

Gitxsanimx

Gitksan Language

Book 2



Gitxsanimx
Gitksan Language
Book 2

by

J. V. Powell and Russell Stevens

© Kispiox Band, 1977



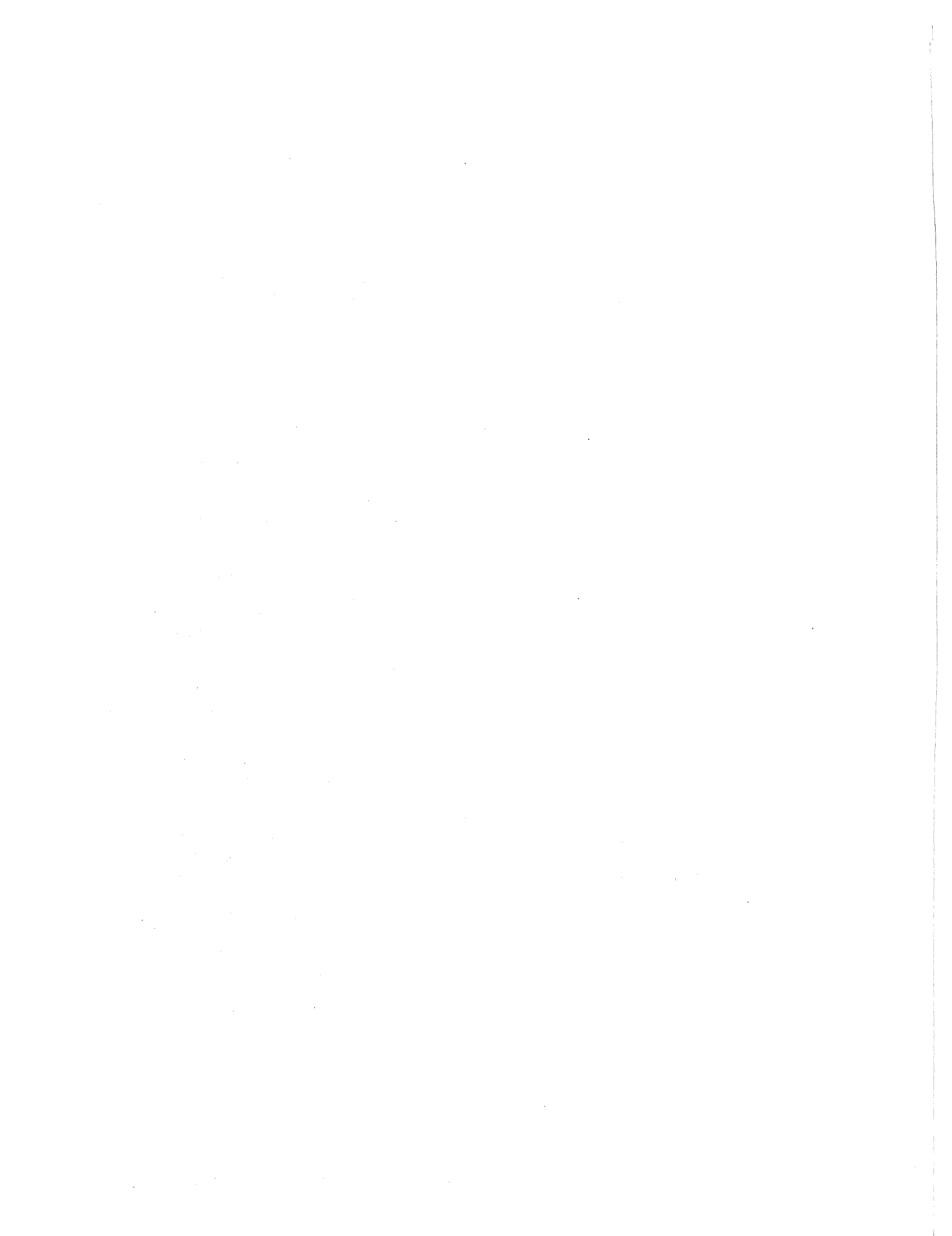
Preface

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, Univeristy 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
Kisniox Band

July 2, 1977



Contents

Lesson 1.....	8
Dialogue	9
New Words	9
Grammar (definition)	10
Pronouns vs nouns	10
Subjects vs direct objects	11
Transitive vs intransitive sentences	11
Set A Pronouns	12
"to be" and "a, an, the" in Gitksan	12
Plural vs singular	14
Gender (he, she, it)	16
Review	17
Lesson 2.....	18
Dialogue	18
New Words	19
Set B Pronouns	20
examples	20-23
Possessive suffixes	24
examples	24-26
Direct Objects that are not pronouns	28
Relationals -hl, -t	28
Review	31
Lesson 3.....	33
Dialogue	33
New Words Exercise	34
Thinking in Gitksan	34-5
Set C Pronouns	35 (Chart 37)
Indirect objects	35-36
examples	37-38, 39, 40
Possessive -xwt	41
Interrogative sentences	42
examples	43-45
Demonstratives and Locationals	48
examples	48-49
Comparative and Superlative	50
Review	51-53
Lesson 4.....	53
Dialogue	54
New Words	55
Reflexive and Reciprocal	56-59
Tense in Gitksan	59
examples	60-61
Progressive actions	62
Imperatives	64
examples	64-65
Possessives	66
Review	67-69

Lesson 5.....	70
Dialogue	70
New Words	71
Talking about time	72
Talking about going places	73-75
Numbers (1-10)	76
Numeral sets	77
Numbers (11-100)	81
Arithmetic	84
Addition problems	84-85
Subtraction problems	85-86
Review	87-88
Lesson 6 (Review Lesson)	89
Dialogue	89
New Words	90
Making up games in Gitksan	90
Cartoon	92
Appendix.....	93
Crossword Puzzles	94-99
Notes.....	100

LESSON 1

This is the first lesson in your workbook on the grammar of the Gitksan language. There is no way to easily learn a language. It is hard work! You will find that learning is easier if you work a little bit every day.

It is assumed that you have already finished the lessons in Gitksan Language: Book I, and that you already know how to read, write, and pronounce Gitksan. If you have not yet completed Book I, stop now and go back to work through the material in that workbook.

There are tapes which accompany these lessons. They will help you develop correct habits of pronunciation.

Dialogue

A dialogue is a conversation between two people. We will present a "sample" dialogue at the beginning of each lesson. You should learn it carefully, because you will have to stand up in front of the class with a classmate and act it out, saying first one part and then the other. Included in the dialogue will be many useful phrases and new words, which you can use in conversations outside the classroom. Thus, as you learn the dialogue, you will be learning some of the important material in the lesson. Here are some suggestions to help you in learning these dialogues:

- 1) Think of the dialogue as a "real" conversation and learn to recite it casually.
- 2) Learn the dialogue with a friend so that you can practice one part and then the other.
- 3) Listen to the tape before starting to memorize the dialogue. That way you will be less apt to mispronounce the words. If you learn something incorrectly, it is doubly hard to relearn it.
- 4) Remember that you will not be able to learn the whole dialogue in two minutes. It takes time!
- 5) If you have to, use the English to help you remember what comes next. Don't simply read the Gitksan.

This is a dialogue between two new friends. It contains some important phrases which you will be able to start using in daily conversation.

- | | |
|---|---------------------------------------|
| A. 'Ndah1 wila win? | A. "How are you?" |
| B. Am. Naah1 wan? | B. "Good. What's your name?" |
| A. _____ h1 wa'y. | A. "My name's <u>say your name</u> ." |
| B. 'Nda wil jogan? | B. "Where do you live?" |
| A. <u>Gooh1</u> ansbaayaxw wil joga'y. | A. "I live in Kispiox." |
| B. <u>Gwalgwax</u> 'ni'y. 'Nim aks 'ni'y. | B. "I'm thirsty. I want some water." |
| A. <u>Gala</u> sdili <u>gooh1</u> wilb'y. | A. "Come with me to my house." |
| B. Am dim sdil'y 'niin. | B. "OK! I will come with you." |

Assignment: Learn the dialogue by heart. Students will be asked to stand in pairs and recite the dialogue as though they were meeting on the street. One person will say part "A" and the other will do part "B", and then you reverse parts and do it again.

New Words

In the dialogue you had many new words. A few of them are provided below. Don't be confused if the word contains a suffix (such as -h1 or -'y) in the dialogue. You already know them from Book I:

am	"good, well, OK"	naa	"who"
aks	"water"	'nda	"where, how, when"
dim	"will (future marker)"	sdil (st'il)	"to accompany"
<u>gala</u>	"Come. Come here."	wa	"name"
<u>joga</u>	"to live, inhabit"	wilp	"house"

Discussion

In Book 1, you learned many words and phrases, but no effort was made to provide explanations of why phrases were made up the way they are. In this workbook, you will be introduced to the grammar of the Gitksan language. It is relatively easy to learn lists of words, but

in order to understand the grammar, you will have to do some serious studying! Gitksan grammar is quite different from English grammar. We will try to explain things as carefully as possible for you.

First of all, what is grammar? Interesting enough, the word grammar has the same origin as the word glamour! It referred long ago to beauty of speech. If you used grammar, you spoke beautifully. The word grammar has since then come to mean the system of rules used in making correct sentences in a language. So, in studying the grammar of Gitksan, you will be studying the rules you will need to know to speak and write correctly formed sentences in Gitksan.

There is a problem which you must understand at the beginning. In English, everyone learns a single set of grammatical rules and if you break one of those rules you are speaking "incorrectly" (at least according to your English teachers). However, in Gitksan, there are several forms of the language which go back to the old days. Each is a perfectly correct form of the language (or *dialect*). Each dialect has its own set of grammatical rules, some of which differ from dialect to dialect. You will find that other Gitksan speakers do not always say things the same way in which you will learn to say them in these lessons. Treat their opinions with respect and remind them that there are various forms of Gitksan, all of which are correct.

PRONOUNS

A very important aspect of Gitksan is the system of *Pronouns*. You already know from studying English grammar that a pronoun is a word which stands for a noun.

A. *Nouns* are the names of persons, places, or things.

B. *Pronouns* are words that are used in place of nouns.

Note the following pairs of sentences. The sentences on the left have nouns in them; the sentences on the right have pronouns in place of the nouns. Nouns are in CAPITAL LETTERS and pronouns are in *italics*.

- A. The MAN ate a CAT. --- *He* ate *it*.
- B. MARY gave the MONEY to the INDIANS. --- *She* gave *it* to *them*.
- C. The TEACHER made JOHN cry. --- *He* made *him* cry.

Drill

Here is a drill on the distinction between nouns and pronouns. In the sentences that follow, underline the nouns and encircle the pronouns. The first one is done for you.

Example: A man gave (it) to (me) for five dollars.

1. I want you to take two apples, a hamburger and a bottle of mustard.
2. If you like this, you will want it. (Note: "this" and "that" are pronouns in some cases. Here they stand for a noun.)

There are several sets of pronouns in Gitksan. The first that we will study is called Set A. The pronouns of Set A are used as follows:

1. They are the *subjects* of *intransitive* sentences.
2. They are the *direct objects* of *transitive* sentences.

There are lots of terms here that you will have to understand:

A. The subject is the noun or pronoun at the beginning of the sentence which tells who or what is being discussed in the sentence.

Examples: (subject is underlined)

I am a teacher. The dog is brown. The man hit the boy.
The window was broken by Fred. The stone broke the window.

B. The direct object is the noun or pronoun which is acted upon.

Examples: (direct object is in italics)

He hit *me* with a bat. The dog bit the *girl*. I love *you*.
Don't take my *candy*. The stone broke the *window*.

C. Not all sentences have direct objects. If a sentence does not have a direct object, it is an intransitive sentence.

Examples:

I'm hungry. You are crazy. Violets are blue. I went up.
The man cried. There are fleas in my bed. Bruce is eating.

D. If a sentence does have a direct object, it is called a transitive sentence.

Examples:

I see those deer. I drive a vehicle. Don got bread.
The dog bit the tire. They love Vancouver. Women buy milk.

Now let's see how well you understand the terms subject, direct object, transitive sentence and intransitive sentence by doing the following exercise. In each sentence below, underline the subject, encircle the direct object (if there is one) and then mark on the right whether it is a transitive or intransitive sentence. The first one is done for you.

Example:

The policeman gave me a ticket yesterday.

Transitive Intransitive

- | | | |
|---|--------------------------|--------------------------|
| 1. John and I ate hamburgers and chips for lunch. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Fred ate by the river and slept for two hours. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I love pickles. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The eagle flew higher and higher. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The chief invited me. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Will you give mother a flower. | <input type="checkbox"/> | <input type="checkbox"/> |

Answers: #1 (transitive) double subject (John, I) and double direct object (hamburgers, chips). #2 (intransitive) subject (Fred). #3 (trans) subject (I) direct object (pickles). #4 (intransitive) subject (eagle). #5 (transitive) subject (chief) direct object (me). #6 (transitive) subject (you) direct object (flower) -----(upside-down) The answers are upside-down-----

THE PRONOUNS OF SET A

You are now ready to study the Set A pronouns, which serve as the subjects of intransitive sentences and the objects of transitive sentences. These pronouns are:

'ni'y	"I, me"
'niin	"you (singular) - (sometimes heard and written 'nin)"
'nit	"he, him; she, her; it"
'nuu'm	"we, us"
'nisi'm	"you (plural), y'all, all of you"
'nidiit	"they, them" (sometimes heard and written 'nidit)"

For now, let's practice using these Set A pronouns in sentences of the type "I am thirsty", "You are hungry", etc. You already learned a sentence of this type in the dialogue: gwalgwax 'ni'y, "I am thirsty." (These are intransitive sentences because they have no direct object).

Here are several examples of intransitive sentences which take Set A pronouns.

xwdax 'ni'y	"I am hungry."
gwalgwax 'niin	"You are thirsty."
hlabaxsxw 'nit	"He, she, or it is tired."
Gitxsan 'nuu'm	"We are Indians of the Skeena River (Gitksan Indians)."
Giskaast 'nisi'm	"You (more than one) are of the Fireweed Phratry."
Lax See'l 'nidiit	"They (either men or women or mixed) are of the Eagle or Frog Phratry, etc."
Lax Gibuu 'ni'y	"I am of the Wolf Phratry."

"TO BE OR NOT TO BE" in Gitksan

By now you may have noticed that in sentences such as these the word "to be" and its forms (is, am, are, was, were) are not translated into Gitksan. You just create sentences as if you were saying "hungry I" or "good boy you" or "rich man he".

The words "a, an, the" are also not translated into most Gitksan sentences. For the moment you can simply forget about them. Thus, you think of sentences such as "I am an Indian" = "Indian I";
"He is a White man" = "White man he";
"He is the chief" = "chief he."

Exercise

This exercise will give you practice in forming the type of sentences presented in the middle of page 12 (intransitive sentences with Set A pronouns as subjects). Translate the following sentences into English and write the correct English form of the sentence in the space provided on the right.

Example:

Gitksan 'nuu'm We are Gitksan.

1. hlabaxsxw 'nit _____
2. Giskaast 'niin _____
3. Lax See'l 'nisi'm _____
4. xwdax 'nit _____
5. gwalgwax 'nuu'm _____
6. Lax Gibuu 'ni'y _____
7. Gitksan 'niin _____
8. Giskaast 'nidiit _____
9. hlabaxsxw 'nit _____
10. xwdax 'niin _____

Now, translate the following English sentences into Gitksan.

1. You (singular) are thirsty. _____
2. I am Gitksan. _____
3. They are Fireweed Phratry. _____
4. We are Frog Phratry. _____
5. You all are Wolf Phratry. _____
6. He is hungry. _____
7. They (women only) are Eagle Phratry. _____
8. She is tired. _____
9. You (talking to one woman) are Gitksan. _____
10. I am Frog Phratry. _____

PLURALS --- Talking about more than one of something

In the examples that we have had so far in this lesson, we have been careful not to use such phrases as "we are hungry" or "they are tired". The reason for this is that you have to use a different form of many Gitksan words when you are speaking about more than one of them. Surely by now you understand the terms *singular* and *plural*:

Singular - one of something

Plural - more than one of something, two to zillions.

Many Gitksan words are the same whether we refer to singular or plural. We speak of them as "having no plural form" or "not generally using a plural form". They use the same form of the word for both reference to one thing and for reference to many things. An example of the class of words which do not usually show plural forms would be Gitksan, Lax Gibuu, or any of the Phratry names. There are many, many of this type of words.

You will have to memorize both the singular and plural forms of words which do change to show more than one. Some of these words are provided below with examples of how they change to show pluralness. There is, unfortunately, no easy way to predict what the plural form will be if you know the singular form. You will just have to do some memorizing.

- A) xwdax "hungry (singular)" i.e. xwdax 'ni'y "I am hungry"
 xwdax 'niin "You (sing.) are hungry"
 xwdax 'nit "He, she, it is hungry"
 luxwdaxt "hungry (plural)" i.e. luxwdaxt 'nuu'm "We are hungry"
 luxwdaxt 'nisi'm "You all are hungry"
 luxwdaxt 'nidiit "They are hungry"
- B) hlabaxsxw "tired (sing.)" hlabaxsxw 'ni'y "I am tired"
 hlabaxsxw 'niin "You are tired"
 hlabaxsxw 'nit "He, she, it is tired"
 hliphlibixsxw "tired (pl.)" hliphlibixsxw 'nuu'm "We are tired"
 hliphlibixsxw 'nisi'm "You are tired"
 hliphlibixsxw 'nidiit "They are tired"
- C) gwalgwax "thirsty (sing.)" gwalgwax 'ni'y, 'niin, & 'nit
 "I am thirsty, you are, etc."
 gwilgwalgwax "thirsty (pl.)" gwilgwalgwax 'nuu'm, 'nisi'm, & 'nidiit
 "We are thirsty, etc."
- D) Singular - siipxw "sick"
 Plural - sipsiipxw "sick"
- E) Singular - daxgyat "strong"
 Plural - daxgigyat "strong"
- F) Singular - hix "fat"
 Plural - hixhix "fat"

G) Singular - am "good"

Plural - am'am "good"

H) Singular - gwalkw "dry"

Plural - gwilgwalkw "dry"

Exercise

*This is a translation exercise from English to Gitksan.
Write the correct Gitksan phrase in the space provided on the right.*

Example: They are strong.

daxgigyat 'nidiit.

1. I am dry. _____
2. We are hungry. _____
3. You (all) are Gitksan. _____
4. They are thirsty. _____
5. I am sick; you all are well (good). _____
6. We are fat. _____
7. He is fat; she is hungry. _____
8. You all are tired. _____
9. They are sick. _____
10. We are strong. _____

New Words

On the bottom of page 14 we presented pairs of words in their singular and plural forms. All of these words were adjectives. You know that adjectives describe nouns or pronouns. We will now give you some sets of singular and plural forms for nouns.

- A) Singular - Gitksan "Indian (of the Skeena R. area who speaks the Gitksan language)"
Plural - aluugigyat "Indians"
- B) Singular - halayt "shaman (medicine man)"
Plural - haalayt "shamans"

- C) Singular - hanak' "woman"
 Plural - haanak' "women"
- D) Singular - gyat "man"
 Plural - ii'wxt "men"
- E) Singular - si'moogit "chief (male)"
 Plural - simgigyat "chiefs (male)"
- F) Singular - sigidimnak' "chief (female)"
 Plural - sigidimhaanak' "chiefs (female)"
- G) Singular - hlgu tk'ihlxw "child (male or female)"
 Plural - k'uba tk'ihlxw "children (male or female)"
- H) Singular - hlgu wilksihlxw "child of a chief (male or female)"
 Plural - k'uba wilksihlxw "children of chiefs (male or female)"
- I) Singular - k'ap "relative (male or female)"
 Plural - gapk'apxw "relatives (male or female)"

GENDER - The distinction between He, She, and It

In English, we have a very easy-to-understand difference between reference to male things, female things and non-animate things. We use he and him for male things, she and her for female things, and it for non-living things (with the exception of trees and plants). The English system is very complicated, however. Gender is seldom shown for plural things (he and she, but them) and isn't expressed for me and you (either men or women can say me and you). We sometimes express the sex distinction in professions (actor and actress, but doctor for both men and women). We sometimes express male and female distinctions for animals (She nursed all six of those pups) and sometimes we don't (It has black spots and a long tail). We sometimes have separate names for animals of different sexes (buck and doe, bull and cow, hen and rooster, but male mouse and female mouse). The English gender system, then, seems easy on the surface, but really is pretty complicated.

On the other hand, the Gitksan gender system is much easier than English. There are, for instance, no sex distinctions in the pronouns (he, she and it are all 'nit). As you note in E and F, above, there are occasionally pairs of words which distinguish male and female varieties of things. But, for the most part, you really needn't worry about the male-female distinction in Gitksan. The distinction between human and non-human things, however, is important and will be discussed with relation to the numbers below, see page 76ff.

Exercise

Now, in order to give you more practice with the Set A pronouns and to help you learn the words on pages 15 and 16, complete the following exercise by writing the Gitksan equivalent of the phrases below in the spaces provided.

Example: We are chiefs (men).

singiqyat 'nuu'm.

- 1) You (all) are chiefs (women).
- 2) They are children (boys).
- 3) You (just one) are a shaman.
- 4) We are the children of chiefs.
- 5) They are relatives.
- 6) I am a chief (woman).
- 7) You (all) are Indians.
- 8) He is a chief.
- 9) They are shamans.
- 10) I am a chief (*use your own sex*).

Review

You will find a review exercise at the end of each Lesson.

In this quiz you are to answer each question in the space provided or follow instructions.

1. True or False "The Set A pronouns in Gitksan serve as the subject of sentences without direct objects and as the direct objects of sentences."
2. Encircle the forms in the left column which are not Set A pronouns and draw a line connecting each of the real pronouns with the English word in the right column which translates it.

'nuu'm	I
nit'y	you (singular)
'nisi'm	they
'nin	me
'nidiim	it
'ni'y	us
'nit	you all
'nidiit	she

3. Check the correct statement:

<input type="checkbox"/>	A grammar is a spelling guide to a language.
<input type="checkbox"/>	A grammar is a set of rules for making correct sentences.
<input type="checkbox"/>	A grammar is a grandfather's wife.

LESSON 2

In this lesson, you will learn the second set of Gitksan pronouns, Set B. These Set B pronouns are suffixes and are used to show ownership, as well (my, your, etc.). You will learn a series of action words (verbs) and get plenty of practice in using them with the Set A and B pronouns. These first few lessons are very important ones. If you learn the material in them, you will have a firm basis for continuing in the study of Gitksan. If you don't carefully study these lessons, you will have trouble with the exercises later in the book. So, work hard now, and you will be able to just relax later!

Dialogue

This dialogue involves two friends. One person has a small problem; he's lost his comb. Rather than borrow a comb from his friend, he plans to buy one.....and then finds one.

Remember that these dialogues are intended to be seen as situations that could involve either men or women. Girls can "do" these dialogues as situations involving two women; men can render them as conversations between men.

- | | |
|--------------------------------|-----------------------------------|
| A. Kw'ootxwhl hapt's'a'y. | A. I lost my comb. |
| B. Gwila'hlh k'yan'y. | B. I have three (of them). |
| Dim gi'nam'yhl hla k'i'yt lun. | I will give you one (of mine). |
| A. Amhl wilt dim giigw'yhl hla | A. (It's better that) I will |
| k'i'yt t'aahlakw. | buy a new comb tomorrow. |
| B. Naahl wilt asun? | B. Whose (comb) is that? |
| A. Needi 'ni'y ji wilt loot'. | A. That's not mine? |
| B. Hats'im 'wa'y amhl wilt. | B. I suddenly found one (so never |
| Hla dim giigw'yhl hapt's'a'y | mind about it). |
| ii hats'im neet. | I was going to buy a comb |
| | and suddenly now I won't. |

New Words

In the New Words section of your lessons, we usually give more than the words which you learn in the dialogue. This is a part of the chapter which you can become involved in! Remember that you are not restricted to learning the words which are introduced in the Lessons. You can learn as many new words as you can find the Gitksan equivalent for. Here are a few hints:

- (a) carry a small notebook around with you (along with a pencil or ballpoint).
- (b) try to think in Gitksan whenever possible (for instance, when you are going to the store, see if you can think to yourself what you are doing, what you are planning to buy, and what you see along the way).
- (c) when you realize that you are stuck or don't know the word for something, ask someone who speaks Gitksan how to say that thing. Then write it down in your notebook.
- (d) regularly review the words that you have in your notebook. A helpful exercise is to re-write things from your notebook into the Notes section at the back of this book.
- (e) remember that if you learn two extra words per day, you will know 700 extra words in a year.
- (f) BUT! Don't neglect studying the structured lesson materials in these lessons in order to go out and do the relatively easy business of asking "How do you say _____?"

Don't be afraid to use the dictionary. There are copies of the Rigsby and Hindle dictionary available in the school, in the library, and in most homes in the Hazelton-Kispiox area. These dictionaries were produced to be a help in the teaching and learning of the language. Use them! When you want to know a word, look it up in the dictionary. However, bear a couple of points in mind:

- (1) the Hindle and Rigsby dictionary is quite small. Many of the words that you will want are not in it. Don't be discouraged. Some day, maybe you can make your own more complete dictionary of the language. Why don't you consider it as a class project?
- (2) check to see how the word you have looked up is used in sentences, what the plural form of it is, and how it adds the Set B suffixes which you will learn in this chapter.
- (3) Be sure to remember that in our course we have learned to spell and pronounce certain words differently than the usage of the dictionary.

Now for the new words in the dialogue:

kw'ootxw "to be lost, to be gone" _____

giikw "to buy" _____ hapt's'a'y "comb" _____

hats'im "suddenly" _____ asun "that one" _____

Discussion

The Pronouns of Set B

The second set of pronouns that we will study are those used to mark the subject of transitive sentences and possession. These pronouns are suffixes. That means that they cannot stand alone and must be attached to the end of another word....the back end. We have suffixes in English: the -s, -es used to show pluralness; -ly to show in what manner something was done (slow-ly); or, the -ness used to make a noun from an adjective (hard-ness).

The suffixes are listed below.

- 'y "I, my, mine"
- n "you (singular), your"
- t "he, his, she, her, it, its"
- 'm "we, our"
- si'm "you (plural), your"
- diit "they, their"

We will now spend several pages giving you numerous examples of the use of these pronouns. Note how regular the application of these suffixes is. You should learn to take a particular verb "stem" and add the suffixes mentally, running through the forms in your head: "I, you, he/she/it, we, you (all), they." The *stem* of a word is the form of the word that one "hooks" the suffixes to.

1. *to see* (the stem of this word is *gya'a*) *the Whiteman*.

- gya'a'y (h1 amxsiwaa). "I see (the Whiteman)."
- gya'an (h1 amxsiwaa). "You see (the Whiteman)."
- gya'at (h1 amxsiwaa). "He, she, it sees (the Whiteman)."
- gya'a'm (h1 amxsiwaa). "We see (the Whiteman)."
- gya'asim (h1 amxsiwaa). "You (all) see (the Whiteman)."
- gya'adiit (h1 amxsiwaa). "They see (the Whiteman)."

Note that the suffix attached to the stem "to see" (*gya'a-*) in each case corresponds to the subject of the transitive sentence. In cases where you have two pronouns, you will have to remember that the suffix pronoun is the subject. For example:

- gya'a'y 'niin. "I see you" (subjects underlined with one line; direct objects underlined with two)
- gya'an 'ni'y "You see me"

2. to give (the stem of this word is gi'nam-) the fish.

gi'nam'y (hl hon) "I give (the fish)."

qi'namn (hl hon) "you give (the fish)."

qi'namit (hl hon) "He/she/it gives (the fish)."

qi'nam'm (hl hon) "We give (the fish)."
(This is heard usually as "gi'namm")

qi'namisi'm (hl hon) "You (plural) give (the fish)."

qi'namdiit (hl hon) "They give (the fish)."

Note: Be sure that you don't confuse the direct object with the indirect object. The direct object is the thing that is given or otherwise acted upon. The *indirect object* is the person or thing that the action is done to or for; e.g.:

He gave the ball to John.

John sent the money to me.

I made the canoe for father.

Direct Objects have been underlined twice; indirect objects 3 times.

There are no indirect objects in the sentences above. Indirect object pronouns are pronouns of Set C (we will study them in the next Lesson, see pages 35ff). We will also learn how to work with nouns and names as indirect objects later. For the moment, we are learning how to attach the subject suffixes on transitive verbs which have direct objects only.

3. to want (the stem of this word is hasak-) water.

hasaga'y (hl aks) "I want (the water)."

hasagan (hl aks) "You want (water)."

hasakt (hl aks) "He/she/it wants (water)."

hasaga'm (hl aks) "We want (water)."

hasaksi'm (hl aks) "You (plural) want (water)."

hasakdiit (hl aks) "They want (water)."

Note: It is interesting that although the stem of this word is hasak-, there is an "a" inserted between the stem and the suffix in the forms for I, you (sg.), and we, i.e. hasag-a-'y. This extra "a" does not mean anything. It is there because of the transition necessary to easily pronounce a "g" followed by "'y". Don't be disturbed by these irregular forms.

4. *To know* (the stem is *wilaax*) Note that each of these sentences has a different direct object.

wilaa'y (t Mary) "I know Mary."

wilaayn (hl amxsiwaa) "You know the Whiteman."

wilaayt (hl sim'oogit) "He/she/it knows the chief."

wilaay'm (hl naksn) "We know your spouse (husband or wife)"

wilaaysi'm (°ni'y) "You (all) know me."

wilaaxdiit (t John gant Mary) "They know John and Mary."

Note: By now you have noticed the consonants which follow the verbs in Gitksan sentences which have objects. So far, we have seen *hl* & *t*. Some speakers of Gitksan feel that they are not connected to the end of words. These speakers of Gitksan think they are connected to the word that follows the consonant or that they stand alone (i.e. that there should be a space between these consonants and the words that precede and follow them). There is some evidence that these consonants do, in fact, connect to the end of word rather than stand alone or attach to the beginning of the following word. For the purposes of this workbook, we will attach these consonants, *hl* and *t*, to the end of words as if they were suffixes.

What is the purpose of these consonants. For the moment we will call them *relationals*, since they mark the relation between an action and the participants in the action (i.e. the subject and objects). They usually imply DEFINITENESS.

THE TWO RELATIONALS that we have encountered already are:

hl, used before nouns.

t, used before proper names (John, Mary, Charles, but not Gitksan or Canadian).

In the examples above, we have put the relational and direct object in parenthesis after the verb and subject suffix, so that you could see the form of the verb more easily. In the examples that follow, we will attach the relational to the verb.

5. *To accompany (or go with) someone* (the stem is *sdil*)

Sdil'y 'niin. "I go with you."

Sdiln ts'iitsin. "You go with grandma."

Sdiltt Mary. "He/she/it goes with Mary." (Note the double *t* in this form. It is heard as a long *t*, rather than a doubled pronunciation. Don't forget about the extra *t*, which is the relational. It is especially easy to forget it after the "he, she, it" suffix, *-t*.)

Sdil'mhl amxsiwaa. "We go with the Whiteman."

sdilisi'm 'ni'y. "You (pl.) go with me."

Sdildiithl sim'ooait. "They go with the chief."

These examples will give you some idea of how the Set B pronoun suffixes attach to verb stems. In order to give you some practice at attaching the Set B suffixes to stems, the following exercises have been provided.

Exercise

This exercise will ask you to translate from English into Gitksan using two new verb stems which you have not previously studied. They are:

niiqw- "to buy" (in each case use "house", wilp).
aks- "to drink" (use as the direct object "berry hooch", aksamaa'y)

Example:

I drink berry hooch.

Aks'yhl aksamaa'y.

1. You (pl.) buy a house. _____
2. She buys a house. _____
3. We drink berry brew. _____
4. They buy a house. _____
5. You (sg.) drink berry hooch. _____
6. He drinks berry hooch. _____
7. I buy a house. _____
8. They drink berry hooch. _____
9. We buy a house. _____
10. You (sg.) buy a house. _____
11. You (pl.) drink berry hooch. _____

Exercise

Write out on a piece of paper at least ten (10) more sentences using the vocabulary and grammatical material which you have learned in this lesson.

Discussion

You are now ready to start looking at the Set B pronoun suffixes in their use as possessive markers. In showing possession, you simply add the appropriate pronoun suffix to a noun, as the examples below demonstrate:

1. *House* (wilp)

wilb'y "my house"
 wilbn "your (sq.) house"
 wilbt (or wilbit) "his, her, its
 house"
 wilb'm "our house"
 wilpsi'm "your (pl.) house"
 wilpdit "their house"
 and huwilb'm "our houses"
 etc.

2. *Spouse* (naks)

naks'y "my husband or
 wife"
 naksn "your (sq.) spouse"
 nakst "his/her/its
 spouse"
 naks'm "our spouse"
 naksi'm "your (pl.)
 spouse"
 naksdit "their spouse"

3. *Friend, Lover* (ansiip'ansxw)

ansiip'ansxw'y "my friend"
 ansiip'ansxwn "your (sq.) friend"
 ansiin'ansxwt "his/her/its friend"
 ansiip'ansxw'm "our friend"
 ansiin'ansxwsi'm "your (pl.) friend"
 ansiip'ansxwdit "their friend"

4. *Canoe* ('mal)

'mal'y "my canoe"
 'malin "your (sq.) canoe"
 'malt "his/her/its
 canoe"
 'mali'm "our canoe"
 'malsi'm "your (pl.)
 canoe"
 'maldit "their canoe"

5. *Mother* (nox)

nox'y (or no'y) "my mother"
 noxin (or non, nog_n) "your (sq.)
 mother"
 noxt "his/her/its mother"
 nox'm "our mother"
 noxsi'm "your (pl.) mother"
 noxdit "their mother"

6. *Dog* (os)

os'y "my dog"
 osn "your dog"
 ost "his/her/its dog"
 os'm "our dog"
 osisi'm "your (pl.) dog"
 osdit "their dog"

If you wish to express the idea of "my own", you need simply add the possessive word lip to your phrase:

7. *Name* (wa)

lip wa'y "my own name"

lip wan "your own name"

lip was Fred "his own name is Fred"

lip wa'm Mary "our own name is Mary"

lip wasi'mt Johnson "your (pl.) own name is Johnson"

lip huwadiit George gant Charles "Their own names are George and Charles."

If you wish to point out something at hand and express ownership, you can do so by adding the demonstrative "this", tun.

8. *Tool or Vehicle* (anhooya)

lip anhooya'y tun. "This is my own vehicle."

lip anhooyan tun. "This is your (sg.) own tool."

lip anhooyat tun. "This is his/her/its own vehicle."

lip anhooya'm tun. "This is our own vehicle or tool."

lip anhooyasi'm tun. "This is your (pl.) own vehicle."

lip anhooyadiit tun. "This is their own vehicle."

If we wish to designate the owner of the thing being discussed, it is possible to include the name of the owner in the phrase, also.

9. *Arm or hand* (on)

lip on'y "my own arm"

lip onn "your (sg.) own hand, arm"

ont "his arm"

an'on'm "our arms"

an'onsi'm "your (pl.) arms"

an'ondiit "their arms"

ons Mary "Mary's arm"

onh1 amxsiwaa "the Whiteman's arm"

Note the last two forms in the list above, "Mary's arm" and "the Whiteman's arm". The possessive markers for discussing a possessor which is not a pronoun are the following:

-hl for a person not referred to by name

-s for a person referred to by name

We assume that the hl suffix is really the same as the relational hl that we discussed earlier in reference to marking direct objects. This use of the hl suggests a relation between the possessor and the object. But, for ease of systematic remembering, why not just think of this -hl possessive marker as simply one of the set of Set B suffixes. Here are a few more examples of the use of these new "suffixes":

wilps George gant Martha "George and Martha's house"

wilphl sim'oogit "the chief's house"

nakss Harry "Harry's wife"

nakshl Gitksan "the Indian's wife"

ansiip'ansxws Billie "Billie's friend"

ansiip'ansxwhl teacher "the teacher's friend"

lip anhooyas Henrietta "Henrietta's own tool"

Notice the difference between the following two phrases. They are much alike in form, but very different in meaning.

wan Mary "Your name is Mary."

was Mary "Mary's name"

Thus, you see that the Set B pronoun suffixes can easily be learned as they function in phrases as possession markers. They simply hook to the back of the word that is owned. The exercise which follows will give you some practice in composing your own possessive phrases.

Exercise

This is a translation exercise from English to Gitksan. If you have any questions about the form or function of the Set B suffixes, turn back and review them now. Try to complete the exercise without looking back.

Example:

Pierre and Margaret's house wilps Pierre gant Margaret

1. Vickie's mother. _____
2. your own dog. _____
3. the Whiteman's canoe. _____
4. the Indian's money. _____
5. the Indians' names. _____
6. Charles' own friend. _____
7. the bear's fish. _____
8. our own paddle. _____
9. This is his tool. _____
10. the canoe of the Whiteman and the Indian

11. the lover of Louis. _____
12. my own mother. _____
13. the female chief's car. _____
14. this is the money of Herman. _____
15. the dog's house and the bird's house. _____

Now make up five possessive phrases of your own and write them in the spaces provided with the meaning on the right. Use words that we have not yet studied.

Example:

- | | |
|-----------------------|---------------------|
| <i>amiilxws Peter</i> | <i>Peter's mask</i> |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Discussion

The last thing that we will cover in this chapter will be the way in which one makes statements involving a direct object which is not a pronoun. These are another form of transitive sentence, but they do not use the Set A pronouns as objects.

note: gya'a'y 'niin "I see you."

but gya'a'yhl amxsiwaa "I see the Whiteman."

and gya'a'yt Mary "I see Mary."

In these sentences, we have the subject of the sentence expressed by the pronoun suffix from Set B (since these are transitive sentences, i.e. they have direct objects). The relationals hl and t which we discussed earlier are used to show that a non-pronoun direct object follows the action word.

Now, let's give the forms for expressing a sentence which does not use a pronoun for either subject or object. Here are a few examples:

a) Gya'as Maryhl wilp. "Mary sees the house."

b) Gya'ahl amxsiwaahl huuwilp. "The Whiteman sees the houses."

c) Wilaayhl amxsiwaat Mary. "The Whiteman knows Mary."

d) Wilaays Maryt Fred. "Mary knows Fred."

e) Wilaays Maryhl amxsiwaa. "Mary knows the Whiteman."

f) Sdilhl amxsiwaat Mary. "The Whiteman accompanies (goes with) Mary."

g) Sdilis Maryt Fred. "Mary accompanies Fred."

h) Sdilis Maryhl amxsiwaa. "Mary goes with the Whiteman."

i) Aksis Fredhl uukxw. "Fred drinks the moonshine whiskey."

j) Gi'namihl amxsiwaahl daala. "The Whiteman gives the money."

(Note: We have not yet learned how to form the indirect object. We will study in Lesson 3 how to form sentences of the type "He gave Mary the apple.")

k) Giigwis Mary sii anhooya. "Mary bought a new vehicle."

l) Giigwihl amxsiwaahl huwilp. "The Whiteman bought the houses."

Exercise

In the exercise that follows, translate the English sentences into proper Gitksan. Write your answers in the space provided on the right. Before beginning, study the sentence patterns on the previous page so that you understand how such sentences are made up. Try to do the exercises that follow without having to refer back to the examples given above.

Example:

The Whiteman knows Vickie and Jay. wilaayhl
amxsiwaat Vickie gant Jay.

1. John and Martha know Henry and Louise. _____

2. The Indian sees the bear. _____
3. Mary sees the horse. _____
4. I know the Whiteman. _____
5. The chief gives the fish. _____
6. They want the moonshine whiskey. _____
7. Mary accompanies gramma. _____
8. John gave money and fish. _____
9. I made (stem = jap) a paddle and a mask. _____

10. I want berries and meat. _____
11. You (pl.) see John. _____
12. I know Mary's name. _____
13. The Whiteman knows his (own) name. _____

14. Fred sees your canoe. _____
15. John and Mary see Fred's dog. _____

Drill

Here is your chance to practice all of the things that we have studied this chapter. You will be given a phrase, a set of words, or a combination of words and phrases. In the space provided, you are to write a sentence which uses all of the words and phrases. Then, translate the sentence into English underneath.

Example: amxsiwaa, sim'ooqit, maa'y,

(Gitksan)

(English)

1. fish, dog, eat, his

2. new car, Mary, give

3. Fred, John, Mary, know

4. my name, John, know, Whiteman

5. our house, buy, Indian, Whiteman

6. The chief, buy, horse, Fred

Now, make up sentences and ask other members of the class to translate them. You needn't confine yourself to the vocabulary that we have introduced in the examples above.

Exercise

This is your last chance to practice the material covered in this lesson. Translate the following sentences into Gitksan. You will need these new words: k'ots- "to cut", gidaga- "to ask".

1. I cut the meat. _____
2. The Whiteman and the chief cut the fish. _____

3. Mary cut the meat. _____
4. She cut you. _____
5. I ask them. _____
6. You ask the teacher. _____
7. We ask Mary. _____
8. Mary asks the Indian. _____
9. The Indian asks Mary. _____
10. The Indian asks the Whiteman. _____

Review

Answer the questions below.

1. What two functions do the Set B pronoun suffixes fulfill?

A. _____

B. _____

2. List below the Set B pronoun suffixes in order and put the letter of the correct meaning(s) after them.

- (a) her
- (b) their
- (c) he
- (d) you (singular)
- (e) yours (singular)
- (f) my
- (g) our
- (h) him
- (i) your (plural)
- (j) it
- (k) me

In the blank spaces below, write the forms of six different verbs which you have not been presented in the text. Either find them in the Hindle & Rigsby dictionary, ask the teacher for verbs that you would like to know, or think them up. Make certain that each of them can take a direct object. There is also room at the back of the book for more of them in the NOTES section.

<u>jab'y</u>	<u>"I make, fix, do"</u>	<u>'wii'of(hl)</u>	<u>"I like, love"</u>
<u>jabin</u>		<u>'wii'on(hl)</u>	<u>"you like"</u>
<u>jabit</u>		<u>'wii'ot(hl)</u>	
<u>jab'm</u>		<u>'wii'o'm(hl)</u>	
<u>jabisim</u>		<u>'wii'osim(hl)</u>	
<u>jabdiit</u>		<u>'wii'odiit(hl)</u>	
<u>jabhl amysiwa</u>			
<u>jab Mary</u>			

LESSON 3

In this lesson you will be introduced to the Pronouns of Set C. These pronouns will allow you to start studying sentence patterns that have indirect objects in them (such as, "I gave the bottle to him"). We will also start to learn sentence patterns for asking questions and making negative statements. There will be a great deal of practice in the exercises, so we will help you learn these things by giving you plenty of opportunities to use these new sentence types in the exercises.

Dialogue

This is a conversation between two people who are comparing notes on preparations for Christmas. The participants may be either men or women.

- | | |
|--|---|
| A. Gwi dim <u>gay</u> xiyegamsxwn | A. "What (presents) are you going to give?" |
| B. Dim gi'nam'yhl daala ahl
gimxdi'y (woman speaking)
wag'y (man speaking) | B. "I will give money to my brother (use the correct man's or woman's term for brother depending on your sex) and I will give a bracelet to my sister (again, use the proper term for your sex)." |
| ts'ixnaa'axs dim gi'nam'y ahl
hlgi'gw'y (woman speaking)
gimxdi'y (man speaking) | |
| A. Neem dim gi'namihl ligyagwi
as Marya? | A. "Will you give something to Mary?" |
| B. Ee'e, dim gi'nam'yhl sii
ts'ixsda'on loot. | B. "Yes, I will give her a new ring." |
| A. Lukw'il am.
Neem giikwhl maxmuxwas
noona (noxna)? | A. "That's nice.
Did you buy earrings for your mother?" |
| B. Giig'y. | A. "(Yes) I bought it." |

(Continued)

A. Dim 'wii'ot.

Gitqwis Johnhl angya'la
ahl teacher.

B. Nee dim sagayt hisjoks'm
ahl gateacherda?

A. Nee. Dim gay si'anqwis
Maryhl wineex loodiit.

B. Dim miilxw nuu'm loodiit.

A. "She will like that!

John bought a souvenir
for the teacher."

B. "Will we all have a party
for the teachers?"

A. "No. But Mary will cook
a dinner for them."

B. "We will dance for them."

New Words

This time, you are to go through the dialogue and pick out the new words. You will have to study the phrases and decide the meanings from the English translations. If you have questions, ask the teacher. Write the words in the spaces below with their English translation.

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

Discussion

Learning to think in Gitksan

Learning a language such as Gitksan is far more than memorizing a list of words and becoming adept at using new grammatical rules. It really involves learning another culture. In the dialogue, you come up against the fact that for some terms there are men's words and women's words. This is particularly true in the vocabulary for kinship terms. However, many of the important differences between Gitksan and English can't be understood by simply learning a different word for the thing. The range of meanings of Gitksan words is often very different from the meanings that English words may have. Take a few examples: a) the word o'y means a wide range of things from "I

like" to "I love" to "I enjoy" to "I have a taste for"; b) adaawk means a wide range of things including "myth", "story", "family history", etc. Remember that the Gitksan language is the expression of a culture with completely different assumptions about the world. What does it mean to have different assumptions about the world? For instance, does it affect the way you would act if you thought that stones and trees could have spirits, slaves were possessions like dogs and weren't really people, the rich could have several wives, when you died you went on a trip, and that someone could take the butt from a cigarette that you had smoked or a button from your clothes and witchcraft you. The beliefs of a people are expressed in their language. Their CULTURE is expressed in their language. If you want to really become good at another language, you will have to "become good" at the culture of the people who speak the language as well....in the case of Gitksan, it is the culture of the old Gitksan life.

Just for a moment, stop and discuss the idea of "culture" in class. What is culture? Is it the language, the things people make, their beliefs, the way they act, the things they buy with their money, the way they treat each other? What is culture? Look the word up in the dictionary? Really stop to think about it! When you decide you want to study Indian culture, what are you saying? Do Indians today have any culture? Do Whitemen today have any culture? Don't confuse culture with the sense of a person who is learned in art and music and manners. Culture is defined in many ways. For instance, there is what we call "material culture". That is the knowledge that people have about how to make tools and other things that their group produces, and the knowledge that they have about how to use those things. There is also what we call "belief systems within a culture". This is the knowledge that people have about the world and how it came into being, and the knowledge that they have about the inhabitants of the world (including people, animals, spirits, and other powers). Culture is "knowledge". It is the things that the members of the culture "know" about the world. And this knowledge is reflected in the things they say....their language. Thus, a language is the most visible and **important** reflection of a group's culture. When you study the Gitksan language, you are studying a reflection of the old culture.

The Pronouns of Set C

In the first lesson we studied the Set A pronouns (used as the subjects of sentences without objects). In Lesson 2, we studied the Set B pronouns (used as the subjects of sentences that do have direct objects). We learned that the Set A pronouns serve as those direct objects. We are now ready to study the pronouns of Set C, which serve as indirect objects. *Indirect objects* are the person or thing which benefits from the action of the sentence. Note the following examples:

- subject (underlined once)
- direct object (underlined twice)
- indirect object (underlined three times)

(a) The man gave the boy a dollar. The man gave a dollar to the girl.

(Note: In English grammar, we don't call "girl" (above) and indirect object. It is called the object of the preposition "to". For our study of Gitksan grammar, someone to whom or for whom something is done will be considered an indirect object. They are the beneficiary of the action.

(b) I presented the cat to Mary. I presented Mary the cat.

(c) Who gave Fred my money? Who gave my money to Fred?

(d) John baked me a cake. John baked a cake for me.

Do you understand the difference between the indirect object and the direct object? Here are a few sentences to drill you on the distinction. As in the examples above, underline the subject with one line, the direct object with two lines and the indirect object with three lines. The answers can be found if you look around on the page.

1. A very large dog and two cats accompanied me to your house.
2. I want an apple for mother.
3. John and the Whiteman shot the deer for the farmer.
4. Can you do it for me?
5. Did he do it to John?

Now that you understand the function of the Set C pronouns, you are ready to study them. You will note that they are simply the Set B pronoun suffix forms with the root loo-. Actually, this is only one way of looking at them. You may find it easier if you think of them as independent words. Whichever way of thinking of them is easiest for you is the way you should regard them. In any case, it won't hurt you in the beginning to use your knowledge of the Set B pronouns to help you remember the Set C forms. Note that the second person plural form (you plural), loosim, does not have a Hard M. This is the only difference between the Set B forms and the Set C pronouns.

* * * * *

1. (there is no indirect object in this sentence! Don't confuse "to somewhere" (a location) with "to someone" (a benefactor of action):
subject, dog, cats; direct object, me.
2. Subject, I; direct object, apple; indirect object, mother.
3. Subject, John, Whiteman; direct object, deer; indirect object, farmer.
4. Subject, you; direct object, it; indirect object, me.
5. Subject, he; direct object, it; indirect object, John.

The Pronouns of Set C

loo'y	"to me, for me"
lun (sometimes loon)	"to you (sg.), for you"
loot	"to or for him, her, or it"
loo'm	"to or for us"
loosim	"to or for you (plural)"
loodit	"to or for them"

We translate these pronouns "to " or "for " even though in English sentences the words to and for do not always occur. In the sentence below, the word to does not occur, but you do not lose the meaning of the sentence if you include the word to:

(a) He gave me the apple. (He gave to me the apple)

Note that you really end up with a meaningless English sentence if you add to to a direct object rather than an indirect object.

(b) He hit me with the axe. (He hit to me with the axe)
This sentence is absurd, eh?

That is another interesting way to check whether the word you are considering is really an indirect object or simply a direct object. If you can add the words to or for without making the sentence sound ridiculous, you probably have an indirect object:

(c) I gave mother the money. (I gave to mother the money)

(d) I bought mother the chicken. (I bought for mother the chicken)

So, even though we translate the pronouns as "to " or "for ", the English translation of these pronouns of Set C need not always have that to or for in it.

Now, here are some examples of the use of these pronouns. Be particularly careful to notice the order of the sentences (i.e. the order of the words in the sentences).

1. Gi'namit loo'y. "He gave (it) to me."
2. Gi'namit lun. "He gave (it) to you."
3. Dim gi'nam'y lun. "I will give (it) to you."
4. Dim gi'namisim loot. "You all will give (it) to him."

Note that in the sentences above and many that follow, the direct object is not stated. It is implied in the sentence that "it" was given.

5. Gi'namdiit loo'y. "They gave (it) to me."
6. Gi'namis Mary loo'y. "Mary gave (it) to me."
7. Dim gi'namis Mary loo'y. "Mary will give (it) to me."
8. Dim gi'namis amxsiwaa loo'y. "The Whiteman will give (it) to me."
9. Gi'namihl amxsiwaahl os loo'y. "The Whiteman gave the dog to me."
10. Gi'namihl amxsiwaahl os ganhl duus loo'y. "The Whiteman gave the dog
and the cat to me."

The six sentences above use the pronoun, loo'y. You could substitute any of the Set C pronouns, however. Below is a substitution drill to help you learn the sentence pattern and the pronouns. Be certain to memorize the pronouns and learn the ten sentences above before attempting to do the drill.

Drill

Translate into Gitksan and write the sentence on the right.

1. Fred gave us the money. _____
2. I will give you the cat. _____
3. He gave them the vehicle. _____
4. She gave the vehicle to them. _____
5. We will give you (pl) the food. _____
6. The Whiteman gave us the meat. _____

7. The Indians gave the meat and fish to us. _____

8. The man will give me it. _____
9. Mary gave it to me. _____
10. Fred gave him the bread. _____

11. I gave it (i.e. to horse) a carrot. _____

Now here are more examples to show you other types of sentences in which indirect object pronouns occur.

1. Limxt Fred loo'y. "Fred sang to me."
2. Jabis Fredhl galenk loo'y. "Fred made a bentwood box for me."
3. T'aahlíhl hanak k'i'yhl enk ahl maa'y.

or K'i'yhl enk ahl maa'y t'aahlíhl hanak loo'y.

"The woman picked a box of berries for me."

4. Dim genn'y (or genin'y)hl 'wii amgiikxw tust loodiit.

"I will chop down that big hemlock tree for them."

Note that examples 2, 3, and 4 are examples of the use of indirect objects with the meaning "for" rather than "to". As we said earlier, indirect objects may reflect either action done to someone or for someone.

5. Dim gi'nam'yhl hla k'i'y(t) lun. "I will give you one of mine."
6. Gi'namíhl sim'oogithl ihlee'etxwa gandam'ist loo'y.

or Ihlee'etxwhl gandam'ist gi'namíhl sim'oogit loo'y.

"The chief gave me a red pencil."

These aren't difficult! Below, you find an exercise that will give you a chance to practice the use of the Set C pronouns.

Exercise

Translate the following sentences into Gitksan and write them in the spaces provided on the right.

1. John gave you the money. _____
2. The woman made me a basket. _____

3. You sang for them. _____
4. The Indians will cook a feast for us. _____

5. You bought food for her and for me. _____

6. The preacher and the doctor gave medicine to him. _____

7. Mary and the Whiteman bought a shirt for you (sg.). _____

8. The Indians made a totem pole for them. _____

9. The women made a button blanket for her. _____

10. Charles and I gave them the money and the food. _____

Now, we can learn one more application of the indirect object. So far, we have seen only sentences which had a pronoun as the indirect object. It is, of course, possible to have a sentence with a noun as indirect object:

- (a) Fred fought the Tasmanians for the Queen.
- (b) Louise gave Herman and the woman a chicken.

Note the following examples of Gitksan sentences which have a noun (rather than a Set C pronoun) as indirect object.

1. Dim gi'namihl amxsiwaahl daala as Mary.
"The Whiteman will give the money to Mary."
2. Gi'namis Maryhl daala ahl amxsiwaa.
"Mary gives the Whiteman money."
3. Gi'namis Maryhl daala as John.
"Mary gave (gives) John the money."

There were also several sentences of this type in the dialogue. Here are a few more complicated sentences.

4. Taahlis Mary k'i'yhl haak ahl xsiwink as Mrs. Charles.

"Mary picked a bucket of herring eggs for Mrs. Charles."

5. Jabithl kartxwhl (or anhooyatxwhl) wil'nat'ahl.

"She fixed the car for the family (not her family).

6. Si'angwithl wineex ahl wil'nat'ahl.

"She cooked the food for the family (not her family).

7. Jabihl anhooyahl wil'nat'ahlxwt.

"She fixed the car for her family."

8. Si'angwithl wineex ahl wil'nat'ahlxwt.

"She cooked the food for her family."

Note how easily you can learn new forms in Gitksan. We have introduced the possessive marker -xwt in sentences 5-8 above. Learn those four sentences so that you will be able to easily recall the use of this suffix and how it affects the meaning of sentences in which it occurs. Very often you can see and understand the use of suffixes and grammatical markers by finding sentences which are alike except for the presence or absence of that marker. When you find a "piece" of a word or a "part" of a sentence that you don't understand, try leaving it out and see if the sentence means something different. The difference is due to the presence or absence of the thing you are considering.

Carefully review the sentences above, the sentences in the dialogue, and the examples that were given to demonstrate the use of the Set C pronouns. You are now ready to complete the exercise below.

Exercise

Translate the following sentences into Gitksan and write the correct Gitksan sentences in the spaces on the right. The last three are left blank for you to compose three sentences of your own with indirect objects in them.

1. I cooked the meat for mother. _____

2. Harold fixed the car for Mary. _____

3. Patricia sang for Percy. _____

4. The girl made a shirt for the boy. _____

5. The teacher will talk Gitksan to the students. _____

6. The chief gave the Whitemen fish. _____

7. I want berry hooch for my grandfather. _____

8. *(English)* _____
(Gitksan) _____

9. *(E)* _____
(G) _____

10. *(E)* _____
(G) _____

Discussion

Asking Questions in Gitksan

We have had various questions in the dialogues that we have studied. However, we have never really looked carefully at the way that question sentences are formed in Gitksan. You have probably heard the word interrogative (like "interrogation", where they ask a lot of questions). Well, we will be studying interrogative or question sentences.

Questions have many forms in Gitksan. We will look at various different types of questions and discuss them according to categories. You will have to study each of the examples carefully in order to distinguish what it is that makes that sentence a question rather than a statement. Also, notice the use of suffixes such as -a, -da. Finally, make note of the question words for "who, which, where, when, what, etc."

1. Naahl wilbit kust? "Whose house is that."
2. Naahl wan? "What is your name (literally, Who is your name)?"
3. Naa tun? "Who is this?" / Naahl eedis? "Who is there?"
4. Naa ant gay wila gwitsa? "Who did that?" (i.e. if you catch two boys and ask which one?)
5. Naa ant gi'namhl daala lun? "Who gave you the money?"
6. Naahl hasagat asun? "Who wants this one?"

Thus, the word for who is naa. The word for how and where is 'nda.

7. 'Ndahl wila win? "How are you?"
8. 'Nda wil jogan? "Where do you live?"
9. 'Nda dim wil yin? "Where are you going?"
10. 'Ndahl hla het? "How does he feel?"
11. 'Ndahl het? "How is it (i.e. tasting something or trying something)?"
12. 'Ndahl wila jabit? "How does it look like it's made?"
13. 'Ndat wila jabit? "How does he do that?"
14. 'Nda dim wila japxwt? "How will I make that? (How will one be made)?"
15. 'Nda m wila jalihl t'isam anaax? "How do you make bannock?"
16. 'Nda n dim wila jatit? "How should I make it?"
17. 'Nda m wila hanxwihl hat'? "How would you trap marten?"

In questions such as "how many, how much, how far, how big" you also use the question word 'nda.

18. 'Ndahl gabihl laaxw gubis Mary? "How many trout did Mary eat?"
19. 'Ndahl gabihl aluugigyat saksit? "How many Indians went?"
20. 'Ndahl gabihl honhl hasagan? "How many (of these) fish do you want?"
21. 'Nda^m gabihl hon dim hasagan? "How many fish will you want?"
22. 'Ndahl wila getxwt? "How much does it cost?"
23. 'Ndahl ganagwihl git'a'nma'axs? "How far is it to Hazelton?"
24. 'Ndahl ganagwihl Smithers doosun? "How far is it to Smithers from here?"
25. 'Ndahl gasdint? "How heavy is it?"

Note that in the above questions the affix ga occurs in such phrases as 'ndahl gabihl, 'ndahl gasdint. This is not a question form. It means "likewise, as much as". You see ga in the answers to questions, too. In that case we often attach it to the preceding word. This is simply a formality, though, and you may attach it either to the word that precedes, the word that follows, or write it as an independent word. Note the next question and two possible answers to it....all have ga in them.

26. 'Ndahl ga'ayeelh amxsiwaayist? "How fast is the Whiteman?"

(26a) Silga ayeetxwit 'ni'y. "He's as fast as I am."

(26b) Silga hagwilawiltxwthl qwaataxhl. "He's as slow as Snail."

27. 'Ndahl gasgoot? "How big is it?"

(27a) Silga 'wii'nakwsit Fred. "He's as tall as Fred; it's as big as Fred."

28. 'Ndahl hla gasgoot. "How big (tall) is he now?"

A different form of question that is very common in Gitksan speech is that which asks "didn't? or doesn't? or isn't? It uses the question word nee, which you will recognize as the word "no" or "not". Thus, the question:

Neehl sdinda? "Is it heavy?"

would best be translated "Isn't it heavy?" The most common form of the question is Neehl.....? However, be careful that you note that other suffixes occur with nee in forming questions, as well.

Here are some more examples of these negative questions. We will will translate them positively (i.e. not as negative statements), but you will know that literally they are asking "Isn't it true that..?"

29. Neehl 'wiila'yhl wilpsiipxwa? "Is the hospital big?"

30. Neehl 'wiila'yda? "Is it big?" "Is it big?"

31. Neehl ihleetxwhl wilpsiipxwa? "Is the hospital red?"

32. Neehl ihleetxwda? "Is it red?"

33. Neehl siipxwhl t'imgesina? "Is your head sore (does it hurt)?"

34. Neehl siipxwda? "Is it sore?"

35. Neehl sdiin xbisdida? "Is that box heavy?"

36. Neehl 'wii'on ahl yats anuhlida? "Do you like the drummer?"

Many questions also use the question-form neem, as well. The -m suggests that you are in doubt as to the answer that the person will give....and that he or she may not be completely certain of the answer either. For instance, if you are asking about a future event, (something one hasn't complete control over), about the actions of others (how do we know exactly why they are doing it), or a past event about which one may not exactly have an opinion, you might use the form neem. Observe the following examples:

37. Neem yina? "Are you going to go?"
38. Neem ha'wsima? "Are you (pl.) going home?"
39. Neem ha'wina? "Are you (sg.) going home?"
40. Neem yin Ruperda? "Are you going to Rupert?"
41. Neem naxnihl yats anuhlilda? "Did you hear the drummer?"
42. Neem gya'as Ala? "Have you seen Al?"

There is one more important question word. It is the word for What? (Actually, we will study the word for when? in Lesson 5. It's important, too!) The word for what is gwi. Here are some examples of its use.

43. Gwi sa gyuu'n? "What day is today?"
44. Gwihl hasagan? "What do you want?"
45. Gwihl wayihl andap? "What time is it?"
46. Gwihl gay win gyuu'n? "What are you doing now?"
47. Gwihl wilt k'yoots? "What did he do yesterday?"
48. Gwihl gay hasagan? "What do you want (i.e. what's your pleasure, or what'll it be?)"

Note the "choice word" gay which you find in some questions (46 & 48). It suggests that there is a choice available to the hearer. You might think of the questions as asking "What would you rather have?" Note below that there are several ways of asking a question, one of which uses gay:

49. Neehl gay hasaks Mary asuna?
 50. Neehl hasaks Mary asuna?
 51. Hasaks Mary asuna?
- } "Does Mary want this one?"

Also, you could ask:

52. Neehl gay hasagan tuna? "Wouldn't you like this one?"

Hopefully, we didn't snow you under with examples! You will notice that there are so many different forms that questions can take that it was necessary to give you lots of examples. Study them over carefully. It's important that you learn these examples, because you will be given more examples of different types of questions in nearly every chapter. Once you achieve a "feeling" for the form that questions take, you can create questions in Gitksan without effort.

It is helpful sometimes to make some generalizations when you have been given a great deal of data. For instance, what are the question-words that you have had so far: (write them in yourself)

- _____ "who"
- _____ "where"
- _____ "what"
- _____ "how"
- _____ "how many", _____ "how far"
- _____ "how big", _____ "how fast"
- gyax or gyax gwi "when" (see lesson 5)
- _____ "isn't, didn't, wouldn't, etc."

What word suggests the "choice factor" in questions? _____

What two suffixes are the true question suffixes? -a and -da.

What generalization can be made to help you know when these two suffixes occur in sentences? (see examples 29-42, and 49-52) It is very important that you decide what feature of sentences requires these suffixes, otherwise you will never know when to put the suffixes on and when to leave them off. Write the answer below:

(you use the suffixes -a & -da in questions when

These points which you have discovered about the form of questions and written above will help you memorize the pattern for Gitksan questions. Review the questions above so that you will be able to do the loooooong exercise which follows. The first ten will be done together in class as examples.

Exercise

THE FIRST TEN QUESTIONS SHOULD BE DONE TOGETHER IN CLASS.
Then translate the rest of the questions yourself and write the correct Gitksan sentence in the space provided on the right.

- (1.) Whose canoe is that? _____
- (2.) How do they feel? _____
- (3.) How many fish did you catch? _____

- (4.) How sick is your friend? _____
- (5.) Is your hand broken? _____
- (6.) Are they going to Vancouver? _____
- (7.) Does John want the big one? _____

- (8.) Will you see John? _____
- (9.) How should he make the basket? _____

- (10.) Which one is your house? _____
11. How do you (pl.) feel? _____
12. How many chiefs do you see? _____
13. How good is it? _____
14. Is it good? _____
15. Is it green? _____
16. Are we going to go home? _____
17. What are they going to do? _____
18. Does John want this one? _____
19. Did you buy the new drum for John? _____

The Demonstratives and Locational Words

How do you say "here" and "there" and "this" and "that" in Gitksan? There is an extra set of distinctions available to you when you are trying to explain Gitksan locations. In English, you sometimes hear people say "this here" and "that there". It sets your English teacher's teeth on edge and she or he says "That's not grammatical!" But, for a moment, let's use those distinctions in order to explain the Gitksan system. In Gitksan, you can distinguish all of these:

"this here"	- tun
"that here"	- tust
"this there"	- asun
"that there"	- asust
"these here"	- dipun
"those there"	- dipust
"here"	- goosun
"there"	- goosust

We could chart these words out as follows:

	Singular		Plural	Locational
	Within reach	Not within reach		
Near the speaker	tun	asun	dipun	goosun
Near the hearer	tust	asust	dipust	goosust

Now that you understand the locations (with regard to the speaker) implied by these words, you are ready to look at a few examples of the use of these words in sentences.

- "These are better than those." K'ya amam dipun as dipust.
- "Those are better than these." K'ya amam dipust as dipun.
- "This one is redder than that one (over there)."
K'ya ihlee'etxw tun asust.
- "This one (here) is redder than this one (over there)."
K'ya ihlee'etxw tun asun.
- "That one (near you) is redder than that one (over there)."
K'ya ihlee'etxw tust asust.
- "That one (near you) is redder than this one (over there)."
K'ya ihlee'etxw tust asun.

It would probably be better to translate any of these pairs as "this or that", even though in English we can say, "Would you like that one or that one over there?"

Here are some more examples of sentences using the demonstratives.

7. Naa tun? "Who is that?"
8. Tuna? "Is this the one?"
9. Tun ligit tust? "This one or that one?"
10. Cwihl gay hasagan, tun ligit tust? "Which do you want, this or that?"
11. Hasagan tun ligit tusta? "Do you want this one or that one?"
12. Neehl gay hasagan asuna? "Don't you want this one?"
13. Hasagan tuna? "Do you want this one?"

In the above sentences, you could substitute any of the demonstrative words for tun and tust.

Now, here are a few examples of the use of the locational words, goosun and goosust.

14. Goosust wil wis Mary. "Mary's over there."
15. Goosun wil wis Mary. "Mary's right here, over here."
16. _____ "The house is over there."

Now, together in class or separately, find other sentences with these locational words in them. Write them in the spaces provided below. It is important to learn how to ask for particular sentences which illustrate the use of words. For instance, you might ask for three sentences that vary only in one word... (a) I see Mary over there; (b) I see Mary right here; (c) I saw Mary there (i.e. in the Post Office). In this way, you can see how a slight change in the sentence can result in different Gitksan structures.

17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

(You may notice that we are gradually trying to train you to become your own teacher.)

Comparing things in Gitksan.....the Comparative forms

In English we can talk about three forms of adjectives:

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	best
slow	slower	slowest
difficult	more difficult	most difficult

The positive form of adjectives is used to describe a thing or things.
The comparative is used to decide between two things or groups (i.e. John is hungrier than Jim.)

The superlative form is used to describe one out of three or more (i.e. Henry sings the best of anyone in his trio.)

Well, Gitksan does not have a superlative. It discusses the best of two in the same way it does the best of three or more. To make a comparative and superlative form, you simply use the word k'ya. Note the examples above on page 48 (#1-6). Here are a few more.

1. K'ya amt John. "John is better." or "John is best."
2. K'ya amhl ts'uusxidid. "The little one is better." or "The little one is the best."
3. K'ya amhl 'wiit'isidid ah1 ts'uusxidid. "The big one is better than the little one."
4. neehl k'ya 'wiit'ish1 ihlee'etxwidid ah1 t'uuts'xwididida?
"Is the red one bigger than the black one?"
5. K'ya hlan tun gant k'va daxgyat tust. "This is the brightest one and that is the strongest one."
6. K'ya daxgyat tun asust? "Is this one stronger than that one?"

Have you studied enough new things for this lesson? Well, let's have one more exercise over the demonstratives and the comparative forms and then we can review the whole lesson.

Exercise

Translate the following sentences into Gitksan and write them in the spaces provided on the right.

1. John is slower than Mary. _____
2. This is colder than that. _____
3. The Indian is fatter than the Whiteman. _____

4. The horse is weaker than the moose. _____

5. I am the smallest one. _____
6. We are the smallest ones. _____
7. This one is better than that one (both within reach), but that one is bigger than this one (both out of reach). _____

8. Is the man fatter than the woman? _____

9. This one is not richer than that one. _____

10. Do you want this one (or) do you want the big one? _____

Review

What major grammatical points have we discussed and learned in this lesson:

- (a) _____
- (b) _____
- (c) _____
- (d) _____

1. What is an indirect object? _____

2. Underline the subject of the following sentences once, the direct object twice and the indirect object (if there is one) three times.
 - (a) The farmer and his daughter gave me shelter for the night.
 - (b) Did you want to take the coat to the cleaners for me and Tom?
 - (c) How many apples do you want for Mary?

3. Fill in the blanks below with the correct pronouns or suffixes:

	<u>Set A</u>	<u>Set B</u>	<u>Set C</u>
"You (sg.)"	_____	_____	_____
"they"	_____	_____	_____
"we"	_____	_____	_____
"I"	_____	_____	_____
"he/she/it"	_____	_____	_____
"you (pl.)"	_____	_____	_____

4. Make up a Gitksan sentence with each of the Set C pronouns in it. It is not fair to copy sentences from the lesson or exercises!

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____

5. What are the "question words" in Gitksan?

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

6. What are the demonstratives and locational words in Gitksan? Tell after each one what it refers to (in terms of location or reference).

- (a) _____
- (b) _____
- (c) _____
- (d) _____
- (e) _____
- (f) _____ (g) _____

7. True or false:

- There is no difference between the comparative and superlative constructions in Gitksan grammar.
- The Set B pronouns are used for Indirect objects in Gitksan.
- The Set C pronouns are suffixes.
- You can distinguish between visible and invisible things with the Gitksan demonstratives.

8. Translate the following sentences into Gitksan and write them in the spaces provided.

- (a) Who wants the red one? _____
- (b) Harry is the best and Mary is the biggest. _____

- (c) Do you want this one or that one? _____

- (d) Don't you want (i.e. prefer) this one? _____

- (e) Aren't you going to Victoria? _____
- (f) How many horses do you want? _____
- (g) The Whiteman made the bentwood box for Mary. _____

- (h) They bought a car for the chief. _____

- (i) Are you going to give something to Charles? _____

- (j) What will you give to Mary? _____

LESSON 4

In this lesson, you will be introduced briefly to a number of important aspects of Gitksan grammar: commands, reflexive forms (e.g. "I washed myself"), reciprocal forms ("we wash each other"), the tenses or time reference in verbs (e.g. I come today, I came yesterday), and various forms of showing possession. It is an important chapter and we will have to skim through the material lightly. It will be up to you to provide more examples of each of the aspects of the grammar than we are able to include.

Now, the dialogue will give you some sense of how these aspects of grammar function in conversation.

Dialogue

This is a dialogue between two people, one of whom is packing for a trip to Smithers. It may be done by either men or women.

- | | |
|---|--|
| A. Neehl saksdiit <u>goohl</u> Smithersa? | A. Did the people go to Smithers? |
| B. Ha'wendi nakwhlida daa'wihlas
John. Hla dim sa yee'y ji gyuu'n.
Dim hot'y yeet Mary ji aliisx. | B. John went a while ago. I am
going right now. Mary
will likewise go later. |
| A. Yukwhl gwin? | A. What are you doing? |
| B. Yukwhl gwildim <u>good'y</u> . | B. I am preparing to go. |
| A. Gwi dim <u>gay</u> dogh? | A. What are you packing? |
| B. Haxhooyasxw <u>ganhl</u> gwla dim
dog'y. Ndee'ehl xwshla'wsxwis
loo'y. | B. I am packing clothes and
blankets. Hand me that
shirt (please). |

(continued)

A. Na. Hamji luu magahl 'maxsis.

A. Here (it is). Don't pack those pants.

B. Ndahl wilt?

B. Why not (i.e. What's the matter)?

A. 'Ni'yhl k'yant loodis.

A. (Because) they're mine.

New Words

Some of the new words introduced in the dialogue above are listed below. The others are up to you to find and figure out the meaning. This is an exercise we regularly do in speaking. You should be aware of how you go about figuring out the meaning of a word in a sentence which you don't know the meaning of. By a process of elimination you figure out what each part of the sentence must mean, and then you assume the meaning of the unknown word to be that part of the meaning not yet accounted for. Note the following example from an Indian language of Washington state (USA) which you probably don't know.

k^Wo·patas John 'a·lita. "John likes fish."

- a) "likes" - k^Wo·patas
- b) "John" - John
- c) "fish" - _____

How would you go about deciding what the word for "fish" is in this language? Of course, you would simply work out by a process of elimination which words you have accounted for and which you haven't. In the same manner, you can find the meaning of words which you don't know in the dialogue.

Now, here are some of the important new words in the dialogue:

hamji - "don't (marker of negative commands)" _____

yukw(hl) - "preverbal marker for continuing action (i.e. is _____ing)." _____

dog'y, dogn, etc. - "I pack, you pack, etc." _____

ji aliisxw - "later on, a little later" _____

_____ " _____ "

_____ " _____ "

_____ " _____ "

_____ " _____ "

Discussion

The Reflexive and the Reciprocal

We are now ready to study how to say two important things in Gitksan. The first one is the reflexive. A reflexive construction in a language is a sentence in which the action of the verb is redirected to the subject of the sentence. It usually has an object such as "myself, yourself, himself, etc." Examples of reflexive sentences are:

I hit myself.

Susan shot herself with a bow and arrow.

The dog scratched itself and then barked at itself in the mirror.

Do you have the idea? Now here are a few examples of the reflexive in Gitksan. Notice that it uses the word lip, which we previously saw when we were discussing possession (i.e. lip os'y, "my own dog"). Observe carefully the order of elements in all sentences, so you can make sentences of that type for yourself.

- (a) gya'a'vhl lip 'ni'y. "I see myself."
- (b) saksint lip 'nit. "She washed herself."
- (c) haxhooyi'm lip gahaxhooyasxw'm. "We dress ourselves."
(or lip ayukws nuu'm)
- (d) lip guuxws hlimootxwsim. "You (all) help yourselves (to the food)."
- (e) lip kotsdiitnl gagesdiit. "They cut their own hair."
- (f) gya'ahl anxsiwaa lip 'nit. "The Whiteman sees himself."
- (g) gya'as Mary lip nit. "Mary sees herself."
- (h) lip jab'y as 'ni'y. "I made it for myself."
- (i) lip jab'yhl amiilxw (tun) si loo'y. "I made (this) mask for myself."
- (j) giigwit ahl lip nit. "She bought it for herself."
- (k) dim t'aahl'mhl iis ahl lip 'nuu'm. "We will pick soapberries for ourselves."
- (l) jabis John 'mal ahl lip nit. }
or
si 'mal John ahl lip nit. } "John made a canoe for himself."

The Reciprocal

We speak of a reciprocal activity as one which is done by people to each other. Thus, reciprocal sentences in English usually have the words "each other" or "one another" in them. Here are a few examples of English reciprocal sentences:

John Wayne and the ornery galoot shot each other on Main Street.

The people congratulated each other (or one another).

The four dogs watched one another warily.

In order to help you distinguish between reflexive and reciprocal sentences, here are five sentences to quiz you on the difference between them. Mark the correct box on the right.

	Reflexive	Reciprocal	Neither
a) The RCMP arrested himself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) We gave three to each of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The men shouted at one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The women admired themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The women admired each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Answers are at the bottom of the page.

Now here are some examples of reciprocal sentences in Gitksan. Notice that they require the following form:

na+ verb root +da (i.e. naga'yada "They see each other.")

na+ verb root +t & Set A Pronoun (i.e. naga'at nuu'm "We see each other.")

Here are some examples.

- (a) nat'isda. "They hit each other."
- (b) dim nat'isda. "They will hit each other."
- (c) nahlo'oxsda. "They kicked each other."
- (d) dim nahelaagyaxda. "They will laugh at each other."
- (e) nawilaaxda. "They know each other."
- (f) nawilaaxt'nuu'm. "We know each other."

Answers: a) Reflexive; b) Neither; c) Reciprocal; d) Reflexive; e) Reciprocal.

- (g) (sagayt) naya'at'nisi'm. "You (all) see each other."
 (h) nawii'otda ii nasiip'ant'nuu'm. "They love (as lovers) each other
 and we love (as relatives) each other."
 (i) naxyeganda. "They give presents to each other."
 (j) naxyegant'nuu'm. "We give presents to each other."
 (k) naxyegant'nisi'm. "You give presents to each other."

Note that the presence of the word "each" in a sentence does not automatically mean that it is a reciprocal. "Each" is translated as mahla in Gitksan.

- (w) Gwlanhl hon mahla yeekdiit loo'm. "They gave three fish to each of
 us."

(This is not a reciprocal, because the actors are not acting upon each other. The sentence, to be reciprocal, would have to read "They gave three fish to each other.")

- (x) Mahla k'i'yt? "one of each"
 (y) Gi'nam'yhl mahla k'i'yt loodiit. "I gave one to each of them."
 (z) Dim yeekdihl mahla gilbilt loosim. "I'll give two to each of
 you (i.e. at a feast)."

Exercise

(to be done in class)

This exercise will give you some practice in using the reflexive and reciprocal in Gitksan. Translate the following sentences into Gitksan and write them in the spaces provided on the right.

- 1) They washed themselves. _____
- 2) You will wash yourselves. _____
- 3) You see yourself. _____
- 4) Those people see themselves. _____
- 5) John sees himself. _____
- 6) We will wash ourselves. _____
- 7) We wash each other. _____
- 8) You will wash each other. _____

Exercise

Now here is an exercise for you to do by yourself.

1. I gave three to each of them (three fish). _____

2. They know each other. _____
3. We know each other. _____
4. We will give food to each other. _____
5. I will give food to each of you. _____
6. You see each other. _____
7. You see yourself. _____
8. You see yourselves. _____
9. You hit each other. _____
10. We will dress ourselves. _____

Tense

In talking about English grammar, we use the word "tense" to refer to the "time of the action." We discuss English tenses as follows:

<u>Tense</u>	<u>Example</u>
present tense	I see John.
past tense	I saw John.
future tense	I will see John.
present progressive	I am seeing John.
past progressive	I was seeing John.
present perfect tense	I have seen John.
past perfect tense	I had seen John.

In Gitksan, we will discuss the time of actions as present, past, and future and in terms of progressive actions. Note that it is not really accurate to think of the time of Gitksan utterances in the same sense as we do in English. We use the same terms ("present", etc.), but the Gitksan cannot be thought of as dividing time and actions up in the same way that English speakers do. For instance, there is no set of "perfect tenses" in Gitksan. So, remember that we use the English labels for the tenses in Gitksan, but we do so simply for

convenience.

Now here are a couple of pages of examples of the different ways of expressing tense in Gitksan.

1. "You boiled meat yesterday (in answer to the question "When did I boil the meat?")"
Jam smax 'niin k'yoots.
2. "You are boiling meat now." Yukwhl jam smaayn.
3. "You are going to cook the meat (i.e. are getting out the pot)."
Yukwhl dim jam smaayn.
4. "You will boil the meat tomorrow." Dim jam smax 'niin t'aahlakxw.
5. "You were boiling the meat when I came." Yukwhl jam smaayn diswihl
'witxw'y.
6. "You will be boiling meat during the feast." Dim jaminhl smax ji
tkaas yukwhl li'ligit.
7. "You have boiled meat often." Ganwila jam smaayn.
8. "You will have boiled the meat before I came." Sgidim sgihl jam
smax hligookx dim 'witxw'y.
9. "You are going to boil my meat." Dim jaminhl smaks'ys.
10. "(You) Boil that meat!" Jamhl smaa'ys.
* * * * *
11. "I'll clean fish tomorrow." Dim sixsaksin'yhl hon ji t'aahlakxw.
12. "I'm going to clean fish (getting out the knife)." Dim saksin'yhl hon.
13. "I cleaned fish all day yesterday." k'i'yhl sa k'yoots n saksinhl hon.
14. "I had cleaned eight fish when you came." k'yuxwdaa'lthl hon saksin'y
hligookx dim 'witxwn.
15. "I was cleaning fish when you came." Yukwhl saksinhl hon diswihl 'witxwn.
16. "Cut the fish for me!" Kots hon as loo'y.
17. "You will clean the fish for me (either a statement or a command)."
Dim kohln hon as loo'y.
* * * * *
18. "I pick berries." T'aahl'yhl maa'y.
19. "I picked berries." T'aahlxwm maa'y 'ni'y.

Notice #18 & #19 above. What is the distinctive difference between these two sentences? Now look at the following two.

20. "I build houses." Siwilpxws 'ni'y.

21. "I built houses." Jipjab'yhl huwilp.

In #20 the speaker is not talking about any particular houses....he is simply speaking generally about houses. Whereas in #21, he is referring to some specific houses which he has built. The same is true of #19. The speaker is referring to the general activity of berry-picking. He is not referring to picking any specific berries. Note the -xw suffix on both of the root stems in the sentences of examples #19 and #20. This suffix is usually used with verbs that have a Set A Pronoun. Remember that Set A Pronouns are used with intransitive sentences (sentences without direct objects). Yet, both of these sentences have direct objects when you translate them into English: I picked berries; I build houses. The matter can be understood if you bear in mind that we are not discussing English. We are studying Gitksan! In Gitksan, these sentences are not transitive sentences because we do not refer to building any particular houses or picking any particular berries. We are simply saying, more or less, I am a house builder (I build houses) and I am berry-picking (I pick berries). The structural tip-off in Gitksan sentences is the -xw suffix on the verb root, which means that the sentences will be intransitive in Gitksan no matter whether it seems to have a direct object in the English translation or not.

22. "I dried berries." sigwalgwam maa'y 'ni'y. (no particular berries)

23. "I'm going to dry berries." Dim sigwalgw'yhl maa'y.

24. "I'm drying berries." Yukwhl na sigwalkxwhl (maa'y).

25. "I'm building a house." Yukw na japhl wilp.

26. "I whipped soapberries." Yal is 'ni'y.

27. "I whip soapberries." Yal'yhl is.

28. "I am whipping soapberries." Yukwhl yal is'y.

29. "I'm going to whip soapberries." Dim yal is 'ni'y.

30. "I'm making a house." Yukwhl sa wilpxw'y.

31. "We're making a house for me." Yukwhl siwilpxw'm loo'y.

32. "We made a house for me." Jap'mhl wilp loo'y.

33. "We will make a house for me." Dim jap'mhl wilp loo'y.

34. "He is going to be making a house." Yukwhl dim siwilpxwst.

35. "The Whiteman is making a house for John." Yukwt japhl amxsiwaahl
wilp as John.

The important new term to note in all of these examples is the word yukw, which suggests continuing action. If the continuing action relates to a particular thing or activity, we have the relational -hl and the term is yukwhl. Go back and look at those examples that have yukwhl, yukw, and other forms of the word in them.

Now, you are ready to do a nice, long exercise over the Gitksan tenses, to help you learn them well. Exercise A is to be done in class. You will be asked to write the correct answer in the space provided, and then the correct sentence will be discussed. Are there more than one way to say that sentence? Do they mean different things? Exercise B is a standard exercise --- translate the English sentences into Gitksan and write them in the spaces provided on the right.

Exercise

A. What tense are the following?

(a) Dim yee'y. _____

(b) Yee'y. _____

(c) Yukwhl dim ha'w'y. _____

B. Translate the following into Gitksan:

(a) I will build a house. _____

(b) I built a house yesterday. _____

(c) I am going to be building a house tomorrow. _____

(d) I was building a house yesterday. _____

(e) I built a house for Mary. _____

(f) I will be building a house on Tuesday. _____

C. Translate the following into Gitksan:

(a) You were cleaning fish when I came. _____

(b) You will be cleaning fish when I come. _____

Exercise

1. I want a dog. _____

2. I will want a dog tomorrow. _____

3. I wanted a dog yesterday. _____

4. I was going to school when I saw a dog. _____

5. I give you three dollars. _____

6. I am giving you three dollars. _____

7. I will give you three dollars. _____

8. I gave you three dollars yesterday. _____

9. Give me three dollars! _____

10. I made a house for the Whiteman. _____

11. I was making a house for Mary. _____

12. I will make a house for John and Mary. _____

13. We will have a party for the teacher. _____

14. We were having a party for the teacher when you came. _____

15. Will you be cutting fish for Mary? _____

16. I am going, you went, and she will go. _____

17. I am going home, she went home and you (pl) will be going home. _____

Imperatives --- Making commands in Gitksan

How do you say "Do this!" and "Don't do that!" in Gitksan? Sentences such as "Get me the goose!" and "Shut up!" and "Give me a quarter!" are called imperative sentences or commands. We usually write them with an exclamation point (!) after them in English so that you can recognize them. These sentences are of four types: singular, plural, singular negative and plural negative

(a) singular: "Go home!" Eda Ha'wn.

(b) plural: "Go home (all of you)!" Eda ha'wisi'm.

(c) singular negative: "Don't go home!" Hawji ha'wn.

(d) plural negative: "Don't (all of you) go home!" Hawji ha'wisi'm.

Now here are several examples of sets of these four commands:

Come here! (singular) Gala.

(plural) Galasi'm.

Don't come here! (singular) Hawji 'witxwn.

(plural) Hawji bakxwsi'm.

Help me! (singular) Hlimoo'y.

(plural) Sim hlimoo'y.

Don't help me! (singular) Hamji hlimoo'y.

(plural) Hamji sim hlimoo'y.

Help him! (singular) Hlimoohl (for a stranger). Hlimoot (for a friend).

(plural) Sim hlimoohl. -or- Sim hlimoot.

Help us! (singular) Hlimoo'm.

(plural) Sim hlimoo'm.

Give me money! (singular) Ndee'ehl daala loo'y.

Don't give her money! (sg.) Hamji ginamt daala loot.

or Hamji gi'namhl daala loot.

Give me some money! (sg.) Gi'namhl daala loo'y. (as in begging)

Give it to me! (sg.) Ndee'e loo'y. (telling someone!)

Don't give Mary (any) money! (sg.) Hamji gi'namhl daala as Mary.

(pl.) Hamjisi'm gi'namhl daala as Mary.

Look at me! (singular) Gya'ay.

(plural) Sim gya'a'y.

Don't look at me! (singular) Hamji gya'a'y.

Don't fight (singular) Hawji dal.

(plural) Hawji dalsi'm.

Note the following! (that was an imperative statement in English, wasn't it?) In some cases you can be confused by the fact that the imperative construction is the same as the declarative. In some cases it is only slightly different. Here are some illustrations:

Hlimoo'y (both "I help" and "Help me!")

Gya'a'y (both "I see" and "look at me!")

However, Hlimoo'm "help us!"

Hlimooy'm "we help."

Do you have the idea? If so, go on to the exercise below and think up ten imperative sentences. Write them in the space provided and discuss them in class.

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

Now, go back through the book and find other examples of imperative sentences and write them below:

POSSESSION --- How do you say "It's mine."

We have learned that the Set B Pronoun suffixes are used to show possession with nouns (see pages 24 & 25). Thus, we can say wilb'y, "my house", etc. However, we often want to make more complicated expressions of possession. We usually use the verb k'yann- for this. Here are some examples:

- (a) "That's mine." 'Ni'yhl k'yannt loot.
- (b) "That's yours." 'Niinhhl k'yannt loot.
- (c) "This is mine (i.e. when you find it!)." K'yann'y tun.
- (d) "This belongs to the Whiteman." K'yannhl amxsiwaa.
- (e) "This car belongs to the Indian." K'yannhl Gitxsan anhooya tun.
- (f) "Whose is that?" Naahl wilt asun?
- (g) "That's not mine." Needi 'ni'y ji wilt loot.
- (h) "This food belongs to Mary." Maryhl wilt ahl wineex tun.
- (i) "This food doesn't belong to Mary." Needi 'nit Mary ji wilt ahl wineex tun.

If you recall, we discussed on page 41 the possessive implication of the suffix -xwhl, -xwt. In the examples that follow, you will see that this suffix is really -xw + Set B suffix. There is also an unexplained -t- which appears in some circumstances. (Don't be disturbed to discover that there are parts of the Gitksan language which are not completely understood! We could work for years on the analysis of Gitksan and still have questions). Here are a few examples of this manner of expressing ownership.

- (j) "I eat Mary's berries." Gub'y maa'ytxws Mary.
- (k) "I eat the Whiteman's berries." Gub'y maa'ytxwhl amxsiwaa.
- (l) "I eat your berries." Gub'yhl maa'ytxwn.
- (m) "You eat my berries." Gubnhl maa'ytxw'y.

Here are a few more expressions of possession (or expressions that simply have the term "of" in their English translation)

- (n) "a glass of water...." txwa ahl aks.
- (o) "one large duffle basket of berries...." 'ki'yhl dihlxw ahl maa'y..."
- (p) "one bucket (of berries, of oolachen eggs, etc.)...."
'ki'yhl umhl maa'y, 'ki'yhl umhl xsiwink"

- (q) "I have two." Gilbilhl k'yann'y.
- (r) "That's my house." 'Ni'yh1 wilbit loot.
- (s) "That's our house." 'Nuu'm wilbit loot.

Ask your teacher about other possessive phrases and get him to teach you more sentences that you feel you want to know. This is an important part of your Gitksan course. The teacher is not only the person who tells you what you need to know, but the person who can tell you what you want to know. Ask the teacher phrases that you think are important so that you will be able to say them next time you need them.

- (t) _____
- (u) _____
- (v) _____
- (w) _____
- (x) _____
- (y) _____
- (z) _____

Review

Think of these reviews as fun! It's a chance to look over the material that you have encountered in the lesson and brush up on it for a last time (before the final exam, of course). Answer the questions below as instructed. Your teacher may wish to have you take part A as a quiz, so do a little reviewing before coming to class.

PART A

1. Decide whether the following sentences are reciprocal, reflexive, or neither. Also mark the tense of the verb in the box provided.

	recip.	reflex.	neither	tense?
(a) John saw his own mother.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text" value="past"/>
(b) John and Mary will be seeing each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
(c) John and Mary will see themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
(d) Mary sees herself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

(2.) Translate into Gitksan.

- a. I saw myself. _____
- b. I will see myself. _____
- c. I will be seeing myself. _____
- d. I am looking at myself. _____
- e. We see each other. _____
- f. You are seeing each other. _____
- g. They will see each other. _____

(3.) Translate into Gitksan.

- a. Don't give Charles money! _____
- b. Give it to her! _____
- c. Look at this car! _____
- d. Go home (all of you)! _____
- e. Don't kick the cat! _____
- f. Hit this mosquito! _____
- g. Don't hit your brother! _____
- h. Be good! _____

(4.) Translate into Gitksan

- a. That belongs to Mary. _____
- b. This is not mine. _____
- c. The bucket of stones is John's. _____

- d. Don't eat my berries! _____
- e. You have two glasses of water. _____

- f. That's our car and this is your horse. _____

PART B

1. What is the most interesting thing that you learned in this chapter regarding the way you say things in Gitksan?

2. Write a brief story in Gitksan using the vocabulary and grammatical rules that you have already learned. The story should relate to some aspect of school. Before beginning you will need to ask the teacher for new vocabulary (and you will probably need to ask him or her for other words as you go along). Write new words in the space provided at the side.

New Words

3. In the spaces provided, think about all of the things that you have wanted to say in Gitksan since you started studying the language. If there were another Gitksan language book written for use in an advanced class, what kinds of sentences should be in it which you do not learn how to say in this book. Keep this section in mind and when you encounter a sentence that you don't know how to translate into Gitksan and wish you did know how to say it, write it below.

- A. *How do you say "If you were smart you'd be rich!"*
- B. *" " " " why?" and "because" sentences?*
- C.

- D.

- E.

- F.

- G.

LESSON 5

This lesson should be fun! Many of you already know the Gitksan numbers. For those of you who don't, we present the counting system of Gitksan and a few exercises to help you get familiar with how the numbers are used. Then, we will have some exercises in Gitksan arithmetic. You will learn how to add and subtract in Gitksan.

The dialogue will help you get started learning the days of the week and how to use them in sentences. The lesson will then continue with more terms necessary to discuss time.

Dialogue

This dialogue takes place between two friends. It is very easy, so you will be able to learn it quickly.

- | | |
|---|---------------------------------------|
| A. Gwi sa gyuu'n? | A. What day is today? |
| B. Sxgoogamsa (ahl ganuutxw). | B. (Today is) Monday (of the week). |
| A. Nda dim wil yin? | A. Where are you going? |
| B. Hla dim yee'y goohl sguul. | B. I'm going to school. |
| A. Nee dim yin goohl wilpsiipxwa? | A. Are you going to the hospital? |
| B. Dim yee 'ni'y. | B. I will go. |
| Dim stil'yt ts'iits ji ha'niiyeek. | I will accompany aramma on Saturday. |
| A. Nee dim yin goohl church ji ha'niisgwaa'ytxwa? | A. Are you going to church on Sunday? |
| B. Nee. Gay goohl Smithers. | B. No. I'm going to Smithers. |
| Dim wil yee'y ji hiihluxw. | I'll go in the morning. |

New Words

The Days of the Week

Write the Gitksan Word Below

Ha'niisgwaa'ytxw - Sunday _____

Sxgogamsa - Monday _____

Ha'niigilbilsa - Tuesday _____

Ha'niigwla'lsa - Wednesday _____

Ha'niitxalp_xsa - Thursday _____

Ha'niixwstinsa - Friday _____

Ha'niiyeek - Saturday _____

The Times of Day

hiihluxw - morning _____

yuxwsa - evening _____

silkwsax - noon _____

also sitxum saan
bisbisihl - dawn, daybreak _____

axxw - night _____

silkwhl axxw - midnight _____
also sitxum saanim axxw

Which Day Was It?

k'yoots - yesterday _____

t'aahlakw - tomorrow _____

also t'ihlakw
gado'ohl k'yoots - day before yesterday _____

ganuutxw - the weekend (also to be dressed up) _____

sa gyuu'n or sa tun - today _____

or _____

gyax - when _____

Remember that the "old Gitksan" did not think in terms of weeks or days of the week. They perceived the passage of time in terms of the annual cycle, with divisions in terms of lunar months and the phases of the moon. The words for the days of the week are terms that have developed since the Europeans arrived with their divisions of time into days and weeks.

Drill

In order to help you learn the "time words" presented in this lesson, we will give you some phrases in which you can substitute any of the words to make a useful sentence. Here are some phrases that will be used in drill which follows:

Gwi sa gyuu'n? "What day is today?"

Ha'niisgwaa'ytxw sa t'un or Ha'niisgwaa'ytxw sa gyuu'n "Today is Sunday."

Sxgoogamsa t'aahlakw. "Tomorrow is Monday."

Ha'niiyeek k'yoots. "Yesterday was Saturday."

Ha'niigilbilsa ji gado'ot "Day after tomorrow is Tuesday."

Ha'niixwstinsa gado'ohl k'yoots "Day before yesterday was Friday."

* * * * *

Practice the words for "today, yesterday, day before yesterday, tomorrow, day after tomorrow" and the days of the week by answering the following questions....but only after translating the questions themselves into proper Gitksan.

Example: "What day is day after tomorrow?" (*if today is Monday*)

Ha'niigilbilsa t'aahlakw.

1. What day is today? (Question)

(Answer)

2. What day was yesterday? _____

3. What day is day after tomorrow? _____

4. What day was day before yesterday? _____

5. What day is tomorrow? _____

[NOW, for added practice, pair up with another student or friend and, pretending that 'today is Saturday', ask each other the above questions without referring to the textbook, and answer them.]

Exercise

Here are some more phrases that you can learn and use in daily life. Learn the phrases and then answer the questions below (after first translating the question itself into Gitksan.

Gyax gwi dim yin? "When will you go?"

Gyax gwidis wihl yin? "When did you go?"

Gyax gwi dim 'witxwn? "When will you come?"

Gyax gwidis wihl 'witxwn? "When did you come?"

**** **** **** **** **** ****

Yee 'ni'y k'yoots. "I went yesterday."

Dim yee 'ni'y t'aahlakw. "I will go tomorrow."

Yee 'ni'y Ha'niiyeek. "I went Saturday."

Dim yee 'ni'y ji Ha'niiyeek. "I will go on Saturday."

'Witxw 'ni'y k'yoots. "I came yesterday."

Dim 'witxw 'ni'y ji hihluxw. "I'll come in the morning (i.e. tomorrow morning)."

OK! Study the above phrases, and the exercise on this page and the next one will give you practice in using them. Translate the English questions into Gitksan and then answer them in Gitksan as indicated. Try not to refer to the questions above!

Example:

When did you go? (day before yesterday). Gyax gwidis wihl yin?

Yee 'ni'y gado'ohl k'yoots.

1. When will you come? (on Monday). _____

2. When did you go? (on Thursday). _____

3. When will you go? (on Friday). _____

4. When did you come? (in the evening). _____

5. When did you go? (in the morning). _____

6. When will you come? (tomorrow). _____

7. When did you come? (Tuesday). _____

8. When will you go? (day after tomorrow). _____

9. When did you go? (Wednesday). _____

10. When will you come? (Friday). _____

Exercise

This exercise is more of the same. You will be given several phrases and sentences and then asked to use them in composing the questions and answers that follow. Note that each group of questions and answers has been getting more complicated. You are learning to use more and more difficult sentence constructions in Gitksan.

Neem yin Ruperda? "Are you going to Prince Rupert?"

'witxw 'ni'y goohl Git'a'nma'axs k'yoots. "I came to Hazelton (old name) yesterday."

Dim yee 'ni'y goohl Smithers ji Sxgoogamsa. "I am going to Smithers on Monday."

Dim yee 'ni'y goohl Vancouver silkwsax t'aahlakw. "I am going to Vancouver tomorrow at noon."

Nee dim yin goohl wilpsiipxwa ji Ha'niigilbilsa? "Are you going to go to the hospital on Tuesday?"

Here's your last chance to learn some of these words! Study the sentences above carefully. Then go back and review all of the words and sentences given in the drill and exercise above. When you are ready, go on to translate the questions below into correct Gitksan, and answer them as directed.

Example: When are you going to Victoria? (on Monday). _____

1. When did you come? (I came to Haz. yesterday). _____

2. When are you going? (I am going to Terrace on Tuesday). _____

3. When are you going? (I am going to school today). _____

4. When are you going? (I am going to Rupert on Friday). _____

5. When did you come? (I came to Haz. on Monday morning). _____

6. When are you going? (I am going to the hospital at noon). _____

7. When are you going? (I am going to Vancouver on Wednesday afternoon). _____

Phrases

Here are a few more phrases, just to fill out your inventory of questions and answers as to going and coming.

Neem yina? "Are you going?"

Neem ha'wna? "Are you (singular) going home?"

Neem ha'wsima? "Are you (plural) going home?"

Ee'e, dim ha'w 'ni'y. "Yes, I'm going home."

Dim ha'w 'ni'y ji aliisx. "I'll go home a little later."

Eda ha'wn! "Go home!"

Numbers

Few of you will have gotten to this course without learning how to count in Gitksan. However, for those who may not completely understand the tricky aspects of the "old system", we will spend a few pages describing the way the old Gitksan used to number things. Numbers and the system of counting differs from culture to culture all over the world. Some tribes in Central America have only three numbers and count things "one, two, three, and many". Others have systems that are not based on ten as the English and Gitksan numbers are. Some groups had a counting system based on five (possibly because there are five fingers on a hand) and counted "one, two, three, four, hand, hand-plus-one, hand-plus-two, etc.". Remember that one system of counting is as efficient as another. We just happen to think the one that we are accustomed to is easier.

Well, the Gitksan system of counting is a little harder than the English system. In Gitksan there are different numbers for counting things than there are for animals and fish, and there is still a different system for counting people. The numbers are listed at the bottom of the page. Note that the series of numbers for things is the same as that for animals and fish except for the numbers one, two, and three.

	<u>Humans</u>	<u>Animals & Fish</u>	<u>Things</u>
<i>one</i>	k'yul	k'eekw	k'i'y (am k'i'y)
<i>two</i>	bagadil	t'ipxaat	gilbil
<i>three</i>	gw'um	gwlan (gw'lant)	gwla'l
<i>four</i>	txalpxdul	tk'alpx (or txalpx)	tk'alpx (or txalpx)
<i>five</i>	xwsdinsul	xwsdins	xwsdins
<i>six</i>	k'oo'ldul	k'oo'lt	k'oo'lt
<i>seven</i>	t'ipxoo'ldul	t'ipxoo'lt	t'ipxoo'lt
<i>eight</i>	k'yuxdaa'ldul	k'yuxdaa'lt (or gandoo'lt)	k'yuxdaa'lt (or gandoo'lt)
<i>nine</i>	xwsdimosul	xwsdimos	xwsdimos
<i>ten</i>	xbul	k'yap	k'yap xbi'l (for money)

As we mentioned above, the numbers for things and the numbers for fish and animals are the same except for "one", "two", and "three". The numbers for people differ from the other two sets in "one" through "three" and "ten", as well. The other numbers for people are different only in that they have an ending -dul or -ul.

The Different Numbers for People, Animals (& Fish), and Things

There are no tricks to the categories of things in Gitksan. Remember how we discussed earlier (on page 16) how tricky the English distinction between he, she, and it can be? Boats are "it" except sometimes they are "she"; trees are alive, but are still "it", etc. Well, there are no tricky aspects to the Gitksan numbers for you to worry about. Human beings are counted with the human numbers; all types of animals, snakes, birds, fish, and insects are counted with the animal/fish numbers; and everything else is counted with the numbers for things. People with animal masks on are counted as animals since a mask is thought to transform a person. Ghosts may be thought of as things or people. But, for the most part there will be few instances where you will wonder which set of numbers to use.

In Gitksan, the number comes before the word it numbers, just as it does in English:

- "three houses" gwa'l huwlp
- "two martens" t'ipxaat hat'

Note that the relational hl is used in identifying particular or certain numbered references in sentences. In the examples below, the things are all definitely identified. In some ways, the same sense of definiteness is implied by using the relational hl as we impart to a thing by calling it "the". "I saw the boat." (not a boat, any old boat, or somebody's boat, but the boat!).

- "I see three houses." Gya'a'yhl gwa'lh1 huwlp.
- "I see three fish." Gya'a'yhl gwlanth1 hon.
- "I see three men." Gya'a'yhl gw1unt fiyuxwt.

The relational t is used in the last sentence, and is used with references to people. Note other examples:

- "Three women will go." Dim yeehl gw1unt haanak'
- "I want two people." Baqadil hasaga'y.

In the example above, the people are not specified. Any two people will do. Note that the word "people" is not translated (i.e. there is not a Gitksan word that means "people" in the translation of the sentence). The numbers for people include the idea of persons without

having to actually say it. Here are a few more examples of the use of numbers in sentences.

"Did you cut down any trees?" *Neem linin ligigana?*

"I cut down three trees." *Gwla'l ganhl linin'y.*

"I cut down one tree." *Am k'i'y ganhl genin'y.*

* * * * *

"Mary wants two bentwood storage boxes of berries."

Hasaks Maryhl dilbil galenk ahl maa'y.

"She filled one bentwood storage box."

K'i'yhl galenk midint.

"I filled six large birchbark baskets with berries."

K'oo'lthl 'noo'o ahl maa'y midin'y.

or Midin'y k'oo'lthl 'noo'o ahl maa'y.

Drill

This drill is especially for those of you who do not yet know the numbers. First memorize the numbers so that you can rattle them off! Learn them one set at a time; first the set for people, then the set for animals/fish, and finally the set for things. Keep in mind that the set for things is really the most important, though. When you know them, pair up with a friend or classmate and drill each other. Then go on to complete the brief exercise below to help you learn through writing the numbers. You will need to know the following words.

"rabbit" - *gax*

"spoon" - *hoobix*

"mother(s)" - *nox* (sg.), *qanoonax* (pl.)

Example:

two mothers

five rabbits

1. *four spoons*

2. *eight rabbits*

3. five mothers _____

4. nine spoons _____

5. two mothers _____

6. six rabbits _____

7. eight spoons _____

8. one mother _____

9. two rabbits and three spoons _____

10. one spoon and two mothers _____

11. seven mothers and seven spoons _____

12. ten rabbits and six spoons _____

13. three rabbits, three spoons, & three mothers _____

14. four spoons, five rabbits, & six mothers _____

15. seven rabbits, eight mothers, & nine spoons _____

16. two mothers and a (one) mother _____

17. ten rabbits and ten mothers _____

18. five rabbits, seven mothers, & ten spoons _____

19. one Indian, two Indians, three Indians _____

20. five Indians and a white man _____

Now for more drill you can play the game below. It is a game for two people. You can ask any of the three questions below:

Neehl linnsim ganina? "Did you trap any marten?"

Neem linin ligigana? "Did you cut down any trees?"

Neema gya'ahl ligi aluugigyada? "Did you see any Whitemen?"

Ee'e. _____ ganhl linin'y. "Yes. I cut down _____ trees."

Ee'e. (Xwsdinshl) hathl hapxw'y. "Yes. I trapped (five) marten."

Ee.e. (Xwsdinsul) aluugigyathl gya'a'y. "Yes. I saw (five) Whites."

Your partner is to answer your question with correct response, filling in the blank with the proper number from the list below:

Example:

(*five*) Question: Neem linin ligigana?

Answer: Ee'e. Xwsdinshl ganhl linin'y.

- | | |
|----------|-----------|
| 1. four | 11. six |
| 2. ten | 12. three |
| 3. six | 13. eight |
| 4. seven | 14. nine |
| 5. two | 15. three |
| 6. three | 16. four |
| 7. eight | 17. seven |
| 8. five | 18. two |
| 9. nine | 19. six |
| 10. two | 20. five |

[Note: Why were none of the numbers up above "one"? Can you figure out why we couldn't use one in the answers d, e, or f above? The reason is that d and f are phrased so that they require a number higher than one since they are plural responses. Can you change them so that they could have "one" in the blank?]

The numbers from Eleven to One Hundred

Learning the rest of the Gitksan numbers is no problem, once you have learned the first ten. There is only one set of numbers for counting from eleven onwards. The same numbers are used for counting everything, human, animal, or inanimate thing.

We are used to counting into the thousands, millions, billions, quadrillions, etc. English has a counting system that allows us to count on forever. Gitksan, on the other hand, has numbers only up to one hundred. In the old days there really wasn't any need to count higher than that. Indeed, more than one hundred fish were sometimes caught. But they had measurements for fish: a bundle of fish (dakhlt) was 20 fish. So, one hundred bundles of fish would have allowed them to count up to 2,000 fish. A pretty good afternoon's catch!

Here, then, are the rest of the Gitksan numbers. Note the recurring pattern that will allow you learn them easily. They are all really based on the numbers from one to ten. Study them well and then go on to the exercises on the following pages.

"eleven"	xbi'l dik'i'y
"twelve"	xbi'l diqilbil
"thirteen"	xbi'l diqla'l
"fourteen"	xbi'l ditk'alpx
"fifteen"	xbi'l duxsdins
"sixteen"	xbi'l dikoo'lt
"seventeen"	xbi'l dit'inxoo'lt
"eighteen"	xbi'l dik'yuxdaa'lt
"nineteen"	xbi'l duxsdimoos

(Note: in counting and using numbers, the word gant (or ganhl) is not used. The form di, as in the "teen" words, is used to mean and .

"twenty"	gilbil wil k'yap
"twenty one"	gilbil wil k'yap dik'i'y
"twenty two"	gilbil wil k'yap digilbil
<i>etc.</i>	
"thirty"	gwla'l wil k'yap
"thirty one"	gwla'l wil k'yap dik'i'y

"forty"	txalpx wil k'yap
"forty one"	txalpx wil k'yap dik'i'y
"forty nine"	txalpx wil k'yap duxsdimoos
"fifty"	xwsdins wil k'yap
"sixty"	k'oo'lt wil k'yap
"seventy"	t'ipxoo'lt wil k'yap
"eighty"	k'yuxdaa'lt wil k'yap
"ninety"	xwsdimoos wil k'yap
"one hundred"	(k'i'y dik'yap or k'i'y wil k'yapt) also xwbi'l luuks

Exercise

In this exercise you will again be given phrases to translate from English into Gitksan. However, before beginning try to memorize the numbers so well that you can easily count in your head from one to one hundred. Get together another student and quiz each other in the numbers. When you know them well, then look the numbers over one more time to reassure yourself of the spelling. Then go ahead to work the exercise below.

Examples:

- twelve Indians _____
- sixty one chiefs _____
- forty seven little boys _____
 - fifty eight female chiefs _____
 - seventy six men _____
 - ninety four rabbits _____
 - eighty three hemlock trees _____
 - 16 dogs _____
 - twenty seven large vehicles _____
 - eighteen horses and thirty six chickens _____

9. eighty two Whitemen and nineteen Indians _____

10. seventy three small chickens and thirty nine grouse _____

11. fifty five fish and forty six birds _____

12. four bundles (eighty fish) _____

13. one hundred Frogs and fifty two Wolves _____

14. Thirty six steelhead and twenty seven bullheads _____

15. 17 cats and 63 dogs _____

Exercise

In this exercise, you are to pair up with a friend and again ask each other a question. You answer the question by filling in the blank with the proper number. Ask and answer the question in Gitksan, of course!

Question: "How many fish did you catch?" Nda gabihl honhl mugwin?

Answer: "I caught _____ steelhead and _____ sockeye."

_____ milit di _____ miso'ohl mugw'y.

- | | | |
|----------------------|-------------------------|-------------------------|
| 1. six, eight | 6. four, forty | 11. one hundred,
ten |
| 2. nine, twelve | 7. thirty one, five | 12. eleven, nine |
| 3. one, two | 8. twelve, twenty | 13. sixteen, sixty |
| 4. seven, twenty six | 9. fourteen, forty four | 14. nine, twenty |
| 5. nine, nineteen | 10. three, thirty three | 15. eighty, six |

Arithmetic

You are now ready to start learning how to do mathematics in Gitksan. In this lesson you will learn how to state addition and subtraction problems in Gitksan. It is not particularly difficult! All you have to know are the numbers, which we have just finished learning.

The formula for expressing addition is as follows:

$$2 + 3 = 5$$

gilbil ganhl gwla'l, xwsdins.

Note that the word for "equals" is not translated. The set of numbers for things is used for all of the problems. It never varies at all. Here are a few more examples:

- a) xbi'l ganhl t'ipxoo'lt, xbi'l dit'ipxool'tt. (ten and 7 are 17)
- b) gilbil wil k'yap ganhl xwsdins wil k'yap, t'ipxoo'l wil k'yap.
(20 + 50 = 70)
- c) gwla'l wil k'yap ganhl txalpx wil k'yap digilbil, t'ipxoo'l
wil k'yap digilbil. (30 + 42 = 72)

Exercise

This exercise will give you practice in doing addition in Gitksan. Translate the following problems into Gitksan (including the answer, which you will first have to compute!). The last three have been left blank. Write out problems in Gitksan, and you will be given a turn to read them to the class, who will have to listen to them, understand the numbers and compute the answer. Study the numbers carefully, because you will have to figure out *their* problems.

1. $6 + 9 = ?$

2. $7 + 3 = ?$

3. $8 + 14 = ?$

4. $5 + 31 = ?$

5. $22 + 56 = ?$ _____

6. $33 + 49 = ?$ _____

7. $37 + 26 = ?$ _____

8. $19 + 63 = ?$ _____

9. $17 + 39 = ?$ _____

10. $21 + 74 = ?$ _____

Subtraction Problems

Now that you are experts on addition problems, you are ready to work on subtraction. Subtraction is a bit harder to express in Gitksan, but you will have no trouble learning the formula:

$8 - 3 = 5$

Gwla'l sagyuutxwit ahl k'vuxdaa'lt ii gina sgihl xwsdins.

You say (literally) "three taken away from eight, remains five". Here are a few more examples for you. Try to learn the frame in which you insert the numbers:

_____ sagyuutxwit ahl _____ ii gina sgihl _____

- a) xwsdimoos sagyuutxwit ahl xbi'l dik'oo'lt ii gina sgihl t'ipxoo'lt.
(16 - 9 = 7)
- b) xbi'l dik'i'y sagyuutxwit ahl gilbil wil k'yap digilbil ii gina
sgihl xbi'l dik'i'y. (22 - 11 = 11)
- c) xwsdins wil k'yap digwla'l sagyuutxwit ahl k'yuxdaa'l wil k'yap
ditxalpx ii gina sgihl gwla'l wil k'yap dik'i'y.
(24 - 53 = 31)

Drill

This drill will give you some practice in subtraction, as well as helping you learn the Gitksan numbers even better. Remember, as you do them, that the order of expression of Gitksan subtraction is different from what we say in English. In English we say "eight minus three is five", and in Gitksan we say "three from eight leaves five." We can state it this way --- in English the larger number usually comes first; in Gitksan the smaller number comes first. If you concentrate on the first few problems below, you will soon have the pattern memorized.

Write out the problem and answer in Gitksan.

Example:

$$12 - 7 = (\quad) \underline{\hspace{10em}}$$

1. $11 - 9 = (\quad) \underline{\hspace{10em}}$

2. $19 - 16 = (\quad) \underline{\hspace{10em}}$

3. $21 - 17 = (\quad) \underline{\hspace{10em}}$

4. $14 - 12 = (\quad) \underline{\hspace{10em}}$

5. $15 - 8 = (\quad) \underline{\hspace{10em}}$

6. $13 - 6 = (\quad) \underline{\hspace{10em}}$

7. $25 - 16 = (\quad) \underline{\hspace{10em}}$

8. $33 - 21 = (\quad) \underline{\hspace{10em}}$

9. $45 - 40 = (\quad) \underline{\hspace{10em}}$

Review Exercise

This exercise will give you an opportunity to review the whole lesson. You may want to look back over the material covered in the lesson to refresh your memory. Try to complete the whole exercise without looking back.

1. Count to one hundred in Gitksan a) by tens; b) by fives.
2. Count from thirty to one in Gitksan (i.e. count backwards).
3. What are the days of the week in Gitksan? Now say them backwards from Sunday to Monday.
4. If today is Tuesday, complete the following exercise translating into Gitksan.

Today is _____. _____

Tomorrow is _____. _____

Yesterday was _____. _____

Day after tomorrow is _____. _____

Day before yesterday was _____. _____

5. Translate into Gitksan:

one dog, one knife, one man _____

two women, two drums, two fish _____

three houses, three porcupines, three chiefs _____

ten dollars, ten vehicles, ten Whitemen _____

6. Translate into Gitksan and answer in any way you wish. Write out both the question and the answer.

What day is today? _____

When will you go? _____

Are you going to go to Smithers on Wednesday? _____

7. Complete the following problems and write them out in Gitksan:

$6 + 26 = (\quad)$ _____

$41 - 17 = (\quad)$ _____

$66 + 34 = (\quad)$ _____

$72 - 19 = (\quad)$ _____

8. In the space below, write out a short paragraph using the words that we have studied so far. It may be on any topic you wish, unless the teacher gives you a particular topic to discuss.

REVIEW LESSON

This brief review lesson will give you the opportunity to have some fun going back over the things that you have learned. It is different from the other lessons in the book and, probably, from other reviews that you have done in the past. The difference is that you will have to write the whole lesson as well as learn it. Start with the dialogue. You and the whole class, with the help of the teacher can write the dialogue together.

Dialogue

Write a conversation between two people in the spaces below. Look back at previous dialogues to see how they are written up.

This is a conversation between _____
and _____.

Gitksan

English

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

New Words

Write below any new words that you used in the dialogue. If you didn't need any new words for the dialogue, write in the spaces below some new words that you would like to know. Ask your teacher for new words that you have wanted to know when speaking and realized that you had not yet learned. For instance, you may have wanted to know how to say "false teeth" or "toilet paper" in Gitksan. Now is your chance to find out.

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

Discussion

Learning a language, even a language as difficult as Gitksan, can be a lot more fun if you regularly try to use the language in having a good time. For instance, it is possible to create a lot of fun games using the new language. You can make crossword puzzles, for instance. There are several blanks in the back of the book for making up your own crossword puzzles. When you feel like taking a break from studying, see if you can make up a crossword puzzle. It is a lot harder to make one up than to do one! The crossword puzzle blanks at the back are for making them up...not for doing them. The difference, of course, is that when you make up a crossword puzzle you have the letters in the squares. It's like looking at the "answers" to crossword puzzles that they publish in newspapers the day after they run the puzzle itself. Treat yourself to a crossword puzzle.

There are lots of other possibilities for games. You can play a game such as "What will you do tomorrow?" where everyone in the class has to tell a different thing that they will do. You can play a game called "Where did I go?" in which people try to guess where you went by asking "Did you go to _____?" You can play board games such as Monopoly in Gitksan.

It is especially fun to play competitive games in Gitksan. For instance, you can choose up teams (or have right half of class against the left half of the class) and play games that require keeping score.

Assignment: Think up a game that can be played in Gitksan or which will provide a great deal of exercise in some aspect of the Gitksan vocabulary that you have learned. Come to class prepared to discuss the game, and part of a class period will be spent playing the game that sounds most interesting. You may want to refine the rules of the game a bit after you play it for a while and see the strong points or fun aspects of it. The teacher can use the game that you make up in future years.

Exercise

This exercise is, again, a chance for you to be the teacher and make make up the lesson. Make up a translation exercise from Gitksan to English. Write the Gitksan sentences on the left that are to be translated. Leave the blank on the right empty. Some day you may want to come back and do the exercise that you have made here. The teacher may want you to turn in your workbooks so that he/she can see your exercise. The teacher may even take some of the sentences out of these exercises to use in making up your final exam. Be sure that you review the sentences you have made up carefully before finals!

1. *(Gitksan)*

(English, i.e. leave it blank)

2. *(G)*

(E)

3.

4.

5.

6.

7.

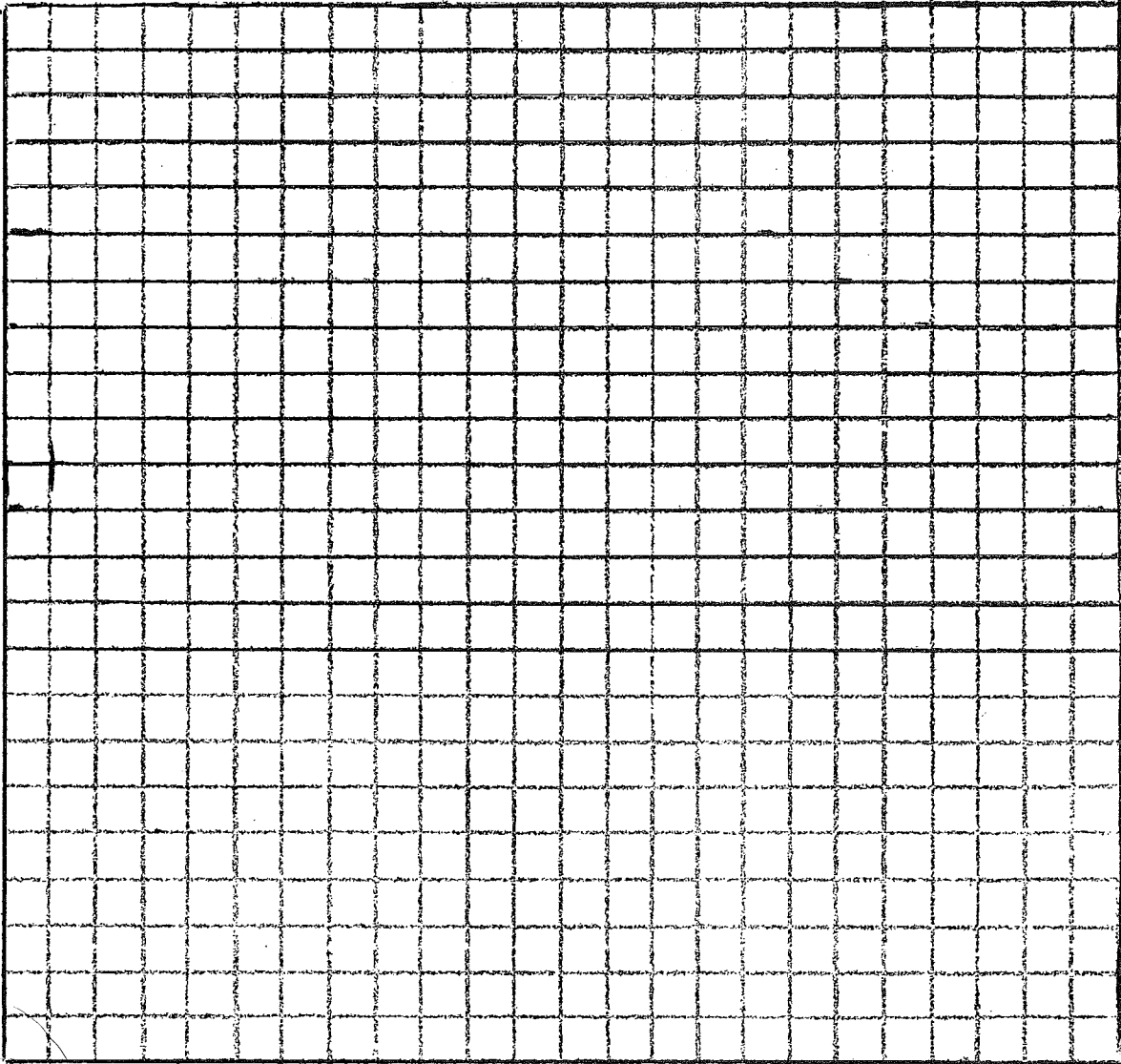
8.

Cartoon

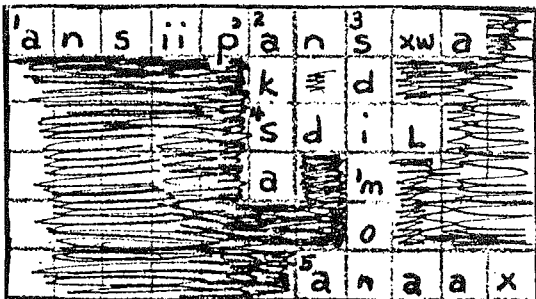
(Use this page to draw a cartoon that either illustrates a dialogue or has a Gitksan caption.)

Appendix

Crossword



Instructions: Work in pencil. Fill in the blanks with Gitksan words. Number the first letter of each and place the number next to the English meaning of each word in the spaces on the righthand facing page. Then fill in all blank spaces in the grid above. Be sure to use only one space for long vowels and compound symbols.



- 1 (across) FRIEND, LOVER

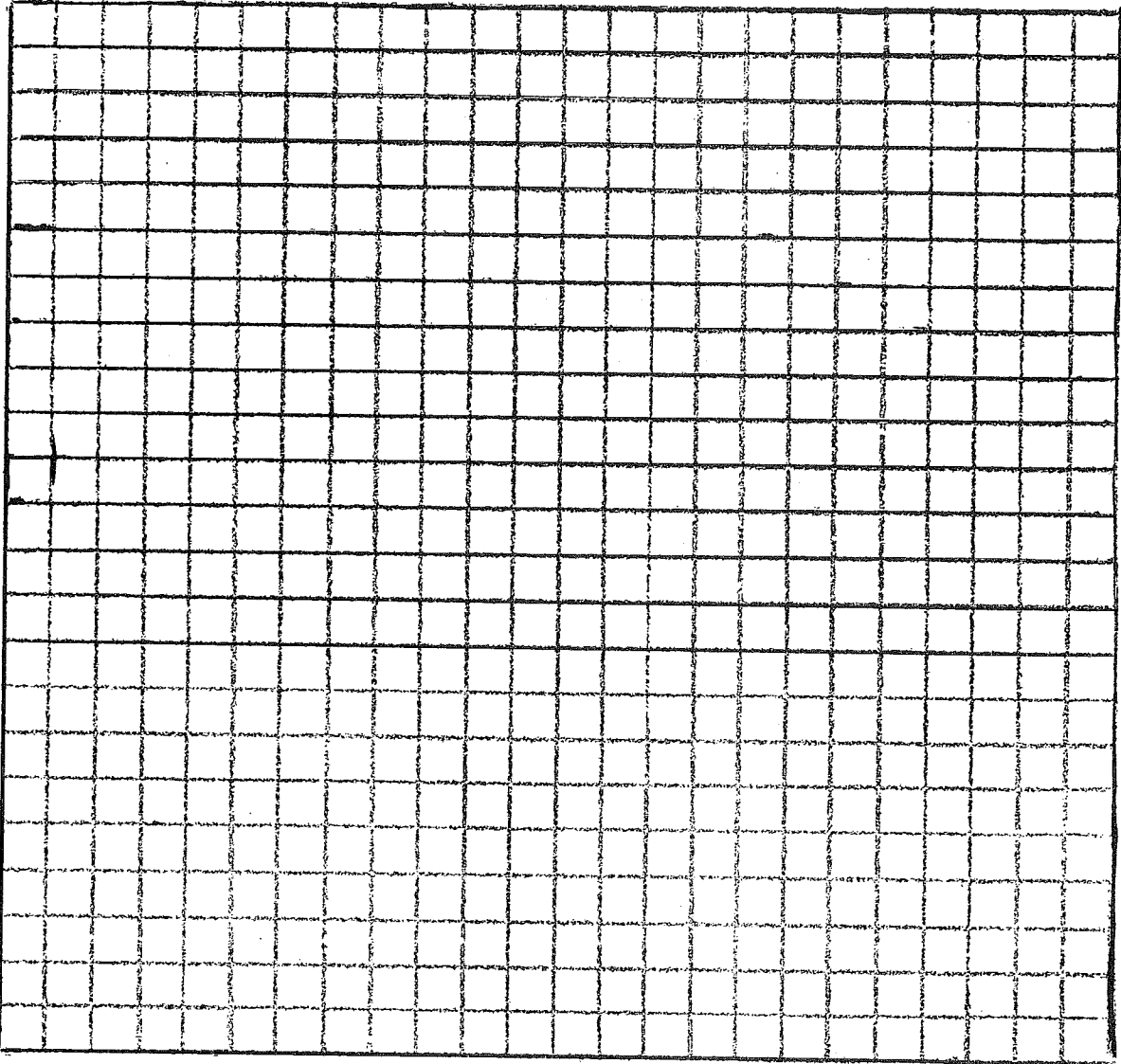
- 4 (across) TO ACCOMPANY

- 5 (across) BREAD

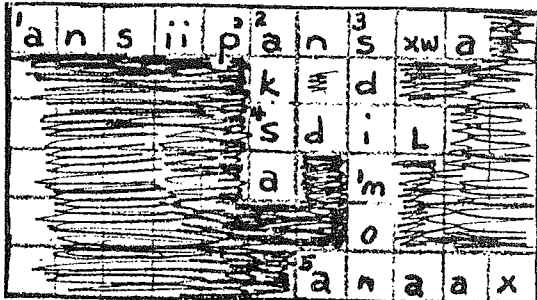
- 2 (down) DRINK, WATER

- 3 (down) HUMPBACK SALMON

Crossword



Instructions: Work in pencil. Fill in the blanks with Gitksan words. Number the first letter of each and place the number next to the English meaning of each word in the spaces on the righthand facing page. Then fill in all blank spaces in the grid above. Be sure to use only one space for long vowels and compound symbols.



1 (across) FRIEND, LOVER

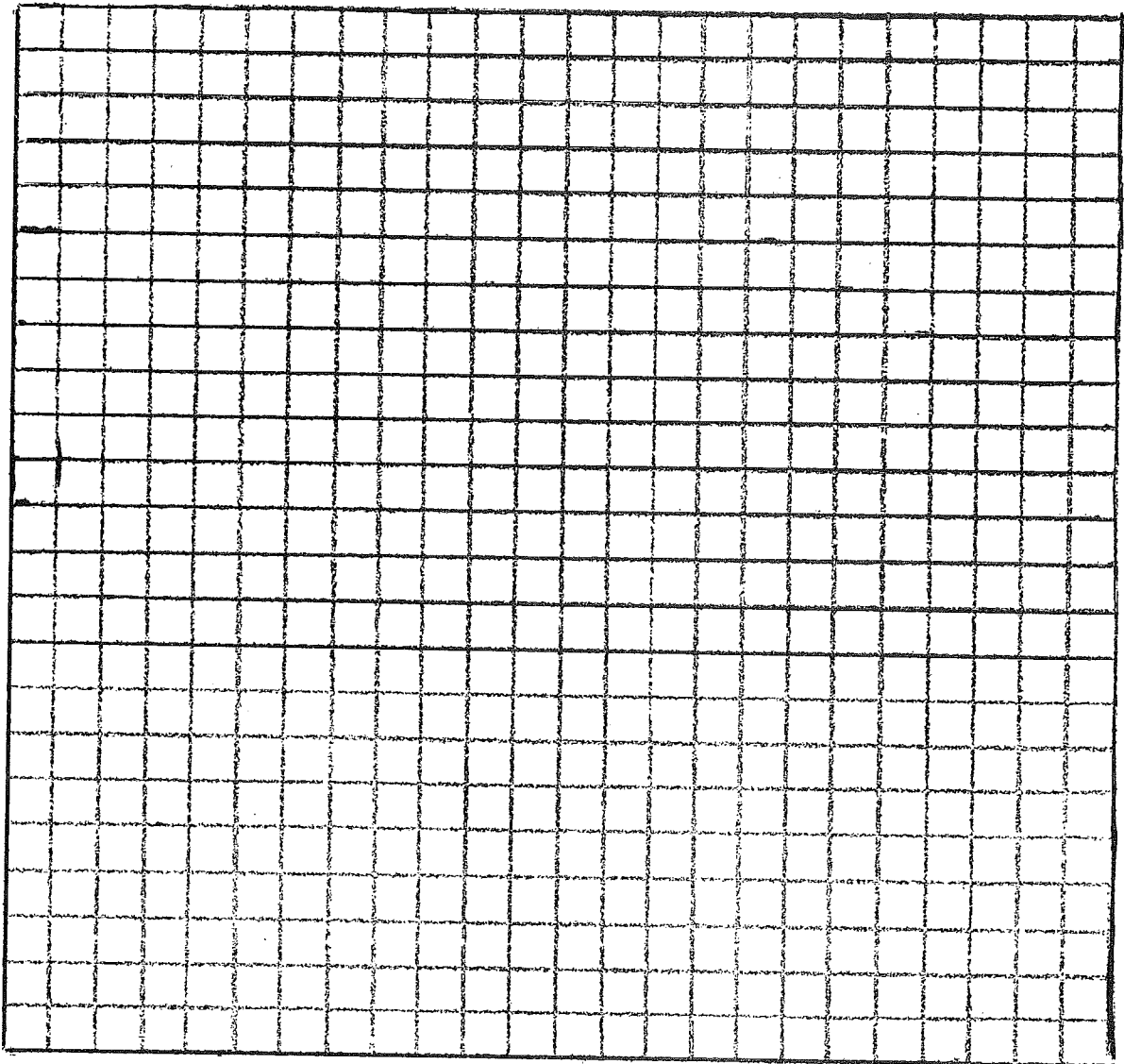
4 (across) TO ACCOMPANY

5 (across) BREAD

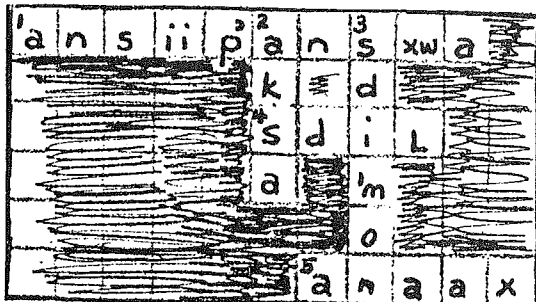
2 (down) DRINK, WATER

3 (down) HUMPBACK SALMON

Crossword



Instructions: Work in pencil. Fill in the blanks with Gitksan words. Number the first letter of each and place the number next to the English meaning of each word in the spaces on the righthand facing page. Then fill in all blank spaces in the grid above. Be sure to use only one space for long vowels and compound symbols.



1 (across) FRIEND, LOVER

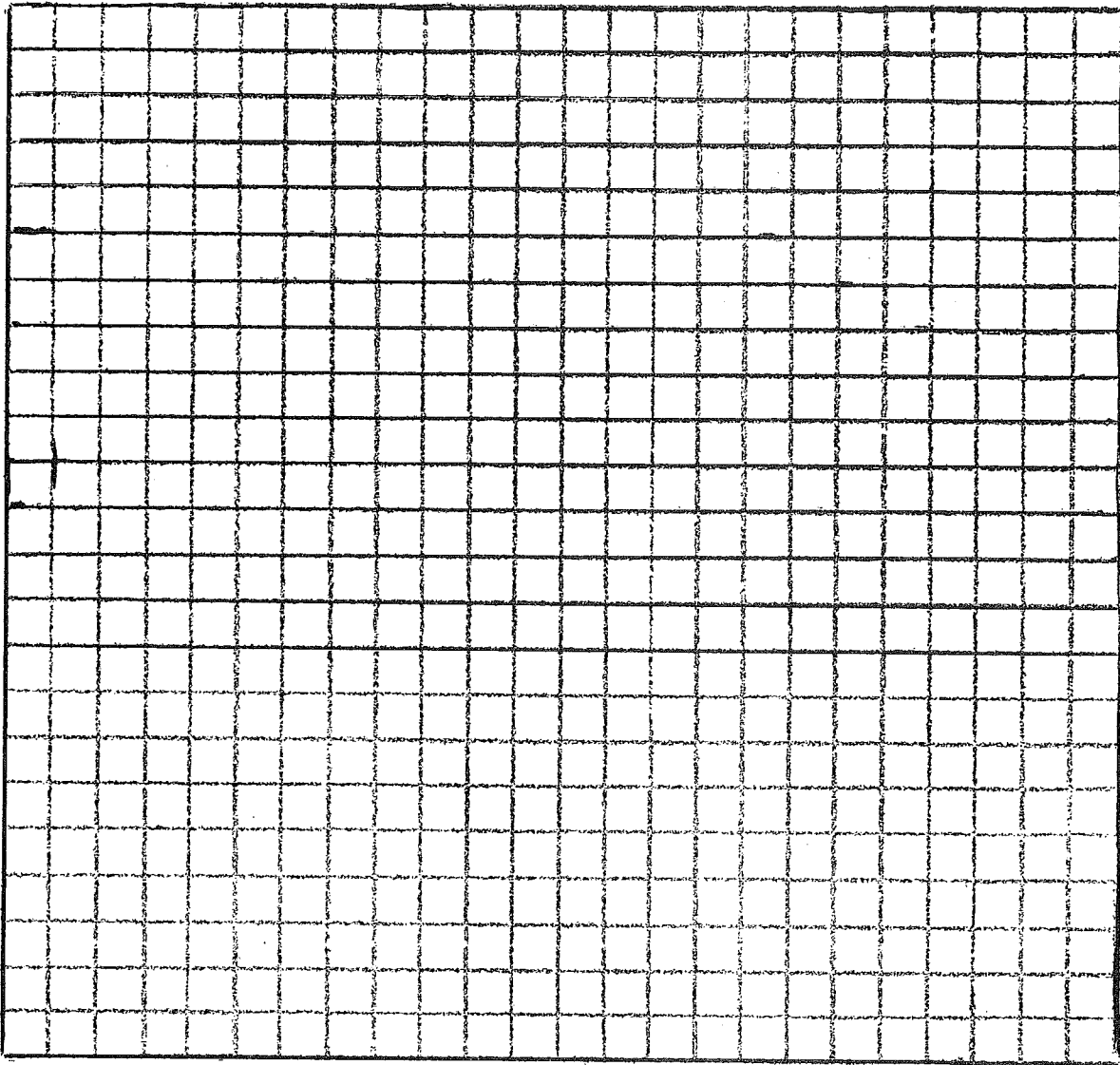
4 (across) TO ACCOMPANY

5 (across) BREAD

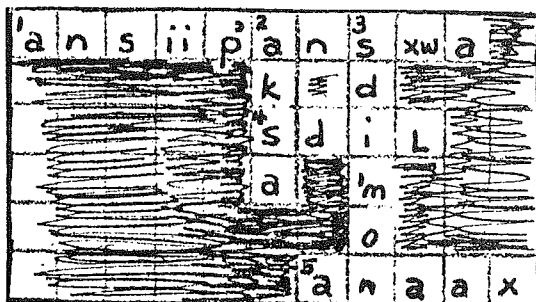
2 (down) DRINK, WATER

3 (down) HUMPBACK SALMON

Crossword



Instructions: Work in pencil. Fill in the blanks with Gitksan words. Number the first letter of each and place the number next to the English meaning of each word in the spaces on the righthand facing page. Then fill in all blank spaces in the grid above. Be sure to use only one space for long vowels and compound symbols.



1 (across) FRIEND, LOVER

4 (across) TO ACCOMPANY

5 (across) BREAD

2 (down) DRINK, WATER

3 (down) HUMPBACK SALMON

Notes

Notes

Notes

