

# Haa Wsineix̄ Haa Yoo X̄'atángi

## Our Language Saved Us

A Guidebook for Learning the Tlingit Language

X̄'unei (Lance A. Twitchell)

*Lukaax̄.ádi · Yéil Hít · Lkóot Kwáan  
Kaagwaantaan Yádi · Dakl'aweidí Dachx̄án  
Deikeena · Yupik · Saami*

*February 28, 2016*

Goldbelt Heritage Foundation  
Alaska Native Language Center  
Juneau · Fairbanks

Haa Wsineix̄ Haa Yoo X̄'atángi: Our Language Saved Us

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Publisher's Cataloging-in-Publication Data

Twitchell, Lance A.

Haa Wsineix̄ Haa Yoo X̄'atángi = Our Language Saved Us : A Guidebook for Learning the Tlingit Language / X̄'unei (Lance A. Twitchell).

pages cm

A grammar of the Tlingit language of Southeast Alaska, Southwestern Yukon, and Northwestern British Columbia.

Includes bibliographical references.

ISBN 978-0-692-55340-4 (alk. paper)

1. Tlingit language--Grammar. 2. Tlingit language--Study and teaching.

I. Alaska Native Language Center. II. Goldbelt Heritage Foundation.

III. Title. IV. Title: Our language saved us.

PM2455.T858 2016

497.27--dc23

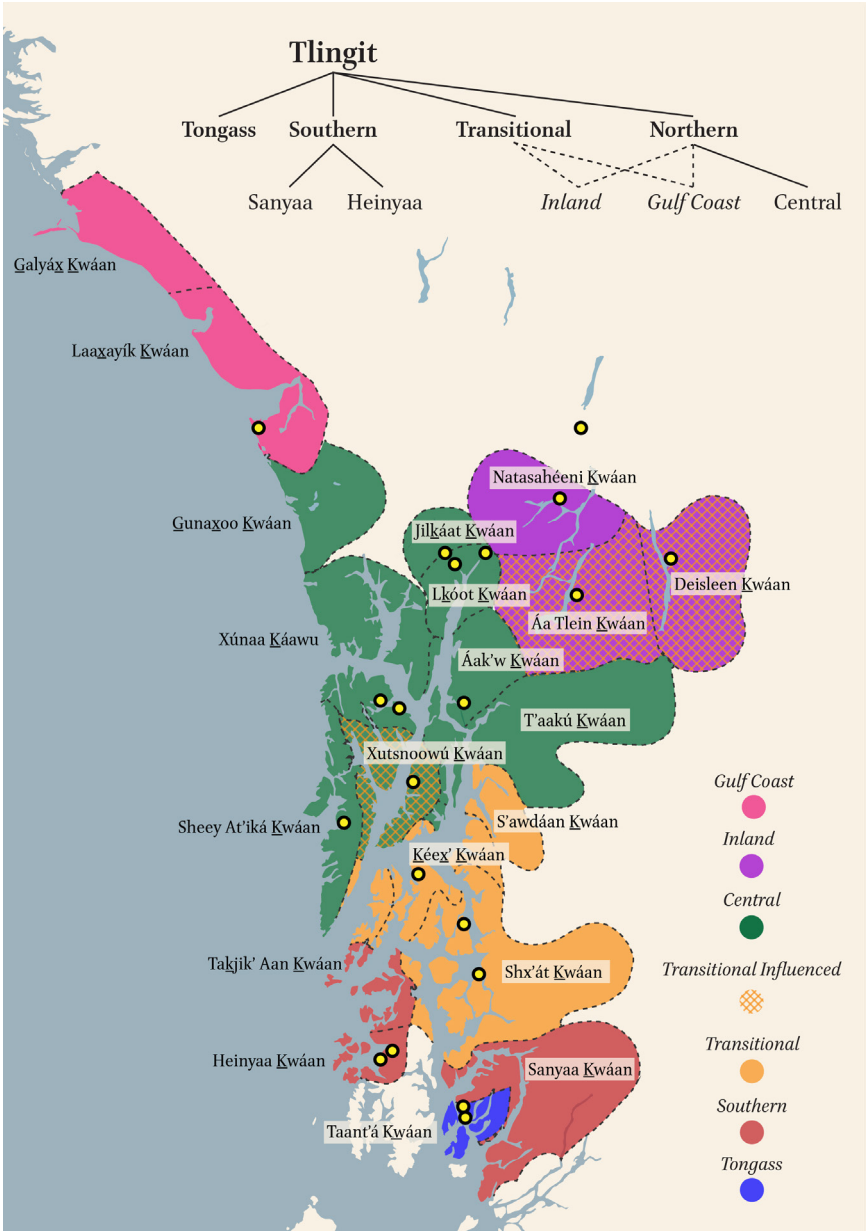
First Printing 2016

*Address correspondence to:*

Goldbelt Heritage Foundation  
3200 Hospital Dr #203  
Juneau, AK 99801  
(907) 790-1424

X̄'unei Lance Twitchell  
University of Alaska Southeast  
11120 Glacier Highway  
Juneau, AK 99801  
latwitchell@uas.alaska.edu

The University of Alaska is an AA/EO employer and educational institution.





# Acknowledgments

*Tlax wáa sá sh tóogaa haa ditee.*

How very grateful we are.

This project simply could not exist without the hard work, brilliance, and dedication of those who have worked in the Tlingit language. Much of the information presented here builds upon the work of Shaachookwá Constance Naish, Naats Tláa Gillian Story, Keixwnéi Nora Dauenhauer, Xwaayeenáḱ Richard Dauenhauer, Weihá Jeff Leer, X'aagi Sháawu Keri Eggleston, Dzéiwsh James Crippen, and L Tudax'aan Seth Cable. In addition to those fine colleagues, we could do nothing without our incredible and tireless collection of Tlingit language speakers, especially those who give us their time and kindness. The Tlingit language is an unbelievable ocean of complexity, spirit power, intelligence, emotion, and connection. This collection of lessons attempts to clarify the functions and role of the Tlingit verb for second language learners. It builds upon what has already been done, and is humbly offered as a tool to keep our language going strong for the infinite succession of generations. To learn more, please see the published and unpublished works of those mentioned above. Nearly all of the material presented here comes from what they have gifted us already.

This project pulls a great deal from the unpublished manuscript of *Intermediate Tlingit*, which began with Keixwnéi and Xwaayeenáḱ, who then brought X'aagi Sháawu on board. I taught a year of Intermediate Tlingit at the University of Alaska Southeast from 2012-2013, and the students of that class helped tremendously in the development of the con-

tent and appearance of much of the information presented in this volume. Their dedication and creativity helped them claim the language as their own, and they are great examples of what we need in order to execute language revitalization.

Crippen's "Tlingit Verbal Structure Handbook" and "Tlingitology Seminar Notes: Background and Morphology" were invaluable in helping understand grammatical functions in Tlingit, and many of the tables and concepts are pulled directly from those works with the intention of creating text to help students use those guides. His grasp of Tlingit and the level of detail his research is achieving is astonishing and will help us understand many of the rich complexities of our ancestors and our language.

Eggleston's 575+ *Tlingit Verbs*, with many variations in person, theme, and mode, served as a vital resource to this project, and so did her *Dictionary of Tlingit*. In addition, she allowed free use of the materials she developed for several semesters of teaching Tlingit Linguistics at the University of Alaska Southeast. Her work with fluent speakers and the generosity she shows with her work are immeasurable in terms of how they will move us forward in our ability to teach Tlingit grammar.

Shaachookwá and Naats Tláa can never be forgotten for their work in collecting Tlingit verbs for their *Tlingit Verb Dictionary*, and we can all spend the rest of our lives working with *The Schetic Categories of the Tlingit Verb* by Weihá. Those masterpieces and the collected and amazing works of Keixwnéi and Xwaayeenáḵ is what all of this work is currently built upon.

This project was funded by the Goldbelt Heritage Foundation, in part by the Lingít Tundatanée grant through the Office of English Language Acquisition (OELA). Without their constant hard work, positive attitude, commitment to unity, and support for our teachers, students, and elders, there would be much less in the world for those who are in need. Kadánjaa Matt Goff, Chalyee Will Geiger, Éedaa Heather Burge, and Kaasteen Jill Meserve proofread early drafts, as have the students of the 2012–2014 Intermediate Tlingit and Tlingit Linguistics classes at the University of Alaska Southeast. Aatlein gunalchéesh!

# Elders, Speakers, & Allies

My capabilities in both Tlingit and English fall short of the amount of gratitude I feel towards our fluent speakers. This text attempts to build on the incredible and tireless work of Nora & Richard Dauenhauer, and they worked with countless fluent birth speakers. There were many fluent speakers involved in giving feedback, ideas, information, and inspiration to this project. In particular, the following speakers made this project possible: Seidayaa Mary Anderson, Dagé Winnie Atlin, Yax̄dulákt Lillian Austin, Shaawát Ḡuwukaan George Bennett, Jigeit Tláa Irene Cadiente, La.óos Tláa Ida Calmegane, Keiyishí Bessie Cooley, K̄aanák Ruth Demmert, K̄eixwnéi Nora Marks Dauenhauer, Kinkaduneeek Paul Marks, Kaaxwaan Éesh George Davis, L'éiwtu Éesh Herman Davis Shak'sháani Marge Dutson, Kaséix Selina Everson, Achkwei Lena Farkas, Kooshdaa K'wéesh Bill Fawcett, K̄aalkáawu Cyril George, Kaaxkwéi Evelyn Hotch, Ḡunewtí Marsha Hotch, Gooch Shaayí Harold Jacobs, K̄aakligé Norman James, Shgaté Jessie Johnnie, Kingeistí David Katzeek, Tánk' Smitty Katzeek, Daasdiyaa Ethel Makinen, Keiheenák'w John Martin, K̄'altseen Carolyn Martin, Woosh Jixoo Éesh George Ramos, K̄aachkoo.aakw Helen Sarabia, K̄aakal.aat Florence Sheakley, Lugóon Sophie Smarch, Shuwuteen Martha VanHeel, and Ḡunaak'w Fred White.

They are the actual authors of this text; they are my life and language teachers. Wonderful conversations with Dzéiwsh James Crippen, L Tudax'aan Seth Cable, X'aagi Sháawu Keri Eggleston, and K̄aagwáask' Ishmael Hope also made this book. Ḡunaak'w Fred White and Ḡunewtí Marsha Hotch provided invaluable feedback, and Keri & Seth gave the English and Tlingit close readings, catching many errors and ensuring understanding of key concepts. Rough drafts of this book were called *Understanding the Tlingit Verb*, but the title changed. I heard Kaséix Selina Everson say «*Haa Wsineix Haa Yoo X'atangi*» while testifying on behalf of a bill that made Alaska Native Languages the co-official languages of the state. Kasoot Dionne Cadiente-Laiti supported this project tremendously, and made sure there was time, energy, and

resources to keep it going. H. Caroline Hassler from the UAS Egan Library was amazing with her knowledge of cataloging and publication information, and Larry Kaplan at the Alaska Native Language Center supported the publication of this book through the Alaska Native Language Center.

To everyone who had their hands on this project, I am grateful. *Woosh tin yéi jitudané haa dachxánx'i sáani kagéi yís*, we are working together for our little grandchildren, so that they too will know the wisdom of *Haa Tlagu Ḱwáanx'i yán*, Our Ancient Ones. *Yéi áwé, gunalchéesh. Gunalchéesh.*

When this project started several of the speakers who provided inspiration and content were still alive, and so was my teacher Xwaayeenáḵ Richard Dauenhauer and my father Skandu.oo Timothy “Sonny” Twitchell. To this day, I hear their voices, and Shgaté, and Kaalkáawu. There were times when Shgaté would call me and say, “from long time ago our people would soak in the icy waters for strength. That is what you are doing now with our language, you are immersed in it for the future of our people.” I am so thankful for the love and support of my mothers: Debra, Marion, Leslie, and Julie.

While I miss those who are gone tremendously, when I think of our collective work in Tlingit, I think about my babies, who are being raised with the language. I could not do the work I do without the loving support of my wife Káalaa Miriah Twitchell, and our children Kaalkéis' Kiana Twitchell, Shaawatk'é Ava Twitchell, and Kájaa Darian Twitchell. We made a commitment that I would not speak English to our children. I worry about their language production, but then things like this happen: Kaalkéis' saw a *x'éishx'w* in the yard and said, “hey, there's a blue in the yard” and later came up with the name *x'éishx'w s'eenáa* for peacock.

It's not just these children, but children and language warriors all over that are turning the tide for our language. Just as some thought the tide had gone out, we see it returning in a flood of change that our elders had been hoping for, and we are all part of this. I am so grateful to have an opportunity to teach and document our Tlingit language. Sitting down with Richard & Nora Dauenhauer, I was able to tell them this: You changed my life. I saw you and thought: that is what I want to do. I wanted to become you, and that saved me. You made me. Gunalchéesh.



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*Xwaayeenák ka Keixwnéi jiyís.*

*Tlax wáa sá haa toowú yak'éi  
haa éet yeeydasheeyí.*

*Haa yeeyliyéx.  
Haa wsineix.*

*Aaa.  
Kusaxán.  
Kusaxán een yéi jigaxtoonéi.*

*Woosh yéi jigaxtudanéi  
haa dachxánx'i sáani kagéi yís.*



# 1

## The Tlingit Language

*Ch'a yéi gugéink' áwé a kaax shukaylis'úx  
haa tlagoo kwáanx'i aadéi s kunoogu yé.  
— Kichnáalx*

We have only uncovered a tiny portion  
of the way our ancient people used to do things.  
— George Davis, Deisheetaan<sup>1</sup>

The Tlingit language is medicinal in its importance to Tlingit people. During Tlingit ceremonies, we see that the language literally brings the deceased into the room, involving them in ceremony and connecting them to sacred clan property (*at.óow*). Some of these concepts are important to understand when placing yourself on the path to becoming a speaker of this language. You should know that there is an incredible challenge in learning Tlingit, but also that there is nothing more meaningful in the world than giving yourself to this culture and language. Those of us who choose to speak, to put ourselves at risk of error, frustration, and endless attempts to understand concepts that do not translate well into English, will be the ones who will attempt to hear our ancient ones and to imitate them.

After spending half my life with this wonderful language and the courageous people who teach, learn, and understand the language, I have come to the conclusion that anyone can and should learn it. You have to work at it every single day, though, and make it a vital part of your life. With that, I offer the following tips for your consideration.

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<sup>1</sup> Dauenhauer, Nora & Richard, trans. *"Because We Cherish You ..." Sealaska Elders Speak to the Future* (Juneau: Sealaska Heritage Foundation Press, 1981), 53-53a.

☞ **Spend time with language speakers of different levels and backgrounds.**

- ★ There are many ways to speak Tlingit, but the best ways come from those who grew up speaking. We might often feel most comfortable among our peers, but we need to seek out our elders and see how the language lives in those who were born with it.
- ★ Remember that there are multiple interpretations of words, phrases, speeches, stories, and more. Just because someone says it is one way, or a book has it written as one way, does not make it the only way it could be.

☞ **Fill your life with language.**

- ★ Tlingit is becoming more and more rare in the world we live in, so you need to be an active member of the language community and help put the language everywhere. The language always lives on the land on which it was born, but we still must fight to keep it here: seen, heard, felt, for everyone.
- ★ If you are not near speakers, then seek out recordings. Especially valuable are recordings that have transcriptions and translations that you can study on your own. Listen carefully and read along, then read out loud and try to mimic the pacing, tone, and emotions of the speaker you have listened to.
- ★ Speak it everywhere you go. It does not matter if anyone else can understand you. It does not matter if you are making mistakes. What matters is you are trying and you are creating the language in your life.

☞ **Study whenever you can.**

- ★ In order to become a speaker in the language, you must carve out a huge portion of your life and give it to the language. This means adjustments. The world around you is flooded with content that is English-only, and your duty becomes finding or creating a world that has space for Tlingit.
- ★ A colleague of mine, Ƙaashax̣ishdi (Roy Mitchell), has said that in order to learn a language it must become one of the top three things in your life. You should real-



ize that level of commitment and adjust your time and commitments accordingly.

 **Have fun and realize how important you are.**

- ★ You will likely find yourself with more questions than answers, so find ways to stay positive and see how far you are pushing yourself rather than trying to see where you think you need to go.
- ★ Remember that endangered languages have baggage, and some people might take their anger out on you during your language journey. That energy is not what you need to succeed, so find ways to keep it from affecting you too strongly.
- ★ Balance the sacred activities with the fun ones. Our language is endangered, but that does not mean every use of it requires a ceremony or that you cannot have fun. The humor that our ancestors had is still with us today, and the more you can play with the language the more you will discover things on your own within the deeper grammatical and structural patterns of the language.
- ★ Our language is endangered, yes, but you will not break it. The only way to kill it off is to not speak it, and the only way to keep it alive is to speak it. As a speaker of this language, you are the most sacred thing to the Tlingit thought-world. You are the link between everything we have ever been and everything we are about to become. You are a gift. You are sacred. You will rebuild a house for our grandchildren, and teach them the stories that exist in the *gáas'* (houseposts), the *x'éen* (house screen). No matter what has ever happened or been said to or about you, you are just what we need.

 **Mockingbirds do not know grammar, but Eagles and Ravens do.**

- ★ You can go a long way in the language without internalizing the grammar, but if you do that you can only really memorize and repeat things. The beauty of language is in grammar. You can memorize all the nouns and phrases you need, and should keep doing so, but you need the verbs in order to communicate and really understand how our ancestors used the language. Fa-

miliarity with grammar and metaphorical concepts is what made someone a great speaker of the language.

- ★ At this point, nearly everyone who studies ends up harboring the canoe well before achieving fluency, and that comes from an avoidance of verbs and grammar. So keep going, keep asking questions, and know that you will get it if you keep going.

☞ **Take it easy and enjoy the view along the way.**

- ★ Sometimes we get caught up in dying language syndrome. This can result in feeling overwhelmed because there is so much to do in seemingly so little time. Or perhaps we might feel like we have to learn it all right now, that the weight of all of this is on us as an individual to make or break it. We might end up doing more crying in English than speaking in Tlingit, so we have to be wary of the trap that endangered languages face.
- ★ With that, keep in mind that language acquisition is a bit of a strange process. You might feel like you are going nowhere at all, but then suddenly understand a lot of what is being said. You probably know more than you think.

☞ **Do not quit. Do not walk away.**

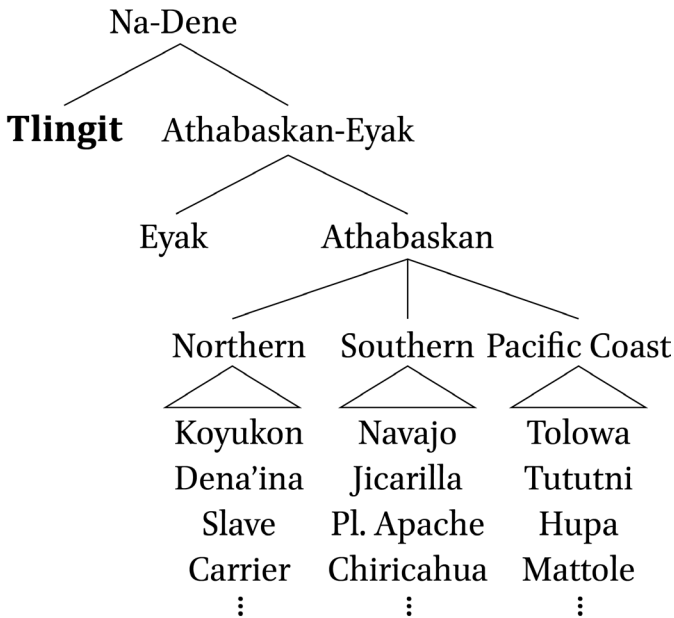
## ***The Tlingit Language Family***

Tlingit is a language indigenous to Southeast Alaska, Northwestern British Columbia, and Southwestern Yukon. It is one branch of the massive Na-Dene language family, the other being Eyak-Athabaskan. Recent studies estimate there are approximately 200 speakers of the language today, which includes all second language learners of all levels, and this text is part of a larger movement dedicated to increasing that number.

The following chart, created by Dzéiwsh<sup>2</sup>, shows how Tlingit is related to other languages. Tlingit is on its own branch in the Na-Dene language tree because it separated from the others long ago, and developed into a language that shares many patterns but is quite different than its relatives.

2 Crippen, James. "Tlingit Verbal Structure Handbook" (Vancouver: Department of Linguistics, University of British Columbia, 2013), 3.

Studies have shown it to be closer to Eyak than other languages in the tree, but even that shows only distant grammatical similarities. If you learn one of the Na-Dene languages, then you have similar sounds and grammatical patterns, but the ease of learning another depends upon the closeness of the languages and the dedication of the learner. Knowledge of one only gives a sense of patterns and second language acquisition skills. Tlingit and the other languages on this tree are mutually unintelligible.



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*fig 1: Tlingit Family Tree*

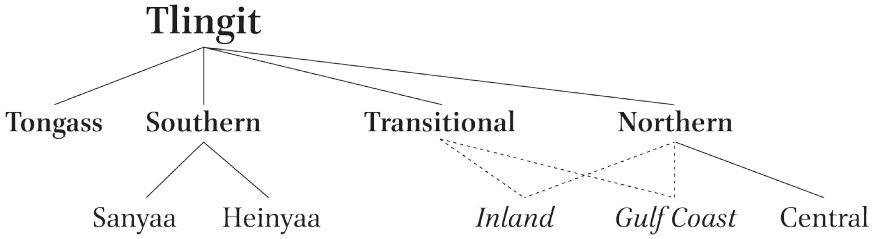


fig 2: Tlingit Dialect Structure

## ***The Tlingit Dialects*** <sup>3</sup>

Within the language there are four main dialects: **Tongass**, **Southern**, **Transitional**, and **Northern**. Tongass was spoken mainly in the Ketchikan area, but no longer has any speakers. Southern has a small number of speakers, perhaps ten, and consists of two branches: **Sanya** (Wrangell) and **Henya** (Prince of Wales). **Transitional** (Wrangell, Petersburg, and Kake) also seems to influence *Gulf Coast*, Teslin and some speakers in Carcross and Angoon. The branches of **Northern** are **Inland** (Carcross, Teslin, Atlin), **Gulf Coast** (Yakutat), and **Central** (Dry Bay, Hoonah, Sitka, Juneau, Klukwan, Haines, Skagway).

The largest difference in dialects is between Tongass and the others, although there are significant differences between Southern and Northern. These differences primarily occur in tone, vowel length, verb prefix contraction, and a variation between ei~ee vowels in some words, especially verb roots. In many communities there are different words for the same things, or different interpretations of uses of the same phrases, and these are more along the lines of regional variation than dialect. You should always respect these differences, and if you encounter conflicts, go with the native speaker of the area you are from and note the differences. Our ancestors enjoyed these differences; it is a non-Tlingit way of looking at things to believe that different dialects (or writing systems, for that matter) could ever divide us as Tlingit people. Most language materials are developed in the Central dialect, but can be adjusted to fit others.

When you are learning Tlingit, do not be frustrated by dia-

<sup>3</sup> Crippen, James. "Tlingit Verbal Structure Handbook" (Vancouver: Department of Linguistics, University of British Columbia, 2013), 2.

lect differences. Instead, let it pique your curiosity and try to keep track of these differences and what they might mean in the history and development of our language. Go with what speakers in your region give you in terms of instruction, and respect the differences within each dialect. For more information about dialects and differences, see the works of Crippen and Leer, who have studied these differences extensively. For examples of the extinct dialect of Tongass, see the Leer recordings of Frank & Emma Williams, which can be found online at the Alaska Native Language Center at the University of Alaska Fairbanks ([www.uaf.edu/anlc](http://www.uaf.edu/anlc)).

## ***Words of Encouragement***

Our elders want, more than anything, for us to succeed. Whenever you are struggling, just remember that there are people out there who believe in you, who are confident that you are going to continue going down the path of becoming a speaker of Tlingit. If you are not sure whether you are a speaker or not, remember this: a speaker is someone who speaks the language, regardless of level. You know you have to continue improving, but you should always remember that you are a speaker of this language if you commit to using it regularly. The way to internalize Tlingit language sounds, concepts, and knowledge is to listen and speak, pray about it, take it with you everywhere. If you make it a regular part of daily life, then the pieces will connect your mind, spirit, body, and the language itself.

We are recovering the Tlingit language, and through that are rediscovering methods of teaching, learning, listening, and speaking. There have not been birth speakers of Tlingit in half a century, and if we are going to survive as a language and culture, then we are going to have to figure out how to change that dangerous trend.

Part of that comes from speaking Tlingit to our young and newborn children, at times exclusively. And a bigger part comes from those who have grown up speaking only English—even those who understand Tlingit but do not speak. Those ones, the Tlingit Second Language (TSL) speakers, will have to make the giant conversion over to thinking in the language of our grandparents.

These things can happen. These things will happen. We

must make them happen ourselves by giving language learning and teaching all that we have got, and holding on to a language that has grown in our land for tens of thousands of years. It is something too sacred to let go of, and something too close to dying to ignore any longer.

I asked one of my dearest teachers to give a message to students of the language, and this is part of what she said:

*Yee gu.aa yáx̄ x'wán.*  
*Yee léelk'u hás xá yee x'éit has wusi.áx̄ yeedát.*  
*Yee gu.aa yáx̄ x'wán.*  
*Gunéi áx̄ too.aadí tsú.*  
*Yee gu.aa yáx̄ x'wán.*  
*Uháan áyá, haa léelk'u hás,*  
*has du ít̄x̄ yaa ntoo.át*  
*Yee gu.aa yáx̄ x'wán.*  
*Ldakát yeewháan.*  
— *Shgaté*

Have strength and courage, all of you.  
Your grandparents are really listening to you now.  
Have strength and courage, all of you.  
We are beginning to walk along it, too.  
Have strength and courage, all of you.  
It is us, our grandparents,  
we are the ones following them.  
Have strength and courage, all of you.  
Every one of you.

— Jessie Johnnie, Chookansháa<sup>4</sup>

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4 Johnnie, Jessie. Personal Communication. Twitchell, Lance, trans. (Sitka, 2011).

# 2

## Tlingit Grammatical Terms

*Ch'áagu yáx wooch kaanáx kei du. átji noojéen.  
Yan at wuduḡaayídáx aagáa áyú  
has du ée sh kadulnik nooch.  
— Kaajaakwtí*

Like long ago when people gathered together.  
After everyone got through eating,  
that's when stories were told to them.  
— Walter Soboleff, L'eeneid<sup>1</sup>

As you study the Tlingit language, you are inevitably going to encounter terms about grammar and language. You should not be scared of this; internalizing the grammar of another language often requires you to look at language differently than you have before. This is not anything strange or unique about Tlingit. Anyone who learns a second language will end up thinking about the ways that languages function. If you do not examine this, then you often end up memorizing and repeating a lot of phrases instead of understanding how the language puts those together. As you move towards the overall goal of understanding the thought world of ancient Tlingit people, then you will need some understanding of a third language: Tlingit grammar and linguistics.

The goal of this text is to give the learner a base understanding of some of the terms as they are introduced. For a more detailed and linguistic-based description of these terms, see Naish-Story, Dauenhauer-Dauenhauer, Leer, Eggleston (Edwards), Crippen, and Cable.

There is literally no end to what you can explore with

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<sup>1</sup> Soboleff, Walter. "Walter Soboleff and George Ramos." *Documenting Tlingit Conversations in Video and Time-aligned Text* by Alice Taff. (Juneau: University of Alaska Southeast).

Tlingit grammar, but here we will cover them briefly so your mind is prepared for the discussions that follow. We start with the basic building blocks and go up from there. Most of the terms covered will be things you already know how to do in English, but you might not have thought about how they specifically function. If you ever had to explain grammar to an English Second Language learner, then you probably know it is easier to know correct from incorrect than to explain all of the reasons why.

Before we begin examining this, we should cover a couple of points about why we are doing this at all. Many learners and teachers have suggested that we can learn language without examining the grammar behind it. First, I would point out that Tlingit has produced a very small number of fluent speakers over the last fifty years—fewer than ten. Second, people who learn a second language become stuck if they do not at some point examine grammar on their own and with speakers. Third, Tlingit contains some amazing things that are worth the time and energy of examination and internalization, and we cannot readily do this without accepting the terminology needed to talk about them. English has colonized our minds, but Tlingit grammar is the path to the thought-world of our ancestors. Fourth and finally, if we do not put Tlingit grammar into our hearts and minds, then we will not speak in Tlingit and thirty years from now we will have only a simplified version of what our ancestors once did with beauty, grace, and brilliance.

## *Parts of Speech in This Volume*<sup>2</sup>

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### *Noun*

Words which refer to people, places, things, ideas, or concepts, whose members may act as any of the following: subjects of the verb, objects of the verb, indirect object of the verb, or object of a postposition.

#### *Alienable noun*

A **noun** that can exist on its own; refers to something viewed as not permanently or necessarily possessed,

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<sup>2</sup> Loos, Eugene E. et al, eds. "Glossary of linguistic terms." *SIL International*. Retrieved from <http://www-01.sil.org/linguistics/GlossaryOfLinguisticTerms/>  
Oxford University. *New Oxford American Dictionary*. 2nd ed. NY: Oxford U. Press, 2005.



and is thus not obligatorily expressed as possessed in a language that also has **inalienable nouns**

*Inalienable noun*

A **noun** that must have another **noun** or **pronoun** to show an existing relationship; refers to something viewed as permanently and necessarily possessed, and is thus obligatorily expressed as possessed.

*Alienated noun*

An **inalienable noun** that has lost its relationship to something and shows it grammatically by gaining a possessive suffix.

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**Pronoun**

A word that can function by itself as a **noun phrase** and that refers either to the participants in the discourse (*ex: I, you*) or to someone or something mentioned elsewhere in the discourse (*ex: she, it, this*)

*Independent Pronoun*

These are not specifically tied to a grammatical function. They may be used to specify or locate a person, animal, or group.

*Possessive Pronouns*

These are used to show ownership of things, including who the kinship term originates from

*Object Pronoun*

In a verb phrase, the object is impacted by the verb, and is not the subject.

*Subject Pronoun*

In a verb phrase, the subject is the agent in the verb. It is the one who performs the action.

*Postpositional Pronoun*

There are certain verbs where something is going towards the object, and Tlingit handles this with a special type of pronoun that combines three things: possessive pronoun, empty base, and directional & locational suffix.

A word or phrase naming an attribute, added to or grammatically related to a **noun** to modify or describe it.

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*Vowel*

A speech sound that is produced by comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction and is a unit of the sound system of a language that forms the nucleus of a syllable.

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*Consonant*

A basic speech sound in which the breath is at least partly obstructed and which can be combined with a vowel to form a syllable.

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*Sonorant*

A sound produced with the vocal cords so positioned that spontaneous voicing is possible; a vowel, a glide, or a liquid or nasal consonant.

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*Open*

A word, suffix, or prefix that ends in a vowel

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*Closed*

A word, suffix, or prefix that ends with a consonant

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*Unrounded*

A word, suffix, or prefix that does not end with a «-w» or any of the following: -ug, -oog, -uk, -ook, -uk', -ook', -uḳ, -ooḳ, -uḳ', -ooḳ', -ux, -oox, -ux', -oox', -ụx, -oọx, -ụx', -oọx'

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*Rounded*

A word, suffix, or prefix that ends with a «-w» or any of the following: -ug, -oog, -uk, -ook, -uk', -ook', -uḳ, -ooḳ, -uḳ', -ooḳ', -ux, -oox, -ux', -oox', -ụx, -oọx, -ụx', -oọx'

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*Possessive*

Relating to or denoting the case of nouns and pronouns expressing possession.

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*Plural*

(Of a word or form) denoting more than one

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*Diminutive*

A smaller or shorter thing

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*Plural diminutive*

More than one smaller or shorter thing

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*Compound nouns*

Made up of two or more existing words or elements

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*Suffix*

A morpheme added at the end of a word to form a derivative (ex: *-ation, -fy, -ing, -itis*).

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*Directional & relational base*

A word that shows the way in which two or more people or things are connected in terms of space and/or location, which may include motion or the conclusion of actions.

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*Directional & relational suffixes*

A suffix that attaches to **nouns** or **directional & relational bases** to show the way in which two or more people or things are connected in terms of space and/or location, which may include motion or the conclusion of actions.

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*Empty base*

A meaningless placeholder that allows directional & relational suffixes to be placed upon a pronoun.

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*Verb*

A word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as *hear, become, happen*.

*Verb phrase*

The part of a sentence containing the verb and any **prepositional** and **postpositional** words that affect the meaning of the verb.

*Preverb*

The part of the verb phrase that is not connected to the verb itself, but affects the meaning of the verb and how the verb functions.

*Prefix*

The part of the verb that comes before the **root**, and is

attached to the verb itself, which includes some **object pronouns**, and all **thematic prefixes**, **conjugation prefixes**, **subject pronouns**, the **classifier**, and other components used for verb conjugation.

*Thematic prefixes*

Components in the prefix that affect the meaning of the verb and the way it functions, and most of them derive from words and incorporate the meaning of those words into the verb itself.

*Conjugation prefix*

A component of the verb that appears only in certain modes, but affects the **stem variation**. There are four **conjugation prefixes**, and their meaning likely comes from **motion verbs**, as listed below:

TYPE	GENERAL DESCRIPTION
∅	motion that comes to an end
<i>na</i>	unbounded motion
<i>ga</i>	upward motion
<i>ga</i>	downward motion

*Classifier*

A component of the verb that appears immediately to the left of the root, and serves the following functions: 1) creation of new verbs by noting causation (someone doing it as opposed to it happening), classification (types of objects or actions); 2) conjugation for the completion of the verb, which is referred to as -i (incomplete) and +i (complete); 3) noting middle voice (subject is also an object or verb is reflexive) or the removal of an **object** or **subject** from the verb theme. The groups and their general description are below, and the complete list is on the following page.

TYPE	GENERAL DESCRIPTION
∅	default
<i>s</i>	causation or classification
<i>l</i>	causation or classification
<i>sh</i>	pejorative (usually)

<i>Classifier</i>							
		-I	+I				
∅	∅-	∅-	ÿä-	s	sa-	sa-	si-
D+∅	da-	da-	di-	D+S	s-	s-	dzi-
		-I	+I			-I	+I
L	la-	la-	li-	SH	sha-	sha-	shi-
D+L	l-	l-	dli-	D+SH	sh-	sh-	ji-

*Stem*

The core part of the verb in Tlingit, which is composed of a **root** and **stem variation**, and is found at or towards the end of the verb and is the main component of meaning.

*Root*

The heart of the verb, from which meaning is derived, which is most often one syllable, although there are multi-syllable exceptions. The root is what you look up in Tlingit dictionaries when translating to English. The root is often denoted with the √ symbol.

*Stem variation*

The vowel length and tone of the verb root, which changes based on **stem type**, **conjugation prefix**, and **verb mode**, except in the case of invariable stems. There are six stem types, and the possibilities of their appearance are listed below.

TYPE	NAME	TYPE	NAME
CVV	open	CVVC	closed
C <sup>h</sup> VV <sup>h</sup>	fading	C <sup>h</sup> VVC	glottalized
*	invariable	C <sup>h</sup> VVC'	ejective

TYPE	GENERAL DESCRIPTION
-VV-	long and low
- <sup>h</sup> VV-	long and high
- <sup>h</sup> V-	short and high

*Verb type*

A category of a Tlingit verb that determines how the verb functions conceptually and grammatically, and in Tlingit includes the following types and characteristics:

TYPE	DESCRIPTION	SPECIAL CHARACTERISTICS
<i>act</i>	for someone to do something	
<i>event</i>	for something to happen	no primary imperfective (use progressive imperfective)
<i>state</i>	for something to be a certain way	often uses object pronouns; rarely uses subject pronouns
<i>motion</i>	for something to move	no primary imperfective (use progressive imperfective); conjugation prefix changes based on type of motion
<i>positional</i>	for something to be positioned	only occurs in imperfective

*Verb mode*

Verb conjugation according to the arguments presented by the verb, or basically what the verb does. In English these are often called “past tense” or “present tense” but in Tlingit the focus is often whether the verb has been occurred or not, instead of when it may have happened. The verb mode has certain components that appear in order to activate that mode, and affect contraction and the qualities of other components.

*Verb theme*

A skeletal representation of the verb that shows the necessary components for using that verb. Some are represented by a symbol, which means you can select items from a list and insert them in that location, although they may contract with surrounding elements.

*Transitivity*

The presence (or absence) or **objects** and **subjects** in a verb, and in Tlingit includes the following possibilities: transitive (object & subject), subject intransitive (subject only), object intransitive (object only), and impersonal (neither subject nor object).

# 3

## Learning Tlingit

*Ax̄ x'agáax'i áwé yéi k̄gwatée:  
ch'u tleix̄  
k̄ugaagasteé,  
Lingít.  
— Kaalkáawu*

My prayer will be this:  
forever,  
let it exist,  
Tlingit.  
— Cyril George, *Kak'weidí*<sup>1</sup>

There is no single right way to learn a language, and there is also no easy way. Regardless of the collection of resources, techniques, methods, technologies, and philosophies, the main ingredients to success are humility, patience, time, and labor. This text introduces a set of concepts that can lead to a high level of understanding of Tlingit language and culture. In an ideal situation, the student would have access to speakers and would take what the speakers are willing to teach instead of trying to fit this or any other curriculum onto the consciousness of our elders.

There are no specific lessons presented in this text, but instead there are lists of grammatical items with explanations and examples of how they function in the language. It is recommended that techniques of language acquisition and use accompany this text, and that the information presented here be used in existing or developing lessons to help convey some of the concepts and word lists.

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<sup>1</sup> George, Cyril. “Kaalkáawu X'édáx Lingít Yoo X'atángi Daat (Tlingit Language).” trans. Lance Twitchell. Retrieved from <https://www.youtube.com/watch?v=4DP2EVBtUrc>.

This text assumes you have studied some Tlingit, especially the concepts presented in *Beginning Tlingit* by Richard and Nora Dauenhauer. If you have not, then you should examine that text and the accompanying audio. In addition, you should study the phrase book *Lingít X̄'éináx̄ Sá: Say It In Tlingit*, also by the Dauenhauers, and the audio version, *Lingít X̄'éináx̄ Áx̄: Hear It In Tlingit*, by Johnny Marks and Keri Eggleston (Edwards). The texts that you should always have with you in print or digital form are the *Tlingit Verb Dictionary* by Gillian Story and Constance Naish and *Dictionary of Tlingit* by Keri Edwards (Eggleston). Each of these are invaluable to learning Tlingit, and you should work with them enough to become very familiar with their structure so you can look things up easily and fairly fast.

## ***Second Language Learning***

The second-language student of Tlingit must balance energy and time between listening, speaking, and studying. Your time with other students is invaluable because you share a bond that no one else in the world shares, and your time with fluent elders is even more valuable than that. One of the hardest parts of learning an endangered language is committing to staying in the language, which means those who have not made the choice with you are left out of the loop at times. It is not rude to stay in the language. It is choosing to allow the language to live.

When you have speakers and learners of the language together, then you must push yourself to make Tlingit the language of choice. Keeping the group in English does two dangerous things: 1) it wastes time—which is even more deadly when precious elders are present, and 2) it makes English the more important language. Tlingit must be the language of choice for learners and speakers if language shift is going to reverse, and that is a decision that you alone have the power to make.

Language must be in constant use in order to become part of a person's life, and that use includes listening, speaking, and being surrounded by language. The living and working space of the second-language learner should have the target language all over as the physical space becomes a reflection of the desired internal space, which is multilingual and in



our case Tlingit-focused.

In thinking about learning and teaching Tlingit, the following list is presented as a path to fluency:

- \* pronunciation
- \* nouns
- \* kinship & clans
- \* essential phrases
- \* modifying nouns
- \* directional & relational terms
- \* particles & interjections
- \* introduction to the Tlingit verb
- \* verbs & grammatical structure

The second-language learner must spend time memorizing lists of words and thinking about how they function in the language. In addition, relationships between people, places, the natural world, and the supernatural world must always be considered from the Tlingit perspective. In order to think in Tlingit, a student must always be questioning whether communication is originating from the English speaking world or the Tlingit speaking world. While there is fun to be had with translations of English concepts like song lyrics, movie titles, and other pop-culture items, that must be balanced with what our ancestors have left for us.

Also, grammatical rules must be considered and understood over time. A second language cannot be learned without internalizing the grammar, and that function works differently for second-language speakers than it does for birth speakers. Some people believe it is harder to learn when you are older, but in reality it is just different. A human child's mind is wired to language acquisition, but I think that the mind is always ready for language acquisition. We live in a society that tried to kill off Native languages for a handful of colonizing languages. Because of this we must make sure that indigenous value systems and ways of thinking are privileged over colonial methods if our languages are going to revitalize and our people are going to believe in themselves.

People were told that their languages were too simplistic, or were the work of the devil. Now we are told that the global market needs to focus on a small number of languages and

there is no place in modern economies for Native languages. These are the same pieces of rhetoric that mask a concept of racial superiority that we have the power to reject when we live with our languages. We have been told over and over to speak our languages, so that is what we are going to do.

## ***Tlingit Culture***

Tlingit culture flows through the language. While you are learning the language, you should always be pressing for a stronger understanding of how Tlingit culture is thought about from the perspective of the fluent speaker. One such speaker is Keiheenák'w John Martin, who once said:

Haa ḵusteeyí, haa jeet has aawatée, yá Aas Ḵwáani.<sup>2</sup>  
Our culture & life, was given to us from them, the Tree People.

Our challenge is to think of these things from a Tlingit perspective. There will be times when you try to translate something, whether it is a joke or a concept, and it seems to not work in English. There will also be times when you look at something translated much differently once you have internalized more language.

As a learner, keep in mind that the path to fluency involves a fluency in the culture as well, and the English speaking part of your mind likes to challenge what you are trying to think about in Tlingit. When you work with Tlingit, especially engaging with fluent speakers, cultural leaders, and listening to recordings from a time when language and cultural fluency was much higher, you will enrich your life in immeasurable ways.

Below is a short list of cultural values that you should focus on while learning Tlingit. There will be many more that emerge in your own journey, but you should keep the Tlingit cultural context in mind while learning, and always try to see the way your elders are thinking about things.

- ★ respect
- ★ love
- ★ humility
- ★ honor
- ★ humor

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2 Martin, John. "Ḵingeistí ḵa Keiheenák'w Aas Ḵwáani Daat Yoo Has X̱'awli.át (Tlingit Language)." trans. Lance Twitchell. Retrieved from <https://www.youtube.com/watch?v=ipziwSSoQE>.

- ★ clan property & clan law
- ★ clan relationships
- ★ balance
- ★ responsibility
- ★ taboo
- ★ stories
- ★ oratory
- ★ ceremony

## ***Tlingit Worldview***

You are going to see that language reveals another thought world, and will give you a glimpse into the way that Tlingit people viewed and thought about the world long ago. This concept is captured marvelously by scholar and language advocate Oscar Kawagley in his speech at the *Nurturing Indigenous Language Conference* in 2003:

Nature contains the creatures, plants, and elements of Nature that have named and defined themselves to my ancestors and are naming and defining themselves to me. My ancestors made my language from Nature. When I speak Yupiaq, I am thrust into the thought world of my ancestors.<sup>3</sup>

To think of the world in these terms takes a lot of time and focus. The journey to language revitalization is absolutely a spiritual one on the personal and the group level. Because of that, we have been told to have strength and courage. One of my teachers, Shgaté Jessie Johnnie used to call me and say, “you are soaking in the icy waters for your people,” and that is how it is.

The list below are items to keep in mind while learning Tlingit. As you become a speaker, your view of how these things function will likely shift as you allow another consciousness to form in your mind, body and spirit.

- ★ spirituality
- ★ philosophy
- ★ time & space
- ★ natural world

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3 Kawagley, Oscar. “Nurturing Native Languages,” in *Nurturing Native Languages*. ed. Jon Reyhner et al (Flagstaff: Northern Arizona University, 2003), vii.

- ★ supernatural world
- ★ grammar
- ★ group identity
- ★ individual identity

## ***Language Learning in a Cultural Context***

No matter what this or any other text provides, keep in mind that the greatest asset we have is our birth speakers. Languages change, and you should be taking measures to have fun in the language and make it your own, but keep in mind that there are occasions for the language to move into a sacred space and as a learner you should develop intuitions as to how the language should be used in certain situations and places.

Remember to speak it all the time, even if no one is there to hear it, and to engage with other speakers as much as possible. One of the risks we take in learning and documenting our language is that we only learn how to talk about it in English, and not to engage in the language as listeners and speakers. Push yourself in low-pressure situations like speaking to yourself, to fellow learners, and to animals and children. Speak out on the land and address everything on Lingít Aaní because those things have spirits inside them and understand our language.

More than anything, remember that you are everything you need to be right now. Instead of analyzing where you are or are not, focus on what the next steps might be and what methods will help you continue to grow and flourish. Remind yourself that you are one of the speakers of this language, and that your actions and dedication are creating the pathway to future generations of speakers.

Our language was made for us, and was intended to last forever. You are a part of that process, and the language will heal you and enable you to better function in this world. We have unity of love for each other, and that is what we were destined to have. Enjoy your studies & gunalchéesh.

# 4

## Nouns

*Sagú yáx̄ kaa yayík du. ax̄ji nuch héendei yaa ana.ádi.  
— Taakw K'wát'i*

Their voices would sound happy when they went down to the sea.  
— Frank G. Johnson, Taakw.aaned<sup>1</sup>

One of the things you can do to prepare yourself for studying Tlingit verbs is to understand how nouns work in the language. This is actually fairly straightforward, and is a good place to start learning the language. One thing you should be doing by now is learning as many words for things as you can. You already know what many of these things are, so you can start learning the Tlingit words for them and replacing them in English speaking.

For example, the Tlingit word for spoon is *shál*. You can just start using the Tlingit word instead, and you will find yourself committing the association of word and object. You can continue doing this with flashcards, pictures, and other objects in daily life. If you want to learn the Tlingit names for things, then stop using the English names as you learn them in Tlingit. You should be able to learn new nouns at a regular pace, and should be preparing your mind to store thousands of words for things. If you do not find ways to use these new words, then you will find them much more difficult to commit to memory. But if you say them, think of the object, hear them, think of the object, and think less about the English translation, then you will be well on your way.

To understand how nouns function, we will start with

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<sup>1</sup> Johnson, Frank. "Dukt'ootl' / Strong Man." *Haa Shuka: Tlingit Oral Narratives*. trans. Nora Dauenhauer & Richard Dauenhauer. (Seattle: University of Washington Press, 1981), 138–139.

looking at them in Tlingit so you can think about new words as you learn them.

## **Common Nouns**

As you learn words for things, you will begin to see the Tlingit worldview that is evident in the language. One of the things to think about when learning nouns is where words potentially came from and what that means in terms of the history of people and place. Many of the oldest words in Tlingit have one or two syllables, and you will find that nearly all words that have more than two syllables are manufactured words for things. This creates an interesting study of what may have been here when the Tlingit people migrated here, and what they encountered as the time passed. Within the language, we have well over ten thousand years of history that we can think deeply about.

When Tlingit makes a word for something, which it has always done and will always do, there are a number of ways that it can happen. The word can be **descriptive**, meaning that the name for the noun is a compound word that describes the basic appearance, or function of the object. A good example of this is *gandaadagóogu* – woodpecker. This comes from *gán* (wood, firewood) + *daa* (around) + *dagóok* (pecking) + *-u* (nominalizing suffix, which makes a verb into a noun). The word in Tlingit means, “pecking around the wood” which is descriptive and combines many parts of Tlingit grammar that we will be looking at soon. We see this in other examples, like *hintaak xóodzi* – polar bear (brown bear in the water), *yaa kudzigéiyi ts’ats’ée* – pigeon (wise songbird), and *gus’k’ikwáan l’oowú* – oak (European’s piece of wood). The last one contains a descriptive word for Europeans which means, “people at the base of the clouds,” which is the first name given to European visitors.

Another way that words are built for nouns is by adding *-aa* to the end of a verb, creating a word that means, “the one that (verbs).” You will find examples of this all over in Tlingit, and will learn how to look the verb up when you see it. Some of these are *lítaa* – knife (the one that glides), *gwéinaa* – towel (the one that wipes), and *kooxéedaa* – pen, pencil (the one that writes).

Other words are borrowed into the language, which is another thing that has always been happening and always will. Often the word becomes a Tlingit word by adapting the sound system of Tlingit. This does not degrade the language at all, but instead shows an adaptability and cultural interchange that occurs from a Tlingit perspective. Some examples of this are *wásh* (from English “mush”), *wínk* (milk), *cháach* (church), and *shgóon* (school).

Many borrowed words in Tlingit come from neighboring languages, the Chinook jargon, Russian, French, and English. Dzéiwsh has many of these listed in papers, and a more complete list is forthcoming in his dissertation. When it comes to nouns, we see that the language is incredibly adaptable and it should always be that way. The introduction of new objects and ideas is nothing new to any language around the world, and should be seen as a sign of life instead of any sort of trouble.

There are two types of nouns in Tlingit, and this is a concept that takes a bit of time to understand. The terms used to differentiate these types are **alienable** and **inalienable**. While these may sound difficult, the concept itself is quite simple. Alienable means that noun can exist on its own, and inalienable means it cannot separate from its possessor without shifting to an alienated form. This is a key concept to understanding the function of some Tlingit nouns, and explains why some of them are listed in dictionaries with placeholder nouns to relate to, such as *du* (her/his) and *a* or *at* (its). Some examples of these are *du tláa* (mother), *du shá* (head), *a kaayí* (pattern, model, template for it; measure of it; measurement for it), and *at katé* (bullet).

## ***Alienable***

An alienable noun is the most common form. It is a noun that can exist without a possessor. These are the same in Tlingit as they are in English: a person, place, or thing. In Tlingit, we can call these *a saayí* (the name of something). You should learn as many nouns as possible, focusing on ones that you would use on a daily basis so you increase your chance of remembering them.

## Inalienable

An inalienable noun cannot exist without a possessor unless it shifts to an alienated form. These must be possessed by something, but they do not gain a possessive suffix, which will be talked about in the next chapter. Inalienable nouns are most commonly kinship terms and body parts, but also include relational nouns.

Inalienable nouns are listed with an en dash (–) in front of them to signal that a possessor is needed. A list of pronouns is included in this chapter so you can learn the possessive pronouns to replace them. Nouns can also function as a possessor, as in the following examples:

–shá	–'s head
aḵ shá	my head
keiti shá	dog's head
–tláa	–'s mother
du tláa	her/his mother
gooch tláa	wolf mother

### Kinship Terms

Tlingit kinship terms are rooted in the matrilineal clan system. Because of this, it is important to understand the traditional Tlingit way of looking at family, friends, and in-laws. Often we see the word friends translated in Tlingit as *aḵ xoonx'i yán* (my clan relatives, friends). This term would not include those from the opposite clan, who generally are *aḵ kaani yán* (my in-laws) and can also have specific relationships which are dictated by clan genealogy. These terms are fluid, and are not determined only by lineage. If two people grow closer to one another through friendship or marriage, they may choose to use a kinship term for one another instead of calling each other by name.

Tlingit kinship terms are listed with the placeholder – before the term, as in *–tláa* (–'s mother). This placeholder must be replaced by another pronoun or noun. For example: *aḵ tláa* (my mother), *i tláa* (your mother), *gooch tláa* (wolf mother), and *naa tláa* (clan mother).



The following is a list of kinship terms<sup>2</sup> based on the clan system. Those who are the same moiety (Crow/Raven or Wolf/Eagle) are —*xoonx'i yán* (clan relatives) and those who are opposite are —*kaani yán* (clan in-laws). Your relationship to them is very important, especially during ceremonies. Sibling kinship terms are specific to the gender of the speaker, and these are not the same as Euroamerican families. A sibling in Tlingit is anyone of the same clan and generation, and anyone from the same moiety that you feel very close to.

–yinaanáx	matrilineal line
–xooní	tribesman
–tláa	mother
–tláak'w	maternal aunt
–káak	maternal uncle
–shátx	female's older sister
–kéek'	female's younger sister
–éek'	female's brother
–húnxw	male's older brother
–kéek'	male's younger brother
–dlaak'	male's sister
–kikyádi	twin
–kéilk'	maternal niece/nephew
–xwáayi	clan brother
–sháawu	clan sister
–gunéitkanaayí	clan opposite
–káani	clan in-law
–éesh	father
–aat	paternal aunt
–sáni	paternal uncle
–káalk'w	paternal niece/nephew
–shát	wife
–xúx	husband
–wóo	father-in-law

2 Edwards (Eggleston), Keri. *Dictionary of Tlingit* (Juneau: Sealaska Heritage Institute, 2009), 533-535. Dauenhauer, Nora & Richard Dauenhauer. *Lingít X'éináx Sá – Say It in Tlingit: A Tlingit Phrasebook*. (Juneau: Sealaska Heritage Institute, 2002), 36-39.

-chaan	mother-in-law
-yitshát	daughter-in-law
-seixúx̣	son-in-law
-káawu	man, boyfriend
-shaawádi	woman, girlfriend
-een aa	mate
-xán aa	mate
-yádi	child
-yátx'i	children
-sée	daughter
-yéet	son
-dachxán	grandchild
-léelk'w	grandparent
-áli	grandparent
-daakanóox'u	mother's paternal grandparent
-saayí	namesake
-yakáawu	partner
-t'aagí	clan brother or sister
-woosh kík'i yán	sisters / brothers

These are pluralized with an additional term that comes after the kinship term:

-hás	comes after most kinship terms to pluralize them
-yán	a few kinship terms use this diminutive plural, such as «-káani yán» (-'s in-laws), «-dachxánx'i yán» (-'s grandchildren)

The kinship terms above use possessive pronouns to show to the relationship, such as the following:

ax̣	my
i	your
du	her/his
haa	our

yee	all of your/y'all's
has du	their
kaa	someone's; a person's

There is also a set of terms that have special meaning and use the first person plural possessive pronoun *haa* (our). These are locked meanings, and the definitions given here are simplified. Consult elders for a more thorough definition and how they relate to Tlingit spirituality.

Haa Shagéinyaa	The Creator; God
Haa Shagóon	Our Ancestors
Haa Shuká	Those Who Came Before Us
Haa Tlaguk <sub>u</sub> waanx'i Yán	Our Ancient Ones
Haa Nanaayi	Our Deceased

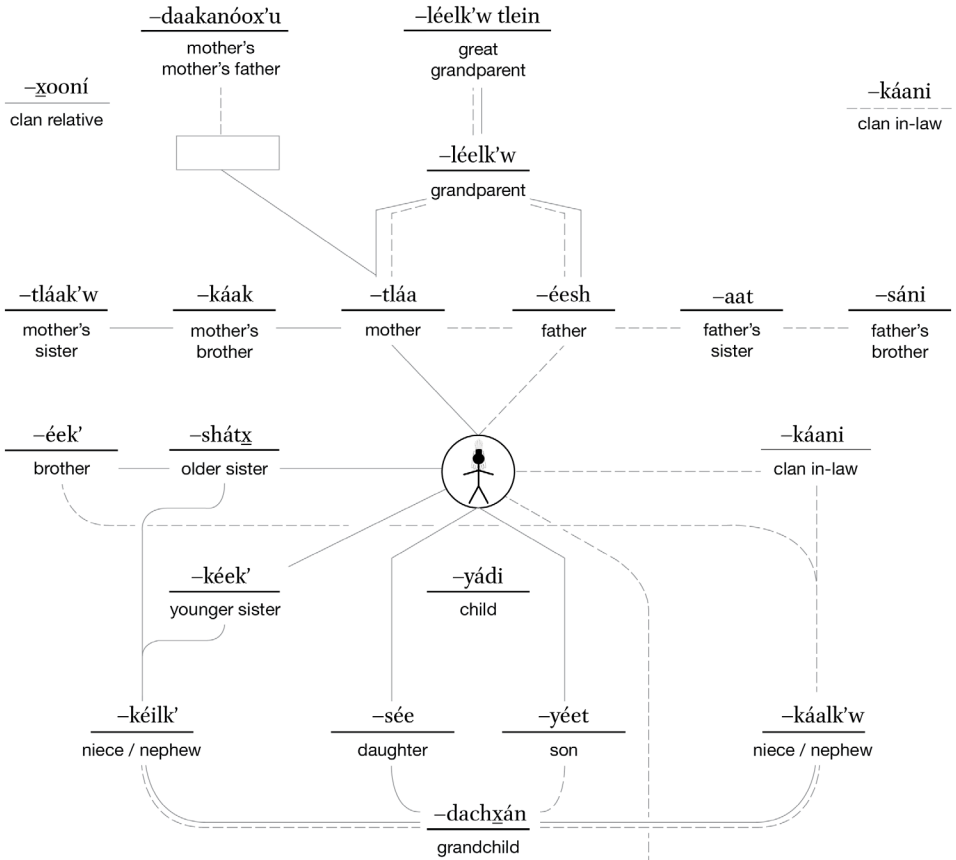
The following pronouns are used when speaking directly to the relative:

aatléi/aatlée!	mother!
éesh!	father!
sík!	daughter!
yítk'!	son!
kélk'!	maternal niece/nephew!
káلك'w!	paternal niece/nephew!
léelk'w!	grandparent!
chxánk'!	grandchild!

The illustrations on the following pages are designed to help you visualize the Tlingit kinship system. Remember that Tlingit uses a clan-based system, which overrides blood relationships. Your clan opposites are often treated with a higher level of respect in order to maintain strong clan relationships, and a Tlingit clan name comes with the kinship relations of those who previously held the name.

Kinship terms can change as relationships do, meaning that people may use close kinship terms to signify a strong personal relationship. For example, someone who is *Kaagwaantaan Yádi* may refer to Kaagwaantan males they feel close to as *ax éesh* regardless of the blood relationship. Also,

# shaawát (♀)

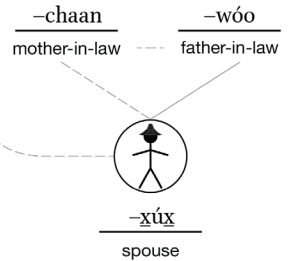


**INDEPENDENT PRONOUNS**

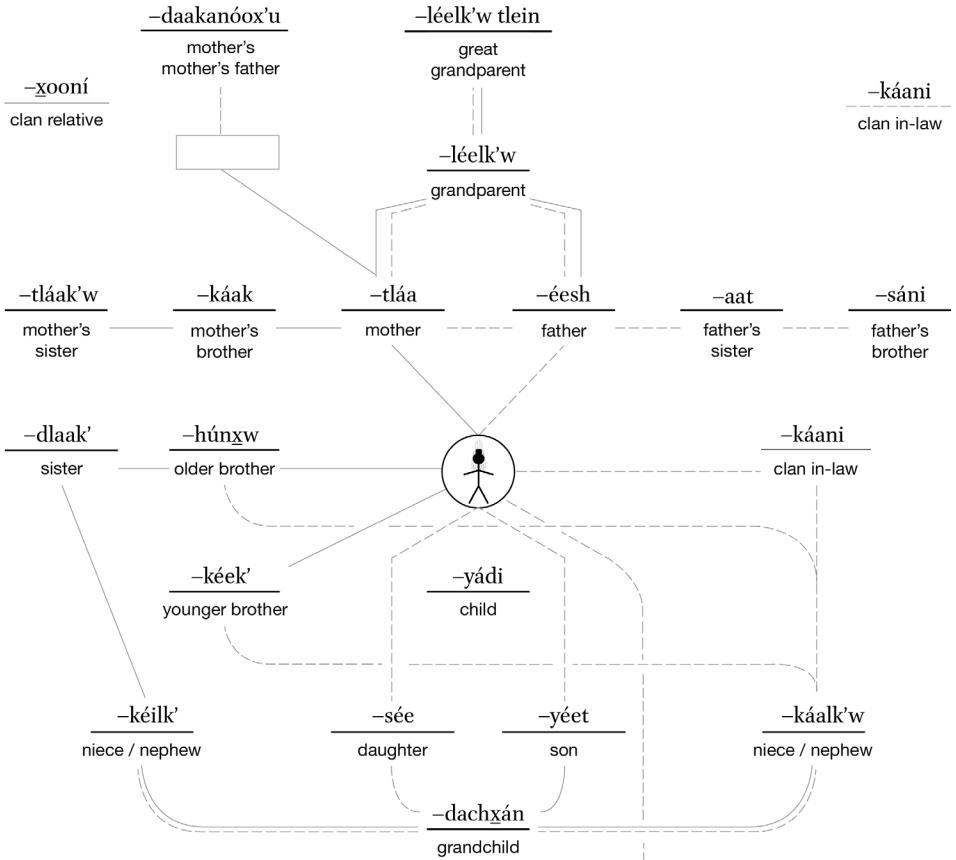
<u>xát</u>	i, me
<u>wa.é</u>	you
<u>hú</u>	s/he, her/him
<u>uháan</u>	we / us
<u>yeewháan</u>	you all
<u>hás</u>	them, they
<u>káa</u>	person/someone
<u>át</u>	it

**POSSESSIVE PRONOUNS**

<u>aX</u>	my
<u>i</u>	your
<u>du</u>	her/his
<u>haa</u>	our
<u>yee</u>	you all's
<u>has du</u>	their
<u>kaa</u>	person's/someone's
<u>at</u>	its



káa (♂)

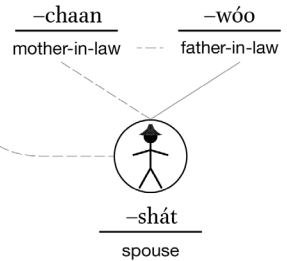


INDEPENDENT PRONOUNS

<u>xát</u>	i, me
<u>wa.é</u>	you
<u>hú</u>	s/he, her/him
<u>uháan</u>	we / us
<u>yeewháan</u>	you all
<u>hás</u>	them, they
<u>káa</u>	person/someone
<u>át</u>	it

POSSESSIVE PRONOUNS

<u>aX</u>	my
<u>i</u>	your
<u>du</u>	her/his
<u>haa</u>	our
<u>yee</u>	you all's
<u>has du</u>	their
<u>kaa</u>	person's/someone's
<u>at</u>	its



if a child receives a Tlingit name from an elder, that elder might then refer to the child's father as *ax éesh* as a gesture of clan and familial closeness. Your understanding the kinship structure is invaluable when it comes to functioning well in traditional ceremonies. This is who we are and how we relate to each other, our clans, our *at.óow*, and *haa shuká*.

### Body Parts

In Tlingit, a body part does not exist without belonging to something. A removed body part would still need a noun or pronoun to attach to, because if your hand was removed you would still consider it your hand. If the disconnected body part is permanently removed, then this is shown by making it an *alienated* body part, which is described after this section.

You should familiarize yourself with human body parts in Tlingit, which are listed below.<sup>3</sup> Many of these listings are compound words themselves, which you can study to see how the Tlingit thought process sees the body. Sometimes body parts can have body parts, forming compounds like *ax tl'ikshá* ("head of my finger" / fingertip). These compound body parts reveal interesting connections between the world and the body.

As you review the list below, which is most of the known body parts in Tlingit, think about the relationships you see between some of the words, and also the way that they pattern themselves when creating compound and possessed forms. As you study Tlingit nouns more, the patterns will become clearer to you, and you will be able to create your own complex nouns to describe things that you see as you interact with the language. The following lists start with general terms and then move down through major body areas (head, neck, torso, etc.). For a complete list, consult Leer's *Interior Tlingit Noun Dictionary*, where these entries were copied from.

–daa	body; around body
–daashagóon	body parts
–daasheeyí	limbs

3 Leer, Jeff. *Interior Tlingit Noun Dictionary: the Dialects Spoken by Tlingit Elders of Carcross, and Teslin, Yukon, and Atlin, British Columbia* (Whitehorse: Yukon Native Language Centre, 2001), 106-127.

–daa.it	limbs
–daa.ittú	coordination; carriage of body –daa.ittú tlél ulcheen: “wobbly all over”, daa.ittunéekw: “arthritis”
–daa.itxoo	general area of joints and/or bones; frame, skeletal structure of body
–dook	skin, complexion
–dukká	surface of skin; outer layer of skin
–duktú	under skin; in the lower layer of skin
–naa	upper body
–s’akx’áak	joint(s); between bones
–daa.itx’áak	joints; between bones specifically between the bones
–s’aktu.eixí, –s’aktu.eexí	bone marrow
–daaleilí	wrinkled, baggy skin
–daadleeyí	flesh
–xaawú	body hair, fuzz
–xáak	skeleton, bare bones
géex’	chapped, leathery skin
téis’	flab
téet’	vein; tendon (inside body)
s’aak	bone
nóox’	shell; carapace
–túkl’i	cartilage, gristle
–s’akshutúkl’i	cartilage, gristle at the end of bones
–s’akx’áak túkl’i	cartilage, gristle between bones
lé	membrane
–daaleiyí	membrane around (as a bone)
–s’aak daaleiyí	gristle around bones
–shá	head
–shadaa	around head
–shantú	inside of head
–shakée	(on) top of head
–shayee	under head; supporting head
–shaxaawú	hair
–kak’xaawú	bangs
–shakakóoch’i	curly hair

–shashaaní	gray hair
–shakwtú	in hair; all through hair
–x'ées'i	lock of hair; matted hair
–ludix̣' ch'éeni, –lek'ich' ch'éeni (C)	ponytail; hair over back of neck tied into a bow traditionally tied into a bow with feathers sticking out
–shax̣aawú kagoowú	roots of hair
–shak'i.eet	follicle of hair
–gaan	fontanel soft spot on a baby's head
–shakeewaagí	place skull knit together after fontanel closed
–shadaadoogú	scalp
–gúk	ear
–gukyax'aan	top edge of ear
–gukdaa	outer ear
–gukshú	earlobe
–gukl'óot'i	tragus small projection of skin-covered cartilage on the cheek side of the ear
–gukyík	inside ear; ear canal
–gukyikx̣aawú	hair in ears
–gukyikk'óox'u	earwax
–yá	face
–yadook	facial skin, complexion of face
–káak'	forehead
–yat'ákw	temple; upper side of face from cheekbones to top of head
–s'ee	eyebrow
–waḳkináa	area over eye; underside of brow
–waḳgúdli	big round eyes
–waḳkadleidí	white of eye
–waḳlitaakt'ooch'í	iris of eye
–waḳlitaakdleidí	white ring around iris
–waḳkayádi, –waḳlataakyádi	pupil
–waḳlitaak.woolí	opening in his/her eye from pupil to back of eye
–wakyík	in eye



–waktáak, –waktitáak	inside of eye
–waktáatúk'l'i	gristle around eyeball
–waktshantul'óox'u	optical fluid gelatinous fluid inside eye
–waktshantú	back of eye or eye socket
–waktkadáal'i	epicanthic fold of eye
–waktshú	corner of eye
–waktch'óok'	outside corner of eye
–waktkadoogú	eyelid
–wax'é, –waktx'é	rim of eyelid(s); opening of eye(s)
–waktx'atá	inside of eyelid(s)
–wax'axéix'u, –waktx'axéix'u	eyelash
–waktayeexéix'u	bottom eyelash
–waktadaoogú	skin around eye
–waktgandaa	wrinkles in skin of eyelids above the eyelashes
–waktandaa	area around eyes
–waktayee	area below eye
–wakthéeni, –waktx'ahéeni	tears
–wakthéeni eetí	streaks left by tears
–waktx'akéet'i	mucus, pus, discharge from eyes
–wakt dlóok, –waktx'adlóogu, –waktx'adlóogu	sleep in eyes; dried mucus gumming up eyelashes
–wásh	cheek
–washkas'aagí	cheekbone
–washká	outside of cheek
–washleiyí	soft part of cheek
–washkadeiyí	lines along cheeks from nose to corners of mouth
–washtú	inside of cheek
–washkadleeyí	cheek flesh
–lú	nose
–luká, –lugóon	bridge of nose
–luyax'aan	tip of nose
–lux'é	openings of nostrils

-lugóoch'	lobe of nostril
-lutú	inside of nose, nostril
-lutux̣aawú	hair in nose
-lugéitl'	snot, mucus from nose
-lutudlóogu, -lukas'eexí, -lutukas'eexí, -lutukanóodzi	dried snot, mucus in nose, booger
-lukéet'i	mucus, pus, discharge from nose
-lut'aaḳ	side of nose
-lutayee, -k'aluyee	area under nose
-lututúk'l'i	nose cartilage
-lutux'úx'u	nasal membrane
-ludaa	around nose
-luyees'ix'i	philtrum trough running from middle of nose to upper lip
-k'alú	top of philtrum
-k'aluch'éeni	bottom of philtrum
-x'é	mouth
-x'atá	corner of mouth
-laká	inside of mouth
-lakadoogú	skin inside mouth
-k'ikl'án	palate
-x'akágu	big mouth literally: basket-mouth
-x'adaa	lips; area around mouth
-x'adaadoogú	lips; skin of lips
-x'ax'aa	raised edge around lips
-x'adaadzaayí	his mustache, whiskers
-k'áats'	gap in teeth
-oox̣	tooth
-ux̣taagáni	canine tooth
-ux̣k'í	base of teeth part of teeth below gum line
-ux̣xoo	in teeth among the teeth and gums
-ux̣.eetí	tooth marks; mark or scar left where she/he bit

–uxk'idleeyí	gums
–x'as'gukáadzi, –x'as'guwéis'i	salivary glands
–l'óot'	tongue
–l'óot' yax'aan, –l'óot' x'aan	tip of tongue
–l'óot' wán	side of tongue
–l'óot' k'í	root, back of his/her tongue
–l'óot' tayee	area below tongue
–l'óot' tayeetláagi	frenum v-shaped ridge connecting base of tongue to bottom of mouth
–l'óot' tayeésít'i	saliva glands at front of frenum below the tongue
–nóot'ani, –nóot'ayi, –nóot'ee	uvula
–x'ahéeni	saliva
–lakaxéel'	thick saliva; drool from inside the mouth
–x'axéel'	thick saliva; drool from the mouth
–shakanóox'u	skull
–shakaxaagú	empty skull
–shakees'aagí	top of skull
–shaláx'	inside of skull
–tlageiyí	brain
–shuntuhéeni	water in head supposed to make a person smart
–tlageiyí yadaatét'i	blood vessels on the surface of brain
–tlageiyí yadaadoogú	membrane around brain
–x'ás'	lower jaw, mandible
–x'as'tus'aagí	jawbone; jaws
–x'as'tu.eexí	marrow of jawbone
–x'agákwshayi	lower jaw hanging wide open
–téey	chin
–téey yax'áak	cleft of chin
–yadaadzaayí	his beard, whiskers
–sé, –sá	base of neck; lower neck where one wears a necklace; also means "voice"

–sagú	collar; base of neck
–leitóox̣	throat
–leiyoowú	esophagus
–leikachóox̣'u	windpipe; pharynx
–leikachóox̣'u gún'l'i, –leitux̣gún'l'i, –leikachóox̣'u s'aagí	voice box; adam's apple
–leitux̣kágu	big throat lit. basket throat
–leitux̣kágu ligaaw	booming voice
–s'áaxu ya.áawu, –shayiktéet'i	jugular vein
–lak'éech'	occiput; nape of neck; back of head
–lak'éech' gún'l'i	occipital bone
–lak'éech' s'aagí	bone at the base of skull on the back of head
–lak'éech' kóogu	pit at base of skull
–saká	on neck, collar
–layat'akws'aagí, –letóox̣ kas'aagí, –wóow s'aagí	collarbone
–layat'ákw	depression along the sides of esophagus extending down behind the collarbone
–ludíx̣'	back of neck; (upper) neck can refer to whole upper neck, but specifically means back of neck
–ludíx̣' shudzísk'u	bone at base of skull that looks like a larger owl (tsisk'w)
–ludíx̣' shuk'águ	bone at base of skull that looks like a small owl (k'ákw)
–díx̣'	back
–díx̣'ká	surface of back; on back
–díx̣'tus'aagí	backbone
–díx̣'kagoodlí	hump on back
–óox̣'u	shoulder blade; scapula
–óox̣'u x̣'áak	area between shoulder blades
–óox̣'u kadleeyí	shoulder blade muscles
–díx̣'gana.áayi, –díx̣'kana.áayi	largest vertebra (between the shoulder blades)

Nouns

–wóow	chest
–woowká, –yuwká	on chest
–wuwtú, –yuwtú	inside of chest, breast
–xeitká	thorax; flat upper surface of chest
–l’aa	breast
–l’aa taye	area below breast
–woowkas’aagí, –yuwkas’aagí	sternum, breastbone
–woowkas’aagí goodlí	bump on sternum
–xéit, –yuwshú	solar plexus
–woowshuyis’aagí, –yuwshuyis’aagí, –yuwshutúkl’i,	caudiform appendage small curved projection of cartilage below the ribcage in the area of the solar plexus
–s’óok	rib(s)
–s’uḱkulayáach’i	lowest rib(s), short rib(s)
–yuwá	abdomen; surface of belly; front of body
–yuwadaa	abdominal area; around belly
–yukaayí	flesh covering belly
–kasantú	below belt
–yuwadaadoogú, –yuwdaadoogú	belly skin; skin over abdominal area
–yuwadaadleeyí, –yuwdaadleeyí	flesh over abdominal area
–yuwkaḵaawú	hair on belly
–kool	navel, bellybutton
–taanú, –taaní	umbilical cord
–yik.ádi	internal organs, viscera
–t’éix’	heart
–keigú	lungs
–dix’gei.ádi	gament connecting the heart to back
–kaháagu	kidney in addition to meaning “its eggs, roe (of a fish)”
–kaháagu daataayí, –kaháakw daataayí	kidney fat
–k’ix’aaktási	sinew connecting kidney to hipbone
–tl’óok, –tl’óogu	liver

–x̣'ool'	belly, paunch including all internal organs in the abdominal cavity
–kuxshusxéexi	ascending colon
–nooxú	colon locally called “bumguts” in reference to moose
–naasí	intestines, guts
a naasix'eidí	small intestine
–kaleiyí, –yuwkaleiyí	intestinal membrane
–yígi	greater omentum, layer of tissue and fat covering its stomach locally called “kerchief”
a yígi taayí	omental fat fat around «–yígi», its omentum
–yoowú gudláawu	bottomless pit of a stomach
–kulóox'shani, –kalóox'shani	bladder
–kulóox'shani téet'i, –kalóox'shani téet'i	urinary tract
–yikkaxaasí, –yikkaxaadzí	diaphragm locally called “curtain”, in reference to moose
–teiyí	gall bladder
–sheexú, –shoouxú	spleen (or pancreas?)
–kichyá	under or beside arm; inside shirt, dress
–éenee, –éenyee	armpit
–éenee xaawú	armpit hair
–t'akká	side of body; alongside her/him
–kaatl	flank, side of belly
–katlyá	flank, side of body between the ribs and the hip
–kasán	torso, body
–kéek	one side of torso one of the two symmetrical halves of the torso
–x̣eek	upper arm
–x̣eek kadleeyí	upper arm muscles
–x̣ikshatus'aagí, –x̣iktus'aagí	humerus, upper arm bone
–x̣ikshá	shoulder
–x̣ikshatú	inside of shoulder

Nouns

-jigei	crook of arm; in embrace
-jigeitéix'i	biceps
-t'eeey	elbow
-t'iyshú	tip of elbow virtually interchangeable with t'iy
-ts'éendli	forearm
-s'údi	forearm; bones in forearm; radius and ulna
-jigúnli	wrist
-jit'ákl'i	knob on outer side of wrist the knob of the largest wrist bone, on the outer side of the wrist
-jín ká, -jiká	back of wrist
-jín	hand
-jinká	on hand
-jiwán	outer edge of hand
-jintáak	palm of hand
-jintakyádi, -jintaakyádi	center of palm
-jintáak dáal'i, -jintaakdáal'i, -jintaakkwéiyi	lines in palm
-jink'í	base of hand
-jintú	grip
-jín xoo	in hands/arms among the bones, joints, and muscles
-jín tus'aagí	bones of hand
-goosh	thumb
-tl'eeḱ, -tl'eik	finger
-ch'éex'i, -ch'éix'i	index finger
-tl'iktlein	middle finger
-laayigágu, -tl'ikḱakées t'eeḱ, -tl'eeḱ kíni	ring finger
-wankach'eeḱ, -wankach'eik	pinky, little finger
-tl'ikx'áak, -tl'ik.wax'áak, -tl'ikyax'áak	between fingers, webbing between fingers
-tl'eeḱ kaxáksi, -tl'eeḱ kagúnli	knuckle

-tl'ikshá	fingertip
-x̣aakw	nail (of finger or toe)
-x̣akwk'í	cuticle
-x̣akwk'idoogú	skin of cuticle
-x̣akwtayee	under fingernail
-tl'iktus'aagí	finger bones
-gooshtus'aagí	bone in thumb
-kagoowú	stump (of amputated limb)
-kasán, -séegi ká	waist
-kasanká	on or over waist
-kat'óot	the middle of body; waist area
-káash	pelvis; hip
-káash kas'aagí	hipbone
-káash shuk'wát'i	knob at the end of hip bone
-káash k'iwoolí, -káash guwoolí	socket of hip bone (in the pelvis)
-k'óol'	tailbone, bottom of spine
-l'eet	tailbone; coccyx; crotch
-k'í	rump; the flesh around hip
-tóok	buttocks, butt
-gushká, -gushká	(on) lap
-x̣'ooos	foot, leg
-gáats	thigh; upper leg
-gatsdaa	around thigh
-gatsdàdliyi	thigh muscles; flesh of thigh
-gatstus'aak, -gatstus'aagí	thighbone; femur
-keyy	knee
-kiyshá	end of knee virtually interchangeable with «keyy»
-keyys'akx'áak	knee joint
-kiyshakanóox'u	kneecap
-saayee	underside of knee; (inside of) lower leg
-keyy ká	(resting) on his/her knee(s)
-téex'w ká, -tóox' ká	(kneeling) on knees



–s'eiyoo <u>wú</u> , –s'ayoowú	calf of leg
–s'eiyoodleeyí, –s'eiyoo <u>wú</u> dleeyí, –s'ayoowú dleeyí	calf muscle
–s'eiyoo <u>wú</u> s'aagí, –s'ayoowú s'aagí, –s'eiyootlein s'aagí	calf bone
–xées'i, –xées'	shin
–s'eiyoo <u>wutéet'i</u> , –x'eitak <u>wtéet'i</u> , –x'eitak <u>wtási</u> , –saayee <u>téet'i</u>	Achilles tendon
–gwéinshani	foot baby talk
–x'usgún'l'i	ankle
–x'ust'ákl'i	knob on outer side of ankle the knob of the largest ankle bone, on the outer side of the ankle
–x'uská, –ikká	top of foot
–x'usgei	inside edge of foot
–x'uswán	outer side of foot
–shutóox'	outer side of foot up to the anklebone
–x'ustáak, –iktáak	sole of foot
–iktaakyádi, –x'ustaakyádi	arch of foot
–x'eitákw	heel
–x'usdaa	around feet
–ikkas'aagí	bone(s) on top of the arch of foot
–x'ustl'ee <u>k</u> , –x'ustl'e <u>ik</u>	toe
–x'usgoosh	big toe
–x'usyax'aan	tips of toes; toe(s) of moccasin(s), shoe(s)
–x'usxaakw	toenail
–x'ustl'ee <u>k</u> tus'aagí	toe bone(s)
–x'us.eetí	footprint
–x'ustl'ikyax'áak tl'óogu, –x'ustl'ik <u>x</u> 'aaks'eexí	toe jam
hindús'	stomach acid; bile in the stomach

–daahéeni	amniotic fluid surrounding it (baby)
–teiyí kahéeni, –teiyí, –teiyí tukahéeni	bile
shé	blood
–tl'éli	semen; its milt (of fish)
–lóox'u	urine
kax'ees	strong urine smell
gwáal'	fart
kóoch'	noiseless fart
kóotl'	high-pitched fart
–keech	fecal material; contents of intestines
háatl'	feces; dung
l'íl'	feces; dung
s'éix̣', s'éex̣'	watery diarrhea
geitl'	thick mucus, phlegm
dlóoḳ	dried mucus
x̣éel'	slime, thick mucus or saliva
s'eeex	dirt; scrap(s); rubbish, trash, clutter; lint
x̣'astoox̣	sputum; spit
háas'	vomit; urge to vomit

### *Relational Nouns*

There are nouns in Tlingit that have a permanent relationship with another noun and function in the same way as body parts and kinship above. An example is *–xus.eetí* (–'s footprints). This and other relational terms are covered in chapter 7, as well as **relational suffixes**.

### ***Alienated***

An alienated noun is an inalienable noun that is permanently separated from whatever it held the relationship with before. We will see in the coming chapter how possessive suffixes work in Tlingit, but in short, inalienable nouns do not gain a possessed suffix unless they are separated. The gaining of the suffix shows that it is no longer attached to a possessor.

This is most commonly seen with animal parts when they are removed from the animal. For example, *gáx jín* (rabbit's paw) would become *gáx jíni* (rabbit paw) if it were separated permanently from the animal. This cannot happen with kinship terms, although a few of them seem to have a possessive suffix (*yát ~ -yádi*).

As you work with Tlingit more, you will see the possessive suffix, especially in names and within body parts that are compound words. You will also notice it in speech and texts.

## ***Names***

Proper names in Tlingit are those of people, places, clans, nations, and many *at.óow* (sacred clan property). These nouns are special because they typically do not gain suffixes. The important distinction to make here is that they cannot be possessed or pluralized. It is ungrammatical to say *haa Lkóodi* (*Haa Lkóot~di*), which would be saying “our Chilkoot”. You also would not say *Kaagwaantaanx'*, which would translate into “Kaagwaantaans”. When you learn proper nouns in Tlingit, you just remember not to alter them as you would other nouns.

## ***Pronouns***

Tlingit has 64 pronouns, many of which are identical in sound but not always in placement. It is a journey to learn how to use these correctly, but that is the same in English (who or whom?). As we look at them, we will focus on ones most commonly used in English, and then will introduce the ones that are in Tlingit but not necessarily in English. That does not mean they are mysterious, it just means that Tlingit handles the concepts differently. All of the pronouns lists in here come from the work of Crippen, and explanations for how they function are adapted from “Tlingitology Seminar Notes” and discussions with Xwaayeenák, Dzéiwsh, X'aagi Sháawu, Guneiwí, and others about how these function and can be introduced and explained in English.

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*Person & Number*


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There are several concepts to explore in Tlingit pronouns, and the first ones we will look at are **person** and **number**. **Person** indicates who the pronoun refers to in reference to the speaker. There are three common possibilities, which are **first**, **second**, and **third**. We will use an English verb here as an example of how these function.

1SG	<i>first person singular</i>	I am walking.
2SG	<i>second person singular</i>	You are walking.
3SG	<i>third person singular</i>	He is walking.

**Number** refers to whether the pronoun is singular (one) or plural (more than one). All of the examples above are singular in number. If we pluralize them, we get:

1PL	<i>first person plural</i>	We are walking.
2PL	<i>second person plural</i>	You are walking.
3PL	<i>third person plural</i>	They are walking.

We will stick to these six **person** and **number** variations, and introduce the others later in this chapter. These are the first six you should learn. You will learn different types of each of these pronouns, and also discover which situations will call for which type of pronoun. These lists may seem long and complicated, but understanding how they work will help you to conjugate verbs and show the relationships between people, things, and other phenomena.

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*Types*


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**INDEPENDENT**

These are not specifically tied to a verb or to a relational term. They may be used to specify or locate a person, animal, or group. Here is an example:

aadóo sáwé ?	who is that?
xát áyá	this is <i>me</i>

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Here is a list of common **independent pronouns**:

1SG	xát	me
1PL	uháan	us
2SG	wa.é	you
2PL	yeewháan	you all
3H	hú	s/he
(3) PL	hás	them

The third person in Tlingit requires some discussion. First of all, it is an **ungendered pronoun**, meaning that it can refer to a male or female person. The second thing is that this one refers specifically to a human, which is why its symbol is 3<sub>H</sub>. The <sub>H</sub> is for **human** and we will look at the non-human third person later. The last thing is that the symbol for the plural third person (3) PL looks different because it functions differently in the verb forms. We will also look at that later. For now, focus on learning these pronouns and identifying them as you study Tlingit.

Here are **independent pronouns** in use:

	NAME	EXAMPLE	TRANSLATION
1SG	<i>first person singular</i>	xát áyá	this is <b>me</b>
1PL	<i>first person plural</i>	uháan áyá	this is <b>us</b>
2SG	<i>second person singular</i>	wa.é áwé	that is <b>you</b>
2PL	<i>second person plural</i>	yeewháan áwé	that is <b>you all</b>
3H	<i>third person human singular</i>	hú áwé	that is <b>s/he</b> that is <b>her/him</b>
(3) PL	<i>third person human plural</i>	hás áwé	that is <b>them</b>

In the translations above we must choose which type of English pronoun to translate to, which can be awkward at times because the gender is not present in the third person Tlingit pronoun. Also, pronouns function differently in each of the languages, so these are always translations and will not convey the same type of meaning and concepts in all situations.

**POSSESSIVE**

These are used to show a relationship between things, including ownership («haa aaní» – “our land”), kinship term origination («du éesh» – “her/his father”), the link to a relational base («ax̣ x̣áni» – “next to me”), and conjugation of certain verbs («du toowú sigóo» – “s/he is happy”). Here are two examples:

aadóo tláa sáwé ?	whose mother is that?
ax̣ tláa áwé	that is <i>my</i> mother

Here is a list of common **possessive pronouns**:

1SG	ax̣	my
1PL	haa	our
2SG	i ~ ee	your
2PL	yee	y'all's
3H	du	her/his
(3) PL	has du	their

Note that in the possessive form there are no high tones in the pronouns. As we look at possessive behavior in Tlingit in the next chapter, we will see how tone is effected in possessed and compound nouns.

Also, notice that the 2SG form has two possibilities, which are indicated by a tilde (~). The tilde means that it can be either one, or sometimes that it changes from one to the next. This example is just a matter of speaker preference. Some speakers prefer the long vowel, and others prefer the short vowel, but it does not affect meaning here. When writing in Tlingit, it is standardized to the short form.

Here are examples of **possessive pronouns** in use:

1SG	ax̣ tláa áwé	that is <i>my</i> mother
1PL	haa tláa áwé	that is <i>our</i> mother
2SG	i tláa áwé	that is <i>your</i> mother
2PL	yee tláa áwé	that is <i>y'all's</i> mother
3H	du tláa áwé	that is <i>her/his</i> mother
(3) PL	has du tláa áwé	that is <i>their</i> mother

**OBJECT**

In a verb phrase, the object is commonly impacted by the verb, and is not the subject. We will encounter Tlingit verbs where the object is more like a subject, but for now this quick definition will do. Here are four examples:

BREAKDOWN	HOW IT LOOKS	TRANSLATION
ᵾat + Ø-siᵾán	ᵾat siᵾán	s/he loves <i>me</i>
Ø-ᵾa-siᵾán	ᵾasiᵾán	i love <i>her/him/it</i>
i-Ø-siᵾán	isiᵾán	s/he loves <i>you</i>
ᵾat + i-siᵾán	ᵾat isiᵾán	you loves <i>me</i>

The column on the left separates the object pronoun from the verb with a hyphen and shows invisible characters. These will begin to make sense after looking at some of the verb pronouns (**object, subject, and postpositional**). It is important to note two symbols: «Ø» indicates the pronoun is there but not heard, and «—» shows that type of pronoun does not exist. The middle column shows how you would see the verb written, without breaking components apart or listing invisible characters.

Here is a list of common **object pronouns**:

1SG	ᵾat	me
1PL	haa	us
2SG	i-	you
2PL	yee	you all
3H	Ø- ~ a-	her/him/it
(3) PL	has ~ s	them

The first thing to note about these pronouns is whether or not it attaches itself to the **verb**. When we talk about Tlingit verbs there are some important distinctions to understand. In Tlingit, the **verb** is a single word that contains **prefixes, stem, and suffixes**. The **verb phrase** is everything, which often includes words before the **verb itself**. Later in this lesson, we will examine these concepts in more depth, for now, just note this: the **object pronouns** listed above are attached to the **verb** when they end in a hyphen (i-, yee, and a-).

The next thing to note is that there are two possibilities for some of them. We will look at examples later, but the explanation for them is as follows:

3H	∅-	used when there is a subject that is not <b>third person</b>	a-	used when the subject is also in <b>third person</b> , unless the phrase contains an ergative marker.
(3) PL	has ~ s	a pluralizer that is used in addition to the <b>third person object pronoun</b> ; this always exists outside of the verb, and can pluralize the <b>object, subject, or both</b> .		

The **third person plural pronoun** appears before all **object pronouns**, and only pluralizes third person pronouns, since the **first person** and **second person** pronouns have their own plural forms. You will learn how to interpret and use plural combinations, such as the following:

has x̣at [verb]	they [verb] me	has i-[verb]	they [verb] you
has haa [verb]	they verb us	has yee [verb]	they [verb] you all
has a-[verb]	s/he [verb] them they [verb] her/him/it they [verb] them	has ḳaa [verb]	they [verb] people
		has ḳu-[verb]	

Here are examples of **object pronouns** in use:

	BREAKDOWN	HOW IT LOOKS	TRANSLATION
1SG	x̣at + ∅-ṣixán	x̣at ṣixán	s/he loves <b>me</b>
1PL	haa + ∅-ṣixán	haa ṣixán	s/he loves <b>us</b>
2SG	i-∅-ṣixán	iṣixán	s/he loves <b>you</b>
2PL	yee + ∅-ṣixán	yee ṣixán	s/he loves <b>you all</b>
3H	a-∅-ṣixán	aṣixán	s/he loves <b>him/her</b>
(3) PL	has + a-∅-ṣixán	has aṣixán	s/he loves <b>them</b> ; they love <b>her/him/it</b> ; <b>they love them</b>

### SUBJECT

In a verb phrase, the subject is the agent in the verb, which means the cause or initiator of an event. Here are two examples:

BREAKDOWN	HOW IT LOOKS	TRANSLATION
∅ + x̣a-sa.ée	x̣asa.ée	<b>I</b> am cooking it
∅ + i-sa.ée	isa.ée	<b>you</b> are cooking it



Here is a list of common **subject pronouns**:

1SG	x̄a-	i
1PL	tu- / too-	we
2SG	i-	you
2PL	yi-	you all
3H	∅-	she/he
(3) PL	has ~ s	they

All of these are attached to the verb, except for the **third person plural**, which functions in the same way as it does with **object pronouns**. This could create grammatical complications if you were to say “they were cooking them”, and we will examine such things at a later time. For now, just focus on how these operate so you can learn how to plug them into verbs when you begin forming your own sentences.

Here are examples of **subject pronouns** in use:

1SG	∅-x̄a-sa.ée	x̄asa.ée	I am cooking it
1PL	∅-tu-sa.ée	tusa.ée	we are cooking it
2SG	∅-i-sa.ée	isa.ée	you are cooking it
2PL	∅-yi-sa.ée	yisa.ée	you all are cooking it
3H	a-∅-sa.ée	as.ée	s/he is cooking it
(3) PL	has a-∅-sa.ée	has as.ée	they are cooking it

## POSTPOSITIONAL

Many Tlingit verbs involve motion, and grammatically things do not move towards pronouns. In addition to motion, there are also concepts that act like motion verbs. For example, the phrase *i eedé kakkwanéek* translates to “i will tell you” but the grammar is functioning closer to “i will tell it towards you.” Tlingit handles this with a special type of pronoun that combines three things: **possessive pronoun**, **empty base**, and **directional & locational suffix**. We will examine these in more depth to show how they change with verb tenses and actions, but for now we will look at the basics.

Here are several examples:

POSTPOSITIONAL	VERB	TRANSLATION
a <sub>x̣</sub> ee-n	akaawaneek	s/he told <b>me</b> about it
a <sub>x̣</sub> een akaawaneek		
a <sub>x̣</sub> ee-de	akagwanéek	s/he will tell <b>me</b> about it
a <sub>x̣</sub> eedé akagwanéek		
i ee-n	akaawaneek	s/he told <b>you</b> about it
i een akaawaneek		
i ee-de	akagwanéek	s/he will tell <b>you</b> about it
i eedé akagwanéek		

Here is a list of common **postpositional pronouns**

1SG	a <sub>x̣</sub> ee- ~ xaan	(to) me
1PL	haa ee- ~ haa(n)-	(to) us
2SG	i ee-	(to) you
2PL	yee ee-	(to) you all
3H	du ee- ~ u- ~ doon	(to) her/him
(3) PL	has du ee-	(to) them

This is our first example of postpositional bases and suffixes, but we will see plenty of them in the coming chapter when we examine ways to modify nouns. For now, just begin looking for them in your studies of Tlingit, because they will become important in future uses of verbs and phrases.

Here are examples of **postpositional pronouns** in use:

1SG	a <sub>x̣</sub> een akaawaneek	s/he told <b>me</b>
1PL	haa een akaawaneek	s/he told <b>us</b>
2SG	i een akaawaneek	s/he told <b>you</b>
2PL	yee een akaawaneek	s/he told <b>you all</b>
3H	du een akaawaneek	s/he told <b>her/him</b>
(3) PL	has du een akaawaneek	s/he told <b>them</b>

We will look more at the **empty base** and the suffixes that attach to it, but the basic function is to allow suffixes onto pronouns. Pronouns do not take suffixes in Tlingit, so the combination of the **possessive pronoun** and the **empty base** allow **locational & relational suffixes**. Many Tlingit verbs involve something traveling (language, news, etc) and need the

empty base to indicate direction and place.

Lastly, note that there are several contracted forms that can take place and should be memorized to avoid confusion and to begin using to achieve a higher level of fluency.

1SG	a <u>x</u> + een	<u>x</u> aan	with/to me
1PL	haa + een	haan	with/to us
3H	du + een	doon	with/to her/him
3N	a + een	aan	with/to it
4H	<u>k</u> aa + een	<u>k</u> oon	with/to someone

*Advanced Pronouns*

The advanced set of Tlingit pronouns deals with things grammatically that are logically similar in other languages, but are handled differently in Tlingit than in English. The best method of understanding them comes through listening to speakers of Tlingit and noting when you hear some of them. Also, if you look through published and translated Tlingit you should make special note of these and how they have been translated.

The table below lists them, and the table after that defines the pronoun and gives a short example. They are discussed briefly, but many of them require examples to be understood clearly. The goal here is to know they exist. In more advanced lessons, once some of the fundamentals of the Tlingit verb are understood, specific examples will be analyzed and practice drills will be given.

	IND	POSS	OBJECT	SUBJ	POSTPOSITIONAL
3N	á	a	∅- ~ a-	∅-	a ee- ~ a-
3PRX	ash	ash	ash-	—	ash ee-
3OBV	á	a	—	du-	a ee- ~ a-
4H	<u>k</u> áa	<u>k</u> aa	<u>k</u> aa- ~ <u>k</u> u-	du-	<u>k</u> aa ~ <u>k</u> u ee-
4N	át	at	at-	—	at ee-
PART	aa	aa	aa-	—	aa ee-
AREAL	<u>k</u> u-		<u>k</u> u-	—	<u>k</u> u-
RFLX	chúsh	chush ~ sh-	sh ~ ∅-	—	chush ee-
RECIP	wóosh	woosh	woosh=	—	woosh ee-

	NAME	EXAMPLE
3N	3rd person non-human	it
3PRX	3rd person proximate	this gal/guy
3OBV	3rd person obviate	that other gal/guy
4H	4th person human	someone; a person
4N	4th person non-human	something
PART	partitive	some of them
AREAL	areal	an area
RFLX	reflexive	herself/himself
RECIP	reciprocal	together

### 3RD PERSON NON-HUMAN

This pronoun is used for anything nonhuman. Note that in verbs, the pronoun is identical, meaning that the verb does not differentiate whether the subject or object is human or not. If it mattered, it would be handled outside of the verb phrase. The non-human can be animate (animals) or inanimate (objects).

### 3RD PERSON PROXIMATE

This pronoun is used to indicate that it is the person that has already been referred to, which we might think of as a main character in a story. It is often used when there is a continuous string of actions, or when it is important that we know that some specific person is continuing to do things or they are continually being done to them.

### 3RD PERSON OBIVIATE

This pronoun is used to indicate that a person is being talked about who is either new to the dialogue or is unimportant to the main topics. We can think of this as a background character in a story. It is used when some new person comes into a narrative, but is not important to it, or when someone is referred to outside of the main narrative but is not central to it. We will look at examples later, which will help the proximate and obviate make more sense.

### 4TH PERSON HUMAN

This pronoun is used to indicate an unspecified person is the pronoun, and is best translated as “someone” or “a person.” It is referred to at times as the “indefinite human,” and functions as a placeholder in non-verbal pronouns, such as

*kāa tláa* (a person's mother). As an object, it translates as “the verb happens to people” as in *kusixán* (love of people), and *kusaɣwaa.áx* (i heard a person). Learners need to spot the difference between the contracted form *k\_u-* and the homonym verb prefix for areal, which is identical. As a subject in verbs, it translates to “the verb occurs,” as in *yoo duwasáakw* (it is called), *hít wududliyéx* (a house was built), and *adul'eix axáa* (dance paddle). The fourth person human subject will make all  $\emptyset$  classifiers –D and all non- $\emptyset$  classifiers (s,l,sh) +D regardless of verb theme or mode.

#### 4TH PERSON NON-HUMAN

This pronoun is used to indicate that an unspecified thing is the pronoun. Like the **4th person human pronoun** this one is often used as a placeholder in nouns and verbs, and is at times referred to as “indefinite nonhuman.” At times it has culturally specified meanings in certain verbs and nouns, for example: *at.óow* (sacred clan-owned item), *at daná* (s/he is drinking alcohol), and *Dakl'aweidí* [*daḱ-l'éiw-at-di*] (Thing of the Inland Sand Bar – name of an Eagle-Killer Whale Clan). Keep an eye out for these pronouns as you build vocabulary, and you will see it is one of the most powerful words in Tlingit.

#### PARTITIVE

This pronoun is used to refer to parts of a group or set, and can cover a wide range of meanings. In some cases, it can mean some general object, as in *aadóo aayí sáyá?* (whose thing is this?). In other cases, it can refer to a separated groups of things, as in *daakw.aa sá?* (which one of a group?). It often means the one or ones that perform a verb, and is used to create words in Tlingit. There are many of these, and you will see more as you study. Here are some examples: *lítaa* (knife; literally “the one that slides”), *xút'aa* (adze; literally “the one that chips out wood”), and *kut'ídaa* (shovel; literally “the one that throws away a space”).

#### AREAL

This pronoun often refers to a given space or to weather, and is identical to the **independent human pronoun** *ku-*. When you are listening to Tlingit, you will learn to tell the difference through context.

**REFLEXIVE**

This is a pronoun that signals reflexive properties, meaning that something is occurring to the self. In verbs, it most often occurs as an object pronoun and translates as “the subject does the verb to herself/himself.” When you study verbs more, you will see that this pushes verbs into middle voice (+D), which will make sense at a later date. For now, consider it as something like “to the self”, which makes more sense when seen with examples, such as: *chush gudachxán* (one’s own grandparent – achieved through clan lineage), *sh tóogaa dítee* (s/he is grateful; literally “s/he is okay inside”), and *sh tóo altóow* (s/he is studying it; literally “s/he is teaching inside herself/himself”).

**RECIPROCAL**

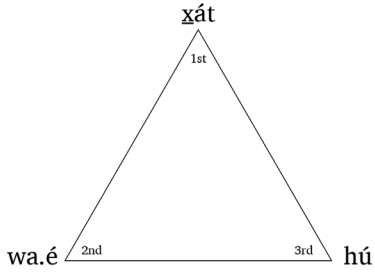
This pronoun indicates being together, doing something together, or doing something to each other. In verbs, it occurs outside of the verb itself, is used in addition to other pronouns, and also triggers middle voice (+D). It appears as *woosh* and *wooch* interchangeably, and common examples are *wooch.een* (being together), *woosh ji.een* (hands together), and *woosh gaxdusháa* (wedding).

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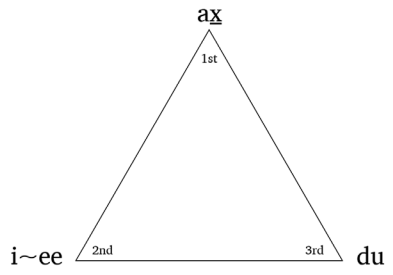
*Pronoun Triangles*

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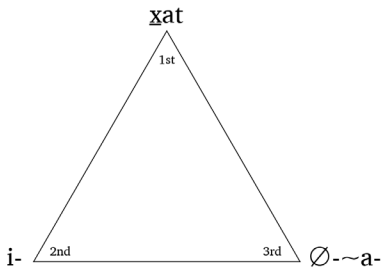
One way to learn pronouns is to learn them in four sets of three using triangles developed by G̣uneiwtí Marsha Hotch. To begin looking at these, we start with the idea that 1ST refers to the speaker, 2ND refers to the person being talked to, and 3RD refers to a separate person being talked about. The first sets we learn are singular, followed by plural. It is helpful to use gestures when learning and teaching these, such as a single finger pointing at yourself, the person you are speaking to, and then someone you are talking about (but not to). After you have mastered the singular forms, use two fingers to signal to your brain that we have moved from singular to plural. This teaches the most common **independent**, **possessive**, **object**, and **subject** pronouns.



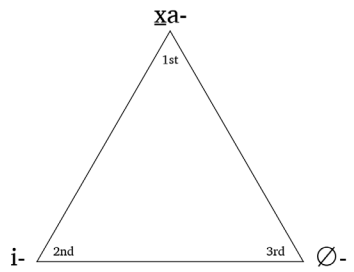
independent



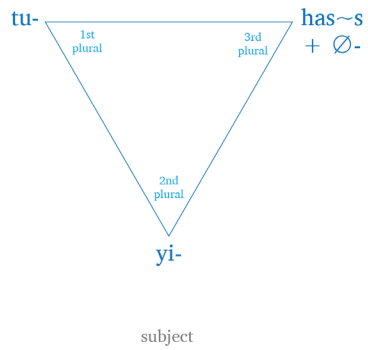
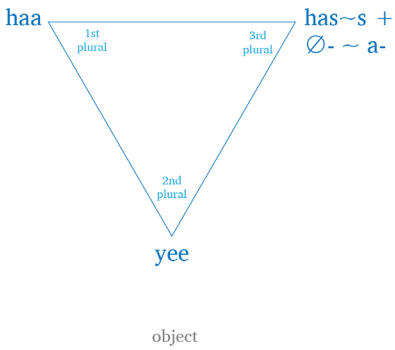
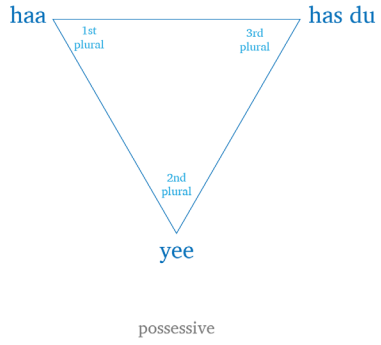
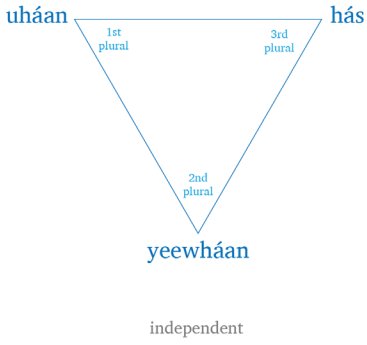
possessive



object



subject





*The Complete Table*

The table on the following page lists all of the Tingit pronouns. You will need to know these as you go forward with your studies, especially the basic six of them.

	INDEPENDENT		POSSESSIVE		OBJECT		SUBJECT	POSTPOSITIONAL		
1SG	xát	me	aḫ	my	xat	me	ḫa-	i	aḫ ee- ~ xaan	(to) me
1PL	uháan	us	haa	our	haa	us	tu-	we	haa ee- ~ haa(n)-	(to) us
2SG	wa.é	you	i-	your	i-	you	i-	you	i ee-	(to) you
2PL	yeewháan	you all	yee	'all's	yee	you all	yí-	you all	yee ee-	(to) you all
3F	hú	she/he	du	her/his	Ø- ~ a-	her/him	Ø-	she/he	du ee- ~ u-	(to) him
3N	á	it	a	its	Ø- ~ a-	it	Ø-	it	a ee- ~ a- ~ aan	(to) it
3PRX	ash	this gal/guy	ash	this gal's/guy's	ash	this gal/guy	—	—	ash ee-	(to) this gal/guy
3OBV	á	that other guy/girl	a	that other guy's/girl's	—	—	du-	that other guy/girl	a ee- ~ a-	(to) that other guy/girl
4H	káa	someone	káa	someone's	káa- ~ ku-	someone	du-	someone	káa ~ ku ee- ~ koon	(to) somebody
4N	át	something	at	something's	at	something	—	—	at ee-	(to) something
PART	aa	one, some	aa	one's, some's	aa	one, some	—	—	aa ee-	(to) one, (to) some
REFL	chúsh	-self	chush ~ sh-	-self's	sh ~ Ø-	-self	—	—	chush	(to)-self
RECIP	wóosh	each other	woosh	each other's	woosh=	each other	woosh=	each other	woosh	together or (to) each other
(3) PL	hás	they	has du	their	has ~ s	them	has ~ s	they	has du ee-	(to) them



# 5

## Tricky Nouns

*Kustí ladzée nooch. Tlél kei kgidaleet!*  
— *Kingeistí*

Life is always hard. You will not quit!  
— David Katzeek, Shangukeidí<sup>1</sup>

When learning Tlingit, it is easiest to start by practicing pronunciation and learning nouns. You can continue working on producing the sounds that are in Tlingit by reading words out loud, listening to how a Tlingit speaker says them, and constantly comparing what you are doing to what the speaker does. You can practice with a speaker, an advanced student of the language, and with existing recordings. In time, your mind and body will work together to make the sounds.

You might think that some of the more challenging consonants are the place to focus on, but the two things you should focus on early on that will help you later are vowel tone and vowel length. The uvular and ejective consonants will give students of the language a hard time, but you can learn to make those sounds in time. The vowels, however, are sounds you can already make and will help you keep vowel length and tone in mind.

Some of the most important things to consider while on your journey with this language are this: you need to keep yourself from quitting, which is very easy to do. I often have students who say, “I cannot say that,” when they encounter a sound that they have never asked their mind and body to

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<sup>1</sup> Katzeek, David. “Taan ka X'eis'awáa – Sea Lion & Ptarmigan.” trans. Lance Twitchell. Retrieved from <http://youtu.be/AgFO6S3GTbI>.

make. At that point, I encourage students to be mindful of their English when learning Tlingit. By switching a phrase like “I can’t” to “that is difficult for me” keeps you from using language of resignation. There are myths out there that it is difficult or impossible to learn new languages. I hear Tlingit people often say, “I am too old for that now,” or “I wish I had the opportunities you have now when I was your age.” I can understand those feelings, but you have to remember: anyone can learn this language. You just have to work at it.

Everything that has been done to our language has resulted from calculated attempts to kill it off. So, we need to have calculated efforts to bring it back into our population, towns, region, and land. Deciding to learn Tlingit is not nearly enough. You need to keep pushing every single day. You may not see the progress right away, or even after extended lengths of time, but at some point the bridges will be crossed and you will find yourself understanding more and more, and even someday forming your thoughts in Tlingit. But you need to stay positive, and keep in mind that new things take a long time. If you decided to learn how to play the piano, then you would train for finger strength and coordination, and study the basic structure of music. For basketball it is strength, speed, understanding the game, and your ability to shoot, pass, and defend. The bottom line is this: you can do it, but you are the one who has to work at it. No one can teach you but yourself; you have to put it inside.

## ***Similar Pairs & Groups***

**Similar pairs & groups** are sets of words that sound similar and are confusing for learners of a language. There are important **similar pairs & groups** to practice that will allow you to focus on emphasizing the difference between the sounds of the language. The following lists are words in Tlingit that differ slightly in consonant sounds or vowel length and/or tone. You should practice these to work on the differences between some of the more difficult consonants, and especially on vowel tone and length. I have seen many speakers of Tlingit, including myself, who struggle with tone and vowel length in Tlingit, so exaggerate the differences and use physical tools to help remind yourself. For example, you might raise and lower your hand for low and high tones, or

you might push your hand away from yourself to mark long vowels.

Practicing these will help you when we look at how Tlingit modifies nouns and forms verbs. When the nouns and verbs change, then tone, vowel length, and consonants will often change with them.

*Similar Pairs*

aatlein	many	áa tlein	big lake
cháatl	halibut	ch'áal'	willow
ch'áak'	eagle	ch'áakw	long ago
ch'eex'	thimbleberry	ch'éix'w	dirt
-daa	around it	dáa	weasel
daak	out to sea	daak̄	to the inland
-dáali	-s rumen	déili	harbor; shelter
(di)yee	below	-tayee	underneath -
dúk̄	cottonwood	dúk̄l'	young spruce or hemlock
dlagwáa	fish spear	dlágwaa	peavey
eech	reef	éech'	something compact and heavy
éena	bark scraper	-éenee	-s armpit
éex	downstream; south	eex̄	oil, grease
éix'	slough	eix̄	oil, grease
gaan	smokehole	gáan	outside
gánde	to the bathroom	gáande	to outside
góos'	cloud	-góos	-s vagina
gooch	hill	gooch	wolf
gwéinaa	towel	x̄'wéinaa	roasting stick (split in two so meat can be inserted)
haat	current, tide	háatl'	poop; waste
-káak	-s maternal uncle	-káak'	her/his forehead
-káalk'w	-s maternal nephew/niece	-kéilk'	-s paternal nephew/niece
kaat	herring oil pressing basket	káat'	clam digging stick

kageet	common loon	kagít	darkness
–kaháadi	–'s cover	sh kahaadí	crazy
–kaséik'u	–'s color	kaséik'w	neck cord worn for dance
kaxéel'	trouble; conflict	kaxées'	wire; phone
kax'áasjaa	steady drip	kax'ás'aa	rip saw
–káxi	its sap, phloem	–kaxyee	–'s ceiling
keitl	dog	xeitl	thunder; Thunderbird
–kígi	half of – (symmetrical)	–kíji	–'s wing
kóoḳ	cellar; pit	kóok	box
kwaan	smallpox	–kwáan	people of –
k'ákw	small owl without tufts	kákw	basket
du kool	–'s navel	–k'óol'	–'s tailbone
kóox	kamchatka lily; rice	k'óox	marten
káas'	ocean algae	káas'	match, stick
kéet	killer whale	kéet'	pus; wound that discharges pus
kées	bracelet	kées'	flood; tide
–koowú	–'s tail (of bird or fish)	–koowú	–'s den, lair
kugáas'	fog	kugóos'	cloud(s)
k'eik'w	tern	k'eik'w	cut; knife wound
–láaw	–'s penis	laaxw	famine; starvation
laax̣	red cedar	láax̣	standing dead tree
láx'	heron	–láx'i	its sapwood
lítaa	knife	litká	(on) the back of it, the ridge of it
–lóox'u	–'s urine	–lux'aa	–'s tip, point
l'éiw	sand	l'eiwú	wood chip
l'ook	coho	–l'óot'	–'s tongue
naa	clan; nation	–náa	draped over –
náaw	liquor; rum	noow	fort
óos'i	laundry	ús'aa	soap
sagú	joy; happiness	sákw	future (noun), to be (noun)

Tricky Nouns

s'éíl'	wound	s'éíl'	rubber
s'óos'	poles for drying in smokehouse	s'ús'	harlequin duck
sháal	fish trap	shál	spoon
shaanákw	little old person	shaanáx	valley
-shát	-s wife	-shátx	-s older sister (♀)
sheen	wooden bailer	shéen	large wooden spoon
táax'aa	mosquito	táax'ál'	needle
teet	wave; swell	téet'	vein; tendon (inside body)
tíx	flea	tíx'	rope
tsu	again	tsú	also
x'ees	boil (infection)	-x'ées'i	lock of -s hair; - s tangled hair
x'éigaa	true; truth	x'éitaa	cutthroat trout
-x'éix'u	-s gill (of fish)	x'éix	king crab
x'óol'	whirlpool; boiling tide; chaos	x'óol'	stomach
xá	you see	xáa	war party
-x'ayee	ready, waiting for - to eat or finish speaking	x'ayeit	food container; pot or large dish, large bowl
yaak	mussel	yaakw	canoe; boat
-yáanáx	more than it	yanax	underground
yax	to completion	-yáx	like -; as much as -; in accordance with -
yee	you all	-yee	inside - (a building)
yéil	raven	yéil'	elderberry
yoo	back and forth	yú	that (over yonder)

*Similar Triplets*

cháatl	halibut	ch'áal'	willow	ch'aak'w	carve
de	already	déi	now	dei	road; trail
dzísk'w	moose	tsísk'w	large owl with tufts	ts'ítsw	songbird; bird

-éek'	-s brother (?)	eeḵ	copper	éek	(to the) beach
goon	spring (of water)	góon	gold	-góon	isthmus
gwáal'	fart	x'wáal'	down (feathers)	x'wáat'	Dolly Varden
héen	water; river	xéen	fly; bug	x'éen	wall screen
káaxwei	coffee	kaxweitl	itch; rash	kaxwéix̣	high bush cranberry
katéix̣	soup, porridge	katíx̣'aa	key	kat'éx̣'aa	meat pounder
-kayéik'	sound, noise of -	kayéil'	peace	kayeix̣	wood shavings
kúnáx̣	really	-kaanáx̣	along the surface of it	kúdáx̣	too much
l'aak	dress	l'áaḵw	old worn out boat	l'áax̣'	grayish blonde hair
neil	home	néil'	basket from red cedar bark	néis'	oil or grease for skin; lotion
sá	say	sé	neck; voice	saa	name
sáx'	cambium, sap from inner bark (esp of hemlock)	s'áx	starfish	s'áxt'	devil's club
sook	peat moss; grass	s'óok	rib	s'ook	barnacle
sheexw	close quarter bow and arrow	at shéex'i	singers, choir	shéix̣'w	red alder
tá	sleep	t'á	king salmon	t'aa	board
taay	fat; blubber	táay	garden	t'aay	hot springs
teel	scar	téel	shoe(s)	téel'	chum salmon
tsá	only then	tsaa	hair seal	tsé	be sure not to
xáanaa	evening	-xán.aa	-s honey	-x'anaa	in its way; shielding it



Tricky Nouns

xákw	sandbar	xákwl'i	soapberry	xákwti	its empty shell, container
-x'aan	-s tip	x'áan	anger	x'aan	fire
x'oon	(how many)	x'oon	soft brown wood for tanning dye	x'óon	fur seal
yaan	hunger	yán	hemlock	yán	shore; land
yé	place; way	yéi	thus	yei	down; out of boat or vehicle

*Similar Groups*

-dlaak'	-s sister (σ)	-tláak'w	-s mat. aunt
tláakw	fast	tlákw	always
tlaagú	myth; legend	tlagu	from the past
tlaax	mold	tlax	very
tl'áak'	pale; pastel	tl'áatl'	yellow
tl'átk	soil; earth		

gaaw	drum	gáaxw	duck
gáax'w	herring eggs	gaaḵ	crying
gáḵ	rabbit	gaak	lynx

-ká	on -; horizontal surface of -	káa	car
ka	and	káa	man; person

kóox	Kamchatka lily root; rice	k'óox	marten
k'óox'	gum; lead	-k'óox'	in the midst of - (a crowd)

kux	aground, into shallow water	kux	return (back)
kut	astray; lost	kútḵ	too much

náakw	medicine	naakw	rotten wood
náakw	octopus	néekw	sickness
neek	news; gossip		

-óoxu	spray of air through -'s blowhole	-óox'u	-'s shoulder blade
-oox̣	-'s tooth	du x̣úx̣	-'s husband
x'úx'	paper; membrane		
seet	dugout canoe for shallow waters	séet	draw, gully, box canyon
s'éet'	humpback whale	sít'	glacier
saax'w	names	s'áaxw	hat
s'áaw	Dungeness crab	s'aax̣	hoary marmot; groundhog
s'aax'	ling cod		
séek	belt	séek'	daughter!
s'eeek	black bear	s'eeeḳ	smoke
s'eex	dirt; scrap	s'éex'	diarrhea
s'ix'	dish; plate	s'éx̣	balsam fir
shaa	mountain	sháa	women
-shá	-'s head	shaaw	gumboot; chiton
sháak	timothy grass	shaaḳ	driftwood; snag
sháach'	young herring	sháchk	swamp
shákw	strawberry		
-táak	the bottom of - (a cavity)	-taká	the inside surface of the bottom of - (a cavity)
-t'aak	behind -; inland from -	-t'aaḳ	beside -; at -'s side
táakw	winter; year	tákl	hammer
táax'	snail; slug	teiḳ	shawl; cape; poncho
-t'éik	behind it	teix̣	boiled food; broth
t'eix'	fish hook	-téix'	-'s heart
-t'íka	on the outside of -; next to -		

Tricky Nouns

táaw	stealing, thievery	t'áaw	feather
toow	tallow; hard fat	-toowú	-s spirit, emotions
-tuwáa	her his mind-face, desires	-tuwán	beside it, next to it
téey	patch	-téey	-s chin
teey	yellow cedar bark	-t'eeey	-s elbow
took	needlefish	-tóok	-s butt
t'ook	cradleboard	t'óok'	nettle
túkl'	young spruce or hemlock		
tléik'	no	tléix'	one
tl'eik	finger	tléikw	berry
tléil	not	tl'eex	filth; trash
xaas	bison; buffalo	x'áas	waterfall
-xáas'i	-s skin (of fish)	-x'aash	cheek of -s buttocks
-x'ás'	-s jaw, lower mandible		
xáak	empty bivalve shell	-x'áak	between -
x'aak	canyon; ravine; gorge	x'áakw	freshwater sockeye or coho
x̄aat	tree root (esp spruce)	x̄áat	fish (esp salmon)
x'áat'	island	xáatł	iceberg
x'áal'	skunk cabbage	x̄aatł'	algae commonly found on rocks
xáats'	blue sky, clear sky	x'áax'	apple
yá	this (right here)	-yá	its face; vertical surface
yaa	along; down	yaa	trout (sea)
yees	stone axe	yées	new; young
yees'	scraper for hemlock bark	yées'	large mussel

## ***Tlingit Drip Analysis***

The last part was probably hard, so we will close this section with a look at dripping in Tlingit. These are excellent examples of how verbs are made into nouns, a process we will examine later. This is also a preview of how words and sentences can be broken down to determine meaning, which is something we will practice so you can build them up in your mind in the future.

**katl'úkjaa**

*drip, leak with dripping*

ka-tl'óok-ch-aa

horizontal-surface.rot/fall.habitual.the-one

*"the one that falls on it like something rotten"*

**kalóox'jaa; kalóoxjaa**

*fast drip, leak*

ka-lóox'-ch-aa

horizontal-surface.urinate.habitual.the-one

*"the one that pees on it"*

**kúkjaa**

*fast drip with bubbles*

kóok-ch-aa

bubble/gargle.habitual.the-one

*"the one that bubbles"*

**kax'áasjaa**

*trickle of water; steady drip or leak*

ka-x'áas-ch-aa

horizontal-surface.cascade/waterfall.habitual.the-one

*"the one that cascades on it like a waterfall"*

# 6

## Modifying Nouns

*Oon yoo x'adudli.átk, «líl x'wán káakwχ  
 χat wuneeκ léelk'w,» yéi daayaduká.  
 Á áwé kaa x'aya.áχch wé át, wé shaa tsú.  
 — Seidayaa*

They used to speak to it [the mountain], “don’t let anything bad happen to me, grandparent,” they would say to it. And that mountain could understand human speech, too.  
 — Elizabeth Nyman, Yanyeid<sup>1</sup>

### Adjectives

There are not very many adjectives in Tlingit, and they fall into two categories: ones that occur before the noun they modify (*prenominal*), and ones that occur after the noun they modify (*postnominal*). Examples would be *Aak'é Éesh* (good father), *Lingít x'áax'i* (crabapple) and *yées shaawát* (young woman). The following is a list of known adjectives that occur before the noun.<sup>2</sup>

aak'é	good, well
aatlein	much, lots
ch'áagu	old, ancient
guwáat' / kuwáach'	(too) short
kasiyéiyi	strange

- 1 Nyman, Elizabeth. “Kudziteeyi Át Kúlaagaawú – The Battle of the Giants.” *Gágiwdul.aat: Brought Forth to Reconfirm the Legacy of a Taku River Tlingit Clan*. trans. Jeff Leer (Whitehorse: Yukon Native Language Centre, 1993), 6-7.
- 2 Crippen, James. “Tlingit Verbal Structure Handbook” (Vancouver: Department of Linguistics, University of British Columbia, 2013), 8.

kas'úkxu-	toasted; fried
kindaatóogin-	upside down
kuwáat'	long
káa	male, he-
kúdax̣ / kúṭx̣	too much; excessive
kúnax̣	very, actual, real
kustín	giant, monstrous
Lingít	Tlingit, traditional
sheech	female, she-
sh kahaadí	crazy; insane; disturbed; mentally unbalanced
shóogu	first, initial
tatgéiyi	of yesterday
té	stone, rock
tlagu(wu)	ancient, forever
tl'eitákw	pure
x'éigaa	true, truly
yaadachóon-	straight; directly; plainly; honestly
yées	new, young

The second group occur after the noun, modifying the noun that occurs before it. Some examples would be *keitt shaan* (old dog), *ch'áak'yéis'* (immature eagle), and *hít tlein* (big house). The following is a list of known adjectives that occur after the noun.

kalé	fine; beautiful
k'átsk'u / k'wátsk'u	adolescent; smaller
k'wát'	round, egg-shaped
k'áatl'	thin and flat
létl'k	soft, pliable
sákw	future, to be, for
shaan	old, elderly
shís'k	raw (flesh); green (wood)
téitl'	fat (animal)
tóoch	fresh (fish)
t'éex'	hard

tlein	large, big
tlénx'	large, big (pl.)
uwaa	similar, fake
xook	dry, dried
yádi	small, little, childlike
yéeyi	past, former, ex-
yéis'	dark, dusky, immature

## *Noun Suffixes*

As you learn how to modify nouns in Tlingit, you will begin to see some of the grammatical rules in Tlingit that affect sound, word length, and meaning. This is often challenging, to learn how to speak a language by learning and applying a series of rules. Your best bet is to look at the rule, focus on one at a time, and comb through Tlingit texts for examples of how they are functioning. Once you begin to see them, then you can start listening to Tlingit and identify when you hear how fluent speakers use them.

Some learners are frustrated that some suffixes in Tlingit are identical, but we deal with this in English as well. We learn to listen to or read the sentence in context and allow our minds to put the pieces together. For example, the following English examples sound exactly the same, but we understand their meaning in the context of the sentences:

cats	Those are some strange cats.
cat's	That is a cat's toy
cat's	The cat's in the garage

*Rules for Tlingit Suffixes*

The table below shows the basic rules for Tlingit suffixes that contain vowels. This will make more sense when reading through the explanations that follow.

WORD END	UNROUNDED		ROUNDED	
	OPEN	CLOSED	OPEN	CLOSED
-C	- <i>ǵ</i> ~ -v - <i>ǵv</i> ~ -vv	- <i>ǵc</i> , - <i>ǵvc</i> - <i>cǵc</i> , <i>cǵvc</i>	- <i>wǵ</i> ~ -wv - <i>wǵv</i> ~ -wvv	- <i>wǵc</i> , - <i>wǵvc</i> - <i>cǵc</i> , <i>cǵvc</i>
-V	- <i>yǵ</i> ~ -yv - <i>yǵv</i> ~ -yvv	- <i>yǵc</i> , - <i>yǵvc</i> - <i>cǵc</i> , <i>cǵvc</i>	- <i>wǵ</i> ~ -wv - <i>wǵv</i> ~ -wvv	- <i>wǵc</i> , - <i>wǵvc</i> - <i>cǵc</i> , <i>cǵvc</i>

- When talking about Tlingit grammar, symbols may be used for consonants (c) and vowels (v), and tone marks are shown on the vowel symbol (ǵ) to show patterns. Here are some examples: *héen* (cǵvc), *shaa* (cvv), *tawéi* (cvcǵv). Keep in mind that the following letter combinations are one symbol: ch, ch', dl, k', k', s', sh, t', tl, tl', x', x'.

**OPEN AND CLOSED**

- Words and suffixes that end in consonants (c) are called “closed” and ones that end in vowels (v) are called “open”.
  - \* Open suffixes are the **opposite tone** of the vowel before (vc-ǵ / ǵc-v) and closed suffixes are always **high tone** (vc-cǵc / ǵc-cǵc).
  - \* If an open word (ending in a vowel) gains a suffix that begins with a vowel, then the suffix will start with a sonorant. It will be «y» for unrounded words and «w» for rounded words.

**UNROUNDED AND ROUNDED**

- In addition to open and closed, there are also rounded (-w) and unrounded. Rounded words end with a -w or with a u/oo vowel and g, g, k, k', k', k', x, x', x, or x'. There are also a handful of words where the rounded end no longer appears (káa, saa) but shows up when suffixes are added (ax káawu, saax'w).
  - \* Unrounded words have a default suffix vowel «-i» and rounded words have a default suffix vowel «-u».



ROUNDED ENDINGS		
-W	U/OO- + -G, -G, -K, -K', -K, -K', -X, -X', -X, -X'	LOST ENDING
-w	-ug, -oog, -uk, -ook, -uk', -ook', -uk, -ookk, -ukk', -ookk', -ux, -oox, -ux', -oox', -ux, -oox, -ux', -oox'	káa saa ...

### VOWEL LENGTH AND TONE

- Suffixes that are a single consonant do not affect tone or vowel length. A suffix containing a vowel will often cause words ending with a short vowel (-v/-v́) to change to long and low (-vv-cv).
- A word with more than one syllable that ends with «-aa», will change to low toned «-a» when a suffix is added and the tone of both the word ending and suffix will be low. This is because most words ending in -aa are often √verb-aa, which translates to “the one that √verbs”. For example:

WORD	VERB	TRANSLATION	ENGLISH	POSSESSED
lítaa	√leet	one that slides	knife	-lítayi
óonaa	√.óon	one that shoots	rifle	-óonayi
xút'aa	√xóot'	one that chips (wood)	adze	-xút'ayi
xít'aa	√xéet'	one that sweeps	broom	-xít'ayi
gwéinaa	√goo	one that wipes	towel	-gwéinayi
gúx'aa	√góox'	one that dips (up)	cup	-gúx'ayi
téeyaa	√tee	one that chisels	chisel	-téeyayi

### UNVOICED & VOICED CONSONANT PAIRS

- Certain unvoiced consonants have a voiced pair. This means that the sound comes from the same place in the mouth, but the voice is used for one and not the other. To think about this, consider the similarities in sounds between the letters “s” and “z” in English. If you sound out these letters and think about it, the only difference is whether it is voiced or not. Consider the following English plural suffix examples and pay attention to how the suffix sounds as opposed to how it is spelled.<sup>3</sup>

3 Wikipedia. “English Plurals.” modified 9 September 2013. [http://en.wikipedia.org/wiki/English\\_plurals](http://en.wikipedia.org/wiki/English_plurals)

WORD	SUFFIX SOUND	REASON
cats	-s	ends in a voiceless consonant (non-sibilant)
cat's		
clocks		
clock's		
dogs	-z	ends in vowels or voiced non-sibilants
dog's		
banana		
banana's		
dances	-ez	ends in a sibilant sound: s, sh, ch, z, j (g)
dance's		
dishes		
dish's		

Here are the consonant pairs in Tlingit. When a suffix beginning with a vowel is added, then the consonant will become voiced:<sup>4</sup>

UNVOICED	VOICED	UNVOICED	VOICED
-ch	-j	-k	-g
-t	-d	-k̥	-g̥
-tl	-dl	-kw	-gu
-ts	-dz	-k̥w	-g̥u

This may seem like a lot of rules to remember, but understanding them will help prepare you for the ways that sounds change when we begin modifying words. In linguistics, this is called phonology. When you see enough examples, and especially when you are hearing and speaking the words in context, then it will internalize more with you. As we learn these, it is important to think about them and practice, and then to listen and watch for the sound as we hear and read Tlingit texts.

There are several examples here, but you should refer to *Intermediate Tlingit* by the Dauenhauers and Eggleston for examples. Many of the uses of these can be found in the Tlingit Oral Literature texts by the Dauenhauers, and you should be studying those texts for examples and uses of these suffixes.

4 As Seth Cable notes, the difference between «t» and «d» in Tlingit isn't (classically) one of 'voicing' as in English, but rather 'aspiration'. The difference between those sounds is close to—but not exactly the same—as the voicing distinction in English (pers. communication).

*Tlingit Noun Suffixes*



Before we look at suffixes, we are going to examine a concept that we will see later when looking at verbs. When suffixes are added to nouns, there are three spots where they might occur. It might be helpful to think of these as slots in a slot machine. It might be a lemon, star, number 7, or whatever, but when the symbol comes up that slot is locked up.

In Tlingit grammar, we will see that there are slots where a certain number of things might go. There may be several options within a particular slot, but once something is there the other items from that slot cannot appear. When you see these slots, you should be memorizing what may be in that slot and which order it appears in. We will look at examples, and some of these include multiple suffixes to show how they stack up. The chart below shows the order of Tlingit noun suffixes. The number 1 is closest to the noun, and 3 is farthest. Keep in mind that suffixes are attached to and come after the word, and prefixes are attached to and come before the word. Starting on the following page, we will look at them one at a time.

TLINGIT SUFFIX ORDER					
1		2		3	
PLURAL & DIMINUTIVE		POSSESSIVE		LOCATIVE & RELATIONAL	
-x'	-k'	-(y)i~	-(w)u~	-de~, -gaa~, -u~	-ch, -x', -t, -x, -dax̄ -nax̄, -n,

**Plural: -x'**

This suffix is added to a noun to show that there are more than one. Use of this suffix might vary with speakers. Some might not add it to the noun unless there are too many to easily count; four or five might not call for the suffix for some speakers. The suffix does not affect tone because it contains no vowels. Here are some examples:

hít	house
hítx'	houses
tsaa	hair seal
tsaax'	hair seals
kóok	box
kóokx'	boxes
té	rock
téix'	rocks
lítaa	knife
lítaax'	knives
léiḳ'w	red rockfish; red snapper; yellow eye
léiḳ'wx'	red rockfishes
ch'áak'	eagle
ch'áak'x'	eagles

**Diminutive: -k'**

This suffix is added to a noun to show that it is small. If the end consonant would create a difficult combination, then many speakers might instead use the adjective «óosk'», which may also be said «óosk'i» or «óoshk'». The suffix does not affect tone because it contains no vowels. Here are some examples:

hít	house
hítk'	little house
tsaa	hair seal
tsaak'	little hair seal
kóok	box
kóokk'	little box

té	rock
téik'	little rock
lítaa	knife
lítaak'	little knife
léik'w	red rockfish
léik'wk'	little red rockfish
ch'áak'	eagle
ch'áak'k'	little eagle

### ***Plural Diminutive: -x'i~ sáni***

For there to be multiple small nouns, a combination is used of the plural suffix and the postpositional diminutive adjective «sáni». This combination may be most familiar in the phrase «aan yatx'u sáni». The plural diminutive combination also tends to flatten the tones of the noun they attach themselves to, which is a process the Dauenhauers have described as “tone stealing”. The combination occurs because the plural «-x'» and diminutive «-k'» suffixes are in the same slot, and therefore cannot occur at the same time. Here are some examples:

hít	house
hitx'i sáni	little houses
tsaa	hair seal
tsoax'i sáni	little hair seals
kóok	box
kookx'i sáni	little boxes
té	rock
teix'i sáni	little rocks; pebbles
lítaa	knife
litaax'i sáni	little knives
léik'w	red rockfish
léik'wx'i sáni	little red rockfish
ch'áak'	eagle
ch'áak'x'i sáni	little eagles

**Possessive: -i~, -yi~, -u~, -wu~**

The Tlingit possessive suffix attaches itself to the noun that is possessed. In English we would say, “the dog’s water,” but if we spoke English with Tlingit grammar we would say, “the dog water’s.” The possessive suffix can appear in one of four ways, which are listed above, and follows a set of rules that determine which one it will be.

Before we cover the rules of possessive suffixes, we should revisit possessive pronouns. Knowing the pronouns and the suffix rules will allow us to put possessive relationships into our speech. Studying and memorizing the list below will also make it easier to conjugate phrases like «\_\_ aḵ jeewú» (I have \_\_) and verb phrases like «\_\_ aḵ tuwáa sigóo» (I want \_\_). Pay close attention to the presence of tone in **independent pronouns** and lack of tone in **possessive**.

SYM	INDEPENDENT		POSSESSIVE	
1sg	xát	me	aḵ	my
1pl	uháan	us	haa	our
2sg	wa.é	you	i	your
2pl	yeewháan	you all	yee	y'all's
3h	hú	her/him	du	her/his
3n	á	it	a	its
3p	hás	them	has du	their
4h	káa	someone	kaa	someone's
4n	át	something	at	something's

The possessive suffix will take one of the four forms show in the table below, which is based on the word it is attaching to. The first thing to consider is whether the word is rounded or not, and the second thing is whether it is open or closed. The tone of the suffix will be the opposite of the syllable before it.

UNROUNDED		ROUNDED	
CLOSED	OPEN	CLOSED	OPEN
-i~	-yi~	-u~	-wu~

This suffix will create changes in vowel length and tone in certain situations. Words ending with a short and high vowel (-v̆) will become long and low (-vv̆), and the suffix will be high toned. Multisyllabic words that end with «-aa» will become low and short (-a).

Also, keep in mind the following consonant pairs. These unvoiced consonants will become voiced when gaining a vowel suffix.

UNVOICED	VOICED	UNVOICED	VOICED
-ch	-j	-k	-g
-t	-d	-k̥	-ğ
-tl	-dl	-kw	-gu
-ts	-dz	-kw̥	-gŭ

The following table shows examples. Pay close attention to vowel length, tone, and consonant changes.

hít	house
aḵ hídi	my house
tsaa	hair seal
haa tsaayí	our hair seal
kóok	box
i kóogu	your box
té	rock
yee teiyí	y'all's rocks
lítaa	knife
du lítayi	her/his knife
léik̥'w	red rockfish
a léik̥'u	its red rockfish
ch'áak'	eagle
k̆aa ch'áak'i	someone's eagle

## *Locative & Postpositional*

There are a small number of suffixes that function as locatives in Tlingit, which mean they are tied to a verb in a verb phrase. An example of this is «Kichḵáan-x' yéi xat yatee» (I live in Ketchikan). There are also a large number of postpo-

sitional suffixes and words that primarily have to do with location and direction. Both of these will be explained in more detail later, but it is safe to assume that if you see a suffix on a noun and it is not one of the above listed types, then it falls into this large category.

hít	house
hítde	toward a house
tsaa	hair seal
tsaagáa	after a hair seal
kóok	box
kóokdáx̣	from the box
té	rock
téix'	(at rest) on the rock
shaa	mountain
shaax'	at the mountain
shaat	(arriving) at the mountain
shaax̣	(repeated contact) at the mountain
shaadáx̣	from the mountain
shaanáx̣	through the mountain; valley
ax̣ eedé	to me

## Compound Nouns

There are two methods for creating complex nouns in Tlingit. The first way is to have two or more nouns right next to each other, which helps form a relationship between the two. What we often see in the names of places, people, and body parts though is the words coming together to create one compound word. In English, this would be the difference between “never mind” and “nevertheless” where the new word has a different flow, and often has a meaning that is more than the simple sum of its parts.

The basic pattern in Tlingit is that two things occur: 1) long vowels often shorten (but not always), and 2) tone flattens except for the final word. Tone flattening is still being studied, however, because what may actually be happening is the tone is higher in one area due to stress or emphasis, which makes the other high tones appear to flatten. Some



researchers are suggesting that Tlingit is multi-tonal, which is impacted by stress used to make meaning and influenced by surrounding sounds.

This all can make interpretation challenging, but as you build your vocabulary you will be able to spot these words more easily. Here are some examples of compound nouns in Tlingit. The process is similar for including verbs in the compounding, but breaking those words down takes some basic understanding of the Tlingit verb:

ch'ak'héeni	ch'áak'+héen+-i~
eagle river	eagle.river/water.(relational)
asgutuyikkeidlí	aas+gutú+yík+keidl+-i~
coyote	tree.forest.inside-(open container).dog
ách at dus̄xa át	á-ch at du-s-√̄xa át
fork	it-(instrumental) something someone.cl.√eat thing
ach koosh̄x'íl'aa yeit	á-ch Ø-ka-w-Ø-sh-√̄x'íl'-aa yee-át
sled (for sledding)	it-(instrumental) it.on.perf.s/he.cl.√slippery.one beneath.thing
adátx'i	at-yát-x'-i
children	its.child.(plural).possessive)
akahéixi	a-ka-Ø-√háa-x-i
farmer	it.horiz.s/he.√plant.(repetative).[relative]
asgutuyiksháa	aas-gutú-yík-sháa
spider; beetle	tree.forest.inside-(open container).women
asx'aan sháach'i	aas-x'aan sháach'i
green bird (warbler)	tree.tip young-herring.(possessed)
atxá daakahídi	at-Ø-√xá daa-ká-hít-i
restaurant	it.s/he.√eat around.horiz.house.(possessed)

chichuyaa	cheech-u-Ø-√yáa
shark (porpoise-like)	porpoise.perf.cl.√resemble
ch'ak'yéis'	ch'áak'-yéis'
immature eagle	eagle.discolored
du daakashú	du daa-ká-shú
his/her fate	her/his around.horiz.end
dákdesak'aak	daak-de-sa-√k'aak
mackerel	out-to-sea.toward.cl.√?
Dikáanḱáawu	dikée-aan-ḱáa-wu
God	above.land.man/person.(possessed)
dís x̣'usyee	dís x̣'oos-yee
moonbeam	moon foot.under
eech kakwéiyi	eech ka-kwéiy-i
fixed buoy	reef on.marker.(possessed)
gandaadagóogu	gan-daa-da-√góok-u
woodpecker	wood.around.cl-(+D,Ø,-i).√peck.[relative]
gantutl'úk'xu	gan-tu-tl'úk'x-u
woodworm	wood.inside.worm.(possessed)
ganyal'óot'	gan-ya-l'óot'
flame	wood.face.tongue
galsháatadi	ga-l-√sháat-át-i
captive	conj.cl-(+D,Ø,-i).√grab/hold.thing.(possessed)
hintaak xóodzi	héen-taak xóots-i
polar bear	water.in-(submerged) brown-bear.(possessed)

hinyikl'eixí	héen-yík-√l'éix-i
dipper; water ouzel	water.in-(not submerged).√dance.[relative]
hít kax'úx'u	hít ka-x'úx'u
bark roofing material; tarpaper	house on.paper.(possessed)
hít tayeegáas'i	hít tayee-gáas'-i
piling, foundation post; floor joist	house beneath.house-post.(possessed)
hoon daakahídi	√hoon daa-ká-hít-i
store	√sell around.on.house.(possessed)
jiḡwéinaa	ji-√ḡwéin-aa (√ḡoo~ḡwéin)
hand towel; towel	hand.√wipe.the-one
luḡwéinaa	lu-√ḡwéin-aa (√ḡoo~ḡwéin)
tissue; handkerchief	nose.√wipe.the-one
k̄aa yakagwéinaa	k̄aa ya-ka-√ḡwéin-aa (√ḡoo~ḡwéin)
face towel; wash rag	person's face-hsf.√wipe.the-one
du jintakyádi	du jin-taak-yát-i
her/his palm	her/his hand.bottom.child.(possessed)
du ji.eetí	du ji-eetí
her/his handiwork, artifact	her/his hand.remains
a káa dul.us'ku át	a ká du-l-√ús'-k-u át
washboard	it on someone-(4H.S).cl-(+D,L,-i).√wash.(repeat). [relative] thing



# 7

## Directional & Relational Terms

*Á áwé a daa yoo x'atula.átgi nooch,  
yá el'kaadéi haa wulgáas'i.  
A daa yoo x'atula.átgi nuch.  
— Shaadaax'*

We would always talk about it  
when we migrated to the coast.  
We would always talk about it.

— Robert Zuboff, *Kak'weidí*<sup>1</sup>

There are three types of terms that describe space, time, and direction in Tlingit. They all appear as postpositions, meaning they refer to the noun that comes before it. These three types of directional & relational terms are:

- ★ **independent base** — a word that can stand alone and refers to direction, location, or space.
- ★ **relational base** — a word that needs a noun to relate to, and refers to direction, location, or space. If there is no specific noun to relate to, then the placeholder «a» appears, which means “thing” (*a daa, a géide, a shú*, etc.).
- ★ **suffix** — these are most often one syllable attachments to the end of a noun or empty base .

Before we look at those terms and their general meanings, we should spend a little time with the term “postposition”. In English, we are used to “prepositions” that handle this aspect of language, with phrases like, “through the door” and “on the table”. They identify where something is in relation

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<sup>1</sup> Zuboff, Robert. “Táax'aa / Mosquito.” *Haa Shuka: Tlingit Oral Narratives*. Nora Dauenhauer & Richard Dauenhauer, trans. (Seattle: University of Washington Press, 1981), 74–75.

to something else, and can include stationary terms, such as “on, near, around, underneath”, or motion terms like, “toward, away from, over”. If we were to compare how these function in English and Tlingit, it might look like this:

through the door	door through
on the table	table on
towards the house	house towards
after awhile	awhile after

Note the use of the article “the” in the English examples, and how they do not exist in Tlingit, which does not have a need for articles in the way that English does/

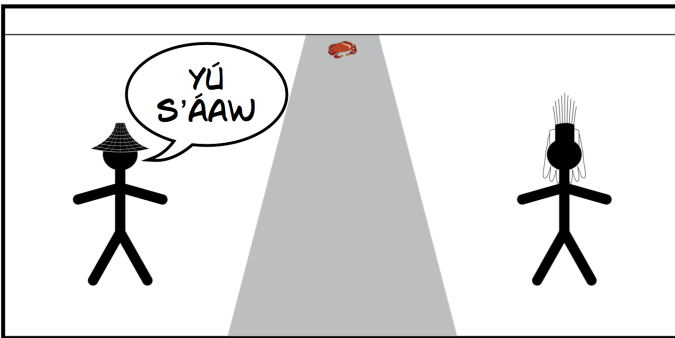
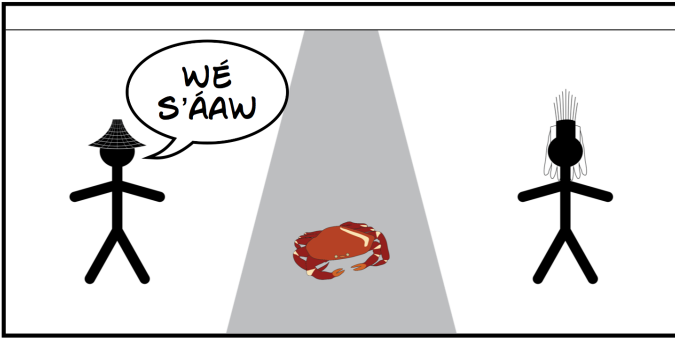
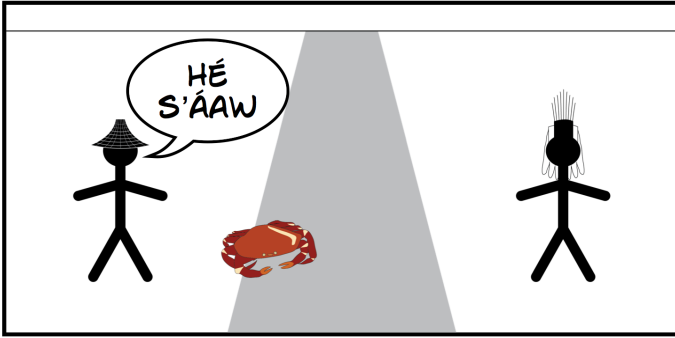
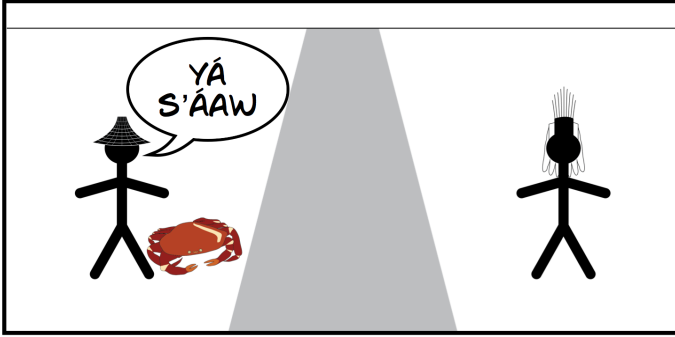
### ***Determiners***

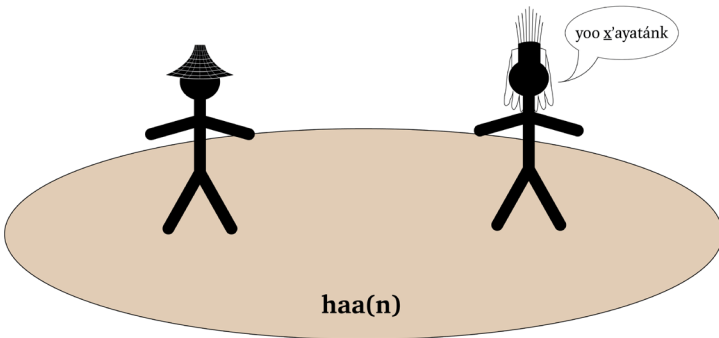
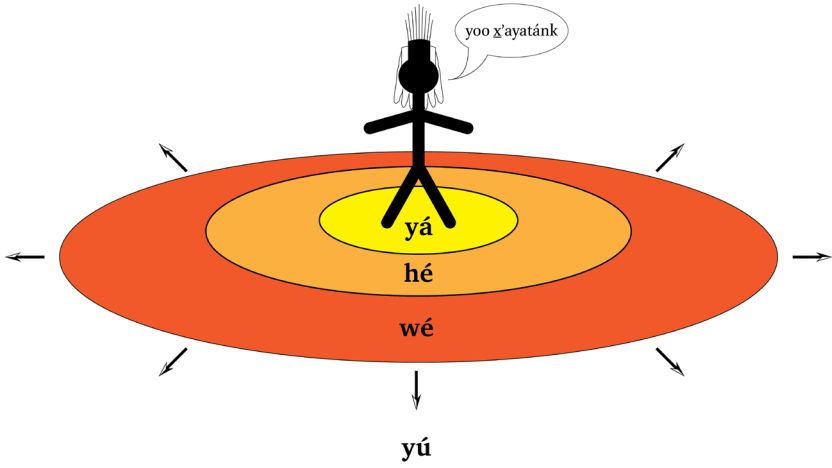
To begin talking about direction and location in Tlingit, we should look at determiners and how they function in Tlingit. English has a comparable pair in “this” and “that”, which inform the speaker the general proximity of something. For example, we might say “this house” if it is closer to us than “that house”. In Tlingit, there is a set of four general determiners, and a fifth one that is used in certain situations.

You probably have heard these used before, and in many different forms, so now we are going to look closely at how they function, which often combines a suffix to allow speakers and listeners to communicate the specifics of location, direction, or duration. Here are the four most common determiners in Tlingit:

yá ~ yáa-	this one here, here (near me, in possession)
hé ~ héi-	this one here, nearby, over here, on my side
wé ~ wéi-	that one there, nearby, over there (as if pointing)
yú ~ yóo-	that one over yonder, way over there, far away

To help us think about how these generally work, look at the illustrations on the following page which shows one way determiners can function.







## Suffixes

This set of determiners can take on more specific functions when combined with suffixes. The following list includes most of the Tlingit relational suffixes, which can be used to describe direction, location, time, and the type of action taking place in a verb (repetitive, to completion, etc.). We will focus first on the role they play in communicating location and direction.

### *Relational Suffixes I*

-dáx̄ ~ -tx̄ ~ -x̄	from, out of; since
-de	to, toward; until; in the manner of
-náx̄	through; along, via; including the time of
-t	coming to, arriving at; moving about; at a point
-wu ~ -u	is/are at
-x' ~ -∅	residing at; at (the scene of); at (the time of)
-x̄	(in prolonged contact) at; (repeatedly arriving) at; being, in the form of

### *Introduction to Base-Suffix Combinations*

Taking the four main determiners in Tlingit, we can begin to see how these suffixes are used to create meaning, and also how they function in terms of altering vowel length and tone.

COMPOUND	COMPONENTS	GENERAL MEANING
yá ~ yáa-	—	this one here, here (near me, in possession)
yáadax̄ / yáatx̄	yá + -dáx̄	from right here
yáade	yá + -dé	towards right here
yáanax̄	yá + -náx̄	through right here
yáat	yá + -t	arriving right here; at this place right here
yáadu	yá + -t + -wu	right here; located at this place right here
yáax'	yá + -x'	residing right here; at this place right here
yáax̄	yá + -x̄	moving along right here; repeatedly right here

COMPOUND	COMPONENTS	GENERAL MEANING
hé ~ héi-	—	this one here, nearby, over here, on my side
héidáx̄ / héitx̄	hé + -dáx̄	from here
héide	hé + -dé	towards here
héináx̄	hé + -náx̄	through here
héit	hé + -t	arriving here; at this place
héidu	hé + -t + -wu	here; located at this place
héix'	hé + -x'	residing here; at this place
héix̄	hé + -x̄	moving along here; repeatedly here

COMPOUND	COMPONENTS	GENERAL MEANING
wé ~ wéi-	—	that one there, nearby, over there (as if pointing)
wéidáx̄ / wéitx̄	wé + -dáx̄	from there
wéide	wé + -dé	towards there
wéináx̄	wé + -náx̄	through there
wéit	wé + -t	arriving there; at that place
wéidu	wé + -t + -wu	there; located at that place
wéix'	wé + -x'	residing there; at that place
wéix̄	wé + -x̄	moving along there; repeatedly there

COMPOUND	COMPONENTS	GENERAL MEANING
yú ~ yóo-	—	that one over yonder, way over there, far away
yóodáx̄ / yóotx̄	yú + -dáx̄	from there (over yonder)
yóode	yú + -dé	towards there (over yonder)
yóonáx̄	yú + -náx̄	through there (over yonder)
yóot	yú + -t	arriving there (over yonder); at that place
yóodu	yú + -t + -wu	there (over yonder); located at that place
yóox'	yú + -x'	residing there (over yonder); at that place
yóox̄	yú + -x̄	moving along there (over yonder); repeatedly there (over yonder)

We can also look at the way Tlingit forms questions about direction and location. By now you have probably heard the question, «goosú wa.é?» This question uses a suffix, and is

usually answered with a determiner that uses that same suffix. Matching the suffix of the question keeps the answer logical. To see how this works, let's look at the possibilities of these suffixes and then questions with matching answers.

COMPOUND	COMPONENTS	GENERAL MEANING
goo- + sá	—	goo (interrogative) + sá (say) = (question word) where?
goodáx sá?	goo + -dáx + sá	from where?
goodé sá?	goo + -dé + sá	towards where?
goonáx sá?	goo + -náx + sá	through where?
goot sá?	goo + -t + sá	arriving where?
goosú?	goo + -u + -sá	located where?
goox' sá?	goo + -x' + sá	residing where? / resting at where?
goox̄ sá?	goo + -x̄ + sá	moving along where? / repeatedly arriving where?
goodáx sáwé yee yaagú?		where is y'all's canoe from? *
Xunaadáx áyá haa yaagú.		our canoe is from Hoonah.
* traditional greeting when canoe arrives at your village.		
goodé sá yaa neegút?		where are you walking towards?
hoon daakahídidé yaa nxagút.		i am walking to the store.
goonáx sá akaawax'óo		where did s/he nail it through?
wé t'áa yaanáx akaawax'óo		he nailed it through that wall.
goot sá uwakúx?		where did s/he go (by boat/car)?
neilt uwakúx.		s/he went home (by boat/car)
goosú ax kéesi?		where is my bracelet?
yáadu i kéesi.		here is your bracelet.
goox' sá yéi yatee i éesh?		where does your father live?
Deishúx' yéi yatee ax éesh.		my father lives in Deishú (Haines).
goox̄ sá sh kanaltséxch?		where is s/he biking along?
yóox̄ sh kanaltséxch.		s/he is biking along way over there.

We should next learn the following directional term, which is also commonly used:

haa(n)	vicinity, area surrounding (person or people)
--------	---

This one is more commonly used than «yá» when talking about motion and direction. Some examples that you might already be familiar with are:

haadé / haandé	towards right here; (bring it here!)*
haandé i jín	give me your hand; put 'er there
yak'éi haat yigoodí	it is good you have come here.

\* used in ku.éex' when your name is called for a gift, food, money, bowl, etc.

Another common relational term is:

-jee	in its possession (related to «jín», meaning “hand”)
------	--

You'll notice this one is listed with an em dash before it «-jee». This is a way of noting that the word is relational, meaning that it needs to have a noun to relate to. This could also appear in dictionaries and other texts as «a jee» (its possession), or «du jee» (her/his possession). The «a» and «du» are exchangeable with other nouns and possessive pronouns.

Here are some examples of suffixes used with this relational term.

COMPOUND	COMPONENTS	GENERAL MEANING
-jee	—	in its possession (related to «jín», meaning “hand”)
jeedáx̣	jee + -dáx̣	from -'s possession
jeedé	jee + -dé	towards -'s possession
jeenáx̣	jee + -náx̣	through -'s possession
jeet	jee + -t	arriving at -'s possession; at -'s possession
jeewú	jee + -wú	located in -'s possession
jeex'	jee + -x'	resting in -'s possession; at -'s possession
jeex̣	jee + -x̣	moving along -'s possession; repeatedly in -'s possession

## Base-Suffix Combinations

To continue looking at base-suffix combinations, we will start with the following list, which includes the **possessive pronoun** «a», the **noun** «áa» and three **relational bases**. We will introduce the remaining noun suffixes, and then look at combinations of these bases and any of the suffixes that base may gain.

a	its [possessive]
á	it; that place; time; reason; fact
-ká	on; horizontal surface of; inside of vessel for water or food (gúx'aa ká, s'ix' ká, k'wátl ká, x'eesháa ká, etc.)
-yá	face of; vertical surface of
-tú	inside of

These are commonly used in Tlingit, especially «áa» and «a» which can function as a placeholder in Tlingit. Speakers will often make a reference to something specific, and then refer to it later as “it” or “there” throughout their speech. The following sentence examples show how these can be used:

a daa yoo tuḡwaatán.	i thought about it
áa yéi yatee	s/he resides there
a kát iseiwax'ákw	you forgot it
áa ḡoowdzitee	s/he was born there

### Relational Suffixes II

The following table completes our list of noun suffixes. These suffixes do not combine with determiners.

-ch	subject of transitive verb; with, using
-ḡaa	(distributed) in the area of; (going) after, (waiting) for; about the time of
-n	with, using, as soon as

In the lists below, pay close attention to tone, vowel length of the base, and also to the fact that some of the bases will not take some of the suffixes. These are marked by an em dash only in the “compound” and “general meaning” columns. The meanings are approximate translations, and should not be

taken literally in all cases. Tlingit does not function the same as English, and the context could shift the meaning in some cases, especially in complex verb phrases. Still, understanding these combinations and how they create meaning will help you understand how Tlingit functions.

COMPOUND	COMPONENTS	GENERAL MEANING
á	—	it
ách	á + -ch	because of it; with it
aagáa	á + -gáa	after it; following it
aadáx̄ / aax̄	á + -dáx̄	from it; after it [that time]
aadé	á + -dé	towards it
aan	á + -n	with it
anax̄	á + -náx̄	through it; along it
át	á + -t	arriving at it; at it
áwu	á + -wu	located at it
áx' ~ áa	á + -x'	residing at it; located at it
áx̄	á + -x̄	moving along it; repeatedly at it

COMPOUND	COMPONENTS	GENERAL MEANING
-ká	—	on -; -'s horizontal surface
—	+ -ch	—
—	— + -gáa	—
-kaadáx̄ / -kaax̄	ká + -dáx̄	from the top of -
-kaadé	ká + -dé	over it; towards the top of -; along the top of -
—	— + -n	—
-kaanáx̄ / -kanax̄	ká + -náx̄	through the top of -; along the top of -
-kát	ká + -t	arriving on -; on -
-káwu	ká + -wu	located on -
-káx' / -káa	ká + -x'	residing on -; located on -
-káx̄	ká + -x̄	moving along on; repeatedly on -

## Directional &amp; Relational Terms

COMPOUND	COMPONENTS	GENERAL MEANING
-yá	—	-’s face; -’s vertical surface
—	+ -ch	—
—	— + -gáa	—
-yaadáx / -yaax	yá + -dáx	from the face of –
-yaadé	yá + -dé	towards the face of –
—	— + -n	—
-yaanáx / -yanax	yá + -náx	through the face of –
-yát	yá + -t	arriving at the face of –; on the face of –
-yáwu	yá + -wu	located on the face of –
-yáx’ / -yáa	yá + -x’	residing on the face of –; located on the face of –
-yáx	yá + -x	moving along on the face of –; repeatedly on the face of –

COMPOUND	COMPONENTS	GENERAL MEANING
-tú	—	inside –
—	+ -ch	—
-tóogaa	tú + -gáa	pleasing; liked; wanted
-toodáx / -tootx	tú + -dáx	from the inside of –
-tóode	tú + -dé	towards the inside of –
—	— + -n	—
-tónáx	tú + -náx	through the inside of –
-tóot	tú + -t	arriving at the inside of –; at the inside of –
-tóowu	tú + -wu	located inside of –
-tóox’	tú + -x’	residing on inside of –; located inside of –
-tóox	tú + -x	moving along on the inside of –; repeatedly inside of –

## Negative Forms & Suffixes

Tlingit suffixes can change when the statement is made in a negative form. The negative form is signaled by the particle «tléil», which can appear in any of the following forms: «tléil, tlél, hél, lél, tíl, l». There is a similar «líl» which is used with prohibitive forms (don't). The decision on which negative particle to use appears to be speaker preference, and in the chart here they are all listed with «tléil», but they could be any of the listed forms.

ax̣ jeewú	I have (in my possession)
tléil ax̣ jee	I don't have (not in my possession)
yáadu	it's here
tléil yáat	it's not here
wéidu	it's there
tléil wéit	it's not there
neilú	it's home
tléil neil	it's not home
áwu	it's there
tléil á	it's not there
du yáwu	on his/her face
tleil du yá	not on his/her face

## Independent Bases

Many of the bases in Tlingit refer to the direction and location of one object in relation to another, but there is a set of **independent bases** that are relative to a fixed location which is rooted where the sea meets the shore. The Tlingit are coastal people, and even if the ocean is not being talked about, these terms appear in the language and bring the ocean into language in metaphorical ways that sometimes create unique meanings. This is not unique to Tlingit, as other people indigenous to coastal areas have the shoreline built into their languages as well. **Independent bases** do not need any other noun to relate to, and can take **relational suffixes**.

Study the following lists and note how they are used in your studies of Tlingit.



(di)kée	up above
(di)keenaa	upstairs
(di)kínde	upwards
(di)yée	down below
(di)yeenaa	downstairs
(di)yínde	downwards
naakée	upstream; north
ixkée / éex	downstream; south
daak	up from the shore (to the inland)
dakká	on the inland
éil'ká	on the ocean; near the ocean
éek	down to the shore (from the inland)
daak	out to sea (from the shore)
deikée	far out to sea (to the open)
yán	ashore (from the sea)
diyáa	across (other side)
tliyáa	the far side; further over
neil	inside (a building, house)
gáan	outside (from a building, house)
kúx	back, reverse
kux	aground
tleikdé	to one side
sheeynáx	(go) right
s'át'náx	(go) left

## *Relational Bases I*

Relational bases can take relational suffixes, but they need a noun or empty base to relate to, as they refer to a space, location, or relationship between that noun and another object(s). The following is a list of common relational bases. Similar to **inalienable nouns**, these must have a possessing noun or the default «a» (its), and if ~ is attached to the end of the word, then it needs a **relational suffix**.

-daa	around; about; concerning
-daaká	around outside of surface

–eetí	remains; imprint
–géi~	against; opposing; wrong
–ít	after; following
–kináa(k)	above
–k'í	base (standing); trunk (of tree); rump
–lú	nose; point
–náa	draped over
–naa / –nyaa	direction of
–shá	head; top
–shakée	(on) top, above
–shú	the end of
–shuká	front; ahead
–táak	bottom (of a cavity); in water (deep enough to submerge)
–tayee	beneath, underneath
–tóoḳ	bottom (sitting); rump; butt
–t'áak	back inland from
–t'aaḳ	beside (see also “side”)
–t'éi / t'éik	behind
–t'iká	out toward the open sea from
–wán	the edge of
–waḳshiyee	visible; before eyes
–wát	mouth of (body or form of water)
–x'aan	tip, point, peak, sharp edge; outer limbs of tree or bush
–xán	near; at (a person's) house
–xoo	among; in the midst of
–x'áak	between them
–x'é	mouth or opening
–x'usyee	beneath of foot of
–yís	for (the benefit of)

## ***Relational Nouns***

**Relational nouns** cannot accept **relational suffixes**, but they need a noun or empty base to relate to, as they refer to a space, location, or relationship between that noun and another object(s).

-daat	about; regarding
-góot	without
-jinák	taking away from; depriving
-jís / jiyís	for (to have)
-káx	for
-kín	less than
-nák	away from; left behind
-shagóon	source; origin; fundament; component(s); parts; ancestry; lineage; history
-shoowú	half of; part of
-tóogaa	pleasing; liked; wanted
-x'éis / x'eiyís	to eat
-yáanáx	more than; beyond; too much
-yáx	like; according to; equal to
-yís	for (the benefit of)

## *The Empty Base*

There are several verbs that require directional & locational suffixes and refer to people, and Tlingit does not allow suffixes on names or most pronouns (á [it] is the exception). Because of this, Tlingit uses what is called an **empty base**, which is a meaningless base that comes after a **possessive pronoun** or **kinship term**. Below are examples of empty bases without suffixes. They are written with a tilde (~) on the end to show that a variety of suffixes can attach. The empty base cannot appear without a possessor, and almost always has a suffix.

a <sub>x</sub> ee~	-me
i ee~	-you
du ee~	-him/her
haa ee~	-us
yee ee~	-you all
has du ee~	-them
a <sub>x</sub> tláa ee~	-my mother
i éesh ee~	-your father

The **empty base** most commonly has a suffix, so look at the following lists to see how the **empty base** functions.

aḵ eedé	towards me
i eedé	towards you
du eedé	towards him/her
haa eedé	towards us
yee eedé	towards you-all
has du eedé	towards them
aḵ tláa eedé	towards my mother
i éesh eedé	towards your father

aḵ éet	arriving at me
i éet	arriving at you
du éet	arriving at him/her
haa éet	arriving at us
yee éet	arriving at you-all
has du éet	arriving at them
aḵ tláa éet	arriving at my mother
i éesh éet	arriving at your father

aḵ éex̱	repeatedly arriving at me
i éex̱	repeatedly arriving at you
du éex̱	repeatedly arriving at him/her
haa éex̱	repeatedly arriving at us
yee éex̱	repeatedly arriving at you-all
has du éex̱	repeatedly arriving at them
aḵ tláa éex̱	repeatedly arriving at my mother
i éesh éex̱	repeatedly arriving at your father

Another dynamic word in Tlingit, that can appear in many forms is the following:

tin ~ tín; teen ~ téen; een ~ -n	(along) with, by means of; as soon as
----------------------------------	---------------------------------------

The last option, the suffix «-n», can pair with the **empty base** to create the following:

aḡ een	with me
i een	with you
du een	with him/her
haa een	with us
yee een	with you-all
has du een	with them
aḡ tláa een	with my mother
i éesh een	with your father

There are options for contraction in certain cases. These can be tricky and should be memorized so you can learn how to listen for them and use them in your speaking.

a een	aan	with it
aḡ een	ḡaan	with me
kaa een	koon	with people
haa een	haan	with us
du een	doon	with someone

The **empty base** has special functions with verbs, often changing the suffix to note whether the verb is completed, happens repeatedly, or is in the process of occurring. Only certain verbs allow the empty base. These are often noted in the verb documentation done by Eggleston, either in the verb theme or the notes.

Somewhat related to the **empty base** is motion towards a person. In Tlingit, you do not walk directly to someone. A pronoun will not take a suffix, so a relational base is used, as in the following examples:

-ḡán	near; at (a person's) house
Aḡ éesh ḡánde kḡwagóot.	I am going to go by my father.
Haa ḡáni ganú!	Sit by us!

We'll finish this chapter with a list of the remaining **post-positional bases**. There are many of them to look for, so just keep committing them to memory by watching for them and

practicing ways to use them in your speaking. The “Verbal Structure Handbook” by James Crippen has a list of these bases, which is one of the many reasons you should keep that handbook with you at all times.

## ***Relational Bases II***

–daagaanyaa	outcast , exclude
–daakashú	detriment of; at expense of
–dayéen	facing
–dakán	facing away
–déin	vicinity of
–digiygé	middle of
–dook	close by; alongside
–dzúk	back of; right behind
–guyee	area at the base of; foot of
–gei	between the folds, covers, walls of
–jigéi	inside bend of; curve of
–jiká	in the way of; attainable
–jiseiyí	in the shelter of (esp a tree)
–jiyee	ready to be used
–kagé	meeting
–kat'óot'	partway up inside; halfway up inside
–keeká	across from; facing
–kík	alongside; catching up
–kooká	paralleling; reminding
–niyaa	direction
–niyaadé / yinaadé	toward, in direction
–niyaa / yinaa	in way, acting as a shield for
–seiyí	in the shelter of
–shutú	the end side of
–shuwee	at the foot of a slope; down from the crest of; back from the crest of
–tadaa	exterior bottom
–taká	inside bottom
–tawán	right next to; up close
–tukyee	below outlet; low lying area

–tushuyee	in contrition; deference
–t'akká	at side
–t'einyaa	inside (lining)
–wanyáa	apart from
–wakká	blocking view
–wakshú	avoiding vision of
–wakyík	middle of clearing
–wanká	on the edge of
–wanáak	separate from
–xees'i	the bow of (a boat)
–xuká	deck of (a boat)
–x'anaa	in way, in the way of , obstructing
–x'ashú	avoiding talking with
–x'ax'aa	brink; edge
–x'ayee	waiting to eat; waiting to speak
–yaax	the edge of
–yat'éik	behind her back
–yat'éináx	in secret (where nobody can see); away from people's view
–yaḵoo	among faces
–yayee	waiting for
–yináa	covering
–yinaa / niyaa	in way, acting as a shield for
–yuwaaká	back and forth between

## *Relational Nouns II*

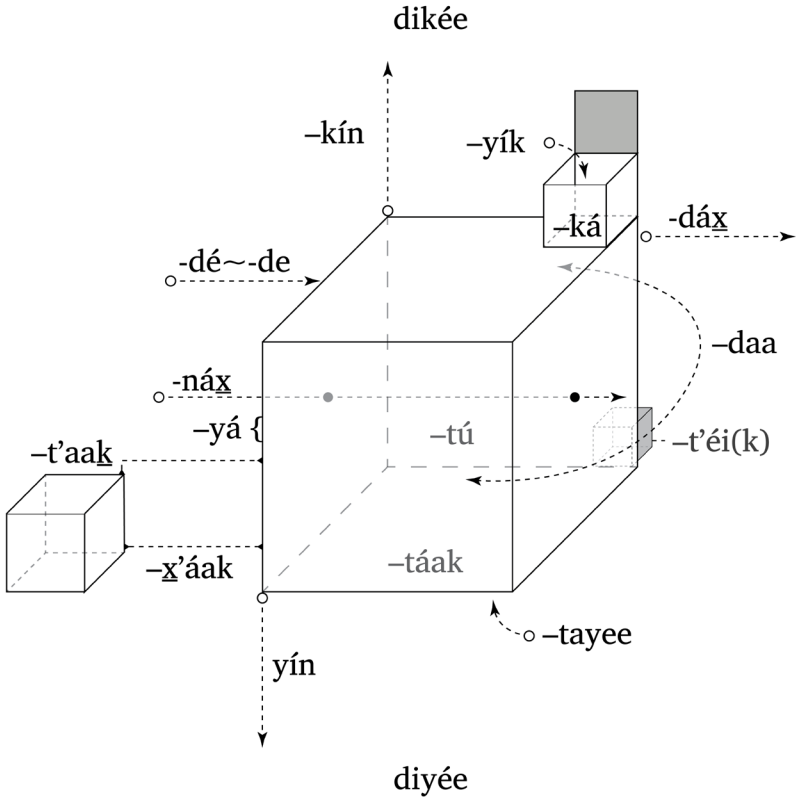
–daséix'	out of reach of
–déinnáx	right way of; properly
–eetéénáx	lacking; without
–gukáax'	speaking clearly
–gunayáak	separate from; apart from
–jigáa	enough; adequate
–jikín	not enough
–jixooní	working with; pitching in
–jiyeet	burdened by; suffering

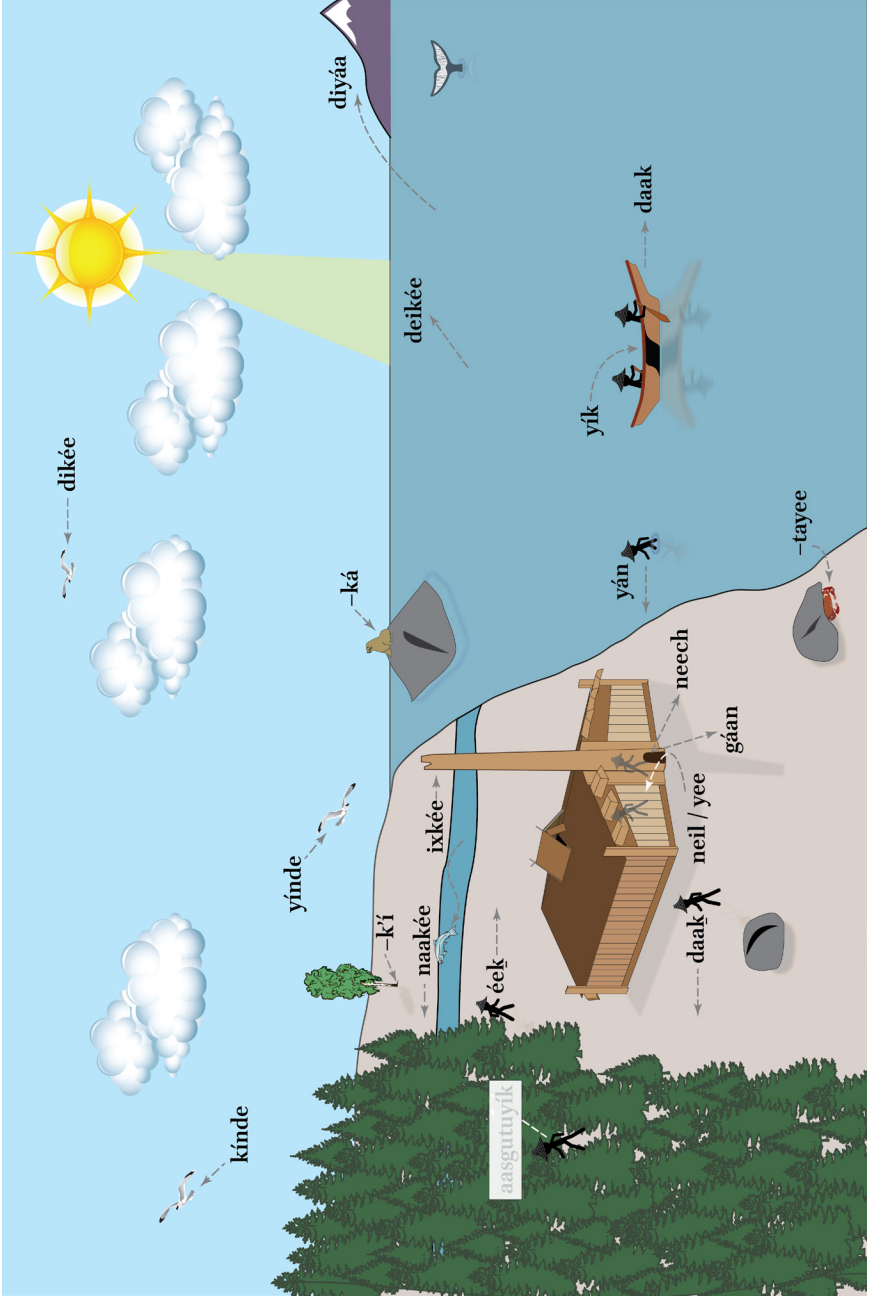
-ji.een	working with; helping
-káax'	depending on
-kakán	vantage point
-kayaa	sort of like; not quite
-kayee	pattern, model, template
-kayís	for it
-keek	along with
-kíknạx̣	in addition
-kujín	motivated by
-kóox'	amidst crowd; public
-lukaax̣	hurry; spur of moment
-niyís	preparation for (time)
-sóox̣	ready, hurry, early for
-tuwáx'	opinion; feeling
-tukín	not meeting expectations
-wanyeedé	set aside; hidden
-wạkdaséix'	hidden from view
-wạkgáa	pleasing to see
-wạkkáx'	plainly; obviously
-wạknáx̣	leaving vision
-xooní	one that matches; an amount that matches; equivalent to; one like
-x'adaséix'	out of eating; out of speaking
-x'ajihéen	disgusted by speech
-x'anák	taking away food
-x'at'aak	verbal support
-x'éigaa	good to eat; good words
-x'oosí	leg
-yaayí	one of a pair
-yayís	anticipating
-ya.áak	room; space; opportunity
-yeen	middle of (a period of time)
-yinaadé / niyaadé	toward, in direction
-yuwaa	missing, avoiding; belly



*Examples With Noun Phrases*

yaakw shuká	the bow of a boat, forward
dzeit shuwee	at the landing (or foot) of a dock
kées' shuwee	high tide line
dáanaa shoowú	a half dollar
héen táak	the bottom of a body of water
ganaltáak	in the fire
du tuwáx'	his/her thought, will; to his/her thinking
du tuwáadax̄	due to his/her effort or doing
kaa t'áak	behind all people, the least of all people
du yat'éik	behind his/her back, out of his/her view
kaa yat'éináx̄	when no one is looking
du jixán	at hand (for him/her to work with)
du x̄'axán	at hand ("at mouth", for him/her to eat or drink)
gagaan x̄'usyee	sunbeam, ray of sunlight
dís x̄'usyee	moonbeam
du x̄'usyee	under his/her feet, underfoot
t'aa yá	wall
shaa yadaa	mountain side
yaax̄	the side of it
woosh yaayí	a pair
du x̄'ayáx̄	according to his/her order or instruction
du jiyáx̄	according to his/her example or model
gaaw yáx̄	on time
aan x̄'ayee	in a town, on the streets of a town
sheen x̄'ayee	place for bailing a canoe
du jiyee	in front of him/her, ready for him/her
du x̄'ayee	before him/her, ready for him/her to eat or drink
taat yeen	middle of the night
dei yík	in a road or path
héen yík	in a river, in the water
yaakw yík	in a boat
du gooǰí yinaadé	toward his wolf (Raven song)







# 8

## Particles, Interjections, Phrases

*Eeshaandéin ágé haa daa tuwatee uháan tsú*  
*aχ káalk'w háas*  
*aχ éesh háas?*  
— *Naa Tláa*

Does death take pity on us too  
my brothers' children,  
my fathers?  
— Jessie Dalton, T'ákdaintaan <sup>1</sup>

### ***Particles***

Particles are words that rarely appear on their own, and their meaning tends to come from combining with other words in ways that requires memorization. Learning how to interpret and use particles is critical to gaining a high level of fluency, as they can connect thoughts in ways unique to the language and can help a speaker “sound” like a native speaker of the language.

The particles listed here are given with a simple definition, but as you continue your studies in Tlingit, watch for how they are used and help to create, adjust, and direct meaning in conversations, stories, and more. Many of the entries in this chapter come from the *Interior Tlingit Noun Dictionary* (Leer) and *Lingít X'éináx Sá!* (Dauenhauer & Dauenhauer).

The first entries do not stand on their own, so they are shown in combinations with other particles. These are followed by a series of other particles. You will begin spotting these more and more as you study Tlingit.

<sup>1</sup> Dauenhauer, Nora & Richard, trans. *Haa Tlovunáagu Yís: For Our Healing Spirit*. (Seattle: University of Washington Press, 1990), 242-243.

sá	name/voice; combines with other particles to form questions
daa sá ~ daat sá?	what?
daakw.aa sá?	which one?
wáa sá?	how?
aadóo sá ~ áa sá?	who?
goosá ~ goosú?	where?
x'oon sá?	how many?
gwátgeen sá?	when (in the future)?
gwátk sá?	when (in the past)?
daat yís sá?	for what (benefit)?
daat gáa sá?	for what (purpose)? / after what?
wáanáx sá?	why?
wáa nanée sáwé	at some point
tlél ~ tlél ~ lél ~ hél ~ l	not (negative)
tlél daa sá	nothing
tlél wáa sá	it's okay; it's so-so
tlél aadóo sá ~ tlél áa sá	nobody
tlél goox' sá	nowhere
ch'a	the very; just
ch'a daa sá	whatever; anything
ch'a daakw.aa sá	any (certain) one; whichever one
ch'a wáa sá	however; any old way
ch'a wáa kugei sá	any amount; however many
ch'a wáa yateeyi aa sá	any kind (of); whichever kind
ch'a wáa yateeyi yéix' sá	on any occasion
ch'a aadóo sá ~ ch'a áa sá?	whoever; anyone, anybody
ch'a goox' sá	wherever
ch'a x'oon sá	any number of; however many
ch'a x'oonináx sá	any number of people; however many people
ch'a gwátgeen sá	whenever (in the future)
ch'a aan	although, even though, however
ch'a aaní ~ ch'a aanináx ~ ch'a aanidáx	peacefully; calmly; patiently; nicely
ch'a gégaa	in vain; for nothing; without success

ch'a góot	different; other
ch'a gunakáa	someone else; a different person
ch'a gunayé	somewhere else; someplace else
ch'a guna.aa	different one; another one
ch'a guna.aan	somewhere else; someplace else
ch'a guna.át	something else; a supernatural being
ch'a kageinaᵾ	patiently; carefully; quietly
ch'a koogéiyi	carelessly; any which way
ch'a k'át	at least
ch'a k'ikát	at least; once in a while
ch'a na.aaní	it should not be done; be sure not to
ch'a nichká	good for nothing; useless
ch'a neechᵾ	for nothing; in vain; without success
ch'a tlákw	always; constantly; all the time
ch'a yaadachóon	straight; directly; honestly
ch'a yéi	ordinary; usual
ch'a yeisú	just now; finally; still
ch'a yóok' ~ ch'a yák'w ~ ch'a yáak'w	suddenly; immediately; right away
ldakát	all; every
ch'a ldakát ...	every single ...
ldakát át	everything
ldakát káa	everyone
ldakát yé	everywhere
ch'u	still; even
ch'u déix	both
ch'u shóogu	the same
ch'u tle ~ ch'u tlei	when; while
ch'u tleix	forever
gé ~ ágé	interrogative (turns statements into yes/no questions); contracts to ák- before a demonstrative (ák.wé, ákyá)
á	(focus; emphasis)
ᵾá ~ᵾáa	softens an assertion ("you see")
ch'as	only, just

ts'as	merely
kwshé	maybe (hopeful, positive)
gushé	i don't know for sure
shákdé	perhaps, probably (likely)
gí ~ gíwé	perhaps, I guess, it would seem (not likely)
gwál ~ gwál yé	perhaps (doubtful)
gu.aal	I hope, would that (optative)
kashde	I thought
kachu ~ kachoo ~ xachu	actually, in fact (contrary to what was thought); or
ku.aa~kwa	however
ásí	discovery of something previously unclear ("oh, so, I see")
ásgí	second-hand information about something previously unclear ("I hear, I guess")
sdágáa ~ dágáa	emphatically assertive ("indeed, for sure")
k'át	small amount; limited
tsá	only then
tsú	also
s'é	first
déi	now, this time (appears after verb)
x'wán	be sure to (with imperative, hortative)
tsé	be sure not to (with admonitive)
tle	just, simply, just then
de	already, by now (appears before verb)
tsu	again, still, some more (note tone difference with tsú, "also")
óosh	hypothetical ("as if, if only, even if")
tlax̣	very
kúnáx̣	really



## Interjections

An interjection quickly conveys a feeling. They are difficult to translate, because the meaning depends on the situation, tone, volume, and relationship of the speakers. When looking at the meanings here, keep in mind that it can change dramatically depending on the situation. These should be used on a regular basis when surprised, happy, teasing, and more. They are easy to learn, and replacing them in your speech even when you are not speaking Tlingit will help you continue to think in Tlingit.

Use of interjections depends on your relationship with the other speaker. There are things that are not offensive if you are okay teasing one another. These same things, if said to a stranger or someone with more cultural authority (grandparent, leader) in public, could be insulting. Work with speakers to make sure you understand the uses.

ha.é	holy cow!; see how you are (putting on airs)
dóooóó	see how you are (teasing, shame on you)
jé	see how you are (disapproval)
hachgwá. ~ chgwá.	that's what you get
ax adée	oh dear (lit. "my thing")
haadláa ~ dláa	good grief; too much
shé ~ shéi	(mild surprise)
gwáa ~ gu.áa	(strong surprise)
háw ~ há'	oh my (surprise)
éitsk'	yummy
atsganéé	scary
tlá. ~ tlúm ~ tláp	whoops
hú	ouch (vowel is often drawn out and shaky)
aganáa	oh no (often associated with grief)
éeee	yuck, eeew
é	check it out; wow
óosk' ~ óosk'i ~ óoxk'	little; cute
hée'	cute!
eesháan	poor thing (can be teasing or sympathetic)

haaw	well
shk'é	let me see; let me think
xwéi	phew (exhaustion)
xxx	ugh
tsú	you exaggerate
lits'áa	it smells good
lichán	it stinks; it smells strong

## Conversational Phrases

This set of phrases are helpful in conversation. Many of the verb forms are commands (*imperative*), which must be used carefully. In general, Tlingit allows a lot of commands without having to soften them (“hand me the salt” instead of “please pass the salt”), but some of them should be used with discretion, unless there is comfort between the speakers. Teasing in private is different than teasing in public, and when ceremonial oratory is being delivered you should act and respond appropriately.

gunalchéesh	thank you
aatlein gunalchéesh	many thanks
gunalchéesh tlein	big thanks
sh tóogaa xaaditee	i am grateful
tlél wáa sá (uti)	it's okay; don't worry about it
gaa yatee	it's good; it's pleasing
tlél gaa ushtí	it is not good; it is unpleasant
yak'éi	good; fine
tlél ushk'é	it's bad
tlél eeshk'é	you're bad
k'idéin	well; nice; carefully
dziyáak	a while ago; just now
dziyáagin	after a while; later
ch'a yéi gunéin	sometimes
wáanganeins ~ wáanganeens	now and then; sometimes
tlél unalé	almost
yéi yanaká!	say it!

tsu yéi yanaká!	say it again!
xwasikóo	i know
tlél xwasakú	i don't know
haa gushé	i don't know
yisikóo gé?	do you know?
yeeysikóo gé?	do you all know?
wutusikóo	we know
tlél wutusakú	we don't know
awsikóo	s/he knows
tlél awuskú	s/he doesn't know
tlél daa sá awuskú	s/he doesn't know anything
x'anawóos!	ask her/him!
tlél ax daa yaa kushusgé	i don't understand
a kát xat seiwax'ákw	i forgot
kínees.aax!	listen!
kínayis.aax!	you all listen!
ax x'éide kínees.aax!	listen to me!
du x'éide kínees.aax!!	listen to her/him!
xat iya.áxch gé?	do you hear me?
xat x'eeya.áxch gé?	do you understand me?
Lingít x'eeya.áxch gé?	do you understand Tlingit?
ch'a yéi gugéink'	a little
Lingít sh tóo xaltóow	i'm learning Tlingit
lidzée	it's difficult
tlél uldzée	it's not difficult
ligaas	it's taboo; it's forbidden
wáa sá duwasáakw ___?	how is ___ called?
wáa sá x'aduwaákaa ___?	how do you say ___?
kashaxít!	write it (singular)!
kayshaxít!	you all write it (plural)!
nidatóow!	read (singular)!
naytóow!	you all read (plural)!
kéénax natóow!	read it out loud!
xaan kananeek!	tell me (singular)!
xaan kanayneek!	you all tell me (plural)!
tsu xaan kananeek!	tell me again!

Lingíṭ x̣'éináx̣ x̣aan kananeek!	tell me in Tlingit
yoo x̣'atán!	speak (singular)!
yoo x̣'ayla.á!	you all speak (plural)!
yéi áwé	that is how it is
yéi ákwé?	is that how it is? is that right?
yéi kwshé?	is that perhaps how it is?
a yáx̣ áwé	it is like that
a yáx̣ ákwé?	is it like that?
hóoch'	done; gone
hóoch' áwé	it's all gone; it's done
déi áwé!	knock it off!
sh eelk'átl'!	shut up; say nothing; calm down!
ilí!	don't!
ilí s'é!	wait!
tliyéi ~ tliyéix̣'	stop; be still
ihí dé!	stop now!
tsóok'!	more!
haagú!	come here (singular)!
haat yi.á!	you all come here (plural)!
neil gú!	come in (singular)!
neil yi.á!	you all come in (plural)!
ganú!	sit down (singular)!
gaykí!	you all sit down (plural)!
gidaan ~ gidahaan!	stand up (singular)!
gaydinaak!	you all stand up (plural)!
chúk ~ júk!	scram, go away!
ná!	take it!
haahée!	hand it over!
góok!	go ahead; do it!
latín!	look!
gán!	look here now!
tláakw	hurry; fast
i éeṭ koowaháa	it's your turn
nata!	go to sleep (singular)!

nashtá!	go to sleep, already (singular)!
natá dé!	go to sleep right now (singular)!
nayxéix'w!	you all go to sleep (plural)!
idaná!	drink (it)!
xá!	eat (it)!



# 9

## Introducing the Tlingit Verb

*Keitl tóo akayanook.  
Yú neilx' áyú gagaan x'óos áwé oowayáa.  
Neildéi koodagánch neildéi.  
— Tseexwáa*

The bear would feel the approach of the dog.  
In the den they seem like sunbeams.  
They would shine in, into the den.  
— J.B. Fawcett, Wooshkeetaan<sup>1</sup>

The lists presented throughout this book—nouns, noun modifiers, directional & relational terms, particles, and some conversational phrases—are expansive and may be intimidating. The lists of body parts, kinship terms, and directional & relational terms are fairly complete, but the lists of nouns and phrases only scratch the surface of what is out there. The benefit of these parts of Tlingit is you can look them up fairly easy in the *Dictionary of Tlingit, Interior Tlingit Noun Dictionary*, and “Tlingit Verbal Structure Handbook”, and this text. You should always be learning more of these, every single day, and noting how fluent speakers use them. Learners of Tlingit will often be amazed on how the language functions differently than imagined, even after decades of study. Do not take this as a discouraging sign, because I have seen fluent speakers at times have to discuss many of these aspects of language to figure out how to best put things together.

And there are always variables. Personal speech patterns and dialect differences can result in different patterns for the same types of things. This is no different than English or any

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<sup>1</sup> Fawcett, J.B. “Kaats.” *Haa Shuka: Tlingit Oral Narratives*. trans. Nora Dauenhauer & Richard Dauenhauer. (Seattle: University of Washington Press, 1981), 224–225.

other language, where a speaker might have different ideas on how to communicate the same thing. One speaker might say, “walk the dog,” and others might say, “he wants out,” “potty time,” “throw him out,” etc. The same thing is being communicated but in different ways.

Your study of Tlingit must be more than memorizing lists, although that is a part of it. You should make sure you are spending equal amounts of time listening to the language and creating language yourself. Throughout your lifetime of study you should always be asking how Tlingit looks at things differently, so you can think in Tlingit, but the complexity you might encounter with things up to this point is pretty minimal when compared to the Tlingit verb.

This is the spot where many speakers find themselves stuck in their studies of Tlingit. When learning nouns and other parts of speech, a learner can figure out where to put things in order to substitute Tlingit into language patterns. Many aspects of word order, concepts, space and time, and other things differ greatly but these can be understood over time by listening, speaking, and conversing about how the words and thoughts are functioning in Tlingit.

But at the heart of our sacred language we find the Tlingit verb. There is no more important part of speech than this, and you will spend more time and energy on this part of the language than anything else. When learning to speak Tlingit, you should be practicing every single day, and it may help to divide your energy between three things: easily attainable parts of language (new nouns, counting, colors, directional & relational terms), complex parts of Tlingit culture and worldview (spirituality, clan law, clan relations & kinship terms, etc.), and aspects of Tlingit grammar.

If we surveyed every Tlingit class being taught right now, we would probably find the least amount of time being spent on the Tlingit verb, and that is understandable. But verbal structure is the key to being able to think in Tlingit and to stay in conversations for long amounts of time. Within the verb, more than anything else, we will find a whole series of new linguistic terms and concepts, and these are essential to being able to comprehend and create verbal structures and sentences.

Many speakers are nervous about studying Tlingit gram-



mar in ways that break sentences into small parts to see how they fit together, and also to teach through basically reassembling those pieces. This discomfort is understandable. The fluent birth speaker internalized the rules of Tlingit in the same way that all language learners do from birth: their brain and body was prepared to absorb all the rules as birth learners. Most speakers do not think about the rules behind sound systems (should the possessive/plural suffix be -s, -es, or -ez?) or the use of articles (definite, indefinite, or none?). Instead, the birth speaker often knows what sounds right and what does not, and goes from there.

Tlingit is no different, however, second-language learners often benefit from this type of learning because they have to become speakers through a three step process: understand how grammar functions in English, understand how grammar works in Tlingit, then deconstruct English patterns and reconstruct them with Tlingit. This does not mean that the speaker forgets English or becomes worse in it somehow, but it does mean that the speaker often becomes more aware of choices made when putting language together.

As the student of Tlingit moves forward, they end up learning about the field of Tlingit linguistics, and this includes a series of terms that most speakers of English and Tlingit are not familiar with. As you move forward with your studies, it is always important to keep your humility and to avoid offending other speakers and learners. If you know more Tlingit than another learner or potential learner, then you should keep them involved in the language process and make sure they do not feel left out. If you know more terms about the language than a fluent birth speaker, then be careful to make sure the fluent speaker knows they are the superior speaker.

It can be intimidating when grammar is analyzed at every level, no matter what language you are learning, but for the second-language learner this is a crucial step in transitioning to thinking in Tlingit. The shift is a complex one, requiring a higher level of commitment—in terms of time, brain power, and worldview—than learning nouns or phrases. For this reason, we see classes often stuck at this part and circling back to nouns, colors, or phrase drills. Most second-language learners take a break from pushing forward at the verb, which can be disheartening because the learner felt like there was

so much momentum gained in knowing more words, phrases, and particles.

But if you can devote yourself, over and over, to this part of the language, then you will unlock the way our fluent speakers are thinking, and the way that every speaker of Tlingit for the past 10,000 years has been thinking. That is not to say that there is a magic switch that suddenly tunes you into all of that, but without being able to comprehend and create complex sentences and verbs you will be left with partial comprehension and the ability to only repeat memorized phrases, verb forms, and somewhat frozen sentences.

We are going to slowly look at Tlingit verbs, beginning with some sample sentences where we can learn how to spot a verb and understand the basic parts of a verb phrase. As you move forward with these studies, keep in mind that you should be spending most of your time listening to Tlingit, focusing on the rhythm of the language and the sound system, and then you should be speaking it so your mind and body understand that this is what we do now, and then the smallest portion of time and energy should be spent on the technical details. That may seem counter-intuitive in light of what we just discussed, but it will keep you moving forward in terms of having a sense of accomplishment, and will give your brain a break from the analysis of a completely different and complex language.

When we have discussions of grammar we tend to move into conversations dominated by English, so it is good to have plenty of activities as an individual and as a group to keep yourself in the language in between grammar sessions. In other language revitalization programs, grammatical terms have been developed within the language which helps keep the grammar discussions within the target language. That should be a goal for the Tlingit community.

## ***How to Spot a Verb***

The advantage to studying all the other parts of speech first is that you can train yourself to find where the verb is in a sentence. There is still research to do in Tlingit word order, but the first thing to keep in mind is the basic structure of the verb. First of all, we will look at a series of sample sen-

tences that come from “Crippen’s Tlingitology Seminar”.<sup>2</sup> We will look at the sentences first, and then talk about how they function, with focus paid to methods of spotting the Tlingit verb.

Let’s start by taking a look at our first group of sample sentences, including their translations.

### *Sample Sentences*

1. aḡ tláach aḡ éesh asixán  
my mother loves my father
2. yú héende kgwagóot  
s/he will go (by walking) toward that river (over yonder)
3. wé héennáḡ yaa nakúḡ  
s/he is boating across/along that river
4. káaxweigáa hoon daakahídidé woogoot  
he went to the store for coffee
5. kaashaxáshaa een wé tás aawaxaash  
he cut that thread with scissors
6. aḡ aat yís ḡwaa.oo  
I bought it for my paternal aunt
7. haa jeex’ a náḡ has kawdik’éet’  
they died off leaving it behind in our possession

### *Basic Parts of a Sentence*

A sentence may contain the following parts: noun phrase, verb phrase, adjective, adverb, numbers, and particles. The noun phrase can contain the information we have covered so far, like nouns, modifiers to nouns, and directional & relational terms. At times, a noun phrase is bound to the verb, meaning the noun phrase must be included when using the verb.

The verb phrase is the information that is tied to the verb by grammar, and includes three major areas: preverb, verb, and postverb. As you become more familiar with Tlingit grammar, you will be able to spot these parts and the components within them with more skill, but for now keep in mind that the verb phrase contains all the material needed to fully understand the verb.

The preverb often contains information about the direction and relation of motion verbs. In English we might use

2 Crippen, James. “Tlingitology Seminar Notes: Background and Morphology” (Vancouver: Department of Linguistics, University of British Columbia, 2013), 14–17.

these as comparisons: “he walked *towards home*,” and “the ball rolled *down the hill*,” and the text in italics would be the in the preverb in Tlingit. So, rewriting those sentences using Tlingit grammar in English we would say “*home towards* he walked,” and “*hill down* the ball rolled.” This is consistent with the word order we looked at when introducing relational & directional terms. The other types of information found in the preverb are adverbs, the third person pluralizer, and postpositional pronouns.

In the postverb we most often find two things: verb auxiliaries and specifying nouns. Verb auxiliaries are most commonly these two:

- nooch ~ nuch ~ neech: this puts the verb in a habitual form, which changes a verb from *s/he does that* to *s/he always does that*. Sometimes this appears as the suffix «-ch».
- noojéen ~ neejéen: this puts the verb in a decessive habitual form, which changes a verb from *s/he does that* to *s/he always used to do that*. Sometimes this appears as the suffix «-jéen».

## ***Identifying the Verb***

When beginning to look at Tlingit grammar, one of the most important skills to develop is to identify a verb. Most other things can be looked up using existing resources, but the verb is undoubtedly the heart of the Tlingit language. While you will always be building vocabulary and focusing on how to think in Tlingit—which has to do with concepts, metaphors, word order, and how you look at things in the world—your ability to interpret and put verbs together will be your most important skill in determining your abilities as a speaker. To be honest, you will spend more time with questions than answers, but as a lifelong student of the language you will be looking at what exactly makes the Tlingit language function, and therefore you will be looking into the actual (as opposed to *the translated*) thought-world of our ancestors.

One of the main benefits of always building your vocabu-

lary of nouns, directional & relational terms, particles, and interjections is that you can increase your ability to spot verbs. After looking at the structure of Tlingit, you will also improve on spotting verbs based on their shape. Generally speaking, the verb changes more in the front (prefix) than in the back (suffix), which is different than in English.

aadé woogoot	walked there
aadé yaa nagút	is walking there
yak'éí	s/he/it is good
wook'éí	s/he/it was good
awsiteen	s/he/it sees/saw her/him/it
yei aguxsatéen	s/he/it will see her/him/it

In Tlingit, the root occurs near the end of the verb, and prefixes are much more common, whereas English puts more information in the suffix. This means that the meaning of the verb is near the end in Tlingit and near the beginning in English. This changes the way we interact with verbs, beginning with how we look them up to find their meaning and leading to understanding how to put the pieces together to conjugate verbs and have complex conversations.

The breakdown of verbs is a discussion for later, but it is good to touch on now and then to see what Tlingit verbs commonly look like. For now, let's take another look at our sample sentences, only this time we will identify the verbs.

### ***Sample Sentences with Verbs Identified***

1. aḡ tláach aḡ éesh asixán  
my mother loves my father
2. yú héende kgwagóot  
s/he will go (by walking) toward that river (over yonder)
3. wé héennáḡ yaa nakúḡ  
s/he is boating across/along that river
4. káaxweigáa hoon daakahídidé woogoot  
he went to the store for coffee
5. kaashaxáshaa een wé tás aawaxaash  
he cut that thread with scissors
6. aḡ aat yís ḡwaa.oo  
I bought it for my paternal aunt

7. haa jeex' a náḵ has kawdik'éet'  
they died off leaving it behind in our possession

These are good sentences to start with because they are short and the verb is located at the end of the sentence. We will close this chapter by breaking these sentences apart and noting the parts of speech and how the meaning is working for each of these pieces.

Whenever we break Tlingit language apart to see how the pieces fit together, remember that we are working in the areas in between Tlingit and English. This is often called “Tlingit Linguistics,” although what we are doing here is on a very introductory level of that field. Keep in mind that the sum of the parts is greater than the individual parts.

The most important thing you can ever do in learning Tlingit is listening to fluent speakers. As a second language learner you might have a different way of looking at the language, and you might know more about Tlingit linguistics, but the fluent speaker is the master of the language. There are times when second language learners mistakenly believe that they know more about the language because they can talk about suffixes and other parts of speech that birth speakers have had no need to discuss. This is false, and is probably driven by a deep-seated belief that everything can be understood in English. That belief is also false. English and Tlingit Linguistics help the second language learner see the ways that Tlingit functions so it can be taken apart and put back together, but the fluent speaker is always the greatest asset, teacher, and resource.

## *Sample Sentences: Grammar Breakdown*

1. aḵ tláach aḵ éesh asixán  
 aḵ            tláa-ch                      aḵ            éesh    asixán  
 pronoun    kinship.ergative-suffix    pronoun    kinship    **verb**  
 my            mother.subject            my            father    s/he loves her/him
2. yú héende kgwagóot  
 yú                      héen-de                      kgwagóot  
 determiner            noun.directional-suffix    **verb**  
 that (over yonder)    water.towards                      s/he will go (by walking)

3. wé héennáx̄ yaa nakúx̄  
wé héen-náx̄ yaa nakúx̄  
determiner noun.directional-suffix **verb**  
that water.along/through/via s/he is going (by boat or car)
4. káaxwei-gáa hoon daakahídídé woogoot  
káaxwei-gáa hoon daa-ka-hít-i-dé woogoot  
noun.directional-suffix noun noun.relational-base.noun. **verb**  
relational-suffix.directional-suffix  
coffee-after/for selling around.on.(relational).house. s/he went (by walking)  
toward
5. kaashaxáshaa een wé tás aawaxaash  
kaa-sha-√xásh-aa een wé tás aawaxaash  
noun.body-part.verb.noun relational-base determiner noun **verb**  
peron.head.Vcut.the-one with that thread s/he cut her/him/it
6. ax̄ aat yís x̄waa.oo  
ax̄ aat yís x̄waa.oo  
pronoun kinship relational-base **verb**  
my paternal-aunt for-(benefit) i bought her/him/it
7. haa jeex' a náx̄ has kawdik'éet'  
haa jee-x' a náx̄ has kawdik'éet'  
pronoun relational-base.relational-suffix noun relational-base **verb**  
our possession.at-(residing) it away from; left they died off  
behind





# 10

## The Classifier & Root

*Tléil daatnáx sá kwshí yéi yándeí kaguxdayáa.  
Wooch isxán, ch'a tléix' tí, ach asgíwé  
wooch xoo yakaguxdadáa haa kusteeyí.  
— Wóochx Kaduhaa*

There is nothing that can force this to happen.  
Love for each other, being one, perhaps that is what  
will blend our lives together.  
— Jimmie George, Daḵl' aweid<sup>1</sup>

### ***Basic Tlingit Verbal Structure***

In order to improve our ability to spot verbs, and especially to begin comprehending how they are used in Tlingit so we can understand and speak the language fluently, we will begin to look at Tlingit grammar. The path to fluency in Tlingit consists of these major components: listening to fluent speakers, memorizing sets of words, grasping Tlingit grammar, mastering pronunciation of difficult consonants, controlling vowel length and tone, and speaking every day regardless of your current abilities.

Over the past fifty years the overwhelming majority of learners have stopped their intense studies of Tlingit at the doorstep of Tlingit grammar, which makes fluency virtually impossible. This text and the following ones will introduce grammatical concepts in a staggered fashion, beginning with overall structures and leading to complex and at times unpredictable nuances of the language.

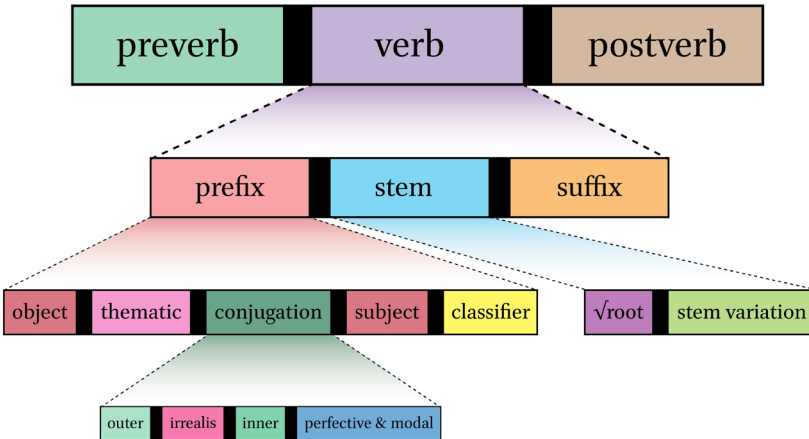
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<sup>1</sup> George, Jimmie. "Kéix' 1971 / Kake 1971." *Haa Tuwunáagu Yís—For Our Healing Spirit: Tlingit Oratory*. trans. Nora Dauenhauer & Richard Dauenhauer. (Seattle: University of Washington Press, 1990), 168–169.

The previous chapter introduced the basic structure of a Tlingit **verb phrase**, which consists of the following three parts: **preverb**, **verb**, and **postverb**. The **verb** is always there, and the preverb occurs much more often than the postverb. To begin seeing how verbs function, we will break the **verb** down into its three components, which are: **prefix(es)**, **stem**, and **suffix(es)**. From there, the **stem** can be broken down into its three components and further examined.

This is a lot to take in at once without examples, so take a look at the illustration below, which takes us deeper into Tlingit verbal structure. We will examine each of these parts and you will eventually see how they act and interact to make Tlingit verbs function. What we will do here is a basic introduction. If you want to take things to a deeper level, consult the works of Crippen, Eggleston, and Cable to see more of the intricacies of Tlingit grammar.

## Basic Tlingit Verbal Structure



Students of the language should remember that fluent speakers do not always think of things in the terms that we use as second language learners. Whether a fluent speaker can identify the prefix or other part of a verb is not very important to the learner. Instead, your focus with fluent speakers should always be to engage them in language and to challenge yourself and them to stay in the language as much as

possible. As you learn more about Tlingit grammar, you will notice things that happen naturally with birth speakers, and those interactions will help you become a better speaker. The rules are only the framework, the skeleton, the foundation. The fluent birth speakers, our elders, our wisdom keepers, are the heart, the walls, and the strength of our language.

It is key to keep this concept in mind or else you will speak English with Tlingit grammatical rules. Tlingit culture and worldview must be at the center of your language use in order to use what many elders would consider proper ways of speaking and subject matter in different social situations. Grammar study is vital for the second language learner, though, because Tlingit patterns will have to be created from a mind that has spent the vast majority of its time in another language, most likely English, and you have to break down the way you think and build it back up with Tlingit grammar and concepts.

### ***Sample Sentences with Verbal Analysis***

In order to look at more complicated grammar, we are going to need some more complicated sentences. The following sentences come from the magnificent work of language advocates and teachers Nora & Richard Dauenhauer. These sentences are a bit more complicated than those introduced in the last chapter, and several of them also contain concepts that come from the Tlingit way of seeing the world. The first step is to familiarize yourself with the sentences and their translation. Hopefully, this leads you to diving into the stories and other recordings & translations to see the genius of our ancestors.

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*Raven & His Uncle by Jimmy Johnson*<sup>2</sup>

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áwé, du xánt uwagút wéi káa.

this man came by her.

láx' yóo tuwasáagu át.

it's what we call blue heron.

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<sup>2</sup> Johnson, Jimmy. "Raven and His Uncle." *Raven Stories* (unpublished manuscript). trans. Nora Dauenhauer & Richard Dauenhauer.

*Anooshí, Yaaneekee x̄'éidaḡ*<sup>3</sup>

---

yá Laax̄aayík yóo duwasaagu yé át haa wligás'  
S'itákdáḡ.

we moved to this place called Laax̄aayik from  
Situk.

Anax̄ áyá  
yan awlis'ís yá Lituya Bay  
Anóoshi.

Through this  
the Russians  
sailed into Lituya Bay.

*Yéil Yaagú, Jeeník x̄'éidaḡ*<sup>4</sup>

---

tlé yú gus' yát wulihásh at doogú daa.aax̄w.  
the bundle of furs floated out to the face of the clouds.

*Kaats', Tseexwáa x̄'éidaḡ*<sup>5</sup>

---

Yees Geey yóo áwé duwasáakw Lingítch  
dleit káach kwá Yes Bay.

Yees Geey is what Tlingits call the place,  
but the White People call it Yes Bay.

Gagaan x̄'oos áwé oowayáa  
wé keitl tundatáani áwé,  
wé áa kdashánch,  
wé shaawát.

The dogs' thoughts  
seem like sunbeams;  
the woman  
would jump up to reach for them.

These are wonderful Tlingit sentences, and we should be careful when pulling them out of context like this. Indeed, the act of interpretation in Tlingit and translation into English is a lifetime project, and different speakers might have different interpretations. You will learn later as well that the Tlingit language tends to give a certain bit of information

3 Yaaneekee / Charlie White. "Anooshí / First Russians." *Haa Shuka: Tlingit Oral Narratives*. trans. Nora Dauenhauer & Richard Dauenhauer. (Seattle: University of Washington Press, 1981), 292–297.

4 Jeeník / Jennie White. "Yéil Yaagú / Raven's Boat." *Haa Shuka: Tlingit Oral Narratives*. trans. Nora Dauenhauer & Richard Dauenhauer. (Seattle: University of Washington Press, 1981), 298–301.

5 Tseexwáa / Fawcett, J.B. "Kaats'." *Haa Shuka: Tlingit Oral Narratives*. trans. Nora Dauenhauer & Richard Dauenhauer. (Seattle: University of Washington Press, 1981), 218–243.

and then continue without referring to that information, assuming that you already know it. This is seen often in stories when the subject does not clearly change in the grammar but it is understood within the language.

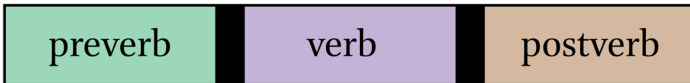
Keep in mind that we are taking steps, but sometimes referring to things you will encounter in the future. For now, let's break these sentences down one level at a time. We will start with **verb phrases & noun phrases**, and then within the **verb phrases** we will look at **preverb** and **verb** materials.

### *Identifying the Verb Phrase*

One of the first steps to analyzing Tlingit verbs is to isolate the verb phrase from the rest of the sentence. There may be linked noun phrases, and noun phrases that are pulled into the preverb, but we can practice spotting where the verb phrase starts and stops and then we see the area where moving things around becomes a little more restricted, and where the majority of verb conjugation occurs.

For our first step, we will isolate the verb phrases and then identify any areas that are in the **preverb**, **verb**, and **postverb**. To start with, let's look at the first level of verbal structure, as shown in the following image:

## Basic Tlingit Verbal Structure



With that in mind, we will revisit the sample sentences for this chapter and break them into their components.

### *Sentences Analysis Level: Verb Phrases*

áwé, du xánt uwagút wéi káa

PARTICLE	VERB PHRASE		NOUN PHRASE
BEFORE VERB	PREVERB	VERB	AFTER VERB
áwé,	du xánt	uwagút	wéi káa
that is,	arriving next to him	he walked	this man

lax̄' yoo tuwasáagu át

NOUN PHRASE		VERB PHRASE		NOUN PHRASE
BEFORE VERB	PREVERB	VERB	AFTER VERB	
lax̄'	yoo	tuwasáagu	át	
blue heron	thus	we call it	thing	

yá Laax̄aayik̄ yoo duwasaagu yé át haawligás' S'itákdax̄

NOUN PHRASE		VERB PHRASE		
BEFORE VERB	PREVERB	VERB	POSTVERB	
yá Laax̄aayik̄	yoo	duwasaagu	yé	
this Laax̄aayik̄	thus	it is called	place	

VERB PHRASE		NOUN PHRASE	
PREVERB	VERB	AFTER VERB	
át	haa wligás'	S'itákdax̄	
arriving at it	we migrated	from S'iták	

anax̄ áyá yan awlis'ís yá Lituya Bay Anóoshi

NOUN PHRASE		VERB PHRASE		NOUN PHRASE
BEFORE VERB	PREVERB	VERB	AFTER VERB	
anax̄ áyá	yan	awlis'ís	yá Lituya Bay Anóoshi	
through it, this is	shore	it blew (there)	this Lituya Bay, Russians	

tlé yú gus' yát wulihásh at doogú daa.aax̄w

NOUN PHRASE		VERB PHRASE		NOUN PHRASE
BEFORE VERB	PREVERB	VERB	AFTER VERB	
tlé yú gus'	yát	awlis'ís	at doogú daa.aax̄w	
then those clouds	arriving at the face	it blew (there)	something's hide tied-around	

Yees Ḡeey yoo áwé duwasáakw Lingitch̄  
dleit k̄aach̄ kwá Yes Bay.

NOUN PHRASE	VERB PHRASE		NOUN PHRASE	NOUN PHRASE
BEFORE VERB	PREVERB	VERB	AFTER VERB	
Yees Ḡeey	yoo áwé	duwasáakw	Lingitch̄	dleit k̄aach̄ kwá Yes Bay.
Yees Ḡeey	thus that is	it is called	by Tlingits	white people though Yes Bay

Gagaan x'ooos áwé oowayáa wé keitl tundatáani áwé,  
wé áa kdasháanch, wé shaawát.

NOUN PHRASE			NOUN PHRASE	
BEFORE VERB		VERB		AFTER VERB
gagaan x'ooos áwé		oowayáa		wé keitl tundatáani áwé
sun foot, that is		it is as if; it resembles		those dog thoughts, that is

NOUN PHRASE	VERB PHRASE		NOUN PHRASE
BEFORE VERB	PREVERB	VERB	AFTER VERB
wé	áa	kdasháanch,	wé shaawát
there	that place	she stands	that woman

In these examples we see the dynamic ways that noun phrases and verb phrases are working together to present information. In Tlingit, the order in which these are presented can be changed, often placing the most important information at the head (front) of sentences. The **preverb** is often telling us the type of motion that is involved, or has words that appear because of the **verb mode**. If there is motion involved, then we usually see the direction & location terms that were introduced in chapter seven.

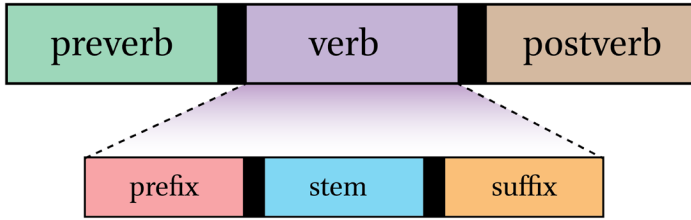
Having material in the **preverb** is more common than in the **postverb**. This is a pattern of Tlingit as well, where information is more commonly presented *before* the verb and *before* the stem when looking at **preverbs** and **prefixes**.

## Identifying the Prefix, Stem, and Suffix

Once we begin seeing the verb phrase, which takes time and practice, then we can begin spotting the main components of that verb phrase and that helps us to interpret what is being communicated. If a learner wants to interpret and use verbs in Tlingit, then it is vital to understand how they generally function, and then to continue to increase the knowledge of patterns and rules as you internalize more verbs and their patterns.

Once we have the verb phrase isolated, then we need to start taking a closer look at what is happening in the three main areas of the verb in order to communicate effectively in Tlingit. To start with, let's look at the next level of complexity, as shown in the following illustration:

## Basic Tlingit Verbal Structure



The next step to see how these verbs are functioning is to take our analysis to the next level and see how the verbs are put together. Our goal here is to show which components are in the verbs and which part of the verb they are appearing in, which helps show how to unpack a Tlingit verb.

### *Sentences Analysis Level: the Verb*

áwé, du xánt *uwagút* wéi káa

PREFIX	STEM	SUFFIX
u-wa	-gút	—
s/he walked		

láx' yóo *tuwasáagu* át

PREFIX	STEM	SUFFIX
tuwa-	-sáa	-gu
the one we call		

yá Laax̄aayík yóo *duwasaagu* yé at *haawligás'* S'itákdáx̄

PREFIX	STEM	SUFFIX
duwa-	-saa-	-gu
the one called		

PREFIX	STEM	SUFFIX
haa wli-	-gás'	—
we migrated		



anax áyá yan *awlis'ís* yá Lituya Bay Anóoshi

PREFIX	STEM	SUFFIX
awli-	-s'ís	—
it blew (there)		

tlé yú gus' yát *wulihásh* at doogú daa.aaḡw

PREFIX	VERB	POSTVERB
wuli-	-hásh	—
it drifted (to)		

Yees Geey yóo áwé *duwasáakw* Lingítch  
dleit káach kwá Yes Bay.

PREFIX	STEM	SUFFIX
duwa-	-sáa-	-kw
it is called		

Gagaan ḡ'oos áwé *oowayáa* wé keitl tundatáani áwé,  
wé áa *kdahánch*, wé shaawát.

PREFIX	STEM	SUFFIX
oowa-	-yáa	—
it is as if; it resembles		

PREFIX	STEM	SUFFIX
kda-	-hán	-ch
she stands		

There are reasons we begin to look at Tlingit in this way. We are breaking the language into its functioning pieces so we can understand how those pieces work and then learn how to put them together for speech and spot them for understanding. The more you study this aspect of Tlingit, the more you will be amazed at how fluent speakers can do these things so effectively and can help correct you as you try to push your abilities to understand and speak Tlingit.

As we continue our studies we will examine what the individual pieces are in the **prefix**, **stem**, and **suffix**, and will also examine the ways that these pieces undergo **contraction**. An example in English is when “cannot” becomes “can’t” and “want to do” becomes “wanna do.” In Tlingit, contraction oc-

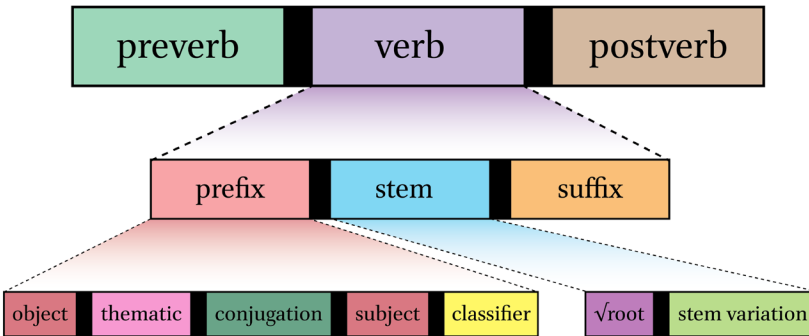
curs much more often, and in ways that may appear unpredictable at times but actually follow specific patterns.

Learning Tlingit involves a lot of pattern learning, and then memorization, and guess work after that. You will learn the ways that verbs are classified and how that impacts the way they are conjugated. Verb conjugation is a shift in the verb for different situations, which are mainly in what we call **valency** and **mode**. **Valency** has to do with conjugating for number or person (**object** and **subject**), and **mode** has to do with changing the qualities of the verbs arguments, which have to do with factors like: did it occur? did it create a new state? did it begin? is it dependent upon other actions?

The conjugations for person and number involves charts that can be memorized and inserted into a template, and changing a verb for **mode** involves memorizing which elements appear, in which order, and how other parts of the verb might shift, namely the **classifier** and **stem variation**.

## *Identifying the Root and Classifier*

### Basic Tlingit Verbal Structure



Our focus now shifts to the **prefix** and the **stem**. We will start with the **stem** and, which is the heart of the verb and contains the core meaning. This is located near the end of the verb, and you should practice “spotting the stem” in the verb and extracting the **root**. On either side of the **root** you have elements that change the verbs meaning and conjugation, but the **root** is the heart of the verb and could be thought of as the starting point.

*The Verb Root*

Tlingit has several **roots** that are homonyms, which means they sound the same but have different meanings. English has many of these, such as Beau (name), bow (tied), and bow (and arrow). For Tlingit roots these are marked with a superscripted number, such as:

ROOT	EXAMPLE	TRANSLATION
√saa <sup>1</sup> (be narrow)	yéi kwlisáa	it's narrow
√saa <sup>2</sup> (name)	yéi aawasáa	s/he named her/him/it that
√saa <sup>3</sup> (rest)	wudlisáa	s/he rested; s/he is resting

While the meaning might be apparent in most verbs, there are many occasions where the grammar is more metaphorical than literal. Understanding how verb roots work in Tlingit can lead to a better understanding of how the language sees the world and communicates about it, as in the following:

ROOT	MEANING	EXAMPLE	TRANSLATION
√t'aach	slap	héen kaanáx̄ yaa ndat'ách	s/he is swimming across the river
√táax'	bite	kas'éet akaawatáx'	s/he gripped it (with pliers)
√xóot' <sup>1</sup>	drag	shax̄alxóot'	i'm fishing (with a rod)
√haa <sup>3</sup>	move invisibly	du éet yaan uwaháa	s/he is hungry

As you develop a better understanding of Tlingit, one of your tasks is to memorize more roots, and then to memorize the patterns that may surround the **root** to create new verbs. The **root** is the centerpiece of the verb, but there are three main areas of the verb template that may change in order to create new verbs, and those are: **classifier**, **thematic prefixes**, and **preverbs**.

In order to spot verbs, you should be going through texts and highlighting what you think the verb root is, and then looking up the verb from there and seeing if you can find the pattern in the *Tlingit Verb Dictionary* or *Dictionary of Tlingit*. Keep in mind that most verb roots are looked up using the long and low form of the verb. Look back at the table above and see the root and how that root appears in the example. The root has a shape in the stem, which means the vowel length and tone may change in different **verb modes**, and in some situations the vowels may change altogether (oo~ei).

The shape of the stem is called **stem variation** and is one of the more complex parts of Tlingit, but through study of patterns and systems, it is mostly predictable. Refer to Eggleston's thesis or Crippen's "Tlingitology" for more information on **stem variation**.

### *The Classifier*<sup>6</sup>

Immediately to the left of the **root** is the **classifier**, which changes what the verb does. A classifier comes from one of four groups, and then moves within that group to signal a number of things that may be going on in the verb. The first thing to think about is the group. In Tlingit we see similar symbols when looking at a detailed analysis of the language. One of those is the  $\emptyset$  symbol, which may appear in the following:

VERB	VERB SEGMENT	$\emptyset$	TRANSLATION
yéi x̣waasáa	$\emptyset$ -ỵu-x̣a-ỵa-√sáa	object	i named her/him that
yéi x̣at woosáa	x̣at + ỵu- $\emptyset$ -ỵa-√sáa	subject	s/he named me that
tlél yéi ịx̣wasá	i-u-ỵu-x̣a- $\emptyset$ -√sáa	classifier	i didn't name you that
yéi x̣at gasaa	x̣at + ga- $\emptyset$ -√sáa	conjugation prefix	let her/him name me that

Even though each of these use the same symbol, they are completely different from one another. There is likely a common trait, though, according to the research of Crippen, that explains the frequency of the  $\emptyset$  in Tlingit linguistics. If we look at each of these areas, we can theorize that the  $\emptyset$  is the default category, and it shifts to something else when a new form is added to the verb. This certainly appears to be the case in the classifier, where the  $\emptyset$  group has the most entires.

In order to see how the classifier functions in Tlingit, we should start by examining a table that shows the groups and classifiers within those groups. A verb has a classifier group and shifts between  $-i$  and  $+i$  to basically mark completion of the verb. Whether the verb will be  $-i$  or  $+i$  is determined by the **verb type** and **verb mode**. The next component is the **d-component**, which marks middle voice, self-benefit, and a change in transitivity.

<sup>6</sup> Examples from Eggleston "575 Tlingit Verbs: The Paradigms" & Naish & Story *Tlingit Verb Dictionary*

<i>Classifier</i>					
		-I	+I		
∅	∅-	ÿa-	s	sa-	si-
D+∅	da-	di-	D+S	s-	dzi-
		-I	+I		
L	la-	li-	SH	sha-	shi-
D+L	l-	dli-	D+SH	sh-	ji-

The classifier has three main functions. The first is that it helps create new verbs by noting causation (someone doing it as opposed to it happening), a different type of action or state with the same general meaning, or classification (types of objects or actions). Using the root «√teen» (to see), we can see how a classifier shift can change the action related to the meaning in the tables below. In our first examples, let's say we are sitting in my kitchen and a dog comes into the yard. I might say «keitl xaatéen» which means "I see a dog", and that is all I am communicating. If it is a dog that keeps coming into my yard and pooping all over the place, digging holes, and causing a ruckus, then I might say «wé keitl xwasiteen» (I see that dog) and the classifier group shift here moves the seen object from general to specific. This is not just any dog, but it is a specific dog that we have probably talked about before. If I decide to watch him so I can go holler if he starts wrecking my yard, I might say «wé keitl xalatín» (I am watching that dog), and this classifier group shift introduces some causation to the verb. I am not seeing, but I am watching, and this verb could also mean "to watch over something" but we would know from the context that it is not being used that way. This is one way the classifier works with the root to create new verbs.

CLASSIFIER		EXAMPLE	TRANSLATION
GROUP	FORM		
∅	ÿa-	keitl xaatéen	i see a dog
s	si-	wé keitl xwasiteen	i saw that dog
l	la-	wé keitl xalatín	i am watching that dog

Another way the classifier functions is to introduce classification to verbs. Tlingit regularly classifies nouns by their characteristics. It does this for many types of verbs, but especially for handling verbs which are used for picking things up, handing them to someone, putting them somewhere, carrying them around and more. A simpler classification is animate and inanimate things, as in the following examples:

CLASSIFIER		EXAMPLE	TRANSLATION
GROUP	FORM		
∅	ǰa-	yagéi	there are many
l	li-	ligéi	s/he is tall
∅	ǰa-	yadál	it is heavy
l	li-	lidál	s/he is heavy

The handling verbs are also great examples, but the way they classify includes more dynamic changes to the verb, which allows for many more options. This is done by changing the root, the classifier, and thematic prefixes, as in the following examples. With handling verbs, you will find variation from speaker to speaker, perhaps because of dialect differences or the loss of certain specialized classification in the language. The following table includes examples pulled from a variety of sources<sup>7</sup> and included here to show the ways that the classifier, root, and thematic prefixes interact to create new verbs that are sometimes doing similar things.

Keep in mind that the classifier shifts to create new verbs. According to Crippen, the default form is the ∅-group, and then the s-group, then the l-group, and lastly the sh-group. It appears that when a new verb is created, the most likely option would be to create a ∅-group verb. If the a new verb is made based upon that verb, then an s-group would be made, and an l-group. There are exceptions, such as verbs that only have a non-∅ classifier (s, l, sh), and if the verb root contains a sibilant (s, ts, dz) then it is unlikely to have an s-group. The sh-group appears to have a distinct purpose and is much less common, as will be explained after the handling verb table.

7 Dauenhauer, Nora & Richard. *Lingít X'éináx Sá – Say It in Tlingit: A Tlingit Phrasebook* (Juneau: Sealaska Heritage Institute, 2002), 59–62.

Crippen, James. “Verbal Structure Handbook”, 47.

Naish, Story. *Tlingit Verb Dictionary*, 36 & 42.

PREFIX	CL	ROOT	EXAMPLE	TRANSLATION	CLASSIFICATION
—	∅	√tee	aᵗ jeet tí wé té	hand me the rock	general compact object
—	s	√tee	aᵗ jeet satí wé séek	hand me the belt	complex object
ka-	∅	√tee	aᵗ jeet katí wé x'áax'	hand me the apple	round or spherical object
ka-	s	√tee	aᵗ jeet kasatí wé kées	hand me the bracelet	hoop-like object
ji-	∅	√tee	aᵗ jeet jití wé tix'	hand me the rope (by one of the ends)	rope-like object with ends
ji-ka-	∅	√tee	aᵗ jeet jikatí wé tix'	hand me the coiled rope	coiled rope-like object
ji-ka-	s	√tee	aᵗ jeet jiksatí wé kakéin	hand me the uncoiled yarn	rope-like object
—	∅	√taan	aᵗ jeet tán wé gúx'aa	hand me the (empty) cup	empty container
—	s	√een	aᵗ jeet sa.ín wé x'eesháa	hand me the pail (with something in it)	container with contents
ka-	∅	√taan	aᵗ jeet katán wé káas'	hand me the stick	long stick-like object (two hands)
—	s	√taan	aᵗ jeet satán wé ónaa	hand me the rifle	long stick-like object (two hands)
ka-	s	√taan	aᵗ jeet kasatán wé kooxéedaa	hand me the pencil/pen	short stick-like object (one hand)
—	s	√nook	aᵗ jeet sanú wé dóosh	hand me the cat	living creature
—	s	√taa	aᵗ jeet satá wé xáat	hand me the (dead) fish	dead creature
—	∅	√.aaᵗ	aᵗ jeet áᵗ wé x'óow	hand me the blanket	fabric; cloth
—	∅	√naa	aᵗ jeet laná wé jigwéinaa	hand me the (stack of) towels	flat flexible bundle
—	∅	√kwaach	aᵗ jeet kwách wé l'éiw	hand me the sand	cupped in hands
—	s	√nei	aᵗ jeet sané wé jishagóon	hand me those tools	plural objects in general
—	l	√.aat	aᵗ jeet la.át wé at la.át	hand me the baggage	baggage and personal belongings
ka-	∅	√jeil	aᵗ jeet kajél wé dáanaa	hand me all of that money	all of one type of thing
ka-	l	√jeil	wéide kalajél wé dzeit	put the ladders over there	all of one type of thing in several trips to one place

The sh-group classifier appears to have a pejorative connotation, meaning that it is often associated with verbs that signal disapproval. Not all of the sh-group have the pejorative quality however, like «át wujik'éin» (s/he is jumping around), but many of do. One example would be the verbs «héen ax tuwáa sigóo» (I want water) and «tlél ax tuwáa ushgú héen» (I don't want water). The classifier is changing groups here, which means it is functioning like a different verb. Another example can be seen with the table below, although the «tlél uk'é» form is very rare.

CLASSIFIER			EXAMPLE	TRANSLATION
GROUP	FORM			
∅	ÿa-	+i	yak'éi	her/him/it is good
∅	∅	-i	tlél uk'é	her/him/it isn't good
sh	sh-	-i	tlél ushk'é	her/him/it is bad; her/him/it is evil

Another function of the classifier is conjugating to note the completion of a verb. The -i form marks an incomplete state and the +i form marks a completed state. Tlingit conjugates for event rather than for time, so whether the verb has been completed is more important than when it occurred, which is why you can have verbs that are conjugated the same if you were describing something today or yesterday. For example, one could say «atagé ixwsiteen» (I saw you yesterday) and «yeedát áwé ixwsiteen» (I see you now), although the translation is misleading because Tlingit looks at time and events in a different manner than English does.

The classifier can also note middle voice, where the subject of the verb is also the object. This is called +D in Tlingit linguistics, and is a quality in reflexive and reciprocal verb modes, which are marked with pronouns, as in the following examples from Crippen “Tlingitology”:

CLASSIFIER				EXAMPLE	TRANSLATION
GROUP	-D	FORM			
s	-D	si-	+i	xwasiteen	i saw her/him/it
s	+D	dzi-	+i	sh xwadziteen	i saw myself
s	-D	si-	+i	wutusiteen	we saw her/him/it
s	+D	dzi-	+i	woosh wutudziteen	we saw each other



Some verbs are naturally reflexive and are the classifier is naturally +D, but –D is the default form of the classifier. The classifier will be +D is several other situations: 1) when the transitivity of the verb is changed by removing an object, 2) when the self-benefactive prefix «ga-» appears, and 3) when the 4th person human pronoun «du-» is present. Verbs that are a d+∅ classifier will go –D with the pronoun «du-». These last qualities are shown in the following examples:<sup>8</sup>

SUB	CLASSIFIER				EXAMPLE	TRANSLATION
	GROUP		FORM			
∅-	∅	+D	di-	+i	wudihaan	s/he stood up
xa-	∅	+D	di-	+i	xwadihaan	s/he stood up
du-	∅	–D	ya-	+i	wuduwahaan	someone stood up
∅-	s	–D	si	+i	awsiteen	s/he saw her/him/it
xa-	s	–D	si	+i	xwasiteen	i saw her/him/it
du-	s	+D	dzi	+i	wududziteen	it is seen
∅-	l	–D	li	+i	awlitín	i watched her/him/it
xa-	l	–D	li	+i	xwalitín	i watched her/him/it
du-	l	+D	dli	+i	wududlitín	it was watched
∅-	sh	–D	shi	+i	awshik'aan	s/he hated her/him/it
xa-	sh	–D	shi	+i	xwashik'aan	i hated her/him/it
du-	sh	+D	ji	+i	wudujik'aan	s/he was hated

The insertion of the **self-benefactive** prefix «ga-» will also push the verb +D, and adds “for the self” the verb’s meaning. This is different than middle voice because the **subject** is not necessarily an **object**. In English, “I am cooking for myself” would be **self-benefactive** and “I am cooking myself” would be an middle voice.

Tlingit grammar is undoubtedly complicated, but there are systems you can understand, no matter how much they tangle within each other. There is no better way to understand the way Tlingit people have perceived the world than to study the deep details of the language. The language is a thought world that just cannot be accurately translated. Don’t worry if it does not all make sense at once, because in time the pieces will keep coming to the surface.

8 Eggleston, Keri. “575 Tlingit Verbs: The Paradigms – A Component of ‘575 Tlingit Verbs: A Study Of Tlingit Verb Paradigms”

## Stem Variation

One of the final qualities involving the root is called **stem variation**, which is the ways in which the shape of the **stem** changes in **verb modes** or when **suffixes** are attached. The following factors determine **stem variation**: 1) whether the stem is variable or invariable. Invariable stems are rare, but do not change in different verb modes or when suffixes are added; 2) the **stem type**; 3) the **verb mode**; and 4) the **conjugation prefix**.

Eggleston marks stem variable stems with a tilde (~) after the verb root, whereas Crippen does not mark variable stems but instead marks invariable stems with a superscript saltire cross (\*) after the root marker, as in the following:

MODE	√ROOT	EXAMPLE	STEM VARIATION	TRANSLATION
imperfective	√x̣án *	asix̣án	c'vc	s/he loves her/him/it
perfective	√x̣án *	awsix̣án	c'vc	s/he loved her/him/it
future	√x̣án *	kei agux̣sax̣án	c'vc	s/he will love her/him/it
imperfective	√k'aa~n	ashik'áan	c'vvc	s/he hates her/him/it
perfective	√k'aa~n	awshik'aa~n	cvvc	s/he hated her/him/it
future	√k'aa~n	kei agux̣shak'áan	c'vc	s/he will hate her/him/it

There are six **stem types** in **stem variation**, and research from Leer and Crippen point to the Tongass dialect as origin point for these types of verb stems. Keeping in mind the difference between Eggleston and Crippen as far as whether to mark invariable or variable, verb themes in modern Tlingit publications will show the verb stem in the following ways:

TYPE	NAME	TYPE	NAME
cvv	open	cvvc	closed
cvv <sup>h</sup>	fading	c'vc	glottalized
*	invariable	c'vc'	ejective
~	variable		

Earlier chapters mentioned that the “c” and “v” are symbols to represent consonants, and for the purposes of this discussion we can consider the glottal stop at the beginning of some roots a consonant (√.aat = √cvv). When looking at stem variation, we are most concerned with the vowel and

how it might change between the following shapes:

TYPE	DESCRIPTION	EXAMPLE	TRANSLATION
vv-	long and low	yéi yatee	s/he/it is that way
ʋv	long and high	yéi kɣwatée	s/he/it will be that way
ʋ	short and high	tlél yéi utí	s/he/it isn't that way

The **verb mode** and **conjugation prefix** combine with the **stem type** to determine what the shape of the stem will be in various situations. This can be affected by other factors, such as relative clauses. For examples of **stem variation** and to read more about it, see the works of Leer, Crippen, Eggleston, and Cable. For now, look at the following tables based on those appearing in Eggleston (2014) that show the possibilities for **stem variation**. As is the case with most things with Tlingit, there are exceptions to the rules. Crippen and Eggleston have more on **stem variation**, but these charts will get you most of the way there and will help you to internalize the patterns.

OPEN ROOTS				
	CVV		CVV <sup>h</sup>	
	∅	NA, GA, ɣA	∅	NA, GA, ɣA
progressive imperfectives	cʋv-n	cʋv-n	cʋv-n	cʋv-n
perfective (+)	cʋv	cvv	cʋv	cvv
perfective (-)	cʋ	cvv	cʋ	cv
imperative	cʋ / cʋv	cʋ	cʋ / cʋv	cʋ
perfective habituals	cʋv-yɕh	cʋv-ch	cʋv-yɕh	cvv-ch
future (+)	cʋv	cʋv	cʋv	cʋv
future (-)	cvv	cvv	cvv	cvv
hortative	cʋv / cvv	cvv	cʋv / cvv	cvv
repetitive imperfective	cʋv-x̄	cʋv-{k,ch}	cvv-x̄	cvv-{k,ch}
potentials	cʋv / cvv	cvv	cʋv / cvv	cvv
conditional	cʋv-ni	cʋv-ni	cʋv-ni	cʋv-ni

CLOSED ROOTS

	CVVC		CVC		CVC'	
	∅	NA, GA, ĞA	∅	NA, GA, ĞA	∅	NA, GA, ĞA
progressive imperfectives	CVC	CVC	CVC	CVC	CVC'	CVC'
perfective (+)	CVC	CVVC	CVC	CVC'	CVC'	CVC'
perfective (-)	CVVC	CVVC	CVC'	CVC'	CVC'	CVC'
imperative	CVC	CVVC	CVC	CVC'	CVC'	CVC'
perfective habituals	CVC-ch / CVVC-ch	CVC-ch	CVC-ch / CVC-ch	CVC-ch	CVC'-ch / CVC'-ch	CVC'-ch
future (+)	CVC	CVC	CVC	CVC'	CVC'	CVC'
future (-)	CVVC	CVVC	CVC'	CVC'	CVC'	CVC'
hortative	CVC / CVVC	CVVC	CVC / CVC	CVC'	CVC' / CVC'	CVC'
repetitive imperfective	CVC-x̣	CVC- {k,ch}	CVC-x̣	CVC- {k,ch}	CVC'-x̣	CVC'- {k,ch}
potentials	CVC / CVVC	CVVC	CVC / CVC	CVC'	CVC / CVC	CVC
conditional	CVC-ni	CVC-ni	CVC-ni	CVC'-ni	CVC'-ni	CVC'-ni

With all this in mind, we will revisit the sample sentences we have been looking at in this chapter and analyze the classifier, root, and stem variation of the verbs.

*Sentences Analysis Level: the Classifier & Stem*

áwé, du xánt *uwagút* wéi káa

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
ÿa-	-D, ∅, +i	√goot	CVC

lax' yoo *tuwasáagu* át

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
ÿa-	-D, ∅, +i	√saa	CVC

yá Laax̄aayík yóo *duwasaagu* yé at *haawligás'* S'itákdáx

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
ÿa-	-D,Ø,+i	√saa	c'v

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
li	-D,l,+i	√gáas'	c'c'

anax̄ áyá yan *awlis'ís* yá Lituya Bay Anóoshi

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
li	-D,l,+i	-√s'ees	c'c

tlé yú gus' yát *wulihásh* at doogú daa.aax̄w

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
li	-D,l,+i	√haash	c'c

Yees Geey yóo áwé *duwasáakw* Lingítch  
dleit káach kwá Yes Bay.

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
ÿa	-D,Ø,+i	√saa	c'v

Gagaan x̄'oos áwé *oowayáa* wé keitl tundatáani áwé,  
wé áa *kдахáanch*, wé shaawát.

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
ÿa	-D,Ø,+i	√yaa	c'v

CLASSIFIER		√ROOT	STEM VARIATION
APPEARANCE	MODE		
da	+D,Ø,-i	√haan	c'n

The most important thing to take from these analyses is to learn that there are parts of verbs and you can teach yourself how to identify them. Our focus now will be on four parts: object pronouns in the prefix, subject pronouns in the prefix, thematic prefixes, and the stem. Your goal here should be learning how to identify these different parts. At a later point you can focus on the specifics of how these function and affect each other, but for now try to learn how to spot them and then use that information to look up verbs.

## ***Verb Prefixes***

There are many parts of the Tlingit verb **prefix**, but we will start by looking at **pronouns** and **thematic prefixes**. These have very different functions, and you should familiarize yourself with them in their isolated form so you can begin spotting them in Tlingit and noticing the many ways that these prefixes can change a verb. For an extensive list of the prefixes, see Crippen's "Verbal Structure Handbook".

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### *Object and Subject Pronouns*

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There are a number of things to keep in mind when looking at **object** and **subject** pronouns. Generally speaking, objects are the recipients of the verb and subjects are the actors of the verb. In the following English sentences, the object is **underlined** and the subject is in *italics*.

*She* drove the **car** down the road.

I gave **you** twenty dollars.

The *sun* is burning **your skin**.

The *dog* ate **my homework**.

In Tlingit, if the pronoun is in the theme, then it is always there and affects conjugation of the verb. A specifying noun phrase can exist outside of the verb, but that does not remove the pronoun from the verb. To think about this, we will continue to use English language with Tlingit grammar in the following examples:

*She* called **her**.

*He* broke **it**.

*You* loaned him **ten dollars**.

*I* forgot **it**.

In English, when a specific noun is used, then the pronoun goes away. For example

- Nancy* called out to **Jane**.
- Jim* broke **our lamp**.
- You* loaned **my uncle** ten dollars.
- I* forgot **my speech**.

If we use Tlingit grammatical patterns in these examples, however, we would have:

- Nancy **her-she**-called Jane.
- Jim **it-he**-broke our lamp.
- Him to **it-you**-loaned my uncle ten dollars.
- it-I**-forgot my speech.

This is a good way to think about the ways that pronouns function in Tlingit, and how they are built into the verb. The specifying nouns can be moved around, but if there is confusion, then the ergative marker will be attached to the noun that specifies the subject.

**Objects pronouns** always come first in Tlingit. In English, the subject is preferred first, but it can really go either way. In Tlingit, the **object pronoun** must come first and the order cannot be changed since pronouns are built into the verb **prefix**. The placement of specifying noun phrases does not affect the order of pronouns.

**Object pronouns** in Tlingit have been standardized with the following rule: one letter pronouns are in the **prefix** and connected to the verb (contraction), and pronouns with more than one letter are in the **prefix** but disconnected from the verb (pre-contraction). The exception is the 4th person form «k-». All open object pronouns, regardless of whether they are connected to the verb will affect contraction in the **prefix**, as evident in the following examples from *Lingít X'éináx Sá*:<sup>9</sup>

ax toowú sigóo i <del>x</del> wsateení	i'm happy to see you [s]
yak'éi yee xwsateení	it's good to see you [p]

9 Dauenhauer, Nora & Richard. *Lingít X'éináx Sá – Say It in Tlingit: A Tlingit Phrasebook* (Juneau: Sealaska Heritage Institute, 2002) .

Prefix contraction is impacted by other open ended words that appear directly before the verb, such as preverbs found in motion verbs, such as «aadé, aagáa, kei, gági, etc».

The last thing to keep in mind is the pronoun «has,» which can pluralize the third person object, the third person subject, or in some cases both. The pronoun **plural number marker** can appear in addition to object and subject pronouns, and will always be linked to a third person object and/or subject. These pronouns will be looked at in greater detail when we practice conjugating verbs for person.

**Plural pronoun marker:**

(3) PL	has ~ s	they; them
--------	---------	------------

*Object pronouns:*

xat	first person singular object pronoun
haa	first person plural object pronoun
i-	second person singular object pronoun
yee	second person plural object pronoun
∅ ~ a-	third person object pronoun
kāa ~ ku-	fourth person human object pronoun
at	fourth person non-human object pronoun

*Subject pronouns:*

xā-	first person singular subject pronoun
tu-	first person plural subject pronoun
i-	second person singular subject pronoun
yi-	second person plural subject pronoun
∅-	third person subject pronoun
du-	fourth person human subject pronoun

*Thematic Prefixes*

These are prefixes that can adjust the meaning of the verb, and are key to how the verb functions. While these prefixes do have meaning, some of them function differently than the meaning itself might imply. Crippen’s “Tlingit Verbal Structure Handbook” lists most known prefixes, but the following



are some of the most common and intermediate learners should be able to identify them:

ku-	areal: referring to a space
tu-	inside
x'a- ~ k'a-	mouth; opening
ji-	hand; possession
sha-	head
shu-	end
sa- ~ se-	voice
ya-	face; vertical surface
ka-	on; horizontal surface

As we learn to spot and identify prefixes in Tlingit verbs, we need to know where they appear. Cable, Crippen, Eggleston, Leer, the Dauenhauers, and Naish & Story have spent tremendous amounts of time and energy mapping out the Tlingit verb, and we will move through these in pieces, slowly unfolding the complexities that exist within each part.

There are over 20 positions within the verb where things may appear. These positions are named and each one has one or more things that may appear in that slot. The slots are numbered in a system that helps identify where they appear in relation to the **verb root**. The root is position zero (0), and positions are numbered increasingly to the right of the root (1, 2, 3, etc.) and decreasingly to the left (-1, -2, -3, etc.).

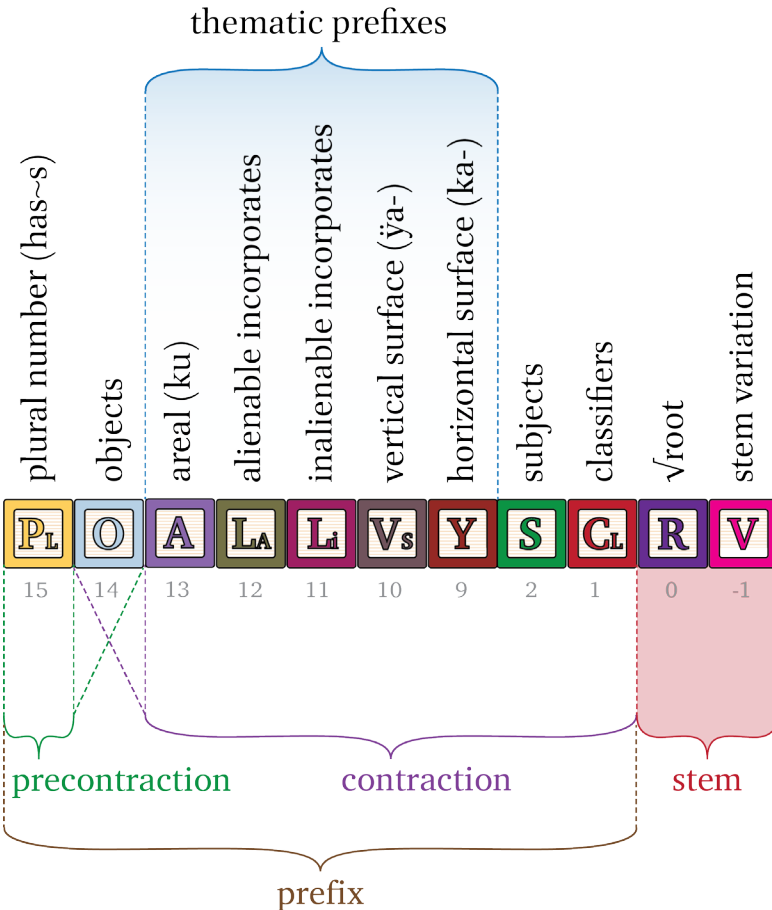
Similar to what we have seen in noun suffixes, these positions work like a slot machine, meaning that once things appear in those slots then the slot is full and nothing else can appear there. While the Tlingit linguistic community has developed a stronger understanding of how these positions function, that understanding is a developing process and will likely continue to undergo change in how Tlingit grammar is documented and taught.

Regardless of these changes, your role as a learner is to internalize these patterns as much as possible to mimic the ways that fluent speakers use them. The understanding of these patterns and the ways they are used diversely is what places you on the path to mastering what is often referred to as “old Tlingit”, so you should always be listening for how all

these parts are being used by fluent speakers.

Thematic prefixes have five possible locations within the verb, however the appearance of two in the same verb is uncommon, and more than two is very rare. Like most things in Tlingit, this may sound like a lot of information to take in at once, but it is important to give yourself time to see the patterns. Your brain will fill the gaps in for you over time.

The chart below shows the items covered in this chapter and their location relative to one another. The thematic prefixes listed in the table on the previous page are all inalienable incorporated nouns, meaning that they are derived from nouns and are built into the prefix with the meaning of those nouns. For a complete list, see the “Verbal Structure Handbook.”



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*Conjugation Prefix*


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Every verb has a **conjugation prefix**, which does a number of things. It appears in certain **verb modes**, such as **hortative** and **imperative**. It determines if a **preverb** will appear in certain **verb modes**, and if so which **preverb** that should be. It also combines with **verb mode** and **stem type** to determine the **stem variation** for a verb.

Motion verbs change their **conjugation prefix** depending on what type of motion it is, which is another classification method of Tlingit. The type of motion is determined by the motion **preverb** and a complete list can be found in the “Tlingit Verbal Structure Handbook” 26–29. You can read more about **verb mode** and the **conjugation prefix** in “575 Tlingit Verbs” and “Tlingitology”.

The following table lists the four **conjugation prefixes** and their associated meaning:

TYPE	GENERAL DESCRIPTION
∅	motion that comes to an end
<i>na</i>	unbounded motion
<i>ga</i>	upward motion
<i>ga</i>	downward motion

## **Verb Mode**

We will close this chapter with a brief introduction to **verb mode**, using examples from “575 Tlingit Verbs: The Paradigms”<sup>10</sup> with the verb ∅-√goot which is a motion verb that would change its **conjugation prefix** depending on the type of motion. For our example, this is a *na conjugation prefix*, which is a common type of motion.

Take note of the **verb mode**, what it is communicating, and what types of changes the verb undergoes. As you read and listen to more Tlingit, pay attention to the components in the verb and how they change. Look up examples in the texts mentioned throughout this book and figure out how they are working. Start memorizing the verbs you commonly use in different modes, and then attempt to take **verb themes** and create different **verb modes** out of that theme.

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<sup>10</sup> Eggleston, Keri. “575 Tlingit Verbs: The Paradigms – A Component of ‘575 Tlingit Verbs: A Study Of Tlingit Verb Paradigms” (Ph.D. thesis, University of Alaska Fairbanks, 2013), 15-16.

MODE	TLINGIT	ENGLISH	CL	STEM VAR
imperative (do it!)	aadé nagú!	go there!	∅- -i	c'v
perfective prohibitive (don't do it!)	líl aadé yigoodík!	don't go there!	∅- -i	cvvc
repetitive imperfective prohibitive (don't [ever] do it!)	líl aadé yoo eegútgik!	don't go there!	∅- -i	c'vc
progressive imperfective + (in the process of doing it)	aadé yaa nagút	s/he is going there	∅- -i	c'vc
progressive imperfective – (not in the process of doing it)	tlél aadé yaa unagút	s/he's not going there	∅- -i	c'vc
repetitive imperfective (does it [regularly])	aadé yoo yagútk	s/he goes there (regularly)	ÿa- +i	c'vc
perfective + (did it)	aadé woogoot	s/he went there	ÿa- +i	cvvc
perfective – (didn't do it)	tlél aadé wugoot	s/he didn't go there	∅- -i	cvvc
perfective habitual + (does it every time)	aadé nagútch	s/he goes there (every time)	∅- -i	c'vc
perfective habitual – (hasn't done it yet)	tlél aadé unagútch	s/he hasn't gone there yet	∅- -i	c'vc
perfective attributive (the one who did it)	wé aadé wugoodi aa	the one who went there	∅- -i	cvvc
future + (will do it)	aadé kgwagóot	s/he will go there	∅- -i	c'vc
future – (won't do it)	tlél aadé kgwagoot	s/he won't go there	∅- -i	cvvc
hortative (let her/him do it)	aadé ngagoot	let her/him go there	∅- -i	cvvc
potential attributive (no way s/he can do it)	tlél aadé aadé ngwaagoodi yé	no way can they go there	ÿa- +i	cvvc
potential decessive (would have done it)	aadé ngwagoodín	s/he would have gone there	ÿa- +i	cvvc
conditional (if/when s/he does it)	aadé nagútni	if/when sh/e goes there	∅- -i	c'vc

# 11

## Using Tlingit Language Resources

*Yagéiyi át̚x̚ kudzitee,  
Yá Aas K̚wáani ch'a haa jiyís jeewanák̚.  
Ách áwé at kookéidich wuháanch tsú tulayé̚x̚ nuch.  
Haa yoo x̚'atángi toox' hél a ká̚x̚ aa seix'ák̚w nooch  
aadé a tóoná̚x̚ kutudziteeyi yé.  
— Keiheenák'w*

Many things were born from it,  
the Tree People, just for us, they have let them go.  
Because of that we, too, are always making parables.  
Inside our language, some never forget  
the way we were born through it.  
— John Martin, T'á̚kdeintaan<sup>1</sup>

As you continue your journey of learning Tlingit, you need to keep your tools with you. We call these «ax̚ jishagóoni,» “my tools,” and you should always be ready to look something up or to try and figure out how to say something. There are texts that you cannot live without on a daily basis if you are a serious student of the language. That being said, you should always keep in mind that a fluent elder is a better source than any text, but that you should be familiar with the resources used to internalize Tlingit as well.

In the digital age, this may mean downloading the texts to smart phones, tablets, or computer, and most of the resources you need can be found at [www.tlingitlanguage.com](http://www.tlingitlanguage.com) under the “resources” tab. The Alaska Native Language Center, Sealaska Heritage Institute, Goldbelt Heritage Foundation, Yukon Native Language Centre, and others have generously made their materials freely available online for learners,

<sup>1</sup> Martin, John. “Kingeistí̚ ka Keiheenák'w Aas K̚wáani Daat Yoo Has X̚'awli.át̚ (Tlingit Language).” trans. Lance Twitchell. Retrieved from <https://www.youtube.com/watch?v=ipziwSSSoQE>.

which means you can do an awful lot without breaking the bank or your back. If you are a fan of books, however, you should consider breaking the binding on these books and having them spiral bound so you can move through them more quickly. I have also seen savvy students use tab markers so certain sections or letters can be found more quickly. With electronic versions of the dictionaries, grammars, and more you can quickly search using an electronic Table of Contents or using the search window.

We will talk about three main sources here, including a basic overview of how to use them to look up content. In our later studies we will talk about how to use these resources to interpret and create language, and will also introduce other critical texts, namely: James Crippen's "Tlingit Verbal Structure Handbook" & "Tlingitology Seminar Notes: Background and Morphology", and Keri Eggleston's "575 Tlingit Verbs: A Study Of Tlingit Verb Paradigms".

In addition to these, you should be spending lots of time with *Lingít X̱'éináx Sá: Say It In Tlingit!* and the accompanying audio CD *Lingít X̱'éináx Ax: Hear It In Tlingit!* In this you will find many key phrases and concepts in Tlingit.

## ***Dictionary of Tlingit***

[http://www.sealaskaheritage.org/sites/default/files/Tlingit\\_dictionary\\_web.pdf](http://www.sealaskaheritage.org/sites/default/files/Tlingit_dictionary_web.pdf)

<http://tlingitlanguage.com/resources/Dictionary-of-Tlingit.pdf>

Compiled by X̱'aagi Sháawu Keri Eggleston and published by Sealaska Heritage Institute, this dictionary is the first to combine Tlingit verbs with other parts of speech and utilizes the Edwards-Leer Theme of listing verb themes. The verb theme, as described by Eggleston, is a skeletal representation of a given verb, listing all of its required parts with hyphens in between.

This text also includes an overview of key grammatical concepts in the introduction. The first section is "Tlingit to English" and contains the most comprehensive information, especially for verbs. X̱'aagi Sháawu did amazing work with a group of elders who helped detail how many of the words work, and also produced excellent sample sentences. There is also an "English to Tlingit" section so students can figure out how to say words in Tlingit, and a "Tlingit Thematic Lex-



icon” so students can study words by their semantic groupings.

This dictionary is alphabetical in Tlingit, which is a modified version of the English alphabet, so users will be able to get around pretty quick after learning the Tlingit alphabet. Verbs are listed by verb root, so it is good to continue to practice identifying roots in verbs. The table below shows how the following verbs would be looked up:

VERB	ROOT	TRANSLATION	PAGE
ilichán gé?	√chaan	do you stink?	56
i toowú sigóo	√goo	you are happy	91
héen ax̣ tuwáa sigóo	√goo	i want water	91
aadé woogoot	√goot	s/he walked there	93-94
haagú!	√goot	come here!	94
wáanax̣ sáwé eegáax̣?	√gaax̣	why are you crying?	102
táakwde yaa k̄unahéin	√haa	winter is coming	113
ax̣ éet yaan uwaháa	√haa	i'm hungry	114
i éet k̄uwaháa	√haa	it's your turn	114
kei ndahán ax̣ léelk'w	√haan	my grandparent is standing up	115
awsikóo	√koo	s/he knows it	151
yak'éi	√k'éi	s/he/it is good	157
yéi x̣'ayaká	√kaa	s/he is saying that	162-163
neildé yaa nakúx̣	√koox̣	s/he is going home (by boat or car)	171
daat gáa sá gageel'óon?	√l'oon	what are you going to hunt for?	188
héen x̄adaná	√naa	i am drinking water	189
yéi daanané!	√nei	work on it!	196
yan gé yeewanéi?	√nei	are you all ready?	196
yan yéi jix̄waanei	√nei	i finished working on it	197
wáa sá at woonei?	√nei	what happened?	197
Deiyáa yoo duwasáakw	√sáakw	it is called pack-trail	203-204
ax̣ éet yidishée	√shee	you helped me	221-222
has guxdashóoch	√shooch	they are going to bathe	225
natá dé!	√taa	go to sleep right now!	227
a daa yoo tuwatánk	√taan	s/he is thinking about it	230
yoo x̣'ayatánk	√taan	s/he is speaking	233

VERB	ROOT	TRANSLATION	PAGE
tás eetéenax̄ xat yatee	√tee	i need thread	235
Lingít̄x̄ haa sitee	√tee	we are Tlingit	236
áx'̄ kudzitee	√tee	it exists there	235-236
tlél wáa sá wootee	√tee	it was all right	237
i jeet̄ x̄waatée	√tee	i gave it to you	239
kéet̄ xaatéen	√teen	i see a killer whale	242
tsu yéi ik̄wasatéen	√teen	i will see you again	242
k'idéin sh eeltín!	√teen	watch carefully over yourself!	242
x'úx'̄ aawatóow	√toow	s/he is reading a book/paper	246
Lingít̄ sh tóo tooltóow	√toow	we are studying Tlingit	247
ax̄ast'eix̄	√t'eix̄	i am fishing	255
kei gux̄lats'áa	√ts'áa	it is going to smell good	268
akawshixít	√xeet	s/he wrote/drew/photographed it	282-283
x̄at wudixwétl	√xweitl	i am tired	288
x̄áat ix̄á	√x̄aa	you are eating fish	294
ix̄sixán	√xán	i love you	297-298
gáande has woo.aat	√.aat	they went outside	330
neil yi.á!	√.aat	you all come in!	330-331
at duwa.áx̄	√.aax̄	something is heard	335
Lingít̄ x'ax̄aa.áx̄ch	√.aax̄	i understand tlingit	336
hít wutuwa.oo	√.oo	we bought a house	340
i jín na.óos'!	√.óos'	wash your hands!	341

There are certainly things to notice in the table above, like the shape of the root changing «√haa ~ héin» and also roots that appear the same but are actually different. When we start looking more closely at verbs, we will look at the reasons behind this. For now, just keep in mind that if the root you are looking for ends in «-éin» or «-éix̄» then check for an ending of «-aa» or «-oo» with the same consonant at the beginning if there is one.

When verbs are listed, the root is listed first, and then verbs that use that root are listed underneath it. When a verb is listed you will see it in three modes: *perfective*, *imperfective*, and *repetitive imperfective*. These will be explained in more





Verbs are listed in Tlingit by their *√root* and in English by the keyword, which is the definition of the verb boiled down to one or two words.

The most useful part of this resource is that most of the verbs are conjugated for *mode (tense/aspect)*. *Verb mode* in Tlingit marks tense, aspect, and mood, which most easily compares to tense (past, present, future) in English. Many of these verbs are also *conjugated* for *person*. The most common way to think of this is first person (me, i), second person (you), and third person (her/him, s/he). *Person* can also be singular (me, i, you, her/him, s/he) and plural (us, we, you all, them, they).

In addition to this, the web site has descriptions of the most common verb modes under the link, “Descriptions of Verb Tense/Aspects,” and also has prefix combinations for *verb mode* and *person*. These are extremely useful because you can take the prefix combination for verb modes and add the root. There are variables that make the process more difficult than a cut and paste process, but this is a tremendous tool to get you started and to be thinking about how the prefixes are actually formed.

When in the “Lingít” section you would look a verb up by its root. The root will have verbs listed in the *perfective* form, and when you select a verb it will show the verb in its various modes. The more you use this web site to look up verbs, the higher your chances of conjugating verbs correctly early on, and the more you will absorb the patterns by using them and breaking them down for interpretation.

## ***Tlingit Verb Dictionary***

This text was created by Shaachookwá Constance Naish and Naats Tláa Gillian Story and was published by the Alaska Native Language Center at the University of Alaska Fairbanks in 1973. For thirty-six years this was the only way to look up verbs in Tlingit, and the sheer number of entries has never been matched since its release. The introductions and appendix are where an entire generation of second-language learners first learned about Tlingit grammar and verbal structure. Some of the terms and concepts are out of date, and the text itself is out of print now, but learners should work



their way through the introductions and appendix because it serves as a great commentary on Tlingit grammar and also gives learners a look into the development of how we understand, learn, and teach Tlingit.

The *Tlingit Verb Dictionary* is made up of two main parts: English-Tlingit & Tlingit-English. The majority of the information, including sample sentences and illustrations, are in the English-Tlingit section. This is useful for looking up verbs quickly in English. The criticism users have noted is that the dictionary lists the verb with *thematic prefixes*, *classifier*, and *root*. The example sentences are wonderful, but list a limited amount of verb modes per entry. Learners would often try to copy verbs they learned from the sample sentences into other sentences, which might lead to something like this in English:

VERB	SAMPLE SENTENCE	CONSTRUCTED SENTENCE
see	he sees a raven.	i sees three ravens yesterday.

This is not meant to diminish importance of the *Tlingit Verb Dictionary*, which is one of the most important texts created to date for Tlingit because the sheer number of entries. The *Dictionary of Tlingit* has over 500 verbs, and the *Tlingit Verb Dictionary* probably has over 3,500 verbs listed. The amount of content is amazing, and there are still plenty of verbs that were not documented in this text and need to be worked on to continue building on what we have recorded in a form that allows us to fully use the verb.

What you will find when studying verbs is that there is a list of things needed to use a verb in different modes. When you hear the verb in any form you should be able to tell the *thematic prefixes*, *classifier*, and *root*. There are several other things needed, though, that only reveal themselves in certain forms, and those are: *conjugation prefix* and *imperfective form*. These items will be discussed in much more detail later, and you will begin to see why they are so important to Tlingit grammar.

Using the *Tlingit Verb Dictionary* requires understanding of its structure. The English-Tlingit section lists verbs by English keywords alphabetically. For some verbs, it refers you to another verb that Tlingit would use to describe that type

of activity. A definition is then given, and then a diagram form of the verb, which is explained in the “Introduction to Part 2 and Appendix section 3.1” of the text.<sup>3</sup> This method of listing the verb has preverb material listed first, if it is there, followed by the + sign and the verb listed with thematic prefixes, the classifier, and root separated by hyphens. An example<sup>4</sup> of the same verb, “to eat”:

**eat, see also give to eat**

**eat (general): ya-xaa<sup>1</sup>**

**goowakàan dlèeyee gaxtooxáa** *we will eat deer meat*

**sh tóo-gaa has woodixáa** *they ate as much as they wanted*

The second section lists verbs by the root (which they call stem) using the following alphabet<sup>5</sup> (listed here left to right):

.ee	.ei	.oo	.aa	.i	.e	.u	.a	h	y
w	n	d	t	t'	dz	ts	ts'	s	s'
j	ch	ch'	sh	dl	tl	tl'	l	l'	g
gw	k	kw	k'	k'w	x	xw	x'	x'w	g
gw	k̄	k̄w	k̄'	k̄'w	x̄	x̄w	x̄'	x̄'w	

Alphabetical order begins with vowels, and the order of consonants is based on where the sound is pronounced in the mouth, beginning at the lips and moving towards the back of the throat.

Verbs listed in this section start with the root, and then different verbs are listed below the root. Valency of the verb is marked in one of three ways:

SYMBOL	MEANING	GRAMMATICAL EFFECT
(tr)	transitive	the verb includes an object and a subject
(in)	intransitive	the verb includes only a subject
(st)	stative verb	the verb includes only an object

<sup>3</sup> Story, Gillan and Constance Nash. *Tlingit Verb Dictionary*, 11.

<sup>4</sup> *Tlingit Verb Dictionary*, 77.

<sup>5</sup> *Tlingit Verb Dictionary*, 264.

From there the text lists the definition, with the primary definition that it is listed under in the English-Tlingit section underlined. Specific information is listed in parentheses, which often have to do with the type of action or the types of nouns involved in the action. The use of superscript numbers will be explained later, as well as how to translate the patterns listed here into the ones used today.

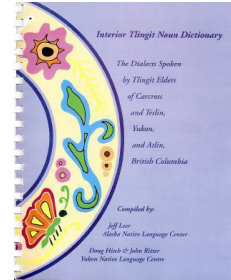
## ***Interior Tlingit Noun Dictionary***

This text was created by Weihá Jeff Leer of the Alaska Native Language Center and Doug Hitch & John Ritter of the Yukon Native Language Centre. It is the most comprehensive list of nouns in existence, and contains information about dialect differences for Inland Tlingit communities and also lists many nouns that are specific to the interior.

This was the first Tlingit dictionary to have an alphabetic system that is adapted from the English alphabet, which makes finding words faster and easier. It includes a section organized semantically, a Tlingit alphabetized section, and an English alphabetized section. It also has a section of classificatory verbs, which change depending on the object shape and type.

The *Interior Tlingit Noun Dictionary* uses the inland orthography, which can create some confusion for those familiar with the coastal orthography. The following charts show how to transliterate these writing systems, with the inland writing system shown above and the coastal equivalent listed in the row immediately below.

A student of Tlingit should be able to read both orthographies in order to communicate with those who have learned in a different system. The materials that have been developed through the Yukon Native Language Centre, namely the teaching materials on their website ([www.ynlc.ca](http://www.ynlc.ca)) and the incredible text *Gágiwduł.àt: Brought Forth to Reconfirm : the Legacy of a Taku River Tlingit Clan*, which was written by Seidayaa Elizabeth Nyman and Jeff Leer. This text contains traditional stories, migration stories, and personal & family histories. It contains masterful Tlingit with a collaborative and effective translation process.



*Transliterating Interior Tlingit Orthography*

**VOWELS**

a	á	à	â
a	á	aa	áa
e	é	è	ê
e	é	ei	éi
i	í	ì	î
i	í	ee	ée
u	ú	ù	û
u	ú	oo	óo

**CONSONANTS**

gh	kh	kh'	xh	xh'
ḡ	ḵ	ḵ'	x̄	x̄'

***Tlingit Oral Literature Collection***

Every student of the Tlingit language should have the Tlingit Oral Literature series by Ʒeixwnéi Nora Dauenhauer and XwaayeenáƷ Richard Dauenhauer. These were published through the Sealaska Heritage Institute and University of Washington Press. The current texts are *Haa Shuká, Our Ancestors: Tlingit Oral Narratives*, which is a collection of stories and translations with an extensive introduction that covers—among other things—Tlingit storytelling and use of figurative language; *Haa Tuwunáagu Yís, For Our Healing Spirit: Tlingit Oratory*, which includes speeches from various ceremonial occasions and an extensive introduction that covers ceremonial practices, methods of delivering a traditional speech in those ceremonies, and a history of Alaska Native people and Alaskan education; *Haa Ʒusteeyí, Our Culture: Tlingit Life Stories*, which contains incredible biographies of clan, political, and language leaders in Southeast Alaska; and *Anóoshi Lingít Aaní Ká, Russians in Tlingit America: The Battles of Sitka 1802 and 1804*, which was co-edited by Lydia T. Black and contains vast amounts of information on Tlingit-Russian relations, including two Tlingit narratives of the account.

# 12

## Yéil k̲a Yáay

*Yak'éiyi l'éíwt galaháash yá yáay.*  
— *Yakw̲waan Tláa*

I wish this whale would float to a fine sand.  
— Katherine Mills, T'akdeintaan<sup>1</sup>

### **Introduction**

To conclude our practice of finding verbs and roots, we will look at a Raven Story. This story will appear in the next Tlingit Oratory Literature Series, which is a collection of Raven stories. Richard Dauenhauer granted permission to use the story here to show some methods of using documented stories to understand Tlingit grammar. It was told by Katherine Mills and recorded by Nora Marks Dauenhauer. Transcription and translation was done by Nora & Richard Dauenhauer, though this version has some changes in line patterns and interpretation. When translating works back and forth between Tlingit and English, we should keep in mind that the act of translation is a highly personalized and fluid process. There is no one right way to do things, so your study of a translated story is really the viewing of a collective moment between speakers and listeners of multiple languages who have their own personal judgments on interpretation and collective meaning.

As you become more familiar with Tlingit you might have your own take on meaning and translation for particular parts of stories. One of the main issues regarding moving

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<sup>1</sup> Mills, Katherine. "Raven and Whale." *Raven Stories* (unpublished manuscript). trans. Nora Dauenhauer & Richard Dauenhauer

from Tlingit to English in a text is that the word order and ways the language function differ greatly between Tlingit and English. In particular, Tlingit might go a long time with a small number of pronouns indicating a wide variety of characters. The speaker often assumes you can follow along, even though there is little in the language that signals which characters are being referred to in a particular passage. The more you study Tlingit, the more you will become comfortable with this and other characteristics of the language.

Your role, for now, as a learner is to read this all the way through. You can also listen to the story as it was originally told at [www.tlingitlanguage.com/raven](http://www.tlingitlanguage.com/raven). You should read it using the following methods:

- Read the Tlingit out loud, paying no attention to the English.
- Listen to the recording and read the Tlingit while listening, focusing on tempo, rhythm, and the way words flow from one to the next. Sometimes words that end with vowels will roll right into the next word.
- Read the Tlingit out loud again, all the way through, keeping in mind the way that the speaker sounded for these parts.
- Read the Tlingit and look at the English.

### ***Spot the Verbs and the √Roots***

Once you have moved through the text a few times, it is time to go to work on the text to see how fluent speakers use verbs.

- Use a highlighter and mark all of the verbs
- Use a pen and mark all of the verb stems
- Use a different colored pen and mark all known words.
- Compare with the glossed version in the next chapter.

As you go through this text, keep in mind that there is cultural information contained within this story. There are parts of this story, like many Raven stories, that are very funny in the Tlingit language. This story is sacred, but that does not mean we cannot break it into its individual parts to see how



the language functions.

## **Yéil ƙa Yáay – Yakwɔ̄waan Tláa ɔ̄'éidáɔ̄**<sup>2</sup>

Tléix' yateeyi aa áwé, yá Yéil áwé át woogoot.

Áwé awsiteen yá yáay.

Héennáɔ̄ kei aklakél'ch yú yaaw.

Áwé ch'á wá-a-a-a-a-a-s tsú du ɔ̄'éit agasnei wé yaaw.

Wáa nanée sáwé yéi tuwdisháat,  
«Shk'é áa daak ƙukƙwadaƙeen.

5

Tle wé yaaw ɔ̄'ayeex ɔ̄'awut'aaxí, áwé ɔ̄'at tsu du yíkdei ƙƙwadaƙéen.

Yéi áwé tsá aa yakƙwadoláak, yá yaaw wusɔ̄á.»

Áwé tle áa daak wudikín.

Tle ƙúnáɔ̄ yá yaaw du yíkt kawu.aayí áwé wé yáay, tle a yíkdei wdzigeet yá yaaw ɔ̄oo.

Tle yá yáay du yoowuk'ool' áwé áwú á yá Yéil.

10

Tle áx' shóot awdi.ák.

Tle áx' áwé agalt'óos' wé Yáaych saɔ̄a yaaw.

Tle ƙ'idéin, ch'u tle oosƙ'ít'ch.

Tle ldakát á yaɔ̄ awoosɔ̄aych yáax' áwé tsú neil aa koo.áaych.

Yú yáay ƙu.aa yú yaaw tle neil koo.áaych.

15

Yá Yéil a taayí tle yaɔ̄ ayagoos.éech.

Áyá yeedát barbecue yóo duwasáakw yasátk aadéi at gas.ee yé.

Wáa nanée sáwé ɔ̄'awdzinák wé yáay wé yaaw neilɔ̄ kalasóosji.

Aatlein yaaw áyú aawaxáa yú Yéil.

Ch'a aan áyú, yú yáay yiɔ̄dixwás'i yú taay ƙa ldakát du yik.ádi; tle ch'u tle yú yú yáay yoowú tsú tle tle yaɔ̄ ayawsixáa, ƙa yá taay.

20

Ldakát át.

Ldakát yú yáay yik.ádi yóo aɔ̄á.

Ts'as du ɔ̄'éi kéi nak'éin yú atɔ̄á.

Wáa nanée sáwé a téix' aax aawaxaash.

Tle woonaa yú yáay.

25

Du een áwé át wulihaash.

Áwé tle a yíkdei áwé éex'.

«Yak'éiyi l'éiw-w-w-w-w-w-t shé ɔ̄'at galaháash.

2 Mills, Katherine. "Raven and Whale." *Raven Stories* (unpublished manuscript). trans. Nora Dauenhauer & Richard Dauenhauer. Includes edits by Lance Twitchell, Fred White, and Marsha Hotch.

Yak'éiyi l'éíwt galaháash yá yáay,» yóo áwé a yíkdei éex'.  
 Ch'áakw éex'i áwé tóo aawanúk yan wulihásh yú yáay. 30  
 Yá teet du een át x'awdiyeik.  
 Awsikóo yánt áyú wlihásh.  
 Ách áwé tle tsu a tóodei éex'.  
 «Aadóo sǵí káa káanáx̄ kéi agaxáash?  
 Aadóo sǵí káa káanáx̄ kéi agaxáash?» 35  
 Ch'a yéi x'ayakáayí áwé adátx'ich áwé seiwa.áx̄.  
 Át kaa loowagooḵ wé áa yéi yateeyi ku.oo.  
 Áwé tle s a t'aawjixéex neildé.  
 Áyú wé at yátx'i yéi has sh kalneek has du tláa ka has du éesh has een.  
 «Yáay tlein áyú yóonáx̄ yan wulihásh. 40  
 A yíkdei kasiyeidéin at duwa.áx̄ch.»  
 Ách áwé tle aadéi aawa.aat, ldakát kaa jishagóoni een.  
 Át a.áat áwé sawduwa.áx̄ wé Yéil.  
 «Aadoo sǵí kaa káanáx̄ kéi kugaxáash.»  
 Áwé tle a daa wuduwanaak. 45  
 Tle kakawdudlis'úw tle wé yáay tlein.  
 Tle, tle du eetée yáx̄ áx̄ kükunalgéi, áwé anax̄ kei wdikín.  
 Gáa!  
 Tle ch'a kei ndakín áwé, ch'a kei ndakín kindachóon.  
 Áwé tle ldakát áyú a kwáan áwé tle yéi s x'ayaká: «Ch'a kei gidakeen! 50  
 Ch'a kei gidakeen!»  
 Tle kindei kei ndakín.  
 Wáa nanée sáwé, «Kuyáx̄ needakeen, kuyáx̄ needakeen.»  
 Tle yan t'éidei wdikeen.  
 Yan t'éit dakéén áwé tle, tle daa— daa da.ús'kw. 55  
 Tláakw yatee daa da.ús'kw.  
 Ldakát yú eex̄, ldakát át áwé du daatx̄ a.ús'kw.  
 Wáa nanée sáwé ayaawadlaak.  
 Tle k'idéin sh wudzinei.  
 Yáax' áwé tle aan yaa uwagút. 60  
 Há', ldakat áwé neildéi yaa kandujél yú yáay daa ideidí dleey ka yú taay, ldakat  
 át.  
 Áwé tle yéi kuyawsiḵaa, «Hó. Yáay tlein áyá yeeyjáḵ.»

«Tléik', tléik'.

Hél wutoojaak.

Haa eegáa át woosoo.

65

Yáanáx yan wulitidi yáay áyá.»

«A tóodei gé at duwa.áxch?»

«Aaá, a tóodei xá at duwa.áxch.

A tóodáx kei át wudikín.»

«Haaw.

70

Haaw.

Yóo áwé duwa.áxch, ch'áakw tsú yéi at woonei.

Áwé yú aantkeenéech has aawaáa.

Tle kutx has shoowaxéex.»

Ách áwé yéi kuyawaáa—ách uwa.axi ku.óoch: «Yá yan wulhaashí, woonaawú.

75

A tóodáx kei át wudakeení.

Hél aadéi xduwaxaayi yé.

Tle anák yóo nalgás'k!»

Ách áwé tle tle anák at wuduwxoon.

Tle ldakát yóo neildéi kawduwajeili yáay daa ideidí tle anák kuwligáas'.

80

Áwé Yéil ku.aa tle áa yéi wootee.

Yú yáay tlein a shóox' yéi wootee,

Tle ldakát á shunaxéex áwé tsá aax wudikéen.

Yéi áwé yan shuwjixín yáat'aa.

## Raven & Whale told by Katherine Mills

Tléix' yateeyi aa áwé, yá Yéil áwé át woogoot.	There was this one time when Raven was walking around.	
Áwé awsiteen yá yáay.	He saw this whale.	
Héennáx̄ kei aklakél'ch yú yaaw.	The whale is chasing herring through the water.	
Áwé ch'á wá-a-a-a-a-a-s tsú du x'éit agasnei wé yaaw.	Just h-o-w-w-w-w-w can Raven get a taste of the herring?	
Wáa nanée sáwé yéi tuwdisháat, «Shk'é áa daak kukkwadaḱeen.	It was at some point that he thought, "Hmmm ... Let me fly out there.	5
Tle wé yaaw x'ayeex̄ x'awut'aaxí, áwé xát tsu du yíkdei kḱwadaḱéen.	Then, when the whale's jaws open for the herring, I'll fly inside, too.	
Yéi áwé tsá aa yakḱwadáak, yá yaaw wusxá.»	It's the only way I'll get to eat the herring."	
Áwé tle áa daak wudiḱín.	So he flew out there.	
Tle kúnáx̄ yá yaaw du yíkt kawu.aayí áwé wé yáay, tle a yíkdei wdzigeet yá yaaw xoo.	Just when the herrings were pouring inside the whale, Raven fell down inside among the herring.	
Tle yá yáay du yoowuk'óol' áwé áwú á yá Yéil.	Raven was right in the bottom of the stomach of the whale.	10
Tle áx' shóot awdi.ák.	Then he made a fire there.	
Tle áx' áwé agalt'óos' wé Yáaych saxa yaaw.	Then right there he barbecues the herring the whale is eating.	
Tle k'idéin, ch'u tle oosk'ít'ch.	He would eat them just fine without any trouble.	
Tle ldakát á yax̄ awoosxáaych yáax' áwé tsú neil aa koo.áaych.	He would eat all of them and here another load would come pouring in.	
Yú yáay ku.aa yú yaaw tle neil koo. áaych.	The herring would come pouring into the whale.	15
Yá Yéil a taayí tle yax̄ ayagoos.éech.	Raven would cook its blubber.	
Áyá yeedát barbecue yóo duwasáakw yasátk aadéi at gas.ee yé.	Nowadays that kind of fast cooking style is called a barbecue.	
Wáa nanée sáwé x'awdzinák̄ wé yáay wé yaaw neilx̄ kalasóosji.	At some point the whale quit eating the herring that were pouring in.	
Aatlein yaaw áyú aawaxáa yú Yéil.	Raven had eaten a huge amount of herring.	
Ch'a aan áyú, yú yáay yix̄dixwás'i yú taay ka ldakát du yik.ádi; tle ch'u tle yú yú yáay yoowú tsú tle tle yax̄ ayawsixáa, ka yá taay.	Even with this, the fat hanging inside the whale and all of its internal organs; then he even ate up the whale's stomach, and the fat.	20

Ldakát át.	Everything.	
Ldakát yú yáay yik.ádi yóo ax̄á.	He's eating up everything inside the whale.	
Ts'as du x̄'ei k̄ei nak'éin yú atx̄á.	He's getting hooked on eating these foods.	
Wáa nanée sáwé a téix̄' aax̄ aawaxaash.	At some point he cut out its heart.	
Tle woonaa yú yáay.	Then the whale died.	25
Du een áwé át wulihaash.	He floated around with it.	
Áwé tle a yíkdei áwé éex'.	Then he's hollering inside it.	
«Yak'éiyi l'éiw-w-w-w-w-w-t shé x̄at galaháash.	"Oh, maybe let it float me to a fine s-a-a-a- a-a-and.	
Yak'éiyi l'éiw galaháash yá yáay,» yóo áwé a yíkdei éex'.	Let this whale would float to a fine sand," is what he's hollering inside it.	
Ch'áakw éex'i áwé tóo aawanúk yan wulihásh yú yáay.	After hollering a long time he felt the whale float to the beach.	30
Yá teet du een át x̄'awdiyeik.	The lips of the breakers were sliding all over it.	
Awsikóo yánt áyú wlihásh.	He knew he had floated to the beach.	
Ách áwé tle tsu a tóodei éex'.	That's why he hollered inside it again.	
«Aadóo sgí k̄aa k̄aanáx̄ k̄ei agaxáash?	"Who could let someone cut above a person?	
Aadóo sgí k̄aa k̄aanáx̄ k̄ei agaxáash?»	Who could let someone cut above a person?"	35
Ch'a yéi x̄'ayaḱaayí áwé adátx̄'ich áwé seiwa.áx̄.	While he was saying this children heard him.	
Át k̄aa loowagook wé áa yéi yateeyi ku.oo.	The people who were living there were running around.	
Áwé tle s at'aawjixéex neildé.	Then they ran home to tell the news.	
Áyú wé at yátx̄'i yéi has sh kalneek has du tláa k̄a has du éesh has een.	These children are telling it to their mothers and fathers.	
"Yáay tlein áyú yóonáx̄ yan wulihásh.	"A huge whale floated to shore over there.	40
A yíkdei kasiyeidéin at duwa.áx̄ch."	Strange sounds are coming from inside."	
Ách áwé tle aadéi aawa.aat, ldakát k̄aa jshagóoni een.	That's why the people went over there then with all their tools.	
Át a.áat áwé sawduwa.áx̄ wé Yéil.	When they got there they heard the voice of that Raven.	
"Aadoo sgí k̄aa k̄aanáx̄ k̄ei k̄ugaxáash."	"Who could let someone cut above a person?"	
Áwé tle a daa wuduwanaak.	Then people stood around it.	45
Tle kakawdudlis'úw tle wé yáay tlein.	Then the huge whale was chopped open.	

Tle, tle du eetée yáx̄ áx̄ k̄ukunalgéi, áwé anax̄ kei wdiḱín.	Then as soon as it was wide enough for Raven, he flew out.	
Gáa!	"Caw!"	
Tle ch'a kei ndaḱín áwé, ch'a kei ndaḱín kindachóon.	Then he's flying up, flying up and away.	
Áwé tle ldakát áyú a kwáan áwé tle yéi s x̄'ayaká: «Ch'a kei gidaḱeen!	Then all of the people of the place said, "Just fly up!"	50
Ch'a kei gidaḱeen!»	"Just fly up!"	
Tle k̄indei kei ndaḱín.	Then he's flying upwards.	
Wáa nanée sáwé, «Kuyáx̄ needaḱeen, kuyáx̄ needaḱeen.»	At some point, "Fly horizontally! Fly horizontally!"	
Tle yan t'éidei wdiḱeen.	Then he flew out of sight.	
Yan t'éit daḱéen áwé tle, tle daa— daa da.ús'kw.	When he flies out of sight then, then he's washing his body.	55
Tláakw yatee daa da.ús'kw.	He's quickly washing his body.	
Ldakát yú eex̄, ldakát át áwé du daatx̄ a.ús'kw.	All that grease, he's washing everything off.	
Wáa nanée sáwé ayaawadlaak̄.	At some point he was done.	
Tle k'idéin sh wudzinei.	Then he really primped himself.	
Yáax' áwé tle aan yaa uwagút.	Here he went past the village then.	60
Há', ldakat áwé neildéi yaa kandujél yú yáay daa ideidí dleey ka yú taay, ldakát át.	Well, they're taking home all of the whale, all the parts of the whale, the meat and the blubber, all of it.	
Áwé tle yéi kuyawsikáa, «Hó. Yáay tlein áyá yeeyják̄.»	Then he said to them, "Wow! You killed a huge whale."	
«Tléik', tléik'.	"No, no.	
Hél wutoojaak̄.	We didn't kill it.	
Haa eegáa át woosoo.	It was good luck.	65
Yáanáx̄ yan wulitidi yáay áyá.»	This is a whale that was carried to shore by the waves."	
«A tóodei gé at duwa.áxch?»	"Was anything heard anything inside?"	
«Aaá. A tóodei x̄á at duwa.áxch.	"Yes. Something sure was heard inside.	
A tóodáx̄ kei át wudiḱín.»	Something flew out of it."	
«Haaw.	"Well.	70
Haaw.	Well.	
Yóo áwé duwa.áxch, ch'áakw tsú yéi at woonei.	It is heard that long ago this also happened.	

Áwé yú aant̄keenéech has aawax̄áa.	The people of the village ate it.	
Tle kut̄x̄ has shoowaxéex.»	They all died off.	
Ách áwé yéi k̄uyawak̄aa—ách uwa. ax̄i k̄u.óoch: «Yá yan wulhaashí, woonaawú.	That was why the people—the people who heard this—said: "This carcass that floated ashore was dead.	75
A tóodáx̄ kei át wudākeení.	That thing that flew out of it.	
Hél aadéi x̄duwax̄aayi yé.	No way should people eat any of it.	
Tle anák̄ yóo nalgás'k!»	Move away from it!"	
Ách áwé tle tle anák̄ at wuduwx̄oon.	This was the reason then that people prepared to leave it.	
Tle l̄dakát yóo neildéi kawduwajeili yáay daa ideidí tle anák̄ k̄uwlígáas'.	Then all the parts of the whale that were brought home were left behind.	80
Áwé Yéil k̄u.aa tle áa yéi wootee.	But then Raven stayed there.	
Yú yáay tlein a shóox' yéi wootee,	He was in the remains of the huge whale.	
Tle l̄dakát á shunaxéex áwé tsá aax̄ wudīkeen.	Only when it was finally all gone did he fly away.	
Yéi áwé yan shuwjix̄ín yáat'aa.	That's how this one ends.	





# 13

## Sentence Glossing in Tlingit

*Aadóo sǵí káa kaanáx kǵi aǵaxáash?*  
— *Yakwǵwaan Tláa*

Who could let someone cut above a person?  
— Katherine Mills, T'akdeintaan<sup>1</sup>

### *Tlingit Grammatical Structure*

We will conclude our initial study of Tlingit verbs with a gloss of the Raven & Whale story as told by Katherine Mills. We have covered some basics of Tlingit grammatical structure, but in order to begin looking at the bigger picture we will introduce a few more complexities. We have begun looking at how to identify Tlingit verbs, locate the root, and unpack the general meaning and phenomena the verb is describing. We have also looked at lists of types of words in Tlingit so we can become more skilled at locating the verb and also figuring out how these other parts of speech work. Particles are very interesting in Tlingit, and you should be listening and watching for them to see how fluent speakers use them to convey meaning.

We have looked at the verb phrase and its basic components: **preverb**, **verb**, and **postverb**. Within the verb itself, we will begin to examine the different potential parts that are in there. The  $\sqrt{\text{root}}$  is the central part of the verb, so we continue to break things into smaller parts and examine how those parts interact with one another. The heart of the verb is the **stem**, and it consists of two things: **root** and **stem variation**. In front of the **stem** is the **prefix**, and on the end is the **suffix**.

<sup>1</sup> Mills, Katherine. "Raven and Whale." *Raven Stories* (unpublished manuscript).

Sentence glossing in Tlingit is a multi-step process, and is best practiced using sentences where the definition is already given, such as the Raven & Whale story here and the stories and speeches in *Haa Shuká*, *Haa Tuwunáagu Yís*,<sup>2</sup> and *Gáíwvdul.aat*.<sup>3</sup> This chapter has three intentions: 1) introducing the concepts of segmenting and glossing in Tlingit, 2) giving lists of common items seen in Tlingit grammar, including their location and gloss codes, 3) showing examples of sentence glossing, and 4) showing a sentence gloss sample using the Raven & Whale story. For more information on sentence glossing, see “Segmenting and glossing Tlingit,” and for a full list of known items in the categories presented here, see the “Tlingit Verbal Structure Handbook.”<sup>4</sup>

## *Segmenting in Tlingit*

The first step in identifying all the parts within a phrase or sentence is separating the individual components. This is very tricky because of the way that Tlingit contracts in verb prefixes, and also the way that tone and vowel length are affected by suffixes and word compounding. With practice, the student of Tlingit can learn to identify the components, but work should be done in groups, or with guidance, and should use basic phrases and also using printed materials. There are wonderful examples in the works of Crippen and Cable, and also the detailed explanations of verb modes and the contents of those verb modes have been accurately documented by Eggleston in both her dictionary and dissertation.

To begin with, we will take a couple of common phrases that most learners are familiar with by now, and will segment those. After that, we will segment the first few sentences of the Raven & Whale story. This process, which unpacks the materials within Tlingit, is good to help see how contrac-

2 Dauenhauer, Nora & Richard, trans. *Haa Shuká, Our Ancestors: Tlingit Oral Narratives*. Seattle: University of Washington Press, 1981.

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3 Nyman, Elizabeth. *Gáíwvdul.aat: Brought Forth to Reconfirm the Legacy of a Taku River Tlingit Clan*. trans. Jeff Leer. Whitehorse: Yukon Native Language Centre, 1993.

4 Crippen, James. “Segmenting and glossing Tlingit” (Vancouver: Department of Linguistics, University of British Columbia, 2013).

---. “Tlingit Verbal Structure Handbook” (Vancouver: Department of Linguistics, University of British Columbia, 2013).

tion typically works, and with enough practice can help the learner create new sentences and phrases by remembering the many patterns that exist, especially in the verb prefix.

Here are several simple sentences that we can begin analyzing. The work we have already done in this text and on our own, identifying nouns, noun modifiers, particles, locational terms, verbs, and verb components, will all be useful as we move forward and unpack the language.

We should also keep in mind that not all fluent speakers are going to want to talk about how these parts intersect and alter each other. That does not ever mean that the second language learner knows more; it only means that a second language learner masters the language with different tools. The fluent birth speaker is always superior when it comes to creating and interpreting Tlingit, because they do not have to do the work of translation. Segmenting and glossing are acts of translation, and should be seen as a tool to help understand the language while the learner searches out and creates listening and speaking opportunities that will help internalize these complex concepts.

*Sample Gloss Sentences 1*

<i>basic phrases</i>	
TLINGIT	MEANING
wáa sá iyatee?	how are you?
yak'ei iḡwsateeni	it is good to see you
héen aḡ tuwáa sigóo	i want water
aḡ tláa du éesh áwé Dakl'aweidi	my mother's father is Dakl'aweidi
ganú!	sit down!
hoon daakahididé woogoot	s/he went to the store (walking)
goosú i dóoshi?	where is your cat?

The first step with these sentences is to separate components using hyphens. The difficulties may come from either contractions or invisible components like the zero marker ( $\emptyset$ , which may be a classifier, conjugation prefix, subject pronoun, or object pronoun) or in some cases things that contract out of the verb. When segmenting and glossing, it is best to think of the action in layers. At the top layer is the

phrase or sentence as we would write it in Tlingit. Beneath that is where we would write out the segmented version, like in the table below.

We are going to separate any noun modifiers from the noun, and then return the noun to an unaltered state. The same will be done for all other parts of speech. The verb will be unpacked, and the components in the prefix and suffix will be segmented, but for now we will keep the root exactly as it appears in the verb. The root of the verb will be marked with the root symbol ( $\sqrt{\quad}$ ), which helps us see how the root functions. In later lessons, we will identify the root by number if there are homonym roots ( $\sqrt{x}aa^1$ ,  $\sqrt{x}aa^2$ ). These concepts will be covered later as we learn more about verbal structure, especially Tlingit roots and stem variation.

*basic phrases — segmented*

TLINGIT	MEANING
wáa sá iyatee? wáa sá i-ya-√tee?	how are you?
yak'éi ix̄wsateení Ø-ya-√k'éi i-yu-x̄a-sa-√teen-í	it is good to see you
héen ax̄ tuwáa sigóo héen ax̄ tu-yá si-√góo	i want water
ax̄ tláa du éesh áwé Dakl'aweidí ax̄ tláa du éesh á-wé Daak-l'éiw-ádi	my mother's father is Dakl'aweidí
ganú! ga-Ø-√nú(k)!	sit down!
hoon daakahídidé woogoot hoon daaka-hít-i-dé yu-Ø-ya-√goot	s/he went to the store (walking)
goosú i dóoshi? goo-sá-ú i dóosh-i?	where is your cat?

After trying this out, there are a number of things to look back at and examine. We have talked about basic verbal structure, so we are now figuring what is appearing in the verb by looking at the order in which they appear and the type of verb that is being used. We have learned how to use these verbs and other parts of speech, and now we are beginning to look more closely to see how they function. The goal of this is to be able to construct our own sentences, stringing thoughts together and responding to the world around us

with Tlingit language.

Later in this chapter we will look at a collection of the most common components in Tlingit grammar. These are the basics that you should master, and one of the goals here is to be able to write it in a different way, instead of how we would write it in Tlingit we are thinking about what all the individual components are and how we can see them for what they are, which might mean using characters we have not used much until now, like the «*ÿ*» and «*Ø*» symbols. The «*ÿ*» is important to distinguish because it will appear as a «*y*» unless preceded by «*-u/-oo*» which will cause it to become «*-w*». This change will happen when the «*-u/-oo*» directly precedes the «*ÿ*» in a word, or in some cases when the previous word ends with a «*-u/-oo*».

Also note that open suffixes are written with the tone that they have in the text, since there is no default. Remembering back to rules of Tlingit suffixes, if it begins or ends with a vowel then it will be the opposite of the vowel before it. The suffix in the segmenting should appear exactly as it does in the text. Nouns, however, should be written as they appear. A good example is «*áa*» – there, which may fluctuate in tone and vowel length when taking on suffixes. When we segment, though, the noun returns to its unaltered form to help us see how it is affected by other elements.

We will also see some common things in Tlingit that are unusual and have to be memorized. One of those things is the perfective «*ÿu-*» combining with the first person singular subject (1s.S) pronoun. The order that these appear is perfective-subject, but when they contract the perfective marker jumps to the other side of the pronoun, and we have «*xwa-*». Despite this, we segment in the order of the Tlingit verbal template, and not according to how they contract. For more on the Tlingit Verbal template, see the works of Eggleston and Crippen.

The other items of note are the ways that verb roots occasionally change their form in rather dramatic ways. There are a few verbs that lose the end consonant in certain command forms, and  $\sqrt{\text{nook}}$ <sup>1</sup> (sit; be situated) is one of these, as in the command form *ganú* (sit down)! There will be other situations where the verb root changes because of a suffix, such as the following: «*awligoo*» – s/he wiped it & «*yei an-*

algwéin» – s/he is wiping it. These changes are predictable when studying Tlingit roots and how their shape changes in different modes.

We will also have to become skilled at spotting elements in grammar that are not obvious and can be easily confused for one another. The zero object, zero conjugation prefix, zero subject, and zero classifier. There are occasions, where there might be three of them in a row, such as the following:

a.áx̣ni a-∅-∅-∅-√áx̣-ni	if/when s/he hears her/him/it
----------------------------	-------------------------------

We will figure these parts out in time, but we know they are there by the structure of the verb mode, which in this case contains an Object Pronoun «a-», a Conjugation Prefix «∅-», a Subject Pronoun «∅-», and a classifier «∅-». This is a complicated scenario, but a very unusual one.

### Sentence Glossing in Tlingit

Instead of thinking about ways in which we can confuse ourselves, let’s revisit our group of sample sentences and learn to gloss the next level. On level one we have the Tlingit as we would write it when transcribing. This is how it would look in a text. The next layer down is the segment where the parts are separated.

Our next layer is going to be our gloss, where we identify the meaning and/or function of the individual components. This is where the charts come in handy, like in the tables below or in the “Verbal Structure Handbook.”

<i>basic phrases — segmented &amp; glossed</i>	
TLINGIT	
wáa sá i-yatee?	
wáa sá i-ÿa-√tee?	
how voice you-(2s.0).cl.(-D,∅,+i).√be	
yak'úi iḡwsateení	
∅-ÿa-√k'úi i-ÿu-ḡa-sa-√teen-í	
her/him/it-(3.0).cl.(-D,∅,+i).√good you-(2s.0).pfv.i-(1s.S).cl.(-D,∅,-i).√see.(rel)	
héen aḡ tuwáa sigóo	
héen aḡ tu-ÿá si-√góo	
water/river my-(1s.P) inside-(hollow).vsf cl.(-D,s,+i).√happy	

*basic phrases — segmented & glossed*

TLINGIT

ax tláa du éesh áwé Daḵl'aweidi

ax tláa du éesh á-wé Daḵl'-l'éiw-át-i  
my-(1s.P) mother her/his-(3s.P) father [focus].there inland.sand.thing.poss

ganú!

ga-∅-√nú(k)!  
ga-con.cl(-D,∅,-i).√sit/be-situated

hoon daakahídidé woogoot

hoon daaka-hít-i-dé yü-∅-yä-√goot  
sell/shop around-outside.house.rel.towards pfv.s/he-(3.S).cl(-D,∅,+i).√go/walk

goosú i dóoshi?

goo-sá-ú i dóosh-i?  
where.voice.at your-(2s.P) cat.pos

The basic method utilized at the gloss level is to translate these parts we have segmented, or to label them so we can begin to see how they function. The segment level retains all spaces, and expands words to identifiable parts using hyphens. For example, «aadé» would be separated into «á-dé» so the suffix is separated from the base, yet we still see the attachment through the hyphen. The tone for the noun «á» is restored, but the tone of the suffix stays the same. For the next level down, the hyphen would switch to a period, and it would look like “it.towards”. The reason for this is that hyphens at the third level are used to show compound explanations like in classifiers or pronouns. This may seem jarring at first, but will make sense the more that you see it.

The reason for coding the language like this is it helps to see what is going on beneath the surface of the language, which is especially helpful to understand how the classifier and conjugation prefixes work, as well as other parts of the verb that typically appear in the prefix. It will also help you to see how contraction works in the prefix, so you can then begin making those combinations yourself by memorizing information given in the verb theme.

To get us on track with segmenting and glossing in Tlingit, we will start with the following charts, which are some of the most common elements found in Tlingit. These lists should be committed to memory over time, because you will be able to then spot them in Tlingit grammar and use them to make your verb conjugations. Meaning is given for the parts that

have them, but sometimes the meaning is not as important as the grammatical or conceptual function. Following these tables is a sample glossing using the Raven & Whale Story by Katherine Mills.

### *Tlingit Glossing Decoder Key*

<i>Determiners</i>		
TLINGIT	GLOSS	MEANING
yá	right-here	right here
hé	here	here
wé	there	that
yú	over-there	that (over yonder)
haa(n)	surroundings	here; surrounding area

<i>Possessive Pronouns</i>		
TLINGIT	GLOSS	MEANING
a <sub>x̄</sub>	my-(1s.P)	first person singular possessive pronoun
haa	our-(1p.P)	first person plural possessive pronoun
i	your-(2s.P)	second person singular possessive pronoun
yee	y'all-(2p.P)	second person plural possessive pronoun
du	her/his-(3s.P)	third person singular possessive pronoun
has du	their-(3p.P)	third person plural possessive pronoun
k̄aa	someone's-(4H.P)	fourth person human possessive pronoun
at	something's-(4N.P)	fourth person non-human possessive pronoun

<i>Noun Suffixes</i>			
TLINGIT	GLOSS	MEANING	CNJ
-ch	ergative	subject of transitive verb	—
-x̄	locative	denotes group for «-x̄ sitee» verb	
-k'	dim	diminutive	
-x'	pl	plural	
-i ~ -yi- ~ -u ~ -wu	pos	possessive	
-x'	residing	at, on, in, by	—
-u	at	verbless locative phrase	—
-n	with	with, using, as soon as	—



*Noun Suffixes*

TLINGIT	GLOSS	MEANING	CNJ
-t	arrived	at a point; arriving at	∅
-x̄	at	moving at; repeatedly arriving at	∅
-de	toward	to, toward, until, manner of	na
-dáx̄	from	from, out of	na
-náḵ	leave	without, leaving behind	na
-náx̄	through	through, along, by, via, across	na
-gaa	after	around, about, by, after, for	na

*Relational Bases*

TLINGIT	GLOSS	MEANING
-daa	around	around, about
-daaká	around-outside	around outside, surface
-dayeen	facing	facing
-déin	vicinity	vicinity
-eetí	remains	remains, imprint
-géi~	against	against, opposing, wrong
-jee	possession	possession
-ít	following	after, following
-ká	hssf	horizontal surface; on
-kináa(k)	above	
-k'í	base	base (standing)
-shakée	top	top, above
-shá	head	head
-shú	end	end, tip
-shuká	ahead	front, ahead
-táak	bottom-(cavity)	bottom (cavity)
-tayee	underneath	underneath, below
-tú	inside	inside (hollow object; abstract)
-t'aak	behind-(inland)	behind (inland)
-t'aak̄	beside	beside
-t'eik	behind	behind
-x̄oo	among	among
-x̄án	near	near
-x̄'áak	between	between

*Relational Bases*

TLINGIT	GLOSS	MEANING
-x̣'é	mouth	mouth, opening
-ỵa	vsf	vertical surface, face
-ỵee	below/in-bldg	below; inside building
-ỵik	in-(shallow)	inside (shallow object, object open to above)
-ỵináa	covering	covering

*Relational Nouns*

TLINGIT	GLOSS	MEANING
-daat	about	about, regarding
-g̣óot	lacking	without, lacking
-jee	possession	possession
-jinák	depriving	taking away, depriving
-jís ~ jiyís	for-having	for having
-ít	following	after, following
-káx̣	for	for
-kín	less	less than
-náx̣	leave	away from, leaving behind
-shagóon	origin	source, origin, fundament
-x̣'éis ~ x̣'eiyís	for-eating	to eat
-ỵáanáx̣	more	more than
-ỵáx̣	like	like, as, similar to
-ỵeegáa	waiting-for	waiting for
-ỵís	for-benefit	for, benefiting

*Postpositional Pronouns (+18)*

TLINGIT	GLOSS	MEANING
a <sub>x̣</sub> ee- ~ x̣aan	to-me-(1s.Pp)	(to) me
haa ee- ~ haa(n)-	to-us-(1p.Pp)	(to) us
i ee-	to-you-(2s.Pp)	(to) you
yee ee-	to-y'all-(2p.Pp)	(to) you all
du ee- ~ u-	to-her/him-(3.Pp)	(to) him
has du ee	to-them-(3.Pp)	(to) them
ḳaa ~ ḳu ee- ~ ḳoon	to-somebody-(4N.Pp)	(to) somebody
a ee- ~ a- ~ aan	to-something-(4H.Pp)	(to) it

<i>Preverbs (+17)</i>			
	TLINGIT	CNJ	MEANING
	áa	∅	there
	daagí	∅	from water to shore
	gági	∅	from shadow into open
	gunayéi ~ gunéi	∅	beginning, starting
F	héeni	∅	into water
	neil(t), neilx, neildé	∅	inside, homeward, into building
	yan, yax, yánde	∅	completing, finishing
	kut	ga	astray, lost,
	yaax	ga	into vehicle or boat
	haat, haax, haa(n)dé	∅	here, this way, toward speaker
	ux (+ kei)	∅	blindly, out of control
E2	kwáakx (+ daak)	∅	by mistake, wrongly
	yan, yax, yánde	∅	ashore, onto ground, resting
	héenx	ga	into water
	yóot, yóox, yóode	∅	hence, away, off
	kux, kuxx kúxde	∅	aback, reversed direction, return (+D)
E1	kux, kuxx kúxde	∅	aground, into shallow water
	kei	∅	up, upward
	yei	∅	down, downward
	yeik, yéèk <sub>s</sub>	∅	down to shore, beachward
D	daak ~ dáak <sub>s</sub>	∅	inland from shore, back from open, off of fire
	daak ~ dáak <sub>s</sub>	∅	seaward, into open, falling from sky, onto fire
C	yéi	—	thus, so
	yóo	—	quotation
B	yaa ~ ya	—	mental state or activity
A	yoo	∅	back and forth, to and fro
	yaa	na	along, down, obliquely, progressive

*Plural (+15)*

	TLINGIT	GLOSS	MEANING
	has ~ s	pl	pluralizes subject and/or object

*Object Pronouns (+14)*

TLINGIT	GLOSS	MEANING
x̣at	me-(1s.O)	first person singular object pronoun
haa	us-(1p.O)	first person plural object pronoun
i-	you-(2s.O)	second person singular object pronoun
yee	y'all-(2p.O)	second person plural object pronoun
∅ ~ a-	her/him/it-(3.O)	third person object pronoun
ḳaa ~ ḳu-	people-(4h.O)	fourth person human object pronoun
at	something-(4n.O)	fourth person non-human object pronoun
sh	(rflx)	reflexive (+D)
woosh	(recip)	reciprocal (+D)

*Thematic Prefixes (+13 to +9)*

*Areal (+13)*

TLINGIT	GLOSS	MEANING
ḳu-	[areal]	relating to a space
ka-	comp	compared to

*Inalienable Incorporated Nouns (+11)*

TLINGIT	MEANING	TLINGIT	MEANING
ji-	hand/possession	x̣'a ~ x̣'e ~ ḳ'a-	mouth/opening
tu-	inside	sha-	head/top
sa- ~ se-	voice/neck	shu-	end
lu-	nose/point	a-	a- thematic
daa-	around		

*Surface (+10-+9)*

TLINGIT	GLOSS	MEANING
ka-	rnd	spherical
ka-	hsf	horizontal surface/on
yä-	vsf	vertical surface/face

*Self Benefactive (+8)*

TLINGIT	GLOSS	MEANING
ga-	sb	to do the verb for the self (+D)

*Contracting Prefixes (+7 to +4)**Outer Conjugation (+7)*

TLINGIT	GLOSS	MEANING
ga-	ga-con	ga conjugation prefix
ga-	ga-md	ga mode

*Irrealis (+6)*

TLINGIT	GLOSS	MEANING
u-	irr	irrealis

*Inner Conjugation (+5)*

TLINGIT	GLOSS	MEANING
∅-	∅-con	∅ conjugation prefix
g̃a-	g̃a-con	g̃a conjugation prefix
na-	na-con	na conjugation prefix
na-	na-md	na mode

*Perfective & Ga-mode (+4)*

TLINGIT	GLOSS	MEANING
ÿu- ~ u-	pfv	perfective
g̃a-	g̃a-md	g̃a mode

*Subject Pronouns (+2)*

TLINGIT	GLOSS	MEANING
ḡa-	i-(1s.S)	first person singular subject pronoun
tu-	we-(1p.S)	first person plural subject pronoun
i-	you-(2s.S)	second person singular subject pronoun
yi-	y'all-(2p.S)	second person plural subject pronoun
∅-	s/he-(3.S)	third person subject pronoun
du-	someone-(4H.S)	fourth person human subject pronoun -D for all ∅-classifiers and +D for all non-∅ classifiers

*Classifier (+i)*

		-I	+I			-I	+I		
∅	∅-	cl(-D,∅,-i)	ÿa-	cl(-D,∅,+i)	S	sa-	cl(-D,s,-i)	si-	cl(-D,s,+i)
D+∅	da-	cl(+D,∅,-i)	di-	cl(+D,∅,+i)	D+S	s-	cl(+D,s,-i)	dzi-	cl(+D,s,+i)

		-I	+I			-I	+I		
L	la-	cl(-D,l,-i)	li-	cl(-D,l,+i)	SH	sha-	cl(-D,sh,-i)	shi-	cl(-D,sh,+i)
D+L	l-	cl(+D,l,-i)	dli-	cl(+D,l,+i)	D+SH	sh-	cl(+D,sh,-i)	ji-	cl(+D,sh,+i)

*Stem Variation (-i)*

APPEARANCE	VARIATION	APPEARANCE	VARIATION
CV̇	short high	CV̇VC	long high
CV̇C	short high	CV̇VC'	long high
CV̇C'	short high	CVV	long low
CV̇V	long high	CVVC	long low

*Suffixes (-2 to -4)*

TLINGIT	GLOSS	MEANING
-i ~ -yi ~ u- ~ wu-	rel	relative clause marker
-xaa	miss	miss the target of action
-een	dec	decessive (used to)
-ni	cncl	conditional
-x̣	rep	repetitive
-ch	hab	habitual
-i ~ -yi ~ u- ~ wu-	nom	nominalizing (turns verb to noun or adjective)

*Verb Auxiliaries*

TLINGIT	GLOSS	MEANING
neech ~ nooch	hab	habitual (always)
neejéen ~ noojéen	dec-hab	decessive habitual (always used to)

## Additional Information

## Grammatical Notes

GLOSS	MEANING
[focus]	focus particle
(singular)	verb has root for singular subject
(plural)	verb has root for plural subject
(plural objects, etc.)	verb is specific for type of noun

## Raven &amp; Whale Segment &amp; Gloss

<p>Tléix' yateeyi aa áwé, yá Yéil áwé át woogoot.</p> <p>There was this one time when Raven was walking around.</p>	<p>tléix' Ø-ÿa-√tee-yi aa á-wé one her/him/it-(3.0).cl(-D,Ø,+i).√be.(nominalize) one(s)-(part.i) [focus].there</p> <p>yá yéil á-wé aa-t ÿu-Ø-ÿa-√goot right-here raven [focus].there that-place.arrived pfv.s/he/it-(3.S).cl(-D,Ø,+i).√go-(walk)</p>
<p>Áwé awsiteen yá yáay.</p> <p>He saw this whale.</p>	<p>á-wé a-ÿu-Ø-si-√teen yá yáay [focus].there her/him/it-(3.0).pfv.s/he/it-(3.S).cl(-D,s,+i).√see-(specific) right-here whale</p>
<p>Héennáx kei aklakél'ch yú yaaw.</p> <p>The whale is chasing herring through the water.</p>	<p>héen-náx kei a-ka-Ø-la-√kél'-ch yú yaaw water-through up her/him/it-(3.0).hsf.s/he/it-(3.S).cl(-D,-i).√chase-(plural objects) over-yonder herring</p>
<p>Áwé ch'á wá-a-a-a-a-s tsú du x'éit agasnei wé yaaw?</p> <p>Just h-o-w-w-w-w can Raven get a taste of the herring?</p>	<p>á-wé ch'a wáa sá tsú du x'é-t [focus].that just how voice also her/his-(3s.p) mouth.at-(arrived)</p> <p>a-ga-Ø-sa-√nei wé yaaw? her/him/it-(3.0).ga-md.s/he/it-(3.S).cl(-D,s,-i).√carry-(plural objects) there herring</p>
<p>Wáa nanée sáwé yéi tuwdisháat, «Shk'é áa daak kúkkwadaákeen.</p> <p>It was at some point that he thought, "Hmmm ... Let me fly out there.</p>	<p>wáa nanée sá-wé yéi tu-ÿu-Ø-di-√sháat how when voice.there thus inside.pfv.s/he/it-(3.S).cl(+D,Ø,+i).√grab</p> <p>shk'é áa daak ku-ga-u-ga-xa-da-√keen hmm that-place out-to-sea/open [areal].ga-md.irr.ga-md.i-(1s.S).cl(+D,Ø,-i).√fly</p>
<p>Tle wé yaaw x'ayeex x'awut'aaxí, áwé xát tsú du yikdei kkwadaákeen.</p> <p>Then, when the whale's jaw opens wide for the herring, I'll fly inside, too.</p>	<p>tle wé yaaw x'a-yee-x x'a-ÿu-Ø-Ø-√taax-í, then there herring mouth.below.along mouth.pfv.s/he/it-(3.S).cl(-D,Ø,-i).vopen-wide.[relative]</p> <p>á-wé xát tsú du yik-dei ga-u-ga-xa-da-√kéen [focus].there me-(1s.i) too her/his-(3s.p) in-(shallow).towards ga-md.irr.ga-md.i-(1s.S).cl(+D,Ø,-i).√fly</p>
<p>Yéi áwé tsá aa yakkwadláak, yá yaaw wuxá.»</p> <p>It's the only way I'll get the herring he's eating."</p>	<p>yéi á-wé tsá aa ya-ga-u-ga-xa-Ø-√dláak, thus [focus].there only-then one(s)-(part.0) vsf.ga-md.irr.ga-md.i-(1s.S).cl(-D,Ø,-i).√obtain</p> <p>yá yaaw ÿu-Ø-s-√xá right-here herring pfv.s/he/it-(3.S).cl(+D,s,-i).√eat</p>
<p>Áwé tle áa daak wudikín.</p> <p>So he flew out there.</p>	<p>á-wé tle áa daak ÿu-Ø-di-√kín tle kú-náx [focus].there then that-place out-to-sea/open pfv.s/he/it-(3.S).cl(+D,Ø,-i).√fly then really</p>

<p>Tle kúnáx yá yaaw du yíkt kawu.aayí áwé wé yáay, tle a yíkdei wdzigeet yá yaaw xoo.</p> <p>Just when the herrings were pouring inside the whale, Raven fell down inside among the herring.</p>	<p>yá yaaw du yík-t Ø-ka-ÿu-Ø-√.aa-yí right-here herring her/his-(3s.p) in-(shallow).at-(arrived) her/him/it-(3.0).hsf.pfv.cl(-D,Ø,-i).√flow.[relative] á-wé wé yáay [focus].there there whale tle a yík-dei Ø-ÿu-dzi-√geet yá yaaw xoo then its-(3s.p) in-(shallow).towards her/him/it-(3.0).pfv.cl-(+D,s,i).√fall right-here herring among</p>
<p>Tle yá yáay, du yoowuk'óol' áwé áwú á yá Yéil.</p> <p>Then this whale, Raven was right in the bottom of the stomach.</p>	<p>tle yá yáay then right-here whale du yoowú-k'óol' á-wé á-wú á yá yéil her/his-(3s.p) stomach.tailbone [focus].there it.is/are-at [focus] right-here raven</p>
<p>Tle áx' shóot awdi.ák.</p> <p>Then he made a fire there.</p>	<p>tle á-x' shóo-t a-ÿu-Ø-di√.ák then it.at-(residing) turning-over-endwise.at-(arriving) [a-theme].pfv.s/he/it-(3.S).cl-(+D,Ø,+i).√fix-fire</p>
<p>Tle áx' áwé agalt'óos' wé Yáaych saxa yaaw.</p> <p>Then right there he barbecues the whale's herring that he is eating.</p>	<p>tle á-x' á-wé a-ga-Ø-l-√t'óos' then it.at-(residing) [focus]-there her/him/it-(3.0).self-benefactive.s/he-(3.S).cl-(+D,l,-i).√cook-(meat on open flame) wé yáay-ch there whale-[ergative] Ø-sa-√xa yaaw s/he/it-(1.S).cl(-D,s,-i).√eat herring</p>
<p>Tle k'idéin, ch'u tle oosk'it'ch.</p> <p>He would eat them just fine without any trouble.</p>	<p>tle √k'ei-déin then √well-(adverb) ch'u tle ÿu-Ø-s-√k'it'ch just then pfv.s/he/it-(3.S).cl-(+D,s,-i).√eat-up-(one whole thing)-[habitually]</p>
<p>Tle ldakát á yax awoosxáaych yáax' áwé tsú neil aa koo.áaych.</p> <p>He would eat all of them and here another load would come pouring in.</p>	<p>tle ldakát á yax a-ÿu-Ø-sa-√xáa-y-ch then all [focus] [completion] her/him/it-(3.0).pfv.s/he/it-(3.S).cl(-D,s,-i).√eat. [habitually] yá-x' á-wé tsú neil aa Ø-ka-ÿu-Ø-√.áa-y-ch right-here-residing [focus].there too home one(s)-(part.0) her/him/it-(3.0).hsf.pfv.s/he/it-(3.S).√pour-[habitually]</p>
<p>Yú yáay ku.aa yú yaaw tle neil koo.áaych.</p> <p>The herring would come pouring into the whale.</p>	<p>yú yáay ku.aa over-yonder whale though yú yaaw tle neil Ø-ka-ÿu-ÿa.áa-y-ch over-yonder herring then home her/him/it-(3.0).hsf.pfv.s/he/it-(3.S).√pour-[habitually]</p>
<p>Yá Yéil a taayí tle yax ayagoos.éech.</p> <p>Raven would then cook all its blubber.</p>	<p>yá yéil a taa-yí right-here raven its-(3.P) fat-(possessed) tle yax a-ya-ga-u-Ø-sa-√.ée-ch then (completion) her/him/it-(3.0).vsf.irr.s/he/it-(3.S).cl(-D,s,-i).cook. [habitually]</p>
<p>Áyá yeedát barbecue yóo duwasáakw yasátk aadéi at gas.ee yé.</p> <p>Nowadays that kind of fast cooking style is called a barbecue.</p>	<p>á-yá yeedát "barbecue" [focus]-this now "barbecue" yóo Ø-du-ÿa-√sáa-kw along her/him/it-(3.0).someone-(4H.S).cl(-D,Ø,+i).√call/name.[repeatedly] yasátk aa-déi at ga-Ø-sa-√.ee yé fast it-towards something-(4N.0) CP-ga.s/he/it-(3.S).√cook the-way</p>



<p>Wáa nanée sáwé x'awdzinák wé yáay wé yaaw neilx kalasóosji. At some point the whale quit eating the herring that were pouring in.</p>	<p>wáa nanée sá-wé how when voice-that x'a-yü-dzi-√nák mouth-pfv.cl-(+D,S,+i).√quit wé yáay that whale wé yaaw neil-x Ø-ka-la-√sóos-ch-i that herring home-along her/him/it.hsf.cl(-D,I,-I).√fall-[repeatedly].[relative]</p>
<p>Aatlein yaaw áyú aawaḡáa yú Yéil. Raven had eaten a huge amount of herring.</p>	<p>aatlein yaaw á-yú a-yü-Ø-ya-√ḡáa lots herring [focus].that-(over yonder) her/him/it-(3.0).pfv.s/he/it-(3.S). cl-(-D,Ø,+i).√eat yú yéil that-(over yonder) raven</p>
<p>Ch'a aan áyú, yú yáay yixdixwás'i yú taay ka ldakát du yik.ádi; Even with this, the fat hanging inside the whale and all of its internal organs;</p>	<p>ch'a aa-een á-yú just it-with [focus]-that-(over yonder) yú yáay yik-x-di-√xwás'-i that-(over yonder) whale in-(shallow).along.cl-(+D,Ø,+i).√hang-(in clusters). [relative] yú taay ka ldakát du yik-át-i that-(over yonder) fat and all her/his-(3s.P) in-(shallow).thing.(possessed)</p>
<p>tle ch'u tle yú yú yáay yoowú tsú tle tle yax ayawsixáa, ka yá taay. then he even ate up the whale's stomach, and the fat.</p>	<p>tle ch'u tle yú then just then that-(over yonder) yú yáay yoowú tsú tle that-(over yonder) whale stomach too then tle yax a-ya-yü-si-√xáa then [completion] her/him/it-(3.0).vsf.pfv.cl(-D,S,-I).√eat ka yá taay and the fat</p>
<p>Ldakát át. Everything.</p>	<p>ldakát át all thing</p>
<p>Ldakát yú yáay yik.ádi yóo axá. He's eating up everything inside the whale.</p>	<p>ldakát yú yáay yik-át-i all that-(over yonder) what in-(shallow).thing.(possessed) yóo a-Ø-Ø-√xá along her/him/it-(3.0).s/he/it-(3.S).cl(-D,Ø,-I).√eat</p>
<p>Ts'as du x'éi kéi nak'éin yú atxá. He's getting hooked on eating these foods.</p>	<p>ts'as du x'éi kéi Ø-na-Ø-√k'éi-n merely her/his-(3s.P) mouth up her/him/it-(3.0).na-md.cl(-D,Ø,-I).√good. (progressive) yú at-√xá that-(over yonder) thing-√eat</p>
<p>Wáa nanée sáwé a téix' aax aawaxaash? At some point he cut out its heart.</p>	<p>wáa nanée sá-wé a téix' aa-dax a-yü-Ø-ya-√xaash how when voice-that its-(3n.P) heart that-place.from her/him/it-(3.0).pfv.s/ he/it-(3.S).cl(-D,Ø,+i).√cut</p>
<p>Tle woonaa yú yáay. Then the whale died.</p>	<p>tle Ø-yü-ya-√naa yú yáay then her/him/it-(3.0).cl(-D,Ø,+i).√die that-(over yonder) whale</p>
<p>Du een áwé át wulihaash. He floated around with it.</p>	<p>du ee-n á-wé á-t Ø-yü-li-√haash her/his [empty base]-with [focus].that it-arrived her/him/it-(3.0).pfv.cl- (-D,I,+i).√drift/float</p>
<p>Áwé tle a yikdei áwé .éex'. Then he's hollering inside it.</p>	<p>á-wé tle a yik-dei á-wé Ø-Ø-√éex' [focus]-that then its-(3n.P) in-(shallow).towards her/him/it-(3.0).cl- (-D,Ø,-I).√call-out</p>

<p>«Yak'éiyi l'éiw-w-w-w-w-w-w-t shé xat galaháash          "Oh, maybe let it float me to a fine s-a-a-a-a-a-and.</p>	<p>ya-√k'ei-yi l'éiw-t (kw)shé xat ga-la-√háash          cl-(-D,Ø,+i).√good.(nomilization) sand-arrive hope me-(1s.O) ga-md.cl-(-D,-i).√drift/float</p>
<p>Yak'éiyi l'éiw-t galaháash yá yáay,          Let this whale would float to a fine sand,"</p>	<p>ya-√k'ei-yi l'éiw-t xat ga-la-√háash yá yáay          cl-(-D,Ø,+i).√good.(nomilization) sand-arrive me-(1s.O) ga-md.cl-(-D,-i).√drift/float this whale</p>
<p>yóo áwé a yíkdei .éex'.          is what he's hollering inside it.</p>	<p>yóo á-wé a yík-dei Ø-Ø-√.éex'          along [focus]-that its-(3n.P) in-(shallow container).towards her/him/it-(3.O). cl-(-D,Ø,-i).√call-out</p>
<p>Ch'áakw .éex'i áwé          After hollering a long time</p>	<p>ch'áakw Ø-Ø-√.éex'-i á-wé          long ago her/him/it-(3.O).cl-(-D,Ø,-i).√call-out.[relative] [focus].that</p>
<p>tóo aawanúk yan wulihásh          yú yáay.          he felt the whale float to the beach.</p>	<p>tóo a-yü-Ø-ya-√núk yan Ø-yü-li-√hásh yú yáay          inside her/him/it-(3.O).pfv.s/he/it-(3.S).cl-(-D,Ø,+i).√feel completion her/him/it-(3.O).pfv.cl-(-D,+i,+i).√drift/float that-(over yonder) whale</p>
<p>Yá teet du een át x'awdiyeik.          The lips of the breakers were sliding all over it.</p>	<p>yá teet du ee-n át x'a-yü-di-√yeik          this wave her/his-(3s.P) (empty base).with it.arrive mouth.pfv.cl-(+D,Ø,+i).√pull-(under/out to sea)</p>
<p>Awsikóo yant áyú wlihásh.          He knew he had floated to the beach.</p>	<p>a-yü-Ø-si-√kóo          her/him/it-(3.O).pfv.s/he/it-(3.S).√know          yan-t á-yú Ø-yü-li-√hásh          shore/land.arrive [focus].that-(over yonder) her/him/it-(3.O).cl-(-D,+i,+i).√drift/float</p>
<p>Ách áwé tle tsu a tóodei .éex'.          That's why he hollered inside it again.</p>	<p>á-ch á-wé tle          it-because [focus].that then          tsu a tóo-dei Ø-Ø-√.éex'          again its-(3n.P) inside-(closed container).towards her/him/it-(3.O).cl-(-D,Ø,-i).√call-out</p>
<p>«Aadóo sǵí káa kaanáx kái agaxáash?          "Who could let someone cut above a person?"</p>	<p>aadóo sá-gí káa ka-náx kái a-ga-Ø-Ø-√xáash          who voice.perhaps-(doubt) person on.through up her/him/it-(3.O).ga-md.s/he/it-(3.S).cl-(-D,Ø,-i).√cut</p>
<p>Aadóo sǵí káa kaanáx kái agaxáash?»          Who could let someone cut above a person?"</p>	<p>aadóo sá-gí káa ka-náx kái a-ga-Ø-Ø-√xáash          who voice.perhaps-(doubt) person on.through up her/him/it-(3.O).ga-md.s/he/it-(3.S).cl-(-D,Ø,-i).√cut</p>
<p>Ch'a yéi x'ayaqaayí áwé adátx'ich áwé seiwa.áx.          While he was saying this children heard him.</p>	<p>ch'a yéi x'a-Ø-ya-√kaa-yí á-wé          just thus mouth.s/he/it-(3.S).cl-(-D,Ø,+i).√voice.[relative] [focus].that          at yát-x'-i-ch á-wé          its-(4N.P) child.(plural).(possessive).[ergative] [focus].that          Ø-sa-yü-Ø-ya-√áx          her/him/it-(3.O).voice.pfv.s/he/it-(3.S).cl-(-D,Ø,+i).√hear</p>
<p>Át kaa loowagook wé áa yéi yateeyi ku.oo.          The people who were living there were running around.</p>	<p>á-t kaa lu-yü-ya-√gook          it.arrive people-(4H.O).nose/point.pfv.cl-(-D,Ø,+i).√run-(plural)          wé áa yéi ya-√tee-yi ku.oo          that that-place thus cl-(-D,Ø,+i).√be.(nominalize) people/community</p>
<p>Áwé tlei s at'aawjixéex neildé.          Then they ran home to tell the news.</p>	<p>á-wé tle has a-t'aawji-√xéex          [focus]-that then they someone-(4H.S)-landward.pfv.cl-(+D,sh,+i).√run          neil-dé          home.towards</p>

<p>Áyú wé at yátx'i yéi has sh kalneek has du láa ka has du éesh has een.</p> <p>These children are telling it to their mothers and fathers.</p>	<p>á-yú wé at yát-x'-i [focus]-that-(over yonder) its-(4N.P) child.(plural).(possessive)</p> <p>yéi has sh ka-Ø-l-√neek thus (plural) reflexive hsf.s/he/it-(3.S).cl-(+D,l,-i).√tell</p> <p>has du láa ka has du éesh has ee-n their-(3p.P) mother and their-(3p.P) father (empty base).with</p>
<p>«Yáay tlein áyú yóonáx yan wulihásh.</p> <p>"A huge whale floated to shore over there.</p>	<p>yáay tlein á-yú whale large [focus].that-(over yonder)</p> <p>yóo-náx yan Ø-yü-li-√hásh that-(over yonder).along/through shore her/him/it.pfv.cl-(D,l,+i).√drift.float</p>
<p>A yíkdei kasiyeidéin at duwa.áxch.»</p> <p>Strange sounds are coming from inside."</p>	<p>a yík-dei ka-si-√yeyi-déin its-(3n.P) in-(shallow).towards hsf.cl-(D,s,+i).√lively/strange-(adverb)</p> <p>at du-yav.áx-ch something-(4N.O) someone-(4H.S).cl-(D,Ø,+i).√hear.[repeatedly]</p>
<p>Ách áwé tle aadéi aawa.aat, ldakát kaa jishagóoni een.</p> <p>That's why the people went over there then with all their tools.</p>	<p>á-ch á-wé tle aa-déi a-yü-ya-√aat it-because [focus].that then that-place.towards someone-(4H.Sm).cl-(D,Ø,+i).√go-(walk, plural)</p> <p>ldakát kaa ji-shagóon-i ee-n all person's-(4H.P) hand.parts/components.(possessed) (empty base).with</p>
<p>Át a.áat áwé sawduwa.áx wé Yéil.</p> <p>When they got there they heard the voice of that Raven.</p>	<p>á-t a-Ø-√.áat it.arrived someone-(4H.Sm).cl-(D,Ø,-i).√go-(walk, plural)</p> <p>á-wé sa-yü-du-yav.áx wé yéil [focus].that voice.someone-(4H.S).cl-(D,Ø,+i).√hear.that raven</p>
<p>«Aadoo sgí kaa kaanáx kéi kugaxáash.»</p> <p>"Who could let someone cut above a person?"</p>	<p>aadoo sá-gí kaa ká-náx who voice.perhaps-(doubt) person's-(4H.P) hsf.along/through</p> <p>kéi ku-ga-Ø-Ø-√xáash up someone-(4H.O).ga-md.s/he/it-(3.S).√cut</p>
<p>Áwé tle a daa wuduwanaak.</p> <p>Then people stood around it.</p>	<p>á-wé tle a daa yü-du-ya-√naak [focus]-that then its-(3n.P) around pfv.someone-(4H.S).cl-(D,Ø,+i).√stand-(plural)</p>
<p>Tle kakawdudlis'úw tle wé yáay tlein.</p> <p>Then the huge whale was chopped open.</p>	<p>tle ka-ka-yü-du-dli-√s'úw tle then hsf.hsf.pfv.someone-(4H.S).cl-(+D,l,+i).√chop</p> <p>wé yáay tlein that whale big</p>
<p>Tle, tle du eetée yáx áx kúkunalgéi, áwé anax kei wdiqín.</p> <p>Then as soon as it was wide enough for Raven, he flew out.</p>	<p>tle, tle du eetée yáx á-dáx then then her/his-(3s.P) remains/imprint like/correct it.from</p> <p>ku-ka-yü-na-l-√géi, [areal].hsf.pfv.na-md.cl-(+D,l,-i).√big</p> <p>á-wé aa-náx kei yü-Ø-di-√kín [focus].that that-place.along/through up pfv.s/he/it-(3.S).cl-(+D,Ø,+i).√fly</p>
<p>Gáa!</p> <p>"Caw!"</p>	<p>gáa caw</p>
<p>Tle ch'a kei ndakín áwé, ch'a kei ndakín kindachóon.</p> <p>Then he's flying up, flying up and away.</p>	<p>tle ch'a kei na-da-√kín á-wé then just up na-md.cl-(+D,Ø,-i).√fly [focus].that</p> <p>ch'a kei na-da-√kín kin-dachóon just up na-md.cl-(+D,Ø,-i).√fly up-straight</p>

<p>Áwé tle lðakát áyú a kwáan          áwé tle yéi s x'ayaká: «Ch'a          kei gidakeen!          Then all of the people of the place said, "Just          fly up!</p>	<p>á-wé tle lðakát á-yú a kwáan          [focus],that then all [focus],there-(over yonder) its-(3n.P) people-of          á-wé tle yei has x'a-Ø-ÿa-√ká          [focus],that then thus (plural) mouth/opening.s/he/it-(3.S).cl-(-D,Ø,+i).√say          ch'a kei ga-i-da-√keen          just up CP-ga.you-(2s.S).cl-(-D,Ø,-i).√fly</p>
<p>Ch'a kei gidakeen!»          "Just fly up!"</p>	<p>ch'a kei ga-i-da-√keen          just up CP-ga.you-(2s.S).cl-(-D,Ø,-i).√fly</p>
<p>Tle kindei kei ndakín.          Then he's flying upwards.</p>	<p>tle kín-dei kei na-da-√kín          then upwards-towards up na-md.cl-(-D,Ø,-i).√fly</p>
<p>Wáa nanée sáwé, «kuyáx          needakeen! Kuyáx          needakeen!»?          At some point,"Fly horizontally! Fly          horizontally!"</p>	<p>wáa nanée sá-wé, ku-yáx na-i-da-√keen          how when voice.that [areal],like/correct na-con.you-(2s.S).cl-(-D,Ø,-i).√fly          ku-yáx na-i-da-√keen          [areal],like/correct na-con.you-(2s.S).cl-(-D,Ø,-i).√fly</p>
<p>Tle yan t'éidei wdikeen.          Then he flies out of sight.</p>	<p>tle yan t'éidei ÿu-Ø-di-√kíen          then shore/land behind.towards pfv.s/he/it-(3.S).cl-(-D,Ø,+i).√fly</p>
<p>Yan t'éit dakéen áwé tle,          tle daa— daa da.ús'kw.          When he flew out of sight then, then he          washed his body.</p>	<p>yan t'éit Ø-da-√kéen á-wé tle          shore/land behind.arrived s/he/it-(3.S).cl-(-D,Ø,-i).√fly [focus],that then          tle daa          then body          daa Ø-Ø-da-√ús'-kw          body CP-Ø.s/he/it-(3.S).cl-(-D,Ø,-i).√wash.[repeatedly]</p>
<p>Tláakw yatee daa da.ús'kw.          He's quickly washing his body.</p>	<p>tláakw Ø-ÿa-√tee daa Ø-Ø-da-√ús'-kw          fast her/him/it-(3.O).cl-(-D,Ø,+i).√be body CP-Ø.s/he/it-(3.S).cl-(-D,Ø,-          i).√wash.[repeatedly]</p>
<p>Lðakát yú eex, lðakát át áwé          du daatx a.ús'kw.          All that grease—he's washing everything off.</p>	<p>lðakát yú eex, lðakát át á-wé          all that-(over yonder) grease all it [focus],that          du daa-t-x a-Ø-Ø-Ø-ús'-kw          her/his-(1s.P) body.arrived.along/repeatedly her/him/it-(3.O).CP-Ø.s/he/it-          (3.S).cl-(-D,Ø,-i).wash.[repeatedly]</p>
<p>Wáa nanée sáwé          ayaawdlaak?          At some point he was done.</p>	<p>wáa nanée sá-wé a-ya-ÿu-Ø-ÿa-√dlaak          how when voice.that her/him/it-(3.O).vsf.pfv.s/he/it-(3.S).cl-(-          D,Ø,+i).√obtain/succeed</p>
<p>Tle k'idéin sh wudzinei.          Then he really primped himself.</p>	<p>tle √k'ei-déin sh ÿu-Ø-dzi-√néi          then √good.(adverb) reflexive pfv.s/he/it-(3.S).cl-(-D,S,+i).√happen/do</p>
<p>Yáax' áwé tle aan yaa uwagút.          Here he went past the village then.</p>	<p>yá-x' á-wé tle aan yaa u-Ø-ÿa-√gút          here.residing [focus],that then land/village along pfv-(telic).s/he/it-(3.S).√go-          (walk)</p>
<p>Há', lðakat áwé neidéi yaa          kandujél yú yáay daa ideidí          dleey ka yú taay, lðakát át.          Well, they're taking home all of the whale,          all the parts of the whale, the meat and the          blubber, all of it.</p>	<p>Há', lðakat á-wé neil-déi yaa ka-na-du-Ø-√jél          well all [focus],that home.towards along hsf.na-md.someone-(4H.S).          cl-(-D,Ø,+i).√carry-(all of something)          yú yáay          that-(over yonder) whale          daa it-at-í          body part.thing-(possessed)          dleey ka yú taay, lðakát át          meat and that-(over yonder) fat all thing</p>

<p>Áwé tle yéi kuyawsikaa, «Hó. Yáay tlein áyá yeeyják.» Then he said to them, "Wow! You killed a huge whale."</p>	<p>á-wé tle yéi ku-ya-yü-Ø-si-√kaa \ [focus].that then people-(4H.0).vsf.pfv.s/he/it-(3.S).cl-(-D,S,+).√say hó. yáay tlein á-yá Ø-yü-yee-ya-√ják wow whale big [focus].that her/him/it-(3.0).pfv.y'all-(2p.S).cl-(-D,Ø,+).√kill</p>
<p>«Tléik', tléik'. Hél wutoojaak.» "No, no. We didn't kill it."</p>	<p>tléik', tléik'. hél Ø-yü-tu-ya-√jaak no no not her/him/it-(3.0).pfv.we-(1p.S).cl-(-D,Ø,+).√kill</p>
<p>Haa eegáa át woosoo. It was good luck.</p>	<p>haa ee-gáa át Ø-yü-ya-√soo our-(1p.P) [empty base].after thing her/him/it-(3.0).pfv.cl-(-D,Ø,+).√fortunate/helped-supernaturally</p>
<p>Yáanáx yan wulitidi yáay áyá.» This is a whale that was carried to shore by the waves."</p>	<p>yá-náx yan yü-li-√tit-i yáay á-yá here.along/through shore pfv.cl-(-D,I,+).√float-(on waves).(nominalize) whale [focus].this</p>
<p>«A tóodei gé at duwa.áxch?» "Was anything heard anything inside?"</p>	<p>a tóo-dei gé at du-ya-√áx-ch? its-(3n.P) inside.towards yes/no? something-(4N.0) someone-(4H.S).cl-(-D,Ø,+).√hear.[repeatedly]</p>
<p>«Aaá, a tóodei xá at duwa.áxch.» "Yes. Something sure was heard inside."</p>	<p>aaa, a tóo-dei xá at du-ya-√áx-ch yes its-(3n.P) inside.towards you-see something-(4N.0) someone-(4H.S).cl-(-D,Ø,+).√hear.[repeatedly]</p>
<p>A tóodáx kei át wudikín.» Something flew out of it."</p>	<p>a tóo-dáx kei á-t yü-Ø-di-√kín its-(3n.P) inside.from up it.arrived pfv.s/he/it-(3.S).cl-(-D,Ø,+).√fly</p>
<p>«Haaw.» "Well."</p>	<p>haaw well</p>
<p>Haaw. Well.</p>	<p>haaw well</p>
<p>Yóo áwé duwa.áxch, ch'áakw tsú yéi at woonei. It is heard that long ago this also happened.</p>	<p>yóo á-wé Ø-du-ya-√áx-ch along [focus].that her/him/it-(3.0).someone-(4H.S).cl-(-D,Ø,+).√hear.[repeatedly] ch'áakw tsú yéi at yü-ya-√nei long-ago also thus something-(4N.0) pfv.cl-(-D,Ø,+).√happen/do</p>
<p>Áwé yú aantkeenéech has aawaxáa. The people of the village ate it.</p>	<p>á-wé yú aan-t-√keen-ée-ch [focus].that that-(over yonder) land/village.arrived.√seated-(plural).(nominalize).[ergative] has Ø-yü-Ø-ya-√xáa (plural) her/him/it-(3.0).pfv.s/he/it-(1s.S).cl-(-D,Ø,+).√eat</p>
<p>Tle kútx has shoowaxéex.» They all died off."</p>	<p>tle kú-dáx has Ø-shu-yü-ya-√xéex then too-much (plural) her/him/it-(3.0).end.pfv.cl-(-D,Ø,+).√run</p>
<p>Ách áwé yéi kuyawakaa— ách uwa.axi ku.óoch: That was why the people—the people who heard this—said:</p>	<p>á-ch á-wé yéi ku-ya-yü-Ø-ya-√kaa it-because [focus].that thus people-(4H.0).vsf.s/he/it-(3.S).cl-(-D,Ø,+).√say á-ch Ø-u-Ø-ya.√ax-i ku.óo-ch it-because her/him/it-(3.0).pfv-(telic).cl-(-D,Ø,+).√hear.(nominalize) people/community-[ergative]</p>
<p>«Yá yan wulhaashí, woonaawú.» "This carcass that floated ashore was dead."</p>	<p>yá yan yü-ya-√haash-í this shore pfv.cl-(-D,Ø,+).√drift/float.(nominalize) yü-ya-√naa-wú pfv.cl-(-D,Ø,+).√die.(nominalize)</p>
<p>A tóodáx kei át wudakeení. That thing that flew out of it.</p>	<p>a tóo-dáx kei á-t yü-Ø-da-√keen-í its-(3n.P) inside-(closed container).from up it.arrived pfv.s/he/it-(3.S).cl-(-D,Ø,+).√fly-(nominalize)</p>

<p>Hél aadéi x̣duwax̣aayi yé. No way should people eat any of it.</p>	<p>hél aa-déi Ø-ga-du-ya-√x̣aa-yi yé not that-place.towards her/him/it-(3.0).CP-ga.someone-(4H.S).cl(-D,Ø,+i).√eat.[relative] way</p>
<p>Tle anák yóo nalgás'k!› Move away from it!"</p>	<p>tle aa-nák yóo Ø-na-li-√gás'-k then it.away-from along her/him/it-(3.0).na-con.cl(-D,I,+i).√move-(household)</p>
<p>Ách áwé tle tle anák at wuduwxoon. This was the reason then people prepared to leave it.</p>	<p>á-ch á-wé tle it.because [focus].that then tle aa-nák at yu-du-ya√xoon then it.away-from something-(4N.0) pfv.someone-(4H.S).cl(-D,Ø,+i).√prepare-(for trip)</p>
<p>Tle ldkát yóo neildéi kawduwajeili yáay daa ideidi tle anák kuwligáas'. Then all the parts of the whale that were brought home were left behind.</p>	<p>tle ldkát yóo neil-déi then all that-(over yonder) home.towards ka-yu-du-ya-√jeil-i yáay hsf.pfv.someone-(4H.S).cl(-D,Ø,+i).√carry-(all of something).(nominalize) whale daa it-at-í tle aa-nák ku-yu-li-√gáas' body.thing.(possessed) then it.away-from people-(4H.0).pfv.cl(-D,I,+i).√move-(household)</p>
<p>Áwé Yéil ku.aa tle áa yéi wootee. But then Raven stayed there.</p>	<p>á-wé yéil ku.aa tle áa yéi Ø-yu-ya-√tee [focus]-that raven though then that-place thus her/him/it-(3.0).pfv.cl(-D,Ø,+i).√be</p>
<p>Yú yáay tlein a shóox' yéi wootee. He was in the remains of the huge whale.</p>	<p>yú yáay tlein a shú-x' yéi Ø-yu-ya-√tee [focus]-that-(over yonder) whale big its-(3n.P) end/tip.reside thus her/him/it-(3.0).pfv.cl(-D,Ø,+i).√be</p>
<p>Tle ldkát á shunaxéex áwé tsá aax wudiķeen. Only when it was finally all gone did he fly away.</p>	<p>tle ldkát á shu-na-Ø-√xéex á-wé then all [focus] end.na-con.cl(-D,Ø,-i).√run [focus].that tsá aa-dáx̣ yu-Ø-di-√ķeen only-then that-place.from pfv.s/he/it-(3.S).cl(+D,Ø,+i).√fly</p>
<p>Yéi áwé yan shuwjixín yáat'aa. That's how this one ends.</p>	<p>yéi á-wé yan Ø-shu-yu-ji-√xín yá-t-aa thus [focus].that completion her/him/it.end.pfv.cl(+D,sh,+i).√end/close this. arrived.one</p>

# 14

## Raven & Whale Glossary

*Yéi áwé yan shuwjixín yáat'aa.*  
— *Yakw̄xwaan Tláa*

That's how this one ends.  
— Katherine Mills, T'akdeintaan<sup>1</sup>

### ***Introduction***

This glossary lists the words used in the Raven & Whale story told by Katherine Mills. Glossaries like this have been developed by Richard & Nora Dauenhauer to give a student a view of the words used within a story. Keep in mind that definitions change dramatically in context, and that the act of translation is highly individual and subject to change over time as the story is continually seen in different ways and by different people. This is the beauty of oratory: it is an act that lasts forever.

Parts of speech are included in this glossary, and certain compound nouns and particles are listed here because their meaning changes in combination. Verbs are listed by the root, and then are listed by the theme of the verbs within that root that appear in the story. From there, examples of the verb are listed in the order that they appear for that particular verb. Much of the information here is gathered from the works of Crippen & Eggleston.

When we examine stories in this context, we realize the wealth that has been left to us from our speakers. A fairly short recording gives us something we can study for most of our lives. Gunalchéesh Yakw̄xwaan Tláa!

<sup>1</sup> Mills, Katherine. "Raven and Whale." *Raven Stories* (unpublished manuscript).

## Glossary

- Ø-<sup>1</sup> (*subject pronoun*) | s/he [subject]; he/she [subject] | third person subject (3.S) · in a verb phrase, the subject is the agent in the verb · other subject pronouns are listed below:
- x̣a- | i [subject] → first person singular subject (1s.S)
  - tu- | we [subject] → first person plural subject (1p.S)
  - i- | you [subject] → second person singular subject (2s.S)
  - yi- | you all [subject] → second person plural subject (2p.S)
  - Ø- | s/he [subject] → third person subject (3.S)
  - has + Ø- | they [subject] → third person pluralizer (3pl)
  - du- | someone [subject] → 4th person human subject (4h.S)
  - woosh, wooch | each other, together [subject] → reciprocal subject (recip.S)
- Ø- ~ a- (*object pronoun*) | her/him [object]; him/her [object] | third person object (3.O) · in a verb phrase, the object is impacted by the verb, and is not the subject · the standard in Tlingit is to write all single letter object pronouns as part of the verb prefix and all pronouns more than one letter as part of the preverb, except for «ku-» · open object pronouns (ending in a vowel) will cause contraction in the verb prefix · the default form is «Ø-» but will change to «a-» if the subject is also third person [Ø-] and there is no ergative marker in the verb phrase · other object pronouns are listed below
- x̣at | me [object] → first person singular object (1s.O)
  - haa | us [object] → first person plural object (1p.O)
  - i- | you [object] → second person singular object (2s.O)
  - yee | you all [object] → second person plural object (2p.O)
  - Ø- ~ a- | her/him → third person object (3.O)
  - has + Ø- ~ a- | them [object] → third person pluralizer (3pl)
  - ash | this gal/guy [object] → third person proximal object (3prx.O)
  - ḳaa ~ ḳu- | someone [object] → 4th person human object (4h.O)
  - at | something [object] → 4th person nonhuman object (4n.O)

- aa- | one, some [object] → partitive object (part.O)
- sh ~ Ø- | -self → reflexive object (rlfx.O)
- woosh, wooch | each other, together [object] → reciprocal object (recip.O)

- a<sup>1</sup> (*possessive pronoun*) | its | third person nonhuman possessive (3N.P) · used to show a relationship between things, including ownership («haa aani» – “our land”), kinship term origination («du éesh» – “her/his father”), the link to a relational base («ax̣ x̣áni» – “next to me”), and conjugation of certain verbs («du toowú sigóo» – “s/he is happy”)
- (a)sgí (*particle*) | second-hand information about something previously unclear (“I hear, I guess”)
- at<sup>1</sup> (*object pronoun*) | something [object] | 4th person nonhuman object (4n.O) · in a verb phrase, the object is impacted by the verb, and is not the subject · the standard in Tlingit is to write all single letter object pronouns as part of the verb prefix and all pronouns more than one letter as part of the preverb, except for «ku-» · open object pronouns (ending in a vowel) will cause contraction in the verb prefix · used to indicate that an unspecified thing is the pronoun, and is best translated as “something” · as an object can signal the unidentified as in «at x̣waa.áx̣» (i hear something), or can create special meanings as an object verbs, such as: «adaná» (s/he is drinking it) and «at daná» (s/he is drinking alcohol)
- atyátx̣'i (*compound noun*) variants: adátx̣'i, atyétx̣'i (T), adétx̣'i (T), edétx̣'i (C) | children | “something’s children” | this could be translated as “something’s children” but always refers to human children. there has been debate about whether one «atyátx̣'i» is human and «adátx̣'i» is nonhuman but the consensus is that both were used for human children only | at+yát-x̣'-i → [something’s- (4n.P)+child.pos]
- atx̣á (*verbal noun*) | food; meal | “thing eaten” | át-√x̣á → thing.√eat
- á<sup>1</sup> (*particle*) | [focus particle] | this particle puts focus on the previous word or phrase. · it is often heard when giving someone a name, and the name is said and repeated while “killing money;” the name is said followed immediately by «á!»



**ách**<sup>2</sup> (*particle*) | with it; using it | *á-ch* → it.with- (instrumental)

**át**<sup>1</sup> (*independent pronoun*) | something | 4th person nonhuman independent (4n.i) · independent pronouns are not linked to anything grammatically, and are most often used in phrases like «yáadu xát» (here i am) and «uháan áyá» (it is us) · used to indicate that an unspecified thing is the pronoun. Like the 4th person human pronoun this one is often used as a placeholder in nouns and verbs. It alters a lot of words when used in a variety of forms. Keep an eye out for it as you build vocabulary, and you will see it is one of the most powerful words in Tlingit. For example: at.óow (sacred clan-owned item), at daná (s/he is drinking alcohol), and Daḵl'aweidi [daḵ-l'éiw-át-i] (Thing of the Inland Sand Bar – name of an Eagle-Killer Whale Clan)

**áwé** (*determiner, particle*) | that there is | this particle is used often in Tlingit oratory and conversation to signal a pause or that the speaker intends to speak or continue speaking | *á-wé* → [focus-particle].that

**áwu** (*particle*) | at: located at it | *á-wu* → it.located-at

**áyá** (*particle, determiner*) | this right here is | *á-yá* → [focus-particle].this-right-here

**áyú** (*particle, determiner*) | that way over there is | *á-yá* → [focus-particle].that-way-over-here

**aa**<sup>1</sup> (*independent pronoun*) | one of; some of | partitive independent (part.i) · independent pronouns are not linked to anything grammatically, and are most often used in phrases like «yáadu xát» (here i am) and «uháan áyá» (it is us) · used to refer to parts of a group or set, and can cover a wide range of meanings. In some cases, it can mean some general object, as in «aadóo aayí sáyá?» (whose thing is this?). In other cases, it can refer to a separated groups of things, as in «daakw.aa sá?» (which one of a group?). It often means the one or ones that perform a verb, and is used to create words in Tlingit. There are many of these, and you will see more as you study. Here are some examples: lítaa (knife; literally “the one that slides”), xúut'aa (adze; literally “the one that chips out wood”), and kút'ídaa (shovel; literally “the one that throws away a space”)

**áa**<sup>2</sup> (*noun*) | it; place: that place; time: that

time; reason; fact; there: that place

**aa-** (*object pronoun*) | one [object]; some [object] | partitive object (part.O) · in a verb phrase, the object is impacted by the verb, and is not the subject · the standard in Tlingit is to write all single letter object pronouns as part of the verb prefix and all pronouns more than one letter as part of the preverb, except for «ku-» · open object pronouns (ending in a vowel) will cause contraction in the verb prefix · the default form is «Ø-» but will change to «a-» if the subject is also third person [Ø-] and there is no ergative marker in the verb phrase

**√.aa**<sup>3</sup> (*verb root*) | grow; pour forth (of water) | classification: plant, water

**ka-Ø-√.aa**<sup>3</sup> (*na act verb – impersonal*) (I) | grow (of plant) | for a plant to grow | classification: plant, water

- du yíkt kawu.aayí  
du + yík-t + ka-ÿu-Ø.aa-yi  
*it was pouring inside her/him*  
[dependent clause]
- aa koo.áaych  
aa + ka-ÿu-Ø-√.aa-ch  
*it was always pouring in it*
- neil koo.áaych  
neil + ka-ÿu-Ø-√.aa-ch  
*it was always pouring inside (building)*

**aaa** (*particle*) variants: **áaa, áaa, aaa** | | yes | it is unclear whether the form used is dialect or personal preference; some forms may be influenced by the English “uh-huh”

**aadóo sá** (*question particle*) variants: **aa sá** | who | when asking who is the subject of a verb, the ergative «-ch» often attaches to create «aadóoch» · determiners may be added to «sá» as in «aadóo sáyá» (who is this?), «aadóo sáwé?» (who is that?) · question particles combine most commonly to form questions, but can also be used to create statements like «jánwu al'oon, s'aaax, daa sáyá át wu.aadi» (he hunts mountain goats, marmots, whatever went around there) (David Kadashan 6)

**√.aak**<sup>2</sup> (*verb root*) | fire: build fire

**shóo-t~ + a-S-d+Ø-√.aak**<sup>2</sup> (Ø *event verb – subject intransitive*) | fire: build a fire | for S to build a fire (using wood) | classification: wood, fire

- áx' shóot awdi.ák  
á-x' + shóo-t + a-ÿu-Ø-di-√.ák

*s/he built a fire there*

**aan**<sup>1</sup> (*noun*) | land; town | *town; village; settlement; inhabited or owned land*

**aantkeení** (*verbal noun, compound noun*) | townspeople; crowd or large group of people | “seated on the land” · *aan-t+√kee-n-i* → [land-(inhabited).at-(arrived)+√seated/situated. (stem-var).(relational)]

**√.aat**<sup>1</sup> (*verb root*) | walk (plural); go (by walking, plural) | classification: plural subject · singular form: √goot<sup>1</sup>

{**na preverb**} + **S-O-√.aat**<sup>1</sup> (*na motion verb – subject intransitive*) | walk (plural); go (plural, by walking or generally) | *for (plural) S to walk, go (by walking or as a general term)*

- aadéi aawa.aat  
aa-déi + a-ÿu-ÿa-√.aat  
*people went there*
- át a.áat  
á-t + a-O-√.aat  
*people walked around there*

**aatlein** (*adjective*) | much; lots of | prenomial adjective: appears immediately before the noun that it affects

**√.aax**<sup>1</sup> (*verb root*) | hear

**O-S-O-√.aax**<sup>1</sup> (*O event verb – transitive*) | for S to hear O

- uwa.axi̯ ku.óo  
u-ÿa-√.aax-i + ku.óo  
*the people who had heard it*

**O-S-O-√.áxch**<sup>1</sup> (*ga state verb – transitive*) | for S to be able to hear O

- uwa.axi̯ ku.óo  
at duwa.áxch  
u-ÿa-√.aax-i + ku.óo +  
at + du-ÿa-.áxch  
*the people who had heard it*
- yóo áwé duwa.áxch  
yóo + áwé + O-du-ÿa√.áxch  
*along it someone heard*

**O-sa-S-O-√.aax**<sup>1</sup> (*ga event verb – transitive*) | for S to hear O (voice, esp. singing)

- at yát-x'ich áwé seiwa.áx  
at + yát-x'-i-ch + á-wé +  
O-sa-ÿu-O-ÿa-√.áx  
*the children heard a voice*
- sawduwa.áx  
at + yát-x'-i-ch + á-wé +  
O-sa-ÿu-du-ÿa√.áx

*her/his voice was heard*

**-ch**<sup>2</sup> (*suffix*) | *ergative marker* | marks the subject of a transitive verb

**ch'a** (*particle*) | very; the very; just | this particle rarely appears on its own, but instead often interacts with other particles

**ch'a aan**<sup>1</sup> (*particle*) | although; even though; however; nonetheless; yet

**ch'a wáa sá** (*particle*) | however; any way | *ch'a + wáa + sá* → just.how.say

**ch'áakw** (*adverb*) **variants: ch'ákw** | (1) long ago; back then; in the old days || (2) time: for a long time

**ch'u** (*particle*) **variants: ch'oo** | same; even; still | this particle rarely appears on its own, but instead often interacts with other particles

**-daa**<sup>2</sup> (*body part*) | body: -'s body; body: around -'s body

**-daa ideidí**<sup>2</sup> (*body part*) | body parts: -'s body parts

**-dáx** (*relational suffix*) **variants: ~ -tx ~ -x** | from; out of; since (that time) | contraction from -dáx to -tx is optional when the suffix attaches to an open noun · closed monosyllable Tlingit suffixes are high tone, and open monosyllable suffixes are opposite of the tone of the preceding vowel

**-de** (*relational suffix*) | to; toward; until; in the manner of | closed monosyllable Tlingit suffixes are high tone, and open monosyllable suffixes are opposite of the tone of the preceding vowel

**du** (*possessive pronoun*) | hers/his; his/hers | third person singular possessive (3s.P) · used to show a relationship between things, including ownership («*haa aaní*» – “our land”), kinship term origination («*du éesh*» – “her/his father”), the link to a relational base («*aax xání*» – “next to me”), and conjugation of certain verbs («*du toowú sigóo*» – “s/he is happy”)

**du-** (*subject pronoun*) | someone [subject] | 4th person human subject (4h.S) · in a verb phrase, the subject is the agent in the verb · used to indicate an unspecified person is the pronoun, and best translated as “someone” · as a subject in verbs, it translates to “the verb occurs,” as in «*yoo duwasáakw*» (it is called), «*hit wududliyex̣*» (a house was

built), and «adul'eix aḡáa» (dance paddle) · will make all Ø classifiers –D and all non-Ø classifiers (s,l,sh) +D regardless of verb theme or mode

**√dlaak** (*verb root*) | verb root: obtain; win

**O-ya-S-Ø-dlaak** (*na event verb – transitive*) | for S to win, gain, get, obtain, acquire O; for S to succeed, accomplish O; for S to defeat, beat O

- aa yakkwadláak  
aa + ya-ga-ŷu-ga-xa-ŷa-√dlaak  
*i will obtain some of it*
- ayaawadlaak  
a-ya-ŷu-Ø-ŷa-√dlaak  
*s/he obtained her/him/it*

**dleey** (*noun*) (1) | flesh || (2) | meat

**√gáas'** (*verb root*) | migrate (move house post)

**{na preverb} + O-l-√gáas'** (*na motion verb – object intransitive*) | for O to migrate (with future plans unspecified)

- anák yóo nalgás'k!  
aa-nák + yóo + Ø-na-li-√gáas'-k  
*move away from it!*
- anák kuwligáas'  
aa-nák + ku-ŷu-li-√gáas'  
*the people moved away from it*

**gé** (*particle*) | *question marker* | marks a yes or no question

**√geet** (*verb root*) | fall

**{na preverb} + O-d+s-√geet** (*na motion verb – object intransitive*) | for O (live creature) to fall

- a yíkdei wdziget  
a + yík-dei + Ø-ŷu-dzi-√geet  
*s/he fell inside of it*

**√gei** (*verb root*) | big, large

**(yéi) + ka-u-l-√gei** (*na state verb – impersonal*) | for a thing (narrow or stick-like object) to be (so) big

- áx kukunalgéi  
á-x + ku-ka-u-na-li-√géi  
*the narrow space along it was big*

**√gook** (*verb root*) | run (plural) | classification: plural subject · singular form: √xeex<sup>1</sup>

**{na preverb} + O-lu-Ø-√gook** (*na motion verb – object intransitive*) | for (plural) O to run

- át kaa loowagook  
á-t + kaa + lu-ŷu-ŷa-√gook

*people were running around there*

**√goot<sup>1</sup>** (*verb root*) | walk (singular); go (by walking, singular) | classification: singular subject · plural form: √.aat<sup>1</sup>

**{Ø preverb} + S-Ø-√goot<sup>1</sup>** (*Ø motion verb – subject intransitive*) | for (singular) S to go (by walking or as general term)

- aan yaa uwagút  
aan + yaa + ŷu-Ø-ŷa-√gút  
*s/he went to town*

**{na preverb} + S-Ø-√goot<sup>1</sup>** (*na motion verb – subject intransitive*) | for (singular) S to go (by walking or as general term)

- át woogoot  
á-t + ŷu-Ø-ŷa-√goot  
*s/he was walking around*

**gáa** (*particle*) | *raven caw* | sound often used in oratory

**-gaa** (*relational suffix*) | after: going after; waiting for; distributed: in the area of; about the time of | closed monosyllable Tlingit suffixes are high tone, and open monosyllable suffixes are opposite of the tone of the preceding vowel

**há'** (*interjection*) | *mild surprise*

**√haash** (*verb root*) | float; drift

**{Ø preverb} + O-l-haash** (*na motion verb – object intransitive*) | for O to float, drift

- yak'éiyi l'éiw t xat galaháash  
xat + ga-la-háash  
*let me float to a fine sand*
- yan wulihásh  
yan + Ø-ŷu-li-√hásh  
*her/him finished drifting*
- yánt áyú wlihásh  
yán-t + á-yú Ø-ŷu-li-√hásh  
*to the shore, over yonder, her/him had drifted*
- yan wulhaashí  
yan + ŷu-l-√haash-i  
*the thing that finished drifting [verbal noun]*

**{na motion preverb} + O-l-haash** (*na motion verb – object intransitive*) | for O to float, drift

- át wulhaash  
á-t Ø-ŷu-li-√haash  
*her/him floated around there*

**haaw** (*particle*) | well; i see

**has du** (*possessive pronoun*) **variants:** ~ s du | their | third person plural possessive (3p.P) · used to show a relationship between things, including ownership («haa aaní» – “our land”), kinship term origination («du éesh» – “her/his father”), the link to a relational base («ax xáni» – “next to me”), and conjugation of certain verbs («du toowú sigóo» – “s/he is happy”)

**héen** (*noun*) (1) | water || (2) | river; stream; creek

**hél** (*particle*) **variants:** tlél, tlél, lél, téil, til, l | not

**hó!** (*particle*) | wow!

–**ee-** (*postpositional pronoun*) | also known as the “empty base,” this postpositional pronoun appears after a possessive pronoun and before a directional/relational suffix. Tlingit does not allow directional/relational suffixes on pronouns, so the empty base exists for that. The following examples used

- du een  
du + ee-n  
with her/him
- haa eegáa  
haa + ee-gáa  
for us; after us

**√.ee** (*verb root*) | cook

**O-S-s-√.ee** (*Ø act verb – transitive*) | for S to cook O

- yax̣ ayagoos.éech  
yáx̣ + a-ya-ga-u-Ø-sa-√.ée-ch  
s/he cooked all of it (every time)
- aadéi at gas.ee yé  
aa-dé + at + ga-sa-√.ee + yé  
the way s/he cooks something

**een** (*relational base*) **variants:** tin, tín, teen, téen, -n | (along) with; by means of; as soon as | it is unclear whether the form of this word is determined by grammatical rules, dialect preference, or personal preference

**eex̣** (*noun*) **variants:** eix̣ | oil; grease

–**eetí** (*relational base*) | in place of –; place where – was; imprint: –’s imprint; aftermath: –’s aftermath

–**éesh** (*kinship term*) | father: –’s father | in Tlingit kinship, the term for a father is used for the birth father and also male’s of the father’s clan who are in the same generation as the father as an expression of personal closeness.

**√.éex’ 2** (*verb root*) | cook

**O-S-Ø-√.éex’ 2** (*na event verb – transitive*) | for S to call out to, shout to, holler at O

- éex’  
Ø.éex’  
s/he is hollering, shouting
- éex’i  
Ø.éex’-i  
s/he is hollering, shouting [relative clause]

**√.jaak** (*verb root*) | kill

**O-S-Ø-√.jaak** (*Ø event verb – transitive*) | for S to kill O

- yeevják  
Ø-ÿu-yi-ÿa-√.ják  
y’all killed her/him/it
- hél wutoojaak  
hél + Ø-ÿu-tu-Ø-√.jaak  
we did not kill her/him/it

**√.jeil** (*verb root*) | carry all of something; carry home in multiple trips | classification: all of one type of thing

**{na motion preverb} + ka-S-Ø-√.jeil** (*na motion verb – subject intransitive*) | for S to carry, take things (esp. all of one type of thing to one place, making several trips

- neildéi yaa kandujél  
neil-déi + yaa + ka-na-du-Ø-√.jél  
all of it (one type of thing) is being taken home
- kawduwajeili yáay daa ideidí  
ka-ÿu-du-ÿa-√.jeil-i + yáay + daa + it-at-í  
the parts of the whale people were carrying

**jishagóon** (*compound noun*) | tool(s) | “hand components” | *ji-shagóon* → hand. components/origin

–**ká** (*relational base*) | on –; horizontal: –’s horizontal surface; on top of –; in – (oft. shallow container) | commonly written as “hsf” in Tlingit glossing

**kasiyeidéin** (*adjective*) | strangely | *ka-si-√.yei-déin* → strange-(adverb)

**√.kéil’** (*verb root*) | chase | classification: plural objects

**{Ø motion preverb} + O-l-√.kéil’** (*Ø motion verb – object intransitive*) | for S to chase O (plural)

- kei aklakél’ch

kei + a-ka-∅-la-√kél'-ch  
*s/he chases them up (repeatedly)*

**kindachóon** (*relational base*) | straight up |  
*kin-dachóon* → up.straight-forward

**√koo** (*verb root*) | know; learn

**O-S-s-√koo** (∅ *event verb – transitive*) | for S  
to know, be acquainted with, make known  
O (*esp. people, facts*); for S to learn O (*esp.  
facts*)

- awsikóo  
a-yü-∅-si-√kóo  
*s/he knows her/him/it*

**kwshé** (*particle*) variants: shé – kushéi

| probably | the most common ways to  
express doubt in Tlingit are listed below:

*particles*

- kwshé | *probably (hopeful, likely)*
- gíwé, géwé, gíyú | *that's possible*
- shákdéi | *perhaps*
- gwál | *maybe (doubtful)*

*verb*

- yéi xwaajée | *i think so; i suspect it to be;  
i guess*

**√k'éet'** (*verb root*) | move small parts in mass

**O-S-s-√k'éet'** (∅ *act verb – transitive*) | for S  
to eat up O (*finish one whole thing*)

- oosk'itch  
yü-∅-s-√k'it'-ch  
*s/he eats it all up (every time)*

**√k'éi** (*verb root*) | good, fine

**O-∅-√k'éi** (*ga state verb – object intransitive*) |  
for O to be good, fine, pretty

- kéi nak'éin  
kéi + ∅-na-∅-√k'éi-n  
*her/him/it is getting better*
- Yak'éiyi l'éiwat galahaash yá yáay,» yóo áwé  
a yíkdei ééx'  
yá-√k'éi-yi l'éiw-t xat ga-la-√háash yá yáay  
yóo á-wé a yík-dei ∅-∅-√.ééx'  
*I wish this whale would float to a fine  
sand, " is what he's hollering inside it.*

**k'idéin** (*adverb*) | finely, well; carefully | √k'éi-  
dein → fine/well-(adverb)

**-k'óol'** (*body part*) (1) | -'s tailbone, bottom  
of -'s spine || (2) | -'s back end; -'s stern (of  
boat)

**kaa ~ ku-** (*object pronoun*) | someone [object]  
| 4th person human object (4h.O) · in a verb

phrase, the object is impacted by the verb,  
and is not the subject · the standard in Tlingit  
is to write all single letter object pronouns as  
part of the verb prefix and all pronouns more  
than one letter as part of the preverb, except  
for «ku-» · open object pronouns (ending  
in a vowel) will cause contraction in the  
verb prefix · used to indicate an unspecified  
person is the pronoun, and best translated  
as “people” · as an object, it translates  
as “the verb happens to people” as in  
«kusixán» (love of people) and «kusaxwaa.  
áx» (i heard a person) · learners need to spot  
the difference between the contracted form  
«ku-» and the homonym verb prefix for areal,  
which is identical

**káa** (*independent pronoun*) | someone

| 4th person human independent (4h.i)  
· independent pronouns are not linked to  
anything grammatically, and are most often  
used in phrases like «yáadu xát» (here i am)  
and «uháan áyá» (it is us) · used to indicate  
an unspecified person is the pronoun. It  
functions as a placeholder in non-verbal  
pronouns, such as «kaa tláa» (a person's  
mother). It can mean any one of these  
things: a person, someone, or people. As a  
subject in verbs, it alters the meaning of the  
verb to plainly state that the verb occurs.  
For example: «yoo duwasáakw» (it is called),  
hít «wududliyéx» (a house was built), and  
«adul'eix axáa» (dance paddle)

**√kaa** (*verb root*) | say; tell

**(yéi) + (x'a)-ya-S-∅-√kaa** (*na act verb –  
subject intransitive*) | for S to say (a certain  
thing); for S to confess, acknowledge,  
declare (a certain thing) [the imperative  
forms and prohibitive forms require the  
thematic prefix x'a- which refers to the  
mouth. Also note that some speakers use  
yóo instead of yéi, as in: yóo yaawakaa –  
s/he said that]

- yéi x'ayaakaayi  
yéi + x'a-∅-yá-√kaa-yi  
*s/he said (a certain thing) [relative  
clause]*
- yéi s x'ayaká  
yéi + has + x'a-∅-yá-√ká  
*they say (a certain thing)*
- yéi kuyawaakaa  
yéi + ku-ya-yü-∅-yá-√kaa  
*s/he said (a certain thing) to people*

**(yoo) + O-ya-S-s-√kaa** (*na event verb –  
transitive*) | for S to tell, say (that) to O;

for S to ask O to do (that)

- yéi kuyawsikaa  
yéi + ku-Ø-ya-ÿu-Ø-si-√ḳaa  
s/he said (specifically) to people

√ḳeen (verb root) | fly (singular or people in a plane) | classification: singular subject · plural form: √yeech

{Ø preverb} + S-d+Ø-√ḳeen (Ø motion verb – subject intransitive) | for (singular) S (bird, or persons in a plane) to fly

- áa daak kukkwadakeen  
aa + daak + ku-ga-ÿu-ga-xa-da-√ḳeen  
let it be that i would fly out to sea to the area around it
- áa daak wudikín  
áa + daak + ÿu-Ø-di-√ḳín  
s/he flew out to sea to it
- yan t'éit dakéen  
yan + t'éi-t + Ø-da-√ḳeen  
he flies behind the land
- kei át wudikín  
kei + á-t + ÿu-Ø-di-√ḳín  
s/he flew up there

{na preverb} + S-d+Ø-√ḳeen (na motion verb – subject intransitive) | for (singular) S (bird, or persons in a plane) to fly

- du yíkdei kkwadakeen  
du + yík-dei + ga-ÿu-ga-xa-da-√ḳeen  
i will fly inside her/him (while her/his mouth is open)
- anaḡ kei wdikín  
aa-náḡ + kei + ÿu-Ø-di-√ḳín  
s/he flew up through it
- kuyáḡ needakeen  
ku-yáḡ na-i-da-√ḳeen  
fly horizontally! [command]
- yan t'éidei wdikeen  
yan + t'éi-dei + wuØ-di-√ḳeen  
s/he flew behind the land
- aaḡ wudikeen  
aa-dáḡ + ÿu-Ø-di-√ḳeen  
s/he flew away from it

{ga preverb} + S-d+Ø-√ḳeen (ga motion verb – subject intransitive) | for (singular) S (bird, or persons in a plane) to fly

- kei ndakín  
kei + na-Ø-da-√ḳín  
s/he is flying up
- kínde kei ndakín  
kín-dei + kei + na-Ø-da-√ḳín  
he is flying straight up
- kei gidakeen!

kei ga-i-da-√ḳeen  
you start flying up! [command]

- a tóodáḡ kei át wudakeení  
a + tóodáḡ + kei + át + ÿu-da-√ḳeen-í  
that thing that flew out of it  
[nominalized]

ku.aa (particle) variants: ḳwa | however | appears as «a ku.aa» when beginning a sentence and «ḳwa» when speaking quickly

kuṯ (preverb) | astray, getting lost

kúnáḡ (adverb) | very | ku-náḡ → [areal]. through

ku.oo (noun) | people; community | from the verb ku-S-Ø-√.oo~ (na act verb – subject intransitive) – for S to live, live at, dwell permanently

–ḳwáan (relational noun) | person or people of –

ldakát (quantifier) | all; every

ldakát át (compound noun) | everything | ch'a + ldakát + át → all + thing-(4n.i)

l'éiw (noun) | sand; gravel

√naa (verb root) | die

O-Ø-√naa (na event verb – object intransitive) | for O (human or animal) to die

- woona  
Ø-ÿu-ÿa-√naa  
her/him/it died
- woonaawú  
ÿu-ÿa-√naa-wu  
dead thing [nominalized]

√naak<sup>1</sup> (verb root) | stand (plural); rise (plural) | classification: singular subject · plural form: √nook<sup>2</sup>

S-d+Ø-√naak<sup>1</sup> (ga event verb – subject intransitive) | for (plural) S to stand up, rise

- a daa wuduwanaak  
a + daa + ÿu-du-ÿa-√naak  
someone stood around it

√naak<sup>2</sup> (verb root) | quit; stop

x̣'a-S-d+s-√naak<sup>2</sup> (Ø event verb – subject intransitive) | for S to quit (esp. eating)

- x̣'awdzinák  
x̣'a-ÿu-dzi-√náḡ  
s/he quit eating

–náḡ<sup>1</sup> (relational suffix) | through; along; via; including the time of | closed monosyllable

Tlingit suffixes are high tone, and open monosyllable suffixes are opposite of the tone of the preceding vowel

**√neek** (verb root) | tell; inform; narrate

**sh + ka-S-d+l-neek** (na event verb – subject intransitive) | for S to preach, narrate, tell a story

- has sh kalneek  
has + sh + ka-Ø-l-√neek  
they told them

**√nei ~ √nee<sup>2</sup>** (verb root) | do; work on

**(yéi) + O-S-s-√nei<sup>2</sup>** (na event verb – transitive) | for S to do (that) to O; for S to fix, cause (that) to happen to O

- agasnei  
a-ga-Ø-sa-√nei  
let her/him do that to O; let her/him fix O; et her/him cause (that) to happen to O

**yan~ sh + S-d+s-√nei<sup>2</sup>** (Ø event verb – subject intransitive) | for S to dress up; for S to fancy up

- sh wudzinei  
sh + yü-Ø-dzi-√nei  
s/he dressed herself/himself fancy; s/he primped herself/himself

**(yéi) + at + Ø-√nei<sup>2</sup>** (na event verb – impersonal) | for something to happen

- yéi at woonei →  
yéi + at + yü-Ø-√nei  
that's what happened

**neil<sup>1</sup>** (noun) | home

**neil<sup>2</sup>** (independent base) | inside, into the house (from outside)

**√nook<sup>3</sup>** (verb root) | feel

**tóo + O-S-Ø-√nook<sup>3</sup>** (Ø state verb – transitive) | for S to feel, touch O (esp. with thoughts or emotions)

- tóo aawanúk  
tóo + a-yü-Ø-ya-núk  
s/he felt it (in thoughts or emotion)

**√.óos'** (verb root) | wash

**O-S-Ø-√.óos'** (na act verb – transitive) | for S to wash O

- daa da.ús'kw  
daa + Ø-da-√.ús'-kw  
s/he washes her/his own body
- du daatx a.ús'kw  
du + daa-t-x a-Ø-Ø-√.ús'-kw

s/he washes all over her/his own body

**sá (1)** (particle) | name; voice | *Lingít x'éináx*  
sá! → say it in Tlingit! || **(2)** (question particle) | [interrogative – marks WH-questions in combination with other particles (see below)]

| question particles combine most commonly to form questions, but can also be used to create statements like «jánwu al'óon, s'aax, daa sáyá át wu.aadi» (he hunts mountain goats, marmots, whatever went around there) (David Kadashan)

- daa(t) sá | what
- daakw.aa sá | which one (of a set)
- wáa sá | how
- aadóo sá, áa sá | who
- goo sá | where
- x'oon sá | how much/many
- gwátgeen sá, gütgeen sá (Y) | when (in future)
- gwátk sá, gútk sá (Y) | when (in the past)
- daat yís sá | for what (benefit)
- daat gáa sá | for what (purpose)
- wáanáx sá | why

**√saa<sup>2</sup>** (verb root) | name; call out

**O-S-Ø-sáakw<sup>2</sup>** (na state verb – transitive) | for S to call O by a certain name

- yóo duwasáakw  
yóo + Ø-du-ya-√saa-kw  
her/him/it is called

**√satk** (verb root) | fast, quick

**O-Ø-√sátk** (ga state verb – object intransitive) | for O to be fast (at doing things)

- yasátk  
Ø-ya-√sátk  
her/him/it is fast

**√soo** (verb root) | lucky; blessed (by spirits)

**N-gáa + Ø-√soo** (? state verb – impersonal) | for N to be fortunate, lucky, be helped supernaturally, favored by spirits

- haa eegáa át woosoo  
haa + ee-gáa + át + yü-Ø-√soo  
it was our good fortune

**√soos<sup>1</sup>** (verb root) | drop; let fall

**{Ø preverb} + O-ka-S-l-√soos** (Ø motion verb – transitive) | for S to let O fall, drop

- neilx kalasóosji  
neil-x + ka-Ø-la-sóos-ch-i  
the things that were dropped in the home (verbal noun)

**√s'oo** (verb root) | chop



**O-ka-S-Ø-√s'óow** (*na act verb – transitive*)

| for S to chop up O (esp. in food preparation)

- kakawdudlis'úw  
Ø-ka-ka-ÿu-du-dli-√s'óow  
her/him/it was chopped into pieces

**√sháat** (*verb root*) | grab; capture; catch

**yéi tu-S-d+Ø-√sháat** (*ga<sup>2</sup> event verb – transitive*) | for S to make up one's mind; for a thought to grab the mind of S

- yéi tuwdisháat  
yéi + tu-ÿu-Ø-di-sháat  
s/he made up her/his/its own mind

**shk'é** (*interjection*) | let's see; hmmm ...

**-t** (*relational suffix*) (1) | at: arriving at; at: moving about at; at a point || (2) | around a point

**taay** (*noun*) | fat; blubber

**–téix'** (*body part*) | heart: –'s heart

**√tee<sup>h1</sup>** (*verb root*) | be: to be

**(yéi) + O-Ø-√tee<sup>h1</sup>** (*na state verb – object intransitive*) | be: to be (that way) | for O to be (that way)

- yateeyi aa  
Ø-ÿa-√tee-yi + aa  
the one that is
- yatee  
Ø-ÿa-√tee  
her/him is

**N-x' + yéi + O-Ø-√tee<sup>h1</sup>** (*na state verb – object intransitive*) | be at; stay at; remain at; dwell at; live at | for O to be or stay at N; for O to dwell, live at N; for O to remain at N

- áa yéi yateeyi  
áa + yéi + ÿa-√tee-yi  
the one or ones locaed there  
(nominalized adjective)
- áa yéi wootee  
áa + yéi + Ø-ÿu-Ø-√tee  
her/him was there
- a shóox' yéi wootee  
a + shu-x' + yéi + Ø-ÿu-Ø-√tee  
her/him was at the end of it

**√teen<sup>2</sup>** (*verb root*) | to see

**O-S-s-√teen** (*ga event verb – transitive*) | for S to see, behold O (usually specific)

- awsiteen  
a-ÿu-Ø-si-√teen

s/he sees/saw her/him/it

**teen** (*relational base*) variants: téen, tin, t́in, een,

-n | (along) with; by means of; as soon as | it is unclear whether the form of this word is determined by grammatical rules, dialect preference, or personal preference

**teet** (*noun*) | wave; swell

**√teet** (*verb root*) | swell; drift; waves on water

**{Ø preverb} O-I-√teet** (*Ø event verb – transitive*) | for O to be afloat, be carried by waves, drift

- wulitidi yáay  
ÿu-li-√t́i-i + yáay  
whale that was carried by waves

**–t́ú** (*relational base*) | inside – (often a closed container or abstract concept) | common suffix combinations are listed below. take note of the ways that suffixes affect tone and vowel length:

- –tóogaa [t́ú+-gáa] | pleasing; liked; wanted
- –toodáx | –tootx̄ [t́ú+-dáx] | from the inside of –
- –tóode [t́ú+-dé] | towards the inside of –
- –tóonáx [t́ú+-náx] | through the inside of –
- –tóot [t́ú+-t] | arriving at the inside of –; at the inside of –
- –tóowu [t́ú+-wu] | located inside of –
- –tóox' [t́ú+-x'] | residing on inside of –; located inside of –
- –tóox̄ [t́ú+-x̄] | moving along on the inside of –; repeatedly inside of –

**√t'aax** (*verb root*) | open wide

**x'a-S-Ø-√t'aax** (*Ø act verb – subject intransitive*) | for S to open mouth wide, keep mouth open

- x̄'awut'aaxí  
x̄'a-ÿu-Ø-Ø-√t'aax-i  
s/he opened its mouth [relative clause]

**√t'óos'** (*verb root*) | toast; roast by fire

**O-S-I-√t'óos'** (*ga act verb – transitive*) | for S to cook O (meat by open flame or near live coals)

- áx' áwé agalt'óos'  
á-x' + á-wé + a-ga-Ø-la-√t'óos'  
s/he toasts them on open flame there

**–tláa** (*kinship term*) | mother: –'s mother | in Tlingit kinship, this term is also often used to refer to biological sisters of a mother or a same moiety female who steps in as a mother



- has du tláa háa  
*their mothers*

**tláakw** (*adverb*) | fast

**tle** (*particle*) **variants:** **tlei** | then; time: at that time | used before a verb to create “when {verb}” or “while {verb}” · will be used often to tie a series of actions together · often appears with the particle «ch'u» and becomes “just then” · use varies from speaker to speaker, and it can appear multiple times in one sentence, often to show the immediacy of a string of actions

**tléil** (*particle*) **variants:** **tlél, hél léil, téil, tíl, l** | not

**tléik'** (*particle*) **variants:** **tláyk'** | no

**tlein** (*adjective*) | large; big | postnomial adjective: appears immediately after the noun that it affects

**tléix'** (*number*) | one

**tsá** (*particle*) | then: only then | often appears between two verb phrases where the first happens just after the second, where the second verb required the completion of the first

**tsu** (*particle*) | again; more: some more | appears before a verb to indicate it occurring again

**tsú** (*particle*) | also; too; as well | often appears near the end of sentences

**ts'as** (*particle*) | merely

**wáa sá** (*question particle*) | how | fluent speakers often translate this as “what” because the question particle “how” functions differently in Tlingit, as in «wáa sá at woonéi?» (how did it happen?) which functions more like “what happened?” · determiners may be added to «sá» as in «wáa sáyá» (how is this?), «wáa sáwé?» (how is that?) · question particles combine most commonly to form questions, but can also be used to create statements like «jánwu al'óon, s'aax, daa sáyá át wu.aadi» (he hunts mountain goats, marmots, whatever went around there) (David Kadashan 6) | *wáa sá iyatee?* → how are you? · *wáa sá haa toowú yak'éi* → how very good we feel

**wáa nanée sáwé** (*particle*) **variants:** **wáa nanéi sáwé** | at some point | often used in oratory as a sort of riddle to imply that the action being described went for a long duration, or

perhaps suddenly changed

**wé** (*determiner*) | there; time: can be used to refer generally to past, present, or future | distant from the speaker, but in the same general space · common suffix combinations are listed below. take note of the ways that suffixes affect tone and vowel length:

- wéidáx / wéitx [wé+-dáx] | *from there*
- wéide [wé+-dé] | *towards there*
- wéináx [wé+-náx] | *through there*
- wéit [wé+-t] | *arriving there; at that place there*
- wéidu [wé+-t+-wu] | *there; located at that place right there*
- wéix' [wé+-x'] | *residing there; at this place there*
- wéix [wé+-x] | *moving along there; repeatedly there*

**-wu ~ -u** (*relational suffix*) | at: is/are at | used in verbless phrases

**√xaash** (*verb root*) | saw; cut

**O-S-Ø-√xaash** (*na act verb – transitive*) | for S to cut O with knife; for S to saw O

- aax awaxaash  
aa-dáx a-ŷu-Ø-ŷa-√xaash  
*s/he cut it out of it*
- káa kaanáx kéi agaxáash →  
káa + ká-náx + kéi + a-ga-Ø-√xáash  
*let s/he cut someone up out of it*

**√xeex<sup>1</sup>** (*verb root*) | run (singular) | classification: singular subject · singular form: √gook

**{na preverb} + S-d+sh-√xeex<sup>1</sup>**  
(*na motion verb – subject intransitive*) | for (singular) S to run | the classifier sh- combined with the verb stem -√xeex becomes -sheex

- s at'aawjixéex neildé  
has a-t'aa-ŷu-ji-√xéex neil-dé  
*they ran up to their homes*

**kutx + O-shu-Ø-√xeex<sup>1</sup>** (*Ø event verb – object intransitive*) | for O to be killed off, all die off | the classifier sh- combined with the verb stem -√xeex becomes -sheex

- kutx has shoowaxéex  
kut-x + has + shu-ŷu-Ø-ŷa-√xéex  
*they were all killed off; they all died off*

**shu-Ø-√xeex<sup>1</sup>** (*na event verb – impersonal*) | for something to end, come to an end, pass; for something to be used up (of supplies, etc.) | the classifier sh- combined

with the verb stem  $-\sqrt{x}eex$  becomes  $-sheex$

- á shunaxéex →  
á + Ø-shu-na-Ø- $\sqrt{x}éex$   
it really is all gone

**shu-S-d+sh- $\sqrt{x}eex$ <sup>1</sup>** (Ø event verb – impersonal) | for S to run to its end; for S to be completed | the classifier sh- combined with the verb stem  $-\sqrt{x}eex$  becomes  $-sheex$

- yan shuwjixín  
yan + shu-ÿu-Ø-ji- $\sqrt{x}ín$   
s/he/it is complete; s/he/it has run its course

**$\sqrt{x}oon$ <sup>3</sup>** (verb root) | get ready to go

**S-Ø- $\sqrt{x}oon$ <sup>3</sup>** (? act verb – subject intransitive) | for S to prepare, get ready (often for a trip) (may be either considerable or very small preparations)

- anák at wuduwxoon  
aa-nák + at + ÿu-du-ÿa- $\sqrt{x}oon$   
people prepared to go away from it

**$\sqrt{x}wáas'$**  (verb root) | hang; extend | classification: clusters

**O-d+Ø- $\sqrt{x}wáas'$**  (Ø state verb – object intransitive) | for O to hang in clusters

- yáay yixdixwás'i  
yáay + Ø-yik-x-di- $\sqrt{x}wás'$ -i  
the thing dangling inside the whale (nominalized)

**-x' ~ -Ø** (relational suffix) | at (at rest or residing); at the scene of; at the time of | alternate form -Ø (unmarked) when attaching to a noun ending in a long vowel, commonly in the case of «áa» (the place)

**-x<sup>1</sup>** (relational suffix) | at: in prolonged contact at; at: moving around at; at: repeatedly arriving at

**xá** (particle) variants: **xáa** | you see

**xá-** (subject pronoun) | i [subject] | first person singular subject (1s.S) · in a verb phrase, the subject is the agent in the verb

**$\sqrt{x}aa$ <sup>1</sup>** (verb root) | eat

**O-S-Ø- $\sqrt{x}aa$**  (Ø act verb – transitive) | for S to eat O

- aawaxáa  
a-ÿu-Ø-ÿa- $\sqrt{x}aa$   
s/he ate her/him/it
- yóo axá  
yóo a-Ø-Ø- $\sqrt{x}á$

s/he is eating it/her/him

- has aawaxáa  
has + a-ÿu-Ø-ÿa- $\sqrt{x}áa$   
s/he ate them; they ate her/him/it; they ate them
- hél aadéi xduwaxaayi yé  
hél + aa-déi + Ø-ga-du-ÿa- $\sqrt{x}aa$ -yi + yé  
no way anybody should eat it

**O-S-Ø- $\sqrt{x}aa$**  (Ø act verb – transitive) | for S to eat O (small amounts; variety of things) | classification: small pieces; variety of things

- wusxá  
ÿu-Ø-sa- $\sqrt{x}á$   
s/he was eating it (small things)
- saxá  
Ø-sa- $\sqrt{x}aa$   
s/he is eating it (small things)
- yax awoosxáaych  
yax + a-ÿu-Ø-sa- $\sqrt{x}áa$ -y-ch  
s/he finished eating it (small things, every time)
- yax ayawsixáa  
yax + a-ÿa-ÿu-si- $\sqrt{x}áa$   
s/he finished eating it (small things)

**xát** (independent pronoun) | me | first person singular independent (1s.i) · independent pronouns are not linked to anything grammatically, and are most often used in phrases like «yáadu xát» (here i am) and «uháan áyá» (it is us)

**-xoo** (relational base) | among –; in the midst of –

**-x'ayeex** (body part) (1) (body part) | along the underside of –'s mouth | x'a-ÿee-x' → mouth.below.along

**-x'é** (body part) (1) (body part) | mouth: –'s mouth || (2) (relational base) | opening: –'s opening

**yá** (determiner) | right here; time: right now or recently | in the immediate space of the speaker · common suffix combinations are listed below. take note of the ways that suffixes affect tone and vowel length:

- yáadax̣ / yáatx̣ [yá+-dax̣] | from right here
- yáade [yá+-dé] | towards right here
- yáanax̣ [yá+-nax̣] | through right here
- yáat [yá+-t] | arriving right here; at this place right here
- yáadu [yá+-t+-wu] | right here; located at this place right here
- yáax' [yá+-x'] | residing right here; at this

place right here

- yáax [yá+-x̄] | moving along right here; repeatedly right here

yán<sup>1</sup> (1) (noun) | shore || (2) (independent base) | shoreward; landward || (3) (preverb) | complete: to completion

-yáx (1) (relational base) | like –; in accordance with –; as much as – || (2) (relational noun) | correct: for – to be correct; appropriate: for – to be appropriate

yaaw (noun) | herring

yáat'aa (particle) | this one | yá-t-aa → (right)-here.at.one(s)

yáay (noun) | whale

yéil (noun) (1) | raven || (2) | Raven, the trickster | when telling stories about the trickster Raven, the word is capitalized when writing in Tlingit. at times the trickster Raven will be referred to as «yá Yéil» (this Raven) or «yú Yéil» (that Raven over there), but otherwise the use of the word is identical

√yeek<sup>4</sup> (verb root) | pull up

{na preverb} + O-x̄'a-d+Ø-√yeek<sup>4</sup>

(na motion verb – object intransitive) | for O to be moved by waves

- át x̄'awdiyeik  
áa-t + Ø-x̄'a-ÿu-di-√yeik  
her/him/it was pulled around there by waves

-yee<sup>1</sup> (relational base) | below –

yeedát (adverb) | now

yé (postverb) (1) | place | used at the end of a verb—often with a peg vowel suffix attached at the end of the verb—to create: “the place where the verb occurred” | át woogoodi yé → the place where s/he walked around · Wudzidugu yé → the cottonwooded place (Geikie Inlet) (TT) || (2) | way; manner | used in combination with the preverb «aadé»—often with a peg vowel suffix attached at the end of the verb—to create: “the way the verb occurred” | aadé át woogoodi yé → the way that s/he walked around · aadé haa ée at dultoowu yé → the way we were taught (CG)

yéi (adverb) variants: yóo | thus; specifically

yéi áwé (particle) | that is how it is | yéi + á-wé → thus + [focus].there | used in oratory to confirm what is being said by an opposite clan member, and to encourage their speech

delivery

-yik.ádi (body part) | organs: –'s internal organs; viscera; guts: –'s guts | “–'s inner things” | yik-át-i → in-(shallow container).thing.[relational]

-yík (relational base) (1) | in – (a shallow concave landform or object, open to the above); in (a tree or forest) || (2) | in – (a body of water) | classification: body of water | used for a body of water that is below the knees, too shallow to submerge in · for water deep enough to submerge in see «-táak»

yú (determiner) (1) | way over there; over yonder; time: long time from now (past or present) | far from the speaker (a) | right now or recently · common suffix combinations are listed below. take note of the ways that suffixes affect tone and vowel length

- yóodáx̄ / yóotx̄ [yú+-dáx̄] | from there (over yonder)
- yóode [yú+-dé] | from there (over yonder)
- yóonáx̄ [yú+-náx̄] | through there (over yonder)
- yóot [yú+-t] | arriving there (over yonder); at that place there (over yonder)
- yóodu [yú+-t+-wu] | there (over yonder); located at that place there (over yonder)
- yóox' [yú+-x'] | residing there (over yonder); at that place there (over yonder)
- yóox̄ [yú+-x̄] | moving along there (over yonder); repeatedly there (over yonder)

-yoowú (body part) | stomach: –'s stomach; gizzard: –'s gizzard (of bird)



# 15

## Verb Practice, Practice, Practice

*Ch'a Idakát át, a yakgwahéiyagu kudzitee.  
Yéi áyá haa ee wudulitóow.  
— Kaalkáawu*

In everything, a spirit exists.  
This is how it was taught to us.  
— Cyril George, Ʒak'weidi<sup>1</sup>

After reading through this material, the question might be: what now? There is no shortage of material to study or ways to keep yourself in the language, but many students need focus and energy in order to keep going. Even if you do not understand half the things you are trying to do, if you keep doing them then your brain and spirit will find a way to the ultimate goal: fluency.

One of the greatest things to happen for the Tlingit language has been the publication of three texts that include translated texts of substantial length. Nora & Richard Dauenhauer worked tirelessly on *Haa Shuká* and *Haa Tuwunáagu Yís*, and also have translated oratory in *Haa Ʒusteeyí* and *Anóoshi Lingít Aaní Ká*. Elizabeth Nyman and Jeff Leer have the incredible *Gágiwdul.àt* (*Gágiwdul.aat*). You can spend your life with these texts, learning more and more about how the language functions.

In addition to the texts, there are volumes of recordings available from the Alaska Native Language Center, Sealaska Heritage Institute, University of Alaska Southeast, and [www.tlingitlanguage.com](http://www.tlingitlanguage.com). In addition, there are many recordings

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<sup>1</sup> George, Cyril. "Kaalkáawu X'édíx Shkalneek — Daax'oon — Ʒák'w (Tlingit Language)." trans. Lance Twitchell. Retrieved from <https://www.youtube.com/watch?v=4DP2EVBtUrc>.

housed at Sitka Tribe of Alaska, Yakutat Tlingit Tribe, Ketchikan Indian Community, other organizations, and in personal collections. You should listen to these without trying to think about anything else other than what the speaker is communicating. You should also listen to them and try to figure out everything you understand, focusing on staying within the incredible moment that occurs when someone communicates cultural, spiritual, or personal information in the language.

You should have fun. You should speak to other students of the language as much as humanly possible. You should seek out fluent elders and help them, spend time with them, thank them for fighting for the survival of our language.

There are lists upon lists of words and concepts that need to be memorized and put to use. Your best bet is to read over these lists, and then go through and find things you can use immediately. Your plan should include a wide variety of the parts of Tlingit language. Keep learning new nouns and associating them with actual real objects and not just the English words for them. In addition to nouns, focus on other parts of speech and how they function.

You will spend the majority of your language learning life internalizing new verbs and the patterns that they use. You should be balancing the hard work and the fun of the language. As you continue down this journey, keep in mind that you are connected to everyone in this language. No one is alone and no one is left behind. We are all in the great canoe paddling, making sure we gain back everything.

### ***Sample Sentences & Analysis***

Looking back at the Raven & Whale story, think about analyzing sentences to see how they are structured. Find sample sentences in conversations with speakers, published texts, and recordings you are listening to. The translated texts are great places to practice, because the answers are there. This will give you a deeper understanding of the text you are working with, and will give you insight into the methods of translation.

You should share your findings and work with other students of the language, and can work with fluent speakers with the areas you may be stuck. Fluent speakers can give

you insight into how the language is functioning and ways it relates to Tlingit culture and modes of thinking.

## ***Preparing for the Next Steps***

Keep coming back to the tables in this text and building up your vocabulary. Start looking at verbs in a wide variety of contexts and keep asking yourself how they function. If you do not have an answer for that, then just keep going. Never quit. Tlingit gets harder and harder as you go, but it allows you to see the genius of our Ancient Ones, who helped make this for us. This language was created for us. I have heard the following phrase on multiple occasions, from elder and teacher Daasdiyaa Ethel Makinen:

haa jíyis wududliyéx haa yoo x'atángi ka haa kusteeyí.

## ***Internalizing Verbs***

Learning how to think in Tlingit is a lifelong journey. Those who grew up with the language and became birth speakers do this naturally, and they are the ones we are imitating. It is okay to have humility, to accept the fact that you are starting over again. Kaakal.aat Florence Sheakley would often tell her students that they are being born again through the language, and that means they will be babies again.

You will not break the language by trying, but you might contribute to its death by not trying. There will always be more to learn, so that means you should always be working on your language skills. You can read a story, listen to recorded Tlingit, find another speaker, memorize lists, decorate your spaces with sticky notes, watch videos. You can do these things every day of your life, and then you will be placing the language inside yourself, continuing the work of our ancestors, who sacrificed everything to keep this wonderful gift alive for us.

Tomorrow is another day, full of language and hope. Even if you feel like you have been leaving it behind, it is right there. Even if you feel like you are not getting anywhere, it just means you need a new method and new surroundings to come back to where you were born to be: in the only home where our ancestors live, the one of our sacred language.

## Using Adverbs

Adverbs in Tlingit modify the verb, and allow you to communicate more dynamically. These should appear immediately before the verb, and before a preverb. Sometimes they may be separated from the verb with «áwé». To see more of how they are used and how they affect meaning, listen for how fluent speakers are using them and also consult transcribed and translated Tlingit.

ch'a gégaa	in vain; for nothing; without success ["the one that just swings back"]
ch'a góot yéide	different: going in different directions; differently
ch'a koogéiyi	any old way (carelessly); however (thoughtlessly); carelessly
ch'a neechx̄	for nothing; in vain; without success ["just along the beach"]
ch'a yák'w, / ch'a yáak'w / ch'a yóok'	suddenly; immediately; right away
ch'áakw	long ago; back then; in the old days; time: for a long time
de x̄waa	finally [Teslin dialect]
desgwách	already (happened)
dziyáagin	after a while; later on
dziyáak	a while ago; earlier
eeshandéin	poorly; suffering: while suffering
gunayáade / gunayéide / guwanyáade (An) / gunáade (C)	differently
gunéi / gunayéi	beginning (to); starting (to)
kaldaagéinax̄	slowly
kasiyeyidéin	strangely
-kayis̄ / -kagéiyi yis̄	for – (often a day, week, a dish, event)
kaagéinax̄	quietly; silently
kudzidéin	amazingly; wonderfully; tremendously
k'átl'geenax̄	quietly
k'idéin	well; carefully
kateeyí	it's a wonder; no one knows how; despite the odds
kultuyax̄	incorrectly; wrongly



kúnáx	very; actually; really
kúdáx / kút̄x	too much; excessively
kushtuyáx	matter: doesn't matter; doesn't matter
kux dak'óol'een	backwards
kúyáx	horizontally; proper (according to space)
lagaawdéin	loudly
l uldzéedéin	easily
néekw déin	painfully; sickly; ill will: with ill will
shux'áanáx / shux'wáanáx / shux'wáan	first: (at) first; originally
shóogunáx	originally; beginning: in the beginning; first: (at) first
tlax	very
tláakw	fast [when combined with certain verbs like «yoo x̄'ayatánk» (s/he is speaking), can be interpreted as "angrily" or "hastily"]
tleyeekaadé	one kind; one type; one way; one direction
t'agáa	enough; adequate; lots
wáa nanée sáwé / wáa nanéi sáwé	at some point (afterward or following) [often used in oratory as a sort of riddle to imply that the action being described went for a long duration, or perhaps suddenly changed]
wáa yateeyi yéix'	sometimes; occasionally; once in a while
wáanganeens	sometimes; occasionally; once in a while
woosh dakádin	different directions; facing opposite directions; opposite directions
woosh dakán	facing away from each other
woosh dayeen	facing each other
woosh gunayáade	differently
x'aandéin	angrily
x'éigaa-	truly; true; really
yéi / yóo	thus; specifically
yeedát	now



# 16

## Object & Subject Combinations in Perfective, Imperfective, & Future

*Yáa kaa kéilk', uwayáa  
has du eeti x'aakeidix áyá haa sitee  
uháan yáa yagiye.  
—Kaaajaakwtí*

This man's nephew, it is as if  
we are the seeds in his remains,  
those of us of today.  
— Walter Soboleff, L'eeneid<sup>1</sup>

### ***Introduction***

To begin examining ways in which we can become more dynamic with verbs, we are going to explore Object-Subject combinations in three verb modes: perfective, imperfective, and future. Some things to pay close attention to here are the ways verbs contract when different elements are added, and how Object & Subject pronouns affect contractions.

There are certain combinations in Tlingit that can have multiple interpretations. These are imperfective verbs with a 2nd person and 3rd person combination. For example, the verb «isixán» could be «Ø-i-si-√xán» (you love her/him/it) or «i-Ø-si-√xán» (s/he loves you). The meaning is usually drawn from context, or else a specifying noun is present and possibly marked with an ergative suffix. The same is true for 3rd person Object **and** Subject **with** the plural marker (has). Using and interpreting this will take time, but for now focus on unpacking the content here, looking at contraction, and

<sup>1</sup> Soboleff, Walter Kaaajaakwtí. "Walter Soboleff and George Ramos." *Documenting Tlingit Conversations in Video and Time-aligned Text*. Ed. Alice Taff.

practicing some of these combinations with other verbs.

## Transitivity

The presence of Objects & Subjects in the theme notes the **transitivity** of the verb. In the *Tlingit Verb Dictionary* Naish & Story use the following terms for verb transitivity (365–368):

transitive	(+O,+S)
intransitive	(-O,+S)
stative	(+O,-S)
impersonal	(-O,-S)

Crippen uses different terminology (“Tlingitology Seminar Notes” 20) which we will use in our discussions of transitivity and our documentation of verbs. It is important to note the transitivity of a verb to conjugate for person. If O is not listed in the theme, then it will not occur, and the same goes for S. If O is listed, then it will always be in the verb unless the object transitivity is changed, which kicks the Object out and pushes the verb into a +D form. If S is in the theme, then it will always be there.

transitive	(+O,+S)
subject intransitive	(-O,+S)
object intransitive	(+O,-S)
impersonal	(-O,-S)

Here are some examples of how transitivity works in verbs. Keep in mind that the theme shows the O-S combinations, and that memorizing the Tlingit pronouns will open the door to conjugating for person. Many of these examples come from Eggleston’s “575+ Tlingit Verbs: the Paradigms” and discussions with elders John Martin & George Davis.

ix̄s̄ix̄án	i-x̄a-si-√x̄án	i love you	transitive
x̄at yisiteen	x̄at + ŷu-i-si-√teen	you see me; you saw me	transitive
aadé yaa n̄x̄agút	aa-dé + yaa + na-x̄a-Ø-√gút	i am walking over there	subject intransitive
x̄wadlisáa	ŷu-x̄a-dli-√sáa	i rested; i’m resting	subject intransitive
x̄at wuliteesh	x̄at wuliteesh	i am lonely; i was lonely	object intransitive
aadé haa luwagook	haa + lu-ŷu-ŷa-√gook	we ran over there	object intransitive
kuligóos’	ku-li-√góos’	it is cloudy	impersonal

át la.áa	á-t + la-√.áa	it is situated there (a building)	impersonal
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## Object Pronoun Writing Standards

Object pronouns in Tlingit have been standardized with the following rule: one letter pronouns are in the contraction part of the prefix, meaning they are attached to the verb, and pronouns with more than one letter are in the precontraction part of the prefix, meaning they appear in front of the verb as a separate word. The exception is the alternative form of the **4th person** «ku-». Even though this is how we write it, all open object pronouns will affect conjugation in the preverb. The most confusing of these as far as writing them is probably forms like this:

tlél haa ysiḡán	tlél + haa + yi-si-√xán	you all do not love us
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The «haa + y-» rhymes with the word «taay» (fat). Because of this, there has been discussion in the Tlingit linguistic community about whether open pronouns should be attached to the verb. The current reason to keep things the way they are is to avoid extremely long verbs, such as the following conjugation:

haayeeysiteen	haa-yee-yu-si-√teen	you all see us; you all saw us
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The other issue that settles the **object pronoun** discussion is that contraction does not work the same with **object pronouns** that are more than one letter. You can see this in the following examples, which show whether or not the **irrealis** is contracting with the **object pronoun**:

EXAMPLE	SEGMENT	IRREALIS CONTRACTED?	TRANSLATION
tlél eeshk'é	tlél + u-i-sh-√k'é	yes	you are bad
tlél kooshk'é	tlél + ku-i-sh-√k'é	yes	people are bad
tlél haa ushk'é	tlél + haa + u-sh-√k'é	no	we are bad
tlél yee ushk'é	tlél + yee + u-sh-√k'é	no	you all are bad

### 3rd Person Combinations

Using 3rd person pronouns can be confusing since they are neither heard nor visible, except when **both** O & S are 3rd person, in which case the **third person object** switches to «a-». Second language speakers sometimes try to insert an audible pronoun for a 3rd person in combinations that are not 3-3, and probably do so because English has pronouns when a specifying noun is not present. For example, “she loves him” loses the pronoun when changing to “Susie loves him” or “she loves Jimmy”. Mistakes with these combinations may result in ungrammatical use of the «a-» object (marked by an asterisk\*), or improper use of the **4th person nonhuman** (4n.O) «at» which produces a different meaning. Let’s start with the following examples:

axsiḡán*	a-ḡa-si-√ḡán*	[ungrammatical]
ḡasiḡán	∅-ḡa-si-√ḡán	i love her/him/it
ḡat siḡán	ḡat + ∅-si-√ḡán	s/he loves me
tusiḡán	∅-tu-si-√ḡán	we love her/him/it
haa siḡán	haa + ∅-si-√ḡán	s/he loves us
isiḡán	∅-i-si-√ḡán	you love her/him/it
isiḡán	i-∅-si-√ḡán	s/he loves you
yisiḡán	∅-yi-si-√ḡán	you all love her/him/it
yee siḡán	yee + ∅-si-√ḡán	s/he loves you all
asiḡán	a-∅-si-√ḡán	s/he loves her/him/it
ḡusiḡán	ḡu-∅-si-√ḡán	s/he loves people
dudziḡán	∅-du-dzi-√ḡán	s/he is loved
at siḡán	at + ∅-si-√ḡán	s/he loves something

These are 3rd person combinations for the singular forms. 3rd person O and S are pluralized with a plural pronoun that appears in the **pre-contraction** part of the **prefix**, so to start thinking about those combinations, examine the following plural combinations and see how they differ.

has tusiḡán	has + ∅-tu-si-√ḡán	we love them
has haa siḡán	has + haa + ∅-si-√ḡán	they loves us
has yisiḡán	has + ∅-yi-si-√ḡán	you all love them
has yee siḡán	has + yee + ∅-si-√ḡán	you all love them

has kusixán	has + ku-Ø-si-√xán	they love people
has dudzixán	has + Ø-du-dzi-√xán	they are loved

This brings us to the 3-3 combinations, which are easy to put together but linguistically impossible to interpret without context. Either we know by context what the subject and object should be, or it is specified outside of the verb phrase with a noun that may have the ergative marker.

has asixán	has + a-Ø-si-√xán	s/he loves them
		they love her/him/it
		they love them
aḫ tláach has asixán	aḫ + tláa-ch + has + a-Ø-si-√xán	my mother loves them
hásch áwé aḫ tláa has asixán	hás + á-wé + aḫ + tláa + has + a-Ø-si-√xán	it is them, they love my mother
aḫ xoonx'i hásch aḫ éesh hás áwé has asixán	aḫ + xoon-x'-i + hás-ch aḫ + éesh + hás + á-wé has + a-Ø-si-√xán	my clanspeople, they love my father's people

Some of these combinations would be avoided because the logic is awkward to put together. However, in the context of groups and individuals, there may be occasions to use similar combinations. Speakers often learn how to use context to avoid awkward combinations that are ambiguous, but sometimes there are few ways around it. Generally speaking, though, the listener is expected to follow the action and understand what is happening by context and other cues. We are less confused when we can stay in Tlingit and think in Tlingit. If we are always translating over to English, then we might always notice how different the grammar and logic are instead of being in the moment of focusing on the meaning and importance of communication.

## Nominal Objects

Some verbs conjugate for Object using a **nominal object**, and these are noted with «N» in the theme. If there is no **relational suffix** (-x',-de,-náx, etc) attached to N in the theme, then the most common conjugation is a **nominal object** and a **relational base**. These are conjugated for person and number by changing the **possessive pronoun** instead of the **object pronoun**. A noun may also be inserted in place of a pronoun, as in the following:

aḫ toowú yak'úi	aḫ + toowú + ýa-√k'úi	i feel great
aḫ éesh toowú yak'úi	aḫ + éesh + toowú + ýa-√k'úi	my father feels great
du daadzixáaw	du + daa-dzi-√xáaw	s/he is hairy
wé keitl daadzixáaw	wé + keitl + daa-dzi-√xáaw	that dog is hairy
i jeedé x'akkwadatáan	i + jee-t + x'a-ga-u-ga-xa-da-√táan	i'll call you
Nora jeedé x'akkwadatáan °	Nora + jee-t + x'a-ga-u-ga-xa-da-√táan	i'll call Nora
i tuwáa sigóo	i + tu-ýá si-√góo	you want it
aḫ tláa tuwáa sigóo °	aḫ + tláa + tu-ýá si-√góo	my mother wants it
aḫ x'úi sa.in héen!	aḫ + x'-é-t + Ø-sa-√.in + héen	give me water!
gawdáan x'úi sa.in héen!	gawdáan + x'-é-t + Ø-sa-√.in + héen	give the horse water!
aḫ jikaadax gú!	aḫ + ji-ka-dáx + Ø-Ø-√gú	get out of my way!
Henry jikaadax gú!	Henry + ji-ka-dáx + Ø-Ø-√gú	get out of Henry's way!

° many speakers would insert a 3rd person possessive pronoun after the name here

If the **nominal object** has an attached **relational suffix** in the theme, then these are conjugated using a combination of **possessive pronouns** (including the **empty base**) and **relational suffixes**. We see these **nominal object-relational suffix** combinations mostly in motion verbs, and the **possessive pronoun** and **relational base** may change to affect meaning, as in the following examples:

hítde yaa nagút	hít + yaa + na-Ø-Ø-√gút	s/he is walking to the house
aḫ xánde yaa nagút	aḫ + xán-de + yaa + na-Ø-Ø-√gút	s/he is walking towards me
aḫ éet hí's!	aḫ + ee-t + Ø-Ø-√hí's	lend it to me!
du jeedax wulihásh	du + jee-dáx + Ø-ýu-li-√hásh	it drifted away from her/him
i éet kuwaháa	i + ee-t + ku-ýa-√háa	it's your turn
yee yát axdligein	yee + yá-t + a-xa-dli-√gein	i am looking at all your faces; i looked at all your faces



A **nominal object** can be added to many verbs as well in order to make the recipient of the action more specific. Again, the selection of **relational base** depends on what the verb is conveying. Here are some examples of conjugated verbs and the addition of an optional **nominal object**.

dleit akaawadán	dleit + a-ká-yü-ya-√dán	it is snowing heavy; it was snowing heavy
dleit haa káa akaawadán	dleit + haa + ká + a-ká-yü-ya-√dán	it is snowing heavy on us; it was snowing heavy on us
kaxwaaneek	∅-ka-yü-xa-ya-√neek	i told about it
i een kaxwaaneek	i + ee-n + ∅-ka-yü-xa-ya-√neek	i told you about it
du een kaxwaaneek i daat	du + ee-n + ∅-ka-yü-xa-ya-√neek + i + daa-t	i told her/him about you
x'áant uwanúk	x'áan-t + yü-∅-ya-√núk	s/he is mad
ax yís x'áant uwanúk	ax + yís + x'áan-t + yü-∅-ya-√núk	s/he is mad at me
yoo x'atán!	yoo + x'a-∅-∅-√tán	speak!
ax een yoo x'atán!	ax + ee-n + yoo + x'a-∅-∅-√tán	speak to me!

Pay attention to how relational suffixes change in different verb modes. If we take the above examples and move them into the future mode, this is the result.

dleit akakgwadán	dleit + a-ká-ga-u-ga-∅-√dán	it will snow heavy
dleit haa kaadé akakgwadán	dleit + haa + ká-dé + a-ká-ga-u-ga-∅-√dán	it will snow heavy on us
kakkwaneék	∅-ka-ga-u-ga-xa-∅-√néek	i will tell about it
i eedé kakkwaneék	i + ee-dé + ∅-ka-ga-u-ga-xa-∅-√néek	i will tell you about it
du eedé kakkwaneék i daat	du + ee-dé + ∅-ka-ga-u-ga-xa-∅-√néek + i + daa-t	i will tell her/him about you
x'áande kgwanóok	x'áan-de + ga-u-ga-∅-∅-√nóok	s/he will be mad
ax yís x'áande kgwanóok	ax + yís + x'áan-t + ga-u-ga-∅-∅-√nóok	s/he will be mad at me
yoo x'akgeetaán	yoo + x'a-ga-u-ga-i-∅-√tán	you will speak
ax eedé yoo x'akgeetaán	ax + ee-dé + yoo + x'a-ga-u-ga-i-∅-√tán	you will speak to me

## Pronoun Review

Let's conjugate for person. To begin with, review **Object**, **Subject**, **Possessive**, and **Postpositional** pronouns. Keep these charts, or better yet the "Verbal Structure Handbook" at hand to conjugate Tlingit verbs. You will be able to communicate more dynamically once you have internalized the patterns and how they work. Note that the **independent nonhuman (4H)** and the **reflexive (RFLX)** only appear in the object pronoun location.

	OBJECT		SUBJECT	
1SG	xat	me	x̄a-	i
1PL	haa	us	tu-	we
2SG	i-	you	i-	you
2PL	yee-	you all	yi-	you all
3	∅- ~ a-	her/him	∅-	she/he
4H	k̄aa ~ k̄u-	someone; people	du-	someone
4N	at	something	—	—
RFLX	sh ~ ∅-	-self	—	—
(3) PL	has ~ s	them	has ~ s	they

As documented in Crippen's "Tlingitology Seminar" (30), the following rules need to be internalized for using the **4th person human (4H)** subject:

- all ∅ classifier verbs will be -D
- all s, l, sh classifiers will be +D

	POSSESSIVE		POSTPOSITIONAL	
1SG	aḡ	my	aḡ ee- ~ x̄aan	(to) me
1PL	haa	our	haa ee- ~ haa(n)-	(to) us
2SG	i	your	i ee-	(to) you
2PL	yee	all your	yee ee-	(to) you all
3H	du	her/his	du ee- ~ u- ~ doon	(to) her/him
3N	a	its	a ee- ~ a- ~ aan	(to) it
4H	k̄aa	someone's	k̄aa ~ k̄u ee- ~ k̄oon	(to) someone
4N	at	something's	at ee-	(to) something
RFLX	chush ~ sh-	-self's	chush	(to) -self
(3) PL	has du	them	has du ee-	they

## Object Combinations

### THEME<sup>2</sup>

O- $\sqrt{\text{ch'éix'w}} \sim ^1 (\emptyset \text{ event verb} - \text{object intransitive})$

for O to be dirty

PERFECTIVE (+)

O- $\ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$

O is dirty

1s	$\underline{x}at \text{ wulich'éix'w}$	$\underline{x}at + \ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$ me-(1s.0) + pfv.cl(-D,I,+).√dirty	i'm dirty
2s	$i\text{wlich'éix'w}$	$i\text{-}\ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$ you-(2s.0).pfv.cl(-D,I,+).√dirty	you're dirty
3s	$\text{wulich'éix'w}$	$\emptyset\text{-}\ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$ her/him-(3.0).pfv.cl(-D,I,+).√dirty	he/she/it is dirty
1p	$haa \text{ wlich'éix'w}$	$haa + \ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$ us-(1p.0) + pfv.cl(-D,I,+).√dirty	we're dirty
2p	$yee \text{ wlich'éix'w}$	$yee + \ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$ you-all-(2p.0) + pfv.cl(-D,I,+).√dirty	you all are dirty
3p	$has \text{ wulich'éix'w}$	$has + \emptyset\text{-}\ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$ (3pl)+ her/him-(3.0).pfv.cl(-D,I,+).√dirty	they're dirty
4h	$\underline{k}oowlich'éix'w$	$\underline{k}u\text{-}\ddot{y}u\text{-li-}\sqrt{\text{ch'éix'w}} ^1$ someone-(4h.0).pfv.cl(-D,I,+).√dirty	people are dirty

## Classifier Contraction

There are situations that cause classifier contraction with  $-\text{D}$ ,  $-\text{i}$  forms of non- $\emptyset$  classifiers (sa, la, sha). These are documented in the chart below “Tlingitology” (96). You will see examples of this on the following page.

+14	...	+6	+5	+4	+3	+2	+1
							Ca-
			u-				Ca-
				na-			Ca-
				#ga-			Ca-
					#ga-		Ca-
						$\ddot{y}u\text{-}$	Ca-
						u-	Ca-
						daga-	Ca-
							du- [+D]

Table 25: Verb prefixes that cause deletion of the classifier *a* vowel in non- $\theta$  series classifiers with  $[-\text{D}$ ,  $-\text{i}$ ]. Deletion only occurs with *ga-* when it is word-initial, others may have preceding prefixes. Deletion with *du-* is due to shift from  $[-\text{D}]$  to  $[\text{+D}]$ .

<sup>2</sup> verbs & translations in this handout were collected from the following sources:

- Eggleston, Keri, “575 Tlingit Verbs: The Paradigms”
- Martin, John. Verb Conjugation Interview. 1 Sep 2013.
- Davis, George. Verb Conjugation Interview. 19 Feb 2015.

**PERFECTIVE (-)**

**tlél + O-u-ÿu-la-√ch'éix'w**

O is not dirty

1s	tlél xat wulch'éix'w	tlél + xat + u-ÿu-la-√ch'éix'w <sup>1</sup> not + me-(1s.O) + irr.pfv.cl(-D,I,-i).√dirty	i'm not dirty
2s	tlél iwulch'éix'w	tlél + i-u-ÿu-la-√ch'éix'w <sup>1</sup> not + you-(2s.O).irr.pfv.cl(-D,I,-i).√dirty	you're not dirty
3s	tlél wulch'éix'w	tlél + Ø-u-ÿu-la-√ch'éix'w <sup>1</sup> not + her/him-(3.O).irr.pfv.cl(-D,I,-i).√dirty	s/he's not dirty
1p	tlél haa wulch'éix'w	tlél + haa + u-ÿu-la-√ch'éix'w <sup>1</sup> not + us-(1p.O) + irr.pfv.cl(-D,I,-i).√dirty	we're not dirty
2p	tlél yee wulch'éix'w	tlél + yee + u-ÿu-la-√ch'éix'w <sup>1</sup> not + you-all-(2p.O) + irr.pfv.cl(-D,I,-i).√dirty	you all aren't dirty
3p	tlél has wulch'éix'w	tlél + has + Ø-u-ÿu-la-√ch'éix'w <sup>1</sup> not + (3pl) + her/him-(3.O).irr.pfv.cl(-D,I,-i).√dirty	they're not dirty
4h	tlél kuwulch'éix'w	tlél + ku-u-ÿu-la-√ch'éix'w <sup>1</sup> not + someone-(4h.O).irr.pfv.cl(-D,I,-i).√dirty	no one is dirty

the **irrealis** (u-) creates different contraction patterns than with the **perfective** (ÿu-) alone; the prefix is less likely to contract.

**PROGRESSIVE IMPERFECTIVE (+)**

**yaa + O-na-la-√ch'éix'w<sup>1</sup>**

O is getting dirty

1s	yaa xat nalch'éix'w	yaa + xat + na-la-√ch'éix'w <sup>1</sup> along + me-(1s.O) + na-cj.cl(-D,I,+i).√dirty	i'm getting dirty
2s	yaa inlach'éix'w	yaa + i-na-la-√ch'éix'w <sup>1</sup> along + you-(2s.O).na-cj.cl(-D,I,+i).√dirty	you're getting dirty
3s	yaa nalch'éix'w	yaa + Ø-na-la-√ch'éix'w <sup>1</sup> along + her/him-(3.O).na-cj.cl(-D,I,+i).√dirty	he/she/it is getting dirty
1p	yaa haa nalch'éix'w	yaa + haa + na-la-√ch'éix'w <sup>1</sup> along + us-(1p.O) + na-cj.cl(-D,I,+i).√dirty	we're getting dirty
2p	yaa yee nalch'éix'w	yaa + yee + na-la-√ch'éix'w <sup>1</sup> along + you-all-(2p.O) + na-cj.cl(-D,I,+i).√dirty	you all are getting dirty
3p	yaa (ha)s nalch'éix'w	yaa + has + Ø-na-la-√ch'éix'w <sup>1</sup> along + (3pl) + her/him-(3.O).na-cj.cl(-D,I,+i).√dirty	they're getting dirty
4h	yaa kunalch'éix'w	yaa + ku-na-la-√ch'éix'w <sup>1</sup> along + someone-(4h.O).na-cj.cl(-D,I,+i).√dirty	people are getting dirty

## FUTURE (+)

## O-ga-u-ga-la-√ch'éix'w

O will get dirty

1s	xat guxlach'éix'w	xat + ga-u-ga-la-√ch'éix'w <sup>1</sup> me-(1s.0) + ga-cj.u.ga-md.cl(-D,I,-i).√dirty	i will get dirty
2s	iguxlach'éix'w	i-ga-u-ga-la-√ch'éix'w <sup>1</sup> you-(2s.0).ga-cj.u.ga-md.cl(-D,I,-i).√dirty	you will get dirty
3s	guxlach'éix'w	∅-ga-u-ga-la-√ch'éix'w <sup>1</sup> her/him-(3.0).ga-cj.u.ga-md.cl(-D,I,-i).√dirty	he/she/it will get dirty
1p	haa guxlach'éix'w	haa + ga-u-ga-la-√ch'éix'w <sup>1</sup> us-(1p.0) + ga-cj.u.ga-md.cl(-D,I,-i).√dirty	we will get dirty
2p	yee guxlach'éix'w	yee + ga-u-ga-la-√ch'éix'w <sup>1</sup> you-all-(2p.0) + ga-cj.u.ga-md.cl(-D,I,-i).√dirty	you all will get dirty
3p	has aguxlach'éix'w	has + ∅-ga-u-ga-la-√ch'éix'w <sup>1</sup> (3pl) + her/him-(3.0).ga-cj.u.ga-md.cl(-D,I,-i).√dirty	they will get dirty
4h	kuguxlach'éix'w	ku-ga-u-ga-la-√ch'éix'w <sup>1</sup> someone-(4h.0).ga-cj.u.ga-md.cl(-D,I,-i).√dirty	people will get dirty

*Object Pronouns and Thematic Prefixes*

Now we'll look at examples that include a thematic prefix. For more detailed prefix strings, see “575 Tlingit Verbs: A Study Of Tlingit Verb Paradigms” and the “Tlingit Verbal Structure Handbook”.

## THEME

O-x'a-l-√gaaw<sup>x1</sup> (*ga state verb – object intransitive*)

for O to be loud-voiced, noisy in speech

## IMPERFECTIVE (+)

O-x'a-li-√gaaw<sup>x1</sup>

O is loud-voiced

O	VERB	SEGMENT & GLOSS	TRANSLATION
1s	xat x'aligaaw	xat + x'a-li-√gaaw <sup>x1</sup> me-(1s.0) + mouth.cl(-D,I,+i).√loud	i'm loud-voiced
2s	ix'aligaaw	i-x'a-li-x'a-li-√gaaw <sup>x1</sup> you-(2s.0).ga-cj.u.ga-md.cl(-D,I,+i).√loud	you're loud-voiced
3s	x'aligaaw	∅-x'a-li-√gaaw <sup>x1</sup> her/him-(3.0).ga-cj.u.ga-md.cl(-D,I,+i).√loud	he/she/it is loud-voiced
1p	haa x'aligaaw	haa + x'a-li-√gaaw <sup>x1</sup> us-(1p.0) + mouth.cl(-D,I,+i).√loud	we're loud-voiced
2p	yee x'aligaaw	yee + x'a-li-√gaaw <sup>x1</sup> you-all-(2p.0) + mouth.cl(-D,I,+i).√loud	you all are loud-voiced
3p	has x'aligaaw	has + ∅-x'a-li-√gaaw <sup>x1</sup> (3pl) + her/him-(3.0).mouth.cl(-D,I,+i).√loud	they're loud-voiced
4h	kaa x'aligaaw	kaa + x'a-li-√gaaw <sup>x1</sup> someone-(4h.0).mouth.cl(-D,I,+i).√loud	people are loud-voiced

IMPERFECTIVE (-)

tlél + O-x̣'a-u-la-√gaaw<sup>x̣1</sup>

O is not loud-voiced

O	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél x̣at x̣'eilgaaw	tlél + x̣at + x̣'a-u-la-√gaaw <sup>x̣1</sup> me-(1s.O) + mouth.irr.cl(-D,l,-i).√loud	i'm not loud-voiced
2s	tlél ix̣'eilgaaw	tlél + i-x̣'a-u-la-√gaaw <sup>x̣1</sup> you-(2s.O).mouth.irr.cl(-D,l,-i).√loud	you're not loud-voiced
3s	tlél x̣'eilgaaw	tlél + Ø-x̣'a-u-la-√gaaw <sup>x̣1</sup> her/him-(3.O).mouth.irr.cl(-D,l,-i).√loud	he/she/it is not loud-voiced
1p	tlél haa x̣'eilgaaw	tlél + haa + x̣'a-u-la-√gaaw <sup>x̣1</sup> us-(1p.O) + mouth.irr.cl(-D,l,-i).√loud	we're not loud-voiced
2p	tlél yee x̣'eilgaaw	tlél + yee + x̣'a-u-la-√gaaw <sup>x̣1</sup> you-all-(2p.O) + mouth.irr.cl(-D,l,-i).√loud	you all are not loud-voiced
3p	tlél has x̣'eilgaaw	tlél + has + Ø-x̣'a-u-la-√gaaw <sup>x̣1</sup> (3pl) + her/him-(3.O).mouth.irr.cl(-D,l,-i).√loud	they're not loud-voiced
4h	tlél kaa x̣'eilgaaw	tlél + kaa + x̣'a-u-la-√gaaw <sup>x̣1</sup> someone-(4h.O).mouth.irr.cl(-D,l,-i).√loud	people are not loud-voiced

thematic prefixes sa (voice) & x̣'a (mouth/opening) change to their noun forms of sé & x̣'é with the addition of the perfective (ỵu-) or irrealis (-u). because they are prefixes, they cannot be high toned, and the perfective marker (ỵu-) makes them long vowels.

## Subject Combinations

We will start with three different verbs and change the subject while leaving the object as third person ( $\emptyset$ - ~ a-).

### THEME

#### O-S-s- $\sqrt{ee}$ ~ ( $\emptyset$ act verb – transitive)

for S to cook O

#### IMPERFECTIVE (+)

#### O-S-sa- $\sqrt{ée}$

S is cooking O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	xasa.ée	$\emptyset$ -xa-sa- $\sqrt{ée}$ her/him/it-(3.0).i-(1s.S).cl(-D,S,-i). $\sqrt{cook}$	i cook it; I am cooking it
2s	isa.ée	$\emptyset$ -i-sa- $\sqrt{ée}$ her/him/it-(3.0).you-(2s.S).cl(-D,S,-i). $\sqrt{cook}$	you cook it; you are cooking it
3s	as.ée	a- $\emptyset$ -sa- $\sqrt{ée}$ her/him/it-(3.0).s/he-(3.S).cl(-D,S,-i). $\sqrt{cook}$	s/he cooks it; s/he is cooking it
1p	tusa.ée	$\emptyset$ -tu-sa- $\sqrt{ée}$ her/him/it-(3.0).we-(1p.S).cl(-D,S,-i). $\sqrt{cook}$	we cook it; we are cooking it
2p	yisa.ée	$\emptyset$ -yi-sa- $\sqrt{ée}$ her/him/it-(3.0).you-all-(2p.S).cl(-D,S,-i). $\sqrt{cook}$	you all cook it; you all are cooking it
3p	has as.ée	has + a- $\emptyset$ -sa- $\sqrt{ée}$ (3pl) + her/him/it-(3.0).s/he-(3.S).cl(-D,S,-i). $\sqrt{cook}$	they cook it; they are cooking it
4h	dus.ée	$\emptyset$ -du-s- $\sqrt{ée}$ her/him/it-(3.0).someone-(4h.S).cl(+D,S,-i). $\sqrt{cook}$	it's cooking

#### IMPERFECTIVE (-)

#### tlél + O-u-S-sa- $\sqrt{ée}$

S is not cooking O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél uxsa.ee	tlél + $\emptyset$ -u-xa-sa- $\sqrt{ée}$ not + her/him/it-(3.0).irr.i-(1s.S).cl(-D,S,-i). $\sqrt{cook}$	i don't cook it; I am not cooking it
2s	tlél isa.ee	tlél + $\emptyset$ -u-i-sa- $\sqrt{ée}$ not + her/him/it-(3.0).irr.you-(2s.S).cl(-D,S,-i). $\sqrt{cook}$	you don't cook it; you aren't cooking it
3s	tlél oos.ee	tlél + a- $\emptyset$ -u-sa- $\sqrt{ée}$ not + her/him/it-(3.0).irr.s/he-(3.S).cl(-D,S,-i). $\sqrt{cook}$	s/he doesn't cook it; s/he isn't cooking it
1p	tlél tusa.ee	tlél + $\emptyset$ -u-tu-sa- $\sqrt{ée}$ not + her/him/it-(3.0).irr.we-(1p.S).cl(-D,S,-i). $\sqrt{cook}$	we don't cook it; we aren't cooking it
2p	tlél yisa.ee	tlél + $\emptyset$ -u-yi-sa- $\sqrt{ée}$ not + her/him/it-(3.0).irr.you-all-(2p.S).cl(-D,S,-i). $\sqrt{cook}$	you all don't cook it; you all aren't cooking it
3p	tlél has oos.ee	tlél + has + a- $\emptyset$ -u-sa- $\sqrt{ée}$ not + (3pl) + her/him/it-(3.0).irr.s/he-(3.S).cl(-D,S,-i). $\sqrt{cook}$	they don't cook it; they aren't cooking it
4h	tlél dus.ee	tlél + $\emptyset$ -u-du-s- $\sqrt{ée}$ not + her/him/it-(3.0).irr.someone-(4h.S).cl(+D,S,-i). $\sqrt{cook}$	it's not to be cooked

PERFECTIVE (+)

O-ÿu-S-si-√.ée

S cooked O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	xwasi.ée	Ø-ÿu-xa-si-√.ée her/him/it-(3.0).pfv.i-(1s.S).cl(-D,s,+i).√cook	i cooked it
2s	yisi.ée	Ø-ÿu-i-si-√.ée her/him/it-(3.0).pfv.you-(2s.S).cl(-D,s,+i).√cook	you cooked it
3s	awsí.ée	a-ÿu-Ø-si-√.ée her/him/it-(3.0).pfv.s/he-(3.S).cl(-D,s,+i).√cook	s/he cooked it
1p	wutusi.ée	Ø-ÿu-tu-si-√.ée her/him/it-(3.0).pfv. we-(1p.S).cl(-D,s,+i).√cook	we cooked it
2p	yeeyisi.ée	Ø-ÿu-yi-si-√.ée her/him/it-(3.0).pfv.you-all-(2p.S).cl(-D,s,+i).√cook	you all cooked it
3p	has awsi.ée	has + a-ÿu-Ø-si-√.ée (3pl)+ her/him-(3.0).pfv.s/he-(3.S).cl(-D,s,+i).√cook	they cooked it
4h	wududzi.ée	Ø-ÿu-du-s-√.ée her/him/it-(3.0).pfv.someone-(4h.S).cl(+D,s,+i).√cook	it was cooked

PERFECTIVE (-)

tlél + O-u-ÿu-S-sa-√.í

S did not cook O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél xwasa.í	tlél + Ø-u-ÿu-xa-si-√.í not + her/him/it-(3.0).irr.pfv.i-(1s.S).cl(-D,s,-i).√cook	i didn't cook it
2s	tlél yisa.í	tlél + Ø-u-ÿu-i-si-√.í not + her/him/it-(3.0).irr.pfv.you-(2s.S).cl(-D,s,-i).√cook	you didn't cook it
3s	tlél awus.í	tlél + a-u-ÿu-Ø-si-√.í not + her/him/it-(3.0).irr.pfv.s/he-(3.S).cl(-D,s,-i).√cook	s/he didn't cook it
1p	tlél wutusa.í	tlél + Ø-u-ÿu-tu-si-√.í not + her/him/it-(3.0).irr.pfv. we-(1p.S).cl(-D,s,-i).√cook	we didn't cook it
2p	tlél yeeyasa.í	tlél + Ø-u-ÿu-yi-si-√.í not + her/him/it-(3.0).irr.pfv.you-all-(2p.S).cl(-D,s,-i).√cook	you all didn't cook it
3p	tlél has awus.í	tlél + has + a-u-ÿu-Ø-si-√.í not + (3pl)+ her/him-(3.0).irr.pfv.s/he-(3.S).cl(-D,s,-i).√cook	they didn't cook it
4h	tlél wudus.í	tlél + Ø-u-ÿu-du-s-√.í not + her/him/it-(3.0).irr.pfv.someone-(4h.S).cl(+D,s,-i).√cook	it wasn't cooked



## FUTURE (+)

## O-ga-u-ga-S-sa-√.ée

S cooked O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	kukasa.ée	∅-ga-u-ga- <u>xa</u> -sa-√.ée her/him/it-(3.0).ga-cj.u.ga-md.i-(1s.S).cl(-D,s,-i).√cook	i will cook it
2s	gagisa.ée	∅-ga-u-ga-i-sa-√.ée her/him/it-(3.0).ga-cj.u.ga-md.you-(2s.S).cl(-D,s,-i).√cook	you will cook it
3s	aguxsa.ée	a-ga-u-ga-∅-sa-√.ée her/him/it-(3.0).ga-cj.u.ga-md.s/he-(3.S).cl(-D,s,-i).√cook	s/he will cook it
1p	gaxtusa.ée	∅-ga-u-ga-tu-sa-√.ée her/him/it-(3.0).ga-cj.u.ga-md.we-(1p.S).cl(-D,s,-i).√cook	we will cook it
2p	gaxyisa.ée	∅-ga-u-ga-yi-sa-√.ée her/him/it-(3.0).ga-cj.u.ga-md.you-all-(2p.S).cl(-D,s,-i).√cook	you all will cook it
3p	has aguxsa.ée	has + a-ga-u-ga-∅-sa-√.ée (3pl)+ her/him-(3.0).ga-cj.u.ga-md.s/he-(3.S).cl(-D,s,-i).√cook	they will cook it
4h	gaxdus.ée	∅-ga-u-ga-du-s-√.ée her/him/it-(3.0).ga-cj.u.ga-md.someone-(4h.S).cl(+D,s,-i).√cook	it will be cooked

## FUTURE (-)

## tlél + O-ga-u-ga-S-sa-√.ee

S did not cook O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél kukasa.ee	tlél + ∅-ga-u-ga- <u>xa</u> -sa-√.ee her/him/it-(3.0).ga-cj.u.ga-md.i-(1s.S).cl(-D,s,-i).√cook	i will cook it
2s	tlél gagisa.ee	tlél + ∅-ga-u-ga-i-sa-√.ee her/him/it-(3.0).ga-cj.u.ga-md.you-(2s.S).cl(-D,s,-i).√cook	you will cook it
3s	tlél aguxsa.ee	tlél + a-ga-u-ga-∅-sa-√.ee her/him/it-(3.0).ga-cj.u.ga-md.s/he-(3.S).cl(-D,s,-i).√cook	s/he will cook it
1p	tlél gaxtusa.ee	tlél + ∅-ga-u-ga-tu-sa-√.ee her/him/it-(3.0).ga-cj.u.ga-md.we-(1p.S).cl(-D,s,-i).√cook	we will cook it
2p	tlél gaxyisa.ee	tlél + ∅-ga-u-ga-yi-sa-√.ee her/him/it-(3.0).ga-cj.u.ga-md.you-all-(2p.S).cl(-D,s,-i).√cook	you all will cook it
3p	tlél has aguxsa.ee	tlél + has + a-ga-u-ga-∅-sa-√.ee (3pl)+ her/him-(3.0).ga-cj.u.ga-md.s/he-(3.S).cl(-D,s,-i).√cook	they will cook it
4h	tlél gaxdus.ee	tlél + ∅-ga-u-ga-du-s-√.ee her/him/it-(3.0).ga-cj.u.ga-md.someone-(4h.S).cl(+D,s,-i).√cook	it will be cooked

As we did with the **object** examples, we will now look at a verb that includes a **thematic prefix**.

**THEME**

**O-ka-S-Ø-√dóox'** (Ø *act verb – transitive; CVC' Hort/Pot*)

for S to tie O in a knot

**IMPERFECTIVE (+)**

**O-ka-S-Ø-√dóox'**

S is tying O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	kaxadóox'	Ø-ka-xa-Ø-√dóox' her/him/it-(3.0).hsf.i-(1s.S).cl(-D,Ø,-i).√tie-in-knot	i'm tying it
2s	keedóox'	Ø-ka-i-Ø-√dóox' her/him/it-(3.0).hsf.you-(2s.S).cl(-D,Ø,-i).√tie-in-knot	you're tying it
3s	akadóox'	a-ka-Ø-Ø-√dóox' her/him/it-(3.0).hsf.s/he-(3.S).cl(-D,Ø,-i).√tie-in-knot	he/she/it is tying it
1p	katoodóox'	Ø-ka-tu-Ø-√dóox' her/him/it-(3.0).hsf.we-(1p.S).cl(-D,Ø,-i).√tie-in-knot	we're tying it
2p	kaydóox'	Ø-ka-yi-Ø-√dóox' her/him/it-(3.0).hsf.you-all-(2p.S).cl(-D,Ø,-i).√tie-in-knot	you all are tying it
3p	has akadóox'	has + a-ka-Ø-Ø-√dóox' (3pl) + her/him/it-(3.0).hsf.s/he-(3.S).cl(-D,Ø,-i).√tie-in-knot	they're tying it; s/he's tying them; they're tying them
4h	kadudóox'	Ø-ka-du-Ø-√dóox' her/him/it-(3.0).hsf.someone-(4h.S).cl(-D,Ø,-i).√tie-in-knot	it is being tied

**IMPERFECTIVE (-)**

**tlél + O-ka-u-S-Ø-√dóox'**

S is not tying O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél kaxadóox'	tlél + Ø-ka-u-xa-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.i-(1s.S).cl(-D,Ø,-i).√tie-in-knot	i'm not tying it
2s	tlél keedóox'	tlél + Ø-ka-u-i-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.you-(2s.S).cl(-D,Ø,-i).√tie-in-knot	you're not tying it
3s	tlél akoodóox'	tlél + a-ka-u-Ø-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.s/he-(3.S).cl(-D,Ø,-i).√tie-in-knot	he/she/it is not tying it
1p	tlél katoodóox'	tlél + Ø-ka-u-tu-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.we-(1p.S).cl(-D,Ø,-i).√tie-in-knot	we're not tying it
2p	tlél kaydóox'	tlél + Ø-ka-u-yi-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.you-all-(2p.S).cl(-D,Ø,-i).√tie	you all are not tying it
3p	tlél has akoodóox'	tlél + has + a-ka-u-Ø-Ø-√dóox' not + (3pl) + her/him/it-(3.0).hsf.irr.s/he-(3.S).cl(-D,Ø,-i).√tie	they're not tying it; s/he's not tying them; they're not tying them
4h	tlél kadudóox'	tlél + Ø-ka-u-du-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.someone-(4h.S).cl(-D,Ø,-i).√tie	it is not being tied

## PERFECTIVE (+)

## O-ka-ÿu-S-ÿa-√dúx'

S tied O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	kaxwadúx'	Ø-ka-ÿu-xa-ÿa-√dúx' her/him/it-(3.0).hsf.pfv.i-(1s.S).cl(-D,Ø,+i).√tie-in-knot	i tied it
2s	keeyadúx'	Ø-ka-ÿu-i-ÿa-√dúx' her/him/it-(3.0).hsf.pfv.you-(2s.S).cl(-D,Ø,+i).√tie-in-knot	you tied it
3s	akaawadúx'	a-ka-ÿu-Ø-ÿa-√dúx' her/him/it-(3.0).hsf.pfv.s/he-(3.S).cl(-D,Ø,+i).√tie-in-knot	he/she/it tied it
1p	kawtuwadúx'	Ø-ka-ÿu-tu-ÿa-√dúx' her/him/it-(3.0).hsf.pfv. we-(1p.S).cl(-D,Ø,+i).√tie-in-knot	we tied it
2p	kayeeydúx'	Ø-ka-ÿu-yi-ÿa-√dúx' her/him/it-(3.0).hsf.pfv.you-all-(2p.S).cl(-D,Ø,+i).√tie-in-knot	you all tied it
3p	has akaawadúx'	has + a-ka-ÿu-Ø-ÿa-√dúx' (3pl)+ her/him-(3.0).hsf.pfv.s/he-(3.S).cl(-D,Ø,+i).√tie-in-knot	they tied it; s/he tied them; they tied them
4h	kawduwadúx'	Ø-ka-ÿu-du-ÿa-√dúx' her/him/it-(3.0).hsf.pfv.someone-(4h.S).cl(-D,Ø,+i).√tie-in-knot	it was tied

## PERFECTIVE (-)

## tlél + O-ka-u-ÿu-S-Ø-√dóox'

S did not tie O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél kaxwadóox'	tlél + Ø-ka-u-ÿu-xa-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.pfv.i-(1s.S).cl(-D,Ø,+i).√tie	i didn't tie it
2s	tlél kayidóox'	tlél + Ø-ka-u-ÿu-i-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.pfv.you-(2s.S).cl(-D,Ø,+i).√tie	you didn't tie it
3s	tlél akaawadóox'	tlél + a-ka-u-ÿu-Ø-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.pfv.s/he-(3.S).cl(-D,Ø,+i).√tie	s/he didn't tie it
1p	tlél kawtoodóox'	tlél + Ø-ka-u-ÿu-tu-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.pfv. we-(1p.S).cl(-D,Ø,+i).√tie	we didn't tie it
2p	tlél kayeeydóox'	tlél + Ø-ka-u-ÿu-yi-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.pfv.you-all-(2p.S).cl(-D,Ø,+i).√tie	you all didn't tie it
3p	tlél has akaawadóox'	tlél + has + a-ka-u-ÿu-Ø-Ø-√dóox' not + (3pl)+ her/him-(3.0).hsf.irr.pfv.s/he-(3.S).cl(-D,Ø,+i).√tie	they didn't tie it; s/he didn't tie them; they didn't tie them
4h	tlél kawdudóox'	tlél + Ø-ka-u-ÿu-du-Ø-√dóox' not + her/him/it-(3.0).hsf.irr.pfv.someone-(4h.S).cl(-D,Ø,+i).√tie	it wasn't tied

FUTURE (+)

O-ka-ga-u-ga-S-Ø-√dóox'

S will tie O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	kakkwadóox'	Ø-ka-ga-u-ga-xa-Ø-√dóox' her/him/it-(3.0).hsf.ga-cj.irrga-md.i-(1s.S).cl(-D,Ø,-i).√tie	i will tie it
2s	kakgeedóox'	Ø-ka-ga-u-ga-i-Ø-√dóox' her/him/it-(3.0).hsf.ga-cj.irrga-md.you-(2s.S).cl(-D,Ø,-i).√tie	you will tie it
3s	akakgwadóox'	a-ka-ga-u-ga-Ø-Ø-√dóox' her/him/it-(3.0).hsf.ga-cj.irrga-md.s/he-(3.S).cl(-D,Ø,-i).√tie	s/he will tie it
1p	kagaxtoodóox'	Ø-ka-ga-u-ga-tu-Ø-√dóox' her/him/it-(3.0).hsf.ga-cj.irrga-md.we-(1p.S).cl(-D,Ø,-i).√tie	we will tie it
2p	gaxxidóox'	Ø-ka-ga-u-ga-yi-Ø-√dóox' her/him/it-(3.0).hsf.ga-cj.irrga-md.you-all-(2p.S).cl(-D,Ø,-i).√tie	you all will tie it
3p	has akakgwadóox'	has + a-ka-ga-u-ga-Ø-Ø-√dóox' (3pl)+ her/him-(3.0).hsf.ga-cj.irrga-md.s/he-(3.S).cl(-D,Ø,-i).√tie	they will tie it; s/he will tie them; they will tie them
4h	kagaxdudóox'	Ø-ka-ga-u-ga-du-Ø-√dóox' her/him/it-(3.0).hsf.ga-cj.irrga-md.someone-(4h.S).cl(-D,Ø,-i).√tie	it will be tied

FUTURE (-)

tlél + O-ka-ga-u-ga-S-Ø-√dóox'

S will not tie O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél kakkwadóox'	tlél + Ø-ka-ga-u-ga-xa-Ø-√dóox' not + her/him/it-(3.0).hsf.ga-cj.irrga-md.i-(1s.S).cl(-D,Ø,-i).√tie	i won't tie it
2s	tlél kakgeedóox'	tlél + Ø-ka-ga-u-ga-i-Ø-√dóox' not + her/him/it-(3.0).hsf.ga-cj.irrga-md.you-(2s.S).cl(-D,Ø,-i).√tie	you won't tie it
3s	tlél akakgwadóox'	tlél + a-ka-ga-u-ga-Ø-Ø-√dóox' not + her/him/it-(3.0).hsf.ga-cj.irrga-md.s/he-(3.S).cl(-D,Ø,-i).√tie	s/he won't tie it
1p	tlél kagaxtoodóox'	tlél + Ø-ka-ga-u-ga-tu-Ø-√dóox' not + her/him/it-(3.0).hsf.ga-cj.irrga-md.we-(1p.S).cl(-D,Ø,-i).√tie	we won't tie it
2p	tlél gaxxidóox'	tlél + Ø-ka-ga-u-ga-yi-Ø-√dóox' not + her/him/it-(3.0).hsf.ga-cj.irrga-md.you-all-(2p.S).cl(-D,Ø,-i).√tie	you all won't tie it
3p	tlél has akagaxtoodóox'	tlél + has + a-ka-ga-u-ga-Ø-Ø-√dóox' not + (3pl)+ her/him-(3.0).hsf.ga-cj.irrga-md.s/he-(3.S).cl(-D,Ø,-i).√tie	they won't tie it
4h	tlél kagaxdudóox'	tlél + Ø-ka-ga-u-ga-du-Ø-√dóox' not + her/him/it-(3.0).hsf.ga-cj.irrga-md.someone-(4h.S).cl(-D,Ø,-i).√tie	it won't be tied

## THEME

O-ya-S-Ø-√dlaak (*na event verb — transitive*)

for S to gain, get, obtain, acquire O; for S to succeed, accomplish O; for S to defeat, beat O

## PERFECTIVE (+)

## O-ya-yü-S-ÿa-√dlaak

S obtained O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	yaxwadlaak	Ø-ÿa-yü-xa-ÿa-√dlaak her/him/it-(3.0).vsf.pfv.i-(1s.S).cl(-d,Ø,+i).√obtain/succeed	i obtained it
2s	yeyadlaak	Ø-ÿa-yü-i-ÿa-√dlaak her/him/it-(3.0).vsf.pfv.you-(2s.S).cl(-d,Ø,+i).√obtain/succeed	you obtained it
3s	ayaawadlaak	a-ÿa-yü-Ø-ÿa-√dlaak her/him/it-(3.0).vsf.pfv.s/he-(3.S).cl(-d,Ø,+i).√obtain/succeed	he/she/it obtained it
1p	yawtuwadlaak	Ø-ÿa-yü-tu-ÿa-√dlaak her/him/it-(3.0).vsf.pfv. we-(1p.S).cl(-d,Ø,+i).√obtain/succeed	we obtained it
2p	yayeydlaak	Ø-ÿa-yü-yi-ÿa-√dlaak her/him/it-(3.0).vsf.pfv.you-all-(2p.S).cl(-d,Ø,+i).√obtain/succeed	you all obtained it
3p	has ayaawadlaak	has + a-ÿa-yü-Ø-ÿa-√dlaak (3pl)+ her/him-(3.0).vsf.pfv.s/he-(3.S).cl(-d,Ø,+i).√obtain/succeed	they obtained it; s/he obtained them; they obtained them
4h	yawduwadlaak	Ø-ÿa-yü-du-ÿa-√dlaak her/him/it-(3.0).vsf.pfv.someone-(4h.S).cl(-d,Ø,+i).√obtain	it was obtained

## PERFECTIVE (-)

## tlél + O-ya-u-yü-S-Ø-√dlaak

S did not obtain O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél yaxwadlaak	tlél + Ø-ÿa-u-yü-xa-Ø-√dlaak her/him/it-(3.0).vsf.pfv.i-(1s.S).cl(-d,Ø,-i).√obtain	i didn't obtain it
2s	tlél yayidlaak	tlél + Ø-ÿa-u-yü-i-Ø-√dlaak her/him/it-(3.0).vsf.pfv.you-(2s.S).cl(-d,Ø,-i).√obtain	you didn't obtain it
3s	tlél ayawudlaak	tlél + a-ÿa-u-yü-Ø-Ø-√dlaak her/him/it-(3.0).vsf.pfv.s/he-(3.S).cl(-d,Ø,-i).√obtain	he/she/it didn't obtain it
1p	tlél yawtoodlaak	tlél + Ø-ÿa-u-yü-tu-Ø-√dlaak her/him/it-(3.0).vsf.pfv. we-(1p.S).cl(-d,Ø,-i).√obtain	we didn't obtain it
2p	tlél yayeydlaak	tlél + Ø-ÿa-u-yü-yi-Ø-√dlaak her/him/it-(3.0).vsf.pfv.you-all-(2p.S).cl(-d,Ø,-i).√obtain	you all didn't obtain it
3p	tlél has ayawudlaak	tlél + has + a-ÿa-u-yü-Ø-Ø-√dlaak (3pl)+ her/him-(3.0).vsf.pfv.s/he-(3.S).cl(-d,Ø,-i).√obtain	they didn't obtain it
4h	tlél yawdudlaak	tlél + Ø-ÿa-u-yü-du-Ø-√dlaak her/him/it-(3.0).vsf.pfv.someone-(4h.S).cl(-d,Ø,-i).√obtain	it wasn't obtained

FUTURE (+)

O-ya-ga-u-ga-S-Ø-√dlaak

S will tie O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	yakkw <u>adláak</u>	Ø- <u>ya-ga-u-ga-xa-Ø-√dlaak</u> her/him/it-(3.0).vsf.ga-cj.irr.ga-md.i-(1s.S).cl(-d,Ø,-i).√obtain	i will obtain it
2s	yakge <u>edláak</u>	Ø- <u>ya-ga-u-ga-i-Ø-√dlaak</u> her/him/it-(3.0).vsf.ga-cj.irr.ga-md.you-(2s.S).cl(-d,Ø,-i).√obtain	you will obtain it
3s	ayakgw <u>adláak</u>	a- <u>ya-ga-u-ga-Ø-Ø-√dlaak</u> her/him/it-(3.0).vsf.ga-cj.irr.ga-md.s/he-(3.S).cl(-d,Ø,-i).√obtain	s/he will obtain it
1p	yagax <u>toodláak</u>	Ø- <u>ya-ga-u-ga-tu-Ø-√dlaak</u> her/him/it-(3.0).vsf.ga-cj.irr.ga-md.we-(1p.S).cl(-d,Ø,-i).√obtain	we will obtain it
2p	gax <u>idláak</u>	Ø- <u>ya-ga-u-ga-yi-Ø-√dlaak</u> her/him/it-(3.0).vsf.ga-cj.irr.ga-md.you-all-(2p.S).cl(-d,Ø,-i).√obtain	you all will obtain it
3p	has akakgw <u>adláak</u>	has + a- <u>ya-ga-u-ga-Ø-Ø-√dlaak</u> (3pl)+ her/him/it-(3.0).vsf.ga-cj.irr.ga-md.s/he-(3.S).cl(-d,Ø,-i).√obtain	they will obtain it; s/he will obtain them; they will obtain them
4h	kagax <u>dudláak</u>	Ø- <u>ya-ga-u-ga-du-Ø-√dlaak</u> her/him/it-(3.0).vsf.ga-cj.irr.ga-md.someone-(4h.S).cl(-d,Ø,-i).√obtain	it will be obtained

FUTURE (-)

tlél + O-ka-ga-u-ga-S-ya-√dóox'

S will not tie O

S	VERB	SEGMENT & GLOSS	TRANSLATION
1s	tlél yakkw <u>adláak</u>	tlél + Ø- <u>ya-ga-u-ga-xa-Ø-√dlaak</u> not + her/him/it-(3.0).vsf.ga-cj.irr.ga-md.i-(1s.S).cl(-d,Ø,-i).√obtain	i won't obtain it
2s	tlél yakge <u>edláak</u>	tlél + Ø- <u>ya-ga-u-ga-i-Ø-√dlaak</u> not + her/him/it-(3.0).vsf.ga-cj.irr.ga-md.you-(2s.S).cl(-d,Ø,-i).√obtain	you won't obtain it
3s	tlél ayakgw <u>adláak</u>	tlél + a- <u>ya-ga-u-ga-Ø-Ø-√dlaak</u> not + her/him/it-(3.0).vsf.ga-cj.irr.ga-md.s/he-(3.S).cl(-d,Ø,-i).√obtain	s/he won't obtain it
1p	tlél yagax <u>toodláak</u>	tlél + Ø- <u>ya-ga-u-ga-tu-Ø-√dlaak</u> not + her/him/it-(3.0).vsf.ga-cj.irr.ga-md.we-(1p.S).cl(-d,Ø,-i).√obtain	we won't obtain it
2p	tlél gax <u>idláak</u>	tlél + Ø- <u>ya-ga-u-ga-yi-Ø-√dlaak</u> not + her/him/it-(3.0).vsf.ga-cj.irr.ga-md.you-all-(2p.S).cl(-d,Ø,-i).√obtain	you all won't obtain it
3p	tlél has akakgw <u>adláak</u>	tlél + has + a- <u>ya-ga-u-ga-Ø-Ø-√dlaak</u> not + (3pl)+ her/him/it-(3.0).vsf.ga-cj.irr.ga-md.s/he-(3.S).cl(-d,Ø,-i).√obtain	they won't obtain it; s/he won't obtain them; they won't obtain them
4h	tlél kagax <u>dudláak</u>	tlél + Ø- <u>ya-ga-u-ga-du-Ø-√dlaak</u> not + her/him/it-(3.0).vsf.ga-cj.irr.ga-md.someone-(4h.S).cl(-d,Ø,-i).√obtain	it won't be obtained

## Object-Subject Combinations

Now that we have seen the effects of changing the subject in imperfective (+/-), perfective (+/-), and future (+/-) modes, let's see the possible **object-subject combinations** and how those affect conjugation in the prefix and preverb. As you work through these lists, look at the underlying components, but more importantly continue to internalize how the verbs undergo changes in the prefix in order to conjugate for person and number.

The contraction patterns are regular and predictable. The more things that are packed in, the more they will contract. Take note of which prefixes are more likely to contract and the common patterns that you notice. Work on using these combinations and modes to begin making your use of the language more dynamic. These combinations will allow you to communicate about things according to a wide variety of situations, which will help with stories, descriptions, activity, and subjects and objects.

### THEME

#### O-S-s-√xán \* (*ga state verb – transitive*)

for S to love O

#### IMPERFECTIVE (+)

#### O-S-si-√xán \*

S loves O

O	S	VERB	GLOSS	TRANSLATION
3s	1s	xasixán	∅-xa-si-√xán her/him/it-(3.0).i-(1s.S).cl(-d,∅,+).√hear	i love her/him/it
3p	1s	has xasixán	has + ∅-xa-si-√xán (3pl) + her/him/it-(3.0).i-(1s.S).cl(-d,∅,+).√hear	i love them
2s	1s	ixsixon	i-xa-si-√xán you-(2s.0).i-(1s.S).cl(-d,∅,+).√hear	i love you
2p	1s	yee xsixon	yee + xa-si-√xán you-all-(2p.0) + i-(1s.S).cl(-d,∅,+).√hear	i love you all
4h	1s	kuxsixon	ku-xa-si-√xán someone-(4h.0).i-(1s.S).cl(-d,∅,+).√hear	i love people
4n	1s	at xasixán	at + xa-si-√xán something-(4n.0) + i-(1s.S).cl(-d,∅,+).√hear	i love something
3s	1p	tusixán	∅-tu-si-√xán her/him/it-(3.0).we-(1p.S).cl(-d,∅,+).√hear	we love her/him/it
3p	1p	has tusixán	has + ∅-tu-si-√xán (3pl) + her/him/it-(3.0).we-(1p.S).cl(-d,∅,+).√hear	we love them

O	S	VERB	GLOSS	TRANSLATION
2s	1p	itux̣án	i-tu-si-√x̣án you-(2s.O).we-(1p.S).cl(-D,Ø,+i).√hear	we love you
2p	1p	yee tusix̣án	yee + tu-si-√x̣án you-all-(2p.O) + we-(1p.S).cl(-D,Ø,+i).√hear	we love you all
4h	1p	kutux̣án	ku-tu-si-√x̣án someone-(4h.O).we-(1p.S).cl(-D,Ø,+i).√hear	we love people
4n	1p	at tusix̣án	at + tu-si-√x̣án something-(4n.O) + we-(1p.S).cl(-D,Ø,+i).√hear	we love something
3s	2s	isix̣án	∅-i-si-√x̣án her/him/it-(3.O).i-(2s.S).cl(-D,Ø,+i).√hear	you love her/him/it
3p	2s	has isix̣án	has + ∅-i-si-√x̣án (3pl) + her/him/it-(3.O).i-(2s.S).cl(-D,Ø,+i).√hear	you love them
1s	2s	x̣at isix̣án	x̣at + i-si-√x̣án me-(1s.O) + i-(2s.S).cl(-D,Ø,+i).√hear	you love me
1p	2s	haa isix̣án	haa + i-si-√x̣án you-all-(2p.O) + i-(2s.S).cl(-D,Ø,+i).√hear	you love us
4h	2s	keesix̣án	ku-i-si-√x̣án someone-(4h.O).i-(2s.S).cl(-D,Ø,+i).√hear	you love people
4n	2s	at isix̣án	at + i-si-√x̣án something-(4n.O) + i-(2s.S).cl(-D,Ø,+i).√hear	you love something
3s	2p	yisix̣án	∅-yi-si-√x̣án her/him/it-(3.O).you-all-(2p.S).cl(-D,Ø,+i).√hear	you all love her/him/it
3p	2p	has yisix̣án	has + ∅-yi-si-√x̣án (3pl) + her/him/it-(3.O).you-all-(2p.S).cl(-D,Ø,+i).√hear	you all love them
1s	2p	x̣at yisix̣án	x̣at + yi-si-√x̣án me-(1s.O).you-all-(2p.S).cl(-D,Ø,+i).√hear	you all love me
1p	2p	haa yisix̣án	haa + yi-si-√x̣án us-(1p.O).you-all-(2p.S).cl(-D,Ø,+i).√hear	you all love us
4h	2p	kuyeesix̣án	ku-yi-si-√x̣án someone-(4h.O).you-all-(2p.S).cl(-D,Ø,+i).√hear	you all love people
4n	2p	at yisix̣án	at + yi-si-√x̣án something-(4n.O) + you-all-(2p.S).cl(-D,Ø,+i).√hear	you all love something
3s	3s	asix̣án	a-∅-si-√x̣án her/him/it-(3.O).s/he-(3.O).cl(-D,Ø,+i).√hear	s/he loves her/him/it
3p	3s	has asix̣án	has + a-∅-si-√x̣án (3pl) + her/him/it-(3.O).s/he-(3.S).cl(-D,Ø,+i).√hear	s/he loves them; they love her/him; they love them
1s	3s	x̣at six̣án	x̣at + ∅-si-√x̣án me-(1s.O).s/he-(3.S).cl(-D,Ø,+i).√hear	s/he loves me
1p	3s	haa six̣án	haa + ∅-si-√x̣án us-(1p.O) + s/he-(3.S).cl(-D,Ø,+i).√hear	s/he loves us
2s	3s	isix̣án	i-∅-si-√x̣án you-(2s.O).s/he-(3.S).cl(-D,Ø,+i).√hear	s/he loves you
2p	3s	yee six̣án	yee + ∅-si-√x̣án you-all-(2p.O) + s/he-(3.S).cl(-D,Ø,+i).√hear	s/he loves you all
4h	3s	kusix̣án	ku-∅-si-√x̣án someone-(4h.O).s/he-(3.S).cl(-D,Ø,+i).√hear	s/he loves people
4n	3s	at six̣án	at + ∅-si-√x̣án something-(4n.O) + s/he-(3.S).cl(-D,Ø,+i).√hear	s/he loves something



Object & Subject Combinations

O	S	VERB	GLOSS	TRANSLATION
1s	3p	has <b>ḡat sixán</b>	has + ḡat + Ø-si-√ḡán (3pl) + me-(1s.O) + s/he-(3.S).cl(-D,Ø,+i).√hear	they love me
1p	3p	has <b>haa sixán</b>	has + haa + Ø-si-√ḡán (3pl) + us-(1p.O) + s/he-(3.S).cl(-D,Ø,+i).√hear	they love us
2s	3p	has <b>isixán</b>	has + i-Ø-si-√ḡán (3pl) + you-(2s.O).s/he-(3.S).cl(-D,Ø,+i).√hear	they love you
2p	3p	has <b>yee sixán</b>	has + yee + Ø-si-√ḡán (3pl) + you-all-(2p.O) + s/he-(3.S).cl(-D,Ø,+i).√hear	they love you all
4h	3p	has <b>ḡusixán</b>	has + ḡu-Ø-si-√ḡán (3pl) + someone-(4h.O).s/he-(3.S).cl(-D,Ø,+i).√hear	they love people
4n	3p	has <b>at sixán</b>	has + at + Ø-si-√ḡán (3pl) + something-(4n.O) + s/he-(3.S).cl(-D,Ø,+i).√hear	they love something
3s	4h	<b>dudziḡán</b>	Ø-du-dzi-√ḡán her/him/it-(3.O).someone-(4h.S).cl(+D,s,+i).√love	s/he/it is loved
3p	4h	has <b>dudziḡán</b>	has + Ø-du-dzi-√ḡán (3pl) + her/him/it-(3.O).someone-(4h.S).cl(+D,s,+i).√love	they are loved
1s	4h	<b>ḡat dudziḡán</b>	ḡat + du-dzi-√ḡán me-(1s.O) + someone-(4h.S).cl(+D,s,+i).√love	i am loved
1p	4h	<b>haa dudziḡán</b>	haa + du-dzi-√ḡán us-(1p.O).someone-(4h.S).cl(+D,s,+i).√love	we are loved
2s	4h	<b>idudziḡán</b>	i-du-dzi-√ḡán you-(2s.O).someone-(4h.S).cl(+D,s,+i).√love	you are loved
2p	4h	<b>yee dudziḡán</b>	yee + du-dzi-√ḡán you-all-(2p.O) + someone-(4h.S).cl(+D,s,+i).√love	you all are loved
4h	4h	<b>ḡuduziḡán</b>	ḡu-du-dzi-√ḡán someone-(4h.O).someone-(4h.S).cl(+D,s,+i).√love	people are loved
4n	4h	<b>at dudziḡán</b>	at + du-dzi-√ḡán something-(4n.O) + someone-(4h.S).cl(+D,s,+i).√love	something is loved

IMPERFECTIVE (-)

tlél + O-u-S-sa-√ḡán ×

S does not love O

O	S	VERB	GLOSS	TRANSLATION
3s	1s	tlél <b>uxsaxán</b>	tlél + Ø-u-ḡa-sa-√ḡán not + her/him/it-(3.O).irri-(1s.S).cl(-D,s,-i).√love	i don't love her/him/it
3p	1s	tlél <b>has uxsaxán</b>	tlél + has + Ø-u-ḡa-sa-√ḡán not + (3pl) + her/him/it-(3.O).irri-(1s.S).cl(-D,s,-i).√love	i don't love them
2s	1s	tlél <b>eexsaxán</b>	tlél + i-u-ḡa-sa-√ḡán not + you-(2s.O).irri-(1s.S).cl(-D,s,-i).√love	i don't love you
2p	1s	tlél <b>yee wxsaxán</b>	tlél + yee + u-ḡa-sa-√ḡán not + you-all-(2p.O) + irri-(1s.S).cl(-D,s,-i).√love	i don't love you all
4h	1s	tlél <b>ḡuxsaxán</b>	tlél + ḡu-u-ḡa-sa-√ḡán not + someone-(4h.O).irri-(1s.S).cl(-D,s,-i).√love	i don't love people

O	S	VERB	GLOSS	TRANSLATION
4n	1s	tlél at ux̣sax̣án	tlél + at + u-x̣a-sa-√x̣án not + something-(4n.0) + irri-(1s.S).cl(-D,S,-i).√love	i don't love something
-	1s	tlél daa sá ux̣sax̣án	tlél + daa + sá + u-x̣a-sa-√x̣án not + what + voice + her/him/it-(3.0) + irri-(1s.S).cl(-D,S,-i).√love	i don't love anything
3s	1p	tlél tusax̣án	tlél + Ø-u-tu-sa-√x̣án not + her/him/it-(3.0).irri.we-(1p.S).cl(-D,S,-i).√love	we don't love her/him/it
3p	1p	tlél has tusax̣án	tlél + has + Ø-u-tu-sa-√x̣án not + (3pl) + her/him/it-(3.0).irri.we-(1p.S).cl(-D,S,-i).√love	we don't love them
2s	1p	tlél itusax̣án	tlél + i-u-tu-sa-√x̣án not + you-(2s.0).irri.we-(1p.S).cl(-D,S,-i).√love	we don't love you
2p	1p	tlél yee tusax̣án	tlél + yee + u-tu-sa-√x̣án not + you-all-(2p.0) + irri.we-(1p.S).cl(-D,S,-i).√love	we don't love you all
4h	1p	tlél ḳutusax̣án	tlél + ḳu-u-tu-sa-√x̣án not + someone-(4h.0).irri.we-(1p.S).cl(-D,S,-i).√love	we don't love people
4n	1p	tlél at tusax̣án	tlél + at + u-tu-sa-√x̣án not + something-(4n.0) + irri.we-(1p.S).cl(-D,S,-i).√love	we don't love something
3s	2s	tlél eesax̣án	tlél + Ø-u-i-sa-√x̣án not + her/him/it-(3.0).irri.i-(2s.S).cl(-D,S,-i).√love	you don't love her/him/it
3p	2s	tlél has eesax̣án	tlél + has + Ø-u-i-sa-√x̣án not + (3pl) + her/him/it-(3.0).irri.i-(2s.S).cl(-D,S,-i).√love	you don't love them
1s	2s	tlél x̣at eesax̣án	tlél + x̣at + u-i-sa-√x̣án not + me-(1s.0) + irri.i-(2s.S).cl(-D,S,-i).√love	you don't love me
1p	2s	tlél haa eesax̣án	tlél + haa + u-i-sa-√x̣án not + you-all-(2p.0) + irri.i-(2s.S).cl(-D,S,-i).√love	you don't love us
4h	2s	tlél keesax̣án	tlél + ḳu-u-i-sa-√x̣án not + someone-(4h.0).irri.i-(2s.S).cl(-D,S,-i).√love	you don't love people
4n	2s	tlél at eesax̣án	tlél + at + u-i-sa-√x̣án not + something-(4n.0) + irri.i-(2s.S).cl(-D,S,-i).√love	you don't love something
3s	2p	tlél yeesax̣án	tlél + Ø-u-yi-sa-√x̣án not + her/him/it-(3.0).irri.you-all-(2p.S).cl(-D,S,-i).√love	you all don't love her/him/it
3p	2p	tlél has yeesax̣án	tlél + has + Ø-u-yi-sa-√x̣án not + (3pl) + her/him/it-(3.0).irri.you-all-(2p.S).cl(-D,S,-i).√love	you all don't love them
1s	2p	tlél x̣at yeesax̣án	tlél + x̣at + u-yi-sa-√x̣án not + me-(1s.0).irri.you-all-(2p.S).cl(-D,S,-i).√love	you all don't love me
1p	2p	tlél haa ysax̣án	tlél + haa + u-yi-sa-√x̣án not + us-(1p.0).irri.you-all-(2p.S).cl(-D,S,-i).√love	you all don't love us
4h	2p	tlél keeysax̣án	tlél + ḳu-u-yi-sa-√x̣án someone-(4h.0).irri.you-all-(2p.S).cl(-D,S,-i).√love	you all don't love people
4n	2p	tlél at yeesax̣án	tlél + at + u-yi-sa-√x̣án not + something-(4n.0) + irri.you-all-(2p.S).cl(-D,S,-i).√love	you all don't love something
3s	3s	tlél oosx̣án	tlél + a-Ø-sa-√x̣án not + her/him/it-(3.0).s/he-(3.0).cl(-D,S,-i).√love	s/he doesn't love her/him/it

## Object &amp; Subject Combinations

O	S	VERB	GLOSS	TRANSLATION
3p	3s	tlél has oosxán	tlél + has + a-∅-sa-√xán not + (3pl) + her/him/it-(3.0).s/he-(3.S).cl- (-D,S,-I).√love	s/he doesn't love them; they don't love them
1s	3s	tlél xat oosxán	tlél + xat + u-∅-sa-√xán not + me-(1s.0).irr.s/he-(3.S).cl-(-D,S,-I).√love	s/he doesn't love me
1p	3s	tlél haa oosxán	tlél + haa + u-∅-sa-√xán not + us-(1p.0) + irr.s/he-(3.S).cl-(-D,S,-I).√love	s/he doesn't love us
2s	3s	tlél eesxán	tlél + i-u-∅-sa-√xán not + you-(2s.0).irr.s/he-(3.S).cl-(-D,S,-I).√love	s/he doesn't love you
2p	3s	tlél yee oosxán	tlél + yee + u-∅-sa-√xán not + you-all-(2p.0) + irr.s/he-(3.S).cl-(-D,S,- I).√love	s/he doesn't love you all
4h	3s	tlél koosxán	tlél + ku-u-∅-sa-√xán not + someone-(4h.0).irr.s/he-(3.S).cl-(-D,S,- I).√love	s/he doesn't love people
4n	3s	tlél at oosxán	tlél + at + u-∅-sa-√xán not + something-(4n.0) + irr.s/he-(3.S).cl- (-D,S,-I).√love	s/he doesn't love something
1s	3p	tlél has xat oosxán	tlél + has + xat + u-∅-sa-√xán not + (3pl) + me-(1s.0) + irr.s/he-(3.S).cl- (-D,S,-I).√love	they don't love me
1p	3p	tlél has haa ysaxán	tlél + has + haa + u-∅-sa-√xán not + (3pl) + us-(1p.0) + irr.s/he-(3.S).cl- (-D,S,-I).√love	they don't love us
2s	3p	tlél has eesxán	tlél + has + i-u-∅-sa-√xán not + (3pl) + you-(2s.0).irr.s/he-(3.S).cl- (-D,S,-I).√love	they don't love you
2p	3p	tlél has yee oosxán	tlél + has + yee + u-∅-sa-√xán not + (3pl) + you-all-(2p.0) + irr.s/he-(3.S). cl-(-D,S,-I).√love	they don't love you all
4h	3p	tlél has koosxán	tlél + has + ku-u-∅-sa-√xán not + (3pl) + someone-(4h.0).irr.s/he-(3.S). cl-(-D,S,-I).√love	they don't love people
4n	3p	tlél has at oosxán	tlél + has + at + u-∅-sa-√xán not + (3pl) + something-(4n.0) + irr.s/he-(3.S). cl-(-D,S,-I).√love	they don't love something
3s	4h	tlél dusxán	tlél + ∅-u-du-s-√xán not + her/him/it-(3.0).irr.someone-(4h.S).cl- (+D,S,-I).√love	he isn't loved
3p	4h	tlél has dusxán	tlél + has + ∅-u-du-s-√xán not + (3pl) + her/him/it-(3.0).irr.someone-(4h.S). cl-(+D,S,-I).√love	they are not loved
1s	4h	tlél xat dusxán	tlél + xat + u-du-s-√xán not + me-(1s.0) + irr.someone-(4h.S).cl- (+D,S,-I).√love	i am not loved
1p	4h	tlél haa dusxán	tlél + haa + u-du-s-√xán not + us-(1p.0).irr.someone-(4h.S).cl-(+D,S,- I).√love	we are not loved
2s	4h	tlél idusxán	tlél + i-u-du-s-√xán not + you-(2s.0).irr.someone-(4h.S).cl-(+D,S,- I).√love	you are not loved
2p	4h	tlél yee dusxán	tlél + yee + u-du-s-√xán not + you-all-(2p.0) + irr.someone-(4h.S).cl- (+D,S,-I).√love	you all are not loved

O	S	VERB	GLOSS	TRANSLATION
4h	4h	tlél kudusxán	tlél + ku-u-du-s-√xán not + someone-(4h.O).irr.someone-(4h.S).cl- (+D,S,-i).√love	people aren't loved
4n	4h	tlél at dusxán	tlél + at + u-du-s-√xán not + something-(4n.O) + irr.someone-(4h.S). cl-(+D,S,-i).√love	something isn't loved

**THEME**

**O-sa-S-∅-√.aax<sup>1</sup>** (∅ event verb – transitive)

for S to hear O (a voice, singing)

**PERFECTIVE**

**O-sa-ÿu-S-ÿa-√.áx<sup>1</sup>**

S heard O

O	S	VERB	GLOSS	TRANSLATION
3s	1s	saxwaa.áx	∅-sa-ÿu-xa-ÿa-√.áx <sup>1</sup> her/him/it-(3.O).voice.pfvi-(1s.S).cl(- D,∅,+i).√hear	i heard her/him/it
3p	1s	has saxwaa.áx	has + ∅-sa-ÿu-xa-ÿa-√.áx <sup>1</sup> (3pl) + her/him/it-(3.O).voice.pfvi-(1s.S). cl(-D,∅,+i).√hear	i heard them
2s	1s	isaxwaa.áx	i-sa-ÿu-xa-ÿa-√.áx <sup>1</sup> you-(2s.O).voice.pfvi-(1s.S).cl(-D,∅,+i).√hear	i heard you
2p	1s	yee saxwaa.áx	yee + sa-ÿu-xa-ÿa-√.áx <sup>1</sup> you-all-(2p.O) + voice.pfvi-(1s.S).cl(- D,∅,+i).√hear	i heard you all
4h	1s	kusaxwaa.áx	ku-sa-ÿu-xa-ÿa-√.áx <sup>1</sup> someone-(4h.O).voice.pfvi-(1s.S).cl(- D,∅,+i).√hear	i heard someone
4n	1s	at xwaa.áx	at + ÿu-xa-ÿa-√.áx <sup>1</sup> something-(4n.O) + pfvi-(1s.S).cl(-D,∅,+i).√hear	i heard something
3s	1p	sawtuwa.áx	∅-sa-ÿu-tu-ÿa-√.áx <sup>1</sup> her/him/it-(3.O).voice.pfv.we-(1p.S).cl- (-D,∅,+i).√hear	we heard her/him/it
3p	1p	has sawtuwa.áx	has + ∅-sa-ÿu-tu-ÿa-√.áx <sup>1</sup> (3pl) + her/him/it-(3.O).voice.pfv.we-(1p.S). cl(-D,∅,+i).√hear	we heard them
2s	1p	isawtuwa.áx	i-sa-ÿu-tu-ÿa-√.áx <sup>1</sup> you-(2s.O).voice.pfv.we-(1p.S).cl(-D,∅,+i).√hear	we heard you
2p	1p	yee sawtuwa.áx	yee + sa-ÿu-tu-ÿa-√.áx <sup>1</sup> you-all-(2p.O) + voice.pfv.we-(1p.S).cl- (-D,∅,+i).√hear	we heard you all
4h	1p	kusawtuwa.áx	ku-sa-ÿu-tu-ÿa-√.áx <sup>1</sup> someone-(4h.O).voice.pfv.we-(1p.S).cl- (-D,∅,+i).√hear	we heard someone
4n	1p	at wutuwa.áx	at + ÿu-tu-ÿa-√.áx <sup>1</sup> something-(4n.O) + pfv.we-(1p.S).cl(- D,∅,+i).√hear	we heard something
3s	2s	seeya.áx	∅-sa-ÿu-i-ÿa-√.áx <sup>1</sup> her/him/it-(3.O).voice.pfvi-(2s.S).cl(- D,∅,+i).√hear	you heard her/him/it

Object & Subject Combinations

O	S	VERB	GLOSS	TRANSLATION
3p	2s	has seeya.áx̄	has + Ø-sa-ÿu-i-ÿa-√.áx̄ <sup>1</sup> (3pl) + her/him/it-(3.0).voice.pfv.i-(2s.S). cl(-D,Ø,+i).√hear	you heard them
1s	2s	xat seeya.áx̄	xat + sa-ÿu-i-ÿa-√.áx̄ <sup>1</sup> me-(1s.0) + voice.pfv.i-(2s.S).cl(-D,Ø,+i).√hear	you heard me
1p	2s	haa seeya.áx̄	haa + sa-ÿu-i-ÿa-√.áx̄ <sup>1</sup> you-all-(2p.0) + voice.pfv.i-(2s.S).cl(- D,Ø,+i).√hear	you heard us
4h	2s	kuseeya.áx̄	ku-sa-ÿu-i-ÿa-√.áx̄ <sup>1</sup> someone-(4h.0).voice.pfv.i-(2s.S).cl(- D,Ø,+i).√hear	you heard someone
4n	2s	at iya.áx̄	at + ÿu-i-ÿa-√.áx̄ <sup>1</sup> something-(4n.0) + voice.pfv.i-(2s.S). cl(-D,Ø,+i).√hear	you heard something
3s	2p	sayeey.áx̄	Ø-sa-ÿu-yi-ÿa-√.áx̄ <sup>1</sup> her/him/it-(3.0).voice.pfv.you-all-(2p.S).cl- (-D,Ø,+i).√hear	you all heard her/him/it
3p	2p	has sayeey.áx̄	has + Ø-sa-ÿu-yi-ÿa-√.áx̄ <sup>1</sup> (3pl) + her/him/it-(3.0).voice.pfv.you-all-(2p.S). cl(-D,Ø,+i).√hear	you all heard them
1s	2p	xat sayeey.áx̄	xat + sa-ÿu-yi-ÿa-√.áx̄ <sup>1</sup> me-(1s.0).voice.pfv.you-all-(2p.S).cl(- D,Ø,+i).√hear	you all heard me
1p	2p	haa sayeey.áx̄	haa + sa-ÿu-yi-ÿa-√.áx̄ <sup>1</sup> us-(1p.0).voice.pfv.you-all-(2p.S).cl(- D,Ø,+i).√hear	you all heard us
4h	2p	kusayeey.áx̄	ku-sa-ÿu-yi-ÿa-√.áx̄ <sup>1</sup> someone-(4h.0).voice.pfv.you-all-(2p.S). cl(-D,Ø,+i).√hear	you all heard someone
4n	2p	at yeey.áx̄	at + ÿu-yi-ÿa-√.áx̄ <sup>1</sup> something-(4n.0) + pfv.you-all-(2p.S). cl(-D,Ø,+i).√hear	you all heard something
3s	3s	aseiwa.áx̄	a-sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> her/him/it-(3.0).voice.pfv.s/he-(3.0).cl- (-D,Ø,+i).√hear	s/he heard her/him/it
3p	3s	has seiwa.áx̄	has + a-sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> (3pl) + her/him/it-(3.0).voice.pfv.s/he-(3.S). cl(-D,Ø,+i).√hear	s/he heard them; they heard her/him; they heard them
1s	3s	xat seiwa.áx̄	xat + sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> me-(1s.0).voice.pfv.s/he-(3.S).cl(-D,Ø,+i).√hear	s/he heard me
1p	3s	haa seiwa.áx̄	haa + sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> us-(1p.0) + voice.pfv.s/he-(3.S).cl(-D,Ø,+i).√hear	s/he heard us
2s	3s	iseiwa.áx̄	i-sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> you-(2s.0).voice.pfv.s/he-(3.S).cl(-D,Ø,+i).√hear	s/he heard you
2p	3s	yee seiwa.áx̄	yee + sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> you-all-(2p.0) + voice.pfv.s/he-(3.S).cl- (-D,Ø,+i).√hear	s/he heard you all
4h	3s	kuseiwa.áx̄	ku-sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> someone-(4h.0).voice.pfv.s/he-(3.S). cl(-D,Ø,+i).√hear	s/he heard someone
4n	3s	at uwa.áx̄	at + ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> something-(4n.0) + pfv.s/he-(3.S). cl(-D,Ø,+i).√hear	s/he heard something

O	S	VERB	GLOSS	TRANSLATION
1s	3p	has xat seiwa.áx̄	has + xat + sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> (3pl) + me-(1s.O) + voice.irr.s/he-(3.S).cl- (-D,Ø,+i).√hear	they heard me
1p	3p	has haa seiwa.áx̄	has + haa + sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> (3pl) + us-(1p.O) + voice.irr.s/he-(3.S).cl- (-D,Ø,+i).√hear	they heard us
2s	3p	has iseiwa.áx̄	has + i-sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> (3pl) + you-(2s.O).voice.irr.s/he-(3.S).cl- (-D,Ø,+i).√hear	they heard you
2p	3p	has yee seiwa.áx̄	has + yee + sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> (3pl) + you-all-(2p.O) + voice.irr.s/he-(3.S). cl(-D,Ø,+i).√hear	they heard you all
4h	3p	has kuseiwa.áx̄	has + ku-sa-ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> (3pl) + someone-(4h.O).voice.irr.s/he-(3.S). cl(-D,Ø,+i).√hear	they heard someone
4n	3p	has at uwa.áx̄	has + at + ÿu-Ø-ÿa-√.áx̄ <sup>1</sup> (3pl) + something-(4n.O) + irr.s/he-(3.S). cl(-D,Ø,+i).√hear	they heard something
3s	4h	sawduwa.áx̄	Ø-sa-ÿu-du-ÿa-√.áx̄ <sup>1</sup> her/him/it-(3.O).voice.pfv.someone-(4h.S). cl(-D,s,+i).√hear	she/he/it was heard
3p	4h	has sawduwa.áx̄	has + Ø-sa-ÿu-du-ÿa-√.áx̄ <sup>1</sup> (3pl) + her/him/it-(3.O).voice.pfv.someone-(4h.S). cl(-D,s,+i).√hear	they were heard
1s	4h	xat sawduwa.áx̄	xat + sa-ÿu-du-ÿa-√.áx̄ <sup>1</sup> me-(1s.O) + voice.pfv.someone-(4h.S). cl(-D,s,+i).√hear	i was heard
1p	4h	haa sawduwa.áx̄	haa + sa-ÿu-du-ÿa-√.áx̄ <sup>1</sup> us-(1p.O).voice.pfv.someone-(4h.S).cl- (-D,s,+i).√hear	we were heard
2s	4h	isawduwa.áx̄	i-sa-ÿu-du-ÿa-√.áx̄ <sup>1</sup> you-(2s.O).voice.pfv.someone-(4h.S).cl- (-D,s,+i).√hear	you were heard
2p	4h	yee sawduwa.áx̄	yee + sa-ÿu-du-ÿa-√.áx̄ <sup>1</sup> you-all-(2p.O) + voice.pfv.someone-(4h.S). cl(-D,s,+i).√hear	you all were heard
4h	4h	kusawduwa.áx̄	ku-sa-ÿu-du-ÿa-√.áx̄ <sup>1</sup> someone-(4h.O).voice.pfv.someone-(4h.S). cl(-D,s,+i).√hear	people were heard
4n	4h	at wuduwa.áx̄	at + ÿu-du-ÿa-√.áx̄ <sup>1</sup> something-(4n.O) + pfv.someone-(4h.S). cl(-D,s,+i).√hear	something was heard

Now that we have seen a few verbs with a wide variety of object and subject combinations, we should have a feel for conjugating verbs for person and number. We will close this chapter with an examination of a verb in the **perfective** and **future** modes, and this will include **reflexive** and **reciprocal** examples so we can see how this pushes the classifier +D.

## THEME

O-S-s-√teen<sup>2</sup> (*ga event verb – transitive*)

for S to see, behold O (usually specific)

## PERFECTIVE

## O-ÿu-S-si-√teen

S saw O; S sees O

O	S	VERB	GLOSS	TRANSLATION
3s	1s	xwasiteen	∅-ÿu-xa-si-√teen <sup>2</sup> her/him/it-(3.0).pfv.i-(1s.S).cl(-D,s,+i).√see	i saw/see her/him/it
3p	1s	has xwasiteen	has + ∅-ÿu-xa-si-√teen <sup>2</sup> (3pl) + her/him/it-(3.0).pfv.i-(1s.S). cl(-D,s,+i).√see	i saw/see them
2s	1s	ixwsiteen	i-ÿu-xa-si-√teen <sup>2</sup> you-(2s.0).pfv.i-(1s.S).cl(-D,s,+i).√see	i saw/see you
2p	1s	yee xwsiteen	yee + ÿu-xa-si-√teen <sup>2</sup> you-all-(2p.0).pfv.i-(1s.S).cl(-D,s,+i).√see	i saw/see you all
4h	1s	kuxwsiteen	ku-ÿu-xa-si-√teen <sup>2</sup> someone-(4h.0).pfv.i-(1s.S).cl(-D,s,+i).√see	i saw/see someone
4n	1s	at xwasiteen	at + ÿu-xa-si-√teen <sup>2</sup> something-(4n.0).pfv.i-(1s.S).cl(-D,s,+i).√see	i saw/see something
rflex	1s	sh xwadziteen	sh + ÿu-xa-dzi-√teen <sup>2</sup> self-(reflx) + pfv.i-(1s.S).cl(+D,s,+i).√see	i saw/see myself
3s	1p	wutusiteen	∅-ÿu-tu-si-√teen <sup>2</sup> her/him/it-(3.0).pfv.we-(1p.S).cl(-D,s,+i).√see	we saw/see her/him/it
3p	1p	has wutusiteen	has + ∅-ÿu-tu-si-√teen <sup>2</sup> (3pl) + her/him/it-(3.0).pfv.we-(1p.S). cl(-D,s,+i).√see	we saw/see them
2s	1p	iwtusiteen	i-ÿu-tu-si-√teen <sup>2</sup> you-(2s.0).pfv.we-(1p.S).cl(-D,s,+i).√see	we saw/see you
2p	1p	yee wtusiteen	yee + ÿu-tu-si-√teen <sup>2</sup> you-all-(2p.0).pfv.we-(1p.S).cl(-D,s,+i).√see	we saw/see you all
4h	1p	koowtusiteen	ku-ÿu-tu-si-√teen <sup>2</sup> someone-(4h.0).pfv.we-(1p.S).cl(-D,s,+i).√see	we saw/see someone
4n	1p	at wutusiteen	at + ÿu-tu-si-√teen <sup>2</sup> something-(4n.0) + pfv.we-(1p.S).cl(-D,s,+i).√see	we saw/see something
rflex	1p	sh wutudziteen	sh + ÿu-tu-dzi-√teen <sup>2</sup> self-(reflx) + pfv.we-(1p.S).cl(+D,s,+i).√see	we saw/see ourselves
3s	2s	yisiteen	∅-ÿu-i-si-√teen <sup>2</sup> her/him/it-(3.0).pfv.you-(2s.S).cl(-D,s,+i).√see	you saw/see her/him/it
3p	2s	has yisiteen	has + ∅-ÿu-i-si-√teen <sup>2</sup> (3pl) + her/him/it-(3.0).pfv.you-(2s.S). cl(-D,s,+i).√see	you saw/see them
1s	2s	xat yisiteen	xat + ÿu-i-si-√teen <sup>2</sup> me-(1s.0).pfv.you-(2s.S).cl(-D,s,+i).√see	you saw/see me
1p	2s	haa yisiteen	haa + ÿu-i-si-√teen <sup>2</sup> us-(1p.0).pfv.you-(2s.S).cl(-D,s,+i).√see	you saw/see us
4h	2s	kuysiteen	ku-ÿu-i-si-√teen <sup>2</sup> someone-(4h.0).pfv.you-(2s.S).cl(-D,s,+i).√see	you saw/see someone

O	S	VERB	GLOSS	TRANSLATION
4n	2s	at yisteen	at + yü-i-si-√teen <sup>2</sup> something-(4n.O) + pfv.you-(2s.S).cl(-D,S,+I).√see	you saw/see something
rflex	2s	sh yidziteen	sh + yü-i-dzi-√teen <sup>2</sup> self-(rflex) + pfv.you-(2s.S).cl(+D,S,+I).√see	you saw/see yourself
3s	2p	yeeysiteen	Ø-yü-yi-si-√teen <sup>2</sup> her/him/it-(3.O).pfv.you-all-(2p.S). cl(-D,S,+I).√see	you all saw/see her/him/it
3p	2p	has yeeysiteen	has + Ø-yü-yi-si-√teen <sup>2</sup> (3pl) + her/him/it-(3.O).pfv.you-all-(2p.S). cl(-D,S,+I).√see	you all saw/see them
1s	2p	xat yeeysiteen	xat + yü-yi-si-√teen <sup>2</sup> me-(1s.O) + pfv.you-all-(2p.S).cl(-D,S,+I).√see	you all saw/see me
1p	2p	haa yeeysiteen	haa + yü-yi-si-√teen <sup>2</sup> us-(1p.O) + pfv.you-all-(2p.S).cl(-D,S,+I).√see	you all saw/see us
4h	2p	ku yeeysiteen	ku-yü-yi-si-√teen <sup>2</sup> someone-(4h.O).pfv.you-all-(2p.S).cl(-D,S,+I).√see	you all saw/see someone
4n	2p	at yeeysiteen	at + yü-yi-si-√teen <sup>2</sup> something-(4n.O) + pfv.you-all-(2p.S). cl(-D,S,+I).√see	you all saw/see something
rflex	2p	sh yeedziteen	sh + yü-yi-dzi-√teen <sup>2</sup> self-(rflex) + pfv.you-all-(2p.S).cl(+D,S,+I).√see	you all saw/see yourselves
3s	3s	awsiteen	a-yü-Ø-si-√teen <sup>2</sup> her/him/it-(3.O).pfv.s/he-(3.S).cl(-D,S,+I).√see	s/he saw/sees her/him/it
3p	3s	has awsiteen	has + a-yü-Ø-si-√teen <sup>2</sup> (3pl) + her/him/it-(3.O).pfv.s/he-(3.S). cl(-D,S,+I).√see	s/he saw/sees them; they saw/see them
1s	3s	xat wusiteen	xat + yü-Ø-si-√teen <sup>2</sup> me-(1s.O) + pfv.s/he-(3.S).cl(-D,S,+I).√see	s/he saw/sees me
1p	3s	haa wsiteen	haa + yü-Ø-si-√teen <sup>2</sup> us-(1p.O) + pfv.s/he-(3.S).cl(-D,S,+I).√see	s/he saw/sees us
2s	3s	iwsiteen	i-yü-Ø-si-√teen <sup>2</sup> you-(2s.O).pfv.s/he-(3.S).cl(-D,S,+I).√see	s/he saw/sees you
2p	3s	yee wsiteen	yee + yü-Ø-si-√teen <sup>2</sup> you-all-(2p.O) + pfv.s/he-(3.S).cl(-D,S,+I).√see	s/he saw/sees you all
4h	3s	koowsiteen	ku-yü-Ø-si-√teen <sup>2</sup> someone-(4h.O).pfv.s/he-(3.S).cl(-D,S,+I).√see	s/he saw/sees someone
4n	3s	at wusiteen	at + yü-Ø-si-√teen <sup>2</sup> something-(4n.O) + pfv.s/he-(3.S).cl(-D,S,+I).√see	s/he saw/sees something
rflex	3s	sh wudziteen	sh + yü-yi-dzi-√teen <sup>2</sup> self-(rflex) + pfv.s/he-(3.S).cl(+D,S,+I).√see	s/he saw/sees herself/ himself
1s	3p	has xat wusiteen	has + xat + yü-Ø-si-√teen <sup>2</sup> (3pl) + me-(1s.O).pfv.s/he-(3.S).cl(-D,S,+I).√see	they saw/see me
1p	3p	has haa wsiteen	has + haa + yü-Ø-si-√teen <sup>2</sup> (3pl) + us-(1p.O).pfv.s/he-(3.S).cl(-D,S,+I).√see	they saw/see us
2s	3p	has iwsiteen	has + i-yü-Ø-si-√teen <sup>2</sup> (3pl) + you-(2s.O).pfv.s/he-(3.S).cl(-D,S,+I).√see	they saw/see you
2p	3p	has yee wsiteen	has + yee + yü-Ø-si-√teen <sup>2</sup> (3pl) + you-all-(2s.O).pfv.s/he-(3.S). cl(-D,S,+I).√see	they saw/see you all
4h	3p	has koowsiteen	has + ku-yü-Ø-si-√teen <sup>2</sup> (3pl) + someone-(4h.O).pfv.s/he-(3.S). cl(-D,S,+I).√see	they saw/see someone



Object & Subject Combinations

O	S	VERB	GLOSS	TRANSLATION
4n	3p	has at wusiteen	has + a-ÿu-Ø-si-√teen <sup>2</sup> (3pl) + her/him/it-(3.0).pfv.s/he-(3.S). cl(-D,S,+i).√see	they saw/see something
rflex	3s	has sh wudziteen	has + a-ÿu-Ø-si-√teen <sup>2</sup> (3pl) + her/him/it-(3.0).pfv.s/he-(3.S). cl(-D,S,+i).√see	they saw/see themselves
3s	4h	wudziteen	Ø-ÿu-du-dzi-√teen <sup>2</sup> her/him/it-(3.0)-pfv.someone-(4h.S). cl(+D,S,+i).√see	she/he/it was seen
3p	4h	has wudziteen	has + Ø-ÿu-du-dzi-√teen <sup>2</sup> (3pl) + her/him/it-(3.0)-pfv.someone-(4h.S). cl(+D,S,+i).√see	they were seen
1s	4h	xat wudziteen	xat + Ø-ÿu-du-dzi-√teen <sup>2</sup> me-(1s.0) + pfv.someone-(4h.S).cl(+D,S,+i).√see	i was seen
1p	4h	haa wudziteen	haa + ÿu-du-dzi-√teen <sup>2</sup> us-(1p.0) + pfv.someone-(4h.S).cl(+D,S,+i).√see	we were seen
2s	4h	iwduziteen	i-ÿu-du-dzi-√teen <sup>2</sup> you-(2s.0)-pfv.someone-(4h.S).cl(+D,S,+i).√see	you were seen
2p	4h	yee wdziteen	yee + ÿu-du-dzi-√teen <sup>2</sup> you-all-(2p.0)-pfv.someone-(4h.S).cl(+D,S,+i).√see	you all were seen
4h	4h	koowdziteen	ku-ÿu-du-dzi-√teen <sup>2</sup> someone-(4h.0)-pfv.someone-(4h.S). cl(+D,S,+i).√see	someone was seen
4n	4h	at wudziteen	at + ÿu-du-dzi-√teen <sup>2</sup> something-(4n.0) + pfv.someone-(4h.S). cl(+D,S,+i).√see	something was seen

FUTURE

yei + O-ga-u-ga-S-sa-√teen

S will see O

The future mode contains the preverb «yei» for ga-conjugation verbs and «kei» with ga-conjugation verbs. These preverbs combine with the prefixes «ga-u-ga-» to create the future mode. The preverb «yei» is associated with downward motion, and «kei» with upward motion.

O	S	VERB	GLOSS	TRANSLATION
3s	1s	yei kkwatéeen	yei + Ø-ga-u-ga-xa-sa-√teen <sup>2</sup> down + her/him/it-(3.0).ga-cj.irr.ga-md. i-(1s.S).cl(-D,S,-i).√see	i will see her/him/it
3p	1s	yei has kukatéeen	yei + has + Ø-ga-u-ga-xa-sa-√teen <sup>2</sup> down + (3pl) + her/him/it-(3.0).ga-cj.irr. ga-md.i-(1s.S).cl(-D,S,-i).√see	i will see them
2s	1s	yei ikkwatéeen	yei + i-ga-u-ga-xa-sa-√teen <sup>2</sup> down + you-(2s.0).ga-cj.irr.ga-md.i-(1s.S). cl(-D,S,-i).√see	i will see you
2p	1s	yei yee kkwatéeen	yei + yee + ga-u-ga-xa-sa-√teen <sup>2</sup> down + you-all-(2p.0).ga-cj.irr.ga-md. i-(1s.S).cl(-D,S,-i).√see	i will see you all
4h	1s	yei kukkwatéeen	yei + ku-ga-u-ga-xa-sa-√teen <sup>2</sup> down + someone-(4h.0).ga-cj.irr.ga-md. i-(1s.S).cl(-D,S,-i).√see	i will see someone
4n	1s	yei at kukwatéeen	yei + at + ga-u-ga-xa-sa-√teen <sup>2</sup> down + something-(4n.0).ga-cj.irr. ga-md.i-(1s.S).cl(-D,S,-i).√see	i will see something

O	S	VERB	GLOSS	TRANSLATION
rlfx	1s	yei sh kukastéen	yei + sh + ga-u-ga-xa-s-√téen <sup>2</sup> down + self-(rlfx) + ga-cj.irr.ga-md. i-(1s.S).cl(+d,s,-i).√see	i will see myself
3s	1p	yei gaxtoosatéen	yei + Ø-ga-u-ga-tu-sa-√téen <sup>2</sup> down + her/him/it-(3.0).ga-cj.irr.ga-md. we-(1p.S).cl(-d,s,-i).√see	we will see her/him/it
3p	1p	yei has gaxtoosatéen	yei + has + Ø-ga-u-ga-tu-sa-√téen <sup>2</sup> down + (3pl) + her/him/it-(3.0).ga-cj.irr. ga-md.we-(1p.S).cl(-d,s,-i).√see	we will see them
2s	1p	yei igaxtoosatéen	yei + i-ga-u-ga-tu-sa-√téen <sup>2</sup> down + you-(2s.0).ga-cj.irr.ga-md. we-(1p.S).cl(-d,s,-i).√see	we will see you
2p	1p	yei yee gaxtoosatéen	yei + yee + ga-u-ga-tu-sa-√téen <sup>2</sup> down + you-all-(2p.0).ga-cj.irr.ga-md. we-(1p.S).cl(-d,s,-i).√see	we will see you all
4h	1p	yei kugaxtoosatéen	yei + ku-ga-u-ga-tu-sa-√téen <sup>2</sup> down + someone-(4h.0).ga-cj.irr.ga-md. we-(1p.S).cl(-d,s,-i).√see	we will see someone
4n	1p	yei at gaxtoosatéen	yei + at + ga-u-ga-tu-sa-√téen <sup>2</sup> down + something-(4n.0) + ga-cj.irr. ga-md.we-(1p.S).cl(-d,s,-i).√see	we will see something
rlfx	1p	yei sh gaxtoostéen	yei + sh + ga-u-ga-tu-s-√téen <sup>2</sup> down + self-(rlfx) + ga-cj.irr.ga-md. we-(1p.S).cl(+d,s,-i).√see	we will see ourselves
3s	2s	yei kgeesatéen	yei + Ø-ga-u-ga-i-sa-√téen <sup>2</sup> her/him/it-(3.0).ga-cj.irr.ga-md.you- (2s.S).cl(-d,s,-i).√see	you will see her/him/it
3p	2s	yei has gagisatéen	yei + has + Ø-ga-u-ga-i-sa-√téen <sup>2</sup> (3pl) + her/him/it-(3.0).ga-cj.irr.ga-md. you-(2s.S). cl(-d,s,-i).√see	you will see them
1s	2s	yei xat gagisatéen	yei + xat + ga-u-ga-i-sa-√téen <sup>2</sup> down + me-(1s.0).ga-cj.irr.ga-md. you-(2s.S).cl(-d,s,-i).√see	you will see me
1p	2s	yei haa gagisatéen	yei + haa + ga-u-ga-i-sa-√téen <sup>2</sup> down + us-(1p.0).ga-cj.irr.ga-md. you-(2s.S).cl(-d,s,-i).√see	you will see us
4h	2s	yei ku gagisatéen	yei + ku-ga-u-ga-i-sa-√téen <sup>2</sup> down + someone-(4h.0).ga-cj.irr.ga-md. you-(2s.S).cl(-d,s,-i).√see	you will see someone
4n	2s	yei at gagisatéen	yei + at + ga-u-ga-i-sa-√téen <sup>2</sup> down + something-(4n.0) + ga-cj.irr. ga-md.you-(2s.S).cl(-d,s,-i).√see	you will see something
rlfx	2s	yei sh gagistéen	yei + sh + ga-u-ga-i-s-√téen <sup>2</sup> self-(rlfx) + ga-cj.irr.ga-md.you-(2s.S). cl(+d,s,-i).√see	you will see yourself
3s	2p	yei gaxysisatéen	yei + Ø-ga-u-ga-yi-sa-√téen <sup>2</sup> down + her/him/it-(3.0).ga-cj.irr.ga-md. you-all-(2p.S).cl(-d,s,-i).√see	you all will see her/ him/it
3p	2p	yei has gaxysisatéen	yei + has + Ø-ga-u-ga-yi-sa-√téen <sup>2</sup> down + (3pl) + her/him/it-(3.0).ga-cj.irr. ga-md.you-all-(2p.S).cl(-d,s,-i).√see	you all will see them
1s	2p	yei xat gaxysisatéen	yei + xat + ga-u-ga-yi-sa-√téen <sup>2</sup> down + me-(1s.0) + ga-cj.irr.ga-md. you-all-(2p.S).cl(-d,s,-i).√see	you all will see me

Object & Subject Combinations

O	S	VERB	GLOSS	TRANSLATION
1p	2p	yei haa gax <sub>y</sub> isatéen	yei + haa + ga-u-ga-yi-sa-√téén <sup>2</sup> down + us-(1p.0) + ga-cj.irr.ga-md. you-all-(2p.S).cl(-D,S,-i).√see	you all will see us
4h	2p	yei ku <sub>g</sub> ax <sub>y</sub> isatéen	yei + ku-ga-u-ga-yi-sa-√téén <sup>2</sup> down + someone-(4h.0).ga-cj.irr.ga-md. you-all-(2p.S).cl(-D,S,-i).√see	you all will see someone
4n	2p	yei at gax <sub>y</sub> isatéen	yei + at + ga-u-ga-yi-sa-√téén <sup>2</sup> down + something-(4n.0) + ga-cj.irr.ga- md.you-all-(2p.S).cl(-D,S,-i).√see	you all will see something
rflex	2p	yei sh gax <sub>y</sub> istéen	yei + sh + ga-u-ga-yi-s-√téén <sup>2</sup> down + self-(rflx) + ga-cj.irr.ga-md. you-all-(2p.S).cl(+D,S,-i).√see	you all will see yourselves
3s	3s	yei agux <sub>s</sub> atéen	yei + a-ga-u-ga-∅-sa-√téén <sup>2</sup> down + her/him/it-(3.0).ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	s/he will see her/him/it
3p	3s	yei has agux <sub>s</sub> atéen	yei + has + a-ga-u-ga-∅-sa-√téén <sup>2</sup> down + (3pl) + her/him/it-(3.0).ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	s/he will see them; they will see them
1s	3s	yei xat gux <sub>s</sub> atéen	yei + xat + ga-u-ga-∅-sa-√téén <sup>2</sup> down + me-(1s.0) + ga-cj.irr.ga-md. s/he-(3.S).cl(-D,S,-i).√see	s/he will see me
1p	3s	yei haa gux <sub>s</sub> atéen	yei + haa + ga-u-ga-∅-sa-√téén <sup>2</sup> down + us-(1p.0) + ga-cj.irr.ga-md. s/he-(3.S).cl(-D,S,-i).√see	s/he will see us
2s	3s	yei igux <sub>s</sub> atéen	yei + i-ga-u-ga-∅-sa-√téén <sup>2</sup> down + you-(2s.0).ga-cj.irr.ga-md. s/he-(3.S).cl(-D,S,-i).√see	s/he will see you
2p	3s	yei yee gux <sub>s</sub> atéen	yei + yee + ga-u-ga-∅-sa-√téén <sup>2</sup> down + you-all-(2p.0) + ga-cj.irr.ga-md. s/he-(3.S).cl(-D,S,-i).√see	s/he will see you all
4h	3s	yei ku <sub>g</sub> ux <sub>s</sub> atéen	yei + ku-ga-u-ga-∅-sa-√téén <sup>2</sup> down + someone-(4h.0).ga-cj.irr.ga-md. s/he-(3.S).cl(-D,S,-i).√see	s/he will see someone
4n	3s	yei at gux <sub>s</sub> atéen	yei + at + ga-u-ga-∅-sa-√téén <sup>2</sup> down + something-(4n.0) + ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	s/he will see something
rflex	3s	yei sh gugastéen	yei + sh + ga-u-ga-yi-s-√téén <sup>2</sup> down + self-(rflx) + ga-cj.irr.ga-md. s/he-(3.S).cl(+D,S,-i).√see	s/he will see herself/himself
1s	3p	yei has xat gux <sub>s</sub> atéen	yei + has + xat + ga-u-ga-∅-sa-√téén <sup>2</sup> down + (3pl) + me-(1s.0).ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	they will see me
1p	3p	yei has haa gux <sub>s</sub> atéen	yei + has + haa + ga-u-ga-∅-sa-√téén <sup>2</sup> down + (3pl) + us-(1p.0).ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	they will see us
2s	3p	yei has igux <sub>s</sub> atéen	yei + has + i-ga-u-ga-∅-sa-√téén <sup>2</sup> down + (3pl) + you-(2s.0).ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	they will see you
2p	3p	yei has yee gux <sub>s</sub> atéen	yei + has + yee + ga-u-ga-∅-sa-√téén <sup>2</sup> down + (3pl) + you-all-(2s.0).ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	they will see you all
4h	3p	yei has ku <sub>g</sub> ux <sub>s</sub> atéen	yei + has + ku-ga-u-ga-∅-sa-√téén <sup>2</sup> down + (3pl) + someone-(4h.0).ga-cj.irr. ga-md.s/he-(3.S).cl(-D,S,-i).√see	they will see someone

O	S	VERB	GLOSS	TRANSLATION
4n	3p	yei has at gux <sub>s</sub> atéen	yei + has + a-ga-u-ga-Ø-sa-√téén <sup>2</sup> down + (3pl) + her/him/it-(3.0).ga-cj.irr. ga-md.s/he-(3.S).cl-(-D,S,-I).√see	they will see something
3s	3s	yei has sh gugastéen	yei + has + a-ga-u-ga-Ø-sa-√téén <sup>2</sup> down + (3pl) + her/him/it-(3.0).ga-cj.irr. ga-md.s/he-(3.S).cl-(-D,S,-I).√see	they will see themselves
3s	4h	yei ga <sub>x</sub> dustéen	yei + Ø-ga-u-ga-du-s-√téén <sup>2</sup> down + her/him/it-(3.0).ga-cj.irr.ga-md. someone-(4h.S).cl-(+D,S,-I).√see	her/him/it will be seen
3p	4h	yei has ga <sub>x</sub> dustéen	yei + has + Ø-ga-u-ga-du-s-√téén <sup>2</sup> down + (3pl) + her/him/it-(3.0).ga-cj.irr. ga-md.someone-(4h.S).cl-(+D,S,-I).√see	they will be seen
1s	4h	yei xat ga <sub>x</sub> dustéen	yei + xat + Ø-ga-u-ga-du-s-√téén <sup>2</sup> down + me-(1s.0) + ga-cj.irr.ga-md. someone-(4h.S).cl-(+D,S,-I).√see	i will be seen
1p	4h	yei haa ga <sub>x</sub> dustéen	yei + haa + ga-u-ga-du-s-√téén <sup>2</sup> down + us-(1p.0) + ga-cj.irr.ga-md. someone-(4h.S).cl-(+D,S,-I).√see	we will be seen
2s	4h	yei i ga <sub>x</sub> dustéen	yei + i-ga-u-ga-du-s-√téén <sup>2</sup> down + you-(2s.0).ga-cj.irr.ga-md. someone-(4h.S).cl-(+D,S,-I).√see	you will be seen
2p	4h	yei yee ga <sub>x</sub> dustéen	yei + yee + ga-u-ga-du-s-√téén <sup>2</sup> down + you-all-(2p.0).ga-cj.irr.ga-md. someone-(4h.S).cl-(+D,S,-I).√see	you all will be seen
4h	4h	yei ku ga <sub>x</sub> dustéen	yei + ku-ga-u-ga-du-s-√téén <sup>2</sup> down + someone-(4h.0).ga-cj.irr.ga-md. someone-(4h.S).cl-(+D,S,-I).√see	someone will be seen
4n	4h	yei at ga <sub>x</sub> dustéen	yei + at + ga-u-ga-du-s-√téén <sup>2</sup> down + something-(4n.0) + ga-cj.irr. ga-md.someone-(4h.S).cl-(+D,S,-I).√see	something will be seen
recip	1p	woosh yei ga <sub>x</sub> toostéen	woosh + yei + ga-u-ga-tu-s-√téén <sup>2</sup> recip + down + ga-cj.irr.ga-md.we-(1p.S). cl-(+D,S,-I).√see	we will see each other
recip	2p	woosh yei ga <sub>x</sub> yistéén	woosh + yei + ga-u-ga-yi-s-√téén <sup>2</sup> recip + down + ga-cj.irr.ga-md.you-all- (2p.S).cl-(+D,S,-I).√see	you all will see each other
recip	3s	woosh yei gugastéen	woosh + yei + ga-u-ga-tu-s-√téén <sup>2</sup> recip + down + ga-cj.irr.ga-md.we-(1p.S). cl-(+D,S,-I).√see	they will see each other

# 17

## Motion Verbs

*Tléix'yateeyi aa áwé,  
yá Yéil áwé át woogoot.  
— Yakw̄xwaan Tláa*

There was this time  
Raven was walking around.  
— Katherine Mills, T'ak̄deintaan<sup>1</sup>

### ***Introduction***

This may be the first time that motion verbs are fully diagrammed for you. The important things to remember about motion verbs is that they do not have an imperfective mode, but instead often use the progressive imperfective mode to describe present-tense actions. More importantly, the *conjugation prefix* ( $C_p$ ) changes depending on the type of motion, which is determined by the chosen preverb.

The «na-» and «Ø-» *conjugation prefix* forms are by far the most common, but a quick look at the «ga-» and «ḡa-» show how those two are linked with upward (ga-) and downward (ḡa-) motions, respectively.

The em dash (—) means that no preverb is present, but the motion is identified by some other means. For example, if Raven is flying up out of the whale, then the motion verbs may be «ga-» conjugation until it becomes clear that the motion has changed.

To see how some of these works, we will use two very common verbs, which you may have heard as «hítde woogoot»

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<sup>1</sup> Katzeek, Smitty. “Tánk' X'éidáx Áyá, Ishka Hít S'aatí, Gaanaxteidí, Tlákw Aan (Tlingit language).” trans. Lance Twitchell. Retrieved from <https://www.youtube.com/watch?v=BnW4bo4lC7A>.

and «neilt uwagút». The reason why the perfective forms change have been long thought to be goal oriented, what we call telic (goal achieved) and atelic (goal not achieved), but linguists working on Tlingit now see it more as a conjugation switch based on the type of motion being described.

While these switches seem like a lot to deal with, the advantage of learning them is that you apply the same preverb to conjugation prefix combinations for every type of motion verbs. The stem variation and other structures become much more predictable once the types of motion are memorized.

The lists of preverbs and conjugation prefixes come from Crippen<sup>2</sup> and the verb modes come from Eggleston<sup>3</sup>. For more on motion verbs and verb modes, see those sources.

### ∅- Conjugation Prefix Preverbs

«∅-» conjugation is used with the following motion preverbs

MOTION TOWARD A TERMINUS	
PREVERB	MEANING
N-{t,x̄,de}	arriving at N, coming to N
neil(t) ~ neilx̄ ~ neildé	moving inside, coming home
N-x' + neil(t)	moving inside house at N
haat ~ haax̄ ~ haa(n)dé	coming here
yóo-{t,x̄,de}	going away, going off somewhere
kux ~ kuxx̄ ~ kúxde	moving aground, into shallow water
ÿan ~ ÿax̄ ~ ÿánde	moving ashore, to rest, completing
N-x' + ÿan	coming to rest at N
N-náx̄ + ÿan	moving across N, to the other side of N
ÿan + k'i-	setting up, erecting
ÿan + sha-	setting up, leaning against

MOTION TOWARD AREA	
PREVERB	MEANING
kei	moving up
ux̄ + kei	moving out of control, blindly, amiss

2 Crippen, James. "Tlingit Verbal Structure Handbook." (Vancouver: Department of Linguistics, University of British Columbia, 2013), 26–29.

3 Eggleston, Keri. "575 Tlingit Verbs: The Paradigms – A Component of '575 Tlingit Verbs: A Study Of Tlingit Verb Paradigms" (Ph.D. thesis, University of Alaska Fairbanks, 2013), 451–472.

Motion Verbs

**MOTION TOWARD AREA**

PREVERB	MEANING
N-x' <u>é-x'</u> + kei	catching up with N
yei	disembark, exit boat or other vehicle
yeik ~ yeek	moving down to shore
héeni + yeik	moving down into water
daak	moving up from shore, back from open
dáagi + daak	moving farther up from shore
<u>kwáakx</u> + daak	moving by mistake, wrongly
daak	seaward, out into open, falling from sky
<u>kux</u> ~ <u>kuxdé</u> [+d]	reverting, returning
N-x' <u>kux</u> [+d]	reverting, returning to N

**MOTION CONFINED TO A LOCATION**

PREVERB	MEANING
N-x'	coming near N
N- <u>ya</u>	coming up to N
N + <u>gunayä-</u>	separating from N
N + <u>jishá-</u>	getting ahead of N
<u>gági</u>	emerging, coming out into open
dáagi	coming out of water
héeni	going into water
<u>gunayéi</u> ~ <u>gunéi</u>	beginning
N- <u>x</u>	moving in place at N, while stuck at N
N-x' + <u>ya<sub>x</sub></u>	turning over by N
áa + <u>ya<sub>x</sub></u>	turning over
shú + <u>ya<sub>x</sub></u>	turning over end by end
<u>y<sub>e</sub>tx</u>	starting, taking off, picking up

**OSCILLATING MOTION**

PREVERB	MEANING
yoo	moving back and forth, to and fro
yan + yoo	moving up and down (from surface)

**OBLIQUE UNBOUNDED MOTION**

PREVERB	MEANING
N- <u>x</u> + <u>ya-oo</u> ~ <u>ya<sub>a</sub></u>	moving obliquely, circuitously along N

**OBLIQUE UNBOUNDED MOTION**

PREVERB	MEANING
N + daa-x̣	circling around N
N-dé + ÿa-oo ~ ÿaa	moving obliquely, circuitously toward N
hé-dé	moving over that way, aside, out of the way
N-dáx̣ + ÿa-oo ~ ÿaa	moving obliquely, circuitously away from N
N + jikaa-dáx̣	getting out of N's way
N-náx̣ + ÿa-oo ~ ÿaa	moving obliquely, circuitously along, through N
N-x' + ÿa-oo ~ ÿaa	moving obliquely, circuitously at N
N + daséi-x'	exchanging places with N

**HANGING**

PREVERB	MEANING
N-x̣ sha-ÿa-oo	hanging up at N
ÿax̣ + sha-ÿa-oo	hanging up

**REVERTIVE MOTION**

PREVERB	MEANING
a-ÿa-oo [+d]	reverting, turning back

**VERB MODE EXAMPLES**

$\sqrt{\text{goot}}^1$                       N-t~ + S-Ø- $\sqrt{\text{goot}}$

Ø *motion verb – subject intransitive*  
for (singular) S to arrive at N, go to N (by walking or as general term)

**PROGRESSIVE IMPERFECTIVE (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé yaa n̄xagút	aa-dé yaa na-xa-Ø- $\sqrt{\text{gút}}$	i am going there
2s	aadé yaa neegút	aa-dé yaa na-i-Ø- $\sqrt{\text{gút}}$	you are going there
3s	aadé yaa nagút	aa-dé yaa na-Ø-Ø- $\sqrt{\text{gút}}$	s/he is going there
4h	aadé yaa anagút	aa-dé yaa a-na-Ø- $\sqrt{\text{gút}}$	someone is going there

**PROGRESSIVE IMPERFECTIVE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél aadé yaa n̄xwagút	tlél aa-dé yaa u-na-xa-Ø- $\sqrt{\text{gút}}$	i am not going there
2s	tlél aadé yaa neegút	tlél aa-dé yaa u-na-i-Ø- $\sqrt{\text{gút}}$	you are not going there
3s	tlél aadé yaa unagút	tlél aa-dé yaa u-na-Ø-Ø- $\sqrt{\text{gút}}$	s/he is not going there



Motion Verbs

**PROGRESSIVE IMPERFECTIVE (–)**

O-S	TLINGIT	GLOSS	TRANSLATION
4h	[does not occur]	—	—

**PERFECTIVE (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	át xwaagút	aa-t u-xa-ya-√gút	i arrived there
2s	át iyagút	aa-t u-i-ya-√gút	you arrived there
3s	át uwagút	aa-t u-∅-ya-√gút	s/he arrived there
4h	át aawagút	aa-t a-u-ya-√gút	someone arrived there

**PERFECTIVE (–)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél át xwagoot	tlél aa-t yu-xa-∅-√goot	i didn't arrive there
2s	tlél át yigoot	tlél aa-t yu-i-∅-√goot	you didn't arrive there
3s	tlél át wugoot	tlél aa-t yu-∅-∅-√goot	s/he didn't arrive there
4h	[does not occur]	—	—

**IMPERATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
2s	át gú	aa-t ∅-√gú	go there!

**PERFECTIVE HABITUAL (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	át xwagootch	aa-t ∅-u-xa-∅-√goot-ch	i go there (every time)
2s	át eegootch	aa-t ∅-u-i-∅-√goot-ch	you go there (every time)
3s	át ugootch	aa-t ∅-u-∅-∅-√goot-ch	s/he goes there (every time)
4h	át oogootch	aa-t a-∅-u-∅-√goot-ch	someone goes there (every time)

**PERFECTIVE HABITUAL (–)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél át xwagootch	tlél aa-t ∅-u-xa-∅-√goot-ch	i haven't arrived there yet
2s	tlél át eegootch	tlél aa-t ∅-u-i-∅-√goot-ch	you haven't arrived there yet
3s	tlél át ugootch	tlél aa-t ∅-u-∅-∅-√goot-ch	is/he hasn't arrived there yet
4h	[does not occur]	—	—

**FUTURE (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé kkwagóot	aa-dé ga-u-ga-xa-Ø-√goot	i will go there
2s	aadé kgeegóot	aa-dé ga-u-ga-i-Ø-√goot	you will go there
3s	aadé gugagóot	aa-dé ga-u-ga-Ø-Ø-√goot	s/he will go there
4h	aadé akgwagóot	aa-dé a-ga-u-ga-Ø-√goot	someone will go there

**FUTURE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél aadé kkwagoot	tlél aa-dé ga-u-ga-xa-Ø-√goot	i won't go there
2s	tlél aadé kgeegoot	tlél aa-dé ga-u-ga-i-Ø-√goot	you won't go there
3s	tlél aadé gugagoot	tlél aa-dé ga-u-ga-Ø-Ø-√goot	s/he won't go there
4h	[does not occur]	—	—

**HORTATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	át kagoot	aa-t Ø-ga-xa-Ø-√goot	let me go there
3s	át gagoot	aa-t Ø-ga-Ø-Ø-√goot	let him/her go there

**REPETITIVE IMPERFECTIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	áx goot	aa-x Ø-Ø-√goot	s/he goes there (regularly)

**PROHIBITIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
2s	líl áx eegoodík	líl aa-x Ø-i-Ø-√goot-ík	don't go there!
2s	líl át yigoodík	líl aa-t yü-i-Ø-√goot-ík	don't go there!

**POTENTIAL (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	gwál át kwaagoodí	gwál aa-t u-Ø-ga-xa-ya-√goot-í	i might go there
3s	gwál át gwaagoodí	gwál aa-t u-Ø-ga-Ø-ya-√goot-í	s/he might go there

**POTENTIAL (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	gwál tlél át kwaagoodí	gwál tlél aa-t u-Ø-ga-xa-ya-√goot-í	i might not go there
3s	gwál tlél át gwaagoodí	gwál tlél aa-t u-Ø-ga-Ø-ya-√goot-í	s/he might not go there

Motion Verbs

**POTENTIAL ATTRIBUTIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél aadé át <u>k</u> waagoodi yé	tlél aa-dé aa-t u-Ø-ga- <u>x</u> a-ya-√goot-í yé	no way i can get there
3s	tlél aadé át <u>g</u> waagoodi yé	tlél aa-dé aa-t u-Ø-ga-Ø-ya-√goot-í yé	no way s/he can get there

**POTENTIAL DECESSIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	át <u>k</u> wagoodín	aa-t u-Ø-ga- <u>x</u> a-Ø-√goot-ín	i would have gone there
3s	át <u>g</u> wagoodín	aa-t u-Ø-ga-Ø-Ø-√goot-ín	s/he would have gone there

**CONDITIONAL**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	át <u>x</u> agútni	aa-t Ø- <u>x</u> a-Ø-√gút-ni	if/when i get there
2s	át eegútni	aa-t Ø-i-Ø-√gút-ni	if/when you get there
3s	át gútni	aa-t Ø-Ø-Ø-√gút-ni	if/when s/he gets there



Motion Verbs

**PERFECTIVE (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé xwaagoot	aa-dé yu-xa-ya-√gút	i arrived there
2s	aadé yeegoot	aa-dé yu-i-ya-√gút	you arrived there
3s	aadé woogoot	aa-dé yu-∅-ya-√gút	s/he arrived there

**PERFECTIVE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél aadé xwagoot	tlél aa-dé yu-xa-∅-√goot	i didn't arrive there
2s	tlél aadé yigoot	tlél aa-dé yu-i-∅-√goot	you didn't arrive there
3s	tlél aadé wugoot	tlél aa-dé yu-∅-∅-√goot	s/he didn't arrive there

**IMPERATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
2s	aadé nagú	aa-dé na-√gú	go there!

**PERFECTIVE HABITUAL (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé nxagútch	aa-t na-yu-xa-∅-√gút-ch	i go there (every time)
2s	aadé neegútch	aa-t na-yu-i-∅-√gút-ch	you go there (every time)
3s	aadé nagútch	aa-t na-yu-∅-∅-√gút-ch	s/he goes there (every time)

**PERFECTIVE HABITUAL (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél aadé nxwagútch	tlél aa-t na-u-xa-∅-√gút-ch	i haven't arrived there yet
2s	tlél aadé neegútch	tlél aa-t na-u-i-∅-√gút-ch	you haven't arrived there yet
3s	tlél aadé unagútch	tlél aa-t na-u-∅-∅-√gút-ch	is/he hasn't arrived there yet

**FUTURE (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé kkwagóot	aa-dé ga-u-ga-xa-∅-√góot	i will go there
2s	aadé kgeegóot	aa-dé ga-u-ga-i-∅-√góot	you will go there
3s	aadé gugagóot	aa-dé ga-u-ga-∅-∅-√góot	s/he will go there

**FUTURE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél aadé kkwagóot	tlél aa-dé ga-u-ga-xa-∅-√góot	i won't go there
2s	tlél aadé kgeegóot	tlél aa-dé ga-u-ga-i-∅-√góot	you won't go there
3s	tlél aadé gugagóot	tlél aa-dé ga-u-ga-∅-∅-√góot	s/he won't go there

**HORTATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé <u>nkagoot</u>	aa-t na-ga-xa-Ø-√goot	let me go there
3s	aadé <u>ngagoot</u>	aa-t na-ga-Ø-Ø-√goot	let him/her go there

**REPETITIVE IMPERFECTIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	aadé yoo <u>yagútk</u>	aa-dé yoo Ø-Ø-√gút-k	s/he goes there (regularly)

**PROHIBITIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
2s	<u>líl</u> aadé yoo <u>eegútgik</u>	líl aa-dé yoo i-Ø-√gút-k-ik	don't go there!
2s	<u>líl</u> aadé <u>yigoodík</u>	líl aa-dé yü-i-Ø-√goot-ik	don't go there!

**POTENTIAL (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>gwál</u> aadé <u>unkaagoodí</u>	gwál aa-dé u-na-ga-xa-ÿa-√goot-í	i might go there
3s	<u>gwál</u> aadé <u>ngwaagoodí</u>	gwál aa-dé u-na-ga-Ø-ÿa-√goot-í	s/he might go there

**POTENTIAL (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>gwál</u> <u>tlél</u> aadé <u>unkaagoodí</u>	gwál tlél aa-dé u-na-ga-xa-ÿa-√goot-í	i might not go there
3s	<u>gwál</u> <u>tlél</u> aadé <u>ngwaagoodí</u>	gwál tlél aa-dé u-na-ga-Ø-ÿa-√goot-í	s/he might not go there

**POTENTIAL ATTRIBUTIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>tlél</u> aadé aadé <u>unkaagoodí</u> yé	tlél aa-dé aa-dé u-na-ga-xa-ÿa-√goot-í yé	no way i can get there
3s	<u>tlél</u> aadé <u>áadé</u> <u>ngwaagoodí</u> yé	tlél aa-dé aa-dé u-na-ga-Ø-ÿa-√goot-í yé	no way s/he can get there

**POTENTIAL DECESSIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé <u>unkaagoodín</u>	aa-dé u-na-ga-xa-ÿa-√goot-in	i would have gone there
3s	aadé <u>ngwaagoodín</u>	aa-dé u-na-ga-Ø-ÿa-√goot-in	s/he would have gone there

Motion Verbs

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CONDITIONAL			
O-S	TLINGIT	GLOSS	TRANSLATION
1s	aadé naxagútni	aa-dé na- <u>x</u> a-∅-√gút-ni	if/when i get there
2s	aadé neegútni	aa-dé na-i-∅-√gút-ni	if/when you get there
3s	aadé nagútni	aa-dé na-∅-∅-√gút-ni	if/when s/he gets there

## Preverbs & ga- Conjugation Prefix

«ga-» conjugation is used with the following motion preverbs

INITIATORY MOTION	
PREVERB	MEANING
—	starting off, picking up, upward
N-dáx̣	starting off, picking up from N
N + íṭx̣	following N

WRONGLY	
PREVERB	MEANING
<u>k</u> ut	going astray, getting lost

### VERB MODE EXAMPLES

√goot<sup>1</sup>

kut + S-Ø-√goot~

*ga motion verb – subject intransitive*  
for (singular) S to get lost (on foot)

PROGRESSIVE IMPERFECTIVE (+)			
O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>k</u> ut kei n̄xagút	<u>k</u> ut kei na-xa-Ø-√gút	i am getting lost
2s	<u>k</u> ut kei neegút	<u>k</u> ut kei na-i-Ø-√gút	you are getting lost
3s	<u>k</u> ut kei nagút	<u>k</u> ut kei na-Ø-Ø-√gút	s/he is getting lost

PROGRESSIVE IMPERFECTIVE (-)			
O-S	TLINGIT	GLOSS	TRANSLATION
—	[does not occur]	—	—

PERFECTIVE (+)			
O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>k</u> ut x̄waagoot	<u>k</u> ut ȳu-xa-ȳa-√goot	i got lost
2s	<u>k</u> ut yeegoot	<u>k</u> ut ȳu-i-ȳa-√goot	you got lost
3s	<u>k</u> ut woogoot	<u>k</u> ut ȳu-Ø-ȳa-√goot	s/he got lost

PERFECTIVE (-)			
O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél <u>k</u> ut x̄wagoot	tlél <u>k</u> ut ȳu-xa-Ø-√goot	i didn't get lost
2s	tlél <u>k</u> ut yigoot	tlél <u>k</u> ut ȳu-i-Ø-√goot	you didn't get lost



Motion Verbs

**PERFECTIVE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	tlél <u>kut</u> wugoot	tlél kut yu-Ø-Ø-√goot	s/he didn't get lost

**IMPERATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
—	[does not occur]	—	—

**PERFECTIVE HABITUAL (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>kut</u> gaxagútch	kut ga-yu-xa-Ø-√gút-ch	i get lost (every time)
2s	<u>kut</u> geegútch	kut ga-yu-i-Ø-√gút-ch	you get lost (every time)
3s	<u>kut</u> gagútch	kut ga-yu-Ø-Ø-√gút-ch	s/he gets lost (every time)

**PERFECTIVE HABITUAL (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél <u>kut</u> gooxagútch	tlél kut ga-u-xa-Ø-√gút-ch	i haven't gotten lost yet
2s	tlél <u>kut</u> geegútch	tlél kut ga-u-i-Ø-√gút-ch	you haven't gotten lost yet
3s	tlél <u>kut</u> googútch	tlél kut ga-u-Ø-Ø-√gút-ch	s/he hasn't gotten lost yet

**FUTURE (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>kut</u> kei kkwagóot	kut kei ga-u-ga-xa-Ø-√góot	i will get lost
2s	<u>kut</u> kei kgeegóot	kut kei ga-u-ga-i-Ø-√góot	you will get lost
3s	<u>kut</u> kei kgwagóot	kut kei ga-u-ga-Ø-Ø-√góot	s/he will get lost

**FUTURE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél <u>kut</u> kei kkwagoot	tlél kut kei ga-u-ga-xa-Ø-√goot	i won't get lost
2s	tlél <u>kut</u> kei kgeegoot	tlél kut kei ga-u-ga-i-Ø-√goot	you won't get lost
3s	tlél <u>kut</u> kei kgwagoot	tlél kut kei ga-u-ga-Ø-Ø-√goot	s/he won't get lost

**HORTATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	<u>kut</u> gakagoot	kut ga-ga-xa-Ø-√goot	let me get lost
3s	<u>kut</u> gagagoot	kut ga-ga-Ø-Ø-√goot	let him/her get lost

**REPETITIVE IMPERFECTIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	<u>kut</u> kei gú <sup>h</sup> tch	<u>kut</u> kei Ø-Ø-√gút-ch	s/he gets lost (regularly)

**PROHIBITIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
2s	Líl <u>kut</u> kei eegútjik!	líl <u>kut</u> kei u-i-Ø-√gút-ch-ik	don't get lost!

**POTENTIAL (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	gwál <u>kut</u> gagwaagoodi	gwál <u>kut</u> u-na-ga-Ø-ÿa-√goot-í	s/he might get lost

**POTENTIAL (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	gwál tlél <u>kut</u> gagwaagoodi	gwál tlél <u>kut</u> u-ga-ga-Ø-ÿa-√goot-í	s/he might not get lost

**POTENTIAL ATTRIBUTIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	tlél aadé <u>kut</u> gagwaagoodi yé	tlél aa-dé <u>kut</u> u-ga-ga-Ø-ÿa-√goot-í yé	no way can s/he get lost

**POTENTIAL DECESSIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	<u>kut</u> gagwagoodín	<u>kut</u> u-ga-ga-Ø-ÿa-√goot-ín	s/he would have gotten lost

**CONDITIONAL**

O-S	TLINGIT	GLOSS	TRANSLATION
3s	<u>kut</u> gagútni	<u>kut</u> ga-Ø-Ø-√gút-ni	if/when s/he gets lost

## Preverbs & *ga-* Conjugation Prefix

«*ga-*» conjugation is used with the following motion preverbs

DOWNWARD MOTION	
PREVERB	MEANING
—	falling (intransitive uncontrolled themes), downward
ÿaa	moving down
yaax	embarking, getting into boat/vehicle
ÿanax	moving down into ground
N-x	moving down along N
héen-x	moving into water
káx + sha-	falling over, prone
N-náx	moving down by way of, through N

### VERB MODE EXAMPLES

#### √goot<sup>1</sup> N-x + S-Ø-√goot~ (motion)

*ga* motion verb – subject intransitive

for (singular) S to walk, go (by walking or as a general term) down along N

PROGRESSIVE IMPERFECTIVE (+)			
O-S	TLINGIT	GLOSS	TRANSLATION
1s	áx yei nxagút	aa-x yei na-xa-Ø-√gút	i am walking down along it
2s	áx yei neegút	aa-x yei na-i-Ø-√gút	you are walking down along it
3s	áx yei nagút	aa-x yei na-Ø-Ø-√gút	s/he is walking down along it

PROGRESSIVE IMPERFECTIVE (-)			
O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél áx yei nxwagút	tlél aa-x yei na-u-xa-Ø-√gút	i'm not walking down along it
2s	tlél áx yei neegút	tlél aa-x yei na-u-i-Ø-√gút	you're not walking down along it
3s	tlél áx yei unagút	tlél aa-x yei na-u-Ø-Ø-√gút	s/he's not walking down along it

PERFECTIVE (+)			
O-S	TLINGIT	GLOSS	TRANSLATION
1s	áx xwaagoot	aa-x ÿu-xa-ÿa-√goot	i walked down along it
2s	áx yeegoot	aa-x ÿu-i-ÿa-√goot	you walked down along it
3s	áx woogoot	aa-x ÿu-Ø-ÿa-√goot	s/he walked down along it

**PERFECTIVE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél áx xwagoot	tlél aa-x̄ ȳu-x̄a-Ø-√goot	i didn't walk down along it
2s	tlél áx yigoot	tlél aa-x̄ ȳu-i-Ø-√goot	you didn't walk down along it
3s	tlél áx woogoot	tlél aa-x̄ ȳu-Ø-Ø-√goot	s/he didn't walk down along it

**IMPERATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
—	Áx yaa gagú!	aa-x̄ yaa ga-ȳu-x̄a-Ø-√gút-ch	walk down along it!

**PERFECTIVE HABITUAL (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	áx yaa kagúтч	aa-x̄ yaa ga-ȳu-x̄a-Ø-√gút-ch	i walk down along it (every time)
2s	áx yaa geegúтч	aa-x̄ yaa ga-ȳu-i-Ø-√gút-ch	you walk down along it (every time)
3s	áx yaa gagúтч	aa-x̄ yaa ga-ȳu-Ø-Ø-√gút-ch	s/he walks down along it (every time)

**PERFECTIVE HABITUAL (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél áx yaa kwagúтч	tlél aa-x̄ yaa ga-u-x̄a-Ø-√gút-ch	i haven't walked down along it yet
2s	tlél áx yaa geegúтч	tlél aa-x̄ yaa ga-u-i-Ø-√gút-ch	you haven't walked down along it yet
3s	tlél áx yaa gwagúтч	tlél aa-x̄ yaa ga-u-Ø-Ø-√gút-ch	s/he hasn't walked down along it yet

**FUTURE (+)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	áx yei kkwagóot	aa-x̄ yei ga-u-ga-x̄a-Ø-√góot	i will walk down along it
2s	áx yei kgeegóot	aa-x̄ yei ga-u-ga-i-Ø-√góot	you will walk down along it
3s	áx yei kgwagóot	aa-x̄ yei ga-u-ga-Ø-Ø-√góot	s/he will get lost

**FUTURE (-)**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	tlél áx yei kkwagoot	tlél aa-x̄ yei ga-u-ga-x̄a-Ø-√goot	i won't walk down along it
2s	tlél áx yei kgeegoot	tlél aa-x̄ yei ga-u-ga-i-Ø-√goot	you won't walk down along it
3s	tlél áx yei gugagoot	tlél aa-x̄ yei ga-u-ga-Ø-Ø-√goot	s/he won't walk down along it

**HORTATIVE**

O-S	TLINGIT	GLOSS	TRANSLATION
1s	áx yaa gaakagoot	aa-x̄ yaa ga-ga-x̄a-Ø-√goot	let me walk down along it
3s	áx yaa gaagagoot	aa-x̄ yaa ga-ga-Ø-Ø-√goot	let him/her walk down along it

## REPETITIVE IMPERFECTIVE

O-S	TLINGIT	GLOSS	TRANSLATION
1s	áx yei gútch	aa-x yei Ø-Ø-√gút-ch	s/he walks down along it (regularly)

## PROHIBITIVE

O-S	TLINGIT	GLOSS	TRANSLATION
2s	líl áx yei eegútjik!	líl aa-x yei u-i-Ø-√gút-ch-ik	don't walk down along it!

## POTENTIAL (+)

O-S	TLINGIT	GLOSS	TRANSLATION
3s	gwál áx gwaagaagoodi	gwál aa-x u-na-ga-Ø-ÿa-√goot-í	s/he might walk down along it

## POTENTIAL (-)

O-S	TLINGIT	GLOSS	TRANSLATION
3s	gwál tlél áx gwaagaagoodi	gwál tlél aa-x u-ga-ga-Ø-ÿa-√goot-í	s/he might not walk down along it

## POTENTIAL ATTRIBUTIVE

O-S	TLINGIT	GLOSS	TRANSLATION
3s	tlél aadé áx yaa gwaagaagoodi yé	tlél aa-dé aa-x yaa u-ga-ga-Ø-ÿa-√goot-í yé	no way can s/he walk down along it

## POTENTIAL DECESSIVE

O-S	TLINGIT	GLOSS	TRANSLATION
3s	áx yaa gwaagaagoodín	aa-x u-ga-ga-Ø-ÿa-√goot-in	s/he would walked down along it

## CONDITIONAL

O-S	TLINGIT	GLOSS	TRANSLATION
3s	áx yaa gagútni	aa-x yaa ga-Ø-Ø-√gút-ni	if/when s/he walks down along it

## PERFECTIVE ATTRIBUTIVE (+)

O-S	TLINGIT	GLOSS	TRANSLATION
3s	wé áx yaa woogoodi aa	wé aa-x yaa ÿu-Ø-Ø-√goot-i aa	the one who walked down along it



# 18

## Verb Modes

*Tlél tsu kut aa xwagéex' tle a saax'óo teen.*  
— *Kooxíchx'*

I didn't lose any of the names.  
— Alex Andrews, Kaagwaantaan<sup>1</sup>

### *Introduction*

The information presented here is collected from Keri Eggleston's "575 Tlingit Verbs: a Study of Tlingit Verb Paradigms" and James Crippen's "Tlingit Verbal Structure Handbook" and "Tlingitology Seminar". See those works for more examples and detailed explanations. These tables are intended to be a brief, mostly symbolic overview of the verb forms.

To start with, let's take a look at **verb types** in Tlingit. Every verb belongs to one of the following types:

TYPE	DESCRIPTION	SPECIAL CHARACTERISTICS
<i>act</i>	for someone to do something	
<i>event</i>	for something to happen	no primary imperfective (use progressive imperfective);
<i>state</i>	for something to be a certain way	often uses object pronouns; rarely uses subject pronouns
<i>motion</i>	for something to move	no primary imperfective (use progressive imperfective); conjugation prefix changes based on type of motion
<i>positional</i>	for something to be positioned	only occurs in imperfective

<sup>1</sup> Dauenhauer, Nora, Richard Dauenhauer, and Lydia Black. "The Battle at Indian River." *Anóoshi Lingít Aaní Ká: Russians in Tlingit America*. trans. Nora Dauenhauer, et al. (Seattle: University of Washington Press, 2008), 329.

When you think about what the verb is describing, then you can usually figure out the verb type in Tlingit. There are a couple of verbs that might surprise you, but most of them line up with the type of activity the verb describes. Verb type is one characteristic that you need to understand in order to use Tlingit verbs. Once you know the verb type, then you can predict components of the verb and how they might change in different conjugations.

We have looked at how to conjugate verbs by **person**, so we will begin conjugating them by what they are doing, and this is called **mode**. In English, we might think of mode as past tense, present tense, and future tense. That is a start, but then we have to keep in mind that Tlingit has a different sense of time in the language. Tlingit verbs often focus on whether the verb has been completed or not, instead of when it may have happened. When an action is completed, it is referred to as **perfective** form, and while this often aligns with English past tense (yéi jix̄waanei – I worked), there are Tlingit verbs that are perfective but are used to describe a present tense action (ix̄wsiteen — I see you; I saw you).

In our discussions of verb mode, much of the information presented here comes from the following texts: *Dictionary of Tlingit & 575+ Tlingit Verbs* by Keri Eggleston and “Tlingit Verbal Structure” & “Tlingitology Seminar” by James Crippen. These texts were developed in partnership with patient and knowledgeable elders, and build upon the immaculate work of Nora Dauenhauer & Richard Dauenhauer, Jeff Leer, and Constance Naish & Gillian Story.

We will look at eighteen different verb modes. There are several more modes, but these are the most common. To see how these verbs work, we will be using the verbs in the following table as examples. These will be conjugated using third person objects and subjects. Changing the pronouns can affect conjugation and contraction, which can also be figured out with time and practice. In the future, watch for verb modes while reading translated Tlingit and listening to fluent speakers, and try to put these together yourself.



ACT		
∅	O-S-l-sháat~ (ga)	for S to hold, retain O in one's grasp; for S to capture, hold O captive
ka-	O-ka-S-sh-√xeet~ (∅)	for S to write, draw, or paint a picture of O; for S to print O by hand; for S to photograph, take pictures, X-rays of O
tu-	(yéi) sh + tu-S-D+∅-√nook~ <sup>3</sup> (na)	for S to feel (that way) (esp. physical sensation)
ji-	yéi + ji-S-∅-√nei~ <sup>2</sup> (na)	for S to work; for S to do
STATE		
∅	O-∅-√k'éi (ga)	for O to be good, fine, pretty
ka-	O-ka-(u)-l-√jée <sup>2</sup> (ga)	for O to be awful, terrible, eerie (in appearance), unattractive
tu-	O-tu-∅-√aan <sup>2</sup> (ga)	for O to be kind, gentle
ji-	— [no verb found for this combination]	—
EVENT		
∅	O-S-∅-√aaχ~ <sup>1</sup> (∅)	for S to hear O
ka-	ka-D+∅-√gaan~ (∅)	for something to shine, produce light by burning
tu-	(yéi) + tu-S-D+∅-√taan~ <sup>5</sup> (na)	for (singular) S to decide, make up one's mind (that way)
ji-	ji-s-√taan~ <sup>4</sup> (na)	for the ocean to be rough
MOTION		
∅	N-dé + S-∅-√goot~ <sup>1</sup> (na)	for (singular) S to walk, go (by walking or as general term) toward N
ka-	N-t~ + ka-∅-xeex~ (∅)	for something (usually a round object) to fall, drop into N
tu-	— [no verb found for this combination]	—
ji-	N kanax + ji-ya-D+S-√taan~ <sup>4</sup> (∅)	for waves to wash over N
POSITIONAL		
∅	S-∅-√aa <sup>1</sup>	for (singular) S to be seated
ka-	yóo + ka-∅-√tán <sup>8</sup>	for something to be bent
tu-	— [no verb found for this combination]	—
ji-	— [no verb found for this combination]	—

## Imperfective (+)

### O-S-cl-√root

s/he is doing it; s/he does it

IMPERFECTIVE (+): doing it; does it	
PREVERB	—
PREFIXES	—
CONJUGATION PREFIX	—
CLASSIFIER	act    -i    Ø-, da-, sa-, s-, la-, l-, sha-, sh-
	state   +i    ÿa, di, si, dzi, li, dli, shi, ji
STEM VARIATION	unpredictable
SUFFIXES	—

IMPERFECTIVE (+): doing it; does it		
ACT		
Ø	alshát a-Ø-l-√shát	s/he is holding it
ka-	akshaxeet a-ka-Ø-sha-√xeet	s/he writes it; s/he is writing it
tu-	(yéi) sh tudinook (yéi) sh Ø-tu-di-√nook	s/he feels that way
ji-	yéi jiné yéi ji-Ø-Ø-√né	s/he works; s/he is working
STATE		
Ø	yak'éi Ø-ÿa-√k'éi	he/she/it is good
ka-	kalijée / kulijée Ø-ka-li-√jée	it looks terrible
tu-	tuli.aan Ø-tu-li-√aan	s/he is kind
ji-	—	—
EVENT		
Ø	[no imperfective for event verbs]	—
ka-	[no imperfective for event verbs]	—
tu-	[no imperfective for event verbs]	—
ji-	[no imperfective for event verbs]	—

IMPERFECTIVE (+): doing it; does it

MOTION		
∅	[no imperfective for motion verbs]	—
ka-	[no imperfective for motion verbs]	—
tu-	[no imperfective for motion verbs]	—
ji-	[no imperfective for motion verbs]	—
POSITIONAL		
∅	.áa ∅-∅-√.áa	s/he sits; s/he is sitting
ka-	yóo katán yóo ka-∅-√tán	it's bent
tu-	—	—
ji-	—	—

## Imperfective (-)

tlél + O-u-S-cl<sub>-i</sub>-√root

s/he is not doing it; s/he does not do it

IMPERFECTIVE (-): not doing it; does not do it

PREVERB	negative	tlél ~ tlél ~ hél ~ lél ~ tíl
PREFIXES	irrealis	u-
CONJUGATION PREFIX	—	
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-
STEM VARIATION	unpredictable	
SUFFIXES	—	

IMPERFECTIVE (-): not doing it; does not do it

ACT		
∅	tlél oolshát tlél a-u-∅-la-√shát	s/he isn't holding him/her/it
ka-	tlél akooshxeet tlél a-ka-u-∅-sha-√xeet	s/he doesn't write it; s/he's not writing it
tu-	tlél (yéi) sh toodanook tlél (yéi) sh tu-u-∅-da-√nook	s/he doesn't feel that way
ji-	tlél yéi jeené tlél yéi ji-u-∅-∅-√né	s/he doesn't work; s/he isn't working

STATE		
∅	tlél uk'é tlél ∅-u-∅-√k'é	he/she/it is not good
ka-	tlél kooljée tlél ∅-ka-u-la-√jée	it doesn't look terrible
tu-	tlél tool.aan tlél ∅-tu-u-la-√aan	s/he isn't kind
ji-	—	—

EVENT		
∅	[no imperfective for event verbs]	—
ka-	[no imperfective for event verbs]	—
tu-	[no imperfective for event verbs]	—
ji-	[no imperfective for event verbs]	—

IMPERFECTIVE (-): not doing it; does not do it

MOTION		
∅	[no imperfective for motion verbs]	—
ka-	[no imperfective for motion verbs]	—
tu-	[no imperfective for motion verbs]	—
ji-	[no imperfective for motion verbs]	—
POSITIONAL		
∅	tlél u.aa ..... tlél u-∅-∅-√.aa	s/he doesn't sit; s/he isn't sitting
ka-	tlél yóo kootán ..... tlél yóo ka-u-√tán	it isn't bent
tu-	—	—
ji-	—	—

## Perfective (+)

O- $\ddot{y}u$ -S-cl<sub>+i</sub>- $\sqrt{\text{root}}$

s/he did it

PERFECTIVE (+): did it			
PREVERB	—		
PREFIXES	perfective	$\ddot{y}u$ -	
CONJUGATION PREFIX	—		
CLASSIFIER	+i	$\ddot{y}a, di, si, dzi, li, dli, shi, ji$	
STEM VARIATION	open CVV	$\emptyset_{cp}$ $na_{cp}, ga_{cp}, ga_{cp}$	$c'v$ cvv
	fading CVV <sup>h</sup>	$\emptyset_{cp}$ $na_{cp}, ga_{cp}, ga_{cp}$	$c'v$ cvv
	closed low CVVC	$\emptyset_{cp}$ $na_{cp}, ga_{cp}, ga_{cp}$	cvvc cvvc
	closed high c'vc	$\emptyset_{cp}$ $na_{cp}, ga_{cp}, ga_{cp}$	c'vc c'vc
	glottalized cvvc'	$\emptyset_{cp}$ $na_{cp}, ga_{cp}, ga_{cp}$	c'vc' c'vc'
	SUFFIXES	—	

PREFIX COMBINATIONS (NO THEMATIC PREFIX)

	$\emptyset$	S	L	SH
1S	$\dot{x}waa$ -	$\dot{x}wasi$ -	$\dot{x}wali$ -	$\dot{x}washi$ -
1P	wutuwa-	wutusi-	wutuli-	wutushi-
2S	yee- / iya-	yisi-	yili-	yishi-
2P	yeey-	yeeysi-	yeeyli-	yeeyshi-
3	woo- / uwa-	wusi-	wuli-	wushi-
3-3	aawa-	awsi-	awli-	awshi-
INDH	wuduwa-	wududzi-	wududli-	wuduji-

PREFIX COMBINATIONS (NO THEMATIC PREFIX)				
	D+∅	D+S	D+L	D+SH
1S	xwadi-	xwadzi-	xwadli-	xwaji-
1P	wutudi-	wutudzi-	wutudli-	wutuji-
2S	yidi-	yidzi-	yidli-	yiji-
2P	yeeydi-	yeeydzi-	yeeydli-	yeeyji-
3	wudi-	wudzi-	wudli-	wuji-
3-3	awdi-	awdzi-	awdli-	awji-
INDH	wuduwa-	wududzi-	wududli-	wuduji-

PREFIX COMBINATIONS (Ca- THEMATIC PREFIX)				
	∅	s	L	SH
1S	Ca <sub>x</sub> waa-	Ca <sub>x</sub> wsi-	Ca <sub>x</sub> wli-	Ca <sub>x</sub> wshi-
1P	Cawtuwa-	Cawtusi-	Cawtuli-	Cawtushi-
2S	Ceeya-	Caysi-	Cayli-	Cayshi-
2P	Cayeey-	Cayeeysi-	Cayeeyli-	Cayeeyshi-
3	Caawa-	Cawsi-	Cawli-	Cawshi-
3-3	aCaawa-	aCawsi-	aCawli-	aCawshi-
INDH	Cawduwa-	Cawdudzi-	Cawdudli-	Cawduji-

PREFIX COMBINATIONS (Ca- THEMATIC PREFIX)				
	D+∅	D+S	D+L	D+SH
1S	Ca <sub>x</sub> wdi-	Ca <sub>x</sub> wdzi-	Ca <sub>x</sub> wdli-	Ca <sub>x</sub> wji-
1P	Cawtudi-	Cawtudzi-	Cawtudli-	Cawtuji-
2S	Caydi-	Caydzi-	Caydli-	Cayji-
2P	Cayeeydi-	Cayeeydzi-	Cayeeydli-	Cayeeyji-
3	Cawdi-	Cawdzi-	Cawdli-	Cawji-
3-3	aCawdi-	aCawdzi-	aCawdli-	aCawji-
INDH	Cawduwa-	Cawdudzi-	Cawdudli-	Cawduji-

PREFIX COMBINATIONS (Ci- THEMATIC PREFIX)				
	∅	s	L	SH
1S	Cixwaa-	Cixwsi-	Cixwli-	Cixwshi-
1P	Ciwtuwa-	Ciwтусi-	Ciwтuli-	Ciwтushi-
2S	Ceeya-	Ciysi-	Ciyli-	Ciyshi-
2P	Ciyeeey-	Ciyeeysi-	Ciyeeyli-	Ciyeeeyshi-
3	Ceeya-	Ciwsi-	Ciwli-	Ciwshi-
3-3	aCeeya-	aCiwsi-	aCiwli-	aCiwshi-
INDH	Ciwduwa-	Ciwдudzi-	Ciwдudli-	Ciwduji-

PREFIX COMBINATIONS (Ci- THEMATIC PREFIX)				
	D+∅	D+S	D+L	D+SH
1S	Cixwdi-	Cixwdzi-	Cixwdli-	Cixwji-
1P	Ciwтudi-	Ciwтudzi-	Ciwтudli-	Ciwтuji-
2S	Ciydi-	Ciydzi-	Ciydli-	Ciyji-
2P	Ciyeeydi-	Ciyeeydzi-	Ciyeeydli-	Ciyeeeyji-
3	Ciwdi-	Ciwdzi-	Ciwдli-	Ciwji-
3-3	aCiwdi-	aCiwdzi-	aCiwдli-	aCiwji-
INDH	Ciwduwa-	Ciwдudzi-	Ciwдudli-	Ciwduji-

PREFIX COMBINATIONS (Cu- THEMATIC PREFIX)				
	∅	s	L	SH
1S	Cuxwaa-	Cuxwsi-	Cuxwli-	Cuxwshi-
1P	Cuwtuwa-	Cuwtusi-	Cuwtuli-	Cuwtushi-
2S	Ceeya-	Cuysi-	Cuyli-	Cuyshi-
2P	Cuyeey-	Cuyeeysi-	Cuyeeyli-	Cuyeeyshi-
3	Cooya-	Cuysi-	Cuwli-	Cuwshi-
3-3	aCooya-	aCuysi-	aCuwli-	aCuwshi-
INDH	Cuwduwa-	Cuwдudzi-	Cuwдudli-	Cuwduji-



PREFIX COMBINATIONS (Cu- THEMATIC PREFIX)				
	D+Ø	D+S	D+L	D+SH
1S	Cu <sub>x</sub> w <sub>d</sub> i-	Cu <sub>x</sub> w <sub>d</sub> z <sub>i</sub> -	Cu <sub>x</sub> w <sub>d</sub> l <sub>i</sub> -	Cu <sub>x</sub> w <sub>j</sub> i-
1P	Cuwt <sub>d</sub> i-	Cu <sub>i</sub> w <sub>t</sub> u <sub>d</sub> z <sub>i</sub> -	Cuwt <sub>d</sub> l <sub>i</sub> -	Cuwt <sub>u</sub> j <sub>i</sub> -
2S	Cuy <sub>d</sub> i-	Cuy <sub>d</sub> z <sub>i</sub> -	Cuy <sub>d</sub> l <sub>i</sub> -	Cuy <sub>j</sub> i-
2P	Cuyeey <sub>d</sub> i-	Cuyeey <sub>d</sub> z <sub>i</sub> -	Cuyeey <sub>d</sub> l <sub>i</sub> -	Cuyeey <sub>j</sub> i-
3	Cu <sub>w</sub> d <sub>i</sub> -	Cu <sub>w</sub> d <sub>z</sub> i-	Cu <sub>w</sub> d <sub>l</sub> i-	Cu <sub>w</sub> j <sub>i</sub> -
3-3	aCu <sub>w</sub> d <sub>i</sub> -	aCu <sub>w</sub> d <sub>z</sub> i-	aCu <sub>w</sub> d <sub>l</sub> i-	aCu <sub>w</sub> j <sub>i</sub> -
INDH	Cu <sub>w</sub> du <sub>w</sub> a-	Cu <sub>w</sub> dud <sub>z</sub> i-	Cu <sub>w</sub> du <sub>d</sub> l <sub>i</sub> -	Cu <sub>w</sub> du <sub>j</sub> i-

## PERFECTIVE (+): did it

ACT		
Ø	awlisháat a- <sub>y</sub> u-Ø-li- <sub>v</sub> sháat	s/he held him/her/it
ka-	akawshixít a-ka- <sub>y</sub> u-Ø-shi- <sub>v</sub> xít	s/he wrote it
tu-	(yéi) sh tuwdinook (yéi) sh tu- <sub>y</sub> u-Ø-di- <sub>v</sub> nook	s/he felt that way
ji-	yéi jeewanéi yéi ji- <sub>y</sub> u-Ø- <sub>y</sub> a- <sub>v</sub> néi	s/he worked
STATE		
Ø	wook'éi Ø- <sub>y</sub> u- <sub>y</sub> a- <sub>v</sub> k'éi	he/she/it was good; he/she/it got better
ka-	kawlijée Ø-ka- <sub>y</sub> u-li- <sub>v</sub> jée	it looked terrible
tu-	[does not occur]	—
ji-	—	—
EVENT		
Ø	aawa.áx a- <sub>y</sub> u-Ø- <sub>y</sub> a- <sub>v</sub> .áx	s/he heard it
ka-	kawdigán ka- <sub>y</sub> u-di- <sub>v</sub> gán	it's bright; it was bright
tu-	(yéi) tuwditaan (yéi) tu- <sub>y</sub> u-Ø-di- <sub>v</sub> taan	s/he thought (that way)
ji-	jiwsitaan ji- <sub>y</sub> u-si- <sub>v</sub> taan	it's rough; it was rough

PERFECTIVE (+): did it

MOTION		
∅	aadé woogoot	s/he went there
	á-dé yu-∅-ya-√goot	
ka-	át uwagút	s/he arrived there
	á-t u-∅-ya-√gút	
ka-	át kaawaxíc	it hit it; it fell on it
	á-t ka-yü-ya-√xíc	
tu-	—	—
ji-	a kanax̣ jiyawsitán	waves washed over it
	a ká-náx̣ ji-ya-yü-si-√tán	

## Perfective (-)

tlél + O-u-yü-S-cl<sub>i</sub>-√root

s/he didn't do it

PERFECTIVE (-): didn't do it

PREVERB	negative	tlél ~ tlél ~ hél ~ lél ~ tíl	
PREFIXES	irrealis	u-	
	perfective	yü-	
CONJUGATION PREFIX	—		
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-	
STEM VARIATION	open	∅ <sub>cp</sub>	c'v
	cvv	na <sub>cp</sub> ga <sub>cp'</sub> ga <sub>cp</sub>	cvv
	fading	∅ <sub>cp</sub>	c'v
	cvv <sup>h</sup>	na <sub>cp</sub> ga <sub>cp'</sub> ga <sub>cp</sub>	cvv
	closed low	∅ <sub>cp</sub>	cvvc
	cvvc	na <sub>cp</sub> ga <sub>cp'</sub> ga <sub>cp</sub>	cvvc
	closed high	∅ <sub>cp</sub>	c'vvc
	c'vvc	na <sub>cp</sub> ga <sub>cp'</sub> ga <sub>cp</sub>	c'vvc
	glottalized	∅ <sub>cp</sub>	c'vvc'
	cvvc'	na <sub>cp</sub> ga <sub>cp'</sub> ga <sub>cp</sub>	c'vvc'
SUFFIXES	—		

## PERFECTIVE (-): didn't do it

ACT		
∅	tlél awulsháat tlél a-u-ÿu-la-√sháat	s/he didn't hold him/her/it
ka-	tlél akawushxeet tlél a-ka-u-ÿu-sha-√xeet	s/he didn't write it
tu-	tlél (yéi) sh tuwdanook tlél (yéi) sh tu-u-ÿu-∅-da-√nook	s/he didn't feel that way
ji-	tlél yéi jiwunei tlél yéi ji-u-ÿu-∅-∅-√nei	s/he didn't work
STATE		
∅	tlél wuk'éi tlél ∅-u-ÿu-∅-√k'éi	he/she/it wasn't good; he/she/it didn't get better
ka-	tlél kawuljée tlél ∅-ka-u-ÿu-la-√jee	it didn't look terrible
tu-	[does not occur]	—
ji-	—	—
EVENT		
∅	tlél awu.aax tlél a-u-ÿu-∅-∅-√aax	s/he didn't hear it
ka-	tlél kawdagáan tlél ka-u-ÿu-da-√gáan	it isn't bright
tu-	tlél (yéi) tuwdataan tlél (yéi) tu-u-ÿu-∅-da-√taan	s/he didn't think (that way)
ji-	tlél jiwustaan tlél ji-u-ÿu-sa-√taan	it isn't rough; it wasn't rough
MOTION		
∅	tlél aadé wugoot tlél á-dé u-ÿu-∅-∅-√goot tlél át wugoot tlél á-t u-ÿu-∅-∅-√goot	s/he didn't go there
ka-	tlél át kawuxeex tlél á-t ka-u-ÿu-∅-√xeex	it didn't hit it
tu-	—	—
ji-	tlél a kanax jiyawstaan tlél a ká-náx ji-ya-u-ÿu-sa-√tán	waves didn't wash over it

## Future (+)

(kei/yei) + O-ga-u-ga-S-cl<sub>-i</sub>-√r<sub>oot</sub>

s/he will do it; it will happen

FUTURE (+): will do it; it will happen			
PREVERB	ga <sub>cp</sub> kei	ga <sub>cp</sub> yei	na <sub>cp &amp; ∅<sub>cp</sub></sub> —
PREFIXES	ga-mode	irrealis	ga-mode
	ga-	u-	ga-
CONJUGATION PREFIX	— (eliminated by ga-con)		
CLASSIFIER	-i    ∅-, da-, sa-, s-, la-, l-, sha-, sh-		
STEM VARIATION	open — cvv		c'v'v
	fading — cvv <sup>h</sup>		c'v'v
	closed low — cvvc		c'v'vc
	closed high — c'v'vc		c'v'vc
	glottalized — cvvc'		c'v'vc'
SUFFIXES	—		

PREFIX COMBINATIONS (NO THEMATIC PREFIX)

	∅	S	L	SH
1S	kuk̄a- / k̄k̄wa-	kuk̄asa- / k̄k̄wasa-	kuk̄ala- / k̄k̄wala-	kuk̄asha- / k̄k̄washa-
1P	gax̄too-	gax̄tusa-	gax̄tula-	gax̄tusha-
2S	gaḡee- / kgēe-	gaḡisa- / kḡisa-	gaḡila- / kḡila-	gaḡisha- / kḡisha-
2P	gax̄yi-	gax̄yisa-	gax̄yila-	gax̄yisha-
3	guḡa- / kḡwa-	gux̄sa-	gux̄la-	gux̄sha-
3-3	ak̄gwa-	agux̄sa-	agux̄la-	agux̄sha-
INDH	gax̄du-	gax̄dus-	gax̄dul-	gax̄dush-

## PREFIX COMBINATIONS (NO THEMATIC PREFIX)

	D+∅	D+S	D+L	D+SH
1S	kukada- / kkwada-	kukas- / kkwas-	kukal- / kkwal-	kukash- / kkwash-
1P	gaxtuda-	gaxtoos-	gaxtool-	gaxtoosh-
2S	gagida- / kgida-	gagees- / kgees-	gageel- / kgeel-	gageesh- / kgeesh-
2P	gaxyida-	gaxyis-	gaxyil-	gaxyish-
3	guxda-	gugas- / kgwas-	gugal- / kgwal-	gugash- / kgwash-
3-3	aguxda-	akgwas-	akgwal-	akgwash-
INDH	gaxdu-	gaxdus-	gaxdul-	gaxdush-

## PREFIX COMBINATIONS (CV- THEMATIC PREFIX)

	∅	S	L	SH
1S	CVk <sub>k</sub> wa-	CVk <sub>k</sub> was-	CVk <sub>k</sub> wala-	CVk <sub>k</sub> washa-
1P	CVgaxtoo-	CVgaxtusa-	CVgaxtula-	CVgaxtusha-
2S	CVkgee-	CVkgisa-	CVkgila-	CVkgisha-
2P	CVgaxtee-	CVgaxyisa-	CVgaxyila-	CVgaxyisha-
3	CVkgwa-	CVguxsa-	CVguxla-	CVguxsha-
3-3	aCVkgwa-	aCVguxsa-	aCVguxla-	aCVguxsha-
INDH	CVgaxdu-	CVgaxdus-	CVgaxdul-	CVgaxdush-

## PREFIX COMBINATIONS (CV- THEMATIC PREFIX)

	D+∅	D+S	D+L	D+SH
1S	CVk <sub>k</sub> wada-	CVk <sub>k</sub> was-	CVk <sub>k</sub> wal-	CVk <sub>k</sub> wash-
1P	CVgaxtuda-	CVgaxtoos-	CVgaxtool-	CVgaxtoosh-
2S	CVkgida-	CVkgees-	CVkgeel-	CVkgeesh-
2P	CVgaxyida-	CVgaxyees-	CVgaxyeel-	CVgaxyeesh-
3	CVguxda-	CVkgwas-	CVkgwal-	CVkgwash-
3-3	aCVguxda-	aCVkgwas-	aCVkgwal-	aCVkgwash-
INDH	CVgaxdu-	CVgaxdus-	CVgaxdul-	CVgaxdush-

FUTURE (+): will do it; it will happen

ACT		
∅	yei aguxlasháat yei a-ga-u-ga-∅-la-√sháat	s/he will hold it
ka-	akaguxshaxéet a-ka-ga-u-ga-sha-√xéet	s/he will write it
tu-	(yéi) sh tuguxdanóok (yéi) sh tu-ga-u-ga-∅-da-√nóok	s/he will feel that way
ji-	yéi jikgwanéi yéi ji-ga-u-ga-∅-∅-√néi	s/he will work
STATE		
∅	kei kḡwak'éi kei ∅-ga-u-ga-∅-√k'éi	he/she/it will be good; he/she/it will get better
ka-	kei kaguxlajée kei ∅-ka-ga-u-ga-la-√jée	it will look terrible
tu-	kei tuguxla.aan kei ∅-tu-ga-u-ga-la-√.aan	s/he will be kind
ji-	—	—
EVENT		
∅	akḡwa.áax̄ a-ga-u-ga-∅-∅-√.áax̄	s/he will hear it
ka-	kaguxdagáan ka-ga-u-ga-da-√gáan	it will be bright
tu-	(yéi) tuguxdatáan (yéi) tu-ga-u-ga-∅-da-√táan	s/he will think (that way)
ji-	kei jiguxsatáan kei ji-ga-u-ga-sa-√táan	it will get rough
MOTION		
∅	aadé kḡwagóot á-dé ga-u-ga-∅-∅-√góot	s/he will go there
ka-	aadé kagwaxéex á-dé ka-ga-u-ga-∅-√xéex	it will hit it
tu-	—	—
ji-	a kanax̄ jiyaguxsatáan a ká-náx̄ ji-ya-ga-u-ga-sa-√táan	waves will wash over it

**Future (-)**tlél + (kei/yei) + O-ga-u-ga-S-cl<sub>-1</sub>-√root

s/he won't do it; s/he is not going to do it; it won't happen

FUTURE (-): won't do it; it won't happen			
PREVERB 1	negative		
	tlélil ~ tlél ~ hél ~ lél ~ tíl		
PREVERB 2	ga <sub>cp</sub>	ga <sub>cp</sub>	na <sub>cp</sub> & Ø <sub>cp</sub>
	kei	yei	—
PREFIXES	ga-mode	irrealis	ga-mode
	ga-	u-	ga-
CONJUGATION PREFIX	— (eliminated by ga-con)		
CLASSIFIER	-i	Ø-, da-, sa-, s-, la-, l-, sha-, sh-	
STEM VARIATION	open — cvv		cvv
	fading — cvv <sup>h</sup>		cvv
	closed low — cvvc		cvvc
	closed high — c'vvc		c'vvc
	glottalized — cvvc'		c'vvc'
SUFFIXES	—		

## PREFIX COMBINATIONS

same as future (+)

add tlélil/tlél/hél/tíl

FUTURE (-): won't do it; it won't happen

ACT		
Ø	tlél yei aguxlasháat	s/he won't hold it
	tlél yei a-ga-u-ga-Ø-la-√sháat	
ka-	tlél akaguxshaxeet	s/he won't write it
	tlél a-ka-ga-u-ga-sha-√xeet	
tu-	tlél (yéi) sh tuguxdanook	s/he won't feel that way
	tlél (yéi) sh tu-ga-u-ga-Ø-da-√nook	
ji-	tlél yéi jikgwaneí	s/he won't work
	tlél yéi ji-ga-u-ga-Ø-Ø-√nei	

FUTURE (-): won't do it; it won't happen

STATE		
∅	tlél kei kgwak'éi tlél kei ∅-ga-u-ga-∅-√k'éi	he/she/it won't be good; he/she/it won't get better
ka-	tlél kei kaguxlajée tlél kei ∅-ka-ga-u-ga-la-√jée	it won't look terrible
tu-	tlél kei tuguxla.aan tlél kei ∅-tu-ga-u-ga-la-√.aan	s/he won't be kind
ji-	—	—
EVENT		
∅	tlél akgwa.aax tlél a-ga-u-ga-∅-∅-√.aax	s/he won't hear it
ka-	tlél kaguxdagáan tlél ka-ga-u-ga-da-√gáan	it won't be bright
tu-	tlél yéi tuguxdataan tlél yéi tu-ga-u-ga-∅-da-√taan	s/he won't think (that way)
ji-	tlél kei jiguxsataan tlél kei ji-ga-u-ga-sa-√taan	it won't get rough
MOTION		
∅	tlél aadé kgwagoot ga-u-ga-∅-∅-√góot	s/he won't go there
ka-	tlél aadé kakgwaxeex tlél á-dé ka-ga-u-ga-∅-√xeex	it won't hit it
tu-	—	—
ji-	tlél a kanax jiyaguxsataan a ká-náx ji-ya-ga-u-ga-sa-√táan	waves won't wash over it



## Progressive Imperfective (+)

yaa/kei/yei + O-na-S-cl<sub>-1</sub>-√root-(n)

s/he is in the process of doing it

PROGRESSIVE IMPERFECTIVE (+): in the process of doing it			
PREVERB	∅ <sub>cp</sub> & na <sub>cp</sub>	ga <sub>cp</sub>	ga <sub>cp</sub>
	yaa	kei	yei
PREFIXES	na-mode	na-	
CONJUGATION PREFIX	— (eliminated by na-con)		
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-	
STEM VARIATION	open cvv	∅ <sub>cp</sub>	c'vvn (aa/oo~ei)
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc
	fading cvv <sup>h</sup>	∅ <sub>cp</sub>	c'vvn (aa/oo~ei)
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc
	closed low cvvc	∅ <sub>cp</sub>	cvvc
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc
	closed high c'vc	∅ <sub>cp</sub>	c'vc
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc
	glottalized cvvc'	∅ <sub>cp</sub>	c'vc'
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc'
SUFFIXES	—		

PROGRESSIVE IMPERFECTIVE (+): in the process of doing it

ACT		
∅	[does not occur]	—
ka-	[does not occur]	—
tu-	(yéi) yaa sh tundanúk ..... (yéi) yaa sh tu-na-∅-da-√núk	s/he is beginning to feel that way
ji-	[does not occur]	—
STATE		
∅	kei nak'éin ..... kei ∅-na-∅-√k'éi-n	s/he/it is getting better
ka-	[does not occur]	—
tu-	[does not occur]	—
ji-	—	—

PROGRESSIVE IMPERFECTIVE (+): in the process of doing it

EVENT		
∅	[does not occur]	—
ka-	[does not occur]	—
tu-	[does not occur]	—
ji-	yaa jinastán yaa ji-na-sa-√tán	it's getting rough
MOTION		
∅	aadé yaa nagút á-dé yaa na-∅-√gút	s/he is going there
ka-	[does not occur]	—
tu-	—	—
ji-	a kanax̣ yaa jiyanaastán a ká-náx̣ yaa ji-ya-na-sa-√tán	waves are washing over it

## Imperative

CP-(S)-cl<sub>-i</sub>-√root

do it!

IMPERATIVE: do it!

PREVERB	—		
PREFIXES	—		
CONJUGATION PREFIX	yes	∅, na, ga, ga	
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-	
STEM VARIATION	open cvv	∅ <sub>cp</sub> na <sub>cp</sub> , ga <sub>cp'</sub> , ga <sub>cp</sub>	c'v' *
	fading cvv <sup>h</sup>	∅ <sub>cp</sub> na <sub>cp</sub> , ga <sub>cp'</sub> , ga <sub>cp</sub>	c'v' *
	closed low cvvc	∅ <sub>cp</sub> na <sub>cp</sub> , ga <sub>cp'</sub> , ga <sub>cp</sub>	c'vc' *
	closed high c'vvc	∅ <sub>cp</sub> na <sub>cp</sub> , ga <sub>cp'</sub> , ga <sub>cp</sub>	c'vvc
	glottalized cvvc'	∅ <sub>cp</sub> na <sub>cp</sub> , ga <sub>cp'</sub> , ga <sub>cp</sub>	c'vc' *
	SUFFIXES	—	

\* there are rare exceptions (long and low)

IMPERATIVE: do it!		
ACT		
∅	galsháat! ga-la-√sháat	hold it!
ka-	kashaxít! ka-∅-sha-√xít	write it!
tu-	[does not occur]	—
ji-	yéi jinané! yéi ji-na-∅-√né	work!
STATE		
∅	igak'éi! i-ga-∅-√k'éi	be good!
ka-	[does not occur]	—
tu-	tukla.aan! tu-ga-la-√aan	be kind!
ji-	—	—
EVENT		
∅	.áx! ∅-√.áx	hear it!
ka-	[does not occur]	—
tu-	[does not occur]	—
ji-	[does not occur]	—
MOTION		
∅	aadé nagú! á-dé na-√gú	go towards there!
∅	át gú! á-t ∅-√gú	go (arrive) there!
ka-	[does not occur]	—
tu-	—	—
ji-	[does not occur]	—

## Prohibitive

líl + O-u-S-cl-√root-ḳ ~ iḳ ~ uḳ

don't do it!

PROHIBITIVE: don't do it!	
<i>Preverb</i>	líl / (tléil ~ tlél ~ hél ~ lél ~ tíl)
<i>Prefixes</i>	—
<i>Conjugation Prefix</i>	based on the second person negative imperfective, perfective, or repetitive imperfective form, depending on verb.
<i>Classifier</i>	
<i>Stem Variation</i>	
<i>Suffixes</i>	prohibitive      - <u>ḳ</u> ~ - <u>iḳ</u> ~ - <u>uḳ</u>

PROHIBITIVE: don't do it!		
ACT		
∅	líl ilashádík! ..... líl i-la-√shát-iḳ	don't hold it!
ka-	líl eeshaxeedík! ..... líl i-ka-u-i-sha-√xeet-iḳ	don't write it!
tu-	[does not occur]	—
ji-	líl yéi jinéik! ..... líl yéi ji-∅-∅-√nei-k	don't work!
STATE		
∅	líl eek'eiyík! ..... líl i-u-∅-k'ei-yík	don't be good!
ka-	[does not occur]	—
tu-	[does not occur]	—
ji-	—	—
EVENT		
∅	[does not occur]	—
ka-	[does not occur]	—
tu-	[does not occur]	—
ji-	[does not occur]	—

PROHIBITIVE: don't do it!

MOTION		
	líl aadé yigoodík! líl á-dé yü-i-∅-√goot-ík	don't go there!
∅	líl át yigoodík! líl á-t yü-i-∅-√goot-ík líl áx eegoodík! líl aa-x u-i-∅-√goot-ík	don't go there! don't (ever) go there!
ka-	[does not occur]	—
tu-	—	—
ji-	[does not occur]	—

## Repetitive Imperfective

(yoo/kei/yei) + O-S-cl<sub>i</sub>-√root-(x̣/-k/-ch)

s/he does it (regularly)

REPETITIVE IMPERFECTIVE: s/he does it (regularly)

PREVERB	∅ <sub>cp</sub> na <sub>cp</sub> *    ga <sub>cp</sub>	na <sub>cp</sub>	ga <sub>cp</sub>
	—    kei	yoo ~ yóo	yei
PREFIXES	—		
CONJUGATION PREFIX	—		
CLASSIFIER	-i    ∅-, da-, sa-, s-, la-, l-, sha-, sh-		
STEM VARIATION	open — cvv		c'v'v
	fading — cvv <sup>h</sup>		cvv
	closed low — cvvc		c'vc
	closed high — c'vc		c'vc
	glottalized — cvvc'		c'vc'
SUFFIXES	repetitive	∅ <sub>cp</sub> na <sub>cp</sub> *    na <sub>cp</sub>	ga <sub>cp</sub> ga <sub>cp</sub>
		-x̣	-k    -ch

REPETITIVE IMPERFECTIVE: s/he does it (regularly)

ACT		
∅	yei alshátch kei a-∅-la-√shát-ch	s/he holds it (regularly)
ka-	akshaxítx̣ a-ka-∅-sha-√xít-x̣	s/he writes it (regularly)
tu-	[does not occur]	—
ji-	yéi yoo jiyaneik yéi yoo ji-∅-ya-√nei-k	s/he works (regularly)
STATE		
∅	kei k'éich kei ∅-∅-√k'éi-ch	s/he gets better (regularly)
ka-	[does not occur]	—
tu-	kei tula.aanch kei ∅-tu-la-√.aan-ch	s/he is kind (regularly)
ji-	—	—
EVENT		

REPETITIVE IMPERFECTIVE: s/he does it (regularly)		
∅	a.áx a-∅-ga-∅-∅-√.aax	s/he is hearing it (strange sounds e.g.)
ka-	kadagánx ka-∅-da-√gán-x	it brightens (regularly)
tu-	[does not occur]	—
ji-	kei jisatánch kei ji-sa-√.tán-ch	it gets rough (regularly)
MOTION		
∅	aadé yoo yagútk á-dé yoo ∅-ya-√gút-k	s/he goes there (regularly)
	áx goot á-t ∅-ga-∅-∅-√goot	let him/her arrive there
ka-	áx kaxeex á-x ka-∅-√xeex	it hits it (regularly)
tu-	—	—
ji-	[does not occur]	—

## Perfective Habitual (+)

O-ÿu-C<sub>p</sub>-S-cl<sub>i</sub>-√root-ch

s/he does it (every time)

PERFECTIVE HABITUAL (+): does it (every time)

PREVERB	—		
PREFIXES	∅ <sub>cp</sub>	irrealis	-u
CONJUGATION PREFIX	yes	∅, na, ga, g̃a	
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-	
STEM VARIATION	open cvv	∅ <sub>cp</sub>	c'vvy
		na <sub>cp</sub> , ga <sub>cp</sub> , g̃a <sub>cp</sub>	c'v (aa/oo~ei)
	fading cvv <sup>h</sup>	∅ <sub>cp</sub>	c'vvy
		na <sub>cp</sub> , ga <sub>cp</sub> , g̃a <sub>cp</sub>	cvv (aa/oo~ei)
	closed low cvvc	∅ <sub>cp</sub>	unpredictable
		na <sub>cp</sub> , ga <sub>cp</sub> , g̃a <sub>cp</sub>	c'vc
closed high c'vvc	∅ <sub>cp</sub>	unpredictable	
	na <sub>cp</sub> , ga <sub>cp</sub> , g̃a <sub>cp</sub>	c'vc	
glottalized cvvc'	∅ <sub>cp</sub>	unpredictable	
	na <sub>cp</sub> , ga <sub>cp</sub> , g̃a <sub>cp</sub>	c'vc'	
SUFFIXES	repetitive	-ch	

PERFECTIVE HABITUAL (+): does it (every time)

ACT		
∅	axlashátch a-ÿu-ga-∅-la-√shát-ch	s/he holds him/her/it (every time)
ka-	akooshxítch a-ka-ÿu-∅-∅-sha-√xít-ch	s/he writes it (every time)
tu-	(yéi) sh tundanúkch (yéi) sh tu-ÿa-na-∅-da-√núk-ch	s/he feels that way (every time)
ji-	yéi jinaneich yéi ji-ÿu-na-∅-∅-√nei-ch	s/he works (every time)
STATE		
∅	gak'éich ∅-ÿu-ga-∅-√k'éi-ch	he/she/it gets better (every time)
ka-	[does not occur]	—
tu-	[does not occur]	—



PERFECTIVE HABITUAL (+): does it (every time)		
ji-	—	—
<b>EVENT</b>		
∅	oo.aaxch a-ÿu-∅-∅-√.aax-ch	s/he hears it (every time)
ka-	koodagánch ka-ÿu-∅-da-√gán-ch	it gets bright (every time)
tu-	(yéi) tundatánch (yéi) tu-ÿu-na-da-√tán-ch	s/he thinks (that way) (every time)
ji-	jinastánch ji-na-sa-√tán-ch	it gets rough (every time)
<b>MOTION</b>		
∅	aadé nagútch á-dé ÿu-na-∅-√gút-ch	s/he goes there (every time)
	át ugútch á-t-ÿu-∅-∅-√gút-ch	s/he arrives there (every time)
ka-	át kooxeexch á-t ka-ÿu-∅-∅-√xeex-ch	it hits it (every time)
tu-	—	—
ji-	a kanax jiyastánch a ká-náx ji-ya-ÿa-na-sa-√tán-ch	waves wash over it (every time)

## Perfective Habitual (-)

tlél + O-u-ÿu-C<sub>p</sub>-S-cl<sub>-i</sub>-√root-ch

s/he hasn't done it yet

PERFECTIVE HABITUAL (-): hasn't done it yet			
PREVERB	negative	tlél ~ tlél ~ hél ~ lél ~ tíl	
PREFIXES	irrealis	-u	
	perfective	ÿu	
CONJUGATION PREFIX	yes	∅, na, ga, ga	
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-	
STEM VARIATION	open cvv	∅ <sub>cp</sub>	c'vvy
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'v (aa/oo~ei)
	fading cvv <sup>h</sup>	∅ <sub>cp</sub>	c'vvy
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	cvv (aa/oo~ei)
	closed low cvvc	∅ <sub>cp</sub>	unpredictable
		na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc
closed high c'vc	∅ <sub>cp</sub>	unpredictable	
	na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc	
glottalized cvvc'	∅ <sub>cp</sub>	unpredictable	
	na <sub>cp</sub> , ga <sub>cp</sub> , ga <sub>cp</sub>	c'vc'	
SUFFIXES	habitual	-ch	

PERFECTIVE HABITUAL (-): hasn't done it yet

ACT		
∅	tlél oogalshátch tlél a-u-ÿu-ga-∅-la-√shát-ch	s/he hasn't held it yet
ka-	tlél akooshxítch tlél a-ka-u-ÿu-∅-∅-sha-√xít-ch	s/he hasn't written it yet
tu-	tlél (yéi) sh tundanúkch tlél (yéi) sh tu-u-ÿu-na-∅-da-√núk-ch	s/he doesn't feel that way yet
ji-	tlél yéi jinaneich tlél yéi ji-u-ÿu-na-∅-∅-√nei-ch	s/he hasn't worked yet
STATE		
∅	tlél gak'éich tlél ∅-ga-u-ÿu-∅-√k'éi-ch	he/she/it hasn't gotten better yet

PERFECTIVE HABITUAL (-): hasn't done it yet		
ka-	[does not occur]	—
tu-	[does not occur]	—
ji-	—	—
<b>EVENT</b>		
∅	tlél oo.aaxch tlél a-u-ÿu-∅-∅-√.aax-ch	s/he hasn't heard it yet
ka-	tlél koodagánch tlél ka-u-ÿu-∅-da-√gán-ch	it hasn't gotten bright yet
tu-	tlél (yéi) tundatánch tlél (yéi) tu-u-ÿu-na-da-√tán-ch	s/he hasn't thought that way yet
ji-	tlél jeenastánch tlél ji-na-u-ÿu-sa-√tán-ch	it hasn't gotten rough yet
<b>MOTION</b>		
∅	tlél aadé nagútch tlél á-dé u-ÿu-na-∅-√gút-ch	s/he has not gone there yet
	tlél át ugútch tlél á-t -u-ÿu-∅-∅-√gút-ch	s/he has not arrived there yet
ka-	tlél át kooxeexch tlél á-t ka-u-ÿu-∅-∅-√xeex-ch	it has not hit it yet
tu-	—	—
ji-	tlél a kanax jeeyanastánch tlél a ka-náx ji-ya-u-ÿu-na-sa-√tán-ch	waves have not washed over it yet

## Hortative

O-C<sub>p</sub>-ga-S-cl<sub>-i</sub>-√root-(-yi/-i; -wu/-u)

let her/him do it; let us do it (1<sup>st</sup> & 3<sup>rd</sup> person subjects only)

HORTATIVE: let her/him do it; let us do it

PREVERB	—	
PREFIXES	ga-mode	ga-
	— (eliminated by na-con)	
CONJUGATION PREFIX	yes	∅, na, ga, ga
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-
STEM VARIATION	open — cvv	cvv *
	fading — cvv <sup>h</sup>	cvv *
	closed low — cvvc	cvvc **
	closed high — c'vvc	c'vvc **
	glottalized — cvvc'	c'vvc' **
SUFFIXES	(-yi/-i; -wu/-u) — speaker preference	

\* there are rare exceptions (long and high)

\*\* there are rare exceptions (short and low)

HORTATIVE: let her/him do it; let us do it

ACT		
∅	agaaxlasháat a-ga-ga-∅-la-√sháat	let him/her hold it
ka-	akaxshaxít a-ka-∅-ga-∅-sha-√xít	let him/her write it
tu-	(yéi) sh tunaxdanook (yéi) sh tu-na-ga-∅-da-√nook	let him/her feel that way
ji-	yéi jinganei yéi ji-na-ga-∅-∅-√nei	let him/her work
STATE		
∅	gagak'éi ∅-ga-ga-∅-√k'éi	let him/her/it be good
ka-	[does not occur]	—
tu-	tugaxla.aan ∅-tu-ga-ga-la-√.aan	let him/her be kind
ji-	—	—
EVENT		

HORTATIVE: let her/him do it; let us do it		
∅	aga.aax a-∅-ga-∅-∅-√.aax	let her/him hear it
ka-	kaxdagáan ka-∅-ga-da-√gáan	let it be bright
tu-	(yéi) tunaxdataan (yéi) tu-na-ga-∅-da-√taan	let him/her think (that way)
ji-	[does not occur]	—
MOTION		
∅	aadé ngagoot á-dé na-ga-∅-∅-√goot	let her/him go there
∅	át gagoot á-t ∅-ga-∅-∅-√goot	let him/her arrive there
ka-	(ch'a) át kagaxeex (dé) (ch'a) á-t ka-∅-ga-∅-∅-√xeex (dé)	(just) let it hit it (now)
tu-	—	—
ji-	[does not occur]	—

**Potential (+)** \* often used with relative clause

gwál + O-u-C<sub>p</sub>-ga-S-cl<sub>+i</sub>-√root

s/he might do it

POTENTIAL (+): s/he might do it

PREVERB	—	
PREFIXES	irrealis -u	ga-mode ga-
CONJUGATION PREFIX	yes Ø, na, ga, ga	
CLASSIFIER	+i ÿa, di, si, dzi, li, dli, shi, ji	
STEM VARIATION	open — cvv	cvv
	fading — cvv <sup>h</sup>	cvv
	closed low — cvvc	cvvc
	closed high — c'vc	c'vc
	glottalized — cvvc'	c'vc'
SUFFIXES	—	

POTENTIAL (+): s/he might do it

ACT		
Ø	gwál agaaxwlisháat gwál a-u-ga-ga-Ø-li-√sháat	s/he might hold her/him/it
ka-	gwál akooxshixít gwál a-ka-u-Ø-ga-Ø-shi-√xít	s/he might write it
tu-	gwál (yéi) sh toonaxdinook gwál (yéi) sh tu-u-na-ga-Ø-di-√nook	s/he might feel that way
ji-	gwál yéi jingwaanei gwál yéi ji-u-na-ga-ÿa-√nei	s/he might work
STATE		
Ø	gwál kgwaak'éi gwál Ø-ga-u-ga-ÿa-√k'éi	s/he might be good
ka-	gwál kugaaxlijée gwál Ø-ka-ga-u-ga-li-√jée	s/he might look terrible
tu-	[does not occur]	—
ji-	—	—

POTENTIAL (+): s/he might do it		
EVENT		
∅	gwál oogaa.aax gwál a-u-∅-ga-∅-ya-√aax	s/he might hear her/him/it
ka-	gwál kooxdigáan gwál ka-u-∅-ga-di-√gáan	it might get bright
tu-	gwál (yéi) toonaxditaan gwál ka-u-na-ga-di-√taan	s/he might think that way
ji-	[does not occur]	—
MOTION		
∅	gwál aadé ngwaagoot gwál á-dé u-na-ga-∅-ya-√goot	s/he might go there
∅	gwál át gwaagoot gwál á-t u-∅-ga-∅-ya-√goot	s/he might arrive there
ka-	gwál kagwaaxeex gwál ka-u-∅-ga-ya-√xeex	s/he might hit her/him/it
tu-	—	—
ji-	[does not occur]	—

**Potential (-)** \*often used with relative clause

gwál + tlél + O-u-C<sub>p</sub>-g<sub>a</sub>-S-cl<sub>+i</sub>-√root

s/he might not do it

POTENTIAL (-): s/he might not do it	
PREVERB	gwál + tlél ~ tlél ~ hél ~ lél ~ tíl
PREFIXES	irrealis -u   g <sub>a</sub> -mode   ga-
CONJUGATION PREFIX	yes   Ø, na, ga, g <sub>a</sub>
CLASSIFIER	+i   y <sub>a</sub> , di, si, dzi, li, dli, shi, ji
STEM VARIATION	open — cvv   cvv
	fading — cvv <sup>h</sup>   cvv
	closed low — cvvc   cvvc
	closed high — c'vvc   c'vvc
	glottalized — cvvc'   c'vvc'
SUFFIXES	—

POTENTIAL (-): s/he might not do it	
ACT	
Ø	gwál tlél agaaxwlisháat gwál tlél a-u-ga-ga-Ø-li-√sháat   s/he might not hold her/him/it
ka-	gwál tlél akooxshixít gwál tlél a-ka-u-Ø-ga-Ø-shi-√xít   s/he might not write it
tu-	gwál tlél (yéi) sh toonaxdinook   s/he might not feel that way gwál tlél (yéi) sh tu-u-na-ga-Ø-di-√nook
ji-	gwál tlél yéi jingwaanei gwál tlél yéi ji-u-na-ga-ya-√nei   s/he might not work
STATE	
Ø	gwál tlél k <sub>g</sub> waak'éi gwál tlél Ø-ga-u-ga-ya-√k'éi   s/he might not be good
ka-	gwál tlél kugaaxlijée gwál tlél Ø-ka-ga-u-ga-li-√jée   s/he might not look terrible
tu-	[does not occur]   —
ji-	—   —



## POTENTIAL (-): s/he might not do it

EVENT		
∅	gwál tlél oogaa.aax gwál tlél a-u-∅-ga-∅-ya-√aax	s/he might not hear her/him/it
ka-	gwál tlél kooxdigáan gwál tlél ka-u-∅-ga-di-√gáan	no way it can get bright
tu-	gwál tlél (yéi) toonaxditaan gwál tlél (yéi) tu-u-na-ga-di-√taan	s/he might not think that way
ji-	[does not occur]	—
MOTION		
∅	gwál tlél aadé ngwaagoot gwál tlél á-dé u-na-ga-∅-ya-√goot	s/he might not go there
	gwál tlél át gwaagoot gwál tlél á-t u-∅-ga-∅-ya-√goot	s/he might not arrive there
ka-	gwál tlél kagwaaxeex gwál tlél ka-u-∅-ga-ya-√xeex	s/he might not hit her/him/it
tu-	—	—
ji-	[does not occur]	—

## Potential Attributive

tlél + aadé + O-u-C<sub>p</sub>-ga-S-cl<sub>+i</sub>-√root-yi/-i/-wu/-u + yé

no way s/he can do it

POTENTIAL ATTRIBUTIVE: no way s/he can do it

PREVERB	tlél ~ tlél ~ hél ~ lél ~ tíl + aadé	
PREFIXES	irrealis -u	ga-mode ga-
CONJUGATION PREFIX	yes ∅, na, ga, ga	
CLASSIFIER	+i yā, di, si, dzi, li, dli, shi, ji	
STEM VARIATION	open — cvv	cvv
	fading — cvv <sup>h</sup>	cvv
	closed low — cvvc	cvvc
	closed high — c'vvc	c'vvc
	glottalized — cvvc'	c'vvc'
SUFFIXES	relative	-yi/-i/-wu/-u
POSTVERB	way/place	yé

POTENTIAL ATTRIBUTIVE: no way s/he can do it

ACT		
∅	tlél aadé agaaxwlisháadi yé tlél á-dé a-u-ga-ga-∅-li-√sháat-i	no way s/he can hold her/him/it
ka-	tlél aadé akooxshixídi yé tlél á-dé a-ka-u-∅-ga-∅-shi-√xít-i yé	no way s/he can write it
tu-	tlél aadé sh toonaxdinoogú yé tlél á-dé sh tu-u-na-ga-∅-di-√nook-ú yé	no way s/he can feel that way
ji-	tlél aadé yéi jingwaaneyí yé tlél á-dé yéi ji-u-na-ga-yā-√nei-yí yé	no way s/he can work
STATE		
∅	tlél aadé kgaak'éiyi yé tlél á-dé ∅-ga-u-ga-yā-√k'éi-yi yé	no way s/he can be good
ka-	tlél aadé kugaaxlijéeyi yé tlél á-dé ∅-ka-ga-u-ga-li-√jée-yi yé	no way s/he can look terrible

POTENTIAL ATTRIBUTIVE: no way s/he can do it		
tu-	[does not occur]	—
ji-	—	—
EVENT		
∅	tlél aadé oogaa.aaxí yé tlél á-dé a-u-∅-ga-∅-ya-√aax-i yé	no way s/he can hear her/him/it
ka-	tlél aadé kooxdigáani yé tlél á-dé ka-u-∅-ga-di-√gáan-i yé	no way it can get bright
tu-	tlél aadé (yéi) toonaɁditaani yé tlél á-dé (yéi) tu-u-na-ga-di-√taan-i yé	no way s/he can think that way
ji-	[does not occur]	—
MOTION		
∅	tlél aadé aadé ngwaagoodí yé tlél á-dé á-dé u-na-ga-∅-ya-√goot-i yé	no way s/he can go there
	tlél aadé át gwaagoodi yé tlél á-dé á-t u-∅-ga-∅-ya-√goot	no way s/he can get there
ka-	tlél aadé át kagwaaxeexí yé tlél á-dé áa-t ka-u-∅-ga-ya-√xeex-i yé	no way s/he can hit her/him/it
tu-	—	—
ji-	[does not occur]	—

**Potential Decessive\*** usually used as dependent clause

O-u-C<sub>p</sub>-ga-S-cl<sub>-i</sub>-√root-in/un

s/he would have done it

POTENTIAL DECESSIVE: s/he would have done it

PREVERB	—		
PREFIXES	irrealis	-u	ga-mode ga-
CONJUGATION PREFIX	yes	∅, na, ga, ga	
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-	
STEM VARIATION	open — cvv		cvv
	fading — cvv <sup>h</sup>		cvv
	closed low — cvvc		cvvc
	closed high — c'vvc		c'vvc
	glottalized — cvvc'		c'vvc'
SUFFIXES	decessive	-in/-un	

POTENTIAL DECESSIVE: s/he would have done it

ACT		
∅	agaaxwlasháadin a-u-ga-ga-∅-la-√sháat-in	s/he would have held her/him/it
ka-	akooxshaxídin a-ka-u-∅-ga-∅-sha-√xít-in	s/he would have written it
tu-	yéi sh toonaxdanooḡún yéi sh tu-u-na-ga-∅-da-√nook-ún	s/he would have felt that way
ji-	yéi jingwaneiyín yéi ji-u-na-ga-∅-√nei-yín	s/he would have worked
STATE		
∅	gugak'éiyin ∅-ga-u-ga-∅-√k'éi-yin	s/he would have been good
ka-	kugaaxlajéeyin ∅-ka-ga-u-ga-la-√jée-yin	s/he would have looked terrible
tu-	[does not occur]	—
ji-	—	—

## POTENTIAL DECESSIVE: s/he would have done it

EVENT		
∅	ooga.aaxín a-u-∅-ga-∅-∅-√aax-in	s/he would have heard her/him/it
ka-	kooxdagáanin ka-u-∅-ga-da-√gáan-in	it would have gotten bright
tu-	(yéi) toonaxdataanín (yéi) tu-u-na-ga-da-√taan-in	s/he would have thought that way
ji-	[does not occur]	—
MOTION		
∅	aadé ngwagoodín á-dé u-na-ga-∅-∅-√goot-in	s/he would have gone there
	át gwaagoot á-t u-∅-ga-∅-ya-√goot	s/he would have arrived there
ka-	át kagwaxeexín áa-t ka-u-∅-ga-∅-√xeex-in	s/he would have hit her/him/it
tu-	—	—
ji-	[does not occur]	—

# Conditional\* *ofted used in relative clause*

O-C<sub>p</sub>-S-cl<sub>-i</sub>-√root-n+i

if/when s/he does it

CONDITIONAL: if/when s/he does it		
PREVERB	—	
PREFIXES	—	
CONJUGATION PREFIX	yes	∅, na, ga, ga
CLASSIFIER	-i	∅-, da-, sa-, s-, la-, l-, sha-, sh-
STEM VARIATION	open — cvv	c'vvn (aa/oo~ei)
	fading — cvv <sup>h</sup>	c'vvn (aa/oo~ei)
	closed low — cvvc	c'vc
	closed high — c'vc	c'vc
	glottalized — cvvc'	c'vc'
SUFFIXES	conditional + relative	-n + -i

CONDITIONAL: if/when s/he does it

ACT		
∅	agalshátni a-∅-ga-∅-la-√shát-ni	when/if s/he holds her/him/it
ka-	akshaxítni a-ka-∅-∅-sha-√xít-ni	if/when s/he writes it
tu-	yéi sh tundanúkni yéi sh tu-na-∅-da-√núk-ni	if/when /he would feels that way
ji-	yéi jinanéini yéi ji-na-∅-√néi-ni	if/when s/he works
STATE		
∅	gak'éini ∅-ga-∅-√k'éi-ni	if/when s/he is good
ka-	kagaljéeni ∅-ka-ga-la-√jée-ni	if/when s/he looks terrible
tu-	tukla.aanní ∅-tu-ga-la-√aan-ní	it/when s/he is kind
ji-	—	—
EVENT		
∅	a.áxni a-∅-∅-√áx-ni	if/when s/he hears it

CONDITIONAL: if/when s/he does it		
ka-	kadagánni ka-∅-∅-da-√gán-ni	if/when it's bright
tu-	(yéi) tudatánni (yéi) tu-da-√tán-ni	if/when s/he thinks (that way)
ji-	jinastánni ji-na-sa-√tán-ni	if/when it gets rough
MOTION		
∅	aadé nagútni á-dé na-∅-∅-√gút-ni	if/when s/he goes there
	át gútni á-t ∅-∅-√gút-ni	if/when s/he arrives there
ka-	át kaxíxni áa-t ka-∅-∅-∅-√xix-ni	if/when s/he hits her/him/it
tu-	—	—
ji-	[does not occur]	—

## Stem Variation

OPEN ROOTS				
	CVV		CVV <sup>h</sup>	
	∅	NA, GA, GA	∅	NA, GA, GA
progressive imperfectives	c'v-v-n	c'v-v-n	c'v-v-n	c'v-v-n
perfective (+)	c'v	cvv	c'v	cvv
perfective (-)	c'	cvv	c'	cv
imperative	c' / c'v	c'	c' / c'v	c'
perfective habituals	c'v-y-ch	c'v-ch	c'v-y-ch	cvv-ch
future (+)	c'v	c'v	c'v	c'v
future (-)	cvv	cvv	cvv	cvv
hortative	c'v / cvv	cvv	c'v / cvv	cvv
repetitive imperfective	c'v-x̩	c'v-{k,ch}	cvv-x̩	cvv-{k,ch}
potentials	c'v / cvv	cvv	c'v / cvv	cvv
conditional	c'v-ni	c'v-ni	c'v-ni	c'v-ni

CLOSED ROOTS						
	cvvc		c'vc		c'vc'	
	∅	NA, GA, GA	∅	NA, GA, GA	∅	NA, GA, GA
progressive imperfectives	c'vc	c'vc	c'vc	c'vc	c'vc'	c'vc'
perfective (+)	c'vc	cvvc	c'vc	c'vc	c'vc'	c'vc'
perfective (-)	cvvc	cvvc	c'vc	c'vc	c'vc'	c'vc'
imperative	c'vc	cvvc	c'vc	c'vc	c'vc'	c'vc'
perfective habituals	c'vc-ch / cvvc-ch	c'vc-ch	c'vc-ch / c'vc-ch	c'vc-ch	c'vc'-ch / c'vc'-ch	c'vc'-ch
future (+)	c'vc	c'vc	c'vc	c'vc	c'vc'	c'vc'
future (-)	cvvc	cvvc	c'vc	c'vc	c'vc'	c'vc'
hortative	c'vc / cvvc	cvvc	c'vc / c'vc	c'vc	c'vc' / c'vc'	c'vc'
repetitive imperfective	c'vc-x̩	c'vc-{k,ch}	c'vc-x̩	c'vc-{k,ch}	c'vc'-x̩	c'vc'-{k,ch}
potentials	c'vc / cvvc	cvvc	c'vc / c'vc	c'vc	c'vc / c'vc	c'vc
conditional	c'vc-ni	c'vc-ni	c'vc-ni	c'vc'-ni	c'vc'-ni	c'vc'-ni



# 19

## Taan ka X'eis'awáa

*Kaa yáa at wooné  
haa wooch.een yéi jeewaneéyi,  
aadé yateeyí yé haa yoo x'atángi.  
Haa kusteeyí x'éigaa Lingít á.  
— Kingeistí*

Respecting people,  
our working together,  
this is the way of our language.  
Our way of life, truly human beings.  
— David Katzeek, Shangukeidí<sup>1</sup>

### **Introduction**

In the winter of 2011 there was a storytelling event at the University of Alaska Southeast, and at that event Kingeistí David Katzeek told the story of Taan ka X'eis'awáa (Sea Lion & Ptarmigan). It was an amazing event because many of the language students had studied the speech by Kaajeeguxeex (Thomas Young, Gaanaxteidí) which references this story in relation to language learning and how that helps.

The story is listed here in two forms, one with only the Tlingit so students can practice translation, and one with the translation included. The speech by Kaajeetguxeex is included here as a reference, and was transcribed & translated by Nora & Richard Dauenhauer in *Haa Tuwunáagu Yís*. What makes this story so special, in addition to the beautiful metaphors and messages within it, is that Kaajeetguxeex used to

<sup>1</sup> Katzeek, David. “Taan ka X'eis'awáa – Sea Lion & Ptarmigan.” trans. Lance Twitchell. Retrieved from <http://youtu.be/A9FO6S3GTb>.

tell this story to Kingeistí, who is Gaanax̄teidí Yádi (Child of the Gaanax̄teidí), and Kingeistí is telling it to students of the Tlingit language to encourage them to continue their studies.

The speech by Kaajeetguxeex speech comes from the text *Haa Twunáagu Yís: For Our Healing Spirit* and was published by the Sealaska Heritage Institute and the University of Washington Press. It is reprinted here with some slight changes in word order to prepare us for looking closely at the grammar and concepts within the Tlingit.

## ***Kaajeetguxeex – Tlákwaan, 1972<sup>2</sup>***

Ax̄ tuwáa sigóo	I would like	
x̄át tsú x̄'an̄kadataaní	to speak too,	
ax̄ hún̄xu hás.	my older brothers.	
Aaa	Yes,	
ldakát yáat yinági,	all of you standing here,	5
yá yées káax'wx̄ siteeyí aa	you who are young men,	
áwé a kaax̄ ax̄ toowú kligéi	are the ones I too	
x̄át tsú	am proud of	
yáa yeedát.	right now.	
Yá yee jeet wuduwateréyi át	These things that were given to you,	10
a daadéi yee yagax̄sataagí,	that you will care for,	
yá yee tláa káak hás at.óowu	these at.óow of your mother's maternal uncles	
ax̄ éesh hás yáat yinági	you my fathers who are standing here,	
áwé a kaax̄ ax̄ toowú kligéi.	this is what I am proud of.	
Tlei dahéen áyú	My fathers,	15
dutláakw,	a story is told;	
yéi sh kalneek	they tell	
ax̄ éesh hás.	about a certain time.	
Áwé yéi kdunéek	They tell about	
yú taan.	the sea lion.	20
Du déinx̄ áyá kuyawdudliják.	His relatives were all killed off.	
Aagáa áwé	This was while,	

2 Dauenhauer, Nora Marks, and Richard Dauenhauer. *Haa Twunáagu Yís, for Healing Our Spirit: Tlingit Oratory*. © 1990. Reprinted with permission of the University of Washington Press and the Sealaska Heritage Institute.

teet jinaxsatánin áwé yú.á.	they say, the waves were rolling.	
Tle akaax héent usgéetch	He would fall into the sea,	
wé du káak hás eejí.	from his mother's maternal uncles' reef.	25
Wáa nanéi s dágáawé yú.á	At what point was it, they say,	
ch'a áa ngwaanaawu yéidei kát áwé	he began climbing	
yayát uwagút,	to the face of that mountain	
yá shaa yá daadéi.	to a place he could just die.	
Wáa nanéi sáwé	At what point was it	30
a yáa uwagút wé x'eis'awáa.	he came across a ptarmigan.	
Aagáa áwé	This is when	
ash x'eiwawóos'	the ptarmigan asked him,	
«goodéi sáyá yaa neegút?»	"where are you going?"	
«Ch'a áa xat nagwaanaayí yéidei áyá	"I'm going	35
yaa n̄xagút.»	to a place where I can just die."	
X̄ach du léelk'w áwé wé x'eis'awáa.	Here, the ptarmigan was his grandparent.	
«Yóo ax̄ tláa káak hás eejí	"I keep falling off into the sea	
tle a kaax héent xat usgeetch.	from my mother's maternal uncles' reef.	
Yá kutí ax̄ kayáanax̄ yatee.»	The weather is stronger than I am."	40
«Haagú! Chx̄ánk! Haagú!»	"Come here! Grandson! Come here!"	
Aagáa áwé ash yík aawaxóo yú.á.	That was when he put rocks inside of him,	
	they say.	
X̄eis'awáach áwé yík uwaxóo yú taan.	Ptarmigan put rocks inside the sea lion.	
Aagáa áwé yux̄ ash kaawanáa.	This was when he told the sea lion to try	
	again.	
Goosá wé aax̄ héenx̄ latéedi yéeyi	Where he used to get washed into the sea,	45
tle tléix' áwé át uwagút	he went up just once	
yú du tláa káak hás	onto the reef	
eej́i kaadéi.	of his mother's maternal uncles.	
Yú x'eis'awáa yík wuxoowóoch áwé	Because the ptarmigan put rocks inside the	
	sea lion,	
tlél a kaax̄ héent wusgeet.	he didn't fall off into the sea.	50
Ách áwé	This is why	
ch'u yaa yeedátdei	you can see it	
yeytéen aan.	even today.	
K̄ushtuyáx̄ wáa sá teet jiwestaaní	No matter how the waves pound	
a káa ganúkch.	they sit there.	55

Yéi yá yee kgwatée	This is how you will be	
yá yee léelk'w hás yá diyeeet kin aa.	with your grandparents sitting in the back.	
Has du yoo x̄'atángeech áwé oowayaa	Their speeches will be	
yee yík has aawaxúwu yáx̄ gūgatee.	as if they are putting rocks inside you.	
Ách áwé	This is why	60
tlél x'wán	don't ever let	
a kaax̄ héent aa wusgeedéek	any of you fall off into the sea	
yá yee tláa kaak hás toowú.	away from the wishes of your mothers' maternal uncles.	

This speech on its own is wonderful, and students of Tlingit should spend time looking at speeches like this for content, in terms of use of metaphor, imagery, repetition, kinship, and grammar. A useful exercise with a text like this is to try and see how you might move between the Tlingit and the English by glossing sentences and analyzing how the grammar is functioning. The more often you can gloss Tlingit, the easier it can become. More important is to read it out loud so you can feel how these speeches become one with the audience and have spiritual and medicinal qualities.

We will now look at a story recorded in 2011 at the University of Alaska Southeast. This is the story that Kaajeetguxeex refers to in his speech, told by Kingeistí David Katzeek, a child of the Gaanaxteidí, who gives a thorough introduction to honor his father's people. You can find the audio for this story on [www.tlingitlanguage.com](http://www.tlingitlanguage.com) under the "audio" tab, and you can find the video on YouTube at [www.youtube.com/UASANLS](http://www.youtube.com/UASANLS).

If you want to challenge yourself, then photocopy this first part with only the Tlingit and see how much of the Tlingit you can break down and understand. Or make notes here while listening and find the parts you want to learn how to say on your own. There are many methods to internalizing language, and if you see Kingeistí around, thank him for sharing this wonderful story with us.

This story closes this book. It is a strong way to end because it talks about inner strength, but also addresses reaching such a difficult point that you might want to quit. When we look back to the metaphors Kaajeetguxeex gave us, we see that the story is about language and the power it has to

root us in place, where we are supposed to be. Never give up,  
and remember that you are a gift to us all. Gunalchéesh.

### ***Taan ka X'eis'awáa – Kingeistí x'éidáx*<sup>3</sup>**

Aan yátx'u sáani.

Aan yátx'u sáani,

Kingeestí ax saayíx sitee.

Shangukeidí naax xat sitee.

Xeitl Hítdáx,

5

Kaawdliyaayi Hít,

ka Shís'gi Hít

Yoo áwé koogéi haa hítx'i

Jilkáatx', Tlákw Aan.

Ax éesh has, áwé Gaanaxteidíx has sitee,

10

ách áwé Gaanaxteidí yádix xat sitee.

Ax tláa,

has du éesh has,

Lukaax.ádi x has woositee,

Lkóotdáx,

15

ka Jilkáat.

Ách áwé, Lukaax.ádi dachxánx xat sitee.

Ax tláa du léelk'u has ku.aa s ...

T'akdeintaan has woositee.

Xúnaadáx,

20

Táax' Hítdáx.

Ax daakanóox'u áwé

Kiks.ádi x has sitee,

Shee At'ikádáx.

Ka yéi áwé ax een akaawaneek,

25

ax éesh,

ax sáni has áwé, Deisheetaanx has sitee,

Taakw.aaneidí ka Gaanax.ádi.

Gwál, "1972" áwé ...

3 Katzeek, David. "Taan ka X'eis'awáa – Sea Lion & Ptarmigan." trans. Lance Twitchell. Retrieved from <http://youtu.be/A9FO6S3GTb>.

Aḅ káak,	30
Xeitl Hít awliyéx̄,	
ka Shís'gi Hít,	
Kaawdliyaayi Hít,	
awliyéx̄.	
Ḳu.éex' tlein áwé yaawaxeex,	35
Jilkáatx', Tlákw Aan.	
Yá keijín dis yoowaxéexi.	
Áwé, nás'k yaakyee kaanáx̄ áwé.	
Yá ku.éex' yaawaxeex.	
Ldakát káa áwé,	40
ldakát yéidáx̄ aa yéi has wootee.	
Aḅ éesh has Gaanax̄teidí,	
aax' yéi has wootee.	
Aḅ léelk'u has,	
Lukaax̄.ádi,	45
Lkóotdáx̄,	
Géisándáx̄,	
has tsu aá yéi has wootee.	
Aḅ tláa du léelk'u has	
T'ak̄deintaan tsu,	50
áa yéi has wootee.	
Ḳa ax̄ daakanóox'u, Kiks.ádi,	
áa yéi has wootee.	
Ḳaasgú áwé yoo duwasáakw.	
Aḅ ...	55
káak,	
Ḳaasgú.	
Á áwé hít awliyéx̄.	
Du een yéi jix̄wané.	
Wé hít wudulyeix̄í,	60
du een yaa n̄xwahán, áx̄ káak.	
Ḳudu.éex'i áwé.	
Aaa, yóot'aa, has tsú;	
áa yéi has wootee, Deisheetaan.	



X̄éitl Hít wudulyeix̄.	100
Wudiháan.	
Wudiháan.	
Yéi áwé yaawaḵaa:	
«Aḵ yéet, Kingeestí.	
ḵa ldakát yeewháan,	105
Shangukeidíx̄,	
Gunalchéesh.	
X̄át tsu, aḵ tuwáa sigóo	
yee éet x̄'akkwataaní,	
aanyátx̄'i,	110
gunalchéesh.»	
Wé gunéi x̄'eiwatán.	
Taan daat áwé gunéi x̄'eiwatán	
ḵa yá	
x̄'eis'awáa	115
yoo duwasáakw á.	
Yéi áwé akaawaneek.	
Taan tlein áwé.	
Du káalk'w,	
aadé has du	120
ḵudziteeyí yé áwé.	
Du een, akanéek, du káalk'w een.	
Yandé wé yaa nanéeyin, du káalk'w	
a sháade hánix̄ guxsatée.	
Yéi áwé du tundatáani wootee wé	125
wé taan tlein,	
a sháade háni á.	
Áwé tlaḵ kúnáḵ áwé yaa a naskwéin,	
taan ḵusteeyí.	
Yéi áwé.	130
Yéi áwé akaawaneek.	
Tsu aḵ leéelk'w	
Gunḵáa Guwakaan.	
Aḵ eesh ḵu.aa ḵoo nagáas',	



has du x'eidáx áyá tsu.	135
I een kaḵanéek, tlél ch'as yá tléix'	
káa, tléix' kaa.	
Áwé yaa a naskwéini	
wé taan kusteeyí.	
Aadé a sháade háni kusteeyí yé ch'áakw.	140
Kaa x'eidé áwé gaagisa.aax	
a sháade hánix iwusteeyí.	
Ká	
yaa keedzigéi yéi áwé.	
Du éetx' aa x'eiwatán, du káalk'w eedé.	145
Kaa yáa at wooné,	
haa wooch.een yéi jeewaneiyi,	
aadé yateeyí yé haa yoo x'atángi.	
Haa kusteeyí x'éigaa Lingít á.	
X'éigaa Lingít á.	150
Has awusikóowu	
kaa at yéi has kuwusteeyí.	
Ách áwé «x'éigaa Lingít» yoo duwasáakw.	
Áwé, wé taan tlein	
ch'a yák'w dé áwé woonaa.	155
Wé taan tlein.	
Tlá! Yéi áwé toowditáan.	
Tlá!	
Tlaagú tlein á.	
Tlaagú tlein á.	160
Wáa sá kuggaskeet?	
Ax sháadi háni áwé woonaa.	
Yéi áwé du tundatáani wootee.	
Wé du káalk'w, wé taan.	
Háw!	165
Ax x'éi xá awlitoow ax káak,	
aadé kukkwanóogu yé.	
Aadé xat kaawajaayí yé yáx.	
Kuggasgeet.	

Gwál yakkwadláak̄.	170
Áwé akawaa.aak̄w.	
Wé tléix' aa teen áwé,	
kuligaaw	
a shakéede.	
Áyá wudlaagí áwé yan kawdinook wé	175
wé taan tlein.	
Yan kawdinoogú áwé.	
Óox̄jaa aawa.áx̄.	
Yaa jinastán.	
Yaa jinastán. Yá teetlein yaa jinastán.	180
Du kaadé yaa jinastán.	
Áwé aawayík̄.	
Aawayík̄.	
Du kát jiwisitaani k̄u.aa, tle áx̄	
aawa.óos'i yáx̄ wootee.	185
Yéi áwé has .éex'.	
Ch'a oowayáa has ashóogu yáx̄ áwé wootee.	
Wé du káalk'w k̄u.aa:	
toowú néekw	
aadé has	190
x̄at dushoogu yé.	
Yéi áwé du tundatáani wootee.	
Ha! Tlél wáa sá x̄at kgwatee.	
Tsu kak̄k̄wa.aak̄w.	
Ax̄ káak jiyís áyá.	195
Ax̄ káak jiyís ka ch'a ldakát	
ax̄ naax̄ satee jiyís x̄áyá,	
kak̄k̄wa.aak̄w.	
Yéi áwé yaawaḱaa.	
Sh toót gáa tin áwé yoo x̄'ayatánk̄.	200
Sh toót gáa tin.	
Áwé tsu akaawa.aak̄w.	
Daa x̄á áwé akak̄k̄wa.aak̄w.	
Ayaawadlaagí wé a shakéex'	

Yan tuwunóogú áwé.	205
Kúnáx áwé	
teet yaa jinastán.	
Yéi áwé nateech.	
Haa kusteeyí	
ch'a oowayáa teet yaa jinastáni yáx áwé nateech	210
haa kaadé.	
Yaa naxíxi,	
tuwunéekw,	
ka wáa sá.	
Áwé.	215
Yan taawdunóogu áwé tsú.	
Yéi áwé,	
wuduwa.áx	
wé teet yan jiwustaaní.	
Yan jiwsitán.	220
Tsu aadáx	
kei wdligít.	
Aadáx áwé kei wdligít.	
Wé eech kát áa,	
tsu yéi áwé	225
Yáa,	
ch'u hú, du aani kwáani áwé,	
ashook.	
Wáanáx sáwé?	
Kúnáx áwé	230
has ashook.	
Tuwunéekw tlein áwé.	
Tuwunéekw tlein.	
Tlél yaa naaléi yan wulteegí,	
wé eech kaadáx.	235
Geesh áwé áa yéi yatee,	
wé éil'.	
Geesh.	
Áwé, aa xoot wudzigít.	

A tóonáx̄	240
wudlis'ées.	
Ch'a kak̄wa.aak̄w.	
Tsu kak̄wa.aak̄w yéi yaawaḵaa.	
Ax̄ káak x̄áawé	
ax̄ ée awlitóow.	245
Tlél kei k̄kwadaleet.	
Tlél kei k̄kwadaleet.	
Yéi áwé sh tóot gaa tín, yoo x̄'ayatánk.	
Aadé kei wdlis'ís tsu.	
Akaawa.aak̄w.	250
Wé tléix' aa taan teen	
wé kuligaaw.	
Ayaawadlaak̄.	
Áyá, ayaawadlaak̄.	
Wé eech káx'	255
yan kawdinook.	
Tle yan kawdinoogú, héen áwé.	
tsu wé teet tlein	
kaadé jiwistaan.	
Teet tlein áwé,	260
yaa jinastánch wé	
wé eech kaadé.	
Aadáx̄ kei dligít tle.	
Yandé wé éil kaḵ áwé.	
Yan wulitít wé,	265
wé taan tlein.	
Áwé yéi toowditaan yeedát.	
Kúnáx̄ x'aant uwanúk.	
Ch'a k̄kwadanaak̄.	
Ch'a k̄kwadanaak̄.	270
Yéi áwé	
du tundatáani yateeyín	
Aadáx̄ has du shook̄ yé.	
Aadáx̄ has du shook̄ yé.	

Ch'a kwadanaak.	275
Yoo shaa yaa daadé áwé	
kkwadagwáat'.	
Áx' áwé kukkwanáa.	
Áx' áwé kukkwanáa.	
Yéi áwé yaawaḱaa.	280
Gunéi wdigwát'.	
Kúnáx wooyáat' aadé yaa ndagwaat'i yé.	
Yú shaa shakée.	
Waa nanée sáwé ayaawadlaak?	
Ayaawadlaak.	285
Áwé,	
du xánt uwagút wé x'eis'awáak'.	
Tléi tlaḱ koogéiyi át áwé,	
wé x'eis'awáak'.	
Gwál tléix' dáali.	290
Tléix' a dáali yáx áwé.	
wé x'eis'awáa.	
We taan tlein ku.aa,	
yéi áwé,	
déix "thousand pounds" yoo duwasáakw a daali.	295
Wé taan.	
Áwé,	
wé x'eis'awáa áwé,	
x'aduwaḱaa:	
Chxánk' á!	300
Chxánk' á!	
Daat yís sáwé yáade kei iwdigwát'?	
Daat yís sáwé?	
Áwé.	
Wé taan tlein yéi yaawaḱaa:	305
Ha! Yéi yatéen ágé wé	
wé eech tlein?	
Yá ax káak áwé áx ée awlitóow	
aadé a sháade hánix xat guxsatéeyi.	

Nas'gidahéen áwé, 310  
nas'gidahéen,  
kaḵwa.aak̄w.  
Áa ḵwanoogú.  
Tle yan káx' dunoogú áwé,  
teet tlein a kaadé jinastánch. 315  
A kaadáḵ áwé  
yaandé  
ḵat woolitít  
wé eech kaadáḵ  
wé yán. 320  
Ách áwé kei ḵwdlilit.  
Kei ḵwdlilit.  
Yáax' áwé kúkkwanáa.  
Wé ...  
wé x̄'eis'awáa ... 325  
wé taan tlein daat áwé  
eeshaandéin  
du daa tuwatee.  
Háw!  
Háw! Chḵánk' á! 330  
Chḵánk' á!  
I tuwáa sigóo gé i éet ḵwadashéeyi?  
Tlél gé wáa sá kgwatée i éet ḵwadashéeyi?  
Haaw!  
Wáa sáwé aḵ eedé kgidashée? 335  
Wáa sáwé aḵ eedé kgidashée?  
Yéi x̄'aawawóos'.  
Haaw!  
Héide.  
Héide i x̄'é. 340  
Héide i x̄'éi na.óo.  
I x̄'é.  
Áwé, tle yéi wdzigeet.  
Áwé, taan tlein.

Té, téix'i sáani áwé.	345
Du x'éide yéi adaané.	
Téix'i sáani.	
Tléix' gaa.	
tóode yéi adaané.	
Yéi du tundatáani wooteeyí,	350
yagéi áwé, yá,	
yá téix'i sáani	
yaa nashuwaxéexi áwé.	
Yéi yaawa <sub>ka</sub> , yá x'eis'awáa:	
haagúk' chxánk' á!	355
Góok, chxánk' á!	
I du.aa yáx x'wán! I du.aa yáx x'wán!	
Tsu kana.aakw!	
Tsu kana.aakw!	
Gwál yakgéedlaak.	360
Gwál yakgéedlaak.	
Áwé, tle	
gunéi wdigwáat'.	
Wé taan tlein.	
Yá shaa yoo daadáx gunéi wdigwát'.	365
Wooyáat'.	
Ayawadlaagi áwé.	
Gwál wé kéés' áwé,	
kuxdé yaa kanadéin.	
Héende wudileet.	370
Héende wudleet.	
Yéi áwé tla <sub>x</sub> kúnáx	
yaa nax'ák.	
Aadé litseení yé áwé.	
Ka wé téix'i sáani do tóo	375
woosht áwé,	
woosh ...	
A kát xat seiwax'ák <sub>w</sub> aadé kkwakáayi yé.	
Du tóo yéi wootee ku.aa wé té.	

Áwé, 380  
 teet tlein yeedát awsiteen.  
 A kaadé kei uwax'ák.  
 A kát woox'aagi áwé wootee,  
 tle yaa jinastáni,  
 a káx' áwé, 385  
 oowayáa  
 woonoogú yáx̄ wootee,  
 wé teet tlein.  
 Tle wé eech tlein kaadé,  
 woonook ayaawadlaak. 390  
 Tléł̄ k̄ulagaaw teen ayaawadlaak̄ wé  
 wé ...  
 Áa yéi kwanoogú yé.  
 Tle yan kawdinoogú k̄u.aa áwé  
 tlaḅ̄ k̄únáx̄, 395  
 k̄únáx̄ yeedát:  
 k̄únáx̄ yaa jinastán wé teet.  
 Yaa jinastán.  
 Kaadé yaa jinastán.  
 X̄eil áwé áa yéi yatee. 400  
 X̄eil áwé áa yéi yatee wé teet  
 du kaadé yaa jinastán.  
 Du.aa yáx̄ x'wán, yéi áwé yaa  
 tóot gaa tín yoo x'alay.át.  
 Du.aa yáx̄ x'wán. 405  
 Gwál̄ yakkwadlaak̄ yeedát.  
 Du kát̄ jiwustaaní áwé.  
 Ch'as kadánjaa áwé  
 du daa yéi wootee.  
 Kadánjaa du daa yéi wootee. 410  
 Át aa,  
 wé  
 taan tlein.  
 Yéi áwé koogéi



yá shkalneek.	415
Yan sh kawulneegí ku.aa	
Áwé,	
yéi yaawaḱaa:	
Yéi x'wán nagatee.	
Yéi x'wán nagatee.	420
Yei x'wán nagatee i jéex'.	
Aḱ yoo x'atángi.	
Aḱ yoo x'atángi,	
wé téix'i sáani yáx x'wán	
nagatee i toox'.	425
Wé téix'i sáani.	
Yáx nagatee	
aḱ yoo x'atángi,	
aḱ yéet.	
Sháade hánix	430
guḱsatee,	
ách áwé yéi yaawaḱaa.	
Yá	
aḱ sáni.	
Ḳaajeetguxeex,	435
yoo duwasáakw wé ḱáa.	
Téix'i sáani yáx nagatee,	
aḱ yoo x'atángi.	
Yées, ch'a yeisú yées ḱáax sitee.	
Gunalchéesh i een kaḱwaneegí yá yagyeeyí.	440
Aḱ éesh hás,	
Gaanaxteidí shkalneek áyá.	
Aadé latseení yé haa ḱusteeyí.	
Aadé latseení yé.	
Yéi áwé daayaḱáa:	445
yee du.aa yáx x'wán!	
Yee du.aa yáx x'wán!	
Ḳusti ladzee nooch.	
Ḳusti ladzee nooch.	

Tlél kei kgidaleet. 450  
Tlél kei kgidaleet.  
Gunalchéesh  
Gunalchéesh.  
Yéi áwé k̄ukgwagéi  
Ho ho, ho ho. 455  
Yéi áwé aḡ tundatáani yatee yáa yagyeeyí.  
Kaḡwaneegí  
ch'u oowayáa yáa  
uháan ée ch'u oowayáa hú yá  
aḡ een, 460  
yoo x̄'aawataaní yáḡ áwé yatee.  
Aaadé latseení yé haa k̄usteeyí.  
Yéi áwé.

## *Sea Lion & Ptarmigan by David Katzeek*

Aan yátx'u sáani.	Little Children of the Land (Honorable People),	
Aan yátx'u sáani,	Little Children of the Land (Honorable People),	
Kingeestí aḵ saayíḵ sitee.	Kingeisti (David Katzeek) is one of my names.	
Shangukeidí naaḵ ḵat sitee.	I am of the Shangukeidí (Eagle-Thunderbird) clan.	
Xeitl Hítdáḵ,	From Xeitl Hít (the Thunderbird House),	5
Kaawdliyaayi Hít,	Kaawdliyaayi Hít (House Lowered from the Sun),	
ka Shís'gi Hít	and the Shís'gi Hít (Sapling House)	
Yoo áwé koogéi haa hítx'i	That is the amount of houses we have	
Jilkáatx', Tlák w Aan.	on the Chilkat (Fish Cache) area, the Eternal Village (Klukwan).	
Aḵ éesh has, áwé Gaanaḵteidíḵ has sitee,	My fathers are the Gaanaḵteidí (Raven-Woodworm),	10
ách áwé Gaanaḵteidí yádíḵ ḵat sitee.	because of this I am a child of the Gaanaḵteidí.	
Aḵ tláa,	My mother,	
has du éesh has,	their fathers,	
Lukaax.ádiḵ has woositee,	they were Lukaax.ádi (Raven-Sockeye),	
Lkóotdáḵ,	from Chilkoot (Lake that Threw Up),	15
ka Jilkáat.	and Chilkat.	
Ách áwé, Lukaax.ádi dachḵánḵ ḵat sitee.	Because of this, I am a grandchild of the Lukaax.ádi.	
Aḵ tláa du léelk'u has ku.aa s ...	My mother's grandparents, however, they ...	
T'aḵdeintaan has woositee.	they were T'aḵdeintaan (Raven-Kittiwake).	
Xúnaadáḵ,	from Hoonah,	20
Táax' Hítdáḵ.	From the Táax' Hít (Snail House).	
Aḵ daakanóox'u áwé	My outer shell	
Kiks.ádiḵ has sitee,	are the Kiks.ádi (Raven-Frog),	
Shee At'ikadáḵ.	from Sitka.	
Ka yéi áwé aḵ een akaawaneek,	And this is how it is, I was told,	25
aḵ éesh,	by my father,	
aḵ sáni has áwé, Deisheetaanḵ has sitee,	my paternal uncles are Deisheetaan (Raven-Beaver),	

Taakw.aaneidí k̄a Gaanax̄.ádi.	and also Taakw.aaneidí (Raven-Strong Man) and Gaanax̄.ádi (Raven-Starfish).	
Gwál, "1972" áwé ...	Maybe in 1972 ...	
Ax̄ káak,	My maternal uncle,	30
Xeitl Hít awliyéx̄,	he built Xeitl Hít (Thunderbird House),	
k̄a Shís'gi Hít,	and Shís'gi Hít (Sapling House),	
Kaawdliyaayi Hít,	and Kaawdliyaayi Hít (House Lowered Down from the Sun),	
awliyéx̄.	he made them.	
Ku.éex' tlein áwé yaawaxeex,	There was a big ku.éex',	35
Jilkáatx', Tlákw Aan.	in the Chilkat area, at the Eternal Village (Klukwan).	
Yá keijín dis yoowaxéexi.	It happened in the fifth month.	
Áwé, nás'k yaakyee kaanáx̄ áwé.	Yes, it lasted three days.	
Yá ku.éex' yaawaxeex.	This ku.éex' occurred.	
Ldakát k̄aa áwé,	All the people,	40
ldakát yéidáx̄ aa yéi has wootee.	they came from all over.	
Ax̄ éesh has Gaanax̄teidí,	My fathers, the Gaanax̄teidí,	
aax' yéi has wootee.	they were there.	
Ax̄ léelk'u has,	My grandparents,	
Lukaax̄.ádi,	Lukaax̄.ádi,	45
Lkóotdáx̄,	from Chilkoot,	
Geisándáx̄,	from Geisán (Land at Top of the Bay),	
has tsu aá yéi has wootee.	they too were there.	
Ax̄ tláa du léelk'u has	My mother's grandparents,	
T'ak̄deintaan tsu,	the T'ak̄deintaan, as well,	50
áa yéi has wootee.	they were there.	
K̄a ax̄ daakanóox'u, Kiks.ádi,	And my outer shell, the Kiks.ádi,	
áa yéi has wootee.	they were there.	
K̄aasgú áwé yoo duwasáakw.	He is called K̄aasgú.	
Ax̄ ...	My ...	55
káak,	maternal uncle	
K̄aasgú.	K̄aasgú.	
Á áwé hít awliyéx̄.	That is, he built the house.	
Du een yéi jix̄wané.	I was working with him.	
Wé hít wudulyeix̄í,	When the house was built,	60

du een yaa nᵱwahán, áᵱ káak.	I stood with my maternal uncle.	
ᵱudu.éex'i áwé.	People were invited.	
Aaa, yóot'aa, has tsú;	Yes, those ones over yonder, too,	
áa yéi has wootee, Deisheetaan.	they were there too, the Deisheetaan.	
Aa yéi has wootee,	They were there,	65
wé ᵱu.éex'.	that ᵱu.éex'	
Shaawahík wé Xéitl Hít.	The Xeitl Hít was full.	
ᵱúnáᵱ áwé ...	Very much,	
a daa yéi jeewanéi,	you worked around it,	
yá ᵱu.éex' daat.	around this ᵱu.éex'.	70
Gwál tléix' táakw ᵱa a shoowú áwé,	Maybe it was a year and a half,	
haa ᵱ'ashéex'i,	our songs,	
haa tlaagú,	our legends,	
haa saax'ú,	our names,	
ᵱa sagú	and happiness (for fun times)	75
ldakát yéil ᵱa	all the Ravens and	
yá ch'áak'ᵱ has siteeyí aa tsu,	those who are Eagles,	
Shangukeidíᵱ	the Shangukeidí	
ᵱuᵱ kaadé kawdujixít.	went over it and it was written.	
Áwé,	That is,	80
yaa nshuxéexni áyá	it came to pass,	
i een kakᵱwanéek aadé wooteeyí yé.	I will tell you about the way it was.	
Yá tlaagú.	This legend.	
Yéi áwé.	That is how it is.	
Yá ᵱáa,	This man,	85
ᵱaanaxteidíᵱ sitee	he is ᵱaanaxteidí	
Ishká Hítdáᵱ.	From Ishká Hít (House on the Fishing Hole)	
Yéi áwé dusáakw du hídi, hú.	This is what his house is called, that one.	
Ishká Hít	Ishká Hít.	
ᵱaajaᵱwtí	ᵱaajaᵱwtí (Walter Soboleff)	90
yéi áwé wuduwasáa.	that is what he is called.	
Tléik!	No!	
Tlél ᵱaajaᵱwtí. Tlél a yáᵱ áwé.	Not ᵱaajaᵱwtí (Walter Soboleff). That is not right.	
ᵱaajeetguxéex	ᵱaajeetguxéex (Thomas Young)	

yoo duwasáa du saayí.	is how they say his name.	95
Ax̄ sání, ax̄ eesh há.s.	My paternal uncle, my fathers.	
Áwé, ax̄ éet, haa éet x̄'eiwatán	Yes, he told me, he told us,	
yaa nshuwaxéexi	it was coming to and end	
yá	this	
X̄éitl Hít wudulyeix̄.	X̄éitl Hít was built.	100
Wudiháan.	He stood.	
Wudiháan.	He stood.	
Yéi áwé yaawaḱaa:	He said it like this:	
«Ax̄ yéet, Kingeestí.	“My son, Kingeestí.	
ḱa lḱakát yeewháan,	and all of you,	105
Shangukeidíx̄,	Shangukeidí,	
Gunalchéesh.	Thank you.	
X̄át tsu, ax̄ tuwáa sigóo	Me too, I want	
yee éet x̄'akḱwataaní,	to speak to you all,	
aanyátx̄'i,	noble people,	110
gunalchéesh.»	thank you.”	
Wé gunéi x̄'eiwatán.	He began to speak.	
Taan daat áwé gunéi x̄'eiwatán	He began to speak about the sea lion	
ḱa yá	and this	
x̄'eis'awáa	ptarmigan	115
yoo duwasáakw á.	it really is called.	
Yéi áwé akaawaneek.	That is how he told it.	
Taan tlein áwé.	There was a giant sea lion.	
Du káalk'w,	His paternal nephew,	
aadé has du	the way they	120
ḱudziteeyí yé áwé.	were living there.	
Du een, akanéek, du káalk'w een.	With him, he tells it to his nephew.	
Yandé wé yaa nanéeyin, du káalk'w	It is going to happen, the nephew	
a sháade hánix̄ guḱsatée.	will become a leader.	
Yéi áwé du tundatáani wootee wé	This was the thoughts of that	125
wé taan tlein,	giant sea lion,	
a sháade hání á.	the true leader of them.	
Áwé tḱax̄ kúnáx̄ áwé yaa a naskwéin,	That is, the nephew was really learning,	
taan ḱusteeyí.	the sea lion way of life.	

Yéi áwé.	That is how it was.	130
Yéi áwé akaawaneek.	That is what he told him.	
Tsu ax leéelk'w	And my grandfather	
Gunxáa Guwakaan.	Gunxáa Guwakaan (James Klanott).	
Ax eesh ku.aa koo nagáas', has du x'éidax áyá tsu.	My father, though, moved along, through their mouths as well.	135
I een kaxanéek, tlél ch'as yá tléix' káa, tléix' kaa.	I am telling you, not just one man, one man.	
Áwé yaa a naskwéini wé taan kusteyí.	That is, he a student of that sea lion way of life.	
Aadé a sháade háni kusteyí yé ch'áakw.	The way of a leader long ago.	140
Kaa x'éidé áwé gaagisa.áx a sháade hánix iwusteyí.	Let yourself listen to people when you are a leader.	
Ká yaa keedzigéi yéi áwé.	And you are intelligent, that is how it is.	
Du éetx' aa x'eiwatán, du káalk'w eedé.	To him, he told this to his nephew.	145
Kaa yáa at wooné, haa wooch.een yéi jeewaneiyi, aadé yateeyí yé haa yoo x'atángi.	Respecting people, our working together, this is the way of our language.	
Haa kusteyí x'éigaa Lingít á. X'éigaa Lingít á.	Our way of life, true human beings, indeed. True human beings.	150
Has awusikóowu kaa at yéi has kuwusteyí.	They knew the ways people used to live.	
Ách áwé «x'éigaa Lingít» yoo duwasáakw.	Because of that it is called "true human beings."	
Áwé, wé taan tlein ch'a yák'w dé áwé woonaa.	That is, the giant sea lion suddenly died.	155
Wé taan tlein.	That giant sea lion.	
Tlá! Yéi áwé toowditáan.	Oh no! That is how he was thinking.	
Tlá!	Oh no!	
Tlaagú tlein á.	It is a big legend.	
Tlaagú tlein á.	A big legend.	160
Wáa sá kukgaskeet?	How is it going to go?	

Ax̄ sháadi háni áwé woonaa.	My leader has died.	
Yéi áwé du tundatáani wootee.	This is how he was thinking.	
Wé du káalk'w, wé taan.	His nephew, that sea lion.	
Háw!	Oh my!	165
Ax̄ x̄'éi x̄á awlitoow ax̄ káak,	I will speak the way my uncle taught it, you see,	
aadé kukkwanóogu yé.	I will be that way.	
Aadé xat kaawaajaayí yé yáx̄.	Like the way I was instructed.	
Kukgasgeet.	How it will go.	
Gwál yakkwadláak̄.	Maybe I will succeed.	170
Áwé akawaa.aakw.	That is, he tried.	
Wé tléix' aa teen áwé,	With this one,	
kuligaaw	fighting	
a shakéede.	towards the top.	
Áyá wudlaagí áwé yan kawdinoók wé	And he succeeded, he got up there,	175
wé taan tlein.	that giant sea lion.	
Yan kawdinoogú áwé.	He rose up, that is.	
Óoxjaa aawa.áx̄.	He heard the wind.	
Yaa jinastán.	It's getting rough.	
Yaa jinastán. Yá teetlein yaa jinastán.	It's getting rough. This huge wave is getting rough.	180
Du kaadé yaa jinastán.	It washes over him.	
Áwé aawayík̄.	Well, he bit down.	
Aawayík̄.	He bit down.	
Du kát jiwsitaani ku.aa, tle áx̄	It washed over him, though, then along it	
aawa.óos'i yáx̄ wootee.	like it washed him off of it. [laughs like a sea lion]	185
Yéi áwé has .éex'.	That is how they (the other sea lions) called out.	
Ch'a oowayáa has ashóogu yáx̄ áwé wootee.	It is as if there laughter was like that.	
Wé du káalk'w ku.aa:	His nephew there, however:	
toowú néekw	sadness	
aadé has	by the way they	190
xat dushoogu yé.	laughed at me.	
Yéi áwé du tundatáani wootee.	That is how he thought about it.	
Ha! Tlél wáa sá xat kgwatee.	Well! I will be okay.	



Tsu kakkwa.aakw.	I will try again.	
Ax káak jiyís áyá.	For my uncle.	195
Ax káak jiyís ka ch'a ldakát	For my uncle and all	
ax naax satee jiyís xáyá,	my people this is, you see,	
kakkwa.aakw.	I am going to try.	
Yéi áwé yaawaḱaa.	That is what he said.	
Sh toót gáa tin áwé yoo x'ayatánk.	He was comforted with those words.	200
Sh toót gáa tin.	He was comforted.	
Áwé tsu akaawa.aakw.	That is, he tried again.	
Daa xá áwé akakkwa.aakw.	I will try it again, you see.	
Ayaawadlaagí wé a shakéex'	He succeeded, and made it to the top.	
Yan tuwunóogú áwé.	His inner sadness rested.	205
Kúnáx áwé	Really, that is,	
teet yaa jinastán.	waves were getting rough.	
Yéi áwé nateech.	That is how it always is.	
Haa ḱusteeyí	Our way of life	
ch'a oowayáa teet yaa jinastáni yáx	it is just like the waves getting rough, always	210
áwé nateech		
haa kaadé.	over us	
Yaa naxíxi,	It is happening,	
tuwunéekw,	sadness,	
ka wáa sá.	and how so.	
Áwé.	That is.	215
Yan taawdunóogu áwé tsú.	It can be felt too.	
Yéi áwé,	That is how it is,	
wuduwa.áx	it is heard	
wé teet yan jiwustaaní.	when the waves got rough.	
Yan jiwisitán.	It got rough.	220
Tsu aadáx	Again, from it	
kei wdligít.	he was thrown.	
Aadáx áwé kei wdligít.	He was thrown off of it.	
Wé eech kát áa,	Sitting on the reef,	
tsu yéi áwé	that's how it was again, [laughs like a sea	225
Yáa,	lion].	
	This,	

ch'u hú, du aani k̄wáani áwé, ashook.	just him, the ones from the land, laugh.	
Wáanáx̄ sáwé?	Why?	
K̄únáx̄ áwé has ashook.	Really, that is, they laughed.	230
Tuwunéekw tlein áwé.	There was tremendous sadness.	
Tuwunéekw tlein.	Tremendous sadness.	
Tlél yaa naaléi yan wulteeǵi, wé eech kaadáx̄.	He did not drift that far from the shore, from that reef.	235
Geesh áwé áa yéi yatee, wé éil'.	There are bull kelp there, that ocean.	
Geesh.	Bull kelp.	
Áwé, aa x̄oot wudzígít.	That is, he fell among those ones.	
A tóonáx̄ wudlis'ées.	Through it he was blown.	240
Ch'a kak̄kwa.aak̄w.	I will just try.	
Tsu kak̄kwa.aak̄w yéi yaawaḱaa.	"I will try again," he said.	
Ax̄ káak̄ x̄áawé ax̄ ée awlitóow.	My uncle, that is, you see taught me.	245
Tlél kei k̄kwadaleet.	I will not quit.	
Tlél kei k̄kwadaleet.	I will not quit.	
Yéi áwé sh tóot gaa tín, yoo x̄'ayatánk.	That is how it is, those words comforted him.	
Aadé kei wdli's'is tsu.	He was blown up towards it, too.	
Akaawa.aak̄w.	He tried.	250
Wé tléix' aa taan teen wé k̄uligaaw.	This one, with sea lions he fought.	
Ayaawadlaak̄.	He succeeded.	
Áyá, ayaawadlaak̄.	This is, he succeeded.	
Wé eech káx' yan kawdinook.	On that reef he rose up.	255
Tle yan kawdinoogú, héen áwé. tsu wé teet tlein kaadé jiwisitaan.	When he rose up, the water also this huge wave washed over it.	
Teet tlein áwé,	This huge wave,	260

yaa jinastáanch wé	its roughness	
wé eech kaadé.	goes over the reef.	
Aadáx kei dligít tle.	He was thrown from it then.	
Yandé wé éil kax áwé.	Out over the ocean, that is.	
Yan wulítít wé,	He was adrift,	265
wé taan tlein.	that giant sea lion.	
Áwé yéi toowditaan yeedát.	That is, he made a decision now.	
Kúnáx x'aant uwanúk.	He was really sitting with anger.	
Ch'a kkwadanaak.	I'm just going to quit.	
Ch'a kkwadanaak.	I'm just going to quit.	270
Yéi áwé	That is how	
du tundatáani yateeyín	his thinking became.	
Aadáx has du shook yé.	Away from the place where they are laughing.	
Aadáx has du shook yé.	Away from that place where they are laughing.	
Ch'a kkwadanaak.	I will just quit.	275
Yóo shaa yaa daadé áwé	Towards that mountain over yonder	
kkwadagwáat'.	I will crawl (like a child).	
Áx' áwé kukkwanáa.	There I will die.	
Áx' áwé kukkwanáa.	There I will die.	
Yéi áwé yaawaḱaa.	That is how he said it.	280
Gunéi wdigwát'.	He began to crawl.	
Kúnáx wooyáat' aadé yaa ndagwaat'i yé.	It was a real long ways that he crawled that way.	
Yú shaa shakée.	The top of that mountain.	
Waa nanée sáwé ayaawadlaak?	When was it he succeeded?	
Ayaawadlaak.	He made it.	285
Áwé,	That is,	
du xánt uwagút wé x'eis'awáak'.	it came up next to him, that little ptarmigan.	
Tlél tlaḱ koogéiyi át áwé,	It was not very big,	
wé x'eis'awáak'.	that little ptarmigan.	
Gwál tléix' dáali.	Perhaps one pound (weight).	290
Tléix' a dáali yáx áwé.	Like one pound, that is.	
wé x'eis'awáa.	that ptarmigan.	
We taan tlein ku.aa,	That giant sea lion, however,	

yéi áwé,	that is how it is,	
déix̄ "thousand pounds" yoo duwasáakw a daalí.	it is called two thousand pounds, its weight.	295
Wé taan.	That sea lion.	
Áwé,	That is,	
wé x̄'eis'awáa áwé,	that ptarmigan,	
x̄'aduwaḵaa:	said:	
Chx̄ánk' á!	Oh, grandson!	300
Chx̄ánk' á!	Oh, grandson!	
Daat yís sáwé yáade kei iwdigwát'?	What did you crawl up here for?	
Daat yís sáwé?	What for?	
Áwé.	That is.	
Wé taan tlein yéi yaawaḵaa:	That giant sea lion said:	305
Ha! Yéi yatéen ágé wé	Well! Do you see	
wé eech tlein?	that big reef?	
Yá ax̄ káak áwé áx̄ ée awlitóow	This uncle of mine, he taught me	
aadé a sháade hánix̄ xat guxsatéeyi.	so that I would become a leader.	
Nas'gidahéen áwé,	Three times,	310
nas'gidahéen,	three times,	
kax̄wa.aakw.	I tried.	
Áa x̄wanoogú.	I sat there.	
Tle yan káx' dunoogú áwé,	When it was sat upon, that is,	
teet tlein a kaadé jinastánch.	a huge wave would always get rough over it.	315
A kaadáx̄ áwé	Away from it, that is,	
yaandé	to sea	
xat woolitít	I would roll on the swell	
wé eech kaadáx̄	away from the reef	
wé yán.	the shore.	320
Ách áwé kei x̄wdlilit.	Because of that, I quit.	
Kei x̄wdlilit.	I quit.	
Yáax' áwé kukḵwanáa.	It is here I will die.	
Wé ...	That ...	
wé x̄'eis'awáa ...	that ptarmigan ...	325
wé taan tlein daat áwé	around that giant sea lion, that is,	
eeshaandéin	so pitifully	

du daa tuwatee.	he felt inside.	
Háw!	My!	
Háw! Chxánk' á!	My! Dear grandson!	330
Chxánk' á!	Dear grandson!	
I tuwáa sigóo gé i éet kwadashéeyi?	Do you want me to help you?	
Tlél gé wáa sá kɣwatée i éet kwadashéeyi?	Will it be okay if i help you?	
Haaw!	Well!	
Wáa sáwé ax eedé kɣdashée?	How are you going to help me?	335
Wáa sáwé ax eedé kɣdashée?	How are you going to help me?	
Yéi x'aawawóos'.	Thus he asked.	
Haaw!	Well!	
Héide.	Towards there.	
Héide i x'é.	Towards there, your mouth.	340
Héide i x'éi na.óo.	Put them there, your mouth.	
I x'é.	Your mouth.	
Áwé, tle yéi wdzigeet.	That is, then he was instructed.	
Áwé, taan tlein.	That is, that sea lion.	
Té, téix'i sáani áwé.	Rock, pebbles, that is.	345
Du x'éide yéi adaané.	The mouth, he does it.	
Téix'i sáani.	Pebbles.	
Tléix' gaa.	One after another,	
tóode yéi adaané.	he puts them inside.	
Yéi du tundatáani wooteeyí,	That is how his thinking was,	350
yagéi áwé, yá,	there were many, these,	
yá téix'i sáani	these pebbles	
yaa nashuwaxéexi áwé.	were all gone, that is.	
Yéi yaawaḱaa, yá x'eis'awáa:	This is what he said, this ptarmigan:	
haagúk' chxánk' á!	come here, dear grandson!	355
Góok, chxánk' á!	Do it, dear grandson!	
I du.aa yáx x'wán! I du.aa yáx x'wán!	Be strong and courageous! Be strong and courageous!	
Tsu kana.aakw!	Try again!	
Tsu kana.aakw!	Try again!	
Gwál yakgéedlaak.	Perhaps you will succeed.	360

Gwál yakgéedlaak.	Perhaps you will succeed.	
Áwé, tle	That is, then	
gunéi wdigwáat'.	he began to crawl.	
Wé taan tlein.	That giant sea lion.	
Yá shaa yoo daadáx̄ gunéi wdigwát'.	Along this mountain, he began to crawl away from it.	365
Wooyáat'.	It was long.	
Ayawadlaagi áwé.	He succeeded, that is.	
Gwál wé kéés' áwé,	Maybe the flood tide, that is,	
kuxdé yaa kanadéin.	it was coming back in.	
Héende wudileet.	He slid into the water.	370
Héende wudleet.	He slid into the water.	
Yéi áwé tlaḡ kúnáx̄	That is how it is, he really	
yaa nax'ák.	was swimming hard.	
Aadé litseeni yé áwé.	In that way, he was strong.	
Ḳa wé téix'i sáani do too	And those pebbles inside him	375
woosht áwé,	together, that is,	
woosh ...	together ...	
A kát xat seiwax'ákw aadé kḵwakáayi	I forgot how to say it.	
yé.		
Du too yéi wootee ku.aa wé té.	Inside him, however, that rock.	
Áwé,	That is,	380
teet tlein yeedát awsiteen.	he saw the huge wave now.	
A kaadé kei uwax'ák.	He swam up over it.	
A kát woox'aagi áwé wootee,	As he was swimming on it,	
tle yaa jinastáni,	then it gets rough,	
a káx' áwé,	washes over it, that is,	385
oowayáa	it was as if	
woonoogú yáx̄ wootee,	he was sitting on it,	
wé teet tlein.	that huge wave.	
Tle wé eech tlein kaadé,	When he went over the big reef	
woonook ayaawadlaak.	he succeeded in sitting there.	390
Tlél ḵulagaaw teen ayaawadlaak wé	Without fighting, he won that,	
wé ...	that ...	
Áa yéi kwanoogú yé.	He was situated in that place.	

Tle yan kawdinoogú ku.aa áwé	At the time he rose up, though,	
tlax kúnáx,	tremendously,	395
kúnáx yeedát:	really now:	
kúnáx yaa jinastán wé teet.	those waves really were getting rough.	
Yaa jinastán.	Getting rough.	
Kaadé yaa jinastán.	It's washing over it.	
Xeil áwé áa yéi yatee.	There is foam on it.	400
Xeil áwé áa yéi yatee wé teet	There is foam on the enormous wave	
du kaadé yaa jinastán.	that crashes over him.	
Du.aa yáx x'wán, yéi áwé yaa	Strong and courageous, that's how it is,	
tóot gaa tín yoo x'alay.át.	those words comforted him.	
Du.aa yáx x'wán.	Strong and courageous.	405
Gwál yakkwadlaak yeedát.	Maybe I will succeed now.	
Du kát jiwustaaní áwé.	It washed over him.	
Ch'as kadánjaa áwé	Just spray from the water, like dust,	
du daa yéi wootee.	it was all around him.	
Kadánjaa du daa yéi wootee.	The spray from the water was all around	410
Át aa,	He is sitting there,	
wé	that	
taan tlein.	giant sea lion.	
Yéi áwé koogéi	That is how big	
yá shkalneek.	this story is.	415
Yan sh kawulneegí ku.aa	He (Kaajeetguxeex) told it completely,	
Áwé,	though.	
yéi yaawakaa:	That is,	
Yéi x'wán nagatee.	thus he said:	
Yéi x'wán nagatee.	Be sure to carry it.	
Yei x'wán nagatee i jéex'.	Be sure to carry it.	420
Ax yoo x'atángi.	Be sure to carry it in your possession.	
Ax yoo x'atángi,	My words.	
wé téix'i sáani yáx x'wán	My words,	
nagatee i toox'.	they are like the pebbles, be sure to	
Wé téix'i sáani.	put them inside you.	425
Yáx nagatee	Those pebbles.	
	Let it be like	

aḅ yoo x̄'atángi,	my words,	
aḅ yéet.	my son.	
Sháade hánix̄	A leader,	430
guḅsatee,	he becomes,	
ách áwé yéi yaawaḅaa.	because of that he said it.	
Yá	This	
aḅ sáni.	my paternal uncle.	
Ḳaajeetguḅeex̄,	Ḳaajeetguḅeex̄ (Thomas Young),	435
yoo duwasáakw wé káa.	is what he is called, that man.	
Téix̄'i sáni yáḅ nagatee,	Like pebbles, carry it,	
aḅ yoo x̄'atángi.	my words.	
Yées, ch'a yeisú yées káax̄ sitee.	New, still just a young man.	
Gunálchéesh i een kaḅwaneegí yá yagyeyí.	I am thankful to have told this to you today.	440
Aḅ éesh hás,	My fathers,	
Ḳaanax̄teidí shkalneek áyá.	this is a Gaanax̄teidí story.	
Aadé latseení yé haa kusteeyí.	How we gain strength with our culture.	
Aadé latseení yé.	The way to strength.	
Yéi áwé daayaḅáa:	This is how it is said about it:	445
yee du.aa yáḅ x̄'wán!	You all be strong and courageous!	
Yee du.aa yáḅ x̄'wán!	You all be strong and courageous!	
Ḳusti ladzee nooch.	Life is always hard.	
Ḳusti ladzee nooch.	Life is always hard.	
Tlél kei kgidaleet.	You will not quit.	450
Tlél kei kgidaleet.	You will not quit.	
Gunálchéesh	Thank you.	
Gunálchéesh.	Thank you.	
Yéi áwé kuggwagéi	That is how it will be understood.	
Ho ho, ho ho.	Thank you, thank you.	455
Yéi áwé aḅ tundatáni yatee yáa yagyeyí.	That is how my thinking is today.	
Ḳaḅwaneegí	I told it	
ch'u oowayáa yáa	just like this,	
uháan ée ch'u oowayáa hú yá	to us, just like he did, this	
aḅ een,	to me	460



yoo x'aawataaní yáx áwé yatee.

it is like the words from his mouth.

Aaadé latseení yé haa kusteeyí.

The way of gaining strength in our way of life.

Yéi áwé.

That is how it is.



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