

Lingít 1

Beginner Language Lessons

Analahash Sam Johnston
Kèyishí Bessie Cooley
S.ímla.x^w Michele Johnson and
K'èdukà Jack
Tlingit Language Revitalization Association

DRAFT – Dec. 14, 2015

*Based on a proven teaching method by Paul Creek/Salish School of Spokane
used by three Interior Salish languages, and now Lingít
with gratitude and optimism*

LINGÍT 1 Background and description

In creating this textbook, we are following a proven teaching method and strategy employed by the Nsyilxcn (Salish) language. The Salish School of Spokane has created six textbooks, an immersion school for thirty children, *twelve new adult speakers*, and a handful of *children being raised in the language*. This is an overwhelming success, considering that Nsyilxcn is critically endangered, and like Tlingit, counts only fifty remaining Elder speakers. Language revitalization successes in Hawaiian and Maori demonstrate the need to focus on creating parent-aged learners, excellent curriculum, and documenting Elders. Research shows that 2,000 hours of quality instruction are needed to create new high-intermediate speakers.

Lingít 1 is the first in a series of six planned textbooks, designed to help students of Lingít progress from beginner to advanced in an efficient, sequenced and proven manner. The series is designed to be taught by trained beginners, preferably youth aged 18-30, with immersion, repetition and games in small groups of maximum twelve learners. Each textbook takes 90 hours to teach including review, songs and regular assessments. This is equivalent to two university courses. To teach from this book, please contact us to receive training in the teaching method. Students will need one full year of full-time study to complete all six books. It is recommended to learn each book and then teach it, a full 1,200 hours of study, and then form immersion workplaces, to achieve high-intermediate speaking.

For consistency, the Coastal spelling system is used. Images were collected from open sources. The second book in this series, Lingít Story 1, teaches 15 beginner-level traditional stories, taught with similar direct-acquisition methods. The next 4 books (Lingít 2, Lingít Story 2, Lingít 3, Lingít Story 3) will use grammatical-based teaching, story-based teaching, and finally culture-based teachings in Elder's words, in full immersion. The Elders' voices are original recordings by Sam Johnston and Bessie Cooley. Elders' recordings are the backbone of the lessons. ***These containers of knowledge have been set aside for us; it is our responsibility to study them thoroughly.***

Michele drafted the first thirty lessons and tested them as a volunteer effort in 2013-2014 with the first cohort of learners K'èdukà Jack and George Bahm, and received accreditation by Simon Fraser University. Michele Johnson posted a film of their learning to YouTube: *Tlingit 1: First Language Assessment* (3 min) http://youtu.be/nPBYYr_CeF8. In 2015 the Tlingit Language Revitalization Association was formed. We were awarded funding to complete Lingít 1. We taught it to a cohort of seven youth in Whitehorse Yukon, and drafted and recorded the second textbook, based on traditional Tlingit stories. Our hearts soar.

Sʔímlaʔx^w (S.imla.xw) is Syilx Okanagan, holds a PhD, is a language teacher and activist trained by Elder Sʕamtíc'aʔ (Sarah Peterson), Chris Parkin and LaRae Wiley, with the Paul Creek teaching methodology in the Nsyilxcn (Salish Okanagan) language. K'èdukà Jack is a 25 year old Atlin Tlingit youth activist. She is passionate about learning and teaching Tlingit, is deeply connected to Tlingit culture, her family, and enjoys teaching young children.

It is with great pride that we share this textbook. It is an ongoing work. All errors are our own.

Gunalchéesh thank you

Sʔímlaʔx^w
K'èdukà

Acknowledgements and copyright

We gratefully acknowledge the financial support of Simon Fraser University in Michele Johnson's post-doctorate research grant, administered through a partnership grant *by the Social Sciences and Humanities Research Council of Canada (SSHRC)* in partnership with Teslin Tlingit Council and First Nations Programs and Partnerships.



Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada



The Tlingit Language Revitalization Association gratefully acknowledges a grant from the Aboriginal Languages Initiative of Canadian Heritage (2014-15) for completion of Lingit 1 and the second textbook, as well as piloting the lessons.

We received Tlingit editorial assistance, spelling and grammatical advice from X'unei Lance Twitchell (Juneau Alaska University of Alaska Southeast). Sherri Green and Morgane Pennycook assisted with editing and compilation of the textbooks, graphic images and audiofiles.

The curricular approach and text organization of this book follows a proven method developed by Christopher Parkin, and is based on the Nsəlxcin language text, Nsəlxcin 1: A Beginning Course in Okanagan Salish by SƧamtíc'a? (Sarah) Peterson, LaRae Wiley and Christopher Parkin © 2003–2014 the Salish School of Spokane, The Paul Creek Language Association, and Christopher Parkin; used with express permission. Download the textbooks in Okanagan at www.interiorsalish.com. If you would like to use and modify this curriculum for another language please contact Christopher Parkin at cparkin@interiorsalish.com.

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Contact michelekjohnson@gmail.com and kedukajack@gmail.com for graphics, audio files and training in the teaching method.

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*S.imla.x^w Michele Johnson, K'èdukà Jack, and the Tlingit Language Revitalization Association
Whitehorse, Yukon*

DRAFT Dec. 14, 2015

Lesson Plan & Teaching Method for L1 Beginner ACTION Lesson (SUMMARY)

Method is identical to format shown above, but action words are taught using Total Physical Response (TPR), then build into limited production and full production, as above.

1. introduce the first 5 new vocabulary words first, with graphics
 - “once in English” say English word for graphic ONCE while holding up graphic
 - say/listen: say word 3 times for each graphic, then once more (“listen, don’t speak”); if your pronunciation is weak, play the audio file from the CD for the first 5 words (play audio at least three or four times – then rely on your own pronunciation).
 - TPR action/sound (put pictures aside!):
 - act out and say each word, while students watch. have students stand up, and act out and say each word again, while students do the action with you (they don’t say the word). Keep going, until you can see they are comfortable, then start having a slight “pause” after you say the word before you do the action. After a few minutes, keep saying the words but stop doing the action (do the action after them).
 - Show pic, say word, students do gesture (you don’t do gesture)
 - **COMPREHENSION PHASE, play 1 games:**
 - yes/no, 1/2, pointers, lasers, fly swatters, mexican tag, hand slapping, etc.
 - repeat the right answer three times, every time!
 - **LIMITED PRODUCTION PHASE, play two games:**
 - choral repeat “repeat after me” all words three times
 - play 2 games: either/or; point and say (point at pic, say wrong word, students repeat when you say right one); memory games. [start either/or as a group, then do individuals, IF they are confident]
 - repeat the right answer three times, every time!
 - choral repeat “repeat after me” all words once
2. teach second set of 5 vocabulary words, following same steps
3. Step 3 is the same as previous page.

The lesson may involve future or past tense. The teacher will very briefly explain the tenses before the lesson, and be sure to use a lot of body language while teaching.

4. REVIEW is important. 25% of class time for reviewing lessons, ie 5 min./ lesson
5. Regular quizzes and assessments. Daily vocabulary quizzes. Oral and written exams every one or two months. Filmed assessments. Record marks and attendance.
6. Follow a plan, keep a log of completed lessons. Fluency takes TIME.

*Summarized from N’səl’xcin 1 Lesson plans and Direct Acquisition teacher’s handbook
This lesson plan follows a proven method by Chris Parkin et al., www.interiorsalish.com
with permission and gratitude*

Table of Contents

LINGÍT 1 Background and description	2
Acknowledgements and copyright	3
Table of Contents.....	5
Lesson 1 States of Being 1 (8 words)	7
Lesson 2 Foods 1 (10 words).....	10
Lesson 3 Numbers 1 (11 words).....	13
Lesson 4 Clothing 1 (10 words).....	14
Lesson 5 Landforms (11 words)	17
Lesson 6 Weather (11 words)	20
Lesson 7 People (11 words)	23
Lesson 8 Actions 1 (10 words).....	26
Lesson 9 Animals 1 (10 words)	29
Lesson 10 Drinks (11 words)	32
Lesson 11 Plants (12 words).....	35
Lesson 12 Family 1 (10 words)	38
Lesson 13 Body Parts 1 (18 words).....	41
Lesson 14 Places to Go (10 words)	46
Lesson 15 Numbers 11-100	48
Lesson 16 Objects (10 words).....	50
Lesson 17 Actions 2 (10 words).....	53
Lesson 18 Family 2 (13 words)	56
Lesson 19 Colours (15 words)	57
Lesson 20 Introductions (11 words).....	60
Lesson 21 Actions 3 (10 words).....	61
Lesson 22 Household Chores (Commands).....	64
Lesson 23 States of Being 2 (9 words).....	67
Lesson 24 Clothing 2 (11 words).....	70
Lesson 25 Physical Description (11 words).....	73
Lesson 26 Days of the week (12 words)	76
Lesson 27 Classroom Objects (15 words)	77
Lesson 28 States Of Being 3 (11 words)	80
Lesson 29 Birds 1 (12 words).....	83
Lesson 30 Personality Traits (11 words)	86
Lesson 31 Physical Description 2 (12 words).....	87
Lesson 32 Animals 2 (11 words).....	90
Lesson 33 Occupations (12 words).....	93
Lesson 34 Personality 2 (10 words).....	96
Lesson 35 Food and Shopping (10 words)	97
Lesson 36 Actions 4 (10 words)- future tense	100
Lesson 37 Location postpositions (10 words)	103
Lesson 38 Celestial Objects (11 words)	104
Lesson 39 Bodily Functions (7 words).....	107
Lesson 40 Places to Go 3 (10 words).....	110
Lesson 41 Biographical Information (10 words).....	113
Lesson 42 Yaa Motion Verbs	116
Lesson 43 Physical Description 3 (9 words).....	119

Lesson 45 Having a Meal (12 words)	125
Bonus Lesson: Household Objects	128
Bonus lesson: Animals (Taku River).....	131
Bonus lesson: Canoe Commands (Taku River)	134

Lingít Beginner Songs.....	135
1. ax shá, ax xeeek, ax keey, ax x'oos- Taku River	136
2. jinkaak lingít k'isáani- Taku River	137
3. Let's go hunting - Taku R.....	138
4. Row, row, row your boat - Taku R.	139
5. Twinkle Twinkle Little Star (Nora Dauenhauer 2005 pg 218).....	140
About the authors	141

Songs from: Nora and Richard Dauenhauer 2005. *Beginning Tlingit*. Juneau Alaska:Sealaska. 4th edition. 222 pages, 3 CDs; and **Taku River Tlingit Language Curriculum (text). FPCC. Mary Anderson, Jackie Williams, Roby Littlefield, Kassandra Eubank, and Chris Lockhart. 132 pages, 9 CDs.**

Lesson 1 States of Being 1 (8 words)

<i>Vocabulary</i>	<i>English</i>
<u>x</u> at yak'úi	I am fine
<u>x</u> at seiwa.át'	I am cold
<u>x</u> at yanéekw	I am sick
<u>x</u> at wudichún	I have an owie
<u>x</u> at kamduwasáy	I am hot (sweating)
<u>x</u> at wudixwétl	I am tired
<u>x</u> at litseen	I am strong
<u>x</u> at wudix'án	I am angry

Sentences:

Máa sá iyatee?

How are you?

i _____ gí?

Are you _____?

Aaa xat _____.

Yes I am _____.

Tléik' tlél xat _____.

No I am not _____.

Notes:

Audio recorded by Sam Johnston for Lingít 1



xat yak'úi



xat seiwa.át'



xat yanéekw



xat wudichún



xat kamduwasáy



xat wudixwétl



xat litseen



xat wudix'án

Lesson 1 States of Being 1 _____ yóo xat duwasáakw

Help:

Máa sá iyatee?

How are you?

Máa sá s i yatee?

How are you? (less direct)

I _____ gí?

Are you _____?


Aaa xat _____.

Yes I am _____.

Tléik' tlél xat _____.

No I am not _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  I _____ gí?

Aaa xat yanéekw



I _____ gí?



I _____ gí?

1. _____

2. _____



I _____ gí?



I _____ gí?

3. _____

4. _____



I _____ gí?



I _____ gí?

5. _____

6. _____



I _____ gí?



I _____ gí?

7. _____

8. _____

Lesson 2 Foods 1 (10 words)

<i>Vocabulary</i>	<i>English</i>
káax'	chicken / grouse
kóox	rice (or lily root)
k'únts'	potatoes
inyán	onion
s'ín	carrot
k'wát'	eggs
x'áax'	apple
xáat	fish
gishoo taayí	bacon
sakwnéin	bread

Sentences:

Daa sá i tuwáa sigóo?
 _____ ax tuwáa sigóo.

What do you like?
 I like _____.

_____ gí i tuwáa sigóo?

Do you like _____?

Aaa, _____ ax tuwáa sigóo.
 Tléik', tlél _____ ax tuwáa ushgú.

Yes, I like _____.
 No, I do not like _____.

Notes:

Audio recorded by Bessie Cooley for Lingít 1

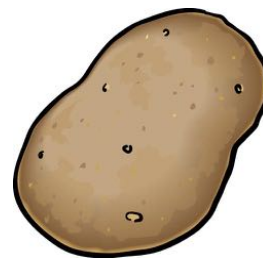
Teaching note: aaa (meaning yes) is the inland way of speaking and aaá is the coastal way



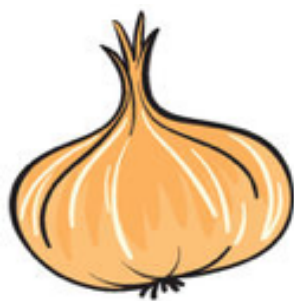
káax'



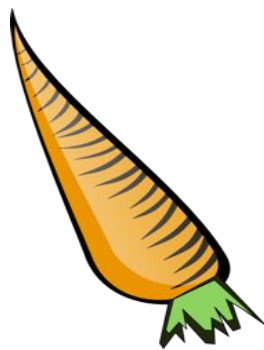
kóox



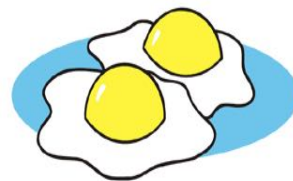
k'únts'



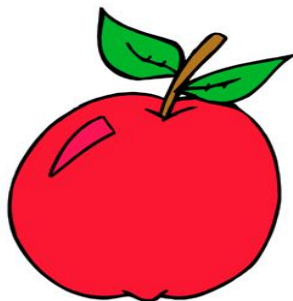
inyán



s'ín



k'wát'



x'áax'



xáat



gishoo taayí



sakwnéin


Lesson 2 Foods 1 _____ yóo xat duwasáakw

Help:

_____ gí i tuwáa sigóo?
Aaa, _____ ax tuwáa sigóo.
daa sá i tuwáa sigóo?

Do you want _____?
Yes, I want _____.
What do you want?

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  _____ gí i tuwáa sigóo? Aaa, kóox ax tuwáa sigóo.



1. _____ gí i tuwáa sigóo?



2. _____ gí i tuwáa sigóo?



3. _____ gí i tuwáa sigóo?



4. _____ gí i tuwáa sigóo?



5. _____ gí i tuwáa sigóo?



6. _____ gí i tuwáa sigóo?



7. _____ gí i tuwáa sigóo?



8. _____ gí i tuwáa sigóo?



9. _____ gí i tuwáa sigóo?



10. _____ gí i tuwáa sigóo?

Lesson 3 Numbers 1 (11 words)

<i>Vocabulary</i>	<i>English</i>
tléix'	1
déix	2
nás'k	3
daax'oon	4
keejín	5
tleidooshú	6
daxadooshú	7
nas'gadooshú	8
gooshúk	9
jinkaát	10
k'isáani	young man

Sentences:

X'oon k'wát' sá i tuwáa sigóo?
 _____ k'wát' ax tuwáa sigóo.

How many eggs do you want?
 I want _____ eggs.

_____ x'áax' gí i tuwáa sigóo?

Do you want ___ apples?

Aaa, ___ x'áax' ax tuwáa sigóo.
 Tléik', tlél _____ x'áax' ax tuwáa ushgú.

Yes, I want _____ apples.
 No, I don't want _____ apples.

Notes:

Audio recorded by Bessie Cooley for Lingít 1

Can use this to have students role play buying food at the grocery store or asking for food in a restaurant.

Teach *10 little Tlingits* song after this lesson (Taku River Curriculum), see Songs section, this textbook.

Lesson 4 Clothing 1 (10 words)

<i>Vocabulary</i>	<i>English</i>
séek	belt
kakéin k'oodás	wool shirt / sweater
l'ée x'wán	socks
tuk'atáal	pants
k'oodás'	shirt
l'aak	dress
daa.át	clothes
téel	shoes
takaa.át	pajamas or nightgown
doonyaax naa.át	underwear

Sentences:

Daa sá i jeewú ?
 _____ ax jeewú.

What do you have?
 I have a _____.

_____ gé i jeewú?

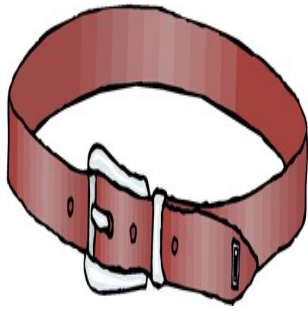
Do you have a _____?

Aaa, _____ ax jeewú
 Tléik, tlil _____ ax jee.

Yes, I have a _____.
 No, I don't have _____.

Notes:

Audio recorded by Bessie Cooley for Lingít 1.



seek



kakéin k'oodás



l'ée x'wán



tuk'atáal



k'oodás'



l'aak



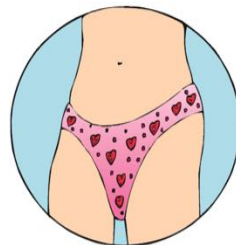
daa.át



téel



takaa.át



doonyaax naa.át

Lesson 4 Clothing 1 name _____ yóo xat duwasáakw

Help:

_____ gé i jeewú? Do you have a _____?

Aaa, _____ ax jeewú. Yes, I have a _____.

Daa sá i jeewú? What do you have?

Instructions: Answer according to what is shown in the picture. Follow the model.



Model: takaa.át gé i jeewú? Aaa, takaa.át ax jeewú.



Daa sá i jeewú?

1. _____



k'oodás' gé i jeewú?

2. _____



x'wán gé i jeewú?

3. _____



Daa sá i jeewú?

4. _____



Daa sá i jeewú?

5. _____



Daa sá i jeewú?

6. _____



Daa sá i jeewú?

7. _____



l'ée x'wán gé i jeewú?

8. _____



téel gé i jeewú?

9. _____



daa.át gé i jeewú?

10. _____

Lesson 5 Landforms (11 words)

<i>Vocabulary</i>	<i>English</i>
shaa	mountain
héen	river*
áa	lake*
gooch	small hill*
héenák'w	creek*
shaanáx	valley*
táaỹ	garden/field
yán	shore
éek	beach/area near the water
aan	town (or land/earth)
aasgutú	forest
sít'	glacier*

Sentences:

Goodé sá yaa neegút?
 _____ da yaa nxagút.

Where are you going/walking to?
 I am going/walking to the _____.

_____ da gí yaa neegút?

Are you walking to the _____?

Aaa, ____ da yaa nxagút.
 Tléik', tlél ____ da yaa unxagút.

Yes, I am walking to a/the _____.
 No, I am not walking to a/the ____.

Notes:

Audio recorded by Bessie Cooley for Lingít 1.

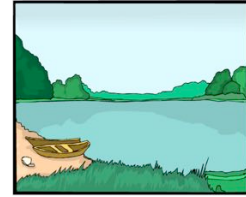
* means that the vocabulary word would normally include the name of the place in the sentences we have in the lesson



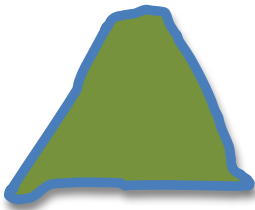
shaa



héen



áa



gooch



héenák'w



shaanáx



táaỹ



éek



aan



aasgutú



sít'

Lesson 5 Landforms name _____ **yóo xat duwasáakw**

Help:

Goodé sá yaa neegút?

Where are you going/walking to?

_____ yaa nxagút

I am going/walking to the _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model:

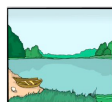


Goodé sá yaa neegút? Shaa yaa nxagút.



Goodé sá yaa neegút?

1. _____



Goodé sá yaa neegút?

2. _____



Goodé sá yaa neegút?

3. _____



Goodé sá yaa neegút?

4. _____



Goodé sá yaa neegút?

5. _____



Goodé sá yaa neegút?

6. _____



Goodé sá yaa neegút?

7. _____



Goodé sá yaa neegút?

8. _____



Goodé sá yaa neegút?

9. _____



Goodé sá yaa neegút?

10. _____

Lesson 6 Weather (11 words)

<i>Vocabulary</i>	<i>English</i>
amdigaan	it is sunny
kuligóos'	it is cloudy
séem daak wusitán	it is raining
ayamditee	it is windy
kusi.áat'	it is cold
dleit daak wusitán	it is snowing
dleit yaa nachéitl	The snow is melting off
kukalt'éex' ká aya	it is springtime (right now)
taakw.eetít aya	it is summertime (right now)
yeist aya	it is fall time (right now)
de táakwt aya	it is winter (right now)

Sentences:

Máa sá kuyatee ?

How is it outside?

_____ (á)gí ?

Is it _____ ?

Aaa, _____.

Yes it is _____.

Tléil _____.

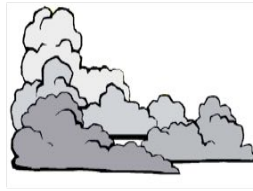
No, it is not _____.

Note:

Audio recorded by Bessie Cooley for Lingít 1.



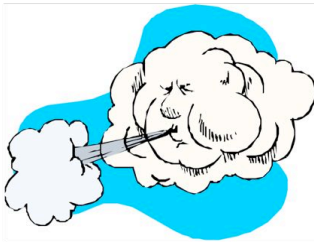
amdigaan



kuligóos'



séem daak wusítán



ayamditee



kusi.áat'



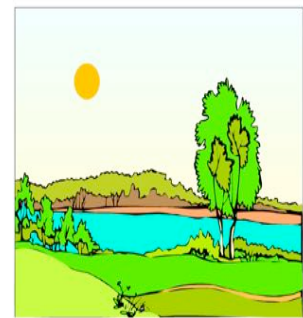
dleit daak wusítán



dleit yaa nachéitl



kukalt'éex' ká aya



taakw.eetít aya



yeist aya



de táakwt aya

Lesson 6 Weather name _____ **yóo xat duwasáakw**

Help:

máa sá kuyatee ? How is it outside?

_____ (á)gí ? Is it _____ ?

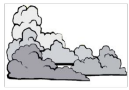
aaa, wé _____ . Yes it is _____ .

tléil _____ . It is not _____ .*

Instructions: Answer according to what is shown in the picture. Follow the model.



Model: _____ máa sá kuyatee ? aaa, wé amdigaan



kuligóos' (á)gí ?

1. _____



máa sá kuyatee ?

2. _____



kukalt'éex' ká aya (á)gí ?

3. _____



máa sá kuyatee ?

4. _____



dleit daak wusitán (á)gí ?

5. _____



máa sá kuyatee ?

6. _____



de táakwt aya (á)gí ?

7. _____



amdigaan (á)gí ?

8. _____



máa sá kuyatee ?

9. _____



ayamditee (á)gí ?

10. _____



máa sá kuyatee ?

11. _____



yeist aya (á)gí ?

12. _____

Lesson 7 People (11 words)

<i>Vocabulary</i>	<i>English</i>
<u>k</u> áa	man
shaawát	woman
yadák'w	teenage boy
shaatk'	teenage girl
atk'iyátsk'u	little boy
shaatk'iyátsk'u	little girl
t'ukanéiyi	baby
<u>k</u> aashaan	old man
shaawát shaan	old woman
yées <u>k</u> áa	young man
yées shaawát	young woman

Sentences:

adu sáyá ?

who is this?

_____ áyá.

this is a(n) _____.

Notes:

Audio recorded by Bessie Cooley for Lingít 1



káa



shaawát



yadák'w



shaatk'



atk'iyátsk'u



shaatk'iyátsk'u



t'ukanéiyi



shaawát shaan



káashaan



yées káa



yées shaawát


Lesson 7 People name _____ **yóo xat duwasáakw**

Help:

aa sáyá ? who is this?

____áyá. this is a _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model:  adu sáyá ? káa áyá.



adu sáyá?

1. _____



adu sáyá?

2. _____



adu sáyá?

3. _____



adu sáyá?

4. _____



adu sáyá?

5. _____



adu sáyá?

6. _____



adu sáyá?

7. _____



adu sáyá?

8. _____



adu sáyá?

9. _____



adu sáyá?

10. _____



adu sáyá?

11. _____

Lesson 8 Actions 1 (10 words)

<i>Vocabulary</i>	<i>English (s/he is ____)</i>
hán	s/he is standing
.áa	s/he is sitting
axá	s/he is eating
at daná	s/he is drinking
kukéet'	s/he is picking berries
at sa.ée	s/he is cooking (in general)
daxáash	s/he is cutting (in general)
daxít'kw	s/he is sweeping
a ka.úsk'	s/he is washing (the surface of it i.e. dishes)
dakéis'	s/he is sewing

Sentences:

Daa sá yéi daa.ané

_____.

What is **he/she** doing?

He /She is eating.

Daa sá yéi daa.ané wé shaawát?

_____ wé shaawát

What is the woman doing?

The woman is _____.

_____ agí?

Aaa, _____.

Is s/he _____?

Yes, s/he is _____.

Notes:

Audio recorded by Bessie Cooley for Lingít 1.

The negative for all these would be individually different so they are not included.



hán



.áa



at xa



at daná



kukéet'



at sa.ée



daxáash



daxít'kw



a ka.úsk'



dakéis'

Lesson 8 Actions 1

yóo xat duwasáakw

Help:

Daa sá yéi daa.ané?

Daa sá yéi daa.ané wé _____?
 _____ wé shaawát

_____ agí?
 _____.

What is **he/she** doing?

What is the _____ doing?
 The woman is _____.

Is s/he _____?
 S/he is _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model Daa sá yéi daa.ané? hán wé shaawát



Daa sá yéi daa.ané?

1. _____



Daa sá yéi daa.ané?

2. _____



Daa sá yéi daa.ané?

3. _____



Daa sá yéi daa.ané?

4. _____



Daa sá yéi daa.ané?

5. _____



Daa sá yéi daa.ané?

6. _____



Daa sá yéi daa.ané?

7. _____



Daa sá yéi daa.ané?

8. _____



Daa sá yéi daa.ané?

9. _____



Daa sá yéi daa.ané?

10. _____

Lesson 9 Animals 1 (10 words)

<i>Vocabulary</i>	<i>English</i>
gáx	rabbit
dzísk'w	moose
gooch	wolf
tawéi	sheep
s'ik	black bear
watsíx	caribou
kuts'een	mouse
s'igeidí	beaver
yatsínét	grizzly or brown bear
xatlak'ach'	porcupine

Sentences:

Daa sa yeeŷl'óon?
 _____ wutuwal'óon.

What did you (plural) hunt?
 We hunted (for) _____.

_____ gí yeeŷl'óon?

Did you (plural) hunt for _____?

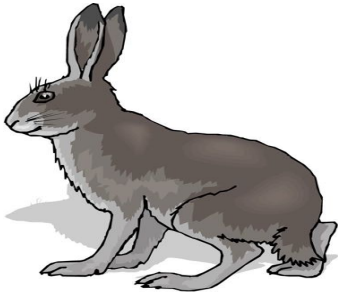
Aaa, _____ wutuwal'óon.
 Tléik, tlél _____ wutuwal'óon.

Yes, we hunted for _____.
 No, we did not hunt for _____.

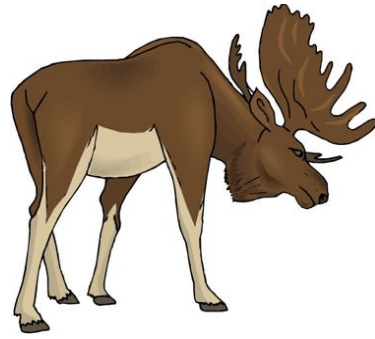
Notes:

Audio recorded by Bessie Cooley for Lingít 1.

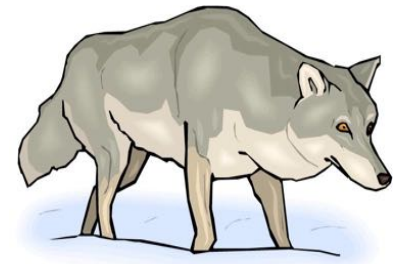
Teaching note: could do charades with the animals and to answer the students ask the question : Did you hunt for ____? Then students doing the charade answer the question with the yes or no answer.



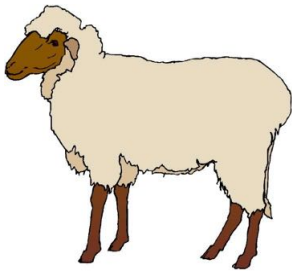
gáx



dzísk'w



gooch



tawéi



s'ik



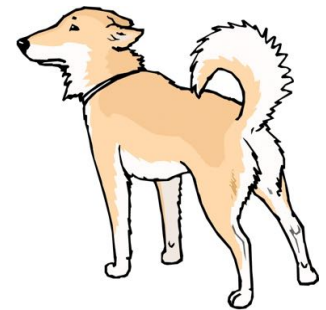
watsíx



kuts'een



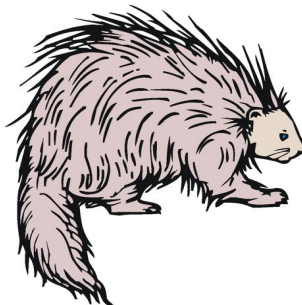
s'igeidí



keitl



yatsínét



xatlak'ach'

Lesson 9 Animals


name _____ **yóo xat duwasáakw**


Help:


daa sá iyatéen? What do you see?


_____ xaatéen. I see a _____.


Instructions: Answer according to what is shown in the picture. Follow the model.


Model:  daa sá iyatéen? Gáx xaatéen.


 daa sá iyatéen?
1. _____

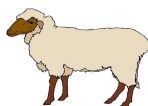
 daa sá iyatéen?
2. _____


 daa sá iyatéen?
3. _____


 daa sá iyatéen?
4. _____


 daa sá iyatéen?
5. _____


 daa sá iyatéen?
6. _____

 daa sá iyatéen?
7. _____

 daa sá iyatéen?
8. _____

 daa sá iyatéen?
9. _____

 daa sá iyatéen?
10. _____

 daa sá iyatéen?
11. _____

Lesson 10 Drinks (11 words)

<i>Vocabulary</i>	<i>English</i>
héen	water
cháayoo	tea
káaxwei	coffee
at kahéeni	juice
ánjis kahéeni	orange juice
wasóos l'aayí	cow's milk
géewaa	beer
náaw	liquor/booze/alcoholic bev.
x'áax' kahéeni	apple juice
tléikw kahéeni	berry juice

Sentences:

Daa sá idaná ?
 _____ xadaná.

What are you drinking?
 I am drinking _____.

_____ gí idaná?

Are you drinking _____?

Aaa, _____ xadaná
 Tléik, tlél _____ xwadaná.

Yes, I am drinking _____.
 No, I am not drinking _____.

Note:

Audio recorded by Bessie Cooley for Lingít 1.



héen



cháayoo



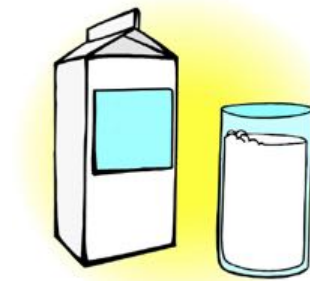
káaxwei



at kahéeni



ánjis kahéeni



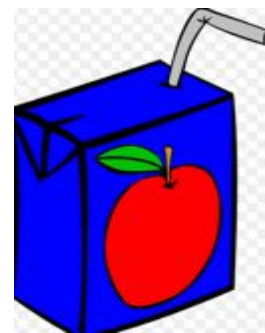
wasóos l'aayí



géewaa



náaw



x'áax' kahéeni



tléikw kahéeni

Lesson 10 Drinks

name _____ yóo xat duwasáakw

Help:

daa sá idaná ? What are you drinking?

_____ xadaná. I am drinking _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model: daa sá idaná ? héen xadaná.



daa sá idaná ?

1. _____



daa sá idaná ?

2. _____



daa sá idaná ?

3. _____



daa sá idaná ?

4. _____



daa sá idaná ?

5. _____



daa sá idaná ?

6. _____



daa sá idaná ?

7. _____



daa sá idaná ?

8. _____



daa sá idaná ?

9. _____



daa sá idaná ?

10. _____

Lesson 11 Plants (12 words)

<i>Vocabulary</i>	<i>English</i>
kayaaní	leaf
chookán	grass
lóol	fireweed
aas	tree
dúk	cottonwood tree
tínx	kinnikinnick
at daayí	birch tree
s'ikshaldéen	hudson bay tea / labrador tea
k'eikaxwéin	flower/ blossom
lichani náa kw	sage

Sentences:

Daa sá kei kana.éin ?

What is growing?

_____ yaa kana.éin.

_____ is growing.

_____ gí kei kana.éin?

Is _____ growing?

Aaa, _____ yaa kana.éin.

Yes, _____ growing.

Tléik, _____ tlél yaa koona.éin.

No, _____ is not growing.

Notes:

Audio recorded by Bessie Cooley for Lingít 1.



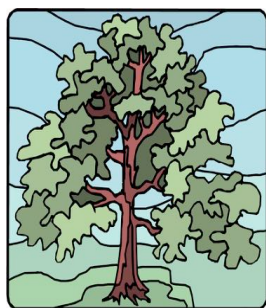
kayaaní



chookwán



lóol



aas



dúk



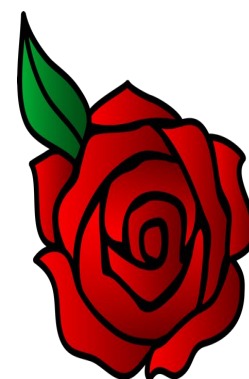
tínx



at daayí



s'ikshaldéen



k'eikaxwéin



lichani náa kw


Lesson 11 Plants

Name _____ **yóo xat duwasáakw**

Help:

Daa sá kei kana.éin ? What is growing?
_____ kei kana.éin. _____ is growing.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model:  Daa sá kei kana.éin ? Kayaaní kei kana.éin.



Daa sá kei kana.éin ?

1. _____



Daa sá kei kana.éin ?

2. _____



Daa sá kei kana.éin ?

3. _____



Daa sá kei kana.éin ?

4. _____



Daa sá kei kana.éin ?

5. _____



Daa sá kei kana.éin ?

6. _____



Daa sá kei kana.éin ?

7. _____



Daa sá kei kana.éin ?

8. _____



Daa sá kei kana.éin ?

9. _____



Daa sá kei kana.éin ?

10. _____

Lesson 12 Family 1 (10 words)

<i>Vocabulary</i>	<i>English</i>
tláa	mother
éesh	father
húnxw	boy's older brother
kéek'	younger sibling of same sex
shátx	girl's older sister
kéek'	younger sibling of same sex
éek'	girl's brother
dlaak'	boy's sister
yéet	son
sée	daughter

Sentences:

Wáa sá duwasáakw i _____? What is your _____'s name?

Ax _____ yoo duwasáakw. My _____'s name is _____.

Notes:

Audio recorded by Bessie Cooley for Lingit 1

Teach this lesson with family photos, family trees. Draw a family tree on the whiteboard. Get the student to answer as though he is the child in the poster. Then pretend the student is the father/mother/etc. in the poster.

note: person's child = du yádi.



tláa



éesh



húnxw



kéek'



shátx



kéek'



éek'



dlaak'



yéet



sée

Lesson 12 Family 1 name _____ **yóo xat duwasáakw**

Help:

wáa sá duwasáakw i _____? What is your _____'s name?

ax _____ yoo duwasáakw. My _____'s name is _____.

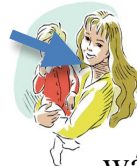
Instructions: Answer according to what is shown in the picture. Follow the model.



Model: wáa sá duwasáakw i _____? ax tláa Brenda yoo duwasáakw



1. wáa sá duwasáakw i _____?



2. wáa sá duwasáakw i _____?



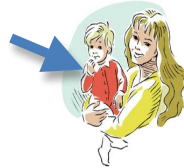
3. wáa sá duwasáakw i _____?



4. wáa sá duwasáakw i _____?



5. wáa sá duwasáakw i _____?



6. wáa sá duwasáakw i _____?



7. wáa sá duwasáakw i _____?



8. wáa sá duwasáakw i _____?



9. wáa sá duwasáakw i _____?

Lesson 13 Body Parts 1 (18 words)

<i>Vocabulary</i>	<i>English</i>
lú	nose
gúk	ear(s)
jín	hand
waak	eye(s)
yá	face
wóow	chest
shá	head
x'é	mouth
x'oos	foot/feet
xEEK	upper arm
keey	knee
leitóox	throat
tl'eik	finger
x'óol'	belly
daa	body
k'í	hip
tóok	buttocks
díx'	back

Sentences:

Goosú i lú?
Yáadu ax lú.

Where is your _____ ?
Here is my _____.

Notes:

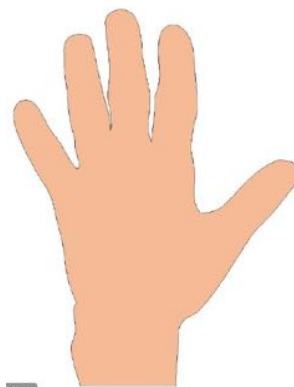
Audio recorded by Sam Johnston for Lingit 1.



lú



gúk



jín



waak



yá



wóow



shá



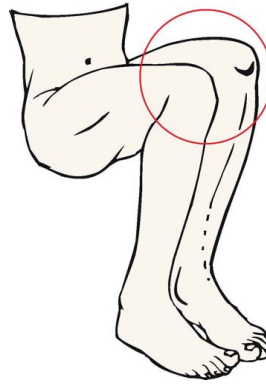
x'é



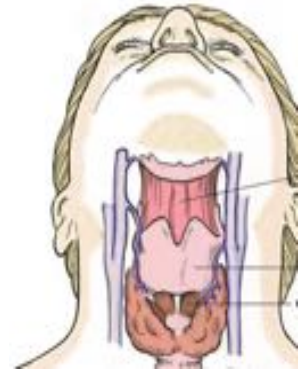
x'oos



xeek



keey



leitóx



tl'eik



x'óol'



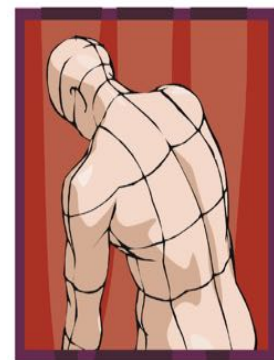
daa



k'í



took



díx'

Lesson 13 Body Parts name _____ yóo xat duwasáakw

Help:

Goosú i ____? Where is your _____?

Yáadu ax ____ . Here is my _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model: Goosú i ____? Yáadu ax lú.



Goosú i ____?



Goosú i ____?

1. _____

2. _____



Goosú i ____?



Goosú i ____?

3. _____

4. _____



Goosú i ____?



Goosú i ____?

5. _____

6. _____



Goosú i ____?



Goosú i ____?

7. _____

8. _____



Goosú i ____?



Goosú i ____?

9. _____

10. _____

Lesson 13 Body Parts name _____ yóo xat duwasáakw

Help:

Goosú i ____? Where is your _____?
 Yáadu ax ____ . Here is my _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model: Goosú i ____? Yáadu ax lú



Goosú i ____?

1. _____



Goosú i ____?

2. _____



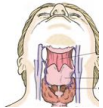
Goosú i ____?

3. _____



Goosú i ____?

4. _____



Goosú i ____?

5. _____



Goosú i ____?

6. _____



Goosú i ____?

7. _____

Lesson 14 Places to Go (10 words)

<i>Vocabulary</i>	<i>English</i>
sgóon	school
neil	home
x'úx' daakahídi	post office/bookstore/library
atxá daakahídi	restaurant/café
dáanaa daakahídi	bank
hoon daakahídi	store
s'eik daakahídi	smokehouse
naa hít	clan house
xaay	steam bath house/sauna
gayéis' hít	jail

Sentences:

Goode se yi goodin?
 _____-da xaa goodin

Where did you go?
 I went to _____.

_____ -da gí yi goodin?

Did you go to _____?

Aaá, _____ da xaa goodin.

Yes, I went to _____.

Tléik', tléil _____ da xwaa goodin.

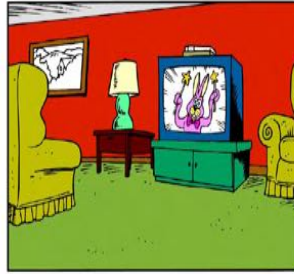
No, I did not go to _____.

Notes:

Audio recorded by Bessie Cooley for Lingit 1



sgóon



neil



x'úx' daakahídi



atxá daakahídi



dáanaa daakahídi



hoon daakahídi



s'eik daakahídi



naa hít



xaay



gayéis' hít

Lesson 15 Numbers 11-100

<i>Vocabulary</i>	<i>English</i>
jinka <u>a</u> t <u>ka</u> tléix'	11
jinka <u>a</u> t <u>ka</u> déix	12
tleik <u>á</u> á	20
nás' <u>k</u> jinka <u>a</u> t	30
daax' <u>o</u> on jinka <u>a</u> t	40
keej <u>ín</u> jinka <u>a</u> t	50
keej <u>ín</u> jinka <u>a</u> t <u>ka</u> daax' <u>o</u> on	54
tleidoosh <u>ú</u> jinka <u>a</u> t	60
daxadoosh <u>ú</u> jinka <u>a</u> t	70
daxadoosh <u>ú</u> jinka <u>a</u> t <u>ka</u> nás' <u>k</u>	73
nas' <u>g</u> adoosh <u>ú</u> jinka <u>a</u> t	80
goosh <u>ú</u> k jinka <u>a</u> t	90
tléix' <u>h</u> ándit	100
déix <u>h</u> ándit	200

Sentences:

x'oon táakw sá **i** katóagu?

How old are you?

_____ táakw **ax** katóagu.

I am _____ years old.

wa.é dei **i** katóagu?

and you?

Haaw!

Wow!

Notes:

Audio recorded by Bessie Cooley for Lingit 1

Lesson 15 Numbers 11-100 _____ **yóo xat duwasáakw**

Help:

x'oon táakw sá i katáagu? How old are you?

_____ táakw ax katáagu. I am _____ years old.

wa.é dei i katáagu? And you?

Haaw! Wow!

Instructions: Answer according to what is shown in the picture. Follow the model.

Model: **11.** x'oon táakw sá i katáagu? jinkaak ka tléix' táakw ax katáagu.

12. x'oon táakw sá i katáagu?

1. _____

20. x'oon táakw sá i katáagu?

2. _____

30. x'oon táakw sá i katáagu?

3. _____

40. x'oon táakw sá i katáagu?

4. _____

50. x'oon táakw sá i katáagu?

5. _____

54. x'oon táakw sá i katáagu?

6. _____

60. x'oon táakw sá i katáagu?

7. _____

70. x'oon táakw sá i katáagu?

8. _____

73. x'oon táakw sá i katáagu?

9. _____

80. x'oon táakw sá i katáagu?

10. _____

90. x'oon táakw sá i katáagu?

11. _____

100. x'oon táakw sá i katáagu?

12. _____

200. x'oon táakw sá i katáagu?

13. _____

Lesson 16 Objects (10 words)

<i>Vocabulary</i>	<i>English</i>	<i>Vocabulary</i>	<i>English</i>
ax gwéili	my bag	gwéil	bag
ax jigwéinaayi	my towel	jigwéinaa	towel
ax katix'aayi	my key	katix'aa	key
ax xaidu	my comb	xaidu	comb
ax x'óowu	my blanket	x'óow	blanket
ax wootsaagáayi	my cane	wootsaagáa	cane
ax téyi	my rock	té	rock
ax ús'aayi	my soap	ús'aa	soap
ax sheeyi	my stick	sheey	stick
ax yaagu	my boat/canoe	yaakw	boat/canoe

Sentences:

I __ x'óowu__ ákya ?

Is this your __blanket__ ?

I __ x'óowu__ ágwe ?

Is that your _____ ?

Aaa, **ax** __ x'óowu__ áyá.

Yes, this is **my** __blanket__.

Aaa, **ax** _____ áwé.

Yes, that is **my** _____.

Tléik, tlél **ax** __ x'óowu__ áwé.

No, this is not **my** __blanket__.

tlél **ax** _____ áwé.

No, that is not **my** _____.

Notes:

Words and audio from Bessi Cooley. This is a tough lesson for beginners, with possessives. Suggested variation: teach only Yes answers, to keep within 1.5 hours.

Possessives: (from Dauenhauer Intermediate text)

ax	haa
i	yis
du	has du

If a possession is “inalienable,” like your relations, the above are used. if a possession is “alienable” like your personal possessions (they are not super permanent forever owned things), you need the same above possessives, plus a suffix -i. ax _____ -i. example ax k'oodás'i my shirt.



gwéil



jigwéinaa



katíx'aa



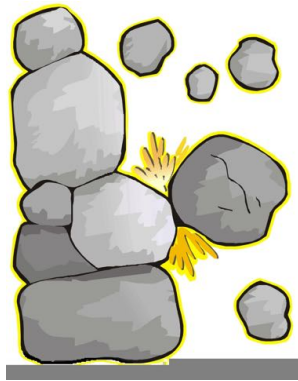
xéidu



x'óow



wootsaagáa



té



ús'aa



sheey




yaakw

Lesson 16 Objects name _____ **yóo xat duwasáakw**

I _____ i ágí? Is this your _____?
 Aaa, ax _____ i áwé. Yes, that is **my** _____.
 tlél ax _____ i áwé. No, that is not **my** _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model:  I _____ i ágí? Aaa, ax góox'aa i áwé.

 I _____ i ágí?

 I _____ i ágí?

1. _____


2. _____


 I _____ i ágí?

 I _____ i ágí?

3. _____

4. _____

 I _____ i ágí?

 I _____ i ágí?

5. _____


6. _____

 I _____ i ágí?

 I _____ i ágí?

7. _____

8. _____

 I _____ i ágí?

9. _____

Lesson 17 Actions 2 (10 words)

<i>s/he is</i> _____	<i>you (sing) are</i> _____	<i>I am</i> _____	<i>Vocabulary</i>
ada.áak	ida.áak	<u>x</u> ada.áak	weaving
kadach'áak'w	keedach'áak'w	<u>x</u> adach'áak'w	carving
al'óon	eedal'óon	<u>x</u> adal'óon	hunting
ast'eix	eest'eix	<u>a</u> xast'eix	sport fishing
at únt	eeda.únt	<u>x</u> ada.únt	shooting
datóow	idatóow	<u>x</u> adatóow	reading
at sa.ée	at isa.ée	at <u>x</u> asa.ée	cooking
at shí	at eeshí	at <u>x</u> ashí	singing
al'eix	il'eix	<u>a</u> xal'eix	dancing
axáa	ixáa	<u>a</u> <u>x</u> axáa	paddling

Sentences:

Daa sá yaa ni shagóok ?

What are you learning?

_____ yaa n ha shagóok.

I am learning to _____.

_____ yaa ni shagóok?

Are you learning to _____ ?

Aaa, _____ yaa n ha shagóok.

Yes, I am learning to _____.

Tléik, _____ tlél yaa oon ha shagóok.

No, I am not learning to _____.

Notes:

Audio recorded by Bessie Cooley for Lingit 1

Action Intransitive verbs.

Main recording use the he/she and the bonus you/ I

We don't need I am and you are forms for the sentences.



da.áak



kadach'áak'w



al'óon



ast'eix



at únt



datóow



at sa.ée



at shí



al'eix



axaxáa

Lesson 17 Verbs 2

yóo xat duwasáakw

Help: xa = I ee = you TOOW = (verb root) study/read
 Daa sá yaa ni shagóok ? What are you learning? _____ sh tóo xaltóow. I am studying/learning to _____.

Instructions: Answer by telling what you are learning, according to the pictures. Follow the model.



Model: Daa sá yaa ni shagóok ? _____ al'eix sh tóo xaltóow. _____



Daa sá yaa ni shagóok ?



Daa sá yaa ni shagóok ?

1. _____

2. _____



Daa sá yaa ni shagóok ?



Daa sá yaa ni shagóok ?

3. _____

4. _____



Daa sá yaa ni shagóok ?



Daa sá yaa ni shagóok ?

5. _____

6. _____



Daa sá yaa ni shagóok ?



Daa sá yaa ni shagóok ?

7. _____

8. _____



Daa sá yaa ni shagóok ?



Daa sá yaa ni shagóok ?

9. _____

10. _____

Lesson 18 Family 2 (13 words)

<i>Vocabulary</i>	<i>English</i>
léelk'w	grandparent
dachxán	grandchild
káalk'w	niece/nephew (brother's son/daughter)
kéilk'	niece/nephew (sister's son/daughter)
aat	father's sister (aunt)
tláak'w	mother's sister (aunt)
sáni	father's brother/clansman
káak	mother's brother
shát	wife
xúx	husband
xooní	relative/tribesperson/friend
- wóo	his or her father-in-law
- chaan	his or her mother-in-law

Sentences:

yanéekw/wudixwétl/litseen/wudichún *sick/tired/strong/injured.*

Máa sá yatee i _____?
yanéekw ax _____.
 How is your _____?
 My _____ is *sick*.

wudixwétl gí i _____?
 Is your _____ *tired*?

Aaa, *wudixwétl ax* _____.
 Tléik, *wudaxwéitl tlél ax* _____.
 Yes, my _____ is *tired*.
 No, my _____ is not tired.

Notes:

Vocabulary words from Dauenhauer and Dauenhauer 2005 Phrasebook CD tracks 32-42. No images. Teach with family tree posters, or draw a family tree diagram on the board.

Mother-in-law and father-in-law always have a possessive pronoun.

du wóo – his or her father-in-law du chaan – his or her mother-in-law;

ax wóo – my father-in-law; ax chaan – my mother-in-law;

i wóo – your (sing) father-in-law i chaan – your (sing) mother-in-law

wóo and chaan never appear on their own.

Lesson 19 Colours (15 words)

<i>Vocabulary</i>	<i>English</i>
t'ooch'	black
x'eishx'u	blue
dleit	white
x'aan	red
dáanaa	silver
góon	gold
eek	copper
lawúx	grey
tl'áatl'	yellow
kayanni	green
shéix'w	orange
lól	pink
s'agwáat	brown
s'oow	turquoise or teal
kanat'a kahéeni	purple (blueberry juice)

Sentences:

Máa sá kamdliséik'w ?
 _____ yáx kamdliséik'w.

What is it coloured?
 It is coloured _____.

_____ yáx gé kamdliséik'w?

Is it coloured _____?

Aaa, _____ yáx kamdliséik'w.
 Tléik, tlél _____ yáx koolséik'w.

Yes, it is coloured _____.
 No, it is not coloured _____.

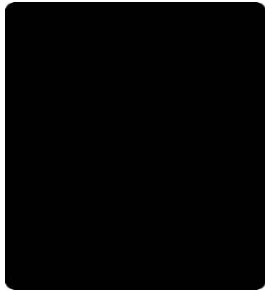
Notes:

x'eishx'u is the coastal word for blue. It is the name of a bird not found inland. The inland word for blue is s'oow.

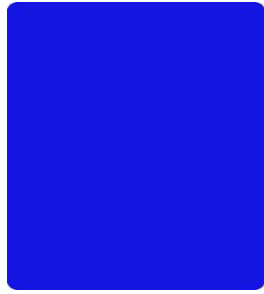
Bonus: For "I spy," game.

_____ yáx yatee at gé iyatéen?
 _____ yáx yatee at xaatéen.

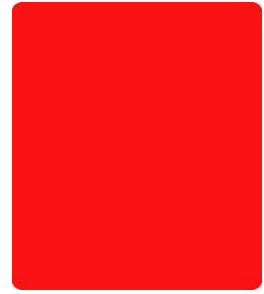
Do you see something _____?
 I see something _____.



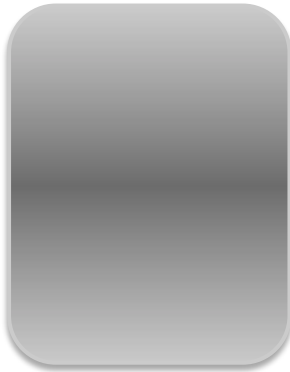
t'ooch'



x'eishx'u



x'aan



dáanaa



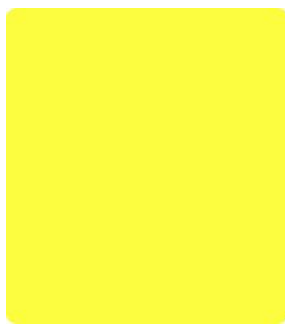
goon



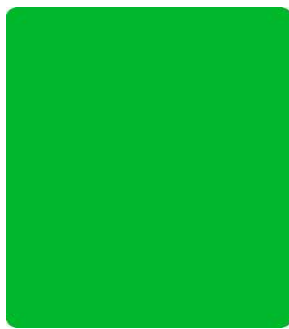
eeku



l awúx



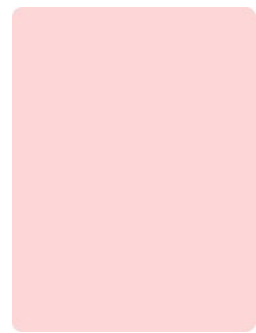
tl'áatl'



s'oow



shéix'w



lóol



kanat'a kahéeni

Lesson 19 Colors _____ **yóo xat duwasáakw**

Help:


Máa sá kamdliséik'w ?
 _____ yáx kamdliséik'w.

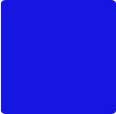
What is it coloured?
 It is coloured black.


_____ yáx gé kamdliséik'w?
 Aaa, _____ yáx kamdliséik'w.
 Tléik, tlél _____ yáx koolséik'w.

Is it coloured red?
 Yes, it is coloured red.
 No, it is not coloured red.

Instructions: Answer according to what is shown in the picture. Follow the model.


Model:  Máa sá kamdliséik'w ? t'ooch'yáx kamdliséik'w.


 Máa sá kamdliséik'w ?

 Máa sá kamdliséik'w ?

1. _____


2. _____


 Máa sá kamdliséik'w ?

 Máa sá kamdliséik'w ?

3. _____


4. _____


 Máa sá kamdliséik'w ?

 Máa sá kamdliséik'w ?

5. _____


6. _____

 Máa sá kamdliséik'w ?

 Máa sá kamdliséik'w ?

7. _____

8. _____

 Máa sá kamdliséik'w ?

Máa sá kamdliséik'w ?

9. _____

10. _____

Lesson 20 Introductions (11 words)

<i>Vocabulary</i>	<i>English</i>
dakl'aweidí	eagle clan
deisheetaan	split tail beaver clan
yanyeidí	wolf clan
ishkeetaan	frog clan
kookhittaaan	raven clan
neil gú	come in/welcome (sing.)
neil yee.á	come in/welcome (pl.)
yakeí ik satee ní tsú	it's good to see you again (sing.)
yakeí yik satee ní tsú	it's good to see you again (pl.)
tsú yei ik xwasiteen	see you later

Sentences:

Máa sá iduwasáakw?

What is your name?

_____ yóo xat duwasáakw.

My name is _____.

_____ (x) has sitee.

My clan is _____.

Notes:

Words and audio from Bessie Cooley for Lingit 1

Lesson 21 Actions 3 (10 words)

<i>Vocabulary (s/he is ...ing)</i>	<i>Vocabulary (you are ...ing)(now)</i>	<i>Vocabulary (I am ...ing)(now)</i>	<i>English</i>
dagwáal	<i>idagwáal</i>	<i>xadagwáal</i>	beating the drum
gáax	<i>eegáax</i>	<i>xagáax</i>	crying
at shook	<i>eeshook</i>	<i>xashook</i>	laughing
yoo tuwatánk	<i>yoo teeyatánk</i>	<i>yoo tuxaatánk</i>	thinking
yoo x'ayatánk	<i>yoo x'eeyatánk</i>	<i>yoo x'axaatánk</i>	talking
sh kalneek	<i>sh keelneek</i>	<i>sh kaxalneek</i>	telling a story
yéi jiné	<i>yéi jeené</i>	<i>yéi jixané</i>	working
ash koolyát	<i>ash keelyát</i>	<i>ash kuxalyát</i>	playing
tá	<i>eetá</i>	<i>xatá</i>	sleeping
at wudikeen	<i>at yidikín</i>	<i>at xwadikín</i>	flying around

Sentences:

Daa sá yéi daa.eené ?

_____.

_____ gí?

Aaa, _____ .

What are **you** doing?

I am _____.

Are you _____?

Yes I am _____ .

Notes:

Both I you and she/he questions included in the audio

The negative is not included here because it would require learning all of the verbs in the negative



dagwáal



gáax



at shook



yoo tuwatánk



yoo x'ayatánk



sh kalneek



yéi jíné



ash koolyát



at tá



at wudikeen

Lesson 21 Actions 3

yóo xat duwasáakw

Help:

Daa sá yéi daa.ané

What is he/she doing?

Daa sá yéi daa.eené ?

What are **you** doing?

Ee- _____ agí?

Are you _____ ?

Aaa, **xa-** _____ [at **xa-** _____].

Yes I am _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model: Daa sá yéi daa.ané? Dagwáal



Daa sá yéi daa.eené ?

1. _____



Daa sá yéi daa.eené ?

2. _____



Daa sá yéi daa.ané

3. _____



Daa sá yéi daa.eené ?

4. _____



Daa sá yéi daa.ané

5. _____



Daa sá yéi daa.eené ?

6. _____



Daa sá yéi daa.ané

7. _____



Daa sá yéi daa.eené ?

8. _____



Daa sá yéi daa.ané

9. _____

Lesson 22 Household Chores (Commands)

<i>Vocabulary</i>	<i>English</i>
aan kadulgoowú át	mop
naxéet'	sweep
ch'éix'w asxék'w át	vacuum
wé káaxx'weit káx_unashí	make the bed
wé s'ix'dáx_kana.óos'	do the dishes
nada.óos'	do the laundry
áx_shayatí	hang the clothes
wé nadáakw ká galgú	wipe the table
tl'átk xéidu	rake
kaxlaxóot'	split it (wood)

Sentences:

Máa sá aadé kkwadashée?

How can I help?

Daa sá yei kkwasanée?

What can I do?

Notes:

Words and audio from Sam Johnson.



aan kadulgoowú át



naxéet'



ch'éix'w asxék'w át



wé káaxx'weit káx_unashí



wé s'ix'dáx_kana.óos'



nada.óos'



áx_shayatí



wé nadáakw ká galgú



tl'átk xéidu



kax_laxóot'

Lesson 22 Household Chores

yóo xat duwasáakw

Help:


Máa sá aadé kkwadashée?

How can I help?


Daa sá yei kkwasanée?


What can I do?

Instructions: Answer according to what is shown in the picture. Follow the model.

Model:  Máa sá aadé kkwadashée?


Dagwáal


 Máa sá aadé kkwadashée?

 Máa sá aadé kkwadashée?

1. _____


2. _____


 Máa sá aadé kkwadashée?

 Máa sá aadé kkwadashée?

3. _____


4. _____


 Máa sá aadé kkwadashée?

 Máa sá aadé kkwadashée?

5. _____


6. _____


 Máa sá aadé kkwadashée?

 Máa sá aadé kkwadashée?

7. _____

8. _____

 Máa sá aadé kkwadashée?

 Máa sá aadé kkwadashée?

9. _____

10. _____

Lesson 23 States of Being 2 (9 words)

<i>Vocabulary</i>				<i>English</i>
(I am ____.)	(I was ____.)	(You(sing.) are ____)	(You(sing.) were ____)	
<u>a</u> x shá yanéekw	<u>a</u> x shá woonéegun	i shá yanéekw	i shá woonéegun	headachy (my head hurts)
<u>a</u> x éet yaan uwaháa	<u>a</u> x éet yaan waháayín	i éet yaan uwaháa	i éet yaan waháayín	hungry
<u>a</u> x toowú sigóo	<u>a</u> x toowú sigóowun	i toowú sigóo	<u>a</u> x toowú sigóowun	happy
<u>a</u> x éet yataawaháa	<u>a</u> x éet yataawaháayín	i éet yataawaháa	i éet yataawaháayín	sleepy
<u>a</u> x toowú yanéekw	<u>a</u> x toowú yanéegun	i toowú yanéekw	i toowú yanéegun	sad
<u>a</u> x toowú kindé kei naxíx	<u>a</u> x toowú kindé kei naxíxin	i toowú kei naxíx	i toowú kei naxíxin	spirits are soaring(rising like the sun)
<u>a</u> x toowú wulitseen	<u>a</u> x toowú wulitseenin	i toowú wulitseen	i toowú wultseenin	spirits are strengthened (i.e. after being sad for a time)
tlél ushk'é <u>a</u> x toowú	tlél ushk'éyin <u>a</u> x toowú	tlél ushk'é i toowú	tlél ushk'éyin <u>a</u> x toowú	grumpy

Sentences:

I éet gí yataawaháayín tatgé? Were you sleepy yesterday?

Aaa, ax éet yataawaháayín tatgé. Yes, I was sleepy yesterday.

Máa sá sh teedinoogún tatgé? How did you feel yesterday?

Ax éet yaan waháayín tatgé. I was hungry yesterday.

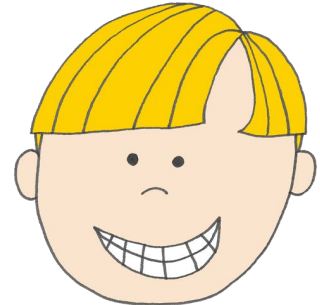
Notes: Words and Audio from Bessie Cooley



ax sháa yanéekw



ax éet yaan.uwaháa



ax toowú sigóo



ax éet yataawaháa



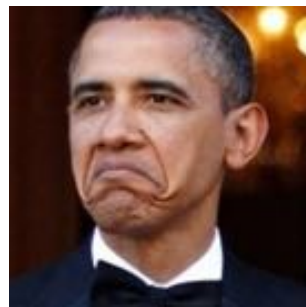
ax toowú yanéekw



ax toowú át wudikeen



tléil ax toowú ushk'é



tléil wáa sá



tléil ushk'é

Lesson 23 States of Being 2 _____ yóo xat duwasáakw

Help:

Máa sá iyatee?

How are you?

Máa sá s i yatee?

How are you? (less direct)

i _____ gí?

Are you _____?


Aaa xat _____.

Yes I am _____.

Tléik' tlél xat _____.

No I am not _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model:  Máa sá iyatee? ax sháa yanéekw



Máa sá iyatee?

1. _____



Máa sá iyatee?

2. _____



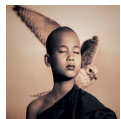
Máa sá iyatee?

3. _____



Máa sá iyatee?

4. _____



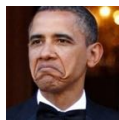
Máa sá iyatee?

5. _____



Máa sá iyatee?

6. _____



Máa sá iyatee?

7. _____



Máa sá iyatee?

8. _____

Lesson 24 Clothing 2 (11 words)

<i>Vocabulary</i>	<i>English</i>
kináa.ut	coat
luljini	vest
x'uskeit	leggings
wakhdanà	eyeglasses
guk.át wakhdanà	earring
kis	bracelet
seit'	necklace
tsáax'	mitts
at xáshdi téel	moccasins
s'áaxw	hat
x'wán	boots

Sentences:

Daa seiyá ki chaak?

Ax _____ gi atooda ka chaak.

What are you packing?

I am packing my _____.

i _____ gi gí atooda ka chaak?

Are you packing your _____?

Aaa, ax _____ gi atooda ka chaak.

Tleik', tlił a _____ atooda ka chaak.

Yes, I am packing my _____.

No, I am not packing my _____.

Notes:

Audio recorded by Sam Johnston for Lingit 1

Audio has dress in the sentences but the vocab for dress was moved to clothing 1

Leggings (x'uskeit) is referring to traditional leggings. Not sure if it should or is allowed in this lesson as it is regalia.



kinaa.át



l.uljini



x'uskeit



wakdáanaa



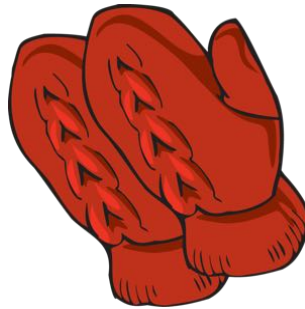
guk.át



kis



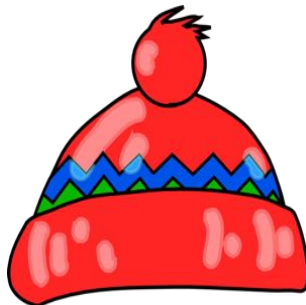
seit



tsáax'



at xáshdi téel



s'áaxw




x'wán


Lesson 24 Clothing 2 name _____ yóo xat duwasáakw


Help:

Daa sáyá keecháak? What are you packing?
 Ax _____ a tóode kaḵachák. I am packing my _____.

Instructions: Answer according to what is shown in the picture. Follow the model.


Model:  Daa sáyá keecháak? Ax seit a tóode kaḵachák.


 Daa sáyá keecháak?

 Daa sáyá keecháak?

1. _____

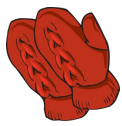
2. _____


 Daa sáyá keecháak?

 Daa sáyá keecháak?

3. _____


4. _____

 Daa sáyá keecháak?

 Daa sáyá keecháak?

5. _____


6. _____

 Daa sáyá keecháak?

 Daa sáyá keecháak?

7. _____

8. _____

 Daa sáyá keecháak?

9. _____

Lesson 25 Physical Description (11 words)

<i>Vocabulary</i>	<i>English</i>
yées	young
wudishán	old (person)
taay	fat
wulixoon	skinny
ligéi	tall
koosigéink'	short (person)
yakwlijée	ugly
shakligéi	pretty
sh yájkjik'eí	really handsome
litseen	strong
tlél ulcheen	not strong(weak)

Sentences:

Daasú. iyeyaa?

What do you look like?

Xat _____.

I am _____.

i _____gí?

Are you _____?

Aaa xat _____.

Yes I am _____.

Tleik' tliil xat _____.

No, I am not _____.

Notes:

Words and Audio by Sam Johnston.



yées



wudishán



taay



wulixoon



ligéi



koosigéink'



yakwlijée



shakligéi



sh yájkik'eí



litseen



tlél ulcheen

Lesson 25 Physical Descriptions


yóo xat duwasáakw

Help:

daa sá eeyayáa?
 i shakligéi gí?
 aaa xat shakligéi.
 tleik' tliil shakligéi.

What do you look like?
 Are you beautiful?
 Yes I am beautiful.
 No, I am not beautiful.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  _____gí? Aaa xat yées.



Daa sá eeyayáa?

1. _____



Daa sá eeyayáa?

2. _____



Daa sá eeyayáa?

3. _____



Daa sá eeyayáa?

4. _____



Daa sá eeyayáa?

5. _____



Daa sá eeyayáa?

6. _____



Daa sá eeyayáa?

7. _____



Daa sá eeyayáa?

8. _____



Daa sá eeyayáa?

9. _____



Daa sá eeyayáa?

10. _____

Lesson 26 Days of the week (12 words)

<i>Vocabulary</i>	<i>English</i>
tléix' yagee	Monday (first day)
dáx.aa yagee	Tuesday (second day)
nás'gi.aa yagee	Wednesday (third day)
daax'oon aa yagee	Thursday (fourth day)
keijín aa yagee	Friday (fifth day)
tleidooshú yagee	Saturday (sixth day)
daxadooshú yagee	Sunday (seventh day)
tléix sándeé shuwaxeex	the weekend
tléix sándeé	the week
yayagee	today
seigánin	tomorrow
tatgé	yesterday

Sentences:

X'oon yagee sáyá?
_____ áyá.

What day is today?
Today is _____.

X'oon yagee sáyá seigánin?
_____ áyá seigánin.

What day is tomorrow?
Tomorrow is _____.

Daakw.aa yagee sáyá tatgé?
_____ áyá tatgé.

What day was yesterday?
Yesterday was _____.

Notes:

Audio recorded by Sam Johnston for Lingít 1.

Lesson 27 Classroom Objects (15 words)

<i>Vocabulary</i>	<i>English</i>
s'eenáa kagaana	light (switch)
x'aháat	door
duteew x'úx'	book
kooxéedaa	pencil / pen
x'úx'	paper
nadáakw	table
káayakajeit	chair
dleit t'áa	white board
kháshaxáshá	scissors
t'uch' t'áa	blackboard
onat kadushxit át	marker / chalk (something to write with)

Sentences:

i _____ áṭx̣ kalayẹ́x̣ gooshí?

Can I use your pencil?

Aaa, yéi na.oo ax̣ _____.
Tléik', tlél yéi kgi.óo ax̣ _____.

Yes, use my pencil.
No, you cannot use my pencil.

i _____ áṭx̣ eet kalaxị́x̣ gooshí?

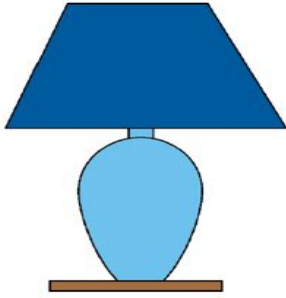
Lend me your pencil, ok?

Aaa, gaayati
Tléik, tlél gaa.utí

Yes, it is ok.
No, it is not ok.

Notes:

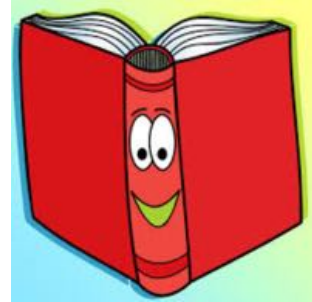
Audio and words by Sam Johnson and Bessie Cooley



s'eenáa kagaana



x'aháat



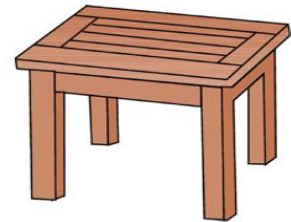
duteew x'úx'



kooxédaa



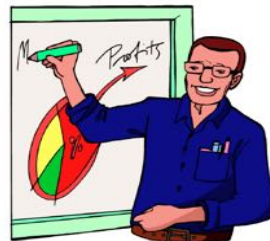
x'úx'



nadáakw



káayakajeit



dleit t'áa



kháshaxáshá



t'uch' t'áa



aan at kadushxít át

Lesson 27 Classroom Objects _____ yóo xat duwasáakw

Help:

i _____-yi gí áṭx̄ k̄alayé̄x̄?

Aaa, ax̄ _____-yi yéi na.oo!

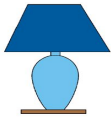
Tléik', tlél aadé yéi eengaa.oowu yé ax̄ _____.

Can I use your _____?

Yes, use my _____!

No, there's no way you can use my _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model: i _____-yi gí áṭx̄ k̄alayé̄x̄?

Aaa, ax̄ s'eenáa kagánaa -yi yéi na.oo!



i _____-yi gí áṭx̄ k̄alayé̄x̄?

1. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

2. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

3. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

4. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

5. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

6. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

7. _____



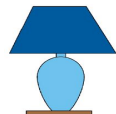
i _____-yi gí áṭx̄ k̄alayé̄x̄?

8. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

9. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

10. _____



i _____-yi gí áṭx̄ k̄alayé̄x̄?

9. _____

Lesson 28 States Of Being 3 (11 words)

<i>We are...</i>	<i>You (pl.) are...</i>	<i>English</i>
haa kóol déix’	yi kóol déix’	embarrassed
tlél haa unéekw	tlél yi unéekw	healthy
haa koolixéitl’	yi koolixéitl’	scared
eesháan oohan	eesháan yi wan	pitiful
haa kaawashu	yi kaawashu	drunk
haa da uwadáak	yi da uwadáak	sober
haa yaa kumsigáat	yi kookumsigáat	confused
haa kooxleeshook’u	yi kaxleeshook’u	amused
chaka haa yatee	chaka yi yatee	just ok
haa toowú wudixwétl	yi toowú wudixétl	(our/your) spirits/minds are tired

Sentences:

Chaka gí yei yatee?

_____.

Are you guys well?

We are _____.

Yi gí _____?

Are you (pl.) _____?

Aaa, _____.

Yes, we are _____.

Tléik, tlíl _____.

No, we are not _____.

Notes:

Audio recored by Bessie Cooley for Lingit L1.

Bessie says that the most natural answer to the question ‘Chaka gí yei yatee?’ would be ‘xat yakei’ and less likely to be ‘Tléik haa unéekw.’



kóol déix'



tlél unéekw



koolixéitl'



eesháan oohan



kaawashu



da uwadáak



yaa kumsigáat



kooxleeshook'u



chaka haa yatee



toowú wudixwétl

Lesson 28 States of Being

yóo xat duwasáakw

Help:

Chaka gé yei yatee?

Ha kaawashu.

Ha toomdaweitl.

Tléik', tlil haw kóol deix.

Are you guys well?

We are drunk.

We are irritable.

We are not (now) embarrassed.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model Chaka gé yei yatee? Ha kóol deix.



Chaka gé yei yatee?

1. _____



Chaka gé yei yatee?

2. _____



Chaka gé yei yatee?

3. _____



Chaka gé yei yatee?

4. _____



Chaka gé yei yatee?

5. _____



Chaka gé yei yatee?

6. _____



Chaka gé yei yatee?

7. _____



Chaka gé yei yatee?

8. _____



Chaka gé yei yatee?

9. _____



Chaka gé yei yatee?

10. _____

Lesson 29 Birds 1 (12 words)

<i>Vocabulary</i>	<i>English</i>
ch'áak'	bald eagle
gijook	hawk; golden eagle
kageet	loon
kéidladi	seagull
gáaxw	duck
óondách	owl
núkt	blue grouse
x'eis'awáa	ptarmagin
ják _w gu	robin
kooyéix	camprobber (whisky jack)
ligéi	big (of a living creature)
yéi koosgéink'	small (of a living creature)

Sentences:

_____ gé ligéi?
Aaa, _____ ligéi.

Is a _____ big?
Yes, a _____ is big.

_____ gé yéi koosgéink'?'
Tléik', _____ tlél yéi koosgéink.

Is a _____ small?
No, a _____ is not small.

Notes:

Words and audio from Sam Johnston.



ch'aak'



gijook



kageet



kéidladi



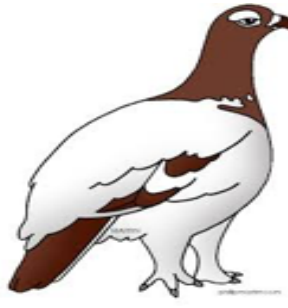
gáaxw



óon dách



nóókt



x'eis'awáa



ják'goo



kooyeix



koos géink'



tligei

Lesson Birds

yóo xat duwasáakw

Help:

Ch'áak' gé ligéi?

Ch'áak' gé yéi kwsigéink'?

Aaa, ch'áak' ligéi.

Tléik', ch'áak' tlél yéi koosgéink.


Is an eagle big?


Is an eagle small?


Yes, an eagle is big.


No, an eagle is not big.


Instructions: Answer according to what is shown in the picture. Follow the model.


Model  _____ gé ligéi? Aaa, ch'áak' ligéi.


 _____ gé ligéi?
1. _____


 _____ gé ligéi?
2. _____


 _____ gé ligéi?
3. _____


 _____ gé ligéi?
4. _____


 _____ gé ligéi?
5. _____


 _____ gé ligéi?
6. _____


 _____ gé ligéi?
7. _____

 _____ gé ligéi?
8. _____

 _____ gé ligéi?
9. _____

 _____ gé ligéi?
10. _____

 _____ gé ligéi?
11. _____

 _____ gé ligéi?
12. _____

Lesson 30 Personality Traits (11 words)

<i>Vocabulary</i>	<i>English</i>
ch'a a kagéináx	patient (just slowly)
tlél a gaawú u.oo	impatient (has no time)
tlél yaa k̄ooshgé	not smart
yaa k̄udzigéi	smart
oodzikaa	lazy
t'éex'náx yéi jiné	hard-working
x'áan ya.óo	mean (owns anger)
aak'é	good
sh yakdliháach'	ashamed (shamed one's self)
tlél yoo x'atánk	someone who doesn't talk
kadéix'	shy

Sentences:

Daat ka yadák w sáyá Michael?
Micheal _____.

What kind of boy is Micheal?
Micheal is _____.

Susan gé _____?

Is Susan _____?

Aaa. Susan _____.

Yes, Susan is _____.

Tléik'. Susan tlél _____.

No, Susan is not _____.

Notes:

Audio recorded by Sam Johnston for Lingit 1.

Lesson 31 Physical Description 2 (12 words)

<i>Vocabulary</i>	<i>English</i>
s'agwáat waak̄	brown eyes
kayaaní waak̄	green eyes
s'oom waak̄	blue eyes
t'ooch' waak̄	black eyes
t'ooch' shax̄waawú	black hair
s'agwáat shax̄waawú	brown hair
l'áax' shax̄aawú	blond hair
x'aan shax̄aawú	red hair
kín koolyáat' shax̄aawú	short hair
shax̄aawú kulyát'	long hair
dukt'ootl'	dark skinned
tlaax̄ dook	light skinned

Sentences:

_____ yáx gé dax̄katee i waak̄? Do you have ___ eyes?

aaa. _____ yax̄ dax̄katee ax̄ waak̄. Yes, I have ___ eyes.

tléik'. tlél _____ yáx dax̄kootí ax̄ waak̄. No, I don't have ___ eyes.

Notes:

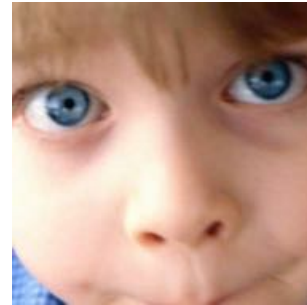
Audio recorded by Sam Johnston for Lingit 1.



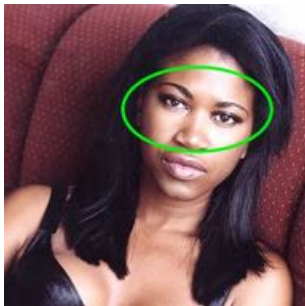
s'agwáat waak̄



kayaaní waak̄



s'oom waak̄



t'ooch' waak̄



t'ooch' shax̄waawú



s'agwáat shax̄waawú



l'áax' shax̄aawú



x̄'aan shax̄aawú



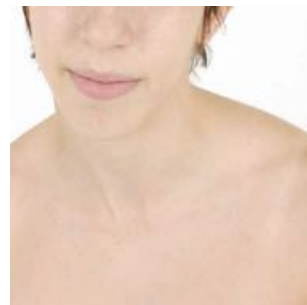
kín koolyáat' shax̄aawú



shax̄aawú kulyát'



dukt'ootl'



tlaax̄ dook

Lesson 31 Physical Description 2

yóo xat duwasáakw

Help:

_____ yáx gé daxkatee i waak?

aaa. _____ yax daxkatee ax waak.

tléik'. tlél _____ yáx daxkootí ax waak.

Do you have ___ eyes?

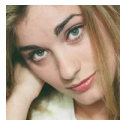
Yes, I have ___ eyes.

No, I don't have ___ eyes.

Instructions: Answer according to what is shown in the picture. Follow the model.

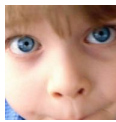


Model _____ yáx gé daxkatee i waak? Aaa. s'agwáat waak yax daxkatee ax waak.



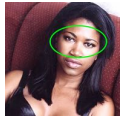
_____ yáx gé daxkatee i waak?

1. _____



_____ yáx gé daxkatee i waak?

2. _____



_____ yáx gé daxkatee i waak?

3. _____



_____ yáx gé daxkatee i waak?

4. _____



_____ yáx gé daxkatee i waak?

5. _____



_____ yáx gé daxkatee i waak?

6. _____



_____ yáx gé daxkatee i waak?

7. _____



_____ yáx gé daxkatee i waak?

8. _____



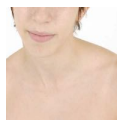
_____ yáx gé daxkatee i waak?

9. _____



_____ yáx gé daxkatee i waak?

10. _____



_____ yáx gé daxkatee i waak?

11. _____

Lesson 32 Animals 2 (11 words)

<i>Vocabulary</i>	<i>English</i>
tadanóox'u	turtle
kádádóoshi	lion
wasóos	cow
naagas'úi	fox (red)
xíxch'	frog
gamdáan	horse
adaat kanahigíigi	monkey
dóosh	cat
taan éeti	bat
tsálk	gopher (artic ground squirrel)
gishoo	pig

Sentences:

Máasa sede uxch wu _____?
Yei doo uxch _____.

What sound does a _____ make?
A _____ makes this sound.

_____ gé yei doo uxch?

Does a _____ make this sound?

Aaá, yei doo uxch _____.
Tléik, tlił yéi eya doo uxch _____.

Yes, a _____ makes this sound.
No, a _____ does not make this sound.

Notes:

Audio recorded by Sam Johnston for L1.



tadanóox'u



kádádóoshi



wasóos



naagas'ei



xíxch'



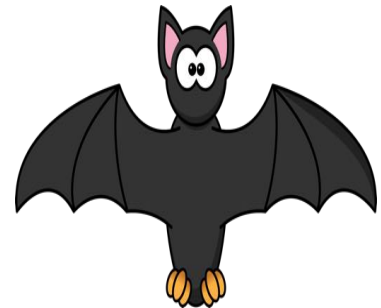
gamdaan



adaat kanahigíigi



dóosh



taan éeti



tsálk



gishoo

Lesson 32 Animals 2


yóo xat duwasáakw

Help:

Máasa sede uxch wu dóosh?
Wasóos gé yei doo uxch?
Aaá, yei doo uxch wasóos.
Tléik, tlil yéi eya doo uxch wasóos.

What sound does a cat make?
Does a cow make this sound?
Yes, a cow makes this sound?
No, a cow does not make this sound.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model:  NEIGH, _____ gé yei doo uxch? Aaá, yei doo uxch yatséenét.



RAWR, _____ gé yei doo uxch?

1. _____



MOO, _____ gé yei doo uxch?

2. _____



???, _____ gé yei doo uxch?

3. _____



MEOW, _____ gé yei doo uxch?

4. _____



NEIGH, _____ gé yei doo uxch?

5. _____



HOOHAHA, _____ gé yei doo uxch?

6. _____



MEOW, _____ gé yei doo uxch?
uxch?

7. _____



CHICKA CHICKA, _____ gé yei doo

8. _____



OINK, _____ gé yei doo uxch?

9. _____



, _____ gé yei doo uxch?

10. _____

Lesson 33 Occupations (12 words)

<i>Vocabulary</i>	<i>English</i>
kaa jila.aadí	police officer
koó at latóom aa	teacher
sgóonwan	student
dáakda	doctor
kunáagu	nurse
oox daa yoo ahéix	dentist
washéen daa yéi jineiyí	mechanic (one who works on engines)
káagwindaa	carpenter
táay ka.éixi	farmer (grows the garden)
kashxeedí	secretary (writer)
at sháade háni	manager/boss
yéi jineiyí	employee/worker

Sentences:

Daa sáyá adaanéi i tláa?
A_x tláa _____ -_x sitee.

What does your Mother do?
My mother is a doctor.

_____ -_x gé sitee i éesh?

Is your father a dentist?

aaa. a_x éesh _____ -_x sitee?
tléik'. a_x éesh tlél kaa ____ -_x ustí?

Yes, my father is a dentist.
No, my father is not a dentist.

Notes:

Audio recorded by Sam Johnston for L1.



ḵaa jila.aadí



ḵóo at latóowu



sgóonwaan



dáakda



ḵunáagu



oox



washeen



káagoonda



táay kaheḵi



kashxeedí



at sháade háni



yéi jineiýi

Lesson 33 Occupations

yóo xat duwasáakw

Help:


_____ -x gé sitee i éesh?
 aaa. ax éesh _____ -x sitee?
 tléik'. ax éesh tlél kaa _____ -x ustí?


Is your father a _____?
 Yes, my father is a _____.
 No, my father is not a _____.


Daa sáyá adaanéi i tláa?
 Ax tláa _____ -x sitee.


What does your Mother do?
 My mother is a doctor.


Instructions: Answer according to what is shown in the picture. Follow the model.


Model  _____ -x gé sitee i éesh? aaa. ax éesh kaa jila.aadí -x site.


 _____ -x gé sitee i éesh?
 1. _____


 _____ -x gé sitee i éesh?
 2. _____


 _____ -x gé sitee i éesh?
 3. _____


 _____ -x gé sitee i éesh?
 4. _____


 _____ -x gé sitee i éesh?
 5. _____


 _____ -x gé sitee i éesh?
 6. _____

 _____ -x gé sitee i éesh?
 7. _____

 _____ -x gé sitee i éesh?
 8. _____

 _____ -x gé sitee i éesh?
 9. _____

 _____ -x gé sitee i éesh?
 10. _____

 _____ -x gé sitee i éesh?
 11. _____

Lesson 34 Personality 2 (10 words)

<i>Vocabulary</i>	<i>English</i>
toogáa danook	popular / well liked
tlél gáa dushnook	unpopular / not-liked
aak'é	nice; good
x'aan yáx	cruel
x'agáa datee	obedient
shigeik	stingy
sh kahaadí	crazy (mentally unstable)
at wudajeil	helpful
kukatees	mischievous
sh k'idéin woonee	spoiled

Sentences:

Máa sá has yatee?

Has _____.

How are they?

They are ____.

Has _____ gé?

Are they _____?

Aaa, has _____.

Tléik', tlél has _____.

Yes, they are _____.

No, they are not _____.

Notes:

Audio recorded by Sam Johnston for L1.

Lesson 35 Food and Shopping (10 words)

<i>Vocabulary</i>	<i>English</i>
tléikw	fruit
atxá	groceries/food
x'úx' jigwéinaa	paper towel
sakwnéin kaxook	flour
eix	lard, oil or shortening
kei kdaqách át	baking powder
bátaa	butter
áanjís	oranges
keek	cake
kóokus	cookies

Sentences:

Daa sá gagee.oo?

___ kuqa.oo.

What are you going to buy?

I am going to buy _____.

___ gí gagee.oo?

Are you going to buy ___?

Aaa, ___ kuqa.oo.

Yes, I am going to buy ____.

Tléik', tlél ___ kuqa.oo.

No, I am not going to buy ____.

Notes:

Words and audio from Sam Johnson



tléikw



atxá



x'úx' jigwéinaa



sakwnéin kaxook



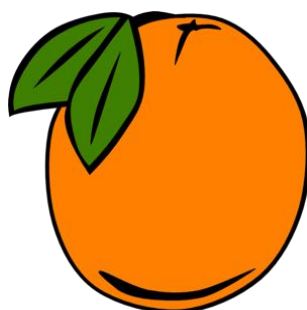
eix



kei kda^ukách át



bátaa



áanjís



keek



kóokus

Lesson 35 Food and shopping _____ yóo xat duwasáakw

Help:

Daa sá gagee.oo?

_____ gí gagee.oo?

Aaa, _____ kuḱa.oo.

Tléik', tlél _____ kuḱa.oo.

What are you going to buy?

Are you going to buy _____?


Yes, I am going to buy _____.


No, I am not going to buy _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Bátaa gí gagee.oo?


Aaa, bátaa kuḱa.oo.


 _____ gí gagee.oo?

 _____ gí gagee.oo?

1. _____


2. _____


 _____ gí gagee.oo?

 _____ gí gagee.oo?

3. _____


4. _____


 _____ gí gagee.oo?

 _____ gí gagee.oo?

5. _____


6. _____


 _____ gí gagee.oo?

 _____ gí gagee.oo?

7. _____

8. _____

 _____ gí gagee.oo?

 _____ gí gagee.oo?

9. _____

10. _____

Lesson 36 Actions 4 (10 words)– future tense

<i>Vocabulary s/he imperfective</i>	<i>Vocabulary s/he future</i>	<i>English</i>
daada.ús'k	daakgwada.óos'	bathe/shower
yaa dat'ácht	guxdat'áach	swim
shalxóot'	shagwalxóot'	fish (with a rod)
gunahítt uwagút	gunahítde kgwagóot	visit a friend
alkáa	akgwalkáa	gamble (he will gamble)
altín	aguxlatéen	watch (he will watch it)
al'eix	akgwal'eix	go dancing (he will dance)
yéi jiné	yei jikgwanéi	work (he will work)
neil alk'éi	neil aguxlak'éi	clean house
da.úsk'	guxda.óos'	washing (general)

Sentences:

Daa sá yéi aguxsanée?

_____.

_____ gí?

Aaa, _____.

Tléik', tíl _____.

What is s/he going to do?

He is going to _____.

Is he going to fish?

Yes, he is going to fish

No, he is not going to fish.

Notes:

Audio recorded by Bessie Cooley for L1.

Students will learn future tense of verbs. Teach verbs first, then explain (briefly) the rules of future tense on the board.



daakgwada.óos



guḁdat'áach



shagwalḁóot'



gunahítde kgwagóot



akgwalkáa



aguḁlatéen



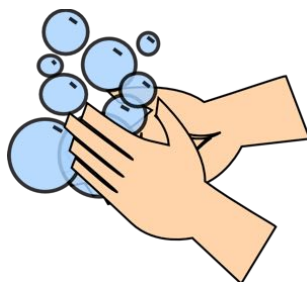
akgwal'eix



yei jikgwanéi



neil aguḁlak'éi



guḁda.óos'

Lesson 36 Actions 4 _____ **yóo xat duwasáakw**

Help:

Daa sá yéi aguᵗsanée seigánin?

What is he going to do tomorrow?

Daa sá yéi aguᵗsanée?

What is he going to do?

Shakgwalᵗóot' gí?

Is he fishing? / Is he going to fish?

Aaa, shakgwalᵗóot'.

Yes, he is fishing. / Yes, he is going to fish

Tléik', tíl shakgwalᵗóot'.

No, he is not fishing. /No, he is not going to fish.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Daa sá yéi aguᵗsanée?

Shakgwalᵗóot'.



Daa sá yéi aguᵗsanée?



Daa sá yéi aguᵗsanée?

1. _____

2. _____



Daa sá yéi aguᵗsanée?



Daa sá yéi aguᵗsanée?

3. _____

4. _____



Daa sá yéi aguᵗsanée?



Daa sá yéi aguᵗsanée?

5. _____

6. _____



Daa sá yéi aguᵗsanée?



Daa sá yéi aguᵗsanée?

7. _____

8. _____



Daa sá yéi aguᵗsanée?



Daa sá yéi aguᵗsanée?

9. _____

10. _____

Lesson 37 Location postpositions (10 words)

<i>Vocabulary</i>	<i>English</i>
-tú	in (a closed container)
-ká	on (a horizontal surface)
-tayee	underneath
-shuká	in front of
-t'úi	behind
-t'aak	beside
-xán	near
-dax tliyaadé	far (from it)
s'ét'nax.á	(area) to the left
sheeynax.á	(area) towards the right

Sentences

Goosú Yéil?

Wé kóok tú.

Wé kóok ká.

Wé kóok tayee.

Wé kóok shuká.

English

Where is Raven?

He is in the box.

He is on the box.

He is under the box.

He is in front of the box.

Notes: Audio recorded by Sam Johnston for L1.

teaching notes: see N1 teaching strategy. Bring a cardboard shoe box and a raven. Demonstrate in, on, etc. Give them a small box (a picture) and a small raven. Give commands to place Raven in, on, around etc. For the full-production exercise, have them do a skit where someone is lost and someone is phoning and asking where they are.

Lesson 38 Celestial Objects (11 words)

<i>Vocabulary</i>	<i>English</i>
gagaan	sun
dís	moon
<u>kutg</u> .anaháa	star
tl'átk	world / ground
xáats'	sky
gisóok	northern lights
yei nasxíxi <u>kutg</u> .anaháa	falling star (not sure of spelling)
<u>kee</u> .á	daybreak
gagaan yei naxíx	sun is setting
<u>kukam</u> jigít	(it is) dark
kamdigán	(it is) bright

Sentences:

Maa sá yatée wé _____?

Wé _____ .

_____ *gí wé* _____?

Aaa, *wé* _____ .

Tleik', tlél _____ *wé* _____ .

What is the _____ like?

The _____ is _____ .

Is *the* _____ _____?

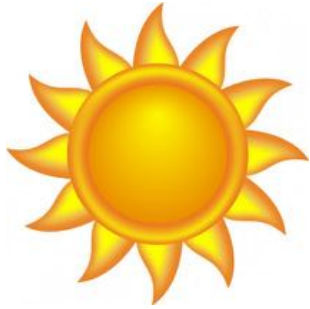
Yes, *the* _____ is _____ .

No, *the* _____ is not _____ .

Notes:

Audio recorded by Bessie Cooley for Lingít 1.

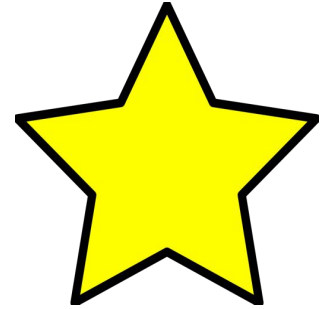
The *wé*'s and the's are italicized to show where the describing word and the noun go in the sentence.



gagaan



dís



kutg.anaháa



tl'átk



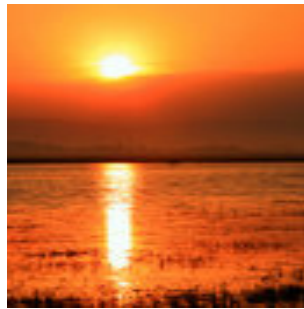
xáats'



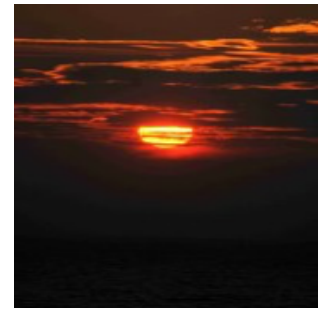
gisóok



yei nasxíxi kutg.anaháa



kee.á



gagaan yei naxíx



kukamjígít



kamdigán

Lesson 38 Celestial objects _____ **yóo xat duwasáakw**

Help:

Maa sá yatée wé _____?

Kukamjigít gí wé _____

Aaa, wé _____ kukamjigít.

Tleik', tlél kukawushgéet wé _____.

What is the _____ like?

Is the _____ dark?


Yes, the _____ is dark.


No, the _____ is not dark.


Instructions: Answer according to what is shown in the picture. Follow the model.


Model  Kukamjigít gí wé _____


Tleik', tlél kukawushgéet wé dís.


 Kukamjigít gí wé _____
1. _____


 Kukamjigít gí wé _____
2. _____


 Kukamjigít gí wé _____
3. _____


 Kukamjigít gí wé _____
4. _____


 Kukamjigít gí wé _____
5. _____


 Kukamjigít gí wé _____
6. _____

 Kukamjigít gí wé _____
7. _____

 Kukamjigít gí wé _____
8. _____

 Kukamjigít gí wé _____
9. _____

 Kukamjigít gí wé _____
10. _____

 Kukamjigít gí wé _____
11. _____

Lesson 39 Bodily Functions (7 words)

<i>Vocabulary (past)</i>	<i>English (he / she...ed)</i>
am dzikook <u>u</u>	coughed
watoot'in	hiccuped
wudlitsaa	burped
wudlikoo	vomited
awagwaat'	farted
uwalux'in	urinated
wuleelin	defecated

Sentences:

Daa sá yéi amsinei?

_____.

What did s/he do?

S/he _____.

_____ yin gí?

Did s/he _____?

Aaa, _____.

Yes, s/he _____.

Tleik, tlél _____.

No, s/he did not _____.

Notes:

Audio recorded by Bessie Cooley for L1.



am dzikook



watoot'in

wudlitsaa



wudlikoo



awagwaat'



uwalux'in



wuleelin

Lesson 39 Bodily functions _____ **yóo xat duwasáakw**

Help:


Daa sá yéi amsinei?
_____ yin gí?

What did she do?
Did she _____?

Aaa, _____.
Tleik, tlél _____.

Yes, she _____ed.
No, she did not _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Daa sá yéi amsinei? Watoot'in gí.



Daa sá yéi amsinei?

1. _____



Daa sá yéi amsinei?

2. _____



Daa sá yéi amsinei?

3. _____



Daa sá yéi amsinei?

4. _____



Daa sá yéi amsinei?

5. _____



Daa sá yéi amsinei?

6. _____

Daa sá yéi amsinei?

7. _____

Lesson 40 Places to Go 3 (10 words)

<i>Vocabulary</i>	<i>English</i>
hospitain	clinic/hospital
dáakda eeti	doctor's office
ux layexhí eetí	dentist's office
shoo daakahídi	movie theater
x'úx' hun daakahídi	bookstore
káaxwei daakahídi	coffee shop (coffee house)
sakwnéin éewu daakahídi	bakery
aa at dunayá	pub/bar
náaŵ hun daakahídi	liquor store
hootel	hotel/motel

Sentences:

Góode sé yeeŷ.át?
 _____ da wutuwa.át.

Where did you guys go?
 We went to _____.

_____gí daat yeeŷ.at?

Did you guys go to _____?

Aaa, _____da wutuwa.át.
 Tléik, tlél wé _____den wutoo.aat.

Yes, we went to _____.
 No, we didn't go to _____.

Notes:

Words and audio from Bessie Cooley

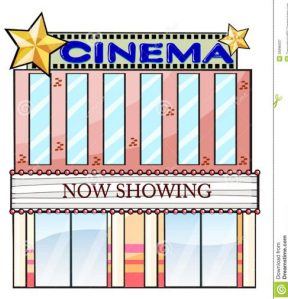


hospitain



dáakda eeti

ux layexhí eetí



shoo daakahídi



x'úx' hun daakahídi



káaxwei daakahídi



sakwnéin éewu daakahídi



aa at dunayá



náaŵ hun daakahídi



hootel

Lesson 40 Places to go _____ yóo xat duwasáakw

Help:

Góode sé yeeỹ.át?

Náaŵ hun daakahídi da wutuwa.át.

_____ gí daat yeeỹ.at?

Aaa, _____ da wutuwa.át.

Tléik, tlél wé _____ den wutoo.aat.

Where did you guys go?

We went to _____.

Did you guys go to _____?

Yes, we went to _____.

No, we didn't go to _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Góode sé yeeỹ.át?

Hospitain da wutuwa.át.

 Góode sé yeeỹ.át?

 Góode sé yeeỹ.át?

1. _____

2. _____

 Góode sé yeeỹ.át?

 Góode sé yeeỹ.át?

3. _____

4. _____

 Góode sé yeeỹ.át?

 Góode sé yeeỹ.át?

5. _____


6. _____


 Góode sé yeeỹ.át?

 Góode sé yeeỹ.át?

7. _____

8. _____

 Góode sé yeeỹ.át?

 Góode sé yeeỹ.át?

9. _____

10. _____

Lesson 41 Biographical Information (10 words)

<i>Vocabulary</i>	<i>English</i>
yanshuká	camp
s'ísaa hít	tent
as hít / shashuhídi	cabin
aan tlein	city
aan	town/village
lingít aani	reservation
at gutú	in the bush
dei	road

Sentences:

Goot.aa sá áa keeya.óo?

Where do you live?

Yá _____ kuxaa.óo.

I live in the _____.

Daakw.aa dei yík sá keedzitee?

What road do you live on?

Wé _____ dei yík kuxaa.óo.

I live on _____ road.

Goox' sá kuyisteeyín?

Where were you born?

Wé _____ kuxwsitee.

I was born in _____.

Goox' sáyá kúwusteeyín?

Where was s/he born?

_____ kúwusteeyín.

S/he was born in _____.

_____ kuwa.óo.

S/he lives in _____.

Notes:

Words and audio from Bessie Cooley for Lingit 1.



yanshuká



s'ísaa hít



s'ísaa hít



aan tlein



aan



lingít aani



at gutú



dei

Lesson 41 Biographical information _____ **yóo xat duwasáakw**

Help:

Goot.aa sá áa keeya.óo?

Where do you live?

Yá aan tlein kuxaa.óo.

I live in the city.

Daakw.aa dei yík sá keedzitee?

What road do you live on?

Wé káax' dei yík kuxaa.óo.

I live on grouse road.

Goox' sá kuyisteeyín?

Where were you born?

Wé Deisleenx' kuxwsitee.

I was born in Teslin.

Goox' sáyá kúwusteeyín?

Where was s/he born?

Deisleenx' kúwusteeyín.

S/he was born in _____.

At gutú kuwa.óo.

She lives in the bush.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Goot.aa sá áa keeya.óo?

Yá aan tlein kuxaa.óo.



Goot.aa sá áa keeya.óo?



Goot.aa sá áa keeya.óo?

1. _____

2. _____



Goot.aa sá áa keeya.óo?



Goot.aa sá áa keeya.óo?

3. _____

4. _____



Goot.aa sá áa keeya.óo?



Goot.aa sá áa keeya.óo?

5. _____

6. _____



Goot.aa sá áa keeya.óo?



Goot.aa sá áa keeya.óo?

7. _____

8. _____

Lesson 42 Yaa Motion Verbs

<i>Vocabulary</i>	<i>English (he/she is _____)</i>
yaa nagút	walking
yaa nakúx	going by vehicle
yaa ndakín	flying
yaa kunatín	travelling
yaa nashxíx	hurrying
yaa shkanaltséx	riding a bicycle
yaa nashíx	running
tláakw yaa nashíx	running fast
kaldaagéináx yaa nashíx	running slow
yaa n digwáat'	crawling
yaa nadashán	getting old

Sentences:

Daa sá yéi daa.ané?

What is he/she doing?

Yaa _____.

he/she is _____.

Yaa _____ gí?

Is he/she _____ ?

Aaa, yaa _____.

Yes, he/she _____.

Tléik, tlél _____.

No he/she is not _____.

Notes:

Audio recorded by Bessie Cooley for Lingit 1.

This lesson shows that many action words start with “yaa” and that it implies motion.

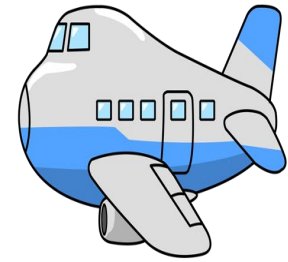
The verbs in this lesson only make sense with the yaa. This is different from the verbs in lesson 17 sentences. The verbs in lesson 17 do not always require yaa in the same way that the verbs in this lesson do.



yaa nagút



yaa nakúx



yaa ndakín



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yaa kunatín



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yaa nashxíx



yaa shkanaltséx

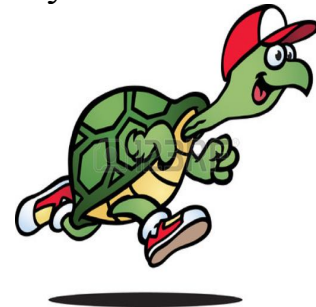


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yaa nashíx



tláakw yaa nashíx



kaldaagéináx yaa nashíx



yaa n digwáat'



yaa nadashán

Lesson 42 Yaa motion verbs _____ yóo xat duwasáakw

Help:

Daa sá yéi daa.ané?

Yaa _____.

Yaa _____ gí?

Aaa, yaa _____.

Tléik, tlél _____.

What is he/she doing?

he/she is

Is he/she _____ ?

Yes, he/she _____.

No he/she is not _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model Daa sá yéi daa.ané?

Yaa nakúx.



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

1. _____

2. _____



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

3. _____

4. _____



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

5. _____

6. _____



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

7. _____

8. _____



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

9. _____

10. _____



Daa sá yéi daa.ané?

11. _____

Lesson 43 Physical Description 3 (9 words)

<i>Vocabulary</i>	<i>English</i>
du shashaaní	gray hair (old head)
du shakakóoch'i	curly hair
yadachóon shaxaawú	straight hair
daadzixáaw	hairy
shaxwáas'	bald
(tlél) l koooshteen	blind
tlél kool.áxch	deaf
kadiyát	pregnant
likáchk	limp, walk unevenly, lame

Sentences:

_____ gí?

Is s/he _____?

aaa, _____
tléik', tlél kodayát

Yes, she's _____.

No, she is not _____.

Notes:

Words and audio from Sam Johnston.



du shashaaní



du shakakóoch'i



yadachóon shaxaawú



daadzixáaw



shaxwáas'



(tlél) l̥ k̥ooshteen



tlél k̥ool.áxch



kadiyát



likáchk

Lesson 43 Physical Description 3 _____ **yóo xat duwasáakw**

Help:

kadiyát gí?
 aaa, kadiyát
 tléik', tlél koodayát
 Ed gí tlél kool.áxch?
 Aaa, Ed tlél l kool.áxch
 _____ gí?
 _____ gí.

Is she pregnant?
 Yes, she's pregnant.
 No, she isn't pregnant.
 Is Ed deaf?
 Yes, Ed is deaf.
 Is s/he _____?
 S/he is _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model _____ gí? Du shakakóoch'I gí.



_____ gí?



_____ gí?

1. _____

2. _____



_____ gí?



_____ gí?

3. _____

4. _____



_____ gí?



_____ gí?

5. _____

6. _____



_____ gí?



_____ gí?

7. _____

8. _____

Lesson 44 - House 1 (9 words)

<i>Vocabulary</i>	<i>English</i>
áa at dus.ee yé	kitchen (place where people cook things)
áa yaa akeech yé	sitting room (place where people sit)
áa ax̣eix'ú yé	bedroom (place where people sleep)
áa daa du.oos'gu yé	bathroom/washroom (place where people wash themselves)
a táak	basement (bottom of it; its cavity)
a shantú	attic (inside its head)
k'anaxán gei	yard (fenced area; in the walls of the fence)
x'awool neilí	porch (doorway home)
áa at duxa yé	dining room (place where people eat)

Sentences:

X'oon sá yatei _____ i nei
tl'eyix?

How many _____ does your house
have?

Deix yatei _____
ax̣ nei tl'eyix.

My house has two _____.

Notes:

Words and Audio from Sam Johnston.



hít



aa.at dùs.eeyé



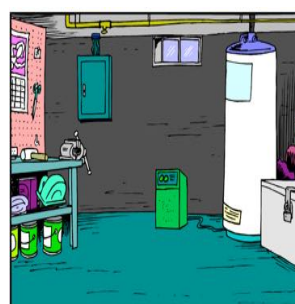
áya akéechyé



aa.axik xeyé



aada dadoos geeyé



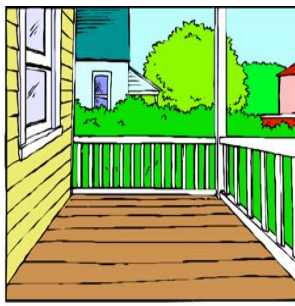
atáák



ashantú



k'anáaxán gé



x'awool neilí



aa.at duxayé

Lesson 44 House 1 _____ yóo xat duwasáakw

Help:

_____ gí? Is s/he _____?

_____ gí. S/he is _____.

Instructions: Answer according to what is shown in the picture. Follow the model.



Model _____ gí? _____ gí.



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

1. _____

2. _____



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

3. _____

4. _____



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

5. _____

6. _____



Daa sá yéi daa.ané?



Daa sá yéi daa.ané?

7. _____

8. _____



Daa sá yéi daa.ané?

9. _____

Lesson 45 Having a Meal (12 words)

<i>Vocabulary</i>	<i>English</i>
éil'	salt
si.áax'u át	pepper
ch'áak' kichtu.iixí	butter
shúuga	sugar
ách at dusxa át	fork
lítaa	knife
ex líteyi	butter knife
shál	spoon
s'íx'	dish
góox'aa	cup
x'úx' jigwéinaa	napkin / paper towel

Sentences:

Haandé wé ____.

Pass me the ____.

Yáadu wé ____.

Here is the ____.

Ná yáadu wé ____.

Here is the ____, take it.

Notes:

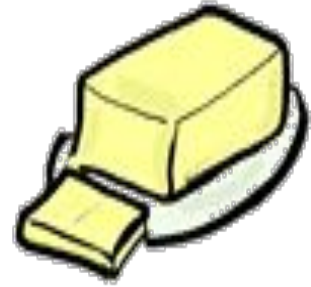
Audio recorded by Bessie Cooley for Lingít 1.



éil'



si.áax'u át



ch'áak' kichtu.iixí



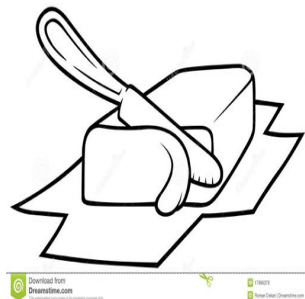
shúuga



ách at dusxa át



lítaa



ex líteyi



shál



s'íx'



góox'aa



x'úx' jigwéinaa

Lesson 45 Having a meal

yóo xat duwasáakw

Help:

Haandé wé ____.

Pass me salt.

Yáadu wé ____.

Here is the salt


Ná yáadu wé ____.


Here is the salt (in my hand / what you would say as you are passing the salt).

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Haandé wé ách at dusxa át


Yáadu wé ách at dusxa át


 Haandé wé ách at dusxa át

 Haandé wé ách at dusxa át

1. _____


2. _____


 Haandé wé ách at dusxa át

 Haandé wé ách at dusxa át

3. _____


4. _____


 Haandé wé ách at dusxa át

 Haandé wé ách at dusxa át

5. _____


6. _____


 Haandé wé ách at dusxa át

 Haandé wé ách at dusxa át

7. _____


8. _____

 Haandé wé ách at dusxa át

 Haandé wé ách at dusxa át

9. _____

10. _____

 Haandé wé ách at dusxa át

11. _____

Bonus Lesson: Household Objects

<i>Vocabulary</i>	<i>English</i>
hít	house
gán	firewood
shayeit	pillow
nadáakw	table
dzeit	ladder/stairs
tix'	rope
x'eesháa	bucket
kook	box
kákw	basket
jigwéina	towel
óonaa	rifle

Sentences:

Daasáwé i lashát?

What are you holding?

_____ xalashát

I am holding a _____.

_____ kindei galsháat.

Hold up the _____.

Notes:

Vocabulary words and audio from Nora Dauenhauer and Dauenhauer Beginning Tlingit pages 76, 78, 78, 80, 81, 94, 110, 111, 201. Question and answers audio from Taku River pg 63 January Lesson.



hít



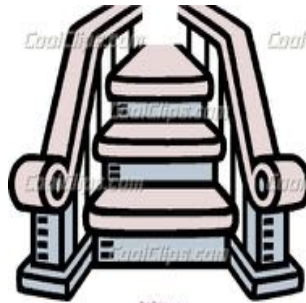
gán



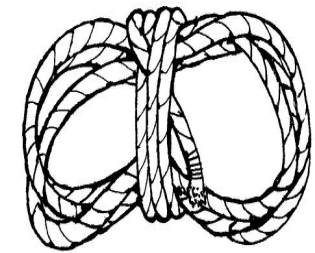
shayeit



nadáakw



dzeit



tix'



x'eesháa



kook



kákw



jigwéina



óonaa

Bonus Lesson: Household objects _____ **yóo xat duwasáakw**

Help:

Daasáwé i lashát?

_____ xalashát
 _____ kíndei galsháat.

What are you holding?

I am holding a _____.
 Hold up the _____.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Daasáwé i lashát?

shayeit xalashát

 Daasáwé i lashát?

 Daasáwé i lashát?

1. _____

2. _____

 Daasáwé i lashát?

 Daasáwé i lashát?

3. _____

4. _____

 Daasáwé i lashát?

 Daasáwé i lashát?

5. _____

6. _____

 Daasáwé i lashát?

 Daasáwé i lashát?

7. _____


8. _____

 Daasáwé i lashát?

 Daasáwé i lashát?

9. _____

10. _____

 Daasáwé i lashát?
 11. _____

Bonus lesson: Animals (Taku River)

<i>Vocabulary</i>	<i>English</i>
jánwu	goat
k'óox	marten
lukshiyáan	mink
kóoshdaa	land otter
dóosh	cat
gaak	lynx
nóoskw	wolverine
xoots	brown bear
xalak'ách'	porcupine (no audio)
kanals'áak	squirrel (no audio)

Sentences:

__dóosh__ ákwé i gaas' ? Is that a __cat__ you are scratching?

__dóosh__ xagaas' I'm scratching the __cat__.

__dóosh__ ákwé xagaas'
_____ gás' ! Am I scratching the __cat__?
scratch the _____ !

__jánwu__ l'óon yaa nxagút I'm going __moose__ hunting.

Notes:

Vocabulary words and audio from Taku River Tlingit Curriculum. Oct., Nov. Dec. lessons pgs 22, 35, 49. First word, p 25, next 3 p 35, next 4 p 49. Questions and audio from page 49. Last sentence page 24 Taku River. Last 2 words and images from Sealaska Beginner curriculum, no audio.



jánwu



k'óox



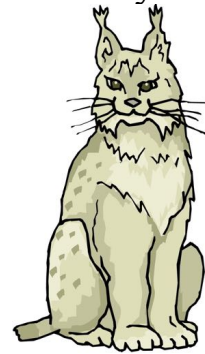
lukshiyáan



kóoshdaa



dóosh



gaak



nóoskw



xoots



xalak'ách'



kanals'áak

Bonus Lesson: Animals (Taku River) _____ yóo xat duwasáakw

Help:

__dóosh__ ákwé i gaas' ?
 __dóosh__ xagaas'

Is that a __cat_ you are scratching?
 I'm scratching the __cat__.

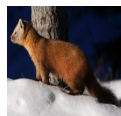
__dóosh__ ákwé xagaas'
 _____ gás' !
 __jánwu__ l'óon yaa nxagút

Am I scratching the __cat__?
 scratch the _____ !
 I'm going __moose__ hunting.

Instructions: Answer according to what is shown in the picture. Follow the model.

Model  Dóosh ákwé i gaas' ?

Dóosh xagaas'



Daasáwé i lashát?



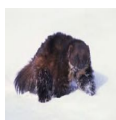
Daasáwé i lashát?

1. _____

2. _____



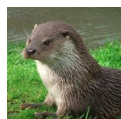
Daasáwé i lashát?



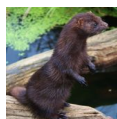
Daasáwé i lashát?

3. _____

4. _____



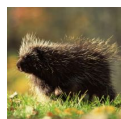
Daasáwé i lashát?



Daasáwé i lashát?

5. _____

6. _____



Daasáwé i lashát?



Daasáwé i lashát?

7. _____

8. _____



Daasáwé i lashát?

9. _____

Bonus lesson: Canoe Commands (Taku River)

<i>Vocabulary</i>	<i>English</i>
ayíx gagú	get in the canoe (one)
yanyeené	get ready
tliyéix' gaykí	sit still
kíndeí axáa	point paddles up
dákdeí axáa	put paddles out
yíndeí axáa	put paddles down
sheeyínáx aanáx axáa	right side paddle
s'átnáx aanáx axáa	left side paddle
góok	go
aydaxáadéí	paddle now
kúxdeí axáa	paddle backwards
tláakw	hurry, faster
kagéínáx	slowly
yaakw yíkdeí axáa	put paddles in the boat
wóoshteen ayeedaxáa	paddle together

Notes:

Words and audio from Taku R. Curriculum, May lessons p. 120.

Teach as TPR with cardboard paddles and chairs lined up like sitting in a canoe.

Teach with song: Row, row, row your boat.

Added an 'N' to s'átnáx, it is in the audio, but was not in Taku booklet (typo?).

Lingít Beginner Songs

1. ax shá, ax xeeek, ax keey, ax x'oos- Taku River

ax shá
ax xeeek
ax keey
ax x'oos

ax keey, ax x'oos
ax keey, ax x'oos

ax shá
ax xeeek
ax keey
ax x'oos

ax waak
ax gúk
ax x'é
ax lú

Notes:

Lyrics and audio copied from Taku River Curriculum with gratitude.

<i>Vocabulary</i>	<i>English</i>
shá	head
xeeek	upper arm
keey	knee
x'oos	foot/feet
waak	eye(s)
gúk	ear(s)
x'é	mouth
lú	nose

2. jinkaath lingít k'isáani- Taku River

tléix', déix, nás'k lingít k'isáani,

daax'oon, keejín, tleidooshú lingít k'isáani,

daxadooshú, nas'gadooshú, gooshúk lingít k'isáani,

jinkaath lingít k'isáani.

Notes:

Lyrics and audio copied from Taku River Curriculum with gratitude.

3. Let's go hunting - Taku R.

al'óon gaxtoo.aat, al'óon gaxtoo.aat,

__dzísk'w__ tlein, ga gaxtoo.aat,

al'óon gaxtoo.aat.

...

al'óon gaxtoo.aat, al'óon gaxtoo.aat,

_____ tlein, ga gaxtoo.aat,

al'óon gaxtoo.aat.

(. . . watsíx . . . tawéi . . . jánwu . . .)

Notes:

We will go hunting, we will go hunting, to shoot a big _____ .
Tune of “the farmer in the dell”.

Review animal lesson before teaching this song. Hold up pictures and sing each animal.
Lyrics and audio from Taku River Curriculum, Oct. lessons, with gratitude.

4. Row, row, row your boat - Taku R.

yaagaxaa, yaagaxaa,

i yaagú kagéinax,

sigóo, sigóo, sigóo, sigóo,

kustí joon yáx yatee.

<i>Vocabulary (Edwards 2009)</i>	<i>English</i>
axaa	row
yaagú	boat
kaldaagéinax	slowly
sigóo	happy
kustí	life, way of living
joon	?
yáx	similar to
yatee	?

Translation:

Rowing, rowing
your boat, slowly/gently
happily, happily, happily,
life is like a dream.

Notes:

Lyrics and audio from Taku River Curriculum, May lesson, pg 120, with gratitude.

Edwards 2009 Dictionary pg 48: aandaayaagú *rowboat*
·Tláakw axáa du aandaayaagú. *He is rowing his rowboat quickly.*

5. Twinkle Twinkle Little Star (Nora Dauenhauer 2005 pg 218)

Kadli.ít'ji kutx.ayanahá
daasákw shí áx isitee

Lingit'aaní kaax naaléi
nóox' yéx xáats' tóox iwlixáat'

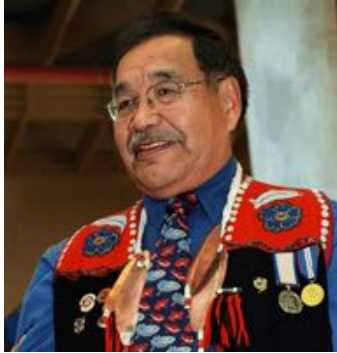
kadli.ít'ji kutx.ayanahá
daasákw shí áx isitee.

<i>Vocabulary (Edwards 2009)</i>	<i>English</i>
kadli.ít'ch	sparkle
<u>kutx</u> .ayanahá	star
nóox'	shell, piece of shell
xáats'	sky
sitee	is/are
sákw	future, to be

Notes: Lyrics and audio from Dauenhauer's 2005 *Beginning Tlingit* page 218, with gratitude. Star is spelled kutx.ayanahá in Edwards dictionary, and kutx ayanahá in D&D pg 218.

About the authors

Analaxash Sam Johnston was born and raised in Teslin Yukon, is 80 years of age, and a fluent speaker of Tlingit. He is an ishkeetaan clan leader, teacher, storyteller, archer, and youth mentor, and spends much of his time dedicated to passing these teachings on to future generations.



Keyishi Bessie Cooley is a fluent Tlingit language speaker of the kookhittaán clan from Teslin, Yukon. She spent many years teaching Tlingit, and working with linguists to help create Tlingit curriculum. She has dedicated her life to teaching and learning in Tlingit, and has been an incredible mentor to many young Tlingits in their quest to learn their language.



Sʔimlaʔx Michele Johnson lives in Penticton BC and is Syilx Okanagan. She is related to the Simla and Richter families. She learned Nsyilxcn as an adult through Paul Creek (Chris Parkin and Sʔamtícaʔ), completed her PhD in Indigenous language revitalization at UBC (2013), teaches Nsyilxcn in her community and is a full-time language activist in both Nsyilxcn and Tlingit.



K'èdukà Jack is a 25 year old yanheidí Taku River Tlingit from Atlin B.C. She is passionate about revitalizing Tlingit language and culture and takes every opportunity to spend time learning on the land with her family and with elders. Her commitment to the Tlingit language is one she has also made to her children, so she can one day teach them about their culture fluently in the Tlingit Language.

