

Lingít Yoo X'atángi

Beginning Tlingit Workbook

1 December 2015



Tsu héidei shugaxtootaan,
yáa yaa koosgé daakeit,
haa jéex' a nák has kawdik'éet'

—Kichnáalx

Tsu héidei shugaxtootaan,
Tsu héri-dei Ø-shu-ga-w-ga-tu-Ø-√taan,
again here.towards s/he/it-(3.O)-end.ga-conj.irr.we-(1s.S).cl-(~d,Ø,-i).√/cover/open

yáa yaa koosgé daakeit,
yáa yaa ku-yü-s-√gei daa-ka-át,
this along people.pfv.cl-(+d,s,-i).√/knowledge/understanding around.over.thing

haa jéex' a nák has kawdik'éet'
haa jée-x' a nák has ka-yü-di-√k'éet'
our possession.at it.leaving-behind they hrz-sf.pfv.cl-(+d,Ø,+i).√/move-in-mass

“We will open it again,
this box of wisdom,
which was left in our hands.”

George Davis, *Deisheetaan*
(*Because We Cherish You*, Dauenhauer 1981)

Haa kóo at latóowu



Sh tóo gáa haa wditee

We are grateful

Mary Anderson
Winnie Atlin
Ken Austin
Lillian Austin
Walter Austin
Deborah Baerg
Linda Belarde
Agnes Bellinger
George Bennett
Joe Binger
Amanda Bremner
Seth Cable
Irene Cadiente
Ida Calmegane
Hans Chester
Jessica Chester
Bessie Cooley
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Nora Dauenhauer
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George Davis (D)
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Charlie Joseph
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Tina Jules
Anna Katzeek
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John Marks
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Gloria Wolfe
Ralph Wolfe
Rosita Worl
Lucy Wren
Duffy Wright
Bob Zuboff

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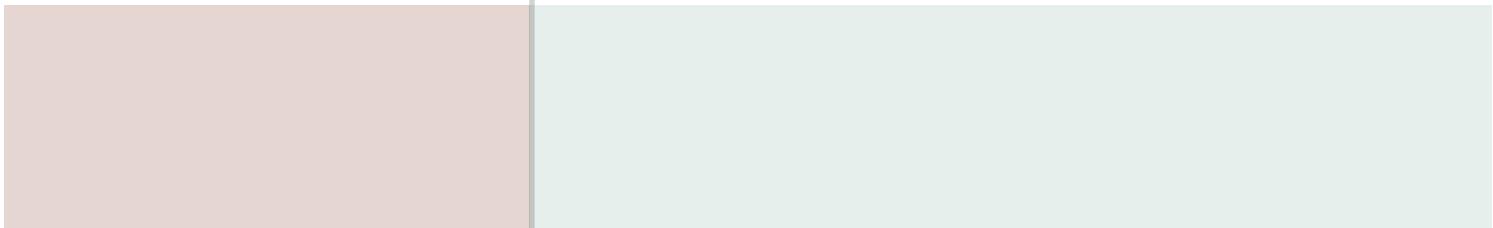
Lingít Kayéigi

Tlingit Sounds



aax áwé
has du x'wáal'i a kaadéi
has a kooldánch
wé eeshandéin tuwateeyi káa.

—Naa Tláa



then they would let their down fall
like snow
over the person who is feeling grief.

—Jessie Dalton

lingít kayéigi



Tlingit is full of sounds that you do not hear in the English language, and some that are unique to Tlingit (x', x'w x', x'w). English is a language heavily situated towards the front of your mouth, while Tlingit exists from the tooth ridge on back. This means a lot of guttural sounds that will challenge your muscle control within your mouth. A great practice technique to warm yourself up is to look up, relax your throat, and make noises like a raven, or just make the dangly guy in back of your throat (uvula) rattle around. This may feel like you are clearing your throat, but in later lessons, you will need control this part of your body, and the best way to do that is through exercise.

After they are introduced in class, practice the sounds that are unfamiliar; pay close attention to what is going on inside your mouth, and use your hands and body language to help locate sounds and enunciate tones. Chances are, you will be using different areas than you have for much in your life, so you will have to wake them up through exercise and gain command over them to improve your pronunciation. Have patience. Sounds are introduced gradually in our lessons, more complex ones come later with explanations on how to make the sounds.

When looking at Tlingit vowels, it is important to remember two things. First, vowels can be either long or short, and this works in pairs, meaning that in some cases a word can be pronounced long or short and also verbs roots often shift from long to short with predictable frequency. More importantly, Tlingit has two tones: high and low. This can greatly affect meaning, so you need to be conscious of tone, which is marked with an accent (á) when high and not marked (a) when low. Try to use body movements, like holding your hand out when speaking and raising it when you see a tone mark. Let this be your cue to raise the pitch of your voice.

Tlingit has vowels that have sonorant endings. They end in a consonant that speakers of English are used to making at the beginning of words. The examples of sonorant endings in English are “wow” and “eeew!” Exaggerate the differences between vowel sounds, length, and tone while learning them.

vowels (pairs and tones)

a ~ aa	á ~ áa
e ~ ei	é ~ éi
i ~ ee	í ~ ée
u ~ oo	ú ~ óo
o (rare)	

vowels with sonorant endings

aaw
aay
eew
eey
OOW

consonants & locations

labial

w m (Teslin & Carcross)

alveolar

ch	ch'	d	dl	dz	j	l
l'	s	s'	sh	t	t'	tl
tl'	ts	ts'	y			

velar

g	gw	k	k'	x	x'
---	----	---	----	---	----

velar + labial (rounded)

kw	k'w	xw	x'w
----	-----	----	-----

uvular

<u>g</u>	<u>k</u>	<u>k'</u>	<u>x</u>	<u>x'</u>
----------	----------	-----------	----------	-----------

uvular + labial (rounded)

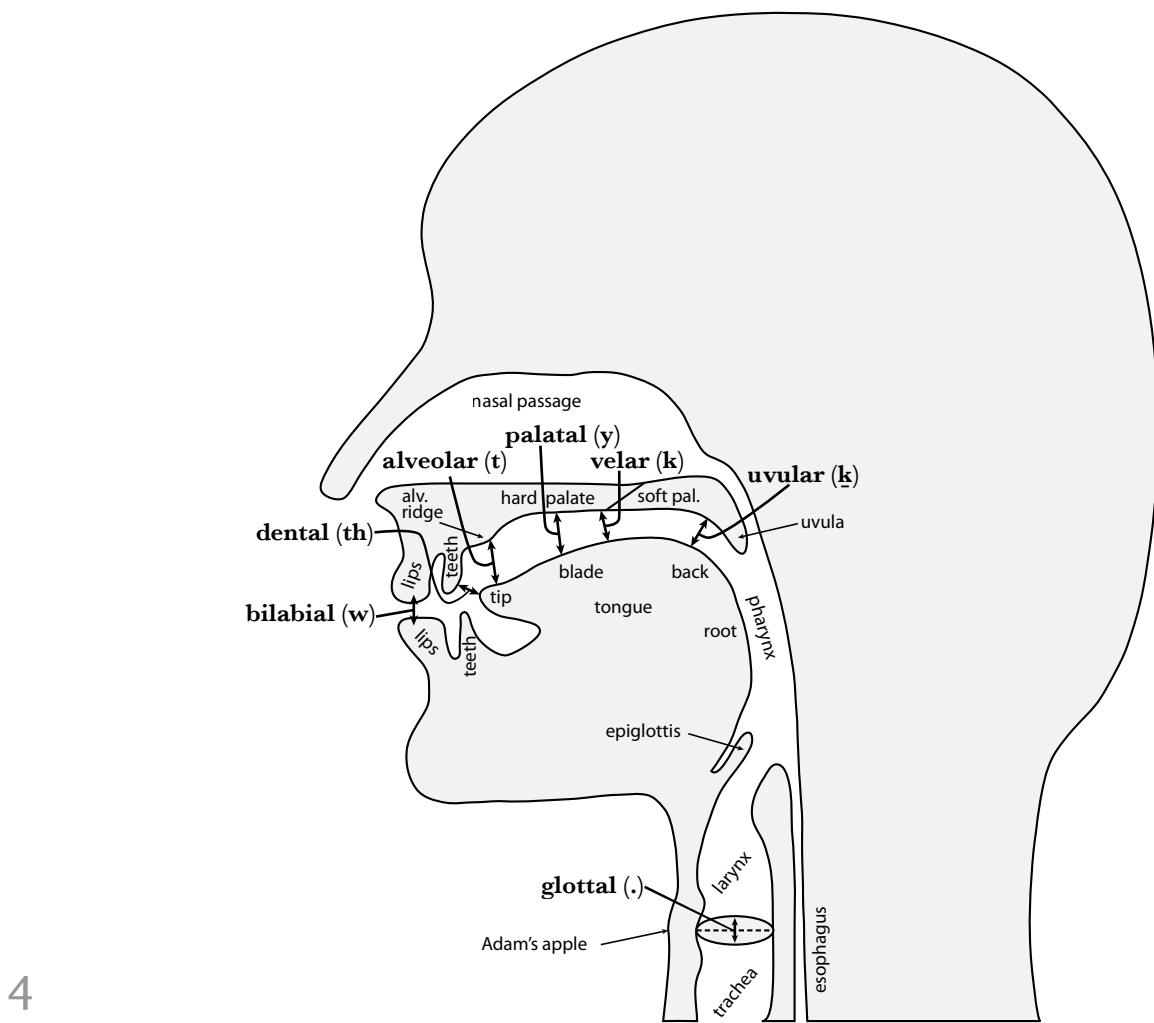
<u>gw</u>	<u>kw</u>	<u>k'w</u>	<u>xw</u>	<u>x'w</u>
-----------	-----------	------------	-----------	------------

glottal

.	h
---	---

glottal + labial (rounded)

.w	hw
----	----



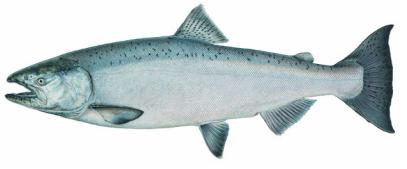
Labial

w wasóos 	m masóos 
---	--

Alevolar

ch cheech 	ch' ch'eet  <small>(murrelet)</small>	d dása 
dl dleit  <small>(snow)</small>	dz dzeit  	j jánwu / jínwu (Y) 

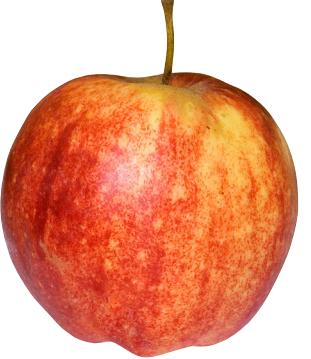
Alevolar (*cont'd*)

<p>l</p> <p>lóol</p> 	<p>l'</p> <p>l'ook</p>  <p>(coho)</p>	<p>n</p> <p>nóoskw</p> 
<p>s</p> <p>séek</p> 	<p>s'</p> <p>s'eek</p> 	<p>sh</p> <p>shaa</p> 
<p>t</p> <p>téeyaa</p> 	<p>t'</p> <p>t'a</p>  <p>(chinook)</p>	<p>tl</p> <p>tleilóo</p> 

Alevolar (cont'd)

tl' tl'eex 	ts tsaa 	ts' ts'ats'ée 
y yaak 		

Velar

<p>g gooch</p> 	<p>k káast</p> 	<p>k' k'inchéiyi</p> 
<p>x xáshaa</p> 	<p>x' x'áax'</p> 	

Velar + Labial (rounded)

<p>gw gwáala</p> 	<p>kw aan kwéiyi</p> 	<p>-kw yaakw</p> 
<p>k'w k'wát'</p> 	<p>-k'w dzísk'w</p> 	<p>xw xwaasdáa</p>  <p>(canvas; tarp)</p>
<p>-xw gáaxw</p> 	<p>x'w x'wán</p> 	<p>-x'w dzéex'w</p>  <p>(baby clams)</p>

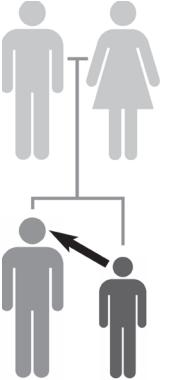
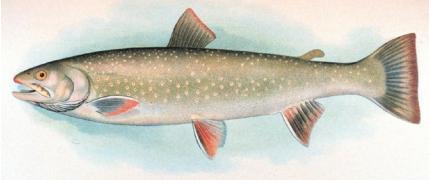
Uvular

<p><u>g</u> gooch</p> 	<p><u>k</u> kákw</p> 	<p><u>k'</u> k'ateil</p> 
<p><u>x</u> xáat</p>  <p>(salmon; fish)</p>	<p><u>x'</u> x'aan</p> 	

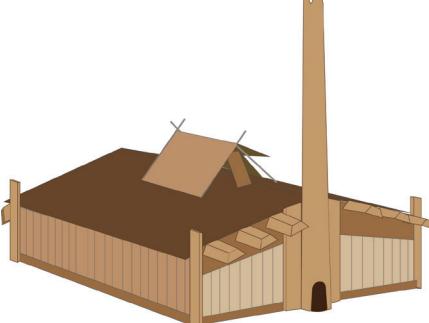
Uvular + Labial (rounded)

<p><u>gw</u> gwéinaa</p> 	<p><u>kw</u> -kwáan</p>  <p>(person or people from that place)</p>	<p>-<u>kw</u> náakw</p> 
--	--	---

Uvular + Labial (rounded)

<p>k'w k'wátl</p> 	<p>-k'w léik'w</p> 	<p>xw shanaxwáayi</p> 
<p>-xw -húnxw</p>  <p>(male's older brother)</p>	<p>x'w x'wáat'</p>  <p>(Dolly Varden trout)</p>	<p>-x'w néx'w</p>  <p>(cloudberry)</p>

Glottal

<p>.</p> <p>yaana.eit</p> 	<p>h</p> <p>hít</p> 
---	--

Daa sáyá?
What is this?

Yee gu.aa yáx x'wán.

Yee léelk'u hás xá yee x'éit has wusi.áx yeedát.

Yee gu.aa yáx x'wán.

Gunéi ax tu.áadi tsu.

Yee gu.aa yáx x'wán.

Uháan áyá, haa léelk'u hás, has du ítx yaa ntu.át

Yee gu.aa yáx 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, Chookaneidí, Neix.ádi Yádi

daa sáyá?



Now we will begin our first lesson. In this section, you will be introduced to a letter in the Tlingit alphabet, beginning with vowel sounds. There are two things here that are important to remember: these vowels have tone, which means the pitch of your voice helps determine meaning. High toned vowels also receive more emphasis, and they are marked with an accent (á é í ú ó). Also, vowels can be long or short—like the differences between the first vowel *amazing* and the vowel in *Saab*—and this also affects meaning. You will learn later that there are flexibilities with both tone and length of vowels, but for now, focus on exaggerating the difference between high tone and low tone, long vowel and short vowel.

As you say the word, focus your eyes on the image because doing so is better than thinking of the English word for the same object. Our goal is to create a Tlingit way of thinking and seeing the world, and that means beginning to transition from the modern world to that of the traditional. After introducing the basic sounds of this chapter, we will practice some phrases where we can fill in the blanks with the nouns we are learning. After that, we will break down a little of the grammar. Remember to drill and repeat, practice with other speakers and learners, and to just keep trying.



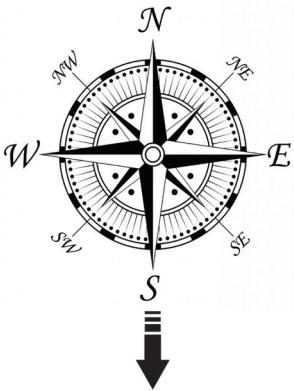
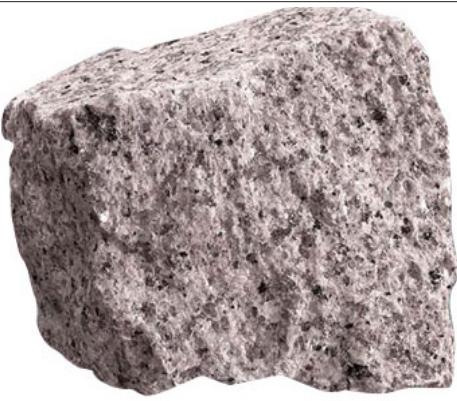
at daayí

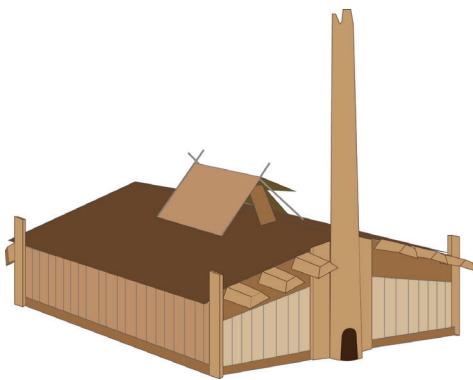
birch
(lit. thing's bark)



tás

thread

	aa	
	shaawát	woman
	áa	
	áa	lake
	e	
	íxde	towards downstream; towards south
	é	
	té	rock, stone

	ei	
	seit	necklace
	éi	
	shéiyi	spruce
	i	
	digitgiyáa	hummingbird
	í	
	hít	house

	<p>ee</p> <p>ayawditee</p> <p>windy weather; stormy weather</p>
	<p>ée</p> <p>kées</p> <p>bracelet</p>
	<p>u</p> <p>nukshiyáan / lukshiyáan</p> <p>mink</p>
	<p>ú</p> <p>gút</p> <p>dime</p>



woosh yaayí

pair



óonaa

rifle
(lit. thing that shoots)



yáay

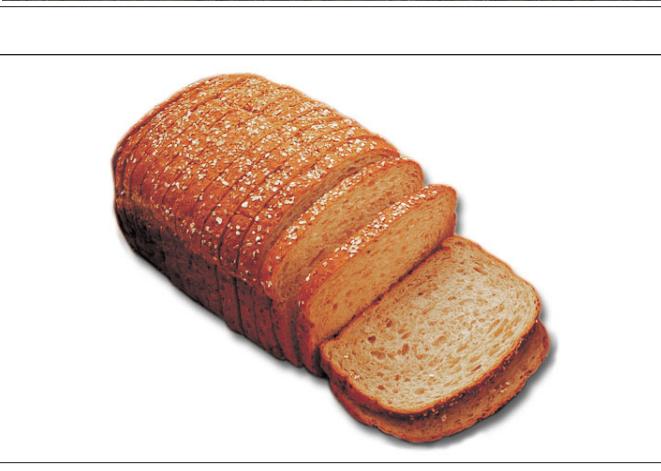
whale



yaaw

herring

	eeey	
	eeey	rapids
	eew	
	séew	rain
	ooow	
	noow	fort; fortress
	.	
	yaana.eit	wild celery; cow parsnip

	<p>-kw</p> <p>yaakw</p> <p>canoe, boat</p>
	<p>-kw-</p> <p>sakwnéin</p> <p>bread</p>
	<p>ch</p> <p>cheech</p> <p>porpoise</p>
	<p>d</p> <p>dáa</p> <p>weasel</p>

	<p>g</p> <p>gaaw</p>	drum; clock; bell; time
	<p>h</p> <p>héen</p>	water; river; creek
	<p>j</p> <p>jánwu / jínwu (Y)</p>	mountain goat
	<p>k</p> <p>kakéin</p>	yarn

	n	
	nóoskw	wolverine
	s	
	saak	eulachon; hooligan; candlefish
	sh	
	shaa	mountain
	t	
	téeyaa	chisel (lit. thing that chisels)

		w	
	wasóos		cow
	y		
	yaak		mussels

That covers the basic sounds of Tlingit, and in the following chapters we will drill intermediate and advanced sounds. Now we will learn some basic phrases that will help us with conversation and will also allow us to use the nouns we just covered in basic sentences. While we will be moving on with material, you must discipline yourself to drill the words above using the pictures until you have a good idea of the sounds and the meaning of the words; in doing so, challenge yourself to think of the object itself, and not the English word for it. Work with other language learners or teachers on the sounds whenever possible, and prepare to use the words in sentences in the following parts of the lesson.

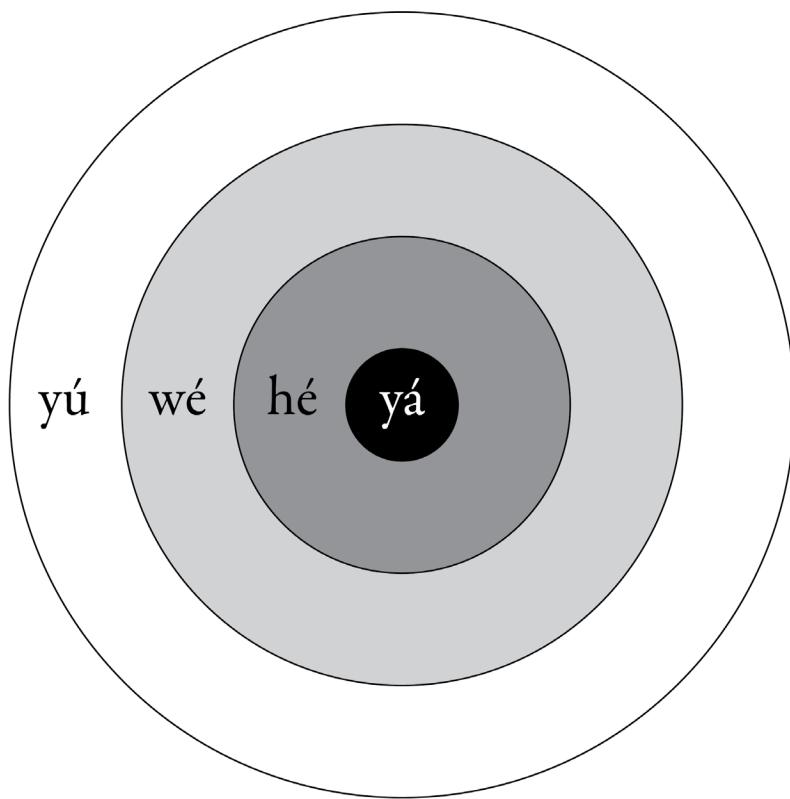
Particles & Questions

The following pages take a look at particles that combine to form basic questions and answers. It is important to keep in mind that even though particles have meaning, they do not appear on their own. Instead, they combine with other parts of speech to create communication. Whenever we break language into its smaller pieces, we have to remember that it is done to help us build up the ability to communicate in the language by learning how to use these parts. When particles combine with other parts of speech, the overall meaning and the particle itself might undergo change.

sá	say
	used with other particles to form questions, like «daa sá» “say what?” but sometimes used to form statements, like «Lingít x'énáx sá!» “say it in Tlingit” Does not appear on its own.
á	[focus particle]
	used to draw attention to a particular word or concept within speech. can add emphasis, show what part of the utterance is important, or slightly shift meaning.

Tlingit sense of space

(determiners)



yá	<p>this (right here)</p> <p>refers to something that is touchable or in hand</p>
hé	<p>this (here)</p> <p>refers to something closer to the speaker than the listener, or right behind the speaker; can also refer to a nearby but unknown location</p>
wé	<p>that (over there)</p> <p>refers to something out of reach but usually within the same basic space</p>
yú	<p>that (over yonder)</p> <p>refers to something far away, including distant areas that cannot be seen</p>

	what is this?
daa sáyá?	Daa sá+yá asks about something that is touchable or in hand
	that is ____.
____ áwé.	á+wé refers to something out of reach but usually within the same basic space. used in oratory as a pause, like “well, um, etc.” or to signal shifts in subject or scene.
	what is that?
daa sáwé?	Daa sá+wé asks about something out of reach but usually within the same basic space
	this is ____.
____ áyá.	á+yá refers to something that is touchable or in hand

	where is __?
goosú __?	<p>goo+sá+u some speakers will use «Goosú wé __?» which refers to a known object, like “where is that drum?”</p>
	right here is ____.
yáadu ____.	<p>yáa+t+-ú it is touchable or in hand</p>
	here is ____.
héidu ____.	<p>héi+t+-ú it is closer to the speaker than the listener, or right behind the speaker; can also refer to a nearby but unknown location</p>
	there is ____.
wéidu ____.	<p>wéi+t+-ú it is out of reach but usually within the same basic space</p>

	there is ____.
yóodu ____.	yóo+t+-ú it is far away, over yonder, including distant areas that cannot be seen
	yes/no?
gé	this particles turns statements into a yes or no question, and often appears with the focus particle «á» as in «ágé»
	yes
aaa	can have many variations on tone (á-aa, áa-a, a-áa, aa-á, aaa). used in oratory as a pause, like “well, um, etc.” or to signal shifts in subject or scene.
	no
tléik'	

___ ák.yá?	is this ___? á+gé+yá ~ ákyá «gé» turns the phrase into a yes/no question. whether the answer is “yes” or “no”, follow with the phrase.
aaa/tléik', ___ áwé.	yes/no, that is ____. For this drill, remember to use the complete answer, which includes saying what the object is, regardless of yes or no.
___ ák.wé?	is that ___? á+gé+wé ~ ákwé «gé» turns the phrase into a yes/no question. whether the answer is “yes” or “no”, follow with the phrase.
aaa/tléik', ___ áyá.	yes/no, this is ____. For this drill, remember to use the complete answer, which includes saying what the object is, regardless of yes or no.



séek

belt



dáanaa

silver; money;
silver (color)



kawóot

beads



dís

moon; month



keishísh

alnus alder
(beach or
mountain alder)



aan

town; village;
settlement;
inhabited or
owned land



neech

shoreline



geesh

bull kelp



gán

firewood; wood



káast

barrel



shayéit

pillow
(lit. thing below
the head)



kéet

killer whale; orca



taan

sea lion



yéin

sea cucumber



gooch

hill



nadáakw

table



kóoshdaa

land otter;
river otter



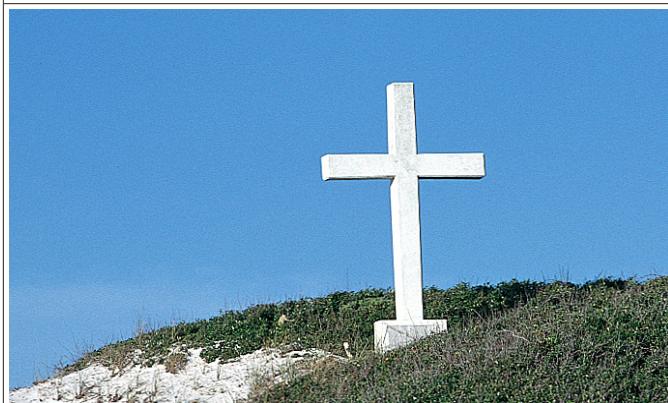
dóosh

cat



kootéeyaa

totem pole
(lit. cylindrical
chiseled thing)



kanéist

cross



kaháakw

salmon eggs



shakee.át

headress
(lit. thing on
top of head)



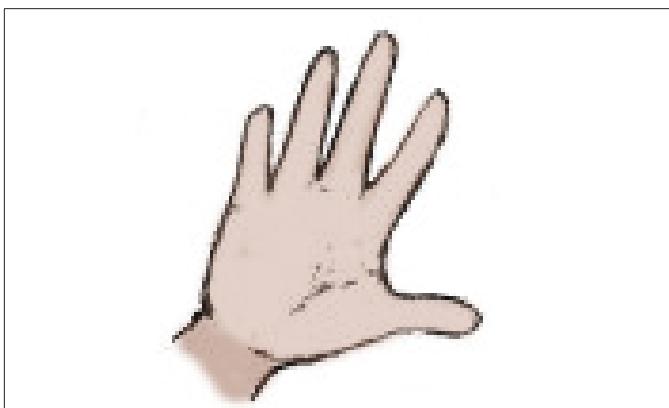
naa.át

clothing
(lit. draping thing)



jáaji

snowshoes



keijín

five
(lit. up-hand)



shaaw

gumboot; chiton



shayéinaa

anchor
(lit. thing that anchors)



tawéi

dall sheep;
mountain sheep



tináa

copper shield



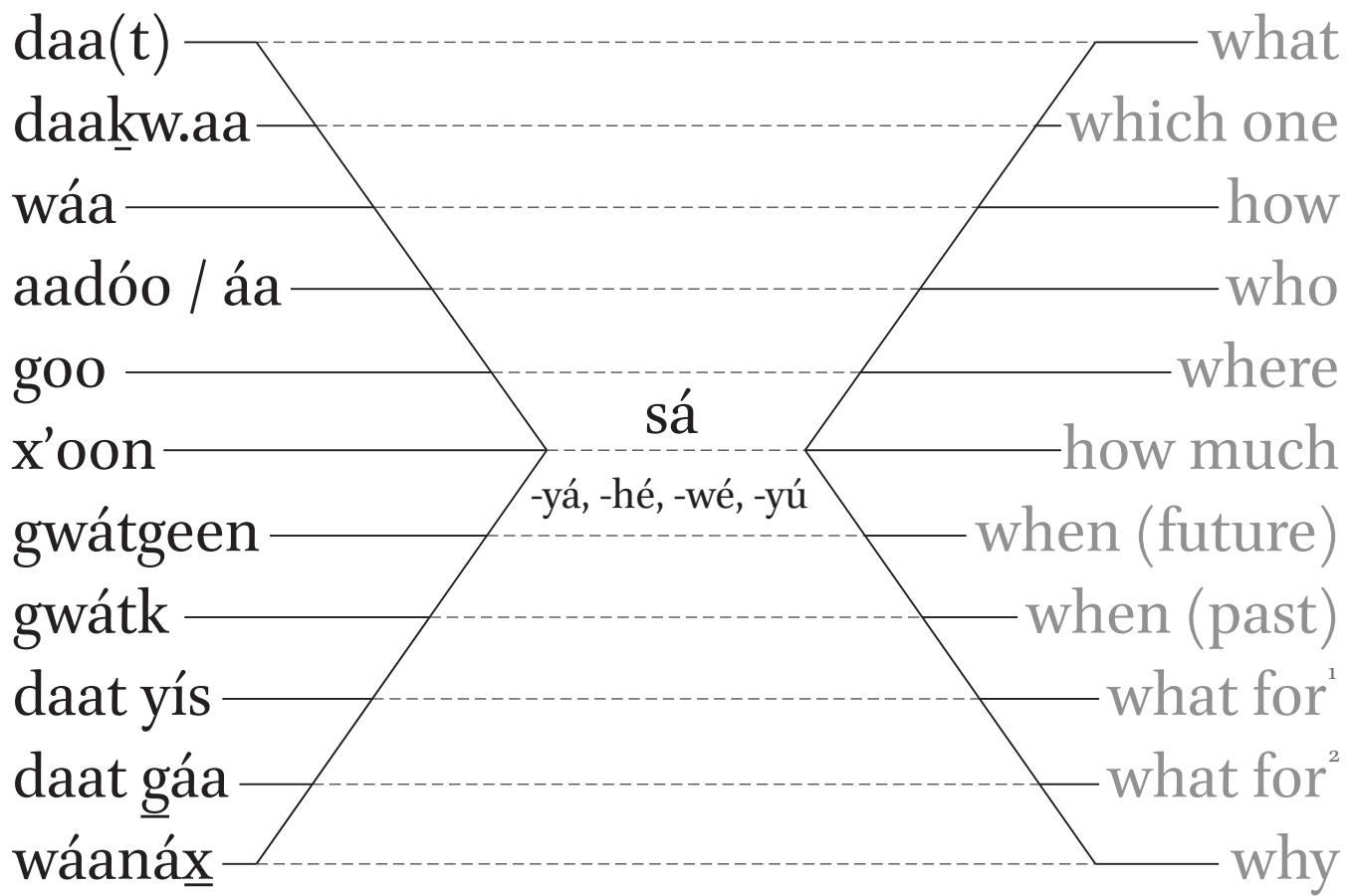
yuka.óot' /
kaa yaku.óot'i

button

Forming questions in Tlingit

The chart on the following page shows how to begin forming questions in Tlingit.

Forming Tlingit Questions



¹ benefit
² purpose

Daa sáwé iyatéen?

What is it that you see?

Aagáa áwé k'idéin gaxtulatéen
haa tl'átgi ka haa kusteyí haa
ítx yaa has na.ádi aa has du jeeyís.

So that too, we may protect
our land and culture for
those yet to come

(“Traditional Tlingit Prayer”, Sealaska Heritage Institute)

daa sáwé iyatéen?



Our second lesson introduces intermediate and advanced sounds. You might want to look at the sound location chart from page four (daax'oon) and practice over and over again. Remember to have patience! You may be asking things of your mouth, muscles, and vocal chords that they are not used to, but it will come in time. Just as the Tlingit people learned to make sounds that are not in Tlingit (English letters *b, f, l, p, r & v*), you can teach yourself to do the same.

The first sounds we will encounter are consonant combinations, and then pinched consonants—which are made without using air from your lungs, only the bit of air and muscles in your mouth and throat. The sounds come from the same place, but your neck acts as a piston and pushes sound out louder and faster. Next is the Tlingit «x», which is a scraping sound from the same location as «k», «k'», and «g». Make sure you have some saliva on your tongue, and make a sound like the wind. After this is the Tlingit «l», which is a voiceless consonant that is made by pressing the tip of your tongue on the roof of your mouth and blowing out the sides. Then there are pinched versions of these and combinations with other consonants. Then come the gutturals, so prepare to sound like a Raven and to immerse yourself in «Lingít kayéigi» (Tlingit sounds). «I gu.aa yáx x'wán» (have strength and courage)!

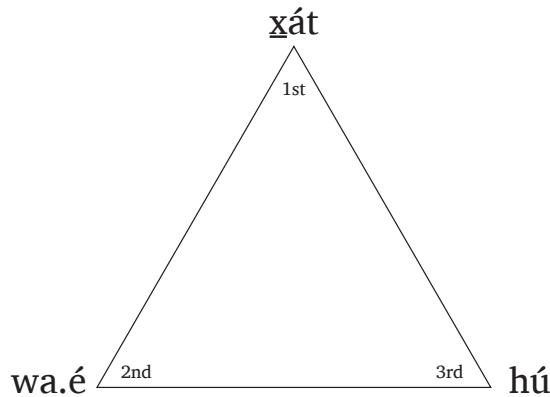
	dz	
	dzeit	ladder; dock; stairs
	ts	hair seal

	kw	
	aan kwéiyi	flag
	ch'eet	murrelet
	k'inchéiyi	rose
	s'eek	black bear

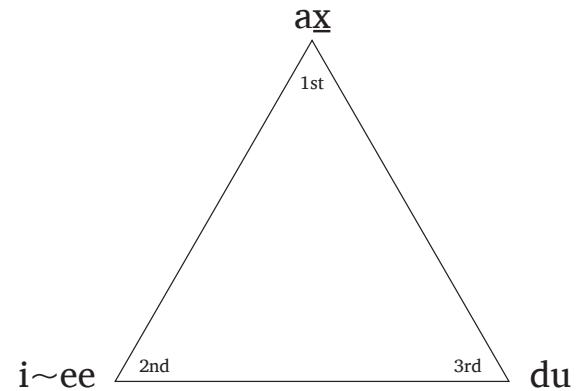
	t'	
	t'á	king salmon, chinook
	ts'ats'ée	songbird
	k'w	
	k'wát'	egg
	-k'w	
	dzísk'w	moose

x		
	xóots	brown bear
	xw	
	xwaasdáa	canvas; tarp
	-xw	
	gáaxw	duck

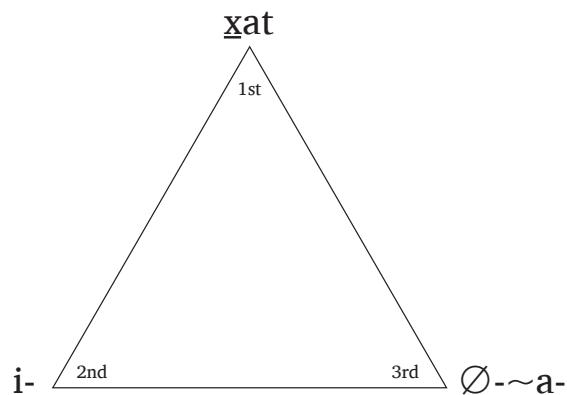
Tlingit pronouns



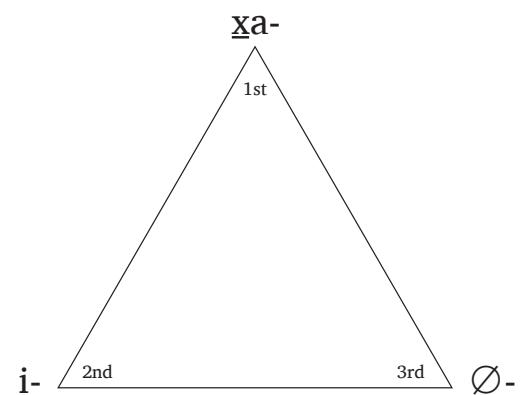
independent



possessive



object



subject

<u>xát</u>	me independent pronoun: first person singular
<u>wa.é</u>	you independent pronoun: second person singular
<u>hú</u>	he / she independent pronoun: third person singular
<u>ax</u>	my possessive pronoun: first person singular
<u>i~ee</u>	your possessive pronoun: second person singular
<u>du</u>	his/her possessive pronoun: third person singular
<u>xa-</u>	i subject pronoun: first person singular
<u>i-</u>	you subject pronoun: second person singular
<u>Ø-</u>	s/he subject pronoun: third person singular

<u>xat</u>	me object pronoun: first person singular
<u>i-</u>	you object pronoun: second person singular
<u>∅~a-</u>	her/him object pronoun: third person singular

<u>ka</u>	and
<u>daa sá i jeewú?</u>	what do you have? daa sá i jee-wú? what say your possession-at?
<u>__ ax jeewú</u>	i have ____. __ ax jee-wú __ my possession-at *note the pronoun uses in these phrases*

	what do I have?
daa sá ax̄ jeewú?	<p>daa sá ax̄ jee-wú? what say my possession-at? *note the pronoun uses in these phrases*</p>
	you have ____.
__ i jeewú.	<p>__ i jee-wú __ your possession-at *note the pronoun uses in these phrases*</p>
	what does s/he have?
daa sá du jeewú?	<p>daa sá du jee-wú? what say his/her possession-at? *note the pronoun uses in these phrases*</p>
	s/he has ____.
__ du jeewú.	<p>__ du jee-wú __ his/her possession-at *note the pronoun uses in these phrases*</p>

	do you have ____?
__ gé i jeewú?	<p>__ gé i jee-wú __ yes/no? his/her possession-at *note the pronoun uses in these phrases*</p>
	yes/no, I have ____.
aaa/tléik', __ ax jeewú.	<p>Aaa/Tléik', __ ax jee-wú Yes/No, __ my possession-at *note the pronoun uses in these phrases*</p>
	who has ____?
aadóo sá __ du jeewú?	<p>Aadóo sá __ du jee-wú Who say __ his/her possession-at *notice that the «sá» creates the question</p>
	____ has ____.
__ du jeewú __.	<p>__ du jee-wú ____. __ his/her possession-at ____. * (object) du jeewú (name) *</p>

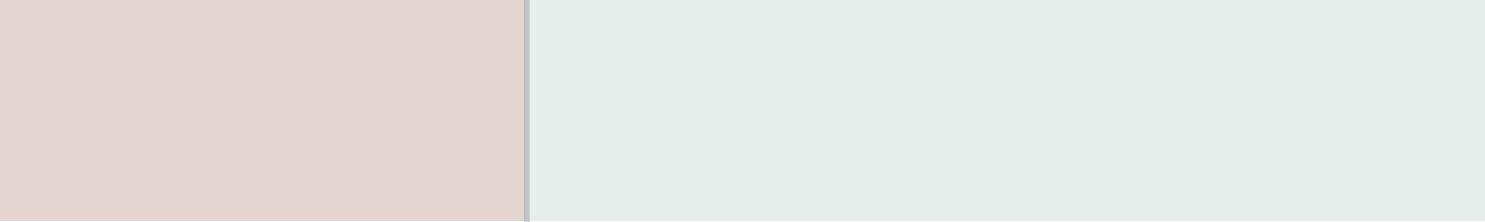
	what do you see?
daa sá iyatéen?	<p>∅-i-ÿa-√téen ~ iyatéen you-(2.S).cl.√see-(abstract) you see</p>
	i see ____.
____ <u>xaatéen.</u>	<p>∅-xa-ÿa-√téen ~ <u>xaatéen</u> i-(1.S).cl.√see-(abstract) I see</p>
	do you see ____?
____ gé iyatéen?	<p>____ gé ∅-i-ÿa-√téen ____ y/n? i-(1.S).cl.√see-(abstract) ____ yes/no? you-see</p>
	yes/no, I see ____.
aaa/tléik, ____ <u>xaatéen.</u>	answer with “yes” or “no”, and follow with the phrase

Wáa sá iduwásáakw?

How are you called?

Haa at.óowu haa kusteeeyíx sitee.

—Seigeigei



Our at.óow are our life
—Emma Marks

wáa sá iduwásáakw?



There are two very important concepts within the Tlingit view of the world that this lesson will cover: identity and sense of self in the world. Within what we call *Haa Kusteyí* (Our Way of Life / Our Culture), it is critical to understand who you are, and that is accomplished by knowing your relations—your clan members, same moiety members, your immediate family, and most importantly your in-laws. Many names within *Haa Kusteyí* are passed down through matrilineal clans, and so it is also important to know your namesake (*ax sáyí*)—the ones who held the name before you.

But superimposed over this sense of identity is the idea of knowing one's place within the world. This is where balance is key: while it is critical to know who you are, it is just as important to always have humility. In *Haa Kusteyí* it is socially inappropriate to talk about yourself in public. Usually in public, you are addressing your in-laws or a general audience. Because of this fact, you should learn different ways to introduce yourself in case you are called upon to do so. To say “__ áyá xat” is to say “I am __.” So you want to minimize the amount of times you use this phrase, and instead learn how to say “I am among __” or “I am from __.” But really, instead you should be talking of your father's people, and your connections to the world, instead of the self.

	how are you called?
wáa sá iduwásáakw?	<p>wáa sá i-du-ÿa-√sáa-kw how say you-(2s.O).somone-(4h.S).cl.√name/call-out.hab how you called-repeatedly?</p>
(2s.O) – second person singular pronoun, (4h.S) – independent human subject pronoun, (1s.O) – first person singular object pronoun, hab – habitual	i am called ____.
__ yéi xat duwasáakw.	<p>__ yéi xat du-ÿa-√sáa-kw __ thus me-(1s.O).somone-(4h.S).cl.√name/call-out.hab __ I called-repeatedly.</p>

	how am I called?
wáa sá <u>xat</u> duwasáakw?	<p>wáa sá <u>xat</u> du-ÿa-√sáa-kw how say me-(1s.O).somone-(4h.S).cl.√name/call-out.hab how I called-repeatedly?</p>
	you are called ____.
— yéi iduwasáakw.	<p>— yéi i-du-ÿa-√sáa-kw — thus you-(2s.O).somone-(4h.S).cl.√name/call-out.hab — you called-repeatedly.</p>
	how is he/she/it called?
wáa sá duwasáakw?	<p>wáa sá Ø-du-ÿa-√saa-kw how say her/him/it-(3.O).somone-(4h.S).cl.√name/call-out.hab how her/him/it called-repeatedly?</p>
	(3.o) – third person object
	s/he/it is called ____.
— yéi duwasáakw.	<p>— yéi Ø-du-ÿa-√saa-kw — thus her/him/it-(3.O).somone-(4h.S).cl.√name/call-out.hab — you called-repeatedly.</p>

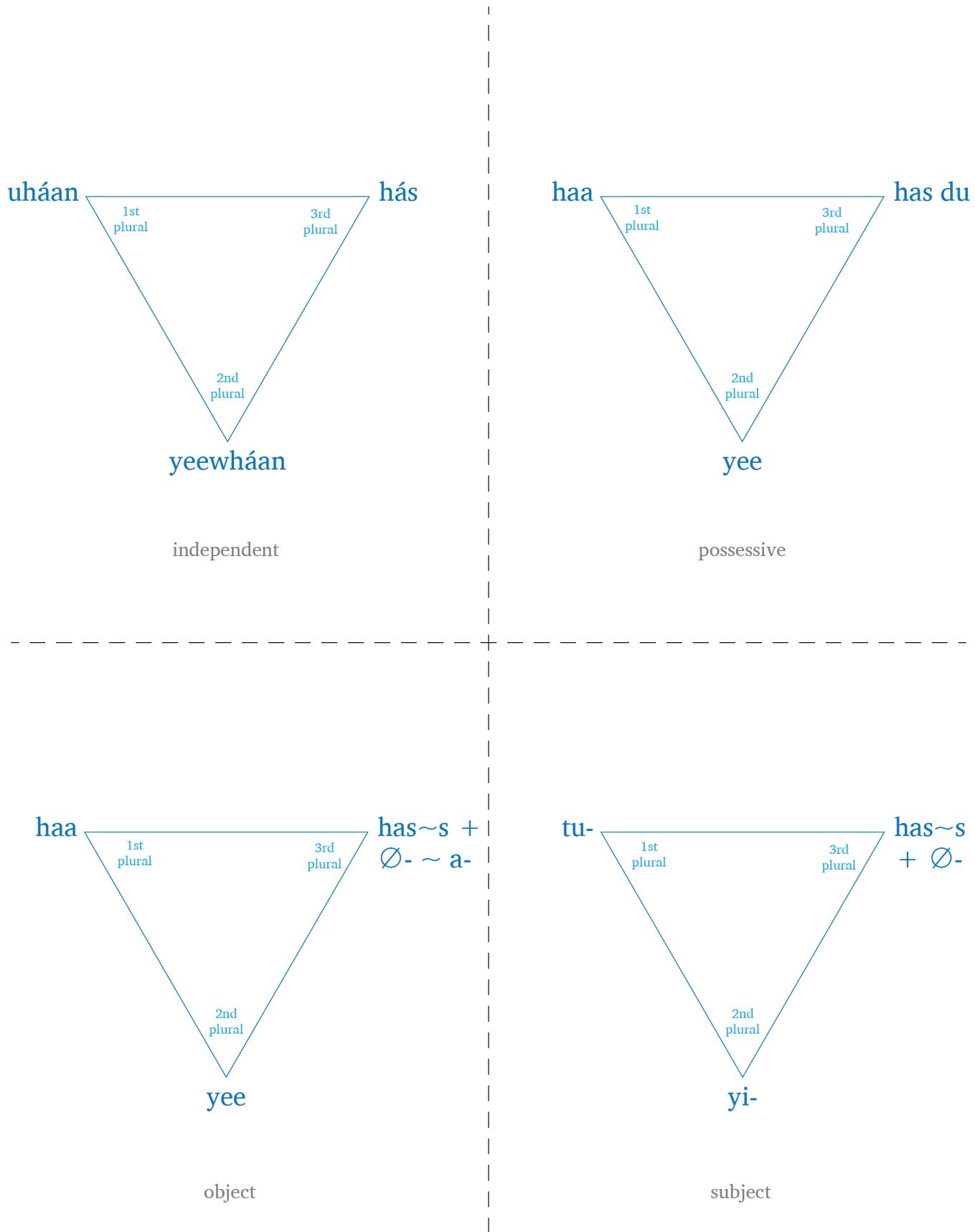
	my name is ____.
__ áyá ax saayí.	<p>á-yá ax saa-yí (focus) this my-(1s.P) name.(poss)</p>
	(1s.P) – first person singular possessive pronoun, (poss) – possessive suffix
dleit kaa x'éináx — yéi xat duwasáakw.	<p>in English, i am called ____.</p> <p>dleit kaa x'ei-náx ____ white/snow person mouth-through ____</p> <p>yéi xat du-ja-v/saa-kw thus me-(1s.O).somone-(4h.S).cl.v/name/call-out.hab through white man mouth I called ____.</p>
— naax xat sitee.	<p>i am of the ____ clan.</p> <p>naa-x xat si-v/tee clan/tribe.locative-(group) me-(1s.O).cl.v/to-be-(of group) ____ clan I am-(of) the locative -x denotes the group with this verb.</p>
	locative – suffix tying a noun to a specific function of the verb
— -x xat sitee.	<p>i am of the ____.</p> <p>—-x xat si-v/tee ____.locative-(group) me-(1s.O).cl.v/to-be-(of group) ____ I am-(of) the locative -x denotes the group with this verb.</p>

	child of __.
__ yádi	<p>__ yát~d-i __ child.(poss)</p> <p>We honor our father's clan by acknowledging that we are a child of that clan. This can be done in an introduction, after naming your own clan.</p>
	grandchild of __.
__ dachxán	<p>We honor the clans of the parents of our parents by calling ourselves a grandchild of that clan. This can be either the clan of a mother's father or a of a father's father.</p>
	__ is my outer shell.
__ áyá ax daakanóox'u	<p>á-yá ax daa-ka-nóox'-u (focus).this my-(1s.P) around.hz-sf.shell.(poss)</p> <p>This is a term of high respect, and refers to the opposite clan, usually a mother's grandparent (mother's mother's father's) clan.</p>
	hz-sf – horizontal surface; on
	____ my outer shell is (of).
__ ax daakanóox'ux sitee.	<p>ax daa-ka-nóox'-u-x my-(1s.P) around-on-(hz-sf).shell.(poss).locative-(group) Ø-si-√tee her/him/it-(3.O).cl.√to-be-(of group)</p> <p>This is a term of high respect, and refers to the opposite clan, usually a mother's grandparent clan.</p>

	our clan house is called ____.
___ yéi duwasáakw haa naakahídi.	<p>___ yéi Ø-du-ÿa-√saa-kw ___ thus her/him/it-(3.O).somone-(4h.S).cl.√name/call-out.hab haa naa-ka-hít~d-i our-(ip.P) clan/nation.hz-sf.house.(poss) ___ called our clan-on-house.</p>
	(ip.P) – first person plural possessive pronoun
	____ is our clan house.
___ áyá haa naakahídi.	<p>___ á-yá haa naa-ka-hít~d-i ___ (focus).this our-(ip.P) clan/nation.hz-sf.house.(poss) ___ this-here our clan-on-house.</p>
	____ is called ____.
___ yéi duwasáakw ____ .	<p>___ yéi Ø-du-ÿa-√saa-kw ____. ___ thus her/him/it-(3.O).somone-(4h.S).cl.√name/call-out.hab (name) called (person). Ex: Jéin yoo duwasáakw aχ tláa — my mother is called Jane.</p>
	dec – decessive
	____ used to be called ____.
___ yéi dusáagun ____ .	<p>___ yéi Ø-du-Ø-√saa-kw-un ____. ___ thus her/him/it-(3.O).somone-(4h.S).cl.√name/call-out.hab.dec (name) used-to-be-called (person). The dec form means it no longer occurs. Using this verb form means the person or thing no longer exists or is no longer called by this name.</p>

	person or people from ____
__ <u>kwáan</u>	A place or region appears before the word, or else the generic «a» (it; a place). This term is used to refer to non-humans as people by adding a suffix -i the end, as in kóoshdaa kwáani (land otter people), xáat kwáani (salmon people), or aas kwáani (tree people).
	i live at ____.
__-x' yéi <u>xat</u> yatee.	<p>____-x' yéi <u>xat</u> ÿa-√tee (place)-locative-(at) thus me-(1s.O).cl./be ____ thus I be-at</p> <p>the locative -x' denotes the location with this verb. it can be Ø in the case of áa (there)</p>
	which clan/tribe are you?
daakw.aa naax <u>sá</u> isitee?	<p>daakw.aa naa-x <u>sá</u> which-(of-set).one clan/tribe.locative-(group) say i-si-√tee you-(2s.O).cl./be-(of group) which (of set) one clan say you be-(of group) speakers may answer this question with clan, moiety, or crest.</p>
	(2s.I) – second person singular independent pronoun
	which community are you from?
daakw <u>kwáandáx</u> <u>sá</u> wa.é?	<p>Daakw <u>kwáan-dáx</u> <u>sá</u> wa.é? which-one people-of.from say you-(2s.I)</p>

Tlingit plural pronouns



uháan	us independent pronoun: first person plural
yeewháan	you all independent pronoun: second person plural
hás	them independent pronoun: third person plural
haa	our possessive pronoun: first person plural
yee	you all's possessive pronoun: second person plural
has du	their possessive pronoun: third person plural
tu-	we subject pronoun: first person plural
yi-	you all subject pronoun: second person plural
has + Ø-	they subject pronoun: third person plural
haa	us object pronoun: first person plural
yee	you object pronoun: second person plural
has + Ø~a-	them object pronoun: third person plural

Haa Lingítx sateeyí



Tlingit clans are divided into two halves, which are often referred to as moieties (each of two parts). These two sides are «Tléix' Shangukeidí» (Wolf /Eagle) and «Tléix' Laayaneidí» (Raven/Crow). Within each moiety there are many clans, and clan identity is inherited through «haa tláa yinaanáx» (our mother's side/ matrilineal descent). These clans use images and connecting narratives as crests, which are often in the form of an animal, mountain, constellation, or supernatural creature. These images are attached to sacred stories that document why a clan uses particular crests.

Crests, names, stories, houses, objects, and land are all «at.óow», which literally translates as “a purchased thing” but within Tlingit culture means “a sacred clan-owned thing.” «At.óow» is an important term within «haa kusteeiyí» (our way of life; culture). Knowledge of «at.óow» helps solidify understanding of place and belonging, communal ownership and responsibility, and the respect needed to feel the connection between «haa at.óowx'u» (our sacred possessions) and «haa shagóon» (our ancestors; heritage). If something is considered «at.óow» of another clan, remember to not use it or talk publicly about it without that clan’s permission.

There are many clans, and many of them are related in groups based on migrations, divisions, and expansions. The following lists are not intended to define which clans came from which, or which ones have the specific ownership of which images. Instead, it is a list of known clans, the meaning of their clan name (if known), and the known primary and secondary crests of the clans. These clans are listed in groups that share a common origin.

This is a growing list, and is the result of the work of many hands and minds. As we continue to reclaim our knowledge and further our understanding of the complexities of clan relationships, the list will continue to grow and adjust. Understanding these relationships must come at a deeper level than who was first, who is right, who is true. Instead, we must look at the many ways in which we are all related, and how those relationships should define our actions. Mainly, be careful how you treat your opposites. Be careful how and why you use a crest or share a clan’s stories. Always carry respect in front of you, like a gift that makes the world a better place.

This list is based on an unpublished manuscript by Jeff Leer dated November 1985 and titled “Tlingit tribe, clan, and house group names”. Leer’s basis was Frederica de Laguna’s table of “Tlingit Tribes and Clans” published in the Northwest Coast volume of the *Handbook of North American Indians*. This was based on a table compiled by George Emmons, as later edited and published in de Laguna’s *The Tlingit Indians* (an adaptation of Emmons’s notes and manuscripts). It has been reorganized and added to with information James Crippen obtained from various elders as well as information from other sources such as Andy Hope III’s (RIP) “Tlingit Map and Tribal List.” Additional changes and additions were made by Lance Twitchell and Kanaan Bausler based on the work of Harold Jacobs, consultations with fluent speakers, and Tom Thornton’s “Some Tlingit Clans Named for Places and Their Distribution” in *Being and Place among the Tlingit*.

The last group is Neix.ádi, a clan outside of the Wolf/Eagle and Raven/Crow moieties that could marry either one. The clan map is partially reproduced with permission from the late Andrew Hope III.

Tléix' Shangukeidí

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Location & Houses
Naanya.aayí Group			
Naanya.aayí People of the Upper River	White Bear, Killer Whale	Wolf, Brown Bear, Marmot, Mudshark (Dogfish), Sea Monster, Mountain Goat	Shtax'héen Kwáan X'átgu Hít – Dogfish House X'átgu Naasí Hít – Dogfish Intestines House Kóok Hít – Box House Hít Tlein – Big House Tatóok Hít – Cave House Chéx'i Hít – Shadow House Aanshooká Hít – End of Town House
S'iknax.ádi People of Black Bear Bay; Limestone Inlet on Stephens Passage	Wolf, Killer whale	Brown Bear	Shtax'héen Kwáan X'aan Hít – Fire House Ank'w Hít – Tsimshian Cane House
Kayaashkiditaan People of the House above the Platform; Lower Stikine	Killer Whale	Wolf	Shtax'héen Kwáan Kayaashká Hít – Platform House Kéet Hít – Killerwhale House S'awdáan Kwáan Kéet Hít – Killerwhale House
X'ook'eidi People of Leader Bay; near Wrangell			Shtax'héen Kwáan Shdeen Hít – Steel House Aandaa Óonaa Hít – Cannon House
Xeil Kwáan People of the Foam; Chickamin River, Wrangell			
Dakl'aweidí Group			
Dakl'aweidí People of the Inland Sand Bar; Stikine River	Killer Whale, Eagle	Wolf, Dog Spirit, Octopus, Seal, Glacier, Iceberg, Flicker, Shark, Moth	Taant'á Kwáan Kéet Hít – Killerwhale House Gooch Hít – Wolf House Yasku Hít – Wasgo? House Kón Hít – Flicker (Woodpecker) House Xutsnoowú Kwáan Kéet Hít – Killerwhale House Yaa Ayanasnał Kéet Hít – Killerwhale Chasing after It (Seal) House Kéet Ooxú Hít – Killerwhale Tooth House Jilkáat Kwáan Ch'eeet Hít – Murrelet House Tleilú Hít – Moth House Kéet Gooshí Hít – Killerwhale Dorsal Fin House Kéet Kwáani Hít – Killerwhale People House Kéet L'óot'i Hít – Killerwhale Tongue House Kéet Déx'i Hít – Killerwhale Backbone House Áatlein Kwáan Deisleen Kwáan Taagish Kwáan Kéet Hít – Killerwhale House
Tsaagweidí People of the Harbor Seal Ice Floes; Hood Bay (Kake)	Split Killer Whale	Wolf, Seal, Shark	Kéex' Kwáan Aan Yakawlitzseixi Hít – House that Anchored the Village Tóos' Hít – Shark House Xáy Hít – Yellow-Cedar House

Kéet Wuligási (Killer Whale Migration)

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Location & Houses
Tagooneidí			Xutsnoowú Kwáan
Nees.ádi	Killer Whale		Kéex' Kwáan Kéet Gooshí Hít – Killerwhale Dorsal Fin House
Naasteidí People of the Nass River Rock	Flicker	Wolf, Eagle, Murrelet	Heinyaa Kwáan Kooyu Kwáan Ch'eet Hít – Murrelet House Kónon Hít – Flicker (Woodpecker) House Deikeenoow Hít – Far Out Fort House
			S'awdáan Kwáan Sít' Hít: Glacier House S'eeek Hít: Black Bear House Kéet Hít: Killerwhale House Taakú Kwáan Deisleen Kwáan
S'eet'kweidi People of Humpback Cove; Taku	Wolf	Killer Whale, Glacier	

Teikweidí Group

Teikweidí People of Payne Island; Payne Island off the north shore of Prince of Wales	Brown Bear	Wolf, Murrelet, Golden Eagle, Shark, Thunderbird, Sun, Marmot, Storm Petrel, Mt. Edgecumbe, Eagle	Taant'a Kwáan Kaats' Hít – House of Kaats' Shaanáx Hít – Valley House Xóots Hít – Brown Bear House Xeitl Hít – Thunderbird House Wandaa Hít – Around the Edge House Saanyaa Kwáan Xóots Hít – Brown Bear House Litká Hít – Ridge House Xóots Koowú Hít – Brown Bear's Den House Kaats' Hít – House of Kaats' Gooch Hít – Wolf House Xutsnoowú Kwáan Shaanáx Hít – Valley House Xóots Hít – Brown Bear House Sheet'ká Kwáan Yaakwdáat Kwáan Xeitl Hít – Thunderbird House Gijook Hít – Golden Eagle House Gaaw Hít – Drum House K'atxáan Hít – Coward House Tóos' Hít – Shark House Xóots Hít – Brown Bear House Takjik' Aan Kwáan Saanyaa Hít – Southern Area House
Aanshookahíttaaan People of the House on the End of Town; Prince of Wales			Heinyaa Kwáan Aanshooká Hít – End of Town House
Gaawhíttaaan People of the Drum House; Dry Bay to Ahrnkin River and Yukat			Yaakwdáat Kwáan Gaaw Hít – Drum House (same as above Teikweidi)
Laaxaayík Teikweidí			Yaakwdáat Kwáan
Was'ineidí People of Sea Lice Creek; Cathedral Falls Creek at head of Hamilton Bay	Rhinoceros Auklet	Wolf, Brown Bear, Eagle	Kéex' Kwáan Tax' Hít – Tier House
L'ux'eidí People of Herring Spawn in Water			Yaakwdáat Kwáan

Teikweidí Wuligás'i (People of Rock Carving Migration)

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Location & Houses
Dagistinaa Group			
Dagistinaa Inland Channel Clan; Blake Channel, Wrangell Island	Thunderbird	Wolf, Eagle, Shark, Sun	Jilkáat Kwáan Xeitl Hít – Thunderbird House Shís'gi Hít – Sapling House Gunaaxoo Kwáan Yaakwdáat Kwáan Xeitl Hít – Thunderbird House
Shangukeidí People of Shankw	Thunderbird	Eagle, Brown Bear, Gunakadeit (Sea Monster)	Kéex' Kwáan Kóok Hít – Box House Lkóot Kwáan Kawdliyaayi Hít – Lowered (from the Sun) House Gunaxoo Kwáan
Shankweidí ^{Tekwéidi Wuligási} People of Saint Philip Island; Bay of Pines	Thunderbird	Eagle, Brown Bear, Gunakadeit (Sea Monster)	Heinyaa Kwáan Gunakadeit Hít – Sea Monster House Xóots Hít – Brown Bear House Takjik' Aan Kwáan Ch'ák' Hít – Eagle House Gooch Hít – Wolf House Tsísk'w Hít – Great Horned Owl House X'átgu Hít – Dogfish House
Kaax'ooshítaan People of Person's Foot House	Owl	Sockeye, Eagle, Footprint	Heinyaa Kwáan Kaa X'oops Hít – Person's Foot House Tsísk'w Hít – Great Horned Owl House
Lkuweidi People of the Flood (?)			Heinyaa Kwáan Yaakwdáat Kwáan
Kaagwaantaan Group			
Kaagwaantaan People of the Burnt House; Sitka	Wolf or Brown Bear	Eagle, Murrelet, Noble Killer Whale Beaver (Yakutat), Storm Petrel, Halibut, Star	Sheet'ká Kwáan Aanyádi Hít – Nobleman House Eech Hít – Reef House Ch'ák' Hít – Eagle House Ch'ák' Kúdi Hít – Eagle Nest House Ch'eet Hít – Murrelet House Cháatl Hít – Halibut House Déix X'awool Hít – Two Door House Gayéis' Hít – Iron House Gooch Hít – Wolf House Kutx.ayanahá Hít – Star House Heenká Hít – On The Water House Xóots Hít – Brown Bear House Kaawagáni Hít – Burnt House Kuháada Hít – Fish-chasing Stick House Jilkáat Kwáan Gooch Hít – Wolf House Kéet Hít – Killerwhale House Ligooshi Hít – Dorsal-finned House Lkóot Kwáan Xóots Hít – Brown Bear House Ch'ák' Hít – Eagle House Kaawagáni Hít – Burnt House Gaaw Hít – Drum House Xunaa Káawu Xóots Kúdi Hít – Brown Bear Nest House Gunaxoo Kwáan

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Location & Houses
Kóokhíttaan People of the Box House; Sitka	Brown Bear	Eagle, Shark, Box	Sheet'ká Kwáan Tóos' Hít – Shark House Kóok Hít – Box House Kutí's Hít – Looking Out House Tl'aadéin Hít – Sideways House
Gayes'híttaaan People of the Iron House			Sheet'ká Kwáan Gayéis' Hít – Iron House
Galyáx Kaagwaantaan People of the Burnt House at Kaliakh River	Wolf, Beaver		Galyáx Kwáan
Jeeshkweidí People of the Red Paint	Wolf, Beaver		Galyáx Kwáan

Chookaneidí Group

Tek̕weidí Wuligás'i

Chookaneidí People of Grass River; Upper Glacier Bay, Berg Bay/Creek	Brown Bear, Porpoise, Spirit Bear	Wolf, Eagle, Murrelet, Glacier, Iceberg, Lady in the Ice, Killer Whale	Xunaa Káawu Naanaa Hít – Upriver House Xáatl Hít – Iceberg House Xóots S'aagí Hít – Brown Bear Bones House Yan Wuliháshi Hít – Drifted Ashore House Aan Eegayaak Hít – On the Beach Below Town House Shux'aa Xáy Hít – First Yellow-cedar House
Xinhíttaaan People of Downriver Side House (Ixinaa Hít)			Sheet'ká Kwáan Xáatl Hít – Iceberg House Aan Eegayaak Hít – On the Beach Below Town House
X'ax'aahíttaaan People of the Edge House			?
Katakw.ádi People of Wilson Cove	Brown Bear	Wolf, Yellow Cedar	Ixinaa Hít – Downriver House

Xakwnoowkeidí Group

Xakwnoowkeidí People on the Sandbar Fort; Strawberry Point; Icy Strait, especially upon the peninsula between Lynn Canal and Glacier Bay			
Wooshkeetaan People of the Houses On the Other Side of Each Other	Shark	Wolf, Thunderbird, Bear, Killer Whale, Murrelet, Gunakadeit (Sea Monster), Eagle	Xunaa Káawu Wooshdaa Hít – Around Each Other House Tóos' Déx'i Hít – Shark Backbone House Noow Hít – Fort House

Xutsnoowú Kwáan
Noow Hít – Fort House
Noowshaká Hít – On the Head of the Fort House
Xóots Kúdi Hít – Brown Bear Nest House

Sheet'ká Kwáan
Noow Hít – Fort House

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Location & Houses
Teikweidi Wuligás'i Wooshkeetaan People of the Houses On Top of Each Other	Shark	Wolf, Thunderbird, Bear, Killer Whale, Murrelet, Gunakadeit (Sea Monster), Eagle	Áak'w Kwáan Gunakadeit Hít – Sea Monster Hít Tlein – Big House Noow Hít – Fort House Tóos' Hít – Shark House Xeitl Hít – Thunderbird House Xóots Hít – Brown Bear House Kóok Hít – Box House
T'ikanaa			
Yanyeidí Group			
Yanyeidí People of the Mainland or People of Hemlock House; Taku River	Wolf	Killer whale, Brown Bear, Mudshark, Octopus, Hawk, Dorothy Peak Was'as'ei	S'awdáan Kwáan T'aakú Kwáan Ch'aal' Hít – Willow House Áatlein Kwáan Yayuwaa Hít – Between Them House Deisleen Kwáan
Kaax'úseedeetaan People of the Footprints House	Wolf	Killer whale, Sockeye	T'aakú Kwáan
Tsaat'ineidi People of a Stream Behind a Seal; Youngs Bay			T'aakú Kwáan Xóots Hít – Brown Bear House Yayuwaa Hít – Between Them House

Tléix' Laayaneidí

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Locations & Houses
Gaanax.ádi Group			
Gaanax.ádi People of Sheltered Harbor; Port Stewart in northern Behm Canal	Raven, Starfish	Whale, Golden Eagle, Frog, Musk Ox	<p>Taant'á Kwáan Yan Wuliháshi Hít – Drifted Ashore House Yéil Hít – Raven House S'áx Hít – Starfish House Yéil S'aagí Hít – Raven's Bones House Noow Hít – Fort House Gijook Hít – Golden Eagle House Xaas Hít – Buffalo House Taan Hít – Sea Lion House Kutís' Hít – Looking Out House Yáay Hít – Whale House X'agóon Hít – Isthmus Point House</p> <p>Heinyaa Kwáan Yan Wuliháshi Hít – Drifted Ashore House Yaaw Hít – Herring House Yáay Hít – Whale House Deishú Hít – End of the Trail House Shís'k Noow Hít – Sapling Fort House</p> <p>Takjik' Aan Kwáan Yan Wuliháshi Hít – Drifted Ashore House Yan Wuliháshi Hít 2 – Drifted Ashore House 2</p> <p>T'aakú Kwáan Ishká Hít – Atop the Fish Hole House Yan Wuliháshi Hít – Drifted Ashore House Yéil Hít – Raven House</p> <p>Áak'w Kwáan Gaanaxaa Hít – Gaanaxaa House Yéil Hít – Raven House</p> <p>Galyáx Kwáan</p>
Deikée Gaanax.ádi Out to Sea People of Sheltered Harbor; Xaakka.aan (empty clam shell town), Baker Island			Heinyaa Kwáan
Gaanaxteidí People of Sheltered Harbor Rock; Port Stewart in northern Behm Canal	Raven, Frog, Woodworm	Whale, Strong Man and the Sea Lion, Mosquito, Beaver, Land Otter	<p>Jilkáat Kwáan X'ákw Hít – Freshwater Marked Sockeye House Yáay Hít – Whale House X'aak Hít – Ravine House Kutís' Hít – Looking out (to Sea) House Xích'i Hít – Frog House Ishká Hít – Atop the Fish Hole House</p> <p>Taagish Kwáan</p> <p>Gunaaxoo Kwáan</p>
Taakwaaneidí People of the Winter Village; Port Chester, Annette Island	Strong Man and the Sea Lion, Woodworm	Whale, Giant Mouse	<p>Heinyaa Kwáan Yáay Hít – Whale House</p> <p>Takjik' Aan Kwáan Taan Hít – Sea Lion House</p>
K'ooxineidí People of the Mink/Marten Creek; Port St. Nicholas	Mink/Marten	Raven, Whale, Frog	Heinyaa Kwáan K'óox Hít – Mink/Marten House

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Locations & Houses
Gaanaxádi Wuligási	Ishkahítaan People of Deep Pool in the River House; East bank of the Chilkat River above Spuhn Point	Frog	Raven, Sea Lion, Sun Jilkáat Kwáan Ishká Hít – Atop the Fish Hole House
			Áatlein Kwáan Deisleen Kwáan
			Taagish Kwáan
			T'aakú Kwáan
Kookhítaan People of Cellar House; Migrated from Seenáa (Snettisham) to the interior	Raven (with children)	Musk Ox	T'aakú Kwáan Áatlein Kwáan Xaas Hít – Bison/Cattle House Deisleen Kwáan Taagish Kwáan
Tooka.ádi People of Tooka			
Kak'weidí People of Basket Bay	Beaver		Xutsnoowú Kwáan Kaakáak'w Hít – Basket/Arch House

Deisheetaan Group

Deisheetaan Wuligási (People of the End of the Trail House Migration)	Deisheetaan [DeishuHítaan] People of the End of the Trail House; End of Beaver Trail street in Angoon or alternatively near Point Craven outside Sitkoh Bay	Beaver, Split Beaver	Raven, Dragonfly, Mosquito, White Frog, Sockeye, Hawk, Bullhead, Needlefish Xutsnoowú Kwáan Dáanaa Hít – Silver House Deishú Hít – End of the Trail House Goon Hít – Spring House Shdéen Hít – Steel House Tukká Hít – Needlefish House Yéil Hít – Raven House
			Xutsnoowú Kwáan Yéil S'aagí Hít – Raven's Bones House Kaakáak'w Hít – Basket/Arch House
			Áatlein Kwáan
			Deisleen Kwáan
			Taagish Kwáan Deishú Hít – End of the Trail House
			Shtax'héen Kwáan Deishú Hít – End of the Trail House
	Tukyeidí People of the Outlet; Outlet of a lake on Xutsnoowú, or Mitchell Bay	Raven, Beaver	Xutsnoowú Kwáan
	Naach'uneidí People of Naach'u Héen; A creek in Whitewater Bay		Xutsnoowú Kwáan Jilkáat Kwáan

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Locations & Houses
Taalkweidí Group			
Taalkweidí People of Little Flat Basket Bay; Devil's Thumb Mtn, Thomas Bay, east of Cape Fanshaw	Taalkunaxk'u Shaa (Devil's Thumb Mountain)	Raven	Shtax'héen Kwáan Shaa Hít: Mountain House Kaxkuyendu Aa Hít: Kaxkuyendu Lake House Gíl Hít: Cliff House
Kaasx'agweidí People of Kaasx'éikw; A small bay between Geisa.aan (Kasaan) and Kachxana.áakw (Wrangell), originally Haida		Thunderbird, Frog's Den, Sea Lion	Shtax'héen Kwáan Xeitl Hít – Thunderbird House Tl'aadéin Hít – Sideways House Xích'i Xaayí Hít – Frog's Den House Taan Hít – Sea Lion House
Lukaax.ádi People off the Point of It; Duncan Canal	Sockeye	Raven, Whíte Raven, Kingfisher, Mt. Fairweather, Devil's Thumb Mtn., Land Otter, Mt. Ripinsky, Hummingbird	Lkóot Kwáan Yéil Hít – Raven House Yéil Kíji Hít – Raven's Wing House Yéil Kúdi Hít – Raven's Nest House Shaa Hít – Mountain House Kóoshdaa Hít – Land Otter House Geisán Hít – Mount Ripinsky House Jilkáat Kwáan Déix X'aháadi Hít – Two Door House Xunaa Káawu Gunaaxoo Kwáan Shaká Hít – Prow House
Noowshaka.aayí People on the Head of the Fort			Jilkáat Kwáan
Kaach.ádi People of Pybus Bay; Pybus Bay, Admiralty Island	Raven, Fresh Water Sockeye	Hummingbird, Frog, Daxana Heen, , Land Otter, Halibut, Whale	Shtax'héen Kwáan Náalx Hít – Big Halibut House Xích'i Hít – Frog House Alkáa Hít – Gambling House Gaach Hít – Mat House Kaawdliyaayi Hít – Lowered House Yáay Hít – Whale House Kéex' Kwáan X'aakw Hít – Freshwater Marked Sockeye House Kutís' Hít – Looking (out to Sea) House
Sukteeneidí People of the Wide Steam in the Grass; Keku Straight below Hamilton Bay	Dog Salmon	Raven, Snail	Kéex' Kwáan Aanx'aak Hít – Middle of Town House Shaa Hít – Mountain House Táax' Hít – Snail House Wanda Hít – Armor House Yéik Hít – Spirit House
Skanax.ádi People of the Noisy Beach; Saginaw Bay			Kéex' Kwáan
Taneidí People of Jumping Fish Creek; Tunehean Creek			Kéex' Kwáan
K'alchaneidí People of the Bad Smelling Mouth; Mudflats on Duncan Canal just west of Wrangell Narrows			Shtax'héen Kwáan
Kuyeik'ádi People of Excursion Inlet			

Taalkweidí Wuligás'i (People of the Mountain that Never Flooded Migration)

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Locations & Houses
L'eeeneidí Group			
L'eeeneidí People of Dog Salmon Creek	Dog Salmon	Raven, Gull, Big Dipper, Mtn. Goat, Lady of the Lake	Áak'w Kwáan Gaatáa Hít – Trap House Téel' Hít – Dog Salmon House Takjik' Aan Kwáan Téel' Hít – Dog Salmon House Téel' Yádi Hít – Dog Salmon Child House
			Áak'w Kwáan Yaxté Hít – Big Dipper House
	Dog Salmon	Raven, Eagle, Gull	Xutsnoowú Kwáan Aanx'aak Hít – Middle of Town House Yanxoona Hít – Logjam House
	Dog Salmon	Octopus, Raven	Heinyaa Kwáan
Kiks.ádi Group			
Kiks.ádi People of Helm Bay; Helm Bay in western Behm Canal	Frog	Raven, Sun, Herring, Herring Rock, Owl, Sea Lion, Woodworm, Bullhead, Snail	Saanyaa Kwáan Wéix' Hít – Bullhead House Yéil Hít – Raven House Xích' Hít – Frog House Shtax'héen Kwáan Gagaan Hít – Sun House Táax' Hít – Snail House Xích'i Hít – Frog House Sheet'ká Kwáan Atuwaxiji Hít – Strong House Gagaan Hít – Sun House Kaxátja Hít – Jumping Herring House Noowtú Hít – Inside the Fort House Noow Daganyaa Hít – Outside the Fort House S'é Hít – Clay House Shdéen Hít – Steel House Tináa Hít – Copper Shield House X'aaká Hít – On the Point House
	Frog	Raven	Shtax'héen Kwáan Teey Hít – Yellow Cedar Bark House
	Dog Salmon	Raven, Frog, Octopus, Land Otter, Starfish	Heinyaa Kwáan Yéil Hít – Raven House Yan Wuliháshi Hít – Drifted Ashore House Teey Hít – Yellow Cedar Bark House Takjik' Aan Kwáan Gaaxka Hít – Gaaxká House Héenká Hít – On the Water House S'áx Hít – Starfish House Yéil Hít – Raven House Yéil Yádi Hít – Little Raven House Kéex' Kwáan Kóoshdaa Hít – Land Otter House Teey Hít – Yellow Cedar Bark House

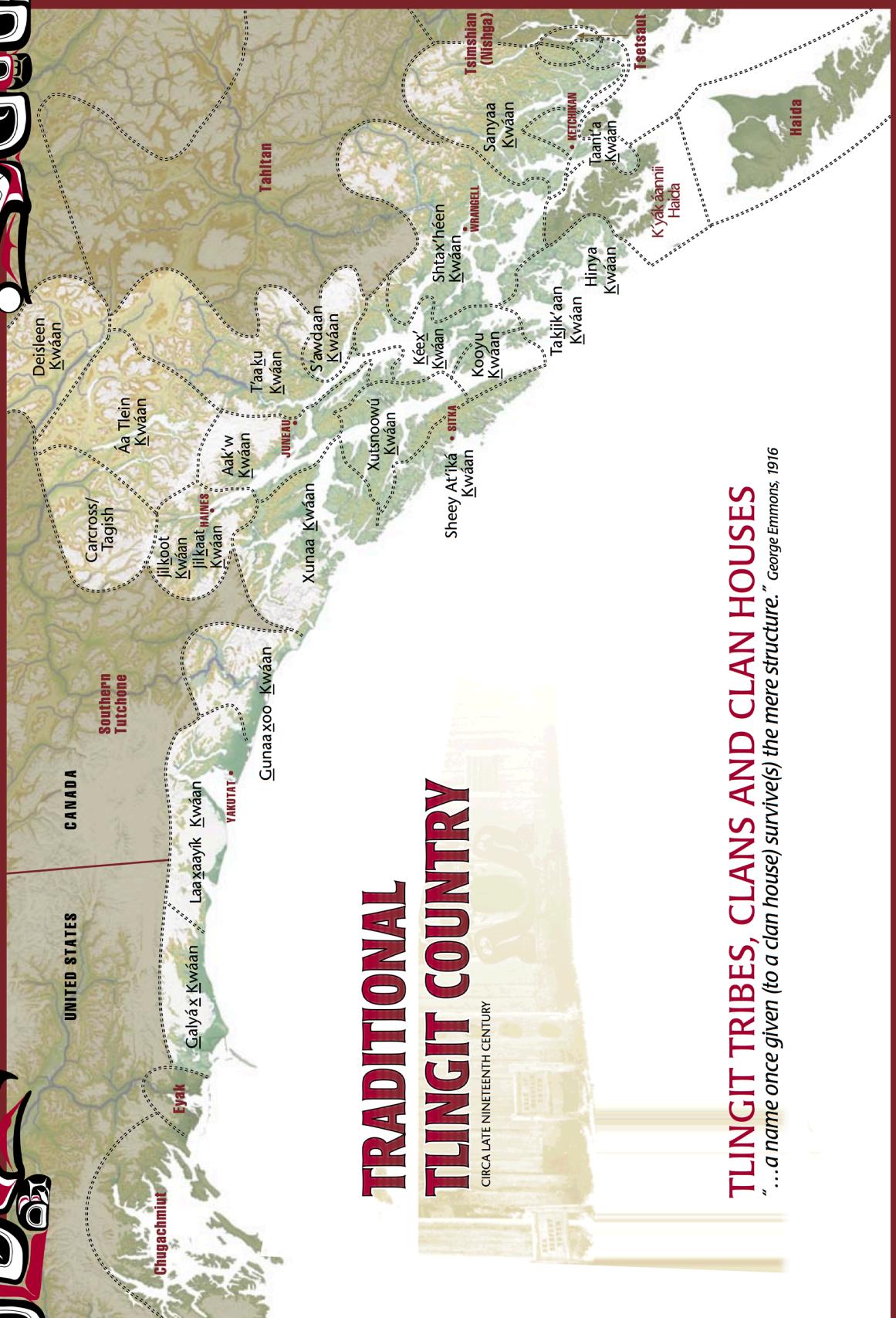
Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Locations & Houses
L'uknax.ádi Group			
L'uknax.ádi People of Deep Bay; A salmon stream North of Klukwan or Deep Bay?	Coho	Raven, Frog, Octopus, Sea Lion, Whale	<p>Sheet'ká Kwáan</p> <p>Daginaa Hít – Out in the Ocean Salmon Box H. Kutá Hít – Sleep House L'ook Hít Tlein – Big Coho House L'ook Hít Yádi – Little Coho House Shgataayí Hít – Yakutat Creek House Taan Hít – Sea Lion House Xinaa Hít – House at Lower End of Town Xinaa Hít 2 – House at Lower End of Town 2 Xíxch'i Hít – Frog House Yáy Hít – Whale House</p> <p>Áak'w Kwáan</p> <p>L'ook Hít – Coho House</p> <p>Gunaaxoo Kwáan</p> <p>Dleit Xíxch'i Hít – White Frog House</p> <p>Yaakwdáat Kwáan</p> <p>Shaa Hít – Mountain House (Mount Fairweather) Daginaa Hít – Out in the Ocean Salmon Box H. Eech Hít – Reef House Eech Hít 2 – Reef House 2</p>
X'at'ka.aayí People on the Island; Island in Lituya Bay	Coho	Raven, Water Ouzel	<p>Sheet'ká Kwáan</p> <p>Kayaashká Hít – Platform House L'ook Hít – Coho House</p> <p>Gunaaxoo Kwáan</p> <p>Xunaa Káawu</p>
T'akdeintaan People of the House toward the Side; Island on the outer coast beyond Cape Spencer, or inside Lituya Bay	Black Legged Kittiwake	Frog, Whale, Mt. Fairweather, Freshwater Coho, Sockeye, Bullhead, Snail, Venus	<p>Sheet'ká Kwáan</p> <p>Danakoo Hít – Danakoo House</p> <p>Xunaa Káawu</p> <p>T'akdén Hít – Toward the Side House X'ák'w Hít – Freshwater Marked Coho House X'ák'w Yádi Hít – Little Freshwater Marked Coho House Yéil Hít – Raven House Yéil Kúdi Hít – Raven's Nest House K'óox Dísí Hít – Marten Moon House Teet Hít – Wave House Káa Shaayí Hít – Man's Head House Gaanaxáa Hít – Gaanaxaa House</p>
Tax'hítaan People of the Snail House; Xunaa Káawu (Hoonah)	Black Legged Kittiwake	Snail	<p>Xunaa Káawu</p> <p>Táax' Hít – Snail House</p>
Xaas.hítaan People of the Ox House			<p>Taant'á Kwáan</p> <p>T'aakú Kwáan</p> <p>Xunaa Káawu</p> <p>Sheet'ká Kwáan</p> <p>Yaakwdáat Kwáan</p>
Koosk'eidí People of Shgaadaayihéen (stream north of Mount Fairweather)	Raven	Coho, Musk Ox, Mouse	<p>Sheet'ká Kwáan</p> <p>Xaas Hít – Bison/Cattle House</p> <p>Xunaa Káawu</p> <p>Xaas Hít – Bison/Cattle House</p> <p>Gunaaxoo Kwáan</p> <p>Xaas Hít – Bison/Cattle House</p>

L'uknax.ádi Wuligás'i (People of L'uknax Migration)

Clan, Meaning, & Origin	Primary Crest(s)	Secondary Crest(s)	Locations & Houses	
L'uknaxádi ... Shgaadaayihin.aayí People of Shgaadaayi Héen; a stream that drains Great Plateau Glacier, north of Mount Fairweather on the Gulf Coast	Raven	Coho, Musk Ox, Mouse		
Ahtna-Descended Group				
Ahtna/Eyak Wuligási	Kwáashk'ikwáan Humpy Creek People (from Eyak)	Mt. St. Elias, Moon, North Star, Humpy	Owl, Raven	Yaakwdáat Kwáan Aanyuwaa Hít – In Front of Town House Tsisik'w Hít – Owl House Dís Hít – Moon House Yéil S'aagí Hít – Raven's Bones House Noow Hít – Fort House Shaa Hít – Mountain House (Yas'éit'aa Shaa – Mount Saint Elias)
	K'inéix Kwáan Copper River People (from Ahtna); Copper River			
	Stax.ádi People of Stax			
Unknown				
Kooyu.eidí People of Kooyú	Star, Puffin		Kooyu Kwáan Xík Hít – Puffin House Kutx.ayanahá Hít – Star House	
Watineidí People of Watin (?); Wattahéen Creek in Hoonah Sound (?)				

Neix.ádi

Clan, Meaning, & Origin	Primary Crest	Secondary Crest	Location & Houses
Neix.ádi People of Neix	Eagle, Beaver, Halibut, King Crab, Giant Clam		Saanyaa Kwáan Ch'áak' Hít – Eagle House Ch'áak' X'ooší Hít – Eagle Foot House S'igeidí Xaayí Hít – Beaver Lodge House Ch'áak' Kúdi Hít – Eagle Nest House Ch'áak' Koowú Hít – Eagle Fan-Tail House Cháatl Hít – Halibut House Xeet' Hít – Giant Clam House Xéix Hít – King Crab House Kéedu Hít – Beaver Dam House

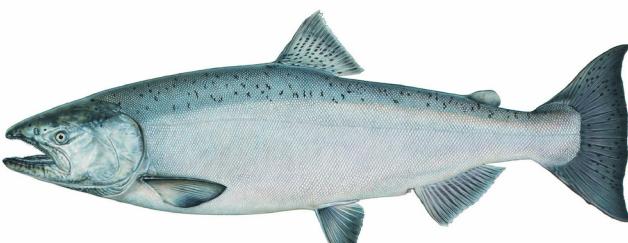


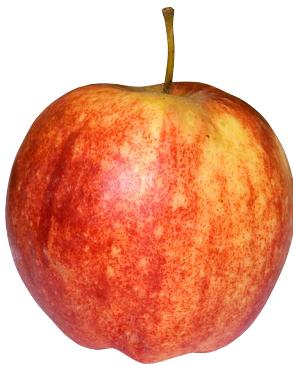
TRADITIONAL TLINGIT COUNTRY

CIRCA LATE NINETEENTH CENTURY

TLINGIT TRIBES, CLANS AND CLAN HOUSES

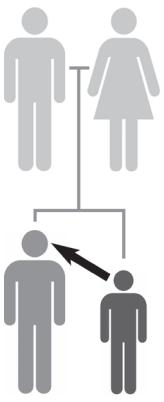
"...a name once given (to a clan house) survive(s) the mere structure." George Emmons, 1916

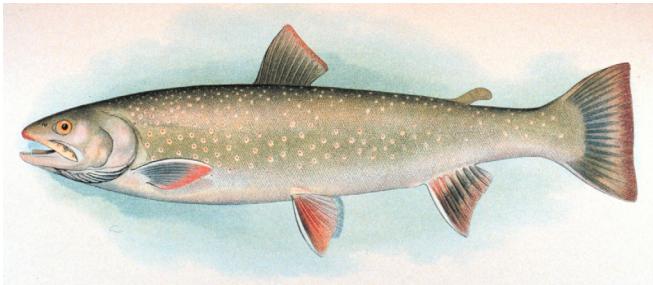
	l	
	lóol	fireweed; purple (color)
	dl	
	dleit	snow; white (color)
	tl	
	tléik'	no
	l'	
	l'ook	coho, silver salmon

	<p>tl'</p> <p>tl'eex</p> <p>garbage</p>
	<p>x'</p> <p>x'áax'</p> <p>apple</p>
	<p>x'w-</p> <p>x'wán</p> <p>boots</p>
	<p>-x'w</p> <p>dzéex'w</p> <p>small clams</p>

	<u>k</u>	
	<u>kákw</u>	basket
	<u>kw-</u>	
	<u>-kwáan</u>	people of (a place)
	<u>-kw</u>	
	<u>náakw</u>	octopus
	<u>k'</u>	
	<u>k'ateil</u>	pitcher

	<u>k'w</u>	
	<u>k'wátl</u>	cooking pot
	- <u>k'w</u>	
	<u>léik'w</u>	yellow eye, rockfish, red snapper
	<u>g</u>	
	<u>gooch</u>	wolf
	<u>gw</u>	
	<u>gwéinaa</u>	towel

	<u>X</u>	
	<u>xáat</u>	fish; salmon
	<u>xw</u>	
	<u>shanaxwáayi</u>	axe
	<u>-xw</u>	
	<u>-húnxw</u>	-'s older brother (gender specific kinship term)
	<u>x'</u>	
	<u>x'aan</u>	fire; red (color)

	<u>x'</u> w	
	<u>x'</u> wáat'	Dolly Varden trout
	- <u>x'</u> w	
	né <u>x'</u> w	cloudberry
	tl'átk	earth; dirt; soil
	k'oodás'	shirt; tunic



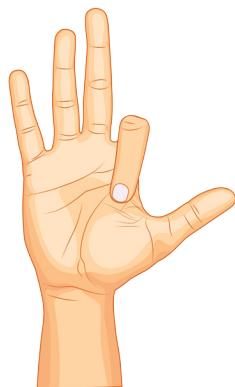
tléikw

berries



du t'l'eik

his/her finger



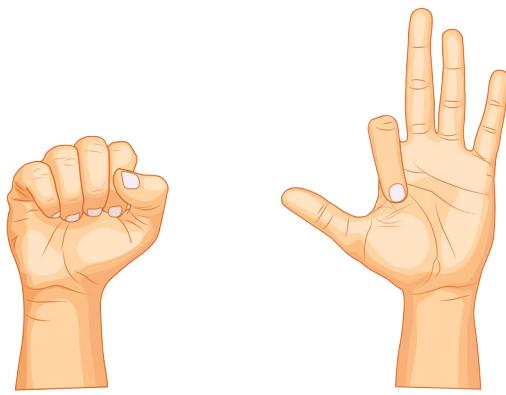
tléix'

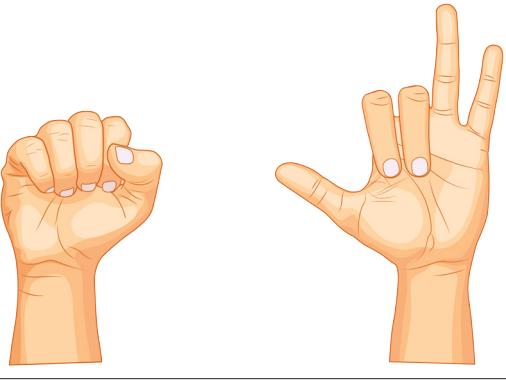
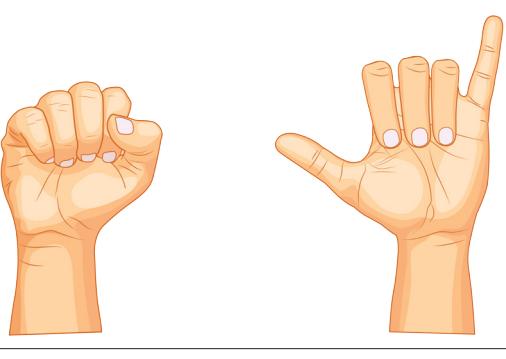
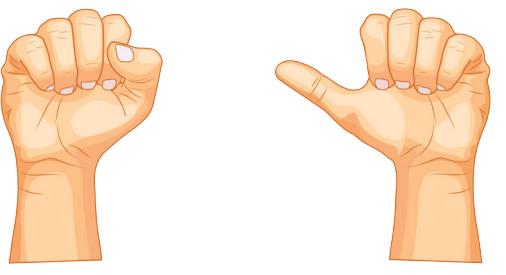
one



déix

two

	nás'k	three
	daax'oon	four
	keijín	five
	tleidooshú	six

	<p>daxadooshú</p>	<p>seven</p>
	<p>nas'gadooshú</p>	<p>eight</p>
	<p>gooshúk</p>	<p>nine</p>
	<p>jinkaat</p>	<p>ten</p>

Wáa sá kuwatee?

How is the Weather?

Yá Lingit'aaní geix' woosh jin toolshát yeisú
— Katyé



In this world, we're still holding each other's hands
— David Kadashan
(Dauenhaeuer, Haa Tuwunáagu Yís 236-237)

wáa sá kuwatee?

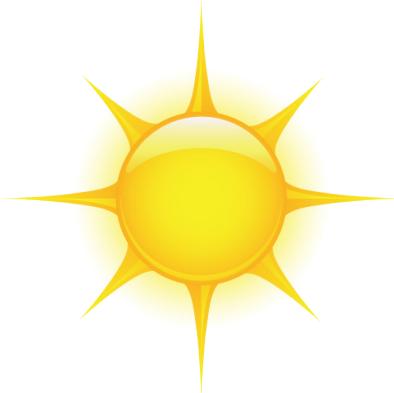


This section looks at the weather, and also introduces event-based verb conjugation in Tlingit. When thinking about how the Tlingit language works, it is important to remember that Tlingit is more concerned with the completion of the verb than it is about when the verb occurs. In English, we often refer to things as *past tense*, *present tense*, and *future tense*. In Tlingit, we will be using the terms *perfective*, *imperfective*, and *future*. The reason for this is that Tlingit is an event-driven language, which means that when the verb occurred is less important than whether or not it has happened. Because of this, we have verbs in Tlingit that do not change when talking about present tense or past tense, but that is certainly not the case every time.

In our previous lessons we have mostly focused on repetition of phrases and substitution drills. This means we learn a pattern and then fill in the blanks with a noun to use the sentence to express ourselves. In this lesson, we will do some of that, but we will be learning a series of verbs that allow us to describe the weather in most possible conditions. From there, we will look at how we can talk about the way the weather was yesterday (*perfective*), the way it is now (*imperfective*), and the way it might be (*future*). In addition, one other verb mode will be introduced, and that is *progressive imperfective*, which means the verb is in the process of happening. The more we work with Tlingit the more these terms will make sense. For now, focus on the patterns and look for similarities as each phrase shifts between verb modes.

		imperfective
        	<p>wáa sá <u>kuwatee</u>? / wáa sá <u>kuyatee</u>?</p> <p>wáa sá <u>ku-ÿa-v</u>tee how say [areal].cl.vbe how say weather-be?</p>	
		imperfective
         	<p><u>kuwak'ei</u> / <u>kuyak'ei</u></p> <p><u>ku-ÿa-vk'ei</u> [areal].cl.vfine/good weather-fine</p>	

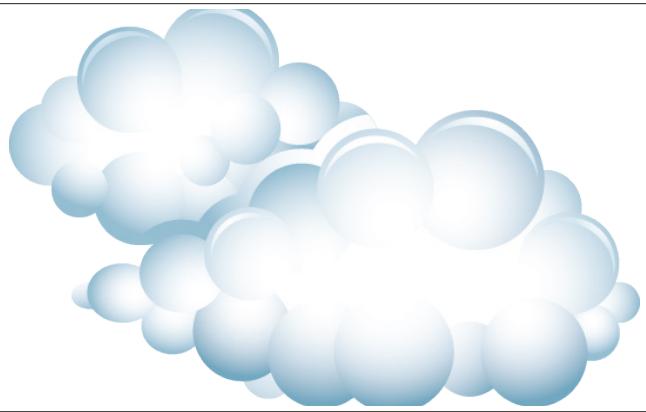
perfective



awdigaan

a-yü-di-√gaan
(a-theme).pfv.cl.√burn/light
it is/was sunny

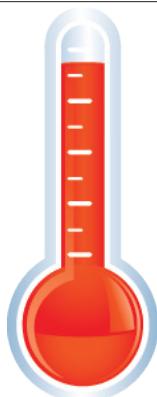
imperfective



ku_ligóos'

ku-li-√góos'
[areal].cl.√cloudy
the weather is cloudy

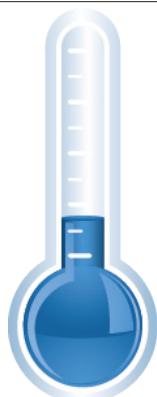
imperfective



kuwat'áa /
kuyat'áa

ku-ÿa-√t'áa
[areal].cl.√warm/hot
The weather is hot

imperfective



kusi.áat'

ku-si-√.áat'
[areal].cl.√cold
The weather is cold

	Is it ____? ____ ágé?
	____ á-gé ____ focus.yes/no? *use one of the weather verbs*
	yes/no. It's ____. aaa/tléik'. ____.
	regardless or yes or no, answer with the weather verb
	really kúnáx
	ku-náx areal.through/along this is an adverb, and appears before the verb it modifies
	too much kúdáx ~ kút _x
	ku-dáx areal.from this is an adverb, and appears before the verb it modifies

perfective



dleit daak wusítán

dleit daak ýu-si-√tán
snow.fall(down).pfv.cl.√precipitate
it is/was snowing

perfective



séew daak wusítán

séew daak ýu-si-√tán
rain.fall(down).pfv.cl.√precipitate
it is/was raining

perfective



kadás' daak wusítán

kadás' daak ýu-si-√tán
sleet.fall(down).pfv.cl.√precipitate

perfective



kaklahéen daak wusítán

kaklahéen daak ýu-si-√tán
slush.fall(down).pfv.cl.√precipitate

perfective



kaséixjaa daak wusitán

kaséixjaa daak ýu-si-√tán
fine-rain.fall(down).pfv.cl.v/precipitate

imperfective



kudigwás'

ku-di-√gwás'
[areal].cl.v/foggy
The weather is foggy

perfective



ayawditee

a-ya-ÿu-di-√tee
it-(3.O).v-sf.pfv.cl.v/stormy/windy
it face is/was stormy/windy

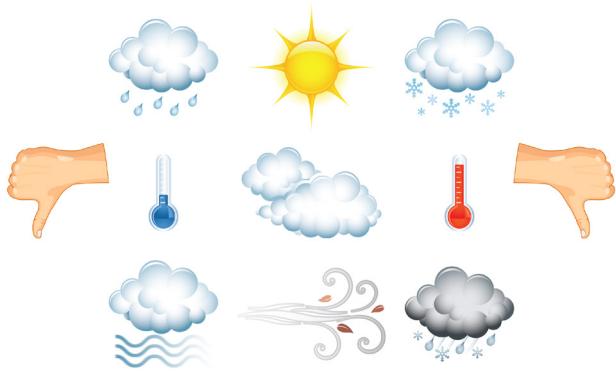
perfective



ayakaawadán

a-ya-ka-ÿu-ÿa-√dán
a-theme.v-sf.hz-sf. pfv.cl.v/snow-heavily
it face is/was snowing heavily

imperfective (-)



tlél kooshk'é

tlél ku-u-sh-vk'é
not [areal].irr.cl.vfine/good

perfective

I'm delayed (by weather)

xat yaawasík

xat ya-ju-ya-vsík
me-(1.O) v-sf.pfv.cl.vdelayed-(by weather)
me delayed

perfective



xat wuditl'ák'

xat yu-di-vtl'ák'
me-(1.O) pfv.cl.vbe-wet
me wet

poor thing!

eesháan!

this word is a tlingit interjection, so its meaning can change depending on context. it is used to describe something poor, someone suffering, or to tease.

	now
yeedát	
	today
yáa yakyeē	yáa yakyeē this day
	yesterday
tatgé	
ka	and
tsú	also

___ yáa yakyee.	(the weather is) ___ today.
___ tatgé.	(the weather was) ___ yesterday.
	It was ___ yesterday, and ___ today too.
___ tatgé, <u>ka</u> yáa yakyee tsú ___.	(perfective) tatgé, <u>ka</u> yáa yakyee tsú (imperfective) ___ yesterday and this day also ___
	perfective
wáa sá <u>koowatee?</u>	How was the weather?
	wáa sá ku-yü-ÿa-√tee how say [areal].pfv.cl.√be the perfective can appear as «wu-», «w-», or «-y-». when expanding the grammar (segmenting), write this as «yü». the «ÿ» means that the letter will be a «y» unless preceded by a rounded vowel («u» or «oo»), in which case it will be «w».
	perfective
koowak'éi	the weather was good
	ku-yü-ÿa-√k'éi [areal].pfv.cl.√fine

perfective

the weather was cloudy

kuwlígóos'

ku-yü-li-√góos'
[areal].pfv.cl.√cloudy

perfective

the weather was warm/hot

koowat'áa

ku-yü-ÿa-√t'áa
[areal].pfv.cl.√warm/hot

perfective

the weather was cold

koowsi.áat'

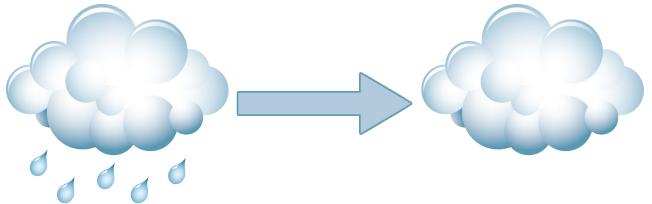
ku-yü-si-√.áat'
[areal].pfv.cl.√cold

perfective

the weather was foggy

kuwdigwás'

ku-yü-di-√gwás'
[areal].pfv.cl.√foggy

	perfective (-)
tlél <u>k</u>ooshk'é	the weather was not good
	<p>tlél <u>k</u>u-u-ÿu-sh-√k'é not.[areal].irr.pfv.cl.√good/fine</p>
	perfective
	aawadaak <p>a-ÿu-ÿa-√daak a-theme.pfv.cl.√stop-(precipitation) it stopped precipitating</p>
	imperfective
wáa sá yatee gáan?	How is it outside?
	<p>wáa sá ÿa-√tee gáan how say cl.√be outside how say be outside</p>
	future
aadéi akkwalgéin	I will take a look
	<p>aa-déi a-ga-u-ga-xa-l-√géin it-towards a-theme.ga-conj.irr.ga-mode.i-(1.S).cl.√look-at it-towards I will look at</p>

	It has been since yesterday.
ch'u tatgéidáx áyá.	<p>ch'u tatgé-dáx á-yá just yesterday.from (focus).right-here just yesterday from it is</p>
	tomorrow
seigánin / seigán	
	however
ku.aa ~ kwa	<p>this word does not start a sentence. if it appears at the beginning of a sentence, it is preceded by the word «a» (it). it creates a slight turn in logic, and sometimes will appear as «kwa».</p>
	perhaps, probably
shákdé	<p>indicates possibility; placed after the verb</p>

	future
kei <u>kukgwak'éi</u>	the weather will be fine
	<p>kei <u>ku-ga-u-ga-</u>Ø-√k'éi up [areal].ga-conj.irr.ga-mode.cl.√good/fine</p>
	future
yei agux <u>dagáan</u>	it will be sunny
	<p>yei a-ga-u-ga-da-gáan down a-mode.ga-conj.irr.ga-mode.cl.√burn/light</p>
	future
kei <u>kuguxlagóos'</u>	it will be cloudy
	<p>kei <u>ku-ga-u-ga-la-</u>√góos' up [areal].ga-conj.irr.ga-mode.cl.√cloudy</p>
	future
kei <u>kukgwat'áa</u>	the weather will be hot
	<p>kei <u>ku-ga-u-ga-</u>Ø-t'áa up [areal].ga-conj.irr.ga-mode.cl.√hot</p>

	future
kei <u>kuguxsa.</u> áat'	the weather will be cold
	kei <u>ku-ga-u-ga-sa-</u> √.áat' up [areal].ga-conj.irr.ga-mode.cl.√cold
	future
— daak guxsatáan	it will <u>(precipitate)</u> ..
	— daak ga-u-ga-sa-táan <u>(precip)</u> fall-(down) ga-conj.irr.ga-mode.cl.√precipitate
	future
kuguxdagwáas'	the weather will be foggy
	<u>ku-ga-u-ga-da-</u> √gwáas' [areal].ga-conj.irr.ga-mode.cl.√foggy
	future
yei ayaguxdatéé	it will be stormy/windy
	yei a-ya-ga-u-ga-da-√téé down a-theme.v-sf.ga-conj.irr.ga-mode.cl.√windy/stormy

future

it will stop (precipitating)

akgwadáak

a-ga-u-ga-∅-√dák

a-theme.ga-conj.irr.ga-mode.cl.√stop-(precipitating)

perhaps

gwál

indicates doubt; placed before the verb

tomorrow ____ perhaps.

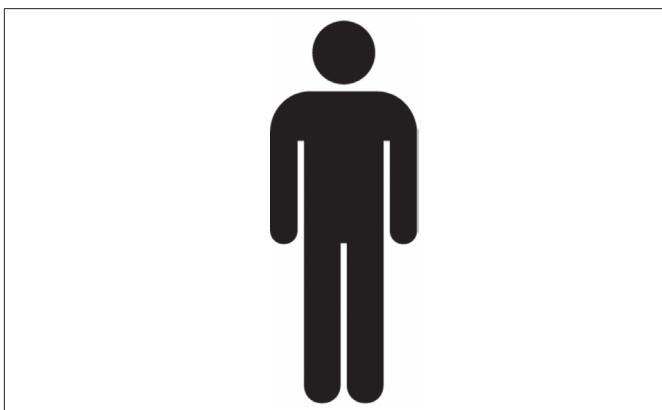
seigánin ____ shákdé.

tomorrow maybe ____.

seigánin gwál ____.

	progressive imperfective
kei <u>kunak'ein</u> / yei <u>kunak'ein</u>	the weather it is getting better
	<p>kei <u>ku-na-</u>Ø-√k'éi-n up [areal].na-conj.cl.√fine.(progressive)</p> <p>yei <u>ku-na-</u>Ø-√k'éi-n down [areal].na-conj.cl.√fine.(progressive)</p>
	progressive imperfective
yaa <u>andagán</u>	it is getting sunny
	<p>yaa a-na-da-√gán along a-theme.na-conj.cl.√burn/light</p>
	progressive imperfective
kei <u>kunalgóos'</u>	the weather is getting cloudy
	<p>kei <u>ku-na-l-</u>√góos' up [areal].na-conj.cl.√cloudy</p>
	progressive imperfective
yaa <u>kunat'ein</u>	the weather it is getting hot
	<p>yaa <u>ku-na-</u>Ø-√t'áa-n ~ t'éin along [areal].na-conj.cl.√hot.(progressive)</p>

	progressive imperfective
kei <u>kunas</u> .áat'	the weather it is getting cold
	kei <u>ku-na-s-</u> √.áat' up [areal].na-conj.cl.cold
	progressive imperfective
___ daak nastán	it is beginning to (<u>precipitate</u>)
	___ daak na-s-√tán (<u>precipitation</u>) fall-(down) na-conj.cl.√precipitate
	progressive imperfective
yaa <u>kundagwás</u> '	the weather is getting foggy
	kei <u>ku-na-da-</u> √gwás' up [areal].na-conj.cl.√foggy
	progressive imperfective
yei ayandateen	the weather it is getting windy
	yaa a-ya-na-da-√tee-n along [areal].na-conj.cl.√windy/stormy.(progressive)



káa

man; person



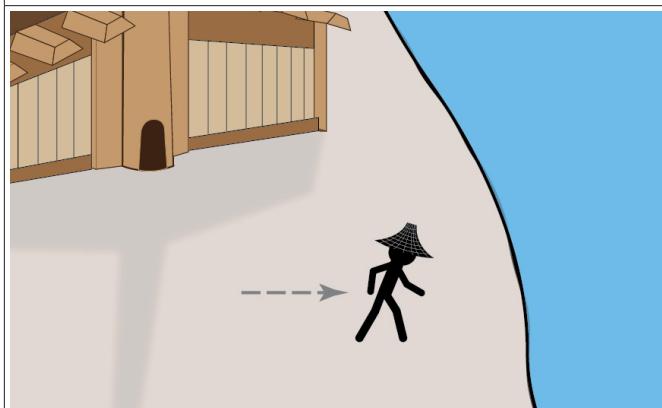
kóok

box



kóok

cellar; pit



éek

beach



shaak̄

driftwood



tákl̄

hammer



lákt̄

bentwood box

yak'éi

good, fine

ÿa-vk'éi
cl./fine



gáach

rug



guwakaan

deer;
peacemaker



gáx

rabbit



lugwéinaa

hankerchief



s'áaw

dungeness crab



s'éex'át

shrimp



s'íx'

dish



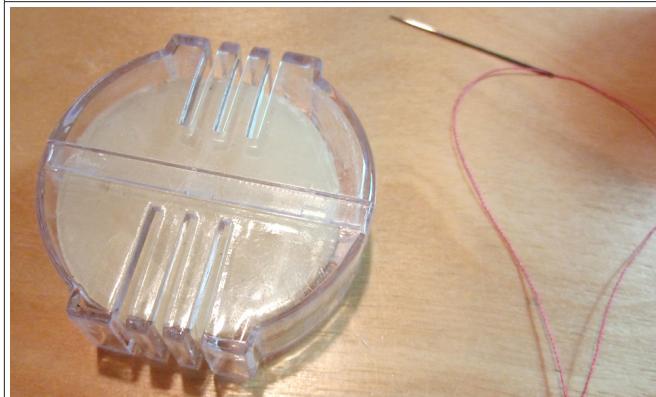
ús'aa

soap



óos'i

laundry



tás daaneis'í

wax for sewing



cháas'

humpy,
pink salmon



tóos'

shark



nées'

sea urchin



s'ísaa

cloth



t'áa ká

floor



kanat'á

blueberry



xít'aa

broom



xút'aa

adze



sít'

glacier



dleey

meat



dleit g̑éedi

snowstorm



yíkdlaa

spark from a fire



aas daagaadli

tree fungus



aas dlágwaa

peavey
(logging tool)

Wáa sá sh teedinoon?

How do you feel?

Yá Lingit'aaní geix' woosh jin toolshát yeisú
— Katyé



In this world, we're still holding each other's hands
— David Kadashan
(Dauenhaeuer, Haa Tuwunáagu Yís 236-237)

Wáa sá sh teedinoonk?

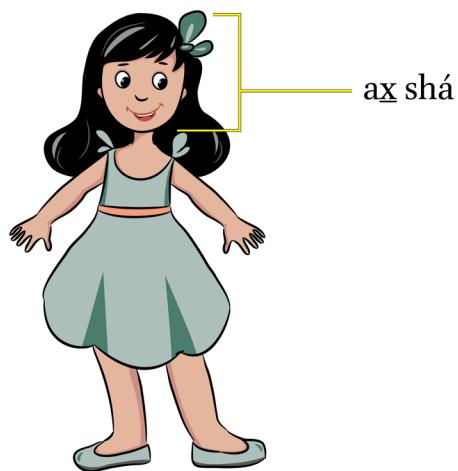
The following dialogue practice is a great mock conversation to begin thinking about communicating feelings and various states of being. When practicing this dialogue, start by saying each phrase and focusing on tone, vowel length, and sounding like the fluent speakers you can listen to on the recordings from *Beginning Tlingit*. After you have mastered these phrases individually, then shift your focus to the grammatical breakdown listed next to the phrases. The top line is a translation of the phrase, or what we might call the “English Equivalent.” Beneath that are two lines. The top one is segmenting the phrase to show all the components that are in there, including invisible components that are not heard or seen when written, but reveal how the language is functioning. Once you have examined that, it is time to practice with a partner. The most important things here are: 1) having a good flow to your words and honoring the vowel length tone, and 2) expressing emotion and trying to avoid sounding like a robot repeating sentences. Have fun!

A 1	wáa sá sh teedinoonk?	how are you feeling? wáa + sá + sh + tú-i-di-√nook how.say+reflexive+inside.you-(2s.S).cl-(+d,∅,+i).√feel
B 2	tlél wáa sá.	i'm okay. tlél + wáa + sá not+how+say
3	wáa sá iyatee?	how are you? wáa + sá + i-ÿa-√tee? how+say+you-(2s.O).cl-(+d,∅,+i).√be
A 4	tlél tlax xat tooshk'é.	i feel terrible. tlél + tlax + xat + tu-u-sh-√k'é not+very+me-(is.O)+inside.irr.cl-(+d,sh,-i).√fine/good
5	kei xat nanéekw shákdeí yá	i think i'm getting sick. kei + xat + na-∅-√náéekw + shákdeí + yá preverb-(up)+me-(is.O)+na-cj.cl-(+d,∅,-i).√sick+perhaps.this
B 6	iwdixwétl gwáa wé gé?	maybe you're tired? i-ÿu-di-√xwétl + gwáa + wé + gé you-(2s.O).pf.cl-(+d,∅,+i).√tired + maybe + that + y/n?

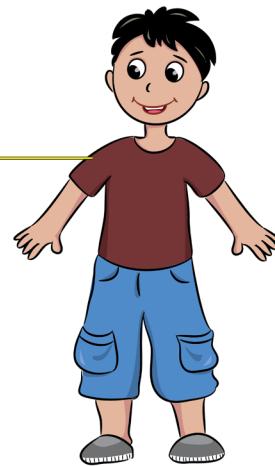
A 7	tléik'. <u>xat</u> yanéekw	no. i'm sick tléik' + <u>xat</u> + ýa-√náekw no + me-(is.O) + cl-(-d,Ø,+i).√sick
B 2	aatlein át!	oh dear! aatlein + át many + thing
3	goo sá wé yanéekw	where does it hurt? goo + sá + wé + ýa-√náekw where + say + that + cl-(-d,Ø,+i).√sick
A 4	ax leitóox yanéekw.	my throat hurts / i have a sore throat ax + lá-tú-x ýa-√náekw my-(is.P) + throat.inside.at-(along/repeatedly) + cl-(-d,Ø,+d).√sick
B 6	át axwdishée iwuneixí	i hope you get well áa-t + a-ÿu-xa-di-√shée + i-ÿu-Ø-√neixí there/at-(arrived) + a-theme.pfv.i-(is.S).cl-(-d,Ø,+i).√hope + you-(2s.O).pfv.cl-(-d,Ø,-i).√heal/save.[relative]
7	gunalchéesh	thank you gunalchéesh thank you

The dialogue practice above is divided into two speakers (A and B) and there are seven total lines. Take a look at line A4, «ax leitóox yanéekw». This is a phrase that we can learn and change the body part to talk about aches and pains that may exist throughout the body. This verb, «yanéekw» can translate to “illness” or “pain” and is used in a variety of ways to talk about maladies. To begin using this phrase in more dynamic ways, we are going to take a look at some basic body parts. As we begin to explore body parts, let's first talk about an important language concept in Tlingit: alienability.

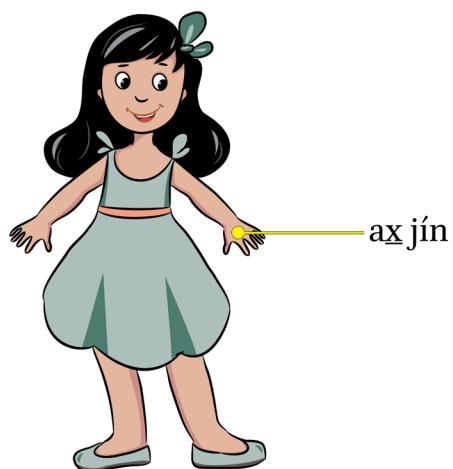
Body parts usually need to belong to something. When speaking English, it would sound strange to say “nose” or “knee” without it belonging to something, such as “your nose” or “bee’s knee.” This is the same in Tlingit, only the rules are a bit more rigid. We write body parts, which are in a category called “inalienable nouns” with an en dash (–) before the word to show that they must belong to something. This en dash can be replaced by nouns and possessive pronouns. For example, «–lú» can become «i lú» or «yéil lú» but does not really appear without a possessing noun or possessive pronoun.



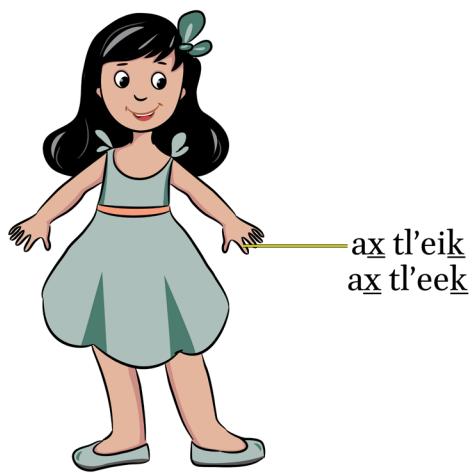
ax shá



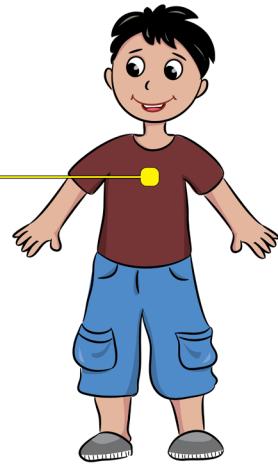
ax xeek



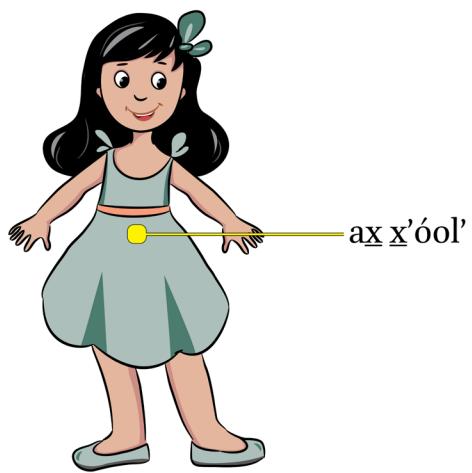
ax jín



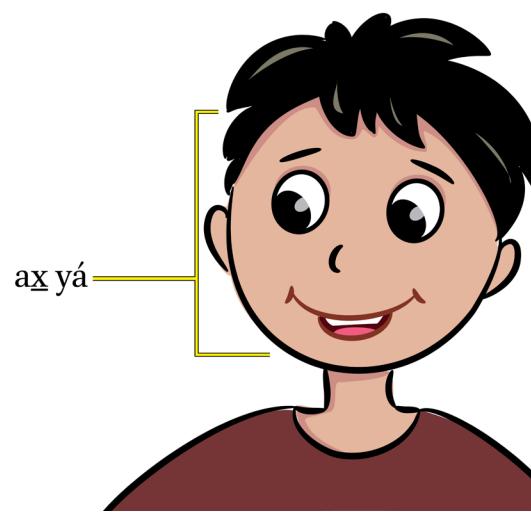
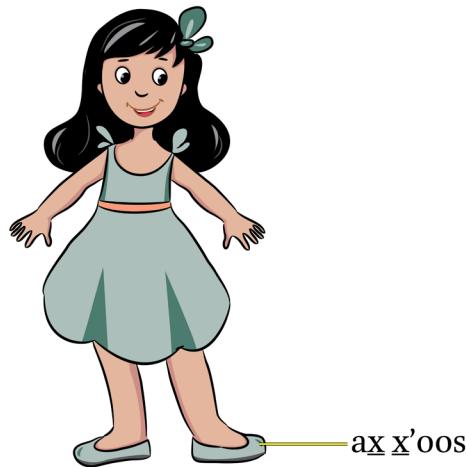
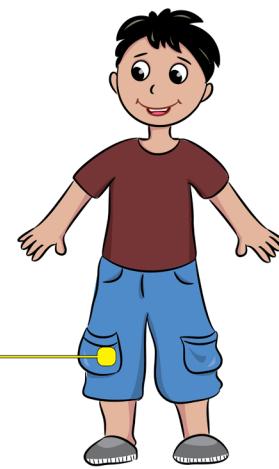
ax tl'eik
ax tl'eek

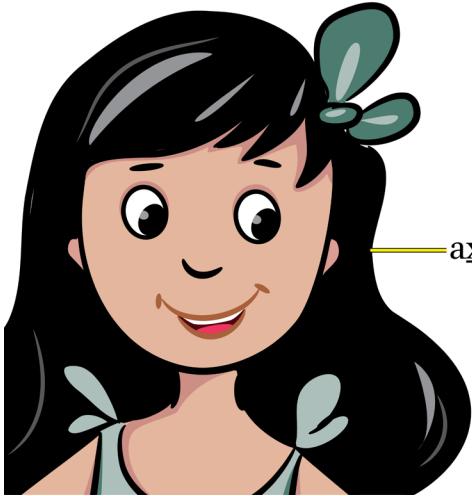


ax wóow

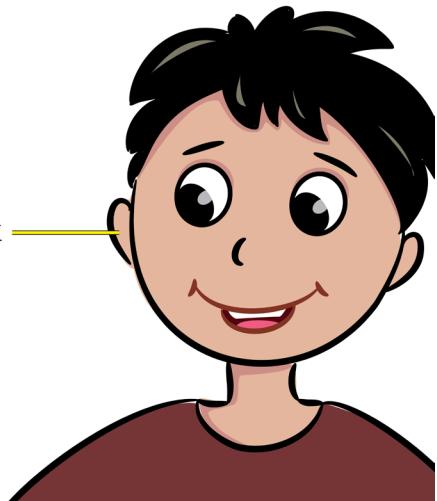


ax x'óol'

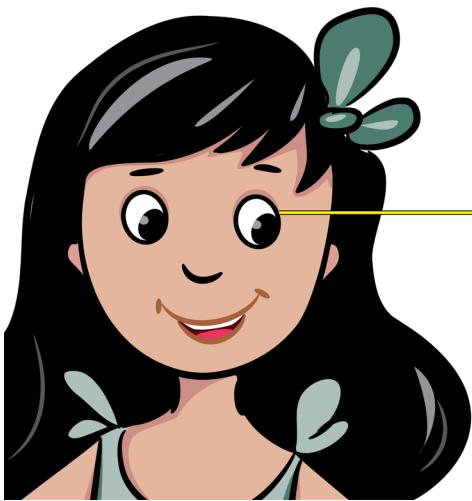




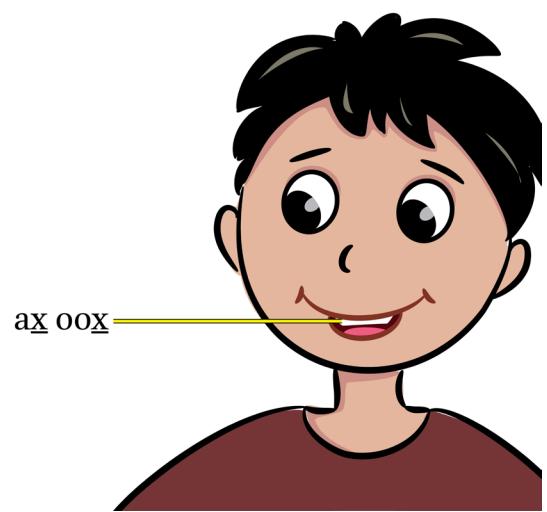
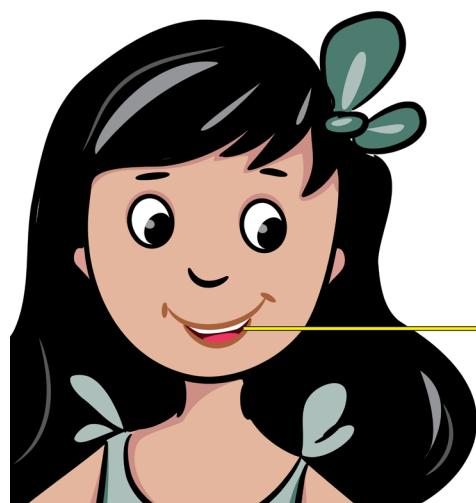
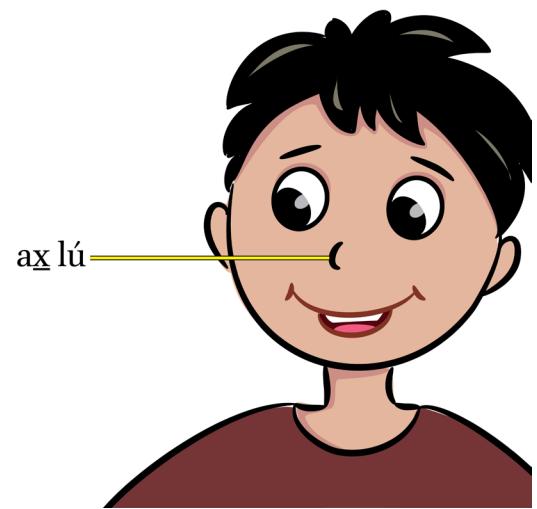
ax shaxaawú

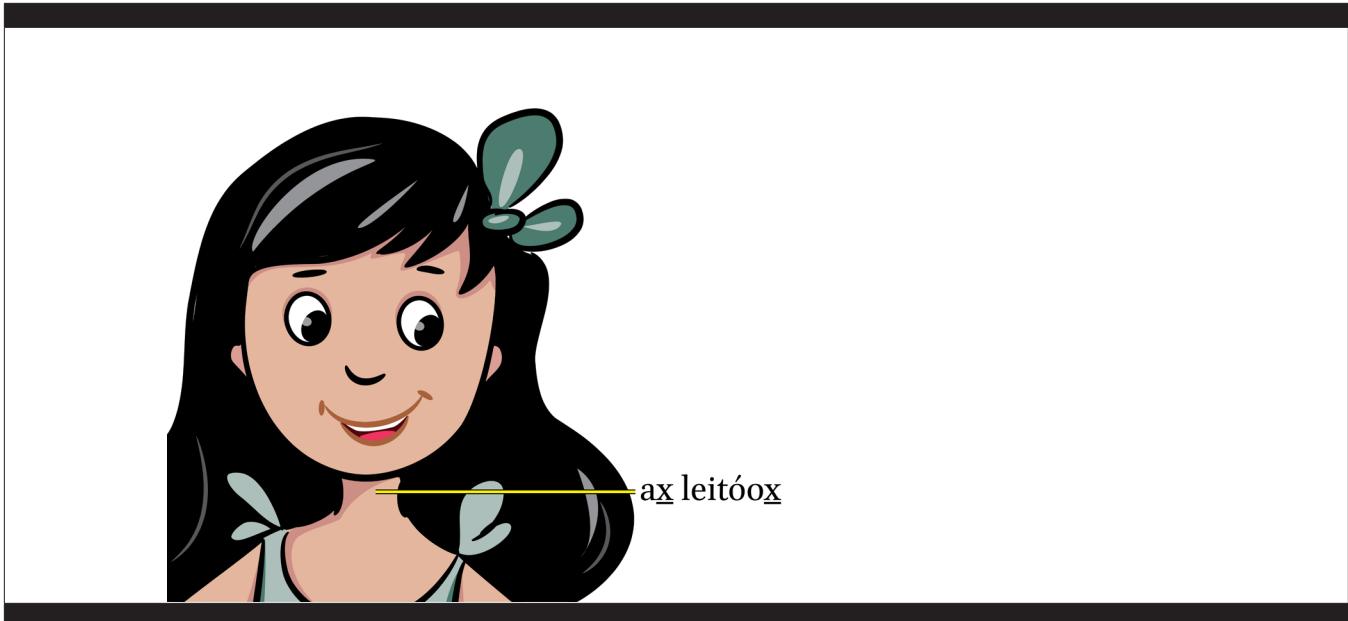


ax gúk



ax waak





Now that we've learned some body parts, we will start using some familiar drills with them. Our goals are to locate our own body parts and then to locate the body parts using the images above. One interesting thing to note is that body parts do not pluralize. In English, we would say "my head, your head, our heads," whereas Tlingit would be «ax shá, i shá, haa shá.» Once we have practiced some basic phrases with this, we will move into some more complex phrases

	this is my ____
ax ____ áyá	<p>ax + ____ + á-yá my-(is.P) + [body part] + [focus].right-here</p>
	where is your ____?
goosú i ____?	<p>goo-sá-ú + i + ____? where-say-at + your-(2s.P) + [body part]?</p>

	here is my ____
yáadu ax ____	<p>yá-t-u + ax + ____</p> <p>right-here.at-(arrived).at + my-(is.P) + [body part]</p>
	this is her/his ____
du ____ áyá	<p>du + ____ + á-yá</p> <p>her/his-(3s.P) + [body part] + [focus].right-here</p>
	imperfective (+)
	Simon says ____
Simon yéi x'ayaká ____	<p>Simon + yéi + x'a-ya-∅-∅-√ká + ____</p> <p>Simon + thus + mouth.vsf.s/he-(3.S).cl-(−d,∅,−i).√say/tell + [phrase]</p>
	imperfective (−) – irrealis
	Simon didn't say it
tlél yéi x'awuká Simon	<p>tlél + yéi + x'a-ya-u-∅-∅-√ká + ____</p> <p>Simon + thus + mouth.vsf.irr.s/he-(3.S).cl-(−d,∅,−i).√say/tell</p>

	imperative
i sháat shí!	touch your head!
	<p style="text-align: center;"><i>i + shá-t + Ø-Ø-√shí</i> your-(2s.P) + head.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i <u>x</u>eekt shí!	touch your upper arm!
	<p style="text-align: center;"><i>i + <u>x</u>eek-t + Ø-Ø-√shí</i> your-(2s.P) + upper-arm.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i jínt shí!	touch your hand!
	<p style="text-align: center;"><i>i + jín-t + Ø-Ø-√shí</i> your-(2s.P) + hand.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i tl'eikt shí! / i tl'eekt shí!	touch your finger!
	<p style="text-align: center;"><i>i + tl'eik-t + Ø-Ø-√shí</i> your-(2s.P) + finger.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>

	imperative
i wóowt shí!	touch your chest!
	<p style="text-align: center;">i + wóow-t + Ø-Ø-√shí your-(2s.P) + chest.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i x'óol't shí!	touch your hand!
	<p style="text-align: center;">i + x'óol'-t + Ø-Ø-√shí your-(2s.P) + belly.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i keeyt shí!	touch your knee!
	<p style="text-align: center;">i + keey-t + Ø-Ø-√shí your-(2s.P) + knee.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i x'oost shí!	touch your foot/feet!
	<p style="text-align: center;">i + x'oos-t + Ø-Ø-√shí your-(2s.P) + foot/feet.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>

	imperative
i yát shí!	touch your face!
	$i + yá-t + \emptyset-\emptyset-\sqrt{shí}$ your-(2s.P) + face.at-(arrive) + ∅-cp.cl-(-d,∅,-i).√touch
	imperative
i shaxaawóot shí!	touch your hair!
	$i + shaxaawú-t + \emptyset-\emptyset-\sqrt{shí}$ your-(2s.P) + hair.at-(arrive) + ∅-cp.cl-(-d,∅,-i).√touch
	imperative
i gúkt shí!	touch your ear!
	$i + gúk-t + \emptyset-\emptyset-\sqrt{shí}$ your-(2s.P) + ear.at-(arrive) + ∅-cp.cl-(-d,∅,-i).√touch
	imperative
i waakt shí!	touch your eye!
	$i + waak-t + \emptyset-\emptyset-\sqrt{shí}$ your-(2s.P) + eye.at-(arrive) + ∅-cp.cl-(-d,∅,-i).√touch

	imperative
i lóot shí!	touch your nose!
	<p>i + lú-t + Ø-Ø-√shí your-(2s.P) + nose.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i x'éit shí!	touch your mouth!
	<p>i + <u>x</u>'é-t + Ø-Ø-√shí your-(2s.P) + mouth.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i ooxt shí!	touch your tooth/teeth!
	<p>i + <u>oox</u>-t + Ø-Ø-√shí your-(2s.P) + tooth/teeth.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>
	imperative
i leitóox<u>t</u> shí!	touch your throat
	<p>i + leitóox<u>t</u> + Ø-Ø-√shí! your-(2s.P) + throat.at-(arrive) + Ø-cp.cl-(-d,Ø,-i).√touch</p>

imperative

shake your ____!

i ____ laxwál!

i + ____ + Ø-la-√xwál
your-(2s.P) + ____ + Ø-cp.cl(-d,Ø,-i).√tremble/rattle

where is the hurt/sick?

goosú wé yanéekw?

goo-sá-ú + wé + yá-√néekw
where-say-is-at + there + cl(-d,Ø,+i).√sick/hurt

imperfective

my ____ hurts / my ____ is sick

ax ____ yanéekw

ax + ____ + ýa-√néekw
my-(1s.P) + ____ + cl(-d,Ø,+i).√sick/hurt

imperfective

her/his ____ hurts; her/his ____ is sick

du ____ yanéekw

du + ____ + ýa-√néekw
her/his-(3s.P) + ____ + cl(-d,Ø,+i).√sick/hurt

perfective

hunger has arrived to me
(i'm hungry)

ax éet yaan uwaháa

ax + ée-t + yaan +
yü-ÿa-√háa¹

my-(1s.P) + [empty base].at-(arrived) + hunger +
pfv.cl(-d,Ø,+i).√move-imperceptably

perfective

sleep has arrived to me
(i'm sleepy)

ax éet yataawaháa

ax + ée-t + ÿa-√taa +
yü-ÿa-√háa¹

my-(1s.P) + [empty base].at-(arrived) + pfv.cl(-d,Ø,+i).√sleep +
pfv.cl(-d,Ø,+i).√move-imperceptably

perfective

i'm tired

xat wudixwétl

xat + yü-di-√xwétl
me-(1s.O) + pfv.cl-(+d,Ø,+i).√tired

perfective

my head has dried up
(i'm thirsty)

xat shaawakúx

xat + sha-ÿu-ÿa-√kúx
me-(1s.O) + head.pfv.cl-(+d,Ø,+i).√dried-up

perfective

has hunger arrived to you
(are you hungry)?

i éet gé yaan uwaháa

i + ée-t + gé + yaan +
yü-ÿa-√háa¹
your-(2s.P) + [empty base].at-(arrived) + yes/no? +hunger +
pfv.cl(-d,Ø,+i).√move-imperceptably

perfective

has sleep arrived to you
(are you sleepy)?

i éet gé yataa waháa

i + ée-t + gé +
ÿa-√taa + yü-ÿa-√háa¹
your-(2s.P) + [empty base].at-(arrived) + yes/no? +
cl(-d,Ø,+i).√sleep + pfv.cl(-d,Ø,+i).√move-imperceptably

perfective

are you tired

iwdixwétl gé?

i-ÿu-di-√xwétl + gé
you-(2s.O)-pfv.cl-(+d,Ø,+i).√tired + yes/no?

perfective

has your head dried up
(are you thirsty)?

ishaawakúx gé?

i-sha-ÿu-ÿa-√kúx + gé
you-(2s.O)-head.pfv.cl-(+d,Ø,+i).√dried-up + yes/no?

perfective

what has arrived to you
(what are you hungry for?)
(what are you wanting?)

daa sá i éet uwaháa

daa + sá + i + ée-t +
yü-ÿa-√háa¹

what + say + your-(2s.P) + [empty base].at-(arrived) +
pfv.cl(-d,Ø,+i).√move-imperceptably

perfective

____ has arrived to me
(i'm hungry for ____)
(i want ____)

____ ax éet uwaháa

____ + ax + ée-t + yaan +
yü-ÿa-√háa¹

my-(1s.P) + [empty base].at-(arrived) + hunger +
pfv.cl(-d,Ø,+i).√move-imperceptably



útlxi

boiled fish



at x'éeshi

dry fish



náayadi

half dry fish



k'ínk'

fermented
fish heads



taxhéeni

soup; broth



at kahéeni

juice



tléikw

berries



tsaa eixí /
tsaa eexí

seal oil



tsaa dleeyí

seal meat



guwakaan dleeyí /
kuwakaan dleeyí

deer meat



gáatl

pilot bread



k'únts' / k'wúnts'

potatoes



shaaw

gumboots
/ chiton



s'áaw

crab (dungeness)



gáal'

clams



kaháakw

(fermented)
salmon eggs



s'ikshaldéen

Hudson Bay tea,
Labrador tea



laak'ásk

black seaweed
(common)



k'áach'

red seaweed
(ribbon)

conjugation prefix

N + tuwáa + S-s-√góo^x (*ga state verb – subject intransitive*)

for N to want, like, desire S;
for S to be pleasing to N

N + tú-ÿá + (ga-cp)-S-s-√góo
[nominal object] + inside.face + [ga-CP].cl-(s).√happy

imperfective (+)

what do you want?

daa sá i tuwáa sigóo

daa + sá + i + tú-ÿá + si-√góo
what + say + your-(2s.P) + inside.face + cl-(–d,s,+i).√happy

imperfective (+)

i want _____

_____ ax tuwáa sigóo

_____ ax + tú-ÿá + si-√góo
_____ + my-(1s.P) + inside.face + cl-(–d,s,+i).√happy

imperfective (+)

what does s/he want?

daa sá du tuwáa sigóo

daa + sá + du + tú-ÿá + si-√góo
what + say + her/his-(3s.P) + inside.face + cl-(‐d,s,+i).√happy

imperfective (+)

s/he wants ____

____ du tuwáa sigóo

____ du + tú-ÿá + si-√góo
____ + her/his-(3s.P) + inside.face + cl-(‐d,s,+i).√happy

imperfective (+)

do you want ____?

____ gé i tuwáa sigóo?

____ + gé + i + tú-ÿá + si-√góo
____ + yes/no? + your-(2s.P) + inside.face + cl-(‐d,s,+i).√happy

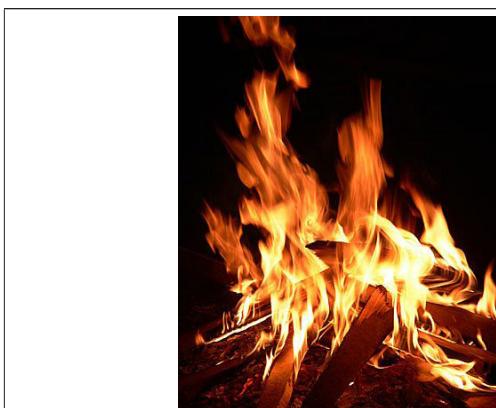
imperfective (+)

yes. i want ____

aaa. ____ ax tuwáa sigóo

aaa + ____ ax + tú-ÿá + si-√góo
yes + ____ + my-(1s.P) + inside.face + cl-(‐d,s,+i).√happy

<p>tlél + N + tuwáa + u-S-sh-√gú^x (<i>ga state verb – subject intransitive</i>)</p>	
for N to not want, not like, not desire S; for S to be unpleasant to N	<p>tlél + N + tú-ÿá + (ga-cp)-S-sh-√gú not + [nominal object] + inside.face + [ga-CP].cl-(sh).√happy</p>
	imperfective (-)
tléik'. tlél ax tuwáa ushgú ____	<p>no. i don't want ____</p>
	<p>tléik' + tlél + ax + tú-ÿá + u-sh-√gú no + not + my-(1s.P) + inside.face + irr.cl-(–d,sh,–i).√happy</p>
	progressive imperfective
ax éede yaa yaan nahéin	<p>hunger is arriving to me (i'm getting hungry)</p>
	<p>ax + ée-de + yaa + yaan + na-Ø-√háa¹-n my-(1s.P) + [empty base].towards + hunger + na-cj.cl-(–d,Ø,–i).√move-imperceptably.progressive</p>
	progressive imperfective
ax éede yaa yata nahéin	<p>sleep is arriving to me (i'm getting sleepy)</p>
	<p>ax + ée-de + yaa + ÿa-√ta + na-Ø-√háa¹-n my-(1s.P) + [empty base].towards + cl-(–d,Ø,+i).√sleep + na-cj.cl-(–d,Ø,–i).√move-imperceptably.progressive</p>



x'aan

fire;
red (color)



x'oon

fur seal



x'éen

wall crest;
wall screen



x'uskeit

leggings (lit. thing
over the legs)



shadakóox'

woven hat
with rings



s'áax'

gray cod



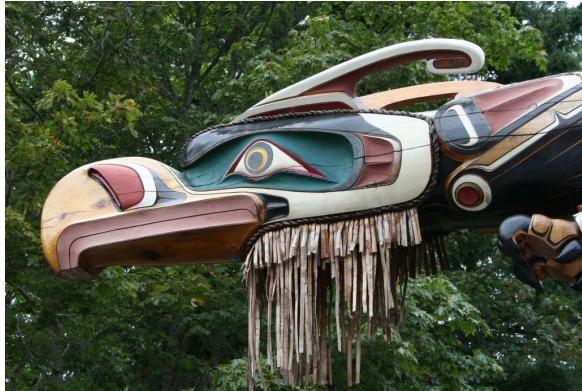
keitl

dog



cháatl

halibut

	<p>xeitl</p> <p>thunderbird</p>
	<p>tláak</p> <p>arrowhead / spear point</p>
<p>daat eetéenáx sá iyatee?</p>	<p>through what things remains you? (what do you need?)</p>
	<p>daat + eetí-náx + sá + i-ÿa-√tee what + remains.through + say + you-(2s.O).cl-(−d,∅,+i).√be</p>
<p>_____ eetéenáx xat yatee</p>	<p>i am through the remains of _____ (i need _____)</p>
	<p>_____ + eetí-náx + xat + ÿa-√tee _____ + remains.through + me-(1s.O) + cl-(−d,∅,+i).√be</p>

Aadoo sáwé?

Who is that?

Shóogoonáx,
aadéi yoo at kawdiyayi yé,
yá Lingít,
shayadiheni aa yéi sh kalneek
yá ixféenax̄ áyá,
haat haa wsidáłk,
Yá ixféé.

— Shaadaax'

For the things that happened
to the Tlingits,
in the beginning,
many say we migrated here
through the south,
the south.
— Robert Zuboff

(Dauenhaeuer, Haa Shuk á66–67)

Aadóo sáwé?

Start this lesson off with the following dialogue exercise. Take turns being A and B, paying close attention to the relationship between an elder and her/his grandchild. Try to use emotion when speaking, and also focus on having a flow to your language that makes it sound like a native Tlingit speaker.

A 1	[kawdigwál: k'ux, k'ux, k'ux]	[knocks: knock, knock, knock] ka-ÿu-∅-di-√gwál hsf.pfv.s/he-(3.S).cl-(+d,∅,+i).√beat/knock/ring/hit/stab
2	neil gú!	come in! neil + ∅-√gú into-building + cl-(+d,∅,-i).√walk/go-(singular)
B	aa sáwé?	who's there? aa(dóo) + sá-wé? who + voice.there
A 4	xát áyá.	it's me. xát + á-yá me-(is.i) + [focus].right-here
5	aaá. ax dachxánk'.	oh. my grandchild. aaa + ax + dachxán-k' yes + my-(is.p) + grandchild.[diminutive]
B 6	tlél iyaxooteen.	i didn't recognize you. tlél + i-ya-u-ÿu-xa-∅-√teen not + you-(2s.O).vsf.irr.pfv.i-(is.S).cl-(+d,∅,-i).√see
7	yak'éi haat yigoodí.	it's good that you've come. ∅-ya-k'éi + haa-t + ÿu-i-∅.√goot-í s/he/it-(3.O).cl-(+d,∅,+i).√good/fine + this-hither-at-(arriving) + pfv.you-(2s.S).cl-(+d,∅,-i).√walk/go-(singular)

B 8	wáa sáwé?	what's up? wáa + sá how + voice
A 9	ax tláa jeetx utlxí áyá haat xwasi.in.	i've brought some boiled fish from my mother ax + tláa + jee-dáx + utlxí + á-yá + haa-t + Ø-yü-xa-si.vín my-(is.p) + mother + possession.from + boiled fish + hither.at-(arrived) her/him/it-(3.O).pfv.i-(is.S).cl-(d,Ø,+i).vcarry-(full container)
10	ax adée!	oh wow! (Oh my!) (Far out.) ax + adée my-(is.p) + dear-thing
B	goodáx át sáwé?	where is it from? goo-dáx + át + sá-wé where.from + thing-(4n.i) + voice.that
A 12	ast'eix wookoox ax éesh dziyaak s'ootaat.	my father went fishing just this morning. Ast'eix + ýu-Ø-ýa-vkoox + ax + éesh + dziyaak + s'ootaat fishing + pfv.s/he-(3.S).cl-(d,Ø,+i).vgo-(by boat or car) + my-(is.p) + father + little-while-ago + morning
B 13	gunalchéesh, hó hó.	thank you very much. gunalchéesh +hó-hó thank-you + [emphasis]
A 14	i jiyís yéi at nakasaneiyí.	let me do something for you. i jee-yís + yéi + at + na-ga-xa-sa-vnei-yí your-(2s.p) + possession.for-(benefit) + thus + something-(4n.O) + na-md.gá-md.i-(is.S).cl-(d,s,-i).vdo/work-on
B 15	héen eetéenáx xat yatee.	i need some water. héen + eetí-náx + xat + ýa-vtee water + remnant.through/via + me-(is.O) + cl-(d,Ø,+i).vbe

		here. i've brought it here.
A 16	héix' haat xwasi.ín.	hé-x' + haa-t + ḷu-xa-siv.ín here.at-(residing) + hither.at-(arriving) + pfv.i-(1s.S).cl-(‐d,s,+i).√carry-(full container)
17	gunalchéeshik'.	thanks, dear gunalchéesh-i-k' thank-you.[peg vowel].diminutive
B		
18	goosú i tláa?	where is your mother? goo-sá-ú + i + tláa where.voice.is/are-at + your-(2s.p) + mother
A 19	neilú hú.	she's home neil-ú + hú home.is/are-at + her/him-(3s.i)
B 20	goosú i kék'?	where's your little sister/brother? goo-sá-ú + i + kék' where.voice.is/are-at + your-(2s.p) + younger-sibling-(same gender)
21	sgóonu hú.	s/he's at school sgóon-ú + hú school.is/are-at + her/him-(3s.i)
A	kkwagóot dei.	i'm going to go now ga-u-ga-xa-∅-√góot + dei ga-md.irr.ga-md.i-(1s.S).cl-(‐d,∅,-i).√walk/go-(singular)
23	tsu i xándeí kkwagóot seigánx'.	i'll come see you again tomorrow. tsu + i + xán-de + ga-u-ga-xa-∅-√góot + seigán-x' again + your-(2s.p) + beside.towards + ga-md.irr.ga-md.i-(1s.S).cl-(‐d,∅,-i).√walk/go-(singular) + tomorrow.at-(residing)

		it's good to see you.
24 B	yak'éi ixwsateení.	Ø-ŷa-√k'éi + i-ŷu-xa-sa-√teen-í her/him/it-(3.O)-cl-(-d,Ø,-i).√good/fine + you-(2s.O).pfv.i-(1s.S).cl-(-d,s,-i).√see
25	aaá tsu haagu x'wán.	yes, comeback again aaá + tsu + haa-Ø-√gú + x'wán yes + again + hither.cl-(-d,Ø,-i).√walk/go-(singular) + be-sure-to/may-you
A 26	gunalchéesh.	thank you. gunalchéesh thank-you

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 «ax xoonx'i yán» (my clan relatives, friends). This term would not necessarily include those from the opposite clan, who generally are «ax 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.

A kinship term is a form of greeting, and is often used in public and in ceremony to show a closeness to a clan or individual. In Tlingit culture, the clan is the primary form of identity, and an individual should always be conscious of the clans of others, especially clan opposites. When speaking in public at a Tlingit event, the speaker should always address clan opposites, and should be careful not to boast about the self or one's own clan. An insult to the opposite clan in public could result in a debt that the clan of the speaker is responsible for paying.

When thinking about kinship terms, it is important to remember the clan based-system of Tlingit. Although we are using English terms like, “her older sister” the term sister is not limited to the other females from the same parent(s). Instead, it refers to all members of the same clan who are also female and are of the same generation. Because of this, there is no translation for English kinship terms like cousin. Instead, the challenge of the speaker is to think in Tlingit, about the clan that person may be and how that clan relates to one's own lineage.

The father's clan is often the one shown the most respect and love in public, and we must again keep in mind the clan structure. A paternal uncle is not just the blood siblings of one's father, but instead all of the males in his clan that are of the same generation. Paternal refers to «kaa éesh yinaanáx» (a person's father's lineage) and maternal is «kaa tláa yinaanáx» (a person's mother's lineage). A Tlingit person is the same clan as their mother, and one must always protect the relationships between clans by putting clan law before the individual. Speak carefully, and try not to insult a clan by using their at.óow without permission (including their histories and crests).

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

	that is her/his ____ /
du ____ áwé.	du ____ á-wé her/his-(3s.p) + [focus].that
-tláa	mother
-éesh	father
-káak	maternal uncle
-tláak'w	maternal aunt
-sáni	paternal uncle
-aat	paternal aunt
-léelk'w	grandparent

	is that your ____? i ____ ák.wé?
	i + ____ + á-gé-wé your-(2s.p) + ____ + [focus].yes/no?.that
♀	female specific kinship terms
–shátx	(female's) older sister
–kéek'	(female's) younger sister
–éek'	(female's) brother
♂	male specific kinship terms
–húnxw	(male's) older brother
–kéek'	(male's) younger brother
–dlaak'	(male's) sister

-yádi	child
-yátx'i	children
-sée	daughter
-yéet	son
-dachxán	grandchild
-kéilk'	maternal niece/nephew
-káalk'w	paternal niece/nephew
-xúx	husband
-shát	wife
-chaan	mother-in-law
-wóo	father-in-law

	<p>this is me</p> <p><u>x</u>át áyá.</p> <p>xát + á-yá me-(is.i) + [focus].right-here</p>
	<p>this is my grandparent right here</p> <p><u>a</u>x léelk'w áyá yáadu.</p> <p>ax + léelk'w + á-yá + yá-t-u my-(is.p) + grandparent + [focus].right-here + right-here.at-(arrived).is/are-at</p>
	<p>i am her/his grandchild</p> <p><u>d</u>u dachxán áyá <u>x</u>át.</p> <p>du + dachxán + á-yá + xát her/his-(3s.p) + grandchild + [focus].right-here + me-(is.i)</p>
	<p>i am my grandparent's grandchild</p> <p><u>a</u>x léelk'w dachxán áyá <u>x</u>át.</p> <p>ax + léelk'w + dachxán + á-yá + xát my-(is.p) + grandparent + grandchild + [focus].right-here + me-(is.i)</p>

	<p>this is my father.</p>
ax éesh áyá.	<p>ax + éesh + á-yá my-(is.p) + father + [focus].right-here</p>
	<p>my father is my grandparents' son</p>
ax léelk'w yéet áwé, ax éesh.	<p>ax + léelk'w + yéet + á-wé + ax + éesh my-(is.p) + grandparent + son + [focus].there + my-(is.p) + father</p>
	<p>i am my father's son</p>
ax éesh yéet áyá xát.	<p>ax + éesh + yéet + á-yá + xát my-(is.p) + father + son + [focus].right-here + me-(is.i)</p>
	<p>i am my father's daughter</p>
ax éesh sée áyá xát.	<p>ax + éesh + sée + á-yá + xát my-(is.p) + father + daughter + [focus].right-here + me-(is.i)</p>

	where is your father
goosú i éesh?	<p>goo-sá-ú +i + éesh where.voice.is/are-at + your-(2s.p) + father</p>
	there is my father
wéidu ax éesh.	<p>wé-t-u + ax + éesh there.at-(arrived).is/are-at + my-(1s.p) + father</p>
	imperfective (+)
	who do you see?
aadóo sá iyatéen?	<p>aadóo + sá + Ø-i-ya-√téen who + voice + her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,+i).√see</p>
	imperfective (+)
	i see my father
ax éesh xaatéen.	<p>ax + éesh + xat my-(1s.p) + father + her/him/it-(3.O).i-(1s.S).cl-(-d,Ø,+i).√see</p>

	is that your paternal uncle?
i sáni ák.wé?	<p>i + sáni + á-gé-wé</p> <p>your-(2s.p) + paternal-uncle + [focus].yes/no.that</p>
	yes, that is my paternal uncle.
aaá, ax sáni áwé.	<p>aaá + ax + sáni + á-wé</p> <p>my-(1s.p) + paternal-uncle + [focus].that</p>
	imperfective (+)
	how is your mother?
wáa sá yatee i tláa?	<p>wáa + sá + Ø-ÿa-√tee + i + tláa</p> <p>how + voice + her/him/it-(3.O).cl-(-d,Ø,+i).√be + your-(2s.p) + mother</p>
	imperfective (+)
	my mother is good.
ax tláa yak'éi.	<p>ax + tláa + Ø-ÿa-√k'éi</p> <p>my-(1s.p) + mother + her/him/it-(3.O).cl-(-d,Ø,+i).√good/fine</p>

imperfective (+)

what is your paternal aunt called?

wáa sá duwasáakw i aat?

wáa + sá + Ø-du-ÿa-√sáa-kw + i + aat

how + voice
+ her/him/it-(3.O).someone-(4h.S).cl-(–d,Ø,+i).√name.[repeatedly]
+ your-(2s.p) + paternal-aunt

imperfective (+)

my paternal aunt is called Susie.

Susie yóo duwasáakw ax aat.

Susie + yóo + Ø-du-ÿa-√sáa-kw + ax + aat

Susie
+ to/fro + her/him/it-(3.O).someone-(4h.S).cl-(–d,Ø,+i).√name.[repeatedly]
+ my-(1s.p) + paternal-aunt

which clan is your father?

daakw.aa naa sáwé i éesh?

daakw-aa + naa + sá-wé + i + éesh

which.one(s)-(part.i) + clan/tribe + voice.that + your-(2s.p) + father

imperfective (+)

my father is Raven moiety/tribe

Yéil naax sitee ax éesh.

yéil naa-x + Ø-si-√tee + ax + éesh

raven + clan/tribe.[locative] + her/him/it.cl-(–d,s,+i).√be +
my-(1s.p) + father

	where is your father's <u>kwáan</u> ?
goot'á <u>kwáan</u> sáwé i éesh?	<p>goo-t-áa + <u>kwáan</u> + sá-wé + i + éesh where.at-(arrived).one(s)-(part.i) + people-of + voice.that + your-(2s.p) +father</p>
	it is Áak'w <u>Kwáan</u>
Áak'w <u>Kwáan</u> áwé.	<p>Áa-kw + <u>Kwáan</u> + á-wé lake.[diminutive] + people-of + [focus].that</p>
	imperfective (+)
	where does your mother live?
goox' sá yéi yatee i tláa?	<p>goo-x' + sá + yéi + Ø-ŷa-√tee + i + tláa where.at-(residing) + voice + thus + her/him/it-(3.O).cl-(~d,Ø,+i).√be + your-(2s.p) + mother</p>
	imperfective (+)
	my mother lives in Juneau.
Juneaux' yéi yatee ax tláa.	<p>Juneau-x' + yéi + Ø-ŷa-√tee + ax + tláa Juneau.at-(residing) + her/him/it-(3.O).cl-(~d,Ø,+i).√be + my-(1s.p) + mother</p>

imperfective (+)

my ____ lives in ____.

____-x' yéi yatee ax ____.

____-x' + yéi + Ø-ya-√tee + ax + ____
____.at-(residing) + her/him/it-(3.O).cl-(-d,Ø,+i).√be + my-(1s.p) + ____

imperfective (+)

what does your father need?

daat eetéenáx sá yatee i éesh?

daat + eetí-náx + sá + Ø-ya-√tee + i + éesh
what + remnant.through/via + voice + her/him/it-(3.O).cl-(-d,Ø,+i).√be
+ your-(2s.p) + father

imperfective (+)

my father needs a rifle.

óonaa eetéenáx yatee ax éesh.

√.óon-aa + eetí-náx + Ø-ya-√tee + ax + éesh
shoot.one(s)-(part.i) + remnant.through/via + her/him/it-(3.O).cl-(-d,Ø,+i).√be
+ my-(1s.p) + father

imperfective (+)

my ____ needs ____.

____ eetéenáx yatee ax ____.

____ + eetí-náx + Ø-ya-√tee + ax + ____
____ + remnant.through/via + her/him/it-(3.O).cl-(-d,Ø,+i).√be
+ my-(1s.p) + ____

imperfective (+)

how is your paternal aunt feeling?

wáa sá sh tudinook i aat?

wáa + sá + sh + tu-Ø-di-√nook + i + aat

how + voice + reflx + inside.s/he-(3.S).cl-(+d,Ø,+i).√feel/touch
+ your-(2s.p) + paternal-aunt

imperfective (+)

my paternal aunt is sad.

ax aat toowú yanéekw.

ax + aat + tú-wú + Ø-ÿa-√néekw

my-(is.p) + paternal-aunt + inside.is/are.at
+ her/him/it-(3.O).cl-(~d,Ø,+i).√sick/hurt

where is your grandparent's sickness/hurt?

goo sá i léelk'w yanéegú?

goo + sá + i + léelk'w + ÿa-√néekw-u

where + voice + your-(2s.p) + grandparent + cl-(~d,Ø,+i).√sick/hurt.[possessive]

imperfective (+)

my grandparent has a sore throat.

ax léelk'w leitóox yanéekw.

ax + léelk'w + la-tú-x + Ø-ÿa-√néekw

my-(is.p) + grandparent + neck.inside.at-(along/repetitive)
+ her/him/it-(3.O).cl-(~d,Ø,+i).√sick/hurt

	perfective (+)
aadóo éet sá yaan uwaháa?	<p>who is hungry?</p> <p>aadóo + ée-t + sá + yaan + ѕu-ÿa-√háa who + [empty base].at-(arrived) + voice + hunger + pfv.cl(-d,∅,+i).√move-imperceptably-invisibly</p>
	perfective (+)
ax éesh éet yaan uwaháa.	<p>my father is hungry.</p> <p>ax + éesh + ée-t + yaan + ѕu-ÿa-√háa my + father + [empty base].at-(arrived) + hunger + pfv.cl(-d,∅,+i).√move-imperceptably-invisibly</p>
	perfective (+)
aadóo éet sá yataawaháa?	<p>who is sleepy?</p> <p>aadóo + ée-t + sá + ѕa-√taa+ѕu-ÿa-√háa who + [empty base].at-(arrived) + voice + cl(-d,∅,+i).√sleep+pfv.cl(-d,∅,+i).√move-imperceptably-invisibly</p>
	perfective (+)
ax sáni éet yataawaháa.	<p>my paternal uncle is sleepy.</p> <p>ax + sáni + ée-t + ѕa-√taa+ѕu-ÿa-√háa my + paternal-uncle + [empty base].at-(arrived) + cl(-d,∅,+i).√sleep+pfv.cl(-d,∅,+i).√move-imperceptably-invisibly</p>

	perfective (+)
aadóo sá wudixwétl?	who is tired? aadóo + sá + Ø-yü-di-√xwétl ¹ who + voice + her/him/it-(3.O).pfv.cl-(+d,Ø,+i).√tire/exhaust
	perfective (+)
ax kékílk' wudixwétl.	my maternal niece/nephew is tired. ax + kékílk' + Ø-yü-di-√xwétl ¹ my + maternal-niece/nephew + her/him/it-(3.O).pfv.cl-(+d,Ø,+i).√tire/exhaust
	perfective (+)
aadóo sá shaawakúx?	who is thirsty? aadóo + sá + Ø-sha-yü-ÿa-√kúx who + voice + her/him/it-(3.O).head.pfv.cl-(+d,Ø,+i).√drain-out/bail-out/be-thirsty
	perfective (+)
ax tláa shaawakúx.	my mother is thirsty. ax + tláa + Ø-sha-yü-ÿa-√kúx my + mother + her/him/it-(3.O).head.pfv.cl-(+d,Ø,+i).√drain-out/bail-out/be-thirsty

	perfective (+)
daa sá i tláak'w éet uwaháa?	<p>what is your maternal aunt hungry for?</p> <p>daa + sá + i + tláak'w + ée-t + ýu-ýa-√háa what + voice + your-(2s.p) + maternal-aunt + [empty base].at-(arrived) + pfv.cl(-d,Ø,+i).√move-imperceptably-invisibly</p>
	perfective (+)
xáat ax tláak'w éet uwaháa.	<p>my maternal aunt is hungry for fish.</p> <p>xáat + ax + tláak'w + ée-t + ýu-ýa-√háa fish + my-(is.p) + maternal-aunt + [empty base].at-(arrived) + pfv.cl(-d,Ø,+i).√move-imperceptably-invisibly</p>
	imperfective (+)
daa sá i tláa tuwáa sigóo?	<p>what does your mother want?</p> <p>daa + sá + i + tláa + tú-ýá + si-√góo what + voice + your-(2s.p) + mother + inside.face + cl(-d,s,+i).√happy</p>
	imperfective (+)
lítaa ax tláa tuwáa sigóo.	<p>my mother wants a knife.</p> <p>√lít-aa + ax + tláa + tú--ýá + si-√góo cut/saw.one(s)-(part.i) + my-(is.p) + mother + inside.face + cl(-d,s,+i).√happy</p>

	what does your father have?
daa sá i éesh jeewú?	<p>daa + sá + i + éesh + jee-wú what + voice + your-(2s.p) + father + possession.is/are-at</p>
	my father has money.
dáanaa ax éesh jeewú.	<p>dáanaa + ax + éesh + jee-wú money + my-(1s.p) + father + possession.is/are-at</p>
	who has the money?
aadóo jeewú sá wé dáanaa?	<p>aadóo + jee-wú + sá + wé + dáanaa who + possession.is/are-at + voice + there + money</p>
	my mother has the money.
ax tláa jeewú wé dáanaa.	<p>ax + tláa + jee-wú + wé + dáanaa my-(1s.p) + mother + possession.is/are-at + there + money</p>

Kinship terms can be used without a pronoun when directly addressing the relative. This switch is similar to the difference in English between “my mom” when talking to someone else about your mother, and “mom!” when talking directly to your mother. A small number of Tlingit kinship terms have special forms when directly addressing a relative. The others stay the same but do not require a pronoun.

sik'	daughter!
yítk'	son!
kélk'	maternal niece/nephew!
kálk'w	paternal niece/nephew!
chxánk'	grandchild!
atléi / atlée	mom!



k'wát'

egg



k'wálx

fern sprouts



dzísk'w

moose



tsísk'w
dzísk'w (At, T),
óondách (T), wesdzi
(C), mesdzi (C)

great horned owl



at kach'áak'u

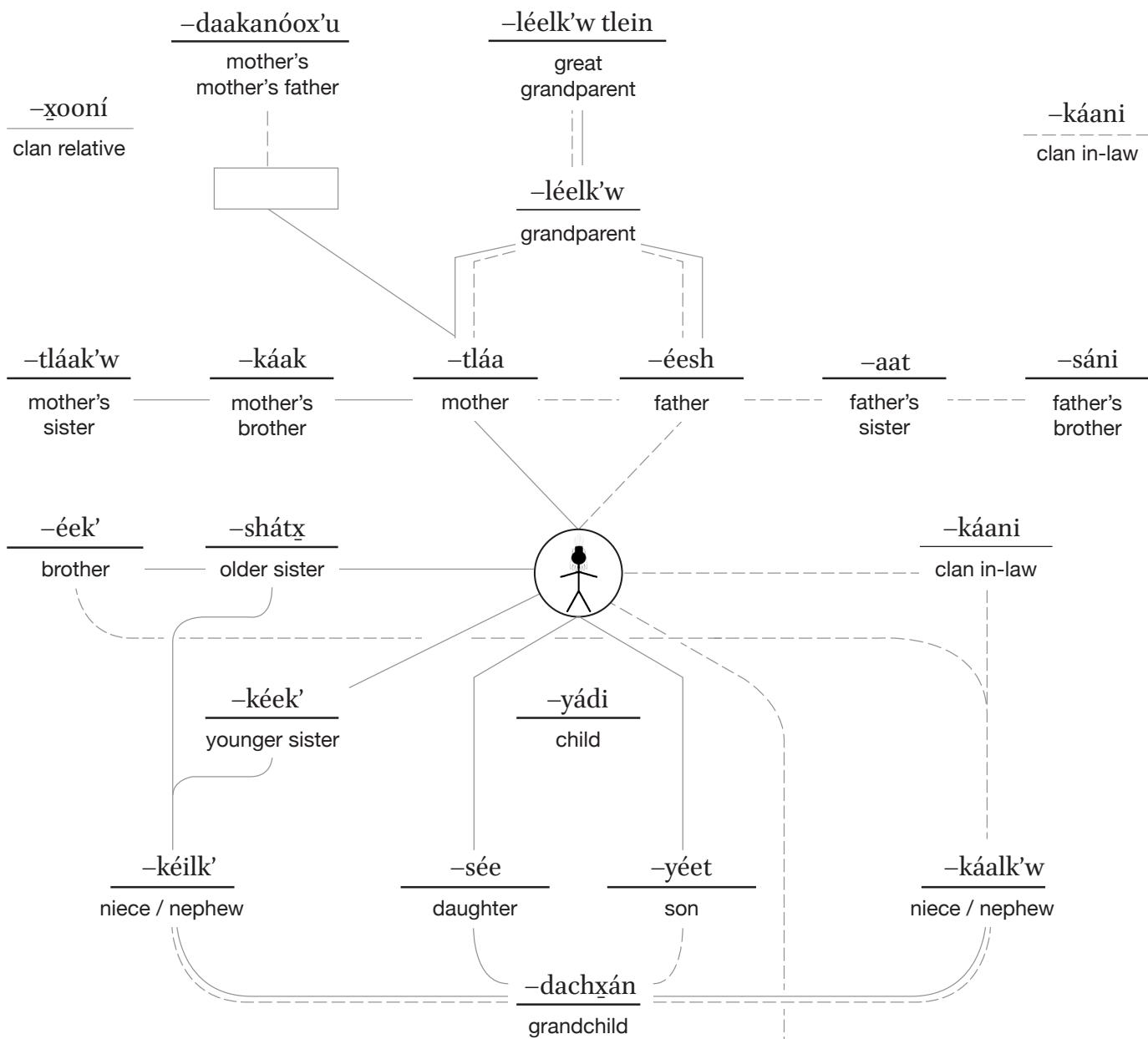
carver



kashóok' gwéil,
kashéek'w gwéil

heating pad

shaawát (♀)

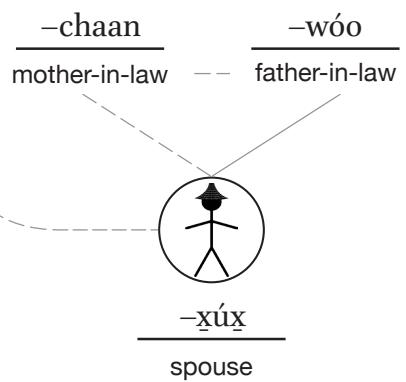


INDEPENDENT PRONOUNS

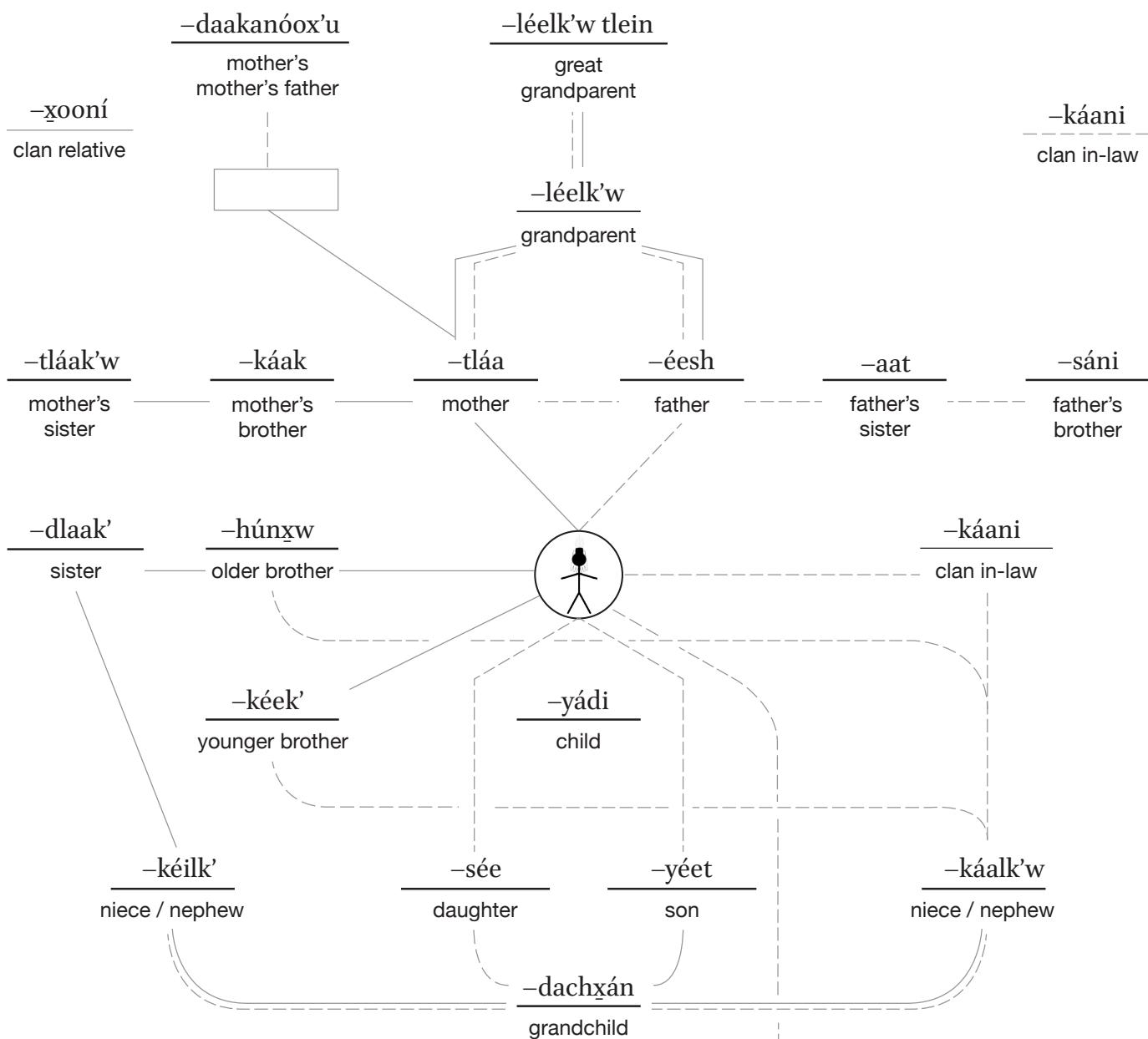
xát	i, me
wa.é	you
hú	s/he, her/him
uháan	we / us
yeewháan	you all
hás	them, they
káa	person/someone
át	it

POSSESSIVE PRONOUNS

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



káa (♂)

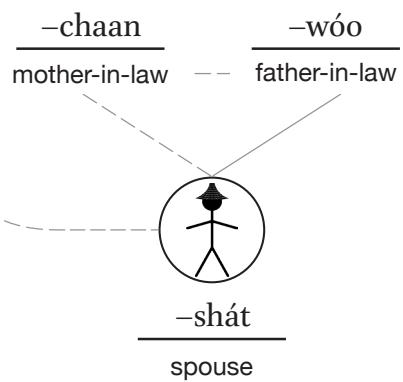


INDEPENDENT PRONOUNS

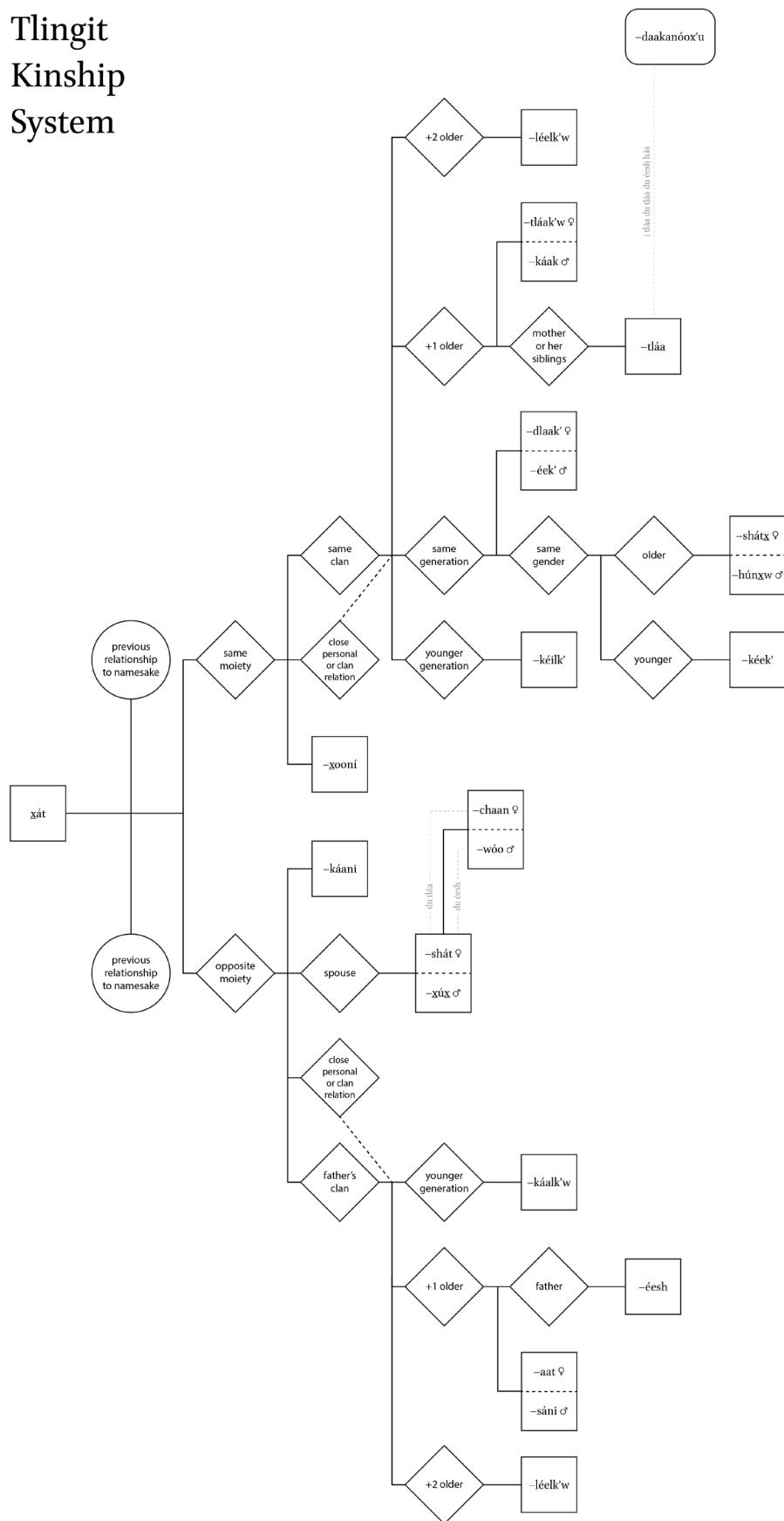
xát	i, me
wa.é	you
hú	s/he, her/him
uháan	we / us
yeewháan	you all
hás	them, they
káa	person/someone
át	it

POSSESSIVE PRONOUNS

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



Tlingit Kinship System



Goodé sá yaa neegút?

Where are you going?

Shóogoonáx,
aadéi yóo at kawdiyayi yé,
yá Lingít,
shayadiheni aa yéi sh kalneek
yá ixféenax̄ áyá,
haat haa wsidáłk,
Yá ixféé.

— Shaadaax'

For the things that happened
to the Tlingits,
in the beginning,
many say we migrated here
through the south,
the south.
— Robert Zuboff

(Dauenhaeuer, Haa Shuk á66–67)

Goodé sá yaa neegút?

Start this lesson off with the following dialogue exercise that involves . Take turns being A and B, paying close attention to the relationship between an elder and her/his grandchild. Try to use emotion when speaking, and also focus on having a flow to your language that makes it sound like a native Tlingit speaker.

dei yík

A 1	goodéi sá yaa neegút?	where are you going to? goo-dé + sá + yaa + na-i-∅-√gút where.towards + say + to/fro + na-md.you-(2s.S).cl-(+d,sh,-i).√run-(singular)
B 2	hoon daakahídidiéi yaa nxagút.	i'm going to the store. hoon + daaka-hít-i-dé + yaa + na-xa-∅-√gút selling + around-outside.house.[relational].towards + to-fro + na-md.i-(1s.S).cl-(+d,∅,-i).√walk-go-(singular)
A 3	daat gaa sáwé?	what for? daat + gaa + sá-wé what + for-(purpose) + voice.that
4	gáatlgaa ax tláa jiyís.	for pilot bread for my mother. gáatl-gaa + ax + tláa + jee-yís cracker.for-(purpose) + my-(1s.p) + mother + possession.for-(benefit)
B 5	goodéi sá yaa neegút,	where are you going, goo-dé + sá + yaa + na-i-∅-√gút where.towards + say + to/fro + na-md.you-(2s.S).cl-(+d,∅,-i).√walk-go-(singular)
6	wa.é <u>ku</u> .aa?	you, though? wa.é + <u>ku</u> .aa you-(2s.i)+ although

		i'm going to my aunt's.
A 7	ax aat xández yaa nxagút.	<p>ax + aat + xández + yaa + na-xa-∅-√gút</p> <p>my-(is.p) + paternal-aunt + beside.towards + to/fro + na-md.i-(is.S).cl-(~d,∅,-i).√walk/go-(singular)</p>
B 8	daa sá áx' yéi kgeesanéi?	<p>what are you going to do there?</p> <p>daa + sá + áx' + yéi + ga-u-ga-i-sa-√néi</p> <p>what + voice + there.at-(residing) + thus + ga-md.irrga-md.you-(2s.S).cl-(~d,s,-i).√do/work-on</p>
A 9	du jiyís at gakwas.ée.	<p>i'm going to cook a meal for her.</p> <p>du + jee-yís + at + ga-ga-u-ga-xa-s-√.ée</p> <p>her/his-(is.p) + possession.for-(benefit) + something-(4n.O) + self-benefactive.ga-md.irrga-md.i-(is.S).cl-(+d,s,-i).√cook</p>
B 10	kuwak'éi yáa yakye.	<p>it's nice out today.</p> <p>ku-ÿa-√k'éi + yáa + yakye</p> <p>[areal].cl-(~d,∅,+i).√good/fine + right-here + day</p>
11	aaá. kúnáx.	<p>yes. really.</p> <p>aaá + ku-náx</p> <p>yes + [areal].through</p>
A	haa káa gaa kuwatee.	<p>it's good weather for us.</p> <p>haa + káa + gaa + ku-ÿa-√tee</p> <p>our-(ip.p) + on + pleasant + [areal].cl-(~d,∅,+i).√be</p>
B 13	goodéi sá i tuwatee?	<p>where do you want to go?</p> <p>goo-dé + sá + i + tu-ÿa-√tee</p> <p>where.towards + voice + your-(2s.p) + inside.cl-(~d,∅,+i).√be</p>
A 14	Xunaadéi ax tuwatee.	<p>i want to go to Hoonah.</p> <p>Xóon-nÿaa-dé + ax + tu-ÿa-√tee</p> <p>north-wind.shield.towards + my-(is.p) + inside.cl-(~d,∅,+i).√be</p>
B 15	góok! naxtookoox ts'aayóok' kwshá!	<p>do it! let's go soon!</p> <p>gook! na-ga-tu-∅-√koox + ts'aayóok' + kwshá</p> <p>do-it! na-con.ga-md.we-(1p.S).cl-(~d,∅,-i).√go-(by boat or car) + immediately + perhaps</p>

		where are you traveling from?
A 1	goodáx sáwé yaa Ɂuneetín?	<p>goo-dáx + sá-wé + yaa + Ɂu-na-i-∅-√tín</p> <p>where.from + say.there + along + [areal].na-md.you-(2s.S).cl-(‐d,∅,-i).√travel-(generally)</p>
2	Fairbanksdáx áyá yaa Ɂunxatín.	<p>i'm coming from Fairbanks.</p> <p>Fairbanks-dáx + á-yá + yaa + Ɂu-na-xa-∅-√tín</p> <p>Fairbanks.from + [focus].right-here + along + [areal].na-md.i-(is.S).cl-(‐d,∅,-i).√travel-(generally)</p>
B 3	Juneaudéi Ɂuxdéi yaa Ɂunxatín.	<p>i'm returning to Juneau.</p> <p>Juneau-dé + Ɂux-dé + yaa + Ɂu-na-xa-∅-√tín</p> <p>Juneau.towards + return/revert.towards + along + [areal].na-md.i-(is.S).cl-(‐d,∅,-i).√travel-(generally)</p>
4	wa.é Ɂu.aa?	<p>and you?</p> <p>wa.é + Ɂu.aa</p> <p>you-(2s.i)+ although</p>
A 5	Sheet'kaadéi yaa Ɂunxatín.	<p>I'm traveling to Sitka.</p> <p>Sheey-t'iká-dé + yaa + Ɂu-na-xa-∅-√tín</p> <p>Sheey.outskirts-towards + along + [areal].na-md.i-(is.S).cl-(‐d,∅,-i).√travel-(generally)</p>
B 6	Ɂux keedatíni ast'eix naxtookoox kwshá?	<p>When you get back let's go fishing, ok?</p> <p>Ɂux+ Ɂu-i-da-√tín-i + a-s-√t'eix + na-ga-tu-∅-√Ɂoox + kwshá</p> <p>return/revert.towards + [areal].i-(is.S).cl-(+d,∅,-i).√travel.[relational] + [a-theme].cl-(‐d,s,-i).√fish-(with hook) + na-con.ga-md.we-(ip.S).cl-(‐d,∅,-i).√go-(by boat or car) + perhaps</p>
A 7	aaá. kei kgwak'éi.	<p>Yes. That will be nice.</p> <p>aaa + kei + ga-u-ga-∅-√k'éi</p> <p>yes + upwards + ga-md.irr:ga-md.cl-(‐d,∅,-i).√good/fine</p>

imperfective (+)

what is s/he doing?

wáa sá kuwanóok?

wáa + sá + ku-Ø-ŷa-√nóok

how + voice + [areal].s/he-(3.S).cl-(-d,Ø,+i).√do/behave

progressive imperfective (+)

s/he is walking along.

yaa nagút.

yaa + na-Ø-Ø-√gút

along + na-md.s/he-(3.S).cl-(-d,Ø,-i).√walk/go-(singular)

imperfective (+)

what are you doing?

wáa sá keeyanóok?

wáa + sá + ku-i-ŷa-√nóok

how + voice + [areal].you-(2.S).cl-(-d,Ø,+i).√do/behave

progressive imperfective (+)

i am walking along.

yaa nxagút.

yaa + na-xa-Ø-√gút

along + na-md.i-(1s.S).cl-(-d,Ø,-i).√walk/go-(singular)



sgóon / shgóon /
at wooskú daakahídi /
áx' kaa ée
at dultóow yé

school



aan / aan ká

town; downtown



neil

home



x'úx' daakahídi

book store



datóow
x'úx' daakahídi

library



jindaháa
x'úx' daakahídi

post office



atxá daakahídi

restaurant; cafe;
cafeteria



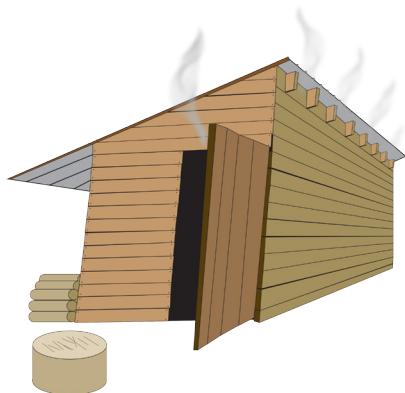
dáanaa daakahídi

bank



náakw daakahídi

hospital; clinic



at x'aan hídi /
s'eik daakahídi /
s'eik hít

smokehouse



hoon daakahídi

store



chách / chich

church (usually Protestant)

	<p>kanéisdi hít</p>	<p>church (usually Orthodox)</p>
		<p>progressive imperfective (+)</p>
<p>goodé sá yaa nagút?</p>	<p>where is s/he going?</p>	
	<p>goo-dé + sá + yaa + na-Ø-Ø-√gút where.towards + voice + along + na-md.s/he-(3.S).cl-(d,Ø,-i).√walk/go-(singular)</p>	
		<p>progressive imperfective (+)</p>
<p>___-de/-dé yaa nagút.</p>	<p>s/he is going to ____.</p>	
	<p>___-de + yaa + na-Ø-Ø-√gút ____.towards along + na-md.s/he-(3.S).cl-(d,Ø,-i).√walk/go-(singular)</p>	
		<p>progressive imperfective (+)</p>
<p>goodé sá yaa neegút?</p>	<p>where are you going?</p>	
	<p>goo-dé + sá + yaa + na-i-Ø-√gút where.towards + voice + along + na-md.you-(2s.S).cl-(d,Ø,-i).√walk/go-(singular)</p>	

progressive imperfective (+)

i am going to ____.

____-de/-dé yaa nxagút.

____-de + yaa + na-xa-∅-√gút

____.towards
along + na-md.i-(1s.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

where is your father going?

goodéi sá yaa nagut i éesh?

goo-dé + sá + yaa + na-∅-∅-√gút + i + éesh

where.towards + voice
+ along + na-md.s/he-(3.S).cl-(d,∅,-i).√walk/go-(singular)
+ your-(2s.p) + father

progressive imperfective (+)

my father is going to ____.

____-de/-dé yaa nagút ax éesh.

____-de + yaa + na-∅-∅-√gút + ax + éesh

____.towards
along + na-md.s/he-(3.S).cl-(d,∅,-i).√walk/go-(singular)
+ my-(1s.p) + father

progressive imperfective (+)

i am going to see my paternal aunt.

ax aat xándezi yaa nxagut.

ax + aat + xán-de + yaa + na-xa-∅-√gút

my-(1s.p) + paternal-aunt + beside.towards
along + na-md.i-(1s.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

i am going to see my ____.

ax ____ xándeи yaa nxagut.

ax + ____ + xán-de + yaa + na-xa-∅-√gút

my-(1s.p) + ____ + beside.towards
along + na-md.i-(1s.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

where is s/he coming from?

goodáx sá yaa nagút?

goo-dáx + sá + yaa + na-∅-∅-√gút

where.from + voice
+ along + na-md.s/he-(3.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

s/he is coming from ____.

____-dáx yaa nagút.

____-dáx + yaa + na-∅-∅-√gút

____.from
along + na-md.s/he-(3.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

where are you coming from?

goodáx sá yaa neegút?

goo-dáx + sá + yaa + na-i-∅-√gút

where.from + voice
+ along + na-md.you-(2s.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

i am coming from ____.

____-dáx yaa nxagút.

____-dáx + yaa + na-xa-∅-√gút

____.from
along + na-md.i-(1s.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

where is your mothing coming from?

goodáx sá yaa nagut i tláa?

goo-dáx + sá + yaa + na-∅-∅-√gút + i + tláa

where.from + voice
+ along + na-md.s/he-(3.S).cl-(d,∅,-i).√walk/go-(singular)
+ your-(2s.p) + mother

progressive imperfective (+)

my mother is coming from ____.

____-dáx yaa nagút ax tláa.

____-dáx + yaa + na-∅-∅-√gút + ax + tláa

____.from
along + na-md.s/he-(3.S).cl-(d,∅,-i).√walk/go-(singular)
+ my-(1s.p) + mother

progressive imperfective (+)

i am coming from seeing my paternal aunt.

ax aat xándáx yaa nxagut.

ax + aat + xán-dáx + yaa + na-xa-∅-√gút

my-(1s.p) + paternal-aunt + beside.from
along + na-md.i-(1s.S).cl-(d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

i am coming from seeing my ____.

ax ____ xándáx yaa nxagut.

ax + ____ + xán-dáx + yaa + na-xa-∅-√gút

my-(is.p) + ____ + beside.from
along + na-md.i-(1s.S).cl-(-d,∅,-i).√walk/go-(singular)

progressive imperfective (+)

s/he is going by boat or car

yaa nakúx

yaa + na-∅-∅-√kúx

along + na-md.s/he-(3.S).cl-(-d,∅,-i).√go-(by boat or car)

progressive imperfective (+)

you are going by boat or car

yaa neekúx

yaa + na-i-∅-√kúx

along + na-md.you-(2s.S).cl-(-d,∅,-i).√go-(by boat or car)

progressive imperfective (+)

i am going by boat or car

yaa nxakúx

yaa + na-xa-∅-√kúx

along + na-md.i-(1s.S).cl-(-d,∅,-i).√go-(by boat or car)

	progressive imperfective (+)
yaa ndakín	s/he is flying yaa + na-∅-da-√kín along + na-md.s/he-(3.S).cl-(+d,∅,-i).√fly-(singular or people in plane)
	progressive imperfective (+)
yaa nidakín	you are flying yaa + na-i-da-√kín along + na-md.you-(2s.S).cl-(+d,∅,-i).√fly-(singular or people in plane)
	progressive imperfective (+)
yaa naxdakín	i am flying yaa + na-xa-da-√kín along + na-md.i-(1s.S).cl-(+d,∅,-i).√fly-(singular or people in plane)
	progressive imperfective (+)
yaa kunatín	s/he is traveling yaa + ku-na-∅-∅-√tín along + [areal].na-md.s/he-(3.S).cl-(+d,∅,-i).√travel-(generally)

	progressive imperfective (+)
yaa <u>kuneetín</u>	you are traveling
	yaa + <u>ku-na-i-</u> Ø-√tín along + [areal].na-md.you-(2s.S).cl-(d,Ø,-i).√travel-(generally)
	progressive imperfective (+)
yaa <u>kunxatín</u>	i am traveling
	yaa + <u>ku-na-xa-</u> Ø-√tín along + [areal].na-md.i-(is.S).cl-(d,Ø,-i).√travel-(generally)
	progressive imperfective (+)
yaa nashíx / yaa nashxíx	s/he is running; s/he is hurrying
	yaa + na-Ø-sh-√xíx along + na-md.s/he-(3.S).cl-(+d,sh,-i).√run
	progressive imperfective (+)
yaa neeshíx / yaa neeshxíx	you are running; you are hurrying
	yaa + na-i-sh-√xíx along + na-md.you-(2s.S).cl-(+d,sh,-i).√run

progressive imperfective (+)

i am running; i am hurrying

yaa nxashíx /
yaa nxashxíx

yaa + na-xa-sh-√xíx

along + na-md.i-(1s.S).cl-(+d,sh,-i).√run

s/he is riding a bicycle

yaa sh kanaltséx

yaa + sh + ka-na-∅-l-√tséx

along + rflx + hsf.na-md.s/he-(3,S).cl-(+d,l,-i).√kick

progressive imperfective (+)

you are riding a bicycle

yaa sh kaneeltséx

yaa + sh + ka-na-i-l-√tséx

along + rflx + hsf.na-md.you-(2s.S).cl-(+d,l,-i).√kick

progressive imperfective (+)

i am riding a bicycle

yaa sh kanxaltséx

yaa + sh + ka-na-xa-l-√tséx

along + rflx + hsf.na-md.i-(1s.S).cl-(+d,l,-i).√kick

	preverbs
yéi	thus
yax	finishing or completion
directional preverbs	
yaa	along, down, obliquely, progressive
yei	down; downward
kei	up; upward
yeik <u> </u>	down to shore, beachward
daak <u> </u>	inland from shore; back from open; off of fire
daak	out to sea; into open; falling from sky; onto fire
yan / yax	ashore, onto ground, resting; to completion
yoo	to and fro; back and forth
haa(n)	here, this way, toward speaker

directional preverbs	
neil	inside; homeward: into building
<u>kux</u>	aback, reversed direction, return (+D)
kut	astray; lost

progressive imperfective (+)	
	s/he's going down.
yei nagút.	<p>yei + na-∅-∅-√gút down + na-md.s/he-(3.S).cl-(-d,∅,-i).√walk/go-(singular)</p>
progressive imperfective (+)	
	s/he's going up.
kei nagút.	<p>kei + na-∅-∅-√gút up + na-md.s/he-(3.S).cl-(-d,∅,-i).√walk/go-(singular)</p>

	progressive imperfective (+)
yeik nagút.	s/he's going down to the shore (from the forest).
	progressive imperfective (+)
daak nagút.	s/he's going up from the shore (into the forest).
	progressive imperfective (+)
daak nakúx	s/he's going out to sea (from shore).
	progressive imperfective (+)
kut kei nagút.	s/he's getting lost

progressive imperfective (+)

s/he's walking this way.

haadé yaa nagút

haa-dé + yaa + na-∅-∅-√gút

hither.towards + along + na-md.s/he-(3.S).cl-(−d,∅,−i).√walk/go-(singular)
_____from

progressive imperfective (+)

s/he's returning

kuxdé yaa ndagút.

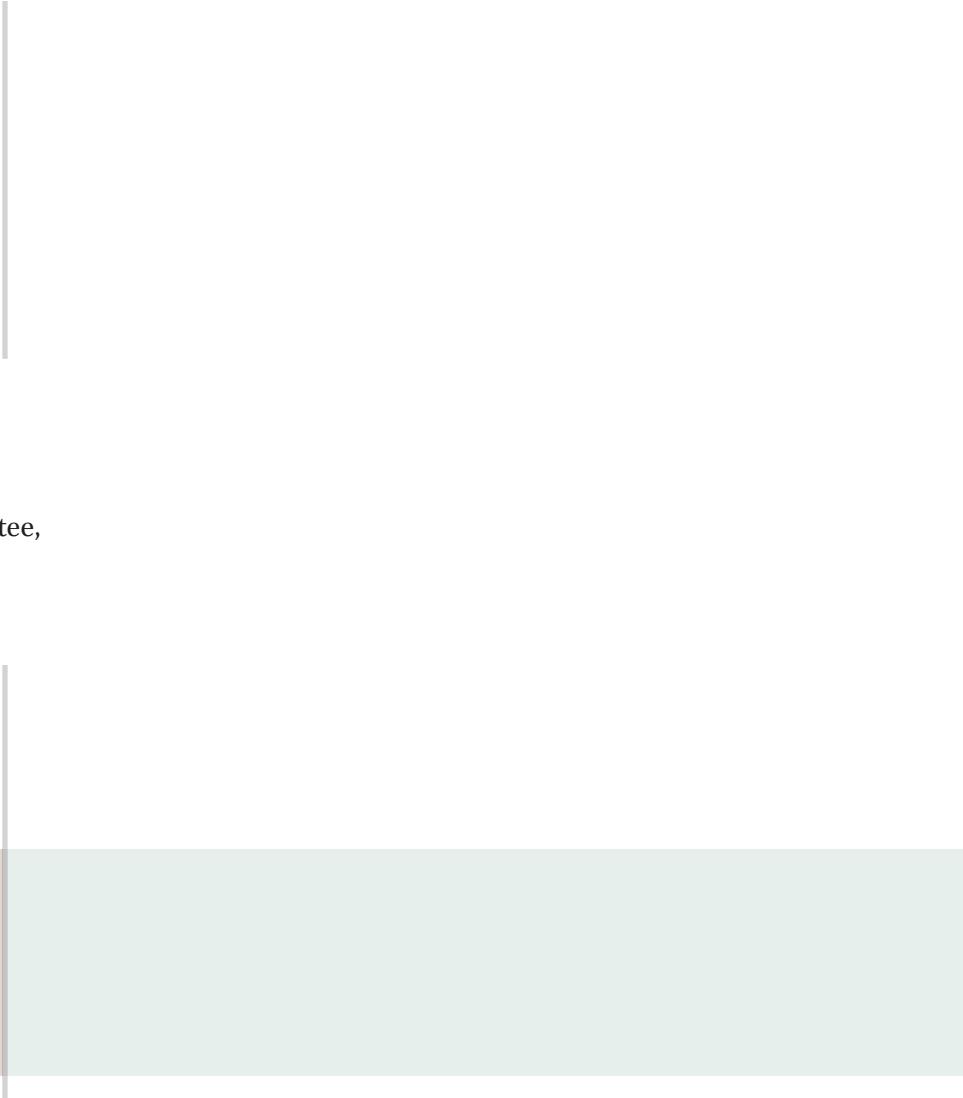
kux-dé + yaa + na-i-∅-√gút

return/revert.towards
+ along + na-md.s/he-(3.S).cl-(+d,∅,−i).√walk/go-(singular)

Wáa sá kuwanook?

What is s/he doing?

Ax toowú yak'éi
yeewháan a daa yández gaxyináagi.
Haa jinák daak kanals'ís a yáx áwé yatee,
áwé yá Lingít yoo x'atángi.
— Keixwnéi



I feel good
that you all, you are all going to stand up for it.
It is like it is blowing out of our hands,
the Tlingit language.
— Nora Dauenhauer

Wáa sá kuwanook?

It is now time to begin looking more closely at how verbs function in Tlingit. Here are the three ways we need to learn to conjugate verbs in order to use them effectively:

1. PERSON

This is who is doing the verb (subject) and who is affected by the verb (object). As in most things with Tlingit, we will learn some basic rules and then see exceptions to those rules, such as using object pronouns for what is actually the subject of the verb and using noun phrases for subjects or objects outside of the verb itself.

2. MODE

In Tlingit, verb mode is linked to concepts like whether the verb is completed or not, and if it happening now or in the future. We will see the complexity of Tlingit verb modes over time, but for now you can compare it to past, present, and future in English.

3. DEPENDENT OR LINKED CLAUSES

Linking verbs together for cause and effect (it's X because of Y) or other ways changes the way the verbs are put together. It is important to learn this so you can begin stringing thoughts together in Tlingit. You have already learned phrases that do this, like « yak'éi ixwsateení ».

Begin by looking at a question we can ask, and then some common verbs. The subject in the verb will change between first person singular (1s), second person singular (2s), and third person (3). Pay close attention to which components are changing, and how that affects contraction in the verb prefix.

wáa sá <u>kuwanook</u>	what is s/he doing? wáa + sá + <u>ku</u> -Ø-ŷa-√nóok ⁴ how + voice + areal.s/he-(3.S).cl(-d,Ø,-i).√sit/be-situated
wáa sá <u>keeyanook</u> ?	what are you doing? wáa + sá + <u>ku</u> -i-ŷa-√nóok ⁴ how + voice + areal.you-(2s.S).cl(-d,Ø,-i).√sit/be-situated
wáa sá <u>kuxaanook</u> ?	what am i doing? wáa + sá + <u>ku</u> -xa-ŷa-√nóok ⁴ how + voice + areal.i-(1s.S).cl(-d,Ø,-i).√sit/be-situated
(yéi) + <u>ku</u> -S-Ø-√nook ⁴ (<i>na act verb – subject intransitive</i>) for S to behave, do, act (in a certain way)	

S-Ø-√.áa¹ (*positional verb – subject intransitive*)

for (singular) S to be seated

áa	s/he is sitting
	Ø-Ø-√.áa ¹ s/he-(3.S)+cl-(d,Ø,-i).√sit/be-situated
ee.áa	you are sitting
	i-Ø-√.áa ¹ you-(2s.S)+cl-(d,Ø,-i).√sit/be-situated
<u>xa.áa</u>	i am sitting
	<u>xa</u> -Ø-√.áa ¹ i-(1s.S)+cl-(d,Ø,-i).√sit/be-situated

S-Ø-√hán^x (*positional verb – subject intransitive*)

for (singular) S to be standing

hán	s/he is standing
	Ø-Ø-√hán s/he-(3.S)+cl-(d,Ø,-i).√stand/rise
eehán	you are standing
	i-Ø-√hán you-(2s.S)+cl-(d,Ø,-i).√stand/rise
<u>xahán</u>	i am standing
	<u>xa</u> -Ø-√hán i-(1s.S)+cl-(d,Ø,-i).√stand/rise

at + S-Ø-√xaa ¹ (\emptyset act verb – subject intransitive)

for S to eat

at <u>xá</u>	s/he is eating
	at + Ø-Ø-√ <u>xá</u> ¹ something-(4n.O) + s/he-(3.S)+cl-(-d,Ø,-i).√eat
at eexá	you are eating
	at + i-Ø-√ <u>xá</u> ¹ something-(4n.O) + you-(2s.S)+cl-(-d,Ø,-i).√eat
at <u>xaxá</u>	i am eating
	at + <u>xa</u> -Ø-√ <u>xá</u> ¹ something-(4n.O) + i-(1s.S)+cl-(-d,Ø,-i).√eat

at + S-d+Ø-√naa ¹ (\emptyset act verb – subject intransitive)

for S to drink

at <u>daná</u>	s/he is drinking
	at + Ø-da-√ <u>ná</u> ¹ something-(4n.O) + s/he-(3.S)+cl-(+d,Ø,-i).√drink/dampen/oil
at <u>idaná</u>	you are drinking
	at + i-da-√ <u>ná</u> ¹ something-(4n.O) + you-(2s.S)+cl-(+d,Ø,-i).√drink/dampen/oil
at <u>xadaná</u>	i am drinking
	at + <u>xa</u> -da-√ <u>ná</u> ¹ i-(1s.S)+cl-(+d,Ø,-i).√drink/dampen/oil

at + S-∅-look (\emptyset act verb – subject intransitive)

for S to drink O in sips, sip O (esp. hot liquids)

at lóok	s/he is sipping
	at + ∅-∅-√lóok something-(4n.O) + s/he-(3.S)+cl(-d,∅,-i).√sip
at eelóok	you are sipping
	at + i-∅-√lóok something-(4n.O) + you-(2s.S)+cl(-d,∅,-i).√sip
at <u>x</u> alóok	i am sipping
	at + <u>x</u> a-∅-√lóok something-(4n.O) + i-(1s.S)+cl(-d,∅,-i).√sip

O-S-∅-√.een¹ (\emptyset act verb – subject intransitive)

for S to pick O (esp. berries) into a container

at een	s/he is picking (berries)
	at + ∅-∅-√.een ¹ something-(4n.O) + s/he-(3.S)+cl(-d,∅,-i).√handle-(container with objects)
at ee.een	you are picking (berries)
	at + i-∅-√.een ¹ something-(4n.O) + you-(2s.S)+cl(-d,∅,-i).√handle-(container with objects)
at <u>x</u> a.een	i am picking (berries)
	at + <u>x</u> a-∅-√.een ¹ something-(4n.O) + i-(1s.S)+cl(-d,∅,-i).√handle-(container with objects)

at + S-s-√.ee (\emptyset act verb – subject intransitive)

for S to cook

at gas.ée	s/he is cooking (for immediate consumption / for self)
	at + ga-∅-s-√.ée something-(4n.O) + self-benefactive-s/he-(3.S)+cl-(+d,s,-i).√cook
at gees.ée	you are cooking (for immediate consumption / for self)
	at + ga-i-s-√.ée something-(4n.O) + self-benefactive-you-(2s.S)+cl-(+d,s,-i).√cook
at gaxas.ée	i am cooking (for immediate consumption / for self)
	at + ga-xa-s-√.ée something-(4n.O) + self-benefactive-i-(1s.S)+cl-(+d,s,-i).√cook

at + S-s-√.ee (\emptyset act verb – subject intransitive)

for S to cook

at sa.ée	s/he is cooking
	at + ∅-s-√.ée something-(4n.O) + s/he-(3.S).cl-(+d,s,-i).√cook
at isa.ée	you are cooking
	at + ga-i-s-√.ée something-(4n.O) + you-(2s.S).cl-(+d,s,-i).√cook
at xasa.ée	i am cooking
	at + ga-xa-s-√.ée something-(4n.O) + i-(1s.S).cl-(+d,s,-i).√cook

S-d+Ø-√xaash (*na act verb – subject intransitive*)

for S to cut

	s/he is cutting
daxáash	Ø-da-√xáash s/he-(3.S).cl-(+d,Ø,-i).√cut/saw
	you are cutting
idaxáash	i-da-√xáash you-(2s.S).cl-(+d,Ø,-i).√cut/saw
	i am cutting
xadaxáash	xa-da-√xáash i-(1s.S).cl-(+d,Ø,-i).√cut/saw

S-d+Ø-√xéet' (act) (*ga act verb – subject intransitive*)

for S to sweep

	s/he is sweeping
daxít'kw	Ø-da-√xít'-kw s/he-(3.S).cl-(+d,Ø,-i).√sweep/scrape/brush.[repeatedly]
	you are sweeping
idaxít'kw	i-da-√xít'-kw you-(2s.S).cl-(+d,Ø,-i).√sweep/scrape/brush.[repeatedly]
	i am sweeping
xadaxít'kw	xa-da-√xít'-kw i-(1s.S).cl-(+d,Ø,-i).√sweep/scrape/brush.[repeatedly]

S-d+Ø-√.óos' (act) (na act verb – subject intransitive)

for S to wash

da.ús'kw	s/he is washing
	Ø-da-√.ús'-kw s/he-(3.S).cl-(+d,Ø,-i).√wash.[repeatedly]
ida.ús'kw	you are washing
	i-da-√.ús'-kw you-(2s.S).cl-(+d,Ø,-i).√wash.[repeatedly]
xada.ús'kw	i am washing
	xa-da-√.ús'-kw i-(1s.S).cl-(+d,Ø,-i).√wash.[repeatedly]

S-d+Ø-√kaa ² (Ø act verb – subject intransitive)

for S to sew

dakéis'	s/he is sewing
	Ø-da-√káa ²-s' s/he-(3.S).cl-(+d,Ø,-i).√sew/embroider/bead/tattoo.[in-series]
idakéis'	you are sewing
	i-da-√káa ²-s' you-(2s.S).cl-(+d,Ø,-i).√sew/embroider/bead/tattoo.[in-series]
xadakéis'	i am sewing
	xa-da-√káa ²-s' i-(1s.S).cl-(+d,Ø,-i).√sew/embroider/bead/tattoo.[in-series]

ka-S-d+Ø-√ch'áak'w (\emptyset act verb – subject intransitive)

for S to carve (usually smaller, detailed work) using a knife

kadach'áak'w	s/he is carving (smaller, more detailed work)
	ka-Ø-da-√ch'áak'w hsf.s/he-(3.S).cl-(+d,Ø,-i).√carve/nick
keedach'áak'w	you are carving (smaller, more detailed work)
	ka-i-da-√ch'áak'w hsf.you-(2s.S).cl-(+d,Ø,-i).√carve/nick
kaxdach'áak'w	i am carving (smaller, more detailed work)
	ka-xa-da-√ch'áak'w hsf.i-(1s.S).cl-(+d,Ø,-i).√carve/nick

ka-S-s+d-√nei ³ (\emptyset act verb – subject intransitive)

for S to knit, weave, or crochet

kasné	he/she is knitting, weaving, or crocheting
	ka-Ø-s-√né ³ hsf.s/he-(3.S).cl-(+d,s,-i).√weave-yarns/knit/crochet/make-cloth
keesné	you are knitting, weaving, or crocheting
	ka-i-s-√né ³ hsf.you-(2s.S).cl-(+d,s,-i).√weave-yarns/knit/crochet/make-cloth
kaxasné	i am knitting, weaving, or crocheting
	ka-xa-s-√né ³ hsf.i-(1s.S).cl-(+d,s,-i).√weave-yarns/knit/crochet/make-cloth

a-S-Ø-√l'óon ^x (na act verb – subject intransitive)

for S to hunt

al'ón	s/he is hunting
	a-Ø-Ø-√l'oon a-theme.s/he-(3.S).cl-(d,Ø,-i).√hunt
eel'ón	you are hunting
	a-i-Ø-√l'oon a-theme.you-(2s.S).cl-(d,Ø,-i).√hunt
axal'ón	i am hunting
	a-xa-Ø-√l'oon a-theme.i-(1s.S).cl-(d,Ø,-i).√hunt

a-S-s+d-√geiwú ^x (na act verb – subject intransitive)

for S to fish with net, seine

asgeiwú	he/she is seining
	a-Ø-s-√geiwú a-theme.hsf.s/he-(3.S).cl-(+d,s,-i).√fish-(with net)
eesgeiwú	you are seining
	a-i-s-√geiwú a-theme.hsf.you-(2s.S).cl-(+d,s,-i).√fish-(with net)
axasgeiwú	i am seining
	a-xa-s-√geiwú a-theme.hsf.i-(1s.S).cl-(+d,s,-i).√fish-(with net)

a-S-s+d- $\sqrt{t'eix}$ ^x (na act verb – subject intransitive)

for S to fish with hooks, catch on a hook, troll

ast'eix	s/he is fishing (with hooks)
	a-Ø-s- $\sqrt{t'eix}$ a-theme.s/he-(3.S).cl-(+d,s,-i).√fish-(with hook)
eest'eix	you are fishing (with hooks)
	a-i-s- $\sqrt{t'eix}$ a-theme.you-(2s.S).cl-(+d,s,-i).√fish-(with hook)
axast'eix	i am fishing (with hooks)
	a-xa-s- $\sqrt{t'eix}$ a-theme.i-(is.S).cl-(+d,s,-i).√fish-(with hook)

at + S-Ø- $\sqrt{.únt}$ ^x (na act verb – subject intransitive)

for S to shoot (with firearms)

at únt	he/she is shooting
	at + Ø-Ø- $\sqrt{.ún-t}$ something-(4n.O) + s/he-(3.S).cl-(d,Ø,-i).√shoot-(firearm)
at ee.únt	you are shooting
	at + i-Ø- $\sqrt{.ún-t}$ something-(4n.O) + you-(2s.S).cl-(d,Ø,-i).√shoot-(firearm)
at xa.únt	i am shooting
	at + xa-Ø- $\sqrt{.ún-t}$ something-(4n.O) + i-(is.S).cl-(d,Ø,-i).√shoot-(firearm)

S-d+Ø-√tóow^x (*na act verb – subject intransitive*)

for S to read, count

datóow	s/he is reading
	Ø-da-√tóow s/he-(3.S).cl-(+d,Ø,-i).√read/count/study/teach
idatóow	you are reading
	i-da-√tóow you-(2s.S).cl-(+d,Ø,-i).√read/count/study/teach
xadatóow	i am reading
	xa-da-√tóow i-(1s.S).cl-(+d,Ø,-i).√read/count/study/teach

sh + tóo + at + S-l+d-√tóow^x (*Ø act verb – subject intransitive*)

for S to study, teach oneself

sh tóo at iltóow	he/she is studying
	sh + tóo + at + i-Ø-l-√tóow rflx + inside + something-(4n.O) + [peg-vowel].s/he-(3.S).cl-(+d,l,-i).√study
sh tóo at eeltóow	you are studying
	sh + tóo + at + i-l-√tóow rflx + inside + something-(4n.O) + you-(2s.S).cl-(+d,l,-i).√study
sh tóo at xaltóow	i am studying
	sh + tóo + at + xa-l-√tóow rflx + inside + something-(4n.O) + i-(1s.S).cl-(+d,l,-i).√study

ka-S-sh+d-√xeet (\emptyset act verb – subject intransitive)

for S to write, draw, or paint; for S to take a photograph

kashxeet	s/he is writing
	ka-∅-sh-√xeet hsf.s/he-(3.S).cl-(+d,sh,-i).√poke-(with stick)/write
keeshxeet	you are writing
	ka-i-sh-√xeet hsf.you-(2s.S).cl-(+d,sh,-i).√poke-(with stick)/write
kaxashxeet	i am writing
	ka-xa-sh-√xeet hsf.i-(1s.S).cl-(+d,sh,-i).√poke-(with stick)/write

at + S-∅-√shee h 4 (*ga* act verb – subject intransitive)

for S to sing

at shí	he/she is singing
	at + ∅-∅-√shí ⁴ something-(4n.O) + s/he-(3.S).cl-(+d,∅,-i).√sing
at eeshí	you are singing
	at + i-∅-√shí ⁴ something-(4n.O) + you-(2s.S).cl-(+d,∅,-i).√sing
at xashi	i am singing
	at + xa-∅-√shí ⁴ something-(4n.O) + i-(1s.S).cl-(+d,∅,-i).√sing

a-S-Ø-√l'eix^x (*na act verb – subject intransitive*)

for S to dance

al'eix	s/he is dancing
	a-Ø-Ø-√l'eix a-theme.s/he-(3.S).cl-(d,Ø,-i).√dance
eel'eix	you are dancing
	a-i-Ø-√l'eix a-theme.you-(2s.S).cl-(d,Ø,-i).√dance
axal'eix	i am dancing
	a-xa-Ø-√l'eix a-theme.i-(1s.S).cl-(d,Ø,-i).√dance

sh + tóo + at + S-l+d-√tóow^x (*Ø act verb – subject intransitive*)

for S to study, teach oneself

sh tóo at iltóow	he/she is studying
	sh + tóo + at + i-Ø-l-√tóow rflx + inside + something-(4n.O) + [peg-vowel].s/he-(3.S).cl-(d,l,-i).√study
sh tóo at eeltóow	you are studying
	sh + tóo + at + i-l-√tóow rflx + inside + something-(4n.O) + you-(2s.S).cl-(d,l,-i).√study
sh tóo at xaltóow	i am studying
	sh + tóo + at + xa-l-√tóow rflx + inside + something-(4n.O) + i-(1s.S).cl-(d,l,-i).√study

S-d+Ø-√gwaal (*ga act verb – subject intransitive*)

for S to beat (esp. drum), ring (bell); for S to stab

	s/he is beating (the drum)
dagwáal	Ø-da-√gwáal s/he-(3.S).cl-(+d,Ø,-i).√beat/knock/ring/hit/stab
	you are beating (the drum)
idagwáal	i-da-√gwáal you-(2s.S).cl-(+d,Ø,-i).√beat/knock/ring/hit/stab
	i am beating (the drum)
xadagwáal	xa-da-√gwáal i-(1s.S).cl-(+d,Ø,-i).√beat/knock/ring/hit/stab

S-Ø-√gaax (*ga act verb – subject intransitive*)

for (singular) S to cry, weep; for (singular) S to mourn, lament

	he/she is crying
gáax	Ø-Ø-√gáax s/he-(3.S).cl-(+d,Ø,-i).√cry
	you are crying
eegáax	i-Ø-√gáax you-(2s.S).cl-(+d,Ø,-i).√cry
	i am crying
xagáax	xa-Ø-√gáax i-(1s.S).cl-(+d,Ø,-i).√cry

at + S-Ø-√shook (\emptyset act verb – subject intransitive)

for S to laugh

at shook	s/he is laughing
	at+ Ø-Ø-√shook something-(4n.O) + s/he-(3.S).cl-(–d,Ø,–i).√/laugh/smile
at eeshook	you are laughing
	a-i-Ø-√shook something-(4n.O) + you-(2s.S).cl-(–d,Ø,–i).√/laugh/smile
at xashook	i am laughing
	a-xa-Ø-√shook something-(4n.O) + i-(is.S).cl-(–d,Ø,–i).√/laugh/smile

yoo + tu-S-Ø-√taan 5 (\emptyset act verb – subject intransitive)

for (singular) S to think over, consider, make up one's mind

yoo tuwatánk	he/she is thinking
	yoo + tu-Ø-ÿá-√tán 5-k to/fro + inside.s/he-(3.S).cl-(–d,Ø,+i).√/communicate.[repetitive]
yoo teeyatánk	you are thinking
	yoo + tu-i-ÿá-√tán 5-k to/fro + inside.you-(2s.S).cl-(–d,Ø,+i).√/communicate.[repetitive]
yoo tuxaatánk	i am thinking
	yoo + tu-xa-ÿá-√tán 5-k to/fro + inside.i-(is.S).cl-(–d,Ø,–i).√/communicate.[repetitive]

yoo + tu-S-Ø-√taan⁵ (*Ø act verb – subject intransitive*)

for (singular) S to think over, consider, make up one's mind

yoo x'ayatánk	he/she is talking
	yoo + x'a-Ø-ÿá-√tán ^{5-k} to/fro + mouth.s/he-(3.S).cl-(~d,Ø,+i).√communicate.[repetitive]
yoo x'eeyatánk	you are talking
	yoo + x'a-i-ÿá-√tán ^{5-k} to/fro + mouth.you-(2s.S).cl-(~d,Ø,+i).√communicate.[repetitive]
yoo x'axaatánk	i am talking
	yoo + x'a-xa-ÿá-√tán ^{5-k} to/fro + mouth.i-(is.S).cl-(~d,Ø,-i).√communicate.[repetitive]

sh + ka-S-l+d-√neek^x (*na act verb – subject intransitive*)

for S to tell a story

sh kalneek	he/she is telling a story
	sh + ka-Ø-l-√neek rflx + hsf.s/he-(3.S).cl-(+d,l,-i).√tell/report/interpret
sh keelneek	you are telling a story
	sh + ka-i-l-√neek rflx + hsf.you-(2s.S).cl-(+d,l,-i).√tell/report/interpret
sh kaxalneek	i am telling a story
	sh + ka-xa-l-√neek rflx + hsf.i-(is.S).cl-(+d,l,-i).√tell/report/interpret

yéi + ji-(na)-S-∅-√nei ^h 2 (*na act verb – subject intransitive*)

for S to work; for S to do

yéi jiné	s/he is working
	yéi + ji-∅-∅-√né ^h 2 thus + hand.s/he-(3.S).cl-(–d,∅,–i).√do/work-on
yéi jeené	you are working
	yéi + ji-i-∅-√né ^h 2 thus + hand.you-(2s.S).cl-(–d,∅,–i).√do/work-on
yéi jixané	i am working
	yéi + ji-xa-∅-√né ^h 2 thus + hand.i-(1s.S).cl-(–d,∅,–i).√do/work-on

ash + ka-u-S-l+d-√yát ^x (*na act verb – subject intransitive*)

for S to play (esp. active games)

ash koolyát	he/she is playing
	ash + ka-u-∅-l-√yát itself + hsf.irr.s/he-(3.S).cl-(+d,l,+i).√child
ash keelyát	you are playing
	ash + ka-u-i-l-√yát itself + hsf.irr.you-(2s.S).cl-(+d,l,+i).√child
ash kuxalyát	i am playing
	ash + ka-u-xa-l-√yát itself + hsf.irr.i-(1s.S).cl-(+d,l,–i).√child

ch'u

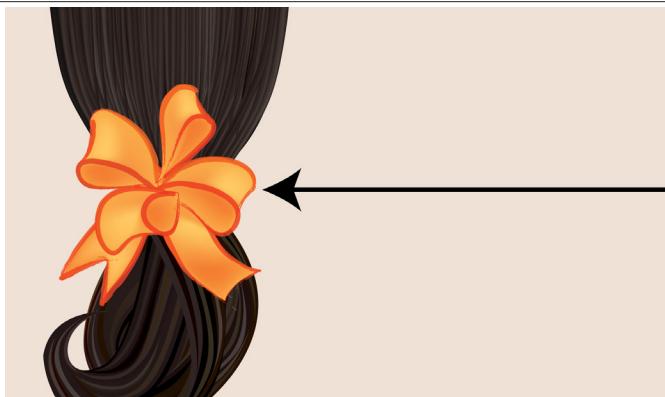
this particle appears with other words, as in the following examples:

ch'u déix	both	
ch'u shóogu	the same	same; even; still
ch'u tle ~ ch'u tlei	just when; just while	
ch'u tleix	forever	



ch'eix'

thimbleberries



ch'éen

hair ribbon



kach'ák'waa

rounded chisel



éil'

salt; ocean;
salt water



gáal'

clams



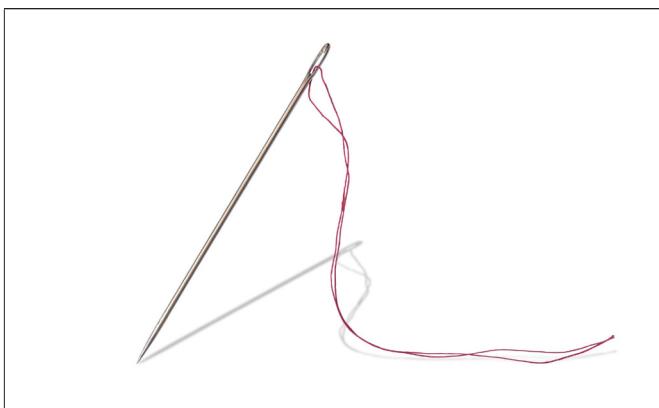
yéil'

elderberries



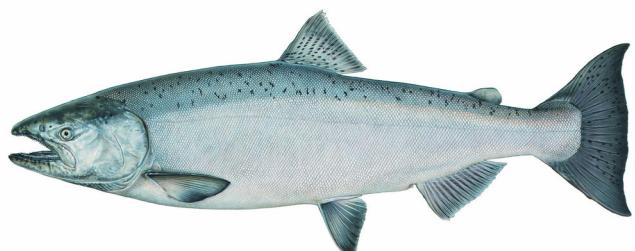
téel'

chum;
dog salmon



táax'ál'

needle



l'ook

coho;
silver salmon



l'aak

dress



l'axkeit

mask



xákwl'i

soapberries



kax'íl'aa

iron

Daa sáwé axá?
What is s/he eating?



Ch'u tlákwídáx
haa dachxán
haa kináa kei wtusinúk.

Aaa.

X'atulitseen.

Tsu kushtuyáx daa sá yaa tushigéiyi át
du jeedéi yatx gatooteeyín
haa dachxánlx siteeyi káa.

— Kaal.átk'

Even from long ago
we have placed our grandchildren
high above ourselves.

Yes.

We cherish them.
Even those things we treasure
we used to offer up to them,
to those who are our grandchildren.

— Charlie Joseph

Daa sáwé axá?

In our last lesson our focus was on changing the subject of verbs without worrying about the object. Now we are going to add an object. We must always keep in mind the structure of a Tlingit verb, which we can think of now as the following:

object subject classifier stem

When using Tlingit verbs, it is important to keep this word order in mind. There will be a few more components that are introduced, and some of these ones will be expanded later, but for now pay close attention to how the objects & subjects change meaning and affects the prefix of the verb in complex yet predictable ways.

daa sá axá?	what is s/he eating?
	daa + sá + a-Ø-Ø-√xá ¹ what + voice + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat
xáat axá.	s/he is eating fish.
	xáat + a-Ø-Ø-√xá ¹ fish + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat
_____ axá.	s/he is eating ____.
	_____ + a-Ø-Ø-√xá ¹ ____ + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat
ax _____ axá.	my _____ is eating ____.
	ax + (kinship term) + (food) + a-Ø-Ø-√xá ¹ my-(is.p) + (kinship term) + (food) + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat
aadóo sá xáat axá?	who is eating fish?
	aadóo + sá + xáat + a-Ø-Ø-√xá ¹ who + voice + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat
ax éesh xáat axá.	my father is eating fish.
	ax + éesh + xáat + a-Ø-Ø-√xá ¹ my-(is.p) + father + fish + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√eat

daa sá eexá?	what are you eating?
	daa + sá + Ø-i-Ø-√xá ¹ what + voice + her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,-i).√eat
daa sáwé eexá?	what is that you are eating?
	daa + sá-wé + Ø-i-Ø-√xá ¹ what + voice.there + her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,-i).√eat
xáat xaxá.	i am eating fish.
	xáat + Ø-xa-Ø-√xá ¹ fish + her/him/it-(3.O).i-(1s.S).cl-(-d,Ø,-i).√eat
taxhéeni alóok	s/he is sipping broth (soup).
	taxhéeni + a-Ø-Ø-√lóok soup/broth + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√sip
daa sá alóok?	what is s/he sipping?
	daa + sá + a-Ø-Ø-√lóok what + voice + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√sip
_____ alóok	s/he is sipping ____.
	_____ + a-Ø-Ø-√lóok _____ + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√sip



taxhéeni

broth; soup



cháayu

tea



káaxwei

coffee

aadóo sá ____ alóok?	who is sipping ____? aadóo + sá + ____ + a-Ø-Ø-√lóok who + voice + ____ + her/him/it-(3.O).s/he-(3.S).cl(-d,Ø,-i).√sip
aadóo sáwé ____ alóok?	who is that sipping ____? aadóo + sá-wé + ____ + a-Ø-Ø-√lóok who + voice.there + ____ + her/him/it-(3.O).s/he-(3.S).cl(-d,Ø,-i).√sip
ax ____ ____ alóok	my ____ is sipping ____. ax + <u>(kinship term)</u> + <u>(hot liquid)</u> + a-Ø-Ø-√lóok my -(is.p) + ____ + ____ + her/him/it-(3.O).s/he-(3.S).cl(-d,Ø,-i).√sip
cháayu xalóok	i am sipping tea. taxhéeni + Ø-xa-Ø-√lóok soup/broth + her/him/it-(3.O).i-(is.S).cl(-d,Ø,-i).√sip

<p>daa sá eelóok?</p>	<p>what are you sipping? daa + sá + Ø-i-Ø-√lóok what + voice + her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,-i).√sip</p>
<p>_____ xalóok</p>	<p>i am sipping ____. _____ + Ø-xa-Ø-√lóok _____ + her/him/it-(3.O).i-(1s.S).cl-(-d,Ø,-i).√sip</p>
<p>héen adaná</p>	<p>s/he is drinking water. héen + a-Ø-da-√ná¹ soup/broth + her/him/it-(3.O).s/he-(3.S).cl-(+d,Ø,-i).√drink/dampen/oil</p>
<p>daa sá adaná?</p>	<p>what is s/he drinking? daa + sá + a-Ø-dá-√ná¹ what + voice + her/him/it-(3.O).s/he-(3.S).cl-(+d,Ø,-i).√drink/dampen/oil</p>
<p>_____ adaná</p>	<p>s/he is drinking ____. _____ + a-Ø-dá-√ná¹ _____ + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√drink/dampen/oil</p>
	<p>ánjis kahéeni orange juice</p>
	<p>wasóos l'aa tuxáni / wínk milk</p>



géewaa

beer



náaw / naaw

liquor

daa sá idaná?

what are you drinking?

daa + sá + Ø-i-dá-√ná¹

what + voice + her/him/it-(3.O).you-(2s.S).cl-(+d,Ø,-i).√drink/dampen/oil

_____ xadaná

s/he is drinking ____.

_____ + a-Ø-dá-√ná¹

_____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√drink/dampen/oil

aadóo sáwé at kahéeni adaná?

who is that drinking water?

aadóo + sá-wé + at + ka-héen-i + a-Ø-da-√ná¹

who + voice.there + something's-(4n.p) + on.water.[relational]
+ her/him/it-(3.O).s/he-(3.S).cl-(+d,Ø,-i).√drink/dampen/oil

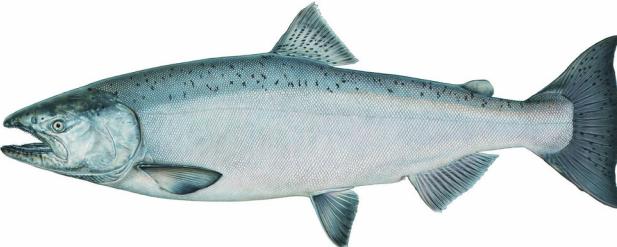
ax sáni at kahéeni adaná.

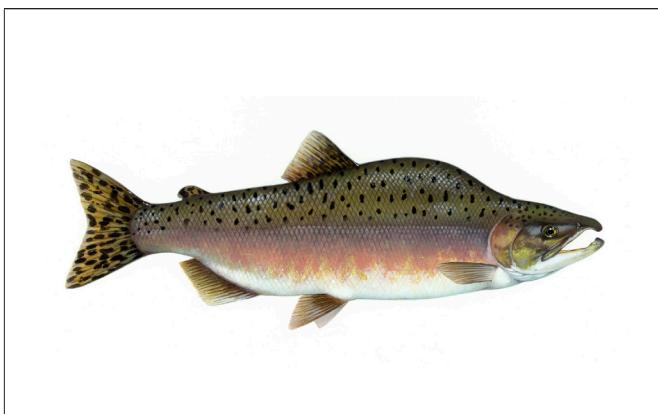
my paternal uncle is sipping water.

ax + sáni_ + at + ka-héen-i + a-Ø-Ø-√ná¹

my-(is.p) + paternal-uncle + something's-(4n.p) + on.water.[relational]
+ her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√sip

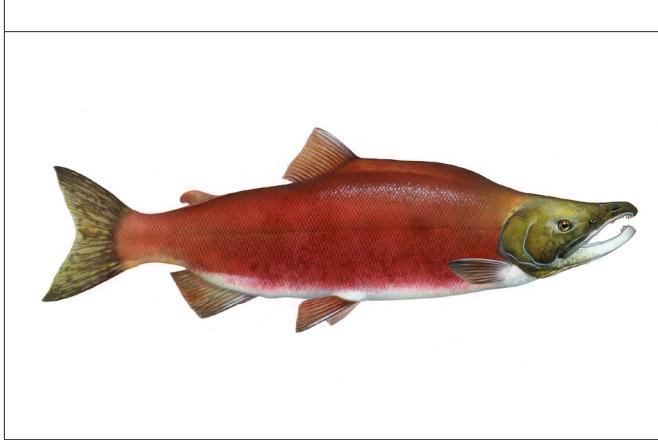
<p>daa sá yéi adaané?</p>	<p>what is s/he doing? daa + sá + yéi + a-daa-Ø-Ø-√né² what + voice + thus +</p>
<p>xáat ast'eix.</p>	<p>s/he is fishing (with a hook) for fish. xáat + a-Ø-s-√t'eix. fish + her/him/it-(3.O).s/he-(3.S).cl-(+d,s,-i).√fish-(with hook)</p>

	<p>xáat fish (salmon)</p>
	<p>l'ook coho; silver salmon</p>
 <small>CHUM SALMON</small> <small>TIM KERRISON</small>	<p>téel' chum; dog salmon</p>



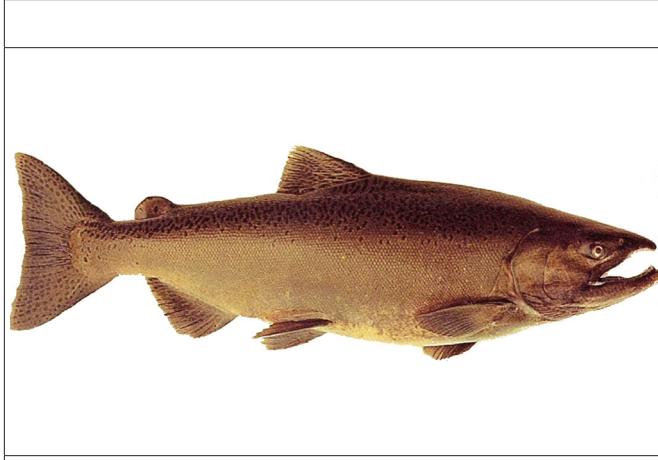
cháas'

humpy;
pink salmon



gaat

sockeye;
red salmon



t'á

chinook;
king salmon



yaaw

herring



saak

eulachon;
hooligan;
candlefish



sháach'

smelt



took

needlefish;
sand lance



cháatl

halibut



dzánti

flounder



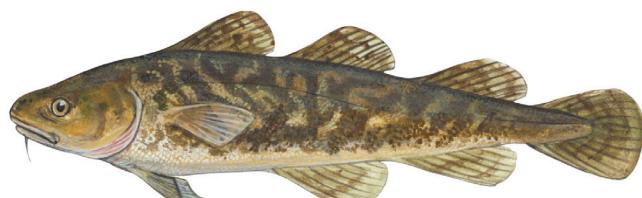
léik'w

red snapper;
yellow eye;
rockfish



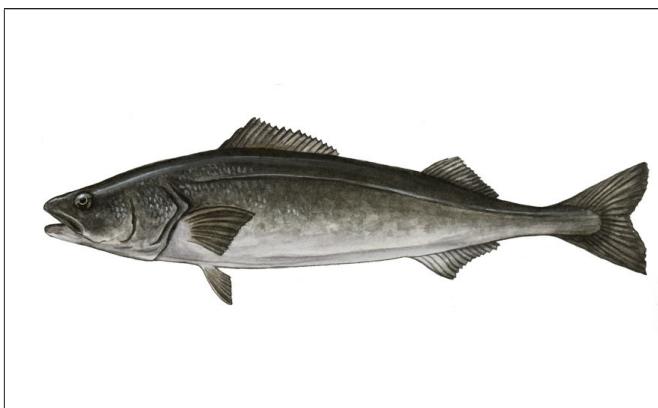
choodéi

tom cod



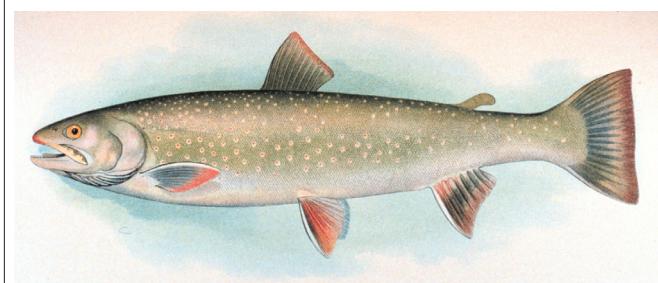
s'áax'

grey cod



ishkeen

black cod



x'wáat'

Dolly Varden
trout



x'éitaa

cut-throat
trout



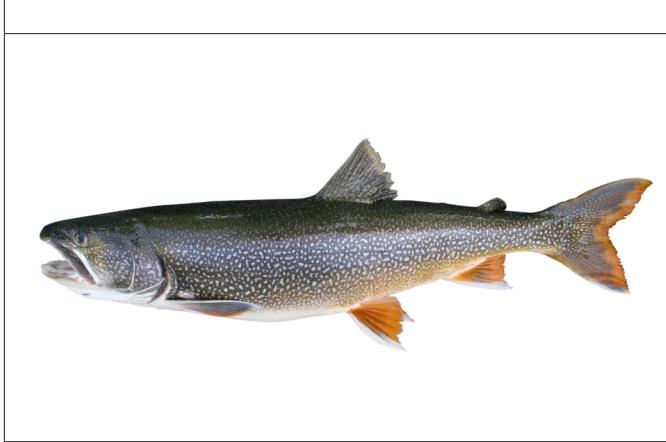
aashát

steelhead



yaa

sea trout



daleiyí

lake trout



tóos'

shark



náakw

octopus

____ axáash.	s/he is cutting ____ ____ + a-Ø-Ø-√xáash ____ + her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√cut/saw
____ asgeiwú	s/he is fishing ____ (with a net) ____ + a-Ø-s-√geiwú ____ + her/him/it-(3.O).s/he-(3.S).cl-(+d,s,-i).√net
____ agas.ée	s/he is cooking ____ (with a net) ____ + a-Ø-s-√t'eix ____ + her/him/it-(3.O).s/he-(3.S).cl-(+d,s,-i).√fish-(with hook)
____ yaa anak'éx'	s/he is gaffing ____. ____ + yaa + a-na-Ø-Ø-√k'éx' ____ + along + her/him/it-(3.O).na-md.s/he-(3.S).cl-(-d,Ø,-i).√hook/gaff/hung-up

We are going to look into the components of the verb that are changing when conjugating, but first we will look at how sentences are forming as noun phrases interact with verb phrases to make our sentences more dynamic. Tlingit has a lot of flexibility in word order, but you will learn that the most important information comes first, which is called **frontloading**. For example, you can see in the examples above that the noun comes before the verb (l'ook axáash, téel' axáash, etc). When making a statement, the most important information comes first, which is easiest to show with answers to questions. Whatever type of information the question is seeking should typically come first. For example:

- daa sá axáash i éesh? → l'ook axáash ax éesh.
 aadóoch sá axáash wé l'ook? → ax éesh áwé axáash wé l'ook.
 daa sá yéi adaané wé l'ook een, i éesh? → axáash áwé wé l'ook, ax éesh.

These are only samples, and there may be a great deal of variation among speakers in terms of word order. For now, let's take a look at the variety of possibilities within the patterns we have learned in this chapter. You could rearrange the words in the following table to make over a thousand sentences

POSSESSIVE PRONOUN	KINSHIP TERM	SPECIFYING NOUN	VERB
ax	éesh	xáat	asgeiwú
i	tláa	t'á	ast'eix
du	léelk'w	cháatl	agas.ée
haa	káak	l'ook	axá
yee	aat	gaat	axáash
has du	sáni	x'éitaa	____ yaa anak'éx'

Another aspect of Tlingit grammar for the Tlingit student to examine is the placement of the «gé» question marker in Tlingit sentences. There is some flexibility in terms of what is being asked, but you should pay close attention to specific sentences that may require the question marker to be placed in specific locations.

i tláa gé t'á axáash? → aaa. ax tláa áwé t'á axáash.

t'á gé axáash i tláa? → aaa. t'á axáash ax tláa.

axáash gé i tláa wé t'á? → aaa. axáash áwé ax tláa wé t'á.

Again, we see how the word order of the question shapes the word order of the answer. Also, the «gé» question marker comes immediately after the item it is specifically questioning. In similar fashion, the type of question determines the appropriate answer. The table on the left below shows how the verb can be inserted, conjugated to the second person singular subject (2s.S = you) and the table on the right shows how to conjugate that verb as an answer with a first person singular subject (1s.S = i). The specifying noun can change, but the verb in the answer should match the verb in the question.

QUESTION PARTICLES	VERB	SPECIFYING NOUN	VERB
daa sá	eesgeiwú	xáat	xasgeiwú
	eest'eix	t'á	xast'eix
	gees.ée	cháatl	gaxas.ée
	eexá	l'ook	xaxá
	eexáash	gaat	xaxáash
	___ yaa neek'éx'	x'éitaa	___ yaa nxak'éx'

To begin untangling how these verbs are working, we should introduce some fundamental concepts in the Tlingit verb and then see how these are changing when conjugating for person and then how contraction functions in these changes. To start with, let's take a look at the 1st person, 2nd person, and 3rd person conjugations of the verbs in the above table.

1S = I	2S = YOU	3 = S/HE
xasgeiwú	eesgeiwú	asgeiwú
xast'eix	eest'eix	ast'eix
gaxas.ée	gees.ée	gas.ée
xaxá	eexá	axá
xaxáash	eexáash	axáash
___ yaa nxak'éx'	___ yaa neek'éx'	___ yaa nak'éx'

At the beginning of this chapter, we looked at a graphic that shows the basic components inside of a verb, and we are going to add one more, and then expand each of these components to see what kinds of options there are within and then see how it impacts neighboring components.

Here is the graphic showing the basic components of a verb:



We are going to add more categories to our verb illustration, explain basically what these components are doing, and then see how they are working in the verbs from this chapter. We have to add to the complexity somewhat in order to see some of the things that are going on in verb conjugation, and this will help us to conjugate verbs for person and for mode. Here is the more complex verb illustration:



To begin with, we will take a look at what these components basically do, which will include a few complicated linguistics concepts. Our goal is not to fully understand how these components work, but more to see what the options are and how they have been working in the sentences we have been studying in this chapter.

PREVERB	OBJECT	THEMATIC	CONJUGATION	SUBJECT	CLASSIFIER	STEM
BASIC DEFINITION & FUNCTION						
determines type of motion, or puts the verb into different modes	impacted by verb (usually)	alters meaning and creates new verb	puts the verb into different modes	agent of the verb (the one doing it)	denotes completion, middle voice, or changes in transitivity	contains the core meaning of the verb

PREVERB	OBJECT	THEMATIC	CONJUGATION	SUBJECT	CLASSIFIER	STEM	COMPLETE VERB
EXAMPLES BASED ON VERBS IN THIS CHAPTER							
—	Ø-	—	—	xa-	Ø-	√xá ¹	xaxá
—	a-	—	—	Ø-	Ø-	√xá ¹	axá
—	Ø-	—	—	i-	Ø-	√xá ¹	eexá
—	Ø-	—	—	xa-	Ø-	√lóok	xalóok
—	a-	—	—	Ø-	Ø-	√lóok	alóok
—	Ø-	—	—	i-	Ø-	√lóok	eelóok
—	Ø-	—	—	xa-	da-	√ná ¹	xadaná
—	a-	—	—	Ø-	da-	√ná ¹	adaná
—	Ø-	—	—	i-	da-	√ná ¹	idaná
—	Ø-	—	—	xa-	s-	√t'eix	xast'eix
—	a-	—	—	Ø-	s-	√t'eix	ast'eix
—	Ø-	—	—	i-	s-	√t'eix	eest'eix
—	Ø-	—	—	xa-	Ø-	√xáash	xaxáash
—	a-	—	—	Ø-	Ø-	√xáash	axáash
—	Ø-	—	—	i-	Ø-	√xáash	eexáash

PREVERB	OBJECT	THEMATIC	CONJUGATION	SUBJECT	CLASSIFIER	STEM	COMPLETE VERB
EXAMPLES BASED ON VERBS IN THIS CHAPTER							
—	Ø-	—	—	xa-	s-	√geiwú	xasgeiwú
—	a-	—	—	Ø-	s-	√geiwú	asgeiwú
—	Ø-	—	—	i-	s-	√geiwú	eесgeiwú
—	Ø-	—	—	xa-	Ø-	√.éé	gaxas.éé
—	a-	—	—	Ø-	Ø-	√.éé	agas.éé
—	Ø-	—	—	i-	Ø-	√.éé	gees.éé
yaa	Ø-	—	na-	xa-	Ø-	√k'éx'	yaa nxak'éx'
yaa	a-	—	na-	Ø-	Ø-	√k'éx'	yaa anak'éx'
yaa	Ø-	—	na-	i-	Ø-	√k'éx'	yaa neek'éx'

The Tlingit verb complex is a lot to digest, but is the heart of using the language in dynamic ways. We will continue to use the chart above to show how more components are added to the verb and how it changes the appearance of the verb as well as the meaning. For now, our verbs are going to shift towards the land, so we will start by reviewing some land animals and then adding some new ones, and then we will look at other food harvesting nouns and verbs, conjugating them for person and using the same question and answer formulas as earlier in this chapter.

	<u>guwakaan /</u> <u>kuwakaan</u>	deer; peacemaker
	xóots	brown bear



s'eēk

black bear



tawé̄i

mountain sheep



jánwu / jínwu

mountain goat



dzísk'w / tsísk'w

moose



gáx

rabbit



tsaa

seal



taan

sea lion



x'ón

fur seal



kindachooneit

mallard duck



t'aawák

Canadian goose



gúkl'

swan



núkt

blue grouse

		s/he is hunting ____.
		____ + a-Ø-Ø-√l'ón ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt
		who is hunting ____?
		aadóo + sá + ____ + a-Ø-Ø-√l'ón who + voice + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt
		my ____ is hunting ____.
		ax + <u>(kinship term)</u> + <u>(animal)</u> + a-Ø-Ø-√l'ón my -(is.p) + ____ + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt
		what is your ____ hunting?
		daa + sá-wé + i + ____ + a-Ø-Ø-√l'ón what + voice.there + your-(2s.p) + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt
		my ____ is hunting ____.
		<u>(animal)</u> + a-Ø-Ø-√l'ón + ax + <u>(kinship term)</u> ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√hunt + my -(is.p) + ____
		what are you hunting?
		daa + sá + Ø-i-Ø-√l'ón what + voice + her/him/it-(3.O).you-(2s.S).cl-(d,Ø,-i).√hunt
		i am hunting ____.
		____ + Ø-xa-Ø-√l'ón ____ + her/him/it-(3.O).i-(is.S).cl-(d,Ø,-i).√hunt
		what is s/he shooting at?
		daa + sá + a-Ø-Ø-√ún-t what + voice + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√shoot.[repeatedly]
		s/he is shooting at ____.
		____ + a-Ø-Ø-√ún-t ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√shoot.[repeatedly]

<p>daa sá ee.únt?</p>	<p>what are you shooting at? daa + sá + Ø-i-Ø-√ún-t what + voice + her/him/it-(3.O).you-(2s.S).cl-(d,Ø,-i).√shoot.[repeatedly]</p>
<p>____ xa.únt.</p>	<p>i am shooting at ____. ____ + Ø-xa-Ø-√ún-t ____ + her/him/it-(3.O).i-(1s.S).cl-(d,Ø,-i).√shoot.[repeatedly]</p>

	<p>yalooleit / sáaxw (Y)</p> <p>cockles</p>
	<p>yaak</p> <p>mussels</p>
	<p>s'áaw</p> <p>dungeness crab</p>

	<p>nées'</p> <p>sea urchin</p>
	<p>yéin</p> <p>sea cucumber</p>
	<p>s'eex'át</p> <p>shrimp</p>
	<p>gúnxaa</p> <p>abalone</p>

yéi adaané	s/he works on it; s/he is working on it
	yéi + a-daa-Ø-Ø-√né ² thus + her/him/it-(3.O).around.s/he-(3.S).cl-(d,Ø,-i).√do/work-on
daa sá yéi daa.eené	what are you working on?
	daa + sá + yéi + Ø-daa-i-Ø-√né ² what + voice + her/him/it-(3.O).around.you-(2s.S).cl-(d,Ø,-i).√do/work-on
<u> </u> yéi daaxané.	i am working on ____.
	____ + yéi + Ø-daa-xa-Ø-√né ² ____ + thus + her/him/it-(3.O).around.i-(1s.S).cl-(d,Ø,-i).√do/work-on

PREVERB	OBJECT	THEMATIC	CONJUGATION	SUBJECT	CLASSIFIER	STEM	COMPLETE VERB
EXAMPLES BASED ON VERBS IN THIS CHAPTER							
—	Ø-	—	—	xa-	Ø-	√l'oon	xal'ón
—	a-	—	—	Ø-	Ø-	√l'oon	al'ón
—	Ø-	—	—	i-	Ø-	√l'oon	eel'ón
—	Ø-	—	—	xa-	Ø-	√ún	xa.únt
—	a-	—	—	Ø-	Ø-	√ún	a.únt
—	Ø-	—	—	i-	Ø-	√ún	ee.únt
yéi	Ø-	daa-	—	xa-	Ø-	√né ²	yéi daaxané
yéi	a-	daa-	—	Ø-	Ø-	√né ²	yéi adaané
yéi	Ø-	daa-	—	i-	Ø-	√né ²	yéi daa.eené

	kanat'á	blueberries
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was'x'aan tléigu /
ch'a.aanáx tléigu /
tléikw tlénx'

salmonberries



tléikw yádi

raspberries



shákw

strawberries



shaax

gray currants



dáxw

bog cranberries;
dwarf dogwood



kaxwéix

high bush
cranberries



ch'eix'

thimbleberries



yéil'

elderberries



xákwl'i

soapberries



tleikatánk

huckleberries



k'eikaxétl'k

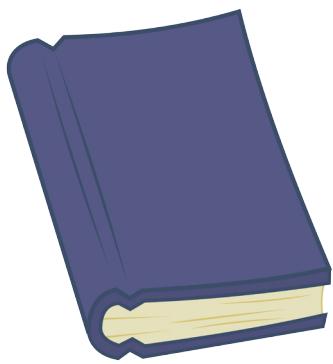
Jacob berries



s'igeekáawu tléigu

watermelon
berries
(ghost berries)

	s/he is picking ____.
____ a.een	____ + a-Ø-Ø-√.een ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container)
aadóo sá ____ a.een?	who is picking ____? aadóo + sá + ____ + a-Ø-Ø-√.een who + voice + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container)
ax ____ ____ a.een	my ____ is picking ____. ax + <u>(kinship term)</u> + <u>(berry)</u> + a-Ø-Ø-√.een my -(1s.p) + ____ + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container)
daa sáwé i ____ a.een?	what is your ____ picking? daa + sá-wé + i + ____ + a-Ø-Ø-√.een what + voice.there + your-(2s.p) + ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container)
____ a.een ax ____	my ____ is picking ____. <u>(animal)</u> + a-Ø-Ø-√.een + ax + <u>(kinship term)</u> ____ + her/him/it-(3.O).s/he-(3.S).cl-(d,Ø,-i).√carry-(full container) + my -(1s.p) + ____
daa sá ee.een?	what are you picking? daa + sá + Ø-i-Ø-√.een what + voice + her/him/it-(3.O).you-(2s.S).cl-(d,Ø,-i).√carry-(full container)
____ xa.een.	i am picking ____. ____ + Ø-xa-Ø-√.een ____ + her/him/it-(3.O).i-(1s.S).cl-(d,Ø,-i).√carry-(full container)



x'úx'

book; paper

	<p>neek x'úx'</p> <p>newspaper</p>
	<p>x'úx' daakax'úx'u</p> <p>envelope</p>
	<p>dus'él' x'úx'u / s'él' alkáa x'úx'</p> <p>pull tabs; ripples</p>

<p>_____ atóow.</p>	<p>s/he is reading/counting ____.</p> <p>_____ + a-Ø-Ø-√tóow her/him/it-(3.O).s/he-(3.S).cl-(-d,Ø,-i).√read/count/study/teach</p>
<p>_____ xatóow.</p>	<p>i am reading/counting ____.</p> <p>_____ + Ø-xa-Ø-√tóow her/him/it-(3.O).i-(is.S).cl-(-d,Ø,-i).√read/count/study/teach</p>

	<u> </u> eetóow.	you are reading/counting ____. ____ + Ø-i-Ø-√tóow her/him/it-(3.O).you-(2s.S).cl-(-d,Ø,-i).√read/count/study/teach
	<u> </u> sh tóo altóow.	s/he is studying ____. ____ + sh + tóo + a-Ø-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).s/he-(3.S).cl-(+d,l,-i).√read/count/study/teach
	<u> </u> sh tóo xaltóow.	i am studying ____. ____ + sh + tóo + Ø-xa-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).i-(1s.S).cl-(+d,l,-i).√read/count/study/teach
	<u> </u> sh tóo eeltóow.	you are studying ____. ____ + sh + tóo + Ø-i-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).you-(2s.S).cl-(+d,l,-i).√read/count/study/teach
	<u> </u> akshaxeet	s/he is writing/drawing ____. ____ + a-ka-Ø-sha-√xeet her/him/it-(3.O).hsf.s/he-(3.S).cl-(-d,sh,-i).√poke-with-stick/write
	<u> </u> kaxshaxeet	i am writing/drawing ____. ____ + Ø-ka-xa-sha-√xeet her/him/it-(3.O).hsf.i-(1s.S).cl-(-d,sh,-i).√poke-with-stick/write
	<u> </u> keeshaxeet	you are writing/drawing ____. ____ + a-ka-Ø-sha-√xeet her/him/it-(3.O).hsf.you-(2s.S).cl-(-d,sh,-i).√poke-with-stick/write
	<u> </u> akas'él't	s/he is tearing/ripping/peeling ____. ____ + a-ka-Ø-Ø-√s'él'-t her/him/it-(3.O).hsf.s/he-(3.S).cl-(-d,Ø,-i).√tear/peel.[repetitive]
	<u> </u> kaxas'él't	i am tearing/ripping/peeling ____. ____ + Ø-ka-xa-Ø-√s'él'-t her/him/it-(3.O).hsf.i-(1s.S).cl-(-d,Ø,-i).√tear/peel.[repetitive]
	<u> </u> kees'él't	you are tearing/ripping/peeling ____. ____ + Ø-ka-i-Ø-√s'él'-t her/him/it-(3.O).hsf.you-(2s.S).cl-(-d,Ø,-i).√tear/peel.[repetitive]

PREVERB	OBJECT	THEMATIC	CONJUGATION	SUBJECT	CLASSIFIER	STEM	COMPLETE VERB
EXAMPLES BASED ON VERBS IN THIS CHAPTER							
—	Ø-	—	—	xa-	Ø-	√tóow	xatóow
—	a-	—	—	Ø-	Ø-	√tóow	atóow
—	Ø-	—	—	i-	Ø-	√tóow	eetóow
—	Ø-	—	—	xa-	l-	√tóow	sh tóo xaltóow
—	a-	—	—	Ø-	l-	√tóow	sh tóo altóow
—	Ø-	—	—	i-	l-	√tóow	sh tóo eeltóow
—	Ø-	ka-	—	xa-	sha-	√xeet	kaxshaxeet
—	a-	ka-	—	Ø-	sha-	√xeet	akshaxeet
—	Ø-	ka-	—	i-	sha-	√xeet	keeshaxeet
—	Ø-	ka-	—	xa-	Ø-	√s'él'	kaxas'él't
—	a-	ka-	—	Ø-	Ø-	√s'él'	akas'él't
—	Ø-	ka-	—	i-	Ø-	√s'él'	kees'él't

daa sá sh tóo eeltóow.	what are you are studying?
	daa + sá + sh + tóo + Ø-i-l-√tóow what + voice + self's-(rflx.p) + inside + her/him/it-(3.O).you-(2s.S).cl-(+d,l,-i).√read/count/study/teach
_____ sh tóo xaltóow.	i am studying ____.
	_____ + sh + tóo + Ø-xa-l-√tóow self's-(rflx.p) + inside + her/him/it-(3.O).i-(1s.S).cl-(+d,l,-i).√read/count/study/teach
al'eix	dancing
kashxeet	writing
yéi jiné	work
ast'eix	fishing
at shí	singing
dakéis'	sew
kasné	knitting
yaa nakúx	driving

al'ónon	hunting
datóow	reading
at gas.ee	cooking (for immediate consumption)
at sa.ee	cooking (generally)
daxaash	cutting
da.aak	weaving
dagwaal	drumming
where are you going?	
goodé sá yaa neegút?	<p>goo-dé + sá + yaa + na-i-∅-√gút</p> <p>where.towards + voice + along + na-md.you-(2s.S).cl-(d,∅,-i).√/walk/go-(singular)</p>
i am going to ____.	
____-de/-dé yaa nxagút.	<p>____-de + yaa + na-xa-∅-√gút</p> <p>____.towards along + na-md.i-(1s.S).cl-(d,∅,-i).√/walk/go-(singular)</p>
al'eixdé	to dance
yéi jinéide	to work
ash koolyátdei	to play
ast'eixdé	to dance
al'óonde	to hunt

aya.áxch	s/he hears it
	a-∅-yü-a-√áx-ch her/him/it-(3.O).s/he-(3.S).cl-(−d,∅,+i).√hear/listen/sound-off.[habitually]
xaa.áxch	i hear it
	∅-xa-yü-a-√áx-ch her/him/it-(3.O).i-(1s.S).cl-(−d,∅,+i).√hear/listen/sound-off.[habitually]
iya.áxch	you hear it
	∅-i-yü-a-√áx-ch her/him/it-(3.O).you-(s2.S).cl-(−d,∅,+i).√hear/listen/sound-off.[habitually]
adzinéex'	s/he smells it.
	a-∅-dzi-√néex' her/him/it-(3.O).s/he-(3.S).cl-(+d,s,+i).√smell/sniff
xadzinéex'	s/he smells it.
	∅-xa-dzi-√néex' her/him/it-(3.O).i-(1s.S).cl-(+d,s,+i).√smell/sniff
idzinéex'	s/he smells it.
	∅-i-dzi-√néex' her/him/it-(3.O).you-(s2.S).cl-(+d,s,+i).√smell/sniff
jee adinook	s/he feels/touches it.
	jee + a-∅-di-√nook ³ possession + her/him/it-(3.O).s/he-(3.S).cl-(+d,∅,+i).√feel/touch
jee xdinook	s/he feels/touches it.
	jee + ∅-xa-di-√nook ³ possession + her/him/it-(3.O).i-(1s.S).cl-(+d,∅,+i).√feel/touch
jee idinook	s/he feels/touches it.
	jee + ∅-i-di-√nook ³ possession + her/him/it-(3.O).you-(s2.S).cl-(+d,∅,+i).√feel/touch

PREVERB	OBJECT	THEMATIC	CONJUGATION	SUBJECT	CLASSIFIER	STEM	COMPLETE VERB
EXAMPLES BASED ON VERBS IN THIS CHAPTER							
—	Ø-	—	—	xa-	Ø-	√áx	xaa.áxch
—	a-	—	—	Ø-	Ø-	√áx	aya.áxch
—	Ø-	—	—	i-	Ø-	√áx	iya.áxch
—	Ø-	—	—	xa-	dzi-	√néex'	xadzinéex'
—	a-	—	—	Ø-	dzi-	√néex'	adzinéex'
—	Ø-	—	—	i-	dzi-	√néex'	idzinéex'
jee	Ø-	ka-	—	xa-	di-	√nook ³	jee xdinook
jee	a-	ka-	—	Ø-	di-	√nook ³	jee adinook
jee	Ø-	ka-	—	i-	di-	√nook ³	jee idinook