LOUCHEUX LANGUAGE LITERACY WORKSHOP

YUKON NATIVE LANGUAGE CENTRE
WHITEHORSE, YUKON
MAY 5, 6, 7, 1987

INSTRUCTED AND HOSTED BY:
YUKON NATIVE LANGUAGE CENTRE
WHITEHORSE, YUKON
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PARTICIPANTS

INTERNATIONAL GWICH'IN LANGUAGE COMMISSION

SCHEDULE

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ROBERT McDONALD MATERIALS

TAKUDH / TUKUDH

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BODY PARTS:  ENNA VITTREKWA

GROUNDHOG DAY LEGEND:  RUTH CARROLL

OLD CROW REPORT CARD:  ROSIE KAY AND HELEN CHARLIE
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<tr>
<th>NAME</th>
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<tr>
<td>Ms. Ruth Carroll</td>
<td>NLIP, Whitehorse</td>
<td>668-5561 (home)</td>
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<td></td>
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<td>667-7301 (work)</td>
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<td>Ms. Helen Charlie</td>
<td>Old Crow, Yukon</td>
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<td>Mr. William Firth</td>
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<tr>
<td>Ms. Jo-Anne Johnson</td>
<td>YNLC, Box 2703</td>
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<tr>
<td>Mr. Lincoln Tritt</td>
<td>Arctic Village</td>
<td>(907)587-5226</td>
</tr>
<tr>
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<td>Alaska, 99722</td>
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<tr>
<td>Ms. Enna Vittrekwa</td>
<td>P. O. Box 33</td>
<td>920-6340 (work)</td>
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<td>873-5629 (home)</td>
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<td>Old Crow, Yukon</td>
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<td>Town</td>
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<td>Ruth Carroll</td>
<td>Whitehorse, Yukon</td>
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**LOUCHEUX (GWHICH'IN) ALPHABET**

"Lip Sounds"

1. **b**
   - bëebii
   - batl'a'
   - **baby**
   - "name"

2. **v**
   - Van Tat
   - voozrì'
   - dachaavał
   - vinlì'
   - vigin
   - **Crow Flats**
   - **his/her name**
   - **toboggan**
   - **his/her hand**
   - **his/her arm**

3. **m**
   - mà'
   - màamaa
   - **milk; teat**
   - **mom**
"L = family"

<p>| | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>tl</td>
<td>ch'iltle</td>
<td>cartilage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>jak tloor</td>
<td>boiled berries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gwijaatle</td>
<td>it caught fire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>gwaatleee</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>dl</td>
<td>dlak</td>
<td>squirrel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>adlaa</td>
<td>he/she is laughing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lidlii</td>
<td>key</td>
</tr>
<tr>
<td>3</td>
<td>tl'</td>
<td>gwiltlee</td>
<td>later on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tl'yah</td>
<td>rope</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tl'oo</td>
<td>gray</td>
</tr>
<tr>
<td>4</td>
<td>$</td>
<td>luk</td>
<td>fish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ni'gaf'aa</td>
<td>they skinned it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lat</td>
<td>smoke</td>
</tr>
<tr>
<td>5</td>
<td>l</td>
<td>aagal</td>
<td>he/she is running</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chehluuk</td>
<td>loche fish</td>
</tr>
</tbody>
</table>
Listening Exercise: "L = family"

tl, dl, tl', l, l

1. lidlii
   key
   dl, l
2. wilì'
   I don't know
   l
3. jidli tlik
   something "ragged"
   tl
4. hihlyaa
   I will be
   l
5. chehlük
   loche fish
   l
6. ihdlàa
   I'm laughing
   dl
7. ìh
   hook
   l
8. tl'yah
   rope
   tl'
9. gwijàatlee
   it caught fire
   tl
10. tl'oo
    grass
    tl'
"Alveolar Sounds"

1. **t**
   - **too**
   - **tòog (A. V.)**
   - **tòh**
   - **tah**

   **night**
   **cane**
   **insole**

2. **d**
   - **dats' an**
   - **daii (A. V.)**
   - **dæ'æ (A. V.)**

   **ducks**
   **spring**
   **fly**

3. **t'**
   - **t'eh**
   - **t'oo**
   - **t'aa (A. V.)**

   **feather**
   **cottonwood**

4. **n**
   - **nîlii**
   - **năn**
   - **vanàn**

   **he/she is**
   **you**
   **his/her back**

5. **nd**
   - **nindëe**
   - **ndëg (A. V.)**
   - **ndòo**

   **your eyes**
   **I don't know**
   **further ahead**
**Listening Exercise: Alveolar Sounds**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>t</td>
<td>d</td>
<td>t'</td>
<td>n</td>
<td>nd</td>
</tr>
<tr>
<td>1.</td>
<td>dinjii</td>
<td>man</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>vagwat</td>
<td>his/her knee</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>gwit'eh</td>
<td>under it</td>
<td>t'</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>doo</td>
<td>driftwood</td>
<td>d</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>ndoo</td>
<td>ahead</td>
<td>nd</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>tah</td>
<td>socks/insole</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>taih</td>
<td>hill</td>
<td>t</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>t'ihihch'yaa</td>
<td>I will be</td>
<td>t'</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>athatan</td>
<td>it's frozen</td>
<td>t, n</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>t'aih</td>
<td>power, strength</td>
<td>t'</td>
<td></td>
</tr>
</tbody>
</table>
**Interdental Sounds**

1. **tth**
   - tthaa
   - tthah tsal
   - yeetthən
   - ground squirrel
   - needle
   - way down the bank

2. **ddh**
   - ddhah
   - dèeddhoo
   - daatləh ddhək
   - mountain
   - skin scraper
   - soap powder

3. **tth'**
   - tth'an
   - ch'ijliittθ'ak
     - ejliitθ'ak
     - nileetθ'ak
   - bone
   - he/she understands
   - ring

4. **th**
   - thəh
   - athatan
     - thoochən
     - thohchən
   - belt
   - it is frozen
   - tree branch

5. **dh**
   - dəadhənũu
     - didhɨn̄yəa
   - tsėeddəhə
   - adhəh
     - ch'ad̃həh
   - shut up!
   - money
   - a skin
### Listening Exercise: th and dh

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<th>dh</th>
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<tbody>
<tr>
<td>1</td>
<td>dehthat</td>
<td>up(wards) th</td>
</tr>
<tr>
<td>2</td>
<td>gwadaadhal</td>
<td>moving fast dh</td>
</tr>
<tr>
<td>3</td>
<td>tseddho</td>
<td>money dh</td>
</tr>
<tr>
<td>4</td>
<td>theetoh</td>
<td>portage th</td>
</tr>
<tr>
<td>5</td>
<td>chehlük dhat</td>
<td>loche liver dh</td>
</tr>
<tr>
<td>6</td>
<td>ahatan</td>
<td>it's frozen th</td>
</tr>
<tr>
<td>7</td>
<td>gwadhaitsali</td>
<td>I made it dh</td>
</tr>
<tr>
<td>8</td>
<td>giiniindhan</td>
<td>they want dh</td>
</tr>
<tr>
<td>9</td>
<td>naanithidii</td>
<td>he sat down again th</td>
</tr>
<tr>
<td>10</td>
<td>dàadhìinuu</td>
<td>shut up dh</td>
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**Listening Exercise: kh and gh**

<p>| | | | |</p>
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<tr>
<td>1</td>
<td>kho</td>
<td>raft</td>
<td>kh</td>
</tr>
<tr>
<td>2</td>
<td>khyä</td>
<td>trap</td>
<td>kh</td>
</tr>
<tr>
<td>3</td>
<td>jidli ghoo</td>
<td>something round</td>
<td>gh</td>
</tr>
<tr>
<td>4</td>
<td>aih ghat</td>
<td>he's lacing a snowshoe</td>
<td>gh</td>
</tr>
<tr>
<td>5</td>
<td>kholh</td>
<td>thorns</td>
<td>kh</td>
</tr>
<tr>
<td>6</td>
<td>shkhaa</td>
<td>I'm packing it</td>
<td>kh</td>
</tr>
<tr>
<td>7</td>
<td>vik'lighë</td>
<td>because of it</td>
<td>gh</td>
</tr>
<tr>
<td>8</td>
<td>tai ghëh</td>
<td>beside the trail</td>
<td>gh</td>
</tr>
<tr>
<td>9</td>
<td>vichligha</td>
<td>his/her brains</td>
<td>gh</td>
</tr>
<tr>
<td>10</td>
<td>khè jaanch'uu</td>
<td>be still</td>
<td>kh</td>
</tr>
</tbody>
</table>
### Velar Sounds

1. **k**
   - jak
   - zhàk
   - kaiidrál

2. **g**
   - gwich'in
   - geh
   - gwíintsál

3. **k'**
   - diik'ee
   - k'àiì
   - K'ì'k'avihchìk
   - "I want to carry around an arrow"

4. **kh**
   - khaiinjii
   - khái
   - kheh

5. **gh**
   - gehghee
   - gehghè'
   - geeghee

*berries, down, toes, perhaps, maybe, rabbit, a little bit, gun, willow, almost, winter, goose, beside it, rabbit fur, moreover*
1. Jii nich'it t'iinch'uu.
   Taish dik nahadik.

2. Nich'it jak nahtsii.

3. Jak zraii choo gwanlii. (Old Crow)
   Jak choo gwanlii. (Arctic Village)
   Jak zheii goonlii. (Fort McPherson)
   Jak diniiinchii goonlii. (Ruth)

4. Jii t'ee shih tthoo. (Artic Village)
   Jii t'at shih t'iinch'uu. (Fort McPherson)
   Jii shih t'iinch'uu. (Old Crow)
   Shih taish dik nahadik. (Old Crow)
   Taish kat gwa'an neehidik. (Arctic Village)

5. Shih jak zraii naajaa. (Old Crow)
   Shih jak zheii naajaa. (Fort McPherson)
   Shih jak naajyaa. (Arctic Village)
   Jak andaii. (Old Crow)
   Akaii. (Arctic Village)
   Gwiinzii vagwaandaaii. (Ruth)
Talking Book (continued)

6. Nich'it shih nijil'in. (Old Crow)
   Nich'it tsal neel'in. (Arctic Village)
   Nich'it tsal shih khajaa'in. (Ruth)

7. Shih nich'it nijil'in. (Old Crow)
   Shih nich'it tsal neel'in. (Arctic Village)
   Shih nich'it tsal khajaa'in. (Ruth)
   Ninihligijil'in.

8. Nich'it shih ch'i' tr'anaaghoo. (Old Crow)
   Nich'it shih ch'i' tr'inaangik. (Fort McPherson)
   Nich'it tsal shih ts'i' tr'anaagik. (Arctic Village)
   Shih nich'it ch'i' tr'anaaghoo. (Old Crow)
   Shih nich'it ch'i' tr'inaangik. (Fort McPherson)
   Shih nich'it tsal shih ts'i' tr'anaagik.

(NOTE: tones were not transcribed in this exercise)
### VOWELS

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<td>i</td>
<td>Gwich'in</td>
<td>(he/she lives (there))</td>
</tr>
<tr>
<td>e</td>
<td>geh</td>
<td>(rabbit)</td>
</tr>
<tr>
<td>a</td>
<td>khah</td>
<td>(packsack)</td>
</tr>
<tr>
<td></td>
<td>yeedak</td>
<td>(up)</td>
</tr>
<tr>
<td>o</td>
<td>khehloki</td>
<td>(all alone)</td>
</tr>
<tr>
<td>u</td>
<td>łüh</td>
<td>(dust)</td>
</tr>
<tr>
<td>aii</td>
<td>aii</td>
<td>(that)</td>
</tr>
<tr>
<td></td>
<td>aih</td>
<td>(snowshoe)</td>
</tr>
<tr>
<td>ii</td>
<td>srii</td>
<td>(knife)</td>
</tr>
<tr>
<td></td>
<td>niinji           (lynx)</td>
<td></td>
</tr>
<tr>
<td>ee</td>
<td>teetl'it</td>
<td>(at the head (waters) of the river)</td>
</tr>
<tr>
<td>aa</td>
<td>adlaa</td>
<td>(he/she is laughing)</td>
</tr>
<tr>
<td></td>
<td>kwaa</td>
<td>(not)</td>
</tr>
<tr>
<td>oo</td>
<td>tl'oo</td>
<td>(grass)</td>
</tr>
<tr>
<td>uu</td>
<td>łuu</td>
<td>(ice)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>taih</td>
<td></td>
</tr>
<tr>
<td>ai'</td>
<td>dai'</td>
<td>time when</td>
</tr>
<tr>
<td>aih</td>
<td>daih</td>
<td>grouse</td>
</tr>
<tr>
<td>aii</td>
<td>daii</td>
<td>springtime</td>
</tr>
<tr>
<td>aii'</td>
<td>daii'</td>
<td>fly</td>
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16
EXPRESSIONS

jaiinch’uk  why, or too much of, why so much, overdoing
jaiinch’uk nahshii  she’s too crazy. (Old Crow, Fort McPherson
t’ikhit  too much. (Arctic Village)
daneesrit ts’at t’ijiinyuu  absolutely! (Old Crow, Fort McPherson
daneesrit ts’at t’iinyaa  absolutely! (Arctic Village)
łaanch’i hah  very, very much
łaanch’yaa  very, very much
łyaà t’iinuu  you are right on - “really”.
gwiràh hee  right on. (Old Crow)
gwiràa hee  right on.
gwìzràii hee  right on. (Arctic Village)
aanàii lyaa  come here. (Fort McPherson)
aanàii làa  come here. (Old Crow, Jane)
aanàii lyah  come here. (Old Crow, Helen)
aanàii lyaa  come here. (Arctic Village)
àn laa  move away, excuse me. (Fort McPherson)
àn lyàaa  move away, excuse me. (Arctic Village)
nah’ii lyaa  take a look at. (Fort McPherson)
shii lee?  how about me? (Fort McPherson)
shii lyaa?  how about me? (Arctic Village)
Expressions (continued)

lèe - question marker

This word can appear at different places in a sentence.

Aii dinjii dinjik dhàłkhàii "That man killed a moose"
that man a moose he killed

lèe can appear as follows:

1. lèe aii dinjii dinjik dhàłkhàii?
   Did that man kill a moose?

2. Aii lèe dinjii dinjik dhàłkhàii?
   Is that the man who killed a moose?

3. Aii dinjii lèe dinjik dhàłkhàii?
   Did that man kill a moose?

4. Aii dinjii dinjik lèe dhàłkhàii?
   Did that man kill a moose?

5. Aii dinjii dinjik dhàłkhàii lèe?
   Are you talking about the man who killed the moose?

Another example:

Aii tr'ìinjöö didinjii eenjit thàl ooviìinkàt
that woman her husband for pants she bought
"That woman bought pants for her husband"

lèe can appear as follows:

1. lèe aii tr'ìinjöö didinjii eenjit thàl ooviìinkàt?
   Did the woman buy pants for her husband?
2. Aii lèe tr'linjòo didinjìì eenjìt thàl ooviinkàt?
Do you mean the woman that bought pants for her husband?

3. Aii tr'linjò lèe didinjìì eenjìt thàl ooviinkàt?
Did that woman buy pants for her husband?

4. Aii tr'linjòo didinjìì lèe eenjìt thàl ooviinkàt?
This sentence rejected by some participants. For others it means:
"Did that woman buy pants for her husband?"

5. Aii tr'linjòo didinjìì eenjìt lèe thàl ooviinkàt?
Did that woman buy pants for her husband?

6. Aii tr'linjòo didinjìì eenjìt thàl lèe ooviinkàt?
Did that woman buy pants for her husband?

7. Aii tr'linjòo didinjìì eenjìt thàl ooviinkàt lèe?
Do you mean that woman who bought the pants for her husband?
(Questions "that woman")
It is getting to be spring.

sreenyàa gwats'à' gweedhàa.  
Old Crow
sreendit gwats'ò gweedhàa.  
Fort McPherson
sreendit gwats'ât gweedhàa.  
Arctic Village

The lake ice is melting.

vankat tan naaghwàai.  
Arctic Village
vankat tan naaghàií.  
Old Crow
vankat tan toojíilit.  
Fort McPherson

What animal skin is this?

jii jidìi dhàh t'iinch'yàa?  
Arctic Village
jii jidìi nindhòn t'iinch'ùù?  
Old Crow
jii jidìi dhòn t'iinch'ùù?  
Fort McPherson

This is a caribou skin.

jii vadzaih dhàh t'iinch'yàa.  
Arctic Village
jii vadzaih dhòn t'iinch'ùù.  
Old Crow

What is he/she doing?

dèe'in?
zhik dàdì'in.
dàdì'ìn.
Curriculum Guide (continued)

He/she is tanning a skin.
ch'adhâh ahhâi.
ch'adôh ahsâi.
adôh ahsâi.

This is a spider.
jjî gwideedrii t'iîinch'yâa.
jjj gwideedrii t'iîinch'ûuu.
jij gwideedrii t'iîinch'ûuu.

This is a blackfly.
jjj dâî'î t'iîinch'yaa.
jjj dâii'î t'iîinch'ûu.

This is a mosquito.
jjj k'îî t'iîinch'yâa.
jjj ch'îî t'iîinch'ûu.

This is a worm.
jjj gyuu t'iîinchyâa.
jjj gyuu t'iîinch'ûu.

This is a butterfly.
jjj nanût'ee t'iîinch'yâa.
jjj nanuht'ee t'iîinch'ûu.
What is the worm doing?

zhıt̸  guyụ̀  dèə̀ 'ın?
zhik  guuu  dàdlı̮ ̀ 'ın?
guuu  dàdlı̮ ̀ 'ın?

The worm is crawling around.

gyu  neehi̊ji̊jùù.
gyuu  nahadijùù. (nahadigoo)
### ANALYSIS OF NOUNS

*(Fricative voicing and tonal alternations)*

1. **This is a fish.**
   - This is my fish.  
   - This is a lake fish.
   - 'fish' - alone
   - 'fish' - possessed/compound

2. **This is a dog.**
   - This is our dog.
   - This is a whiteman dog.
   - 'dog' - alone
   - 'dog' - possessed

3. **This is a belt.**
   - This is their belt.
   - This is an old-style belt.
   - 'belt' - alone
   - 'belt' - possessed/compound

4. **This is a star.**
   - This is a winter star.
   - This is my (cut-out) star.
   - 'star' - alone
   - 'star' - possessed/compound

The examples provided illustrate various noun forms and their tonal and fricative voicing alternations, typical of the language under study. Each example is followed by its tone-marked form, showing how the tonal and fricative features change in different grammatical contexts.

- For example, "This is a fish." is contrasted with "This is my fish." showing the difference in tonal and fricative voicing.

- "fish" alone versus "fish" possessed/compound exhibits how the pronunciation changes with possession.

- "This is a dog." is compared to "This is our dog." highlighting the tonal and fricative alternations in possession.

- "This is a belt." and "This is their belt." demonstrate the contrast in possessive forms.

- "This is a star." is compared with "This is a winter star." showing variations in tonal and fricative features.

- "star" alone versus "star" possessed/compound illustrates the pronunciation changes.

These examples are pivotal in understanding the linguistic structure and nuances of the language, particularly in how tones and fricative voicing shift in different grammatical contexts.
Analysis of Nouns (continued)

5. This is a knife.
   This is her knife.
   This is an Indian knife.

   'knife' - alone
   'knife' - possessed/compound

6. This is a trap.
   This is your trap.
   This is a wolverine trap.

   (trap for a wolverine)

   This is a wolverine's trap.
   (as in a story, for example)

   'trap' - alone
   'trap' - possessed/compound

7. This is a sled.
   This is you guys' sled.
   This is an Alaskan sled.

   'sled' - alone
   'sled' - possessed/compound
### SUMMARY OF NOUN CHANGES

<table>
<thead>
<tr>
<th>Noun</th>
<th>Original</th>
<th>Possessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>Ɂuk</td>
<td>lǜk</td>
</tr>
<tr>
<td>dog</td>
<td>Ɂaii</td>
<td>lìk</td>
</tr>
<tr>
<td>belt</td>
<td>thoh</td>
<td>dhò or dhàa</td>
</tr>
<tr>
<td>star</td>
<td>sàn'</td>
<td>sàn'</td>
</tr>
<tr>
<td>knife</td>
<td>s̲rii</td>
<td>zrìi' / zrìi (A.V.)</td>
</tr>
<tr>
<td>trap</td>
<td>khyah</td>
<td>khyàa / khyàh (Ft. Mc)</td>
</tr>
<tr>
<td>sled</td>
<td>khał</td>
<td>ghàl</td>
</tr>
</tbody>
</table>

### SUMMARY OF PRONOMINAL PREFIXES

<table>
<thead>
<tr>
<th>Possessor</th>
<th>Pronominal Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>shì</td>
</tr>
<tr>
<td>your</td>
<td>ni</td>
</tr>
<tr>
<td>his/her</td>
<td>vi</td>
</tr>
<tr>
<td>our</td>
<td>nikhwi / nakhwa</td>
</tr>
<tr>
<td>you guys'</td>
<td>nikhwi / nakhwa</td>
</tr>
<tr>
<td>their</td>
<td>goo</td>
</tr>
</tbody>
</table>
## TUKUDH/TAKUDH

**McDONALD WAY**

<table>
<thead>
<tr>
<th>Tukudh</th>
<th>REvised</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takudh</td>
<td>Dagoo</td>
</tr>
<tr>
<td>Tukudh</td>
<td></td>
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</table>

**McDONALD WAY**

<table>
<thead>
<tr>
<th>Kunnizzi</th>
<th>Ganiizhii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koosh</td>
<td>Gush</td>
</tr>
<tr>
<td>Koe</td>
<td>Goo'e'</td>
</tr>
<tr>
<td>Kendi</td>
<td>Gendi</td>
</tr>
<tr>
<td>Kendo</td>
<td>Gehndoo</td>
</tr>
<tr>
<td>Teya</td>
<td>Diyah</td>
</tr>
<tr>
<td>Sintenehlyin</td>
<td>Shint'eh nil'in</td>
</tr>
</tbody>
</table>
(EVENING PRAYER FOR A VERY YOUNG CHILD)

TRINYUN KWYENDO KETCHID ENJIT KHAHTSUT GICHINGHIK


Re-transcribed:

Tr'inin Gwiyendo K'eejit eenjit Khàhts'at Gjiainjik.

Zhee Kak Gwîl', hâi', nintl'ëjih'ài jûk drin shik'änadhąhłti. Khâzhâk t'îgwidich'uu hâh nits'ât needinishizhit. Jûk drin tehk'ôo t'îshi'în' Jesus nîdinjì' vet'sîtriiniidhan k'îghè' shî'oo'ân gwichiinlîi. Ch'înk'yûu sruudidinuu shintl'änîlîi, gashootinahchyaak akôô shîts'ât trîteendal geenjit. Thân' shû' egwîjîch'uu nîrizî t'îshi'în. Gôô nîgwîts'ât tr'îgwiinjîi gwit'âiinjidîch'uu. Gwîzhîi akôô t'aih shintl'änîlîi, gwîgîzîi akôô ch'îgwiîjû'ee ts'ât gwihihndîi geenjit. Jûk too vah nîrizî shîts'ân nîhahtsîi, akôô nîhkaa drin sriigwindâi hâh khachîviîshi'â'.

Gwit'îinîththan datthak gwîgîzîi goots'ât t'inîdi'în. Datthak nîgîinat zhânggôlî', akôô nîts'ât zhângoodâi'. Dinjîi datthak nyâh gagoodandâi', akôô nik'ègoojî'. Shoodhadhâhch'ëiî ti'yåå zhee kak nîdinjî' Jesus Christ k'îghè'. Amen.
GROUNDHOG DAY LEGEND
LOUCHEUX VERSION BY RUTH CARROLL
VIHSHUU DRIN GWANDAK

Jii gwandak zrit adài' gwinoo niinzhit vàh nan goodlit kat giiyagwaandak.

Akòo diginuu, vihshuu zrit, nohuuts'ani (February) vidrin neekái danh, sri' nií'ai'ii goozhik da'an gwits'at khanadík jì' zrit digwàrzàii nadah'ik ts'àt tr'oochít gwadeedhàa hee zhùu da'an gwiizhùù nàjat hàh k'eegwadaadhàk vitr'ahnuù.

Jùu dìì'íh jì' tth'aaìhee drin k'ideetak nihk'íiitìk gahshùk gwehnnèèk'oo gwinùù.

Gòo sri' nií'aih kwàh ts'àt digwàrzà'íi ch'íi' nahaaghoh kwàh jì' at'at khànkh nakhwàn gwahahgwan' gwinùù.

Jùk khàiìi zrit vihshuu digwàrzà'íi nàh'íi kwàa gwinùù khànkh nakhwàh gwahahgwan' gwìch'in.
Transcription of Old Crow Report Card

Shoozri': Rosie Kay and Helen Charlie

Tr'inin voozri'________________.

Report: How hard she/he works
Nits'oo dëe gwitr'it t'igwah'ìn

Good
Gwiinzii gwitr'it t'igwah'ìn

Satisfactory
Gwiintsal gwitr'it t'igwah'ìn

Unsatisfactory
Gwitr'it t'igwah'ìn kwaa

Achievement: How well they speak
Nits'oo dëe giinkhìi

Good
Gwiinzii giinkhìi

Satisfactory
Gwiintsal giinkhìi

Unsatisfactory
Gwiinzii giinkhìi kwaa