TLINGIT
LITERACY SESSION

Yukon Native Language Centre
Whitehorse, Yukon

November 13-15, 2013

Yukon Native Language Centre

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ISBN 978-1-55242-374-5

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Schedule

	Wed Nov 13	Thur Nov 14	Fri Nov 15
9:00	Introductions & Goals Kinship charts Kinship Terms	Opening Prayer Forming Plurals History of Tlingit Writing Systems	Songs Personal Names
10:45	Listening Exercise - k and kh	Comparison of Tlingit Writing Systems	Dimensional Verbs
noon	lunch	lunch	lunch
1:00	Listening Exercise - k and kh *(cont)* Formal Speech	Demonstration Lesson	Dimensional Verbs *(cont)*
2:45	Listening Exercise - k and kh *(cont)* Classroom Expressions	Name for Arnica Flower Presentation on Teslin Language Immersion	Review and wrap-up

Tlingit Alphabet

Consonants

		Labial	*Alveolar*	*Lateral*	*Sibilant*	*Shibilant*	*Velar*	*Rounded Velar*	*Uvular*	*Rounded Uvular*	*Glottal*	*Rounded Glottal*
Stops	plain		d	dl	dz	j	g	gw	gh	ghw	.	.w
	aspirated		t	tl	ts	ch	k	kw	kh	khw		
	glottalized		t'	tl'	ts'	ch'	k'	k'w	kh'	kh'w		
Fricatives	plain			ł	s	sh	x	xw	xh	xhw	h	hw
	glottalized			ł'	s'		x'	x'w	xh'	xh'w		
Sonorants	plain	w		l		y						
	nasal	m	n									

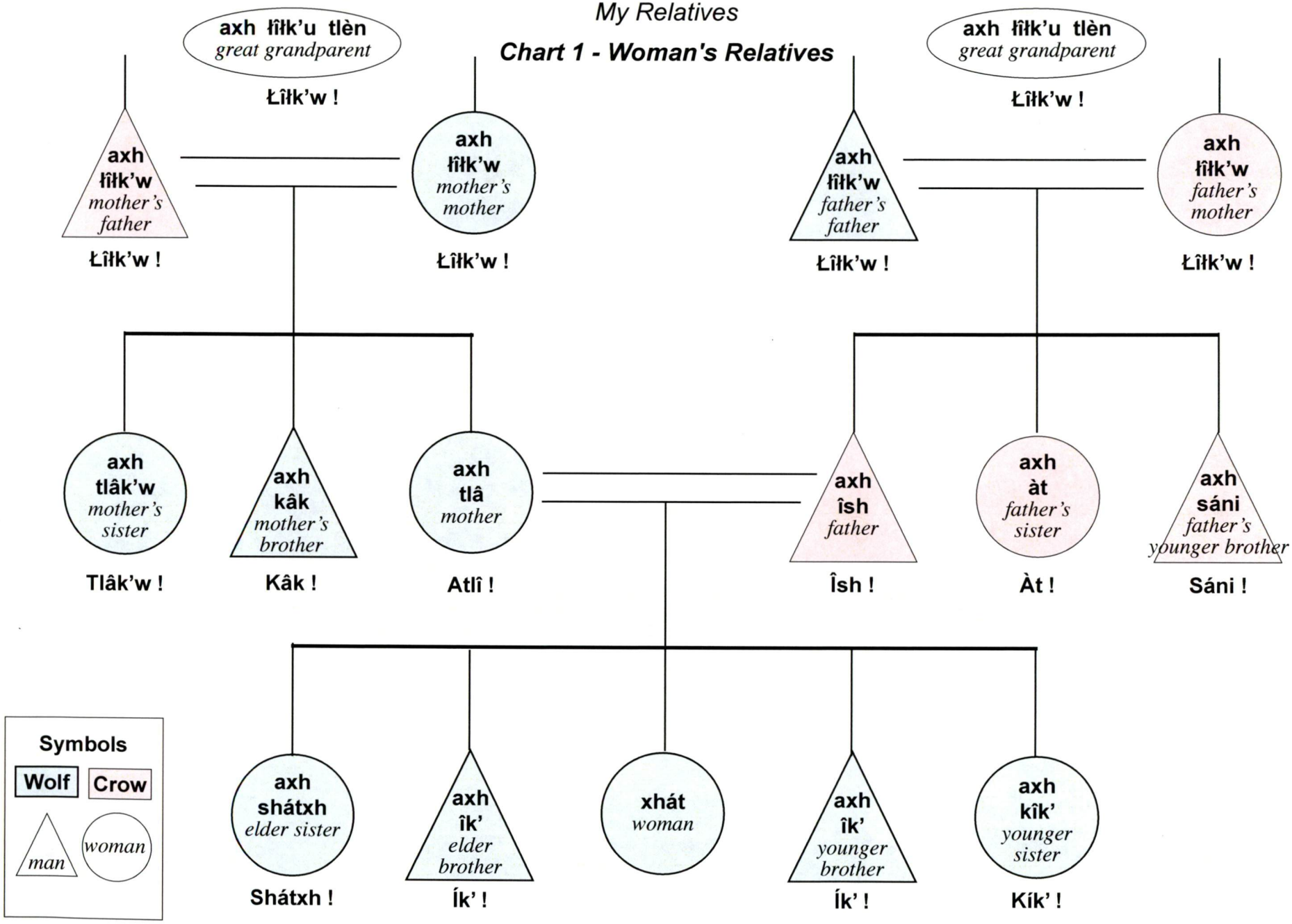
Vowels and Tone

Short Vowels with low tone	**Short Vowels with high tone**	**Long Vowels with low tone**	**Long Vowels with high tone**
i u	í ú	ì ù	î û
e —	é ó	è ò	ê ô
a	á	à	â

Axh Xhùnx'í

My Relatives

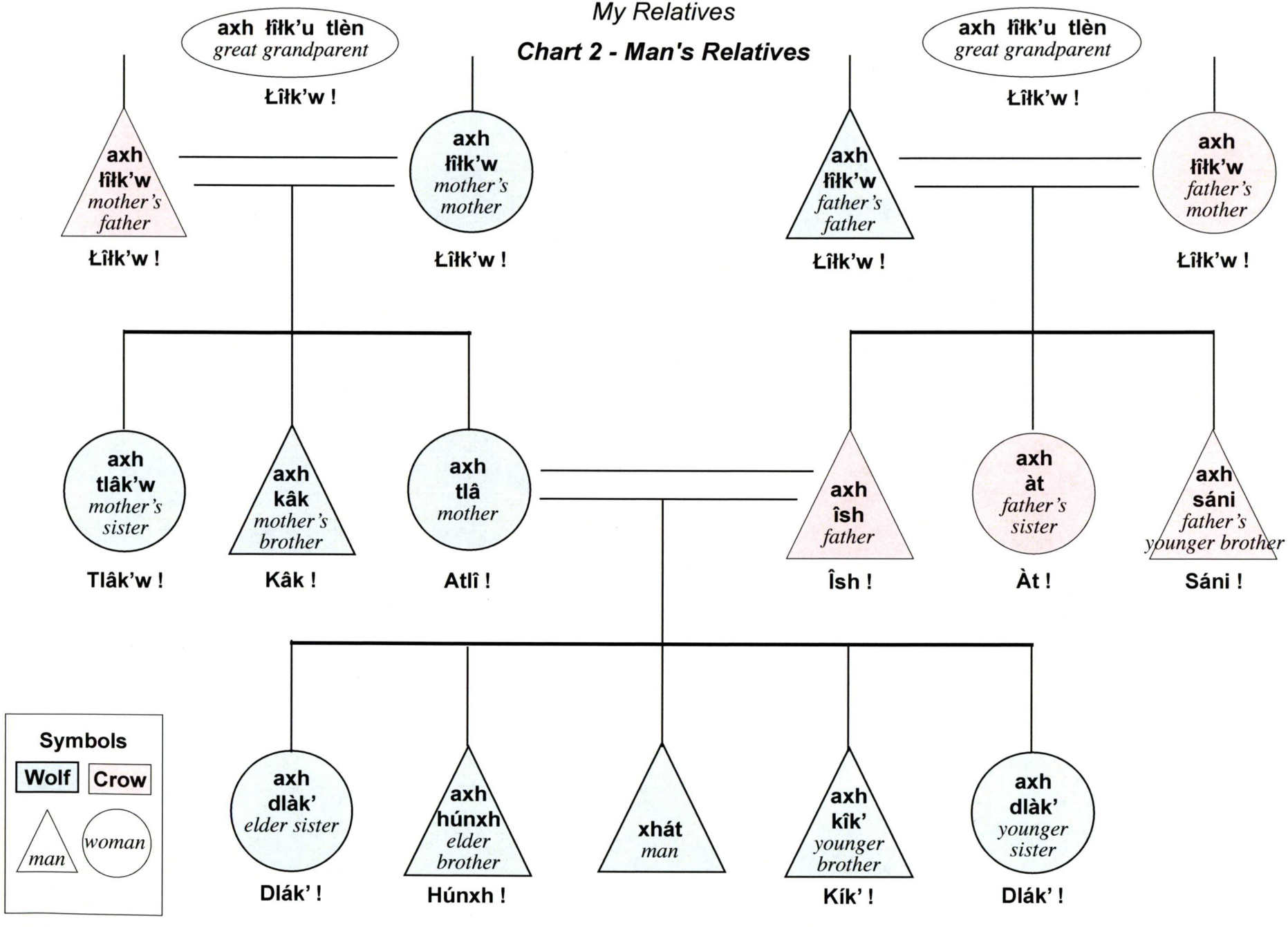
Chart 1 - Woman's Relatives



Axh Xhùnx'í

My Relatives

Chart 2 - Man's Relatives



Axh Xhùnx'í - My Relatives

On the charts, blue is wolf moiety and pink is crow. The first born (eldest) of siblings is on the left, youngest on the right. A triangle represents a male, a circle a female. (T) = Teslin dialect, (C) = Carcross dialect, (A) = Atlin dialect.

Vocative is the form that is used to call a person. So, for example, you use axh îk' to talk about your younger sibling, but if you are talking to him or her you use ík'!

Chart 1 - a Woman

This chart is seen from the point of view of the woman in the bottom row, centre. The following terms are used by a female referring to her relatives.

		Vocative
Woman:	xhát	
Woman's younger brother:	axh îk'	Ík' !
Woman's elder brother:	axh îk'	Ík' !
Woman's elder sister:	axh shátxh axh shétxh	Shátxh ! (T, A) Shétxh ! (C)
Woman's younger sister:	axh kîk'	Kík' !
Mother:	axh tlâ	Atlî !
Mother's brother: *(or)*	axh kâk axh tlâ du îk'	Kâk !
Mother's sister: *(elder)* *(younger)*	axh tlâk'w axh tlâ du shátxh axh tlâ du kîk'	Tlâk'w !

Note the simple term axh kâk (my maternal uncle) can be spelled out by saying axh tlâ du îk' (my mother's brother). However, axh tlâk'w (my maternal aunt) must be spelled out as either axh tlâ du shátxh (my mother's elder sister) or as axh tlâ du kîk' (my mother's younger sister).

Chart 2 - a Man

This chart is seen from the point of view of the man in the bottom row, centre. The following terms are used by a male referring to his relatives.

		Vocative
Man:	xhát	
Elder brother:	axh húnxh	Húnxh !
Younger sister:	axh dlàk'	Dlák' !
Elder sister:	axh dlàk'	Dlák' !
(note tone is high and short in vocative form)		
Younger brother:	axh kîk'.	Kík' !
Mother:	axh tlâ	Atlî !
Father:	axh îsh	Îsh !

Note : If a man is talking and says axh kîk' it means his younger brother, but if a woman is talking and says axh kîk' it means her younger sister. Axh kîk' is a younger sibling of the same sex as the speaker. Elder siblings of same sex are distinguished. For example, axh shátxh is my elder sister (woman speaking), axh húnxh is my elder brother (man speaking).

Note also that kik'.à (younger one), shatxi.à (elder one, female), and hunxhi.à (elder one, male) may modify other kin terms. For example:

kik'.à axh dlàk' *my younger sister (man speaking)*

hunxhu.à du kâk *his / her elder maternal uncle*

The practice of "spelling out" a relationship is particularly useful when it comes to general terms like axh łîłk'w, which refers not only to any grandparent but further to any member of the clan the speaker belongs to.

The specific type of grandparents can be spelled out as follows:

axh tlâ du tlâ *my mother's mother*

axh tlâ du îsh *my mother's father*

axh îsh du tlâ *my father's mother*

axh îsh du îsh *my father's father*

Listening Exercise k' and kh'

Forming Sentences

1a.	Wé	k'ûx	xhâw	kát	â.
	on	*marten*	*spruce bough*	*on*	*it is sitting*

The marten is sitting on the spruce bough.

1b.	Wé	k'ûx	às	shìyí	kát	hán.
	on	*marten*	*tree*	*branch*	*on*	*it is standing*

The marten is standing on the tree branch.

2.	Wé	łítà	kh'âtl'	yàwak'áts'.
	the	*knife*	*flat*	*its face is sharp*

The table knife is sharp.

3.	Axh	łîłk'w	kh'èkaxwên	at kàyí	yê aya.û.
	My	*grandma*	*flower*	*pattern*	*she is using it*

Grandma uses a flower pattern.

4.	Wé	k'únts'	dà	ayêxh. (C)
	Wé	k'únts'	dà	akayêxh. (T)
	The	*potato*	*around*	*he/she is peeling (shaving)*

He/she is peeling the potato.

(note: Dzíxh'u dùgú adàkats'êt'.

S/he is fleshing the moose hide.)

5. Kh'anâxhán ałyêxh.
fence *he/she is building*
S/he is building a fence.

6. Yâ yîs khâx'w wùsh kik'i dâxh
these *young* *men* *each other's* *brother* *pair*
has sitì.
they are
These young men are a pair of brothers (speaking of two only).
(wùsh kik'i dâ = *a pair of brothers*)
(wùsh kik'i yán = *more than 2 brothers*)

7a. I kh'ałuyì ghałgú!
your *under nose (philtrum)* *you wipe.*
Wipe under your nose!
(łitûk = *clean*)

7b. Axh jín xhwàkh'ék'w.
my *hand* *I cut it.*
I cut my hand (surface cut, with knife, etc.)

7c. Wé jâji kh'ałú wûshde kasa.áxhw.
the *snowshoe* *nose end* *together* *(you) tie it!*
Tie up the (pointed) end of the snowshoe.
(a kh'ałú = *end of something pointed like a pen or snowshoe)*

8. Wé hít k'iyì át â wé kètl.
the house behind there it is sitting the dog
The dog is sitting behind the house.

9. Wé kh'atèł hîn tin shàwats'ít'. *(Interior)*
the pitcher water with it is full (of liquid)
Wé kh'atèł hîn shàwats'ít'. *(Coastal)*
the pitcher water it is full (of liquid)
The pitcher is full of water.

10. Łinúkts wé k'ûxh'.
it is sweet the gum
The gum is sweet.

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Tlingit Language

k and kh

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Nov 2013

Examples of **k'**

1. k'ûx *marten*
2. k'únts' *potato*
3. k'isâni *boys, young men*

Examples of **kh'**

1. kh'èkaxwên *flower*
2. kh'âtl' *flat, thin*
2. kh'atèł *pitcher*

k and kh

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1. Wé k'ûx às shìyí kát hán.
   The marten is standing on the tree branch.

2. Wé łítà kh'âtl' yàwak'áts'.
   The table knife is sharp.

3. Axh łîłk'w kh'èkaxwên at kàyí yê aya.û.
   Grandma uses a flower pattern.

4. Wé k'únts' dà ayêxh. (C)
   Wé k'únts' dà akayêxh. (T)
   He/she is peeling the potato.

5. Kh'anâxhán ałyêxh.
   He/she is building a fence.

6. Yâ yîs khâx'w wùsh kik'í dâxh has sitì.
   These young men are brothers (a pair).

7. Axh jín xhwàkh'ék'w.
   I cut my hand.

8. Wé hít k'iyì át â wé kètl.
   The dog is sitting behind the house.

9. Wé kh'atèł hîn tin shàwats'ít'.
   The pitcher is full of water.

10. Łinúkts wé k'ûxh'.
    The gum is sweet.

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k and kh

Write k and kh as you hear them.

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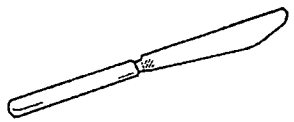
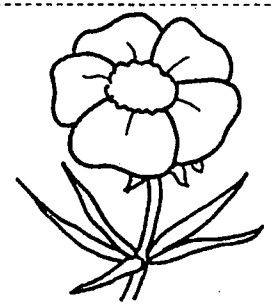
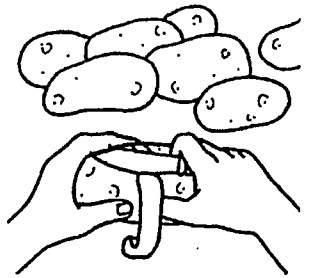
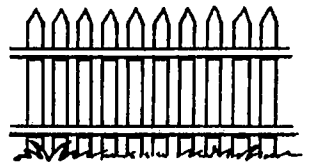
1	2	3	4	5
				

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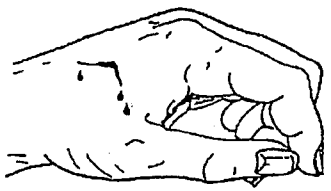
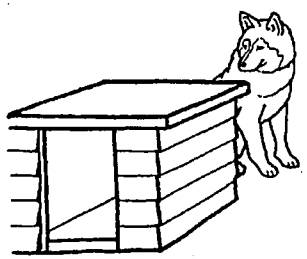
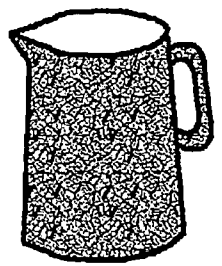
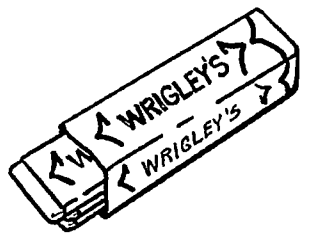
				

Formal Address

Jane Smarch spoke about addressing one's relations in a formal setting like a speech at a potlatch. Tlingit oratory on a formal occasion is a different level of speech than everyday speech.

For example, when a member of the host wolf clan wants to thank all the (wolf) hosts for a party, s/he would say near the beginning of his/her end-of-potlatch speech, speaking to his/her own clan members:

Yak'êyi khu.ù,	*"You good people,*
axh sani hás,	*my uncles*
axh àt hás,	*my aunts*
axh łîłk'u hás,	*my grandparents*
axh kàni yán,	*my brothers and sisters-in-law*
ch'a yê axh xhùnx'í,	*(and) my close relatives (people of my clan)"*

After dictating this early address in a potlatch speech (above), Jane pointed out that the spokesperson for the hosts of the potlatch would begin the speech by addressing the guest clans, mentioning cross-clan aunts, uncles and in-laws, and grandparents of the opposite clan, searching the faces of the audience for guest clan members and trying to name as many cross-relationships as possible. Then finally the speaker mentions her own clan and close family as above, once the guests have all been honoured.

Classroom Expressions

English	To one person	To two or more people
Come here!	Hàgú !	Hàt yi.á !
Sit down!	Ghanú !	Gheykhí ! Ghaykhí ! (C)
Stand up!	Gidahàn !	Gęydanàkh ! (T) Gąydanàkh ! (T) Gaydanàkh ! (C)
Listen to me!	Axh xh'êt sa.áxh !	Axh xh'êt yisa.áxh !
Be quiet!	Sh.ìłk'átl' !	Shyìłk'átl' !
Sit still!	Tliyê ghanú !	Tliyê ghęykhí / ghąykhí !
Look here!	Hàt ìłghín !	Hàt yìłghín !
Put your coat on!	I kinà.adi kát idatí ! (T, C) I kinà.adi káxh nidatí ! (C)	Yì kinà.ádi kát yiła.á ! (T, C) Yì kinà.ádi káxh naydatí ! (C)
Put your mitts on!	I tsâx'i i jín kàdé yê nasní ! (T) I jín i tsâx'i tûde yê nasní ! (C)	Yì tsâx'i yî jín kàdé yê nęysaní / nąysaní ! (T) Yì jín yì tsâx'i tûde yê neysaní ! (C)

Verbal prefixes always have low tone, whether long or short.

Forming Plurals

How Are You?

Mâ sá i yatì yá ts'ùtàt?

How are you this morning? (speaking to one person)

Mâ sá yì yatì yá ts'ùtàt?

How are you this morning? (speaking to more than one person)

Plurals

Axh xhùní *my friend, my close relative (T, C)*

Axh xhùnx'í *my friends, my close relatives (T)*
-x'- forms the plural.

Axh xhùni hás *my friends, my close relatives (C)*
hás forms the plural. (literally, *my friend-they)*

Examples of Plurals

Singular		Plural	
axh yádi	*my child*	axh yátx'i	*my children*
axh hídi	*my house*	axh hítx'i	*my houses*
khâ	*man*	khâx'w	*men*
â	*lake*	âx'w	*lakes*
shà	*mountain*	shàx'w	*mountains*

A tidbit: shàx'w xh'âk *between the mountains / mountain ranges*

This is the likely origin of the place name *Shakwak*

Kinship Plurals

Many kinship terms have special plurals.

axh kîk' hás	*my younger siblings of the same sex*
axh kik'i yán	*my younger siblings of the same sex, an older form referring to more than two siblings*
axh kik'i dâ	*my two younger siblings of the same sex, referring to a pair*
axh tlâ hás	*my mothers* *my mother and them (whoever is with her)*

Miscellaneous Vocabulary

k'idên yatì	*clean, fine, good* *make it clean, make it better*
shyadàghìłghú	*clean yourself up (literally, wipe your face clean)* *make your living area clean*
a kûn	*hem (of a dress)*
A xhùnít àwatî	*"He gave a little more on top of (what is owed)"*

Boat Names

Yayuwà	*a place name, a mountain by Taku River*
Sìnâ	*a place name in southern Tlingit country, on the coast*

Brief History of Written Tlingit

1. Earliest Explorers - the Russians.

They recorded some archaic forms that let us see deeper into the history of the Tlingit language.

a) Count Chamberlain von Rezanoff (early 1800s). He desired a trading vocabulary. He took a Russian word list, then recorded their translations into many languages, including Aleut, Sugpiaq, Eyak, and Tlingit. He was a poor phonologist.

b) Bishop Innocent, formerly Fr. John Veniaminoff (1820s on). His philosophy was to make an effort to learn the local language before starting to preach. He kept good documentation and was the first to identify glottalized consonants in Tlingit.

2. Anthropological Era

a) William Kelly and Frances Willard. They used phonetic symbols as shown in contemporary dictionaries to represent the sounds of Tlingit, and wrote *Grammar and Vocabulary of the Hlingit Language of Southeastern Alaska* (1904). They started to figure out the forms of Tlingit verbs.

b) Franz Boas. He is known as the "Father of American anthropology" but was also a good linguist. He understood the Tlingit sound system and worked with Louis Shotridge.

c) John R. Swanton. He wrote *Tlingit Texts and Myths* (1909) and learned a fair amount of Tlingit vocabulary, though he was not as good a linguist as Boas. Swanton used exclamation point for glottals, and used q! for three different sounds : x', xh', and kh'.

d) Frederica de Laguna (1970s) used Boas' transcription.

e) Catherine McClellan (1970s) used Boas' transcription.

3. Modern Era
    a) Constance Naish and Gillian Story (1960s).
    b) Naish - Story - Leer (1972)

Comparisons of Writing Systems

Examples of Several Historical Writing Systems

Rounded Velar Consonants:

Swanton	Boas & Shotridge	Kelly & Willard	Coastal Orthography	Interior Orthography
g^u , g^o	g^u/...$k^{u\,c}$	gw	gw	gw
k^u , k^o	$k^{u\,c}$	kw, k^{oo}	kw	kw
$k!^u$, $k!^o$	$\dot{k}^u$	g'w, g'^{oo}	k'w	k'w
$\underset{\cdot}{x}^u$, $\underset{\cdot}{x}^o$	x^u	CHW, CH^{oo}	xw	xw
$q!^u$, $q!^o$	$\dot{x}^u$	g`w, $g`^{oo}$	x'w	x'w

Examples of Kelly-Willard System:

Kelly-Willard	Modern Coastal Tlingit	English
ïsh	îsh	*father*
ïsh hŭs	îsh hás	*fathers*
tlä	tlâ	*mother*
tlä hŭs	tlâ hás	*mothers*
cäc	kâk	*uncle*
cäc hŭs	kâk hás	*uncles*
cēǵ	kîk'	*younger sibling of the same sex*
cēǵ hŭs	kîk' hás	*younger siblings of the same sex*
yŭ-dŭ-ǵuät's-g'oŏ	yadak'wátsk'u	*boy*
ǵi-sä'-nĭ	k'isâni	*boys*
ḵoŏ-dŭ'h-ŭ-yŭ-nŭ-hŭ	khudaxh.ayanahá	*star*

Excerpt from *Tlingit Myths and Texts*

by John Swanton, published 1909, p. 291

94. THE L!Ê'NAXX̣Ī'DAQ[a]

A man at Auk went out on the lake after firewood. On the way round it he saw a woman floating about. Her hair was long. Looking at her for some time, he saw that her little ones were with her. He took one of the children home. When it became dark they went

---

Āk!ᵘq!ayu' yē yatî' qā akadē' wugu't gA'ngā. A'yAxde
At Auk stopping a man out on got for firewood. Around it
yanagudī'ayu aosītī'n cāwA't yū'adīgīgā cwū'L̥īx̣āc. Dūcaxāwu'
going was he saw woman one floating. Her hair
yek!u'L̥îyāt!. Tc!ākᵘ āɬtî'nî a'ya aosītī'n yē'kᵘts!îgā'yî a. At yA'tq!î
was long. Some time looking he saw her her little ones were. Children
Ax ā'wucāt nēɬde'. Yên qō'qacgēt ayu' āwaxē'q!ᵘ. Xatc
from them he took to [his] home. There it got dark of itself there they went to sleep. It was

Analysis of Swanton Excerpt

Title:

L!ê'naxx̣ī'daqᵒ *(Swanton)*

Tl'anaxîdákhw *(modern Tlingit)*

1. Āk!ᵘq!ayu´ yē yatî' qā akadē´ wugu't gA´ngā. *(Swanton)*

   Âk'wx' áyû yê yatì khâ, â kàdé wùgùt gánghà. *(modern Interior Tlingit)*

   A man staying at Auk Lake went out onto the lake for firewood.

   (âk'wx' = â : *lake*, -k'w : *small*, -x' : *at*)

2. A´yAxde ẏanagudī´ayu aosītī´n cāwA´t yū´adīgīgā cwū´Ḷīx̣āc.

   Â yàxhdé yà nagúdi áyú awsitìn shàwát yû â dagiygê shwudlihàsh.

   As he was going to the lakeshore he saw a woman floating yonder in the middle of the lake.

3. Dūcaxāwu´ yek!u´Ḷîyāt!

   Du shaxhàwú yê kwdliyât'.

   Her hair was long.

4. Tc!āk^{u} āłtî´nî a´ya aosītī'n yē'k^{u}ts!îgā´ẏî a.

   Ch'âkw alłíni áyá awsitìn yê kwdzigeyi à.

   Looking at her for some time, he saw the little ones.

5. At ẏA´tq!î Ax ā´wucāt nēłde´.

   At yátx'i àxh àwashât nèłdé.

   He took the children home.

Comparison of Naish-Story and modern Writing Systems

	Naish-Story	Coastal	Interior Low	Interior High
Short Vowel	u	a	a	á
	e	e	e	é
	i	i	i	í
	o	u	u	ú
Long Vowel	a	aa	à	â
	ei	ei	è	ê
	ee	ee	ì	î
	oo	oo	ù	û

Coastal	Interior	
haat uwagút	hàt uwagút	*came home*
haandé kg̲wagóot	hàndé kghwagût	*will come home*
tl'éil haandé kg̲wagoot	tlêɬ hàndé kghwagùt	*won't come home*

The tones of words and vowel length can change in context. With the Interior system, the same vowel letter is always used, regardless of length.

A word can have different vowel length as well between speakers. In Coastal Tlingit, this can mean use of different letters for the same word. In Interior Tlingit, only the mark changes. Example:

du hídi ~ du hídee (varies among speakers)

du hídi ~ du hídì.

First Naish-Story Writing System

This system used a final -h to mimic English short vowels:
-ah, -oh, -eh, -ih

Excerpt from *The Brass Serpent and Other Stories*

Constance Naish and Gillian Story, Wycliffe Bible Translators, 1963, p.3

THE BRASS SERPENT

Numbers 20:14-21, 21:4-9

Tléil oonuléi dax'óon jinkàt tákw yah shoo-guxéex, Israel tóonux gogwastée antkeenée kulgukóot hus wooligás'. Agáh uyúh adéi yah konuhéin, agáh uh káh dak hus woodlitsoowoo yéi

1.

N-S:	Tléil	oonuléi	dax'óon	jinkàt	tákw	yah	shooguxéex,
Coastal:	Tléil	unalé	daax'oon	jinkaat	táakw	yaa	shugaxéex,
Interior:	Tlêł	unałí	dàx'ùn	jinkàt	tâkw	yà	shugaxîx,
	almost		*forty*	*years*	*when they were ending*		

When almost forty years had elapsed,

2.

Naish-S:	Israel	tóonux̲	gog̲wastée	antk̲eenée
Coastal:	Israel	tóonáx̲	k̲ug̲astí	aantk̲eení
Interior:	Israel	tûnaxh	khughastí	àntkhìní
	Israel	*through*	*progeny*	*townspeople*

Naish-S:	kulgu̲k̲óot	hus wooligás'.
Coastal:	kalg̲ak̲óot	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! Nèł wujikhágh-à, chìshdên wujikhàgh-à

Hey! It flew inside, it flew within easy range

Yaxhwsi.t'úkxhà !

Darn, I missed it! (joke ending)

Translation and Vocabulary Arising

1.	hàndéxh chùnètk'í	*hand me my little arrow*
	axh chùnèdí	*my arrow*
	-k'	*little*
2.	ts'ats'îk' khat'ùg-à	*let me shoot a little bird*
	axh tùwúch	*to my way of thinking, I think*
3.	axh dlàk' sîk' ságw- a	*for my sister's little daughter*
4.	hê, nèł wujikhágh-à	*oh! it landed inside*
5.	chìshdên wujikhàgh-à	*it landed where I can get it easy*
6.	yaxhwsi.t'úkxhà	*I missed it (by bow and arrow)*
	yaxhwsi.únxhà	*I missed it (by gun)*
	xhwàt'úk	*I shot it (by bow and arrow)*
	xhwà.ún	*I shot it (by gun)*

Song

A little girl made this song

Sêdè i kukhasdûx' dè
Ghànaxh.ádi yátx'i
Àghà naxhatêni
Yan xhat uxhɬijâkhw dè

Translation

Sêdè i kukhasdûx' dè	*I'm gonna tie you to my neck now!*
Ghànaxh.ádi yátx'i	*children of Ghànaxh.ádi*
Àghà naxhatêni	*then when I go to sleep*
Yan xhat uxhɬijâkhw dè	*it's gonna settle me down*

Dimensional Verbs

Big

Singular

Absolute Form		Comparative Form		Adjective Form	
yagê	*big (object)* *it's big*	yê kùgê yê gùgênk'	*it's (so) big*	____ tlèn	*a big* ____
yagê	*abundant* *it's abundant*	yê yakùgê	*it's (so) abundant*		
łigê	*big, s/he/it is big (talking of a human or animal)*	yê kwłigê	*it's (so) big (talking of a human or animal)*	____ tlèn	*a big* ____ *(human, animal)*
Plural					
digêx	*big (objects), they are big*	yê kwdigê	*they are (so) big*	____ tlénx'	*big* ____ *(objects)*
dligêx	*big, they are big (talking of humans or animals)*	yê kwdzigê	*they are (so) big (talking of humans or animals)*	____ tlénx'	*big* ____ *(talking of humans or animals)*

Long

Singular

Absolute Form		Comparative Form		Adjective Form	
yayát'	*long, it's long (general object)*	yê kùwât'	*it's (so) long (general object)*	__ kuwàt'	*a long __ (general obj.)*
łiyát'	*long, it's long (complex object)*	yê kwłiyât'	*it's (so) long (complex object)*	__ kułayát'	*a long __ (complex obj.)*
jiłiyát'	*long, it is long (stringy object)*	yê jikłiyât'	*it's (so) long (stringy object)*		
Plural					
diyát'x'	*long, they're long (general objects)*	yê kwdiyât'	*they're (so) long (general objects)*	__ kudayát'x'	*long __ (general obj.s)*
dliyát'x'	*long, they're long (complex objects)*	yê kwdliyât'	*they're (so) long (complex objects)*	__ kułyát'x'	*long __ (complex obj.s)*
jidliyát'x'	*long, they're long (ropes)*	yê jikwdliyât'	*they're (so) long (ropes)*		

Phrases using *long*

àn kuwât'	*a long town*
àn kudayát'x'	*long towns*
du yù xh'atángi aɬiyát'	*s/he is stretching out his/her speech*
yê xh'uskudliyât'	*s/he has long legs*

Short

kùwâts'	*it's too short (general object)*	yê kùwâts'	*it's (so) short (general object)*
kuɬiyâts'	*it's too short (stringy object)*	yê kwɬiyats'	*it's (so) short (stringy object)*

Being Lazy

(â) uxhdzika	*I am lazy (to do it)*
(â) ùdzikà	*s/he is lazy (to do it)*
(â) ìdzikà	*you are lazy (to do it)*

Demonstration Native Language Lesson

Elementary Level - 20 Minutes

Yukon Native Language Centre

Date: Nov 14, 2013 **Grade:** 1/2/3 **Instructor:** Khàganê

Content & Method	Material
Conversation: How are you? I am fine. Weather	(look out of window)
Review from previous lesson: What is this? This is a ____ . (low-bush cranberry, high-bush cranberry)	flashcards
New Vocabulary/Structure: What are you doing? I am picking ____ . (show picture) (low-bush cranberry, high-bush cranberry)	flashcards
Activity: Snatch game	rope and flashcards
Wind-down: review and put things away	

Demonstration Lesson Evaluation - Team Teaching

Yukon Native Language Centre

Instructors: Connie Jules, Lorraine Dewhurst, Jane Smarch
Date: Nov 14, 2013

Written lesson plan completed	✓	Materials at hand before lesson	✓
Conversation (warm-up)	✓	Provided frequent speech model	✓
Effective review	✓	Spoke clearly	✓
New vocabulary introduced	✓	Demanded good pronunciation	✓
Effective drill of new vocabulary	✓	Used complete sentences	✓
Activity using new vocabulary	✓	Demanded complete sentences from students	✓
Listening activity	X	Moved for good class control	✓
Closing activity	✓	Used real objects	✓
Cooperated in lesson planning and preparation	✓	Used a variety of materials	✓
Teaching load shared equally	✓	Limited use of English	✓
Lesson appropriate for class period	✓		

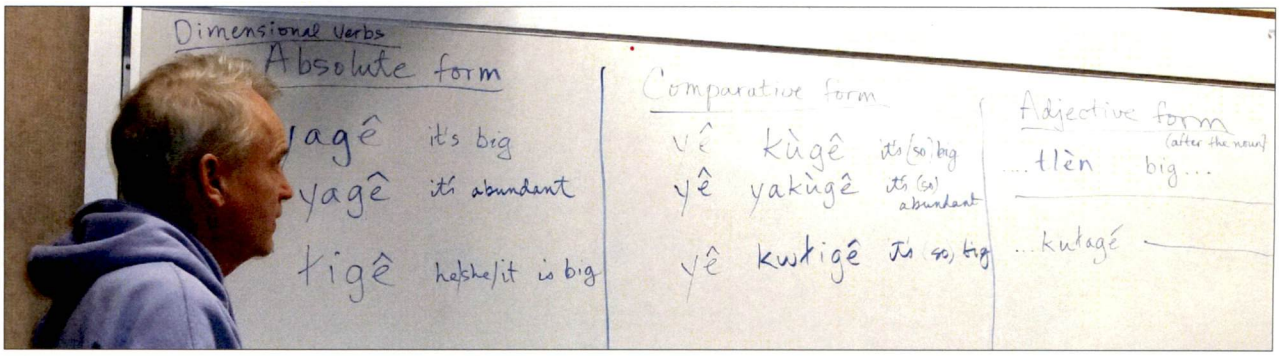
Comments: good job of keeping classroom order; good use of drills - group, one-on-one and circle; I liked the use of body language using "picking berries"; lots of repetition of language.

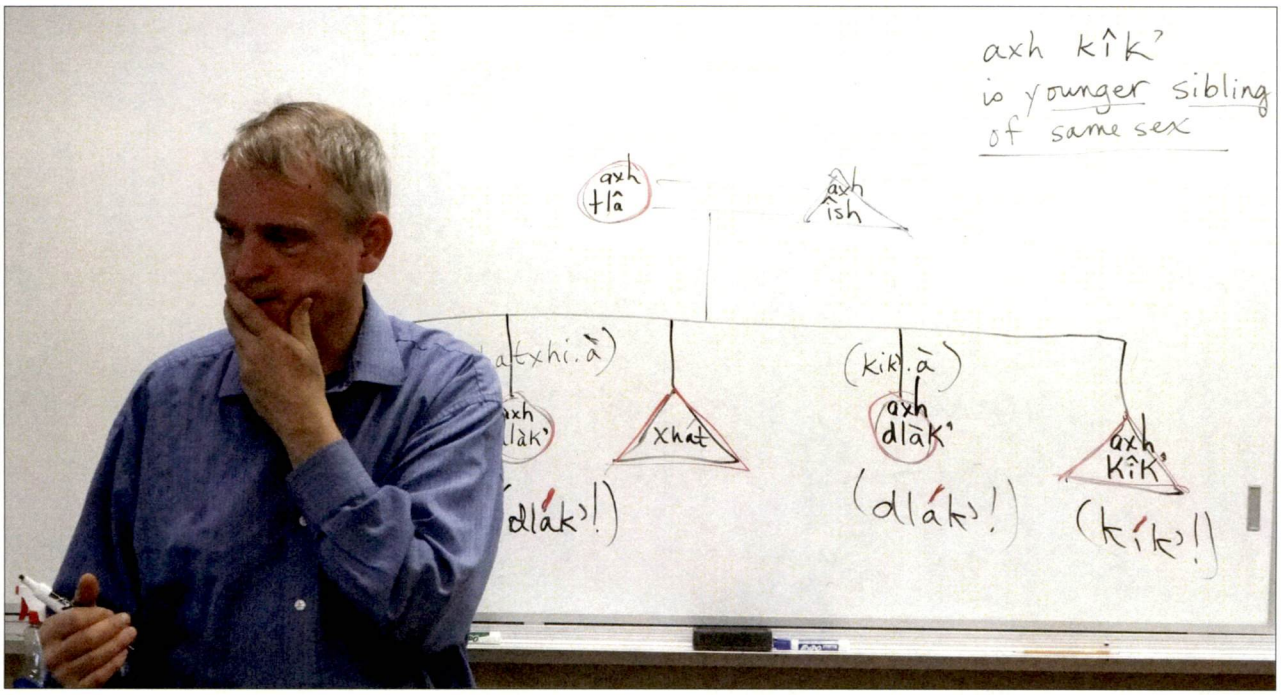
Areas for Improvement: _____

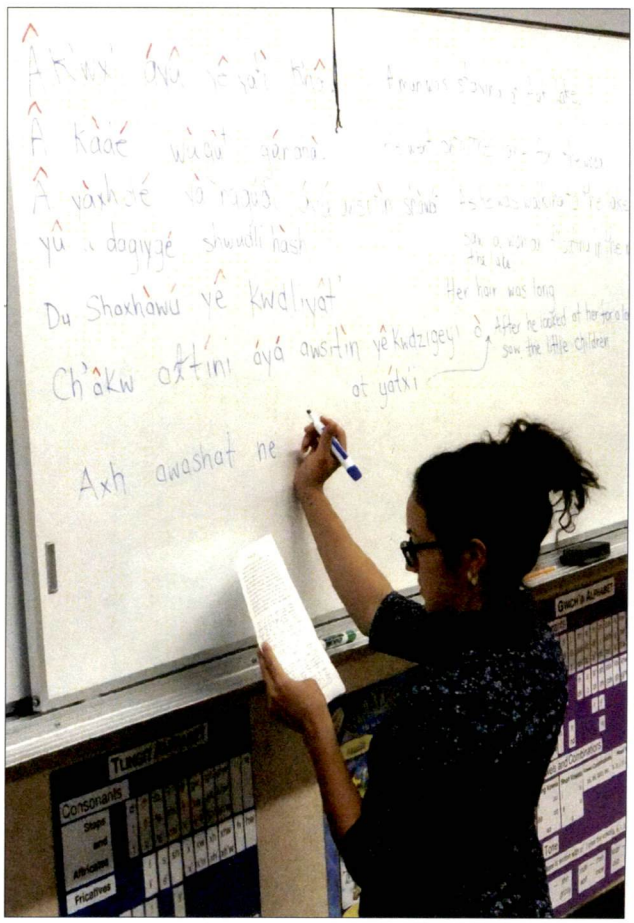
_____

YNLC Evaluator: Linda Harvey

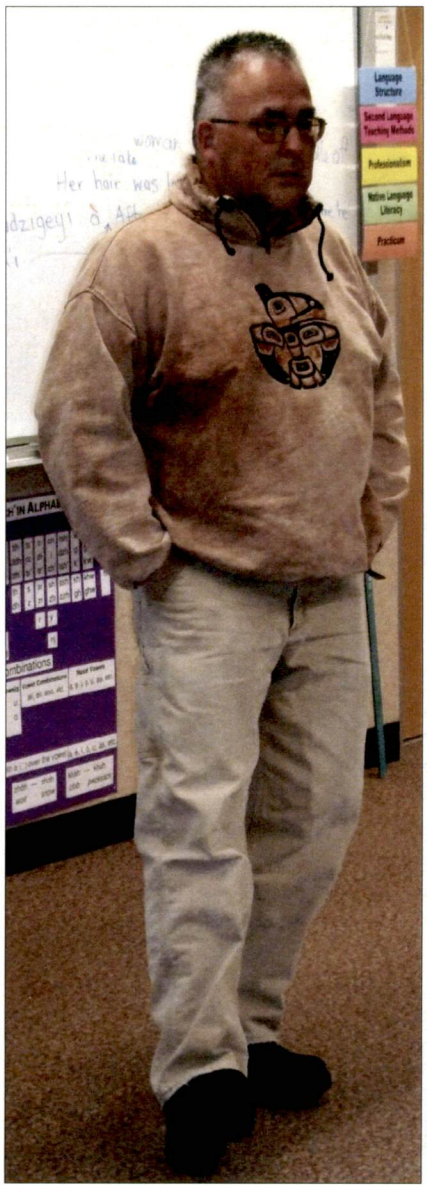
Coastal
Interior
UAF

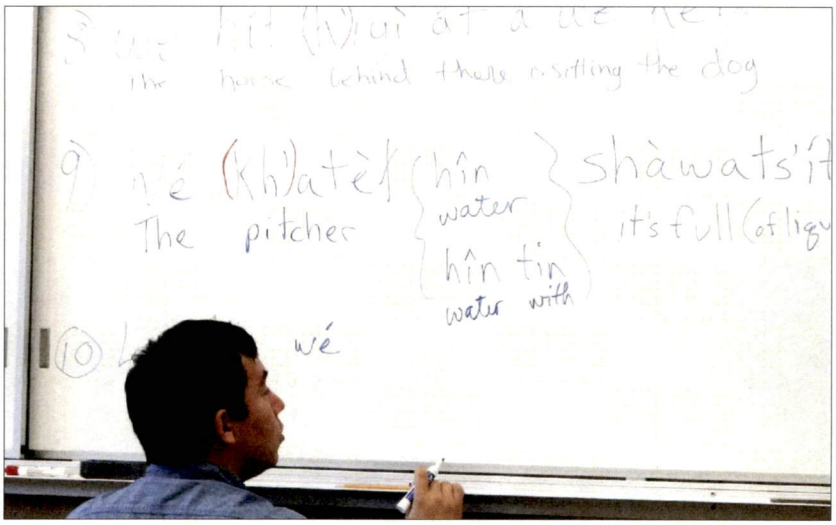

Dimensional Verbs
Absolute form
Comparative form
Adjective form
(after the noun)
...tlèn big...
...kutagé

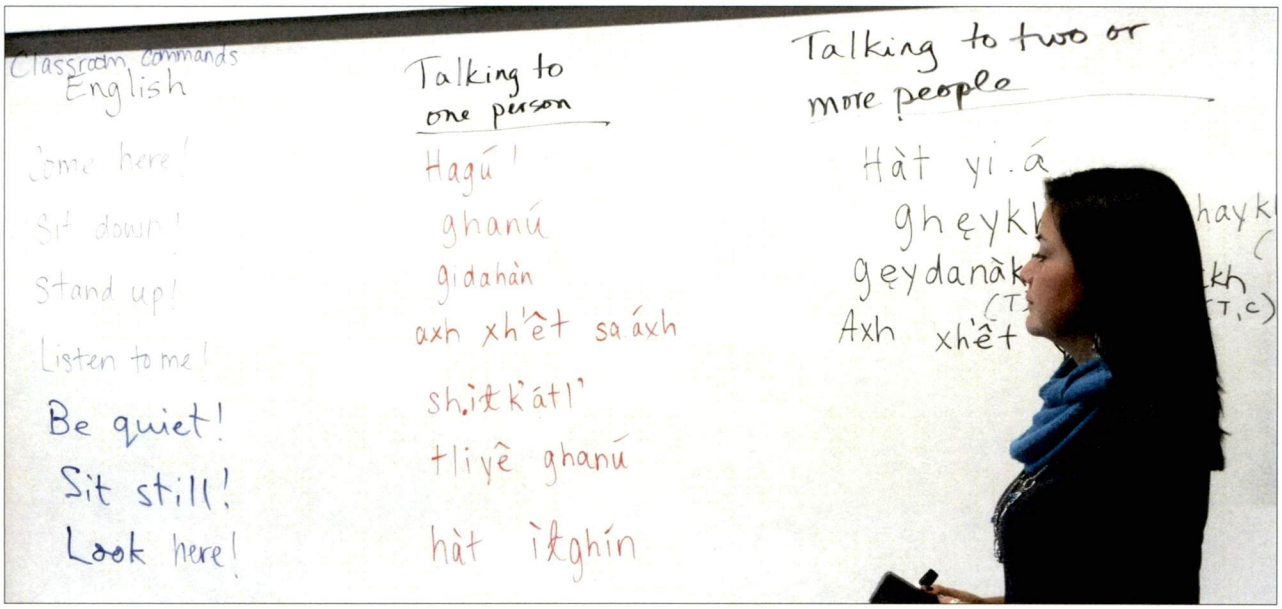

axh kîk'
is younger sibling
of same sex
axh
tlâ
axh
îsh
xhát
axh
dlàk'
(dlák'!)
axh
kîk'
(kík'!)

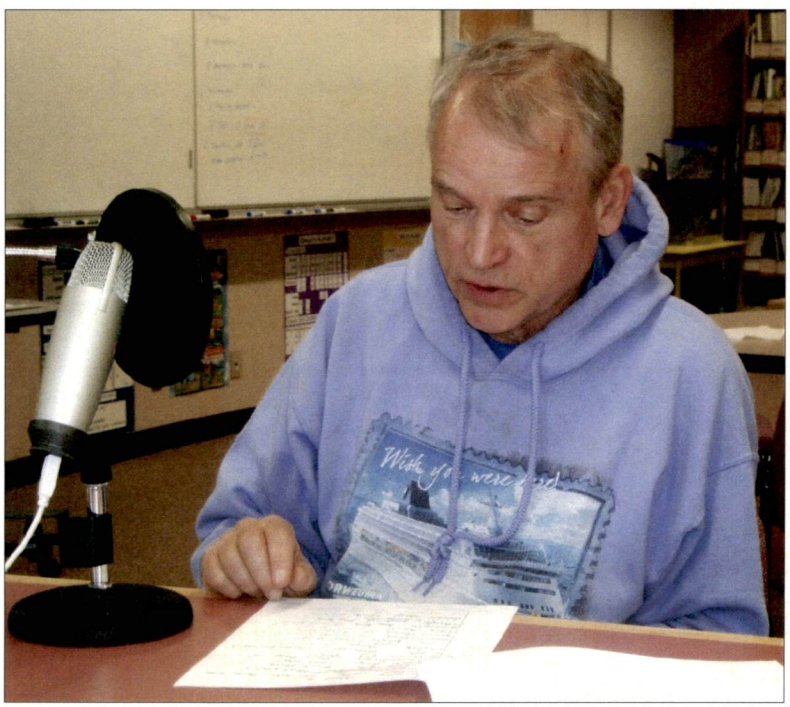

Du Shaxhàwú yê kwdliyât'
Ch'âkw aftíni áyá awsitìn yê kwdzigeyi
at yátxi
Axh awashat ne
Consonants

Tthi Nádhät


Language Structure
Second Language Teaching Methods
Professionalism
Native Language Literacy
Practicum


the house behind there o.sitting the dog
9 wé (kh')atèk
The pitcher
hîn
water
hîn tin
water with
shàwats'ít
it's full (of liqu
10
wé


Classroom commands
English
Talking to one person
Talking to two or more people
Come here!
Hagú!
Sit down!
ghanú
Stand up!
gidahàn
Listen to me!
axh xh'êt saáxh
Be quiet!
shítk'átl'
Sit still!
tliyê ghanú
Look here!
hàt ìtghín
Hàt yi.á
Axh xh'êt



Hàndé xh chùnètk'í
Hàndé xh chùnètk'í
Ts'ats'îk' Khat'ùg-à

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Photograph Identifications

Page

36.	*top left:*	Dr. Jeff Leer
	top right:	participants playing a language game
	centre right:	Connie Jules and Lorraine Dewhurst practice teaching Tlingit
	bottom:	Connie Jules and Lorraine Dewhurst practice teaching Tlingit
37.	*top left:*	Connie Jules and Lorraine Dewhurst practice teaching Tlingit
	top right:	Winnie Atlin, Dr. Jeff Leer
	bottom:	participants
38.	*top left:*	Winnie Atlin
	top right:	Linda Harvey
	centre left:	Norman James
	centre right:	Barbara Hobbis
	bottom:	Dr. Jeff Leer teaching
39.	*top:*	Dr. Jeff Leer teaching
	bottom left:	Sarah Johnston
	bottom right:	Myranda Simpson writing Tlingit
40.	*left:*	Gordon Reed
	top right:	Norman James, Mike Smith
	centre right:	Sean Smith writing Tlingit
	bottom right:	Bessie Jim, Winnie Atlin, Deborah Baerg
41.	*top:*	Sarah Johnston
	centre:	Jane Smarch, Lorraine Dewhurst
	bottom:	Jane Smarch, Dr. Jeff Leer, Lorraine Dewhurst, Connie Jules, Linda Harvey
42.	*top left:*	Lorraine Dewhurst
	right:	Jane Smarch
	centre left:	Dr. Jeff Leer recording place names
	bottom left:	text from a Tlingit song
43.	*top left:*	Linda Harvey, Emma Sam
	top right:	Michele Johnson, Linda Harvey, Chris Cox
	bottom left:	Linda Harvey, Barbara Hobbis
	bottom right:	Connie Jules, Linda Harvey, Lorraine Dewhurst
44.	*top left:*	Linda Harvey, Pauline Sidney
	top right:	Myranda Simpson, Linda Harvey
	centre:	Norman James, Linda Harvey, Bessie Jim
	bottom:	Anne Ranigler, Sean Smith, Linda Harvey