

Gitxsanimx

for Kids



Book 6

Gitxsanimx **for Kids**

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**By Jay Powell, Vickie Jensen, Edith Gawa,
& Mary Johnson**

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Preface

This is the sixth in a series of texts for teaching the Gitksan language to children of primary school age. Books 4, 5, 6, and 7 are a sequenced set of grammatical materials with exercises aimed at grades 3-7. In this book adjectives (including numbers) are presented in various sentence types in which they occur.

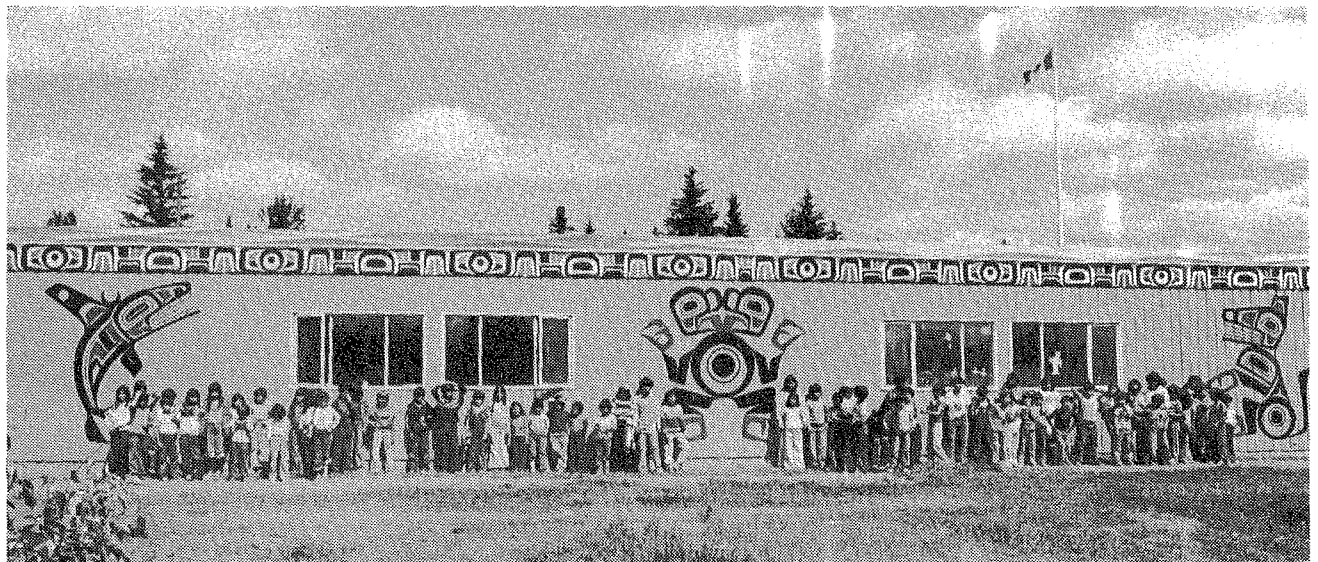
In books 6 and 7, the intended audience is the entire Eastern Dialect-speaking group of Gitksan: the villages of Kispiox, Glen Vowell, and Hazelton. Illustrations in these books feature all three villages. It was the intent of the authors to make the materials reflect the usage of speakers in any of these three villages, and to include those communities in the spirit of the book.

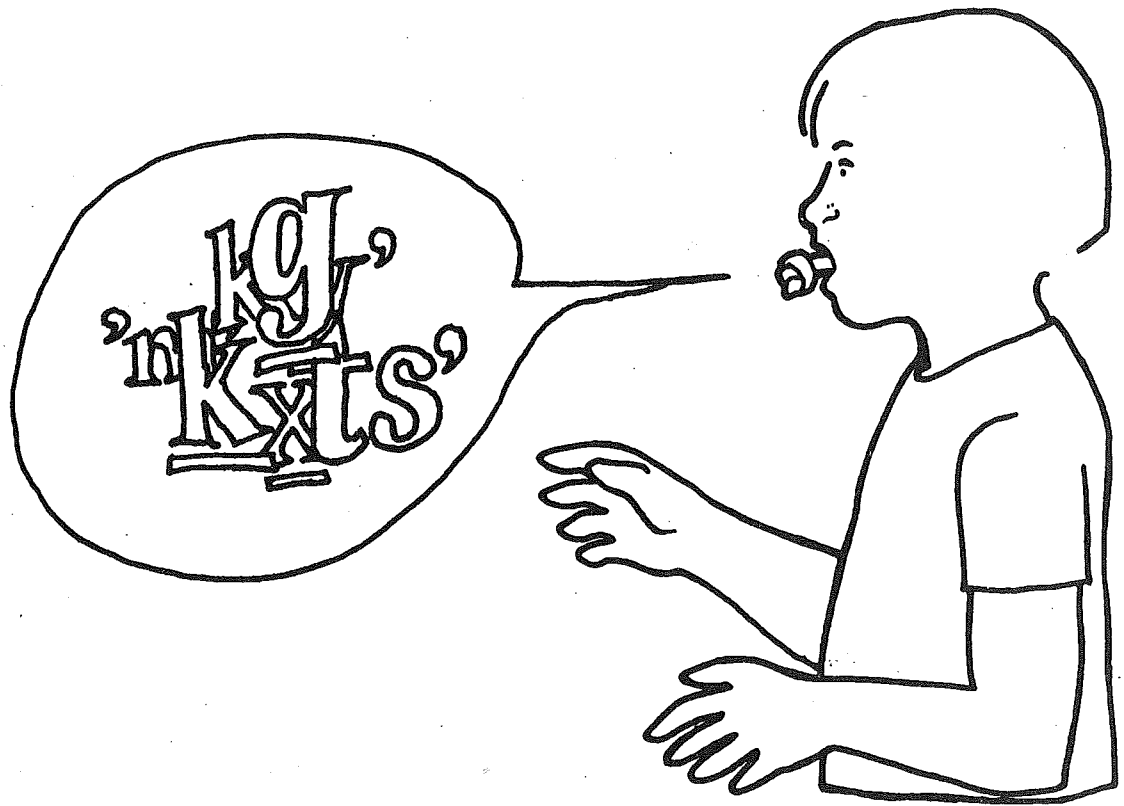
This book was researched during the summer of 1979 in Kispiox, working primarily with the co-authors Edith Gawa and Mary Johnson. The project was administered by the Kispiox Band, relying on the help of Mel Bevan and Guy Bonnefoy, Band Managers during the period of the undertaking. The Band Councils and Chief Councillors of the villages of Glen Vowell and Hazelton were supportive of the effort, especially Parry Sampson and Gary Patsy. George Muldoe, Chief Councillor of Kispiox, also supported the project.

Various individuals continued to be of help in this, the third year of the project: Polly Sargent, Rosalind Whalley, Shirley and Al Mason, the teachers of the Kispiox Day School, and G. Reid, Principal of John Fields School, Hazelton.

Funding for the project was provided by the Department of Indian Affairs and the Special Projects Branch of the B.C. Ministry of Education. It was Ernie Bergman who was responsible for encouraging the extension of the scope of the project to include all of the Eastern Gitksan speaking villages. His successor, Pier Di Paolo has also supported.

Jay Powell, Department of Anthropology, UBC, and Vickie Jensen, photographer and curriculum designer, organized and directed the project. Illustrations are by Nola Johnston, Vancouver illustrator.







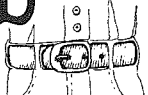







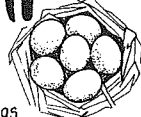



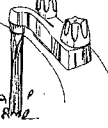








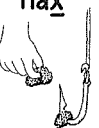









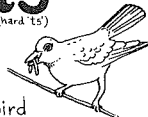
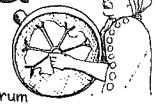



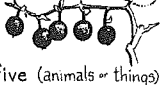

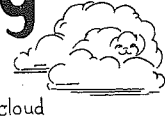

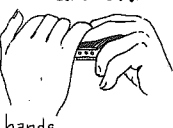
Gitksan Sounds

We start *Gitksan for Kids: Book 6* with a section on the sounds of Gitksan. We will learn how to pronounce and write each of the letters in the Gitksan alphabet.

Up to now, it has not really been necessary to know how to read the Gitksan language. The first five books were designed to be studied with the help of a teacher or with a tape. Many of you are now interested in learning how to read and write Gitksan words. For that reason we are including the following introduction to the Gitksan alphabet.

Younger classes may wish to study only the information on pronunciation of the sounds. Even the best students can have trouble with some of the more difficult sounds of Gitksan!

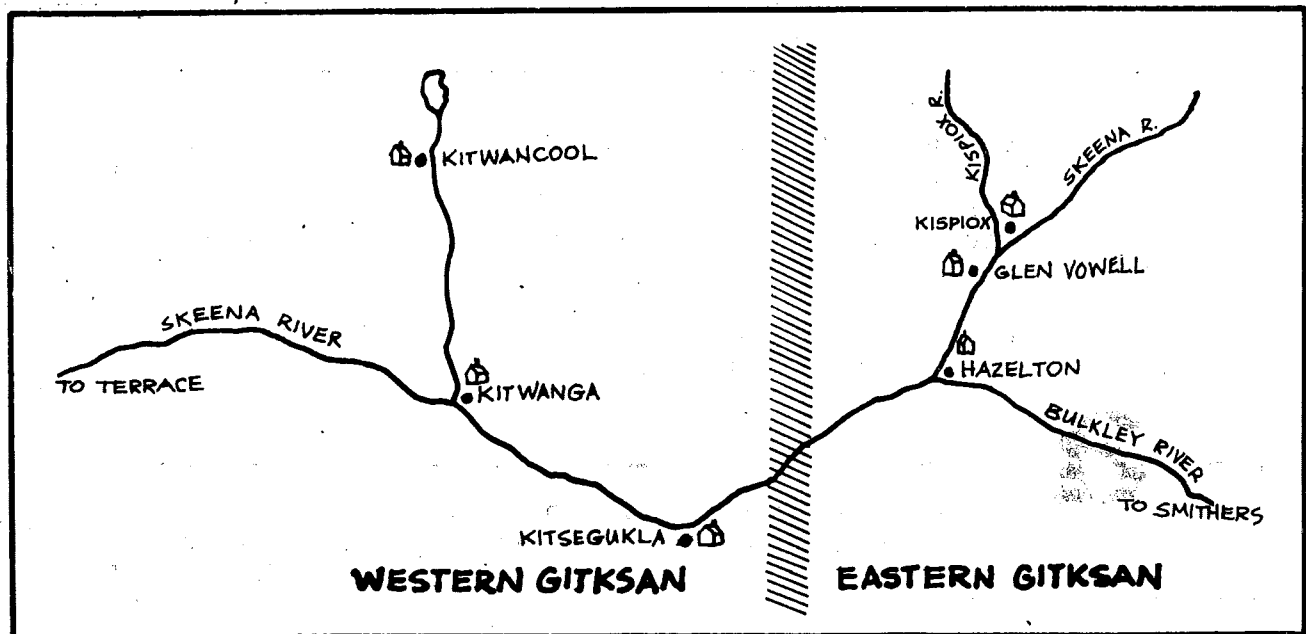
Gitksan Alphabet

				a wan  deer
aa daala <small>(long 'a')</small>  money	b bilan  belt	d duus  cat	e se'e  leg, foot	ee ginees <small>(long 'e')</small>  small boy
g gyoodan  horse	gw guidats <small>(rounded 'g')</small>  coat	g ganaa'w <small>(back 'g')</small>  frog	h hanak  woman	hl hlgim ha <small>(whispered 'l')</small>  eggs
i sip  bone	ii 'mii gwint <small>(long 'i')</small>  strawberry	j jin  hummingbird	k aks  water	k' k'yap <small>(hard 'k')</small>  ten (animals)
kw haxsqwiikus <small>(rounded 'k')</small>  wooden whistle	kw' kw'ast <small>(hard rounded 'k')</small>  broken	k kelk'wa <small>(back 'k')</small>  kerchief	k' k'abaluu <small>(hard back 'k')</small>  rifle	l lalt  snake
l' see'lax <small>(hard 'l')</small>  needle	m mismuus  cow	m' 'mal <small>(hard 'm')</small>  canoe	n nakx <small>(hard 'n')</small>  dress	n' 'nax <small>(hard 'n')</small>  bait
o hon  fish	oo hoobix <small>(long 'o')</small>  spoon	p psa  grey clay	p' goop' <small>(hard 'p')</small>  waves	s sim'oogit  chief
t bil'ust  star	t' t'im ges <small>(hard 't')</small>  head	tl' tl'ook' <small>(hard 'tl')</small>  mud	ts tsigins  chicken	ts' ts'uits' <small>(hard 'ts')</small>  bird
u anuhl  drum	uu gibuu <small>(long 'u')</small>  wolf	w wilp  house	w' 'win <small>(hard 'w')</small>  tooth	x xsi  river
xw xwsdins <small>(rounded 'x')</small>  five (animals or things)	x' xadaa <small>(back 'x')</small>  moose	y yeen  cloud	y' 'yimk <small>(hard 'y')</small>  whiskers	' an'on <small>(stop sign)</small>  hands

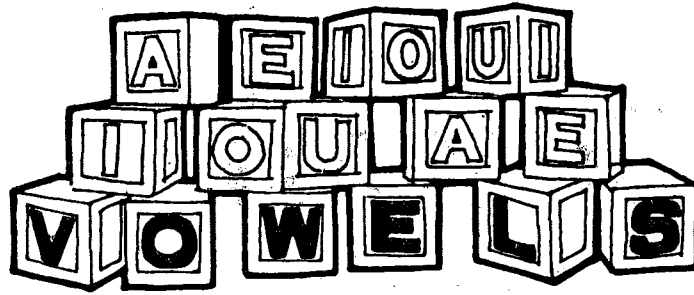
Gitksan

Eastern and Western Dialects

These *Gitksan for Kids* books are written in the usage of the Eastern Gitksan villages. These are Kispiox, Glen Vowell, and Hazelton. Western Gitksan is the form of the language spoken in Kitwanga, Kitwancool, and Kitsegukla. Gitksans from any village can understand each other when they speak, but there are slight differences in sounds and some words depending upon whether they come from a village in the east or west. Can you find your village on the map? Is Eastern or Western Gitksan spoken in your village?



Your Gitksan alphabet, pictured on the left, is the one used in writing the eastern form of Gitksan. This writing system was developed by Lonnie Hindle, of Hazelton, and Bruce Rigsby, a linguist who now lives in Australia. The Western Gitksan villages, except for Kitwancool, have also decided to use this alphabet.



Gitksan has 10 vowels.

There are both *long* and *short* vowels. You can think of them as sets or pairs of long and short vowels. Here are the five pairs of long and short Gitksan vowels in chart form:

<i>Short Vowels</i>	<i>Long Vowels</i>
a	aa
e	ee
i	ii
o	oo
u	uu

Thus, the vowels of Gitksan use the same symbols as the English vowels: a, e, i, o, u. But, it is important to remember that these Gitksan vowels don't always have the same sound as the English vowels that use the same symbol.

Here are the Gitksan short vowels with examples of how each is to be pronounced.

a

sounds like the a in English 'what' except when it is accented, and then it usually has the sound of a in 'father'.

examples: *ugli* *asgí* _____
 octopus *hatsálda* _____
 the month of *lása 'yánja* _____
 May

e

sounds like the e in English 'bet'. It never has the sound of e in 'even'.

examples: *go, get going!* *éda* _____
 grandfather *niyé'e* _____
 leg, foot *sé'e* _____

i

sounds like the i in 'give' or 'delicate'.
It never sounds like the i in 'like'.

Examples: *bone* sip _____
 hummingbird jin _____
 feast li'ligit _____

o

sounds like the o in 'for' or the vowel in 'oar'.
It is really a sound between the o-sounds in
the words 'office' and 'joke'.

Examples: *dog* os _____
 rock, stone lo'op _____
 dish, plate wo'os _____

u

sounds like the u in 'super' or 'rude'. It
never has the sound of u in 'nut'.

Examples: *almost* upji _____
 houses huwilp _____
 to be crazy 'malu _____

Can you hear the difference between the long and short vowels
in the following pairs of words?

? *tree bark* maas *to grow up* 'mas
 drunk sii *new* sii
 dog os *thumb* moos

If you are going to be able to learn how to read Gitksan, it may help you to practice writing the words in this exercise. We have left a space after each of the words for you to write them.

The important aspect of learning the sounds of Gitksan, however, isn't to learn how to read them...or how to write them. It is most important that you learn how to pronounce them properly. So listen carefully to your teacher or the tape as each of the words is being pronounced. Try to pronounce them just the way they are pronounced for you. You may not be able to say them just right the first time. But there is no hurry. Practice each word until you can say it just right. Your teacher will help you. Don't be afraid to make a mistake. Say them right out!

Notice that Short Vowels are written with one letter and Long vowels are written with doubled letters (*i.e.* a & aa).

aa

Sounds like the a in 'father'. It is held about twice as long as Short a.

Examples: who

naa _____

ashes

aat _____

dad (informal)

baap _____

ee

Sounds like the e in 'bet', same as Short e. However, it is held about twice as long as Short e is.

Examples: no

nee _____

cloud

yeen _____

small boy

ginees _____

ii

sounds like the i in 'pizza'. It is held longer than Short i.

Examples: big

'wii

strawberry

'mii gwint

blanket

gwiila

oo

sounds like the o in 'for' or the vowels in 'oar', just like Short o. It never has the sound of oo in 'noon'.

Examples: to or for him loot

padlock

daboon

tool, vehicle anhooya

uu

sounds like Short u (i.e. like the u in 'rude'), except that it is held about twice as long.

Examples: cat

duus

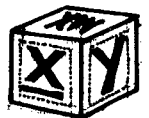
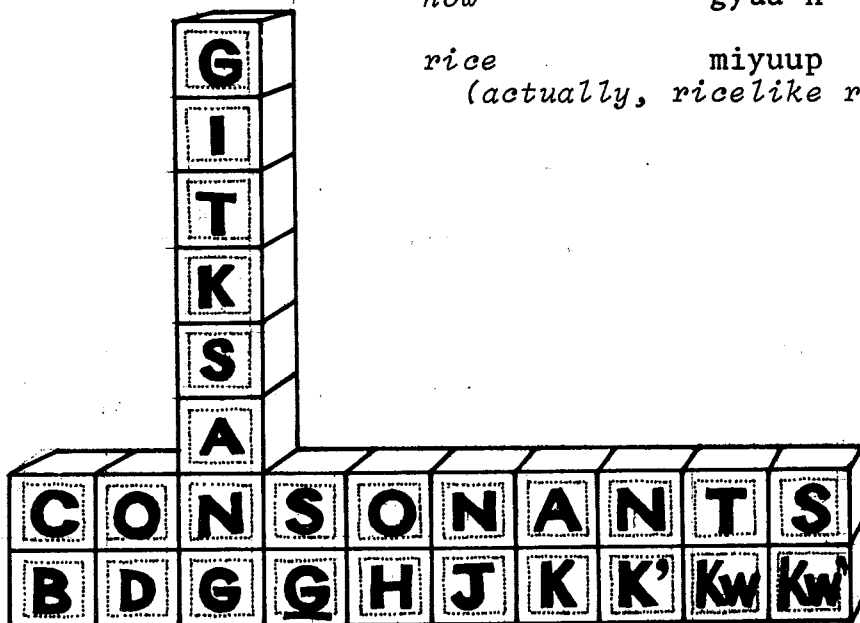
now

gyuu'n

rice

miyuup

(actually, ricelike root of the chocolate lily)



Consonants

a
aa
b
d
e
ee
g
gw
g
h
hl
i
ii
j
k
k'
kw
kw'
k
k'
l
'l
m
'm
n
'n
o
oo
p
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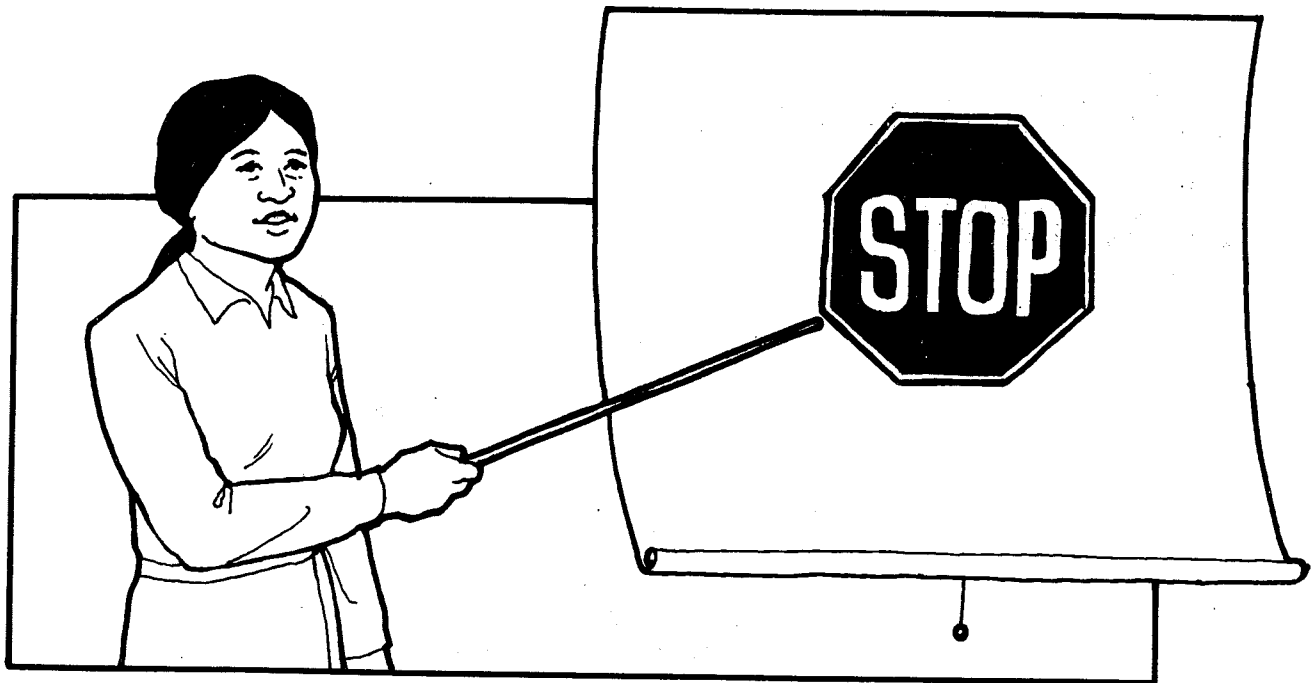
If you count the boxes on the Gitksan Alphabet Sheet, you find that there are 46 sounds in the Gitksan alphabet. We have learned that there are ten vowels. Thus, there are 36 consonants in Gitksan. One of the reasons that linguists come from all over the world to study languages of the North Pacific Coast is that these tongues have such difficult consonants. If you do not already know them, you will find that they can easily be learned if you practice and listen carefully.

Along the left margin of this page you find the Gitksan alphabet arranged in order from top to bottom of the page. Seventeen of the consonants in this alphabet are pronounced just like sounds in English. They are:

b, d, g, gw, h, j, k, kw, l, m, n, p, s, t, ts, w and y.

That only leaves 19 for you to learn. In the exercises which follow, you will have the opportunity to practice how to pronounce and recognize these new consonant sounds.

- a) Pronounce the words out loud.
- b) Don't be afraid to make a mistake or be embarrassed to try to make a new sound. You'll never learn if you don't try.
- c) Don't hurry through this section and think you will learn it later. If you don't learn these sounds at the beginning you'll sound like a White-man speaking Gitksan.
- d) If you have trouble with a new sound, keep trying. You'll learn it soon.



Stop : Stop sign stands for the 'catch in the breath' that we use in English when we say "Oh-oh!" as we see trouble approaching.

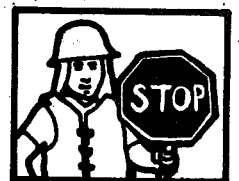
We write it in Gitksan with an apostrophe (').

You have already had a number of words that have stop sign in them, although you may not have noticed it. Some of them are:

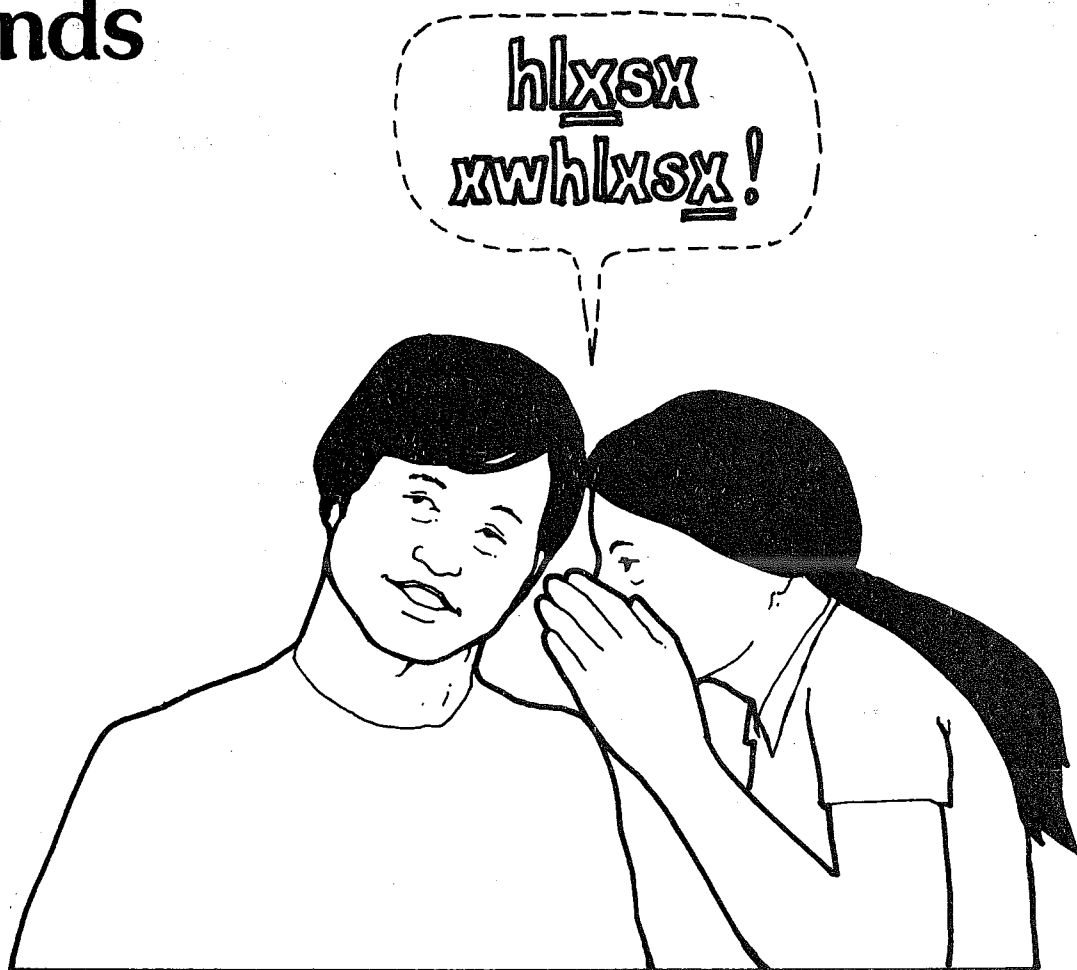
<i>leg</i>	<i>se'e</i>	_____
<i>rock, stone</i>	<i>lo'op</i>	_____
<i>dish, plate</i>	<i>wo'os</i>	_____
<i>grandfather</i>	<i>niye'e</i>	_____

Here are a few others that use stop sign to separate two vowels that would've come together otherwise. Note that in Gitksan vowels never come together. Stop sign or some other consonant will always come between vowels.

<i>yes</i>	<i>ee'e</i>	_____
<i>sockeye salmon</i>	<i>miso'o</i>	_____



Whispered Sounds



Gitksan has a series of consonants that we will call whispered consonants: hl, x, xw, and x. These sounds are called "whispered" because they are really just breathy whispers.

They are made, like the consonants *s* and *z* in English, by causing a hiss or *whoosh* of air in the mouth

These sounds are probably the most important new sounds for you to learn. They occur so often in Gitksan words that you will never be able to speak well without knowing how to make these sounds. The whispered sounds are often mispronounced by people who did not grow up speaking Gitksan at home. So, if you want to speak your language like a real Gitksan, you absolutely must learn to pronounce these whispered sounds correctly!

hl

Whispered L is pronounced by setting the mouth as if you were going to pronounce a word that starts with 'L' (like "lip") and then, without moving your tongue or lips, simply blow out the mouth.

Don't humm or pronounce "th". Just set the mouth to pronounce an 'L' and then blow gently.

Whispered L is written hl in Gitksan. Here are a few examples of words that have this sound:

<i>little</i>	hlgu	_____
<i>each</i>	máhla	_____
<i>to burn</i>	mihl	_____
<i>ball</i>	hlit	_____
<i>deep things</i>	hlihláp	_____

X

This whispered sound is made by setting the mouth as if one were going to pronounce a word that starts with 'K' (like "keep") and then, again without moving the tongue, simply blowing gently out of the mouth.

We call this sound "Front X" because it is written with the symbol 'x' and is distinguished from a similar sound made further back in the mouth which is called "Back X".

Remember that you don't pronounce this sound as a -ks as the x in English "box" or "ex-ray". It is a whispered sound in Gitksan!

Here are some words with Front X in them:

<i>bread</i>	anaáx	_____
<i>river</i>	xsi	_____
<i>to be afraid</i>	baasx	_____
<i>meat</i>	smax	_____
<i>Whiteman</i>	amxsiwáá (also k'amksiwáá)	_____

XW

This whispered sound is pronounced by making a Front X with the lips rounded. Simply make a Front X and while you are doing so, round your lips.

This consonant is referred to as XW. Here are some examples of words that have XW in them:

<i>ear</i>	<i>muxw</i>	_____
<i>divorce</i>	<i>bitxw</i>	_____
<i>sun</i>	<i>hloxws</i>	_____
<i>sick</i>	<i>siipxw</i>	_____
<i>porcupine</i>	<i>axwt</i>	_____

The fourth whispered consonant, Back X, is discussed below as it is both a whispered sound and a back sound.

Back Sounds

There are 4 Gitksan consonants that are pronounced at the back of the mouth. They are x, g, k, and k'. Note that all of them are written with a line under them. You can recognize back sounds in Gitksan by this underlining. Remember that you have to write it under the letter when you are writing these sounds!

All of these sounds are swallowed a little. You will most easily learn to pronounce them by watching to your teacher pronounce them and listening carefully to their sound.

X

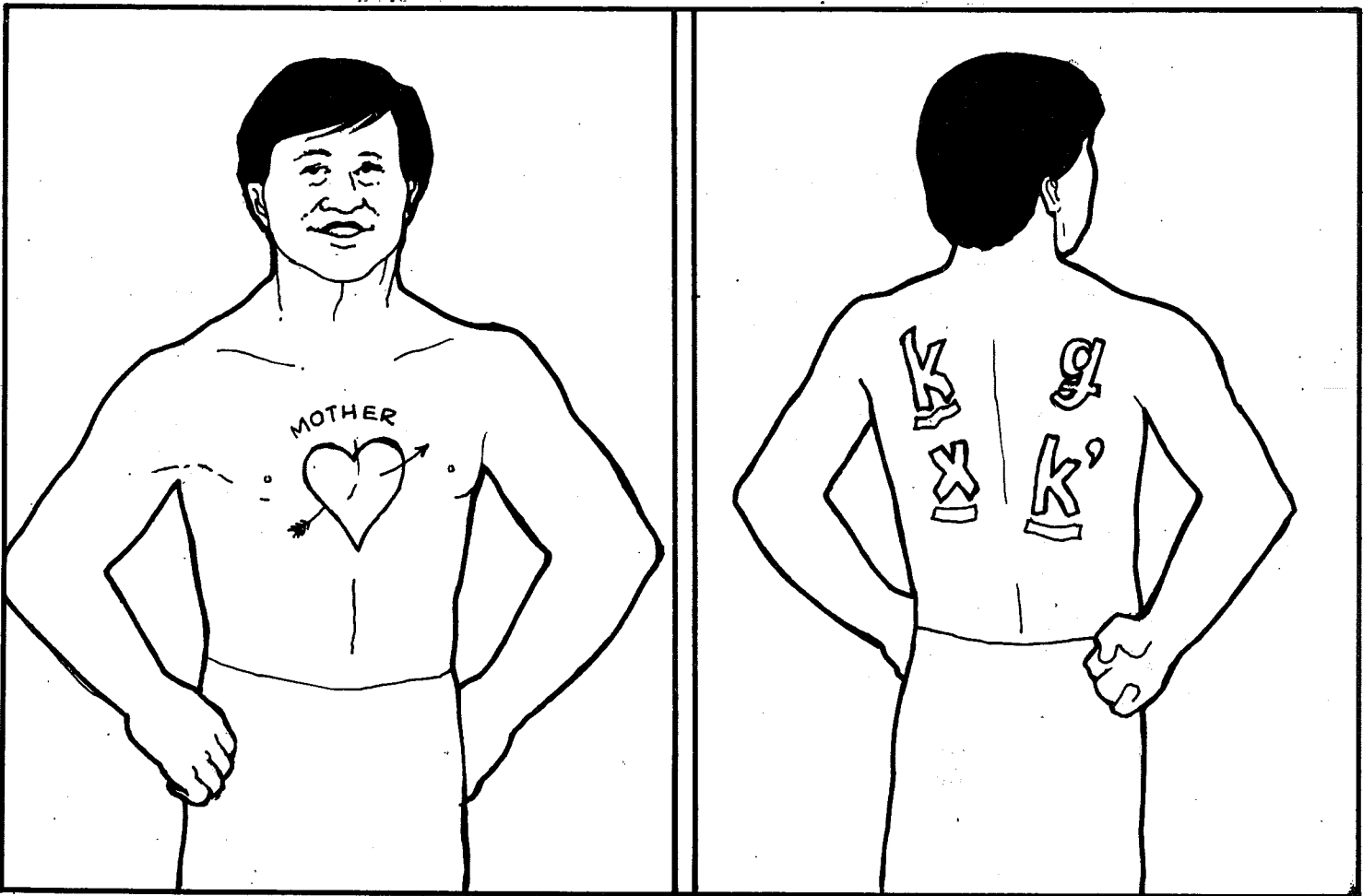
Back X is pronounced by setting the mouth as if you were going to pronounce the English word "cup" and then simply blowing out of the mouth.

This sound is easily distinguished from Front X. Listen to your teacher pronounce the words below along with the examples on page 11 that have Front X. You can easily hear the difference between front and back sounds.

<i>box</i>	<u>x</u> biist	_____
<i>strong</i>	daxgy <u>e</u> t	_____
<i>sour</i>	me <u>e</u> x	_____
<i>to run</i>	ba <u>x</u>	_____

g The Back G is a swallowed g, pronounced at the back of the mouth. Listen to your teacher pronounce the following words.

<i>tree</i>	<u>g</u> an	_____
<i>swan</i>	dil <u>g</u> óoga	_____
<i>heart</i>	<u>g</u> oot	_____
<i>you want</i>	has <u>a</u> gan	_____



The Back Sounds are X, G, K and K'

k

Back K is the sound in the English word "cup", but pronounced further back in the mouth.

Note that when a Back K is the last sound in a word, it is usually followed by a back x. This is natural, and we usually write it in. See examples of this below.

Listen to the sound of Back K in these words:

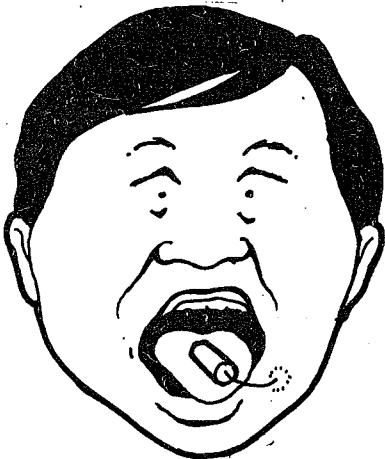
woman	haná <u>k</u>	(haná <u>kx</u>)	_____
beard, whiskers	yim <u>k</u>	(yim <u>kx</u>)	_____
corners of the mouth	aak <u>k</u>	(aak <u>kx</u>)	_____
coho salmon ready to spawn	eek <u>k</u>	(eek <u>kx</u>)	_____

The fourth back sound, Back K', is also an explosive sound and we will discuss it below.

Explosive Sounds

There is a set of sounds in Gitksan that are pronounced with a *click* or *snap* as they are spoken. For that reason we call them "explosive sounds".

You make these sounds by saying a word that has a Stop Sign in it, like se'e. But you stop at the stop sign and don't release the catch in your throat. Just say se'- and hold it. Then say a word that starts with p (like "peep"), or t (like "team"), or k (like "keep"). Any of these p, t, or k sounds will come out with a faint click. You will be making an explosive p', t', or k'.



Note that we write the explosive sounds with Stop Sign after them: p', t', k', kw', k', ts', and tl'.

Older Gitksans pronounce these explosive consonants much more forcefully than young speakers. Listen to your grandparents say words that contain these sounds to find out how they should be pronounced!

t'

The first of the explosive sounds that we will study is t' (Explosive T'). Make it by saying a word with a Stop Sign in it, stop and don't release the catch in your throat, and then pronounce the t in as ordinary a manner as possible. The t should come out as an Explosive T'.

All of the explosive sounds are pronounced in the same way, so we won't repeat the instructions for each sound. To make the other sounds, simply substitute that sound for the one which you pronounce with the catch in your throat unreleased. Once you get the idea, you will find that these sounds are not at all difficult to make.

Here are some examples of words which have Explosive T' in them:

<i>two (animals)</i>	t'ipxaat	_____
<i>big, enormous</i>	t'is	_____
<i>to sit down</i>	t'aa	_____
<i>pencil</i>	gan t'imíst	_____

p'

Explosive P' is not a very common sound in Gitksan. Here are some examples of words that have this sound in them:

<i>waves</i>	goop'	_____
<i>light</i>	góyp'ax	_____
<i>friend, lover</i>	ansiíp'ansxw	_____

k'

Explosive K' is very common in Gitksan. Note that this sound is always followed by 'y' unless there is an 'i' immediately after it. Here are a few examples of words with Explosive K'.

<i>ten (animals)</i>	k'yap	_____
<i>yesterday</i>	k'yoots	_____
<i>one (thing)</i>	k'i'y	_____

kw

Explosive KW' is simply explosive K' pronounced with the lips rounded. Here are some examples:

broken kw'ast _____

very, extremely lúkw'il _____

about, around kw'ihl _____

k'

Explosive Back K' is the Back K sound that we learned to pronounce on page 14, but pronounced with a click. Listen to it in these words:

knee k'ési _____

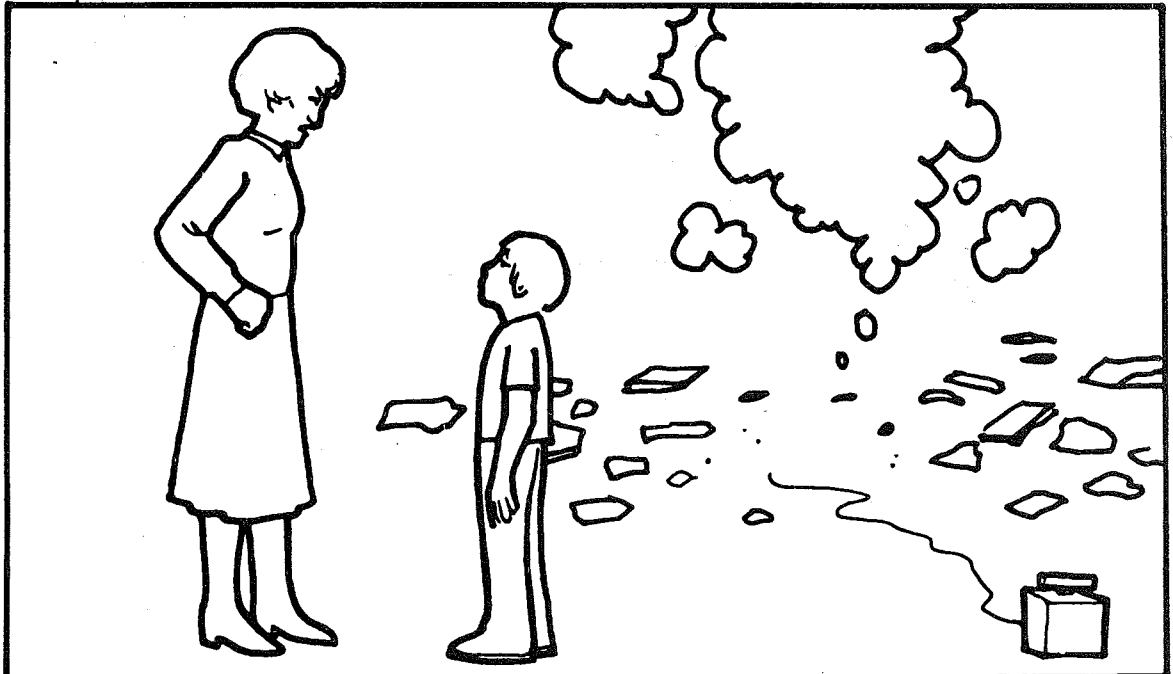
rifle k'abaluú _____

teenager k'ay 'mas _____

(The word for "Whiteman" is pronounced by some people with this sound in it; i.e. k'amksiwaa.)

There are two more explosive sounds: TS' and TL'. These are both double sounds, and will be discussed below when we talk about the double sounds in Gitksan.

THAT'S
NOT THE
KIND OF
EXPLOSIVE
SOUND
I MEANT!



Double Consonants

There are several consonants in Gitksan that use a double symbol. They are gw, kw, kw', xw, hl, ts, ts', tl'. Of these, gw and kw are sounds that occur in English, so they should be no problem. We have already discussed kw', xw, and hl. We need only treat ts, ts' and tl' here.

ts TS is the sound that we sometimes have at the end of words in English (for example, nuts). You should have no trouble learning to use it in other parts of Gitksan words. Here are some examples:

<i>chickens</i>	tsígins	_____
<i>to count</i>	litsx	_____

ts' And the explosive variety of TS should be no problem:

<i>grandma</i>	ts'iits'	_____
<i>bird</i>	ts'uuts'	_____
<i>comb</i>	haptśá'y	_____

tl' A much more difficult sound is Explosive TL'. Actually, it is a combination of t and hl which is given an explosive pronunciation. Listen to the sound being pronounced by your teacher and then work at pronouncing this difficult sound correctly.

The Explosive TL' occurs very rarely in Gitksan words. In some languages of the Northwest Coast it is given such a forceful snap that it is called one of the most strongly expressed sounds in human languages.

Listen to these words with Explosive TL' in them. As far as we know, they are the only two Gitksan words that have this sound:

<i>mud</i>	tl'ookx	_____
<i>sockeye salmon in the red phase</i>	gitl'	_____

Hard Consonants

The last set of Gitksan sounds that we will have to study are the Hard Consonants. These are the consonants m, n, l, w, and y when they are preceded by Stop Sign:

'M, 'N, 'L, 'W, and 'Y

We call these hard consonants rather than a sequence of Stop Sign and simple M, for instance, because hard consonants function as single sounds rather than two sounds.

You will have to work hard at getting accustomed to listen for the hard consonants when they come at the beginning of words. They have a characteristic catch in the breath before them. Listen carefully for the catch before these words:

<i>canoe</i>	'mal
<i>you</i>	'niin
<i>teeth</i>	'win
<i>beard</i>	'yimkx

These hard consonants also occur in the middle and at the end of words. So, you will want to learn to recognize these sounds and come to think of them as single sounds.



'm

Here are examples of Hard M ('M):

<i>canoes</i>	hú'mal	_____
<i>we</i>	nuu'm	_____
<i>trousers</i>	'maxs	_____
<i>strawberry</i>	'mii gunt	_____

'n

Try these words with Hard N ('N) in them:

<i>you (guys, pl.)</i>	'nisi'm	_____
<i>bait</i>	'nax	_____
<i>now</i>	gyuu'n	_____
<i>birch bark basket for berries</i>	'nóo'o	_____

'l

Hard L ('L) only occurs in the middle of words or as the last sound in a word. Here are some examples:

<i>three</i>	gwla'l	_____
<i>feast</i>	lí'ligit	_____
<i>eyebrow</i>	ligí'l	_____
<i>angry</i>	á'lax	_____

'w

Here are some words that have Hard W ('W):

<i>tooth</i>	'win	_____
<i>big</i>	'wii	_____
<i>maggot</i>	smaa'wn	_____
<i>to find</i>	'wa	_____

'y

The last of the Hard consonants is Hard Y ('Y):

<i>my dog</i>	os'y	_____
<i>I know</i>	wiláa'y	_____
<i>willow grouse</i>	bisdá'y	_____

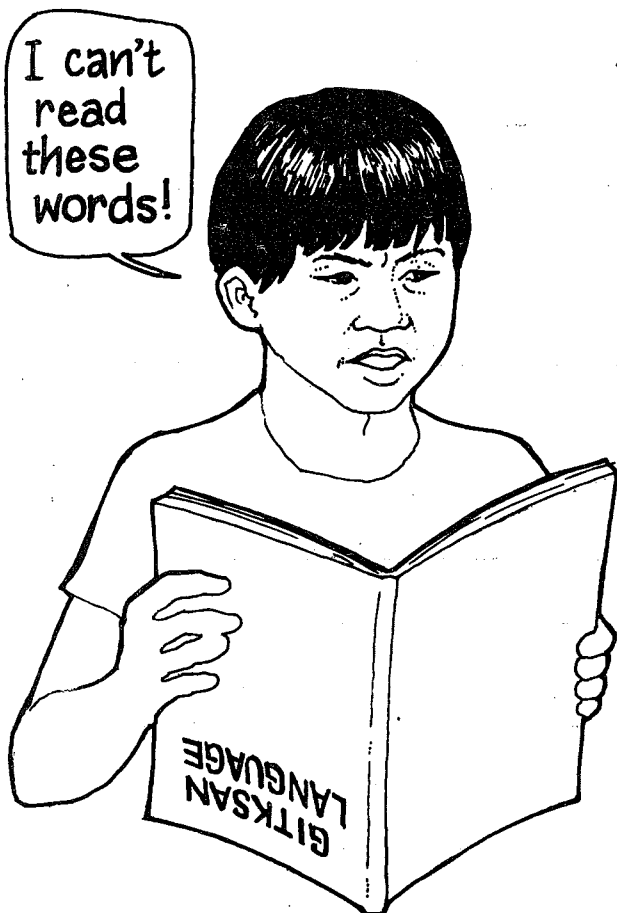
REVIEW

Now, go back and review the Gitksan alphabet sheet.

Can you pronounce all of the words easily, clearly, and without stumbling over sounds that do not occur in English words?

Here are some new words for you to try to pronounce just from reading the Gitksan. Take your time and sound out the words and then try to pronounce them.

1. gyáa'anh1 'you see the _____'
2. haságanh1 'you want _____'
3. wó'os 'a plate'
4. hashéts 'to send (pl.)'
(note in this word that the sh is not pronounced as in 'shoe'. There is no sh-sound in Gitksan. this is s and h, both of which are pronounced on there own.)
5. hisjóks 'picnic'
(the j in Gitksan is not pronounced as in the English word 'just'. It has the sound of dz, as in the word 'adze' or the ds at the end of 'pads'.)
6. hayátsxw 'copper shield'
(the accent mark ' that happens over vowels and between long vowels shows where you put the stress on words of more than one syllable.)

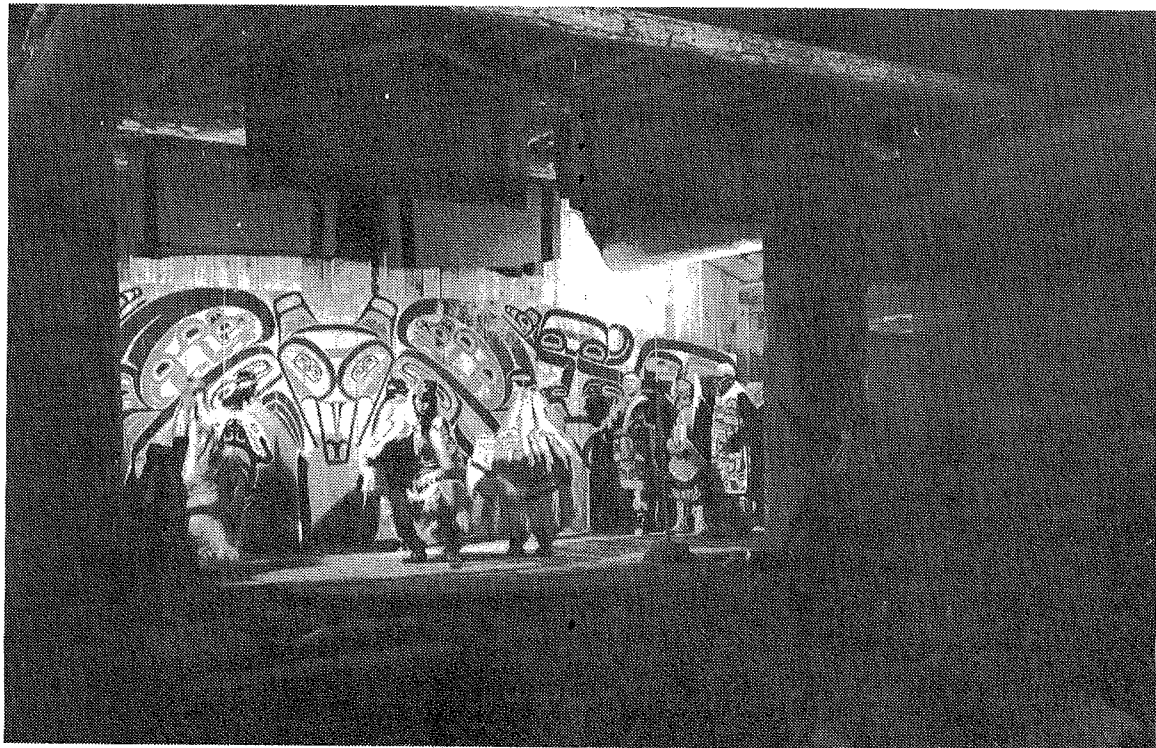


- | | | |
|-----|------------|--------------|
| 7. | áats'ap | 'door' |
| 8. | gwidáts | 'coat' |
| 9. | gwálga | 'all' |
| 10. | ginéés | 'boy' |
| 11. | mi'yéen | 'tobacco' |
| 12. | ha'nii wan | 'floor' |
| 13. | maaxwsxw | 'white' |
| 14. | laxláagalt | 'looking at' |
| 15. | majilyé | 'nighthawk' |



Here is a fun challenge for advanced students! Your teacher will dictate a few words to you that you have never seen written before. Try to write them in the spaces below. There are other blanks at the back of the book for your teacher to have you write other dictations from time to time.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



More Describing Words

do you remember?

Do you remember this page from *Gitksanimæ for Kids*:
Book 4?

More Practice

Now let's add "black" and "white" to the new words you are learning. Remember the words for "black" and "white" are:

t'uuts'xw



maaxsxw



How do you say "Is that a house?"

WILP TUSTA?

Now try "Is that a white house?"

MAAXSXWA WILP TUSTA?

How about the answer? "Yes, that is a white house."

EE'E. MAAXSXWA WILP TUST.

Now try "Is this a black canoe?" (Don't forget to put the marker "a" on the end of the color if it comes directly before what is being described.)

T'UUTS'XWA 'MAL TUNA?

How about "This is a white paper."

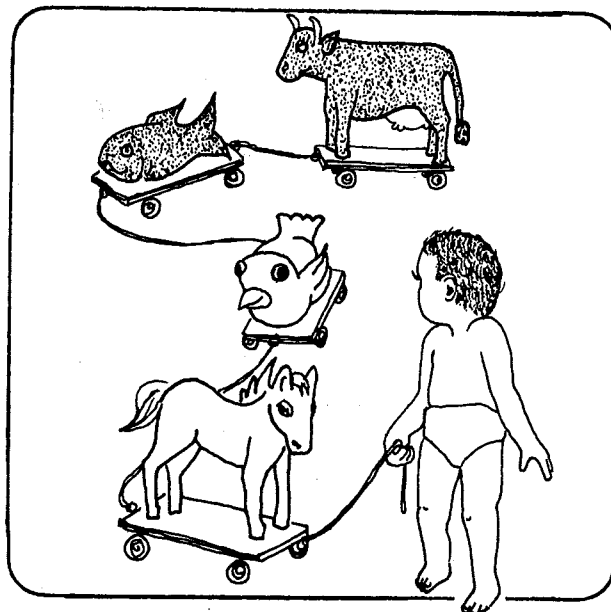
MAAXSXWA SA'WNSXW TUN.

"That is a white ball."

MAAXSXWA HLIT' TUST.

More important than just remembering the page, do you remember the Gitksan sentence patterns that you learned on that page?

Gwi tun?
 Maaxwsxwa gyoodan tun.
 Maaxwsxwa ts'uuts' tun.
 T'uuts'xwa hon tun.
 T'uuts'xwa mismuus tun.



Note that the color terms put an -a on the end to show that they refer to the word that follows. The word for 'good', am is like that:

am good

Ama os tun. This is a good dog.

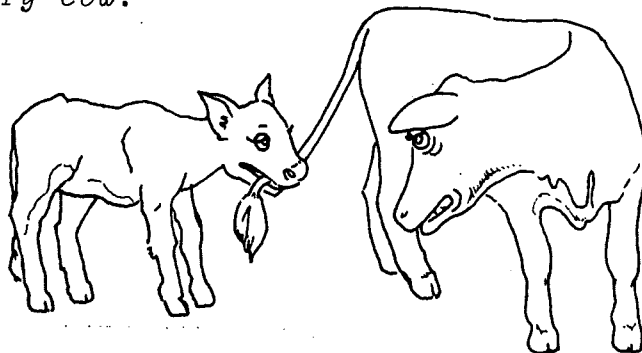
but

Most of the words that describe things, like bad, happy, fast, smart, and strong, put an -m at the end, rather than an -a.

xwdax hungry

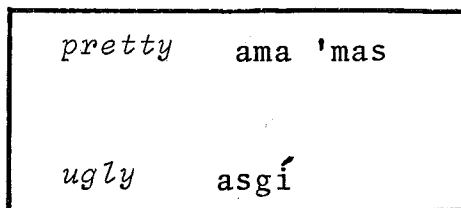
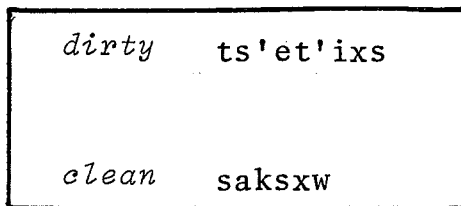
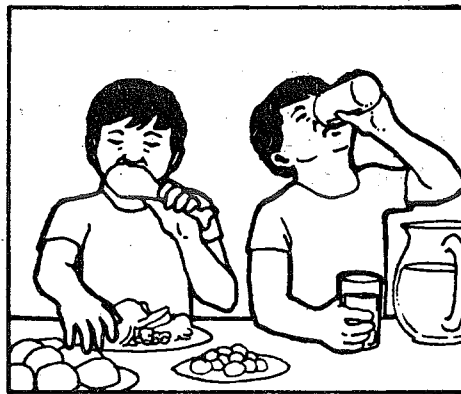
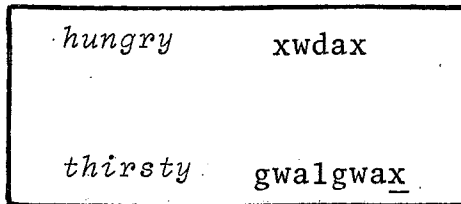
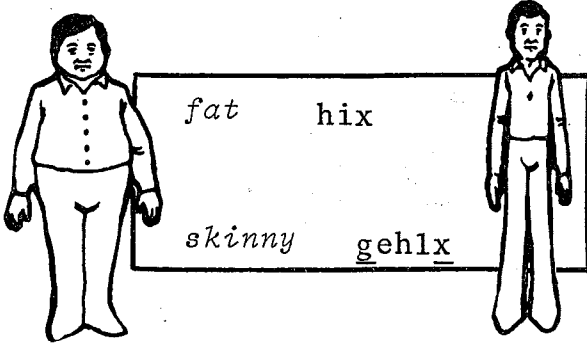
Xwdaym mismuus tust!

That's a hungry cow!



New Words!!!

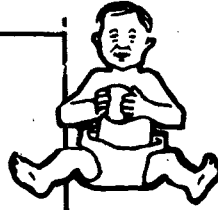
Here are some more describing words that put an -m on the end to show that they are referring to the word that follows:





small

ts'uusx



large

'wii t'is

short

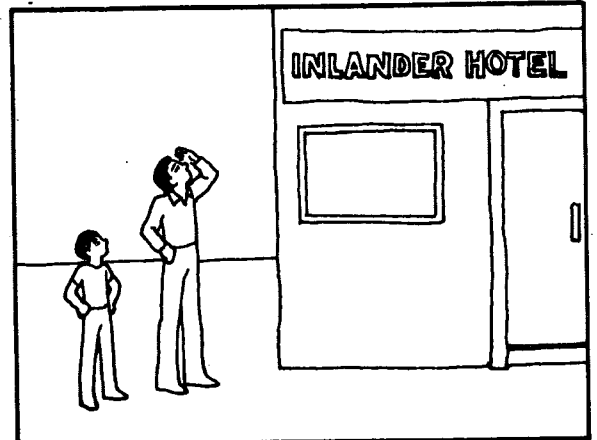
dulpxw

tall (people)

'wii 'nakxw

tall (buildings)

'min 'nakxw



lazy

aláyst (or guu alayst)

tired

hlábixsxw

strong

daxgyat

happy

luu amhl goot

kind

áma goot

sick

siipxw



Describing People

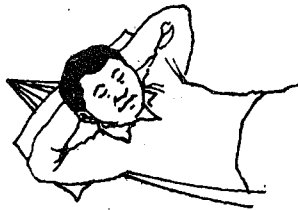
Here is an exercise to help you learn the words on the previous page. All of those describing words are important in Gitksan, so you have to learn them. You'll be using them throughout this book. So, be sure you know them before going on.

Here are some hints:

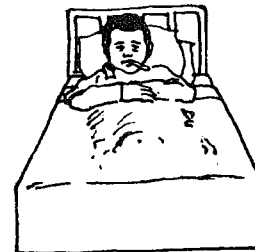
- (a) make up some flashcards with your teacher. Find a picture that illustrates each of the words you have to learn. You can draw one or xerox the pages from the book if you can't find a picture for some of them. Then practice with these flashcards until you know the words.
- (b) make up a game in class using those words.
- (c) make up a song in which you insert the Gitksan words along with the regular English lines. When you learn a song, you often can learn words very easily by singing them.

This exercise should be done once you know the words. Draw lines from the word to the figure which represents the word.

ts'et'ixs



ama 'mas



alayst

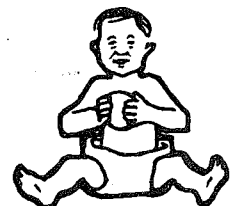
dulpxw

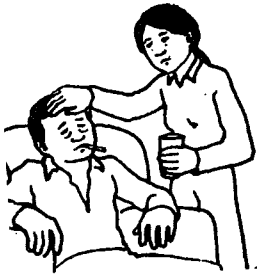
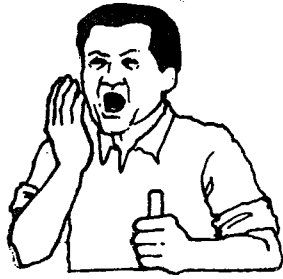
ama goot

siipxw

xwdax

hlabixsxw





ts'uusx

saksxw

gwalgwax

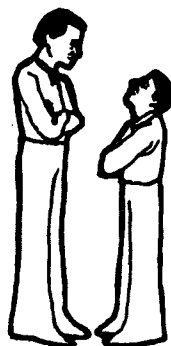
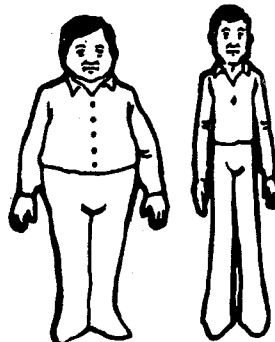
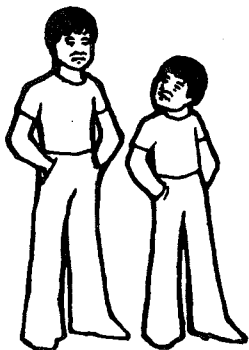
gehlx

'wii

'wii t'is

hix

daxgyat

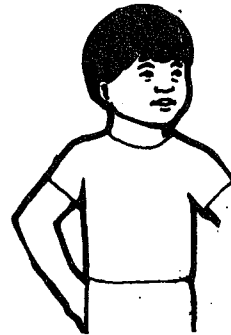


This is a... That is a...

Do you remember this sentence pattern from *Book 5*?



T'axóo'odm hanak tust.



Tk'ihlxwm gyat tun.

Thus, the pattern is:

DESCRIBING WORD + M - PERSON OR THING - TUN
TUST.

This pattern will also work with the new describing words that we have been studying. Here are some examples:

Gehlxm gyat tun. *This is a skinny man.*

Hiym os tust. *That is a fat dog.*

Ts'ét'ixsm nakx tústa? *Is that a dirty dress?*

Note this important matter! Some of the words that we have been studying are irregular. They change slightly when you add -m to the end.

hix becomes hiym

daxgyát becomes daxgyádm

xwdax becomes xwdaym

and goot (in ama goot
luu amhl goot) becomes
goodm.

gwálgwax becomes gwálgwagam

aláyst becomes alaysm (or guu alaysm)

ts'uusx becomes ts'uúsxya (or hlgu ts'uusxya)
*note that this is another -a word, like am,
t'uuts'xw, and maaxwsxw.*

'wii 'nakxw becomes 'wii 'nagwm

Pattern Practice

Now use that pattern and your new describing words to translate the following English sentences into good Shuswap. The first one is done for you.

Don't forget that some of the describing words are irregular when you add -m to the end. We've given you a hint by putting a star () in front of the sentences with irregular words.

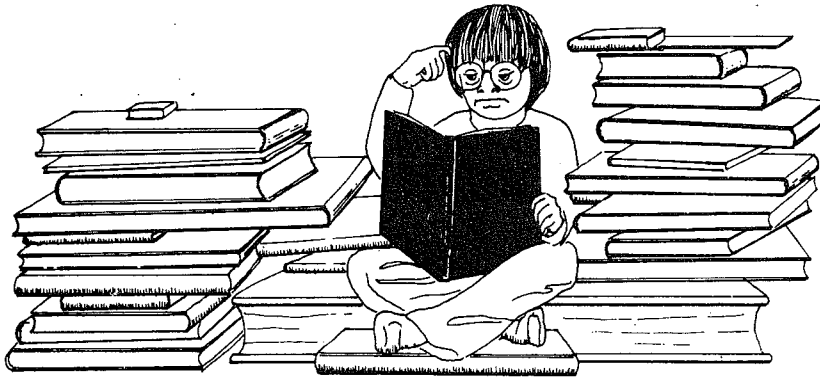
1. *That is a short pencil.* Dulpxwm gan t'imíst tust.
2. *This is a dirty dress.* _____
3. *That is a sick lady.* _____
4. *This is a tired man.* _____
- *5. *That is a strong man.* _____
- *6. *That is a thirsty Whiteman.* _____
- *7. *That's a fat wolf.* _____
8. *That's a big house.* _____
- *9. *Is that a lazy man?* _____
10. *Is this a good vehicle?* _____
- *11. *Is that a a small horse?* _____
12. *That's an old woman.* _____
- *13. *That's a tall building.* _____

Note

The appendix, starting on page 110 contains the answers to this and most exercises in the book. You may check your answers there.

This isn't a... That isn't a...

Here is another pattern from *Book 5*. It is the pattern that you use in saying "not". Do you remember this type of sentence?



Néedi máaxswa buukw sust. *That isn't a white book.*

Do you remember how to make these sentences? You change the sentences we have just studied as follows:

Gehlxm gyat tun. —————> Néedi gehlxm gyat sun.
This is a skinny man. This isn't a skinny man.

Hiym os tust. —————> Néedi hiym os sust.
That is a fat dog. That isn't a fat dog.

Saksxwm nakx tust. —————> Néedi saksxwm nakx sust.
That is a clean dress. That isn't a clean dress.

To make a negative sentence, you take the positive sentence (the one which tells what is) and add *néedi* at the beginning. If *tun* or *tust* occur in the sentence, change them to *sun* and *sust*.

More Practice

Practice the negative sentence pattern from page 32 by doing the exercise below. But, before going ahead, be sure that you understand the pattern for changing positive sentences into negative ones.

In the sentences below, translate the English sentence into good Gitksan and then change that Gitksan sentence into a negative one. Here is an example.

1. *This is a tired man.* Hlábixsxwm gyat tun
Neédi hlábixsxwm gyat sun.

2. *That is a lazy woman.* _____

3. *This is a black dog.* _____

4. *This is a long pencil.* _____

5. *This is a short Whiteman.* _____

6. *This is a strong Indian.* _____

7. *That is an old house.* (Note: t'axóó'od is old with reference
to people, lógom ís used for old things)

8. *That is a kind young lady.* _____

A reminder that the answers are in the appendix, p. 110.

I, you, he, she

Here is something else that you already know!

We are going to review the way you say *I*, *you*, and *he* and *she*. You will recognize the Gitksan forms for these words.

<i>I</i>	-	'ni'y
<i>you</i>	-	'niin
<i>he or she</i>	-	'nit

You also know how to use these words in sentences.

Gitxsán 'ni'y. *I am a Gitksan Indian.*

Amxsiwáa 'niin. *You are a Whiteman.*

You can also use this pattern with the describing words that we are working on now.

Xwdax 'ni'y!



Xwdax 'niin.



Luk'wil xwdax 'nit!

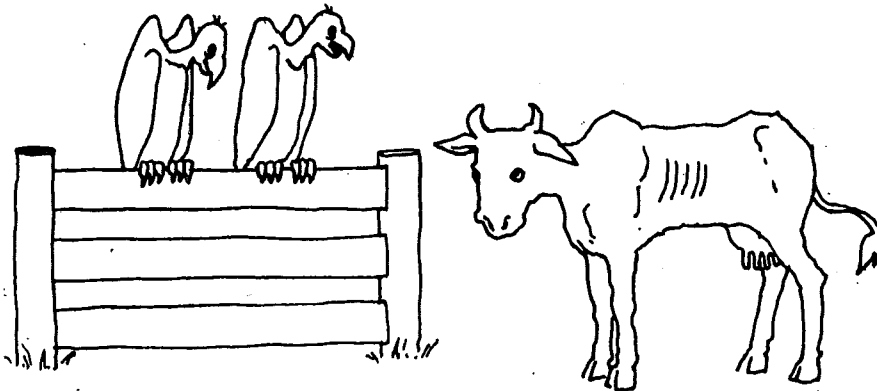


More Practice

Here is an exercise to help you develop an easy use of the words for I, you, and he/she. It is also further opportunity to drill on the adjectives that we are learning in this section.

Make up the sentences and write them in the spaces provided. The first one is done for you.

1. I am short. Dulpxw 'ni'y.
2. I am sick. _____
3. He is skinny. _____ *See the cartoon below!*
4. It is black. _____
5. You are tired. _____
6. He is good. _____
7. You are strong. _____
8. I am pretty. _____
9. He is old. _____
10. She is ugly. _____
11. He's thirsty. _____
12. You are kind. _____
13. I am very tall. _____
14. It is very big. _____
15. It is really dirty. _____



Gehlx 'nit. Ee'e. Gal siipxw 'nit!

Possessive -'y -n -t

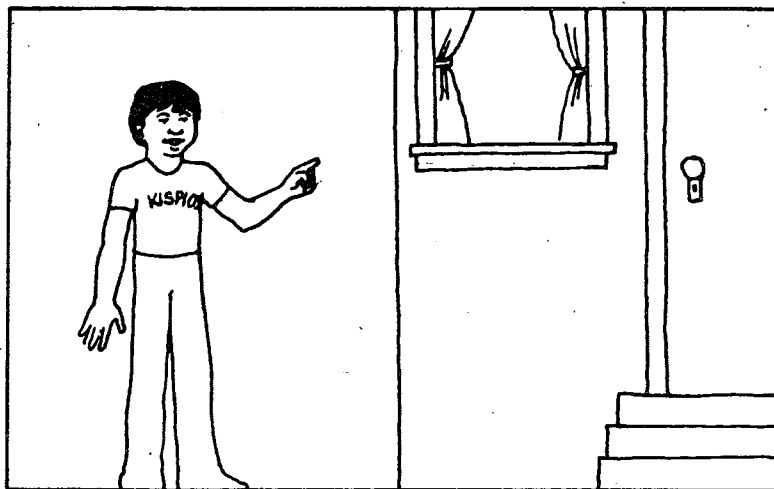
Do you remember the possessive endings for *my*, *your*, *his*, and *her*. We have studied them in the previous books of this series. These are familiar by now, aren't they?

<i>my</i>	- 'y
<i>your</i>	- n
<i>his or her</i>	- t

Note these examples of how these endings attach to words:

	nigwóot	os	wilp	'mal
	<u>father</u>	<u>dog</u>	<u>house</u>	<u>canoe</u>
<i>my</i>	nigwóod'y	os'y	wilb'y	'mal'y
<i>your</i>	nigwóodn	osn	wilbn	'maln
<i>his/her</i>	nigwóodt	ost	wilpt	'malt

"Wilb'y tust!"



Now can you translate these phrases into English?

1. sa'wnsxw'y my paper
2. gan t'imíst'y
3. wagn
4. nakt
5. sisé'n
6. an'ónt
7. duusn
8. t'im ges'y
9. pdeéktit
10. amíluxw'y

This is mine.

That possessive phrase can also be used in the kinds of sentences that we have been working with up to now. Look at some of these sentences.

1. Nága'y tun. *This is my dress*
2. Osn tust. *That's your dog.*
3. Wílbn tústa? *Is that your house?*
4. Sá'wnsxwt túna? *Is this his/her paper?*
5. Hlgu ts'uusxym ós'y tun. *This is my little dog.*
6. T'úuts'xwa 'maxst tústa? *Is that his black pants?*
7. Néedi ts'uúsxya wilb'y asúst. *That isn't my little house.*

Asún and Asúst refer to things that you are separated from by some distance or which you might be looking at a picture of.



"Kyap'y tust!"

(or hlábal weex'y tust)

Drill

Make up sentences what use this pattern. You know enough Gitksan words to be able to make up a lot of sentences on the pattern, "This is my _____." and "That is your _____." Make up several such sentences and say them out loud to the class so that they can translate them.

Whose is it ?

Using the sentence patterns on the previous page, can you translate these Gitksan sentences into English?

You may want to review the words for relations and kin folk. You learned them in *Book 2*, page 6, and _____, page 74. The other words should be well-known to you by now!

Pronounce the sentences out loud in Gitksan, as well as translating them. That way you will get practice at saying longer Gitksan sentences. Make it a habit to regularly say sentences after your teacher. It helps you get accustomed to saying Gitksan words.

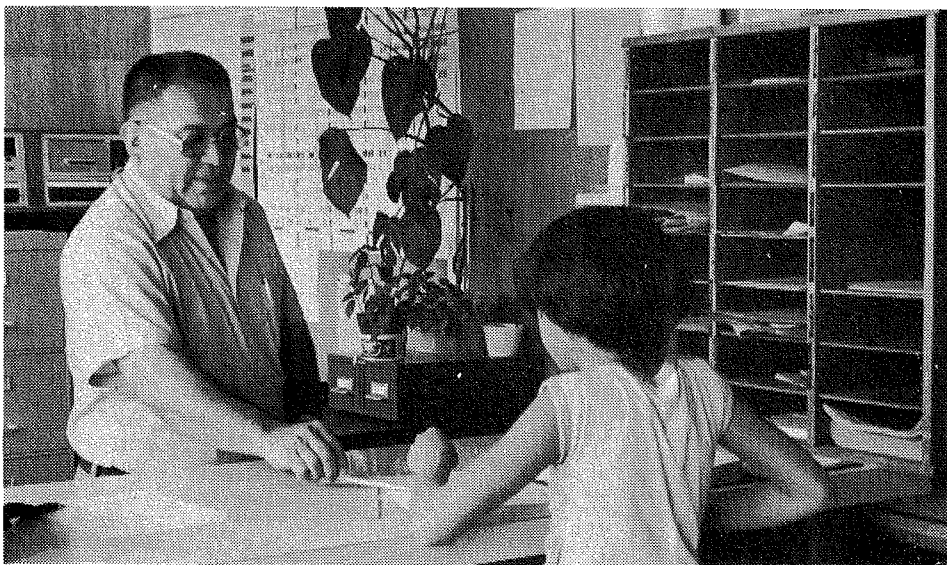
Now translate these into English and write the English in the blanks. The first one is done for you and the rest of the answers are in the appendix, if you want to refer to them after you have finished.

1. Nagn túna? *Is this your dress?* _____
2. Ts'ét'ixsm hóobig'y tun. _____
3. Aláysm wagn tust. _____
4. Siipxwm noxt tun. _____
5. Gehlxm gúmxtin tústa? _____
6. Hiym xhlgigwn tústa? _____
7. Saksxwm 'maxsn tústa? _____
8. Needi ama 'masm gutxa'óó'y asun. _____

9. Asgím gutxa'óon tust. _____

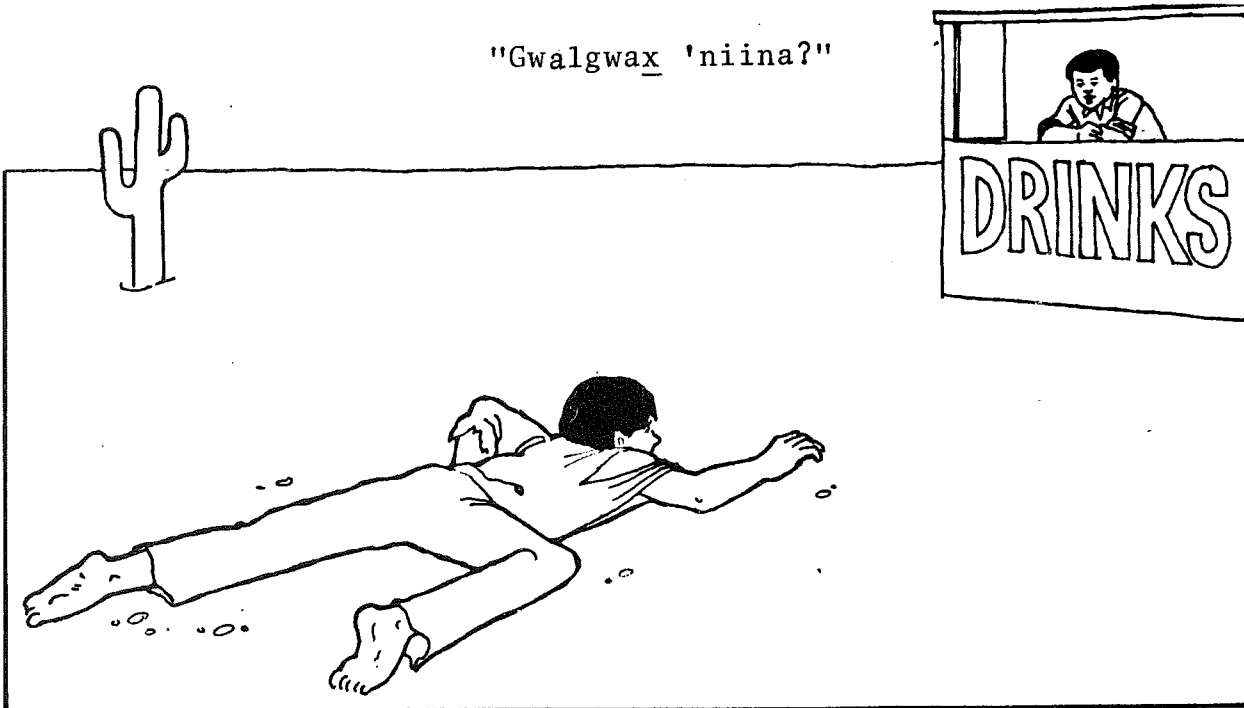
Now translate these into Gitksan.

1. *This is my pencil.* Gan t'imíst'y tun.
2. *Is that your pencil?* _____
3. *Is that his short pencil?* _____
4. *This is my little pencil.* _____
5. *This isn't my long canoe.* _____
6. *Is that his old house?* _____
7. *This is my tall brother.* _____
8. *That isn't his tall brother.* _____
9. *This isn't your old book.* _____
(lógom, old, of things)
10. *Is this your money?* _____



"Gan t'imístn tústa?"

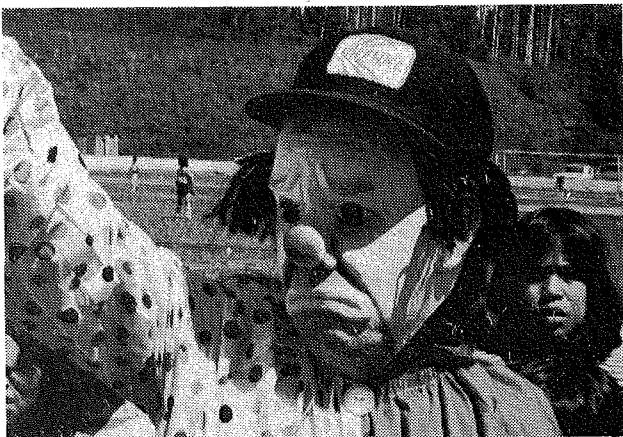
"Gwalgwax 'niina?"



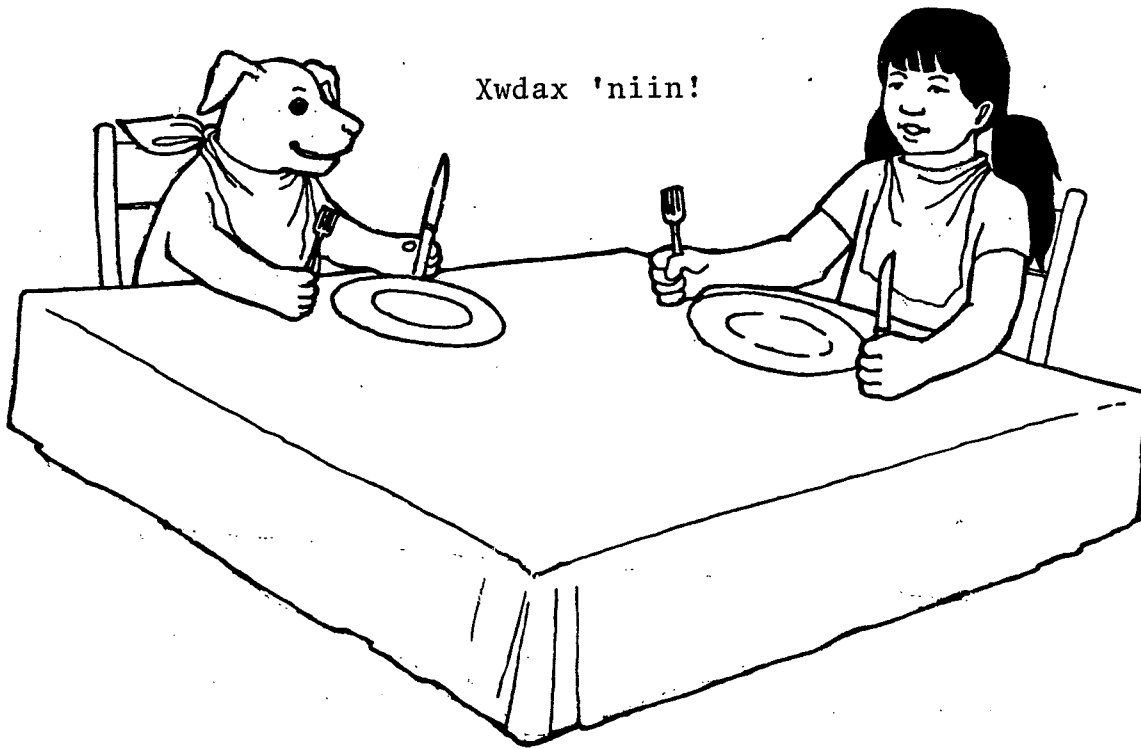
You know the words that mean *I*, *you*, and *he/she* already. You studied them on page 34. It always helps to review the most important things several times so you really learn them.

<i>I</i>	- 'ni'y
<i>you</i>	- 'niin
<i>he, she, it</i>	- 'nit

Let's do another exercise on these to help you learn them cold!



"Ama 'mas 'nit!"



Xwdax 'niin!

Can you read these sentences in Gitksan and translate them into good English? The first one is done for you!

1. Áma 'mas 'ni'y. I am pretty.
2. T'axóo'od 'nit. _____
3. Saksxw 'ni'y. _____
4. Hix 'niin! _____
5. Aláyst 'niin. _____
6. Asgí 'niin. _____
7. 'Wii 'nakxw 'ni'y. _____
8. Daxgyát 'niin. _____
9. Luu amhl goodn. You're happy.

Note that this word uses the endings that we learned to use which show possession. Here are the other examples of this irregular word:

Luu amhl good'y. _____

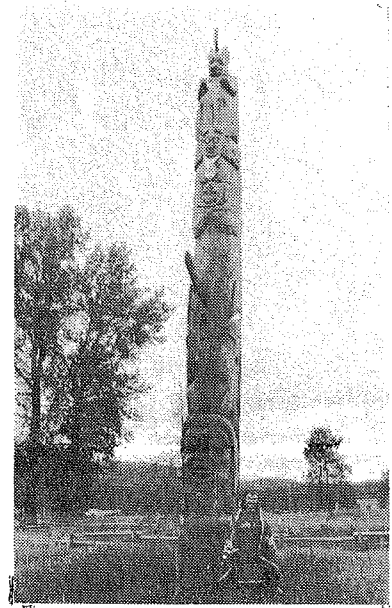
Luu amhl goott. _____

Think and Do

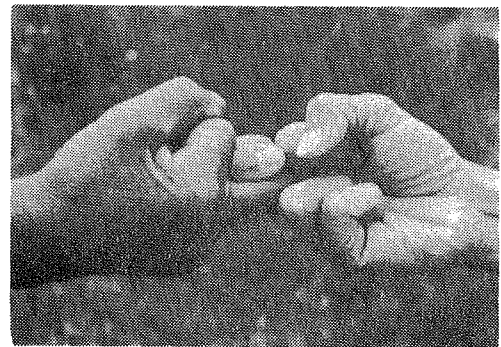
Now, translate these short sentences into Gitksan. You will use both the words you know from previous books and the words that we are learning in these pages (the describing words).

No room is left to write the answers, so prepare to say them out loud, rather than read them from a paper.

1. *I'm tall.*
2. *You're short.*
3. *He's old.*
4. *It's big.*
5. *She's young.*
6. *She's pretty.*
7. *You're sick.*
8. *I'm ugly.*
9. *I'm happy.*
10. *I'm fat.*
11. *She's dirty.*
12. *It's small.*
13. *He's lazy.*
14. *She's strong.*
15. *I'm tired.*
16. *You're thirsty.*
17. *He is hungry.*
18. *It is old.*
19. *He is clean.*
20. *She is old.*

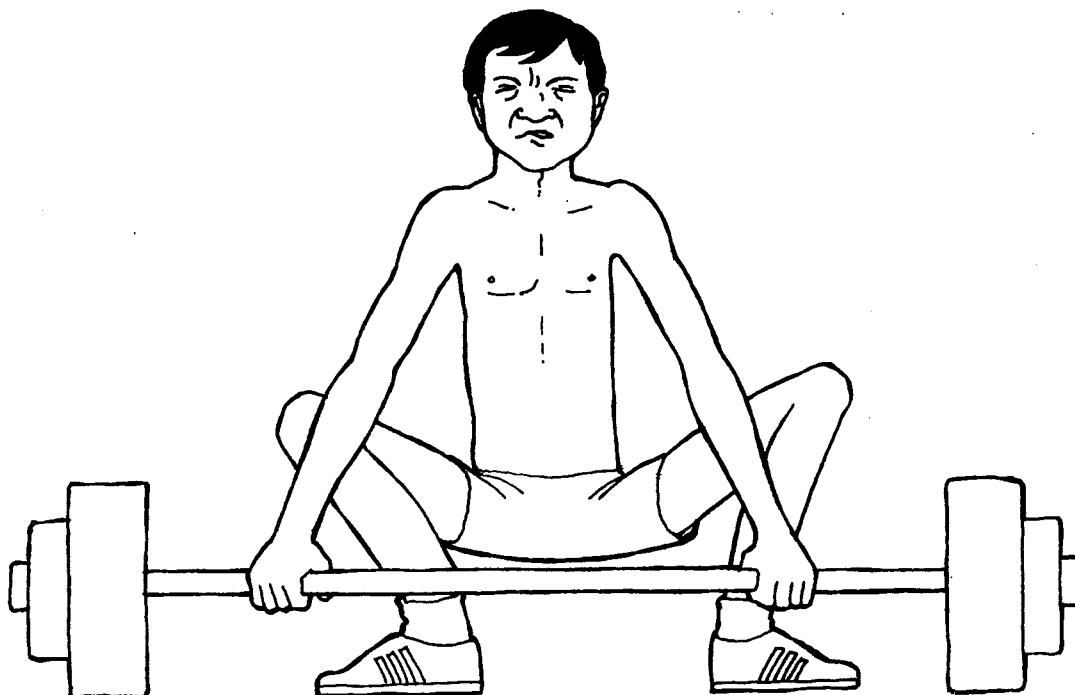


"Ama 'mas 'nit!"



"Daxgyat 'niin!"

I'm not skinny!



"Néedi daxgyad'y!"

Here's how you can change the sentences we've just learned into negative sentences. Pay careful attention!

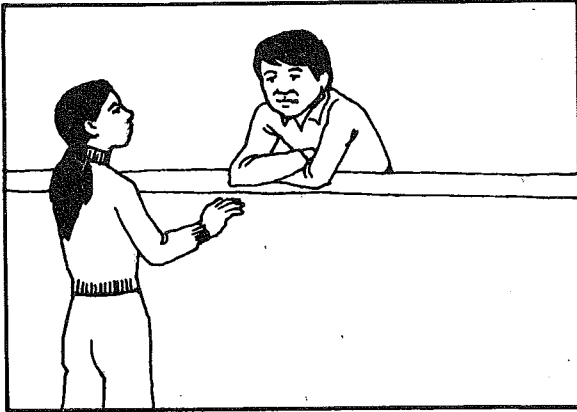
<i>I'm skinny.</i>	<u>Gehl</u> x 'ni'y	—————>	Néedi <u>gehl</u> x'y.	<i>I'm not skinny.</i>
<i>You're skinny.</i>	<u>Gehl</u> x 'niin	—————>	Néedi <u>gehl</u> xn.	<i>You're not skinny.</i>
<i>He's skinny.</i>	<u>Gehl</u> x 'nit	—————>	Néedi <u>gehl</u> xt.	<i>He's not skinny.</i>

Did you notice that you use the mini-words 'ni'y, 'niin and 'nit to say what is; and you use the endings -'y, -n, and -t to make negative sentences?

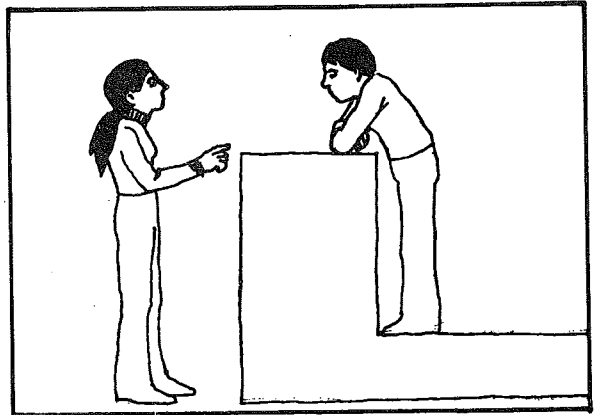
Now, translate the following sentences into Gitksan and then change them to negative sentences.

- | | | |
|------------------------|--------------------------|----------------------|
| 1. <i>I'm hungry.</i> | Xwdax 'ni'y. | Néedi xwday'y. |
| 2. <i>You're tall.</i> | _____ | _____ |
| 3. <i>He's strong.</i> | _____ | _____ |
| 4. <i>I'm thirsty.</i> | 6. <i>She's old.</i> | 8. <i>I'm lazy.</i> |
| 5. <i>He's tired.</i> | 7. <i>You're pretty.</i> | 9. <i>He's tall.</i> |

Mini- Dialogues



Neehl 'wii 'nákwtá?
Ee'e! 'Wii 'nakxw 'nit.



Neehl 'wii 'nákwtá?
Nee! Dulpxw 'nit.

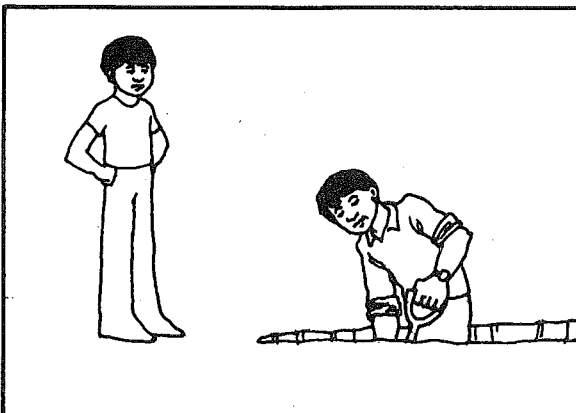
On this page we are learning a new sentence pattern used in asking questions. We have learned that you can add an -a to the end of sentences to make a question.

Hiym osn tust. —————> Hiym osn tusta?
That is your fat dog. Is that your fat dog?

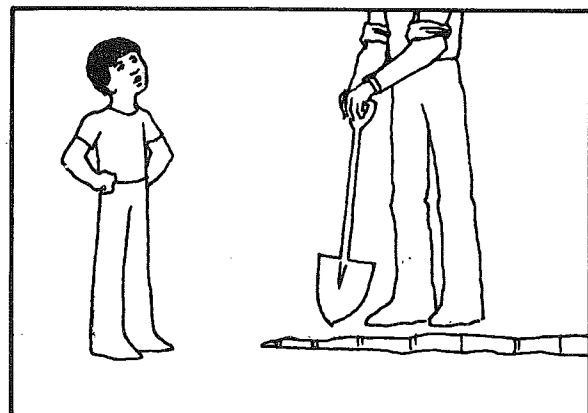
Now, we will see that you can make questions by using a form of the word no (nee [nē]), which is neehl [nē'l]. Here is an example.

Hiym osn tust. —————> Neehl hiym osn tusta?
That is your fat dog. Is(n't) that your fat dog?

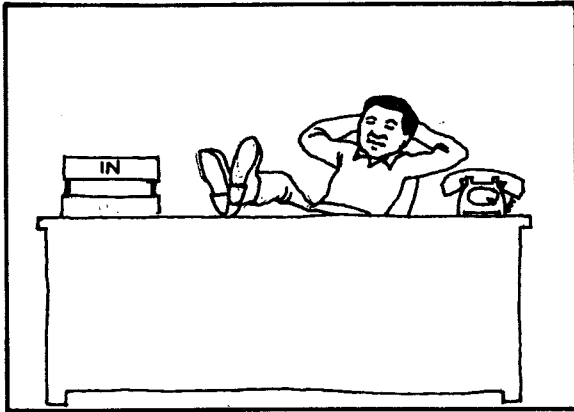
The question is really *Isn't ...* or *Aren't ...* but we translate them the same as questions that simple use -a.



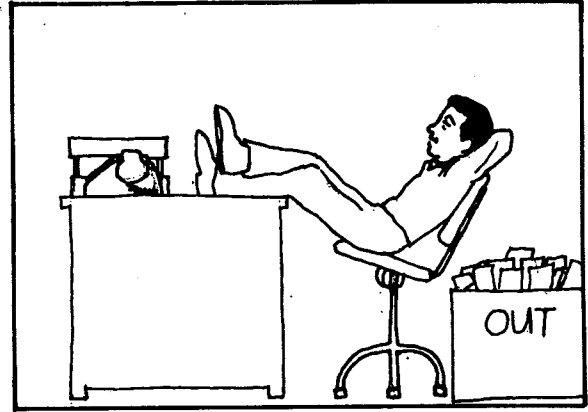
Neehl Dúlpwxta?



Nee. Néedi dulpxwt.



Neehl aláysis Jóhna?



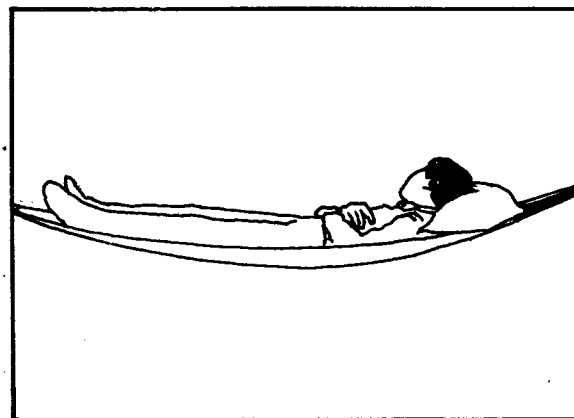
Nee. Néedi aláysis John.



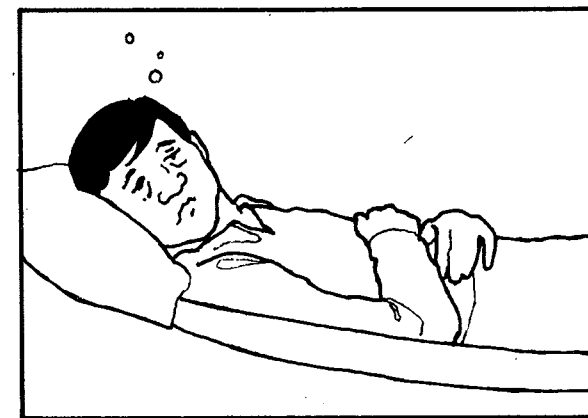
Neehl hlábixsxs Mélia?
(Mary-a)



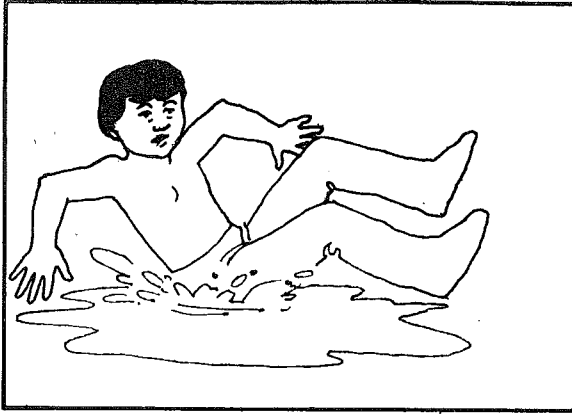
Nee. Néedi hlábixsxs Méli.



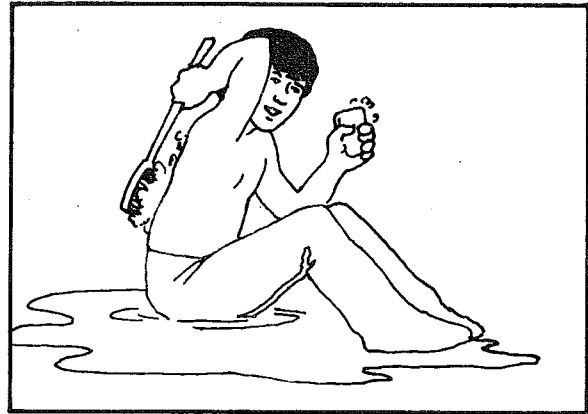
Neehl alaysis Johna?



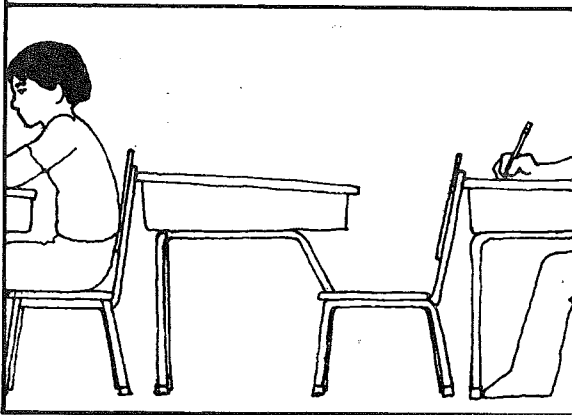
Nee. Needi alaysis John.
Siipxw 'nit.



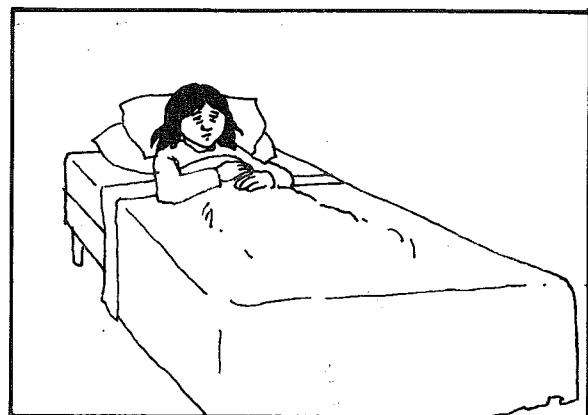
Neehl ts'ét'ixs Johna?



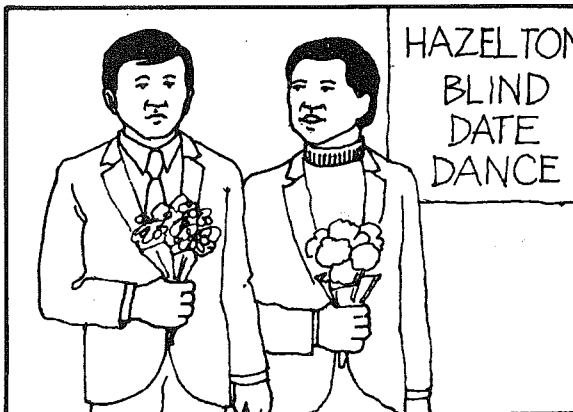
Nee. Saksxw 'nit!



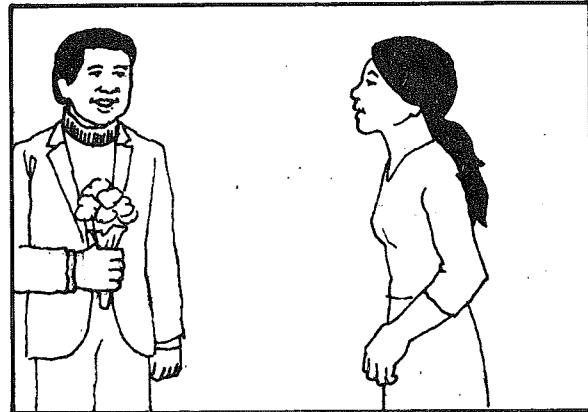
Neehl siipxws Carola?



Ee'e. Siipxwt Carol.



Neehl áma 'masm tk'ihlxwm
hanák's Clára-ya?



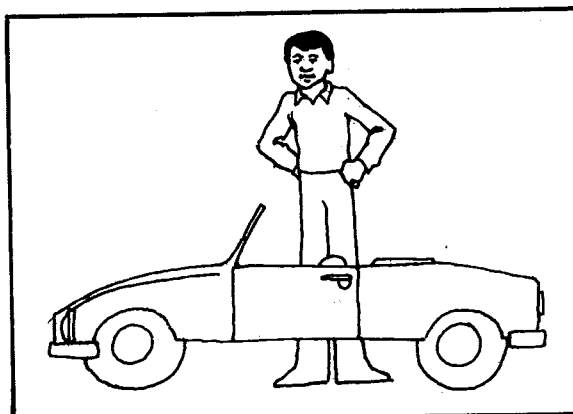
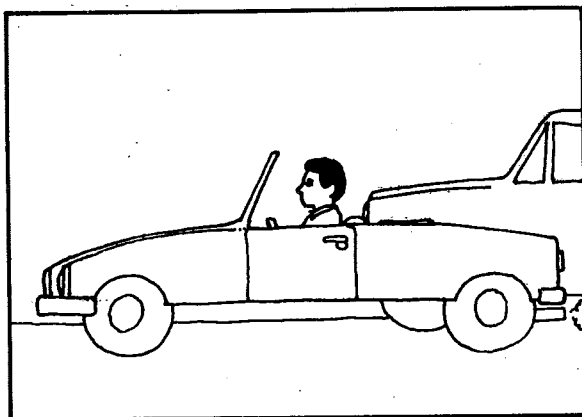
Ee'e. Áma masm tk'ihlxwm
hanák' 'nit.



Neehl asgím lógom 'wii
nak' sústa?

(At feasts, during the ant'am hanák', men sometimes dress up as women and dance comical dances).

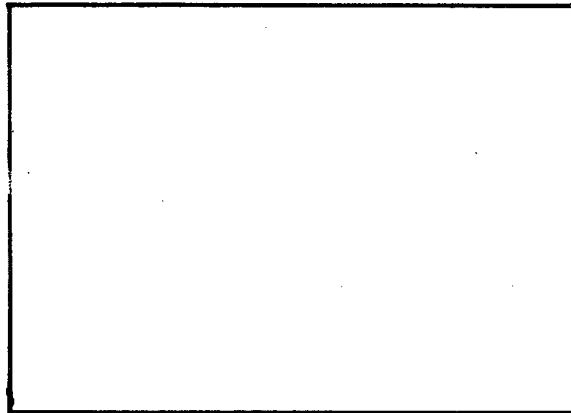
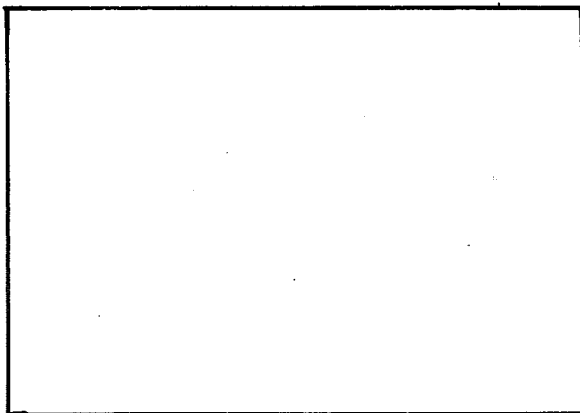
Nee! Asgím lógom 'wii
gyat tust!



Neehl 'wii t'ism gyat súna?

(Note that with neehl, as well as needi and need'y, you usually use sust and sun rather than tust and tun.)

Ee'e. 'Wii t'ism gyat 'nit.

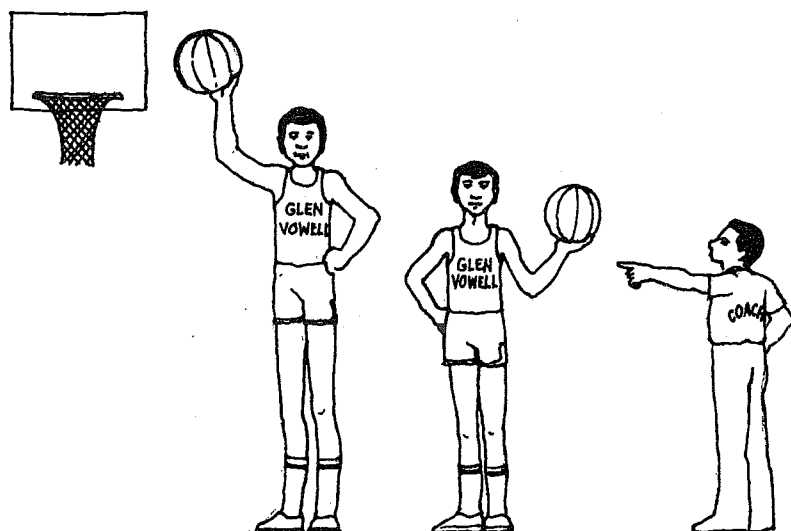


(draw a cartoon above and add captions like those we have seen)

Review

Here is an exercise to translate some of the conversations that we looked at on the previous pages. You should know the patterns by now.

Translate the following sentences into Gitksan. The first few are done for you to give you some general comments on how these sentences are said in Gitksan.



"Neehl dulpxwta?"

Notice that statements require 'nit, 'ni'y, and 'niin unless they start with neédi or neehl. If so, they use the endings -'y, -n, and -t.

Notice also that the question ending that attaches to describing words is -ta, unless there is a vowel before it, and then it is -da. *Examples: dulpxw - dulpxwta, but asgí - asgída.*

2. *Is she ugly?* Neehl asgída?
No. She is pretty. Nee. Áma 'mas 'nit!
3. *Is she young?* Neehl k'ay 'másta? or Néehl tk'íhlxwta?
No. She's not young. She's old. Nee. Néedi k'ay 'mast. T'axóo'od 'nit.

4. Are you tired? _____

No. I'm not tired. I'm thirsty. _____

5. Are you thirsty? _____

Yes. I'm thirsty. _____

6. Are you hungry? _____

Yes. I'm hungry. _____

7. Are you sick? _____

No. I'm not sick. _____

8. Is the Indian fat? _____

No. The Indian is skinny. _____

9. Is Mary strong? _____

No. Mary isn't strong. _____

10. Is John sick? Neehl siipxws Johna?

Yes, John is sick. So is Mary sick. He'e, siipxwt
John. Hox di siipxws Meli.

11. Is Carol a kind lady? _____

Yes. Carol is kind. _____

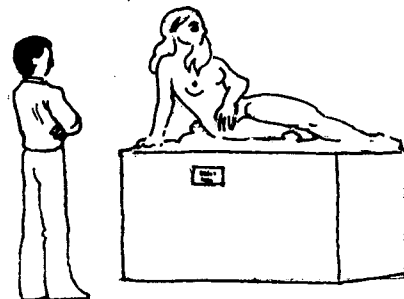
12. Is Fred young? _____

No. Fred is old. _____

13. Is Augusta a pretty elderly woman?

Yes. She's a pretty old woman.

(note the difference between t'axoo'od, and logom, old.)



Pattern Review

This is a chance to review the patterns that you have studied in the book up to now. If there are any examples of sentences that you do not easily recognize, or which you cannot easily translate, go back and study that pattern.

Write your answer in the space provided.

1. 'Wii t'ism wilpt tust. _____
2. Maxwsxwm (or máxwsxwa) gyoódan tun. _____
3. Daxgyát 'nit. _____
4. Luu amhl good'y. _____
5. Lógom hóobix tust. _____
6. Siipxwm nigwoód'y tun. _____
7. Needi siipxw'y. _____
8. Neehl hlábixsxwna? _____
9. Neehl 'wii t'ísta? _____
10. Neehl aláysis Jóhna? _____
11. Ts'ét'ixs 'nit. _____
12. Asgím t'axóo'odm gyat tust. _____
13. Néedi aláysisim k'ay 'masm gyet sust. _____
14. Dulpxwm gan t'imístn tústa? _____
15. Ee'e. Áma 'masm hanák't Meli. _____



Taxoo'odm gyatt Moses.

When there's more than 1

T'uuts'xwa 'mal tust. *That is a black canoe.*

If we wish to change this sentence to allow ourselves to talk about more than one canoe, we have to make several changes:

Dist'úuts'xwa hu'mál dipúst. *Those are black canoes.*

Every word in the sentence had to change.

(a) Some nouns have plural forms which differ from the singular forms. By now you know these words:

singular - one of something

plural - more than one of something

Here are some examples of plural forms of nouns. There aren't very many.

os	<i>dog(s)</i>	as'ós
'mal	<i>canoe(s)</i>	hu'mál
wilp	<i>house(s)</i>	huwíl p
hának'	<i>woman (women)</i>	háanak' (<i>actually, hahának'</i>)
gyat	<i>man (men)</i>	íi'yuxwt
sim'óogit	<i>chief(s)</i>	simgigyát
naks	<i>spouse(s)</i>	níinixsxw

(b) The words for this and that also have plural forms. They change like this:

tun	<i>this, these</i>	dipún
tust	<i>that, those</i>	dipúst

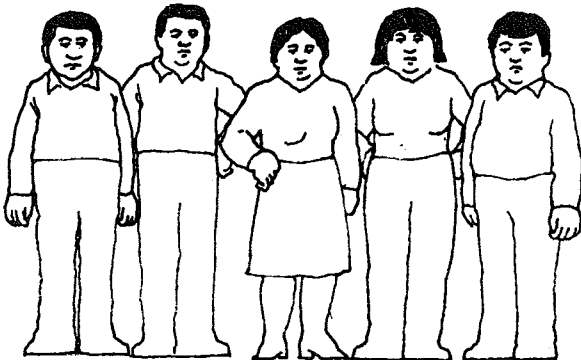
(c) Most adjectives also have plural forms which differ from the singular. We present all of the describing words that we are studying on the following page. You will want to learn these forms well so that you can easily use them without having to refer to the list each time.

There are a few adjectives which don't have plural forms like *lógom*, which is the same whether you are talking about one or many.

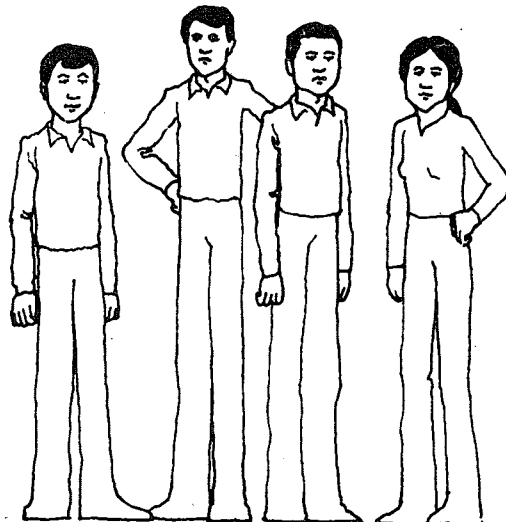
Plural Forms

Here are the plural forms of the describing words that we are studying:

hix	<i>fat</i>	hihíx
geh <u>l</u> x	<i>skinny</i>	gahlgéh <u>l</u> x
aláyst	<i>lazy</i>	alaláyst
xwdax	<i>hungry</i>	luxwdáx
gwálgwax	<i>thirsty</i>	gwilgwálgwax
ts'ét'ixs	<i>dirty</i>	ts'ixts'ét'ixs
saksxw	<i>clean</i>	sixsáksxw
dulpxw	<i>short</i>	dildúlpxw
siipxw	<i>sick</i>	sipsípxw
hlábixsxw	<i>tired</i>	hliphlábixsxw
daxgyát	<i>strong</i>	daxgigyát
'wii t'is	<i>tall</i>	'wii dist'ís
áma 'mas	<i>pretty</i>	áma límas
asgí	<i>ugly</i>	alaskít
ts'uusx	<i>little</i>	sisuúsx
t'axoo'od	<i>old</i>	t'axoxóo'od
'wii 'nakxw	<i>long</i>	hi'niiluxw
luu amhl <u>goot</u>	<i>happy</i>	luu am'amhl <u>gogóot</u>
lógom	<i>old</i>	lógom



"Dildulpxw!!"



"Gahlgehlix!"

Pattern game

Note the following sentence as it is changed from singular to plural:

hiym hanák' tun. —→ hihíym háanak' dipún.

You should have no trouble changing these sentences in the same way if you have learned the plural forms given on pages 51 and 52. Remember that if you have not been given a plural form for a noun, assume that the plural is the same as the singular.

Write your answers in the blanks provided.

1. Hiym gyet tust. _____
2. Saksxwm os tust. _____
3. Gehlxm gyet tust. _____
4. Áma 'mas hanák' tust. _____
5. Néedi ts'ét'ixs os tun. _____
6. Neehl xwdax sim'óogit tust? _____
7. Ts'uusxym wilp tun. _____
8. Néedi 'wii t'ism hóobix tust. _____
9. Néedi siipxwm mismúus tun. _____
10. Neehl dulpxwm sim'óogit tun? _____
11. Alaláyst dip John gant Meli.

(Note that the word dip "both" is used when you are making a statement about two people.

Here are some more examples. Translate them into English.)

12. Néedi alaláysis dip John gant Méli. _____
13. Neehl hliplábixsxs Tom, Dick, gant Harry? _____

14. Luxwdaxt dip Fred gant Charles. _____
15. Daxgigyát dip Henry ganhl nigwóott. _____

Set A Mini-words

Many of you will already know the pronouns for more than one person. We studied them earlier, but it is important to have them all here together for easy reference. Here is the way that you talk about *we*, *you guys*, and *they*.

'ni'y - I	we	- 'nuu'm
'niin - you	you guys	- 'nísi'm
'nit - he, she, it	they	- 'nidiít

You now know all of these Set A or Set 1 pronouns. You will simply never be able to speak Gitksan unless you learn them. So, study them well now!

Here are some phrases that use these pronouns:

Xwdax 'ni'y. *I'm hungry.*

Luxwdáx 'nuu'm. *We're hungry.*

Hix 'niin. *You're fat.*

Hihíx 'nísi'm. *You guys are fat.*

Gehl̓x 'nit. *She's thin.*

Gahlgéh̓lx 'nidiít. *They are skinny.*

Remember:

Plural pronouns always take plural describing words.

Now, translate the following phrases into English.

- Hihíx 'nuu'm. We're fat!
- Luxwdáx 'nidiít.
- Dildúlp̓xw 'nísi'm.
- Gwilgwálgwax 'nuu'm.
- Alaskít 'nidiít.
- Áma límas 'nísi'm.
- Hi'níiluxw 'nidiít.
- 'Wii dist'is 'nidiít.
- Sixsáksxw 'nuu'm.
- Hliphláb̓isxw 'nísi'ma?
- Sipsíip̓xw 'nidiída?
- Taxoxóo'od 'nidiída?
- Luxwdáx 'núu'ma?
- Ts'ixts'ét'ixs 'nidiít.
- Lógom 'nidiít.

Set B Endings

Now that you know the plural forms of the Set A pronouns, it is time for you to get the plural forms of the Set B endings, as well. Here they are:

-'y	- I, my	we, our	-'m
-n	- you, your	you, your (pl.)	-si'm
-t	- he, she, it his, hers, its	they, their	-diit

These endings are attached to words to show the actor and to show possession. Here are examples of both of these functions:

<u>Gehl</u> x	skinny	os	dog
<u>Gehl</u> x'y	I'm skinny	os'y	my dog
<u>Gehl</u> xn	You're skinny.	osn	your dog
<u>Gehl</u> xt	He, she's skinny.	ost	his/her dog
<u>Gahl</u> gehlx'm	We're skinny.	os'm	our dog
<u>Gahl</u> géhłxsi'm	You guys are skinny.	ósisim	your dog
<u>Gahl</u> géhłxdiit	They're skinny.	ósdiiit	their dog.

You can attach these endings to any describing word and thing-word (or noun).

Here are some examples that will give you the pattern for using these endings. Can you translate them?

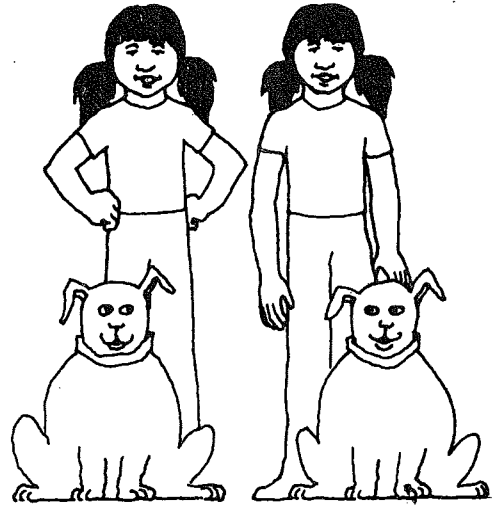
- Néedi aliskit'm. We aren't lazy!
- Néedi gahlgéhłxsi'm. _____
(or needi gal sipsi'm, you're all skin and bones.)
- Néedi 'wii dist'ísdiit. _____
- Néedi sixsáksxw'm. _____
- Neehl ts'ixts'ét'ixsisi'm? _____
- Neehl aliskítm as'ós'm dipúst? _____

(Did you notice in #6 that we now use two -m endings: -m between describing words and things; -'m meaning we, our.)

- Néedi 'wii dist'ísm hóobixdiit dipúst. _____



Hiym os'y tust.



Hihíym as'ós'm dipúst.

Translate the following into Gitksan.

1. Saksxwm nága'y tun. _____
2. Sixsáksxwm nanága'm dipún. _____
3. Dulpxwm 'maxs'y tust. _____
4. Dildúlpwxwm 'mamáxsdiit dipúst. _____
5. Ts'uusxym duus'm tust. _____
6. Sisuúsxym (or Ts'úúsxya) dúusisi'm dipúst.

7. Lógom gaytn tust. _____
8. Lógom gagáytdiit dipúst. _____
9. Sixsáksxwm ts'á'waxsisi'm dipúst. (*some speakers object to this sentence as not good Gitksan*) _____
10. Néedi ts'isxts'étixsisi'm! Lúk'wil sixsáksxw 'nísi'm.

The word luk'wil means "very or really". You should know this word and be able to use it. Here are some examples:

Lúk'wil am. *Very good. Really good.*

Lúk'wil asgí 'niin. *You are really ugly.*

Lúk'wil 'wii 'nagm hanák' tust.

That's a really tall woman.

Lúk'wil alayst 'ni'y s tun.

I am really lazy today.

11. Áma límsm (límasm) háanak' 'nidíit.

12. Neehl siipxwm hanak' sust?

13. Neehl sipsíipxwm hanáak' dipúst?

14. Néedi dulpxwm náks'y asúst.

15. Néedi dildúlpwxm naínaksisi'm dipúst.

16. Ée'e. Hihíym íi'yuxwt dipún.

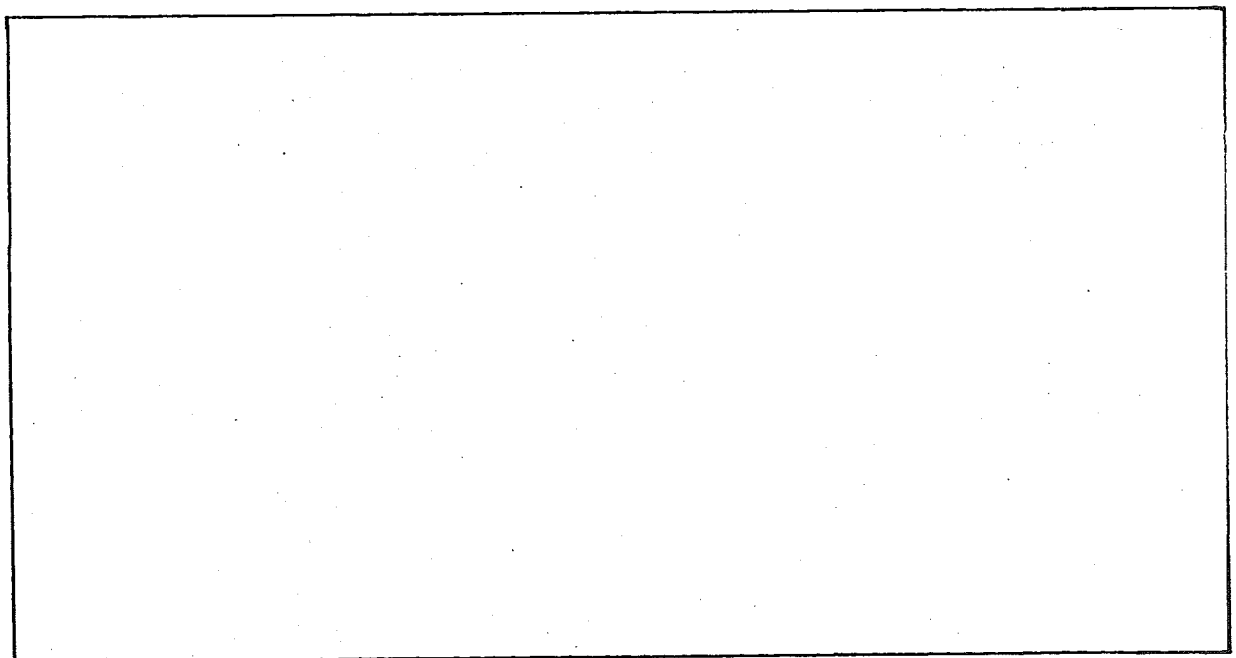
17. Nee. Néedi hihíym íi'yuxwt dipúst.

18. _____

19. _____

20. _____

(Can you make up 3 more sentences like these?)



Draw a cartoon representing a sentence like these.



'Wii la'ym wilp tust. *That's a big house.*

'Wii la'yhl wilp tust. *That house is big.*

A helpful way to keep these sentence types straight is to think of the -m as a plus sign [+] and to think of -hl as [=], the equals sign.

Asgím hanák' tust. *That is ugly + woman.*

Asgíhl hanák' tust. *That woman = ugly.*

Do you see the difference?

Here are some more examples. Can you translate them?

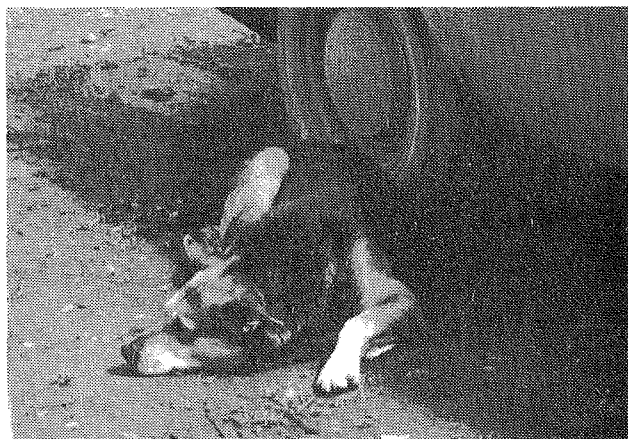
1. Áma 'masm hanák' tun. _____
2. Áma 'mashl hanák' tust. _____
3. Saksxwm nága'y tun. _____
4. Saksxwthl nága'y tun. _____
5. T'uutsxwa 'mal'y tun. _____
6. T'uutsxwhl 'mal'y tun. _____
7. Ts'uusxya sa'wnsxw tust. _____
8. Ts'uusxhl gan t'imíst tun. _____

Continued on page 60



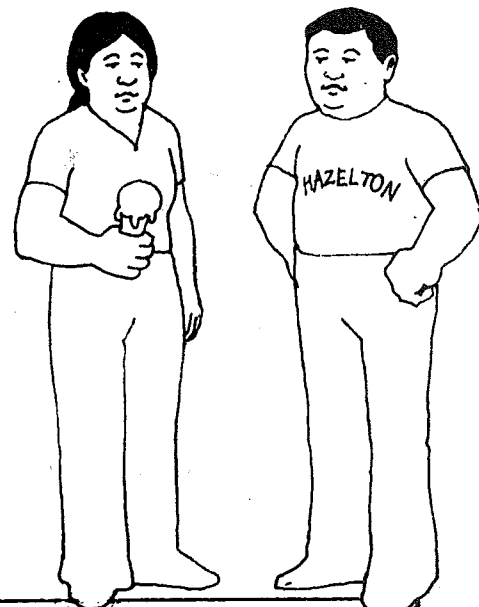
Xwdaxhl gyoodán tust!

9. Gehlxm hanák' tust. _____
10. Gehlxhl hanák' tust. _____
11. Sipsíipxwhl gibuú dipúst. _____
12. 'Wii la'yhl wilp tust. _____
13. Siipxwhl os'm tun.. _____
14. T'axóo'odm gyat tust. _____
15. Guu alalaysthl ii'yuxwł dipun. _____
16. 'Min hi'níi'luxwhl huwílp dipúst. _____
17. Hlábixsxwhl gyat tust. _____
18. Hlabixsxwm gyat tust. _____
19. Hlabixsxwhl tk'ihlxwm gyat tun. _____



"Hlabixsxwhl os tust!"

Pattern Practice



"Xwdaxhl naks'y."

Notice that the other patterns that you have learned can easily be adapted to this new type of sentence.

Note these pairs of sentences:

(a) hiym os'y
my fat dog.

(b) Hixhl os'y.
My dog is fat.

(a) xwdaym naks'y
my hungry wife

(b) Xwdaxhl naks'y.
My wife is hungry.

And here are the negative patterns:

Néedi sixsáksxwhl an'ón'y. *My hands aren't clean.*

Néedi sixsáksxwhl an'ónn. *Your hands aren't clean.*

And questions are asked like this.

Neehl ts'ixts'étixshl ga'an'ón'ma? *Are our hands dirty?*

Neehl aláysihl aluugigyáta? *Is the Indian lazy?*

Learn those sample sentences so that you can easily translate the following mini-conversations.

1. Neehl dulpxwhl gan t'imístna?

Is your pencil short?

Ee'e. Dulpxwhl gan t'imíst'y.

Yes. My pencil is short.

2. Neehl maaxwsxwhl ósta?

Is his dog white?

Nee. Néedi maaxwsxwhl os sust.

No. That's not a white dog.

T'uutsxwhl os tust.

That's a black dog.

Mini - Dialogues

Translate the following little dialogues into English. You may wish to learn some of them. That is an easy way to learn sentence patterns well. The numbering continues from page 61.

3. Neehl siipxwhl tk'ihlxwm gyat tusta?

Ee'e. Siipxwhl t'im gest.

4. Neehl haxhíxhl níinaksxwsi'ma?

Lúk'wil haxhíxhl níinaksxw'm.

Note that the plural form of hix used here is haxhix instead of hihix.

5. Neehl xwdaxhl maaxwsxwm ósna?

Ee'e. Lúk'wil xwdaxhl ós'y.

6. Maaxwsxwhl gan t'imíst'y. Maaxwsxwhl sa'wnsxn.

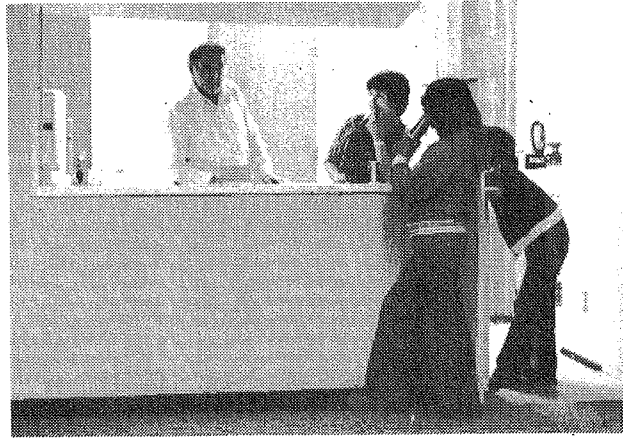
7. Neehl ts'ixts'étixshl ts'á'waxs'ya?

Nee. Sixsáksxwhl ts'á'waxsn.

Here is another alternative:

Neehl ts'ixts'ét'ixshl gats'á'waxs'ma?

Ee'e. Ts'ixts'ét'ixs gats'á'waxs'm.



Neehl amxsiwáahl tk'ihlxwm gyat tústa?

Nee. Gitxsánhl gyat tust.

Is that young man a Whiteman?

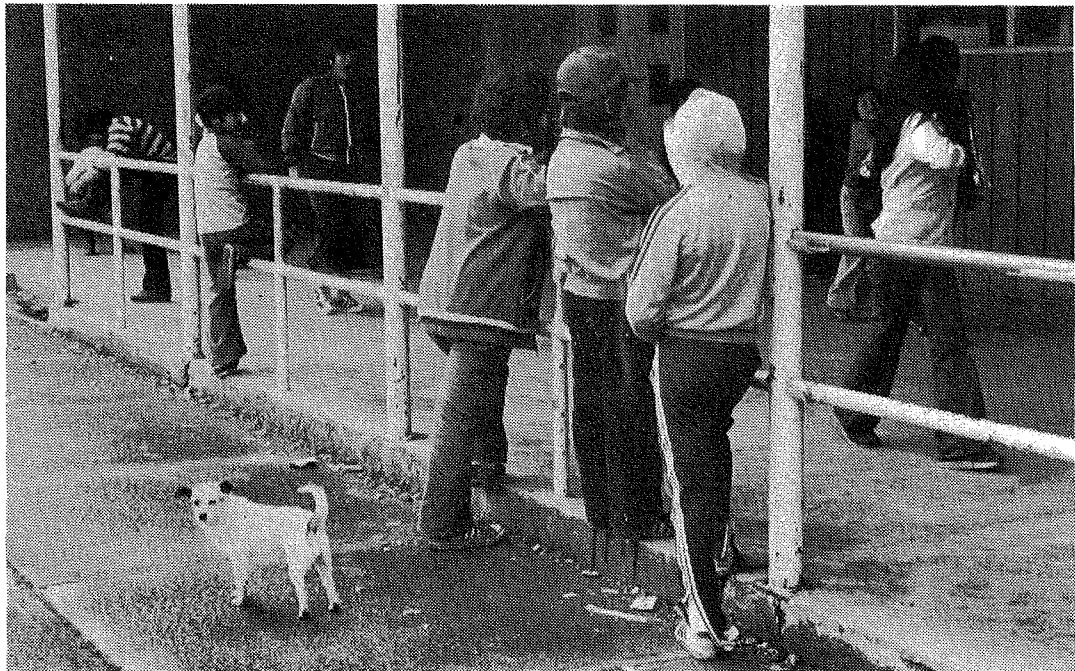
No. That man is a Gitksan.

Neehl k'ay 'mashl xsim amxsiwáa tústa?

Ée'e. Amxsiwáahl k'ay 'masm hanák' tust.

Is that teenager a Whitewoman?

*Yes. That teenage woman is a
White.*



neehl & needi

Note the difference between the following sentences.

Neehl siipxwm hanák' sústa? *Isn't that a sick woman?*

Neehl siipxwhl hanák' tústa? *Isn't that woman sick?*

Néedi siipxwm gyat sun. *This isn't a sick man.*

Néedi siipxwhl gyat tun. *This man isn't sick.*

Here is a rule for sentences with *neehl* and *needi*:

You use *tun* and *tust* in negative sentences with *-hl*.

You use *sun* and *sust* in negative sentences with *-m*.

Tun and *tust* are adjectives; *sun* and *sust* are pronouns.

This and that used as nouns:

This is not good. That is better.

I like this; I don't like that.

This and that used as adjectives:

This pie is not good. That soup is better.

I like this pie. I don't like that soup.

Remember that when *this* or *that* are used in English sentences that also include *neehl* or *needi*, and when they are used as pronouns, you use *sun* and *sust*.

Here are some more examples.

1. Néedi saksxwhl 'maxs tun. *These pants aren't clean.*

2. Néedi saksxwm 'maxs sun. *These aren't clean pants.*

3. Néedi sixsáksxwhl má'maxs dipúst. *Those pants aren't clean.*

4. Néedi sixsáksxwm má'maxs dipún. *These aren't clean pants.*

[Note that the plural forms, *dipun* and *dipust* don't change, even when they serve as pronouns]

5. Néedi dulpxwm tk'ihlxwm hanák' sust. *This young woman isn't short.*

6. Neehl dulpxwhl tk'ihlxwm hanák' tústa? *Isn't this young woman short?*

Pattern game

In the sentences that follow, put an X in the that is in front of the Gitksan sentence that correctly translates the English sentence in italics.

1. *This spoon is short.*

Dulpxwm hóobix tun.

Dulpxwhl hóobix tun.

2. *This spoon isn't short.*

Néedi dulpxwhl hóobix tun.

Néedi dulxwhl hóobix sun.

3. *Is this spoon short? [or Isn't this spoon short?]*

Neehl dulpxwm hóobix sust?

Neehl dulpxwhl hóobix tústa?

4. *Isn't that a short spoon? [or Is that a short spoon?]*

Neehl dulpxwm hóobix sústa?

Neehl dulpxwhl hóobix sústa?

5. *Is or isn't this spoon short?*

Neehl dulpxwm hóobix túna?

Neehl dulpxwhl hóobix túna?

6. *These spoons aren't short.*

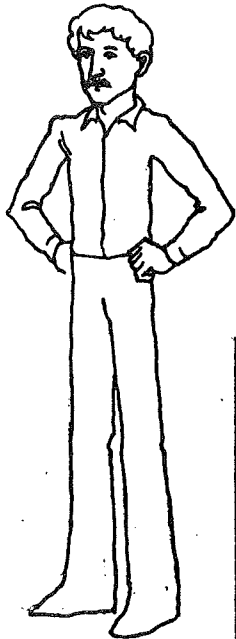
Néedi dildúlpwxm hóobix dipún.

Néedi dildúlpxwhl hóobix sipún.

Néedi dildúlpxwhl hóobix dipún.

Néedi dildúlpwxm hóobix sipún.

I'm skinny!



Notice the difference in the sentences below. They are almost the same....but the endings on the describing word are different in each.

- (a) Gehlxhl amxsiwáa. *The Whiteman is skinny.*
 (b) Gehlx 'ni'y. *I am skinny.*
 (c) Gehlxt John. *John is skinny.*

Notice that this pattern is used:

With a thing (tree, Indian, woman, canoe, house, etc.):

DESCRIBING WORD + HL - THING.

With a pronoun (I, you, he, she, it, we, you guys, they):

DESCRIBING WORD + - PRONOUN.

With a person's name or a relative (mother, father, grandparent):

DESCRIBING WORD + T - PERSON'S NAME

Here are some more examples of these patterns.

Siipxwhl hanák'. *The woman is sick.*

Siipxw 'nit. *She is sick.*

Siipxwt Meli. *Mary is sick.*

and Gal hixhl os. *The dog is really fat.*

Gal hixhl 'ni'y. *I am really fat.*

Gal hixt Carol. *Carol is really fat.*

Gal hixt ts'iits'y. *Gramma is really fat.*

[The word gal means "really" or "completely".]

and Wahl dildúlpwxhl íi'yuxwt dipúst.

Gal dildúlpwx 'núu'm.

Dildúlpxwt dip John gant Meli.

[The word wahl means "Gee!" and is used to emphasize something just like in English.]

and Lúk'wil amhl wineéx! *The food is really good.*

Lúk'wil am 'niin! *You are really good.*

Lúk'wil amt John! *John is really good.*

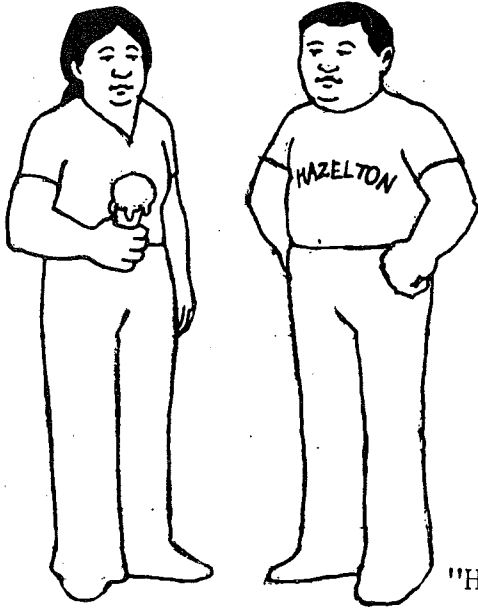
More Practice

That pattern of sentences on page 66 was so easy, you should have no problem at all completing this exercise.

Fill in the ending that follows the describing words in each of the following sentences. If no ending should follow the word, leave the space blank. Then translate!

1. Ts'uusx ^{hɫ} gyoodan. The horse is little.
2. 'Wii 'nakxw _____ John. _____
3. Hix _____ os. _____
4. Gehlx _____ 'niin. _____
5. Ts'ét'ixs _____ mismúús. _____
6. Saksxw _____ 'maxs'y. _____
7. Dulpxw _____ nága'y. _____
8. 'Wii t'is _____ gan. _____
9. Asgí _____ 'nit. _____
10. Áma 'mas _____ hanák' tust. _____
11. Xwdax _____ Meli. _____
12. T'axóo'od _____ gyat tust. _____
13. Dildúlpwx _____ as'ós. _____
14. Ts'ixts'ét'ixs _____ 'nidiít. _____
15. Haxhíx (or hihíx) _____ dip John gan _____ Mary.
16. Hi'nii'luxw _____ dip John gan _____ hanák'.
17. Aliskít _____ dip John gan _____ Meli.
18. Áma límas _____ haanak'.
19. Luxwdáx _____ 'nuu'm. _____
20. Gal siipxw _____ Jay. _____

...and so are you !!



"Hix 'ni'y yóxwdi hixs John."

Here is a sentence pattern that you will want to learn.

- (a) Hix 'ni'y yóxwdi hixs John. *I'm fat and John is fat, too.*
- (b) Hix 'ni'y ii gehlxs John. *I'm fat and John is skinny.*

We have now learned three words for *and*:

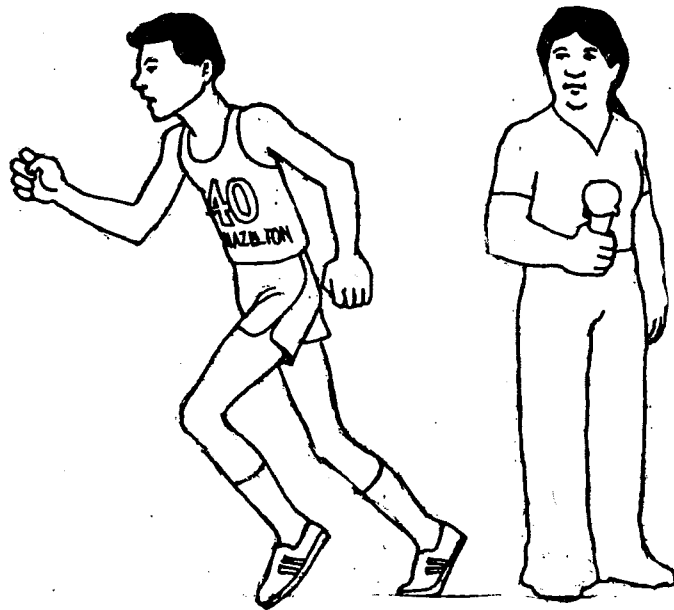
ganhl or gant when you are stringing words
or names together, as
Hanák' ganhl ginees
John gant Meli

yoxwdi when you are putting sentences together
which agree; as, "I'm broke and
so are you."

ii when you are putting sentences together
that disagree; as, I'm broke and
(but) you aren't."

Here are some more examples:

- Hix 'ni'y yóxwdi hixhl naks'y. *I am fat and my wife is fat,
too.*
- Hix 'ni'y yóxwdi hixhl nógo'y. *I'm fat and my mother is also
fat*
- Xwdaxhl naks'y yóxwdi xwdaxs John. *I'm hungry and so is John.*
- Dulpxw 'ni'y ii 'wii 'nakxws John. *I'm short, and (but) John
is tall.*
- Dulpxw 'ni'y ii 'wii 'nakxwhl ansíip'ansxw'y. *I'm short and
(but) my friend is tall.*



"Hix 'ni'y ii gehlxs Fred."

Did you notice that in the sentence patterns that we are working on, when you have two describing words in a sentence, and the second is a person's name, you put an -s ending (rather than a -t) on the second describing word.

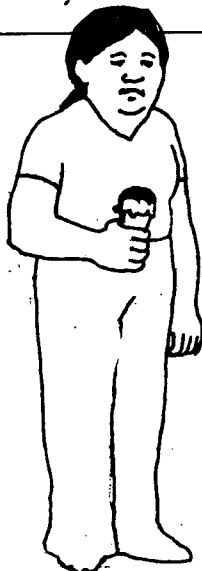
Hixt John Hixt John yóxwdi hixs Meli.

Gehlxt Alfred. Gehlxt Alfred ii dulpxws John.

Note also that when you use a pronoun as the second subject in a sentence, you use the endings (-'y, -n, -t, etc.) rather than the mini-words ('ni'y, 'niin, 'nit, etc.)

Saksxw 'niy ii ts'et'ixsn. *I'm clean but you are dirty.*

Hixt John yóxwdi hiyn. *John's fat and you are too.*



"Hix 'ni'y ii dulpxwn."

More Practice

Use the patterns on the previous pages to make the following sentences. Translate them into Gitksan and write them in the spaces provided. If you have any trouble, return to the section that discusses that type of sentence and review the whole section.

1. *You guys are lazy.* _____

2. *We are not hungry.* _____

3. *They are thirsty and we are hungry.* _____

4. *John is strong and (but) I am tired.* _____

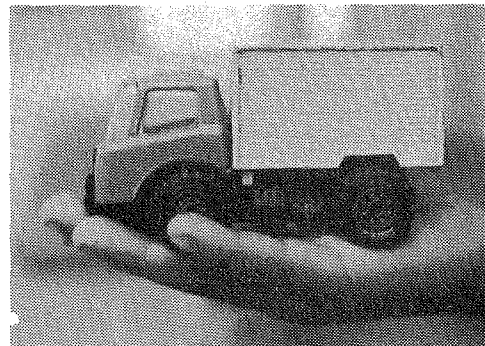
5. *The spoon is really dirty.* _____

6. *Both John and Fred are young.* _____

7. *These aren't pretty houses.* _____

8. *Is that a small house?* _____
9. *Is that house black?* _____
10. *This isn't your pencil.* _____

11. *That isn't your long pencil.* _____



Is this your vehicle?)

not _____, but _____ !!

Here is another pattern related to the ones that we have been studying.

Néedi lógom wilhl ha'níi t'aa tun, sii wilhl ha'níi t'aa tun.

This chair isn't old; this chair is new.

and Néedi ts'ét'ixshl nakx tun, saksxwhl nakx tun.

This dress isn't dirty; this dress is clean.

and Néedi 'wii t'ishl hlgim ha tun, ts'uusxhl hlgim ha tun.

This egg isn't big; this egg is small.

and Néedi ihléé'etxwhl anhóoya' tun, t'uutsxwhl anhóoya' tun.

This car isn't red; this car is black.

but Néedi hiym os sun, gehlxm os tun.

This isn't a fat dog; this is a thin dog.

Using this pattern, can you translate the following sentences into good Gitksan?

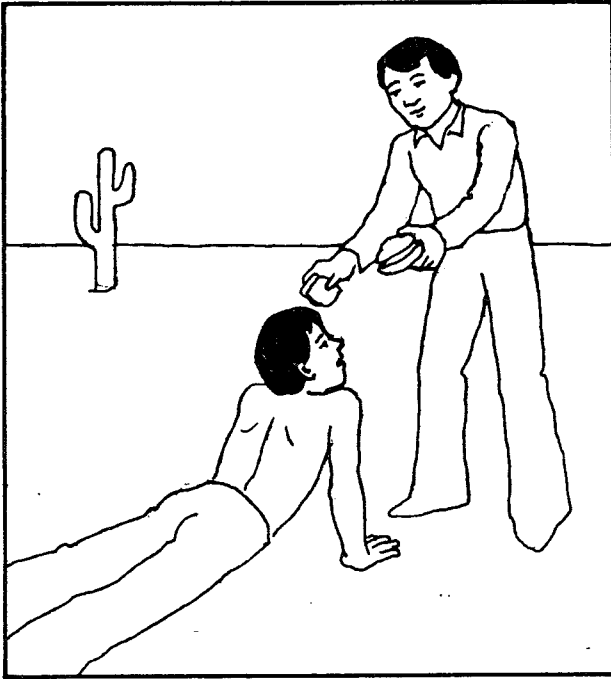
1. *That cow isn't sick; that cow is tired.* _____

2. *This isn't a new house; this is an old house (Note: the word for new is sii, or sometimes sii wil)*

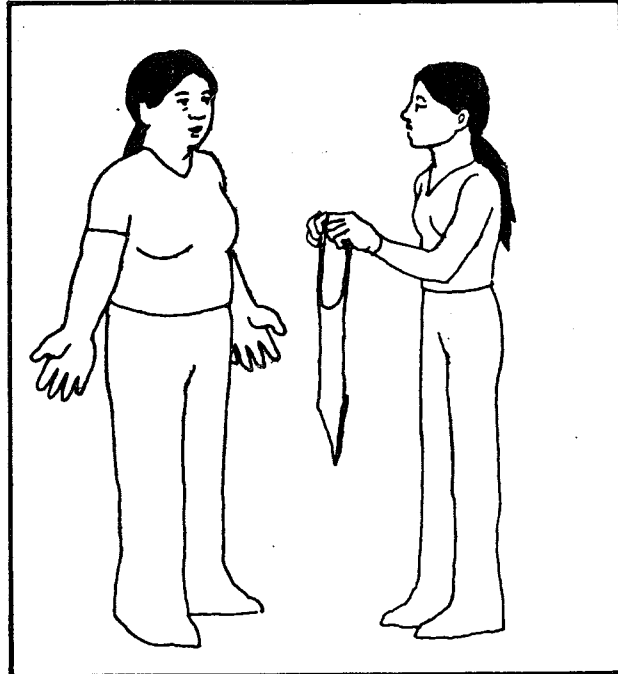
3. *This food isn't good; that meat is good.* _____

4. *This fish isn't big; this fish is small.* _____





"Néedi xwday'y,
gwálgwax 'ni'y!"



"Hix 'ni'y,
néedi gehlx'y!"

Here are the last two sentence patterns that we will learn in this section of the book. We will give you several examples of this type of sentence. Learn the pattern well so that you can make up some sentences of this type and illustrate them in the spaces on page 73.

Example: Néedi hiy'y, gehlx 'ni'y.

I'm not fat; I'm skinny.

Example: Áma 'mas 'ni'y, néedi asgí'y.

I'm pretty; I'm not ugly.

Translate these sentences into English.

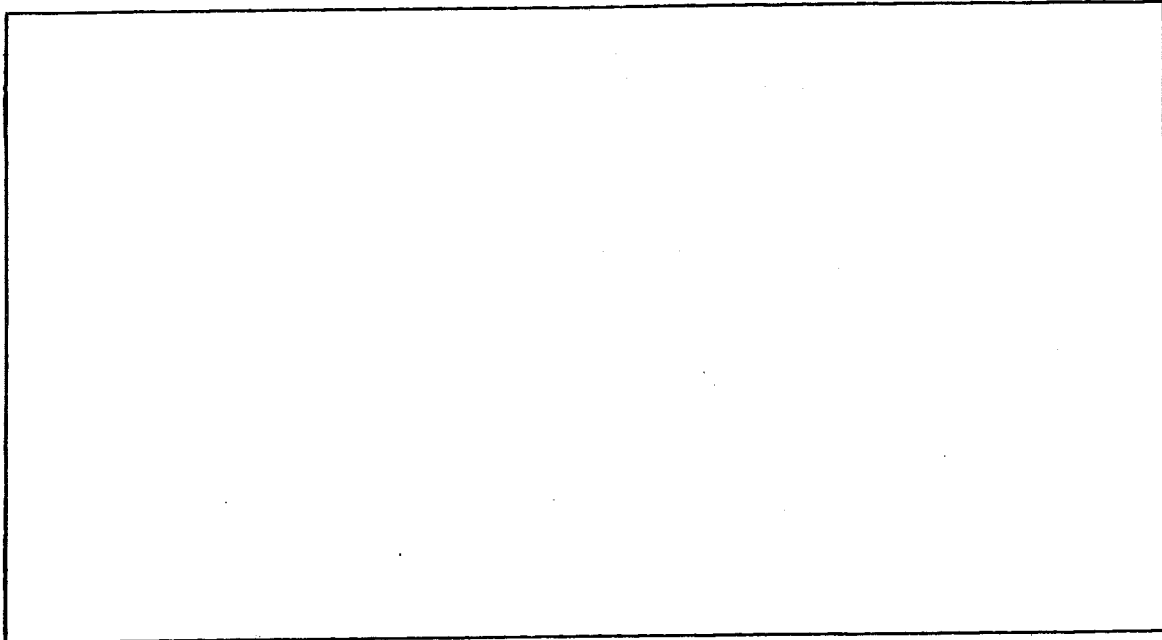
1. Néedi áma 'mas'y, asgí 'ni'y. _____

2. Luu gwálgwax 'ni'y, néedi xwday'y. _____

(It is a little more polite to say luu gwálgwax when talking about people)

3. Néedi asgí'y, áma 'mas 'ni'y. _____

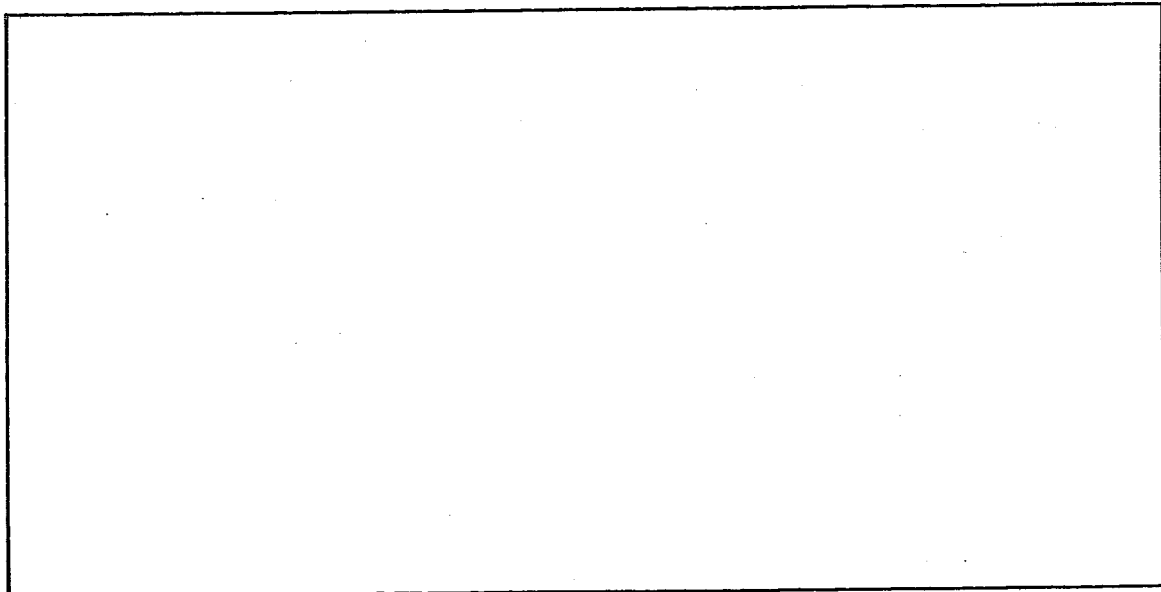
Cartoon Time



In the boxes above and below, draw cartoons that illustrate sentences of the type that we have been looking at on page 72.

Put a caption underneath each one in Gitksan.

Make them as interesting or funny or real as you can and your teacher will xerox some of the best ones to put up on the bulletin board.



Review

This review is a chance for you to recognize how much you have already learned in this book.

Here are the sentence patterns that you have learned in *Book 6*. Read out each of the sentences aloud. Then translate it into English and make up a different sentence that uses the same pattern but different words. Write that sentence in the blank provided.

Example: 1. Hix 'ni'y. (read the sentence out loud)
(then translate it: "I'm fat.")
(then make up a sentence like it:
Hix 'niin.
or Gwálgwax 'ni'y.
or Daxgyát 'nit.
but not hiym os tust.)

Example: 2. Hihíx 'nuu'm (read the sentence out loud)
or Haxhíx 'nuu'm. (translate it: "We are fat.")
(make up a sentence like it:
Ts'ixts'ét'ixs 'nuu'm.
or Sixsáksxw 'nuu'm.

3. Hixt John. John is fat.
Daxgyátt Charlie.

4. Hihíxt (or haxhixt) dip John gant Meli.

5. Hihíxt (or Haxhixt) dip John ganhl amxsiwáa.

6. Hixhl amxsiwáa. _____

7. Xwdax 'ni'y. _____

8. Néedi xwday'y. _____

9. Asgí 'niin. _____

10. Néedi asgín. _____

11. Hlábixsxw 'nit. _____
12. Néedi hlábixsxwt. _____
13. Daxgigyát 'nuu'm. _____
14. Néedi Daxgigyád'm. _____
15. Dildúlpwxw 'nísi'm. _____
16. Néedi dildúlpwxsi'm. _____
17. Sixsáksxw 'nidíit. _____
18. Néedi sixsáksxwdiit. _____
19. Hiym os tust. _____
20. Hixhl os tust. _____
21. Hihíym (or haxhíym) as'ós dipúst. _____

22. Hihíxhl (or haxhíxhl) as'ós dipúst. _____

23. Neehl hiym os sústa? _____

24. Neehl hixhl os tústa? _____

25. Neehl hihíym (or haxhíym) as'ós dipúst. _____

26. Hix 'ni'y, yóxwdi hixs John. _____

27. Hix 'ni'y, ii gehlxs John. _____

28. Hix 'ni'y, néedi géhlxa'y. _____

29. Néedi tk'ihlxw'y, taxóo'od 'ni'y. _____

Possessives

The endings that we learned on page 55 are used to show possession, too. That means that you can add them to a thing-word to show who owns it.

We gave you the word *os*, 'dog', in all of its forms before. Here are some other examples:

wilp	-	house	
wilb'y		my house	(-'y my)
wilbn		your house	(-n your)
wilpt		his/her house	(-t his/her/its)
wilb'm		our house	(-'m our)
wilpsi'm		your (pl) house	(-si'm your pl)
wilpdiit		their house	(-diit their)

Note these changes that take place in the forms for *my*, *your* (singular), & *our*

- (a) words that end in *p* (like *wilp*) change *p* to *b*;
- (b) words that end in *t* (like *gayt*) change *t* to *d*;
- (c) words that end in *k* or *kx* (like *wakx*) drop the *x* and change *k* to *g*;
- (d) words that end in *k* or *kx* (like *nakx*) drop the *x* and change *k* to *g*.

Here are some other examples:

root word:	<u>g</u> ayt - hat	wakx - brother	nakx - dress
my-	<u>g</u> ayd'y	wag'y	ná <u>g</u> a'y
your-	<u>g</u> aydn	wagn	nagn
his/her-	<u>g</u> aytt	wakt	nakt
our-	<u>g</u> ayd'm	wag'm	ná <u>g</u> a'm
you guys'-	<u>g</u> áytsi'm	wáksi'm	ná <u>k</u> si'm
their-	<u>g</u> áytdiit	wákdiit	ná <u>k</u> diit

Old Words !

Here are some words to test your memories. We have gone back through the earlier texts, *Gitksanimx for Kids Books 1-5*, and taken out important words that you have already learned in those lessons. If you don't remember them or haven't learned them, you can learn them now.

Each has been given possessive endings. Translate those words into good Gitksan and write the meanings in the blanks provided.

Example: goot, heart goott his or her heart

1. t'im ges, head t'im gesn _____

t'im ges'y _____

2. an'on, hand an'ón'm _____

an'ónt _____

an'ónsi'm _____

3. sise'e, feet (pl) sisé'e'y _____

sisé'diit _____

4. bokx, behind, buttocks bógo'y _____

bogn _____

5. 'mal, canoe 'mal'm _____

hu'mál, canoes hu'málsi'm _____

'malt _____

hu'mál'y _____

6. 'woo'mhlxw, cradle 'woo'mhlxwn _____

'woo'mhlxw'y _____

7. 'win, tooth or teeth 'win'm _____

'wínsi'm _____

'winn _____

8. ts'im aakx, mouth ts'im aag'y _____

ts'im aakt _____



"Naahl as'osit dipust?!"

Here are some more possessive forms used when something is owned by a person or when you use someone's name.

Wilps John. *John's house.*

Wilps dip John gant Mary. *John and Mary's house.*

Wilphl amxsiwáa. *The Whiteman's house.*

Wilphl dip gyat ganhl hanák'. *The man and woman's house.*

Huwilps dip John gant Mary. *John and Mary's houses.*

When you know the pattern of these possessives, you can do this drill. You will be asked a question about who owns something:

Naahl _____ t tust? *Whose _____ is that?*

for example:

Naahl wilbit tust? *Whose house is that?*

and the answer is:

Wilps John. *That's John's house.*

Ask the question in Gitksan and answer according to the phrase provided (or make up your answer). Write answers.

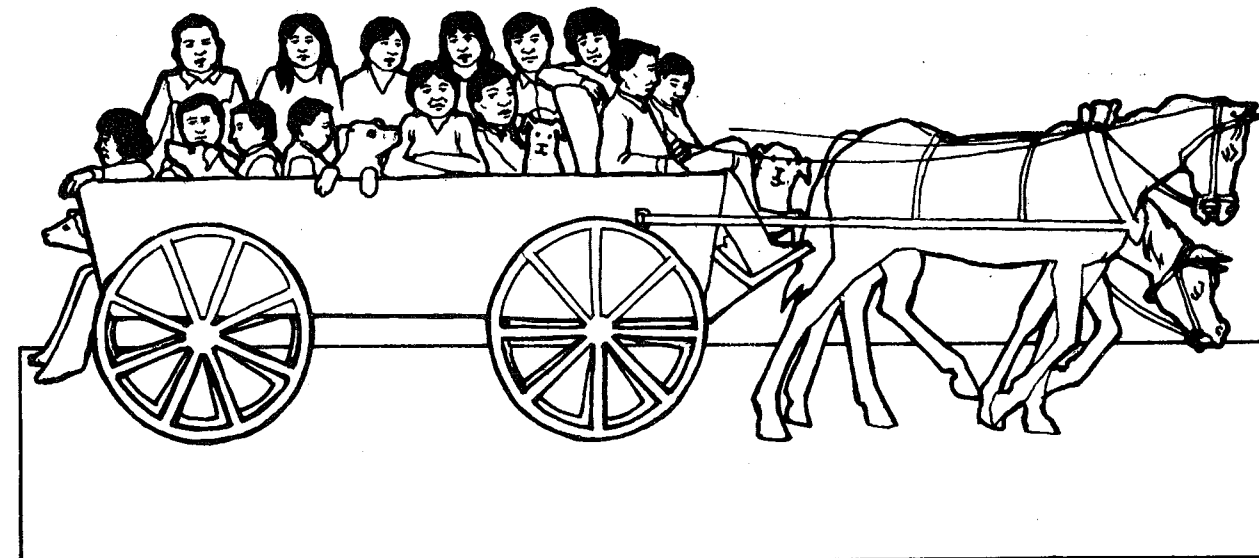
1. Whose canoe is that? _____
(Fred and Alice's) _____

2. Whose paper is that? _____
(the teacher's) _____

3. Whose dog is that? (mine) _____

4. Whose dress is this? _____
(Carol's) _____

5. Whose short pencil is this?
(John's) _____



Here is a different pattern for showing something that is owned by someone, or that belongs to someone.

There is a special category of things that are owned. It includes things that you own which are alive, like cows and pigs, horses, birds, or even slaves. It also includes things that you inherit like your relatives, mother, father, grandparents, and your brothers and sisters.

You mark things in this special category with the ending -xw or -txw before adding the ending showing who things belong to (-'y, -n, -t, etc.).

Here are some examples of this pattern of showing who owns something:

gyoodán	horse
gyoodántxw'y	my horse (gyoodán + txw + 'y)
gyoodántxwn	your horse
gyoodántxw'm	our horse
gyoodántxwsi'm	you guys' horse
etc.	

gwasó	pig
gwasótxw'y	my pig

anhóoya'	vehicle
anhóoya'txw'y	my vehicle (cars are considered alive!)
(some people say cartxw'y, others say tsiktsíktxw'y)	

gipáygwm stinbótxw'y	my airplane (i.e. flying steamboat)
(some people say airplanetxw'y)	

My—Your—His

The pattern that we saw on page 79, has to be made a little more specific. If the word ends in n or a vowel, you add -txw, but if it ends in any other sound, you just add -xw, as in these examples:

mismúus	cow
mismúusxw'y	my cow
ts'uuts'	bird (like a budgie or parakeet)
ts'uuts'xw'y	my bird
jígins	chicken
jíginsxw'y	my chicken
wakx	brother (a boy's brother)
wag'y	my brother
wakxw'y	my brothers
nox	mother
nógo'y (or noho'y)	my mother
ga nónoxw'y	my mother and her sisters
ts'iits'	grandmother
ts'iits'y	my grandmother
ga nits'iits'xw'y	my grandmother and her sisters
yá'as	grandfather
yé'e'y	my grandfather
ga niyé'etxw'y	people on my grandfather's side
xá'a	a female slave
xá'atxwhl sim'óogit	the chief's slave
xá'atxws John	John's slave
xá'atxwn 'ni'y	I'm your slave

This is your chance to make up an exercise. Go around the class and each person can ask the one next to them:

Naahl _____ t tust?

That person will then have to answer, that it is someone's:

_____ s John tust. or _____ hl teacher tust.

More Answers

Like most things in Gitksan, you can talk about what you own in more than one way. Here are some important patterns that you can use in telling whose something is.

Note that each of the statements can be made in two ways.

A. *This is mine.*

'Ni'yhl wilt tun.

or Lip k'yan'y tun.

or simply: K'yan'y tun.

B. *This is yours.*

'Niinhl wilt tun.

or Lip k'yann tun.

or simply: K'yann tun.

C. *This is his/hers.*

'Nithl wilt tun.

or K'yant tun.

D. *This is John's.*

Johnhl wilt tun.

or K'yans John tun.

E. *This house is mine*

'Ni'yhl wilbit loot.

F. *That's John's house*

Wilps John.

G. *That canoe is yours.*

'Niinhl 'malt loot.

H. *The dog is hers.*

'Nithl osit loot.

I. *The car is ours.*

'Nuu'mhl anho'oya't loot.

Note: we would expect the
-txw ending here since
dogs are living things,
but they are exceptions.

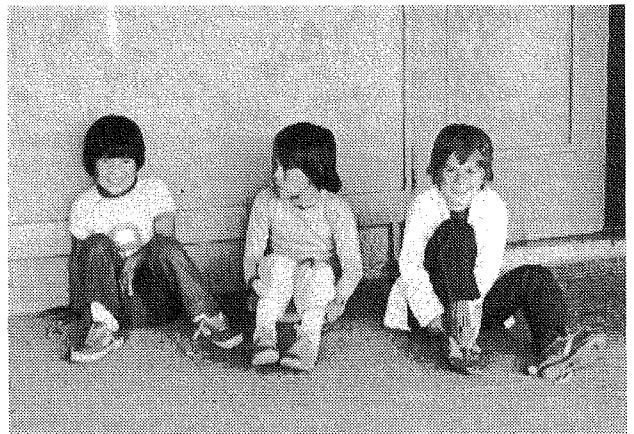
J. *The cars are ours.*

'Nuu'mhl anho'oya't dipúst.

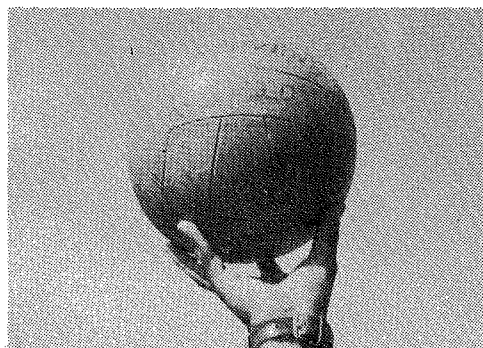
K. *The shoes are theirs.*

'Nidiithl ga ts'a'waxsit
dipun.

'Nidiithl ga ts'a'waxsit
loot.



Questions ?



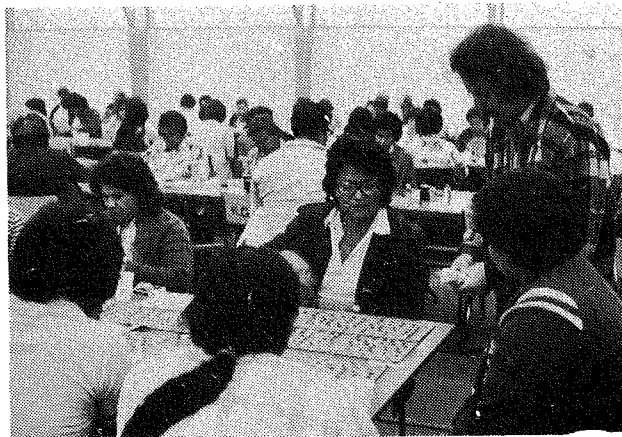
"Naahl hlít'it tun? Neehl 'niinhl hlít'it túna?"
"Nee. Néedi 'ni'yhl hlít'it tun. Hlit's John."

Here are some mini-dialogues that will give you some examples of conversations that include discussion of who things belong to. You may want to memorize them.

1. "Naahl wilbit tust?" *Whose house is that?*
"Nithl wilbit loot." *This house is his.*
2. "Naahl osit tun? *Whose dog is this?*
Neehl 'niinhl osit tuna?" *Is this dog yours?*
"Nee. Néedi 'ni'yhl osit tun. *No. This isn't my dog.*
Osis John." *It's John's dog.*
3. "Naahl gwidatsit tun?" *Whose coat is this?*
"Ni'yhl gwidatsit loot." *This is my coat.*
4. "Naahl gan t'imísit dipún?" *Whose pencils are these?*
"K'yándiit dipún." *They belong to them.*
5. "K'yansi'm dipusta?" *Do those belong to you guys?*
"Ee'e. (Lip) k'yan'm dipun." *Yes. These belong to us.*
6. "Buukws Johna?" *Is this John's book?*
"Ee'e. K'yant tun." *Yes. This belongs to him.*

7. "'Ni'yhl dáala tust." *That's my dollar.*
 "Nee. Lip 'ni'yhl dáala't loot." *No. It belongs to me.*
 "Nee. Néedi 'niinhl dáala't loot.
 K'yan'y tun." *No. It's not your
 dollar. It belongs
 to me.*
8. "Wilb'y tust." *That's my house.*
 "Hikwa! Áma 'masm wilp tust." *Wow. That's a
 beautiful house.*

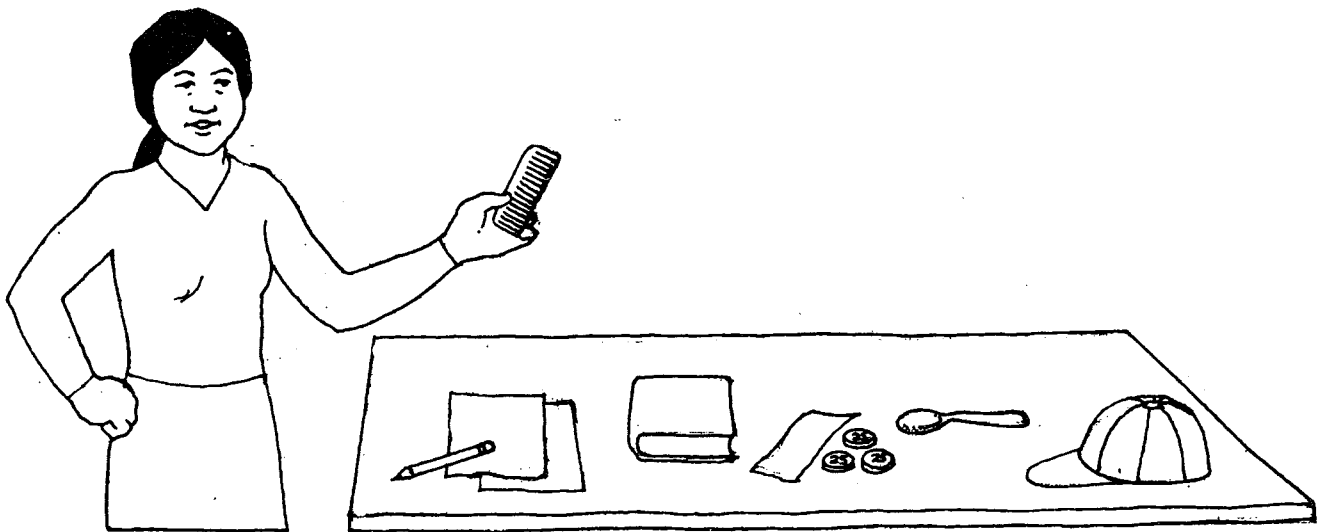
Now you make up a little dialogue that uses some of these sentence patterns. Either do it yourself or make one up as a class. Have your Gitksan teacher help you. Then write it in the spaces below, both the Gitksan and the English translation of it.



Whose is it?

Here are the last of the sentence patterns relating to owning things. When you know these and the others we have studied since page 76, you will be able to say almost anything you need to in order to talk about what's yours.

1. Neehl 'nithl gan t'imísis Jóhna? *Is this John's pencil?*
Néedi 'nithl gan t'imísis john. *No. It's not John's pencil*
Gan t'imísis Mary. *It's Mary's.*
2. Neehl 'niinh1 ósit tuna? *Is this your dog?*
(or Neehl 'niinh1 ósit lóoda?)
Nee. Néedi 'ni'yhl ósit tun. *No. This isn't my dog.*
(or Néedi 'ni'yhl ósit loot.)
3. Neehl 'niinh1 wílbit lóoda? *Is this your house?*
Ee'e. Lip k'yan'y tun. *Yes. It's mine.*
4. Neehlnh1 'nithl anhóoya's Jóhna? *Is this John's car?*
Nee. Néedi 'nithl anhóoya'. *No. It's not his car.*
Ée'e. Nh1 'nithl anhóoya't. *Oh, yes it is!*



More Practice

To do this exercise, you will need to know two new words (which you probably know already, anyhow!):

anáax - bread

Gáldim xdii - tea kettle

This exercise contains sentence patterns that we have been studying during the last few sections of the book. Translate them into English and write the English in the spaces provided.

Before translating the sentences, read them aloud in Gitksan to help improve your Gitksan fluency.

1. Neehl 'nithl buukwxs Carola? _____
2. Neehl 'niinh1 gáldim xdii tuna? _____

3. Naahl anaaksit tust? _____
4. Neehl nh1 'nithl hontxws Johna? _____

5. Neehl 'nisi'mhl gáldim xdiit tuna? _____

6. Ee'e. 'Niinh1 wilt loot. (although following #6 we would expect: 'Nuu'mhl wilt loot) _____
7. Nee. Néedi 'ni'yhl anáaksit tun. _____

8. Nee. Néedi 'nithl gáldim xdiis Carol. _____

9. Eé'e. Cárolhl gáldim xdiit loot. _____

10. Gáldim xdiis Carol. _____
11. Néedi 'nithl hontxws John. _____
12. Neehl 'nithl gáldim xdiis Shirleya? _____

Puzzlers

Here is another exercise to give you practice in composing the sentences that we have been learning.

Translate these sentences into Gitksan and write them in the blanks provided.

1. *Is this your pencil?* _____

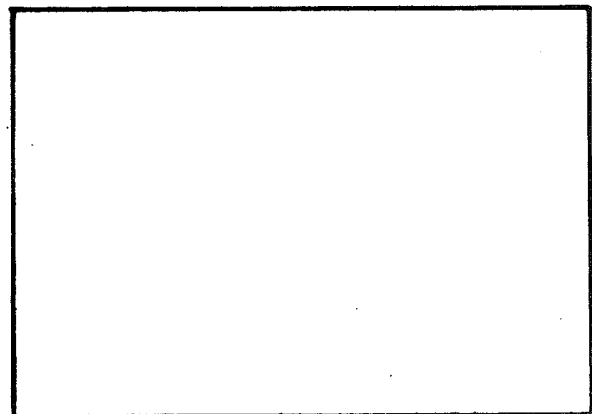
2. *Is that your mother?* _____
3. *Is that John's father?* _____
4. *Who is that young man.* _____
5. *That is John's brother.* _____
6. *That young man is John's brother.* _____

7. *This is my grandmother.* _____
8. *No. It's not John's pencil.* _____

9. *Is this John's car?* _____
10. *Yes. It is his car.* _____
11. *Is this our horse?* _____
12. *Yes. That is your (pl.) cow.* _____
13. *No. That isn't the teacher's coat.* _____

14. *Is that my bread?* _____
15. *Yes, it is!* _____

(In the box at the right draw a picture of something you know the Gitksan word for and write "This is my ____." on the line below.)



Any Questions?

Brain Game

Pair up with another student, or play this game as a class.

One you hold up something that you can own (like a pencil, dollar, paper, coat, hat, food, ball, etc.) and ask one of these questions in Gitksan:

(a) Is this your (thing), (name) ?

(b) Whose is this?

Answer appropriately with one of these answers:

(A) It's mine.

(B) Yes, that's my (thing) .

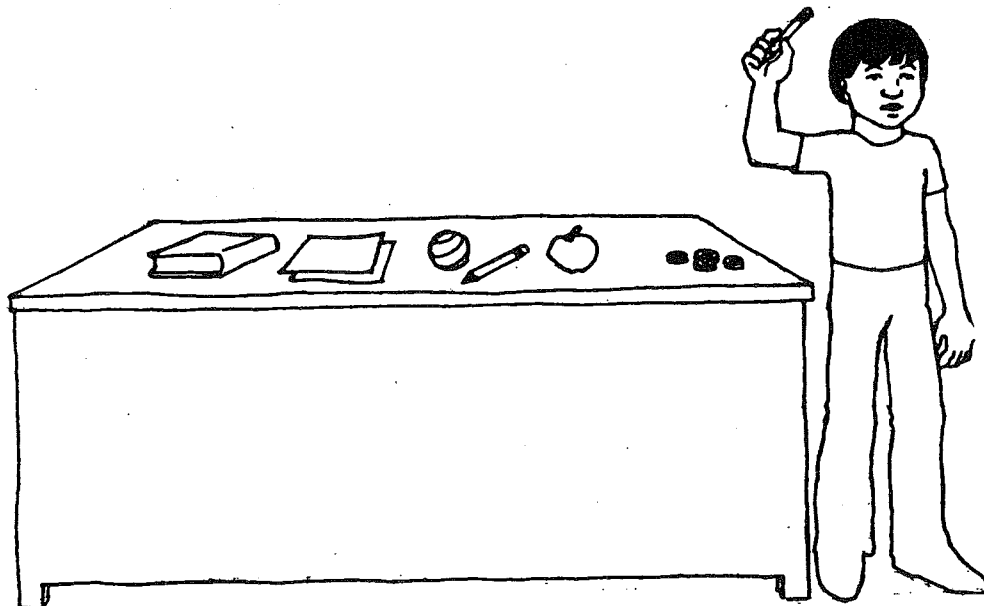
(C) No. That's not my (thing) . That's (name) 's.

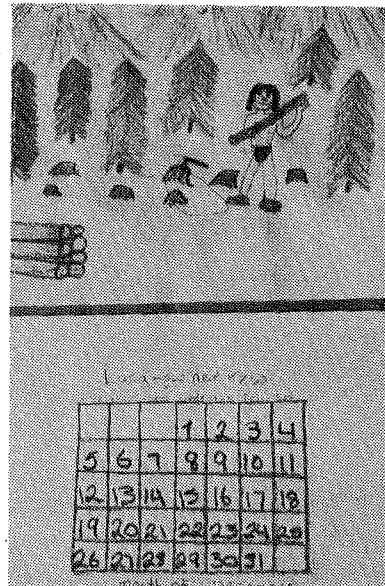
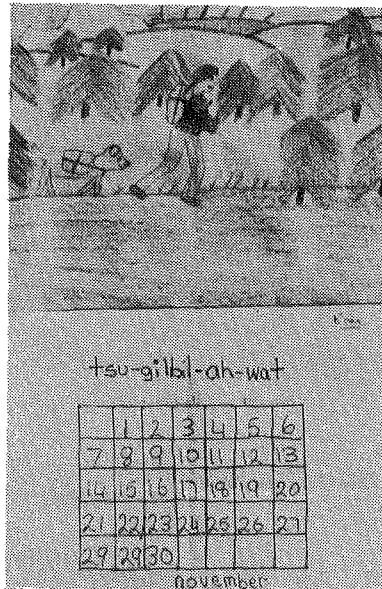
Examples of the questions are:

1. Neehl 'niinh1 gan t'imísit loot?
2. Naahl wilt tun. Naahl wilt tunsa?

Examples of answers are:

1. 'Ni'yhl wilhl loot.
2. Ee'e. 'Ni'yhl gan t'imísit loot.
3. Nee. Néedi 'ni'yhl gan t'imísit loot. Johnhl gan t'imísit loot.





Here are the names of the days of the week in Gitksan.

Ha'níi skwa'ytxw	-	Sunday
Xsgóogamsa	-	Monday
Ha'níi gílbilisa	-	Tuesday
Ha'níi gwlá'lsa	-	Wednesday
Ha'níi txálp _x sa	-	Thursday
(or Ha'níi tk'alp _x sa)		
Ha'níi Xwsdinssa	-	Friday
Ha'níi yeekx	-	Saturday

You will also want to know these "time words".

sa tun or sa gyuu'n	today
ji t'ahlákw	tomorrow
k'yoots	yesterday

You learned these words as well as others in *Book 3*. So this is really a review for you.

More important than learning words is to learn the sentence patterns that we will show you how to use with these words. When you know these "time words", go on to the sentences on the following pages. Then you may wish to return to *Book 3*, pages 27-32, and learn other "time words".

Days of the Week

Here are some sentence patterns that you can use with the days of the week.

(a) Ha'níi skwa'ytxwhl sa tun. *Today is Sunday.*

(b) Xsgóogamsahl sa gyuu'n. *Today is Monday*

(Note - you sometimes hear these sentences without the -hl ending following the day of the week)

(c) Ha'níi gílbilsa ji t'ahlákw. *Tomorrow is Tuesday.*

(d) Ha'níi gwlá'lsa ji t'ahlákw. *Tomorrow is Wednesday.*

(e) Ha'níi txálp^xsa k'yoots (or Ha'níi tk'álp^xsa)
Yesterday was Thursday.

(f) Ha'níi xwsdínssa k'yoots. *Yesterday was Friday.*

Exercise

Here is an exercise to give you lots of practice in using these words in useful sentences.

A. Stand up and announce to the class what day it is! Say, "Today is _____; yesterday was _____; tomorrow is _____." Make it a class habit of starting every day in school by having someone tell what day it is, was yesterday, and will be tomorrow.

B. Translate the following into Gitksan.

- | | |
|-----------------------------------|-----------------------------------|
| 1. <i>Today is Friday.</i> | 11. <i>Today is Wednesday.</i> |
| 2. <i>Yesterday was Sunday.</i> | 12. <i>Tomorrow is Thursday.</i> |
| 3. <i>Today is Tuesday.</i> | 13. <i>Yesterday was Tuesday.</i> |
| 4. <i>Tomorrow is Wednesday.</i> | 14. <i>Today is Saturday.</i> |
| 5. <i>Tomorrow is Saturday.</i> | 15. <i>Tomorrow is Sunday.</i> |
| 6. <i>Today is Monday.</i> | 16. <i>Tomorrow is Wednesday.</i> |
| 7. <i>Yesterday was Thursday.</i> | 17. <i>Yesterday was Monday.</i> |
| 8. <i>Tomorrow is Sunday.</i> | 18. <i>Today is Tuesday.</i> |
| 9. <i>Today is Wednesday.</i> | 19. <i>Today is Thursday.</i> |
| 10. <i>Tomorrow is Friday.</i> | 20. <i>Tomorrow is Saturday.</i> |

What day is it ?

Here are three more sentence patterns that you will want to know so that you can talk about the days of the week.

(a) Dim Xsgóogamsa ji t'ahlágwa? *Is tomorrow Monday?*

Note that in questions, when you put the question marker -a on the word for tomorrow, puts a gw in place of the kw before the -a; t'ahlákw becomes t'ahlágwa.

(b) Dim Ha'níi yeekx ji t'ahlágwa? *Is tomorrow Saturday?*

(c) Ha'níi skwa'ytxw gyuu'na. *Is today Sunday?*
or Ha'níi ganútxw sa túna.

(d) Néedi Ha'níi skwa'ytxw sa tun, Xsgóogamsahl gyuu'n.

This isn't Sunday; it's Monday.

Did you notice in example (c) that there is another word for Sunday? Ha'níi ganútxw.

Here is an exercise to help you learn the sentence patterns that we have learned for talking about the days of the week. Here are some mini-conversations. Read them aloud in Gitksan, then translate them into English.

1. Ha'níi gílbilsa sa túna. _____

Ee'e. Ha'níi gilbilsa sa gyuu'n. _____

2. Ha'níi txálp_xsa gyuu'na? _____

Nee. Needi Ha'níi txálp_xsa sa tun, Ha'níi xwsdínssahl gyuu'n. _____

3. Dim Ha'níi gwlá'lsa ji t'ahlágwa? _____

Ee'e. Ha'níi gwlá'lsa ji t'ahlákw. _____

4. Dim Ha'níi yeekx ji t'ahlágwa? _____

Nee. Needi Ha'níi yeekxhl ji t'ahlákw, Ha'níi ganútxwhl gyuu'n. _____

5. Ha'níi xwsdínssa k'yóotsa? _____

Ee'e. Ha'níi xwsdínssa k'yoots. _____

6. Ha'níi skwa'ytxw k'yóotsa? _____

Nee. X góogamsa k'yoots. _____

Here are some dialogues for you to make. Translate the sentences below into good Gitksan.

1. Is tomorrow Sunday. _____

2. No. Tomorrow is Monday. _____

3. Is today Thursday? _____

4. What day is today? _____ Gwihl sa gyuu'n?

5. Today is Wednesday. _____

6. Is tomorrow Saturday? _____

7. No. Tomorrow is Sunday. _____

8. No. Tomorrow is not Sunday; it's Monday. _____

9. No. Yesterday was not Thursday; it was Friday. _____

10. What day is tomorrow? _____

11. Tomorrow is Tuesday. _____

12. Is today Monday? (write it in two ways) _____

Count to 10

As we learned in *Book 2*, page 31, and in *Book 3*, page 21, Gitksan uses different sets of numbers depending upon what you are counting. So that you will not have to flip back through your other books, and so that you can refer to this section for all of the numbers, we give them all here.

As you can see, the number systems have much in common. If you learn one system, you can easily learn the others based on it.

Here are the numbers used in counting things or in discussing prices or doing arithmetic. If you learn these numbers so well that you can say them without thinking, you will be able to use the numbers effortlessly. So memorize these numbers so well that when you even *think* a number in English, the Gitksan number comes to mind.

Here are the numbers used for counting things. Learn them so well you can count really fast..

1	k'i'y (k'am k'i'y)	6	k'oo'lt
2	gílbil	7	t'ipxóo'lt
3	gwla'l	8	k'yuxdaa'lt (or gandóo'lt)
4	txalpx (tk'alpx)	9	xwsdimóos
5	xwsdins	10	k'yap (or xbi'l some say xwbi'l)

Note that in learning the Gitksan words for the days of the week, you learned the numbers for two through five in learning the words for Tuesday through Friday:

Ha'níi gílbil^{sa} - *Tuesday*

Ha'níi txalpx^{sa} - *Thursday*

Ha'níi gwla'^{lsa} - *Wednesday*

Ha'níi xwsdín^{ssa} - *Friday*

How Many?

The way you say "How many" or "How much" in Gitksan is:

Ndah1 gabíh1?

Go around the class and each student will hold up fingers showing one to ten fingers. They will then call on someone in the class, saying,

Ndah1 gabíh1, (name) ?

That person named will then have to tell how many fingers are being held up. It is then their turn to hold up some fingers and call on someone else. Each person in the class is the Judge, so that if someone makes a mistake, everyone must shout out and tell the right answer.

Here is another exercise. Do the mathematics problems that follow and tell the *answer* in Gitksan.

- | | | | | | |
|--|--|--|--|--|--|
| 1. $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$ | 2. $\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$ | 3. $\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$ | 4. $\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$ | 5. $\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$ | 6. $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$ |
| 7. $\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$ | 8. $\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$ | 9. $\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$ | 10. $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$ | 11. $\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$ | 12. $\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$ |
| 13. $\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$ | 14. $\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$ | 15. $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$ | 16. $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$ | 17. $\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$ | 18. $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$ |
| 19. $\begin{array}{r} 8 \\ \div 4 \\ \hline \end{array}$ | 20. $\begin{array}{r} 10 \\ \div 2 \\ \hline \end{array}$ | 21. $\begin{array}{r} 9 \\ \div 3 \\ \hline \end{array}$ | 22. $\begin{array}{r} 6 \\ \div 2 \\ \hline \end{array}$ | 23. $\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$ | 24. $\begin{array}{r} 6 \\ \div 3 \\ \hline \end{array}$ |

Try These

Your teacher will hold up numbers written on sheets of paper. Each sheet will have one number on it. At first you are to shout out the number as quickly as you can. Try to be the first in the class to say it.

Gitksan Arithmetic

Here is the way that you do arithmetic problems in Gitksan completely in the Gitksan language. You will need to know the phrase that you use:

Gílbil ganhl gwla'l, xwsdins.
two plus three equals five.
 $2 + 3 = 5$

The word for 'equals' or 'is' does not get translated into Gitksan, you just make a slight pause with your voice.

Can you translate the following Gitksan addition problems into English. Write the numbers in the blanks provided. The first one is done for you.

1. Gwla'l ganhl xwsdins, gandóo'lt. 3 + 5 = 8
2. Txalpx ganhl txalpx, k'yuxdáa'lt. _____
3. K'oo'lt ganhl k'i'y, t'ipxóo'lt. _____
4. Xwsdimóos ganhl k'i'y, k'yap. _____
5. Gwla'l ganhl txalpx, t'ipxóo'lt. _____
6. Xwsdins ganhl gílbil, t'ipxoo'lt. _____

Drill

Now, you are to read the following in Gitksan and you are to do the arithmetic so that you can give the answer in Gitksan as well as translate the problem.

- | | |
|---------------------|---------------------|
| 1. $3 + 4 =$ _____ | 2. $2 + 2 =$ _____ |
| 3. $5 + 3 =$ _____ | 4. $4 + 5 =$ _____ |
| 5. $2 + 4 =$ _____ | 6. $7 + 7 =$ _____ |
| 7. $6 + 2 =$ _____ | 8. $7 + 4 =$ _____ |
| 9. $7 + 2 =$ _____ | 10. $2 + 6 =$ _____ |
| 11. $5 + 5 =$ _____ | 12. $3 + 6 =$ _____ |
| 13. $2 + 5 =$ _____ | 14. $3 + 3 =$ _____ |
| 15. $8 + 2 =$ _____ | 16. $6 + 7 =$ _____ |

Here is the way that you do subtraction problems in Gitksan. The problems are a little harder to state, but you can memorize the formula easily. It is like this:

Gílbil sagyuútxwit ahl gwla'1 ii gína skihl k'i'y.
Two subtracted from three, and it leaves one.

$$3 - 2 = 1$$

Here is the pattern that you state the numbers in:

_____ sagyuútxwit ahl _____ ii gína skihl _____.

Can you translate these subtraction problems? Write the problem in the space provided. The first one is done for you.

1. Xwsdins sagyuútxwit ahl k'yuxdáa'lt ii gína skihl gwla'1.

$$\underline{8 - 5 = 3}$$

Note that the numbers are stated differently in Gitksan subtraction than they are in English. In Gitksan the large number comes second. You don't say "three minus two equals five", but you say something like "two from three leaves one".

2. Gwla'1 sagyuútxwit ahl txalpx ii gína skihl k'i'y.

3. Txalpx sagyuútxwit ahl t'ipxóo'lt ii gína skihl gwla'1.

4. K'oo'lt sagyuútxwit ahl xwsdimóos ii gína skihl gwla'1.

5. Gílbil sagyuútxwit ahl k'yuxdáa'lt ii gína skihl k'oo'lt.

Now you are ready to do some subtraction problems all by yourself. Read these problems and provide answers in Gitksan.

1. $7 - 5 =$ _____

2. $8 - 1 =$ _____

3. $10 - 2 =$ _____

4. $7 - 3 =$ _____

5. $5 - 3 =$ _____

6. $7 - 6 =$ _____

How much is it ?

You can have fun talking about the price of things and how much they cost. Note these sentence patterns:

Ndah1 wíla gétxwdist? *How much does/did that cost?*

K'i'yhl dáala'h1 wíla getxwt. *It costs one dollar.*

Gílbilhl dáala'h1 wíla getxwt. *It costs two dollars.*

or Gílbilhl wíla getxwt. *short form: It costs two.*

Gwla'hl wíla getxwt. *It costs three.*

Gwla'hl dáala'h1 wíla getxwt. *It costs three*

Gwla'hl wíla gagétxwt. *It costs three.*

Note that when the price is more than one (dollar) you can use the plural form of 'costs', gagétxwt.

Practice these sentence patterns by reading and translating the following sentences. Write your answers out.

1. Ndah1 wíla getxwt? Xwsdinsh1 wíla gagétxwt. _____

2. Xwsdimóosh1 dáala'h1 wíla getxwt. _____

3. Xbi'hl dáalah1 wíla gagétxwt. _____

(Note that you use the word xbi'1 only for ten when talking about money.)

4. Ndah1 wíla getxwt? Txalpxhl wíla getxwt. _____

5. Gandóo'1th1 wíla getxwt. _____

6. K'oo'1th1 wíla getxwt. _____

7. K'i'yhl dáala'h1 wíla getxwt. _____

8. T'ipxóo'1th1 dáala'h1 wíla getxwt (or gagétxwt). _____

9. Ndah1 wíla gétxwdist? K'yuxdáa'1th1 dáala'h1 wíla getxwt. _____

Phrases to Learn and Use

Here are some conversations. Listen to them on the tape and then you may wish to memorize them so that you can use them in speaking Gitksan in the store.

1. Ndahl wíla getxwt. *How much is it?*
Xbi'lhl wíla getxwt. *It costs ten (dollars).*
Galgagetxwt. *It costs too much.*
2. Ndahl gabíhl dáala'n? *How much money do you have?*
Xwsdinshl dáala'y. *I have five dollars.*
Gi'námnhl txalpxhl dáala' loo'y. *Give me four dollars.*
3. Ndée'ehl k'i'yhl dáala' loo'y. *Give me a dollar.*
Néedi dáala'y. *I don't have any money.*
4. Dim gwastn 'ni'y ahl xwsdinshl dáala'. *Lend me five dollars.*
Gi'nám'yhl xwsdinshl dáala' lun k'yoots. *I gave you five dollars yesterday.*

Exercise

When you have learned the phrases above, translate the following into Gitksan. Write your answers on a separate sheet of paper.

1. Give me two dollars. I don't have two dollars. How much money do you have? I don't have any money.
2. Lend me six dollars. I will give you five dollars.
3. Give me ten dollars. I will give you two dollars.
4. How much does it cost? It costs six dollars. That's too much.

Have the teacher lay out several items on the desk and then each of the students will come up singly and ask how much something costs, as if in a store. The teacher will tell how much it costs. Repeat the price and tell the teacher that that is too much!

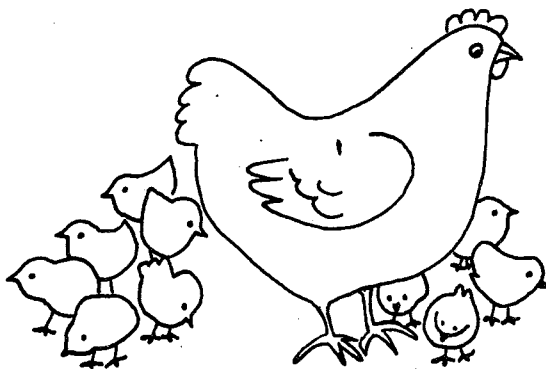
Example: (Student) Ndahl wíla getxwt?
(Teacher) Txalpxhl wíla getxwt.
(Student) Txalpxhl dáala'hl wíla getxwt!
Galgagétxwt!

Count with me

Now, here are the numbers used in counting animals, fish, or birds in Gitksan.

Which of them differ from the system used for counting things which we have been studying?

1	k'eekw	6	k'oo'lt
2	t'p _x aat	7	t'ip _x oo'lt
3	gwlan (gwlan _t)	8	kyuuxdaa'lt (or gandoo'lt)
4	tkal _p x (or txal _p x)	9	xwsdimooos
5	xwsdins	10	k'yap



Which of these numbers are different from the numbers used for things? Write those numbers in the spaces below:

<u>number</u>	<u>things</u>	<u>animals, fish, birds</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

And here is the set of numbers used in counting people. You will note that there are few differences between these numbers and those used for counting either things or animals.

1	k'yul (gam k'yul)	6	k'oo'ldul
2	bagadil	7	t'ipxoo'ldul
3	gwlun	8	k'yuxdaa'ldul
4	txalpxdul	9	xwsdimooosul
5	xwsdinsul	10	xbul



Can you now write the numbers for all three of the Gitksan number systems? Put them in the spaces below.

Humans

Animals

Things

1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____

How Many?

You now know all of the Gitksan number systems and can count any group of things or tell how many things there are, whether you are talking about people, fish, birds, animals, or inanimate (i.e. not living) things.

When using these numbers, the number always comes before the thing, just as in English:

Gyá'a'yhl gwlanthl as'os. *I see three dogs.*

Gyá'a'yhl gwla'lh1 hú'mal. *I see three canoes.*

Gyá'a'yhl gwlnhl háanak'. *I see three women.*

Also, when talking about more than one of something you will want to use the plural form of the word, if there is one. This is not always done, but sounds better to Gitksan speakers.

Try These

Translate these Gitksan phrases and sentences into English. Write the answers in the spaces provided.

1. Xwsdinshl as'os. _____

2. K'yaphl duus. _____

3. Bagadíhl háanak'. _____

4. Gwla'lh1 dáala'. _____

5. Xwsdinshl anhooya'. _____

6. T'ipxoo'lh1 anhooya'. _____

7. Txalpxhl gyoodán. _____

8. Xwsdimóoshl gabíhl gaxbiist _____

xbiist, gaxbíist - box: note this new pattern that includes the word for 'amount' or 'how many', gabíhl. You can use this in any phrase that tells how many. Here are some more examples.

9. Xwsdinshl gabíhl as'ós. _____

10. K'yaphl gabíhl duus. _____

But, you wouldn't say gwlnhl gabíhl haanak'. That is wrong, since you don't use gabíhl with people.

11. K'oo'lh1 gabíhl 'mii gwint. _____

12. Gwlunhl íi'yuxwt. _____
13. K'yaphl gabíhl mismúus. _____
14. Bagadílhl tk'ihlxwm háanak'. _____
15. Gílbilhl gaxbíist. _____
16. K'yuxdaa'ldúlhl íi'yuxwt. _____
17. Tipxóo'lthl gabíhl tk'ihlxw. Eight children.

Note the use of the pattern and number for things with "children", which are obviously human. It shows that sometimes the rules do not apply firmly.

Here are some more sentences which show other, more complex patterns for using the numbers. Study them while you listen to them on the tape.

1. Gwlunhl hi'niílugwm háanak'. *Three tall women.*
2. Dip naahl gwlunthl hi'niílugwm háanagast?
Who are those three tall women?
3. Bagadílhl dildúlpwxm íi'yuxwt. *Two short men.*
4. Dip naahl Bagadílthl dildúlpwxm íi'yuxwt dipúst?
Who are those two short men?
5. Txalpxdúlhl haxhíxhl amxsiwáa. *Four fat Whitemen.*
6. Dip naahl txalpxdúlthl haxhíxhl amxsiwáayist?
Who are those four fat Whitemen?
7. Xwsdinsúlhl gahlgéhlxathl alúugigyat. *Five skinny Indians.*
8. Dip naahl xwsdinsúlthl gahlgéhlxathl alúugigyat?
Who are those five skinny Indians?
9. K'oo'ldúlhl áma límxsithl tk'ihlxwm háanak'. *Six pretty young women.*
10. Dip naahl k'oo'kúlthl áma límxsithl tk'ihlxwm háanagast.
Who are those six pretty young women.

Note that in these sentences, in whole sentences (like nos. 2, 4, 6, 8, and 10) there was a -t on the number before the relational -hl was added. This -t did not occur in other phrases.

Don't try to understand why this happens in these sentences. Just learn the pattern.

This exercise uses some of the patterns which you studied on the previous page.

Translate the following into English. Write your answers in the spaces provided.

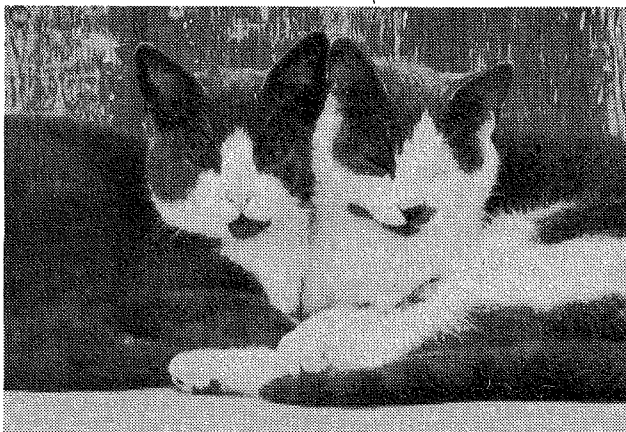
1. Tipxóo'lthl gabíhl aliskítihl as'ós. Seven
ugly dogs.
2. K'yuxdaa'lthl gabíhl dist'uútsxwa gyoodán. _____

3. Xwsdimóoshl gabíhl mismáaxwsxwm majagalée. _____

4. Xwbi'lhl gabíhl k'úba tk'ihlxwm aluugiyát. _____

5. Xwsdinsúlhl daxgigyádm tk'ihlxwm íiyuxwt. _____

How Many ?



More than 10

Here are the numbers for more than 10 of anything.

Notice that there is a system:

. For teens (11, 12, 13, 14,)
 xbi'1 (or xwbi'1) di _____
 and Xbi'1 (or xwbi'1) du _____ for numbers
 that start with xw- like
 xwsdins and xwsdimóos.

For the multiples of ten (20, 30, 40,)
 _____ wil k'yap.

For the numbers between (21, 22, 23, 24-29, 31,...)
 _____ wil k'yap di _____

See how these patterns work with the numbers below. Look carefully at each of these numbers so that you can understand exactly how the system works. These numbers are all regular. There are no irregularities in them as there are in other parts of the language.

11	xbi'1 dik'í'y	30	gwla'1 wil k'yap
12	xbi'1 digílbil	31	gwla'1 wil k'yap dik'í'y
13	xbi'1 digwlá'1	39	gwla'1 wil k'yap duxwsdimóos
14	xbi'1 ditxálp _x	40	k'ildákhl wil k'yap
15	xbi'1 duxwsdíns	41	k'ildákhl wil k'yap dik'í'y
16	xbi'1 dik'óo'lt	50	xwsdins wil k'yap
17	xbi'1 dit'ipxóo'lt.	60	k'oo'1 wil k'yap
18	xbi'1 dik'yuxdáa'lt	70	t'ipxóo'1 wil k'yap
19	xbi'1 duxwsdimóos	80	k'yuxdáa'1 wil k'yap
20	gílbil wil k'yap	90	xwsdimóos wil k'yap
21	gílbil wil k'yap dik'í'y	100	k'it 'wat, or k'i'y dik'yap
22	gílbil wil k'yap digílbil		or k'i'y wil k'yap

Note that you have not seen the root for 40 before. You will have to learn it separately.

Fun with numbers

Now that you can count to higher numbers, you are ready to have some fun with numbers!

(A) Count to 100 by tens.

(B) Count backwards from (1) 20 to 10,
(2) 50 to 40,
(3) 100 to 10 by tens,
(4) 10 to 1 using the numbers for people,

(C) Do these arithmetic problems saying them in the way that learned on pages 94-95.

example: $20 + 51 = \underline{\hspace{2cm}}$

(you say: gílbil wil k'yap ganhl xwsdins wil k'yap dik'í'y, t'ipxoo'í wil k'yap dik'í'y.)

example: $84 - 53 = \underline{\hspace{2cm}}$

(you say: Xwsdins wil k'yap digwla'1 sagyuútxwit ahl k'yuxdaa'1 wil k'yap ditxalpx ii gína skihl gwla'1 wil k'yap dik'í'y.)

These are difficult at first, so take your time and don't let yourself get flustered. You will need to know the numbers very well to be able to do it. But, you are Gitksan! You should know your language's numbers well.

- | | |
|---|--|
| 1. $12 + 15 = \underline{\hspace{2cm}}$ | 2. $14 + 16 = \underline{\hspace{2cm}}$ |
| 3. $11 + 21 = \underline{\hspace{2cm}}$ | 4. $17 + 13 = \underline{\hspace{2cm}}$ |
| 5. $22 + 25 = \underline{\hspace{2cm}}$ | 6. $28 + 14 = \underline{\hspace{2cm}}$ |
| 7. $30 + 36 = \underline{\hspace{2cm}}$ | 8. $19 + 31 = \underline{\hspace{2cm}}$ |
| 9. $40 + 45 = \underline{\hspace{2cm}}$ | 10. $46 - 22 = \underline{\hspace{2cm}}$ |
| 11. $50 + 20 + 30 = \underline{\hspace{2cm}}$ | 12. $54 + 18 = \underline{\hspace{2cm}}$ |
| 13. $60 - 20 = \underline{\hspace{2cm}}$ | 14. $80 + 19 = \underline{\hspace{2cm}}$ |
| 15. $72 - 12 = \underline{\hspace{2cm}}$ | 16. $84 + 16 = \underline{\hspace{2cm}}$ |
| 17. $11 + 21 + 33 = \underline{\hspace{2cm}}$ | 18. $22 - 9 = \underline{\hspace{2cm}}$ |
| 19. $41 + 55 = \underline{\hspace{2cm}}$ | 20. $63 - 23 = \underline{\hspace{2cm}}$ |



Translate these phrases into good Gitksan. You will want to know these sentence frames well:

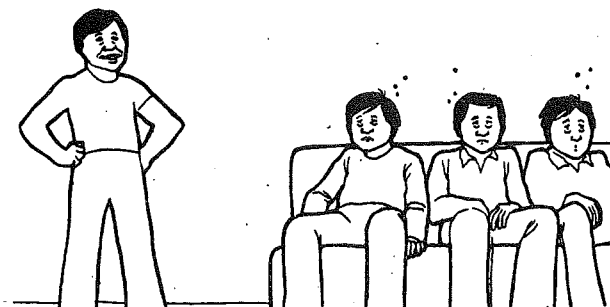
Hasága'yhl _____ . I want _____ .

Gyá'a'yhl _____ . I see _____ .

Néedi hasága'y _____ . I don't want _____ .

1. *Those are 25 young Indians.*
2. *I see 50 women.*
3. *I want 16 cats and 12 dogs.*
4. *I see 20 cows.*
5. *I don't want 100 dollars.*
6. *I want 88 dollars.*
7. *I don't want 12 cats and 70 chickens.*
8. *Those are 11 dogs, 18 cats, and 40 chickens.*
9. *I see 50 cars and 60 houses.*
10. *Those are 16 good canoes and 20 long canoes.*

Dialogue



Here are some dialogues that you can learn. They will give you practice in using many of the sentence patterns that we have used in this book.

Dialogues are helpful because they allow you to learn conversations that you can later use in actually speaking Gitksan with friends on the street.

So, study these dialogues while you listen to them being said on the tape. Your teacher can also read them for you. Don't expect that you can learn them by only hearing them once. You will have to study them in order to memorize them. But you can use all of these sentences regularly.

1. (a) Áma híihluxw! (a) *Good morning!*
(b) Amhl wíla wína? (b) *Are you doing well?*
(a) Amhl wíla wíl'y. (a) *I'm doing fine.*
(b) Siipxw 'ni'y sa gyuu'n. (b) *I'm sick today.*
(a) Ndahl win? (a) *What's the matter?*
(b) Banhl t'im ges'y. (b) *My head aches.*

2. (a) Aanay! (a) *Well, hellooooo.*
(b) Ndahl wíla win? (b) *How are you doing?*
(a) Amhl wíla wíl'y. (a) *I'm fine.*
(b) Agwíhl wahl ji jabn? (b) *What's that you're doing?*
(a) Yukwhl hahlá'lst'y. (a) *I'm working.*

3. (a) Naahl gan t'imísit tun? (a) *Whose pencil is this?*
 (b) Néedi 'nithl gan t'imíst'y. (b) *It's not my pencil.*
 (a) Neehl 'nithl gan t'imísis Jóhna. (a) *Is it John's pencil?*
 (b) Neend'y wiláaxt. (b) *I don't know.*
4. (a) 'Nithl dáala'n túna? (a) *Is this your dollar?*
 (b) Nee. Néedi dáala'y loot. (b) *No. It's not my money.*
 (c) Johnhl wilt loot. (c) *It's John's.*
 (b) Neehl dáala'na? (b) *Do you have any money?*
 (a) Ee'e. Xwsdinshl dáala'y. (a) *Yes. I have five dollars.*



Appendix

Appendix

Answers to the exercises on page 31:

1. Dulpxwm gan t'imíst tust.
2. Ts'ét'ixsm nakx tun.
3. Síipxwm hanák tust.
4. Hlábixsxwm gyat tust.
5. Daxgyádm gyat tust.
6. Gwálgwagm amxsiwáa tust.
7. Hiym gibúu tust.
8. 'Wii lá'ym wilp tust.
9. Guu aláysm gyat tústa?
10. Áma anhóoya tuna?
11. Ts'úusya gyoodán tústa?
12. T'axó'odm hanák' tust.
13. 'Min 'nagwm wilp tust.

Additional sentences on the tape:

14. *That's a pretty woman.* Ama 'masm hanák' tust.
15. *That's a kind chief.* Ama goodm sim'óogit tust.
16. *That's a hungry dog.* Xwdaym os tust.

Answers to exercise on page 33:

1. Hlábixsxwm gyat tun. Néedi hlábixsxwm gyat sun.
2. Aláysm hanák' tust. Néedi aláysm hanák' sust.
3. T'úuts'xwm os tust. Néedi t'úuts'xwm os sust.
4. 'Wii 'nagwm gan t'imíst tun. Néedi 'wii 'nagwm gan t'imíst sun.
5. Dulpxwm amxsiwáa tun. Néedi dulpxwm amxsiwáa sun.
6. Daxgyádm alúugigyat tun. Néedi daxgyádm alúugigyat sun.
7. Lógom wilp tust. Néedi lógom wilp sust.
8. Áma goodm tk'ihlxwm hanák' tust. Néedi áma goodm tk'ihlxwm hanak' sust.

Answers to the drill on page 35:

1. Dulpxw 'ni'y.
2. Siipxw 'ni'y.
3. Gehlx 'nit.
4. T'uuts'xw 'nit.
5. Hlábixsxw 'nit.
6. Am 'nit. Am!
7. Daxgyát 'niin.
8. Áma 'mas 'niin
9. T'axóo'od 'nit.
10. Asgí 'nit.
11. Gwálgwax 'nit.
12. Áma goot 'niin.
13. Lúk'wil 'wii 'nakxw 'niin.
14. Lúk'wil 'wii t'is 'nit.
15. Lúk'wil ts'ét'ixs 'nit.

Answers to the drill on page 36:

- | | | |
|-----------------|-------------------|---------------------|
| 1. my paper | 4. his/her mother | 7. my head |
| 2. my pencil | 5. your leg | 8. his crest, tribe |
| 3. your brother | 6. his hand/arm | 9. my mask |

Answers to the drill on page 38:

1. Is this your dress?
2. This is my dirty spoon.
3. That is your lazy brother (a boy speaking).
4. This is his/her sick mother.
5. Is that your skinny sister (boy speaking)?
6. Is that your fat sister (girl speaking)?
7. Is that your clean pants?
8. This isn't my good-looking cousin (or relative of the same crest).
9. That is your ugly cousin (or relative of the same crest).

Answers to the exercise on page 39:

1. Gan t'imíst'y tun.
2. Gan t'imístn tusta?
3. Dulpxwm gan t'imístt (or t'imísit) tústa?
4. Ts'úusxya (or hlgu ts'úusxya) gan t'imíst'y túna.
5. Néedi 'wii nagwm 'mal'y asún.
6. Neehl lógom wilpt asústa? (or Lógom wilpt asústa?)
7. Neehl 'wii 'nagwm wag'y asusta? (or 'Wii 'nagwm wag'y asústa?)
8. Néedi 'wii 'nagwm wakt tust.
9. Néedi lógom buugwn tun.
10. Dáalan túna?

Answers to the exercise on page 41:

1. I'm pretty.
2. He/she is old.
3. I am clean.
4. You are fat!
5. You are lazy.
6. You are ugly.
7. I am tall.
8. You are strong.
9. [a] You are happy.
[b] I am happy.
[c] He/she is happy.

Here are the answers to the drill on page 42:

- | | |
|----------------------------|-------------------------|
| 1. 'Wii 'nakxw 'ni'y. | 12. Ts'uusx 'nit. |
| 2. Dulpxw 'niin. | (or hlgu ts'uusx 'nit.) |
| 3. t'axóo'od 'niin. | 13. Aláyst 'nit. |
| 4. 'Wii t'is 'nit. | 14. Daxgyát 'nit. |
| 5. K'ay 'mas 'nit. | 15. Hlábixsxw 'ni'y. |
| (or Tk'ihlxwm 'nit.) | 16. Gwálgwax 'niin. |
| 6. Áma 'mas 'nit. | (people often say |
| 7. Siipxw 'niin. | Luu gwálgwax 'niin.) |
| 8. Asgí 'ni'y. | 17. Xwdax 'nit. |
| 10. Hix 'ni'y. | 18. Lógom 'nit. |
| (or 'wii t'is 'ni'y sounds | 19. Saksxw 'nit. |
| better.!!) | 20. Taxóo'od 'nit. |
| 11. Ts'ét'ixs 'nit. | |

Here are the answers to the drill on page 43:

1. Xwdax 'ni'y. Néedi xwday'y.
2. 'wii 'nakxw 'ni'y. Néedi 'wii 'nagwn.
3. Daxgyát 'niin. Néedi daxgyádn.
4. Gwálgwax 'ni'y. Néedi gwálgwax.
5. Hlábixsxw 'nit. Néedi hlábixsxwt.
6. Taxóo'od 'nit. Néedi t'axóo'odt.
7. Áma 'mas 'niin. Néedi áma 'masn.
8. Aláyst 'ni'y (or Guu aláyst 'ni'y). Néedi aláyst'y.
9. 'Wii 'nakxw 'nit. Néedi 'wii nakwt.

Here are the translations of the mini-dialogues on pages 44-47.

Page 44: Is he tall? Yes. He's tall.
Is he tall? No. He's short.
Is he short. No. He's not short.

page 45: Is John lazy? No. John isn't lazy.
Is Mary tired? No. Mary isn't tired.
Is Fred tall? No. Fred is short.

Page 46: Is John dirty? No. He's clean.
Is Carol sick? Yes. Carol is sick.
Is Clara a pretty young woman? Yes. She is a pretty
young woman.

Page 47: Is that an ugly old woman? No. That is an ugly old
man.
Is this a tall man? Yes. He is a tall man.

Here are the translations of the exercise on pages 48-49:

1. Neehl 'wii 'nakwta? Ee'e. 'Wii 'nakxw 'nit.
Neehl dulpxwta? Nee. 'Wii 'nakxw 'nit.
Neehl dulpxwta? Ee'e. Dulpxw 'nit.
2. and 3.: Given in the exercise.
4. Neehl hlábixsxwna? Nee. Needi hlábixsxw'y. Gwálgwax 'ni'y.
5. Neehl gwálgwaxna? Ee'e. Gwálgwax 'ni'y.
6. Neehl xwdáyna? Ee'e. Xwdax 'ni'y.
7. Neehl siipxwna? Nee. Néedi siipxw'y.
8. Hixhl alúugigyeta? Nee. Gehlxhl aluugigyet.
9. Neehl daxgyats Meli-a? Nee. Néedi daxgyats Meli.
10. Neehl siipxws Johna? Ee'e. Siipxwt John. Hox di siipxws Meli.
11. Neehl áma goodm (or áma gyedm) hanak's Carola? Ee'e, ama goott
Carol.
12. Neehl tk'ihlxws Freda? Nee. T'axóo'odt Fred.
13. Neehl áma 'masm t'axóo'odm hanák's Augusta-ya?
Ee'e. Áma 'masm t'axóo'odm hanák' 'nit.

Here are the answers to the review on page 50:

- | | |
|----------------------------|----------------------------------|
| 1. That is a big house. | 9. Is he (she, it) tall? |
| 2. This is a white horse. | 10. Is John lazy? |
| 3. He is strong. | 11. He (she, it)'s dirty. |
| 4. I am happy. | 12. That is an ugly old man. |
| 5. That is an old spoon. | 13. That isn't a lazy young man. |
| 6. This is my sick father. | 14. Is that your short pencil? |
| 7. I'm not sick. | 15. Yes. Mary is a pretty woman. |
| 8. Are you tired? | |

Here are the answers to the exercise on page 53:

1. Hihíym íi'yuxwt dipúst.
2. Sixsáksxwm as'ós dipúst.
3. Gahlgéhlxwm íi'yuxwt dipúst.
4. Áma límas háanak' dipúst.
5. Néedi ts'ixts'ét'ixs as'ós dipún.
6. Neehl luxwdáxt simgigyát dipún?
7. Sisúusym huwíl p dipún.
8. Néedi 'wii t'ism hóobix dipúst.
9. Néedi sipsiípxwm mismúus dipún.
10. Neehl dildúlpwxwm simgigyát dipún?
11. John and Mary are both lazy.
12. Both John and Mary aren't lazy.
13. Are Tom, Dick, and Harry tired?
14. Both Fred and Charles are hungry.
15. Both Henry and his father are strong.

Here are the answers to exercise at the bottom of page 54.

1. We're fat.
2. They are hungry.
3. You guys are thin.
4. We are thirsty.
5. They are lazy.
6. You guys are pretty.
7. They are long (ones).
8. They are tall.
9. We are clean.
10. Are you guys tired?
11. Are they sick?
12. Are they old?
13. Are we hungry?
14. They are dirty.
15. They are old (ones).

Here are the answers to the examples on page 55:

1. We aren't lazy.
2. You guys aren't skinny.
3. They aren't tall.
4. We aren't clean.
5. Are you guys dirty?
6. Are those dogs ugly?
7. Those spoons of theirs aren't large.

Here are the answers to the exercise on page 56:

(captions) That is my fat dog. Those are our fat dogs.

1. This is my clean dress.
2. These are my clean dresses.
3. That is my short trousers.
4. Those are their short pants.
5. That is our little cat.
6. Those are your (pl.) little cats.
7. That is your old hat.
8. Those are their old hats.
9. Those are your (pl.) clean shoes.
10. You guys aren't dirty. You are really clean.

Note: Gitksan speakers feel that some of these sentences are not acceptable Gitksan.

Here are the answers to the exercise on page 57:

11. They are beautiful women.
12. Is that a sick woman?
13. Are those sick women?
14. Is that (over there) my short husband/wife.
15. Aren't those your (pl.) short husbands/wives.
16. Yes. These are fat men.
17. No. Those aren't fat men.

Here are the answers to the exercises on pages 59 and 60.

- | | |
|---------------------------------|-------------------------------|
| 1. This is a pretty woman | 11. Those wolves are sick. |
| 2. That woman is pretty. | 12. That house is big. |
| 3. This is my clean dress. | 13. This dog of ours is sick. |
| 4. This dress of mine is clean. | 14. That is an old man. |
| 5. This is my black canoe. | 15. These men are lazy. |
| 6. The canoe of mine is black. | 16. Those houses are tall. |
| 7. That is a little paper. | 17. That man is tired. |
| 8. This pencil is little. | 18. That is a tired man. |
| 9. That is a skinny woman. | 19. That young man is tired. |
| 10. That woman is skinny. | |

Here are the translations of the dialogues on page 62.

3. Is that young man sick? Yes. His head is sick.
4. Are your wives fat? Our wives are very fat.
5. Is your white dog hungry? Yes. My dog is very hungry.
6. My pencil is white. Your paper is white.
7. Are my shoes dirty? No. Your shoes are clean.

and

- 7a. Are our shoes dirty? Yes. Our shoes are dirty.

Here are the answers to the questions on page 65. The correct translations of the English sentences were:

1. (#2) 2. (#1) 3. (#1) 4. (#1) 5. (#1) 6. (#3)

Here are the answers to the exercise on page 67:

- | | | | | | |
|---------|----------|------------|-------------|------------|---------|
| 1. -hl | 2. +t | 3. -hl | 4. ____ | 5. -hl | 6. -hl |
| 7. -hl | 8. -hl | 9. ____ | 10. -hl | 11. -t | 12. -hl |
| 13. -hl | 14. ____ | 15. -t, -t | 16. -t, -hl | 17. -t, -t | |
| 18. -hl | 19. ____ | 20. -t | | | |

Here are the answers to the review exercise on page 70:

1. Aláysisi'm.
2. Xwdax'm.
3. Gwálgwaxdiit ii xwdax'm.
4. Daxgyátt John ii hlábixsxw'y.
5. Lúk'wil ts'ét'ixshl hóobix.
6. Tk'ihlxw dip John gant Fred.
7. Néedi áma límashl háanak' dipúst.
8. Neehl ts'uusxya wilp sust?
9. Neehl t'uutsxwhl wilp tust?
10. Néedi gan t'imístn sun.
11. Néedi 'wii 'nagwm gan t'imístn sust.
12. Néedi 'wii 'nakxwhl gan t'imístn.

Here are the translations of the sentences on page 71:

1. Néedi siipxwhl mismúus tust, hlabixsxwhl mismúus tust.
2. Néedi sii (wil)m wilp sun, lógom (wilm) wilp tun.
3. Néedi amhl winéex tun, amhl smex tust.
4. Néedi 'wii la'yhl hon tun, ts'uusxhl hon tun.

Here is the translation of the sentences on page 72:

1. I'm not pretty; I'm ugly.
2. I'm thirsty; I'm not hungry.
3. I'm not ugly; I'm pretty.

Here are the answers to the review on pages 74-75:

1. I'm fat.
2. We're fat.
3. John is fat.
4. Both John and Mary are fat.
5. Both John and the Whiteman are fat.
6. The whiteman is fat.
7. I am hungry.
8. I'm not hungry.
9. You are ugly.
10. You aren't ugly.
11. He/she is tired.
12. He/she isn't tired.
13. We are strong.
14. We aren't strong.
15. You guys are short.
16. You guys aren't short.
17. They are clean.
18. They aren't clean.
19. That is a fat dog.
20. That dog is fat.
21. Those are fat dogs.
22. Those dogs are fat.
23. Is that a fat dog?
24. Is that dog fat?
25. Are those fat dogs?
26. I'm fat and so is John fat.
27. I'm fat and (but) John is thin.
28. I'm fat; I'm not thin.
29. I'm not young; I'm old.

Here are the answers to the questions on page 77:

1. (a) your head; (b) my head
2. (a) our hand(s); (b) His/her hand; (c) you guys' hand(s)
3. (a) my feet; (b) their feet
4. (a) my buttocks; (b) your buttocks, your behind
5. (a) our canoe; (b) your (pl.) canoes; (c) his/her canoe; (d) my canoe
6. (a) your cradle; (b) my cradle
7. (a) our tooth/teeth; (b) your (pl.) teeth; (c) your tooth
8. (a) my mouth; (b) his/her mouth

Here are the answers to the five questions on page 78:

1. Naahl 'malt tust? 'Mals dip Fred gant Alice.
2. Naahl sa'wnsxwt tust? Sa'wnsxhl teacher tust.
3. Naahl ósit tust? Os'y tust.
4. Naahl nágat tun? Naks Carol tun.
5. Naahl dulpxwm gan t'imísit tun? Dulpxwm gan t'imísis John.

Here are the answers to the exercises on page 85:

1. Is this Carol's book?
2. Is this teapot yours?
3. Whose bread is that?
4. Is this fish John's?
5. Is this your (pl.) teapot.
6. Yes. That's your teapot.
7. No. This bread isn't mine.
8. No. This isn't Carol's
9. Yes. This is Carol's teapot.
10. The teapot is Carol's.
11. It's not John's fish.
12. Isn't this Shirley's teapot?

Here are the answers to the questions on page 86:

1. Neehl 'niinhl gan t'imísit túna?
13. Nee. Néedi 'nithl gwidátsihl teacher.
2. Neehl 'nithl nógoná?
14. Neehl 'ni'yhl anaáksit loóda?
3. Neehl 'nithl nigwóots Jóhna?
15. Ee'e. Nhl 'nit.
4. Naahl tk'ihlxwm gyat tust?
5. Waks John.
6. Waks Johnhl k'ay 'masm gyat tust.
7. Nits'íits'y tun.
8. Nee. Néedi 'nithl gan t'imísis John.
9. Neehl nhl 'nithl anhóoya's Jóhna.
10. Ee'e. Nhl 'nithl anhóoya's John.
11. Neehl 'nuu'mhl gyoodántxwt loóda?
12. Ee'e. 'Nuu'mhl mismuúsxwit loot.

The answers to the exercise at the bottom of page 89 are not included. They are all regular, using the patterns on page 89 and the words for the days of the week on page 88.

Here are the translations of the mini dialogues on pages 90-91.

1. Is today Tuesday? Yes. Today is Tuesday.
2. Is today Thursday? No. It's not Thursday, today. Today is Friday.
3. Is tomorrow Wednesday? Yes. Tomorrow is Wednesday.
4. Is tomorrow Saturday? No Tomorrow isn't Saturday. Tomorrow is Sunday (or "dress up day!")
5. Was yesterday Friday? Yes. Yesterday was Friday.
6. Was yesterday Sunday? No. Tomorrow was Monday.

Here are the answers to the exercises on the bottom of page 91:

1. Dim Ha'níi skwa'ytxw ji t'ahlágwa?
2. Nee. Xsgóogamsa ji t'ahlákw.
3. Ha'níi txálp_xsa gyuu'na?
4. Gwihl sa gyuu'n?
5. Ha'níi gwlá'lsa sa tun.
6. Ha'níi yeek_x ji t'ahlágwa?
7. Nee. Ha'níi ganútxwhl ji t'ahlákw.
8. Nee. Néedi Ha'níi ganútxwhl ji t'ahlákw, Xsgóogamsa (ji t'ahlákw).
9. Nee. Néedi Ha'níi txálp_xsa k'yoots, Ha'níi xwsdínssa (k'yoots).
10. Gwihl ji t'ahlágwa?
11. Ha'níi gílbilsa ji t'ahlákw.
12. Xsgóogamsa sa túna? Xsgóogamsa sa gyúu'na?

Here are the answers to the translation drill on page 97:

1. Ndée'ehl gílbilhl dáala' loo'y. Néedi gílbilhl dáala'y.
Ndahl gabíhl dáala'n? Néedi dáala'y.
2. Dim gwastn 'ni'y ahl k'yoo'lh1 dáala'. Dim gi'nam'yhl xwsdinsh1 dáala' lun.
3. Ndée'ehl xwbi'lh1 dáala' loo'y. Dim gi'nam'yhl gílbilhl daala' lun.
4. Ndahl wíla getxwt? K'yoo'lh1 daala'hl wíla gagétxwt.
Galgagétxwt!

**Notes and
Vocabulary
Additions**





