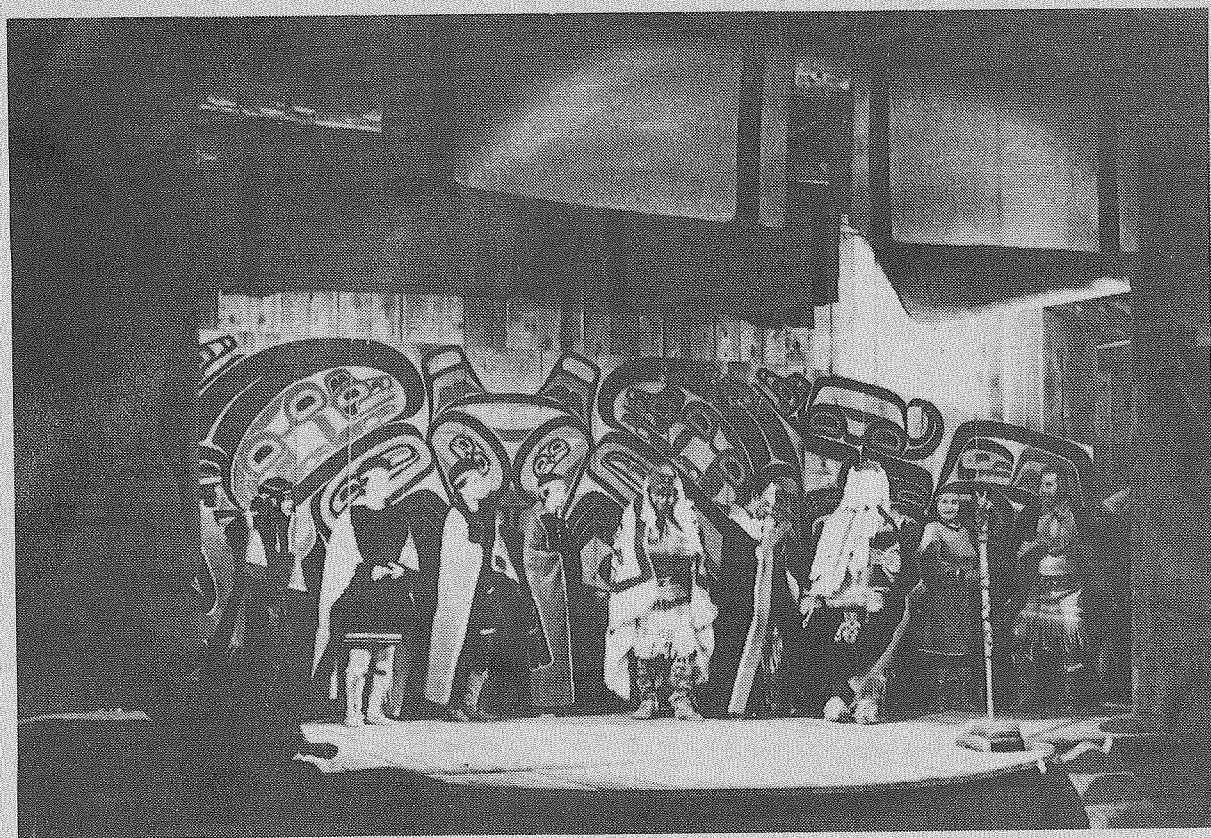
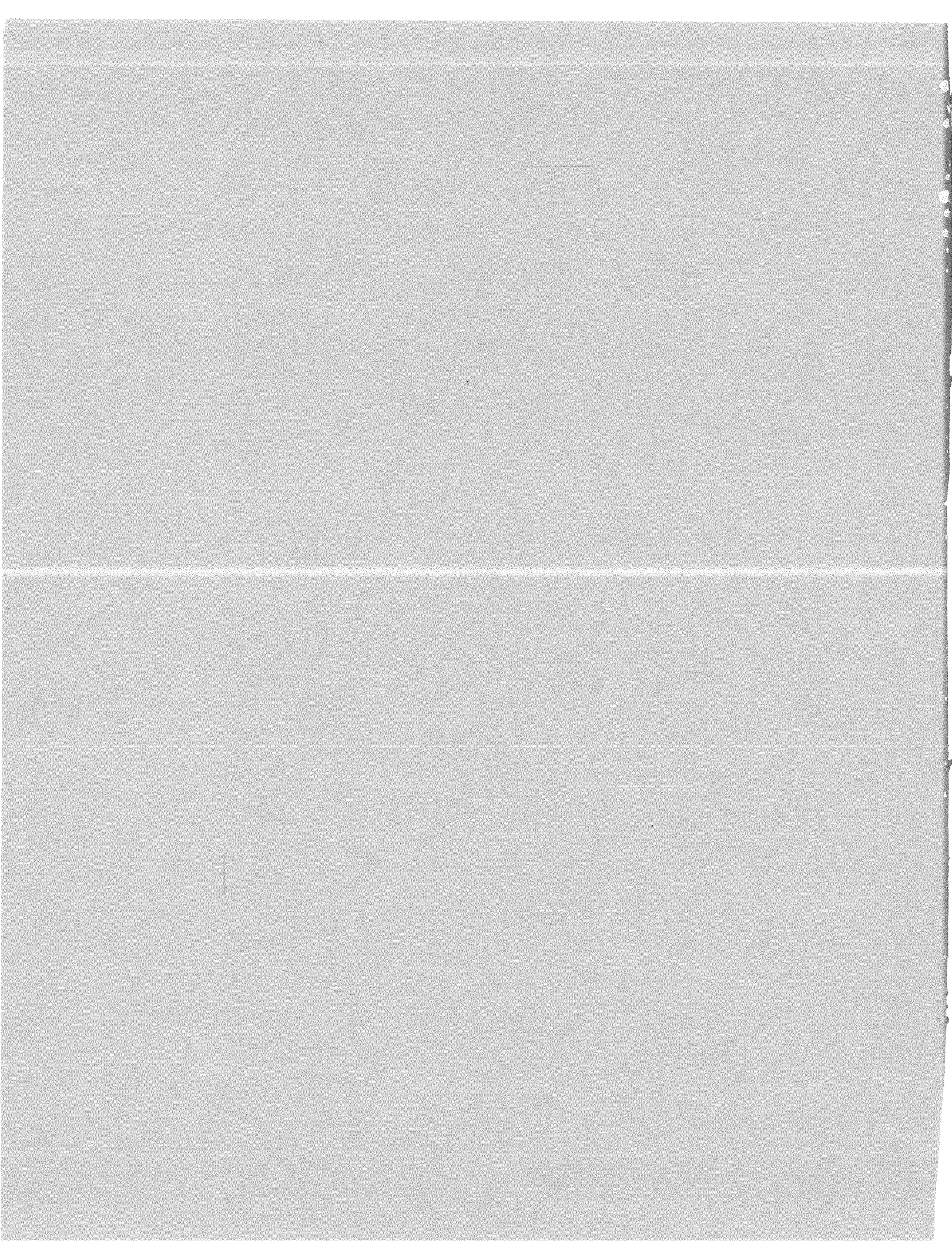


# Gitxsanimx for Kids



Book 7





# **Gitxsanimx** **for Kids**

## **Book 7**

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

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# Preface

This is the seventh 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 we are discussing and studying the verbs of Gitksan and the sentence patterns in which verbs occur in this language.

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 and their inhabitants.

The books 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 on Mel Bevan and Guy Bonnefoy, Band managers during the peiod of the undertaking. The Band Councils and Chief Councillors of the villagea of Glean Vowell and Hazelton were also supportive of the project, especially Parry Sampson and Gary Patsy. Geirge Muldoe, Chief COuncillor at Kispiox, also supported the project.

Various individuals continued to 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 that the project be extended to include all of the Eastern Gitksan speaking villages. His successor, sor, Pier di Paolo, has also supported the project.

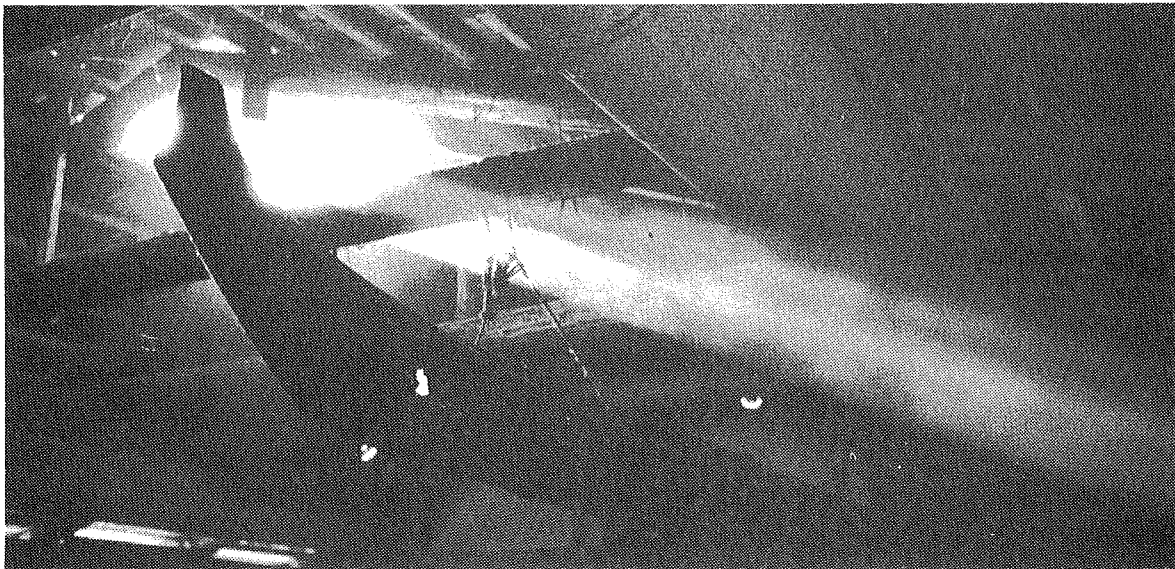
Jay Powell, Department of Anthropology, UBC and Vickie Jensen, photographer and curriculum designed, organized and directed the project. Special assistance was provided during the write-up by Pansy Marsden, Margaret Heit, Doreen Jensen, and Shirley Mason. All of these served as special language editors at various times. Illustrations are by Nola Johnston, Vancouver illustrator.

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"Mas 'ós 'nuu 'm!"



# **GITKSAN VERBS**



Li'ligit goohl ansp'ayahw.  
A feast at Kispiox



# Book 7

This is *Gitksan for Kids Book 7*.

In this language book you are going to learn about verbs.

A verb is a word that means being or doing.

Examples of verbs that mean being are:

is, am, are, was, were, be, been

(I was happy; Harry was hungry,

You were Gitksan. She has been sick.)

Examples of verbs that mean doing are:

eat, help, play, want, try, cry

(John eats meat. I play. You help.

She wants an apple. We cry loudly.)

Do you understand what verbs are? Underline the verbs in these sentences or tell your teacher what the action or being word (verb) is in each sentence.

1. John went to Terrace in his father's vehicle.
2. You work really hard at the summer job.
3. I danced with Mary at the dance and John played the drums.
4. I know Martha's father very well.
5. Joseph and Louis were sick on Thursday.

(The answers are printed upside down on the bottom of the page!)

Did you notice in sentence 3 that there were two verbs?

You should also know that some sentences have both a being verb (like is, am, are, etc.) and a doing verb (like play, go, help, etc.). Here are some examples of sentences that have both types in the same sentence:

1. John is helping the teacher. (is - being verb,  
helping - doing verb)
2. They are dancing together. (are- being verb,  
dancing - doing verb)

Answers: 1. went, 2. work, 3. danced and played, 4. know, 5. were

# "Yukwhl gwin?"

A sentence that has both kinds of verbs is this one:

*What are you doing? Yukwhl gwin?*

Practice that question several times.

When you know it well, here are two answers to it:

*I'm playing.*

*I'm working.*

Yukwhl ma'ós'y.

Yukwhl hahlá'lst'y.

Yukwhl is the part of the sentence that means that something is going on, the being verb (I am working and I am playing). We sometimes call them "helping words" in English.

In order to learn this question and answers, your teacher will ask each person in the class in order, "Yukwhl gwin?"

Each member of the class should answer either that they are working or playing, in Gitksan, of course.

Let's practice those questions and answers several times.

Teacher: Yukwhl gwin? *What are you doing?*

Student: Yukwhl ma'ós'y. *I am playing.*  
*or*

Teacher: Yukwhl gwin? *What are you doing?*

Student: Yukwhl hahlá'lst'y. *I am working.*

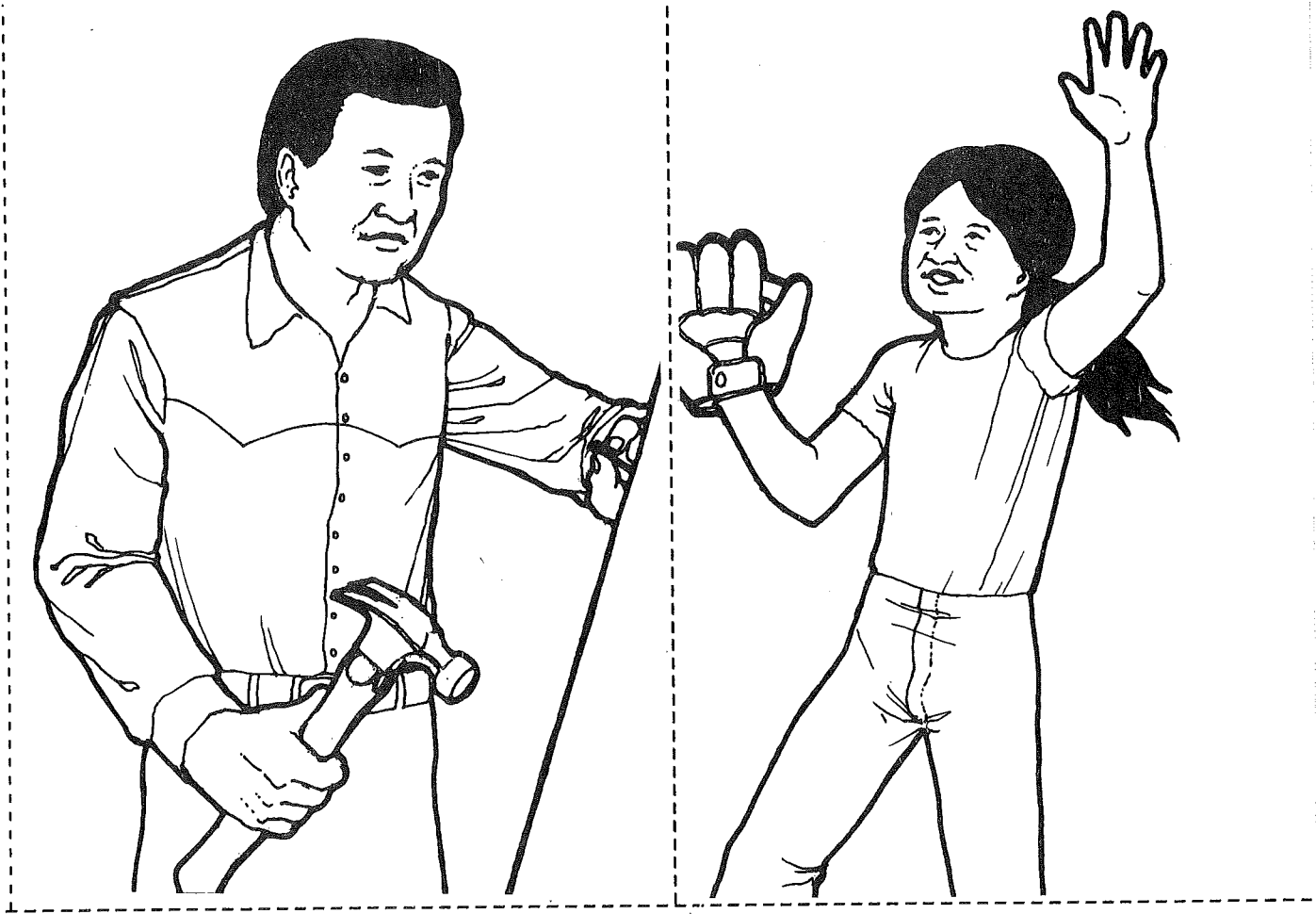
Practice these until you have them memorized. They are what we call a sentence pattern.

Once you know the pattern, you can substitute parts. When you can say I am working, you can learn to say I am going, I am eating, I am drinking, and I am crying just by learning a new word. You can also learn to say we are working, you are working, he is working just by learning how to say you, he, and we.

So, it is important to learn the sentence patterns of Gitksan. Start with the one on this page.



Cut along the dotted lines



To get you in the habit of speaking Gitksan, the two pictures at the top of the page are designed as flashcards so that you can cut them out.

Cut out the flashcards neatly. Then each of you will have the cards showing someone working and playing. Now, pair up with a member of your class.

One person will ask Yukwhl gwin? and hold up one or the other of the flashcards with the picture towards the partner. That person will then have to say as quickly as possible Yukwhl ma'ós'y or Yukwhl hahlá'lst'y, depending upon which card you are showing. Take turns asking and answering.



Yukwhl ma'ós'y!

Yukwhl ma'ós'y.

*I'm playing!*

Yukwhl hahlá'lst'y.

*I'm working!*

Now that you know how to ask "What are you doing?", we can also learn how to ask what other people are doing.

*What is he doing?* Yukwhl gwídist?

*(also What is she doing?)*

*What are you guys doing?* Yukwhl gwísi'm?

*What are they doing?* Yukwhl gwídiit?

Listen to how these are pronounced. Practice each of them several times out loud.

Do you see how we took the pattern and changed it?

Yukwhl gwin → Yukwhl gwísi'm

*What are you doing* → *What are you guys doing*

# Pattern Practice

Practice saying each of the Gitksan sentences below. Say them aloud (either reading them or repeating them after your teacher) and then tell what they mean in English.

1. Yukwhl gwin?
2. Yukwhl gwídist?
3. Yukwhl gwídiit?
4. Yukwhl gwísi'm?
5. Yukwhl gwídiit?
6. Yukwhl gwídist?
7. Yukwhl gwísi'm?
8. Yukwhl gwin?
9. Yukwhl gwísi'm?
10. Yukwhl gwin?
11. Yukwhl gwídist?
12. Yukwhl gwídiit?

Now, translate the following into Gitksan. You should know these phrases so well by now that you don't even have to think about these as you translate them. Write them if you wish!

1. *What are you doing?*
2. *What are you guys doing?*

\_\_\_\_\_

\_\_\_\_\_

3. *What are they doing?*
4. *What is she doing?*

\_\_\_\_\_

\_\_\_\_\_

5. *What is he doing?*
6. *What are you doing?*

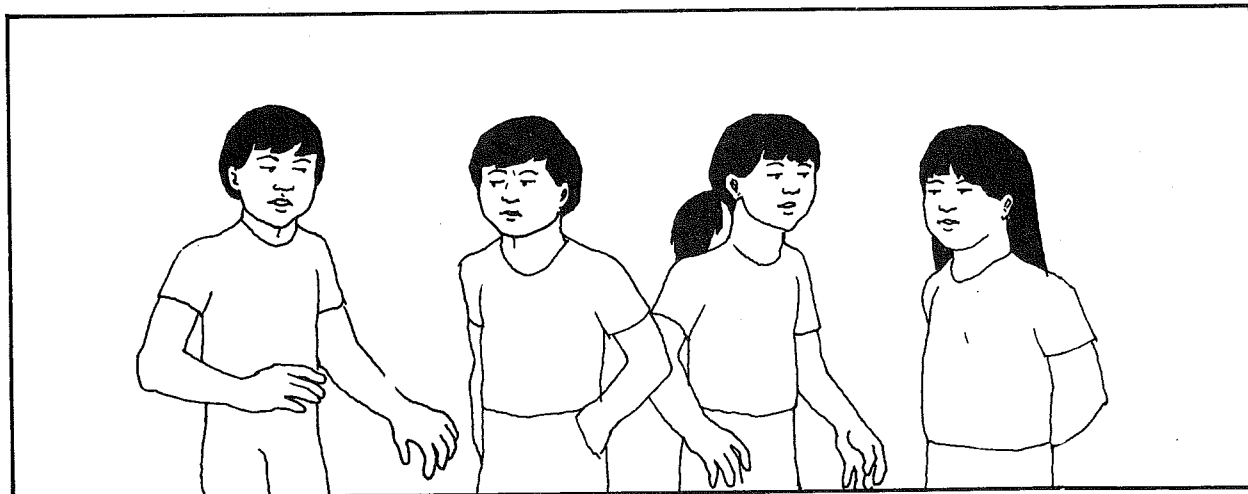
\_\_\_\_\_

\_\_\_\_\_

7. *What are you guys doing?*
8. *What is he doing?*

\_\_\_\_\_

\_\_\_\_\_



"Yukwhl gwin?"

7

"Yukwhl gwídist?"

# Set B Endings

You should know the Set B endings by now. This is the third time we have studied them. Here they are.

-y	<i>I</i>	-'m	<i>we</i>
-n	<i>you</i>	-si'm	<i>you guys</i>
-t	<i>he/she</i>	-diit	<i>they</i>

We have studied them in *Book 6* used in patterns such as these. Do you remember them?

Néedi gehlx'y. I'm not skinny.

Néedi gehlxn. You're not skinny.

Néedi gehlxt. He/she's not skinny.

Do you also remember that these endings can be used to show possession?

Gehlx os'y. My dog is skinny.

Gehlx duusn. Your cat is skinny.

Gehlx noxt. His/her mother is skinny.

*etc.*

These endings can be used with the two verbs that we learned on pages 4 and 5, play (ma'os-) and work (hahla'ls-).

Here are the forms of these two verbs with all of the Set B endings on them.

Yukwhl hahlá'lst'y. *I'm working.*

Yukwhl hahlá'lstn. *You're working.*

Yukwhl hahlá'lsit. *He (or she) is working.*

Yukwhl hahlá'lst'm. *We're working*

Yukwhl hahlá'lsisi'm. *You guys are working.*

Yukwhl hahlá'lsdiit. *They're working.*



**BASE  
FORM****SET B  
ENDINGS**

Yukwhl ma'ós'y.	<i>I am playing.</i>
Yukwhl ma'ósn.	<i>You are playing.</i>
Yukwhl ma'óst.	<i>He or she is playing.</i>
Yukwhl mas'ós'm.	<i>We are playing.</i>
Yukwhl mas'ósisim.	<i>You guys are playing.</i>
Yukwhl mas'ósdiiit.	<i>They are playing.</i>

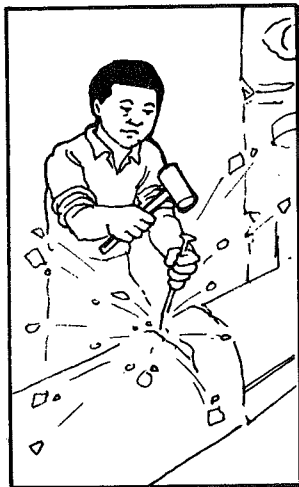
Notice that there is a separate base form (the word itself that you hang the endings onto) for singular endings and it is different from the plural base form.

Yukwhl ma'os + '-y, -n, -t (Singular)

Yukwhl mas'os + '-m, -si'm, -diit (Plural)

Lots of Gitksan verbs have different forms for talking about more than one person doing something. But there are also many that use the same base form for both singular endings (i.e. -'y, -n, and -t) and for plural endings (-'m, -si'm, and -diit). Hahla'ls, to work, is one of that type.

So, learn these two sets of verbs. You should learn them so well that you can say the six forms of each verb as fast as you can count. When you can say all six in 10 seconds, you know them well.



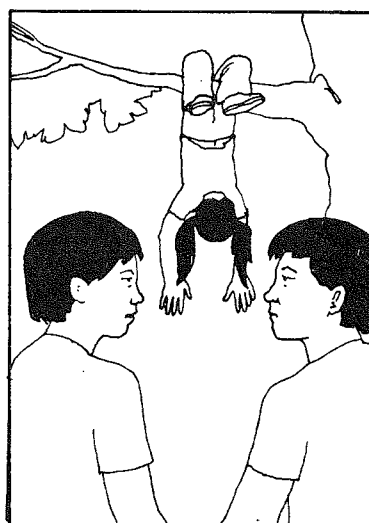
"Yukwhl hahlá'lst'm!"

"Yukwhl hahlá'lsit."

# Mini - Dialogues

"Yukwhl gwidist?"

"Yukwhl ma'óst."



Translate into English.....and then learn these conversations.

Yukwhl gwin?

Yukwhl ma'ós'y.

\* \*

Yukwhl gwídist?

Yukwhl ma'óst.

\* \*

Yukwhl gwísi'm?

Yukwhl mas'ós'm.

\* \*

Yukwhl gwídiit?

Yukwhl mas'ósdiiit

Yukwhl gwin?

Yukwhl hahlá'lst'y.

\* \*

Yukwhl gwídist?

Yukwhl hahlá'lsit.

\* \*

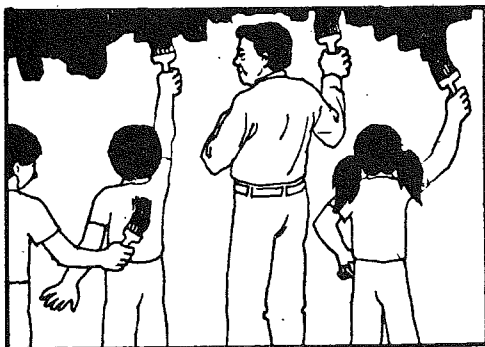
Yukwhl gwísi'm?

Yukwhl hahlá'lst'm.

\* \*

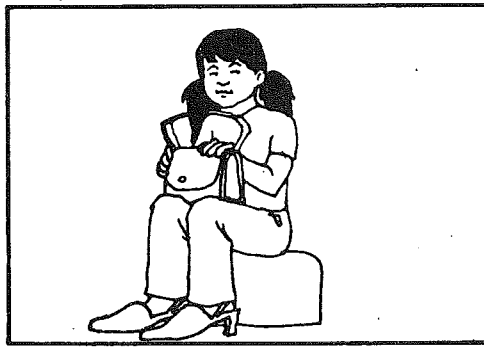
Yukwhl gwídiit?

Yukwhl hahlá'lsdiit.



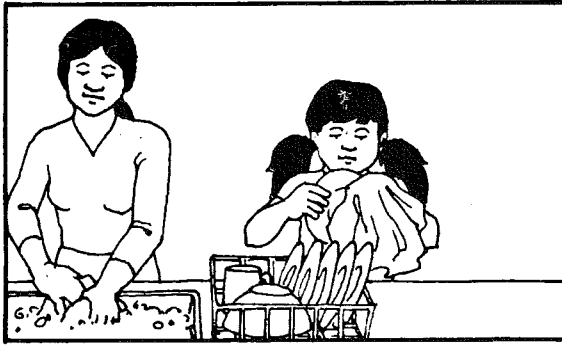
"Yukwhl gwídiit?"

"Yukwhl hahlá'lsdiit."

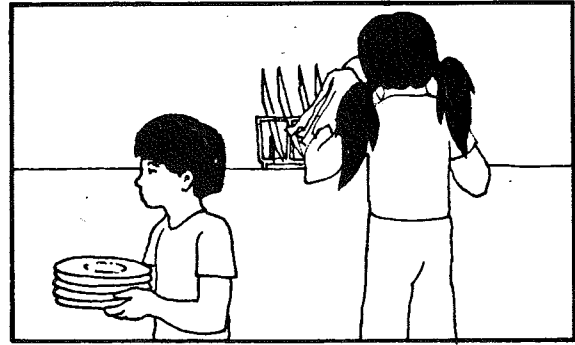


"Yukwhl gwídist?"

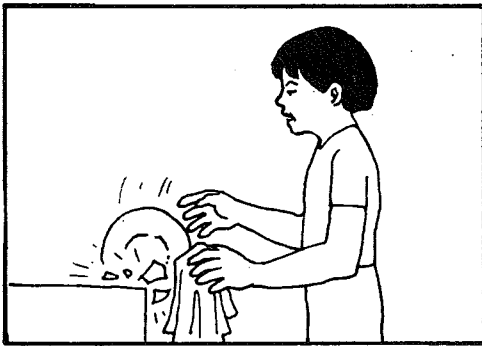
"Yukwhl ma'óst."



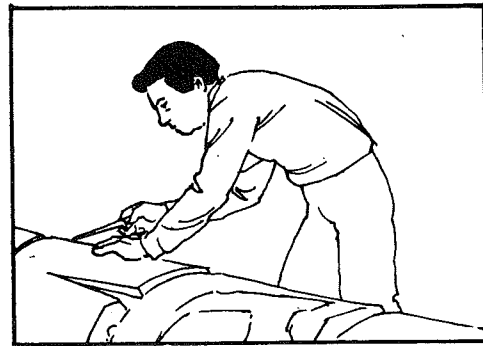
"Yukwhl gwísi'm?"  
 "Yukwhl hahlá'lst'm."



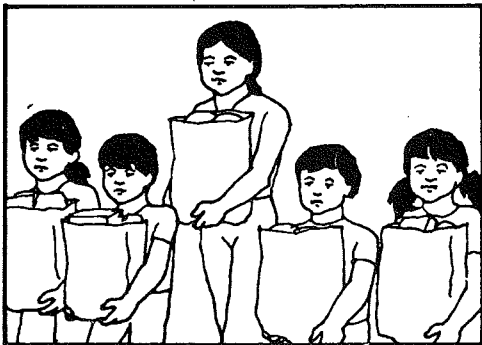
"Yukwhl gwídiit?"  
 "Yukwhl hahlá'lsdiit."



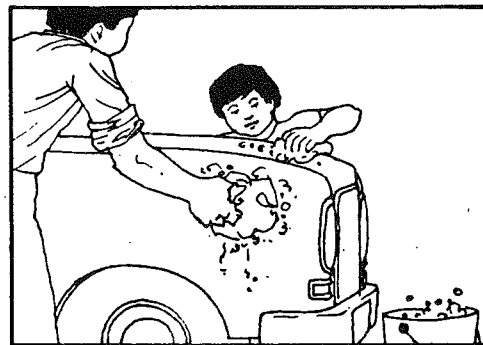
"Yukwhl gwin?"  
 "Yukwhl hahlá'lst'y."



"Yukwhl gwídist?"  
 "Yukwhl hahlá'lsit."



"Yukwhl gwísi'm  
 "Yukwhl hahlá'lst'm."



"Yukwhl gwídiit?"  
 "Yukwhl hahlá'lsdiit."

# Compare Patterns

Note the difference between these two Gitksan sentences:

Yukwhl hahlá'1st'y.

*I am working.*

Hahlá'1st'y.

*I work or I worked.*

And look at these two:

Yukwhl ma'ósn.

*You are playing.*

Ma'ósn.

*You play or you played.*

Of course, the only difference between them is that the word Yukwhl has been dropped off both sentences on the right.

The English sentences, however, mean both that the action is present and is past. Gitksan doesn't distinguish present action from past action. Here are some more examples of this:

Hahlá'1st'm. *We work or we worked.*

Mas'ósdiiit. *The play or they played.*

Hahlá'1sisi'm. *You guys work or you guys worked.*

So, translate the following into English and if they can be translated in more than one way (i.e. as both past and present), be sure to say so.

1. Yukwhl hahlá'1stn.
2. Hahlá'1stn.
3. Mas'ósisisi'm.
4. Yukwhl mas'ós'm.
5. Yukwhl ma'óst.
6. Hahlá'1sdiit.
7. Ma'óst.
8. Yukwhl hahlá'1st'm.
9. Yukwhl hahlá'1st'y.
10. Ma'ós'y.





# Set A Mini-words

Do you remember the Set A mini-words? We have studied these pronouns several times before.

'ni'y	<i>I</i>	'nuu'm	<i>we</i>
'niin	<i>you</i>	'nisi'm	<i>you guys</i>
'nit	<i>he or she</i>	'nidiit	<i>they</i>

You can talk about present and past action in two ways. Compare these two patterns.

Hahlá'st'y.

*I work or I worked.*

Hahlá'lstn.

*You work or you worked.*

Hahlá'lst 'ni'y.

I work or I worked.

Hahlá'lst 'niin.

YOU work or YOU worked.

If you use the Set A mini-words instead of the Set B endings to show I, you, he, etc., it means that you are emphasizing the I, or you, or he, etc.

Here are the two ways to talk about present or past play.

Normal I, you, etc.

Emphatic I, you, etc.

Ma'ós'y *I play(ed).*

Ma'ósn. *You play(ed)*

Ma'óst. *He or she plays or played.*

Mas'ós'm. *We play(ed).*

Mas'ósisi'm. *You guys play(ed).*

Mas'ósdiit. *They play(ed)*

Ma'ós 'ni'y. I play(ed).

Ma'ós 'niin. YOU play(ed)

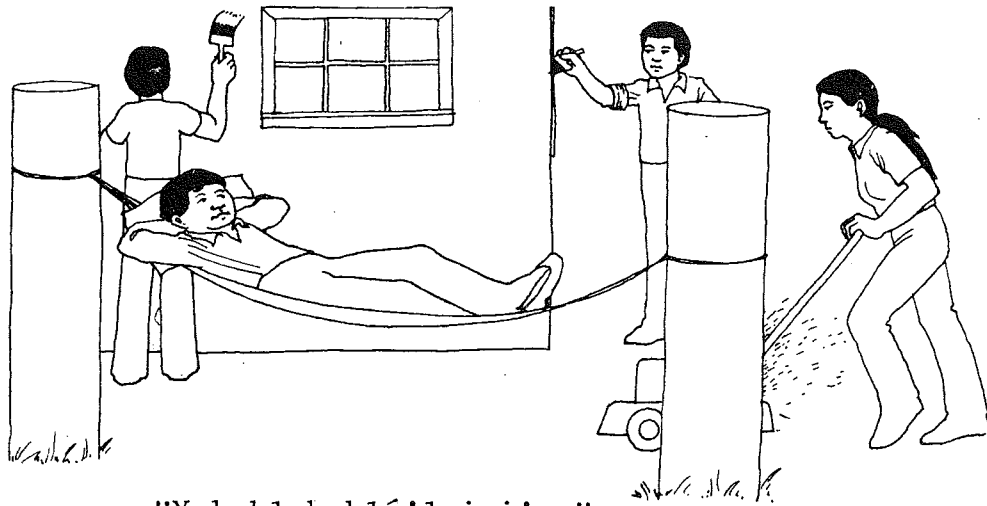
Ma'ós 'nit.. HE, SHE plays or played.

Mas'ós 'nuu'm. WE play(ed).

Mas'ós 'nisi'm. YOU GUYS play(ed)

Mas'ós nídiit. THEY play(ed)

Can you do the same with the word hahlá'lst, to work. If you want to, write the whole set as we have done for ma'ós. Write them in the blanks at the end of the book.



"Yukwhl hahlá'lsisi'm."

Translate the following into English after telling what they mean. If one word is emphasized, say its meaning in a way that shows where the emphasis is. Underline for emphasis.

(a) Hahlá'lst 'nuu'm WE work. \_\_\_\_\_  
WE worked. \_\_\_\_\_

(b) Yukwhl hahlá'lst'm We are working. \_\_\_\_\_

(c) Hahlá'lst'm We work. \_\_\_\_\_  
We worked. \_\_\_\_\_

(1) Mas'ós'm \_\_\_\_\_

(2) Yukwhl hahlá'lstn \_\_\_\_\_

(3) Hahlá'lsit \_\_\_\_\_

(4) Ma'ós 'nit \_\_\_\_\_

(5) Hahlá'lsdiit \_\_\_\_\_

(6) Mas'ós nídiit \_\_\_\_\_

(7) Yukwhl ma'óst \_\_\_\_\_

(8) Hahlá'lst 'nísi'm \_\_\_\_\_

# Future

So far, we have talked about the way you talk about actions that happen at various times:

Ma'ós'y (or ma'ós 'ni'y) - I (or I) play, I played.

Yukwhl ma'ós'y - I am playing.

We are now ready to add the pattern used in talking about the future.

Dim ma'ós 'ni'y. - I will play.

Here is the whole set of forms for the two words that we have been learning, to play and to work.

Dim ma'ós 'ni'y.	I will play/work.	Dim hahlá'lst 'ni'y.
Dim ma'ós 'niin.	You will play/work.	Dim hahlá'lst 'niin.
Dim ma'ós 'nit.	He/she will play/work.	Dim hahlá'lst 'nit.
Dim mas'ós 'nuu'm.	We will play/work.	Dim hahlá'lst 'nuu'm.
Dim mas'ós 'nísi'm.	You will play/work.	Dim hahlá'lst 'nísi'm.
Dim mas'ós 'nídiit.	They will play/work.	Dim hahlá'lst 'nídiit.

Thus, we can really talk about this type of change in pattern.

Hahlá'lst 'ni'y. —————> Dim hahlá'lst 'ni'y.  
I work, or I worked                      I will work.

Ma'ós 'niin. —————> Dim ma'os 'niin.  
You play, or you played.                      You will play.

You can now take an action and talk about it in the past, present and future. Here is an example.

She worked. (Past)                      Hahlá'lsit, hahlá'lst 'nit.  
 She is working. (Present)                      Yukwhl hahlá'lsit.  
 She will work. (Future)                      Dim hahlá'lst 'nit.

# Time Words

k'yoots	gyuu'n	t'ahlakw
<i>yesterday</i>	<i>now</i>	<i>tomorrow</i>

If you wish to tell exactly when a particular action is happening, or happened, or will happen, you can use a time word.

The pattern that you use is the following.

(a) Hahlá'lst 'ni'y k'yoots. *or* Hahlá'lsit k'yoots.  
*He/she worked yesterday.*

(b) Dim hahlá'lst 'ni'y t'ahlakw.  
*He/she will work tomorrow.*

(c) Yukwhl hahlá'lsit gyuu'n.  
*He/she is working now.*

Now, do the same thing with these phrases. Give the past, present and future forms of the sentence. You may use either the emphatic or regular form of the past/present. Be sure to use the time words at the top of the page.

*Example:* You play. Yukwhl ma'ósn gyuu'n.

Dim ma'ós 'niin t'ahlakw.

Hahlá'lst 'niin k'yoots.

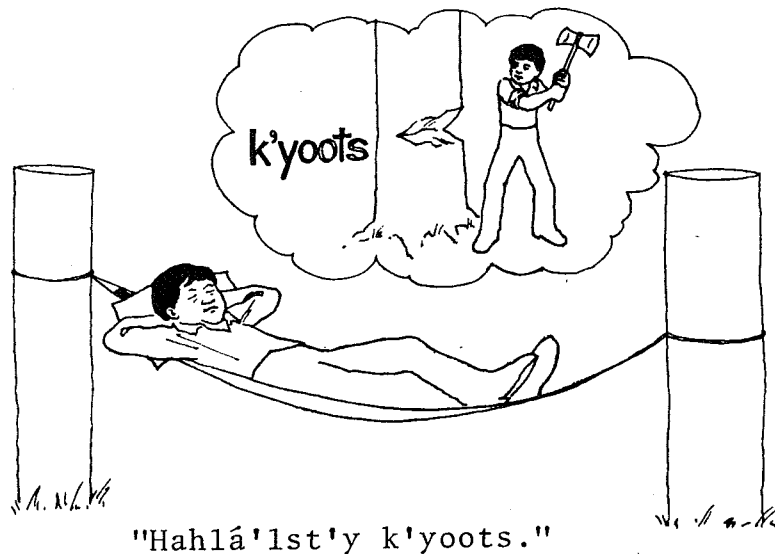
1. *We work.* \_\_\_\_\_  
 \_\_\_\_\_

2. *They play.* \_\_\_\_\_  
 \_\_\_\_\_

3. *You guys work.* \_\_\_\_\_  
 \_\_\_\_\_

4. *I play.* \_\_\_\_\_  
 \_\_\_\_\_





Translate the following into English.

1. Yukwhl hahlá'lsdiit gyuu'n. \_\_\_\_\_
2. Dim ma'ós 'niin t'ahlákw. \_\_\_\_\_
3. Mas'ósdiiit k'yoots. \_\_\_\_\_
4. Dim hahlá'lst 'nuu'm t'ahlakw. \_\_\_\_\_
5. Ma'ós 'niin gyuu'n. \_\_\_\_\_
6. Yukwhl hahlá'lsisi'm gyuu'n. \_\_\_\_\_
7. Dim mas'ós 'nidiit. \_\_\_\_\_
8. Yukwhl ma'ós'y gyuu'n. \_\_\_\_\_
9. Hahlá'lst'm. \_\_\_\_\_
10. Dim ma'ós 'nit t'ahlakw. \_\_\_\_\_
11. Ma'ósn. \_\_\_\_\_
12. Yukwhl gwídist? Yukwhl hahlá'lsit. \_\_\_\_\_
13. Yukwhl gwín? Ma'ós'y. Yukwhl ma'ós'y. \_\_\_\_\_

# Compare Patterns

If you want to talk about a person by name, you use this pattern.

Ma'óst	→	Ma'óst Jerry.
<i>He plays.</i>		<i>Jerry plays.</i>
Hahlá'lsit	→	Hahlá'lst Mary.
<i>She works.</i>		<i>Mary works.</i>

This pattern applies also when you talk about the future:

Dim hahlá'lst 'nit.	→	Dim hahlá'lst John.
<i>He will work.</i>		<i>John will work.</i>

It doesn't apply, however, when we are using "yukwhl". Then we add an -s instead of -t ending.

Yukwhl hahlá'lsit	→	Yukwhl hahlá'lsis John.
<i>He is working.</i>		<i>John is working</i>
and Yukwhl ma'óst	→	Yukwhl ma'osis John.
<i>She is playing.</i>		<i>John is playing.</i>

Here are some more examples. Can you translate them?

- (a) Dim ma'óst John t'ahlakw. John will work tomorrow.
- (b) Ma'óst Louise k'yoots. Louise played yesterday.
- (c) Yukwhl hahlá'lsis Barry gyuu'n. Barry is working now.
- (d) Dim hahlá'ls(t) dip Anthony gant Maria t'ahlakw.  
Both Anthony and Maria will work tomorrow.

1. Mas'óst dip Martin gant Andy k'yoots.
2. Dim hahlá'lst Fedelia t'ahlakw.
3. Yukwhl ma'osis Gary gyuu'n.
4. Hahlá'lst Russell k'yoots.
5. Yukwhl hahlá'lsis dip Jeff gant Emma.

# More Practice

Here is an exercise to help you learn the patterns on page 18. Translate the following into English.

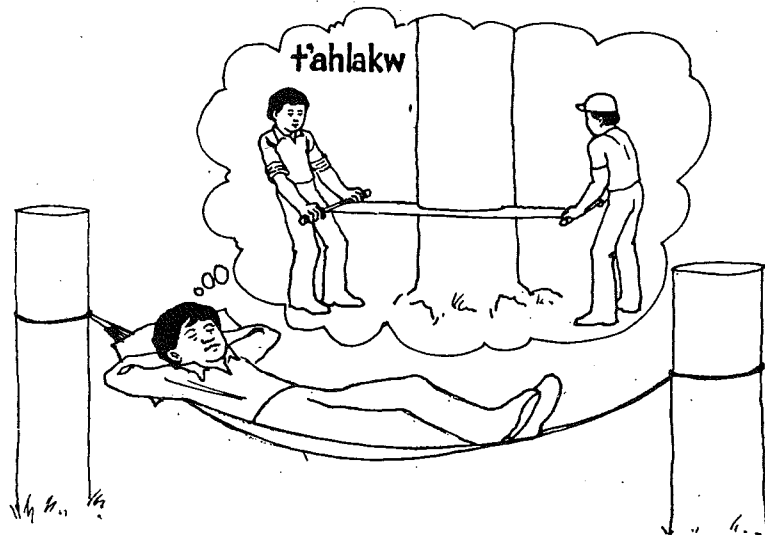
*Example:*

Dim hahlá'ls(t) dip Mel gant Guy.

*Both Guy and Mel will work.*

(note, by the way, that we have put the -t in parenthesis after hahla'ls-. The reason is that before 'dip' you can't really hear the -t. It's there, but not pronounced separately.)

1. Dim ma'óst Henrietta. \_\_\_\_\_
2. Hahlá'lst Charlie. \_\_\_\_\_
3. Yukwhl hahlá'lsis Moses. \_\_\_\_\_
4. Yukwhl ma'ósis Joe. \_\_\_\_\_
5. Yukwhl mas'ósis Carla gant Marion. \_\_\_\_\_
6. Mas'ost Jerry gant Lou. \_\_\_\_\_
7. Dim hahlá'lst Laverne. \_\_\_\_\_
8. Ma'óst Jim k'yoots. \_\_\_\_\_
9. Dim hahlá'lst Jethro t'ahlakw. \_\_\_\_\_
10. Yukwhl hahlá'lsis Marylou gyuu'n. \_\_\_\_\_



"Dim hahlá'lst 'ni'y t'ahlakw."

# John... A man...

So far we have learned to make sentences with pronouns (like I, you, he, she, we, you guys, and they). We then learned patterns used in making sentences with a person's name.

Now, we are going to learn the pattern used when you talk about a thing or person (i.e. use a noun). Compare these patterns.

Pronoun: Hahlá'lsit. *He / she works.*

Name: Hahlá'lst John. *John works.*

Person or thing: Hahlá'lsit hanák. *The woman works.*

*or occasionally Hahlá'lsithl hanák. The woman works.*

Here are the forms for these three distinctions in the future:

Pronoun: Dim hahlá'lst 'nit. *He / she will work.*

Name: Dim hahlá'lst John. *John will work.*

Person or thing: Dim hahlá'lsthl hanák. *The woman will work.*

And here are the forms for talking about action going on.

Pronoun: Yukwhl hahlá'lsit. *He / she is working.*

Name: Yukwhl hahlá'lsis John. *John is working*

Person or thing: Yukwhl hahlá'lsihl hanák. *The woman is working.*

Have you noticed that these patterns for talking about persons or things are not regular. Look at the patterns as they apply to the word for "to play".

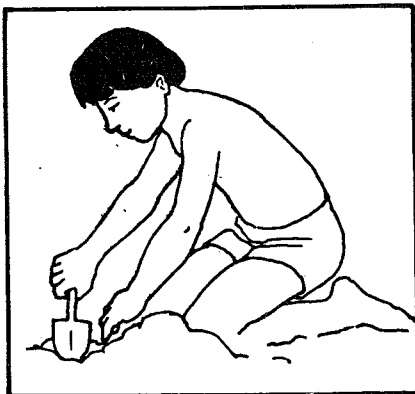
Ma'óst (or ma'ósth) gyat. *The man plays (played).*

Dim ma'óshl gyat. *The man will play.*

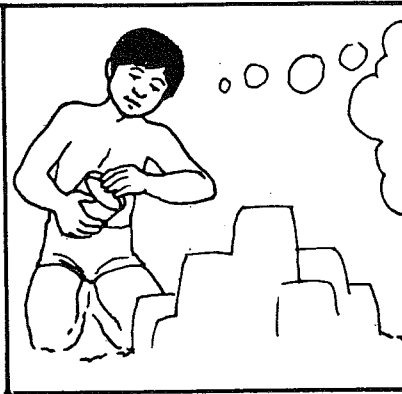
Yukwhl ma'ósihl gyat. *The man is playing.*

See how irregular they are. Don't try to figure out a pattern at this point. Just learn the way you say these things.

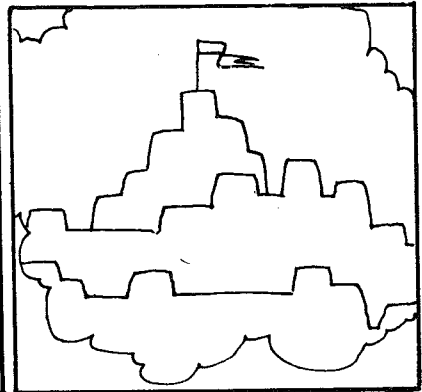
# Pattern game



"Ma'óst."



"Yukwhl ma'óst."



"Dim ma'óst 'nit."

Here is a chance to practice the sets of forms which we listed in groups on page 20. Prepare three sentences based on the English sentence as in the example below:

*Example: She / Louise / the woman will play.*

Dim ma'ós 'nit.

Dim ma'óst Louise.

Dim ma'ósth1 hanák

*He / Henry / the Indian is playing.*

Yukwhl ma'óst.

Yukwhl ma'ósis Henry.

Yukwhl ma'ósihl alúugiyat.

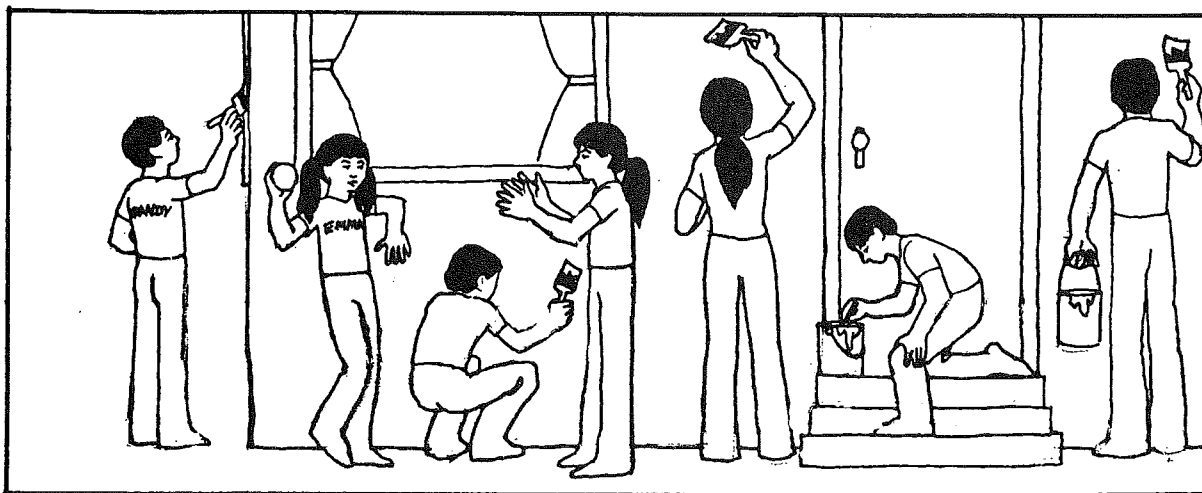
1. *She / Arleane / the old woman played.*

2. *He / Arnold / the chief will work.*

3. *She / Maria / the Whitewoman (xsim amxsiwáa) is working.*



# Pattern Review



Yukwhl gwídiit? Yukwhl hahlá'lsis Randy.

*What are they doing? Ernest is working.*

Yukwhl mas'ósis dip Erma gant Emma.

*Erma and Emma are playing.*

Yukwhl hahlá'lsihl gyat.

*The man is working.*

Here is another review of the patterns that we have been working on. Translate the following into Gitksan.

1. *He will work tomorrow.* \_\_\_\_\_
2. *John will work tomorrow.* \_\_\_\_\_
3. *John worked yesterday.* \_\_\_\_\_
4. *Martine is working now.* \_\_\_\_\_
5. *The chief will work.* \_\_\_\_\_
6. *She is working now.* \_\_\_\_\_
7. *The old man will play tomorrow.* \_\_\_\_\_  
\_\_\_\_\_
8. *Fred is playing.* \_\_\_\_\_



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

Yukwhl gwin?	What are you doing?
Yukwhl gwídist?	What is he doing?
Yukwhl gwísi'm?	What are you guys doing?
and Yukwhl gwídiit?	What are they doing?

Well, here are the other two questions that you need to complete this set:

Yukwhl gwis John?	What is John doing?
and Yukwhl gwihl gyat?	What is the man doing?

So, now you know both the questions and the answers to ask about what folks are doing. Here is a drill to give you some practice. Give any answer that makes sense!

*Example:*

- A. Yukwhl gwísi'm? Yukwhl hahlá'lst'm.
- B. Yukwhl gwis Zeke? Yukwhl ma'ósis Zeke or Yukwhl ma'óst.
- C. Yukwhl gwihl gyat? Yukwhl hahlá'lsihl gyat tust.

1. Yukwhl gwídiit? \_\_\_\_\_
2. Yukwhl gwis Leroy? \_\_\_\_\_
3. Yukwhl gwihl sim'óogit? \_\_\_\_\_
4. Yukwhl gwísi'm? \_\_\_\_\_
5. Yukwhl gwin? \_\_\_\_\_
6. Yukwhl gwihl xsim aluúgigyat (*Indian woman*)  
\_\_\_\_\_
7. Yukwhl gwis Junior? \_\_\_\_\_
8. Yukwhl gwídist? \_\_\_\_\_



Mas 'ós 'm.

# Review

This is the first of the sections called *What you should know by now!* These sections are important reviews and are printed on colored pages. When you come to these colored sections of the book you know that it's your final chance to learn the patterns that we have just covered.

Learning a language is like building a skyscraper. You can't put the second story on until you have finished the ground floor. You have to have a good basis. The patterns given so far in the book are an important basis for all that will follow. This is your chance to learn it really well.

## Pattern

Yukwhl gwín?

*What're you doing?*

Yukwhl gwídist?

*What is he doing?*

Yukwhl gwis John?

*What is John doing?*

Yukwhl gwísi'm?

*What're you guys doing?*

Yukwhl gwídiit?

*What are they doing?*

Yukwhl gwíhl hanák?

*What is the woman doing?*

Yukwhl hahlá'lst'y.

*I am working.*

Yukwhl hahlá'lstn.

*You are working.*

Yukwhl hahlá'lsit.

*He/she is working.*

Yukwhl hahlá'lst'm.

*We are working.*

Yukwhl hahlá'lsisi'm.

*You guys are working.*

Yukwhl hahlá'lsdiit.

*They are working.*

Yukwhl ma'ós'y.

*I am playing.*

Yukwhl ma'ósn.

*You are playing.*

Yukwhl ma'óst.

*He/she is playing.*

Yukwhl ma'ós'm.

*We are playing.*

Yukwhl ma'ósisim.

*You guys playing.*

Yukwhl ma'ósdiiit.

*They are playing.*

Present-Past

hahlá'lst'y

*I work, worked.*

hahlá'lstn

*You work, worked.*

hahlá'lsit

*He/she works, worked.*

hahlá'lst'm

*We work, worked.*

hahlá'lsisi'm

*You guys work, worked.*

hahlá'lsdiit

*They work, worked.*

Emphatic Present-Past

hahlá'lst 'ni'y

I work, worked.

hahlá'lst 'niin

YOU work, worked.

hahlá'lst 'nit

HE or SHE works, worked.

hahlá'lst 'nuu'm

WE work, worked.

hahlá'lst 'nísi'm

YOU GUYS work, worked.

hahlá'lst 'nidiit

THEY work, worked.

ma'ós'y

*I play, played.*

ma'ós'n

*You play, played.*

ma'óst

*He or she plays, played.*

mas'ós'm

*We play, played.*

mas'ósisim

*You guys play, played.*

mas'ósdiiit

*They play, played.*

ma'ós 'ni'y

I play, played.

ma'ós 'niin

YOU play, played.

ma'ós 'nit

HE or SHE plays, played.

mas'ós 'nuu'm

WE play, played.

mas'ós 'nísi'm

YOU GUYS play, played.

mas'ós 'nidiit

THEY play, played.

New Vocabulary - Time words

k'yoots

*Yesterday*

gyuu'n

*now*

t'ahlakw

*tomorrow*

# Review

## Future

Dim hahlá'lst 'ni'y.  
*I will work.*

Dim hahlá'lst 'niin.  
*You will work.*

Dim hahlá'lst 'nit.  
*He or she will work.*

Dim hahlá'lst 'nuu'm.  
*We will work.*

Dim hahlá'lst 'nísi'm.  
*You guys will work.*

Dim hahlá'lst 'nídiit.  
*They will work.*

## Future

Dim ma'ós 'ni'y  
*I will play.*

Dim ma'ós 'niin  
*You will play.*

Dim ma'ós 'nit  
*He or she will play.*

Dim mas'ós 'nuu'm  
*We will play.*

Dim mas'ós 'nísi'm.  
*You guys will play.*

Dim mas'ós 'nídiit.  
*They will play.*

Yukwhl hahlá'lsit.  
*He or she is working.*

Hahlá'lsit.  
*He or she works, worked.*

Dim hahlá'lst 'nit.  
*He or she will work.*

Yukwhl ma'óst.  
*He or she is playing.*

Ma'óst.  
*He or she plays, played.*

Dim ma'ós 'nit.  
*He or she will play.*

Yukwhl hahlá'sis John.  
*John is working.*

Hahlá'lst John.  
*John works, worked.*

Dim hahlá'lst John.  
*John will work.*

Yukwhl ma'ósis John.  
*John is playing.*

Ma'óst John.  
*John plays, played.*

Dim ma'óst John.  
*John will play.*

Dim hahlá'lst dip Anthony gant Maria t'ahlakw.  
*Both Anthony and Maria will work tomorrow.*

# Hasága'yhl \_\_\_\_\_

Here's another verb to start learning. Many of the patterns that we learned for *working* and *playing* will also be used with this word.

The word is *to want*, hasák.

hasá <u>g</u> a'y	<i>I want</i>	hasá <u>g</u> a'm	<i>we want</i>
hasá <u>g</u> an	<i>you want</i>	hasá <u>k</u> si'm	<i>you guys want</i>
hasá <u>k</u> t	<i>he/she wants</i>	hasá <u>k</u> diit	<i>they want</i>

Did you notice that sometimes there was a k and sometimes a g in these forms? You learned about these alternations of sounds before in *Book 6*. Let's refresh our memories about that rule with the examples given there, on page 76.

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:

<i>root word:</i>	<u>gayt</u> - <i>hat</i>	<u>wakx</u> - <i>brother</i>	<u>nakx</u> - <i>dress</i>
<i>my-</i>	<u>gayd</u> 'y	wag'y	ná <u>g</u> a'y
<i>your-</i>	<u>gaydn</u>	wagn	nagn
<i>his/her-</i>	<u>gaytt</u>	wakt	nakt
<i>our-</i>	<u>gayd</u> 'm	wag'm	ná <u>g</u> a'm
<i>you guys'-</i>	<u>gáytsi</u> 'm	wá <u>k</u> si'm	ná <u>k</u> si'm
<i>their-</i>	<u>gáytdiit</u>	wá <u>k</u> diit	ná <u>k</u> diit

Remember: These changes take place in the *I*, *you*, and *we* forms.

Here are two more forms that you should know:

Hasáks Don. Don wants.

Hasákh1 amxsiwáa. The whiteman wants.

To help you learn these forms, here is a drill. Translate the Gitksan phrases into English and the English into Gitksan.

Example: Hasáks Charlene. Charlene wants.  
We want. Hasága'm.

1. Hasákdiit. \_\_\_\_\_
2. The woman wants. \_\_\_\_\_
3. Haságan. \_\_\_\_\_
4. You guys want. \_\_\_\_\_
5. Hasákh1 k'ay 'mas. \_\_\_\_\_
6. I want. \_\_\_\_\_
7. Hasákh1 t'axóo'odm gyat. \_\_\_\_\_
8. The chief wants. \_\_\_\_\_
9. Hasáksi'm. \_\_\_\_\_
10. The Indian wants. \_\_\_\_\_

Keep the exercise going by having each person in the class make up a form which he or she can say out loud. Then the whole class repeats it and the person sitting next to the one who made it up translates it. Then it's that person's turn.





# Direct Objects

Here are some more complicated sentences:

Hasága'yhl os. I want a dog.

Hasáks Harryhl os. Harry wants a dog.

Hasákh1 gyeth1 os. The man wants a dog.

Have you ever heard the terms SUBJECT and DIRECT OBJECT?

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

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

In the sentences above, the subjects (*I, Harry, man*) are underlined once and the direct objects (*dog*) are underlined twice.

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

but

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

In these sentences, underline the subject once and the direct object twice in both the English and Gitksan sentences.

Example: Hasákh1 sim'oógith1 anaáx. The chief wants bread.  
 Hasága'yhl daála'. I want money.

(Note that the Set B endings can stand for a subject.)

1. Hasáks Maryhl nága'y. Mary wants my dress.
2. Hasákdiihl anhóoya'n. They want your vehicle.
3. Hasákh1 Gitxsánhl duus tust. The Gitksan wants that cat.
4. Hasága'mhl hon gyuu'n. We want fish now.

The answers are upside down on the bottom of the page.

1. Hasáks Maryhl nága'y. Mary wants my dress. 2. Hasákdiihl anhóoya'n. They want your vehicle. 3. Hasákh1 Gitxsánhl duus tust. The Gitksan wants that cat. 4. Hasága'mhl hon gyuu'n. We want fish now.

# Relational Marker -hl

Now that you know what the subject and direct object are, you can compose sentences using them. Look at the examples at the bottom of the previous page. Here are a few more.

Hasáks Juliah1 wilb'y. *Julia wants my house.*

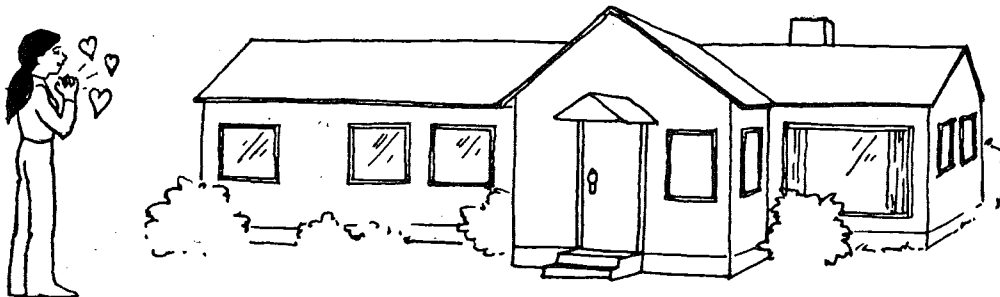
Hasákh1 alúgigyath1 wii t'ism wilbn. *The Indian wants your big house.*

Hasákth1 gyowadén tust. *He/she wants that horse.*

Note the -hl that always attaches to the word before the direct object. There is also an -hl ending on the verb if the subject is a noun, you remember. This is the same -hl that we studied above on page 20.

What do we call that -hl ending? RELATIONAL MARKER

Go back to the three sentences at the top of the page. Draw a circle around all of the relational markers (-hl) in those three sentences. You should draw 4 circles.



Translate the following sentences into English.

1. Hasáks Annh1 gan t'imíst tun. \_\_\_\_\_
2. Hasága'yhl sa'wnsxdiiit gyuu'n. \_\_\_\_\_
3. Hasákth1 duus'm. \_\_\_\_\_
4. Hasákh1 t'axóodm hanákh1 gwidetsn. \_\_\_\_\_  
\_\_\_\_\_
5. Hasákh1 mismuusxwnh1 aks. \_\_\_\_\_
6. Hasága'mh1 sii anhoóya'. \_\_\_\_\_
7. Hasáks Billyh1 áma k'abaluu. \_\_\_\_\_

# More Practice



Hasákh1 gyath1 k'abaluu.

Let's practice more of these direct object sentences. You know the pattern by now, so let's make up some sentences which use the following words that you learned in *Books 1-5*.

amhaláyt *frontlet*

txwa *glass (for drinking)*

anúhl *drum*

anjám/anjímjam *pot/pans*

amíilxw *mask*

hlit' *ball*

haséex *rattle*

'mal/hú'mal *canoe/s*

smax *meat*

k'abalúu *rifle*

anáax *bread*

hawíl *arrow*

Examples: *I want your frontlet.* Hasága'yhl amhaláydñ.  
*John wants that drum.* Hasáks Johnhl anuhl tust.

1. *The man wants the meat.* \_\_\_\_\_
2. *You want my ball.* \_\_\_\_\_
3. *They want the pans.* \_\_\_\_\_
4. *We want the arrows.* \_\_\_\_\_
5. *I want a glass.* \_\_\_\_\_
6. *He wants your rattle.* \_\_\_\_\_
7. *You guys want my mask.* \_\_\_\_\_
8. *The woman wants my bread.* \_\_\_\_\_

(Note: anaáx, bread, but anaáy'y, my bread)

# Pattern game

Here is a game. Your teacher will put the following things out on a desk.

*pencil* gan t'imíst

*hat* gayt

*paper* sa'wnsxw

*money* dáala'

*book* buukxw

*spoon* hóobix

*comb* hapt's'á'y

(Add another word you want to know.)

Your teacher will ask members of the class one of two questions.

(A) Gwihl haságan, (name)? What do you want, \_\_\_\_\_?

The student named should answer. That he wants one of the things on the desk:

Hasága'yhl (thing). I want the \_\_\_\_\_.

Or the teacher can ask:

(B) (name), gwihl hasáks (name of a different student)?

The student spoken to should then answer that the student referred to wants one of the things on the desk.

Hasáks (name) h1 (thing).

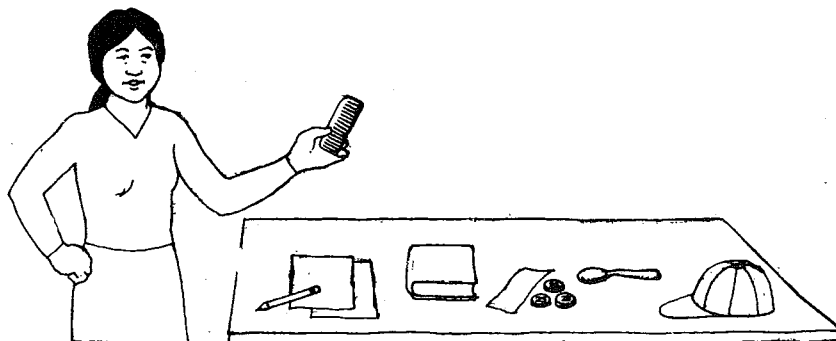
*Examples:* (A) *Teacher:* Gwihl haságan, Mary?

*Student:* Hasága'yhl dáala.

(B) *Teacher:* Don, gwihl hasáks Sally?

*Student:* Hasáks Sallyhl hapt's'á'y.

Enjoy this game. Let each person in the class respond several times. Then let a student who is really good at Gitksan be the teacher! Then you be the teacher.



# Indirect Objects

Here is a new sentence pattern that involves what we call the Indirect Object.

Hasága'yhl os. —————> Hasága'yhl os loot.  
*I want a dog.*                      *I want a dog for her/him.*

Hahlá'lst 'ni'y —————> Hahlá'lst 'ni'y lóodiit.  
*I work(ed).*                              *I work(ed) for them.*

In these sentences, we have actions being done to someone or for someone.

The indirect object is the person to whom or for whom something is done.

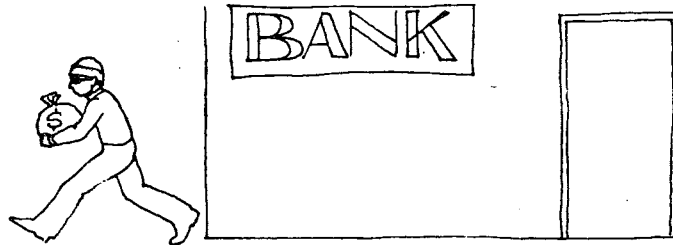
Here are some examples of sentences with indirect objects.

I gave it to mother. I did it for dad. I made it for them. I won it for Harry. I wanted the glass for Margaret. I tried hard for the team( 's sake).

In the sentences that follow, underline the subject once and the direct object twice, and draw a circle around the indirect object. Here's an example:

Dim hahla'lst 'nisi'm loo'y. *You guys will work for me*  
 (Note that there's no direct object in this sentence.)

Hasága'yhl dáala lóodiit. *I want money for them*



1. Hasáks Harryhl gan t'imíst'y loon. *Harry wants my pencil for you.*
2. Haságanh1 sa'wnsxt loo'm. *You want his paper for us.*
3. Hahlá'lst'y loon k'yoots. *I worked for you yesterday.*

————— answers —————

1. Hasáks Harryhl gan t'imíst'y loon. He wants his paper for us. loo'm sa'wnsxt loo'm gan t'imíst'y loon for you yesterday.  
 2. Haságanh1 sa'wnsxt loo'm. Harry wants my pencil for you. loo'm sa'wnsxt loo'm gan t'imíst'y loon for you yesterday.  
 3. Hahlá'lst'y loon k'yoots. I worked for you yesterday. loo'm sa'wnsxt loo'm gan t'imíst'y loon for you yesterday.

# Set C

There is a special group of words that serve as Indirect Objects. Here they are.

loo'y to me, for me

loo'm to us, for us

loon to you, for you

lóosi'm (lóosim) to/for you  
guys

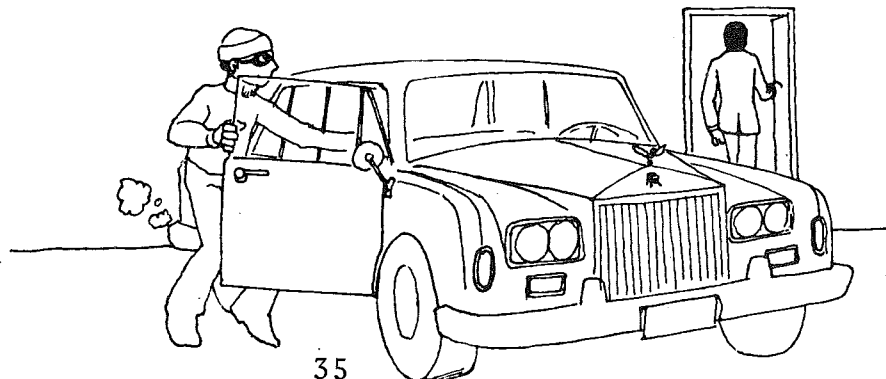
loot to him/her  
for him or her

lóodiit to them, for them

Note that these mini-words seem to have the Set B endings on a root syllable loo-. That's an easy way to remember them.

Here are some more example sentences that have these new mini-words in them.

1. Yukwhl hahlá'lsit loo'y gyuu'n. *She is working for me now.*
2. Dim hahlá'lsit 'nisi'm loodiit t'ahlakw.  
*You guys are going to work for them tomorrow.*
3. Hasákhl nigwóod'yhl os tust loo'm.  
*My father wants that dog for us.*
4. Hasáks Haroldhl gyowaden tun loon.  
*Harold wants this horse for you.*
5. Hahlá'lst 'niin loo'm k'yootsa? *Did you work for us yesterday?*
6. Dim hahlá'lst 'niin loo'm t'ahlagwa?  
*Will you work for us tomorrow?*
7. Hasáks Terryhl anhooya'n loo'y. *Terry wants your car for me.*



# Give!

Here is another new verb for you to learn. It is a really important one and uses indirect objects a lot.

gi'nám'y	<i>I give, gave</i>	gi'nám'm	<i>we give, gave</i>
gi'nám'n	<i>you give, gave</i>	gi'námsi'm	<i>you guys give, gave</i>
gi'námit	<i>he or she gives/gave</i>	gi'námdiit	<i>they give, gave</i>

---

gi'námis	John	<i>John gives, gave</i>
gi'námihl	hanák	<i>the woman gives, gave</i>
dim gi'námis	John	<i>John will give</i>
dim gi'námihl	gyat	<i>the man will give</i>
dim gi'námthl	daala'	<i>he will give the money</i>

Note that the only irregular sentence is the last one.

gi'námit *he gives, gave*

dim gi'námthl gan t'imíst. *he will give the pencil.*

The -i drops out of the he/she form when you have dim.



Gi'námhl hanákh1 dáala ahl gyat.

# Pattern Practice

Here are some examples of sentences that use indirect objects.

Gi'nám'yhl dáala'n loot. *I gave your money to him/her.*

Gi'námithl os'y loon. *He gives my dog to you.*

Gi'námihl hanákh<sub>l</sub> dáala' loo'y. *The woman gave the money to me.*

Dim gi'námthl anáax loo'm. *He will give the bread to us.*

Dim gi'námis Jerry anáy<sub>n</sub> loo'm. *Jerry will give your bread to us.*

Based on these examples, can you translate the following sentences into Gitksan?

Examples: *I will give your money to him.*

Dim gi'nám'yhl dáala'n loot.

---

*John gave your food to them.*

Gi'námis Johnhl winéeyn lóodiit.

---

1. *The old woman will give the dog to you guys.*

---

2. *Charlie gave the wine (aksa maa'y) to us.*

---

3. *They will give the wine to me.*

---

4. *He gave the wine to you. I will give wine to them.*

---

5. *John is going to give the wine to me.*

---

6. *The Whiteman gives the money to the Indian. The Indian gives the fish to the Whiteman.*

---

---



# ahl & as \_\_\_\_\_

So far, all of the Indirect Objects have been pronouns like *I, you, he, she, we, you guys, and they*. So we have been able to use the mini-words that have loo- as a root (loo'y, loon, loot, loo'm, loosi'm or loosim, and loodiit).

When you want to talk about doing something for a thing or person, you use this pattern.

Gi'nám'yhl smax ahl os'y. *I give the meat to my dog.*

Gi'námis Johnhl anúuhl'y as Mary. *John gave my drum to Mary.*

Gi'nám'm dáa'la ahl taxóo'odm hanák. *We gave money to the old woman.*

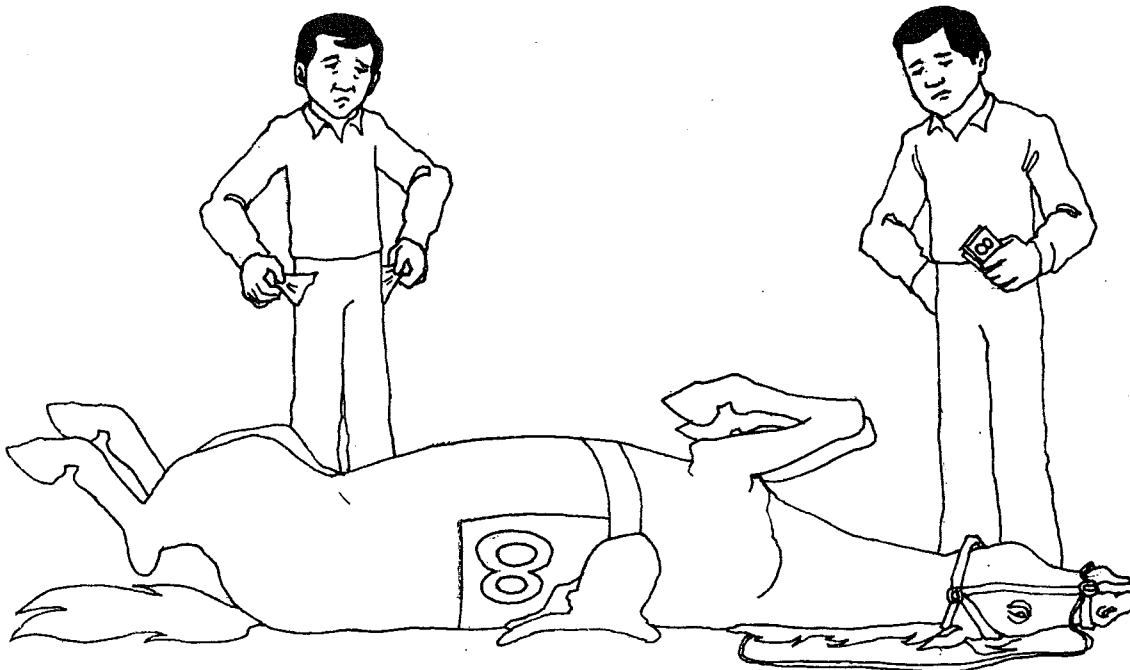
Gi'námihl hanákhl anáax as Mary. *The woman gave the bread to Mary.*

Hahlá'lst 'ni'y as John. *I work for John.*

Dim hahlá'lst 'nuu'm ahl sim'óogit.  
*We'll work for the chief.*

Hasága'yhl siwídis ahl sii tk'ihlxw.

*I want candy (siwídis from sweets) for the baby (newborn = sii tk'ihlxw).*



Gi'námithl daala'y ahl gyowadén.

# More Practice

Here's your chance to really learn these sentence patterns. In the exercise below, you will have the chance to translate sentences that have direct objects and indirect objects. They will use the four verbs that we have been studying so far.

Before going on, go back to *Book 2* and learn the words for articles of clothing, on page 21. Here they are for you to review:

haxhóoyasxw	<i>clothes</i>	iis	<i>necklace</i>
xshla'wsxw	<i>shirt</i>	ts'á'waxs	<i>shoes</i>
nakx	<i>dress</i>	luúxwhli 'maxs	<i>undershirt</i>
'maxs	<i>pants</i>	luúxwhli xshla'wsxw	<i>underpants</i>
gwidets'	<i>coat, jacket</i>		

Examples: *I will give a new dress to Mary.*

Dim gi'nám'yhl sii nakx as Mary.

---

*I want a coat for the old man.*

Hasága'yhl gwidéts' ahl taxóo'odm gyet.

---

- I want a dress.* \_\_\_\_\_
- I gave you a necklace.* \_\_\_\_\_
- I will give (a pair of) pants to Harold.*  
\_\_\_\_\_
- I worked for the Gitksan (Indian).* \_\_\_\_\_
- You worked for me.* \_\_\_\_\_
- You are working for John, I am working for Sally.*  
\_\_\_\_\_  
\_\_\_\_\_
- I want a shirt and undershirt for the boy.*  
\_\_\_\_\_
- The man gave shoes to the woman.*  
\_\_\_\_\_
- The chief will give a dress to Ann.* \_\_\_\_\_

# Fishing

Here are two more verbs that you can use with the patterns that we have been practicing.

to catch fish, 'muukwhl hon

'Muugw'yhl hon. *I catch a fish. I caught a fish.*

'Muugwnhl hon. *You catch/caught a fish.*

'Muúgwithl hon. *He or she catches/caught fish.*

'Muugw'mhl hon. *We catch/caught fish.*

'Muúgwisi'mhl hon. *You guys catch/caught fish.*

'Muúkwdiithl hon. *They catch/caught fish.*

'Muúgwis Johnhl hon. *John catches/caught fish.*

'Muúgwihl gyathl hon. *The man catches/caught fish.*

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

Dim 'muugw'yhl hon. *or* Dim 'muukxw 'ni'yhl hon.

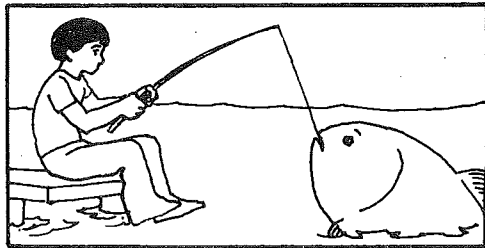
*I will catch fish.*

etc.

Dim 'muúgwithl hon. *He will catch a fish.*

Dim 'muúgwis Johnhl hon. *John will catch a fish.*

Dim 'muúgwihl gyathl hon. *The man will catch a fish.*



'Muúgwithl hon.



Gyéhlxwithl plaque.

# & Carving

to carve a plaque, gyehlxwhl plaque

Gyehlxw'yhl plaque. *I carve a plaque. I carved a plaque.*

Gyehlxwnhl plaque. *You carve/carved a plaque.*

Gyéhlxwithl plaque. *He or she carves/carved a plaque.*

Gyehlxw'mhl plaque. *We carve/carved a plaque.*

Gyéhlxwisi'mhl plaque. *You guys carve(d) a plaque.*

Gyéhlxwdiithl plaque. *They carve(d) a plaque.*

Gyéhlxwis Johnhl plaque. *John carves/carved a plaque.*

Gyéhlxwihl amxsiwáahl plaque. *The Whiteman carves/  
carved a plaque.*

As with 'muukwhl hon, you can make the future either by adding 'dim' to the above forms or by adding the Set A mini-words to gyehlxw.

Dim gyehlxw'yhl plaque. *or Dim gyehlxw 'ni'yhl plaque.*

*I will carve a plaque*

*etc.*

Dim gyéhlxwithl plaque. *He will carve a plaque*

Dim gyéhlxwis Johnhl plaque. *John will carve a plaque.*

Dim gyéhlxwihl gyathl plaque. *The man will carve a  
plaque.*

Here are some examples of these verbs in sentences that use the patterns that we have been learning. They can take both direct and indirect objects.

1. 'Muugw'yhl hon k'yoots. *I caught a fish yesterday.*
2. Dim 'muugwis Johnhl hon loo'y. *John will catch a fish for  
me.*
3. 'Muugwihl sim'oogithl hon es Mary. *The chief will catch a  
fish for Mary.*
4. Dim gyehlxwihl tk'ihlxwm hanakhl plaque loo'm. *The young  
woman will carve a plaque for us.*
5. Gyehlxwis Doreerhl amiilxw ehl aluugigyat. *Doreen carved  
a mask for the Indian.*
6. Dim gyehlxwithl haseex es Lloyd. *He will carve a rattle  
for Lloyd.*
7. Gyehlxwdiithl plaque tun lbosim. *They carved this plaque  
for you all.*

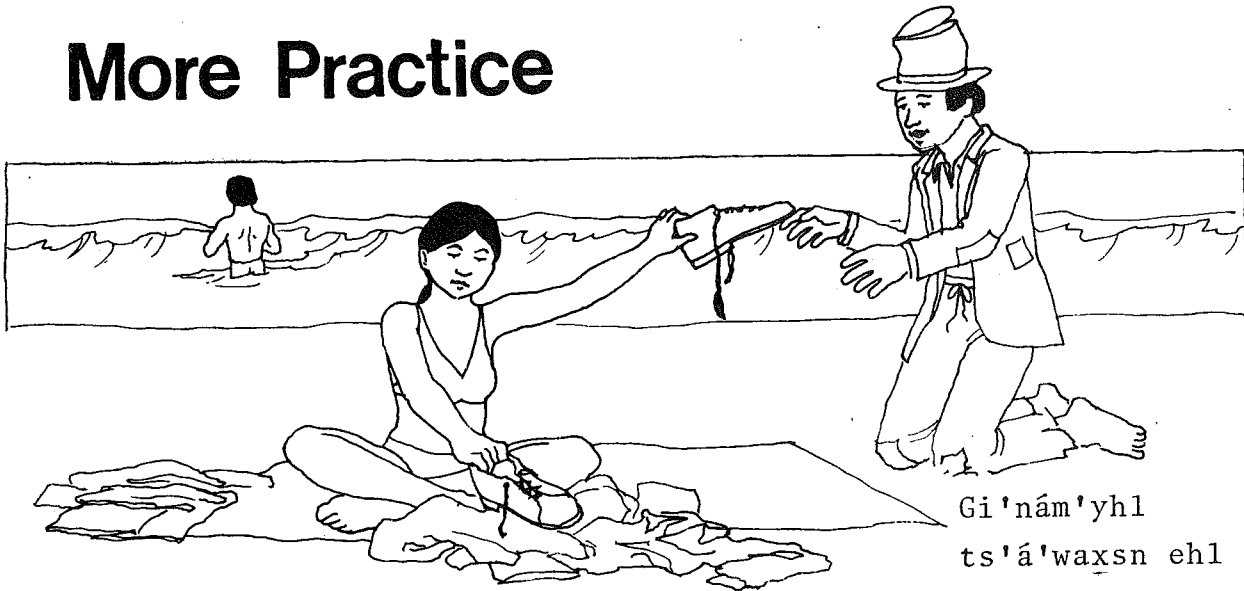
# Pattern Review

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

1. Dim gyehlxw'mhl plaque loon. \_\_\_\_\_
2. Dim gyehlxw'yhl plaque es Raymond.  
\_\_\_\_\_
3. Dim gyehxw'yhl plaque ehl t'axóo'odm hanák tust.  
\_\_\_\_\_
4. Gyehlxhl k'ay 'masm gyathl amíiluxw loo'y.  
\_\_\_\_\_
5. 'Muúgwithl hon es Harry. \_\_\_\_\_
6. 'Muúgwis Louise-hl hon ehl Gitxsán.  
\_\_\_\_\_
7. Gi'námithl dáala' ehl xsim amxsiwáa (*White woman*).  
\_\_\_\_\_
8. Dim gi'námthl hon loon t'ahlakw.  
\_\_\_\_\_
9. Dim gi'námis Brianhl 'maxs'y es Bill.  
\_\_\_\_\_
10. Hasákthl mismúus tun. \_\_\_\_\_
11. Hasákhhl mismúushl winéex tun.  
\_\_\_\_\_
12. Hasáks Pierhl mismúusxwn gyuu'n.  
\_\_\_\_\_
13. Dim hahlá'lst nidiit loo'm. \_\_\_\_\_
14. Yukwhl hahlá'lsit loo'y sa gyuu'n (*today*).  
\_\_\_\_\_
15. \_\_\_\_\_

(Make up a sentence in Gitksan using these patterns.)

# More Practice



Gi'nám'yhl  
ts'á'waxsn ehl gyat.

Translate the following English sentences into Gitksan.

*Example: She gave my shoes to the old man.*

Gi'námithl ts'á'waxs'y ehl t'axó'odm gyat.

1. *He carved a totem pole for her (totem pole, hednsm gan, gan, gyedm gan, or xwts'a'n).*  
\_\_\_\_\_
2. *They will carve a cradle for Walter (cradle, 'woo'mhlxw).*  
\_\_\_\_\_
3. *The young woman carves a mask for the chief (mask, amíluxw).*  
\_\_\_\_\_
4. *You carved a rattle and a mask for them (rattle, haséex; and ganhl).*  
\_\_\_\_\_
5. *We will carve a frontlet for that woman (frontlet, amhaláyt).*  
\_\_\_\_\_
6. *The chief (a woman) gave me a drum (drum, anuhl).*  
\_\_\_\_\_
7. *I want a wooden spoon for Guy (wooden spoon, hóobigm gan).*  
\_\_\_\_\_

# & Buying

Here is another new word that you will want to know!

*to buy, giikw-*

Giigw'yhl winéex. *I buy food. or I bought food.*

Giigwnhl smax. *You buy/bought food.*

Gíigwithl anáax. *He/she buys/bought food.*

Giigw'mhl miyuúp. *We buy/bought rice.*

Gíigwisi'mhl sgusiít. *You guys buy/bought potatoes.*

Gíikwdiithl hlgim ha. *They buy/bought eggs.*

Gíigwis Johnhl áksa maa'y. *John buys/bought wine (or fruit juice).*

Gíigwihl hanákh<sub>l</sub> xdii. *The woman buys/bought tea.*

The future can be formed in either of these ways:

Dim giikw 'ni'yhl sugwa. *or* Dim giigw'yhl sugwa.

*I will buy sugar.*

Dim gíigwithl tsánksa gaakx. *He will buy onions.*

Dim gíigwis Johnhl siwídis. *John will buy candy.*

Dim gíigwihl gyathl ságas gas. *The man will buy canned pop.*



Gíikwdiithl winéex loo'y.

Gíigwihl hanákh<sub>l</sub> ságas gas  
ehl t'axóo'odm gyat.

# More Practice

Translate the following using the patterns that we have been working on. The sentences have both direct and indirect objects.

*Examples: He will buy me candy.*

*Dim giigwithl siwidis loo'y.*

---

*John bought Helen socks yesterday.*

*Giigwis Johnhl t'ahlisx es Helen k'yoots.*

---

1. *The teenager (boy) will buy you eggs.*

---

2. *The teenager (girl) bought the woman sugar and rice.*

---

3. *She bought a pop. I bought a candy. You bought bread.*

---

---

4. *Sadie will buy onions tomorrow for Clara.*

---

5. *The old woman buys food for the old man.*

---

6. *I buy.*                      7. *We buy.*                      8. *The young woman buys.*  
9. *Dick bought.*    10. *He will buy.*    11. *John and Mary buy.*  
12. *I will want.*    13. *Joe wants.*    12. *The old man wants.*  
15. *John carves.*    16. *She carves.*    17. *They give.*  
18. *We'll give.*    19. *John gave.*    20. *You guys will give.*

Make flashcards with pictures of different things that you can buy at the store...and for which you know Gitksan words. This is a good way to learn new vocabulary.

Then, your teacher will hold up a card and you say. *Hasága'y \_\_\_\_\_ . Dim giigw'yh1 \_\_\_\_\_ .*  
*I want some \_\_\_\_\_ . I'm going to buy some \_\_\_\_\_ .*



# Pattern game

Your teacher will ask you one of the following questions.

Gwihl giigwn?	What did you buy?
Gwídim giigwn?	What are you going to buy?
Gwihl haságan?	What do you want?
Gwihl gyehlxwn?	What did you carve?
Gwídim gyehlxwn?	What will you carve?

Answer the teacher any way that makes sense and that you feel like. Make up your answers. They can be funny if you want them to be...but don't forget that speaking Gitksan is a time to be serious in class. Think about what you are saying!

Giigw'yhl _____.	(Clothes? food? Put in any Gitksan word that makes sense. You may want to review the words in <i>Gitksan for Kids: 1-3</i> or use other words you now know.)
Dim giigw'yhl _____.	
Hasága'yhl _____.	
Gyehlxw'yhl _____.	
Dim gyehlxw'yhl _____.	

Then your teacher will ask members of the class individually to answer these questions about other classmates.

Gwihl giikwt (the name of someone else in the class)  
or Gwihl hasákt (the name of someone else in the class)

Answer the teacher what that person might want or buy.

Translate the following into Gitksan.

1. I bought (a) tea, (b) meat, (c) potatoes, (d) onions, (e) rice, (f) sugar, (g) wine and pop, (h) tea and coffee, (i) eggs and chicken, (j) bread and candy.
2. I carved (a) a mask, (b) a frontlet and a spoon, (c) a rattle and a cradle, (d) a totem pole and a drum.
3. I want (a) shoes, (b) pants and a shirt, (c) underpants and undershirt, (d) dress and skirt, (e) hat and coat.

# Pattern

Look at these patterns:

Gíigwis Johnhl bíya. *John bought beer.*

Gíigwis nóxo'yhl k'yáanu. *My mother bought turnips.*

Gíigwis nigwóod'yhl smax. *My father bought meat.*

Gíigwis nts'iits'thl sgusiit. *His grandmother bought  
potatoes.*

Gíigwis niyé'e'mhl k'abaluú. *Our grampa bought a  
rifle.*

Here is a new rule:

The words for close relations take the same ending on the verb as peoples' names do, *i. e.* -s.

*mother* - nox (and nóxo'y, nóxon, noxt, etc.)

*father* - nigwóot (and nigwóod'y, nigwóodn, etc.)

*gramma* - nts'iits' (and nts'iits'y, nts'iits'n, etc.)

*grampa* - niyé'e (and niyé'é'y, niyé'en, etc.)

*brother of a boy* - wakx (and wag'y, wagn, wakt, etc.)

*sister of a girl* - xhlgiiqxw (and xhlgiiqw'y, etc.)

*boy's sister and girl's brother* - gumxwtí (and gumxwtí'y,  
etc.)

Here are some examples of sentences that show these family and kin words working just like peoples' names in sentences.

1. Hasáks Bobhl os. *Bob wants a dog.*

Hasáks nigwóod'yhl duus. *My father wants a cat.*

2. Gi'námis Margarethl daala' loon. *Margaret gives you money.*

Gi'námis noxthl anaayñ loo'y. *Her mother gives me your bread.*

3. 'Múugwis Lorrainehl hon es Harry. *Lorraine caught a fish for Harry.*

'Múugwis nts'iits'yhl hon es wag'y. *My gramma caught my brother a fish.*

4. Gyéhlxwis niyé'ethl amhaláyt loo'm. *His grampa carves us a frontlet.*

Gyéhlxwis Frankhl hóobigm gan es gumxwtí'y. *Frank carves my  
brother/sister a wooden spoon.*

# PAY ATTENTION!

The last few verbs we have studied usually take direct objects: *to catch something, to give something, to carve something, and to buy something.*

These verbs that usually take direct objects form their progressive forms different from verbs like *hahla'ls, to work;* and *ma'os, to play.* Those verbs simply put 'Yukwhl' in front of the verb:

Yukwhl hahlá'lst'y. *I am working.*

Yukwhl hahlá'lstn. *You are working.*

etc.

But, verbs that take direct objects form their yukw- forms like this. Note the difference.

## to carve - gyehlxw

Yúkwna gyehlxwhl plaque.

*I am carving a plaque.*

Yúkwma gyehlxwhl plaque.

*You are carving a plaque.*

Yukwt gyehlxwhl plaque.

*He or she is carving a plaque.*

Yukw dip gyehlxwhl plaque.

*We are carving a plaque.*

Yúkwmasim gyehlxwhl plaque.

*You guys are carving a plaque.*

Yukwt gyéhlxwdiithl plaque.

*They are carving a plaque.*

Yukwt gyehlxws Johnhl plaque.

*John is carving a plaque.*

Yukwt gyehlxwhl hanákh<sup>l</sup> plaque.

*The woman is carving a plaque.*

## to buy - giikw

Yúkwna giikwhl smax.

*I am buying meat.*

Yúkwma giikwhl smax.

*You are buying meat.*

Yukwt giikwhl smax.

*He or she is buying meat.*

Yukw dip giikwhl smax.

*We are buying meat.*

Yúkwmasim giikwhl smax.

*You guys are buying meat.*

Yukw gíikwdiithl smax.

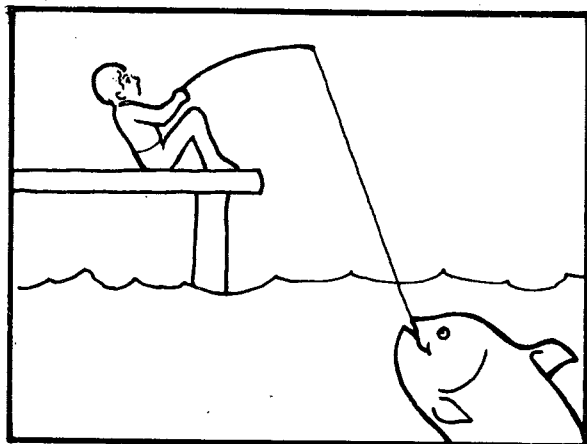
*They are buying meat.*

Yukwt giikws Johnhl smax.

*John is buying meat.*

Yukwt giikwhl hanákh<sup>l</sup> smax.

*The woman is buying meat.*



"Yukwt 'muukwhl hon!"

"Ee'e. Yukwt 'muukwhl. 'wii  
t'ism hon!"

After learning the forms on page 48, fill these in using that pattern:

to catch - 'muukwhl

I am catching (a) fish. \_\_\_\_\_

You are catching (a) fish. \_\_\_\_\_

He is catching (a) fish. \_\_\_\_\_

We are catching (a) fish. \_\_\_\_\_

You guys are catching (a) fish. \_\_\_\_\_

They are catching (a) fish. \_\_\_\_\_

John is catching (a) fish. \_\_\_\_\_

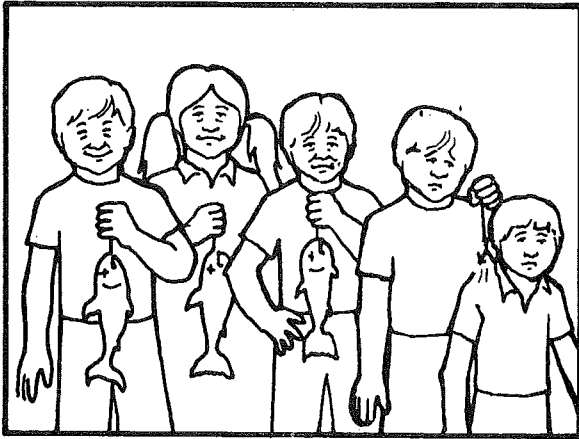
The man is catching (a) fish. \_\_\_\_\_

Here are some things to note about these forms:

(a) 'Muukwhl hon can usually mean either "to catch fish" or "to catch a fish". It can sometimes also mean "to catch the fish". This is true of all these verbs.

(b) The forms of yukw- with words that take objects has a Set of endings that we can call Set D endings:

-na	- I	_____ dip	- we
-ma	- you	-masim	- you guys
-t	- he/she	-t _____-diit	- they



## More Practice

"Yukw dip 'muukwhl hon!"

Here is a chance to practice these new yukw- forms. To make it easy to talk about these verb patterns, let's call them "yukw-forms".

We will give you both of the patterns that we have learned for progressive action --- for action that we wish to emphasize is going on.

(a) The yukw-forms with hahla'ls- and ma'os use yukwhl throughout with the present-past form of the verb.

<i>I am-</i>	yukwhl hahlá'lst'y.	yukwhl ma'ós'y.
<i>You are-</i>	yukwhl hahla'lstn.	yukwhl ma'ósn.
<i>He/she is-</i>	yukwhl hahlá'lsit.	yukwhl ma'óst.
<i>We are-</i>	yukwhl hahla'ls'm.	yukwhl ma'ós'm.
<i>You guys are-</i>	yukwhl hahlá'lsisi'm.	yukwhl ma'ósisisi'm.
<i>They are-</i>	yukwhl hahlá'lsdiit.	yukwhl ma'ósdiiit.
<i>John is-</i>	yukwhl hahlá'lsis John.	yukwhl ma'ósis John.
<i>The man is-</i>	yukwhl hahlá'lsihi gyat.	yukwhl ma'ósihi gyat.

(b) The yukw-forms with gyehlxw-, giikw-, and 'muukw- and other verbs that take direct objects are given on pages 48-49.

(c) Some verbs like hasak-, *to want*, and gi'nam-, *to give*, do not normally take yukw-forms. This is probably because it really doesn't make sense to emphasize that the action is going on. When you want something or give something, the action has to be going on, doesn't it?!

# Pattern game

Your teacher will ask each of you the following question.

Yukwhl gwin? *What are you doing?*

Answer that you are catching a fish, buying something, working, playing, or carving something. Be sure to tell what you are buying or carving should you answer that way.

Then your teacher will ask:

Yukwhl gwídist? *What is that person doing?*

or Yukwhl gwis John (or whoever)? *What is \_\_\_\_\_ doing?*

Answer by telling what John (or whoever is named) or that person is doing. For instance,

Yukwt giikwhl gyathl biya. *The man is buying beer.*

Yukwt gyehlxws Fredhl haséex. *Fred is carving a rattle.*

Yukwhl hahlá'lsihl gyat. *The man is working.*

## Pattern Review

Now, translate the following into good Gitksan.

1. *John is working and (yoxw di) I am working.*

---

2. *The man is working and (ii) the woman is playing.*

---

3. *You are buying fish. I am catching fish.*

---

4. *We are working. We are carving an amhalayt and (ganhl) a mask.*

---

5. *I am playing.*      6. *I am buying paper.*      7. *You are working.*

8. *We are carving a frontlet.*      9. *They are buying canned pop.*

10. *You guys are catching fish.*      11. *They are carving a plaque.*

12. *The old man is buying wine.*      13. *You guys are playing.*

14. *The woman is carving a spoon.*      15. *My mother is buying me a pencil.*

Here is some practice making more complicated sentences which use all of the sentence patterns that we have learned so far. Here is a review of those types:

**Compare Patterns**

1. Yukwhl gwin? (*also yukwhl gwídist, yukwhl gwísi'm, and yukwhl gwídiit*) [page 7]
2. Yukwhl hahlá'lsis John. (*also nox, nóxo'y, nóxon, etc. and nigwoód'y, etc.*) [page 47]
3. Yukwhl hahlá'lsihi gyat tust es John. [page 38]
4. Yukwhl hahlá'lsihi hanak tust ehl amxsiwáa. [page 38]
5. Yukw giikwdiithl anhoóya'n loo'y. [pages 35 and 48]
6. Yukwt gyehlxwhl t'axoó'odm gyathl amiíluxw es John. [pages 38 and 48]
7. Yukma giikwhl t'uuts'xwm gan t'imíst loot gyuu'n.

The translations of those sentences are upside down at the bottom of the page. If you have any trouble with any of the sentence patterns or verb forms, check the pages in brackets after the sentence.

Now you are ready to translate sentences such as these into Gitksan.

1. John is carving a mask for me.
2. The chief is carving a cradle for you.
3. The Indian is catching fish for his grandmother.
4. The Indian is catching fish for my mother.
5. The old man is catching fish for John and Mary.
6. The teen-age boy is working for my brother now.
7. The teen-age girl is working for you guys today (sa gyuu'n or sa tun).
8. The old woman is playing .
9. My sister is giving (not a yukw-form) me a dog.
10. Your grandfather is wanting (i.e. wants, not a yukw-form) a house.
11. His mother is buying potatoes for my father.

1. What are you doing? 2. John is working. 3. That man is working for John. 4. That woman is working for the Whiteman. 5. They are buying gear for me. 6. The old man is carving a mask for John. 7. You are buying a black pencil for him/her now.

# Review

In this review, we are going to make some generalizations that may allow you to see more clearly some complex patterns in the use of the endings -hl, -t, and -s in Gitksan. If you want to become an expert in Gitksan, you will have to start noticing patterns rather than trying to learn every sentence in the language by heart. You can't memorize a whole language! But, you can easily learn a few patterns that will allow you make up any sentence you need to speak a language properly.

List below the verbs that we have learned so far in this book. For each verb, give the English meaning, the he/she form in the past/present, future, and yukw form (if one exists). Here is an example; give all the rest of the verbs we have learned.

<u>Meaning</u>	<u>He/she _____ s, -ed.</u>	<u>He/she will _____.</u>	<u>He/she is _____ ing.</u>
<i>to work</i>	<u>Hahlá'lsit.</u> (He or she works.)	<u>Dim hahlá'lst 'nit.</u> (He or she will work.)	<u>Yukwhl hahlá'lsit.</u> (He or she is working.)
<i>to play</i>	<u>_____</u> (He or she plays.)	<u>_____</u> (He or she will play.)	<u>_____</u> (He or she is playing.)
<i>to give</i>	<u>_____</u> (He or she gives.)	<u>_____</u> (He or she will give.)	<u>_____</u> (He or she is giving.)
<i>to want</i>	<u>_____</u> (He or she wants.)	<u>_____</u> (He or she will want.)	<u>_____</u> (He or she is wanting.)
<i>to carve</i>	<u>_____</u> (He or she carves.)	<u>_____</u> (He or she will carve.)	<u>_____</u> (He or she is carving.)
<i>to catch (fish)</i>	<u>_____</u> (He or she catches.)	<u>_____</u> (He or she will catch.)	<u>_____</u> (He or she is catching.)
<i>to buy</i>	<u>_____</u> (He or she buys.)	<u>_____</u> (He or she will buy.)	<u>_____</u> (He or she is buying.)

Did you notice that the forms of the first two verbs, *to work* and *to play*, are different in some important ways? This is because they usually do not take direct objects. If you don't completely understand what that means, go on back to page 30 and read about the difference between subjects and direct objects again.



On page 31, we studied the -hl ending which is called the relational marker. So far, we have seen it in various kinds of sentences attached to various types of words. Here is a review of the uses of -hl that we have seen so far.

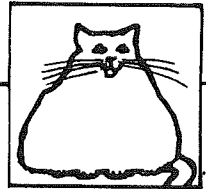
After each of the six patterns below, there is a line for you to make up a sentence of your own and write in. Try to make your sentence differ in as many ways as you can from those in the boxes. Don't just change one word if you can avoid it.

(a) between an adjective (describing word like red, big, sick) and a noun when you have a " \_\_\_\_\_ is \_\_\_\_\_ " sentence.

Example: Hixhl gyat tust. *That man is fat.*

Gehlxhl hanák tun. *This woman is skinny.*

We studied that pattern in Book 6.




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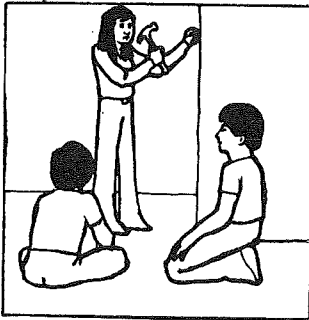
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(b) between a verb and its subject when the subject is a thing rather than a name or a Set A pronoun mini-word (like 'ni'y, etc.)

Example: Dim hahlá'lsthl hanák. *The woman will work.*

Yukwhl hahlá'lsihl hanák. *The woman is working.*

Gígwihl hanákhl xdii. *The woman bought tea.*




---



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(c) between a verb or a subject and a direct object which is not a person's name or a Set A pronoun mini-word (like 'ni'y, etc.)

Example: Gig'yhl anáax. *I bought/buy bread.*

Gígwihl hanákhl xdii. *The woman bought tea.*

but not Gyá'a'y 'niin. *I see you.*

Gyá'a'yt John. *I see John.*

Gyá'a'yt nóxon. *I see your mother.*




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# Review

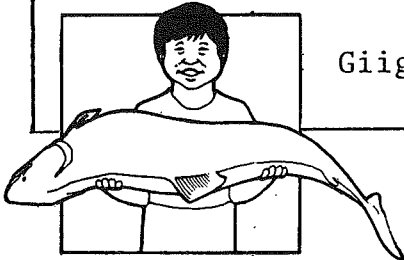
(d) between sentence parts and an indirect object that is not a person's name or a close relative (like mother, father, brother, etc.). When used this way, it is attached to ala- or a-.

Example: Gi'nam'yhl hon ahl (or alahl) t'axó'odm gyat.

*I gave the fish to the old man.*

Giigw'yhl súgwa ahl (or alahl) hanák

*I bought the sugar for the woman.*



(e) when something belongs to a thing or person that you don't call by name or use a pronoun for.

Example: Gyá'a'yhl wilphl sim'óogid'y. *I see my chief's house.*

Hasága'yhl osihl amxsiwáa. *I want (like) the  
Whiteman's dog.*

*but not* Hasága'yhl wilps John. *I like John's house.*

Hasága'yhl wilbn. *I like your house.*

(f) after the word yukw when followed by a word that does not take a direct object, like hahlá'ls, *to work*, and ma'os, *to play*.

Example: Yukwhl ma'ós'y. *I am playing.*

Yukwhl hahlá'lsis John. *John is working.*



To continue our review, there are also the endings -t and -s. These two endings replace -hl when the next word is a person's name or a relative.

Of course, -t is the Set B ending meaning *he* or *she*. The -t that we see replacing -hl is probably the same ending, really. Both of them seem to mean *he/she* or *his/her*. You will probably have an easier time keeping them straight if you just think of them as different:

-t - *He and she (Set B pronoun ending).*  
and -t - *Relational marker replacing -hl  
before people's names and  
terms for relatives.*

**-t**

(a) With the words hahla'ls and ma'os, you use -t with a name in the present/past and future forms:

*Examples:* Ma'ostt John. *John plays/played.*  
Dim ma'óstt John. *John will play.*  
Dim hahlá'lstt nóxo'y. *My mother will work.*

But you use -s in these words with the yukw-forms

---

*(Make up other examples of this type of sentence)*

(b) With the question word "Gwihl", questions often have -t before proper names

*Examples:* Gwihl giikwt John? *What did John buy.*  
Gwihl hasáktt nigwóodn? *What does your  
father want?*

But you use -s in these words when you aren't using "Gwihl"

---

*(Write other examples of this type of sentence)*

# Review

The other ending that substitutes for -hl when a person's name or a relative's name (mother, father) follows is -s. You use the -s ending in the following situations:

## -S

(a) To show possession, you use -s as an ending with people's names and relations.

*Examples:* Wilps John tust. *That is John's house.*  
Gan t'imisis wag'y tun. *This is my brother's pencil.*

(b) With the words hahlá'ls and ma'ós, you use -s with a name or relation in the yukw forms:

*Examples:* Yukwhl hahlá'lsis John. *John is working.*  
Yukwhl ma'ósis Loretta. *Loretta is playing.*  
Yukwhl ma'ósis niye'e'm. *Our grampa is playing.*

(c) With most words, you use the -s ending regularly with names and relations. The only words we have had thus far that do not use these endings with the present/past and future forms are hahlá'ls and ma'ós.

*Examples:* Gyehlxws Johnhl haseex. *John carves a rattle.*  
Dim giikws Loishl anaax loo'y. *Lois will buy me bread.*  
Yukwt gi'nams Maryhl daala' as John. *Mary is giving money to John.*

(Note that the -s is used with e- in this situation, too, to show indirect objects).

Hasáks Pierhl os'y as Billy. *Pier wants my dog for Billy.*

The last pattern that we will discuss in this review section is the fact that some forms seem to have an -i in them that other similar forms lack. Look at these forms that you have already studied:

- |    |   |  |
|----|---|--|
| a) | Giig <u>wis</u> Johnhl smax.<br><i>John buys meat.</i>    | Yukwt giikws Johnhl smax.<br><i>John is buying meat.</i>     |
| b) | Gyehl <u>xwis</u> Johnhl gan.<br><i>John carves wood.</i> | Yukwt gyehlxws Johnhl gan.<br><i>John is carving wood.</i>   |
| c) | 'Muug <u>wis</u> Johnhl hon.<br><i>John catches fish.</i> | Yukwt 'muukws Johnhl hon.<br><i>John is catching a fish.</i> |

In the present/past forms of verbs, you use an -i vowel before the -s ending. This vowel is not there when you use yukw.

The same is true when you use future forms with dim (but not yukw) and when you have a -hl ending on the verb. You have that extra vowel before the ending.

- |    |   |   |
|----|---|---|
| d) | Dim 'muug <u>wis</u> Johnhl hon.<br><i>John will catch fish.</i>      |   |
| e) | 'Muug <u>wihl</u> gyathl hon.<br><i>The man catches fish.</i>         | Yukwt 'muukwhl gyathl hon.<br><i>The man is catching fish.</i>          |
| f) | Dim gyehl <u>xwis</u> John.<br><i>John will carve.</i>                |   |
| g) | Gyehl <u>wihl</u> amxsiwaahl gan.<br><i>The Whiteman carves wood.</i> | Yukwt gyehlxwhl amxsiwaahl gan.<br><i>The Whiteman is carving wood.</i> |
| h) | Dim giig <u>wis</u> Johnhl buukxw.<br><i>John will buy a book.</i>    |   |
| i) | Giig <u>wihl</u> aluugigyathl hon.<br><i>The Indian buys fish.</i>    | Yukwt giikwhl aluugigyathl hon.<br><i>The Indian is buying fish.</i>    |

Do you see how this works? When you have yukw-forms, you add the -hl, -s, or -t ending to the action verb without adding -i. When you don't have a yukw-form, you add -i between the verb and the ending. This is not true of hahlá'ls and ma'os-type verbs.

Decide whether these forms need an -i in the space. If so, write it in.

- 1) Giig  s noxo'yhl wilpt.      2) Dim gyehxw  hl gyathl plaque.

# Pattern Review

If you know all of the patterns that we covered in the review, you will have no trouble translating the following sentences into Gitksan.

1. *I will see your house tomorrow.* \_\_\_\_\_

2. *John wanted your car yesterday.* \_\_\_\_\_

3. *The Whiteman is carving a small fish.* \_\_\_\_\_

4. *The Gitksan gave meat to my brother.* \_\_\_\_\_

5. *You aren't working for my father.* \_\_\_\_\_

6. *Didn't you see the chief's horse yesterday?* \_\_\_\_\_

7. *Do you want this book of mine?* \_\_\_\_\_

8. *Don't you want that pencil for your sister?* \_\_\_\_\_

(Note that we translate Neehl hasagan as both "Do you?" and "Don't you?".)

9. *Will you buy bread, coffee, tea, canned pop, and sugar?* \_\_\_\_\_

10. *Will John give money to his grandfather?* \_\_\_\_\_

11. *The boy will give me a ball.* \_\_\_\_\_

12. *The old man won't give me a dollar.* \_\_\_\_\_

13. *The old woman gave you her dog.* \_\_\_\_\_

14. *The woman gave him John's dog.* \_\_\_\_\_

15. *The teen-ager gave John a black cat.* \_\_\_\_\_

16. *My mother likes canned pop and candy.* \_\_\_\_\_

17. *Our mother doesn't like beer and wine.* \_\_\_\_\_

18. *My brother and your sister are carving.* \_\_\_\_\_

# Seeing

Here is another verb that you can learn. It is the very important Gitksan verb gya'a- to see.

## to see - gya'a-

gyá'a'y - I see.	Gyá'a'y 'niin. - I see you.
gyá'an - You see.	Gyá'an 'nidiit. - You see them.
gyá'at - He or she sees.	Gyá'athl os. - He or she sees the dog.
gyá'a'm - We see.	Gyá'a'mhl osn. - We see your dog.
gyá'asi'm - You guys see.	Gyá'asi'mt John. - You guys see John.
gyá'adiit - They see.	Gyá'adiit(t) noxon. - They see your mother.
gyá'as John - John sees.	Gyá'as Maryhl os'm. - Mary sees our dog.
gyá'ahl gyat - The man sees.	Gyá'ahl gyat(t) Mary. - The man sees Mary.

## Future -

Dim gya'a'y - I will see.	Dim gya'a'yhl hanák tust. - I will see that woman.
Dim gya'an - You will see.	Dim gya'ant Mary. - You will see Mary.
Dim gya'at - He/she will see.	Dim gya'at(t) Mary. - He/she will see your father.
Dim gya'as John - John will see.	Dim gya'as Johnt wag'y. - John will see your brother.
Dim gya'ahl gyat - The man will see.	Dim gya'ahl gyathl os tun. - The man will see this dog.

## Yukw-forms -

Yukwna gya'ahl hanák. - I am seeing the woman.
Yukwna gya'at Mary. - You're seeing Mary.
Yukwt gya'at nts'iits'm. - He or she is seeing our grandmother.
Yukw dip gya'ahl wilbn. - We are seeing your house.
Yukwmasi'm gya'ahl 'wii t'ism wilbn. - You guys are seeing our big house.
Yukwt gya'adiithl 'wii t'ism wilps John. - They are seeing John's big house.
Yukwt gya'as Johnhl 'wii t'ism wilphl amxsiwaa. John is seeing the Whiteman's big house.
Yukwt gya'ahl amxsiwaahl 'wii t'ism wilps John. The Whiteman is seeing John's big house.

# Compare Patterns

The examples on page 60 give not only the forms of the verb *gya'a*, *to see*, but examples of most of the types of sentences that we have learned so far.

There is one new and important pattern in these sentences. We are learning a new pattern that includes the ending *-t*. If you look at the patterns involving *-t* on page 56, both types of sentences have a *-t* ending when the word following that ending is a subject.

Ma'óst Louise.	and	Hahlá'lst wag'y.
<i>Louise plays.</i>		<i>My brother works.</i>
Gwihl gyehlxwt John?		Gwihl hasákt nóxon?
<i>What is John carving?</i>		<i>What does your mom want?</i>

In the examples on page 60, we have *-t* endings used when you have a direct object that is a person's name or a relative. Here are some examples:

- a) Gyá'a'yt Willie. *I see Willie.*
- b) Dim gyá'a'yt nóxt. *I will see his mother.*
- c) Yukwma gyá'at waks Chuck. *I'm seeing (looking at) Chuck's brother.*
- d) Gyá'as Johnt Mary. *John sees Mary.*
- e) Dim gyá'as Francis-t nigwóod'm. *Francis will see our father.*

Thus, when you have a name or relative for both the subject and the direct object, you use the *-s* ending for the subject and the *-t* for the direct object. This also applies with the *yukw*-forms:

- f) Yukwt gyá'as nóxo'yt Percy. *My mother is seeing (looking at) Percy.*

Using that pattern *-t* ending, which precedes the direct object when it is a person's name or relation, translate the following into Gitksan.

1. *I see John and Mary.* \_\_\_\_\_
2. *You see John.* \_\_\_\_\_
3. *The man sees my sister.* \_\_\_\_\_
4. *The old man will see Henry.* \_\_\_\_\_
5. *Marsha is looking at Mark.* \_\_\_\_\_



# needi

Now it's time to learn the patterns used in saying negative sentences. You know from Book 6 that negative sentences have "not" in them. Here are some examples of patterns that you learned in Book 6:

Néedi Gitxsánhl gyat tust. *That man isn't Gitksan.*

Néedi tk'ihlxwm gyat sust. *That isn't a young man.*

Here are the patterns for simple negative statements.

*I didn't work.*

Néedi hahlá'lst'y.

*I didn't see it.*

Néendi gyá'at.

*You didn't work.*

Néedi hahlá'lstn.

*You didn't see it.*

Néema di gyá'at.

*He didn't work (or she didn't work).*

Néedi hahlá'lsit.

*He or she didn't see it.*

Néedit gyá'at.

*John didn't work.*

Néedi hahlá'lsis John.

*John didn't see it.*

Needit gyá'as John.

*We didn't work.*

Needi hahlá'lst'm.

*We didn't see it.*

Nee dip di gyá'at.

*You guys didn't work.*

Needi hahlá'lsisi'm.

*You guys didn't see it.*

Neemasim di gyá'at.

*They didn't work.*

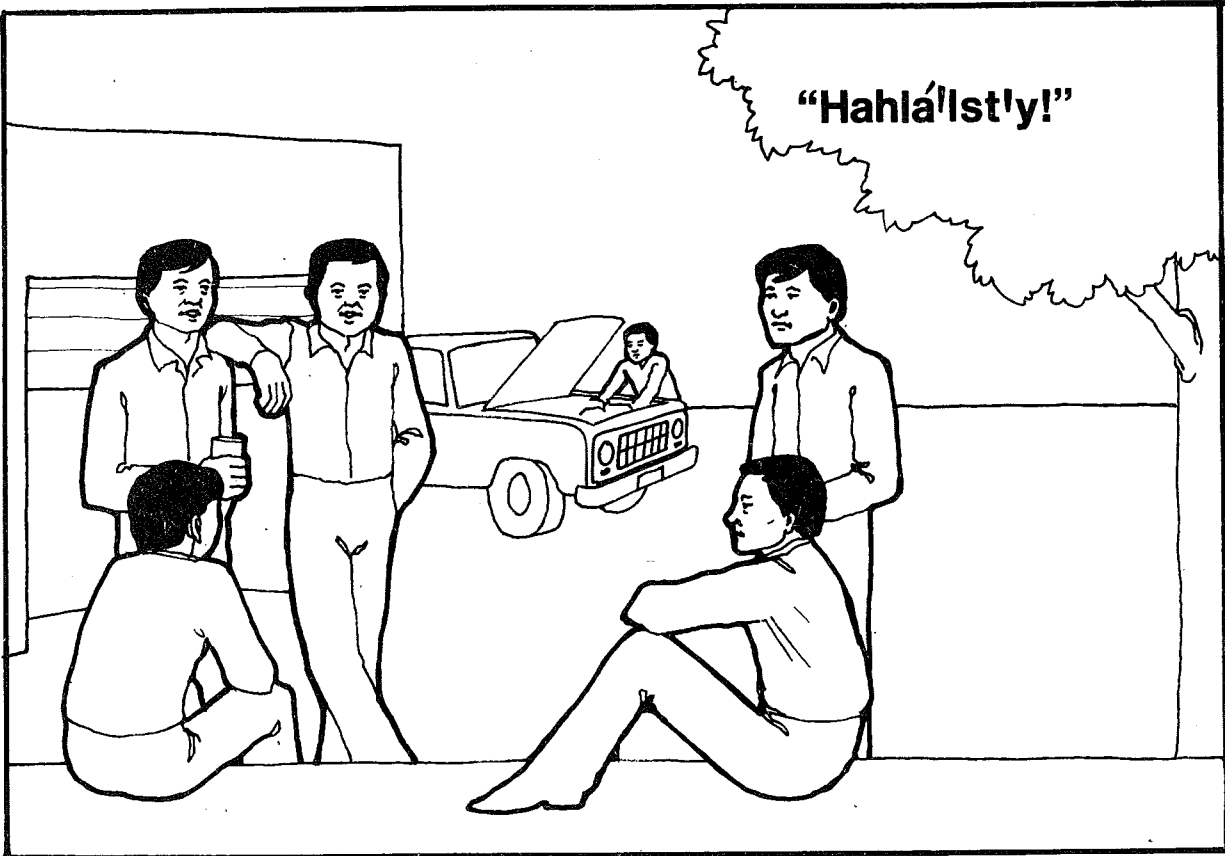
Needi hahlá'lsdiit.

*They didn't see it.*

Needit gyá'adiit ('nit).

Practice these forms by doing the following exercise. Translate these sentences into Gitksan.

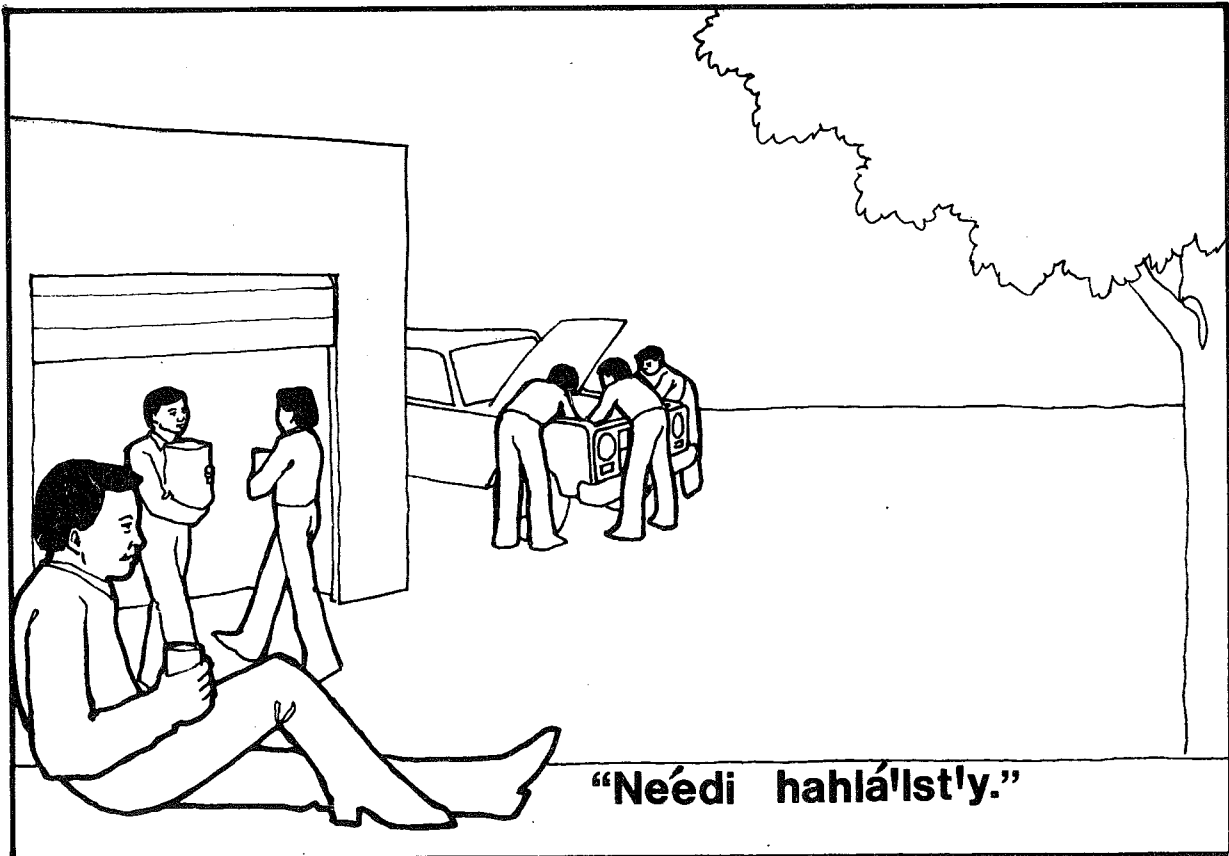
- I didn't work.*
- He didn't work.*
- They worked.*
- They didn't work.*
- We worked.*
- We didn't work.*
- John worked.*
- John didn't work.*
- I saw.*
- I didn't see.*
- John saw.*
- John didn't see.*
- You saw; you guys saw.*
- You didn't see; You guys didn't see.*
- She didn't see.*
- I didn't see.*
- I didn't work, didn't see.*
- John didn't work, didn't see.*
- They didn't work, didn't see.*
- You didn't work; you didn't see.*



Note how we change sentences into Negative sentences:

Hahlá'lst'y  $\longrightarrow$  Néedi hahlá'lst'y.

Gyá'a'y  $\longrightarrow$  Néendi gyá'at



# Knowing & liking

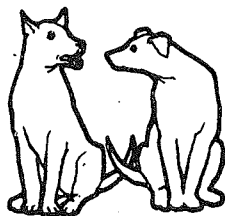
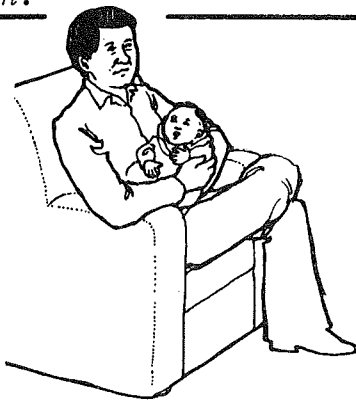
In Book 5, you learned the following two verbs so that you could make sentences like the following:

Wilaáy'yhl gyat tust.      *I know that man.*

Anóogo'yhl hanák tust.      *I like that lady.*

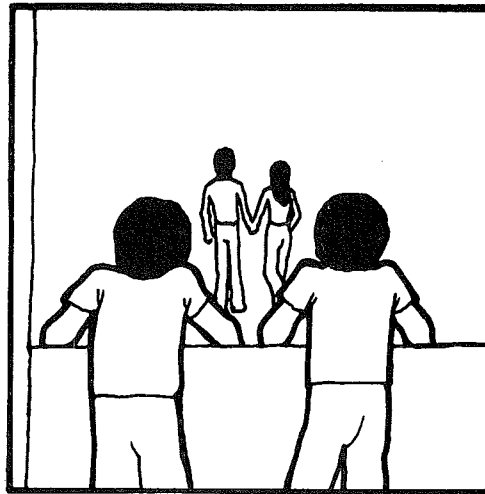
Here are the forms of the verb *to know*, wilaax-, and *to like* anook-.

	<u>Know - wilaax-</u>		<u>Like, love - anook-</u>
<i>I know</i>	-wilaáy'y	<i>I like</i>	anóogo'y
<i>You know</i>	wilaáy'n	<i>You like</i>	anóogon
<i>He/she knows</i>	wilaáyit	<i>He/she likes</i>	anóogot
<i>We know</i>	wilaáy'm	<i>We like</i>	anóogo'm
<i>You know</i>	wilaáyisi'm	<i>You guys like</i>	anóogosi'm
<i>They know</i>	wilaáaxdiit	<i>They like</i>	anóokdiit
<i>John knows</i>	wilaáyis John	<i>John likes</i>	anóogos John
<i>The woman knows</i>	Wilaáyihl hanák	<i>The woman likes</i>	Anóokhl hanák
<i>I know the man.</i>	Wilaáy'yhl gyat.	<i>I like the man.</i>	Anóogo'yhl gyat.
<i>You know my mom.</i>	Wilaáynt nóxo'y.	<i>You like my mother.</i>	Anóogonhl noxo'y.
<i>She knows John.</i>	Wilaáyit(t) John.	<i>She likes John.</i>	Anóogot(t) John.
<i>Mary knows John.</i>	Wilaáyis Maryt John.	<i>Mary likes John.</i>	Anóogos Maryt John.



"Anóogo'yhl gyat tust."

# More Practice



"Anóogos Harryt Lucy."

To help you learn the forms on page 64, here is a drill to give you a chance to use those verbs and patterns.

1. Wilaay'yhl k'ámksiwaa. \_\_\_\_\_
2. Anóogo'yhl k'ay 'masm gyat tust. \_\_\_\_\_
3. Wiláayis Theresahl hanák tun. \_\_\_\_\_
4. Wiláayithl hanákt Theresa. \_\_\_\_\_
5. Anóogo'mhl t'axóo'odm hanák tust. \_\_\_\_\_
6. Anóogo'm 'nit. We like him/her

(Note that you use the Set A Mini-words for a direct object that is a pronoun: *I, you, he, she, etc.*

Anóogo'y 'niin. *I like (love) you.*

Anóogo'y 'nit. *I like (love) him.)*

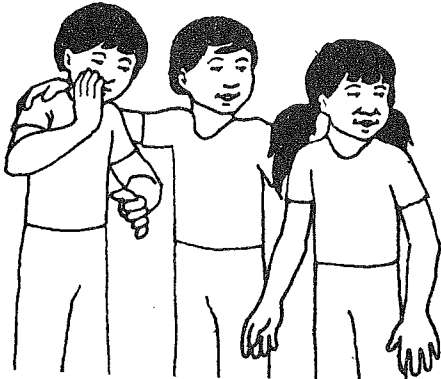
The same is true of sentences with wilaax-.

7. Wiláay'y 'niin. \_\_\_\_\_
8. Wiláay'yt Joe. \_\_\_\_\_
9. Wiláay'yhl tk'ihlxwm gyat tust. \_\_\_\_\_
10. Wiláays Rayt Glenn. \_\_\_\_\_
11. Wiláays Ray 'nit. \_\_\_\_\_
12. Wiláayit(t) Glenn. \_\_\_\_\_
13. Anóogosi'mhl aluúgigyat tust. \_\_\_\_\_
14. Anóokdiithl aluugigyat tust. \_\_\_\_\_
15. Anóogonhl hanák tust. Anóogon 'nit. \_\_\_\_\_

# Pattern Practice

Now let's see if you can translate from English into Gitksan, using the same patterns that we worked with on pages 64-65.

1. We know him. \_\_\_\_\_
2. We like him. \_\_\_\_\_
3. We know Gary. \_\_\_\_\_
4. We like Gary. \_\_\_\_\_
5. I know that girl. \_\_\_\_\_
6. I like her. \_\_\_\_\_
7. I like Florence. \_\_\_\_\_
8. They know us. \_\_\_\_\_
9. They like us. \_\_\_\_\_
10. We know them. \_\_\_\_\_
11. He knows you. \_\_\_\_\_
12. He likes you. \_\_\_\_\_
13. He knows Fred. \_\_\_\_\_
14. He likes the Whiteman. \_\_\_\_\_
15. He knows the Indian. \_\_\_\_\_
16. He loves Fay. \_\_\_\_\_
17. She likes me. \_\_\_\_\_
18. Fay likes him. \_\_\_\_\_
19. I like them. \_\_\_\_\_
20. I know Ray. I like him. \_\_\_\_\_



On page 62, we learned the first of the patterns used in making negative statements (sentences with "not" in them). There were two types:

With hahlá'lst and ma'os:

Néedi hahlá'lst'y. *I don't (didn't) work.*

With gya'a:

Néendi gyá'at. *I don't (didn't) see.*

Now, here are the forms that you use with wilaax and anook. Look at the pattern:

Anóogo'yhl hanák tust.  
*I like that woman.*

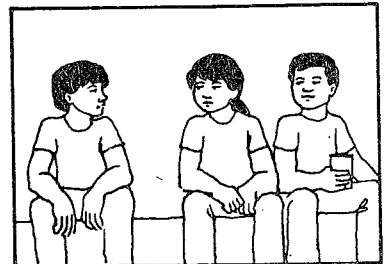
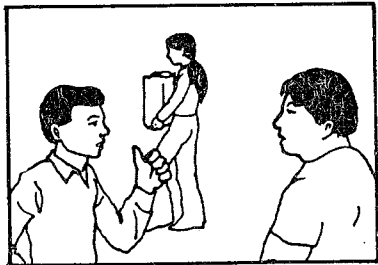
Néendi anóokhl hanák tust.  
*I don't like that woman.*

Wilaáy'yt John.  
*I know John.*

Néendi wilaáxs John.  
*I don't know John.*

*I changes from the -'y ending to -n in the word neendi.*

*Decide what is being said in these pictures.*



Study that pattern and then change the following into negative sentences. The first one is done for you.

1. *I like this chief.* Néendi anóogo'yhl si'móogit tun.
2. *I like Harry.* \_\_\_\_\_
3. *I know that young woman.* \_\_\_\_\_
4. *I know this teenager.* \_\_\_\_\_
5. *I know Mary.* \_\_\_\_\_
6. *I like your mother.* \_\_\_\_\_
7. *I know his brother.* \_\_\_\_\_
8. *I like Guy. I like Audrey.* \_\_\_\_\_

# Pattern Practice

Let's continue to practice the néendi forms with a new type of drill.

We will give you a sentence that has neendi in it, and then ask you to compose sentences like it in Gitksan.

1. Néendi anóokhl hanák tust.

*I don't like that woman.*

2.

\_\_\_\_\_

*I don't like this Whiteman.*

3.

\_\_\_\_\_

*I don't like that old man.*

4.

\_\_\_\_\_

*I don't like this chief.*

5.

\_\_\_\_\_

*I don't like that dog.*

6. Néendi wilaáxs Jerry.

*I don't know Jerry.*

7.

\_\_\_\_\_

*I don't know Jessica.*

8.

\_\_\_\_\_

*I don't know Mrs. Harris.*

9.

\_\_\_\_\_

*I don't know Allan.*

Here is another use of the ending -s which we studied on page 57.

When you have a negative sentence that has some form of nee in it (e.g. neendi), you use the -s ending instead of -t when the subject is a person's name or a relative.

We would expect \*néendi wilaáxt Jerry, but instead the form is Néendi wilaáxs Jerry.

10. Néendi wilaáxdíit.

*I don't know them.*

11.

\_\_\_\_\_  
*(I don't know you.)*

12.

\_\_\_\_\_  
*(I don't know him/her.)*

13.

\_\_\_\_\_  
*(I don't know you guys.)*

14. Néendi gyá'ahl os tústa.

*I don't see that dog.*

(Note that this pattern also works with the verb gya'a-,  
to see. Here are some more of the above sentence types  
to use with the verb gya'a-.)

15.

\_\_\_\_\_  
*(I don't see that Whiteman.)*

16.

\_\_\_\_\_  
*(I don't see Jessica.)*

17.

\_\_\_\_\_  
*(I don't see you.)*

18.

\_\_\_\_\_  
*(I don't see them.)*

19.

\_\_\_\_\_  
*(I don't see that boy.)*

20. Néendi anóokt.

*I don't like him.*

21.

\_\_\_\_\_  
*(I don't like them.)*

22.

\_\_\_\_\_  
*(I don't like you guys.)*

Néendi anóogon.

*I don't like you.*

23. Néendi wilaayn.

*I don't know you.*

24.

\_\_\_\_\_  
*(I don't know them.)*

Néendi wilaayisim.

*I don't know all of you.*



# Questions ?

There are several ways to ask a question in Gitksan.

(a) You can use the -a ending.

Hiym osn tusta? *Is that your fat dog?*

(b) You can use a question word, like gwi.

Gwi tust? *What's that?*

(c) You can use a form of the word nee and the -a ending.  
Look at these examples of this pattern.

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1. Wiláaynhl gyat tust. —————→       | Néema wilaáxhl gyat tústa?        |
| <i>You know that man.</i>            | <i>Do you know that man?</i>      |
| 2. Anóogont Phillip. —————→          | Néema anoókhs Phillipa?           |
| <i>You like Phillip.</i>             | <i>Do you like Phillip?</i>       |
| 3. Gyehlxwnhl gan. —————→            | Néema gyehlxwhl gana?             |
| <i>You carved a pole.</i>            | <i>Did you carve a pole?</i>      |
| 4. Gyá'anh1 os'y. —————→             | Néema gyá'ahl os'y.               |
| <i>You saw my dog.</i>               | <i>Did you see my dog?</i>        |
| 5. Gyá'at 'niin. —————→              | Neet gyá'ana?                     |
| <i>She saw you.</i>                  | <i>Did she see you?</i>           |
| 6. Wilaáyit 'ni'y. —————→            | Neet wilaáy'y?                    |
| <i>He knows me.</i>                  | <i>Does he know me?</i>           |
| 7. Anóogot 'nuu'm. —————→            | Neet anóogo'ma?                   |
| <i>He likes us.</i>                  | <i>Does he like us?</i>           |
| 8. Anóogohl hanák tust 'niin. —————→ | Neet anóokhl hanák tust 'níina?   |
| <i>That woman likes you.</i>         | <i>Does that woman like you?</i>  |
| 9. Anóogos Maryhl hanák tust. —————→ | Neet anóoks Maryhl hanák tústa?   |
| <i>Mary likes that woman.</i>        | <i>Does Mary like that woman.</i> |

# More Practice

Here is another exercise in which you are to translate sentences that have the same form as a model sentence which you are given. We will be concentrating on questions of the type you learned the patterns for on page 70.

1. Neet gyehlxwhl gyathl hednsm gan.

*Did the man carve a totem pole.  
(actually a standing pole.)*

2. \_\_\_\_\_  
*(Did the woman carve a totem pole?)*

3. \_\_\_\_\_  
*(Did the man carve a mask?)*

4. \_\_\_\_\_  
*(Did the old man carve a cradle?)*

5. Neet wilaáyana?

*Does he know you?*

6. \_\_\_\_\_  
*(Does he know me?)*

7. \_\_\_\_\_  
*(Does he know us?)*

8. \_\_\_\_\_  
*(Does She know you guys?)*

9. Neet 'muukws Johnhl hona?

*Did John catch a fish?*

10. \_\_\_\_\_  
*(Did Anthony catch a fish?)*

11. \_\_\_\_\_  
*(Did Alvin carve a fish?)*

12. Neet 'muukwhl hanakhl hona?

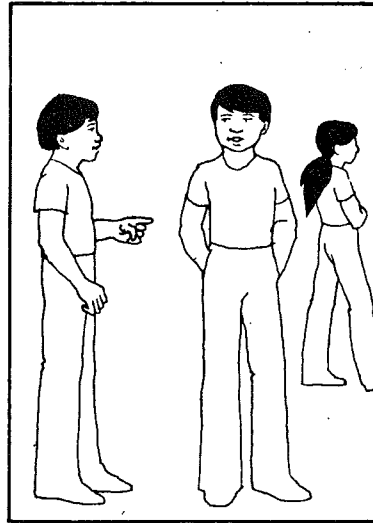
*Did the woman catch (any, a) fish?*

13. \_\_\_\_\_  
*(Did the young woman catch a fish?)*

14. \_\_\_\_\_  
*(Did the chief carve a fish?)*

15. \_\_\_\_\_  
*(Did the woman give a fish?)*

(Continued on page 72)



"Neema wilaaxta?"

16. Neet wilaáyn nidiida?

*Do you know them?*

(Note that you add the -a question marker to the last word in the sentence. When that word ends in a t, p, k, or k, you change those letters into d, b, g, and g.)

Thus, the Set A mini-words change only in the 'nit ( 'nida) and nidiit ( 'nidiida) forms.

17.

*(Do you like them?)*

18.

*(Do you see them?)*

19.

*(Do we know him?)*

20. Neet giikws Shirleyhl gwidéts' tústa?

*Did Shirley buy that coat?*

20.

*(Did John buy that (pair of) pants.)*

21.

*(Did Shirley carve that rattle?)*

22.

*(Did Shirley see that dress?)*

23.

*(Did Harry like my coat?)*

24.

*(Did Shirley like that woman?)*

25.

*(Did John know that teen-ager?)*

# Mini- Dialogues

Now that you can ask questions using "neet", you should know how to answer them.

Neet 'muukws Johnhl hona? *Did John catch a fish?*

*Yes! John caught a fish. Ee'e. 'Muúgwis Johnhl hon.*

*No. John didn't catch a fish.*

*Nee. Needit 'muukws Johnhl hon.*

Do you see the pattern to change a question with "neet" to a negative answer?

Neet 'muukws Johnhl hona? → Needit 'muukws Johnhl hon.

You simply drop the question marker, -a, and change neet to needit.

Here are more examples of this pattern change:

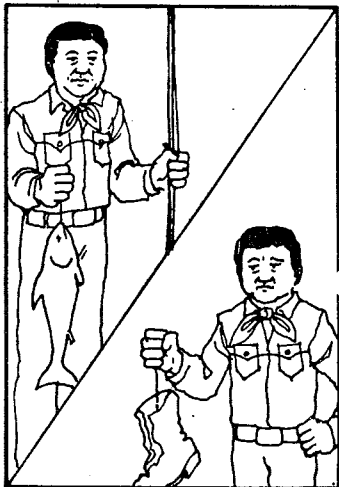
Neet wiláaxs Rayhl gyet tústa? → Néedit wiláaxs Rayhl gyet tust.  
*Does Ray know the man? Ray doesn't know the man.*

Neet wiláaxs John 'nit? → Néedit wiláaxs John 'nit.  
*Does John know him? John doesn't know him.*

Neet gyá'a'ya? → Néedit gyá'a'y.  
*Did he see me? He didn't see me.*

Neet giikws anhóoya' tústa? → Needit giikws anhooya' tust.  
*Did she buy that car? She didn't buy that car.*

Here are a series of questions with both yes and no answers to them.



Neet 'muúkwhl si'móogithl hóna?

*Did the chief catch a fish?*

Ee'e. 'Muugwihl si'mcoogithl hon.

*Yes. The chief caught fish.*

Néedit 'muukwhl si'móogithl hon.

*The chief didn't catch fish.*

(Continued on page 74)

Neet giikws Bobhl gayt tusta?

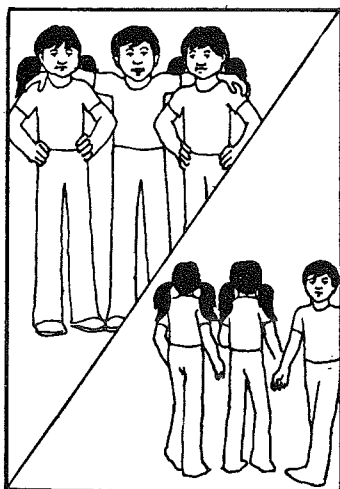
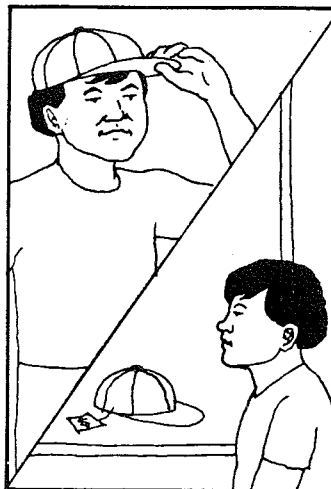
*Did Bob buy that hat?*

Ee'e. Giikws Bobhl gayt tun.

*Yes. Bob bought this hat.*

Nee. Néedit giikws Bobhl gayt tun.

*No. Bob didn't buy this hat.*



Neet wiláaysust nidíida?

*Does he know them?*

Ee'e. Wilaáyit 'nídiit.

*Yes. He knows them.*

Nee. Néedit wiláaysust 'nídiit.

*No. He doesn't know them.*

The example above illustrates another pattern of questions and negative answers which uses an ending for "he" and "she" (-sust) which really means *that person*. It is used when we have a sentence of the sort, *He hit him* or *She hit her* or *He knows them*. Since you have two people that are simply called 'he' or 'she', you have to be able to distinguish them somehow. So you call one of them "that guy" by adding -sust instead of the ordinary ending -t.

Here are examples of the pattern:

Neet gyá'asust 'nidíida? *Does she see them?*

*(actually: Did she (that person) see them?)*

Neet wiláaysun 'nidíida? *Does he know them?*

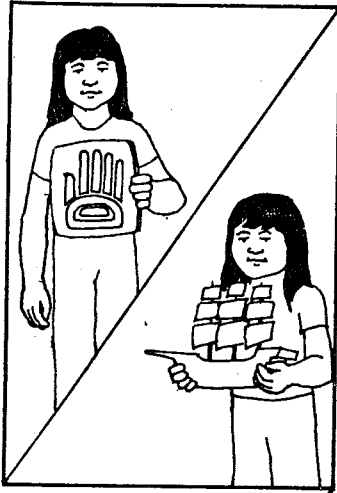
*(actually: Does he (this person) know them?)*

Néedit gyá'asust 'nidiit. *He doesn't see them.*

*(actually: That person see them.)*

Néedit wiláaysun 'nidiit. *He doesn't know them.*

*(actually: This person doesn't know them.)*



Neet gyehlxwhl tk'ihlxwm hanákh<sub>l</sub> amíiluxwa?  
*Did the girl carve a mask?*

Ee'e. Gyehlxwhl tk'ihlxwm hanak<sub>h</sub>  
 amíiluxw.

*Yes. The girl carved a mask.*

Néedit gyehlxwhl amíiluxw.

*She didn't carve a mask.*

Néedit gyehlxwhl tk'ihlxwm hanákh<sub>l</sub>  
 amíiluxw.

*The girl didn't carve a mask.*

Neet anóogona?

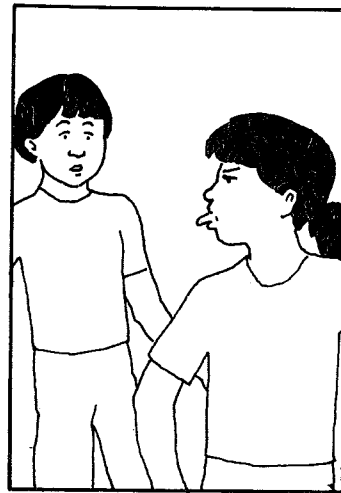
*Does she like you?*

Ee'e. Anóogot 'ni'y.

*Yes. She likes me.*

Nee. Néedit anóogo'y.

*No. She doesn't  
 like me.*



Neet gyá'ahl t'axóo'odm hanákh<sub>l</sub> os tústa?

*Does the old lady see that dog?*

Gyá'ahl t'axóo'odm hanákh<sub>l</sub> os tust.

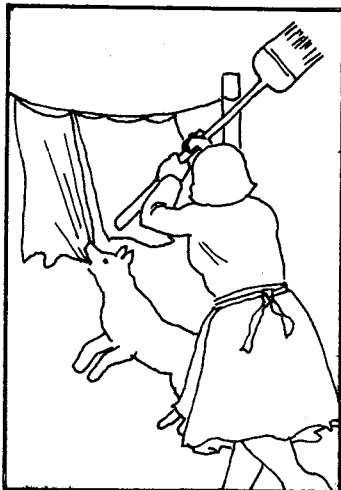
*The old lady sees that dog.*

Néedit gyá'ahl os tust.

*She doesn't see that dog.*

Néedit gyá'ahl t'axóodm hanákh<sub>l</sub>  
 os tust.

*The old lady doesn't see that dog.*



# Set D

On this page, we give a chart which shows the rest of the questions and answers of the type we have been studying.

They involve the endings that we introduced on the bottom of page 49. We called them Set D endings there. Do you remember them? Here they are for you to review:

-na (or -n) I	_____ dip we
-ma (or -m) you	-masim (-msim) you guys
-t he or she	-t _____diit they

Here are all of the questions and answers using the pattern we've been learning.

	QUESTIONS	ANSWERS
I	<p>Néena wiláaxta? <i>Do I know him/her?</i></p>	<p>Néendi wiláaxt. <i>I don't know him/her.</i></p>
YOU	<p>Néema wiláaxta? <i>Do you know him/her?</i></p>	<p>Néema di wiláaxt. <i>You don't know him/her.</i></p>
HE/SHE	<p>Neet wiláaxta? <i>Does he/she know him/her?</i></p>	<p>Néedit wiláaxt. <i>He/she doesn't know him/her.</i></p>
WE	<p>Nee dip wiláaxta? <i>Do we know him/her?</i></p>	<p>Nee dip di wiláaxt. <i>We don't know him/her.</i></p>
YOU GUYS	<p>Néemsim wiláaxta? <i>Do you guys know him/her?</i></p>	<p>Néemasim di wiláaxt. <i>You guys don't know him/her.</i></p>
THEY	<p>Neet wiláaxdiida? (or Neet wilaaxdiit 'nit?) <i>Do they know him/her?</i></p>	<p>Néedit wiláaxdiit 'nit. <i>They don't know him/her.</i></p>

# Memorize Me

The pattern on page 76 will also work with the verbs *anook*, to like or love, and *gya'a*, to see. Here are some examples of those verbs.

1. Néema anóokta? Do you like her (or do you love him, etc.)?  
Nee. Néendi anóokt. No. I don't like her.
2. Néemasim gyá'ada? Do you guys see him (or do you see her)?  
Nee. Nee dip di gyá'at. No. We don't see him.
3. Neet anóokdiida? Do they like him (or do they love her, etc.)?  
Nee. Néedit anóokdiit 'nit. No. They don't like him.

## Pattern Practice

Now, do the following exercise based on these patterns. Translate the English sentences into Gitksan and write your answers in the spaces provided.

1. Did (or do) we see her? \_\_\_\_\_
  2. Do they know her? \_\_\_\_\_
  3. Did you guys see him? \_\_\_\_\_
  4. Does she like him? \_\_\_\_\_
  5. I don't see her? \_\_\_\_\_
  6. I didn't see her? \_\_\_\_\_
- (Note: 5 and 6 are the same! All these forms are either present or past. Don't forget that!)
7. He doesn't see her. \_\_\_\_\_
  8. Do they like him? \_\_\_\_\_
  9. Did they see her? \_\_\_\_\_
  10. They don't like her. \_\_\_\_\_
  11. You guys don't know her. \_\_\_\_\_
  12. Don't you guys like her? \_\_\_\_\_

(Remember that it's the same to ask 'Do you...'  
and 'Don't you...' in Gitksan.)



# not me!

Here is the way you change the patterns we have given you so that you can talk about *knowing*, *liking*, and *seeing* people other than him or her.

On this page, you learn how to talk about "me".

Néema di wiláay'y.

*You don't know me.*

Néema wiláay'ya?

*Do you know me?*

Néedit gyá'a'y.

*He doesn't see me.*

Neet gyá'a'ya?

*Does he see me?*

Néemasim di anóogo'y.

*You guys don't like me.*

Néemasim anóogo'ya?

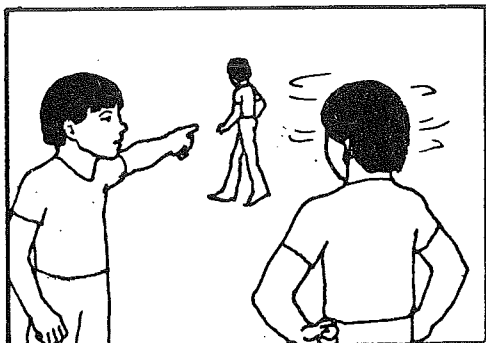
*Do you guys like me?*

Néedit anoókdiit 'ni'y.

*They don't like me.*

Neet anoókdiit 'ni'ya.

*Do they like me?*



"Neet anóogo'ya?"

"Nee. Néedit anoókdiit 'ni'y."

Now translate these sentences into good Gitksan using those patterns at the top of the page.

1. *They don't see me.* \_\_\_\_\_

2. *Do they see me?* \_\_\_\_\_

3. *They don't know me.* \_\_\_\_\_

4. *Do they know me?* \_\_\_\_\_

5. *You guys don't see me.* \_\_\_\_\_

6. *Do you guys see me?* \_\_\_\_\_

# not you!

Now, here are the patterns for talking about *knowing*, *liking* and *seeing you*.

Here are the patterns used for talking about "you".

Néendi wiláayn.

*I don't know you.*

Néendi gyá'an.

*I don't see you*

Nee dip di anóogon

*We don't like you.*

Néedit anóokdiit 'niin.

*They don't like you.*

Neet gyá'adiit 'niin.

*They don't see you.*

Néedit gyá'an.

*He doesn't see you.*

Néena wiláayna?

*Do I know you?*

Néena gyá'ana?

*Do I see you (or did I)?*

Nee dip anóogona?

*Do we like you?*

Neet anóokdiit 'niina?

*Do they like you?*

Neet gyá'adiit 'niina?

*Do (or did) they see you?*

Neet gyá'ana?

*Does he see you?*



"Neet anóokdiit 'niina?"

"Nee. Néedit anóokdiit 'niin."

Translate the following into Gitksan using these patterns.

1. *They don't know you.* \_\_\_\_\_
2. *Do they know you?* \_\_\_\_\_
3. *We don't know you.* \_\_\_\_\_
4. *Do we see you?* \_\_\_\_\_
5. *I don't like you.* \_\_\_\_\_
6. *They don't know you.* \_\_\_\_\_

# ...US

And here is how you talk about *knowing, liking, and seeing* "us".

Here are the patterns for talking about "us".

Néema di gyá'a'm.

*You don't see us?*

(You hear both of these forms. Both are correct. One is just shorter.)

Neema gyá'a'ma?

*Don't you see us?*

Néedit anóogo'm.

*He doesn't like us.*

Neet anóogo'ma?

*Doesn't he like us?*

Néemasim di anóogo'm.

*You guys don't like us.*

Néemasim anóogo'ma?

*Don't you guys like us?*

Néedit wiláaxdiit 'nuu'm.

*They don't know us.*

Neet wiláaxdiit 'nuu'ma?

*Don't they know us?*

Néemasim di gyá'a'm.

*You guys don't see us.*

Néemasim gyá'a'ma?

*Don't you guys see us?*

Now, translate the following sentences into Gitksan using the patterns above. You will want to use only one of the "you" forms (i.e. neema or neem, neemasim or neemsim).

1. *They don't like us.* \_\_\_\_\_
2. *Do they like us?* \_\_\_\_\_
3. *You (sing.) don't see us.* \_\_\_\_\_
4. *Didn't you see us?* \_\_\_\_\_
5. *Didn't he like us?* \_\_\_\_\_
6. *He didn't see us.* \_\_\_\_\_
7. *Don't you see us?* \_\_\_\_\_
8. *Don't they see us?* \_\_\_\_\_
9. *Do you guys know us?* \_\_\_\_\_

Here is the last pattern of the type that you are working on now. This pattern will allow you to discuss what happens to someone you wish to call by name.

Néema di anóoks John. <i>You don't like John.</i>	Néema anóoks Johna? <i>Don't you like John?</i>
Néema di anóokhl amxsiwáa tust. <i>You don't like that Whiteman.</i>	Néema anóokhl amxsiwáa tústa? <i>Don't you like that Whiteman?</i>
Nee dip di gyá'as John. <i>We don't see John.</i>	Nee dip gyá'as Johna? <i>Don't we see John?</i>
Nee dip di gyá'ahl hanák tust. <i>We don't see that woman.</i>	Nee dip gyá'ahl hanák tústa? <i>Don't we see that woman?</i>
Néemasim di wilaaxs John. <i>You guys don't know John.</i>	Néemasim wilaaxs Johna? <i>Don't you guys know John?</i>
Néemasim di wilaaxhl gyat tun. <i>You guys don't know this man.</i>	Néemasim wilaaxhl gyat tuna? <i>Don't you guys know this man?</i>

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

1. *I don't know that man.* \_\_\_\_\_
2. *I don't know John.* \_\_\_\_\_
3. *Don't you know John?* \_\_\_\_\_
4. *Do you know Art?* \_\_\_\_\_
5. *I don't like that dog.* \_\_\_\_\_
6. *They don't like John.* \_\_\_\_\_
7. *They like John.* \_\_\_\_\_
8. *You don't see the vehicle.* \_\_\_\_\_
9. *You see the vehicle.* \_\_\_\_\_
10. *We don't like that lady.* \_\_\_\_\_
11. *We like that lady.* \_\_\_\_\_

# HELP!

Here is another verb that you can use in practicing the patterns that we have been studying. It is the verb hlimooy, *to help*, and its forms are listed below.

## Hlimooy, to help

- I- Hlimooy'y. *I help (or I helped).*  
Hlimooy'y 'niin. *I help you.*  
Dim hlimooy'y 'nisi'm. *I will help you guys.*  
Yukwna hlimoos John. *I am helping John.*
- YOU- Hlimooy'n. *You help (or you helped).*  
Hlimooy'n 'ni'y. *You helped me.*  
Dim hlimooynt John. *You will help John.*  
Yukwna hlimoos noxo'y. *You are helping my mother.*
- HE/SHE- Hlimooyit. *He/she helps (or he/she helped).*  
Hlimooyit 'nit. *He/she helped him or her.*  
Dim hlimooyit 'niin. *He/she will help you.*  
Yukwt hlimoos John. *He/she is helping John.*  
Yukwt hlimoohl hanák tust. *He/she is helping that woman.*
- WE- Hlimooy'm. *We help (or we helped).*  
Hlimooy'm 'nisi'm. *We help you guys.*  
Dim hlimooy'mt John. *We will help John.*  
Dim hlimooy'mhl t'axó'odm hanák. *We will help the old woman.*  
Yukw dip hlimoos John. *We help (or helped) John.*  
Yukw dip hlimoohl gyat tun. *We help (or helped) this man.*  
Yukw dip hlimoon. *We are helping you.*
- YOU GUYS- Hlimooyisi'm. *You guys help.*  
Hlimooyisi'm 'nidiit. *You guys are helping them.*  
Dim hlimooyisi'mhl si'moogit. *You guys will help the chief.*  
Yukwmasim hlimoos Ray. *You guys are helping Ray.*

THEY- Hlimóodiit *They help.*

Hlimóodiit 'ni'y. *They help me.*

Dim hlimóodiithl k'ay 'masm gyat. *They will help the teenage boy.*

Yukwt hlimóodiits nigwóod'y. *They help my father.*

NAME OR- Hlimóoys John 'ni'y. *John helps me.*

RELATIVE Hlimóoys Johnt nigwóodn. *John helps your father.*

Yukwt hlimóos nóxo'yhl hanák. *My mother is helping the woman.*

PERSONS- Hlimóoys John 'ni'y. *John helps me.*

Dim hlimóoyhl amxsiwáat Fred. *The Whiteman will help Fred.*

Yukwt hlimóohl Gitxsánhl amxsiwáa. *The Indian is helping the Whiteman.*

NEGATIVE- Néendi hlimóót. *I didn't help him.*

Néendi hlimóohl si'móogit. *I didn't help the chief.*

Néendi hlimóos John. *I didn't help John.*

Néendi hlimóodiit. *I didn't help them.*

Néema di hlimóó'y. *You didn't help me.*

Néema di hlimóodiit. *You didn't help them.*

Nee dip di hlimóón. *We didn't help you.*

Néemsim di hlimóos Fred. *You guys didn't help Fred.*

Néedit hlimóodiit 'nuu'm. *They didn't help us.*

Néedit hlimóó'y. *He didn't help me.*

Néema hlimóoda? (or Neem hlimóoda?). *Did you help him?*

Néema hlimóos Johna? (or Neem ...) *Did you help John?*

Néema (or Neem) hlimóohl hanák tústa? *Did you help that woman?*

Neet hlimóohl hanákasta (or hanák tústa)?  
*Did he help the woman?*

# More Practice

Here is a set of drills and exercises to help you to learn the sets of negative patterns that we have been using on the preceding pages.

Translate these into Gitksan.

- |                             |                               |
|-----------------------------|-------------------------------|
| 1. I will help John.        | 11. I don't know your mother. |
| 2. I won't help John.       | 12. You don't know my mother. |
| 3. I like Henry.            | 13. Do you know my mother?    |
| 4. I don't like Henry.      | 14. Do you like Henry?        |
| 5. I don't like him.        | 15. Did he help Henry?        |
| 6. I don't like that man.   | 16. Are you helping Henry?    |
| 7. I didn't see John.       | 17. Did you see Henry?        |
| 8. I didn't see the woman.  | 18. Will you help me?         |
| 9. I saw the chief.         | 19. Did Henry help you?       |
| 10. I don't know the chief. | 20. Did Henry help us?        |

Make up a question in Gitksan and ask it aloud in class. The person sitting next to you will have to answer it. Then it is his or her turn to make up a question.

Use this as a pattern for asking your questions.

Did \_\_\_\_\_ help \_\_\_\_\_.  
see \_\_\_\_\_.

Example: Did you see John?  
Did I see them?  
Did they help you?  
Did you help me?

You can answer either yes or no, but you have to use a whole sentence. Here are some examples:

Question: Néema hlimóohl teacher-a?

Did you help the teacher?

Answer: Ee'e. Hlimóoy'uhl teacher.

Yes. I helped the teacher.

Question: Néema gyá'a'y?

Did you see me?

Answer: Nee. Néendi gyá'an.

No. I didn't see you.

Question: Néema hlimóos Charlie-a?

Did you help Charlie?

Answer: Nee. Néendi hlimóos Charlie. Néendi hlimóot.

No. I didn't help Charlie. I didn't help him.

# Dialogues

Here is a dialogue to help you learn the forms that we have been working on. Try to memorize the dialogue so that you can use it as a pattern in making up conversation like it.

- |                                      |  |
|--------------------------------------|--|
| A. Néema anóoks Johna?               | A. Do you like John?                         |
| B. Nee. Néendi anóokt.               | B. No. I don't like him.                     |
| A. Néema anóokhl teacher-a?          | A. Do you like the teacher?                  |
| B. Ee'e. Lúk'wil anóogo'yhl teacher. | B. Yes. I <u>really</u> like<br>the teacher. |
| A. Néema anóoks Sally-a?             | A. Do you like Sally?                        |
| B. Nee. Néendi anóoks Sally.         | B. No. I don't like Sally.                   |
| A. Néema anóoks Sandy-a?             | A. Do you like Sandy?                        |
| B. Ee'e. Anóogo'yt Sandy.            | B. Yes. I like Sandy.                        |

Here is another dialogue. If you memorize the dialogues, you can have fun reciting them with a partner in class. Get up in front of the class and pronounce the Gitksan (Don't just read it, but say it as if you were conversing with the person). Refer to the English if you get stuck.

If you memorize these conversations, you will find that it is the easiest way there is to learn the patterns.

- |  |   |
|--|---|
| A. Néema gyá'a'ya?                             | A. Did you see me?                                  |
| B. Néena gyá'a'ya? Nee.<br>Néendi gyá'an.      | B. Did I see you? No.<br>I didn't see you.          |
| A. Gyá'a'y 'niin!                              | A. I saw you!                                       |
| B. Gyá'a'yt John, gant Mary.<br>Néendi gyá'an. | B. I saw John, and Mary.<br>(But) I didn't see you. |
| A. Néema di gyá'ahl amxsiwáa<br>tústa.         | A. Did you see that Whiteman?                       |
| B. Nee. Néendi gyá'at.                         | B. No. I didn't see him.                            |



# Class 1 & 2 Verbs

By now, you have probably noticed that there are two types of verbs in Gitksan. We have looked at how one group forms sentence patterns. That group includes:

wilaay	to know	hlimooy	to help
gya'a	to see	anook	to like, love
giikw	to buy	gyehlxw	to carve

We call these Class 1 Verbs. They usually take a direct object.

There is another class of verbs that usually don't take a direct object. We call these Class 2 Verbs. Here are some of the Class 2 Verbs.

hahla'lst	to work	hasak	to want
ma'os	to play	yee	to go or walk

Here are the main differences between these two classes of Gitksan verbs.

**Class 1 Verbs:** These verbs usually have a direct object, but sometimes don't.

Class 1 Verbs use the Set D Pronoun endings (which we learned on the bottom of page 49). These endings are used to make:

(a) questions, *i.e.* they use neema and neena rather than neehl.

Neema wilaaxs John? *Do you know John?*

(b) negative statements, *i.e.* they use neendi and neema di, etc. rather than needi.

Neema di wilaaxhl gyat tust. *You don't know that man.*

(c) Action in progress, *i.e.* they use yukwma and yukwna, etc. rather than yukwhl.

Yukwna hlimoos John. *We are helping John.*

**Class 2 Verbs:** These verbs usually don't have a direct object, but sometimes do.

Class 2 verbs don't use the Set D Pronoun endings in making these sentence patterns:

(a) questions, *i.e.* they use neehl rather than neema, neena, etc.-

Neehl yina? *Did you go, are you walking?*

(b) negative statements, . . . they use needi instead of neendi, neemdi, etc.

Needi yee'y k'yoots. *I didn't go yesterday.*

(c) Action in progress, *i.e.* they use yukwhl instead of yukwma and yukwna, etc.

# Going!

Although we have studied three Class 2 Verbs already, hahla'1st and ma'os on pages 4-27, and hasak on page 28, we will illustrate the differences between Class 1 and Class 2 Verbs with a new verb, yee, *to go or to walk*.

Remember that Class 2 verbs usually don't have direct objects. "To go" doesn't have an object because it wouldn't make sense to say something like "I am going the pencil," or "John is going the picture."

Here are the forms of the Class 2 Verb, yee.

yee'y	<i>I go or went, walked</i>	(or yee 'ni'y, <i>I go</i> )
yin (or yeen)	<i>you go, went</i>	(or yee 'niin, <i>you go</i> )
yeet	<i>he or she goes</i>	(or yee 'nit, <i>he or she goes</i> )
hla'm	<i>we go</i>	(or hla' 'nuu'm, <i>we go</i> )
hla'si'm	<i>you guys go</i>	(or hla' 'nisi'm, <i>you guys go</i> )
hla'diit	<i>they go</i>	(or hla' 'nidiit, <i>they go</i> )

Have you noticed that talking about more than one person (we, you guys, they) you have a different base-word, hla'. So think of the word "to go" as yee/hla'. That way you will be able to remember both base-words, yee for singular and hla' for plural.

The future is formed simply by adding dim.

Dim yee'y.	<i>I'll go, walk.</i>	(or Dim yee 'ni'y. <i>I'll go.</i> )
Dim yin (yeen).	<i>You'll go.</i>	(or Dim yee 'niin. <i>You'll go.</i> )
Dim yeet John.	<i>John will go.</i>	

The forms for action in progress are formed by adding yukwhl.

Yukwhl yee'y.	<i>I am walking (or am in the process of going).</i>
Yukwhl yin (yeen).	<i>You are going.</i>
Yukwhl yees John.	<i>John is going.</i>

The question forms are made with neehl and needim for asking if someone plans to go.

Neehl yeeda?	<i>Did he/she walk (go)?</i>
Nee dim yeeda?	<i>Is he/she going (to go, to walk)?</i>
Neehl yees Johna?	<i>Is John going?</i>
Nee dim yees Johna?	<i>Is John going to go/walk?</i>

Negative forms are made with needi.

Needi yeen k'yoots.	<i>You didn't go/walk yesterday.</i>
Needi yeehl gyat k'yoots.	<i>The man didn't go yesterday.</i>

# Compare Patterns

After studying the forms on page 87 for yee/hla', to go or to walk, review the differences between Class 1 and Class 2 Verbs on page 86.

Then look at the following pairs of sentences. Each pair includes one verb of Class 1 and one verb of Class 2. decide which sentence has the Class 2 Verb and then notice what the difference in pattern is. The first ones are done for you.

*Example:* 1. Dim yee'y (or Dim yee 'ni'y). I'll go.

2. Dim giigw'yhl anáax. I'll buy bread.

*Difference:* Sentence 1 has a Class 2 verb and no direct object.

*Example:* 3. Neehl yína (or Neehl yéena)? Did you go?

4. Neema gyá'ahl si'móogida? Did you see the chief?

*Difference:* Sentence 3 has a Class 2 verb and no direct object. Sentence 4 has a Class 1 verb and uses neema where sentence 3 uses neehl.

*Example:* 5. Yukwhl hla'm. We are walking/going.

6. Yukw dip hlimóon. We are helping you.

*Difference:* Sentence 5 has a Class 2 verb and no direct object. Sentence 6 has a Class 1 verb and the direct object "you" which is the -n ending on the verb. Sentence 5 uses yukwhl to show the action is going on, and sentence 6 uses yukw dip.

Do you have the idea? Ok! Here are several more sets for you to do by yourself or as a class. Be sure to notice all of differences between the patterns of the two sentences.

7. Neehl hlá'si'ma? Are you guys going (now) or walking?

8. Néemasim gyehlxwhl amíiluxw? Are you guys carving a mask?

*Difference:* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Neehl yees Marya? Is Mary going/walking (and it is going on right now)?

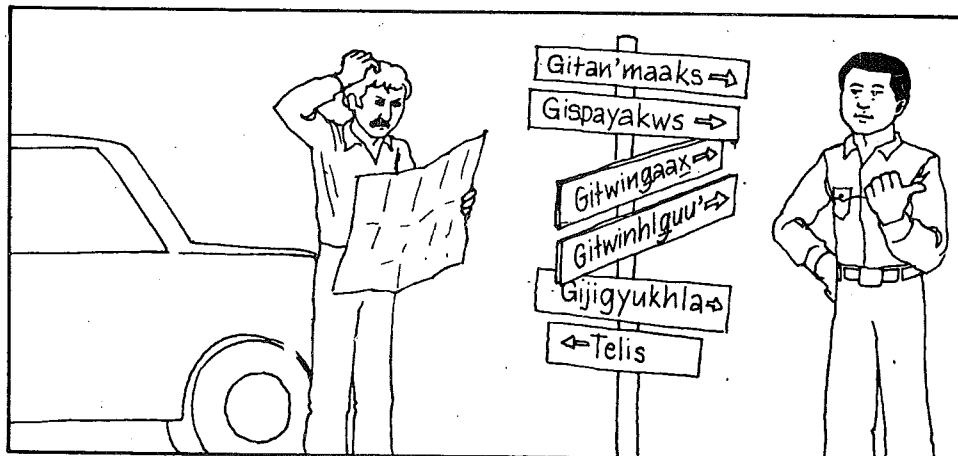
10. Neet hlimoos Maryhl logom 'wii naga? Is Mary helping the old woman.

Difference: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Nee dim (or Neem) yees n<sup>o</sup>xon *Will your mother go?*  
12. Neemt hlim<sup>o</sup>os n<sup>o</sup>xon gyáda? *Will your mother help the man.*  
Difference: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. Needi yees Henry. *Henry didn't go.*  
Needit gya'as Henryt Mary. *Henry didn't see Mary.*  
Difference: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Nee dim di yeehl gyat. *The man won't go.*  
15. Neehl di gyahlxwhl gyathl amiiluxw. *The man won't carve a mask.*  
Difference: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# More about Class 1 & 2 Verbs

On page 28, we learned another of the Class 2 verbs, *hasak*, *to want*. We can learn some important things about Class 2 verbs by looking at this word.

First, although Class 2 verbs do not usually take direct objects, the verb *hasak*, *to want*, often has an object.

- (a) *Haságan tuna? Do you want this?*
- (b) *Nee. Néedi hasága'y loot. No. I don't want it.*
- (c) *Neehl haságan ahl wáhl n k'abaluú'y? Do you want my old gun?*
- (d) *Ee'e. Hasága'yhl wáhl n k'abaluún. Yes. I want your old gun (rifle).*

Note that in sentences b and c, the word that is translated into English as direct object ('it' and 'my old gun') is expressed in Gitksan with the Set C Pronouns and *ahl*, which are used in Gitksan for indirect objects (see pages 34-35). Thus, even though it appears that these sentences have a Class 2 verb with a direct object, what we really have here is a Class 2 verb with an indirect object.

We have these Set C Pronouns and *ahl*, as and *alahl* used with *hasak* in negative sentences and questions that use *neehl*.

Second, in sentences a and d what we have is a kind of *Equals sign* sentence similar to those that we learned in Book 6. Do you remember these sentence patterns which use describing words?

*Hixhl os. The dog is fat. (fat = the dog)*

*Gehlxlhl gyat tust. That man is skinny. (skinny = that man)*

*Hasaga'yhl os tust. I like that dog. (that dog = my liking)*

If we assume that the relational marker *-hl* is really a kind of equals sign (=), then we can see that the sentence d at the top of the page is just like the sentences with describing words that have an "is" in them in English (e.g. The dog is fat, *hixhl os*) Thus, the last sentence at the top of the page (d) is really translated in English something like "That dog is what I like". Thus, dog isn't a direct object there either.

We will continue to translate these sentences in English as if they had direct objects. But you should remember that it is simply the way we translate them into English. Really, these Class 2 sentences almost never have a real direct object. They just seem to because we translate them into English in a way that makes sense for English.

# Pattern Review

The explanation on page 90, for older students, was to attempt to clarify the difference between Class 1 and Class 2 verbs in Gitksan. Do not be confused if you do not understand or remember everything that's discussed there. More important by far is to learn the patterns here for using the Class 2 verb hasak. If you need to, return to page 28 and review the basic forms of the verb. Here are examples of negative, questions, and progressive action sentences.

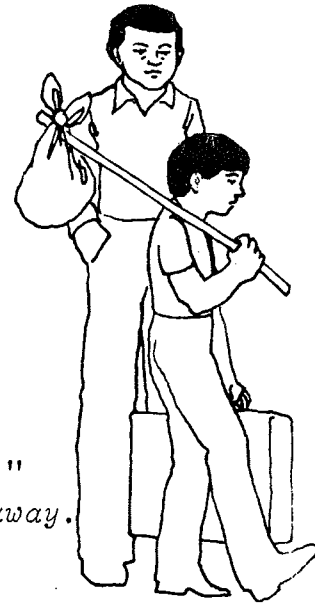
Hasága'yhl anúhl. *I want a drum.*  
Nee<sup>di</sup> hasága'yhl anúhl tust. *I don't want that drum.*  
Hasákhl hanákhl anúhl tust. *The woman wants that drum.*  
Hasáks Donhl anúhl tust. *Don wants that drum.*  
Néedi hasákhl hanák ahl anúhl tust. *The woman doesn't want that*  
Néedi hasáks Don ahl anúhl tust. *Don doesn't want that drum. drum.*  
Dim haságanhl anúhla? *Will you want the drum?*  
Hasákthl os. *She/he wants the dog.*  
Hasákhl tk'ihlxwm hanákhl os loot. *The young woman wants the dog*  
Hasákthl os loot. *He wants it for him/her. for him.*  
Neehl haságan ahl osa? *Do you want the dog?*  
Neehl hasáks Sally álahl ósa? *Does Sally want the dog?*  
Neehl hasákhl gyat álahl ósa? *Does the man want the dog?*  
Neehl hasákhl tk'ihlxwm gyat looda? *Does the boy want it?*

Did you notice that all of the questions and negative sentences use neehl and needi rather than forms that include the Set D Pronouns (neema, neena, etc.; neendi, neemdi, etc.).

Can you translate these sentences into Gitksan based on the patterns above?

1. John wants my pencil. \_\_\_\_\_
2. Myra doesn't want my pencil. \_\_\_\_\_
3. Do you want my pencil? \_\_\_\_\_
4. Does Myra want your pencil for me? \_\_\_\_\_
5. You don't want it. \_\_\_\_\_
6. I don't want that dollar. \_\_\_\_\_

# More Practice



"K'yeeekxw 'ni'y!"  
I'm running away.

Here are some more exercises to help you learn the patterns that relate to the Class 1 verbs. Go back and review pages 87, 88, 89, and 91. The patterns should be quite easy for you to learn. Now translate these sentences into Gitksan.

1. I will go. You won't go. \_\_\_\_\_

2. Will you go? Will John go? \_\_\_\_\_

3. Did the woman go? No. The woman didn't go. \_\_\_\_\_

4. We won't go tomorrow (t'ahlakw). You guys didn't go yesterday.

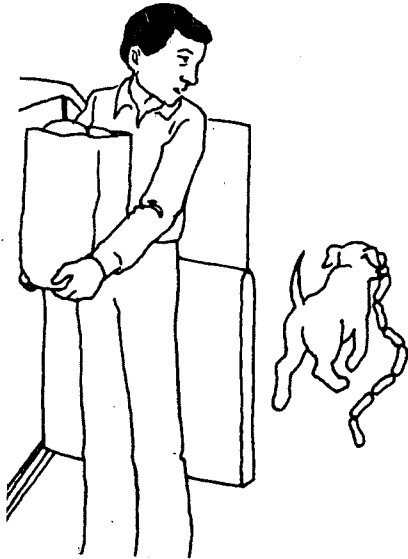
5. We are (in the process of) walking. They will go. \_\_\_\_\_

6. Are you going (or, of course, walking)? \_\_\_\_\_

7. I want money. You don't want money. \_\_\_\_\_

8. The woman wants that canoe. She wants it. \_\_\_\_\_

9. Does Henrietta want this meat? Martin didn't want it. \_\_\_\_\_



"Neehl haságan ahl smaxa?"

In this exercise, you are going to be given questions in Gitksan and you are to answer them in Gitksan. Write your answers in the spaces provided. You can answer whatever you like!

1. Neem yees Oliver-a? \_\_\_\_\_
2. Neehl yina? \_\_\_\_\_
3. Neehl hla'si'ma? \_\_\_\_\_
4. Neehl yees Janice-a? \_\_\_\_\_
5. Haságan smax tusta? \_\_\_\_\_
6. Dim haságanhl winéex tuna? \_\_\_\_\_
7. Neehl hasáks Gertie ahl gan t'imísta? \_\_\_\_\_  
\_\_\_\_\_
8. Neehl hasákhl lógom 'wii gyat looda? \_\_\_\_\_  
\_\_\_\_\_
9. Neehl haságan ahl aksa maa'ya? \_\_\_\_\_
10. Neehl hahlá'lsis wagna? \_\_\_\_\_
11. Neehl hahlá'lsihi si'moogit'ma? \_\_\_\_\_  
\_\_\_\_\_
12. Yukwhl gwin? \_\_\_\_\_
13. Yukwhl gwihl hanák? \_\_\_\_\_
14. Neehl haságan ahl naaxsxwa gwidets'ya? \_\_\_\_\_  
\_\_\_\_\_



# Getting there & sitting!

Here are two more Class 2 verbs, t'aa/'wan, *to sit*, and 'witxw/bakxw, *to arrive or come*. Both of these have different forms for talking about 1 person (I, you, he/she) than they do for more than one person (we, you guys, they). In this way these two words are like yee/hla', which we have already learned.

Note the forms of t'aa/'wan and the way they pattern in more complex sentences.

t'aa'y	<i>I sit/sat or sit down.</i>	'wan'm	<i>We sit.</i>
t'aan	<i>You sit.</i>	'wánsi'm	<i>You guys sit.</i>
t'aat	<i>he or she sits.</i>	'wándiit	<i>They sit.</i>

You also hear these forms with the Set A Pronoun mini-words: t'aa 'ni'y, 'wan 'nuu'm, etc.

Yukwhl t'aa'y.	<i>I am sitting.</i>
Yukwhl t'aan.	<i>You are sitting.</i>
Dim t'aa 'ni'y.	<i>I will sit (down).</i>
Yukwhl t'aas John.	<i>John is sitting.</i>
Yukwhl t'aahl hanák.	<i>The woman is sitting.</i>
Yukwhl 'wan'm.	<i>We are sitting</i>
Neem t'aana?	<i>Will you sit down?</i>
Neem 'wándaída?	<i>Will they sit down?</i>
Neem t'aas Johna?	<i>Will John sit down?</i>
Neem di t'aa'y.	<i>I won't sit down.</i>
Needi t'aas John.	<i>John isn't sitting.</i>

And here are the commands. These are the first commands that you have had in your lessons. Look at how they are formed. Note that you can make negative commands, too. You can both tell someone that they must do something and that they must not do something. We will cover commands in detail on page

T'aan.	<i>Sit (down)!</i>
'Wánsi'm.	<i>(You guys, all of you) Sit down!</i>
Há'wji t'aan.	<i>Don't sit (down)!</i>
Há'wji 'wánsi'm.	<i>Sit down (all of you)!</i>

And here are the forms for the other important Class 2 verb, 'witxw/bakxw, to arrive, to get somewhere, to come. Remember that this is the third of these class 2 verbs that we have studied which have different base forms for I, you, he/she than they do for we, you guys, and they. write in both the singular and plural base forms for these words:

	<i>singular</i>	<i>plural</i>
<i>to sit</i>	_____	_____
<i>to go</i>	_____	_____
<i>to arrive</i>	_____	_____

By now you should know the patterns for these words so well that we needn't even give you the forms for these Class 2 verbs. Don't simply assume you know the pattern so that you needn't learn these well. Study each example below so that you know the pattern that applies.

'witxw'y	<i>I arrive, I come.</i>	bakxw'm	<i>We arrive or come/come.</i>
'witxwn	<i>You arrive, come.</i>	báxwsi'm	<i>You guys arrive or come.</i>
'witxwt	<i>He/she arrives, come.</i>	báxwdiit	<i>They arrive or come.</i>

You can also use the Set A mini-words instead of the Set B endings (*i.e.* 'witxw 'ni'y, bakxw 'nuu'm).

Yukwhl 'witxw'y (or hlaa 'witxw'y).	<i>I'm coming.</i>
Yukwhl báxwdiit.	<i>They're coming.</i>
Dim 'witxwt John ji t'ahlákw.	<i>Will John come tomorrow?</i>
Dim 'witxwhl hanák.	<i>The woman is coming (i.e. will come.)</i>
'Witxwt John k'yoots.	<i>John came yesterday.</i>
Dim 'witxw 'ni'y ji t'ahlákw.	<i>I will come tomorrow.</i>
Neédim 'witxwna?	<i>Aren't you coming?</i>
'Witxwn k'yootsa?	<i>Did you come yesterday?</i>
Neédim 'witxws Johna.	<i>Will John come?</i>
Neédim di 'witxw'y.	<i>I won't come (I will not be coming).</i>
Neédim di 'witxws John.	<i>John isn't going to come.</i>

(forms continued on page 96)

Here are the rest of the forms of the Class 2 verb *to come* or *arrive*, 'witxw/bakxw.

Neédi 'witxw'y k'yoots. *I didn't come yesterday.*

Neédi 'witxws John k'yoots. *John didn't come yesterday.*

Neédim báxwdiida? *Will they come?*

Neédim di báxwdiit. *They won't come.*

Neehl báxwdiida? *Did they come?*

Neehl 'witxws Johna? *Did John come?*

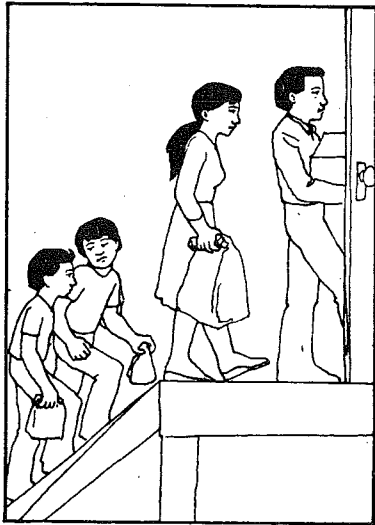
Hlaa báxwdiit (or báxwda!). *They've arrived! They're here!*

And here are the command forms. But, you don't usually just say "Come!" in Gitksan, so we have somewhat longer forms for the commands.

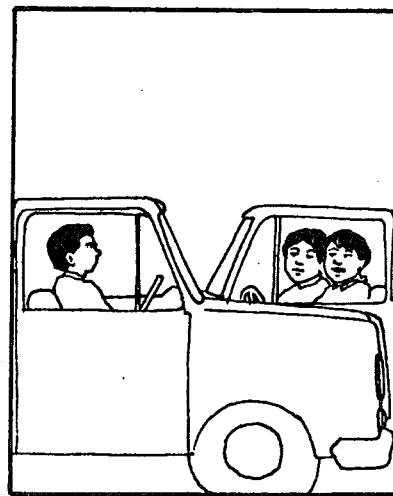
'Witxwn (goohl) anjóg'm. *Come to our house.*

Báxwsi'm anjóg'm (or better, Am ji bakxwsi'm anjog'm!) *You guys come to our place (It would be good if.....).*

Há'wji 'witxwn (goohl) anjóg'm. *Don't come to our house!*



"Yukwhl bakxwdiit!"



"Gyi'y! Yukwhl  
'witxws John gyuu'n."

# Practice

To help you learn the forms of t'aa/'wan and 'witxw/bakxw, here is an exercise. Translate the following into English. Then make them into a negative statement in Gitksan. The first two are done for you as examples.

1. T'aa'y (or t'aa 'ni'y). I sit (or I sat, or I sat down)  
Néedi t'aa'y.

2. Dim 'witxwt John. John is going to come, will come.  
Néedim di 'witxws John.

3. Dim 'wan 'nuu'm. \_\_\_\_\_  
\_\_\_\_\_

4. 'Witxw 'ni'y. \_\_\_\_\_  
\_\_\_\_\_

(Note that it is not common usage to say Yukwhl 'witxw'y. There are some words that it simply doesn't make sense to use with yukwhl.)

5. Dim bakxw 'nuu'm (or dim bagw'm). \_\_\_\_\_  
\_\_\_\_\_

6. 'Witxwt. \_\_\_\_\_  
\_\_\_\_\_

7. Báxwsi'm. \_\_\_\_\_  
\_\_\_\_\_

8. Dim 'witxw 'ni'y ji t'ahlákw. \_\_\_\_\_  
\_\_\_\_\_

9. Báxwsi'm k'yoótsa? \_\_\_\_\_  
\_\_\_\_\_

10. Yukwhl 'wan'm. \_\_\_\_\_  
\_\_\_\_\_

11. Yukwhl báxwdiit. \_\_\_\_\_  
\_\_\_\_\_

12. 'Witxwt Clarence k'yoots. \_\_\_\_\_  
\_\_\_\_\_

# Do this! Don't!

On page 94, we gave you several command forms for "sit down!" You know what we mean by a command. It is when you tell someone to do something or not to do something.

*Work! (speaking to two or more people)* Hahlá'lsisim.

*Work! (speaking to one person)* Hahlá'lstn.

*Don't work! (speaking to more than one)* Ha'wji hahlá'lsisim.

*Don't work! (speaking to only one)* Ha'wji hahlá'lstn.

Now note that the negative command ("Don't ....") is expressed for the word 'work' with the Gitksan word ha'wji. Remember that hahlá'lst is a Class 2 verb. Ha'wji is only used for negative commands with Class 2 verbs. For Class 1 verbs, we use the word ha'mji. Here is an example.

*Look! (one person)* Gi'i! (This is an irregular form)

*Look! (more than one)* Sim gyá'asust!

*Don't look! (one person)* Há'mji gyá'at!

*Don't look! (more than one)* Há'mjisim gyá'at!

*Don't look at me! (one person)* Há'mji gyá'a'y.

Here are some more examples of commands involving verbs that we have been studying in this book.

*Don't! (said to a person who is about to do something you don't want them to do.)* Há'wit!

In these examples, assume the command is given to one person unless we mark it plural (pl.).

*Play!* Ma'ósn.

*Play! (pl)* Mas'ósisim.

*Don't play!* Há'wji ma'ósn.

*Don't play! (pl)* Há'wji mas'ósisim.

*Give!* Gi'námhl (Which is actually "Give it!")

*Give it to me!* Gi'námhl loo'y. (or Gin'y! for short)

*Give it to John!* Gi'námhl as John.

*Don't give it to him!* Ha'mji gi'namt loot!

*Don't give me the money!* Ha'mji gi'namhl daala loo'y.

*Don't you guys give John the money!* Há'mjisim gi'námhl daala' as John.

*Give me some money! (you hear either of the following:*

Ndee'ehl dáala loo'y!

or Gi'námhl dáala loo'y!

*Carve! Gyehlxwhl! (This isn't something that one would actually say, but it is a Gitksan word.)*

*Don't carve the mask! Há'mji gyehlxwhl amíluxw!*

*Help! Hlimóohl!*

*Help me! Hlimóo'y!*

*Help us! Hlimóo'm!*

*Help John! Hlimóos John!*

*Help the lady! Hlimóohl hanák (pl. hlimhlimóohl hanák)*

*Don't help John! Há'mji hlimóos John!*

*Don't help me! Há'mji hlimóo'y!*

*Há'mjisim hlimóo'y!*

Note that Hlimóo'y means both "I help" and "Help me". On the other hand, there is a difference between "Help us" (Hlimóo'm) and "We help" (Hlimóoy'm).

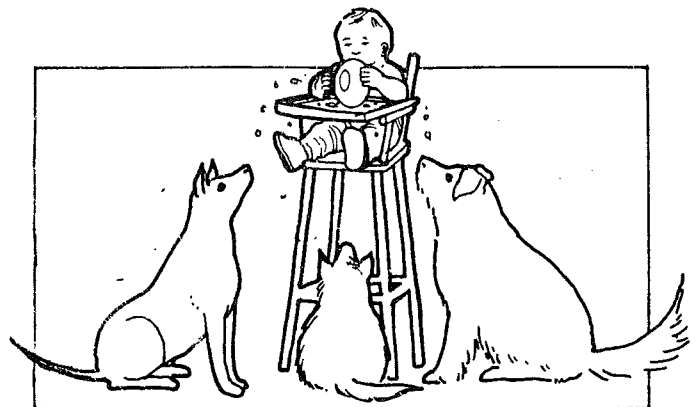
*Buy it! Giikwhl!*

*Don't buy it! Há'mji giikwt!*

*Don't buy the car! Há'mji giikwhl anhóoya'.*

*Buy it for John! Giikwhl as John.*

*Buy me candy! Giikwt siwídis loo'y.*



"Gína'm!"



# Review

This is the last review of Book 7. If you know all of the patterns for using verbs in Gitksan that we have talked about in this book, you know a lot about Gitksan! You can always review by simply going back over the colored sections in the book to see those patterns discussed succinctly.

In this review section, we are going to sum up the differences between the Class 1 verbs and Class 2 verbs. We have also learned patterns for negative sentences and questions that start out with a form of the word *nee* (. . . *neeh1*, *neema*, etc.). We will want to review the Set D pronoun endings, too, since they are so important in these types of sentences. Maybe that's a good place to start this review section, with the Set D endings, which we have learned on pages 49 and 76.

<u>Set D endings</u>	<u>Example phrase</u>
<i>I</i> -na (or -n)	<i>Néena wilaáyna?</i> <i>Do I know you?</i>
<i>You</i> -ma (or -m)	<i>Néema wilaáy'ya?</i> <i>Do you know me?</i>
<i>He/she</i> -t	<i>Neet wilaáy'ya?</i> <i>Does he know me?</i>
<i>We</i> _____ dip	<i>Nee dip di wilaáyna?</i> <i>Do we know you?</i>
<i>You guys</i> -masim (-msim)	<i>Néemasim wilaáy'ya?</i> <i>Do you guys know me?</i>
<i>They</i> -t _____-diit	<i>Neet wilaáaxdiit 'ni'ya?</i> <i>Do they know me?</i>

Can you now sit down and compare the Set B and Set D pronouns. Write out the forms for each set. It will help you learn them better.

	<u>Set B</u>	<u>Set D</u>		<u>Set B</u>	<u>Set D</u>
<i>I</i>	_____	_____	<i>we</i>	_____	_____
<i>You</i>	_____	_____	<i>You guys</i>	_____	_____
<i>He/she</i>	_____	_____	<i>They</i>	_____	_____





# Class 1 -vs- Class 2

We also learned that there are two "Pattern Classes" of Gitksan verbs which we call Class 1 and Class 2. We talked about the differences between the classes on pages 86, 90, and 98. Let's review these two classes of verbs in detail. Here are the verbs we have learned in this book and their classes:

## Class 1 Verbs

wilaay    to know  
 gya'a    to see  
 giikw    to buy  
 hlimooy    to help  
 anook    to like  
 gyahlxw    to carve  
 'muukxw    to catch fish

## Class 2 Verbs

hahla'lst    to work  
 ma'os/mas'os    to play  
 hasak    to want (or like)  
 yee/hla'    to go, walk  
 t'aa/'wan    to sit (down)  
 'witxw/bakxw    to come, arrive  
 and all of the describing  
 words in Book 6:  
 hix    is really "to be fat"  
 gehlx    is really "to be thin"  
 etc.

**A**

Here are the differences between Class 1 and Class 2 verbs. We give examples of the patterns of each class so that you can actually compare them.

Class 1 Verbs have direct objects most of the time.

Class 2 Verbs usually don't have direct objects. And what seem to be direct objects are usually indirect objects and possessions. We think of them as direct objects because of the way we have to translate them into English.

Class 1: Gyá'a'yhl wilp siwiláaksa'. *I see the school.*

Gyá'a'y 'niin. *I see you.*

Gyá'a'yt John. *I see John.*

Gyá'a'yt nóxon. *I see your mother.*

Neéndi gyá'an. *I didn't see you.*

Neéna gyá'ana? *Did I see you?*

# Review

Class 2: (We use as an example hasak-, to want, which usually seems to have a direct object as we translate it into English).

Hasáks Johnhl smax. *John wants the meat (actually, John's want is the meat. Note that the -s ending on hasak, is the same ending used on possessions:*  
Wilps John - John's house.  
Gan t'imísis Mary - Mary's pencil.

Néedi hasága'y loot. *I don't want it.*

Néedi hasága'y ahl dáala'. *I don't want the money. (actually, here "it" and "money" are indirect objects although they get translated in English as direct objects. The Set C Pronoun loot and mini-word ahl always signal indirect objects in Gitksan:*

Dim gi'nam'yhl hon loon.  
*I'll give the fish to you.*

Gi'nam'yhl dáala' ahl amxsiwáa.  
*I gave the money to the Whiteman.*

Hasaga'yhl daala'. *I want money (or a dollar). (actually, my want is money. This is the same pattern as this:*

Hixhl os'y. *My dog is fat.*

## B

Class 1 Verbs use the Set D Pronouns in making negative statements (*i.e.* neendi, neema di, needit, etc.)

Class 2 verbs use the form needi without Set D endings for negative statements.

### Class 1 Verbs

Neéendi gyá'an. *I didn't see you.*  
Neéma di gyá'a'y. *You didn't see me.*  
Neéedit gyá'a'y. *He didn't see me.*  
Nee dip di gyá'an. *We didn't see you.*  
Neémasim di gyá'a'y. *You didn't see me.*  
Neéedit gyá'adiit 'niin.  
*They didn't see you.*

### Class 2 Verbs

Neéedi hahlá'lst'y. *I didn't work.*  
Neéedi hahlá'lstn. *You don't work.*  
Neéedi hahlá'lsit. *He doesn't work.*  
Neéedi hahlá'lst'm. *We don't work.*  
Neéedi hahlá'lsisi'm. *You don't work.*  
Neéedi hahlá'lsdiit.  
*They don't work.*

# C

Class 1 verbs use the Set D endings to ask questions that include nee (i.e. neena, neema, etc.).

Class 2 verbs use only neehl in asking these questions.

## Class 1 Verbs

Néena gyá'ana? *Did I see you?*  
 Néema gyá'a'ya? *Did you see me?*  
 Neet gyá'as Johna? *Did he see John?*  
 Nee dip gyá'ada? *Did we see him?*  
 Néemsim gyá'ahl gyada? *Did you see*  
 Neet gyá'adiits Johna? *the man?*  
*Did they see John?*

## Class 2 Verbs

Neehl ma'ós'y? *Did I play?*  
 Neehl ma'ósn? *Did you play?*  
 Neehl ma'óst? *Did he play?*  
 Neehl mas'ós'm? *Did we play?*  
 Neehl mas'ósisim? *Did you*  
 Neehl mas'ósdiiit? *play?*  
*Did they play?*

# D

Class 1 verbs use the Set D endings to show action in progress by attaching these endings to yukw (yukwna, yukwma, yukwt, etc.).

Class 2 verbs use only yukwhl to show action in progress.

## Class 1 Verbs

Yúkwna hlimóon. *I'm helping you.*  
 Yúkwma hlimóo'y. *You are helping me.*  
 Yukwt hlimóon. *He is helping you.*  
 Yukw dip hlimóon. *We are helping you.*  
 Yúkwmasim hlimóohl gyat.  
*You guys are helping the man.*  
 Yukwt hlimóodiit 'niin.  
*They are helping you.*

## Class 2 Verbs

Yukwhl ma'ós'y. *I'm playing.*  
 Yukwhl ma'ósn. *You're playing.*  
 Yukwhl ma'óst. *He's playing.*  
 Yukwhl mas'ós'm. *We're playing.*  
 Yukwhl mas'ósisim.  
*You guys are playing.*  
 Yukwhl mas'ósdiiit.  
*They are playing.*

# E

Class 1 verbs use ha'mji in making negative commands.

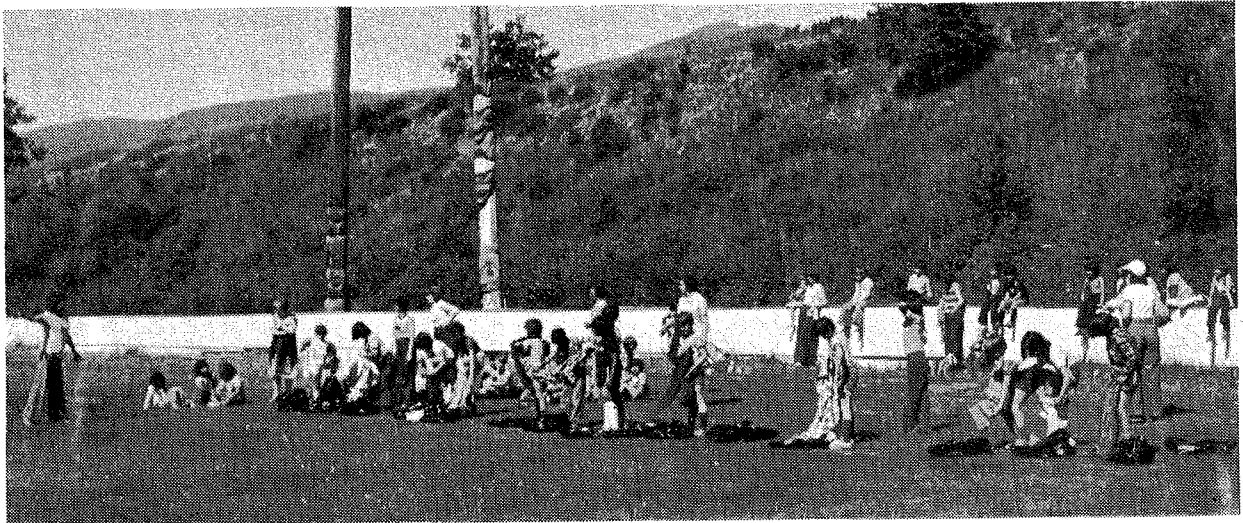
Class 2 verbs use ha'wji in making negative commands.

## Class 1 Verbs

Há'mji gyá'a *Don't look!*  
 Há'mjisim gyá'a.  
*Don't you guys look!*

## Class 2 Verbs

Há'wji hahlá'lstn. *Don't work!*  
 Há'wji hahlá'lsisim.  
*Don't you guys work!*



# Review

This review section is a set of exercises that cover all of the material in this seventh book in the *Gitksan for Kids* series. At the beginning of each exercise, you will be told on what pages in the book the material was covered. That way, if you have any questions, you can go back to review the explanation that was given there.

Don't restrict yourself to the drills provided in the book here. Try to "invent" new games and exercises that will help the class learn these difficult verb patterns.

The verb is the heart of the Gitksan sentence. It is usually the first thing in the sentence and often sentences consist only of a verb. So, if you want to learn Gitksan, you will have to learn these verb patterns.

Answer these questions in Gitksan. Give two answers to each question: 1 with a Class 1 verb and 1 with a Class 2 verb. (See page 10.)

1. Yukwhl gwin? (Class 1) Yukwhl yee'y. I'm walking, going.  
 (Class 2) Yukwna gyahlxwhl gan I'm carving.
2. Yukwhl gwidist? (Class 1) \_\_\_\_\_  
 (Class 2) \_\_\_\_\_

(Continued on page 106)

3. Yukwhl gwis Marsha? (Class 1) \_\_\_\_\_  
 (Class 2) \_\_\_\_\_
4. Yukwhl gwidiit? (Class 1) \_\_\_\_\_  
 (Class 2) \_\_\_\_\_
5. Yukwhl gwihl si'moogit?  
 (Class 1) \_\_\_\_\_  
 (Class 2) \_\_\_\_\_

In this exercise, you are to answer the questions in Gitksan. You can answer them either 'yes' or 'no', but you have to make a whole sentence! You can't just say "Yes!".

*Example:*

- Hahlá'lstna? Ee'e. Yukwhl hahlá'lst'y sa tun.  
 or Ee'e. Hahlá'lst'y k'yoots.  
 or Nee. Needi hahlá'lst'y.

1. Neehl hahlá'lsis Johna? \_\_\_\_\_  
 2. Neema dim silmiiluxw'ya? \_\_\_\_\_

(sil- is a mini-word that attaches to the front of Class 2 words. It means 'to do something with someone' and when you attach it to the front of a Class 2 word it turns it into a Class 1 word.

míiluxw'y. *I dance* silmiiluxw'y. *I dance with someone.*  
 yukwhl míiluxw'y. *I am dancing.*  
 yúkwa silmiiluxw'y. *You are dancing with me.*

Now can you figure out what the sentence means?

An answer might be: Ee'e. Dim silmiiluxw'y 'niin.)

3. Néema dim silma'ós'ya? \_\_\_\_\_  
 4. Hahlá'lst 'niin k'yootsa? \_\_\_\_\_  
 5. Dim hahlá'lst 'niin loo'm t'ahlágwa? \_\_\_\_\_  
 \_\_\_\_\_  
 6. Néedim yees nóxona? \_\_\_\_\_  
 7. Néema gyá'ahl nakshl si'moógida? (naks means husband or wife)  
 \_\_\_\_\_



8. Neema giikw smexa? \_\_\_\_\_  
\_\_\_\_\_
9. Giigwis Charlie aksa maa'y k'yootsa? \_\_\_\_\_  
\_\_\_\_\_
10. Dim hahlá'lst nigwóodna? \_\_\_\_\_  
\_\_\_\_\_
11. Dim gi'námna? \_\_\_\_\_
12. Dim gi'namn loo'ya? \_\_\_\_\_
13. Dim gi'namis John loona? \_\_\_\_\_  
\_\_\_\_\_
14. Neem wilaaxhl miiluxwa? \_\_\_\_\_  
\_\_\_\_\_
15. Gwihl haságan dim aksn? (aks is *water*; aks'y, *I drink*.)  
\_\_\_\_\_
16. Dim yee 'niina? \_\_\_\_\_
17. Neehl xwdayna? \_\_\_\_\_
18. Néema gyá'ahl wilb'm? \_\_\_\_\_
19. Néema di gyá'a'ya? \_\_\_\_\_
20. Neem anóogo'ma? \_\_\_\_\_
21. Neet anóokdiit niina? \_\_\_\_\_



Here is an exercise that will give you practice in translating into English a number of patterns that we have studied throughout Book 7. Translate them into English. Then, if a question is asked. Answer the question in Gitksan. You can make up the answer.

1. Yukwhl hahla'lstn loo'y. \_\_\_\_\_
2. Hahlá'lst 'niin loo'y k'yootsa? \_\_\_\_\_  
\_\_\_\_\_
3. Neehl hahlá'lsis Clarence-a? \_\_\_\_\_  
\_\_\_\_\_
4. Néedi hahlá'lsis naks'y. \_\_\_\_\_
5. Gyá'as Johnhl hanák. \_\_\_\_\_
6. Gyá'as nóxo'y ni'y. \_\_\_\_\_
7. Néema gyá'ahl dulpxwm gan t'imíst'y? \_\_\_\_\_  
\_\_\_\_\_
8. Gyá'as Lucyhl smax. \_\_\_\_\_
9. Dim gi'námis Johnhl anúuhl loo'y. \_\_\_\_\_
10. Gi'námis Johnhl anúuhls Mary loo'm. \_\_\_\_\_  
\_\_\_\_\_

11. Gi'námhl dáala as John! \_\_\_\_\_

12. Neet hlimóos Arnoldhl lógom 'wii nak? \_\_\_\_\_  
\_\_\_\_\_

13. Yukwhl hla'm. \_\_\_\_\_

14. Yukw dip hlimóona? \_\_\_\_\_  
\_\_\_\_\_

15. Néedim di yeehl gyat. \_\_\_\_\_

16. Gi'namihl apple loon. \_\_\_\_\_

17. Dim gi'námnhl apple lóo'ya? \_\_\_\_\_  
\_\_\_\_\_

18. Neem wiláaxhl gyanimxá? (*Gyanimx is the Gitksan language  
or speaking Gitksan*).  
\_\_\_\_\_

Néendi wiláaxhl gyánimx. Ee'e. Wiláay'yhl gyánimx.

19. Neem wilaaxhl wa'ya? (*Wa is name*) \_\_\_\_\_

Néendi wiláaxhl wan. Ee'e. Wiláay'yhl wan.

20. Yukwhl limx'yhl limn. \_\_\_\_\_

(Here is the word that you need to know to translate  
this sentence: limx,

limx'y (or limx 'ni'y) *I sing, or my song (also lim'y)*

limn *You sing, or your song*

limxt (or limx 'nit) *He sings, or his song*

limx'm (or limx 'nuu'm) *We sing, or our song*

límksi'm *You guys sing, or your song*

límxdiiit *They sing, or their song.*

Is limx a Class 1 or Class 2 verb? \_\_\_\_\_

How do you know? \_\_\_\_\_

21. Limxdiiithl limxs John. \_\_\_\_\_

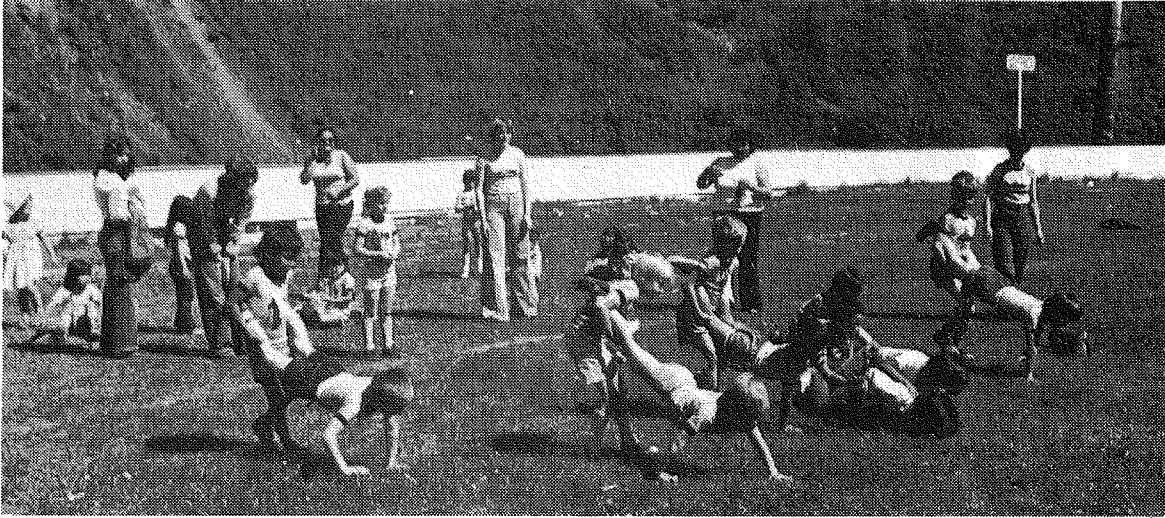
22. Há'wji t'aan! \_\_\_\_\_

23. Yukwhl t'aas John. \_\_\_\_\_





# **Notes and Vocabulary Additions**



## NOTES SECTION

This section is for keeping notes of any new words that you learn either by yourself or as a class. We have not concentrated in this book on the development of a large vocabulary, assuming that your teacher would introduce new words in class as the class needed them.

Also, you will want to use this section to help you further your study of verbs in Gitksan. So, whenever you learn a new verb (or want to know one) ask your teacher the important forms of that verb.

What are the important forms of verbs?

- a) the I-forms (I \_\_\_\_\_, I did \_\_\_\_\_,  
and I will \_\_\_\_\_)
- b) the he/she-forms (he/she \_\_\_\_\_s, he  
did \_\_\_\_\_, she will \_\_\_\_\_)
- c) the we-forms (we \_\_\_\_\_, we did \_\_\_\_\_,  
we will \_\_\_\_\_)  
You especially need this form to know  
if there is a plural form of the verb.  
It can be either like ma'os, mas'os or  
completely different, like t'aa/'wan.
- d) the yukw-form (I am \_\_\_\_\_, he is \_\_\_\_\_)  
This will tell you whether it is a Class  
1 or Class 2 verb. If the I-yukw-form  
is yukwh1, it's class 2; if it is yukwna  
it's Class 1.
- e) you may also wish to ask the command forms;  
these often are difficult to predict.















