

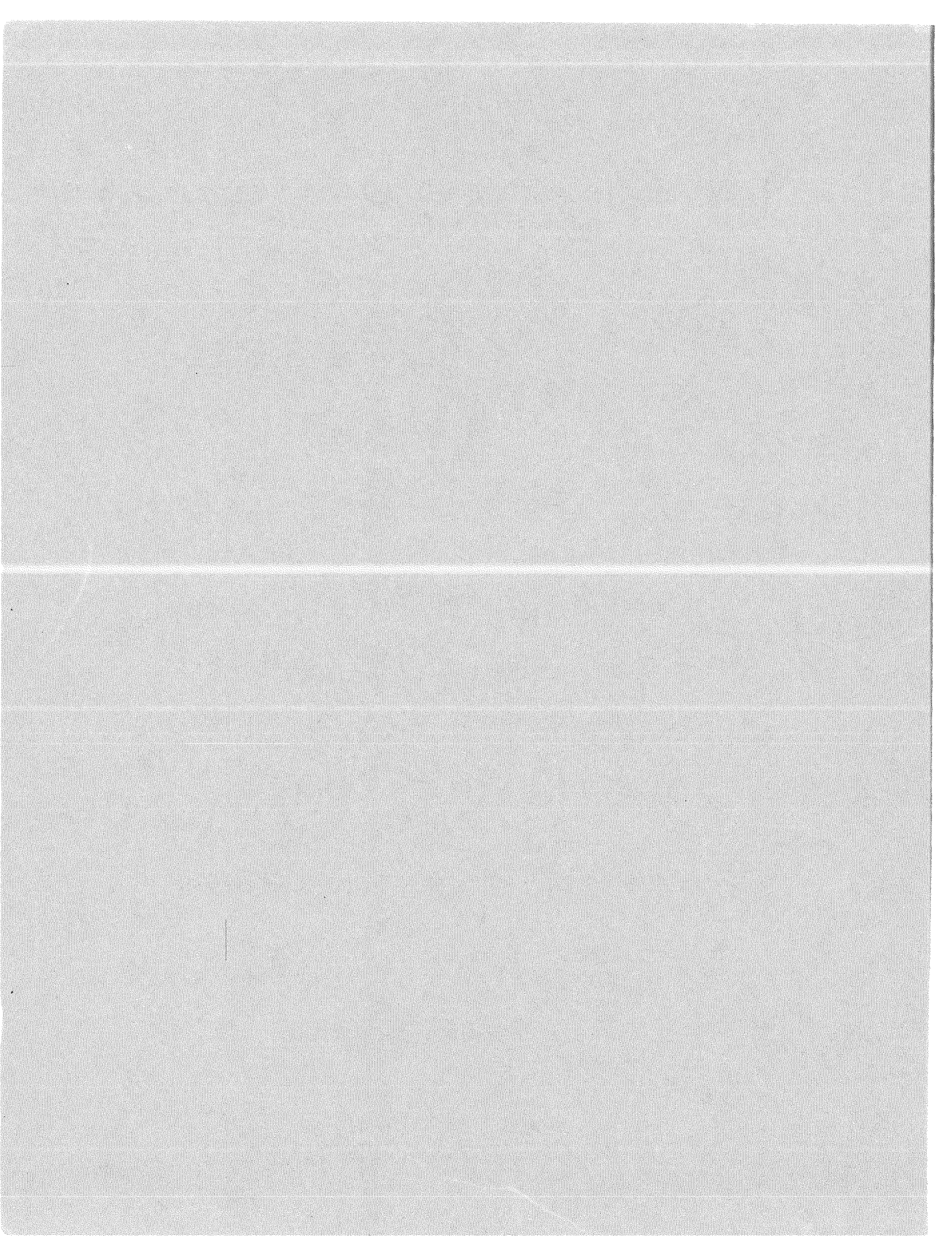
Learning

Gitksan



Book 2

Western Dialect



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Gitksan

Book 2 Western Dialect

by **Vickie Jensen & J.V. Powell**

Solomon Marsden, Gitksan Language Editor

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Pansy Marsden, consultant

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Kitwancool, Kitsegukla, and Kitwanga Indian Bands



Preface

The Western Gitksan Language Project was organized and administered by the Kitwancool Band with support from the band councils and education committees of the Kitsegukla and Kitwanga Bands. Mae Derrick provided persistent energies and direction during the entire project.

The people of Kitwanga, Kitsegukla and Kitwancool supported the research and recording of Gitksan language data by participating in the project. District 88 (Terrace) Schools and the Department of Indian Affairs combined to fund the project, notably through the good offices of Frank Hamilton, District Superintendent of Schools, and Ernie Bergman and Pier di Paolo, DIA education administrators for the Hazelton area. Others including Richard Parker, Herb Fader, and Terry Laughlin assisted in the administration of the project at the early stages.

The cooperation of the teachers and staff of the three community schools is particularly appreciated. Especially helpful were Principal Rob Jefferd, Margaret Ronnberg, Winston Babulal and Carol Ratliffe, and Larry Tate of Kitwancool; Susan Marsden at Kitwanga; and Principal Ben Kawaguchi, Sue Penner and Sally Jones in Kitsegukla.

The Chief Councillors of the three bands and education co-ordinators supported the effort, as well as Debbie Marsden, Glen Williams, and Francis Turner. Particularly important throughout the project were Marg Quock and Linda Mercer for their administrative expertise.

Reverend MacDowall of Kitwanga worked with the project team to create a sense of community backing. His consistent support was important.

Pansy Marsden served as special consultant.

The books were researched, written and edited by Jay Powell, Asst. Prof. of Anthropology, UBC, and Vickie Jensen, Vancouver photographer and curriculum designer. Solomon Marsden served as Gitksan language editor and various others provided language data.

Illustrations by Nola Johnston.

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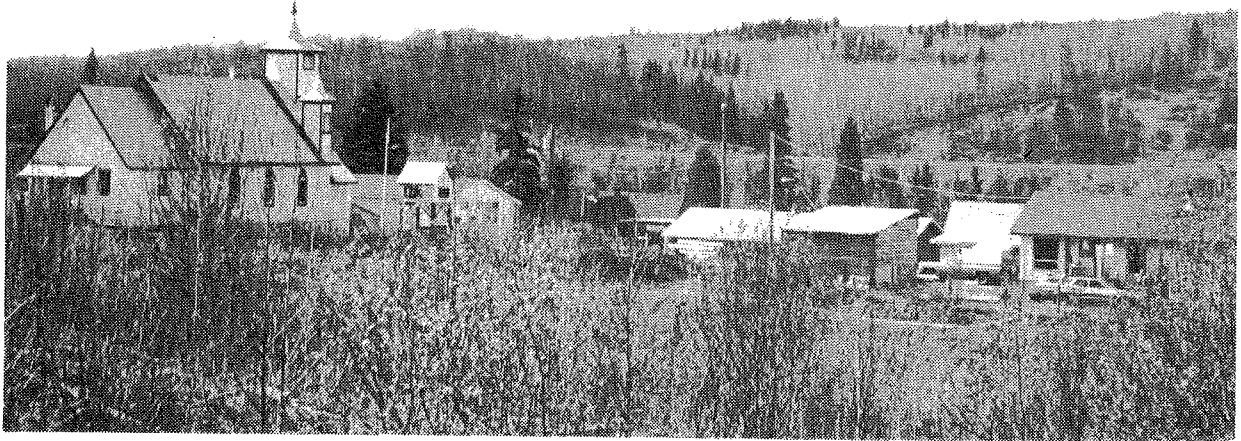
Book 2

This is the second in a series of four Gitksan language books featuring the Western Dialect of that language, as spoken in the villages of Kitwancool, Kitwanga, and Kitsegukla.

Book 1 introduces the way to write and pronounce Gitksan and serves as an illustrated cultural dictionary. A great deal of vocabulary is presented as well as basic grammatical material suitable for anyone starting the study of Gitksan. It is primarily intended for Grades 4, 5, and 6. However, teachers can easily adapt it for higher and lower grades.

After completing Book 1, the other three books in the series may be studied in any order. Book 2 presents the structure of the Gitksan verb or action word. Book 3 is a study of the uses of adjectives in Gitksan and also includes a Gitksan feast text. Book 4 presents the locational system of Gitksan and related action words.

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







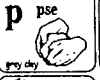














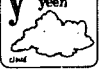


What you should know about Book 2

By now you should already be well aware that these books are written in two Gitksan alphabets as well as English.








NEW ALPHABET *ganaa'w*
 OLD ALPHABET [*g'anàw*]
 ENGLISH *frog*

Kitsegukla and Kitwanga have decided to use the new Gitksan alphabet. Kitwancool is using the old alphabet. Check and see which alphabet your teacher will be using, then review that alphabet sheet below. If you want more information about these two alphabets, go back to Book 1 and read pages 3-22.

WESTERN GITKSAN NEW ALPHABET

aa daala 	b belen 	d d'us 	e se' 	ee nee 
g gyanadan 	gw gwaswooc 	g ganaa'w 	h hawil 	hl hl'igim et 
i sip 	ii 'mii gunt 	j jokw 	k aks 	k' kyep 
kw se'takwan 	kw' kw'weet 	k hanak 	k' k'ankaiwaan 	l lell 
l' li'ligit 	m mimi'uus 	m' mel 	n na'ks 	n' na'k 
o oe 	oo hoohix 	p pse 	p' goop' 	s s'imoogit 
t gvet 	t' rim ges 	ti' flook 	ts teigins 	ts' ts'uuts 
u enuhj 	uu gibuu 	w w'lip 	w' win 	x xbi'l 
xw axw' 	x zadaa 	y yeen 	y' yimks 	an'on 

GITKSAN
 AS SPOKEN IN KITWANCOOL, KITWANGA AND KITSEGUKLA
OLD ALPHABET

ā dāla 	à yā 	b belen 	d d'us 	e gvet 
ē nē 	è sē 	g gudets 	g' g'an 	h hanak 
i sip 	ii 'mii gunt 	i ni 	k aks 	k' k'bil 
k k'at 	k' ak 	l lell 	l' l'igim et 	m mimi'uus 
n na'ks 	o oe 	ō hoohix 	ò miso 	p pse 
qu aqut 	s s'imoogit 	t t'ihust 	u enu'l 	ū gibū 
ù nū 	w w'lip 	y yeen 	z z'akqu 	z' zim 

The writing system follows that used by the Rev. A.E. Peas in early Gitksan Scriptures translations.
 © 1978 International Christian Mission Society, Kitwancool, B.C.

Action Words

In Book 1 you learned about the sounds in Gitksan; some of them are like the ones you use in speaking English and some of them are quite different! You also studied some basic Gitksan grammar as well as lots of Gitksan vocabulary.

In Book 2, we are going to concentrate on ACTION WORDS (verbs) and how they combine with other sentence parts.

An ACTION WORD is a word that means *being* or *doing*.

Examples of *being* action words:

I was sick. You are a Gitksan.
Spot is my dog. He will be glad.

Examples of *doing* action words:

Susan helps me. The man wants it.
We tried some. They played today.

Examples of both *being* and *doing* action words:

Fred is helping his father.
They are walking together.
Being action words = is, are
Doing action words = helping, walking



Now let's see if you can pick out the action words in these sentences. Underline them or give your answers out loud. Pay attention! Some of these sentences have both a *being* and *doing* action word. Some sentences may have more than one action word.

1. Alfred went to the dance with Tracy.
2. Those kids are playing very hard.
3. I know Harold's mom and I like her a lot.
4. Patsy and Dave were sick all last week.
5. My dog Riff jumps high and runs fast.

Answers: 1. went, 2. are playing, 3. know, like, 4. were, 5. jumps, runs

Yukwhl gun?

This first question pattern has both a *being* and *doing* action word.

QUESTION PATTERN:

Yukwhl gun?

[Yukw 'l gun?]

What are you doing?

"Yukwhl" is the part of the sentence that means something is going on right now. It's a *being* action word (for example, "What are you doing?" or "I am working"). Sometimes we call *being* words "helping words" in English.

Now let's learn some answer patterns for this question.

ANSWER PATTERN 1:

Yukwhl ma'os'y.

[Yukw 'l màosì.]

I am playing.

ANSWER PATTERN 2:

Yukwhl hahle'lst'y.

[Yukw 'l ha 'lèlstì.]

I am working.

Listen carefully as your teacher pronounces each of these three patterns. Repeat them out loud exactly as she said them. Sometimes you really have to work to get your ears and tongue trained for Gitksan.

The best way to learn a language is to say the new words and patterns over and over, day after day. You won't be able to remember the words if you just study a lesson for one day. So what you will want to do is first memorize the new words and patterns. Then in the next few days, review these words and patterns in class. Finally, practice using them outside of class.



In order to learn this question and the answers, your teacher will ask each person in the class "Yukwhl gun?" Each member of the class should answer in Gitksan that they are working or playing.

Teacher: Yukwhl gun?
 [Yukw 'l gun?]
What are you doing?

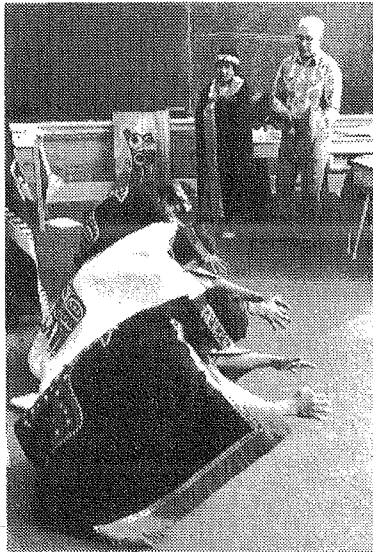
Student: Yukwhl ma'os'y.
 [Yukw 'l màosì.]
I am playing.

or
 Yukwhl hahle'lst'y.
 [Yukw 'l ha 'lèlstì.]
I am working.

he/she, you guys, they

When you want to ask about other people, you have to make some small but important changes in the action word. Listen to them carefully as your teacher pronounces them.

Yukwhl gun? → Yukwhl gudist?
[Yukw'1 gun?] [Yukw'1 gudist?]
What are you doing? → What is he doing?



Yukwhl gusi'm?
[Yukw'1 gusi'm?]
What are all of you doing?

Yukwhl gudiit?
[Yukw'1 gudiit?]
What are they doing?

Say each one of these in Gitksan and tell what it means.

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. Yukwhl gun?
[Yukw'1 gun?] | 4. Yukwhl gudiit?
[Yukw'1 gudiit?] | 7. Yukwhl gusi'm?
[Yukw'1 gusi'm?] |
| 2. Yukwhl gudiit?
[Yukw'1 gudiit?] | 5. Yukwhl gudist?
[Yukw'1 gudist?] | 8. Yukwhl gudiit?
[Yukw'1 gudiit?] |
| 3. Yukwhl gusi'm?
[Yukw'1 gusi'm?] | 6. Yukwhl gun?
[Yukw'1 gun?] | 9. Yukwhl gudist?
[Yukw'1 gudist?] |

Now do just the opposite. Read the English and translate it into Gitksan. Give your answers out loud. Make sure you are saying the new endings correctly. Now's the time to learn how to pronounce them right because you will be using these endings in almost every lesson.

1. *What is she doing?* _____
2. *What is he doing?* _____
3. *What are you doing?* _____
4. *What are all of you doing?* _____
5. *What are they doing?* _____
6. *What is he doing?* _____
7. *What are all of you doing?* _____
8. *What are they doing?* _____
9. *What are you doing?* _____
10. *What is she doing?* _____



Set B endings

Now let's study how to make different PRONOUN subjects. You already know how to say "I am working" or "I am playing". By adding different Set B endings, you can say "You are working", "She is working", "We are playing", "They are playing", etc.

SET B

-'y [-ì]	I	-'m [-m]	we
-n [-n]	you	-si'm [-sìm]	you guys
-t [-t]	he/she	-diit [-dīt]	they

Memorize these Set B endings and then study how they are used with the two action words "work" and "play".

<i>I am working</i>	Yukwhl hahle'lst'y	[Yukw 'l ha 'lèlstì]
<i>You are working</i>	Yukwhl hahle'lstn	[Yukw 'l ha 'lèlstn]
<i>He/she is working</i>	Yukwhl hahle'lsit	[Yukw 'l ha 'lèlsit]
<i>We are working</i>	Yukwhl hahle'lst'm	[Yukw 'l ha 'lèlstm]
<i>You guys are working</i>	Yukwhl hahle'lsisi'm	[Yukw 'l ha 'lèlsisìm]
<i>They are working</i>	Yukwhl hahle'lsdiit	[Yukw 'l ha 'lèlsdīt]

<i>I am playing</i>	Yukwhl ma'os'y	[Yukw 'l màosì]
<i>You are playing</i>	Yukwhl ma'osn	[Yukw 'l màosn]
<i>He/she is playing</i>	Yukwhl ma'ost	[Yukw 'l màost]
<i>We are playing</i>	Yukwhl mas'os'm	[Yukw 'l masosm]
<i>You guys are playing</i>	Yukwhl mas'osisi'm	[Yukw 'l masosisìm]
<i>They are playing</i>	Yukwhl mas'osdiit	[Yukw 'l masosdīt]

Look carefully at these action word patterns again. Do you see that if you take off the Set B endings you have a BASE FORM of the action word? This BASE FORM is the part of the action word that you add the endings to.



Some Gitksan action words have the same BASE FORM for both singular (-'y, -n, and -t) endings and plural (-'m, -si'm, and -diit) endings. Do you see that "hahle'ls" is one of those action words?

Other Gitksan action words such as "ma'os" have different singular and plural base forms. Look carefully at this example:

• SINGULAR ENDINGS: Yukwhl ma'os + -'y, -n, -t

PLURAL ENDINGS: Yukwhl mas'os + -'m, -si'm, -diit

Do you see the difference between "ma'os" and "mas'os"?

Learning these two sets of action words might not seem very exciting, but if you memorize them now, you will be surprised at how much easier and faster you will pick up other Gitksan action words. You should learn them so well that you can say the six forms of each action word as fast as you can count.



Let's get some practice with these patterns and the Set B endings by translating into Gitksan. Give your answers out loud.

1. *What are you doing?*

I am playing.

2. *What is she doing?*

She is working.

3. *What are you guys doing?*

We are working.

4. *What are they doing?*

They are playing.

5. *You are playing.*

You guys are playing.

6. *What are they doing?*

They are working.

7. *What are you guys doing?*

We are playing.

8. *What are you doing?*

I am working.

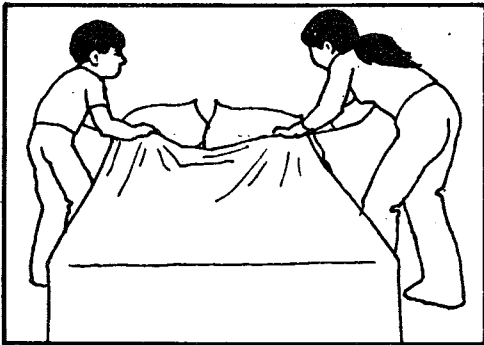
9. *What is he doing?*

He is playing.

10. *You are working.*

You guys are working.

Look at each of the pictures and read the Gitksan question and answer out loud. Then translate them into English.

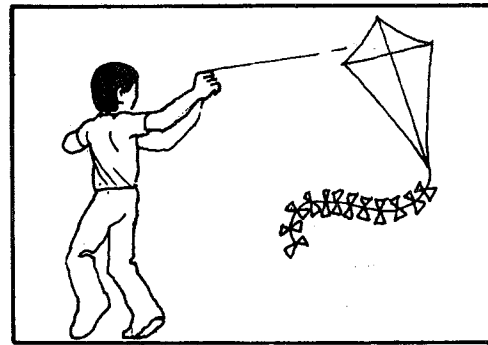


Yukwhl gudiit?

[Yukw 'l gudīit?]

Yukwhl hahle'lsdiit.

[Yukw 'l ha 'lèlsdīt.]



Yukwhl gudist?

[Yukw 'l gudist?]

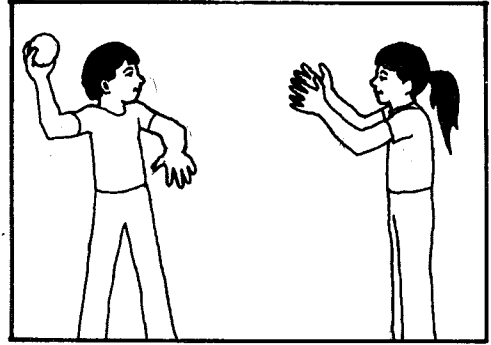
Yukwhl ma'ost.

[Yukw 'l màost.]



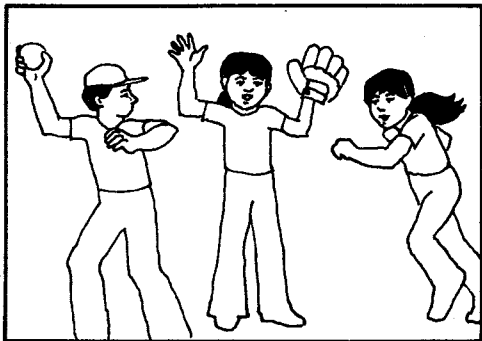
Yukwhl gun?
[Yukw 'l gun?]

Yukwhl hahle'lst'y.
[Yukw 'l ha 'lèlstì.]



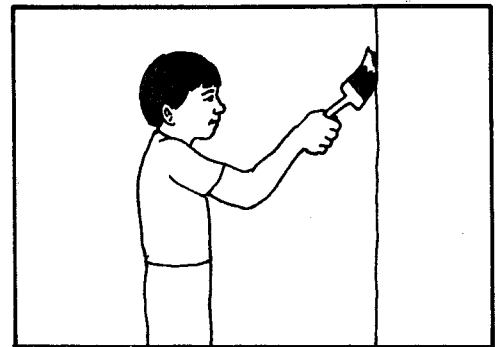
Yukwhl gusi'm?
[Yukw 'l gusi'm?]

Yukwhl mas'os'm.
[Yukw 'l masosm.]



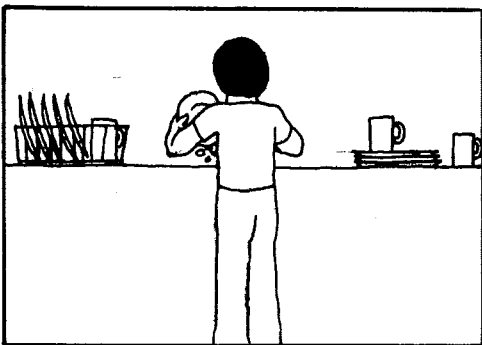
Yukwhl gudiit?
[Yukw 'l gudìt?]

Yukwhl mas'osdiit.
[Yukw 'l masosdìt.]



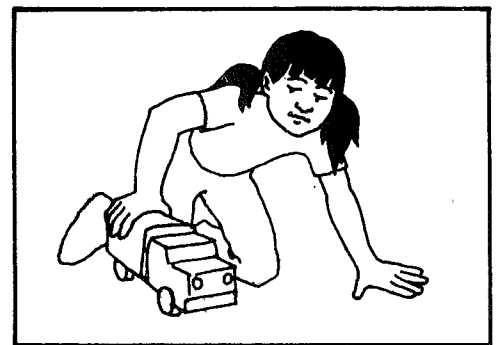
Yukwhl gun?
[Yukw 'l gun?]

Yukwhl hahle'lst'y.
[Yukw 'l ha 'lèlstì.]



Yukwhl gudist?
[Yukw 'l gudist?]

Yukwhl hahle'lsit.
[Yukw 'l ha 'lèlsit.]



Yukwhl gudist?
[Yukw 'l gudist?]

Yukwhl ma'ost.
[Yukw 'l màost.]

I work, I worked

By now you should be pretty familiar with all the *yukwhl* forms. So it will be easy for you to learn how to say *I work*, *You work*, etc. All you have to do is drop the *yukwhl*.

Look at the difference between these Gitksan sentences. Then memorize the new action word patterns after your teacher pronounces them out loud.

Yukwhl hahle'1st'y.	—————→	Hahle'1st'y.
[Yukw'1 ha'lèlsthì.]		[Ha'lèlsthì.]
<i>I am working.</i>		<i>I work or I worked.</i>

Yukwhl ma'osn.	—————→	Ma'osn.
[Yukw'1 màosn.]		[Màosn.]
<i>I am playing.</i>		<i>I play or I played.</i>

NOTE: It's not very often you would ever hear someone say "Ma'osn" in spoken Gitksan. The same is true of English--it would sound sort of strange if someone walked up to you and said "*I play*." We are used to hearing more complicated sentences. But when you are setting out to learn a language, it's easier to start simple and work up to complex sentences. So right now, we will study some things that may sound "funny". But that will change when you learn to add other sentence parts.



<i>I work, I worked</i>	hahle'lst'y	[ha' lèl stì]
<i>You work, you worked</i>	hahle'lstn	[ha' lèl stn]
<i>He/she works, he/she worked</i>	hahle'lsit	[ha' lèl sit]
<i>We work, we worked</i>	hahle'lst'm	[ha' lèl stm]
<i>You guys work, you guys worked</i>	hahle'lsisi'm	[ha' lèl sisim]
<i>They work, they worked</i>	hahle'lsdiit	[ha' lèl sdīt]

<i>I play, I played</i>	ma'os'y	[màosì]
<i>You play, you played</i>	ma'osn	[màosn]
<i>He/she plays, he/she played</i>	ma'ost	[màost]
<i>We play, we played</i>	mas'os'm	[masosm]
<i>You guys play, you guys played</i>	mas'osisi'm	[masosisim]
<i>They play, they played</i>	mas'osdiit	[masosdīt]

Practice these action word patterns by translating the following English sentences into Gitksan. Give your answers out loud.

- | | |
|----------------------------|-----------------------------|
| 1. <i>She plays.</i> | 9. <i>We worked.</i> |
| 2. <i>You guys played.</i> | 10. <i>They work.</i> |
| 3. <i>You played.</i> | 11. <i>You guys worked.</i> |
| 4. <i>They play.</i> | 12. <i>You guys work.</i> |
| 5. <i>We played.</i> | 13. <i>You work.</i> |
| 6. <i>I play.</i> | 14. <i>I worked.</i> |
| 7. <i>He played.</i> | 15. <i>She works.</i> |
| 8. <i>I played.</i> | 16. <i>He worked.</i> |

Set A and Set B

There are actually two ways to say "I work", "you work", etc.

Hahle'st'y. OR
 [Ha 'lèstì.]
I work or I worked.

Hahle'lst 'ni'y.
 [Ha 'lèlst nì.]
I work or I worked.

Hahle'lstn. OR
 [Ha 'lèlstn.]
You work or you worked.

Hahle'lst 'niin.
 [Ha 'lèlst nīn.]
YOU work or YOU worked.

The first way of saying "I work", "you work", etc. uses the Set B endings that you have already studied. These pronoun subjects attach on to the base form of the action word.

SET B

- 'y [-ì] I	- 'm [-m] we
- n [-n] you	- si'm [-sīm] you guys
- t [-t] he/she	- diit [-dīt] they

The second way uses the action word plus a separate set of mini-words to make the pronoun subject of a sentence. If you look closely at these Set A mini-words, you will see that they shouldn't be so hard to learn because they are very much like the Set B endings you already know.

SET A

'ni'y [nì] I	'nuu'm [nùm] we
'niin [nīn] you	'nisi'm [nisīm] you guys
'nit [nit] he/she	'nidiit [nidīt] they

You will be using these Set A mini-words a lot, so memorize them now by saying them over and over.

Let's use these new Set A mini-words to make an action word pattern. Write in the mini-words and then pronounce the whole sentence out loud. The first one is already done.

Hahle'1st 'ni'y .

[Ha'lè1st nì .]

I work, I worked.

Hahle'1st _____ .

[Ha'lè1st _____ .]

We work, we worked.

Hahle'1st _____ .

[Ha'lè1st _____ .]

You work, you worked.

Hahle'1st _____ .

[Ha'lè1st _____ .]

You guys work, you guys worked

Hahle'1st _____ .

[Ha'lè1st _____ .]

He/she works, he/she worked

Hahle'1st _____ .

[Ha'lè1st _____ .]

They work, they worked.

Ma'os _____ .

[Màos _____ .]

I play, I played.

Mas'os _____ .

[Masos _____ .]

We play, we played.

Ma'os _____ .

[Màos _____ .]

You play, you played.

Mas'os _____ .

[Masos _____ .]

You guys play, you guys played.

Ma'os _____ .

[Màos _____ .]

He/she plays, he/she played.

Mas'os _____ .

[Masos _____ .]

They play, they played.

Although both the Set A and Set B endings translate as "I work" or "I worked", there IS a difference. If you use the Set A mini-words instead of the Set B endings to show I, you, he/she, etc., it means that you are emphasizing the subject. For example:

Hahle'1st 'nuu'm.

[Ha 'lè1st nùm.]

WE worked.

Hahle'1st'm.

[Ha 'lè1stm.]

We worked.

Since the pronoun subject is emphasized, we write it in capital letters and underline it in English.

Look at these English sentences and decide how to translate them into Gitksan. Pay special attention to whether or not the subject is being emphasized. That's your clue to use either the Set A mini-words or Set B endings.

- | | |
|--------------------------------|---------------------------------|
| 1. He works. _____ | 11. <u>YOU</u> play. _____ |
| 2. <u>HE</u> works. _____ | 12. You play. _____ |
| 3. <u>WE</u> played. _____ | 13. You guys work. _____ |
| 4. We played. _____ | 14. <u>YOU GUYS</u> work. _____ |
| 5. <u>THEY</u> work. _____ | 15. She worked. _____ |
| 6. They work. _____ | 16. <u>SHE</u> worked. _____ |
| 7. You guys play. _____ | 17. I played. _____ |
| 8. <u>YOU GUYS</u> play. _____ | 18. <u>I</u> played. _____ |
| 9. I worked. _____ | 19. <u>WE</u> worked. _____ |
| 10. <u>I</u> worked. _____ | 20. We worked. _____ |



Read each of these sentences out loud in Gitksan, then tell what it means in English. Be sure to say whether or not the subject is emphasized.

- | | |
|---|--|
| 1. Hahle'lst 'niin.
[Ha 'lèlst nīn.] | 6. Mas'os 'nuu'm.
[Masos nùm.] |
| 2. Ma'os 'ni'y.
[Màos nì.] | 7. Hahle'lst 'nit.
[Ha 'lèlst nit.] |
| 3. Hahle'lst'm.
[Ha 'lèlstm.] | 8. Hahle'lsit.
[Ha 'lèlsit.] |
| 4. Hahle'lst 'nidiit.
[Ha 'lèlst nidīt.] | 9. Ma'osn.
[Màosn.] |
| 5. Mas'osisi'm.
[Masosisìm.] | 10. Mas'os 'nisi'm.
[Masos nisìm.] |

Tense

TENSE refers to the time an action happened. In this book you will study three Gitksan tenses: PROGRESSIVE TENSE (with "-ing"), PRESENT/PAST TENSE, and FUTURE TENSE.

PROGRESSIVE TENSE	Yukwhl ma'os'y. [Yukw'1 màosi.]	means "I am <u>playing</u> RIGHT NOW"
PRESENT/PAST TENSE	Ma'os'y. or Ma'os 'ni'y. [Màosi.] [Màos nì.]	means "I play" or "I played ALREADY"
FUTURE TENSE	Dim ma'os 'ni'y. [Dim màos nì.]	means "I WILL play" in the future

If you look at English sentences, you will notice that the TENSE changes when you add certain words or word-parts to the sentence. For example:

I am working. I worked. I will work.

The same thing happens in Gitksan sentences. Adding certain words changes the tense. "Yukwhl" is one of those tense-words that you have already studied. "Dim" is a new tense-word for you to learn in this lesson.

YUKWHL AND DIM

Yukwhl [yukw'ɫ] and *dim* [dim] are the important tense words in Gitksan. *Yukwhl* means "doing it right now" and *dim* means "doing it in the future".

I am working.

Yukwhl hahle'lst'y.
[Yukw'1 ha'lèlstì.]

I work or I worked.

Hahle'lst 'ni'y. OR Hahle'lst'y.
[Ha'lèlst nì.] [Ha'lèlstì.]

I will work.

Dim hahle'lst 'ni'y.
[Dim ha'lèlst nì.]



Let's practice these different tenses by reading the English sentences and translating them into Gitksan. If you need help remembering the "dim" pattern, just look at the example below.

PATTERN: Dim ma'os 'ni'y. Dim hahle'lst 'ni'y.
 [Dim màos nì.] [Dim ha 'lèlst nì.]
 I will play. *I will work.*

1. *We will work.*

2. *We are working.*

3. WE worked.

4. *We worked.*

5. *They are playing.*

6. *They will play.*

7. *They played.*

8. THEY played.

9. *You are working.* _____
10. *You will work.* _____
11. *YOU work.* _____
12. *You work.* _____
13. *You guys will play.* _____
14. *YOU guys played.* _____
15. *You guys played.* _____
16. *You guys are playing.* _____
17. *She worked.* _____
18. *She is working.* _____
19. *SHE worked.* _____
20. *She will work.* _____
21. *I will play.* _____
22. *I play.* _____
23. *I play.* _____
24. *I am playing.* _____
25. *HE played.* _____
26. *He will play.* _____

If you want to tell exactly when you did something or will do it, you can add words like "yesterday" or "tomorrow" to the sentences. For example:

Hahle'lst 'ni'y k'yoots.

[Ha'lèlst nì kyōts.]

I worked yesterday.

Ma'os 'nit k'yoots.

[Màos nit kyōts.]

He played yesterday.

Dim hahle'lst 'ni'y t'ahlakw.

[Dim ha'lèlst nì ta'lakw.]

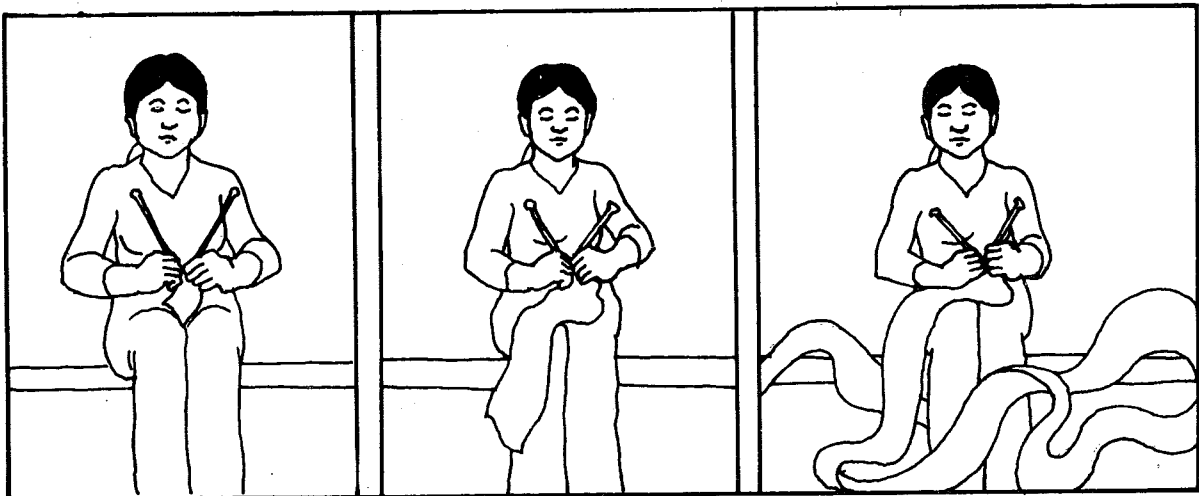
I will work tomorrow.

Dim ma'os 'nit t'ahlakw.

[Dim màos nit ta'lakw.]

He will play tomorrow.

k'yoots	gyuu'n	t'ahlakw
[kyōts]	[gyùn]	[ta'lakw]
<i>yesterday</i>	<i>now</i>	<i>tomorrow</i>



Hahle'lst 'nit k'yoots.

[Ha'lèlst nit kyōts.]

Yukwhl hahle'lsit gyuu'n.

[Yukw'1 ha'lèlsit gyùn.]

Dim hahle'lst 'nit t'ahlakw.

[Dim ha'lèlst nit ta'lakw.]



Practice these tense changes by first reading the sentences out loud in Gitksan. Then give their English meanings.

1. Yukwhl hahle'lst'm.
[Yukw'1 ha'lèlstm.]

2. Hahle'lst 'nuu'm.
[Ha'lèlst nùm.]

3. Hahle'lst 'nuu'm k'yoots.
[Ha'lèlst nùm kyōts.]

4. Dim hahle'lst 'nuu'm.
[Dim ha'lèlst nùm.]

5. Dim hahle'lst 'nuu'm t'ahlakw.
[Dim ha'lèlst nùm ta'lakw.]

6. Yukwhl mas'osdiit. _____
 [Yukw 'l masosdīt.]
7. Yukwhl mas'osdiit gyuu'n. _____
 [Yukw 'l masosdīt gyūn.]
8. Mas'os 'nidiit. _____
 [Masos nidīt.]
9. Mas'os 'nidiit k'yoots. _____
 [Masos nidīt kyōts.]
10. Dim mas'os 'nidiit. _____
 [Dim masos nidīt.]
11. Dim mas'os 'nidiit t'ahlakw. _____
 [Dim masos nidīt ta 'lakw.]
12. Yukwhl hahle'lstn. _____
 [Yukw 'l ha 'lèlstn.]
13. Yukwhl hahle'lsisi'm. _____
 [Yukw 'l ha 'lèlsisim.]

NOW READ THE ENGLISH AND TRANSLATE IT INTO GITKSAN.

- | | |
|-----------------------------------|---------------------------------------|
| 14. <i>I will work.</i> | 21. <i>We are playing.</i> |
| 15. <i>She will work.</i> | 22. <i>We are playing now.</i> |
| 16. <i>He will work tomorrow.</i> | 23. <i>You guys played.</i> |
| 17. <i>They work.</i> | 24. <i>You guys played yesterday.</i> |
| 18. <i>They are working now.</i> | 25. <i>I will play.</i> |
| 19. <i>They worked yesterday.</i> | 26. <i>I will play tomorrow.</i> |
| 20. <i>We will work tomorrow.</i> | 27. <i>He will play tomorrow.</i> |

Adding Names

If you want to use a person's name as the subject of a sentence with "hahle'ls" or "ma'os", use this pattern:

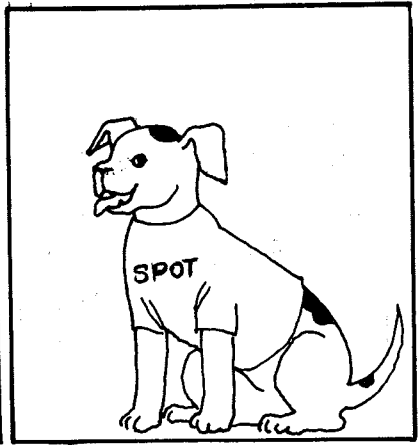
Ma'ost. →	Ma'ost Fred.
[Màost.]	[Màost Fred.]
<i>He plays.</i>	<i>Fred plays.</i>
Hahle'lsit. →	Hahle'lst Mary.
[Ha 'lèlsit.]	[Ha 'lèlst Mary.]
<i>She works.</i>	<i>Mary works.</i>

This pattern also applies when you make sentences with "dim".

Dim hahle'lst 'nit. →	Dim hahle'lst John.
[Dim ha 'lèlst nit.]	[Dim ha 'lèlst John.]
<i>He will work.</i>	<i>John will work.</i>

This pattern does NOT apply, however, when you use "yukwhl". Instead of adding the "-t" to the action word, you add "-s".

Yukwhl hahle'lsit. →	Yukwhl hahle'lsis Alvin.
[Yukw 'l ha 'lèlsit.]	[Yukw 'l ha 'lèlsis Alvin.]
<i>He is working.</i>	<i>Alvin is working.</i>
Yukwhl ma'ost. →	Yukwhl ma'osis Francine.
[Yukw 'l màost.]	[Yukw 'l màosis Francine.]
<i>She is playing.</i>	<i>Francine is playing.</i>



YUKWHL HAHLE'LSIS SUE. YUKWHL MA'OSIS BOB. YUKWHL MA'OSIS SPOT.

Practice these patterns by translating these Gitksan sentences into English. The first two are done for you.

1. Dim ma'ost Lee t'ahlakw. _____
 [Dim màost Lee ta'lakw.]

2. Yukwhl hahle'lsis Pat gyuu'n. _____
 [Yukw'l ha'lèlsis Pat gyùn.]

3. Ma'ost Frank k'yoots. _____
 [Màost Frank kyōts.]

4. Dim hahle'lst Gary t'ahlakw. _____
 [Dim ha'lèlst Gary ta'lakw.]

5. Yukwhl ma'osis Martha. _____
 [Yukw'l màosis Martha.]

6. Hahle'lst Russell k'yoots. _____
 [Ha'lèlst Russell kyōts.]

7. Yukwhl ma'osis Terry gyuu'n. _____
 [Yukw'l màosis Terry gyùn.]

8. Yukwhl hahle'lsis Valerie. _____
 [Yukw'l ha'lèlsis Valerie.]

When you have more than one person's name as the subject of your sentence, use this pattern:

PATTERN: Dim hahle'ls(t) dip Matthew gant Peter.
[Dim ha'lèls(t) dip Matthew gant Peter.]
Both Matthew and Peter will work.

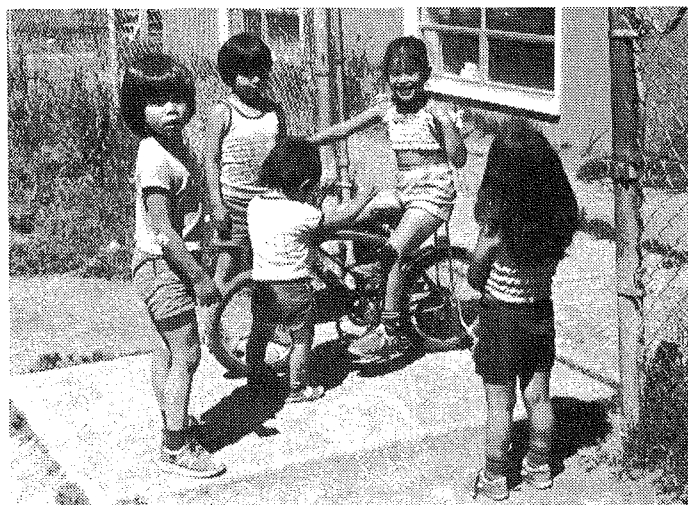
Yukwhl mas'osis dip Ernie gant Suzanne.
[Yukw'l masosis dip Ernie gant Suzanne.]
Both Ernie and Suzanne are playing.

Mas'ost dip Martine gant Rachael k'yoots.
[Masost dip Martine gant Rachael kyōts.]
Both Martine and Rachael played yesterday.

There are two new words to learn in this pattern: "dip" which means "both" and "gant" which means "and". Did you notice the plural base form "mas'os" was used since there was a plural subject? Note also in the first example that the "-t" after "hahle'ls-" is in parenthesis. The reason is that before "dip" you can't really hear the "-t". It's there, but not pronounced separately.

Now you try out this new pattern. Translate these English sentences into Gitksan. Give your answers out loud.

1. Yukwhl hahle'lsis dip Jeff gant Emma.
[Yukw'l ha'lèlsis dip Jeff gant Emma.]
2. Dim mas'ost dip Helen gant Lorraine t'ahlakw.
[Dim masost dip Helen gant Lorraine ta'lakw.]
3. Dim hahle'ls(t) dip Joy gant George.
[Dim ha'lèls(t) dip Joy gant George.]
4. Mas'ost dip Percy gant Simon.
[Masost dip Percy gant Simon.]



Now do just the opposite. Read the English sentences and translate them into Gitksan. Review the patterns if you need to.

1. *She played. Sue played.*
2. *They played. Both Freddy and Arnold played.*
3. *He will work. Tony will work. Tony will work tomorrow.*
4. *She is playing. Barbara is playing.*
5. *They will work. Both Darryl and Chuck will work.*
6. *He worked yesterday. Mel Brown worked yesterday.*
7. *They will play tomorrow. Both Dale and Lee will play tomorrow.*
8. *They are playing now. Both Dale and Lee are playing now.*
9. *He worked. Michael worked. Michael worked yesterday.*
10. *They worked. Both Mrs. Wilson and Mrs. Prosper worked.*
11. *She will play. Ruth will play. Ruth will play tomorrow.*
12. *He is working now. Frank is working now.*
13. *She will work tomorrow. Monica will work tomorrow.*
14. *He plays. Sam plays.*
15. *They play. Both Irene and Robert play.*
16. *They are working now. Both Herb and Ray are working now.*

Nouns as Subjects

So far you have learned to make sentences with PRONOUN subjects (*I, you, he/she, we, etc.*) and with PROPER NAME subjects.

Now, let's learn the patterns used with a NOUN subject. A noun is simply a person or thing as you will see in these examples:

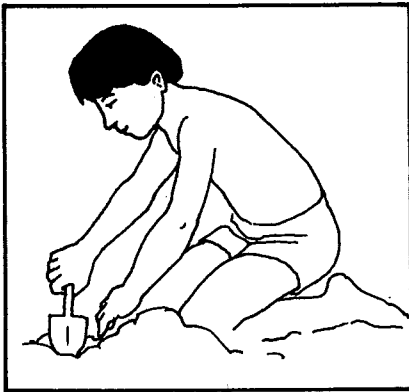
PRONOUN SUBJECT:	Hahle'lsit. [Ha 'lèlsit.]	<i>He works.</i>
NAME SUBJECT:	Hahle'lst Randy. [Ha 'lèlst Randy.]	<i>Randy works.</i>
NOUN SUBJECT:	Hahle'lsit gyet. [Ha 'lèlsit gyet.]	<i>The man works.</i>
	<i>or</i> Hahle'lsithl gyet. [Hahlèlsit 'l gyet.]	<i>The man works.</i>

Here are the patterns for these three kinds of subjects when you're using "dim".

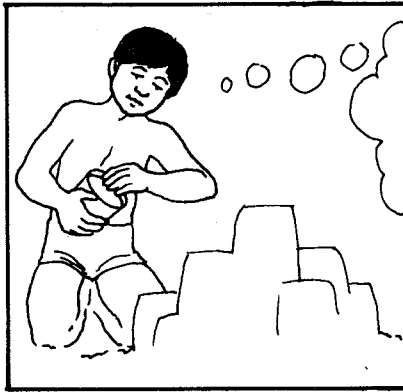
PRONOUN SUBJECT:	Dim hahle'lst 'nit. [Dim ha 'lèlst nit.]	<i>She will work.</i>
NAME SUBJECT:	Dim hahle'lst Betty. [Dim ha 'lèlst Betty.]	<i>Betty will work.</i>
NOUN SUBJECT:	Dim hahle'lst ^h l hanak. [Dim ha 'lèlst 'l hanak'.]	<i>The woman will work.</i>

And here are the forms for "yukwhl".

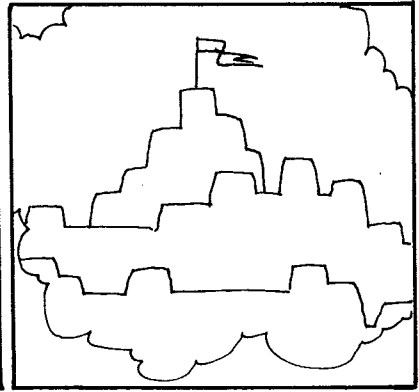
PRONOUN SUBJECT:	Yukwhl hahle'lsit. [Yukw '1 ha 'lèlsit.]	<i>He/she is working.</i>
NAME SUBJECT:	Yukwhl hahle'lsis Pat. [Yukw '1 ha 'lèlsis Pat.]	<i>Pat is working.</i>
NOUN SUBJECT:	Yukwhl hahle'lsihl gyet. [Yukw '1 ha 'lèlsi '1 gyet.]	<i>The man is working.</i>



MA'OS 'NI'Y
K'YOOTs.



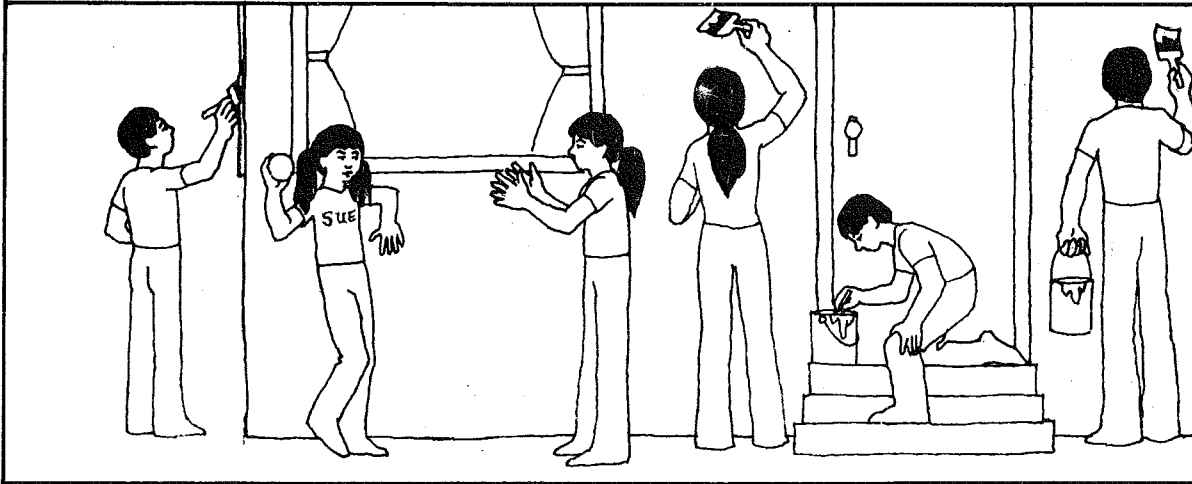
YUKWHL MA'OS'Y
GYUU'N.



DIM MA'OS'Y
T' AHLAKW.

Here are the noun subject patterns for "ma'os". Memorize these patterns. An easy way to do that is to practice them substituting different nouns as subjects.

NOUN SUBJECT:	Ma'ost gyet. OR Ma'osthl gyet. [Màost gyet.] [Màost '1 gyet.]	<i>The man plays/ The man played.</i>
NOUN SUBJECT:	Dim ma'osthl gyet. [Dim màos '1 gyet.]	<i>The man will play.</i>
NOUN SUBJECT:	Yukwhl ma'osihl gyet. [Yukw '1 màosi '1 gyet.]	<i>The man is playing.</i>



Yukwhl gudiit?
 [Yukw 'l gudīit?]

Yukwhl hahle'lsihl tk'ihlxwm gyet.
 [Yukw 'l ha 'lèlsi 'l tki 'lqum gyet.]

Yukwhl mas'osis dip Sue gant Emily.
 [Yukw 'l masosis dip Sue gant Emily.]

Yukwhl hahle'lsdiit.
 [Yukw 'l ha 'lèlsdīt.]

Here's a fun way to review all the ways to make sentence subjects. Read the English, then translate into Gitksan and give your answer out loud. Finally, write it in your book.

1. *He will work tomorrow.* _____
2. *Jeff will work tomorrow.* _____
3. *The chief will work tomorrow.* _____
4. *She worked yesterday.* _____
5. *Florence worked yesterday.* _____
6. *The elderly woman worked yesterday.* _____

7. *They will play tomorrow.* _____
8. *Both Tracy and Marilyn will play tomorrow.*

9. *That woman will play tomorrow.*

10. *They are playing now.* _____
11. *Both Joe and Fred are playing now.*

12. *Karen is playing now.*

13. *She is playing now.* _____
14. *The Indian is playing now.*

15. *He worked yesterday.* _____
16. *Nathan worked yesterday.* _____
17. *The teenager worked yesterday.*

18. *They are working now.* _____
19. *Both Fred and Joe are working now.*

20. *He is working now.* _____
21. *The Whiteman is working now.*

22. *Francis is working now.* _____

More Patterns

Do you remember the "What are you doing?" patterns?

Yukwhl gun?	<i>What are you doing?</i>
[Yukw 'l gun?]	
Yukwhl gudist?	<i>What is he/she doing?</i>
[Yukw 'l gudist?]	
Yukwhl gusi'm?	<i>What are you guys doing?</i>
[Yukw 'l gusim?]	
Yukwhl gudiiit?	<i>What are they doing?</i>
[Yukw 'l gudit?]	

Here are the two other questions that you need to complete this set:

Yukwhl gus Jack?	<i>What is Jack doing?</i>
[Yukw 'l gus Jack?]	
Yukwhl guhl gyet?	<i>What is the man doing?</i>
[Yukw 'l gu 'l gyet?]	



Here's an exercise so you can review all the questions and answers you've learned to make. Read the Gitksan out loud first. Then translate into English.

1. Yukwhl gusi'm? _____
[Yukw '1 gusim?]

Yukwhl hahle'lst'm. _____
[Yukw '1 ha 'lèlstm.]

2. Yukwhl gus Linda? _____
[Yukw '1 gus Linda?]

Yukwhl ma'osis Linda. _____
[Yukw '1 màosis Linda.]

3. Yukwhl guhl t'axoo'odm gyet? _____
[Yukw '1 gu '1 takòodim gyet?]

Yukwhl hahle'lsit. _____
[Yukw '1 ha 'lèlsit.]

4. Yukwhl gudiit? _____
[Yukw '1 gudīt?]

Yukwhl hahle'lsdiit. _____
[Yukw '1 ha 'lèlsdīt.]

5. Yukwhl guhl si'moogit? _____
[Yukw '1 gu '1 sìmōgit?]

Yukwhl hahle'lsihl si'moogit. _____
[Yukw '1 ha 'lèlsi '1 sìmōgit.]

6. Yukwhl gus Thomas? _____
[Yukw '1 gus Thomas?]

Yukwhl ma'osis Thomas. _____
[Yukw '1 màosis Thomas.]

Read these mini-conversations out loud in Gitksan. Then translate them into English. Practice them over and over with a partner until you know them so well you hardly have to use your book.

1. Yukwhl hahle'lst'm.
[Yukw 'l ha 'lèlstm.]

Yukwhl gusi'm?
[Yukw 'l gusìm?]

Yukwhl hahle'lst'y.
[Yukw 'l ha 'lèlstì.]

Yukwhl ma'osis Cynthia.
[Yukw 'l màosis Cynthia.]

2. Yukwhl gun?
[Yukw 'l gun?]

Yukwhl ma'os'y.
[Yukw 'l màosì.]

Yukwhl gus Freddy?
[Yukw 'l gus Freddy?]

Yukwhl ma'osis Freddy.
[Yukw 'l màosis Freddy.]

Yukwhl guhl tk'ihlxwm hanak?
[Yukw 'l gu 'l tki 'lqum hanak?]

Yukwhl hahle'lsi hl tk'ihlxwm hanak.
[Yukw 'l ha 'lèlsi 'l tki 'lqum hanak'.]

3. Yukwhl gusi'm?
[Yukw '1 gusim?]

Yukwhl ma'os'y.
[Yukw '1 màosi.]

Yukwhl hahle'lsis dip Ralph gant Bobby.
[Yukw '1 ha 'lèlsis dip Ralph gant Bobby.]

Yukwhl mas'osis dip Mary gant Marilyn.
[Yukw '1 masosis dip Mary gant Marilyn.]

Yukwhl gusi'm?
[Yukw '1 gusim?]

Yukwhl mas'os'm gyuu'n.
[Yukw '1 masosm gyùn.]



Yukwhl gudiit?
[Yukw '1 gudīt?]

Yukwhl mas'osdiit.
[Yukw '1 masosdīt.]



What you should know by now.

There are several sections in your book called WHAT YOU SHOULD KNOW BY NOW. When you get to one of these sections, stop and take a close look at all the material listed. Be sure you know all the Gitksan words and patterns before you start on any new ones. If you don't know them all, ask your teacher for help reviewing the ones you can't remember.

Learning a language is like building a house. If you skip a step or do it poorly, you will have trouble later. So study each of these lessons well and you will have a strong, sturdy framework for speaking Gitksan.

NEW VOCABULARY

k'yoots	gyuu'n	t'ahlakw
[kyōts]	[gyūn]	[ta 'lakw]
<i>yesterday</i>	<i>now</i>	<i>tomorrow</i>

NEW PATTERNS

Yukwhl gun? [Yukw 'l gun?] <i>What are you doing?</i>	Yukwhl gudist? [Yukw 'l gudist?] <i>What is he doing?</i>
Yukwhl gusi'm? [Yukw 'l gusi'm?] <i>What are all of you doing?</i>	Yukwhl gudiit? [Yukw 'l gudiit?] <i>What are they doing?</i>
Yukwhl guhl gyet? [Yukw 'l gu 'l gyet?] <i>What is the man doing?</i>	Yukwhl gus Jessie? [Yukw 'l gus Jessie?] <i>What is Jessie doing?</i>

PRONOUN SUBJECTS

SET B

SET A

<i>I work, I worked</i>	hahle'1st'y [ha 'lè1stì]	hahle'1st 'ni'y [ha 'lè1st nì]
<i>you work, you worked</i>	hahle'1stn [ha 'lè1stn]	hahle'1st 'niin [ha 'lè1st nīn]
<i>he/she works, he/she works</i>	hahle'1sit [ha 'lè1sit]	hahle'1st 'nit [ha 'lè1st nit]
<i>we work, we worked</i>	hahle'1st'm [ha 'lè1stm]	hahle'1st 'nuu'm [ha 'lè1st nùm]
<i>you all work, you all worked</i>	hahle'1sisi'm [ha 'lè1sisim]	hahle'1st 'nisi'm [ha 'lè1st nisim]
<i>they work, they worked</i>	hahle'1sdiit [ha 'lè1sdīt]	hahle'1st 'nidiit [ha 'lè1st nidīt]
<i>I play, I played</i>	ma'os'y [màosì]	ma'os 'ni'y [màos nì]
<i>you play, you played</i>	ma'osn [màosn]	ma'os 'niin [màos nīn]
<i>he/she plays, he/she played</i>	ma'ost [màost]	ma'os 'nit [màos nit]
<i>we play, we played</i>	mas'os'm [masosm]	mas'os 'nuu'm [masos nùm]
<i>you all play, you all played</i>	mas'osisi'm [masosisim]	mas'os 'nisi'm [masos nisim]
<i>they play, they played</i>	mas'osdiit [masosdīt]	mas'os 'nidiit [masos nidīt]

Remember you will most often hear the Set B endings used with action words in Gitksan. Set A endings are commonly used with adjectives such as "gwelgwax 'ni'y" [gwelgwak nì] which means "I am thirsty".

TENSE WORDS

Yukwhl [yukw'ɫ] and *dim* [dɪm] are the important tense words in Gitksan. *Yukwhl* means "doing it right now" and *dim* means "doing it in the future".

<i>I am working</i>	<i>Yukwhl hahle'lst'y</i>	<i>Yukwhl ma'os'y</i>
<i>I am playing</i>	[Yukw'ɫ ha'lèlstì]	[Yukw'ɫ màosì]
<i>I work or I worked</i>	<i>Hahle'lst 'ni'y</i>	<i>Ma'os 'ni'y</i>
<i>I play or I played</i>	[Ha'lèlst nì]	[Màos nì]
<i>I will work</i>	<i>Dim hahle'lst 'ni'y</i>	<i>Dim ma'os 'ni'y</i>
<i>I will play</i>	[Dim ha'lèlst nì]	[Dim màos nì]

ADDING WORDS

Add words such as "yesterday", "tomorrow", and "now" to these sentences to tell exactly WHEN something happens.

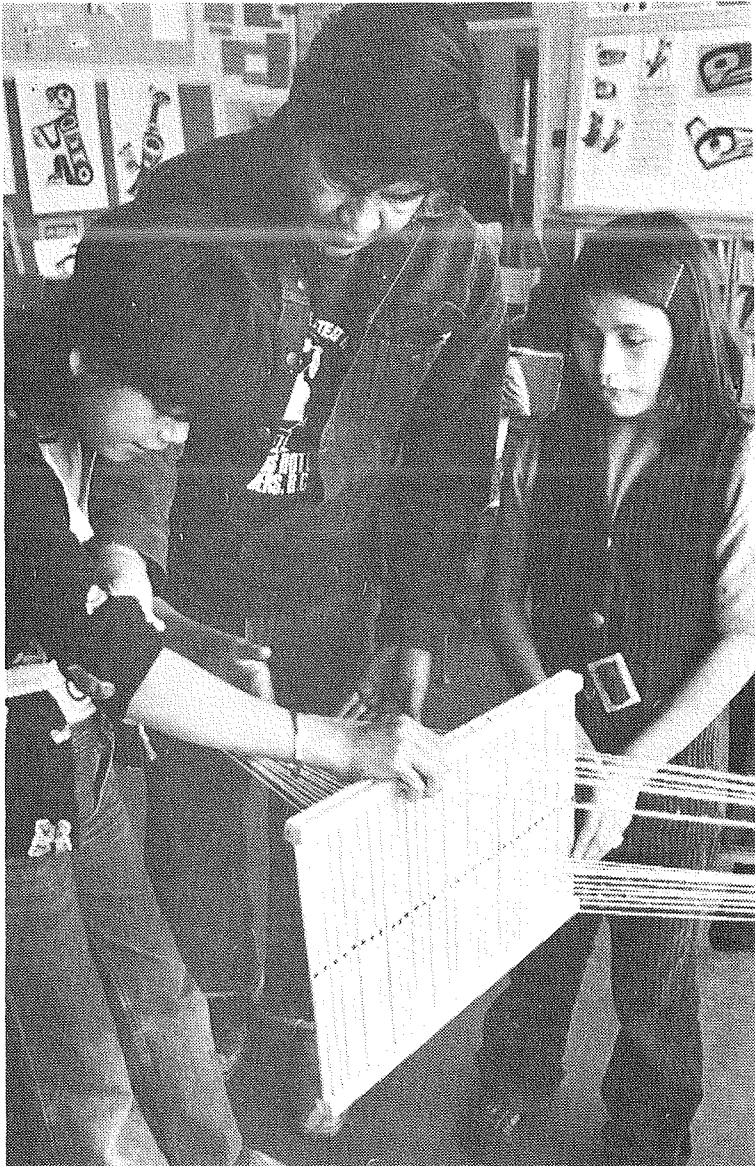
<i>Yukwhl hahle'lst'y gyuu'n.</i>	<i>Yukwhl ma'os'y gyuu'n.</i>
[Yukw'ɫ ha'lèlstì gyùn.]	[Yukw'ɫ màosì gyùn.]
<i>I am working now.</i>	<i>I am playing now.</i>
<i>Hahle'lst 'ni'y k'yoots.</i>	<i>Ma'os 'ni'y k'yoots.</i>
[Ha'lèlst nì kyòts.]	[Màos nì kyòts.]
<i>I worked yesterday.</i>	<i>I played yesterday.</i>
<i>Dim hahle'lst 'ni'y t'ahlakw.</i>	<i>Dim ma'os 'ni'y t'ahlakw.</i>
[Dim ha'lèlst nì ta'lakw.]	[Dim màos nì ta'lakw.]
<i>I will work tomorrow.</i>	<i>I will play tomorrow.</i>

THREE KINDS OF SUBJECTS

By now you should know how to make three different kinds of sentence subjects using PRONOUNS, PROPER NAMES, and NOUNS. Look at the examples below.

<p>PRONOUN SUBJECT:</p>	<p>Hahle'lsit. [Ha 'lèlsit.] <i>He/she works/worked.</i></p> <p>Yukwhl hahle'lsit. [Yukw 'l ha 'lèlsit.] <i>He/she is working.</i></p> <p>Dim hahle'lst 'nit. [Dim ha 'lèlst nit.] <i>He/she will work.</i></p>	<p>Ma'ost. [Màost.] <i>He/she plays/played.</i></p> <p>Yukwhl ma'ost. [Yukw 'l màost.] <i>He/she is playing.</i></p> <p>Dim ma'os 'nit. [Dim màos nit.] <i>He/she will play.</i></p>
<p>NAME SUBJECT:</p>	<p>Hahle'lst Sue. [Ha 'lèlst Sue.] <i>Sue works/worked.</i></p> <p>Yukwhl hahle'lsis Sue. [Yukw 'l ha 'lèlsis Sue.] <i>Sue is working.</i></p> <p>Dim hahle'lst Sue. [Dim ha 'lèlst Sue.] <i>Sue will work.</i></p> <p>Hahle'ls(t) dip Pat gant Lee. [Ha 'lèls(t) dip Pat gant Lee.] <i>Both Pat and Lee work.</i></p>	<p>Ma'ost Fred. [Màost Fred.] <i>Fred plays/played.</i></p> <p>Yukwhl ma'osis Fred. [Yukw 'l màosis Fred.] <i>Fred is playing.</i></p> <p>Dim ma'ost Fred. [Dim màost Fred.] <i>Fred will play.</i></p> <p>Mas'ost dip Ted gant Ned. [Masost dip Ted gant Ned.] <i>Both Ted and Ned play.</i></p>

<p>NOUN SUBJECT:</p>	<p>Hahle'lsit gyet. [Ha 'lèlsit gyet.] <i>The man works. / The man worked.</i></p> <p>Dim hahle'lsthl gyet. [Dim ha 'lèlst 'l gyet.] <i>The man will work.</i></p> <p>Yukwhl hahle'lsihl gyet. [Yukw 'l ha 'lèlsi 'l gyet.] <i>The man is working.</i></p>
<p>NOUN SUBJECT:</p>	<p>Ma'ost gyet. or Ma'osthl gyet. [Màost gyet.] [Màost 'l gyet.] <i>The man plays. / The man played.</i></p> <p>Dim ma'oshl gyet. [Dim màos 'l gyet.] <i>The man will play.</i></p> <p>Yukwhl ma'osihl gyet. [Yukw 'l màosi 'l gyet.] <i>The man is playing.</i></p>



Sound Change

Here is a new action word to learn. It means "want". You have seen this word on page 128 of Book 1. Many patterns you learned for *working* and *playing* will work with this new word.

<i>I want (it)</i>	hasaga'y [hasaɡaì]	hasaga'm [hasaɡàm]	<i>We want (it)</i>
<i>You want (it)</i>	hasagan [hasaɡan]	hasaksi'm [hasak̀sìm]	<i>You guys want (it)</i>
<i>He/she wants (it)</i>	hasakt [hasak̀t]	hasakdiit [hasak̀diit]	<i>They want (it)</i>

Do you see that sometimes the action word has a "g" and sometimes a "k"? These changes happen in the *I/my*, *you/your*, and *we/our* forms for Gitksan words in these situations:

1. words that end in "p" (like "wilp") change "p" to "b"
2. words that end in "t" (like "gayt") change "t" to "d"
3. words that end in "k" or "kx" (like "wekx") drop the "x" and change "k" to "g"
4. words that end in "k" or "kx" (like "nakx") drop the "x" and change "k" to "g".

Look at these examples. You won't study all these possessive forms until Book 3, but the same changes also happen in the *I*, *you*, and *we* forms of action words.

Base form:	gayt - hat	wekx - brother	nakx - dress
me/my-	gayd'y	weg'y	naga'y
you/your-	gaydn	wegn	nagn
he/she/his/her-	gaytt	wekt	nakt
we/our-	gayd'm	weg'm	naga'm
you guys'-	gaytsi'm	weksi'm	naksi'm
they/their-	gaytdiit	wekdiit	nakdiit

Hasaga'y

Here's the entire pattern for "hasaga'y". Many patterns you learned for *working* and *playing* will work with this new action word.

<i>I want (it)</i>	hasaga'y
<i>I wanted (it)</i>	[hasag'aì]
<i>You want (it)</i>	hasagan
	[hasag'an]
<i>He/she wants (it)</i>	hasakt
	[hasakt]
<i>We want (it)</i>	hasaga'm
	[hasag'am]
<i>You guys want (it)</i>	hasaksi'm
	[hasak'im]
<i>They want (it)</i>	hasakdiit
	[hasak'dit]
<i>Don wants (it)</i>	Hasaks Don.
	[Hasak's Don.]
<i>The Whiteman wants (it)</i>	Hasakh1 k'amksiwaa.
	[Hasak'1 k'amksiwā.]



NOTE: Do you remember that we said that often these basic forms of the action word would not sound like good Gitksan?

Don't worry about this. Just learn these basic forms and in a few pages you will be making more complicated sentences that do sound right!

Here is a translation exercise to help you learn these new forms. Listen to your teacher read the Gitksan out loud, then write down the English translation.

1. Hasakhl gyet. _____
[Hasak'1 gyet.]
2. Hasakdiit. _____
[Hasakdit.]
3. Hasaks Pamela. _____
[Hasak's Pamela.]
4. Hasakhl si'moogit. _____
[Hasak'1 simogit.]
5. Hasagan. _____
[Hasagan.]
6. Hasaks Mrs. Turner. _____
[Hasak's Mrs. Turner.]
7. Hasaga'm. _____
[Hasagam.]
8. Hasakhl t'axoo'odm hanak tust. _____
[Hasak'1 takoodim hanak tust.]
9. Hasaks Carole Walker. _____
[Hasak's Carole Walker.]
10. Hasaksi'm. _____
[Hasaksim.]
11. Hasakhl aluugigyat tust. _____
[Hasak'1 alugigyat tust.]

Direct Objects

This new action word "hasaga'y" is the first action word we have studied that takes a DIRECT OBJECT. Let's look at the difference between a subject and a direct object.

SUBJECT AND DIRECT OBJECT

The subject is the person or thing that is doing the action in a sentence.

The direct object is the thing that is getting acted upon in a sentence.

In English, subjects come at the beginning of sentences, generally, and direct objects come after the verb or action word.

In Gitksan, subjects come right after the verb and direct objects come after the subject.

The direct object is capitalized in the examples below:

Hasaga'yhl OS.

I want a DOG.

[Hasagày 'l OS.]

Hasaks Leonahl GAYT.

Leona wants a HAT.

[Hasak's Leona 'l GAYT.]

Hasakh1 si'moogith1 WINEEX. *The chief wants FOOD.*

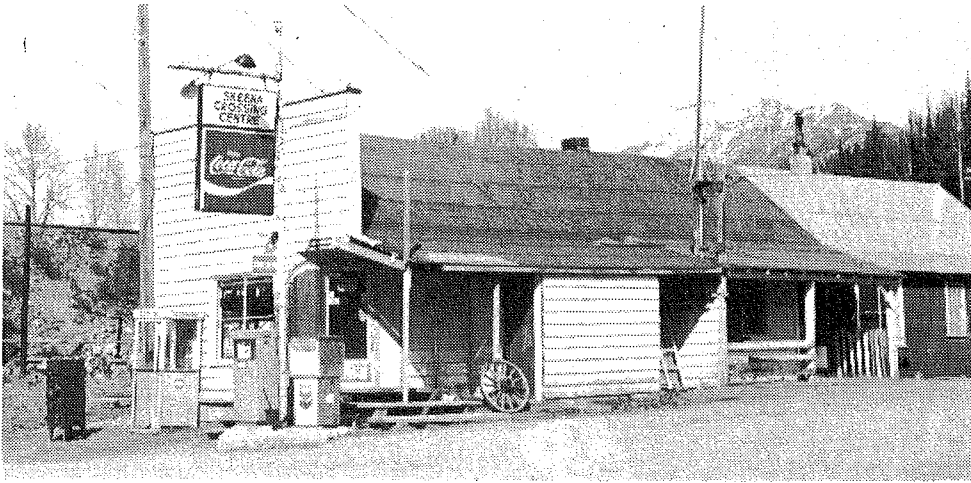
[Hasak'1 sìmōgit 'l WINĒK.]

We have talked about "-hl" relational markers in Book 1. Do you see that the "-hl" always attaches to the word before the direct object. There is also an "-hl" ending on the action word when the subject is a noun.



Read these sentences out loud with your teacher. Look and listen for the "-hl" relational marker. Then translate them into English. The first one is already done for you.

1. Hasaks Annhl os tust. _____
 [Hasak's Ann 'l os tust.]
2. Hasakdiithl duus tun. _____
 [Hasakdīt 'l dūs tun.]
3. Hasaks Benjaminhl duus'y. _____
 [Hasak's Benjamin 'l dūsì.]
4. Hasaga'mhl gyowaden tust. _____
 [Hasagàm 'l gyowaden tust.]
5. Hasaga'yhl os gyuu'n! _____
 [Hasagài 'l os gyùn!]
6. Hasakhl k'amksiwaahl duus tun. _____
 [Hasak'l k'amksiwā 'l dūs tun.]
7. Hasakhl hanakhl gyowaden tun. _____
 [Hasak'l hanak 'l gyowaden tun.]



Let's practice more of these direct object sentences with some of the food words you learned in Book 1. If you need a review, look at pages 127 and 128. Then read each sentence out loud in Gitksan and translate it into English. The first one is already done for you.

1. Hasaga'yhl swidis. _____
[Hasag'ai 'l swidis.]

2. Hasaks Cindyhl eja'm enaax. _____
[Hasak's Cindy 'l ezam enak.]

3. Hasakdiithl ksagasgos. _____
[Hasakdit 'l ksagasgos.]

4. Hasakhl gyethyl enaax. _____
[Hasak 'l gyet 'l enak.]

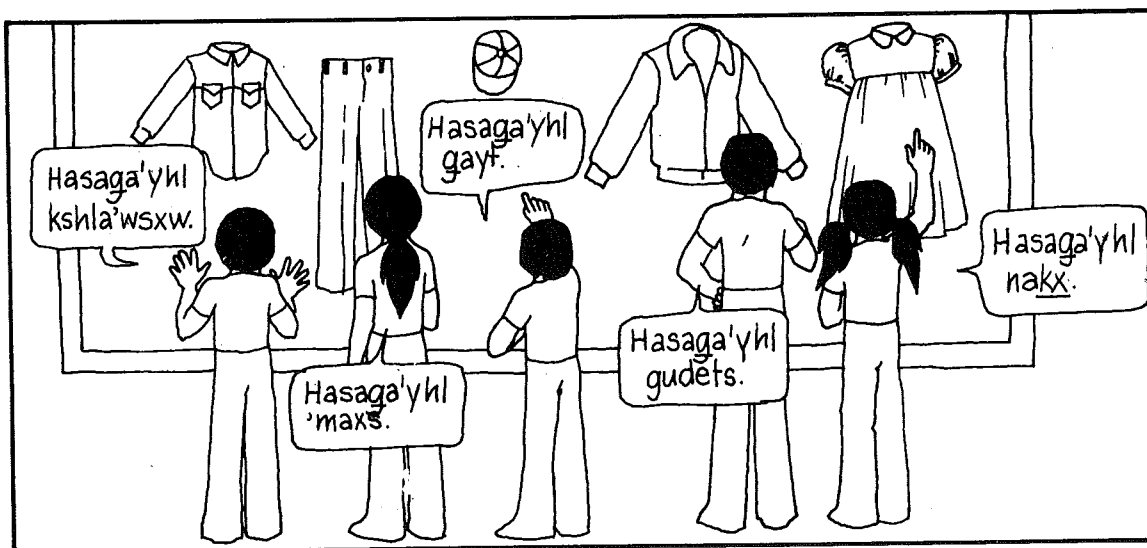
5. Hasaks Bobhl eja'm enaax. _____
[Hasak's Bob 'l ezam enak.]

6. Hasaga'mhl silap jaks. _____
[Hasagam 'l silap zaks.]

Now try making up these "I want food word" sentences in English and see if you can translate them into Gitksan. If you get good at them, split into teams and challenge each other.

Let's also practice these direct object sentences using the clothing words from page 143 in Book 1. Translate these sentences into Gitksan. Don't forget the "-hl" relational.

1. *She wants a skirt.*
2. *The girl wants a skirt. The boy wants a shirt.*
3. *Both Ralph and Phillip want a shirt.*
4. *That boy wants a hat. That boy wants my hat.*
5. *I want socks. You want shoes.*
6. *The man wants pants. The woman wants a necklace.*
7. *Esther wants that jacket.*
8. *They want clothes. We want clothes.*
9. *I want an undershirt. You want underpants.*
10. *Both Amy and Darlene want a headband.*
11. *All of you want a headband.*
12. *That girl wants a dress. That girl wants this dress.*
13. *They want socks. We want shoes.*
14. *The Indian wants a headband. The Whiteman wants a hat.*
15. *Bobby wants your hat. Barbara wants my hat.*



Indirect Objects

Look at these pairs of sentences. What is different about them?

I want a dog. → *I want a dog for her.*

You worked yesterday. → *You worked for them yesterday.*

Mom wants a cat. → *Mom wants a cat for us.*

Do you see that "for" + a PRONOUN are added to each sentence? Now let's study how to make that sentence change in Gitksan. Read through the example sentences below with your teacher, then look carefully at the Set C pronouns in the box below.

Hahle'lst 'ni'y k'yoots. → Hahle'lst 'ni'y loodiit k'yoots.
 [Ha 'lèlst nì kyōts.] [Ha 'lèlst nì lōdīt kyōts.]
I worked yesterday. *I worked for them yesterday.*

Dim hahle'lst 'nisi'm. → Dim hahle'lst 'nisi'm loosi'm.
 [Dim ha 'lèlst nisim.] [Dim ha 'lèlst nisim lōsīm.]
We will work. *We will work for all of you.*

Hasaga'yhl swidis. → Hasaga'yhl swidis loot.
 [Hasag'ai 'l swidis.] [Hasag'ai 'l swidis lōt.]
I want candy. *I want candy for her.*

SET C

<i>to me, for me</i>	loo'y [lōi]	loo'm	<i>to us, for us</i>
<i>to you, for you</i>	loon [lōn]	loosi'm	<i>to or for all of you</i>
<i>to, for him/her</i>	loot [lōt]	loodiit	<i>to them, for them</i>
		[lōdīt]	

Note: Set C mini-words are easy to remember if you think they are a root syllable "loo-" plus the Set B endings.

Set C pronouns serve as INDIRECT OBJECTS. When a sentence has action being done to or for someone, you'll find an indirect object.

The INDIRECT OBJECT is the person or thing receiving the action of the sentence.

In English, indirect objects are often preceded by "to" or "for".

The indirect objects are underlined in these examples:

*I gave it to mother. I did it for dad. We bought it for you.
I wanted milk for Tim. I gave the dog a bone. He works for me.*

Here's some practice in listening for these new Set C pronouns. Your teacher will read each sentence out loud. Listen for the Set C mini-word and circle it in your book. Then circle the indirect object in English. The first one is already done.

1. Yukwhl hahle'lsit (loo'y) gyuu'n.
[Yukw 'l ha 'lèlsit lōi gyùn.]

She is working for (me) now.

2. Dim hahle'lst 'nisi'm loodiit t'ahlakw.
[Dim ha 'lèlst nisim lōdīt ta 'lakw.]

You guys will work for them tomorrow.

3. Hasaks Martinhl gyowaden tust loon.
[Hasak's Martin 'l gyowaden tust lōn.]

Martin wants that horse for you.

4. Hasaks nigwood'yhl os tust loo'm.
[Hasak's nigwōdī 'l os tust lōm.]

My father wants that dog for us.

5. Hasaga'yhl os loot.
[Hasagaī 'l os lōt.]

I want a dog for her.

Read through the Gitksan sentence that is given. Then add the Set C pronoun necessary to make the English sentence. Give your answer out loud.

1. Hasakh₁ hanakh₁ wineex.
[Hasak' ₁ hanak' ₁ winēk.]
 - a. *The woman wants food for them.*
 - b. *The woman wants food for us.*
 - c. *The woman wants food for him.*

2. Hasaga'yhl swidis.
[Hasag'ai' ₁ swidis.]
 - a. *I want candy for him.*
 - b. *I want candy for us.*
 - c. *I want candy for them.*

3. Yukwhl hahle'lsisi'm gyuu'n.
[Yukw' ₁ ha' ₁ lēlsisim gyūn.]
 - a. *All of you are working for me now.*
 - b. *All of you are working for her now.*
 - c. *All of you are working for us now.*

4. Dim hahle'lsthl si'moogit t'ahlakw.
[Dim ha' ₁ lēlst' ₁ simōgit ta' lakw.]
 - a. *The chief will work for you tomorrow.*
 - b. *The chief will work for all of you tomorrow.*

5. Hahle'lsis Deborah k'yoots.
[Ha' ₁ lēlsis Deborah kyōts.]
 - a. *Deborah worked for me yesterday.*
 - b. *Deborah worked for him yesterday.*
 - c. *Deborah worked for them yesterday.*

Let's get more practice with these new INDIRECT OBJECTS.
Translate these sentences into Gitksan using the Set C pronouns.
Give your answers out loud.

1. *I worked for you yesterday.*
2. *I will work for him tomorrow.*
3. *I am working for them now.*
4. *Tracy will work for us.*
5. *The teenager is working for them now.*
6. *She will work for them.*
7. *They worked for us yesterday.*
8. *We will work for all of you tomorrow.*
9. *We want fry bread for them.*
10. *My mother wants coffee for them.*
11. *Your mother wants flap jacks for all of you.*
12. *My father wants a horse for me.*
13. *My grandmother wants a cat for us.*
14. *Your grandmother wants a dog for you.*



Adding Names & Nouns

So far we've been studying INDIRECT OBJECTS that are pronouns. But you can also have proper names and nouns that are indirect objects. Circle the indirect objects in these examples:

1. *I gave the ball to him.*
2. *I gave the ball to Mark.*
3. *I gave the ball to the boy.*
4. *Grandma made soup for us.*
5. *They got a bone for the dog.*
6. *He gave mother the money.*

The last sentence is tricky because it doesn't have "to" or "for" to indicate the indirect object. But if you try adding it to the sentence ("*He gave the money TO mother*"), you can tell whether or not a word is an indirect object.

ES AND EHL

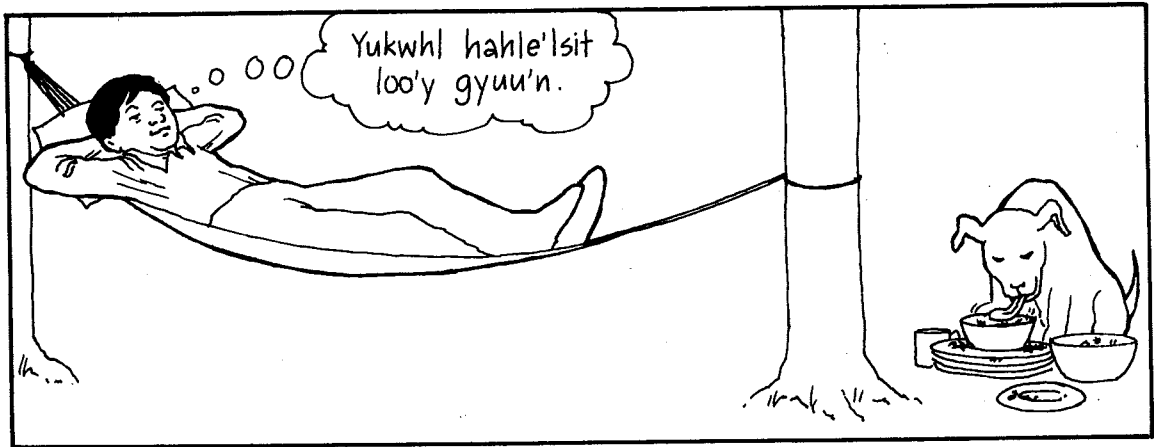
When you want to use a PROPER NAME as an indirect object in Gitksan, you must remember to add the word "es" before the name. Words for CLOSE RELATIONSHIPS (such as "mother", "father", "gramma" etc.) function as proper names in Gitksan, so they also take "es".

When you want to use a NOUN as an indirect object in Gitksan, add "ehl" before the word. Look at these examples:

ES Yukwhl hahle'1st'y es Andrew.
 [Yukw'1 ha'lè1stì es Andrew.]
 I am working for Andrew.

ES Yukwhl hahle'1st'y es niye'y.
 [Yukw'1 ha'lè1stì es niyeì.]
 I am working for my grandfather.

EHL Hasaga'yhl ksimilkx ehl sii tk'ihlxw.
 [Hasagaì'1 ksimilkk e'1 sī tki'lqw.]
 I want milk for the baby.



Fill in the blanks with either "es" or "ehl".

1. Dim hahle'lst 'ni'y _____ hanak t'ahlakw.
 [Dim ha'lèlst nì _____ hanak' ta'lakw.]
I will work for the woman tomorrow.

2. Hasaks noxo'yhl os tust _____ Ted.
 [Hasak's nokoì'l os tust _____ Ted.]
My mother wants that dog for Ted.

3. Hasakhl k'amksiwaahl goopi _____ aluugigyet.
 [Hasak'1 k'amksiwā'1 gōpi _____ alūgigyet.]
The Whiteman wants coffee for the Indian.

4. Yukwhl hahle'lst'y _____ Mr. Henry.
 [Yukw'1 ha'lèlstì _____ Mr. Henry.]
I am working for Mr. Henry.

5. Dim hasakthl wineex _____ si'moogit.
 [Dim hasak't'1 winēk _____ sìmōgit.]
She will want food for the chief.

6. Dim hahle'lst 'nidiit _____ si'moogit t'ahlakw.
[Dim ha'lèl'st nidit _____ simōgit ta'lakw.]

They will work for the chief tomorrow.

7. Yukwhl hahle'lst'm _____ Mr. Francis gyuu'n.
[Yukw'l ha'lèl'stm _____ Mr. Francis gyùn.]

We are working for Mr. Francis now.

8. Hasaks Dorothyhl eja'm enaax _____ t'axoo'odm gyet.
[Hasak's Dorothy'l ejàm enāk _____ takōodim gyet.]

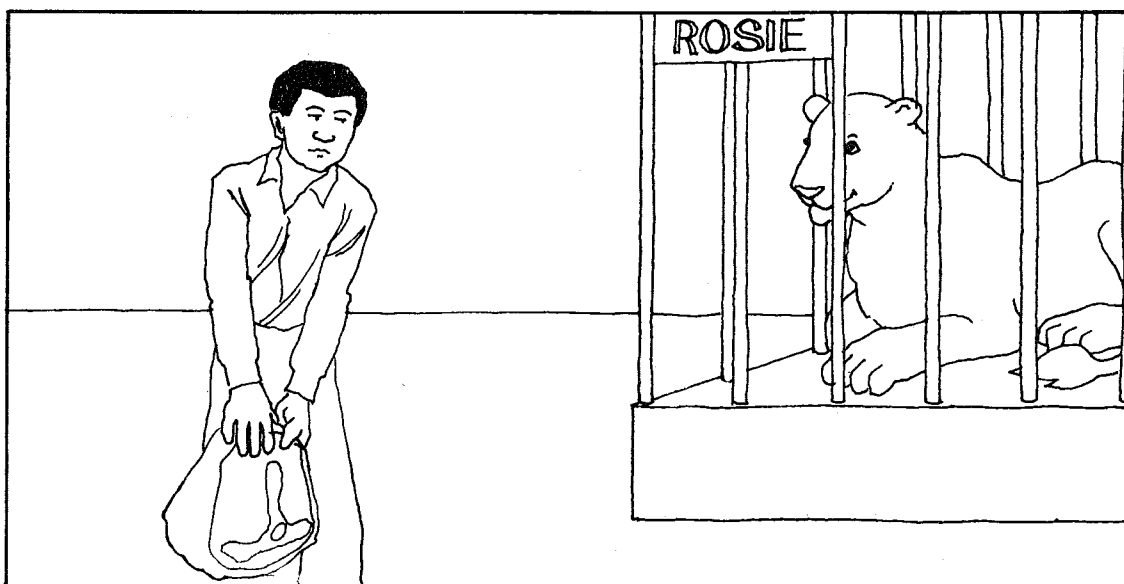
Dorothy wants fry bread for the elderly man.

9. Hasakhl tk'ihlxwm gyethl wineex _____ osn.
[Hasak'l tki'lqum gyet'l winēk _____ osn.]

The boy wants food for his dog.

10. Dim hasakthl smex _____ Rosie.
[Dim hasakt'l smek _____ Rosie.]

He wants meat for Rosie.



Translate these sentences into Gitksan. Give your answers out loud.

1. *I am working for him.* *He is working for me.*
I am working for Fred. *Fred is working for Ted.*
I am working for the man. *The man is working for her.*

2. *He wants coffee for Matthew.* *Lance wants coffee for them.*
Lee wants pop for his dad. *The boy wants pop for James.*
He wants coffee for his dad. *The boy wants coffee for him.*

3. *They will work for Pat.* *Pat will work for them.*
They will work for the man. *The man will work for them.*
Both Marjorie and Mabel will work for the elderly woman.
They will work for both Alfred and Harold.

4. *We want shoes for Billy.* *We want shoes for him.*
We want shoes for the baby. *Jackie wants shoes for Joey.*
My mother wants shoes for him. *We want shoes for that boy.*

5. *You worked for that woman yesterday.*
You worked for Mrs. Benson.
You worked for both Mrs. Benson and Mrs. Walker.
Julie worked for that elderly man.
The Whiteman worked for the chief yesterday.
Both Nick and Sammy worked for them yesterday.

'Muugw'yhl hon.

Here's an action word that will take both DIRECT and INDIRECT OBJECTS. Do you see that the "-hl" relational marker and direct object are already added to the action word pattern below? "Hon" can mean "a single fish" or "more than one fish".

*I catch a fish. or
I caught a fish.*

'muugw'yhl hon
[mūgwì 'l hon]

*You catch a fish.
You caught a fish.*

'muugwnhl hon
[mūgwn 'l hon]

*He/she catches a fish.
He/she caught a fish.*

'muugwithl hon
[mūgwit 'l hon]

*We catch fish (or a fish)
We caught a fish.*

'muugw'mhl hon
[mūgwm 'l hon]

*You all catch a fish.
You all caught a fish.*

'muugwisi'mhl hon
[mūgwisim 'l hon]

*They catch a fish.
They caught a fish.*

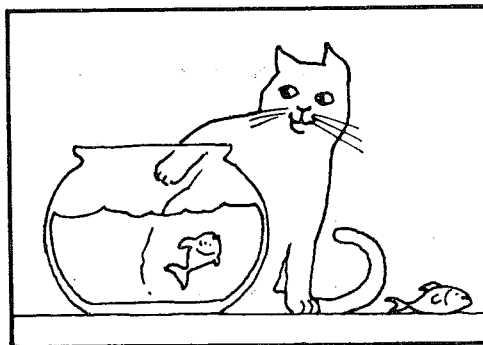
'muukwdiithl hon
[mūkwđit 'l hon]

The boy caught a fish.

'Muugwihl tk'ihlxwm gyethl hon.
[Mūgwi 'l tki 'lqum gyet 'l hon.]

Marilyn caught a fish.

'Muugwis Marilynhl hon.
[Mūgwis Marilyn 'l hon.]



The future tense can either be made with "dim" and the above forms or "dim" and the Set A mini-words.

I will catch fish.

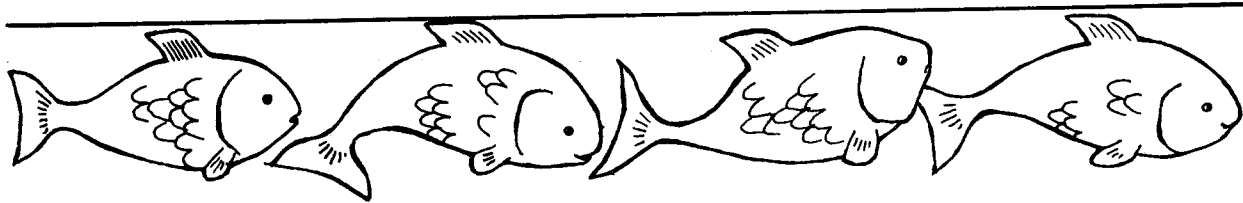
Dim 'muugw'yhl hon.
[Dim mūgwì 'l hon.]

OR

Dim 'muukxw 'ni'yhl hon.
[Dim mūkw nì 'l hon.]

Practice this new action word by translating these sentences into English. Be sure to read the Gitksan out loud, too.

- | | |
|---|---|
| 1. 'Muugw'yhl hon k'yoots.
[Mūgwī '1 hon kyōts.] | 9. 'Muugw'mhl hon ehl hanak.
[Mūgwm '1 hon e '1 hanak'.] |
| 2. 'Muugw'yhl hon loon.
[Mūgyī '1 hon lōn.] | 10. 'Muugwihl hanakhl hon loo'm.
[Mūgwi '1 hanak' '1 hon lōm.] |
| 3. 'Muugw'yhl hon es Molly.
[Mūgwī '1 hon es Molly.] | 11. Dim 'muukwdiithl hon loot.
[Dim mūkwdīt '1 hon lōt.] |
| 4. 'Muugw'yhl hon ehl gyet.
[Mūgwī '1 hon e '1 gyet.] | 12. Dim 'muugwnhl hon t'ahlakw.
[Dim mūgwn '1 hon ta 'lakw.] |
| 5. 'Muugwihl gyethl hon loo'y.
[Mūgwi '1 gyet '1 hon lōi.] | 13. 'Muukwdiithl hon k'yoots.
[Mūkwdīt '1 hon kyōts.] |
| 6. 'Muugwis Garyhl hon loodiit.
[Mūgwis Gary '1 hon lōdīt.] | 14. 'Muugwnhl hon es Barbara.
[Mūgwn '1 hon es Barbara.] |
| 7. 'Muugwis Rayhl hon es Gary.
[Mūgwis Ray '1 hon es Gary.] | 15. 'Muugwnhl hon ehl si'moogit.
[Mūgwn '1 hon e '1 sīmōgit.] |
| 8. 'Muugwis Greghl hon ehl gyet.
[Mūgwis Greg '1 hon e '1 gyet.] | 16. 'Muugwisi'mhl hon loot.
[Mūgwisīm '1 hon lōt.] |



Now let's see how well you can do translating these English sentences into Gitksan. The ones at the end are tough!

1. *He caught a fish for her. He caught a fish for that girl.*
2. *We catch fish for the chief. We will catch fish for the chief.*
3. *All of you catch fish for us. All of you catch fish for them.*
4. *Both Carol and Craig caught fish for them.*
5. *My father will catch fish for them tomorrow.*

Gyehlxw'yhl plaque.

Now let's take a look at the action word that means "carve". You can review it on page 153 of Book 1. The "-hl" relational and direct object are already added. In this case, the direct object "plaque" is a word borrowed from English.

I carve a plaque.
I carved a plaque.

Gyehlxw'yhl plaque.
[Gye 'lquì 'l plaque.]

You carve a plaque.

Gyehlxwnhl plaque.
[Gye 'lqun 'l plaque.]

He/she carves a plaque.

Gyehlxwithl plaque.
[Gye 'lquit 'l plaque.]

We carve a plaque.

Gyehlxw'mhl plaque.
[Gye 'lqum 'l plaque.]

You guys carve a plaque.

Gyehlxwisi'mhl plaque.
[Gye 'lquisim 'l plaque.]

They carve a plaque.

Gyehlxwdiithl plaque.
[Gye 'lqudit 'l plaque.]

Adam carves a plaque.

Gyehlxwis Adamhl plaque.
[Gye 'lquis Adam 'l plaque.]

The Indian carves a plaque.

Gyehlxwhl aluugigyethl plaque.
[Gye 'lqu 'l alūgigyet 'l plaque.]

As with "'muukwhl hon", you can make the future tense by adding "dim" to the above forms or by using "dim" and the Set A mini-words. For example:

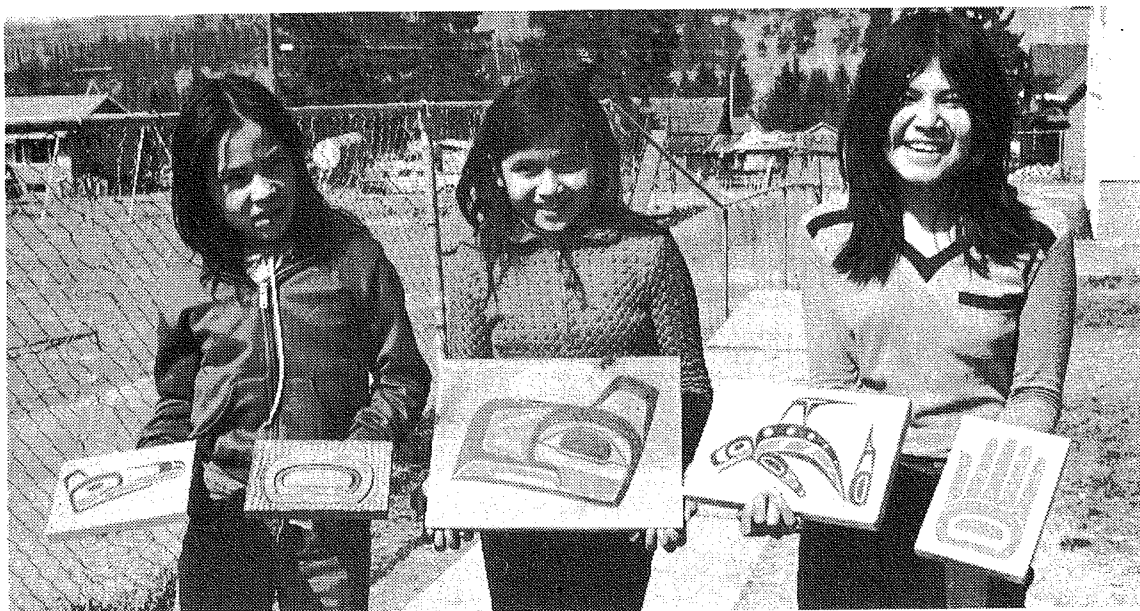
I will carve a plaque.

Dim gyehlxw'yhl plaque.
[Dim gye 'lquì 'l plaque.]

I will carve a plaque.

OR

Dim gyehlxw 'ni'yhl plaque.
[Dim gye 'lqw nì 'l plaque.]



Translate these Gitksan sentences into English.

1. Dim gyehlxw'yhl plaque loon.
[Dim gyehlquì '1 plaque lôn.]
2. Dim gyehlxw'yhl plaque es Raymond.
[Dim gye 'lquì '1 plaque es Raymond.]
3. Dim gyehlxwithl plaque ehl t'axoo'odm hanak_u tust.
[Dim gye 'lquit '1 plaque e '1 takòodim hanak' tust.]
4. Dim gyehlxwihl tk'ihlxwm gyethl plaque loo'm.
[Dim gye 'lqui '1 tki 'lqum gyet '1 plaque lòm.]
5. Gyehlxw'mhl plaque loodiit k'yoots.
[Gye 'lqum '1 plaque lōdīt kyōts.]
6. Dim gyehlxwdiithl plaque ehl si'moogit.
[Dim gye 'lqudīt '1 plaque e '1 sīmōgit.]
7. Gyehlxwhl si'moogithl plaque tun loosi'm.
[Gye 'lqu '1 sīmōgit '1 plaque tun lōsīm.]
8. Gyehlxwis Doreenhl plaque ehl aluugigyet.
[Gye 'lquīs Doreen '1 plaque e '1 alūgigyet.]

Try these direct objects when you translate the sentences below:

'woo'mhlxw

amiiluxw

xwts'a'n

[wòm'lqw]

[amīluqw]

[qutsàn]

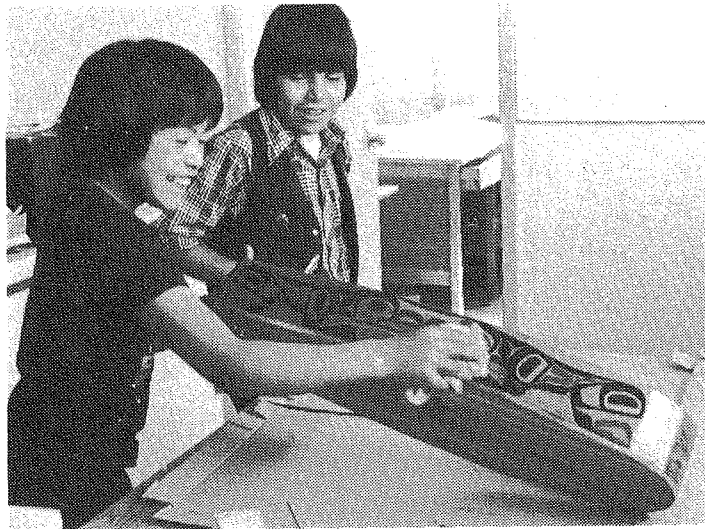
cradle

mask

totem pole*

* You have already studied "gan" and "gyedm gan" as words that mean "totem pole!" Now practice using "xwts'a'n".

1. He carved a totem pole for her. (for me, for them, for Sue)
2. They will carve a cradle for him. (for the baby, for Billy)
3. We carved a plaque for you. (for the chief, for the Indian)
4. The man will carve a mask for us. (for all of you, for them)
5. Alfred carved a totem pole for him. (for the chief, for Greg)
6. Both Bud and Rocky will carve a totem pole for you guys.
7. The Indian carved a cradle for Mrs. Williams. (for her)
8. Alice will carve a mask for me. (for them, for you, for Ted)
9. Both Hal and Freda carved a totem pole for the chief.
10. I will carve a mask for them. (for you guys, for you, for us)



Here's a review exercise to give you practice using direct and indirect objects with the three new action words you've been studying. First read the sentence out loud in Gitksan. Then translate it into English.

1. Dim 'muugw'yhl hon loon t'ahlakw.

[Dim mūgwì 'l hon lōn ta 'lakw.]

2. Hasak_s Pollyhl 'woo'mhlxw ehl sii tk'ihlxw.

[Hasak's Polly 'l wòm 'lqw e 'l sī tki 'lqw.]

3. Dim gyehlxwihl aluugigyethl 'woo'mhlxw loot.

[Dim gye 'lqui 'l alūgigyeth 'l wòm 'lqw lōt.]

4. 'Muugwis nigwood'yhl hon ehl t'axoo'odm gyet k'yoots.

[Mūgwis nigwōdì 'l hon e 'l takōodim gyet kyōts.]

5. Gyehlxwis Nealhl amiiluxw loodiit k'yoots.

[Gye 'lquis Neal 'l amīluqw lōdīt kyōts.]

6. Hasaganhl eja'm enaax ehl aluugigyethl.

[Hasagan 'l ezàm enāk e 'l alūgigyethl.]

7. 'Muugwis Jack Brownhl hon es nts'iits'y.

[Mūgwis Jack Brown 'l hon es ntsìtsì.]

Go back through these sentences and circle each indirect object. Put a square around each direct object.

Giigw'y

This new action word means "buy". It can also take direct and indirect objects like the other action words you've studied.

*I buy food or
I bought food.*

Giigw'yhl wineex.
[Gīgwi 'l winēk.]

You buy food.

Giigwnhl wineex.
[Gīgwn 'l winēk.]

He/she buys food.

Giigwithl wineex.
[Gīgwit 'l winēk.]

We buy food.

Giigw'mhl wineex.
[Gīgwisi'm winēk.]

You guys buy food.

Giigwisi'mhl wineex.
[Gīgwisim 'l winēk.]

They buy food.

Giikwdiithl wineex.
[Gīkwdit 'l winēk.]

John buys food.

Giigwis Johnhl wineex.
[Gīgwis John 'l winēk.]

The woman buys food.

Giigwihl hanakhl wineex.
[Gīgwi 'l hanak' 'l winēk.]

The future tense can be formed in either way:

I will buy food.

Dim giikw 'ni'yhl wineex.
[Dim gīkw nì 'l winēk.]

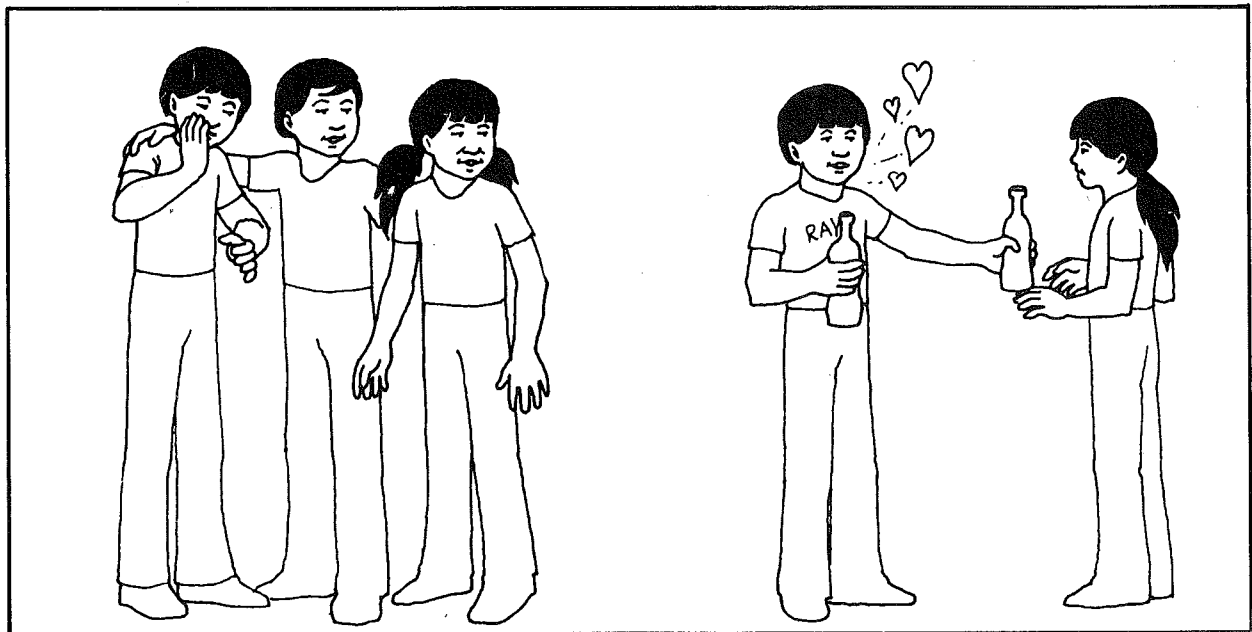
OR

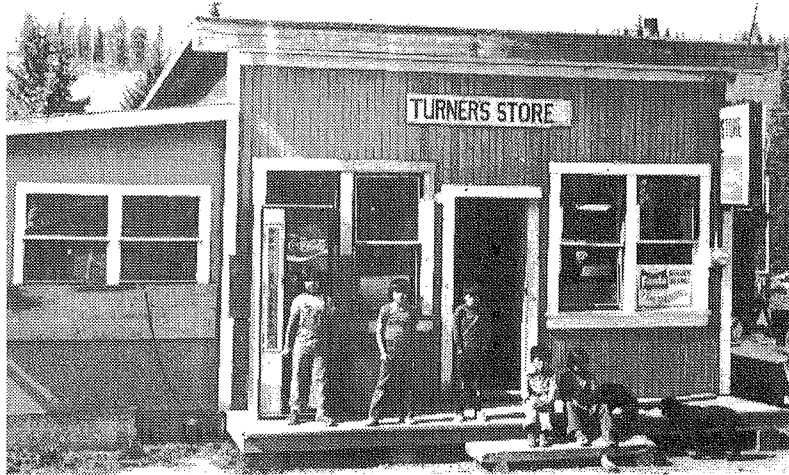
I will buy food.

Dim giigw'yhl wineex.
[Dim gīgwi 'l winēk.]

Here are two ways to practice these forms. First go through them and substitute different words for "wineex". Secondly, go through and add "dim" to all the forms. Translate your answers.

1. Dim giigw'yhl swidis loot. Dim giigw'yhl swidis loodiit.
[Dim gīgwi'1 swidis lōt.] [Dim gīgwi'1 swidis lōdīt.]
2. Dim giigwithl swidis loo'y. Dim giikwdiithl swidis loo'y.
[Dim gīgwit'1 swidis lōi.] [Dim gīkwdīt'1 swidis lōi.]
3. Giigw'mhl swidis loosi'm. Giigwisi'mhl swidis loo'm.
[Gigwm'1 swidis lōsīm.] [Gīgwisīm'1 swidis lōm.]
4. Giikwdiithl swidis loon. Giigwnhl swidis loodiit.
[Gīkwdīt'1 swidis lōn.] [Gīgwn'1 swidis lōdīt.]
5. Giigwis Rayhl ksag^usgos. Giigwis Rayhl ksag^usgos es Mary.
[Gīgwis Ray'1 ksag^usgos.] [Gīgwis Ray'1 ksag^usgos es Mary.]
6. Giigwis Rayhl ksag^usgos ehl tk'ihlxwm hanak^u tust.
[Gīgwis Ray'1 ksag^usgos e'1 tki'lqum hanak^u tust.]
Giigwihl tk'ihlxwm hanak^uhl ksag^usgos es Ray.
[Gīgwi'1 tki'lqum hanak^u'1 ksag^usgos es Ray.]

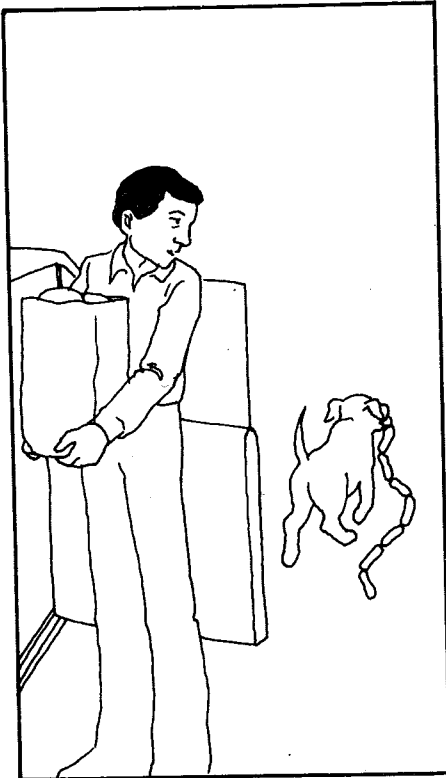




7. Giigwihl gyethl goopi loot. Dim giigwihl gyethl goopi loot.
 [Gīgwi '1 gyet '1 gōpi lōt.] [Dim gīgwi '1 gyet '1 gōpi lōt.]
8. Giigwihl gyethl goopi ehl hanak tust.
 [Gīgwi '1 gyet '1 gōpi e '1 hanak' tust.]
 Giigwihl gyethl goopi es Edith. Giigwis Jimhl goopi es Dee.
 [Gīgwi '1 gyet '1 gōpi es Edith.] [Gīgwis Jim '1 gōpi es Dee.]
9. Giigw'uhl enaax es noxo'y. Giigwis noxo'yhl enaax loo'm.
 [Gīgwi '1 enāk es nokoì.] [Gīgwis nokoì '1 enāk lòm.]
10. Giigwis Martinhl enaax ehl hanak. Giigwithl enaax loot.
 [Gīgwis Martin '1 enāk e '1 hanak'.] [Gīgwit '1 enāk lōt.]
11. Dim giigw'uhl hlgim et ehl t'axoo'odm gyet tun.
 [Dim gīgwi '1 'lgim et e '1 takòodim gyet tun.
 Giigwihl t'axoo'odm gyethl hlgim et loo'y.
 [Gīgwi '1 takòodim gyet '1 'lgim et lòi.]
12. Giigwihl aluugigyethl hlgim et ehl k'amksiwaa.
 [Gīgwi '1 alūgigyethl '1 'lgim et e '1 k'amksiwā.
 Giigwis Philliphl hlgim et es Gerry.
 [Gīgwis Phillip '1 'lgim et es Gerry.]

Now do just the opposite. Translate these sentences into Gitksan. Give your answers out loud.

1. *We bought food. All of you bought food. They bought food.*
2. *We bought food for them. We bought food for them yesterday.*
3. *They bought food for us. They will buy food for us.*
4. *We bought potatoes for that elderly woman. We bought potatoes for Mrs. Black.*
5. *Mrs. Black bought potatoes for Lu. Mrs. Black bought potatoes for her daughter.*
6. *The woman bought potatoes for you. The woman bought potatoes for all of you.*
7. *She bought milk for the baby. My mother bought milk for the baby.*



8. *My father will buy meat for us. My father will buy meat for us tomorrow.*
9. *I will buy meat for my father. I will buy meat for him.*
10. *All of you bought meat for him. All of you bought meat for the elderly man.*
11. *My grandmother will buy soup. My grandmother will buy soup for us. My grandmother bought soup for us yesterday.*

Question Patterns

With the question word "guh1" you can make lots of questions!

	Guh1 giigwn?	<i>What did you buy?</i>
	[Gu '1 gīgwn?]	
	Gudim giigwn?	<i>What are you going to buy?</i>
	[Gudim gīgwn?]	<i>(What will you buy?)</i>
OR	Guh1 dim giigwn?	<i>What are you going to buy?</i>
	[Gu '1 dim gīgwn?]	
	Guh1 hasagan?	<i>What do you want?</i>
	[Gu '1 hasaḡan?]	
	Guh1 gyehlxwn?	<i>What did you carve?</i>
	[Gu '1 gye 'lqun?]	
	Gudim (guh1 dim) gyehlxwn?	<i>What will you carve?</i>
	[Gudim gyehlxwn?]	

Your teacher will ask each of you these questions. Use the patterns below to make your answer. Fill in the blank with any Gitksan word you know and that makes sense!

Giigw'yh1 gudets. [Gīgwi'1 _____.]

Dim giigw'yh1 _____. [Dim gīgwi'1 _____.]

Hasaga'yh1 _____. [Hasaḡai'1 _____.]

Gyehlxw'yh1 _____. [Gye 'lquì'1 _____.]

Dim gyehlxw'yh1 _____. [Dim gye 'lquì'1 _____.]

Since you already know the Set B endings, it's not hard to figure out how to change the subject of this pattern. For example:

Guhl giigwn? → Guhl giigwit?
[Gu 'l gīgwn?] [Gu 'l gīgwit?]
What did you buy? What did he buy?

Guhl giigwisi'm?
[Gu 'l gīgwisim?]
What did you guys buy?

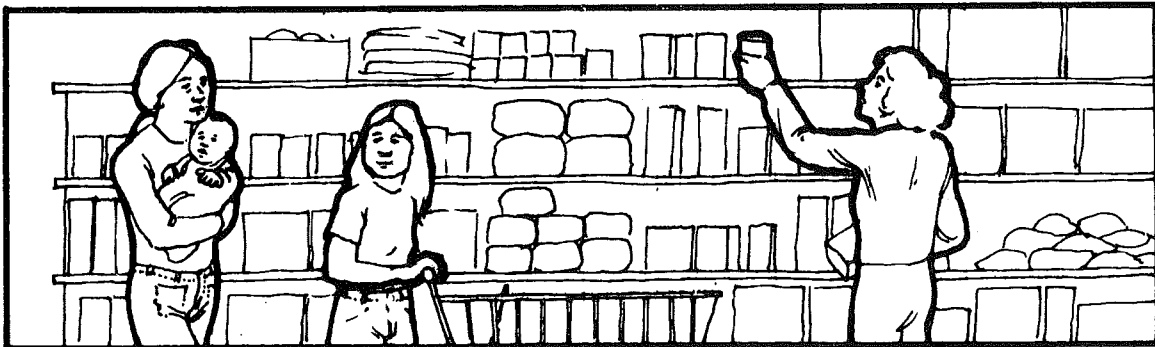
Guhl giikwdiit?
[Gu 'l gīkwdīt?]
What did they buy?

And you can also ask: Guhl giigwis Molly?
[Gu 'l gīgwis Molly?]
What did Molly buy?

Guhl giigwihl hanak?
[Gu 'l gīgwi 'l hanak?]
What did the woman buy?

You can also ask future tense questions such as:

Gudim giigwit? etc.
[Gudim gīgwit?]
What will he buy?



Look at this picture, then make up some Gitksan questions and answers with the patterns you've just learned.

Uses these same pattern changes for "want" and "carve".

Guhl hasagan?

[Gu '1 hasa'gan?]

What do/did you want?

Guhl hasakt?

[Gu '1 hasa'kt?]

What did he want?

Guhl hasaksi'm?

[Gu '1 hasa'ksim?]

What did you guys want?

Guhl hasakdiit?

[Gu '1 hasa'kdit?]

What did they want?

Gudim hasakt? etc.

[Gudim hasa'kt?]

What will he want?

Guhl hasaks Brenda?

[Gu '1 hasa'ks Brenda?]

What did Brenda want?

Guhl hasakh1 gyet?

[Gu '1 hasa'k'1 gyet?]

What did the man want?

Guhl gyehlxwn?

[Gu '1 gye'lqun?]

What did you carve?

Guhl gyehlxwit?

[Gu '1 gye'lquit?]

What did he carve?

Guhl gyehlxwisi'm?

[Gu '1 gye'lquisim?]

What did you guys carve?

Guhl gyehlxwdiit?

[Gu '1 gye'lqudit?]

What did they carve?

Gudim gyehlxwit? etc.

[Gudim gye'lquit?]

What will he carve?

Guhl gyehlxwis Bob?

[Gu '1 gye'lquis Bob?]

What did Bob carve?

Guhl gyehlxwh1 hanak?

[Gu '1 gye'lqu'1 hanak?]

What did the woman carve?

With all these patterns, you should be able to translate these into Gitksan pretty easily.

1. *What do you want?*
I want a dog.
2. *What does she want?*
She wants that cat.
3. *What do they want?*
They want food.
4. *What does that elderly man want?*
He wants coffee.
5. *What do you guys want?*
We want fry bread.
6. *What does your mother want?*
My mother wants tea.



7. *What did you guys carve?*
We carved a plaque.
8. *What did Henry carve?*
Henry carved a mask.
9. *What did that Indian carve?*
The Indian carved a mask.
10. *What did she carve?*
She carved a totem pole.
11. *What did they carve?*
They carved a cradle.
12. *What did you carve?*
I carved a plaque.
13. *What did your father buy?*
My father bought a hat.
14. *What did she buy?*
She bought a dress.
15. *What did you guys buy?*
We bought a horse.
16. *What did Francis buy?*
Francis bought shoes.
17. *What did they buy?*
They bought a shirt.
18. *What did the chief buy?*
The chief bought food.
19. *What will Martin buy?*
Martin will buy coffee.
20. *What will you guys buy?*
We will buy pop.
21. *What will they want?*
They will want flapjacks.
22. *What will the chief want?*
He will want pop.
23. *What will that man carve?*
He will carve a cradle.
24. *What will you carve?*
I will carve a plaque.
25. *What will you want?*
I will want soup.
26. *What will she buy?*
She will buy a jacket.

"Yukw" and Set D

In the beginning of this book, you studied the word "yukwhl" with these action words:

Yukwhl hahle'1st'y.

[Yukw '1 ha 'lè1stì.]

I am working.

Yukwhl ma'os'y.

[Yukw '1 màosì.]

I am playing.

These are action words that do NOT take a direct object. When you want to make the PROGRESSIVE TENSE (which is the "-ing" tense) with action words like these, you simply add "yukwhl" to the front of the action word.

But the last few action words you have been studying ("muukwhl", "gyehlxw", "giikw") usually take direct objects, and they form the PROGRESSIVE TENSE (or "-ing" tense) in a different way. They add Set D endings to "yukw".

-NA	Yukwna giikwhl smex. [Yukwna g̃ikw '1 smek̃.]	<i>I am buying meat.</i>
-MA	Yukwma giikwhl smex. [Yukwma g̃ikw '1 smek̃.]	<i>You are buying meat.</i>
-T	Yukwt giikwhl smex. [Yukwt g̃ikw '1 smek̃.]	<i>He/she is buying meat.</i>
+ DIP	Yukw dip giikwhl smex. [Yukw dip g̃ikw '1 smek̃.]	<i>We are buying meat.</i>
-MASIM	Yukwmasim giikwhl smex. [Yukwmasim g̃ikw '1 smek̃.]	<i>You guys are buying meat.</i>
__-DIIT	Yukwt giikwdiithl smex. [Yukwt g̃ikwdit̃ '1 smek̃.]	<i>They are buying meat.</i>
-T	Yukwt giikws Johnhl smex. [Yukwt g̃ikws John '1 smek̃.]	<i>John is buying meat.</i>
-T	Yukwt giikwhl gyethl smex. [Yukwt g̃ikw '1 gyet '1 smek̃.]	<i>The man is buying meat.</i>

SET D

yukw-NA <i>I</i>	yukw DIP <i>we</i>
yukw-MA <i>you</i>	yukw-MASIM <i>you guys</i>
yukw-T <i>he/she</i>	yukw-T ____ -DIIT <i>they</i>

Try out these new "yukw" forms with the direct objects listed below. Go through all the pattern forms with each object. The first one is already done for you.

1.



kshla'wsxw
[ks'làwsqw]

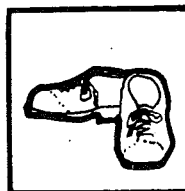
Yukwna giikwhl kshla'wsxw.
 Yukwma giikwhl kshla'wsxw.
 Yukwt giikwhl kshla'wsxw.
 Yukw dip giikwhl kshla'wsxw.
 Yukwmasim giikwhl kshla'wsxw.
 Yukwt giikwdiithl kshla'wsxw.
 Yukwt giikws Nedhl kshla'wsxw.
 Yukwt giikwhl gyethl kshla'wsxw.

2.



nakx
[na'k̄k]

5.



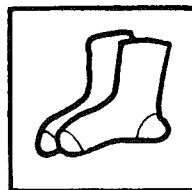
ts'a'waxs
[žāwaks]

3.



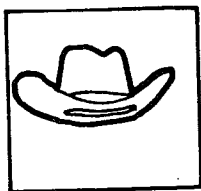
gudets
[gudets]

6.



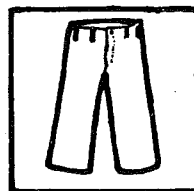
t'ahliisx
[ta'lišk]

4.



gayt
[g'ayt]

7.



'maxs
[máks]

Now let's try adding some indirect objects to these new "yukw" patterns. Go back through the exercise you have just finished and add the indirect objects that are listed below. The first one is already done for you.

- | | |
|--------------------|--|
| 1. "for Howard" | Yukwna giikwhl kshla'wsxw es Howard.
Yukwma giikwhl kshla'wsxw es Howard.
etc. |
| 2. "for me" | 7. "for him" |
| 3. "for that girl" | 8. "for Marjorie" |
| 4. "for you" | 9. "for all of us" |
| 5. "for my father" | 10. "for the elderly man" |
| 6. "for them" | 11. "for you guys" |

Once you know these new "yukw" patterns, you will find that they work with some of the other action words you are studying. For example:

Yukwna 'muukwhl hon loot.

[Yukwna mūkw 'l hon lōt.]

I am catching fish for her.

Yukwt 'muukwdiithl hon ehl t'axoo'odm gyet.

[Yukwt mūkwđīt 'l hon e 'l takōodim gyet.]

They are catching fish for the elderly man.

Yukwna gyehlxwhl amiiluxw loodiit.

[Yukwna gye 'lqu 'l amīluqw lōđīt.]

I am carving a mask for them.

Yukwt gyehlxwdiithl amiiluxw es Marion Brown.

[Yukwt gye 'lquđīt 'l amīluqw es Marion Brown.]

They are carving a mask for Marion Brown.



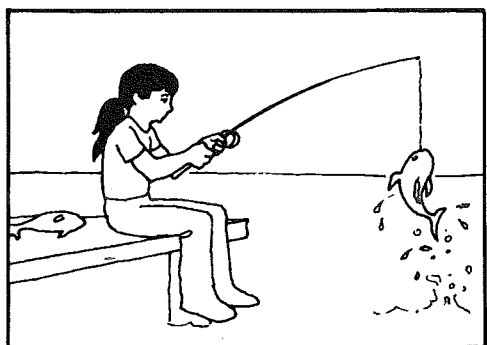
Use "yukw" plus the new Set D endings to make these sentences with "'muukw" and "gyehlxw". Give your answers out loud.

1. *You are catching fish for me.*
2. *We are catching fish for Arnold.*
3. *You guys are carving a totem pole for the chief.*
4. *You are carving a plaque for that White woman.*
5. *I am catching fish for my mother.*
6. *I am carving a cradle for Billie.*
7. *She is carving a plaque for you guys.*
8. *He is catching fish for that man.*
9. *They are carving a totem pole for that Indian.*
10. *They are catching fish for us.*
11. *Tony is catching fish for his grandmother.*
12. *That man is catching fish for you.*
13. *Both Brian and Marilyn are carving a cradle for me.*
14. *That Indian is carving a totem pole for them.*
15. *Alfred is carving a cradle for the baby.*

Yukwhl gudiit ?

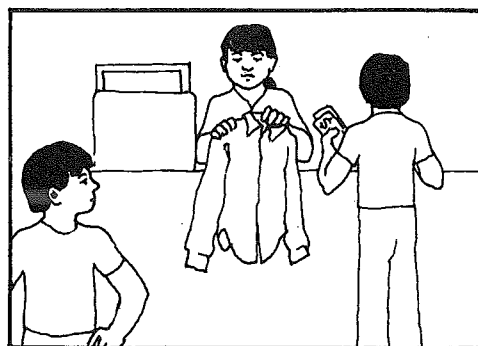
First read over the questions and answers in the exercise with your teacher. Then take turns asking the questions and giving the answers. Pay special attention to all the different "yukw" forms. Note that "hasak" does not take any "yukw" form.

Turn back to the beginning of this book if you need to review the different ways of asking "what are you doing".



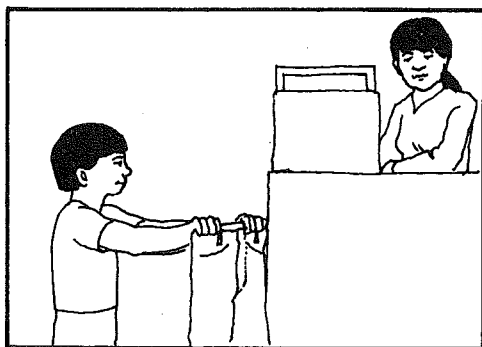
Yukwhl gun?
[Yukw '1 gun?]

Yukwna 'muukwhl hon!
[Yukwna mükw '1 hon!]



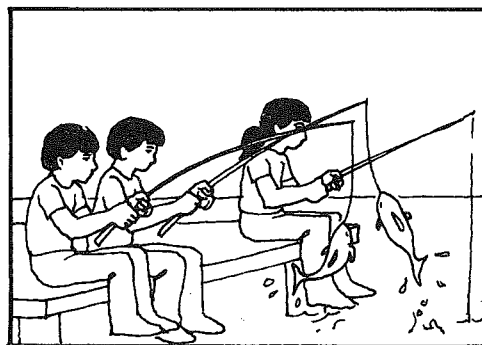
Yukwhl gudist?
[Yukw '1 gudist?]

Yukwt giikwthl kshla'wsxw.
[Yukwt gikwt '1]



Yukwhl gun?
[Yukw '1 gun?]

Yukwna giikwthl 'maxs.
[Yukwna gikwt '1 maks.]



Yukwhl gudiit?
[Yukw '1 gudiit?]

Yukwt 'muukwdiithl hon.
[Yukwt mükwdit '1 hon.]



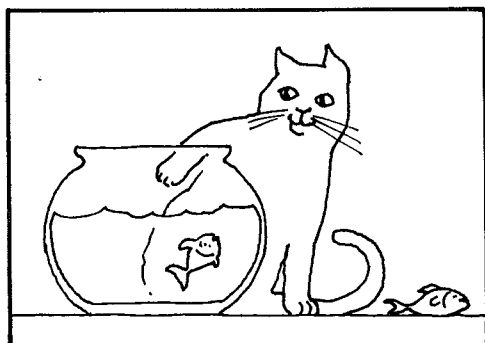
Yukwhl gudist?
[Yukw '1 gudist?]

Yukwt giikwthl gayt.
[Yukwt gikwt '1 gayt.]



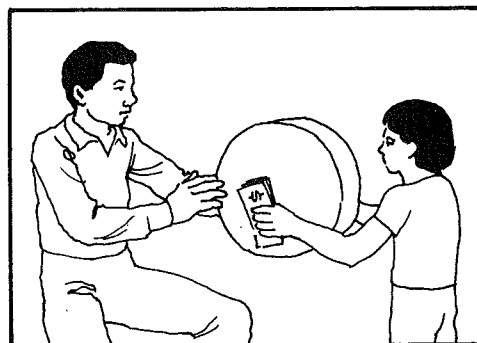
Yukwhl gun?
[Yukw '1 gun?]

Yukwna gyehlxwhl plaque.
[Yukwna gye 'lqu '1 plaque.]



Yukwhl gudist?
[Yukw '1 gudist?]

Yukwt 'muukwhl hon!
[Yukwt mükw '1 hon!]



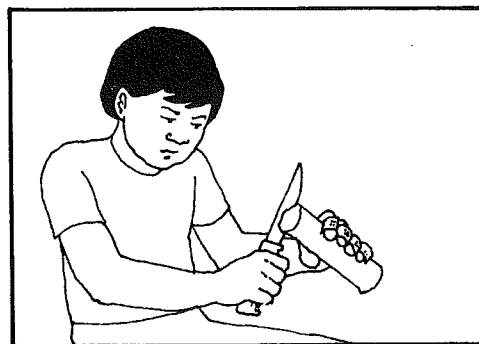
Yukwhl gun?
[Yukw '1 gun?]

Yukwna giikwthl anuuhl.
[Yukwna gikwt '1 anū '1.]



Yukwhl gun?
[Yukw '1 gun?]

Yukwna giikwthl nakx.
[Yukwna gikwt '1 nakx.]



Yukwhl gudist?
[Yukw '1 gudist?]

Yukwt gyehlxwhl xwts'a'n.
[Yukwt gye 'lqu '1 qutsàn.]

Gya'a'yhl _____

This action word might look and sound familiar to you since you first studied it on page 98 in Book 1. Read over the pattern given below. Watch for the "-hl" marker and the direct object.

*I see the dog or
I saw the dog*

gya'a'yhl os
[gyàaì '1 os]

*You see the dog
You saw the dog*

gya'anh1 os
[gyàan '1 os]

*He/she sees the dog
He/she saw the dog*

gya'ath1 os
[gyàat '1 os]

*We see the dog
We saw the dog*

gya'a'mhl os
[gyààm '1 os]

*All of you see the dog
All of you saw the dog*

gya'asi'mhl os
[gyàasim '1 os]

*They see the dog
They saw the dog*

gya'adiith1 os
[gyàadit '1 os]

*Fred sees the dog
Fred saw the dog*

gya'as Fredhl os
[gyàas Fred '1 os]

*The man sees the dog
The man saw the dog*

gya'ahl gyeth1 os
[gyàa '1 gyet '1 os]

I will see that woman.

Dim gya'a'yhl hanak_u tust. etc.
[Dim gyàaì '1 hanak' tust.]

Although you probably wouldn't use this form very often, you can use "yukw" + Set D endings to make the progressive tense.

I am looking at the woman.

Yukwna gya'ahl hanak_u. etc.
[Yukwna gyàa '1 hanak'.]

An easy way to practice this new action word is to go through the above pattern substituting other Gitksan words for "os".

You have already studied three different kinds of INDIRECT OBJECTS: nouns, proper names, and pronouns. For example:

I worked for the chief. I worked for Gus. I worked for him.

But so far we have only studied DIRECT OBJECTS that are nouns. Look at the examples below. Do you see that direct objects can also be proper names and pronouns?

I saw THE WOMAN. I saw MARG BROWN. I saw HER.

PROPER NAMES AS DIRECT OBJECTS

First, let's learn how to make direct objects that are proper names or close relatives. Put a "-t" marker on the word just before the direct object.

Gya'a'yt John.	Dim gya'a'mt Mae.	Gya'ahl gyet(t) Ray.
[Gyàait John.]	[Dim gyàamt Mae.]	[Gyàa 'l gyet(t) Ray.]
<i>I saw John.</i>	<i>We will see Mae.</i>	<i>The man saw Ray.</i>

Gya'at(t) Fred.	Gya'as Fredt Ted.	Dim gya'as Pamt Sam.
[Gyàat(t) Fred.]	[Gyàas Fredt Ted.]	[Dim gyàas Pamt Sam.]
<i>He saw Fred.</i>	<i>Fred saw Ted.</i>	<i>Pat will see Sam.</i>

Translate these sentences into English. When there are TWO proper names in the sentence (as in the last two examples above) look for the "-s" and "-t" markers that will tell you which is the subject and which the direct object.

1. Gya'a'mt Alan. Gya'asi'mt nigwood'y. Gya'adiit(t) Ned.
 [Gyàamt Alan.] [Gyàasìmt nigwōdì.] [Gyàadīt(t) Ned.]
2. Gya'as Alicet Jim. Gya'as noxo'yt Bert. Gya'at(t) Val.
 [Gyàas Alicet Jim.] [Gyàas nokoìt Bert.] [Gyàat(t) Val.]
3. Dim gya'asi'mt Tony. Dim gya'as Tonyt Francis.
 [Dim gyàasìmt Tony.] [Dim gyàas Tonyt Francis.]

Do you remember the Set A mini-words you studied on page 14? We used them as the pronoun subjects of sentences. But these mini-words can also serve as PRONOUN DIRECT OBJECTS. Review the Set A mini-words and then see how they are used in the examples.

SET A					
'ni'y	[nì]	I/me	'nuu'm	[nùm]	we/us
'niin	[nīn]	you	'nisi'm	[nisim]	you guys
'nit	[nit]	he/she him/her	'nidiit	[nidit̄]	they/them

SET A USED AS DIRECT OBJECTS

Gya'a'y 'niin. [Gyàaì nīn.] <i>I see you.</i>	Gya'an 'ni'y. [Gyàan nì.] <i>You see me.</i>	Gya'adiit 'nuu'm. [Gyàadit̄ nùm.] <i>They see us.</i>
---	--	---

Gya'adiit 'nit. [Gyàadit̄ nit.] <i>They saw him.</i>	Gya'adiit. [Gyàadit̄.] <i>They saw (it).</i>	Note in this last example that "it" is actually part of the action word and doesn't need a Set A mini-word.
--	--	---

Gya'ahl hanak 'nidiit. [Gyàa'1 hanak' nidit̄.] <i>The woman saw them.</i>	Gya'as John 'ni'y. [Gyàas John nì.] <i>John saw me.</i>
---	---

Now you try it. Translate these sentences into English.

1. *He saw you. He saw us. He saw them. He saw me. He saw her.*
2. *I saw Sue. I will see Sue. Sue saw me. Sue will see me.*
3. *They saw all of you. You guys saw them. We saw you. You saw us.*
4. *The woman saw Ted. The woman saw the man. The woman saw him.*
5. *Bob saw her. Bob will see her. Bob is looking at her.*



Use the chart of Set A mini-words if you need help in translating these sentences into English. First pronounce them in Gitksan before you give your translation out loud.

1. Gya'a'yhl aluugigyēt. Gya'a'yt Steve. Gya'a'y 'nit.
 [Gyàaì 'l alūgigyēt.] [Gyàaìt Steve.] [Gyàaì nit.]

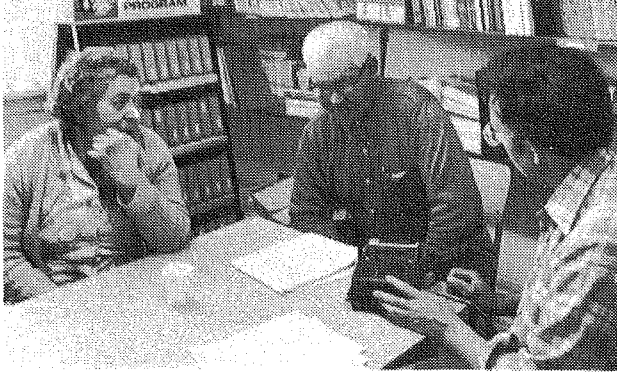
2. Gya'a'yhl k'amksiwaa. Gya'ahl k'amksiwaa 'ni'y.
 [Gyàaì 'l k'amksiwā.] [Gyàa 'l k'amksiwā nì.]

3. Gya'adiit 'nuu'm. Gya'a'm 'nidiit. Dim gya'a'm 'nidiit.
 [Gyàadit nùm.] [Gyààm nidit̄.] [Dim gyààm nidit̄.]

4. Gya'ant Flora. Gya'ahl hanak̄ tust. Gya'an 'nit.
 [Gyàant Flora.] [Gyàan 'l hanak̄ tust.] [Gyàan nit.]

5. Gya'as Brian 'niin. Gya'ant Brian. Gya'an 'nit.
 [Gyàas Brian nīn.] [Gyàant Brian.] [Gyàan nit.]

6. Gya'asi'm 'nuu'm. Gya'a'm 'nisi'm. Dim gya'a'm 'nisi'm.
 [Gyàasim nùm.] [Gyààm nisim̄.] [Dim gyààm nisim̄.]



Hlimoodiit 'nit.

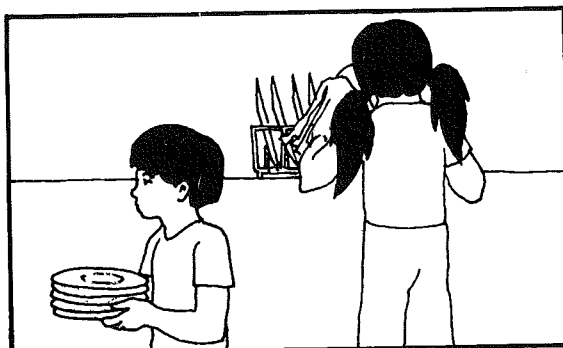
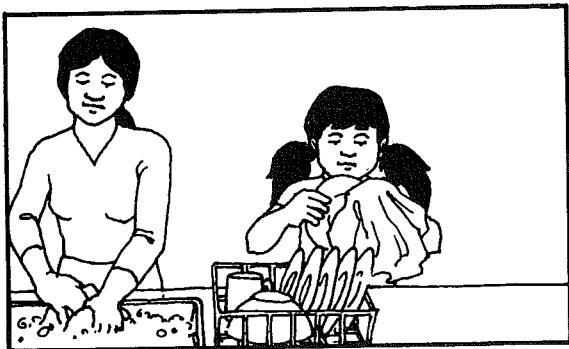
<i>I help or I helped</i>	hlimooy'y ['limōyî]
<i>You help</i>	hlimooy'n ['limōyn]
<i>He/she/it helps</i>	hlimooyit ['limōyit]
<i>We help</i>	hlimooy'm ['limōym]
<i>You all help.</i>	hlimooyisi'm ['limōyisîm]
<i>They help</i>	hlimoodiit ['limōdīt]
<i>Paul helps me.</i>	Hlimooy's Paul 'ni'y. ['limōys Paul nî.]
<i>The man helps me.</i>	Hlimooyhl gyet 'ni'y. ['limōy'1 gyet nî.]
<i>I am helping her.</i>	Yukwna hlimoot. [Yukwna 'limōt.]
<i>I will help him.</i>	Dim hlimooy'y 'nit. [Dim 'limōyî nit.]

Let's practice this new action word that means "help". First listen as your teacher pronounces the action word pattern and these sentences. Then you say them in Gitksan. Finally, translate the sentences below into English.

1. Hlimooy'y 'nit. Hlimooy'yh1 gyet. Hlimooy'yt Michael.
 ['limōyì nit.] ['limōyì '1 gyet.] ['limōyìt Michael.]
I helped him. I helped the man. I helped Michael.
2. Hlimooy'n 'ni'y. Hlimooyit 'ni'y. Hlimoodiit 'ni'y.
 ['limōyn nì.] ['limōyit nì.] ['limōdīt nì.]
3. Hlimooyh1 hanak 'nidiit. Hlimoodiith1 hanak.
 ['limōy '1 hanak' nidīt.] ['limōdīt '1 hanak'.]
4. Hlimooy's Glen 'ni'y. Hlimooy'yt Glen. Hlimooyit(t) Glen.
 ['limōys Glen nì.] ['limōyìt Glen.] ['limōyit(t) Glen.]
5. Hlimooyisi'mt Judy. Hlimooyisi'm 'nit. Hlimooyit 'nisi'm.
 ['limōyisìmt Judy.] ['limōyisìm nit.] ['limōyit nisìm.]

You have to listen and look carefully when you translate these sentences because sometimes a few letters are the only clues you have in Gitksan to tell you whether to say:

She helped Patsy. or *I helped Patsy.*
 Hlimooyit(t) Patsy. Hlimooy'yt Patsy.
 ['limōyit(t) Patsy.] ['limōyìt Patsy.]



Both "gya'a" ("see") and "hlimooy" ("help") use the Set D endings with "yukw" to make the subject of the sentence. Look at these examples. Go back and review pages 72-73 if you need to.

Yukwna gya'at.
 [Yukwna gyàat.]
I am looking at him.

Yukwna hlimoot.
 [Yukwna 'limōt.]
I am helping him.

Yukwma gya'at. etc.
 [Yukwma gyàat.]
You are looking at him.

Yukwma hlimoot. etc.
 [Yukwma 'limōt.]
You are helping him.

Yukwna gya'as Jack.
 [Yukwna gyàas Jack.]
I am looking at Jack.

Yukwna hlimoos Jack.
 [Yukwna 'limōs Jack.]
I am helping Jack.

Yukwna gya'ahl gyet.
 [Yukwna gyàa 'l gyet.]
I am looking at the man.

Yukwna hlimoohl gyet.
 [Yukwna 'limō 'l gyet.]
I am helping the man.

But there is an additional thing to think about with this "yukw" pattern and these two new action words. They both can take a PRONOUN DIRECT OBJECT. So we will also have a secondary pattern to learn so you can say thing like "I am helping YOU", "I am helping THEM", "They are helping ME", etc.

The pronoun direct objects are shown by Set B endings added to "gya'a" or "hlimoo". Look at these examples:

DIRECT OBJECT SHOWN HERE

<p>Yukwna hlimoon. [Yukwna 'limōn.] <i>I am helping you.</i></p>	<p>Yukwma hlimoo'Y. [Yukwma 'limōi.] <i>You are helping me.</i></p>
SUBJECT SHOWN HERE	

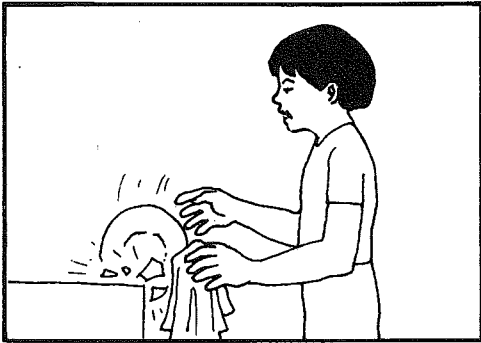
SET B

-y [-î]	I/me	-m [-m]	we/us
-n [-n]	you	-si'm [-sîm]	you guys
-t [-t]	he/she him/her	-diit [-dît]	they/them

Use these Set B endings to make the correct direct object in these sentences. The first column is already done for you. Note that the pattern changes when "they" is the subject.

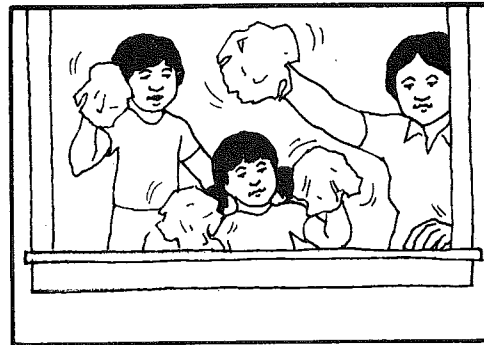
- | | |
|--|--|
| <p>1. Yukwna hlimoo <u>si'm</u> .
[Yukwna 'limō <u>sîm</u> .]
<i>I am helping you guys.</i></p> <p>2. Yukma hlimoo <u>'m</u> .
[Yukma 'limō <u>m</u> .]
<i>You are helping us.</i></p> <p>3. Yukwt gya'adiit <u>'nit</u> .
[Yukwt gyàadît <u>nit</u> .]
<i>They are looking at him.</i></p> <p>4. Yukwt gya'adiit <u>dît</u> .
[Yukwt gyàadît <u>dît</u> .]
<i>He is looking at them.</i></p> <p>5. Yukwt gya'a <u>t</u> .
[Yukwt gyàat <u>t</u> .]
<i>He is looking at her.</i></p> <p>6. Yukwmasim hlimoo <u>'y</u> .
[Yukwmasim 'limō <u>î</u> .]
<i>You guys are helping me.</i></p> | <p>7. Yukwna gya'a _____ .
[Yukwna gyàa _____ .]
<i>I am looking at YOU.</i></p> <p>8. Yukwna hlimoo _____ .
[Yukwna 'limō _____ .]
<i>I am helping THEM.</i></p> <p>9. Yukwt hlimoodiit _____ .
[Yukwt 'limōdît _____ .]
<i>They are helping HER.</i></p> <p>10. Yukw dip hlimoo _____ .
[Yukw dip 'limō _____ .]
<i>We are helping HIM.</i></p> <p>11. Yukwma gya'a _____ .
[Yukwma gyàa _____ .]
<i>You are looking at ME.</i></p> <p>12. Yukwt gya'a _____ .
[Yukwt gyàa _____ .]
<i>She is looking at US.</i></p> |
|--|--|

Translate these questions and answers into English.



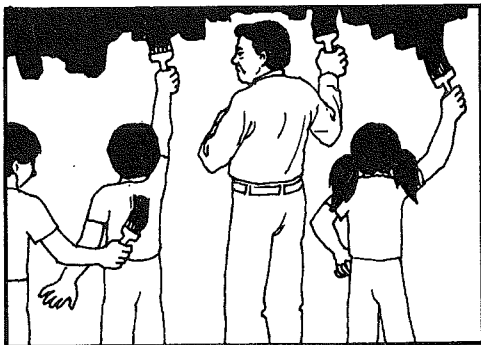
Yukwhl gun?
[Yukw 'l gun?]

Yukwna hlimoohl 'niin.
[Yukwna 'limō 'l nīn.]



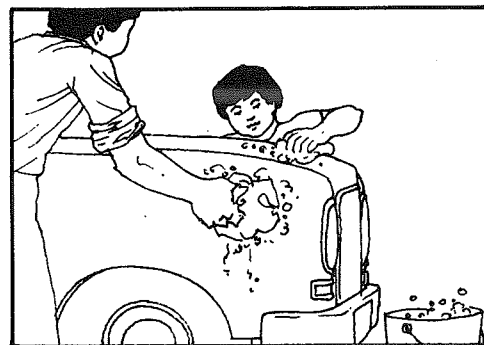
Yukwhl gusi'm?
[Yukw 'l gusim?]

Yukw dip hlimoos noxo'y.
[Yukw dip 'limōs noxo'yi.]



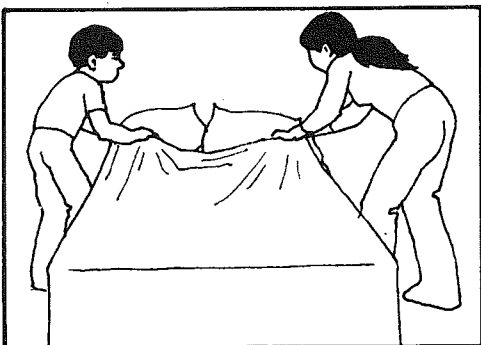
Yukwhl gudiit?
[Yukw 'l gudīit?]

Yukwt hlimoodiithl 'nit.
[Yukwt 'limōdīt 'l nit.]

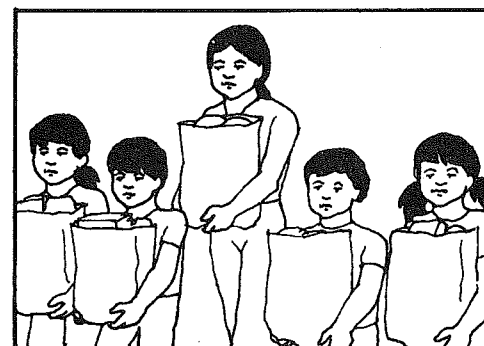


Yukwhl gudist?
[Yukw 'l gudist?]

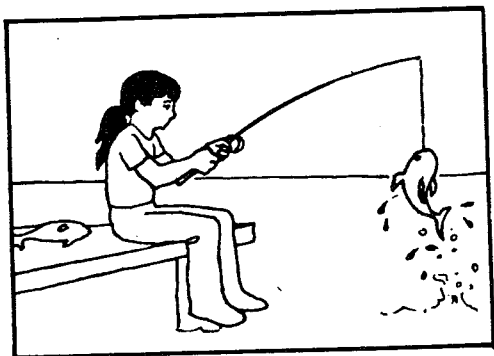
Yukwt hlimoot.
[Yukwt 'limōt.]



Yukwma hlimoos Valeriee.
[Yukwma 'limōs Valeriee.]



Yukwmasi'm hlimoohl hanak.
[Yukwmasim 'limō 'l hanak.]



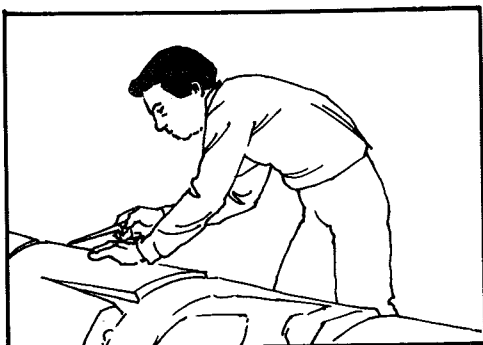
Yukwhl gudist?
[Yukw '1 gudist?]

Yukwt 'muukws Rhondahl hon.
[Yukwt mūkws Rhonda '1 hon.]



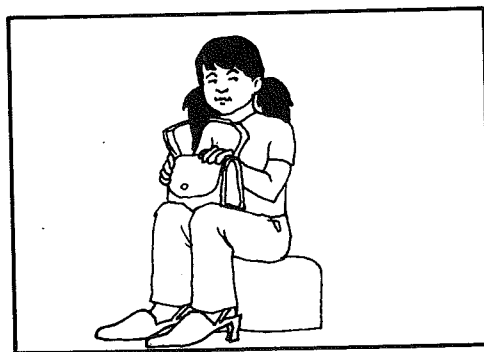
Yukwhl gusi'm?
[Yukw '1 gusim?]

Yukw dip hlimoodiit.
[Yukw dip 'limōdit.]



Yukwhl gudist?
[Yukw '1 gudist?]

Yukwt gyehlxws Georgehl xwts'a'n.
[Yukwt gye 'lqus George '1 qutsàn.]

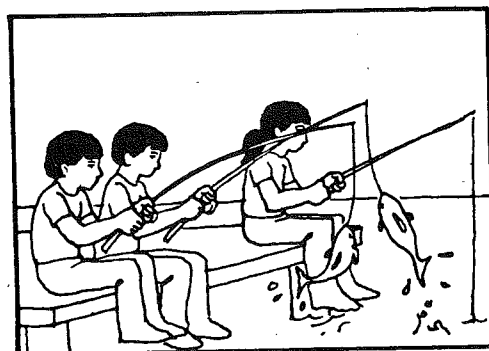


Yukwhl gun?
[Yukw '1 gun?]

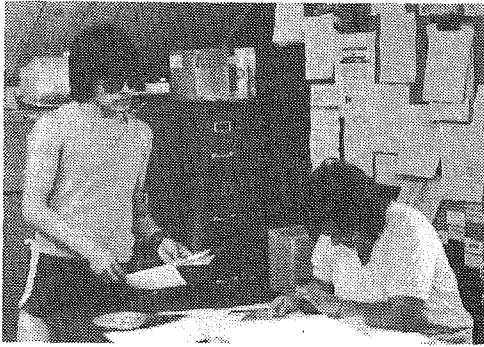
Yukwhl ma'os'y!
[Yukw '1 màoši!]



Yukwhl hahle'lstn.
[Yukw '1 ha 'lèlstn.]



Yukwmasi'm 'muukwhl hon.
[Yukwmasim mūkwh '1 hon.]



Yukwhl gudist?
[Yukw '1 gudist?]

Yukwt hlimoohl gyet.
[Yukwt 'limō '1 gyet.]



Yukwhl gudiit?
[Yukw '1 gudiit?]

Yukwhl mas'osdiit.
[Yukw '1 masosdit.]



Yukwhl gudiit?
[Yukw '1 gudiit?]

Yukwt gyehlxwddiithl plaque.
[Yukwt gye 'lqudit '1 plaque.]

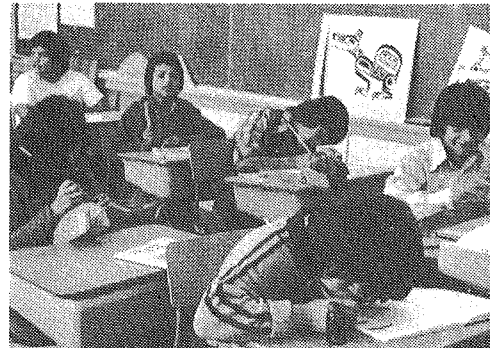


Yukwhl gudist?
[Yukw '1 gudist?]

Yukwhl hahle'lsit.
[Yukw '1 ha 'lèlsit.]



Yukwt gya'ahl sweta.
[Yukwt gyaā '1 sweta.]



Yukwhl hahle'lsdiit.
[Yukw '1 ha 'lèlsdit.]

What you should know by now.

ACTION WORD PATTERNS

In this second section of the book, you have learned many new action word patterns. Turn back to each of the pages listed below for a review. Do you know all of the forms? Take time to re-learn any you have forgotten before going any further in this book.

p. 44 Hasaga'yhl wineex.
[Hasaga'ài '1 winēk.]
I WANT food.

p. 64 Giigw'yhl wineex.
[Gi'gwì '1 winēk.]
I BUY food.

p. 58 'Muugw'yhl hon.
[Mūgwì '1 hon.]
I CATCH fish.

p. 78 Gya'a'yhl os.
[Gyàa'ì '1 os.]
I SEE the dog.

p. 60 Gyehlxw'yhl plaque.
[Gye 'lquì '1 plaque.]
I CARVE a plaque.

p. 32 Hlimooy'yhl gyet.
['limōyì '1 gyet.]
I HELP the man.

DIRECT OBJECTS THAT ARE NOUNS

All these action words can take direct objects that are nouns. Turn back to page 46 for a review. The "-hl" relational marker always comes before a noun direct object in these patterns.

Gya'a'yhl gyet.
[Gyàa'ì '1 gyet.]
I saw the man.

Gya'as Rayhl os.
[Gyàas Ray '1 os.]
Ray saw the dog.

Gya'ahl gyethl duus.
[Gyàa '1 gyet '1 dūs.]
The man saw the cat.

DIRECT OBJECTS THAT ARE PROPER NAMES

Proper names (and words for close relatives) can serve as both subjects and direct objects. When they function as direct objects, you put a "-t" marker on the word just before the direct object.

Gya'a'yt Peg.	Gya'at(t) Meg.	Gya'ahl gyet(t) Sam.
[Gyàaìt Peg.]	[Gyàat(t) Meg.]	[Gyàa'1 gyet(t) Sam.]
<i>I saw PEG.</i>	<i>He saw MEG.</i>	<i>The man saw SAM.</i>

Gya'as Maryt Ted.	Dim gya'as Pamt Sam.
[Gyàas Maryt Ted.]	[Dim gyàas Pamt Sam.]
<i>Mary saw TED.</i>	<i>Pam will see SAM.</i>

DIRECT OBJECTS THAT ARE PRONOUNS

The Set A mini-words can serve as both subjects and direct objects for sentences. Look at these examples to see how they function as direct objects.

Gya'a'y 'niin.	Gya'an 'ni'y.	Gya'adiit 'nit.
[Gyàaì nīn.]	[Gyàan nì.]	[Gyàadīt nit.]
<i>I see YOU.</i>	<i>You saw ME.</i>	<i>They saw HIM.</i>

Gya'ahl si'moogit 'nidiit.	Gya'as Raymond 'ni'y.
[Gyàa'1 sīmōgit nidīt.]	[Gyàas Raymond nì.]
<i>The chief saw them.</i>	<i>Raymond saw me.</i>

SET A					
'ni'y	[nì]	I/me	'nuu'm	[nùm]	we/us
'niin	[nīn]	you	'nisi'm	[nisìm]	you guys
'nit	[nit]	he/she him/her	'nidiit	[nidīt]	they/them

INDIRECT OBJECTS THAT ARE PRONOUNS

Beginning on page 50 you learned the Set C mini-words that function as pronoun indirect objects. Review Set C below and then see how these mini-words work in the examples. (Note that "ma'os" does NOT take an indirect object; there is a separate Gitksan action word that means "to play WITH someone".)

SET C			
<i>to me/for me</i>	loo'y [lōì]	loo'm [lòm]	<i>to us/for us</i>
<i>to you/for you</i>	loon [lōn]	loosi'm [lōsìm]	<i>to/for you guys</i>
<i>to him/her for him/her</i>	loot [lōt]	loodiit [lōdīt]	<i>to them/for them</i>

Hahle'lst 'ni'y loodiit.

[Ha 'lèlst nì lōdīt.]

I am working for THEM.

Hasaks Wilburhl os tust loot.

[Hasak's Wilbur 'l os tust lōt.]

Wilbur wants that dog for HER.

INDIRECT OBJECTS THAT ARE NOUNS AND NAMES

When you use a proper name as an indirect object, you add the word "es" before the name. Gitksan words for close relatives (such as "mother", "father", "grandfather", etc.) also act as proper names.

When you want to use a noun as an indirect object, you add "ehl" before the word. Look at these examples:

ES Yukwhl hahle'lst'y es Tom.

[Yukw 'l ha 'lèlstì es Tom.]

I am working for TOM.

Yukwhl hahle'lst'y es nigwood'y.

[Yukw 'l ha 'lèlstì es nigwōdì.]

I am working for my FATHER.

EHL Hasaga'yhl goopi ehl si'moogit.

[Hasagài 'l gōpi e 'l sìmōgit.]

I want coffee for the chief.

MAKING THE PROGRESSIVE TENSE WITH YUKW

There are two different ways to make the progressive (or *-ing*) tense with "yukw". Action words such as "hahle'ls" and "ma'os" that do NOT take direct objects simply add "yukwhl" in front.

Yukwhl hahle'lst'y.

[Yukw'1 ha'lèlstì.]

I am working.

Yukwhl ma'os'y.

[Yukw'1 màosì.]

I am playing.

All the other action words you have studied (except "hasaga") form the progressive tense by adding Set D endings to "yukw".

SET D			
yukw-NA	<i>I</i>	yukw DIP	<i>we</i>
yukw-MA	<i>you</i>	yukw-MASIM	<i>you guys</i>
yukw-T	<i>he/she</i>	yukw-T _____-DIIT	<i>they</i>

Yukwna giikwhl swidis.

[Yukwna gīkw'1 swidis.]

I am buying candy.

Yukw dip giikwhl swidis.

[Yukw dip gīkw'1 swidis.]

We are buying candy.

Yukwma giikwhl swidis.

[Yukwma gīkw'1 swidis.]

You are buying candy.

Yukwmasim giikwhl swidis.

[Yukwmasim gīkw'1 swidis.]

You guys are buying candy.

Yukwt giikwhl swidis.

[Yukwt gīkw'1 swidis.]

He/she is buying candy.

Yukwt giikwdiithl swidis.

[Yukwt gīkwdīt'1 swidis.]

They are buying candy.

Yukwt giikws Maryhl swidis.

[Yukwt gīkws Mary'1 swidis.]

Mary is buying candy.

Yukwt giikwhl hanakhl swidis.

[Yukwt gīkw'1 hanak'1 swidis.]

The woman is buying candy.

PRONOUN DIRECT OBJECTS AND YUKW

Action words such as "hlimoo" and "gya'a" use "yukw" and the Set D endings to make the progressive tense. When you also have a pronoun direct object, you show it by adding the Set B endings to the end of "hlimoo" or "gya'a" as in these examples:

Yukwna hlimoodiit.

[Yukwna 'limōdīt.]

I am helping THEM.

Yukwma gya'a'm.

[Yukwma gyāām.]

You are looking at US.

QUESTIONS WITH GUHL

Beginning on page 68 you learned how to make questions with the word "guhl". Look at this example with the action word "buy".

Guhl giigwn?

[Gu 'l gīgwn?]

What did you buy?

Guhl giigwisi'm?

[Gu 'l gīgwisim?]

What did you guys buy?

Guhl giigwit?

[Gu 'l gīgwit?]

What did he/she buy?

Guhl giikwdiit?

[Gu 'l gīkwdīt?]

What did they buy?

Guhl giigwis Tony?

[Gu 'l gīgwis Tony?]

What did Tony buy?

Guhl giigwihl gyet?

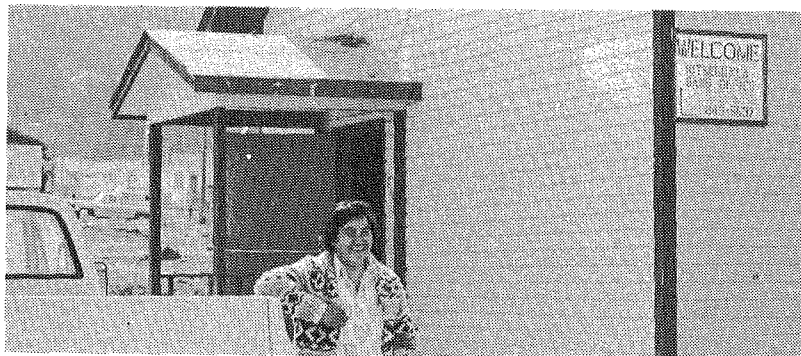
[Gu 'l gīgwi 'l gyet?]

What did the man buy?

You will notice that the spelling of the action word changes. If you need to review when that will happen, go back and look at page 43.

Wilaa'yhl gyet.

Anoog'yhl gyet.



*I know the man. or
I knew the man.*

wilaay'yhl gyet
[wilāyì '1 gyet]

You know the man

wilaaynhl gyet
[wilāyn '1 gyet]

He/she knows the man

wilaayithl gyet
[wilāyit '1 gyet]

We know the man

wilaay'mhl gyet
[wilāym '1hl gyet]

You all know the man

wilaayisi'mhl gyet
[wilāyisim '1 gyet]

They know the man

wilaaxdiithl gyet
[wilākdīt '1 gyet]

Marie knows the man.

Wilaays Mariehl gyet.
[Wilāys Marie '1 gyet.]

The woman knows the man.

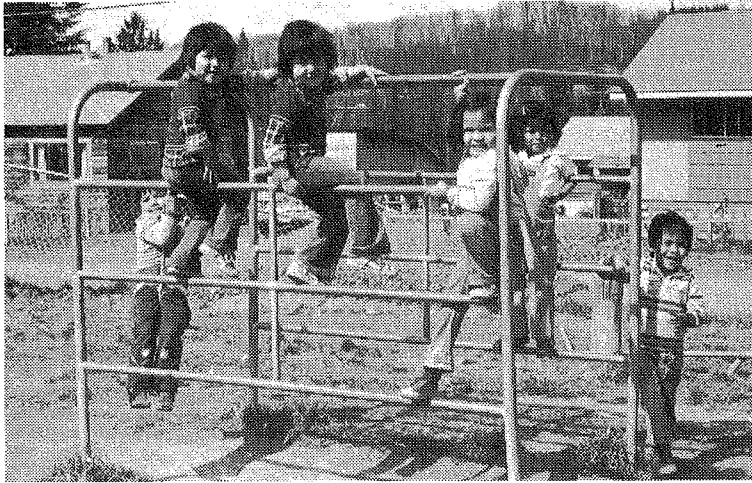
Wilaayhl hanakhl gyet.
[Wilāy '1 hanak'1 gyet.]

<i>I like the man. or I liked the man.</i>	anoogo'yhl gyet [anōgōi'1 gyet]
<i>You like the man</i>	anoogonhl gyet [anōgōn'1 gyet]
<i>He/she likes the man</i>	anoogothl gyet [anōgōt'1 gyet]
<i>We like the man</i>	anoogo'mhl gyet [anōgōm'1 gyet]
<i>You all like the man</i>	anoogosi'mhl gyet [anōgōsīm'1 gyet]
<i>They like the man</i>	anookdiithl gyet [anōk̄dīt'1 gyet]
<i>Jackie likes the man.</i>	Anoogos Jackiehl gyet. [Anōgōs Jackie'1 gyet.]
<i>The woman likes the man.</i>	Anoogohl hanakhl gyet. [Anōgō'1 hanak'1 gyet.]

You should know that there is another Gitksan word that means "like" or "love". If you want to tell your sweetheart "I love you" you would say "wii oo'y 'niin".

Both these action words may sound familiar to you since you studied some of their patterns in Book 1. But pay special attention to how the action word changes in the "they" form.

By now you should be starting to see some similarities in the patterns from one group of action words to the next. For example, turn back to page 82 and look at the patterns there. Do you see how much they are like these two action words? Look for other similarities in terms of what the action words can do. For example, some of them can take both direct objects and indirect objects, others can't. If you want to know how to speak Gitksan properly, you'll have to learn these patterns or rules so well that eventually they become automatic. It's just like learning to walk—you spend a lot of time learning how as a baby and then later you don't think, you just do it!



Now let's study both these new action words together.
Translate these sentences into English and give your answers
out loud.

1. Wilaay'yhl k'amksiwaa. Anoogo'yhl k'amksiwaa.
[Wilāyì 'l k'amksiwā.] [Anōgòì 'l k'amksiwā.]
2. Wilaays Theresahl hanak tust. Wilaayihl hanakt Theresa.
[Wilāys Theresa 'l hanak'ust.] [Wilāyi 'l hanak't Theresa.]
3. Anōogo'mhl t'axoo'odm hanak tust. Anōogo'm 'nit.
[Anōg'òm 'l tak'òodim hanak'ust.] [Anōg'òm nit.]
4. Wilaays Rayt Glenn. Wilaays Ray 'nit. Wilaayitt Glenn.
[Wilāys Rayt Glenn.] [Wilāys Ray nit.] [Wilāyitt Glenn.]
5. Anōogosi'mhl aluugigy^et tust. Anōokdiithl aluugigy^et tust.
[Anōg'osim 'l alūgigy^etust.] [Anōk'dit 'l alūgigy^etust.]
6. Wilaay'y 'niin. Wilaay'yt Joe. Wilaay'yhl tk'ihlxwm gy^et tust.
[Wilāyì nīn.] [Wilāyit Joe.] [Wilāyì 'l tki 'lqum gy^etust.]
7. Anōogo'yhl hanak tust. Anōogonhl hanak tust. Anōogot 'nit.
[Anōgòì 'l hanak'ust.] [Anōg'on 'l hanak'ust.] [Anōg'ot nit.]

Now let's see how well you can do translating these English sentences into Gitksan. Give your answers out loud.

1. *We know him. We like him. We know Gary. We like Gary.*
2. *I know that chief. I know him. I know Mr. Phillips.*
3. *I like that girl. I like her. I like Florence.*
4. *They know us. They like us. We know them. We like them.*
5. *He knows you. He likes you. You know him. You like him.*
6. *He knows Fay. He likes Fay. Fay knows him. Fay likes him.*
7. *Both Jack and Ronnie know that Whiteman. They know him.*
8. *Both Alice and Pat like that Indian. They like him.*
9. *I like them. They like us. I know them. They know us.*



Two Kinds

As you've been studying the action words in this book, you may have noticed that not all action words behave the same way. Some can take direct or indirect objects, others can't. Some use "yukwhl" and others need "yukw" + Set D endings to make the progressive tense. When we compare all these differences, we see that there seem to be two kinds or categories of action words. Let's call them CLASS 1 and CLASS 2.

CLASS 1

CLASS 2

'muukxw [mūkqw]	<i>to catch fish</i>	hahle'1st [ha 'lè1st]	<i>to work</i>
gyehlxw [gye 'lqw]	<i>to carve</i>	ma'os/mas'os [màos/masos]	<i>to play</i>
giikw [gīkw]	<i>to buy</i>	hasak [hasak']	<i>to want or like</i>
gya'a [gyàa]	<i>to see</i>		
hlimooy ['limōy]	<i>to help</i>		
wilaay [wilāy]	<i>to know</i>		
anook [anōk']	<i>to like</i>		

DIFFERENT WAYS TO MAKE THE PROGRESSIVE TENSE

As we mentioned on pages 72 and 92, Class 2 action words simply add "yukwhl" before the action word to make the progressive ("-ing") tense. Note: "hasak" does not use the progressive tense.

Class 1 action words use "yukw" plus the Set D endings to make the progressive tense.

DIRECT OBJECTS OR NO DIRECT OBJECTS

Here's another difference between the two kinds of action words. Class 1 action words have direct objects most of the time.

Class 2 action words usually don't have direct objects. Even action words like "hasak" which appear to take direct objects, actually take indirect objects and possessions. It is the way this action word translates into English that confuses. Look at these examples:

Hasaks Randyhl goopi.
[Hasak's Randy 'l gōpi.]
Randy wants coffee.

According to the English translation, it seems that "coffee" is a perfectly good direct object. But what's really being said in Gitksan is:

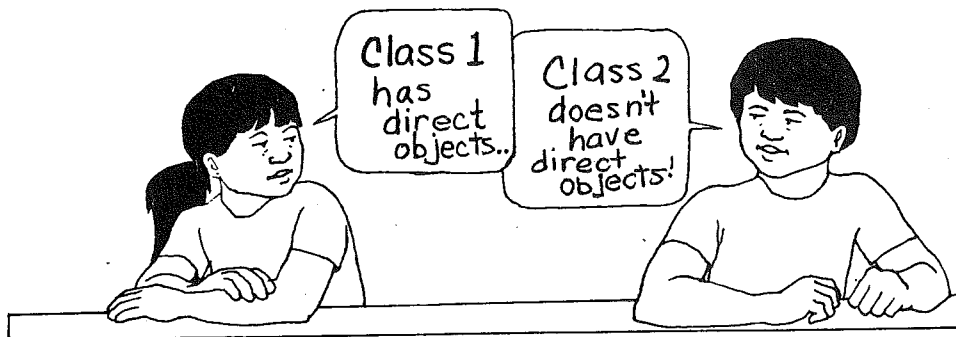
"John's want is for the coffee." Note that the "-s" ending on hasak is the same ending used for possession.

Needi hasaga'y loot.
[Nēdi hasaga'i lōt.]
I don't want it.

Notice that "it" and "that dog" are written as indirect objects in Gitksan (Set C pronoun and "ehl") but they are translated as direct objects in English.

Needi hasaga'y ehl os tust.
[Nēdi hasaga'i e' l os tust.]
I don't want that dog.

So you have to look at what is happening in Gitksan rather than English to decide whether an action word is Class 1 or Class 2.



We will learn more Class 1 and Class 2 differences in the next pages. Why is it so important to put action words into groups? The reason is that when you come across a new action word, you can see if it acts like a Class 1 or Class 2 word and then predict its pattern.

Negatives

We're going to learn how to say "I didn't (did NOT)" or "I don't (do NOT)". All the NEGATIVE words in this lesson are based on the Gitksan word "nee" or "no".

CLASS 1

Neendi wilaayn.

[Nēndi wilāyn.]

I don't/didn't know you.

Neema di wilaay'y.

[Nēma di wilāyì.]

You don't know me.

Needit wilaay'y.

[Nēdit wilāyì.]

He doesn't know me.

Nee dip di wilaayn.

[Nē dip di wilāyn.]

We don't know you.

Neemasim di wilaay'y.

[Nēmasim di wilāyì.]

You guys don't know me.

Needit wilaaxdiit 'niin.

[Nēdit wilākḏīt nīn.]

They don't know you.

Needit wilaaxs John 'niin.

[Nēdit wilāks John nīn.]

John doesn't know you.

Needit wilaaxhl gyet 'niin.

[Nēdit wilāk 'l gyet nīn.]

The man doesn't know you.

CLASS 2

Needi hahle'lst'y.

[Nēdi ha 'lèlstì.]

I don't/didn't work.

Needi hahle'lstn.

[Nēdi ha 'lèlstn.]

You didn't work.

Needi hahle'lsit.

[Nēdi ha 'lèlsit.]

He/she didn't work.

Needi hahle'lst'm.

[Nēdi ha 'lèlstm.]

We didn't work.

Needi hahle'lsisi'm.

[Nēdi ha 'lèlsisim.]

You guys didn't work.

Needi hahle'lsdiit.

[Nēdi ha 'lèlsdīt.]

They didn't work.

Needi hahle'lst Mary.

[Nēdi ha 'lèlst Mary.]

Mary didn't work.

Needi hahle'lsit(hl) hanak.

[Nēdi ha 'lèlsit('l) hanak'.]

The woman didn't work.

At first that might look like an awful lot to learn. But once you start to look for patterns, it's really not so bad.

Class 2 action words are easy to combine with a negative. All you have to do is put "needi" in front. This is the same negative you used with sentences like "Needi os tust" ("That's not a dog") in Book 1.

Change these to negative sentences. Give your answer out loud. Then translate it into English.

1. Ma'ost Becky.
[Màost Becky.]

_____ *He's not playing.*

2. Hahle'lsit(hl) gyet.
[Ha 'lèlsit('1) gyet.]

_____ *The man didn't work.*

3. Mas'os'm k'yoots.
[Masosm kyōts.]

_____ *We didn't play yesterday.*

4. Mas'os 'nidiit.
[Masos nidīit.]

_____ *They didn't play.*

5. Hahle'lst Frank.
[Ha 'lèlst Frank.]

_____ *Frank didn't work.*

NEEDI HAHLE'LSIT(HL)
GYET TUST.

HAHLE'LSIT(HL) GYET TUN.



CLASS 1 action words take the negative mini-words listed below. These mini-words tell you the pronoun subject of the sentence and that there is a negative in the sentence.

If you look closely at these negative mini-words, you will see that they are actually made up of "nee" plus the Set D endings plus "di".

nee-N di	<i>I don't/didn't</i>	nee DIP di	<i>we didn't</i>
nee-MA di	<i>you didn't</i>	nee-MASIM di	<i>you guys didn't</i>
nee-di-T	<i>he/she didn't</i>	nee-di-T _____-DIIT	<i>they didn't</i>

Read each of these example sentences out loud in Gitksan. Then make the change indicated and read your new sentence out loud.

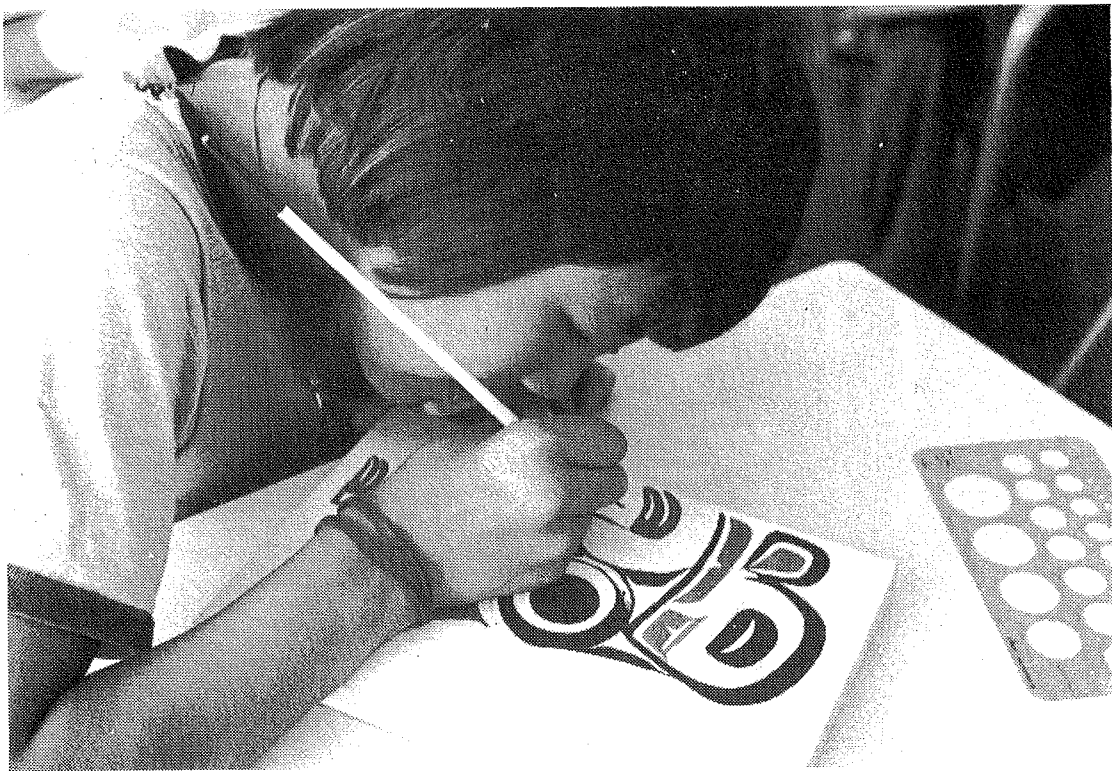
1. Neendi anookhl hanak tust.
 [Nēndi anōk'1 hanak' tust.] YOU don't like that woman.
I don't like that woman.

2. Neendi 'muukwhl hon.
 [Nēndi mūkwh'1 hon.] WE didn't catch a fish.
I didn't catch a fish.

3. Needit gya'as Tomhl os.
 [Nēdit gyâas Tom'1 os.] The MAN didn't see the dog.
Tom didn't see the dog.

4. Needit giikwdiithl swidis.
 [Nēdit gīkwdīt'1 swidis.] YOU GUYS didn't buy candy.
They didn't buy candy.

5. Needit giikwhl gudets'y.
 [Nēdit gīkw'1 gudetsì.] YOU didn't buy my jacket.
He didn't buy my jacket.



6. Nee dip di gyehlxwhl xwts'a'n. _____
 [Nē dip di gye'lqu'l qutsàn.] *HE didn't carve a totem pole.*
We didn't carve a totem pole.
7. Neemasim di hlimoos Phyllis. _____
 [Nēmasim di hlimōs Phyllis.] *I didn't help Phyllis.*
You guys didn't help Phyllis.
8. Neema di anookt. _____
 [Nēma di anōkt.] *I don't like him.*
You don't like him.
9. Neendi wilaaxs Daniel. _____
 [Nēndi wilāks Daniel.] *SHE doesn't know Daniel.*
I don't know Daniel.
10. Needit 'muukws Johnhl hon. _____
 [Nēdit mūkws John'l hon.] *THE BOY didn't catch a fish.*
John didn't catch a fish.

"Nee" Questions

There are several ways to ask a question in Gitksan.

- 1) You can use the question marker "-a" ending.

Gya'anh1 os tusta? *Do you see that dog?*
 [Gyàan'1 os tusta?]

- 2) You can use a question word like "gu".

Gu tust? *What's that?*
 [Gu tust?]

- 3) You can use a form of the word "nee" and the question marker "-a" ending. Pay special attention to forms of "nee" that Class 1 and 2 use.

Let's look at CLASS 2 action words. They use the word "neeh1" with the question marker "-a". Compare these examples.

Neeh1 hahle'1sit(h1) gyed-a?	Needi hahle'1sit(h1) gyet.
[Nē'1 ha'lèlsit(h1) gyed-a?]	[Nēdi ha'lèlsit(h1) gyet.]
<i>Did/does the man work?</i>	<i>The man didn't/doesn't work.</i>

Neeh1 hahle'1stn looda?	Needi hahle'1st'y loot.
[Nē'1 ha'lèl1stn lōda?]	[Nēdi ha'lèl1stì lōt.]
<i>Did you work for him?</i> <i>Do you work for him?</i>	<i>I didn't work for him.</i> <i>I don't work for him.</i>

Neeh1 ma'osis Dorothy-a?	Needi ma'osis Dorothy.
[Nē'1 màosis Dorothy-a?]	[Nēdi màosis Dorothy.]
<i>Did/does Dorothy play?</i>	<i>Dorothy didn't/doesn't play.</i>

Now translate these questions into English. Can you also give an answer in Gitksan. It is easy! Just change "neehl" to "needi" and drop the question marker "-a".

1. Neehl hasagan ehl osa?
[Nē '1 hasa'gan e '1 osa?]

6. Neehl hahle'lsis Johna?
[Nē '1 ha 'lèlsis Johna?]

2. Neehl hasaks Sally ehl osa?
[Nē '1 hasak's Sally e '1 osa?]

7. Neehl hahle'lstna?
[Nē '1 ha 'lèlstna?]

3. Neehl mas'osisi'm gy'uuna?
[Nē '1 masosisim gyūna?]

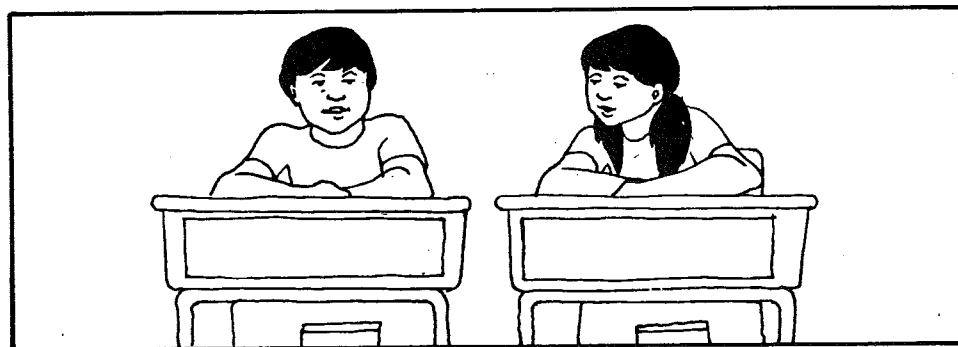
8. Neehl ma'ost(hl) hanaga?
[Nē '1 màost('1) hanaga?]

4. Neehl hahle'lsit es Tom-a?
[Nē '1 ha 'lèlsit es Tom-a?]

9. Neehl mas'osdiida?
[Nē '1 masosdīda?]

5. Neehl hasakdiithl duusa?
[Nē '1 hasakdīt '1 dūsa?]

10. Neehl hahle'lsit 'nuu'ma?
[Nē '1 ha 'lèlsit nūma?]



NEEHL HAHLE' LSTN K'YOOTs-A?

Now let's see how CLASS 1 action words make questions using a form of "nee" plus the question marker "-a" ending. Look at these examples.

Neena wilaaxta?
 [Nēna wilākta?]
Do I know him?

Neema wilaaxta?
 [Nēma wilākta?]
Do you know him?

Neet. wilaayna?
 [Nēt wilāyna?]
Does he know you?

Nee dip wilaaxta?
 [Nē dip wilākta?]
Do we know him?

Neemasim wilaay'ya?
 [Nēmasim wilāyia?]
Do you guys know me?

Neet wilaaxdiit 'niina?
 [Nēt wilākdīt nīna?]
Do they know you?

Neendi wilaaxt.
 [Nēndi wilākt.]
I don't know him.

Neema di wilaaxt.
 [Nēma di wilākt.]
You don't know him.

Needit wilaayn.
 [Nēdit wilāyn.]
He doesn't know you.

Nee dip di wilaaxt.
 [Nē dip di wilākt.]
We don't know him.

Neemasim di wilaay'y.
 [Nēmasim di wilāyì.]
You guys don't know me.

Needit wilaaxdiit 'niin.
 [Nēdit wilākdīt nīn.]
They don't know you.

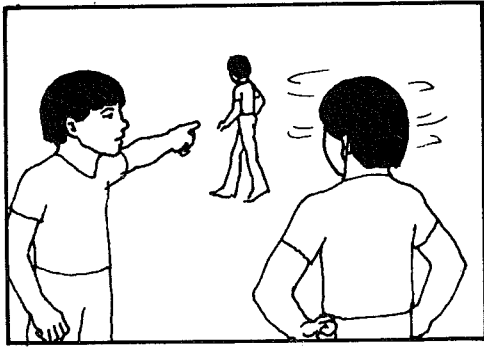
Do you see that the words "neena", "neema", "neet", etc. are made up of "nee" and the Set D endings? They are almost the same words we just studied if you add the "di".

Sometimes you will see this change in the "neet" and "needit" forms:

Neet wilaaysust 'nidiida?
 [Nēt wilāysust nidīda?]
Does he know them?

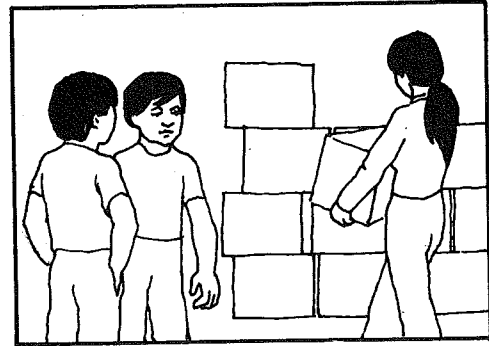
Needit wilaaysust 'nidiit.
 [Nēdit wilāysust nidīt.]
He doesn't know them.

When you have a sentence with "he", "she", or "them" as subject and object, you use "sun" or "sust" ("this or that guy") instead of the usual "-t" ending so the sentence is less confusing.



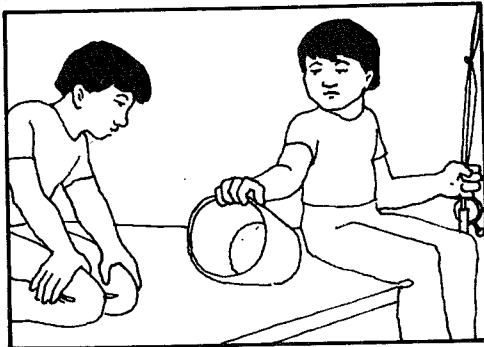
Neema anookta?
[Nēma anōk̄ta?]

Neendi anookt.
[Nēndi anōk̄t.]



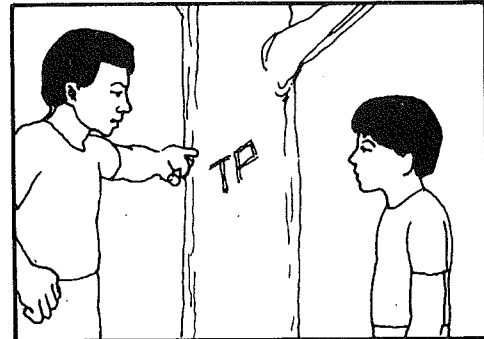
Nee dip hlimooda?
[Nē dip 'limōda?]

Nee dip di hlimoot.
[Nē dip di 'limōt.]



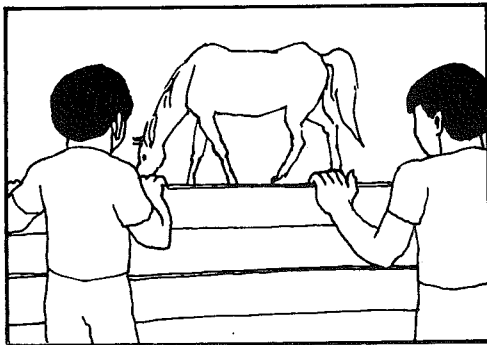
Neet 'muukwhl hona?
[Nēt mūkw 'l hona?]

Needit 'muukwhl hon.
[Nēdit mūkw 'l hon.]



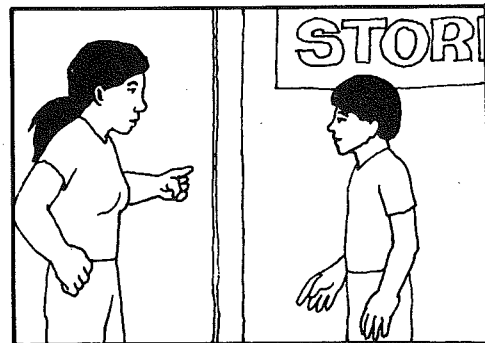
Neema gyehlxwhl gan?
[Nēma gye 'lqu 'l gan?]

Neendi gyehlxwhl gan.
[Nēndi gye 'lqu 'l gan.]



Neet giikwdiithl gyowadena?
[Nēt gikwdit 'l gyowadena?]

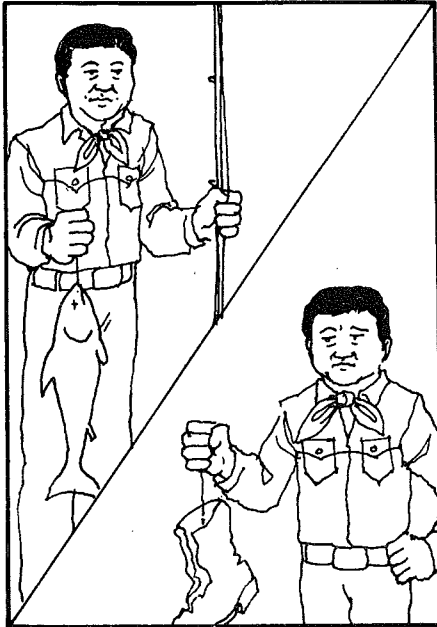
Needit giikwdiithl gyowaden.
[Nēdit gikwdit 'l gyowaden.]



Neemasim gya'ahl gayt tusta?
[Nēmasim gyāa 'l gayt tusta?]

Neemasim di gya'ahl gayt.
[Nēmasim di gyāa 'l gayt.]

Each of these questions gives you two choices: a positive answer and a negative answer. First, read through all the questions and answers in Gitksan. Then choose a partner; take turns asking a question and giving one of the answers.



Neet 'muukwhl si'moogithl hona?

[Nēt mūk'1 sîmōgit'1 hona?]

Did the chief catch fish?

Ee'. 'Muugwihl si'moogithl hon.

[Eè. Mūgwi'1 sîmōgit'1 hon.]

Yes. The chief caught fish.

Needit 'muukwhl si'moogithl hon.

[Nēdit mūk'1 sîmōgit'1 hon.]

The chief didn't catch fish.

Neet giikws Bobhl gayt tusta?

[Nēt gīkws Bob'1 gāyt tusta?]

Did Bob buy that hat?

Ee'. Giigwis Bobhl gayt tun.

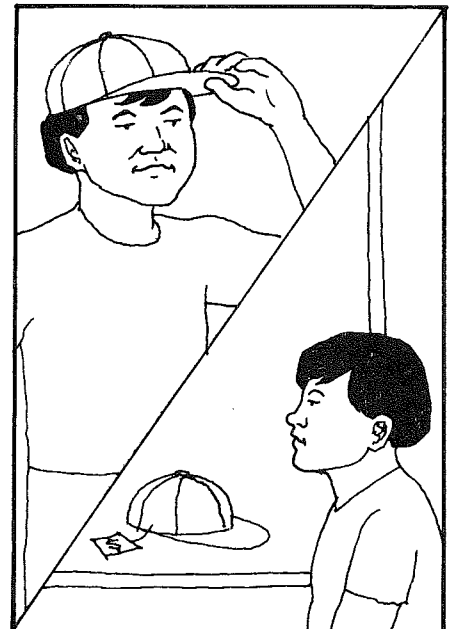
[Eè. Gīgwis Bob'1 gāyt tun.]

Yes. Bob bought this hat.

Nee. Needit giikws Bobhl gayt tun.

[Nē. Nēdit gīkws Bob'1 gāyt tun.]

No. Bob didn't buy this hat.





Neet anoogona?

[Nēt anōgona?]

Does she like you?

Ee'. Anoogot 'ni'y.

[Eè. Anōgot nì.]

Yes. She likes me.

Nee. Needit anoogo'y.

[Nē. Nēdit anōgoì.]

No. She doesn't like me.

Neet gya'ahl tk'ihlxwm hanakhl os tusta?

[Nēt gyàa 'l tki 'lqum hanak' 'l os tusta?]

Does the girl see that dog?

Gya'ahl tk'ihlxwm hanakhl os tust.

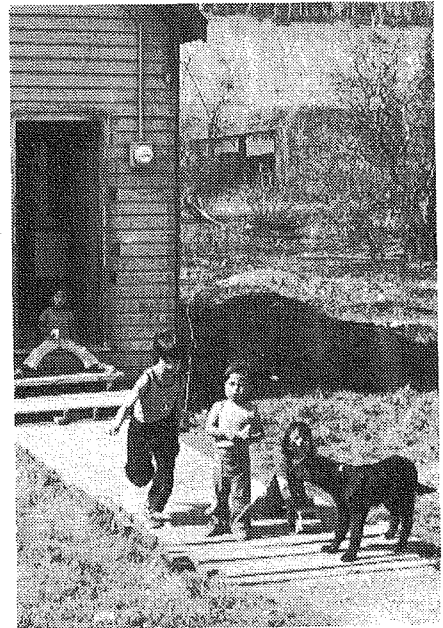
[Gyàa 'l tki 'lqum hanak' 'l os tust.]

The girl sees that dog.

Needit gya'ahl os tust.

[Nēdit gyàa 'l os tust.]

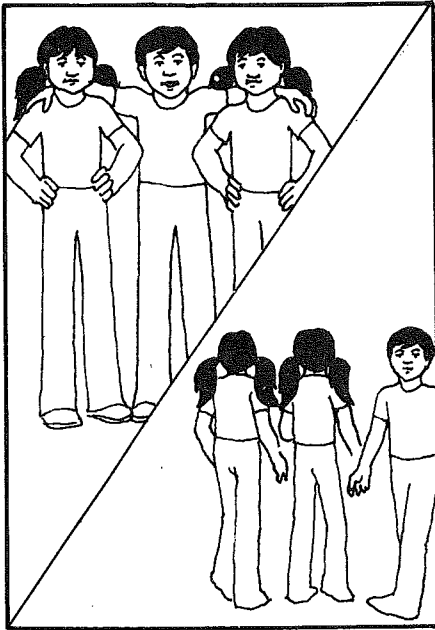
She doesn't see that dog.



Needit gya'ahl tk'ihlxwm hanakhl os tust.

[Nēdit gyàa 'l tki 'lqum hanak' 'l os tust.]

The girl doesn't see that dog.



Neet wilaaysust 'nidiida?

[Nēt wilāysust nidīda?]

Does he know them?

Ee'. Wilaayit 'nidiit.

[Eè. Wilāyit nidīt.]

Yes. He knows them.

Nee. Needit wilaaysust 'nidiit.

[Nē. Nēdit wilāysust nidīt.]

No. He doesn't know them.

Neet gyehlxwhl tk'ihlxwm hanakhl plaquea?

[Nēt gye'lqu 'l tki 'lqum hanak' 'l plaquea?]

Did the girl carve a plaque?

Gyehlxwhl tk'ihlxwm hanakhl plaque.

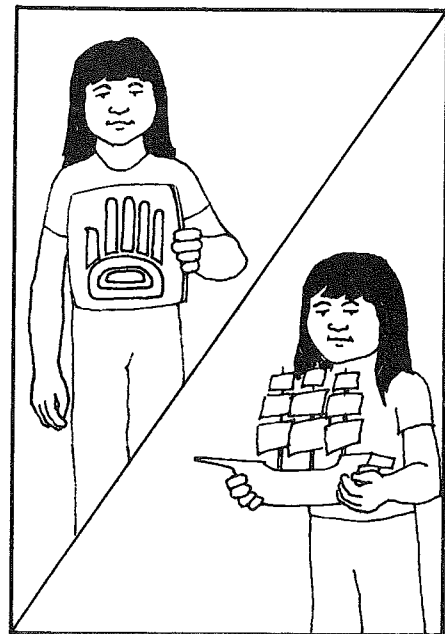
[Gye'lqu 'l tki 'lqum hanak' 'l plaque.]

The girl carved a plaque.

Needit gyehlxwhl plaque.

[Nēdit gye'lqu 'l plaque.]

She didn't carve a plaque.



Needit gyehlxwhl tk'ihlxwm hanakhl plaque.

[Nēdit gye'lqu 'l tki 'lqum hanak' 'l plaque.]

The girl didn't carve a plaque.

What you should know by now.

In this last section of the book, you learned two Class 1 action words: "wilaay" ("know") and "anoogo" ("like"). Turn back to pages 94 and 95 to review the patterns for these action words.

Both of these action words take direct objects, so if you need help in remembering some of the forms, practice them by using different direct objects.

DO YOU? DID YOU?

On page 104 you learned the Class 2 pattern for asking "Do you _____?" / "Did you _____?" with pronoun, noun, and proper name subjects. The pattern is to use "neeh1" and the question marker "-a" as in the example below.

Neeh1 hahle'1stn looda?
[Nē '1 ha 'lè1stn lôda?]
Did/do you work for him?

The pattern for Class 1 action words is to use "nee" plus Set D endings and the question marker "-a". Look at this example and turn back to page 106 if you need more review.

Neema wilaaxta?
[Nēma wilākta?]
Did/do you know him?

There is one change in this pattern that happens when you want to ask "Did he _____ THEM?" Use "neet" and the action word with a "sust/sun" ending and "'nidiida". You can use "sust/sun" with the negative "needit" answer as well. It helps avoid confusion about which pronoun is the subject and which the object.

Neet gya'asust 'nidiida?
[Nēt gyàasust nidīda?]
*Did she (that person) see
them?*

Needit gya'asust 'nidiit.
[Nēdit gyàasust nidīt.]
*She (that person) didn't
see them.*

I DON'T I DIDN'T

When you want to say "I don't/I didn't" you use a form of "nee" in front of the action word. For Class 2 action words, this word is "needi". For Class 1 action words, you use "nee" plus the Set D endings and "di".

nee-N di	<i>I don't/didn't</i>	nee DIP di	<i>we dian't</i>
nee-MA di	<i>you didn't</i>	nee-MASIM di	<i>you guys didn't</i>
nee-di-T	<i>he/she didn't</i>	nee-di-T ____-DIIT	<i>they didn't</i>

Compare these examples for Class 1 and 2 action words.
Turn back to pages 100-103 if you need more review.

<p>CLASS 1:</p> <p>Needit giikwhl gayt. [Nēdit gīkw 'l g'ayt.] <i>He didn't buy a hat.</i></p> <p>Nee dip di hlimoot. [Nē dip di 'limōt.] <i>We didn't help him.</i></p>	<p>Neema di giikwhl gayt. [Nēma di gīkw 'l g'ayt.] <i>You didn't buy a hat.</i></p> <p>Neendi 'muukwhl hon. [Nēndi mūkw 'l hon.] <i>I didn't catch a fish.</i></p>
<p>CLASS 2:</p> <p>Needi hahle'lst'y. [Nēdi ha 'lèlstì.] <i>I didn't work.</i></p>	<p>Needi mas'os'm k'yoots. [Nēdi masosm kyōts.] <i>We didn't play yesterday.</i></p>

Learning how to make these forms is not easy because there are actually so many ways to ask a question or give an answer. For example, in English we can say all these and mean about the same thing: "I'm not going to work", "I won't work", "I'm not working", "I don't work", "I didn't work", "I won't be working".

The same is true in Gitksan. You will hear lots of variations on the patterns just presented and that is just fine. But since you are just beginning to learn this language, we have chosen to begin with the basics. Memorize these patterns first.

CLASS 1 AND CLASS 2 ACTION WORDS

Although you have been learning the differences all along, in this last section of the book you have separated the action words into two groups called Class 1 and Class 2.

CLASS 1	CLASS 2
<p>'muukxw <i>to catch fish</i> [mūkqw]</p> <p>gyehl^xw <i>to carve</i> [gye 'lqw]</p> <p>giikw <i>to buy</i> [gīkw]</p> <p>gya'a <i>to see</i> [gyàa]</p> <p>hlimooy <i>to help</i> ['limōy]</p> <p>wilaay <i>to know</i> [wilāy]</p> <p>anook <i>to like</i> [anō!']</p>	<p>hahle'1st <i>to work</i> [ha 'lè1st]</p> <p>ma'os/mas'os <i>to play</i> [màos/masos]</p> <p>hasak <i>to want (or like)</i> [hasak']</p> <p style="text-align: center; margin-top: 20px;"><i>Note: See page 116 for a list of other Class 1 and 2 action words.</i></p>

Here are the differences between Class 1 and Class 2 action words. If you find you are not understanding any of these patterns, first turn back and review the section in the book where they were first presented. Then ask your teacher for further help.

A. CLASS 1 action words take direct objects most of the time.
For example:

Gya'a'yhl si'moogit.

[Gyàaì 'l sìmōgit.]

I see the chief.

CLASS 2 action words usually don't have direct objects. And what seem to be direct objects are usually indirect objects and possessives. We think of them as direct objects only because that's the way they sound when they are translated. For example:

Hasak^s Johnh1 os tust.
 [Hasak's John '1 os tust.]
John wants that dog.

In English, it sounds as though "dog" is the direct object. But in Gitksan it would be more accurate to say: "John's wanting for that dog."

Needi hasaga'y loot.
 [Nēdi hasagāi lōt.]
I don't want it.

Note that "it" sounds like a direct object in English. But in Gitksan "it" is written with the Set C pronouns used for indirect objects.

B. CLASS 1 action words use Set D pronouns in making negative statements (neendi, neema di, needit, etc.)

CLASS 2 action words use the form "needi" without Set D endings to make negative statements.

Neendi gya'at.
 [Nēndi gyàat.]
I didn't see him.

Needi hahle'1st'y.
 [Nēdi ha 'lè1stì.]
I didn't work.

Neema di gya'at.
 [Nēma di gyàat.]
You didn't see him.

Needi hahle'1stn.
 [Nēdi ha 'lè1stn.]
You didn't work.

C. CLASS 1 action words use "nee" plus the Set D endings (neen(a), neem(a), etc.) and the question marker "-a" for questions.

CLASS 2 action words use only "neeh1" in making these questions.

Neema gya'a'ya?
 [Nēma gyàaia?]
Did you see me?

Neeh1 ma'osn?
 [Nē '1 màosn?]
Did you play?

D. CLASS 1 action words add the Set D endings to "yukw" to show the progressive ("ing") tense.

CLASS 2 action words only use "yukwhl" to show action happening now.

Yukwna hlimoon.
[Yukwna 'limōn.]
I'm helping you.

Yukwhl ma'os'y.
[Yukw 'l mào*s*ì.]
I'm playing.

Yukwma hlimoo'y.
[Yukwma 'limōi.]
You're helping me.

Yukwhl ma'osn.
[Yukw 'l mào*s*n.]
You're playing.

Turn back to pages 72 and 73 if you need a review of "yukw" plus the Set D endings. Remember the subject is indicated by these Set D endings. With "yukwhl" the subject is indicated by the endings on the main action word.

OTHER ACTION WORDS

You have studied or will study other action words in this series of books. This chart will tell you if they are Class 1 or Class 2 action words. As you learn new action words, add them to a chart like this.

CLASS 1

t'aahl'yhl maa'y
[tā 'lì 'l mài]
I pick berries

jab'yhl sweta
[jabì 'l sweta]
I make a sweater

gi'nam'yhl os loon
[gìnamì 'l os lōn]
I gave a dog to you.

CLASS 2

describing words such as
hix [hík] "*to be fat*"
gehlx [gè 'lk] "*to be thin*"

yee'y
[yēi]
I go/went

t'aa'y
[tāi]
I sit/sat or sit down

DON'T GET CONFUSED!

You have studied the "nee" plus Set D endings and "neeh1" and "needi" words already. But when you try to listen for them when someone is actually speaking Gitksan, it may be very confusing.

There are several reasons for this. First, it's not easy to hear all the different endings until your ear gets trained to recognize them. Secondly, Gitksan (like any language) is undergoing some changes in the rules, so that newer speakers might say things one way and older speakers would say them another way. Thirdly, there are lots of forms in addition to the ones we have studied. For example:

neema dim Neema dim 'muukwh1 hon loo'ya?
 [Nēma dim mūkw '1 hon lōia?]
 Will you catch a fish for me?

needimt or Neemt gi'namhl hanakhl os loo'ya?
neemt [Nēmt gi'nam '1 hanak' '1 os lōia?]
 Will the woman give the dog to me?

etc. Don't be confused by these other forms. Most of them are ones you just haven't learned yet for the future tense (they have "dim" as part of the form).

There is one form "neema" that may seem very puzzling to you. Normally you would only expect this form to be used with Class 1 action words, but you may actually hear it with Class 2 words. Why? Well, "neema" is actually two different forms:

neema = the form that means "do/did you" and is used with Class 1 action words; "nee" + Set D ending

neema = the form "nee" + "dim" + question marker "-a" and sometimes you will hear this form used with Class 2 action words

notes



