

The Perfective

yéi at wunéiyi

Wáa nanée sáwé, ch'áaaakw dultínitx áwé,
s'íksh,
áwé wuduwal'ix',
s'íksh.

A tóonáx áwé kuyawduwawál,
áwé téix koonastéegaa áwé;
a tóonáx dultín.

– Aasx'aak, Kaagwaantaan

At one point after they had watched for a loooong time,
they took false hellebore
and broke the stalks,
false hellebore.
They poked holes though them
so that they wouldn't turn to stone;
they watched through them.
– George Betts¹

1 Betts, George. "Gus'k'ikwáan / The Coming of the First White Man." *Haa Shuká: Tlingit Oral Narratives*. trans. Nora Dauenhauer & Richard Dauenhauer. (Seattle: University of Washington Press, 1981), 304–305.



Shaadootlaa (Seattle) and Óoxjaa Yádi Kanaan Bausler (Juneau) · photo by Ryan Cortes

Kingeisti David Katzeek (Juneau), Yaxdulákt' Lillian Austin (Juneau), Kinkawduneek Paul Marks (Juneau), Shaawát Guwakaan George Bennet (Sitka), and L'éiwtu Ėesh Herman Davis (Sitka) · photo by Cody Dennis



The Perfective (+) Mode

The method we are using to comprehend and use Tlingit verbs involves structural analysis of the language and the reconstruction of language using the patterns and elements that we are studying. If we were doing the same thing teaching English, we would spend a chapter on pronouns (i, you, s/he, we, you all, they) and then practice using them with different verbs, such as the following table. Tlingit is included so we can look at how the structure and philosophies of the languages differ.

We will start with a verb that has a relatively fixed object. When we learn to change the subject, we begin to use verbs in dynamic ways to shift who might be doing the action. For example:

| S | ENGLISH | TLINGIT |
|----|------------------|-------------|
| 1S | i sewed it | ḡwaakáa |
| 1P | we sewed it | wutuwaḡáa |
| 2S | you sewed it | yeekáa |
| 2P | you all sewed it | yeeyḡáa |
| 3S | s/he sewed it | aawaḡáa |
| 3P | they sewed it | has aawaḡáa |
| 4H | it was sewed | wuduwaḡáa |

The verb in English does not change, but what changes is the subject pronoun *before* the verb. In Tlingit, the switch is the same, but because the subject pronoun is located fairly deep into the prefix, it causes some contraction of some of the other elements in the prefix. If we were to pull the prefix apart in the above examples, they would look like this:

| | PREVERB | PREFIX | | | | STEM |
|-------------|---------|--------|------------|---------|------------|------|
| | 3 PL | OBJECT | PERFECTIVE | SUBJECT | CLASSIFIER | ROOT |
| ḡwaakáa | — | Ø | ḡu | ḡa | ḡa | √ḡáa |
| wutuwaḡáa | — | Ø | ḡu | tu | ḡa | √ḡáa |
| yeekáa | — | Ø | ḡu | i | ḡa | √ḡáa |
| yeeyḡáa | — | Ø | ḡu | yi | ḡa | √ḡáa |
| aawaḡáa | — | a | ḡu | Ø | ḡa | √ḡáa |
| has aawaḡáa | has | a | ḡu | Ø | ḡa | √ḡáa |
| wuduwaḡáa | — | Ø | ḡu | du | ḡa | √ḡáa |

You might notice in these prefixes the presence of the PERFECTIVE marker, which may appear as any «wu», «w», or «y», but we write as «*ŷu*» when segmenting in Tlingit. Segmenting is writing out all the components that are present, including the zero marker (\emptyset), and doing so in an uncontracted form. We write it with the character «*ŷ*» to show a sound that is no longer in Tlingit and now is a character that changes its sound to match what is around it. The default form is «w» and the «y» form only appears in the second person singular and plural forms.

The PERFECTIVE «*ŷu*» is a grammatical marker that allows us to look at the verb as an event, and the event is marked as completed by the +I form of the classifier. When looking at translations, we might think that the PERFECTIVE marker is showing past tense, but that is not the case. Tlingit looks at events more so than the time in which they may have occurred. We can see this in verbs that are PERFECTIVE but can be translated into either simple past or present tense English, such as:

| TLINGIT | TRANSLATION | PREFIX | | | |
|-------------|---|--------|-----------|-------------|------------|
| | | OBJECT | PERF | SUBJECT | CLASSIFIER |
| awsikóo | s/he knows it | a | <i>ŷu</i> | \emptyset | +i |
| ixwsiteen | i see you; i saw you | i | <i>ŷu</i> | <i>x̣a</i> | +i |
| ix'eiwa.áx̣ | s/he understands you; s/he understood you: | i | <i>ŷu</i> | \emptyset | +i |
| kawdigán | it's bright; it was bright | — | <i>ŷu</i> | — | +i |

A PERFECTIVE (+) signals that the verb has been completed, and is signaled using the PERFECTIVE marker (*ŷu*) and a +I CLASSIFIER. You can spot these classifiers by learning the +I form of the classifier groups, as listed below. The «*ŷa*» classifier will change its shape depending on what precedes it, as we will see in the verb examples later in this chapter. Look at the tables below, that show the +I CLASSIFIER for each of the classifier groups. If you see this classifier, and the PERFECTIVE marker, then you know the verb is PERFECTIVE (+), which means we look at it as an event and the verb has been completed.

| GROUP | +I CLASSIFIER | GROUP | +I CLASSIFIER |
|-------|---------------|-------|---------------|
| Ø | ÿa | L | li |
| D+Ø | di | D+L | dli |
| GROUP | +I CLASSIFIER | GROUP | +I CLASSIFIER |
| S | si | SH | shi |
| D+S | dzi | D+SH | ji |

Perfective & Related Verb Modes

There are four verb modes that contain the PERFECTIVE marker. The tables below show the approximate translation of the verb mode, and also the components that are in that mode. We will keep our focus on the PERFECTIVE, but we will look at the other modes in later chapters as we continue looking at components of the Tlingit verb and how they function.

| MODE | ENGLISH EQUIVALENT | EXAMPLE | TRANSLATION |
|-------------------------|---------------------------|---------------|---------------------------|
| PERFECTIVE (+) | s/he did it | aawaḡáa | s/he ate it |
| PERFECTIVE (-) | s/he didn't do it | tlél awuxá | s/he didn't eat it |
| PERFECTIVE HABITUAL (+) | s/he does it (every time) | ooḡáaych | s/he eats it (every time) |
| PERFECTIVE HABITUAL (-) | s/he hasn't done it yet | tlél ooḡáaych | s/he hasn't eaten it yet |

| MODE | PREVERB | PREFIX | | | CLASSIFIER | SUFFIX |
|-------------------------|---------|--------|---------|------|------------|--------|
| | | IRR | CON PRE | PERF | | |
| PERFECTIVE (+) | | | | + | +i | |
| PERFECTIVE (-) | tlél | + | | + | -i | |
| PERFECTIVE HABITUAL (+) | | | + | + | -i | ch |
| PERFECTIVE HABITUAL (-) | tlél | + | + | + | -i | ch |

There are three verb modes that have a +I CLASSIFIER, and they are listed below. The last one has many variations, and they are also listed below. We touch on these now because one of the keys to becoming a masterful Tlingit speaker comes with using these modes dynamically to create meaning and metaphor, and then tying concepts together with relational phrases and other means that indicate sequence, cause & effect, and other alterations.

The Perfective Mode

| MODE | ENGLISH EQUIVALENT | EXAMPLE | TRANSLATION |
|----------------------------------|-----------------------|-------------------------|------------------------|
| PERFECTIVE (+) | s/he did it | aawaxáa | s/he ate it |
| IMPERFECTIVE (+) state verb only | s/he is (in a state) | yak'éi | s/he is good/fine |
| REALIZATIONAL ² | ? | shunliháash | the end floated |
| POTENTIALS | POTENTIAL (+) | agwaaxaayi | s/he might eat it |
| | POTENTIAL (–) | tlél agwaaxaayi | s/he might not eat it |
| | POTENTIAL ATTRIBUTIVE | tlél aadé agwaaxaayi yé | no way can s/he eat it |

² The realizational describes a past event or state, but is not well understood in terms of how it may differ from other modes. James Crippen notes this mode in his dissertation, and it can be found in the notes of Jeff Leer. It is an essentially obsolete form, mostly found in songs. It has the conjugation prefix, +i form of the classifier, and a long and high stem variation.

| MODE | PREVERB | PREFIX | | | CLASS. | POSTVERB |
|----------------------------------|-------------|--------|---------|------|--------|----------|
| | | IRR | CON PRE | PERF | | |
| PERFECTIVE (+) | | | | + | +i | |
| IMPERFECTIVE (+) state verb only | | | | | +i | |
| POTENTIAL (+) | | + | + | | +i | |
| POTENTIAL (–) | tlél | + | + | | +i | |
| POTENTIAL ATTRIBUTIVE | tlél + aadé | + | + | | +i | yé |

As with all things in Tlingit, there are exceptions. If the PERFECTIVE (+) verb is in a dependent clause, then the classifier will switch to –i, but everything else remains the same. You probably know some of the dependent clauses listed below.¹ They are given here to show how the classifier changes when it becomes a dependent clause.

| TLINGIT | PREFIX | | | | TRANSLATION |
|-----------------------------------|--------|-----|-----|-------|--------------------------------|
| | OBJ | PFV | SUB | CLAS. | |
| iḡwsiteen | i | ŷu | xa | +i | i see you |
| yak'éi iḡwsateení | i | ŷu | xa | –i | it's good to see you |
| xwaaxaa | Ø | ŷu | xa | +i | i ate it |
| xwasikóo xwaxaayí | Ø | ŷu | xa | –i | i know i ate it |
| yú s'eeek xwaaják | Ø | ŷu | xa | +i | i killed a black bear |
| yú s'eeek xwajaagí ax tuwáa sigóo | Ø | ŷu | xa | –i | i want to kill that black bear |

¹ The last two come from "Dependent Clause Notes" by Dzéiwsh James Crippen.

Perfective (+) Examples

Coming back to the PERFECTIVE mode, we should think about the importance of being able to hear this mode and put it together. Much of the information we communicate is about things that would be PERFECTIVE (+) in Tlingit. If we wanted to talk about something that happened yesterday, or tell a story, then we are going to need PERFECTIVE modes. In order to use event verbs in the present tense, we also need to know the PERFECTIVE mode.

As you learn more about this mode, you should begin looking through Tlingit materials and spot the perfectives, taking some time to figure out how they work. Many of the examples and much of the information presented here comes from the works of Crippen and verb documentation of Eggleston.



The above illustration is a metaphor for how to conjugate verbs in Tlingit. Starting from the top left and moving to the right is like starting at the left side of a verb phrase in Tlingit and moving towards the end. The idea here is to show the areas where things might change in a Tlingit verb, and then to show the most common things that might appear in that area. This is our starting point, and it will get us pretty far. There are some advanced pronouns and thematic prefixes that are not present, but when you are ready for those you can consult the works of Crippen, Eggleston, Leer, and Cable. Those advanced elements are used in oratory, and you might hear them

when working with master speakers, but we will start with bite sized pieces with the goal of getting you conjugating verbs in dynamic ways beginning with the most common modes.

The Tlingit verb undergoes the most changes in the prefix, which is where nearly all conjugation takes place. As things are added or changed here, they interact with everything around them and often undergo contraction in ways that are complex but predictable. As we can see in the illustration, each switch can be activated or can change its content, but each switch can only have one thing at a time. The top three on the left are preverb items, and the object is also in the preverb except for the «ku,» «a,» «i,» and «Ø» which are in the prefix. From there, we have ten switches that are all in the preverb, and those are: thematic 1, thematic 2, thematic 3, self-benefactive, outer conjugation, irrealis, inner conjugation, perfective & ga mode, subject, and classifier group. The last two—d component & i component—change the qualities of the classifier.

We will be discussing each of these switches in future chapters, and also looking at different verb modes and how they are activated on the switch-board. There are basically two types of components in a Tlingit verb: ones that have meaning and ones that only have a grammatical function. For example, most of the thematic prefixes have embedded meanings and add their meaning to the verb. Other parts of the verb exist to put the verb into certain modes. This can be confusing in some instances because a component may have meaning but is present only because of the verb mode.

| COMPONENTS WITH MEANING | COMPONENTS WITH GRAMMATICAL FUNCTION ONLY |
|-------------------------|---|
| preverbs | outer conjugation |
| reciprocal | inner conjugation |
| 3p plural | ga mode |
| object | |
| thematic 1 | |
| thematic 2 | |
| thematic 3 | |
| self-benefactive | |
| irrealis | |
| perfective | |
| subject | |

The areas that activate for the PERFECTIVE (+) are the **PERFECTIVE MARKER** and the **+I COMPONENT**. The **OBJECT** and **SUBJECT** can change, and their presence depends on the transitivity of the verb. Keep in mind, though, that if there is an **OBJECT (O)** or **SUBJECT (S)** in the theme, then it must be there unless the transitivity of the verb has changed. The **THEMATIC PREFIXES** can change, but doing so creates a new verb. As you learn to use the PERFECTIVE (+), what you are really doing is learning all the possible combinations of **OBJECTS**, **THEMATIC PREFIXES**, **PERFECTIVE MARKER**, **SUBJECTS**, and the **CLASSIFIER**. In order to learn this information, we start with the **SUBJECT** and **CLASSIFIER** combinations, then look at adding **THEMATIC PREFIXES**, changing **OBJECTS**. By studying their patterns and practicing various combinations, we can learn to use the PERFECTIVE (+) mode and then start looking at some of the specifics of verb components and how to form other modes.

Prefixes with the PERFECTIVE MARKER and +I COMPONENT have complex, but predictable prefixes. We can learn the patterns and apply them to other verbs. There are patterns for Ø GROUP CLASSIFIERS and then slightly different patterns for the other classifiers (S GROUP, L GROUP, SH GROUP) that are identical except for a consonant change. Once we have the CLASSIFIER, then we should be able to learn, predict, and use different SUBJECT pronouns. After looking at the prefix, we will look at STEM VARIATION, but for now keep the stem the same as the given example and focus on the prefix. Most modern resources will give us the third person subject and object, and we can change them and accurately predict the prefix.

O-S-Ø-√t'ei * (*ga event verb – transitive*)

or S to find O (usually as the result of searching)

S-d+Ø-√kaa (Ø *act verb – object intransitive*)

for S to sew

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|--------------|-----------------|-------------|---------------|
| ḡwaat'ei | Ø-ḡu-ḡa-ḡa | ḡwadikáa | ḡu-ḡa-di |
| wutuwaat'ei | Ø-ḡu-tu-ḡa | wutudikáa | ḡu-tu-di |
| yeet'ei | Ø-ḡu-i-ḡa | yidikáa | ḡu-i-di |
| yeeyt'ei | Ø-ḡu-yi-ḡa | yeeydikáa | ḡu-yi-di |
| aawat'ei | a-ḡu-Ø-ḡa | wudikáa | ḡu-Ø-di |
| has aawat'ei | has + a-ḡu-Ø-ḡa | has wudikáa | has + ḡu-Ø-di |
| wuduwaat'ei | Ø-ḡu-du-ḡa | wuduwaakáa | ḡu-du-ḡa |

O-S-s-√.áat' (*Ø act verb – transitive*)

for S to make O cold, cool

a + géi~ + S-d+s-√geet² (*Ø event verb – object intransitive*)

for S to violate, break (law or custom), to do something wrong

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|--------------|-----------------|---------------------|----------------|
| xwasí.át' | Ø-ŷu-xa-si | a géit xwadžigít | ŷu-xa-dzi |
| wutusi.át' | Ø-ŷu-tu-si | a géit wutudzigít | ŷu-tu-dzi |
| yisi.át' | Ø-ŷu-i-si | a géit yidzigít | ŷu-i-dzi |
| yeeysi.át' | Ø-ŷu-yi-si | a géit yeeydzigít | ŷu-yi-dzi |
| awsí.át' | a-ŷu-Ø-si | a géit wudzigít | ŷu-Ø-dzi |
| has awsí.át' | has + a-ŷu-Ø-si | a géit has wudzigít | has + ŷu-Ø-dzi |
| wududzi.át' | Ø-ŷu-du-dzi | a géit wududzigít | ŷu-du-dzi |

O-S-l-√k'oots (*na event verb – transitive*)

for S to break O (esp. rope-like objects)

S-d+l-√koo^h (*na act verb – object intransitive*)

for S to vomit, throw up

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|----------------|-----------------|--------------|----------------|
| xwalik'oots | Ø-ŷu-xa-li | xwadlikoo | ŷu-xa-dli |
| wutulik'oots | Ø-ŷu-tu-li | wutudlikoo | ŷu-tu-dli |
| yilik'oots | Ø-ŷu-i-li | yidlikoo | ŷu-i-dli |
| yeeylik'oots | Ø-ŷu-yi-li | yeeydlikoo | ŷu-yi-dli |
| awlik'oots | a-ŷu-Ø-li | wudlikoo | ŷu-Ø-dli |
| has awlik'oots | has + a-ŷu-Ø-li | has wudlikoo | has + ŷu-Ø-dli |
| wududlik'oots | Ø-ŷu-du-dli | wududlikoo | ŷu-du-dli |

O-S-sh-√k'aan (*ga state verb – transitive*)

for S to hate O

O-S-d+sh-√koox² (*Ø act verb – transitive*)

for S to contribute O (food to share) to a potluck or gathering

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|----------------|------------------|-------------|-----------------|
| ḡwashik'aan | Ø-ḡu-ḡa-shi | ḡwajikúḡ | Ø-ḡu-ḡa-ji |
| wutushik'aan | Ø-ḡu-tu-shi | wutujikúḡ | Ø-ḡu-tu-ji |
| yishik'aan | Ø-ḡu-i-shi | yijikúḡ | Ø-ḡu-i-ji |
| yeeyshik'aan | Ø-ḡu-yi-shi | yeeyjikúḡ | Ø-ḡu-yi-ji |
| awshik'aan | a-ḡu-Ø-shi | awjikúḡ | a-ḡu-Ø-ji |
| has awshik'aan | has + a-ḡu-Ø-shi | has awjikúḡ | has + a-ḡu-Ø-ji |
| wudujik'aan | Ø-ḡu-du-ji | wudujikúḡ | Ø-ḡu-du-ji |

After looking at these examples, take note of the transitivity of the verb. If there is an object (O) in the theme, then it must be there. If there is a subject, then it must be there. Even for verbs where the object would never really change, we must keep in mind that it is there so we can make the proper third person object & subject combination (a- ... Ø-). For example, table below shows how English drops a pronoun when specifying the verb, how Tlingit does not, and what English would look like with Tlingit grammatical rules regarding pronoun use.

| ENGLISH | TLINGIT | PREFIX | ENGLISH W/ TLINGIT GRAMMAR |
|-------------------|--------------------|-----------------|----------------------------|
| i saw a cat | dóosh ḡwasiteen | Ø-ḡu-ḡa-si | i saw it cat |
| we saw a cat | dóosh wutusiteen | Ø-ḡu-tu-si | we saw it cat |
| you saw a cat | dóosh yisiteen | Ø-ḡu-i-si | you saw it cat |
| you all saw a cat | dóosh yeeysiteen | Ø-ḡu-yi-si | you all saw it cat |
| s/he saw a cat | dóosh awsiteen | a-ḡu-Ø-si | s/he saw it cat |
| they saw a cat | dóosh has awsiteen | has + a-ḡu-Ø-si | they saw it cat |
| a cat was seen | dóosh wududziteen | Ø-ḡu-du-dzi | cat it was seen |

Now that we have looked at examples of perfective verbs without thematic prefixes, fill in the blanks with what you think would be the correct conjugation for the subject in the following examples, and also give the expanded pattern for the prefix. Make sure to note the verb transitivity—whether or not there is an object. You can check your work at the end of the chapter.

Perfective Exercises

O-S-Ø-√.aax¹ (Ø *event verb – transitive*)

for S to hear O

O-S-Ø-√.een¹ (Ø *act verb – transitive*)

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

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

S-d+Ø-√shooch (Ø *act verb – object intransitive*)

for S to bathe, take a bath

káx + O-S-d+Ø-√tee^{h 4} (*ga event verb – transitive*)

for S to put on O (shirt, dress, etc.)

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

O-S-s-√koo^{h 1} (Ø *event verb – transitive*)

for S to know, be acquainted with, make known O (esp. people, facts); for S to learn O (esp. facts)

O-S-s-√néekw^{x 1} (*ga state verb – transitive*)

for S to make O sick

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

O-S-d+s-√gáax̄ (*ga act verb – transitive*)

for S to cry for, ask for O

O-S-d+s-√néex' (Ø *act verb – transitive*)

for S to sense the odor of O

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

O-S-l-√.aax¹ (Ø *act verb – transitive*)

for S to play O (musical instrument)

O-S-l-√ch'éix'w¹ (Ø *event verb – transitive*)

for S to dirty, soil O (esp. clothing or person)

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

S-d+l-√saa³ (Ø *event verb – object intransitive*)

for S to rest

sh + S-d+l-√k'áat'l' (Ø *event verb – object intransitive*)

for S to become quiet, keep quiet; for S to stop talking or crying

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

O-S-sh-√góok¹ (*ga state verb – transitive*)

for S to know, learn how to do O

N-t + S-d+sh-√k'éin (*na motion verb – object intransitive*)

for (singular) S to jump around at N

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

The Perfective With Thematic Prefixes

The thematic prefix adds consonants to the prefix, but the results are still predictable. A verb can have up to three thematic prefixes, but only the last one will contract with the perfective marker, subject, and the classifier (for Ø group). In the Ø group classifier verbs below we see identical prefixes with each verb. Keeping the **prefix** (object, thematic prefixes, conjugating prefixes, subject, classifier) and **stem** (√root, stem variation) separate helps us see the cut and paste nature of these patterns. That means that you can learn these prefixes patterns and add them to the stem.

Again, we see two types prefixes here: the Ø group classifier, and the others. The Ø group behaves differently than others, but there are some similarities. While it may seem like a lot to process, the beauty is that once you have it you can plug any consonant-vowel combination (CV) in before the perfective marker and the verb will conjugate the same from the final thematic prefix until the stem. The exception to this are thematic prefixes «sa-» (voice) and x'a (mouth/opening), which change to «sei-» and «x'ei-» for a Ø group classifier perfective without a subject marker, or with the 3rd person Ø marker, as in «xat seiwa.át'» (i am cold) and «yoo x'eiwatán» (s/he spoke).

To begin looking at perfectives with thematic prefixes, note the identical prefixes in the following verbs, and then look through the various examples:

kaxwaa- + -√haa
prefix stem

kaxwaa- + -√hées'
prefix stem

O-ka-S-Ø-√haa¹ (*na act verb – transitive*)

for S to plant O

O-ka-S-Ø-√héés' (*ga act verb – transitive*)

for S to borrow O (esp. round, spherical object)

| TLINGIT | PATTERN | PREDICTION OF OTHER VERB |
|---------------|--------------------|--------------------------|
| kaḵwaahaa | Ø-ka-ḵu-ḵa-ḵa | kaḵwaahéés' |
| kawtuwahaa | Ø-ka-ḵu-tu-ḵa | kawtuwahéés' |
| keeyahaa | Ø-ka-ḵu-i-ḵa | keeyahéés' |
| kayeeyhaa | Ø-ka-ḵu-yi-ḵa | kayeeyhéés' |
| akaawahaa | a-ka-ḵu-Ø-ḵa | akaawahéés' |
| has akaawahaa | has + a-ka-ḵu-Ø-ḵa | has akaawahéés' |
| kawduwahaa | Ø-ka-ḵu-du-ḵa | kawduwahéés' |

ya-ka-S-d+Ø-√náash^{*} (*Ø act? verb – object intransitive*)

for S to shake her/his own head (often to signal 'no')

yan~ + ḵ'a-S-d+Ø-√ts'éin (*Ø motion verb – object intransitive*)

for S to quieten down, stop talking

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|------------------|---------------------|---------------------|-------------------|
| yakaḵwdináash | ya-ka-ḵu-ḵa-di | yan ḵ'aḵwdits'án | ḵ'a-ḵu-ḵa-di |
| yakawtudináash | ya-ka-ḵu-tu-di | yan ḵ'awtudits'án | ḵ'a-ḵu-tu-di |
| yakaydináash | ya-ka-ḵu-i-di | yan ḵ'aydits'án | ḵ'a-ḵu-i-di |
| yakayeeydináash | ya-ka-ḵu-yi-di | yan ḵ'ayeeydits'án | ḵ'a-ḵu-yi-di |
| yakawdináash | ya-ka-ḵu-Ø-di | yan ḵ'awdits'án | ḵ'a-ḵu-Ø-di |
| has yakawdináash | has + ya-ka-ḵu-Ø-di | yan has ḵ'awdits'án | has + ḵ'a-ḵu-Ø-di |
| yakawduwanáash | ya-ka-ḵu-du-ḵa | yan ḵ'awduwats'án | ḵ'a-ḵu-du-ḵa |

O-ka-S-s-√kei (*ga act verb – transitive*)

for S to trail, follow tracks of O; for S to untangle O; for S to rip back, undo O (sewing, knitting)

O-ka-S-l-√neek (*na act verb – transitive*)

for S to tell the story of O; for S to talk into O

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|---------------|------------------|----------------|------------------|
| kaḵwsikei | ka-ḵu-ḵa-si | kaḵwlineek | ka-ḵu-ḵa-li |
| kawtusikei | ka-ḵu-tu-si | kawtulineek | ka-ḵu-tu-li |
| kaysikei | ka-ḵu-i-si | kaylineek | ka-ḵu-i-li |
| kayeysikei | ka-ḵu-yi-si | kayeeylineek | ka-ḵu-yi-li |
| akawsikei | ka-ḵu-Ø-si | akawlineek | ka-ḵu-Ø-li |
| has akawsikei | has + ka-ḵu-Ø-si | has akawlineek | has + ka-ḵu-Ø-li |
| kawdudzikei | ka-ḵu-du-dzi | kawdudlineek | ka-ḵu-du-dli |

ka-S-d+s-√nei³ (Ø *act verb – object intransitive*)

for S to knit, weave, or crochet

ash + ka-u-S-d+l-√yát^{*} (*na act verb – object intransitive*)

for S to play (esp. active games)

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|---------------|-------------------|-------------------|-------------------|
| kaḵwdzinéi | ka-ḵu-ḵa-dzi | ash kaḵwdliyát | ka-ḵu-ḵa-dli |
| kawtudzinéi | ka-ḵu-tu-dzi | ash kawtudliyát | ka-ḵu-tu-dli |
| kaydzinéi | ka-ḵu-i-dzi | ash kaydliyát | ka-ḵu-i-dli |
| kayeeydzinéi | ka-ḵu-yi-dzi | ash kayeeydliyát | ka-ḵu-yi-dli |
| kawdzinéi | ka-ḵu-Ø-dzi | ash kawdliyát | ka-ḵu-Ø-dli |
| has kawdzinéi | has + ka-ḵu-Ø-dzi | has ash kawdliyát | has + ka-ḵu-Ø-dli |
| kawdudzinéi | ka-ḵu-du-dzi | ash kawdudliyát | ka-ḵu-du-dli |

O-ka-S-sh-√xeet (\emptyset *act verb – transitive*)

for S to write, draw, or paint a picture of O; for S to print O by hand; for S to photograph, take pictures, X-rays of O

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

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

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|-------------------------|-------------------------------|------------------------|------------------------------|
| ka _x wshixít | ka-ÿu- _x a-shi | ka _x wjixít | ka-ÿu- _x a-ji |
| kawtushixít | ka-ÿu-tu-shi | kawtujixít | ka-ÿu-tu-ji |
| kayshixít | ka-ÿu-i-shi | kayjixít | ka-ÿu-i-ji |
| kayeeyshixít | ka-ÿu-yi-shi | kayeeyjixít | ka-ÿu-yi-ji |
| akawshixít | ka-ÿu- \emptyset -shi | kawjixít | ka-ÿu- \emptyset -ji |
| has akawshixít | has + ka-ÿu- \emptyset -shi | has kawjixít | has + ka-ÿu- \emptyset -ji |
| kawdujixít | ka-ÿu-du-ji | kawdujixít | ka-ÿu-du-ji |

O-_x'a-S- \emptyset -√déex' (\emptyset *event verb – transitive*)

for S to cork up (bottle), shut mouth of O

O-sa-S- \emptyset -√.aax¹ (\emptyset *event verb – transitive*)

for S to hear O (a voice, esp. singing)

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|--------------------------------------|------------------------------|------------------------------------|------------------------------|
| _x 'a _x waadíx' | ÿa-ÿu- _x a-ÿa | sa _x waa.á _x | sa-ÿu- _x a-ÿa |
| _x 'awtuwadíx' | ÿa-ÿu-tu-ÿa | sawtuwa.á _x | sa-ÿu-tu-ÿa |
| _x 'eeyadíx' | ÿa-ÿu-i-ÿa | seeya.á _x | sa-ÿu-i-ÿa |
| _x 'ayeeydíx' | ÿa-ÿu-yi-ÿa | sayeey.á _x | sa-ÿu-yi-ÿa |
| a _x 'eiwadíx' | ÿa-ÿu- \emptyset -ÿa | aseiwa.á _x | sa-ÿu- \emptyset -ÿa |
| has a _x 'eiwadíx' | has + ÿa-ÿu- \emptyset -ÿa | has aseiwa.á _x | has + sa-ÿu- \emptyset -ÿa |
| _x 'awduwadíx' | ÿa-ÿu-du-ÿa | sawduwa.á _x | sa-ÿu-du-ÿa |

The last pattern to look at is the A-THEME verbs, which have different results than other thematic prefixes because they do not start with a consonant.

N + éék' + a-S-Ø-√heen ¹ (*ga state verb – object intransitive*)

for S to believe, trust, believe in N

a-S-Ø-√l'eix̣ (*na act verb – object intransitive*)

for S to dance

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|----------------------|----------------|----------------|----------------|
| du éék' aḵwaaheen | a-ḵu-ḵa-Ø | aḵwaal'eix̣ | a-ḵu-ḵa-Ø |
| du éék' iyaheen | a-ḵu-tu-Ø | iyal'eix̣ | a-ḵu-tu-Ø |
| du éék' aawaheen | a-ḵu-i-Ø | aawal'eix̣ | a-ḵu-i-Ø |
| du éék' awtuwaheen | a-ḵu-yi-Ø | awtuwal'eix̣ | a-ḵu-yi-Ø |
| du éék' ayeeyheen | a-ḵu-Ø-Ø | ayeeyl'eix̣ | a-ḵu-Ø-Ø |
| du éék' has aawaheen | has + a-ḵu-Ø-Ø | has aawal'eix̣ | has + a-ḵu-Ø-Ø |
| du éék' awduwaheen | a-ḵu-du-Ø | awduwal'eix̣ | a-ḵu-du-Ø |

shóo-t~ + a-S-d+Ø-√.aak ² (Ø *event verb – object intransitive*)

for S to build a fire (using wood)

N-ch + a-S-s-√woo ¹ (Ø *event verb – object intransitive*)

for S to send N (often by mail)

| TLINGIT | PATTERN | TLINGIT | PATTERN |
|-------------------|-----------------|-----------------|-----------------|
| shóot aḵwdi.ák | a-ḵu-ḵa-di | ách aḵswiwóo | a-ḵu-ḵa-si |
| shóot awtudi.ák | a-ḵu-tu-di | ách awtusiwóo | a-ḵu-tu-si |
| shóot aydi.ák | a-ḵu-i-di | ách aysiwóo | a-ḵu-i-si |
| shóot ayeeydi.ák | a-ḵu-yi-di | ách ayeysiwóo | a-ḵu-yi-si |
| shóot awdi.ák | a-ḵu-Ø-di | ách awsiwóo | a-ḵu-Ø-si |
| shóot has awdi.ák | has + a-ḵu-Ø-di | ách has awsiwóo | has + a-ḵu-Ø-si |
| shóot awduwa.ák | a-ḵu-du-Ø | ách awdudziwóo | a-ḵu-du-dzi |

Now that we have looked at the thematic prefix perfective options, fill in the blanks as you did before. Keep in mind the classifier, transitivity, and how the CV system works to predict the prefix, even if the vowel changes. You can check your answers in the back of this chapter.

O-ya-S-Ø-√dlaak (*na event verb – transitive*)

for S to gain, get, obtain, acquire O; for S to succeed, accomplish O; for S to defeat, beat O

O-ya-S-Ø-√géel' (*Ø act verb – transitive*)

for S to sharpen O (with a grindstone)

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

ya-S-d+Ø-√náakw¹ (*Ø act verb – object intransitive*)

for S to bait hooks, put bait on fish hooks

tu-S-d+Ø-√.oos¹ (*Ø event verb – object intransitive*)

for S to pout, sulk, refuse to speak; for a machine to refuse to run

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

(yóo) + O-ya-S-s-√kaa¹ (*na event verb – transitive*)

for S to tell, say (that) to O; for S to ask O to do (that)

O-ka-S-s-√nei³ (*na act verb – transitive*)

for S to make O (cloth of any kind) (by weaving, knitting, or crocheting); for S to make or mend O (net)

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

sha-S-d+s-√yaa³ (*na event verb – object intransitive*)

for S to anchor, lower anchor

a-S-d+s-√geiwú^{*} (*na act verb – object intransitive*)

for S to fish with net, seine

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

O-ka-(Ø)-S-l-√séik'w (Ø *act verb – transitive*)

for S to stain, dye, color the surface of O

O-ka-S-l-√.eesh (Ø *act verb – object intransitive*)

for S to thread O (esp. beads), string together

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

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

for S to preach, narrate, tell a story

sha-S-d+l-√xóot' ¹ (*na act verb – object intransitive*)

for S to fish with rod, sportfish, cast

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

O-ka-S-sh-√x'áal' (Ø *event verb – transitive*)

for S to cook O (herring eggs) by dipping in boiling water and oil

O-ka-S-sh-√k'aan (Ø *act verb – transitive*)

for S to push O away; for S to shoo O away; for S to drive O away

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |

sh + ka-S-d+sh-√x'aakw² (*na event verb – object intransitive*)

for S to be comfortable, sit or lie comfortably

sh + ka-S-d+sh-√geiy (Ø *event verb – object intransitive*)

for S to dress up, smarten up, make an effort to look different

| S | TLINGIT | PATTERN | TLINGIT | PATTERN |
|----|---------|---------|---------|---------|
| 1S | | | | |
| 1P | | | | |
| 2S | | | | |
| 2P | | | | |
| 3S | | | | |
| 3P | | | | |
| 4H | | | | |