

tingit literacy workshop



january 23-25, 1984

Yukon Native Languages Project

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guest instructor:

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a production of the
Yukon Native Languages Project, Council for Yukon Indians,
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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'ák'we Mə	Ts'ürk'i
7.	Margaret Workman Whitehorse, Yukon	Ayedįndaya	"Agay
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	g
Aspirated Sounds	t	tl	ts	ch	k	<u>k</u>
Glottalized Sounds	t'	tl'	ts'	ch'	k'	<u>k'</u>
Plain Fricatives		l	s	sh	x	<u>x</u>
Glottalized Fricatives		l'	s'		x'	<u>x'</u>
Other Sounds	m	n	<u>l</u>	y	w	h

Vowels

Short Vowels

a

e

i

u

Long Vowels

aa

ei

ee

oo

Tone

High tone is marked (´) on short vowels

High Tone is marked (´v) on long vowels

Low tone is not marked

Tlingit Vowels

Short

a^h
e^h
i^è
u^ù

Long

aa
ei
ee
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	g
Aspirated Sounds	t	tl	ts	ch	k	<u>k</u>
Glottalized Sounds	t'	tl'	ts'	ch'	k'	<u>k'</u>
Plain Fricatives		l	s	sh	x	<u>x</u>
Glottalized Fricatives		l'	s'		x'	<u>x'</u>
Other Sounds	m	n	<u>l</u>	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
g	gooch	-	wolf
	gáa	-	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)
<u>k</u>	<u>k</u> áa	-	man

Glottalized Sounds

t'	t'áa	-	board
tl'	du tl'eik	-	his/her finger
ts'	ts'ats'ée	-	songbird
ch'	ch'áak'	-	eagle
<u>k'</u>	k'únts'	-	potato
<u>k'</u>	<u>k'</u> 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
<u>x</u>	<u>x</u> áat	-	fish
	<u>x</u> aat	-	root

Glottalized Fricatives

l'	l'aak	-	dress
s'	s'EEK	-	black bear
x'	x'úx'	-	paper, book, letter
	x'áan	-	anger
<u>x</u> '	du <u>x</u> 'oos	-	his/her foot
	<u>x</u> '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
<u>l</u>	dáleiyí	-	fish <i>Trout</i>
y	yáat'a	-	this one
w	wéit'a	-	that one
	gaaw ^m	-	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'. |

September Lessons (continued)

5. How are you?

{ Wáa sá } iyatee?
{ Maa sá }

I'm fine. And you?

Xat yak'ei. Wa.é déi
(Carcross)

Wa.é ku.aa
(Teslin)

Me too, I'm fine.

Xat tsú xat yak'ei.

6. What is the weather like?

Wáa sá yatee yagiyee?
(Carcross)

Maa sá kyatee? (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?

I see a moose.

I see a squirrel.

I see a dog.

I see a rabbit.

I see a porcupine.

I see a black bear.

I see a grizzly bear.

I see a gopher.

I see a mouse.

I see a horse.

2. I see a big wolf.

I see a little wolf.

I see lots of wolves.

3. Hand me a knife.

Hand me a axe.

Hand me a gun

Hand me a bullet.

4. Here!

Here is X_____.

Daa sáwé yisiteen?

Dzísk'w xwasiteen.

Kanals'áak xwasiteen.
(Carcross)

Kals'áak xwasiteen.
(Teslin)

Keitl xwasiteen.

Gáx xwasiteen.

Xalak'ách' xwasiteen.

S'EEK xwasiteen.

Yatseeneit xwasiteen.

Tsálk xwasiteen.

Kuts'een xwasiteen.

Gundáan xwasiteen.
(Carcross)

Gamdáan xwasiteen.
(Teslin)

Gooch tlein xwasiteen.

Gooch k'átsk'u xwasiteen.

Gooch shayadihéin xwasiteen.

Líta haandé.

Shunxwáa haandé.

Shunxwáayi haandé.

Óona haandé.

At tuteiyí haandé.

Na'.

Yáadu X_____.

October Lessons

5. What is the man doing?
The man is going hunting.
- Daa sáwé yéi adaané wé káa?
Asx'eedé yaa nagút.
(he is walking along)
Asx'eedé ngwagóot.
(he will go)
6. What's your name?
My name is X _____.
His name is Y _____.
- Wáa sá iduwasáakw? (Carcross)
Máa sá iduwasáakw? (Teslin)
X yéi xat duwasáakw.
(Carcross)
X yóo xat duwasáakw.
(Teslin)
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.
It is fall time.
- Yeisk'wdé yaa kunahéin.
(Carcross)
Yeisdé yaa kunahéin.
(Teslin)
Yeisk'wdé kuwaháa. (Carcross)
Yeist kuwaháa. (Teslin)

November Lessons

1. Are you hungry? I éet gí yaan uwaháa?
Yes. ǻǻ.
No. Tléik'.
2. What do you want? Daa sá i tuwáa sigóo?
I want food. Atxá ax tuwáa sigóo.
I want dry meat. Dleey xook ax tuwáa sigóo.
I want soup. Taxhéeni ax tuwáa sigóo.
I want bannock. Sakwnéin ax tuwáa sigóo.
I want potatoes. K'únts' ax tuwáa sigóo.
I want salt. Éil' ax tuwáa sigóo.
3. Are you thirsty? Isheiwakúx ágí?
Yes. I éet gí shakux uwaháa?
No. ǻǻ.
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? Xáat gí i tuwáa sigóo?
Do you want dry fish? Xáat xook gí i tuwáa sigóo?
Do you want dry salmon? At x'éeshi gí i tuwáa
sigóo?

November Lesson (continued)

5. Where is the trap? Goosú wé gaatá?
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 eexá?
I am eating dry meat. Dleey xook (áwé) xaxá.
7. What are you drinking? Daa sáwé idaná?
I am drinking water. Héen (áwé) xadaná.
8. Where do you live? Goot'á kwáan sá (yéi) iyatee?
I come from Teslin. Teisleen kwáan áwé (yéi)
xat yatee.
9. It is snowing. Dleit daak wusitán.
Is it snowing? Dleit ágí daak wusitán?
10. It is winter. De táakwde kwaháa. (Carcross)
De táakwt kwaháa. (Teslin)
It is getting to be winter. Táakwde yaa kwahéin.
11. It is freezing up. Yaa kukanalt'ix' (in progress)
It is frozen outside. Kukawdlit'ix' (outside, in
general.

January Lessons

1. Where do you live? Goot'á sé keeya.óo?
I live in town. Aan x'ayee kuxwaa.óo.
I live in the bush. At gatú kuxwaa.óo.
I live in Carcross. Naataasahéen(i) kuxwaa.óo.
I live in Teslin. Teisleen kuxwaa.óo.
2. This is my teeth. Ax oox áwé.
This is your teeth. I oox áwé.
This is his/her teeth. Du oox áwé.
3. My stomach. Ax yoowú.
My hair. Ax shaxaawú.
My arm. Ax xéek.
My neck. Ax ludéx'.
My head. Ax shá.
My eyes. Ax waak.
My nose. Ax lú.
My shoulder. Ax xikshá.
My hand. Ax jín.
My feet. Ax x'oos.
My ears. Ax gúk.
My knee. Ax keey.
4. He/she is sewing. Dakéis'.
He/she is crying. Gáax.
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 nashix.
I am running. Yaa nxashix.
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'ix' 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. Aa, X áwé.

February Lessons

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

February Lessons (continued)

- | | | |
|----|--------------------------|------------------------------------|
| 6. | (You) eat! | At <u>xá</u> . |
| | (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. | Åa, <u>xat</u> seiwa.át'. |
| | No, I'm not cold. | Tléik', tlél <u>xat</u> sawu.áat'. |
| 8. | Matches. | <u>Káas'</u> . |
| | Firewood. | Gán. |
| | Kindling. | Tláchch' or Aas katláxdi. |
| 9. | Make fire. | Shóot ida.ák. |
| | <u>X</u> is making fire. | <u>X</u> 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. jinkaats.

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)
My knee hurts. Xat yanéekw. (Teslin)
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)
It's already daylight. Yaa keena.éin. (Teslin)
(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'ow 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. Masdí. (Carcross)
Óondách or dzísk'w. (Teslin)
Duck. Gáaxw.
Mallard duck. Kindachooneit.
Grouse. Káax'.
9. What is that bird doing? Daa sáwé (yéi) adaané wéi
It is flying around. ts'ats'ée?
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 Kóok kát áa wéi yéil.
box.
The raven is sitting under Kóok tayeet áa wéi yéil.
the box.

May Lessons

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

May Lessons (continued)

7. continued

Porcupine (young).

Xalak'ách' yádi.

Gopher (young).

Tsálgi yádi.

Colt.

Gumdáan 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 ági wéi áa?

Yes, it's gone.

Àà, uwachétl.

10. Paper.

X'úx'.

Paper money.

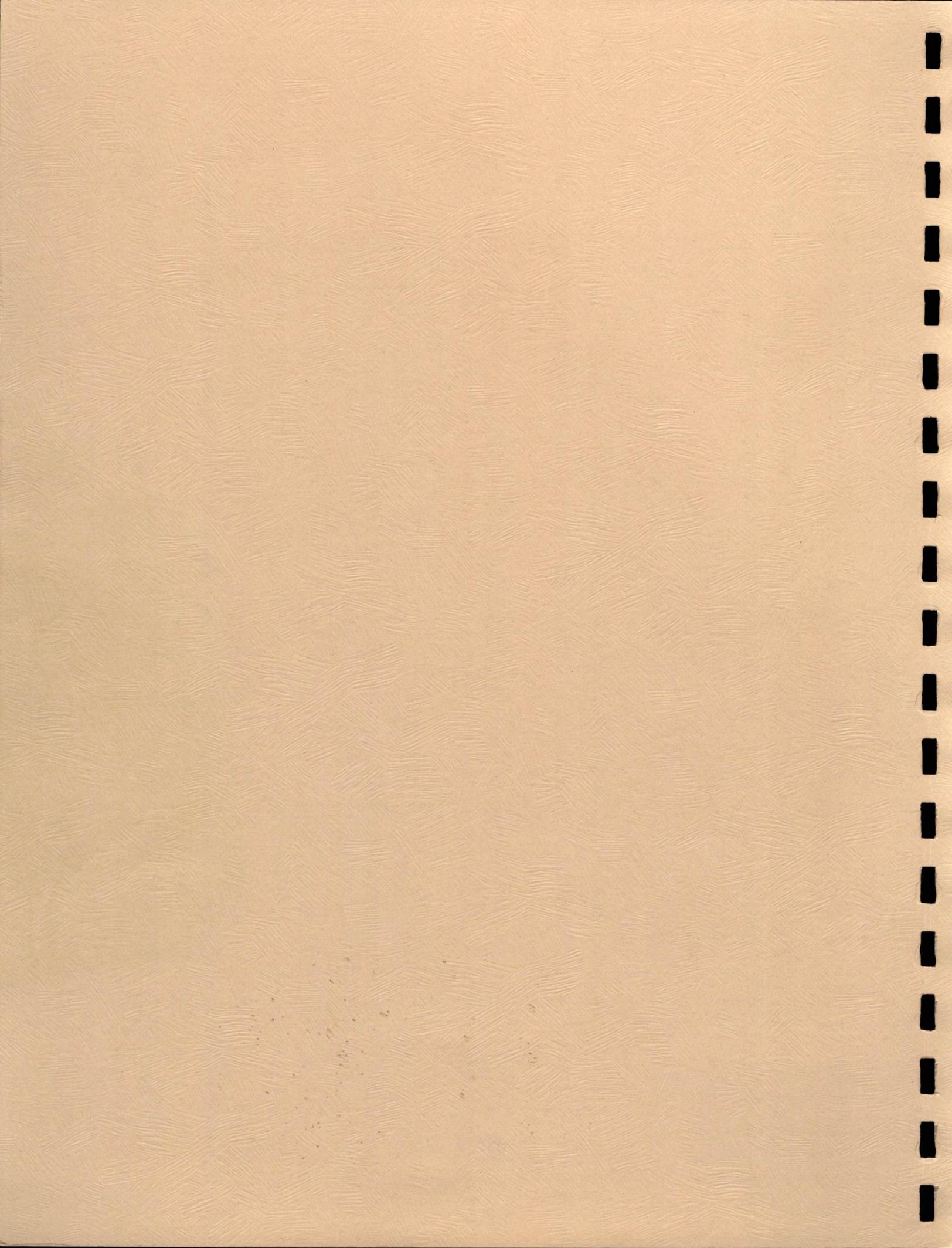
X'úx' dáana.

Tlingit Names for Coastal Communities

- | | | |
|-----|----------------------|--|
| 1. | Ketchikan. | Kichxáan. |
| 2. | Craig. | Shaan Séet. |
| 3. | Klawock. | Lawaak. |
| 4. | Wrangell. | Kaachxan.áak'w. |
| 5. | Kake. | Kéex'. also Lxex'wx.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'ak.aan. ('town alongside
the bell') |
| 11. | Haines. | Deishú. ('end of the trail') |
| 12. | Chilkoot. | Jilkoot. |
| 13. | Skagway. | Shgagwei. |
| 14. | Dyea. | Daayée. |
| 15. | Klukwan. | Tlák.w.aan. |
| 16. | Yakutat. | Yaakwdáat. |

Tlingit Names for Coastal Rivers

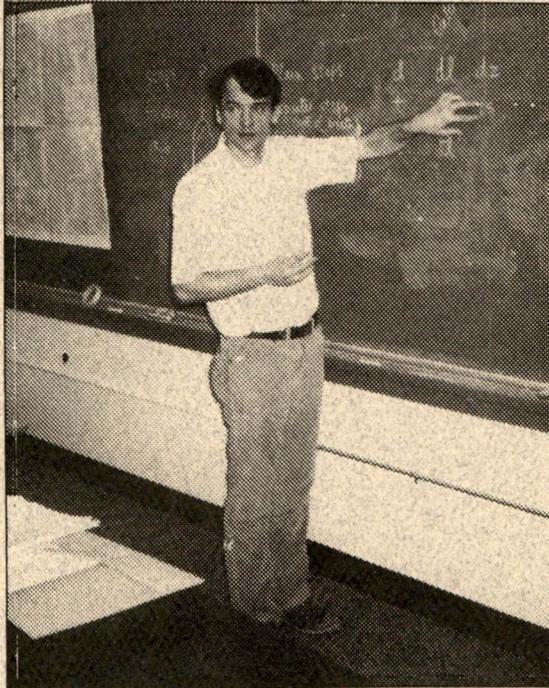
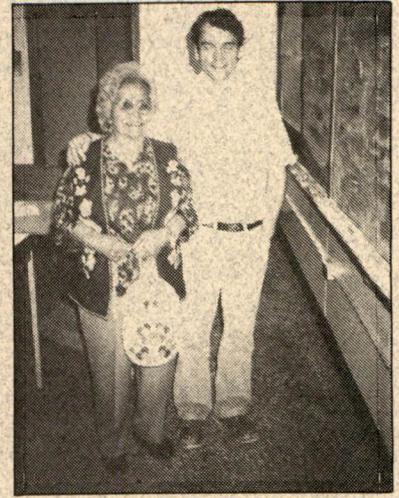
- | | | |
|----|----------------|-------------|
| 1. | Nass River. | Naas. |
| 2. | Stikine River. | Shtax'héen. |
| 3. | Taku River. | T'aakú. |
| 4. | Chilkat River. | Jilkáat. |
| 5. | Alsek River. | Aalséix. |



tingit 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

<u>NAME</u>	<u>NATIVE NAME</u>	<u>CLAN</u>	<u>MOIETY</u>
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	Nánadhádama		
John Ritter Whitehorse, Yukon	K'á̄kela		Á̄gay
Clara Schinkel Whitehorse, Yukon	Saatleindu.oo	Yanyeidí	Gooch
Gertie Tom Whitehorse, Yukon	Et'á̄ts'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		Á̄gay
Lucy Wren Carcross, Yukon	Gooch Tláa	Dakl'aweidí	Gooch

The Tlingit Alphabet

Consonant Sounds

Plain Sounds	d	d1	dz	j	g	g
Aspirated Sounds	t	t1	ts	ch	k	<u>k</u>
Glottalized Sounds	t'	t1'	ts'	ch'	k'	<u>k'</u>
Plain Fricatives		l	s	sh	x	<u>x</u>
Glottalized Fricatives		l'	s'		x'	<u>x'</u>
Other Sounds	m	n	<u>l</u>	y	w	h

Vowels

Short Vowels

a

e

i

u

Long Vowels

aa

ei

ee

oo

Tone

High tone is marked (´) on short vowels

High tone is marked (´v) 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	-	ax aayí	-	mine
	-	aan	-	land, village, town
	-	áa	-	lake,
	-	əə	-	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	g
Aspirated Sounds	t	tl	ts	ch	k	<u>k</u>
Glottalized Sounds	t'	tl'	ts'	ch'	k'	<u>k'</u>
Plain Fricatives		l	s	sh	x	<u>x</u>
Glottalized Fricatives		l'	s'		x'	<u>x'</u>
Other Sounds	m	n	<u>l</u>	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
g	-	gooch	-	wolf
	-	gáach	-	rug
	-	gítgaa	-	spruce needle
	-	gáx	-	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
	-	kooxédaa	-	pencil, pen
	-	kóox	-	rice
	-	du káani	-	his brother or sister-in-law
<u>k</u>	-	<u>k</u> áa	-	man
	-	<u>k</u> óok	-	box

Glottalized Sounds

t'	-	t'á	-	king salmon
	-	t'áa	-	board
	-	uwat'áa	-	it's hot or warm
tl'	-	tl'átk	-	earth
	-	du tl'ée <u>k</u>	}	- his finger
	-	du tl'e <u>i</u> k		
ts'	-	galats'ée <u>k</u> '	-	pinch him
	-	ts'ats'ée	}	- bird
	-	ts'ítskw		
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
<u>k</u> '	-	<u>k</u> 'ateil	-	jug, pitcher
	-	té <u>k</u> 'áatl'	-	flat rock
	-	<u>k</u> '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
<u>x</u>	-	<u>x</u> át	-	I, me
	-	<u>x</u> áat	-	fish, salmon
	-	du <u>x</u> án.aa	-	his spouse
	-	du <u>x</u> úx	-	her husband

Glottalized Fricatives

l'	-	l'ál	-	jackpine
	-	l'éiw	-	sand
	-	l'ée	-	blanket (Hudson Bay)
	-	l'ook	-	coho salmon
s'	-	s'ús'	-	harlequin duck
	-	s'íx'	-	dish
	-	s'ee <u>k</u> }	-	smoke
	-	s'e <u>i</u> k }		
x'	-	x'áat'	-	island
	-	x'áax'	-	apple
	-	x'úx'	-	paper, book, letter
	-	x'áan	-	anger
<u>x</u> '	-	<u>x</u> 'aan	-	red, fire
	-	du <u>x</u> 'é	-	his mouth
	-	<u>x</u> 'áak	-	ravine

Other Sounds

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

Other Sounds (continued)

<u>l</u>	-	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 columns 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:

Gaanax.ádi (from Gaanáx)

Kíks.ádi (from Kíks)

{ Dakl'aweidí (from dáak 'interior' plus l'éiw 'sand')

{ Daxtl'uweidí

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

Examples:

Gaanaxsháa (from Gaanax.ádi)

Kiksháa (from Kíks.ádi)

{ Dakl'awsháa (from Dakl'aweidí

{ Daxtl'oosháa Daxtl'uweidí

2. Ending with Hít Taan - House Group.

Examples:

Kóok Hít Taan - group that comes from

Kóok Hít - Pit House

Tlingit Moieties, Clans, and Crests (continued)

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:

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

CRESTS

- symbol of a clan - usually an animal

Yéil (Crow).

<u>Clan</u>	<u>Crest</u>	
<u>Gaanax.ádi</u>	Yéil	Raven
Ishkeetaan	Yéil	Raven
	Xíxch'	Frog
Deisheetaan	S'igeidí	Beaver
	Yéil	Raven
Tukyeidí	Tawei?	Sheep

Gooch (Wolf)

<u>Clan</u>	<u>Crest</u>	
Yanyeidí	Kéet	Killer Whale
Dakl'aweidí	<u>Gooch</u>	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 Dachxán = grandchild of Yanyeidí (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 |
-

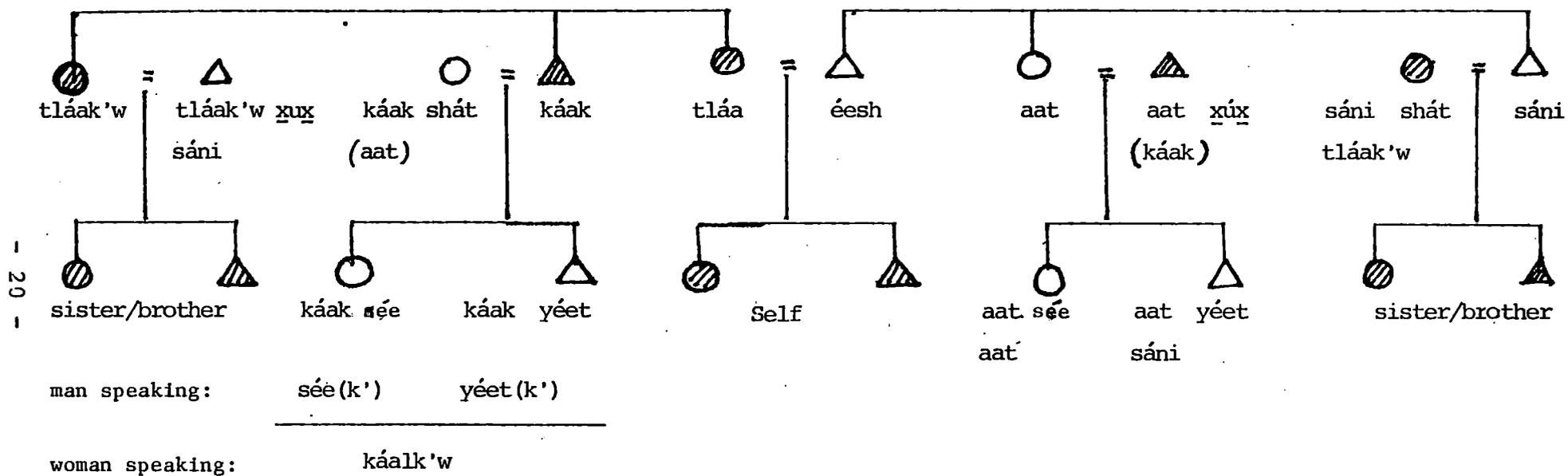
(man)

- | | | | |
|----|------------|---------------|--------------------|
| 1. | a <u>x</u> | hún <u>xw</u> | my older brother |
| 2. | a <u>x</u> | kéek' | my younger brother |
| 3. | a <u>x</u> | dlaak' | my sister |
-

B. Ascending (older) Generations

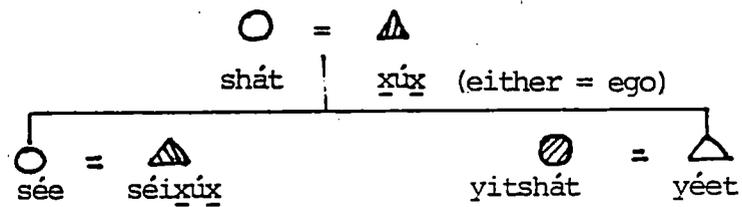
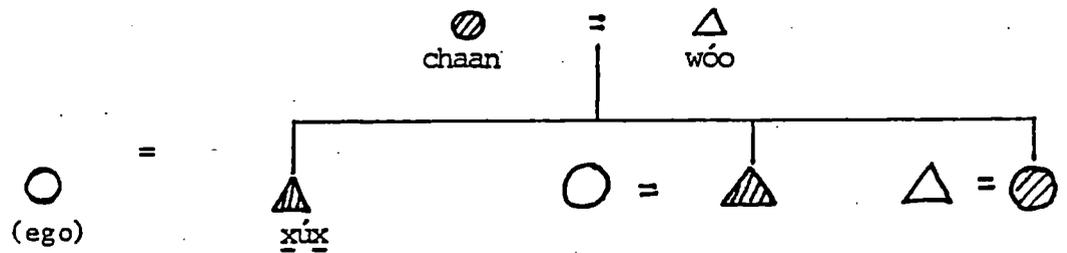
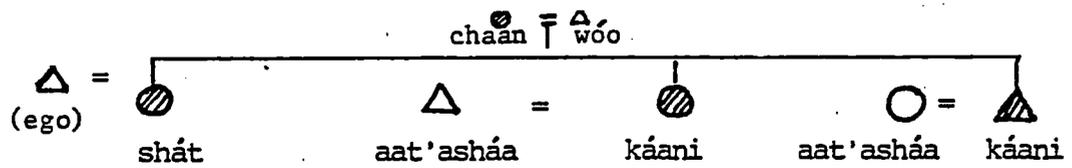
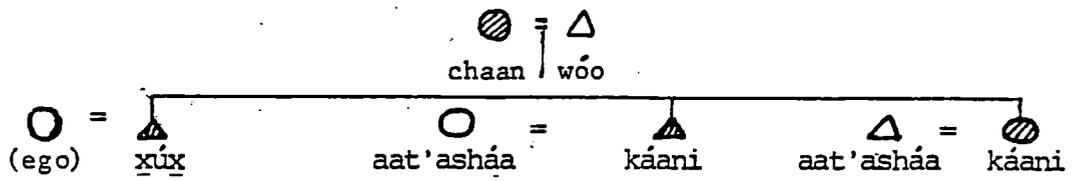
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|----|------------|---------|---|
| 1. | a <u>x</u> | tláa | my mother |
| 2. | a <u>x</u> | éesh | my father |
| 3. | a <u>x</u> | tláak'w | my mother's sister
(younger or older) |
| 4. | a <u>x</u> | káak | my mother's brother
(younger or older) |
| 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) |
-

SUMMARY OF KIN TERMS



KIN TERMS (continued)

II. Affinal Kin (spouse and in-laws)

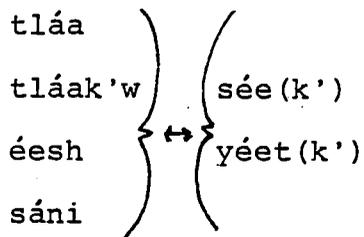


KIN TERMS (continued)

D. Other Terms

a _x xán.aa	my spouse (male or female)
a _x xooní	my relative (general)
a _x yakáawu	my clan brother
a _x een naa yádi	my clan child
a _x sháawu	my clan sister
a _x xwáayi	my clan brother
a _x yadák'u	my boyfriend
a _x shaatk'í	my girlfriend
a _x tseyí	my sweetheart
a _x naa káani	my clan brother or sister-in-law not relationship term (not possessed)

Reciprocal Relationships:



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 ↔ dachxán(k')

SAMPLE GENEALOGIES

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

	<u>Indian Name</u>	<u>Clan</u>
<u>MOTHER:</u> (Evelyn)	Shaax'akée	Yanyeidí
Mother's mother (Margaret Ward)	Sh.eetixdu.oo	Yanyeidí
Mother's father (Guy Reed)		Crow
<u>FATHER:</u> (Sylvester) (Husband) (Jack)	Shkooyéil	<u>Gaanax.ádi</u> Kóok Hit Taan
Father's mother (Antonia Jack)	Neilyeewdashéet'	
Father's father (Willie Jack)	<u>Keedudaa</u>	Yanyeidí

CHILDREN:

1. Kathy	Saatleindu.oo (big name or famous)
2. Louise	Deiyikna.aat (people walking on road)
3. June	Daaxláa
4. Willie	Kíkshaa Éesh
5. Terry	S'eiwát
6. Sandra	<u>Kaashawdahaa</u>
7. Lucille	Kudagáan (light flashing?)
8. Yvonne	<u>Xaasteen</u>
9. Charmaine	Jeeneek
10. Sylvester J.R.	<u>Keidudaa</u> (L.W.) <u>Keedudaa</u> (G.J., E.N.)

SAMPLE GENEALOGIES: (continued)

SISTER

Mother (Gloria Jack)	Daax <u>kéix</u> (fancy blanket)
Mother's mother	
Mother's father	
Father (Henry Jack)	Keinal <u>jeéxw</u>
Father's mother (Antonia Jack)	Neilyeewdashéet'
Father's father	
1. Brian	Waats'eit
2. Henry	Gun <u>ta.éesh</u>
3. Lester	Kíkshaa <u>Éesh</u>
4. Lorraine	Sh.eet <u>ixdu.oo</u>
5. Douglas	Jigéi
6. Melvin	<u>Kaatgweix</u>

SAMPLE GENEALOGIES: (continued)

Mrs. Elizabeth Nyman, Atlin, B.C.

MOTHER: Seldu.oo Kaach.ádi Yanyeidi

Mother's mother

Unknown

Mother's father

Unknown

FATHER:

Neisdeiw

Father's mother

Unknown

Father's father

Unknown

CHILDREN:

1. Telegraph Jack

Keix'anal.at

2. Tom Williams

Neix'w (born in Taku Harbour)

Yeideikin

Nats'ai (?)

MOTHER:

Kinx.ashae

Yanyeidi

Mother's mother

Mother's father

FATHER:

X'agook

Yéll

Father's mother

Father's father

CHILDREN:

1. Mary

S'igaxshak'w

2. Taku Jack

3. Taku Sam

4. Annie

Daaxlāa = Kudagaan?

5. Billie Williams

Yaxgōos'

6. Mary

X'adeikna.aat

Mrs. Elizabeth Nyman (continued)

MOTHER:

Mother's mother

Mother's father

FATHER:
(Telegraph Jack)

Keix'anal.át

Father's mother

Seidu.oo Kaach.ádi

Father's father

Neisdéiw

Yanyeidí

CHILDREN:

1. Maggie

Kaajeestí

2. Felin

Káyádzi

3. Ann

Nach'ál

4. Willie Jack

Keedudaa

MOTHER: Mary

S'igaxsháak'w

Mother's mother

Kinx.ashee

Mother's father

X'agóok'

FATHER:
Tom Williams

Néix'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

(Compiled by Jeff Leer, ANLC)

CONSANGUINEAL KIN (BLOOD RELATIVES)

Siblings

<u>Kin Term</u>	<u>Vocative</u>	<u>Plural</u>
shátx older sister (of female)	shátx	shatxi hás
húnxw older brother (of male)	húnxw	hunxu hás
kéek' younger sister (of female); younger brother (of male)	kík'	kik'i yán
dlaak' sister (of male)	dlák'	dlaak' hás
éek' brother (of female)	ík'	eek' hás

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

<u>Kin Term</u>	<u>Vocative</u>	<u>Plural</u>
tláa mother	atlée, atléi	tlaa háš
tláak'w mother's sister or other "aunt" of one's clan; father's brother's wife	atlée, atléi	tlaak'w háš
éesh father	éesh	eesh háš
sáni 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.	éesh	sani háš

RECIPROCALs of the above: sée, yéet, yádi

NOTE: A tláak'w is like a mother, and a sání 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 sání, and vice versa (see Siblings and the note under yádi below).

aat	aat	aat háš
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, sání).

káak	káak	kaak háš
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, yéet).

CONSANGUINEAL KIN (continued)

First Generation: Descending

<u>Kin Term</u>	<u>Vocative</u>	<u>Plural</u>
sée, séek'	sík'	see há's
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		
yéet, yéetk'	yítk'	yeet há's
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		
yádi		yátx'i
child (including uses of sée, yéet)		
RECIPROCALs of the above: tláa, éesh, tláak'w, sáni		
NOTE: the forms séek', yéetk' (as well as dachxánk' below) with the diminutive suffix -k' imply special closeness, and tend to be used for one who is literally one's child. Thus séek', yéetk' tend to be specifically the reciprocal's of tláa, éesh. This distinction is not maintained in the vocative and plural, however.		
káalk'w	káalk'w	kaalk'u há's
brother's daughter or son (of female); mother's brother's daughter or son (of female)		
RECIPROCAL: aat		
kéilk'	kéilk'	keilk'i há's
sister's daughter or son (of male)		
RECIPROCAL: káak		
.		
Second Generation:		
léelk'w	léelk'w	leelk'u há's
grandparent or other older person of one's clan, father's clan, or father's father's clan		
RECIPROCAL: dachxán		
dachxán	chxánk'	dachxanx'i yán
dachxánk'		dachxanx'i sáni
grandchild, etc.		
RECIPROCAL: léelk'w		

CONSANGUINEAL KIN (continued)

Affinal Kin (in-laws)

Mates:

<u>Kin Term</u>	<u>Vocative</u>	<u>Plural</u>
shát wife	já'	shatx'i yán
xúx husband	já'	xuxx'u yán, xuxx'u wán
xán 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 yán
aat'asháa husband's brother's wife (of female); wife's sister's husband (of male)		aat'ashaax'w yán
chaan mother-in-law		chaan hás
wóo father-in-law		woo hás
yitshát son-in-law		yitshatx'i yán
seixúx daughter-in-law		seixuxx'u yán, seixuxx'u wán

CONSANGUINEAL KIN (continued)

Affinal Kin (in-laws)

General:

<u>xooní</u>		<u>xoonx'í</u>
	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 (?)	
<u>káawu</u>		
	husband or husband's clan brother(?)	

TLINGIT LITERACY SESSION

WHITEHORSE, YUKON
November 26, 27, 28, 1986

Guest Instructor:

MR. JEFF LEER

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TLINGIT LITERACY WORKSHOP

Yukon Native Language Centre

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	<u>Gaanax</u> . ádi	Yéil
Jeff Leer Fairbanks, Alaska	Weihá Yeilkunéiyi	<u>Gaanax</u> teidí	Yéil
Lena Sidney Whitehorse, Yukon	Seil. aat		
Mamie Smith Carcross, Yukon	Shawtlaax		
Anne Turner Whitehorse, Yukon	Yeidisákw		
Mary-Ann Whelan Carcross, Yukon	<u>Ka</u> alaa	Dakl'aweidí	<u>Gooch</u>
Lucy Wren Carcross, Yukon	<u>Gooch</u> Tláa	Dakl'aweidí	<u>Gooch</u>

VOWELS:

Short Vowels

a

e

i

u

Long Vowels

aa

ei

ee

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 diffacult |
| 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 | Tlingít, 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 _x	tási	my thread	
	dóosh	cat	
a _x	dóoshi	my cat	word ends with fricative
	eex	oil, grease	
tsaa	eexí	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>gi</u>	
	ts→dzi		
	ch→ji		
	hít	house	
a _x	hídi	my house	
	gooch	wolf	
a _x	goojí	my wolf	
	gáatl	soda cracker	
a _x	gáadli	my soda cracker	
	séek	belt	
a _x	séegi	my belt	

POSSESSED FORMS OF NOUNS (continued)

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

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

kw-->xu x'w-->x'u

kw-->xu x'w-->x'u

kw-->gu k'w-->k'u

kw-->ku k'w-->k'u

	yaakw	boat
a <u>x</u>	yaagu	my boat

	gaaxw	duck
a <u>x</u>	gaaxu	my duck

	naakw	medicine
a <u>x</u>	naagu	my medicine

	koók	box
a <u>x</u>	koógu	my box

	goox	slave
a <u>x</u>	gooxú	my slave

	gúk	my ear
a <u>x</u>	tsálgí gúgu	groundhog ear

Possessive suffix after an unrounded consonant - i

Possessive suffix after a rounded consonant - u

w --> wu

y --> yi

	náaw	whiskey
a _x	náawu	my whiskey
	gaaw	drum, clock, time
a _x	gaawú	my drum, my clock
	noow	flat clear area
tsalgi	noowú	gopher colony
	l'éiw	sand
dzísk'u	l'éiwu	moose lick
	táay	garden
a _x	táayi	my garden
	kaay	measuring stick
a _x	kaayi	my measuring stick
	dleey	meat, flesh
wasóos	dleeyi	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 →) tsálgí		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
watsix	héeni	Caribou river
dzísk'u	héeni	Moose river
k'wálxi	héeni	Smart river
gúkl'i	héeni	Swan river
tsálgá 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)						

DICTIONATION:

- | | | |
|-----|-----------|-----------------------------|
| 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	

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

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> x'é | my mouth |
| 6. | a <u>x</u> l'óot' | my tongue |
| 7. | l'éé 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'ee <u>k</u> | smoke, cigarette |
| | s'e <u>i</u> k | |
| 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. áat	stuff, baggage
----	---------	----------------

yei	kunas. áat'	it's getting cold out
-----	-------------	-----------------------

kusi.	áat'	it's cold out
-------	------	---------------

ROUNDED CONSONANTS:

náakw	medicine
-------	----------

a _x náagu	my medicine
----------------------	-------------

náak _w	octopus
-------------------	---------

t'e _i x yanáagu	bait for hook
----------------------------	---------------

adáakw	she's rendering it (fat)
--------	-----------------------------

EXAMPLES OF UNDERLINED CONSONANTS:

dá <u>ak</u>	inland, back (in the woods, hills)
dá <u>k</u> de nagú	go out (into the open) home (out of the woods)
dá <u>k</u> de nagú	go back (into the woods)
í <u>x</u> de nagú	downstream, south
í <u>x</u> t'	shaman
ó <u>o</u> x	bubble
a <u>x</u> oo <u>x</u>	my tooth/teeth
yak'éi	it's good
a <u>x</u> yáa lí <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
kó <u>o</u> k	cellar, hole in the ground
<u>k</u> óok	box
Kó <u>o</u> khattaan	Pit House Clan
<u>K</u> óokhattaan	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
gán	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 Tlingít

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:

a_x 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.

a_x oo_x my tooth
a_x oo_xú my false tooth/teeth;
my extracted tooth.

kaa oo_xú corn
shaan oo_xú

a_x shá my head
s'EEK shaayí black bear head
separated from his body)
s'EEK shá bear head - on his body

a_x 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
<u>x</u> aat	root
a <u>x</u> xaadí	my root
<u>x</u> áat	fish
a <u>x</u> xáadi	my fish
naá <u>k</u> w	octopus
naa <u>k</u> w	rotten wood
du náawu	his body
du naawú	his dead body
du áayi	his lake
du aayi	his
du táayi	his garden
du taayi	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 deiyi 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 atxaayi my food

atshí song
ax atsheeyí my song

(continued)

a _x 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 _x toowú	my thinking, my mind

PLACE NAMES:

1.	Watsix Shaayí	Caribou Mountain
2.	Jánu Héeni	Goat Creek
3.	Jánu (heeni) Aayi	Goat Creek Lake
4.	Tsalgi Tóoli	Gopher Knoll
5.	Kéitladi X'áat'a	Seagull Island
6.	S'eeek Shaayí Héenák'u	Black Bear Head Creek
7.	T'á Yádi Aayi	Little Salmon Lake
8.	T'á Tlein Aayi	Big Salmon Lake
	T'á Aak'u	Big Lake Big Salmon Lake
	T'á Aayi Tlein	Big Salmon
	Gooch Aayi	Wolf Lake
	Watsix 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)
táxk	one-faced hill
goon	spring (water)
kunageey)	bay
geey	
x'aa	point
gíl'	cliff
x'áas	waterfall, strong rapids
ísh	hole in river

DIRECTIONALS:

ixde	going down river
nánde	going up river
dákde	going back away from the water (river, lake)
íkde	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
dákde	going to the back of the house (inside)
dákde	going from the back of the house <u>out</u> to the front

	<u>toward</u>	<u>naa form</u>	<u>-nax .a form</u>
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		gáanax. 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	Tsálgí 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	Gááse Tú' ("Jackpine Water" in Tagish)
214	Marsh Lake	Titl'éileis ("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

Nakina Lake

Inklin River

Sloko Lake

Squanga Lake

Kusawa

Kluane

3 Aces

Jubilee Mountain

Mount White

Takhini

Hootchi Lake

T'aakú

Naak'ina. áa

Héen Tlein

L'óox'u Áayi

Dasgwáange

Koosawu Áa (narrow lake)

Lux. aaní

(comes from lóox aaní

Whitefish land country)

Tléináx Tawéi (lone sheep)

K'iyán (hemlock at the base)

Sinwaa

Taxhéeni (from téix héeni

"broth from boiled food")

Hóoch'i Áayi (last lake)

DICTIONARIES:

	g/k/k'		g/k/k'	
1.	gán	firewood	k'ateil	pitcher
2.	k'eeljáa	storm wind	gagaan	sun
3.	koon	hem	kóok	box
4.	keitl	dog	kéedu	dam
5.	k'adéin	well	k'eik'w	tern
6.	goon	spring water	gúkl'	swan
7.	k'ákw	small owl	gáax	she's crying
8.	gáal'	clam	k'eikaxwéin	flower
9.	kakéin	wool	k'anáaxán	fence
10.	k'áts'	sharp edge	kut'aay	hot weather
	tl'/l'		ts'/s'	
1.	tl'ee <u>k</u>	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'aak'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'x	worm, snake	s'él'	rubber

	k' /x'		<u>k'</u> / <u>x'</u>	
1.	x'áan	anger	<u>k'</u> wátl	pot
2.	k'adéin	well	<u>x'</u> áakw	salmon that has turned red
3.	K'iyán	Jubilee Mtn	<u>x'</u> agwéinaa	napkin
4.	x'ées'	tangle	<u>k'</u> eik'w	sea pigeon
5.	x'aa	point	<u>x'</u> ás'	jaw
6.	k'óox	marten	<u>x'</u> oon	punk
7.	x'áax'	apple	<u>k'</u> eikaxwéin	flower
8.	x'óow	blanket	<u>x'</u> aan	fire
9.	k'eeljáa	storm wind	<u>k'</u> anáaxán	fence
10.	k'wálx	fern rhizome	<u>x'</u> 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'anaxéedák _w	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 |



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October 13-15, 1993

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

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

Yukon Native Language Centre
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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" (ł) l → ł

Vowels

- a as in mama
e as in cae
i as in Fii
u as in Luu

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 |
| | kètł | dog |
| | kedládi | puppy (Teslin) |
| | kedlédi | puppy (Carcross) |
| | ketlyádi | puppy (Atlin) |
| | kagán | daylight (Teslin) |
| | kagén | 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'
		ʔ	s	sh	x	xh
		ʔ'	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. ʔítà knife
4. yêʔ raven/crow
5. sháʔ spoon (Teslin)
shéʔ spoon (Carcross)
6. xêdu comb
7. dlèt snow/white
8. chíʔ cache
9. dûx sinew
10. tîʔ shoe

Reading and Translation Practice:

1. às dàhùní 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 dàkagwêhi purse
6. át shakamdligàn strolling around (Teslin)
ét shakawdligàn strolling around (Carcross)
7. gandàdagûgu woodpecker (Teslin)
gendàdegûgu woodpecker (Carcross)

- | | | |
|-----|------------|----------------------|
| 8. | taskadliyí | backstrap (Teslin) |
| | teskedliyí | backstrap (Carcross) |
| 9. | xûn kayénà | buzz toy (Teslin) |
| | xûn keyénà | buzz toy (Carcross) |
| 10. | xwàsâ 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. | kùtiyà | totem pole |
| 10. | khênà | awl |

Dictation: (x) and (xh)

x and xh at the beginning of a word :

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

1. ghâxh he/she is crying
2. kùx 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		ʃ	s	sh	x	xh
		ʃ	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'étkgi (Carcross)

Rounded Sounds:

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

Nasal Sounds:

gàw	drum/time	axh gawu
ƒèw	sand	axh ƒèwu
nùw	fort	axh nùwú
tây	garden	axh tâyi
tày	fat	axh tàyi
xhày	beaver lodge	s'igèdí xhàyi
dliy	meat (beaver)	s'igèdí dliyi
tîy	patch	axh tîyi
ƒî	blanket (for potlatch)	axh ƒîyi

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 SystemRevised 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 SystemRevised System

aadé has guga.áat aadé has guga.at yé	àdé has gugha.ât àdé has gugha.at yé	they'll go there the place that they will go to
haat uwagút	hât 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 héen shak.áayi	hîn shâk hîn shak.âyi	head of river lake at the head of a river
haa shagóon	hà shagûn yê áwé hà shagunkàwahâ	our background/ heritage 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'âwú | its feather |
| 10. | t'âw | feather |

Dictation:

- | | | |
|-----|----------|----------------------------------|
| 1. | t'á | king salmon |
| 2. | dèxh | two |
| 3. | t'âw | 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. | dâná | money |
| 9. | t'âká | on the floor |
| 10. | t'ùch' | black/charcoal |

Dictation:

- | | | |
|----|----------------|---------------------------|
| 1. | du dlàk' | his sister |
| 2. | du t'ekh | his/her finger (Carcross) |
| | du t'ìkh | his/her finger (Teslin) |
| 3. | t'l'átk | land (Teslin) |
| | t'l'étk | land (Carcross) |
| 4. | dlèt khâ | white person |
| 5. | t'l'ètákhw khâ | good virtuous person |
| 6. | watsíx dliyí | caribou meat |
| 7. | a t'l'êh | fish milt |
| 8. | dlêgu | lullabye |

Dictation

- | | | |
|----|-----------|---------------|
| 1. | ts'ùtát | morning |
| 2. | dzèt | ladder/bridge |
| 3. | ts'atsí | bird |
| 4. | ts'axwèt | 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'ák' | 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'áiyêł | liar |
| 10. | ghàtâ | trap |

FridayPractice

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 (ʔ)

- | | |
|--------|------------------------|
| tl'átk | earth/world (Teslin) |
| tl'étk | earth/world (Carcross) |
- | | |
|-----|-------|
| ʔák | dress |
|-----|-------|
- | | |
|--------|----------|
| du ʔít | his tail |
|--------|----------|
- | | |
|-----------|-----------------------|
| du tl'ìkh | his finger (Teslin) |
| du tl'èkh | his finger (Carcross) |
- | | |
|---------|------------|
| du ʔût' | his tongue |
|---------|------------|

- | | | |
|-----|----------------|--------------------------|
| 6. | du t'l'ikhtlèn | middle finger (Teslin) |
| | du t'l'ekhtlèn | middle finger (Carcross) |
| 7. | l'èx | aluminum |
| 8. | f'èxh | dance |
| 9. | t'l'âk' | wet |
| 10. | f'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

<u>Teslin</u>	<u>Carcross</u>	
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'ùtât | morning |
| 4. | s'íksh | false hellibore |
| 5. | ts'atsî | bird (Teslin) |
| | ts'etsî | bird (Carcross) |
| 6. | s'àkh | bone |
| 7. | s'ùw | green/blue |
| 8. | s'ì | eyebrow |
| 9. | ts'axwèt | 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'úw | 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'wáf' | safety pin |

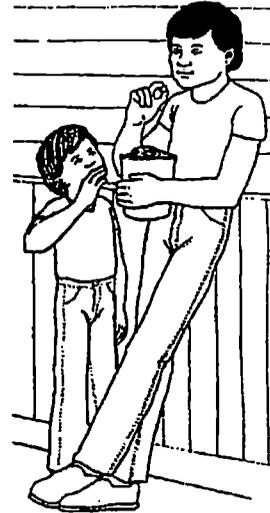
Dictation: Tone Exercise (1)

- | | | |
|-----|-------|-------------------|
| 1. | xhát | me |
| 2. | xhât | fish |
| 3. | xhàt | root |
| 4. | shá | head |
| 5. | shà | mountain |
| 6. | shâ | women |
| 7. | tîł | shoe |
| 8. | tîł | scar |
| 9. | ikh | 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 |

September Lessons



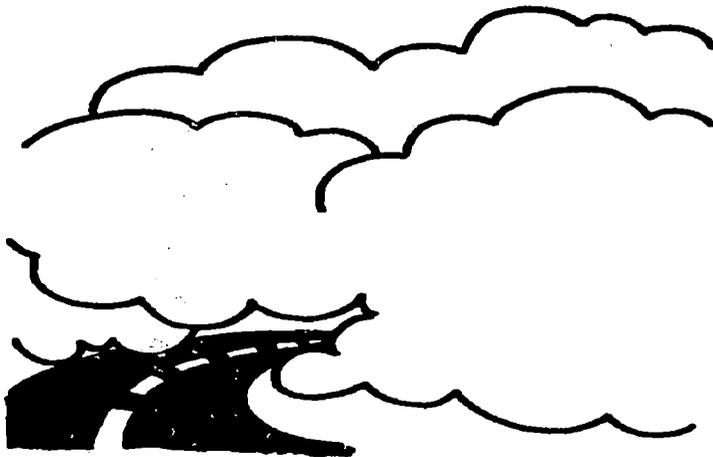
Greetings

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

September Lessons

Weather

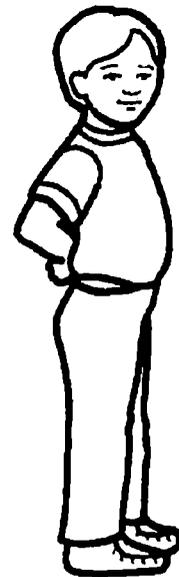
- | | |
|-------------------------|------------------|
| 1. How is it outside? | Mâ sá khuyatì? |
| 2. It is sunny. | Khumdìgàn. |
| 3. It is sunny and hot. | Khumdit'áxh'. |
| 4. It is cloudy. | Khułigûs'. |
| 5. It is raining. | Sìm dak wusitán. |
| 6. It is windy. | Wuduwanúk. |



September Lessons

People

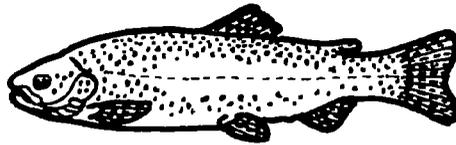
1. Who is this? À sáyá or adu sáyá.
2. Who is that? À sáwé or àdû sawé.
3. This is a man. Khâ áyá.
4. This is a woman. Shàwát áyá.
5. This is a teenage boy. Yadák'w áyá.
6. This is a teenage girl. Shàtk' áyá.
7. This is a boy. Atk'iyátsk'u áyá.
8. This is a girl. Shàtk'iyátsk'u áyá.
9. This is a baby.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



September Lessons

Fish

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



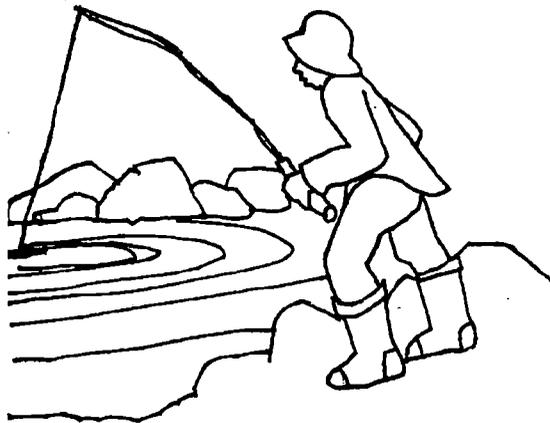
Berries

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

September Lessons

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

WHITEHORSE, YUKON

February 6 - 8, 1996

Guest Instructor:

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Assistant Professor

Alaska Native Language Center
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**Yukon Native Language Centre
Tlingit Literacy Session
February 6-8, 1996**

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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 **łúł** '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., **lúł** '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-núł'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.âł'	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

	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)	
Plain	dâ <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge, stairs</i>	jàji <i>snowshoes</i>	gán <i>firewood</i>	gwêł <i>bag</i>	ghâ <i>(raven call)</i>	łaghwán <i>tie it into a bow</i>	nay.á <i>(you folks) go!</i>	ana.wèch <i>(usually) wear it</i>
Aspirated followed by a puff of air	tá <i>sleep</i>	tlâ <i>mother</i>	tsâts <i>bear root, hedysarum</i>	chàn <i>mother-in- law</i>	kâni <i>brother/ sister-in- law</i>	kwêy <i>mark, landmark</i>	khâ <i>man</i>	khwân <i>people from ____</i>		
Glottalized followed by a pop	t'á <i>king salmon</i>	tl'átk <i>earth, ground</i>	ts'ats'î <i>bird</i>	ch'âk' <i>eagle</i>	k'ínk' <i>fermented fish heads</i>	k'wát' <i>egg (not fish egg)</i>	kh'atêł <i>pitcher</i>	kh'wátł <i>pot</i>		
Fricatives (breath flows through narrow opening creating friction)										
Plain		łûł <i>fireweed</i>	sâ <i>name</i>	shâ <i>mountain</i>	xíxch' <i>frog</i>	xwê <i>whew!</i>	xhát <i>me, I</i>	xhwàgùt <i>I went</i>	hás <i>they, them</i>	yâ- nahwên <i>is swim- ming along</i>
Glottalized raised vocal chords		ł'âk <i>dress</i>	s'ikh <i>smoke, cigarette</i>		x'âx' <i>apple</i>	x'wán <i>longjohns</i>	xh'é <i>mouth</i>	xh'wâł' <i>down feathers</i>		
Sonorants (softer, you can sing them continuously)										
Nasal air through nose	mâ-sá? <i>how?</i>	ná' <i>here; take it</i>								
Nonnasal	wâkh <i>eye</i>		dalëyí <i>trout</i>		yá <i>this</i>					

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 (no mark)	short high (´)	long low (˘)	long high (ˆ)
---------------------------	------------------------	----------------------	-----------------------

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

Nasalized Vowels

1. Irregular in expressions, e.g.,

à 'yes'

èhé 'I'm not impressed'

áhó '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 hà̀m)*

hàw *bough*

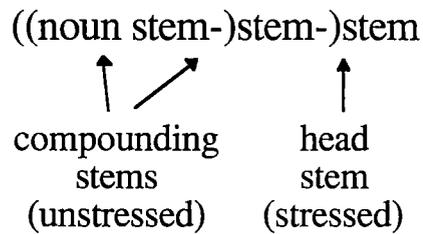
nàw *alcohol, booze*

f'êw *sand*

sîw, sîm (T)	<i>rain</i>
sûw (C)	<i>rain</i>
datîw (A)	<i>he's reading</i>
datîw, datûw (T)	<i>he's reading</i>
detûw (C)	<i>he's reading</i>
s'ûw	<i>blue-green</i>
tûw-s'inâ	<i>candle</i>

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

A Vowel Change



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	<i>mouth</i>	xh'a-dà	<i>around the mouth, lips</i>
sé	<i>voice, neck</i>	sa-dà	<i>around the neck</i>

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 Àyí 'last lake' but it is actually Hûch'i Àyí 'last one'. When packing, this was the place to put the last stuff.

m̀hmí'	annoyed
èhè'	
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'
âhó	'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:

fixhêtl	he/she/it is lucky or fortunate
fixhêdlí	it is lucky, brings good luck, fortune (coast)
wufixhêtl	he/she is lucky, blessed
gaxhfaxhêtl	let him/her be lucky, get lucky, ge blessed
Ěixhêtl yá tl'átk	
Dikânkhâwu, faxhêtl hà-jít-tí	

Tlingit Listening Exercise

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

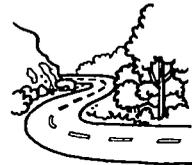
- | | |
|----------|-------------------|
| 1. té | 1. rock |
| 2. t'â | 2. board |
| 3. dè | 3. road |
| 4. tât | 4. night |
| 5. t'ùk | 5. baby bag |
| 6. dânà | 6. money |
| 7. t'îsh | 7. skin stretcher |
| 8. tîł | 8. shoe |
| 9. dûsh | 9. cat |
| 10. tât' | 10. junco (bird) |

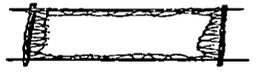
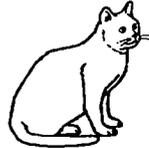
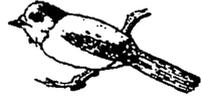
Tlingit Listening Exercise

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

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

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Tlingit Listening Exercise

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

- | | |
|--------------|-----------------|
| 1. dl̄inkwát | 1. carefully |
| 2. tl̄ákw | 2. quickly |
| 3. tl̄ákw | 3. always |
| 4. dl̄iy | 4. meat |
| 5. tl̄`ikh | 5. finger |
| 6. dl̄èt | 6. snow; white |
| 7. tl̄ét | 7. not |
| 8. tl̄'átk | 8. land |
| 9. dl̄àk' | 9. man's sister |
| 10. tl̄'ák' | 10. wet wood |

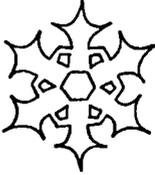
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Write /dl/ /tɬ/ /tʰ/ as you hear them in the following:

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Whitehorse, Yukon
Canada Y1A 5K4
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carefully <input data-bbox="378 700 476 792" type="checkbox"/>	quickly <input data-bbox="768 700 866 792" type="checkbox"/>	always <input data-bbox="1161 700 1255 792" type="checkbox"/>	 <input data-bbox="1549 700 1644 792" type="checkbox"/>	 <input data-bbox="1942 700 2049 792" type="checkbox"/>
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 <input data-bbox="378 1278 476 1372" type="checkbox"/>	not <input data-bbox="768 1278 866 1372" type="checkbox"/>	 <input data-bbox="1161 1278 1255 1372" type="checkbox"/>	 <input data-bbox="1549 1278 1644 1372" type="checkbox"/>	 <input data-bbox="1942 1278 2049 1372" type="checkbox"/>
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Tlingit Listening Exercise

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

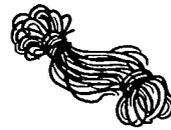
- | | |
|------------|-------------------|
| 1. dzánti | 1. flounder |
| 2. tsík | 2. roasting stick |
| 3. tsú | 3. also |
| 4. dzàs | 4. babiche |
| 5. ts'ùtát | 5. morning |
| 6. kuts'ín | 6. mouse |
| 7. dzèt | 7. ladder |
| 8. łatsìn | 8. strength |
| 9. łits'â | 9. smells good |
| 10. tsà | 10.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

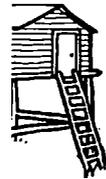
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		also		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

		strength		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Tlingit Listening Exercise

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

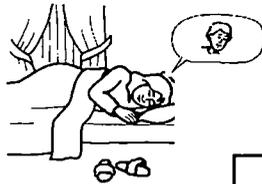
- | | |
|-----------|---------------------------------------|
| 1. ch'ít | 1. diving bird |
| 2. jûn | 2. dream |
| 3. chà | 3. term of respect for brother-in-law |
| 4. jêgít | 4. jacket |
| 5. chùnèt | 5. arrow |
| 6. ch'âkw | 6. long ago |
| 7. jâji | 7. snowshoes |
| 8. chán | 8. stink |
| 9. ch'âk'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

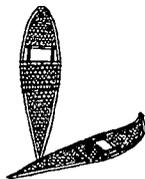
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		term of respect for brother-in-law		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

long ago		'stink		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Tlingit Listening Exercise

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

- | | |
|-------------|-----------------|
| 1. gân | 1. outside |
| 2. kât | 2. killer whale |
| 3. kakên | 3. yarn |
| 4. k'ûx | 4. marten |
| 5. kûx | 5. rice |
| 6. gút | 6. dime |
| 7. k'îljâ | 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

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

			well	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Tlingit Listening Exercise

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

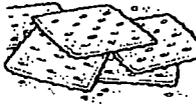
- | | |
|------------|------------------|
| 1. ghâch | 1. rug |
| 2. kh'âtl' | 2. flat and thin |
| 3. khîdu | 3. beaver dam |
| 4. ghâtl | 4. pilot bread |
| 5. kh'atèt | 5. pitcher |
| 6. ghítghà | 6. pine needle |
| 7. khênà | 7. awl |
| 8. ghàt | 8. sockeye |
| 9. ghàkh | 9. lynx |
| 10. khutí |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

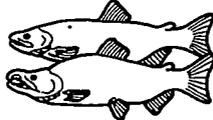
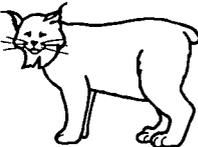
Tlingit Listening Exercise

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 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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Tlingit Listening Exercise

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

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

Tlingit Listening Exercise

Write /tɬ/ and /t/ as you hear them in the following:

*Yukon
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Language
Centre*

Yukon College
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Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

BREAST	MILT			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Tlingit Listening Exercise

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

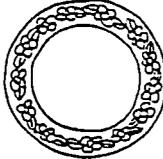
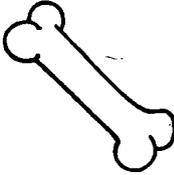
- | | |
|---------------|---|
| 1. s'ús' | 1. harlequin duck |
| 2. ts'ats'î | 2. bird |
| 3. s'íx' | 3. plate |
| 4. s'àxh | 4. bone |
| 5. łits'â | 5. smells good |
| 6. ts'ùtât | 6. morning |
| 7. s'éł' | 7. rubber |
| 8. s'ikhdàkèt | 8. pipe |
| 9. s'î | 9. eyebrow |
| 10. alts'ík' | 10. pinches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

Tlingit Listening Exercise

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

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Language
Centre*

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

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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 <input type="text"/>	RUBBER <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
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Tlingit Listening Exercise

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

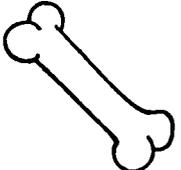
- | | |
|------------|--|
| 1. asx'îx' | 1. tearing off (meat) from
bone with teeth. |
| 2. k'înk' | 2. fermented fish heads |
| 3. x'ât' | 3. island |
| 4. k'é | 4. goodness |
| 5. x'à | 5. point |
| 6. x'úx' | 6. paper |
| 7. k'ûx | 7. marten |
| 8. k'îłjâ | 8. chinook wind |
| 9. x'âx' | 9. apple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

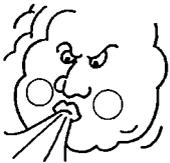
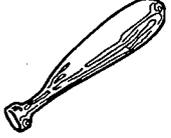
Tlingit Listening Exercise

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

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Yukon College
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Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	GOODNESS <input type="checkbox"/>	 <input type="checkbox"/>
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 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
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Tlingit Listening Exercise

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

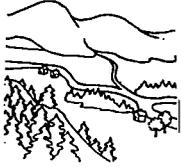
- | | |
|---------------|----------------------|
| 1. xh'âk | 1. canyon |
| 2. kh'èkh'w | 2. tern (bird) |
| 3. xh'ùs | 3. foot |
| 4. xh'é | 4. mouth |
| 5. kh'aliyêł | 5. is a liar |
| 6. xh'îx'wáł' | 6. pin |
| 7. kh'wátl | 7. pot |
| 8. xh'ahîni | 8. saliva |
| 9. xh'in | 9. willow-like plant |
|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

Tlingit Listening Exercise

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

*Yukon
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Language
Centre*

Yukon College
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Whitehorse, Yukon
Canada Y1A 5K4
Telephone (403) 668-8820
Facsimile (403) 668-8825

				IS A LIAR
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		SALIVA		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Moose Hunt
Lucy Wren, Carcross

Title

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

page 1

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

page 2

Dàt-káxh-sá esx'idé yùgùt? Dzísk'w-káxh esx'idé 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.ítí 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 a'ûn.
The man is hunting moose.

page 1

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

A: Asx'itdé 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 -- <i>Crow</i>				
Clan Name, Man of Clan	Dèshìtàn	Ishkìtàn	Kùkhhittàn	Ghànaxh.ádi
Woman of Clan	Dèshìtàn-shâwau	Ishkìtàn-shâwu	Kùkhhittàn-shâwu	Ghànaxh-shâ
Primary Crest	Siidèdi <i>Beaver</i>	Xìxch' <i>Frog</i>	Yêł <i>Crow</i>	Yêł <i>Crow</i>
Secondary Crests		Xhât <i>fish</i> Tsàghsì' <i>spear</i>		

Ghùch -- <i>Wolf</i>	
Dakh'awèdí	Yanyèdí
Dakh'aw-shâ	Yanyèdi-shâ
(Teslin:) Ch'âk' <i>Eagle</i> Kît <i>Killer Whale</i>	(Teslin:) Ghùch <i>Wolf</i> (Atlin:) Xûts <i>Brown Bear</i>

Ghànaxh.ádi
 (woman) Ghànaxhshâ
 Primary Crest Yêt

Jesus Loves Me

Jesus-ch xhat-sixhán xhwasikû.

Du-x'úx'uch hà-in kanik

At-yátx'i du-àyíxh sitì.

Hú hitsìn, tlét hà-ułchìn.

Chorus:

À, Jesus xhat-sixhán

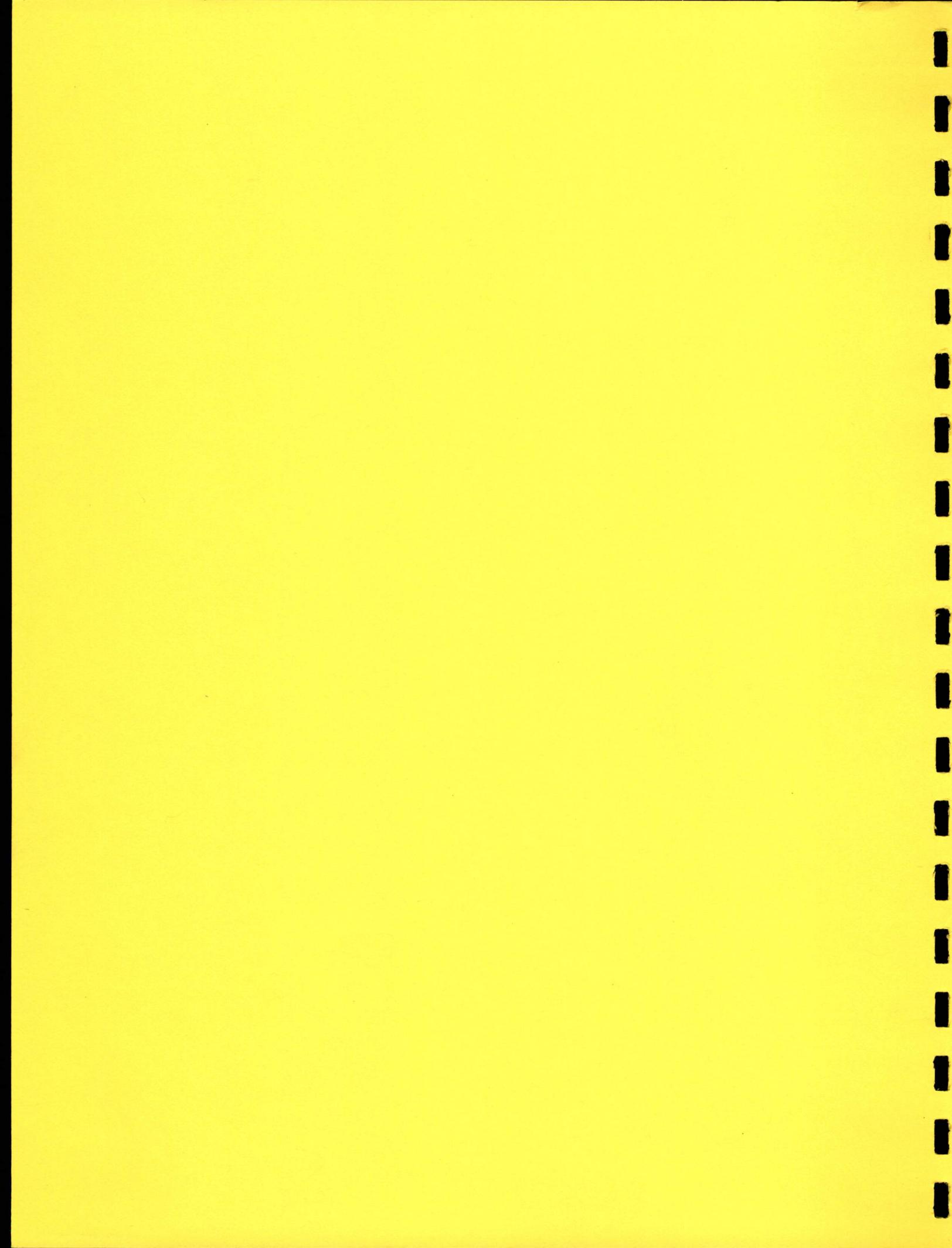
À, Jesus xhat-sixhán

À, Jesus xhat-sixhán

Du-x'úx'u yê-sh-kałnik.

Our Grandparents' Land
Tlingit National Anthem

1. Ch'a-àdé yê-unatîghà-xhá
Lest it be left desolate
hà-fîk'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-yêli-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
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Language
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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	Kèyishí	Yukon College	
Mrs. Pearl Keenan	T'àkhú Tlá	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 Tlá	Carcross, Yukon	821-4561

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



	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', Y' 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	<u>k</u>	kh
ee	ì	<u>x</u>	xh
oo	ù	l	ł
áa	â	<u>l</u>	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		ɬ	s	sh	x	xh	h
Glottalized		ɬ'	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 dáyí et dáyí	birch (A) birch (C)	tìy tîł	chin scar	t'úk t'ìy	shoot it 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'ûtàt	morning	s'íx'	dish	
ts'ìghîni	magpie	s'ík	black bear	
ts'axwèl	small crow	s'âxw	hat	
fits'â	smells sweet, is fragrant	s'àkh	bone	
		s'àxh	groundhog	
		s'ín	carrots	
		s'înâ	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 ł

	tl'		ł
tl'âk'	wet	ł'âk	dress
tl'âdên	sideways	ł'ût'	tongue
tl'átk	land	ł'êw	sand
tl'ìkh	finger(s)	ł'awshà	eroded hill
tl'ikhná.át	thimble	ł'î x'wán	socks
		ł'î	Hudson Bay blanket
		ł'âł	jackpine (A,T)
		ł'ét	jackpine (C)
		ł'à	breast
		ł'ùk	coho

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Classroom Exercise: k' and x'

	k'		x'
k'únts'	potato	x'à lutú	point (of land)
k'ínk'	stink head	x'án	anger
k'ûx	marten	x'ás	waterfall
k'è	let me see it!	x'ât'	island
k'isâni	boys	x'âx'	apple
k'îhjá	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'ahâł	door
kh'atèł	pitcher, jug	xh'àk	canyon
kh'anashk'idê	poor	xh'àk	between
kh'âł'	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]:

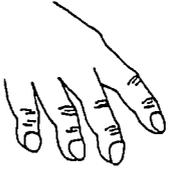
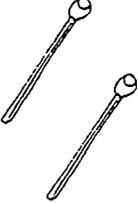
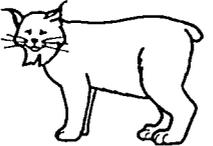
- | | |
|------------|------------|
| 1. khâ | 1. man |
| 2. a khùwú | 2. its den |
| 3. khênà | 3. awl |

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

- | | |
|--------------|---------------------|
| 1. du tɿ'ikh | 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. khuŋigûs' | 7. cloudy |
| 8. kaŋs'âk | 8. squirrel |
| 9. khusa.ât' | 9. cold |
| 10. axh wàkh | 10. my eye |

Tlingit Listening Exercise

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

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
---	---	--	---	---

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
---	---	--	---	---

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]:

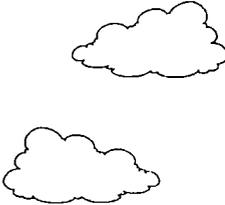
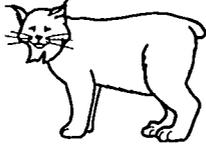
- | | |
|----------|--------------|
| 1. ghùch | 1. wolf |
| 2. ghán | 2. look here |
| 3. ghàkh | 3. lynx |

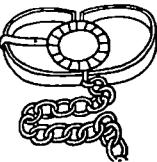
Listen to each sentence. Write [g] and [gh] as you hear them.

- | | |
|---------------------|------------------------------------|
| 1. Gâxw xhàtîn. | 1. I see a duck. |
| 2. Amdigàn. | 2. It's sunny. |
| 3. Gháxx xhàtîn. | 3. I see a rabbit. |
| 4. Khufigûs'. | 4. It's cloudy. |
| 5. Ghàkh xhàtîn. | 5. I see a lynx. |
| 6. Dàtghâ sá ì'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. Ghâxx. | 9. He is crying. |
| 10. Ghanú. | 10. Sit down. |

Tlingit Listening Exercise

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

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

GUGHAXHÎ

Camping

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

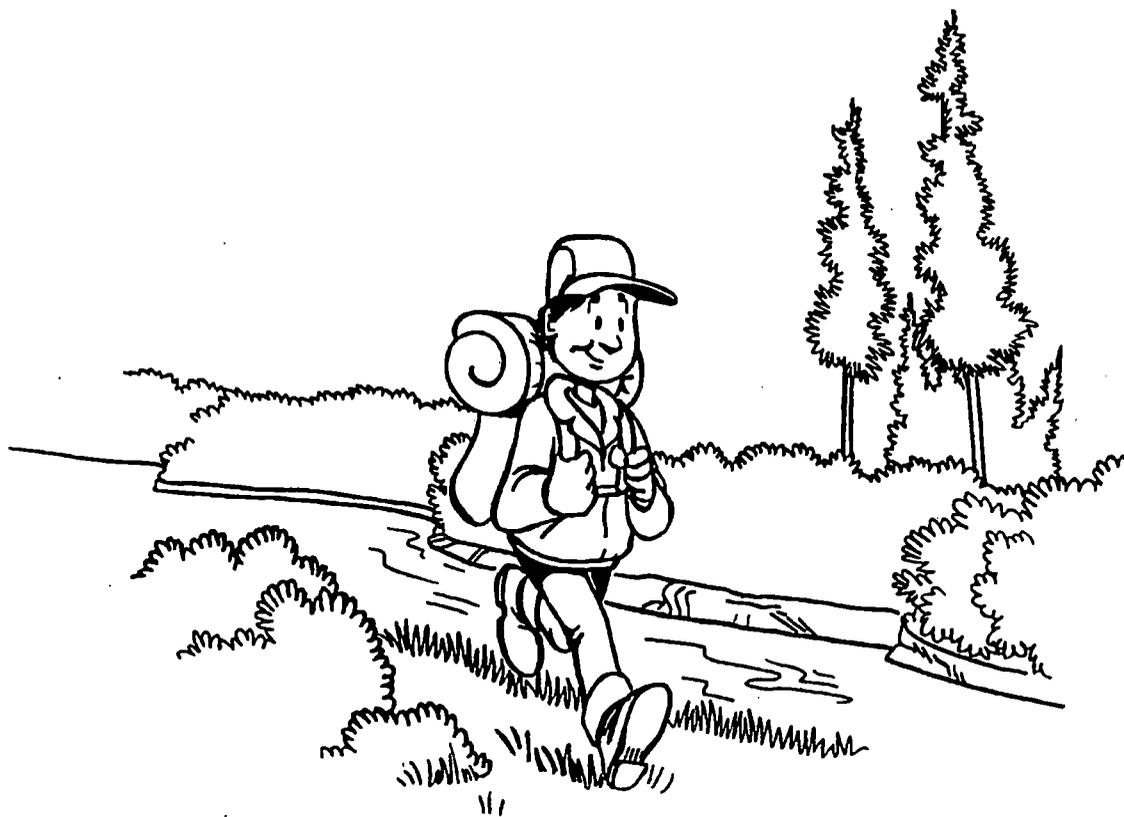
Illustrations by
Chris Caldwell
1991

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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.

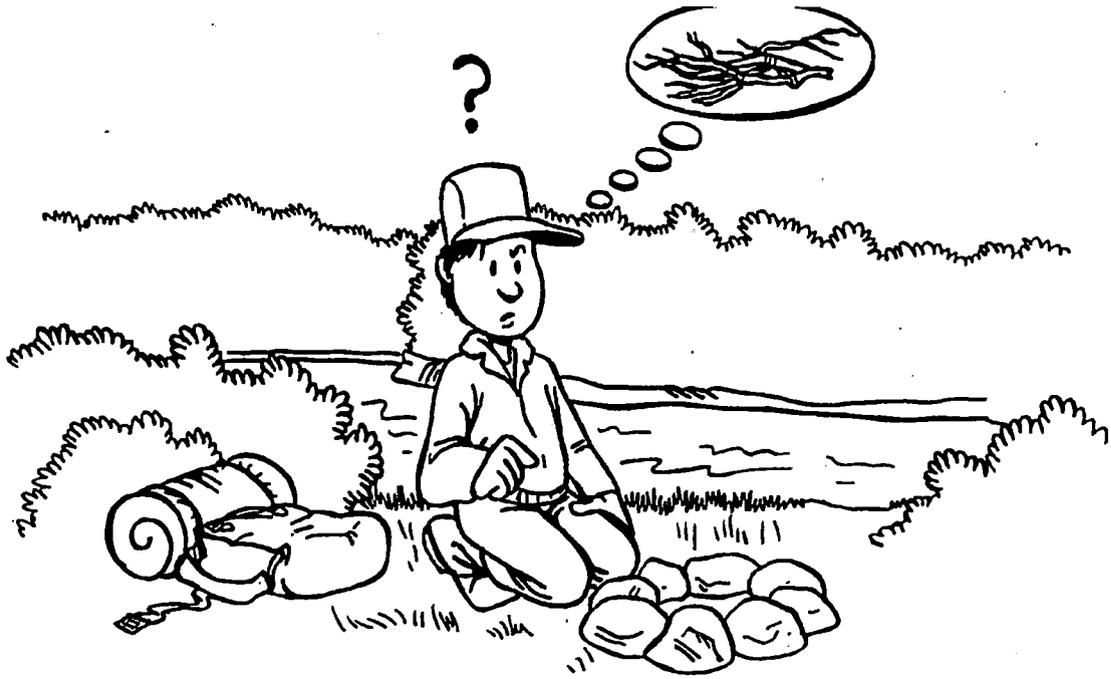


Mâ-sá khuwanûk ?

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?

Tlách' 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-adané.

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 îť gí yàn.uwahâ ?

Is he hungry?

A, tlaxh x'êgha du îť yàn.uwahâ.

Yes, he is hungry.

Yân jiyèt xh'amdit'áxh.

He is so hungry his mouth is wide open.



De yan uwa.î gí wé suknên.

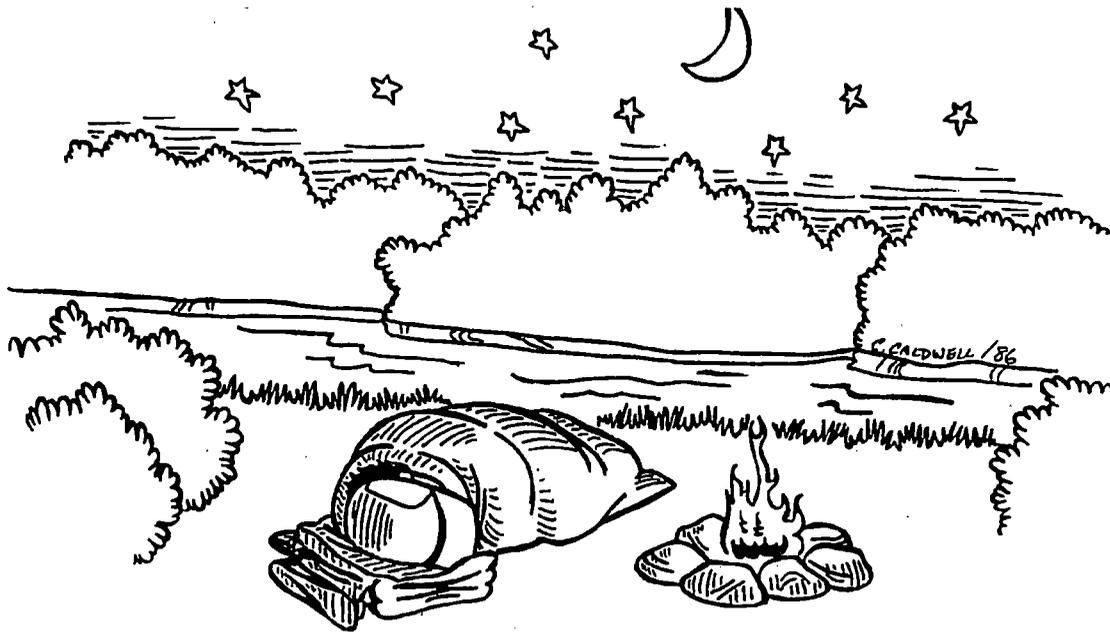
Has the bannock finished cooking?

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-wuxhàiyí xh'àngùgú wùtâ

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

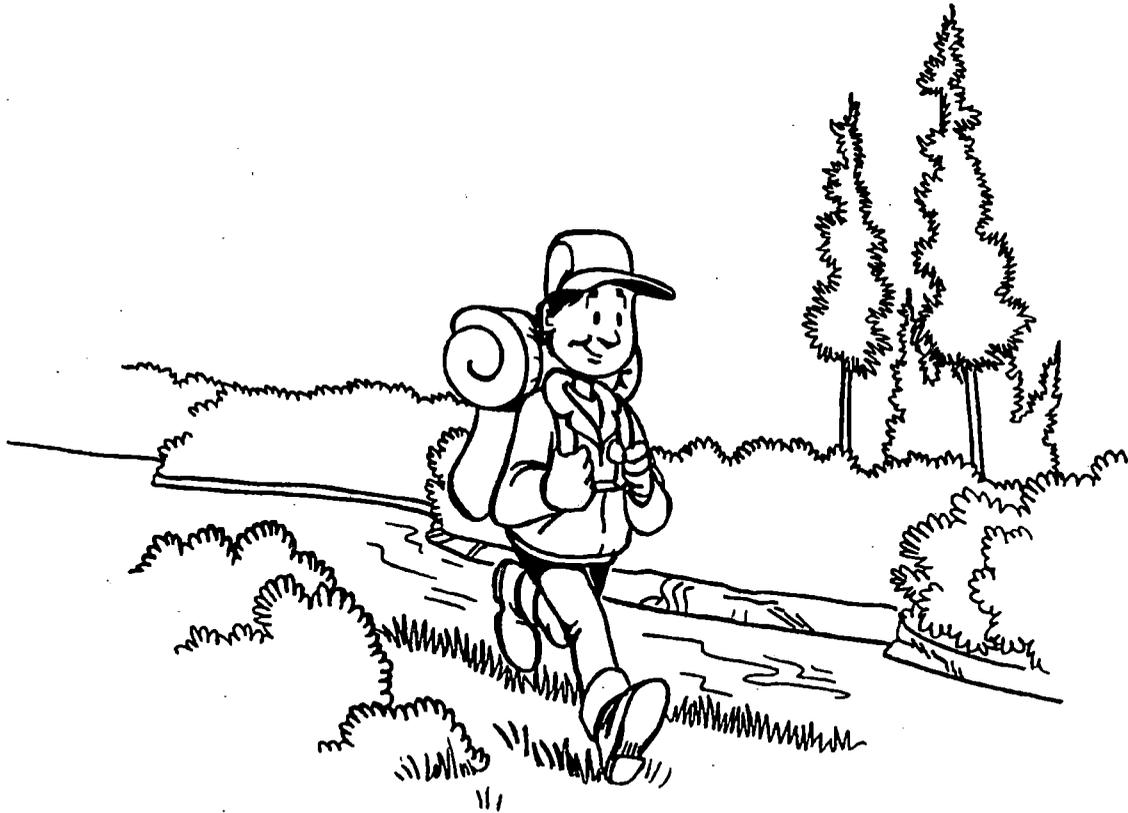
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Yedák'w esx'idé yà-nagút.

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'idé 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 degiygé áwé shûxh ede.àk.

He's making a fire in the middle.



“Keŕâxh-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-ghuŋtú áwé khushí khâs’ káxh,
tléŋ khâs’ du-jì.

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



Wé du-gwêhi tûdâxh khâs' àwat'ì.

He found some matches from his bag.

Khâs' dâkèt tûdâxh du-jintâde yê-edané.

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 sùxh 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.



Kh'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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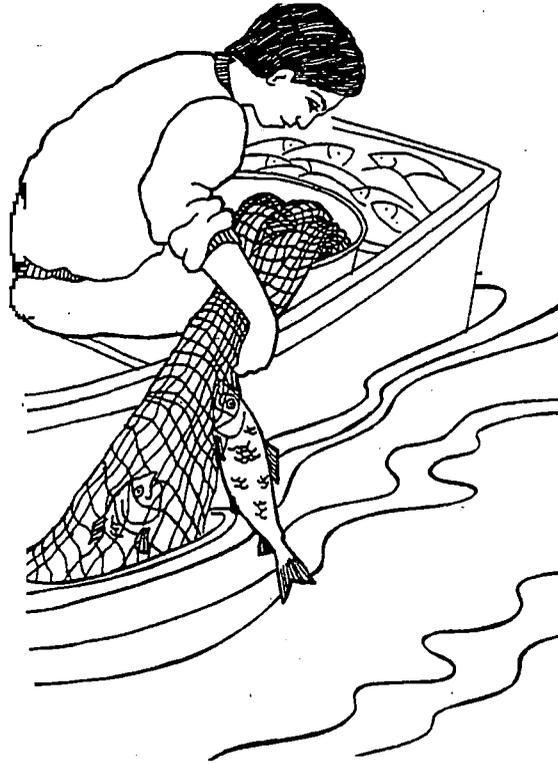


Àdû sáyá ? Jiskú áyá.

Who is this? This is Jiskú.

Dà sá yê adàné ? Ast'èxh áwé.

What's he doing? He's fishing.



Àdû sáyá yá khâ ? Jiskú du îsh áwé.

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

Mâ sá khuwanûk ? Ghèwú kè anał.át.

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



Àdû sáyá ? Jiskú du dlàk' áyá.

Who is this? This is Jiskú's sister.

Dà sá yê adàné ? T'ási ask'íxh't.

What is she doing? She is gaffing grayling.

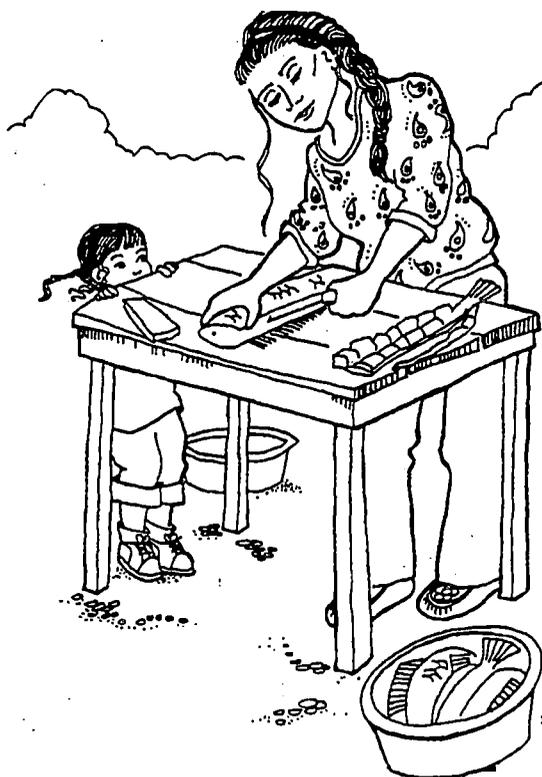


Dà sá yà anał.át wé shàtk'iyétsk'u ?
What is the young girl carrying?

Dêxh t'ási yà anał.át.
She is carrying two grayling.

Gùdê sá yà anał.át ?
Where is she carrying them too?

Du łłk'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 ajîlatín.

She's watching her mom work.



Dà sá yê has adané ?

What are they doing?

Tlêx' à xhât yánde ashayatî. Du kîk' s'ìkh yê
adané 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?

Khât 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 amñixàch xhât xùk du xh'êxh ghaxhdutìyí,
ách áwé wùtá.

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
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1991

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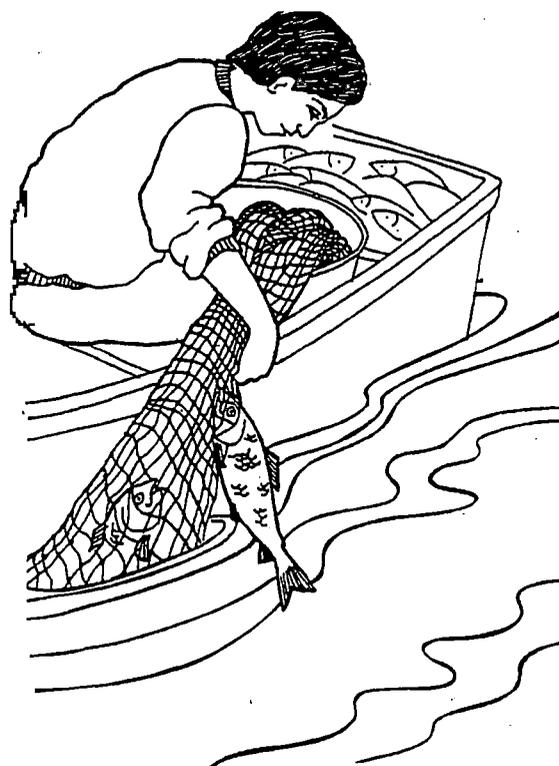


Etk'iyétsk'u áyá xhât est'èxh

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.

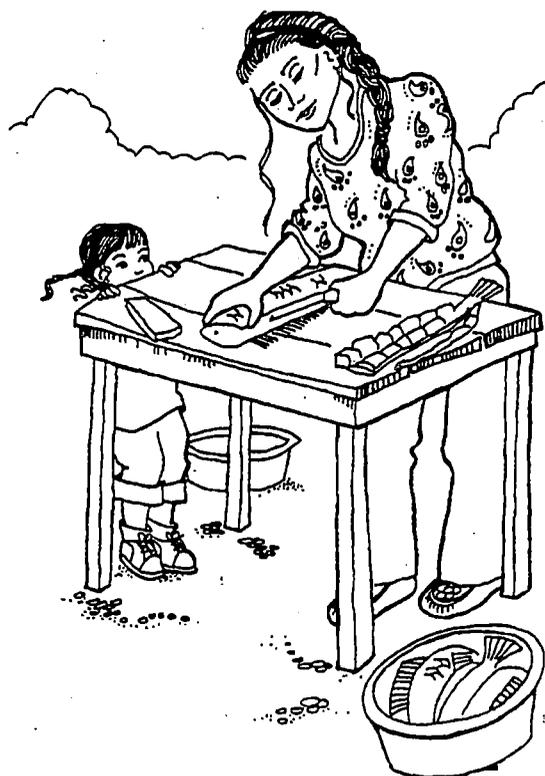


Wé hes du hîk'w xhât daxh axâsh.

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 jîletín.

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 teyidé 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.



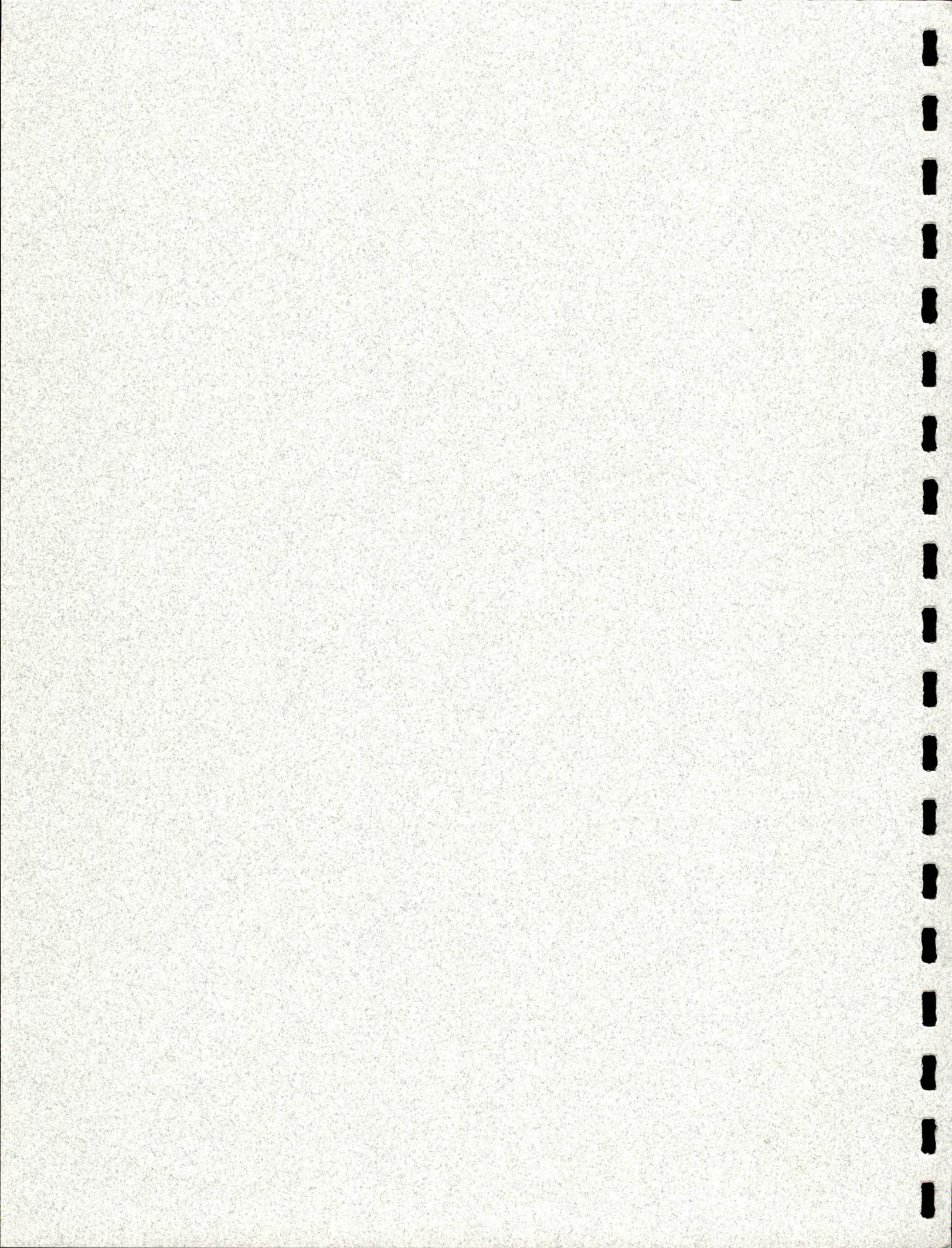
Wé etk'iyétsk'u ch'âł' gén ayâ itî yudixwétl,
éch áwé às k'ît shestân.

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) hùmhmí)	Oh yeah?
ìhí	I'm not impressed!
chà tlàgû	You don't say!
edlaxhadlê	irritation
èdlaxhadlê-ê	exasperation (Oh, for crying out loud!)
háy	How big!
hihihɣ	(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

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2000

TLINGIT LITERACY SESSION

WHITEHORSE, YUKON

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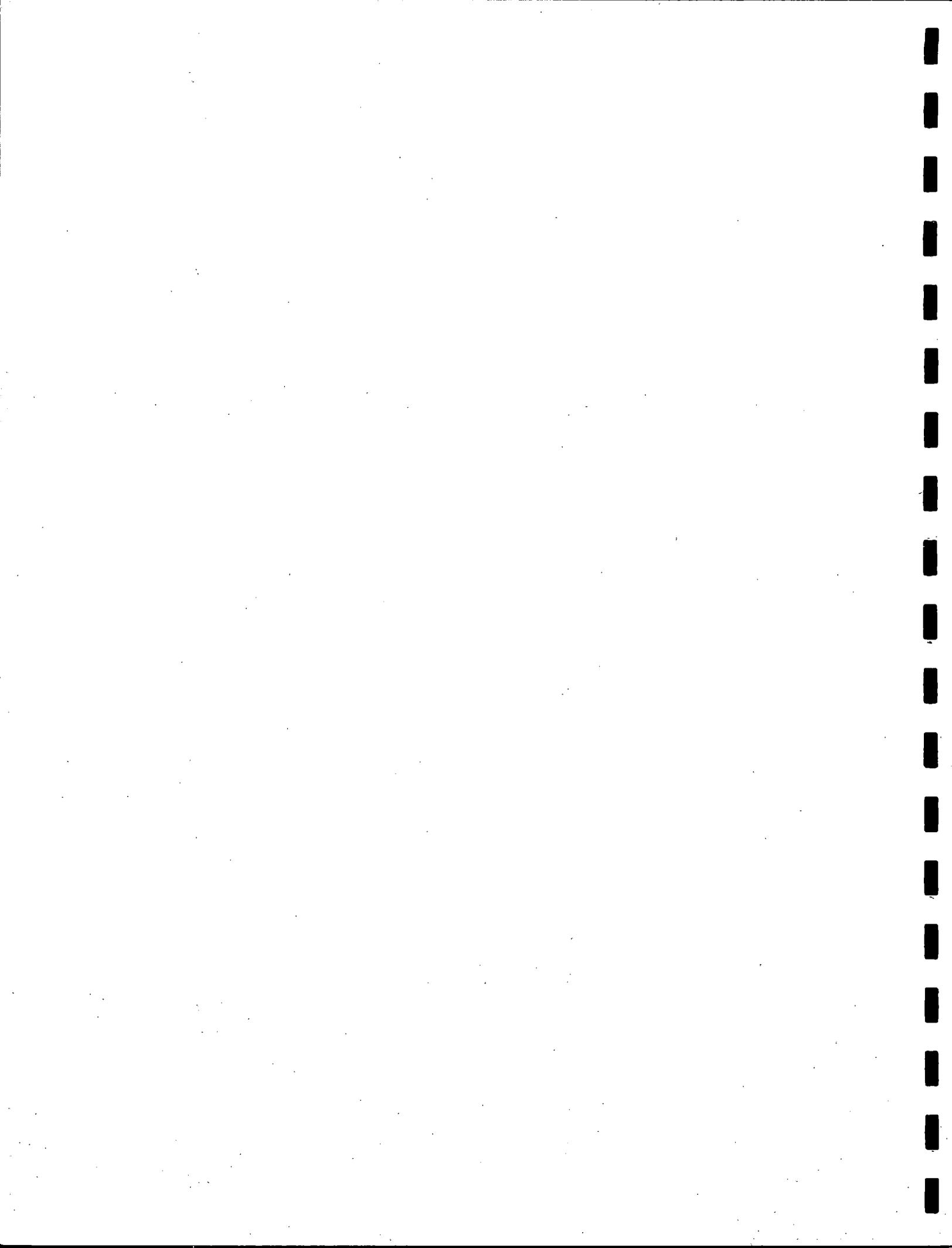
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**Tlingit In-Service
Yukon Native Language Centre
November 8 - 10, 1999
February 14 and 18, 2000**

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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 NESUTLIN DRIVE WHITEHORSE, YUKON Y1A 3E4
TEL: (403) 667-7121 FAX: (403) 668-4577

	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 t, t' 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)																							
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">rounded</td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">rounded</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%; text-align: center;">(rare) (Note: 2)</td> </tr> </table>																		rounded		rounded			(rare) (Note: 2)
						rounded		rounded			(rare) (Note: 2)												
Plain	dâ <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge, stairs</i>	jàji <i>snowshoes</i>	gán <i>firewood</i>	gwêł <i>bag</i>	ghâ <i>(raven call)</i>	łaghwán <i>tie it into a bow</i>	nay.á <i>(you folks) go!</i>	ana.wèch <i>it</i>													
Aspirated followed by a puff of air	tá <i>sleep</i>	tlâ <i>mother</i>	tsâts <i>bear root, hedysarum</i>	chàn <i>mother-in- law</i>	kâni <i>brother/ sister-in- law</i>	kwêy <i>mark, landmark</i>	khâ <i>man</i>	khwân <i>people from ____</i>															
Glottalized released with a popping sound	t'á <i>king salmon</i>	tl'átk <i>earth, ground</i>	ts'ats'î <i>bird</i>	ch'ák' <i>eagle</i>	k'ink' <i>fermented fish heads</i>	k'wát' <i>egg (not fish egg)</i>	kh'atêł <i>pitcher</i>	kh'wátł <i>pot</i>															
Fricatives (breath flows through narrow opening creating friction)																							
Plain		łłł <i>fireweed</i>	sà <i>name</i>	shà <i>mountain</i>	xíxch' <i>frog</i>	xwê <i>whew!</i>	xhát <i>me, I</i>	xhwàgùt <i>I went</i>	hás <i>they, them</i>	yà- nahwên <i>is swim- ming along</i>													
Glottalized produced with vocal chords closed		ł'ak <i>dress</i>	s'ikh <i>smoke, cigarette</i>		x'ax' <i>apple</i>	x'wán <i>longjohns</i>	xh'é <i>mouth</i>	xh'wái' <i>down feathers</i>															
Sonorants (softer, you can sing them continuously)																							
Nasal vibration through nasal cavity	mâ-sá? <i>how? (Note 2)</i>	ná' <i>here; take it</i>																					
Nonnasal	wàkh <i>eye</i>		dalèyí <i>trout</i>		yá <i>this</i>																		

*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)	(´)	(`)	(^)

<p style="text-align: center;">ch'a <i>just</i></p>	<p style="text-align: center;">á <i>that, there</i></p>	<p style="text-align: center;">à (â) <i>yes</i></p>	<p style="text-align: center;">â <i>sitting, lake</i></p>
<p style="text-align: center;">de <i>already</i></p>	<p style="text-align: center;">té <i>rock</i></p>	<p style="text-align: center;">dè <i>trail, road</i></p>	<p style="text-align: center;">dê áwé <i>that's enough!</i></p>
<p style="text-align: center;">i <i>your</i></p>	<p style="text-align: center;">í <i>don't</i></p>	<p style="text-align: center;">dì <i>tea</i></p>	<p style="text-align: center;">î <i>yuck!</i></p>
<p style="text-align: center;">tsu <i>again</i></p>	<p style="text-align: center;">tsú <i>also, too</i></p>	<p style="text-align: center;">gishù (T.A.) geshù (C) <i>pig</i></p>	<p style="text-align: center;">nàshû <i>extends</i></p>
	<p style="text-align: center;">hó hó <i>thank you</i></p>		<p style="text-align: center;">ahô <i>I don't want to</i> <i>(coast: I understand)</i></p>

T'

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

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

- b) T'ùk ìn yà anałjık' wé She's packing the baby on her
t'ukanêyi. (T) back with a baby carrier.
T'ùktín yá enełjık' wé
t'ukwenêyi. (C)

3. At dùgú t'isht àwatí. (T) She put a skin on the
Et dùgú t'ish àwatí. (C) stretcher.

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

DL

1. Wé atk'iyátsk'u dlinkwat ałtín
du kłk'w. (T) The boy is taking (good) care
of his grandfather.
We etk'iyétsk'u dluwkét ełtín
du kłk'w. (C)
2. Dzísk'u dliyí áwé xhasaxùk. (T) I am drying moose meat.
Dzísk'u dliyí áwé xhasexùk. (C)
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) She's running fast.
Tlâkw yà neshíx. (C)
2. Axh tlâ nèłdé yà nagút. (T) My mother is going/walking
Axh tlâ nèłdé yà negút. (C) home.
3. Tlèhû té kát ishkhákh. (T) A butterfly is perched on a
Èhú té kát ishkhákh. (C) rock.
4. Yú ixinà hıt tlen át da.â. (T) A big house is standing there
Yú ixinà hıt tlen ét de.â. (C) downriver.
5. Tlâxch'i in shıt ada.âk. (T) He's making a fire with dry
Tlâxwch'i in shúxh ede.âk. (C) branches

TL'

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

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

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

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

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

DZ

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

TS

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

TS'

1. Ts'ats'î át kamdlihìch. (T) Birds are flying around.
Ts'ets'î ét kawdliyìch. (C)

2. Ch'a yèsú ts'ùtát áwé àwa.àt. (T) They left early in the morning.
Ch'e yèsú ts'ùtát áwé àwa.àt. (C)

3. Ts'ighîni xhât axhá. (T) A magpie is eating fish.
Ts'ighìni xhât exhá. (C)

4. Du ts'îndli àwał'ix'. He broke his forearm.

5. Ts'îkáxhk'w kàwat'â. The mountain blueberries are
ripe.

J

1. Jâji ìn yà nagút. (T) She's walking with snowshoes.
Jâjitín yà negút. (C)
2. Axx jín wudixwétl. (T) My hands are tired.
Axx jín yudixwétl. (C)
3. Jánu àwa.ún. (T) He shot a mountain goat.
Jénu àwa.ún. (C)
4. Jighwênà axh jìt áxh. Give me a towel.
5. Júkh at shí. (T) A robin is singing.
Júkh et shí. (C)

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) The grass is growing.
Chùkén yà kenes.ên (C)
3. Chíł atyêxh. (T) He is building a cache.
Chíł etyêxh. (C)
4. Axx àt châsh híł yìt â. My aunt is sitting in a brush house.
5. Châs' áwé yès kè uhìnch. (T) The humpback salmon swim
Châs' áwé yèsk'w kè uhìnch. (C) 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) The moose is eating willows.
Ch'âł' áwé dzísk'w exha. (C)
3. Ch'âgu hídi ch'ù át da.â. (T) The old house is still standing
Ch'âgu hídi ch'ù ét de.â. (C) there.
4. Wé i ch'îni axh wàkhghâ yatì. (T) Your ribbon looks nice to me.
Wé i ch'îni axh wàghâ yetì. (C)
5. Ch'âk'wà ìn atûł wé jâji. (T) He's drilling holes in the
Ch'âk'wàtín etûł wé jâji. (C) snowshoe frame with a punch.

G

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

K

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

K'

1. K'ûx dùgú x'ûw ìn wudix'úw. (T) She put on a marten skin robe.
K'ûx dùgú x'ûwtin yudix'úw. (C)
2. Àtlèn k'ìljâ ayamditì. (T) The south wind is blowing
Àtlèn k'ìljâ eyawditì. (C) hard.
3. K'únts' aksa.êxh. (T) She is growing/planting
K'únts' ekse.êxh. (C) potatoes.
4. K'isâni has ash kùlyét. (T) The boys are playing.
K'isâni hes esh kùlét. (C)
5. Wé t'á àwak'íxh'. (T) He gaffed the king salmon.
Wé t'á àwak'éxh'. (C)

GW

1. A kát tsé isax'âkhw i gwêhi. (T) Don't forget your bag.
E két tsé isex'âkhw i gwêhi. (C)
2. Dzísk'u gwênhi wûsht ła.á. (T) Put the moose hooves all
Dzísk'u gwênhi hûsh ła.á. (C) together.
3. Ghałshât wé gwáà. 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.in. (T) Take the chamber pot outside.
Kwás génde nes.in. (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 nèt áxh. Bring the rug in.
4. Axh xhání 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'aŕiyêt. Watch out for that guy, he's a liar.
3. Kh'anâxhán hît dà mdudliyéh. (T) They built a fence around the
Kh'anâxhán hît dà wdudliyéh. (C) house.
4. Łits'â wé kh'èkaxwên. (T) The flowers smell nice.
Łits'â wé kh'èkexwên. (C)
5. Kh'atèł kàxh yaxh kasaxá. (T) Dump out the pitcher.
Kh'atèł kàxh yaxh kesexá. (C)

GHW

1. Wé t'â kê 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 ikhwêch. 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 ɬe.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 nagma.àt.

Let him come with us too.

5. Du húnxh áwé.

That's his older brother.

Ł

1. Łûł â kâwa.à. (T) Fireweed is growing there.
Łuł â kawsî.à. (C)
2. Du hú yê gùgênk'. (T) Her nose is small.
Du hú yê kwsîgênk'. (C)
3. Łítà axh jît tí. Give me the knife.
4. Łukshiyân amdzîghát. (T) He caught a mink.
Łukshiyân awdzîghát. (C)
5. Łughwênà ìn yałghêkw. (T) He's wiping his face with a
Łughwênàtín yełghêkw. (C) handkerchief.

Ł'

1. Ł'àk yê ana.wèch wé shàwát. (T) The woman usually wears a
Ł'àk yê ene.èch wé shàwát. (C) dress.
2. Wé kètl du ł'ût' ìn hîn atlêt'. (T) The dog is drinking water with
Wé kètl du ł'ût'tin hîn etlêt'. (C) his tongue.
3. Ł'êw àn khus.ùk'. She is playing with sand.
4. Nàghas'ê ł'ídí áwé wudlikútl'. (T) The fox's tail is bushy.
Nàghas'ê ł'ídí áwé yułikútl'. (C)
5. Ł'áł xhùt wutuwa.át. (T) We walked into a stand of
Ł'éł xhùt yutuwa.ét. (C) jackpine.

S

1. S'ík t'ùch' yáxh yatì. (T) The belt is black.
S'ík t'ùch' yáxh yetì. (C)
2. S'ím dàk wusítán. (T) It is raining.
S'ûw dàk yusítén. (C)
3. Du s'í dàt ghâxh. She's crying for her doll.
4. S'èt yê aya.û. (T) She's wearing a necklace.
S'èt yê eye.û. (C)
5. Du s'ík' áwé. It is her daughter.

S'

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

SH

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

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

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

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

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

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

XW

1. Xwê, xhat wudixwétl. (T) Whew, I am tired.
Xwê, xhat yudixwétl. (C)
2. Xwàsdâ yàkw layéxh. (T) Make a canvas boat.
Xwàsdâ yàkw leyéxh. (C)
3. Yêł du xwâyi áwé wé yùkh. Cormorant is Raven's sidekick.
4. Xwàsdâ tîł xh'ùst idayíkh ! (T) Put on tennis shoes!
Xwàsdâ tîł xh'ùs ideyékh ! (C)
5. Té xwájà káxh khwagût. I will go get a rock hand scraper.

X'W

1. X'wán a.ûw. (T) He's buying long johns.
X'wán e.ûw. (C)
2. S'éł' x'wán xh'ùst idayíkh. (T) Put on rubber boots.
S'éł' x'wán xh'ùs ideyékh. (C)

XH

1. Xhât ast'èxh. (T) She is hooking fish.
Xhât est'èxh. (C)
2. Xhàwàghí xh'êt shután. (T) Close the window.
Xhàwàghí xh'êt shutén. (C)
3. Axh shá yanîkw. (T) My head hurts.
Axh shá yenûk. (C)
4. Axh xhùní áwé axh xhánt uwagút. My friend came to visit me.
5. Axh xhikshât wujikhákh. (T) It landed on my shoulder.
Axh xhikshât yujikhákh. (C)

XH'

1. Xh'ahât hêde shunatàn. (T) Open the door.
Xh'ahât xh'êdáxh shunetàn. (C)
2. Yê xh'uskudliyât'. He has long feet/legs.
3. Du xh'é ałtín. (T) She is watching his mouth.
Du xh'é ełtín. (C)
4. At xh'îshi axhá. (T) She's eating dried salmon
Et xh'îshi exhá. (C) (or dried fish).
5. Xh'àknáxh kè nagút. (T) He is walking up the canyon.
Xh'àknáxh kè negút. (C)

XHW

1. Xhâch xhwàt'ì. I'm the one that found it.
2. Gâxw xhwasiłìn. I saw a duck.
3. Â yàxhdé xhwàgùt. I walked to the lake shore.

XH'W

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

M (Teslin Only)

1. Mâ sá iyatî ? 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. Nèldé yà nagút. (T)
Nèldé 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. Nètt 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'unêl' wás'i dàfik'éts'. (T)
Xh'unêl' wás'i dàfik'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.ús' ! (T) Wash your face!
Yínda.ús' ! (C)
2. Yêł át wudikhìn. (T) The raven is flying around.
Yêł ét yudikhìn. (C)
3. Yê nasní ! (T) Do it!
Yê nesní ! (C)
4. Yadák'w hândé yà nagút. (T) The young man is coming this
Yedák'w hândé yà negút. (C) way.
5. Yádu á. Here it is.

ÿ (Carcross only)

1. Du yá àwa.ús'. She washed her face.
2. Du yûwu awli.ât. He took his lunch along.
3. Du yùwú 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'ák 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. Chít alyêxh. | 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 hí
yít 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 uhình. | 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

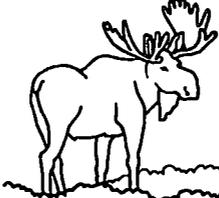
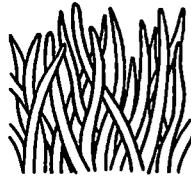
Listen to each sentence. Write [ch] and [ch'] as you hear them.

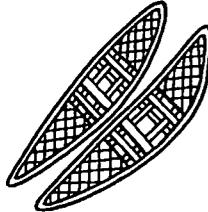
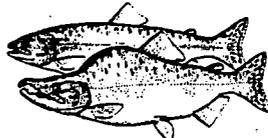
- | | |
|-------------------------------------|--|
| 1. Chùnèttín áwé
watsíx àwat'úk. | 1. He shot the caribou with
an arrow. |
| 2. Ch'âk' às yít â. | 2. The eagle is sitting in a tree. |
| 3. Ch'âł' áwé dzísk'w
exhá. | 3. The moose is eating willows. |
| 4. Chùkén yà kenes.ên. | 4. The grass is growing. |
| 5. Chít ɛlyêxh. | 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 hí
yít 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. |
| 10. Châs' áwé yèsk'w
kè uhinch. | 10. The humpback salmon swims
up in the fall. |

Tlingit Listening Exercise

Yukon
Native
Language
Centre

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

1	2	3	4	5
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	7	8	9	10
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Listening Exercise: [k] and [k']

Examples of [k]:

- | | |
|---------|-----------------|
| 1. kîṭ | 1. killer whale |
| 2. kâst | 2. barrel |
| 3. kûx | 3. rice |

Examples of [k']:

- | | |
|-----------|-----------------|
| 1. k'îṭjâ | 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 f'ix'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. kîṭ | 1. killer whale |
| 2. kâst | 2. barrel |
| 3. kûx | 3. rice |

Examples of [k']:

- | | |
|-----------|-----------------|
| 1. k'îłjâ | 1. chinook wind |
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| 3. k'ûx | 3. marten |

Tlingit Language

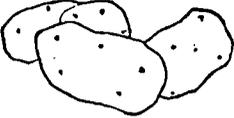
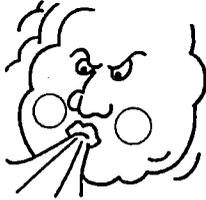
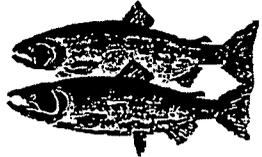
Mrs. Lucy Wren and Mrs. Mamie Smith

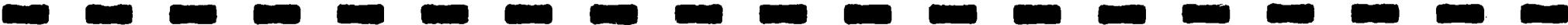
Listen to each sentence. Write [k] and [k'] as you hear them.

- | | |
|---------------------------------|---|
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| 2. Kìjín dânà axh jìhú. | 2. I have five dollars. |
| 3. Àtlèn k'ìjâ eyawditì. | 3. The south wind is blowing hard. |
| 4. K'isâní hes esh kùlét. | 4. The boys are playing. |
| 5. Wé t'á àwak'éxh'. | 5. He gaffed the king salmon. |
| 6. Kètl daxh eshâ. | 6. The dogs are barking. |
| 7. Kâ yà eneskhúxh. | 7. She is driving a car. |
| 8. Kekên f'ix'wán ekesené. | 8. She is knitting wool socks. |
| 9. Kâst kàdé ekawsixà wé hîn. | 9. He poured the water into the barrel. |
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Tlingit Listening Exercise

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

1  <input type="checkbox"/>	2  <input type="checkbox"/>	3  <input type="checkbox"/>	4  <input type="checkbox"/>	5  <input type="checkbox"/>
6  <input type="checkbox"/>	7  <input type="checkbox"/>	8  <input type="checkbox"/>	9  <input type="checkbox"/>	10  <input type="checkbox"/>



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'atèł | 2. pitcher |
| 3. kh'wátł | 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. ^{has} Kh'asigû ~~yat~~.

2. ^{They are listening to them.} 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'ahiyêł.

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'atèł kàxh yaxh
kasaxá.

8. Dump out the pitcher.

9. Kh'anâxhán hît
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 |
| 3. khutí | 3. weather |

Examples of [kh']:

- | | |
|------------|------------------|
| 1. kh'âtl' | 1. flat and thin |
| 2. kh'atèl | 2. pitcher |
| 3. kh'wátl | 3. cooking pot |

Tlingit Language

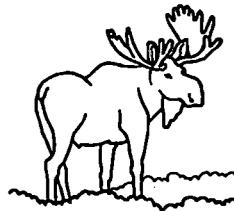
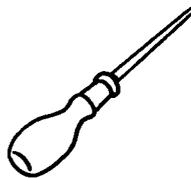
Mrs. Lucy Wren and Mrs. Mamie Smith

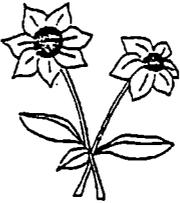
Listen to each sentence. Write [kh] and [kh'] as you hear them.

- | | |
|-------------------------------------|--|
| 1. Khuyek'ê. | 1. The weather is nice. |
| 2. Kh'asigû yât. | 2. It is fun here. |
| 3. Khâ dzísk'w awsitîn. | 3. He saw a bull moose. |
| 4. Khênàtín ekhês'. | 4. She is sewing it with an awl. |
| 5. Shî wêt'à, kh'aliyêł. | 5. Watch out for that guy;
he's a liar. |
| 6. Łits'â wé kh'èkexwên. | 6. The flowers smell nice. |
| 7. S'igèdí khîdudé khwagût. | 7. I am going to the beaver dam. |
| 8. Kh'atèł kàxh yaxh
kesexá. | 8. Dump out the pitcher. |
| 9. Kh'anâxhán hît
dà wdudliyéxh. | 9. They built a fence around
the house. |
| 10. Khâs' axh jîntât
yawdighích. | 10. I got a splinter/sliver in the
palm of my hand. |

Tlingit Listening Exercise

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

1	2	3	4	5
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	7	8	9	10
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Listening Exercise: [ʰ] and [ʰʷ]

Examples of [ʰ]:

- | | |
|---------|----------|
| 1. ʰú | 1. nose |
| 2. ʰùn | 2. bark |
| 3. ʰítà | 3. knife |

Examples of [ʰʷ]:

- | | |
|---------|------------|
| 1. ʰàk | 1. dress |
| 2. aʰûn | 2. hunting |
| 3. ʰêw | 3. sand |

Tlingit Language

Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [ł] and [ʔ] as you hear them.

- | | |
|--------------------------------------|--|
| 1. Du hú yê gùgênk'. | 1. She has a small nose. |
| 2. Łûł â kawa.à. | 2. Fireweed is growing there. |
| 3. Ł'ák 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 ʔûł' ìn
hîn atlêł'. | 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'ál xhùt wutuwa.át. | 9. We walked into a stand of
jackpine. |
| 10. Nàghas'ê ʔ'ídí áwé
wudlikúł. | 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. ɬún | 2. bark |
| 3. ɬítà | 3. knife |

Examples of [ɬ']:

- | | |
|----------|------------|
| 1. ɬ'àk | 1. dress |
| 2. eɬ'ún | 2. hunting |
| 3. ɬ'êw | 3. sand |

Tlingit Language

Mrs. Lucy Wren and Mrs. Mamie Smith

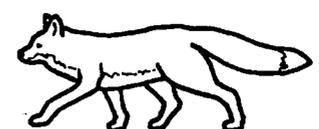
Listen to each sentence. Write [ʔ] and [ʔ'] as you hear them.

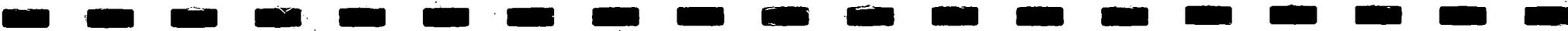
1. Du łú yê kwsigênk'. 1. Her nose is small.
2. Łûł â kawsì.à. 2. Fireweed is growing there.
3. Ł'ák yê ene.wèch
wé shàwát. 3. The woman usually wears a
dress.
4. Łítà axh jìt tí. 4. Give me the knife.
5. Wé kètl du ʔ'ût'tin
hîn etlèt'. 5. The dog is drinking water with
his tongue.
6. Łukshiyân awdzighát. 6. He caught a mink.
7. Łughwênàtín
yełghêkw. 7. He is wiping his face with
a handkerchief.
8. Ł'êw àn khus.ùk'. 8. She is playing with sand.
9. Ł'él xhùt yutuwa.ét. 9. We walked into a stand of
jackpine.
10. Nàghas'ê ʔ'idí áwé
yułikútl'. 10. The fox's tail is bushy.

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: [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

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 |
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Tlingit Language

Mrs. Lucy Wren and Mrs. Mamie Smith

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

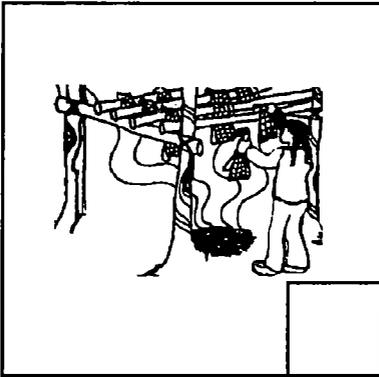
- | | |
|---------------------------------|--|
| 1. S'èkh yê nesní
xhât teyì. | 1. Make smoke under the fish. |
| 2. Sîk t'ùch' yáxh yetì. | 2. The belt is black. |
| 3. Sûw dàk yusitén. | 3. It is raining. |
| 4. Du sî dàt ghâxh. | 4. She's crying for her doll. |
| 5. S'inâ kawdigén
hít yì. | 5. The lights are shining in
the house. |
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axh s'âxu. | 6. I have lots of hats. |
| 7. Sèt yê eye.û. | 7. She's wearing a necklace. |
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Tlingit Listening Exercise

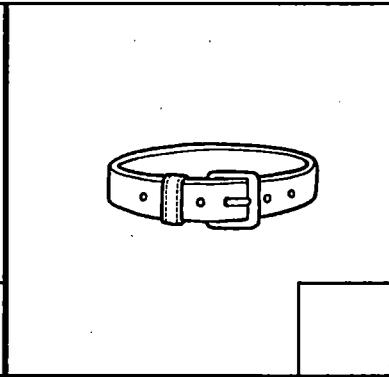
Write /s/ and /s'/ as you hear them in the following:

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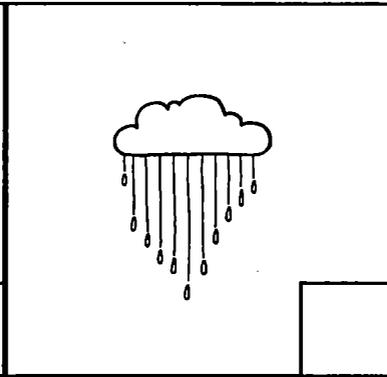
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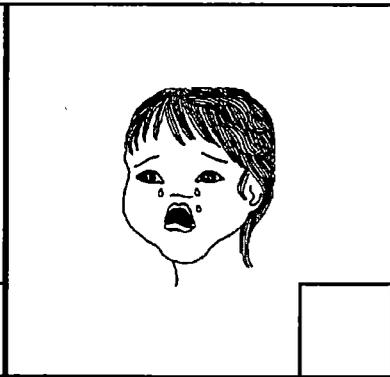
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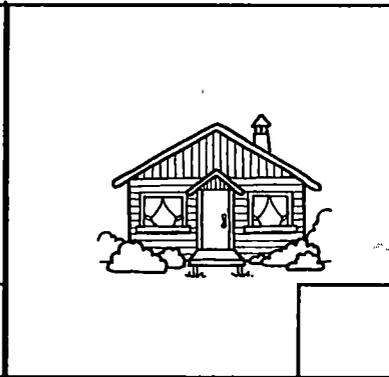
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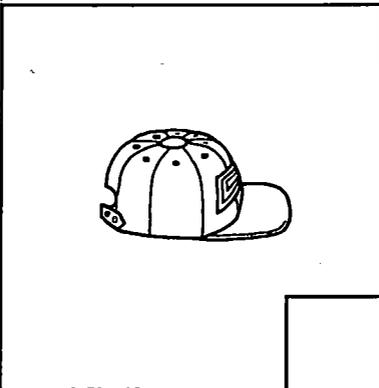
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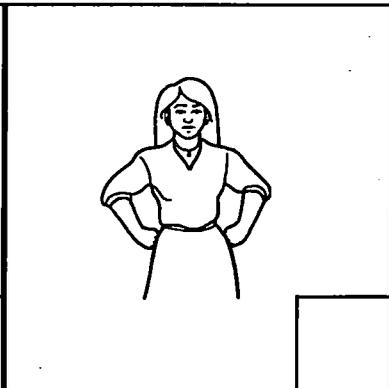
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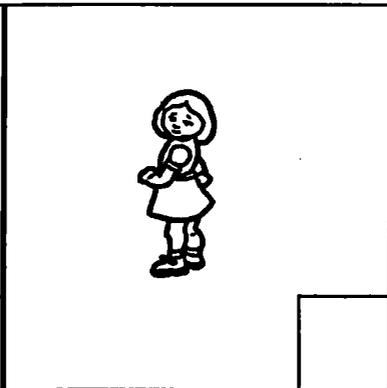
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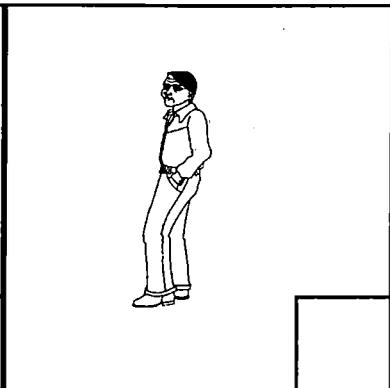
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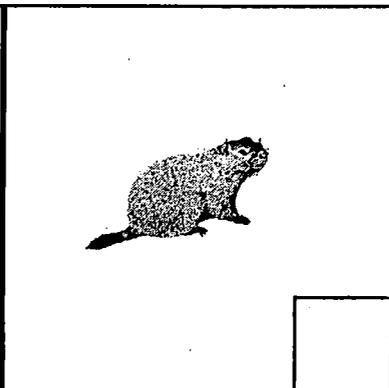
8



9



10



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. ʔút' | 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' hât 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'ík. | 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 anałjik'
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. tít | 1. wave |
| 2. hít | 2. house |
| 3. tá | 3. sleep |

Examples of [t']:

- | | |
|---------|----------------|
| 1. t'á | 1. king salmon |
| 2. sít' | 2. glacier |
| 3. ʔút' | 3. tongue |

Tlingit Language

Mrs. Lucy Wren and Mrs. Mamie Smith

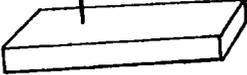
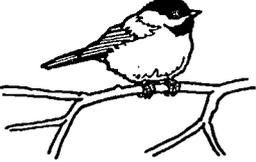
Listen to each sentence. Write [t] and [t'] as you hear them.

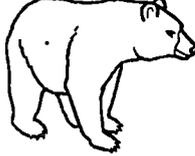
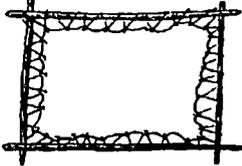
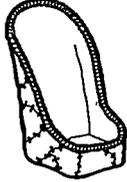
- | | |
|---|---|
| 1. Tlèkhâ dânà axh jìt
hís'. | 1. Lend me twenty dollars. |
| 2. T'â exâsh. | 2. He's cutting a board. |
| 3. Dís yen yàwawát. | 3. The moon is full. |
| 4. Wé té kè ghîx' ! | 4. Throw the rock! |
| 5. T'ât' hât kawdliyích. | 5. The junco (jingo) flew here. |
| 6. T'ukwenêyi t'ùk tûde
awsinùk. | 6. She put the baby into
the baby carrier. |
| 7. Tîř xh'ùsdáxh
awdiyékxh. | 7. He took his shoes off. |
| 8. Tât yìn ét yùgùt
wé s'ík. | 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 enefjîk'
wé t'ukwenêyi. | 10. She's packing the baby on her
back with a baby carrier. |

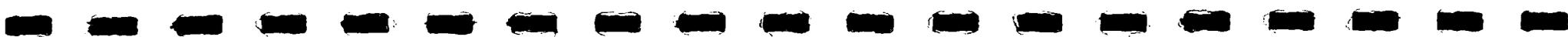
Tlingit Listening Exercise



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

1	2	3	4	5
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	7	8	9	10
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

Listening Exercise: [tɬ] and [tɬ']

Examples of [tɬ]:

- | | |
|----------|-----------|
| 1. tɬâ | 1. mother |
| 2. kɛtɬ | 2. dog |
| 3. tɬɛk' | 3. no |

Examples of [tɬ']:

- | | |
|-----------|------------------|
| 1. tɬ'átk | 1. earth, ground |
| 2. hɛtɬ' | 2. how nice |
| 3. tɬ'ák' | 3. wet wood |

Tlingit Language
Ms. Margaret Bob and Mrs. Liz Smith

Listen to each sentence. Write [tɬ] and [tɬ'] 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. Axx tlâ nèldé
yà nagút. | 3. My mother is going/walking
home. |
| 4. Kìjín yatì du t'èkh. | 4. She has five fingers. |
| 5. Wé t'átk wuditl'ák'. | 5. The ground is wet. |
| 6. Tlèlû té kát
ishkákxh. | 6. A butterfly is perched on a rock. |
| 7. Tlâxwch'i ìn shûxh
ede.âk. | 7. He's making a fire with dry
branches. |
| 8. Xhât t'êhì 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'ikhná.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. kètł | 2. dog |
| 3. tlêk' | 3. no |

Examples of [tl']:

- | | |
|-----------|------------------|
| 1. tl'étk | 1. earth, ground |
| 2. hêtł' | 2. how nice! |
| 3. tl'âk' | 3. wet wood |

Tlingit Language

Mrs. Lucy Wren and Mrs. Mamie Smith

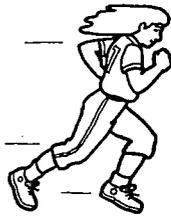
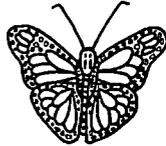
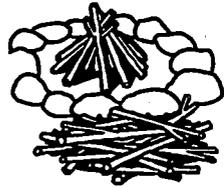
Listen to each sentence. Write [tɬ] and [tɬ'] as you hear them.

- | | |
|-----------------------------------|---|
| 1. Tlâkw yà neshíx. | 1. She's running fast. |
| 2. Tl'úk ét yùtlûx'. | 2. The worm is wiggling around. |
| 3. Axx 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. Łèhú té két
ishkákx. | 6. A butterfly is perched on a rock. |
| 7. Tlâxwch'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 ixiná hıt tlen
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. |

Tlingit Listening Exercise

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

1	2	3	4	5
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	7	8	9	10
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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'ùtât | 1. morning |
| 2. xâts' | 2. clear sky |
| 3. hits'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'ùtât
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'ùtât | 1. morning |
| 2. xâts' | 2. clear sky |
| 3. hits'â | 3. smells good |

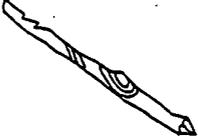
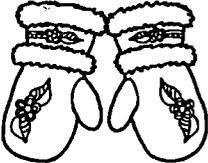
Tlingit Language
Mrs. Lucy Wren and Mrs. Mamie Smith

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 exhâ. | 3. A magpie is eating fish. |
| 4. Tséłgi dùgú x'ûw
ét áxh. | 4. A gopher skin blanket is
lying there. |
| 5. Ts'íkáxhk'w kàwat'â. | 5. The mountain blueberries
are ripe. |
| 6. Wé tsík ełukeyêxh. | 6. He's sharpening the barbecue
stick. |
| 7. Ch'e yèsú ts'ùtât
áwé àwa.àt. | 7. They left early in the morning. |
| 8. Wé shàwát tsâx'
ekhês'. | 8. The woman is sewing mitts. |
| 9. Du ts'indli àwał'ix'. | 9. He broke his forearm. |
| 10. Ts'ets'î ét
kawdliyìch. | 10. Birds are flying around. |

Tlingit Listening Exercise

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

1  <input data-bbox="423 776 521 873" type="text"/>	2  <input data-bbox="810 776 910 873" type="text"/>	3  <input data-bbox="1204 776 1300 873" type="text"/>	4  <input data-bbox="1591 776 1689 873" type="text"/>	5  <input data-bbox="1981 776 2085 873" type="text"/>
6  <input data-bbox="423 1352 521 1450" type="text"/>	7  <input data-bbox="810 1352 910 1450" type="text"/>	8  <input data-bbox="1204 1352 1300 1450" type="text"/>	9  <input data-bbox="1591 1352 1689 1450" type="text"/>	10  <input data-bbox="1981 1352 2085 1450" type="text"/>



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' atíw. | 4. She's reading a book. |
| 5. Hîn x'âsidé khwagût. | 5. I am going to the waterfall. |
| 6. Xákw kê 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 |
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Tlingit Language

Mrs. Lucy Wren and Mrs. Mamie Smith

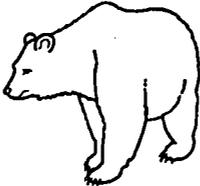
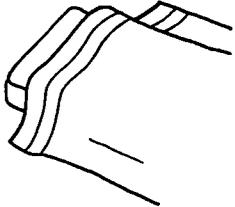
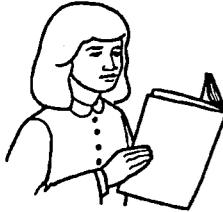
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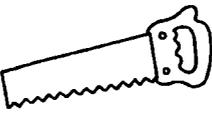
- | | |
|--------------------------------|---|
| 1. Łigê wé xûts. | 1. The grizzly (polar) bear is big. |
| 2. X'ûw ge.àxh. | 2. Take a blanket. |
| 3. Xûn eyekàwadén. | 3. The north wind is blowing with snow. |
| 4. X'úx' etûw. | 4. She's reading a book. |
| 5. Hîn x'âsidé khwagût. | 5. I am going to the waterfall. |
| 6. Xákw kê yen uwakhúxh. | 6. He landed his boat on a sandy beach. |
| 7. Xíxch' té két â. | 7. The frog is sitting on a rock. |
| 8. Wé xéshà yeghíŕ'. | 8. Sharpen the saw. |
| 9. X'ús' axh jít tén. | 9. Hand me the club. |
| 10. Wé x'ât' kàdé gaxhtùkhûxh. | 10. We are going to the island (by boat). |

Tlingit Listening Exercise

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

Yukon
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Language
Centre

1	2	3	4	5
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	7	8	9	10
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 ałtín. | 5. She's watching his mouth. |
| 6. Axxh shá yanîkw. | 6. My head hurts. |
| 7. Axxh xhikshât
wujikhákh. | 7. It landed on my shoulder. |
| 8. At xh'îshi axhá. | 8. She is eating dried salmon
(or dried fish). |
| 9. Xh'àknáxxh kè nagút. | 9. He is walking up the canyon. |
| 10. Axxh 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

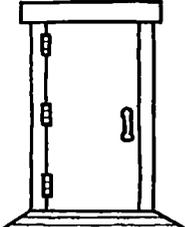
Listen to each sentence. Write [xh] and [xh'] as you hear them.

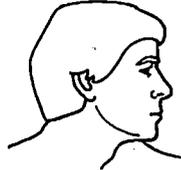
- | | |
|--|---|
| 1. Xh'ahât xh'êdáxh
shunetàn. | 1. Open the door. |
| 2. Xhât est'èxh. | 2. She's hooking a fish. |
| 3. Xhàwàghí xh'êt shutén. | 3. Close the window. |
| 4. Yê xh'uskudliyât'. | 4. He's got long feet/legs. |
| 5. Du xh'é ehtín. | 5. She's watching his mouth. |
| 6. Axx shá yenûk. | 6. My head hurts. |
| 7. Axx xhikshât yujikákh. | 7. It landed on my shoulder. |
| 8. Et xh'îshi exhá. | 8. She is eating dried salmon
(or dried fish). |
| 9. Xh'àknáxh kè negút. | 9. He is walking up the canyon. |
| 10. Axx xhùní áwé axh
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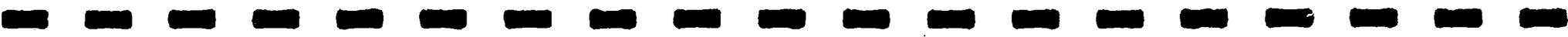
Tlingit Listening Exercise

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



1	2	3	4	5
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6	7	8	9	10
				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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]

1. álā my hand
2. ālī dancing
3. ālu it's cold

Example of [ɬ]

1. ɬu fish
2. ɬaw don't
3. ɬāyā 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

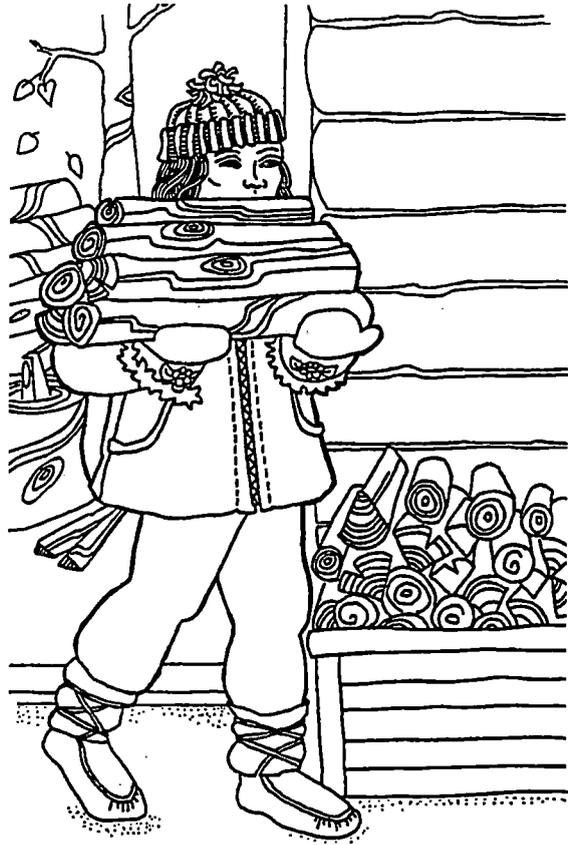
Illustrations by
Susan McCallum
1991

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 adané 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 ayála.ât.
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 fîk'w ?

What is Xûnk's grandmother doing?

Yânagut tîl akhês'.

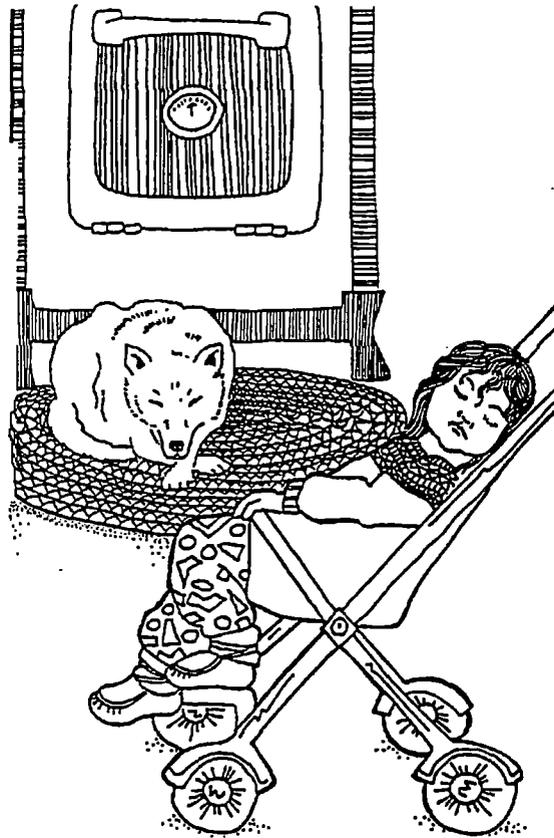
She is sewing moccasins.

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'añi.átk.
They are talking about their children.

Nèł Yì

At Home

by
Lucy Wren
Tlingit Language

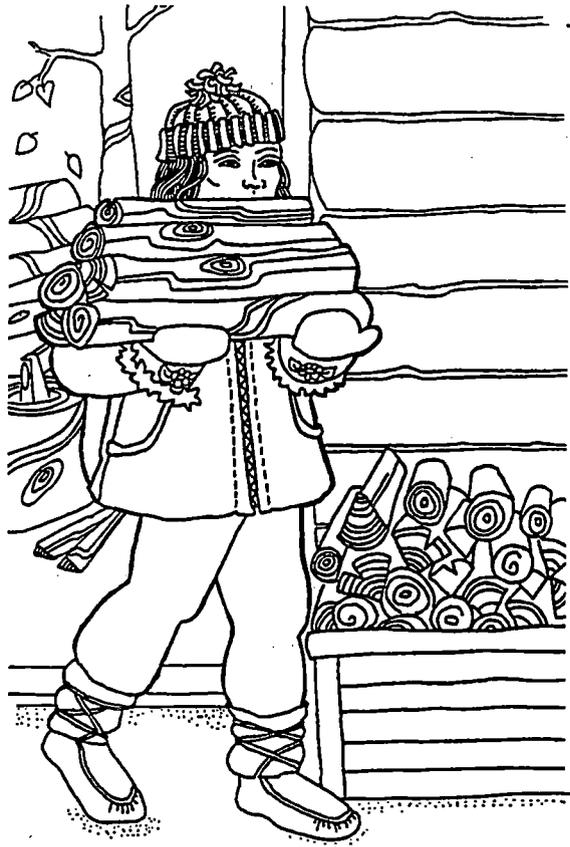
Illustrations by
Susan McCallum
1991

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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Centre



Simon áwé yâ't'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 ɫdekét x'ishâ daxh shàwatl'ít'.

He fills the water buckets in his home.



Angie axh k̓k'w.

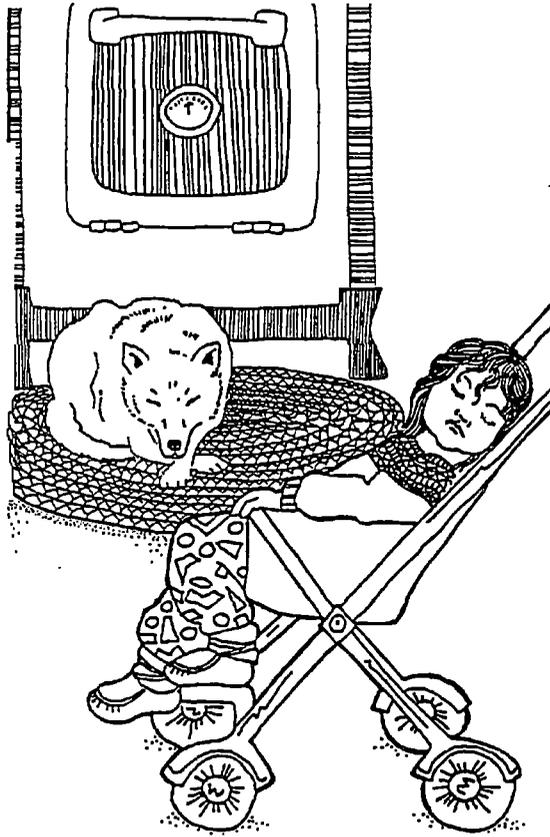
This is gramma Angie.

Ch'e tlákw dekhês' yegì kenaxh.

She sews every day.

Yá yegì t̓l 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.

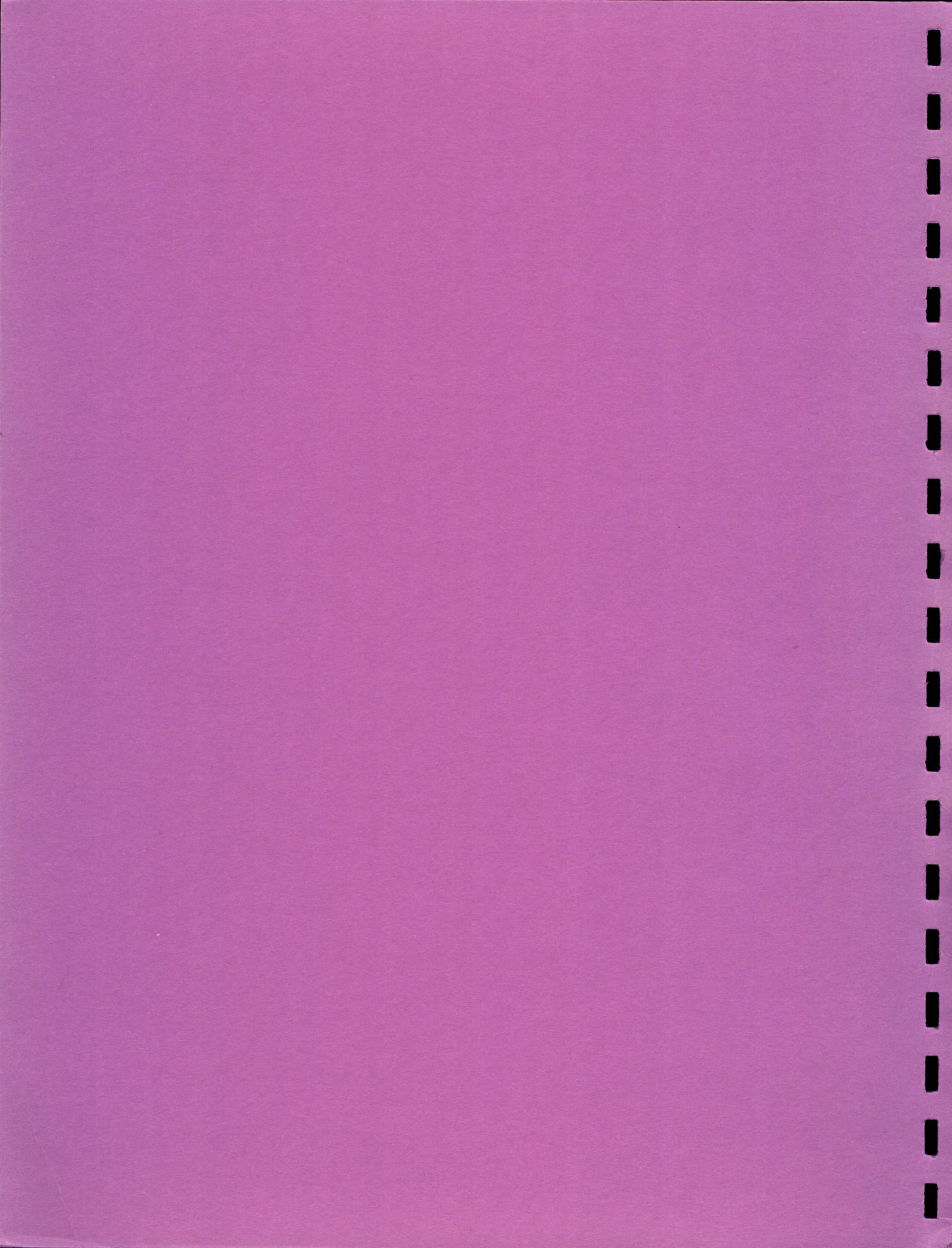
Du îsh Earl yê duwasâkw.
His dad's name is Earl.

Ch'e tlákw yegì kenaxh yê jiné Earl.
Earl works each day on the trapline.

Jessie khu.a nèt edétx'í daxh éltín
kha du hîk'w.

Jessie stays at home to care for her children and grandma.





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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Tlingit In-Service
Yukon Native Language Centre
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**Yukon Native Language Centre -Yukon College
Tlingit Literacy Session
November 15 - 17, 2000**

Participants

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**Yukon Native Language Centre -Yukon College
Tlingit Literacy Session
February 14-16, 2001**

Participants

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Mrs. Lucy Wren	General Delivery Carcross, Yukon Y0B 1B0	821-2915

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 HESUTLIN DRIVE WHITEHORSE, YUKON TEL: (403) 667-7821
 Y1A 5K4 FAX: (403) 668-8577

	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



Yukon College
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SCHEDULE
 Native Language Instructors Training Session
 February 14 - 16, 2001
 Tlingit Literacy - Whitehorse



TOGETHER TODAY... FOR OUR CHILDREN TOMORROW

COUNCIL OF YUKON FIRST NATIONS

11 NEULIN DRIVE WHITEHORSE, YUKON TEL: (403) 667-7831
 Y1A 5B4 FAX: (403) 668-8577

	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		
Plain	dâ <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge, stairs</i>	jàji <i>snowshoes</i>	gán <i>firewood</i>	gwêl <i>bag</i>	ghâ <i>(raven call)</i>	łaghwán <i>tie it into a bow</i>	nay.á <i>(you folks) go!</i>	ana.wèch <i>it</i>	(rare) (Note: 2)
Aspirated followed by a puff of air	tá <i>sleep</i>	tlâ <i>mother</i>	tsâts <i>bear root, hedysarum</i>	chàn <i>mother-in- law</i>	kâni <i>brother/ sister-in- law</i>	kwêy <i>mark, landmark</i>	khâ <i>man</i>	khwân <i>people from ____</i>			
Glottalized released with a popping sound	t'á <i>king salmon</i>	tl'átk <i>earth, ground</i>	ts'ats'î <i>bird</i>	ch'âk' <i>eagle</i>	k'ínk' <i>fermented fish heads</i>	k'wát' <i>egg (not fish egg)</i>	kh'atèł <i>pitcher</i>	kh'wátł <i>pot</i>			
Fricatives (breath flows through narrow opening creating friction)											
Plain			łùł <i>fireweed</i>	sà <i>name</i>	shà <i>mountain</i>	xíxch' <i>frog</i>	xwê <i>whew!</i>	xhát <i>me, I</i>	xhwàgùt <i>I went</i>	hás <i>they, them</i>	yà- nahwên <i>is swim- ming along</i>
Glottalized produced with vocal chords closed			ł'âk <i>dress</i>	s'îkh <i>smoke, cigarette</i>			x'âx' <i>apple</i>	x'wán <i>longjohns</i>	xh'é <i>mouth</i>	xh'wâł' <i>down feathers</i>	
Sonorants (softer, you can sing them continuously)											
Nasal vibration through nasal cavity	mâ-sá? <i>how? (Note 2)</i>	ná' <i>here; take it</i>									
Nonnasal	wâkh <i>eye</i>			dalèyí <i>trout</i>			yá <i>this</i>				

*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)	(´)	(`)	(^)

<p style="text-align: center;">ch'a <i>just</i></p> <p style="text-align: center;">de <i>already</i></p> <p style="text-align: center;">i <i>your</i></p> <p style="text-align: center;">tsu <i>again</i></p>	<p style="text-align: center;">á <i>that, there</i></p> <p style="text-align: center;">té <i>rock</i></p> <p style="text-align: center;">í <i>don't</i></p> <p style="text-align: center;">tsú <i>also, too</i></p> <p style="text-align: center;">hó hó <i>thank you</i></p>
<p style="text-align: center;">à (à) <i>yes</i></p> <p style="text-align: center;">dè <i>trail, road</i></p> <p style="text-align: center;">dì <i>tea</i></p> <p style="text-align: center;">gishù (T.A.) geshù (C) <i>pig</i></p>	<p style="text-align: center;">â <i>sitting, lake</i></p> <p style="text-align: center;">dê áwé <i>that's enough!</i></p> <p style="text-align: center;">î <i>yuck!</i></p> <p style="text-align: center;">nàshû <i>extends</i></p> <p style="text-align: center;">ahô <i>I don't want to</i> <i>(Coast: I understand)</i></p>

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.
tîł	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

Nasalization

In Teslin a syllable ending with y or w is nasalized.

ay	tây kây	garden mile, cord (of wood), a measure
ey	Amsigéy.	He/she paid him/her.
iy	dliy Nay.á/Niy.á !	meat You folks go!
aw	gàw hàw t'àw	drum, clock boughs feather
ew	f'êw	sand
(iw)	sûw/sîw/sîm	rain
uw	Sh_tû xhãtûw. Sh_tû xhãtîm.	I'm studying.
xhîy kètl xhîyi, ketlxhîyi		backpack dog pack
À, àą Hé' !		Yes (Atlin, Teslin, Carcross) (surprise) Wow! Gosh!
Yà has na.át Kètl xhwasiñ Kètl áwé_xhwesitin.		They are walking along. I saw a dog. I saw a dog.

**Tlingit Literacy Session
November 15-17, 2000**

Length Contrast

	(á)			(â)	
1.	t'á	king salmon	1.	t'â	board
2.	gán	firewood	2.	gân	outside
3.	shá	head	3.	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 nèt yała.á. (Teslin) Gén nèt 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	1.	shâ	woman
2.	tây	fat	2.	tây	garden
3.	xhàt	root	3.	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

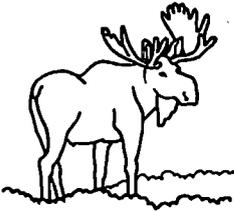
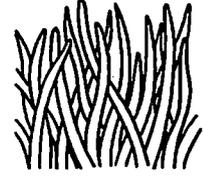
Listen to each sentence. Write [ch] and [ch'] as you hear them.

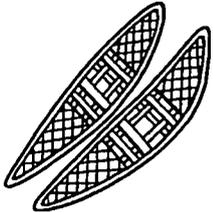
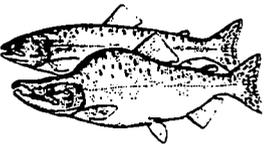
- | | |
|-------------------------------------|--|
| 1. Chùnèt ìn áwé
watsíx àwajákh. | 1. He shot the caribou with
an arrow. |
| 2. Ch'ák' às yít â. | 2. The eagle is sitting in a tree. |
| 3. Ch'âł' áwé dzísk'w
axhá. | 3. The moose is eating willows. |
| 4. Chukwán yà
kanas.ên. | 4. The grass is growing. |
| 5. Chít alyêxh. | 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
yít 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. |

Tlingit Listening Exercise

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



1	2	3	4	5
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6	7	8	9	10
				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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'it | 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)

2. Axxh chànn shuxhwsitì.

3. Wé ch'âk' gùch shakî
át â. (T)

Wé ch'âk' gùch shakî
ét â. (C)

4. Wé ch'âgu chífi ch'ù
át da.â. (T)

Wé ch'âgu chífi ch'ù
ét da.â. (C)

5. Wé chùnèt ch'âf' xhùdé
àwat'úk.

1. There is snow, but we
went anyway.

2. I am expecting my
mother-in-law.

3. The eagle is sitting on the
hill top.

4. The old cache is still standing.

5. He shot the arrow into
the willows.

6. De ch'âkw áwé tlêt
xhwasatìn xhałak'ách'. (T)

De ch'âkw áwé tlêt
xhwasetìn xhałek'éch'. (C)

7. Axx dechxhanx'í hés yaxh
hes yawsiwát. (C)

Axx dachxhanx'í yán yaxh
has yamsiwát. (T)

8. Ch'ù dáxhnáxx hás áwé
tliyàdé has wù.àt. (T)

Ch'ù dáxhnáxx hés áwé
tliyàdé hes wù.àt. (C)

9. Chùkén yà kene.ên wé
táxxgi yá. (C,A)

Chùkán táxxgi yáxx yà
kana.ên. (T)

10. Wé ghùch tlèn t'ùch'
yáxx yetiyí à tìxxh
sitì du t'akhká. (C)

Wé ghùch tlèn t'ùch' yáxx
yatìyi à tì du t'akhkáwu. (T)

6. I haven't seen a porcupine
for a long time.

7. My grandchildren are all
grown up.

8. They both went walking
that way.

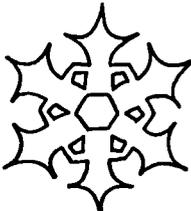
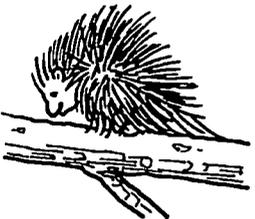
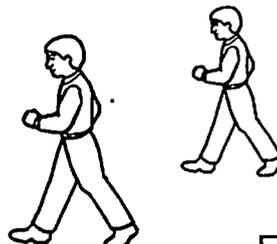
9. The grass is growing on
the hillside.

10. The big wolf has a black
scar on the side.

Tlingit Listening Exercise



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

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

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) 1. The rabbit is sitting in the sun (sunning himself).

Wé gháxh ghagàn dayîn â. (A,T)

2. Wé ghùch wé gùch kàdé ghâxh. 2. The wolf is crying on the hill.

3. Ghàkh tlèn amdzíghát. (T) 3. He trapped a large lynx.

Ghàkh tlèn awdzighát. (C,A)

4. Gán gaxhtùxâsh. (T,A) 4. We're going to cut firewood.

Gén gaxhtùxâsh. (C)

5. Mâ sá khuyatì gân ? (T) 5. How is the weather outside?

Wâ sá khuyetì gân ? (C)

6. Gûn xhwàt'ì. 6. I found gold.

7. Ghâch nèt áxh. 7. Bring the rug in.

8. Axh xhání ghanú.

8. Sit by me.

9. Axh gúk yaníkw/yanûk. (T)

9. My ear is sore.

Axh gúk yenûk. (C)

10. Gishù yà anaswát. (T)

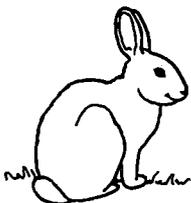
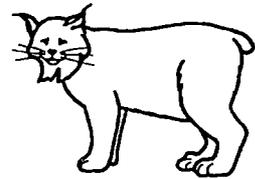
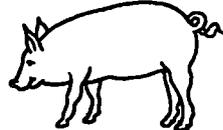
10. She is raising pigs.

Geshù yà eneswát. (C)

Tlingit Listening Exercise

Yukon
Native
Language
Centre

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

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

Tlingit Language
February, 2001

Contrasts: [k] and [k']

Examples of [k]:

- | | |
|---------|-----------------|
| 1. kîṭ | 1. killer whale |
| 2. kâst | 2. barrel |
| 3. kûx | 3. rice |

Examples of [k']:

- | | |
|-----------|-----------------|
| 1. k'îjâ | 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'ít'. (T) | 1. At least we're picking berries. |
| Ch'e k'é't khutùk'ít'. (C) | |
| 2. Kìjín k'ûx xhwadzighát. | 2. I trapped five marten. |
| 3. Wé kûx kâst kàdé
naxwên. | 3. Scoop that rice into
a barrel. |
| 4. Axx kâni kîjín kètl du
jìwú. (T) | 4. My brother/sister-in-law
has five dogs. |
| Axx kâni du kèdlí
kîjínináxx yetì. (A,C) | |
| 5. Wé k'ùdás' tlahx mâ
sá xh'áitsìn. (T) | 5. That shirt is very expensive. |
| Wé k'ùdés' tlahx wâ
sá xh'áitsìn. (C) | |
| 6. Et xéshti kùdés' áwé
kexhakhês' keyúttin. (C) | 6. I'm sewing a skin shirt with
beads. |
| At dùgú gùdás' kawût
ìn kaxhakhês'. (A) | |
| At xáshti kùdás' xhakhês'
kawúttin. (T) | |

7. Kanat'á wutuwa.ín, k'idên
wutusi.î.

Kenet'á wutuwa.ín, k'idên
wutusi.î.

8. Axx kêt'k' áwé kètl axh
jît awsinúk. (C)

Axx kêt'k' áwé kètl axh
jît amsinúk. (T)

9. Wé at káxhi káxh
kukhwagût. (T)

Wé et káxhi káxh kukhwagût. (C)

10. Shàtukhùwú tûdáxh áwé
khûk àwat'ì axh kîk'. (C)

Axx kîk' khûk àwat'ì
wé shàkhuwûfi tú. (T)

7. We picked blueberries and
cooked them well.

8. My nephew gave me a dog.

9. I'm going to get some sap.

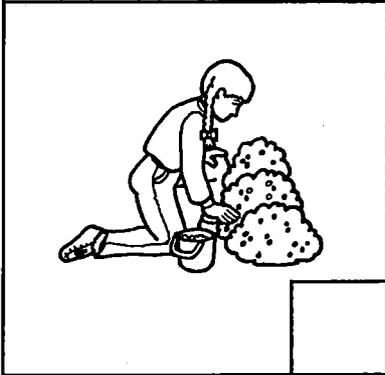
10. My younger brother/sister
found a box in the cave.

My younger brother/sister
found a box in the cave.

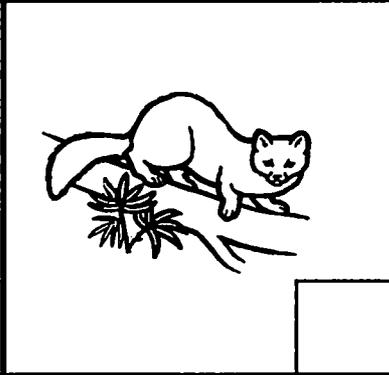
Tlingit Listening Exercise

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

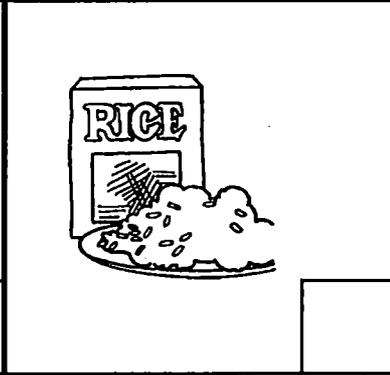
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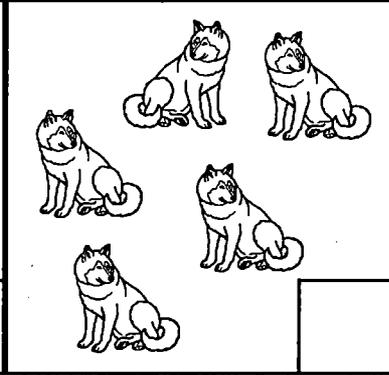
2.



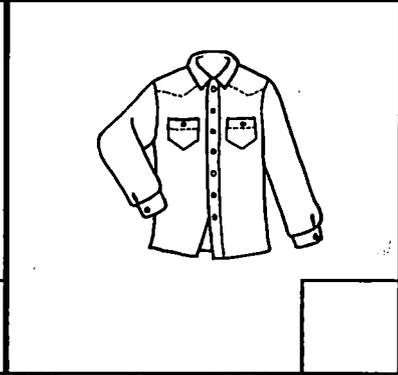
3.



4.



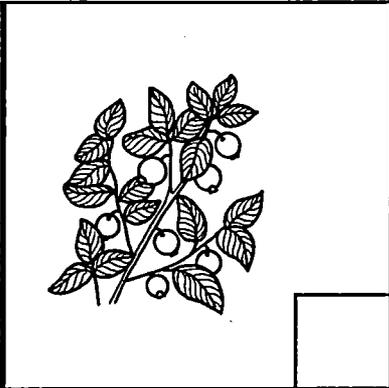
5.



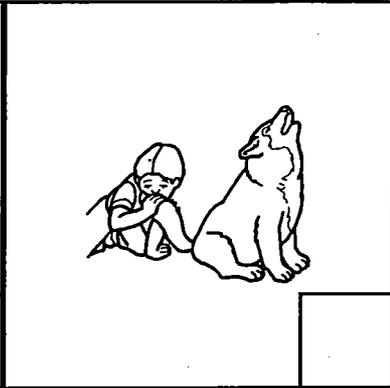
6.



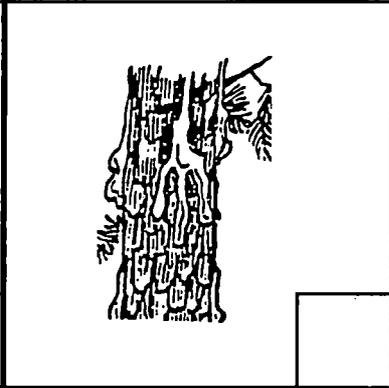
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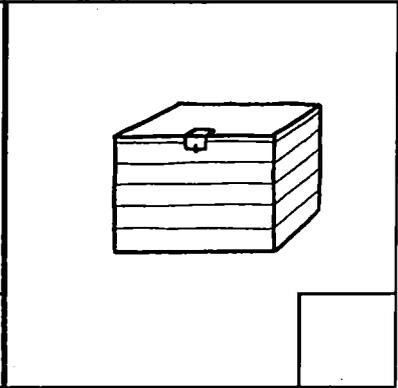
8.



9.



10.



Tlingit Language
February, 2001

Listening Exercise: [k] and [kh]

Examples of [k]:

- | | |
|----------|---------|
| 1. kâ | 1. car |
| 2. kîjín | 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) 1. There are too many leaves
in the berries.

Wé tlêkhw khúdáxh
keyàní exhù yê yetì. (C)

2. Tlâkw dê, wé kètl khut
wujixìx. 2. Hurry up now; the dog has
run away.

3. Axh kâni kîjín khákw
axh jìt amfi.át. (T) 3. My brother/sister-in-law
gave me five baskets.

Axh kâní kîjín khákw
axh jìt amfi.ét. (C)

4. Wé kètl kâst kàdáxh
hîn atlêt'. (T) 4. The dog is licking water
from the barrel.

Wé kètl kâst kàdáxh
hîn etlêt'. (C)

5. Wé khâ kanêst sêt
akadatîn. (T) 5. The man is wearing a cross.

Wé khâ kanêst sêt
ekedetîn. (C)

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.

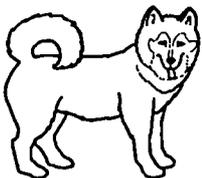
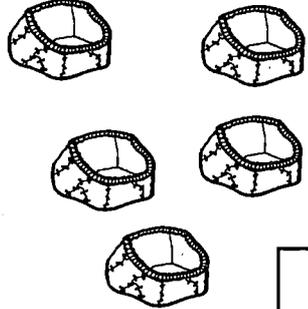
10. Kâ yà anaskhúxh. (T)

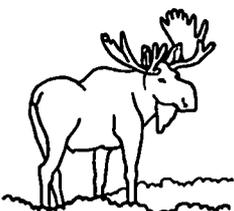
Kâ yà eneskhúxh. (C)

10. She is driving a car.

Tlingit Listening Exercise

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

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

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

Tlingit Language
February, 2001

Contrasts: [k'] and [kh']

Examples of [k']:

- | | |
|------------|-------------|
| 1. k'únts' | 1. potatoes |
| 2. k'úx | 2. marten |
| 3. sík' | 3. daughter |

Examples of [kh']:

- | | |
|------------|------------------|
| 1. kh'íçh' | 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. Axx sîk' kha axh yîtk'
has khus.ùk'. (T)

Axx sîk' kha axh yîtk'
hes khus.ùk'. (C)

2. Wé hît dà kh'anâxhâni
k'idên yà anaŷyéxh. (T)

Wé hît dà kh'anâxhâni
k'idên yà eneŷyéxh. (C)

3. Khúdaxh kh'âtl' yáxh
yatì wé k'íxh'à. (T)

Khúdaxh kh'âtl' yáxh
yetì wé k'íxh'à. (C)

4. Kh'èkaxwên shayadihên
wé â yê xhat yatìyí yé. (T)

Kh'èkaxwên sheyedi-hên
wé â yê xhat yetìyí yé. (T)

1. My daughter and my son
are playing house.

2. He's building the fence
around the house well.

3. The gaff hook is too thin.

4. There are lots of flowers
where I am.

- | | |
|---|---|
| 5. Daxh kh'at̓iyêł wé k'isâni. | 5. Those kids are liars. |
| 6. Kh'asigû yât. | 6. It is fun here. |
| 7. Shî wêł'à, kh'at̓iyêł. | 7. Watch out for that guy,
he's a liar. |
| 8. K'isâni has ash kùłyét. (T)

K'isâni hes esh kùłét. (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'at̓èł kàxh yaxh
kasaxá. (T)

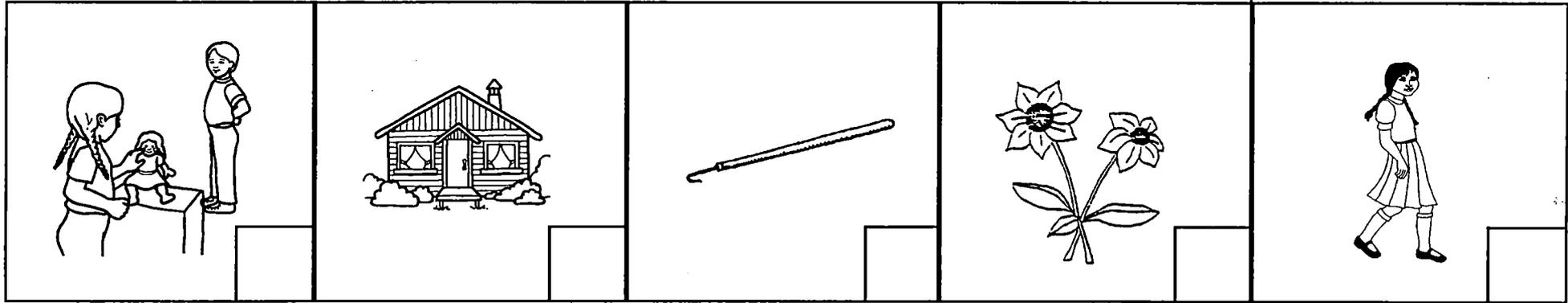
Kh'at̓èł kàxh yaxh
kesexá. (C) | 10. Dump out the pitcher.

Dump out the pitcher. |

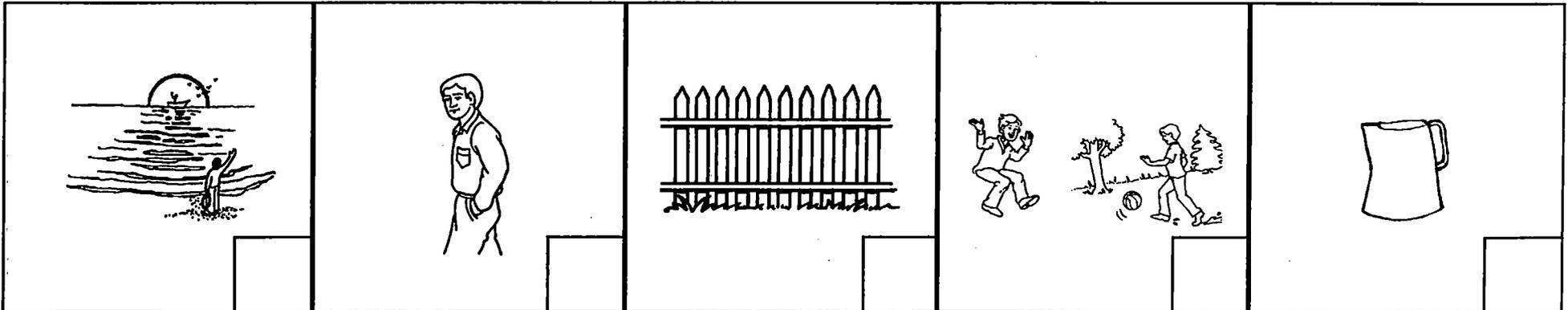
Tlingit Listening Exercise

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

1. 2. 3. 4. 5.



6. 7. 8. 9. 10.



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'atèł | 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. Axx xhúxh kh'ekaxwên
axh jiyís hàt àwa.ín.(T) | 2. My husband bought me flowers. |
| Axx tsèyí kh'ekaxwên
axh jìdé éch awsiwû. (C) | My sweetheart sent me flowers. |
| Kh'ekaxwên 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 Tèstìn khwân
hàt uwa.át. (T)

9. Khúdáxh kh'âtl' yáxh yetì
yá x'ûw. (T, C, A)

10. Wé khàshaxáshà axh
jìt katí. (T, A)

Wé khàshexéshà axh
jìt tí. (C)

8. All the people around us
came.

All the Teslin people came.

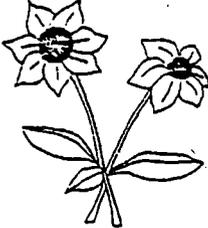
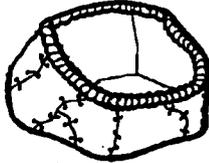
9. This blanket is too thin.

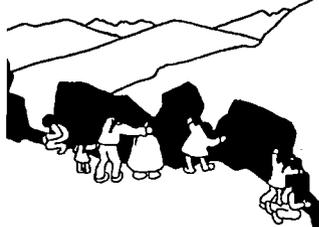
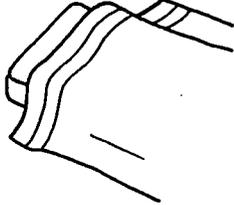
10. Bring me the scissors.

Tlingit Listening Exercise

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

*Yukon
Native
Language
Centre*

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

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



Tlingit Language
February, 2001

Contrasts: [d] and [t']

Examples of [d]:

- | | |
|---------|------------------|
| 1. dâná | 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 ít uwahâ. (T)

Duwàkú axh xh'êdâxh
tâx'. (C, A)

1. I'm craving snuff.

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 kâwat'â.

3. The berries are fully ripe.

4. Dàdís sâwé axh ítde át
yìgùt? (T, A)

4. Why are you following me
around?

Dàt kâxh sâwé axh ítde
ét yìgùt? (C)
ét yìgùt pronounced édigùt

What are you following me
around for?

5. Du sîk' t'â kêt tá. (T,C,A)

5. His/her daughter is
sleeping on the floor.

6. Dêxh dânà xhwât'î.

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)

8. What is the baby's name?

Wâ sá duwasâkw wé
t'ukanêyi ? (C,A)

9. Xhat'ùch' t'ènn xhwasi'tìn.
(T,C,A)

9. I saw a big black fox, (or
silver fox).

10. T'ukanêyi t'ùk tûde
amsinùk. (T)

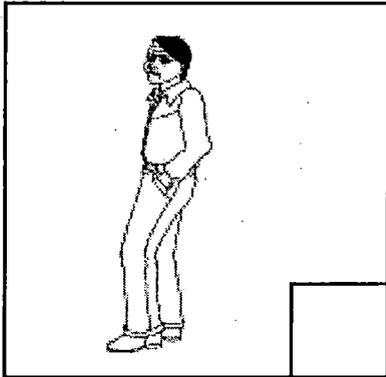
10. She put the baby into the
baby carrier.

T'ukanêyi t'ùk tûde awsìnùk.
(C,A)

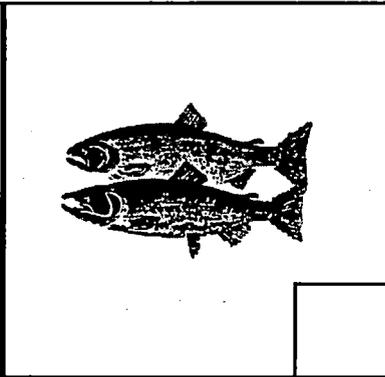
Tlingit Listening Exercise

Write /d/ and /t/ as you hear them in the following:

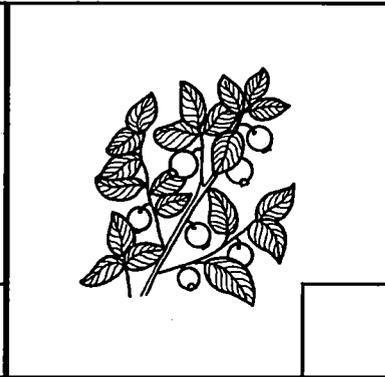
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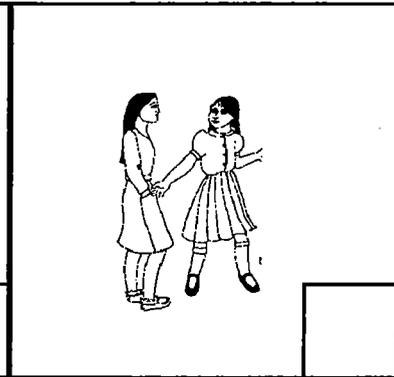
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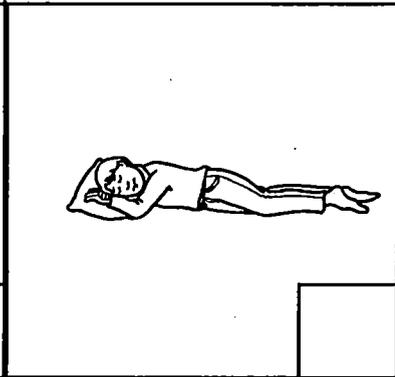
3.



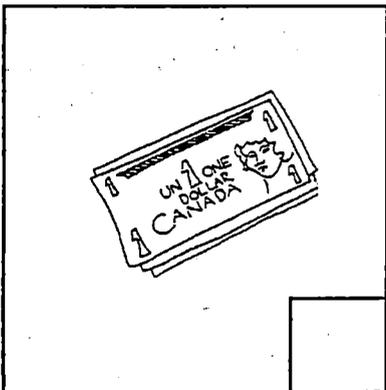
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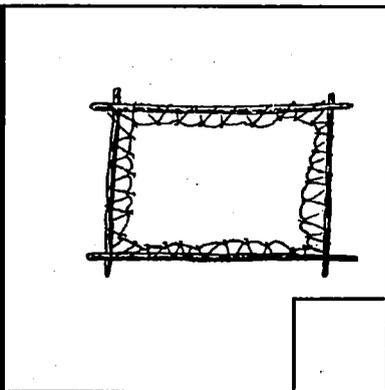
5.



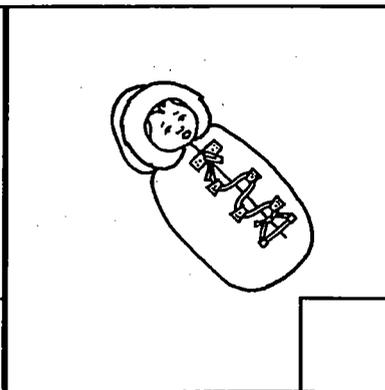
6.



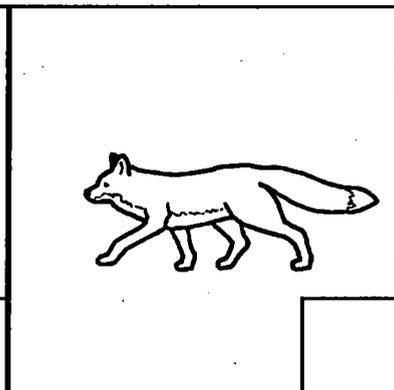
7.



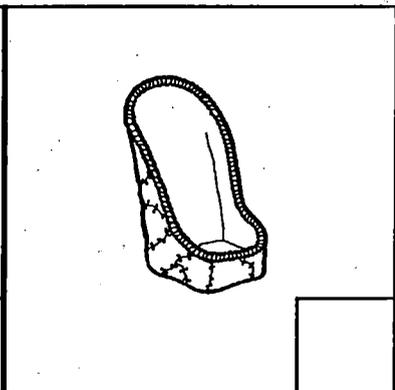
8.



9.



10.



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 |

Tlingit Language

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

1. Atlî, axh shaxhàwú
wuditl'ák', hînt xhat
wudzigít. (T)

Etlî, axh shexhàwú
yuditl'ák', hînt xhat
yudzigít. (C)

2. Tlâkw dê, hà tlâ de yan
uwanî. (T)

Tlâkw dê, hà tlâ de yen
uwanî. (C)

3. Ch'a tlâkw áwé yê jitùné.

4. Du tɬ'ûghu tɬêł ayáxh utí
at daná kàxh. (T)

Du tɬ'ûghu tɬêł eyáxh utí
et dená kàxh. (C)

5. Tlêkw has a.ìn has du
tlâk'w jiyís. (T)

Tlêkw hes e.ìn hes du
tlâk'w jiyís. (C)

1. Mom, my hair is wet, I
fell in the water.

2. Hurry up now, our mom
is ready.

3. We are always working.

4. His liver is no good from
drinking.

5. They're gathering berries
for their auntie (mother's
sister).

6. Tlaxh mâ sá khumditl'ák'
wê sîm ít dáxh. (T)

Sûw ítídáxh ch'u khuwditl'ák'.
(C,A)

7. Tl'ekhnà.áttin xhadekhês'. (C)

Tl'ikhnà.át ìn xhadakhês'. (T)

Tl'ekhnà.áttin xhadakhês'. (A)

8. Wé tl'átgi ká áwé át
wùtlûx' wé tl'úk'xh.

Wé tl'étgi ká áwé ét
wùtlûx' wé tl'úk'xh.

9. Tlêł nałí du tl'ìkh àxh
awuxàshí. (T)

Tlêł unehí du tl'èkh àxh
awuxàshí. (C)

Tlêł unahí du tl'ìkh àxh
awuxàshí. (A)

6. The ground is sure wet
after the rain.

The ground is still wet
after the rain.

7. I am sewing with a thimble.

8. The worm is squirming
around on the ground.

9. He almost cut his finger
off.

10. Tlâkw yà gagú, tlêł
nałí yamtùdlàghí. (T)

Tlâkw gegú, tlêł unalı
ét wutù.àdí. (C)

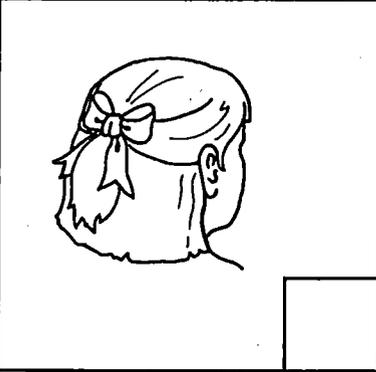
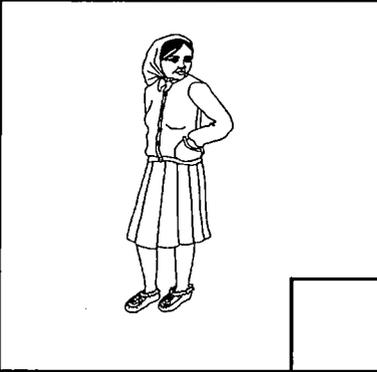
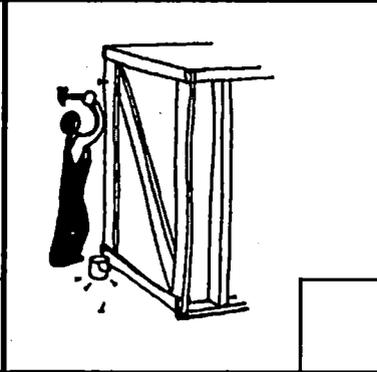
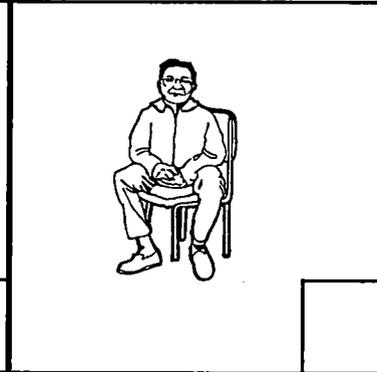
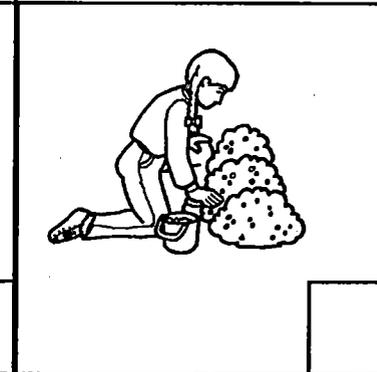
Tlâkw yà gagú, tlêł
unalı yawtùdlàghí. (A)

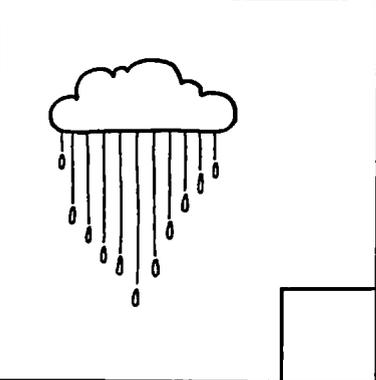
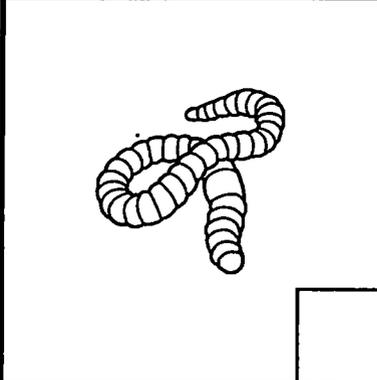
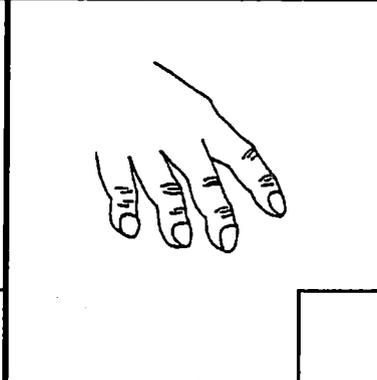
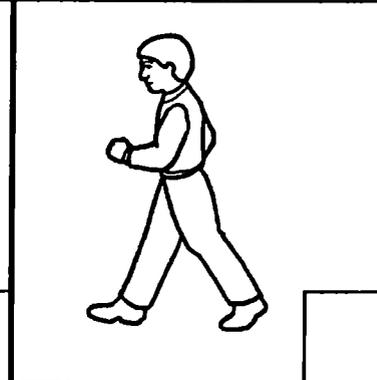
10. Hurry up, we're just about
there.

Walk faster, we're almost
there.

Tlingit Listening Exercise

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

1	2	3	4	5
				

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'ùtât | 1. morning |
| 2. xâts' | 2. clear sky |
| 3. fits'â | 3. it smells good |

Tlingit Language

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

1. Ch'e yèsú ts'ùtát
shaxhwdinúk, khuwdigwás'.
(C)

1. I got up early in the
morning, and it was foggy.

Ch'a yèsú ts'ùtát
shaxhwdinúk, khumdigwás'. (T)

2. Sèghánin ts'ùtát tsu hándé
gaxhtù.ât.

2. We're going to come again
tomorrow morning.

3. Kâx' xhwalitsík setgawsân
yís. (C)

3. I cooked a grouse on a
cooking stick for noon time.

Kâx' xhwalitsík sitgamsân
yís. (T)

4. Ts'ats'î daxh duwa.áxhch,
tsu has at shí. (A, T)

4. You can hear the birds,
they're singing again.

Ts'ets'î daxh duwa.áxh,
tsu hes et shí. (C)

5. Wé ûxjà htsìn, 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 yaxhwî.ét.
(C)

7. K'únts' gí i jìwú, axh jìt
shùwaxíx ? (T,A)

K'únts' ágí i jìhú, axh jìt
shùwaxíx ? (C)

8. Tsâts kakkhwahâ, axh
hîk'u xh'ès kukhasa.î.

6. Have you seen my mitts?
I misplaced them.

7. Do you have any potatoes,
I've run out?

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.

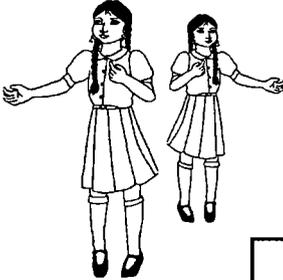
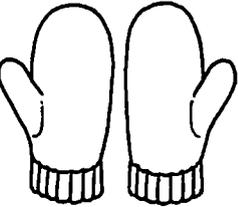
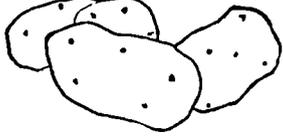
I won't come to see you
again until tomorrow.

Tomorrow I'll come and
see you.

Tlingit Listening Exercise

Yukon
Native
Language
Centre

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

1. 	2. 	3. 	4. 	5. 
6. 	7. 	8. 	9. 	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. Axx shátxh gháxh agas.î
kûx ìn. (T,A)

Axx shétxh gáxh eges.î
kûxtin. (C)

2. Axx ùxh yanîkw, ách
áwé ch'as xhât xhaxhá. (T)

Axx ùxh yanîkw, éch
áwé ch'es xhât xhaxhá. (C)

3. Wé xûts hîn yík dàk
uwa.át xhât káxh. (T)

Wé xûts hîn yík dàk
uwa.ét xhât káxh. (C)

4. Xûn wuduwanúk, ách áwé
axh xhúxh tlêł wugùt. (T)

Xûn wuduwanúk, éch áwé
axh xhúxh tlêł wugùt. (C)

1. My older sister is cooking
rabbit with rice.

2. My tooth hurts, so I'm
eating nothing but fish.

3. The bears are out in the
river for fish.

4. The north wind was blowing,
that's why my husband didn't
go.

- | | |
|--|--|
| <p>5. Xânà niyàdé daxh du.axhji
nìch wé xíxch'.</p> | <p>5. Toward evening you can
hear the frogs.</p> |
| <p>6. Xíxch' té kát â. (T,A)

Xíxch' té két â. (C)</p> | <p>6. The frog is sitting on a rock.</p> |
| <p>7. Wé xáshà yaghí' ! (T,A)

We xéshà yeghí' ! (C)</p> | <p>7. Sharpen the saw!</p> |
| <p>8. Xhât ast'èxh. (T, A)

Xhât est'èxh. (C)</p> | <p>8. She is hooking fish.</p> |
| <p>9. Axxh shá yanîkw. (T, A)

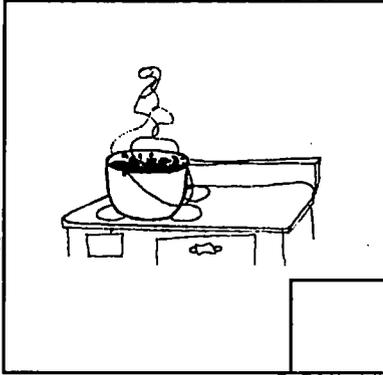
Axxh shá yenûk. (C)</p> | <p>9. My head hurts.</p> |
| <p>10. Axxh xhùní áwé axh
xhánt uwagút.</p> | <p>10. My friend came to visit me.</p> |

Tlingit Listening Exercise

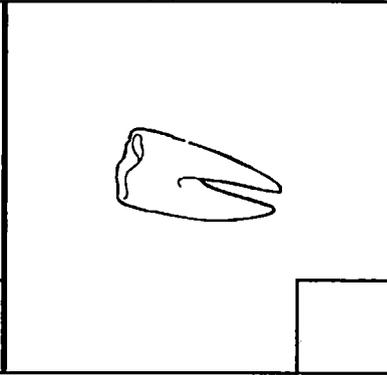
Yukon
Native
Language
Centre

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

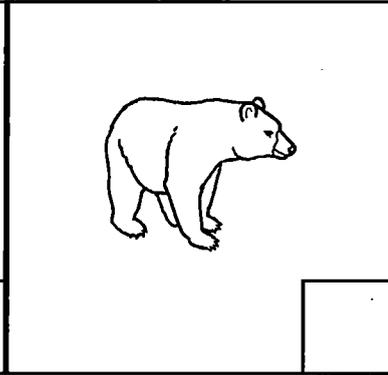
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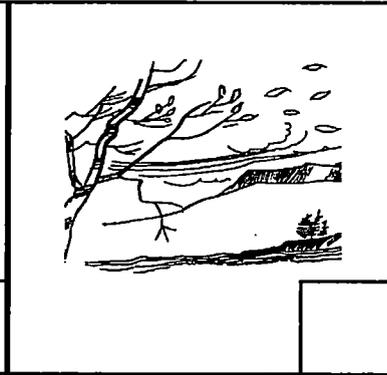
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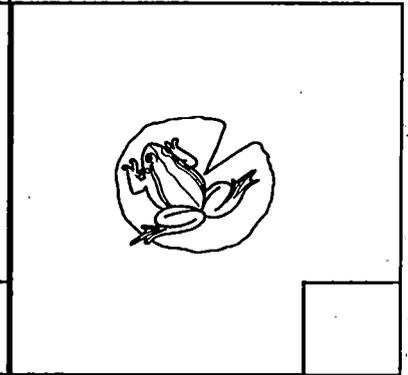
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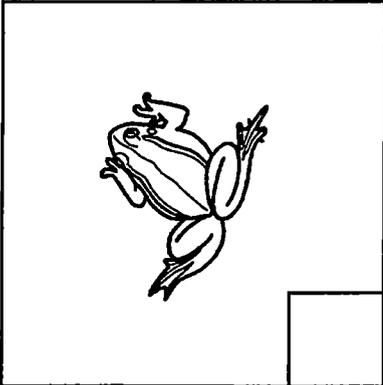
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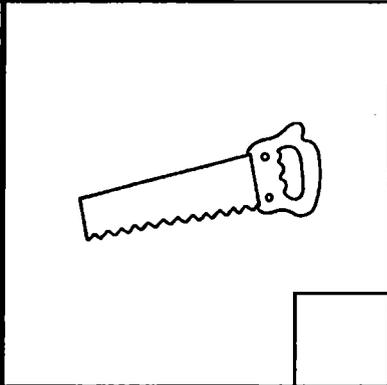
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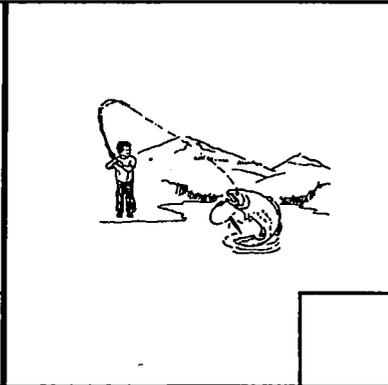
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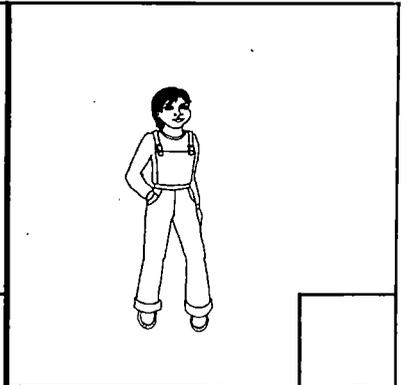
8.



9.



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)

2. The book is blue
(bright blue).

Xh'êshx'u yáxh yetì
wé x'úx'. (C)

yáxh yetì pronounced yáxhì.

3. Tlaxh x'êghà x'ân aya.û
wé khâ. (T)

3. That man really has a
bad temper.

Tlaxh x'êghà x'ân eye.û
wé khâ. (C)

4. Xh'wât' 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'êench. (T)

5. The rainbow trout keeps
trying to jump over the
waterfall.

We xh'wât' ch'e ghégha
x'âs kanaxh ke ushk'êench. (C)

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'êdâxh 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)

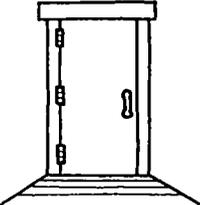
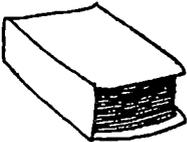
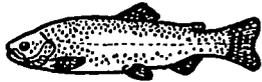
X'úx' etûw. (C)

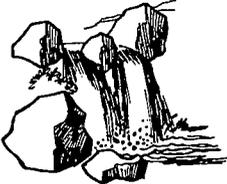
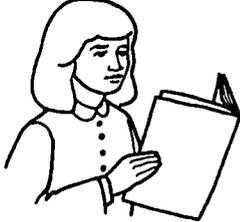
10. She is reading a book.

Tlingit Listening Exercise

Yukon
Native
Language
Centre

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

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

6. 	7. 	8. 	9. 	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 kêt eł.ét wé du édi.

He has his things on the bed.

Du tukh'atâhi kha du fîx'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 kenîgwá' 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 gele.á.”

“Take along your toothbrush and comb.”

“Wé axh xhîyi tûde xhwafi.àt de.”

“I’ve already put them in my pack.”



Yànegút Îsh du káxh hât uwagút.

Yànegút Îsh has come for him.

Shàyedàk'w du gêt yujixíx.

du gêt yujixíx pronounced dugêdujixíx

Shàyedàk'w runs to greet him.

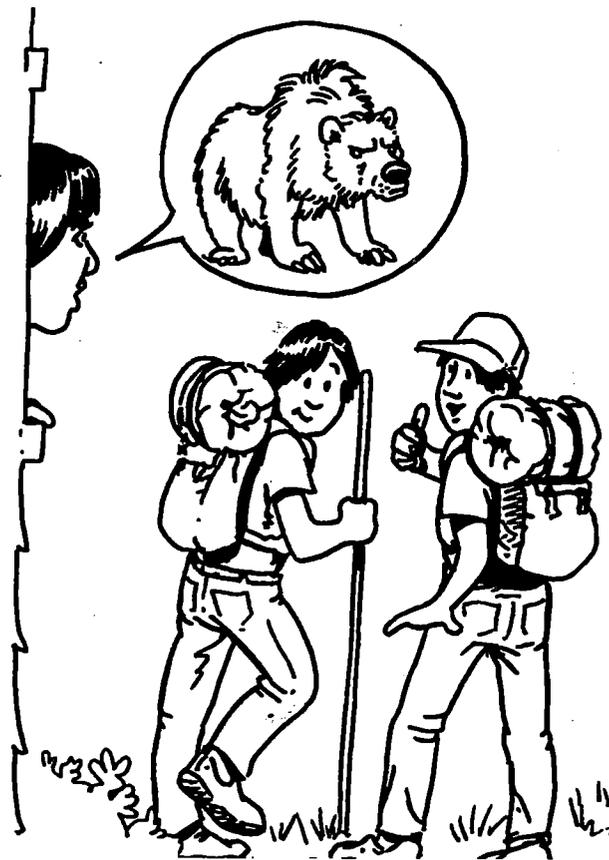
Hes du tùwú sigû hùsh xhán hes yudi.ét.

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 gugh.a.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.”

“Tlét hà dà yù tìténì.”

“Don't worry about us.”

“K'idên esh_kaxhtùtîn.”

“We will take good care of ourselves.”



Wé dè yík yà-s ne.ét.

They are walking along the trail.

Yù-s xh'ate.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 ít dáxh tsísk'w hes ech łetìn.

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'ák' 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 kùlét.

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.

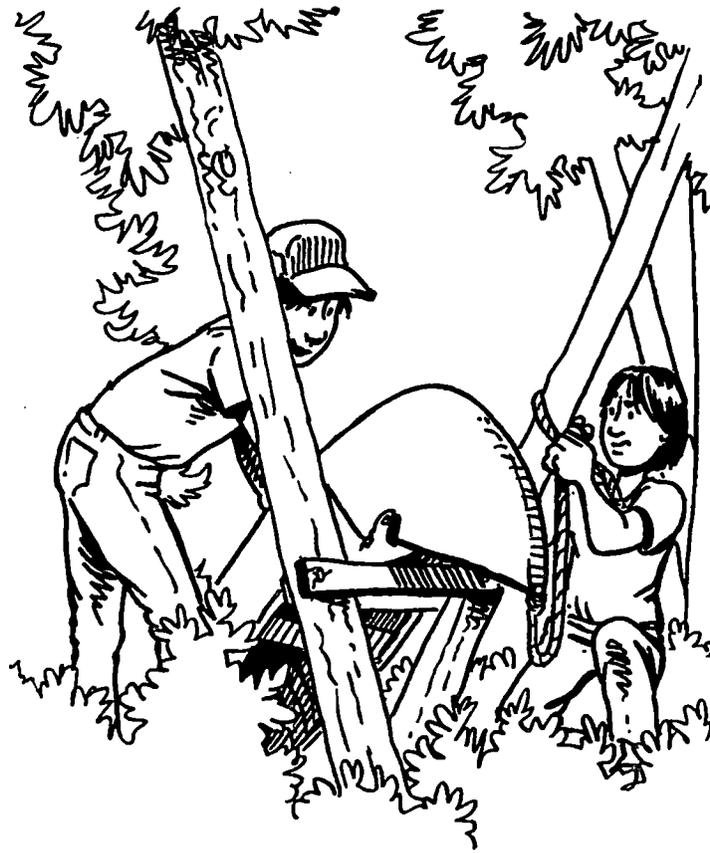
They see a loon swimming along too.

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 ekàwakê'.

Yànegút Îsh unties the boat

Shàyedàk'w khu.a àxh dák 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 Ísh, dàk tsàkh wé yàkw!” yê eyawsikhà.

“Yànegút Ísh, 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 letín.
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. Axx tuwâ sígû tsâx' xhwakhàí. | 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. Axx ît idashí. | Can you help me? (Help me!) |
| 5. Axx tási kawdlíxís'. | My thread got tangled up. |
| 6. Axx tâx'âí'i kâwaf'îx'. | My needle broke. |
| 7. Axx tási wufík'ùts. | My thread broke. |
| 8. We tás tlét àdé anaxh
wukhasiyìghi yé wé t'âx'âí. | I can't thread my needle.
(I can't pull the thread through
the needle). |
| 9. Tlét 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. Tlét 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. Ayáxxh gí yê dàxhané? | Am I doing this right? |

- | | |
|---|---------------------------------------|
| 15. Wé yì dakhês'í hàt yífa.á. | Bring your sewing. |
| 16. Tléí unáí yan xhwakhàí 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 dàfanèyí	wax
tás	thread
íî tás	cotton thread
tâx'áí'	needle
kat'íshà	three corner needle
kawût tâx'áí'i	beading needle
íî kh'âtí'	duffle, material

Sentences - Teslin Women
November Session

Àdû sá s'ísà hídi áyá ?

Whose tent is this?

Hà sísa hídi áwé.

It is our tent.

Mâ sá khuwandûk i fîk'w ?

What is your grandma doing?

Hîn yàxh yà_nxhagút.

I am walking beside the creek.

Axh îk' hîn xh'ayàxh yà nagút.
(Axh kîk-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 fîk'w xh'àn gùkt â, sísa hît
gânnaxh.á.

My grandma is sitting beside
the fire, outside the tent.

Axh îsh hîn ayâ axh fîk'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 <i>or</i> 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 létûxh	my throat
axh f'ût'	my tongue
axh łaká	inside of my mouth
axh ikhká <i>or</i> 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)!
Sháł axh jìt tán ! (T, A) Shét axh jìt tán ! (C)	Give me a spoon!
si.âx'u át	pepper

Hàndé yú ê' !

Give me the salt (from way over there)!

Hàndé wé ê' !

Give me the salt (from near by)!

Gúx'à axh jìt tán !

Give me a cup!

Hìnghà 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'îjâ wuduwanúk.	South wind is blowing.
Sânáxh wuduwanúk.	East wind is blowing.
Dèkínáxh wuduwanúk.	West wind is blowing.

Carcross Community School Conversation List
February Session

Wâ sá khikghinûk sgûn ítáxh ? (A)	What are you going to do after school?
Dà sá i tuwâ sigû yê_ysaniyí sgûn ítáxh ? (T)	What do you want to do after school?
Wâ sá kaginûk sgûndáxh dàk yigudí ? (C)	What are you going to do after you get out of school?
Tlét xhwasakú yèsú. (C) Ch'a yèsú tlét xhwasakú. (T, A)	I don't know yet.
Jeff, xhat xh`iya.áxh ágí ? (C)	Jeff, did you understand me?
Wèhá, axh xh`ét 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'édáxh

Hàndé_xh chùnètk'í,

Hàndé_xh chùnètk'í.

Ts'ítsgúk' khàt'ùg_á,

Axh dlàk' sîk' ságw_á.

Hé! nèt wujikhágh_á!

Chîshdên wujikhágh_á!

EDÉTX'I XH'ASHÌYÍ

Ghuch Tlâ xh'édaxh

Gùdê sákwsché gí axh ketlyédí
yùgùt?

Gùdê sákwsché gí yùgùt?

Du gúk kùwâts', kha du f'it kùyât'.

Gùdê sákwsché gí yùgùt?

*Khà xhùdáxh à eshâ,
du in àx'w khu.a yê_s edàykhá:
"Axh ketlyédi!"*

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!

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'atí Xh'agâx'i
Lord's Prayer
A draft of February 16 and April 19, 2001

Hà Îsh	Our Father,
Dikîx' yê iyatî.	Who art in Heaven!
I sâyí gaxhâsâyí.	Hallowed be Thy name.
I Khustîyí hàt ghagùt.	Thy Kingdom come.
I sahèyí yá t'l'atgi 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 ì.ushk'èyí	And forgive us our trespasses,
Uhân àdé ch'a àdé yê tù.uxhx'wêyáxh.	As we forgive
Hà xhùnikhâ ì.ushk'èyí.	Our trespassers.
Łíť 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.âxh
Nèlyamdashî't/ Nèlamdashî't	Sakinyà
Kaítín	Nàts
Ghastánt'	Yèlshàn Ísh
Xúnk'	K'àsnâ
Yèdisákw Ísh	Nàshâk
Khàshdáxh	Yètxh'é
Ketlshà Ísh	Khuwak'â
Lt'anîkanik	Nùwtèyí
Tàklawêxh	Sht'àwkwêt
Dàghunaxhên	Chukatín
Watkín	Kuxwêns
Ghuxhtlèn	Yaxhgûs'
Dàxhâ	Tètxúch

Personal Names
February Session

Khìs.êxh (kukhhittan) - Lucy	“Always causes it to dawn”
Kèdughàxh	“One starts to cry”
Kadzûsdà (C)	
Gadzûsdà (T)	
Gàndelêch	“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 Tlá.	<i>Thank you, Wolf Mother.</i>	Kindergarten
K'edên hà î et yîletúw.	<i>For teaching us good.</i>	1, 2, 3
Gunałchîsh, Ghùch Tlá.	<i>Thank you, Wolf Mother.</i>	Kindergarten
Hà î et dułtuw hît	<i>Our house of Learning.</i>	4, 5,6
Gunałchîsh, Ghùch Tlá.	<i>Thank you, Wolf Mother.</i>	Kindergarten
Ghùch Tlá, hà têxh' tûdáxh itusixhán.	<i>Wolf Mother, we love you from the bottom of our hearts.</i>	7, 8, 9
Gunałchîsh, Ghùch Tlá.	<i>Thank you, Wolf Mother.</i>	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



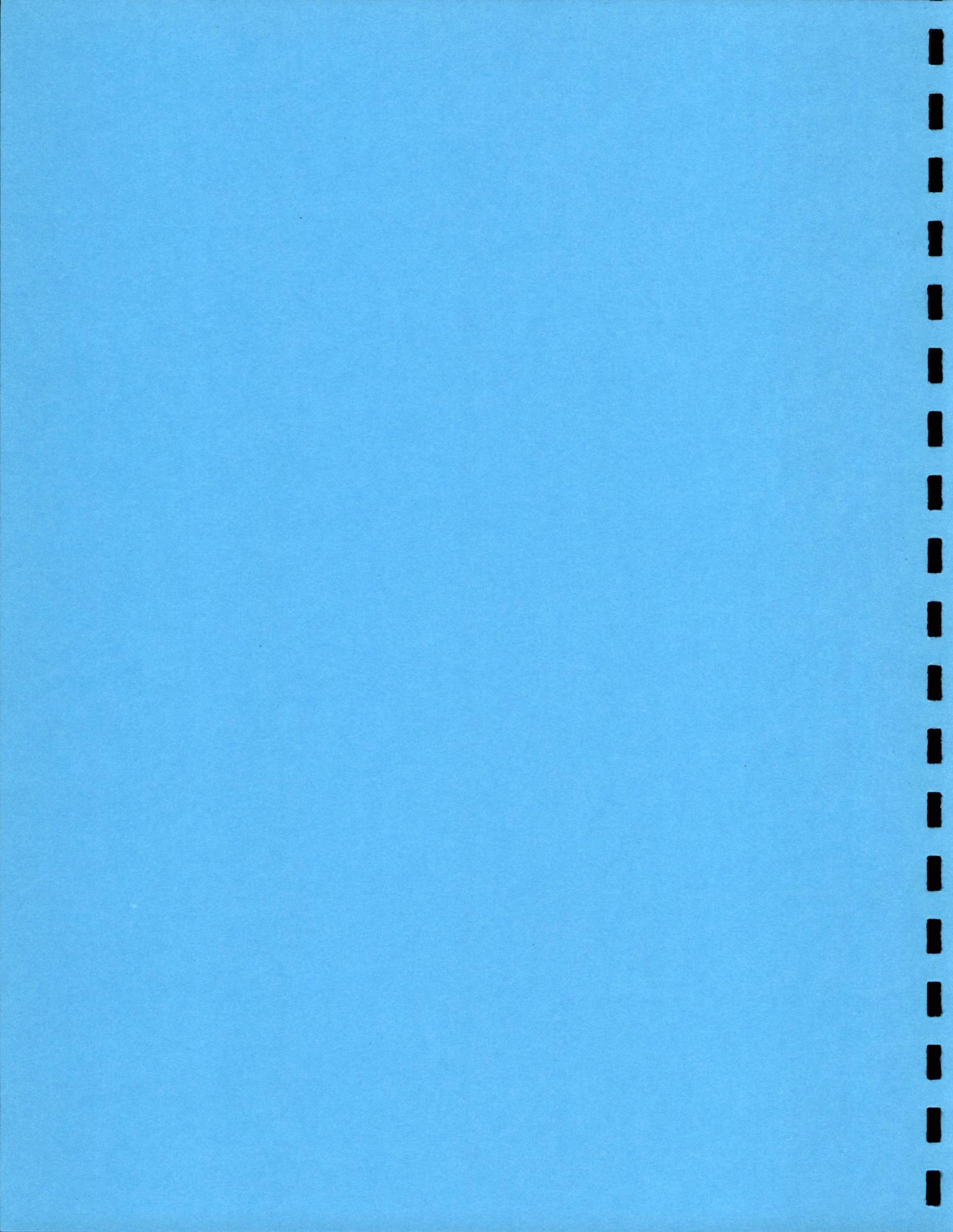
Tlingit [sound 1] and [sound 2]

Write [sound 1] and [sound 2] as you hear them in the following sentences

1.	2.	3.	4.	5.

6.	7.	8.	9.	10.





TLINGIT LITERACY SESSION

WHITEHORSE, YUKON

February 25-27, 2002

Guest Instructor:

DR. JEFF LEER

Alaska Native Language Center
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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 MSUTLIN DRIVE WHITEHORSE, YUKON TEL: (403) 667-7631
 Y1A 3S4 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

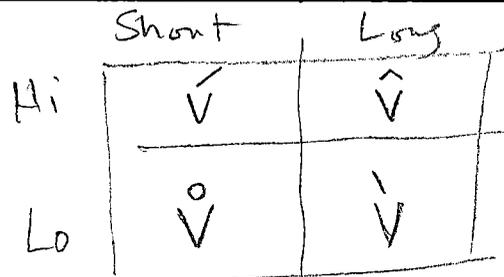
_ T=Teslin, C=Carcross, A=Atlin

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)	(´)	(`)	(^)

<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; padding: 5px;">ch'a <i>just</i></td> <td style="text-align: center; padding: 5px;">á <i>that, there</i></td> </tr> <tr> <td style="text-align: center; padding: 5px;">de <i>already</i></td> <td style="text-align: center; padding: 5px;">té <i>rock</i></td> </tr> <tr> <td style="text-align: center; padding: 5px;">i <i>your</i></td> <td style="text-align: center; padding: 5px;">í <i>don't</i></td> </tr> <tr> <td style="text-align: center; padding: 5px;">tsu <i>again</i></td> <td style="text-align: center; padding: 5px;">tsú <i>also, too</i></td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">hó hó <i>thank you</i></td> </tr> </table>	ch'a <i>just</i>	á <i>that, there</i>	de <i>already</i>	té <i>rock</i>	i <i>your</i>	í <i>don't</i>	tsu <i>again</i>	tsú <i>also, too</i>		hó hó <i>thank you</i>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center; padding: 5px;">à (à) <i>yes</i></td> <td style="text-align: center; padding: 5px;">â <i>sitting, lake</i></td> </tr> <tr> <td style="text-align: center; padding: 5px;">dè <i>trail, road</i></td> <td style="text-align: center; padding: 5px;">dê áwé <i>that's enough!</i></td> </tr> <tr> <td style="text-align: center; padding: 5px;">dì <i>tea</i></td> <td style="text-align: center; padding: 5px;">î <i>yuck!</i></td> </tr> <tr> <td style="text-align: center; padding: 5px;">gishù (T.A.) geshù (C) <i>pig</i></td> <td style="text-align: center; padding: 5px;">nàshû <i>extends</i></td> </tr> <tr> <td></td> <td style="text-align: center; padding: 5px;">ahô <i>I don't want to</i> <i>(Coast: I understand)</i></td> </tr> </table>	à (à) <i>yes</i>	â <i>sitting, lake</i>	dè <i>trail, road</i>	dê áwé <i>that's enough!</i>	dì <i>tea</i>	î <i>yuck!</i>	gishù (T.A.) geshù (C) <i>pig</i>	nàshû <i>extends</i>		ahô <i>I don't want to</i> <i>(Coast: I understand)</i>
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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	
Dèsfîn (Tèsfîn)	Teslin	
Shāwshe	Dalton Post	
Tày Â <i>or</i> Tày.à	Fat Lake	
Nîfàsìn	Nisutlin River	
Nîfàsìn 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 hât 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 edànê 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.âyich. (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'ix' 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 kakkhwayìkh Dèslin ká
át wutù.ádi.

I'm going to set a net on Teslin Lake
when we get there.

Nà.ilèdé naxhtù.ádi.

Let's go to Nà.ilè.

Wé hînákw áxh nàdà, shayadihên
wé xhât áx'.

There's a little creek there, and there
are lots of fish in it.

Asx'itdé kkhwagût.	I'm going to go hunting.
Ghâtâ 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. Dliy kaxhtusaxûk. We are going to the mountain and dry fish.
 or Shà kàdé gaxhtù.ât. Dliy gaxhtusaxûk.

T'ùch' Âyidé naxhtù.àdí, xhât Let's go to Tutchi Lake and dry fish.
 ghatusaxùgú.

Shit'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 Łingit I am going to go to the mountain for
 nâgu káxh. 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)
Tâgish Hîni Wát	Tagish River mouth
Nîfàsìn 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
__lutú	"inside of nose" (of a point)
x'à lutú	end point of a point
Dan X'àyí Lutú	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 tutú.
We are going to set a net for trout at Wilson Bay

Ûndách àdé sadu.áxhji nìch wé S'ík Táxhgi k'iyì.
You hear owls at Jack's Portage.

Â achkadutyádin wé Ts'idàtu Wát.
They used to play games at Morley Bay.

K'wátxhi Hínidé yà_nxhagút.
I'm going to Smart River

Atlin

S'ík X'ât'i s'ík 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'idé 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'ét Hínidé kkhwakhûxh, láxh' lùwú kukhwak'ít'.
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 Dultûw Dàkahídi.	house of teaching
Yàkhusgé Dàkahídi.	house of wisdom
Af'èxh Dàkahídi.	house of dance
Atyátx'i â dultin yé.	place where they look after children
Hùn dakahídi.	store, house of sale
Nâw dakahídi.	liquor store, bar
Atxhá dakahídi.	restaurant, café
Ûs'i dakahídi.	laudromat

Gunałchîsh hâł yigùdi / Gunałchîsh hâł yiy.âdí. Thank you for coming.

Tsu hàgú! / Tsu hâł yi.á!

Come again!

Tlingit Literacy Session

Yukon Native Language Centre

Yukon College

February 25, 26, 27, 2002

Memories 2002

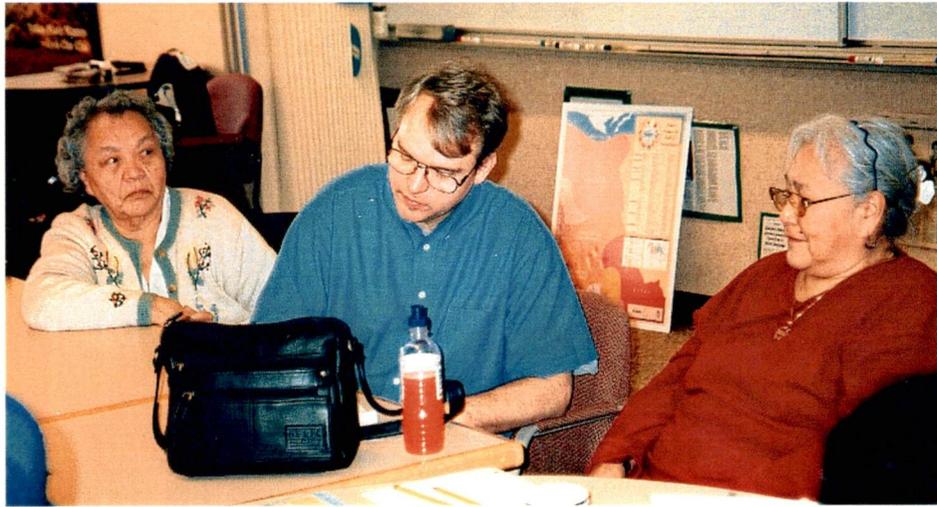


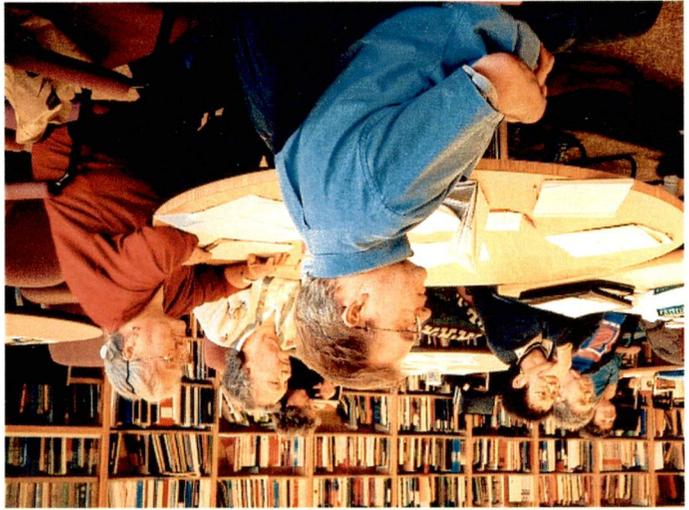


Back Row: Jeff Leer, André Bourcier, Margaret Workman, Bess Cooley, Willie Campbell, Betty Smith, Norman James, John Ritter, Anne Cullen, Josephine Holloway

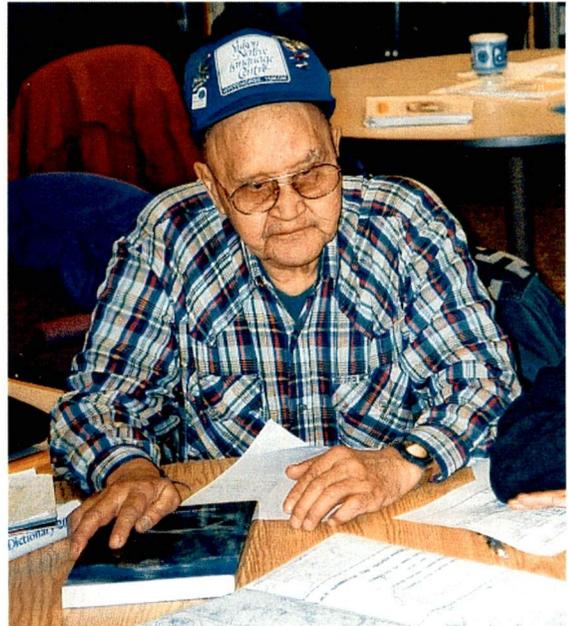
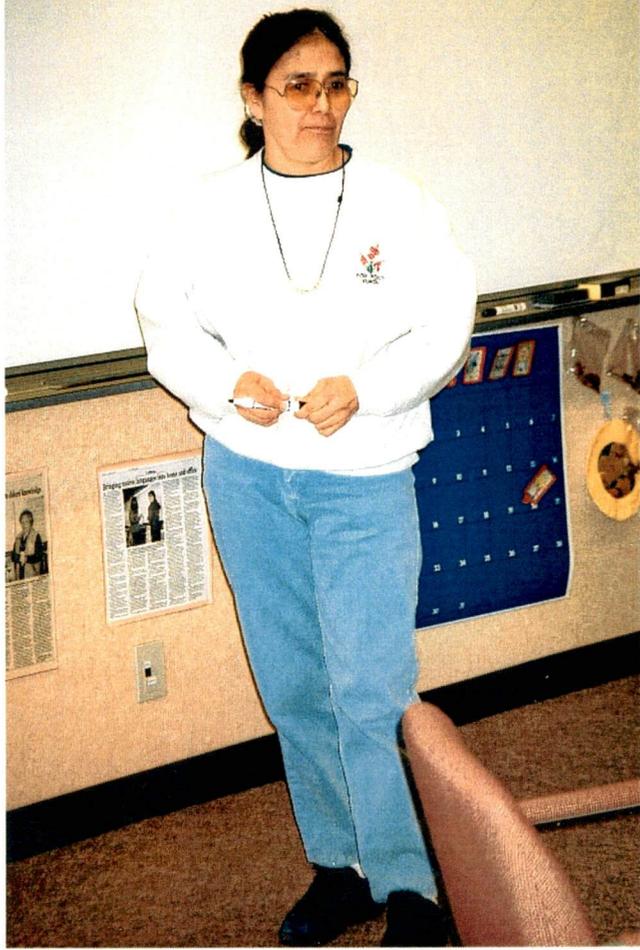
Middle Row: Margaret Bob, Emma Sam, Mary Anderson, Fanny Smith, Lorraine Dawson, Mamie Smith, Jane Smarch, Jo-Anne Johnson

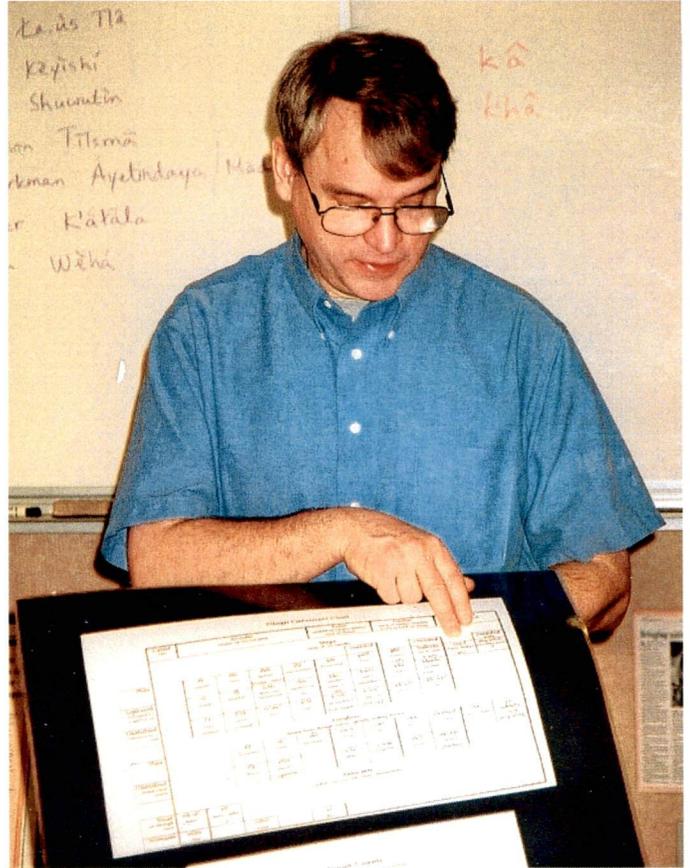
Front Row: Ada Haskins, Winnie Atlin, Bessie Jim, Lucy Wren, Ida Calmagene



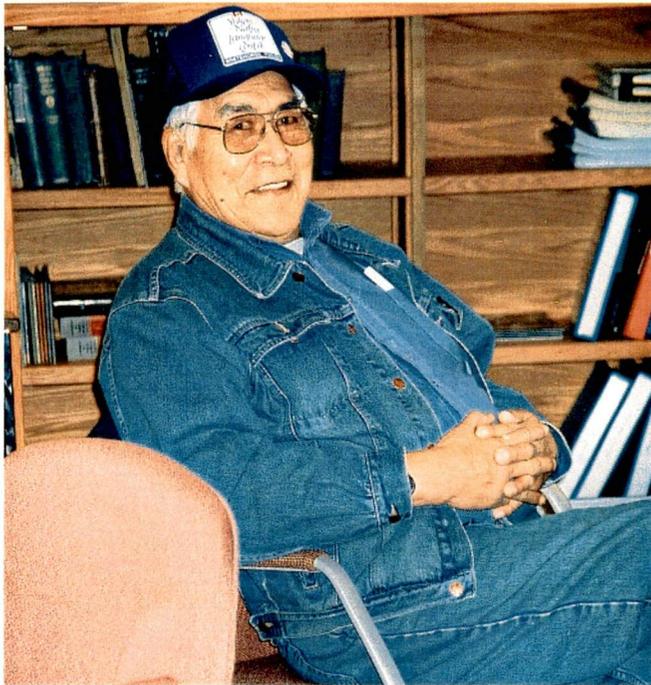


XATI Ketooi Kooi ammi
Pick Seagull eggs off of Seagull Island.

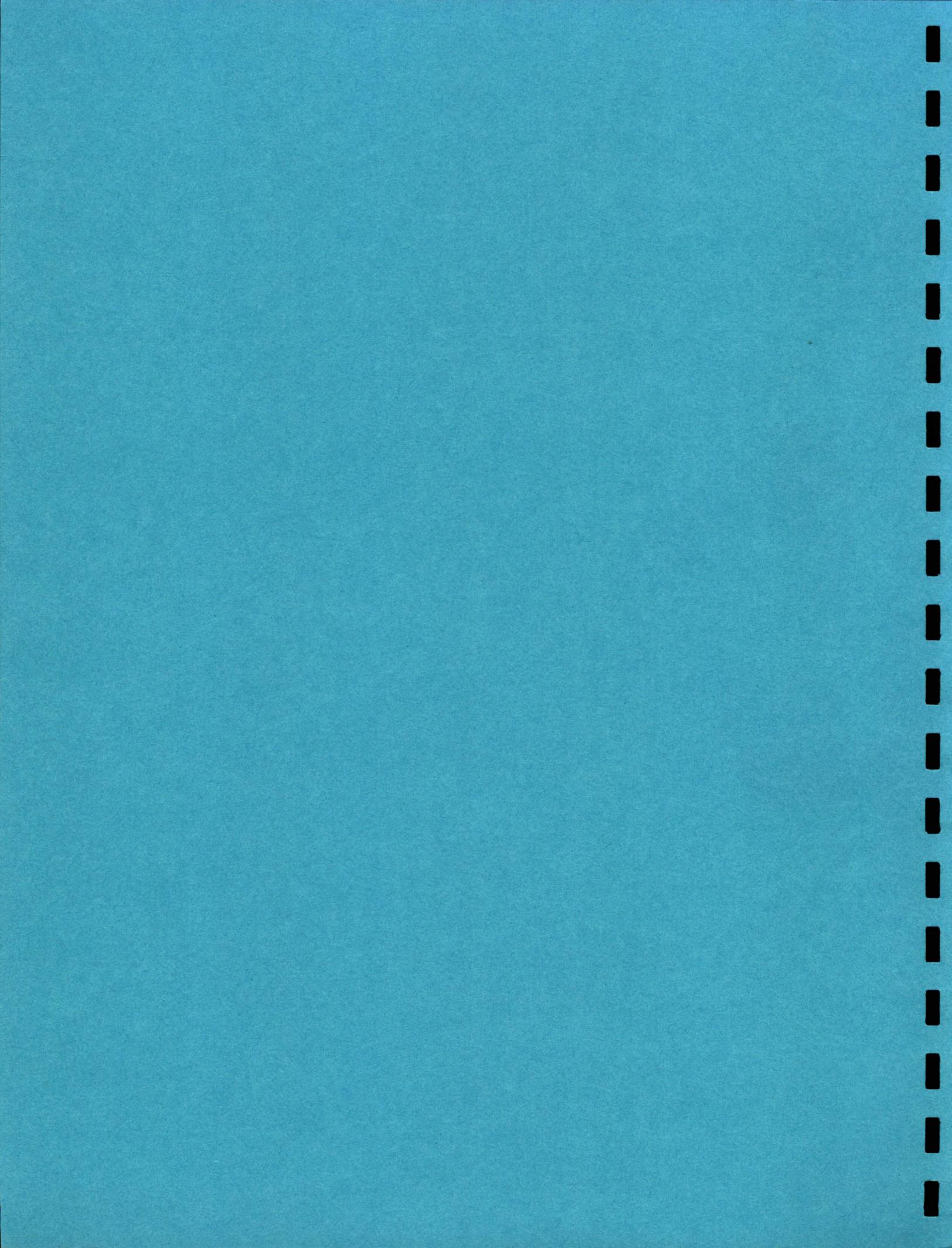












TLINGIT LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

March 5-7, 2003

Hosted by
Staff of Yukon Native Language Centre

Guest Instructor:

Dr. Jeff Leer

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

*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
<i>Mother (Mary)</i>	S'igaxhshâk'w	Yanyèdí	Ghùch
<i>Mother's Mother</i>	Khinxh.ashì		
<i>Mother's Father</i>	Xh'agûk'	Ishkìtàn	Yêil
<i>Father (Tom)</i>	Nêxh'w	Khàch.ádi	
<i>Father's Mother</i>	Sèdu.ù		
<i>Father's Father</i>	Nèsdêw	Yanyèdí	Ghùch
<i>Children</i>			
<i>(Anna)</i>	Kudagàn		
<i>(Shorty Jackson)</i>	Wakhnàs		

Alternate Spellings

Dâkh ká *Interior*

Dakhká

Ê' ká *Coastal*

E'ká

Ayân *stranger (referring to Southern Tutchone)*

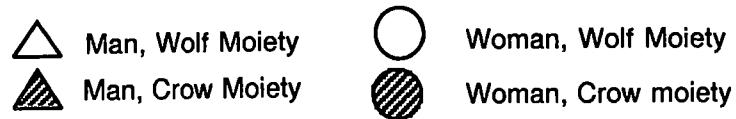
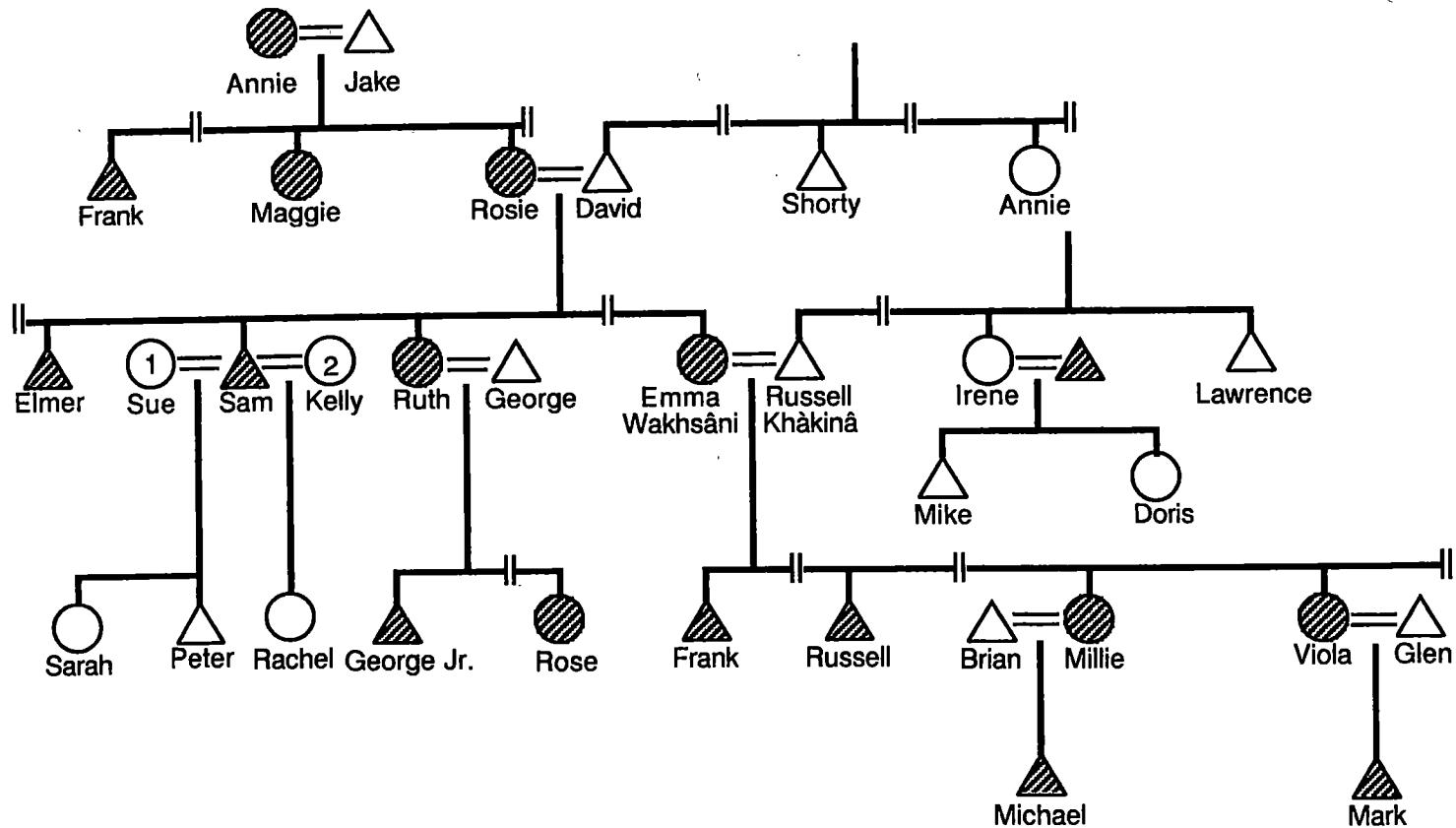
Dâkh kakhwân

Dakhkakhwân

Ê' kakhwân

E'kakhwân

Partial Family Tree of Emma Sam



INTERIOR TLINGIT CLANS

Man

Yanyèdí
Dakh'awèdí
Ghànaxh.ádi
Ishkìtàn
Kùkhhittàn
Dèshìtàn

Woman

Yanyèdishâ
Dakh'awshâ
Ghànaxhshâ
Ishkìtàn Shâwu
Kùkhhittàn Shâwu
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*

Dakh'awèdí : *the clan of that area, or a male member of the clan*

Dakh'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*

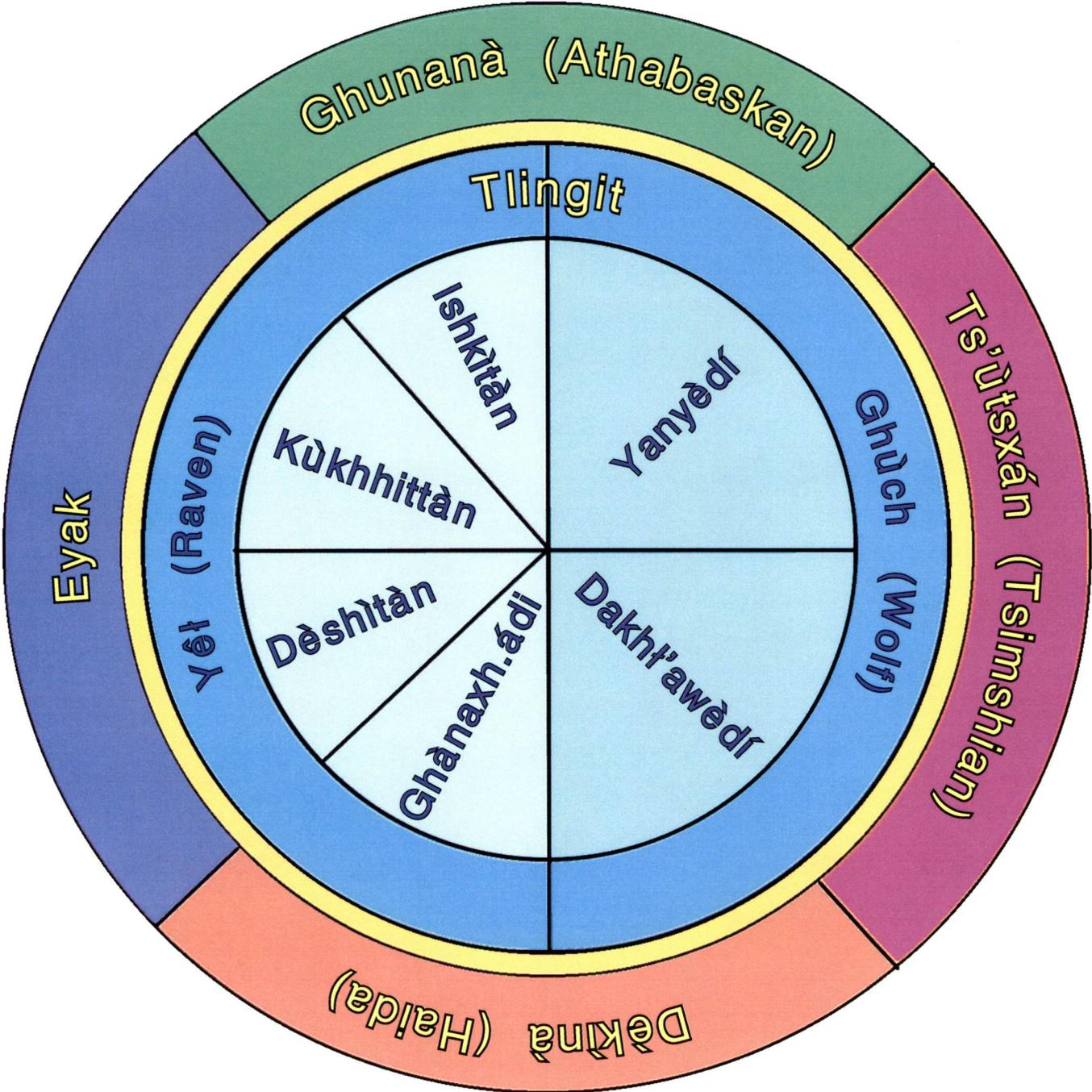
Dèshuhít : *house at the end of the trail*

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. Ishkitàn áyá xhát.
I am Ishkitàn. (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 satíyin ?

Dàkhw.à nà sáwé yê tíyin ?

Dàkhw.à nà sáwé yê datíyin ? (*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, tlét axh shátxh khùstí.

No, I don't have an older sister. (female speaking)

Kha tsu tlét axh kík' khùstí.

And I don't have a younger sister either. (female speaking)

Kha tsu tl'ét axh ìk' khùstí.

And I don't have a brother. (female speaking)

Tlêk', tlét axh húnxhw khùstí.

No, I don't have an older brother. (female speaking)

Kha tsu tlét axh kík' khùstí.

And I don't have a younger brother. (female speaking)

Ch'a tlênáxh khuxhdziti.

I'm an only child.

Given Names

Àdû sàiyí sáwé i yát wuduwatî ?

Who were you named after?

(literally - whose name was given to you ?)

Axh fìlk'u sàiyí axh yát wuduwatî.

I was given my grandmother's/grandfather's name.

Ch'a i yáxh ghùch wudushàiyí dudlighàs.

It's against the rules to marry a wolf like yourself.

Relatives and Friends

axh ìn à	<i>my clan relative</i>
axh ìn àx'w	<i>my clan relatives (coastal)</i>
axh ìn à hás	<i>my clan relatives (interior)</i>
axh xhùní	<i>my relative (all-purpose name), my friend</i>
axh xhùnx'í	<i>my relatives (all-purpose name), my friends</i>
axh khusaxháni	<i>my beloved (friend), my love</i>

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

<i>(talking about)</i>	<i>English</i>	<i>Vocative (calling)</i>	<i>Plural</i>
axh shátxh	<i>my older sister (woman)</i>	shátxh	axh shatxhi hás
axh húnxhw	<i>my older brother (man)</i>	húnxhw	axh hunxhu hás
axh kík'	<div style="display: flex; align-items: center;"> { <div style="display: inline-block; vertical-align: middle;"> <i>my younger sister (woman)</i> <i>my younger brother (man)</i> </div> } </div>	kík'	<div style="display: flex; align-items: center;"> { <div style="display: inline-block; vertical-align: middle;"> <i>axh kík' hás</i> <i>axh kik'i yán</i> </div> } </div>
axh dlàk'	<i>my sister, any age (man)</i>	dlàk'	axh dlàk' hás
axh îk'	<i>my brother, any age (woman)</i>	îk'	axh îk' hás

Parents, Aunts and Uncles

	<i>(talking about)</i>	<i>English</i>	<i>Vocative (calling)</i>	<i>Plural</i>
<i>same clan</i>	axh tlâ	<i>my mother</i>	atlî	axh tlà hás
<i>opposite clan</i>	axh îsh	<i>my father</i>	îsh	axh îsh hás
<i>same clan</i>	axh tlâk'w	<i>my mother's sister</i>	tlâk'w, atlî	axh tlâk'w hás
<i>same clan</i>	axh kâk	<i>my mother's brother</i>	kâk	axh kâk hás
<i>opposite clan</i>	axh àt	<i>my father's sister</i>	àt	axh àt hás
<i>opposite clan</i>	axh sâni	<i>my father's brother</i>	sâni, îsh	axh sani hás

Children, Nephews and Nieces

	<i>(talking about)</i>	<i>English</i>	<i>Vocative (calling)</i>	<i>Plural</i>
	{ axh sî axh sîk' (<i>diminutive</i>) }	{ <i>my daughter (of a woman)</i> <i>my sister's daughter (of a woman)</i> <i>my brother's daughter (of a man)</i> }	sîk'	axh sîk' hás
	{ axh yît axh yîtk' (<i>diminutive</i>) }	{ <i>my son</i> <i>my sister's son (of a woman)</i> <i>my brother's son (man)</i> }	yîtk'	axh yîtk'i hás
	axh yádi	<i>my child</i>		axh yátx'i
<i>same clan</i>	axh kêlk'	<i>my sister's child (of a man)</i>	kêlk'	axh kêlk'i hás
<i>opposite clan</i>	axh kâlk'u	<i>my brother's child (of a woman)</i>	kâlk'w	axh kâlk'u hás

Grandparents and Grandchildren

<i>(talking about)</i>	<i>English</i>	<i>Vocative (calling)</i>	<i>Plural</i>
axh fiik'w	{ <i>my grandmother</i> <i>my grandfather</i> }	fiik'w	{ axh fiik'u hás axh fiik'w hás }
axh dachxhán	{ <i>my grandson</i> <i>my granddaughter</i> }	chxhánk'	{ axh dachxhanx'i hás axh dachxhanx'i yán }
	<i>my little grandchildren</i>		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 EXPRESSIONS

Comparison of ax words

<i>hat</i>	s'âxw
<i>groundhog</i>	s'àxh
<i>ling cod</i>	s'âxh'
<i>devil's club</i>	s'áxt'

"Hat" may be an ancient diffused word:

<i>Tlingit</i>	s'âxw
<i>So. Tutchone</i>	ts'at
<i>Proto-Ath.</i>	*ch'aXt
<i>Eyak</i>	ch'iyah

Common Words and Expressions

Yak'ê áwé.	<i>It is good.</i>
Ayáxh áwé.	<i>That's right, or that's how it is.</i>
Yak'ê ágí?	<i>Is it good?</i>
À, yak'ê.	<i>Yes, it's good.</i>
Tlêk', tlét ushk'é.	<i>No, it's not good.</i>
A dàk'áts'i.	<i>The thorns around it.</i>
Ts'ats'î.	<i>Bird.</i>
Ts'útàt.	<i>Morning.</i>
Tâch lits'ùxhk.	<i>She is moving in her sleep.</i>
Át wulís'îs.	<i>It is blowing in the wind.</i>
Sî.	<i>Doll.</i>
Axh sîyi.	<i>My doll.</i>

“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 fík'u nèlídáxh.

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>I am eating it.</i>	
2. ìxhá.	<i>You (one) are eating it.</i>	Xhá ! <i>Eat it!</i>
3. Axhá.	<i>S/he is eating it.</i>	
4. Tùxhá.	<i>We are eating it.</i>	
5. Yìxhá.	<i>You (folks) are eating it.</i>	Yìxhá ! <i>Eat it!</i>
6. Has axhá.	<i>They are eating it.</i>	
7. Duxhá.	<i>People are eating it.</i> <i>It's being eaten.</i> <i>One is eating it.</i>	

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. Yıłashát. *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 kamduwagwât, 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. Êl' axh jît sa.ín.
Hand me the salt (in a container).
7. Dà sáwé ilashát ?
What are you holding?
8. Gúx'à áyá xhalashát.
I'm holding a cup.
9. Gúx'à ilashát.
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 xhatûk.
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. f'ùk *coho salmon*
8. tîf' *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. tàslèyí *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. Tìl' 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 naldàk.

Bake the inconnu under the fire.

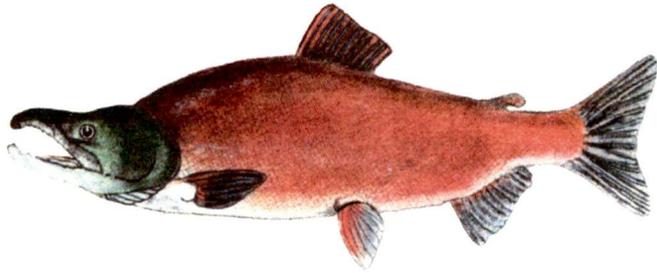
14. Dalèyí sha.útl yêł téxhitín.

Boil the lake trout with onions.

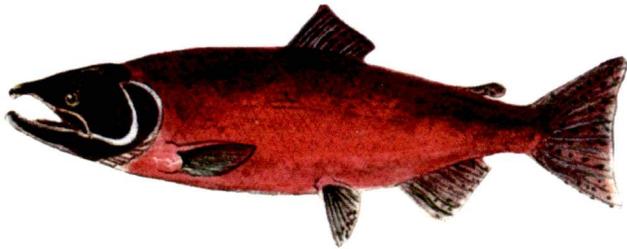
15. Tàsłèyí łatsík.

Cook the northern pike on a stick.

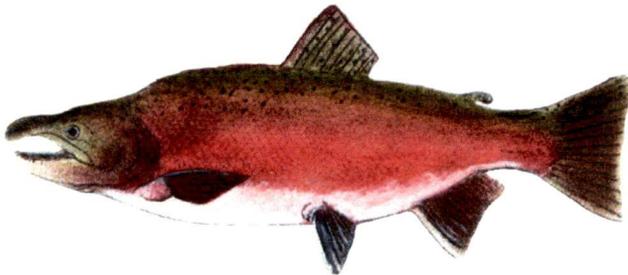
Names of Fish in Tlingit



Ghàt
Sockeye Salmon



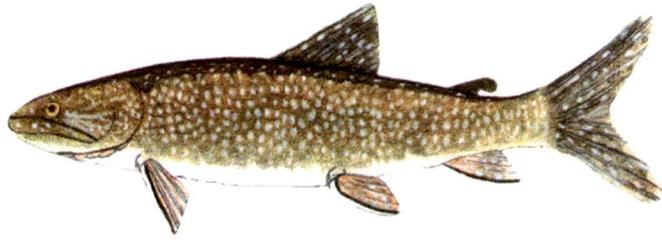
T'á
Chinook or King Salmon



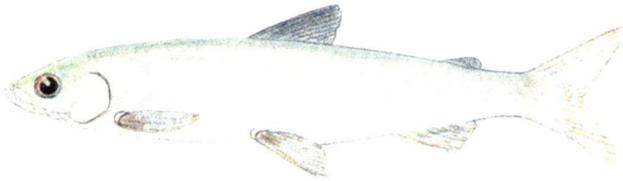
Ł'ùk
Coho Salmon



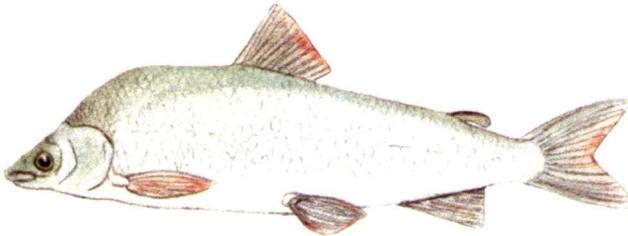
Tîł'
Chum or Dog Salmon



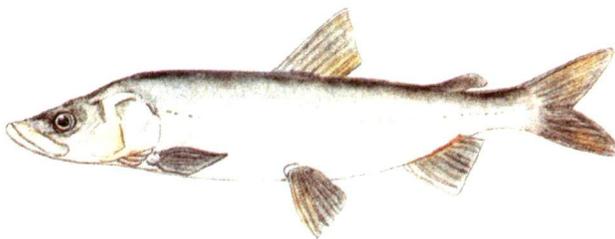
Dalèyí
Lake Trout



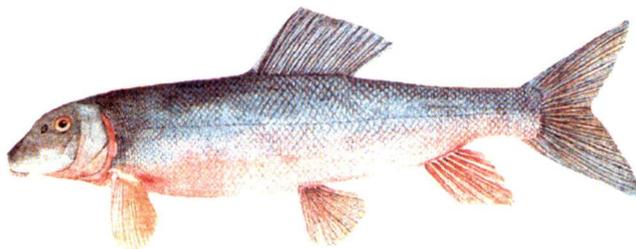
Ûn
*Round Whitefish or
Least Cisco*



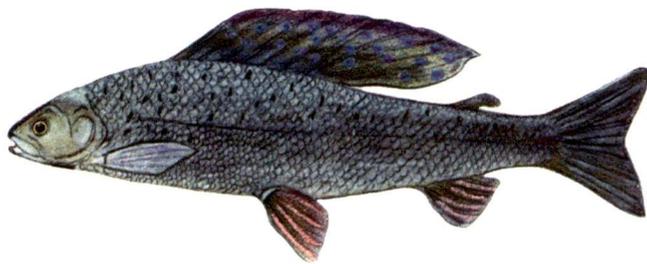
Xhât yádi
Lake Whitefish



Shìsh
Inconnu



Dashdané
Sucker



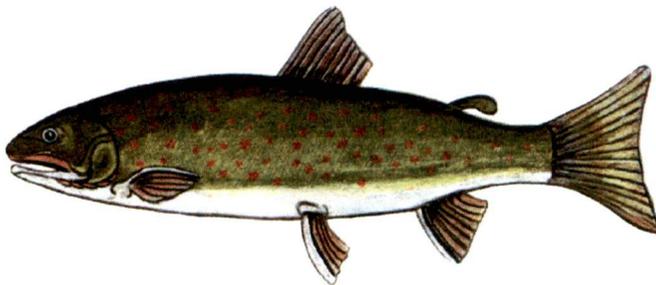
T'ási
Arctic Grayling



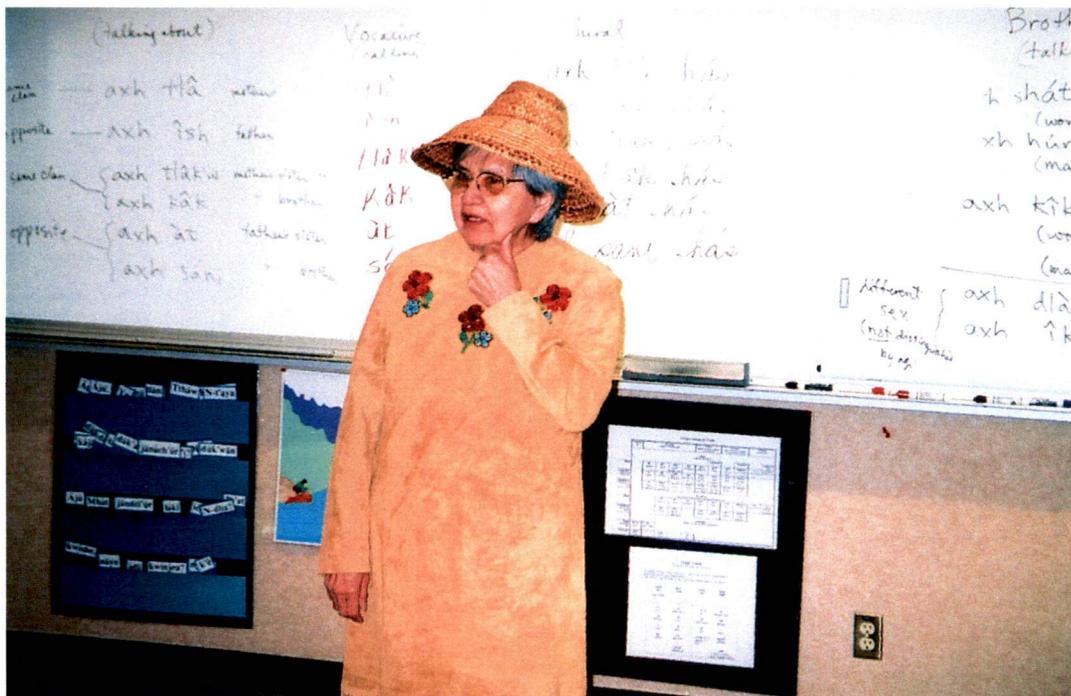
S'âxh'
Ling Cod or Burbot

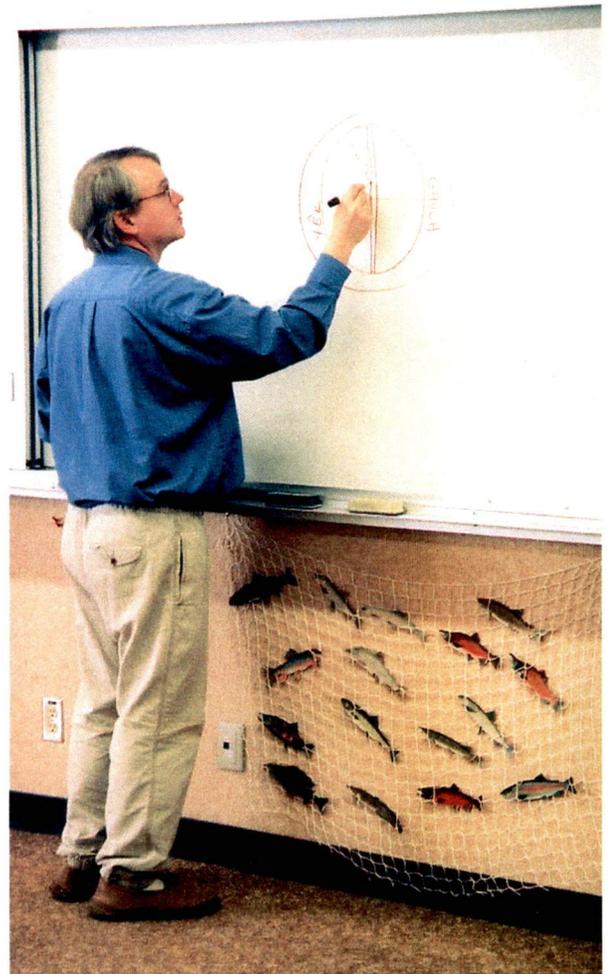
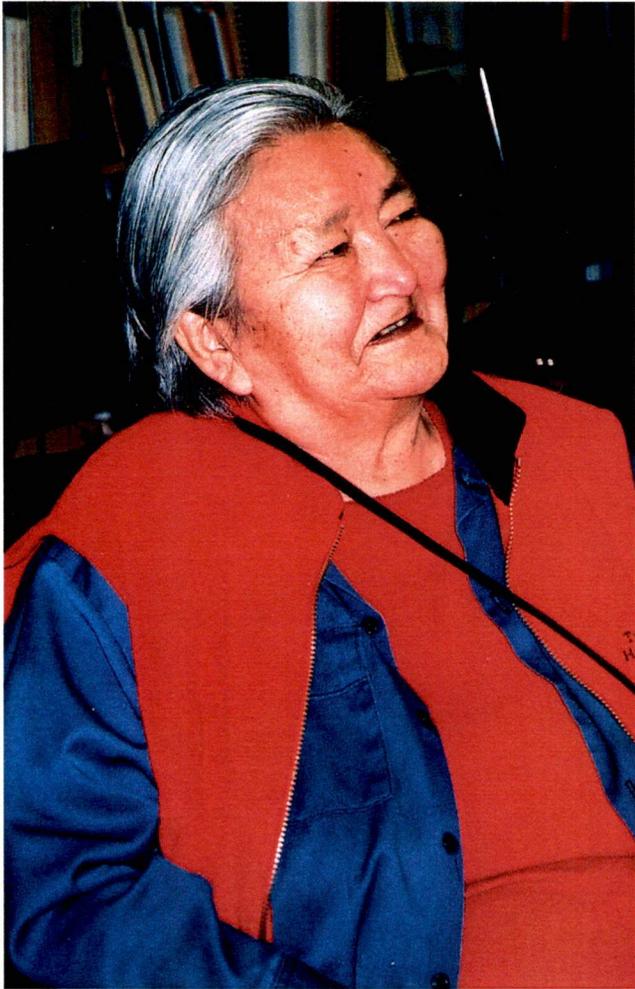


Tàslèyí
Northern Pike

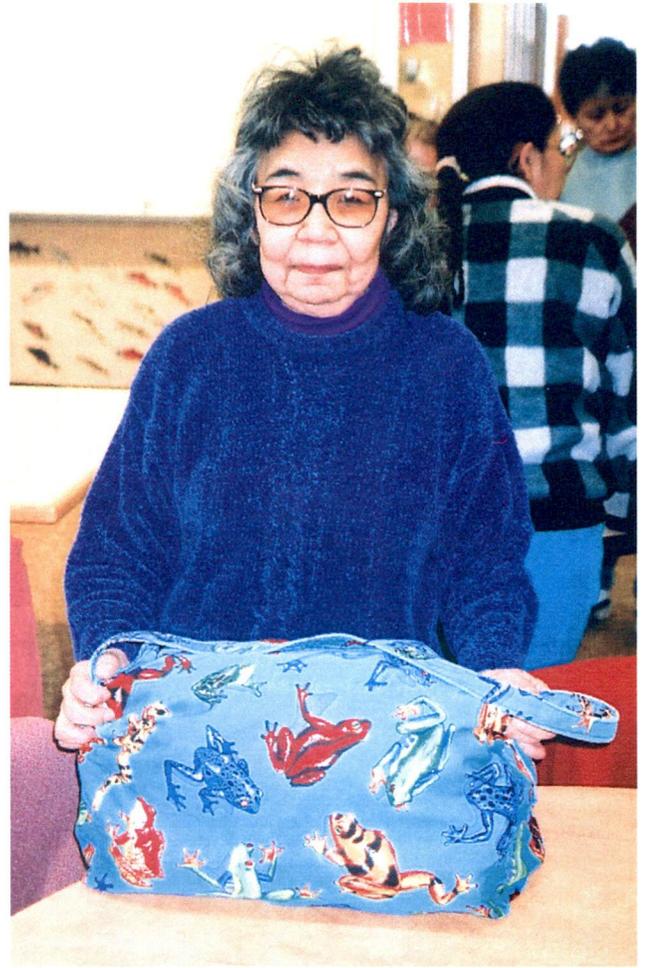


Xh'wât'
Dolly Varden













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 right : 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
Whitehorse, Yukon

October 13-15, 2004

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 <i>To Wear</i> <i>To Put On</i>
10:45	Variations Practice Sentences	Place Names (cont)	<i>To Take Off</i> <i>To Give</i>
12	lunch	lunch	lunch
1:00	Directionals Preverbs	Possessive Terms Position Terms	<i>To Have On</i> <i>To Place</i>
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					
Stops (stop off the breath)										
				rounded	rounded					
					rounded <small>rare-Note2</small>					
Plain	dâ <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge, stairs</i>	jâji <i>snowshoes</i>	gán <i>firewood</i>	gwêt <i>bag</i>	ghâ <i>(raven call)</i>	łaghwán <i>tie it into a bow</i>	nay.á <i>(you folks go!)</i>	ana.wèch <i>(usually) wears it</i>
Aspirated followed by a puff of air	tá <i>sleep</i>	tlâ <i>mother</i>	tsâts <i>bear root, hedysarum</i>	chàn <i>mother-in- law</i>	kâni <i>brother/ sister-in- law</i>	kwêy <i>mark, landmark</i>	khâ <i>man</i>	khwân <i>people from ____</i>		
Glottalized released with a popping sound	t'á <i>king salmon</i>	tl'átk <i>earth, ground</i>	ts'ats'î <i>bird</i>	ch'ák' <i>eagle</i>	k'ínk' <i>fermented fish heads</i>	k'wát' <i>egg (not fish egg)</i>	kh'atèt <i>pitcher</i>	kh'wátl <i>pot</i>		
Fricatives (breath flows through narrow opening creating friction)										
Plain		łt <i>fireweed</i>	sà <i>name</i>	shà <i>mountain</i>	xích' <i>frog</i>	xwê <i>whew!</i>	xhát <i>me, I</i>	xhwàgùt <i>I went</i>	hás <i>they, them</i>	yà- nahwên <i>is swim- ming along</i>
Glottalized produced with vocal chords closed		ł'ák <i>dress</i>	s'ikh <i>smoke, cigarette</i>		x'âx' <i>apple</i>	x'wán <i>longjohns</i>	xh'é <i>mouth</i>	xh'wât' <i>down feathers</i>		
Sonorants (softer, you can sing them continuously)										
Nasal vibration through nasal cavity	mâ-sá? <i>how? (Note 2)</i>	ná' <i>here; take it</i>								
Nonnasal	wàkh <i>eye</i>		dalèyí <i>trout</i>		yá <i>this</i>					

*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	<i>horse</i>
mâ sá ?	wâ sá ?	<i>how?</i>
sîm	sîw (south)	<i>rain</i>
sîw		<i>rain</i>
sûw	sûw (north)	<i>rain</i>
tingít	lingít	<i>(Tlingit) person</i>

In Coastal Tlingit the uvulars are underlined. In Interior Tlingit, "h" is put after the main letter.

Coastal:	<u>g</u>	<u>k</u>	<u>k'</u>	<u>x</u>	<u>x'</u>
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. Hát 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. Tlêť ùs.ì. *He/she is not cooking it.*
6. Tlêť awus.í. *He/she did not cook it.*
7. dâkh *inland*
8. dakhká (dàkhâ - FS) *inland, interior (not coast)*
9. Dâkh uwakhúxh. *He/she went upriver by boat.*
10. Dâk 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 *shore*
yén (LW)
7. diyâ *across*
8. nèt *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

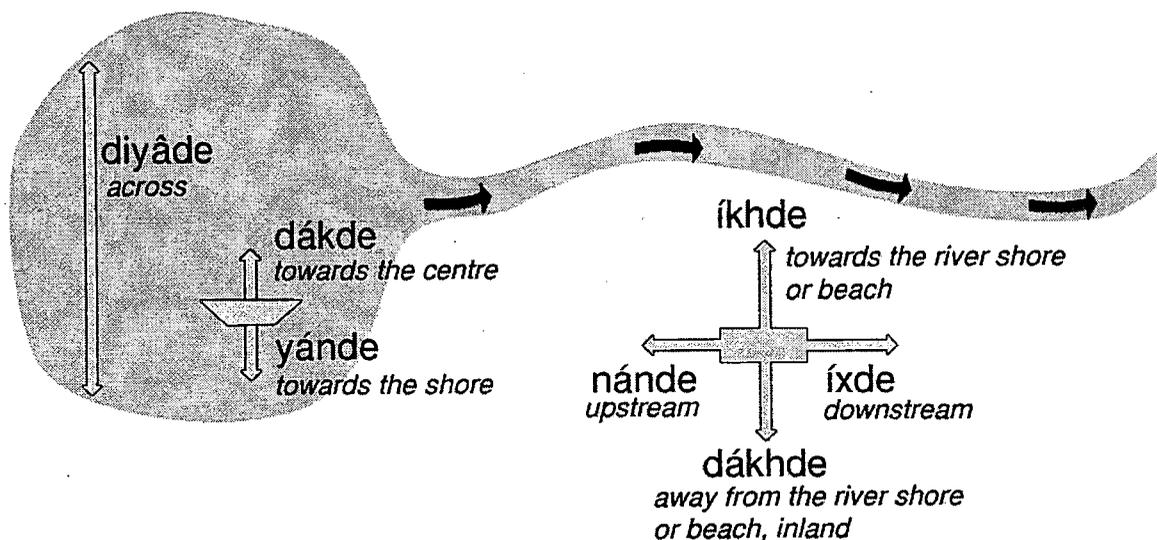
	-de <i>towards</i>	-dachûn <i>straight towards</i>	-nâ <i>the _side</i> -yînâ <i>the _part</i>
1. dikî	kînde	kindachûn	dikînâ
2. diyî	yînde	yindachûn	diyînâ
3. dâkh	dâkhde	dakhdachûn	daghinâ dighinâ (LW)
4. îkh	îkhde	ikhdachûn	ighinâ
5. dèkî	dákde	dakdachûn	daginâ [to be checked]
6. yán yén (LW)	yánde yénde	yandachûn yendachûn	
7. diyâ	diyâde	diyâdachûn	
8. nèt	nètdé		
9. gân	gânde		
10. îx, ixkî	íxde	ixdachûn	ixinâ
11. nàkî	nánde	nandachûn	nànâ nànyâ

Note: íxde *(towards) downstream*
nánde *(towards) upstream*
But: ixkîde *northward*
nàkîde *southward*

Preverbs

- | | | |
|----|--------------|---|
| 1. | kè nagút | <i>is going up</i> |
| 2. | yè nagút | <i>is going down</i> |
| 3. | dàkh nagút | <i>is going back inland</i> |
| 4. | yìkh nagút | <i>is going down to the beach or shore, towards the water</i> |
| 5. | dàk nagút | <i>is going out</i> |
| 6. | dàk uwakhúxh | <i>went out into open water (by boat)</i> |
| 7. | yan uwakhúxh | <i>went ashore (by boat)</i> |
| 8. | nèl uwagút | <i>went inside</i> |

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 gàuw ítdáxh áwé dák xhwàkhúxh tatgé.
I started out after 3 p.m. yesterday (by car).
6. Axh îk' Teslin-dáxh dák 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 (yín-de : 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. nèldayîn *facing inside (nèldé : 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 (wùshde - together)*
14. wùshdashân *heads together*
15. wùshdak'ûl'in *stern to stern, with rear ends together (as*
 people backed up in a circle)
16. khuxhdak'ûl'in *barge going backwards, somebody doing*
 shgâw *something really stupid, clumsy*
 [this is a coastal Tlingit idiom]

Tlingit Place Names

October, 2004

Coastal Orthography

Interior Orthography

- | | |
|---|------------------------|
| 1. Naataase Héen
<i>"Fish camp in narrows between the lakes"</i>
<i>Carcross</i> | Nàtase Hîn |
| 2. Taay.aa Shak.áak'u
<i>head-lake-little</i>
<i>Fat Lake</i> | Tày.à Shak.âk'u |
| 3. Kéitladi X'áat'i
<i>seagull island</i>
<i>Seagull Island</i> | Kêtladi X'ât'i |
| 4. S'áax' Kaháagu
<i>ling cod eggs</i> | S'âxh' Kahâgu |
| 5. Dáa Héeni
<i>weasel creek</i>
<i>Weasel Creek</i> | Dâ Hîni |
| 6. S'aax yánde lishoowu yé
<i>"groundhog trail goes to the shore" (?)</i> | S'àxh yánde lishùwu yé |
| 7. Gijukkúdi
<i>golden eagle nest</i>
<i>(gijùk : golden eagle)</i> | Gijukkúdi |
| 8. L'awshaa Gúksh
<i>cut bank corner</i>
<i>(l'awshà : cut bank or side hill)</i> | Ł'awshà Gúksh |

Coastal Orthography

9. Yanax dei daak yashoowu yé
trail out it extends place
(yanax : *along the ground, by there*)
"Place where the trail comes out"

10. T'ási daadé aawagaaxi yé
grayling for one cried place
Johnsons Crossing

11. At.s'éil'i X'aayí
rags point
Rag Point

12. L'éiw X'aayí
sand point
Sand Point

13. Nóosgu Xáadi
wolverine fish lake

14. Watsíx Téix'i
caribou heart
Caribou Lake

15. Daleiyi yádi
trout little
Trout Lake

16. Nóosgu Héeni
wolverine creek
Wolverine Creek

Interior Orthography

Yanaxh dè dàk yashùwu yé

T'ási dàdé àwaghàxhi yé

At.s'êl'i X'àyí

Ł'éw X'àyí

Nûsgu Xhâdi

Watsíx Têxh'i

Dalèyi Yádi

Nûsgu Hîni

Coastal Orthography

17. Gooch Áayi
wolf lake
Wolf Lake
18. Shaa Tlein
mountain big
Hayes Peak
19. T'ási Héeni
grayling creek
Grayling Creek
20. Tseindoo Lutú
rock island point
(Athabaskan origin)
Koaklas Point
21. Káax' Héeni
grouse creek
22. Shaa Tlein Héeni
mountain big creek
Sterling Creek
23. Gíl' X'aayí
rock cliff point
Rocky Point
24. X'áat' Tlein
island big
Henry Island
25. Gooch Héeni
wolf creek

Interior Orthography

- Ghùch Áyi
- Shà Tlèn
- T'ási Hîni
- Tsèndù Łutú
- Kâx' Hîni
- Shà Tlèn Hîni
- Ghîf' X'àyí
- X'ât' Tlèn
- Ghùch Hîni

Coastal Orthography

26. Yéil Lítayi Xoo
crow knife among
Tower Peak, "Crow Knife"

27. Héen Tlein
river big
Liard River

28. Xalak'ach' Héeni
porcupine creek

29. Shaak'w Yádi
little mountain little
Spike Horn

30. Kayaanisht'úde
Leaf Lake

31. T'ási Áayi
grayling lake

32. Chíl Tlein
cache big

33. Tsáats Lawoos'i
bear roots tough

34. Shaanáx Tlein Héeni
valley big river
Meister River

Interior Orthography

Yêł Łítayi Xhù

Hîn Tlèn

Xhàlak'ach' Hîni

Shàk'w Yádi

Kayànisht'úde

T'ási Âyi

Chíł Tlèn

Tsàts Ławús'i

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, between
 many
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 jiwú. *I have ___ .*
___ *is in my possession.*
1. axh khaítú *my pocket*
___ axh khaítúwu. ___ *is in my pocket.*
2. nadâkw ká *on the table*
___ nadâkw káwu. ___ *is on the table.*
3. gwêł tú *inside the bag*
___ gwêł túwu. ___ *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 jiwú.

I have a knife.

2. Łítà axh khałtûwu.

Łítà axh ghułtûwu. (LW)

Łítà axh khałtût xhałîn.

Łítà axh ghułtût xhałîn. (LW)

I have a knife in my pocket.

3. Wákhđânà 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. Xàsduġutîł xh'ùs xhał.át. (LW)

Xàsduġutîł xh'ùst xhał.át.

I have canvas shoes on.

7. Tsâx' axh jikáwu.

Tsâx' jikát xhał.át.

I have mittens on.

8. Tuxh'atât yê xhà.û.

Tuxh'atât 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. Tlêṭ axh ùxh khùstí.
I have no teeth. (Literally, my teeth do not exist.)
Tlêṭ axh ùxh á.
I have no teeth. (Literally, my teeth are not there.)

17. Té axh jiwú.

I have a rock.

18. Tlêt té axh jì.

I don't have a rock.

19. Té áwu.

There's a rock there.

20. Tlêt té á.

There's no rock there.

21. Áwu á.

It's there.

22. Tlêt á á.

It's not there.

Summary - "to have ___"

(thing) axh jiwú.

I have a (thing) in my possession.

Axh (relative) khudzitì.

I have a (relative). (Literally, my (relative) exists, is alive.)

Axh (body part) khudzitì. 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. dlîy 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 kâxh ghidatí !

Kinà.át két idetí ! (LW)

Put a coat on!

3. Ł'àxh kâxh ghida.àxh !

Ł'àxh két idetí ! (LW)

Ł'àxh nâxh ghida.àxh !

Put a dress on!

4. Ł'ix'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 tîli xh'ùst idayíkh !

Put your shoes on!

Idatîł !

Put your shoes on!

7. Sèt sêxh ghashtí !
Sèt sèt idatí ! (LW)
Put a necklace on!
8. Ìlsík !
Put a belt on!
9. Kîs jikát idatí ! (LW)
Put a bracelet on! (a solid, continuous bracelet)
Kîs jikûlxh ghashtí !
Put a bracelet on! (a chain-link bracelet)
10. I nà.ádi kát ìt.á ! (LW)
I nà.ádi kê yê nìsní ! (FS)
Nâ yê shìnda.ù ! (JL)
Get dressed!

Sentences - *take* ___ *off!*

1. S'âxw shâdâxh idatí ! (LW)
S'âxw shâdâxh kè idatí ! (FS)
Take your hat off!
2. Kinà.át nâdâxh gidatí !
Kinà.át kâxh gidati ! (LW)
Take your coat off!
3. L'àxh i kâxh ga.àxh ! (ES)
L'àxh nâdâxh gida.àxh !
L'àxh kâxh gida.àxh !
L'àxh kâxh gidatí ! (LW)
Take your dress off!

4. Ł'ix'wán xh'ùsdáxh idayíkh !
Take your socks off!
5. I tsâx'i jikàxh ìt.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 gîstí ! (BC)
I sîgi kàxh gidatí ! (LW)
Take your belt off!
9. I kîsi jikàxh gidatí ! (LW)
I kîsi jikàxh gîstí ! (BC)
Take your bracelet off!
10. Nâdáxh yê jîndané ! (LW)
Nà.át nâdàxh yê nîsní ! (BC)
I nà.ádi kàxh yê nîsní ! (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 amdîtî. (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 sèt akawditî. (LW)

Sèt a sèt akàwatî. (LW)

Sèt sêxh amdzitî. (BC)

Sèt du sèt amsitî. (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 àwatí wé x'úx'.

Then he (teacher) gave the book to her (Grandma).

Àghâ áwé **a** jît àwatí wé x'úx'.

Then she (Grandma) gave the book to him (teacher).

Àghâ áwé **du** jît àwatí 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.
Xhwaditîł.
I put shoes on (and they are still on my feet).

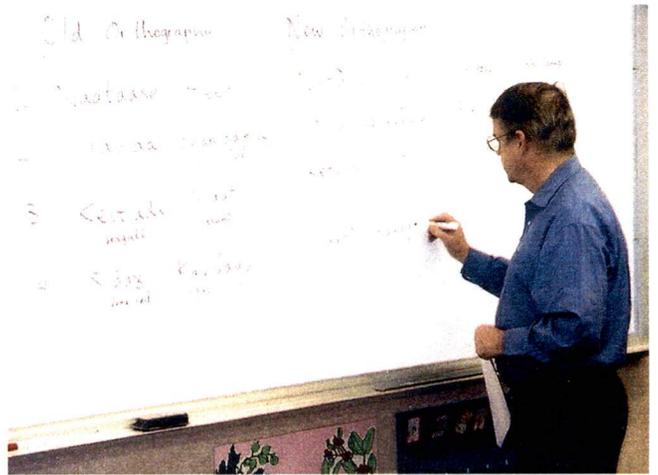
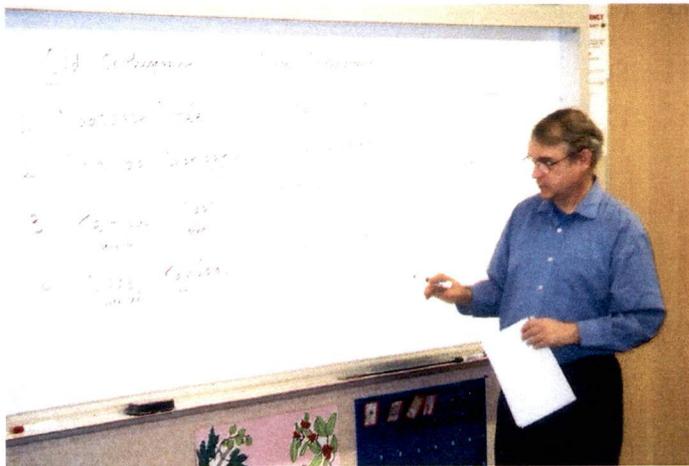
7. Sèt yê xhà.û.
 Sèt kaxhdatîn.
I have a necklace on.
 Sèt sêt xhastîn. [to be checked]
I have a chain-link necklace on.
8. Xhwadlisík.
I put my belt on. I have my belt on.
9. Kîs axh jikûł káwu. (BC)
 Kîs jikát xhadatîn.
I have a bracelet on.
10. Axh nà.ádi nât xhał.át.
 Axh nà.ádi kát xhał.át.
I am dressed. I have my clothes on.

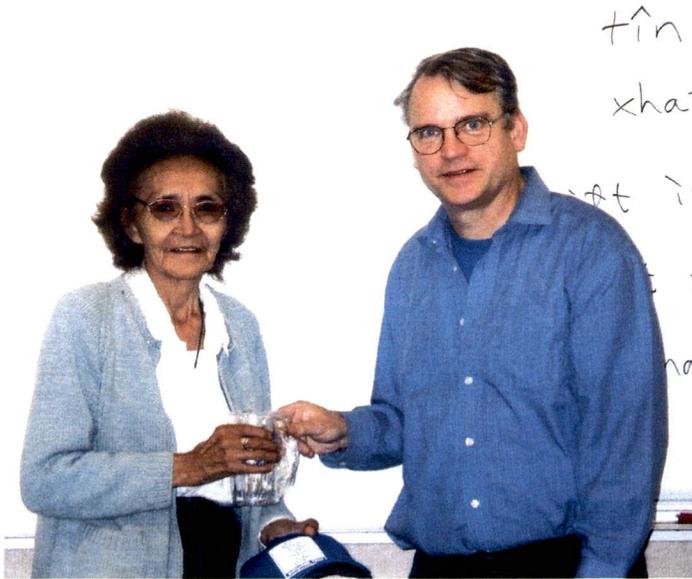
Cooking Terms

sakwnên îwu	<i>bread</i>
sakwnên t'ûs'	<i>toast, fried bread</i>
at îwu	<i>something cooked</i>

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 nèt 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. Tîř át tîn.
A shoe is lying there.
7. Tîř át ła.át.
Shoes are lying there.
8. Tîř át xhała.át.
I left my shoes there.
9. Tîř du xh'ùst xhała.át.
I've got his shoes on his feet.
10. Tîř xh'ùst xhał.át.
I've got my shoes on.





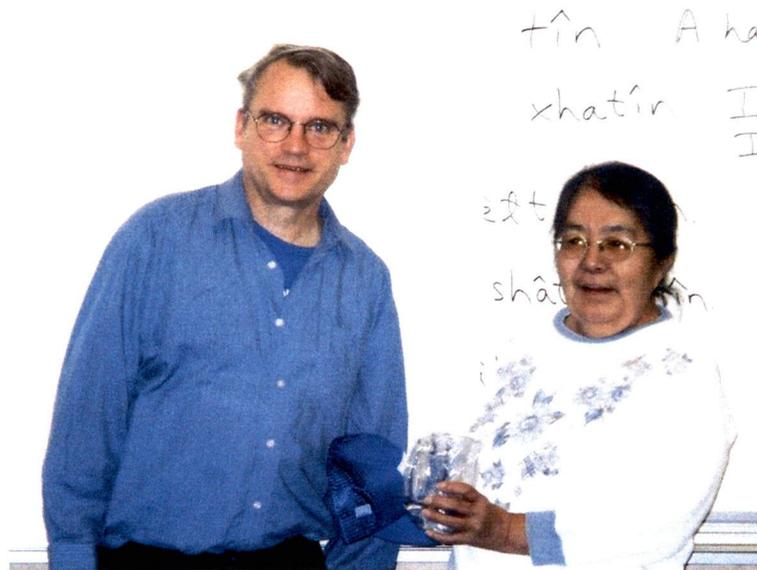
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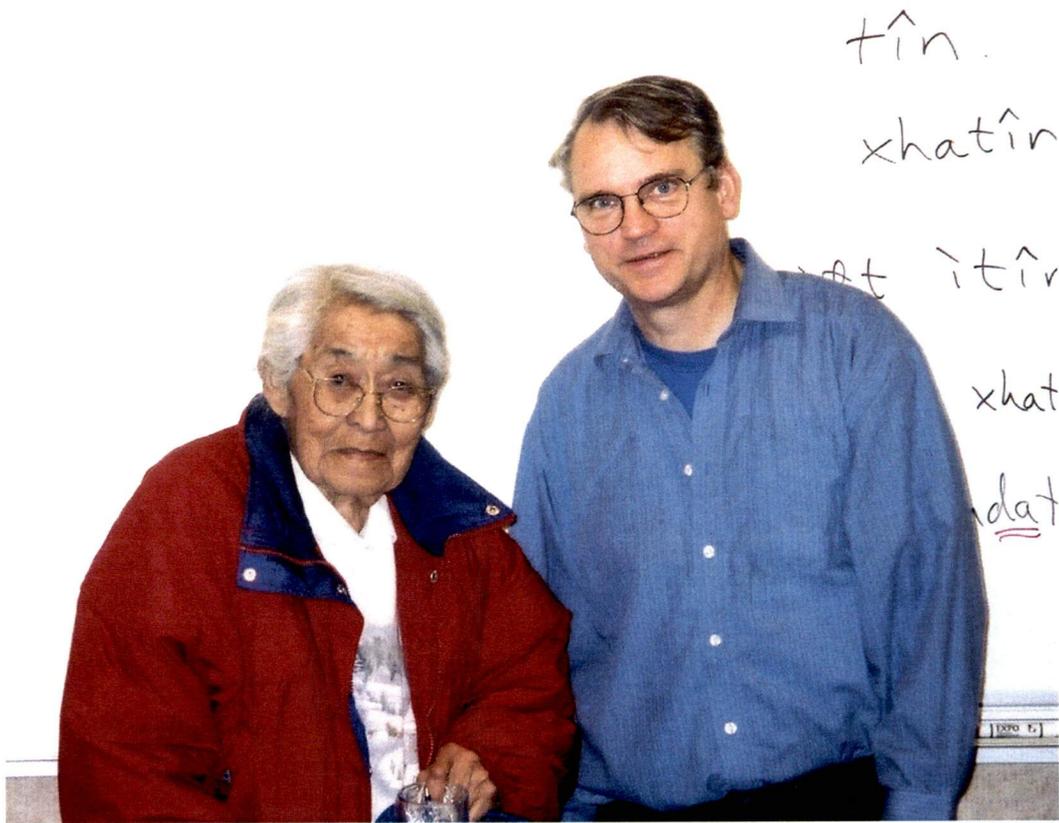






tîn A ha
xhatîn I
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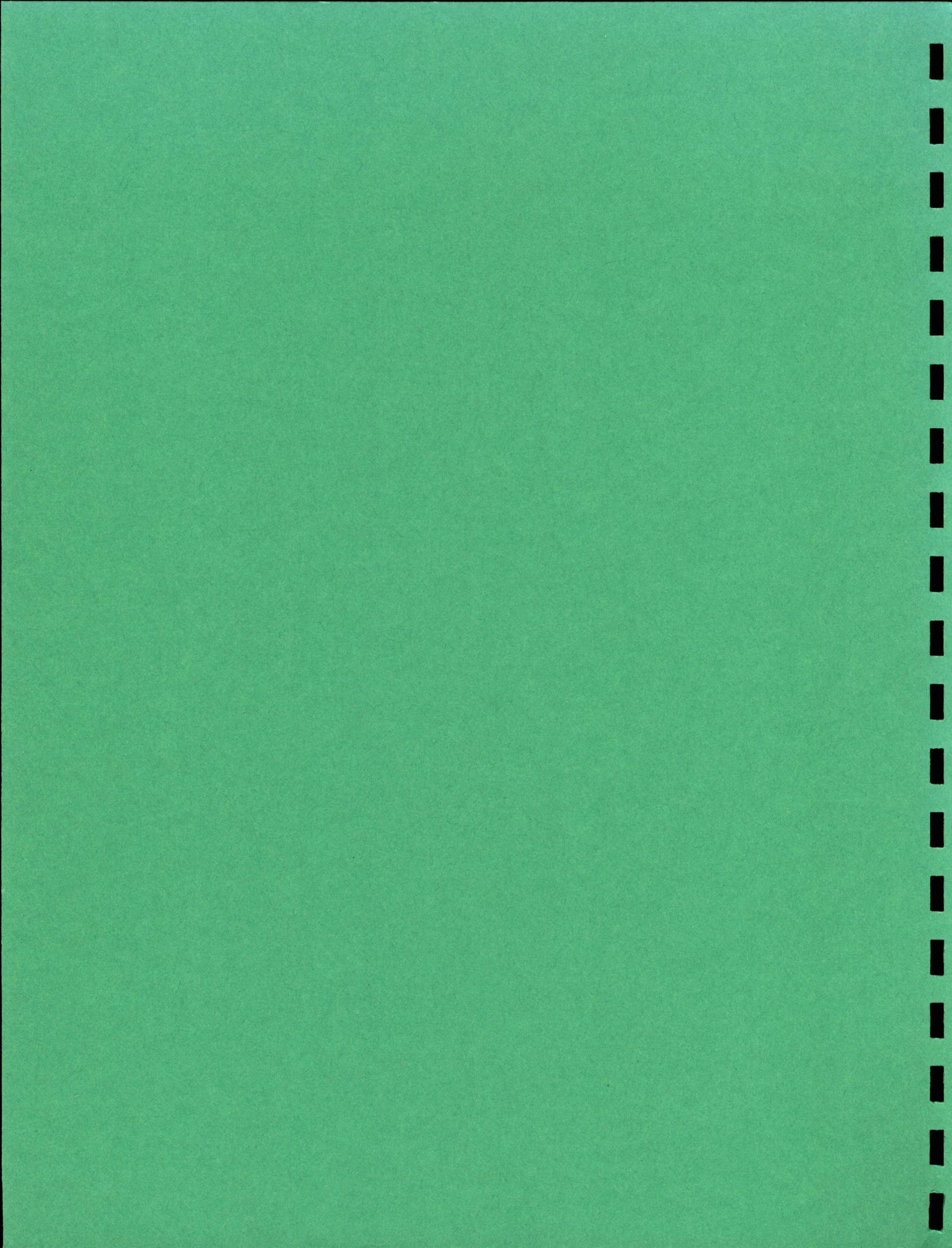




Photograph Identifications

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

Guest Instructor:

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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 <i>Happy Birthday</i> 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 <i>(no mark)</i>	short high '	long low `	long high ^
ch'a <i>just</i>	á <i>that, there</i>	à , à <i>yes</i>	â <i>sitting, lake</i>
de <i>already</i>	té <i>rock</i>	dè <i>trail, road</i>	dê <i>enough</i>
i <i>your</i>	í <i>don't</i>	dì <i>tea</i>	î <i>yuck!</i>
tsu <i>again</i>	tsú <i>also, too</i>	gishù (T, A) geshù (C) <i>pig</i>	nàshû <i>extends</i>
	hó hó <i>thank you</i>		ahô <i>I don't want to</i> <i>(Coastal: I understand)</i>

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 <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge, stairs</i>	jâji <i>snowshoes</i>	gán <i>firewood</i>	gwêł <i>bag</i>	ghâ <i>(raven call)</i>	łaghwán <i>tie it into a bow</i>	nay.á <i>(you folks) go!</i>	ana.wèch <i>(usually) wear. it</i>	
Aspirated followed by a puff of air	tá <i>sleep</i>	tlâ <i>mother</i>	tsâts <i>bear root, hedysarum</i>	chàn <i>mother-in- law</i>	kâni <i>brother/ sister-in- law</i>	kwêy <i>mark, landmark</i>	khâ <i>man</i>	khwân <i>people from ____</i>			
Glottalized released with a popping sound	t'á <i>king salmon</i>	tl'átk <i>earth, ground</i>	ts'ats'î <i>bird</i>	ch'âk' <i>eagle</i>	k'ínk' <i>fermented fish heads</i>	k'wát' <i>egg (not fish egg)</i>	kh'atèł <i>pitcher</i>	kh'wátł <i>pot</i>			
Fricatives (breath flows through narrow opening creating friction)											
Plain		łúł <i>fireweed</i>	sà <i>name</i>	shà <i>mountain</i>	xíxch' <i>frog</i>	xwê <i>whew!</i>	xhát <i>me, I</i>	xhwàgùt <i>I went</i>	hás <i>they, them</i>	yà- nawwên <i>is swim- ming along</i>	
Glottalized with vocal chords closed		ł'âk <i>dress</i>	s'ìkh <i>smoke, cigarette</i>		x'âx' <i>apple</i>	x'wán <i>longjohns</i>	xh'é <i>mouth</i>	xh'wâł' <i>down feathers</i>			
Sonorants (softer, you can sing them continuously)											
Nasal vibration through nasal cavity	mâ-sá? <i>how? (Note 2)</i>	ná' <i>here; take it</i>									
Nonnasal	wâkh <i>eye</i>		dalèyí <i>trout</i>		yá <i>this</i>						

•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. | ∅ (zero) | zero conjugation | |
| 2. | na | } | |
| 3. | gha | | non-zero conjugation |
| 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 ∅ in zero-conjugation verbs.

Imperative (an order)	∅	na-	gha-	ga-
Consecutive (after)	∅	na-	gha-	ga-
Conditional (generally in the future - if ... or when ...)	∅	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
<i>eat it!</i>	xhá			
<i>sleep!</i>		natá		
<i>sit down!</i>			ghanú	
<i>grab it!</i>				gashât
<i>hold it!</i>			ghalshât	
<i>see it!</i>			ghastìn	
<i>look at it, watch it!</i>	latín			
<i>go!</i>		nagú		
<i>read it!</i>		natîw		
<i>write it!</i>	kashaxít			
<i>wash it!</i>		na.ûs'		
<i>trap it!</i>	isghát			

English (Imperative)	zero conjugation	non-zero conjugation		
	0	na	gha	ga
<i>be good, get well!</i>				igak'ê
<i>cook it!</i>	sa.í			
<i>dance!</i>		ana'èxh		
<i>sew it!</i>	khá			
<i>play now!</i>		ach kanilyát		
<i>tell!</i>		kananik		
<i>work!</i>		yê jinané		
<i>go! get going!</i>				gagú
<i>go (there)!</i>		(àdé) nagú		
<i>come!</i>	hàgú			
<i>walk down!</i>			yè ghagú	
<i>sing!</i>				at gashí

Conjugation Examples (Imperative Mode) cont

Note:

Hàgú ! is a special contraction from *Hàt gú !
Compare Hát yi.á ! *Come, (you all)!*

Note also that -gú is further contracted to -kw before an enclitic:

Hàgú !	<i>Come here!</i>	Nagú !	<i>Go!</i>
Hàkw dê!	<i>Come here now!</i>	Nakw dê !	<i>Go now!</i>
Hàkw s'é !	<i>Come here first! Come here for a while!</i>	Nakw s'é !	<i>Go first! Go for a while!</i>
Hàkw x'wán !	<i>Do come!</i>	Nakw x'wán !	<i>Do go!</i>

Conjugation Examples of Mode

Conjugation markers are in bold. Suffixes showing mode are in **red**.

Conj.	Imperative	Consecutive	Conditional	Habitual
∅	at xhá ! <i>eat!</i>	at xhâ (áwé) ... <i>after she ate ...</i>	at xhêni (áwé) ... <i>if she eats ...</i>	at uxhâych <i>she eats (every time)</i> u- in zero conjugation
gha	ghanú ! <i>sit (down)!</i>	ghanûk (áwé) ... <i>after she sat (down)</i> ...	ghanúkni ... <i>if she sits (down) ...</i>	ghanúkch <i>she sits (down) (every time)</i>
na	natá ! <i>sleep! go to sleep!</i>	natâ ... <i>after she slept ...</i>	natêni ... <i>if she sleeps ...</i>	natèch <i>she sleeps (every time)</i>
ga	gashât ! <i>grab it!</i>	agashât (áwé) ... <i>after she grabbed it</i> ...	agashátni (áwé) ... <i>if she grabs it ...</i>	agashátch <i>she grabs it (every time)</i>

Conj.	Imperative	Consecutive	Conditional	Habitual
∅	hàgú ! <i>come (here)!</i>	hàt gût (áwé) ... <i>after she came (here) ...</i>	hàt gútni ... <i>if she comes (here) ...</i>	hàt ugùtch <i>she comes (here) (every time)</i> u- in zero conjugation
na	nagú ! <i>go!</i>	nagût ... <i>after she went ...</i>	nagútni ... <i>if she goes ...</i>	nagútch <i>she goes (every time)</i>
ga	gagú ! <i>get going!</i>	gagût ... <i>after she got going ...</i>	gagútni ... <i>if she gets going ...</i>	gagútch <i>she gets going (every time)</i>
gha	yà ghagú ! <i>go down!</i>	yà ghagût (áwé) ... <i>after she went down ...</i>	yà ghagútni (áwé)... <i>if she goes down ...</i>	yà ghagutch <i>she goes down (every time)</i>

Examples of Habitual Mode

1. Tlèdùshú gàw áwé at uxhâych.
She eats at six o'clock.
2. Tlák w yíyi 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. A xh îsh à yan uwakhúxh.
My Dad went ashore.
- 1b. Yan khúxh áwé ganghà khùwashì.
*After he went ashore, he looked for wood.
(consecutive)*
- 2a. A xh 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. khuligûs' *it's cloudy*
khuligûts' (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 - ʔ - gûs' (ga stative)	<i>to be cloudy outside</i>
Stem gûs'	<i>cloud</i>
Classifier ʔ	<i>have</i>
Areal prefix khu-	
khu - ʔ - gûs' literally means	<i>The area (the sky) has clouds</i>
1. Khuʔigûs' .	<i>It's cloudy.</i> <i>(imperfective)</i>
2. Tlêʔ khùʔgûs' .	<i>It's not cloudy.</i> <i>(negative imperfective)</i>
3. Khumʔigûs' . Khuwʔigus' . (Carcross)	<i>It got cloudy.</i> <i>(perfective)</i>
4. Tlêʔ khuwʔigûs' .	<i>It didn't get cloudy.</i> <i>(negative perfective)</i>
5. Kè khuguxhʔagûs' .	<i>It will get cloudy.</i> <i>(future)</i>
6. Tlêʔ kè khuguxhʔagûs' .	<i>It will not get cloudy.</i> <i>(negative future)</i>
7. Kè khuʔagûs'ch.	<i>It always gets cloudy.</i> <i>(repetitive)</i>
8. Tlêʔ kè khùʔgûs'ch.	<i>It never gets cloudy.</i> <i>(negative repetitive)</i>
9. Khukʔagûs' áwé nèl wutuwa.át.	<i>When it got cloudy (consecutive)</i> <i>we went inside.</i>

Body Parts and Verbs Derived from Them

1. du jín *his/her hand*
2. lijín *he/she has a hand/hands;
it has sleeves*
3. tlêt uljín *it is sleeveless*
4. du xh'ùs *his/her foot*
5. lixh'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 *his/her face*
du yǎ (Carcoss)
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 lú *his/her nose*
17. litû *it has a nose*
18. du tûwú *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 t- 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	<i>mouth</i>
sixh'ê	<i>it has a mouth</i>

		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	
	l'	s'		x'	xh'	
<i>s- classifier</i>	<i>t- classifier if one of these consonants is in the word</i>			<i>s- classifier</i>		

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 t- 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 t- (or zero) classifiers can occur here.

Khuligûs'

it is cloudy

is an example of this. Since the stem contains s' then the classifier t- is used (rather than s-).

Example Sentences

0- s- t'a (Ø)

to warm 0

Here 0 represents the object, such as a- (*it*), s- is the classifier, and t'a is the stem. (Ø) 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. Ûst'âyçh. *She always warms it.*
5. Ast'èxh. *She is warming it.*
6. Du jín alt'ès'. *She is warming it (a body part).*
7. Amlit'â. *She warmed it (a body part - her hand, etc).*

0- Ø- kha (Ø)

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-
<i>envying</i>	<i>keep on</i>	<i>sort of</i>	<i>with</i>	<i>want</i>	<i>not</i>
	ngraar-	-mi	-a	age-	-lraa
	<i>even though</i>	<i>he</i>	<i>me,</i>	<i>go</i>	<i>he (past)</i>

aya'i-	<i>to envy (things)</i>
aya'itaar-	<i>to keep envying (things)</i>
aya'itaaruar-	<i>to keep envying things (for fun, idly) = to window-shop</i>
aya'itaarua'ute-	<i>to window-shop with (person)</i>
aya'itaarua'ucuumir-	<i>to want to window-shop with</i>
aya'itaarua'ucuumin'ete-	<i>not to want to window-shop with</i>
aya'itaarua'ucuumin'eraar-	<i>even though ... not want to window-shop with</i>

Writing Practice - Charlie Joseph Song

Sitka Native Education Program - Isabella Brady

1. Hándé 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 net 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

Permission to print requested of SNEP

Khàt. átk'
Charlie
Joseph Sr.

Händé axh chùnetk'í. Hand me my little bow,
Khàt. átk' xh'édáxh Dìègu - a lulla ^{ly} Bequeathed by
Charlie Joseph, Sr.
to S.N.E.P.

Han-de xh chu-net-k'í
Han-de xh chu-net-k'í
Ts'its-guk' khwa-t'u-gwa
axh dlak'w sik' sa-gwa
He net wuji-kha-gha
Chish-den wuji-kha-gha

The vowel a is added to the last four lines.

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)	<i>to see O</i>
1.	xhat	wusi-	tin	<i>she saw me</i>
2.	i-	msi-	tin	<i>she saw you (one)</i>
3.	a-	msi-	tin	<i>she saw him/her/it</i>
4.	hà	msi-	tin	<i>she saw us</i>
5.	yì	msi-	tin	<i>she saw you folks</i>
6.	has a-	msi-	tin	<i>she saw them</i>
7.	khu-	msi-	tin	<i>she saw people</i>

Example Analysis:

6. has amsitìn *she saw them*

has	a-	m-	si-	tìn
	<i>object pronoun</i>	<i>thematic</i>	<i>classifier</i>	<i>verb stem</i>

Objective Verb - to be tired

	O-	D-	xwetl (Ø)	<i>O is / becomes tired</i>
8.	xhat	wudi-	xwétl	<i>I'm tired</i>
9.	i-	mdi-	xwétl	<i>you're tired</i>
10.		wudi-	xwétl	<i>he/she/it is tired</i>
11.	hà	mdi-	xwétl	<i>we are tired</i>
12.	yì	mdi-	xwétl	<i>you folks are tired</i>
13.	has	wudi-	xwétl	<i>they are tired</i>
14.	khu-	mdi-	xwétl	<i>people are tired</i>

Example Analysis:

8. xhat wudixwétl *I'm tired*

xhat	wu-	di-	xwétl
<i>object pronoun</i>	<i>perfective</i>	<i>classifier</i>	<i>verb stem</i>

Objective Verb - to be fine

	O-	Ø-	k'ê (ga)	<i>O is fine, is good</i>
15.	xhat	ya-	k'ê	<i>I am fine</i>
16.	i-	ya-	k'ê	<i>you are fine</i>
17.		ya-	k'ê	<i>he/she/it is fine</i>
18.	hà	ya-	k'ê	<i>we are fine</i>
19.	yì	ya-	k'ê	<i>you folks are fine</i>
20.	has	ya-	k'ê	<i>they are fine</i>

Example Analysis:

20. has yak'ê *they are fine*

has	ya-	k'ê
<i>object pronoun</i>	<i>classifier</i>	<i>verb stem</i>

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)	<i>O has hiccups</i>
22.	xhat	uwa-	dút'	<i>I have hiccups</i>
23.	ì-	wa-	dút'	<i>you have hiccups</i>
24.		uwa-	dút'	<i>he/she/it have hiccups</i>
25.	hà	uwa-	dút'	<i>we have hiccups</i>
26.	yì	uwa-	dút'	<i>you folks have hiccups</i>
27.	has	uwa-	dút'	<i>they have hiccups</i>

Example Analysis:

27. has uwadút' *they have hiccups*

has	u-	wa-	dút'
<i>pluralizer</i>	<i>perfective</i>	<i>classifier</i>	<i>verb stem</i>
	<i>wu -</i>	<i>ÿa-</i>	

Objective Verb - to be strong

	O-	†	tsìn (ga)	<i>O is strong</i>
26.	xhat	ti-	tsìn	<i>I am strong</i>
27.	i	ti-	tsìn	<i>you are strong</i>
28.		ti-	tsìn	<i>he/she/it is strong</i>
29.	hà	ti-	tsìn	<i>we are strong</i>
30.	yì	ti-	tsìn	<i>you folks are strong</i>
31.	has	ti-	tsìn	<i>they are strong</i>

Verbal Nouns

3 rd Person Verb		Verbal Noun	
yak'ê	<i>he is good</i>	Ø-k'é	<i>goodness</i>
khuwak'ê	<i>the weather is good</i>	khuk'é	<i>good weather</i>
litsìn	<i>he is strong</i>	latsìn	<i>strength</i>
sigû	<i>he is happy</i>	sagú	<i>happiness</i>
yaníkw	<i>he is sick</i>	Ø-níkw	<i>sickness</i>
si.ât'	<i>he is cold</i>	sa.ât'	<i>coldness</i>
khusi.ât'	<i>the weather is cold</i>	khusa.ât'	<i>cold weather</i>
khuwat'â	<i>the weather is warm</i>	khut'á	<i>warm weather</i>
shighèkh	<i>he is stingy</i>	shaghèkh	<i>stinginess</i>

The Tlingit Classifiers

Classifiers without D-

I form	Non-I form
ya-	Ø
ti-	ta-
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)	<i>read, count</i>
1.	xhadatûw		<i>I am reading</i>
2.	idatûw		<i>you are reading</i>
3.	datûw		<i>he/she/it is reading</i>
4.	tudatûw		<i>we are reading</i>
5.	yidatûw		<i>you folks are reading</i>
6.	hàs datûw		<i>they are reading</i>

Example Analysis:

The pronoun shortens in front of a classifier.

1.	xha	da	tûw
	<i>subject pronoun</i>	<i>classifier</i>	<i>verb stem</i>
	/		<i>read</i>

Transitive verb - to read a book

	O	Ø-tuw	(na)	<i>read O</i>
7.	x'úx'	xhatûw		<i>I am reading a book</i>
8.	x'úx'	itûw		<i>you are reading a book</i>
9.	x'úx'	atûw		<i>he/she is reading a book</i>
10.	x'úx'	tùtûw		<i>we are reading a book</i>
11.	x'úx'	yitûw		<i>you folks are reading a book</i>
12.	x'úx'	has atûw		<i>they are reading a book</i>

Example Analysis:

12. x'úx'	has	a-	tûw
<i>object noun</i>	<i>pluralizer</i>	<i>object pronoun</i>	<i>verb stem</i>
<i>book</i>	<i>they</i>	<i>it (book)</i>	<i>read</i>

Transitive verb - to love him/her

	O-s-xhán	(ga stative)	love O
1.	xhasixhán		<i>I love her</i>
2.	isixhán		<i>you love her</i>
3.	asixhán		<i>he/she/it loves her</i>
4.	tusixhán		<i>we love her</i>
5.	yisixhán		<i>you folks love her</i>
6.	has asixhán		<i>they love her</i>

Example Analysis:

6. has	a-	si-	xhán
<i>pluralizer</i>	<i>object pronoun</i>	<i>classifier</i>	<i>verb stem</i>
<i>they</i>	<i>her</i>		<i>love</i>

Transitive verb - to love you (one)

7.	ixhsixhán		<i>I love you</i>
8.	isixhán		<i>he/she/it loves you</i>
9.	itusixhán		<i>we love you</i>
10.	has isixhán		<i>they love you</i>

Example Analysis - to love you (one):

7.	i-	xh-	si-	xhán
	<i>object pronoun</i>	<i>subject pronoun</i>	<i>classifier</i>	<i>verb stem</i>
	<i>you</i>	<i>I</i>		<i>love</i>
9.	i-	tu-	si-	xhán
	<i>object pronoun</i>	<i>subject pronoun</i>	<i>classifier</i>	<i>verb stem</i>
	<i>you</i>	<i>we</i>		<i>love</i>
10.	has	i-	si-	xhán
	<i>pluralizer</i>	<i>object pronoun</i>	<i>classifier</i>	<i>verb stem</i>
	<i>they</i>	<i>you</i>		<i>love</i>

Transitive verb - to love me

11.	xhat	isixhán	<i>you (one) love me</i>
12.	xhat	sixhán	<i>he/she/it loves me</i>
13.	xhat	ysixhán	<i>you folks love me</i>
14.	xhat has	sixhán	<i>they love me</i>
	has xhat	sixhán	

Transitive verb - to love us

15.	hà	isixhán	<i>you (one) love us</i>
16.	hà	sixhán	<i>he/she/it loves us</i>
17.	hà	ysixhán	<i>you folks love us</i>
18.	has hà	sixhán	<i>they love us</i>

Transitive verb - to love you folks

- | | | | |
|-----|--------|----------|----------------------------------|
| 19. | yì | xhsixhán | <i>I love you folks</i> |
| 20. | yì | sixhán | <i>he/she/it loves you folks</i> |
| 21. | yì | tusixhán | <i>we love you folks</i> |
| 22. | has yì | sixhán | <i>they love you folks</i> |

Transitive Verb - to love them

- | | | | |
|-----|-----|-----------|-----------------------------|
| 23. | has | xhasixhán | <i>I love them</i> |
| 24. | has | isixhán | <i>you (one) love them</i> |
| 25. | has | asixhán | <i>he/she/it loves them</i> |
| 26. | has | tusixhán | <i>we love them</i> |
| 27. | has | yisixhán | <i>you folks love them</i> |
| 26. | has | asixhán | <i>they love them</i> |

Analysis:

- | | | | | |
|-----|-------------------|-----------------------|-------------------|------------------|
| 26. | has | a- | si- | xhán |
| | <i>pluralizer</i> | <i>object pronoun</i> | <i>classifier</i> | <i>verb stem</i> |

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)

Tlingit In-Service - November 2005 - YNLC

Prefixes							Stem	
Object	Incorporate			Mode	Subject	Classifier		
xhat <i>me</i>	ji-	ya-	ka-	na-	xha I	ya-, Ø	tin	<i>see</i>
i- <i>you (one)</i>	xh'a-			gha-	i-, ì- <i>you (one)</i>	li-, la-	kha	<i>sew</i>
a- <i>him/her/it</i>	tu-			ga-	Ø <i>he/she/it</i>	si-, sa-	t'a	<i>warm</i>
hà <i>us</i>	sha-			wu-	tu-, tù- <i>we</i>	shi-, sha-	xhán	<i>love</i>
yì <i>you (pl)</i>	tu-			...	yi-, yì- <i>you (pl)</i>	di-, da-	etc.	
kha- <i>them, one</i> khu-, <i>a person,</i> <i>people</i>	shu-				du- <i>a person,</i> <i>people</i> <i>(indefinite)</i>	dli-, t-		
	etc.					dzi-, s-		
	shagun-					ji-, sh-		

Incorporated Nouns (Body Parts)

Noun	English	Incorporate
khà xh'é	<i>mouth</i>	xh'a-
khà jín	<i>hand</i>	ji-
khà tùwú	<i>mind</i>	tu-
khà shá	<i>head</i>	sha-
khà lú	<i>nose</i>	lu-
a shú	<i>end</i>	shu-

Examples of Incorporated Nouns

1. li.ùs *is playful, mischievous*
2. xh'ali.ùs *is talkative, gossipy*
3. tuli.ùs *is mischief-minded*
4. jili.ùs *is always getting into things,
can't keep hands to self*
5. tuli.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 tudítánk *the mother is having contractions
(literally, "(the baby) is thinking")*
13. lighî *is shining*
14. kałighî *is shining all over, is fancy*
15. shaklighî *is cute (literally, "has a shining head")*
16. xh'ashaklighî *has a cute way of talking, "talks like a
bird"*
17. kàjàkhkw *is skilled, precise*
18. jikàjàkhkw *is skilled with his hands, is good at
making things*
19. xh'akàjàkhkw *is skilled at speaking, is a precise
speaker*
20. tukàjàkhkw *is a precise thinker*
21. łich'iyákhw *is slow, meticulous*
22. jilich'iyákhw *is a slow worker*
23. xh'alich'iyákhw *is a slow talker, is a deliberate talker*
24. tulich'iyákhw *is a slow thinker, is a deliberate
thinker*
25. kuli.âxhch'an *is nice to listen to, sounds nice*
26. xh'akwli.âxhch'an *is a fascinating speaker*

Examples of Incorporated Nouns cont.

27. kuliŋi'shán (coastal) *is interesting to look at, is fascinating*
28. jikwliŋi'shán *is fascinating to watch at work*
29. yadáł *is heavy*
30. xh'ayadáł *is a heavy /weighty/ forcible speaker*
31. liŋiŋ *is strong*
32. tulitsiŋ *is strong-minded, strong-willed*
33. xh'alitsiŋ *is expensive*
34. jilitsiŋ *is strong with hands (in working)*
35. yù liháshk *it floats up and down*
36. yù łukliháshk *the point ("nose") of it floats up and down*
37. Yù Łuklihashgi X'à *Floating Point (near Juneau)*

Analysis of 36

yù	łu-	ka-	li-	hash	-k
	<i>incorporate</i>	<i>incorporate</i>	<i>classifier</i>	<i>stem</i>	<i>suffix</i>
<i>up & down</i>	<i>nose</i>	<i>surface</i>		<i>float</i>	<i>repeatedly</i>

38. át satiŋ *full bag is lying there*
39. a k'ùł' *the butt of it (e.g. of a spear)*
40. át k'uł'satiŋ *bottom-heavy full bag is lying there*
41. a xh'é *its opening, its mouth*
42. át xh'asatiŋ *wide-mouthed full bag is lying there*

The Tlingit National Anthem: Lest My Grandfathers' Land Be Left Barren

1. Ch'a àdé yê unatìghà
Lest it be left alone / untouched

Axh fìlk'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 Yêli 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 unatìghà *lest it be so (Admonitive mode)*

yê	u-	na-	tì	-ghà
	<i>negative-</i>	<i>conjunction-</i>	<i>stem</i>	<i>-postposition</i>
<i>thus</i>			<i>be</i>	<i>lest</i>

yê natìch *it is always so (Habitual mode)*

yê	na-	tì	-ch
	<i>conjunction-</i>	<i>be</i>	<i>-ch</i>
<i>thus</i>			

3. axh liik'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
			<i>object</i>	<i>incorporate</i>	<i>future mode</i>	<i>subject</i>	<i>stem</i>	<i>suffix</i>
<i>it</i>	<i>on</i>	<i>to</i>	<i>me</i>	<i>voice (sé)</i>		<i>person,</i>	<i>hear</i>	<i>repeatedly</i>
						<i>people</i>		

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 Yêti *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
<i>incorporate</i>	<i>conjugation</i>	<i>mode</i>	<i>subject</i>	<i>classifier</i>	<i>stem</i>	<i>suffix</i>	<i>suffix</i>
<i>mouth</i>	<i>(na-)</i>	<i>(gha-)</i>	<i>you</i>	<i>D-</i>	<i>pray</i>	<i>repeatedly</i>	
<i>(xh'é)</i>							

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

Ch'a àdé yê unatîghâ - Lest my grandfathers' land be left alone

Composed by ?

1. Ch'a a-de ye u-na-ti-gha xhâ
2. Da x'e-gha ch'a ya-nas-kha i tuwu

A xh x'ik'w has a-ni yu, he yaw
A xh at has a-e-e, he yaw

A ka-de xhat sa-gaxh-du-axh-ja
I Ye-ti kax' xh'an-ghi-da-gax'-xhi

Hu he yaw he yu he ya ew ha etc.

Tlingit In-Service - November 2005 - TNLC

Transcribed by Dr. Jeff Leer

Causative Verbs

Causative verbs replace the classifier with s- or t-

- | | | | | | |
|----|------|-------------|------|-----|--|
| | O- | D- | gax' | (Ø) | <i>O is bothered by noise</i> |
| 1. | xhat | wudigáx' | | | <i>I am bothered by noise / racket</i> |
| | O- | s- | gax' | (Ø) | <i>noise bothers O</i> |
| 2. | xhat | wusigáx' | | | <i>the noise is driving me crazy</i> |
| 3. | xhat | xh'awsigáx' | | | <i>he is driving me crazy with his talking</i> |

Incorporated shagun- , from:

- | | | | | | |
|----|----------------|------------------|--|--|---|
| | khà | shagûn | | | <i>background, history, ancestry</i> |
| 4. | yê | shagunkàwahâ | | | <i>that's how they're related, that's the origin of it</i> |
| 5. | ashagunkàwanìk | | | | <i>he explained the whole history of it, how it came to be that way</i> |
| 6. | yan | ashagunkàwa.ákhw | | | <i>he planned it out</i> |

Possessed Forms of Nouns - Examples

	Noun	English	Possessed Form	English
1.	dè	<i>road, trail</i>	du dèyí	<i>his/her road</i>
2.	à	<i>one (as in yak'èyi à, a good one)</i>	du àyí	<i>his/hers (literally, "his/her one")</i>
3.	â	<i>lake</i>	du âyi	<i>his/her lake</i>
4.	té	<i>stone, rock</i>	du tèyí	<i>his/her rock, gall bladder, gall stone</i>
5.	khustí	<i>life, lifestyle</i>	du khustiyí	<i>his/her life</i>
6.	ghàtâ	<i>trap</i>	du ghàtáyí (Coastal) du ghàtàyí (Teslin) du ghàtayí (Atlin, Carcross)	<i>his/her trap</i>
7.	lítà	<i>knife</i>	du lítayi (Coastal, Teslin) du lítàyí (Teslin) du litayí (Carcross) ?	<i>his/her knife</i>
8.	k'ùdás'	<i>shirt</i>	du k'ùdás'i (Teslin, Carcross, Coastal) du k'ùdas'í (A. Sydney, E. Nyman)	<i>his/her shirt</i>
9.	t'â	<i>board</i>	du t'âyi	<i>his/her board</i>

	Noun	English	Possessed Form	English
10.	kanat'á	<i>blueberry</i>	du kanat'àyí	<i>his/her blueberry</i>
11.	dâs'à	<i>snare</i>	du dâs'ayi (<i>all dialects</i>) du dâs'àyí (<i>Teslin</i>)	<i>his/her snare</i>
12.	tâx'ál'	<i>needle</i>	du tâx'ál'i	<i>his/her needle</i>
13.	xhìgwát'	<i>pack strap</i>	du xhìgwát'i (<i>Teslin, Coastal</i>) du xhìgwát'í (<i>Atlin</i>)	<i>his/her pack strap</i>
14.	ghìghách'	<i>hammock, swing</i> (<i>e.g. for a baby</i>)	du ghìghách'i (<i>Teslin, Carcross, Coastal</i>) du ghìghách'í (<i>Atlin</i>)	<i>his/her hammock</i>
15.	dânà	<i>money</i>	du dânayi (<i>Coastal, Teslin</i>) du dânàyí (<i>Teslin</i>) du dânayí (<i>Carcross</i>)	<i>his/her money</i>
16.	xhîy	<i>dog pack</i>	kètl xhîyi	<i>his/her dog pack</i>
17.	dliy dliy	<i>meat</i>	du dliyí (<i>Teslin</i>) du dliyí (<i>Carcross, Coastal, Atlin</i>)	<i>his/her meat</i>
18.	gúx'à	<i>cup, dipper</i>	du gúx'ayi	<i>his/her cup</i>
19.	x'ûw	<i>blanket</i>	du x'ûwu	<i>his/her blanket</i>

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	<i>stone, rock</i>	du tèyí	<i>his/her rock, gall bladder, gall stone</i>
5.	khustí	<i>life, lifestyle</i>	du khustiyí	<i>his/her life</i>
10.	kanat'á	<i>blueberry</i>	du kanat'àyí	<i>his/her blueberry</i>

This rule applies to all dialects of Tlingit.

II.

Nouns with **long low stems** followed by the suffixes **-â, -ás', -ál', -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	<i>trap</i>	du ghàtáyí	du ghàtayí	<i>his/her trap</i>
8.	k'ùdás'	<i>shirt</i>	du k'ùdás'i	du k'ùdas'í	<i>his/her shirt</i>
13.	xhìgwál'	<i>pack strap</i>	du xhìgwál'i	du xhìgwal'í	<i>his/her pack strap</i>
14.	ghìghách'	<i>hammock, swing</i>	du ghìghách'i	du ghìghach'í	<i>his/her hammock, swing</i>

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	<i>trap</i>	awdzighát	<i>he trapped it</i>
2.	dâs'â	<i>snare</i>	awdlidás'	<i>he snared it</i>
3.	ûnâ	<i>gun</i>	àwa.ún	<i>he shot it</i>
4.	gúx'â	<i>cup, dipper</i>	hîn àwagúx'	<i>he dipped out water</i>
5.	ǰítâ	<i>knife</i>	wùfit	<i>it slid, glided</i>

Other noun suffixes are:

-ás'	as in	k'ùdás'	shirt
-ál'	as in	tâx'ál'	needle
		xhìgwál'	pack strap
-ách'	as in	ghìghách'	hammock, swing (e.g. for a baby)

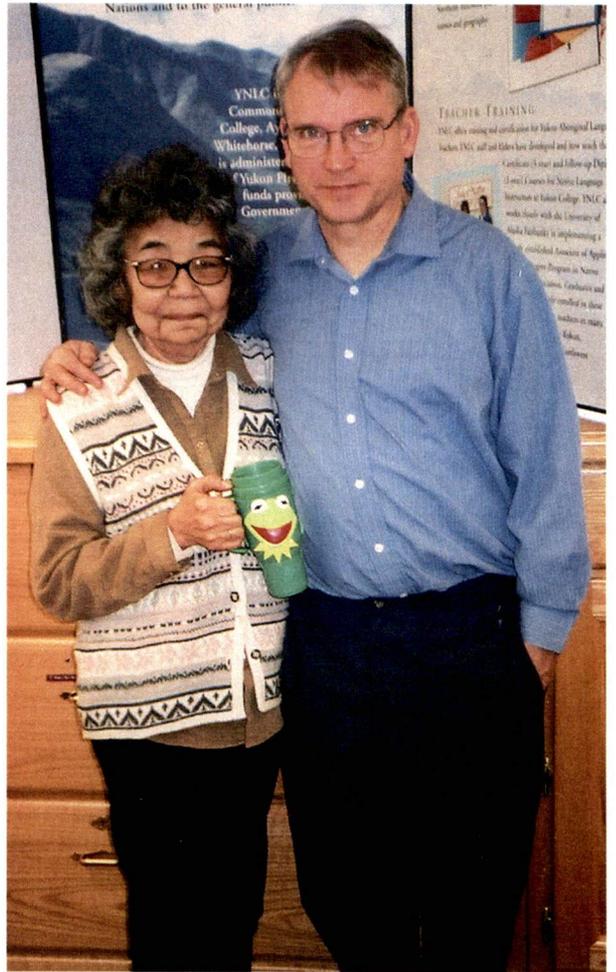
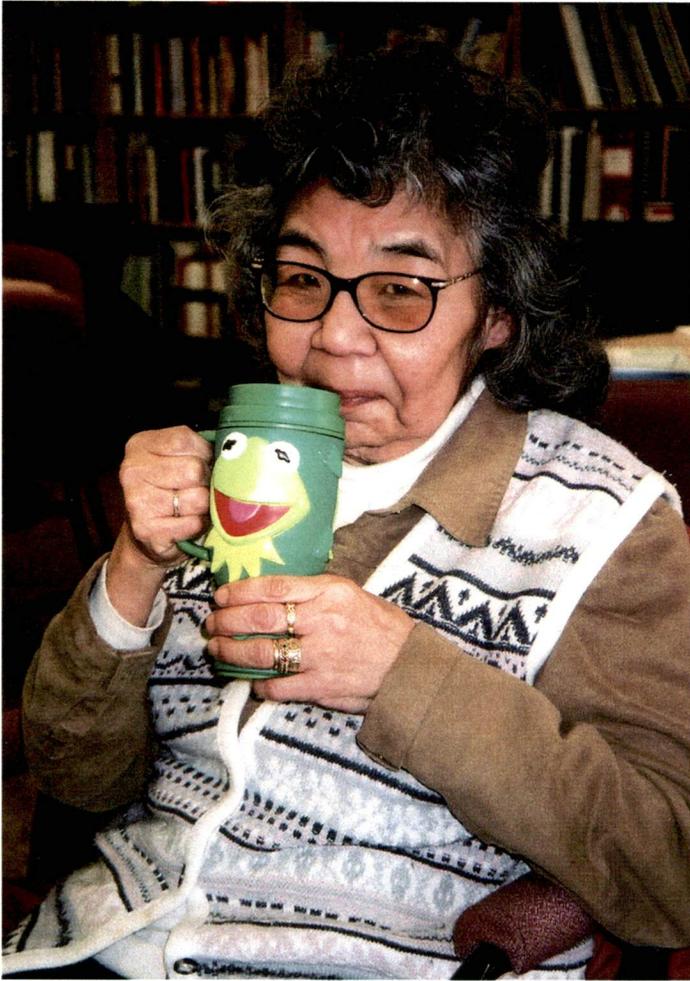
Interjections

1. `ishân ! *Poor thing!*
2. `ishânák'w ! *Poor little thing!*
3. Juwâk'w ní !
Juwâk'w títin ! *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 yítik' !
Hàyîn sík' !
Hàyîn, hàgú sík' ! *said to a crying baby as you rock
and comfort it*
9. T'ukanêyi ts'ix ! *said to a baby with a dirty diaper
or spit on its face*
10. Uha.ú !
Uhú.ú ! *Cute little thing!*
11. Sî kadân !
núx' 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 ! | <i>Amazing!</i> |
| 17. Hàw ! | <i>Well, I'll be!</i> |
| 18. Hàhá łín ! | <i>How about that! All of a sudden!</i> |
| 19. Gwá', hàhá łín ! | <i>Good for him, it finally happened!</i> |
| 20. Gwá' ! | <i>That's what you get!</i> |
| 21. Hê tláw' ! | <i>It's worrying!</i> |
| 22. Hé' ! | <i>Wow! That's surprising!</i> |

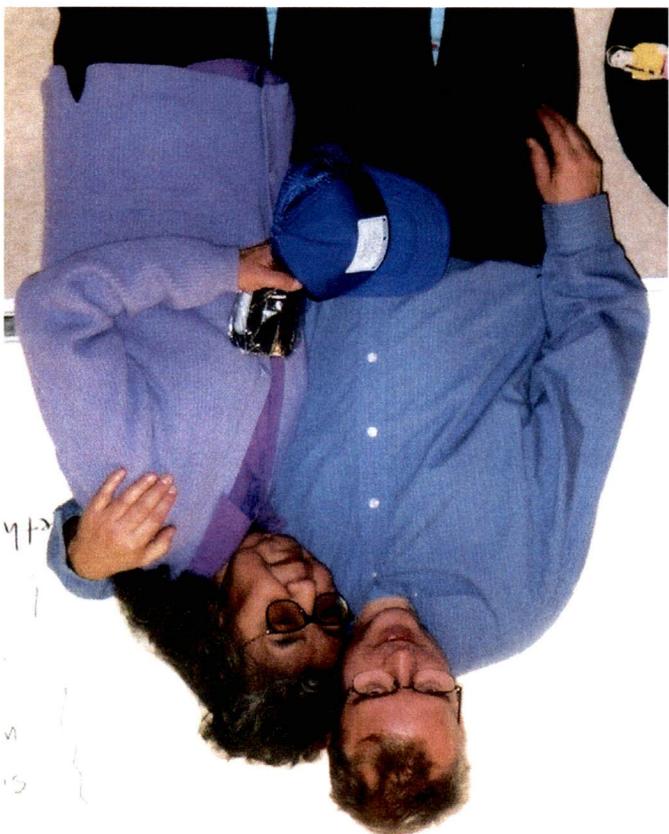






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Photograph Identifications

Page

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
bottom: Jane Smarch, Ada Haskin, Ida Calmegane, Bessie Cooley, Margaret Bob
41. *top:* Mamie Smith, Jane Smarch, Ada Haskin, Ida Calmegane
bottom: Jeff Leer
42. *top left:* Jeff Leer, Mamie Smith
top right: Jeff Leer, Jane Smarch
bottom left: Jeff Leer, Ada Haskin
bottom right: Jeff Leer, Ida Calmegane
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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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*.

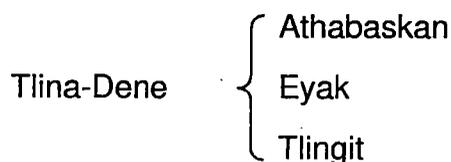
Proto-Athabascan:	*dəne:	“person”
Eyak:	ɬila:ʔ	“man”
Tlingit:	ɬin-gít	“person”
	from earlier ɬina-gít	(gít is Haida for “child”)

Eyak **I** regularly develops from earlier **n**, so Eyak **ɬila:ʔ** “man” regularly corresponds to Tlingit ***ɬina**, evidently the original word for “person”, referring also to “The People”, that is, the original Tlingit of the interior.

When a “**ɬina**” man married a woman of a different tribe (such as a Haida or Tsimshian), their children would be referred to as “**ɬina-gít**”, that is, “Child of the ɬina”. 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 “**ɬina-gít**” 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 **ɬina** and Eyak **ɬila:ʔ**, 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:



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** α ϵ ι u 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” / *tɪ*/ or even with a completely lax vowel / *tɪ*·/.

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 *ʔ*, 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 *ʔ*.)

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!	tʔ	tʔ	t'	t'
ɫ	ɫ	λ	λ	dl
L	L	λ̣	λ̣	tɫ
L!	Lʔ	λ̣ʔ	λ̣'	tɫ'
ɸ	ɸ	ɸ	ɸ	ɸ
L!	ɸʔ	ɸʔ	ɸ'	ɸ'
dz	dz	ʒ	ʒ	dz
ts	ts	c	c	ts
ts!	tʂ	cʔ	c'	ts'
s	s	s	s	s
s!	ʂ	sʔ	s'	s'
dj	dj	ʒ̣	ʒ̣	dzh
tc	tc	č	č	tsh
tc!	tč	čʔ	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	k'	k	k	k
k!	ḳ'	kʔ	k'	k'
x [!!] ²	x	x	x	x
q!	x̣'	xʔ	x'	x'
g ^u , g ^o	g ^u /...k ^{u'}	g ^w	g ^w	gw
k ^u , k ^o	k ^{u'}	k ^w	k ^w	kw
k! ^u , k! ^o	ḳ ^u	kʔ ^w	k' ^w	k' ^w
x ^u , x ^o	x ^u	x ^w	x ^w	xw
q! ^u , q! ^o	x̣ ^u	xʔ ^w	x' ^w	x' ^w
g	g	G	G	G
q	q'	q	q	q
q!	q̣'	qʔ	q'	q'
x [!!] ²	x	X	x	X
q!	x̣'	Xʔ	x'	X'
g ^u , g ^o	g ^u	G ^w	G ^w	Gw
q ^u , q ^o	q ^{u'}	q ^w	q ^w	qw
q! ^u , q! ^o	q̣ ^u	qʔ ^w	q' ^w	q' ^w
x ^u , x ^o	x ^u	X ^w	x ^w	Xw
q! ^u , q! ^o	x̣ ^u	Xʔ ^w	x' ^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
ḡ	ḡ	ḡ	gh
ḱ	ḱ	ḱ	kh
ḱ'	ḱ'	ḱ'	kh'
'h	ḫ	ḫ	xh
ḡ	ḫ'	ḫ'	xh'
ḡw	ḡw	ḡw	ghw
qu	ḱw	ḱw	khw
ḱw, ḱ ^{oo}	ḱ'w	ḱ'w	kh'w
'hw, 'h ^{oo}	ḫw	ḫw	xhw
ḡw, ḡ ^{oo}	ḫ'w	ḫ'w	xh'w

Obstruents (cont)

Swanton ¹	Boas & Shotridge ¹	Naish & Story M.A. Theses	Leer Dissertation	Leer "Practical Scientific"
(no symbol)	ʔ	ʔ	ʔ	ʔ
(lacking)	(lacking)	ʔ ^w	ʔ ^w	ʔw
h	h	h	h	h
h ^u , h ^o	(lacking)	h ^w	h ^w	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/g is written kh/k
 syllable-final ghw/gw is written khw/kw

Note 2: Be careful not to get confused by Swanton's use of χ and x. Swanton uses χ for the **velar** fricative, which Boas and Shotridge write as x ; Swanton uses x for the **uvular** fricative, which Boas and Shotridge write as χ .

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 y)	ÿ [note 5]
w [note 4]	w	w	w
n	n	n	n
		l (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 yōō (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"	
	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>
A , a	à	á	ʌ	ʌ́	a	á	a	á
ê , e	è	é	ɛ	é	e	é	e	é
î , i	ì	í	ɪ	í	i	í	i	í
u , o [note 1]	ù	ú	ʊ	ú	u	ú	u	ú

Long

Swanton	Boas & Shotridge		Naish & Story M.A. Theses		Leer Dissertation		Leer "Practical Scientific"	
	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>
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 ʷ 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	
	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>
ũ	u	ú	a	á	a	á
ě	e	é	e	é	e	é
ĩ	i	í	i	í	i	í
õ	o	ó	u	ú	u	ú

Long

Kelly & Willard	Early Naish & Story		Coastal Orthography		Interior Orthography	
	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>
ä	a , à	á	aa	áa	à	â
ā	ei , èi	éi	ei	éi	è	ê
ē	ee , èe	ée	ee	ée	ì	î
ō	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	x <u>u</u> t yuk'úi	x <u>a</u> t yak'úi	xhat yak'ê
me	x <u>u</u> t	x <u>a</u> t	xhát
root	x <u>a</u> t	x <u>a</u> at	xhàt
fish, salmon	x <u>a</u> t	x <u>a</u> at	xhát

TL'ANAXÍDÁKHW

Don Cameron xh'édaxh sh kaṅnik,
John R. Swanton-ch kawshixidi, 1909,
Tlingit Texts and Myths, pp. 292-3

Âk'wx' áyú yê yati khâ,
â kàdé wùgùt gánghà.

A yàxhdé yà nagúdi áyú
awsitin shàwát
yû a digiygê sh wudlihàsh.

Du shaxhàwú yê kwdiyât'.

Ch'âkw ałtíni áyá awsitin
yê kwzigèyi à at yátx'i.

Àxh à wùshât nèldé.

Yan khukashghît áyú àwaxhêx'w.

Khach Tl'anaxídákhw yádi ásíyú.

Tàt áwé yú ànxh'atûxh yàwagút,
khà wàkh kè akàwajét.

Yà khèga.â yú shàwát yát àwa.ù.

Ts'ùtát áyú yà shandanúk,
du xhánx' nèt uwagút atk'átsk'u yê xh'uł'kułigê.

Khach khà wàghí ásíyú ashawłihík.

Łdakát yú khu.ù, khà wàghí áyú àxh kè akàwajét.

Wùtsàghâ ash jihú yú shàwát.

Ash xháni nèt uwagút yú atk'átsk'u.

THE STORY OF THE TL'ANAXÍDÁKHW

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 Tlanaxídákhw'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 yà gashìch,
ch'u tle duwutsàgháyìch yût akùltákhch.

Daxh.à yê nasgît akakawłítákh.

Ts'as khà wàghích shawłihík.

Hítx'i tûxh yàwagút yú shàwat ajâkhdáxh.

Adaxh áyú sh dàdé yê jiwđinè.

Du yátk'u àwayâ ch'a kùgeyiyêde.

"Tl'anaxîdákhwxh xhat guxhsatí," yû yàwakhà.

Yèkh ghagúđín yàk axhâ nuch.

Wùsh ghèdé atsuw nuch yú yàk nûx'u.

Ch'a át anagútch,
ch'a àn axh'awù.âyich du yátk'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 **ȳ**, 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 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 yàwagút** *went through the town*. It seems to be a variant of **àn xh'ayi**. Compare **hítx'i tûxh yàwagút** *went through the houses*. Outside this construction, **hít tú** (or **hítx'i tú**) doesn't seem to occur; instead one says **hít yì** *inside the house*.
5. **xhach** is a variant of **xhaju** *actually, in fact*, which in most dialects is **khaju** or **khach**.
6. **khà wàghí ashawtihík** 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 shawtihík** *(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. **yà gashich** is a progressive habitual, *keeps on reaching out*.
9. **akakawlitákh** 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 jìwdinè** 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 kùgëyiyêde is not elsewhere recorded. Today people usually say ch'a kùgëyi *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'aýàwa.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.*

TĀX'À ANAXH SHUKAWSIXI YÉ

Stùwukhâch kawshixidi, 1914

Franz Boas, *Notes on the Language of the Tlingit Indians* (1917), pp. 168-9

Ghunaná khuwa.û.

Has du xhùx' áwé khût jìwahâ hat kasayá.

Ch'u tle ghunayê wugùdídáxh
tlêł lingít 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 in.

Ch'a yà nałgêni yáxh áwé dèsgwach uxhì at gutûde.

Wâ nanî sáwé du in wù.ádi atk'átsk'u ghût nêł uwagút.

"Gùsû i in à khu.à?" du tlâch xh'èwawûs'.

Ts'as "Gushé áwé," yan awłijákhw.

Ch'a kagênáxh áwé dèsgwach tsu khut à wdzigit atk'átsk'u,
dèsgwach tsu khut à wdzigit.

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'àanaxh shukawsixi yé (cont)

Ch'ù nânáxh akhîni áwé ghàkh nèl àwayâ.

Tlèdahîn du tlâ tlaxh du tùwú sigû du yîtk'i kàxh,
du kâk hâs khu.à áwé ch'a ash uwakhít.

Yan at xhâ áwé du tlâch yê yawsikhâ,
"Axxh yîtk', gúsá tlaxh ł yû khâ shadu.ús'gùn.

Hândé, i shât khukhahâdi."

Wâ sâ khâ tlâ khâ kù.ánk'u nùch
a yâxh áwé tût ashâwatî du yîtk'.

Tle a shâde yâ nashîni in áwé ash xètkát shawudit'éxh'.

"Tlegâ dê! Tlaxh khútxh xhat kaysixhán!"

Tle kâxh dàkh shâwaxíx wé shâwát.

Wé Ts'axíchk'i khu.à tle gânt wujixíx.

Gwâá! ch'u tle gwâyá du xètkâ yan uwa.â hat in chunèt xh'èdí.

Tle tlêt tsu wudasá.

Ch'u tle ásgíwé du shakwk'utûwu à hat in wé Ts'axíchk'i.

Ch'u tle du tlâ awujàghídâxh hú khu.à tle tlêt tsu wudustin.

Ch'a yikàwayât'i yâxh áwé
dèsgwach ñingít tlánx' a'ûni tsu tlêt hàxh u.àt.

De tlaxh khúdâxh yâ khâ shunaxíxi áwé,
wûsh in wudi.ádi wùch in à tlénâxh hàt à uwagút.

Ch'a hûch áwé tsâ khùn akàwanik,
"Ts'axíchk'ich khúdâxh yâ shunâxíxi wé ànt akhîni."

Ch'u tle dàxh awdunùgú tûxh áwé wuñigâs' wé Ghunanà.

Ch'u adaxh áyá tlêt yankâxh hà uñgâs'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 *lingít tlánx'* adults, which is *lingít 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 *u* 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 pronominal 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'ákw kha ts'útsgúx' sâni in* is a verbal noun meaning killing squirrels and little birds; compare *a.in* is killing them. (This *in* just happens to look like the much more common postposition *in* 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. Tlêit tsu wdasá. *She didn't breathe again/any more.* She was already dead.

Line 31. du shakwk'utúwu 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 kál't' khu.à tlè tâx'àxh wusitì. Á áyá ch'u Ts'axíchk'i kál't'i áyá yidát lingít 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 khúdáxh *from the people*, i.e. Ts'axíchk'i is causing people to vanish from the community (khúdáxh). 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 akhiní, a variant of the usual word ànt khiní *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 kuwooshxèedee àh, wéh uh káh kootoodziteeyee yoox'utúngèe 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 kuxunèege, ee xw'sutèenee yóo tléikw àsee k'éet ee.àyee, únux ugéh ux éek' eeyuhèen?
Tlux kónux uh yáh-nux koogeyee 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 it 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 akàwanik,
"Du káxh khuwtuwashì wé Moses-ch a dàt kawushxìdi à,
wé a kê khutudzitiyi yùxh'atángi x'úx'u káx';
wé Dikî Ànkhâwu xh'êtxh at kanìkx'ích tsû khùn kàwanik.
Jesus áwé, Nazareth káxh, Joseph yîtxh satiyí."

46. "Dàt yak'èyi át sáwé Nazareth káxh khuwdziti," Nathanael-ch wùsûs'.
Philip a yâx' yê yàwakhà, "Hâgú; ghastìn."

47. Jesus-ch wustiní 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'ít ì.àyí
ixhwsitìn; ch'a ì 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 ixhwsatiní yû tlêkhw àsí
k'ít ì.àyí, ánáxh ágé axh ìk' iyahìn?
Tlaxh khúnáxh a yânáxh kùgeyi át yè kghisatìn."

51. Àghâ áyá yê s ash yawsikhà, "A yáxh yì ìn kakkhwaník,
dikî gûs' wùshdáxh ghadak'útsni, yè gaxhyisatìn Dikî Ànkhâwu
kùkhénayi kè na.ádi, tsu wùsh daxhèníx' yè nda.ádi axh xhánde,
Dułmukxhu Khâxh xhat satiyí."

YÈLNÀWÚ

Dèslin 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.

Tlét tsu has du íxh khutùjìyí áyá yáx'
hà xhùt has uwa.át.

Ha hà xhùnx'í
áyá mtusitìn.

Tlaxh x'êghà
àk'é khu.ù áyú yê yati.

Ha hà tùwú tlaxh dát yáxh sá a kàxh yak'ê.

Àdáxh úsh
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 yánáxh áyá
tlét tsu à sá yè tusatínch.

Shayadihên wé Łingít.

Yèhnàwú (cont)

Áyá Ghunanà yû tsú à daxhduwasâkw, de ch'as á áwé,
ha tlét yá hà yáxh yù xh'ali.atgi à.

Adaxh hás khwá yá yidát yá hà xhù yê s yatiyi à khwá ch'u tle
tle x'êghà
hà àni khwâni yáxh áhé s yati
yá àdê hà xh'ênáxh yù s xh'ali.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

Cũ-'hũ-nēc', <i>I tell.</i>	Cũ-tōō-nēc', <i>we tell.</i>
Cē- nēc', <i>thou tellest.</i>	Cũ-yē-nēc', <i>you tell.</i>
Ũ-cũ- nēc', <i>he tells.</i>	Hũs ũ-cũ-nēc', <i>they tell.</i>

Future

Cōō-kũ-nēc', <i>I shall tell.</i>	Cũ'h-tōō-nēc', <i>we shall tell.</i>
Cũ-gē-nēc', <i>thou shalt tell.</i>	Cũ'h-yē-nēc', <i>you shall tell.</i>
Ũc-ġuâ-nēc', <i>he shall tell.</i>	Hũs-ũc-ġuâ-nēc', <i>they shall tell.</i>

Perfect

Cũ-'hwă'-nēc', <i>I told.</i>	Cũ'w-tōō'-wũ'-nēc', <i>we told.</i>
Cē'-yũ'-nēc', <i>thou didst tell.</i>	Cũ-yē-nēc', <i>you told.</i>
Ũ'-câ'-wũ'- nēc', <i>he told.</i>	Hũs-ũ-câ-wũ- nēc', <i>they told.</i>

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 in kaxhanîk. *I'm telling him.*

kaxhanîk	katûnik
kinîk	kayinîk
akanîk	has akanîk

Future

Du in kakkhwanîk. *I'll tell him. I'm going to tell him.*

kukhanîk [kakkhwanîk]	kaxhtûnik [kagaxhtûnik]
kaghinîk [kakghinîk]	kaxhyinîk [kaghaxhyinîk]
akghwanîk [akakghwanîk]	has akghwanîk [has akakghwanîk]

Perfective (K&W "perfect")

Du in kaxhwànik. *I told him. I've told him.*

kaxhwànik	kawtuwanik
kiyanik	kayiyinik
akàwanik	has akàwanik

Grammar & Vocabulary of the Tlingit Language of Southeastern Alaska (cont)

Pluperfect

Cũ-'hũ-nēc-ĩń', <i>I had told.</i>	Cũ-tōō-nēc-ĩń', <i>we had told.</i>
Cē- nēc-ĩń', <i>thou hadst told.</i>	Cũ-yē-nēc-ĩń', <i>you had told.</i>
Ũ-cũ- nēc-ĩń', <i>he had told.</i>	Hũs-ũ-cũ-nēc-ĩń', <i>they had told.</i>

SUBJUNCTIVE MOOD.

Future

Cũn-'hũ-nĩć-nĩ, <i>if I tell.</i>	Cũn-tōō-nĩć-nĩ, <i>if we tell.</i>
Cũ-nē-nĩć-nĩ, <i>if thou tellest.</i>	Cũ-nũ-yē-nĩć-nĩ, <i>if you tell.</i>
Ũ-cũ-nũ-nĩć-nĩ, <i>if he tell.</i>	Hũs-ũ-cũ-nũ-nĩć-nĩ, <i>if they tell.</i>

IMPERATIVE MOOD.

Present

Cũ'-nũ-nēc, <i>tell thou.</i>	Cũ'-nũ-yē-nēc, <i>tell ye.</i>
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INFINITIVE MOOD.

Present

Cũ-'hũ-nēc-ĩ', <i>(me) to tell.</i>	Cũ-tōō-nēc-ĩ', <i>(us) to tell.</i>
Cē-nēc-ĩ', <i>(thee) to tell.</i>	Cũ-yē-nēc-ĩ', <i>(you) to tell.</i>
Ũ-cũ-nēc-ĩ', <i>(him) to tell.</i>	Hũs-ũ-cũ-nēc-ĩ', <i>(them) to tell.</i>

Future

Cōō-kũ-nēc-ĩ', <i>(me) about to tell.</i>	Cũ'h-tōō-nēc-ĩ', <i>(us) about to tell.</i>
Cũ-gē-nēc-ĩ', <i>(thee) about to tell.</i>	Cũ'h-yē-nēc-ĩ', <i>(you) about to tell.</i>
Ũc-ġuâ-nēc-ĩ', <i>(him) about to tell.</i>	Hũs-ũc-ġuâ-nēc-ĩ', <i>(them) about to tell.</i>

Kelly and Willard (by Dr. Jeff Leer) (cont)

Decessive Imperfective (K&W "pluperfect")

Du in kaxhanìgín. *I was telling him.*

kaxhanìgín	katùnìgín
kinìgín	kayìnìgín
akanìgín	has akanìgín

Conditional (K&W "subjunctive future")

Du in kanxhaníkni at gughashûkh. *If I tell him he'll laugh.*

kanxhaníkni	kantùníkni
kaníníkni	kanayíníkni [kanayníkni]
akananíkni	has akananíkni

Imperative (K&W "imperative present")

Du in kananik. *Tell him!*

kananik	kanayinik [kanaynik]
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Subordinative Imperfective (K&W "present infinitive")

Du in kaxhanìgí áwé anaxh nèl uwagút du shát. *As I was telling him, his wife came in.*
Yak'è khùn at kinìgí. *It's good for you to tell people things.*

kaxhanìgí	katùnìgí
kinìgí	kayìnìgí
akanìgí	has akanìgí

Subordinative Future (K&W "future infinitive")

Du in kakkhwanìgí áwé du dlàk'ch wù.íx'. *When I was about to tell him, his sister called to him.*

kukhanìgí [kakkhwanìgí]	kaxhtùnìgí [kagaxhtùnìgí]
kaghinìgí [kakghinìgí]	kaxhyìnìgí [kagaxhyìnìgí]
akghwanìgí [akakghwanìgí]	has akghwanìgí [akakghwanìgí]

Grammar & Vocabulary of the Tlingit Language of Southeastern Alaska (cont)

INFINITIVE MOOD.

Perfect

Cũ-'hwâ-nēc-ĩ', (me) to have told.	Cũ'w'-tōō-nēc-ĩ', (us) to have told.
Cũ-yĩ-nēc-ĩ', (thee) to have told..	Cũ-yē-nēc-ĩ', (you) to have told.
Ů-cũ-wōō-nēc-ĩ', (him) to have told.	Hũs-ũ-cũ-wōō-nēc-ĩ', (them) to have told.

PARTICIPLES.

Present

Cũ-'hũ-nĩc', (I am) telling.	Cũ-tōō-nĩc', (we are) telling.
Cē-nĩc', (thou art) telling.	Cũ-yē-nĩc', (you are) telling.
Ů-cũ-nĩc', (he is) telling.	Hũs-ũ-cũ-nĩc', (they are) telling.

Future

Cōō'-kũ-nĩc', (I am) about to be telling.	Cũ'h'-tōō-nĩc', (we are) about to be telling.
Cũ-gē-nĩc', (thou art) about to be telling.	Cũ'h'-yē-nĩc', (you are) about to be telling.
Ůc'-guā-nĩc', (he is) about to be telling.	Hũs'-ũc'-guā-nĩc', (they are) about to be telling.

Perfect

Cũ-'hwâ'-nēc-ĩ', (I) having told.	Cũ'w'-tōō'-wũ-nēc-ĩ', (we) having told.
Cē-yũ-nēc-ĩ', (thou) having told.	Cũ-yē-nēc-ĩ', (you) having told.
Ů-cā-wũ-nēc-ĩ', (he) having told.	Hũs'-ũ-cā'-wũ-nēc-ĩ', (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
kayìnìgí	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 ...nik or ...nìk 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 kinik yé. *I like the way you're telling it.*

kaxhanik (át)	katùnìk (át)
kìnìk (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)]	kaxhtùnìk (át) [kagaxhtùnìk (át)]
kaghìnìk (át) [kakghìnìk (át)]	kaxhyìnìk (át) [kagaxhyìnìk (át)]
akghwanik (át) [akakghwanik (át)]	has akghwanik (át) [has akakghwanik (át)]

Attributive Perfective (K&W "perfect participle")

Du ìn kaxhwànìgí át, *What I told him*, literally *the thing I told him*.

Axh ìn akàwanìgí khâ áwé. *That's the person that told me.*

kaxhwànìgí (át)	kawtuwanìgí (át)
kìyanìgí (át)	kayìynìgí (át)
akàwanìgí (át)	has akàwanìgí (át)

Grammar & Vocabulary of the Tlingit Language of Southeastern Alaska (cont)

OPTATIVE MOOD.

Present and future.

Cǔn'-kǔ'-nēc', <i>let me tell.</i>	Cǔ'-nǔ'h'-nēc', <i>let us tell.</i>
Ů'-cǔn'-gǔ'-nēc', <i>let him tell.</i>	Hǔs'-ŭ'-cǔn'-gǔ'-nēc', <i>let them tell.</i>

POTENTIAL MOOD.

Future.

Cǔn-quā-nēc, <i>I might tell.</i>	Cǔ-nǔ'h-tōō-wǔ-nēc, <i>we might tell.</i>
Cǔn-gē-yǔ-nēc, <i>thou mightest tell.</i>	Cǔ-nǔ'h-yē-nēc, <i>you might tell.</i>
Ů-cōōn-guā-nēc, <i>he might tell.</i>	Hǔs-ŭ-cōōn-guā-nēc, <i>they might tell.</i>

Pluperfect

Cōōn-kǔ-nēc-ǎn', <i>I might have told.</i>	Cǔ-nǔ'h-tōō-nēc-ǎn', <i>we might have told.</i>
Cǔn-gē-nēc-ǎn', <i>thou mightst have told.</i>	Cǔ-nǔ'h-yē-nēc-ǎn', <i>you might have told.</i>
Ů-cōōn-gǔ-nēc-ǎn', <i>he might have told.</i>	Hǔs-ŭ-cōōn-gǔ-nēc-ǎn', <i>they might have told.</i>

Kelly and Willard (by Dr. Jeff Leer) (cont)

Hortative (K&W "present and future optative")

Hûch akanghanik. *Let him tell it.*

kankhanik	kanaxhtùnik
akanghanik	has akanghanik

Potential (K&W "future potential")

Łí axh xh'êt yayis.àyíkh, axh tlá in has akùnghànik. *Don't kiss me (or) they might tell my mother.*

kankhwànik [also kùnkhànhik]	kanaxhtuwanik
kanghiyanik	kanaxhyiyunik
akùnghwànik [also akùnghànik]	has akùnghwànik [also has akùnghànik]

Decessive Potential (K&W "pluperfect potential")

Xhwasatinín ûsh, du in 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; continuous.
 (b) Forms with prefix *wv* Indicative; historic tense; transitional.
 (c) " " " *na* (*n*) Inchoative; temporal subordination.
 (d) " " " *ga* (*h'*) }
 (e) " " " *ga* (*x*) } Temporal subordination.
 (f) " " " *guga* (*gux*) . . . Future.
 (de) " " " *gaga* (*gax*) }
 (ee) " " " *gaga* (*gax*) } Temporal subordination.
 (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	(no prefix)	na-	gha-	ga-
Admonitive				
Past Conditional				
Future Conditional				
Perf. Habitual	u-	na-	gha-	ga-
Hortative	gha-	na- gha-	ghà- gha-	ga- gha-
Potential				
Habitual Conditional				
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 nagút is going (along), keeps on going*

Progressive Future: *yà kghwagút will go along; will keep on going (k- < ga-)*

Progressive Habitual: *yà gagútch always keeps on going*

Progressive Imperative: *yà gagú go along! keep on going!*

Progressive Hortative: *yà kghagút 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 *i-* in the singular Imperative. The rule here is that the second person singular prefix *i-* or *i-* 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 *yi-* 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)

nèl gú come in! (singular)

sa.í-cook it!

(a') zero-conjugation with subject prefix

kè iłghín look up!

át ayılghín look there! (plural)

nèl iłghín look in!

kè ish'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 kaganik *go along telling it!*

(This form is a Progressive Imperative. Compare the ordinary imperative
kananik *tell it!*)

gaghàxh *cry!*

(b') **ga**-conjugation with subject prefix

agiskà *be lazy!*

yà gishix *run along!*

yà gis.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 aghilghin *look down!*

(d) **na**-conjugation

natá *go to sleep!*

na.in *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 anilghin *look outside!* (singular)

yuxh anayilghin *look outside!* (plural)

nishix *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 nagma.àt *let them walk*

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pages 193-195

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[?]é-X, wuduwa^{tì}) / Č[?]ΛS du X[?]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

(Gu[?]Λyé, uwa[?]ád) / [?]á-d, ha[?]S [?]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 Leer's "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 wuduwatî. 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.ât. Ât has ât...
They started off. When they got there...

Gillian Story's Master's Thesis (cont)

(du jì-d, wuduwatí) / du jì-d, dutí / ...
'(It was given to him). When it was given to him ...'

(hín-d, awaxíj) / hín-d, ʌ Xíj / ...
'(He threw it in the water). When he threw it in the water ...'

(ʌ dà-de, Guɲayé, awʌʔád) / ʌ dà-d, ʌ ʔád / ...
'(They started off for it). When they came there ...'

(du Xáni, ʌ γʌXʷjixíx) / du Xáni, ʌ γʌXʌšíx / ...
'(I returned to him). After returning to him ...'

(ʌ γíg-nʌX ʌwé, yud šawʌxíx) / ʌ γíg-nʌX, yud šaxíx / ...
'(His head stuck out). When his head stuck out ...'

(wé ʔàn iGayá-nʌX, γʌn uwaqúX) / wé ʔàn iGayá-nʌX, γʌn qúX / ...
'(He came in front of the town). When he came in front of the town ...'

(du ʔíš γʌ-X, wugùd) / wá nʌnís ʌγʌ, xʔun ʔà, du ʔíš γʌ-d, gúd ʌγʌ / ...
'(He kept coming to his father). Then after coming several times to his father ...'

(γʌ Guɲʌnà-j ʌγʌ, ʌ wstìn) / γʌ Guɲʌnà-j, Gʌstín ...
'(The Interior Indian saw him). When he was seen by the Indian ...'

Future/conditional

(ʌ jɪgʷGʌnáG) / ʌ jɪnʌGni / ...
'(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 jít wuduwatí. **Du jít dutí...**

It was given to him. When it was given to him...

Hînt àwaxhích. **Hînt axhích...**

He threw it in the water. When he threw it in the water...

A dàdé ghunayî àwa.át. **A dàt a.át...**

They started off for it. When they came there [for it]...

Du xhání yaxhwjixíx. **Du xhání yaxhashîx...**

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'un 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...

Àdáchh dàk gaghìxhût'. **Àdáchh dàk ìxhút'ni...**

You'll pull it off. When you pull it off...

Gillian Story's Master's Thesis (cont)

Frequentative/contingent

(kʰidén, nʌdusnìj) / tɬʌkʌd yéde, yʌn Gʌdusnìɪn / ...
'(They repair it). When everything is done ...'

(wé Xád, ʌ yíg-de ʌwé, duGíj nùj) / yàg^wxʰ, GʌdʌGíjɪn / ...
'(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: níkw or nùk (Past Conditional), níkwni or nùkni (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 nùkni** *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 wutuwxùn.

We got ready to go. (Perfective) -- **a new now-window**

(e) Sh xhadlití.

I rejoiced. (Imperfective) -- **same time as (d)**

(f) Axh ísh xhánde gaxhtù.ât,

We were going to see my father; (Future)

(g) du in sh kakkhwadaník.

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.ât 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 ísh.

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 tlák'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 tùxhá áwé, tle wé s'ix' tle xhùyaxhwî.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 kukhasni yé.

the thought of what I was going to do to myself. (Future)

-- **in the future from (r-s)**

(u) A ch'u yidádidé du kinàyêgi xhładlêkw nich axh ísh.

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 yayit tukxhwàjêł wé xâná 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 yidádidé 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 wùxix*, 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
aawaxáa	àwaxhâ	he/she ate it
tléil awuxá tlél awuxá	tlêl awuxhá tlét awuxhá	he/she didn't eat it
aawaxayi át	àwaxhayi át	thing he/she ate
akgwaxáa	akghwaxhâ	he/she will eat it
tléil akgwaxaa	tlêl akghwaxhâ	he/she won't eat it
woogoot	wùgùt	he/she went
tléil wugoot	tlêl wugùt	he/she didn't go
yaa nagút	yà nagút	he/she is going (along)
yaa nagut káa	yà nagut khâ	man/person who is going (along)
gugagóot	gughagùt	he/she will go
tléil gugagoot	tlêl 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 **tlél** , 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 **tlél**.

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, t-, s-, sh-, D-, D-t-, 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	t-	s-	sh-	D-	D-t-	D-s-	D-sh-
non-I-form	zero	t(a)-	s(a)-	sh(a)-	da-	t-	s-	sh-
I-form	ÿa-	ti-	si-	shi-	di-	dli-	dzi-	ji-

- The verb theme may have **thematic prefix(es)** such as **ka-**, **ya-**, **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, it 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 <i>object = a- (it), subject = zero (he/she), root = us'~ (wash), suffix = -k (repetitive)</i>
1 st person sing.	xha.ús'k	I'm washing it <i>object = zero (it), subject = xha- (I)</i>
2 nd person sing.	ì.ús'k	you (one) are washing it <i>object = zero (it), subject = ì- (you)</i>
3 rd person sing.	a.ús'k	he/she is washing it <i>object = a-, subject = zero</i>
1 st person pl.	tù.ús'k	we are washing it <i>object = zero (it), subject = tù- (we)</i>
2 nd person pl.	yì.ús'k	you (guys) are washing it <i>object = zero (it), subject = yì- (you plural)</i>
3 rd person pl.	has a.ús'k	they are washing it <i>object = zero (it), subject = zero, "has" indicates plural humans</i>
4 th person (indefinite human)	du.ús'k	one (someone) is washing it or people are washing it or they are washing it <i>object = zero (it), subject = du- (indefinite human)</i>

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	łł ù.ús'gikh łł 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-**, **li-**, **si-**, **shi-**, **di-**, **dli-**, **dzi-**, **ji-**.

Perfective affirm.	àwa.ûs'	he/she washed it (a- wu- ÿa- .ûs') <i>object = a- (it), subject = zero (he/she), mode = wu- (perfective), classifier = ÿa-</i>
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)	łłł awu.ûs'ikh łłł uwa.ûs'ikh (Teslin)	Don't let him/her wash it!
	łłł ÿi.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 **łł** (“don’t ... !”)

The negative particle is **tlêł** or **tlét** (“not”) in independent clauses, e.g.
tlêł 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 : **łł** comes from **łí** or **łíł** (“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
-dáchh	after ...	a.ús’gi-dáchh	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 tlêł 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) <i>(na = conjugation marker, -ch = habitual suffix)</i>
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”.

Decessive Potential

ùngha.ûs'in

she would have washed it

Dâna 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, t-, s-, sh-, but the subject prefix i- (you) occurs before D-, D-t-, D-s-, D-sh-. The plural Imperative always has yi- (you guys).

sing.	na.ûs'	wash it!
pl.	nay.ûs' (Teslin)	wash it (you guys)!
	nay.us'	

Note

In Teslin,
nay.ûs' is pronounced n̄ay.ûs', just as
tày ("fat") is pronounced t̄ay and
gàw ("drum; clock") is pronounced ḡaw .

Hortative Mode (exhortation: "let ...")

Hortative markers: **Conjugation, gha-**

Affirmative	an ^{gha} .ûs'	let her wash it <i>a- na- gha- .ûs'</i>
	naxhtù.ûs'	let's wash it <i>na- gha- tù- .ûs'</i>
1 sing.	nak ^{ha} .ûs'	 <i>na - gha - xha- .ûs'</i>
4	naxhdu.ûs'	let it be washed <i>na - gha - du- .ûs'</i>

Hortative with -t or yís ("in order to")

Affirmative	an ^{gha} .ûs' ^{it} an ^{gha} .ûs' ⁱ yís	so that she/he can wash it
Negative	† ùn ^{gha} .ûs' ^{it} † ùn ^{gha} .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 dâk wusitán.
When / After she washed them, it rained.

Future

Nà.át akghwa.ûs'. She will wash clothes.

Future Conditional

Ana.ûs'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.ûs'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.

Kùlkîs' tsé wé xh'an !
 You'd better not let the fire go out!
 (Watch out;) don't let the fire go out!

Note

Łîf ì.ûs'gikh. Don't wash it.

Łîf ù.ûs'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 nèl ayamli.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 gâlis'îs du tùwú i Yêli."
"Let your Raven's mind blow out to sea."

Perfective

Dàk wulis'îs. It blew out. (into the open,
into open water)

Progressive

Dàk nâs'îs. It is blowing out.

Progressive

Yà (ha)s na.ât. 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) Yamtuwadlâkh. We made it / we got there / we
Perfective (Coastal) Yawtuwadlâkh. arrived.

Realizational Yantuwadlâkh ! We finally made it!

Past Conditional (Teslin) dèshgí yantùdlâkh
when we finally made it

Realizational "Akh ìlak'w hás hídi a nákh yê naxhdzigît"
(from song) "I have put my grandfathers' house
behind me"

Perfective a nákh yê xhwdzigit
"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)	tlêt àdé dàk uxhsitàni yé (khùstí)	it can't rain
Decessive	dàk uxhsatànín	it might have rained
Imperative (command)	dàk satán ! dàk satàn !	Rain! 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 ustâng hà	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' nùk (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 anał.át	is carrying them (along)
dàk nastán	it's starting to rain (dàk wusítán - 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 nagút is going (walking along)

No Progressive Perfective

Progressive Future yà kghwagût will go / walk along
ga + u + gha + long high stem

Progressive Habitual yà gagútch goes, walks along (all the time); is always going, walking along

Example of Progressives - to go along (cont)

Progressive Potential	tl. àdé yà kghwàgùdi yé (khùstí)	can't be walking along/ can't continue walking along
Progressive Imperative	yà gagú	walk along! keep walking!
Progressive Hortative	yà kghagùt	let him/her walk along/ keep walking
Progressive Admonitive	yà gùgùt tsé	she/he better not keep walking
Progressive Past Conditional	yà gagùt (áwé) ...	when she/he went along ... / after she/he went along ...
Progressive Future Conditional	yà gagùtni (áwé) ...	when she/he goes along ... / if she/he goes along ...
Progressive Habitual Conditional	yà kghagudín (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	amlísín	hid it
Progressive	yà analsín	is hiding it (Progressive Imperfective)
repetitive with -xh	alsínxh, alsínch	keeps hiding it
multiple with -x'	alsínx'	is hiding (several, one here, one there)
Perfective	wùnà	died
Progressive	yà nanân	is dying
repetitive with -kw	yù yanâkw	keeps dying
	† 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 repeatedly, keep burning O”	“burn multiple O”
Imperfective		is burning it	asgánxh	asgánt’
Future	aguxhsagân	will burn it	aguxhsagánxh	aguxhsagánt’
Imperative	sagán	burn it!	nasganxh	nasgánt’
Hortative	ghatusagàn	let’s burn it!	naxhtusagánxh	naxhtusagánt’
Future	xhat sagaxhdu.âxh		people will hear my voice	
Future repetitive	xhat sagaxhdu.âxhch		people will keep hearing my voice	

Verbs of Striking

Perfective	àwagwát	punched it / her / him (once)
repetitive Imperfective with -t	agwát	punches it/him/her repeatedly; keeps punching it/him/her (with a series of blows)
repetitive Imperfective with -xh	agwáxh	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	ayamligwálxhà	missed it (by punching, striking)
Perfective	ayamsi.únxhà	missed it (by shooting)
Perfective	ayamlidzêxhà	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	<i>aya.ús'k</i>	is washing his/her face (i.e. someone else's face)
Perfective	<i>ayàwa.ûs'</i>	washed his/her face (i.e. someone else's face)
Imperative	<i>yana.ûs'</i>	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	<i>yada.ús'k</i>	is washing his/her (own) face
Perfective	<i>yawdi.ûs'</i>	washed his/her (own) face
Imperative	<i>yanida.ûs'</i>	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>i yá na.ûs'</i>	wash your face!
	<i>yanida.ûs'</i>	wash your (own) face!
	<i>ya- (face) na- (conjugation) i- (you) da- (classifier) .ûs'</i>	
	<i>yana.ûs'</i>	wash his/her face!
ji - hand(s)	<i>jinida.ûs'</i>	wash your hands!
xh'us - foot/feet	<i>xh'usnida.ûs'</i>	wash your feet!
dà - body	<i>dànida.ûs'</i>	wash your body!
sha head	<i>shanida.ûs'</i>	wash your hair!

As another example, from the theme

O- __ † xash ~ (na act) “ __ cuts O” (long, flexible object(s)
such as hair or grass)

we get

O- sha- __ † xash ~ (na act) “ __ cuts O's hair, __ gives O a
haircut”

Imperfective	<i>ashałaxáshk</i>	is cutting his/her hair (someone else's hair)
Perfective	<i>ashawlixàsh</i>	cut his/her hair (someone else's hair)
Imperative	<i>shanałxàsh</i>	cut his/her hair!

Body part nouns incorporated into the verb (cont)

For cutting one's own hair, we get

sha- __ D- † 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

shanìlxàsh

cut your hair!

Here again, the noun doesn't have to be incorporated. So the following sentences mean the same thing:

Axh shá nałxàsh.

Xhat shanałxàsh.

}
}

Cut my hair!

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 tú	his/her nose	tu-	tughwênà	“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

tlét 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	around the end of it,
a shuwadà	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 wùgút	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 kê 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 t- 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 \implies t- or s-
D- \implies D-t- 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/t- , 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/t-** 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

		<u>she/he washed the ...</u>
àwa.ûs' wé	kayàní	leaves
	nà.át	clothing
	x'ûw	blanket
	té	stone

†- classifier refers to a long flexible object, a strand, or an object with multiple strands or branchings

amli.ûs' wé	tíx'	rope
	†àkh'ásk	seaweed
	dûx	sinew (soft & flexible)
	t'àw	feather
	dliy	meat

she/he washed the ...

ka- refers to (1) small round objects or (2) a container

akàwa.ûs' wé	gúx'à	cup
	s'ix'	plate, dish
	kùch'êt'à	ball
	k'wát'	egg
	kh'wátl	pot, cooking pan
	kùt'âx'à	marble
	tlêkhw	berry, berries

ka-t- refers to a strand of small round objects

akamli.ûs' wé	kahâkw	(skein of) fish eggs
	sèt	necklace (string of beads)
axhùwa.ûs' wé	s'ix'	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	dliy	meat
	wasûs dliyí	beef (cow flesh)
	t'ási	grayling
	lakh'ásk	seaweed
	candy	candy (out of a bag)

she/he ate the ...

khusaxha khwân

cannibal, "person-eating
tribe"

akàwaxhá wé

x'âx'

apple

k'wát'

egg

tlêkhw

berry / berries / fruit

k'únts'

potato

kûx

rice

akamsixhá wé

kahâkw

fish eggs

Coastal - kakashxhá

Interior - kasxhá

is eating berries off the
bush

kamdzixhá

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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SEPTEMBER 11-13, 2006**

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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.

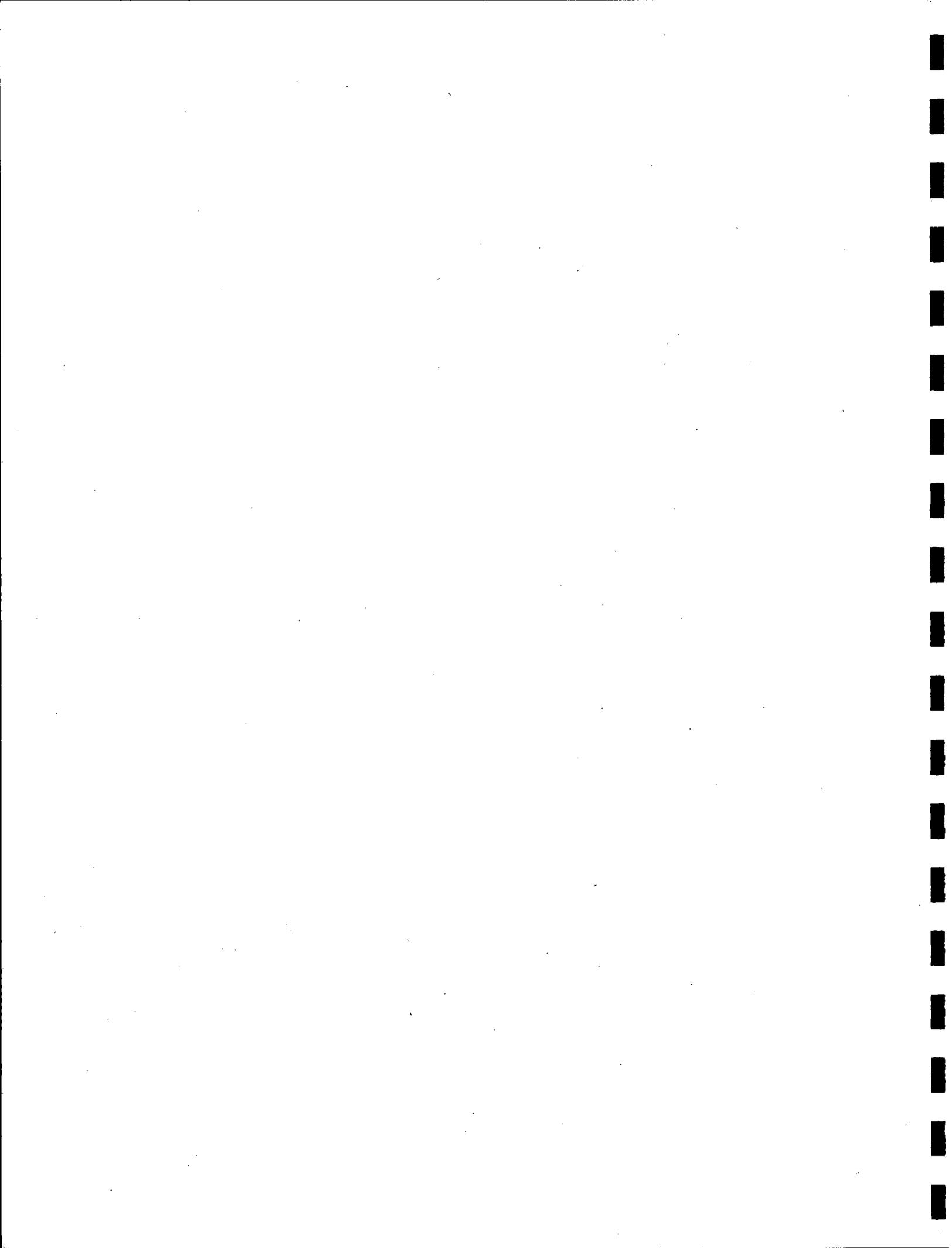
short low <i>(no mark)</i>	short high '	long low ,	long high ^
ch'a <i>just</i>	á <i>that, there</i>	à , à <i>yes</i>	â <i>sitting, lake</i>
de <i>already</i>	té <i>rock</i>	dè <i>trail, road</i>	dê <i>enough</i>
i <i>your</i>	í <i>don't</i>	dì <i>tea</i>	î <i>yuck!</i>
tsu <i>again</i>	tsú <i>also, too</i>	gishù (T, A) geshù (C) <i>pig</i>	nàshû <i>extends</i>
	hó hó <i>thank you</i>		ahô <i>I don't want to</i> <i>(coast: I understand)</i>

Tlingit Consonant Chart

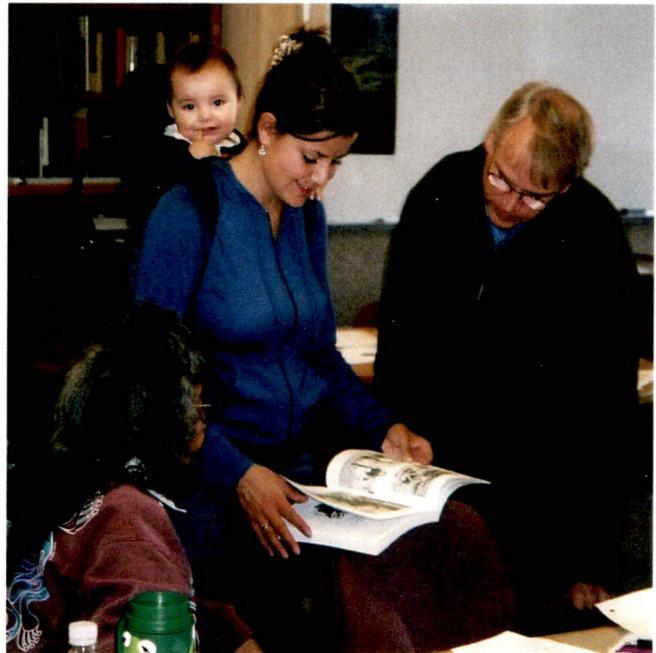
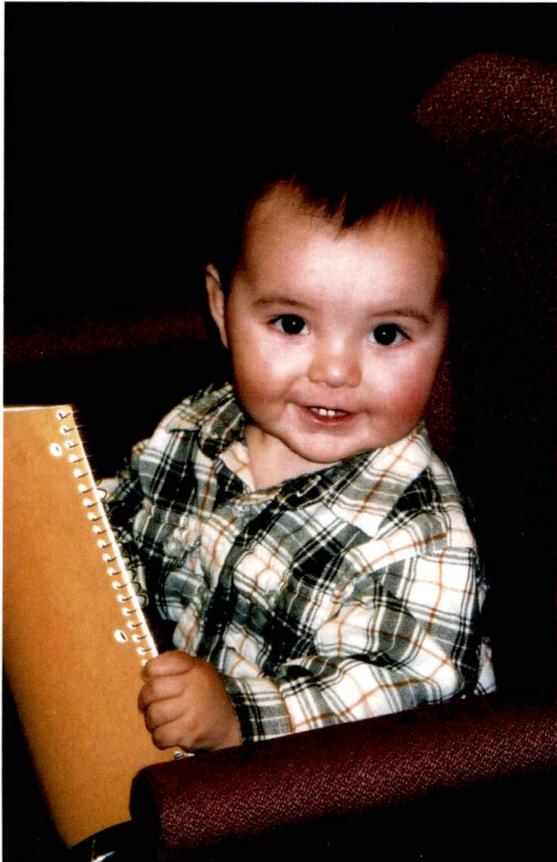
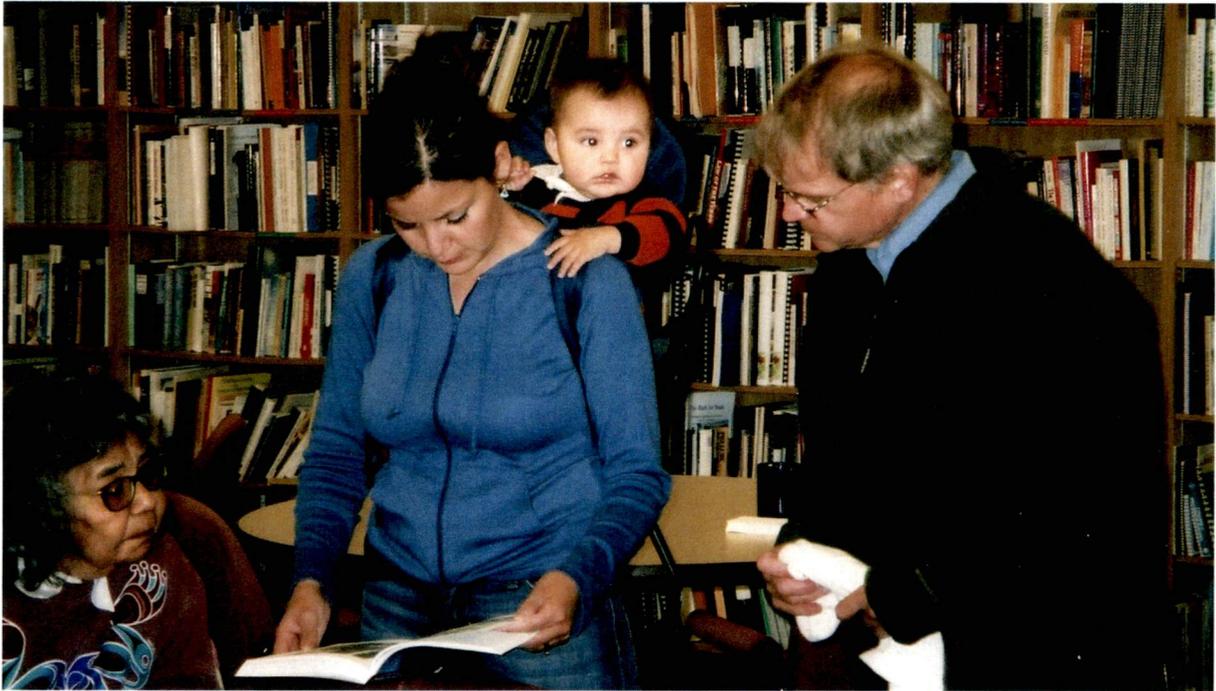
	Labial lips	Alveolar tongue tip behind teeth				Velar middle of tongue against roof of mouth		Uvular back of tongue touches uvula at back of throat		Glottal vocal chords	
Stops (stop off the breath)											
						rounded		rounded			rounded (rare) (Note: 2)
Plain	dâ <i>weasel</i>	dlèt <i>snow</i>	dzèt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

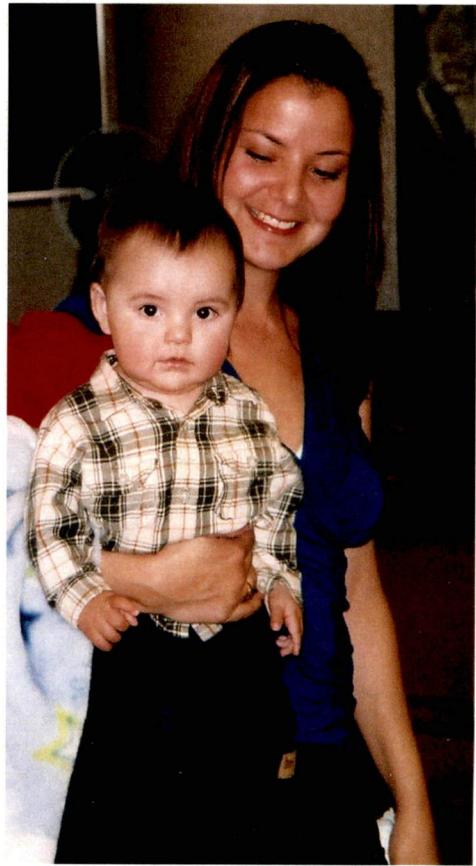
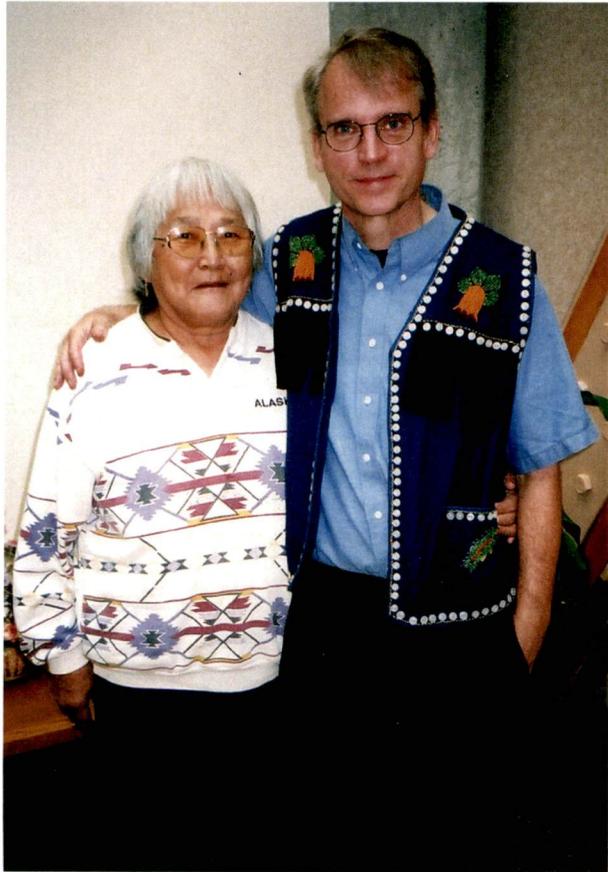
*Note 1: rounded w and hw do not occur in the Teslin dialect

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











Photograph Identifications

Page

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	<p>Opening Prayer - Ida Calmegane</p> <p>Welcome and Introductions</p> <p>Goals of Session</p> <p>Tlingit Alphabet</p>	<p>Opening Prayer - Sam Johnson</p> <p>Discussion</p> <p>Listening Exercises check</p>	<p>Opening Prayer - Connie Jules</p> <p>Discussion of the Benefits of Teaching / Learning Native Languages</p> <p>Discussion of Goals</p>
10:45	<p>Making Listening Exercises: k and kh</p>	<p>Making Listening Exercises: x and xh</p>	<p>Review of sessions</p> <p>Making Listening Exercises: k' and kh'</p>
noon	lunch	lunch	lunch
1:00	<p>Line Game: k and kh</p> <p>Making Listening Exercises: g and gh</p>	<p>YNLC Website</p> <p>Word Scramble Game</p> <p>Making Materials</p>	<p>YNTEP visit</p> <p>Making Listening Exercises: x' and xh'</p>
2:45	<p>Heritage Research Trainees Carcross/ Tagish FN</p> <p>Making Listening Exercises (cont): g and gh</p> <p>Daily Summary - Bessie Cooley, Sarah Charlie</p>	<p>Making Materials (cont)</p> <p>Daily Summary - Connie Jules, Midori Kirby</p>	<p>Making Materials (cont)</p> <p>Daily Summary - Tina Jules, Ida Calmegane</p> <p>Wrap-up</p>

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 <i>(no mark)</i>	short high <i>´</i>	long low <i>`</i>	long high <i>^</i>
ch'a <i>just</i>	á <i>that, there</i>	à , à <i>yes</i>	â <i>sitting, lake</i>
de <i>already</i>	té <i>rock</i>	dè <i>trail, road</i>	dê <i>enough</i>
i <i>your</i>	í <i>don't</i>	dì <i>tea</i>	î <i>yuck!</i>
tsu <i>again</i>	tsú <i>also, too</i>	gishù (T, A), geshù (C) <i>pig</i>	nàshû <i>extends</i>
	hó hó <i>thank you</i>		ahô <i>I don't want to (coast: I understand)</i>

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 <small>(rare) (Note 2)</small>	
Plain	dâ <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge, stairs</i>	jâji <i>snowshoes</i>	gán <i>firewood</i>	gwêł <i>bag</i>	ghâ <i>(raven call)</i>	łaghwán <i>tie it into a bow</i>	nay.á <i>(you folks) go!</i>	ana.wèch <i>(usually) wears it</i>
Aspirated followed by a puff of air	tá <i>sleep</i>	tlâ <i>mother</i>	tsâts <i>bear root, hedysarum</i>	chàn <i>mother-in- law</i>	kâni <i>brother/ sister-in-law</i>	kwêy <i>mark, landmark</i>	khâ <i>man</i>	khwân <i>people from</i>		
Glottalized released with a popping sound	t'á <i>king salmon</i>	tl'átk <i>earth, ground</i>	ts'ats'î <i>bird</i>	ch'âk' <i>eagle</i>	k'ínk' <i>fermented fish heads</i>	k'wát' <i>egg (not fish egg)</i>	kh'atèł <i>pitcher</i>	kh'wátł <i>pot</i>		
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Sonorants (softer, you can sing them continuously)										
Nasal vibration in nasal cavity	mâ-sá? <i>how? (Note 2)</i>	ná' <i>here; take it</i>								
Nonnasal	wàkh <i>eye</i>		dalèyí <i>trout</i>		yá <i>this</i>					

*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	<i>car</i>	khâ	<i>man</i>
kîť	<i>killer whale</i>	khîdu	<i>beaver dam</i>
kèťl	<i>dog</i>	khênà	<i>awl</i>
kûkh	<i>pit</i>	khûk	<i>box</i>
kâst	<i>barrel</i>	khâs'	<i>matches, splinter</i>
kìjín	<i>five</i>	khákw	<i>basket</i>
a kùwú	<i>its tail</i>	khu.ù	<i>people</i>
kút	<i>nest</i>	khûsh	<i>infected cut</i>
kûx	<i>rice</i>	khusi.ât'	<i>it is cold out</i>
kâni	<i>brother / sister- in-law</i>	khugâs'	<i>cloud</i>

Kùkhittàn (Interior)
Khùkhittàn (Coastal)

a Tlingit clan

k and kh

February 2008

Examples of k

1. kètł *dog*
2. kút *nest*
3. a kùwú *its tail*

Examples of kh

1. khâ *man*
2. khâs' *stick, matches*
3. a khùwú *its den*

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' dâkakhûk 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 yâk'âts'.
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.

TLINGIT LANGUAGE

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. Kîjín khutghanahâ duwatîn.
five star are visible

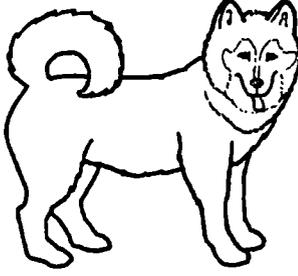
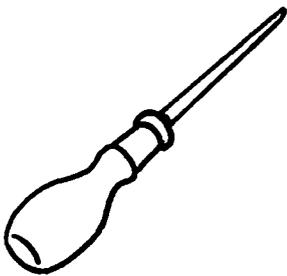
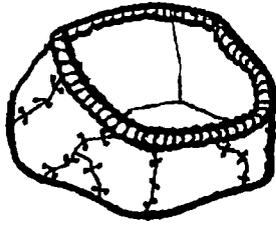
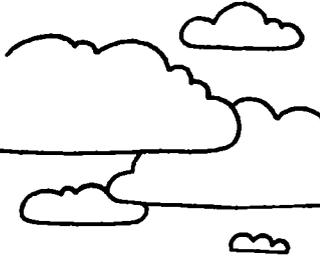
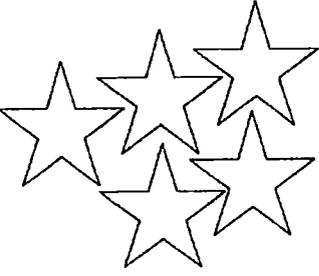
Five stars are visible.

TLINGIT LANGUAGE



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	<i>duck</i>	ghàkh	<i>lynx</i>
gùch	<i>hill</i>	ghùch	<i>wolf</i>
gán	<i>firewood</i>	ghàt	<i>sockeye</i>
gàw	<i>drum</i>	ghâxh	<i>is crying</i>
gûn	<i>gold</i>	gháxh	<i>rabbit</i>
gùn	<i>spring</i>	ghítghà	<i>spruce needle</i>
gân	<i>outside</i>	ghâtl	<i>pilot bread</i>

g and gh

February 2008

Examples of **g**

- | | |
|---------|-----------------|
| 1. gán | <i>firewood</i> |
| 2. gùch | <i>hill</i> |
| 3. gâxw | <i>duck</i> |

Examples of **gh**

- | | |
|----------|--------------------|
| 1. gháxh | <i>rabbit</i> |
| 2. ghùch | <i>wolf</i> |
| 3. ghâtl | <i>pilot bread</i> |

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 yítán 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.

TLINGIT LANGUAGE

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.

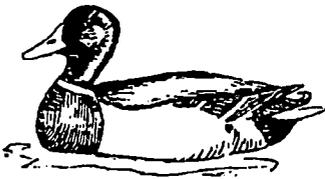
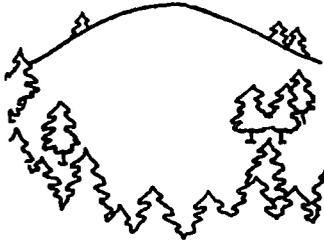
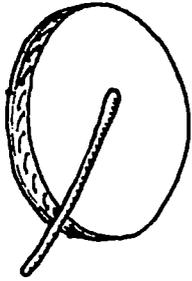
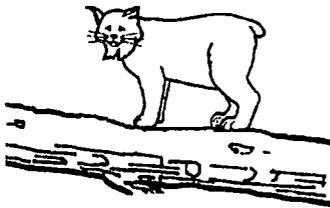
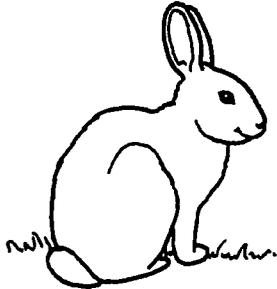
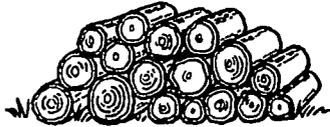
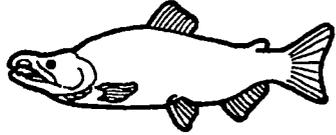
The firewood is piled up.

10. Ghàt axh ît uwahâ.
sockeye me to the desire comes (?)

I'm hungry for sockeye salmon.

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	<i>buffalo</i>	xhàt	<i>spruce roots</i>
xêdu	<i>comb</i>	a xhàdí	<i>its roots</i>
xûn	<i>north wind</i>	xhât	<i>salmon, fish</i>
xûts	<i>grizzly bear, brown bear</i>	axh xhâdi	<i>my fish</i>
xàkw	<i>sandbar</i>	xhát	<i>I, me</i>
xânà	<i>evening</i>	xhâw	<i>log</i>
xíxch'	<i>frog</i>	xhúxh	<i>husband</i>
		xhìk	<i>shoulder</i>
		xhàwàghí	<i>window</i>
		xhày	<i>beaver lodge</i>
		xhìy	<i>backpack</i>

x and xh

February 2008

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*

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.

TLINGIT LANGUAGE

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 jîwu.
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

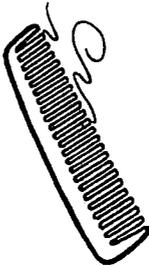
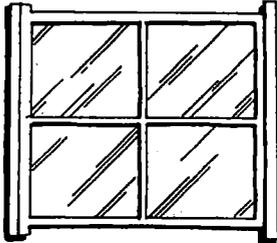
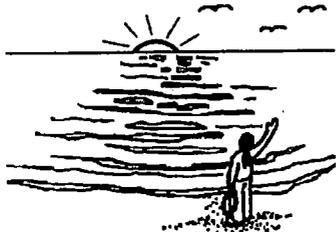
It is lying on the sandbar.

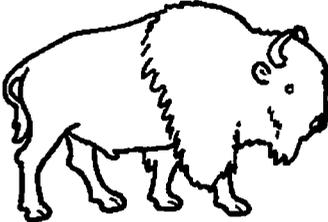
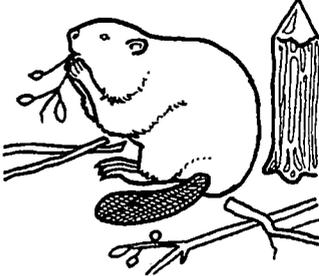
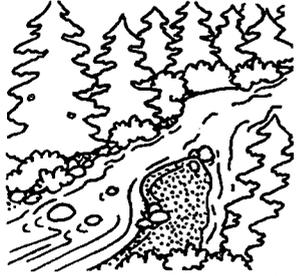
TLINGIT LANGUAGE



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'

words beginning k'		words beginning kh'	
k'âs'	<i>missing tooth</i>	kh'atèl	<i>pitcher</i>
k'íxh'à	<i>gaff hook</i>	kh'îch'	<i>red wound</i>
k'ùdás'	<i>shirt</i>	kh'èkh'w	<i>tern</i>
k'ûx	<i>marten</i>	kh'anâxhán	<i>fence</i>
k'îljâ	<i>south wind</i>	kh'èkaxwên	<i>flower</i>
k'wát'	<i>egg</i>	kh'âtl'	<i>thin and flat</i>
k'áts	<i>sharp point</i>		
k'át	<i>better, more</i>		

k' and kh'

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'

Write *k'* and *kh'* as you hear them.

1. K'ìljâ wuduwanúk.

south wind it is blowing

The south wind is blowing.

K'ìljâ akamsinúk. *The south wind is blowing gently.*

K'ìljâ 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

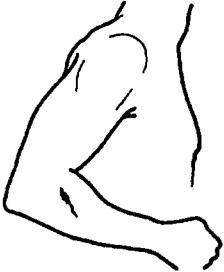
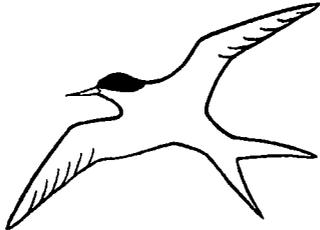
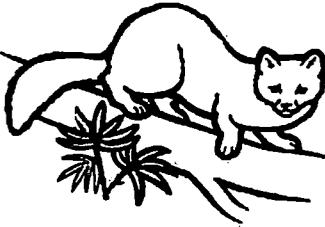
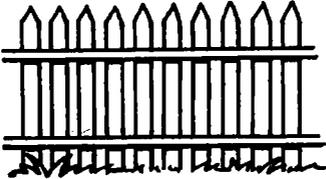
The side of the fence is visible.

TLINGIT LANGUAGE

k' and kh'



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	<i>anger</i>	xh'àn	<i>fire</i>
x'ádà	<i>file</i>	xh'adà	<i>around his/her mouth</i>
x'ùn sá ?	<i>how many?</i>	xh'ùn	<i>diaper moss</i>
x'ât'	<i>island</i>	xh'é	<i>mouth</i>
x'âs	<i>waterfall</i>	xh'àk	<i>canyon, ravine</i>
x'úx'	<i>paper, book</i>	xh'úns'	<i>crumbs</i>
x'úkjà	<i>steam</i>	xh'unel'	<i>rosehips</i>
		xh'wât	<i>down feather</i>

x' and xh'

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'

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. Ghukh'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'

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'unêl' wás'i xhùt wùgùt. (Sam)
Xh'wanêl' wás'i xhùt wùgùt. (Bessie)
rosehips bush among he/she is walking

He/she is walking through the rose bushes.

10. Dìiwkwát x'wán wé a x'úkji.
careful "please" that its steam
exhortation

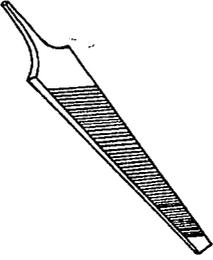
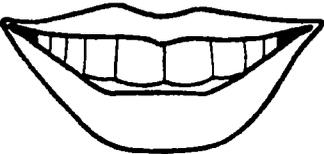
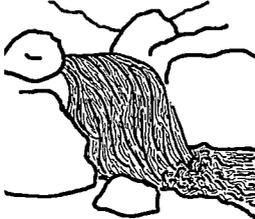
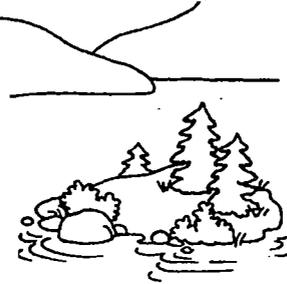
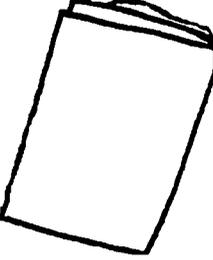
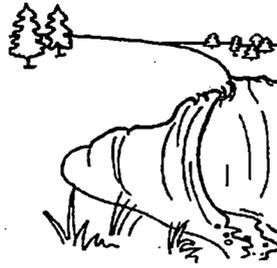
- Dìiwkwát łatín wé x'úkjà. (Mary)
careful watch it that steam

Be careful of its steam.

TLINGIT LANGUAGE

x' and xh'

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*

shỳy (Interior)

gàw (Coastal) *drum, clock*

gàw (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>I see it</i>
iyatîn	<i>you see it</i>
tuwatîn	<i>we see it</i>

Verb Comparisons

ishkhákh	<i>it is sitting (bird, small animal)</i>
has khîn	<i>they are sitting (large animals, people)</i>
át tán	<i>it is lying there (empty container)</i>
àt sa.ín	<i>it is lying there (container with something inside)</i>
yatán	<i>it is lying there (long piece of wood)</i>

Word Analyses

khugûs'	<i>cloud (also khugâs')</i>
khugâs	<i>fog</i>
Khumligás'.	<i>It got cloudy.</i>
Khu m	<i>ligás'.</i>
<i>khu-</i> <i>m-</i>	
<i>weather</i> <i>mark of past</i>	

words for star

khutxh.anahâ	<i>(Atlin, Teslin)</i>
khutxh.ayanahâ	<i>(Coastal)</i>
khudaxh.anahâ	<i>(Carcross)</i>
khúdáx	<i>is also used</i>

Word Analyses (cont)

akamisêkh'w *she put lipstick*

a	ka	m	li	sêkh'w
<i>it</i>	<i>surface</i>	<i>past tense</i>	<i>classifier</i>	<i>color/dye</i>

x'ât'k'a *little island*

x'ât'	k'	a
<i>island</i>	<i>little</i>	<i>it</i>

Shâ xh'âknáxh àwa.àt. *They walked between the mountain.*

xh'âk	náxh
<i>between</i>	<i>by way of</i>

xh'âk *ravine, canyon*

shâ *mountain*

shàx'w *mountains*

xh'unêl' wás'i *rose bush*

x'us'.ùsyà *brush, back brush*

Xh'unêl' wás'i xhùt wùgùt.

He/she is walking through the rose bushes.

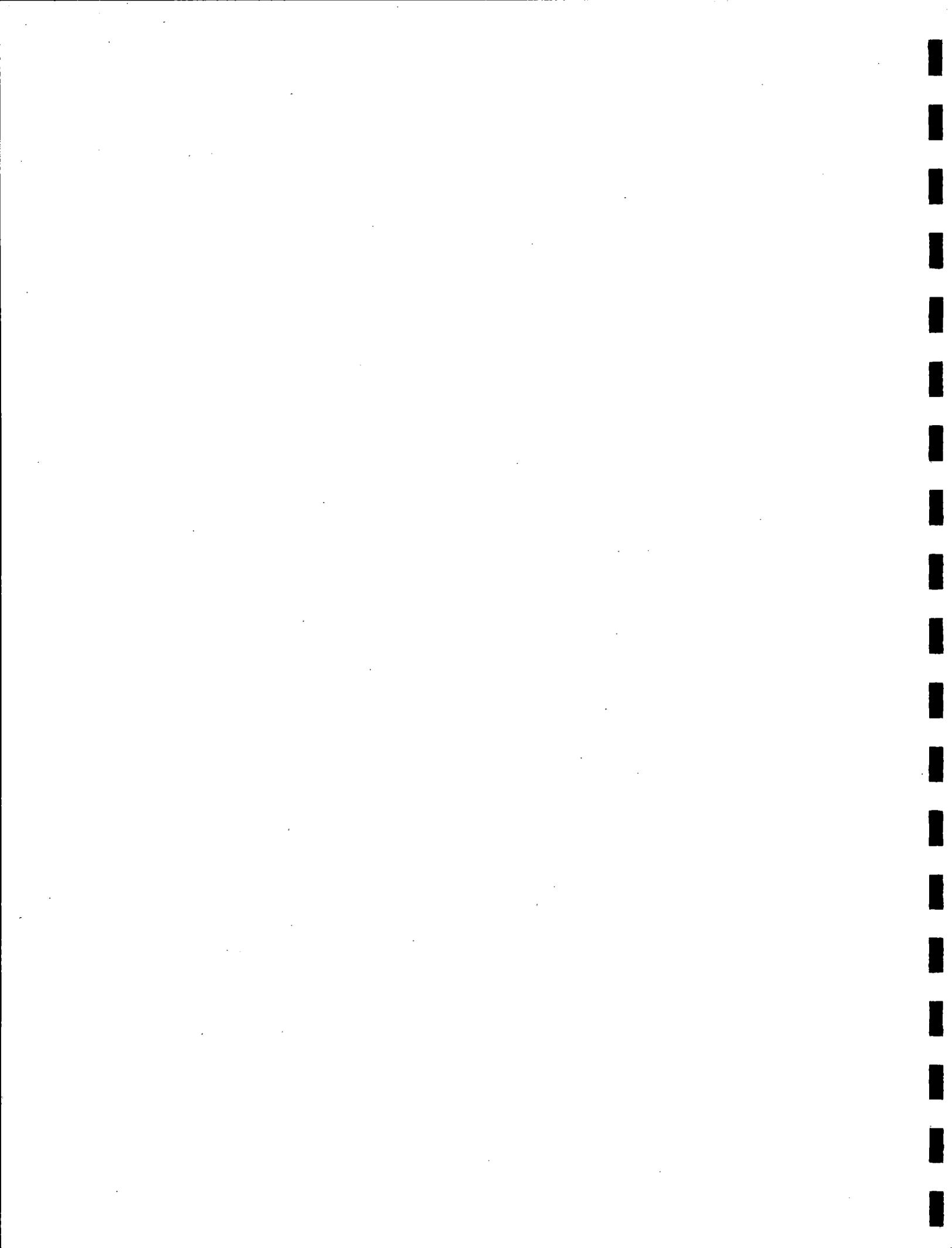
X'us'.ùsyà xhùt wùgùt.

He/she is walking through the backbrush.

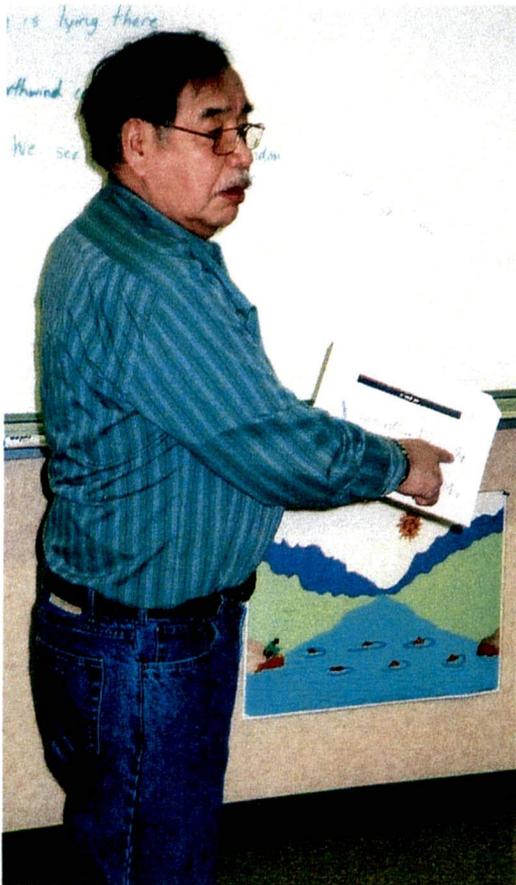
hûch'i àyí *the last one*

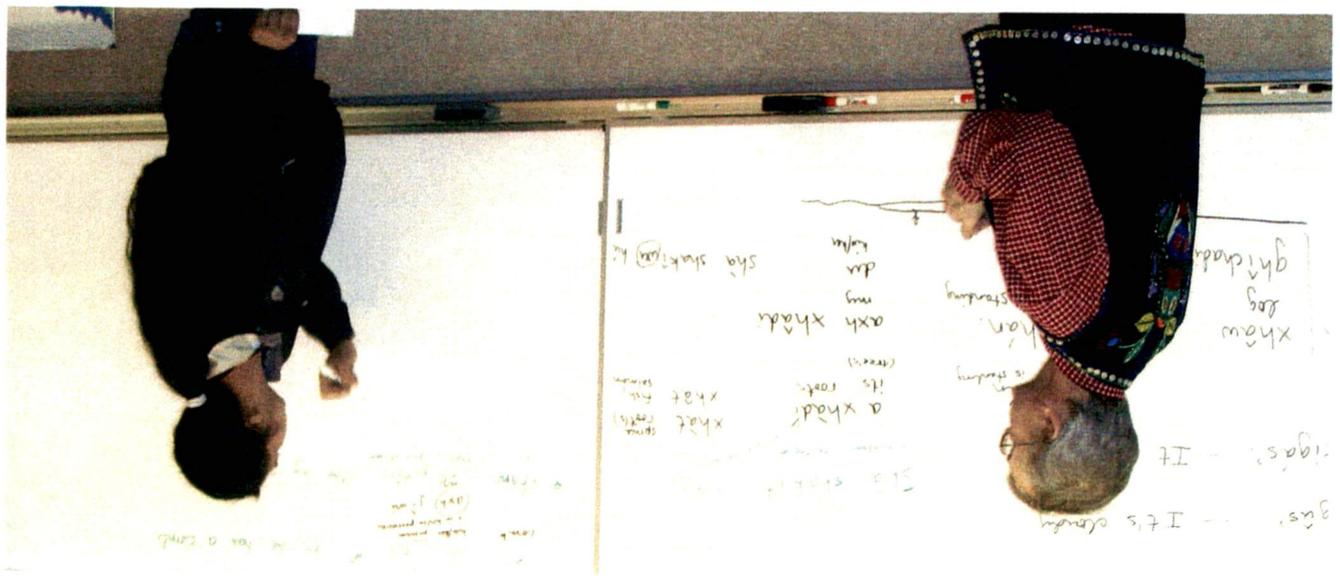
hûch'i âyí *the last lake*

hûch'i àyí â *the last lake*

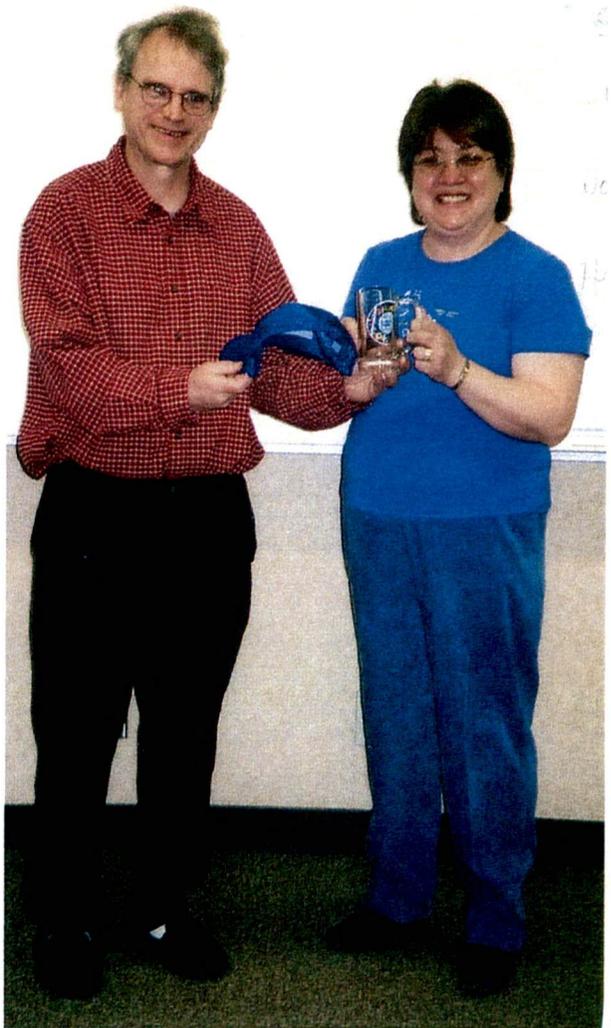










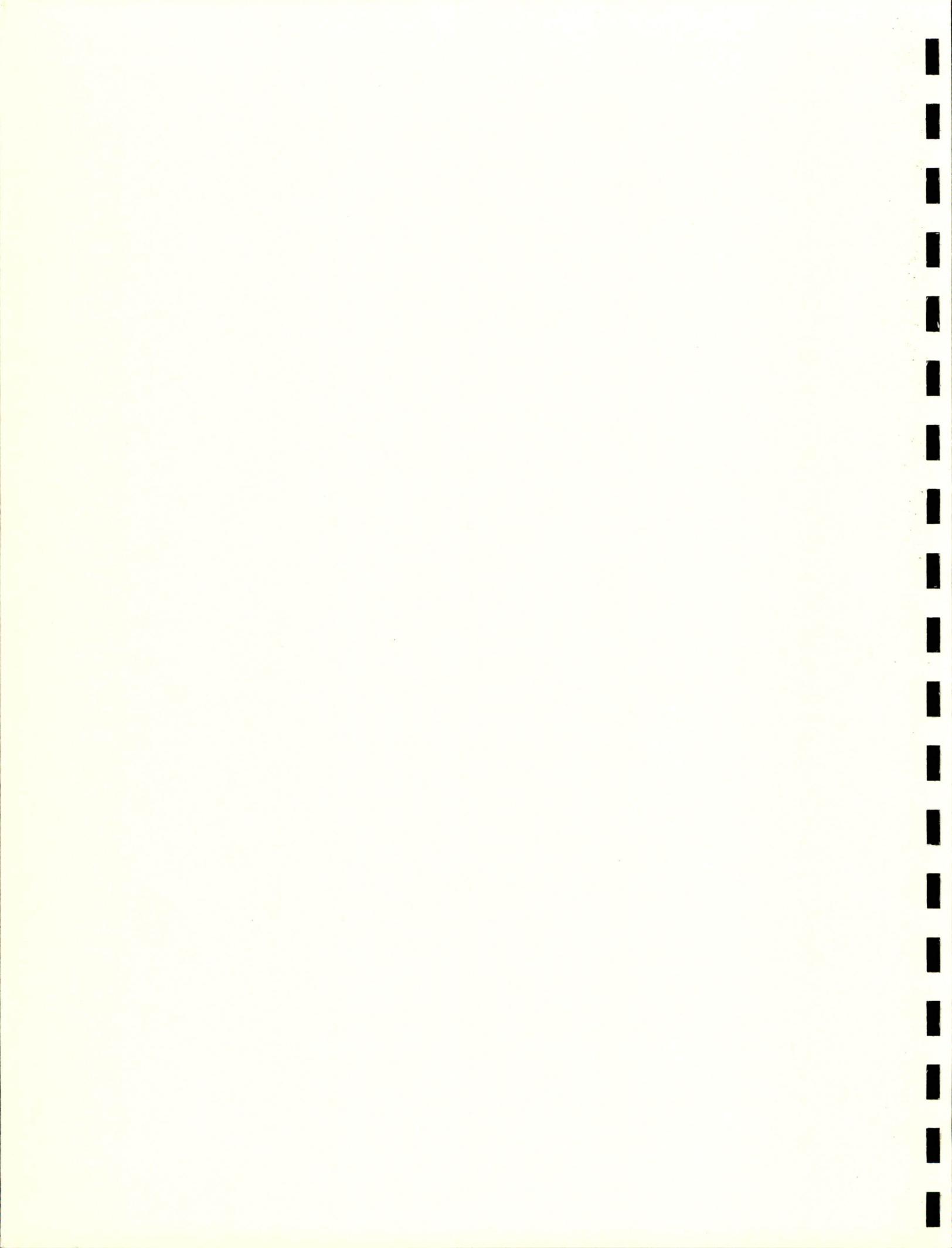




Photograph Identifications

Page

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

Yukon Native Language Centre
Whitehorse, Yukon

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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' (<i>cont</i>) Discussion of Language Structure
10:45	Listening Exercise: l' and s'	Listening Exercise: ts' and s'	Listening Exercise: tl and tl'
noon	<i>lunch</i>	<i>lunch</i>	<i>lunch</i>
1:00	Listening Exercise: ch and ch' Teslin Christmas Concert	Listening Exercise: dz and ts	Listening Exercise: k' and kh'
2:45	Listening Exercise: l' 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 <i>(no mark)</i>	short high <i>´</i>	long low <i>`</i>	long high <i>^</i>
ch'a just	á that, there	à , à yes	â sitting, lake
de already	té rock	dè trail, road	dê enough
i your	í 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)

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 <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge, stairs</i>	jâji <i>snowshoes</i>	gán <i>firewood</i>	gwêl <i>bag</i>	ghâ <i>(raven call)</i>	łaghwán <i>tie it into a bow</i>	nay.á <i>(you folks) go!</i>	ana.wèch <i>(usually) wears it</i>
Aspirated followed by a puff of air	tá <i>sleep</i>	tlâ <i>mother</i>	tsâts <i>bear root, hedysarum</i>	chàn <i>mother-in-law</i>	kâni <i>brother/sister -in-law</i>	kwêy <i>mark, landmark</i>	khâ <i>man</i>	khwân <i>people from —</i>		
Glottalized released with a popping sound	t'á <i>king salmon</i>	tl'átk <i>earth, ground</i>	ts'ats'î <i>bird</i>	ch'âk' <i>eagle</i>	k'ínk' <i>fermented fish heads</i>	k'wát' <i>egg (not fish egg)</i>	kh'atèl <i>pitcher</i>	kh'wátl <i>pot</i>		
Fricatives (breath flows through narrow opening creating friction)										
Plain		lûł <i>fireweed</i>	sà <i>name</i>	shà <i>mountain</i>	xíxch' <i>frog</i>	xwê <i>whew!</i>	xhát <i>me, I</i>	xhwàgùt <i>I went</i>	hás <i>they, them</i>	yà-nahwên <i>is swimming</i>
Glottalized with vocal chords closed		ł'âk <i>dress</i>	s'ikh <i>smoke, cigarette</i>		x'âx' <i>apple</i>	x'wán <i>long johns</i>	xh'é <i>mouth</i>	xh'wâl' <i>down</i>		
Sonorants (softer, you can sing them continuously)										
Nasal vibration in nasal cavity	mâ-sá? <i>how? (Note 2)</i>	ná' <i>here; take it</i>								
Nonnasal	wàkh <i>eye</i>		dalèyí <i>trout</i>		yá <i>this</i>					

*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'

February 2009

Examples of **kh**

1. khâs' *match*
2. wàkh *eyes*
3. khákw *basket*

Examples of **kh'**

1. kh'âtl' *flat, thin*
2. kh'atèl *pitcher*
3. kh'anâxhán *fence*

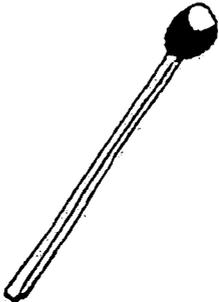
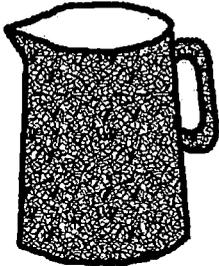
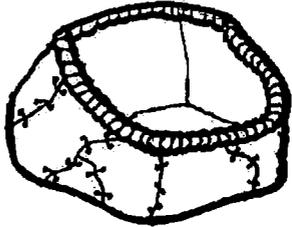
kh and kh'

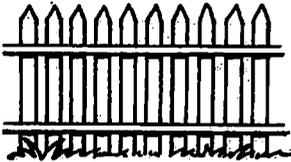
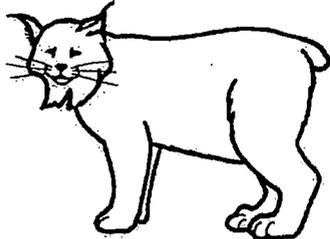
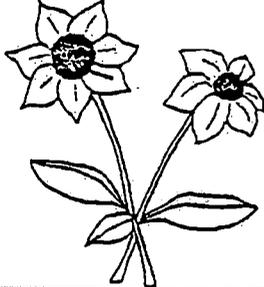
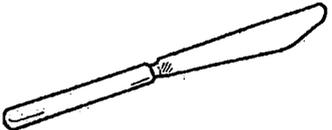
Write *kh* and *kh'* as you hear them.

1. Khâs' yan akamsitán.
He laid a match down.
2. Kh'atèl agamdi.ù.
She bought herself a pitcher.
3. S'agwât yáxh yatì du wàkh.
Her eyes are brown.
4. Hándé wé s'íx' kh'âtl'.
Hand me the plate.
5. Khákw amliyéxh.
She made a basket.
6. Wé shàwát at shùkh.
The woman is laughing.
7. Wé kh'anâxhán àwanîgwá'.
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.

kh and kh'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

k' and kh'

February 2009

Examples of **k'**

- | | |
|------------|---|
| 1. k'âs' | <i>gap where a tooth
is missing</i> |
| 2. k'únts' | <i>potato</i> |
| 3. k'ûxh' | <i>gum, pitch</i> |

Examples of **kh'**

- | | |
|---------------|-------------------|
| 1. kh'êkaxwên | <i>flower</i> |
| 2. kh'âtl' | <i>flat, thin</i> |
| 2. kh'atèł | <i>pitcher</i> |

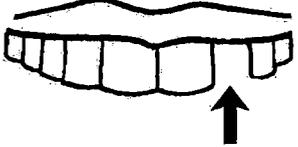
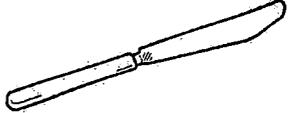
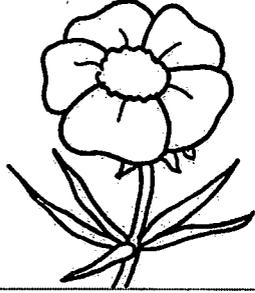
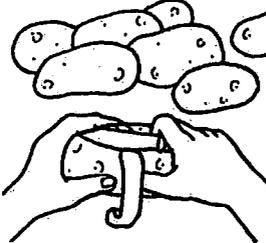
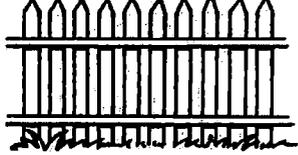
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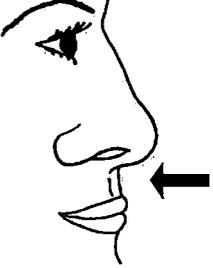
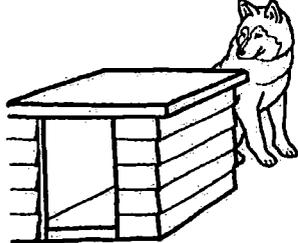
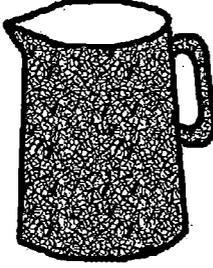
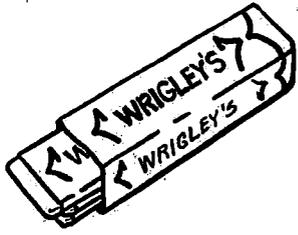
Write *k'* and *kh'* as you hear them.

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 amliyéxh.
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.

k' and kh'

Write *k'* and *kh'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ch and ch'

February 2009

Examples of **ch**

1. châtl *halibut*
2. ghùch *wolf*
3. chùkwán *grass*

Examples of **ch'**

1. ch'âk' *bald eagle*
2. ch'âł' *willows*
3. ch'îłł *ribbon*

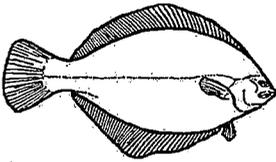
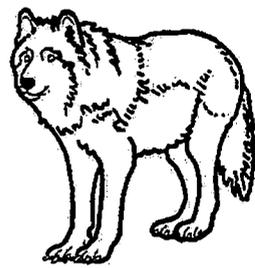
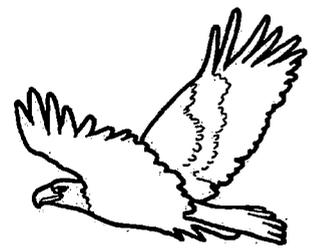
ch and ch'

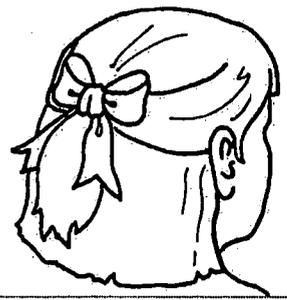
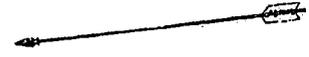
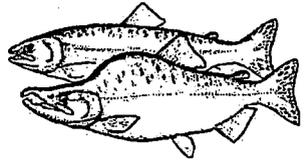
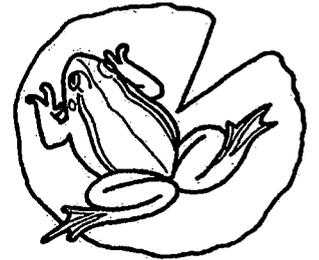
Write *ch* and *ch'* as you hear them.

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.

ch and ch'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tl and tl'

February 2009

Examples of **tl**

1. tlâk'w *maternal aunt*
2. tlakhwyádi *raspberry*
3. tlèlû *butterfly*

Examples of **tl'**

1. tl'îkh *finger*
2. akwdlixhâtł' *s/he is scared*
3. tl'atgikatlêghu *strawberry*

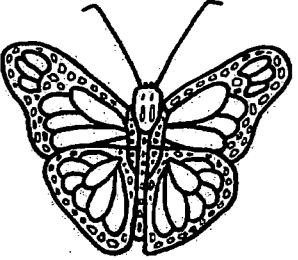
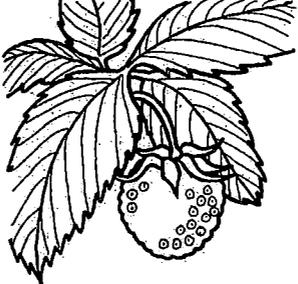
tl and tl'

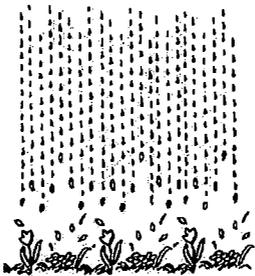
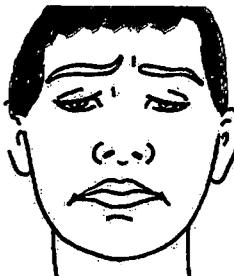
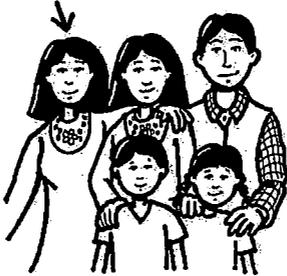
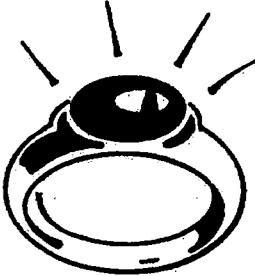
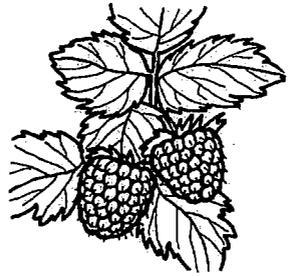
Write *tl* and *tl'* as you hear them.

1. Du tl'ìkh wudix'ís.
His finger is swollen.
2. Yê kwsigênk'i tlèù ayatîn.
He sees a small butterfly.
3. Akwdlixhîtl' wé shàtk'.
The young girl is scared.
4. Tlák'w 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 tlák'w xh'ès at sa.î.
He is cooking for his maternal aunt.
9. Tl'ikhhakâs kadân du jît kamduwatî.
Someone gave her a nice ring.
10. Tlakhwyádi axhá.
She is eating raspberries.

tl and tl'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tł' and ł'

February 2009

Examples of tł'

1. tł'ikhná.át *thimble*
2. tł'atgikatlêghu *strawberry*
3. tł'úk'xh *robin*

Examples of ł'

1. ł'ít *tail*
2. ł'êw *sand*
3. ł'àk *dress*

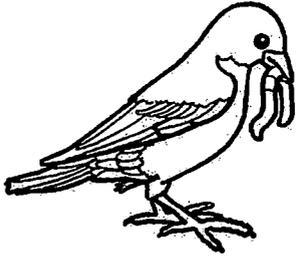
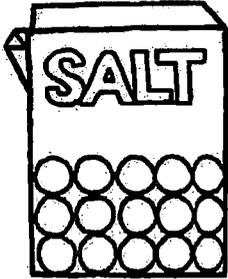
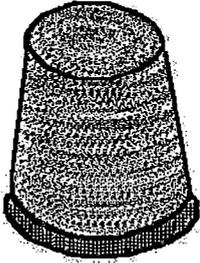
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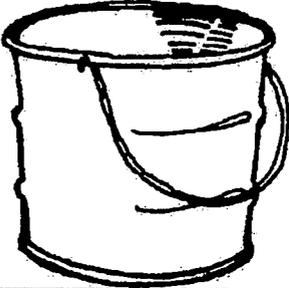
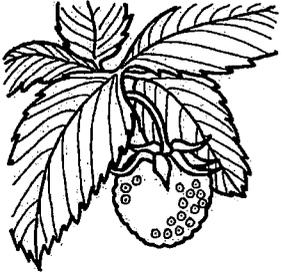
Write *tl'* and *t'* as you hear them.

1. Tl'úk'xh kè akawahâ wé jákhkw.
The robin dug up a worm.
2. Khûk tu.êł 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 al'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 t'it yê kwìsâ.
A shrew's tail is thin (skinny).
7. Akwdlixhîtl' wé shàtk'.
The young girl is scared.
8. Ł'èx x'ìshâ áwé.
That is an aluminum bucket.
9. Shûgà axhùdé yê amsinì wé tl'atgikatlêghu.
She put sugar on the strawberries.
10. Ł'êw kâ kè mduwayísh wé yàkw.
They pulled the boat up on the sand.

tl' and t'

Write *tl'* and *t'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ł' and s'

February 2009

Examples of ł'

- | | | |
|----|----------|--------------------|
| 1. | ł'ix'wán | <i>socks</i> |
| 2. | ł'ùk | <i>coho salmon</i> |
| 3. | ł'ál | <i>jackpine</i> |

Examples of s'

- | | | |
|----|---------|------------------|
| 1. | s'ìkh | <i>smoke</i> |
| 2. | s'igèdí | <i>beaver</i> |
| 3. | s'àxh | <i>groundhog</i> |

ł' and s'

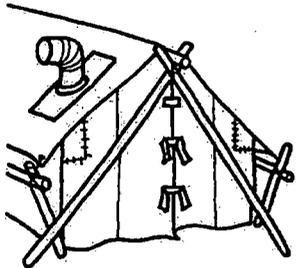
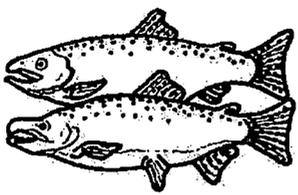
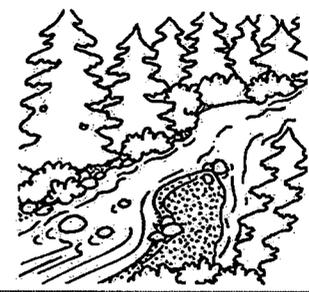
Write ł' and s' as you hear them.

1. Yís ł'àk du jìwú.
She has a new dress.
2. S'àxh káxh ał'ûn.
He is hunting for groundhog.
3. Ł'ix'wán xh'ùst amdiyíkh.
She put on socks.
4. Ł'ál xhùxh yà nagút.
He is walking among the jack pine trees.
5. Tùm s'ínâ át akamligán.
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.

t' and s'

Write *t'* and *s'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

s' and ts'

February 2009

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'ùtât *morning*
3. ts'agwêł *crow*

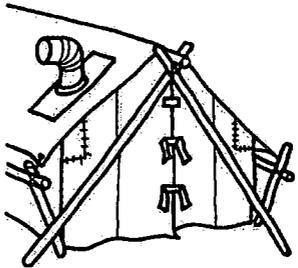
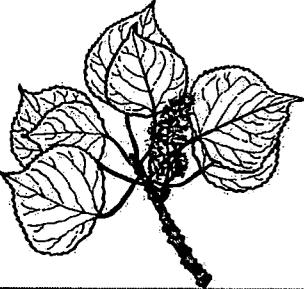
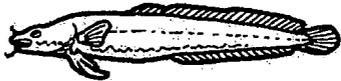
s' and ts'

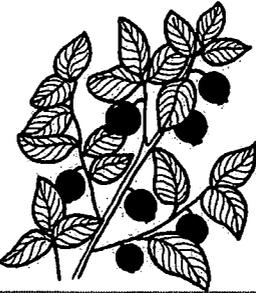
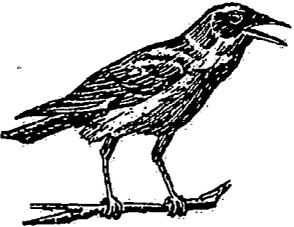
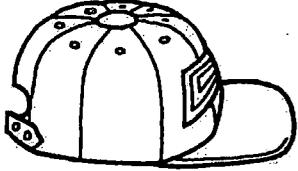
Write *s'* and *ts'* as you hear them.

1. S'ísà hít àwakhâ axh sáni.
My paternal uncle sewed a tent.
2. Wuduwanúk yá ts'útàt.
It's windy this morning.
3. S'ín kè akàwahâ.
She dug up / harvested carrots.
4. Łits'â yís kàwa.àyi dúkh kayàní.
Fresh grown poplar leaves smell good.
5. S'âxh' amdzighêw.
He netted a ling cod.
6. Shà kàdé wùgùt ts'íkáxhk'w kaxh.
She went up on the mountain for blueberries.
7. S'ìkh xhât tayì yê amsinì.
She made smoke under the fish.
8. Yídát tàkw.ítí ts'agwêł yax' wutusitìn.
We saw a crow here this summer.
9. Yís 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.

s' and ts'

Write s' and ts' as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ts and dz

February 2009

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*

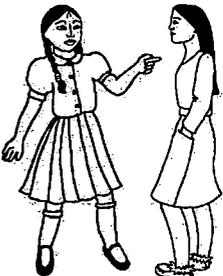
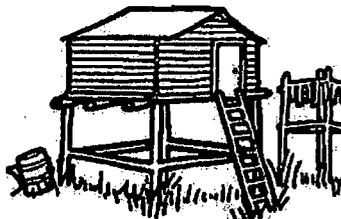
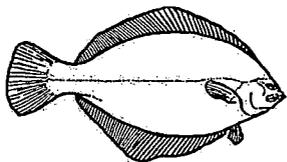
ts and z

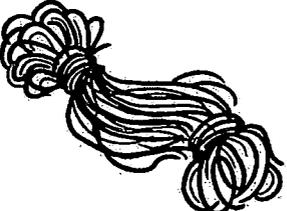
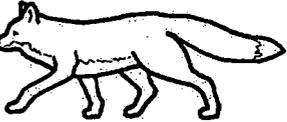
Write *ts* and *dz* as you hear them.

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.

ts and dz

Write *ts* and *dz* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

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*

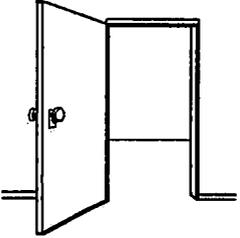
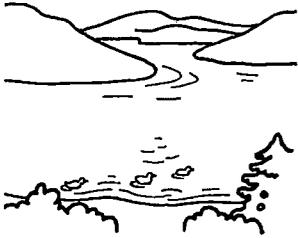
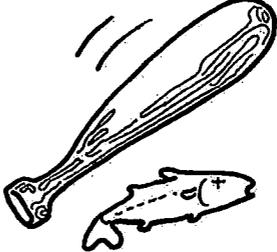
x' and xh'

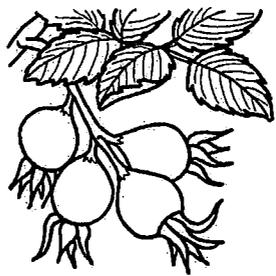
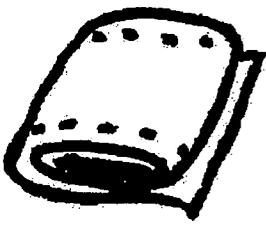
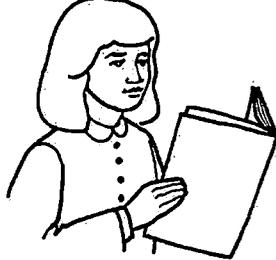
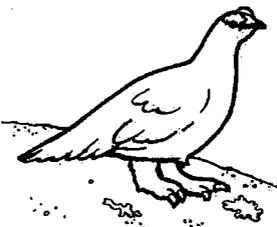
Write *x'* and *xh'* as you hear them.

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 tîli yan àwakhâ.
She finished sewing the slippers.
5. X'ishâ 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.

x' and xh'

Write *x'* and *xh'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

kh and kh'

February 2009

Examples of **kh**

1. khâs' *match*
2. wàkh *eyes*
3. khákw *basket*

Examples of **kh'**

1. kh'âtl' *flat, thin*
2. kh'atèl *pitcher*
3. kh'anâxhán *fence*

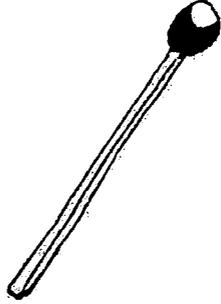
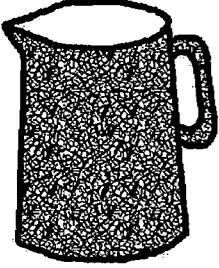
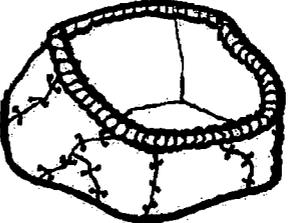
kh and kh'

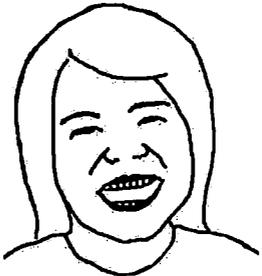
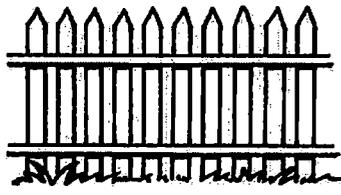
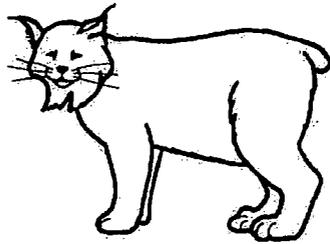
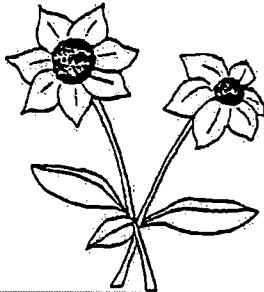
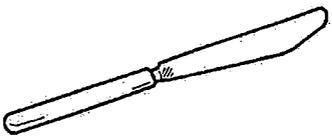
Write *kh* and *kh'* as you hear them.

1. Khâs' yen akawsitén.
He laid a match down.
2. Kh'atèl 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 awliyéxh.
She made a basket.
6. Wé shàwát et shùkh.
The woman is laughing.
7. Wé kh'anâxhán àwanîgwál'.
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.

kh and kh'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

k' and kh'

February 2009

Examples of **k'**

- | | | |
|----|---------|---|
| 1. | k'âs' | <i>gap where a tooth
is missing</i> |
| 2. | k'únts' | <i>potato</i> |
| 3. | k'ûxh' | <i>gum, pitch</i> |

Examples of **kh'**

- | | | |
|----|------------|-------------------|
| 1. | kh'êkaxwên | <i>flower</i> |
| 2. | kh'âtl' | <i>flat, thin</i> |
| 2. | kh'atèł | <i>pitcher</i> |

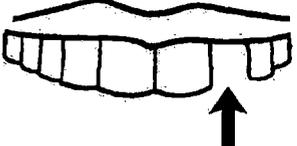
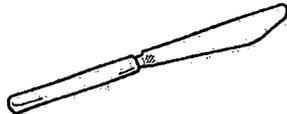
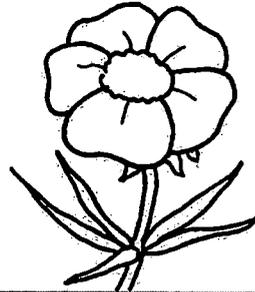
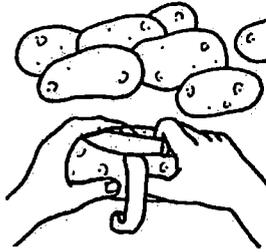
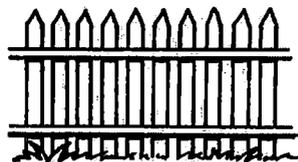
k' and kh'

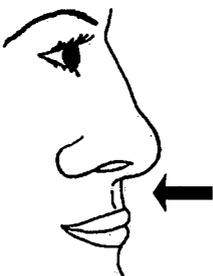
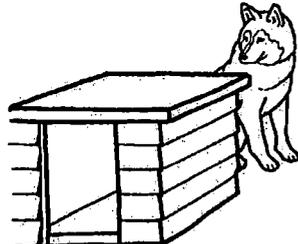
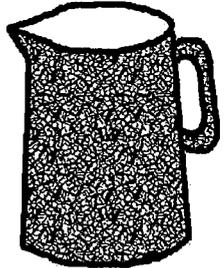
Write *k'* and *kh'* as you hear them.

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 awliyéxh.
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.

k' and kh'

Write k' and kh' as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ch and ch'

February 2009

Examples of **ch**

1. châtł *halibut*
2. ghùch *wolf*
3. chùkén *grass*

Examples of **ch'**

1. ch'âk' *bald eagle*
2. ch'âł' *willows*
3. ch'în *ribbon*

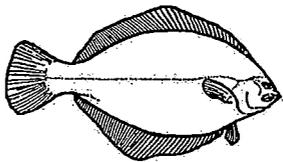
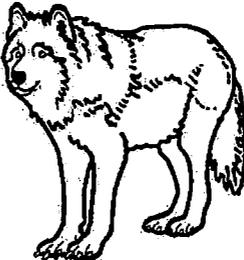
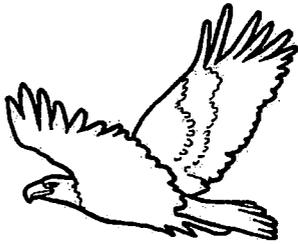
ch and ch'

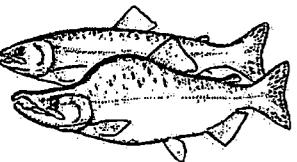
Write *ch* and *ch'* as you hear them.

1. Châtl awdzit'èxh.
He hooked a halibut.
2. Xhàlak'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.

ch and ch'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tl and tl'

February 2009

 Examples of **tl**

- | | | |
|----|-----------|----------------------|
| 1. | tlâk'w | <i>maternal aunt</i> |
| 2. | tlakhwédi | <i>raspberry</i> |
| 3. | tlèlû | <i>butterfly</i> |

 Examples of **tl'**

- | | | |
|----|-----------------|-----------------------|
| 1. | tl'èkh | <i>finger</i> |
| 2. | akwdlixhêtl' | <i>s/he is scared</i> |
| 3. | tl'etgikatlêghu | <i>strawberry</i> |

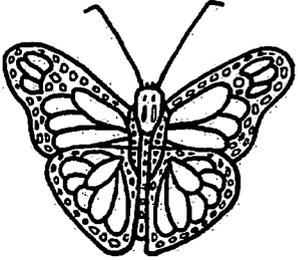
tl and tl'

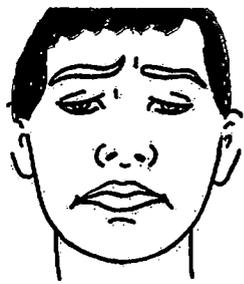
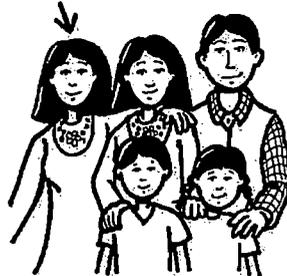
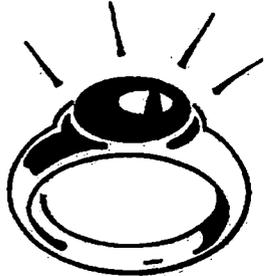
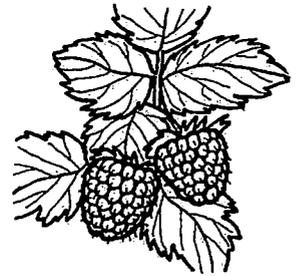
Write *tl* and *tl'* as you hear them.

1. Du tl'èkh wudix'ís.
His finger is swollen.
2. Yê kwsigênk'i tlèlû ayatîn.
He sees a small butterfly.
3. Akwdlixhêtl' wé shàtk'.
The young girl is scared.
4. Tlák'w 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 jît kawduwatî.
Someone gave her a nice ring.
10. Tlakhwédi axhá.
She is eating raspberries.

tl and tl'

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

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

tɬ' and ɬ'

February 2009

Examples of tɬ'

1. tɬ'ekhnà.ét *thimble*
2. tɬ'etgikatlêghu *strawberry*
3. tɬ'úk'xh *robin*

Examples of ɬ'

1. ɬ'it *tail*
2. ɬ'êw *sand*
3. ɬ'àk *dress*

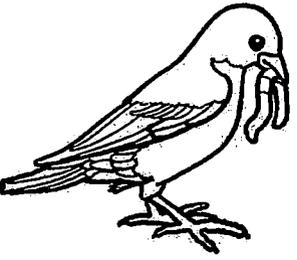
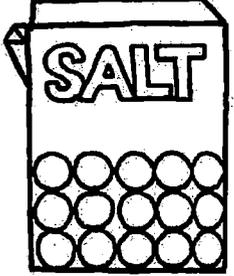
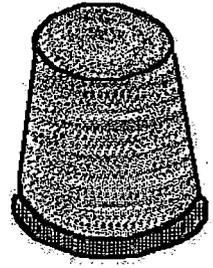
tl' and t'

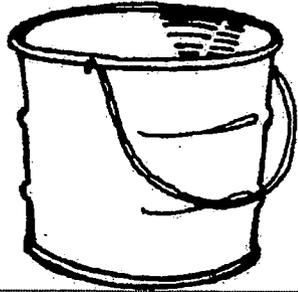
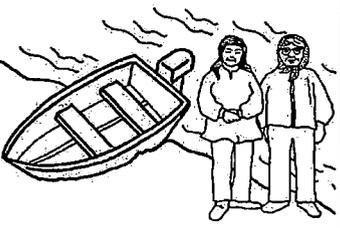
Write *tl'* and *t'* as you hear them.

1. Tl'úk'xh kè akawahâ wé júkxh.
The robin dug up a worm.
2. Khûk tu.êł 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 al'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 t'it yê kwłisâ.
A shrew's tail is thin (skinny).
7. Akwdlixhêtl' wé shàtk'.
The young girl is scared.
8. Ł'èx x'ìshâ áwé.
That is an aluminum bucket.
9. Shûgà axhùdé yê awsinì wé tl'etgikatłêghu.
She put sugar on the strawberries.
10. Ł'êw kâ kè wduwayísh wé yàkw.
They pulled the boat up on the sand.

tl' and t'

Write tl' and t' as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
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t' and s'

February 2009

Examples of t'

1. t'îx'wán *socks*
2. t'ùk *coho salmon*
3. t'éł *jackpine*

Examples of s'

1. s'èkh *smoke*
2. s'igèdí *beaver*
3. s'àxh *groundhog*

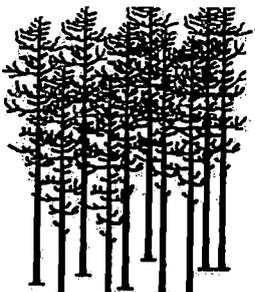
t' and s'

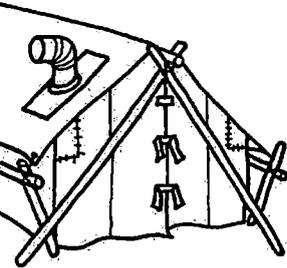
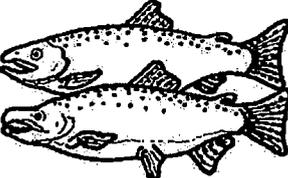
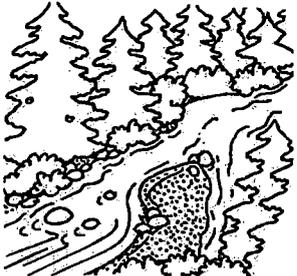
Write *t'* and *s'* as you hear them.

1. Yîs t'àk du jìhú.
She has a new dress.
2. S'àxh káxh ał'ûn.
He is hunting for groundhog.
3. Ł'ix'wán xh'ùst awdiyékx.
She put on socks.
4. Ł'éł 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.

l' and s'

Write l' and s' as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
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s' and ts'

February 2009

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'ùtât *morning*
3. ts'agwêł *crow*

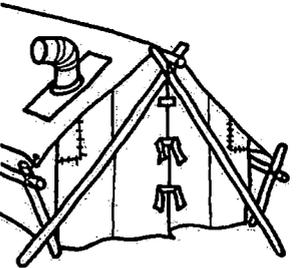
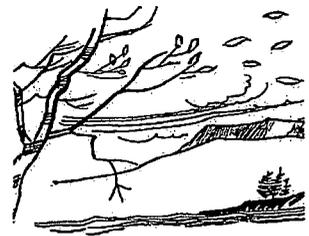
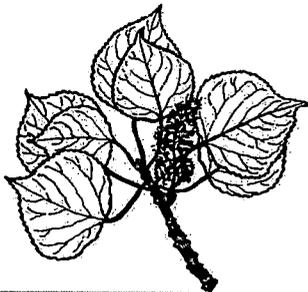
s' and ts'

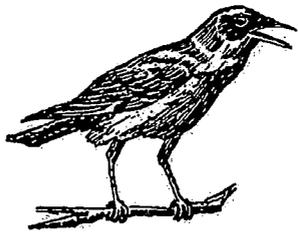
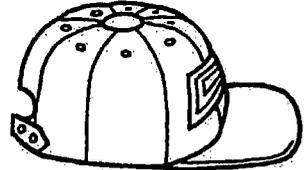
Write *s'* and *ts'* as you hear them.

1. S'ísà hít àwakhâ axh séni.
My paternal uncle sewed a tent.
2. Wuduwanúk yá ts'ùtát.
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'îkâxhk'w kaxh.
She went up on the mountain for blueberries.
7. S'îkh xhât tayì yê awsini.
She made smoke under the fish.
8. Yîdát 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.

s' and ts'

Write *s'* and *ts'* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

ts and dz

February 2009

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*

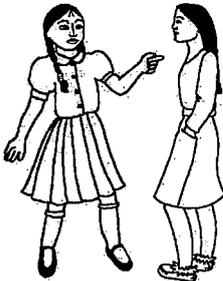
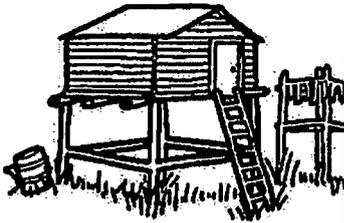
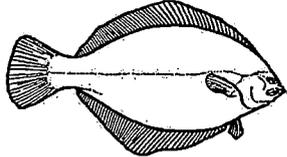
ts and dz

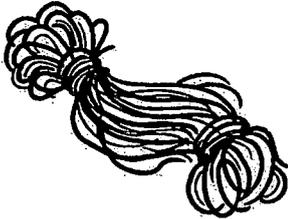
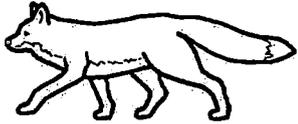
Write *ts* and *dz* as you hear them.

1. Yak'ê ixhwsatìní tsu.
It's good to see you again.
2. Dziyâk áwé axh jìlt 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 kèt 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'â' aghwa'îx'.
She will break a willow for a roasting stick.

ts and dz

Write *ts* and *dz* as you hear them.

1 	2 	3 	4 	5 

6 	7 	8 	9 	10 

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'unêł' *rosehip*
3. xh'àn *fire*

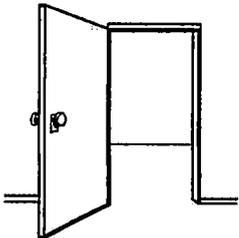
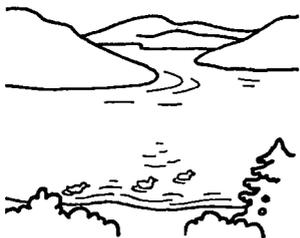
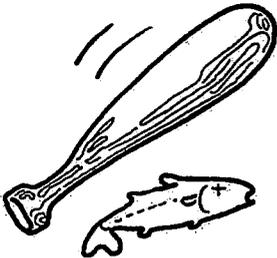
x' and xh'

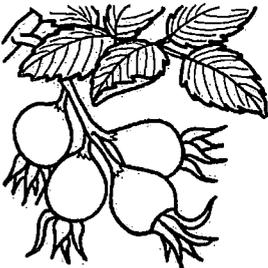
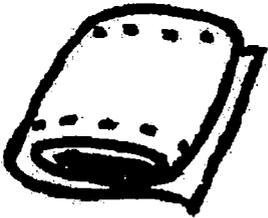
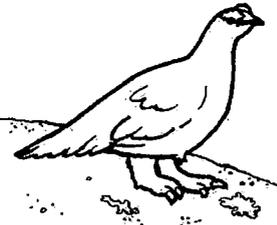
Write *x'* and *xh'* as you hear them.

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 tîli yan àwakhâ.
She finished sewing the slippers.
5. X'ishâ yà anał.át wé khâ.
The man is carrying buckets.
6. Xh'unêl' aghwa.în.
She will pick rosehips.
7. X'ûw akawłik'wát' wé khâ.
The man folded the blanket.
8. Yawlis'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.

x' and xh'

Write *x'* and *xh'* as you hear them.

1 	2 	3 	4 	5 
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6 	7 	8 	9 	10 
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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'atèl 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 amtiyéxh.
basket s/he made it

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 amłiyêxh.
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'aluyì uwas'úk.
his/her philtrum it is dry
(area under the nose)

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'atèl.
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 tlèù ayatîn.
this small butterfly s/he sees it

3. *The young girl is scared.*

Akwdlìxhîtl' wé shàtk'.
s/he is scared the young girl

4. *He drives to town all the time.*

Tlák w 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.

Sentences - tɬ' and ʔ'

1. *The robin dug up a worm.*

Tɬ'úk'xh kè akawahâ wé jákhkw.
worm up s/he/it dug it the robin

2. *He bought a box of salt.*

Khûk tu.êʔ amsi.ù.
box in . salt s/he bought it

3. *She is sewing using a thimble.*

Tɬ'ikhná.át tin dakhês'.
thimble with s/he is sewing

4. *The man and woman are dancing.*

Wé khâ kha shàwát has a'èxh.
the man and woman they are dancing

5. *A wart grew on her finger.*

T'âxh'w du tɬ'ikh kê kàwa.â.
wart his/her finger on it grew

6. *A shrew's tail is thin (skinny).*

S'udìn ʔ'it yê kwɬisâ.
shrew tail thus it is skinny

7. *The young girl is scared.*

Akwdlìxhîtl' 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 kê mduwayísh wé yàkw.
sand on they pulled the boat

Sentences - t' and s'

1. *She has a new dress.*

Yîs t'àk du jìwú.
new dress his/her is in his/her possession

2. *He is hunting for groundhog.*

S'àxh káxh a't'ûn.
groundhog for s/he is hunting

3. *She put on socks.*

t'îx'wán xh'ûs | t amdiyíkh.
socks foot | (on)to s/he pulled it

4. *He is walking among the jack pine trees.*

t'át xhù | xh yà nagút.
jackpine among | through along s/he is walking

5. *She lit a candle.*

Tùm s'îná á | t akamligán.
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'ùtât.
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'íkáxhk'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 hunger came those small birds,
with 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, it is my possession | to s/he spoke
a while ago

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

7. *The man folded the blanket.*

X'ûw akamlik'wát' wé khâ.
blanket s/he folded it the man

Wé khâ x'ûw akamlik'wát'. *(alternative)*

8. *The fire is smoking.*

Yamlis'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.*

Kh'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	<i>s/he's going (along) walking</i>
yà nakhúxh	<i>s/he's going (along) by boat</i>
yà ndakhín	<i>it's flying (along)</i>

Compare progressives:

x'âx' yà anaxhên	<i>s/he's going along eating an apple</i>
s'ín yà anaxhên	<i>s/he's going along eating a carrot</i>

with present:

x'âx' axhà	<i>s/he's eating an apple</i>
s'ín axhà	<i>s/he's eating a carrot</i>

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:

<i>apple</i>	x'âx' âgúns	<i>from Tlingit for crabapples adapted from English</i>
<i>beans</i>	gwêns	
<i>red kidney beans</i>	tsálgí kahâgu	<i>descriptive "gopher kidneys"</i>
<i>dried apricots dried peaches</i>	shàn gúgu	<i>"old people's ears"</i>
<i>corn</i>	shàn ùxhú	<i>"old people's teeth"</i>
<i>sugar</i>	shûgà finukdzi f'ew	<i>adapted from English "sweet sand"</i>
<i>pepper</i>	si.âx'u.át tuxh'wans'i nâkw	<i>"sour stuff" "pellet medicine"</i>
<i>curry powder</i>	xhât àn dus.ì át	<i>"something you cook fish with"</i>

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	<i>it's sitting here</i>
hêt â	<i>it's sitting over here</i>
wêt â	<i>it's sitting there</i>
yût â	<i>it's sitting way over there</i>

Miscellaneous Vocabulary

- | | | |
|-----|--|---|
| 1. | yà khìna.ên | <i>it is getting to be dawn</i> |
| 2. | wê de duwatîn
<i>there to it is visible</i> | <i>it is visible there</i> |
| 3. | yîs f'âk | <i>new dress</i> |
| 4. | tlagû f'âgí | <i>old dress</i> |
| 5. | ch'âgû f'âgí | <i>old-timey dress</i> |
| 6. | sakwnên
sakwnên îwu
sakwnên kaxùk | <i>bannock
bread ("cooked bannock")
flour ("dry bannock")</i> |
| 7. | tsu
xhát tsú | <i>again
me too (also, too)</i> |
| 8. | axh jít
axh ìn yù xh'amli.át
<i>me with s/he spoke (together)</i> | <i>to me (to my possession)
she spoke with me</i> |
| 9. | t'îsh
t'îsh súxdi, t'îsh saxwdi | <i>frame (made of poles)
frame pole</i> |
| 10. | yîs
yès
a yís | <i>new
fall time
for it (for that purpose)</i> |

Miscellaneous Vocabulary (*cont*)

- | | |
|---|--|
| 11. tâkw
ìtí
tàkw.ìtí | <i>winter</i>
<i>after</i>
<i>summer</i> |
| 12. dzàs axâsh | <i>s/he is cutting babiche</i> |
| 13. xh'àn
x'ân
a x'àn | <i>fire</i>
<i>anger</i>
<i>the point of it</i> |
| 14. x'ânt uwanúk
x'ân aya.û | <i>s/he is angry</i>
<i>s/he has anger</i> |
| 13. tl'atgi ka tlêghu
<i>ground on berry (possessed)</i> | <i>strawberry</i> |
| 14. dêxh
dâxhnâxh | <i>two (for objects)</i>
<i>two (for humans)</i> |
| 15. àwa.ù
agamdi.ù | <i>s/he bought it</i>
<i>s/he bought it for herself/himself</i> |
| 16. amliyéxh
agamdliyéxh | <i>s/he made it</i>
<i>s/he made it for herself/himself</i> |

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 hât 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 uwaxhá.
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`ishâ *bucket*
axh x`ishâyi } *my bucket*
axh x`ishayí }

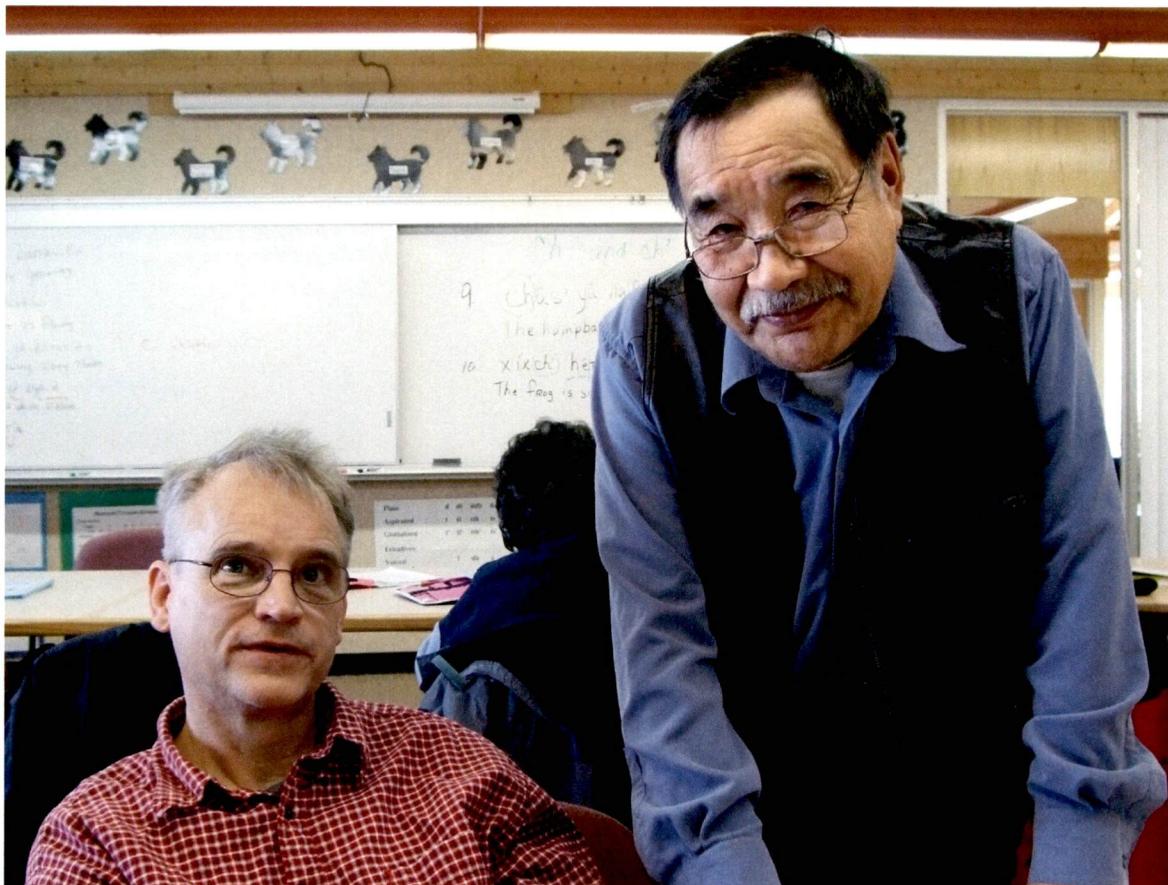
2. dânà *money*
axh dânayi *my money*

3. ghàtâ *trap*
axh ghâtâyi } *my trap*
axh ghâtâyí }

4. axh tâyi *my garden*
axh tàyí *my fat*
axh tayì *under me*

5. shâ | xh amditi *he put it on his head*
head | down over
axh shâxh àwatì *he put it on my head*
axh shá *my head*





6. *Kh'anáxhán am'liyéxh.* *agamdliyéxh*
 He built a fence. he made it for himself

7. *Dáxhnáxh k'isāni wēt nákh.*
two (humans) boys there! (located) (several) are standing
 Two young boys are standing there.

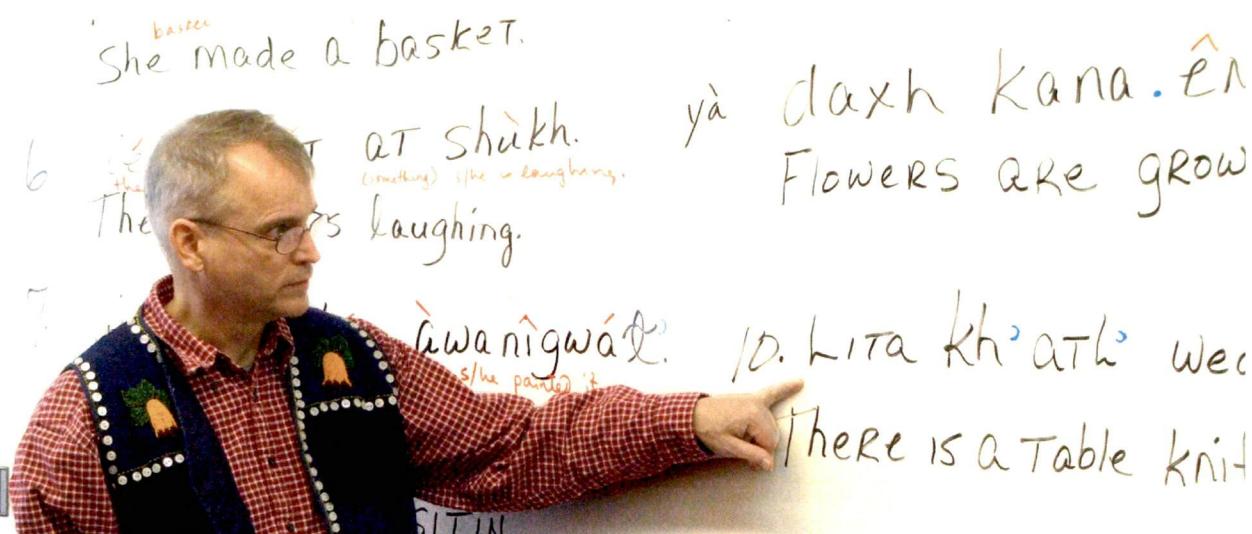
7. *Du kh'a'fuyi uwas'uk.*
his philtrum it is dry
 The area under his nose is dry.

8. *Hít k'iyi at á wé k'etl. c. ét*
house back of dog there is sitting the dig
 The dog is sitting behind the house. His phil

9. *Hín a k'áwu wé kh'at'et.*
water its surface! is located the pitcher
 There is water in the pitcher



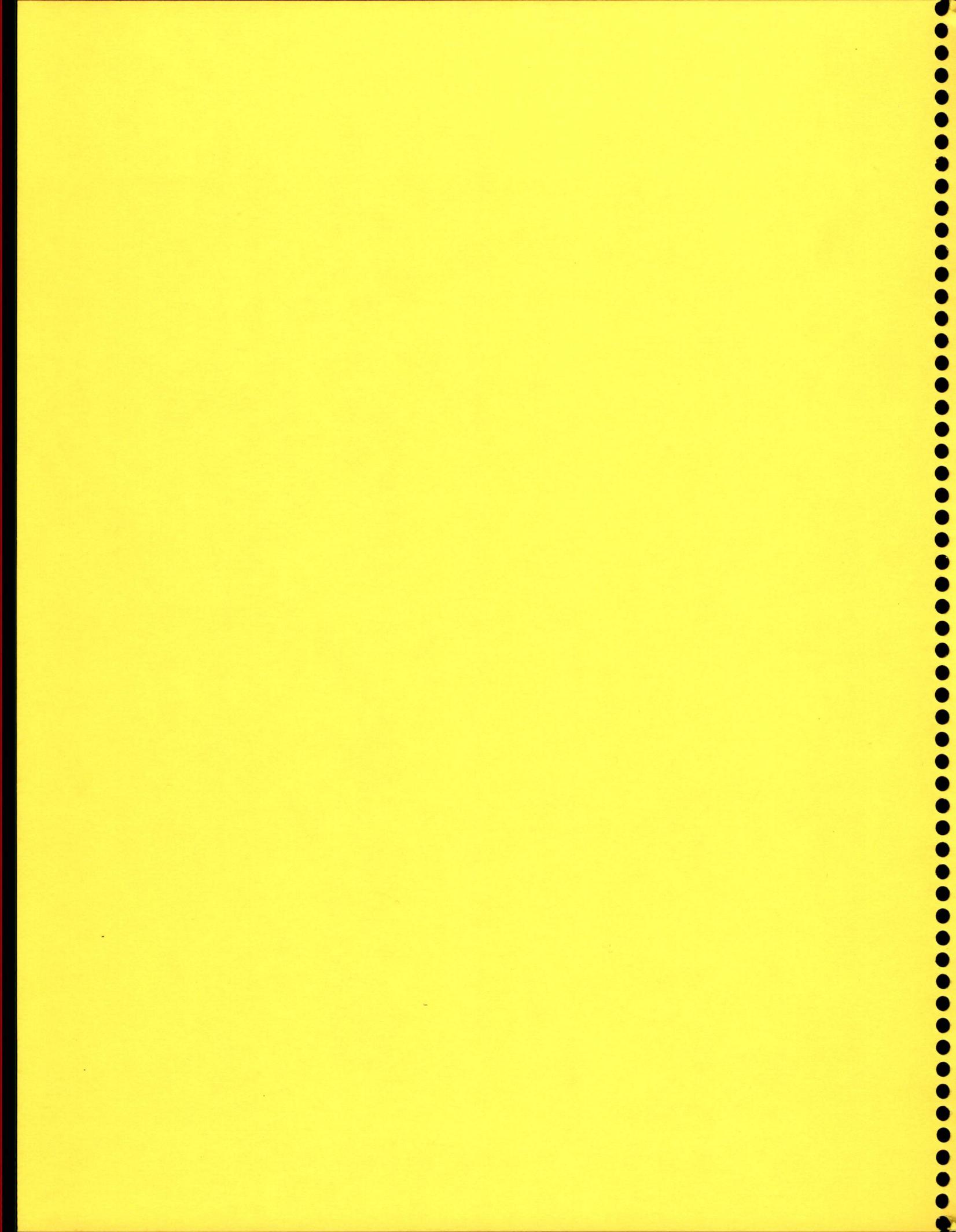




Photograph Identifications

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| 88. | <i>top:</i> | Bessie Cooley, Anne Ranigler |
| | <i>bottom:</i> | André Bourcier, Dr. Jeff Leer |
| 89. | <i>top:</i> | Dr. Jeff Leer, Sam Johnston |
| | <i>bottom:</i> | whiteboard |
| 90. | <i>top:</i> | Marlene Smith, Mamie Smith |
| | <i>bottom:</i> | Autom Jules, Tina Jules, Dr. Jeff Leer, Connie Jules |
| 91. | <i>top:</i> | Dr. Jeff Leer, Doris Allen |
| | <i>bottom:</i> | Dr. Jeff Leer, Margaret Bob |
| 92. | <i>top:</i> | Dr. Jeff Leer teaching |



TLINGIT LITERACY SESSION

Yukon Native Language Centre

Whitehorse, Yukon

September 9 - 11, 2009

Guest Instructor:

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SCHEDULE

	Wednesday Sept 9	Thursday Sept 10	Friday Sept 11
9:00	Opening Prayer Listening Exercise: l and ł 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 (<i>cont</i>)	Positional Verbs: sleeping	Comparison of: k and kh
noon	<i>lunch</i>	<i>lunch</i>	<i>lunch</i>
1:00	Positional Verbs Emma Sam: article re. award presentation of gift	Classificatory Positional Verbs	Classroom Expressions (<i>cont</i>)
2:45	Positional Verbs: translation practice	Classificatory Positional Verbs (<i>cont</i>)	Wrap-up Gifts Closing Prayer

Sentence Analysis : ł and ł' Listening Exercise (Teslin dialect)

1. Yîs ł'ák agamdikhâ.
new dress s/he sewed for herself/himself
She sewed herself a new dress.
2. Łdakát át akàwachák.
every (all) thing s/he packed up
He packed up everything.
3. Ł'îx'wán kaxhsané.
socks I am knitting
I am knitting socks.
4. Łichani nâkw ayasahêxh.
wild sage s/he is gathering
(stinky medicine)
She is gathering wild sage.
5. S'eł' x'wán xh'ùst amdiyékh.
rubber boots to the foot/feet s/he pulled on
He put on rubber boots.
6. Łàkh'ásk du tuwâ sigû.
seaweed to his/her mind it is pleasant
She likes / wants seaweed.

7. Ł'êw (ł'êm) kát â wé kêtładi.
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/ above, over it is visible
creek/river

A sandy cliff is visible above the water.

10. Axh tuwâ sigû du ł.ułjîni.
I to my mind it is pleasant his/her vest

(something without sleeves)

I like his vest.

† and †'

September 2009

Examples of †

- | | | |
|----|--------|-----------------|
| 1. | †ità | <i>knife</i> |
| 2. | †û† | <i>fireweed</i> |
| 3. | †etûxh | <i>throat</i> |

Examples of †'

- | | | |
|----|------------|--------------|
| 1. | †àk | <i>dress</i> |
| 2. | †êw
†êm | <i>sand</i> |
| 3. | †'it | <i>tail</i> |

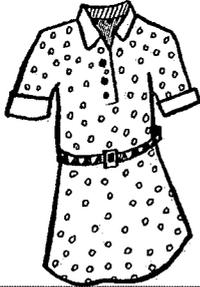
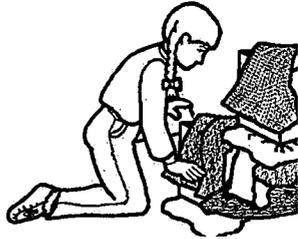
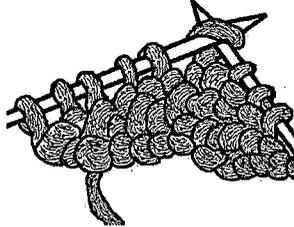
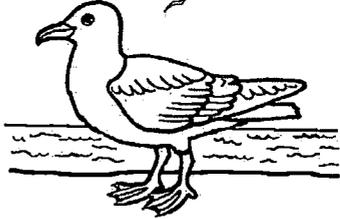
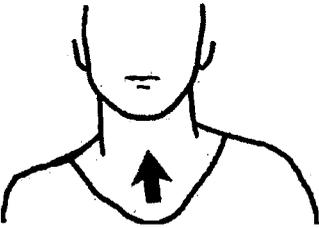
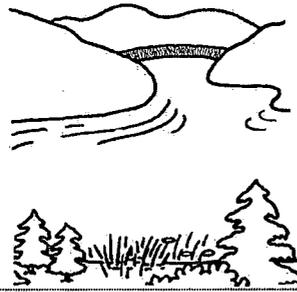
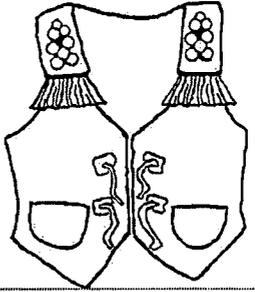
t and t'

Write *t* and *t'* as you hear them.

1. Yís t'àk agamdikhâ.
She sewed herself a new dress.
2. Łdakát át akàwachák.
He packed up everything.
3. Ł'ix'wán kaxhsané.
I am knitting socks.
4. Łichani nâkw ayasahêxh.
She is gathering wild sage.
5. S'eł' x'wán xh'ùst amdiyékh.
He put on rubber boots.
6. Łàkh'ásk du tuwâ sigû.
She likes / wants seaweed.
7. Ł'êw (t'êm) kát â wé kêtładi.
The seagull is sitting on the sand.
8. Du łetûxh yanîkw.
Her throat hurts.
9. Ł'amshà hîn kinâde duwatîn.
A sandy cliff is visible above the water.
10. Axh tuwâ sigû du ł.ułjîni.
I like his vest.

ł and ł'

Write ł and ł' as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

ł and ł'

September 2009

Examples of ł

1. łítà *knife*
2. łûł *fireweed*
3. łetûxh *throat*

Examples of ł'

1. ł'àk *dress*
2. ł'êw *sand*
3. ł'it *tail*

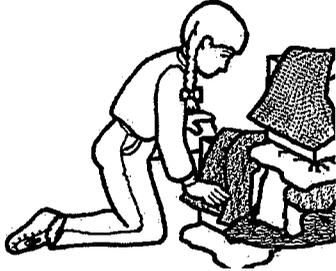
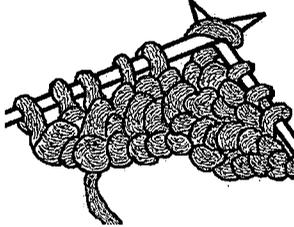
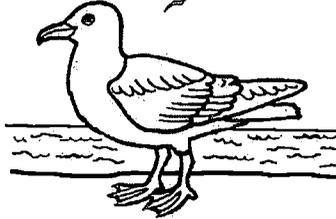
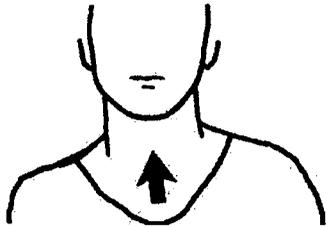
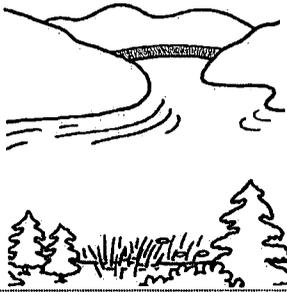
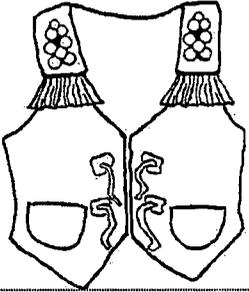
ł and ł'

Write ł and ł' as you hear them.

1. Yîs ł'àk agawdikhâ.
She sewed herself a new dress.
2. Łdakét ét akàwachák.
He packed up everything.
3. Ł'ix'wán kaxhsané.
I am knitting socks.
4. Łichani nâkw ayasahêxh.
She is gathering wild sage.
5. S'eł' x'wán xh'ùst awdiyékxh.
He put on rubber boots.
6. Łàkh'ásk du tuwâ sigû.
She likes / wants seaweed.
7. Ł'êw két â wé kêtledi.
The seagull is sitting on the sand.
8. Du łetûxh yanûk.
Her throat hurts.
9. Ł'awshà hîn kanâde duwatîn.
A sandy cliff is visible above the water.
10. Axh tuwâ sigû du ł.ułjîni.
I like his vest.

t and t'

Write *t* and *t'* 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'àk *Sinwa Ravine (near Jake's Corner)*
3. Shà Xh'àk *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'atèl *pitcher*
 2. kh'èkaxwên *flower*
 3. kh'îch' *scar*
- compare to :
- (4. k'ìljâ *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 amliyéxh.
fire pit s/he made
She made a fire pit.
10. Wé kh'anâxhán àwanîgwál'.
this fence s/he painted
He painted the fence.

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*

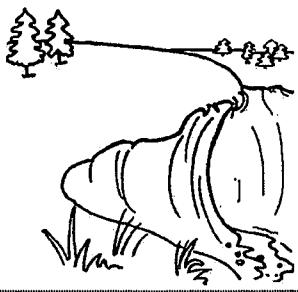
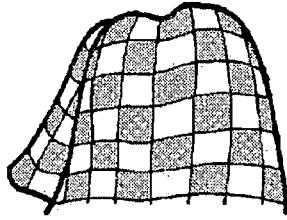
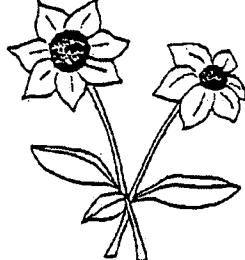
xh' and kh'

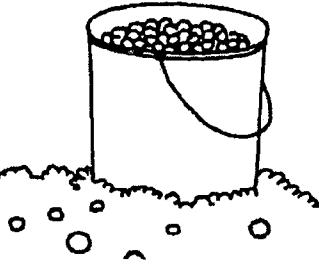
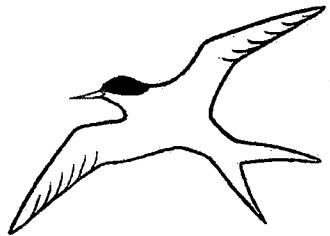
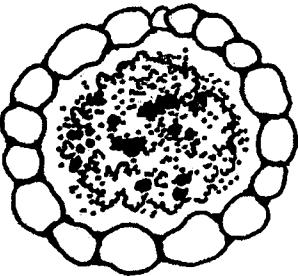
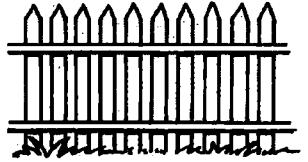
Write *xh'* and *kh'* as you hear them.

1. Xh'àknáxh kè has uwa.át
They came up through the canyon.
2. Łítà tlèntín du jín àwakh'ék'w.
She cut her hand with a big knife.
3. Xh'wâł' x'ûw du jiwú du tlâ.
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.
He saw terns yesterday.
9. Xh'àn.ítí amłiyéxh.
She made a fire pit.
10. Wé kh'anâxhán àwanîgwál'.
He painted the fence.

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*

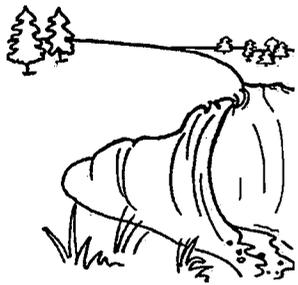
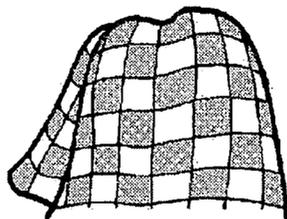
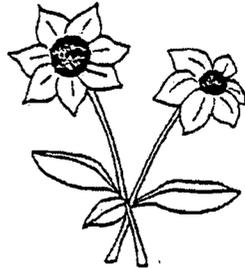
xh' and kh'

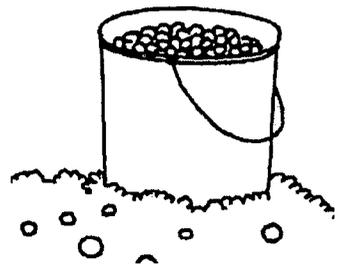
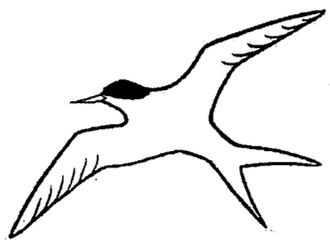
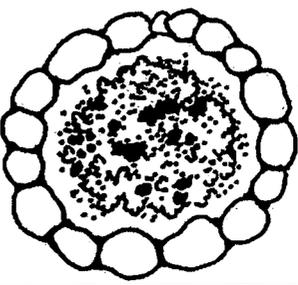
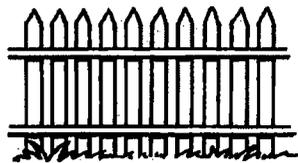
Write *xh'* and *kh'* as you hear them.

1. Xh'àknáxh kè s uwa.ét
They came up through the canyon.
2. Łítà tlèntín du jín àwakh'ék'w.
She cut her hand with a big knife.
3. Xh'wâł' x'ûw du jìhú du tlâ.
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' et xhá.
A ptarmigan is eating over there.
6. Dêxh kh'atèt 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 awsitìn tatgé.
He saw terns yesterday.
9. Xh'àn.ítí awłiyéxh.
She made a fire pit.
10. Wé kh'anâxhán àwanîgwál'.
He painted the fence.

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 xhatak'ách'.
tree-arriving at it ran that porcupine
The porcupine ran up a tree.
6. Hándé 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. Xákwl'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

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Examples of **x**

1. xîn *bluefly*
2. xûts *brown bear*
3. xíxch' *frog*

Examples of **xh**

1. xhât *fish*
2. xhànás' *raft*
3. xhatak'ách' *porcupine*

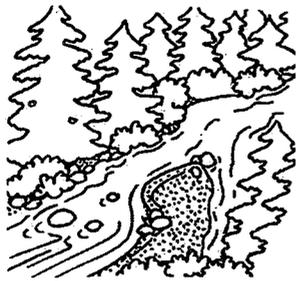
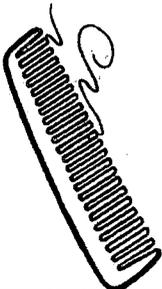
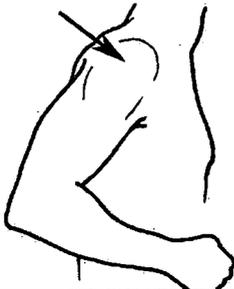
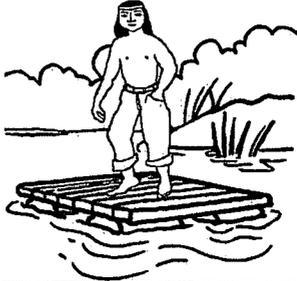
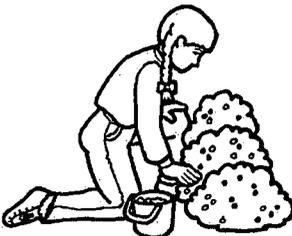
x and xh

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. Hándé 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.

x and xh

Write *x* and *xh* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

x and xh

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Examples of **x**

1. xîn *bluefly*
2. xûts *brown bear*
3. xíxch' *frog*

Examples of **xh**

1. xhât *fish*
2. xhànés' *raft*
3. xhatak'ách' *porcupine*

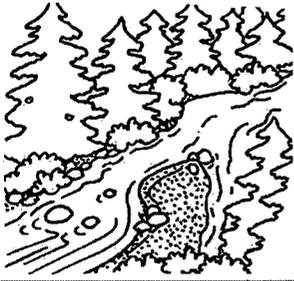
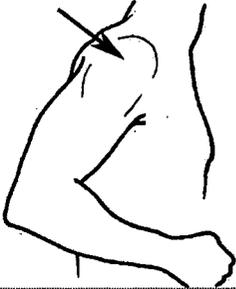
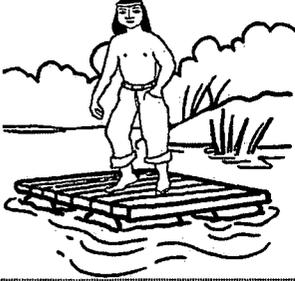
x and xh

Write *x* and *xh* as you hear them.

1. Xhîy eya.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 eya.û.
She is using a broom.
4. Xhât esxùk.
She is drying fish.
5. Àst wujixíx wé xhatak'ách'.
The porcupine ran up a tree.
6. Hándé wé xêdu.
Give me the comb.
7. Du xhikshá kè nanûk.
His shoulder is getting sore.
8. Xîl'i wêx' yà kana.ên.
Mossberries are growing there.
9. Xhànés' kêt hén wé khâ.
The man is standing on a raft.
10. Xákw'i aghwa.în.
She will pick soapberries.

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. kîť *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. Yís 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.

k and kh

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Examples of k

1. d̀uk *hide, skin*
2. k̀ukh *pit*
3. k̀etl *dog*

Examples of kh

1. kh̀uk *box*
2. kh̀a *man*
3. kh̀íłà *platter*

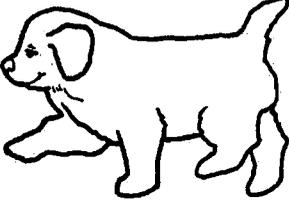
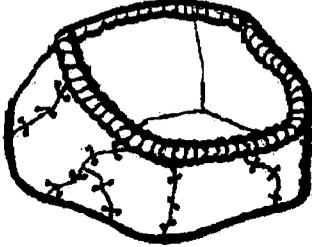
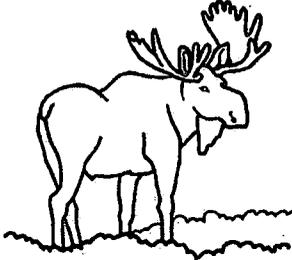
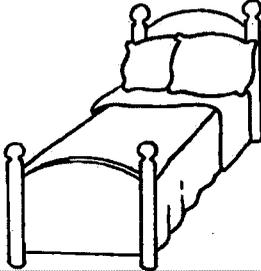
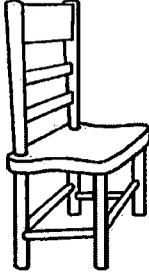
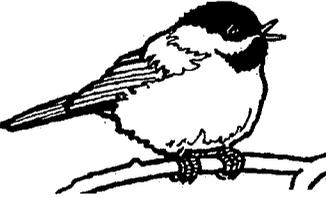
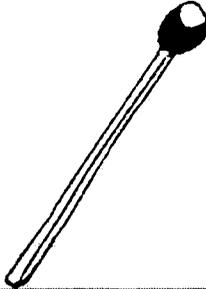
k and kh

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

1. Ketlyádi du jìt wududzinúk.
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 ?
Hand me that match, OK?
9. Yè kanasxíxi khutghanahâ xhwasiìn.
I saw a falling star.
10. Kaghìt â kàdé saduwa.áxhch.
You can hear a loon calling on the lake.

k and kh

Write *k* 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. d̀uk *hide, skin*
2. k̀ukh *pit*
3. k̀etl *dog*

Examples of kh

1. kh̀uk *box*
2. kh̀a *man*
3. kh̀íà *platter*

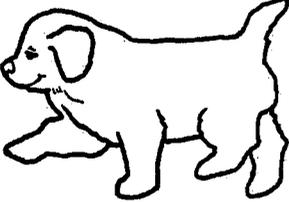
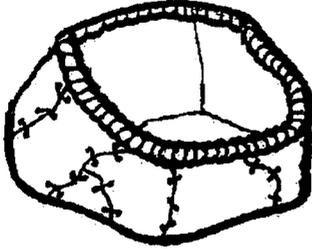
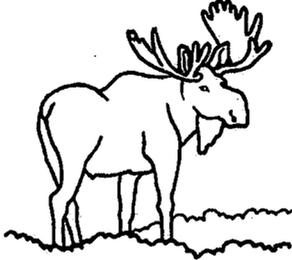
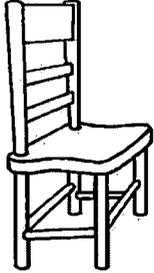
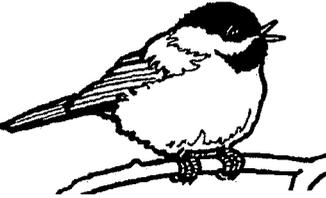
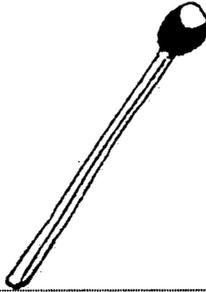
k and kh

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. Axx jìt satén wé khâs', gushé ?
Hand me that match, OK?
9. Yè kanasxíxi khudaxhanahâ xhwasiṭìn.
I saw a falling star.
10. Kaghìt â kàdé saduwa.áxhch.
You can hear a loon calling on the lake.

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 jìsatàn. *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. Ghatùlsà. *Let's take a break.*

Examples of tone changes on the verb stem to pick(berries)

Xákwł'i akhghwa.îñ. *She will pick soapberries.*

a.îñ *s/he is picking them*

àwa.îñ *s/he picked them*

akhghwa.îñ *s/he will pick them*

îñ *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
<i>way over</i>	<i>towards</i>	<i>it is visible</i>
<i>there</i>		

2. Shà kàdé duwa.áxhch. *It can be heard from the mountain.*

Shà	kà	-dé	duwa.áxhch
<i>mountain</i>	<i>surface</i>	<i>to</i>	<i>it is audible</i>
	<i>on</i>		<i>it can be heard</i>

Positional Verbs (Sitting, Standing, Lying)

1. Sitting

			<i>several sitting together</i>		
1sg	xha.â	<i>I am sitting</i>	1pl	tùkhîn	<i>we are sitting</i>
2sg	ì.â	<i>you (one) are sitting</i>	2pl	yìkhîn	<i>you (plural) are sitting</i>
3sg	â	<i>s/he is sitting</i>	3pl	has khîn	<i>they are sitting</i>
4sg	a.â	<i>someone is sitting</i>	4pl	akhîn dukhîn	<i>people are sitting</i>

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 Axxh ìn ìkhîn.

You (one) are sitting with me.

3sg Axxh ìn khîn.

S/he is sitting with me.

2. Standing

1sg	xhahán	<i>I am standing</i>	1pl	tùnákh	<i>we are standing</i>
2sg	ìhán	<i>you (one) are standing</i>	2pl	yìnákh	<i>you (pl) are standing</i>
3sg	hán	<i>s/he is standing</i>	3pl	has nákh	<i>they are standing</i>
4sg	ahán	<i>someone is standing</i>	4pl	anákh	<i>people are standing</i>

3. Lying

sh xhastân *I am lying.*

sh xha- s- tân
self I cl stem

1sg	sh xhastân	<i>I am lying</i>	1pl	sh tù.át	<i>we are lying</i>
2sg	sh ìstân	<i>you (one) are lying</i>	2pl	sh yì.át	<i>you (pl) are lying</i>
3sg	sh istân	<i>s/he is lying</i>	3pl	has sh ì.át	<i>they are lying</i>
4sg	sh dustân	<i>someone is lying</i>	4pl	sh du.át	<i>people are lying</i>

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. Nèit 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 nèlìt tùkhîn. *We are sitting at our mother's.*
(place)
9. Axx îsh kâx'whwèt kát sh istân. *My father is lying on the bed.*
10. Gùt sá ì.â ? } *Where are you sitting?*
Gùt sá át ì.â ? } *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>I am sleeping</i>	1pl	tùxhéc'w	<i>we are sleeping</i>
2sg	ità	<i>you (one) are sleeping</i>	2pl	yìxhéc'w	<i>you (pl) are sleeping</i>
3sg	tá	<i>s/he is sleeping</i>	3pl	has xhéc'w	<i>they are sleeping</i>
4sg	atá	<i>someone is sleeping</i>	4pl	axhéc'w	<i>people are sleeping</i>

Again, the verb stem automatically takes the plural when a singular person is sleeping with another person.

Example:

Du tlâ tin xhéc'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 kát 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 yit has xhéx'w.
canvas house inside they are sleeping
(tent) a building

They are sleeping in a tent.

3. Wé t'ukanêyi t'ùk kát 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 tayit tá.
this dog house under s/he is sleeping

The dog is sleeping under the house.

Also

Wé kètl hít tayi 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. | <i>A book is lying there.
A piece of paper is lying there.</i> |
| 2. Té át tîn. | <i>A rock is lying there.</i> |
| 3. Dâná át tîn. | <i>Money (one bill) is lying there.</i> |
| 4. Dliy át tîn. | <i>A piece of meat is lying there.</i> |
| 5. Kâ át tîn. | <i>A car is sitting there.</i> |
| 6. S'âxw át tîn. | <i>A hat is lying there.</i> |
| 7. Tîł át tîn. | <i>A shoe is lying there.</i> |
| 8. Ús'à át tîn. | <i>A bar of soap is lying there.</i> |

2. át katîn

one small round object is lying there

Examples:

1. Dâná 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'ât' 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`ishâ 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 hậw, with a nasal vowel.
5. At kùwú át satán. *A tail (bird or fish) is lying there.*
6. At f'ìdí át satán. *A tail (mammal) is lying there.*
7. Kayàní át satán. *Leaf / leaves / vegetation is lying there.*

8. Sákhš 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'íx' át satán. *An ice chisel is lying there.*
15. Túlà 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. Xwàsâ 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. Dâná 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 ? *Is it good?*
Yak'ê ágí ?
8. Yak'ê áwé. *That's good.*
9. Yîwânych yê yaniykhá. *You say it. (speaking to more than one person)*
10. Kuna.àkhw tsu. *Say it again.*
Tsu kuna.àkhw.
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. Ghatùlsà.
Let's rest. / Let's take a break.
15. Xhat látín.
Look at me.
16. I jín nat'ácht.
Clap your hands.
17. Sh ìlk'átí'.
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 ìkùdzí.
*You're amazing.
You're awesome.*

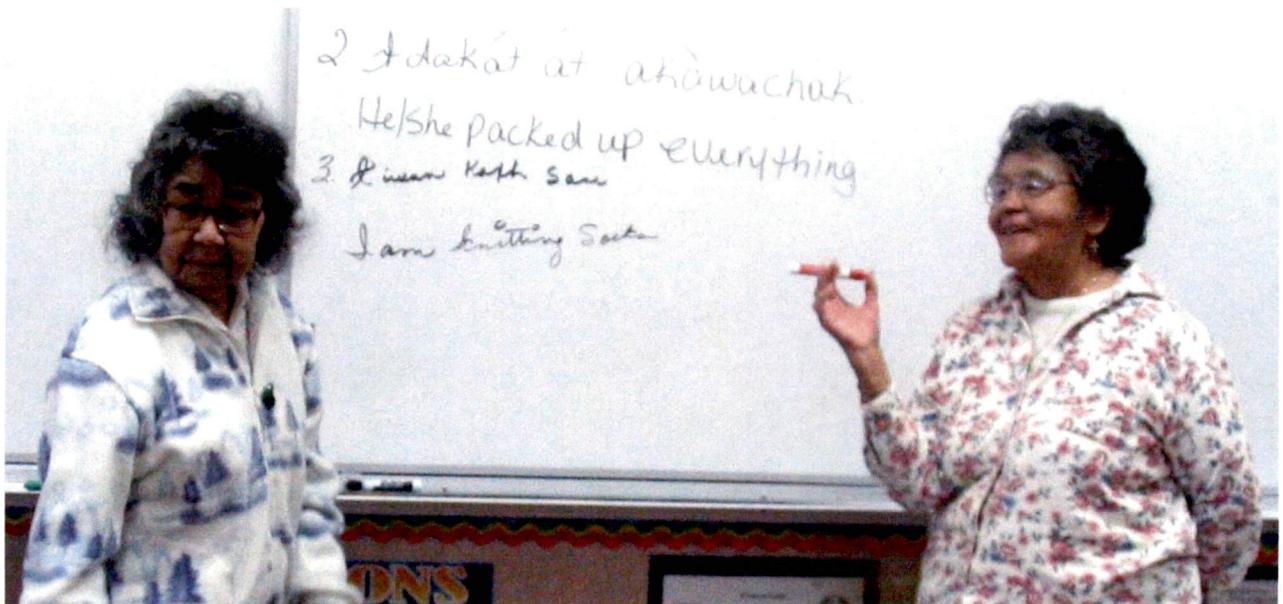
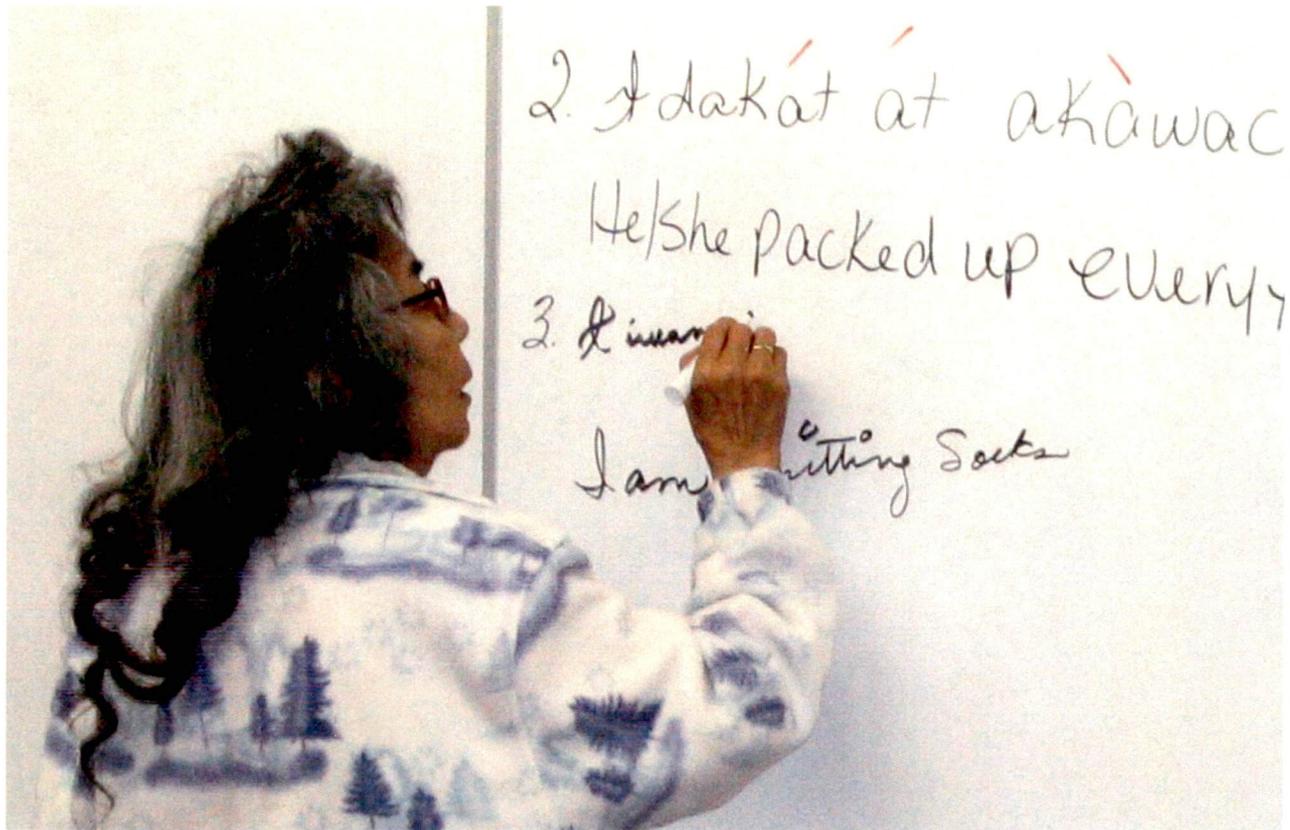
Classroom Expressions (cont)

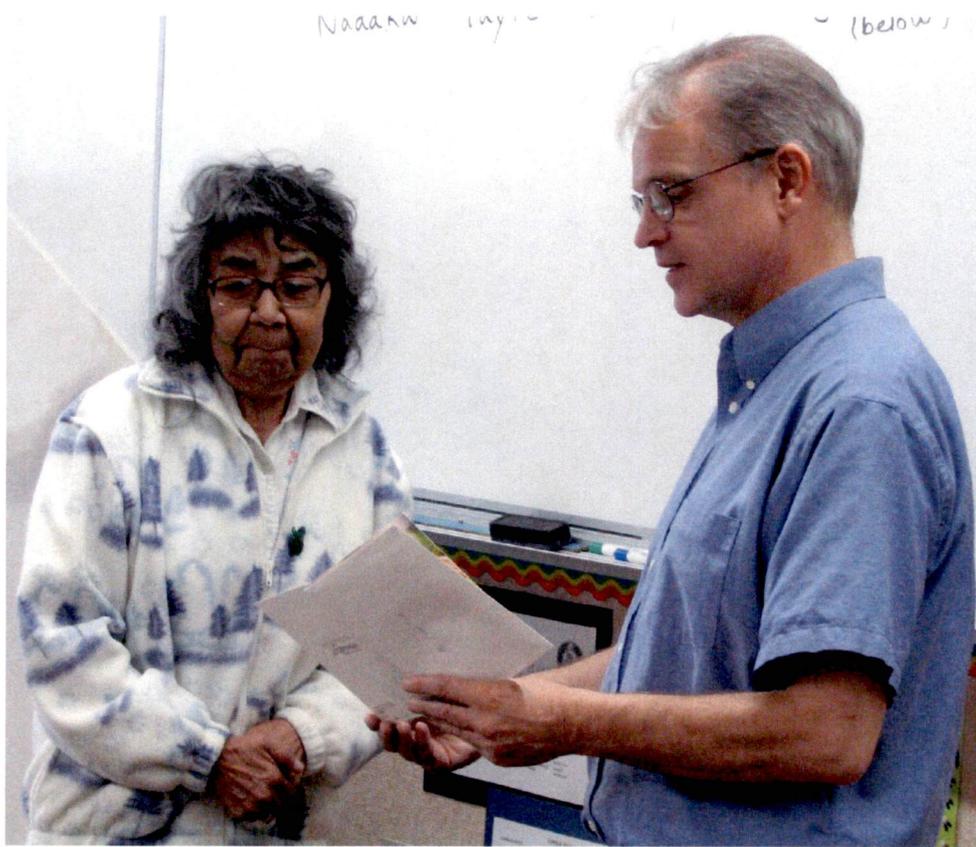
27. Ìdzikà. *You're lazy.*
28. Ùxhdzikà. *I'm lazy.*
29. Â ùxhdzikà.
Áx' ùxhdzikà. *I'm lazy to do it.*
30. Łich'îyákhw. *S/he is slow.*
31. Jilich'îyákhw. *S/he is a slow worker.
("hand" incorporated)*
32. Xh'ałich'îyákhw. *S/he is a slow talker.
("mouth" incorporated)*
33. Axh yìghâ ! *Wait for me!*
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!*

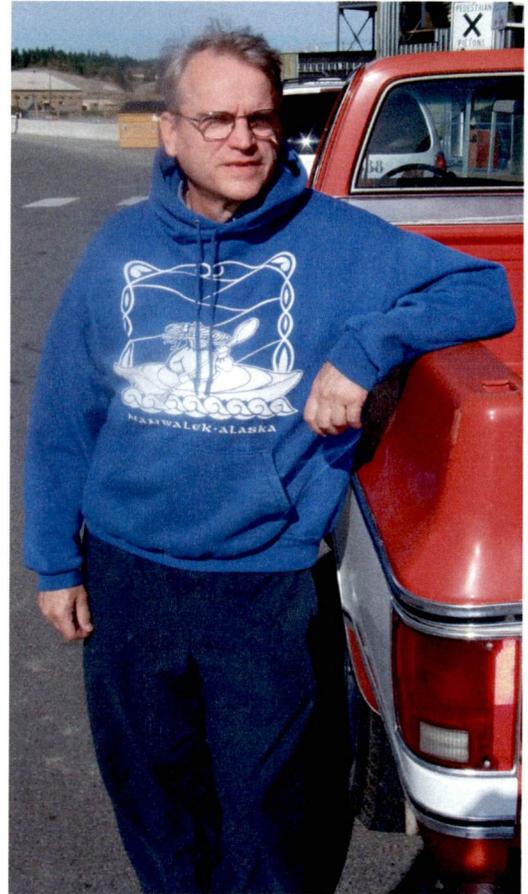
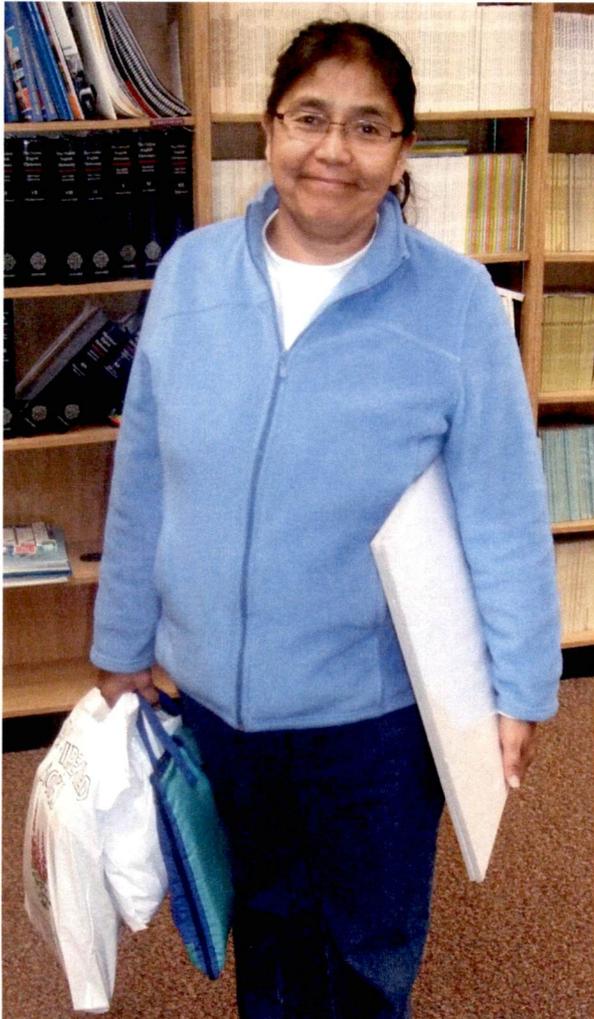
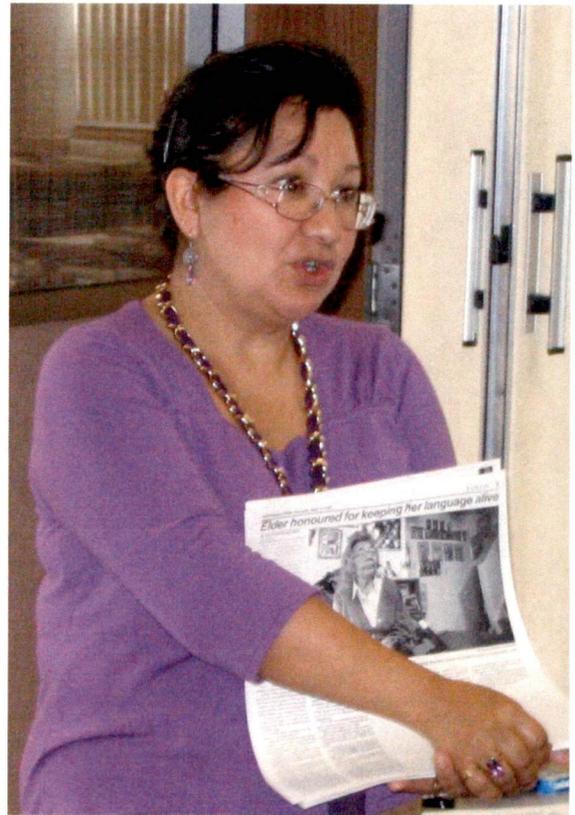
Classroom Expressions (cont)

39. I kàdàxh axh tùwú kłighî. *I'm proud of you (one person).*
I kàxh axh tùwú kłighî.
40. Yì kàdàxh axh tùwú kłighî. *I'm proud of you (two or more*
Yì kàxh axh tùwú kłighî. *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.*









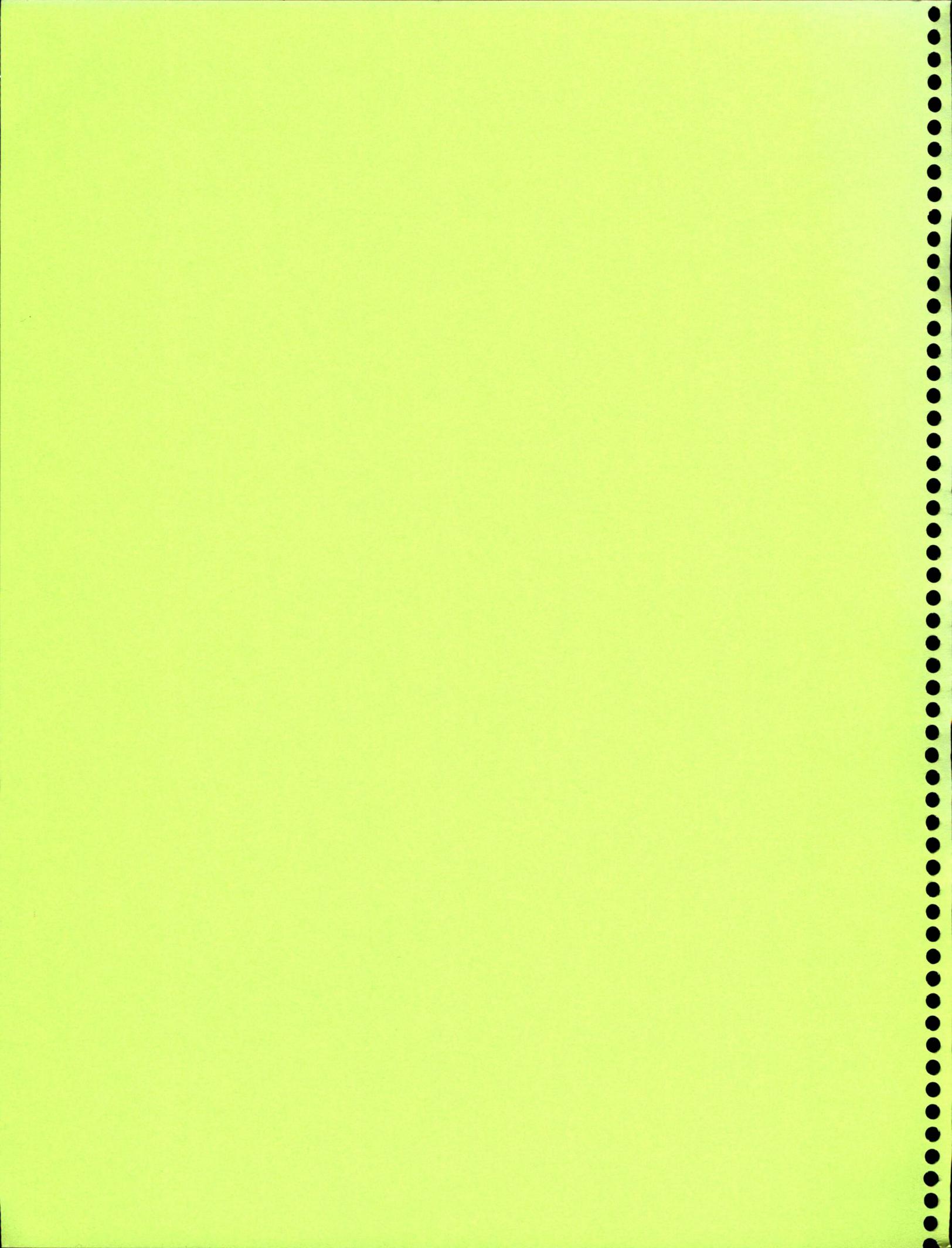




Photograph Identifications

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| 65. | <i>back row</i> | André Bourcier, Linda Harvey, Dr. Jeff Leer, Marlene Smith, Jo-Anne Johnson |
| | <i>front row</i> | Margaret Bob, Emma Sam, Mamie Smith, Josephine Holloway
(missing - Bessie Cooley, Connie Jules) |
| 66. | <i>top:</i> | Emma Sam |
| | <i>bottom:</i> | Emma Sam, Bessie Cooley |
| 67. | <i>top</i> | Dr. Jeff Leer, Mamie Smith, Marlene Smith, Margaret Bob, Emma Sam |
| | <i>centre:</i> | Dr. Jeff Leer, Bessie Cooley |
| | <i>bottom:</i> | Mamie Smith, Marlene Smith, Margaret Bob |
| 68. | <i>top:</i> | Emma Sam, Dr. Jeff Leer |
| | <i>bottom:</i> | Dr. Jeff Leer, Emma Sam |
| 69. | <i>top left:</i> | Jo-Anne Johnson, Emma Sam |
| | <i>top right:</i> | Linda Harvey |
| | <i>bottom left:</i> | Margaret Bob |
| | <i>bottom right:</i> | Dr. Jeff Leer |
| 70. | <i>centre:</i> | Emma Sam |
| 71. | <i>top:</i> | Emma Sam holding her medal |



TLINGIT LITERACY IN-SERVICE

Yukon Native Language Centre
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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	<i>lunch</i>	<i>lunch</i>
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

	<i>Labial</i>	<i>Alveolar</i>	<i>Lateral</i>	<i>Sibilant</i>	<i>Shibilant</i>	<i>Velar</i>	<i>Rounded Velar</i>	<i>Uvular</i>	<i>Rounded Uvular</i>	<i>Glottal</i>	<i>Rounded Glottal</i>
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			ʃ	s	sh	x	xw	xh	xhw	h	hw
glottalized			ʃ'	s'		x'	xw'	xh'	xh'w		
Sonorants											
non-nasal	w		l		y						
nasal	m	n									

Vowels and Tone

Short Vowels with low tone

i u
e —
a

Short Vowels with high tone

í ú
é ó
á

Long Vowels with low tone

ì ù
è ò
à

Long Vowels with high tone

î û
ê ô
â

EXAMPLE SENTENCES AND VOCABULARY

1. àwa.ù *s/he bought it*
2. ch'ùt ùna.wèjí (Atlin - Mary) *before s/he bought it*
ch'ùt 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. **axhá** *s/he is eating it*
2. **axha** át *the thing s/he is eating*
3. **axhâ** nich *s/he always eats it*
4. akghwax**hâ** *s/he will eat it*
5. tlét akghwax**hà** *s/he will not eat it*

Examples of Tone and Vowel Length Changes (cont)

1. hàt uwagút *s/he came here*
2. tlét hàt wugút *s/he didn't come here*
3. yà nagút *s/he is walking along*
4. wé yà nagut khâ *the man who's walking along*
5. hàndé kghwagût *s/he will come*

Note contrast between Coastal Tlingit underscored k and Interior Tlingit **kh**

Interior Tlingit	Coastal Tlingit	English
kh udziti	<u>k</u> udzitee	<i>it exists</i>
tlét kh ùstí	tlét <u>k</u> oostí	<i>it doesn't exist</i>
kh ustíyin	<u>k</u> ustéeyin	<i>it used to exist</i>
kh ustí	<u>k</u> ustí	<i>life, way of life</i>
hà kh ustiyí	haa <u>k</u> usteeyi	<i>our way of of life, our culture</i>

LISTENING EXERCISE WORD LISTS

Alveolar Series Exercises - d, t, t'

1. **d**è *road*
2. **t**é *rock*
3. **t'**á *king salmon*
4. **d**ânà *money*
5. **t'**â ká *floor*
6. **t**awê *mountain sheep*
7. **t'**úk ! *shoot it! (with bow and arrow)*
8. **t**âx'à *mosquito*
9. kù**t'**âx'à *marble (a round glass marble)*
10. **d**ís *moon, month*

Velar Series Exercises - g, k, k'

1. **g**àw *drum, dock*
2. **k'**é *goodness*

- | | | |
|-----|-----------------|---------------------|
| 3. | k ayàní | <i>leaves</i> |
| 4. | g âs' | <i>frost</i> |
| 5. | k 'ìljâ | <i>south wind</i> |
| 6. | k âst | <i>barrel</i> |
| 7. | k 'isâni | <i>boys</i> |
| 8. | g án | <i>firewood</i> |
| 9. | k 'idên | <i>well, good</i> |
| 10. | k ît | <i>killer whale</i> |

Sibilant Series Exercises - dz, ts, ts'

- | | | |
|----|------------------|-----------------------|
| 1. | ts u | <i>again</i> |
| 2. | dz èt | <i>ladder, stairs</i> |
| 3. | ts âx' | <i>mitten</i> |
| 4. | ts' ats'î | <i>songbird</i> |
| 5. | dz ísk'w | <i>moose</i> |

- | | | |
|-----|-----------------|---------------------------------------|
| 6. | lits' â | <i>it smells good, it is fragrant</i> |
| 7. | dz às | <i>babiche, thonging</i> |
| 8. | ts ín | <i>muskrat</i> |
| 9. | ts' ùtàt | <i>morning</i> |
| 10. | l idzî | <i>it is hard, difficult</i> |

Uvular Series Exercises - gh, kh, kh'

- | | | |
|----|-------------------|--------------------|
| 1. | gh àtâ | <i>trap</i> |
| 2. | kh' atèł | <i>pitcher</i> |
| 3. | kh u.ù | <i>people</i> |
| 4. | gh àt | <i>coho salmon</i> |
| 5. | kh îdu | <i>beaver dam</i> |
| 6. | kh' aliyêt | <i>is a liar</i> |
| 7. | gh în | <i>silverberry</i> |
| 8. | kh âs' | <i>match</i> |

9. **ghítghà** *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**àná's' *raft*
2. **x'**âs *waterfall*
3. **xh'**àn *fire*
4. **xh**ikshá *shoulder*
5. **x'âx'** *apple*
6. **xh'**adà *lips, around the mouth*
7. **x'êghà** *truly*
8. **xêdu** *comb*
9. **x'ìshâ** *pail, bucket*
10. **xânà** *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 ɫshàtxhíchxh
from tlét 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 orthography.

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 yatí' qā akadē' wugu't gā'ngā. A'yaxde
At Auk stopping a man out on got for firewood. Around it
yanagudí'ayu aosití'n cāwA't yū'adīgīgā cwū'ḷīxāc. Dūcaxāwu'
going was he saw woman one floating. Her hair
yeklu'ḷiyāt!. Telāk^u ātí'ní a'ya aosití'n yē'k^utslīgā'yí a. At ya'tq!í
was long. Some time looking he saw her her little ones were. Children

1. Llê 'nAxxī'dAq (Swanton)
tl'anaxîdakhw (modern Tlingit)

2. Āk!^uq!ayu' yē yatí' qā akadē'
Āk'wx' áyú yê yatì khâ â kàdê
At Auk bay he is staying man onto lake

wugu't gā'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 yanagudí'ayu aosití'n cāwA't
Ā yàxhdé yà nagúdi áyú awsitìn shàwát
to the lake shore as he was going he saw woman

yū'adīgīgā cwū'ḷīxāc. (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'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
uyúh, yúh hus ukgwaheín 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
ḡ	ḡ	ḡ	gh
k	k	k	k
q	q	<u>k</u>	kh
ḵ	x	x	x
x	ḵ	<u>x</u>	xh
g ^o , g ^u , gw	g ^u , gw	gw	gw
ḵ ^o , ḵ ^u , ḵw	x ^u , xw	xw	xw

VOWEL WRITING COMPARISONS

Short vowels

Kelly & Willard (1904)	Naish & Story (1960–1970 approx)		Coastal (1972 approx)		Interior (1970s approx)	
	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>
ũ	u	ú	a	á	a	á
ě	e	é	e	é	e	é
ĩ	i	í	i	í	i	í
õ	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)	
	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>	<i>low tone</i>	<i>high tone</i>
ä	a	á	aa	áa	à	â
ā	ei	éi	ei	éi	è	ê
ē	ee	ée	ee	ée	ì	î
ō	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'it
that kills that ch'it
3. Łingit'àní kát naxhlahàsh-á
let him soar / float over Tlingit land
4. Khachu yêł dáyatûch 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'it
so that he soars over Tlingit land?
It turns out that it is the thought of Raven
that is killing him.*

Note: Ch'it "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' dádáxh 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 tlét tsu dê axh dât sh tukìshtí
and then no longer about me you don't care

Łdakát i dâtùwú de kamdik'ít'
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' dádáxh 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 ìltín, † kìdaghàxhíkh

Ł sh kh'ayıł.ûshikh, yisikû gí,

Sândi Tlâs yá àndé kghwagût.

Sàx'w akshaxìt, a dà yakghwas.â,

À sá † ushk'èyí kha k'èyí

Sândi Tlâs yá àndé kghwagût

Askwèxh àghâ ìtèxhí,

Askwèxh àghâ † ìtèxhí,

A sa † ushk'èyí kha k'èyí

Dâ k'idên khighìstí dê !

Dlìnkwát sh ìltín, † kìdaghàxhíkh

Ł sh kh'ayıł.ûshikh, yisikû gí,

Sândi Tlâs yá àndé kghwagût.

Santa Claus Is Coming to Town

Written by J. Fred Coots and Haven Gillespie, 1934

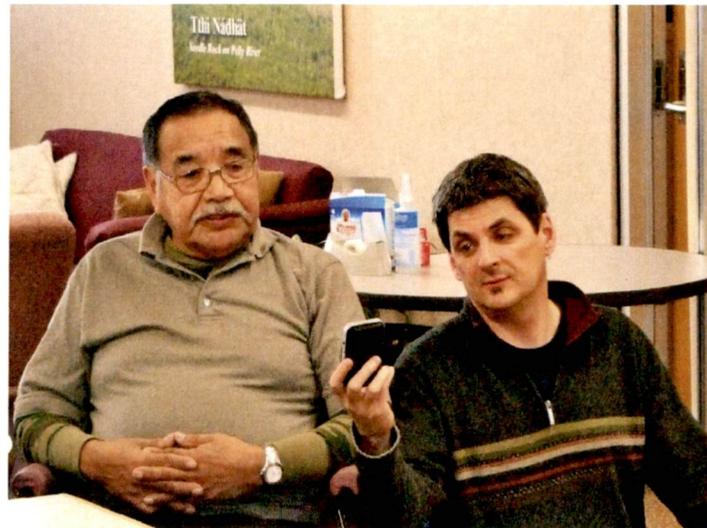
*You better watch out, you better not cry
You better not pout, I'm telling you why
Santa Claus is coming to town*

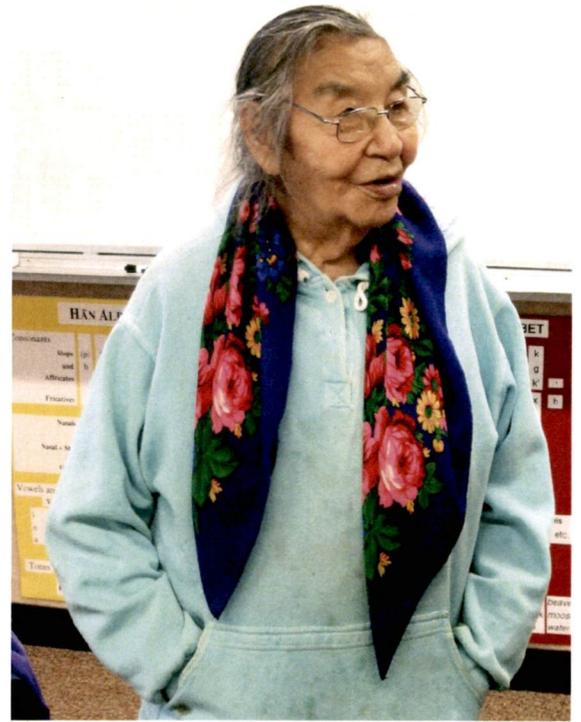
*He's making a list and checking it twice
Gonna find out who's naughty and nice
Santa Claus is coming to town*

*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".







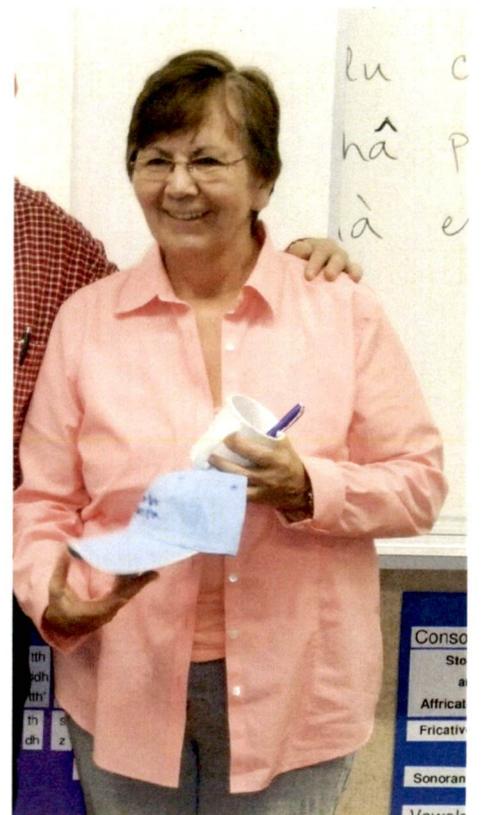
① Dlinkwát sh icktín, † kidaghàxhíkh
† sh kh'ayit.ûshikh, yisikû gí,
Síndi Tlâs yá àndé kghwagût.

② Sàx'w akshaxit, a dà yakghwas.â,
à sá † ushk'èyí kha k'èyí,
Síndi Tlâs yá àndé kghwagût.

③ Askwèxh àghâ itèxhí,
askwèxh àghâ † itèxhí,
dâ ^{sá} k'ush k'èyí kha k'èyí
k'idên khighístí dè!









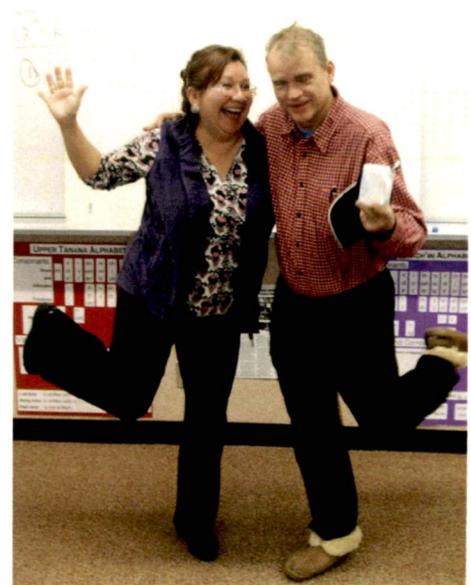
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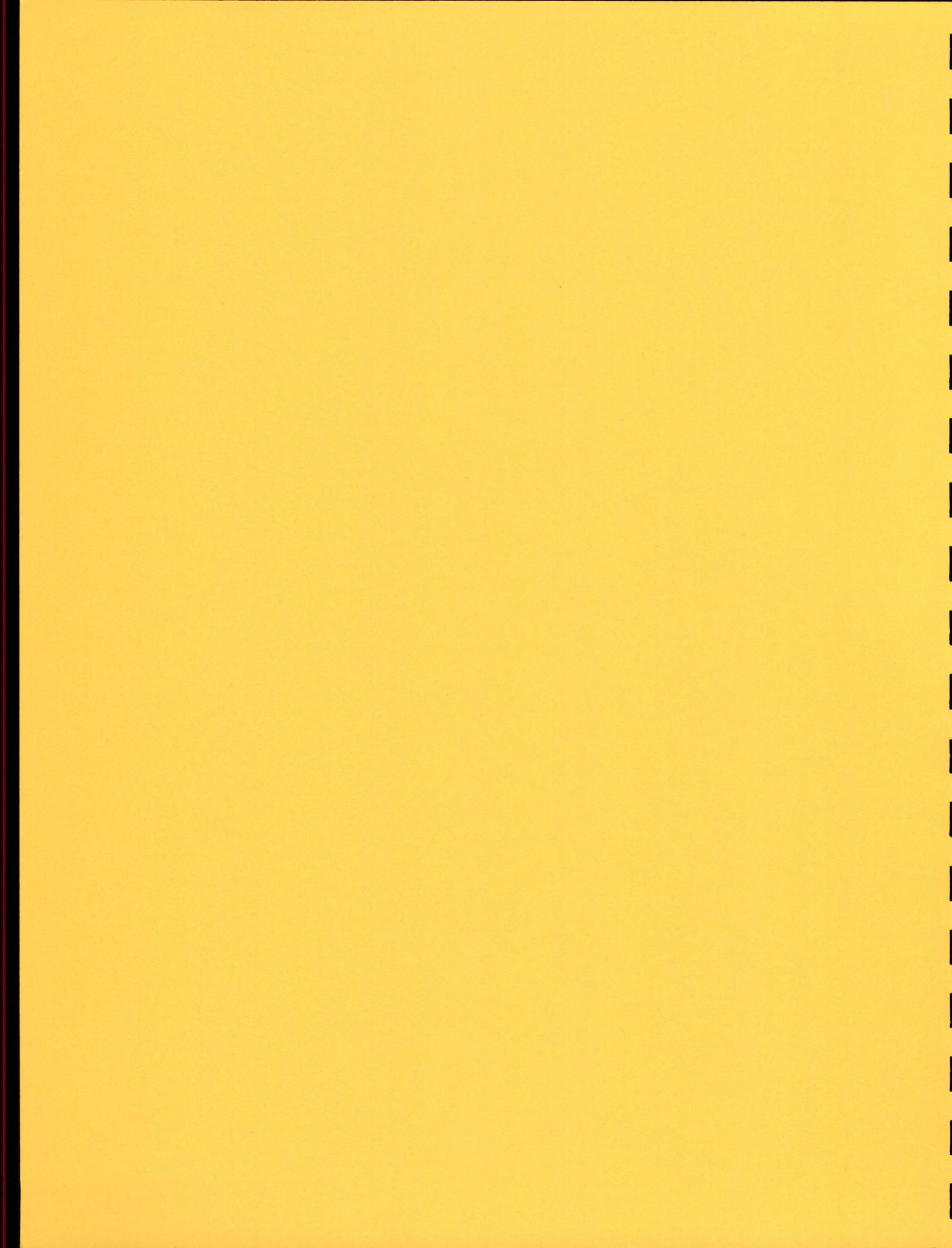
Page

- 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

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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 hi and hi Weather Terms
12	lunch	lunch	lunch
1:00	Listening Exercise: g and gh	Listening Exercise: x and xh	Weather (cont) Farewells Song - <i>Santa Claus is Coming to Town</i>
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	<i>duck</i>	ghùch	<i>wolf</i>
gùch	<i>hill</i>	ghítghà	<i>spruce needle</i>
gàw	<i>drum</i>	ghâxh	<i>s/he is crying</i>
gáxh (Carcross) gháxh (Telsin)	<i>rabbit</i>	ghàkh	<i>lynx</i>
gán	<i>wood</i>	ghàt	<i>sockeye salmon</i>

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 akladùtl.
*the wolf his with-one it is calling (for it) to come
(companion)*

The wolf is calling for its mate.

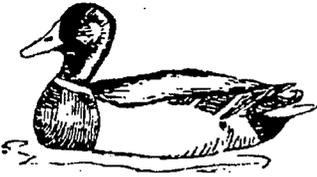
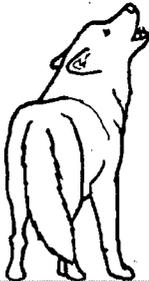
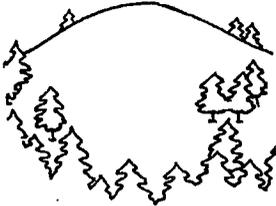
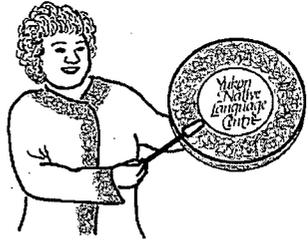
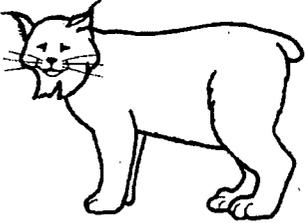
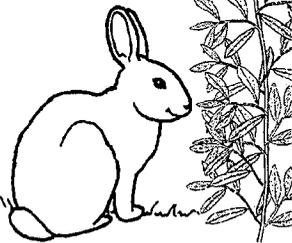
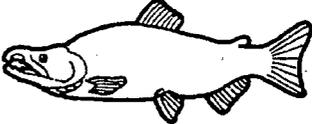
3. Wé gùch shakî tlêt ul.átk.
 Wé gùch shakî tlêt ul.às
the hill top not it has anything on it
The hilltop is bare.
4. Wusixúk wé ghítghà, àsdáxh kadagháatch.
it's dried out (a plant) the spruce needles tree-from they are falling
The spruce needles are dried out, they are falling from the tree.
5. Wé 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 dákhdè kè nax'ák.
the sockeye to the interior, inland up it is swimming
The sockeye is swimming upstream.

TLINGIT LANGUAGE

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	<i>comb</i>	xhâw	<i>log</i>
xûn	<i>north wind</i>	xhàwàghí	<i>window</i>
xânà	<i>evening</i>	du xhìk	<i>his shoulder</i>
xàs	<i>buffalo</i>	kètl xhîyi	<i>dog pack</i>
xákw	<i>sandbar</i>	at xhá	<i>s/he is eating</i>

Sentences for Listening Exercise Using x and xh

- Khà shaxhàwú xêdu ùx xhùwú.
person hair comb teeth among - is
There is a hair in the teeth of the comb.
- Xhàw át yatán.
log there it is lying (a piece of wood)
The log is lying there.
- Wé xûn àsdáxh akla.ûx wé kayàní.
the northwind tree-from it's blowing them the leaves
The north wind is blowing the leaves off the tree.
- Wé khâ xhàwàghí tânáxh hà látín.
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 xâná.
 thus is doing this evening

The young girl is greeting the sun this evening.

6. Wé kètl xhîyi tîdát.
 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 the buffalo came charging
 (without warning)

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

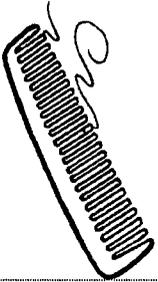
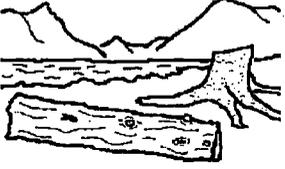
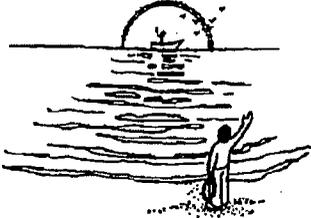
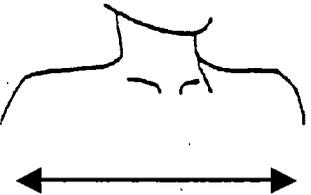
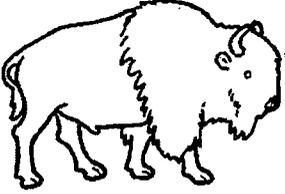
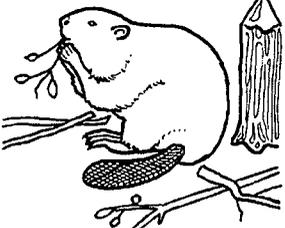
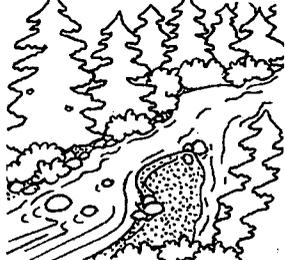
The sandbar is sticking out into the river.

TLINGIT LANGUAGE

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

(classifier shown in red)

1. **yak'ê** *it's good*
2. xh'àn yáxh **yatì** *it's red (like fire)*
3. **lidzî** *it's difficult*
4. **si.ât'** *it's cold*
5. **shighèkh** *s/he is stingy*

Example Eventive Verbs

(*perfective* indicates state)

1. **uwaxúk(w)** *it is dry, it got dry (and still is)*
2. **wudixwétl** *s/he is tired, s/he got tired*
3. **wùl'îx'** *it is broken, it broke*
4. axh tùwú **wùl'îx'** *I am heart-broken*
5. **wul'îx'in** *it was broken formerly (but is now fixed)*
- (6. khuxh yamdudliyéxh *it was remade, redone*

Example Eventive Verbs (cont)

7. **wu**dudliyéh *somebody / they made it / fixed it,
it is made, it is fixed*
8. **wu**dlinétl *s/he is fat, s/he got fat
(and is still fat)*
9. **a**msikû *s/he knows him/her/it,
s/he got to know him/her/it,
s/he got acquainted with him/her/it*
10. yà**wat**'â *it is warm*

Decessive of Perfective

formed with the decessive suffix **-(y)in**, **-(w)un**.

1. **wu**xùg**ún**, **wu**xùg**ín** *it was dry (but is no longer dry)*
2. **wu**daxwèdl**ín** *s/he was tired*
3. **wu**l'îx'**in** *it was broken*
4. **wu**dułyèxh**ín** *it was made*
5. **wu**łnèdl**ín** *s/he was fat*
6. **a**wuskû**wun**
u**w**uskû**wun** *s/he used to know him/her/it*
7. ya**wut**'â**yin** *it was warm*

Conjugation of Example Perfective Verb - to be tired

O d-xwètł ~

O is tired

perfective : **wu-**

(contracts to m- after a vowel and before a CV- classifier)

wudixwétł

s/he is tired

	to be tired	English
1 sing.	xhat wu dixwétł	<i>I am tired</i>
2 sing.	i m dixwétł	<i>you (sing) are tired</i>
3 sing.	wu dixwétł	<i>s/he/it is tired</i>
1 pl.	hà m dixwétł	<i>we are tired</i>
2 pl.	yì m dixwétł	<i>you (plural) are tired</i>
3 pl.	has wu dixwétł	<i>they are tired</i>
4	khu m dixwétł	<i>someone is tired, people are tired</i>

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	<i>it happens to me</i>
2 sing.	yê ìwanì	<i>it happens to you (sing)</i>
3 sing.	yê wùnì	<i>it happens to him/her/it</i>
1 pl.	yê hà wùnì	<i>it happens to us</i>
2 pl.	yê yì wùnì	<i>it happens to you (pl)</i>
3 pl.	yê has wùnì	<i>it happens to them</i>
4	yê khùwanì	<i>it happens to people</i>

wu- ya- \implies wù-

i- wu- ya- \implies ìwa-

khu- wu- ya- \implies khùwa-

Examples of U- Perfectives (wu- / m-) with Consonant Endings - Ø Conjugation

Affirmative	English	Classifier: I - form	Classifier: Non - I - form
uwaxúk	<i>it is dry</i>	ÿa-	Ø
wudixwétl	<i>s/he/it is tired</i>	di-	da-
wududliyéxh	<i>it is made, re-done</i>	dli-	†-
wudlinétl	<i>s/he/it is fat</i>	dli-	†-
shàwahìk	<i>it is full</i>	ÿa-	Ø
kamlíkís'	<i>it is gone out, extinguished</i>	ÿa-	Ø

Negative	English	Conditional (-ni)	English
tlê† wuxùk	<i>it is not dry</i>	xúkni	<i>when/if it dries...</i>
tlê† wudaxwèt†	<i>s/he/it is not tired</i>	daxwét†ni	<i>when/if s/he gets tired ...</i>

Negative	English	Conditional (-ni)	English
tlêł wudułyèxh	<i>it is not made</i>	dułyèxhni	<i>when/if it is made ...</i>
tlêł wułnètl	<i>s/he/it is not fat</i>	ıłnétłni	<i>when/if s/he/it gets fat</i>
tlêł shawuhìk tlêł shuwuhìk	<i>it is not full</i>	shahíkni	<i>when/if s/he/it is full ...</i>
tlêł kuwułkîs' tlêł kawułkîs'	<i>it is not gone out</i>	kałakîs'ni	<i>when/if it goes out ...</i>

**Examples of U- Perfectives (wu- / m-) with Vowel Endings
Ø Conjugation**

Affirmative	English	Negative	Conditional (when/if, in the future)
uwa.î	<i>it is cooked</i>	tlêł wu.í	(yan) îni
amsikû	<i>s/he knows it</i>	tlêł awuskú tlêł uwaskú	askwêni
yan uwanî	<i>it is finished</i>	tlêł yan wuní	(yan) nîní

Examples of U- Perfectives with Consonant Endings

Non-Ø Conjugation : na- , gha- , ga-

Affirmative	English	Negative	Conditional <i>(when/if, in the future)</i>	Decessive <i>(was formerly)</i>
wu l itish	<i>s/he/it is lonely</i>	tlêl wu t ish	na ltíshni	wu t ishín
wu l ixùn	<i>s/he/it is skinny</i>	tlêl wu x ùn	gha txúnni	wu x ùnín
wu l itsìn	<i>s/he/it becomes strong</i>	tlêl wu t sìn	ga łatsinní	wu t sìnín

Examples of U- Perfectives with Vowel Endings

Non- Ø Conjugations

Affirmative	English	Negative	Conditional <i>(when/if, in the future)</i>	Decessive <i>(was formerly)</i>
yê wu u nì	<i>it became, it happened</i>	tlêl yê wu u nì	yê na nìní	yê wunìyín <i>(long ago)</i>
wu u nà	<i>s/he/it is dead</i>	tlêl wu u nà	na nâni	wunàwún <i>(irregular)</i>
wu s igû	<i>it became pleasant</i>	tlêl wu s gú	ga sagwêni	

Examples of U- Perfectives with Vowel Endings Non- Ø Conjugations

Affirmative	English	Negative
yàwat'â	<i>it is hot</i>	tlêł yawut'á tlêł yuwut'á
uwat'â	<i>it is warm</i>	tlêł wut'á
xhwasikû	<i>I know it</i>	tlêł xhwasakú
amsikû	<i>s/he/it knows it</i>	tlêł awuskú tlêł uwuskú
wududzikû	<i>it is known</i>	tlêł wuduskú

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	<i>s/he went up</i>	kè gú	<i>go up!</i>
yè	yè uwagút	<i>s/he got out (of a boat, etc)</i>	yè gú	<i>get out!</i>
nèt	nèt uwagút	<i>s/he went inside, came inside</i>	nèt gú	<i>come in!</i>
yan	yan uwagút	<i>s/he went ashore, came ashore</i>	yan gú	<i>go ashore!</i>

Pre-verb	Perfective	English	Imperative	English
dàk	dàk uwagút	<i>s/he came/went out (into the open), s/he started out on a journey</i>	dàk gú	<i>get out! get going!</i>
dàkh	dàkh uwagút	<i>s/he came inland, came back inside</i>	dàkh gú	<i>come back in!</i>
NP-t	át uwagút	<i>s/he arrived there</i>	át gú	<i>arrive there!</i>

Example Sentences

1. Shà shakît uwagút.
S/he arrived at the mountain top.
2. Xh'awùt uwagút.
S/he came to the door.
3. Has du xhùt uwagút.
S/he came into their midst, came among them.
4. Axx 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	<i>s/he left, departed</i>	nagú	<i>go!</i>
NP-de wùgùt	<i>s/he went towards NP</i>	NP-de nagú	<i>go to NP!</i>
àdé wùgùt	<i>s/he went there, went towards there</i>	àdé nagú	<i>go there!</i>
du xhánde wùgùt	<i>s/he went to his/her place</i>	du xhánde nagú	<i>go to his/her place!</i>
àxh wùgùt	<i>s/he left there</i>	àxh nagú	<i>leave there!</i>
		àxh gagú	<i>get going from there!</i>
khut wùgùt	<i>s/he went astray</i>	khut gagú	<i>get lost!</i>
yà wùgùt	<i>s/he went down, came down</i>	yà ghagú	<i>come down! go down!</i>
yàxh wùgùt	<i>s/he got on board</i>	yàxh ghagú	<i>get on board!</i>

Example Contrasting Sentences with -t

	Ø Conjugation	Na- Conjugation <i>with perfective meaning “moving around (from place to place)”</i>
1.	át wugút <i>s/he arrived there</i> át gú <i>arrive there!</i>	át wùgùt <i>s/he is walking around</i> át nagú <i>walk around!</i>
2.	khà xhùt uwagút <i>s/he came amongst the people</i>	khà xhùt wugùt <i>s/he is walking around among the people, in the crowd</i>
3.	shà shakî̄t wudikhín <i>it flew to the mountain top</i>	shà shakî̄t wudikhìn <i>it is flying around the mountain top</i>
4.	kals'âk às x'àn kè mjixìx kals'âk às x'ànt wujixìx <i>the squirrel ran up to the top of the tree</i>	kals'âk às x'ànt wujixìx <i>the squirrel is running around in the top of the tree</i>

Conjugation with -t

	Ø Conjugation NP-t (Ø) <i>arrived (at NP)</i>	Na- Conjugation NP-t (na-) <i>is walking around (at NP)</i>
1 <i>sing.</i>	át xhwàgút	át xhwàgùt
2 <i>sing.</i>	át iyagút	át yìgùt
3 <i>sing.</i>	át uwagút	át wùgùt
4 <i>sing.</i> <i>(someone)</i>	át àwagút	át àwagùt
1 <i>pl.</i>	át wutuwa.át	át wutuwa.àt
2 <i>pl.</i>	át yìya.át át yìy.át	át yìya.àt át yìy.àt
3 <i>pl.</i>	át has uwa.át	át has wù.àt
4 <i>pl.</i> <i>(people)</i>	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) <i>returned, came back</i>
<i>1 sing.</i>	khuxh xhwadigút
<i>2 sing.</i>	khuxh yidigút
<i>3 sing.</i>	khuxh wudigút
<i>4 sing.</i>	khuxh amdigút
<i>1 pl.</i>	khuxh wutudi.át
<i>2 pl.</i>	khuxh yìydi.át
<i>3 pl.</i>	khuxh has wudi.át
<i>4 pl.</i>	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
<i>1 sing.</i>	xha	xhwasikû	xhwàsitìn
<i>2 sing.</i>	i	yisikû	yisitìn
<i>3 sing.</i>	∅	amsikû, awsikû	amsitìn, awsitìn
<i>3 sing.</i>	NP-ch	John-ch wusikû <i>(John knows it)</i>	John-ch wusitìn <i>(John sees it)</i>
<i>1 pl.</i>	tu	wutusikû	wutusitìn
<i>2 pl.</i>	yi	yìysikû	yìysitìn
<i>3 pl.</i>	has + ∅	has amsikû, has awsikû	has amsitìn, has awsitìn
<i>4 pl.</i>	du-d-	wududzikû <i>(it is known)</i>	wududzitìn

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. kījín(i) à *fifth (one)*
6. tledùshú à *sixth (one)*
7. daxhadùshú à *seventh (one)*
8. nas'gadùshú à *eighth (one)*
9. gùshúkh à *ninth (one)*
gùshughu à
10. jinkàt à *tenth (one)*
jinkàdi à
11. hûch'i àyí *last (one)*

COMMANDS

	to one person	to plural people	English
1.	jinida.ûs'	jiniyda.ûs' jiyinda.ûs'	<i>wash your hands!</i>
2.	yanida.ûs'	yaniyda.ûs' yayinda.ûs'	<i>wash your face!</i>
3.	i ùxh xhùna.ûs'	yi ùxh xhuniy.ûs'	<i>brush your teeth!</i>
4.	shakghìsyá	shakghayisyá	<i>comb your hair!</i>
5.	tliyêx' dê	tliyêx' dê	<i>keep still!</i> <i>knock it off!</i>
6.	łł khìt'áchxhikh <i>(łł - people, indefinite human)</i>	łł khiyit'áchxhikh	<i>don't slap people!</i>
7.	łł khìgwáłxhikh	łł khiyigwáłxhikh	<i>don't punch!</i>
8.	łí	łí	<i>don't!</i>
9.	dlìnkwát sh ìłtín	dlìnkwát sh yìłtín	<i>be careful!</i>
10.	dlìnkwát x'wán	dlìnkwát x'wán	<i>do be careful!</i> <i>careful now!</i>
11.	shìdanú shìnú	shiydakhí	<i>get up! (from lying)</i>
12.	gidahàn	giydanàkh	<i>stand up!</i>

	to one person	to plural people	English
13.	gasaxhût'	giysaxhût'	<i>pull it! (e.g. wagon)</i>
14.	galatsàkh	giylatsàkh	<i>push it!</i>
15.	galashît'	giylashît'	<i>push it hard! crowd it!</i>
16.	ach kanaxhtùlyát	ach kanaxhtùlyát	<i>let's play!</i>
17.	khunaxhtùs.ùk'	khunaxhtùs.ùk'	<i>let's play house! (imaginary things)</i>
18.	(ch'as) kuna.àkhw	kaniy.àkhw	<i>(just) try!</i>
19.	kudzidên kuna.àkhw	kudzidên kaniy.àkhw	<i>try! try harder!</i>
20.	sh kanida.àkhw sh kìnda.àkhw	sh kaniyda.àkhw	<i>help yourself! try to do it yourself!</i>
21.	at gashí	at giyshí	<i>sing!</i>
22.	nidaghât'	niydaghât'	<i>crawl!</i>
23.	kè ish'én	kè yish'én	<i>jump!</i>
24.	yà gagú	yà giy.á	<i>walk along!</i>
25.	yû â yaxh hán	yû â yaxh yinákh	<i>turn around! (standing)</i>

Example Sentences

1. Ch'a ghût'à l'î x'wán yê na.ù.
different, other socks put on
Put on different socks.

Ch'a ghût'à l'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. Łíł nìchdáchh yu xh'ítángikh.
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 nali.átk.
They extend in the air. (of clouds)

2. Khufigûs'; gwát dlèt dàk guxhsatân
it's cloudy maybe snow down it will fall
yá sitgamsân ít dáxh.
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. Gwát 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 khuwahà yí kha àtlèn sîm
fall-to when the season comes and a lot rain
- dàk wustà ní, 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. Khúdá xh khuyàwat'â axh dzísk'u dùgú
too much it is hot (weather) my moose skin
- yaxhwaxhìjì.
for me to hang

It's too hot for me to hang my moose skin out.

9. Ch'âk'udá xh áyá tlêt 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
- guxhsatân yú.á.
it will fall they say.

It's supposed to rain the day after tomorrow.

11. Tlêt wuduskú mâ khukhghwatî.
not one knows how the weather will be
- No-one knows what the weather will be like.*

Negatives and Prohibitions

łí !	<i>don't!</i>
łít _____	<i>don't _____ ! (prohibitive)</i>
tlêk'	<i>no!</i>
tlêt	<i>not</i>

(In old sources we find tlêk'-ł meaning *no*. This has contracted to tlêt.)

Example Phrases using Negatives

1. tlêt 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. tlêt dutìn *it's invisible, it can't be seen*
6. ł duwatìni khâ *invisible man*

Example Sentences Using “With”

- | | |
|-------------------------------|---|
| axh ìn
(note: not axh tìn) | <i>with me</i> |
| du ìn
(note: not du tìn) | <i>with him/her</i> |
| 1. Yât'à ìn yà nagút. | <i>S/he's going with this one
(i.e. this person).</i> |
| 2. Yât'àtìn yà nagút. | <i>S/he's going with this one
(i.e. this thing).</i> |
| 3. Khâs'tìn yà nagút. | <i>S/he's going with the matches.</i> |
| 4. Shìytìn àwaxhích. | <i>S/he hit it (e.g. a drum) with a stick.</i> |
| 5. Shìytìn ayàwaxhích. | <i>S/he hit him in the face with a stick.</i> |

Example Sentences Using “Hard”

- | | |
|-------------|---|
| 1. Yat'îx'. | <i>It's hard (to the touch).
It's hard (difficult).</i> |
| 2. Łidzî. | <i>It's hard (difficult).
This does not mean hard (to the
touch).</i> |

Example Sentences Using “Hard” (cont)

3. Khustí ðidzî. *Life is hard.*
Life is difficult.
4. Du khustiyí tlêt uldzî. *Her life is not hard.*
Her life is easy.
5. Tlêt uldzî. *It's easy.*
It's not difficult.
6. I î ðidzî. *It's hard for you.*
7. Tlêt axh î uldzî. *It's easy for me.*

Miscellaneous Sentences

1. Mâ sá i tùwúch
how according to your way of thinking
What is your opinion?
2. Tlêt xhwa.àxh.
I didn't hear it.
3. Tlêt xhwa.àxhín.
I hadn't hear that before.
That is new to me.

Farewells

1. Gunatchîsh axh ìn yê jiyinèyí.
thank you me with thus you worked

Thank you for working with me.

2. Gunatchîsh 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 nèldé yà gakhùxh.
well home-to you drive along

Have a safe drive home.

Drive home carefully.

5. Ikhkwasahâ.
I will miss you. (to one person)

6. Yì khkwasahâ.
I will miss you. (to many people)

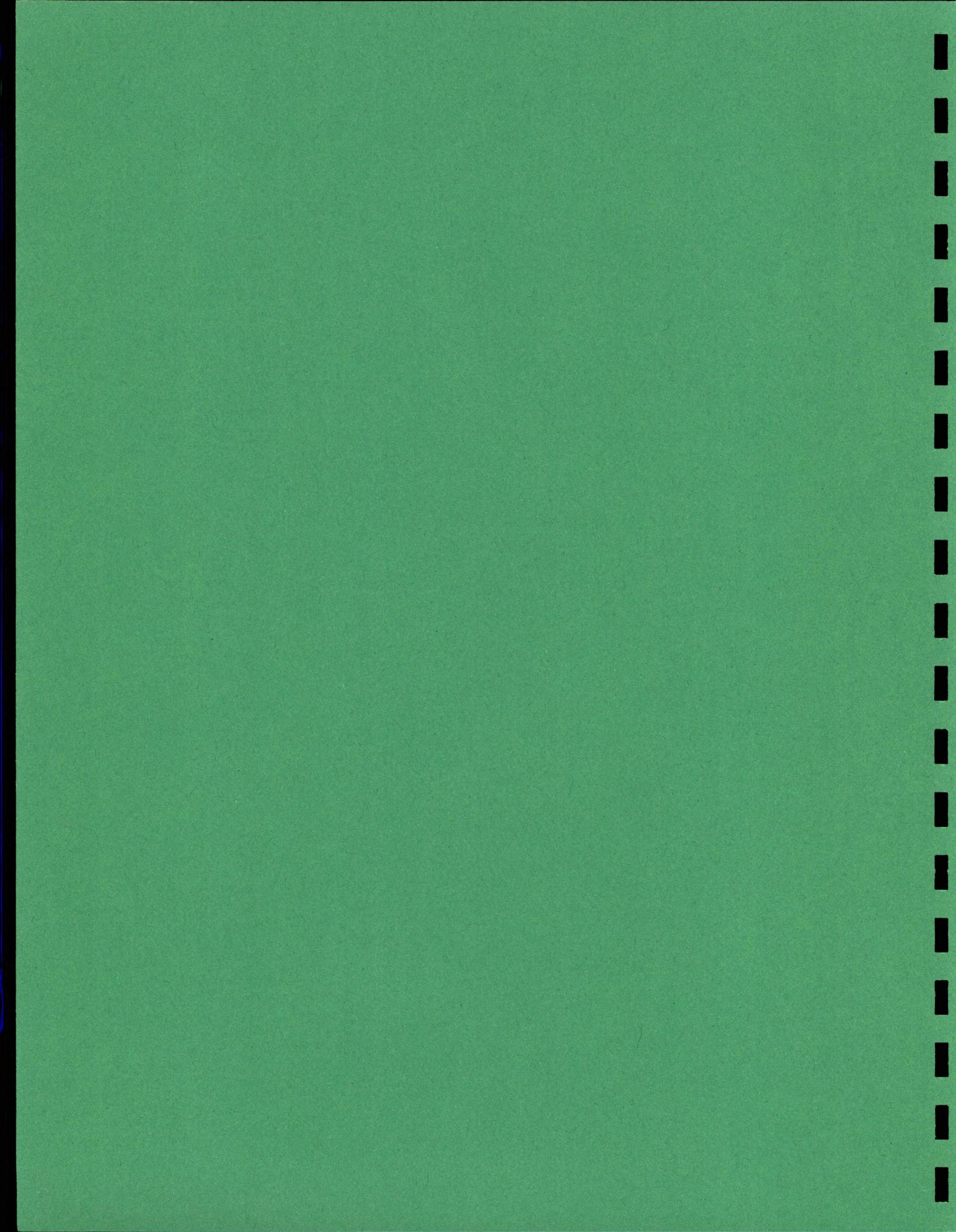
7. Tlaxh kudzidên xhwasihà axh
really lots, greatly I miss her my

shátxh Skàydu.ù.

older sister (woman speaking) Tina

I really miss my older sister Tina.





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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 <i>(cont)</i>
10:45	Tlingit Alphabet - Consonants	Tlingit Songs and Drumming by Gary Johnson
12:00	<i>lunch</i>	<i>lunch</i>
1:00	Tlingit Alphabet - Consonants <i>(cont)</i>	Teslin Posters - Greetings
2:45	Tlingit Alphabet - Consonants <i>(cont)</i>	YNLC Curriculum Guide - January Wrap-up and Gifts Closing Prayer

TLINGIT INTERIOR ALPHABET

Consonants

		<i>Labial</i>	<i>Alveolar</i>	<i>Lateral</i>	<i>Sibilant</i>	<i>Shibilant</i>	<i>Velar</i>	<i>Rounded Velar</i>	<i>Uvular</i>	<i>Rounded Uvular</i>	<i>Glottal</i>	<i>Rounded Glottal</i>
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			ʃ	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ʃ'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels with low tone

i u
e —
a

Short Vowels with high tone

í ú
é ó
á

Long Vowels with low tone

ì ù
è ò
à

Long Vowels with high tone

î û
ê ô
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	<i>plain</i>		dâ <i>weasel</i>	dlèt <i>snow</i>	dzèt <i>ladder, bridge</i>	jâji <i>snowshoes</i>	gán <i>firewood</i>	gwél <i>bag</i>	ghùch <i>wolf</i>	ghwât' <i>door draught stopper</i>	nay.á <i>(you folks) go!</i>	ana.wèch <i>(usually) wears it</i>
	<i>aspirated</i>		té <i>rock</i>	tlêkhw <i>berry</i>	tsà <i>hair seal</i>	châs' <i>pink salmon</i>	kît <i>killer whale</i>	kwêy <i>sign, marker</i>	khâ <i>man</i>	khwân <i>people from</i>		
	<i>glottalized</i>		t'á <i>king salmon</i>	tl'átk <i>ground</i>	ts'ats'î <i>bird</i>	ch'âk' <i>eagle</i>	k'ínk' <i>fermented fish heads</i>	k'wát' <i>egg (bird)</i>	kh'atèl <i>pitcher</i>	kh'wátl <i>pot</i>		
Fricatives	<i>plain</i>			łul <i>fireweed</i>	sîk <i>belt</i>	shà <i>mountain</i>	xûts <i>grizzly bear</i>	xwàsdâ <i>canvas</i>	xhât <i>fish</i>	xhwàgùt <i>I went</i>	hàw <i>branch</i>	yà- nahwên <i>is swimming</i>
	<i>glottalized</i>			ł'àk <i>dress</i>	s'îk <i>black bear</i>		x'âx' <i>apple</i>	x'wán <i>long johns</i>	xh'àk <i>canyon</i>	xh'wât' <i>Dolly Varden</i>		
Sonorants	<i>plain</i>	wàkh <i>eye</i>		lìdiyò <i>radio</i>		yây <i>whale</i>						<i>found only in certain dialects</i>
	<i>nasal</i>	mâ sá <i>how?</i>	nùw <i>island</i>	dalèyí <i>trout</i>								

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					
<i>low</i>	<i>short</i>	<i>none</i>	a	e	i		u
<i>high</i>	<i>short</i>	<i>acute</i>	á	é	í	ó ¹	ú
<i>low</i>	<i>long</i>	<i>grave</i>	à	è	ì	ò ²	ù
<i>high</i>	<i>long</i>	<i>circumflex</i>	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
<u>g</u>	gh	l	ł
<u>k</u>	kh	l	l
<u>x</u>	xh		

PSEUDO-DIPHTHONGS

Ending in -w

-aw, -ew, -iw, -uw

Ending in -y

-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)
yây	tây	tày	xhây	(SJ - T)
yâỹ	tâỹ	tàỹ	xhâỹ	(SJ - T)
<i>whale</i>	<i>garden</i>	<i>fat</i>	<i>beaver lodge</i>	

Khày Hít *Beaver Lodge clan house*
Xhây Hít
Xhâỹ Hít

examples ending with w

hàw	gàw	(NJ - C, A)
hàw	gàw	(SJ - T)
hàw̃	gàw̃	(SJ - T)
<i>bough</i>	<i>drum, clock</i>	

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'ùtát ? *How are you this morning ? (greeting)*
Good morning.
3. Yak'êyi ts'ùtát 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. A, 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. Axx shá yanîkw. *I have a headache.*
3. Axx tùwú yak'ê. *I am happy.*
4. Xhat wudixwétl. (T, A) *I am tired.*
Xhat yudixwétl. (C)
5. Axx ît yatàwahâ. *I am sleepy.*
6. X'ânt xhwànúk. *I am angry.*
7. Axx tùwú yanûk. (T, C) *I am sad.*
Axx tùwú yanîkw. (T, A)
8. Xhat wulitish. (T, A) *I am lonely.*
Xhat yulitish. (C)

FROM YNLC CURRICULUM GUIDE

Possessed Body Parts

1. Dà sáyá ? *What is this?*
2. Axx shá áyá. *This is my head.*
3. I shá áyá. *This is your head.*
4. Du shá áyá. *This is his/her head.*
5. Axx xhìk áyá. *These are my shoulders.*
6. Axx wàkh áyá. *These are my eyes.*
7. Axx łu áyá. *This is my nose.*
8. Axx gúk áyá. *These are my ears.*
9. Axx kìy áyá. *These are my knees.*
Axx kịy áyá. (T)
Axx kịỹ áyá. (T)
10. Axx xh'ustl'èkh áyá. (NJ) *These are my toes.*
Axx xh'ustl'ìkh áyá. (T)
11. Axx jín áyá. *These are my hands.*
12. Axx xh'ùs áyá. *These are my feet.*

Conversation

1. Gùt'á sá â khiya.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. Khufigûs'. *It's cloudy.*
8. Ayamditì. (T) *It's windy.*
Ayawditì. (C, A)
9. Dlèt kadlàn. *Deep snow.*
10. Dlèt yan kàwادلán. *There's some fresh snow.*

INCIDENTAL WORDS

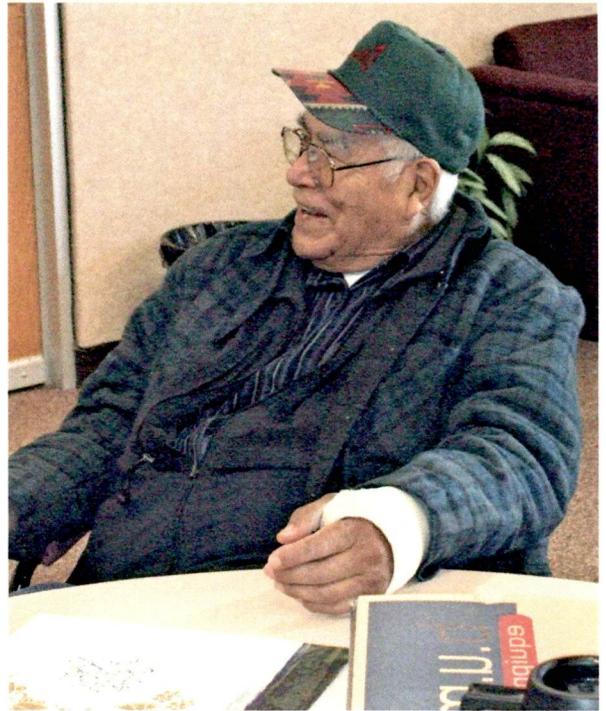
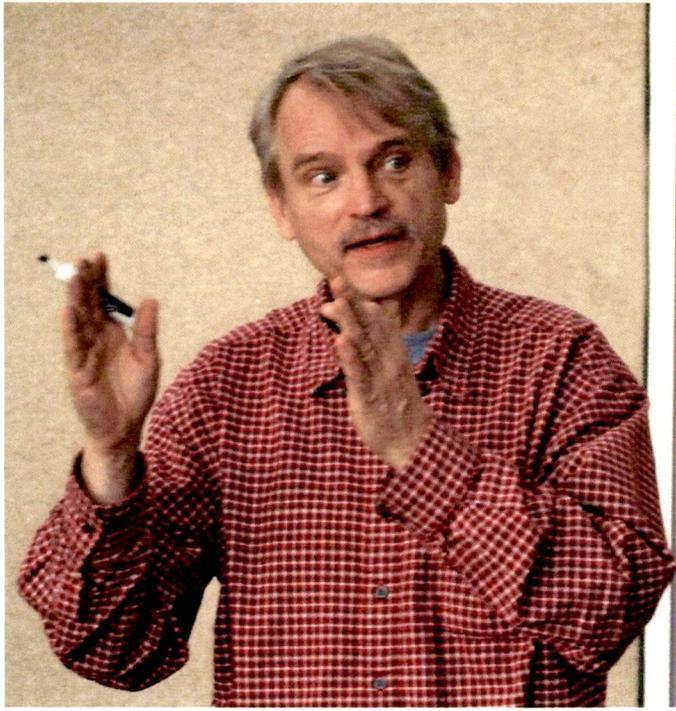
1. Wùsh yâ ayaduwané. *People respect one another.*
2. Wùsh yâ has awudanêyin. *They used to respect one another.*
Wùsh yâ ayadunêyin. *People used to respect one another.*
3. wùsh yâ awudané *mutual respect*
at yâ awùnέ *respect for all things*
4. Hà yíxh has wù.àt. *They went with us (in a boat, car, 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

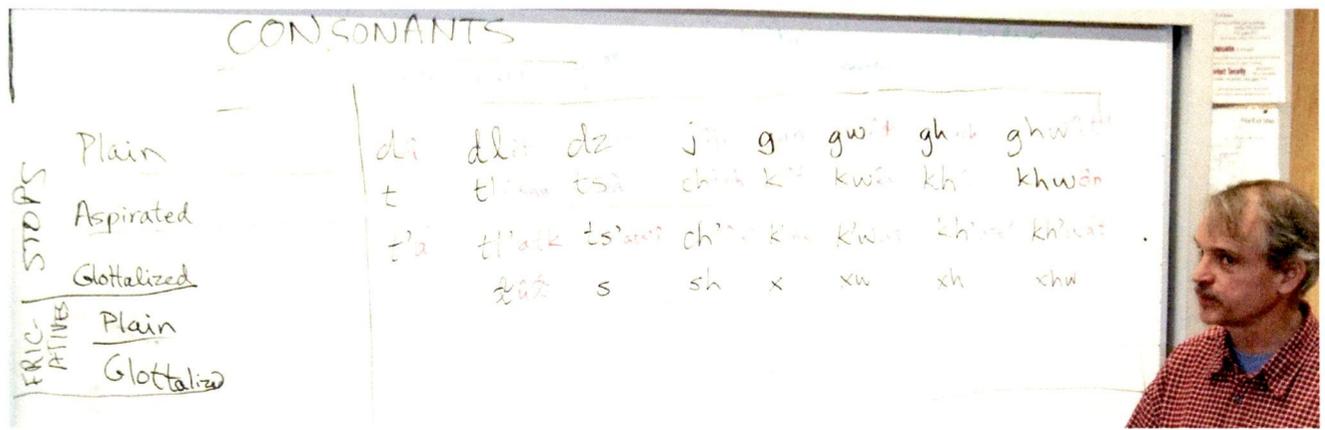
11. Axh dà kè yakhushunasgên. *I'm starting to understand.*
12. Du kanaxh at wùtì. *S/he is all in, exhausted. Literally, "things have gotten over him/her"*
13. Kasiyê. *It is uncommon, strange, striking.*
14. Tlêł kùshyé. *It is common, ordinary, familiar.*
15. Ahô dê. *Oh, never mind.*
16. À ásgí. *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) *Try (it) first!*
Kuna.àkhw s'ê. (C)
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 axhtùlsà 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. ṭaum (*Bishop Innocent, Sitka 1800s*) *feather*
t'àw ~ t'àw ~ t'aṭ (*modern Teslin*)
33. ât' *xh'ahâdi (SJ) door draft stopper*
cold (air) entrance-block/cover
34. gwátà *butter*

35. t'l'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 akanaltákh. *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. *It is moving (over water) by
(progressive) 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. Gunalchîsh hà ìn yù xh'ìla.átgi. (C, T, A)
Thank you for talking to us.
(to one person)
49. Gunalchîsh hà ìn yù xh'eyla.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 ! |
| <i>give it</i> | <i>now</i> | <i>him/her</i> | <i>cupped-hand-to</i> | <i>blanket, fur, etc.</i> |







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 College
Box 2799
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May 4, 2011

Ms. Gayle Bedard
First Nations programs & Partnership
1000 Lewes Blvd.
Whitehorse, YT Y1A 5K4

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,

A handwritten signature in blue ink, appearing to read "John T. Ritter", with a long horizontal line extending to the right.

John T. Ritter
Director

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 (<i>cont</i>)	Listening Exercise : k' and x' (<i>cont</i>) Possessed and Vocative forms (for calling a person)
12:00	<i>lunch</i>	<i>lunch</i>
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			ʃ	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ʃ'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels			Short Vowels			Long Vowels			Long Vowels		
with low tone			with high tone			with low tone			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, "gunalchîsh" yû xh'ayatùkhá
God, we thank you

yîs yagì hà jìt iyatí.
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 ítsh 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 tlét hà nákh naghagùt.
not to let our language slip away from us.

10. "Gunatchîsh" 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)	<i>how?</i>
	washîn	<i>machine</i>
	awdigàn (C)	<i>it is sunny, the sun is shining</i>
	wa.é	<i>you</i>
	wàkh	<i>eye</i>
	wû	<i>father-in-law</i>
	wùn	<i>maggots</i>
m :	mâ sá ? (T)	<i>how?</i>
	másh	<i>oatmeal, mush</i>
	amdigàn (T)	<i>it is sunny, the sun is shining</i>

Alveolars : stops - d, t, t', sonorant - n

d :	dâ	<i>weasel</i>
	dà sá	<i>what</i>
	dûsh	<i>cat</i>
t :	tás	<i>thread, sinew</i>
	tínx	<i>stoneberries, kinickkinick</i>
	tàt	<i>night</i>
	tawê	<i>mountain sheep</i>
t' :	t'á	<i>king salmon</i>
	t'â	<i>board</i>
	t'ùch'	<i>black, charcoal</i>
n :	nànà	<i>north side</i>
	nâw	<i>booze</i>
	nâkw	<i>medicine</i>
	nàghas'ê	<i>fox</i>
	ná'	<i>here</i>
	nà	<i>clan</i>
	nadâkw	<i>table</i>

Laterals : stops - dl, tl, tl', fricatives - ʔ, ʃ', sonorant - l

dl :	dlèt	<i>snow, white</i>
	dlák'	<i>sister! (male speaking)</i>
	dliy	<i>meat</i>
tl :	tlèn	<i>big</i>
	tlêk'	<i>no</i>
	tliyêx'	<i>stop</i>
tl' :	tl'átk	<i>ground, land, country</i>
	tl'ìkh	<i>finger</i>
	Tl'êm Tlá	<i>a woman's name</i>
ʔ :	ʔí !	<i>don't!</i>
	ʔingít	<i>people</i>
	ʔut	<i>fireweed</i>
	ʔú	<i>nose</i>
ʃ' :	ʃ'í	<i>felt</i>
	ʃ'àk	<i>dress</i>
	ʃ'êw (T)	<i>sand</i>
	ʃ'êm (C)	
l :	dalèyí	<i>lake trout</i>
	lídiyò	<i>radio</i>

Sibilants : stops - dz, ts, ts', fricative - s, s'

dz :	dzèt	<i>ladder, steps</i>
	dzísk'w	<i>moose</i>
	dzàs	<i>babiche, string</i>
ts :	tsâts	<i>bear roots</i>
	tsuk'	<i>some more</i>
	tsà	<i>seal</i>
	tsîk	<i>barbecue stick</i>
ts' :	ts'àtât	<i>morning</i>
	ts'ats'î	<i>songbird</i>
	ts'îndli	<i>forearm</i>
	kuts'în	<i>mouse</i>
s :	sà	<i>name</i>
	sîw (T)	<i>rain</i>
	sîm (C)	
	sûm	
	sî	<i>doll</i>
s' :	s'âxw	<i>hat</i>
	s'îk	<i>black bean</i>
	s'înâ	<i>lamp, light</i>
	s'ín	<i>carrot</i>

Shibilants : stops - j, ch, ch', fricative - sh, sonorant - y

j :	jâji	<i>snowshoes</i>
	jánwu	<i>mountain goat</i>
	jawáni	<i>shame on you!</i>
ch :	chìch	<i>porpoise</i>
	chàn	<i>mother-in-law</i>
	chít	<i>cache</i>
ch' :	ch'âk'	<i>bald eagle</i>
	ch'âł'	<i>willow</i>
	ch'ìn	<i>ribbon</i>
sh :	shâ	<i>woman</i>
	shà	<i>mountain</i>
	shá	<i>head</i>
	shakêł'	<i>dandruff</i>
y :	yàkw	<i>boat, canoe</i>
	yàn	<i>hunger</i>
	yádi	<i>child</i>
	yît	<i>son</i>
ÿ :	ÿá	<i>face (older sound)</i>

Velars : stops - g, k, k', fricatives - x, x'

g:	gán	<i>firewood</i>
	gân	<i>outdoors</i>
	gàw (T)	<i>drum</i>
	gàm (C)	
k:	kâni	<i>brother-in-law, sister-in-law</i>
	kakên	<i>yarn</i>
	kûx	<i>rice</i>
k':	k'ûx	<i>marten</i>
	k'idên	<i>(done) well, carefully</i>
	k'ink'	<i>stink head</i>
	k'áts'	<i>sharp point</i>
x:	xânà	<i>evening</i>
	xíxch'	<i>frog</i>
	xêdu	<i>comb</i>
x':	x'ât'	<i>island</i>
	x'úx'	<i>paper, book</i>
	x'âx'	<i>apple</i>
	x'àn	<i>anger</i>
	x'à	<i>point of land</i>
	x'úkjà	<i>steam</i>

Rounded Velars : stops - gw, kw, k'w, fricatives - xw, x'w

gw :	gwêł	<i>bag</i>
	gwênli	<i>hoof</i>
	khugwâs	<i>fog</i>
kw :	kwàn	<i>epidemic smallpox, quarantine</i>
	kwêy	<i>sign</i>
	nadâkw	<i>table</i>
k'w :	k'wát'	<i>egg</i>
	âk'w	<i>little lake, Auke Lake</i>
	k'wáłxh	<i>fern</i>
xw :	xwê !	<i>whew! I'm tired!</i>
	dèxwâ	<i>finally</i>
	xwèł	<i>fatigue</i>
x'w :	x'wán	<i>long johns</i>
	ł'í x'wán	<i>socks</i>

Uvulars : stops - gh, kh, kh', fricatives - xh, xh'

gh :	ghâ !	<i>(call of a raven)</i>
	ghùch	<i>wolf</i>
	ghâch	<i>rug</i>
	ghàkh	<i>lynx</i>
kh :	khâ	<i>man</i>
	khîdu	<i>beaver dam</i>
	khuligûs'	<i>it's cloudy</i>
kh' :	kh'atèt	<i>pitcher</i>
xh :	xhât	<i>fish, salmon</i>
	xhát	<i>me</i>
	xhùní	<i>relative, friend</i>
	axh	<i>my</i>
xh'	xh'é	<i>mouth</i>
	xh'àn	<i>fire</i>
	xh'anawûs !	<i>ask him/her !</i>
	xh'ùs	<i>foot</i>

**Rounded Uvulars : stops - ghw, khw, kh'w,
fricatives - xhw, xh'w**

ghw :	łaghwán	<i>tie it in a bow !</i>
	jighwênà	<i>(hand) towel</i>
khw :	khwân	<i>tribe, people from _____</i>
	tlêkhw	<i>berry</i>
kh'w :	kh'wátł	<i>pot</i>
	kh'èkh'w	<i>sea pigeon</i>
xhw :	xhwàgùt	<i>I went, I left</i>
	xhwà.ù	<i>I bought it</i>
	shunaxhwâyi	<i>axe</i>
xh'w :	xh'wâł'	<i>down feathers</i>
	xh'wât	<i>dolly varden</i>

Glottals : stop - . , fricative - h

. :	wa.é	<i>you</i>
	nay.á !	<i>go ! (you folks)</i>
	nà.át	<i>clothing</i>
	sa.í	<i>cook it!</i>
	as.î	<i>s/he is cooking it</i>
h :	hás	<i>they</i>
	hú	<i>s/he</i>
	hóhó	<i>thank you very much !</i>

Rounded Glottals : stop - .w , fricative - hw

.w	ana.wèch	<i>s/he habitually buys it</i>
	ana.èch	
hw :	yà nahwên	<i>s/he is wading along</i>
	yà nahên	

VOWELS REVIEW

Tone	Length					
<i>low</i>	<i>short</i>	a	e	i		u
<i>high</i>	<i>short</i>	á	é	í	ó	ú
<i>low</i>	<i>long</i>	à	è	ì	ò	ù
<i>high</i>	<i>long</i>	â	ê	î	ô	û

Example words ending with y

ay : tây (C), tây (T) *garden*
 yây (C), yây (T) *whale*
 kày (C), kày (T) *mile*

ey : kwêy (C), kwêy (T) *sign, mark*

iy : kîy (C), kîy (T) *knee*
 dlîy (C), dlîy (T) *meat*

Example words ending with w

aw :	gàw (C), gậw (T)	<i>drum</i>
	yàw (C), yậw (T)	<i>herring</i>
	hàw (C), hậw (T)	<i>spruce bough</i>
	nàw (C), nậw (T)	<i>booze</i>
	t'àw (C), t'ậw (T)	<i>feather</i>
	[̄taum (<i>Bishop Innocent, Sitka 1800s</i>)]	

ew : ƛ'ew (C), ƛ'ew (T) *sand*

iw : sîw (C), sîw (T) *rain*
datîw (C), datîw (T) *reading*

uw : sûw (C), sûw (T) *rain*
datûw (C), datûw (T) *reading*
s'ùw (C), s'ùw (T) *green, blue*
tùw s'ìnâ (C), tỳw s'ìnâ (T) *candle*

KINSHIP TERMS

Possessed form	English (speaker)	Vocative (calling)
axh tlâ	<i>my mother</i>	atlî !
axh îsh	<i>my father</i>	îsh !
axh húnxh	<i>my older brother (man)</i>	húnxh !
axh kík'	<i>my younger sister (woman) / my younger brother (man)</i>	kík' !
axh îk'	<i>my brother, any age (woman)</i>	îk' !
axh shátxh	<i>my older sister (woman)</i>	shátxh !
axh dlàk'	<i>my sister, any age (man)</i>	dlàk' !
axh yît, axh yîtk'	<i>my son</i>	yîtk' !
axh sî, axh sîk'	<i>my daughter</i>	sîk' !
axh fîtk'w	<i>my grandmother / my grandfather</i>	fîtk'w !
axh dachxhán, axh dachxhánk'	<i>my grandson / my granddaughter</i>	chxhánk' !
axh tlâk'w	<i>my mother's sister</i>	tlâk'w !
axh kâk	<i>my mother's brother</i>	kâk !
axh àt	<i>my father's sister</i>	àt !
axh sáni	<i>my father's brother</i>	sáni !

Possessed form	English (speaker)	Vocative (calling)
axh kâłk'w	<i>my sister's child (man)</i>	káłk'w ! kâłk'w !
axh kêłk'	<i>my brother's child (woman)</i>	kéłk' !
axh shát	<i>my wife (man)</i>	
axh xhúxh	<i>my husband (woman)</i>	
axh tsèyí	<i>my girlfriend (man)</i>	
axh yadák'u	<i>my boyfriend (woman)</i>	
axh xhán.à	<i>my spouse</i>	
	<i>dear!</i>	nê !
	<i>honey!</i>	já' !

BASIC CLASSROOM COMMANDS

Àdé yìgùt.	<i>You went there.</i>
Łíť àdé yigùdíkh.	<i>Don't go there.</i>
Àdé yù iyagutk.	<i>You go there repeatedly.</i>
Haxh łíť àdé yù ìgùtgikh !	<i>Don't (ever) go there!</i>
At idaná.	<i>You drink.</i>
Łíť at idanâkh.	<i>Don't drink.</i>
Ixh'alíyêł.	<i>You lie.</i>
Łíť ixh'aláyêłikh.	<i>Don't lie.</i>
Yítà.	<i>You slept.</i>
Łíť yìtàyikh.	<i>Don't sleep (now).</i>
Ìtèxh.	<i>You (customarily) sleep.</i>
Łíť ìtèxhíkh !	<i>Don't (ever) sleep!</i>
Łíť i tuwú khut kè ighíx'jikh.	<i>Don't (ever) lose your mind!</i>

BASIC CLASSROOM CONVERSATION

1. Axh kaxî'i áwé.
It's my fault. / It's my problem.
2. Ch'a àdé yê xhat na.ù sh tugêt iyaxhwsakhàí.
(Please) forgive me if I offend you.
3. Khúnáxh atxh sitì.
It's very important.
4. Khúnáxh atxh sitì ha khustìyi tlèt 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 kê ghanú.
Just let it be, just sit on it.

MISCELLANEOUS VOCABULARY

1. Duxhá. *One eats it, it is eaten.*
2. Shghagwèx' *Skagway (lots of debris on the shore)*
3. Łit i dà yakhùghátxhikh. *Don't pass out.*
4. Xh'anákh ! *Quit it! (oral habit)*
5. Yá ts'ùtát k'wát' kha gishù tàí 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

Yêt Nà (Raven Moiety)

Man

Kùkhhittàn

Ishkìtàn

Dèshìtàn

Ghànaxh.ádi

Ghànaxhtèdí

Ł'ìnèdí

Woman

Kùkhhittàn Shâwu

Ishkìtàn Shâwu

Dèshìtàn Shâwu

Ghànaxhshâ

Ghànaxhtashâ

Ł'ìnèdishâ

Ghùch Nà (Wolf Moiety)

Yanyèdí

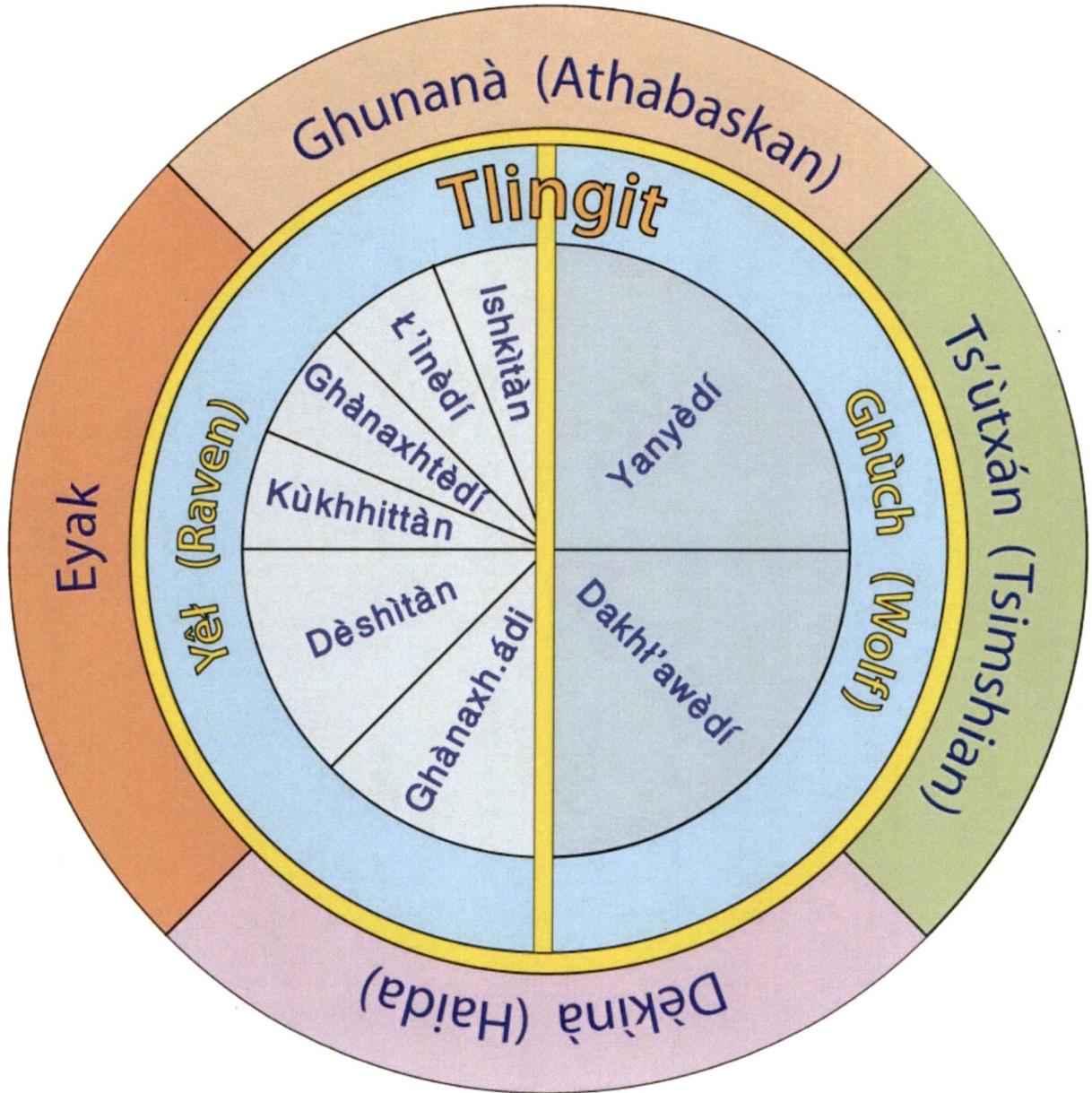
Dakh'awèdí

Yanyèdishâ

Dakh'awshâ

INTERIOR TLINGIT CLANS

Nà



ts and ts'



Bessie Cooley - Nov 2011

Examples of **ts**

- | | |
|----------|------------------|
| 1. tsà | <i>seal</i> |
| 2. tsâts | <i>bear root</i> |
| 3. tsu | <i>again</i> |

Examples of **ts'**

- | | |
|-------------|----------------|
| 1. ts'ats'î | <i>bird</i> |
| 2. ts'ùtât | <i>morning</i> |
| 3. kuts'ìn | <i>mouse</i> |

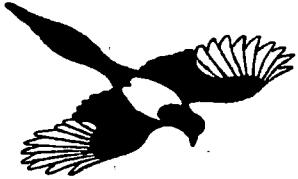
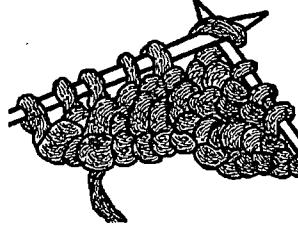
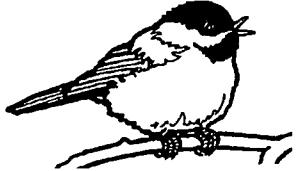
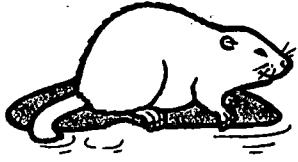
ts and ts'

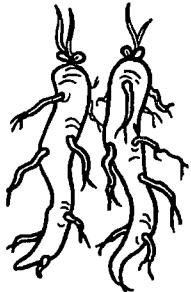
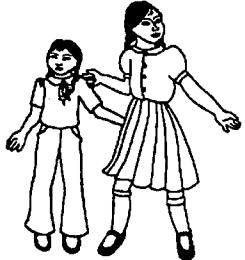
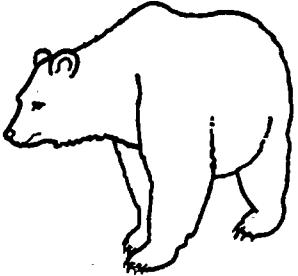
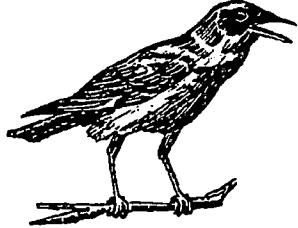
Write *ts* and *ts'* as you hear them.

1. Wé yadák'w tsátk 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 hât 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 lits'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.

ts and ts'

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

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

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

k and k'

Bessie Cooley - Oct 2011

Examples of **k**

1. kîṭ *killer whale*
2. kâst *barrel*
3. kûx *rice*

Examples of **k'**

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

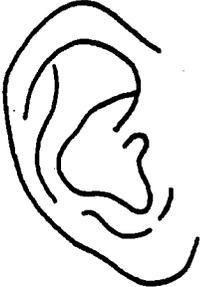
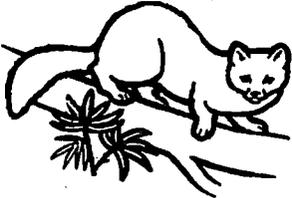
k and k'

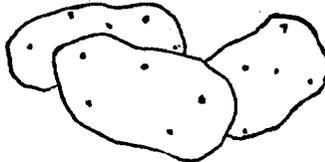
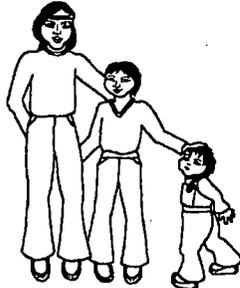
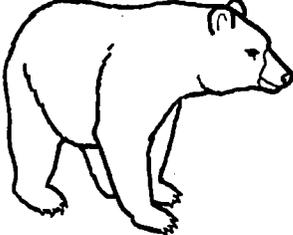
Write *k* and *k'* as you hear them.

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 kals'ák às kat â.
The squirrel is sitting on a tree.
9. K'isâni wêt nákh.
The young boys are standing there.
10. S'ík yûxh yà nagút.
A black bear is walking over there.

k and k'

Writee k and k' as you hear them.

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

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

t and t'

Oct 2011

Examples of **t**

- | | |
|--------|--------------|
| 1. tìt | <i>wave</i> |
| 2. hít | <i>house</i> |
| 3. tá | <i>sleep</i> |

Examples of **t'**

- | | |
|---------|--------------------|
| 1. t'á | <i>king salmon</i> |
| 2. sít' | <i>glacier</i> |
| 3. ʔút' | <i>tongue</i> |

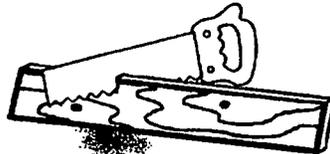
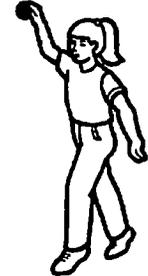
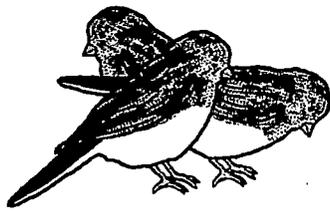
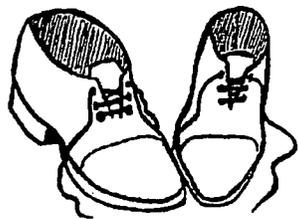
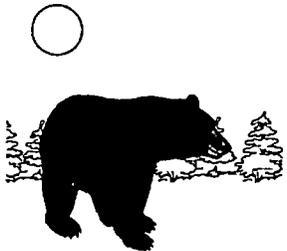
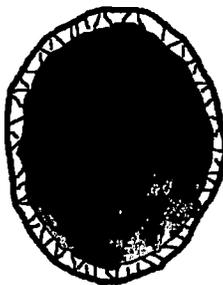
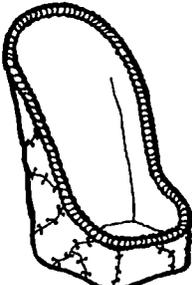
t and t'

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. Tîł xh'ùsdáxh amdiyíkh.
He took his shoes off.
8. Tàt yìn át wùgùt wé s'ík.
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 anałjík' wé t'ukanêyi.
She's packing the baby on her back with a baby carrier.

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

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*

k' and x'

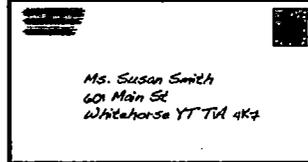
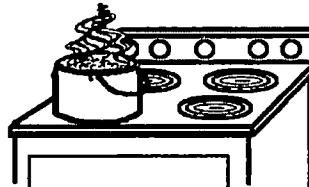
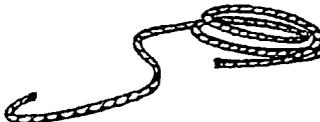
Write *k'* and *x'* as you hear them.

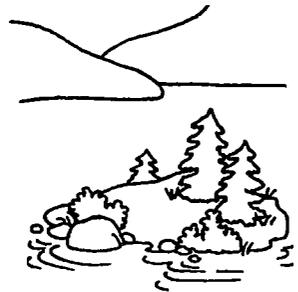
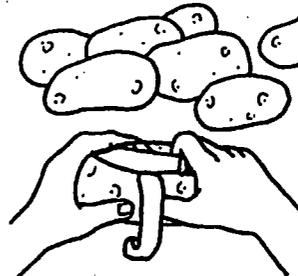
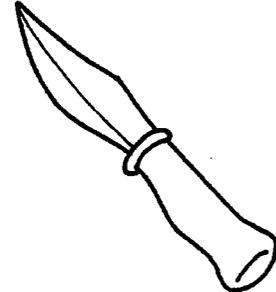
1. K'íxh'a súxdighâ khushî.
gaff hook handle-for s/he is searching
S/he is looking for a handle for the gaff hook.
2. Yak'êyi à x'úx' du jìt uwaxíx.
good one letter into his possession it arrived
S/he received a good letter.
3. K'idên uwa.î wé k'unts'.
good they are cooked these potato
The potatoes are well cooked.
4. Łít 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.

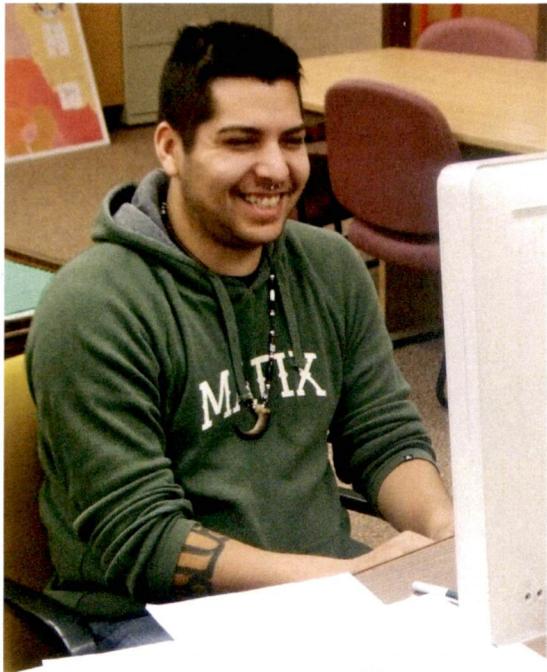
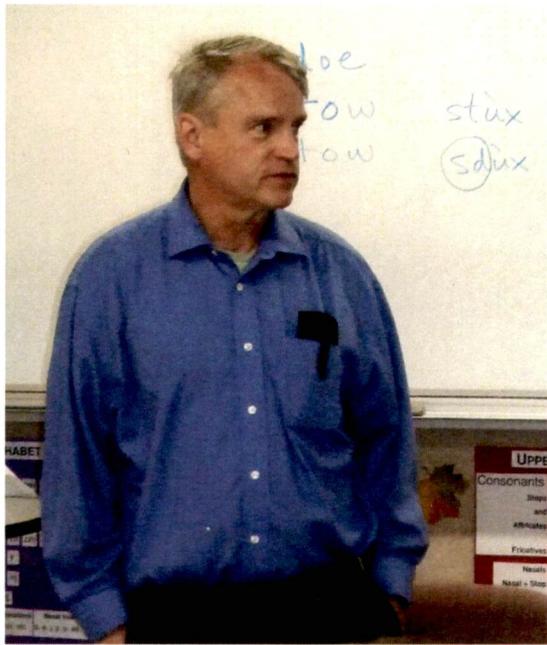
8. A ghût dê x'ân, tlel ushk'é.
Leave anger behind, it is no good.
9. Dlinkwát latín wé lítà, yalik'áts'.
Be careful with the knife, it's sharp.
10. X'úkjà yèsx' â kàdé dutin nìch.
In fall, steam can be seen on the lake.

k' and x'

Write k' and x' as you hear them.

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

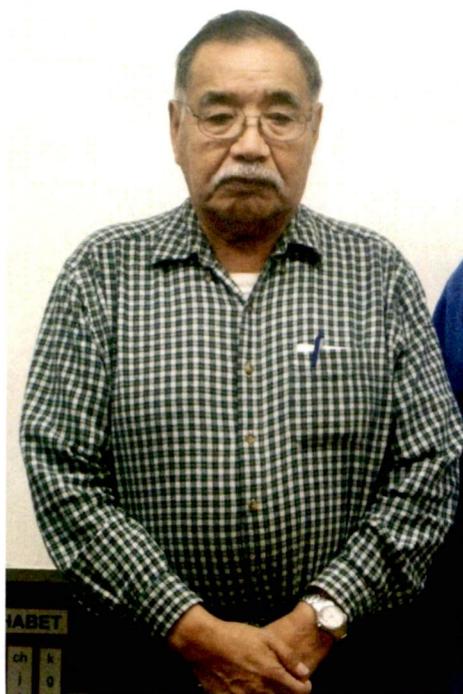
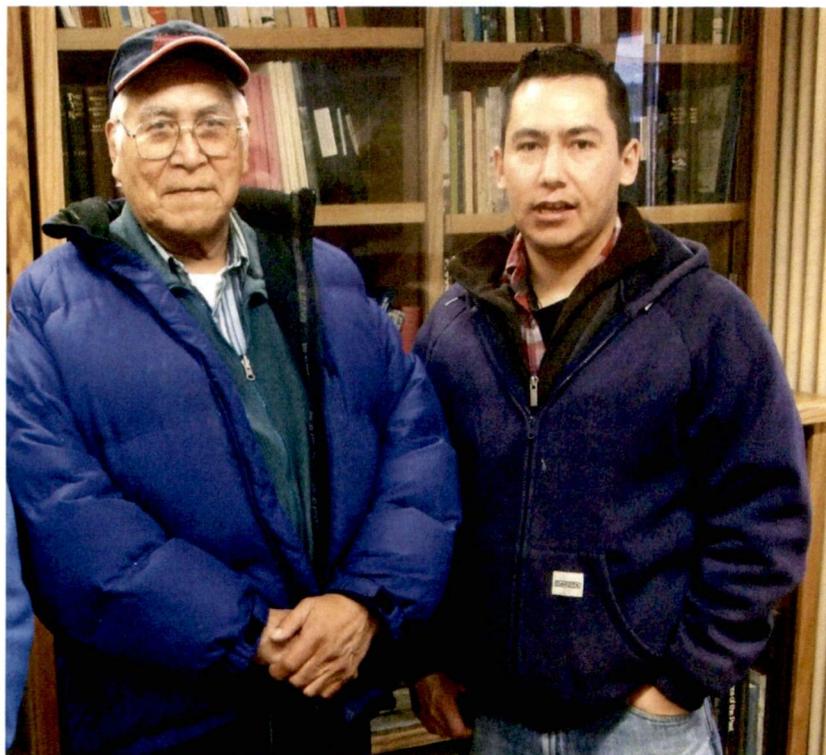
6 	7 	8 	9 	10 
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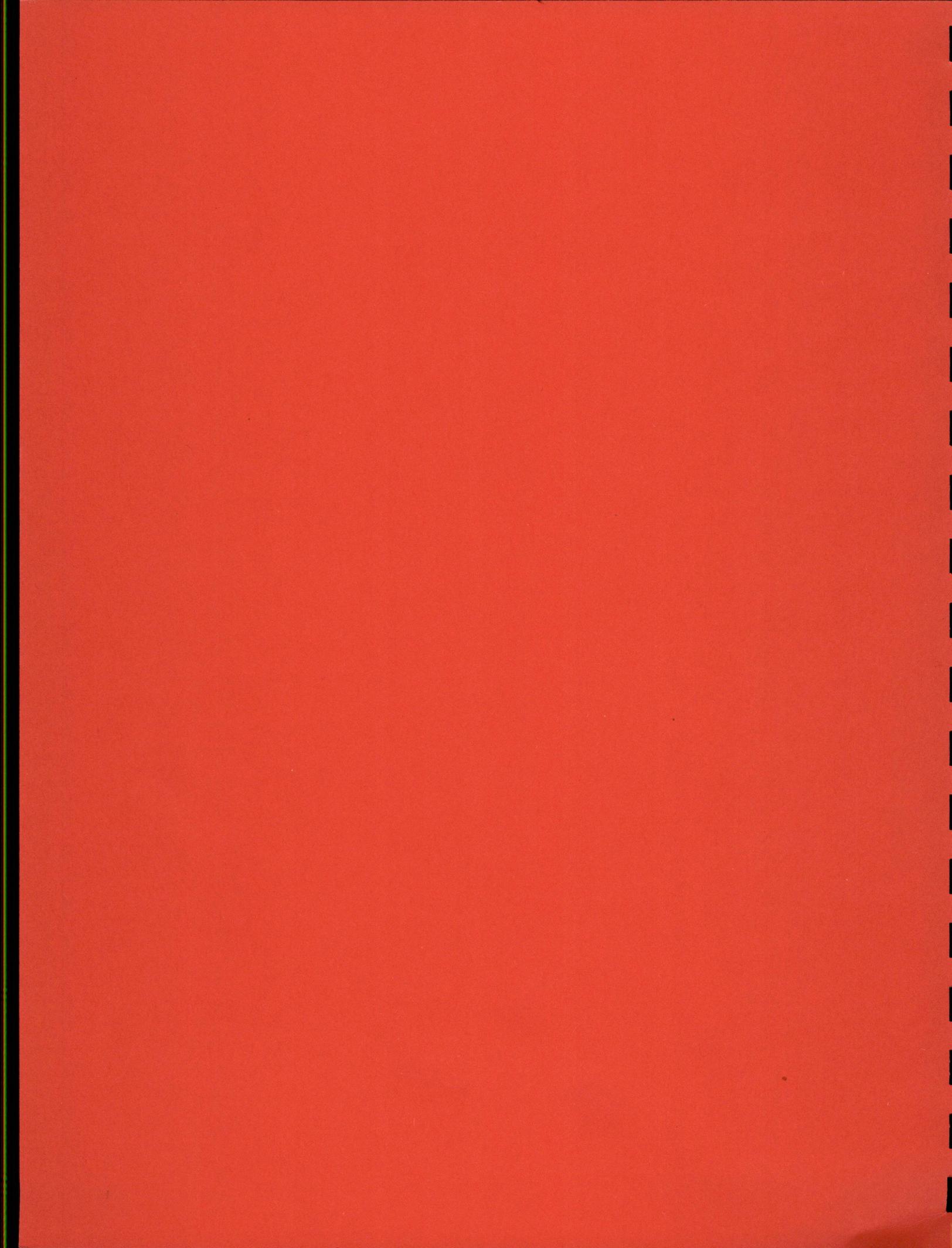




Photograph Identifications

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

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Whitehorse, Yukon

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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 (<i>cont</i>)
noon	<i>lunch</i>	<i>lunch</i>
1:00	Fishing with a Hook Place Names Related to Fish	Fishing with a Net Expressions (<i>cont</i>)
2:45	Fishing with a Hook (<i>cont</i>) 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			f	s	sh	x	xw	xh	xhw	h	hw
	glottalized			f'	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

September 2012

Examples of **k**

- | | | |
|----|--------|--------------|
| 1. | kètł | <i>dog</i> |
| 2. | kûshdà | <i>otter</i> |
| 3. | kìjín | <i>five</i> |

Examples of **kh**

- | | | |
|----|-------|----------------|
| 1. | khâ | <i>man</i> |
| 2. | khênà | <i>awl</i> |
| 3. | khâs' | <i>matches</i> |

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 alyêxh.

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



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

1 	2 	3 	4 	5

6 	7 	8 	9 	10

g and gh

September 2012

Examples of **g**

- | | | |
|----|------|--------------------------|
| 1. | gán | <i>firewood</i> |
| 2. | gùch | <i>small hill, knoll</i> |
| 3. | gàw | <i>drum</i> |

Examples of **gh**

- | | | |
|----|-------|--------------------|
| 1. | ghèwú | <i>fishnet</i> |
| 2. | ghùch | <i>wolf</i> |
| 3. | ghâtl | <i>pilot bread</i> |

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. Ghúkhʼ hintàkxhàdí axhá.
swan underwater roots it eats it
The swan eats underwater roots.

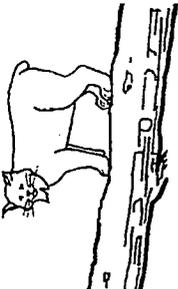
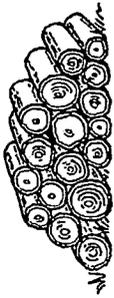
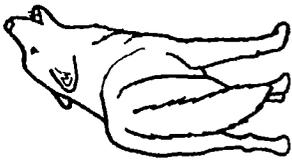
8. Gûs' yà nals'ís.
clouds they are sailing along
The clouds are sailing along.

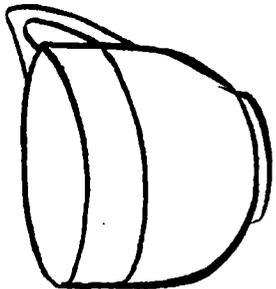
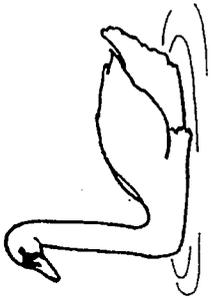
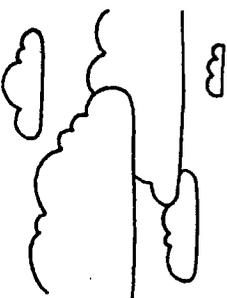
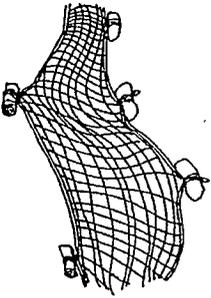
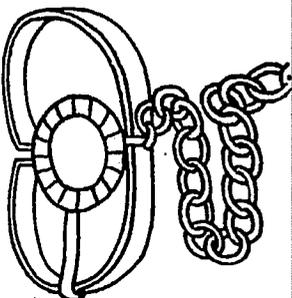
9. Ghèwú dàk kayíkh !
fishnet out you stretch it
Set the net!

10. Ghàtâ yan satí !
trap down you lay it
Set the trap!

g and gh

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

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

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

Minimal pairs

axhá	<i>s/he is eating it</i>
à xhá	<i>s/he is eating some eat some !</i>
gùch	<i>small hill, knoll</i>
ghùch	<i>wolf</i>
kâ	<i>car</i>
khâ	<i>man</i>
gán	<i>wood</i>
ghán	<i>you know what?</i>

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 tàslèyí 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 adané ?
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 -ghêw 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' tayínáxh ghèwú dàk kaghaxhtùyíkh. (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 yìdzighêw ?
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.	tîf'	chum salmon dog salmon	Teslin R, Nisultin R, White R, Kluane R
4.	f'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

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 ìłk'u xhâdi
person's grandparent fish (possessed form)

This may be the same lake known by some Teslin speakers as Etsū Lúwe ("my grandma'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 Ghatakhú ("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 gijûn !
astray don't dream
Don't have bad dreams! (nightmares)

5. Tlêk', tlákw kè xhat isgítch.
no all the time up I kept waking
No, I kept waking up all the time.

6. Axx łudíxh' kamduwadúx'.
my neck someone tied it in a knot
My neck is/was knotted.

7. Axx 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

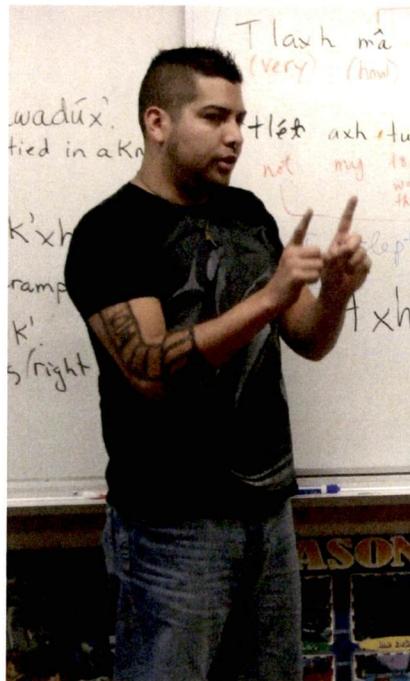
 axh tuwâ ushgú shaxhwdanùgú.
 my way of thinking pleasant I get up
I slept so well so well I didn't want to get up.

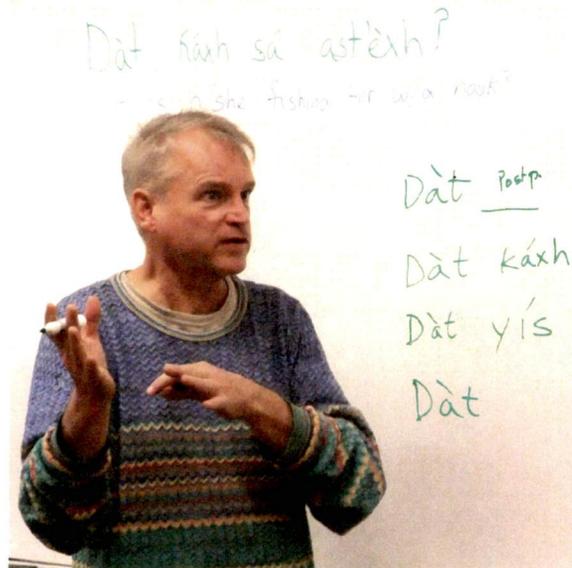
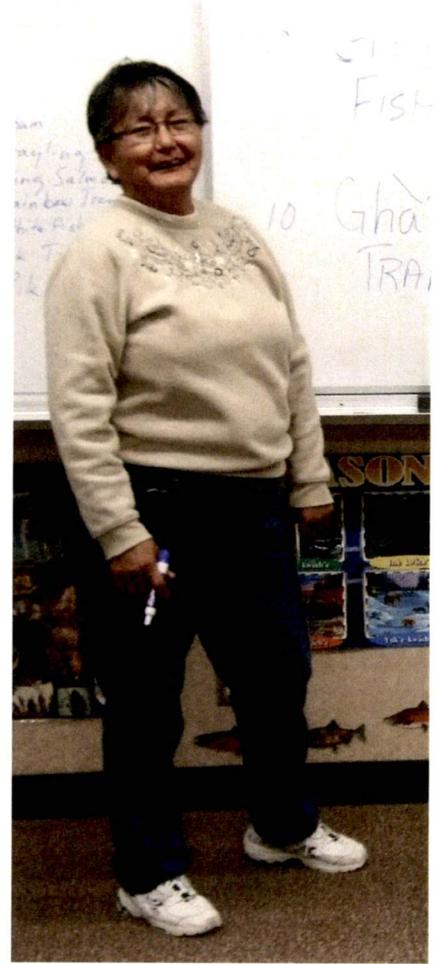
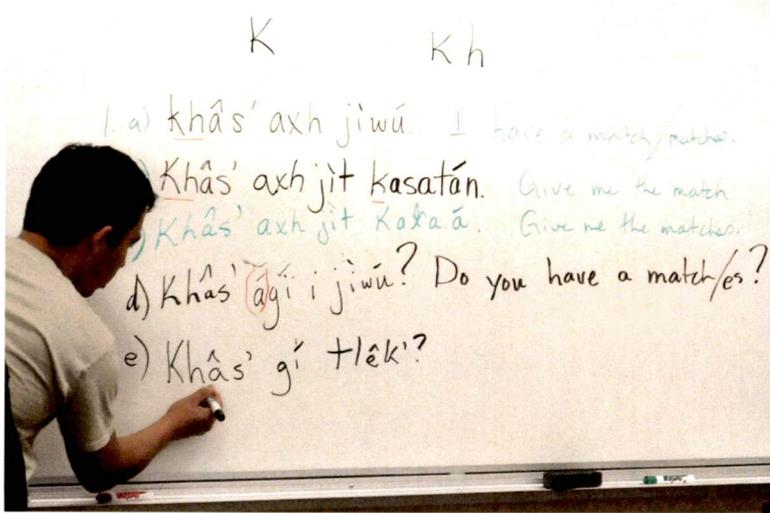
Expressions

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 kishxít !
my name beside you (one) write
Axh sàyí sakwéy ! (sakwéy)
my name you (one) mark, sign
Vote for me! (to one person)

Axh sàyí yìysakwéy ! (yìysakwéy)
my name you (plural) mark, sign
Vote for me! (to more than one person)







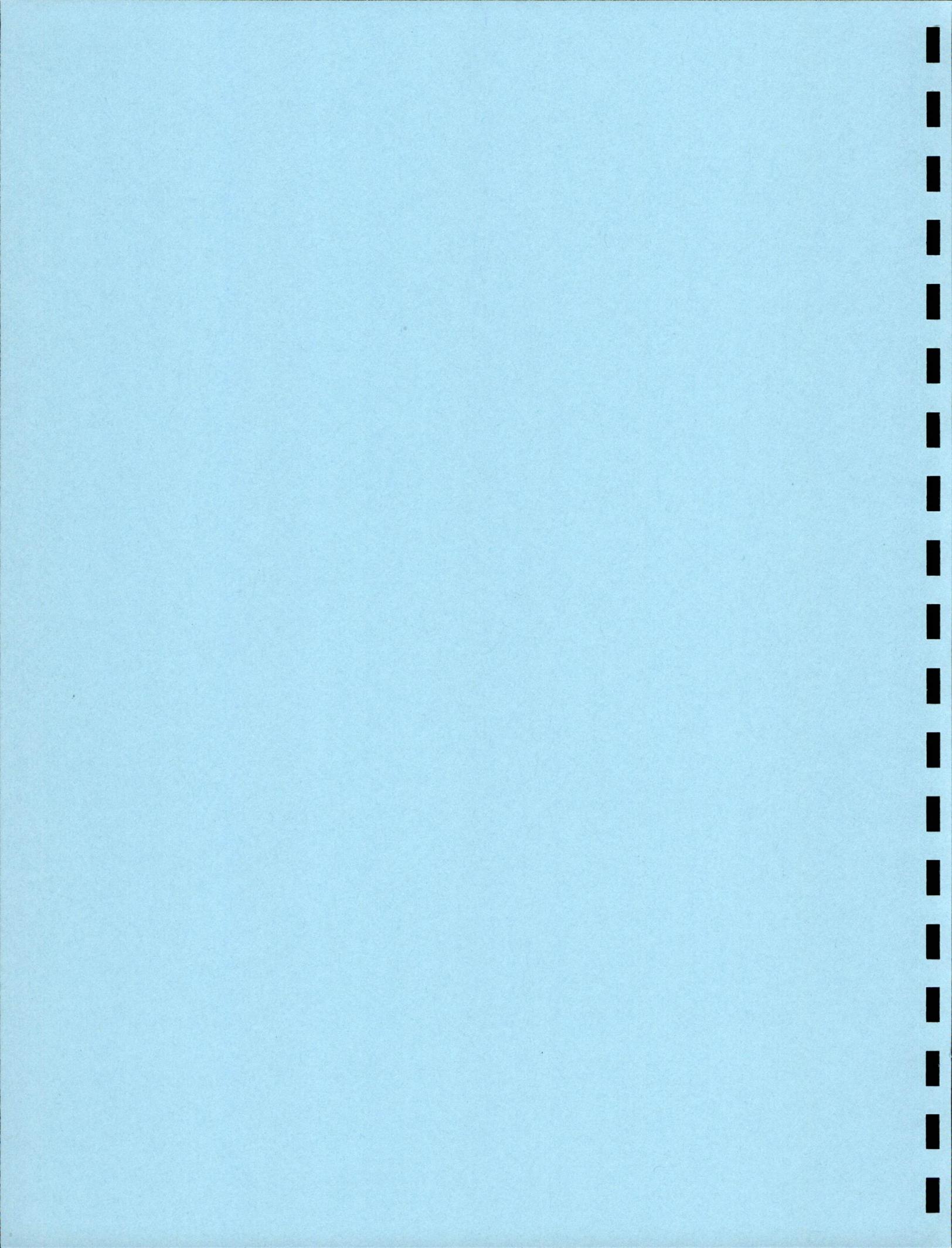




Photograph Identifications

Page

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
centre right: Gary Johnson
bottom: Pauline Sidney, Barbara Hobbis, Tina Jules
25. *top left:* Sean Smith
top right: Pauline Sidney
centre left: Dr. Jeff Leer
bottom: (front) Sean Smith, Margaret Bob, Bessie Cooley, Emma Sam
(behind) Pauline Sidney, Barbara Hobbis, Tina Jules
26. *top left:* Margaret Bob
top centre: Jason Harper, Charlene Baker
top right: Barbara Hobbis
bottom left: Emma Sam, Linda Harvey
bottom right: Linda Harvey, Pauline Sidney, Connie Jules
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 <i>(cont)</i> Formal Speech	Demonstration Lesson	Dimensional Verbs <i>(cont)</i>
2:45	Listening Exercise - k and kh <i>(cont)</i> Classroom Expressions	Name for Arnica Flower Presentation on Teslin Language Immersion	Review and wrap-up

Tlingit Alphabet

Consonants

		<i>Labial</i>	<i>Alveolar</i>	<i>Lateral</i>	<i>Sibilant</i>	<i>Shibilant</i>	<i>Velar</i>	<i>Rounded Velar</i>	<i>Uvular</i>	<i>Rounded Uvular</i>	<i>Glottal</i>	<i>Rounded Glottal</i>
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			f	s	sh	x	xw	xh	xhw	h	hw
	glottalized			f'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

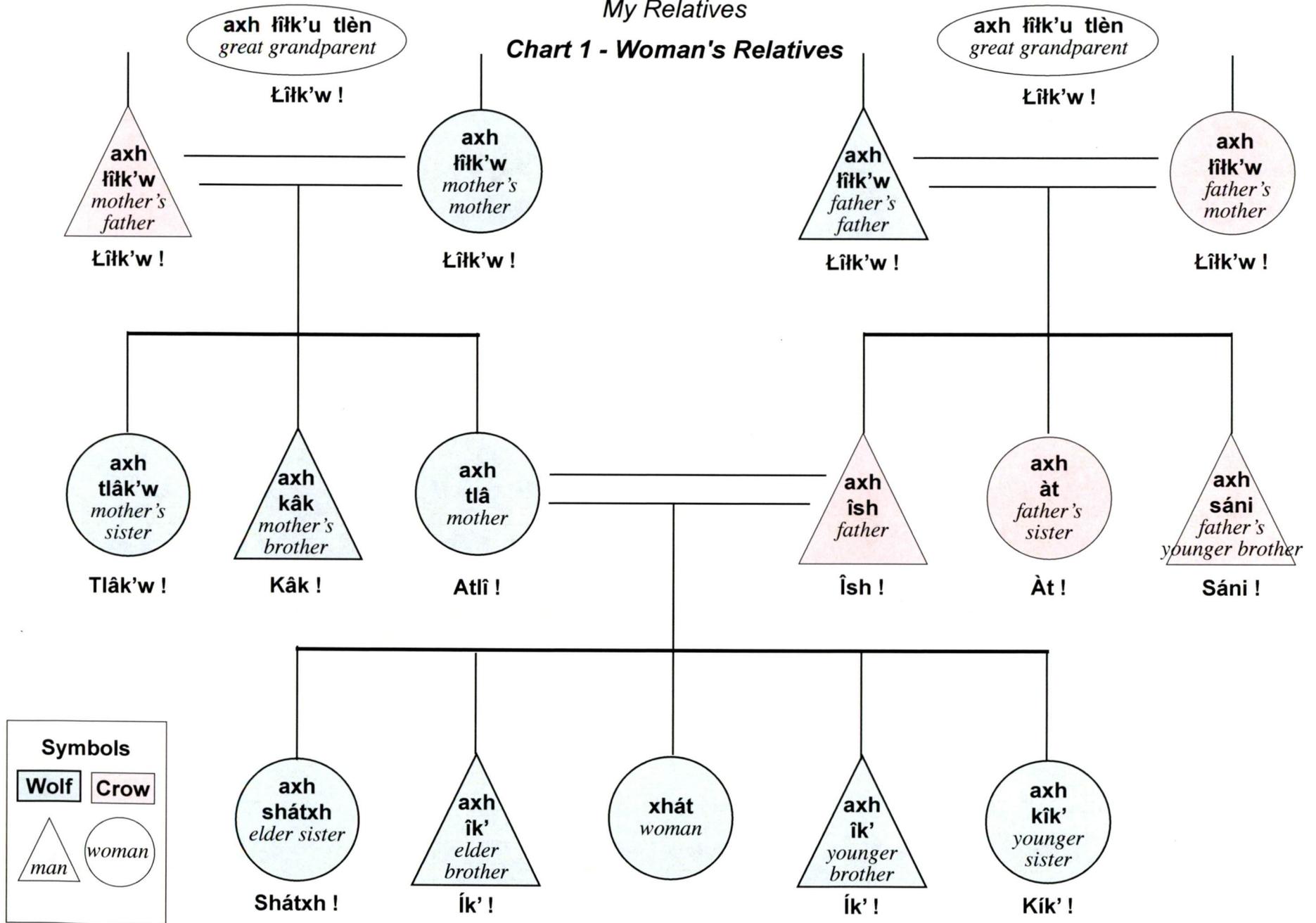
Vowels and Tone

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

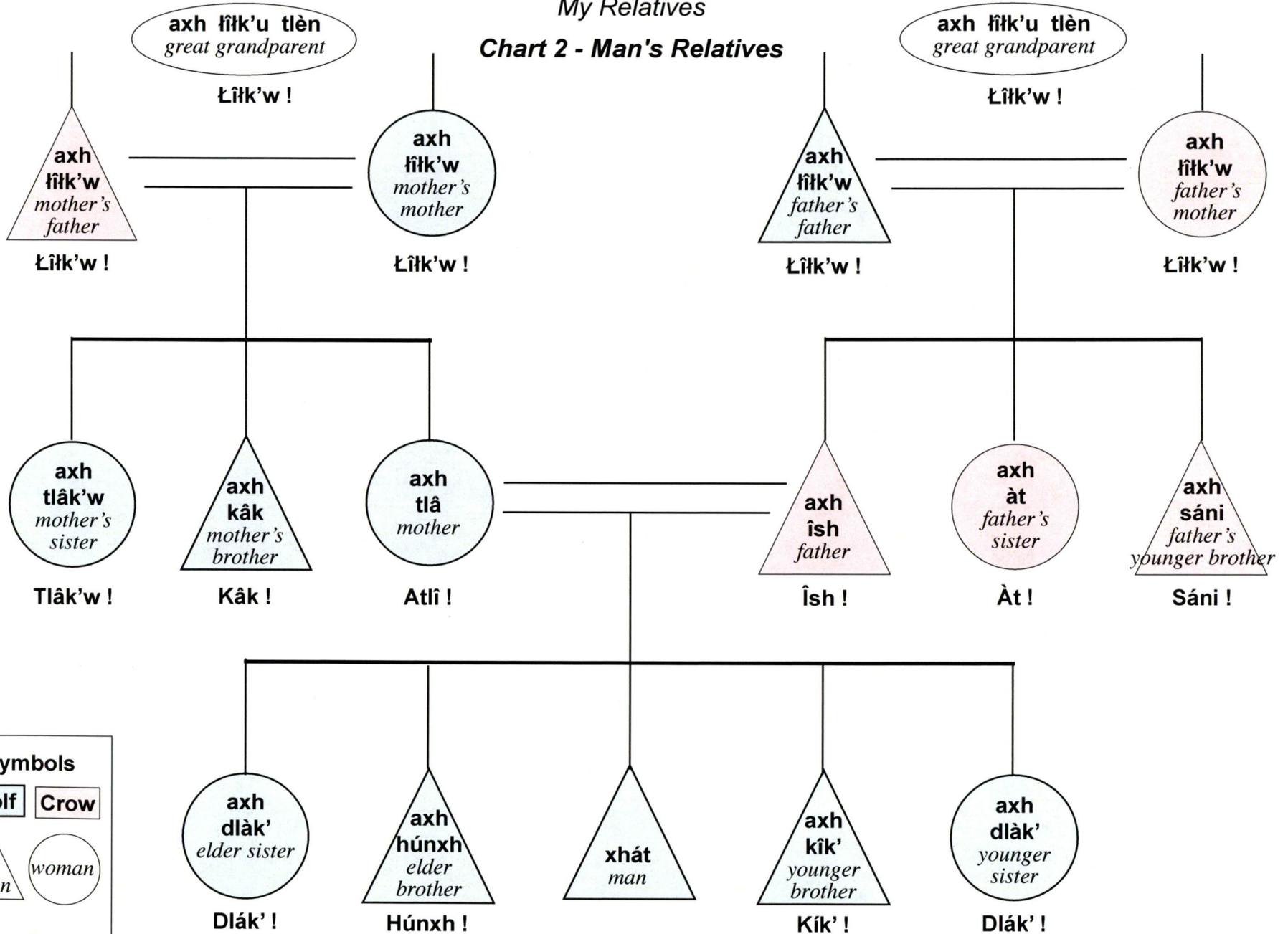
Chart 1 - Woman's Relatives



Axh Xhùn'í

My Relatives

Chart 2 - Man's Relatives



Akh 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
<i>Woman:</i>	khát	
<i>Woman's younger brother:</i>	axh îk'	ík' !
<i>Woman's elder brother:</i>	axh îk'	ík' !
<i>Woman's elder sister:</i>	axh shátxh	Shátxh ! (T, A)
	axh shétxh	Shétxh ! (C)
<i>Woman's younger sister:</i>	axh kîk'	Kík' !
<i>Mother:</i>	axh tlâ	Atlî !
<i>Mother's brother:</i>	axh kâk	Kâk !
<i>(or)</i>	axh tlâ du îk'	
<i>Mother's sister:</i>	axh tlâk'w	Tlâk'w !
<i>(elder)</i>	axh tlâ du shátxh	
<i>(younger)</i>	axh tlâ du kîk'	

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
<i>Man:</i>	axhát	
<i>Elder brother:</i>	axh húnxh	Húnxh !
<i>Younger sister:</i>	axh dlàk'	Dlák' !
<i>Elder sister:</i>	axh dlàk'	Dlák' !
	<i>(note tone is high and short in vocative form)</i>	
<i>Younger brother:</i>	axh kîk'.	Kík' !
<i>Mother:</i>	axh tlâ	Atlí !
<i>Father:</i>	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 fîk'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 lítà kh'âtl' yàwak'áts'.
the knife flat its face is sharp
The table knife is sharp.

3. Axx hìk'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 alyêxh.
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 siti.
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'atuyi ghałgú!
your under nose you wipe.
(philtrum)
Wipe under your nose!
(hitûk = 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'atú wùshde kasa.áxhw.
the snowshoe nose end together (you) tie it!
Tie up the (pointed) end of the snowshoe.
(a kh'atú = 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'úxh'.
it is sweet the gum
The gum is sweet.

Nov 2013

Examples of k'

- | | | |
|----|---------|------------------------|
| 1. | k'ûx | <i>marten</i> |
| 2. | k'únts' | <i>potato</i> |
| 3. | k'isâni | <i>boys, young men</i> |

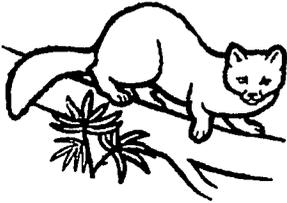
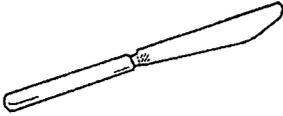
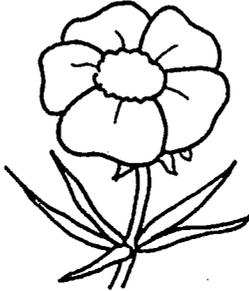
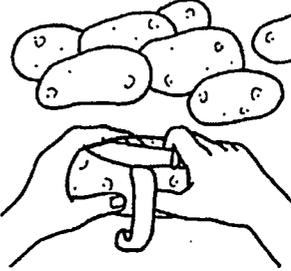
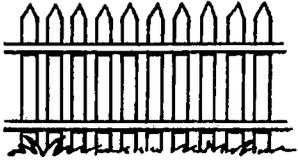
Examples of kh'

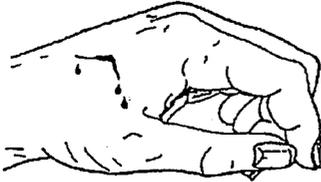
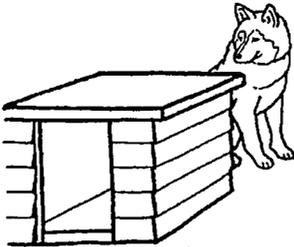
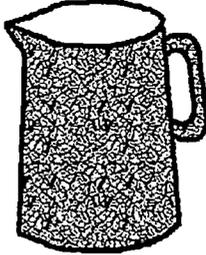
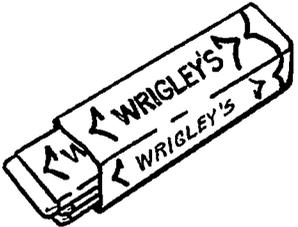
- | | | |
|----|------------|-------------------|
| 1. | kh'èkaxwên | <i>flower</i> |
| 2. | kh'âtl' | <i>flat, thin</i> |
| 2. | kh'atèł | <i>pitcher</i> |

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. Axx łíłk'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 alyêxh.
He/she is building a fence.
6. Yâ yîs khâx'w wùsh kik'í dâxh has sítì.
These young men are brothers (a pair).
7. Axx 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. Łinúks wé k'ûxh'.
The gum is sweet.

k and kh

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

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,	<i>"You good people,</i>
axh sani hás,	<i>my uncles</i>
axh àt hás,	<i>my aunts</i>
axh ìl̀k'u hás,	<i>my grandparents</i>
axh kàni yán,	<i>my brothers and sisters-in-law</i>
ch'a yê axh xhùnx'í,	<i>(and) my close relatives (people of my clan)"</i>

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
<i>Come here!</i>	Hàgú !	Hàt yi.á !
<i>Sit down!</i>	Ghanú !	Gheykhí ! Ghaykhí ! (C)
<i>Stand up!</i>	Gidahàn !	Geydanàkh ! (T) Gaydanàkh ! (T) Gaydanàkh ! (C)
<i>Listen to me!</i>	Axh xh'êt sa.áxh !	Axh xh'êt yisa.áxh !
<i>Be quiet!</i>	Sh.ìlk'át!' !	Shyìlk'át!' !
<i>Sit still!</i>	Tliyê ghanú !	Tliyê gheykhí / ghaykhí !
<i>Look here!</i>	Hàt ìlghín !	Hàt yìlghín !
<i>Put your coat on!</i>	I kinà.adi kát idatí ! (T, C) I kinà.adi káxh nidatí ! (C)	Yì kinà.ádi kát yìta.á ! (T, C) Yì kinà.ádi káxh naydatí ! (C)
<i>Put your mitts on!</i>	I tsâx'i i jín kàdé yê nasní ! (T) I jín i tsâx'i tûde yê nasní ! (C)	Yì tsâx'i yì jín kàdé yê neyسانی / naysaní ! (T) Yì jín yì tsâx'i tûde yê neyسانی ! (C)

Verbal prefixes always have low tone, whether long or short.

Forming Plurals

How Are You?

Mâ sá i yati yá ts'ùtàt?

How are you this morning? (speaking to one person)

Mâ sá yì yati 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	<i>my child</i>	axh yátx'í	<i>my children</i>
axh hídi	<i>my house</i>	axh hítx'í	<i>my houses</i>
khâ	<i>man</i>	khâx'w	<i>men</i>
â	<i>lake</i>	âx'w	<i>lakes</i>
shà	<i>mountain</i>	shàx'w	<i>mountains</i>

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	<i>my younger siblings of the same sex</i>
axh kik'i yán	<i>my younger siblings of the same sex, an older form referring to more than two siblings</i>
axh kik'i dâ	<i>my two younger siblings of the same sex, referring to a pair</i>
axh tlâ hás	<i>my mothers</i> <i>my mother and them (whoever is with her)</i>

Miscellaneous Vocabulary

k'idên yati	<i>clean, fine, good</i> <i>make it clean, make it better</i>
shyadâghìghú	<i>clean yourself up (literally, wipe your face clean)</i> <i>make your living area clean</i>
a kûn	<i>hem (of a dress)</i>
A xhùníít àwatî	<i>"He gave a little more on top of (what is owed)"</i>

Boat Names

Yayuwà	<i>a place name, a mountain by Taku River</i>
Sinâ	<i>a place name in southern Tlingit country, on the coast</i>

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	$g^u / \dots k^{u^c}$	gw	gw	gw
k^u, k^o	k^{u^c}	kw, k^{oo}	kw	kw
$k!^u, k!^o$	k^2^u	$g'w, g'^{oo}$	$k'w$	$k'w$
x^u, x^o	x^u	CHW, CH^{oo}	xw	xw
$q!^u, q!^o$	x^2^u	$g'w, g'^{oo}$	$x'w$	$x'w$

Examples of Kelly-Willard System:

Kelly-Willard	Modern Coastal Tlingit	English
ïsh	îsh	<i>father</i>
ïsh hũs	îsh hás	<i>fathers</i>
tlä	tlâ	<i>mother</i>
tlä hũs	tlâ hás	<i>mothers</i>
cäc	kâk	<i>uncle</i>
cäc hũs	kâk hás	<i>uncles</i>
cēg	kîk'	<i>younger sibling of the same sex</i>
cēg hũs	kîk' hás	<i>younger siblings of the same sex</i>
yũ-dũ-guät's-g'oõ	yadak'wátsk'u	<i>boy</i>
gi-sä'-nĩ	k'isâni	<i>boys</i>
koõ-dũ'h-ũ-yũ-nũ-hũ	khudaxh.ayanahá	<i>star</i>

Excerpt from *Tlingit Myths and Texts*

by John Swanton, published 1909, p. 291

94. THE LI'Ê'NAXXĪ'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! ^u q!ayu'	yē	yatī'	qā	akadē'	wugu't	gā'ngā.	A'yaxde
At Auk	stopping	a man	out on	got	for firewood.	Around it	
yanagudī'ayu	aosītī'n	cāwā't	yū'adīgīgā	cwū'ḷīxāc.	Dūcaxāwu'		
going was	he saw	woman	one	floating.	Her hair		
yeklu'ḷīyāt!.	Tc!āk ^u	āktī'nī	a'ya	aosītī'n	yē'k ^u ts!īgā'yī	a.	At ya'tq!ī
was long.	Some time	looking	he saw her	her little ones	were.	Children	
AX ā'wucāt	nēlde'.	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:

LI'ê'naxxī'daq^o (Swanton)

Tl'anaxîdákhw (modern Tlingit)

1. Āk!^uq!ayu' yē yatī' qā akadē' wugu't gā'ngā. (Swanton)

Āk'wx' áyû yê yatī 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 yanagudī'ayu aosīī'n cāwA't yū'adīgīgā
cwū'ḷīxāc.

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'ḷīyāt!

Du shaxhàwú yê kwdiyât'.

Her hair was long.

4. Tc!āk^u āltī'nī a'ya aosīī'n yē'k^uts!īgā'yī a.

Ch'ākw altīni áyá awsitìn yê kwzigeyi à.

Looking at her for some time, he saw the little ones.

5. At yA'tq!ī AX ā'wucāt nēlde'.

At yátx'i àxh àwashât nēldé.

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

haat uwagút

haandé kgwagóot

tl'éil haandé kgwagoot

Interior

hàt uwagút

hàndé kghwagût

tlêłt hàndé kghwagût

came home

will come home

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 hídi.

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 shooguxéex, 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 jinkaata tákw yaa shugaxéex,

Interior: Tlêt unalí dàx'ùn jinkàt tâkw yà shugaxîx,
almost forty years when they were ending

When almost forty years had elapsed,

2.

Naish-S: Israel tóonux gogwastée antk̄eenée

Coastal: Israel tóonáx k̄ugastí aantk̄eení

Interior: Israel tûnaxh khughastí àntkhìní
Israel through progeny townspeople

Naish-S: kulguḱóot hus wooligás'.

Coastal: kalgaḱóot has wuligáas'

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! Nèl wujikhágh-à, chìshdên wujikhàgh-à

Hey! It flew inside, it flew within easy range

Yaxhwsî.t'úkxhà !

Darn, I missed it! (joke ending)

Translation and Vocabulary Arising

- | | | |
|----|------------------------|--|
| 1. | hàndéxh chùnètk'í | <i>hand me my little arrow</i> |
| | axh chùnèdí | <i>my arrow</i> |
| | -k' | <i>little</i> |
| 2. | ts'ats'îk' khat'ùg-à | <i>let me shoot a little bird</i> |
| | axh tùwúch | <i>to my way of thinking, I think</i> |
| 3. | axh dlàk' sîk' ságw- a | <i>for my sister's little daughter</i> |
| 4. | hê, nèl wujikhágh-à | <i>oh! it landed inside</i> |
| 5. | chìshdên wujikhàgh-à | <i>it landed where I can get it easy</i> |
| 6. | yaxhwsî.t'úkxhà | <i>I missed it (by bow and arrow)</i> |
| | yaxhwsî.únxhà | <i>I missed it (by gun)</i> |
| | xhwàt'úk | <i>I shot it (by bow and arrow)</i> |
| | xhwà.ún | <i>I shot it (by gun)</i> |

Song

A little girl made this song

Sêdè i kukhasdûx' dè
Ghànaxh.ádi yátx'i
Àghà naxhatêni
Yan xhat uxhijâkhw 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 uxhijâkhw dè

it's gonna settle me down

Dimensional Verbs

Big

Singular

Absolute Form		Comparative Form		Adjective Form	
yagê	<i>big (object) it's big</i>	yê kùgê yê gùgênk'	<i>it's (so) big</i>	____ tlèn	<i>a big ____</i>
yagê	<i>abundant it's abundant</i>	yê yakùgê	<i>it's (so) abundant</i>		
tigê	<i>big, s/he/it is big (talking of a human or animal)</i>	yê kwligê	<i>it's (so) big (talking of a human or animal)</i>	____ tlèn	<i>a big ____ (human, animal)</i>
<i>Plural</i>					
digêx	<i>big (objects), they are big</i>	yê kwdigê	<i>they are (so) big</i>	____ tlénx'	<i>big ____ (objects)</i>
dligêx	<i>big, they are big (talking of humans or animals)</i>	yê kwzigê	<i>they are (so) big (talking of humans or animals)</i>	____ tlénx'	<i>big ____ (talking of humans or animals)</i>

Long

Singular

Absolute Form		Comparative Form		Adjective Form	
yayát'	<i>long, it's long (general object)</i>	yê kùwât'	<i>it's (so) long (general object)</i>	__ kuwât'	<i>a long __ (general obj.)</i>
łiyát'	<i>long, it's long (complex object)</i>	yê kwłiyât'	<i>it's (so) long (complex object)</i>	__ kułayát'	<i>a long __ (complex obj.)</i>
jłiyát'	<i>long, it is long (stringy object)</i>	yê jikłiyât'	<i>it's (so) long (stringy object)</i>		

Plural

diyát'x'	<i>long, they're long (general objects)</i>	yê kwdiyât'	<i>they're (so) long (general objects)</i>	__ kudayát'x'	<i>long __ (general obj.s)</i>
dliyat'x'	<i>long, they're long (complex objects)</i>	yê kwđliyat'	<i>they're (so) long (complex objects)</i>	__ kułyat'x'	<i>long __ (complex obj.s)</i>
jđliyat'x'	<i>long, they're long (ropes)</i>	yê jikwđliyat'	<i>they're (so) long (ropes)</i>		

Phrases using *long*

àn kuwât'	<i>a long town</i>
àn kudayát'x'	<i>long towns</i>
du yù xh'atángi aliyát'	<i>s/he is stretching out his/her speech</i>
yê xh'uskudliyât'	<i>s/he has long legs</i>

Short

kùwâts'	<i>it's too short (general object)</i>	yê kùwâts'	<i>it's (so) short (general object)</i>
kuliyâts'	<i>it's too short (stringy object)</i>	yê kwliyats'	<i>it's (so) short (stringy object)</i>

Being Lazy

(â) uxhdzika	<i>I am lazy (to do it)</i>
(â) ùdzikà	<i>s/he is lazy (to do it)</i>
(â) ìdzikà	<i>you are lazy (to do it)</i>

Demonstration Native Language Lesson

Elementary Level - 20 Minutes



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



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	✓		

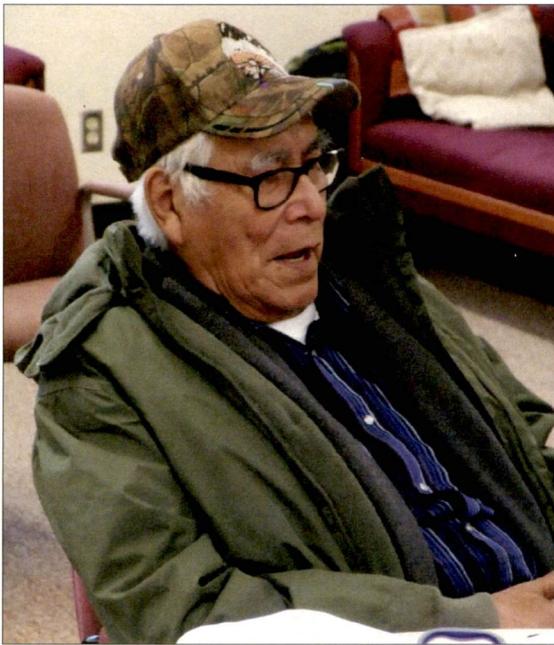
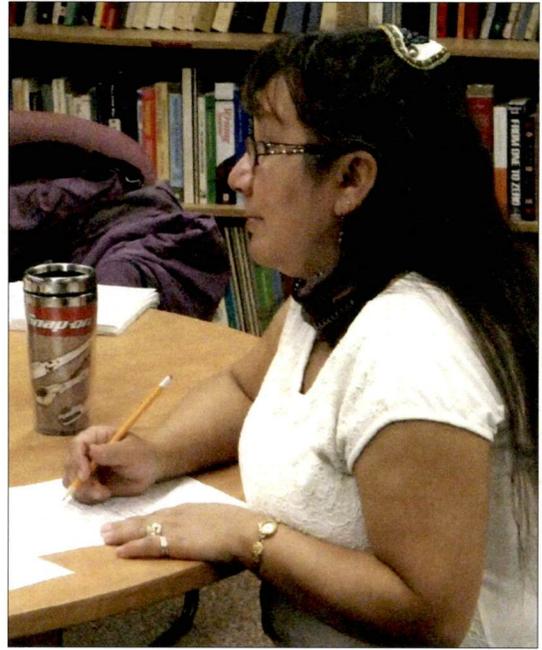
Comments: good job of keeping classroom order; good use of drills - group, one-on-one and circle; I liked the use of body language using "picking berries"; lots of repetition of language.

Areas for Improvement: _____

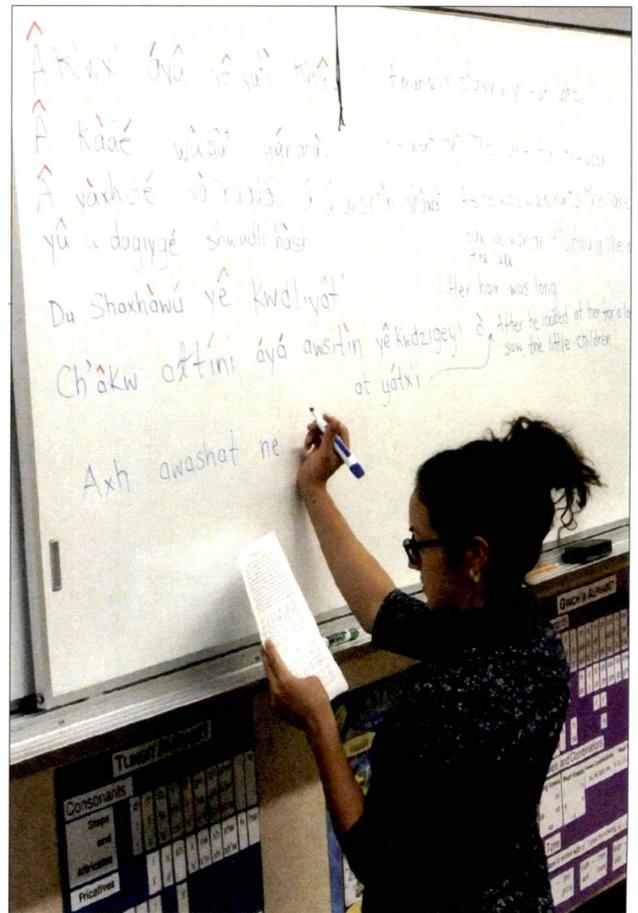
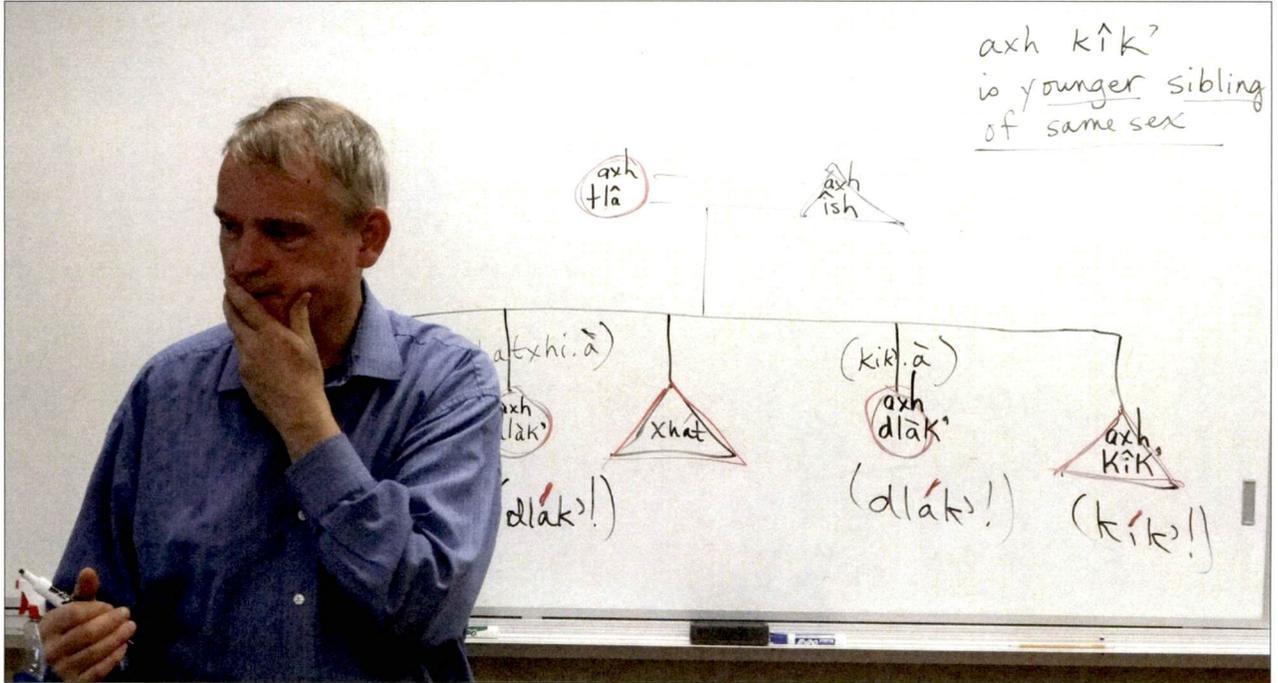
YNLC Evaluator: Linda Harvey

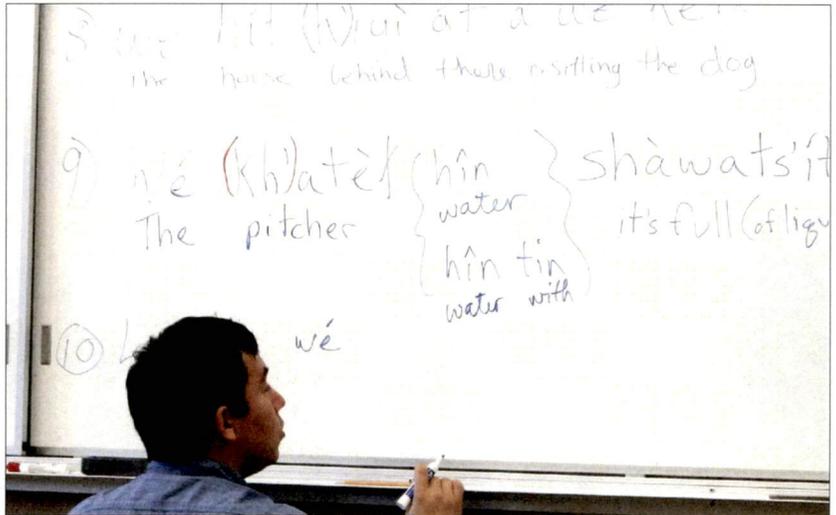
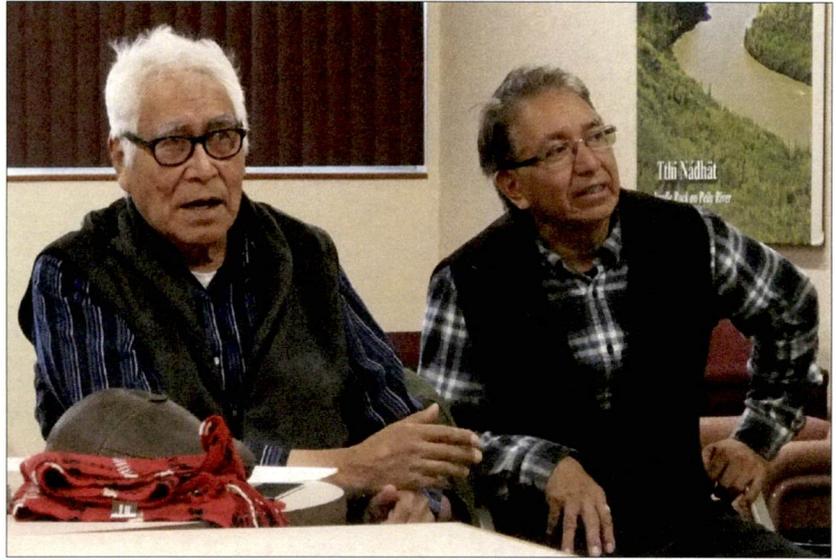


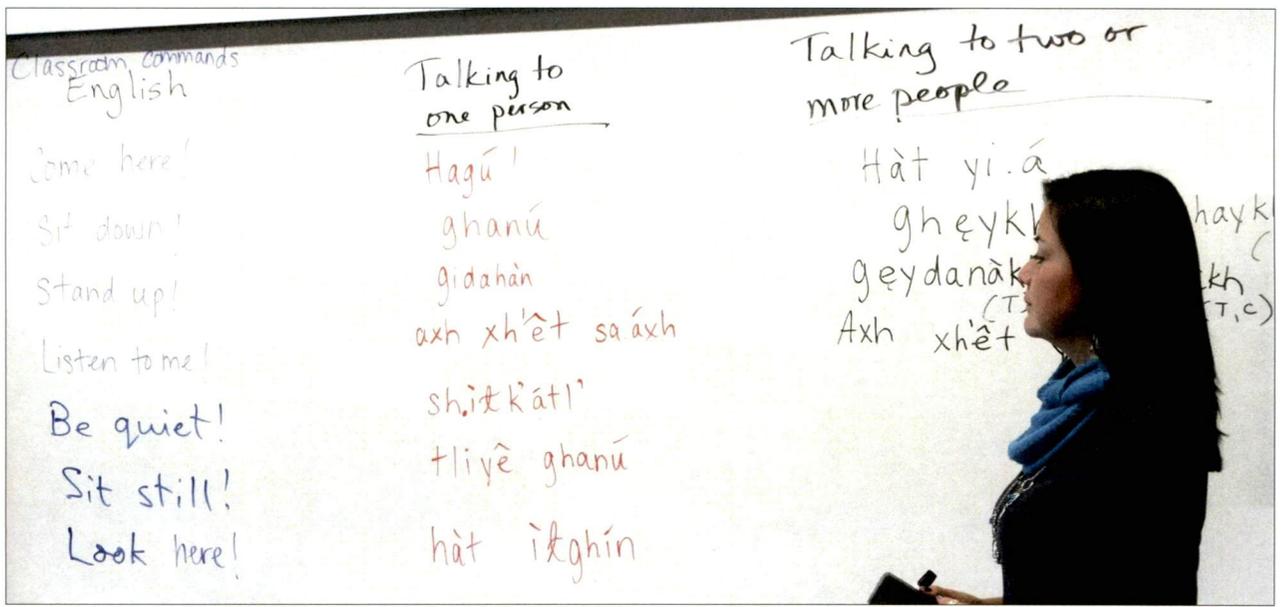


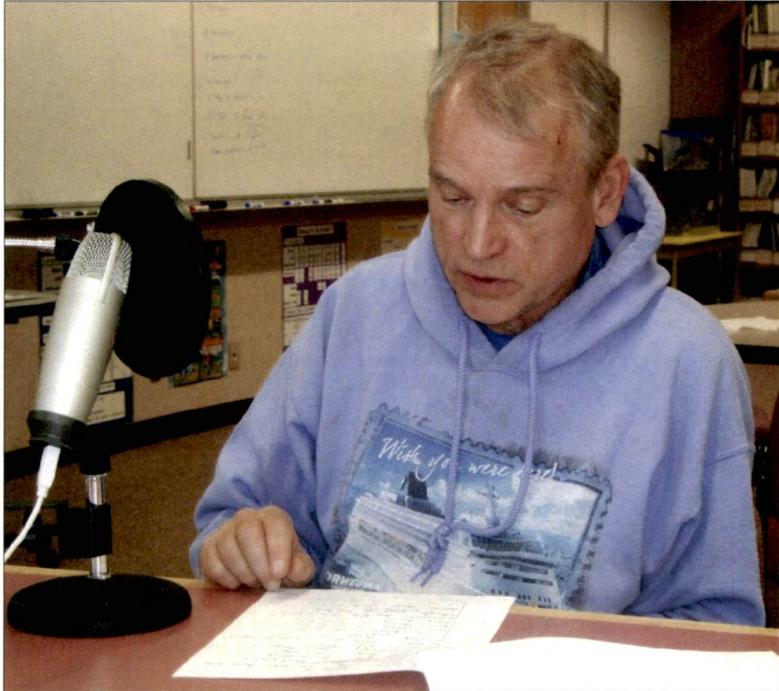
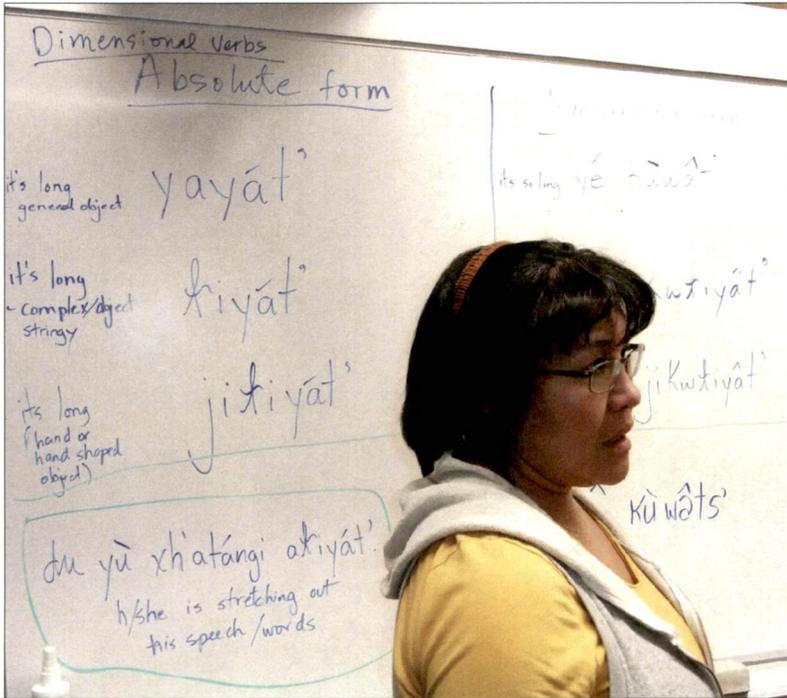


Dimensional Verbs		Comparative form		Adjective form <small>(after the noun)</small>	
Absolute form					
yagê	it's big	vê	kùgê it's (so) big	...tlèn	big...
yagê	it's abundant	yê	yakùgê it's (so) abundant		
tigê	hashe/it is big	yê	kwùtigê It's so, big	...kutagê	









Händé xh chünètK'i
 Händé xh chünètK'i
 Tsats'ik' Khatüg-à

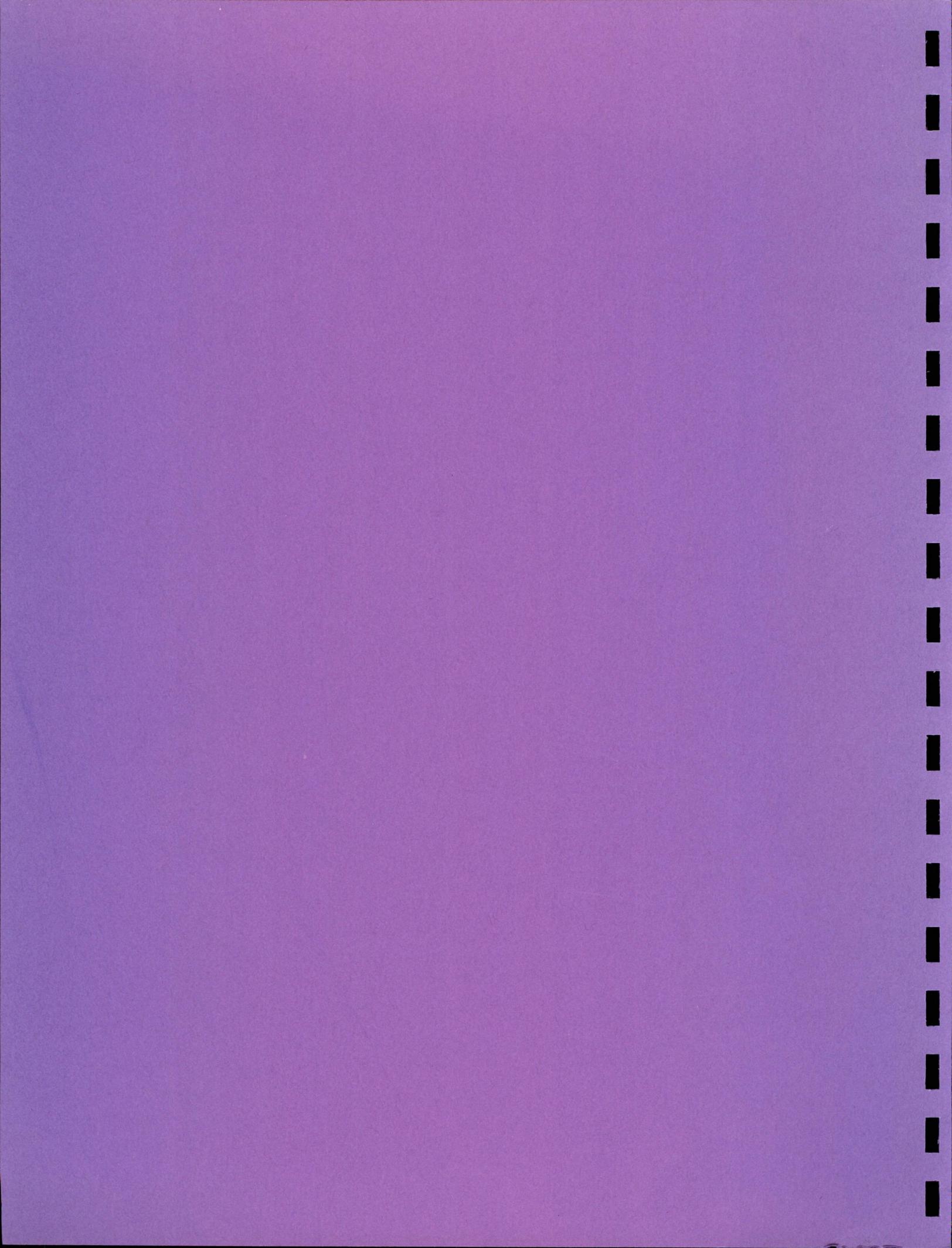




Photograph Identifications

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

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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 <i>Screech Owl and Crow</i>	Listening Exercise - g and gh (cont) Sam Johnston's <i>Thunderbird Story</i>	Listening Exercise - k and kh (cont) Personal Names (cont)
noon	<i>lunch</i>	<i>lunch</i>	<i>lunch</i>
1:00	Demo Lesson Writing a <i>Meat Camp</i> story	Personal Names	Sam Johnston's stories: <i>The Blind Man and the Loon</i> <i>The Seagull Keitlâdí</i>
2:45	Writing a <i>Meat Camp</i> story (cont)	Writing a <i>Meat Camp</i> 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

		<i>Labial</i>	<i>Alveolar</i>	<i>Lateral</i>	<i>Sibilant</i>	<i>Shibilant</i>	<i>Velar</i>	<i>Rounded Velar</i>	<i>Uvular</i>	<i>Rounded Uvular</i>	<i>Glottal</i>	<i>Rounded Glottal</i>
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			ʃ	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ʃ'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

Vowels and Tone

Short Vowels with low tone

i u
e —
a

Short Vowels with high tone

í ú
é ó
á

Long Vowels with low tone

ì ù
è ò
à

Long Vowels with high tone

î û
ê ô
â

Constructing a Listening Exercise - t and t'

T = Teslin dialect, C = Carcross dialect

1. Tàslèyí áyá. (T)
Taslèyí áyá. (T-C)
This is a pike.

2. T'ási axh xh'ê ðinúkts.
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. Tìł' 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 kaxhwsì.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.

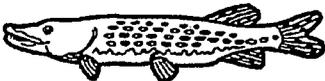
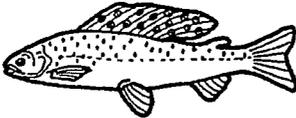
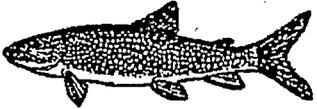
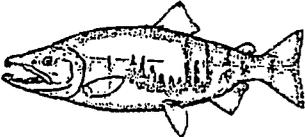
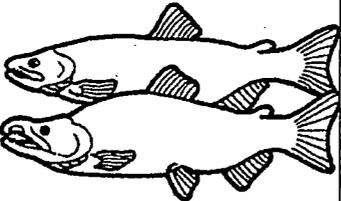
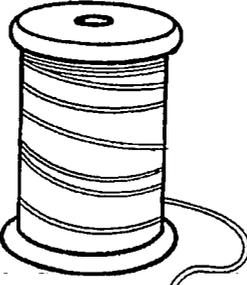
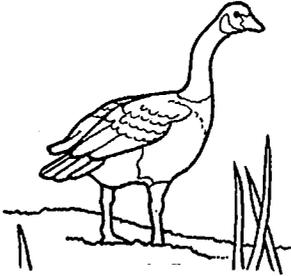
10. Tàt áyá. (T)
night it is
Tàt yín. (C)
night during
It is night.

TLINGIT LANGUAGE



t and t'

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 ghúkhř hintakàdáxh at xhá.

*this swan from the bottom something it is eating
of the water*

The swan is eating something from the bottom of the water.

derivation: hîn = water, tâdaxh = bottom-from

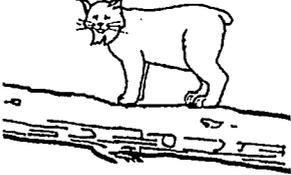
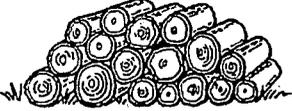
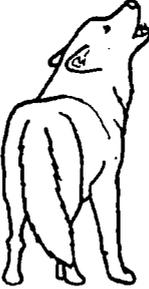
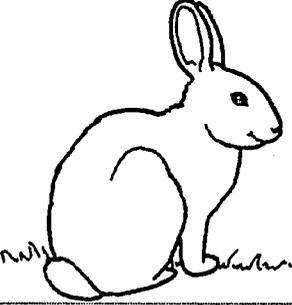
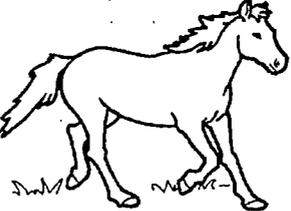
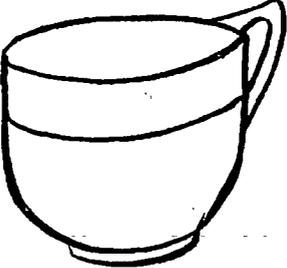
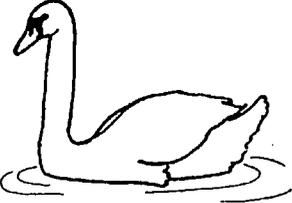
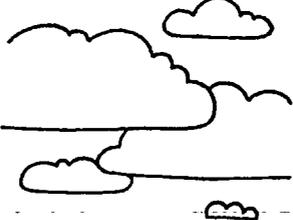
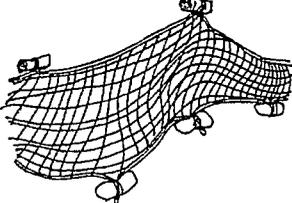
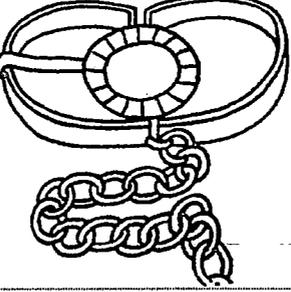
hintakàdáxh = from the bottom of the water

hintàkxhâtl'i = underwater plants

TLINGIT LANGUAGE

g and gh

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 kètl átá.
The dog is lying down.

Wudlinétl	kètl	shàn	wêt	tá. (C)
Wudlinedli	kètl	shàn	wêt	tá. (C)
<i>fat</i>	<i>dog</i>	<i>old</i>	<i>there</i>	<i>it is sleeping</i>

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.
<i>lazy</i>	<i>dog</i>	<i>old</i>	<i>there it is lying</i>

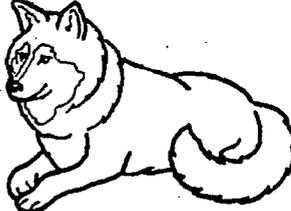
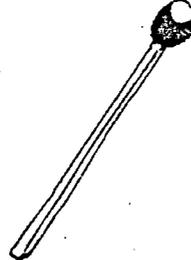
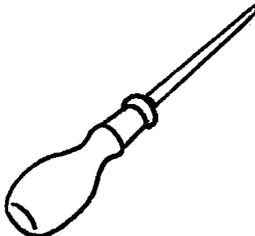
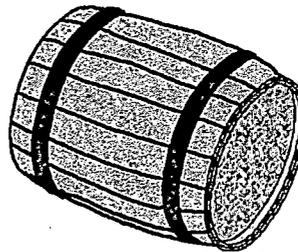
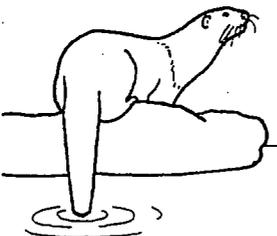
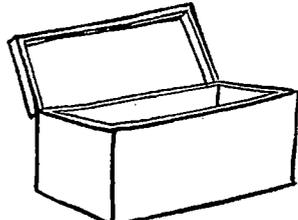
3. Wé khâ ghałtûde jimdlitsúw. (T, coastal)
 Wé khâ khał tûde jiwdlitsúw. (C)
this man pocket-into he put his own hands
The man stuck his hands in his pocket.

TLINGIT LANGUAGE

k and kh

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

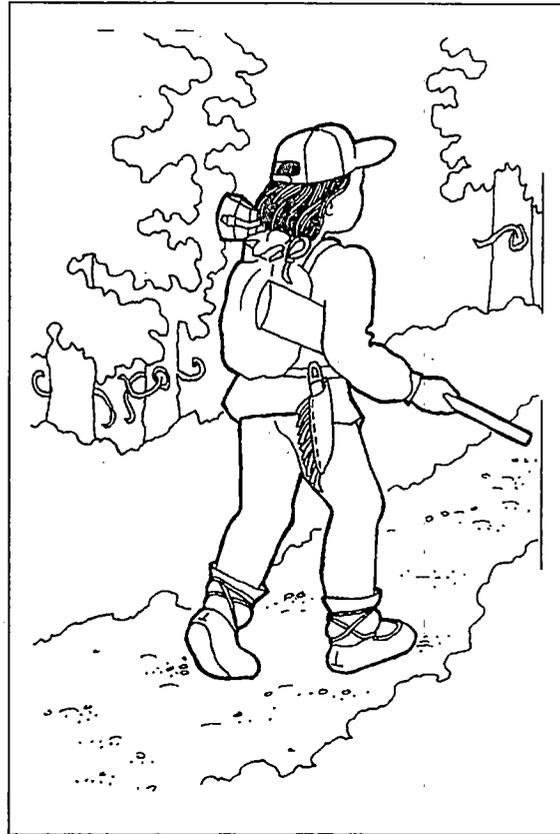
1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

Meat Camp

Dàt yahàí sáyá ?
What is this a picture of ?

Title

Dliy 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.



3. Awajàghí itdaxh, has ałx'ish.
s/he killed it after they are skinning it
After he killed it, they are skinning it.

Wé dzísk'w awujàghí itdaxh, has ałx'ish.
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 tlèt 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 dliy aksahân.
this woman meat s/he is cutting strips
The woman is cutting the meat into strips.
The woman is stripping the meat.

Ch'at kax' yê jiné.
willows on s/he is working
She is working on top of willow (branches).
She is working on willows.

Du diyí yà nas.át'.
her tea along it is getting cold (progressive)
Her tea is getting cold.



6. Dliy 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 yàlik'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'ix'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'it àn.ìtí yak'ê â ye khudatìyí.

*hunting camp, good there for people to stay
place 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. Hádô ! | <i>My goodness!</i> |
| 2. Axh adî ! | <i>My precious!</i> |
| 3. Ijuwání ! | <i>Shame on you!</i>
<i>You little scamp!</i> |
| 4. I gu.à yaxh x'wán ! | <i>Do your best! (expresses ongoing support and encouragement)</i> |
| 5. A yáxh áwé ! | <i>That's right!</i> |
| 6. Á xhâwé ! | <i>That's it! You know!</i> |
| 7. Hagalôy !
Hadlô ! | <i>Holy smokes! My gosh!</i>
<i>(expresses surprise)</i> |
| 8. Axh ît idashí. | <i>Help me.</i> |
| 9. I xh'êt shí !
Yì xhìkt yìshí ! | <i>Touch your shoulder.</i> |
| 10. Yádachûn | <i>straight, plain, simple</i> |
| 11. Ashkanaxhtùlyát. | <i>Let's play.</i> |
| 12. Khunaxhtùsùk'. | <i>Let's put on a play. (act a drama scene with props)</i> |
| 13. Dàt yáxh sá kayatì yât'à ? | <i>What colour is this?</i> |
| 14. Xh'anawûs'. | <i>Ask him / her.</i> |
| 15. Kashaxít. | <i>Write it.</i> |
| 16. Xhat niytì. (?) | <i>Do as I do.</i> |

17. Naŋw. *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 from Thunderbird Story

Xètl duwa.áxhch.

thunderbird it is heard

There is thunder.

Xètl ya'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'ix'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 kê 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, wulixùni àx'w, yê kwldigeyi 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, wulixùni àx'w,
fatty ones skinny ones
yê kwldigeyi àx'w tsú.
tall ones as well
Fat ones, skinny ones, tall ones too.

3. Tlêx' yatiyi 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 xhùn'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.át.
river bank-to they in a line - go
They go to the river bank (in a line).

Santa Claus Song

Yánde sdùx tânáxh heldé St. Nick
Hít kàdé watsíx kayêk duwa.áxhxh

Sandi Claus ghèghí yè uwagút
Gàn kanaxh yínde shwudlixh'îx'w.

At yátx'i jixhùxh atyamli.át.

Ho ho ho naxhtù.àt

Ho ho ho naxhtù.àdí

Hít shakíde 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 jìxhùxh atyamli.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 ??

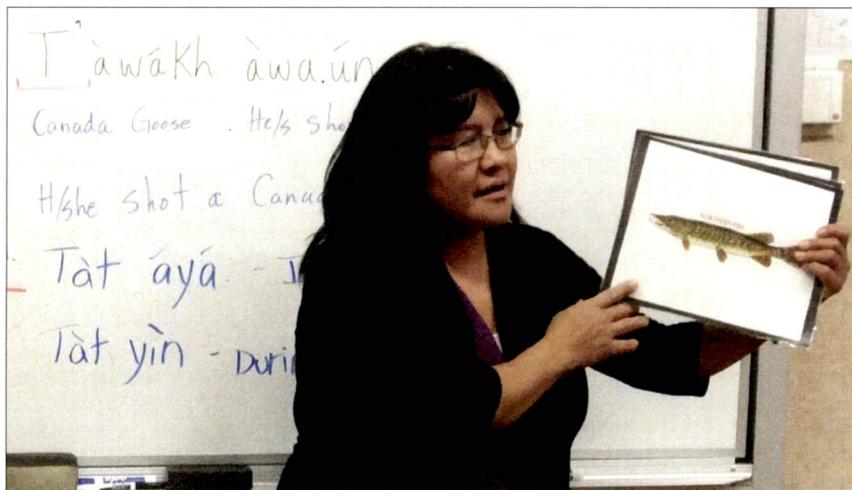
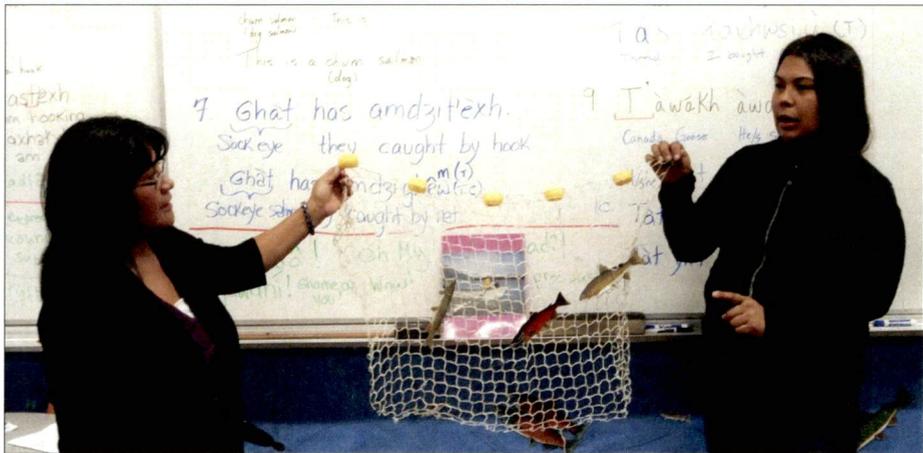
1. Hó hó hó sa xhwàgút (x2)
ho ho ho I went
- Yánde sdùx tûnáxh heldé St. Nick
to the gound through stove into the house St. Nick

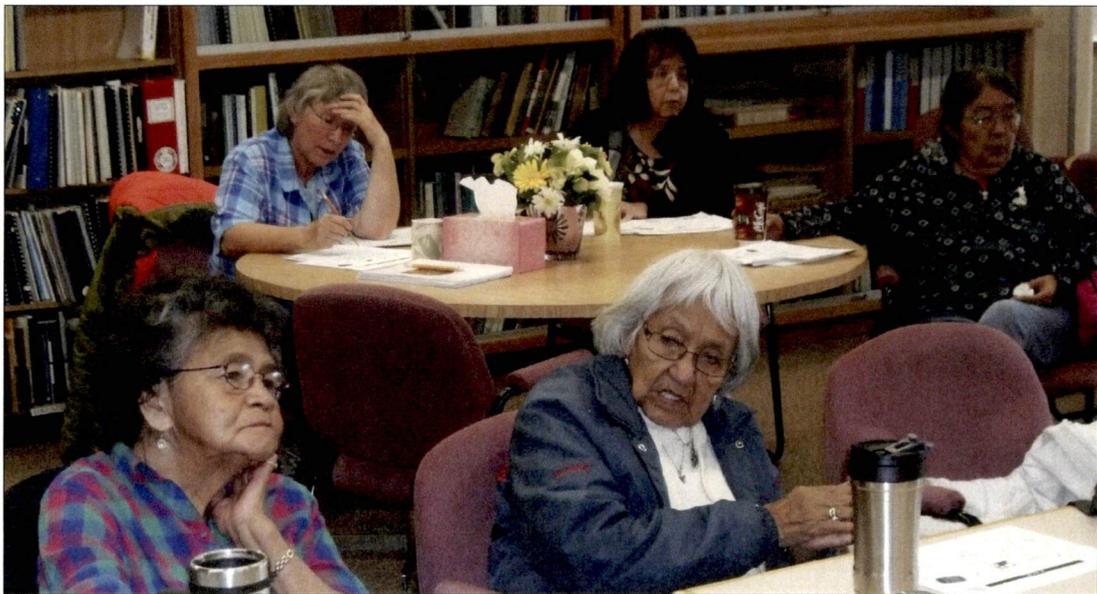


Tlingit Literacy Session 2014: (standing) Mary Allison, Ruth Beattie, Lorraine Dewhurst, Linda Harvey, Connie Jules, Pauline Sidney, Collyne Bunn, Barbara Hobbs, Deborah Baerg, Dr. Jeff Leer, Heather Sam, Dr. André Bourcier, Bessie Jim (seated) Norman James, Jane Smarch, Bessie Cooley, Winnie Atlin, Emma Sam, Sam Johnston



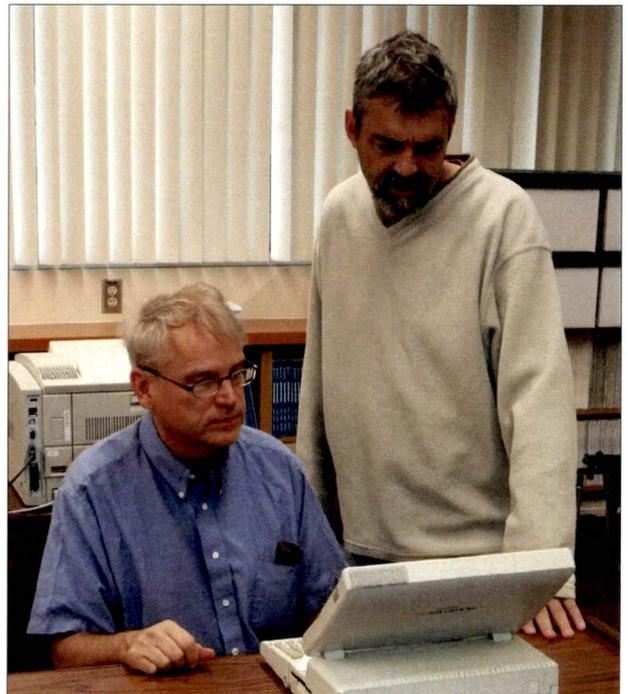
Early Tlingit Literacy Session, February 1984 : Clara Schinkel, Lucy Wren, Margaret Workman, Jeff Leer, Agnes MacDonald, Virginia Kemble, Nina Bolton, Ida Douvelle, Julie Cruikshank, Annie Peters, Agnes Johnston, Carol Pettigrew







1) hit káx' watsíx KayêK duwa áxhch.
 2) Sandi Tlás ghèghí yè uwagút.
 3) Gán Kanaxh yínde shwudlixhí'w
 (he squeezed himself thru through the smokehole)
 4) At yátx'i jixhúxh atyamti.át
 (he is distributing things among the children).
 5) ho be he

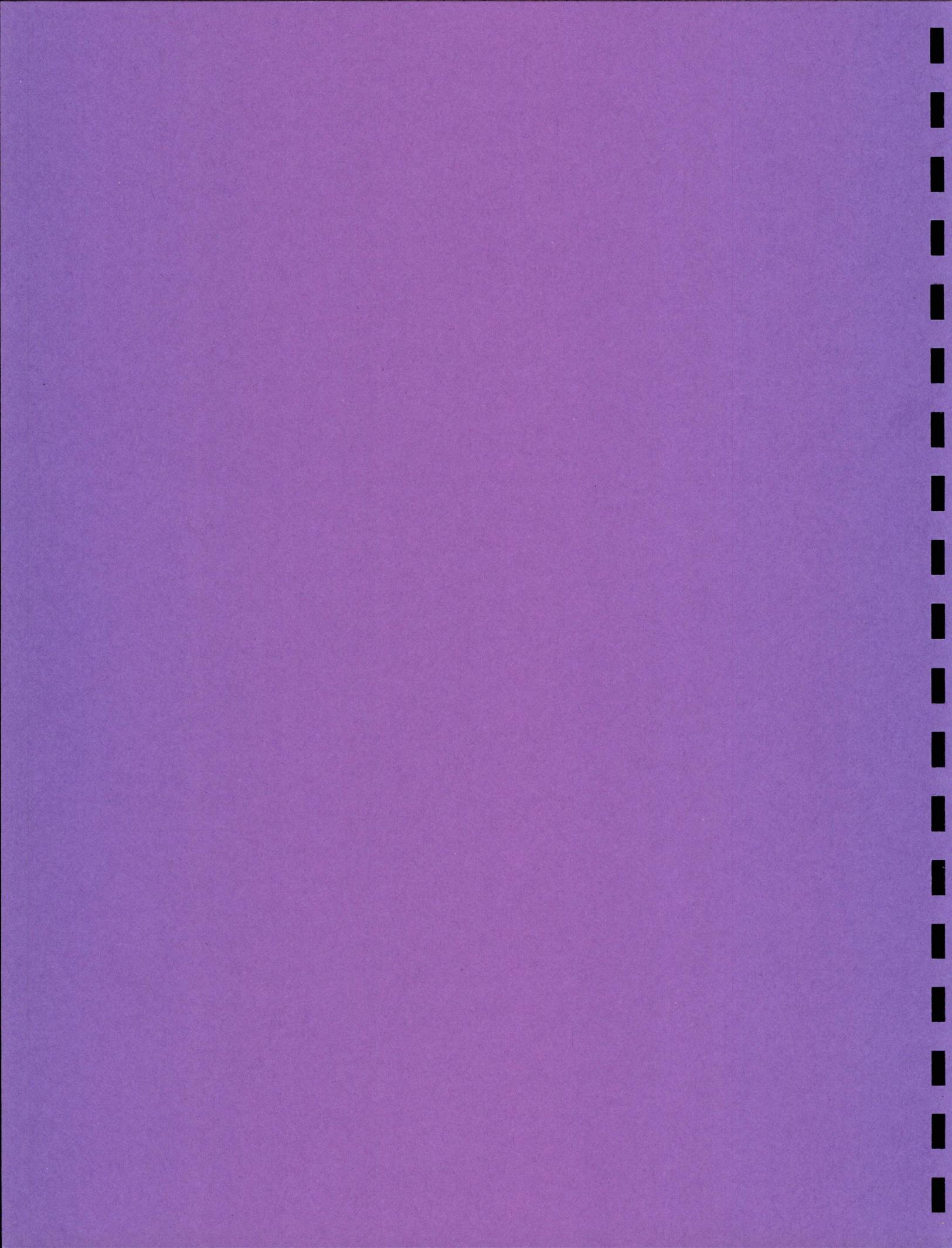




Photograph Identifications

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| 32. | <i>centre:</i> | Tlingit session 1984 participants |
| 33. | <i>top:</i> | Jane Smarch, Dr. Jeff Leer, Sam Johnston, Emma Sam looking at a 1984 <i>Yukon Indian News</i> clipping |
| | <i>centre:</i> | Lorraine Dewhurst, Connie Jules |
| | <i>bottom:</i> | Lorraine Dewhurst |
| 34. | <i>top:</i> | Pauline Sidney, Heather Sam |
| | <i>centre:</i> | Barbara Hobbis, Lorraine Dewhurst, Connie Jules, Norman James, Dr. André Bourcier |
| | <i>bottom:</i> | <i>(in front)</i> Bessie Cooley, Winnie Atlin
<i>(behind)</i> Collyne Bunn, Ruth Beattie, Bessie Jim |
| 35. | <i>top left:</i> | Heather Sam, Dr. Jeff Leer, Emma Sam |
| | <i>top right:</i> | Heather Sam, Dr. Jeff Leer, Emma Sam showing their Frog clan crest |
| | <i>centre left:</i> | Norman James |
| | <i>centre right:</i> | Santa Claus song |
| | <i>bottom left:</i> | Mary Allison, Dr. André Bourcier |
| | <i>bottom right:</i> | Dr. Jeff Leer, Doug Hitch |
| 36. | <i>top:</i> | Mary Allison recording Sam Johnston |



TLINGIT LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

October 6 - 7, 2015

*Yukon
Native
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2015

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Participants

Ms. Mary Allison	Faculty Advisor, YNLC
Ms. Winnie Atlin	Carcross
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Ms. Ruth Beattie	Carcross
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Ms. Bessie Jim	Carcross
Mr. Gary Johnson	Carcross
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Ms. Jane Smarch	Native Language Instructor Teslin School
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
<i>noon</i>	<i>lunch</i>	<i>lunch</i>
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

		<i>Labial</i>	<i>Alveolar</i>	<i>Lateral</i>	<i>Sibilant</i>	<i>Shibilant</i>	<i>Velar</i>	<i>Rounded Velar</i>	<i>Uvular</i>	<i>Rounded Uvular</i>	<i>Glottal</i>	<i>Rounded Glottal</i>
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			ʃ	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ʃ'	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 $\acute{}$. So short high tones are written \acute{a} , \acute{e} , \acute{i} , \acute{o} and \acute{u} in both systems. Short low tone vowels are unmarked a, e, i, o and u in both systems.

In Interior Tlingit the tone marker $\grave{}$ is used for long low vowels, giving \grave{a} , \grave{e} , \grave{i} , \grave{o} and \grave{u} . Coastal orthography uses aa, ei, ee, ou and oo for these long low vowels.

Coastal orthography uses $\acute{a}a$, $\acute{e}i$, etc. for long high vowels. In writing Interior Tlingit, the tone marker $\hat{}$ is used for long high vowels, giving \hat{a} , \hat{e} , etc.

Other languages may use stacked diacritics like $\acute{\hat{a}}$ 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 $\acute{}$, $\grave{}$ and $\hat{}$ in place of the harder to use diacritic set $\acute{\hat{}}$, $\acute{\bar{}}$ and $\acute{\check{}}$.

Summary

Short Vowels				Long Vowels			
Coastal		Interior		Coastal		Interior	
<i>low tone</i>	<i>high tone</i>						
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 ayamditi

Carcross ayawditi

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 ashkùtyét

Carcross ashkùtét *(note the ellipsis of y)*

Coastal ashkùtyát *(imperfective)*

ash kawdliyat *(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:*
dlèdáxhati (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 tuxh'atâli xh'ùst idayíkh.
your pants feet-onto you pull it
Put on your pants.
3. I tuxh'atâli yê na.ù.
your pants you wear it (them)
Wear your pants.
4. I k'ùdás'i kâxh ghìdatí.
your shirt (possessed) on (surface) you put it
Put on your shirt.
5. I f'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 shinda.ù.
torso-on you put on clothes
Get dressed!
10. I nà.ádi kàdé yê nasní.
your clothing onto self you put them
Put on your clothes!
Get dressed!
11. I nà.ádi yê na.ù.
your clothing you wear it
Wear your clothes!
12. I nà.ádi nâdâxh yê nasní.
your clothing torso-off you put them
Take off your clothes!
Get undressed!
13. I ʔix'wáni xh'ùsdâxh idayíkh.
your socks feet-off you pull them
Take your socks off.
14. I ts'âx'i jinkâxh idayíkh.
your mittens hands-off you pull them
I ts'âx'i i jinkâxh daxh yíkh.
your mittens your hands-off (plural) you pull
Take your mittens off.
15. I tukh'atâli xh'ùsdaxh idayíkh.
I t'ughatâli xh'ùsdâxh idayíkh.
your pants feet-off you pull it
Take your pants off.

Clothing (cont)

16. I k'ùdás'i nâdâxh kè idatí.
your shirt (possessed) torso-off up you take it
Take your shirt off.

17. I s'âxu shâdâxh kè idatí.
your hat head-off up you take it

I s'âxu i shâdâxh kè tí.
your hat your head-off up you take it
Take your hat off.

Numbering Things and People

Tlingit uses different words for counting humans and objects.

Numbers

Things		People	
<i>one</i>	tlêx'	<i>one man, a single person</i>	tlênaxh khâ
<i>two</i>	dêxh	<i>two men</i>	dáxhnáxh khâ
		<i>both men</i>	ch'ù dáxhnáxh khâ
<i>three</i>	nás'k	<i>three men</i>	nás'gínáxh khâ
		<i>all three men</i>	ch'ù nás'gínáxh khâ
<i>four</i>	dàx'ùn	<i>four men</i>	dàx'ùnínáxh khâ
<i>five</i>	kìjín, kèjín	<i>five men</i>	kìjínináxh khâ
		<i>all five of you</i>	ch'u kìjínináxh yìwân
<i>six</i>	tlèdùshú	<i>six men</i>	tlèdùshûnáxh khâ

Ordinals

Ordinal numbers refer to first, second, third etc.

Things	
<i>the first thing</i>	shux'a áyí
<i>second thing</i>	daxh.à
<i>third thing</i>	nas'gi.à
<i>fourth thing</i>	dàx'ùn à
<i>fifth thing</i>	kìjín à
<i>sixth thing</i>	tlèdushú à

shux'ânáxh à
the first person

Ts'ás Wa.é - Only You Shàn Tlá ka Ànyàlahàsh

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

shakakhghijâ (shakukhghijâ 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. Łít a dàt shtukishtîkh ch'a dá sá yê dàxhanèyí.

don't concern yourself mentally

about what

I am doing

Don't mind what I am doing.

¹ shakakhghijâ, shakukhghijâ - note khgh here

5. I káxwè yaxh kaxhwaxhèjí nashùkh,
your coffee turn over if I spill it you smile / laugh
ághâ tsâ àxh ghałaghú.
then only away you wipe it
If I spill your coffee, just laugh and clean it up.

6. I tuwâdâxh łdakát axh jùnı́ x'êgháxh
because of you all my dreams true
guxsatı́.
they will become
You make my dreams come true.

Tlingit Proverbs

1. Naná kíká aya.û tá.
death place arms sleep
across from (possessed)
[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 yati.
Your mind is like that. Your heart (inner being) is like that.

4. Yá ìngit'àní ghèx' wùsh jín
this world inside net each other's hands
(embrace)
 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 gaxhłulashât.
we will hold
We will all join hands across the world.

6. I jintâxh wutuwati hà khustiyí,
your in the palm we have placed our life
of the hand
 axh S'atí.
my Lord
We have put our lives in the palm of your hands, Lord.

Tlingit Proverbs (cont)

7. Hà khustiyí 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	<i>Clan, moeity</i>
Yêł nà	<i>Crow moeity</i>
Ghùch nà	<i>Wolf moeity</i>

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'annahâ
star
3. Shałákht
dunderhead (hard-headed / stubborn / disoddedient 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 juwáltín.
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	<i>rice</i>	k'ûx	<i>marten</i>
tá	<i>sheep</i>	t'á	<i>king salmon</i>
axh	<i>my</i>	àxh	<i>from there / away</i>
axh	tàyí <i>my sleep</i>	axh	tayì <i>under me</i>

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'

October 2015

Examples of k

- | | |
|---------|---------------------|
| 1. kîṭ | <i>killer whale</i> |
| 2. kâst | <i>barrel</i> |
| 3. kûx | <i>rice</i> |

Examples of k'

- | | |
|------------|------------------------|
| 1. k'isâni | <i>boys, young men</i> |
| 2. k'únts' | <i>potato</i> |
| 3. k'ûx | <i>marten</i> |

k and k'

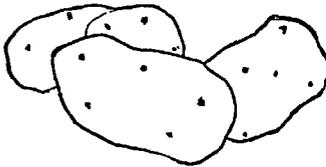
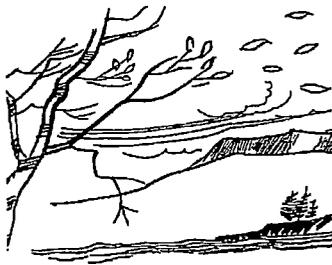
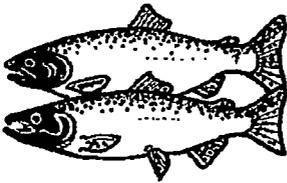
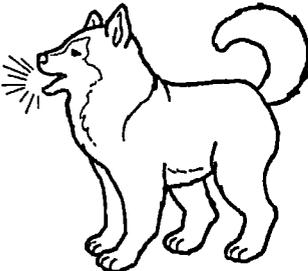
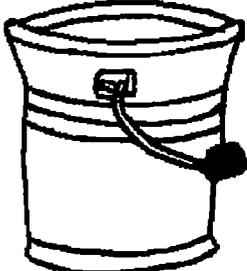
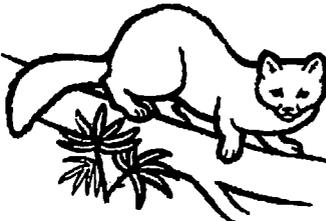
1. K'únts' aksa.êxh.
She is planting (growing) potatoes.
2. Kìjín dâná axh jiwú.
I have five dollars.
3. Àtlèn k'ìljâ ayamditì.
A big south wind is blowing hard.
4. K'isâni ash kulét.
The boys are playing.
5. Wé t'á àwak'éxh'.
He gaffed the king salmon.
6. Kètl daxh ashâ.
The dogs are barking.
7. Kâ yà anaskhúxh.
She is driving a car.
8. Kakên f'ix'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
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Write *k* and *k'* as you hear them.

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

k and kh

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

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'atî.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.

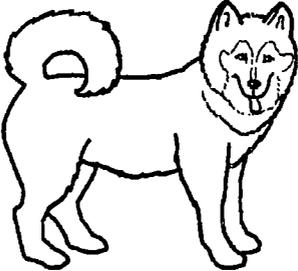
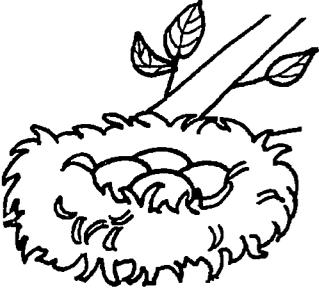
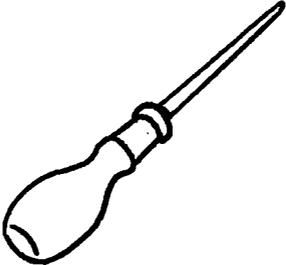
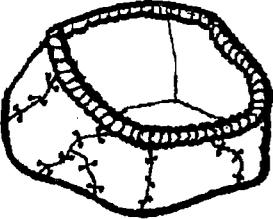
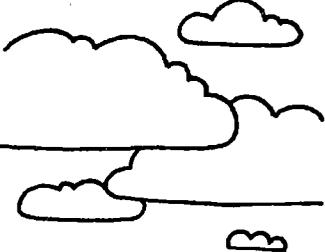
Khułigûs'.
It is cloudy.
10. Kijín khutghanahâ duwatîn.
Five stars are visible.

TLINGIT LANGUAGE

k and kh

Yukon
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Write *k* and *kh* as you hear them.

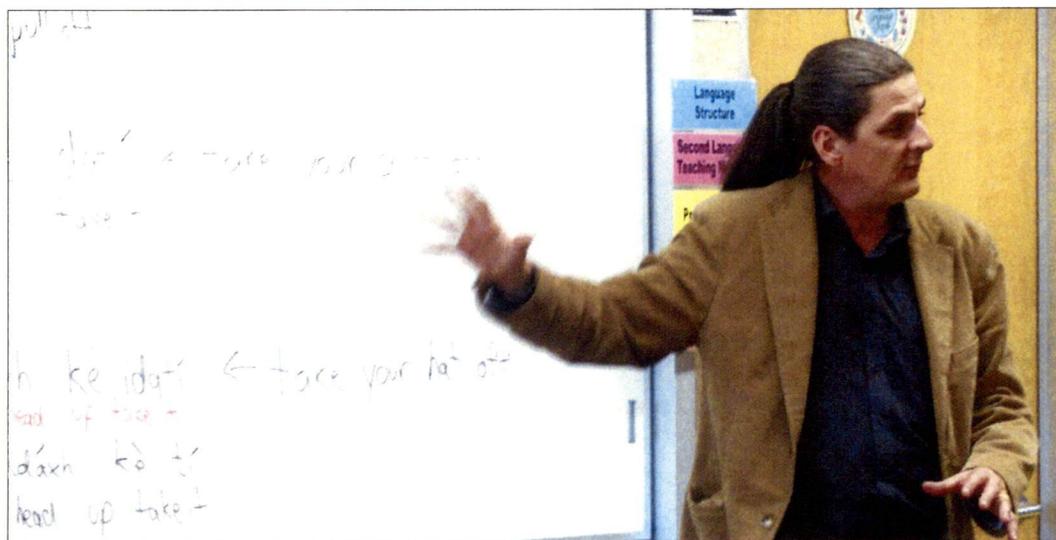
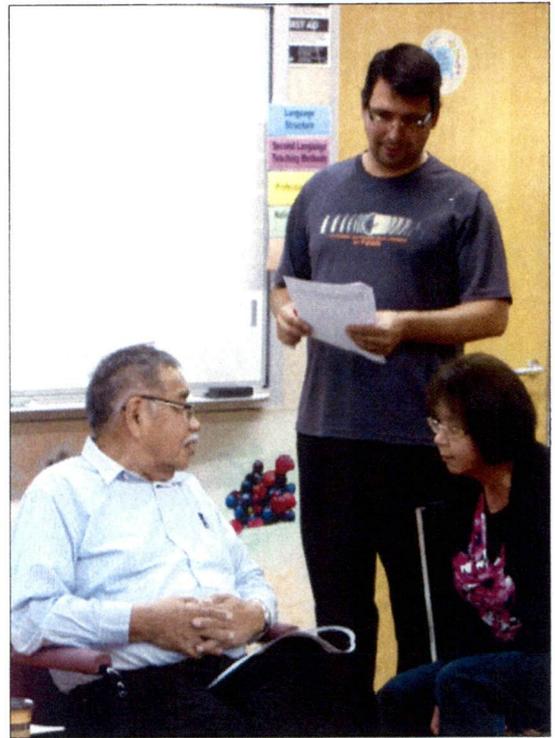
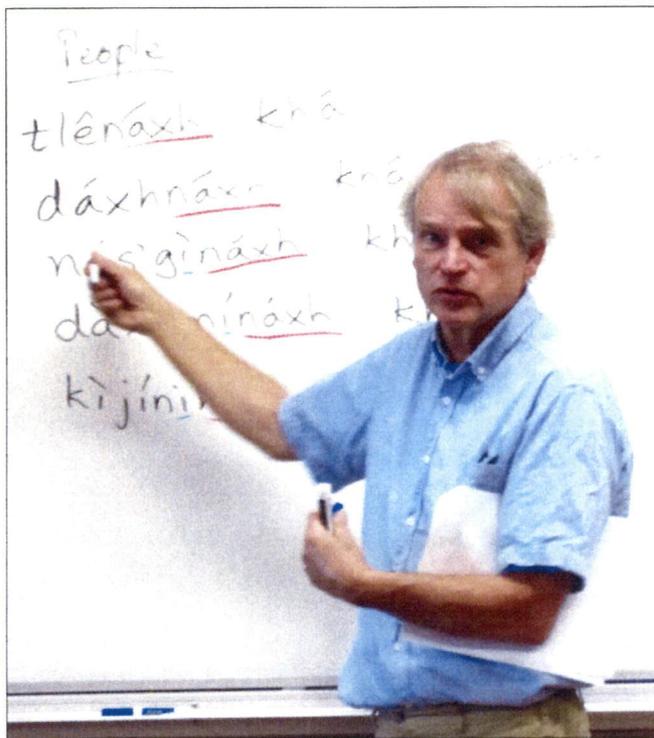
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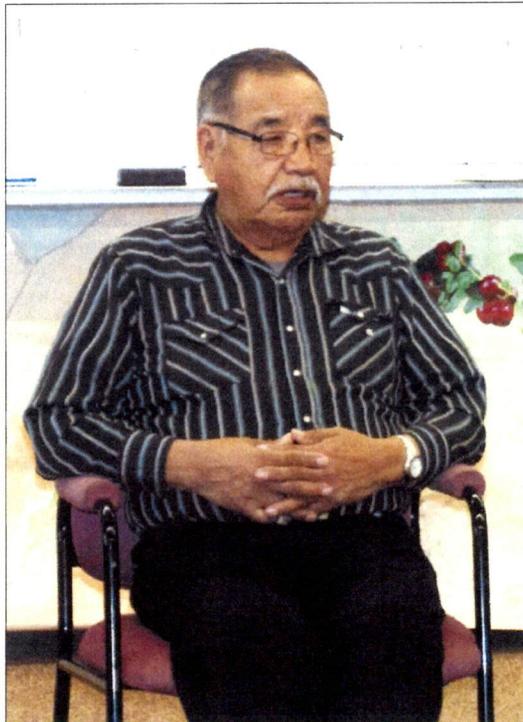
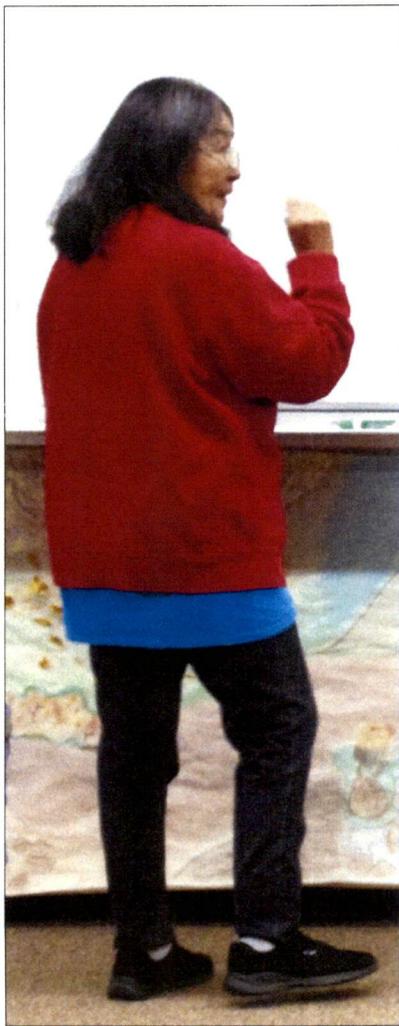


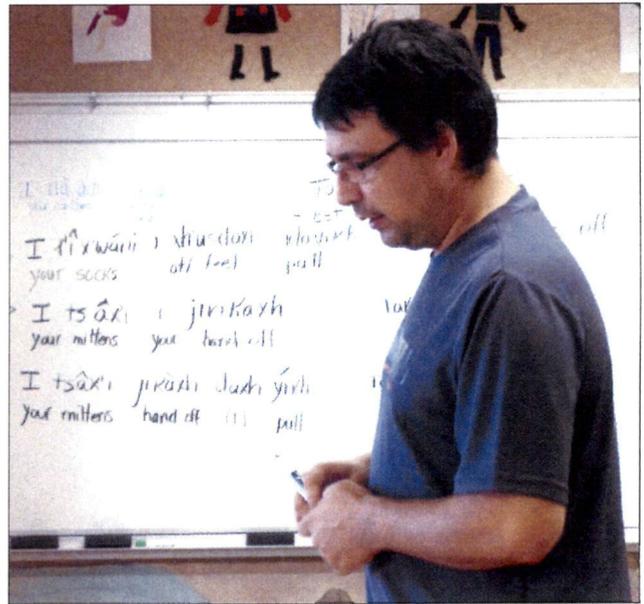
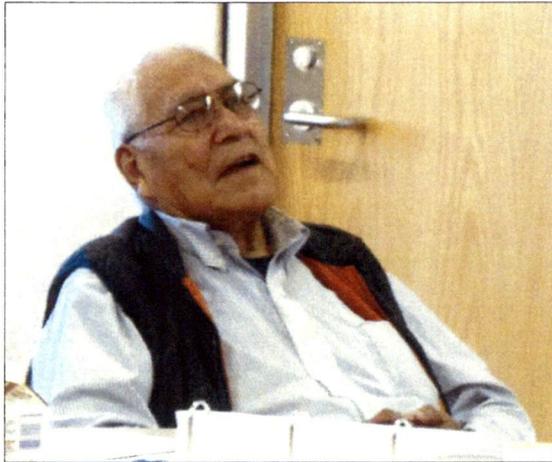


Standing: Sean Smith, Linda Harvey, Danielle Van Bibber, Tina Jules, Tahyah Van Bibber, Connie Jules, Barb Hobbis, Gary Johnson, Jeff Leer, Sean McDougall, Ruth Beattie, Deborah Baerg, Chris Cox, Pauline Sidney, Lorraine Dewhurst, Bessie Jim, Mary Allison

Sitting: Norman James, Jane Smarch, Sam Johnston holding his grandchild, Winnie Atlin, Bessie Cooley











Photograph Identifications

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

