

Tahltan Verb Classifiers: the Basics

by Louise S. Framst, B.Ed.

*This book is dedicated to
fellow language learners in Dease Lake
with love and laughter*

About the illustrations

All illustrations in this book are public domain clip art from a site that has been vetted as being public domain with royalties. Unlimited use for commercial or non-commercial purposes.

About this study booklet:

This study booklet was created as a final project for LING 811 at Simon Fraser University. The Instructor was John Lyons, PhD. February 2018. It is reformatted to match the format of the other booklets in the *Tahltan Verb Classifier* series, with minor corrections of typos. The other three booklets build on this, the first study booklet.

About the assignment:

One of the choices for the final assignment for LING 811 was to write a grammar chapter for our heritage language. The instructor stated that the preference was for us to write about an undocumented grammatical structure.

My choice was to write a paper on Verb Classifiers for the Tahltan language. I found only one mention of Verb Classifiers in written materials about Tahltan language. From my research into the topic, Tahltan Verb Classifiers have never been documented.

The information in this document was taken from Tahltan language instruction notes and from fluent speakers attached to the language sessions. Special thanks to Elder Jenny Quock for proofreading for accuracy, to Sonia Dennis for her feedback as a fellow language student and former teacher of Tahltan in SD#87, and to Amber Blenkiron, Linguistics Instructor for Tahltan Revitalization Program, for feedback.

Final confirmation about the accuracy of information re; verb classifiers is from fluent speakers who not only speak Tahltan, but who also read and write our language:

Odelia Dennis, B.Sc., Language Instructor, MA candidate

Angela Dennis, a born-to-Tahltan speaker, Language Instructor.

A word of encouragement to students:

Sometimes the word 'grammar' makes our brain cringe. Some of us (most?) have had unhappy experiences with grammar lessons in schools. Or maybe we simply forgot that we had ever heard about *nouns, verbs, adjectives*, and a whole lot more *terms*. Then there are those who get excited about grammar lessons. Perhaps they enjoy the thrill of discovering grammar rules.

And, that is what grammar is: *a set of rules that are used to make any language*. In this booklet, you will be introduced to the set of grammar rules about Tahltan verb classifiers. It is the hope of the author that you enjoy the experience. That you are not cringing as you work through the pages. That you learn all six verb classifiers and the rules that govern them.

And, maybe, you will even have fun while doing so.

Tahltan Verb Classifiers: the Basics

Part 1: About Verb Classifiers

In this section, we will learn about a group of verbs in Tahltan called Verb Classifiers. We will look at:

- What are Verb Classifiers?
- How many are there?
- What do the classifier suffixes mean?
- How is the verb with the verb classifier created?
- How do we use them in a sentence?
- Why are verb classifiers important?
- What belongs in each class?
- Suggestions for learning the classifiers.

Reminder:

- Action words are verbs
- We have seen how verbs in our Tahltan language are made up of a *root word* (also called a *stem*) with affixes (prefixes and suffixes) added to create verb phrases.
E.g., **nin-** + **-chūsh** = **ninchūsh** (*you put down something soft*)
nin- = the *stem* = *you put it down*
-chūsh = the *suffix* = *something soft, one item*
- You will notice that when the verb classifiers are printed in isolation, they are printed with a dash before them.
- The dash shows that they must be connected to the verb, so the suffix is printed with a dash before it. Example: **-kā**, **-lē**, and so on.

□ What are Verb Classifiers and how many are there?

Verb Classifiers show a relationship between a verb and nouns.

- Verb classifiers are special suffixes added to verbs.
(*Suffixes* are affixes add to the end of a word.)
- These suffixes are unusual because they describe nouns.
- They give information about objects: the size, the number, and so on.
- Tahltan has six verb classifiers.

□ What are the Verb Classifiers and what does each mean?

The following chart shows all six verb classifiers in Tahltan and their meaning.

| Suffix Classifier | Meaning |
|-------------------|--|
| -chūsh | something soft; one thing |
| -tī | something dangerous, sharp, heavy for its size, big, delicate, can spill, shape = long |
| -ā | something hard; one thing; |
| -tē | a living being; or toy that is like a living being |
| -kā | food; liquid and objects in an open container |
| -lē | more than one thing |

□ How are verb classifiers created?

These suffixes fit onto some verb stem (or root word) and add these meanings to the verb in this pattern:

Verb stem + verb classifier

Let's see how that works when we ask someone to give something to us (or pass something to us).

The Tahltan word for *you give it or pass (hand) it to me* is: **esghan-**

Esghan breaks down as: **es** + **ghan-**
 to me you give or pass it

← The hyphen shows that a suffix is to be added.

Note: All examples are given as *you* (2nd person) doing the action.

- esghan- + chūsh = **esghanchūsh** = give me something soft; one thing
- esghan- + ā = **esghanā** = give me something hard; one thing
- esghan- + tē = **esghantē** = give me some living being
- esghan- + kā = **esghankā** = give me food; things in an open container
- esghan- + lē = **esghanlē** = give me more than one thing
- esghan- + tī = **esghantī** = something dangerous, sharp, long, heavy, big, that can spill, shape = long

□ How do we use them in a sentence?

Now, let's see these words in a sentence.

- **Ts'ah esghanchūsh.** = Give me the hat. (Soft, perhaps a toque; one)
- **Ts'a' esghanā.** = Give me the plate. (Hard object, one.)
- **Tlī' yāze esghantē.** = Give me the puppy. (living being)
- **Kuntz esghankā.** = Give me the potato. (food in a container)
- **Ts'ah esghanlē.** = Give me the hats. (More than one)
- **Bēs esghantī.** = Give me the knife. (Dangerous, sharp, long)

□ Why are verb classifiers important?

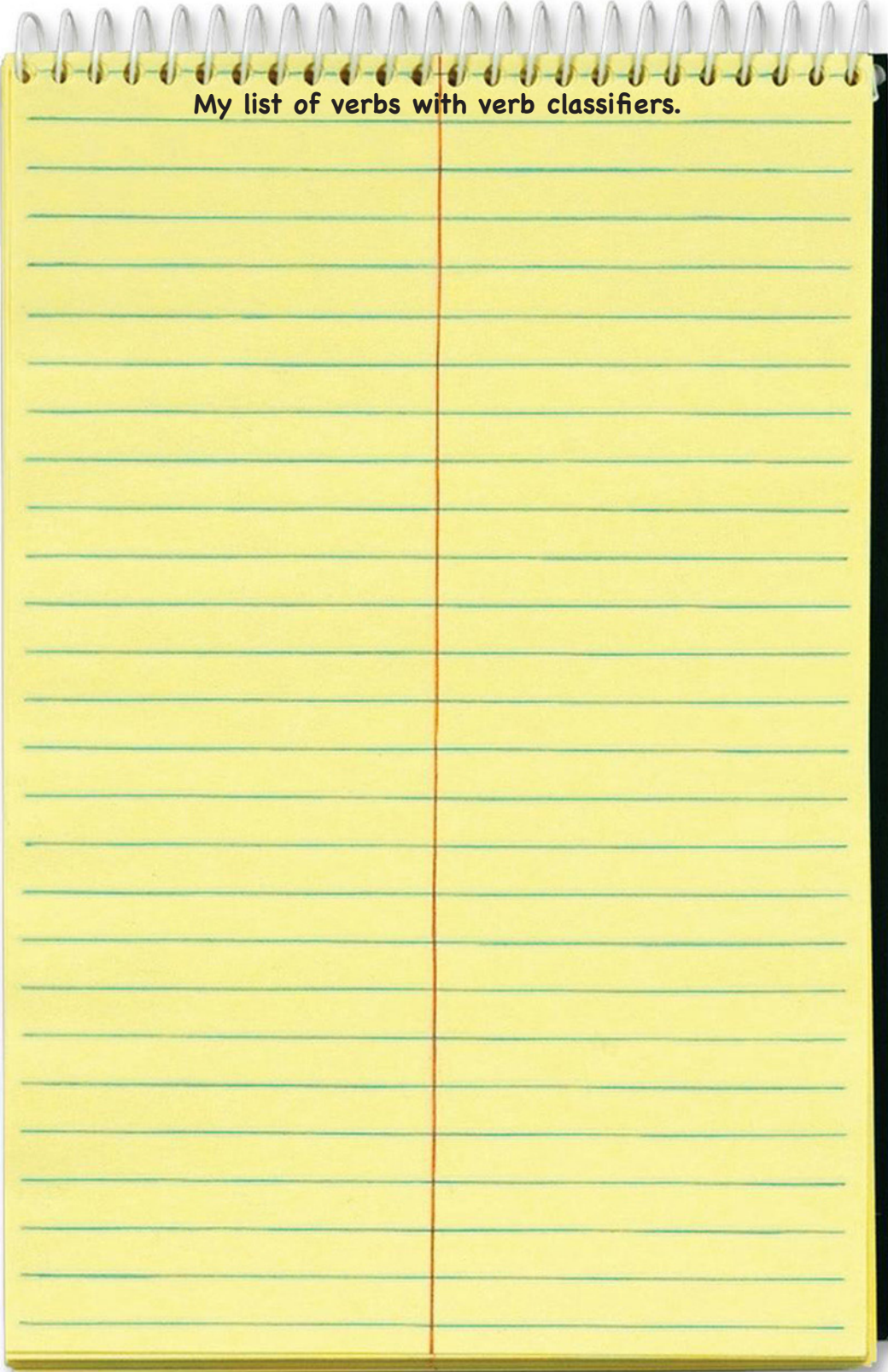
Verb classifiers are widely-used in our Tahltan verbs. The following is only a partial list of verb stems that use verb classifiers. The stem is provided, showing that a verb classifier can be added.

Note: All of these verbs are written in the you form (to the 2nd person).

| | |
|------------------|---|
| T'an- | you put it in |
| Nin- | you put it down |
| Nidin- | you pick it up |
| Yige din- | you turn it over |
| Metadin- | you put it in while cooking (ingredients) |
| łītadin- | you going to buy, and other verbs about buying, selling |
| ładin- | you are bringing |
| Meghadin- | you going to give him, her, or it something |
| Dūghadin- | you hang it up |
| Chinān- | you gather (used only with lē) |

.
. .
.

Personalize your learning with your list of verbs with classifiers. Add the verbs as you learn them.



Tahltan Verb Classifiers: the Basics

Part 2: Learning the Verb Classifiers

Now that you understand the basics of verb classifiers, it is time to learn them through *meaningful* practice. **Learn & practice**—until you recognize these without thinking pauses or errors

Hints for memorizing the classifiers

As you study the verb classifiers, use the following to enhance your learning:

- touch
- speaking
- hearing
- * reading will be the last stage

Touch will give us tactile feedback as a memory aid. What does the object feel like? Cold? Smooth? Rough? Hard? Soft?

In *The Brain's Way of Healing: Remarkable Discoveries and Recoveries from the Frontiers of Neuroplasticity*, Norman Dodge (2016; p. 294) explains that when we hear language, the little muscles in the ear activate and play a role in learning language. So, the obvious conclusion is that for us to learn a language, we must *hear* it to activate these muscles in the ear.

In a recent Tahltan language class (2018), Trish Rosborough, Ph.D., taught us that we need to *speak* the language we are learning. It is by speaking that the muscles used in speaking develop muscle memory. Once we have practiced saying our language, our vocal system uses muscle memory to produce Tahltan sounds in pronunciation and in using words in sentences.

Important: Learn one verb classifier before moving onto the next.

In the words of Henry Davis, Ph.D.:

Your future self will thank you.

About Activities to help you learn:

In the following pages, you are invited to make a collage. Once you have worked on two of the six classifiers, you will be invited to study through use of *temporary cubes*. Suggestions for use of these cubes will be found on page 15, following making the collage in Activity #1.

And remember to *have fun—if you want to.*

□ What belongs with each classifier?

Activity #1: Making a Collage

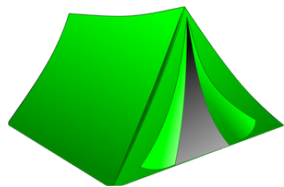
Make a collage for each of the verb classifiers. Try to include actual items so that the *feel* of the object will be a memory aid.

The following practice exercises will give more details about each classifier. The exercises will help you to decide which objects to include with each classifier. Share your collage with classmates as you complete the collage for each classifier. Why did you include each item in your collage?

-chūsh = something soft; one thing

- Is it soft? If yes, maybe use **-chūsh**
- How many items?
 - Only one: use **-chūsh**
 - More than one: use **-lē**
- Is it soft, but also large or heavy?
If so, use **-tī**

Practice on these examples:



-chūsh or -lē



-chūsh or -tī



-chūsh or -lē



-chūsh or -lē

[Small tent, soft: -chush; large tent, soft: -chush. If it were in a large box, it would be heavy, then we would use -tī; two coats: -lē; one coat: -chush]

-ā = something hard; one thing

- Is the object hard? If yes, maybe use -ā
- How many items?
 - Only one: use -ā
 - Only one *food* item use -ā
 - More than one: use -lē
- Is it hard, but also large or heavy?
 - If so, use -tī
- Is it hard, but long, like a stick? use -tī

Practice on these examples:



-ā or -tī



-ā or -lē



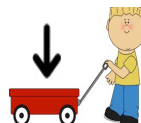
-ā or -tī

[one flower in a vase, shape = long: -tī; many flowers: -lē; large container of flowers: -tī]

-chūsh or -ā?

Write **-chush** or **-ā** on the line under each picture. If the picture shows neither verb classifier, leave it blank. (Answers are at the back of the book.)





Go to **Temporary Cubes** on page 15 for more practice before going on to the next page. Suggestions for using the temporary cubes are on this page.

-kā = food; things in an open container

- | | |
|---|---------------|
| • Is the object food? If yes, maybe... | use -kā |
| • Is it food, but heavy or large? | use -tī |
| • Is the object is in an open container? If yes, | use -kā |
| • Is the object is in a container, closed? If yes, | use -ā or -tī |
| • More than one? | use -lē |
| • Is food item only 1, not in a container? | use -ā |

Practice on these examples:



-kā or -ā



-kā or -tī



-kā or -lē



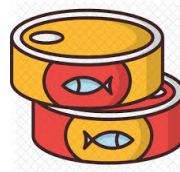
-kā or -ā



-kā or -tī



-kā or -lē



-tī or -lē



-kā or -lē

[food, even covered: -kā. If we could not see that food is being cooked in this pot, we would be looking only at the pot. Then we would use -ā; food, heavy: -tī; many food items: -lē; liquid in an open container: use -kā. It is acceptable to use -tī because it can spill.]

beads in open box: -kā; 3 bags of food: -lē; food, two cans: -lē; If only 1 can then -tī because it is heavy for its size, or -ā is acceptable; food, 2 bags: -lē]

-tē = a living being; or toy that is like a living being

- Is the object a living being? If yes, maybe use -tē
- How many items?
 - Only one: use -tē
 - More than one: use -lē
- Is it a living being, but also large or heavy? If so, still use -tē
- Is it a toy like a living being? Doll, stuffy? use -tē

Practice on these examples:



-tē or -chūsh



-tē or -lē



-tē or -tī

[child's toy-like-a-being: -tē; many animals: -lē; large animal: -tē]

-tē or -kā?

Write -tē or -kā on the line under each picture. If the picture shows neither verb classifier, leave it blank. (Answers are at the back of the book.)



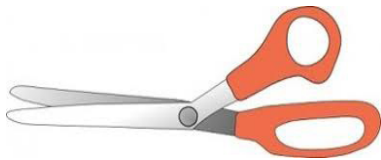


Go to Temporary Cubes on page 15, Activity #2, for more practice before going on to the next page.

-tī = something dangerous, sharp, heavy for its size, big, delicate, can spill, shape = long

- Is the object dangerous. heavy, large, long, sharp, delicate or can spill? Maybe use -tī
- How many items?
 - Only one: use -tī
 - More than one: use -lē
- Is it food, but heavy? use -tī
- Is it a large animal? Still use -tē

Practice on these examples:



-tī or -ā



-tī or -lē



-tī or -ā



-tī or -ā



-tī or -ā



-tī or -ā



-tī or -lē



-tī or -ā



-tī or -tē

[scissors, sharp: -tī; 5 knives, long & sharp: -lē; pepper grinder, with a lid: -ā; pepper shaker, can spill (or pour): -tī or -ā; toy truck, hard: -ā; flower, shape = long: -tī; vehicles, many: -lē; golf cart, heavy, dangerous because of the wheels: -tī (for buying); doll, like a baby: -tē]

-lē = more than one thing

- How many items?
 - Only one:
 - More than one:

use other classifiers
use -lē

Practice on these examples:



-lē or -ā



-tī or -ā



lē or -tē

[pencils, many: -lē; pencil, one long object: -tī; stuffies, many: lē]

-tī or -lē?

Write -tī or -lē on the line under each picture. If the picture shows neither verb classifier, leave it blank. (Answers are at the back of the book.)

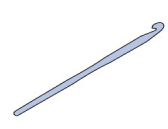











































































Jenny Quock says that another way of looking at verb classifiers is to think of how they are to be handled while you are passing them.

- chush: pass it anyway you want; it will not break.
- kā: pass it gently, it might be hot or might spill.
- tī: is dangerous, delicate, or long, so be very careful.
- tē: is it a doll or stuffy that is being carried like it's real?
- ā: pass it a bit carefully; it could hurt if it drops on you.

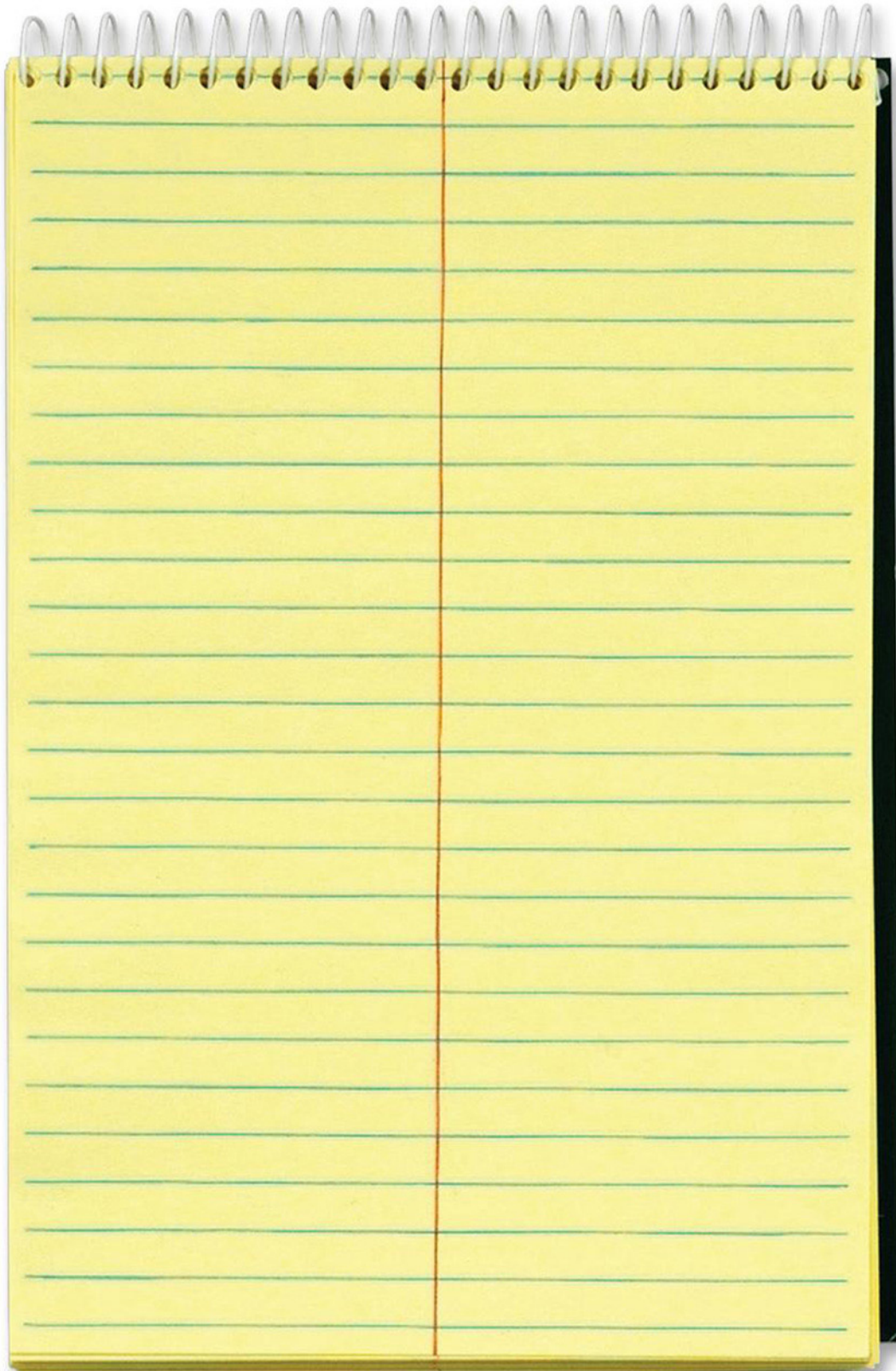
Go to Temporary Cubes on page 15, Activity #2, for more practice before going on to the next page.

Which is it?

Write the verb classifier to use for each picture. (Answers are at the back of the book.)

| | | | | | | |
|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Have questions about which verb classifier to choose? Use this page to write your questions to be answered, perhaps by fluent speakers.



Activity #2: Temporary Cubes

Cubes lend themselves to verb classifiers: six sides and six classifiers.

Cubes with erasable surfaces work well for practicing the classifiers as you complete each group of two collages. Or, you might want to prepare a complete set of cubes for the classifiers you are learning.

Temporary cubes can easily be made from large cardboard boxes. One suggestion would be to tape the classifiers being studied in place, then change them to study other classifiers. Or write on the cardboard box with a marker for a low tech solution.

by Louise Framst



Fig. 1. Purchased 6" x 6" packing box

Suggestions for studying:

- Begin with two classifiers.
- When you can easily identify and use two classifiers, learn a second pair.
- Practice with the four classifiers.
- Learn the final two classifiers.
- Practice with the final two plus two others.
- Once you have learned all six classifiers, use a *permanent cube*.

Activity #3: Permanent Cube

In our adult language class, we use the permanent cube often. The following pages describe some ways we have used them. *What ways can you think of?*

Use concrete objects or not?

When we began our Tahltan lessons, we always used concrete objects, but as we become more fluent in our speaking, we do not use them as much.

i. *Give me something...*

This activity was one of the first for which we used the cube – and still do as we add more nouns to our vocabulary list.

Students roll the permanent cube. The caller (teacher or a student) sees which verb classifier turns up, and uses it to say, “_____ esghan_____.” The student chooses an item that uses the classifier that has turned up and hands the caller the item

Example: “Bēs esghantī.” (*Hand me the knife.*) (*sharp, shape=long*)

ii. *The Sorting Game.*

In this game, the caller instructs students to put items into various containers. Example: Ts’ah ūtī t’anchūsh. (*Put the hat (soft) into the backpack.*)

iii. *Planning for Individualization:*

As students become more fluent in speaking, the caller will begin to ask questions. Students will answer questions according to their level of speaking. So, beginners will answer questions with one word, or a phrase. Meanwhile, more fluent speakers will answer with longer, more detailed sentences, such as: “Łakē bāt enūtī t’anlē.” (*Put two pairs of gloves into your backpack.*)

iv. *The Cube.*

This activity has no name, we simply say that we’ll use *The Cube*. This activity is one of the basics because students are given only the verb stem and they supply the classifier. In this activity, students may choose from items supplied or think up words and sentences containing words with the verb classifier that is rolled. Student response will depend on their language level, as noted above.



by Louise Framst

This colourful cube is an example of a permanent cube. It is a purchased cube, with the verb classifiers written by hand using a giant black marker. The cube is covered with a heavy vinyl: soft (that is, quiet) and very durable.

Fig. 2. Purchased from Scholastic Choice.

Activity #4

Ishkadi Tāzet (Crazy Soup)

My partner, Kitty Brown, and I made up this activity for a presentation. We cook a lot in our language immersion sessions, so we appreciate any practice in using cooking terminology. *This activity requires a more advanced level of language.*

Vocabulary focus for this activity:

- colours
- metle'esgis (*I'm stirring*)
- Yēda metadināṭ? or Yēda metadinlēt? (*What are you putting in? That is, what ingredients are you putting in?*)
- Answer: _____ metadēs + [verb classifier] for the object the student is going to put in. (*I'm putting _____ in.*)
Note: In the answer, the verb classifier will use the future tense.

Review:

The following chart shows the future tense for each verb classifier.

| Present Tense | Future Tense |
|---------------|--------------|
| -chūsh | -chish |
| -tī | -tīt |
| -ā | -āṭ |
| -tē | -tēt |
| -kā | -kāṭ |
| -lē | -lēt |

Introduction (in English):

Today we are going to be cooking crazy soup. Each of you will be asked what you would like to put into this soup—except for living beings, of course. Pretend you are 5 years old — and like to have fun. We'll tell you what is happening as we proceed.

Making the soup (in Tahltan):

1st or 2nd Speaker:

Kuji dahzake zedle hodeset. (*Now we'll speak only our language.*)

1st Speaker: Tāzet kot't edida? (*Where is the soup pot?*)

2nd Speaker: Janji. (*Here it is.*)
Wheeling in a large garbage can.

1st: Ts'ale chō edida? (*Where is the big spoon?*)

2nd: Janji. (*Here it is.*) Handing a big stick to 1st. Or, a pretend big stick.

2nd: Yēda dīntesī? (*What are you going to cook?*)

1st: Ishkādi tāzet. (*Crazy soup*)

2nd: Oh. Dūda tāzet modatīn? (*What colour is the soup?*)

1st: Edū me'esdih. [*Student Name*] dinlā.
(*I don't know. [SN], you roll the die.*)

[SN] is given a standard die to roll.
(We bought a 5x5 in. die from the Dollar Store.)

2nd: Nininh. Dūda modatīn? (*Look. What colour is it?*)

Student looks at a chart with this written on it:

| | |
|-----------------------|-------------------------|
| 1 = tl'īshde (green) | 4 = dek'al (white) |
| 2 = detsīdzī (red) | 5 = denestl'ets (black) |
| 3 = detl'īshde (blue) | 6 = detsoy (yellow) |

Student#1: Nastige. Detsoy ja'at'e. (*Six. It's yellow.*)

1st chants:

Tāzet detsoy metle'esgis. (*I'm stirring yellow soup.*)
Tāzet detsoy metle'esgis. (*I'm stirring yellow soup.*)
Metle'esgis. Metle'esgis. (*I'm stirring. I'm stirring.*)

2nd: addressing a student by name:

Yēda detsoy metadīnāt?
(*What yellow thing are you going to put in?*)

Answer: Ēch detsoy metadēsichish. (*I'm going to put in a yellow shirt.*)
Student mimes adding the shirt or add a real shirt.

1st: Meduh. (*Thank you.*)

1st chants:

Tāzet detsoy metle'esgis. (*I'm stirring yellow soup.*)

Tāzet detsoy metle'esgis. (*I'm stirring yellow soup.*)

Metle'esgis. Metle'esgis. (*I'm stirring. I'm stirring.*)

2nd: *addressing next student by name:*

Yēda detsoy metadināt?

(*What yellow thing are you going to put in?*)

Continue with this pattern to finish a round or two.

This activity might be timed, or might proceed through a number of colours.

Ending this round (end of a colour): The stirrer offered Ishkadi Tazet to other students. Oddly enough, there were only a few takers.

Detsoy to each participant.

What other endings could there be?

Variations:


- The presenters might have other students take over the job of stirring the soup to give them a chance to practice the vocabulary.
- Students answer, saying what they *will* put into the soup, then as they put their ingredient in, say what they are doing *now*.
This activity provides practice in using future and present tenses.
- Conversations with the presenters could be encouraged. For example, if the student is going to put a yellow flower in, the presenter might ask what kind? Or how many? Or talk about where it was picked.
- Have themes for what can be put in the soup, such as clothing only.
- What about body parts at Hallowe'en?
- Other ideas?
-
-

Activity #5

Matching verbs to verb classifiers

In this activity, students match a picture to a verb containing a verb classifier. The figure below is an example of this activity that includes reading.

T'an-
(Put it in)

| | | | |
|---|---|---|-----------|
|  | ⊗ | ⊗ | T'anchūsh |
|  | ⊗ | ⊗ | T'anti |
|  | ⊗ | ⊗ | T'ana |
|  | ⊗ | ⊗ | T'anle |
|  | ⊗ | ⊗ | T'ante |
|  | ⊗ | ⊗ | T'anka |

T'an-
(Put it in)







| | | | |
|---|---|---|-----------|
|  | ⊗ | ⊗ | T'anchūsh |
|  | ⊗ | ⊗ | T'anti |
|  | ⊗ | ⊗ | T'ana |
|  | ⊗ | ⊗ | T'anle |
|  | ⊗ | ⊗ | T'ante |
|  | ⊗ | ⊗ | T'anka |

Fig. 3. Left. Sample of the Matching activity worksheet.

Fig. 4. Above. The Answer key.

Suggestions for using the Matching Activity.

- This activity lends itself to both reading and speaking.
- Students match the pictures-words, then share their answers with the class.
- Students could create pages such as these for their resources library.

Suggestions for creating the activity pages.

- Lace-up Activity: Sheets for this activity may be printed on label paper then placed on heavy cardboard. A lace could be glued to the picture (or the words) and holes punched beside the word (or picture). Students match the picture to the word by putting the lace through the holes.
- A simpler way to use this activity, and make it permanent, is to print the sheet, then place it in a plastic document protector. The student then draws a line to match picture to word with an erasable marker. Simple, efficient.

See ready-to-print sample sheets on the next two pages.

T'ān-
(Put it in)



T'ānchūsh



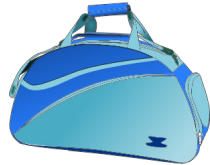
T'āntī



T'ānā



T'ānlē



T'āntē



T'ānkā

T'ān-
(Put it in)

T'ānchūsh

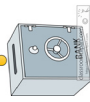
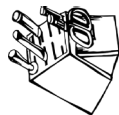
T'āntī

T'ānā

T'ānlē

T'āntē

T'ānkā



Esghān-

(Give it to me)



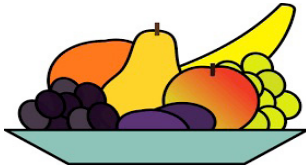
Esghānkā



Esghāntē



Esghānchūsh



Esghāntī



Esghānlē



Esghānā

Esghān-

Esghānkā

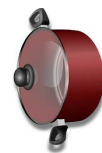
Esghāntē

Esghānchūsh

Esghāntī

Esghānlē

Esghānā



Bibliography

Oral References: Fluent Speakers

I am humbly aware that this booklet could not have been written without the help of many people. I have merely supplied the energy to gather the information and organize it into this presentation. So, if there are errors, they are my responsibility, and mine alone. I apologize in advance if I have misunderstood anything that was shared with me.

It has been a privilege to work with the fluent speakers who have been dedicated to reawakening our Tahltan language. This booklet truly could not have been written without their knowledge of our language.

Łāni mēduh ts'í esdene. (*Many thanks to my friends.*)

Elder James Dennis, Tahltan

Elder Jenny Quock, Tahltan

Elder Gerald Edzerza, Tahltan

Janet Vance, Tahltan

Elder Regina Louie, Tahltan

Elder Pat Etzerza, Tahltan

Elder Theresa Etzerza, Tahltan

Elder Erma Bourquin, Tahltan

Lho'oks (Ryan Dennis), Tahltan, fluent speaker

Odelia Dennis, B.Sc., Tahltan Language Instructor, MA candidate

Angela Dennis, Tahltan, a born-to-Tahltan speaker, Language Instructor

Oral References: Discussions

Trish Rosborough, PhD, Professor, University of Victoria, teaching at Dease Lake, BC.

The late John B. Edzerza, Tahltan, former Minister of Education, Yukon. Ongoing over many years.

Elder David Rattray, Tahltan, retired Teacher, Principal, District Principal, Counselor.

Various discussions over many years; the latest, February 2019.

Elder Jenny Quock, Tahltan, born-to-Tahltan fluent speaker. 1 March 2018.

Written References

Alderete, J. and Blenkiron, A. 2014. *Tahltan Grammar Synopsis*. Manuscript, Simon Fraser University.

Alderete, J. and McIlwraith, T. 2008. *An Annotated Bibliography of Tahltan Materials*. Northwest Journal of Linguistics 2.1:1-26.

Carter, Colin and Tahltan Tribal Council. 1994. *Tahltan Children's Illustrated Dictionary*. Dease lake: Tahltan Tribal Council; Prepared in collaboration with Patrick Carlick (Telegraph Creek), Angela Dennis and Regina Louie (Iskut), Susie Tashoots and Myra Blackburn (Dease Lake), Freddie Quock and Edith Carlick.

Doidge, Norman, M.D. 2016. *The Brain's Way of Healing; Remarkable Discoveries and Recoveries from the Frontiers of Neuroplasticity*. New York, USA. Penguin Books, an imprint of Random House LLC. 375 Hudson Street, New York, New York 10014.

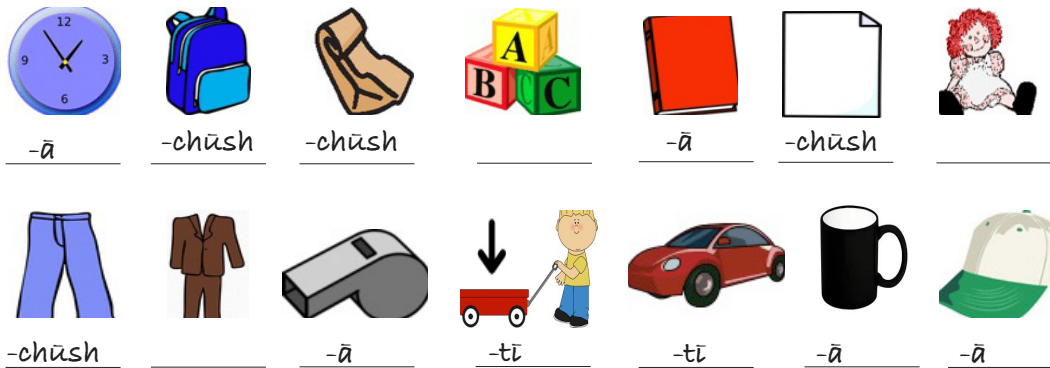
Hotseta (Oscar Dennis Sr) with Bāta (James Dennis). 2015. *Talkin' Tahltan: The Pedagogical Structure of the Tāttān Dene Language*. British Columbia. Oscar Dennis. iTunes: ibook.

Hotseta (Oscar Dennis Sr) with Bāta (James Dennis). 2016. *The Tahltan Pronoun*. British Columbia. Oscar Dennis. iTunes: ibook

Palgrave, C.F. [circa 1902]. *A Grammar and Dictionary of the Language Spoken by the Tahltans on the Stikine River*, British Columbia. Chicago: University of Chicago Library Manuscript.

Answer Key

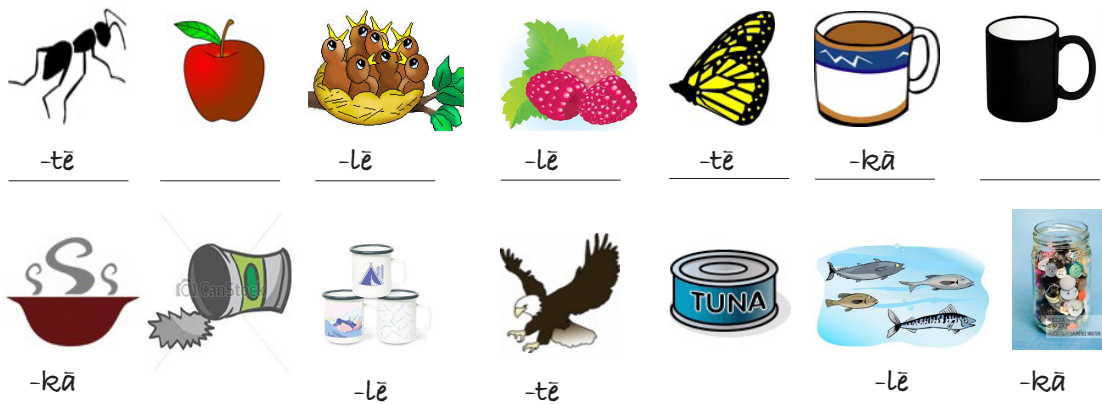
Answer Key for page 8: -chūsh or -ā



Notes:

- Paper bag is soft, so -chūsh. If the bag contained something that looked heavy for its size, then the classifier would be -tī.
- Book is hard, holding many sheets of paper bound together.
- Sheet of paper is -chūsh. If there were several loose sheets, it would be -lē.
- Doll is -tē because this toy is handled like a baby, that is, a living being.
- Suit is -lē because there are two pieces of clothing: a jacket and pants.
- Wagon is hard, but it has wheels, therefore can be dangerous, so -tī.
- Car is large, heavy, and has wheels, therefore it is dangerous, so use -tī.
- Cap is soft, but has a hard peak, so use -ā.

Answer Key for page 10: -tē or -kā



Notes:

- Baby birds in a nest is -lē. Several living beings are classified as more than one.
- Raspberries are -lē because this picture shows more than one berry.
- This cup has coffee in it, so is a liquid in an open container. Use -kā.
- We do not know if this cup has coffee, so it is considered to be empty, so use -ā.
- The can is empty, therefore it is now a hard object, so use -ā.
- Three cups uses -lē.
- The can of tuna is heavy for its size, therefore use -tī, or -ā is also acceptable.
- Two fish means we use -lē.
- The jar is open so is objects in an open container. Use -kā. If the lid was on it, use -ā.

Answer Key for page 12: -tī or -lē



-tī



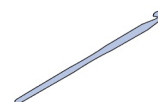
-tī



-lē



-lē



-tī



-lē



-lē



-lē



-tī



-lē



-lē

Notes:

- Is this image of a jeep a toy or real? If a toy, use -ā. If it is real, then -tī would be correct.
- The trap is dangerous, sharp, so use -tī.
- The swan is a living being, so use -tē.
- The *coiled rope* is lots of rope, so use -lē.
- Crochet hook, shape=long, use -tī.
- Two rabbits = 2 living beings, use -lē.

Notes for page 13, on the facing page.

Most of the pictures are straight forward. Comments are included for only those with verb classifiers that need explanation.

- The two *steaks* in the second graphic are food, but more than one. So, use -lē.
- The turnip is loose food, so use -ā.
- The shopping bag looks soft, so use -chūsh. It might be stiff, if so, use -ā.
- The belt has a solid buckle, so use -ā.
- The *frying pan* could be a -tī; it is heavy for its size & has a long handle.
- There is an egg in the *frying pan*, so we use -kā, unless you are talking about the frying pan.
- In this image of a bag of groceries, the arrow points to the food. There are many items of food, so use -lē.
- The *lit match* could be dangerous also the match is long, so use -tī.
- *Pliers*: long and sharp, so use -tī.
- The *box* is hard, and looks small, so use -ā. If it were large, then use -tī.
- *Two bags* of groceries are probably heavy, but are more than one thing, so use -lē.
- A *tree in a large pot* is large, heavy, so use -tī.
- A *sleeping bag* is very soft and not heavy so use -chūsh.
- The box contains separate sheets of paper, not books, so use -lē, -tī or -kā. There are many pieces of paper, or it can spill, or it is in an open container.
- The arrow points to the *bag* not the groceries; it looks heavy, so use -tī.

Which is it?

This page is the answer key for page 13.

| | | | | | | |
|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |
| -tē | -lē | -tī or -ā | -chūsh | -kā | -lē | -tī |
|  |  |  |  |  |  |  |
| -tē | -ā | -lē | -tī | -ā or -chūsh | -ā | -tī |
|  |  |  |  |  |  |  |
| -ā | -lē | -lē | -ā | -tī or -ā | -kā | -tī |
|  |  |  |  |  |  |  |
| -lē | -lē | -chūsh | -ā | -ā or -tī | -lē | -kā |
|  |  |  |  |  |  |  |
| -tī | -tē | -tī | -tē | -ā | -tī | -kā |
|  |  |  |  |  |  |  |
| -ā | -tī | -tī | -ā | -tī | -ā or -tī | -lē |
|  |  |  |  |  |  |  |
| -tī | -chūsh | -tē | -ā | -lē, -tī or -kā | -ā | -tī |

Tahltan Verb Classifiers and How to Use Them is a series of study booklets written to serve as a reference and study material for students of the Tahltan language. There are four booklets in the series:

- *Tahltan Verb Classifiers: Introduction*
This booklet was written to share my research with fellow students. It contains linguistic research, approaches and methods to teaching a language containing morphemes, and research into teaching First Nations students.
- *Tahltan Verb Classifiers: The Basics*
This was the first booklet created. It contains an introduction to Tahltan verb classifiers. It also includes practice exercises, activities, and templates.
- *Tahltan Verb Classifiers: Level 2*
This study booklet contains more advanced study into Tahltan verb classifiers. These are presented with the goal of explaining the morphemes and their meanings. Sample practice activities are included.
- *Tahltan Verb Classifiers: Glossary*
This is a *works-in-progress*. It contains Tahltan verb classifiers that we studied in our language classes. These are in chart form with some information completed. These incomplete charts are a challenge to anyone who has the knowledge to help complete these charts.



Louise S. Framst is from the Tahltan First Nations in northern BC. She has a B.Ed. (5-Year) from UBC, and has recently completed her Level 1 Proficiency Certificate in Tahltan. Currently, she is finishing up a Graduate Certificate at SFU and will continue on to take a Masters in Linguistics. Her extensive teaching experience includes the following positions: Teacher in a single grade classroom, Teacher in a multiple-grade classroom, Librarian, Learning Assistant Teacher, Itinerant Teacher for the Visually Impaired, Vision Resourceperson, and Itinerant Resourceperson for the Mentally and/or Physically Handicapped.