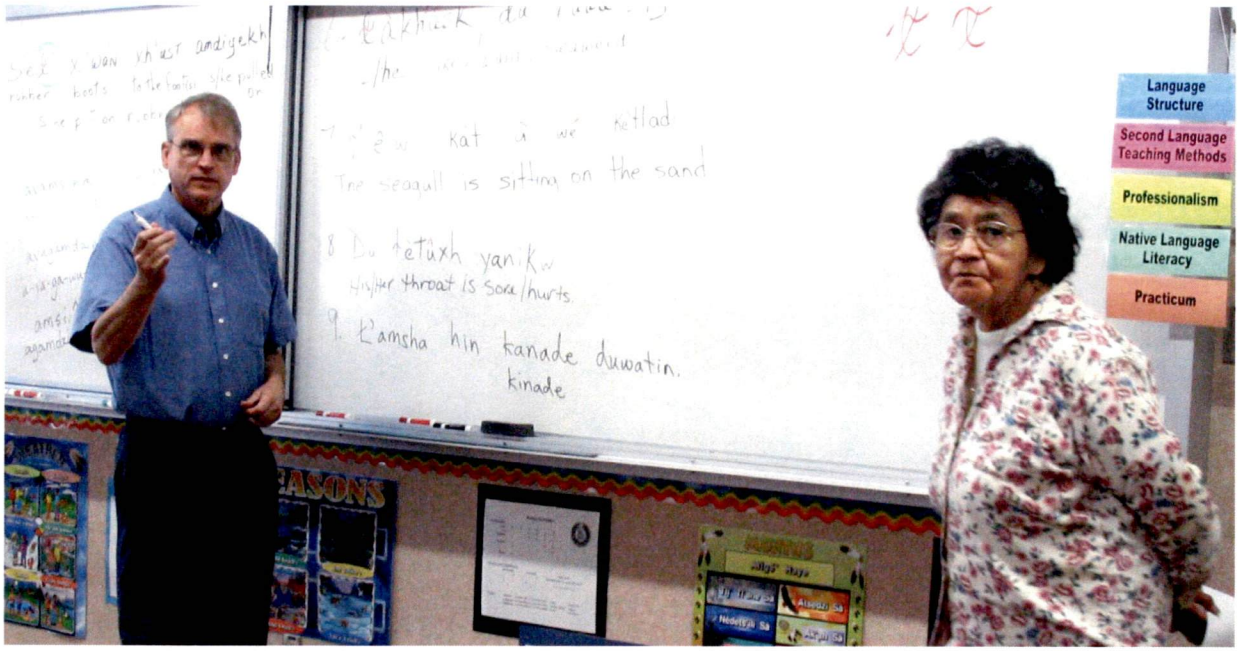
39.	I kàdáxh axh tùwú kłighî. I kàxh axh tùwú kłighî.	*I'm proud of you (one person).*
40.	Yî kàdáxh axh tùwú kłighî. Yî kàxh axh tùwú kłighî.	*I'm proud of you (two or more people).*
41.	Hadô !	*My goodness! (surprised)*
42.	Tlagû !	*Wow! (very surprised)*
43.	Hú !	*Ouch!*
45.	Áyâw !	*Ouch!*
44.	Húhúhúhúhú !	*(really in pain, really cold)*
46.	Ghà yatì.	*It doesn't matter. / It's all right. No problem.*
47.	Níns !	*Smell nose! / Rub noses!*
48.	Yan ìwanî gí ?	*Are you ready?*
49.	Kamdinêt.	*S/he/it is shaking.*
50.	Du jín kamdinêt.	*His/her hands are shaking.*
51.	Yà khìdzigê.	*You are smart.*



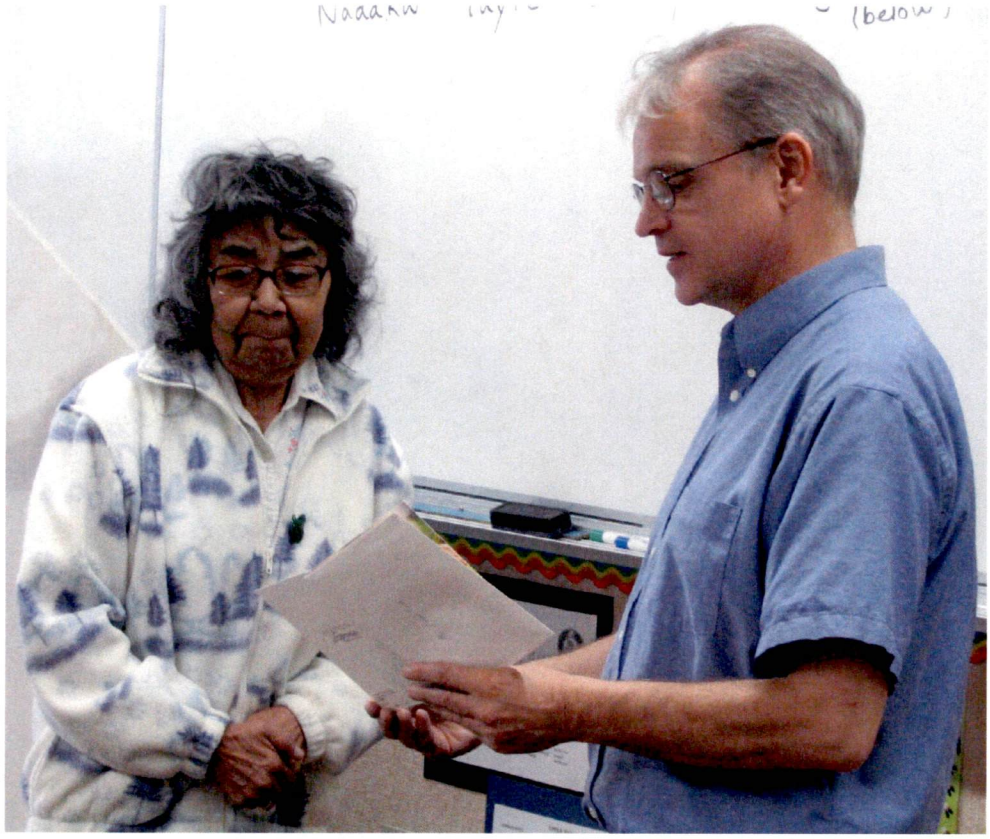

2. Ádakát át akàwac
He/She packed up everyt
3. Ki wan ji
I am knitting Socks


2 Ádakát át akàwachak
He/She packed up everything
3. Ki wan Kath Sam
I am knitting Socks




Language Structure
Second Language Teaching Methods
Professionalism
Native Language Literacy
Practicum
Kat á wé ketlad
The seagull is sitting on the sand
8 Du detúxh yanik'w
His/her throat is sore/hurts.
9. K'amsha hin kanade duwatin.
kinade



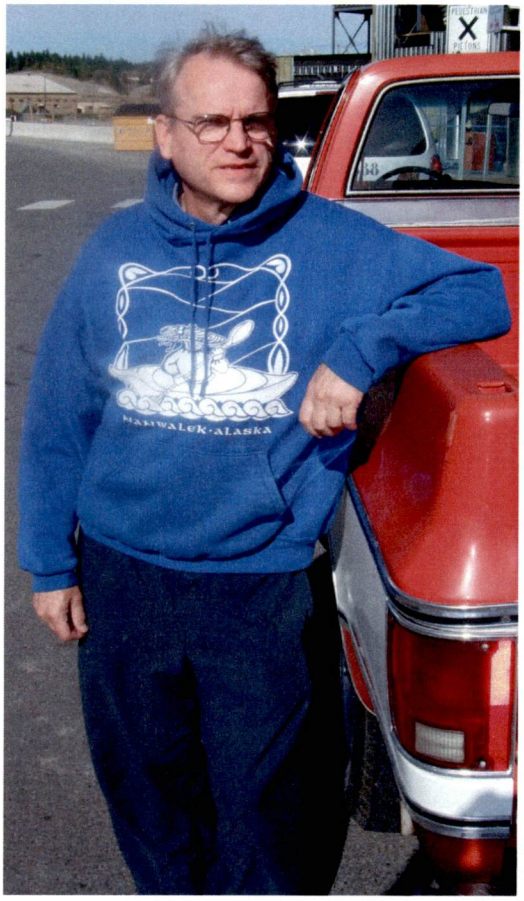







Elder honoured for keeping her language alive




MAKWALEK·ALASKA


Nádhät
ock on Pelly R
Yukon Tlingit Council
2009



Photograph Identifications

Page

65.	*back row*	André Bourcier, Linda Harvey, Dr. Jeff Leer, Marlene Smith, Jo-Anne Johnson
	front row	Margaret Bob, Emma Sam, Mamie Smith, Josephine Holloway (missing - Bessie Cooley, Connie Jules)
66.	*top:*	Emma Sam
	bottom:	Emma Sam, Bessie Cooley
67.	*top*	Dr. Jeff Leer, Mamie Smith, Marlene Smith, Margaret Bob, Emma Sam
	centre:	Dr. Jeff Leer, Bessie Cooley
	bottom:	Mamie Smith, Marlene Smith, Margaret Bob
68.	*top:*	Emma Sam, Dr. Jeff Leer
	bottom:	Dr. Jeff Leer, Emma Sam
69.	*top left:*	Jo-Anne Johnson, Emma Sam
	top right:	Linda Harvey
	bottom left:	Margaret Bob
	bottom right:	Dr. Jeff Leer
70.	*centre:*	Emma Sam
71.	*top:*	Emma Sam holding her medal

TLINGIT LITERACY IN-SERVICE

Yukon Native Language Centre
Whitehorse, Yukon

November 16-17, 2010

Guest Instructor:
Dr. Jeff Leer
Alaska Native Language Center

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SCHEDULE

	Tuesday Nov 16	Wednesday Nov 17
9:00	Opening Prayer Welcome and Introductions Tlingit Alphabet - Consonants	Opening Prayer Comparison of Alphabets Listening Exercise Word Lists: **dz, ts** and **ts'** **gh, kh** and **kh'**
10:45	Word Origins - Chinook Trading Jargon	Song by Pete Sidney
12:00	*lunch*	*lunch*
1:00	Tlingit Alphabet - Vowels Comparison of Different Tlingit Writing Systems	Gary Johnson's Drum Hank Williams Song by Sam Johnston
2:45	Listening Exercise Word Lists: **d, t** and **t'** **g, k** and **k'**	Listening Exercise Word List: **x, xh, x'** and **xh'** Comments Wrap-up and Gifts Closing Prayer

TLINGIT INTERIOR ALPHABET

Consonants

	Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops											
plain		d	dl	dz	j	g	gw	gh	ghw	.	.w
aspirated		t	tl	ts	ch	k	kw	kh	khw		
glottalized		t'	tl'	ts'	ch'	k'	kw'	kh'	kh'w		
Fricatives											
plain			ɬ	s	sh	x	xw	xh	xhw	h	hw
glottalized			ɬ'	s'		x'	xw'	xh'	xh'w		
Sonorants											
non-nasal	w		l		y						
nasal	m	n									

Vowels and Tone

Short Vowels with low tone	**Short Vowels with high tone**	**Long Vowels with low tone**	**Long Vowels with high tone**
i u	í ú	ì ù	î û
e —	é ó	è ò	ê ô
a	á	à	â

EXAMPLE SENTENCES AND VOCABULARY

1. àwa.ù — *s/he bought it*

2. ch'ùł ùna.wèjí (Atlin - Mary) — *before s/he bought it*
   ch'ùł una.èjí (Teslin - Sam)

3. wùhù — *s/hē waded (in water)*

4. yà nahwên — *s/he is wading along*

5. ghîn — *silverberries (that grows on red "willows" in the Taku area)*

LANGUAGE COMPARISONS AND DERIVATIONS

Chinook was a trading jargon of the West Coast

1. rum (English) — *rum*
   lām (Chinook Jargon)
   láam (Haida)
   nâw (Tlingit)

2. le prêtre (French) — *priest, preacher*
   lablēt (Chinook Jargon)
   nakwnêt (Tlingit)

3. molasses (English) — *molasses*
   gunâshish (Tlingit)

4. beans (English) — *beans*
   gwêns (Tlingit)

5. la table (French) — *table*
   ladāp (Chinook Jargon)
   nadâkw (Tlingit)

6. Xutsnùwú — *Angoon*
   (Xutsnùwú is the original name of Angoon Village and other places, including an island in Marsh Lake)
   Hoochinoo (Chinook Jargon) — *the drink associated with Angoon*
   Hooch (English) — *any strong alcoholic drink*

Language Comparisons (cont)

7. Krest (Russian) *cross*
   Kanêst (Tlingit)

8. chashka (Russian) *cup, chalice*
   châshgà (Coastal Tlingit)

9. dixh'kâyakhijèt (18th century Tlingit)
   horse (literally "the thing you sit on the back of")
   gamdân (Modern Tlingit) *horse (from Chinook Jargon)*

10. khà yuka.ût'i *buttons (literally "octopus suckers on the belly", referring to coat buttons fastened on the belly of Russian sailors)*

11. kawût (Tlingit) *bead*
    gawíit (Haida)
    gúyēt (N. Tutchone)

12. Kloochman (Chinook Jargon)
    woman

VOWELS

Short		Long	
low tone	**high tone**	**low tone**	**high tone**
a	á	à	â
e	é	è	ê
i	í	ì	î
u	ú	ù	û
	ó (rare)		ô (rare)

Examples of Tone and Vowel Length Changes

1. a**xhá** *s/he is eating it*
2. a**xha** át *the thing s/he is eating*
3. a**xhâ** nich *s/he always eats it*
4. akghwa**xhâ** *s/he will eat it*
5. tléł akghwa**xhà** *s/he will not eat it*

Examples of Tone and Vowel Length Changes (cont)

1.	hàt uwa**gút**	*s/he came here*
2.	tléł hàt wu**gùt**	*s/he didn't come here*
3.	yà na**gút**	*s/he is walking along*
4.	wé yà na**gut** khâ	*the man who's walking along*
5.	hàndé kghwa**gût**	*s/he will come*

Note contrast between Coastal Tlingit underscored k and Interior Tlingit kh

Interior Tlingit	Coastal Tlingit	English
khudzitì	<u>k</u>udzitee	*it exists*
tléł **kh**ùstí	tléł <u>k</u>oostí	*it doesn't exist*
khustîyin	<u>k</u>ustéeyin	*it used to exist*
khustí	<u>k</u>ustí	*life, way of life*
hà **kh**ustìyí	haa <u>k</u>usteeyi	*our way of of life, our culture*

LISTENING EXERCISE WORD LISTS

Alveolar Series Exercises - d, t, t'

1.	dè	*road*
2.	té	*rock*
3.	t'á	*king salmon*
4.	dânà	*money*
5.	t'â ká	*floor*
6.	tawê	*mountain sheep*
7.	t'úk !	*shoot it! (with bow and arrow)*
8.	tâx'à	*mosquito*
9.	kùt'âx'à	*marble (a round glass marble)*
10.	dís	*moon, month*

Velar Series Exercises - g, k, k'

1.	gàw	*drum, dock*
2.	k'é	*goodness*

3. **k**ayàní *leaves*

4. **g**âs' *frost*

5. **k'**ìɬjâ *south wind*

6. **k**âst *barrel*

7. **k'**isâni *boys*

8. **g**án *firewood*

9. **k'**idên *well, good*

10. **k**ît *killer whale*

Sibilant Series Exercises - dz, ts, ts'

1. **ts**u *again*

2. **dz**èt *ladder, stairs*

3. **ts**âx' *mitten*

4. **ts'**a**ts'**î *songbird*

5. **dz**ísk'w *moose*

6. łi**ts'**â *it smells good, it is fragrant*

7. **dz**às *babiche, thonging*

8. **ts**ín *muskrat*

9. **ts'**ùtàt *morning*

10. łi**dz**î *it is hard, difficult*

Uvular Series Exercises - gh, kh, kh'

1. **gh**àtâ *trap*

2. **kh'**atèł *pitcher*

3. **kh**u.ù *people*

4. **gh**àt *coho salmon*

5. **kh**îdu *beaver dam*

6. **kh'**ałiyêł *is a liar*

7. **gh**în *silverberry*

8. **kh**âs' *match*

9. **gh**ít**gh**à *pine needle, spruce needle*

10. sh wudi**kh'**ék'w *s/he cut herself/himself*

Uvular Fricative Series Exercises - x, x', xh, xh'

1. **xh**ànás' *raft*

2. **x'**âs *waterfall*

3. **xh'**àn *fire*

4. **xh**ikshá *shoulder*

5. **x'**â**x'** *apple*

6. **xh'**adà *lips, around the mouth*

7. **x'**êghà *truly*

8. **x**êdu *comb*

9. **x'**ìshâ *pail, bucket*

10. **x**ânà *evening*

HISTORICAL WRITTEN TLINGIT

Early Russian Documentation of Tlingit (1800s)

Rezanov wrote a large multi-language vocabulary.

Bishop Veniaminov (St. Innocent) wrote a Tlingit vocabulary.

Radloff and "Constantine" (a Tlingit from Chilkat) - spent a year in St. Petersburg documenting Tlingit.

These used the Cyrillic alphabet.

American Documentation of Tlingit

John R. Swanton wrote *Tlingit Myths and Texts* (1909) and other works.

Franz Boas, an anthropologist and linguist, worked with Louis Shotridge, a Klukwan Tlingit. Boas compiled the *Handbook of American Indian Languages* (1911) and wrote many other works.

Shotridge - an Americanized pronunciation of Łshàtxhíchxh
from tléł shàduxhíchxh *they don't hit them over the head*

Louis Shotridge's Tlingit name was Stùwukhâ
from sitûwu khâ *person with a lot of knowledge*

Kelly & Willard wrote a prayer book (1905) using their own orthograhy.

Naish & Story wrote a dictionary (1973) and other works.

Frederica de Laguna was an anthropologist who wrote *Under Mount Saint Elias: The History and Culture of the Yakutat Tlingit* (1972).

Catherine McClennan wrote *My Old People Say* (1975) and other works.

Nora and Richard Daunhauer wrote the 3-volume *Classics of Tlingit Oral Literature* (1987-1994) and other works.

Example of written Tlingit by Swanton

from *Tlingit Myths and Texts*, published 1909

Scan of Excerpt from Tlingit Myths and Texts, *p 291*

Āk!ᵘq!ayu'	yē	ẏatî'	qā	akadē'	wugu't	gA'ngā.	A'yAxde
At Auk	stopping	a man	out on	got	for firewood.		Around it
ẏanagudī'ayu	aosītī'n	cāwA't	yū'adīgīgā		cwū'Ļīx̣āc.		Dūcaxāwu'
going was	he saw	woman	one		floating.		Her hair
yek!u'Ļîyāt!.	Tc!ākᵘ	āłtî'nî	a'ya	aosītī'n	yē'kᵘts!îgā'yî	a.	At yA'tq!î
was long.	Some time	looking		he saw her	her little ones	were.	Children

1. L!ê 'nAxx̣ī'dAq *(Swanton)*
   tl'anaxîdakhw *(modern Tlingit)*

2. Āk!ᵘq!ayu' yē yatî' qā akadē'
   Âk'wx' áyú yê yatì khâ â kàdê
   At Auk bay he is staying man onto lake

   wugu't gA'ngā. *(Swanton)*
   wùgùt gánghà. *(modern Tlingit)*
   he went for firewood

   A man at Auk Lake went out on the lake after firewood. (Swanton)

3. A'yAxde ẏanagudī'ayu aosītī'n cāwA't
   Â yàxhdé yà nagúdi áyú awsitìn shàwát
   to the lake shore as he was going he saw woman

   yū'adīgīgā cwū'Ļīx̣āc. *(Swanton)*
   yû â digiygê sh wudihàsh. *(modern Tlingit)*
   the lake middle she was floating

   On the way round it he saw a woman floating about. (Swanton)

Example of written Tlingit by Naish and Story

Scan of Excerpt from The Brass Serpent and Other Stories, p. 3

Three Old Testament stories in Tlingit, by Constance Naish and Gillian L. Story, Wycliffe Bible Translators, 1963.

Tléil oonuléi dax'óon jinkàt tákw yah shoo-guxéex, Israel tóonux gogwastée antkeenée kulgukóot hus wooligás'. Agáh uyúh adéi yah konuhéin, agáh uh káh dak hus woodlitsoowoo yéi uyúh, yúh hus ukgwahein tl'útk. Yúh tl'útk hus doo èen uyawsikàh Dikée Ankáwoo-ch, uh káh yeis goxsudák.

from *The Brass Serpent*, Numbers 20:14-21, 21:4-9

final phrase above:

uh káh yeis goxsadák (Naish & Story)
a káa yei s guxsadáak (Modern Coastal)
a kâ yè s guxhsadâkh (Modern Interior)

They will move onto it (the land).

CONSONANT WRITING COMPARISONS

Swanton	Boas	Modern Coastal	Modern Interior
g	g	g	g
g̣	g̣	g̲	gh
k	k	k	k
q	q	k̲	kh
x̣	x	x	x
x	x̣	x̲	xh
g^{o}, g^{u}, gw	g^{u}, gw	gw	gw
$x̣^{o}$, $x̣^{u}$, x̣w	x^{u}, xw	xw	xw

VOWEL WRITING COMPARISONS

Short vowels

Kelly & Willard (1904)	**Naish & Story (1960–1970 approx)**		**Coastal (1972 approx)**		**Interior (1970s approx)**	
	low tone	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*
ŭ	u	ú	a	á	a	á
ĕ	e	é	e	é	e	é
ĭ	i	í	i	í	i	í
o͝o	o	ó	u	ú	u	ú
				ó (rare)		ó (rare)

Long vowels

Kelly & Willard (1904)	**Naish & Story (1960–1970 approx)**		**Coastal (1972 approx)**		**Interior (1970s approx)**	
	low tone	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*
ä	a	á	aa	áa	à	â
ā	ei	éi	ei	éi	è	ê
ē	ee	ée	ee	ée	ì	î
o͞o	oo	óo	oo	óo	ù	û
				óu (rare)		ô (rare)

SONG BY PETE SIDNEY (1992) FROM CARCROSS

Recorded by Pat Moore

1. Dà sá kwshê gí
   what could it be?

2. Ách ujàkhch gí hêdi ch'ìt
   that kills that ch'ìt

3. Łingit'àní kát naxhłahàsh-á
   let him soar / float over Tlingit land

4. Khachu yêł dàyatûch ách ujàkhch
   actually, it's thinking about Raven that is killing him

5. Tsu ya du t'è àni aya, ani aya
   (vocables)

Free Translation

What could it be that is killing that Ch'ìt
so that he soars over Tlingit land?
It turns out that it is the thought of Raven
that is killing him.

Note: Ch'ìt "murrelet" is a Yanyèdí crest. It metaphorically represents the mental anguish of the Yanyèdí as he searches the earth looking for his lost Raven.

SAM'S SONG

From *Take These Chains from my Heart* sung by Hank Williams, composed by Fred Rose and Hy Heath, translated into Tlingit by Sam Johnston.

Wé	chêns	axh	têxh'	dàdáxh	yê nasní
the	*chains*	*my*	*heart*	*from around*	*(you) take away*

I tùwú	axh niyàdé	mdzi.át'
your feelings, thoughts	*towards me*	*they have cooled off*

Àghâ tsâ	tléł tsu	dê axh dàt	sh tukìshtí
and then	*no longer*	*about me*	*you don't care*

Łdakát	i dàtùwú	de	kamdik'ît'
all	*the thoughts of you*	*now*	*they are all gone*

Wé	têxh'	tunîkw	khú gí	yê yanaxhdudzikhà
the	*heart*	*ache*	*however*	*is there anything to be said*

Wé	chêns	axh	têxh'	dàdáxh	yê nasní
the	*chains*	*my*	*heart*	*from around*	*(you) take away*

Take these chains from my heart and set me free

You're grow cold and no longer care for me

All my faith in you is gone

But the heartaches linger on

Take these chains from my heart and set me free

SANTA CLAUS IS COMING TO TOWN

Tlingit translation attributed to Nora Dauenhauer.

Dlìnkwát sh ìłtín, ł kìdaghàxhíkh

Ł sh kh'ayił.ûshikh, yisikû gí,

Sândi Tlâs yá àndé kghwagût.

Sàx'w akshaxìt, a dà yakghwas.â,

À sá ł ushk'èyí kha k'èyí

Sândi Tlâs yá àndé kghwagût

Askwèxh àghâ ìtèxhí,

Askwèxh àghâ ł ìtèxhí,

A sa ł ushk'èyí kha k'èyí

Dâ k'idên khighìstí dê !

Dlìnkwát sh ìłtín, ł kìdaghàxhíkh

Ł sh kh'ayił.ûshikh, yisikû gí,

Sândi Tlâs yá àndé kghwagût.

Santa Claus Is Coming to Town

Written by J. Fred Coots and Haven Gillespie, 1934

You better watch out, you better not cry
You better not pout, I'm telling you why
Santa Claus is coming to town
He's making a list and checking it twice
Gonna find out who's naughty and nice
Santa Claus is coming to town
He sees you when you're sleeping
He knows when you're awake
He knows if you've been bad or good
So be good for goodness sake!
You better watch out, you better not cry
You better not pout, I'm telling you why
Santa Claus is coming to town

Note: The original Síndi Tlâs *is replaced by* Sândi Tlâs *which is the Interior Tlingit pronunciation of "Santa Claus".*

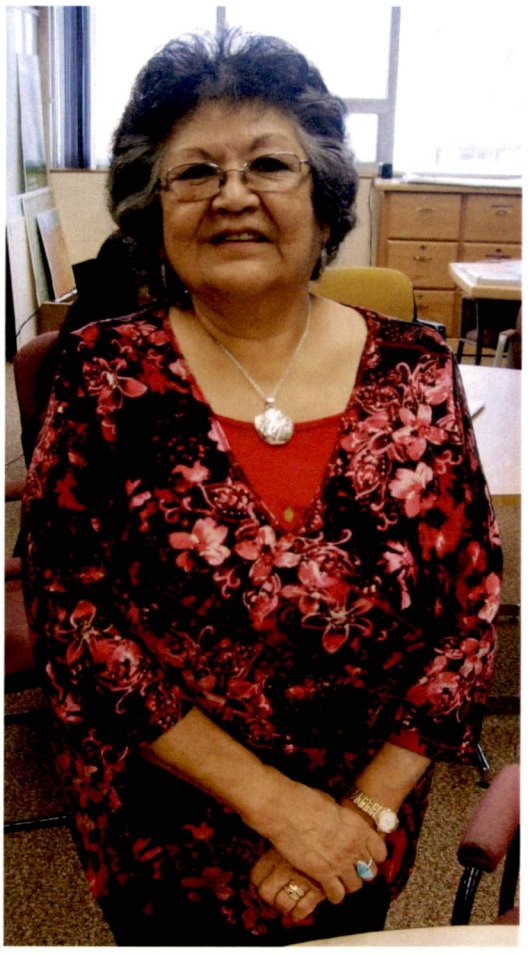



Tlîi Nàdhät

















① Dlìnkwát sh ìttín, ɬ kìdaghàxhíkh
ɬ sh kh'ayiɬ.ûshikh, yisikû gí,
Síndi Tlâs yá àndé kghwagût.

② Sàx'w akshaxìt, a dà yakghwas.â,
à sá ɬ ushk'èyí kha k'èyí,
Síndi Tlâs yá àndé kghwagût.

③ Askwèxh àghâ ìtèxhí,
askwèxh àghâ ɬ ìtèxhí,
dà sá ɬ ush k'èyí kha k'èyí
dà k'idên khighìsti dê!



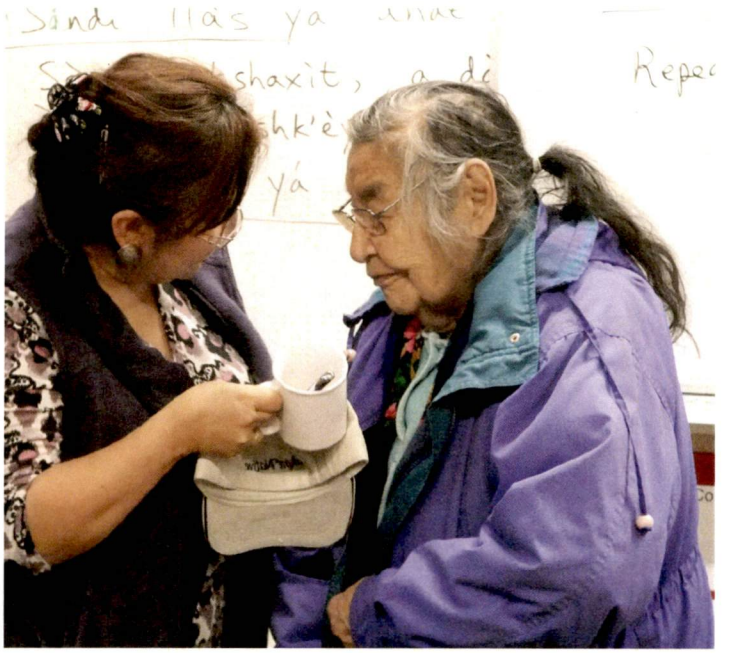

IN ALPHAB
binations
Vowel Combinations



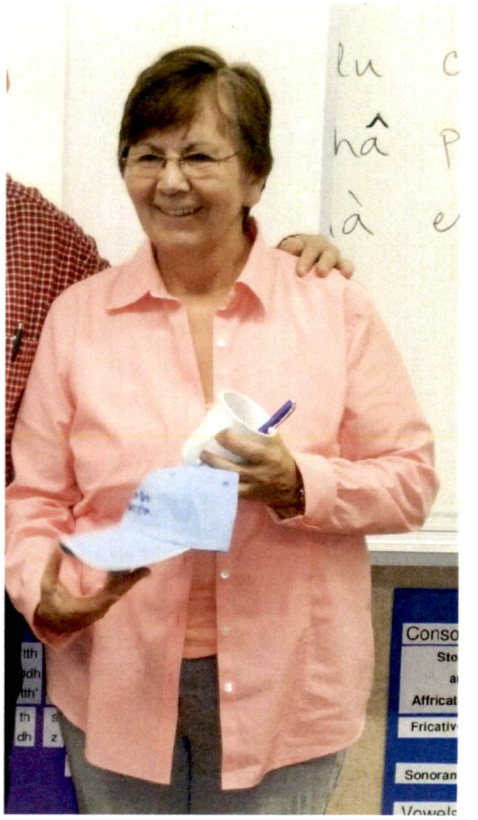



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Photograph Identifications

Page

24 :	*top:*	*back:*	Linda Harvey, Anne Ranigler, Jo-Anne Johnson, Connie Jules, Louise Parker, Jeff Leer, Doug Smarch
		front:	Martha Van Heel, Sam Johnston, Mary Anderson, Bessie Cooley, Gary Johnson (kneeling), Lorraine Dewhurst
	centre:		Sam Johnston, André Bourcier
	bottom:		Louise Parker, Mary Anderson, Jeff Leer
25 :	*top left:*		Barb Hobbis, Linda Harvey
	top right:		Martha Van Heel
	bottom left:		Anne Ranigler
	bottom right:		Gary Johnson, Martha Van Heel
26.	*top:*		Martha Van Heel, Louise Parker, Mary Anderson, Barb Hobbis
	centre:		Mary Ann Roy, Bessie Jim
	bottom:		Louise Parker, Mary Anderson

Photograph Identifications (cont)

27.	*top:*	*Sândi Tlâs yá àndé kghwagût*
	centre:	*Sândi Tlâs yá àndé kghwagût*
	bottom:	Martha Van Heel, Sam Johnston
28 :	*top left:*	Doug Smarch
	top right:	Linda Harvey, Louise Parker
	bottom left:	Connie Jules, Jeff Leer
	bottom right:	Lorraine Dewhurst
29 :	*top left:*	Bessie Cooley
	top right:	Linda Harvey, Martha Van Heel
	bottom left:	Gary Johnson, Jeff Leer
	bottom right:	Louise Parker
30:	*top:*	Linda Harvey, Mary Anderson, Jeff Leer
31.	*bottom:*	Linda Harvey, Jeff Leer



TLINGIT LITERACY SESSION

Yukon Native Language Centre

Whitehorse, Yukon

March 1 - 3, 2010

Guest Instructor:

Dr. Jeff Leer

Alaska Native Language Center

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SCHEDULE

	Monday Mar 1	Tuesday Mar 2	Wednesday Mar 3
9:00	Opening Prayer Welcome Stative Verbs	Zero conjugation / na- conjugation	Commands (cont)
10:45	U-Perfective Conjugation	Perfectives of Transitive Verbs	Negatives **łił** and **łí** Weather Terms
12	lunch	lunch	lunch
1:00	Listening Exercise: **g** and **gh**	Listening Exercise: **x** and **xh**	Weather (cont) Farewells Song - *Santa Claus is Coming to Town*
2:45	Motion Verbs and Preverbs	Listening Exercise: **x** and **xh** (cont) Ordinal numerals Commands	Wrap-up and Gifts Closing Prayer

Word List - **g** and **gh**

g		**gh**	
gâxw	*duck*	ghùch	*wolf*
gùch	*hill*	ghítghà	*spruce needle*
gàw	*drum*	ghâxh	*s/he is crying*
gáxh (Carcross) gháxh (Telsin)	*rabbit*	ghàkh	*lynx*
gán	*wood*	ghàt	*sockeye salmon*

Sentences for Listening Exercise Using **g** and **gh**

1. Gâxw yà nahwên.
   duck *it is swimming*

   Gâxw át wusihù.
   duck *around* *it is swimming*

   The duck is swimming.

2. Wé ghùch du ìn à akładùtl.
   the *wolf* *his* *with-one (companion)* *it is calling (for it) to come*

   The wolf is calling for its mate.

3. Wé gùch shakî tlêł uł.átk.
Wé gùch shakî tlêł uł.às
the hill top not it has anything on it
The hilltop is bare.

4. Wusixúk wé ghítghà, àsdáxh kadaghátch.
it's dried out (a plant) the spruce needles tree-from they are falling
The spruce needles are dried out, they are falling from the tree.

5. Wé gàw àxh gatàn ; nagwàł.
the drum from there you pick up you beat it
Pick up the drum and beat it.

6. Wé yadák'w nichká ghâxh.
the boy for nothing he is crying
The boy is crying for nothing.

7. Wé ghàkh at łatín.
the lynx something is watching, is looking at
The lynx is watching something.

8. Wé gháxh ch'âł' asxhá.
the rabbit willow it is eating (a plant)
The rabbit is eating willow.

9. Wé gán xhwàxásh kha kaxhwàchák.
the firewood I cut it up and I stacked it
I cut up and stacked the firewood.

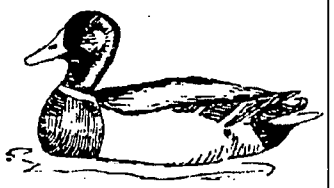
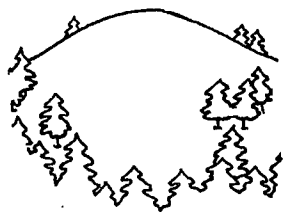
10. Wé ghàt dákhde kè nax'ák.
the sockeye to the interior, inland up it is swimming
The sockeye is swimming upstream.

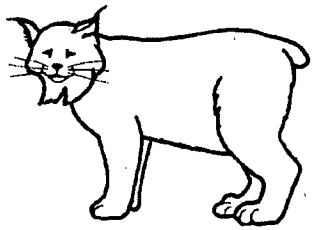
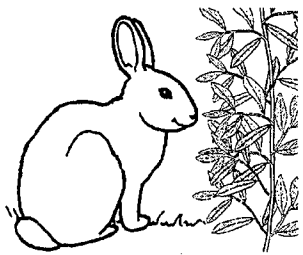
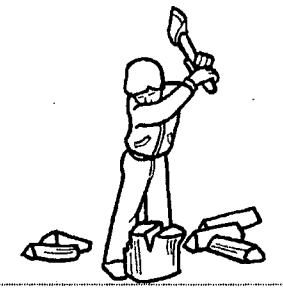
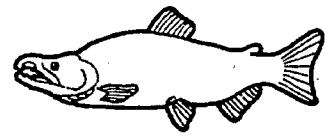
TLINGIT LANGUAGE

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g and gh

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

1	2	3	4	5
				

6	7	8	9	10
				

Word List - **x** and **xh**

x		**xh**	
xêdu	*comb*	xhâw	*log*
xûn	*north wind*	xhàwàghí	*window*
xânà	*evening*	du xhìk	*his shoulder*
xàs	*buffalo*	kètl xhîyi	*dog pack*
xákw	*sandbar*	at xhá	*s/he is eating*

Sentences for Listening Exercise Using **x** and **xh**

1. Khà shaxhàwú xêdu ùxh xhùwú.
   person hair comb teeth among - is
   There is a hair in the teeth of the comb.

2. Xhàw át yatán.
   log there it is lying (a piece of wood)
   The log is lying there.

3. Wé xûn àsdáxh akła.ûx wé kayàní.
   the northwind tree-from it's blowing them the leaves
   The north wind is blowing the leaves off the tree.

4. Wé khâ xhàwàghí tûnáxh hà łatín.
   the man window through us he is watching
   he is looking at
   The man is watching us through the window.

5. Wé shàtk'iyátsk'u ghagàn yàdé
the young girl sun face - towards

yû khuwanûk yá xânà.
thus is doing this evening

The young girl is greeting the sun this evening.

6. Wé kètl xhîyi łidáł.
the dog its pack it is heavy

The dog's pack is heavy.

7. Du xhikshá yê kwdiwûxh' wé khâ.
his shoulders they are this wide the man

The man's shoulders are (this) wide.

8. Ch'a yâk'udé wé xàs hàt jiwdigút. (Carcross)
Ch'a yâk'udé wé xàs hàt jimdigút. (Teslin)
all of a sudden (without warning) the buffalo came charging

All of a sudden the buffalo came charging.

9. Wé s'igèdí kayàní asxhá.
the beaver leaves it is eating (a plant)

The beaver is eating leaves.

10. Wé xákw át tîn.
the sandbar there it is lying

The sandbar is there.

Wé xákw hînt łuksatán.
the sandbar river-in the point ("nose") is projecting

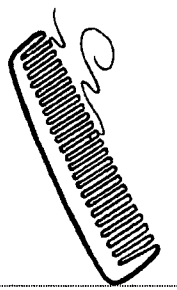
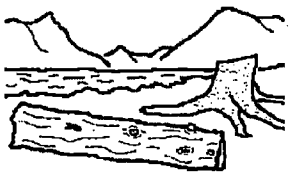
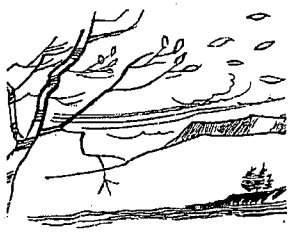
The sandbar is sticking out into the river.

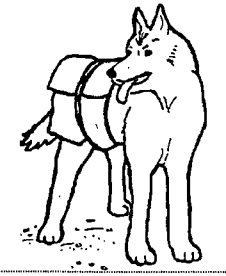
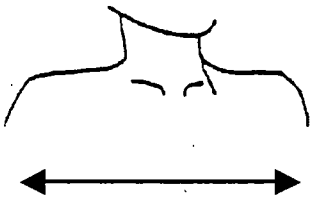
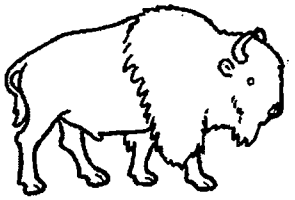
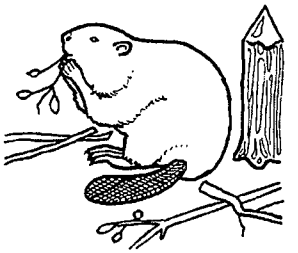
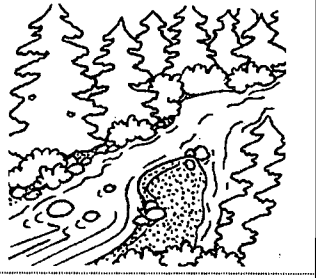
TLINGIT LANGUAGE

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x and xh

*Write **x** and **xh** as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

ACTIVE STATIVE VERBS

Example Stative Verbs

(classifer shown in red)

1.	**ya**k'ê	*it's good*
2.	xh'àn yáxh **ya**tì	*it's red (like fire)*
3.	**ł**idzî	*it's difficult*
4.	**si**.ât'	*it's cold*
5.	**shi**ghèkh	*s/he is stingy*

Example Eventive Verbs

(perfective indicates state)

1.	**uwa**xúk(w)	*it is dry, it got dry (and still is)*
2.	**wu**dixwétl	*s/he is tired, s/he got tired*
3.	**wù**ł'îx'	*it is broken, it broke*
4.	axh tùwú **wù**ł'îx'	*I am heart-broken*
5.	**wu**ł'îx'in	*it was broken formerly (but is now fixed)*
(6.	khuxh yamdudliyéxh	*it was remade, redone*

Example Eventive Verbs (cont)

7.	wududliyéxh	*somebody / they made it / fixed it, it is made, it is fixed*
8.	wudlinétl	*s/he is fat, s/he got fat (and is still fat)*
9.	amsikû	*s/he knows him/her/it, s/he got to know him/her/it, s/he got acquainted with him/her/it*
10.	yàwat'â	*it is warm*

Decessive of Perfective

formed with the decessive suffix -(y)in, -(w)un.

1.	wuxùgún, wuxùgín	*it was dry (but is no longer dry)*
2.	wudaxwèdlín	*s/he was tired*
3.	wuł'îx'in	*it was broken*
4.	wudułyèxhín	*it was made*
5.	wułnèdlín	*s/he was fat*
6.	awuskûwun uwuskûwun	*s/he used to know him/her/it*
7.	yawut'âyin	*it was warm*

Conjugation of Example Perfective Verb - to be tired

O d-xwètl ~	*O is tired*
perfective : **wu-**	*(contracts to m- after a vowel and before a CV- classifier)*
wudixwétl	*s/he is tired*

	to be tired	**English**
1 sing.	xhat **wu**dixwétl	*I am tired*
2 sing.	i**m**dixwétl	*you (sing) are tired*
3 sing.	**wu**dixwétl	*s/he/it is tired*
1 pl.	hà **m**dixwétl	*we are tired*
2 pl.	yì **m**dixwétl	*you (plural) are tired*
3 pl.	has **wu**dixwétl	*they are tired*
4	khu**m**dixwétl	*someone is tired, people are tired*

Conjugation of Example Verb - to become

(yê) O Ø-ni~ *O becomes (so) it happens to O*

	to become	**English**
1 sing.	yê xhat wùnì	*it happens to me*
2 sing.	yê ìwanì	*it happens to you (sing)*
3 sing.	yê wùnì	*it happens to him/her/it*
1 pl.	yê hà wùnì	*it happens to us*
2 pl.	yê yì wùnì	*it happens to you (pl)*
3 pl.	yê has wùnì	*it happens to them*
4	yê khùwanì	*it happens to people*

wu- ya- ⟹ wù-

i- wu- ya- ⟹ ìwa-

khu- wu- ya- ⟹ khùwa-

Examples of U- Perfectives (wu- / m-) with Consonant Endings - Ø Conjugation

Affirmative	**English**	**Classifier: I - form**	**Classifier: Non - I - form**
uwaxúk	*it is dry*	ÿa-	Ø
wudixwétl	*s/he/it is tired*	di-	da-
wududliyéxh	*it is made, re-done*	dli-	ɬ-
wudlinétl	*s/he/it is fat*	dli-	ɬ-
shàwahìk	*it is full*	ÿa-	Ø
kamɬikís'	*it is gone out, extinguished*	ÿa-	Ø

Negative	**English**	**Conditional (-ni)**	**English**
tlêɬ wuxùk	*it is not dry*	xúkni	*when/if it dries...*
tlêɬ wudaxwètl	*s/he/it is not tired*	daxwétlni	*when/if s/he gets tired ...*

Negative	English	Conditional (-ni)	English
tlêł wudułyèxh	*it is not made*	dułyéxhni	*when/if it is made ...*
tlêł wułnètl	*s/he/it is not fat*	iłnétlni	*when/if s/he/it gets fat*
tlêł shawuhìk tlêł shuwuhìk	*it is not full*	shahíkni	*when/if s/he/it is full ...*
tlêł kuwułkîs' tlêł kawułkîs'	*it is not gone out*	kałakís'ni	*when/if it goes out ...*

Examples of U- Perfectives (wu- / m-) with Vowel Endings
Ø Conjugation

Affirmative	English	Negative	Conditional *(when/if, in the future)*
uwa.î	*it is cooked*	tlêł wu.í	(yan) îni
amsikû	*s/he knows it*	tlêł awuskú tlêł uwaskú	askwêni
yan uwanî	*it is finished*	tlêł yan wuní	(yan) nìní

Examples of U- Perfectives with Consonant Endings
Non-Ø Conjugation : na- , gha- , ga-

Affirmative	English	Negative	Conditional *(when/if, in the future)*	Decessive *(was formerly)*
wu**ł**ìtìsh	*s/he/it is lonely*	tlêł wu**ł**tìsh	**na**łtíshni	wułtìshín
wu**ł**ìxùn	*s/he/it is skinny*	tlêł wu**ł**xùn	**gha**łxúnni	wułxùnín
wu**ł**ìtsìn	*s/he/it becomes strong*	tlêł wu**ł**tsìn	**ga**łatsìnní	wułtsìnín

Examples of U- Perfectives with Vowel Endings
Non- Ø Conjugations

Affirmative	English	Negative	Conditional *(when/if, in the future)*	Decessive *(was formerly)*
yê w**ù**nì	*it became, it happened*	tlêł yê w**u**nì	yê **na**nìní	yê wunìyín *(long ago)*
w**ù**nà	*s/he/it is dead*	tlêł w**u**nà	**na**nâni	wunàwún *(irregular)*
wu**s**igû	*it became pleasant*	tlêł wu**s**gú	**ga**sagwêni	

Examples of U- Perfectives with Vowel Endings
Non- Ø Conjugations

Affirmative	English	Negative
yàwat'â	*it is hot*	tlêł yawut'á tlêł yuwut'á
uwat'â	*it is warm*	tlêł wut'á
xhwa**si**kû	*I know it*	tlêł xhwa**sa**kú
am**si**kû	*s/he/it knows it*	tlêł awu**s**kú tlêł uwu**s**kú
wudu**dzi**kû	*it is known*	tlêł wudu**s**kú

VERBS OF MOTION

Motion verbs very often occur with preverbs.

1. Ø conjugation

Many of these preverbs require zero (Ø) conjugation

Example:

Perfective:	kè uwagút	*s/he went up*
Imperative:	kè gú	*go up!*
Conditional:	kè gútni	*if s/he went up*

Pre-verb	Perfective	English	Imperative	English
kè	kè uwagút	*s/he went up*	kè gú	*go up!*
yè	yè uwagút	*s/he got out (of a boat, etc)*	yè gú	*get out!*
nèł	nèł uwagút	*s/he went inside, came inside*	nèł gú	*come in!*
yan	yan uwagút	*s/he went ashore, came ashore*	yan gú	*go ashore!*

Pre-verb	Perfective	English	Imperative	English
dàk	dàk uwagút	*s/he came/went out (into the open), s/he started out on a journey*	dàk gú	*get out! get going!*
dàkh	dàkh uwagút	*s/he came inland, came back inside*	dàkh gú	*come back in!*
NP-t	át uwagút	*s/he arrived there*	át gú	*arrive there!*

Example Sentences

1. Shà shakît uwagút.
   S/he arrived at the mountain top.

2. Xh'awùłt uwagút.
   S/he came to the door.

3. Has du xhùt uwagút.
   S/he came into their midst, came among them.

4. Axh xhánt uwagút.
   S/he came to me, visited me.

2. Non-Ø conjugation

Some preverbs require na-, ga-, or gha- conjugation.
Na- conjugation can also occur without a preverb.

Perfective	**English**	**Imperative**	**English**
wùgùt	*s/he left, departed*	nagú	*go!*
NP-de wùgùt	*s/he went towards NP*	NP-de nagú	*go to NP!*
àdé wùgùt	*s/he went there, went towards there*	àdé nagú	*go there!*
du xhánde wùgùt	*s/he went to his/her place*	du xhánde nagú	*go to his/her place!*
àxh wùgùt	*s/he left there*	àxh nagú	*leave there!*
		àxh gagú	*get going from there!*
khut wùgùt	*s/he went astray*	khut gagú	*get lost!*
yà wùgùt	*s/he went down, came down*	yà ghagú	*come down! go down!*
yàxh wùgùt	*s/he got on board*	yàxh ghagú	*get on board!*

Example Contrasting Sentences with -t

	Ø Conjugation	**Na- Conjugation** *with perfective meaning "moving around (from place to place)"*
1.	át wugút *s/he arrived there* át gú *arrive there!*	át wùgùt *s/he is walking around* át nagú *walk around!*
2.	khà xhùt uwagút *s/he came amongst the people*	khà xhùt wugùt *s/he is walking around among the people, in the crowd*
3.	shà shakît wudikhín *it flew to the mountain top*	shà shakît wudikhìn *it is flying around the mountain top*
4.	kałs'âk às x'àn kè mjixíx kałs'âk às x'ànt wujixíx *the squirrel ran up to the top of the tree*	kałs'âk às x'ànt wujixìx *the squirrel is running around in the top of the tree*

Conjugation with -t

	Ø Conjugation **NP-t (Ø)** *arrived (at NP)*	**Na- Conjugation** **NP-t (na-)** *is walking around (at NP)*
1 sing.	át xhwàgút	át xhwàgùt
2 sing.	át iyagút	át yìgùt
3 sing.	át uwagút	át wùgùt
4 sing. (someone)	át àwagút	át àwagùt
1 pl.	át wutuwa.át	át wutuwa.àt
2 pl.	át yìya.át át yìy.át	át yìya.àt át yìy.àt
3 pl.	át has uwa.át	át has wù.àt
4 pl. (people)	át àwa.át	át àwa.àt

Conjugation with khuxh

NOTE that khuxh "(returning) back" requires the d- element to be added to the classifier if the verb is intransitive.

	khuxh (d-) (Ø) *returned, came back*
1 sing.	khuxh xhwadigút
2 sing.	khuxh yidigút
3 sing.	khuxh wudigút
4 sing.	khuxh amdigút
1 pl.	khuxh wutudi.át
2 pl.	khuxh yìydi.át
3 pl.	khuxh has wudi.át
4 pl.	khuxh amdi.át

Partitive plural : khuxh à mdi.át

Example Perfective of Transitive Verbs -
to get to know, to see

O__s-ku~ *to (get to) know O*

O__s-tin~ *to see O*

	Pronoun	**to get to know O**	**to see O**
1 sing.	xha	xhwasikû	xhwàsitìn
2 sing.	i	yisikû	yisitìn
3 sing.	Ø	amsikû, awsikû	amsitìn, awsitìn
3 sing.	NP-ch	John-ch wusikû *(John knows it)*	John-ch wusitìn *(John sees it)*
1 pl.	tu	wutusikû	wutusitìn
2 pl.	yi	yìysikû	yìysitìn
3 pl.	has + Ø	has amsikû, has awsikû	has amsitìn, has awsitìn
4 pl.	du-d-	wududzikû *(it is known)*	wududzitìn

Example Perfective of Transitive Verb - to handle

O__ti~ *to carry, take, bring O*

with preverb hàt (*to here*): *to bring O here* (Ø- conjugation)

with preverb àxh (*from there*): *to pick O up* (ga- conjugation)

Examples:

hàt xhwatî	*I brought it here*
àxh xhwàtì	*I picked it up*
hàt tí	*bring it here!*
àxh gatí	*pick it up!*
hàt wuduwatî	*it was brought here*
àxh wuduwatì	*it was picked up*

	to bring here	**to pick up**
1 sing.	hàt xhwàtî	àxh xhwàtì
2 sing.	hàt iyatî	àxh yìtì
3 sing.	hàt àwatî John-ch hàt uwatî	àxh àwatì John-ch àxh wùtì
1 pl.	hàt wutuwatî	àxh wutuwatì
2 pl.	hàt yi̱ytî	àxh yi̱ytì
3 pl.	hàt has àwatî	àxh has àwatì
4 pl.	hàt wuduwatî	àxh wuduwatì

Ordinal Numerals

1.	shux'â àyí	*first (one)*
2.	daxh.à	*second (one)*
3.	nas'gi.à	*third (one)*
4.	dàx'ùn(i) à	*fourth (one)*
5.	kìjín(i) à	*fifth (one)*
6.	tledùshú à	*sixth (one)*
7.	daxhadùshú à	*seventh (one)*
8.	nas'gadùshú à	*eighth (one)*
9.	gùshúkh à gùshughu à	*ninth (one)*
10.	jinkàt à jinkàdi à	*tenth (one)*
11.	hûch'i àyí	*last (one)*

COMMANDS

	to one person	to plural people	English
1.	jinida.ûs'	jiniyda.ûs' jiyìnda.ûs'	*wash your hands!*
2.	yanida.ûs'	yaniyda.ûs' yayìnda.ûs'	*wash your face!*
3.	i ùxh xhùna.ûs'	yi ùxh xhuniy.ûs'	*brush your teeth!*
4.	shakghìsyá	shakghayisyá	*comb your hair!*
5.	tliyêx' dê	tliyêx' dê	*keep still!* *knock it off!*
6.	łíł khìt'áchxhikh *(łíł - people, indefinite human)*	łíł khiyit'áchxhikh	*don't slap people!*
7.	łíł khìgwáłxhikh	łíł khiyigwáłxhikh	*don't punch!*
8.	łí	łí	*don't!*
9.	dlìnkwát sh ìłtín	dlìnkwát sh yìłtín	*be careful!*
10.	dlìnkwát x'wán	dlìnkwát x'wán	*do be careful!* *careful now!*
11.	shìdanú shìnú	shiydakhí	*get up! (from lying)*
12.	gidahàn	giydanàkh	*stand up!*

	to one person	to plural people	English
13.	gasaxhût'	giysaxhût'	*pull it! (e.g. wagon)*
14.	gałatsàkh	giyłatsàkh	*push it!*
15.	gałashît'	giyłashît'	*push it hard!* *crowd it!*
16.	ach kanaxhtùłyát	ach kanaxhtùłyát	*let's play!*
17.	khunaxhtùs.ùk'	khunaxhtùs.ùk'	*let's play house!* *(imaginary things)*
18.	(ch'as) kuna.àkhw	kaniy.àkhw	*(just) try!*
19.	kudzidên kuna.àkhw	kudzidên kaniy.àkhw	*try! try harder!*
20.	sh kanida.àkhw sh kìnda.àkhw	sh kaniyda.àkhw	*help yourself!* *try to do it yourself!*
21.	at gashí	at giyshí	*sing!*
22.	nidaghât'	niydaghât'	*crawl!*
23.	kè ìshk'én	kè yìshk'én	*jump!*
24.	yà gagú	yà giy.á	*walk along!*
25.	yû â yaxh hán	yû â yaxh yinákh	*turn around!* *(standing)*

Example Sentences

1. Ch'a ghût'à ɬ'î x'wán yê na.ù.
   different, other *socks* *put on*
   Put on different socks.

   Ch'a ghût'à ɬ'î x'wán xh'ùst idayíkh.
   different, other *socks* *feet-onto* *you pull*
   Put on different socks. (Literally, "Pull different socks onto your feet")

2. Tlêx xh'ùs kâ yan hán !
   one *foot* *on* *to rest* *you stand*
   Stand on one foot! (speaking to one person)

   Tlêx xh'ùs kâ yan yinákh !
   one *foot* *on* *to rest* *you stand*
   Stand on one foot! (speaking to more than one person)

3. Łíɬ nìchdáxh yu xh'ìtángikh.
   don't *beach-from* *you don't talk*
   Don't talk for nothing.

4. Ayamdigút.
   S/he turned around and went (back).

5. A yâ mdigùt.
   S/he stood up to the challenge.

Sentences about Time

1. X'ùn sá yàwaxhî yá yagì ?
   how many nights have passed this day
   What day (of the month) is it today?

2. X'ùn sá yàwaxhî yá dís ?
   how many nights have passed this month, moon
   What day of the month is it?

3. Nás'k yàwaxhî yá yagì.
   third nights have passed this day
   Today is the 3rd. (day of the month)

4. X'ùn yagì sáyá ?
   how many day is it
   What day (of the week) is it?

5. Nás'k yagì áyá.
   Today is Wednesday.

6. X'ùn tâkw sáyá ?
   how many year is it
   What year is it?

7. Dêxh tâwsán kha jinkàt tâkw áyá.
   two thousand and ten year it is
   This is 2010.

Sentences About Weather and Seasons

1. Kuwuyíxh naɬi.átk.
   They extend in the air. (of clouds)

2. Khuɬigûs'; gwáɬ dlèt dàk guxhsatân
   it's cloudy maybe snow down it will fall
   yá sitgamsân ítdáxh.
   this noon after
   It's cloudy; maybe it will snow this afternoon.

3. Dlèt dàk guxhsatân yê ùwayâ.
   snow down it will fall thus it looks like
   It looks like it will snow.

4. Ch'a yê gugênk' dlèt dàk wusitân.
   a little bit snow down it is falling
   It's snowing a little bit.

5. Gwáɬ sèghanin kè khukhghwak'ê.
   maybe tomorrow the weather will be good
   Maybe the weather will be good tomorrow.

6. Sikàk wé t'îx' yû kdunîk.
   Sikàk wé t'îx' yú.á.
   it's thick the ice they say
   They say the ice is thick.

Sentences About Weather and Seasons (cont)

7. Yèst khuwahàyí kha àtlèn sîm
fall-to when the season comes and a lot rain

dàk wustàní, àghâ áwé khâ dzísk'w
down when it falls that's when male moose

du shèdí a.us'gu nìch.
his antlers he washes habitually

When fall comes and it rains a lot, then bull moose "wash their antlers" (rub off the velvet).

8. Khúdáxh khuyàwat'â axh dzísk'u dùgú
too much it is hot (weather) my moose skin

yaxhwaxhìjí.
for me to hang

It's too hot for me to hang my moose skin out.

9. Ch'âk'udáxh áyá tlêł yê khusa.ât'in.
long ago-from it is not so it had been cold

It hasn't been this cold for a long time.

10. Sèghán tliya.à kádin sîm dàk
tomorrow the one further off on rain down

guxhsatận yú.á.
it will fall they say.

It's supposed to rain the day after tomorrow.

11. Tlêł wuduskú mâ khukhghwatî.
not one knows how the weather will be

No-one knows what the weather will be like.

Negatives and Prohibitions

łí !	*don't!*
łíł ____	*don't ____ ! (prohibitive)*
tlêk'	*no!*
tlêł	*not*

(In old sources we find tlêk'-ł meaning *no.* This has contracted to tlêł.)

Example Phrases using Negatives

1.	tlêł ushk'é	*s/he/it is bad*
2.	ł ushik'êyi khâ	*a bad man*
3.	ł ushk'é	*badness, sin*
4.	axh ł ushk'èyí	*my sins*
5.	tlêł dutìn	*it's invisible, it can't be seen*
6.	ł duwatìni khâ	*invisible man*

Example Sentences Using "With"

	axh ìn (*note: not* axh tín)	*with me*
	du ìn (*note: not* du tín)	*with him/her*
1.	Yât'à ìn yà nagút.	*S/he's going with this one (i.e. this person).*
2.	Yât'àtín yà nagút.	*S/he's going with this one (i.e. this thing).*
3.	Khâs'tín yà nagút.	*S/he's going with the matches.*
4.	Shìytín àwaxhích.	*S/he hit it (e.g. a drum) with a stick.*
5.	Shìytín ayàwaxhích.	*S/he hit him in the face with a stick.*

Example Sentences Using "Hard"

1.	Yat'îx'.	*It's hard (to the touch).* *It's hard (difficult).*
2.	Łidzî.	*It's hard (difficult).* This does not mean *hard (to the touch).*

Example Sentences Using "Hard" (cont)

3.	Khustí łidzî.	*Life is hard.* *Life is difficult.*
4.	Du khustìyí tlêł ułdzî.	*Her life is not hard.* *Her life is easy.*
5.	Tlêł ułdzî.	*It's easy.* *It's not difficult.*
6.	I î łidzî.	*It's hard for you.*
7.	Tlêł axh î ułdzî.	*It's easy for me.*

Miscellaneous Sentences

1. Mâ sá i tùwúch
   how *according to your way of thinking*
   What is your opinion?

2. Tlêł xhwa.àxh.
   I didn't hear it.

3. Tlêł xhwa.àxhín.
   I hadn't hear that before.
   That is new to me.

Farewells

1. Gunałchîsh axh ìn yê jiyinèyí.
   thank you me with thus you worked
   Thank you for working with me.

2. Gunałchîsh axh ît yidashìyí.
   thank you me with you helped
   Thank you for helping me.

3. Ch'a tsâ axh jìt xhìdatán.
   later me to you talk
   Talk to me later.
   Call me later.

4. K'idên nèłdé yà gakhùxh.
   well home-to you drive along
   Have a safe drive home.
   Drive home carefully.

5. Ikhkhwasahâ.
   I will miss you. (to one person)

6. Yì khkhwasahâ.
   I will miss you. (to many people)

7. Tlaxh kudzidên xhwasihà axh
   really lots, greatly I miss her my
   shátxh Skàydu.ù.
   older sister (woman speaking) Tina
   I really miss my older sister Tina.

TLINGIT LITERACY SESSION

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SCHEDULE

	Tuesday Feb 15	Wednesday Feb 16
9:00	Opening Prayer Welcome and Introductions Miscellaneous Vocabulary Conflict Resolution, Respect Tlingit Alphabet - Vowels	Opening Prayer Tlingit Alphabet - Consonants *(cont)*
10:45	Tlingit Alphabet - Consonants	Tlingit Songs and Drumming by Gary Johnson
12:00	*lunch*	*lunch*
1:00	Tlingit Alphabet - Consonants *(cont)*	Teslin Posters - Greetings
2:45	Tlingit Alphabet - Consonants *(cont)*	YNLC Curriculum Guide - January Wrap-up and Gifts Closing Prayer

TLINGIT INTERIOR ALPHABET

Consonants

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	plain		d	dl	dz	j	g	gw	gh	ghw	'	.w
	aspirated		t	tl	ts	ch	k	kw	kh	khw		
	glottalized		t'	tl'	ts'	ch'	k'	k'w	kh'	kh'w		
Fricatives	plain			ł	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ł'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels with low tone		**Short Vowels with high tone**		**Long Vowels with low tone**		**Long Vowels with high tone**	
i	u	í	ú	ì	ù	î	û
e	—	é	ó	è	ò	ê	ô
a		á		à		â	

TLINGIT INTERIOR CONSONANT CHART WITH WORDS SUITABLE FOR USE AS NAMES OF THE CONSONANTS

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	*plain*		**d**â *weasel*	**dl**èt *snow*	**dz**èt *ladder, bridge*	**j**â**j**i *snowshoes*	**g**án *firewood*	**gw**éł *bag*	**gh**ùch *wolf*	**ghw**ât' *door draught stopper*	nay.á *(you folks) go!*	ana.**w**èch *(usually) wears it*
	aspirated		té *rock*	**tl**êkhw *berry*	**ts**à *hair seal*	**ch**âs' *pink salmon*	**k**ît *killer whale*	**kw**êy *sign, marker*	**kh**â *man*	**khw**ân *people from*		
	glottalized		**t'**á *king salmon*	**tl'**átk *ground*	**ts'**a**ts'**î *bird*	**ch'**âk' *eagle*	**k'**ínk' *fermented fish heads*	**k'w**át' *egg (bird)*	**kh'**atèł *pitcher*	**kh'w**átl *pot*		
Fricatives	*plain*			**ł**u**ł** *fireweed*	**s**îk *belt*	**sh**à *mountain*	**x**ûts *grizzly bear*	**xw**àsdâ *canvas*	**xh**ât *fish*	**xhw**àgùt *I went*	**h**àw *branch*	yà- na**hw**ên *is swimming*
	glottalized			**ł'**àk *dress*	**s'**ìk *black bear*		**x'**â**x'** *apple*	**x'w**án *long johns*	**xh'**àk *canyon*	**xh'w**ât' *Dolly Varden*		
Sonorants	*plain*	**w**àkh *eye*		l**î**diyò *radio* da**l**èyí *trout*		**y**â**y** *whale*						*found only in certain dialects*
	nasal	**m**â sá *how?*	**n**ùw *island*									

Note on Speakers

Speakers are sometimes identified as dialect variations are noted.
NJ - Norman James, Carcross
BC - Bessie Cooley, Carcross
SJ - Sam Johnston, Teslin
EN - the late Elizabeth Nyman, Taku River

C - Carcross Dialect *T - Teslin Dialect* *A - Atlin Dialect*

VOWELS REVIEW

Tone	Length	Accent					
low	*short*	*none*	a	e	i		u
high	*short*	*acute*	á	é	í	ó [1]	ú
low	*long*	*grave*	à	è	ì	ò [2]	ù
high	*long*	*circumflex*	â	ê	î	ô [3]	û

Note: letter o is rare in Tlingit. In fact o with no accent does not occur.
Example words:
1) Hóhó (deep gratitude)
2) Lîdiyò (radio - ò is found only in English loan words)
3) Ahô dê (never mind)

CONVERSION FROM COASTAL TLINGIT TO INTERIOR TLINGIT

Vowels

long low vowels		long high vowels	
Coastal	Interior	Coastal	Interior
aa	à	áa	â
ei	è	éi	ê
ee	ì	ée	î
oo	ù	óo	û
(ou	ò)	(óu	ô)

Consonants

uvular consonants		laterals	
Coastal	Interior	Coastal	Interior
g̲	gh	l	ɬ
k̲	kh	l̲	l
x̲	xh		

PSEUDO-DIPHTHONGS

Ending in -w	**Ending in -y**
-aw, -ew, -iw, -uw	-ay, -ey, -iy

Dr. Leer suggests using a tilde ˜ above the final -y or -w to indicate the nasal sound in Teslin Tlingit instead of the ˛ under the vowel, as in these examples.

examples ending with y

yây	tây	tày	xhày	(NJ - C, A)
yą̂y	tą̂y	tą̀y	xhą̀y	(SJ - T)
yâỹ	tâỹ	tàỹ	xhàỹ	(SJ - T)
whale	*garden*	*fat*	*beaver lodge*	

Xhày Hít *Beaver Lodge clan house*
Xhą̀y Hít
Xhàỹ Hít

examples ending with w

hàw	gàw	(NJ - C, A)
hą̀w	gą̀w	(SJ - T)
hàw̃	gàw̃	(SJ - T)
bough	*drum, clock*	

In Teslin Tlingit, all syllable-final y and w are nasalized, so it is probably not necessary to use the nasal indication ˛ or ˜.

CLASSROOM EXPRESSIONS - LORRAINE DEWHURST

Greetings

1.	Mâ sá iyatì ?	*How are you? (greeting)*
2.	Mâ sá iyatì yá ts'ùtàt ?	*How are you this morning ? (greeting)* *Good morning.*
3.	Yak'êyi ts'ùtàt áyá.	*It's a nice morning. (statement)*
4.	Mâ sá iyatì yá yagì ?	*How are you today ? (greeting)* *Good day. Hello.*
5.	Mâ sá iyatì yá xânà ?	*How are you this evening ? (greeting)* *Good evening.*
6.	Ch'a ghà gí iyatì ?	*Are you OK? (concerned question, actually wanting to know)*
7.	Ą, xhat yak'ê. Ã, xhat yak'ê.	*Yes, I am fine.*
8.	Wa.é dê ?	*And you? How about you?*
9.	Xhát tsú xhat yak'ê.	*Me too, I am fine.*

Emotions

1.	Xhat yanîkw.	*I am sick.*
2.	Axh shá yanîkw.	*I have a headache.*
3.	Axh tùwú yak'ê.	*I am happy.*
4.	Xhat wudixwétl. (T, A) Xhat yudixwétl. (C)	*I am tired.*
5.	Axh ît yatàwahâ.	*I am sleepy.*
6.	X'ânt xhwànúk.	*I am angry.*
7.	Axh tùwú yanûk. (T, C) Axh tùwú yanîkw. (T, A)	*I am sad.*
8.	Xhat wułitìsh. (T, A) Xhat yułitìsh. (C)	*I am lonely.*

FROM YNLC CURRICULUM GUIDE

Possessed Body Parts

1.	Dà sáyá ?	*What is this?*
2.	Axh shá áyá.	*This is my head.*
3.	I shá áyá.	*This is your head.*
4.	Du shá áyá.	*This is his/her head.*
5.	Axh xhìk áyá.	*These are my shoulders.*
6.	Axh wàkh áyá.	*These are my eyes.*
7.	Axh łu áyá.	*This is my nose.*
8.	Axh gúk áyá.	*These are my ears.*
9.	Axh kìy áyá. Axh kį̀y áyá. (T) Axh kìỹ áyá. (T)	*These are my knees.*
10.	Axh xh'ustl'èkh áyá. (NJ) Axh xh'ustl'ìkh áyá. (T)	*These are my toes.*
11.	Axh jín áyá.	*These are my hands.*
12.	Axh xh'ùs áyá.	*These are my feet.*

Conversation

1.	Gùt'á sá â khìya.û ?	*Were do you live?*
2.	Kwânlín â khuxhà.û.	*I live in Whitehorse.*
	Ànx' khuxhà.û.	*I live in town.*
	Àn xh'ayì khuxhà.û.	*I live downtown. (in the centre)*
	At gutú xhà.û.	*I live in the bush.*
3.	Khúdáxh khusi.ât'.	*It's too cold.*
4.	Mâ sá khuwatì ?	*a) How is the weather?*
		b) How is everyone? How are people?
	Mâ sá khuwatì gân ?	*How is it outside? How is the weather?*
5.	Dlèt dàk wusitán.	*It's snowing.*
	Dlèt dàk yusitán. (C)	
6.	Amdigàn. (T)	*It's sunny.*
	Awdigàn. (C, A)	
7.	Khułigûs'.	*It's cloudy.*
8.	Ayamditì. (T)	*It's windy.*
	Ayawditì. (C, A)	
9.	Dlèt kadlàn.	*Deep snow.*
10.	Dlèt yan kàwadlán.	*There's some fresh snow.*

INCIDENTAL WORDS

1. Wùsh yâ ayaduwané. *People respect one another.*

2. Wùsh yâ has awudanêyin. *They used to respect one another.*
   Wùsh yâ ayadunêyin. *People used to respect one another.*

3. wùsh yâ awudané *mutual respect*
   at yâ awùné *respect for all things*

4. Hà yíxh has wù.àt. *They went with us (in a boat, car, etc). Literally, "they got aboard us and went"*

5. Hà shukát has wù.àt. *They went before us.*

6. dakhkàxh *from inland, from the interior*
   dâkh kàxh

7. Shî amdziyèkh. *S/he pulled a muscle, got hurt from over-exertion.*

8. khà sàx'ú *people's names, personal names*
   khà sàyí *a person's name, a personal name*

9. Ghunanà *Athapaskan, people from a different nation*

10. Ghuna.àn *people from another village, Tlingit people from other places*

11. Axh dà kè yakhushunasgên. *I'm starting to understand.*

12. Du kanaxh at wùtì. *S/he is all in, exhausted. Literally, "things have gotten over him/her"*

13. Kasiyê. *It is uncommon, strange, striking.*

14. Tlêł kùshyé. *It is common, ordinary, familiar.*

15. Ahô dê. *Oh, never mind.*

16. Ą́ ásgí. *Oh, I get it. Oh, I see what is happening.*

17. X'êghà kuxha.àkhw. *I'm really trying.*

18. X'êghà kakkhwa.àkhw. *I will try really hard.*

19. Ch'a kuna.àkhw. *Just try! Just try it! (to one person)*

20. Kuna.àkhw. *Try (it). (to one person)*

21. Kuna.àkhw dê. *Go ahead and try (it)!*

22. Kuna.àkhw s'é. *(A, T)*
Kuna.àkhw s'ê. *(C)* *Try (it) first!*

23. Kuna.àkhw x'wán. *Try (it)! Don't forget to try! (polite but firm, even stern)*

24. Dá kuna.àkhw. *Do try it. Do give it a try. (pleading, or quietly but firmly begging a person not to do the wrong thing)*

25. Dá axhtùłsà dê. *Do let's take a break now. (pleading) Let's take a break now, please!*

26. khuwakàn *1) deer 2) peace deer, hostage*

27. Axh yát xh'amdliwû. *She adopted me.*
Axh yát xh'amdliyû.

28. châsh *bush house, brush shelter, hunting blind boughs used for a specific purpose*

29. Châsh t'ét â. *S/he is sitting in his/her hunting blind.*

30. Àwachásh. *S/he brushed it up.*

31. hàw *bough*

32. ¯taum *(Bishop Innocent, Sitka 1800s)* *feather*
t'àw ~ t'ąw ~ t'aw̃ *(modern Teslin)*

33. ât' xh'ahâdi *(SJ)* *door draft stopper*
cold (air) *entrance-block/cover*

34. gwátà *butter*

35. tl'ikhtsâx' *(NJ)* — *glove (with fingers)*

36. lîsans *(T - SJ)* — *raisins*

37. lîdiyò *(T - SJ)* — *radio*

38. Yàkw áxh kè nashíxh. *(Coastal)*
Yàkw áxh kè nakhúxh. *(T)*
A boat is "running up" over there.
A boat is coming up over there.

39. Yà xh'ayanadâxh (T) — *(something heavy) is going along with considerable momentum*

40. Yà nakhúxh. — *It (one boat) is going along, sailing.*
S/he is going along by boat.
(in some dialects,also
S/he is going along by car.)

41. Yà akanałtákh. — *S/he is poling (it) along.*

42. yât'à — *this one*

43. khu.à — *on the other hand*

44. yât'à dê — *this one now*

45. yât'à dês — *this one next*

46. Ch'a yà xh'ayanadâxh. *(progressive)* — *It is moving (over water) by its own momentum. It is coasting. (especially of a large boat)*

47. Ch'a xh'ayàwadâxh. *It moved under its own momentum.*
(perfective) *It coasted.*

48. Gunałchîsh hà ìn yù xh'ìła.átgi. *(C, T, A)*
Thank you for talking to us.
(to one person)

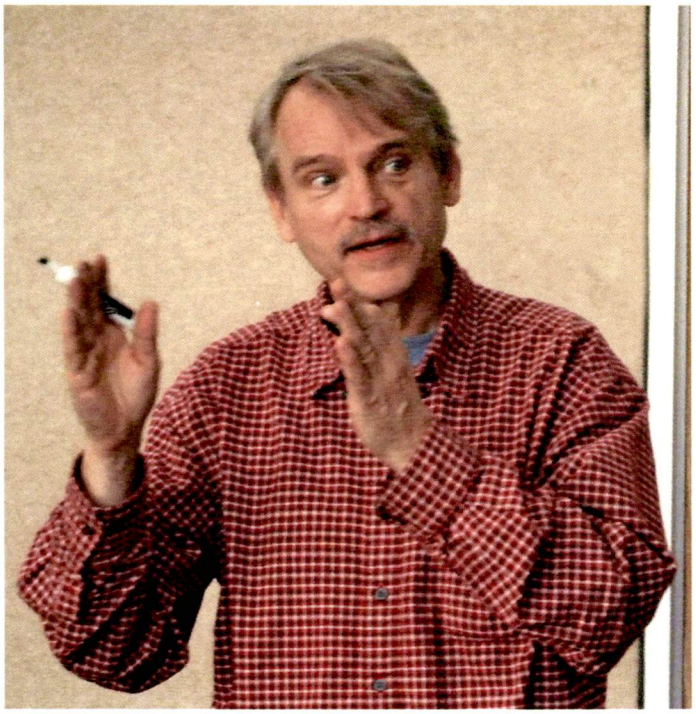
49. Gunałchîsh hà ìn yù xh'eyła.átgi. *(T only)*
Thank you for talking to us.
(to several people)

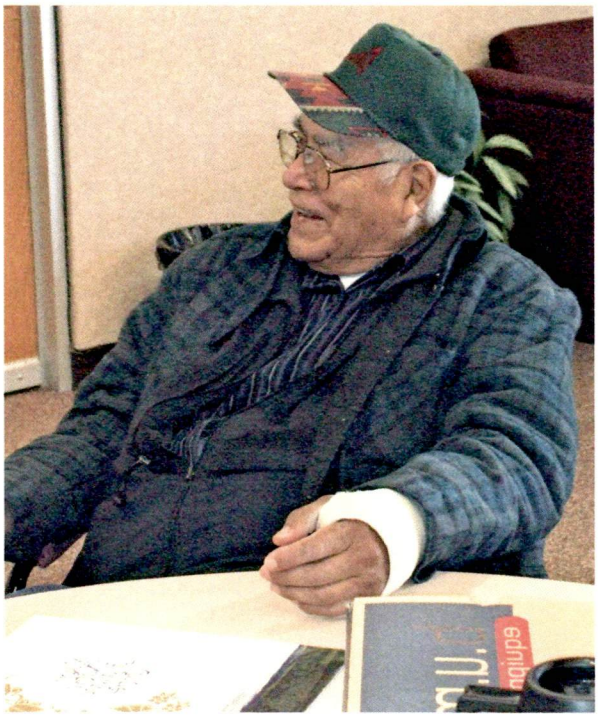
50. Shî. *Give it. (with cupped hands out)*
Shā'. *(S. Tutchone)*

51. Shî dê. *Give it. Give it up now!*

52. Shî dê, du jìt áxh ! *Give him the "blanket". (when someone asks to borrow money)*
Go ahead, give it to him.

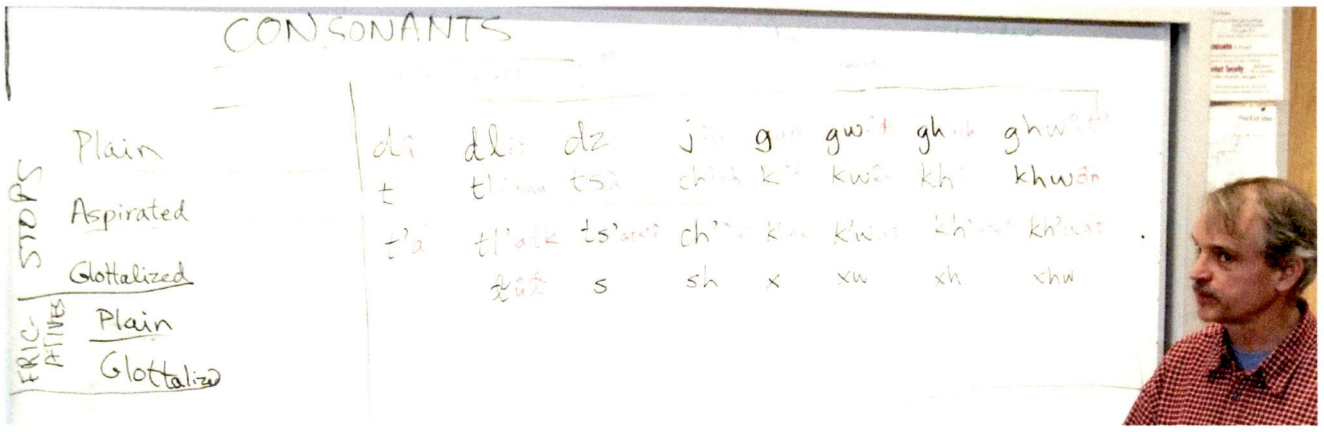
Shî	dê,	du	jìt	áxh !
give it	*now*	*him/her*	*cupped-hand-to*	*blanket, fur, etc.*










CONSONANTS
STOPS
Plain
Aspirated
Glottalized
FRICATIVES
Plain
Glottalized















Photograph Identifications

Page

19. *top left:* Dr. Jeff Leer
    top right: Norman James
    bottom left: Marlene Smith, Julie Smith
    bottom right: Barb Hobbis, Louise Parker

20. *top:* Dr. Jeff Leer showing a Tlingit consonant chart
    centre left: Connie Jules, Barb Hobbis, Louise Parker, Sarah Johnston (Julie Smith in background)
    centre right: Gary Johnson, Norman James
    bottom (clockwise from back): Connie Jules, Barb Hobbis, Louise Parker, Gary Johnson, Marlene Smith, Norman James, Sam Johnston

21. *top left:* Sam Johnston
    top right: Lorraine Dewhurst
    bottom left: Linda Harvey, Sarah Johnston
    bottom right: Louise Parker

22. *bottom left:* Connie Jules
    bottom right: Linda Harvey





Yukon Native Language Centre

Yukon College
Box 2799
Whitehorse, Yukon
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May 4, 2011

Ms. Gayle Bedard
First Nations programs & Partnership
1000 Lewes Blvd.
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Dear Gayle:

We are pleased to send you this report from the Tlingit Literacy Session held in November 2011, attended by Native Language teachers, trainees, and elders from Teslin, Carcross and Whitehorse. Our collaborator in Tlingit studies, Dr. Jeff Leer of the University of Alaska Fairbanks, once again served as guest instructor.

This session reviewed in depth the sounds used in the Tlingit language. Participants also studied the correct forms of addressing and referring to relatives; the Tlingit clan system; and basic classroom vocabulary. In addition they practiced a number of listening exercises written by fluent Elder Bessie Cooley.

This report will be a useful tool for Tlingit language learning and instruction. For further material in the Tlingit language, including a list of available publications, we invite you to visit our website at www.ynlc.ca.

We hope you enjoy this publication.

Sincerely,

John T. Ritter
Director

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www.ynlc.ca

TLINGIT LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

November 15-16, 2011

Guest Instructor:
Dr. Jeff Leer
Alaska Native Language Center

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SCHEDULE

	Tuesday Feb 15	Wednesday Feb 16
9:00	Opening Prayer Welcome and Introductions Miscellaneous Vocabulary Interior Tlingit Alphabet	Opening Prayer Listening Exercise : k' and x'
10:45	Interior Tlingit Alphabet *(cont)*	Listening Exercise : k' and x' *(cont)* Possessed and Vocative forms (for calling a person)
12:00	*lunch*	*lunch*
1:00	Listening Exercise : k and k' Tlingit Vowels	Listening Exercise : t and t'
2:45	Listening Exercise : ts and ts'	Wrap-up and Gifts Closing Prayer

INTERIOR TLINGIT ALPHABET

Consonants

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	plain		d	dl	dz	j	g	gw	gh	ghw	.	.w
	aspirated		t	tl	ts	ch	k	kw	kh	khw		
	glottalized		t'	tl'	ts'	ch'	k'	k'w	kh'	kh'w		
Fricatives	plain			ł	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ł'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels with low tone			**Short Vowels with high tone**			**Long Vowels with low tone**			**Long Vowels with high tone**		
i		u	í		ú	ì		ù	î		û
e		—	é		ó	è		ò	ê		ô
	a			á			à			â	

EMMA SAM'S OPENING PRAYER

Nov 16, 2011

1. Dikî Ànkhâwu, "gunałchîsh" yû xh'ayatùkhá
   God, we thank you

   yîs yagì hà jìt iyatî.
   for giving us a new day.

2. Yá yagì hà ìn yê jinêyi à shàwát,
   Today a woman who worked for us,

   Anne Ranigler yû duwasâkw,
   named Anne Ranigler,

   du kîk' áwé tatgé hà nákh wùgùt, yû dàyadukhá.
   her younger sister left us yesterday, so they say.

3. Ách áwé yá yagì kát du ìnxh inastí.
   So on this day be with her!

4. Has du kát jisatán.
   Put your hand on them.

5. Ìshân wé has du ìn àx'w hás.
   Pity their fellow clan members.

6. Kha "Hà ìnxh inastí" yû xh'ayatùkhá.
And we ask you to be with us.

7. Ìshân uhân.
Pity us.

8. Ch'a tlákw kadu.àkhw yá hà yùxh'atángi,
They are always trying to learn our language,

wé hà ítxh yà has na.at à,
the generation coming up behind,

hà yátx'i sâni kha hà dachxhanx'i sâni.
our children and our grandchildren.

9. Hás has du jiyís áwé katù.àkhw
It is for their sake that we are trying

wé hà yù xh'atángi tléł hà nákh naghagùt.
not to let our language slip away from us.

10. "Gunałchîsh" yû xh'ayatùkhá.
We thank you.

SOUNDS OF THE TLINGIT INTERIOR ALPHABET

(C) - Carcross Dialect (T) - Teslin Dialect

Labials : sonorants - w, m

w :	wâ sá ? (C)	*how?*
	washîn	*machine*
	awdigàn (C)	*it is sunny, the sun is shining*
	wa.é	*you*
	wàkh	*eye*
	wû	*father-in-law*
	wùn	*maggots*
m :	mâ sá ? (T)	*how?*
	másh	*oatmeal, mush*
	amdigàn (T)	*it is sunny, the sun is shining*

Alveolars : stops - d, t, t', sonorant - n

d :	dâ	*weasel*
	dà sá	*what*
	dûsh	*cat*
t :	tás	*thread, sinew*
	tínx	*stoneberries, kinickkinick*
	tàt	*night*
	tawê	*mountain sheep*
t' :	t'á	*king salmon*
	t'â	*board*
	t'ùch'	*black, charcoal*
n :	nànà	*north side*
	nâw	*booze*
	nâkw	*medicine*
	nàghas'ê	*fox*
	ná'	*here*
	nà	*clan*
	nadâkw	*table*

Laterals : stops - dl, tl, tl', fricatives - ɬ, ɬ', sonorant - l

dl :	dlèt	*snow, white*
	dlák'	*sister! (male speaking)*
	dlìy	*meat*
tl :	tlèn	*big*
	tlêk'	*no*
	tliyêx'	*stop*
tl' :	tl'átk	ground, land, country
	tl'ìkh	*finger*
	Tl'êm Tlâ	*a woman's name*
ɬ :	ɬí !	*don't!*
	ɬingít	*people*
	ɬuɬ	*fireweed*
	ɬú	*nose*
ɬ' :	ɬ'î	*felt*
	ɬ'àk	*dress*
	ɬ'êw (T) ɬ'êm (C)	*sand*
l :	dalèyí	*lake trout*
	lîdiyò	*radio*

Sibilants : stops - dz, ts, ts', fricative - s, s'

dz :	dzèt	*ladder, steps*
	dzísk'w	*moose*
	dzàs	*babiche, string*
ts :	tsâts	*bear roots*
	tsuk'	*some more*
	tsà	*seal*
	tsîk	*barbecue stick*
ts' :	ts'àtàt	*morning*
	ts'ats'î	*songbird*
	ts'îndli	*forearm*
	kuts'ìn	*mouse*
s :	sà	*name*
	sîw (T) sîm (C) sûm	*rain*
	sî	*doll*
s' :	s'âxw	*hat*
	s'ìk	*black bean*
	s'ìnâ	*lamp, light*
	s'ín	*carrot*

Shibilants : stops - j, ch, ch', fricative - sh, sonorant - y

j :	jâji	*snowshoes*
	jánwu	*mountain goat*
	jawáni	*shame on you!*
ch :	chìch	*porpoise*
	chàn	*mother-in-law*
	chíɬ	*cache*
ch' :	ch'âk'	*bald eagle*
	ch'âɬ'	*willow*
	ch'ìn	*ribbon*
sh :	shâ	*woman*
	shà	*mountain*
	shá	*head*
	shakêɬ'	*dandruff*
y :	yàkw	*boat, canoe*
	yàn	*hunger*
	yádi	*child*
	yît	*son*
ÿ :	ÿá	*face (older sound)*

Velars : stops - g, k, k', fricatives - x, x'

g:	gán	*firewood*
	gân	*outdoors*
	gàw (T) gàm (C)	*drum*
k :	kâni	*brother-in-law, sister-in-law*
	kakên	*yarn*
	kûx	*rice*
k' :	k'ûx	*marten*
	k'idên	*(done) well, carefully*
	k'ink'	*stink head*
	k'áts'	*sharp point*
x :	xânà	*evening*
	xíxch'	*frog*
	xêdu	*comb*
x' :	x'ât'	*island*
	x'úx'	*paper, book*
	x'âx'	*apple*
	x'àn	*anger*
	x'à	*point of land*
	x'úkjà	*steam*

Rounded Velars : stops - gw, kw, k'w, fricatives - xw, x'w

gw :	gwêł	*bag*
	gwênłi	*hoof*
	khugwâs	*fog*
kw :	kwàn	*epidemic smallpox, quarantine*
	kwêy	*sign*
	nadâkw	*table*
k'w :	k'wát'	*egg*
	âk'w	*little lake, Auke Lake*
	k'wáłxh	*fern*
xw :	xwê !	*whew! I'm tired!*
	dèxwâ	*finally*
	xwètl	*fatigue*
x'w :	x'wán	*long johns*
	ł'î x'wán	*socks*

Uvulars : stops - gh, kh, kh', fricatives - xh, xh'

gh :	ghâ !	*(call of a raven)*
	ghùch	*wolf*
	ghâch	*rug*
	ghàkh	*lynx*
kh :	khâ	*man*
	khîdu	*beaver dam*
	khułigûs'	*it's cloudy*
kh' :	kh'atèł	*pitcher*
xh :	xhât	*fish, salmon*
	xhát	*me*
	xhùní	*relative, friend*
	axh	*my*
xh'	xh'é	*mouth*
	xh'àn	*fire*
	xh'anawûs !	*ask him/her !*
	xh'ùs	*foot*

Rounded Uvulars : stops - ghw, khw, kh'w, fricatives - xhw, xh'w

ghw :	łaghwán	*tie it in a bow !*
	jighwênà	*(hand) towel*
khw :	khwân	*tribe, people from ____*
	tlêkhw	*berry*
kh'w :	kh'wátl	*pot*
	kh'èkh'w	*sea pigeon*
xhw :	xhwàgùt	*I went, I left*
	xhwà.ù	*I bought it*
	shunaxhwâyi	*axe*
xh'w :	xh'wâɬ'	*down feathers*
	xh'wât	*dolly varden*

Glottals : stop - . , fricative - h

. :	wa.é	*you*
	nay.á !	*go ! (you folks)*
	nà.át	*clothing*
	sa.í	*cook it!*
	as.î	*s/he is cooking it*
h :	hás	*they*
	hú	*s/he*
	hóhó	*thank you very much !*

Rounded Glottals : stop - .w , fricative - hw

.w	ana.wèch ana.èch	*s/he habitually buys it*
hw :	yà nahwên yà nahên	*s/he is wading along*

VOWELS REVIEW

Tone	**Length**					
low	*short*	a	e	i		u
high	*short*	á	é	í	ó	ú
low	*long*	à	è	ì	ò	ù
high	*long*	â	ê	î	ô	û

Example words ending with y

ay :	tây (C), tą̂y (T)	*garden*
	yây (C), yą̂y (T)	*whale*
	kày (C), ką̀y (T)	*mile*
ey :	kwêy (C), kwę̂y (T)	*sign, mark*
iy :	kìy (C), kį̀y (T)	*knee*
	dlìy (C), dlį̀y (T)	*meat*

Example words ending with w

aw :	gàw (C), gą̀w (T)	*drum*
	yàw (C), yą̀w (T)	*herring*
	hàw (C), hą̀w (T)	*spruce bough*
	nàw (C), ną̀w (T)	*booze*
	t'àw (C), t'ą̀w (T)	*feather*
	[t̄aum *(Bishop Innocent, Sitka 1800s)*]	
ew :	ɬ'ew (C), ɬ'ęw (T)	*sand*
iw :	sîw (C), sį̂w (T)	*rain*
	datîw (C), datį̂w (T)	*reading*
uw :	sûw (C), sų̂w (T)	*rain*
	datûw (C), datų̂w (T)	*reading*
	s'ùw (C), s'ų̀w (T)	*green, blue*
	tùw s'ìnâ (C), tų̀w s'ìnâ (T)	*candle*

KINSHIP TERMS

Possessed form	English (speaker)	Vocative (calling)
axh tlâ	*my mother*	atlî !
axh îsh	*my father*	îsh !
axh húnxh	*my older brother (man)*	húnxh !
axh kîk'	*my younger sister (woman) /my younger brother (man)*	kík' !
axh îk'	*my brother, any age (woman)*	ík' !
axh shátxh	*my older sister (woman)*	shátxh !
axh dlàk'	*my sister, any age (man)*	dlák' !
axh yît, axh yîtk'	*my son*	yítk' !
axh sî, axh sîk'	*my daughter*	sík' !
axh łîłk'w	*my grandmother / my grandfather*	łîłk'w !
axh dachxhán, axh dachxhánk'	*my grandson / my granddaughter*	chxhánk' !
axh tlâk'w	*my mother's sister*	tlâk'w !
axh kâk	*my mother's brother*	kâk !
axh àt	*my father's sister*	àt !
axh sáni	*my father's brother*	sáni !

Possessed form	English (speaker)	Vocative (calling)
axh kâłk'w	*my sister's child (man)*	kálk'w ! kâłk'w !
axh kêłk'	*my brother's child (woman)*	kélk' !
axh shát	*my wife (man)*	
axh xhúxh	*my husband (woman)*	
axh tsèyí	*my girlfriend (man)*	
axh yadák'u	*my boyfriend (woman)*	
axh xhán.à	*my spouse*	
	dear!	nê !
	honey!	já' !

BASIC CLASSROOM COMMANDS

Àdé yìgùt.	*You went there.*
Łíł àdé yigùdíkh.	*Don't go there.*
Àdé yù iyagutk.	*You go there repeatedly.*
Haxh łíł àdé yù ìgùtgikh !	*Don't (ever) go there!*
At idaná.	*You drink.*
Łíł at idanâkh.	*Don't drink.*
Ixh'ałiyêł.	*You lie.*
Łíł ixh'ałayêłikh.	*Don't lie.*
Yìtà.	*You slept.*
Łíł yìtàyikh.	*Don't sleep (now).*
Ìtèxh.	*You (customarily) sleep.*
Łíł ìtèxhíkh !	*Don't (ever) sleep!*
Łíł i tuwú khut kè ighíx'jikh.	*Don't (ever) lose your mind!*

BASIC CLASSROOM CONVERSATION

1. Axh kaxîł'i áwé.
   It's my fault. / It's my problem.
2. Ch'a àdé yê xhat na.ù sh tugêt iyaxhwsakhàyí.
   (Please) forgive me if I offend you.
3. Khúnáxh atxh sitì.
   It's very important.
4. Khúnáxh atxh sitì ha khustìyi tlèł khut kè wuxìxí / wutughîx'i.
   It's very important that our way doesn't get lost.
5. Chush xh'ênáxh.
   In your language.
6. Ch'a yê na.u, ch'a a kâ ghanú.
   Just let it be, just sit on it.

MISCELLANEOUS VOCABULARY

1.	Duxhaˊ.	*One eats it, it is eaten.*
2.	Shghagwèx'	*Skagway (lots of debris on the shore)*
3.	Łił i dà yakhùghátxhikh.	*Don't pass out.*
4.	Xh'anákh !	*Quit it! (oral habit)*

5. Yá ts'ùtàt k'wát' kha gishù tàyí axh tuwâ sigû.
   This morning I want eggs and bacon.

PEOPLES

Gutêxh Khwân	*Eyak people*
K'utêxh' Khwân	
K'ud.q' *(in Eyak language)*	
Giyakhw Khwân	*Alutiiq people*

INTERIOR TLINGIT CLANS

Yêł Nà (Raven Moiety)

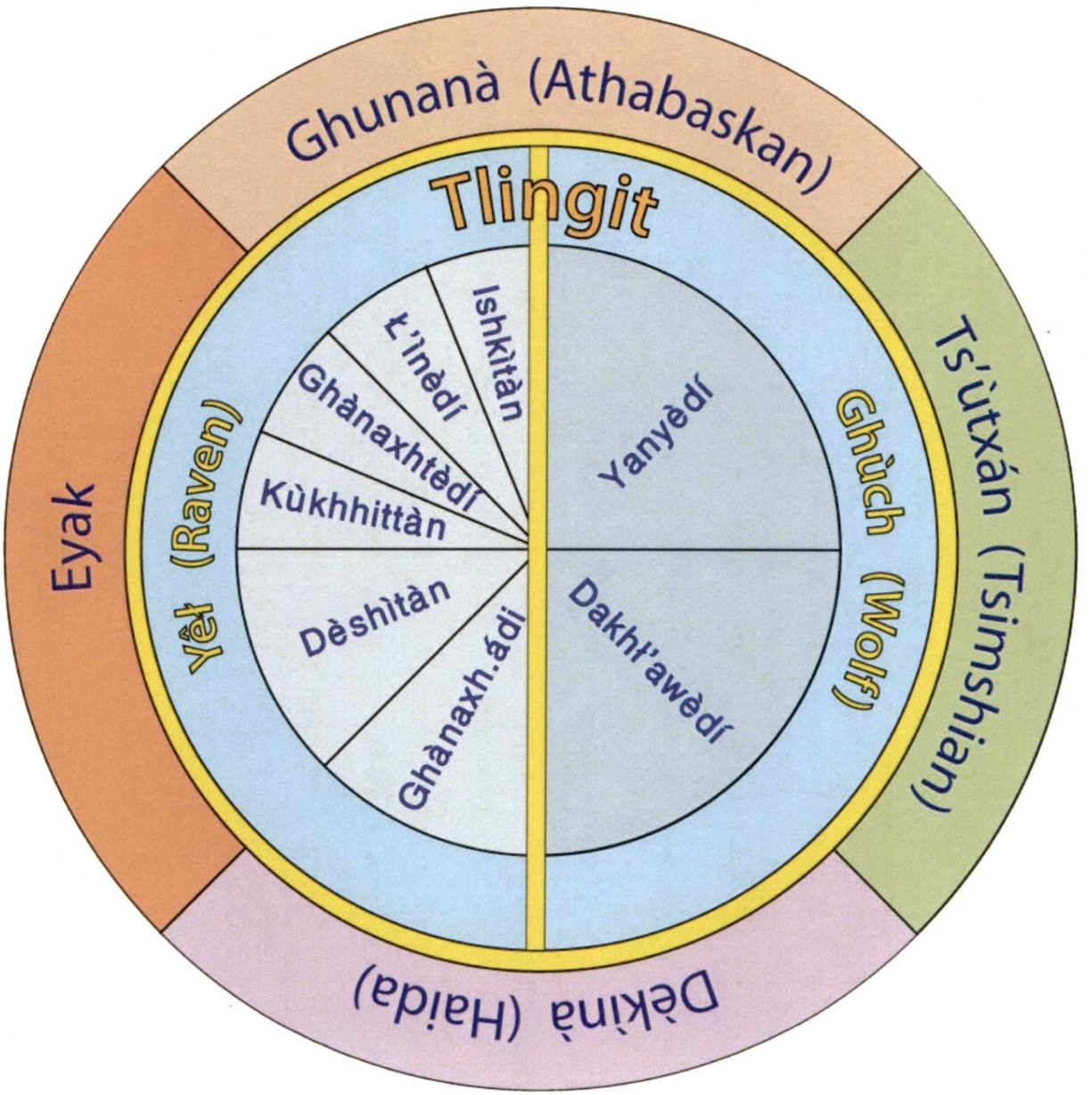
Man	Woman
Kùkhhittàn	Kùkhhittàn Shâwu
Ishkìtàn	Ishkìtàn Shâwu
Dèshìtàn	Dèshìtàn Shâwu
Ghànaxh.ádi	Ghànaxhshâ
Ghànaxhtèdí	Ghànaxhtashâ
Ł'ìnèdí	Ł'ìnèdishâ

Ghùch Nà (Wolf Moiety)

Yanyèdí	Yanyèdishâ
Dakhł'awèdí	Dakhł'awshâ

INTERIOR TLINGIT CLANS

Nà



ts and ts'

Yukon Native Language Centre

Bessie Cooley - Nov 2011

Examples of **ts**

1. tsà *seal*
2. tsâts *bear root*
3. tsu *again*

Examples of **ts'**

1. ts'ats'î *bird*
2. ts'ùtàt *morning*
3. kuts'ìn *mouse*

Yukon Native Language Centre

ts and ts'

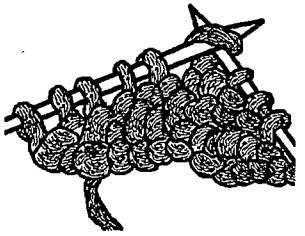
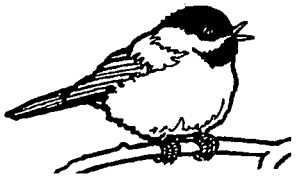
Write ***ts*** *and* ***ts'*** *as you hear them.*

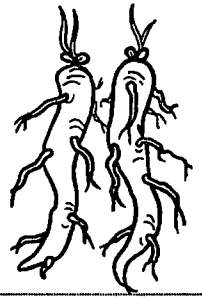
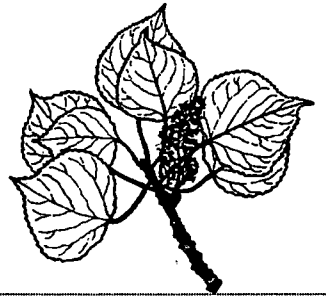
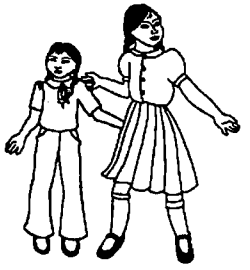
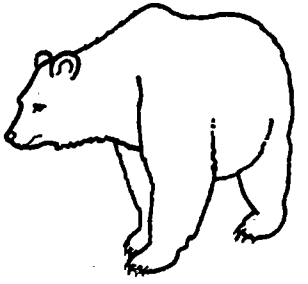
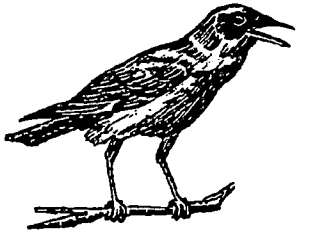
1. Wé yadák'w tsáłk amdzighàt.
   The young boy trapped a gopher.
2. Ts'ìghîni t'ùch' kha dlèt yexh yáxh daghàtì.
   Magpies are black and white.
3. Axh tlâ tsâx' akamsinè.
   My mother knitted mitts.
4. Wé ts'ats'î hàt kamdlihích. [kawdliyích (C)]
   The songbirds have come back.
5. Tsín káxh ghàtâ yan amsitî.
   He set a trap for muskrat.
6. Tsâts yak'ê duxhàyí.
   Bear roots are good to eat.
7. Dúkh kayâní łits'â.
   Cottonwood leaves smell nice.
8. Wé shàtk' du kîk' ałts'îk.
   The girl is pinching her younger sister.
9. Xûts wêxh yà nagút.
   A grizzly bear is walking there.
10. Ts'axwèł Shghagwèx' dutin nìch.
    Crows are seen at Skagway.

Yukon Native Language Centre

ts and ts'

Writee ***ts*** *and* ***ts'*** *as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

k and k'

Yukon Native Language Centre

Bessie Cooley - Oct 2011

Examples of **k**

1. kît *killer whale*
2. kâst *barrel*
3. kûx *rice*

Examples of **k'**

1. k'ìɬjâ *chinook wind*
2. k'idên *well*
3. k'ûx *marten*

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k and k'

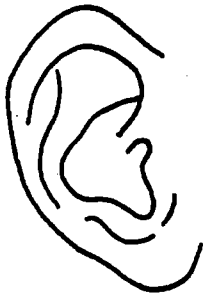
*Write **k** and **k'** as you hear them.*

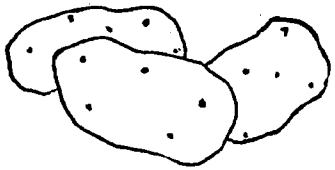
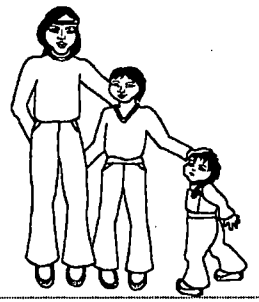
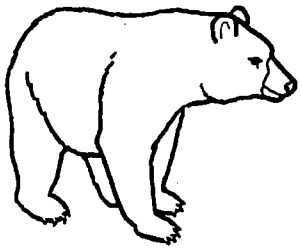
1. Du gúk yanîkw.
   His ear hurts.
2. Yîs k'ùdás' áwé.
   That is a new shirt.
3. K'ûx ayatîn.
   He sees a marten.
4. Wé kayûdi yûde ghâxh.
   The coyote is howling over there.
5. K'éxh'à tlèn áwé.
   That is a big hook.
6. Wé kètl yà nashíx.
   The dog is running.
7. Nás'k k'únts' át kała.át.
   Three potatoes are laying there.
8. Wé kałs'ák às kat â.
   The squirrel is sitting on a tree.
9. K'isâni wêt nákh.
   The young boys are standing there.
10. S'ìk yûxh yà nagút.
    A black bear is walking over there.

Yukon Native Language Centre

k and k'

Writee ***k*** *and* ***k'*** *as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

t and t'

Yukon Native Language Centre

Oct 2011

Examples of **t**

1. tìt *wave*
2. hít *house*
3. tá *sleep*

Examples of **t'**

1. t'á *king salmon*
2. sít' *glacier*
3. ɬ'ût' *tongue*

Yukon Native Language Centre

t and t'

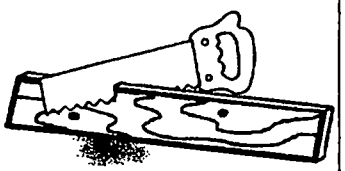
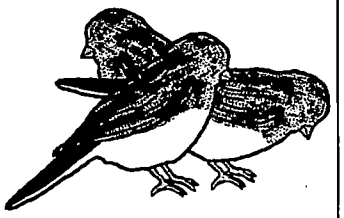
Write ***t*** *and* ***t'*** *as you hear them.*

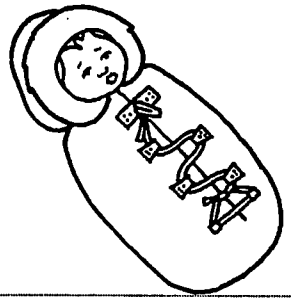
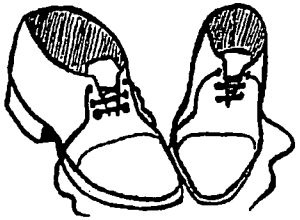
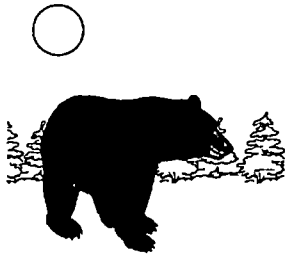
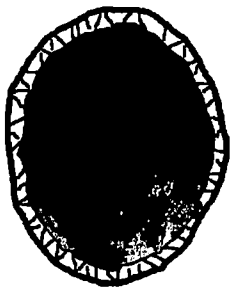
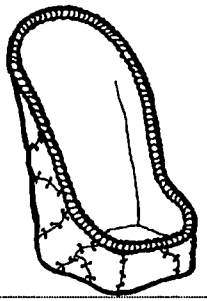
1. Tlèkhâ dânà axh jìt hís'.
   Lend me twenty dollars.
2. T'â axâsh.
   He's cutting a board.
3. Dís yan uwawát.
   The moon is full.
4. Wé té kè ghîx' !
   Throw the rock!
5. T'ât' hàt kamdlihích.
   The juncos (jingo) flew here.
6. T'ukanêyi t'ùk tûde amsinùk.
   She put the baby into the baby carrier.
7. Tîɬ xh'ùsdáxh amdiyíkh.
   He took his shoes off.
8. Tàt yìn át wùgùt wé s'ìk.
   The black bear is walking around in the middle of the night.
9. At dùgú t'îsht àwatî.
   She put a skin on the stretcher.
10. T'ùk ìn yà anaɬjík' wé t'ukanêyi.
    She's packing the baby on her back with a baby carrier.

Yukon Native Language Centre

t and t'

Write ***t*** *and* ***t'*** *as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				

k' and x'

Oct 2011

Yukon Native Language Centre

Examples of **k'**

1. k'ûx *marten*
2. k'ínk' *stinkhead*
3. k'unts' *potato*
4. ashik'ân *s/he is mad at him/her*

Examples of **x'**

1. x'ât' *island*
2. kâx' *spruce grouse, chicken*
3. x'âx' *apple*
4. x'ân *anger*

Yukon Native Language Centre

k' and x'

*Write **k'** and **x'** as you hear them.*

1. K'íxh'a súxdighâ khushî.
   gaff hook handle-for s/he is searching
   S/he is looking for a handle for the gaff hook.

2. Yak'êyi à x'úx' du jìt uwaxíx.
   good one letter into his possession it arrived
   S/he received a good letter.

3. K'idên uwa.î wé k'unts'.
   good they are cooked these potato
   The potatoes are well cooked.

4. Łíł kìłax'ís'xhikh wé tíx'.
   don't tangle up the rope
   Don't tangle up the rope.

5. Yítk', ik'ùdás'i káxh ghida.àxh.
   son your shirt on put it on
   Son, put on your shirt!

6. X'ât'k' wêt shasatîn.
   little island there it sits
   A little island is lying there.

7. K'ink' tleł ch'a kùgêyi a kâ yê jiduné.
   They don't prepare (it) carelessly, any old way.

8. A ghût dê x'ân, tleł ushk'é.
   Leave anger behind, it is no good.

9. Dlinkwát łatín wé łítà, yałik'áts'.
   Be careful with the knife, it's sharp.

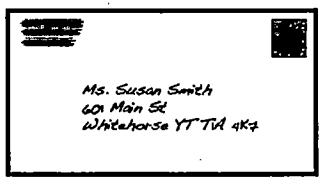
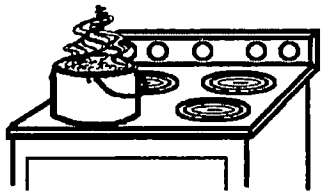
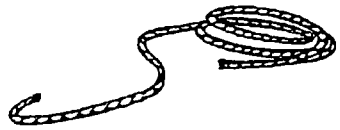
10. X'úkjà yèsx' â kàdé dutin nìch.
    In fall, steam can be seen on the lake.

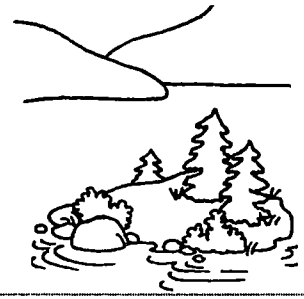
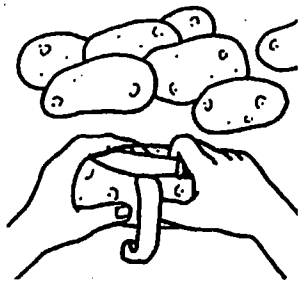
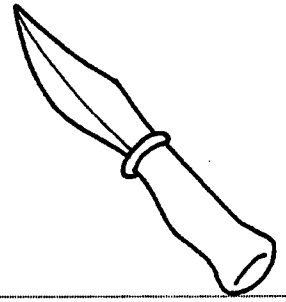
TLINGIT LANGUAGE *Teslin Dialect*

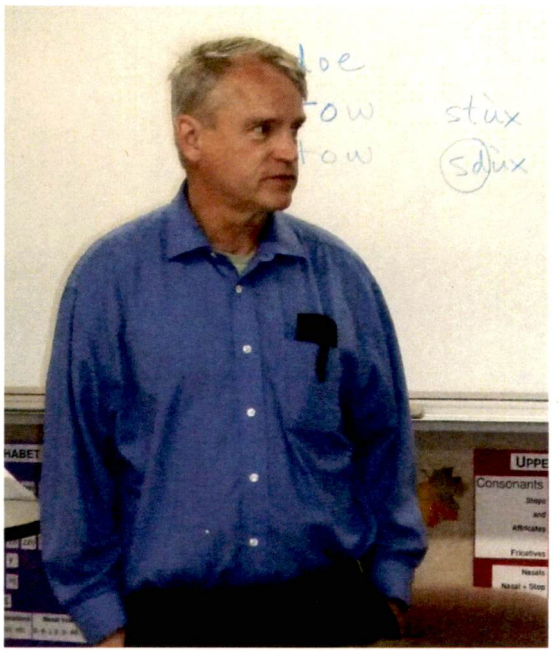
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k' and x'

Write ***k'*** *and* ***x'*** *as you hear them.*

1	2	3	4	5
				

6	7	8	9	10
				


doe
tow
tow
stux
sdux
Consonants
Fricatives
Nasals









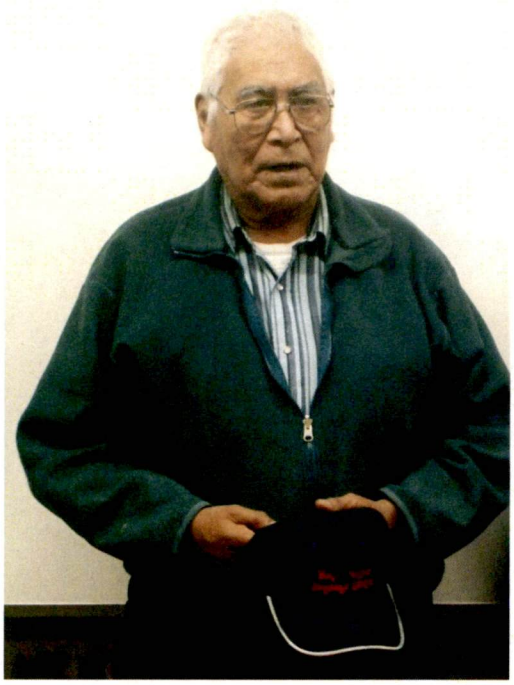




































Photograph Identifications

Page

39 :	*top left:*	Dr. Jeff Leer
	top right:	Tlingit class
	centre left:	Gary Johnson
	centre right:	Deborah Baerg, Charlene Baker
	bottom:	Tlingit class
40 :	*top:*	Louise Parker, Bess Cooley, Sean Smith, Emma Sam
	centre:	Annie Johnston, Charlene Baker, Barbara Hobbis
	bottom:	Barbara Hobbis, Annie Johnston, Emma Sam, Bess Cooley
41 :	*top left:*	Emma Sam, Dr. Jeff Leer
	top right:	Deborah Baerg, Dr. Jeff Leer
	bottom left:	Norman James
	bottom centre:	Connie Jules
	bottom right:	Gary Johnson
42 :	*top left:*	Rachel Netro
	top centre:	Barbara Hobbis
	top right:	Emma Sam
	bottom left:	Louise Parker
	bottom right:	Sean Smith, Dr. Jeff Leer
43 :	*top left:*	Norman James, Sean Smith
	top right:	Charlene Baker
	bottom left:	Sam Johnston
	bottom centre:	Annie Johnston
	bottom right:	Sarah Johnston

TLINGIT LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

September 27 - 28, 2012

Yukon Native Language Centre

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Schedule

	Thursday Sep 27	**Friday Sep 28**
9:00	Opening Prayer Welcome and Introductions Agenda	Creating a Listening Exercise: g and gh Expressions
10:45	Creating a Listening Exercise: k and kh	Types of Salmon and their Distribution Place Names *(cont)*
noon	*lunch*	*lunch*
1:00	Fishing with a Hook Place Names Related to Fish	Fishing with a Net Expressions *(cont)*
2:45	Fishing with a Hook *(cont)* Questions using Postpositions Minimal Pairs of Sounds	Conversation about Sleeping Wrap-up Closing Prayer

INTERIOR TLINGIT ALPHABET

Consonants

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	plain		d	dl	dz	j	g	gw	gh	ghw	.	.w
	aspirated		t	tl	ts	ch	k	kw	kh	khw		
	glottalized		t’	tl’	ts’	ch’	k’	k’w	kh’	kh’w		
Fricatives	plain			ɬ	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ɬ’	s’		x’	x’w	xh’	xh’w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels with low tone	**Short Vowels with high tone**	**Long Vowels with low tone**	**Long Vowels with high tone**
i u	í ú	ì ù	î û
e —	é ó	è ò	ê ô
a	á	à	â

k and kh

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Examples of **k**

1. kètl *dog*
2. kûshdà *otter*
3. kìjín *five*

Examples of **kh**

1. khâ *man*
2. khênà *awl*
3. khâs' *matches*

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k and kh

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

1. Khâs' axh jìwú.
   I have matches / a match.

   Khâs' axh jìt kasatán.
   Give me the match.

   Khâs' axh jìt kała.á.
   Give me the matches.

   Khâs' ágí i jìwú ? (T)
   Khâs' gí i jìhú ? (C)
   Do you have matches / a match?

   Khâs' gí tlêk' ?
   No matches?

2. Ts'ats'î kúdi xhàtîn.
   I see a small songbird's nest.

3. S'igèdí khîdu ałyêxh.
   The beaver is building a dam.

4. Khênà tín yê jiné.
   S/he is working with an awl.

   Khênà yê aya.û.
   S/he is using an awl.

5. Hîn wé kâst a kàxh yût kasaxá.
Pour the water out of the barrel.

Hîn a kàxh yût kaxhích wé kâst.
Dump the water out of the barrel.

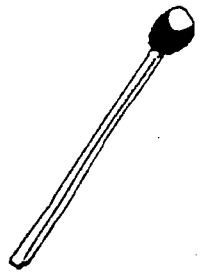
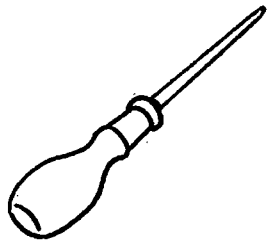
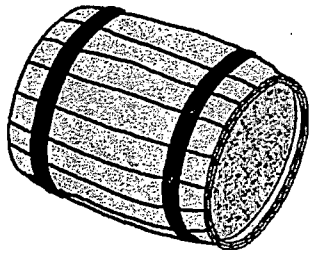
Hîn kâsdi.
Water barrel.

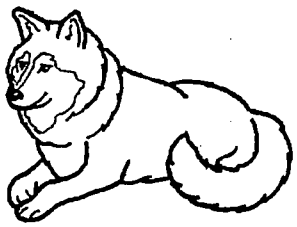
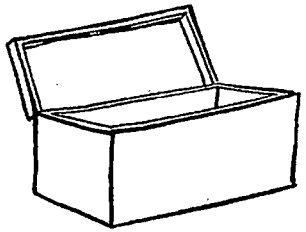
TLINGIT LANGUAGE

k and kh

Yukon Native Language Centre

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

1	2	3	4	5
				

6	7	8	9	10
				

g and gh

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September 2012

Examples of **g**

1. gán — *firewood*
2. gùch — *small hill, knoll*
3. gàw — *drum*

Examples of **gh**

1. ghèwú — *fishnet*
2. ghùch — *wolf*
3. ghâtl — *pilot bread*

Yukon Native Language Centre

g and gh

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

1. Ghàkh xhàtîn.
   lynx *I see*
   I see a lynx.

2. Gán wêx' kàwachák.
   wood *over there* *it is piled*
   The wood is piled over there.

3. Ghùch kadaghâxh.
   wolf *it is howling / crying*
   The wolf is howling.

4. Gháxh kałas'úk. (T)
   Gáxh kałas'úk. (C)
   rabbit *you fry it*
   Fry the rabbit!

5. Wé gamdân yà nashíx. (T)
   Wé gawdân yà nashíx. (C)
   that *horse* *it is running*
   The horse is running.

6. Wé gúx'à kana.ûs' !
   that *cup* *you wash it*
   Wash the cup!

7. Ghúkhł' hintàkxhàdí axhá.
swan *underwater roots* *it eats it*

The swan eats underwater roots.

8. Gûs' yà nałs'ís.
clouds *they are sailing along*

The clouds are sailing along.

9. Ghèwú dàk kayíkh !
fishnet *out* *you stretch it*

Set the net!

10. Ghàtâ yan satí !
trap *down* *you lay it*

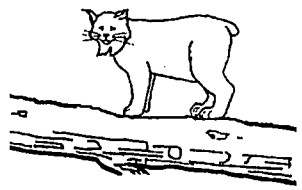
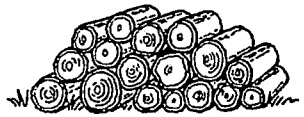
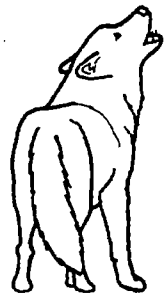
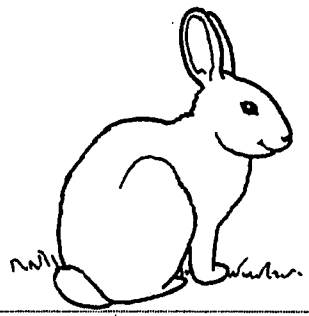
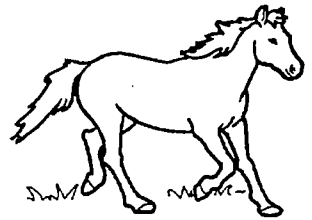
Set the trap!

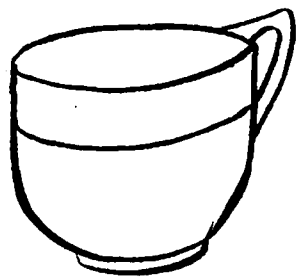
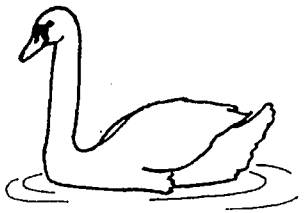
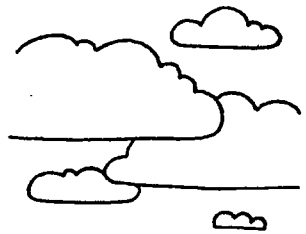
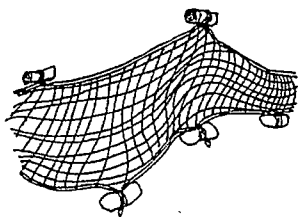
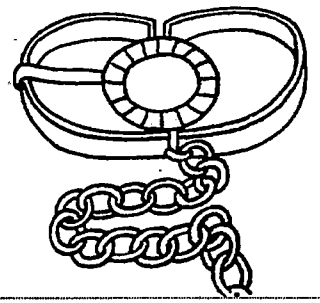
TLINGIT LANGUAGE

g and gh

Yukon Native Language Centre

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

1	2	3	4	5
				

6	7	8	9	10
				

Minimal pairs

axhá	*s/he is eating it*
à xhá	*s/he is eating some* *eat some !*
gùch	*small hill, knoll*
ghùch	*wolf*
kâ	*car*
khâ	*man*
gán	*wood*
ghán	*you know what?*

Fishing with a Hook

1. Dà sá yê adàné ?
   What is s/he doing?

2. Ast'èxh.
   S/he is fishing (with a hook).
   (t'èxh - fish hook)

3. Shałxhût'.
   S/he is casting.

4. Shukałxhàch.
   S/he is trolling.

5. Wé yadák'w ast'èxh.
   The boy is fishing (with a hook).

6. T'áse káxh ast'èxh. (C)
   T'ási káxh ast'èxh. (T)
   S/he is fishing (with a hook) for grayling.

7. Wé yadák'w t'ási káxh ast'èxh.
   The boy is fishing (with a hook) for grayling.

8. Dalèyí káxh ast'èxh.
   S/he is fishing (with a hook) for lake trout.

9. Ghwât káxh ast'èxh.
   S/he is fishing (with a hook) for rainbow trout.

10. T'á káxh ast'èxh. (T)
    S/he is fishing (with a hook) for king salmon.

11. Tîł' káxh ast'èxh. (T)
    S/he is fishing (with a hook) for chum (dog) salmon.

Fishing with a Hook (cont)

1. Dà sá yê adàné ?
   What is he doing?

2. Wé yadák'w t'ási káxh ast'èxh.
   T'ási káxh ast'èxh, wé yadák'w.
   The boy is fishing (with a hook) for grayling.

3. Dà sá yê adàné, wé yadák'w ?
   Wé yadák'w dà sá yê adàné ?
   What is the boy doing?

(or) Wé yadák'w áwé dà sá yê adàné ?
   As for the boy, what is he doing?

4. Wé yadák'w shakwshakàk káxh.
   The boy is fishing for broad whitefish (humpback whitefish).

5. Wé yadák'w tàsłèyí káxh ast'èxh.
   The boy is fishing (with a hook) for pike.

6. Wé yadák'w shìsh káxh ast'èxh.
   The boy is fishing (with a hook) for inconnu.

7. Wé yadák'w xhàt káxh ast'èxh.
   The boy is fishing (with a hook) for fish (general).

Fishing with a Net

1. Dà sá yê adàné wé yîs khâ ?
   What is the boy doing?

2. Ghèwú káxh dàk nashîn.
fishnet over out he is handling it

He is running the net out.

3. Ghèwú dàk akanayíkh.
fishnet out he is stretching it

He is setting the net out.

4. Dà sá yê has adàné ?

What are they doing?

5. Ghèwú dàk has akanayíkh.
fishnet out they are stretching it

They are setting the net out.

6. Dàt káxh sá has asghêw ?

What are they netting for?
(verb stem is -ghęw or -ghêm in Teslin)

7. Tàslèyí, xhât yádi kha s'âxh' káxh has asghêw.

They are netting for pike, whitefish and ling cod.

8. T'îx' tayìnáxh ghèwú dàk kaghaxhtùyîkh. (T)
ice (via) underneath fishnet out we will stretch it

We will set a net under the ice.

9. Dà sá yidzighêw ?

What did you (one) net?

10. Dà sá yìydzighêw ?

What did you (plural) net?

Types of Salmon and Trout

	Fish	English	Locations Found
1.	xhât	fish in general	everywhere
2.	t'á	king salmon	Yukon R, Alsek R, Tatshenshini R
3.	tîł'	chum salmon dog salmon	Teslin R, Nisultin R, White R, Kluane R
4.	ł'ùk	coho salmon	Old Crow (Porcupine R), Klukshu R
5.	ghàt	sockeye salmon	Klukshu R, Taku R
6.	châs'	pink salmon	not in Yukon
7.	àshát	steelhead	Alsek R, Taku R
8.	xh'âkw	spawning salmon (male red, hooked nose)	everywhere

Postpositions for Questions

Dàt _____ sá ...	_____ what ...?
post position	*preposition*
Dàt káxh sá ...	*for what?*
Dàt yis sá ...	*why? what for?*
Dàt nákh sá ...	*(running away) from what?*

Examples:

Dàt káxh sá ast'èxh?

What is s/he fishing for? (with a hook)

Dà sá ast'èxh?

What is s/he catching? (with a hook)

T'ási ast'èxh.

He is catching grayling. (with a hook)

Place Name Origins (related to fish names)

1. Tetl'ani (*Southern Tutchone place name from Louis Smith*)
   Dog Salmon Slough (on Teslin River)

   This name refers to a location on Teslin River that was utilized by members of more than one First Nation and language group. The name as pronounced by Mr. Smith in Southern Tutchone may well reflect a Tlingit origin. Note the following possible interpretation:

   Tîł' àní
   dog salmon country / land - Tlingit

2. Khà łîłk'u xhâdi
   person's grandparent fish (possessed form)

   This may be the same lake known by some Teslin speakers as Estsū Lúwe ("my gramma's fish(lake)") of Athabaskan origin.

3. Ł'ukshú
   coho salmon - end of the run

   Klukshu

4. T'àkhú

   Taku River. Taku is said to be short for T'àwákh Ghałakhú ("goose flood"), named from the fact that T'àwákh Êxh'i floods when the geese are nesting.

5. Łuxh.àní
   whitefish.country

   Kluane Lake

   (Łù'àn Mān *Southern Tutchone place name*)

Conversation about Sleep

1. K'idên gí yidlisâ nisdàt ?
   well question you rested last night

   How was your night? / Did you sleep well?

2. K'idên xhwadlisâ.
   well I rested

   I slept well.

3. Tlêk', khut axhwàjûn.
   no astray I dreamt

   No, I had bad dreams.

4. Khut tsé gìjûn !
   astray don't dream

   Don't have bad dreams! (nightmares)

5. Tlêk', tlákw kè xhat isgílch.
   no all the time up I kept waking

   No, I kept waking up all the time.

6. Axh łudíxh' kamduwadúx'.
   my neck someone tied it in a knot

   My neck is/was knotted.

7. Axh dixh' kałshuk'xh.
   my back it is cramping (right now)

   My back is cramping up.

8. Tlaxh mâ k'idên xhwatàyí sáwé tlêł
   very how well I slept so not

   axh tuwâ ushgú shaxhwdanùgú.
   my way of thinking pleasant I get up

   I slept so well so well I didn't want to get up.

Expressions

1. Coffee shût xha.â.
   I'm sitting down to a cup of coffee.

2. Ch'a ànînáxh
   patiently

3. Shas'áxw!
   Put a hat on it!

4. Kwêy
   Mark, marker

5. Kwêyx'i sâni
   Little marks (diacritics)

6. Yak'êyi satùwú áwé.
   That is a good thought.

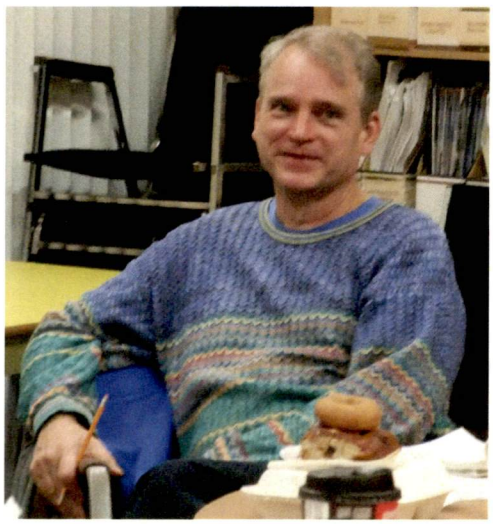
7. Khunasxhát' !
   Crack the whip! (literally, whip people!)

8. Axh sàyí t'ikâ kìshxít !
   my name beside you (one) write
   Axh sàyí sakwéy ! (sakwęy)
   my name you (one) mark, sign
   Vote for me! (to one person)

   Axh sàyí yìysakwéy ! (yį̀ysakwęy)
   my name you (plural) mark, sign
   Vote for me! (to more than one person)





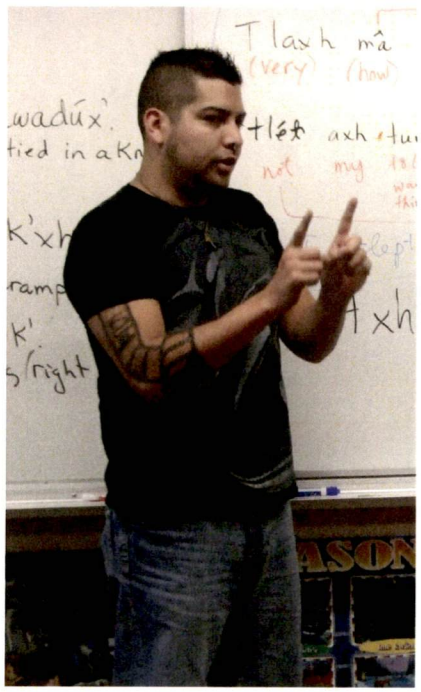




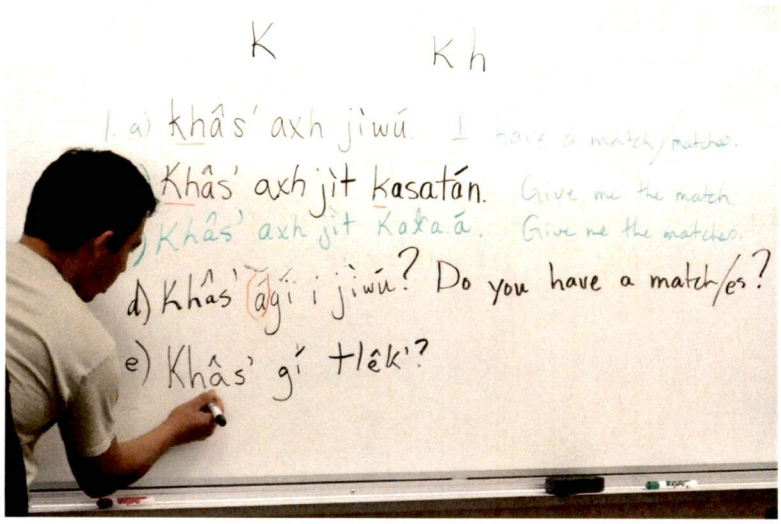


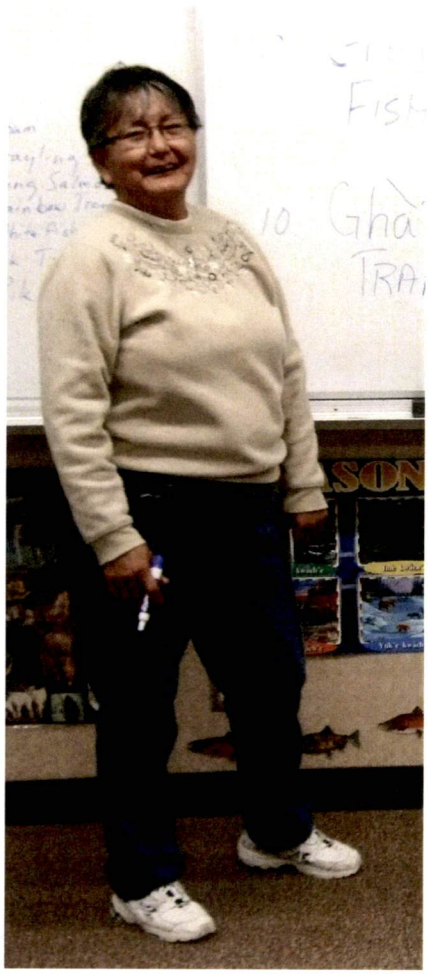


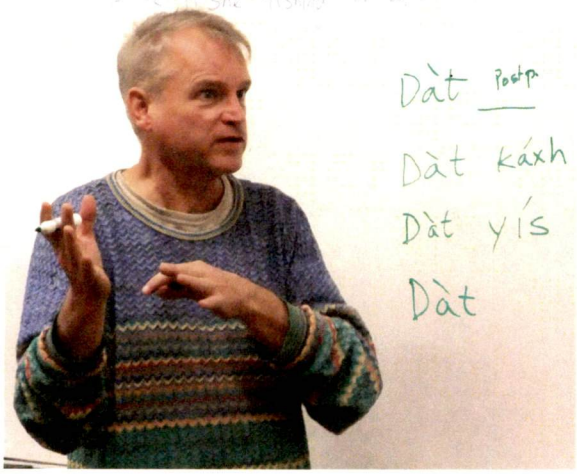



Tlaxh mâ
(very) (how)
wadúx̱.
tied in a Kn
K'xh
ramp
K'
s right
xh




K Kh
a) khâs' axh jiwú. I have a match/matches.
Khâs' axh jit kasatán. Give me the match.
Khâs' axh jit Kokaa. Give me the matches.
d) Khâs' áyi i jiwú? Do you have a match/es?
e) Khâs' gí tlêk'?




Dàt kàxh sá ast'èxh?
Dàt Postp
Dàt kàxh
Dàt yís
Dàt




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Shaxhw da
(to get
owels and Tone


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Photograph Identifications

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23.	*top left:*	Bessie Cooley, Connie Jules
	top right:	Sean Smith
	centre left:	Dr. Jeff Leer
	bottom:	Sarah Johnston, Gary Johnson, Norman James
24.	*top left:*	Margaret Bob, Bessie Cooley, Emma Sam (behind) Pauline Sidney, Barbara Hobbis
	top right:	Connie Jules
	centre left:	Sarah Johnston
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	bottom:	(front) Sean Smith, Margaret Bob, Bessie Cooley, Emma Sam (behind) Pauline Sidney, Barbara Hobbis, Tina Jules
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27.	*top left:*	Bessie Cooley, Linda Harvey
	top right:	Norman James, Connie Jules
	bottom left:	Sharon Shorty, Connie Jules
	bottom right:	Linda Harvey, Heather Profeit

TLINGIT
LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

November 13-15, 2013

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Schedule

	Wed Nov 13	Thur Nov 14	Fri Nov 15
9:00	Introductions & Goals Kinship charts Kinship Terms	Opening Prayer Forming Plurals History of Tlingit Writing Systems	Songs Personal Names
10:45	Listening Exercise - k and kh	Comparison of Tlingit Writing Systems	Dimensional Verbs
noon	lunch	lunch	lunch
1:00	Listening Exercise - k and kh *(cont)* Formal Speech	Demonstration Lesson	Dimensional Verbs *(cont)*
2:45	Listening Exercise - k and kh *(cont)* Classroom Expressions	Name for Arnica Flower Presentation on Teslin Language Immersion	Review and wrap-up

Tlingit Alphabet

Consonants

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	plain		d	dl	dz	j	g	gw	gh	ghw	.	.w
	aspirated		t	tl	ts	ch	k	kw	kh	khw		
	glottalized		t'	tl'	ts'	ch'	k'	k'w	kh'	kh'w		
Fricatives	plain			ł	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ł'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

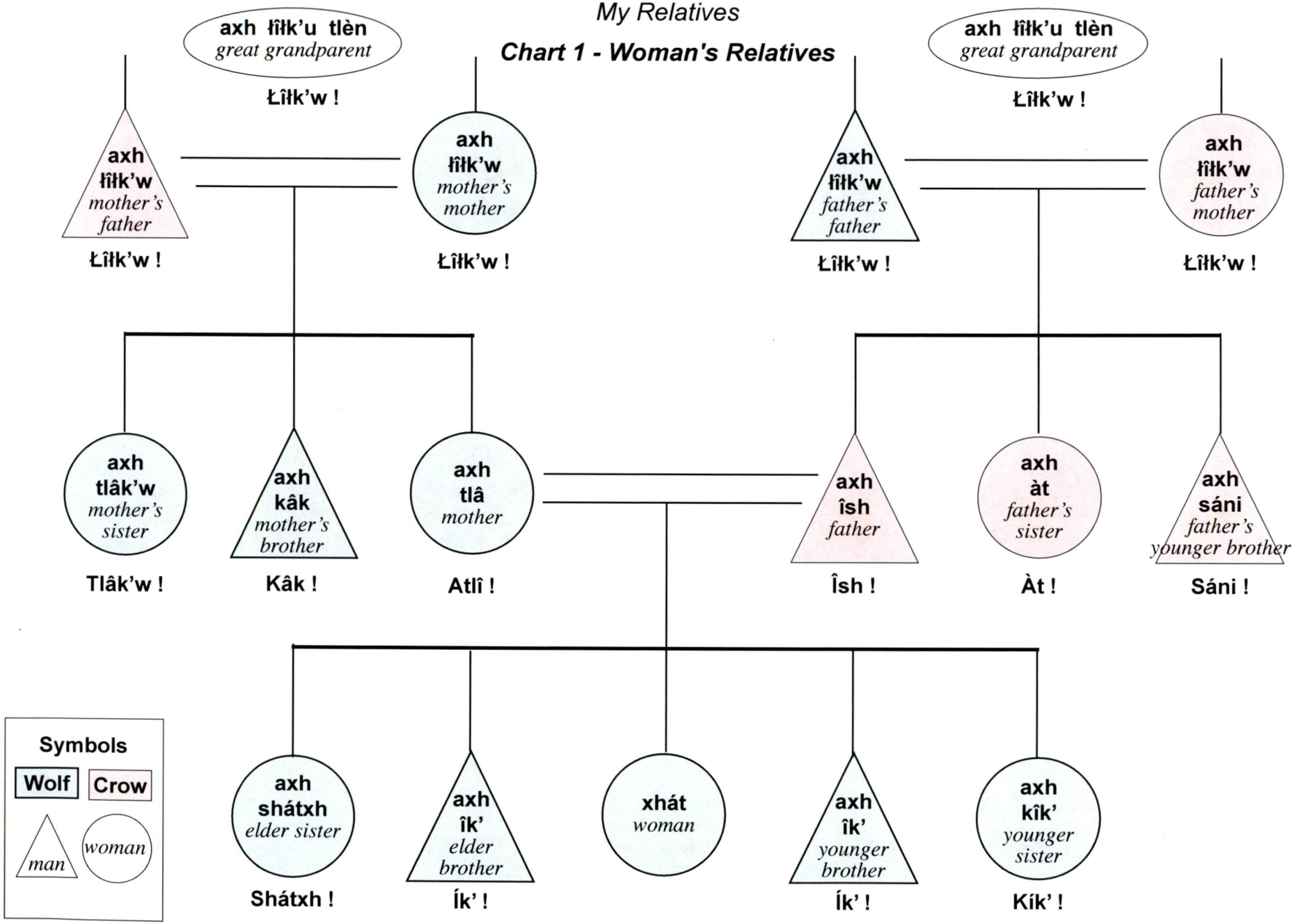
Vowels and Tone

Short Vowels with low tone	**Short Vowels with high tone**	**Long Vowels with low tone**	**Long Vowels with high tone**
i u	í ú	ì ù	î û
e —	é ó	è ò	ê ô
a	á	à	â

Axh Xhùnx'í

My Relatives

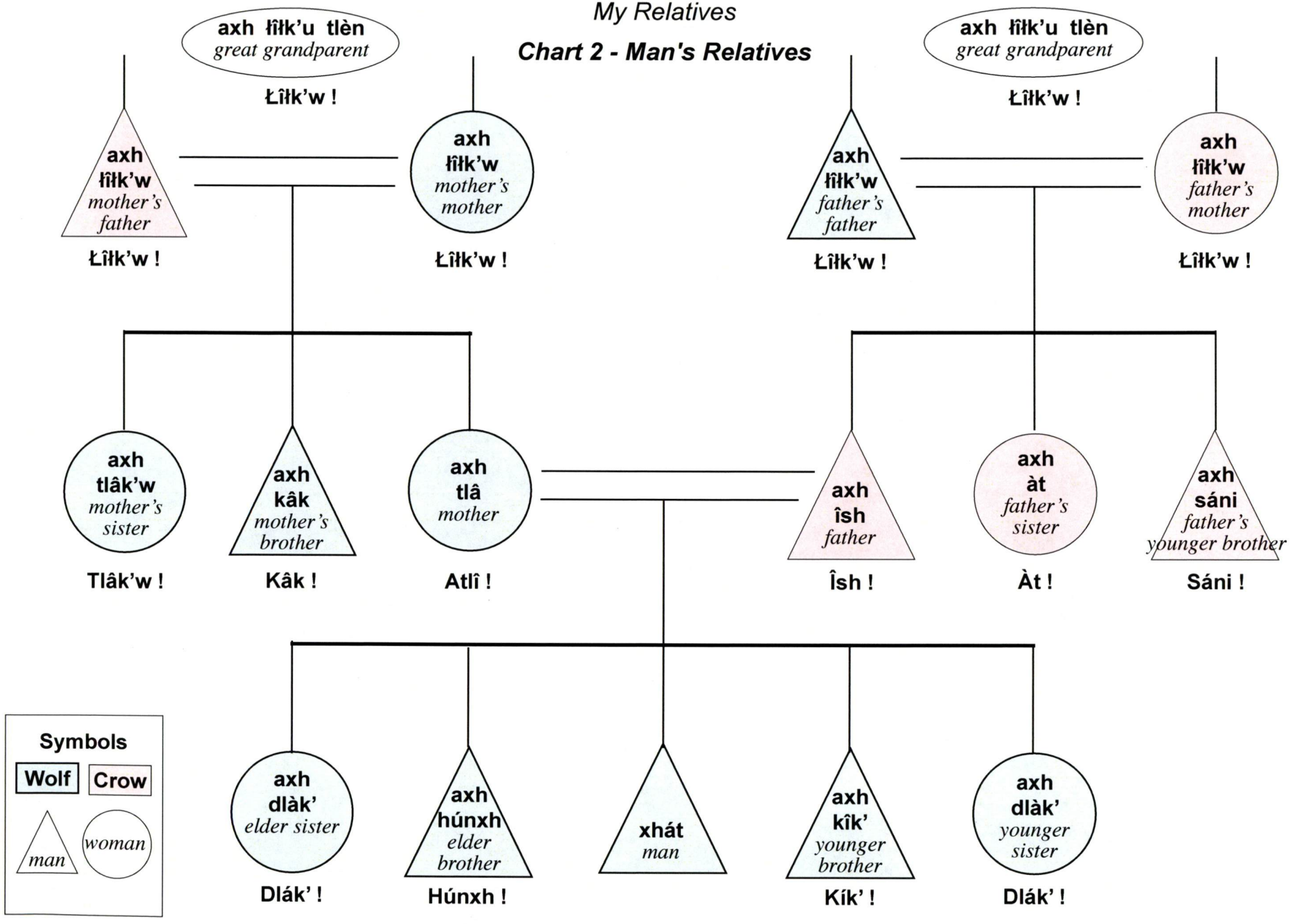
Chart 1 - Woman's Relatives



Axh Xhùnx'í

My Relatives

Chart 2 - Man's Relatives



Axh Xhùnx'í - My Relatives

On the charts, blue is wolf moiety and pink is crow. The first born (eldest) of siblings is on the left, youngest on the right. A triangle represents a male, a circle a female. (T) = Teslin dialect, (C) = Carcross dialect, (A) = Atlin dialect.

Vocative is the form that is used to call a person. So, for example, you use axh îk' to talk about your younger sibling, but if you are talking to him or her you use ík'!

Chart 1 - a Woman

This chart is seen from the point of view of the woman in the bottom row, centre. The following terms are used by a female referring to her relatives.

		Vocative
Woman:	xhát	
Woman's younger brother:	axh îk'	Ík' !
Woman's elder brother:	axh îk'	Ík' !
Woman's elder sister:	axh shátxh axh shétxh	Shátxh ! (T, A) Shétxh ! (C)
Woman's younger sister:	axh kîk'	Kík' !
Mother:	axh tlâ	Atlî !
Mother's brother: *(or)*	axh kâk axh tlâ du îk'	Kâk !
Mother's sister: *(elder)* *(younger)*	axh tlâk'w axh tlâ du shátxh axh tlâ du kîk'	Tlâk'w !

Note the simple term axh kâk (my maternal uncle) can be spelled out by saying axh tlâ du îk' (my mother's brother). However, axh tlâk'w (my maternal aunt) must be spelled out as either axh tlâ du shátxh (my mother's elder sister) or as axh tlâ du kîk' (my mother's younger sister).

Chart 2 - a Man

This chart is seen from the point of view of the man in the bottom row, centre. The following terms are used by a male referring to his relatives.

		Vocative
Man:	xhát	
Elder brother:	axh húnxh	Húnxh !
Younger sister:	axh dlàk'	Dlák' !
Elder sister:	axh dlàk'	Dlák' !
(note tone is high and short in vocative form)		
Younger brother:	axh kîk'.	Kík' !
Mother:	axh tlâ	Atlî !
Father:	axh îsh	Îsh !

Note : If a man is talking and says axh kîk' it means his younger brother, but if a woman is talking and says axh kîk' it means her younger sister. Axh kîk' is a younger sibling of the same sex as the speaker. Elder siblings of same sex are distinguished. For example, axh shátxh is my elder sister (woman speaking), axh húnxh is my elder brother (man speaking).

Note also that kik'.à (younger one), shatxi.à (elder one, female), and hunxhi.à (elder one, male) may modify other kin terms. For example:

kik'.à axh dlàk' *my younger sister (man speaking)*

hunxhu.à du kâk *his / her elder maternal uncle*

The practice of "spelling out" a relationship is particularly useful when it comes to general terms like axh łîłk'w, which refers not only to any grandparent but further to any member of the clan the speaker belongs to.

The specific type of grandparents can be spelled out as follows:

axh tlâ du tlâ *my mother's mother*

axh tlâ du îsh *my mother's father*

axh îsh du tlâ *my father's mother*

axh îsh du îsh *my father's father*

Listening Exercise k' and kh'

Forming Sentences

1a.	Wé	k'ûx	xhâw	kát	â.
	on	*marten*	*spruce bough*	*on*	*it is sitting*

The marten is sitting on the spruce bough.

1b.	Wé	k'ûx	às	shìyí	kát	hán.
	on	*marten*	*tree*	*branch*	*on*	*it is standing*

The marten is standing on the tree branch.

2.	Wé	łítà	kh'âtl'	yàwak'áts'.
	the	*knife*	*flat*	*its face is sharp*

The table knife is sharp.

3.	Axh	łîłk'w	kh'èkaxwên	at kàyí	yê aya.û.
	My	*grandma*	*flower*	*pattern*	*she is using it*

Grandma uses a flower pattern.

4.	Wé	k'únts'	dà	ayêxh. (C)
	Wé	k'únts'	dà	akayêxh. (T)
	The	*potato*	*around*	*he/she is peeling (shaving)*

He/she is peeling the potato.

(note: Dzíxh'u dùgú adàkats'êt'.

S/he is fleshing the moose hide.)

5. Kh'anâxhán ałyêxh.
fence *he/she is building*
S/he is building a fence.

6. Yâ yîs khâx'w wùsh kik'i dâxh
these *young* *men* *each other's* *brother* *pair*
has sitì.
they are
These young men are a pair of brothers (speaking of two only).
(wùsh kik'i dâ = *a pair of brothers*)
(wùsh kik'i yán = *more than 2 brothers*)

7a. I kh'ałuyì ghałgú!
your *under nose (philtrum)* *you wipe.*
Wipe under your nose!
(łitûk = *clean*)

7b. Axh jín xhwàkh'ék'w.
my *hand* *I cut it.*
I cut my hand (surface cut, with knife, etc.)

7c. Wé jâji kh'ałú wûshde kasa.áxhw.
the *snowshoe* *nose end* *together* *(you) tie it!*
Tie up the (pointed) end of the snowshoe.
(a kh'ałú = *end of something pointed like a pen or snowshoe)*

8. Wé hít k'iyì át â wé kètl.
the house behind there it is sitting the dog
The dog is sitting behind the house.

9. Wé kh'atèł hîn tin shàwats'ít'. *(Interior)*
the pitcher water with it is full (of liquid)
Wé kh'atèł hîn shàwats'ít'. *(Coastal)*
the pitcher water it is full (of liquid)
The pitcher is full of water.

10. Łinúkts wé k'ûxh'.
it is sweet the gum
The gum is sweet.

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Tlingit Language

k and kh

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Nov 2013

Examples of **k'**

1. k'ûx *marten*
2. k'únts' *potato*
3. k'isâni *boys, young men*

Examples of **kh'**

1. kh'èkaxwên *flower*
2. kh'âtl' *flat, thin*
2. kh'atèł *pitcher*

k and kh

Yukon Native Language Centre

1. Wé k'ûx às shìyí kát hán.
   The marten is standing on the tree branch.

2. Wé łítà kh'âtl' yàwak'áts'.
   The table knife is sharp.

3. Axh łîłk'w kh'èkaxwên at kàyí yê aya.û.
   Grandma uses a flower pattern.

4. Wé k'únts' dà ayêxh. (C)
   Wé k'únts' dà akayêxh. (T)
   He/she is peeling the potato.

5. Kh'anâxhán ałyêxh.
   He/she is building a fence.

6. Yâ yîs khâx'w wùsh kik'í dâxh has sitì.
   These young men are brothers (a pair).

7. Axh jín xhwàkh'ék'w.
   I cut my hand.

8. Wé hít k'iyì át â wé kètl.
   The dog is sitting behind the house.

9. Wé kh'atèł hîn tin shàwats'ít'.
   The pitcher is full of water.

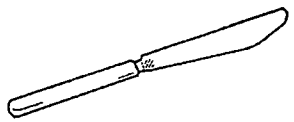
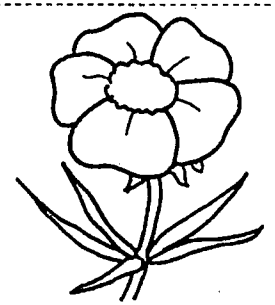
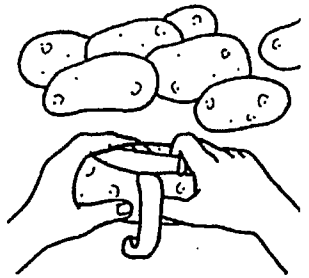
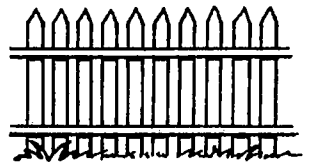
10. Łinúkts wé k'ûxh'.
    The gum is sweet.

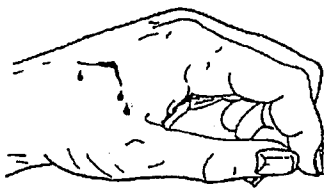
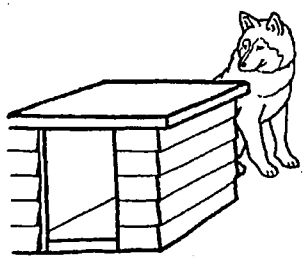
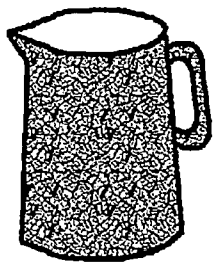
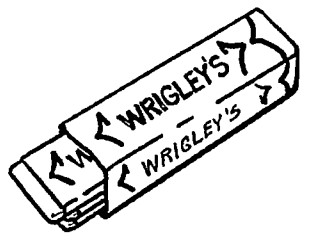
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k and kh

Write k and kh as you hear them.

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1	2	3	4	5
				

6	7	8	9	10
				

Formal Address

Jane Smarch spoke about addressing one's relations in a formal setting like a speech at a potlatch. Tlingit oratory on a formal occasion is a different level of speech than everyday speech.

For example, when a member of the host wolf clan wants to thank all the (wolf) hosts for a party, s/he would say near the beginning of his/her end-of-potlatch speech, speaking to his/her own clan members:

Yak'êyi khu.ù,	*"You good people,*
axh sani hás,	*my uncles*
axh àt hás,	*my aunts*
axh łîłk'u hás,	*my grandparents*
axh kàni yán,	*my brothers and sisters-in-law*
ch'a yê axh xhùnx'í,	*(and) my close relatives (people of my clan)"*

After dictating this early address in a potlatch speech (above), Jane pointed out that the spokesperson for the hosts of the potlatch would begin the speech by addressing the guest clans, mentioning cross-clan aunts, uncles and in-laws, and grandparents of the opposite clan, searching the faces of the audience for guest clan members and trying to name as many cross-relationships as possible. Then finally the speaker mentions her own clan and close family as above, once the guests have all been honoured.

Classroom Expressions

English	To one person	To two or more people
Come here!	Hàgú !	Hàt yi.á !
Sit down!	Ghanú !	Gheykhí ! Ghaykhí ! (C)
Stand up!	Gidahàn !	Gęydanàkh ! (T) Gąydanàkh ! (T) Gaydanàkh ! (C)
Listen to me!	Axh xh'êt sa.áxh !	Axh xh'êt yisa.áxh !
Be quiet!	Sh.ìłk'átl' !	Shyìłk'átl' !
Sit still!	Tliyê ghanú !	Tliyê ghęykhí / ghąykhí !
Look here!	Hàt ìłghín !	Hàt yìłghín !
Put your coat on!	I kinà.adi kát idatí ! (T, C) I kinà.adi káxh nidatí ! (C)	Yì kinà.ádi kát yiła.á ! (T, C) Yì kinà.ádi káxh naydatí ! (C)
Put your mitts on!	I tsâx'i i jín kàdé yê nasní ! (T) I jín i tsâx'i tûde yê nasní ! (C)	Yì tsâx'i yî jín kàdé yê nęysaní / nąysaní ! (T) Yì jín yì tsâx'i tûde yê neysaní ! (C)

Verbal prefixes always have low tone, whether long or short.

Forming Plurals

How Are You?

Mâ sá i yatì yá ts'ùtàt?

How are you this morning? (speaking to one person)

Mâ sá yì yatì yá ts'ùtàt?

How are you this morning? (speaking to more than one person)

Plurals

Axh xhùní *my friend, my close relative (T, C)*

Axh xhùnx'í *my friends, my close relatives (T)*
-x'- forms the plural.

Axh xhùni hás *my friends, my close relatives (C)*
hás forms the plural. (literally, *my friend-they)*

Examples of Plurals

Singular		Plural	
axh yádi	*my child*	axh yátx'i	*my children*
axh hídi	*my house*	axh hítx'i	*my houses*
khâ	*man*	khâx'w	*men*
â	*lake*	âx'w	*lakes*
shà	*mountain*	shàx'w	*mountains*

A tidbit: shàx'w xh'âk *between the mountains / mountain ranges*

This is the likely origin of the place name *Shakwak*

Kinship Plurals

Many kinship terms have special plurals.

axh kîk' hás	*my younger siblings of the same sex*
axh kik'i yán	*my younger siblings of the same sex, an older form referring to more than two siblings*
axh kik'i dâ	*my two younger siblings of the same sex, referring to a pair*
axh tlâ hás	*my mothers* *my mother and them (whoever is with her)*

Miscellaneous Vocabulary

k'idên yatì	*clean, fine, good* *make it clean, make it better*
shyadàghìłghú	*clean yourself up (literally, wipe your face clean)* *make your living area clean*
a kûn	*hem (of a dress)*
A xhùnít àwatî	*"He gave a little more on top of (what is owed)"*

Boat Names

Yayuwà	*a place name, a mountain by Taku River*
Sìnâ	*a place name in southern Tlingit country, on the coast*

Brief History of Written Tlingit

1. Earliest Explorers - the Russians.

They recorded some archaic forms that let us see deeper into the history of the Tlingit language.

a) Count Chamberlain von Rezanoff (early 1800s). He desired a trading vocabulary. He took a Russian word list, then recorded their translations into many languages, including Aleut, Sugpiaq, Eyak, and Tlingit. He was a poor phonologist.

b) Bishop Innocent, formerly Fr. John Veniaminoff (1820s on). His philosophy was to make an effort to learn the local language before starting to preach. He kept good documentation and was the first to identify glottalized consonants in Tlingit.

2. Anthropological Era

a) William Kelly and Frances Willard. They used phonetic symbols as shown in contemporary dictionaries to represent the sounds of Tlingit, and wrote *Grammar and Vocabulary of the Hlingit Language of Southeastern Alaska* (1904). They started to figure out the forms of Tlingit verbs.

b) Franz Boas. He is known as the "Father of American anthropology" but was also a good linguist. He understood the Tlingit sound system and worked with Louis Shotridge.

c) John R. Swanton. He wrote *Tlingit Texts and Myths* (1909) and learned a fair amount of Tlingit vocabulary, though he was not as good a linguist as Boas. Swanton used exclamation point for glottals, and used q! for three different sounds : x', xh', and kh'.

d) Frederica de Laguna (1970s) used Boas' transcription.

e) Catherine McClellan (1970s) used Boas' transcription.

3. Modern Era
    a) Constance Naish and Gillian Story (1960s).
    b) Naish - Story - Leer (1972)

Comparisons of Writing Systems

Examples of Several Historical Writing Systems

Rounded Velar Consonants:

Swanton	Boas & Shotridge	Kelly & Willard	Coastal Orthography	Interior Orthography
g^u , g^o	g^u/...$k^{u\,c}$	gw	gw	gw
k^u , k^o	$k^{u\,c}$	kw, k^{oo}	kw	kw
$k!^u$, $k!^o$	$\dot{k}^u$	g'w, g'^{oo}	k'w	k'w
$\underset{\cdot}{x}^u$, $\underset{\cdot}{x}^o$	x^u	CHW, CH^{oo}	xw	xw
$q!^u$, $q!^o$	$\dot{x}^u$	g`w, $g`^{oo}$	x'w	x'w

Examples of Kelly-Willard System:

Kelly-Willard	Modern Coastal Tlingit	English
ïsh	îsh	*father*
ïsh hŭs	îsh hás	*fathers*
tlä	tlâ	*mother*
tlä hŭs	tlâ hás	*mothers*
cäc	kâk	*uncle*
cäc hŭs	kâk hás	*uncles*
cēǵ	kîk'	*younger sibling of the same sex*
cēǵ hŭs	kîk' hás	*younger siblings of the same sex*
yŭ-dŭ-ǵuät's-g'oŏ	yadak'wátsk'u	*boy*
ǵi-sä'-nĭ	k'isâni	*boys*
k̲oŏ-dŭ'h-ŭ-yŭ-nŭ-hŭ	khudaxh.ayanahá	*star*

Excerpt from *Tlingit Myths and Texts*

by John Swanton, published 1909, p. 291

94. THE L!Ê'NAXX̣Ī'DAQ[a]

A man at Auk went out on the lake after firewood. On the way round it he saw a woman floating about. Her hair was long. Looking at her for some time, he saw that her little ones were with her. He took one of the children home. When it became dark they went

---

Āk!ᵘq!ayu' yē yatî' qā akadē' wugu't gA'ngā. A'yAxde
At Auk stopping a man out on got for firewood. Around it
yanagudī'ayu aosītī'n cāwA't yū'adīgīgā cwū'L̥īx̣āc. Dūcaxāwu'
going was he saw woman one floating. Her hair
yek!u'L̥îyāt!. Tc!ākᵘ āɬtî'nî a'ya aosītī'n yē'kᵘts!îgā'yî a. At yA'tq!î
was long. Some time looking he saw her her little ones were. Children
Ax ā'wucāt nēɬde'. Yên qō'qacgēt ayu' āwaxē'q!ᵘ. Xatc
from them he took to [his] home. There it got dark of itself there they went to sleep. It was

Analysis of Swanton Excerpt

Title:

L!ê'naxx̣ī'daqᵒ *(Swanton)*

Tl'anaxîdákhw *(modern Tlingit)*

1. Āk!ᵘq!ayu´ yē yatî' qā akadē´ wugu't gA´ngā. *(Swanton)*

   Âk'wx' áyû yê yatì khâ, â kàdé wùgùt gánghà. *(modern Interior Tlingit)*

   A man staying at Auk Lake went out onto the lake for firewood.

   (âk'wx' = â : *lake*, -k'w : *small*, -x' : *at*)

2. A´yAxde ẏanagudī´ayu aosītī´n cāwA´t yū´adīgīgā cwū´Ḷīx̣āc.

   Â yàxhdé yà nagúdi áyú awsitìn shàwát yû â dagiygê shwudlihàsh.

   As he was going to the lakeshore he saw a woman floating yonder in the middle of the lake.

3. Dūcaxāwu´ yek!u´Ḷîyāt!

   Du shaxhàwú yê kwdliyât'.

   Her hair was long.

4. Tc!āk^{u} āłtî´nî a´ya aosītī'n yē'k^{u}ts!îgā´ẏî a.

   Ch'âkw alłíni áyá awsitìn yê kwdzigeyi à.

   Looking at her for some time, he saw the little ones.

5. At ẏA´tq!î Ax ā´wucāt nēłde´.

   At yátx'i àxh àwashât nèłdé.

   He took the children home.

Comparison of Naish-Story and modern Writing Systems

	Naish-Story	Coastal	Interior Low	Interior High
Short Vowel	u	a	a	á
	e	e	e	é
	i	i	i	í
	o	u	u	ú
Long Vowel	a	aa	à	â
	ei	ei	è	ê
	ee	ee	ì	î
	oo	oo	ù	û

Coastal	Interior	
haat uwagút	hàt uwagút	*came home*
haandé kg̲wagóot	hàndé kghwagût	*will come home*
tl'éil haandé kg̲wagoot	tlêɬ hàndé kghwagùt	*won't come home*

The tones of words and vowel length can change in context. With the Interior system, the same vowel letter is always used, regardless of length.

A word can have different vowel length as well between speakers. In Coastal Tlingit, this can mean use of different letters for the same word. In Interior Tlingit, only the mark changes. Example:

du hídi ~ du hídee (varies among speakers)

du hídi ~ du hídì.

First Naish-Story Writing System

This system used a final -h to mimic English short vowels:
-ah, -oh, -eh, -ih

Excerpt from *The Brass Serpent and Other Stories*

Constance Naish and Gillian Story, Wycliffe Bible Translators, 1963, p.3

THE BRASS SERPENT

Numbers 20:14-21, 21:4-9

Tléil oonuléi dax'ón jinkàt tákw yah shoo-guxéex, Israel tóonux gogwastée antkeenée kulgukóot hus wooligás'. Agáh uyúh adéi yah konuhéin, agáh uh káh dak hus woodlitsoowoo yéi

1.

N-S:	Tléil	oonuléi	dax'ón	jinkàt	tákw	yah	shooguxéex,
Coastal:	Tléil	unalé	daax'oon	jinkaat	táakw	yaa	shugaxéex,
Interior:	Tlêł	unałí	dàx'ùn	jinkàt	tâkw	yà	shugaxîx,
	almost		*forty*	*years*	*when they were ending*		

When almost forty years had elapsed,

2.

Naish-S:	Israel	tóonux̲	gog̲wastée	antk̲eenée
Coastal:	Israel	tóonáx̲	k̲ug̲astí	aantk̲eení
Interior:	Israel	tûnaxh	khughastí	àntkhìní
	Israel	*through*	*progeny*	*townspeople*

Naish-S:	kulguk̲óot	hus wooligás'.
Coastal:	kalgak̲óot	has wulig̲áas'
Interior:	kałghakhût	hás wułigâs'
	about in the wilderness	*they moved camp from place to place*

the descendants of the people of Israel wandered about in the desert.

Songs

Lullaby

Hàndé xh chùnètk'í, hàndé xh chùnètk'í

Give me my little arrow, give me my little arrow,

Ts'ats'îk' khàt'ùg-à axh dlàk' sîk' ságw- a

I should shoot a little bird for my daughter's daughter

Hê! Nèł wujikhágh-à, chìshdên wujikhàgh-à

Hey! It flew inside, it flew within easy range

Yaxhwsi.t'úkxhà !

Darn, I missed it! (joke ending)

Translation and Vocabulary Arising

1.	hàndéxh chùnètk'í	*hand me my little arrow*
	axh chùnèdí	*my arrow*
	-k'	*little*
2.	ts'ats'îk' khat'ùg-à	*let me shoot a little bird*
	axh tùwúch	*to my way of thinking, I think*
3.	axh dlàk' sîk' ságw- a	*for my sister's little daughter*
4.	hê, nèł wujikhágh-à	*oh! it landed inside*
5.	chìshdên wujikhàgh-à	*it landed where I can get it easy*
6.	yaxhwsi.t'úkxhà	*I missed it (by bow and arrow)*
	yaxhwsi.únxhà	*I missed it (by gun)*
	xhwàt'úk	*I shot it (by bow and arrow)*
	xhwà.ún	*I shot it (by gun)*

Song

A little girl made this song

Sêdè i kukhasdûx' dè
Ghànaxh.ádi yátx'i
Àghà naxhatêni
Yan xhat uxhɬijâkhw dè

Translation

Sêdè i kukhasdûx' dè	*I'm gonna tie you to my neck now!*
Ghànaxh.ádi yátx'i	*children of Ghànaxh.ádi*
Àghà naxhatêni	*then when I go to sleep*
Yan xhat uxhɬijâkhw dè	*it's gonna settle me down*

Dimensional Verbs

Big

Singular

Absolute Form		Comparative Form		Adjective Form	
yagê	*big (object)* *it's big*	yê kùgê yê gùgênk'	*it's (so) big*	____ tlèn	*a big* ____
yagê	*abundant* *it's abundant*	yê yakùgê	*it's (so) abundant*		
łigê	*big, s/he/it is big (talking of a human or animal)*	yê kwłigê	*it's (so) big (talking of a human or animal)*	____ tlèn	*a big* ____ *(human, animal)*
Plural					
digêx	*big (objects), they are big*	yê kwdigê	*they are (so) big*	____ tlénx'	*big* ____ *(objects)*
dligêx	*big, they are big (talking of humans or animals)*	yê kwdzigê	*they are (so) big (talking of humans or animals)*	____ tlénx'	*big* ____ *(talking of humans or animals)*

Long

Singular

Absolute Form		Comparative Form		Adjective Form	
yayát'	*long, it's long (general object)*	yê kùwât'	*it's (so) long (general object)*	__ kuwàt'	*a long __ (general obj.)*
łiyát'	*long, it's long (complex object)*	yê kwłiyât'	*it's (so) long (complex object)*	__ kułayát'	*a long __ (complex obj.)*
jiłiyát'	*long, it is long (stringy object)*	yê jikłiyât'	*it's (so) long (stringy object)*		
Plural					
diyát'x'	*long, they're long (general objects)*	yê kwdiyât'	*they're (so) long (general objects)*	__ kudayát'x'	*long __ (general obj.s)*
dliyát'x'	*long, they're long (complex objects)*	yê kwdliyât'	*they're (so) long (complex objects)*	__ kułyát'x'	*long __ (complex obj.s)*
jidliyát'x'	*long, they're long (ropes)*	yê jikwdliyât'	*they're (so) long (ropes)*		

Phrases using *long*

àn kuwât'	*a long town*
àn kudayát'x'	*long towns*
du yù xh'atángi aɬiyát'	*s/he is stretching out his/her speech*
yê xh'uskudliyât'	*s/he has long legs*

Short

kùwâts'	*it's too short (general object)*	yê kùwâts'	*it's (so) short (general object)*
kuɬiyâts'	*it's too short (stringy object)*	yê kwɬiyats'	*it's (so) short (stringy object)*

Being Lazy

(â) uxhdzika	*I am lazy (to do it)*
(â) ùdzikà	*s/he is lazy (to do it)*
(â) ìdzikà	*you are lazy (to do it)*

Demonstration Native Language Lesson

Elementary Level - 20 Minutes

Yukon Native Language Centre

Date: Nov 14, 2013 **Grade:** 1/2/3 **Instructor:** Khàganê

Content & Method	Material
Conversation: How are you? I am fine. Weather	(look out of window)
Review from previous lesson: What is this? This is a ____ . (low-bush cranberry, high-bush cranberry)	flashcards
New Vocabulary/Structure: What are you doing? I am picking ____ . (show picture) (low-bush cranberry, high-bush cranberry)	flashcards
Activity: Snatch game	rope and flashcards
Wind-down: review and put things away	

Demonstration Lesson Evaluation - Team Teaching

Yukon Native Language Centre

Instructors: Connie Jules, Lorraine Dewhurst, Jane Smarch
Date: Nov 14, 2013

Written lesson plan completed	✓	Materials at hand before lesson	✓
Conversation (warm-up)	✓	Provided frequent speech model	✓
Effective review	✓	Spoke clearly	✓
New vocabulary introduced	✓	Demanded good pronunciation	✓
Effective drill of new vocabulary	✓	Used complete sentences	✓
Activity using new vocabulary	✓	Demanded complete sentences from students	✓
Listening activity	X	Moved for good class control	✓
Closing activity	✓	Used real objects	✓
Cooperated in lesson planning and preparation	✓	Used a variety of materials	✓
Teaching load shared equally	✓	Limited use of English	✓
Lesson appropriate for class period	✓		

Comments: good job of keeping classroom order; good use of drills - group, one-on-one and circle; I liked the use of body language using "picking berries"; lots of repetition of language.

Areas for Improvement: _____

_____

YNLC Evaluator: Linda Harvey








Coastal
Interior
UAF





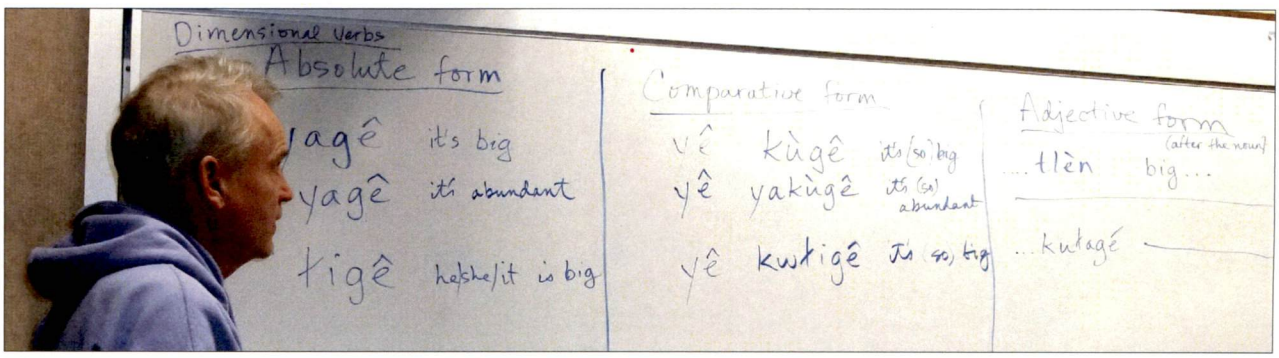


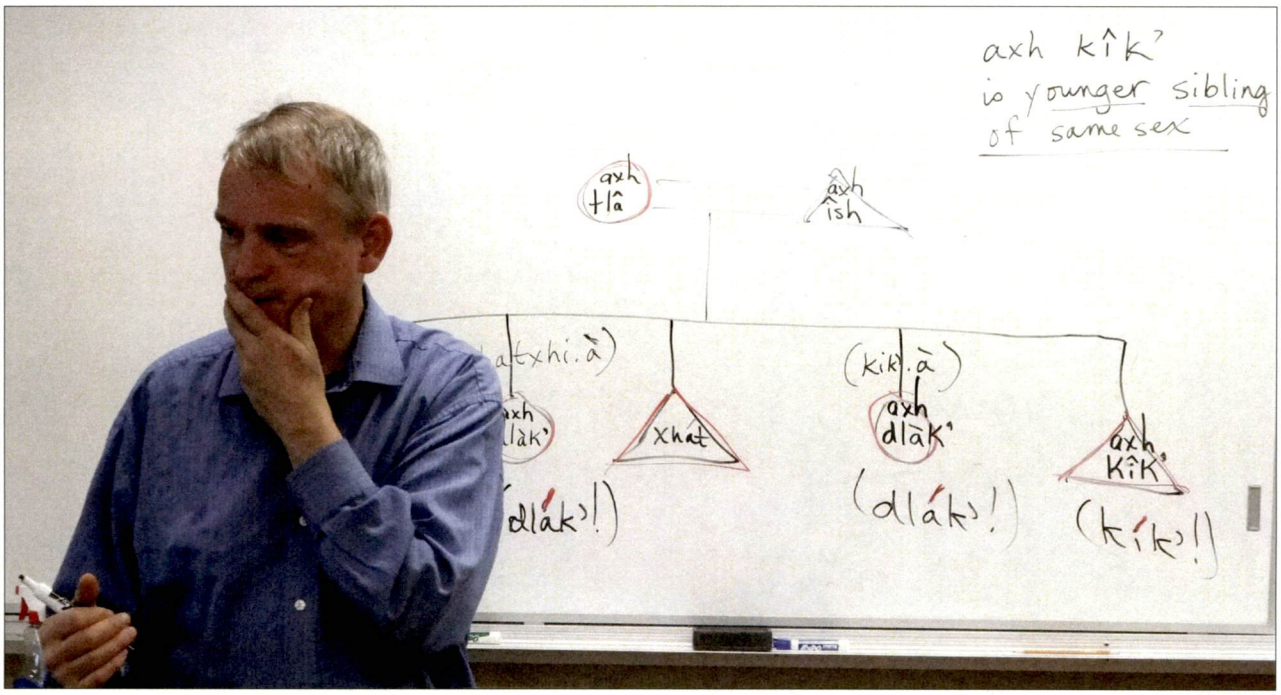




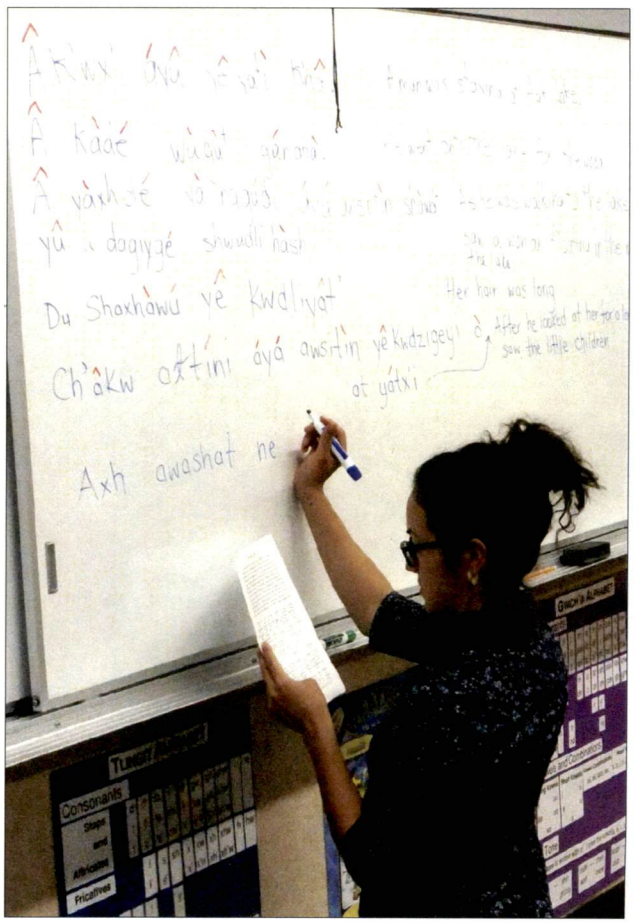




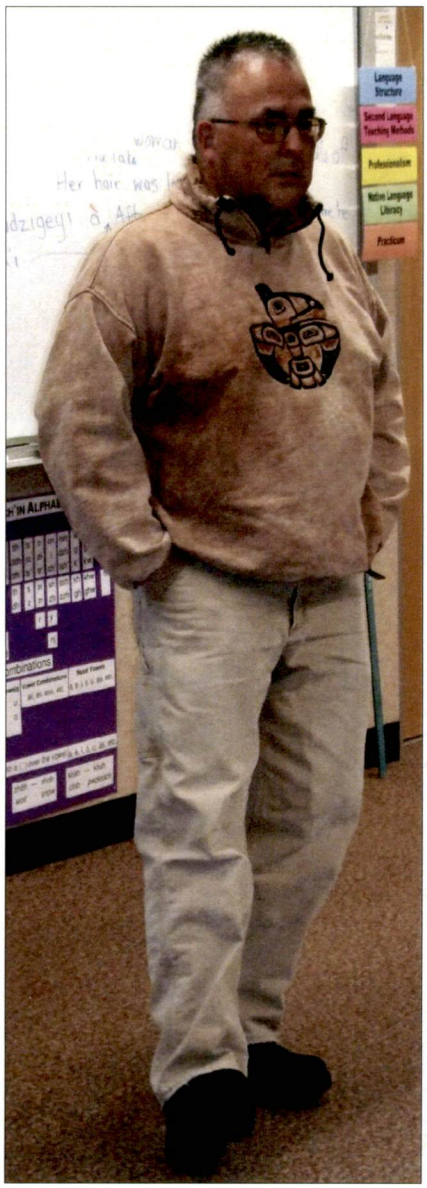

Dimensional Verbs
Absolute form
Comparative form
Adjective form
(after the noun)
...tlèn big...
...kutagé

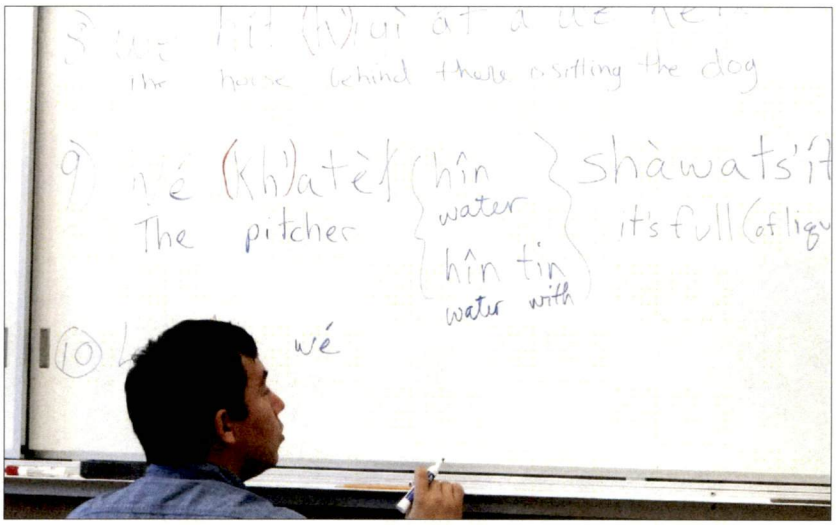

axh kîk'
is younger sibling
of same sex
axh
tlâ
axh
ish
xhat
axh
dlàk'
axh
Kîk'
(dlák'!)
(kík'!)



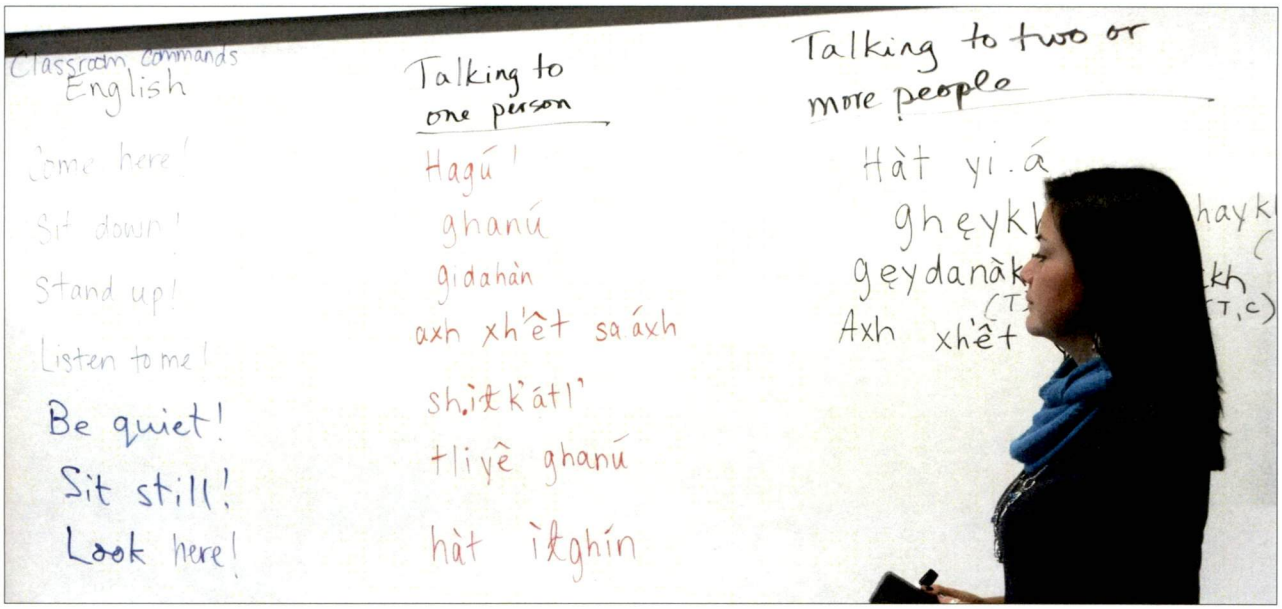

Du Shaxhàwú yê kwdi.yát'
Ch'âkw aẋtíni áyá awsrtín yêkwdzigeyi
Axh awashat ne
Consonants


Tthi Nàdhät


Language Structure
Second Language Teaching Methods
Professionalism
Native Language Literacy
Practicum


the house behind there's sitting the dog
(kh)atèl
The pitcher
hîn water
hîn tin water with
shàwats'ít
it's full (of lig
wé

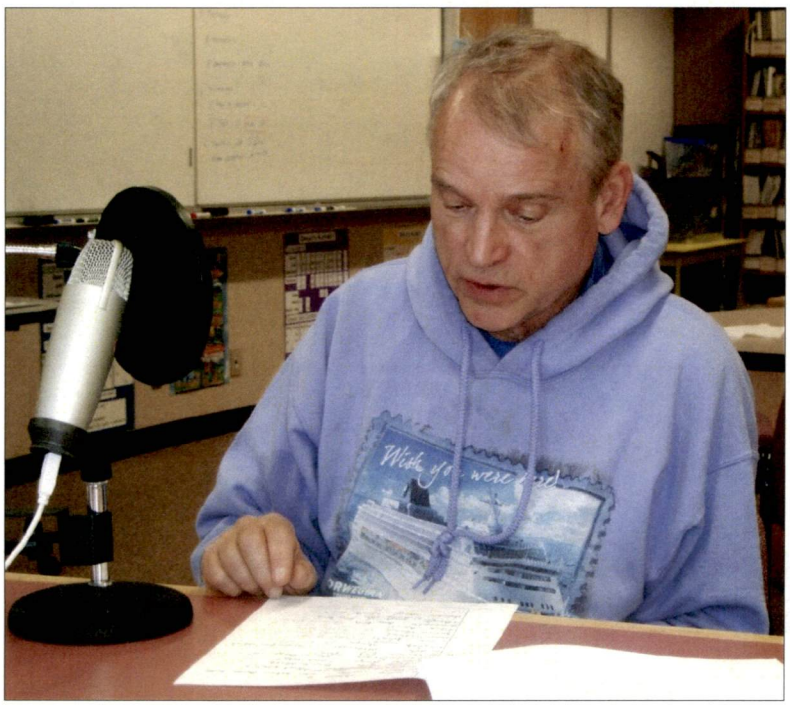



Classroom commands
English
Talking to one person
Talking to two or more people
Come here!
Sit down!
Stand up!
Listen to me!
Be quiet!
Sit still!
Look here!
Hagú!
ghanú
gidahàn
axh xh'êt saáxh
sh.ixk'átl'
tliyê ghanú
hàt ixghín
Hàt yi.á
Axh xh'êt











Hàndé xh chùnètkʼí
Hàndé xh chùnètkʼí
Tsʼatsʼîkʼ Khaʈùg-à


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Photograph Identifications

Page

36.	*top left:*	Dr. Jeff Leer
	top right:	participants playing a language game
	centre right:	Connie Jules and Lorraine Dewhurst practice teaching Tlingit
	bottom:	Connie Jules and Lorraine Dewhurst practice teaching Tlingit
37.	*top left:*	Connie Jules and Lorraine Dewhurst practice teaching Tlingit
	top right:	Winnie Atlin, Dr. Jeff Leer
	bottom:	participants
38.	*top left:*	Winnie Atlin
	top right:	Linda Harvey
	centre left:	Norman James
	centre right:	Barbara Hobbis
	bottom:	Dr. Jeff Leer teaching
39.	*top:*	Dr. Jeff Leer teaching
	bottom left:	Sarah Johnston
	bottom right:	Myranda Simpson writing Tlingit
40.	*left:*	Gordon Reed
	top right:	Norman James, Mike Smith
	centre right:	Sean Smith writing Tlingit
	bottom right:	Bessie Jim, Winnie Atlin, Deborah Baerg
41.	*top:*	Sarah Johnston
	centre:	Jane Smarch, Lorraine Dewhurst
	bottom:	Jane Smarch, Dr. Jeff Leer, Lorraine Dewhurst, Connie Jules, Linda Harvey
42.	*top left:*	Lorraine Dewhurst
	right:	Jane Smarch
	centre left:	Dr. Jeff Leer recording place names
	bottom left:	text from a Tlingit song
43.	*top left:*	Linda Harvey, Emma Sam
	top right:	Michele Johnson, Linda Harvey, Chris Cox
	bottom left:	Linda Harvey, Barbara Hobbis
	bottom right:	Connie Jules, Linda Harvey, Lorraine Dewhurst
44.	*top left:*	Linda Harvey, Pauline Sidney
	top right:	Myranda Simpson, Linda Harvey
	centre:	Norman James, Linda Harvey, Bessie Jim
	bottom:	Anne Ranigler, Sean Smith, Linda Harvey

TLINGIT LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

October 6 - 8, 2014

Yukon Native Language Centre

2014

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Schedule

	Mon Oct 6	Tue Oct 7	Wed Oct 8
9:00	Opening Prayer Introductions & Goals Constructing a Listening Exercise - t and t'	Opening Prayer Review of Goals Constructing a Listening Exercise - g and gh	Opening Prayer Review of Goals Constructing a Listening Exercise - k and kh
10:45	Listening Exercise - t and t' (cont) Expressions Sam Johnston's story *Screech Owl and Crow*	Listening Exercise - g and gh *(cont)* Sam Johnston's *Thunderbird Story*	Listening Exercise - k and kh *(cont)* Personal Names *(cont)*
noon	*lunch*	*lunch*	*lunch*
1:00	Demo Lesson Writing a *Meat Camp* story	Personal Names	Sam Johnston's stories: *The Blind Man and the Loon* *The Seagull* Keitlâdí
2:45	Writing a *Meat Camp* story *(cont)*	Writing a *Meat Camp* story *(cont)*	Jeff Leer Award Wrap-up Closing Prayer

Goals of the Session

1. Tlingit sounds and symbols
2. Writing a story in Tlingit
3. Tlingit grammar: word order
4. Story telling with Sam Johnston
5. Meaning of personal names

Tlingit Alphabet

Consonants

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	plain		d	dl	dz	j	g	gw	gh	ghw	.	.w
	aspirated		t	tl	ts	ch	k	kw	kh	khw		
	glottalized		t'	tl'	ts'	ch'	k'	k'w	kh'	kh'w		
Fricatives	plain			ł	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ł'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels with low tone	**Short Vowels with high tone**	**Long Vowels with low tone**	**Long Vowels with high tone**
i u	í ú	ì ù	î û
e —	é ó	è ò	ê ô
a	á	à	â

Constructing a Listening Exercise - t and t'

T = Teslin dialect, C = Carcross dialect

1. Tàslèyí áyá. (T)
   Tasłèyí áyá. (T-C)
   This is a pike.

2. T'ási axh xh'ê łinúkts.
   grayling I, me mouth it tastes good / sweet / delicious
   T'ási axh xh'ê yak'ê.
   grayling I, me mouth it is good
   The grayling tastes good.

   T'ási axh tu.a sigu.
   I like grayling.

3. T'èxh axh jìwú.
   fish hook I, me I have
   I have a fish hook.

4. Khukàst'èxh. (T)
   Kukàst'èxh. (C)
   Ast'èxh. (T-C)
   He is fishing (with a hook).

5. Delèyí káxh axhast'èxh.
   lake trout for I am hooking
   I am fishing for lake trout (with a hook).

   Delèyí káxh shaxhałxhût'.
   lake trout for I am casting (a line)
   I am casting (a line) for lake trout.

6. Tîł' áyá.
   This is chum salmon / dog salmon.

   Note: Carcross doesn't have chum salmon.

7. Ghàt has amdzit'èxh.
sockeye they they caught (with a hook).
They hooked sockeye salmon.

Ghàt has amdzighêw. (T-C)
Ghàt has amdzighêm. (T)
sockeye they they caught (with a net).
They netted sockeye salmon.

8. Tás xhwà.ù. (T-C)
thread I bought (on a spool)
I bought a spool of thread.

Tás kaxhwsi.ù. (T-C)
Tás xhwasi.ù. (C)
thread I bought (a length)
I bought a length of thread.

9. T'àwákh àwa.ún.
Canada goose s/he shot
She shot a Canada goose.

10. Tàt áyá. (T)
night it is

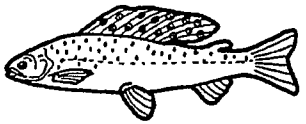
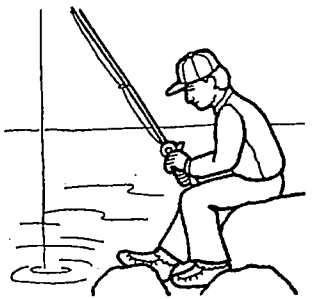
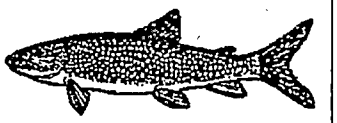
Tàt yín. (C)
night during
It is night.

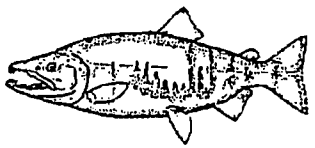
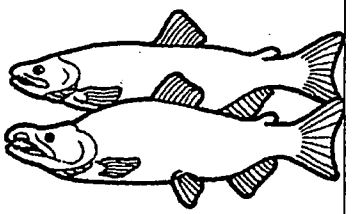
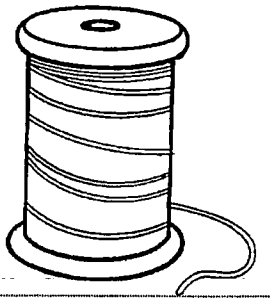
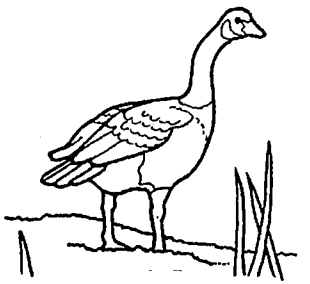
TLINGIT LANGUAGE

t and t'

Yukon Native Language Centre

Write ***t*** *and* ***t'*** *as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Constructing a Listening Exercise - g and gh

1. Ghàkh xhàtîn.
   lynx *I see*
   I see a lynx.

2. Gán yût kàwachák.
   firewood *over there* *it is piled*
   The firewood is piled over there.

3. Wé ghùch ghâxh.
   this *wolf* *it is howling / crying*
   The wolf is howling.

   Ketl' kàwaxhék'w.
   dog *it is growling*
   The dog is growling.

4. Wé gháxh kałas'úk !
   this *rabbit* *you fry it*
   Fry the rabbit!

5. Wé gamdân yà nashíx.
   this *horse* *it is running*
   The horse is running.

6. Wé gúx.à kana.ûs' !
   this *cup* *you wash it*
   Wash the cup!

7. Wé ghúkhł' hintakàdáxh at xhá.
   this *swan* *from the bottom of the water* *something* *it is eating*
   The swan is eating something from the bottom of the water.

   derivation: hîn = *water,* tâdaxh = *bottom-from*
   hintakàdáxh = *from the bottom of the water*
   hintàkxhâtl'i = *underwater plants*

8.

Wé	gûs'	yà	daxh	kanałs'ís.
this	*cloud(s)*	*along*	*plural*	*they are being moved* *they are blown (by wind)*

The clouds are being blown along by the wind (individually).

Wé	gûs'	yà	kanałs'is.
this	*cloud(s)*	*along*	*it is moved, it is blown (by wind)*

The clouds are blown along by the wind (together as one group).

note: yà kanałs'is = *it is blown along*
yà daxh kanałs'ís = *they are blown along*
yâdáxh = *from here*

9.

Wé	ghèwú	dàk	kayíkh!
this	*net*	*out*	*you stretch it*

Stretch the net out! Set the net!

note: shkanìsyît ! = *you (one) stretch (yourself)! Have a stretch!*
shkanayìsyît ! = *you (guys) stretch (yourselves)!*

note: â dàk khùxh = *he is going out by boat*
â dàkh khùxh = *he is going back by boat*

10.

Wé	ghàtâ	yan	satí !
this	*trap*	*down* *to rest*	*you put it,* *you lay it*

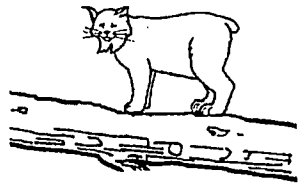
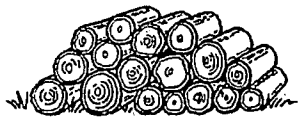
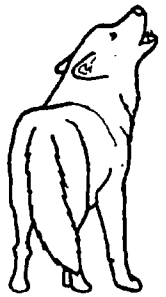
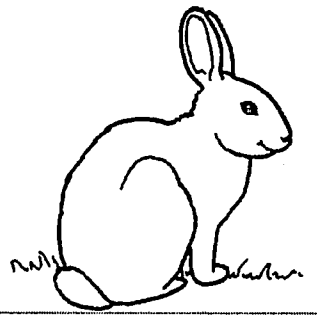
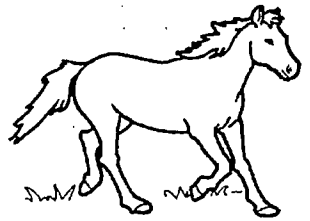
Set the trap!

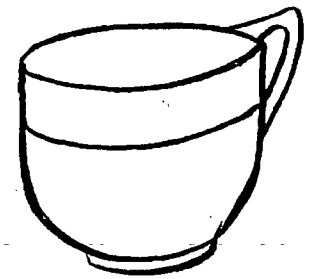
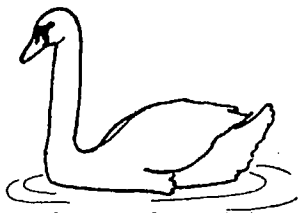
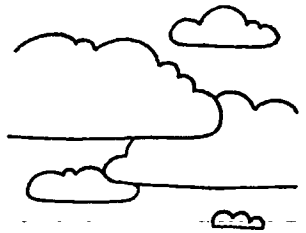
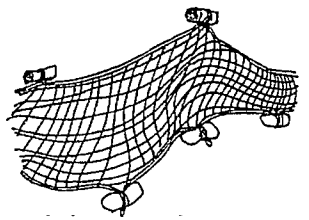
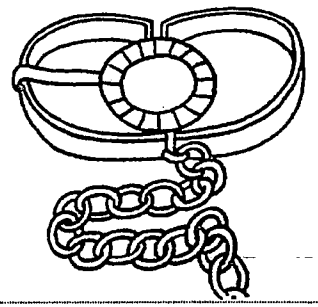
TLINGIT LANGUAGE

g and gh

Yukon Native Language Centre

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

1	2	3	4	5
				

6	7	8	9	10
				

Constructing a Listening Exercise - k and kh

(unfinished)

1. S'igèdí yánde yà anaskhít. (T)
   The beaver is building a dam to the other side.

   Yan awsikhít. (T)
   Yan amsikhít. (C)
   He has built the dam. (finished)

2. Wé kétl átá.
   The dog is lying down.

Wudlinétl	kètl	shàn	wêt	tá. (C)
Wudlinedli	kètl	shàn	wêt	tá. (C)
fat	*dog*	*old*	*there*	*it is sleeping*

   The fat old dog is sleeping there.

   Note: wêt tá — *it is sleeping there*
   wêt sh istân — *it is lying there alive*
   wêt satân — *it is lying there dead, lifeless*
   yatàyi kètl — *fatty dog*

Ùdzikàyi	kètl	shàn	wêt sh istân.	
lazy	*dog*	*old*	*there*	*it is lying*

3. | | | | |
   |---|---|---|---|
   | Wé | khâ | ghałtûde | jimdlitsúw. (T, coastal) |
   | Wé | khâ | khał tûde | jiwdlitsúw. (C) |
   | *this* | *man* | *pocket-into* | *he put his own hands* |

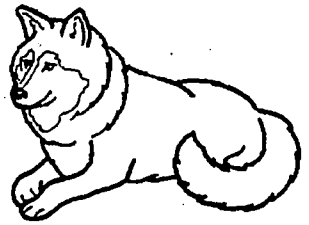
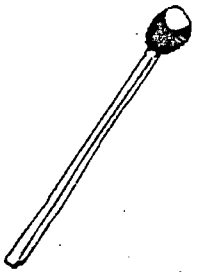
   The man stuck his hands in his pocket.

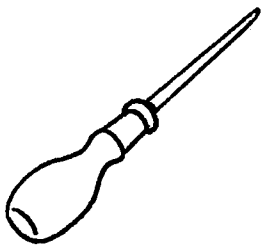
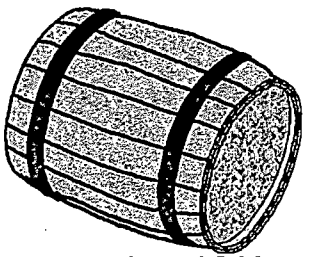
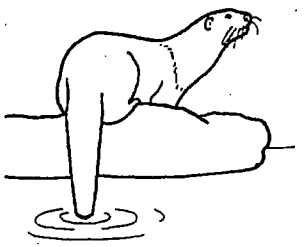
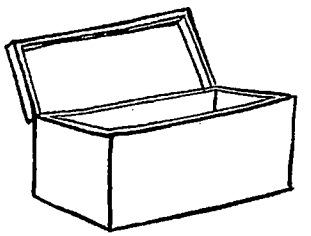
TLINGIT LANGUAGE

k and kh

Yukon Native Language Centre

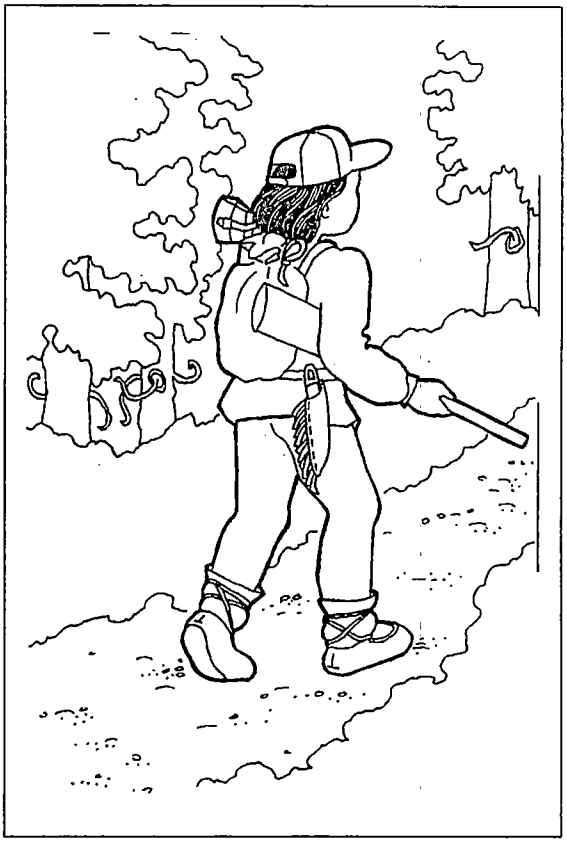
Write ***k*** *and* ***kh*** *as you hear them.*

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

Meat Camp

Dàt yahàyí sáyá ?
What is this a picture of ?



Title

Dlìy	àn.ìtí
meat	*camp, place of camping*

Meat Camp

1. Dzísk'w yà akanaskên.
   moose along s/he is tracking
   He is tracking a moose.

   Dzisk'u xh'ùs.ìtí yà akanaskên.
   moose footprints along s/he is tracking
   He is tracking a moose.

   Yadák'w asx'ìtdé yà nagút.
   young man hunting along s/he is walking
   The young man is hunting.

   Asx'ìtdé yà nagút.
   hunting along s/he is walking
   He is going hunting.



2. Wé khâ dzísk'w àwa.ún.
this bull /man moose s/he shot
He shot the bull moose.

Wé khâ áwé dzísk'w akhghwa.ûn.
this bull it is moose s/he will shoot
He will shoot this bull moose.

Wé khâ dzísk'w akhghwa.ûn, wé khâ.
this bull moose he will shoot that man
The man will shoot the bull moose.

Du ûnayi yát amdzitán.
his own gun he aimed
He aimed his gun.

derivation: ûnà = *gun,* du ûnayi = *his (own) gun*

derivation: yát = *his face,* amdzitán = *he puts it*
yát amdzitán = *he aimed it*
du yát = *to his own face*
du yát amdzitán = *he puts it on his face*

Du shanaxhâyi du jixhánt satán.
his own axe his, him beside him, where he can reach it it is lying (lifeless)
His axe is lying beside him.



3. Awajàghí itdaxh, has ałx'ìsh.
s/he killed it after they are skinning it
After he killed it, they are skinning it.

Wé dzísk'w awujàghí ítdáxh , has ałx'ìsh.
this moose s/he killed it after they (2) are skinning it
After he killed the moose, they are skinning it.

Aghádzi yan akamsi.áxhw yù â yaxh
his hind leg(s) down they tied them this way turning over
ghwàgwâtl.
it might roll, lest it roll (potential)
They tied his hind leg down in case it might roll over.

Aghádzi yan has akamsi.áxhw tlèł yù
his hind legs down they tied it not this way
â yaxh ghagwâdlit.
turning over so it will not roll over (negative hortative - T suffix)
They tied his hind legs down so it won't roll over.



4. A ghádzi yà anasyân.
   its *hindquarter* *along* *s/he is packing*
   He is packing along the hindquarter.

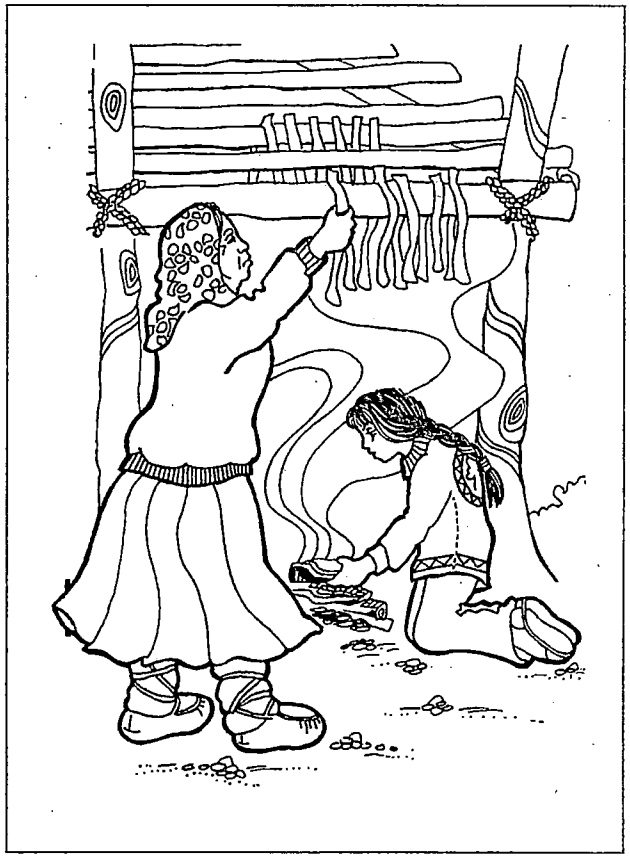
   Wé kètl tsú yàndayân.
   this *dog* *too* *it is packing*
   The dog is packing too.



5. Wé shàwát dlìy aksahân.
this woman meat s/he is cutting strips
The woman is cutting the meat into strips.
The woman is stripping the meat.

Ch'ał káx' yê jiné.
willows on s/he is working
She is working on top of willow (branches).
She is working on willows.

Du dìyí yà nas.áť.
her tea along it is getting cold (progressive)
Her tea is getting cold.



6. Dlìy yaxh ashayasatì.
meat up s/he is hanging
She is hanging up the meat.

Du dachxhánk' du ît wudishî.
her grand-daughter she is helping her
Her grand-daughter is helping her.

S'ikh yê adàné.
smoke s/he is making
She is making smoke.

Yé áwé datîyin.
like this, this way it used to be
This is the way it used to be. / This is the traditonal way.



7. A dùgú axhaxâs' wé du dachxhánk'.
its skin *s/he is cutting off hair* *this* *her grand-daughter*

A dùgú a xhakwtuxâs' wé du dachxhánk'.
its skin *s/he is cutting the hair off the scalp* *this* *her grand-daughter*

Her grand-daughter is cutting the hair off the skin.

Wé dzísk'u dùgú axhax'âs' du dachxhánk'.
this moose its skin she is cutting off hair her grand-daughter

Her grand-daughter is cutting the hair off the moose hide.

Du łítayi yàk'áts'. Shanaxhwâyi yàłik'áts'.
her knife it is sharp *axe* *it is sharp*

Her knife is sharp. *The axe is sharp.*

X'êghà łidzî a dà yê jidunèyí.
really it is hard it about to work on it

It is really hard to work on it.

X'êghà yat'îx'i yê jiné áwé.
really hard to work it is

It is really hard work.



8. Gháxh amdlidás'.
rabbit *s/he snared*
She snared a rabbit.

K'awêt ! Gwêł tût tsú à satân.
oh look! *bag* *in* *also* *one* *it is lying (dead)*
Look! There is also one lying (dead) in the bag.

K'idên at gaxhtùxhâ yá xânà.
good *something* *we will eat* *this* *evening*
We will eat well this evening.



9. K'idên duwanùk.
good *it tastes*
It tastes good.

Ê-ê, yak'ê.
Mmm *it's good*
Mmm, it's good.

Wé kètl tsú du ît à uwahâ.
this *dog* *also* *it wants some, it is hungry for some*
The dog wants some too.

Asx'ìt àn.ìtí yak'ê â ye khudatìyí.
hunting *camp, place* *good* *there* *for* *people to stay people to camp*
This is a good place for a hunting camp.
Hunting camp is a good place to be.

Expressions and Miscellaneous Vocabulary

1.	Hàdô !	*My goodness!*
2.	Axh adî !	*My precious!*
3.	Ijuwání !	*Shame on you!* *You little scamp!*
4.	I gu.à yaxh x'wán !	*Do your best! (expresses ongoing support and encouragement)*
5.	A yáxh áwé !	*That's right!*
6.	Á xhâwé !	*That's it! You know!*
7.	Hagalôy ! Hadlô !	*Holy smokes! My gosh!* *(expresses surprise)*
8.	Axh ît idashí.	*Help me.*
9.	I xh'êt shí ! Yì xhìkt yìshí !	*Touch your shoulder.*
10.	Yàdachûn	*straight, plain, simple*
11.	Ashkanaxhtùłyát.	*Let's play.*
12.	Khunaxhtùsùk'.	*Let's put on a play. (act a drama scene with props)*
13.	Dàt yáxh sá kayatì yât'à ?	*What colour is this?*
14.	Xh'anawûs'.	*Ask him / her.*
15.	Kashaxít.	*Write it.*
16.	Xhat niytì. (?)	*Do as I do.*

17. Naîw.	*Read it.*
18. Du ít idashí.	*Help him / her.*
19. Tlêt a yáxh xhat tùshtí.	*I don't feel good.* *I don't feel right.*
20. Xhat uwadút'.	*I have the hiccups.*
21. Ìwadút' gî ? NOT I uwadút'.	*Do you have hiccups?*
22. Hînt xhat wudzigít.	*I fell in the water.*

Vocabulary about Christmas

1. Kâts — *cards (a made-up word)*
2. Khusaxhán tin has du ìn yê jinane. — *Give them love.*
3. Ch'as sagú i tû yê nghatì. — *Let there be joy inside you.*
4. Łił â ayiłxàjíkh! — *Don't you give up!*
5. Ák' axhàhìn. — *I believe.*
6. Ák' anahìn! — *Believe! (command)*
7. Àk'é yê jiné áyá. — *This is good work.*
8. Átk' ahìn — *faith*
9. Át awdashí — *hope*
10. Át saxhán — *love (in general)*
11. Khusaxhán — *love for people*
12. Axh xh'êt yis.á ! — *Kiss me!*
13. Axh ìn yù xh'ała.á. — *Talk to me.*
14. X'âghà kuxha.àkhw ! — *I'm really trying hard!*

Vocabulary from Thunderbird Story

Xètl duwa.áxhch.
thunderbird *it is heard*
There is thunder.

Xètl yał'ukk.
thunderbird *it is blinking its eyes*
There is lightning.

Vocabulary from the Seagull Story

1. Â shûde indighât.
   He crawled down to the lake shore.
2. A díxh shkamdlixh'îx'w.
   He thought he squeezed himself onto his back.
3. Du ìn kát shamdixhích.
   It dived with him.
4. Du dàt khumdlinùk.
   He felt around his body.
5. Du kâ mdikhín kêdladi.
   The seagull hovered over him.

Five Little Ducks Song

Connie Jules, Jeff Leer, Barbara Hobbis
(there are many versions in English)

Kìjín gâxwx'u sâni xhwasakûwan
Yatàyi àx'w, wułixùni àx'w, yê kwdligeyi àx'w tsú
Tlêx' yatìyi à khu.a kùgênà yê aya.û
Du xhùnx'í yà ashuna.át
Quack quack quack yû dawa.áxhch
Hîn yàxhdé has nà.àt

Five little ducks that I once knew
Fat ones, skinny ones, fair ones too
But the one little duck with the feather on his back
He led the others with a quack, quack, quack
Quack, quack, quack, quack, quack, quack
He led the others with a quack, quack, quack

1. Kìjín gâxwx'u sâni xhwasakûwan.
   five *ducks* *little* *I used to know*
   I used to know five little ducks.

2. Yatàyi àx'w, wułixùni àx'w,
   fatty *ones* *skinny* *ones*
   yê kwdligeyi àx'w tsú.
   tall *ones* *as well*
   Fat ones, skinny ones, tall ones too.

3. Tlêx' yatìyi à khu.a kùgênà yê aya.û.
one being one however sash he is wearing
But one (particular one) was wearing a sash.

4. Du xhùnx'í yà ashuna.át.
his buddies along he is leading them
He is leading his buddies.

5. Quack quack quack yû dawa.áxhch.
Quack quack quack thus it is heard
Quack quack quack is heard.

6. Hîn yàxhdé has nà.àt.
river bank-to they in a line - go
They go to the river bank (in a line).

Santa Claus Song

Yánde sdùx tûnáxh hełdé St. Nick
Hít kàdé watsíx kayêk duwa.áxhxh
Sandi Claus ghèghí yè uwagút
Gàn kanaxh yínde shwudlixh'îx'w.
At yátx'i jixhùxh atyamłi.át.
Ho ho ho naxhtù.àt
Ho ho ho naxhtù.àdí
Hít shakîde duwa.áxch click, click, click
Gàn kanaxh dàk wudzigít Sandi Tlâs

Up on the housetop reindeer paws
out jumps good old Santa Claus
Down through the chimney with lots of toys
All for the little ones, Christmas joys
Ho, ho ho! Who wouldn't go?
Ho, ho ho! Who wouldn't go?
Up on the housetop, click, click, click
Down through the chimney with good Saint Nick

1. Hít kàdé watsíx kayêk duwa.áxhxh
   house *upper storey* *?*
   ?

2. Sandi Claus ghèghí yè uwagút
   Santa Claus *?* *?*
   ?

3. Gàn kanaxh yínde shwudlixh'îx'w.
   ? *?*
   He squeezed himself down through the smoke hole.

4. At yátx'i jixhùxh atyamłi.át.
   ??
   He is distributing things among the children.

5. Ho ho ho naxhtù.àt
   Ho ho ho *let's go*
   Ho ho ho! *Let's go!*

6. Ho ho ho naxhtù.àdí
   Ho ho ho *let's go*
   Ho ho ho! *Let's go!*

7. Hít shakîde click, click, click
   house *?* *click, click, click*
   ?

8. Hít shakîde duwa.áxch click, click, click
   house *top?* *?* *click, click, click*
   ?

9. Gàn kanaxh dàk wudzigít Sandi Tlâs
   ? *?*
   Santa Claus fell down through the smoke hole

By Another Author ??

1. Hó hó hó sa xhwàgút (x2)
   ho ho ho *I went*
   Yánde sdùx tûnáxh hełdé St. Nick
   to the gound *through* *stove* *into the house* *St. Nick*

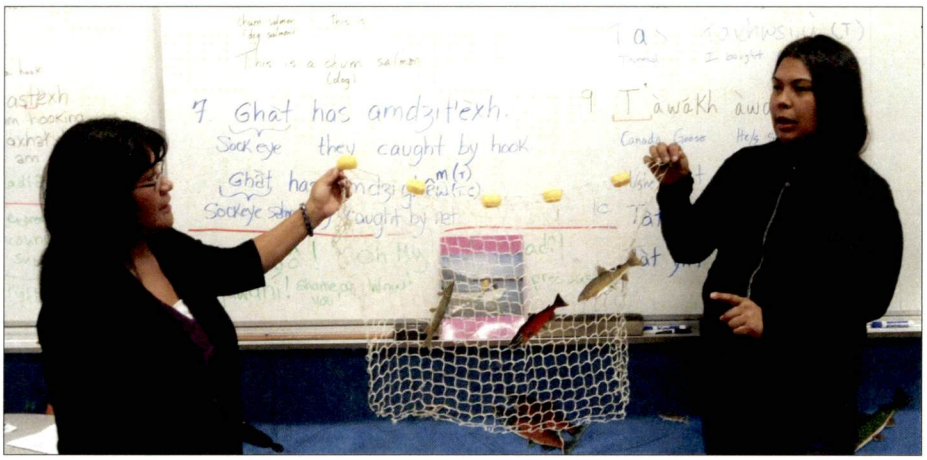


Tlingit Literacy Session 2014: *(standing)* Mary Allison, Ruth Beattie, Lorraine Dewhurst, Linda Harvey, Connie Jules, Pauline Sidney, Collyne Bunn, Barbara Hobbis, Deborah Baerg, Dr. Jeff Leer, Heather Sam, Dr. André Bourcier, Bessie Jim *(seated)* Norman James, Jane Smarch, Bessie Cooley, Winnie Atlin, Emma Sam, Sam Johnston



Early Tlingit Literacy Session, February 1984 : Clara Schinkel, Lucy Wren, Margaret Workman, Jeff Leer, Agnes MacDonald, Virginia Kemble, Nina Bolton, Ida Douvelle, Julie Cruikshank, Annie Peters, Agnes Johnston, Carol Pettigrew




Ghat has amdzitlexh.
Sockeye they caught by hook
Ghat ha
Sockeye
caught by net


T'àwàkh àwa.ún
Canada Goose
H/she shot a
Tàt áyá
Tàt yìn





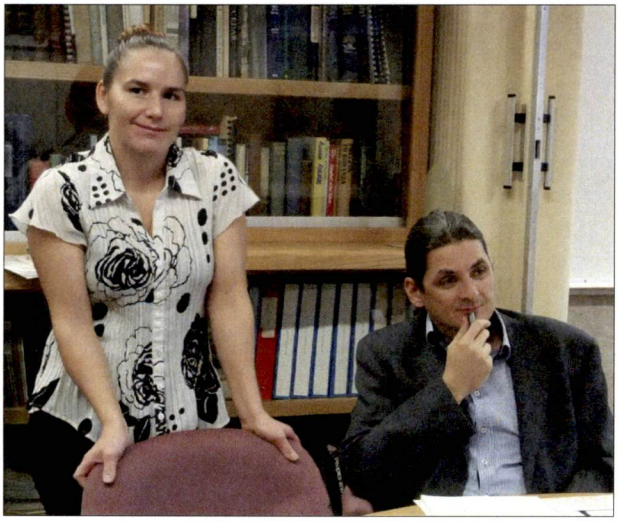


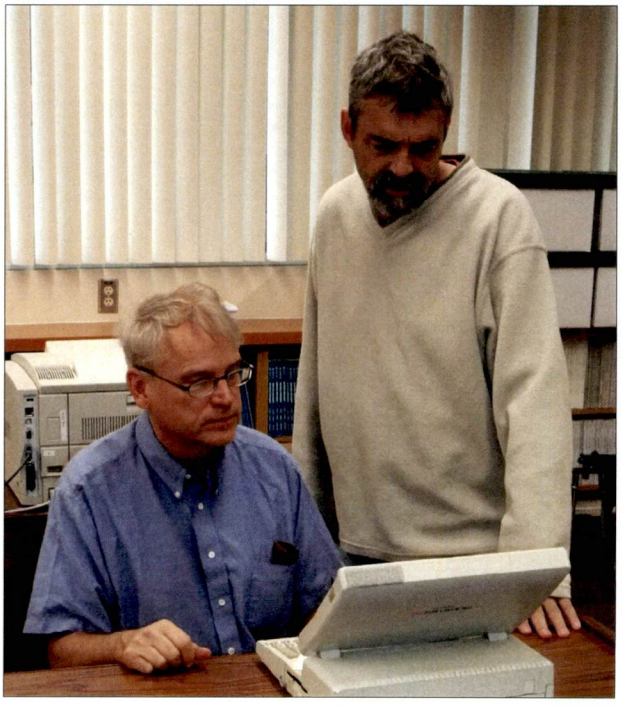




1) hít Kâx' watsíx KayêK duwa áxhch
2) Sandi Tlâs ghèghí yè uwagút.
3) Gàn Kanaxh yínde shwudlixhîx°w
(He squeezed himself down through the smokehole)
4) at yátx'i jixhûxh atyamîti.át
(He is distributing things among the children)
5) ho ho h









Photograph Identifications

Page

31.	*centre:*	Tlingit session 2014 participants
32.	*centre:*	Tlingit session 1984 participants
33.	*top:*	Jane Smarch, Dr. Jeff Leer, Sam Johnston, Emma Sam looking at a 1984 *Yukon Indian News* clipping
	centre:	Lorraine Dewhurst, Connie Jules
	bottom:	Lorraine Dewhurst
34.	*top:*	Pauline Sidney, Heather Sam
	centre:	Barbara Hobbis, Lorraine Dewhurst, Connie Jules, Norman James, Dr. André Bourcier
	bottom:	*(in front)* Bessie Cooley, Winnie Atlin *(behind)* Collyne Bunn, Ruth Beattie, Bessie Jim
35.	*top left:*	Heather Sam, Dr. Jeff Leer, Emma Sam
	top right:	Heather Sam, Dr. Jeff Leer, Emma Sam showing their Frog clan crest
	centre left:	Norman James
	centre right:	Santa Claus song
	bottom left:	Mary Allison, Dr. André Bourcier
	bottom right:	Dr. Jeff Leer, Doug Hitch
36.	*top:*	Mary Allison recording Sam Johnston

TLINGIT LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

October 6 - 7, 2015

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Dr. André Bourcier	Acting Director, YNLC
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Ms. Sarah Johnston Smith	Whitehorse
Mr. Sean Smith	Whitehorse
Ms. Danielle Van Bibber	Whitehorse
Ms. Tahyah Van Bibber	Whitehorse

Schedule

	Tues Oct 6	Wed Oct 7
9:00	Opening Prayer Introductions & Goals Listening Exercise using k and k' Use of Gesture, Akwdakà Dialect Comparisons	Opening Prayer Awakening the Language - fluency Listening Exercise - k and kh
10:45	Comparison of Interior and Coastal Orthography	Numbering Things and People Lorraine's project
noon	*lunch*	*lunch*
1:00	Getting Dressed and Undressed	Tlingit Proverbs Tlingit Clans
2:45	Getting Dressed and Undressed (cont)	Personal and Honorary Names Wrap -up Closing Prayer

Interior Tlingit Alphabet

Consonants

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	plain		d	dl	dz	j	g	gw	gh	ghw	.	.w
	aspirated		t	tl	ts	ch	k	kw	kh	khw		
	glottalized		t'	tl'	ts'	ch'	k'	k'w	kh'	kh'w		
Fricatives	plain			ɬ	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ɬ'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels with low tone	**Short Vowels with high tone**	**Long Vowels with low tone**	**Long Vowels with high tone**
i u	í ú	ì ù	î û
e —	é ó	è ò	ê ô
a	á	à	â

Comparison of Coastal and Interior Orthographies

Basic Principle of Orthographic Design

The most important phonological information needs to be written "on the line".

Less important information can be written over or under the line if necessary for learners.

Writing Tlingit Vowels

Interior Tlingit is written with no vowel pairs . It has five vowels - a, e, i, u and sometimes o.

Coastal Tlingit uses vowel pairs to write the long vowels - aa, ei, ee, ou, oo. So Coastal Tlingit has a ten vowel system.

Tones

High tone vowels are marked by adding a diacritic ˊ . So short high tones are written á, é, í, ó and ú in both systems. Short low tone vowels are unmarked a, e, i, o and u in both systems.

In Interior Tlingit the tone marker ˋ is used for long low vowels, giving à, è, ì, ò and ù. Coastal orthography uses aa, ei, ee, ou and oo for these long low vowels.

Coastal orthography uses áa, éi, etc. for long high vowels. In writing Interior Tlingit, the tone marker ˆ is used for long high vowels, giving â, ê, etc.

Other languages may use stacked diacritics like á to write a long high vowel. It is possible to write Interior Tlingit in this way, but we now use the diacritic markers that are easy to find and use, namely ˊ, ˋ and ˆ in place of the harder to use diacritic set ˊ, ¯ and ˝.

Summary

Short Vowels				Long Vowels			
Coastal		Interior		Coastal		Interior	
low tone	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*	*low tone*	*high tone*
a	á	a	á	aa	áa	à	â
e	é	e	é	ei	éi	è	ê
i	í	i	í	ee	ée	ì	î
o	ó	o	ó	ou	óu	ò	ô
u	ú	u	ú	oo	óo	ù	û

Comparison of Tlingit Dialects

it is windy / stormy

Teslin ayamditì

Carcross ayawditì

s/he poured it

Teslin akamsixà

Carcross akawsixà

a - ka - wu - si - xà

(between a V and C the wu- is shortened becoming w- outside of Teslin, which has m- instead)

rain

Teslin sîm / sîw̃ / sûw̃

Carcross sûw

Coastal sîw / sûw

s/he is playing

Teslin ashkùɬyét

Carcross ashkùɬét *(note the ellipsis of y)*

Coastal ashkùɬyát *(imperfective)*

ash kawdliyát *(perfective - not used in Interior)*

it is white

Interior dlèt yáxh yatì

snow like it is

Coastal (Haines) *the words are spelled the same but the whole combination is pronounced: dlèdáxhatì (note the ellipsis of y)*

S/he came here.

Interior Hàt uwagút.

Coastal Haat uwagút.

S/he went there.

Interior Àdé wùgùt.

Coastal Aadé woogoot.

There is free variation in the length of postpositions like -de, and other suffixes, e.g.

Àdê wùgùt. / Àadéi woogoot.

More examples of free variation in the length of certain suffixes or even words:

his land (àn / aan - *town, land* **)**

Interior du àní / du anî

Coastal du aaní / du aanée

yonder town

Interior yú àn / yû an

Coastal yú aan / yóo aan

that man

Interior wé khâ / wê khâ

Coastal wé káa / wéi káa

Clothing

1. I s'âxu shâxh ghìdatí.
   your hat head-onto you put it
   Put your hat on.

2. I tukh'atâɬi xh'ùst idayíkh.
   your pants feet-onto you pull it
   Put on your pants.

3. I tukh'atâɬi yê na.ù.
   your pants you wear it (them)
   Wear your pants.

4. I k'ùdás'i káxh ghidatí.
   your shirt (possessed) on (surface) you put it
   Put on your shirt.

5. I ɬ'îx'wáni xh'ùst idayíkh.
   your socks feet-onto you pull
   Put on your socks.

6. I tsâx'i yê (daxh) na.ù.
   your mitts you wear them (pl)
   Wear your mitts.

7. I tsâx'i jinkàdé yê nasní.
   your mitts hands-onto you put them
   Put on your mitts.

8. Gùsú i ts'âx'i ?
   where your mitts
   Where are your mitts?

Clothing (cont)

9. Nâ yê shìnda.ù.
torso-on you put on clothes
Get dressed!

10. l nà.ádi kàdé yê nasní.
your clothing onto self you put them
Put on your clothes!
Get dressed!

11. l nà.ádi yê na.ù.
your clothing you wear it
Wear your clothes!

12. l nà.ádi nâdáxh yê nasní.
your clothing torso-off you put them
Take off your clothes!
Get undressed!

13. l ɬ'îx'wáni xh'ùsdáxh idayíkh.
your socks feet-off you pull them
Take your socks off.

14. l ts'âx'i jinkàxh idayíkh.
your mittens hands-off you pull them
l ts'âx'i i jinkàxh daxh yíkh.
your mittens your hands-off (plural) you pull
Take your mittens off.

15. l tukh'atâɬi xh'ùsdaxh idayíkh.
l t'ughatâɬi xh'ùsdáxh idayíkh.
your pants feet-off you pull it
Take your pants off.

Clothing (cont)

16. Í k'ùdás'i nâdáxh kè idatí.
your shirt (possessed) torso-off up you take it
Take your shirt off.

17. Í s'âxu shâdáxh kè idatí.
your hat head-off up you take it
Í s'âxu i shâdáxh kè tí.
your hat your head-off up you take it
Take your hat off.

Numbering Things and People

Tlingit uses diffferent words for counting humans and objects.

Numbers

Things		People	
one	tlêx'	*one man, a single person*	tlênaxh khâ
two	dêxh	*two men*	dáxhnáxh khâ
		both men	ch'ù dáxhnáxh khâ
three	nás'k	*three men*	nás'gìnáxh khâ
		all three men	ch'ù nás'gìnáxh khâ
four	dàx'ùn	*four men*	dàx'ùnínáxh khâ
five	kìjín, kèjín	*five men*	kìjíninánáxh khâ
		all five of you	ch'u kìjíninánáxh yìwân
six	tlèdùshú	*six men*	tlèdùshûnáxh khâ

Ordinals

Ordinal numbers refer to first, second, third etc.

Things	
the first thing	shux'a áyí
second thing	daxh.à
third thing	nas'gi.à
fourth thing	dàx'ùn à
fifth thing	kìjín à
sixth thing	tlèdushú à

shux'ânáxh à

the first person

Ts'ás Wa.é - Only You
Shàn Tlâ ka Ànyàłahàsh

Discussion of Lorraine's Diploma Project, a toddler book.

1. Ts'as we.é ch'a we.êch â xhat
   just you you do it me
   shakakhghìjâ (shakukhghìjâ [1])
   you will show, tell, advise, teach
   ch'a dà sá yê dà.ìnèyí yakhghìdlâkh.
   whatever you you do you are going to achieve it

   Only you can teach me that whatever you undertake, you can accomplish.

2. Yakhghìdlâkh.
   You are going to get it done. (make it, achieve it, master it).
   You can do it!

3. Axh wakhkàyíxh isitì.
   my favourite person you are
   You are my favourite (person). You are the apple of my eye.

   I wakhkàyíxh xhat sitì
   your favourite person I am
   I am your favourite (person). I am the apple of your eye.

4. Łíł a dàt shtukìshtîkh ch'a dá sá yê dàxhanèyí.
   don't concern yourself mentally about what I am doing
   Don't mind what I am doing.

[1] shakakhghìjâ, shakukhgìjâ - note khgh here

5. Í káxwè yaxh kaxhwaxhèjí nashùkh,
your coffee turn over if I spill it you smile / laugh

ágha tsâ àxh ghałaghú.
then only away you wipe it

If I spill your coffee, just laugh and clean it up.

6. Í tuwâdáxh łdakát axh jùní x'êgháxh
because of you all my dreams true

guxsatî.
they will become

You make my dreams come true.

Tlingit Proverbs

1. Naná kìká aya.û tá.
   death place across from arms (possessed) sleep
   [Don't sleep too much;] it is a short trip from sleep to death.

2. Naná ùwayâ axh tàyí.
   death it resembles my sleep
   My sleep is like death.

3. I tùwú yê yatì.
   Your mind is like that. Your heart (inner being) is like that.

4. Yá łingit'àní ghèx' wùsh jín
   this world inside net (embrace) each other's hands
   tułashát yésú.
   we're holding now
   Within (the net that is) the world, we hold hands together.

5. Łdakát yá tl'átgi ká wùsh jín
   all this earth on each other's hand
   yè gaxhłułashât.
   we will hold
   We will all join hands across the world.

6. I jintâxh wutuwatì hà khustìyí,
   your in the palm of the hand we have placed our life
   axh S'atí.
   my Lord
   We have put our lives in the palm of your hands, Lord.

Tlingit Proverbs (cont)

7. Hà khustìyí khùnaxhtusa.à.
   our life let us celebrate the day
   Let us celebrate our lives.

8. Wûshnáxh ana.átch.
   each other people get together (habitually)
   People get together.

9. Wûshnáxh wuda.àt.
   A coming together. (a gathering, celebration, meeeting, etc).

10. Sagú tin wûshnáxh kè mda.àt.
    joy with each other people coming together, socialising
    inter-connecting
    Coming together with joy.

Clans

Nà	*Clan, moeity*
Yêł nà	*Crow moeity*
Ghùch nà	*Wolf moeity*

1. Dàkhw nàxh sá isitì ?
   Dàt nàxh sá isitì ?
   Dàkhu nàxh sá isitì ?
   Which clan are you?

2. Dàkhw nà sá we.é ?
   Dàt nà sá we.é ?
   Dàkhu nà sá we.é ?
   Which clan are you?

Personal Names

Participants shared personal names and discussed their derivations.

Miscellaneous Vocabulary

1. Ch'a àdû sá ghaxhùxh!
   Call someone else!

2. Khutghanahâ
   Khutxh'anahâ
   star

3. Shałákht
   dunderhead (hard-headed / stubborn / disodedient person)

4. Jikìdatáx'.
   Bite your hand. (to keep from crying out)

5. Xh'akìdatáx'.
   Bite your lip.

6. Wùch yáxh kudidâł.
   They weigh the same. They are in balance.

7. Du nàwú
   corpse

8. Hadlôw !
   O my gosh!

9. Hàgalôy !
   Holy smokes!

10. I gu.à yáxh x'wán !
    I gu.àxh x'wán !
    Keep up the good work!

11. K'e juwáłtín.
Shame on you! (I am not impressed. / I am disgusted.)

12. jùn
dream

13. junkhú
in a dream

14. gùxh
slave

15. guxhkhú
slavery

Minimal Pairs

kûx	*rice*	k'ûx	*marten*
tá	*sheep*	t'á	*king salmon*
axh	*my*	àxh	*from there / away*
axh tàyí	*my sleep*	axh tayì	*under me*

Akwdakà - Gesture

There was a discussion about the importance of gestures. The use of gestures improves students' understanding because of its intuitive nature. One can use "beat boxing" to teach the glottalized stops and glottalized fricatives.

k and k'

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October 2015

Examples of **k**

1.	kît	*killer whale*
2.	kâst	*barrel*
3.	kûx	*rice*

Examples of **k'**

1.	k'isâni	*boys, young men*
2.	k'únts'	*potato*
3.	k'ûx	*marten*

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k and k'

1. K'únts' aksa.êxh.
   She is planting (growing) potatoes.

2. Kìjín dânà axh jiwú.
   I have five dollars.

3. Àtlèn k'ìłjâ ayamditì.
   A big south wind is blowing hard.

4. K'isâni ash kułét.
   The boys are playing.

5. Wé t'á àwak'éxh'.
   He gaffed the king salmon.

6. Kètl daxh ashâ.
   The dogs are barking.

7. Kâ yà anaskhúxh.
   She is driving a car.

8. Kakên ł'îx'wán aksané.
   She is knitting wool socks.

9. Kâst kàdé akamsixà wé hîn.
   He poured the water into the barrel.

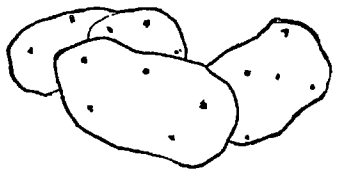
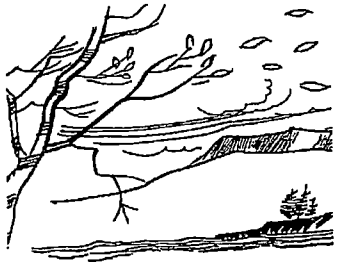
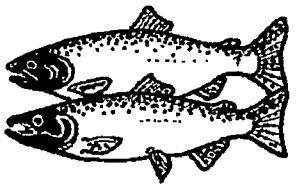
10. K'ûx dùgú x'ûw̃ ìn wudix'û.
    She put on a marten skin robe.

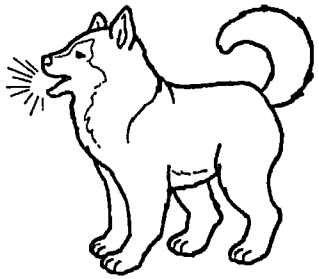
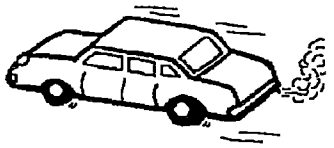
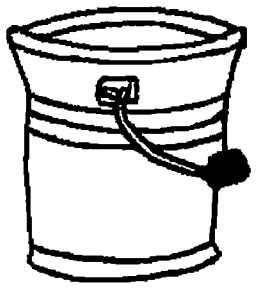
TLINGIT LANGUAGE

k and k'

Yukon Native Language Centre

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

1	2	3	4	5
				

6	7	8	9	10
				

k and kh

Yukon Native Language Centre

October 2015

Examples of **k**

1. kètl — *dog*
2. kút — *nest*
3. a kùwú — *its tail (fish, bird)*

Examples of **kh**

1. khâ — *man*
2. khâs' — *stick, matches*
3. a khùwú — *its den*

k and kh

Yukon Native Language Centre

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

1. Wé kètl wêt hán.
   The dog is standing there. (That dog there is standing.)

2. Wé yîs khâ kamdinét.
   The young man is shivering.

3. Wé khâs' dàkèt wêt sa.ín.
   The match box is lying there. (full)

   Wé khâs' dàkèt wêt tán.
   The match box is lying there. (empty)

4. Wé k'wát' kút kát kała.át.
   The eggs are lying in the nest. (more than one round object)

   Wé k'wát' kút kát katîn.
   The egg is lying in the nest. (one round object)

5. Du kâni ìn yù xh'ałi.atk.
   She's talking to her brother-in-law.
   He's talking to his sister-in-law.

6. Wé khênà yàk'áts'.
   The awl is sharp.

7. Wé khákw xákwdi wêt tán.
   The empty basket is lying there.

8. Nás'k khâ át has khîn.
   Three men are sitting there.

9. Khumłigás'.
   Khumłigûs'.
   It got cloudy.

   Khułigûs'.
   It is cloudy.

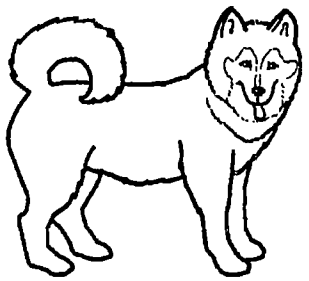
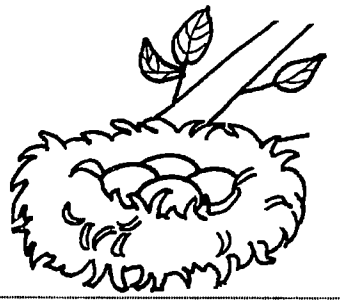
10. Kìjín khutghanahâ duwatîn.
    Five stars are visible.

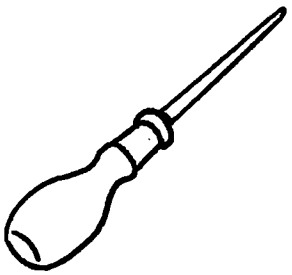
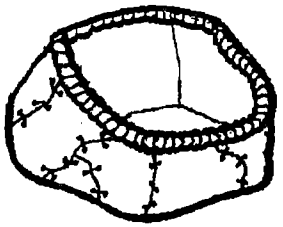
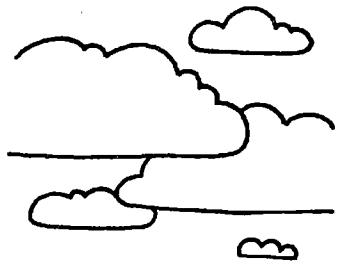
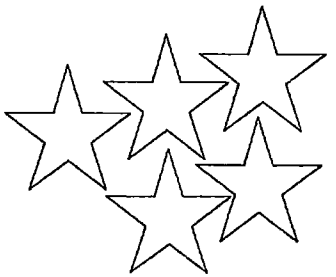
TLINGIT LANGUAGE

k and kh

Yukon Native Language Centre

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

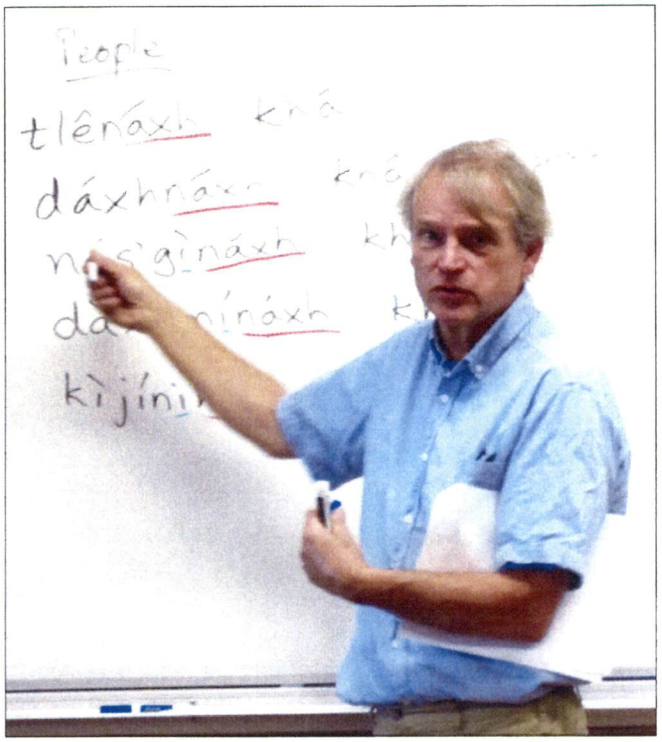
1	2	3	4	5
				

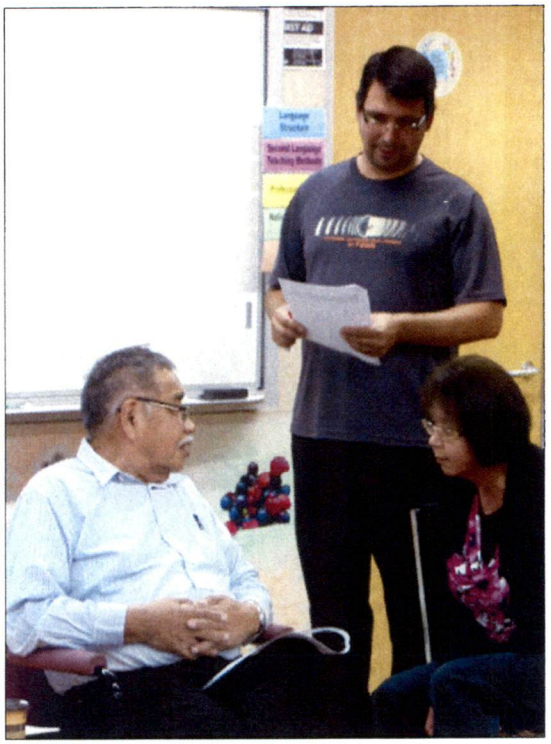
6	7	8	9	10
				

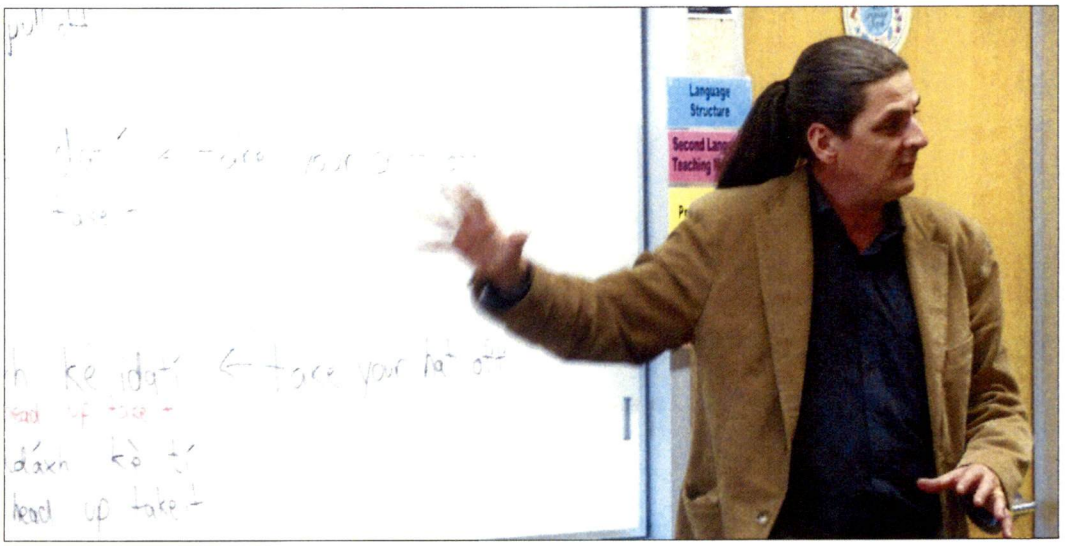


Standing: Sean Smith, Linda Harvey, Danielle Van Bibber, Tina Jules, Tahyah Van Bibber, Connie Jules, Barb Hobbis, Gary Johnson, Jeff Leer, Sean McDougall, Ruth Beattie, Deborah Baerg, Chris Cox, Pauline Sidney, Lorraine Dewhurst, Bessie Jim, Mary Allison

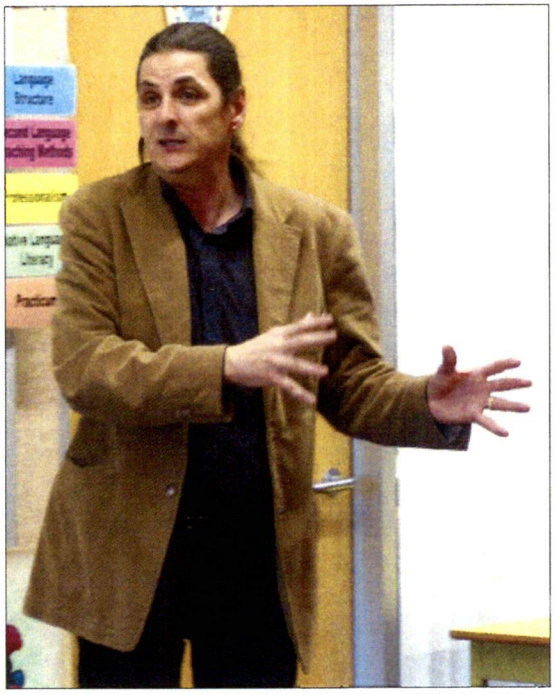
Sitting: Norman James, Jane Smarch, Sam Johnston holding his grandchild, Winnie Atlin, Bessie Cooley


People
tlêná
dáxhná
kìjíni

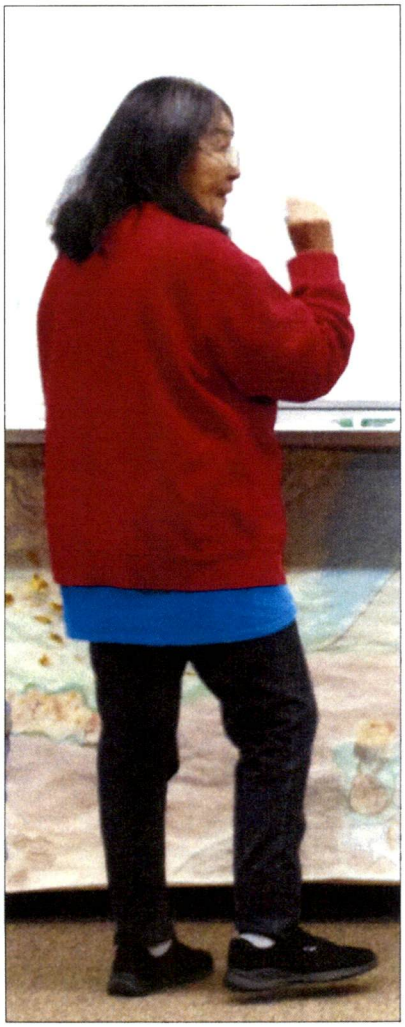



Language Structure
dáxn kè
head up






k
kh

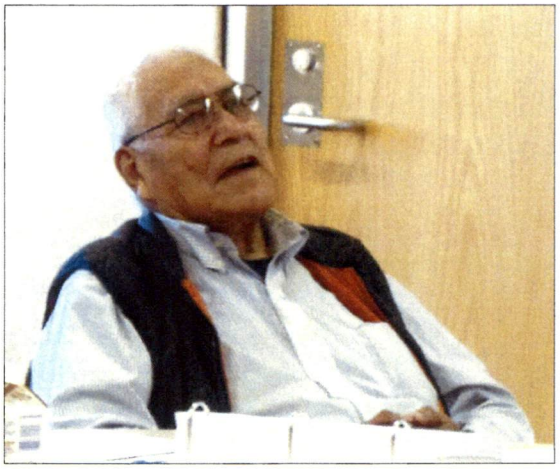


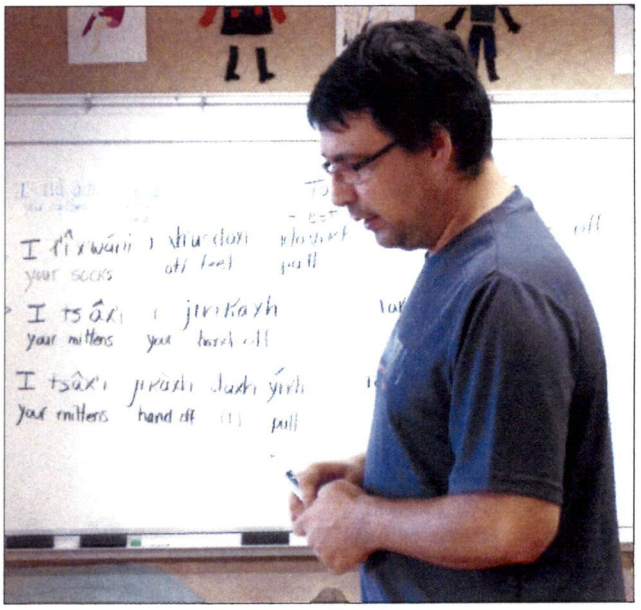








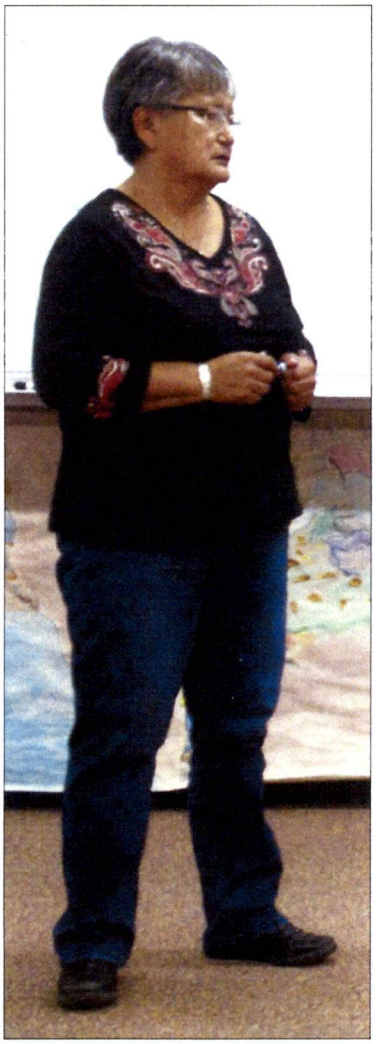



your socks
your mittens
your mittens

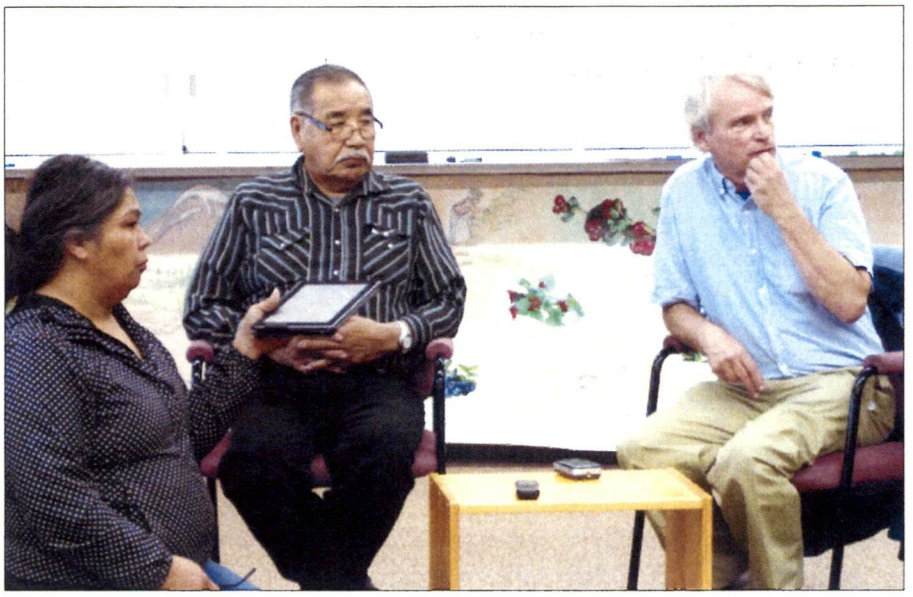



MATIX


Second Language Teaching Methods
Professionalism
Native Language Literacy
Practicum









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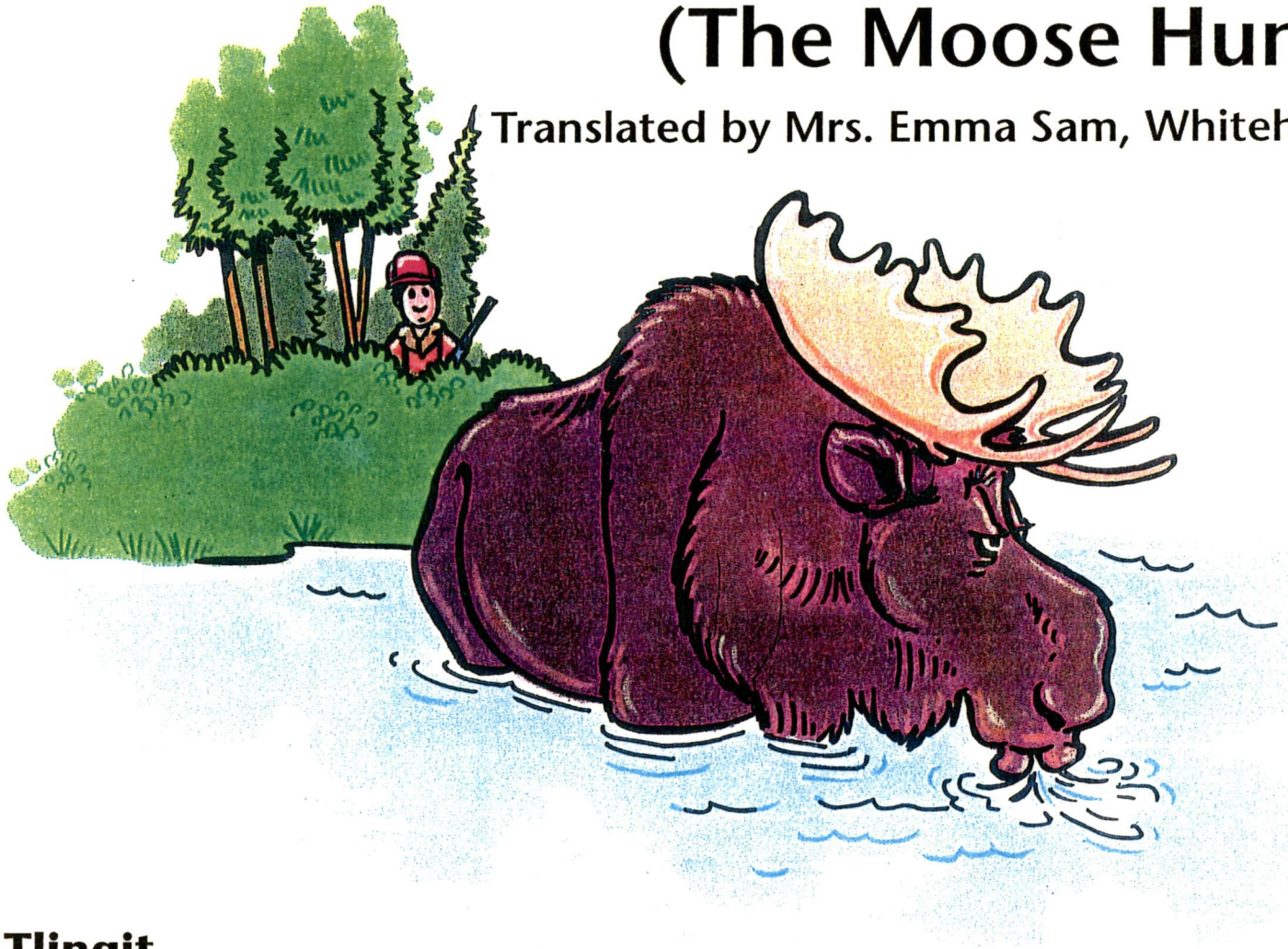
Page

29.	*centre:*	participants
30.	*top left:*	Jeff Leer
	top right:	Sam Johnston, Sean McDougall, Ruth Beattie
	centre:	André Bourcier
	bottom:	Lorraine Dewhurst teaching the class
31.	*top left:*	André Bourcier
	top right:	Connie Jules, Bessie Cooley
	bottom left:	Bessie Jim
	bottom centre:	Sam Johnston
	bottom right:	Chris Cox
32.	*top left:*	Bessie Cooley
	top right:	Mary Allison
	centre left:	Norman James
	bottom left:	Sam Johnston, Connie Jules
	bottom right:	Sean McDougall
33.	*top left:*	Sam Johnston, Gary Johnson
	top right:	Barb Hobbis
	bottom left:	Pauline Sidney
	bottom right:	Sarah Johnston Smith and her baby
34.	*top left:*	Connie Jules, Sam Johnston, Jeff Leer
	top right:	Lorraine Dewhurst

Dzísk'w Aɬ'ûn

(The Moose Hunt)

Translated by Mrs. Emma Sam, Whitehorse, Yukon



Tlingit Language
Teslin Dialect

Yukon Native Language Centre

Dzísk'w Aɬ'ûn/The Moose Hunt

This "Talking Book" is part of a series produced by:

Yukon Native Language Centre
P.O. Box 2799, Whitehorse, Yukon
Canada Y1A 5K4
Phone (403) 668-8820



Translation by Emma Sam

Emma Sam was born in Teslin, Yukon, a daughter of Rosie and (the late) David Johnston. A fluent speaker of Tlingit, she is a member of the Ishkìtàn clan. Emma's traditional name is Wakhsâni.

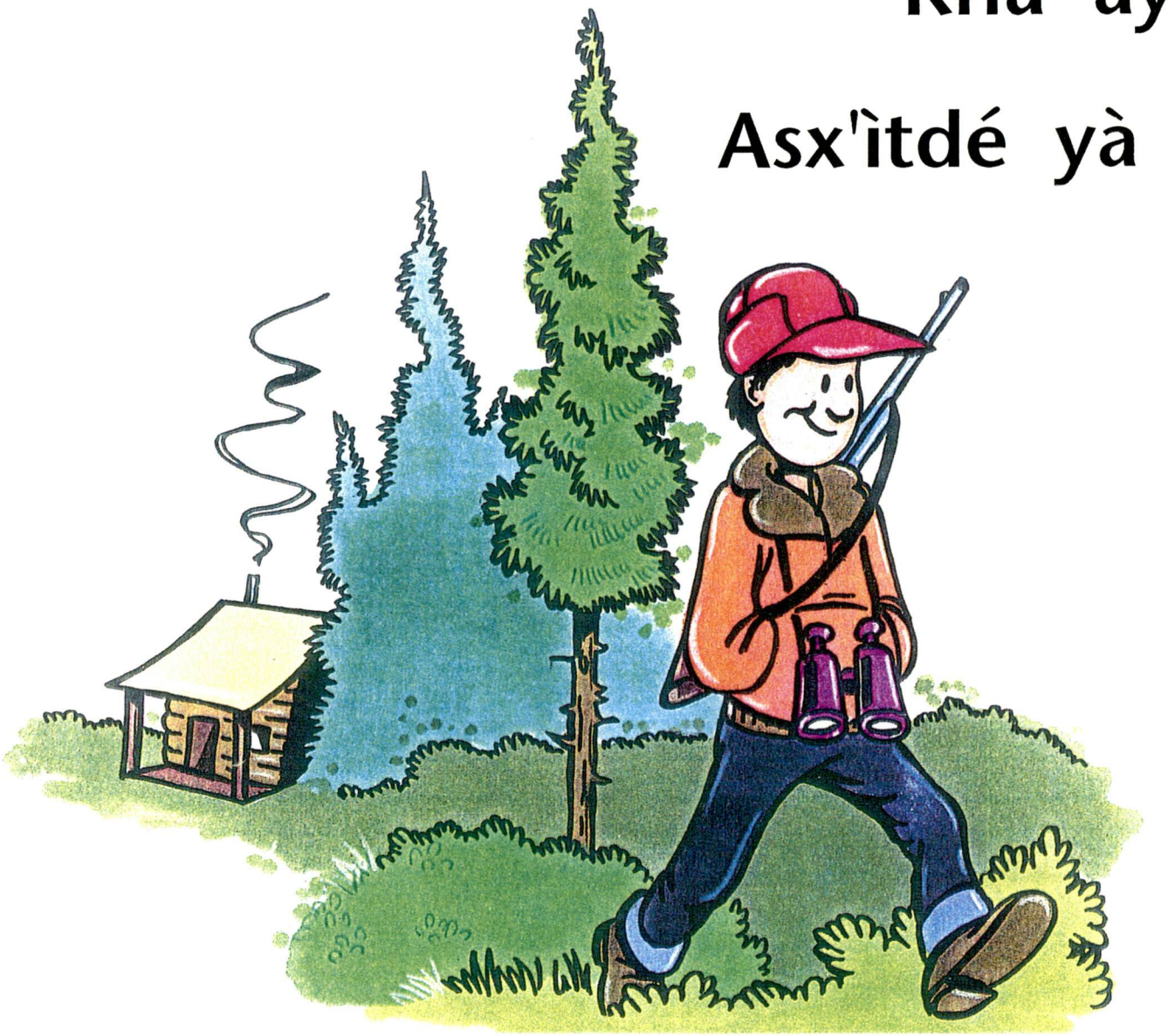
Emma is employed by the Government of Yukon as a Tlingit Team leader in the Bureau of Aboriginal Language Services.

Illustrations by Chris Caldwell

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Khâ áyá.

Asx'ìtdé yà nagút.



Dà sá ał'ûn?

Dzísk'w káxh ákgwał'ûn.

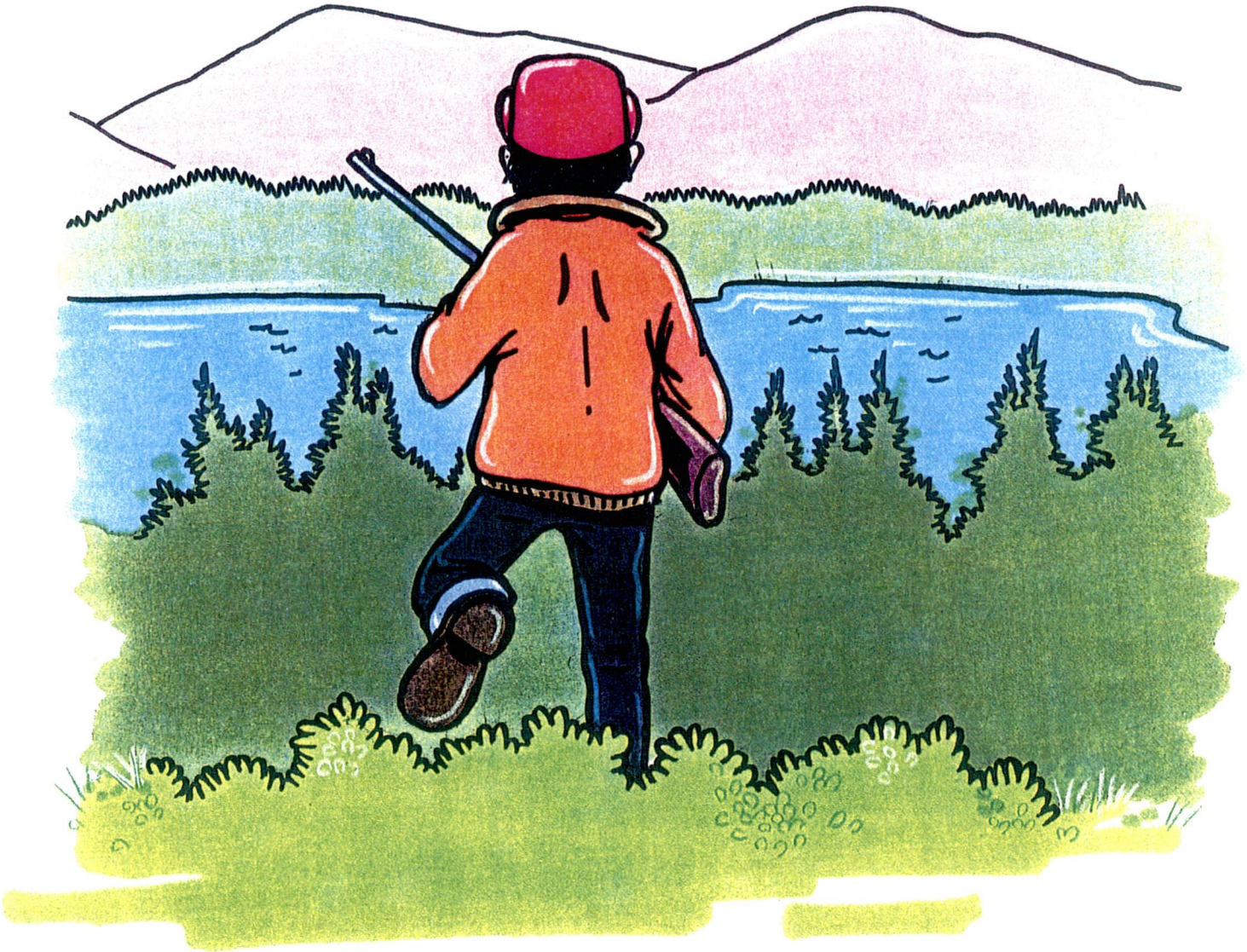




Gùsú wé ûnà?

Ûnà yâdu.

Wé â yàxh yà nagút.





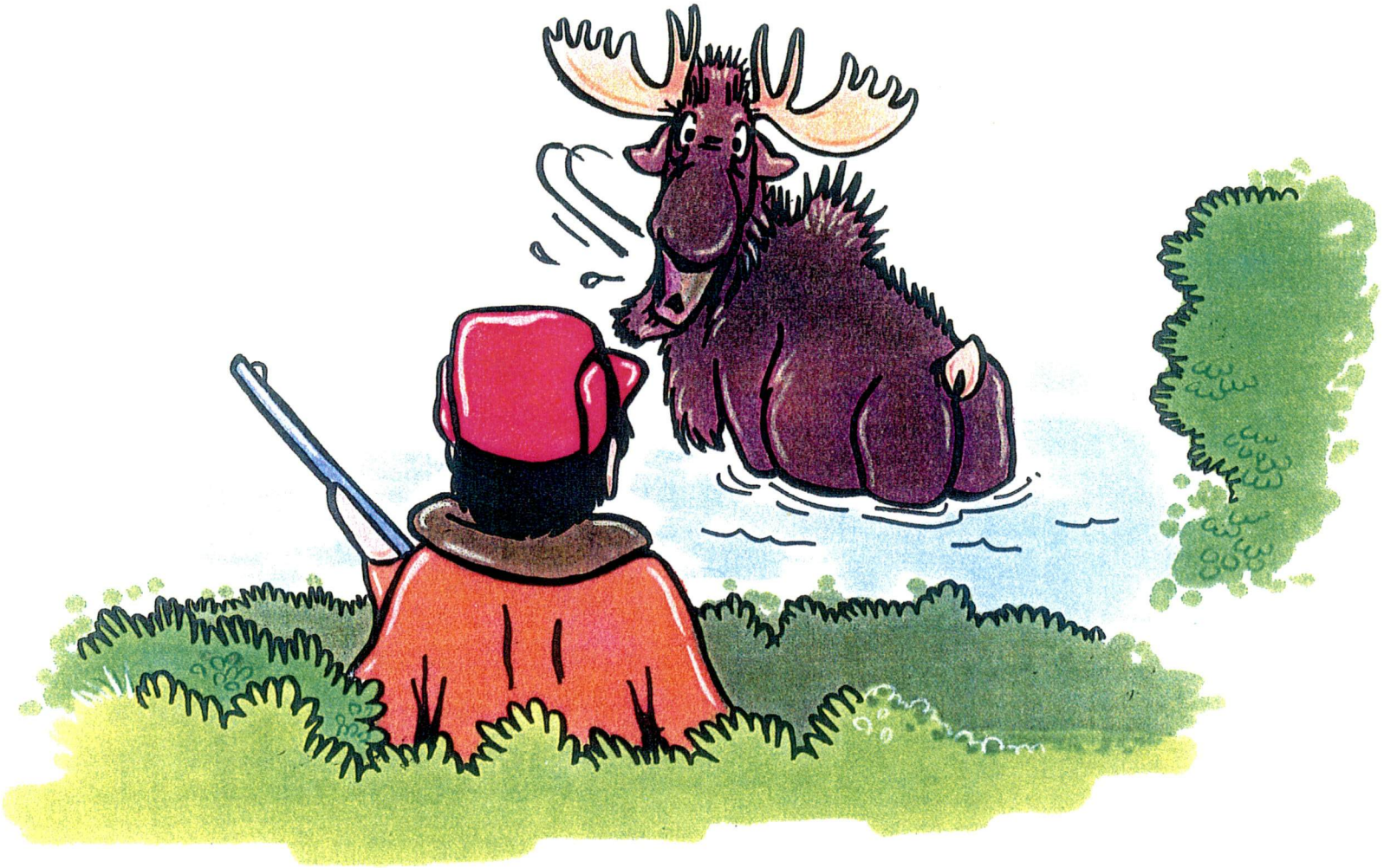
Dzísk'u xh'us.ìtí amsitìn.

Dzísk'w amistìn wé khâ.

Wé dzísk'w hîn adaná.



Wé dzísk'w wé khâ amsitìn.





Ghut wujixìx wé dzísk'w.

At únt wé khâ.

Ê! Ayamsi.únxhà.

Dzísk'w Aɬ'ûn/The Moose Hunt

Translated by Mrs. Emma Sam, Whitehorse, Yukon

Page 1: **Khâ áyá.**
Asx'ìtdé yà nagút.

This is a man.
He is going hunting.

Page 2: **Dà sá aɬ'ûn?**
Dzísk'w káxh ákgwaɬ'ûn.

What is he hunting for?
He is hunting for moose.

Page 3: **Gùsú wé ûnà?**
Ûnà yâdu.

Where is the gun?
There is the gun.

Page 4: **Wé â yàxh yà nagút.**

He is walking around by the lake.

Page 5: **Dzísk'u xh'us.ìtí amsitìn.**

He sees moose tracks.

Page 6: **Dzísk'w amistìn wé khâ.**
Wé dzísk'w hîn adaná.

The man sees the moose.
The moose is drinking water.

Page 7: **Wé dzísk'w wé khâ amsitìn**

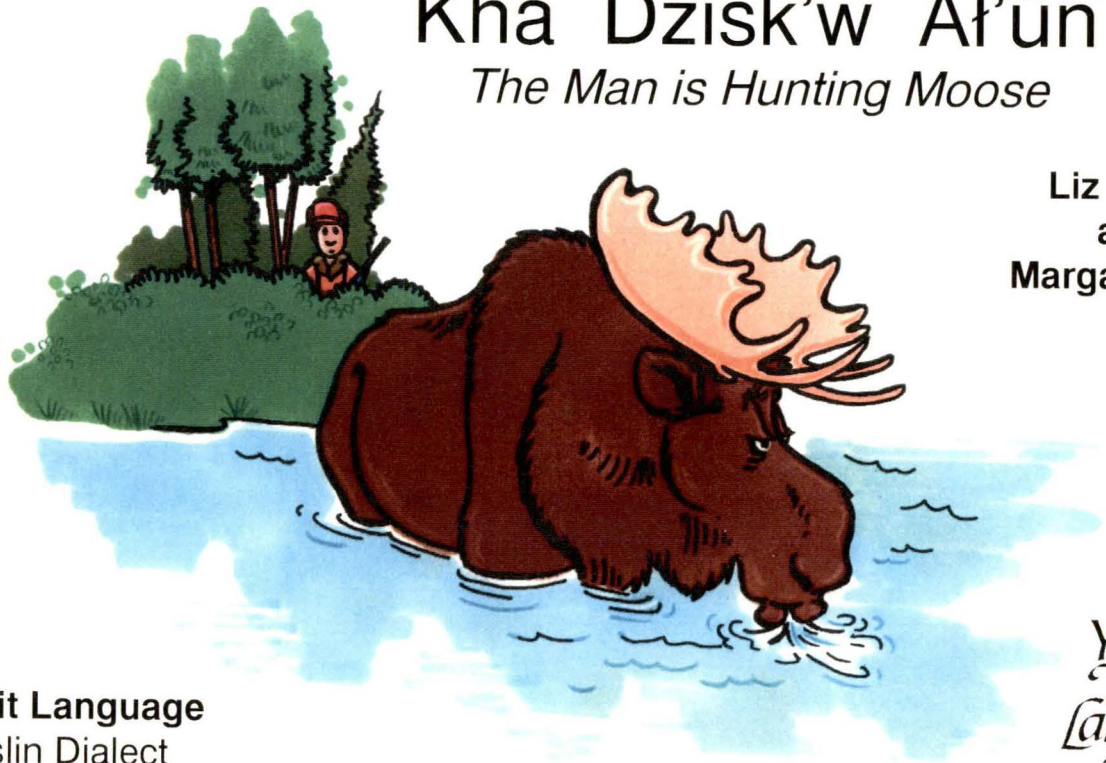
The moose sees the man.

Page 8: **Ghut wujixìx wé dzísk'w.**
At únt wé khâ.
Ê! Ayamsi.únxhà.

The moose runs away from the man.
The man shoots!
Gee. He missed!

Khâ Dzísk'w Aɬ'ûn

The Man is Hunting Moose



Liz Smith
and
Margaret Bob
Teslin
Yukon

Tlingit Language
Teslin Dialect

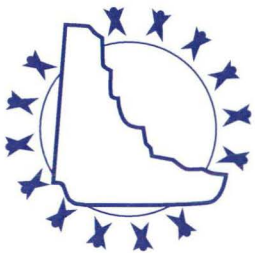
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Original black and white illustrations by Chris Caldwell

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Yukon Native Language Centre



TOGETHER TODAY... FOR OUR CHILDREN TOMORROW

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ISBN 1-896382-65-7



Liz Smith is the daughter of the late William and Daisy Johnston of Teslin. Her Tlingit name is Shkhinduyâ and she is a Kùkhhittàn Shâwu of the Kùkhhittàn Clan.

Liz is a Tlingit Language Instructor at Teslin School. She is a graduate of the Native Language Instructor Certificate Program offered by Yukon College and is enrolled in the Diploma Program.



Margaret Bob is the daughter of the late Charlie and Ida Bob of Teslin. Her Tlingit name is Shuwitìn and she is a Yanyèdi Shâ of the Yanyèdí Clan.

Margaret is a Tlingit Language Instructor at Teslin School. She has completed the Native Language Instructor Certificate Program at Yukon College and is currently enrolled in the Diploma Program.



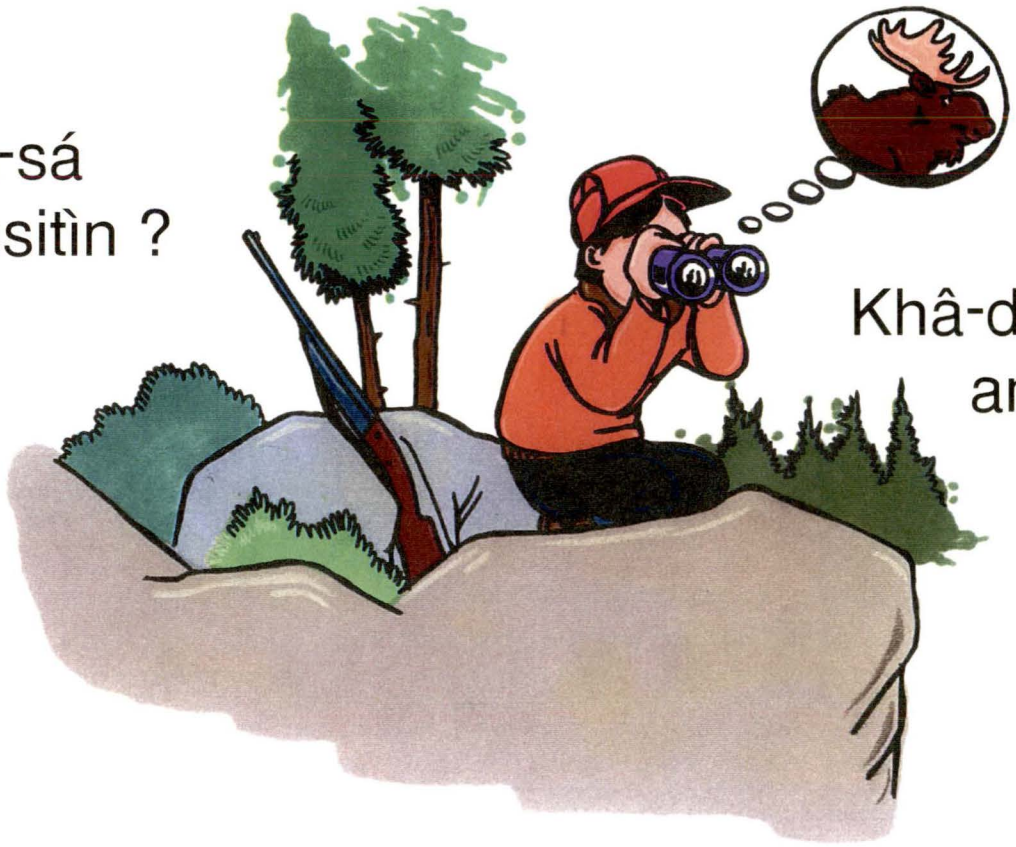
Khâ Dzísk'w Ał'ûn



Gùdê-sá
yà-nagút
wé khâ ?



Asx'ìtdé
yà-nagút.

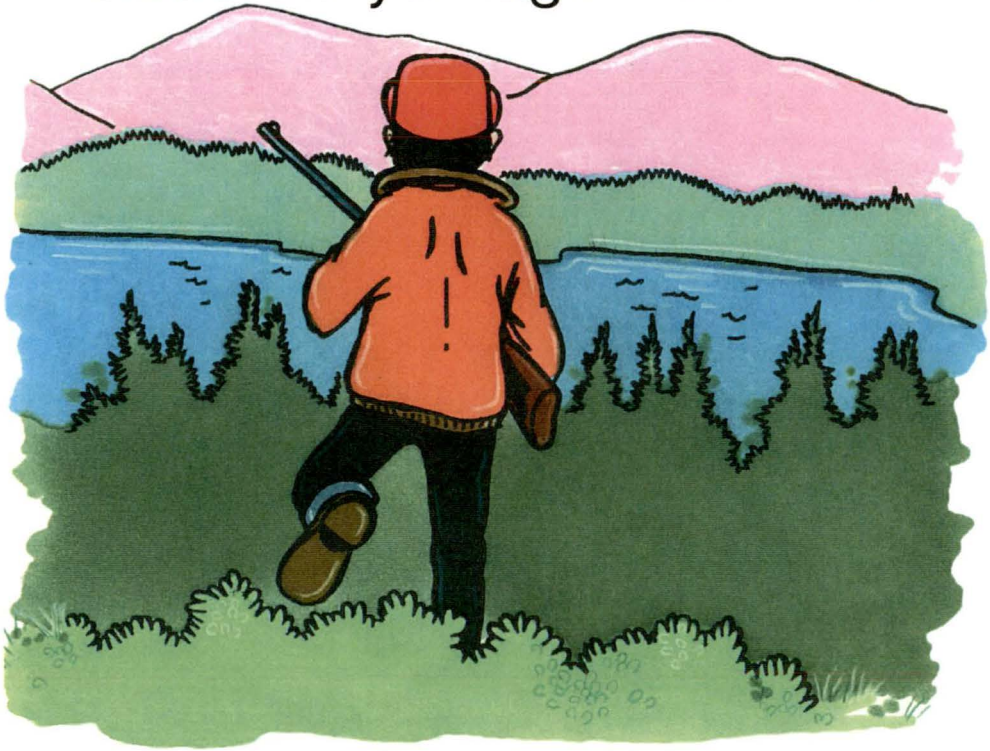

Dà-sá amsitìn ?
Khâ-dzísk'w amsitìn.

Gùsú wé ûnà ?



Yâdu ûnà.

Gùdê-sá yà-nagút wé khâ ?



Â xhánde yà-nagút.

Dà-sá
amsitìn ?



Dzísk'u-xh'us.ìtí
amsitìn.



Mâ-sá khuwanûk
wé dzísk'w ?

Hîn adaná
wé dzísk'w.

Dà-sá amsitìn
wé dzísk'w ?

Dzísk'w khâ
amsitìn.



Mâ-sá khuwanûk wé dzísk'w ?

Khâ-nákh khut-wujixìx
wé dzísk'w.



Hedô !
Khâ dzísk'w
ayamsi.únxhà.

Khâ Dzísk'w Aɬ'ûn

The Man is Hunting Moose

Liz Smith and Margaret Bob



1

Gùdê-sá yà nagút wé khâ ?
Where is the man going?

Asx̂ìtdé yà-nagút.
He is going hunting.

2

Dà-sá amsitìn ?
What does he see?

Khâ-dzísk'w amsitìn.
He sees the bull moose.



3

Gùsú wé ûnà ?
Where is the gun?

Yâdu ûnà.
Here is the gun.

Khâ Dzísk'w Ał'ûn

The Man is Hunting Moose Liz Smith and Margaret Bob

4 Gùdê-sá yà-nagút wé khâ ? Â xhánde yà-nagút.
Where is the man going? He is going towards the lake.



5 Dà-sá amsitìn ? Dzísk'u-xh'us.ìtí amsitìn.
What does he see? He sees moose tracks.

6 Mâ-sá khuwanûk wé dzísk'w ? Hîn adaná wé dzísk'w.
What is the moose doing? The moose is drinking water.

7 Dà-sá amsitìn wé dzísk'w ?
What does the moose see?

Dzísk'w khâ amsitìn.
The moose sees a man.

8 Mâ-sá khuwanûk wé dzísk'w ?
What is the moose doing?



Khâ-nákh khut-wujixìx wé dzísk'w.
The moose runs away from the man.

Hedô! Khâ dzísk'w ayamsi.únxhà.
Gosh! The man shot at the moose and missed.



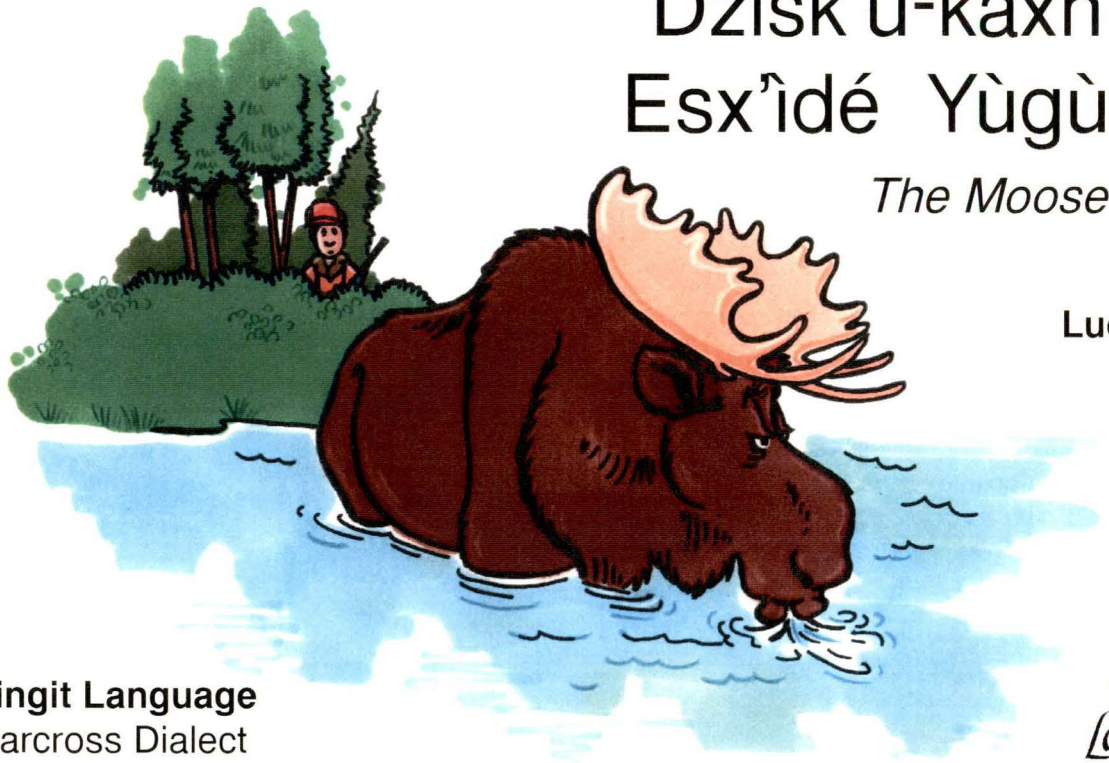
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ISBN 1-896382-65-7

Dzísk'u-káxh
Esx'îdé Yùgùt

The Moose Hunt



Lucy Wren
Carcross
Yukon

Tlingit Language
Carcross Dialect

Yukon Native Language Centre

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ISBN 1-896382-63-0



Lucy Wren of Carcross, Yukon, is a well-known Yukon Elder who has worked for years teaching and promoting the Tlingit language and culture.

Lucy's traditional name is Ghùch Tlâ ("Wolf Mother"), and she is a member of the Dakhl'awêdí clan.

Lucy was a member of the first graduating class of the Native Language Instructor Certificate Course at Yukon College in 1986. Over the years she has continued to provide cultural and linguistic information for the benefit of other language instructors attending the Tlingit Literacy Sessions.



Dzísk'u-káxh
Esx'ìdé Yùgùt

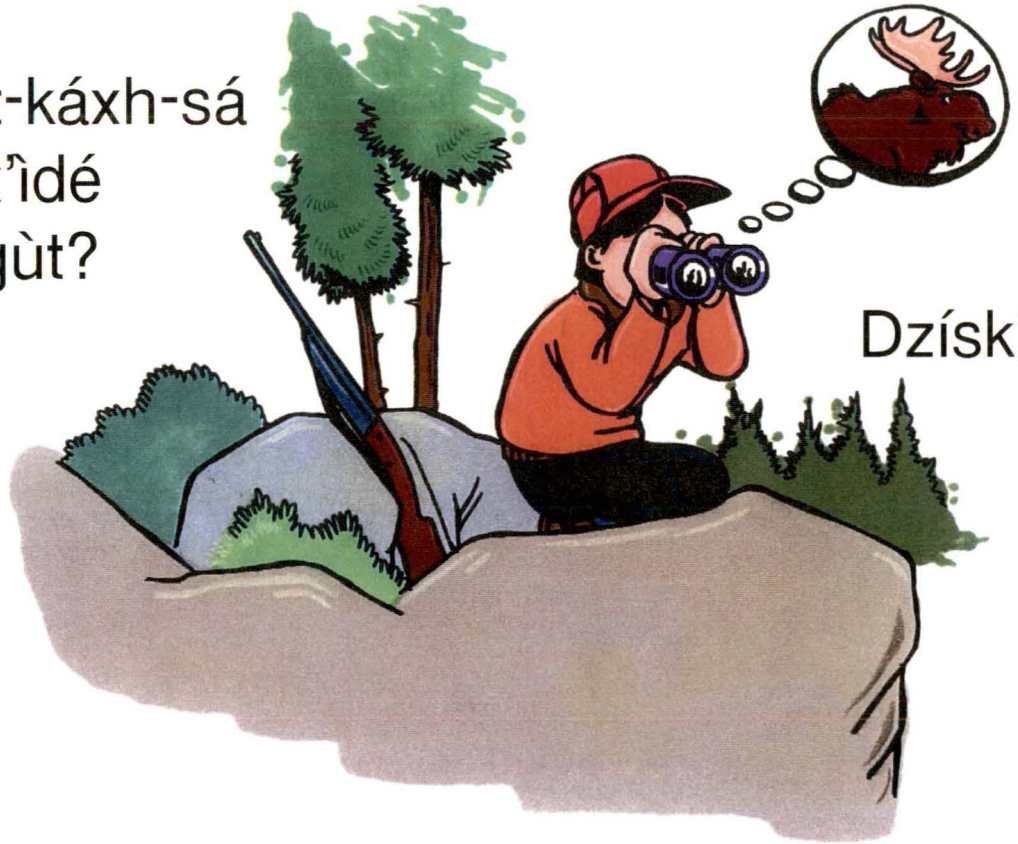


Wé khâ áwé.



Wé khâ áwé esxʔìdé yùgùt.

Dàt-káxh-sá esxʔìdé yùgùt?



Dzísk'u-káxh esxʔìdé yùgùt.

Gùsû wé ûnà?



Yâdu wé ûnà.



Â-yàxh ét yùgùt.



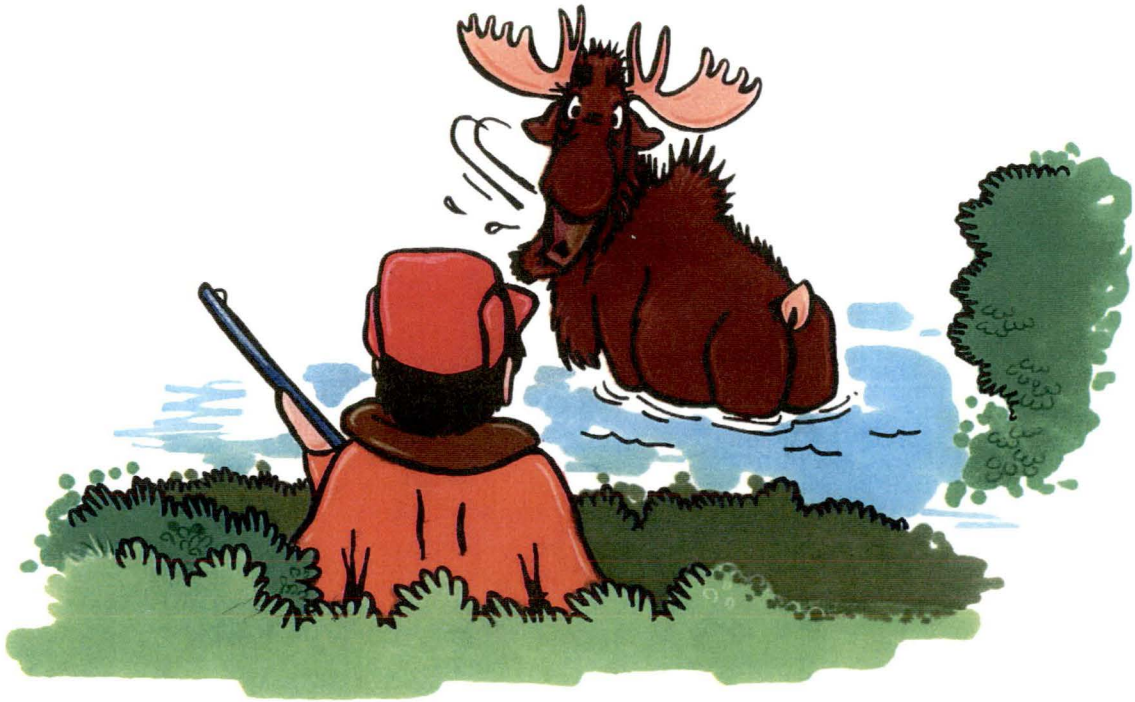
Dzísk’u-xh’us.ìtí awsitìn.

Wé khâ dzísk'w awsitìn.

Wé khâ-dzísk'w hîn edená.



Wé khâ-dzísk'w wé khâ awsitìn.



Wé khâ-dzísk'w
wé khâ-nákh
khut-yujixìx.



Hedô! Wé
khâ dzísk'w
eyawsi.únxhà.

Dzísk'u-káxh Esx'ídé Yùgùt

The Moose Hunt

Lucy Wren



1 Wé khâ áwé. Wé khâ áwé esx'ídé yùgùt.

That is a man. The man is going hunting.

2 Dàt-káxh-sá esx'ídé yùgùt? Dzísk'u-káxh esx'ídé yùgùt.

What is he going hunting for? He is going hunting for moose.



3 Gùsû wé ûnà? Yâdu wé ûnà.

Where is the gun? Here is the gun.

Dzísk'u-káxh Esx'ìdé Yùgùt

The Moose Hunt

Lucy Wren

4 Â-yàxh ét yùgùt.

He is walking by the lake.



5 Dzísk'u-xh'us.ìtí awsitìn.

He sees moose tracks.

6 Wé khâ dzísk'w awsitìn.

The man sees a moose.

Wé khâ-dzísk'w hîn edená.

The bull moose is drinking water.



7 Wé khâ-dzísk'w wé khâ awsitìn.
The bull moose sees the man.

8 Wé khâ-dzísk'w wé khâ-nákh khut-yujixìx.
The bull moose runs away from the man.

Hedô! Wé khâ dzísk'w eyawsi.únxhà.
The man shoots at the moose and misses.



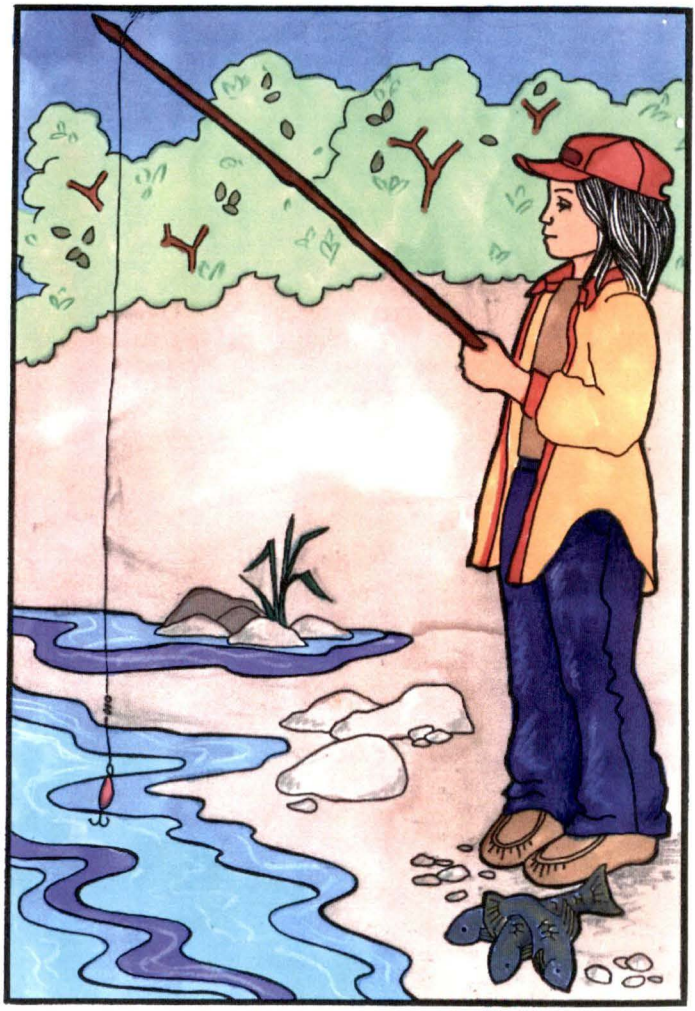




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Xhât Â Dusxùgi Yé

Where They Dry Fish



Lucy Wren
Carcross, Yukon

Tlingit Language
Carcross Dialect

Yukon Native Language Centre



Lucy Wren of Carcross, Yukon, is a well-known Yukon Elder who has worked for years teaching and promoting the Tlingit language and culture.

Lucy's traditional name is Ghùch Tlâ ("Wolf Mother"), and she is a member of the Dakhl'awèdí clan.

Lucy was a member of the first graduating class of the Native Language Instructor Certificate Course at Yukon College in 1986. Over the years she has continued to provide cultural and linguistic information for the benefit of other language instructors attending the Tlingit Literacy Sessions.

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Xhât Â Dusxùgi Yé

Where They Dry Fish

Lucy Wren
Carcross, Yukon

Tlingit Language

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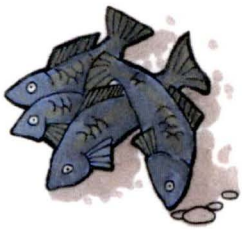
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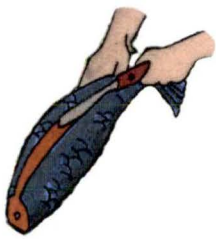
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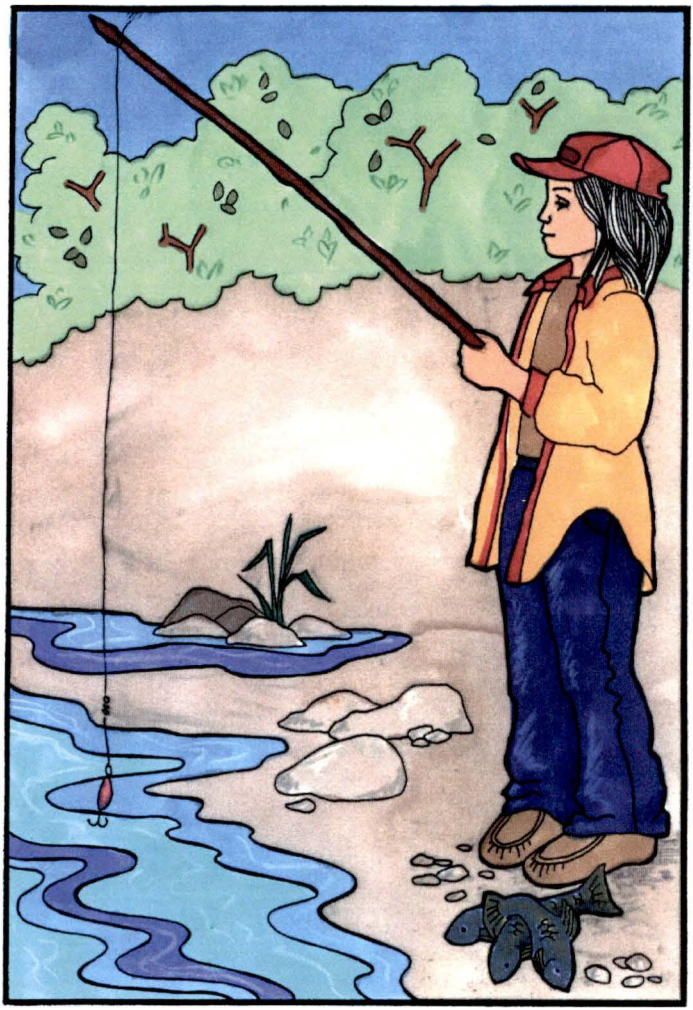
Xhât Â Dusxùgi Yé











Etk'iyétsk'u áwé xhât ast'èxh.

Nés' xhât awdzit'èxh.



Du îsh ghèwú kè aneł.ét.

Sheyedihên xhât awdzighéw.



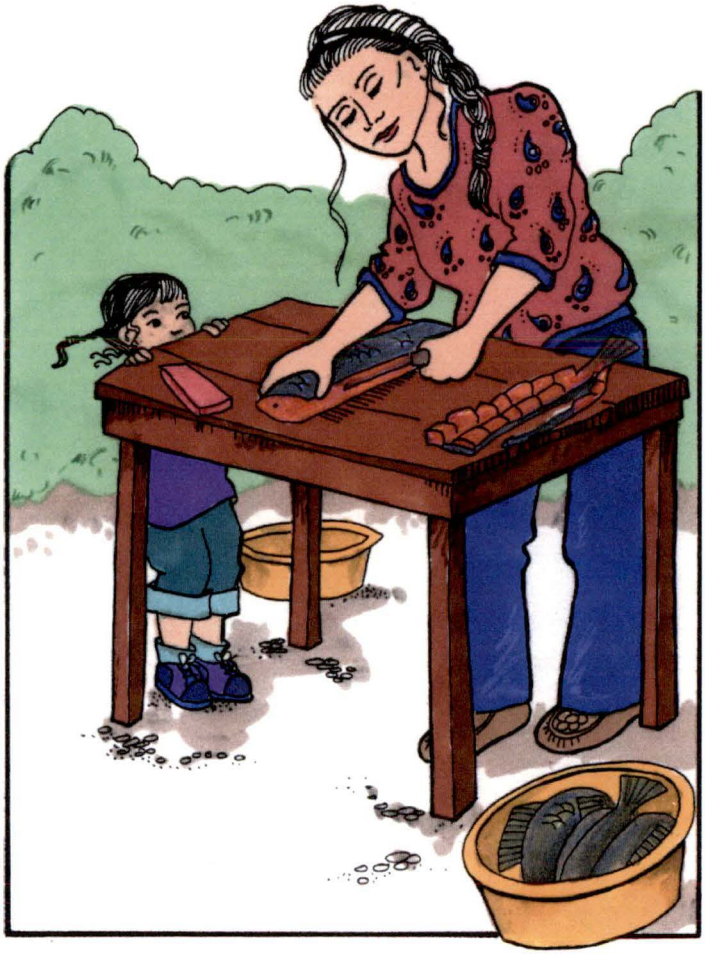
Wé du dlàk' xhât daxh ak'éxh'.

Dàx'ùn xhât áwé daxh àwak'éxh'.



Wé hes du łîłk'w xhât daxh axâsh.

Wé du dachxhánk' tsu dêxh
xhât yà aneł.ét.



Wé hes du tlâ xhât aguxhsexûk.

Wé nadâkw ká áwé xhât daxh axâsh.

Wé du sîk' khu.a esh jiłetín.



Wé du sîk' xhât yénde asheyetî.

Wé tlêx' à du sîk' xhât teyì shûxh ade.àk.



Wé khâ áwé xhât teyìdé ch'âł' gén ayâ.



Wé kètl tsú xhât xùk du ît uwahâ.

Éch áwé khà deyîn ét â.



Wé etk'iyétsk'u ch'âł' gén ayâ ìtî áwé yudixwétl.

Éch áwé às k'ît shestân.







Xhât Â Dusxùgi Yé

Where They Dry Fish

Lucy Wren

Tlingit Language

Page 1

Etk'iyétsk'u áwé xhât ast'èxh.
The boy is fishing.

Nés' xhât awdzit'èxh.
He has caught three fish.



Page 2

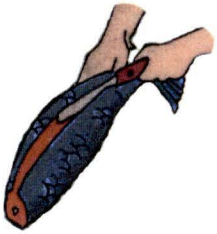
Du îsh ghèwú kè aneł.ét.
His father is pulling up the net.

Sheyedihên xhât awdzighéw.
He has caught many fish.

Page 3

Wé du dlàk' xhât daxh ak'éxh'.
His sister is gaffing fish.

Dàx'ùn xhât áwé daxh àwak'éxh'.
She has gaffed four fish.



Page 4

Wé hes du łîłk'w xhât daxh axâsh.

Their grandmother is cutting fish.

Wé du dachxhánk' tsu dêxh xhât yà aneł.ét.

Her granddaughter is carrying two fish too.

Page 5

Wé hes du tlâ xhât aguxhsexûk.

Their mother is going to dry fish.

Wé nadâkw ká áwé xhât daxh axâsh.

She is cutting fish on the table.

Wé du sîk' khu.a esh jiłetín.

Her daughter is watching her work.

Page 6

Wé du sîk' xhât yénde asheyetî.

Her daughter is hanging fish.

Wé tlêx' à du sîk' xhât teyì shûxh ade.àk.

Her other daughter is making a fire under the fish.

Page 7

Wé khâ áwé xhât teyìdé ch'âł' gén ayâ.

The man is packing willow wood for under the fish.

Page 8

Wé kètl tsú xhât xùk du ît uwahâ.

The dog is hungry for dry fish too.

Éch áwé khà deyîn ét â.

That is why he is sitting facing them.

Page 9

Wé etk'iyétsk'u ch'âł' gén ayâ ìtî áwé yudixwétl.

The boy is tired after packing willow wood.

Éch áwé às k'ît shestân.

That is why he is lying under a tree.

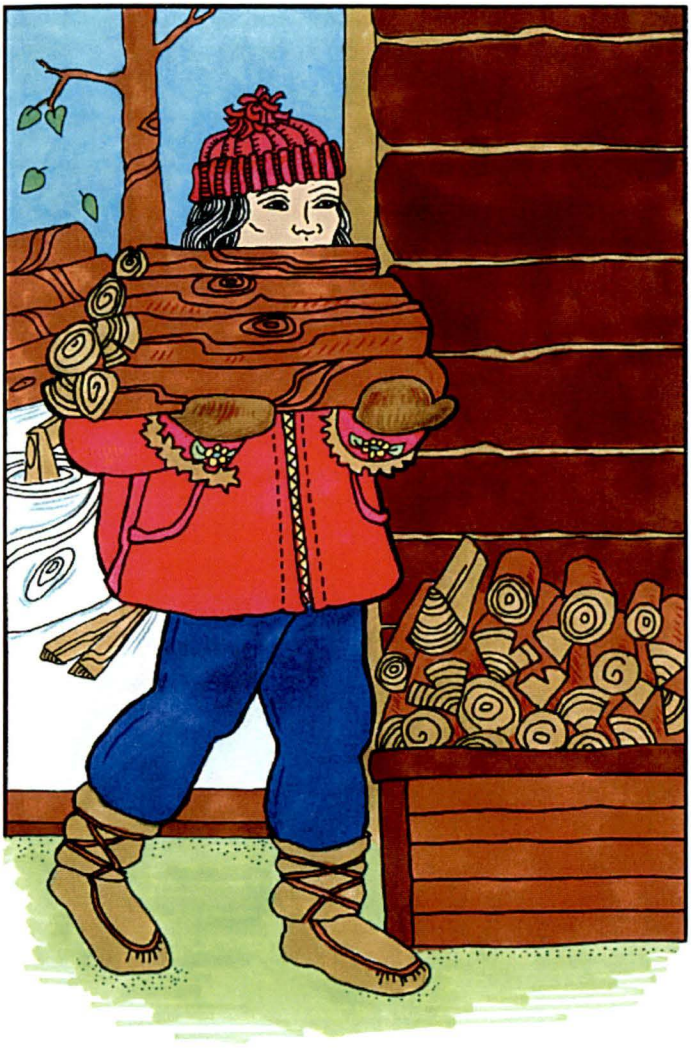




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Nèł Yî

At Home



Liz Smith and Margaret Bob
Teslin, Yukon

Tlingit Language

Yukon Native Language Centre

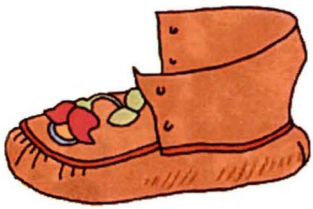
Nèł Yì

At Home

Liz Smith and Margaret Bob
Teslin, Yukon

Tlingit Language

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Liz Smith is the daughter of the late William and Daisy Johnston of Teslin. Her Tlingit name is Shkhinduyâ and she is a Kùkhhittàn Shâwu of the Kùkhhittàn Clan.

Liz is a Tlingit Language Instructor at Teslin School. She is a graduate of the Native Language Instructor Certificate Program offered by Yukon College.





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Margaret is a Tlingit Language Instructor at Teslin School. She has completed the Native Language Instructor Certificate Program at Yukon College and the Diploma Program.

Nèł Yì

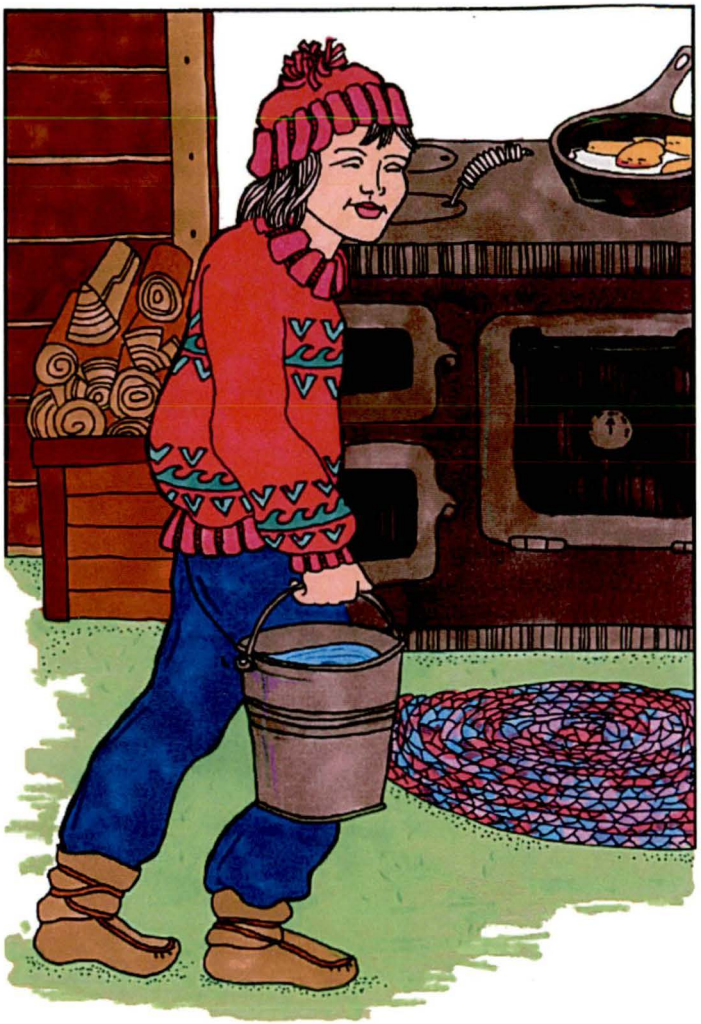


Dà sáwé yê adàné Xûnk' ?

Du tlâ jiyís gán nèłdé ayâ.

Gùx' sá yánde ayaguxhła.ât ?

Gán dàkakhûk tûde ayała.àt.



Wé Xûnk' du dlàk' mâ sá khuwanûk ?

Hú khu.a hîn ayâ.

Has du tlâ has du jiyís at gas.î.

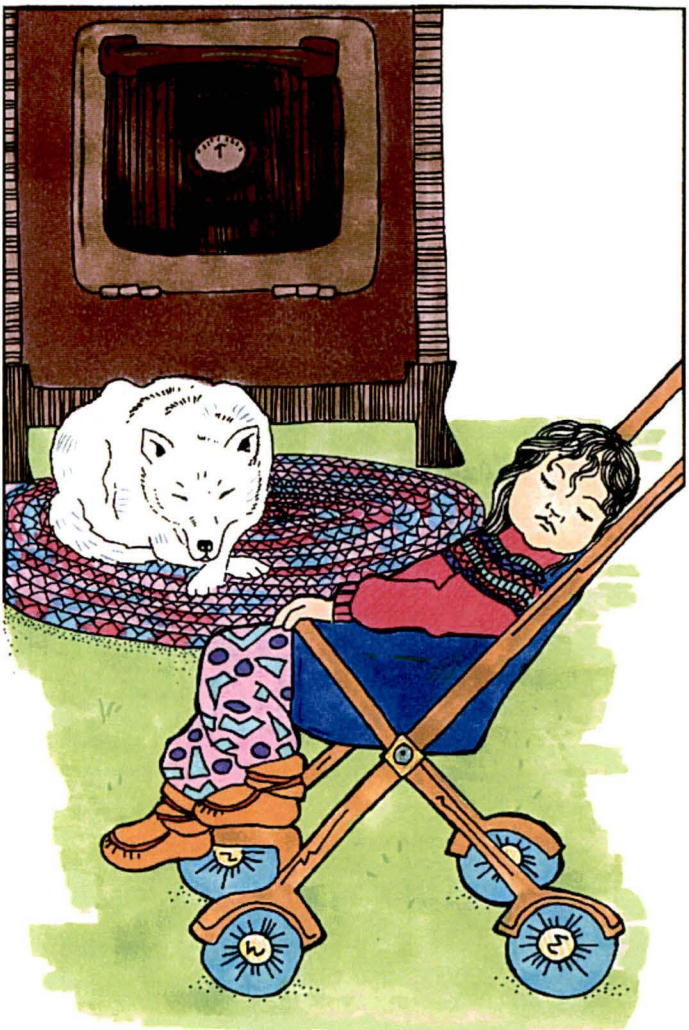


Mâ sá khuwanûk Xûnk' du łîłk'w ?

Yànagut tîł akhês'.

Àdû jiyís sá ?

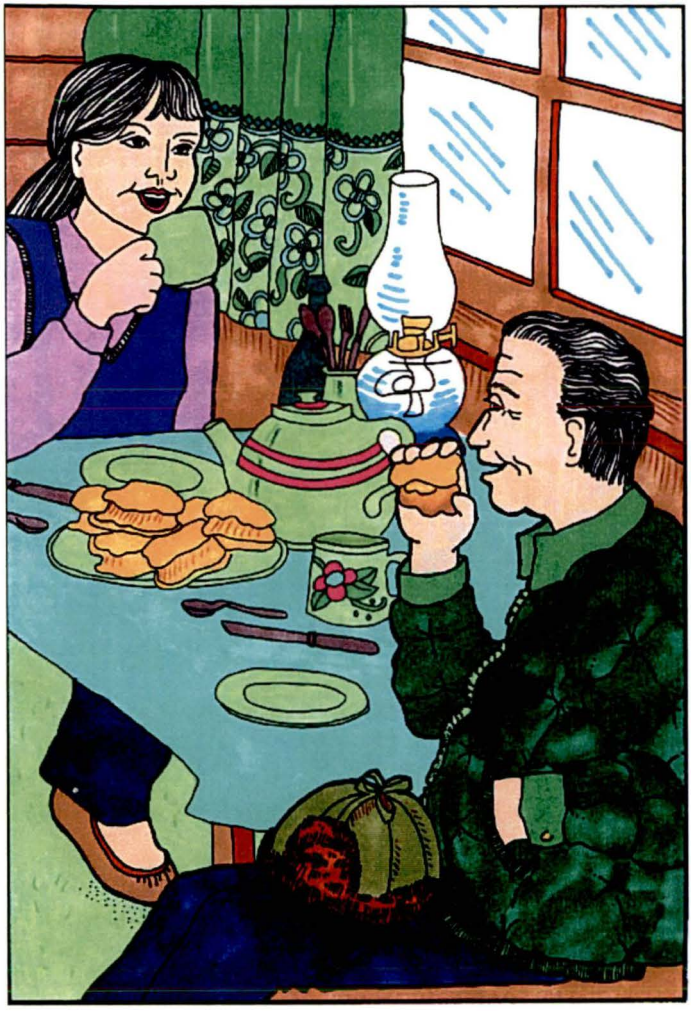
Xûnk' jiyís akhês'.



Mâ sá khuwanûk Xûnk' du dlàk' ?

Wudixwétl, kùjúxà ká tâch uwajákh.

Has du kèdlí tsú ghâch kát tá.



Mâ sá has khuwanûk du îsh kha du tlâ ?

Du îsh sakwnên axhá.

Du tlâ khu.a dì adaná.

Has du yátx'i a dà yù has xh'aɬi.átk.

Nèł Yì

At Home

Liz Smith and Margaret Bob
Tlingit Language

Page 1

Dà sáwé yê adàné Xûnk' ?
What is Xûnk' doing?



Du tlâ jiyís gán nèłdé ayâ.
He's packing in firewood for his mother.

Gùx' sá yánde ayaguxhła.ât ?
Where will he put it?

Gán dàkakhûk tûde ayała.àt.
He's putting it in the woodbox.

Page 2

Wé Xûnk' du dlàk' mâ sá khuwanûk ?
What is Xûnk's sister doing?



Hú khu.a hîn ayâ.
Her though, she is packing water.

Has du tlâ has du jiyís at gas.î.
Their mother is cooking for them.

Page 3

Mâ sá khuwanûk Xûnk' du łîłk'w ?
What is Xûnk's grandmother doing?

Yànagut tîł akhês'.
She is sewing walking moccasins.



Àdû jiyís sá ?
Who for?

Xûnk' jiyís akhês'.
She's sewing them for Xûnk'.

Page 4

Mâ sá khuwanûk Xûnk' du dlàk' ?
What is Xûnk's sister doing?

Wudixwétl, kùjúxà ká tâch uwajákh.
She's tired; she fell asleep in the stroller.

Has du kèdlí tsú ghâch kát tá.
Their dog too is sleeping on the rug.

Page 5

Mâ sá has khuwanûk du îsh kha du tlâ ?
What are his father and mother doing?



Du îsh sakwnên axhá.
His father is eating bannock.

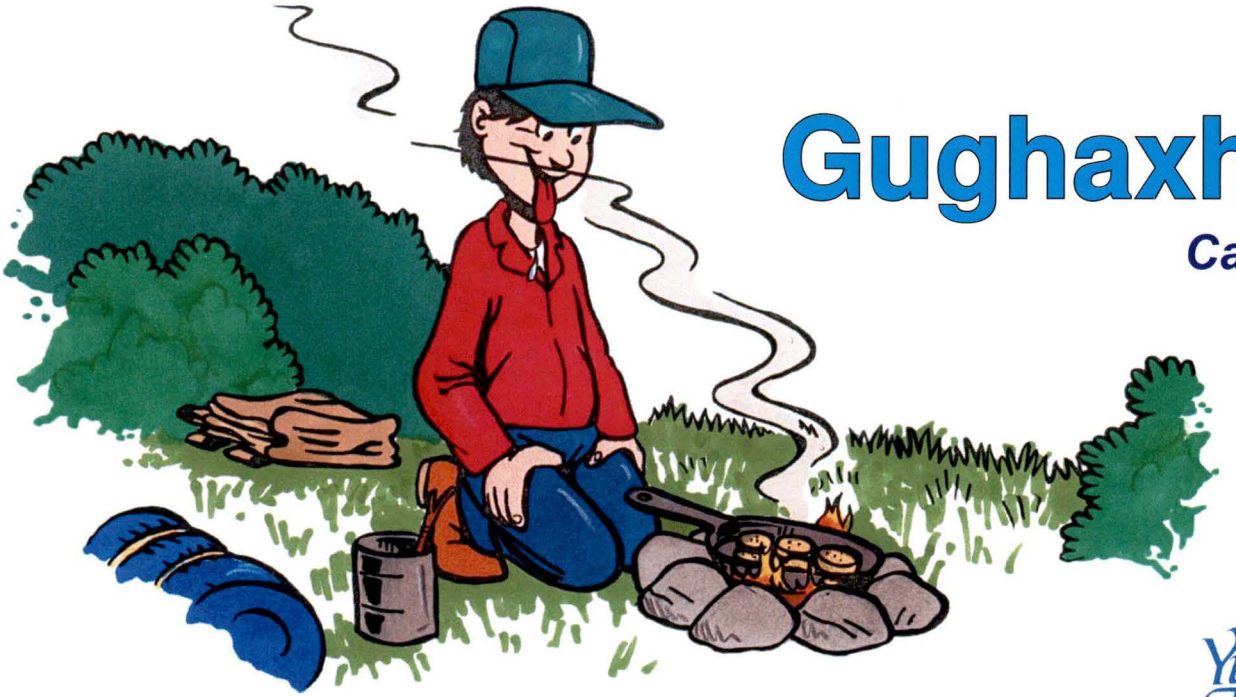
Du tlâ khu.a dì adaná.
His mother though is drinking tea.

Has du yátx'i a dà yù has xh'aɬi.átk.
They are talking about their children.

Yukon Native Language Centre

ISBN 1-55242-133-3





Gughaxhìyí

Camping

Liz Smith, Margaret Bob, Emma Sam and Bessie Cooley

Teslin, Yukon

Tlingit Language

Yukon Native Language Centre

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Margaret Bob is the daughter of the late Charlie and Ida Bob of Teslin. Her Tlingit name is Shuwutìn and she is a Yanyèdí Shâ of the Yanyèdí Clan. Ms. Bob has been a Tlingit Language Instructor at Teslin School since 1992. For many years she team-taught with Liz Smith and now teaches together with Bessie Cooley. She has completed the Native Language Instructor Certificate and Diploma Programs at Yukon College.



Elizabeth (Liz) Smith is the daughter of the late William and Daisy Johnston of Teslin. Her Tlingit name is Shkhinduyâ and she is a Kùkhhittàn Shâwu of the Kùkhhittàn Clan.

Ms. Smith was a Tlingit Language Instructor at Teslin School for many years until retiring in 1997. She is a graduate of the Native Language Instructor Certificate Program offered by Yukon College.

They were assisted in preparing this story by Emma Sam and Bessie Cooley at a Tlingit Literacy Session in November 1996.

Gughaxhìyí



Àdû sáyá ?

Khukawxhè áyá.

Gùdé sá yà nagút ?



Â ghwaxhì
yêde yà nagút.

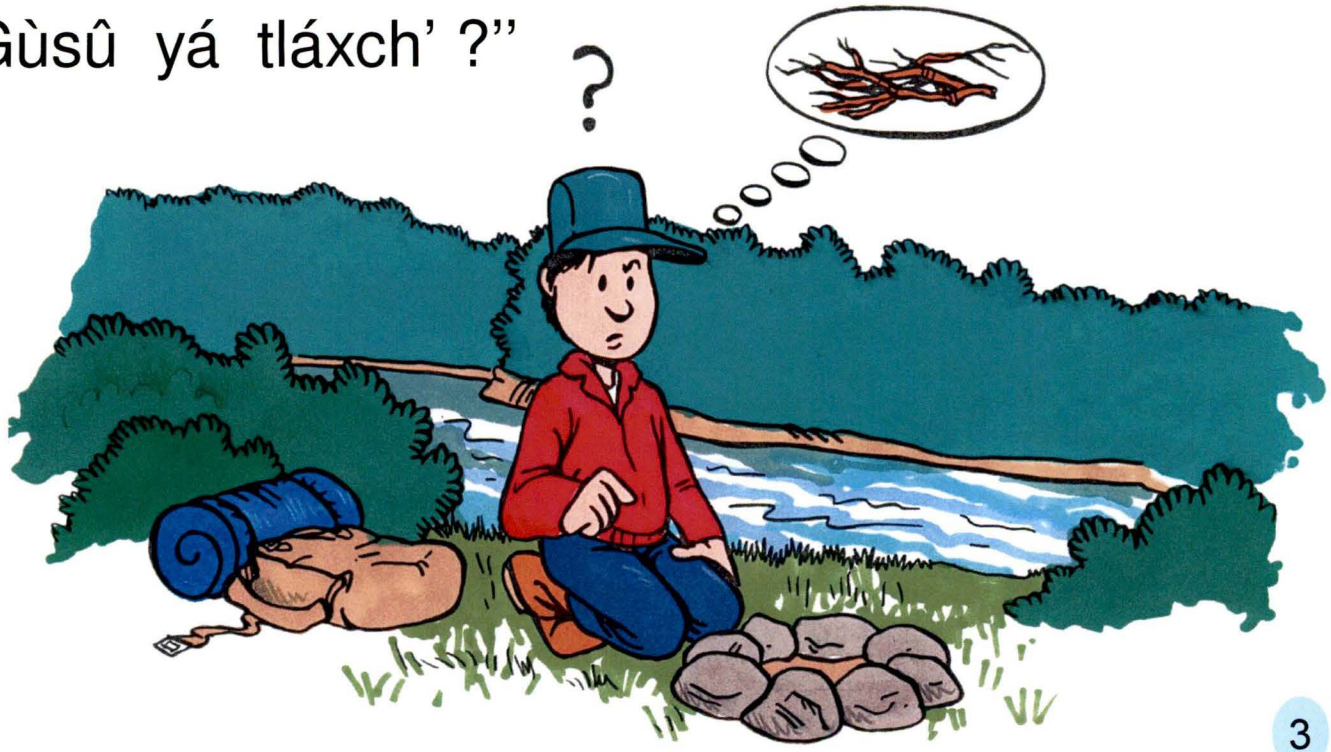
Mâ sá khuwanûk ?



Té akachâk xh'àn ìtí yís.

Dà sá a dà yù tuyatánk ?

“Gùsû yá tláxch’ ?”



Dà sá àghâ wùgùt ?

Tláxch' ayasahâ. Gán tsú àwat'ì.

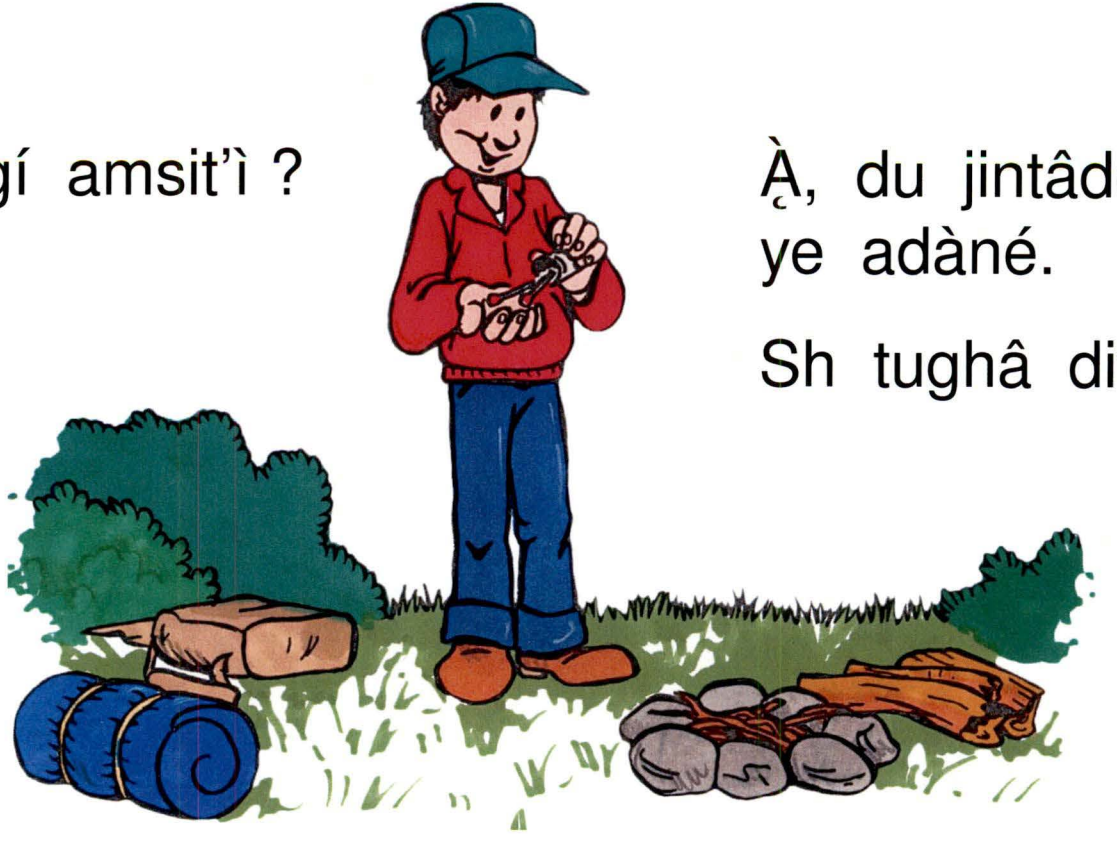


Dà sá àghâ khushî ?



Khâs'ghà khushî.

Khâs' gí amsit'ì ?



Ą, du jintâde ye adàné.

Sh tughâ ditì.

Dà sá agas.î ?

Suknên agas.î.



Suknên akàwahîn wé gúx'à ká.

Du ît gí yàn.uwahâ ?

Ą, tlaxh x'êghà du ît yàn.uwahâ.

Yàn jiyìt xh'amdit'áxh.



De yan uwa.î gí wé suknên ?

Ą, yan uwa.î.



Du tùwú yak'ê suknên axhàyí.

Mâ sá dês khuwanûk ?

Yan at wuxhàyí xh'àn gùgú wùtà.



De xìwa.át. Khutghanahâ kha dís duwatîn.

Gughaxhìyí

Camping

Liz Smith, Emma Sam, Bessie Cooley, and Margaret Bob

Tlingit Language

1

Àdû sáyá ? **Khukawxhè áyá.**

Who is this? *This is Khukawxhè.*

Gùdé sá yà nagút ?

Where is he going?

Â ghwaxhì yêde yà nagút.

He is walking to where he is going to camp.



2 **Mâ sá khuwanûk ?**
What is he doing?



Té akachâk xh'àn ìtí yís.
He is piling up rocks for the fireplace.

3 **Dà sá a dà yù tuyatánk ?**
What is he thinking about?

"Gùsû yá tláxch' ?"
"Where is the dry brush?"



4 **Dà sá àghâ wùgùt ?**
What did he go for?

Tláxch' ayasahâ.
He is gathering dry brush.

Gán tsú àwat'ì.
He found wood too.

5 **Dà sá àghâ khushî ?**

What is he looking for?



Khâs'ghà khushî.

He is looking for matches.

6 **Khâs' gí amsit'ì ?**

Did he find matches?



Ạ̀, du jintâde yê adàné.

Yes, he is putting them into his hand.

Sh tughâ ditì.

He is pleased with himself.

7 **Dà sá agas.î ?**
What is he cooking?

Suknên agas.î.
He is cooking bannock.

Suknên akàwahîn wé gúx'à ká.
He has mixed the batter in the can.



8 **Du ît gí yàn.uwahâ ?**
Is he hungry?

Ą, tlaxh x'êghà du ît yàn.uwahâ.
Yes, he is really hungry.

Yàn jiyìt xh'amdit'áxh.
He is so hungry his mouth is wide open.



9 **De yan uwa.î gí wé suknên ?**
Has the bannock finished cooking?



À, yan uwa.î.
Yes, it has finished cooking.

Du tùwú yak'ê suknên axhàyí.
He is happy that he is eating bannock.

10 **Mâ sá dês khuwanûk ?**
What is he doing now?



Yan at wuxhàyí xh'àn gùgú wùtà.
After he finished eating, he went to sleep by the fire.

De xìwa.át.
It is night-time.

Khutghanahâ kha dís duwatîn.
You can see the stars and the moon.

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Xhât Â Dusxùgi Yé

Where They Dry Fish



Liz Smith and Margaret Bob

Teslin, Yukon

Yukon Native Language Centre

Tlingit Language





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Liz was a Tlingit Language Instructor at Teslin School for many years until retiring in 1997. She is a graduate of the Native Language Instructor Certificate Program offered by Yukon College.

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For many years she team-taught with Liz Smith and now teaches with Bessie Cooley. She has completed the Native Language Instructor Certificate and Diploma Programs at Yukon College. In 2008 she was awarded the Long Service Mentorship in Native Language Teaching.



Xhât Â Dusxùgi Yé





Àdû sáyá ?

Jìskú áyá.

Dà sá yê adàné ?

Ast'èxh áwé.



Àdû sáyá yá khâ ?

Jìskú du îsh áwé.

Mâ sá khuwanûk ?

Ghèwú kè anał.át.



Àdû sáyá ?

Jìskú du dlàk' áyá.

Dà sá yê adàné ?

T'ási ask'íxh't.



Dà sá yà anał.át wé shàtk'iyétsk'u ?

Dêxh t'ási yà anał.át.

Gùdê sá yà anał.át ?

Du łîłk'u xhánde anghaxàshí yís.



Mâ sá khuwanûk du tlâ ?

Nadâkw ká xhât axâsh.

Mâ sá khuwanûk du sîk' ?

Du tlâ ajiłatín.



Dà sá yê has adàné ?

Tlêx' à xhât yánde ashayatî.

Du kîk' s'ìkh yê adàné
xhât tayì.



Dà sá yà anasxhút' du húnxh ?

Dúkh yà anasxhút', xh'àn kayís.



Mâ tìyích sáyá át â Fido ?

Xhât xùk du ît uwahâ, ách áwé Fido át â.



Mâ tìyích sá às k'iyìt tá ?

Â amłixàch xhât xùk du xh'êxh ghaxhdutìyí, ách áwé wùtà.

Xhât Â Dusxùgi Yé

Where They Dry Fish

Liz Smith and Margaret Bob

Teslin, Yukon

Tlingit Language

1 **Àdû sáyá ?** **Jìskú áyá.**

Who is this? *This is Jìskú.*

Dà sá yê adàné ? **Ast'èxh áwé.**

What's he doing? *He's fishing.*

2 **Àdû sáyá yá khâ ?**

Who is this man?

Jìskú du îsh áwé.

He is Jìskú's father.

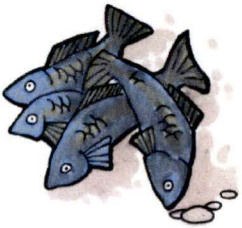


Mâ sá khuwanûk ?

What is he doing?

Ghèwú kè anał.át.

He is pulling up the net.



3 **Àdû sáyá ?**

Who is this?

Jìskú du dlàk' áyá.

This is Jìskú's sister.

Dà sá yê adàné ?

What is she doing?

T'ási ask'íxh't.

She is gaffing grayling.

4 **Dà sá yà anał.át wé shàtk'iyétsk'u ?**

What is the young girl carrying?



Dêxh t'ási yà anał.át.

She is carrying two grayling.

Gùdê sá yà anał.át ?

Where is she carrying them to?

Du łîłk'u xhánde anghaxàshí yís.

To her grandma so she can cut them.

5 **Mâ sá khuwanûk du tlâ ?**

What is her mother doing?

Nadâkw ká xhât axâsh.

She is cutting fish on the table.

Mâ sá khuwanûk du sîk' ?

What is her daughter doing?

Du tlâ ajiłatín.

She is watching her mom work.



6 **Dà sá yê has adàné ?**

What are they doing?

Tlêx' à xhât yánde ashayatî.

One of them is hanging fish.



Du kîk' s'ìkh yê adàné xhât tayì.

The younger sister is making smoke under the fish.

7 **Dà sá yà anasxhút' du húnxh ?**

What is his older brother dragging?

Dúkh yà anasxhút', xh'àn kayís.

He is dragging cottonwood for the fire.

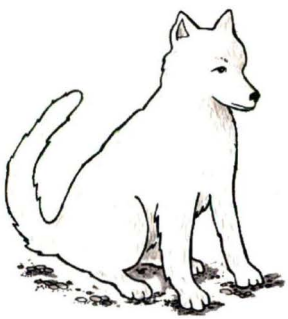


8 **Mâ tìyích sáyá át â Fido ?**

Why is Fido sitting there?

Xhât xùk du ît uwahâ, ách áwé Fido át â.

He is hungry for dry fish, that's why Fido is sitting there.



9

Mâ tìyích sá às k'iyìt tá ?

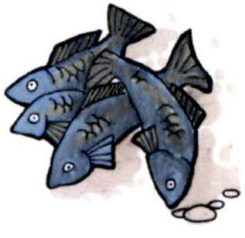
Why is he sleeping under the tree?

Â amłixàch xhât xùk du xh'êxh ghaxhdutìyí, ách áwé wùtà.

He gave up waiting for them to give him some dry fish, that's why he went to sleep.



Yukon Native Language Centre



ISBN 1-55242-297-6



Gughaxhî

Camping

Tlingit Language

Lucy Wren
Carcross, Yukon

Yukon Native Language Centre

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Original black and white illustrations by Susan McCallum.

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Gughaxhî



Yedák'w esx'ìdé yà negút.

Hîn yàxh áwé yà negút.

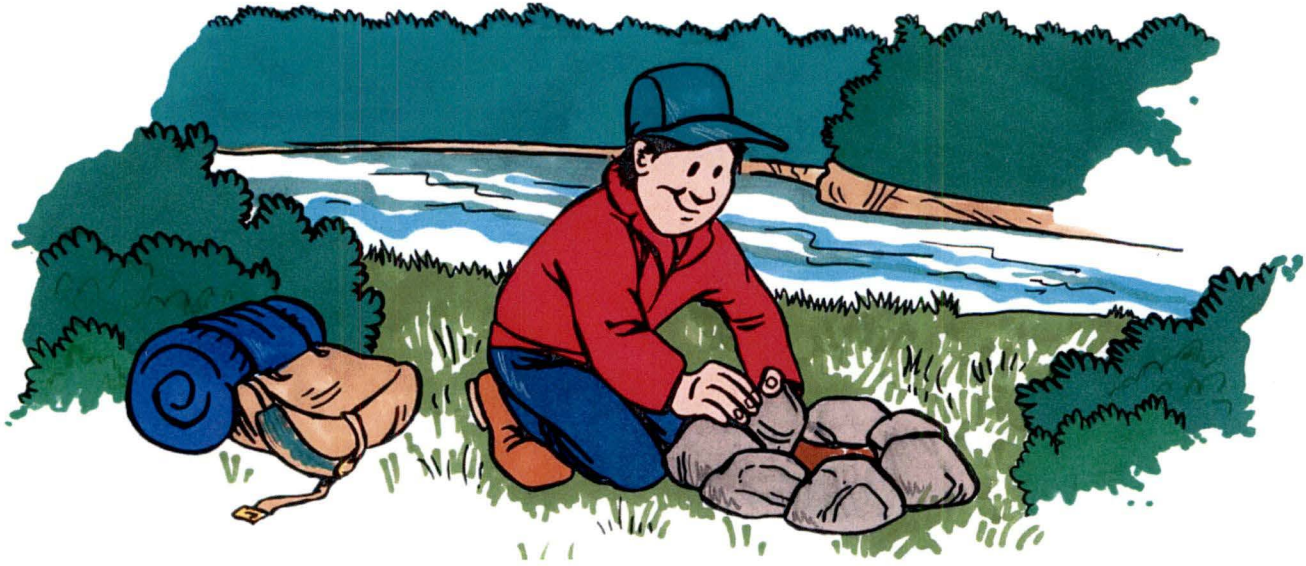
Â ghwaxhîde áwé yà negút.



Keł.ûnà áwé
esx'ìdé yà negút.

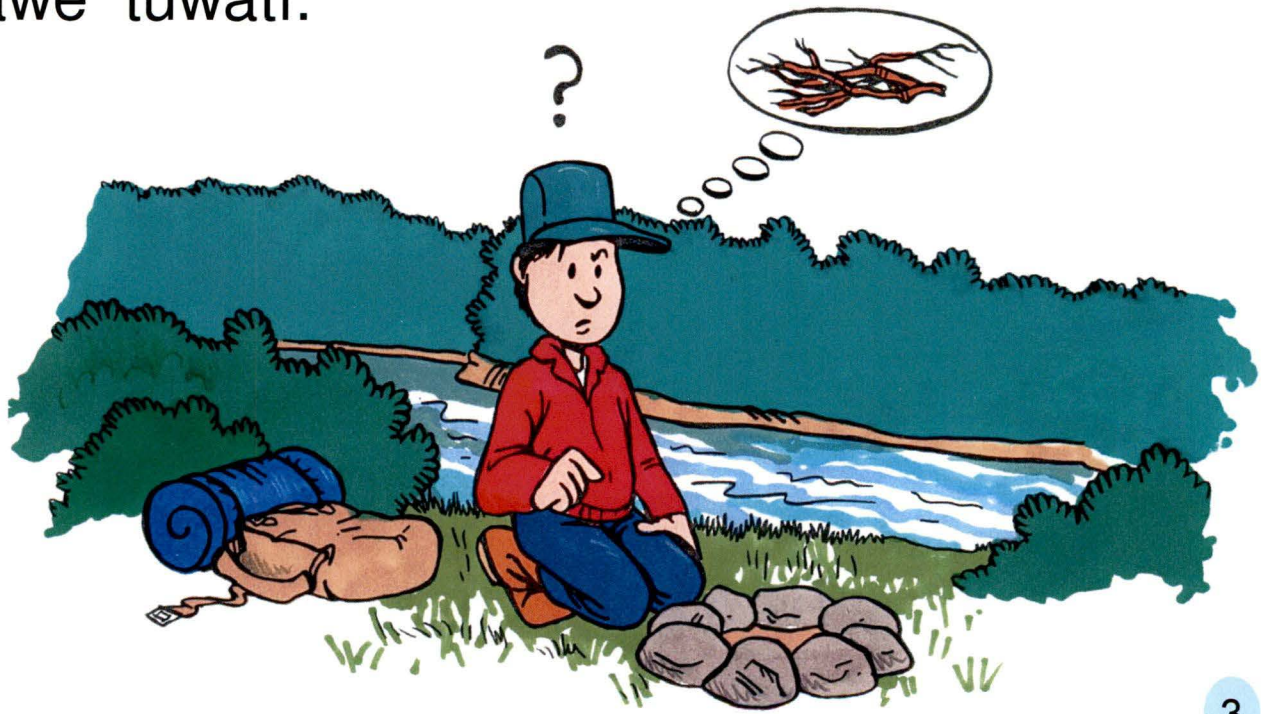
Wè â ghwaxhîyi yé shûxh ede.àk.

Wé té wé xh'àn dà eyekàwachák.



A degìygé áwé shûxh ede.àk.

“Kełâxh tin gwâ gí shût ekhade.àk,”
yê áwé tuwatì.



Kełâxh áwé hùsh kàdé yê edàné.

Á tin áwé shût eguxhde.âk.



“Ha gùsû yá axh khâs’i ?”

Du ghułtú áwé khushí khâs’ káxh.



Tléł khâs’ du jì.

Wé du gwêłi tûdáxh khâs' àwat'ì.



Khâs' dàkèt tûdáxh du jintâde yê edàné.

Du tùwú sigû tsu et shùkh.

Suknên áwé eges.î .

Wé kets'úgà yèt áwé ełshét.



I jín tsé kìsegân!

Tlaxh x’êghà uwałáxw sûxh suknên eges.î.



Wé du ł’ût’ du xh’ênáxh wułighèkh.

Xh'àn gùk ét â. We du suknêni exhá.



Ch'u tle dáxhghà áwé daxh exhá wé suknên.

Suknên tlaxh k'idên àwaxhâ.



Adaxh áwé
xh'àn gùk yùtà.

Tlaxh k'idên yùtà.

Gughaxhî

Camping

Lucy Wren

Tlingit Language

1 **Yedák'w esx'ìdé yà negút.**
The young man is going hunting.

Hîn yàxh áwé yà negút.
He is walking by the creek.

Â ghwaxhîde áwé yà negút.
He is walking to where he is going to camp.

Keł.ûnà áwé esx'ìdé yà negút.
He is going hunting with no rifle.



2 **Wè â ghwaxhîyi yé shûxh ede.àk.**
He is making fire where he is going to camp.



Wé té wé xh'àn dà eyekàwachák.
He piled the rocks around the fire site.

A degìygé áwé shûxh ede.àk.
He's making a fire in the middle.

3 **"Kełâxh tin gwâ gí shût ekhade.àk," yê áwé tuwatì.**
"Maybe I should build a fire with dry branches," he thinks.

4 **Kełâxh áwé hùsh kàdé yê edàné.**
He gathers up dry branches.



Á tin áwé shût eguxhde.âk.
He will build a fire with them.

5 **"Ha gùsû yá axh khâs'i ?"**

"Where are my matches?"



Du ghułtú áwé khushí khâs' káxh.

He looks in his pocket for matches.

Tlél khâs' du jì.

But, he does not have any matches.

6 **Wé du gwêłi tûdáxh khâs' àwat'ì.**

He found some matches from his bag.

Khâs' dàkèt tûdáxh du jintâde yê edàné.

He shakes the matches out of the match container into the palm of his hand.

Du tùwú sigû tsu et shùkh.

He is happy and he laughs.

7 **Suknên áwé eges.î .**
He is cooking bannock.

Wé kets'úgà yèt áwé ełshét.
He is holding the frying pan.

I jín tsé kìsegân!
Be careful not to burn your hand!



8 **Tlaxh x'êghà uwałáxw sûxh suknên eges.î.**
Because he is really starving, he cooks the bannock fast.

Wé du ł'ût' du xh'ênáxh wułighèkh.
His tongue is hanging out of his mouth.



9 **Xh'àn gùk ét â.**
He is sitting by the fire.

We du suknêni exhá.
He is eating his bannock.

Ch'u tle dáxhghà áwé daxh exhá wé suknên.
He is eating the bannock two pieces at a time.



10 **Suknên tlaxh k'idên àwaxhâ.**
He made a real good meal of the bannock.



Adaxh áwé xh'àn gùk yùtà.
Then he went to sleep by the fire.

Tlaxh k'idên yùtà.
He slept very well.

Yukon Native Language Centre



ISBN 1-55242-286-0

Nèł Yì

At Home



Lucy Wren
Carcross, Yukon

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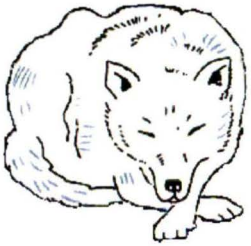
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Nèł Yì







Simon áwé yât'à.

Ch'e tlákw yegì kenaxh yê jiné Simon.

Wé gén ekechâk.



Â kedaxh hîn eyâ.

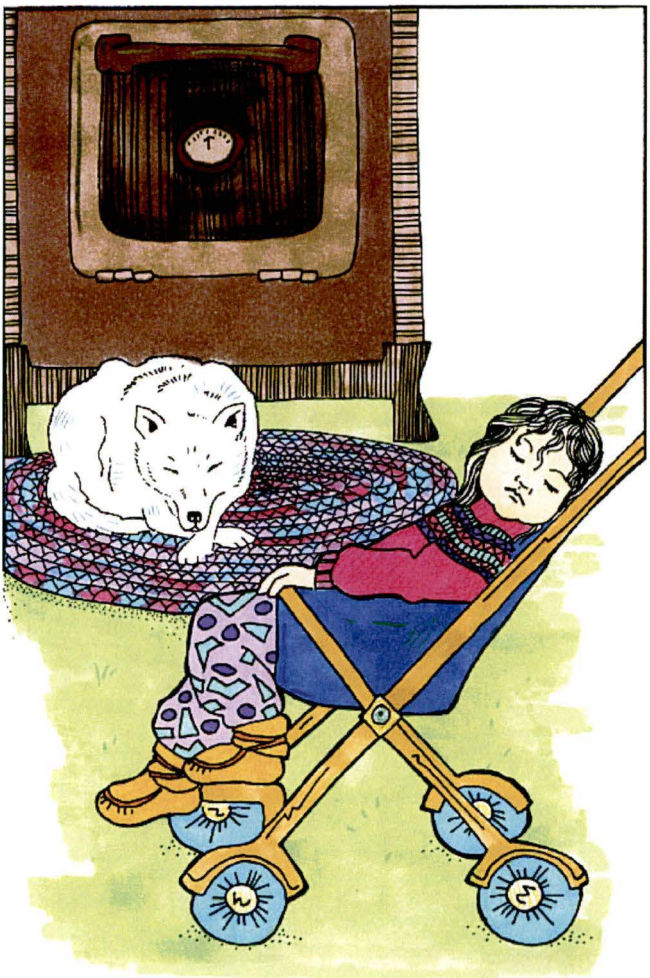
Ch'e łdekét x'ìshâ daxh shàwatl'ít'.



Angie axh łîłk'w.

Ch'e tlákw dekhês' yegì kenaxh.

Yá yegì tîł ekhês'.



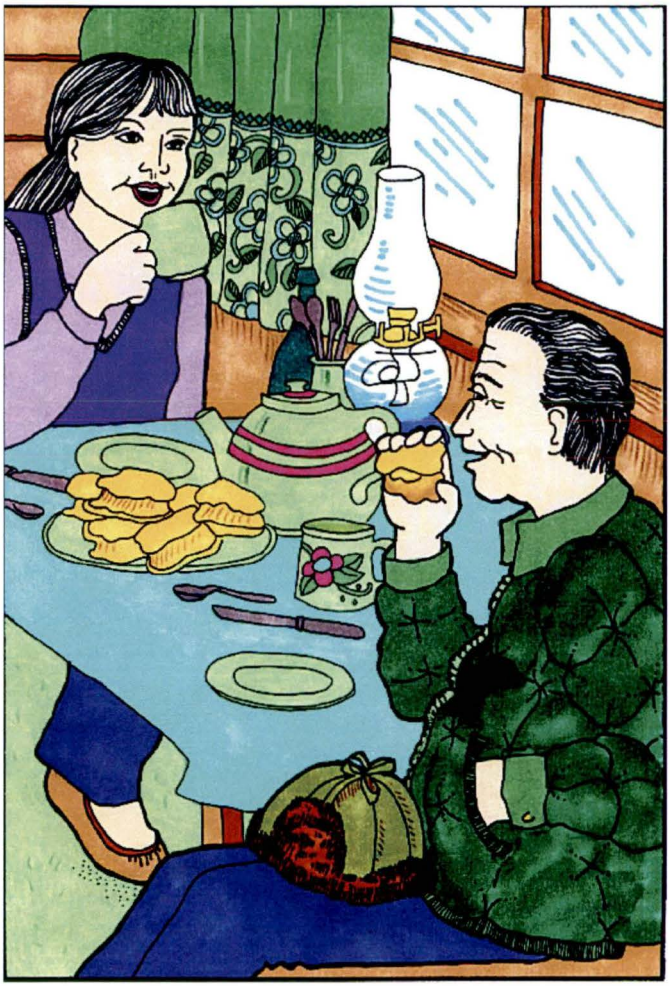
Yá t'ukwenêyi Margaret yê duwasâkw.

Simon du dlàk' áwé.

Du ketâgu tlêx' tâkw áwé.

Margaret yegì netèch.

Hes du kèdlí Clover yê duwasâkw.



Simon du tlâ kha du îsh áwé.

Jessie yê duwasâkw du tlâ.

Du îsh Earl yê duwasâkw.

Ch'e tlákw yegì kenaxh yê jiné Earl.

Jessie khu.a nèł edétx'í daxh
ełtín kha du łîłk'w.

Nèł Yì

At Home

Lucy Wren

Tlingit Language

1

Simon áwé yât'à.
This is Simon.

Ch'e tlákw yegì kenaxh yê jiné Simon.
Every day Simon has to do chores.

Wé gén ekechâk.
He must pack wood to the woodpile.

2

Â kedaxh hîn eyâ.
He must pack water from the lake.

Ch'e łdekét x'ìshâ daxh shàwatl'ít'.
He fills the water buckets in his home.

3

Angie axh łîłk'w.
This is gramma Angie.

Ch'e tlákw dekhês' yegì kenaxh.
She sews every day.

Yá yegì tîł ekhês'.
Today she is making slippers.

4 **Yá t'ukwenêyi Margaret yê duwasâkw.**
This baby is Margaret.

Simon du dlàk' áwé. Du ketâgu tlêx' tâkw áwé.
She is Simon's sister. She is one year old.

Margaret yegì netèch.
Margaret takes a nap every day.

Hes du kèdlí Clover yê duwasâkw.
Their dog's name is Clover.

5 **Simon du tlâ kha du îsh áwé.**
These are Simon's parents.

Jessie yê duwasâkw du tlâ.
His mom's name is Jessie.

Du îsh Earl yê duwasâkw.
His dad's name is Earl.

Ch'e tlákw yegì kenaxh yê jiné Earl.
Earl works each day on the trapline.

Jessie khu.a nèł edétx'í daxh ełtín kha du łîłk'w.
Jessie stays at home to care for her children and gramma.



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