

Tlingit Language Proficiency Scope & Sequence, *Levels 1-4*

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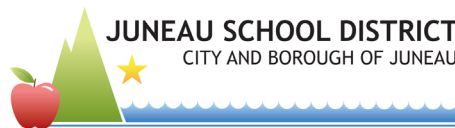
The *Tlingit Language Proficiency Scope & Sequence* is modeled on the Northwest Language Proficiency Benchmarks, developed by the Northwest Indian Languages Institute at the University of Oregon.

The resource was developed by Sealaska Heritage in partnership with Goldbelt Heritage, the University of Alaska Southeast, and the Juneau School District. This is a living document that will evolve over time.

The first edition of the *Tlingit Language Proficiency Scope & Sequence* was compiled in 2008 by Alice Taff, Linda Belarde, Jennifer Scott, Jessica Chester, Nancy Douglas, Yarrow Vaara, Nora Dauenhauer, Richard Dauenhauer, and Keri Edwards.

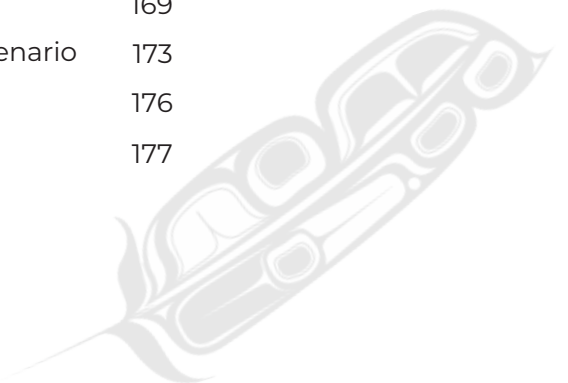
Feather design by Mikayla Mitchell.

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ABOUT THIS RESOURCE

The *Tlingit Language Proficiency Scope & Sequence* was developed by Tlingit language birth speakers, teachers, learners, and school administrators. Designed as a guide for teaching and learning the Tlingit language, it addresses four levels of language proficiency: Beginning Speaker, Beginning-Mid Speaker, Beginning Conversational Speaker, and Good Conversational Speaker. The levels are not grade levels; a person of any age may be a Beginning Speaker.

The four proficiency levels are built on the Northwest Indian Language Institute's Language Proficiency Benchmarks (<https://nili.uoregon.edu/language-proficiency-benchmarks/>), which are informed by the proficiency guidelines of the American Council on the Teaching of Foreign Languages.

Each level includes:

- **Expected skills and outcomes:** Measurable achievement outcomes for learners are provided for grammar, understanding, speaking, reading, writing, and culture.
- **Pre- and post-assessments:** Before teaching a set of items, teachers can pre-test to find out what learners know. After exposing learners to the new material and giving them time to practice, teachers can post-test, using the same criteria as the pre-test, to find out whether students have learned the material.
- **Word, phrase, and sentence lists:** The lists of Tlingit words and phrases with English translations are organized by topics. The topics are content areas around which to focus language-learning activities. Level 1 has the fewest topics. At each new

level previous topics are expanded and additional topics are introduced. Teachers and learners can select any topic to focus on to suit their learning program.

Each topical word list is organized in alphabetical order in English because most users will be looking up words in English. In sentence lists, items are grouped so that they can be used for question and answer practice.

Teachers and learners do not need to learn all the words and phrases within each topic; the lists are provided for learners and teachers to select from and add to.

Electronic users, of course, can search in either language, without depending on topics or alphabetic organization. Each user can reorganize and create their own lists by cutting and pasting.

Each level also includes a brief list of resources for that section. A full list of published resources is provided in Appendix D.

This *Scope & Sequence* is designed to be used by Tlingit language teachers, independent Tlingit language learners, parents, and school administrators. It can also serve as a model for other language communities as they develop similar resources.

TERMINOLOGY

- **Scope & Sequence:** By “scope” we mean here the broad range of things that learners need to know. Ideally this would cover ALL of the words, sentences, and grammar in the Tlingit language. Realizing that this is not possible, we have included the words,

sentences, and grammar that we have access to now.

By “sequence” we mean here the order in which the words, sentences, and grammar may be learned. We have taken into consideration the order in which people learn grammar naturally and the words and phrases a beginner is most apt to need first. However, each teacher and learner should decide for themselves the sequence for their own learning situation.

- **Grammar:** Here we use the word grammar to mean the rules by which the language operates; these rules are subconscious to the speakers of any language. This includes the organization of the sound system (consonants, vowels, tone, melody, etc.), the meaning assigned to a set of sounds (word roots, prefixes, suffixes, whole words, sentences, etc.), the bits of meaning inside words, and the order of words in sentences (subject-object-verb).
- **Speaking:** Oral language, the ability to make sense by talking.
- **Understanding:** The ability to comprehend what we hear, to derive meaning from sound.

USE OF SYMBOLS

The following symbols are used throughout this document.

- Parentheses “()” around a word indicate that the word can be substituted in a sentence by others in its class.
- Brackets “[]” around a word or phrase indicate a note or explanation.
- “[speaking to one]” indicates that the phrase is constructed for the speaker to be addressing or referring to one individual.
- “[speaking to several]” indicates that the phrase is constructed for the speaker to be addressing or referring to more than one individual.
- A slash “/” is used to demarcate variants in the Tlingit term or phrase, or in the translation.
- A hyphen “-” in front of a word indicates that it is a suffix and must be connected to a preceding word.
- An en dash “–” in front of a word indicates that the word requires a previous noun or pronoun, but is separated by a space.
- The use of an exclamation point “!” is reserved for imperative and prohibitive forms.
- A dagger “†” indicates a neologism that may not be recognizable to all speakers.



SCOPE & SEQUENCE OVERVIEW

LEVEL 1: BEGINNING SPEAKER	LEVEL 2: BEGINNING-MID SPEAKER	LEVEL 3: BEGINNING CONVERSATIONAL SPEAKER	LEVEL 4: GOOD CONVERSATIONAL SPEAKER
SKILLS & OUTCOMES			
<p>Based on natural language acquisition, Beginning Speakers learn single words and learn phrases as single units (holophrastic).</p>	<p>Beginning-Mid learners will begin to put two words together in very tentative, immature sentences (noun-verb, adjective-noun, possessive-noun, etc.) They will begin to control use of:</p> <ul style="list-style-type: none"> Verb forms: <ul style="list-style-type: none"> Imperative (command) singular: <i>You do it!</i> and plural <i>You guys do it!</i> Imperfective (action is ongoing): <i>One person does it, is doing it.</i> Perfective (action is completed): <i>One person did it.</i> Subject pronouns (I, you, s/he/it) 	<p>Beginning Conversational learners are exposed to and begin to control use of:</p> <ul style="list-style-type: none"> All “persons” for the selected verb forms: I, you, it (s/he), we, you all, they, indefinite (one) Future: <i>I will do it.</i> Future negative: <i>I won't do it.</i> Imperfective negative (action isn't happening): <i>S/he doesn't do it.</i> Perfective negative: (action didn't happen): <i>S/he didn't do it.</i> Prohibitive: <i>Don't do it!</i> Prohibitive plural: <i>Don't you all do it!</i> Progressive: <i>I'm going.</i> Impersonal verbs: (weather verbs) Possessive pronouns: my, your, their Sounds: Vowel length and tone in verb stems: <i>a vs. aa</i>, etc. 	<p>Good Conversational learners are exposed to and begin to control use of:</p> <ul style="list-style-type: none"> Verb forms: <ul style="list-style-type: none"> Hortative: <i>Let's do it.</i> Perfective habitual: <i>S/he does it every time.</i> Negative perfective habitual: <i>S/he hasn't done it yet.</i> Repetitive imperfective: <i>S/he does it regularly.</i> Locational and directional prefixes
<p>UNDERSTANDING</p> <p>A Beginning Speaker has stronger listening skills than speaking skills and can identify certain words, guessing about what is being said (rather than more fully comprehending what is being said).</p> <p>A Beginning Speaker comprehends 100+ familiar words and phrases about Level 1 TOPICS, including 10 verbs.</p>	<p>A Beginning-Mid learner is building on Level 1 listening skills, and understands certain words, short sentences, and basic questions, though there's still some guessing about what is being said.</p> <p>A Beginning-Mid learner comprehends 200 familiar words and phrases from Level 1 and Level 2 TOPICS, and understands short sentences and simple questions about the topics.</p>	<p>A Beginning Conversational learner is developing strong listening skills and understanding short conversations, questions, dialogues, or short personal narratives in Tingit.</p> <p>A Beginning Conversational learner comprehends familiar words and phrases, understands short sentences and questions, and understands short conversations about and in the Level 3 TOPICS.</p>	<p>A Good Conversational learner has developed strong listening skills, understands conversations a few minutes in length, and understands questions, dialogues, and personal narratives in the language.</p> <p>A Good Conversational learner comprehends familiar words and phrases and understands longer streams of speech and conversations a few minutes in length about the Level 4 TOPICS.</p>

	<p>Beginning Speakers can:</p> <ul style="list-style-type: none"> Identify things in their environment Ask and respond to familiar questions Introduce themselves Greet others Convey courtesies Express basic needs Use phrases in familiar settings Count to 20 Identify colors as introduced in Level 1 Say 100 memorized words and short phrases, including 20 verbs, from Level 1 TOPICS in the correct context for communication with understandable, though not perfect, pronunciation 	<p>Beginning-Mid learners can:</p> <ul style="list-style-type: none"> Identify things in their environment Ask and respond to familiar questions Introduce themselves (name, moiety, clan, Tlingit name) Greet others Express needs Use memorized phrases in familiar settings Use “to” and “from” Count to 200 Use color words Talk about time Say 200 memorized words and phrases Form two-word “immature sentences” Use everyday expressions Identify familiar objects from Level 1 and 2 TOPICS in the right context for communication with understandable—though not perfect—pronunciation and grammar 	<p>Beginning-Conversational learners can:</p> <ul style="list-style-type: none"> Introduce themselves (father, grandparent, house, community) Tell about locations Combine adjectives and nouns Talk about things they do every day or things they do seasonally Use numbers to 1,000 Hold basic conversations Use Level 3 verb forms in simple sentences Give short personal narratives about things they do every day or things they do seasonally in the Level 3 topic areas Use memorized words and phrases Use everyday expressions Identify familiar objects 	<p>Good-Conversational learners can:</p> <ul style="list-style-type: none"> Hold and add to conversations Give personal narratives in the Level 4 topic areas Tell traditional stories Identify things in their environment Ask and respond to familiar questions Introduce themselves to include their lineage (niece/nephew, great and great-grandparents, and Tlingit names of relatives) Talk about past and future time Talk about quantity Describe physical appearances Tell, simply, a traditional story Take the opportunity to engage in public speaking
<p>READING</p>	<p>A Beginning Speaker will be introduced to the written symbols (orthography) for the Tlingit sound system.</p> <p>A Beginning Speaker will pronounce a majority of Tlingit vowels and consonants and high tones.</p>	<p>A Beginning-Mid learner will be able to:</p> <ul style="list-style-type: none"> Pronounce short and familiar written words Understand familiar written words and sentences <p>A Beginning-Mid learner will read and understand Level 2 books.</p>	<p>A Beginning Conversational learner will be able to pronounce big words reading aloud syllable by syllable.</p> <p>A Beginning Conversational learner will read aloud and understand <i>Little Readings in Tlingit</i>.</p>	<p>A Good Conversational learner will be able to read aloud fluently, understanding Level 4 TOPICS.</p>
<p>WRITING</p>	<p>A Beginning Speaker will begin to write the letters of the Tlingit writing system.</p> <p>A Beginning Speaker will be able to copy written words from Level 1 TOPICS, correctly.</p>	<p>Using the writing system will help Beginning-Mid learners distinguish Tlingit sounds.</p> <p>A Beginning-Mid learner will be able to write all the letters in the Tlingit writing system. A Beginning-Mid learner will attend to special Tlingit sounds. [k', k'w, kw, k', k, k'w, kw, g, gw, x, x', x'w, xw, x, x', x'w, xw, l, l', t', t', ts', ts, tl, tl', dl, dz, y']</p>	<p>Using the writing system will help Beginning Conversational learners distinguish Tlingit sounds.</p> <p>A Beginning Conversational learner will be able to write all the letters in the Tlingit writing system.</p> <p>Students will write short original sentences in Tlingit similar to <i>Little Readings</i>.</p>	<p>Good Conversational learners can write short narratives and descriptive passages using Level 4 GRAMMAR and vocabulary.</p>

<p>A Beginning Speaker reflects through their own actions the critical roles that the Tlingit community and language plays in anchoring a sense of identity and well-being; how they understand and relate to the world around them.</p> <p>A life in accordance with Tlingit cultural values and traditions is integrated within them and is exhibited in their outward daily behavior.</p> <p>Culturally knowledgeable learners are rooted in the language, cultural heritage, and traditions of their community.</p> <p>A Beginning Speaker:</p> <ul style="list-style-type: none"> • Has basic knowledge of Tlingit clan and kinship system • Knows their Tlingit name, clan, and father's clan 	<p>A Beginning-Mid learner is learning their role as a Tlingit.</p> <p>They practice their Tlingit traditional personal relationship and responsibilities, according to their age, with their Elders, clan, <i>kwadan</i>, and environment.</p> <p>A life in accordance with Tlingit cultural values and traditions is integrated within them and is exhibited in their outward daily behavior.</p> <p>A Beginning-Mid learner:</p> <ul style="list-style-type: none"> • Identifies kinship structure and roles (mother, father, girl's older/younger brother/sister, boy's older/younger brother/sister, grandparents, opposites) • Identifies regalia, moieties, clan crests, button robe, apron, headband, headpiece, drum, <i>at'óow</i> • Identifies fish camps, sources of water, berry patches, place names • Identifies traditional practices related to each time of year • Knows that everything has a spirit • Knows one traditional song/dance and composer with clan permission 	<p>A Beginning-Conversational person learning their culture and language will be able to practice their traditional responsibilities within their community and to their environment.</p> <p>A life in accordance with their community's cultural values and traditions is naturally integrated within them and is exhibited in their outward daily behavior.</p> <p>A Beginning Conversational learner:</p> <ul style="list-style-type: none"> • Identifies kinship structure and roles (maternal and paternal aunt and uncle, son and daughter, grandchild, clan relatives) • Identifies regalia (<i>naxxein</i>, cedar hat, dance staff, dance paddle, bib) • Identifies times and places to hunt, harvest beach animals and vegetables, and know/know about traditional Tlingit place names and clan ownership of the land • Knows cultural health practices including plants related to healing and traditional foods • Identifies and describes culturally relevant areas in the community, both historical and current • Responds appropriately when their clan is mentioned in a speech <p>Learners will know and/or know about:</p> <ul style="list-style-type: none"> • Three traditional songs/dances minimum, and the composer and history of those songs • Dance commands • Villages have different dance styles • What it takes to be a Song Caller 	<p>A Good-Conversational person learning their culture and language will be able to practice their traditional responsibilities within their community and to their environment. A life in accordance with their community's cultural values and traditions is integrated within them and is exhibited in their outward daily behavior.</p> <p>Culturally knowledgeable students are able to use this knowledge to learn about the larger world around them, making constructive contributions to family and community in order to create caring communities.</p> <p>A Good Conversational learner can:</p> <ul style="list-style-type: none"> • Identify kinship structure and roles (clan and non-clan, niece and nephew, great and great-great grandparents) • Explain the meanings of forms in regalia (e.g., diving whale in a Chilkat robe) • Be involved in the harvest of plants and animals • Understand self-respect attached to changes during adolescence • Identify and describe culturally important locations outside their own community • Stand and respond, to create balance at a public event. Introduce someone else at a public event • Identify, describe, and discuss traditional values and roles and responsibilities within the community • Tell a Raven story • Describe the era of Tlingit language loss and the benefits to be gained by language revitalization/continuity <p>Learners will know:</p> <ul style="list-style-type: none"> • Six songs/dances minimum and the composer and history of those songs • Dance commands and their meanings • Different village or clan dance styles
CULTURE			

WRITING	<p>A Beginning Speaker will copy a list of 10 words from Level 1 TOPICS with 80% accuracy.</p>	<p>A Beginning-Mid learner will be able to copy a word to fit into a sentence frame to match pictures with 80% accuracy (counting each letter as one item.)</p> <p>They will write their Tlingit name (or classroom Tlingit nickname.)</p>	<p>A Beginning Conversational learner will be able to write familiar words and phrases from dictation with 80% accuracy (counting each letter as one item).</p> <p>Students will write short original sentences in Tlingit with 80% accuracy.</p>
CULTURE	<p>Beginning Speakers can:</p> <ul style="list-style-type: none"> • Say their name, clan, and father's clan • Introduce one friend using their name, clan, and father's clan • Sing a Level 1 Tlingit song with understandable, though not perfect, pronunciation 	<p>Beginning-Mid learners:</p> <ul style="list-style-type: none"> • Demonstrate their cultural understanding when asked questions about Level 2 <i>Culturally Relevant Items</i> by Elders and teachers. • Give examples of how they respected themselves and others in the past week (e.g., sharing food, taking food to someone else, visiting to check on Elders, always giving the best of themselves, and so on.) Students will self-assess their actions over the past week. 	<p>Beginning Conversational learners:</p> <ul style="list-style-type: none"> • Demonstrate their cultural understanding when asked questions in Tlingit about Level 3 <i>Culturally Relevant Items</i> by Elders and teachers. • Demonstrate their cultural understanding in various places within the community (e.g., describe in simple Tlingit when, where, and how to collect red seaweed).
			<p>A Good Conversational learner will be able to write, from dictation, Level 4 words and phrases with 80% accuracy (counting each letter as one item.)</p> <p>Students will write a short original story in Tlingit with 80% accuracy.</p>
			<p>Good Conversational learners:</p> <ul style="list-style-type: none"> • Demonstrate their cultural understanding when asked questions about Level 4 <i>Lingit Tundatani</i> by Elders and teachers. • Demonstrate their cultural understanding in various places within the community. (For example: the order and significance of the events in a <i>ku'éex</i>: See <i>Celebration 2000: Restoring Balance Through Culture</i>, published by Sealaska Heritage.)

LEVEL 1: Beginning Speaker

Teaching & Learning Resources

<p>Resources referenced in Level 1 are listed at right. For a full list, see Appendix D.</p>	<ul style="list-style-type: none"> • <i>Lingít X'éináx Sá! Say it in Tlingit: A Tlingit Phrase Book</i>, by Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Beginning Tlingit</i>, by Nora Marks Dauenhauer and Richard Dauenhauer, (Sealaska Heritage Institute) • <i>Lingít Yoo X'atángi: Beginning Tlingit Workbook</i>, by X'unei Lance Twitchell (Sealaska Heritage Institute)
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Expected Skills & Outcomes

GRAMMAR	
<p>Skills & Outcomes</p>	<p>Based on natural language acquisition, Beginning Speakers learn single words and learn phrases as single units (holophrastic).</p> <p>See Level 1 SENTENCE PATTERNS & VERBS.</p>
UNDERSTANDING	
<p>Skills</p>	<p>A Beginning Speaker has stronger listening skills than speaking skills and can identify certain words, guessing about what is being said (rather than more fully comprehending what is being said).</p>
<p>Outcomes</p>	<p>A Beginning Speaker comprehends 100+ familiar words and phrases about Level 1 TOPICS, including 10 verbs.</p>
SPEAKING	
<p>Skills</p>	<p>Beginning Speakers can:</p> <ul style="list-style-type: none"> • Identify things in their environment • Ask and respond to familiar questions • Introduce themselves • Greet others • Convey courtesies • Express basic needs • Use phrases in familiar settings • Count to 20 • Identify colors as introduced in Level 1

Outcomes	A Beginning Speaker can say 100 memorized words and short phrases, including 20 verbs, from Level 1 TOPICS in the correct context for communication with understandable, though not perfect, pronunciation.
READING	
Skills	The Beginning Speaker will be introduced to the written symbols (orthography) for the Tlingit sound system.
Outcomes	A Beginning Speaker will pronounce a majority of Tlingit vowels and consonants and high tones.
WRITING	
Skills	A Beginning Speaker will begin to write the letters of the Tlingit writing system.
Outcomes	A Beginning Speaker will be able to copy written words from Level 1 TOPICS correctly.
CULTURE	
Skills	<p>Beginning Speakers reflect through their own actions the critical roles that the Tlingit community and language play in anchoring a sense of identity and well-being, how they understand and relate to the world around them.</p> <p>A life in accordance with Tlingit cultural values and traditions is integrated within them and is exhibited in their outward daily behavior.</p> <p>Culturally knowledgeable learners are rooted in the language, cultural heritage, and traditions of their community.</p>
Outcomes	<p>A Beginning Speaker:</p> <ul style="list-style-type: none"> • Has basic knowledge of Tlingit clans and kinship systems • Knows their Tlingit name, clan, and father's clan

Assessment Tools

UNDERSTANDING	
Assessment Pre/Post	Make a checklist of words and phrases from the TOPICS in Level 1 to use in the assessment. When Elders and teachers ask questions using the checklist, the learner can point to or manipulate the correct object or picture or respond with the correct physical action. Teachers can use Quizlet.com (Tlingit language sets) as an assessment tool.
SPEAKING	
Assessment Pre/Post	<p>Make a checklist of words and phrases from the TOPICS in Level 1 to use in the assessment. When Elders and teachers ask questions using the checklist, a Beginning Speaker will:</p> <ul style="list-style-type: none"> • give single-word answers to questions without asking for more than two repetitions for comprehension, • convey a message that is generally understandable to the person asking the question (there may be hesitations and pauses), and • show some conformity to the pronunciation system.
READING	
Assessment Pre/Post	A Beginning Speaker will be able to say the sounds of the Tlingit alphabet and high tones with 80% accuracy. They will point to written words from Level 1 TOPICS when they hear them read aloud with 80% accuracy.
WRITING	
Assessment Pre/Post	A Beginning Speaker will copy a list of 10 words from Level 1 TOPICS with 80% accuracy.
CULTURE	
Assessment Pre/Post	<p>Beginning Speakers can:</p> <ul style="list-style-type: none"> • Say their name, clan, and father's clan • Introduce one friend using their name, clan, and father's clan • Sing a Level 1 Tlingit song with understandable, though not perfect, pronunciation (consider "Goosú wa.é," <i>Beginning Tlingit</i>, p. 90)

Sentence Patterns & Verbs

SENTENCE PATTERNS

Teachers are encouraged to use these sentence patterns when teaching and practicing nouns at each level.

Daa sá iyatéen?	What do you see?
__ gé iyatéen?	Do you see _____?
__ xaatéen.	I see _____.
__ ka __ xaatéen.	I see ____ and ____.
Daa sáwé yisiteen?	What did you see?
_____ xwasiteen.	I saw _____.
Daa sáwé iya.áxch?	What are you hearing?
(Xóots) xaa.áxch.	I hear a (bear).
Daa sáwé iya.áx.	What did you hear?
Yáay xwaa.áx.	I heard a (whale.)
Goosú wé __?	Where is the _____?
Yáadu _____.	Here is the _____.
Daa sáwé?	What is that?
__ ák.wé?	Is that _____?
__ áwé.	That is _____.
Daa sáyá?	What is this?
__ ákyá?	Is this _____?
__ áyá.	This is _____.
__ ákyá kach'u __?	Is this ____ or _____?

Source: *Beginning Tlingit* by Nora Marks Dauenhauer and Richard Dauenhauer.

VERBS

What to look for on http://ankn.uaf.edu/~tlingitverbs/	Imperative 2s (You do it)	Imperative 2p (You guys do it)	Imperfective/ Perfective 3s (S/he is doing/did it.)	Imperfective/ Perfective 3s (They are doing/did it.)
Count/read (some speakers)	Nidatóow! Count! / Read!	Naydatóow! You all count! You all read!	Datóow. S/he is counting. / S/he is reading.	Has datóow. They are counting. / They are reading.
Count/read it (some speakers)	Natóow! Count it! / Read it!	Naytóow! You all count it! You all read it!	Atóow. S/he is counting it. / S/he is reading it.	Has atóow. They are counting it. / They are reading it.
Count (other speakers)	Neestóow! Count!	Nayistóow! You all count!	Istóow. S/he is counting.	Has istóow. They are counting.
Count it (other speakers)	Nastóow! Count it!	Naysatóow! You all count it!	Astóow. S/he is counting it.	Has astóow. They are counting it.
Dance	Anal'eix! Dance!	Anayl'eix! You all dance!	Al'eix. S/he is dancing.	Has al'eix. They are dancing.
Drum	Gaaw gagwaal! Beat the drum!	Gaaw gaygwaal! You all beat the drum!	Gaaw agwáal. S/he is beating the drum.	Gaaw has agwáal. They are beating the drums.
Eat	At xá! Eat!	At yixá! You all eat!	At xá. S/he is eating. / S/he eats.	Has atxá. They are eating. / They eat.
Go Fish	Aneest'eix! Troll!	Anayist'eix! You all troll!	Ast'eix. S/he is trolling.	Has ast'eix. They are trolling.
Hear it	Áx! Hear it!	Yi.áx! You all hear it!	(Aadé) aya.áxch. S/he can hear it (there).	(Aadé) has aya.áxch. They can hear it (there).
Hold	Galsháat! Hold it!	Gaylasháat! You all hold it!	Alshát. S/he is holding it.	Has alshát. They are holding it.
Jump	Kei eeshk'én! Jump!	Kei yee kduk'én! You all jump!	Yaa nashk'én. S/he is jumping.	Yaa has kanduk'én. They are jumping.
Laugh	At shúk! Laugh!	At yishúk! You all laugh!	At shook. S/he is laughing.	Has at shook. They are laughing.

Listen (carefully)	(Du x'éide) kinees.aax! Listen (to him/her)!	(Du x'éide) kinayis.aax! You all listen (to him/her)!	(Du x'éide) kul.áxs'. S/he is listening (to him/her).	(Du x'éide) has kul.áxs'. They are listening (to him/her).
Listen to it	Át sa.áx! Listen to it!	Át yisa.áx! You all listen to it!	Át wusi.áx. S/he's listening to it. / S/he listened to it.	Át has wusi.áx. They are listening to it. / They listened to it.
Look at it	Át eelgín! Look at it!	Át ayilgín! You all look at it!	Át awdligín. S/he is looking at it. / S/he looked at it.	Át has awdligín. They are looking at it. / They looked at it.
Play	Ash kaneelyát! Play!	Ash kanayilyát! You all play!	Ash koolyát. S/he is playing.	Has ash koolyát. They are playing.
Point	Ch'íx! Point at it!	Yich'íx! You all point at it!	Át uwach'íx'. S/he is pointing at it.	Át has uwach'íx'. They are pointing.
Read it	Natóow! Read it!	Naytóow! You all read it!	Atóow. S/he is reading it.	Has atóow. They are reading it.
Read	Nidatóow! Read!	Naydatóow! You all read!	Datóow. S/he is reading.	Has datóow. They are reading.
Run	Át eeshíx! Run to it!	Át yee lunagúk! You all run!	Aadé yaa nashíx. He/she/it is running to it.	Aadé yaa s lunagúk. They are running to it.
See	Gasteen! See it!	Gaysateen! You all see it!	(Aadé) awsiteen. S/he sees it (there). / S/he saw it (there).	(Aadé) has awsiteen. They see it (there). / They saw it (there).
Be able to see	(rarely used)	(rarely used)	(Aadé) ayatéen. S/he can see it (there).	(Aadé) has ayatéen. They can see it (there).
Sing	At gashí! Sing it!	At gayshí! You all sing it!	At shí. S/he is singing. / S/he sings.	Has at shí. They are singing. / They sing.
Sit	Ganú! Sit down!	Gaykí! You all sit down!	(Át) áa. S/he is sitting (there).	(Át) has kéen. They are sitting (there).
Stand	Gidaan! Stand up!	Gaydanaak! You all stand up!	(Át) hán. S/he is standing (there).	(Át) has nák. They are standing (there).

Tell	(Du een) kananeek! Tell (him/her) about it!	(Du een) kanayneek! You all tell (him/her) about it!	(Du een) akanéek. S/he is telling (him/her) about it.	(Du een) has akanéek. They are telling (him/her) about it.
Think	A daa yoo tután! Think about it!	A daa yoo tiyla.á! You all think about it!	A daa yoo tuwatánk. S/he is thinking about it.	A daa yoo s tuli.átk. They are thinking about it.
Talk	Yoo x'atán! Talk!	Yoo x'ayla.á! You all talk!	Yoo x'ayatánk. S/he is speaking.	Yoo s x'ali.átk. They are talking.
Touch it	Át shí! Touch it!	Át yishi! You all touch it!	Át uwashée. S/he is touching/ touched it.	Át has uwashée. They are touching/ touched it.
Walk	Aadé nagú! Go there!	Aadé nay.á! You all go there!	Aadé yaa nagút. S/he is going there.	Aadé yaa s na.át. They are all going there.
Work	(A daa) yéi jiné! Work (on it)!	(A daa) yéi jinayné! You all work (on it)!	(A daa) yéi jiné. S/he is working (on it).	(A daa) yéi has jiné. They are working (on it).
Write	Keeshxít! Write!	Kayishxít! You all write!	Kashxeet. S/he is writing.	Has kashxeet. They are writing.
Write it	Kashaxít! Write it!	Kayshaxít! You all write it!	Akshaxeet. S/he is writing it.	Has akshaxeet. They are writing it.

Words, Phrases, & Sentences by Topic

Topics presented in Level 1: Animals, Classroom, Culturally Relevant, Food & Beverages, Haa Aamí (Our Land), Location, Plants, Self & Family, Weather & Seasons

ANIMALS	
<p>Teachers might want to introduce a language pattern meaning “Let’s pretend” (see <i>Beginning Tlingit</i>, p. 159).</p> <ul style="list-style-type: none"> • _____ sdágáawé. Let’s pretend. • Aḡast’eix sdágáawé. Let’s pretend I’m fishing. • Xóots yáx sdágáawé uháan. Let’s pretend we are brown bears. <p>However some speakers do not recognize “_____ sdágáawé” as meaning “Let’s pretend _____”, so these sentences will have to be approached differently for such speakers.</p> <p>Note: Students are instructed to treat stuffed animal toys as if they are living things, that is, carefully and with respect at all times.</p>	
Atgutú.ádi Land Animals	
s’EEK	black bear
xóots	brown bear
dóosh	cat
guwakaan / kuwakaan	deer
keitl	dog
jánu / jánwu / jénwu / jénu	mountain goat
xíxch’	frog
kóoshdaa	land otter
tsísk’w / dzísk’w	moose
kanals’áak / kals’áak	squirrel
dáa	weasel
gooch	wolf
Heentaak.át Sea Animals (Beings of the Ocean)	
[Heentaak.ádi is also pronounced <i>héen tak.ádi</i> or <i>hintak.ádi</i> .]	
gáal’	clam
téel’	dog salmon
xíxch’	frog
yaaw	herring
kéet	killer whale

cheech	porpoise
xáat	salmon
taan	sea lion
yáxwch'	sea otter
tsaa	seal
tóos'	shark
yáay	whale
Át Kawdliyeeki Át Birds (Beings that Fly)	
ts'itskw / ts'ats'ée	songbird
ch'áak'	eagle
yéil	raven
kéidladi	seagull
Animal Sentences	
Note: () around a word means that word can be substituted in a sentence by others in its class.	
(Kéet) gé iyatéen?	Do you see a (killer whale)?
(Yáay) gé yeeytéen?	Do you all see a whale?
(Yáay)gaa kinayshí!	All of you search for (a whale)!
(Yáay)gaa kunashi!	Search for a (whale)!
Ax jeet sanú wé (tsaa)!	Give me the (seal)! [live creature or toy that we are pretending is real]
Ast'eix nagú (nakúx)!	Go fish!
Yáadu wé (ch'áak').	Here is the (eagle).
(Cheech) xaatéen.	I see a (porpoise).
Heentaak.ádi saax'úgaa kinayis.aax.	All of you listen for beach creature names.
Wé taant ch'ix'!	Point to the (sea lion)!
Yan satá wé (xáat)!	Put down the dead (fish)!
(Xáat) át woox'aak.	(A fish) is swimming around.
(Xáat) át wooheen.	A school (of fish) is swimming around.
(Yáay) áyá.	This is a (whale).

CLASSROOM	
Note: † before a word means that it is a neologism.	
Classroom Items	
gwéil	bag
kooch'éit'aa / kooch'éet'aa	ball
gaaw	bell / clock / drum
x'úx'	book / journal
kóok	box
káayakijeit / káayagijeit	chair
kaashaxáshaa	clippers / scissors
†néegwál' kooxéedaa	colored marker
†xén kooxéedaa	crayon
†neis' kooxéedaa	crayon
†k'óox' kooxéedaa	crayon
x'aháat	door
x'awool	doorway
t'áa ká	floor
kals'ix'waa	glue
néegwál'	paint [thick consistency, color stays on surface]
x'úx'	paper
kooxéedaa	pen/pencil
áx kaduls'ix'w át	sticker
sgóonwaan	student
nadáakw	table
xaawaagí	window
Numbers	
tléix'	1
déix / déex	2
nás'k	3
daax'oon	4
keijín / keejín	5
tleidooshú	6
daxadooshú	7
nas'gadooshú	8
gooshúk	9
jinkaak	10

jinka <u>at</u> <u>ka</u> tléix'	11
jinka <u>at</u> <u>ka</u> déix	12
jinka <u>at</u> <u>ka</u> nás'k	13
jinka <u>at</u> <u>ka</u> daax'oon	14
jinka <u>at</u> <u>ka</u> keijín	15
jinka <u>at</u> <u>ka</u> tleidooshú	16
jinka <u>at</u> <u>ka</u> dax.adooshú	17
jinka <u>at</u> <u>ka</u> nas'gadooshú	18
jinka <u>at</u> <u>ka</u> gooshúk	19
tleikáa	20
<i>The numbers below are the way to count people.</i>	
tléiná <u>x</u> káa	one person
dáxná <u>x</u> káa	two people
nás'giná <u>x</u> káa	three people
daax'ooniná <u>x</u> káa	four people
keijíniná <u>x</u> káa	five people
tleidooshóoná <u>x</u> káa	six people
daxadooshóoná <u>x</u> káa	seven people
nas'gadooshóoná <u>x</u> káa	eight people
gooshúguná <u>x</u> káa	nine people
jinkaadíná <u>x</u> káa	ten people
tleikáaná <u>x</u> káa	twenty people
<i>The numbers below are the ways to count iterations or number of times.</i>	
tleidahéen	once
daxdahéen	twice
nas'gidahéen	three times
daax'oondahéen	four times
keijindahéen	five times
tleidooshudahéen	six times
daxadooshudahéen	seven times
nas'gadooshudahéen	eight times
gooshukdahéen	nine times
jinkaatudahéen	ten times
tleikaadahéen	twenty times
Using Numbers	
tléix' (gaat)	one (socketeye)
jinka <u>at</u> (gaat)	ten (socketeye)
Nidatóow! / Neestóow!	Count!

Naydatóow! / Nayistóow!	All of you count!
Keijín yáx kasixát (Bingo yís).	Five in a row (for Bingo).
Wé (saak) naytóow / naysatóow!	All of you count the (hooligan)!
Nidatóow / Neestóow: tléix', déix, nás'k...	Count: one, two, three... [speaking to one]
(Nás'k) ax̄ jeewú.	I have (three).
(Tléix') ax̄ kágu kát katéen.	I have (one) in my basket. [little round object like berry]
X'oon sáwé iyatéen?	How many do you see? [speaking to one]
(Tléix') kanat'á x̄aatéen.	I see (one) blueberry.
Tléix' yateeyi (kéet) x̄aatéen.	I see one (killer whale).
Déix yateeyi (kéet) x̄aatéen.	I see two (killer whales).
(Tléikw) naxtootóow.	Let's count (berries).
Naxtudatóow / Naxtostóow.	Let's count.
Naxtootóow / Naxtostóow wé (kéidladi).	Let's count the (seagull[s]).
(Gooshúk) yatee wé yáay.	There are (nine) whales in a group.
<p>Colors</p> <p>The human eye is the same around the world, but our cultures and languages teach us to interpret the color spectrum differently. Indigenous color systems in Alaska Native languages are not the same as in English. In Tlingit, most color terms are comparisons to a noun of a certain color using the word and the verb “to be” so that “It is red” is literally “It is like fire.” Other colors are like snow, like coal, like a Steller’s jay, etc. For preschool readiness skills, Tlingit translations of some colors have been created locally, so may not be the same in all communities. There seems to be much personal and regional variation on the rarer color terms. Some of the most common Tlingit words for colors are listed below. Also see <i>Lingít X'éináx Sá</i>.</p>	
T'ooch' yáx yatee.	It is black. [lit. It is like charcoal.]
X'éishx'u yáx yatee.	It is dark blue. [lit. It is like a Steller's jay.]
X'aan yáx yatee.	It is red. [lit. It is like fire.]
Ch'áak' loowú yáx yatee.	It is yellow. [lit. It is like an eagle's beak.]
Tl'áatl' yáx yatee.	It is yellow. [lit. It is like a yellow warbler.]
Dleit yáx yatee.	It is white. [lit. It is like snow.]
S'ooow yáx yatee.	It is green/light blue. [lit. It is like jade.]

Shéix'w yáx yatee.	It is orange. [lit. It is like inner bark of alder.]
Áanjís yáx yatee.	It is orange. [lit. It is like oranges.]
Kanat'á kahéeni yáx yatee.	It is purple. [lit. It is like blueberry juice.]
Lóol yáx yatee.	It is pink. [lit. It is like fireweed.]
Shákw yáx yatee.	It is pink. [lit. It is like wild strawberry.]
Using Colors	
X'aan yáx xwaanéegwál'.	I painted it red.
Wáa sá yeenéegwál'?	What color did you paint it?
Wáa sá kayatee?	What color is it?
Daat yáx sá kawdudliséik'w?	What color has this been made? [dyed]
Classroom Sentences	
Haat sanú wé (keitl yádi / ketlyádi)!	Bring the (puppy) here! [speaking to one]
Haat kajél Idakát wé (xén kooxéedaa)!	Bring all the (crayons) over here! [speaking to one]
Haagú!	Come here! [speaking to one]
Haat yi.á!	You all come here! [speaking to several]
A yahaayí kayshaxít!	Draw its picture! [speaking to several]
(Yéil) yahaayí kayshaxít!	Draw a picture of (raven)! [speaking to several]
Yóode nay.á!	Go way over there! [speaking to several]
Yóode nagú!	Go way over there! [speaking to one]
Héide nay.á!	Come over this way! [a short distance from speaker's location] [speaking to several] See <i>Beginning Tlingit Workbook</i> , p. 25, for illustration of yá, hé, wé, yú.
Yak'éi.	That's good.
Ax jeet tí wé x'úx'!	Hand me the book! [speaking to one]
Ax éet idashí!	Help me! [speaking to one]
Wé kooch'éit'aa galsháat!	Hold the ball! [speaking to one]

Tlél xwasakú. / Hél xwasakú.	I don't know.
Gánde xat tuwatee. / Gánde ax tuwatee.	I want to go to the bathroom. [lit. I want to go outside]
Yáadu xát.	I'm here.
Woosh díx'i yan yidanák!	Line up behind each other! [speaking to several]
Tléik'.	No.
Hél yáat.	Not here.
Aax kaksatán wé kooxéedaa!	Pick up the pencil! [speaking to one]
Aax gastí wé kaashaxáshaa!	Pick up the scissors! [speaking to one]
Yan la.á wé kaashaxáshaa!	Put down the scissors! [speaking to one]
Yéi yanaká "taan"! / "Táan" yóo yanaká!	Say "taan"! [speaking to one]
Ganú!	Sit down! [speaking to one]
Gaykí!	Sit down! [speaking to several]
Tliyéix' ganú. / Tliyéi ganú!	Sit still! [speaking to one]
Tliyéix' gaykí. / Tliyéi gaykí!	Sit still! [speaking to several]
Woosh duwagígin gaykí!	Sit in a circle! [speaking to several]
Woosh duwagígin yan yinák!	Stand in a circle! [speaking to several]
Gaydanaak!	Stand up! [speaking to several]
Gidaan! / Gidahaan!	Stand up! [speaking to one]
Góok!	Start! / Go ahead!
Tliyéix'!	Stop!
Yéi áwé.	That's right.
Wóosh teen nayda.á!	Walk together! [speaking to several]
Daa sá iyatéen?	What do you see? [speaking to one]
Wáa sá kuwanóok?	What is s/he doing?
Daa sáwé?	What is that?
Wáa sá duwasáakw yáat'aa Lingít x'éináx?	What is this called in Lingít?
Goosú (Xwaanlein)?	Where is (Xwaanlein)?
Woosh ji.een yéi jinaydané!	Work together! [speaking to several]
Aaá.	Yes.
Lí s'é!	Wait!

CULTURALLY RELEVANT	
Culturally Relevant Items	
Lingít kusteeyí	Tlingit way of life
naaxein	Chilkat robe
naa	moiety/clan
at.óow	regalia, clan property owned thing
tlaagú	old story [legend, myth]
tlaagoo skalneegí	old story [from Ruth Demmert]
shkalneek	story
Culturally Relevant Sentences: Haa Shagóon Personal Lineage	
Refer to “Haa Lingít Sateeyi” (Our Tlingit Identity) section in the <i>Beginning Tlingit Workbook</i> , pp. 63-75, for clan lineage.	
Koon sh kaneelneek!	Tell them the story! [speaking to one]
Yéil kach'u ch'áak' ák.wé wa.é? / Yéil ák.wé wa.é, ayáxgwá Ch'áak'?	Are you Raven or Eagle?
Ch'áak' naax xat sitee.	I am of the Eagle moiety.
Yéil naax xat sitee.	I am of the Raven moiety.
Wáa sá iduwasáakw?	What is your name? [speaking to one]
___ yóo xat duwasáakw.	My name is ___.
Daakw naax sá isitee?	What clan are you?
___ áyá xát.	I am ___.
Daakw.aa naax sá sitee i éesh?	What is your father's clan/moiety?
Yéil naax sitee ax éesh.	My father is Raven moiety.
Daakw.aa sawé sitee i éesh?	What clan is your father?
Ax éesh hás (Kaagwaantaan.)	My father's clan is (Kaagwaantaan.)
(Ch'áak') áyá xát.	I am (Eagle).
(Yéil) áyá xát.	I am (Raven).
Lingít x'éináx (___) yóo xat duwasáakw.	My Tlingit name is (___).

FOOD & BEVERAGES	
Food & Mealtime Items	
x'áax'	apple[s]
tléikw	berry, berries, fruit
s'ix'	dish[es], plate[s]
gúx'aa	cup[s]
sakwnéin	bread
gwáataa	butter
s'in / s'an	carrot
atx'éeshi	dry fish
xáat	fish
atxá	food
saak	eulachon
dleey	meat
wasóos l'aa tuxáni	milk
áanjís	orange[s]
gáatl	pilot bread
k'únts' / k'wánts'	potato[es]
kaháakw	fish egg[s]
éil'	salt
tsaa eexí / tsaa eixí	seal oil
saak eexí / saak eixí	hooligan oil
náayadi	half-smoked salmon
taxhéeni	soup, broth
shál	spoon[s]
ách at dusxa át	fork[s]
lítaa	knife, knives
cháayoo	tea
Food Sentences	
At xá!	Eat! [speaking to one]
(Xáat) du tuwáa sigóo.	He wants (fish).
(Xáat) xaxá.	I am eating (fish).
(Xáat) ax éet uwaháa.	I am hungry for (fish).
(Xáat) tléil ax x'éi ushk'é.	I don't like (fish).
(Xáat) ax x'éi yak'éi.	I like (fish).
(Yaaw) xadzinéex'.	I smell (herring).
(Yaaw) x'éi xdinook.	I taste (herring).

Ḳat shaawakúx.	I'm thirsty.
At gatooḵaa.	Let's eat.
At gaxtooxáa.	We are going to eat.
Wooch x'éitx at gaxtudaxáa.	We are going to share a meal together.

HAA AANÍ (OUR LAND)	
Haa Aaní Items	
éek	beach
yanshuká	campsite/wilderness
aasgutú / asgutú	forest
táay	garden, field
aan	land, earth, town, settlement, large ship
dís	moon
shaa	mountain
éil'	ocean
dei	road, trail
ḱutx.ayanahá / ḱutx.anaháa / ḱudax.anaháa	star
gagaan	sun / sunshine
héen	water
lingit'aaní	world / earth
Haa Aaní Sentences	
(Shaa) yahaayí kayshaxít.	All of you draw (mountains)!
(Héen)t yich'íx'.	All of you point to the (sun)!
(Gagaan yahaayí)t yishí.	All of you touch the (picture of a sun)!

LOCATION/DIRECTION/RELATION	
dikée	above
Haa Shageinyaa	Our Creator
-daa	around __
Wé káayagijeit daax woogú!	Walk around the chair! [speaking to one]
Wé káayagijeit daax yay.á!	Walk around the chair! [speaking to several]
yínde	downward
Yínde i jín!	Put your hand down! [speaking to one]
kínde	upward
Kínde i jín!	Raise your hand! [speaking to one]
-yá	the face of __
T'aa yá yich'íx'!	Point to the wall! [speaking to several]
-dáx	from __
(Sgóon)dáx yaa nagút.	He/she is walking from (school).
-tú	inside __
Daa sá gwéil tóowu?	What's inside the bag?
Ax toowú sigóo.	I am happy.
Ax toowú yanéekw/yanóok.	I am sad. [lit. My inside feelings are hurting.]
-yík	inside __ [a shallow container]
Aas yíkt áa wé yéil.	The raven is sitting in the tree.
Xóots deiyí yíkt yaa nxagút.	I am walking in/on a brown bear trail.
Héen yíknáx yaa nagút wé xóots.	The brown bear is walking through the river valley.
-ká	on __
Nadáakw káa yan tí wé (x'úx').	Put the (book) on the table.
Nadáakw káa yan kasatán wé (kooxéedaa).	Put the (pencil) on the table.
-dé	to/towards __
Hoon daakahídidé yaa ntookúx.	We are driving to the store.

PLANTS	
Aas ƙa Kayaaní Plant Items	
keishísh	alder
kóox	chocolate lily / rice
dúk	cottonwood
s'áxt'	devil's club
k'wálx	fern[s]
ƙ'eikaxwéin	flower[s]
yán	hemlock [homophonous with yán, "shore"]
kaxwéix	high bush cranberry / cranberries
geesh	kelp
kayaaní	leaf / leaves
t'óok'	nettle[s]
yeiltáxi / eenyán (Kake)	onion[s]
ka.éix át	plant[s] [lit. things that grow]
xaat	root[s]
at x'aakeidí	seed[s]
x'áal'	skunk cabbage
shéiyi	Sitka spruce tree[s]
at kadíx'i	stem[s]
aas	tree[s]
yaana.eit	wild celery
Plant Sentences	
(Dúk) kaylasék'w!	Color the (cottonwood)! [speaking to several]
Wé (kayaaní) (x'aan) yáx kaylasék'w!	Color the (leaf) (red)! [speaking to several]
Aas yahaayí kayshaxít!	All of you draw trees!
(Aas) xaatéen.	I see (a tree).
(Xáay) xaatéen.	I see (yellow cedar).
(Aas) yóo duwasáakw.	It is called (a tree).
(Kayaaní)t eelgín / eelgén!	Look at the (leaves)! [speaking to one]
Gunalchéesh, (laax).	Thank you, (red cedar tree).
(Aas) áwé.	That is (a tree).
Goosú wé (aas)?	Where are the (trees)?

SELF & FAMILY	
Body Parts	
aᵗ daa	my body
aᵗ ʒeek	my upper arm[s]
aᵗ gúk	my ear[s]
aᵗ waak	my eye[s]
aᵗ yá	my face
aᵗ x'oos	my foot / feet / lower leg[s]
aᵗ jín	my hand[s] / lower arm[s]
aᵗ shá	my head
aᵗ keey	my knee[s]
aᵗ x'é	my mouth
aᵗ leitóox	my throat; the front of my neck
aᵗ sé	the base of my neck; my voice
aᵗ sadaa	around my neck
aᵗ lidíx' / aᵗ ludíx' / aᵗ lidíx'	the back of my neck
aᵗ lú	my nose
TPR Body Parts	
Kei yee kduk'éin!	Jump! [speaking to several]
Nás'gidahéen kei yee kduk'éin!	Jump three times! [speaking to several]
Kei eeshk'éin!	Jump! [speaking to one]
Yínde i jín!	Lower your hand!
Kínde yee jín!	Raise your hands! [speaking to several]
Kínde i jín!	Raise your hand[s]! [speaking to one]
I jín laxwál!	Shake your hand! [speaking to one]
Du sháat shí!	Touch their head! [speaking to one]
I sháat shí!	Touch your head! [speaking to one]
(Yóo) áa yax hán!	Turn around! [speaking to one]
(Yóo) áa yax yinák!	Turn around! [speaking to several]
Daax'oondahéen yóo áa yax yinák!	Turn around four times! [speaking to several]
Yee jín yilaxwál!	You all shake your hands! [as in "jazz hands"]
Tleidahéen yee sháat yishí!	You all touch your heads once!
Daxdahéen yee keey naye'ácht!	You all slap your knees twice!

Yee sháat yishí!	You all touch your heads!
I jintáak t'ách!	Clap your hands [once]! [speaking to one]
Yee jintáak nayt'ácht!	You all clap your hands [repeatedly]!
Body Parts Sentences	
Du sháat uwashée.	S/he is touching her/his head.
I lú áwé.	That is your nose.
People/Kinship	
atk'átsk'u / yadak'wátsk'u	boy
aḡ éesh	my father
shaatk'átsk'u	girl
káa	man
atléi! / atlé!	mom! [direct address to mother]
aḡ tláa	my mother
aḡ léelk'w	my grandparent
t'ukanéiyi	baby / infant
aḡ xooní.	my friend / relative
shaawát	woman
Self & Family Sentences	
Dleenkwát / dleewkwát / dleewkát / dloowkwát / dloonkwát / dliýkwát sh eeltín!	Be careful! [speaking to one]
Kaa yáa ayagoonéi!	Be respectful! [speaking to one]
Haandé i jín!	Give me your hand! [speaking to one]
Wáa sá iyatee?	How are you?
(Yadak'wátsk'u) áyá xát.	I am (a boy). [These go with some game]
(Shaatk'átsk'u) áyá xát.	I am (a girl).
(Keijín) yatee aḡ katáagu.	I am (five) years old.
Ixsixán.	I love you.
Xat yak'éi, gunalchéesh.	I'm fine, thank you!
Aḡ (éesh) áyá.	This is my (dad).
Wáa sá iduwasáakw?	What is your name?
Lingít x'éináx (__) yóo duwasáakw.	His/her Tlingit name is (__).
i kayagiyeeyí / i kayakeeyí / i yagiyeeyí / i yakeeyí	your birthday
Bob yóo duwasáakw.	Bob is his name.

WEATHER & SEASONS	
Weather Words	
séew	rain
dleit	snow
gagaan	sun
Weather Sentences	
Wáa sá <u>ku</u> watee?	How's the weather?
Awdigaan	It's sunny.
Ayawditee	It's stormy.
Dleit daak wusitán	It's snowing.
Séew daak wusitán. / Daak wusitán.	It's raining.
<u>K</u> uligóos'	It's cloudy.
<u>K</u> usi.áat'	It's cold.
<u>K</u> uwdigwás'	It's foggy.
<u>K</u> uwak'éi	The weather's fine.
Tlél <u>ko</u> oshké	The weather is bad.
<u>K</u> uwat'aa	It's warm.
<u>k</u> únáx	very, really



LEVEL 2: Beginning-Mid Speaker

Teaching & Learning Resources

<p>Resources referenced in Level 2 are listed at right. For a full list, see Appendix D.</p>	<ul style="list-style-type: none"> • <i>Lingít X'éínáx Sá! Say it in Tlingit: A Tlingit Phrase Book</i>, by Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Beginning Tlingit</i>, Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Lingít Yoo X'atángi: Beginning Tlingit Workbook</i>, by X'unei Lance Twitchell (Sealaska Heritage Institute) • <i>Tlingit Math Book</i>, Hoonah High School Students with Katherine Mills (http://www.ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/mathbook.pdf) • <i>Harvesting with Ida Kadashan</i>
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Expected Skills & Outcomes

GRAMMAR	
<p>Skills & Outcomes</p>	<p>Beginning-Mid learners will begin to put two words together in very tentative, immature sentences (noun-verb, adjective-noun, possessive-noun, etc.). They will begin to control use of:</p> <ul style="list-style-type: none"> • Verb forms (See <i>Lingít X'éínáx Sá</i>, pp. 59-64) <ul style="list-style-type: none"> • Imperative (command) singular: <i>You do it!</i> and plural <i>You guys do it!</i> • Imperfective (action is ongoing): <i>One person does it, is doing it.</i> • Perfective (action is completed): <i>One person did it.</i> • Subject pronouns (I, you, s/he/it) (See <i>Beginning Tlingit</i>, p. 153)
UNDERSTANDING	
<p>Skills</p>	<p>A Beginning-Mid learner is building on Level 1 listening skills and understands certain words, short sentences, and basic questions, though there's still some guessing about what is being said.</p>
<p>Outcomes</p>	<p>A Beginning-Mid learner comprehends 200 familiar words and phrases from Level 1 and Level 2 TOPICS and understands short sentences and simple questions about the topics.</p>

SPEAKING	
Skills	<p>A Beginning-Mid learner can:</p> <ul style="list-style-type: none"> • Identify things in their environment • Ask and respond to familiar questions • Introduce themselves (name, moiety, clan, Tlingit name) • Greet others • Express needs • Use memorized phrases in familiar settings • Use “to” and “from” • Count to 200 • Use color words • Talk about time
Outcomes	<p>A Beginning-Mid learner can:</p> <ul style="list-style-type: none"> • Form two-word “immature sentences” • Say 200 memorized words and phrases • Use everyday expressions • Identify familiar objects from Level 1 and 2 TOPICS in the right context for communication with understandable, though not perfect, pronunciation and grammar.
READING	
Skills	<p>A Beginning-Mid learner will be able to:</p> <ul style="list-style-type: none"> • Pronounce short and familiar written words, • Understand familiar written words and sentences.
Outcomes	A Beginning-Mid learner will read and understand Level 2 books.
WRITING	
Skills	Using the writing system will help Beginner-Mid learners distinguish Tlingit sounds.
Outcomes	A Beginning-Mid learner will be able to write all the letters in the Tlingit writing system. A Beginning-Mid learner will attend to special Tlingit sounds. [k', k'w, kw, k̲', k̲, k̲'w, k̲w, g, gw, x, x', x'w, xw, x̲, x̲', x̲'w, x̲w, l, l', t', s', ch', ts', ts, tl, tl', dl, dz, y̲]
CULTURE	
Skills	<p>A Beginning-Mid learner is learning their role as a Tlingit.</p> <p>They practice their Tlingit traditional personal relationship and responsibilities, according to their age, with their Elders, clan, <i>k'wáan</i>, and environment.</p> <p>A life in accordance with Tlingit values and traditions is integrated within them and is exhibited in their outward daily behavior.</p>

Outcomes	<p>A Beginning-Mid learner:</p> <ul style="list-style-type: none"> • Identifies kinship structure and roles (mother, father, girl's older/younger brother/sister, boy's older/younger brother/sister, grandparents, opposites) • Identifies regalia, moieties, clan crests, button robe, apron, headband, headpiece, drum, <i>at.óow</i> • Identifies fish camps, sources of water, berry patches, place names • Identifies traditional practices related to each time of year • Knows that everything has a spirit • Knows one traditional song/dance and composer (with clan permission)
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Assessment Tools

UNDERSTANDING	
Assessment Pre/Post	Make a checklist of words and phrases to teach/learn from the TOPICS in Level 2. When Elders and teachers ask questions using the checklist and the Level 2 GRAMMAR, the learner points to or manipulates the correct object or picture or responds with the correct physical action with 80% accuracy.
SPEAKING	
Assessment Pre/Post	<p>Make a checklist of words and phrases to teach/learn from the TOPICS in Level 2. When Elders and teachers ask questions using the checklist and the Level 2 GRAMMAR:</p> <ul style="list-style-type: none"> • Learner gives single-word and two-word answers to questions without asking for more than two repetitions for comprehension. • Learner conveys a message that is generally understandable to the person asking the question. There may be hesitations and pauses and emerging grammar. • Learner shows growing conformity to the Tlingit pronunciation system.
READING	
Assessment Pre/Post	A Beginning-Mid learner reads and answers questions about Level 2 books with 80% accuracy.
WRITING	
Assessment Pre/Post	A Beginning-Mid learner will be able to copy a word to fit into a sentence frame to match pictures with 80% accuracy (counting each letter as one item.) They will write their Tlingit name (or classroom Tlingit nickname.)
CULTURE	
Assessment Pre/Post	<p>A Beginning-Mid learner:</p> <ul style="list-style-type: none"> • Demonstrates their cultural understanding when asked questions about Level 2 <i>Culturally Relevant Items</i> by Elders and teachers. • Gives examples of how they respected themselves and others in the past week (e.g., sharing food, taking food to someone, visiting to check on Elders, or always giving the best of themselves) Students will self-assess their actions.

Sentence Patterns & Verbs

SENTENCE PATTERNS

Here are some sentences to use with Level 2 learners. Insert appropriate items from any of the topics into the blanks in the sentences.

Goo sáwé yanéekw?	Where does it hurt?
(A \bar{x}) ___ yanéekw.	(My) _____ hurts.
Daat eetééná \bar{x} sá iyatee?	What do you need?
___ eetééná \bar{x} \bar{x} at yatee.	I need _____.
Daat eetééná \bar{x} sá yatee?	What does he/she need?
_____ eetééná \bar{x} yatee.	He/she needs _____.
Daa sá i jeewú?	What do you have?
___ a \bar{x} jeewú.	I have _____.
___ gé (i) jeewú?	Do (you) have _____?
Tlé \bar{l} ___ (a \bar{x}) jee.	(I) don't have _____.
___ gé (i) jeewú?	Do (you) have ___?
Goox' sá yéi iyatee?	Where do you live?
___ x' yéi \bar{x} at yatee.	I live in/at _____ x'.
Daa sá (i) tuwáa sigóo?	What do (you) want?
(At \bar{x} á) (a \bar{x}) tuwáa sigóo.	(I) want (food).
Tlé \bar{l} (at \bar{x} á) (a \bar{x}) tuwáa ushgú.	(I) don't want (food).

VERBS

Here are some verbs to use with Level 2 learners. Only one form, usually the “command” or “Do it!” form, is given for each of the verbs. If there is no command for a verb the he/she/it form is given—the “She does it,” form. Teachers and learners can look at other resources for other forms of these verbs.

Geesgáax!	Ask for it!
Isaklagaaw!	Be loud!
Na.éex'!	Call out to him/her!
Gataan!	Carry it! [empty container or hollow object]
Gastí!	Carry it! [complex object]
Sa.át'!	Chill it!
Yaa shanahík.	He/she/it is getting full.
Aadé yaa kanagwátl.	It's rolling towards it.
Át sa.áx!	Listen to it!
Du éet yaan.uwaháa.	S/he is hungry.
Shaawakúx.	S/he's thirsty.
Kuk'ít'!	Pick berries!
Kiyk'ít'!	Pick berries! [speaking to several]
Satá!	Steam it! Boil it
Át kalas'ix'w!	Stick it to it! Glue it!
Kana.óos'!	Wash it! [surface of pot, table, etc.]
S'ix' xooná.óos'	Wash the dishes!

Words, Phrases, & Sentences by Topic

Continuing topics: Animals, Classroom, Culturally Relevant, Food & Beverages, Haa Aaní (Our Land), Location, Plants, Self & Family, Weather & Seasons. **New topics:** Clothing

ANIMALS	
<p>Teachers might want to introduce a language pattern meaning “Let’s pretend” (see <i>Beginning Tlingit</i>, p. 159).</p> <ul style="list-style-type: none"> • _____ sdágáawé. Let’s pretend. • Axast’eix sdágáawé. Let’s pretend I’m fishing. • Xóots yáx sdágáawé uháan. Let’s pretend we are brown bears. <p>However some speakers do not recognize “_____ sdágáawé” as meaning “Let’s pretend _____”, so these sentences will have to be approached differently for such speakers.</p> <p>Note: Students are instructed to treat stuffed animal toys as if they are living things, that is, carefully and with respect at all times.</p>	
Atgutú.ádi Land Animals	
s’igeidí	beaver
kóoshdaa	land otter
k’óox	marten
jánwu / jánu / jénwu / jénu	mountain goat
xalak’ách’	porcupine
nóoskw	wolverine
kuts’een	rat
kagáak	mouse, vole
tawéi	mountain sheep
Heentaak.ádi Sea Animals	
l’ook	coho salmon
k’aan	dolphin
x’óon	fur seal
s’áaw	[Dungeness] crab
cháas’	humpy salmon
t’á	king salmon
gaat	sockeye salmon
xáat yátx’i	baby salmon

Éek.ádi Beach Creatures	
gún̄xaa	abalone
s'ook	barnacle
gáal'	clam
yalooleit	cockle
shaaw	gumboot / chiton
yéil s'áaxu	limpet
yaak	mussel
tayataayí	sea anemone
yéin	sea cucumber
s'áx	sea star, starfish
nées'	sea urchin
ts'és̄'w	snail [whelk]
Át Kawdliyeeki Át Birds	
x'éishx'w	blue jay
yook	cormorant
ts'axweil	crow
gáaxw	duck
digitgiyáa / dagitgiyáa	hummingbird
xík	puffin
shoox'	robin
ch'ak'yádi / ch'áak' yádi	young eagle
Insects	
wanatix	ant
gandaas'aaji	bees
xéen	bluebottle fly
tleilóo	butterfly, moth
kanas.aadí	crawling insect / spider
kaashashxáaw / kaasheishxáaw	dragonfly
xeitl táax'aa	horsefly
táax'aa	mosquito, adult
kook'énaa	sand flea
asgutuyiksháa	spider
Animal Body Parts	
(a) jini	its leg[s] / paw[s] / flipper[s]
yáay x'axéni	baleen
a daa	its body / trunk

a wásh	its cheek[s]
a gooshí	dorsal fin
ch'áak' k'wát'i	eagle's egg
ch'ak'yádi	eaglet
a gúk	its ear[s]
x'ix'	egg [of eel or deep sea fish]
xáat kaháagu; kaháakw	fish eggs / roe
a waak	its eye[s]
a waagí	its eye[s] [detached from body, in fish head soup, etc.]
gáax'w	herring eggs
a yá	its face
a geení	its fluke[s]
a xaawú	its fur
du teiyí	its gall bladder
a x'éix'u	its gills
a yik.ádi	its guts/insides
a shá	its head
a shaayí	its head [detached from body, etc.]
a téix'	its heart
a téix'i	its heart [detached from body, etc.]
a lú	its nose
a kajeigi	its scales
a doogú	its skin
a l'eedí	its tail [of mammal]
a koowú	its tail [of fish or bird]
a oox	its tooth
a ooxú	its tooth [detached from body, etc.]
a tl'óogu	its liver
a tl'éili	its milt
a x'é	its mouth
a x'eiyí	its mouth [detached from body, etc.]
tsaa ooxú	seal tooth
nóox'	shell
a daakanóox'u	its shell
nées' kak'áts'i	sea urchin spines
kadlich'ách'x	it has spots

Animal Sentences	
Dligéix' ágé yaaw?	Are herring large?
(Yaaw) yasátk.	Herring are fast.
Haagú, kanals'áak!	Come here, squirrel!
Haat yi.á, gandaas'aají!	Come here, all of you bumblebees!
(Taan) yáx yaa gaydagwát!	Crawl along like a (sea lion)!
(Heentaak.ádi)gáa kugaxtooshée.	We will go look for (sea creatures).
(Ts'ésx'w) xwasiteen.	I saw (snails).
Hintaak.ádi áwé.	It is a sea creature.
Du jeet tí wé (nóox')!	Pass the (shell) to him/her! [speaking to one]
Aax gasanú wé (ketlyádi)!	Pick up the (puppy)! [speaking to one] [This verb is for handling live creatures. Students should treat stuffed animal toys as if real and alive, showing respect.]
Gidaan (s'ook) i jee yéi natéeni!	Stand up if you have a (barnacle)!
(Taan) yáx sanees.aax!	Sound like a (sea lion)!
Wé s'áx dookt shí!	Touch the starfish skin! [speaking to one]
S'áx yáx a kaayí kayshaxít!	Trace the starfish pattern! [speaking to several]
(Ts'ésx'w) gaa kinaytéés'!	Watch for (snails)! [speaking to several]

CLASSROOM	
Classroom Items	
yáanaa	backpack
dix'kagwéil	backpack [from Naakil.aan's "Packing a Backpack" game]
du yáanayi	his/her backpack
a káa kdushxit t'áa	chalkboard / whiteboard / blackboard [lit. board upon which one writes.]
†kashóok' tlageiyí	computer [lit. electric brain]
†shdatuwxu.át	computer [lit. thing that computes itself]
waḱdáanaa	eyeglasses
aan kwéiyi	flag
x'úx' daakahídi	library/post office/bookstore
s'eenáa	light / lamp
kaay	measuring stick / ruler / mile
gáach	rug
sgóon yéi jineiyí	schoolwork
atxáax'w sáni	snacks [lit. little foods]
yagiyeeyi wóowu	snacks [food brought from home for use during the day]
t'áa yá	wall
Numbers	
tlél daa sá / hóoch'	zero / nothing / place holder
tleikáa ka tléix'	21
nás'k jinkaata	30
nás'k jinkaata ka tléix'	31
daax'oon jinkaata	40
daax'oon jinkaata ka keijín	45
keijín jinkaata	50
tleidooshú jinkaata	60
daxadooshú jinkaata	70
nas'gadooshú jinkaata	80
gooshúk jinkaata	90
gooshúk jinkaata ka gooshúk	99

tleix' hándit	100
tléix' hándit ka tléix'	101
tléix' hándit ka jinkaát	110
tléix' hándit ka tleikáa	120
tléix' hándit ka tleikáa ka daxadooshú	127
tléix' hándit ka nás'k jinkaát	130
déix hándit	200
The Oldest Tlingit Counting System	
tleikáa	20
tleikáa ka jinkaát	30
daxkáa	40
daxkáa ka jinkaát	50
nas'gikáa	60
daax'oonkáa	80
keijinkáa	100
tleidushukáa	120
daxadooshukáa	140
nas'gadooshukáa	160
gooshukkáa	180
jinkaatkáa	200
Using Numbers	
wooch yaayí	pair
Woosh udiyáa.	They match / they are the same.
X'oon sáwé tle wóoshteen?	Now how many are there altogether?
X'oon yateeyi át sá (____)?	How many animals/living things (____)? [See <i>Tlingit Math Book</i> , p. 4, for example]
Wáa yáx sá ayaawadlaak?	How much did s/he/it gain/get? [See <i>Tlingit Math Book</i> , p.7, for example]
Wáa yakoogéi sá áwu?	How many total [what amount / count / size / measurement] are there now? [See <i>Tlingit Math Book</i> , p.3, for example]
X'oon sá ch'oo áwu?	How many are there now?
Wáa sá koowaat'?	How long is it? [measuring length]
tléix' kaa x'oos	one foot [measuring] [lit. one person's foot]

tléix' kaa tl'ekx'áak	one inch [first thumb nail joint— from <i>Tlingit Math Book</i>] [lit. one person's finger joint]
X'oon sáyá?	How many is this?
__#__ wanyáax' áyá.	It is > __#__. It is more than __#__. [To be used in a numbers guessing game]
Eetiyáanáx' áwé.	It is more than before.
(a) yáanáx'	more than (it)
(ax) jikayáanáx'	more than (I) am capable of handling
(a) kín	less than (it)
(jinkaata) kín	less than (10)
(ax) jikakín	less than (I) can handle
<p>Colors</p> <p>The human eye is the same around the world, but our cultures and languages teach us to interpret the color spectrum differently. Indigenous color systems in Alaska Native languages are not the same as in English. In Tlingit, most color terms are comparisons to a noun of a certain color using the word and the verb “to be” so that “It is red” is literally “It is like fire.” Other colors are “like snow”, “like coal”, “like a Steller’s jay”, etc. For preschool readiness skills, Tlingit translations of some colors have been created locally, so may not be the same in all communities. There seems to be much personal and regional variation on the rarer color terms. Some of the most common Tlingit words for colors are listed below. Also see <i>Lingít X'éináx Sá</i>.</p> <p>Important note: Interior Tlingit speakers use the construction __ yáx kayatee “it is the color of __” rather than __ yáx yatee.</p>	
S'agwáat yáx yatee.	It is brown. [lit. It is like tree bark.]
Góon yáx yatee.	It is gold. [lit. It is like gold.]
Lawúx yáx yatee.	It is gray. [lit. It is like a young seagull.]
S'ooow yáx yatee.	It is green/teal/turquoise/light blue. [lit. It is like jade.]
Dáanaa yáx yatee.	It is silver. [lit. It is like silver.]
Neixinté yáx yatee.	It is turquoise. [lit. It is like a certain turquoise rock.]
<p>Using Colors</p>	
(S'ooow) yáx kaylasék'w wé (kayaaní) yahaayí!	Color the picture of the (leaf) (green)! [speaking to several] [Using markers, like dye]
(S'ooow) yáx kaysanéis' wé (kayaaní) yahaayí!	Color the picture of the (leaf) (green)! [speaking to several] [Using crayons, like wax]

(T'ooch') yáx yateeyi (keitl) xaatéen.	I see a (black) (dog).
(X'aan) yáx kawdudlisék'w.	It is colored/dyed (red).
Clock/Time/Calendar	
X'oon gaaw sáyá?	What time is it?
(Tléix') gaaw áyá.	It's (one) o'clock.
(Déix) gaaw ka a shoowú áyá.	It's (2):30.
(Déix) gaawdax daak kawdixít.	It's after (2):00.
(Déix) gaawdé yaa kandaxít.	It's almost (2):00 / It's coming up on (2):00.
Gaawt kawdixít.	The time has come. / It is time.
Át koowaháa.	The time has come. / It is time. [This is the more traditional Tlingit way of saying this.]
sitgawsáan / satgawsáan / sitgamsáan	noon
xáanaa	evening
X'oon sá yaawaxée yá dís?	What's the date? [lit. How many nights have passed this month?]
(Jinkaak ka nas'gadooshú) yaawaxée yá dís.	(Eighteen) days have passed this month.
yagiyee / yakyee / yagee	day
tatgé	yesterday
seigán / seigánin	tomorrow
dziyáagin	later
X'oon yagiyee sáyá?	What day [of the week] is it?
Sáandi x'áak	Week [lit. interval between Sundays]
Tléix' yagiyee	Monday [lit. day 1]
Déix yagiyee	Tuesday [lit. day 2]
Nás'k yagiyee	Wednesday [lit. day 3]
Daax'oon yagiyee	Thursday [lit. day 4]
Keijín yagiyee	Friday [lit. day 5]
Sáandi / Síndi k'átsk'u	Saturday [lit. Little Sunday]
Sáandi / Síndi	Sunday

Classroom Sentences	
Woosh guwanáade gé ditee?	Are they different?
Woosh yáx gé ditee?	Are they the same?
Haat tán wé gúx'aa!	Bring the [empty] cup here! [speaking to one]
Haat sa.in wé gúx'aa!	Bring the [full] cup here! [speaking to one]
Haat yéi sané i sgóon jishagóoni!	Bring your school supplies here! [speaking to one]
Iya.áxch ágé?	Can you hear this? [speaking to one]
Kagashaat wé kooch'éit'aa!	Catch the ball! [speaking to one]
Wé kooch'éit'aa kaa jeet kagíx'!	Pass the ball to someone! [speaking to one]
Wé kooch'éit'aa kei kagéex'!	Toss the ball! [speaking to one]
Kaylasék'w!	Color it! [speaking to several]
Neil gú!	Come in! [speaking to one]
Wooshdáx naxaash!	Cut it in half! [speaking to one]
Aax xásh!	Cut it out! [speaking to one]
Aax yixásh!	Cut it out! [speaking to several]
Naxaash!	Cut it! [speaking to one]
Nayxaash!	Cut it! [speaking to several]
We (té) yahaayí aadáx kei xaash!	Cut out the picture of (a rock)!
Wé at yahaayí aadáx naxaash!	Cut out the picture! [speaking to one]
Wé at yahaayí aadáx nayxaash!	Cut out the picture! [speaking to several]
Tlél téix' eeleedík!	Do not throw rocks! [speaking to one]
Tlél téix' yileedík!	Do not throw rocks! [speaking to several]
Tlél héen táat yigoodík!	Do not walk in the water! [speaking to one]
Tlél héen táat yeey.aadík!	Do not walk in the water! [speaking to several]
(S'ook) gé i jeewú?	Do you have a (barnacle)?
I x'oosi gé i sél' x'wáni?	Do you have your boots?
Iya.áxch gé wé (gaaw)?	Do you hear the (drum)?
(Datóow) gé ashigóok?	Does s/he know how to (read)?

I yahaayí kashaxít!	Draw a picture of yourself! [speaking to one]
Yee yahaayí kayshaxít!	Draw a picture of yourselves! [speaking to several]
Ax̄ jeet áx̄ wé jigwéinaa!	Hand me the towel! [speaking to one]
Ax̄ jeet satán wé xít'aa!	Hand me the broom! [speaking to one]
Ax̄ jeet satán wé káas'!	Hand me the [pointing] stick! [speaking to one]
Ax̄ jeet kasatán wé kaay!	Hand me the ruler! [speaking to one]
Ax̄ jeet áx̄ wé jigwéinaa!	Hand me the towel! [speaking to one]
(X'úx') du tuwáa sigóo.	He wants (paper).
(Seet) gé yéi gugéink' nooch?	Are (pointed prow canoes) small?
(Yáxwch'i yaakw) gé géi nooch?	Is (a sea otter canoe) big?
Lidál gé wé (xáat)?	Is the (salmon) heavy?
Tlaagúde kinayis.aax.	Listen to a story [an old story for learning values]! [speaking to several]
Át eelgín!	Look at this! [speaking to one]
Át yilgín!	Look at this! [speaking to several]
Yóot eelgín!	Look over there/yonder. [speaking to one]
Yóot ayilgín!	Look over there/yonder. [speaking to several]
Wóoshdax̄ shunala.aat wé x'úx'!	Open the book! [speaking to one] [See <i>Lingít X'éináx Sá</i> , p. 63]
Wóoshdax̄ shinayla.aat yee x'úx'u!	Open your book! [speaking to several] [See <i>Lingít X'éináx Sá</i> , p. 63]
Woosh yát shula.á wé x'úx'!	Close the book! [speaking to one] [See <i>Lingít X'éináx Sá</i> , p. 63]
Woosh yát shiyla.á wé x'úx'!	Close the book! [speaking to several] [See <i>Lingít X'éináx Sá</i> , pg. 63]
Héide shunataan wé x'aháat!	Open the door! [speaking to one]
X'éit shután wé x'aháat!	Close the door! [speaking to one]
Wéix' yan yéi sané!	Put it all right there! [speaking to one]

Wooch yáx yakoojél!	Put them all in order! [speaking to one]
Wooch yáx yakayjél!	Put them all in order! [speaking to several]
Wé kóok tóode yéi nasné.	Put them into the box! [speaking to one]
Wé kóok tóode yéi naysané!	Put them into the box! [speaking to several]
Wé gwéil tóode yéi nasné!	Put them into the bag! [speaking to one]
Wé gwéil tóode yéi naysané!	Put them into the bag! [speaking to several]
Kei jilatsaak kuwayidlaagí!	Raise your hand if you win! [speaking to one]
Wé kóok yíkde nashí!	Reach into the box! [speaking to one]
Wé kóok yíkde naysní!	Reach into the box! [speaking to several]
Wé kóok / gwéil tóode nashí!	Reach into the box/bag [when the box or bag is closed]
Yee x'úx'u naytóow!	Read your book. [speaking to several]
Wé tlaagú naytóow!	Read the old story. [speaking to several]
Aatx nasheex!	Run away from it/there! [speaking to one]
Aatx yee lunagook!	Run away from it/there! [speaking to several]
At shí!	Touch it! [speaking to one]
Wé (nadaakw)t shí!	Touch (the table)! [speaking to one]
Woosh daséix'án wool.á wé alkáa x'úx'u (cards)!	Trade cards! [speaking to one]
Áa yax tí wé alkáa x'úx'u (card)!	Turn over the card! [speaking to one]
Yóo áa yax hán!	Turn around! [speaking to one]
Yóo áa yax yinák!	Turn around! [speaking to several]
Yaklakís' wé s'eenáa!	Turn off the lights! [speaking to one]
Át aklagán wé s'eenáa!	Turn on the lights! [speaking to one]
Aadé nagú!	Walk over there! [speaking to one]

Aadé nay.á!	Walk over there! [speaking to several]
Woosh kaanáx gaxtuda.áat.	We will gather together.
Daa sá yéi daa.eené?	What are you doing/working on?
Daakw x'úx' sá i ee dultóow?	What grade are you in? [lit. what book are they teaching you?]
Daa sá gwéil tóowu?	What is in the bag?
(Kanat'á) wé gwéil tóowu.	(Blueberries) are in the bag.
Kayshaxít!	Write! [speaking to several]
I saayí kshaxít!	Write your name! [speaking to one]
Yee saayí kayshaxít!	Write your name! [speaking to several]
Games: Sentences for Go Fish with Classroom Nouns	
I tuwáa gé sigóo ash keelyádi?	Do you want to play?
Ash kanaxtoolyát.	Let's play.
Woosh kaanáx katsóow wé cards!	Shuffle the cards! [speaking to one]
Kaa jeedé katsóow wé cards!	Deal the cards! [speaking to one]
Kaa jixoox daak la.á!	Deal the cards! [Handing things out] [speaking to one]
___ gé i jeewú?	Do you have any ____ ?
Aaá. Ná!	Yes. Here, take them!
Tléik', tlél ___ ax jee.	No, I don't have any ____.
Ast'eix nagú!	Go fish! [speaking to one]
Wa.é ku.aa?	And you?
Aadóo sáwé déisk'?	Who goes now?
Hú áwé déisk'.	S/he goes now.
Xát áwé déisk'.	I go now.
Wa.é déisk'.	You go now.
Aadóo éet sáwé koowaháa?	Whose turn is it?
I éet koowaháa.	It's your turn.
Ax éet koowaháa. / Xát koowaháa.	It's my turn.
X'oon sá i jeewú?	How many do you have?
Daax'oon ax jeewú.	I have four.
Kuyaawadlaak.	S/he won.
Kuyaxwadlaak.	I won,
Kiyeyadlaak.	You won.
Tsu ash kanaxtoolyát.	Let's play again.

CLOTHING	
Clothing Items	
séek	belt
x'wán	boots
naa.át	clothes / clothing
l'aak	dress
guk.át / gukajaash	earrings
lit'eeegi tsáax'	gloves
shach'éen	hair ribbon
s'áaxw	hat
kinaak.át	overcoat / coat
tsáax'	mittens
atxáshdi téel	moccasins
s'él' téel	rubber boots / overshoe
k'oodás' / goodás'	shirt
téel	shoe
neilyeetéli	slippers
l'ée x'wán	socks
tuk'atáal	trousers / pants
kei daḱinji s'áaxw	umbrella
l.uljini	vest
Clothing Sentences	
Aḱ jeewú aḱ (sél' téeli).	I've got my (boots).
(Atxáshti téel / atxáshdi téel) áyá.	This is/these are (moccasins).
I táakw naa.ádi yéi na.oo!	Wear your winter clothes! [speaking to one]
Yeedát ku.aa aḱ aayí aḱ kaḱín koogéi.	Mine is too small now. [talking about clothing]

CULTURALLY RELEVANT	
Culturally Relevant Items	
xút'aa	adze
loon yaakw	bark canoe
kákw	basket
kawóot	bead
lákt	bentwood box
kóok	box
x'eesháa	bucket
yuka.óot' x'óow	button blanket
yuka.óot'	button[s]
yaakw	canoe
naakahídi	clan house
dúk yaakw	cottonwood canoe
at.óow	clan property
naa yahaayí	crest image
naa shuká	crest[s]
a shú	the end of it
x'aan kóok	fire pit
gán	firewood
ast'eixí	fisherman
náxw	halibut hook
shakee.át	headdress
x'éen	mural / wall screen
aḡ yaagú	my boat
yaakw shaká	boat bow
yaakw shayéinayi	boat's anchor
aḡ yaagú daatíx'i	my boat line[s]
shayéinaa tíx'i	anchor line
aḡáa	oar/paddle
yaakw géek	boat stern
aandaayaagú	rowboat
náakw gwéili	octopus bag
náakw tl'eegi gwéil	octopus bag [Ruth Demmert and Ken Grant]
Tsu kananeek!	Retell it! / Tell it again! [speaking to one]
dáanaa	silver

kootéeyaa	totem pole
(Yáay) Hít	(Whale) House
Culturally Relevant Sentences	
Yéilx gé isitee, ayáxgwá Ch'áak'?	Are you Raven or Eagle? [See Level 1 for another way to ask this question.]
Tsu kanilaneek wé tlaagú.	Retell the old story!
Tlagoo shkalneegí	An old story [Ruth Demmert]
Likoodzí wé shkalneek.	It is an amazing story.
Daakw naa sá wa.é?	What clan are you? [What is your mother's clan?]
Daakw naax sá isitee?	What clan are you? [What is your mother's clan?]
Haa Shagoon/ Personal Lineage	
Deisheetaan	a Raven clan
Gaanax.ádi	a Raven clan
Gaanaxteidí	a Raven clan
Kaach.ádi	a Raven clan
Kiks.ádi	a Raven clan
Kwaashk'i Kwáan	a Raven clan
L'eeneidí	a Raven clan
Lukaax.ádi	a Raven clan
L'uknax.ádi	a Raven clan
T'akdeintaan	a Raven clan
Taakw.aaneidí	a Raven clan
Chookaneidí	an Eagle/Wolf clan
Dakl'aweidí	an Eagle/Wolf clan
Kaagwaantaan	an Eagle/Wolf clan
Naanyaa.aayí	an Eagle/Wolf clan
Naasteidí	an Eagle/Wolf clan
Shangukeidí	an Eagle/Wolf clan
Teikweidí	an Eagle/Wolf clan
Was'eeneidí	an Eagle/Wolf clan
Tsaagweidí	an Eagle/Wolf clan
Wooshkeetaan	an Eagle/Wolf clan
Yanyeidí	an Eagle/Wolf clan
(Yéil) naa áyá xát. / (Yéil) naax xat sitee.	I am of the (Raven) moiety.

(L'uknaḡ.ádi) áyá ḡát. / (L'uknaḡ.ádi)ḡ ḡat sitee.	I am L'uknaḡ.ádi. / I am of the L'uknaḡ.ádi clan.
(Keijín) yatee aḡ kátáagu.	I am (five) years old.
† (Shux'áa) táax'u káx' áyá sh tóo ḡaltóow.	I am in the (first) grade.

FOOD & BEVERAGES	
Food Items	
sukkádzí	beach asparagus
kanat'á	blueberry
kanat'á sakwnéinx'i sáani	blueberry muffins
†aasx'i sáani	broccoli [lit. little trees]
†attukatási	celery [lit. fibrous strings of a plant]
†yaana.eit.uwaa	celery [lit. what looks like wild celery]
kóox	chocolate lily [rice lily]; rice
yéil'	elderberry
shaax	grey currant
kaxwéix	high bush cranberry
gandaas'aaji háatl'i	honey
tleikatánk	huckleberry
s'ikshaldéen	Hudson Bay tea
yaana.eit	Indian celery
tsáats	Indian potato
at kahéeni	juice
neigóon	nagoonberry
tléikw yádi	raspberry
k'áach'	red seaweed / ribbon seaweed
tl'aak'wách'	rhubarb
was'x'aan tléigu / aanax tléikw	salmonberry / salmonberries
tléikw tlein	salmonberry
tléikw tlénx' / tla _k wtlénx'	salmonberries
xákwli	soapberry / soapberries
shákw	strawberry / strawberries
tséit	plant with edible sweet root / "sweet potato[es]"
ch'eix'	thimbleberry / thimbleberries
Food Sentences	
Héen la.úk!	Bring water to a boil! [speaking to one]
Dleey satá!	Cook meat by boiling. [speaking to one]
At xá!	Eat! [speaking to one] / S/he is eating.
Yak'éiyi atxá áwé xáat.	Fish is good food.

Yáadu yaaw.	Here are the herring.
Saak x̄waaxáa.	I ate hooligan.
Watsix dleeyí ax̄ x̄'ei yak'ei.	I like caibou meat.
K'inchéiyi cháayu du x̄'ei yak'ei.	S/he likes rosehip tea.
Yax̄ yasaxá!	Eat it all up! [speaking to one]
Kúnáx̄ x̄'ei x̄dinook.	It really tastes good to me.
Kúnáx̄ ax̄ x̄'ei yak'ei.	It's really delicious to me.
At gatoos.ee.	Let's cook.
Shaaw gatooxaa.	Let's eat gumboots.
Hóoch'. / Hóoch'k'.	No more. / All gone. / All done. / That's all.
Kuk'ít!	Pick berries! [speaking to one]
Kiyk'ít!	Pick berries! [speaking to several]

HAA AANÍ (OUR LAND)	
xáanaa	evening
yées daséikw	fresh air
Yankát uwadáa.	The tide is high.
t'éex'	ice
Dzantik'ihéeni	Area known as Juneau, also Gold Creek, also name of a middle school in Juneau [see Appendix 4]
Yadaa.at Kalé	Mt. Juneau [face] / Tlingit name for Juneau-Douglas High School [lit. beautifully adorned face]
Yaakusgé Daakahídi	Alternative high school in Juneau. [lit. house of knowledge]
yoo aanka.á	earthquake
aan galakú	flood
sít'	glacier
daḱká	interior [inland, Canada]
x'áat'	island
áa	lake, small
xáat héeni	fish creek
taashuká	river flats
kanaadaayi héen, naadaayi héen	river, flowing water
déili	shelter, harbor
Sít' Eeti Shaanáx	Glacier Valley School in Juneau. [lit. valley where the glacier was]
shaanáx	valley, ravine

LOCATION/DIRECTION/RELATION	
a daa	about
kaa yáa at wooné daasheeyí	a song about respect
a xoo	among them
Kanat'á xoot hán.	She is standing among the blueberries.
-t	arriving to a certain place [motion completed]
Xunaat uwakúx.	S/he arrived to Hoonah [by boat or driving.]
-x'	(located) at
Dzantik'i Héenix' yéi xat yatee.	I live in Juneau.
kúxde	[going] back, returning
Kúxde nidagú.	Go back.
a t'aak	beside it
Nadáakw t'aakx' yan hán. / Nadáakw taagí yan hán.	Stand beside the table.
-táak, -táa-	bottom of a cavity; in water deep enough to submerge
Hintáa yéi yatee cháatl.	Halibut live underwater.
dei shú	end of the trail/road
Deishú Hít	End of the Trail House [Deisheetaan Clan House in Angoon]
ldakát yé	everywhere
ldakát yéide	[to] everywhere / all kinds
(I s'áaxu)gáa kunashí ldakát yé!	Look everywhere for (your hat)! [speaking to one]
-jiyís	for [the benefit of] ___
I jiyís áyá.	This is for you.
-gaa/-gáa	[going] after, [looking] for
(Shaaw)gáa gaxtookóox.	We're going after (gumboots) [in a motorized vehicle.]
aaḡ / aadáḡ / aatḡ / adax	from there/from it
Goodáḡ aa yaakw sáyá?	Where is this canoe from? [ceremonial greeting]
sheeynaḡ.aadé	rightward / [going to the] right
Sheeyinaanáḡ wookúḡ! / Sheeyinaanáḡ naḡooḡ! / Sheeynaḡ.aanáḡ wookúḡ!	Drive to the right! [speaking to one]

s'át'nax.aadé	leftward / [going to the] left
S'át'nax.aanáx wookúx! / S'át'nax.aanáx naḱoox!	Drive to the left! [speaking to one]
gút / gwít	dime [from English “bit”, as in “two bits”, meaning a quarter]
a shoowú	half of it / part of it
gút shoowú	five cents [lit. half of a dime]
a x'áak / a x'áa-	between them
Déix káayagijeit x'áa yan hán!	Stand between the two chairs! [speaking to one]
-yáx	like ___
Wooch yáx kudidáal lingít'aaní tukáawu ldakát.	All of the people in the world are equally important.
Áwu.	(It) is there.
Hoondaakahídi yeewú ax éesh.	My father is at the store.
-xán	near ___ / at [a person's] house
Ax léelk'w xánde yaa nxagút.	I'm going to see my grandma.
a eetí	remains of it/place where it was
taakw.eetí	Spring [lit. where winter was / the remains of winter]
a yíkde	into it [a shallow container, a boat]
Gánti yaakw yíkde yaa nxagút.	I am walking onto the ferry.
-náx	through / via ___
Haa léelk'u hás toónáx áyá kuwtudzitee.	We are born through our grandparents. [Shgaté Jessie Johnnie]
L'éiw káx' yan tán wé yaakw!	Put the canoe on the sand! [speaking to one] [Yan tán is used for handling an empty container. See <i>Lingít X'éináx Sá</i> , p. 61]
Wé sook káx' yan satí wé káayagijeit!	Put the chair on the grass! [speaking to one] [Yan satí is used for handling a frame-like object, object with internal parts. See <i>Lingít X'éináx Sá</i> , p. 60]
a tóot	into it; (moving) around in it
Teet tóot woox'aak wé (cheech).	The (porpoise) is swimming around inside the waves.
(Éil' tlein) tóot woox'aak wé (yáay).	The (whale) is swimming in (the ocean).

Eech kát áa wé (taan).	The (sea lion) is sitting on the rocks.
(Geesh) x̄oot wulihaash wé (yáxwch’).	The (sea otter) is floating among the (kelp).
(Aa)dé yaa ntoo.át.	We are going (there). / We are walking along.
Íkde gax̄too.át.	We are going to go to the beach. / We will go to the beach.

PLANTS	
Plant Items	
kayaaní tlein	a big leaf
kayaan'í	a small/little leaf
keishísh looní	alder bark
keishísh kayaaní	alder leaf
loon	bark
daaw	broad kelp
at tukatási	celery
Kíswás aasí	Christmas tree
gítgaa	conifer needles
at x'aakeidí kaxook	dry seed
k'wálx	fiddlehead fern
shakakóoch'i	fiddlehead fern [lit. has curly hair]
k'eikaxwéin tukaxaadí	flower bulbs
haaw	hemlock branches
yán gítgayi	hemlock needles
yán x'aakeidí	hemlock seeds
a looní	its bark
a t'áni	its branch
a shaadí	its sprouts / sprout / germination
yeiltéxi tukaxaadí	onion bulbs
aas k'óox'u	pitch
laax	red cedar
xaat	root [commonly used to refer to spruce roots] [transcription: <i>Harvesting with Ida Kadashan, 1986</i>]
x'unéil' wás'i	Sitka rose
k'inchéiyi	rosehip
k'eit	salmon berry shoots
shaat	sprout
k'áas'	stick
a daakak'áts'i	thorn
aas	tree / spruce tree
s'óos'ani	tree cone
aas k'í	tree trunk
teey woodí	yellow cedar bark [for weaving]

Plant Sentences	
Sgóonde yéi nasní wé kayaaní! / Sgóonde yéi nasné wé kayaaní!	Carry the container of leaves to the school! [speaking to one]
Ax̄ jeet tán wé seigatáanaa!	Hand me the empty berry-picking can [with string to go around the neck]! [speaking to one]
(Kanat'á) xa.een.	I am picking (blueberries).
Tléikw yéi daaxané.	I'm working on berries.
Shéiyi x̄waat'ei.	I found a spruce tree.
(S'óos'ani) yóo duwasáakw.	It is called (a cone).
(Kút'l'kw) eetéenáx̄ yatee.	It needs (soil).
(Kayaaní)t ax̄toolgeen. / (Kayaaní)t ax̄toolgein.	Let's look at (leaves).
K'wálx̄igáa kunax̄tooshee.	Let's look for ferns.
S'aachgaa kunax̄tooshee.	Let's look for shield ferns.
Tléikw gatoo.een.	Let's gather berries
(Aas)t eelgín! / (Aas)t eelgén!	Look at the trees! [speaking to one]
(Aas)t ayilgín! / (Aas)t ayilgén!	Look at the trees! [speaking to several]
Déix̄ kayaaní aax̄ yéi ksaní! / Déix̄ kayaaní aax̄ yéi ksané!	Pick up two leaves! [speaking to one]
(Laax̄)t ch'ix̄'!	Point to the (red cedar)! [speaking to one]
(Laax̄)t yich'ix̄'!	Point to the (red cedar)! [speaking to several]
Héen táax' / Hintáax' yéi na.oo wé at x'aakeidí.	Put the seed in water! [speaking to one]
(X̄'éishx'u) yáx̄ kayatee wé tléikw.	The berry is [colored] (blue)! [speaking to one]
Yayát' wé laax̄.	The cedar is tall.
(S'agwáat) yáx̄ yatee wé kayaaní.	The leaf is (brown).
(Góon) yáx̄ yatee wé kayaaní.	The leaf is (gold).
(Aas)t shí!	Touch the (tree)! [speaking to one]
(X̄áay)t yishí!	Touch the (yellow cedar)! [speaking to several]
Kayaaní daa keeshaxít!	Trace around the leaf! [speaking to one]
Kayaaní daa kayshaxít!	Trace around the leaf! [speaking to several]
Wéidu aas.	There are trees over there.
Daat eetéenáx̄ sá yatee wé (aas)?	What does the (tree) need?
Goosú wé (tleikatánk)?	Where are the (huckleberries)?

SELF & FAMILY	
Body Parts	
t'ukanéiyi oox	baby teeth
aḡ gáts	my butt/thigh
aḡ washká	my cheeks
aḡ wóow	my chest
aḡ s'ee/aḡ s'ei	my eyebrow
aḡ tl'eik / tl'eek	my finger
aḡ shaxaawú	my hair
aḡ k'í	my hip
aḡ ch'éix'i	my index finger
aḡ xikshá	my shoulder
aḡ leitóox	my throat
aḡ goosh	my thumb
aḡ l'óot'	my tongue
aḡ oox	my tooth
Relatives	
t'ukanéiyi	baby
du éek'	her brother
aḡ éesh hás / aḡ eesh hás	my father's people [people of same clan as father]
aḡ léelk'w	my grandparent
aḡ léelk'w hás / aḡ leelk'u hás	my grandfather's people [people of same clan as grandfather]
aḡ tláak'w	my maternal aunt
aḡ káak	my maternal uncle
du húnxw	his older brother
du shátx	her older sister
du dlaak'	his sister
du kéek'	his younger brother
du kéek'	her younger sister
shawatshaan	old lady
káa shaan	old man
aḡ aat	my paternal aunt
aḡ sáni	my paternal uncle
haa éesh hás / haa eesh hás	our father's people
haa aat hás	our paternal aunts
haa sáni hás / haa sani hás	our paternal uncles

Self & Family Sentences	
Ch'a tlákw at yáa ayagoonéi!	Always be respectful! [speaking to one]
Óos'k'! / Óots'k'! / Úxk'!	Cute! / Small.
Léelk'w, ch'a i dachxanx'iyán áyá.	Grandfather, it is just your grandchildren. [Coming to visit or meeting up on the street.]
X'oon sáwé i katáagu?	How old are you?
Jinkaak yatee ax katáagu.	I am ten years old.
Kúnáx ixixán.	I love you a lot.
Ixsixán	I love you.
Wáa sá kwshé iduwasáakw?	I wonder what your name is?
X'áant xwaanúk.	I'm angry.
X'áan ax tóowu.	I'm angry.
Ax toowú litseen.	I'm feeling brave/strong.
Ax toowú yak'éi.	I'm feeling fine.
Ax toowú sigóo.	I'm happy.
Ax toowú kligéi. / ... kligée.	I'm proud.
Ax toowú yanéekw. / ...yanóok.	I'm sad.
Wudzi.át' gé i jín?	Is your hand cold? / Are your hands cold?
Eesháan xát.	Poor me.
Eesháan	Poor thing / poor guy / pitiful
Eesháan uháan.	Poor us.
Eesháan wa.é.	Poor you.
Gaydanaak Kéet!	Stand up Killerwhales! [speaking to several]
Gunalchéesh haat yeey.aadí	Thank you folks for coming.
Xat yak'éi, gunalchéesh.	I'm good [fine], thank you.
Ax een nay.á!	Walk with me! [speaking to several]
Ax een na.á!	Walk with me! [speaking to one]
Haa toowú yanéekw. / Haa toowú yanóok.	We're sad.
naa	clan
(Yéil/Gooch/Ch'áak') naa áyá xát.	I belong to the (Raven/Wolf/Eagle) moiety.
(Keijín) yatee ax katáagu.	I am (five) years old.
(Tléix') x'úx' áyá sh tóo xaltóow.	I am in the (first) grade.
Yéil naax xat sitee.	I belong to the Raven moiety.
Ch'áak' naax xat sitee.	I belong to the Eagle moiety.

WEATHER	
Weather Words	
dís kígí	quarter moon
ḱutí	weather
yées dís	new moon
kaséixjaa	fine rain
kaklahéen	wet snow/slush
kadás'	hail
xáats'	blue sky
Weather Sentences	
Wáa sá ḱoowatee tatgé?	How was the weather yesterday?
Wáa sá ḱukgwatée seigánin?	How will the weather be tomorrow?
Seigán séew daak guxsatáan shákdéi.	It will probably rain tomorrow.
Gwál yei aguxdagáan.	Maybe it will be sunny.
Ayakaawadán.	It is snowing hard.
Gu.aal kwshé awudaagík.	I hope it stops.
Kadás' daak wusitán.	It is hailing.
Kaklahéen daak wusitán.	Wet snow is coming down.
Yaa akanaxáts'.	The sky is starting to clear up.
Yaa anadák.	It's clearing up.
Litseen wé (óoxjaa).	The (wind) is strong.
Tlél ḱooshk'é.	It's bad weather.
(Séew) gé daak wusitán?	Is it (raining)?
Tléik', tlél séew daak wustaan.	No, it's not raining.
Awdigaan ágé?	Is it sunny?
Tléik', tlél awdagaan.	No, it's not sunny.
Séew daak nastán.	It is starting to rain.
Tatgé séew daak wusitán.	It rained yesterday.
Nisdaat dleit daak wusitán.	It snowed last night.
Aawagéet.	It's raining/snowing hard; it rained/snowed hard.
(Ḳutaan) áyá.	It's (summer).
Ḳuwak'éi	The weather's fine.

LEVEL 3: Beginning Conversational Speaker

Teaching & Learning Resources

<p>Resources referenced in Level 3 are listed at right. For a full list, see Appendix D.</p>	<ul style="list-style-type: none"> • Tlingit birth speakers, Tlingit birth understanders, Tlingit learners • <i>Lingít X'éínáx Sá! Say it in Tlingit: A Tlingit Phrase Book</i>, by Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Beginning Tlingit</i>, Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Lingít Yoo X'atángi: Beginning Tlingit Workbook</i>, by X'unei Lance Twitchell (Sealaska Heritage Institute) • <i>Tlingit Math Book</i>, Hoonah High School Students with Katherine Mills (http://www.ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/mathbook.pdf) • <i>Harvesting with Ida Kadashan</i> • <i>Tlingit Verb Dictionary</i>, Gillian L. Story and Constance M. Naish (University of Alaska) (See also http://ankn.uaf.edu/~tlingitverbs/)
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Expected Skills & Outcomes

GRAMMAR	
<p>Skills & Outcomes</p>	<p>Beginning Conversational learners are exposed to and begin to control use of:</p> <ul style="list-style-type: none"> • All “persons” for the selected verb forms: I, you, it(s/he), we, you all, they, indefinite (one) (See <i>Beginning Tlingit</i>, p. 153) • Future: <i>I will do it.</i> • Future negative: <i>I won't do it.</i> • Imperfective negative (action isn't happening): <i>S/he doesn't do it.</i> • Perfective negative (action didn't happen): <i>S/he didn't do it.</i> • Prohibitive: <i>Don't do it!</i> • Prohibitive plural: <i>Don't you all do it!</i> • Progressive: <i>I'm going.</i> (See <i>Beginning Tlingit</i>, p. 153, motion verbs) • Impersonal verbs: (weather verbs) (See <i>Beginning Tlingit</i>, p. 114) • Possessive pronouns: my, your, their (See <i>Beginning Tlingit</i>, p. 128) • Sounds: Vowel length and tone in verb stems (<i>a</i> vs. <i>aa</i>, etc.) (See <i>Beginning Tlingit</i>, p. 114)

UNDERSTANDING	
Skills	A Beginning Conversational learner is developing strong listening skills and understanding short conversations, questions, dialogues, or short personal narratives in Tlingit.
Outcomes	A Beginning Conversational learner comprehends familiar words and phrases, understands short sentences and questions, and understands short conversations about and in the Level 3 TOPICS.
SPEAKING	
Skills	<p>A Beginning Conversational learner:</p> <ul style="list-style-type: none"> • Introduces themselves (father, grandparent, house, community) • Tells about locations • Combines adjectives and nouns • Talks about things they do every day or things they do seasonally • Knows numbers to 1,000 • Holds basic conversations • Uses Level 3 verb forms in simple sentences • Can give short personal narratives about things they do every day or things they do seasonally in the Level 3 TOPICS
Outcomes	<p>A Beginning Conversational learner:</p> <ul style="list-style-type: none"> • Uses memorized words and phrases and everyday expressions • Identifies familiar objects • Generates language for basic conversations using simple sentences • Gives short personal narratives in Level 1-3 TOPICS
READING	
Skills	A Beginning Conversational learner will be able to pronounce big words reading aloud syllable by syllable.
Outcomes	A Beginning Conversational learner will read aloud and understand <i>Little Readings in Tlingit</i> .
WRITING	
Skills	Using the writing system will help Beginning Conversational learners distinguish Tlingit sounds.
Outcomes	<p>A Beginning Conversational learner will be able to write all the letters in the Tlingit writing system.</p> <p>Students will write short original sentences in Tlingit similar to <i>Little Readings</i>.</p>

CULTURE	
Skills	<p>A Beginning Conversational person learning their culture and language will be able to practice their traditional responsibilities within their community and to their environment.</p> <p>A life in accordance with their community's cultural values and traditions is naturally integrated within them and is exhibited in their outward daily behavior.</p>
Outcomes	<p>A Beginning Conversational learner can:</p> <ul style="list-style-type: none"> • Identify kinship structure and roles (maternal and paternal aunt and uncle, son and daughter, grandchild, clan relatives) • Identify regalia (<i>naaxein</i>, cedar hat, dance staff, dance paddle, bib) • Identify times and places to hunt, harvest beach animals and vegetables, and know/know about traditional Tlingit place names and clan ownership of the land • Identify cultural health practices including plants related to healing and traditional foods • Identify and describe culturally relevant areas in the community both historical and current • Respond appropriately when their clan is mentioned in a speech <p>Learners will know and/or know about:</p> <ul style="list-style-type: none"> • Three traditional songs/dances minimum, and the composer and history of those songs • Dance commands • Villages have different dance styles • What it takes to be a Song Caller

Assessment Tools

UNDERSTANDING	
Assessment Pre/Post	Make a checklist of words and phrases to teach/learn from the TOPICS in Level 3. When Elders and teachers ask questions using the checklist and the Level 3 GRAMMAR, the learner points to or manipulates objects or pictures or responds with physical action with 80% accuracy.
SPEAKING	
Assessment Pre/Post	<p>Make a checklist of words and phrases from the TOPICS in Level 3. When Elders and teachers ask questions using the checklist and the Level 3 GRAMMAR:</p> <ul style="list-style-type: none"> • Learner responds to questions without asking for more than one repetition for comprehension. • Learner conveys a message that is generally understandable to the person asking the question. • Learner shows conformity to the pronunciation system, including tone, long vs. short vowels, “underlined” sounds, “pinched” sounds, voiceless L (See <i>Beginning Tlingit</i>, p. 71).
READING	
Assessment Pre/Post	A Beginning Conversational learner reads and answers questions about <i>Little Readings in Tlingit</i> with 80% accuracy. Use TPRS (Teaching Proficiency through Reading and Storytelling) questions.
WRITING	
Assessment Pre/Post	A Beginning Conversational learner will be able to write familiar words and phrases from dictation with 80% accuracy (counting each letter as one item.) Students will write short original sentences in Tlingit with 80% accuracy.
CULTURE	
Assessment Pre/Post	<p>A Beginning Conversational learner:</p> <ul style="list-style-type: none"> • Demonstrates their cultural understanding when asked questions in Tlingit about Level 3 <i>Culturally Relevant Items</i> by Elders and teachers. • Demonstrates their cultural understanding in various places within the community. For example, a Beginning Conversational learner can describe in simple Tlingit when, where, and how to collect red seaweed.

Sentence Patterns & Verbs

VERBS

English	Imperative [s] Do it! [pl] You all do it!	Prohibitive [s] Don't do it! [pl] You all don't do it!	Plain or progressive imperfective; perfective (of event verbs) first person [s] I am doing it. [pl] We are doing it.	Future (first person) [s] I will do it. [pl] We will do it.	Future negative (first person) [s] I won't do it. [pl] We won't do it.
Eat	At xá! Eat! At yixá! You all eat!	Líl at eexáak! Don't eat! Líl at yeexáak! Don't you all eat!	At xaxá. I am eating. At tooxá. We are eating.	At kukaxáa. I will eat. At gaxtooxáa. We will eat.	Tlél at kukaxaa. I won't eat. Tlél at gaxtooxaa. We won't eat.
Go there (by walking)	Aadé nagú! Go there! Aadé nay.á! You all go there!	Líl aadé yigoodík! Don't go there! Líl aadé yeey. aadík! Don't you all go there!	Aadé yaa nxagút. I am going there. Aadé yaa ntoo.át. We are going there.	Aadé kkwagóot. I will go there. Aadé gaxtoo.áat. We will go there.	Tlél aadé kkwagoot. I won't go there. Tlél aadé gaxtoo.aat. We won't go there.
See it	Gasteen! See him/her/it! Gaysateen! See him/her/it! [pl]	Líl yisateeník! Don't see him/her/it! Líl yeeyateeník! You all don't see him/her/it!	Xwasiteen. I see him/her/it. Wutusiteen. We see him/her/it.	Yei kkwasatéen. I will see him/her/it. Yei gaxtusatéen. We will see him/her/it.	Tlél yei kkwasateen. I will not see him/her/it. Tlél yei gaxtusateen. We will not see him/her/it.

Be able to see it***	(rare)	(rare)	ᖃaatéen. I can see him/her/it.	Kei kkwatéen. I will be able to see him/her/it.	Tlél kei kkwatéen. I will not be able to see him/her/it.
			Tuwaitéen. We can see him/her/it.	Kei gaᖃtootéen. We will be able to see him/her/it.	Tlél kei gaᖃtootéen. We will not be able to see him/her/it.
Hear him/her/it	Áᖃ! Hear him/her/it!	Líl ee.aaxík! Don't hear him/her/it!	ᖃaa.áᖃch. I hear him/her/it.	Kukwa.áaᖃ. I will hear him/her/it.	Tlél kukwa.aax. I won't hear him/her/it.
	Yi.áᖃ! You all hear him/her/it!	Líl yee.aaxík! Don't you all hear him/her/it!	Tuwa.áᖃch. We hear him/her/it.	Gaxtoo.áaᖃ. We will hear him/her/it.	Tlél gaᖃtoo.aax. We won't hear him/her/it.
Listen to him/her	Du ᖃ'éit sa.áᖃ! Listen to him/her!	Líl du ᖃ'éit yisa.aaxík! Don't listen to him/her!	Du ᖃ'éit ᖃwasi.áᖃ. I'm listening to him/her.	Du ᖃ'éide kkwasa.áaᖃ. I will listen to him/her.	Tlél du ᖃ'éide kkwasa.aax. I will not listen to him/her.
	Du ᖃ'éit yisa.áᖃ! You all listen to him/her!	Líl du ᖃ'éit yeeysa.aaxík! Don't you all listen to him/her!	Du ᖃ'éit wutusi.áᖃ. We are listening to him/her.	Du ᖃ'éide gaᖃtusa.áaᖃ. We will listen to him/her	Tlél du ᖃ'éide gaᖃtusa.aax. We will not listen to him/her.
Say it	Yéi yanaká! Say it!	Líl yéi ᖃ'ayeekáak! Don't say that!	Yéi ᖃ'ayaᖃaká. I'm saying that.	Yéi yakkwakáa. I will say that.	Tlél yéi yakkwakaa. I won't say that.
	Yéi yanayká! You all say it!	Líl yéi ᖃ'ayaykáak! You all don't say that!	Yéi ᖃ'ayatooká. We are saying that.	Yéi yagaᖃtookáa. We will say that.	Tlél yéi yagaᖃtookaa. We won't say that.

Sing	<p>At gashí! Sing!</p> <p>At gayshí! You all sing!</p>	<p>Líl at eeshéek! Don't sing!</p> <p>Líl at yeeshéek! Don't you all sing!</p>	<p>At xashí. I sing/I am singing.</p> <p>At tooshí. We sing/we are singing.</p>	<p>Kei at kukashée. I will sing.</p> <p>Kei at gaḵtooshée. We will sing.</p>	<p>Tlél kei at kukwashee. I won't sing.</p> <p>Tlél kei at gaḵtooshee. We won't sing.</p>
Travel there	<p>Aadé kunateen! Travel there!</p> <p>Aadé kinayteen! / Aadé kunayteen! You all travel there!</p>	<p>Líl aadé kiyiteeník! / Líl aadé kuyiteeník! Don't travel there!</p> <p>Líl aadé kiyeeyteeník! / Líl aadé kuyeeyteeník! You all don't travel there!</p>	<p>Aadé yaa kunxatín. I'm traveling there.</p> <p>Aadé yaa kuntootín. We're traveling there.</p>	<p>Aadé kukkwatéen. I will travel there.</p> <p>Aadé kugaxtootéen. We will travel there</p>	<p>Tlél aadé kukkwateen. I won't travel there.</p> <p>Tlél aadé kugaxtooteen. We won't travel there.</p>
Run (to it)	<p>Neesheex! Run!</p> <p>Yee lunagook! You all run!</p>	<p>Líl yisheexík! Don't run!</p> <p>Líl yee luwugoogúk! Don't you all run!</p>	<p>Yaa nxashíx. I am running.</p> <p>Aadé yaa haa lunagúk. We are running to it.</p>	<p>Aadé kkwashéex. I will run to it.</p> <p>Aadé haa lukgwagóok. We will run to it.</p>	<p>Tlél aadé kkwasheex. I will not run to it.</p> <p>Tlél aadé haa lukgwagóok. We will not run to it.</p>
Sleep	<p>Natá déi! (Go to) sleep now!</p> <p>Nayxéix'w déi! You all (go to) sleep now!</p>	<p>Líl eetaak! Don't sleep!</p> <p>Líl yeexéx'uk! Don't you all sleep!</p>	<p>Xatá. I am sleeping.</p> <p>Tooxéx'w. We are sleeping.</p>	<p>Kukwatáa. I will sleep.</p> <p>Gaxtooxéix'w. We will sleep.</p>	<p>Tlél kukwataa. I won't sleep.</p> <p>Tlél gaxtooxéix'w. We won't sleep.</p>

Work	Yéi jinané! Work!	Líl yéi jeenéik! Don't work!	Yéi jixané. I am working. I work.	Yéi jikkwanéi. I will work.	Tlél yéi jikkwanei. I will not work.
	Yéi jinayné! You all work!	Líl yéi jiyeeenéik! You all don't work!	Yéi jitooné. We are working. We work.	Yéi jigaxtoonéi. We will work.	Tlél yéi jigaxtoonei. We will not work.
Do (something to) it	Yéi nasní! / Yéi nasné! Do it!	Líl yéi ysaneeyík! / Líl yéi ysaneiyík! Don't do it!	Yéi yaa naxsaneen. / Yéi yaa naxsanein. I'm starting to do it.	Yéi kkwasanée. / Yéi kkwasanéi. I will do it.	Tlél yéi kkwasane. / Tlél yéi kkwasanei. I will not do it.
	Yéi naysaní! / Yéi naysané! You all do it!	Líl yéi yeysaneeyík! / Líl yéi yeysaneiyík! You all don't do it!	Yéi yaa ntusaneen. / Yéi yaa ntusanein. We're starting to do it.	Yéi gaxtoosané. / Yéi gaxtoosanéi. We will do it.	Tlél yéi gaxtoosane. / Tlél yéi gaxtoosanei. We will not do it.
Work on, harvest, process (esp. natural resource)	Yéi daananéi! Work on it!	Líl yéi daa. eenéik! Don't work on it!	Yéi daaxané. I am working on it.	Yéi daakkwanéi. I will work on it.	Tlél yéi daakkwanéi. I will not work on it.
	Yéi daanaynéi! You all work on it!	Líl yéi daayeenéik! You all don't work on it!	Yéi daatooné. We are working on it.	Yéi daagaxtoonéi. We will work on it.	Tlél yéi daagaxtoonéi. We will not work on it.

Source: This verb chart was constructed under the guidance of Ƙaakaal.aat Florence Marks Sheakley, November-December 2020.

The verbs for seeing and hearing have a particularity that needs to be learned. In English, we see or hear a bird “on a tree,” that is, located on a tree. In Tlingit, though, we see or hear a bird “onto a tree,” conveying the picture that our eyes and ears reach out into the environment so as to see and hear. So we say:

Wé aas x'aandé xwsiteen wé ts'itskw. “I see/saw the bird on the treetop.” [lit. “onto the treetop”]

Wé aas x'aandé xaatéen wé ts'itskw. “I can see the bird on the treetop.”

Wé aas x'aandé xaa.áxch wé ts'itskw. “I [can] hear the bird on the treetop.”

Yóode xaa.áxch. “I [can] hear it way over there.”

Goodé sá yisiteen wé yaakw? “Where did you see the boat?”

ADDITIONAL VERBS

Here are more verbs to use with Level 3 learners. Only one form, usually the “command” or “Do it!” form, is given for each of the verbs. If there is no command for a verb the he/she/it form is given—the “She does it” form. Teachers and learners can look at other resources for other forms of these verbs, such as the *Online Tlingit Verb Dictionary* (<http://ankn.uaf.edu/~tlingitverbs/>) and *Tlingit Verb Dictionary* (Story & Naish).

La.úk!	Boil it! [speaking to one]
Kei tí!	Lift it up! Put it up! [simple object] [speaking to one]
Aax̄ gatí!	Pick it [up]! Choose it! [speaking to one]
Shóot ida.ák!	Build a fire! [speaking to one]
Kei sagan!	Burn it up! [speaking to one]
Na.oo!	Buy it! [a simple object] [speaking to one]
Kana.oo!	Buy it! [a round, spherical object] [speaking to one]
Nas.oo!	Buy it! [a complex object, such as a car, an appliance, or a house; an object made of many strands, like seaweed, a bag, etc.] [speaking to one]
Át na.aax̄!	Carry it around! [a hide, blanket, coat, etc.] [speaking to one]
Aadé kanajeil!	Carry them there [of loose objects]! [speaking to one]
Aadé at kanajeil!	Carry stuff there! [intransitive version of previous verb] [speaking to one]
Shax̄ích!	Club it [over the head]! [speaking to one]
Nalxaash!	Cut it! [a complex object, an object composed of strands such as hair, a rope, seaweed, spaghetti] [speaking to one]
Kei kayhá!	Dig it up! [speaking to several]
Gat'ei!	Find it! [a simple object] [speaking to one]
Kagat'ei!	Find it! [a round, spherical object] [speaking to one]
Gasat'ei!	Find it! [a complex object; an object composed of many strands, such as a rope, seaweed, or a bag] [speaking to one]
Liyát'.	It's long. [a complex object; an animal or human]
Kachúx! / Kachíxw!	Knead it! Press it! Pat it! [with palm of hand] [speaking to one]

A kaadé kanasxá!	Pour it on there! Pour it in! [into a cup, glass, pan, pot, etc.] [speaking to one]
Át kasaxá!	Pour it there! [basically same meaning as above] [speaking to one]
Aax̄ kei yeesh!	Pull it out of there! [speaking to one]
X̄aat las'él!	Pull up spruce roots! [speaking to one]
Ḡasneix̄! / Ḡasneex̄!	Save him/her/it! Rescue him/her/it! Heal him/her/it! [speaking to one]
Kanaltool!	Spin it! [speaking to one]
Kagas'éil!	Tear it! Rip it off! Peel it off! [speaking to one]
Kananeek!	Tell [the story of] it! [speaking to one]
Geelkú!	Vomit! Throw up! [speaking to one]

Words, Phrases, & Sentences by Topic

Continuing topics: Animals, Classroom, Clothing, Culturally Relevant, Food & Beverage, Haa Aaní (Our Land), Location, Plants, Self & Family, Weather & Seasons. **New topics:** Adjectives, Community, Health, Home, Interjections, Time, Transportation.

ADJECTIVES/DESCRIPTORS	
yéi koowáat'	it is long [a simple object]
__ kuwát'	long __
lagaawdéin	loudly
a yáanáx	more than it
yées __	new, young, fresh __
yées aa	a new one, a fresh one
ch'áagu aayí	an ancient, old one [an object, not an animate being]
tlagoo aayí	an old one, one from the past [an object, not an animate being]
shaan	old person
káa shaan	old man
shawat.shaan / shaawát shaan	old woman
shkahaadí	crazy; insane; mentally disturbed, unbalanced
Shkahaadix sitee.	S/he is crazy.
Tléel ulgaaw.	S/he/it is not loud, is quiet.
Kadli.ít'ch.	It is shiny, sparkly.
Yéi goowáatl'	It is short. [a simple object]
Yéi kwliyáatl'.	It is short. [a complex object]
Yéi kwsigéink' / Yéi kwsigéik'.	S/he is small, young [a child]. / It is small, little [a complex object].
Yéi googéink' / Yéi googéik'.	It is small, little. [a simple object; a small amount]
ch'a yéi gugéink' / ch'a yéi gugéik'	just a little, a small portion
Yéi kwdzigéi.	They are small, little, young. [any object; children]
yéi kwdzigéiyi aa	small ones
Kashix'il'k.	It is slippery.
Ayáanáx kashix'il'k.	It is too slippery.
Kashax'il'!	Make it smooth! Iron it!
Kalix'wáal'shán.	It is soft, fluffy [like down feathers].

†Toolch'án oowayáa.	It is spiral. [lit. It resembles a spinning top]
†Tsésx'u nóox'u oowayáa.	It is spiral. [lit. It resembles a snail shell]
Yéi kootláa.	It is stout, big around. [a simple object]
yéi kootlawu aa	a stout one
Yéi kwilitláa.	It is stout, big around. [a complex object]
yéi kwilitlawu aa	a stout one [a complex object]
Litseen.	S/he, it is strong.
Du toowú litseen.	S/he has a strong mind, is strong-willed, is resolute
toowú latseen	strength of mind/will, resolve
K'áatl' yáx yatee	It is flat. It is thin. [of a flat object such as cloth]
l'ée k'áatl'	thin blanket, felt blanket
Kuwatéen. / Kuyatéen.	S/he has good eyesight.
Tlél kooshteen.	S/he is blind, has very poor eyesight.

ANIMALS	
Atgutú.ádi Land Animals	
watsíx	caribou
wasóos	cow
s'aax	marmot
nukshiyáan / lukshiyáan	mink
yatseeneit	bear [any bear]
hintaakxóodzi	polar bear
aastutl'úk'xu	woodworm
tl'úk'x	worm [can also be used for "snake"]
yagootl	young deer [lit. face-mounds, referring to budding antlers]
Heentaak.ádi Sea Animals	
a tuyádi	its embryo [of egg]
shéech saak	female eulachon [pronounced like "hooligan"]
káa saak	male eulachon
†noow s'áawk'	hermit crab
a daat'aawú	its fins [of fish]
yaaw aaní	herring habitat
x'áakw kúdi	spawning red salmon nest
wéix'	sculpin
teet x'achálxi	sponge
Át Kawdliyeeki Át Birds	
kóon	flicker
dzísk'w / tsísk'w	owl
k'ákw	hawk owl, pygmy owl
yaa kudzigéiyi ts'ats'ée [IT]	pigeon
gus'yá kindachooneidí	pigeon, dove
gúkl'	swan
x'eis'awáa	ptarmigan
kichyaat	tern
k'eik'w	sea pigeon [black legged kittiwake]
kutkayádi	fledgling
Yaa ndakín.	It is flying.
Kanas.aatx'u sáani Insects	
k'ul'kaskéxkw	type of beetle [lit. spotted hind end]
kaa daakeidí yatlaaxí	moth [lit. the mold on the side of a mortuary box]

†s'ísaa axa át	moth [lit. something that eats cloth]
tleilóo	butterfly
tíx	flea
asgutuyiksháa	type of forest beetle; spider
wéis'	louse
Animal Body Parts	
a kalóox'shani	its bladder
shé / shí	blood
xáat k'áax'i	bloodline inside a fish along the backbone [this is the kidney of the fish]
a k'anooxú	its beard [of fish]
anax diséigu yé / a daséigu	its blowhole
a taayí	its blubber, fat
a xaagú	its claw
a gádzi	its hindquarter
a gwéinli / a gwéinlani	its hoof
a sheidí	its horn
Daakdligáas'.	It is striped.
a óoxu	spray of air exhaled through the blowhole of a sea mammal
Animal Sentences	
Wé (yáay) ligaaw.	The (whale) is loud.
(Kagáak) tléil ulgaaw.	(A mouse) is not loud.
Déix yatee a nóox'u wé (gáal').	A (clam) has two shells.
Tléix' yatee a nóox'u wé (ts'ésx'w).	A (snail) has one shell.
Idakát wé kéet	all of the killer whales
Héen táax' gé yéi yatee wé (tsaa)? / Héen táakx' gé yéi yatee wé (tsaa)?	Does the (seal) live underwater?
De yindei woox'aak.	It swam/dove down.
(Kéet yahaayí)gaa k̄inayshí/ k̄unayshí.	Look for the (killer whale image). [speaking to several]
(Kéet ooxú)gaa k̄inayshí/ k̄unayshí.	Look for the (killer whale tooth). [speaking to several]
(Taan ooxú)gaa k̄inayshí/ k̄unayshí.	Look for the (sea lion tooth). [speaking to several]
Tlél xwa.aax wé (yáay).	I didn't hear (a whale).
(Wéix') tlél a káx k̄uxwashee.	I didn't find/discover (a sculpin).

(Yáay) sa _x aa.á _x ch.	I hear (a whale's) voice. [sa- here is the prefixal form of __ sé "voice".]
S'eeek ák.wé iya.ún?	Is it a black bear you shot?
Éek _x 'één kát kaylas'ix'w wé (noow s'áawk').	Put the (hermit crab) on the beach mural. [speaking to several]
Éek _x 'één kát kaylas'ix'w (i tayataayi).	Put (your anemone) on the beach mural. [speaking to several]
Wooch gunayáade yéi nasní wé nóox'. / Wooch gunayáade yéi nasné wé nóox'.	Sort the shells. [speaking to one]
Wé xalak'ách' daalik'áts'.	The porcupine has sharp spines all over it.
Yóo áa yax hán (s'ook) i jeex' yéi teeyí.	Turn around if you have a (barnacle). [speaking to one]
Wáa sá kawdudlisék'w wé (cheech)?	What color is the (porpoise)?
Daat yáx sá yatee wé (cheech)? / Daat yáx sá kayatee wé (cheech)?	What color is the (porpoise)?
A kaséik'u wáa sá yatee wé (cheech)?	What color is the (porpoise)?
Daa sáwé (hintaak.ádi) _x sitee?	What is a (sea mammal)?
Daakw.aa sá (atgutu.ádi) _x sitee?	Which one is a (forest animal)?

CLASSROOM	
Classroom Items	
kas'ix'waa	sticker, stamp
dix'kagwéil / dex'kagwéil	backpack
yáanaa	packsack
kadu.uxs'i át / kadu.uxxu át	balloon [lit. thing which is inflated]
aadé yoo aya.atgi yé	bathroom [lit. the place where people go]
kwás eetiká	bathroom [lit. honeybucket room]
†x'ux' áa kduchak yé	bookcase [lit. place where books are put away]
†dís x'ux'u	calendar [from Ruth Demmert]
†dís yawux̄eeyí / dís yawux̄eyí	calendar
hít kax̄yee	ceiling
†áx' kóo at dultuw yé / áx' kóo at dultiw yé	classroom
†at tlageiyí kóok	computer [lit. brain box]
†kashóok' tlageiyí	computer [lit. electric brain]
†shdatuw.át / shdatiw.át	computer/calculator [lit. the thing that reads/counts/computes itself]
†yéijiné nadáagu	desk
x'aháat x'éex'u	doorstop
†x'ux' kaax̄ kusahéix̄ át	eraser [lit. thing that removes marks from paper]
wak̄dáanaa	eyeglasses
t'éex' daakaḱóok	icebox, refrigerator, fridge [lit. ice box]
sh.ilt'ix̄xi kóok	refrigerator, fridge, freezer [lit. box that freezes itself]
†tóox' at dult'ix' át	refrigerator, fridge, freezer [lit. what one freezes things in]
†áa ash kadulyat yé	gym, playground [lit. place where people play]
†a tóonax̄ yaa a.atji yé	hallway [lit. place people walk through]
†aan at kaduldal' át	computer keyboard [lit. thing that you press [keys] with]
†atwuskú daakahídi	library [lit. house of knowledge]
†ch'ix̄'aa / ch'éx̄'aa	computer mouse [lit. pointer]

†ách dustuw át / ách dustiw át	number [lit. what one counts with]
Yax yagaxtoostóow. / Yax yagaxtoostéew.	We will count them all up.
sgóon sháade háni eetiká	school office [lit. school leader's room]
†at yahaayí x'úx'u tlein	poster [lit. a large page of a picture of something]
sgóon sháade háni / sgóon s'aatí	principal
†aan x'úx' kadulda' át	printer
at.shikóok	radio
láadiyou [Teslin]	radio
†sgóon ádi áa kduchak yé	shelf [lit. a place to put away school things]
kóo at latóowu / kóo at latéewu	teacher
†a tóonáx dákde at kasóosx'u át	television, TV [lit. the thing through which things [pictures] fall down into view]
†kaa yahaayí daakakóogu	television, TV [lit. box containing pictures]
Numbers	
tléix' hándít	100
déix hándít / déex hándít	200
nás'k hándít	300
daax'oon hándít	400
keijín hándít	500
tleidooshú hándít	600
daxadooshú hándít	700
nas'gadooshú hándít	800
gooshúk hándít	900
déix táawsín ka tleikáa táakw / déix táawsán ka tleikáa táakw	2020 years
déix táawsín ka tleikáa aa táakw / déix táawsán ka tleikáa aa táakw	the year 2020
shux'áa aayí	the first one
dax.aa	2nd one
nas'gi.aa	3rd one
daax'oon.aa	4th one

keijin.aa	5th one
tleidooshu.aa	6th one
daxadooshu.aa	7th one
nas'gadooshu.aa	8th one
gooshuk.aa	9th one
jinkaat.aa	10th one
jinkaat ka tléix' aa	11th one
tleikáa aa	20th one
nás'k jinkaat aa	30th one
hóoch'i aayí	the last one
Using Numbers	
Wooch yáx naxdatee.	Make it all even [e.g. dishing out food].
Ch'a yeisú () dáanaa uyéx.	There are () dollars remaining.
Classroom Sentences	
Yan gé yee uwanée? / Yan gé yee uwanéi?	Are you all ready? [speaking to several]
Yan haa uwanée! / Yan haa uwanéi!	We are ready!
Wé káayagijeit/káayakijeit/káakijeit haat satí.	Bring the chair here.
Kalak'wát'.	Fold it. [e.g. cloth, paper]
Kanataan.	Bend it.
Ch'a keetáanax!	Cool it! Calm down! Simmer down!
A kát gé i sayatee?	Do you remember [it]? [speaking to one]
A kát xat sayatee.	I remember [it].
A kát xat seiwax'ákw.	I forgot [it].
Kaashaxáshaa eeténax gé iyatee?	Do you need scissors? [speaking to one]
Tlél a káx iseix'aagúk.	Don't you forget it. [speaking to one]
Tlél a káx yee seix'aagúk.	Don't you all forget it. [speaking to several]
Tlél yá sgóonx' yéi yee.úxx'uk yee s'áaxu.	Don't wear your hats in school. [speaking to several]
I s'áaxu i sháatx kei idatí! / I s'áaxu i sháatx!	Take off your hat. [speaking to one]
Wé xáat haat satá.	Bring the fish. [speaking to one]
Yoo yatáx'wk gé (shéiyi káas'i)?	Does (a spruce stick) sink?
Yatáx'kw.	It sinks easily/quickly.

Át wulihaash gé (wé káas')?	Does (the stick) float?
Liháshk.	It floats easily. It is buoyant.
I jeex' gé kasix'áx?	Does it feel rough? [speaking to one]
I jeex' gé kashix'il'k?	Does it feel smooth? [speaking to one]
X'úx' a shoowút kaylak'wát.	Fold the pages in half. [speaking to several]
A kát xat seiwax'ákw.	I forgot [it].
Ax jeet jiksati wé tix'.	Hand me the rope. [speaking to one]
Wé jikawdudlituli tix' haat jiksati.	Bring the coiled rope. [speaking to one]
Wé kées ax jeet kasati.	Hand me the bracelet. [speaking to one]
Wé gút ax jeet kati.	Hand me the dime. [speaking to one]
Neilx' yéi jiné haat yéi sané/sani.	Hand in your homework. [speaking to one]
Dleit káa x'éináx _____ yóo duwasáakw	In English s/he/it is called _____.
Sitgawsáan atxaayí gaawú áyá.	It's lunchtime.
Sitgawsáan atxaayí át koowaháa.	It's lunchtime.
Neildé gaawú áyá.	It's time to go home.
Át koowaháa neildé yeey.aadi.	It's time for you all to go home. [speaking to several]
Gaawt kawdixít yan shuwuxeexí.	The time has come for [the class] to be over.
Át koowaháa yan shuwuxeexí.	The time has come for [the class] to be over.
Kashaxít a eetéenáx iyateeyi át.	List the things you will need. [speaking to one]
Sh k'axtoolxáa.	Let's pretend to eat.
X'aháat xánx' woosh t'éit yidanák.	Line up at the door. [speaking to several]
Neildé at gaxtooxoon.	Let's get ready to go home.
Neildé at wutuwxoon.	We are getting ready to go home.
A shukaadé natí.	Move it forward. [speaking to one]
Wé séek aax satí. / Wé séek aatx satí.	Pick up the belt. [speaking to one]
Aax kagatí wé k'wát'. / Aatx/Aadax kagatí wé k'wát'.	Pick up the egg. [speaking to one]

(Teet x̄'a.eetí) káa yan tí.	Put it on the (splash zone, place where the waves have splashed the beach). [speaking to one]
Nadáakw wanyáax' ganú!	Sit at your desk! [speaking to one]
Nadáakw wanyáax' gaykí!	Sit at your desks! [speaking to several]
K'idéin gaykí!	Sit down good/right/properly! [speaking to several]
Kindachóon ganú!	Sit up straight! [e.g. if they are laying down] [speaking to one]
Kindachóon gaykí!	Sit up straight! [e.g. if they are laying down] [speaking to several]
X'úx' a tóode kaychák!	Stuff it with paper! [speaking to several]
Gaydanaak, yee káayagijeidí/ káayakijeidí/káakijeidí wooch daséix̄ yayla.á!	Stand up and switch chairs! [speaking to several]
Té yahaayí aax̄ nas'éil'! / Té yahaayí aatx̄/aadáx̄ nas'éil'!	Tear out rock shapes! [speaking to one]
Wé x'úx' shutú aax̄ nays'éil'! / Wé x'úx' shutú aatx̄/aadáx̄ nays'éil'!	Tear the edge off the paper! [speaking to several]
Wé x'úx' kanaylas'éil'!	Tear up the newspaper! [speaking to several]
Yáa yoox̄'atánk káax' yéi gax̄toosanée. / Yáa yoox̄'atánk káax' yéi gax̄toosanéi.	We will follow these rules.
I yaháadi yéi na.oo!	Wear your face mask! [speaking to one]
I x̄'akaháadi yéi na.oo!	Wear your mouth mask! [speaking to one]
Yee yaháadi yéi nay.oo!	Wear your face mask! [speaking to several]
Yee x̄'akaháadi yéi nay.oo!	Wear your mouth mask! [speaking to several]
Daa sáwé wé gwéil tóowu?	What's in the bag?
Aadóo sá nadashée eetínáx̄ yatee?	Who needs help?
Aadóo sá ax̄ eedé guxdashée?	Who wants to help me?

Yáa yagiyee wook'úi yee yéijineiyí.	You all did good work today. [lit. today your work was good.] [speaking to several]
Tlél át yisheexík, ch'as yaa gagú!	Walk, don't run! [speaking to one]
Games	
Ashkoolyát gaawú áyá.	It's recess/play time.
Át koowaháa gáanx' ashkoolyát.	It's time to go play outside.
Ash kagaxtoolyát gáanx'.	We are going to play outside.
kus.ook'	toy[s], plaything[s]
Woosh yagayisnaak!	Chase each other around! [speaking to several]
Sagútin ash kanayilyát!	Have fun! [speaking to several]
Sh kadushlítk.	People are sliding/sledding [for fun].
K'awsigóo.	That was fun.
kookíts'aa	teeter-totter/seesaw
Ash kanaxtoolkíts'aa.	Let's play teeter-totter.
Wooch yáx diteeyi áttin ash kanaxtoolyát.	Let's play the Matching Game.
Yáat'aa yahaayíga kīnayshí/ kīnayshí!	Look for a picture matching this! [for a game activity] [speaking to one]
Wooch yáx gé ditee?	Do they match? Are they alike?
Wooch yáx ditee.	They match. They are alike, the same. [referring to things]
Wooch yáx has ditee.	They are alike. [referring to people.]
Tlél wooch yáx udatí.	They don't match. They are not alike. [referring to things]
Ch'u shóogu á.	It's the same thing.
Wooch guwanáade ditee.	They are different. [referring to things]
Wooch guwanáade has ditee.	They are different. [referring to people]
Simon yéi x'ayaká "I (sháa)t shí."	Simon says, "Touch your (head.)"

CLOTHING	
Clothing items	
lagwán	bow [ribbon tied into a bow]
kées	bracelet
tukdaa.át	diaper[s]
shadaa.át	headscarf
Yeedát ku.aa ax̄ aayí ax̄ kakín koogéi.	Mine is too small now. [e.g. talking about a coat]
seit	necklace
saka.át	necktie
koogéinaa	sash
jáaji	snowshoes
kakéin k'oodás'/goodás'	sweater
táakw naa.ádi	winter clothes
táakw kinaak.ádi/kinaa.ádi	winter coat
táakw s'áaxu	winter hat
táakw téeli	winter shoes
kakéin s'áaxw	yarn hat
Clothing Sentences	
I kinaak.ádi/kinaa.ádi náax̄ gidatí!	Put on your coat! [speaking to one]
I kinaak.ádi/kinaa.ádi náatx̄/náadax̄ kei idatí!	Take off your coat! [speaking to one]
I s'áaxu sháax̄ gidatí!	Put on your hat! [speaking to one]
I s'áaxu sháatx̄/sháadax̄ kei idatí!	Take off your hat! [speaking to one]
I tsáax'i jikáx̄ gidayík! / I tsáax'i jikáx̄ gidayék!	Put on your mittens! [speaking to one]
I tsáax'i jikaatx̄/jikaadax̄ idayík! / I tsáax'u jikaatx̄/jikaadax̄ idayék!	Take off your mittens! [speaking to one]
I l'éex'wáni x̄'oosx̄ idayík! / I l'éex'wáni x̄'oosx̄ idayék!	Put on your socks! [speaking to one]
X̄'oosdax̄ idayík i l'éex'wáni! / X̄'oosdax̄ idayék i l'éex'wáni!	Take off your socks! [speaking to one]
I téeli x̄'oosx̄ idayík! / I téeli x̄'oosx̄ idayék!	Put on your shoes! [speaking to one]
I téeli x̄'oosdax̄ idayík! / I téeli x̄'oosdax̄ idayék!	Take off your shoes! [speaking to one]
I téeli wéix̄ galgú!	Wipe your feet [shoes]! [pointing to rug by the door] [speaking to one]
Tlél góot káa s'áaxu átx̄ yilayeix̄ík.	Don't use someone else's hat. [speaking to one]

COMMUNITY	
Wooch een yéi jigax̄tudanéi.	We will work together.
Yan tután, aagáa yéi kgwatée.	Have faith and it shall be so. [speaking to one]
Ayáx dáanaa ax̄ jeewú.	I have enough money.
Át ax̄wdishée ch'a yóok' ix̄wsateení.	I hope to see you soon. [speaking to one]
Ch'as wulhoon áwé x̄at tuwatee.	I just want to go shopping! [response to what do you want to do]
Wé keijín hándít ax̄ tuwáa sigóo.	I want that \$500.
Góok, yagax̄toodlák!	Let's go; we're gonna make it, we're gonna do it.
Wooch yáx̄ k̄ukwidáal.	People are equal. [lit. people are of equal weight/importance]
wooch yáa awudané	respect for each other
Kúnáx̄ aawaxích.	S/he really exerted himself/herself.
Gunalchéesh haa éet yidasheeyí.	Thank you for helping us. [speaking to one]
Gunalchéesh haa éet yeeydasheeyí.	Thank you for helping us. [speaking to several]
Gunalchéesh ax̄ een yéi jeeneiyí.	Thank you for working with me. [speaking to one]
Gunalchéesh hóhó.	Thank you very much. I am very thankful.
Gunalchéesh tlein.	Thank you very much. [lit. big thanks]
Aatlein gunalchéesh.	Thank you very much. [lit. much/many thanks]
Ldakát wóoshtin yéi has jidané.	They are all working together.
Yánde tugax̄tootáan.	We will think good thoughts. We'll keep faith. [e.g. for someone to get well]
Woosh yáx̄ haa kwidáal ldakát uháan.	We're all equal. We're all equally important.
Ch'a wooch yáx̄ yee kax̄wliidáal.	You are all equal to me. I value you all equally. [speaking to one]

CULTURALLY RELEVANT	
Culturally Relevant Items	
kákw	basket
sáx'	cambium
Ḳusaxakwáan Gáas'i	Cannibal Post
atkach'áak'u	carver
atkach'áak'w s'aatí	master carver
deegáa	dip net
gaaw xíjaa	drumstick
ṭaan dugwal át	drumstick [or anything used to drum]
sháal	fish trap
a láx'i / a daaláx'i	its green inner bark – cambium layer
shakaséek	headband
gangóosh kak'tu.át	headband with ears
naa kootéeyayi	house front pole/clan totem pole
naa gáas'i	clan post
hít gáas'i	house post
x'éen	house screen
at yahaayí	the shadow of something; picture, image, print
kéet yahaayí	killer whale image
kéet daasheeyí	killer whale song
kaa daakeidí	mortuary box; coffin
kaa kinaakgáas'i	mortuary pole
ax ya.áak	a place for me, my special place; an opportunity for me
a kaayí	pattern for it
a daakas'él'ti	its peel [e.g. áanjís daakas'él'ti “orange peel”]
kayáash	platform
Séew X'éen	Rain Screen
Yéil Gáas'	Raven Post
Shanyaak'utlaax	Salmon Boy's derogatory name [lit. Moldy Little Salmon Tip]
Dukt'ootl'	another derogatory name for Salmon Boy [lit. Blackskin]
Kaach'aatí	another derogatory name for Salmon Boy [from Ooskaa S'aatí “Master of Laziness”] [from Elizabeth Nyman]

Aak'wtaatseen	Salmon Boy's true name [lit. "[salmon] wriggling at the head of Auke Lake"]
Xáat Kwáani / Xáat Kuháani	Salmon People
xáat yéigi	salmon spirit
Axáas'.	S/he is scraping it. S/he is sliming it [a fish].
Aawaxás'.	S/he scraped it, slimed it [a fish].
táax'ál'	sewing needle
gaanká	smokehole
Dukt'ootl' Gáas'	Strongman Post
Xeitl	Thunderbird
Deikeenaak'w	name of a Kookhittaan storyteller who worked extensively with John Swanton [lit. "Little Haida"]
taakw.aaní	winter village
Culturally Relevant Sentences	
Kadli.it'ch wé gúnx̄aa kaayuka. óot'i.	Abalone buttons are shiny.
Yagéi wé (naakahídi).	That (clan house) is big.
I gu.aa yáx̄ x'wán!	Have courage! Take heart! [speaking to one]
Yee gu.aa yáx̄ x'wán!	Have courage! Take heart! [speaking to several]
Ax̄ kágu tlél kooda.át.	My basket is empty.
Ax̄ seigatáanayi tlél kooda.át.	My berry basket/can is empty.
Ax̄ kágu shaawahík.	My basket is full.
Ax̄ kágu shax̄waaják.	I've filled my basket to the brim.
(Naakahídi) áyá.	This is a (clan house).
Tlákw.aant la.áa wé (Yáay Hít).	The (Whale House) is in Klukwan.
(Gaanká) áyá.	This is the (smoke hole).
Táax̄' áyá.	This is a tier of the house.
Yee wduwa.éex'.	You are invited.
Ax̄ ya.áak áyá.	This is my special place. [e.g. for special seating at a <i>ku.éex'</i>]
Tléil x̄aach áyá; (____), yóot'aach áyá.	This is not me putting this on you: it is (name of ancestor.) [This phrase is used during a <i>ku.éex'</i> .]
Gunalchéesh haa yeey.éex'í yáa (Sheet'kaadé).	Thank you all for inviting us here (to Sitka). [speaking to several]

Ax x'éide kinayis.aax. / Ax x'éide kunayis.aax.	[Take the time to] listen to me. [Appropriate for public speaking] [speaking to several]
Gunalchéesh ax x'éit yeeysa. aaxí.	Thank you all for listening to me. [speaking to several]
_____ kaadéi!	For (ancestors names)! At a <i>ku.éex'</i> , the money bowl is held up while clan ancestors are named. <i>Naakáani</i> needs to know how to say the names correctly.
Waahú! / Wée-ee-ee! / Hwée! / Hóo!	[An exclamation shouted out when a fire bowl, fruit bowl, etc. is finished and raised up into the air; there are regional differences with respect to whether this pertains to fire bowls or fruit bowls]
naakáani	clan in-law, male or female, directing the <i>ku.éex'</i> on behalf of the host clan.
Haadéi! / Haandéi!	Bring it here. [said by recipient when fire dishes, fruit bowls and gifts are being handed out to individuals.]
_____ x'ayeedéi!	For the mouth of _____! [phrase used when handing out food gifts]
_____ du xwáax'utín	_____ and all the clansmen sitting around him/her.
(name) éenwu yís áwé.	food to take home for (name) [the whole amount.]
Ch'a wa.é i x'eis.	Just for you. [when the food is just for one person]
Kaa x'ayeedé at kawdunáayi kei duhúkch.	When food is sent to a person they lift it up and give a loud shout.
(name) jeedéi!	For (_____) [For gifting of dry goods]
x'óow t'éix' al'eix	dancing behind the blanket [at <i>ku.éex'</i> , normally it is the grandchild of the host clan who dances behind the blanket]
Jididáanayi káa áyá yéi kuwanóok/kuwanéekw.	This is how a wealthy man/person acts. [that is, this is how s/he is supposed to display his/her wealth]

_____ x'éidei!	For the mouth of _____! [when all the deceased relatives are named at the <i>ku.éex'</i> , because that is who we are feeding.]
Du een áyá kgwanáa wé saa.	The name will die with them. [when someone is given a name, and that name is for that person alone, not to be given to anyone else]
(name) á!	[For giving of names at <i>ku.éex'</i> , the name is repeated four times. An opposite clan person is designated and paid to witness and remember the name and where it comes from.]
Hít shukáa yan latsák wé kootéeyaa.	Erect the totem pole in front of the house. [speaking to one]
Haa toowú yanéekw yee jiyís. / Haa toowú yanóok yee jiyís.	We are sad for all of you. [speaking to several]
Ax latseenix isitee yáa yagiyee/ yakyee.	You are my strength today. [speaking to one]
Daa sáwé (naakahídi)x sitee?	What is a (clan house)?
Goosú wé (Yáay Hít)?	Where is the (Whale House)?
Aadóoch sá yahéin (Yáay Hít)?	Who owns the (Whale House)?
Gaanaxteidich (Yáay Hít) has ayahéin.	The Gaanaxteidí own the (Whale House).

FOOD & BEVERAGES	
Food Items	
sukkádzí	asparagus [lit. beachgrass-lime/ calcium; at kádzi refers to bird poop which is primarily white like lime]
†k'eikaxwéin aasx'i sáani	broccoli [lit. little trees of flowers]
†si.áax'u yeiltáxi tukaxaadí	garlic bulbs [lit. root parts of bitter onion]
xídlaa	herring rake
†si.áax'u tléikw	lemon
yeiltáxi	onion [lit. Raven's B.O.]
eenyán	onion
k'wátl	pot
†took.uwaa	sardines [lit. something that resembles needlefish]
†sháach'.uwaa	sardines [lit. something that resembles fish fry]
A káa yoo kahá!	Stir it! [speaking to one]
Wooch een shaklawús'.	Mix them [liquids]!
sdoox	stove
†a tóonáx héen dus'iks'i át	straw [lit. something people suck water through]
†a tóonáx héen duna át	straw [lit. thing that people drink water through]
chál xook	fermented fish smoked a while [a Tlingit delicacy]
Food Sentences	
Atx'éeshi xáshti sha.útl!	Boil the fish strips! [speaking to one]
Wushi.útl.	[Fish] was boiled.
Wudli.úk.	It boiled. It's boiling. [speaking of a general object]
Uwa.ée.	It's cooked.
Yánde yaa na.éen.	It's almost done cooking.
Tlél héen táat wugoodík i keidlí. / Tlél héen táakt wugoodík i keidlí.	Don't let your dog walk in the water. [speaking to one]
Shaklawús'.	Mix them together. [liquids] [speaking to one]
Wooch xoo yoo kahá.	Mix them together. [e.g. berries] [speaking to one]

A yik.ádi héen táax' kux yéi saní. / A yik.ádi héen táax' kux yéi sané.	Return the insides to the river. [speaking to one]
Du x'éix aawatee.	S/he gave it to him/her to eat; s/he fed it to him/her.
†Gunalchéesh Yagiyeeyí/ Yakyeeyí	Thanksgiving Day [lit. thanks day]
†Sh tugáa Datí Yagiyeeyí/ Yakyeeyí	Thanksgiving Day [lit. day of giving thanks]
X'éi idanú!	Taste it! [speaking to one]
Berry Picking Verbs and Sentences	
[This verb means to pick a quantity by hand to take home.]	
Kuxak'éet'.	I am picking berries.
Keek'éet'.	You are picking berries. [speaking to one]
Kutook'éet'.	We are picking berries.
Kiyeek'éet'. / Kuyeek'éet'.	You all are picking berries. [speaking to several]
Has kuk'éet'.	They are picking berries.
Kuxwak'ít'.	I picked berries.
Keeyak'ít'.	You picked berries. [speaking to one]
Koowak'ít'.	She picked berries.
Kuwtuwak'ít'.	We picked berries.
Kiyeeyk'ít'. / Kuyeeyk'ít'.	You all picked berries. [speaking to several]
Has koowak'ít'.	They picked berries.
Kukkwak'éet'.	I will pick berries.
Kikgeek'éet'. / Kukgeek'éet'.	You will pick berries. [speaking to one]
Kukgwak'éet'.	She will pick berries.
Kadlix'át'.	They're green [unripe]. [of berries]
Tléikw áyá kaxlas'eexdákw.	I'm cleaning berries.
Kanals'eexwdákw déi wéi tléikw!	Clean the berries now! [pick the stems, leaves, and other debris out of the berries] [per Ruth Demmert and Florence Marks Sheakley] [speaking to one]

HAA AANÍ (OUR LAND)	
Dleit daak sh wudzigúk.	There was an avalanche. [lit. snow pushed itself down]
Dleit wulikoo.	There was an avalanche. [lit. snow has flooded the area]
Daak kukaawadáa. / Daak kaawadáa.	There was an avalanche.
Dleit shaa yaadáx wulikóosh.	There was an avalanche. [lit. snow has tumbled from the mountainside]
daak kukadá / daak kadá	avalanche
dleit kaadí	avalanche
geey / geiy	bay
éek / éik	beach
Jilkáat Héeni	Chilkat River
Lkoot Héeni	Chilkoot River
gíl'	cliff
deikée yax'áak	deep ocean [When adding postpositions, the stem can be either -x'áak- or -x'áa-.]
gaadlaani héen	deep water; deep river
Dís yan yaawawát.	It is full moon. The moon is full.
Dís yawdzikeen.	It is new moon.
Awdlidées.	The moon is shining.
Daxéit	Kiks.ádi summer village near Sitka [Nakwasina]
a góon	portage/isthmus/passage across it
aan	town, village, settlement, inhabited or owned land
s'eenáa hídi	lighthouse
Té tayeet anayilgeen. / Té tayeet anayilgein.	Look around under rocks.
Yan uwaláa.	It is low tide. / The tide has gone out.
A kint uwaláa.	It's not fully low tide.
Dleit lalá!	Melt the snow! [speaking to one]
héen kwéiyi	mid inter-tidal zone [lit. mark of the water]
l'éiw	sand, gravel
x'aa	point of land
kawdiwuch'i héen	brackish water
eech	reef, submerged rock

naadaayi héen	river [lit. flowing water]
té xóow	rock cairn
l'éiw yátsx'i	fine sand or gravel
l'éiw x'aayí	sand point, gravel point
yán	shore
yanshuká	campsite, camp [in the wilderness]
neech	beach
héen tuwán	shoreline
s'eeḵ / s'eik	smoke
lingit'aaní	world
Lingít Aaní	Tlingit land
†Lingít Éil'i	Southeast Alaska waters
ḵutx.ayanahá / ḵutx.ayanaháa / ḵutx.anaháa / ḵudax.anaháa / ḵutx'anaháa [Teslin]	star
héen daat át	things concerning water

HEALTH	
I ooᖃ na.óos'!	Brush your teeth! [lit. wash your teeth] [speaking to one]
Yee ooᖃ nay.óos'!	Brush your teeth! [speaking to several]
K'idéin ágé yeeey.óos' yee ooᖃú?	Did you brush your teeth well? [speaking to several]
I náagu gé keeyanóot'?	Did you take your medicine? [speaking to one]
K'idéin gé yeetaa?	Did you sleep well? [speaking to one]
K'idéin ᖃwaataa.	I slept well.
Tlél k'idéin ᖃwataa.	I didn't sleep well.
K'idéin héen idaná!	Drink enough water! [speaking to one]
K'idéin héen yidaná!	Drink enough water! [speaking to several]
Latseen yís k'idéin at nayᖃéix!	Always eat healthy [good] food to stay strong! [speaking to several]
K'idéin natá!	Get a good night's sleep! [speaking to one]
I gu.aa yáᖃ x'wán!	Have courage! [speaking to one]
Yee gu.aa yáᖃ x'wán!	Have courage! [speaking to several]
X'oon sá yatee i ooᖃ?	How many teeth do you have? [speaking to one]
ᖃaa ooᖃ yéi daanéiyi ᖃánde kᖃwagóot.	I am going to go to the dentist.
Tlél aᖃ tuwáa ushgú ᖃaa ooᖃ yéi daanéiyi ᖃánde ᖃwagoodí.	I don't like going to the dentist.
(Kas'ix'waa) aᖃ jeet aawatée wé ᖃaa ooᖃ yéi daanéiyi.	I got (a sticker) from the dentist.
Gánde ᖃat tuwatee.	I have to go to the bathroom.
Góok, nagú!	Go ahead, go! [speaking to one]
Aᖃ toowú yak'éi.	I'm happy. / I'm feeling good/happy.
Tlél aᖃ toowú ushk'é. / Tlél aᖃ tooshk'é. / Tlél ᖃat tooshk'é.	I'm not happy. / I'm not feeling good/happy. / I feel bad.
Aᖃ toowú litseen.	I'm feeling brave/mentally strong.
Tlél aᖃ toowú ulcheen.	I'm not feeling brave/mentally strong.
Aᖃ toowú tlél unéekw/unóok.	I'm not [feeling] sad.
Tlél tlaᖃ ᖃat tooshk'é.	I'm sort of in a bad mood. / I'm in a bad state [mentally].

Kei ɣat nanéekw/nanóok shákdéiyá.	I guess I'm getting sick.
K'idéin sh tux̄dinook yáa yagiye/ yakye.	I am feeling better today.
Gán, ax̄ ooɣ!	Look, my tooth!
Ax̄ (____) yanéekw/yanóok.	My (____) hurts.
Ax̄ ooɣ yanéekw/yanóok.	My tooth hurts/my teeth hurt.
Ax̄ laká de uwaxúk.	My mouth is already dry.
Xat lakaawaxúk.	My mouth is dry.
I káak'tin gé wuduwaka <i>a</i> i kasáyjayi?	Has your temperature been taken on your forehead? [speaking to one]
Haa-áy! I ooɣú ax̄ daak uwaxík!	Oh, no! Your tooth fell out! [speaking to one]
Neilx' ganú l ayáx sh teedanoogú. / Neilí ganú l ayáx sh teedanoogú.	Stay home if you're not feeling well. [speaking to one]
kaa ooɣ xít'ayi	toothbrush [lit. tooth broom]
†kaa ooɣú kookénayi	tooth fairy
Wáa sás wootee i kasáyjayi?	What was your temperature? [speaking to one]
†Kaa jintáak náagu gé aan jiydi. óos'?	Did you use hand sanitizer? [lit. Did you wash your hands with the palm medicine?] [speaking to one]
Wéidu wuditl'ak'i náakw jigwéinaa.	There are the sanitary wipes. [lit. There are the wet medicine hand-wipes]
Yanida.óos'! / I yá na.óos'!	Wash your face! [speaking to one]
Yanayda.óos'! / Yee yá nay.óos'!	Wash your face! [speaking to several]
Jinida.óos'! / I jín na.óos'!	Wash your hands! [speaking to one]
Jinayda.óos'! / Yee jín nay.óos'!	Wash your hands! [speaking to several]
†I yaháadi yéi na.oo!	Wear your face mask! [speaking to one]
†I x'akaháadi yéi na.oo!	Wear your mouth mask! [speaking to several]
†I x'aséigu kaháadi yéi na.oo!	Wear your breath mask! [speaking to one]
Goo sáwé yanéekw?	Where does it hurt?
Goosú i yaháadi?	Where is your face mask? [speaking to one]
Goosú i náagu?	Where is your medicine? [speaking to one]

HOME	
Home Items	
t'ooch'ineit	jug, bottle [shortened from <i>t'ooch' héen yee.át</i> , “black water container”]
t'ukanéiyi t'ooch'ineidí	baby bottle
t'ukanéiyi ít'ji	baby bottle
daagwéinaa	bath towel
ᠠaan shadulgéikw át	bath towel [lit. what one rubs one's head/hair with]
ín x'eesháa	bottle, jar, jug
xít'aa	broom
x'eesháa	bucket, pail
hít kaxyee	ceiling
ᠠ(ax) galtú yoox'atángi	(my) cell phone [lit. the word in (my) pocket]
káaxwei yeegúx'ayi	coffee cup
káaxwei yeek'wádli	coffee pot
ᠠa káa yei akeech át	couch [lit. what people sit on]
áa at duᠠa yé	dining room
s'ix'	bowl, dish[es]
atxá jishagóon	eating and cooking utensils [fork, spoon, etc.]
t'áa ká	floor
ách.atdusxa.át	fork
kas'úgaa yeit / kas'ígwaa yeit	frying pan
hít	house
áa at dus.ee yé	kitchen
lítaa	knife
ᠠóos'i áa yéi daadune yé	laundry room [lit. where laundry is done]
ᠠáa yei akeech yé	living room [lit. where people sit]
eetká	room [originally a partitioned-off space in the clan house for private or nuclear family use]
aᠠ eetiká / aᠠ eediká	my bedroom
ᠠatxá áa kduchak yé	pantry [lit. where food is stored]
k'ateil	pitcher/jug
hitká	roof

t'áa kayáash	sleeping platform [up off the floor. This phrase occurs in the Salmon Boy story, according to Ruth Demmert.]
gaanká	smokehole
†aan yóo áa yax at duteex át	spatula [lit. what people turn things over with]
shál	spoon
nadáakw kagáaji	tablecloth
a tóonáx yoo x'aduwatangi át	telephone [lit. thing one talks through]
sdoox	stove
t'aawák x'eesháa	tea kettle
lugwéinaa	tissue/handkerchief [for nose]
†a káa dushuch át	tub [lit. what you take a bath in]
a jishagóon	tool[s] for it
du jixan.ádi	his tools, implements, work materials
Yee jixan.ádi aax yéi naysaní! / Yee jixan.ádi aax yéi naysané!	Pick up your tools/implements/materials. [speaking to several]
hít shantú	attic
dikeenaa / keenaa	upstairs; the lower region/sector
diyeenaa / yeenaa	downstairs; the upper region/sector
héen yee.it'ji / héen daaka.it'ji	water bottle
héen x'eesháyi	water bucket
Home Sentences	
Wudli.úk wé héen.	The water is boiling.
Wé cháatl kuḱasha.óotl.	I will boil halibut.
K'idéin nasní! / K'idéin nasné!	Clean up! [lit. Make it nice!] [speaking to one]
K'idéin naysaní! / K'idéin naysané!	Clean up! [speaking to several]
Naxaash!	Cut it! [speaking to one]
Ḳaxáash.	I'm cutting it. [action with no reference to motion]
Yaa nḱaxásh.	I am going along cutting it. [motion in progress, action viewed as moving along]
(Aas ch'ix'i) du tuwáa sigóo.	He wants (tree shade).

(Nadashée) du tuwáa sigóo.	He wants (help).
Tlél ayáx dáanaa ax̄ jee.	I don't have enough money.
Ax̄ jeex' yagéi wé dáanaa. / Ax̄ jee yagéi wé dáanaa.	Now I have lots of money!
Eesháank'!	Poor little thing!
At gax̄as.ée.	I am cooking [for myself, or for immediate consumption].
At x̄asa.ée.	I am cooking.
_____ x̄asa.ée.	I am cooking _____.
Yá at gas.eetín ax̄ éet idashí.	Help me cook. [speaking to one]
Wé saak kuḱalas'óok. / Wé saak kuḱalas'éekw.	I will fry the eulachon.
Wé saak gakk̄wals'óok. / Wé saak gakk̄wals'éekw.	I will fry the eulachon [for myself, or for immediate consumption].
A x̄'éix̄ gatí!	Put it [a record or CD] on! [speaking to one]
A x̄'éix̄ aawatee.	S/he put it [a record or CD] on.
Wé tsaa eex̄í/eix̄í gax̄dudáakw.	The seal oil will be rendered.
Wé saak eex̄í/eix̄í gax̄toodáakw.	We will render hooligan oil.
A káa yoo kahá! / A káa yóo kahá!	Stir it!
A káa yoo kx̄aahéik wé _____.	I am stirring the _____.
A káa gé yoo keeyahéik?	Are you stirring it? [speaking to one]
A káa yoo akayahéik yá _____.	S/he is stirring this _____.
T'áa ká x̄waaxéet'.	I swept the floor.
Wé atx̄á áa yéi daadune yé káa yéi na.oo. / Wé atx̄á áa yéi daadune yé káx' yéi na.oo.	Put it on the counter. [speaking to one]
K'idéin kachák!	Put everything away! [lit. Pack it/them away carefully/nicely!] [speaking to one]
K'idéin kaychák!	Put everything away! [speaking to several]
Sheenú! / Sheedanú!	Get up! [out of bed] [speaking to one]
Sheen déi! / Sheedan déi!	Get up now! [out of bed] [speaking to one]
Shaydakí!	Get up! [out of bed] [speaking to several]

Shayda _k í déi!	Get up now! [out of bed] [speaking to several]
Wé s'ix' kana.óos'! / Wé s'ix' xóona.óos'!	Wash the dishes! [speaking to one]
Wé s'ix' kanay.óos'! / Wé s'ix' xoonay.óos'!	Wash the dishes! [speaking to one]
Yá s'ix' ka _x a.ús'kw. / Yá s'ix' xoo _x a.ús'kw.	I am washing the dishes.
Wé nadáakw galgú.	Wipe the table! [speaking to one]
Yá nadáakw xalagéikw.	I am wiping the table.
Yá nadáakw xa.ús'kw.	I am washing the table.

INTERJECTIONS	
Ha.é!	Oh my! Goodness gracious! [Exclamation of surprise. This indicates that something is out of the ordinary. It can be used referring to someone who is putting on airs in order to impress others, or, contrariwise, it can be used as a complement.]
Gushé!	I don't know! [Can be used as an expression of mild surprise.]
Kwshé?	Is that okay? Okay?
Gwáa!	Wow! Check that out! Look at that! [Expression of strong surprise.]
Éh!	Wow! Check it out! [less emphatic than <i>Gwáa!</i> This is <i>ha.é</i> without the <i>ha-</i> ; compare the pairs <i>hadláa</i> and <i>dláa</i> , <i>hachgwá'</i> and <i>chgwá'.</i>]
Ch'a keetáanáx!	Cool it! Calm down! Quiet down!
Ayáanáx isaligaaw!	You are too loud! [speaking to one]
†Dikéenáx keijín!	High five!
Yéi kwshé?	Like this? [checking with someone on something]
Lagaawdéin!	Loudly! Louder!
Óosk!	Cute! Tiny!
Ili! / Ihi!	Don't! Stop it!
Hadláa! / Dláa!	Good grief! Goodness gracious! Too much!
Dlóow!	Good grief! Shame on you! [same as the above only more exasperated]
Yisikóo óosh!	If you only knew! [speaking to one]
Gwál yéi. / Gwál yé.	Maybe. I'm not sure. [expression of uncertainty]
Haa yátk'u ée!	Our poor baby!
Aganáa!	Woe! Oh no! Yikes! [expression of anguish]
Ax adée!	My precious stuff! [used when one loses something precious]
Tlúm'! / Tlám'! / Tláp!	Oops! [used when you or someone else makes a mistake]
Hú!	Ouch!

Huhuhuhu!	[Expression of intense pain.]
Aᵗ t'ukanéiyi ée!	Oh, my baby!
Eesháan!	Poor thing!
Eesháank'!	Poor little thing!
Haa-áy!	Poor thing! [said if someone is in pain, uncomfortable or unhappy, similar to <i>eesháan</i> . Can also be just an expression of endearment. Often used to hush babies.]
Dóo!	Oh, you! / See how you are! / Look what you did! [Said to someone doing something wrong.]
Húsh!	Sh! Shush! Hush!
Sh eelk'át!'	Shut up! Be quiet! [speaking to one]
Déi áwé!	That's enough now! Stop it!
Hachgwá'! / Chgwá'!	That's what you get! That's karma for you!
Hóoch'!	That's all! No more!
Lí s'é! / Ilí s'é! / Ihí s'é!	Wait a moment! [lit. Don't [do anything] for a while!]
Tlél kawdakei.	How cool. Neat. Awesome. [indicates admiration]
Tlél ikawdakei.	You're all right. You're cool.
Atsgané!	Scary! Yikes! [indicates fear]
Ée!	Yuck! Eeeew!
Ée áwé!	That's just awful/terrible! What a mess/disgrace!
ᵑoosh kadáan-á!	What a fine mess! [lit. It's a fine festering abcess!]
Éitsk'!	Yum!

LOCATION	
du x̣'ayáx̣	according to his/her order or instruction
Du x̣'ayáx̣ yéi nasní/nasné!	Do it according to his/her [verbal] instructions! [speaking to one]
du jiyáx̣	according to his/her example or model [they are using their hands to show how to do it]
Du jiyáx̣ yéi nasní/nasné!	Do it according to his/her example! [speaking to one]
a ít	following it, [following] after/behind it
a íṭ tsá	right after that
Kei at kuḱashée, a íṭ tsá akḱwal'eix̣.	I will sing, and after that I will dance.
a íṭnáx̣	after that, after it, afterwards
Sgóonde kḱwagóot, a íṭnáx̣ aan x̣'ayeedé kḱwagóot.	I'm going to go to school; afterwards I am going downtown.
ch'a goo sá	anywhere, anyplace
Ch'a goox' sá yan tí!	Put it anyplace! [referring to a general object] [speaking to one]
Át x̣waagút.	I came/arrived there.
Át x̣waagoot.	I walked around. I walked about.
Neil x̣waagút nisdaat.	I arrived at home last night.
Neilt x̣waagoot.	I am walking about the house. I am wandering around at home.
Ch'a k'ikát neil iyagút.	You finally came home. / At least you came home. [speaking to one]
a k'iyee	the area under the rear end of it
hít k'iyee	the rear of the house, the back part/ room of the house
Gwál hít k'iyeedé wugoot.	Maybe he went in the back room.
a k'í	the base of it, the foot of it [a standing object]
du k'í	his/her rump, hip
I k'éet shí.	Touch your hip. [speaking to one]
a shukát	before it, ahead of it
aan galakú shukát	before the flood
a tayeet	beneath it, underneath it
Wé keitl nadáakw tayeet áa.	The dog is sitting underneath the table.
a yinaa / a niyaa	[in] the direction of it; alongside it

A yinaax' yan tán! / A niyaax' yan tán!	Put it beside it! [speaking of a box or other vessel, a drum, a paddle, or other object made of one piece of wood] [speaking to one]
a táak	the bottom of it [the inside bottom of a box or other vessel] [When adding postpositions, the stem can be either táak- or táa-.]
Wé k'ateil táat eelgín/eelgén! / Wé k'ateil táakt eelgín/eelgén!	Look in the bottom of the pitcher. [speaking to one]
Du gúx'ayí táat kutées'. / Du gúx'ayí táakt kutées'.	She is examining the interior bottom of her cup. [looking to see what is in the cup.]
héen táak	the bottom of a body of water; in the water
Héen táax yaa nagút wé xóots.	The brown bear is walking in the water.
du tuwáadax	because of him/her; due to his/her effort or doing
Yéil tuwáadax héen yawtuwadlaak.	Because of Raven we got water.
yaakw shaká	the bow of a boat, forward
Yaakw shakát áa.	He is sitting on the bow of the boat.
a shú	the end of it
Deishú	Haines [lit. the end of the trail]
A shóodax naxaash!	Cut it from the end! [speaking to one]
Yáadax naxaash!	Cut it from here! [speaking to one]
A shóot xwaaxásh.	I cut it to the end.
du dayéen	facing him/her
Du dayéen xa.áa ax xúx.	I am facing my husband.
tliyaa	the far side; farther away
Tliyaawú á.	It's on the far side. It's farther away.
gaaw ítx'	late, after the time
dziyáageen[x'] / dziyáagin[x']	some time later on, after a while [in the future]
Dziyáageen[x'] tsá.	Do it later.
kut	lost/astray [This is a preverb.]
Kut kei nagút. / Kut kéi nagút.	He/she is getting lost. / S/he is going astray. [either literally or figuratively speaking]
a tuwán	right next to it

A _x tuwánx' yan sa.ín! / A _x tuwáni yan sa.ín!	Put it nearby, right next to me! [a container with contents] [speaking to one]
Wé cháayu i tuwánx' yánde k _k wasa.éen. / Wé cháayu i tuwáni yánde k _k wasa.éen.	I'm going to put the coffee nearby you. [speaking to one]
a náak	over it, covering it [especially the torso] [When adding postpositions, the stem can be either <i>náak-</i> or <i>náa-</i> .]
a kináak	above it, over it [When adding postpositions, the stem can be either <i>-náak-</i> or <i>-náa-</i> .]
A kináa yan tán! / A kináax' yan tán!	Put the cover on it. [speaking to one]
a ká	on it
A káa yan tán! / A káx' yan tán!	Put it on it. [speaking to one]
jéigít	jacket
kinaak.át / kinaa.át	coat, overcoat
Náax gidatí i kinaak.ádi/kinaa.ádi!	Put on your coat. [speaking to one]
du tuwáx'	to his/her way of thinking, as it strikes him/her, in his/her mind's eye [If it's right before the verb we can also say <i>du tuwáa.</i>]
A _x tuwáa sigóo.	I want it. I like it. [lit. It is pleasant to my way of thinking.]
a shanáak	over the head of it, over the very top of it [When adding postpositions, the stem can be either <i>-náak-</i> or <i>-náa-</i> .]
Dleit áx' ayakaawadán wé shaa shanáak.	It has snowed on the very top of the mountain.
a shakée	top of a mounded object
shaa shakée	top of a mountain, mountaintop
Wé shaa shakée dleit áwu.	There is snow on top of the mountain.
Wé yaakw shakéede kei gú!	Go up on top of the boat! [speaking to one]
héen sháak	head of a river
Wé héen sháakt uwahín wé xáat.	The salmon are at the head of the river.
Shaa shakéede has woo.aat.	They went up on top of the mountain.

X'eesháa kaadé yéi nasní/nasné wé lǎx'kw!	Put the soil in the planter! [speaking to one]
ganaltáak	in the fire [When adding postpositions, the stem can be either -táak- or -táa-.]
Ganaltáade nataan wé gán! / Ganaltáakde nataan wé gán!	Put the piece of wood in the fire! [speaking to one]
a taká	the surface of its bottom
A taká tlél xwateen.	I can't see the bottom.
a xées'i	the prow of a boat [the curved part]
du yá	his/her face
a yá	the face of it, the side of it [a more-or-less vertical object]
I yáa yéi na.oo! / I yáx' yéi na.oo!	Put it on your face! [speaking to one]
a yadaa	around the face/side of it
Wé shaawát wé shaa yadaax yakgwagóot.	She'll be coming around the mountain. [lit. The woman will walk around the mountainside.]
ayáanáx	too much, excessively
a yáanáx	past it, beyond it
A yáanáx yakgeegóot.	You should go past it. [speaking to one]
at.sóoxk'	[a little] early / ahead of time
gaaw yáx	on time
Gaawt kawdixít.	It's time. / The time has come.
Át koowaháa.	It's time. / The time has come.
dei yík	in or on a road or path [When adding postpositions, the stem can be either yík- or yít-.]
Wé xóots dei yíx yaa nagút. / Wé xóots dei yíkx yaa nagút.	The bear is walking on the road/trail.
Wé keitl dei yít áa. / Wé keitl dei yíkt áa.	The dog is sitting in the road.
héen yík	in the river, in the river valley
Wé héen yígu wé keitl.	The dog is in the river. / The dog is in the river valley.
a yinaadé / a niyaadé	toward it, in its direction
du Goojí yinaadé	toward his Wolf [from a Raven song]

PLANTS	
Plant Items	
x'áax' aasí	apple tree
a tukaxaadí	its bulb/rhizome
ḥkóox yáx at x'aakeidí	bulblets [rice-like kernels]
dúk looní	cottonwood bark
dúk kyaaní	cottonwood leaf
l'él	black spruce
k'wálxi kyaaní	fern frond
k'wálxi xaadí	fern roots
s'ú	fibrous roots [thin roots]
sook	beach grass [with wide blades]
sook	peat moss
a gágu	its spine [of a tree], its heartwood [dense inner part of a tree]
kyaaní téet'i	leaf veins
tl'aak'wách'	rhubarb
s'aach	shield fern
x'unéil' wás'i / x'unyéil' wás'i	wild rose bush
a shaadí	its shoots
a looní	its outer bark
daalik'ats'i at looní	thorny outer bark
Plant Sentences	
Ka.éix.	It's growing. / It grows. [of plant]
Kóox k'eikaxwéini s'agwáat kayaa yáx yatee.	A chocolate lily has a flower that is kind of like brown in color.
Kóox áwé a tukaxaadí áwu.	A chocolate lily has a bulb.
(A t'áni) yahaayí kayshaxít!	Draw (branches)! [speaking to several]
Kínde gaylasháat wé (yán) yahaayí!	Hold up [raise] the picture of (hemlock)! [speaking to several]
Dikéex' gaylasháat wé (yán) yahaayí!	Hold up the picture of (hemlock)! [speaking to several]
Yan tí!	Put it down! [speaking to one]
Yan yití!	Put it down! [speaking to several]
At looní jee x̄dinook.	I feel bark.
(Keishish looní) jee x̄dinook.	I feel (alder bark).
A saayí a jeet x̄waatée wé aas.	I gave the tree a name.
A daakak'áts'i kúnáx lik'áts'.	Its thorns are very sharp.

ᐱ́áay daat át sh tóo tooltóow. / ᐱ́áay daat át sh tóo tooltéew.	We are learning about yellow cedar.
(Kayaaní ooxú)t eelgín/eelgén.	Look at the (leaf bud).
(Yeiltáxi) yáx jee x̄dinook.	My bulb feels like an (onion).
Ax̄ tukax̄aadí (yeiltáxi) oowayáa.	My bulb looks like an (onion).
Ax̄ tukax̄aadí (yeiltáxi) yáx dzinéex'.	My bulb smells like an (onion).
K'wátl káa yéi na.oo wé (l'éiw).	Put (gravel) in the pot. [speaking to one]
Wé aas káa yéi nay.oo! / Wé aas káx' yéi nay.oo!	Put it on the tree. [speaking to several]
Wé gítgaa wé shéiyi káa yéi nay. oo!	Put the needles on the spruce tree! [speaking to several]
Wóoshdax̄ nawáal' wé at x'aakeidí!	Break the seed apart/in half! [speaking to one]
Wóoshdax̄ kanaylax̄óot' wé gán!	Split the firewood apart/in half! [speaking to several]
Litseen wé (x̄áay daalooní).	The (yellow cedar bark) is strong/ tough.
(Aas) kei kana.éin.	The (tree) is growing.
Ax̄ jee yan kaawat'áa wé tléikw. Ax̄ jeex' yan kaawat'áa wé tléikw.	The berry feels fully ripe to me.
Ax̄ x̄'éi linúks wé (tléikw). / Ax̄ x̄'éix' linúks wé (tléikw).	The (berry) tastes sweet to me.
Ax̄ x̄'éi si.áax'w wé (tléikw).	The (berry) tastes sour to me.
Kayaaní kei kana.éin.	The plants are growing.
Ka.éix̄ át (tléigu) áwé.	This is the plant's (berry).
Keishish̄ ka dúk̄ daa akagax̄toolgéen/akagax̄toolgéin.	We will inspect alder and cottonwood trees.

SELF & FAMILY	
Body Parts	
aḵ éenyee/éenee	my armpit
aḵ téey	my chin
aḵ t'éey	my elbow
aḵ t'iyshú	[the tip of] my elbow
aḵ s'ei/s'ee/s'eeey	my eyebrow
aḵ lidíx'/ludíx'	my neck
aḵ lutú	my nostril
aḵ yoowú	my stomach
aḵ wakhéeni	my tears
Relatives	
káa	human, man
aḵ t'aakx'í	my clan brothers and sisters
aḵ een.aax'w [hás]	my family members
shaawát aa aḵ léelk'w/áali	my grandmother
káa aa aḵ léelk'w/áali	my grandfather [The form __ <i>áali</i> , “grandparent,” is found in the book <i>Haa Yéi Jinéiyi</i> [written by Esther Shea and Vesta Dominic. This form is found in Transitional and Southern Tlingit.]
aḵ xúx	my husband
aḵ xán.aa	my spouse, my wife or husband
aḵ káawu	my husband's clan brother; my man, my boyfriend
aḵ aat	my paternal aunt
aḵ sáni	my paternal uncle
aḵ tláak'w	my maternal aunt
aḵ káak	my maternal uncle
aḵ shát	my wife
aḵ shaawádi	my woman, lady, wife, girlfriend [a more respectful way to refer to one's wife than <i>aḵ shát</i> , according to Louis Shotridge]
du káni	her sister-in-law [sister of a woman's husband]
du káni	his brother-in-law [brother of a man's wife]
du chaan	his/her mother-in-law

du wóo	his/her father-in-law
du kéilk'	his sororal nephew or niece, his sister's child
du káalk'w	her fraternal nephew or niece, her brother's child
du sée	his/her daughter; her sororal niece, her sister's daughter; his fraternal niece, his brother's daughter
du yéet	his/her son; her sororal nephew, her sister's son; his fraternal nephew, his brother's son
wooch een naayátx'i	children of the same clan [father's clan]
Self & Family Items and Sentences	
Yéi áwé a daa yoo tuxaatánk.	This is how I am thinking about it.
Daa sá du tuwáa sigóo (wé yadak'wátsk'u)?	What does (the boy) want?
K'idéin galsháat yá t'ukanéiyi!	Hold the baby carefully/gently! [speaking to one]
Kei xat nawát.	I am growing up.
Kaa saxaa.áxch.	I hear a voice.
(Xóots) kayéik xaa.áxch.	I hear the sound/noise of a (black bear).
Tleix kei ikkwasaxán.	I will love you forever.
Xat isixán gé?	Do you love me? [speaking to one]
Xat yeeyisixán gé?	Do you folks love me? [speaking to several]
Yee tusixán.	We love you all. [speaking to one]
Tliya.aa ax yagiyeeyí/yakyeeyí káx' áwé daxadooshú táakwx xat guxsaté.	I will be 7 years old on my next birthday.
Ax húnxw tsú yei kkwá.éex'.	I'll invite my older brother. [man speaking]
Ax yagiyeeyí/yakyeeyí áyá. / Ax kayagiyeeyí/kayakyeeyí áyá.	It's my birthday.
Ax léelk'u hídidé yaa nxagút.	I'm walking to my grandma's house.
Ax léelk'w ax tláa yinaanáx/ niyaanáx (name) yóo dusáagun.	My grandparent on my mother's side was (name).
Ax tláa du tláa (name) yóo dusáagun.	My mother's mother was (name).
Haagúk'!	Come here, dear! [speaking to one]

Du tuk ₁ daa.ádi du tuk ₁ daat kayík.	Put his/her diaper around his/her bottom. [speaking to one]
Du tuk ₁ daa.ádi du tuk ₁ daa[x'] yéi na.oo!	Put his/her diaper on! [speaking to one]
Húsh!	Sh! Shush! Hush!
Yát aawa.oo. / Yatwoo.oo.	She had a baby.
Tlél ushk'é.	She/he/it is bad, isn't good.
Gaa yatee.	It's all right. / It's okay. / That's alright. / That's okay
Tlél gaa ushtí.	It's [morally/societally] wrong/unacceptable. / That's just wrong.
Tlél chaa x'eití.	S/he is irascible/uncouth [in speech]. / S/he lets his/her anger show through when s/he speaks.
Kaa yáa kei ayagax ₁ toonéi.	We will be respectful.
Woosh yáa kei ayagax ₁ tudanéi.	We will be respectful.
Haa k'awaash.	We're yawning.
Daat yáx sá yatee ax (waak)?	What color are my (eyes)?
Daat yáx sá shasitee?	What color is his/her hair? [The s-classifier element here indicates an object composed of strands.]
Aadóo sá i leelk'u hásx sitee?	Who are your grandparents? [speaking to one]
Aadóo sá i tláa du tláax sitee?	Who is your mother's mother? [You can also say: <i>i tláa tláa</i> , "your mother's mother".] [speaking to one]
Ax toowú ilik'éi.	You make me happy. [speaking to one]
Ax toowú ilit'aa.	You warm my heart. [speaking to one]
Tléináx ax tseyiyx isitee.	You're my one and only [sweetheart]. [speaking to one]
Ax tseyiyí áwé wa.é.	You're my sweetheart. [speaking to one]

Self-Introduction	
Gunanaa	Athabaskan, Dene [lit. Other Clan]
Ikkaakwáan	Ahtna [Copper River Athabaskan, from <i>éek akahaa kwáan</i> , “copper-digging tribe”]
Ana.óot	Unangan Aleut [from the Aleutian Chain]
Giyakw Kwáan	Sugpiaq Alutiiq [from PWS, the Kenai Peninsula, Kodiak, and the Alaska Peninsula] [The name comes from the Sugpiaq name for Kayak Island, namely <i>Kayaaq</i> , “Whetstone”. It refers to the overall whetstone-like shape of Kayak Island, and has nothing to do with <i>qayaq</i> “kayak, boat”.]
K'utéix' Kwáan / Gutéix' Kwáan	Eyak people [from <i>Eyak k'udi:q'</i> “in the language of the people”]
Yáat Kwáan	Eyak people [This is the local Yakutat designation for the Eyaks, lit. Tribe of This Place]
X'atas'aak	Eskimo [lit. bone at the corner of the mouth]
Deikeenaa	Haida [lit. Out-to-Sea clan]
Ts'ootsxán	Tsimshian
Gus'keekwáan	European, Caucasian [Contracted from <i>góos' k'iyee kwáan</i> , “tribe from below the rear of the clouds”]
Anóoshi	Russian [from Russian <i>Rusi</i> , “Russians”]
Inginán	English, British [from “England”]
Ginjichwáan/Ginjoochwáan	Canadian, British [from “King George Man”]
Dleit Káa	White, Caucasian
Wáashdan Kwáan	American [lit. Boston Tribe]
T'ooch' Káa	Black person [African or Afro-American]
Naawéiján	Norwegian
Yook Kwáan	Hawaiian [lit. Cormorant People]
Cháanwaan	Chinese
__ yádi	child of __
(__) yádi áyá xát.	I am a child of the (__) clan.
__ dachxán	grandchild of __
(__) dachxán áyá xát.	I am a grandchild of the (__) clan.

TIME	
yáa yagigee/yakyee kaanáx	throughout today
yagiyee/yakyee tlein	all day long
[ch'a] tlákw	always, all the time, constantly
[ch'a] tleix	forever, for good, eternally
shux'áanáx	at first
ch'a k'ikát	at least; once in a while
gunayéi	beginning, starting [This is a preverb.]
[ch'a] tlákw yagiyee/yakyee	every day
___ s'é	first, for a moment, for a minute [This is an enclitic.]
A daa yoo tukataaní s'é.	Let me think about it first.
aagáa tsá	only then
wáanganeens	sometimes, once in a while
ch'a yáak'udáx	suddenly
ch'a yák'udé / ch'a yáak'udé	immediately, right away
ch'a yóok'	immediately, right away, instantly
dziyáak	a while ago; earlier; a few days ago
wáa yateeyi yéix' sá	sometimes, on certain occasions
tatgéiyi aayi	the one of yesterday; yesterday's
tatgéiyi x'úx'u	yesterday's [news]paper
dziyáagi x'úx'u	the other day's [news]paper
Át koowaháa	The time has come. [This is the original expression.]
Gaawt kawdixít.	The time has come. [This is a Russian-era expression dating from after the importation of bells and clocks.]

TRANSPORTATION	
Transportation Items	
†woosh kát kamdliyeeki aa [IT]	airplane
kaawayík yaagú	airplane [lit. space boat]
keewáa yaagú / keewa.áa yaagú	airplane [lit. boat of the upper realm]
át wudikēeni yaakw	airplane [lit. boat that flies around]
át kawdudlitseixi át	bicycle [lit. what people move about with their feet]
a xées'i	its curved prow
yaakw deiyí	boat path, canoe launch
káa	car
át wulileedi át	car [lit. thing that speeds around]
†át wuduzikuxu át	car [lit. thing that people drive around]
yaakw tlein / yakwtlein	ferry
aandaayaagú	rowboat
ch'iyáash	flat bottom canoe
yakwtlénx'	large canoe
a ka.aasí	its mast
yaakw ka.aasí	mast of a boat
a _x yaagú xukahídi	my boat's deckhouse
a _x yaagú xuká	my boat's deck
a _x yaagú xukahídi xaawaagí	my boat's deckhouse windows
a _x yaagú kayénayi	my boat's propeller
a _x yaagú katlyá	my boat's side
a _x yaagú yadígayi	my boat's steering wheel
a _x aandaayaagú shakatíx'i	my rowboat's bowline[s]
a _x aandaayaagú géek	my rowboat's stern
a _x aandaayaagú shaká	my rowboat's bow
a _x aandaayaagú yaxak'áawu	my rowboat's thwarts, crosspieces
a _x aandaayaagú náax aduxaa át	my row boat's oar locks
yadíгаа	rudder paddle
yaakw s'ísayi	sail
yéek	triangular seat in rear of canoe
ch'akúx	skin canoe
yakwyádi	small canoe
seet	small canoe with pointed prow
a géek	its stern
xáa yeeyaagú	war canoe

Transportation Sentences	
(Ch'iyáash) yéi googéink'.	(A flat bottom canoe) is small.
(Xáa yeeyaagú) ligéi.	A (war canoe) is big.
Wé (yaakw) gé yasátk?	Is the (canoe) fast-moving?
Wé (yaakw) gé tlél usátk?	Is the (canoe) not fast-moving?
(Yakwtlénx') ákyá?	Is this a (large canoe)?
Aadé naskóox!	Drive it there! Drive it toward it! [piloting a boat or driving a car, etc.] [speaking to one]
Át sakúx!	Drive it to it!
Goodé sá kíkgeetén/ kúkgeetén?	Where will you travel to?
Áankichdé kúkwatéen.	I will travel to Anchorage.
Celebration-dé haa wduwa.éex'.	We are invited to come to Celebration.
Aadé gé kíkgeetén/ kúkgeetén?	Are you going to travel to there?
Aadé gaxtookóox yaakw tlein yíkt, wé ax káayitín.	We are going on the ferry with my car.
Gwátgeen sá haadé kúkwatéen?	When is s/he coming/traveling back this way?
Aadé gé kgidakéen?	Are you flying there?
Kei kkwadakéen.	I'm going to fly [out].
Gwatgeen sá haadé kgeekóox?	When will you come here [by boat, car, etc.]? [speaking to one]

WEATHER & SEASONS	
Weather & Seasons Items	
yax̄ kuhá	[change of] season
yeis	fall, autumn
yeisx'w	fall, autumn
taakw.eetí	spring
ḱukalt'éex' ká	spring
ḱutaan	summer
taakw.eetí	summer
táakw	winter
aas seiyí	shelter of a tree
kaklahéen	slush / wet snow
Weather & Seasons Sentences	
Yeisx' kakḱwaháa ax̄ yagiyeeyí/ yakyeeyí.	My birthday is in fall time.
Yeis áyá.	It's fall time.
(Ḳutaan) áyá.	It's (summer).
Wáa ḱuná sáyá?	What season is it?
Ḳutaant ḱoowaháa.	It is summer. Summer has come.
(Táakw)t áyá ḱoowaháa de.	It's (winter) now.
(Dís Tlein) áyá.	It's (October). [lit. It's the Big Moon/ Month.]
Dís yan yaawawát.	It's a full moon.
Awdlidées.	The moon is shining.
Sh tóo naḱtooltóow/ naḱtooltéew aadé sh gadudlit'aayi yé.	Let's study/learn about how to keep warm.
Yeisx' áwé gunéi ḱoos.áat'ch.	It starts getting cold in the falltime.
Tlél ḱooshk'é.	The weather is bad.
Aḱḱwagéet.	It will be raining/snowing/hailing hard.
Yaa nalt'ix'.	It's freezing up. It's starting to freeze.
Gugalt'éex'.	It's going to freeze.
Tlél gugalt'éex'.	It's not going to freeze.
Wudlit'ix'.	It's frozen.
Tlél wult'éex'.	It's not frozen.
Yaa nalléin.	It's melting.
Tlél ulleix̄.	It doesn't melt [customarily].
Wuliláa.	It melted.

Tlél wullá.	It didn't melt.
Guxláláa.	It's going to melt.
Tlél guxlalaa.	It's not going to melt.
Kaklahéen daak wusitán.	It's snowing wet snow. / Sleet is falling.
(Awdigaan) yeedát.	Now (it's sunny weather).
(Séew daak wusitán) yáa yagiyee/yakyee.	(It's raining) today.
(Ḵuwsí.áat') tatgé.	(It was cold weather) yesterday.
Dleit gé daak wusitán?	Is it snowing?
Shaa Xeiyi Dísi yát ḵúnáx gaat yaa gahínch.	In the month of June the sockeye salmon are really running. [lit. In the Month of Mountain Shadows]
Ḵúnáx haat aawagít!	It's raining/snowing/hailing really hard here!
Ḵúnáx séew daak wusitán tatgé.	It rained really hard yesterday.



LEVEL 4: Good Conversational Speaker

Teaching & Learning Resources

<p>Resources referenced in Level 4 are listed at right. For a full list, see Appendix D.</p>	<ul style="list-style-type: none"> • Tlingit birth speakers, Tlingit birth understanders, Tlingit learners • <i>Lingít X'éináx Sá! Say it in Tlingit: A Tlingit Phrase Book</i>, by Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Beginning Tlingit</i>, Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Lingít Yoo X'atángi: Beginning Tlingit Workbook</i>, by X'unei Lance Twitchell (Sealaska Heritage Institute) • <i>Tlingit Math Book</i>, Hoonah High School Students with Katherine Mills (http://www.ankn.uaf.edu/curriculum/Tlingit/Salmon/graphics/mathbook.pdf) • <i>Harvesting with Ida Kadashan</i> • <i>Tlingit Verb Dictionary</i>, Gillian L. Story and Constance M. Naish (University of Alaska) (See also http://ankn.uaf.edu/~tlingitverbs/) • <i>Haa Shuká, Our Ancestors: Tlingit Oral Narratives</i>, by Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Haa Tuwunáagu Yís, for Healing Our Spirit: Tlingit Oratory</i>, by Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute) • <i>Haa Kusteeyí, Our Culture: Tlingit Life Stories</i>, by Nora Marks Dauenhauer and Richard Dauenhauer (Sealaska Heritage Institute)
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Expected Skills & Outcomes

GRAMMAR	
<p>Skills & Outcomes</p>	<p>Learners are exposed to and begin to control use of:</p> <ul style="list-style-type: none"> • Verb forms <ul style="list-style-type: none"> • Hortative: <i>Let's do it.</i> • Perfective habitual: <i>S/he does it every time.</i> • Negative perfective habitual: <i>S/he hasn't done it yet.</i> • Repetitive imperfective: <i>S/he does it regularly.</i> • Locational and directional prefixes

UNDERSTANDING	
Skills	A Good Conversational learner has developed strong listening skills, understands conversations a few minutes in length, and understands questions, dialogues, and personal narratives in the language.
Outcomes	A Good Conversational learner comprehends familiar words and phrases and understands longer streams of speech and conversations a few minutes in length about the Level 4 TOPICS.
SPEAKING	
Skills	A Good Conversational learner can: <ul style="list-style-type: none"> • Hold and add to conversations • Give personal narratives in the Level 4 topic areas • Tell traditional stories
Outcomes	A Good Conversational learner can: <ul style="list-style-type: none"> • Identify things in their environment • Ask and respond to familiar questions • Introduce themselves to include their lineage (niece/nephew, great and great-great grandparents, and Tlingit names of relatives) • Talk about past and future time • Talk about quantity • Describe physical appearances • Hold and add to conversations • Give personal narratives in the Level 4 topic areas • Tell, simply, a traditional story • Take the opportunity to engage in public speaking
READING	
Skills	A Good Conversational learner will be able to read aloud fluently, understanding Level 4 TOPICS.
Outcomes	Good Conversational learners will read aloud and understand Level 4 material.
WRITING	
Skills	Good Conversational learners can write short narratives and descriptive passages using Level 4 GRAMMAR and vocabulary.
Outcomes	Good Conversational learners will write extended narratives.

CULTURE	
Skills	<p>A Good Conversational person learning their culture and language will be able to practice their traditional responsibilities within their community and to their environment.</p> <p>A life in accordance with their community's cultural values and traditions is integrated within them and is exhibited in their outward daily behavior.</p> <p>Culturally knowledgeable students are able to use this knowledge to learn about the larger world around them, making constructive contributions to family and community in order to create caring communities.</p>
Outcomes	<p>A Good Conversational learner can:</p> <ul style="list-style-type: none"> • Identify kinship structure and roles (clan and non-clan, niece and nephew, great and great-great grandparent) • Explain the meanings of forms in regalia, such as the diving whale in a Chilkat robe • Be involved in the harvest of plants and animals • Understand self-respect attached to changes during adolescence • Identify and describe culturally important locations outside their own community • Stand and respond, to create balance at a public event • Be able to introduce someone else at a public event • Identify, describe, and discuss traditional values and roles and responsibilities within the community • Tell a Raven story • Describe the era of Tlingit language loss and the benefits to be gained by language revitalization/continuity <p>Learners will know:</p> <ul style="list-style-type: none"> • Six songs/dances minimum and the composer and history of those songs • Different village or clan dance styles • Dance commands and their meanings

Assessment Tools

UNDERSTANDING	
Assessment Pre/Post	Make a checklist of words and phrases to teach/learn from the TOPICS in Level 4. When Elders and teachers ask questions using the checklist and the Level 4 GRAMMAR, the learner points to or manipulates the correct object or picture or responds with the correct physical action with 80% accuracy.
SPEAKING	
Assessment Pre/Post	<p>Make a checklist of words and phrases to teach/learn from the TOPICS in Level 4. When Elders and teachers ask questions using the checklist and the Level 4 GRAMMAR:</p> <ul style="list-style-type: none"> • Learner responds to questions without asking for more than one repetition for comprehension (with minimal to no hesitations and pauses). • Learner conveys a message that is generally understandable to the person asking the question. • Learner shows conformity to the pronunciation system, can pronounce all sounds and uses tone. • Uses Level 4 verb forms in simple sentences and can give short personal narratives about things they do every day or things they do seasonally in the Level 4 TOPICS. • Learner has engaged in public speaking.
READING	
Assessment Pre/Post	A Good Conversational learner reads and answers questions about Level 4 material with 80% accuracy. Use TPRS (Teaching Proficiency with Reading and Storytelling) questions.
WRITING	
Assessment Pre/Post	<p>A Good Conversational learner will be able to write, from dictation, Level 4 words and phrases with 80% accuracy (counting each letter as one item).</p> <p>Students will write a short original story in Tlingit with 80% accuracy.</p>
CULTURE	
Assessment Pre/Post	<p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate their cultural understanding when asked questions about Level 4 <i>Lingít Tundataani</i> by Elders and teachers. • Demonstrate their cultural understanding in various places within the community, for example, the order and significance of the events in a <i>ku.éex'</i>. (See <i>Celebration 2000: Restoring Balance Through Culture</i>, published by Sealaska Heritage.)

Sentence Patterns & Verbs

Here are some verbs to use with Level 4 learners. Only one form, usually the “command” or “Do it!” form is given for each of the verbs. If there is no command form for a verb, then we give the s/he/it form—the “She does it” form. Teachers and learners can look at other resources for other forms of these verbs. See Appendix D.

For the verbs listed below, Level 4 students should be exposed to all of the verb forms listed for Levels 1, 2, and 3, and in addition, learners will be exposed to and begin to control these verb forms:

- Hortative: *Let's do it.*
- Perfective habitual: *S/he does it every time.*
- Negative perfective habitual: *S/he hasn't done it yet.*
- Repetitive Imperfective: *S/he does it regularly.*

Examples are shown in the table following the first verb list.

Shaneesyá!	Anchor [the boat]! [speaking to one]
Sh idak'éik'w tsé!	Be sure not to cut yourself! [speaking to one]
Kanataan!	Bend it! [speaking to one]
Át nidagwáat'! / Át nidagáat'!	Crawl around! [speaking to one]
Líl eegaaxík!	Don't cry! [speaking to one]
Líl keedagaaxík!	Don't wail! Don't cry and cry! [speaking to one]
Líl anax yei eesgítjik!	Don't fall down! [speaking to one]
Aax/Aadáx nasxáat'!	Drag it away! [speaking to one]
Shuxsitee.	I'm expecting/anticipating him/her/it.
Át inalhaash!	Float around! [speaking to one]
Wéix shawootí! / Wéix shayatí!	Hang it there [to dry]! [speaking to one]
†Gagaan x'usyeeháadi wakdáanaa yéi na.oo! / †Gagaan yinaa/niyaa wakdáanayi yéi na.oo!	Wear your sunglasses! [speaking to one] [lit. Wear glasses protecting from the sun! / Wear glasses protecting from the sun!]
Aadé yaa nalhásh.	S/he/it is drifting toward it.
Át wushix'éel!	S/he/it is sliding around. / S/he/it slid around.
Áa jikawduwákaa.	S/he was given orders, instructions to do it or to work on it.
Át eedashí!	Hope for it! [speaking to one]

X̄anatee!	Imitate his/her speech! [speaking to one]
Galak'úi!	Improve it! Make it better! [speaking to one]
Du een at galak'úi!	Make peace with him/her! [lit. Make things better with him/her!] [speaking to one]
(A) yáx̄ kaaxát.	It has the same shape as (it), resembles (it) in form.
Oowayáa.	It looks like him/her/it. It resembles him/her/it.
Kulitées'shán.	It's a sight to behold. / It's nice/ interesting to watch/look at.
Kuli.áax̄ch'án.	It's nice/interesting to listen to. [e.g. a story]
Na.éex'!	Call/yell to him/her/it! [speaking to one]
Wooch yidasháa!	Marry each other! [speaking to several]
Át kasax'ú!	Nail it on it! [speaking to one]
K'idéin kasaxát!	Pull it tight! [speaking to one]
Át wudzigit.	S/he fell against it.
Gasnú!	Seat him/her! [speaking to one]
Xat gasnú!	Seat me! [speaking to one]
Haa xsanú!	Seat us! [speaking to one]
Kunaká! / Kanaká!	Send him/her on an errand! [speaking to one]
Laxwál!	Shake/rattle it! [of something that makes a noise when shaken or rattled] [speaking to one]
Yagíl'!	Sharpen it! [speaking to one]
Yax'át!	Sharpen it! [esp. a saw, with a file] [speaking to one]
Yasayá!	Hone it! Put a fine finish on it! [e.g. a knife] [speaking to one]
Ún!	Shoot it! [once] [speaking to one]
Na.únt!	Shoot at it! [repeatedly] [speaking to one]
T'ách!	Hit/slap/tag him/her/it! [with open hand, once] [speaking to one]
Nat'ácht!	Hit/slap him/her/it! [with open hand, repeatedly] [speaking to one]
Áx̄ kagayá!	Spread it out! [speaking to one]
Naxaach!	Tow it! [speaking to one]

Level 4— verb aspects listed	Hortative Let him/her/it do it. / Let's do it.	Perfective habitual S/he/it does it [every time].	Negative perfective habitual S/he/it hasn't done it yet.	Repetitive imperfective S/he/it does it [regularly].
eat	At gaxaa. Let her/him/it eat. At gatooxaa. Let's eat.	At uxáaych. S/he/it eats [every time]. Has at uxáaych. They eat [every time].	Tlél at uxáaych. S/he/it hasn't eaten yet. Tlél has at uxáaych. They haven't eaten yet.	At xéix. S/he/it eats [regularly]. Has at xéix. They eat [regularly].
carve	Akgach'áak'w. Let him/her carve it. Kaxtooch'áak'w. Let's carve it.	Akooch'áak'wch. She/he carves it [every time]. Has akooch'áak'wch. They carve it [every time].	Tlél akooch'áak'wch. S/he hasn't carved it yet. Tlél has akooch'áak'wch. They haven't carved it yet.	Akach'ák'wx. S/he carves it [regularly]. Has akach'ák'wx. They carve it [regularly].
go there	Aadé ngagoot. Let him/her/it go there. Aadé naxtoo.aat. Let's go there.	Aadé nagúтч. S/he/it goes there [every time]. Aadé (ha)s na.átch. They go there [every time].	Tlél aadé unagúтч. S/he/it hasn't gone there yet. Tlél aadé (ha)s una.átch. They haven't gone there yet.	Aadé yoo yagútkw. S/he/it goes there [regularly]. Aadé yoo (ha)s ya.átk. They come/ go/arrive there [regularly].
come/go/arrive there	Át gagoot. Let him/her/it come/go/arrive there. Át gatoo.aat. Let's come/go/ arrive there.	Át ugootch. S/he/it comes/goes/ arrives there (every time.) Át has u.aatch. They come/go/ arrive there [every time].	Tlél át ugootch. S/he/it hasn't come/gone/arrived there yet. Tlél át has u.aatch. They haven't come/ gone/arrived there yet.	Áx goot. S/he/it comes/ goes/arrives there (regularly). Áx has aat. They come/ go/arrive there [regularly].

see him/her/it	Agaaxsateen. Let him/her/it see him/her/it.	Axsatínch. S/he/it sees him/her/it [every time].	Tlél ooxsatínch. S/he/it hasn't seen her/him/it yet.	Yei astínch. S/he/it keeps seeing him/her/it.
	Gaaxtusateen. Let us see him/her/it.	Has axsatínch. They see it [every time].	Tlél has ooxsatínch. They haven't seen him/her/it/them yet. / S/he/it hasn't seen them yet.	Yei (ha)s astínch. They keep seeing him/her/it/them. / S/he/it keeps seeing them.
listen to him/her (as he/she speaks)	Du x'éide kungas.aax. Let him/her listen to him/her.	Du x'éide kunas.áxch. S/he listens to him/her [every time].	Tlél du x'éide koonas.áxch. S/he hasn't listened to him/her yet.	Du x'éide yoo kudzi.áxk. S/he listens to him/her [regularly].
	Du x'éide kunaxtoos.aax. Let's listen to him/her.	Du x'éide (ha)s kunas.áxch. They listen to him/her [every time].	Tlél du x'éide (ha)s koonas.áxch. They haven't listened to him/her yet.	Du x'éide yoo (ha)s kudzi.áxk. They listen to him/her [regularly].
say that, say so	Yéi yangakaa. Let him/her say that.	Yéi yanakéich. S/he says that [every time].	Tlél yéi woonakéich. S/he hasn't said that yet.	Yéi yoo x'ayakéik. S/he says that [regularly].
	Yéi yanaxtookaa. Let us say that.	Yéi (ha)s yanakéich. They say that [every time].	Tlél yéi (ha)s woonakéich. They haven't said that yet.	Yéi yoo (ha)s x'ayakéik. They say it [regularly].
sing	At gasashee. Let him/her sing.	At gasheech. S/he sings [every time].	Tlél at goosheech. S/he hasn't sung yet.	Kei at sheech. S/he sings [regularly].
	At gaxtooshee. Let's sing.	Gas at gasheech. They sing [every time].	Tlél has at goosheech. They haven't sung yet.	Kei (ha)s at sheech. They sing [regularly].

travel there	<p>Aadé kungateen. Let him/her travel there.</p> <p>Aadé kunaxtooteen. Let us travel there.</p>	<p>Aadé kunatínch. S/he travels there [every time].</p> <p>Aadé (ha)s kunatínch. They travel there [every time].</p>	<p>Tlél aadé koonatínch. S/he hasn't traveled there yet.</p> <p>Tlél aadé (ha)s koonatínch. They haven't traveled there yet.</p>	<p>Aadé yoo kuwatínk/ kuyatínk. S/he travels there [regularly].</p> <p>Aadé yoo (ha)s kuwatínk/ kuyatínk. They travel there [regularly].</p>
run	<p>Nag Asheex. Let him/her/it run.</p> <p>Haa lungagook. Let's run!</p>	<p>Nashíxch. S/he/it runs [every time].</p> <p>Has lunagúkch. They run [every time].</p>	<p>Tlél unashíxch. S/he/it hasn't run yet.</p> <p>Tlél has loonagúkch. They haven't run yet.</p>	<p>Yoo jixíxk. S/he/it runs [regularly].</p> <p>Yoo (ha)s luwagúkk/ luyagúkk. They run [regularly].</p>
sleep	<p>Nagataa. Let him/her/it sleep.</p> <p>Naxtooxéix'w. Let's sleep.</p>	<p>Nateich. S/he/it sleeps [every time].</p> <p>Has naxéx'wch. They sleep [every time].</p>	<p>Tlél unateich. S/he/it hasn't slept yet.</p> <p>Tlél has unaxéx'wch. They haven't slept yet.</p>	<p>Áa teix. S/he/it sleeps there [regularly].</p> <p>Áa has xéx'wx. They sleep there [regularly].</p>
work	<p>Yéi jinganei. Let him/her work.</p> <p>Yéi jinaxtoonei. Let's work.</p>	<p>Yéi jinaneich. S/he works [every time].</p> <p>Yéi (ha)s jinaneich. They work [every time].</p>	<p>Tlél yéi jeenaneich. S/he hasn't worked yet.</p> <p>Tlél yéi (ha)s jeenaneich. They haven't worked yet.</p>	<p>Yéi yoo jiyaneik. S/he works [regularly].</p> <p>Yéi yoo (ha)s jiyaneik. They work [regularly].</p>

Words, Phrases, & Sentences by Topic

Continuing topics: Adjectives, Animals, Classroom, Clothing, Community, Culturally Relevant, Food & Beverages, Haa Aaní (Our Land), Health, Home, Location, Plants, Self & Family, Time, Transportation, Weather & Seasons. **New topics:** Recreation, Technology (Traditional & Modern), Trading & Money

ADJECTIVES & DESCRIPTORS	
Likoodzí.	It is amazing/marvelous/wonderful.
Kashikútl'kw.	It's muddy.
Yéi koosáa.	It's narrow. [of an ordinary object]
Yéi kwlisáa.	It's narrow. [of a complex object, such as a bridge]
Kulixéitl'shán. / Kulixéetl'shán.	It's scary/frightening.
Yéi kunaaléi .	It's that far.
Sikaak.	It's thick.
Yawúx'.	It's wide. [of an ordinary object]
Liwúx'.	It's wide. [of a complex object]
kagéináx	slowly, gradually
kasiyéiyi ____	strange ____
kindatóogun	upside down [lit. ass-upwards]
____ kuwát'	long ____ [of an ordinary object]
____ kalé	fine, nice-looking, beautiful ____
____ k'áatl'	thin flat ____
____ létl'k	soft/pliable ____ [of a solid mass, such as lead]
____ sákw/súk	future ____; ____-to-be; to be used for ____
____ shaan	old/elderly ____
____ shís'k	raw ____ [flesh]; green ____ [wood]
____ téitl'	fat ____ [animal]
litóoji ____	fresh ____ [fish]
____ t'éex'	hard ____ [substance]
____ tlein	big/large ____ [singular]
____ tlénx'	big/large ____ [plural]
-.uwaa	what looks like ____; false ____ [This is a suffix, not a modifier; it cannot be attached willy-nilly to any noun. It has the sense of “false” in “false azalea,” meaning a plant that looks vaguely like azalea.]

__ yádi	small/little __; baby __ [singular]
__ yátx'i	small/little __s; baby __ [plural]
__ yéis'	dark/dusky/discolored __
ch'ak'yéis'	immature eagle
__ yéeyi	past/former __; ex-__
ḵustin __ / ḵudziteeyi __	giant __; monster __
ḵustin át / ḵudziteeyi át	a giant
Kulijée.	It is fearsome[-looking], scary[-looking], spooky, eerie.
Kawlijée.	It was fearsome[-looking], scary[-looking], spooky, eerie.

ANIMALS	
Land Animals	
wasóos	cow
naagas'úi	red fox
xaldleit	white fox
sít'tuxóodzi / s'iknóon	glacier bear
nukshiyáan / lukshiyáan	mink
xaas	musk ox, buffalo [early on applied also to cows, before the Chinook Jargon word <i>wasóos</i> prevailed]
tsín	muskrat
táax'aa yádi daakagwéili	larval sac of mosquito [lit. bag surrounding a baby mosquito]
tsálk	ground squirrel; prairie dog
Sea Animals	
náakw	octopus
kooléix'waa	walrus
ishkeen	black cod
Birds	
s'igeiditaan	bat
kín	brant [small goose]
t'aawák	Canada goose
dóol	sandhill crane
hinyikl'eixí	dipper, water ouzel
gijook / kijook	golden eagle
s'áas'	goldfinch
asx'aansháach'i	green bird [sparrow or finch]
tlagoo ts'ats'éeyi	grey singing bird [sparrow or finch]
káax'	grouse; chicken
kageet	loon
yeeekagáaxi	loon [cries over the water]
ts'eigeenéi / ts'eegeení / ts'igeiní	magpie
kindachooneit	mallard
kaax	merganser
lugeitl'	turkey
gandaadagóogu	woodpecker
woolnáx wooshkák	wren

Animal Sentences	
Noow s'áawk' nóox' aawahées'.	A hermit crab has borrowed a shell.
Nées' áwé daaksinóox'.	A sea urchin has an outer shell.
(Taan x'adaadzaayí)gaa kunashí.	Find the (sea lion whiskers). [speaking to one]
(Tsaa ooxú)gaa kinayshí/kunayshí .	Find the (seal tooth). [speaking to several]
Yáay éet yaan.uwaháa.	The humpback whales are hungry.
Daa sá guwakaanch/kuwakaanch xáa nuch?	What does a deer eat?
We jánwu goox' sá yéi nateech?	Where does a mountain goat live?
Nukshiyáan awdzigát.	He trapped a mink.
K'óox gaatáatin yaxwaadlaak.	I got a marten with a trap.
Wé at t'l'eigí/t'l'eegi a tóode naltsóow!	Insert the tentacles. [lit. push them into it!]
Nées' k'áts'i a tóode nasgú!	Insert the urchin's spines. [lit. poke them into it!]
Al'óon gé yeegoot?	Did you go hunting? [by foot]
Al'óon xwaagoot.	I went hunting.
Woosh een al'óon wutuwa.aat.	We went hunting together.
Tsaa l'óon áwé has wookoox.	They went seal hunting.
Guwakaan/Kuwakaan xwaa.ún.	I shot a deer.
Guwakaan/Kuwakaan aawaják.	S/he killed a deer. S/he got a deer.
Ax éesh shals'áaw aawa.ún.	My father shot a deer [with full-grown antlers].
Guwakaan/Kuwakaan wutuwaják.	We killed a deer.
Shak'únts' wutuwa.ún.	We shot a young deer [with sprouting horns].
Jánwu l'óon gaxtookóox.	We're going to go mountain goat hunting [by boat].
Daa sá(wé) aawaják?	What did s/he kill/get?
Daa sá(wé) aawa.ún?	What did s/he shoot?
Daa sá(wé) iyaják?	What did you kill/get? [speaking to one]
Daa sá(wé) yeeyják?	What did you kill/get? [speaking to several]
Daa sá(wé) iya.ún?	What did you shoot? [speaking to one]
Daa sá(wé) yeey.ún?	What did you shoot? [speaking to several]

Daa sá(wé) eexáash?	What are you cutting? [speaking to one]
Xáat axáash.	S/he is butchering fish.
Xáat tooxáash.	We are butchering fish.
Xáat has axáash.	They are butchering fish.
(Yéil)gaa s koowashee.	They went to look for the (raven).
Kuna.aakw cháas' yisháadi.	Try to catch the humpy. [speaking to one]
Sháaltin xáat wutuwasháat.	We caught salmon in a fish trap.
Ch'áak'gaa kinees.aax/kunees.aax.	Listen for the eagle. [speaking to one]
Ch'áak'gaa kinayis.aax/kunayis.aax.	Listen for the eagle. [speaking to several]
Tlagoo ts'ats'éeyi tuwa.axch.	We can hear the grey singing birds.
T'aawák nánde yaa s kanalyích.	The geese are flying [migrating] northward.

CLASSROOM	
X'úx' yéi naxtusanee/naxtusanei.	Let's make paper.
Dutuw x'úx' yéi naxtusanee/naxtusanei.	Let's make a book. [lit. Let's make a paper that is read.]
A kaayí yéi nasní/nasné.	Make a pattern.
Yee kunóogu yan kayshaxít.	Write down your actions. [speaking to several]
kasiyéiyi kooch'éit'aa	strange ball
Wáa yateeyi tléikw yahaayí sá i káadzi káwu?	What kind of berry image is on your card?
Kei jeestaan.	Raise your hand. [speaking to one]
Yisakoowú kei jeeltsaak.	If you know this, raise your hand. [speaking to one]
Aadóoch sá wuskoowú kei jigaltsaak.	Whoever knows this, let him/her raise his/her hand.
Yan yéi ysaneeyí/ysaneiyí kei jeeltsaak.	When you are finished raise your hand. [speaking to one]
Ḳaatéen kei jiyłatsaagi. Góok, yoo x'atán!	I see that you raised your hand. Go ahead, speak! [speaking to one]
Daakw.aa sá tlél á?	Which one isn't here/there?
Ashkanaxtoolt'eix.	Let's play like we are fishing [with hooks].
At Daa Yoo Tutángitín ashkanaxtoolyát.	We will play [the game] Concentrate.
Ilséix gaawú áyá.	It's rest time. It's break time.
Gatoolsaa.	Let's take a break.
Gaxtoolsáa jinkaát wínáts/wínits/wínits/wánáts x'áanáx.	We will take a break for 10 minutes.
Shk'e tlaagú át gatusa.aax.	How about we listen to a story.
Gunalchéesh wé tlaagú yís.	Thank you for the story.

COMMUNITY	
Yan tután!	Have hope! Have faith!
Yéi yan tután!	Be hopeful for it!
Ax yátx'i yís sh tugáa xat ditee.	I am thankful for my children.
Gunalchéesh yéi ax toowú yatee ax yátx'i yís.	I feel thankful for my children.
Át axwdishée ixwsateení ch'a yóok'.	I hope to see you soon.
Aan gatulayeix.	Let's build a village.
Shayadihéini Lingít (naakahídi)x' yéi natech.	Lots of people live in a [clan house].
Du éex aawanóok/aawanéekw.	S/he teased him/her. S/he picked on him/her
Du x'éix aawanóok/aawanéekw.	S/he teased his/her way of speaking.
Du tuwáa lishoogú.	S/he thinks it's funny.
Wooch kaanáx wutudi.aat.	We are gathered together. We are in a meeting.
Yánde tugaxtootáan.	We will be hopeful. / We'll have faith. [thinking good thoughts, for someone to get well, etc.]
Ldakát uháan haa k'awaash.	We're all yawning.
Tlél a kát adul'eix.	One doesn't dance to it. [i.e., to this song]

CULTURALLY RELEVANT	
Culturally Relevant Items	
Yaakw Yík X'asheeyí	Canoe Song
shí s'aatí wootsaagáyi	dance staff [should always be in front]
katsúwaa	digging stick [esp. for spruce roots]
shakee.át	headdress [some have ermine]
l'ooowú shadaa.át / l'eiwú shadaa.át	wooden helmet
du shuká	his/her crest
leineit shál	sheep or goat horn spoon
al'óon tsaagál'	hunting spear
Ch'á yei gugéink' áwé yoo duwaxáshk.	They cut it lightly. [e.g., making kerfs]
l'axkeit	mask [ceremonial]
lunás	nose ring [ceremonial]
t'áa	board [can describe a wooden panel]
sheishóox	rattle
Yakawduwatíy.	They carved his/her face. [esp. on a ridicule pole, usually in reply to an insult or for non-payment for services]
saka.át / sakeit	rope neck ring
Xáat Daasheeyí	Salmon Song
x'wéinaa	split stick for peeling bark off roots [The root is inserted into the V of the x'wéinaa, then the ends of the x'wéinaa are clamped/tied together and the root is pulled through so that the bark is removed.]
shux'áa aayí kootéyaa	the first totem pole
Aas Kúháani / Aas Kwáani	the Tree People
kaa kináak kwéiyi	grave marker
kaa kanéix'i/kanéex'i	headstone on grave
x'akaskéin	unfinished basket
Gandaadagóogu X'asheeyí	Woodpecker Song
shadakóox'	woven hat with cylinders on top [the more cylinders, the higher the status of the person that wears the hat]

Culturally Relevant Sentences	
Áa jikawduwakāaa kootéeyaa akgach'áak'ut.	The carving of a totem pole was commissioned. [lit. S/he was told to carve a totem pole.]
Áa jikawduwakāaa.	S/he was told/commissioned to do it. [e.g., something they are skilled at]
(Lákt) gatulayeix̄.	Let's make a (bentwood box).
Kákw gatoo.aak.	Let's weave a basket.
Nadáakw kagáaji x̄too.aak. / Nadáakw kagáaji gatoo.aak.	Let's weave a table mat.
Taan ooxú̄ ka a k'anooxú̄ át̄x̄ tulayéix̄ shakee.át̄ yís.	We use sea lion teeth and whiskers to adorn headdresses. [lit. ...for headdresses.]
Kootéeyaa wéit'aa yáx̄ kagax̄duch'áak'w.	They will carve a pole like that one.
(Gantutl'úk'x̄u Gáas'i)gaa kinayshí/ kunayshí!	Find the (Woodworm Post)! [speaking to several]
Sh yáa awudinéix'i sháa ka káax'w, ...	Self-respecting ladies and gentleman, ...
Sh yáa awudanéix'i	Self-respecting people
Sh yáa awudanéix'i yáat̄ yikēení, ...	You self-respecting people seated here, ...
Yá nadáakw yaax̄dé̄ x̄at̄ wuduwāxoox̄.	I was asked to this table.
X̄at̄ wuduwa.éex'.	I was invited.
yáade haa woo.éex'i aa	those who invited us here
Gunalchéesh haa yeey.éex'i yáade.	Thank you all for inviting us here.
Át̄ x̄wasi.áx̄ aadé̄ yee tundatáani yateeyi yé haa daat.	I hear how you feel about us. [lit. I have listened to how your thoughts are about us.]
Ax̄ tuwáa sigóo yéi yee yax̄wsakaayí...	I want to say to you...
Ldakát̄ yihwáan gunalchéesh yéi yee yax̄wsikaa.	I want to say thank you to you all. [lit. I have said "thank you" to you all.]
Ch'a yéi yguwáatl' ax̄ tuwáa sigóo yaa yeedát̄ x̄'ax̄wdataani.	At this time I would like to speak for a short while.
Kunáax̄ daak kax̄waneegí yá gaaw ax̄ tuwáa sigóo.	At this time I would like to explain.
Át̄ koowaháa yá xáanaa ch'a wóoshtin yoo x̄'awdul.aadí.	This evening the time has come for people to discuss things.

Haadé <u>k</u> inayis.aax/ <u>k</u> unayis.aax x'wán!	Please listen to me. [lit. Do listen hither! The enclitic x'wán indicates an urgent request.]
X'aguxdatáan haa sháade háni.	Our leader will speak.
Ch'a aadé <u>k</u> wá yéi xat x'agaxye.óo l ayáx yóot wuxeexí .	But forgive me if it doesn't come out right.
Ax tuwáx'/tuwáa sigóo yéi yee yaxwsakaayí ...	I wish to tell you ...
Gunalchéesh ax x'éit yeeysa.aaxí.	Thank you folks for listening to me.
Yán yaa yantoodlák.	We are reaching the shore. / We're gonna make it!
Yán yanaydlaak!	Reach the shore! [speaking to several]
Ax tuwáa sigóo yee éet x'axwataaní.	I want to speak to you all.
Tlél ax tuwáa ushgú kaawayí[k]t wuxeexí i yoox'atángi.	I don't want your words to fly into the sky. [that is, I don't want them to be lost. This is said in response to words spoken by opposites in a ceremonial setting.]
Nalgeis'!	Charge him/her money! Ask him/her for compensation! [speaking to one]
Wooch een at gaxdulk'éi.	Let there be peace among the people. [lit. Let people make things right with one another.]
Tlél aadóo sá <u>k</u> aa yáanáx koodaal.	Nobody is more important than another.
Ch'a aadé yéi <u>k</u> kwa.óo.	I'm going to let it go. / I'm going to forgive him/her.
sh yáa awudané <u>k</u> a ldakát <u>k</u> aa yáa at wuné	self-respect and respect for everyone
Woosh yáx haa kwdidáal ldakát uháan.	We're all equal.
Ch'a wooch yáx yee kwdidáal ax wakshiyeex'.	You are all equal in my eyes.
Dikée[x'] has galsháat.	Hold them up. [speaking of people, not things]
K'idéin yoo x'atán.	Speak with care.
A daa yoo tután!	Think about it! / Consider it! [e.g., before you speak]
Gunalchéesh ax x'éit yeeysa.aaxí.	Thank you all for listening to my voice, for listening to me.

<p>Dzantik'ihéenidé naxtookoox yaakw tlein yíkt Sagú kayís.</p>	<p>Let's travel to Juneau by ferry for Celebration. [Note that <i>sagú yís</i> means "for joy", i.e. in preparation for joy, but <i>Sagú kayís</i> means "for (the occasion of) Celebration," just like <i>Sánde kayís</i> means "for Sunday."]</p>
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FOOD & BEVERAGES	
Food & Beverage Items	
†shál k'áatl'	spatula (lit., flat spoon)
Gaxwdzixóo.	I steamed it for myself. [e.g., salmon, traditionally by pouring water on heated earth, or these days, in a steamer]
du x'ashagóon	his/her eating utensils, tableware
éena	tongs
Food and Beverage Sentences	
Tléikw kahéeni x[a]saxook.	I'm making fruit leather. [lit. I'm drying fruit juice].
Tléikw kagútlxi áyá yéi daaxané.	I'm making berry mash [with my hands].
Wé (yán gítgayi) a kaadé yéi nasní/nasné.	Put in the (hemlock needles).
Wé (héen) a kaadé kanasxá.	Pour in the (water).
Gáax'w xoodáx yéi nasní/nasné wé yán gítgaayi.	Remove the hemlock needles from the herring eggs.
Haa atxaayí káx áyá yaa ntoo.át.	We are going for our food.
Tléikw gaxtusaxóok.	We'll dry the berries.
Shakagaxtulawóos' wé s'ix' kát.	We'll mix it in a bowl.
Shakagaxtulawóos' sháltin.	We'll mix it with a spoon.
(Héen) eetínáx haa kgwatée.	We'll need (water).
Yá xáanaa guwakaan/kuwakaan dleeyí gaxtooxáa.	We'll eat deer meat tonight.
Galsháat wé l'át'aatín.	Use the tongs to grab it. [lit. Grab it with the tongs.]
Wé sheen tlein ax jeet tí.	Hand me the large wooden spoon.
Wé s'eeḵ/s'eik hít kayáashi káx'/káa yan tí.	Put it on the smokehouse shelf. [of an ordinary object]
Yóo áa yax tí wé shál k'áatl'tin.	Flip/Turn it over with the spatula.
Xwasikóo xwaxaayí.	I know I ate it.
Ax x'éi yak'éi wé xáat lututúkl'i.	My favorite part of the fish head is the cartilage of the nose.
Lingit'aanikáx' wooch yáx at kudidáal.	Everything on this earth is balanced.
Ch'a ldakát át a yakgwahéiyagu kudzitee.	Everything has a spirit.

Haa atxaayí ka haa náagu kúnáx x'atulitseen.	Our foods and medicines are precious to our people.
Ldakát át dleewkwát/dloowkwát/dleenkwát/dlinkwát/dloonkwát tulatínx.	We always treat all things with great care.
Lingítch kúnáx x'alitseen yá s'áxt'.	Devil's club is precious [sacred] to our people.
Haa yátx'i kagéyís áyá.	All that we do is for our children. [lit. This is for the benefit of our children.]
Tlél ayáanáx yéi daatooné haa atxaayí sákw.	We never take more than we need for food. [lit. We don't harvest overmuch for our food (supply).]
Haa xoonx'ítin tooxáa nuch haa atxaayí.	We always share our foods with our friends and family. [lit. We always eat our food with our relatives.]
Goox' sá jánwu akgwal'óon?	Where is he going to hunt mountain goat?
Laak'ásgigáa woogoot.	He went after black seaweed.
Cháatl x'ayeetix'i daa yéi has jiné.	They are working on halibut lines.
Cháatlgaa has gugakóox.	They will go out for halibut [in a boat].
L'ook has akgwasgeiwú.	They are going to seine for coho.
Keijín t'á tlénx' kei awsiyík.	He pulled up five big king salmon.
(Tl'aak'wách')gaa has woo.aat.	They went after (rhubarb).
Tsaa gé has al'óon?	Are they hunting seal?
Has du yaagú yí[k]t has woókoox haaw héen táa[x'] yéi naxdu.oot gáax'w yís.	They went out on the boat to put out hemlock branches into the water for herring eggs.
Haa woo.éex' wé shaatk'átsk'u, káaxwei haa x'eis aguxlayéix.	That girl has invited us; she'll make coffee for us.
Ax káaxweiyí uwat'áa.	My coffee is warm.

HAA AANÍ (OUR LAND)	
Shaa yadaadé al'oon woogoot.	He went hunting up the mountainside.
Gáal' has akakgwaháa.	They are going to dig clams.
Daatgáa sáwé léinde woogoot?	What did he go to the tide flats for?
A káx yan aydél wé haa tl'átgi.	We are stewards of the air, land and sea. [lit. Watch over our land, you folks.] [pl]

HEALTH	
Wáa sá sh teedinook?	How are you feeling? [Can be asked if it looks like they aren't feeling well or if you knew that they had recently been sick.]
Tlél tlaḡ ḡat tooshk'é.	I don't feel well [emotionally]. / I'm feeling down.
Tlél aḡ toowú ushgú.	I'm not feeling happy. / I'm not happy.
Aḡ toowú yak'éí.	I'm feeling fine. / I'm happy.
Kei ḡat nanéekw/nanóok shákdéiyá.	I'm starting to get sick, I guess. / I'm getting sick, I guess.
K'idéin sh too yaa naḡdanúk.	I'm starting to feel better. / I'm feeling better.
Kei ḡat naltseen.	I am getting stronger.
Yaa ndultsint'.	They are strengthening him. [for example, referring to when the young men would go down to the river or the beach and sit in the cold water.]
Aḡ sháan yanéekw/yanóok.	I have a headache.
Aḡ shá yanéekw/yanóok.	My head hurts. [e.g., due to a blow to the head]
x'éigaa kaa ooḡ	adult teeth [lit. real teeth]
Ḳaa ooḡ yéi daanéiyi ḡánde kḲwagóot.	I am going to go to the dentist.
Wé kas'ix'waa aḡ jeet aawatée wé kaa ooḡ yéi daanéiyi.	I got a sticker from the dentist. [lit. The dentist gave me a sticker.]
Aaḡ kei uwaxíx aḡ ooḡ.	My tooth fell out. [Note that in sentences like this, <i>aaḡ</i> , <i>aadáx</i> , <i>aatx</i> , and <i>atx</i> are interchangeable, all meaning "out of there" or "off of there." It just comes down to speaker preference.]
Aḡ ooḡ yanéekw/yanóok.	My tooth hurts.
Aaḡ kei kgwaxéex aḡ ooḡ.	My tooth is going to fall out.
Át shaawaxeex aḡ ooḡ.	My tooth is loose. [lit. the head of my tooth is moving around.]
núkts	sweets, candy
nukdzinéekw/nukdzinóok	diabetes [lit. sweets disease]

Nukdzinéekw/Nukdzinóok áwé du jeewú. / Nukdzinéekwch/ Nukdzinóokch woosháat. / Nukdzinéekwch/Nukdzinóokch jáakw.	S/he has diabetes.
Shaan néegu/nóogu áwé.	That's old-age sickness.
Wa.é tsú yéi ikgwanée/ikgwanéi.	It will happen to you too.
†koojúxaa káayagijeit / koojixwaa káayakijeit	wheelchair
ku.áxji	hearing aid
du wakdlóok	sleep in his/her eyes
Awlichún.	S/he/it wounded him/her/it.
Wéis' du jeewú.	S/he has lice.
Wéis' du daawú.	S/he has body lice. [lit. S/he has lice on his/her body.]
Wéis' du sháwu.	S/he has head lice. [lit. S/he has lice on his/her head.]
Tlél góot káa s'áaxu át̄x ixl̄ayeix̄ik̄.	Don't wear someone else's hat. [speaking to one]
Wáa sá sh dinook i éesh?	How is your dad feeling?
Ḫaan kawduwaneek i éesh néegu/ nóogu.	I heard that your dad is sick. [Note that <i>xaan</i> is an older variant of <i>ax̄ een</i> "with me."]
Yei nanéx̄.	He is getting well, recovering.
Ch'a tléix' dís x̄'áanáx̄ gugalsáa.	He just has to rest for a month.
Ch'a yeisú i léelk'w kunáakw daakahídi yee[x'] yéi yatee?	Is your grampa still in the hospital?
a yinaanáagu / a niyaanáagu	a vaccine for it [lit. medicine preventing it]
néekw/nóok tlein yinaanáagu/ niyaanáagu	Covid vaccine [lit. medicine preventing the great sickness]
Néekw/nóok tlein yinaanáagu/ niyaanáagu du tóode akaguxlatsáak.	S/he will inject the Covid vaccine into him/her.
Néekw/nóok tlein yinaanáagu/ niyaanáagu haa toodé yéi daaduné.	We are being treated with the Covid vaccine.
Náakw ax̄ tóode kagax̄dultsáak.	They [someone] will inject the vaccine into me.
Náakw ax̄ tóode kawdulitsaak de.	I already got the vaccine injected into me.
Seigánin sh gatoosxeik̄.	Let's wake up early tomorrow.

Ldakát adukéet, táach yax kuyawliják.	They are all snoring; they're all fast asleep.
Keitl akéet, wáanganeens akóos.	The dog is snoring; every now and then he has a doggy dream [moving a little and whining or whimpering].
Aḵwaakeet gé?	Did I snore?
Aḵ jigeiwú wa.é yéi aḵwaajoon.	I dreamed I held you in my arms. [lit. You were in my arms, that's what I dreamt.]
Sh gaḵtoosxéik.	We are going to get up early.
Ts'ootaatx' áwé sh ḵasxékx.	I always wake up early in the morning.
Sh ḵwadzixék yáa ts'ootaat.	I woke up early this morning.
Shaydakí déi!	Get up now! [speaking to several]
Tléel aadé nkwaataayi yé.	I can't sleep.
Du akeedí ḵat wusixék.	His/her snoring woke me up early.
I jín gé yee.óos' ? / Jiydi.óos' gé?	Did you wash your hands? [speaking to one]
Yee jín gé yeey.óos'? / Jiyeeydi.óos' gé?	Did you wash your hands? [speaking to one]
Kawdiyés'.	S/he/it is bruised, black and blue.

HOME	
Home Items	
sheen	dipper [for dipping water]; wooden bailer
t'éex' daakakóok	freezer; icebox [lit. icebox]
†tláakw too at gadus.ee kóok	microwave [lit. box in which people cook things quickly]
†yasatgi sdoox	microwave [lit. fast stove]
sdoox tú	inside of oven
néegwál'	paint
†atxá áa kaduchak yé	pantry
t'áa	board, plank
†xén at daakax'úx'u	plastic wrap
tíx'	rope, line
x'úx' x'ádaa	sandpaper
kutl'ídaa	shovel
atx'aanhídi	smokehouse
shda.us'gu.át	washer [lit. the thing that washes "itself," i.e. washes automatically]
sh.isxuk.át	dryer [lit. the thing that dries "itself," i.e. dries automatically]
Home Sentences	
I kinaa[k].ádi wéix daak ya.aax! / Wéi[x'] yax ya.áx i kinaa[k].ádi.	Hang your coat up there.
Haa óos'i gáanx shayawtuli.át.	We hung our laundry outside to dry.
Hít gatulayeix.	Let's build a house.
I yís sh tugáa xat ditee.	I am thankful for you.
I kaax gunalchéesh yéi ax toowú yatee.	I am thankful for you. [lit. Due to you, my feelings are "Thanks!"]
Gunalchéesh itula.aaní.	Thank you for being kind.
Sh eelk'átl'!	Shut up! Be quiet!
k'átl'gináx / gátl'gináx	quietly
Yées káayagijeit/káayakijeit kukasa.óo ax léelk'u jiyís.	I will buy a new chair for my grandma. [Note that the s- classifier element here refers to a complex object, in this case an object made of various parts.]
Haa tuwáa sigóo yées káa akeex át wutusa.oowú.	We want to buy a new couch.

Du xánt awu.aadí yak'éiyi aa du síx'x'i yéi ana.eich/ana.weich.	She always uses her good dishes when people come [for a visit].
Haa xánt uwagút tliya.aa kát.	Someone came to visit us the day before yesterday.
I x'akaháadi na.óos'.	Wash your mouth mask.
I yaháadi na.óos'.	Wash your face mask.
Yáa yagiyee/yakyee haa hídi kúnáx k'idein yéi wtusinee/wtusinei.	We thoroughly cleaned our house today.
Daatoo.ús'kw haa neilyee.ádi Lysol-tín.	We are disinfecting our household items with Lysol. [lit. We are washing the outer surface of our household items with Lysol.]
A x'éix at natí i keidlí!	Feed your dog! [speaking to one]
A x'éix gé at yeetee i keidlí?	Did you feed your dog? [speaking to one]

LOCATION	
a kináak / a kanáak	above it
Taan x'adaadzaayí a kináa[x'] yéi yatee wé shakee.át.	The sea lion whiskers are above the frontlet on a <i>shakee.át</i> .
(a) itdax	after/following (it) [i.e., following it in time]
Kaa itx' yaa kgwa.áat wé al'eixx'í.	The dance groups will follow behind [the lead dance group].
(a) géide	against/opposing (it)
agéide / atgéide	wrongly, improperly, against the commonly accepted rules of conduct
Ch'áagu ádi áwé agéide a daa yoo s x'awli.át.	They spoke improperly about ancient matters.
Yéil akaawach'ák'w wé kootéyaa k'éex'.	He carved Raven at the base/foot of the totem pole.
gandaa	around the fire
Gandaax' yéi aawa.oo Ganookch wé dúk s'eeek/s'eik káx.	Petrel placed cottonwood around the fire to produce smoke. [lit. for smoke]
a shuwadaa	[going] around it [an obstacle], skirting it
T'éex' tuwoolí tóonax yawtuwakúx, tlél a shuwadaanax.	We went through a hole in the ice, not around [the glacier].
Du x'axángaa yéi nasní/nasné.	Put it nearby for him/her to eat.
Du x'axángaa yéi nasní/nasné du atxaayí.	Place his/her food nearby for him/her to eat.
Haa shagóon x'eis gankas'ix'i káa yéi wduwa.oo wé atxá.	Food has been placed in the fire dish for our ancestors to eat. [The food dish is placed by an opposite clan member related to the deceased person.]
a k'í	the base of it [a standing object]; its rump
du k'í	his/her rump/hip
Ch'a tlákw aa áwé a tuwáadax yanéekw du k'í.	His rump/hip hurts from sitting all the time. [Note that <i>ch'a tlákw aa</i> "sitting all the time" is the verbal noun form of <i>Ch'a tlákw áa</i> , "S/he is always sitting."]]
du x'ayee	[e.g., food placed] before him/her, ready for him/her to eat or drink
Yan uwanée/uwanéi wé cháatl Yéil x'eis.	The halibut was ready for Raven to eat.

(Satóok') x'ayeedé du xwáax'utín.	For (Satóok') and her crew/gang/ partners.
hasdu yat'éik	behind their back, out of their view
Hasdu yat'éi[x'] yéi woonee/woonei.	It happened out of their view.
du x'usyee	at his/her feet; [placed] for him/her to step upon
kāa x'usyeesháawu	tribeswoman/tribeswomen sitting at the feet of the master of ceremonies at a potlatch
__ táak	bottom of __ [a container or a cavity]
héen táak	in the water; underwater
Héen taa[k]x'/taa yéi nateech cháatl.	Halibut live underwater.
__ tóok	butt, anus; underside, bottom [of upright object]
Wuditlax a tukdaa.	The bottom of it is moldy.
-naa/-nyaa	direction of __; the __ side/sector/ part
diginaa / daginaa	outer side/sector/part; side/sector out in the open
daginaa / diginaa	back side/sector/part; side/sector up toward the woods/interior
keena	upper side/sector/part; upstairs
yeena	lower side/sector/part; downstairs
naanyaa / naanaa	upriver side/sector/part [often referring to where the Interior people live]
ixinaa	downriver side/sector/part
haanaa	this side
Wéinax nagú!	Go that way! [speaking to one]
Wéinax nay.á!	Go that way! [speaking to several]
Du náax wuduwa.aax.	They put/draped it over his/her torso. [speaking of an outer garment, a blanket, etc.]
Has du dachxán náax has aawa.aax wé naaxein.	They put the Chilkat robe on their grandchild.
(a) tukdaa	around the exterior bottom side of (it) / around (its) butt
Góot.aa tukdaa.át a kaa yéi aawa.oo.	She changed the diaper.

(a) shuká	ahead of (it) / in front of (it) / before (it)
Haa eetikáawu jiyís áyá.	It is for our future generations.
Shaa shakéede tláakw wujixeex wé s'aax̄.	The marmot ran quickly to the top of the mountain.
du jiyee	under his/her control; in his/her full possession
Du jiyee[x'] yéi yatee.	It is under his/her control.
Du jee[x'] yéi yatee.	S/he has it.
Du léelk'u x̄ánde kgwagóot.	He will go to [visit] his grandmother.
a yee	inside it [a building]
Yéil Hít yee[x'] yéi téeyin.	She used to live in the Raven House.
Yéil Hít yeedáx̄ áwé Kaakal.aat.	Florence comes from inside the Raven House.
aan x̄'ayee	downtown
L'ooowúx̄/L'eiwú dzeitx̄ satéeyin haa deiyí.	Our streets were boardwalks at one time.
a dagiygé/digiygé	middle of it
We héen dagiygéi[x'] / digiygéi[x'] yéi inatí.	Stay in the middle of the stream.
dís x̄'us.eetí	moonbeam
Dís x̄'us.eetí héen x̄ukaadé duwatéen.	Moonbeams can be seen on the surface of the water.
héen wát	mouth of a creek, river, body of water
Hintakxóodzi yáx̄ héent has wujik'én.	They jumped in the water like polar bears.
Yaakw yí[k]t héen wátde wutuwaḵoox̄.	We traveled to the mouth of the river.
(a) lú	nose/point of (it)
Du tséegi áwé a lú ayaawagíl'.	He sharpened the point of his barbeque stick.
(a) shakée	above (it); on top of (it)
Shaa shakéede nax̄too.aat.	Let's go the top of the mountain.
x'aa luká	on a point of land
X'aa luká át la.áa Was'eeneidí Yanshuká. / X'aa lukát la.áa Was'eeneidí Yanshuká.	The Was'eeneidí Campsite is on a point of land.
héen yaax̄	riverbank
áa yaax̄ / áa x̄'ayaax̄	lakeside
nadáakw yaax̄	side of the table

(a) wán	the edge of (it)
Dzeit yaaxǵdé kawtuwadúx' haa yaagú.	We tied our boat up to the dock.
a litká	the ridge of it [e.g., a point or a hill]; the ridge on the back of it [e.g., of a fish or of a knife]
A litkáa kei wdlitl'ét' aǵlatínit wé héen xuká.	He climbed up onto the ridge of it to look out at the water. [Note that <i>kei wdlitl'ét'</i> , “s/he climbed/clambered up (using his/her hands),” contrasts with <i>kei uwagút</i> , “s/he climbed up (by simply walking).”]
a dachóon	straight/directly towards it
Gíl'de yaadachóon yaa gaǵoox! / Gíl' dachóon yaa gaǵoox!	Row straight towards the cliff. [speaking to one]
ch'a yaadachóon	straight/directly ahead; [speaking] plainly, honestly, openly
Ch'a yaadachóon yaa s anal'éx.	They are dancing straight forward.
Ch'a yaadachóon yoo x'atán!	Speak plainly/honestly/openly! / Speak from the heart!
gagaan x'usyee	under [the rays of] the sun
gagaan x'us.eetí	sunbeam[s], ray[s] of the sun
Gagaan x'oos áwé oowayáa wé keitl tundatáni.	The dog's thoughts seem like sunbeams. [from <i>Haa Shuka</i> , pp. 224-25]
a x'aan	tip/point of it [e.g., of a knife or weapon]; the tips of its branches [e.g., of a bush or tree]
Wé lítaa x'aan k'idéin yalak'áts'.	Sharpen the tip of the knife well.
du wakshiyee	before his/her eyes
Du wakshiyee[x'] yéi at woonee/ woonei.	It happened before his/her eyes.
kaa yat'éináx	where nobody can see; when nobody is looking
Ƙaa yat'éináx náakw katooháa.	We will gather medicine when nobody is looking.

PLANTS	
Plants and Plant Parts	
atx'aakeidí	its seeds
t'óok'	nettle
yées wuduwxashi gán	newly-cut firewood
a kádánjayi	its pollen [lit. its dust]
kút'kw	mud
x̄aat	root
k'inchéiyi	rosehips
Wudinák̄w.	It is rotten. [of a tree, or in general, of any kind of wood]
at káxi	sap
aasyádi/asyádi	sapling
atx'aakeidí daakanóox'u	seed coat
aas xeiyi	shade/shadow of tree
aasdaagáadli	tree cookie
aas	tree[s]
aasx'	trees [specifically plural, speaking of a large number of trees]
tóonáx héen nadaa	pipe, tube
tl'aadéin.aa	turnip
x'unéil' wás'i	wild rose bush [small rosehips]
kayeixtágu	wood chips
yées __	new __; fresh __; young __
gúnl'	burl; growth on the trunk of a tree
naak̄w	rotten wood
kúlk̄w	very rotten wood
géejadi	windfall; fallen tree
x'éedadi	uprooted tree or stump [with roots protruding]
s'ix'gaa	moss
káas'	ocean algae [Note: Do not confuse this with káas' "stick".]
teey woodí	yellow cedar bark [used for roofing, making mats and ceremonial items, etc.]
wás'	bush
kalchaneit	mountain ash
kalchaneit tléigu	mountain ash berry/berries

(shákw) kahéeni	(strawberry) juice
sáx'	cambium [of a tree, suitable for eating]
a daalooní	its outer bark
Plant Sentences	
Yáat'aa s'óos'ani áyá.	This one is a cone.
Yáat'aa s'óos'ani, s'óos'ani i jiyís.	This one is a cone, a cone for you.
Ch'a tlákw kanalt'ák'x wé kútlk'w.	Keep the soil moist.
K'wálx kaxlakáshx.	I'm steaming fiddleheads.
K'wálx kaxtulakaash.	Let's steam fiddleheads.
Kútl'kw taxhéeni yéi naxtusanéi.	Let's make mud soup.
Haa atx'aakeidí gaxtulatéen kei kana.éini.	We'll watch our seed grow.
Ax jeex' kadlix'át' wé tléikw. / Ax jee kdlix'át' wé tléikw.	The berry feels hard to me.
Wé shaawátxch yawsiháa wé yées k'inchéiyi.	The woman gathered the young rose hips.
Ax tláach uwa.in wé t'óok'.	My mother picked the nettles.
Ax sée aagáa koowashee wé s'ikshaldéen.	My daughter she searched for Hudson Bay tea.
Wé kanat'á ka k'inchéiyi du jeet shoowaxix.	She ran out of blueberries and rose hips.
Wé teey woodí dustéix.	Yellow cedar bark is boiled.
Shayadihéin tláxch' táakwde yaa kunahéini.	There are a lot of dead branches when it becomes winter.
K'inchéiyi áwé ax k'idaakwáani jiyís xwaa.oo.	I bought a rose for my neighbors.
Haa t'ukanéiyi tuwáa sigóo tléikw kagútlxi.	Our baby wants mashed berries.
Náakw yís awsitáa wé gítgaa.	He boiled the pine needles for medicine.
Wé kanat'á xoodé kanasxá wé héen.	Pour water onto the blueberries.
Kúnáx x'éigaa duwanook!	It's delicious! [lit. It really feels right for people's mouths, or, it suits people's mouths. Pay attention to the difference between <i>x'éigaa</i> , "just right for one's mouth," and <i>x'éigaa</i> , "truly."]
Haa atxaayí ka haa náagu tsú kúnáx x'atultseen.	Our foods and our medicines are very precious to us.

Lingítch áyú s'áxt' náakw̄x has alyex̄ nuch. A yáa has awuwanéi.	The Tlingit use devil's club as medicine. They respect it.
Wás' kadánjayi áwé tláakw̄ kuwa.óo.	Pollen is causing problems for people / Pollen is giving people a hard time.
Tlél kalchaneit áa koo.éix̄ Yaakwdáat.	Mountain ash doesn't grow in Yakutat.
Tle déix̄ k'ateil yáx̄ áwé wtusineix̄/ wtusineex̄ shákw̄ kahéeni.	We just saved two gallons of the strawberry juice.

RECREATION	
Xat x'anawóos'!	Ask me!
X'anawóos'!	Ask him/her!
Ashkanaxtoolyát.	Let's play [a game].
Káatstin ashkanaxtoolyát.	Let's play a card game. [lit. Let's play with cards.]
Ashkanaxtoolkáats.	Let's play cards.
Aneelkáa!	Gamble!
Akkwalkáa.	I will gamble.
Aadóo sá déis[k']?	Whose turn is it? [lit. Who [goes] now/this time? Note that the diminutive suffix -k' is optional here.]
Ax éet koowaháa.	It is my turn.
Xát áwé déis[k'].	It is my turn. [lit. I [go] now/this time.]
Gwátgeen sáwé ax eedé kukgwaháa?	When will it be my turn?
I éet koowaháa.	It is your turn.
Hú áwé déis[k'].	It is his/her turn.
Ashkagaxtoolyát Lingít Daa Yootutángitín.	We are going to play Tlingit Concentration.
K'ashgé haa jiyís wóosht akaawajél wé káats.	K'ashgé gathered up the cards for us.
Kaa jixoox ayakaawajél wé káats.	S/he dealt the cards. [lit. S/he distributed the cards among the people.]
A daat yawustaagí gaxyeesáa.	Pick a scorekeeper. (lit. You folks are to name a caretaker for it.)
Shaatk'átsk'u shux'áanáx.	A girl first.
Sháax'w sáani shux'áanáx.	Girls first.
A xoodáx/xootx kei aa kgeetée wé káats.	Pick a card [from a deck of cards]. [lit. You are to pick up one from among the cards.]
Wooch yáx diteeyi aa naytóow.	Count the ones that look alike. [speaking to several]
X'oon sá yatee du aayí?	How many does s/he have? [lit. How many are his/hers?]
Nás'k yatee du aayí.	She has three.
Xat yawduwadlaak.	I got beat.
Gu.aal kuyaxwadlaagík.	I hope I win.

<u>Kúnáx</u> áwé ax toowú kei guxsagóo <u>kuyanxadlákn</u> i.	I will be so happy if I win.
Gwál <u>kuyakkwadlaak</u> .	Maybe I will win.
Jenny wulixéitl/wulixéetl, hóoch áwé <u>kuyaawadlaak</u> !	And the lucky winner is Jenny! [lit. Jenny was lucky; she won (or she beat everyone)!]
<u>Kuyaxwaadlaak</u> .	I won. [Note the difference between <i>Yaxwaadlaak</i> , “I beat him/her,” and <i>Kuyaxwaadlaak</i> , “I won,” lit., “I beat everyone.”]
<u>Kiyeyadlaak</u> . / <u>Kuyeyadlaak</u> .	You won.
Ilíxéitl <u>xá</u> !	You’re sure lucky!
<u>Kiyayeeydlaak</u> ! / <u>Kuyayeeydlaak</u> !	You all won!
Tlél <u>kuyawtoodlaak</u> .	We did not win.
Wooch <u>yáx</u> ditee.	They are alike. It’s a match.
Tlél wooch <u>yáx</u> udatí.	They are not alike. It’s not a match.
wooch een ashkoolyátx’i	teammates
I yáanáx yakaawaxíx.	It went past/beyond you. [something round, such as a ball] / You missed it [the ball].
Daattín sá ashkeelyát?	What are you playing with?
Té héen <u>xukáx</u> yaa na ^x sak’út.	I am skipping rocks on water.
Du een kananeek du éet <u>kuwuhaayí</u> .	Tell him that it is his turn.
Kooch’éit’aatín ashkanayilyát.	Play ball. [any type of ball game] [speaking to several]
ashkoolch’éit’aa daat <u>kóo</u> at latóowu	coach [lit. one who teaches about playing ball]
Kei aa ka ^x toogéex’.	Let’s throw one. [speaking of a round object such as a ball]
Ayawlidgeixáa.	S/he missed when shooting [e.g. in basketball]. S/He missed the basket. [This can be used when you throw any compact object such as a rock at something and you miss it.]
Du jeet kagíx’!	Throw it to him/her!
Akaawatáw.	S/he stole it. [a round object, such as a basketball]
Wooch een ashkadulyát.	People use teamwork. [lit. People play together.]
Has ashkakgwalyát.	They will play.

Has ashkoolk'íshaa.	They are playing with bat and ball. / They are playing baseball.
kooch'éit'aatín ashkoolyát	playing with a ball
ashkoolchéit'aa	playing ball
Gáanx' has ashkoolyát.	They are playing outside.
Koot'áax'aatín has ashkoolyát.	They're playing with marbles.
Has ashkoolt'áax'aa.	They're playing marbles.
Yaa kgagwáat!	Roll it along! [of a round object] [speaking to one]
K'asigóo.	It is fun.
K'awsigóo.	It was fun.
Kei k'aguxsagóo.	It will be fun.
aldáawaa	checkers [This comes from the Russian word <i>dáma</i> , “lady, dame; queen in cards or chess.” It probably originally referred to chess, but was also applied to the more commonly played game of checkers.]
tleilk'ú	cat's cradle
Atooltleilk'ú noojín.	We used to play cat's cradle.
t'áa yaxéit'l'i / t'áa yaxéet'l'i	movie [lit. scary things on the wall]
shóo	show; movie
Shóode gaḵtoo.áat.	We are going to the show/movie.
kus.ook'	playing house
Kus.ook'.	S/he is playing house.
Ashkagaxtoolyát.	We will play. [referring to active play]
Kugaxtoos.ook'.	We will play.]referring to sedentary games such as playing house, playing with dolls]
Goox' sá ashkagaxyeelyát?	Where will you play? [speaking to several]
Has ashkudat'ájaa.	They are swimming. [referring to swimming as a form of recreation, splashing around in the water]
Gáanx' dleit tóox' ashkagaxtoolyát.	We will play outside in the snow.
Al'eix.	S/he is dancing.
Has al'eix.	They are dancing.
Atyátx'i al'eix has du tuwáa sagóo nuch.	Children like dancing.
Yaa anal'éx .	S/he is dancing along.

At shí.	S/he is singing.
Kei at gaḵtooshée.	We will sing.
Atyátx'i has du tuwáa sigóo dléigu has asheeyí.	Children like to sing lullabies.
Ast'eix.	S/he is trolling.
Agax̄toosgeiwú.	We will go seining/gillnetting.
Kuk'éet' nax̄tookoox̄!	Let's go berrypicking! [in a boat or motorized vehicle]
Shaax̄ gaḵtoo.éen kanéegwál' yís.	We will pick gray currants and make jam. [Indian jam is made with salmon eggs.]
kasné	knitting
Kasné sh too xaltóow.	I am learning to knit.
Sadaa.át kukasanéi i jiyís.	I will knit you a scarf.
_____ áwé yéi daax̄ané.	I am harvesting/working on _____. [a natural resource, such as game, fish, firewood, moss, roots, seaweed.]
Yéi gax̄tusanée/gax̄tusanéi.	We will do it.
Daa sá yéi kgisanée/kgisanéi wa.é ku.aa?	How about you, what will you do?
I yahaayí kḵwanéegwál'.	I will paint your picture.
Daa sá i tuwáa sigóo i jintin yéi daa. eeneiyí?	What do you like to work on with your hands?
Anax̄toolḵáa.	Let's gamble.
I yáanáx̄ kuyaawaháa.	You lose a turn. [lit. your chance/turn has gone past you.]
Át gaḵtoo.áat yáa yagiyee/yakyee.	We will go on a walk today. [lit. We will walk about today.]
Asgutóode gaḵtoo.áat.	We will walk into the forest.

SELF & FAMILY	
Body Parts	
daséikw	breath; life [in the sense of living and breathing]
aᵗ wax'axéix'u	my eyelashes
aᵗ shutóox'	the outer side of my foot up to the anklebone
aᵗ x'ust'ákl'i	the knob on the outer side of my ankle
aᵗ lidíx'/lidéx'/ludíx'	the back of my neck
aᵗ xées'	my shin
aᵗ x'ustáak	the sole of my foot
aᵗ yat'ákw	my temple
aᵗ x'ustl'eik/x'ustl'eeᵗ	my toes
aᵗ x'usgoosh	my big toe
aᵗ kasán	my waist
aᵗ jiklax'ées'/jiklix'ées'	my wrist
aᵗ dook	my skin/complexion
aᵗ keigú	my lungs
aᵗ l'óot'	my tongue
aᵗ t'eeᵗ	my elbow
aᵗ x'as'guwéis'i	my salivary glands
Relatives	
aᵗ káalk'w	my niece/nephew [child of a woman's brother, of the opposite moiety]
aᵗ kéilk'	my niece/nephew [child of a man's sister, of the same clan]
aᵗ yadák'u	my boyfriend
aᵗ shaatk'í	my girlfriend
káa aa aᵗ léelk'w	my grandfather
shaawát aa aᵗ léelk'w	my grandmother
aᵗ kacháwli	my sweetheart
aᵗ tseyí	my sweetheart
ldakát aᵗ t'aakx'í	my whole extended family
aᵗ een.aa	member of my family
aᵗ een.aax'w [hás]	my family
aᵗ tláa yinaanáx/niyaanáx	on my mother's side

ax éesh yinaanáx/niyaanáx	on my father's side
du chaan	his/her mother-in-law
du wóo	his/her father-in-law
du yitshát	his/her daughter-in-law
du seixúx	his/her son-in-law
Self & Family Sentences	
Yaa xshigéi.	I treasure it. I'm stingy for it.
Ixwsihaa.	I miss you.
Xwasihaa ax yátx'i.	I miss my children.
Sh tugáa xat ditee.	I am thankful/grateful.
Ax t'aakx'i yís sh tugáa xat ditee yá Gunalchéesh Yagiyeeyi/Yakyeeyi kát.	I am grateful for my family on this Thanksgiving Day.
Gunalchéesh yéi ax toowú yatee.	I feel thankful.
Kúnáx ixsián.	I really love you.
A kát xat sayatee. / A kát ax sayatee.	I remember it
Tlél a kát xat seití. / Tlél a kát ax seití.	I don't remember it.
Káa aa ax léelk'w áwé xwsiteen yáa yagiyeeyi/yakyeeyi.	I saw my grandfather today.
Shaawát aa ax léelk'w (name) yóo dusáagun.	My grandmother was called (name).
Shaawát aa ax léelk'úch ax een kaawaneek.	My grandmother told me.
Ax xooní shaklagé.	My pretty friend. [song lyric from <i>Haagú Kanals'áak</i>]
I kát gé yát áa? / I kát gé yat.áa?	Are you pregnant?
Du kát yát áa. / Du kát yat.áa.	She is pregnant.
Kadiyát.	She is pregnant.
Ax léelk'w latseení káax' yaa nxagút.	I am going on the strength of my grandmother.
Ax léelk'u hás káax' áyá yaa nxajél.	I am feeling my way along on the strength of my grandparents.
Haa tláa tuwáadax áyá university tóonax yawtuwa.át.	Because of our mother we all went to the university.
Ax lukáx'/lukáa yan xwaatée.	I put it on my nose. [said when you have lost something]
Kúnáx ikwlijée.	You really look scary. [e.g., wearing a Halloween costume]
Kúnáx kulijée ax shaxaawú.	My hair looks terrible.

Ayáanáx̄ ix̄'aligaaw.	You are speaking too loudly.
Ayáanáx̄ isaligaaw.	Your voice is too loud.
Yát akgwa.óo.	She's going to have a baby.
Ax̄ toowú kayliwál'. / Ax̄ téix̄' kayliwál'.	You broke my heart.
Líl ax̄ toowú keelawál'x̄ik. / Líl ax̄ téix̄' keelawál'x̄ik.	Don't you ever break my heart.

TECHNOLOGY (TRADITIONAL & MODERN)	
Technology Items	
xút'aa	adze
shdaxash washéen	chain saw/blade
᠎gán aan duxash washéen	firewood-cutting machine
tíyaa	chisel
yóo katan lítaa	curved knife [especially a curved carving knife]
cháatl yeeyaagú	halibut boat
tákl	hammer
yées atwuskú	modern technology [lit. new knowledge]
yées washéen	new machine
laax	red cedar
kach'ák'waa	round chisel
t'áa shuxáshaa	straight knife; miter saw
yayéinaa	whetstone
xáay	yellow cedar
sháal	fish trap [basket type]
áadaa	fish spear
óot'	rock fish weir
deegáa	dipnet [anciently referring especially to a dipnet for eulachon]
wéiksh	woman's curved knife; ulu
du x'ayáx	according to his/her instructions
Ashukaawajáa.	S/he instructed/advised him/her. S/he gave him/her instruction/advice.
Áa ashukaawajáa.	S/he showed/instructed/taught him/her how to do it. [The verb <i>ashukaawajáa</i> , "s/he advised/instructed/taught him/her," refers to the traditional Tlingit method of instruction or teaching by demonstration along with advice and admonition, as opposed to <i>du ée at wulítóow/wulitéew</i> , "s/he taught/instructed him/her," which refers to the Euro-American method of teaching based on reading and writing.]

x'wéil	fish weir by driving stakes into river bottom
kashóok'	electricity/electric
Technology Phrases and Sentences	
Kootéeyaa akaawach'ák'w.	He carved a totem pole.
ǂáay daayí (kák'w)ǂ dulyéix.	A (basket) is customarily made from cedar bark.
Kaydach'áak'w ágé?	Are you carving? [speaking to several]
Kootéeyaa gé keech'áak'w?	Are you carving a totem pole? [speaking to one]
Taakw.eetix' teey woodí woosh kaadé yéi daadunéi nuch.	Yellow cedar bark is gathered in spring. [lit. In spring, yellow cedar bark is piled up (customarily).]
Taakw.eetix' sáx' dulxáas'.	Cambium is scraped in spring. [The cambium or juicy inner layer is scraped off the bark.]
Kashóok' káax' yéi jiné.	It is powered by electricity. (lit. It works by electricity.)
Leineit shál akach'áak'w.	S/he is carving a horn spoon.
Aǂáa akakgwach'áak'w.	He will carve a paddle.
Áa kaa shukaawajáa.	S/he showed/taught people how to do it. S/he instructed people in it.
Aadé shukawduwajayi yé káax' yéi adané.	He is working on it according to the way he was shown/taught.
Keitl ashaayí koon at kanéek.	When a dog is barking it tells you something. [lit. A dog's barking tells people something/things.]
Sheishóox akach'áak'w.	He is carving a rattle.
Kootéeyaa akakgwach'áak'w.	He is going to carve a totem pole.
Aǂasdeek.	I am dipnetting.
ǂáat ǂasdeek.	I am catching fish with a dipnet.
Kwéiy eeti yei kgisatéen.	You'll see where the markers were. [lit. You'll see the imprint/aftermath of the marker(s).]
Tlél gé udál wé (geiwú)?	Isn't that (net) heavy?
Aǂ jeewú aǂ (geiwú).	I've got my (net).
Ast'eix gaxtookóox taakw.eetix'.	We will go fishing this spring.
Ast'eix naxtoo.aat.	Let's go fishing. [by walking]
Ast'eix naxtookóox.	Let's go fishing. [by boat or car]
Cháatl ǂ'ayeetix'i yaa s ashukanakúx.	They're setting halibut gear. [lit. They're running out the halibut lines.]

Jikasyeek. / Jikasyeik.	S/he is jigging [for halibut].
Wutusax'ogúdax áwé kagaxtootáan.	After we steam it we're going to bend it. [e.g. of wood]
Wé ast'eixí saak aawasháat.	The fisherman caught the hooligans.
Tlél saak has awusháat wé ast'eixx'í.	The fishermen didn't catch the hooligans.
Aasdax kadus'éil' wé teey woodí.	The bark is [being] pulled from the tree.
A daatx yéi ndusneech wé a lāx'i. / A daatx yéi ndusneich wé a lāx'i.	The outer bark is removed. [lit. The outer bark is taken from around it (habitually).]
Yéi goowáatl' wé axáa.	The paddle is short.
Koowáach' wé axáa.	The paddle is quite short. The paddle is too short.
Nas'gidahéen wuduwxáash wé t'áa.	The plank has three kerfs cut into it. [lit. The board/plank was cut three times.]
Yóo katán wé t'áa.	The plank is bent.
Wududzix'úk wé t'áa.	The plank is steamed.
Aasgáa [ha]s woo.aat.	They went to get a tree.
Kootéyaa [ha]s akach'áak'w.	They're carving a totem pole.
Has kadach'áak'w.	They're carving.
Kootéyaa k[a]tooch'áak'w.	We are carving a totem pole.
Katudach'áak'w.	We are carving.
Wé aas gunalchéesh yéi yagaxtusakáa.	We will say thank you to the tree.
Ḳaat áyá gaxtulaséil'.	We're going to pull out roots.
Aas gaxtulagéech.	We're going to fell a tree.

TRADING & MONEY	
<p>The Tlingit have traded among tribes from South and North for goods that were not available in their areas. The Tlingit used greenstone for tools, clams, mussels, red and yellow cedar, dried halibut and salmon, seal oil, herring eggs, seal meat, hooligan oil, and berries as currency for trading. The Tlingit traded for copper from the Athabaskans and Eyak for their copper shields (<i>tináa</i>). During trading, the people would form friendships with tribes they trusted and would learn some of each other's language. Chinook Jargon was a trade language used by Natives from Oregon to Alaska. It was easy to learn and it allowed people to talk to one another. This led to language and cultural sharing among the many tribes of Alaska, the Pacific Northwest and Canada. The Chilkat in the Haines, Klukwan, and Skagway areas played an important role in trading. They would obtain goods from Southeast Alaska and British Columbia to trade with the tribes in the Interior. The Chilkat Tlingit did not allow anyone to use the Chilkoot Trail. Southeast Alaska still trades red and yellow cedar and alder wood for argilite from Canada.</p>	
Yaa tushigéi haa leek'uhás yoox'atangi.	We treasure our grandparents' language.
S'eeḱ/S'eik kawóot woosh daséix' yaxtula.aadí.	Let's trade light bluish-gray trading beads.
dáanaa daakagwéil	money bag, pouch
Yadál wé tináa.	Copper shields are heavy. [This refers to the hammered copper shields that serve as <i>at.óow</i> .]
Kei guḵlanáaḵ.	S/he will be rich.
K'idéin awshigóok haa yoox'atangi.	He learned our language really well.
Óonaa áwé at doogú daséix' yaa dutánjin.	They used to trade skins for rifles.
Woosh jixoox yéi has ayaguxsanée/ayaguxsanéi.	They will share it.
Sít'eetigeeyí kaadáx áwé yawtuwadlaak ch'a k'ikát wé xákwli.	We finally managed to get soapberries from Glacier Bay.
Ligaas át wudusheeyí íxt'i ádi.	It is forbidden to touch a medicine man's things.

TRANSPORTATION	
sheen	wooden bailer [the original Tlingit type of bailer]
kakúxaa	bailer [any type of bailer]
aḵ aandaayaagú kakúxayi	my boat's bailer [which might even be a peach can]
aḵ aandaayaagú daat'áayi	my rowboat's outer side boards
Át wulis'ées wé yaakw.	The boat is/was sailing around.
A daanáḵ yawlis'ís.	S/he sailed around it.
Át awlis'ées.	S/he sailed around.
L át kuxwateenich dáanaa xwasineix/xwasineex eeti.aa táakw niyís.	Because I didn't travel, I saved money for next year.
Wulsá yís kukkwatéen.	I will go on vacation. [lit. I will travel for rest.]
Kagéináḵ yaa gaxaach i yaagú.	Tow your boat slowly.
Yaakw ashawsiyaa.	S/he anchored the boat.
Cháatl tíx'i yaa s ashukanakúḵ.	They're setting halibut gear.
Aan eegayáa[k]x' shakgwasyáa.	S/he will anchor offshore from the village.
Wé haa geiwú aḵ éeshch yan wusinée/wusinéi yanshuká yís.	My father got our seine net ready for the trip to fish camp.
Daak kanadéini yeegáa áyá haa yatee. / Daak kanadéini yeegáa áyá tookéen.	We are waiting for the tide to come up.
Tlél haa tuwáa ushgú a yeex wudláax'u haa yaagú.	We did not want our boat to get stranded [by the ebbing tide].
A yeex woodláax'w wé yaakw.	The boat got stranded on the beach [by the ebbing tide].
Wé yaakw kei ayawsitán. / Wé yaakw kei yawli.át.	He turned the boat.
a kát sh kadultsex át	bicycle [something that you peddle on]
Neildé yaa sh kanaltséx.	He is riding his bicycle home.
seet	dugout canoe made to go through shallow water.
Ch'áagu Lingídi seet yí[k]t has axáayin.	The ancient Tlingit would paddle a dugout canoe.
dúk	canoe made of cottonwood
Gaaw xíjaax dulyéix yá dúk.	People use cottonwood to make drumsticks.

ch'akúx	skin boat [Interior-style]
Watsix doogúdáx wududliyéx wé ch'akúx.	The skin boat is made of caribou skin. [Interior]
s'eenáa yeeyaagú	gasoline boat
yaakw xuká	deck of a boat
yaakw xukahídi	pilot house
Yaakw xukahídi gaxtulayéix wé yaakw xukáx'.	We will build a pilot house on the deck.
jáaji	snowshoes
Seattle-x' xwasiteen káa jáaji yéi a.oowú.	I saw a man using snowshoes in Seattle.
dleit xuká	on top of the snow; on the surface of the snow.
t'áa jáaji	ski[s]
Kútl'gu káx' yéi du.úxx' t'áa jáaji.	Mud skis are used on the mudflats.
xát'aa	sled
Yú Yukon Héeni yíx' ch'a yeisú átx has alyéix wé keitl xát'aa.	Dog sleds are still used on the Yukon River.
ashkoolx'il'aa yeit	sled for recreational sledding
xaanás'	raft
Tléel áx eesheek wé tlagoo xaanás'i, áx kugaaxdihaa.	Do not touch that old raft or it might disappear.
kaawayík yaagú	airplane [lit. space boat]
át wudikeeni yaakw	airplane [lit. boat that flies around]
Sheet'kaadé yaa haa kanalyích yáa yagiyee/yakye.	We are flying to Sitka today. [i.e., we are already in the plane and in the process of flying]
Sheet'kaadé has kakgwalyéech seigán.	They will fly to Sitka tomorrow.
I yaháadi góot tlél yei igaxdusgoot.	You will not be allowed to board without your face mask. [speaking to one]
Tatgé haat kuxwaatín.	I arrived yesterday.
gántiyaakw	steam boat
Gántiyaakw Séedi déili ch'a tlákw aatlein gántiyaakw áa yéi tíxx'un.	Long ago there were always many steam ships in Petersburg harbor.
aandaayaagú	rowboat
Yaa gaxáa, yaa gaxáa i yaagú yí[k]t kagéináx.	Row, row, your boat slowly. [speaking to one] [lit. Row along; row along in your boat slowly.]

át wuls'ées	sailing
Yan wulis'ís.	S/he/it sailed to shore.
yaakw yiks'ísayi	sail [of a sailboat]
shgóonaa	sailboat; schooner
kajúxaa / kajíxwaa	wheelbarrow/wagon
Aadé akawlijoox/akawlijeexw.	He wheeled it there.
Wáa sá haat iyaháa?	How did you get here?
_____ kát haat xwaaháa.	I arrived by _____. [e.g. by car, truck, train, or other overland conveyance; lit., on _____]
_____ yí[k]t haat xwaaháa.	I arrived by _____. [e.g. by boat or plane; lit., in _____]

WEATHER & SEASONS	
A kát kawlikúx.	It has gone dry. [e.g., a pot or kettle, by evaporation]
A kaadé kaguxlakóox.	It will go dry.
A kaadé yaa kanalkúx.	It is going dry. It is beginning to go dry.
†héen kusteeyí daat shkalneek	story of the water cycle [lit. story about the life of water]
Át wulis'ées.	It is/was blowing around.
Wuduwanúk.	The breeze/wind is/was blowing.
Awdagaaních ax toowú sigóo!	Because the sun is shining, I'm happy.
núkti háat'í	big snowflakes [lit. grouse poop]
kuwakaan/guwakaan katis'ayi	large lightweight snowflaked [lit. approximately, "deer dazzlers", apparently meaning that the large flakes hypnotize deer]
Wáa sá kuwatee gáanx'?	How is it the weather outside?
Aadé akkwalgéen/akkwalgéin.	I will take a look. [lit. I will look toward it.]
yáa dís yát	in this month; during this month
S'ikdísí yát	in February
S'ikdísí yát kúnáx kusa.áat' nuch.	In February it is really cold.
Kei kuguxsa.áat'.	It will be cold.
Ilt'ix'x.	It freezes. [regularly]
Ult'éex'ch.	It freezes. [every time]
Xat wudlit'ix'.	I'm freezing. I'm frozen. [This can refer also to being "frozen" due to computer issues.]
Yaa xat nalt'ix'.	I am [in the process of] freezing. I am beginning to freeze.
Ch'a yeisú tlél ult'éex'ch.	It hasn't frozen yet.
Wáneex'ís/Wáanx'iyís/Wáanx'ís gugal'téex' seigánin[x'].	Perhaps it will freeze tomorrow.
Kukahaa Dís yát kukawulxwáani itdáx s'ikshaldéen has akgwa.éen. / Atkoowú Dísí yát kukawulxwáani itdáx s'ikshaldéen has akgwa.éen.	In November after the first frost they'll pick Hudson Bay Tea. [In Northern Tlingit, November is referred to as <i>Kukahaa Dís</i> , "Month of Shoveling (Snow)"; in Wrangell, Swanton recorded <i>Atkoowú Dísí</i> , "Animal Den Month."]

Tlél ulláaych.	It hasn't melted yet.
Ldakát yé yaa nalléin.	It is melting everywhere.
Laléix nuch.	It melts. [regularly]
Kuyakwat'áa.	The weather will be warm.
Yú k'wátl áyú a kát kawlikúx.	That water evaporated in the pot.
Kukaawaxúk.	It is a dry, clear day.
A kaadé kaguxlakóox wé naadaayi héenák'w.	The creek bed will go dry.
Ch'a yeisú wdlit'ix'.	It's still frozen.
Wé áa áwé wdlit'ix'.	The lake froze. / The lake is frozen.
Ch'u tatgéidáx áwé wdlit'ix'.	It has been frozen since yesterday.
x'úkjaa	steam, vapor
Wudix'úk.	It is emitting steam. / Steam is rising from it.



Appendices

Appendix A: TEACHING & LEARNING METHODS

LEVEL 1 TEACHING/LEARNING METHODS	
Teachers	<ul style="list-style-type: none"> • Become familiar with the following language-learning acquisition methods: <ul style="list-style-type: none"> • Accelerated Second Language Acquisition (Greymorning method) • Total Physical Response (TPR) • The Developmental Language Process (MacDiarmid) • TPRS (Teaching Proficiency Through Reading and Storytelling) • Let learners hear as much Tlingit as possible. • Use recordings when fluent speakers are not available. • Talk to learners in Tlingit. • Use images, real objects and/or regalia so that students can connect the language to real things. • Carry on conversations with other speakers where learners can listen in. • Exclaim over learners' one-word attempts; respond. Use that word more when you talk with them. • Use both simple and traditional songs to practice. • Use games to help develop listening and speaking skills. • Get outside whenever possible to use the language in the environment from which it originates.
Learners	<ul style="list-style-type: none"> • Sing, dance, babble, listen, copy. • Practice repeating sounds, short and long sentences. • Try one-word talk to see what works. • Build up to speaking and understanding 100 words/phrases.

LEVEL 2 TEACHING/LEARNING METHODS	
Teachers	<ul style="list-style-type: none"> • Become familiar with the following language-learning acquisition methods: <ul style="list-style-type: none"> • Accelerated Second Language Acquisition (Greymorning method) • Total Physical Response (TPR) • The Developmental Language Process (MacDiarmid) • Teaching Proficiency Through Reading and Storytelling (TPRS) • Let learners hear as much Tlingit as possible. • Use recordings when fluent speakers are not available. • Talk to learners in Tlingit. • Use images, real objects and/or regalia so that students can connect the language to real things. • Carry on conversations with other speakers where learners can listen in. • Encourage students when they attempt to combine single words into phrases and sentences. • Use both simple and traditional songs to practice. • Use games to help develop listening and speaking skills. • Get outside whenever possible to use the language in the environment from which it originates.
Learners	<ul style="list-style-type: none"> • Sing, dance, babble, listen, copy. • Practice repeating sounds, syllables, long sentences. • Try putting words together in a sentence even if you are not sure if it's the adult way.

LEVEL 3 TEACHING/LEARNING METHODS	
Teachers	<ul style="list-style-type: none"> • Use all methods in Levels 1 and 2. • Let learners hear as much Tlingit as possible. Use recordings when fluent speakers are not available. • Talk to learners in Tlingit. • Carry on Tlingit conversations with other speakers where learners can listen in. • Exclaim over learners' two-word attempts; respond. Use their phrase correctly when you respond and use the correct sentence more when you talk with them.
Learners	<ul style="list-style-type: none"> • Memorize simple phrases that you can use in conversations. • Put yourself in situations where you can hear the language. Create such situations with other people. • Use recordings when people are not available (in your car). • Keep a small notebook (journal) with you to list Tlingit you're learning and things you want to learn. • Keep track of the time you spend in the language each day so you can be realistically evaluate your progress in learning the language. • Set up your music device to softly play-and-repeat Tlingit recordings while you sleep. • Periodically assess yourself using the pre- and post-assessments in this <i>Scope & Sequence</i>. • Seek out a mentor to talk to and work with. • Talk with and study with Tlingit birth speakers, Tlingit birth understanders and Tlingit language learners. • Work towards fluency; make Tlingit speaking a priority in your home and community.

LEVEL 4 TEACHING & LEARNING METHODS	
Teachers	<ul style="list-style-type: none"> • Use all methods in Levels 1-4. • Read <i>Beginning Tlingit</i> to gain understanding about the grammar points. This book also has good ideas for learning activities. • Use the Tlingit oral literature series books and audio recordings for both cultural content and language study.
Learners	<ul style="list-style-type: none"> • Use all methods in Levels 1-4. • Establish a mentor-apprentice relationship with a speaker and set up frequent, structured meetings. • Teach others, both in formal and informal settings. • Participate in conversations around you. Be brave in creating and using your own new sentences. • Make audio recordings of your mentor. Produce these for your own use and also share them with others. Ask to borrow the recordings of other apprentices. • Add to your notebook/journal of your Tlingit learning. • Try to spend 10 hours per week in Tlingit, talking and listening to real people and listening to recordings and practicing alone. • Practice speaking in front of a mirror.

Appendix B: Classroom Lesson Routine, One Scenario

The class routine is a dependable framework of activities the students will follow in each learning session. What changes in this routine is the content, the language material. An advantage to a dependable routine is that learners know what the teacher will want them to do. With less behavior to direct, teaching and learning can focus on content.

OUR MODEL, LEARNING IN THE FULLY FLUENT LANGUAGE COMMUNITY

In developing the classroom routine outlined below, we consider the kinds of exposure to language and the kinds of interactions that children have when they are acquiring their first language. In a fully fluent language community children learn naturally by:

1. **Listening and watching speakers:** Learners observe speakers communicating meaningfully as they go about their lives. Learners connect sound and actions to meaning.
2. **Listening and talking directly with fluent speakers:** In direct one-to-one interaction with speakers, children find out what works and what doesn't work when they respond to speakers and try to talk.
3. **Listening and talking with peers:** In direct one-to-one interaction with each other, children practice together what has worked with older speakers. They reinforce and share knowledge with each other.

DUPLICATING THE FULLY FLUENT LANGUAGE COMMUNITY MODEL IN THE CLASSROOM

To duplicate these three kinds of exposure and interaction in the classroom, establish:

1. **Ambient speech:** Fluent speakers carry on conversations with each other OR recordings of fluent speakers play in the background like

music. These recordings can be one of the Centers (see #3 below).

2. **Teacher directed learning:** A teacher and a small group of learners focus on a topic. Use Total Physical Response (TPR), Accelerated Second Language Learning (Greymorning), games, etc.
3. **Centers:** Small groups of learners work/play in Tlingit with language-learning material focused on the current topics.

Use games, videos, audio cards, Tlingit doll house, Tlingit village, Tlingit school, art center of Tlingit drawings, puppet plays, dramatic play, etc.

Along with the newly introduced materials, keep previously learned materials available for students to play with, reinforcing their learning.

LESSON PLANNING

- Remember that the amount of time in Lingít is the most important factor for short-term and long-term learning.
- Select a set of words/phrases to teach.
- Copy and paste, from the lists in this document, your own checklist of words/phrases.
- Collect objects, pictures, games, audio and video to use.

Plan Circle activities

- How will you show what the words mean?
 - Actions
 - Objects
 - Pictures
- How will you model pronunciation?
 - Elder speaker
 - Yourself
 - Audio card
 - Computer file

Plan center activities

- What activities will get the kids to use the words/phrases in Lingít?
 - Games
- Contact and prepare Elders. See “Working with Elders” below.

TEACHING AND ASSESSING**Pre-assessment**

- Present new material in Circle. Pay attention to who responds correctly.
- Use the checklist, during Circle or later, to note who knows the material.
- If a student knows all the material, let that student be Teacher for the next session.
- If all the students know most of the material, choose more items to teach.

Practice

- Have students play with materials in Centers.

Post-assessment

- Use the checklist to note who understands and who can say the material.
- You may do this in Circle while working with the whole group but considering each individual, or during Center time working with one child at a time.
- Use the checklist results to decide what to teach next and what to review.
- Consider:
 - Short term learning (after one week of teaching)
 - Long-term learning (after two months or more)

WORKING WITH ELDERS**Prepare Elders for the lesson time**

- The day before the lesson time, show the new words you’ll introduce. Explain what kind of help you need.

a. You need Elders’ pronunciation.

b. You need Elders to put the words and phrases into sentences and paragraphs.

- You DO want help to use the word in a number of ways. For example, “Here is a spoon. I have a spoon. I lost my spoon. Where is the spoon? I have two spoons.”
- You DON’T want other words for the same thing. For example, NOT, “You can say spoon or ladle or dipper or scoop.”
- Where will the Elder sit?
- Will the Elder help in Circle?
- Will the Elder be a Center?
- How will the Elder get to and from the classroom?
- What times do you want them to be there?

Prepare Elders for the students

- How will your students act?
- How many students will be there?
- Who are the students; who are their parents?

Prepare students for the Elders

- How do you want the students to act? Listen only? Repeat what they hear? Ask questions? Sit still? Cluster around the Elder?

Prepare yourself for the Elder

- It takes a long time to build a working partnership with an Elder. The first few sessions with an Elder may not go the way you expect them to go. Each of you have expectations about the classroom situation and these expectations may differ but you both have a lot to learn from each other and it’s worth it to keep trying.

What if we have no speakers?

- Hook up by computer (Zoom, Skype, iChat, or some other program)
- Keep playing DVDs of Tlingit conversations. Listen for understandable words/phrases.

WORKING WITH THE LANGUAGE COMMUNITY

- Let people know what your students are learning each week. Some people will reinforce the students; some will learn from the students.
- Take pictures of the students performing the phrases you're teaching, make captions with the Tlingit phrases, pronunciation, and English. Put them in your newsletter. Make books of the pictures and words. Put the pictures on the classroom wall.

Appendix C: Topics by Level

Animals	1	2	3	4
Classroom	1	2	3	4
Culturally Relevant	1	2	3	4
Food & Beverages	1	2	3	4
Haa Aani (Our Land)	1	2	3	4
Location	1	2	3	4
Plants	1	2	3	4
Self & Family	1	2	3	4
Weather & Seasons	1	2	3	4
Clothing		2	3	4
Adjectives			3	4
Community			3	4
Health			3	4
Home			3	4
Interjections			3	4
Time			3	4
Transportation			3	4
Recreation				4
Technology (Modern & Traditional)				4
Trading & Money				4

Appendix D: Published Resources

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- Story, Constance and Gillian Naish.** *Tlingit Verb Dictionary.* Fairbanks, Alaska: Alaska Native Language Center, 1973.
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