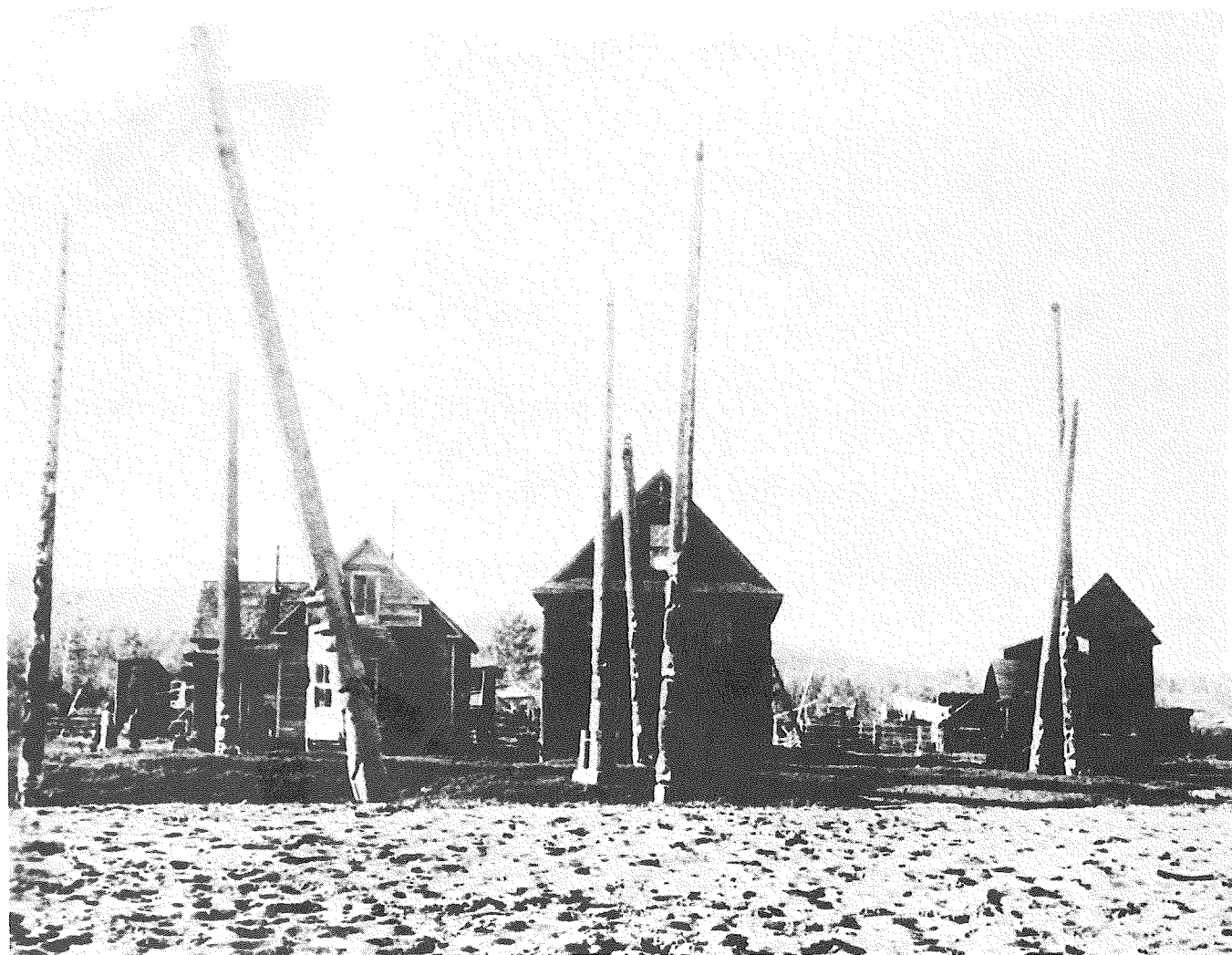


**Gitxsanimx**  
**Gitksan Language**  
**Book 1**





**Gitxsanimx**  
**Gitksan Language**  
**Book 1**

by  
J. V. Powell and Russell Stevens

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# Preface

These lessons were prepared for the purpose of teaching the Gitksan language in the schools attended by the children of Kispiox, B.C. They are the property of the Kispiox Band and have been made available to you by the band. They should be treated with respect as an aspect of the band's cultural heritage.

Gitksan is a language with numerous dialectal variations. The material in this book attempts to provide a bridge between the various forms of the language. The orthography used in both Gitksan Language Book 1 and Book 2 is the same. It varies only slightly from the writing system employed in the Rigsby and Hindle Short Practical Dictionary of the Gitksan Language. For a more complete discussion of these issues, see page viii.

These lessons were prepared at the request of the Kispiox Band. They were written by J. V. Powell (Department of Anthropology and Sociology, University of British Columbia) and Russell Stevens (member of the Kispiox band and teacher at Hazelton High School). They are intended to be a pilot project for a complete language curriculum. Corrections and additions are welcome, as are suggestions as to the form and structure of the expanded curriculum materials planned for later.

The help of a grant from the First Citizen's Fund is acknowledged. This project could not have been undertaken without their support. Numerous others have contributed individually to the project. Mr. Allan Mason, Kispiox Band Cultural Co-ordinator, conceived and managed the program. Kispiox Band Chief Councillor, William Blackwater, and Band Manager, Mel Beven, provided support and encouragement. Occasional comments and help were solicited from various members of the Kispiox community including Clara Harris, Mary Johnson, and Shirley Mason. Important help was initially given by Marie-Françoise Guedon, Rosalind Whalley, and Polly Sargent. To a great extent, these books are the product of the entire Kispiox community, whose concern for their cultural heritage and its maintenance is responsible for the program.



## Foreword

Gitksan is your language. However, it is more than a language. Next to your land, it is the most tangible reflection of your cultural heritage. You are lucky. Gitksan is not in any immediate danger of extinction. That's what people said at the turn of the century about the dozens of B.C. Indian languages which are now spoken by only a few old people. Five native languages of British Columbia are already extinct.

There are many ways that you can work to preserve your native language, your mother tongue. The most important is to be an informed speaker. These lessons were designed to help you learn about your language. However, lessons and books, dictionaries and teachers, tapes and language classes cannot learn Gitksan for you. In the end, if you learn to speak, read, and write your language it will be because you worked hard at learning and studying.

Take the opportunity offered you by this book.



Sim'oogit Baasxvalaxha  
(William Blackwater)  
Chief Councillor  
Kispiox Band

July 2, 1977





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## Preliminaries

This page will briefly touch on many of the issues that raise questions on the part of non-students, parents, interested readers, disinterested browsers, critics, reviewers, and library cataloguers. This book is the first of a series prepared to teach the Gitksan language, a native tongue of north-central British Columbia, spoken by at least 500 people of all ages in several villages along the Skeena River. One of the villages, Kispiox, has developed the program which produced these books for use in the schools attended by children of that village, but utilizable in all schools attended by Gitksan speaking students. This will create some questions and, possibly, unjustified criticism of the material in these lessons. Gitksan is spoken with a predictable dialectal diversity. Differences in pronunciation, diction, and vocabulary can be noted from village to village, and even within villages. Because these materials were expressly produced with the goal of serving the classes taught during the 1977-78 and immediately ensuing period, the usage of the teacher in the Hazelton High School class on Gitksan (Mr. Russell Stevens, co-author) has been employed in the books.

No attempt is made in these books to prescribe correct Gitksan pronunciation, spelling, orthography, or vocabulary (meanings of words). We have used the orthography provided in the Rigsby and Hindle Gitksan dictionary with the following exceptions:

- (a) we write the palatalization after k-sounds (k'yap and gyat instead of k'ap and gat)...see page 76.
  - (b) we write the aspiration after k and kw-sounds (gwiikxw and giikxw instead of gwiikw and giikw)..see page 76.
  - (c) we write the Hard resonants 'l, 'm, 'n, 'w, and 'y (instead of l, m, n, w, and y)...see page 50.
  - (d) we have changed a few spellings and some meanings slightly.
- Other than that, we have maintained the writing system so carefully worked out by these scholars, who deserve the respect with which they are held by the Gitksan people.

Do not expect that you will be able to pick up these book and immediately read Gitksan! This is a difficult language with numerous sounds which do not exist in English. For ease of learning and typing, we have adopted English symbols to write the sounds of Gitksan..... but usually the sound assigned to that symbol is not the same in Gitksan as it is in English. Don't be one of the people who pick up this book and say "I can't read it!" or "It is written wrong, because I know the word for Whiteman and it doesn't have any x sound in it!" It took you years to learn how to read English. You can't expect to be able to read Gitksan immediately. It takes some studying...which is exactly what this book has been written for. So, roll up your sleeves and sit down to learn Gitksan, or encourage your children to do so, or simply appreciate the organized effort of the Kispiox Band, which resulted in these materials.



**Gitksan**

**Vowels**

a

This is the first sound of the Gitksan alphabet which we will study. It is A. This is the first "letter" of the Gitksan alphabet, just as it is in English. There are ten vowels in Gitksan --- twice as many as we have letters for in English (if "y" and "w" aren't counted). Read about the Gitksan vowels at the top of 11.

Listen to your teacher pronounce each of the words below. Pay attention to the sound of the letter a, in particular. Then pronounce through the words without the teacher and write each of the words in the space provided on the right. Now, go back and memorize the meanings of the words given below. If you still have problems, listen to the words pronounced on the tape.

1. asgi            ugly
2. aks            water
3. anwana        seed or nut
4. daw            ice
5. hayala        drill
6. hawil         arrow
7. wan            deer
8. hatsalda     octopus
9. aluugiyat    Indians
10. 'lalt          snake or worm
11. lasa 'vanja   May (month)

asgi

## Phrases to Learn and Use

In the lessons which follow, you will be given useful phrases. Learn them and use them in daily conversation.

eda yin            Go on! Get away! \_\_\_\_\_

'wats asgi        That's ugly! \_\_\_\_\_

## THE 10 VOWELS IN THE GITKSAN LANGUAGE --- LONG VOWELS & SHORT VOWELS

There are ten vowels in Gitksan. You might think of them as five sets of vowels, each set containing a short vowel and its long variety. The ten gitksan vowels are given in the chart below. Note that the hard vowels are written by doubling the vowel symbol. The name of each vowel (the way one refers to it) is written alongside its symbol. Each of these vowels will be discussed individually in the pages that follow. You will find out through examples and by listening carefully to the tape how each of the vowels is pronounced. In some cases the Gitksan vowels are pronounced almost exactly as they are in English. However, a few of the vowels differ considerably from the English vowel sounds. It is important to remember that you are learning Gitksan vowels and, even though the *symbol* is the same as that used in writing English, the *sound* which that symbol stands for is a Gitksan sound. Remember what a symbol is. A symbol is simply a sign which stands for something else. We will be studying the Gitksan sounds and the symbols which stand for them. Here are the Gitksan vowels...all ten of them.

### *The ten Gitksan Vowels*

<u>Short</u>		<u>Long</u>	
a	"short a"	aa	"long a"
e	"short e"	ee	"long e"
i	"short i"	ii	"long i"
o	"short o"	oo	"long o"
u	"short u"	uu	"long u"

### THE SOUND OF SHORT A

Short A usually has the sound of the "a" in English "what" or the "u" in English "but". Depending upon the consonant which precedes it, short A may have a sound somewhat like the "a" in "father"; for example, listen to the middle vowel in the word for *octopus*, hatsalda. The usual pronunciation for short A is the "uh" sound in "club", though. Remember that there is no Gitksan sound like the "a" in English "bat".

If we were going to write Gitksan in phonetic symbols such as the linguists do, we would use a symbol which looks like an upside-down E, and is called *shwa*. It looks like this when it is written: ə. The reason that we use the symbol (a) rather than (ə) for this sound in Gitksan is that we tried to find a set of symbols for the ten Gitksan vowels which could be easily written on typewriters and printed. Some Indian groups have chosen to write the shwa sound of Gitksan short A by using the symbols 3, or &, or @.

Now listen to the words at the bottom of page 10 and pay careful attention to the sound of Gitksan short A.

# aa

The next vowel that we will study is "Long A". Notice that it is written with a double symbol. Notice that Long A differs from Short A in two ways: it has a longer sound (i.e. is held longer) and a different vowel sound. Read the information on the right (p. 13) before listening to the words at the bottom of this page.

Listen to the teacher pronounce the words below. Listen carefully to the sound of each Long A. Then pronounce the words without the teacher and write the words in the spaces provided on the right. Memorize the meanings of the words and then go on to complete the exercises on pages 13 and 14.

- |                 |   |            |
|-----------------|---|------------|
| 1. aat          | ashes   | <u>aat</u> |
| 2. naa          | who   | _____      |
| 3. haap         | "dad"   | _____      |
| 4. haat         | intestines, guts                                    | _____      |
| 5. daala        | money, dollar                                       | _____      |
| 6. laal (lahal) | bone gambling or "slahal"                           | _____      |
| 7. maakst       | to throw something into the river                   | _____      |
| 8. anaax        | bread   | _____      |
| 9. amxsiwaa     | white person, non-Indian                            | _____      |
|                 | also amksiwaa, k'amksiwaa, or amsiwaa (see page 16) |            |
| 10. luumaaksa   | to wash   | _____      |
| 11. saakx       | oolachen  | _____      |

## Phrases to Learn and Use

- gya'a'yhl amxsiwaa I see the white person. \_\_\_\_\_
- gya'a'mhl daala We see the money. \_\_\_\_\_
- gya'anhl aat You see the ashes. \_\_\_\_\_



## THE SOUND OF LONG A

Listen carefully to the sound of Long A, either as your teacher pronounces the words on page 12 or as you play the tape. Long A in Gitksan has the sound of "a" in English "father" (not like the "a" in "dad"). It is pronounced slightly longer than Short A. That means that it is held longer. In Gitksan, short vowels really are short, and long vowels are longer than short vowels.

Here's a question:

"How do you know that a word with aa in it has a Long A rather than simply having two Short A's in a row?"

Well, the answer is quite simple. When you see two A's together in a Gitksan word, it has to be a Long A because *two vowels never come together in a Gitksan word*. In Gitksan words, vowels are always separated by at least one consonant. Remember that the apostrophe (') is a symbol for a consonant that we call glottal stop or "stop sign". We will study it later on page 48. Thus, since you can't have two vowels immediately following each other, two vowel symbols together must be a long vowel.

Note: The Rigsby and Hindle dictionary list the Gitksan word for "fish" as hoen. This is acceptable, except it breaks our rule against having two vowels together. We write this word hon (although hawn might be a better way to write it). This word shows a localized variation in pronunciation.

## GITKSAN LONG VOWELS ARE ONE VOWEL, EVEN THOUGH THEY HAVE A DOUBLE SYMBOL

This is a very important point. It is helpful for you to develop correct habits of pronunciation and thought at the beginning of your study of the Gitksan language. It is very difficult to unlearn incorrect pronunciation habits later, and it is easier to make correct habits than to break bad habits and relearn. So, start out your study of the Gitksan vowels by correctly coming to think of long vowels as a single vowel, rather than a pair of vowels. *When you spell Gitksan words to yourself or out loud, be sure to spell aa as "Long A", rather than "A-A".* Thus, you spell words as follows (even when you are just thinking as you write):

naa is spelled "N, Long A" (not N, A, A).

daala is spelled "D, Long A, L, Short A" (not D, A, A, L, A).

amxsiwaa is spelled "Short A, M, X, S, Short I, W, Long A".

## HEARING THE DIFFERENCE BETWEEN LONG A AND SHORT A

Listen to the following words which have both Long and Short A in them. Try to hear the difference between the long vowels and the short vowels. Don't be discouraged if you cannot hear the difference immediately. It takes a while for your ear to become accustomed to the distinction. Your teacher will pronounce the words; they are also on the tape.

1. japaan      *Japanese* \_\_\_\_\_
2. jayaas     *young beaver* \_\_\_\_\_
3. adaawkx    *family history or personal story* \_\_\_\_\_  
 (Note: do not be disturbed by sounds which we have not yet studied. Pronounce them as well as you can for the moment. We will study them later.)
4. aats'ap     *door* \_\_\_\_\_
5. aajax       *to arrive in time* \_\_\_\_\_
6. daasgyan   *grinding stone* \_\_\_\_\_

## Exercise

This is an exercise to give you practice in hearing words and deciding whether they contain Long A or Short A. Listen to the words pronounced below and decide whether the vowel in the word is long or short, and then write the vowel in the blank left in the word, and check (✓) the correct box on the right. The first two are done for you as examples.

Examples:			Long A	Short A
a.	m	<u>aa</u> s "tree bark"	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b.	'm	<u>a</u> s "to grow up"	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.	n	_____ "who"	<input type="checkbox"/>	<input type="checkbox"/>
2.	l	_____ m "whiskey"	<input type="checkbox"/>	<input type="checkbox"/>
3.		_____ p "bee"	<input type="checkbox"/>	<input type="checkbox"/>
4.	y	_____ l "to stir something"	<input type="checkbox"/>	<input type="checkbox"/>
5.	b	_____ sx "to be afraid"	<input type="checkbox"/>	<input type="checkbox"/>

Note: The answers to this and other exercises in the book are to be found in the appendix, pp. 7ff.

## Drill

To provide you extra practice in using the phrases on page 12, here are a few more sentences. See if you can translate them. Write the English meanings of the phrases on the right in the spaces provided. Answers are in the appendix.

Example:

gya'a'vhl wan.

I see the deer.

1. gya'anh1 aats'ap \_\_\_\_\_
2. gya'a'mh1 jayaas. \_\_\_\_\_
3. gya'a'yhl 'lalt. \_\_\_\_\_
4. gya'anh1 anwana. \_\_\_\_\_
5. gya'a'yhl hawil. \_\_\_\_\_
6. gya'a'mh1 anaax. \_\_\_\_\_
7. gya'anh1 daasgyan. \_\_\_\_\_
8. gya'a'yhl daala. \_\_\_\_\_
9. gya'anh1 saakx. \_\_\_\_\_
10. gya'a'mh1 hatsalda. \_\_\_\_\_

## Exercise

The exercise that follows is the reverse of the drill that you just did. In this exercise you will be given the English equivalent of one of the phrases using the Gitksan forms for "I see, you see" or "we see" and will be asked to translate that phrase into Gitksan. Write your answers on the right in the spaces provided.

*Example:*

*I see the water.*

*gya'a'yhl aks*

1. You see the ice. \_\_\_\_\_
2. We see the Indians. \_\_\_\_\_
3. You see the bread. \_\_\_\_\_
4. I see the oolachen. \_\_\_\_\_
5. We see the money. \_\_\_\_\_
6. I see the intestines. \_\_\_\_\_
7. You see the ashes. \_\_\_\_\_
8. We see the door. \_\_\_\_\_
9. We see the grinding stone. \_\_\_\_\_
10. I see the snake. \_\_\_\_\_

# Discussion: Dialects

With the examples on page 12, we presented the word for "white person", and gave four forms of the Gitksan word:

"white person" --- amxsiwaa, amksiwaa, k'amksiwaa, amsiwaa

The reason that we give four forms for this Gitksan word is because all of these ways of pronouncing the word are used by Gitksan speakers. None is more or less correct than the other. They simply reflect different original dialects of Gitksan. These dialects may have been the result of slight variations in pronunciation which arose in particular villages. Such regional dialects exist in English. Take the variations that can be heard in different ways of saying "ham and eggs!":

- a) A Cockney speaker says "am 'n heegs".
- b) In Texas they say "heyam an' eyuggs".
- c) In Brooklyn they say "him niags".
- d) In the logging camps they say "ham and hen fruit".

Each of these ways of speaking is acceptable and proper. They are simply different from the way we do it. *Dialects are not wrong ways of saying things, they are simply different ways of saying things.* In fact, these different ways of saying things in Gitksan can be an interesting aspect of your study of the language. You can keep track of the different forms in which you hear words.

The other interesting aspect of dialects is that some areas came to use different words for things than speakers of the same language in other areas used. For instance, note that in example (d) above, the loggers refer to eggs as hen fruit. In the Kispiox area, cars are usually referred to as "vehicles". In the Vancouver area, they are usually called "cars". In England they are "automobiles" or "autos". Different Gitksan words for the same thing may have come to be used due to borrowing of words from the "Coast People" or the Stikine tribes. Or, they may simply have arisen due to people starting to use different words among themselves. Take as an example all of the words that came to be used a few years ago for marijuana (pot, grass, tea, Mexican gold, six leafers, etc.).

Languages are always changing. Gitksan was changing at the time that the older villages started to combine into larger ones and the old ways break down to adapt to current day life. The differences in pronunciation and terminology which can be heard among Gitksan speakers today results from those old dialects.

Remember these points:

- A) Different ways of pronouncing words (and, thus, writing them) are the interesting result of earlier dialects in the language.
- B) Where several different pronunciations of a word exist, none of them is more correct than the other; they are simply different ways of speaking.

# e

The next Gitksan vowel that we will study is Short E. Note that we are studying the vowels in order as they occur in the alphabet, but we are not studying the Gitksan alphabet in order. We are studying all of the vowels together. Afterwards we will study the Gitksan consonants.

Read the material on page 18, and then go on to the examples below.

Listen to the teacher pronounce the words below (they are, of course, also on the tape). Pay attention to the sound of each Short E. Then pronounce the words without the teacher and write the words in the spaces provided on the right. Memorize the meanings of the words and then go on to complete the exercises that follow.

1. hets            *to send*            \_\_\_\_\_
2. eda            *to go*                    \_\_\_\_\_
3. sim he        *to tell the truth*      \_\_\_\_\_
4. majilye      *nighthawk*            \_\_\_\_\_
5. hashets      *to repeatedly send*    \_\_\_\_\_
6. niye'e        *grandfather or*  
                    *grandparent's brother*    \_\_\_\_\_
7. dibe          *stone sheep*            \_\_\_\_\_
8. se'e          *leg, foot*                \_\_\_\_\_
9. dawe         *female goat*            \_\_\_\_\_

## Phrases to Learn and Use

- sgihl daala loo'y.    *I have money.*            \_\_\_\_\_
- sgihl aks loo'y.      *I have water.*              \_\_\_\_\_
- sgihl hawil loo'y.    *I have an arrow.*          \_\_\_\_\_
- sgihl anwana loo'y.   *I have a seed, nut.*        \_\_\_\_\_

## THE SOUND OF SHORT E

Short E in Gitksan usually has the sound of the "e" in English "bed". It never has the sound of the "e" in English "even" or "stampede". Listen to the sound of Short E in the examples on page 17. Try to pronounce them exactly as your teacher or the voice on the tape says them.

In some dictionaries and writings in Gitksan, the combination of vowels 'oe' (Short O, Short E) has been used to show the variation in pronunciation of certain words (such as hoen, "fish"). As we mentioned above, this is probably a misleading way of writing this sound since it puts two vowels side by side in a word and because no pronunciation pattern for the words in question has either a Short O or a Short E sound. So, when you see this combination of vowels in writing, remember that there isn't really a Short E in those words. Remember, also, that it is not incorrect to write Gitksan using that writing system...we simply use a different one in our course.

## THE DIFFERENT WAYS OF WRITING GITKSAN - ORTHOGRAPHY

In this book and in your course, we use a particular set of symbols for writing Gitksan. The set of symbols that one uses for writing a language is called an *orthography*. There are various ways in which the sounds of Indian languages can be written. If you were to travel around British Columbia and note all of the different ways in which Indian languages are written by the people who speak them and the teachers who teach these languages, you would probably find that no two groups use the same writing system. Several slightly differing writing systems or orthographies have been used to write Gitksan over the years. After reviewing the orthography already in use, we have decided to continue to use this system with a few very slight variations. The orthography that we use is based on that used in the Short Practical Dictionary of the Gitksan Language by Lonnie Hindle and Bruce Rigsby. The few changes in symbols for the Gitksan consonants will be noted as we discuss those consonants later in the book, and all of the changes are discussed together on page 8.

This book and its writers are not trying to impose any particular writing system on Gitksan speakers and are not attempting to form a hard and fast rule about writing the language. We have simply set up an orthography which we feel will be easiest to use in teaching the language, and which does not leave important distinctions undifferentiated. If you seriously disagree with the system used in the book, feel free to write the language in a system which you feel comfortable with.

## Exercise

This is an exercise to help you master the phrases which have been presented at the bottoms of pages 10, 14, and 17. The phrases also contain words that were presented in the three lessons which you have studied. Answers are in the appendix.

*Example:*

sgihl majilye loo'y.

*I have a nighthawk.*

1. sgihl wan loo'y. \_\_\_\_\_
2. sgihl anaax loo'y. \_\_\_\_\_
3. sgihl aat loo'y. \_\_\_\_\_
4. sgihl 'lalt loo'y. \_\_\_\_\_
5. gya'a'yhl amxsiwaa. \_\_\_\_\_
6. 'wats asgi. \_\_\_\_\_
7. gya'anh1 daala. \_\_\_\_\_
8. eda yin. \_\_\_\_\_
9. gya'a'mhl saakx. \_\_\_\_\_

## Review

You will have periodic opportunities to review. Go back over the material in previous chapters if you have any problem answering the questions below. *Answers to review questions are not given in the appendix. The page on which each answer occurs is given after the question.*

1. How many vowels are there in Gitksan? \_\_\_\_\_ (p. 11)
2. We speak of Gitksan as having two types of vowels. These two types are: (put an "X" in the correct box)
  - a) hard vowels and soft vowels.
  - b) weak vowels and strong vowels
  - c) long vowels and short vowels.
  - d) your vowels and my vowels.  (p. 11)
3. "There is only one correct way of pronouncing Gitksan words. Other pronunciations are wrong and stupid."
 

Is this statement true  or false . (p. 16)
4. What do we call the system of symbols that we use for writing a language?
 

\_\_\_\_\_ (p. 18)
5. "Two vowels never occur side by side in Gitksan words."
 

Is this statement true  or false . (p. 15)
6. List the gitksan vowels: \_\_\_\_\_
 

\_\_\_\_\_ (p. 17)

ee

The fourth vowel of the Gitksan alphabet that we will study is Long E. The symbol that we use for Long E is a double symbol. See it on the left.

Listen to the teacher read the list of words below. All have Long E in them. Be careful to pay attention to the pronunciation of Long E. It has approximately the same sound as Short E, but is held longer.

Listen to the teacher pronounce the words listed below (they are also on the tape). Pay careful attention to the sound of Long E. Then pronounce the words without the teacher and write the words in the spaces provided on the right. Note how each is spelled. Memorize the meaning of each word and then go on to complete the exercises which follow.

1. ee'e      *yes*      \_\_\_\_\_
2. nee      *no*      \_\_\_\_\_
3. seegit      *to murder, kill someone*      \_\_\_\_\_
4. yee      *to go*      \_\_\_\_\_
5. yeen      *cloud, mist*      \_\_\_\_\_
6. ginees      *little boy*      \_\_\_\_\_
7. libleet      *priest, preacher*      \_\_\_\_\_
8. 'ween      *fisher*      \_\_\_\_\_
9. 'mi'veen      *cigarette (tobacco, in general)*      \_\_\_\_\_
10. haseex      *rattle*      \_\_\_\_\_

## Phrases to Learn and Use

Learn the phrases below. How do they differ from the phrases on page 17?

sgihl haseex lun. *You have a rattle.* \_\_\_\_\_

sgihl daala lun. *You have a dollar, money.* \_\_\_\_\_

sgihl 'mi'veen loo'm. *We have tobacco.* \_\_\_\_\_

sgihl daala loo'm. *We have a dollar, money.* \_\_\_\_\_



# Drill

In order to give you extra practice in hearing the distinction between Long E and Short E, listen to the following words. They have combinations of these vowels. Pronounce each word after the teacher.

- |           |                    |       |
|-----------|--------------------|-------|
| niye'e    | "grandfather"      | _____ |
| ee'esxw   | "to promise"       | _____ |
| t'ee'esxw | "to be in a hurry" | _____ |

Now here is an exercise to give you practice in hearing the distinction between Long E and Short E. Listen to the teacher pronounce the word and decide whether the vowel is long or short. Then write the correct vowel in the space left in the middle of the word and mark the correct box on the right. The answers are in the appendix.

Examples:

		Long E	Short E
<u>g</u> <u>e</u> s	"head"	<input type="checkbox"/>	<input checked="" type="checkbox"/>
k'its' <u>ee</u>	"kidney"	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. _____ txw	"to call out"	<input type="checkbox"/>	<input type="checkbox"/>
2. 'w _____ sxw	"olentiful"	<input type="checkbox"/>	<input type="checkbox"/>
3. k' _____ lt	"top of the hill"	<input type="checkbox"/>	<input type="checkbox"/>
4. s _____ gal	"to be rough"	<input type="checkbox"/>	<input type="checkbox"/>
5. t's _____ x	"juniper tree"	<input type="checkbox"/>	<input type="checkbox"/>
6. sgah _____ ks	"to block someone's way"	<input type="checkbox"/>	<input type="checkbox"/>

# Exercise

This exercise is to give you some practice in using the phrases introduced in this lesson. Translate the Gitksan phrases given below and write the English translation in the space provided on the right. Answers are given in the appendix.

Example:

- |                       |                         |
|-----------------------|-------------------------|
| sgihl 'mi'yeen loo'm. | <u>We have tobacco?</u> |
| 1. sgihl wan loo'm.   | _____                   |
| 2. sgihl aks lun.     | _____                   |
| 3. sgihl hawil lun.   | _____                   |

- 4. sgihl se'e loo'm. \_\_\_\_\_
- 5. sgihl dibe lun. \_\_\_\_\_
- 6. sgihl anaax lun. \_\_\_\_\_
- 7. sgihl aat loo'm. \_\_\_\_\_

## Exercise

This exercise is the reverse of the one above. You will be given an English phrase and are to translate it into Gitksan. However, just to make it even more challenging, phrases from previous lessons (which you already know perfectly!) will be thrown in. The answers are given in the appendix, but you shouldn't have to look.

*Example:* You have a rattle. sgihl haseex lun.

- 1. We have a young beaver. \_\_\_\_\_
- 2. I have a drill. \_\_\_\_\_
- 3. You have an octopus. \_\_\_\_\_
- 4. I see a night hawk. \_\_\_\_\_
- 5. We see an oolachen. \_\_\_\_\_
- 6. I have a stone sheep. \_\_\_\_\_
- 7. We have tree bark. \_\_\_\_\_
- 8. I see a bee. \_\_\_\_\_
- 9. You have a dollar. \_\_\_\_\_
- 10. We see the ashes. \_\_\_\_\_

## Drill

If time permits, your teacher will dictate a few words from the previous lessons. Write them in the space provided. He may give you English words, and you are to write the Gitksan word. He may give you Gitksan words which you are to write out (spelled properly!). He may give you phrases which you are to complete with an appropriate word.

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

# Discussion

Why do we print Gitksan rather than write it?

In this course, we encourage you to write Gitksan by printing the letters, rather than writing it out, i.e.:

seegit not ~~seegit~~

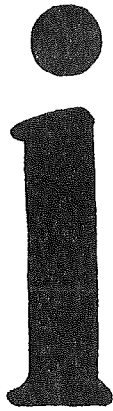
The reason for this is not yet apparent, but will be obvious later on when we have studied the consonants. There are many consonants which require underlining:

x    k    g    k'

There are many that require apostrophes, either before, after, or in the middle of the symbols involved:

t'    w    ts'    '

All of these extra symbols, underlinings, and marks make it difficult to read if you do not print the Gitksan words out.



The next Gitksan vowel that we will study is Short I. This vowel usually has the sound of the "i" in the English word "give", but it may also have the somewhat less distinct sound of the "i" in "delicate". It never has the sound of the "i" in "like" or "machine".

Listen to the teacher pronounce the words listed below (they are also on the tape). Pay careful attention to the sound of Short I. Then pronounce the words without the teacher and write the words in the spaces provided on the right. Note how each is spelled. Memorize the meaning of each word and then go on to complete the exercises which follow.

1. is "soapberry" \_\_\_\_\_
2. jin "hummingbird" \_\_\_\_\_
3. sip "bone" \_\_\_\_\_
4. sil "drunk" \_\_\_\_\_
5. diw "will (future marker)" \_\_\_\_\_
6. didils "to be alive" \_\_\_\_\_
7. li'ligit "feast" \_\_\_\_\_
8. mooji "almost" \_\_\_\_\_
9. hagwil win "to slowly do something" \_\_\_\_\_
10. sgimsim "golden eagle" \_\_\_\_\_
11. silsil "drunks (pl. of sil)" \_\_\_\_\_

## Phrases to Learn and Use

Eda suuhl aks loo'y. "Go get me (some) water." \_\_\_\_\_

Eda suuhl aks loot. "Go get him (some) water." \_\_\_\_\_

Eda suuhl daala loo'm. "Go and get us some money." \_\_\_\_\_

## GITKSAN AND THE OTHER INDIAN LANGUAGES OF BRITISH COLUMBIA

When we say that the Gitksan-speaking peoples are related to the Niska speakers and Tsimshian speakers, but are not related to the Indians on Vancouver Island or the Stikine peoples, what do we mean? Do we mean that their culture was similar to the Tsimshian (or Coast) people? Do we mean that related groups look like each other more than they look like people to whom they are not related? Maybe it means that they are all in one area...that related groups live near one another geographically. What do you think? What do we mean when we say that Tsimshian and Niska and Gitksan are related?

Answer the question of how peoples are related by thinking about how you are related to your family. If someone says that you are related to your brother and sister, it means that you and your brother have a common ancestor (your parents are the same). The same is true, of course, in terms of the old Gitksan culture. If you are related to your wak, you have the same niqwoot or nox. Thus, to be related to someone means that you can trace your family history back to the same person.

So, we say that peoples like the Gitksan are related to other groups with whom they share a common history. A long time ago, related groups were all one single group, and then they split up and bands moved here and there, each adapting to their new area and borrowing some cultural traits from their new neighbors. Sometimes groups split up because of feuds, because of shortages of food in one area, because they grow too large, because they are led away by spiritual advisors, or for any number of reasons. And after the groups split up, they both change and soon may be intermarrying with unrelated neighboring groups (so they start to look less like the related group they split off from) and adopting lots of new cultural traits (so they act less like their related groups).

Did you know, for instance that the Gitksan are related to dozens of tribes down in Oregon and California? They aren't related to any other peoples in Canada (except, of course, the Niska and Tsimshian), but the Penutian peoples down in the States can be proven to be distant relations. Now, the Gitksan culture is very different from the culture of groups like the Coos, Alsea, Siuslaw, Chinook, Yakima, and other Penutian tribes down there. And the Gitksan don't look any more like those peoples than they look like the Bella Coola, for instance, with whom neither the Gitksan nor their American relatives are related. So, how do we know that the Gitksan are related to these tribes down in Oregon and California? Remember that there are no history books of the ancient days along the Pacific Coast, and no records of which groups split up.

The only way we can figure out which groups trace back to common ancestor tribes and are, therefore, related is by studying the languages of the peoples. Culture may change and facial features may change and the memory of history may die out, but one can still find evidence that groups are related in the language. Languages change, but not so much that relationships can't be seen. Even though groups split up thousands of years ago, there will still be "correspondences" between the languages of descendant groups. So, when you think of the history of your Gitksan people, remember that you are related to many Penutian groups and that the evidence of this relatedness is in the language.

# Drill

This exercise will help you learn the vocabulary in this lesson and previous lessons. You will be given a phrase with one word left out. Fill in the blank with a word that will make a proper Gitksan sentence and then translate the sentence in the space provided. There are many correct answers to each problem.

Example:

Eda suuhl aks loo'y.

Go get me water!

1. Eda suuhl \_\_\_\_\_ loo'm. \_\_\_\_\_
2. Eda suuhl \_\_\_\_\_ loot. \_\_\_\_\_
3. Sgihl daala \_\_\_\_\_.
4. Sgihl \_\_\_\_\_.
5. gya'a'yhl \_\_\_\_\_.
6. gra'anh1 \_\_\_\_\_.
7. \_\_\_\_\_ anaax \_\_\_\_\_.
8. \_\_\_\_\_ hawil \_\_\_\_\_.
9. \_\_\_\_\_ loo'm. \_\_\_\_\_
10. Eda \_\_\_\_\_.

# Exercise

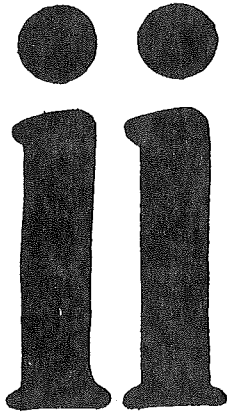
Now you will have an opportunity to translate from English into Gitksan. Write the proper Gitksan phrase or sentence in the space provided on the right.

Example:

Go get us some tobacco.

Eda suuhl 'mi'yeen loo'm.

1. Go get me some soapberries. \_\_\_\_\_
2. Go get him a drill. \_\_\_\_\_
3. Go get me some ice. \_\_\_\_\_
4. You have some money. \_\_\_\_\_
5. I see an Indian. \_\_\_\_\_



The next Gitksan vowel that we will study is Long I. This vowel varies slightly in pronunciation depending upon the consonants around it. You will hear it pronounced with qualities varying from the "i" in English "tip" to the "i" in "pizza". Listen carefully to the pronunciation of words that have Long I in them, and you will soon train yourself to hear these slight variations in pronunciation.

As you have in previous lessons, listen, copy, and learn! If you concentrate while you are listening to these words, you can learn them immediately. This will save you time reviewing them later.

1. iis "necklace" \_\_\_\_\_
2. hii "beginning" \_\_\_\_\_
3. 'nii "on (top of)" \_\_\_\_\_
4. gwiila "blankets" \_\_\_\_\_
5. gwiikxw "ground hog" \_\_\_\_\_
6. niihuksin "to hang something up" \_\_\_\_\_  
or niyuksin (sometimes "h" drops out of Gitksan words)
7. sii wil "new" \_\_\_\_\_
8. ha'niiwan "floor" \_\_\_\_\_
9. 'wii ame "to shout, be loud, make noise" \_\_\_\_\_
10. am giikxw "hemlock tree" \_\_\_\_\_

## Phrases to Learn and Use

Gi'nam'yhl iis lun. "I give the necklace to you." \_\_\_\_\_

Gi'nam'yhl daala loot. "I give the money to him/her." \_\_\_\_\_

Gi'nam'yhl iis as Mary. "I give the necklace to Mary." \_\_\_\_\_

Gi'nam'yhl gwiila loodiit. "I give the blankets to them." \_\_\_\_\_

# Discussion

Note that the pronunciation of Gitksan words varies from community to community. In fact, you even find differences in pronunciation of many words between the older and younger generations of the same village. This is not a problem for you. In fact, it can be a matter of real interest. Remember that no pronunciation is "better" than any other. Some pronunciation patterns typify villages, some are "older than others" but people generally pronounce words the way they were taught to say them by their parents or friends. This course is not attempting to encourage all of the Gitksan to pronounce words the same way (or, for that matter, to write words exactly the same way). However, in order to prepare a course in Gitksan, we have had to employ one manner of writing words for the present. Possibly at some future date the Gitksan people will decide exactly how they want to formalize the writing system.

As an example of the differences in the way people pronounce and hear the vowels Long and Short I, observe how the name of the Gitksan mythic character varies in transcription:

Weget	Wegyet
Weeget	Weegyot
'Wiiget	'Wiigyot
'wiigat	'wiigyat

Such variation makes it difficult to argue for a particular "correct" way to write words. Decide which way you pronounce words (if you are already a speaker of the language) or adopt the pronunciation of the teacher or your family, but don't allow yourself to be drawn into arguments about which is the "best" way to pronounce words.

# Drill

Listen to the following pair of words and distinguish the Long I from the Short I's. Can you hear the difference?

miin	"foot, base, chief, etc. (this word has a broad area of meaning)"
mi'in	"smoke"

Now you can get extra practice by listening to the teacher (or tape) pronounce the following words, and deciding whether they have a Long or Short I in them. Fill in the blanks with the correct vowel and check the correct box on the right.

Examples:

		Long I	Short I
h <u>ii</u> gookx	"before (this time)"	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<u>i</u> xw	"to fish (with hook & line)"	<input type="checkbox"/>	<input checked="" type="checkbox"/>
gan <u>ii</u> s	"dog salmon"	<input checked="" type="checkbox"/>	<input type="checkbox"/>



	Long I	Short I
1. h _____ x "fat"	<input type="checkbox"/>	<input type="checkbox"/>
2. l _____ g _____ 'l "eyebrow"	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ sxw "stink"	<input type="checkbox"/>	<input type="checkbox"/>
4. ans _____ p' _____ nsxw "lover, friend"	<input type="checkbox"/>	<input type="checkbox"/>
5. 'm _____ w _____ nst "dewberry"	<input type="checkbox"/>	<input type="checkbox"/>

## Exercise

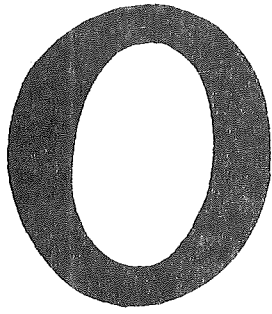
This exercise will give you practice in using the sentences and phrases introduced in each lesson. You can practice the vocabulary which you have had, as well. By now you know more than 100 Gitksan words, even though you have really only studied five of the 46 letters of the Gitksan alphabet!

*Example:*

Gi'nam'yhl gwiila lun.

*I give the blankets to you.*

1. Gi'nam'yhl sip loodit. \_\_\_\_\_
2. Gi'nam'yhl is as Russell. \_\_\_\_\_
3. Gi'nam'yhl gwiikxw as Alice. \_\_\_\_\_
4. Gi'nam'yhl sgimsim as Clara. \_\_\_\_\_
5. Gi'nam'yhl 'mi'yeen as John. \_\_\_\_\_
6. Sgihl gwiila loo'y. \_\_\_\_\_
7. Eda suuhl ganiis loot. \_\_\_\_\_
8. Eda suuhl 'miiwinst loo'y. \_\_\_\_\_
9. Sgihl iis lun. \_\_\_\_\_
10. Gya'anh1 yeen. \_\_\_\_\_
11. Gya'a'yhl silsilt. \_\_\_\_\_
12. Gya'a'mhl jin. \_\_\_\_\_
13. Gi'nam'yhl 'ween loodiit. \_\_\_\_\_
14. Sgihl daala lun. \_\_\_\_\_
15. Eda suuhl anwana loo'm. \_\_\_\_\_
16. Gi'nam'yhl daw ahl amxsiwaa. \_\_\_\_\_



The seventh Gitksan vowel that we are going to study is Short O. This vowel, as you will hear, seems to be pronounced between the "o" in the English word "office" and the "o" in "joke". Listen to the examples below and attempt to pronounce the vowels exactly as your teacher does.

Listen to the teacher pronounce the words below, and then pronounce them yourself. When you can say them accurately, write them in the spaces provided. Work at memorizing the words as you write them.

- 1. os "dog" \_\_\_\_\_
- 2. on "hand, arm" \_\_\_\_\_

*Note below how many examples have o'o in them!*

- 3. lo'op "rock, stone" \_\_\_\_\_
- 4. do'o "cheek, gills" \_\_\_\_\_
- 5. miso'o "sockeye (salmon)" \_\_\_\_\_
- 6. gadoo'on "next to one, alongside" \_\_\_\_\_
- 7. lo'oba on "biceps, muscles in arm" \_\_\_\_\_
- 8. o'os "father's sister's child or  
mother's brother's child" \_\_\_\_\_
- 9. wo'os "dish, plate, bowl" \_\_\_\_\_
- 10. hisjoks "picnic" \_\_\_\_\_

## Phrases to Learn and Use

- 1. Ama os tun. "That's a good dog." \_\_\_\_\_
- 2. Ama lo'op tun. "That's a good stone." \_\_\_\_\_
- 3. Hasaga'yhl ama os. "I want a good dog." \_\_\_\_\_
- 4. Hasaga'yhl ama gyoodan. "I want a good horse." \_\_\_\_\_
- 5. Hasaga'yhl ama wilp. "I want a good house." \_\_\_\_\_

Listen to the pronunciation of the following words which have Long O and Short O. Pay attention to the effect of the stop sign (') on the length and sound of the vowel. Note for instance the distinction between the following words:

oo - o'o	mo'on	"salt"
	moos	"thumb, big toe"
	no'o	"scar, cut, scratch"
	noona	"scars, cuts, scratches (plural of no'o)"
o'o - oo'o	no'o	"hole in something"
	'noo'o	"birchbark berry basket"

## Exercise

This exercise will help you learn the phrases introduced at the bottom of page 30. Translate them from Gitksan to English and write the English phrase in the space on the right.

*Example:*

Ama miso'o tun.

*That's a good sockeye.*

1. Ama gwiilkw tun.

\_\_\_\_\_

2. Ama li'ligit tun.

\_\_\_\_\_

3. Asgihl os tun.

\_\_\_\_\_

4. Hasaga'yhl ama miso'o.

\_\_\_\_\_

5. Hasaga'yhl ama lo'op.

\_\_\_\_\_

6. Hasaga'yhl ama aks.

\_\_\_\_\_

7. Hasaga'yhl ama iis.

\_\_\_\_\_

Now translate the following sentences from English to Gitksan.

1. I want a good rattle.

\_\_\_\_\_

2. That's a good muscle in the arm.

\_\_\_\_\_

3. That's an ugly dog.

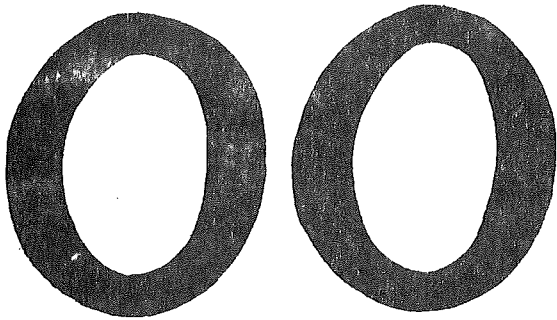
\_\_\_\_\_

4. I give you this sockeye.

\_\_\_\_\_

5. Go get him a bone.

\_\_\_\_\_



The eighth vowel of the Gitksan alphabet that we will study is Long O. This vowel has the sound of "o" in the English word "rope" as a general rule. However, in the speech of some Gitksan people, it has different qualities ranging from the "oo" of English "root" to rounded vowels that do not occur in English. You will have to listen to many people pronouncing words with the o-vowels in them before you will be able to sense the range of sounds that people use for these vowels.

Listen to the teacher pronounce the words below, and then pronounce them yourself. When you can say them accurately, write them in the spaces provided. Work at memorizing the words as you write them.

1. loosim "to, for you (all)" \_\_\_\_\_
2. doosta "other side" \_\_\_\_\_
3. andoosta "across, over on the other side" \_\_\_\_\_
4. daboon "padlock" \_\_\_\_\_
5. diboogit "shrew" \_\_\_\_\_
6. anhooya (or anooya) "tool, vehicle" \_\_\_\_\_
7. gwooyim "spring (time)" \_\_\_\_\_
8. hooni "shin" \_\_\_\_\_
9. gyooks "to soak, to float" \_\_\_\_\_
10. yoot "to roast (on a stick around fire)" \_\_\_\_\_

## Phrases to Learn and Use

Hasaga'yhl anhooya. "I want a vehicle." \_\_\_\_\_

Hasak<sup>thl</sup> daala. "He wants money." \_\_\_\_\_

Hasaga'mhl daboon. "We want a padlock." \_\_\_\_\_

Hasak<sup>diithl</sup> aks. "They want water." \_\_\_\_\_

Hasaks Maryhl daala. "Mary wants money." \_\_\_\_\_

# Drill

This exercise will give you some practice in hearing the distinction between Long O and Short O. As usual, you are to listen to the teacher or your tape. Decide whether the vowel in the words below is Long or Short O and write it in the space provided in the word. Then mark the correct box on the right.

*Examples:*

		Long O	Short O
	h <u>oo</u> x "to use"	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	d <u>o</u> kx "to take"	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1.	'w _____ t' "to sell"	<input type="checkbox"/>	<input type="checkbox"/>
2.	<u>k'</u> _____ s <u>x</u> "to spit up"	<input type="checkbox"/>	<input type="checkbox"/>
3.	<u>g</u> _____ l <u>i</u> x "scalp"	<input type="checkbox"/>	<input type="checkbox"/>
4.	<u>ga</u> 'l _____ st "stomach"	<input type="checkbox"/>	<input type="checkbox"/>
5.	'm _____ k "to suck"	<input type="checkbox"/>	<input type="checkbox"/>
6.	l _____ k "rotten"	<input type="checkbox"/>	<input type="checkbox"/>
7.	l _____ k <u>x</u> "eel"	<input type="checkbox"/>	<input type="checkbox"/>

# Exercise

This will give you the opportunity to do some practicing with the new vocabulary and phrases which you received in this lesson. Translate and write the phrases in the spaces provided.

*Example:*

We want a good vehicle.

Hasaga'mhl ama anhooye.

1. Fred wants an eel.

\_\_\_\_\_

2. They want a sockeye.

\_\_\_\_\_

3. We want some money.

\_\_\_\_\_

4. I want a picnic.

\_\_\_\_\_

5. He wants blankets.

\_\_\_\_\_

6. I want water;

\_\_\_\_\_

go get me water.

\_\_\_\_\_

7. I want a new vehicle. Hasaga'yhl sii anhooya.  
 On page 27, we gave sii wil as the word for "new".  
 In a phrase such as this, you use the shortened form, sii.
8. They want some ashes. \_\_\_\_\_
9. Mary wants a good dog. \_\_\_\_\_
10. He wants a ground hog. \_\_\_\_\_

## Discussion

Where do many of the "new" words in Gitksan come from --- words like those for "horse", "cow", "priest", and "book". Have you ever heard of the Chinook Jargon or Chinook, as it is commonly called? Well, Chinook Jargon is an important aspect of the history of our area and has contributed to almost every Indian language on the North Pacific Coast.

Chinook Jargon is a "home-made" language. It was developed by the early fur traders and Indians, so that they could communicate in order to trade. It was then used by Indians to speak to other Indians who didn't know their particular Indian language, and came to be learned by White settlers for talking to the local Indians. Possibly it was based on a trade language used by Indians for trading with each other before the Whites came on the scene, but it really started to grow in scope and use early in the last century. Around the 1870's it was so heavily used that it looked like it might become one of the national languages of Canada.

Almost half the words in this jargon come from Chinook. Other Indian languages like Nootka and Kwakiutl and Coast Salish tongues provided a few words. The words for new tools and ideas that the White traders brought came mostly from English and French. But words from all of these languages were changed in Chinook Jargon so that everyone could pronounce them easily. Indians couldn't pronounce English sounds like "f, v, and r", and the Whites couldn't hear all of the Indian hard consonants or back sounds. So, words changed in predictable ways as they were adopted into Jargon, and as the language spread around British Columbia, Washington, and Oregon, it left many words in Indian languages. Here are a few of them in Gitksan:

<u>Gitksan</u>	<u>Chinook Jargon</u>
libleet	"preacher, priest" (from French <i>prêtre</i> )
gyoodan	"Horse" (probably from Chinook <i>kiuatin</i> )
gwaasu	"pig" (from French <i>cochon</i> )
mismuus	"cow" (from Jargon <i>moosmoos</i> , possibly imitating a cow's noise)

Chinook Jargon has more or less died out, since the Indians have learned English. There is no longer any need for Chinook Jargon, now that English serves as our common tongue. But Chinook Jargon left behind many words in both Gitksan and English.

# u

The next (to last!) Gitksan vowel that we will study is Short U. This vowel has the sound of the "u" in the English word "super". Remember that it doesn't have the sound of "u" in the English words "put" or "but".

Listen to the teacher pronounce the words below, and then pronounce them yourself. When you can say them accurately, write them in the spaces provided. Work at memorizing the words as you write them.

1. ubin "pregnant" \_\_\_\_\_
2. upji "almost, just about" \_\_\_\_\_
3. mukw "to be ripe, also \_\_\_\_\_  
a type of duck (merganzer?)
4. 'malu "to be crazy" \_\_\_\_\_
5. huwilp "houses" \_\_\_\_\_
6. gyuwil "beyond" \_\_\_\_\_
7. ganaa'w "frog" \_\_\_\_\_
8. hu'mal "canoes" \_\_\_\_\_
9. hu'max "lightning" \_\_\_\_\_
10. gum "ashes, fly ash" \_\_\_\_\_

## Phrases to Learn and Use

Dim gi'namihl amxsiwaa loo'y. "The Whiteman will give it to me."

Gi'namihl Gitksan loo'y. "The Indian gives it to me."

Gi'namihl Gitksan loo'm. "The Indian gives it to us."

Dim gi'namihl Gitksan loo'm. "The Indian will give it to us."

Gi'namihl amxsiwaahl daala loo'm. "The Whiteman gives the money to us."

# Drill

This will provide you practice in distinguishing the short vowels from each other. Your teacher will pronounce a series of words with short vowels in them. You will find the words below with a blank left in the position of the short vowel(s). Write the correct vowels in the blanks and mark which vowel it is in the blanks on the right.

Examples:

		a	e	i	o	u
g <u>u</u> phl	"to eat"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
l <u>i</u> hlxs	"to watch"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. n <u>  </u> x	"snowshoe"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. n <u>  </u> sx	"lip"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. sg <u>  </u> nx	"little finger"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. t' <u>  </u> n	"valley"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ts' <u>  </u> txs	"waterfall"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ts' <u>  </u> 'win	"end, tip, point"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. w <u>  </u> x	"to bark (dog)"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. x l <u>  </u> xw	"to burst, explode"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. xs <u>  </u> t	"to vomit"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. gy <u>  </u> ksxw	"to jump (fish)"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Exercise

Translate into Gitksan!

1. The chief will give the canoes to us. \_\_\_\_\_

\_\_\_\_\_

2. The Whiteman will give the rattle to me. \_\_\_\_\_

\_\_\_\_\_

3. The preacher will give the water to the little boy. \_\_\_\_\_

\_\_\_\_\_



4. The Indian will give the blankets to you all. \_\_\_\_\_  
 \_\_\_\_\_
5. The Whiteman will give the snowshoe to us. \_\_\_\_\_  
 \_\_\_\_\_
6. The little boy will give the necklace to him. \_\_\_\_\_  
 \_\_\_\_\_
7. The chief will give the sockeye to her. \_\_\_\_\_  
 \_\_\_\_\_

## Discussion

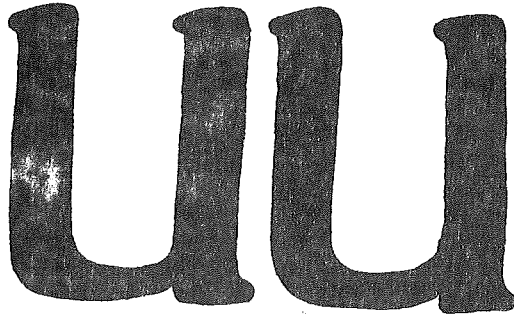
By now you should be developing some skill in reading the Gitksan words. In the lessons that follow, you will learn numerous sounds that do not exist in English (like k' and tl', for instance). But the most important part of learning how to read and write Gitksan is learning to write the vowels. There are lots of common errors involved in trying to write the Gitksan vowels.

- A. The most common error students make in pronouncing Gitksan words is to pronounce the sounds according to the way the letters are pronounced in English. *Remember:*  
 Short A is not the sound in English "am", but in Gitksan am.  
*also*  
 Long O is not the sound in English "loot", but in Gitksan loot.  
*also*  
 Short O is not the sound in English "on", but in Gitksan on.  
*etc.*

B. The most difficult error to convince people that they are making is to make them understand that they cannot automatically read Gitksan just because they know how to read English! Think for a minute. How long did it take you to learn how to read English? Years, eh! So, how can one really expect to learn how to read Gitksan without studying or learning. Learning how to read English does not mean that one has learned how to read all languages. You have to learn how to read each language.

Remember that we use the same letters to symbolize the Gitksan sounds as we use in writing English. But, this is just for convenience in typing, since there are only a limited number of symbols on the standard typewriter, for instance. Other Indian groups have decided to write their vowels with 3, 7, &, and @.

DON'T BE ONE OF THE PEOPLE WHO PICKS UP THE BOOK AND SAYS, "THIS IS WRITTEN WRONG! I CAN'T READ IT." REMEMBER THAT YOU HAVE TO LEARN HOW TO READ GITKSAN, JUST AS YOU HAD TO LEARN TO READ ENGLISH.



The last of the Gitksan vowels is Long U. It is a lengthened form of Short U, and sounds like the vowels "oo" in the English word "food" or the "u" in "rude".

Listen to the teacher pronounce the words below, and then pronounce them yourself. When you can say them accurately, write them in the spaces provided. Work at memorizing the words as you write them.

1. uut "to bake or roast" \_\_\_\_\_
2. duus "cat" \_\_\_\_\_
3. quud "to take, pick up" \_\_\_\_\_
4. huut "to run away" \_\_\_\_\_
5. luu saa "in front of" \_\_\_\_\_
6. gya huu "beads" \_\_\_\_\_
7. miyuup "rice" \_\_\_\_\_
8. gyuu'n "now" \_\_\_\_\_
9. uuk "copper" \_\_\_\_\_
10. anyuust "cellar pit (of house)" \_\_\_\_\_

## Phrases to Learn and Use

Dim gi'namihl amxsiwaahl daala. \_\_\_\_\_

Dim gi'namihl amxsiwaa loot. \_\_\_\_\_

Dim gi'namihl amxsiwaahl daala loot. \_\_\_\_\_

Dim gi'namihl amxsiwaahl daala as Mary. \_\_\_\_\_

# Drill

Listen to the difference between the length of the vowels in the words below. The teacher will pronounce them. Listen to the long and short vowels so that you will be able to distinguish them when you hear them and pronounce them correctly (so that others will be able to hear the difference when you say them).

duus	<i>cat</i>
nuu'm	<i>we, us</i>
duu'u	<i>over there</i>
ayukws	<i>crest</i>
mukw	<i>sawbill duck</i>

Now, take the following dictation exercise. Decide whether the teacher is pronouncing the word with a Long U or a Short U, write the proper vowel in the space and mark the correct box on the right.

Examples:		Long U	Short U
'n <u>u</u> 'w	"to die"	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<u>uu</u> txw	"to be dressed (up)"	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1. an ___ h1	"drum"	<input type="checkbox"/>	<input type="checkbox"/>
2. s ___ t(h1)	"to fetch, go get something"	<input type="checkbox"/>	<input type="checkbox"/>
3. and ___ yn	"garden"	<input type="checkbox"/>	<input type="checkbox"/>
4. xs ___ 'w	"hemlock bark for eating"	<input type="checkbox"/>	<input type="checkbox"/>
5. gik' ___ h1	"last year"	<input type="checkbox"/>	<input type="checkbox"/>
6. hliy ___ n	"tanned moose hide"	<input type="checkbox"/>	<input type="checkbox"/>

# Discussion

This completes your study of the Gitksan vowels. We placed the vowels at the front of the book because we wanted to emphasize their importance. We wanted you to study them while you were full of energy at the beginning. Now, you are ready to go ahead to the study of the Gitksan consonants.

Now is the time to do some reviewing of what you have learned so far. Go back and carefully cover all of the material that we have presented so far. cover up the Gitksan words with a piece of paper and see if you can say them all by just looking at the English.

# REVIEW

This is a review of the whole section on Gitksan vowels. It will cover everything that you have studied so far. Your teacher may ask you to do this as a quiz with a time limit. However you do the review, it is a good opportunity to learn anything that you may have missed and to review the things you have already learned. The important thing is that you realize how much you have already learned!

Answer the questions as directed.

1. Which of the Gitksan vowels is called shwa in phonetics? \_\_\_\_\_  
Write down an English word which has the same sound in it.

What is the phonetic symbol for it? \_\_\_\_\_

Why don't we use this symbol? \_\_\_\_\_

Why don't we use a "u" for it? (use your common sense) \_\_\_\_\_

2. How many vowels have double symbols? \_\_\_\_\_

What Gitksan rule helps us decide that uu is not two Short U's?

3. What is a dialect? \_\_\_\_\_

Which Gitksan dialect is the "real one"? \_\_\_\_\_

Which Gitksan dialect is the correct one? \_\_\_\_\_

What do you tell someone who says that your grandparents or teacher pronounce something wrong?

True  or False

There are no dialects in English and that's the reason we can always decide what is "good grammar" and what is "bad grammar".

True  or False

Languages are always changing. That's the way that dialects develop among speakers of different ages and different areas.

4. What is an orthography? \_\_\_\_\_

5. We say that tribes and bands are "related" if (check the correct answer or answers):


- they inter-marry with each other.
- they look like each other.
- they have common aspects of culture.
- their languages show regular similarities.
- they live close to one another.
- they both descend from a common ancestor tribe.
- they have common diets.
- they never go to war against each other.
- the men of one group are attracted to the women of the other and vice versa.

Gitksan belongs to the Penutian (pen-NOO-shun) Family of languages. Other languages in this group are:


- Bella Coola
- Bella Bella
- Chinook
- Coqualeetsa
- Stikine
- Niska
- Kwakiutl
- Haida
- Tlingit


- Coos
- Quileute
- Carrier
- Kitimat
- Klemtú
- Tsimshian
- Eskimo
- Halkomelem
- Nootka

6. Chinook Jargon was the source of many loanwords in Gitksan. Write at least three of them in the blanks below:

---

7. Translate the following sentences into Gitksan and write them in the space provided to the right.

a) Go get him a padlock. \_\_\_\_\_

b) That's a fine cellar pit. \_\_\_\_\_

c) I have a sockeye. \_\_\_\_\_

d) Charles wants rice. \_\_\_\_\_

e) The Whiteman will give the houses to us. \_\_\_\_\_

---

f) The chief will give the necklace to the preacher. \_\_\_\_\_

---

8. Tell below why you want to study Gitksan.

---



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# **Gitksan Consonants**

# Introduction

There are 46 sounds in the Gitksan alphabet. We have studied 10 of them, the vowels. That means that there are 36 consonants in Gitksan. The Gitksan alphabet is written down the lefthand margin of this page. You can refresh yourself as to the order and range of the consonants in the language.

Just imagine! If you do not already speak Gitksan, by the time you finish this book you will have learned how to pronounce such sounds as Hard K (k') and Hard TL (tl'), Back X (x) and Stop Sign ('). Even if you do already speak Gitksan and are taking a course of study to enable you to read and write your language, you will find that you learn a great deal about your language and how you speak.

The consonants will be introduced in categories of sounds:

- (a) the resonant sounds (l, m, n, w, & y)
- (b) Stop Sign or glottal stop (')
- (c) the hard resonants ('l, 'm, 'n, 'w, & 'y)
- (d) the windy sounds or fricatives (h, hl, x, xw, x, & s)
- (e) the "P" series (p, p', & b)
- (f) the "T" series (t, t', & d)
- (g) the "TS" series (ts, ts', & j)
- (h) the "K" series (k, k', & g)
- (i) the "KW" series (kw, kw', gw)
- (j) the "K" series (k, k', & g)

and (k) Hard TL (tl').

Notice that groups e-j are composed of series that contain three sounds each: a simple sound, a hard sound, and a voiced sound. The Gitksan language is very symmetrical in that it has these series of sounds at various points in the mouth. The lip series (or labials) has the three sounds pronounced by the lips (p, p', and b). The "T" series contains sounds pronounced with the tongue against the ridge behind the upper teeth. Pronounce "t" as in 'tea' and feel your tongue hit the roof of your mouth. The "K" series is pronounced with the tongue at the front of the hard palate (the very top of the mouth) and the backed variety of k's (k, k', and g) are pronounced in the area of the soft palate (velum). All of these sounds can be discussed as groups of three sounds at the same point in the mouth. That is how we will present them.

It will take some time to work through the rest of the lessons in the book. You will be well prepared to go on to Gitksan Language Book 2 if you concentrate on learning all of the sounds, symbols, pronunciations, and vocabulary in this workbook. Many of the sounds are quite different from any of the sounds of English. You will have to work hard at making your tongue do new things. Many students find that they are embarrassed to try to make these strange new sounds in front of other people. They find that they feel more relaxed if they practice by themselves. Whichever way you practice, be sure to work hard at learning the consonants of Gitksan and you will be half way to learning the language.

a  
aa  
b  
d  
e  
ee  
g  
gw  
g  
h  
hl  
i  
ii  
j  
k  
k'  
kw  
kw'  
k  
k'  
T  
l  
m  
m  
n  
n  
o  
oo  
p  
p'  
s  
t  
t'  
tl'  
ts  
ts'  
u  
uu  
w  
w  
x  
xw  
x  
y  
y'



# l, m, n, w, y

Some of the sounds in Gitksan are just like English sounds and use the same symbols as English sounds. The five sounds that we are studying now are among them. M, n, l, w, & y form a natural class of sounds in most languages (including Gitksan). They are called resonants because you can hum them. Make an "mmmmmmmm" sound. You can hold it indefinitely, resonating in your throat. You can hum a tune holding that "m" sound. The same is true of "n". You can hum a tune on "nnnnnnnnnn", as well. This resonance is because the sounds are "voiced". Read about voicing of sounds on page 46.

Listen to the teacher pronounce the words below. Pronounce them after the teacher. Pay careful attention to the sounds that we are working on. When you can pronounce the words exactly like the teacher, write them in the space provided on the right.

1. hawaw "mountain lion" \_\_\_\_\_
2. laam "whiskey, rum"  
(from English 'rum' via Chinook Jargon) \_\_\_\_\_
3. milikst "crabapple" \_\_\_\_\_  
or milkst
4. sim halayt "dance of a shaman  
or medicine man" \_\_\_\_\_
5. niihuksin "to hang up" \_\_\_\_\_
6. silgunxst "middle finger" \_\_\_\_\_
7. sgimsim "golden eagle"  
(or Thunderbird, according to some) \_\_\_\_\_
8. gwlanh1 wan "three deer" \_\_\_\_\_
9. 'wisin "along the inside of something" \_\_\_\_\_
10. anda hawil "quiver for arrows" \_\_\_\_\_

## Phrases to Learn and Use

- 'Ndahl wila win? "How are you?"  
Naahl wan? "What's your name?"

# Discussion

## Voiced Consonants in Gitksan

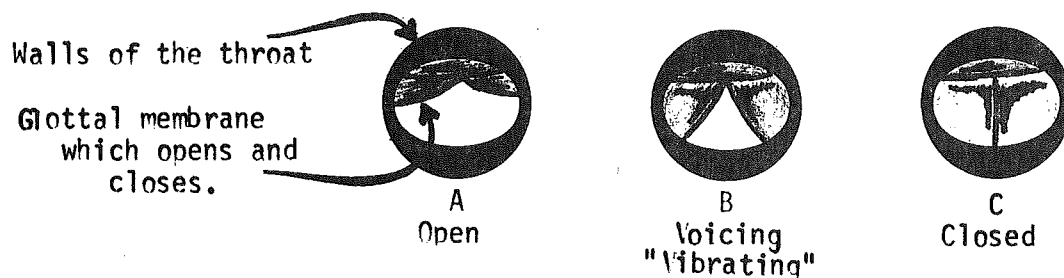
What do we mean when we say that these resonant consonants that we are now studying (l, m, n, w, & y) are voiced? In order to understand this important aspect of the sound system of Gitksan, we will have to get technical for a moment! However, this information will help you understand almost all of the consonants that you will study. We are going to discuss the Vocal Chords. Another name for this is the glottis and some people know it from the outside of the throat as the Adam's Apple.

If you feel of your throat, you will find the lump that we know as Adam's Apple. On the inside of the throat there is a "gate" here which can open and close. This gate we call the glottis. The glottis can open up wide as it does when we say an "h" or breathe deeply. It can close halfway, also. This is what causes the vibration in our throat when we hum. Put your fingers against your Adam's Apple and hum "Oh, Canada". You will feel the lump in your throat vibrating or resonating. This also happens when you pronounce the vowels, the resonant consonants (which we are studying now) and the other "voiced consonants". This humming is caused by the air passing through the partly closed glottis and causing the edges of it to vibrate due to friction. Observe the partially closed glottis below (B).

The glottis can also close tightly shut, so no air can pass through. When this happens we call it glottal stop. The glottal stop is a very important Gitksan consonant and we will study it next. We call it Stop Sign. You can feel a glottal stop if you say the word for "yes" (ee'e) or "stone" (lo'op) in Gitksan. You can feel that brief pause which separates the vowels. That stoppage of the sound (actually of the air flow) is caused by the glottis temporarily snapping shut. It happens every time you pronounce a hard consonant, too. We will discuss the 12 Gitksan hard consonants later.

Look now at the drawings of the three positions of the glottis.

- A. Open (when breathing deeply or pronouncing h).
- B. Voicing (partly open so that air passing through causes a resonance).
- C. Glottal Stop (completely closed so that the passage of air and all sound is cut off).



## The Resonant Consonants (l, m, n, w, & y)

One thing that you will have to be aware of is that the consonants that you are now studying may differ slightly from sneaker to speaker of Gitksan. It is especially common for l and n to interchange in words. You may hear some people pronouncing lax'ni, "to hear", and other people saying nax'ni. Sometimes people will even be heard pronouncing a d where others pronounce l and n. One common example of this is:

lukw'il am

nukw'il am "very good"

dukw'il am (this form was reported to have been heard long ago)

Again, none of these pronunciations is wrong. They simply represent different earlier dialect communities within the Gitksan language. We use one pronunciation in these books which typifies the Kispiox-Old Hazelton area, but do not feel that other pronunciations are wrong.

By now you realize that there are certain sounds of English that do not occur in Gitksan. Among these are z, v, f, r, and th. In the old days, Indians had a hard time pronouncing the English words with r in them. A few old timers today can still be found who replace the r in English words with l. Note the way that the English word rum was changed to laam in Gitksan. Often, names with r in them would be changed so that one either left out the r or changed it to l: Mali instead of Mary, etc. Sometimes you will hear the interchange of sounds mentioned above (l-n-d) in names as well, for example: Russell might be pronounced Lusin.

There is only one slight difference in pronunciation between English usage for the resonant consonants and the Gitksan. This has to do with the pronunciation of l in some cases. Listen to the pronunciation of the word for "snake or worm", 'lalt. The second l in this word is what we call a "tapped L". A tapped L differs from the normal English l in that the tongue taps lightly against the roof of the mouth when you make it. Listen to the teacher pronounce the following words:

'lalt - "snake"

ts'al - "half smoked salmon in thin strips"

Don't be disturbed by this pronunciation of l. It does not have to be written in any special way or otherwise marked in writing. It is not a Hard L. It usually occurs in words where l falls after a stressed a.

# Stop Sign



The next consonant that we will study is glottal stop. For fun and easiness of reference, though, we call it "Stop Sign".

Do you remember what a glottal stop is? If you don't, go back to page 46 and read the discussion there. It tells that when the vocal chords are briefly shut, the flow of air out of the mouth is cut off and so is the sound. Thus, glottal stop is a "sound" that is the temporary absence of sound. It is a consonant of Gitksan and the last sound of the Gitksan alphabet.

We write glottal stop with what we call a Stop Sign ('). It is really an apostrophe. Other Indian bands have decided to use different symbols for Stop Sign including the following:

? 7 / ' - \* !

On page 13, we discussed the rule that two vowels never come together in a Gitksan word. You never have two vowels together, side by side. They are always separated by glottal stop. So, be careful to listen for glottal stop and write Stop Sign in words when it separates two vowels.

Listen to the following words. Pay careful attention to the glottal stops in the words. Write them in the spaces provided with Stop Signs.

1. ee'e "yes" \_\_\_\_\_
2. lo'op "stone" \_\_\_\_\_
3. miso'o "sockeye" \_\_\_\_\_
4. wo'os "dish or plate" \_\_\_\_\_

Now, go back through previous lessons and find other words that have Stop Signs in them. Can you remember how to pronounce them? Write them in the spaces provided below.

_____	"	_____	"
_____	"	_____	"
_____	"	_____	"
_____	"	_____	"
_____	"	_____	"
_____	"	_____	"
_____	"	_____	"
_____	"	_____	"

Did you know that no Gitksan words start with vowels?

That's true! Actually, all Gitksan words that seem to start with vowels have a glottal stop before the vowel. We don't write it because we are in the habit of not writing it in English. There is no reason other than that. Stop Sign is as important a consonant as t or m or p or any of the other consonants. We could as easily write in Stop Sign before vowels when it occurs as the first letter of a word and leave out all p's at the beginning of words. Then, when we found a word that starts with a vowel we could say, "That word really starts with a p, but we never write p at the beginning of words." There would be another difference, though. We automatically pronounce glottal stop before vowels in English words....and for that reason we automatically pronounce glottal stop before vowels at the beginning of Gitksan words. If we left out p at the beginning of Gitksan words, it would be hard for us to remember to put it in every time we saw a word that we wrote with a vowel as first letter. Do you see the point? When you see a word that "starts with a vowel" in Gitksan, remember that there is really a glottal stop there. Remember also that we don't write it because it parallels English habits of not writing stop sign before vowels.

So, no words really start with a vowel in Gitksan. If you don't believe it, say a word which starts with a vowel. Let's use aks, "water". Say the word slowly, whispering it. Can you hear the release of the glottal stoppage just before the a? It sounds like a tiny explosion. If you can't hear it, try saying in a whisper uh, uh, uh. You should hear the release of the glottal stop before each vowel. If you can't hear it, ask your teacher to help you. That glottal stop is the same as the one that we hear so plainly in the middle of words and write with Stop Sign.

Note that there are no Stop Signs at the end of words, either. This is not because we don't write stop signs at the end of words, but because there are none. They only occur at the beginning of words (where we don't write them) and in the middle of words (where we do write them).

# 'l, 'm, 'n, 'w, 'y

Hard L

Hard M

Hard N

Hard W

Hard Y

## The Hard Resonants

These are the first hard consonants that you will study in Gitksan. There are 12 hard consonants in all:

'l, 'm, 'n, 'w, 'y, k', k', kw', p', t', ts', tl'

Look carefully at these symbols. Do you see the important difference between the symbols for the hard resonants which we are now studying and the symbols for the other hard consonants? What is it? Write it in the space below so you will remember it!

---

---

---

---

That's right. The hard resonants ('l, 'm, 'n, 'w, & 'y) have the hard marker before the symbol and the other hard consonants (k', k', kw', p', t', ts', & tl') have the hard marker after the symbol. This will always be confusing for you if you don't get it straightened out at the beginning. That means right now! The hard resonants have the hard marker in front of them and all the other hard consonants have the hard marker after them. Got it straight? Good.

One more thing that might puzzle you. We use the apostrophe for both the Stop Sign and the "hard marker" for hard consonants. There are several reasons for doing this. First, the hardness of hard consonants is glottal stoppage. Another word for hard consonants is "glottalized consonants". Secondly, it is the traditional way to write hard consonants to use symbols made of a letter symbol plus whatever is used as Stop Sign. So, we have decided to go ahead with this overlapping of symbols. Don't let this confuse you, either.

Note, also that we differ slightly here in orthography from the writing system that is used in the Hindle and Rigsby dictionary. They use the following symbols for the hard resonants:

ḷ, ṃ, ṇ, ẉ, & ỵ

We admit that this would have been a much less confusing system to use for writing the hard resonants. The only problem with using these symbols for writing the hard resonants is that there are not commas on typewriters that will print over letters. So, it is difficult to type the language. We therefore decided that we would have to put the hard marker either before or after the symbol for the resonant. We wanted to put the hard marker after the l, m, n, w, or y, but it would have created the following problem. Look at these words; listen to the teacher pronounce them:

- (a) sim'oogit "chief" (the stop is after the "m", Plain M+ Stop Sign)
- (b) bil'ust "star" (the stop is after the "l", Plain L + Stop Sign)
- (c) ha'mook "rhubarb" (the stop is before the "m", Hard M)
- (d) see'lax "needle" (the stop is before the "l", Hard L)

Notice that examples c and d have hard consonants and examples a and b have a cluster of m or l followed by a glottal stop. If we had used the symbols that follow for the hard resonants:

~~l', m', n', w', & y'~~

Hard marker after  
the resonant

the examples above would all have been written with an apostrophe after the resonant and we wouldn't be able to tell the difference between those with the stop before the resonant and those with the stop after it. See:

sim'oogit, bil'ust, ~~ham'ook, see'lax~~

The last two are spelled in a misleading way, eh? So, in order to allow us to distinguish hard consonants from clusters of resonant plus glottal stop, we decided to write the hard marker before the resonants.

There was one other reason for deciding on symbols for the hard resonants that have the hard marker in front of the resonant symbols. That has to do with the pronunciation of these consonants. Remember this rule of pronunciation:

The hard resonants ('l, 'm, 'n, 'w, 'y) are pronounced

as if they were a cluster of glottal stop and resonant.

They have a glottal stop before the l, m, n, w, & y sound.

On these pages you will be given examples of words with all of the hard resonants. Go over them with your teacher. Listen to each of them being pronounced. Pronounce them carefully after the teacher (or the tape) and then write each of them in the space provided.

Note particularly the pronunciation of the hard resonants. Note that there is a short glottal stop before the l, m, n, w, & y are pronounced. It is important that you grow accustomed to this pronunciation pattern. It is so basic to Gitksan that you will never be able to pronounce the language unless you can easily make these sounds.

Hard M ('m)

1. 'mal "canoe" \_\_\_\_\_
2. loo'm "to us, for us" \_\_\_\_\_
3. 'nuu'm "we" \_\_\_\_\_
4. sdi'moon "humpback salmon" \_\_\_\_\_
5. 'maxs "trousers" \_\_\_\_\_
6. 'min "up through the air" \_\_\_\_\_
7. 'mii gwint "strawberry" \_\_\_\_\_
8. hu'mal "canoes (pl)" \_\_\_\_\_
9. Taa'mlaxamid "Temlaham (place below Hazelton)" \_\_\_\_\_
10. go'milt "to glimpse" \_\_\_\_\_

Hard N ('n)

1. 'niin "you (sg)" \_\_\_\_\_
2. 'nisi'm "you (pl)" \_\_\_\_\_
3. 'noo'o "birch bark berry basket" \_\_\_\_\_
4. 'nim "to be wanted" \_\_\_\_\_
5. ji gyuu'n "now" \_\_\_\_\_
6. 'nakxw "to be long" \_\_\_\_\_
7. ge'n "to chew" \_\_\_\_\_



8. 'nax "bait" \_\_\_\_\_

9. gyuu'n "now" \_\_\_\_\_

Hints: Are you carefully noting the glottal stop before the resonant, especially when it is the first sound in the word? This is where it is most easy to miss!

Hard W ('w)

1. 'win "teeth" \_\_\_\_\_

2. 'wu'ms(also sometimes hu'm) "devil's club" \_\_\_\_\_

3. smaa'wn "maggot" \_\_\_\_\_

4. 'wii ooks "to be wide, broad" \_\_\_\_\_

5. "widin yee "forward" \_\_\_\_\_

6. am 'waasan "grey willow" \_\_\_\_\_

7. ama 'mas "to be pretty, handsome" \_\_\_\_\_

8. ha'wendi "not yet" \_\_\_\_\_

Hard Y ('y)

1. 'ni'y "I, me" \_\_\_\_\_

2. s'yun "alacier" \_\_\_\_\_

3. 'yimk "whiskers" \_\_\_\_\_

4. 'yak "to set a snare" \_\_\_\_\_

5. limx'oo'y "a dirge song (for the dead)" \_\_\_\_\_

6. any verb with the suffix for "I"

(a) wilaa'y "I know" \_\_\_\_\_

(b) sdil'y "I accompany" \_\_\_\_\_

7. any noun with the suffix for "my"

(a) naks'y "my spouse" \_\_\_\_\_

(b) os'y "my dog" \_\_\_\_\_

(c) 'mal'y "my canoe" \_\_\_\_\_

Hard L ('l)

1. liqi'l "eyebrow" \_\_\_\_\_
2. a'lax "angry" \_\_\_\_\_
3. awla'l "three" \_\_\_\_\_
4. Lax See'l "Frog, Raven Phratry" \_\_\_\_\_
5. hi'la ski "close, nearby" \_\_\_\_\_
6. gya'laasxw "to open ones eyes" \_\_\_\_\_
7. hi'lya'l "lying a great deal" \_\_\_\_\_

## Drill

Listen to the following words and decide whether they have a hard resonant. If they do, write the symbol for the correct hard resonant in the blank and mark the box on the right. If they do not have hard resonants, write a plain resonant in the blank and mark the appropriate box on the right. The first two are done for you.

Examples:

		Hard Resonant	Plain Resonant
<u>w</u> a "name" _____	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<u>'w</u> a "to find" _____	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
1. _____ een "fisher" _____	<input type="checkbox"/>	<input type="checkbox"/>	
2. _____ eex "lynx" _____	<input type="checkbox"/>	<input type="checkbox"/>	
3. 'm _____ kw "to fish with a line" _____	<input type="checkbox"/>	<input type="checkbox"/>	
4. m _____ kw "merganzer duck" _____	<input type="checkbox"/>	<input type="checkbox"/>	
5. m _____ kw "to be ripe" _____	<input type="checkbox"/>	<input type="checkbox"/>	
6. _____ o'oxw "pus" _____	<input type="checkbox"/>	<input type="checkbox"/>	
7. _____ ook "to suck" _____	<input type="checkbox"/>	<input type="checkbox"/>	
8. li _____ igit "feast" _____	<input type="checkbox"/>	<input type="checkbox"/>	
9. bisda _____ "willow grouse" _____	<input type="checkbox"/>	<input type="checkbox"/>	

# Phrases

The phrases in this lesson are designed to allow you to review the vocabulary which you have had up to now and also to teach you a valuable aspect of grammar in Gitksan.

The possessive pronoun in Gitksan for "my" is a suffix. It is -'y. You can attach it to any noun. Below are a few examples:

wilb'y "my house" (wiln, "house")

naks'y "my spouse" (naks, "spouse")

ansiip'insw'y "my lover, friend" (ansiip'insw, "friend, lover")

'mal'y "my canoe" ('mal, "canoe")

os'y "my dog" (os, "dog")

wa'y "my name" (wa, "name")

anhooya'y "my vehicle, tool"

on'y "my hand, arm"

wag'y "my brother"

# Exercise

Now, you are to review the previous vocabulary presented in earlier lessons and write in the blanks below other nouns with the possessive suffix for "my" attached.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Review

This section of the discussion of consonants is so important that we will have a short review to impress the most basic points on your memories. There will also be a question or two on the material covered earlier in the book.

Now, before you begin, go back and review all of the material presented on pages 45-54. Then, complete the questions below.

1. How many sounds in the Gitksan alphabet? \_\_\_\_\_. How many vowels? \_\_\_\_\_. How many consonants? \_\_\_\_\_. How many resonant consonants? \_\_\_\_\_. How many glottalized consonants? \_\_\_\_\_. How many glottalized resonants? \_\_\_\_\_.  
(hard) (hard)
2. We use the apostrophe as the symbol of a consonant sound and as part of a set of consonant symbols. What are these two uses of the apostrophe in writing the Gitksan consonants?

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3. Write the symbols for the Gitksan hard consonants and divide them into two groups: (a) those with the hard marker in front, and (b) those with the hard marker behind.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

4. What is the difference between these two words:

(a) niy'      (b) 'ni'y

---

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5. Translate into Gitksan

(a) We have berries. \_\_\_\_\_

(b) my bait. \_\_\_\_\_

(c) I see my trousers. \_\_\_\_\_

# hl, h, x, x, xw, s

## The Windy Consonants

We are going to study six consonants at once in this lesson. They form a natural class of consonants that we can call the "windy consonants". They are called that for obvious reasons. All of them are pronounced with a hissing or whooshing of air in the mouth and throat. In phonetic terms, these are known as "fricatives (because of the friction caused by air in the mouth when saying them)" or "spirants". We will occasionally refer to them as fricatives, but for the most part they will be called by the less scientific name of windy consonants.

These are some of the most important consonants in Gitksan. They occur, as a group, more than any other group of consonants in words. Just pick up the dictionary and notice how many words have one or more of these consonants in them. Look, for instance, at the word for "a saw":

haxbeexsxw (five of them!)

So, these are sounds that you will have to master, both in terms of making them and distinguishing them from each other. It is also important that you become accustomed to writing them with the rather "strange symbols". So, prepare to concentrate on this lesson and you will get the rewards later when things are easier in later lessons.

## The Symbols for the Windy Consonants

All of the symbols for these consonants are familiar to us since they are also letters (or combinations of letters) used in writing English. However, they often have different sounds than they have when they are used for writing English. Two of them are the same (h & s). However, the x letters do not have their usual ks sound as they do in English (as in ex-ray and xylophone). They have a hissing at the back of the mouth which we will describe in some detail below. The other difficult symbol is the hl. This symbol is going to cause you trouble throughout your study of Gitksan unless you learn right now that this is the only consonant symbol that uses h to make a complex symbol. In English there are th, sh, zh, wh, ch, ph, gh, etc. However, in Gitksan when you see an h it is either an h or the second part of the hl symbol. Note:

hayatshlit "a bat for ball"  
hashets "to send (pl)"

Be careful that you recognize that the series of consonants in the word for "bat" (tshl) is not t-sh-l but ts-hl. Likewise the word for "to send" is has-hets, not hash-ets. THERE IS NO SH SOUND IN GITKSAN!

How to pronounce the hl in Gitksan

The sound that the hl symbol stands for in Gitksan is difficult for English speakers to pronounce. Listen to the teacher pronounce the words below which have this sound in them.... can you make it? Here are some hints if you are having difficulty:

- (a) this sound is not like the th sound in English. If you pronounce it ~~that~~ way you will sound like an amxsiwaa every time you open your mouth. Learn to pronounce it correctly.
- (b) you make this sound by setting your mouth as if you were going to pronounce a word that starts with l, for instance "lip" in English. Set your mouth as if you were going to say an l, and then just blow softly out your mouth without moving your lips, tongue, or jaw. Do not hum or say "el" or try to make a noise in your throat. Just blow softly as if you were a snake hissing gently. Are you doing it? Set your mouth as if you were going to say a word that starts with "l", then don't move your mouth or lips or anything, and simply blow softly. The sound should be a perfect hl.
- (c) if you still can't do it, try to say the English word "please". if you say it softly and slowly, you will hear a soft sound between the p and the l. If you move your tongue just a little forward while you are making this noise between the p and l, you will be making an hl sound.
- (d) if you still can't make it, talk to the teacher about special help. Practice in your closet or out in the woods if you are afraid that someone will laugh at your attempts. Work at it until it comes correctly.
- (e) if you still can't make it, transfer to Spanish. You never will be able to speak Gitksan without learning the hl sound.

One final matter! It is very cumbersome to call hl "aitch-el" every time we want to refer to it. From now on we will call it Soft L in this workbook. That is not a technical name, and not a common name (it's usually written  $\bar{l}$  and called "barred l"). But, for our course at least we will refer to it as soft l. You can call it hl or soft l if you want to. If your teacher has preferences for one term or the other, do it the way your teacher wants.

Pronounce the following words after the teacher. Pay careful attention to the Soft L sounds (hl). When you can pronounce them perfectly, write the words in the spaces provided on the right.

1. hlqu "little one" \_\_\_\_\_
2. hlap "deep (sg)" \_\_\_\_\_
3. hlinhlap "deep (pl)" \_\_\_\_\_
4. hloxs "sun" \_\_\_\_\_
5. hlinnit "slave" \_\_\_\_\_
6. mahla "to each" \_\_\_\_\_
7. mihl "to burn" \_\_\_\_\_
8. pdoohl "siding on a house" \_\_\_\_\_
9. phlo'on "sea otter"  
(be careful to note that the ph in this word is not the f-sound of geography in English; it is p-hl-o-)
10. hakwhl "to gaff fish" \_\_\_\_\_

#### The 4 H-Sounds in Gitksan (x, x, xw, & h)

No, we are not talking about a farm organization (in the prairies there is a youth group called the 4-H). We are talking about the fact that in Gitksan there are 4 sounds that someone who did not know the language well would think were simply varieties of h. In fact, they are four different consonants: x, x, xw, & h. They sound a lot alike but they are importantly different. If you grew up speaking English, you are going to have to work hard to train your tongue and your ear to produce and distinguish these sounds.

Of course, the easiest of these sounds to learn is the h. It is pronounced exactly as it is in English. No problem for you here.

The rest are a different matter, though:

(x) This is called "front x". It is pronounced by setting your mouth as if you were going to pronounce the word "keep" in English, and then instead of saying k you just blow gently out the mouth. Do not gargle in your throat. Do not say sh as in ship. It is a sound like a snake hissing.

(x) This is a variety of x pronounced further back in the throat and is called, therefore, "back x". It is pronounced by setting your mouth as if you were going to say the word "cut" in English, and then instead of saying the word you just blow gently out the mouth. Again, don't gargle or say "sh".

(xw) This is the "rounded variety of x". It is called, therefore, "rounded x" or, simply, "xw". It is pronounced exactly as front x is, except you round your lips when you say it. We often make this sound in English when we precisely pronounce the wh in "which" or "when". Can you say it? If you can pronounce an x (front x) you won't really have any trouble picking up rounded x. Listen carefully to the teacher and try to say it exactly as he does.

In order to give you a great deal of practice in pronouncing these consonants, here are several lists of words which have each of the four h-type windy sounds. Listen to them being pronounced and try to pronounce them exactly as the teacher does. Then write them in the space provided paying careful attention to the sound of each of the different symbols.

H - H - H - H - H - H

1. hap "to collapse" \_\_\_\_\_

2. hilin "to be lonely" \_\_\_\_\_

3. ha'mats "nestle" \_\_\_\_\_

4. halakw "gunpowder" \_\_\_\_\_

Note! In Gitksan, h is a strange consonant because it usually occurs only at the beginning of words. There are a few exceptions. You can find h in the middle of plural words which begin with h and are "reduplicated" to show pluralness:

5. hats' "to bite" \_\_\_\_\_

6. hashats' "to bite (pl)" \_\_\_\_\_

7. hets "to send" \_\_\_\_\_

8. hashets "to send (pl)" \_\_\_\_\_

There are rare exceptions in loanwords which have h in other than the first position of the word:

9. xhofi "coffee" \_\_\_\_\_

X - X - X - X - X - X

1. hooxh1 "use it!" \_\_\_\_\_

2. 'misaax "daylight" \_\_\_\_\_

3. da'mixs "to squeeze" \_\_\_\_\_



4. dahliisx "socks" \_\_\_\_\_
5. baasx "to fear" \_\_\_\_\_
6. anaax "bread" \_\_\_\_\_
7. xsi "river (prefix to name)" \_\_\_\_\_
8. xpaaw "jaw" \_\_\_\_\_
9. wijix "caribou" \_\_\_\_\_
10. xsuuw "hemlock inner bark" \_\_\_\_\_

X - X - X - X - X - X

1. 'maxs "trousers" \_\_\_\_\_
2. meex "to be sour" \_\_\_\_\_
3. bax "to run" \_\_\_\_\_
4. dax "firmly, hard to move" \_\_\_\_\_
5. deext "to fall down" \_\_\_\_\_
6. xle'e "fir tree" \_\_\_\_\_
7. xhlim "around something standing up" \_\_\_\_\_
8. xbil "partly" \_\_\_\_\_
9. xsgyaak "eagle" \_\_\_\_\_

XV - XW - XW - XW - XW - XW

1. saxw "mouth of a stream" \_\_\_\_\_
2. siipxw "sick, sore, hurt, ill" \_\_\_\_\_
3. muxw "ear" \_\_\_\_\_
4. huxws "smoked salmon slices" \_\_\_\_\_
5. etxwhl "call it!" \_\_\_\_\_
6. duxsw "to run out of something" \_\_\_\_\_
7. bitxw "divorce" \_\_\_\_\_
8. axwt "porcupine" \_\_\_\_\_
9. alisxw "to be slow, weak" \_\_\_\_\_

## The Last of the Windy Consonants - S

We have saved the easiest for last. In Citksan, s is pronounced and written exactly as it is in English. The only thing that you have to be aware of is that s is also part of the symbol of two other consonants in Citksan: ts & ts'. So, be careful that you distinguish between s which is s and s which is part of the double symbols ts and ts'. The only time you have to worry, of course, is when the s is following a t.

Here are several examples of words with Citksan s:

1. sdin "to be heavy" \_\_\_\_\_
2. sgya "herring" \_\_\_\_\_
3. siuus "small (plural)" \_\_\_\_\_
4. sd'o "half a dollar" \_\_\_\_\_
5. hasiyaks "swallow (the bird)" \_\_\_\_\_
6. haast "fireweed" \_\_\_\_\_
7. sgidim "to have to, ought to" \_\_\_\_\_
8. siis gyat "newborn baby" \_\_\_\_\_

## Drill

Are you ready to test yourself for the first time on the windy consonants? Here is another dictation exercise. Listen to the teacher pronounce the words below and write the proper windy consonant in the blank(s) left in the word.

1. h a x s ma x "fork"
2. x s a x "just, only"
3. a \_\_\_\_\_ "night"
4. ank \_\_\_\_\_ "to be cooked"
5. \_\_\_\_\_ iba \_\_\_\_\_ "to run out of something"
6. \_\_\_\_\_ an "Skeena"
7. \_\_\_\_\_ an "to gamble"

One Last Note: Is there a sh sound in Gitksan? (see page 58, top)

The answer is "maybe". Some speakers of Gitksan do have a sound like that of sh in English. It occurs in one place in particular:

In words that are written with an x (front x) followed by an s, some speakers of Gitksan will have an xsh sound instead of the xs sound. (And, a few will have a ksh)

Note the following words which are among the most commonly used.

amxsiwaa (sometimes pronounced amxshiwaa or amkshiwaa)

xsan (sometimes pronounced xshan or kshan)

Remember that these pronunciations are just another reflection of the interesting dialectal diversity of Gitksan usage. We don't write this sh sound because it is very predictable in the people's speech where it occurs.

## Review

Now we are really moving through the book. Let's just pause for a brief review to impress a few points on your memory and then get on to the last 19 consonants.

1. The windy consonants are \_\_\_\_\_.
2. We call them windy because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Phoneticians (people who study phonetics and the sounds of languages) call the windy consonants \_\_\_\_\_ or \_\_\_\_\_
4. Well! Is there an sh sound in Gitksan or isn't there (see pages 58 and the top of this page)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Some General Comments

There are 19 consonants left. They fall within a natural category of sounds. All of them involve a stoppage of the air stream through the mouth. Pronounce p, b, t, d, k, g. You can feel the flow of air being cut off by the lips closing (for p and b) or by the tongue touching the roof of the mouth (for the rest of them). Because they have this feature in common, we will introduce the discussion of them with some generalizations which apply to all of them. That will save you having to be reminded of these points as you study each of the consonants individually.

1. We will study these consonants in groups of three. Each group will consist of a "plain consonant" and its "hard" variety and its "voiced" variety. Remember that hard consonants are those pronounced with a faint click due to brief closure of the glottis "gate" in the throat. A voiced consonant is pronounced with the glottis slightly closed so that there is a humming vibration (if you need to refresh your memory on the process, see page 46).

Thus, the consonants will be discussed in groups of three as follows:

	<u>Plain</u>	<u>Hard</u>	<u>Voiced</u>
Set 1	n	p'	b
Set 2	t	t'	d
Set 3	ts	ts'	j
Set 4	k	k'	g
Set 5	kw	kw'	gw
Set 6	<u>k</u>	<u>k'</u>	<u>g</u>

There will then remain only one consonant, tɬ', which is of very limited occurrence in the language. It will be discussed individually.

2. There is another reason why it is interesting to study these consonants as a group. They interchange with each other under some circumstances. You will have to concentrate to understand the following discussion. All set?

(a) Very often the hard variety of consonants and the voiced variety are in variation with each other (you can hear either one of them in a word). This could be due to one of several reasons which is not yet apparent, either a dialect variation within Gitksan or a historical change in the language which is either in progress or stopped half way. Note the following examples of variation in the way words (or pairs of words from a common root) are written in the Gitksan dictionaries:

daboon \* t'aboon "padlock"

ansiibinsxw \* ansiip'insxw "friend, lover"

Note also these plural forms in which the "root" of the singular word is repeated for the plural form except that the hard consonant in the root is changed to the voiced variety in the first syllable:

t'ixw (sg) dixwt'ixw (pl) "to be stout"

t'is (sg) dist'is (pl) "to be big"

ts'iikxw (sg) jixwts'iikxw (pl) "to leak"

Note also the word for "hail" which seems to be the same process:

jaxts'ax

All of these expressions of the interchange between hard and voiced consonant varieties gives us evidence that the variation between these two types of consonants is basic to Gitksan. Don't let it bother you when you run into it. We will write words with the hard variety of sound if there is general variation between sounds in a word. You may use either.

(b) There is also variation between the voiced and plain variety of sounds. Here is a general rule that will allow you to expect which of the sounds will occur in any given place:

If a plain sound (n, t, ts, k, kw, or k) is followed by a vowel or sometimes 'y, 'm or 'n, it becomes its voiced counterpart (b, d, j, g, gw, & g).

If a voiced sound is not followed by a vowel, it changes to its plain variety.

Those rules are so simple that you might be tempted to take them lightly. If you memorize them carefully, though, they will explain a lot of cases that seem to be troublesome exceptions. Note how the rules explain the following pairs of words:

xsgook "first" but xsgoogamsa "Monday (i.e. first day)"

wilp "house" but wilb'y "my house"

didalk "to talk to (sg)" but didalgat "to talk to (pl)"

Neem yin Ruperda? "Are you going to P. Rupert?" (Why did Rupert change to Ruperd- when we added a? The rule above explains it.)

jab'y, jab'n, jab'm, japdiit "I make, you make, we make, they make"

# p, p', b

The Set of Labial or Lip sounds: Plain P, Hard P, and B

These sounds are the first of the six sets of three sounds that will make up the rest of the book. If you look at the dictionary which Russell Stevens and Robin Thistle put together, you will note that there are only seven words that start with either p or p' and that there are very few p' sounds in the middle of words. It's true that there are few words that start with n or n'. The reason is that most words start out with a consonant immediately followed by a vowel. Remember the rule at the bottom of the previous page...if ap is followed by a vowel it becomes a b. Now look at the section of the dictionary on words that start with b. There are many of them. So, that explains why there are few words that start with n. Why are there few words that start with n' or few words in general that have Hard P in them? It's a fact that in Gitksan there are some sounds that occur less frequently than other sounds. Hard P is one of the sounds that occurs more seldom than other sounds. Notice that Hard T and Hard TS occur much more often than the average. Don't worry about how often sounds occur!

Can you pronounce a Hard P?

The plain P and B are pronounced exactly as they are in English, so these are no problem. But the Hard P is the first of the series of hard consonants that might cause you a bit of trouble. Listen to the teacher pronounce the following words with Hard P in them. Work at trying to pronounce the Hard P with just a bit of a snap as you open your lips. If you have trouble, keep working at it. It will come.

1. goop' "waves" \_\_\_\_\_
2. gyop' "go ahead! go on!" \_\_\_\_\_
3. goyp'ax "light" \_\_\_\_\_
4. sp'agat "to taste" \_\_\_\_\_
5. dip'xs "heel" \_\_\_\_\_
6. ansiip'insw "friend, lover" \_\_\_\_\_

7. hlp'iyuxw "to inform" \_\_\_\_\_
8. hlp'iyumasw "a message" \_\_\_\_\_
9. sp'a'ayt gan "woods" \_\_\_\_\_
10. andulp'xw "close friend" \_\_\_\_\_

Now here are a few examples of Plain P and B. Note that they are pronounced just as in English.

- (P)
1. pda1 "ribs" \_\_\_\_\_
  2. psa "gray clay" \_\_\_\_\_
  3. ptikxw "fresh dressed fish" \_\_\_\_\_
  4. miyuup "rice" \_\_\_\_\_
  5. jap "small box trap" \_\_\_\_\_
  6. hupx "forehead" \_\_\_\_\_
  7. dipbaap "dad (pl)" \_\_\_\_\_
  8. minptaltxw "to climb" \_\_\_\_\_

- (B)
9. ban "belly" \_\_\_\_\_
  10. baba "daddy" \_\_\_\_\_
  11. k'uba "small (pl)" \_\_\_\_\_
  12. binban "to ache (pl)" \_\_\_\_\_
  13. dibooqit "shrew" \_\_\_\_\_
  14. giba "to wait for" \_\_\_\_\_
  15. gibuu "wolf" \_\_\_\_\_
  16. hisxbilksit "caterpillar" \_\_\_\_\_

We will go directly on to the next group of sounds and have a review at the end of every three sets of sounds. For the moment, start keeping a list of useful phrases in the empty pages for "Notes" at the back of the book. This will help you acquire the habit of writing down useful terms and phrases that you hear.

# t, t', d

## The Set of Sounds at the Ridge Behind the Teeth: Plain T, Hard T, D

As we said above, on page 44, each of these sets of sounds is pronounced at a different point in the mouth. The set that we are now studying is made with the tongue briefly touching the ridge behind the upper teeth when the sounds are produced. Try it. Can you feel your tongue touch the roof of the mouth just behind the upper teeth when you pronounce the word "tea" in English (or the Gitksan word xdii "tea" for that matter)?

Can you pronounce the Hard T? This is a very common consonant in Gitksan, so it is important that you learn to pronounce it clearly. Again, there is a slight click when it is pronounced correctly. Do not confuse the puff of air that accompanies the pronunciation of Plain T when it is the first letter in a word for the click of Hard T! Listen to the way you pronounce the English word take. If you put your hand in front of your mouth as you pronounce take, you can feel the puff of air that comes out as well as hear the windy hiss that comes out after the t. This air is called aspiration. Don't confuse this aspiration for the click of Hard T. Also, be careful not to confuse what is called the "release of the t" for the click of Hard T. Pronounce to yourself these two phrases:

- (a) "That t plane." (After the t which is underlined (a), there is no release of the tongue from the roof of the mouth before the p. In (b) you can feel the tongue come away from the roof of the mouth and "complete" the t sound. That is what we call the "release of the t".
- (b) "That t."

Don't confuse a released t with a Hard T. Now go on to the examples below and carefully pronounce them after the teacher. Work hard on making the Hard T correctly. It's an important Gitksan sound!

1. t'aap "to hammer" \_\_\_\_\_
2. hat'al "cedar bark" \_\_\_\_\_
3. t'is "to be big" \_\_\_\_\_
4. ha'wit' "don't!" \_\_\_\_\_



- 5. t'ipxaat "two (animals and fish)" \_\_\_\_\_
- 6. t'uxs "out of a moveable object" \_\_\_\_\_
- 7. t'uusx "to sweep" \_\_\_\_\_
- 8. t'ya'ytxw "thunder" \_\_\_\_\_

(notice that this is the first case you have encountered in which you cannot distinguish between a Hard T followed by y and a Plain T followed by a Hard Y. This is a shortcoming in our writing system which would've been made clear by using a symbol for Hard Y with the hard sign over the letter (ȳ). In the case of the word for thunder, the first letter is Hard T. Such confusion will seldom arise).

The sounds Plain T and D are exactly the same as the English sounds t and d. We will give you a few examples of words with these sounds, but you will find that there are no surprises in the way these Citksan sounds are made.

- (T) 1. hlit "a ball" \_\_\_\_\_
- 2. huut "to flee, run away" \_\_\_\_\_
- 3. ixsta "to be sweet, tasty" \_\_\_\_\_
- 4. helthl gyat "crowd of people" \_\_\_\_\_
- 5. gitgitxw "swell up (pl)" \_\_\_\_\_
- 6. txelt "to put something in the fire (pl)" \_\_\_\_\_
- (D) 7. didils "to be alive" \_\_\_\_\_
- 8. didaw "ice (pl)" \_\_\_\_\_
- 9. dap "liver" \_\_\_\_\_
- 10. daxdox "a thing which is hard to move" \_\_\_\_\_
- 11. daasqan "a whetstone" \_\_\_\_\_
- 12. xdii "tea (from English)" \_\_\_\_\_

Now, go back through earlier lessons and find words that have these sounds in them and write them in the blanks below. Better yet, don't look back, but write the words from memory.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# ts, ts', j

The ts Series: Plain TS, Hard TS, and J.

This is another of the sets of sounds in Gitksan which require double symbols. So far we have studied the long vowels (aa, ee, ii, oo, uu) and xw. You might also think of all of the hard consonants as compound symbols, since they use the consonant letter plus the hard sign. Now, however, we are studying a series of sounds that use a double symbol because to the English ear it sounds like they are two sounds. In the English words "nuts and sheets", we have the same combination of t and s sounds as you will now be studying in Gitksan. However, in Gitksan this is not two sounds; it is a single sound. How do we know this? Really! How can one decide whether ts in Gitksan is one sound or two sounds (as in English)? Well, in English there are no words that start with the letters ts (except some borrowed words like tsetse fly). That means that the two probably don't function as a unit. In Gitksan, this combination of letters is one of the most common. Turn to the dictionary and see how many words you can find that either start with ts or have that combination of letters in them. There are hundreds of them. It is because of its basic nature in the building of Gitksan words that we consider the ts series a unit rather than a "cluster of consonants".

Some Indian groups have emphasized that the ts units in their languages are a unit (or single consonant) by giving them a letter which is a single symbol. The letter c is often used for ts. We have done this to some extent by making the voiced variety of ts be written with the symbol j. You will find out when you listen to the examples of words with this sound that it has a dz sound. So, this series of consonants should be thought of as single sounds in Gitksan, even though they sound like a combination of two English sounds.

You may be interested to know that these Gitksan sounds which are composed of what appear to be two sounds are usually called by linguists "Affricates". Remember that we called the windy sounds "fricatives"? Well, these double sounds are a combination of a stoppage sound (like t, p, k) and a windy sound. There are only a few of these affricates in Gitksan: ts, ts', j, and tl'. Further study of the sound system of Gitksan may allow us to speak of k in some circumstances as an affricate. Have you noticed how at the end of words k often has an x following it? You may want to remember the term affricate. You are studying your language in a scientific manner and it is important to know what other scientists mean when they discuss your language.

Now, let's go on to study the individual sounds of this group!

## Pronouncing Plain TS.

There are no surprises here. This compound sound is pronounced in Gitksan exactly as it is in English (take the word "acts"). The thing that some people have trouble learning is the pronunciation of this sound in positions other than at the end of words. Many people tend to leave off the t and pronounce words like hatsalda, "octopus", as hasalda. Don't do this! Pronounce a good strong t in your ts sounds.

Here are some examples of words that have ts in them. Note that this consonant doesn't occur as the first sound in Gitksan words, just as the case with English. Can you figure out why it doesn't act as the first sound in Gitksan words (all of the ts sounds are Hard TS...look carefully and you will see this)? As a hint, look at all of the words that start with J.....and as a second hint, go back to page 55 and read the rule at the bottom of the page. The answer is easy, isn't it! There are not any Gitksan words that start out with Plain TS because all of the Gitksan words with this set of sounds have a vowel as the second letter....and if a Plain TS is followed by a vowel, it changes to its voiced variety which is J. Easy, eh?

1. yats "to hoe" \_\_\_\_\_
2. naagets "wolverine" \_\_\_\_\_
3. ha'mats "nestle" \_\_\_\_\_
4. hatsalda "octopus" \_\_\_\_\_
5. hayatsxw "copner shield" \_\_\_\_\_
6. hlatsx "fish tail" \_\_\_\_\_
7. hugwast "snare"  
(This was a trick, eh? Be careful to distinguish st from Plain TS!) \_\_\_\_\_
8. skolts "to be ungrateful, not satisfied" \_\_\_\_\_

## Hard TS

This sound is easily recognized, even though it doesn't have the gentle click that typifies the other hard consonants that we are now studying. You can recognize Hard TS by the forcefulness of the way it is made. There is a real hiss of strong expression of the s-sound. Listen to the words below and make certain that you can pronounce them in such a way as to allow the teacher to distinguish that there is a Hard TS rather than a Plain TS in them.

1. loots' "red elderberry" \_\_\_\_\_

2. aats'ap "door" \_\_\_\_\_
3. hapt's'a'y "comb" \_\_\_\_\_
4. ts'iits' "gramma" \_\_\_\_\_
5. hloots' "mountain white fish" \_\_\_\_\_
6. hots'imoo "again" \_\_\_\_\_
7. t'uuts' "charcoal" \_\_\_\_\_
8. ts'idipxs "highbush cranberry" \_\_\_\_\_
9. ts'it'uxsda "wren" \_\_\_\_\_
10. ts'uuts' "bird" \_\_\_\_\_

The Consonant J in Gitksan

Remember this rule: "There is no sound in Gitksan like the sound of j in English "jam" or "Jim"."

You will sound like a real amxsiwaa if you pronounce this Gitksan sound like an English J-sound. This letter has a dz sound, just like in English words that we write with a dz (i.e. adze). This is the voiced variety of Plain TS. When a Plain TS is followed by a vowel, it becomes a j.

Now, here are a few examples of words that have this very common Gitksan sound in them:

1. jin "hummingbird (rufous type)" \_\_\_\_\_
2. jok "to camp" \_\_\_\_\_
3. jakw "to kill" \_\_\_\_\_
4. hisjoks "picnic" \_\_\_\_\_
5. jahlit "to eat up" \_\_\_\_\_
6. mooji "almost" \_\_\_\_\_
7. anjimjam "pots and pans" \_\_\_\_\_
8. juxwt "to come untied accidentally" \_\_\_\_\_
9. jiixw "dolphin" \_\_\_\_\_
10. jixwtsiikxw "to leak (pl)" \_\_\_\_\_

Now, go on to the review after carefully looking over the material on pages 64-71.

4. Why are there very few words that start with Plain P and none that start with Plain TS in Gitksan?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Define the following:

(a) fricative or spirant \_\_\_\_\_

\_\_\_\_\_

(b) affricate \_\_\_\_\_

\_\_\_\_\_

(c) glottalized consonant \_\_\_\_\_

\_\_\_\_\_

6. True or false

The sound of the Gitksan consonant j is just like the j-sound in English.

There are hard consonants in English, too. For instance when we write don't, we are showing that the n is hard.

The sounds Plain T and D are pronounced almost the same in Gitksan as they are in English.

7. Decide whether the following words (to be dictated by your teacher) have Plain TS or Hard TS and write the correct symbol in the blank. Then mark the correct box on the right.

	Plain TS	Hard TS
(a) li ___ x "to count"	<input type="checkbox"/>	<input type="checkbox"/>
(b) ha ___ iswa "to sneeze"	<input type="checkbox"/>	<input type="checkbox"/>
(c) k'yoo ___ "yesterday"	<input type="checkbox"/>	<input type="checkbox"/>
(d) haya ___ hlit "bat (for ball)"	<input type="checkbox"/>	<input type="checkbox"/>
(e) ___ imilix "beaver"	<input type="checkbox"/>	<input type="checkbox"/>
(f) oo ___ in "ghost, soul"	<input type="checkbox"/>	<input type="checkbox"/>

# REVIEW

Your teacher may want you to take this review as a quiz.

Answer the questions as directed by filling in the blanks, marking the correct boxes or translating.

1. Encircle the voiced consonants in the list below:

t d g j ts ts' a ts' t' m

What causes the voicing quality in voiced consonants?

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Where do you find voiced varieties of consonants (b, d, j, g, gw, g) in Citsan, and where are the voiceless ones (p, t, ts, k, kw, k)?

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2. When one person writes Ansbayaxw and another writes Ansp'ayaxw, which of them is correct and which is wrong?

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3. Arrange the following consonants in sets according to the place where they are pronounced in the mouth and the type of consonant they are (i.e. voiced, Plain, or hard):

t j d p ts t' b ts' p'

	Plain	Hard	Voiced
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

# k, k', g

The K Series of Consonants: Plain K, Hard K, and G

The three consonants that we are now studying require a few explanations before we begin.

(a) in the Rigsby and Hindle dictionary, the word for "man" is written gat. We write it gyat. The dictionary writes the word for "ten" (things, animals or fish) as k'ap. We write it as k'yap. The reason for this difference in spelling is partly explained by the following rule:

In Gitksan, the consonants k, k', and g are automatically followed by a y sound if the next letter in the word is a or e. Y also intrudes between g-o and g-u very often.

The Hindle and Rigsby dictionary expects you to know this rule and therefore expects you to automatically pronounce the words with y-sounds where they are necessary. After considering the point, we have decided that you may not always remember the rule and have decided to write the y's in the word. Either way of writing is, of course, acceptable if you are consistent and use that method of writing in every case. We will write the words with y in them.

This y is necessary because Gitksan has what is called a "palatalized k series". That means that the k sounds of this set are produced a little further forward in the mouth than the k sounds of English. Actually, English does have a few palatalized k's in words like "cute" and "peculiar". Can you hear the y-sound after the k-sound in those two words? That is exactly what goes on in the series of Gitksan k-sounds....a y-sound is inserted after a k, k', or g when it is followed by a or e. The other day I heard an old lady in Kispiox say, "We ran out of gyas!" She even adds the y-sound after k and g when she is speaking English. So, expect that this y will appear in words when an a or e follows a k, k' or g in Gitksan, and when an o or u follow g.

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(footnote) By now you know the rule written on the bottom of page 65 and know that if a k (plain consonant) is followed by a vowel of any type it becomes g. Thus, the rule at the top of this page could've been written in terms of only k' and g.

(b) Note that this palatalization is not common in all Gitksan dialects. There are some speakers who come from a tradition where the y-sound is not always or only sometimes included. You will hear a type of spider referred to as gyadalee in some places and gadalee in others. The same applies to the word for "man", gyat or gat. The Kitwanga people used to be known for not using the y-sound due to palatalization of k's and g's. Marie Françoise Guedon, the anthropologist, says that she has encountered cases where people would say gyadalee one day and gadalee the next, speaking with some inconsistency. This doesn't mean that they were speaking wrong. It means that the palatalization was not an important aspect of knowing Gitksan. You could say it either way in their dialect.

(c) The next point is one which we considered very seriously before setting up the orthography that we use. Remember that an orthography is a set of rules and symbols used in deciding how to write words in a language. Well, we heard the pronunciation of such words as the following:

gwiikxw	"groundhog"
wakx	"brother"
giikxw	"to buy"

These words all have a windy "aspiration" which follows the k. It is predictable that it will be there; it is always there. Really, it is just a habit of pronunciation, though. For instance, if you listen to an older speaker of Gitksan, they will even pronounce English words with this x-type windy aspiration. Listen to your grandmother pronounce cook (cookx!) or look (lookx!). She even adds this windy pronunciation when she speaks English.

Here is a rule which will allow you to predict where this x is to be added:

When a word ends in k, it will usually be pronounced kx. When it ends in kw, it will usually be pronounced kxw. This x drops out when a vowel is added at the end (or 'y, 'm, 'n).

See how the x is lost when we add the pronoun suffix 'y (I/my) words above:

gwiigw'y	"my groundhog"
wag'y	"my brother"
giigw'y	"I buy"

The rule applies to a lesser extent to words that end in Back K. Sometimes you hear the windy aspiration as an x and sometimes as an x. In any case, it is lost when you add a vowel. Be careful to distinguish between this aspiration and the -xw suffix which shows that an action is not being performed on a particular thing.



Examples: litsxxw "to count"      litsx "to count something"  
 gyuksxw "to wake up"      gyuksin "to wake someone up"

(d) Distinguishing the K Series, the Kw Series and the K Series of sounds from each other. After this section, you will study kw, kw' and gw. This is called the Rounded K series of sounds. Then, we will study the last of the groups of sounds, the Back K series (k, k', and q). You will have to be careful that you distinguish these groups of sounds from each other. Why is this important? It is important for a number of reasons: (a) you will never be able to spell or pronounce the words which have these sounds in them if you do not distinguish front, back, and rounded k sounds; (b) some rules only apply to one set of sounds (back and rounded k's are never palatalized --- do not have y-sounds following them when a or e comes next).

Be careful to keep these three series of k-type sounds separate in your thinking.

#### Making the Hard K

You will have to work at learning how to pronounce the Hard K. It has that characteristic gentle click accompanying the pronunciation. If you cannot do it, work at pushing your tongue against the roof of your mouth with your tongue and mouth all set to pronounce the English word "cat". Hold your tongue tightly against the roof of the mouth while otherwise straining to say "cat". When you feel a strong pressure against your tongue (air behind it straining to get out), release it suddenly. You may hear a slight click. This is what we are trying to achieve. Keep working at it. If you don't get it immediately, keep working on it quietly on your own. Everyone gets it in a few hours if they don't learn it immediately. Remember everyone can learn to make Hard K. Even people with false teeth and mustaches!

Here, then, are a few examples of words with Hard K in them.

1. k'yan "thing" \_\_\_\_\_
2. k'yap "ten (animals or fish)" \_\_\_\_\_
3. k'yoots "yesterday" \_\_\_\_\_
4. k'yaduu "aside, sideways" \_\_\_\_\_
5. k'yaahl "aside, on one side" \_\_\_\_\_
6. k'i'y "one (thing)" \_\_\_\_\_
7. k'ip hlik' "flying squirrel" \_\_\_\_\_

8. k'ots "to cut" \_\_\_\_\_ (This is back k!)
9. k'utk'unuxs "owl" \_\_\_\_\_
10. k'yuxdaa'lt "eight (things)" \_\_\_\_\_  
 (note that y sometimes follows k' before u, sometimes not)

Plain K and G

These sounds are no problem for us to pronounce. They are, indeed, pronounced just a bit further forward in the mouth in Gitksan than they are in English. They are about like the sound of k in English "keep" and the g in "geese". Listen carefully to the teacher pronounce the words below and then write them.

- (K) 1. lakw "fuel, fire" \_\_\_\_\_
2. gwikw "groundhog" \_\_\_\_\_
3. aks "water" \_\_\_\_\_
4. ts'ooks "to drain out" \_\_\_\_\_
5. tookw "to eat" \_\_\_\_\_
6. xsqyaak "eagle" \_\_\_\_\_
7. saksda "to leave (pl)" \_\_\_\_\_
- (G) 8. gyat "man" \_\_\_\_\_
9. ayadalee "spider" \_\_\_\_\_
10. aluudiqyat "Indians" \_\_\_\_\_
11. qiikw "to buy" \_\_\_\_\_
12. sgyat "to be born" \_\_\_\_\_
13. ailbil "two (things)" \_\_\_\_\_
14. gwoodan "horse" \_\_\_\_\_
15. gookwst "to soak" \_\_\_\_\_

Only seven more Gitksan sounds to learn!

# kw, kw', gw

The Rounded K Series: Plain KW, Hard KW, and GW

That's a strange name for consonants, isn't it? Rounded? We usually think of symbols as being rounded (like o and B), but not sounds. What we mean by rounded consonants is that they are pronounced with the lips rounded. The kw sound of Gitksan is very much like the sound in English "queen". Pronounce the English words "king and queen". Note the k-sound in "king" is not said with rounded lips; the kw-sound in "queen" is pronounced with the lips puckering up and parting (or rounding).

This is a compound symbol. You should think of these consonants as single sounds, though. Indeed, they use symbols with two parts, but these three sounds function as single units. Note that we place the Hard Sign after the w in kw' rather than after the k. If we did it otherwise there would be a problem. Note:

k'w = Plain K + Hard W

kw' = Hard KW

Be careful of these symbols. In setting up our orthography, we decided to commit a serious sin by writing a Plain K before the vowels o and u, and before the windy consonant xw. Actually, in all of these positions the k and g are rounded. Say the English words "goulash" and "kooky". Do you feel your lips form an "o" even before you pronounce the g and k? You do the same thing in pronouncing Gitksan words. You are pronouncing rounded consonants before u and o (rounded vowels) and xw (the rounded windy consonant). However, this decision to write Plain K and G instead of rounded varieties is only a sin to scientists! We find that it is a lot easier to learn to write this way.

## Making the Rounded Consonants

You shouldn't have any problem learning to pronounce these consonants. The hardest of them is Hard KW, but here is a clue. If you pronounce Hard K with your lips rounded, you will pronounce a perfect Hard KW. Try it! See? Now pronounce the words that follow as your teacher does. Then, write them in the spaces provided.

1. kw'ast "broken" \_\_\_\_\_
2. kw'ihl "around, about" \_\_\_\_\_

3. kw'oodint "to lose" \_\_\_\_\_
4. kw'ootxw "to be lost" \_\_\_\_\_
5. lukw'il "very, for good" \_\_\_\_\_
6. kw'adixxw "to reach the top" \_\_\_\_\_
7. sankw'ax "to hiccup" \_\_\_\_\_
- (KW) 8. amalkw (or amalkxw) "scab" \_\_\_\_\_
9. ayukws "crest (or to get dressed)" \_\_\_\_\_
10. yukw (or yukxw) "feast" \_\_\_\_\_
11. sanakwa "a small caterpillar" \_\_\_\_\_
12. 'mii tsookw (or 'mii tsookxw) "chokecherry" \_\_\_\_\_
13. haldaakws "liniment, ointment" \_\_\_\_\_
14. 'nakw (or 'nakxw) "to be long" \_\_\_\_\_  
 (Note: these Plain KW sounds appear only when not followed by a vowel. Our rule continues to apply here that a consonant becomes its voiced variety when followed by a vowel or 'y, 'm, or 'n)
15. bookw (or bookxw) "book" \_\_\_\_\_
- (GW) 16. boogw'y "my book" \_\_\_\_\_
17. gwaast "to lend" \_\_\_\_\_
18. gwisgwoos "Canada Jay" \_\_\_\_\_
19. gwidats "coat" \_\_\_\_\_
20. gwilgwalkxw "to be dry (pl)" \_\_\_\_\_
21. gwiikxw "ground hog" \_\_\_\_\_
22. gwanks "spring or fountain" \_\_\_\_\_
23. gwooyim "springtime" \_\_\_\_\_

Think of a few more words that have these consonants in them:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# k, k', g

The Back K Series: Plain K (Plain Back K), Hard K (Hard Back K) & G

This is the last series of consonants that we will have to study. You are almost finished with your study of the reading, writing and pronunciation of Gitksan sounds. We have left one of the hardest groups of sounds for last. These sounds are pronounced at the back of the mouth. They are pronounced in the same part of the mouth as x, which we studied on page 57. In order to pronounce these back sounds, simply swallow a k as you pronounce it. It is pronounced a little further back in the mouth than the k in the English word "cut" (actually, it is a k that we just write as c). Listen with care to the way that the teacher pronounces the words in this section. It is important that you are able both to pronounce and to distinguish these sounds.

We will give you numerous examples of all three of these sounds. The first will be the Plain Back K (k)

1. eek "coho salmon ready to spawn" \_\_\_\_\_
2. aak "corners of the mouth" \_\_\_\_\_
3. dakh1 "sledge hammer" \_\_\_\_\_
4. hanak "woman" \_\_\_\_\_
5. hlaks "nail, claw, talon" \_\_\_\_\_
6. lok "eel" \_\_\_\_\_
7. yeekt "to share, to give out at a potlatch" \_\_\_\_\_
8. 'yimk "whiskers, beard" \_\_\_\_\_
9. iaxjok "to camp (pl)" \_\_\_\_\_
10. ha'niiyeek "Saturday" \_\_\_\_\_

Don't go on to the next group of sounds until you feel that you have gotten control of the distinction between the front (k) and back (k) varieties of k-sounds. Listen to the teacher pronounce these two words:

ts'akx "dish"

ts'akx "nose"

Now, decide which of them the teacher is dictating to you (he or she will pronounce one or the other of these words for you). Mark the correct sound in the blank and tick the correct box:

(a) ts'a \_\_\_ x                      k  or k

(b) ts'a \_\_\_ x                      k  or k

Did you get them right? If not, the teacher will give you more practice.

Now go on to the other two consonants which are even harder to pronounce and distinguish.

- (k')
1. tk'a "skin" \_\_\_\_\_
  2. bok' "lame" \_\_\_\_\_
  3. kets' "chin" \_\_\_\_\_
  4. k'aat "walking stick" \_\_\_\_\_
  5. k'esi "knee" \_\_\_\_\_
  6. axgak'an "thoughtless, disobedient" \_\_\_\_\_
  7. k'akt "to open" \_\_\_\_\_
  8. k'altxw "to clear land" \_\_\_\_\_
  9. k'abaluu "rifle" \_\_\_\_\_
  10. k'iibilap "gravel, pebbles" \_\_\_\_\_ (that is front k)
- (g)
11. sagayt "together" \_\_\_\_\_
  12. andilgan "dam" \_\_\_\_\_
  13. bagadil "two (people)" \_\_\_\_\_
  14. dilgooga "swan" \_\_\_\_\_
  15. gagetxw "difficult" \_\_\_\_\_
  16. galamk "nonsense" \_\_\_\_\_
  17. gal k'oop "fish heart" \_\_\_\_\_
  18. gaakxw (or gaakw) "sinew" \_\_\_\_\_
  19. gaak "index finger" \_\_\_\_\_
  20. gwalga "all" \_\_\_\_\_
  21. xsgoogamsa "Monday" \_\_\_\_\_

# tł'

## Hard TL (tł')

Congratulations! You have made it to the last of the Gitksan consonants. And this consonant is the least important of all. In fact, it only appears in two words that we know of at this point. There may be more words with this sound in them. If you find some, point them out to the teacher and we will put them into future editions of the book with a footnote giving your name! Probably this sound was borrowed from an Athabaskan language or arose naturally out of situations in which Hard T and HL came side by side. The technical name for this sound is "lateral affricate"! Isn't that a mouthful? It is noted by linguists as being one of the most explosive sounds in the human repertoire of sounds. It is common to almost all of the languages of the Northwest Coast.

In order to pronounce it, pronounce a Hard T with the mouth in a position to pronounce an hl. Just set your mouth as if you were going to pronounce hla, and then without moving anything simply say t'a. If you don't get it immediately, ask the teacher to pronounce several words that have it in (i.e. have the teacher pronounce the two words below several times!). You can practice it alone by yourself. This is one of the few sounds in Gitksan that will not handicap you excessively if you do not master it completely.

Here, then, are the two words with tł' in them.

1. tł'ook        "mud"        \_\_\_\_\_
2. gitł'        "sockeye salmon (red phase)"        \_\_\_\_\_

If you can successfully complete the Review which follows, you are ready to go on to Gitksanimx, Gitksan Language Book 2.

# REVIEW

Answer the questions as directed. This review covers all of the material presented in the entire textbook. You may wish to review the book briefly before beginning.

1. Which of the Gitksan villages was the home of the True Gitksan language and which were only dialects?

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2. Why do you seldom see words that start with Plain P, Plain T, Plain K and Plain TS?

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3. Which consonant is not written before vowels at the beginning of words but is really always there when words appear to start with a vowel?

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4. What is an orthography?

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5. List a few ways in which the orthography that you have learned in this book differs from that used in the Rigsby and Hindle dictionary.

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6. We learned a rule which describes the palatalization of Gitksan Plain k, Hard k, and g. What is that rule which describes where to expect y-sounds to occur after those consonants?

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7. What are some sounds that occur in English which do not occur in Gitksan?

(how about vowel sounds?) \_\_\_\_\_

8. What is aspiration? \_\_\_\_\_

Do we write it after a k? \_\_\_\_\_

9. Write all of the hard consonants and group them into groups based on whether the hard sign precedes or follows the symbol.

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10. What is the least common sound in the Gitksan alphabet? \_\_\_\_\_  
Why is it uncommon? \_\_\_\_\_

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11. List the four back consonants in Gitksan \_\_\_\_\_

12. List all of the consonants in Gitksan in order \_\_\_\_\_

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13. Your teacher will now give you a dictation exercise. You will be dictated 10 words that you do not yet know and you will be expected to write them from simple hearing. They will only be pronounced three times each, so listen carefully! Use the form on page 86.

# Dictation

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----
7. -----
8. -----
9. -----
10. -----
- (11) -----
- (12) -----
- (13) -----
- (14) -----
- (15) -----

# Appendix

- 14 (Exercise) a. maas; b. 'mas; 1. naa; 2. laam; 3. ap ; 4. yal;  
5. baasx.
- 14 (Drill) 1. "you see the door"; 2. "We see the young beaver";  
3. "I see the snake"; 4. "You see the seed"; 5. "I see  
the arrow"; 6. "We see the bread"; 7. "You see the  
grinding stone"; 8. "I see the money"; 9. "You see the  
oolachen"; 10. "We see the octopus".
- 15 (Exercise) 1. gya'anhl daw; 2. gya'a'mhl aluugigyat; 3. gya'anhl  
anaax; 4. gya'a'yhl saakx; 5. gya'a'mhl daala; 6.  
gya'a'yhl haat; 7. gya'anhl aat; 8. gya'a'mhl aats'ap;  
9. gya'a'mhl daasgyan; 10. gya'a'yhl 'lalt.
- 19 (Exercise) 1. "I have a deer"; 2. "I have (some) bread"; 3. "I  
have (some) ashes"; 4. "I have a snake"; 5. "I see  
an Whiteman"; 6. "That's ugly!" 7. "You see the money";  
8. "Go away!" 9. "We see the oolachen".
- 19 (Review) Answers are given on the pages listed after the question.
- 21 (Drill) 1. etxw; 2. 'weetxw; 3. k'elt; 4. seegal; 5. t'sex;  
6. sgabeeks.
- 21 (Exercise) 1. "We have a deer"; 2. "You have water"; 3. "You  
have an arrow"; 4. "We have a foot"; 5. "You have  
a stone sheep"; 6. "You have bread"; 7. "We have  
(some) ashes".
- 22 (Exercise) 1. sgihl jayaas loo'm; 2. sgihl hayala loo'y; 3. sgihl  
hatsalda lun; 4. gya'a'yhl majilye; 5. gya'a'mhl saakx;  
6. sgihl dibe loo'y; 7. sgihl maas loo'm; 8. gya'a'yhl  
ap; 9. sgihl daala lun; 10. gya'a'mhl aat.
- 23 (Drill) Your teacher will dictate a few words. You can check the  
transcription in class. Your teacher will put the correct  
answers on the blackboard.
- 26 (Drill) There are any number of correct answers to these ten  
question-phrases. Prepare to put the answers that you  
have on the blackboard. Your teacher or classmates will  
decide whether your sentences are acceptable Gitksan.
26. (Exercise) 1. eda suuhl is loo'y; 2. eda suuhl hayala loo'y;  
3. eda suuhl daw loo'y; 4. sgihl daala lun; 5.  
gya'a'yhl Gitksan.
28. (Drill) 1. hix; 2. ligi'l; 3. isxw; 4. ansiip'insxw  
5. 'miwinst.
29. (Excercise) 1. "I gave them a bone"; 2. "I give soapberries to  
Russell"; 3. "I give a groundhog to Alice"; 4. "I  
give a golden eagle to Clara"; 5. "I give tobacco  
to John"; 6. "I have blankets"; 7. "Go get him a

- 29 (Exercise - continued) dog salmon"; 8. "Go get me a dewberry";  
 9. "You have a necklace"; 10. "You see a cloud";  
 11. "I see a bunch of drunks"; 12. "We see a  
 hummingbird"; 13. "I give them the fisher";  
 14. "You have money"; 15. "Go get us a seed";  
 16. "I give ice to the Whiteman".
- 31 (Exercise) 1. "That's a good groundhog"; 2. "That's a fine  
 feast"; 3. "That's an ugly dog"; 4. "I want a good  
 sockeye"; 5. "I want a good stone"; 6. "I want some  
 good water"; 7. "I want a nice necklace".  
 1. Hasaga'yhl ama haseex; 2. Ama lo'oba on tun;  
 3. Asgi os tun; 4. Gi'nam'yhl miso'o (tun) lun;  
 5. Eda suuhl sip loot.
- 33 (Drill) 1. 'woot'; 2. k'osx; 3. golix; 4. ga'loost;  
 5. 'mook; 6. lok; 7. lokx.
- 33 (Exercise) 1. Hasaks Fred lokx; 2. Hasakdiithl miso'o;  
 3. Hasaga'mhl daata; 4. Hasaga'yhl hisjoks;  
 5. Hasakthl gwiila; 6. Hasaga'yhl aks (or nim  
 aks 'ni'y); eda suuhl aks loo'y; 7. Hasaga'yhl  
 sii anhooya; 8. Hasakdiithl aat; 9. Hasaks Maryhl or  
 Mary ama os; 10. Hasakthl gwiikxw.
- 36 (Drill) 1. nax; 2. nisx; 3. sgenx; 4. t'in; 5. ts'itxs;  
 6. ts<sup>T</sup>u'win; 7. wox; 8. xhluxw; 9. xsit; 10. gyuksxw.
- 36 (Exercise) 1. Dim gi'namihl sim'oogithl hu'mal loo'm; Now  
 do the rest of them on the same pattern.
- 39 (Drill) 1. anuhl; 2. suut(hl); 3. anduyn; 4. xsuu'w;  
 5. gik'uuhl; 6. hliyun.
- 40 (Review) The answers to reviews are not given in the Appendices.
- 54 (Drill) 1. 'ween; 2. weex; 3. 'mukw; 4. mukw; 5. mukw;  
 6. 'mo'oxw; 7. 'mook; 8. li'ligit; 9. bisda'y.
- 55 (Exercise) Answers will be checked in class. There are, of course,  
 many correct answers.
- 56 (Review) The answers to reviews are not given in the Appendices.
- 62 (Drill) 1. haxsmax; 2. xsax; 3. axxw; 4. ankxws; 5. xsibax;  
 6. xsan; 7. xsan.
- 63 (Review) The answers to reviews are not given in the appendices.

# Notes

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