The Haida Handbook
Level 1

Grammar Guide

Jordan Lachler
Sealaska Heritage Institute
Ketchikan, Alaska

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This is the first edition of The Haida Handbook Level 1 Grammar Guide. The goal of this book is to help the student to understand the core grammatical patterns of the Haida language.

This work owes a large debt to all the fluent Haida speakers who have worked tirelessly to document, preserve and revitalize their language over the past 30 years. Many of these speakers have now passed away, but their efforts live on to enrich future generations of learners and speakers. Háw'aa.

Although many have contributed to the creation of these materials, any errors are solely the fault of the author.

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Basic Word Classes

In Haida, the three most important types of words are verbs, nouns and pronouns. We will talk about each of them below.

Verbs

Verbs are words which describe actions, events, or conditions. Some examples of verbs in English are: *run, throw, hit, swim, sleep, chew, think, defend, create,* and *restore*. Every verb requires a **subject**, someone or something that carries out the action that the verb describes. Some verbs, but not all verbs, also require an **object**, the thing that the action was done to. Here are some examples from English: the <u>subject</u> is underlined, and the *object* is in italics.

<u>John</u> is swimming.
<u>Nancy</u> is eating *a sandwich*.
<u>She</u> is sleeping.
<u>They</u> are building *a canoe*.
<u>I</u> fell down.
<u>He</u> lost *his keys*.

Some verbs, such as *swim*, *sleep* and *fall down*, only take subjects, and don't allow for objects. This kind of verb is called an **intransitive** verb. Other verbs, such as *eat*, *build* and *lose*, take both a subject and an object. These are called **transitive** verbs.

Haida also has intransitive and transitive verbs. In fact, Haida has two kinds of each of them. We call them Intransitive-A (IA), Intransitive-B (IB), Transitive-A (TA) and Transitive-B (TB). We'll see what that's all about a little further down.

Nouns

Nouns are words which refer to a person, place, thing or abstract concept. Some exmapes of nouns in English are: *house, dog, tree, freedom, mother, cheese, sun, son, time, Frank* and *Hydaburg*. There are several different types of nouns in Haida that we will learn about as we go along. One important thing to know about Haida nouns at the beginning is that most (but not all) of them come in two different forms, a basic form and a definite form.

The basic form of the noun just names the object you're talking about: **x̲a** *dog*, **dúus** *cat*, **k̲ikw** *basket*, **k̲ugíin** *book*, **na** *house*, **g̲ántl** *water*. The definite form of the noun is more specific; it is usually translated with *"the"*: **x̲áay** *the dog*, **dúujaay** *the cat*, **k̲igwáay** *the basket*, **k̲ugíinaay** *the book*, **náay** *the house*, **g̲ándlaay** *the water/river*. As you can see, the definite form always ends in **-aay**, but there are often other changes that happen when that ending is added onto the noun. For beginning students, it is best to learn a noun's basic form

(handwritten top margin:) A Verb - action
B Verb - a state of being. emotions, physical

and its definite form together.

Pronouns

Pronouns are little words which stand refer to different people in the conversation, either the speaker (*I, me, we, us*), the listener (*you*), or the people being talked about (*he, she, they, him, her, them*). Haida has four sets of pronouns, as shown in the table below.

(handwritten:) A Verb - action
subject A set → object B set
If B Verbs - never use A set always use B set of pronouns

	Weak-A	Strong-A	Weak-B	Strong-B
I/me	hl	hláa	díi	díi
you	dáng	dáa	dáng	dáng
he/she/him/her	hal	'láa	hal	'láa
we/us	t'aláng	t'aláng	íitl'	íitl'
you guys	daláng	daláng	daláng	daláng
they/them	tl'	tl'áa	tl'	tl'áa

The four different sets of pronouns are used with the four different classes of verbs mentioned above. The pattern is shown in the table below.

(handwritten:) If Pron. weak goes closest to verb in front of

If Pron. strong

object weak
John hal Kinggáng
he/she sees

I see John
'láa hl Kinggang

	Subject	Object
Intransitive-A	Weak-A	---
Intransitive-B	Weak-B	---
Transitive-A	Weak-A	Weak/Strong-B
Transitive-B	Weak-B	Weak/Strong-B

Below, we will look at the twelve basic sentence patterns of Haida. Each pattern reflects a different combination of subects and objects, noun and pronouns, and different classes of verbs.

Sentence Pattern 1A

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
1A	Noun-Sub				IA

Annie hlg̲ánggulaang.	*Annie is working.*
John k'ajúugang.	*John is singing.*
Frank gatáagang.	*Frank is eating.*
Nora g̲áadanggang.	*Nora is taking a bath.*
Díi náan hlg̲ánggulaang.	*My grandmother is working.*

Díi g̲ung k'ajúugang.	My father is singing.
Díi aw gatáagang.	My mother is eating.
Díi git g̲áadanggang.	My child is taking a bath.

Sentence Pattern 1B

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
1B	Noun-Sub				IB

Charlie 'láagang.	Charlie is well.
Harry st'igáng.	Harry is sick.
Cathy hlkwiidáang.	Cathy is in a hurry.
Alice xwíigang.	Alice is cold.
Díi chan 'láagang.	My grandfather is well.
Díi x̲áat st'igáng.	My father (f) is sick.
Díi k̲áa hlkwiidáang.	My uncle is in a hurry.
Díi sk̲áan xwíigang.	My aunt is sick.

A verb action

John K'ajúugang   John is singing
John Paul Kínggang   John sees Paul
John Hl Kíng gang
object   I see

B state of being

John xwúgang   John is cold
Dú xwúgang
John Paul guláagang   John like Paul.
John díi guláagang
John I like

A Verb
John díi __Kínggang__
John me sees

A Verb
John díi guláagang
'Láa díi gulaagang
nim I leke

díi

Sentence Pattern 2A

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
2A				Weak-A	IA

Hl hlg̲ánggulaang.   I am working.

Hl k'ajúugang.   I am singing.

Dáng gatáagang.   You are eating.

Dáng g̲áadanggang.   You are taking a bath.

Hal hlg̲ánggulaang.   He/she is working.

Hal k'ajúugang.   He/she is singing.

T'aláng gatáagang.   We are eating.

T'aláng g̲áadanggang.   We are taking baths.

Daláng hlg̲ánggulaang.   You guys are working.

Daláng k'ajúugang.   You guys are singing.

Tl' gatáagang.   They are eating.

Tl' g̲áadanggang.   The are taking baths.

Sentence Pattern 2B

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
2B				Weak-B	IB

Díi ʼláagang.	*I am well.*
Díi stʼigáng.	*I am sick.*
Dáng hlkwiidáang.	*You are in a hurry.*
Dáng xwíigang.	*You are cold.*
Hal ʼláagang.	*He/she is well.*
Hal stʼigáng.	*He/she is sick.*
Íitlʼ hlkwiidáang.	*We are in a hurry.*
Íitlʼ xwíigang.	*We are cold.*
Daláng ʼláagang.	*You guys are well.*
Daláng stʼigáng.	*You guys are sick.*
Tlʼ hlkwiidáang.	*They are in a hurry.*
Tlʼ xwíigang.	*They are cold.*

Sentence Pattern 3A

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
3A	Noun-Sub	Noun-Obj			TA

Frank táan ḵínggang.   *Frank sees a bear.*

Beth chíin táagang.   *Beth is eating fish.*

Tim tlúu da'áang.   *Tim has a canoe.*

Pauline áal tlaawhláang.   *Pauline is making a paddle.*

Díi chan tlúu ḵínggang.   *My grandfather sees a canoe.*

Díi náan ǥáan táagang.   *My grandmother is eating berries.*

Díi aw dúus da'áang.   *My mother has a cat.*

Díi ǥung na tlaawhláang.   *My father is building a house.*

Bill díi sḵáan ḵínggang.   *Bill sees my aunt.*

Táanaay chíinaay táagang.   *The bear is eating the fish.*

Sentence Pattern 3B

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
3B	Noun-Sub	Noun-Obj			TB

John tluwáay guláagang.   *John likes the canoe.*

Díi ḵáa Sam ḵuyáadaang.   *My uncle loves Sam.*

Díi náan Joe k'aláang.   *My grandmother doesn't know Joe.*

Díi aw chíin guláagang.   *My mother likes fish.*

Díi sḵáan George ḵuyáadaang.   *My aunt loves George.*

Bob díi ǥung k'aláang.   *Bob doesn't know my father.*

Díi chan xa guláagang.   *My grandfather likes dogs.*

Díi k'wáay díi xáat ḵuyáadaang. *My older sister loves my father.*

Marvin díi dúun k'aláang.   *Marvin doesn't know my younger brother.*

Sentence Pattern 4A

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
4A	Noun-Sub		Weak-B		TA

Joey díi skúntl'aang.	*Joey is kissing me.*
Penny díi s̲kudáang.	*Penny is punching me.*
Willy dáng k̲ínggang.	*Willy sees you.*
Sally dáng gudánggang.	*Sally hears you.*
Díi chan hal skúntl'aang.	*My grandfather is kissing him/her.*
Díi aw hal s̲kudáang.	*My mother is punching him/her.*
Díi náan íitl' k̲ínggang.	*My grandmother sees us.*
Díi g̲ung íitl' gudánggang.	*My father hears us.*
Fred daláng skúntl'aang.	*Fred is kissing you guys.*
Lorraine daláng s̲kudáang.	*Lorraine is punching you guys.*
Díi k̲áa tl' k̲ínggang.	*My uncle sees them.*
Díi s̲k̲áan tl' gudánggang.	*My aunt hears them.*

Sentence Pattern 4B

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
4B	Noun-Sub		Weak-B		TB

Allison díi guláagang.	*Allison likes me.*

Paul díi ḵuyáadaang.		*Paul loves me.*
Díi náan dáng ḵ'aláang.		*My grandmother doesn't know you.*
Steve dáng guláagang.		*Steve likes you.*
Díi k'wáay hal ḵuyáadaang.		*My older brother loves her.*
Betty hal ḵ'aláang.		*Betty doesn't know him.*
Joe íitl' guláagang.		*Joe likes us.*
Sarah íitl' ḵuyáadaang.		*Sarah loves us.*
Díi ǥung daláng ḵ'aláang.		*My father doesn't know you guys.*
Cathy daláng guláagang.		*Cathy likes you guys.*
Díi chan tl' ḵuyáadaang.		*My grandfather loves them.*
Billy tl' ḵ'aláang.		*Billy doesn't know them.*

Sentence Pattern 5A

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
5A		Noun-Obj		Weak-A	TA

Bob hl kihldla'áang.	*I'm advising Bob.*
Frank hl gudánggang.	*I hear Frank.*

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Díi x̱áat dáng ḵínggang.	You see my father (f).
Ted dáng kínslanggang.	You're praising Ted.
Díi aw hal kihldla'áang.	He/she is advising my mother.
Díi sḵáan hal gudánggang.	He/she is praising my aunt.
Alice t'aláng ḵínggang.	We see Alice.
Dúus t'aláng gudánggang.	We hear a cat.
Díi g̱ung daláng kihldla'áang.	You guys are advising my father (m).
Táan daláng gudánggang.	You guys hear a black bear.
Díi chan tl' kínslanggang.	They are praising my grandfather.
Díi náan tl' kihldla'áang.	They are advising my grandmother.

Sentence Pattern 5B

Handwritten: Noun
Handwritten: Pronoun

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
5B		Noun-Obj	*1st*	*2nd* Weak-B	TB

Allison díi guláagang.	I like Allison.
Paul díi ḵuyáadaang.	I love Paul.
Díi náan dáng k'aláang.	You don't know my grandmother.

Steve dáng guláagang.		You like Steve.
Díi k'wáay hal ḵuyáadaang.		She loves my older brother.
Betty hal ḵ'aláang.		He doesn't know Betty.
Joe íitl' guláagang.		We like Joe.
Sarah íitl' ḵuyáadaang.		We love Sarah.
Díi gung daláng ḵ'aláang.		You guys don't know my father.
Cathy daláng guláagang.		You guys like Cathy.
Díi chan tl' ḵuyáadaang.		They love my grandfather.
Billy tl' ḵ'aláang.		They don't know Billy.

[handwritten:]

Weak B
díi
daang
hal
íitl'
dálang
tl'

Strong B
díi
daang
'láa
íitl
dalíng
t'láa

Weak A
hl
dang
hal
t'aláng
daláng
tl'

Sentence Pattern 6A

6A	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
			Strong-B	Weak-A	TA

[handwritten: Strong obj] [handwritten: pronoun next to verb]

Díi dáng ḵínggang.	You see me.
Díi hal gudánggang.	He/she hears me.
Dáng tl' kínslanggang.	They are praising you.
Dáng t'aláng ḵínggang.	We see you.

[handwritten:]

Láa hl gudánggang
T'láa daláng gudánggang
Dáng t'aláng gudánggang
íitl' hal gud-----
Díi +?? ----

I hear her/him
you guys hear them
We hear you
He/she hears us.

díi *d áng*	'Láa hl kihldla'áang.	I'm advising him/her.
	'Láa daláng kínslanggang.	You guys are praising him/her.
	Iitl' tl' ḵínggang.	They see us.
	Iitl' hal kihldla'áang.	He/she is advising us.
	Daláng hl gudánggang.	I hear you guys.
	Daláng t'aláng kihldla'áang.	We're advising you.
	Tl'áa hl ḵínggang.	I see them.
tl' or	Tl'áa t'aláng gudánggang.	We hear them.

Sentence Pattern 6B

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
6B			**Strong-B**	**Weak-B**	**TB**

Díi dáng guláagang.	You like me.
Díi hal ḵuyáadaang.	She loves me.
Dáng iitl' ḵ'aláang.	We don't know you.
Dáng tl' guláagang.	They like you.
'Láa daláng ḵuyáadaang.	You guys love her.

'Láa díi ḵ'aláang.	*I don't know him.*
Ïitl' hal guláagang.	*He likes us.*
Ïitl' dáng ḵuyáadaang.	*You love us.*
Daláng hal ḵ'aláang.	*She doesn't know you guys.*
Daláng tl' guláagang.	*They like you guys.*
Tl'áa hal ḵuyáadaang.	*She loves them.*
Tl'áa díi ḵ'aláang.	*I don't know them.*

Summary of Sentence Patterns

On the following page is a summary of all twelve basic sentence patterns in Haida. Note the following overall patterns:

- Nouns come before pronouns in the sentence.
- Noun subjects come before noun objects.
- Pronoun objects come before pronoun subjects.
- If the pronoun is next to the verb, use the weak form. Otherwise, use the strong form.
- Verbs come last. ~~weak B~~ *has 2 reverse meanings*

Tom díi guláagang
Tom dang gláagang
Tom hal gulaagáng   *He/she likes Tom or Tom likes*

Tom íítl guláagang   *Tom likes us - we like Tom*
Tom daláng

Tom tl gulaagang   *Tom likes them or they like Tom*

	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
1A	Noun Subject				IA
2A				Weak-A	IA
3A	Noun Subject	Noun Object			TA
4A	Noun Subject		Weak-B		TA
5A		Noun Object		Weak-A	TA
6A			Strong-B	Weak-A	TA
1B	Noun Subject				IB
2B				Weak-B	IB
3B	Noun Subject	Noun Object			TB
4B	Noun Subject		Weak-B		TB
5B		Noun Object		Weak-B	TB
6B			Strong-B	Weak-B	TA

Focus

A very important feature of Haida grammar is the notion of **focus**. Speakers of Haida use focus to draw their listener's attention to one particular part of the sentence as being the most important, interesting, relevant, etc. To do this, they take that part of the sentence from wherever it would normally occur, and put it instead at the very front of the sentence, followed by the little word **uu**. This very first position in the sentence is called the **focus slot**. The little word **uu**, which comes after whatever is in the focus slot, is called the **focus marker**.

There are three important things to remember about focus in Haida:

1. Only one element (for example, the subject, or the object) of the sentence can be put into the focus slot in any given sentence.

2. If a pronoun is put into the focus slot, it must be in its Strong form.

3. The verb can never be put in the focus slot.

In the sections below, we will look at how the focus slot can be used with each of the different sentence patterns described above.

Sentence Pattern 1A

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
1A			**Noun-Sub**				**IA**
1A-SF	**Noun-Sub**	uu					**IA**

Frank gatáagang. — *Frank is eating.*

Frank uu gatáagang. — <u>*Frank*</u> *is eating.*

Nora g̱áadanggang. — *Nora is taking a bath.*

Nora uu g̱áadanggang. — <u>*Nora*</u> *is taking a bath.*

Díi náan hlg̱ánggulaang. — *My grandmother is working.*

Díi náan uu hlg̱ánggulaang. — <u>*My grandmother*</u> *is working.*

Díi g̱ung k'ajúugang. — *My father is singing.*

Díi g̱ung uu k'ajúugang. — <u>*My father*</u> *is singing.*

Sentence Pattern 1B

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
1B			**Noun-Sub**				**IB**
1B-SF	**Noun-Sub**	uu					**IB**

Cathy hlkwiidáang.   *Cathy is in a hurry.*

Cathy uu hlkwiidáang.   *Cathy is in a hurry.*

Alice xwíigang.   *Alice is cold.*

Alice uu xwíigang.   *Alice is cold.*

Díi chan 'láagang.   *My grandfather is well.*

Díi chan uu 'láagang.   *My grandfather is well.*

Díi x̲áat st'igáng.   *My father (f) is sick.*

Díi x̲áat uu st'igáng.   *My father (f) is sick.*

Sentence Pattern 2A

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
2A						**Weak-A**	**IA**
2A-SF	**Strong-A**	uu					**IA**

Hl gatáagang.   *I am eating.*

Hláa uu gatáagang.   *I am eating.*

Dáng g̲áadanggang.   *You are taking a bath.*

Dáa uu g̲áadanggang.   *You are taking a bath.*

Hal k'ajúugang.   *He is singing.*

'Láa uu k'ajúugang.   *He is singing.*

T'aláng hlg̲ánggulaang.   *We are working.*

T'aláng uu hlg̲ánggulaang.   *We are working.*

Daláng gatáagang.	*You guys are eating.*
Daláng uu gatáagang.	*You guys are eating.*
Tl' k'ajúugang.	*They are singing.*
Tl'áa uu k'ajúugang.	*They are singing.*

Sentence Pattern 2B

In sentence pattern 2B, the subject is a Weak-B pronoun. When then pronoun gets moved to focus position, it changes into a Strong-B pronoun.

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
2B						**Weak-B**	**IB**
2B-SF	**Strong-B**	uu					**IB**

Díi xwíigang.	*I am cold.*
Díi uu xwíigang.	*I am cold.*

Dáng st'igáng.	*You are sick.*
Dáng uu st'igáng.	*You are sick.*
Hal 'láagang.	*She is well.*
'Láa uu 'láagang.	*She is well.*
Íitl' hlkwiidáang.	*We are in a hurry.*
Íitl' uu hlkwiidáang.	*We are in a hurry.*
Daláng xwíigang.	*You guys are cold.*
Daláng uu xwíigang.	*You guys are cold.*
Tl' st'igáng.	*They are sick.*
Tl'áa uu st'igáng.	*They are sick.*

Sentence Pattern 3A

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
3A			**Noun-Sub**	**Noun-Obj**			**TA**
3A-SF	**Noun-Sub**	uu		**Noun-Obj**			**TA**
3A-OF	**Noun-Obj**	uu	**Noun-Sub**				**TA**

Joe tlúu da'áang.   *Joe has a canoe.*

Joe uu tlúu da'áang.   *Joe has a canoe.*

Tlúu uu Joe da'áang.   *Joe has a canoe.*

Mary g̲áan táagang.   *Mary is eating berries.*

Mary uu g̲áan táagang.   *Mary is eating berries.*

G̲áan uu Mary táagang.   *Mary is eating berries.*

Frank Jack k̲ínggang.   *Frank sees Jack.*

Frank uu Jack k̲ínggang.   *Frank sees Jack.*

Jack uu Frank k̲ínggang.   *Frank sees Jack.*

Jack Frank kínggang.	*Jack sees Frank.*
Jack uu Frank kínggang.	*Jack sees Frank.*
Frank uu Jack kínggang.	*Jack sees Frank.*

Sentence Pattern 3B

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
3B			**Noun-Sub**	**Noun-Obj**			**TB**
3B-SF	**Noun-Sub**	uu		**Noun-Obj**			**TB**
3B-OF	**Noun-Obj**	uu	**Noun-Sub**				**TB**

Díi káa chíin guláagang.	*My uncle likes fish.*
Díi káa uu chíin guláagang.	*My uncle likes fish.*
Chíin uu díi káa guláagang.	*My uncle likes fish.*

Díi náan Robert kuyáadaang.	*My grandmother loves Robert.*
Díi náan uu Robert kuyáadaang.	*My grandmother loves Robert.*
Robert uu díi náan kuyáadaang.	*My grandmother loves Robert.*

Robert díi náan ḵuyáadaang.

Robert uu díi náan ḵuyáadaang.

Díi náan uu Robert ḵuyáadaang.

Robert loves my grandmother.

Robert loves my grandmother.

Robert loves my grandmother.

Sentence Pattern 4A

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
4A			**Noun-Sub**		**Weak-B**		**TA**
4A-SF	**Noun-Sub**	uu			**Weak-B**		**TA**
4A-OF	**Strong-B**	uu	**Noun-Sub**				**TA**

Diana díi ḵínggang.

Diana uu díi ḵínggang.

Díi uu Diana ḵínggang.

Diana sees me.

Diana sees me.

Diana sees me.

Díi ġung dáng gudánggang.

Díi ġung uu dáng gudánggang.

Dáng uu díi ġung gudánggang.

My father hears you.

My father hears you.

My father hears you.

Charlie hal sk̲udáang.	*Charlie is punching him.*
Charlie uu hal sk̲udáang.	*Charlie is punching him.*
'Láa uu Charlie sk̲udáang.	*Charlie is punching him.*
Francine íitl' skúntl'aang.	*Francine is kissing us.*
Francine uu íitl' skúntl'aang.	*Francine is kissing us.*
Íitl' uu Francine skúntl'aang.	*Francine is kissing us.*
Díi aw daláng k̲ínggang.	*My mother sees you guys.*
Díi aw uu daláng k̲ínggang.	*My mother sees you guys.*
Daláng uu díi aw k̲ínggang.	*My mother sees you guys.*
Shirley tl' gudánggang.	*Shirley hears them.*
Shirley uu tl' gudánggang.	*Shirley hears them.*
Tl'áa uu Shirley gudánggang.	*Shirley hears them.*

Sentence Pattern 4B

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
4B			**Noun-Sub**		**Weak-B**		**TB**
4B-SF	**Noun-Sub**	uu			**Weak-B**		**TB**
4B-OF	**Strong-B**	uu	**Noun-Sub**				**TB**

Sarah díi guláagang.   *Sarah likes me.*

Sarah uu díi guláagang.   *Sarah likes me.*

Díi uu Sarah guláagang.   *Sarah likes me.*

Billy dáng ḵuyáadaang.   *Billy loves you.*

Billy uu dáng ḵuyáadaang.   *Billy loves you.*

Dáng uu Billy ḵuyáadaang.   *Billy loves you.*

Joey hal ḵaláang.   *Joey doesn't know her.*

Joey uu hal ḵaláang.   *Joey doesn't know her.*

'Láa uu Joey ḵaláang.   *Joey doesn't know her.*

Tommy íitl' guláagang.	*Tommy likes us.*
Tommy uu íitl' guláagang.	*Tommy likes us.*
Íitl' uu Tommy guláagang.	*Tommy likes us.*

Díi náan daláng ḵuyáadaang.	*My grandmother loves you guys.*
Díi náan uu daláng ḵuyáadaang.	*My grandmother loves you guys.*
Daláng uu díi náan ḵuyáadaang.	*My grandmother loves you guys.*

Maria tl' guláagang.	*Maria likes them.*
Maria uu tl' guláagang.	*Maria likes them.*
Tl'áa uu Maria guláagang.	*Maria likes them.*

Sentence Pattern 5A

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
5A				**Noun-Obj**		**Weak-A**	**TA**
5A-SF	**Strong-A**	uu		**Noun-Obj**			**TA**
5A-OF	**Noun-Obj**	uu				**Weak-A**	**TA**

Andy hl <u>k</u>ínggang.	*I see Andy.*
Hláa uu Andy <u>k</u>ínggang.	<u>*I*</u> *see Andy.*
Andy uu hl <u>k</u>ínggang.	*I see <u>Andy</u>.*
Díi chan dáng skúntl'aang.	*You are kissing my grandfather.*
Dáa uu díi chan skúntl'aang.	<u>*You*</u> *are kissing my grandfather.*
Díi chan uu dáng skúntl'aang.	*You are kissing <u>my grandfather</u>.*
Nancy hal s<u>k</u>udáang.	*She is punching Nancy.*
'Láa uu Nancy s<u>k</u>udáang.	<u>*She*</u> *is punching Nancy.*
Nancy uu hal s<u>k</u>udáang.	*She is punching <u>Nancy</u>.*

David t'aláng gudánggang.	*We like David.*
T'aláng uu David gudánggang.	*<u>We</u> like David.*
David uu t'aláng gudánggang.	*We like <u>David</u>.*

Díi k'wáay daláng sḵudáang.	*You guys are punching my older brother.*
Daláng uu díi k'wáay sḵudáang.	*<u>You guys</u> are punching my older brother.*
Díi k'wáay uu daláng sḵudáang.	*You guys are punching <u>my older brother</u>.*

Marvin tl' ḵínggang.	*They see Marvin.*
Tl'áa uu Marvin ḵínggang.	*<u>They</u> see Marvin.*
Marvin uu tl' ḵínggang.	*They see <u>Marvin</u>.*

Sentence Pattern 5B

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
5B				**Noun-Obj**		**Weak-B**	**TB**
5B-SF	**Strong-B**	uu		**Noun-Obj**			**TB**
5B-OF	**Noun-Obj**	uu				**Weak-B**	**TB**

Tommy díi guláagang.   *I like Tommy.*

Díi uu Tommy guláagang.   *I̱ like Tommy.*

Tommy uu díi guláagang.   *I like Tommy.*

Díi sḵáan dáng ḵ'aláang.   *You don't know my aunt.*

Dáng uu díi sḵáan ḵ'aláang.   *You don't know my aunt.*

Díi sḵáan uu dáng ḵ'aláang.   *You don't know my aunt.*

Melanie hal ḵuyáadaang.   *He loves Melanie.*

'Láa uu Melanie ḵuyáadaang.   *He loves Melanie.*

Melanie uu hal ḵuyáadaang.   *He loves Melanie.*

Steve íitl' ḵ'aláang.	*We don't know Steve.*
Íitl' uu Steve ḵ'aláang.	*We don't know Steve.*
Steve uu íitl' ḵ'aláang.	*We don't know Steve.*
Chíin daláng guláagang.	*You guys like fish.*
Daláng uu chíin guláagang.	*You guys like fish.*
Chíin uu daláng guláagang.	*You guys like fish.*
Bobby tl' ḵuyáadaang.	*They love Bobby.*
Tl'áa uu Bobby ḵuyáadaang.	*They love Bobby.*
Bobby uu tl' ḵuyáadaang.	*They love Bobby.*

Sentence Pattern 6A

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
6A					**Strong-B**	**Weak-A**	**TA**
6A-SF	**Strong-A**	uu			**Weak-B**		**TA**
6A-OF	**Strong-B**	uu				**Weak-A**	**TA**

Dáng hl ḵínggang.   *I see you.*

Hláa uu dáng ḵínggang.   *I see you.*

Dáng uu hl ḵínggang.   *I see you.*

Ïitl' dáng gudánggang.   *You hear us.*

Dáa uu ïitl' gudánggang.   *You hear us.*

Ïitl' uu dáng gudánggang.   *You hear us.*

Tl'áa hal skúntl'aang.   *She is kissing them.*

'Láa uu tl' skúntl'aang.   *She is kissing them.*

Tl'áa uu hal skúntl'áang.   *She is kissing them.*

Daláng t'aláng kínggang.	*We see you guys.*
T'aláng uu daláng kínggang.	*We see you guys.*
Daláng uu t'aláng kínggang.	*We see you guys.*
Díi daláng skudáang.	*You guys are punching me.*
Daláng uu díi skudáang.	*You guys are punching me.*
Díi uu daláng skudáang.	*You guys are punching me.*
'Láa tl' gudánggang.	*They hear him.*
Tl'áa uu hal gudánggang.	*They hear him.*
'Láa uu tl' gudánggang.	*They hear him.*

Sentence Pattern 6B

	Focus	Focus Marker	Noun Subject	Noun Object	Pronoun Object	Pronoun Subject	Verb
6A					**Strong-B**	**Weak-B**	**TB**
6B-SF	**Strong-B**	uu			**Weak-B**		**TB**
6B-OF	**Strong-B**	uu				**Weak-B**	**TB**

Dáng díi ḵuyáadaang.   *I love you.*

Díi uu dáng ḵuyáadaang.   *I love you.*

Dáng uu díi ḵuyáadaang.   *I love you.*

Íitl' dáng ḵ'aláang.   *You don't know us.*

Dáng uu íitl' ḵ'aláang.   *You don't know us.*

Íitl' uu dáng ḵ'aláang.   *You don't know us.*

Tl'áa hal guláagang.   *She likes them.*

'Láa uu tl' guláagang.   *She likes them.*

Tl'áa uu hal guláagang.   *She likes them.*

Daláng íitl' ḵuyáadaang.

Íitl' uu daláng ḵuyáadaang.

Daláng uu íitl' ḵuyáadaang.

Díi daláng ḵ'aláang.

Daláng uu díi ḵ'aláang.

Díi uu daláng ḵ'aláang.

'Láa tl' guláagang.

Tl'áa uu hal guláagang.

'Láa uu tl' guláagang.

We love you guys.

We love you guys.

We love you guys.

You guys don't know me.

You guys don't know me.

You guys don't know me.

They like him.

They like him.

The like him.

Possessive Noun Phrases

The Basics

A **possessive noun phrase** is phrase in which one person or thing is described as belong to some other person or thing. Here are some examples of possessive noun phrases in English:

Joe's car   *your hat*   *the dog's collar*   *our children*   *Sarah's sister*   *their ideas*

Each of these phrases is made up of two parts. The first part -- *Joe's, your, the dog's, our, Sarah's* and *their* -- refers to the **possessor**, the one who "owns" something else. The second part -- *car, hat, wallet, children, sister,* and *ideas* -- refers to the **possessum**, the one that belongs to someone else. These examples show that for possessive noun phrases in English, we put the possessor first, followed by the possessed.

English also makes a distinction between two different kinds of possessors, nouns vs. pronouns. If the possessor is a noun, we put -*'s* on the end of it, as in *Joe's, the dog's,* and *Sarah's*. If the possessor is a pronoun, we don't simply add -*'s* onto the end of the pronoun -- instead, we use a special set of possessive pronouns: *my, your, his, her, our,* and *their*. English doesn't make any distinction among possessum, though -- they keep their regular form, no matter what.

Possessive Noun Phrases in Haida

Possessive noun phrases in Haida are similar to those in English in two important ways:

1. The possessor comes before the possessed.

2. Different rules apply depending on whether the possessor is a noun or a pronoun.

However, there is also a major difference between possessive noun phrases the two languages. In Haida, along with two different kinds of possessors (noun vs. pronoun), there are also two kinds of possessums: personal nouns and common nouns.

A personal noun is one which refers to a body part or to a family member. For example:

kún -- *nose*	**aw** -- *mother*
skuts -- *bone*	**ɢung** -- *father (of a male)*
ḵats -- *head, hair*	**ḵáa** -- *uncle (usu. father's brother)*
ḵ'ulúu -- *leg*	**git** -- *child*
st'áay -- *foot*	**náan** -- *grandmother*

Common nouns are all the other nouns in the language which don't refer to parts of the body or to one's kin.

Since Haida makes a difference between two kinds of possessors (noun vs. pronoun) and two kinds of possessums (personal noun vs. common noun), we have a total of four different types of possessive noun phrases. These four possibilities are shown in the table below.

	Type 1	Type 2	Type 3	Type 4
Possessor	Noun	Noun	Pronoun	Pronoun
Possessum	Personal Noun	Common Noun	Personal Noun	Common Noun

Pattern 1 is the simplest of the four patterns. Here, we have a noun as the possessor, and a personal noun as the possessum. In this case, we simply put the possessor immediately in front of the possessum, with no other changes or additions.

Type 1	
Possessor	**Possessum**
Noun	Personal Noun

For example:

Joe kún -- *Joe's nose*   **Sarah ḵáa** -- *Sarah's uncle*

x̱áay k'ulúu -- *the dog's leg*   **dúujaay aw** -- *the cat's mother*

Mary st'áay -- *Mary's foot*   **Al g̱ung** -- *Al's father*

In Pattern 2, the possessor is still a noun, but the possessum is a common noun instead of a personal noun. In this case, the possessor still comes first and the possessum come second -- but in between them comes the little word **gyaa**. This word doesn't really have a clear English translation, but it function in many ways just like -'s. Note also that the

possessum must be in its definite form.

Type 2	
Possessor	**Possessum**
Noun **gyaa**	Common Noun (Definite)

For example:

Joe gyaa náay -- *Joe's house(s)*

x̱áay gyaa ḵíihlgaay -- *the dog's dish(es)*

Mary gyaa dajangáay -- *Mary's hat(s)*

Sarah gyaa st'ask'agáay -- *Sarah's shoe(s)*

dúujaay gyaa k'ak'adáangwaay -- *the cat's bell(s)*

Al gyaa ḵigwáay -- *Al's basket(s)*

Note that it is also possible to take a possessive noun phrase of Type 1, and use that as the possessor in a Type 2 phrase. For example:

Joe g̱ung gyaa dajangáay -- *Joe's father's hat(s)*

Sarah aw gyaa ḵigwáay -- *Sarah's mother's basket(s)*

Al ḵáa gyaa náay -- *Al's uncle's house(s)*

In Type 3, the possessor is a pronoun, and the possessum is a personal noun. In this case, we use the Weak-B set of pronouns in the possessor slot. Just like with Type 1, the possessor comes immediately before the possessum, with nothing in between.

Type 3	
Possessor	**Possessum**
Weak-B Pronoun	Personal Noun

my money — (gyáagan) daalaay

your hat — (dáng) gyaa dajangaay — 41

his house — 'láa (gyaa) náay

our book — íitl' (gyaa) ḵugúnaay

you guys basket — daláng (gyaa) ḵigwáay

their house — tl'áa (gyaa) náay

For example:

díi ḵats -- *my head*

dáng st'áay -- *your foot/feet*

hal skuts -- *his/her/their bone*

íitl' ḵ'ulúu -- *our legs*

daláng kún -- *you guys' noses*

tl' ts'áng -- *their/people's teeth*

díi aw -- *my mother*

dáng x̱áat -- *your father (of a female)*

hal náan -- *his/her/their grandmother*

íitl' sḵáan -- *our aunt*

daláng git -- *you guys' child*

tl' ḵáa -- *their/people's uncle*

These possessive noun phrases of Type 3 can also serve as possessors in a Type 2 phrase. For example:

díi aw gyaa náay -- *my mother's house*

daláng git gyaa st'ask'agáay -- *you guys' child's shoe(s)*

hal náan gyaa dajangáay -- *her grandmother's hat(s)*

Finally there is Type 4, with a pronoun as possessor and a common noun as a possessum. In this case, we use the Strong-B

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pronouns (not the Weak-B pronouns), followed by **gyaa**, followed by the possessum. The possessum, as before, must be in its definite form.

Type 4	
Possessor	**Possessum**
Strong-B Pronoun *gyaa* (*is*)	Common Noun (Definite)

For example:

dáng gyaa dajangáay -- *your hat(s)*

(*Paul*) or **'láa gyaa náay** -- *his/her/their house(s)*

íitl' gyaa st'ask'agáay -- *our shoes*

daláng gyaa ḵigwáay -- *you guys' basket(s)*

tl'áa gyaa táawaay -- *their/people's food*

gyáagan dáalaay   my money   one exception

There is one exception to this pattern, however. If the possessor is *"my"*, we don't use the Strong-B pronoun **díi**. Instead, we use a special possessive pronoun **gyáagan** *"my"*, followed immediately by the possessum (with no **gyaa** in between). For example:

gyáagan dajangáay -- *my hat(s)*

gyáagan náay -- *my house(s)*

Postpositional Phrases

The Basics

Another import class of words in most languages are the **adpositions**. These are small words that are used with nouns and pronouns, and help to specify their roles in the sentence. Here are some examples from English, with the prepositions underlined.

> She is cutting the bread <u>with</u> a knife.
> I gave the book <u>to</u> her.
> I lost the book <u>under</u> the bed.
> He's walking <u>toward</u> them.
> John was talking <u>on</u> the telephone <u>to</u> Bill <u>about</u> the game <u>for</u> an hour <u>in</u> the hallway.

In English, all of the adpositions come before the nouns or pronouns that they go with, and so they are usually called **prepositions**. The combination of the preposition with its accompanying noun or pronoun is called a **prepositional phrase**, or **PP** for short.

Postpositional Phrases in Haida

Haida also has a large and important class of adpositions. However, unlike in English, the adpositions in Haida always <u>follow</u> the nouns and pronouns they go with. For this reason, they are typically called **postpositions**. The combination of the postposition with its accompanying noun or pronoun is called a **postpositional phrase**, or **PP** for short.

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Here are some examples of PP's in Haida, with the postpositions underlined.

Joe <u>aa</u> hl gúusuugang.	I am talking to Joe.
Díi <u>eihl</u> hal kihl náangsdlaanggang.	She is making fun of me.
'Láa <u>gwíi</u> hal kíntgan.	He brought a message to her.
Gwáalaay díi-<u>st</u> hal dáng k'áat'gan.	She jerked the bag away from me.
Dáng <u>gidéit</u> hal ḵángaayaan.	He dreamed about you (they say).

Most postpositions in Haida are separate words. However, a few of them (such as **-k**, **-st**, **-t**, and **-kw**) have contracted to the point where they can no longer stand on their own; we write these postpositions with a hyphen before them, linking them to the preceding noun or pronoun.

Pronouns occur in their Strong-B form before a postposition.

PPs can occur anywhere in the sentence before the pronoun object slot, including in the focus slot. PPs cannot occur between the pronouns and the verb, nor can they occur after the verb.

Joe 'láa-k isdáang.	Joe is giving it to her.
'Láa-k Joe isdáang.	Joe is giving it to her.
'Laa-k uu Joe isdáang.	Joe is giving it <u>to her</u>.

Frank díi aa gúusuugang.	Frank is talking to me.
Díi aa Frank gúusuugang.	Frank is talking to me.
Díi aa uu Frank gúusuugang.	Frank is talking <u>to me</u>.
Cathy daláng-k dúugang.	Cathy is inviting you guys.
Daláng-k Cathy dúugang.	Cathy is inviting you guys.
Daláng-k uu Cathy dúugang.	Cathy is inviting <u>you guys</u>.
Jeff sg̲íiwaay díi-st x̲a istgán.	Jeff grabbed the seaweed from me.
Jeff díi-st sg̲íiwaay x̲a istgán.	Jeff grabbed the seaweed from me.
Díi-st Jeff sg̲íiwaay x̲a istgán.	Jeff grabbed the seaweed from me.
Díi-st uu Jeff sg̲íiwaay x̲a istgán.	Jeff grabbed the seaweed <u>from me</u>.
Chíin-t hal gúlgang.	She craves fish.
Chíin-t uu hal gúlgang.	She craves <u>fish</u>.

Adverbs

The Basics

The last major class of words are the adverbs. **Adverbs** are words which describe something about how the action of the sentence was carried out, including the time, location, direction, speed, manner, and so forth. Here are some examples from English, with the adverbs underined.

> Ted came back <u>yesterday</u>.
> Maria sang <u>loudly</u>.
> She stirred the pot <u>continuously</u>.
> He glanced <u>downward</u>.
> <u>Hopefully</u> he will finish <u>quickly</u>.

Adverbs in Haida

Haida has quite a large set of adverbs. Here are some useful examples (there are many others):

áasdluu	at this time
áatsgwaa	around here
adáahl	yesterday, tomorrow
adíit	up in the woods, away from shore

anáa	inside, at home
awáahl	long ago
awáahl g̲agwíi	long long ago
dámaan	carefully, properly, in the right way
gáawaan	not yet
gám	not
gíitsgwaa	hopefully, I hope that...
gínggaangaan	for nothing, in vain
gwáahlaang	truly, indeed
g̲áalgwaa	last night
g̲áal sg̲ásk'w	all night long
háns	too, also
háwsan	again
hawíidaan	quickly
híik'waan	nevertheless
hín	thus, like that
hingáan	just, simply, only
jíingaa	for a long time
(a)kyáa	outside
sahlgáang	back, returning

sg̲ún	only
(a)síik	up, upwards
tláan	no more, stop, finish
tlasnúut	just now; for the first time
yáangk'yaan	truly, in truth
'wáayaat	now

Like PPs, most adverbs can occur anywhere in the sentence before the pronoun object slot, including in the focus slot. Adverbs cannot occur between the pronouns and the verb, nor can they occur after the verb. This gives speakers a lot of freedom in composing sentences. For example, consider the 48 ways to say *"Joe gave the book to her yesterday."*

Joe 'láa-k adáahl k̲ugíinaay istgán.	Joe gave the book to her yesterday.
Joe 'láa-k k̲ugíinaay adáahl istgán.	Joe gave the book to her yesterday.
Joe k̲ugíinaay 'láa-k adáahl istgán.	Joe gave the book to her yesterday.
Joe adáahl 'láa-k k̲ugíinaay istgán.	Joe gave the book to her yesterday.
Joe adáahl k̲ugíinaay 'láa-k istgán.	Joe gave the book to her yesterday.
Joe k̲ugíinaay adáahl 'láa-k istgán.	Joe gave the book to her yesterday.
'Láa-k Joe adáahl k̲ugíinaay istgán.	Joe gave the book to her yesterday.
'Láa-k Joe k̲ugíinaay adáahl istgán.	Joe gave the book to her yesterday.
'Láa-k k̲ugíinay Joe adáahl istgán.	Joe gave the book to her yesterday.

'Láa-k adáahl Joe ḵugíinaay istgán.	Joe gave the book to her yesterday.
'Láa-k adáahl ḵugíinaay Joe istgán.	Joe gave the book to her yesterday.
'Láa-k ḵugíinaay adáahl Joe istgán.	Joe gave the book to her yesterday.
Adáahl Joe 'láa-k ḵugíinaay istgán.	Joe gave the book to her yesterday.
Adáahl Joe ḵugíinaay 'láa-k istgán.	Joe gave the book to her yesterday.
Adáahl ḵugíinaay Joe 'láa-k istgán.	Joe gave the book to her yesterday.
Adáahl 'láa-k Joe ḵugíinaay istgán.	Joe gave the book to her yesterday.
Adáahl 'láa-k ḵugíinaay Joe istgán.	Joe gave the book to her yesterday.
Adáahl ḵugíinaay 'láa-k Joe istgán.	Joe gave the book to her yesterday.
Ḵugíinaay Joe 'láa-k adáahl istgán.	Joe gave the book to her yesterday.
Ḵugíinaay Joe adáahl 'láa-k istgán.	Joe gave the book to her yesterday.
Ḵugíinaay 'láa-k Joe adáahl istgán.	Joe gave the book to her yesterday.
Ḵugíinaay 'láa-k adáahl Joe istgán.	Joe gave the book to her yesterday.
Ḵugíinaay adáahl Joe 'láa-k istgán.	Joe gave the book to her yesterday.
Ḵugíinaay adáahl 'láa-k Joe istgán.	Joe gave the book to her yesterday.
Joe uu 'láa-k adáahl ḵugíinaay istgán.	Joe gave the book to her yesterday.
Joe uu 'láa-k ḵugíinaay adáahl istgán.	Joe gave the book to her yesterday.

Joe uu ḵugíinaay 'láa-k adáahl istgán.	<u>Joe</u> gave the book to her yesterday.
Joe uu adáahl 'láa-k ḵugíinaay istgán.	<u>Joe</u> gave the book to her yesterday.
Joe uu adáahl ḵugíinaay 'láa-k istgán.	<u>Joe</u> gave the book to her yesterday.
Joe uu ḵugíinaay adáahl 'láa-k istgán.	<u>Joe</u> gave the book to her yesterday.
'Láa-k uu Joe adáahl ḵugíinaay istgán.	Joe gave the book <u>to her</u> yesterday.
'Láa-k uu Joe ḵugíinaay adáahl istgán.	Joe gave the book <u>to her</u> yesterday.
'Láa-k uu ḵugíinaay Joe adáahl istgán.	Joe gave the book <u>to her</u> yesterday.
'Láa-k uu adáahl Joe ḵugíinaay istgán.	Joe gave the book <u>to her</u> yesterday.
'Láa-k uu adáahl ḵugíinaay Joe istgán.	Joe gave the book <u>to her</u> yesterday.
'Láa-k uu ḵugíinaay adáahl Joe istgán.	Joe gave the book <u>to her</u> yesterday.
Adáahl uu Joe 'láa-k ḵugíinaay istgán.	Joe gave the book to her <u>yesterday</u>.
Adáahl uu Joe ḵugíinaay 'láa-k istgán.	Joe gave the book to her <u>yesterday</u>.
Adáahl uu ḵugíinaay Joe 'láa-k istgán.	Joe gave the book to her <u>yesterday</u>.
Adáahl uu 'láa-k Joe ḵugíinaay istgán.	Joe gave the book to her <u>yesterday</u>.
Adáahl uu 'láa-k ḵugíinaay Joe istgán.	Joe gave the book to her <u>yesterday</u>.
Adáahl uu ḵugíinaay 'láa-k Joe istgán.	Joe gave the book to her <u>yesterday</u>.
Ḵugíinaay uu Joe 'láa-k adáahl istgán.	Joe gave <u>the book</u> to her yesterday.
Ḵugíinaay uu Joe adáahl 'láa-k istgán.	Joe gave <u>the book</u> to her yesterday.

Ḵugíinaay uu adáahl Joe 'láa-k istgán.   Joe gave <u>the book</u> to her yesterday.

Ḵugíinaay uu 'láa-k Joe adáahl istgán.   Joe gave <u>the book</u> to her yesterday.

Ḵugíinaay uu 'láa-k adáahl Joe istgán.   Joe gave <u>the book</u> to her yesterday.

Ḵugíinaay uu adáahl 'láa-k Joe istgán.   Joe gave <u>the book</u> to her yesterday.

Haida   2 different past tense   english
Indirect past - gatáagaan (they say) Past I ate
Direct Past - gatáagan   Present I am eating
Present   gatáagang   Future I will eat.
Future   gataasaang

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Verb Endings

A very important part of Haida grammar are the different endings that can occur on verbs. There are quite a few of these in more, more than there are in English, and they can combine to produce some very long verb forms. Below, we will focus just on the most important of the verb endings, leaving the others for more advanced study.

Mode and Tense

The most important set of verb endings are those which are made by combining different Mode and Tense suffixes.

Tense refers to the time when the action took place. In Haida, there are two tenses: Past and Non-Past. The **Past tense** refers to things which have already happened. The Past tense suffix has three forms: **-gan**, **-an** and **-n**. The **Non-Past** tense refers to things that either are happening right now, or which have yet to happen. The Non-Past suffix also has three form: **-gang**, **-ang**, and **-ng**.

Mode refers to the speaker's attitude toward the action they are describing. Haida has two modes: Indirect and Predictive. The **Indirect** mode is used when the speaker wants to talk about an event which happened, but they are unsure that it happened because they didn't actually witness themselves. In other words, the Indirect mode is used to indicate that something is second-hand information. The Indirect suffix has three forms: **-gaa**, **-yaa** and **-aa**. The **Predictive** mode is used to make predictions about what the speaker thinks will happen in the future. The Predictive suffix has only one form, **-saa**.

gatáa - to eat
gatáagang   Hal gatáagang   she/he is eating
Hal gatáagan   H/she ate

These four suffixes -- Indirect Mode, Predictive Mode, Past Tense and Non-Past Tense -- combine to form the four basic endings of the Haida verb.

Indirect Mode + Past Tense	=	Indirect Past ending
Past Tense	=	Direct Past ending
Non-Past Tense	=	Present ending
Predictive Mode + Non-Past Tense	=	Future ending

The exact form that each of these four endings will take depends upon which of four different classes a particular verb belongs to.

Verb Classes

Every verb stem in Haida can be broken down into two parts: a root and a class marker. The **root** is the core, most central part of the verb. It remains the same no matter what endings are added onto the verb. The **class marker**, which always comes after the root, identifies which class and subclass a particular verb belongs to. This then let's us know the correct forms of all the different endings that can be attached to that verb. In some cases, depending on the ending, the class marker may have its form altered in some way. Fortunately, these changes follow very regular and consistent patterns.

The basic set of verb ending forms is shown in the table below.

[handwritten notes:] Verbs
Root Class marker
never changes
tells which ending to use

ÍIWAN - TO BE BIG

Íiwaan aan
ÍIWAAN gan
ÍIWAAN gyang
ÍIWAAN saang

IOLAI

gatáa gaan
gatáa gan
gatáa gyang
gatáa saang

chat'as - to wear clothes

chat'aj áan
chat'ij an
chat'ij ang
chat'as saang

Indirect past
Direct past
Present
Future

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	Indirect Past	Direct Past	Present	Future
Class 1	-gaan	-gan	-gang	-saang
Class 2	-aan	-gan	-gang	-saang
Class 3	-aan	-an	-ang	-saang
Class 4	-yaan	-gan	-ng	-saang

Below, we'll talk about each of the different classes.

Class 1

The verbs of Class 1 fall into three subclasses (1A, 1B and 1C), based on their class markers.

Class 1A — long áa

The verb stems in Class 1A all end in long **-aa**. For example:

'wáad<u>aa</u> -- *to sell something*   ŋáa -- *to live somewhere* (dwell)

dahlgiy<u>áa</u> -- *to be pregnant*   gat<u>áa</u> -- *to eat*

(handwritten note, top right:)
isda – to give take
isdáa yaan
ist gan
isdáa ng
isdaa saang

hats'as<u>áa</u> -- *to sneeze*   gul<u>áa</u> -- *to like something*

The class marker stays the same in all four forms of the verb, as shown below.

Class 1A	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	hats'as	áa		
Indirect Past	hats'as	áa	gaa	n
Direct Past	hats'as	áa		gan
Present	hats'as	áa		gang
Future	hats'as	áa	saa	ng

Compare the following sentences:

Díi jáa hats'asáagaan.	*My wife sneezed (they say).*
Díi jáa hats'asáagan.	*My wife sneezed.*
Díi jáa hats'asáagang.	*My wife is sneezing.*
Díi jáa hats'asáasaang.	*My wife will sneeze.*

Class 1B *Some form of short vowell*

The verb stems in Class 1B are each only one syllable long, and end in a short vowel. For example:

st'i -- *to be sick*   ts'a -- *to shoot*   *ts agáan*
ts' a gan
ts' agáng
ts 'as aáng

The class marker stays the same in all four forms of the verb, as shown below.

Class 1B	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	st'	i		
Indirect Past	st'	i	gáa	n
Direct Past	st'	i		gán
Present	st'	i		gáng
Future	st'	i	sáa	ng

Note that the verb stems in Class 1B have no accent of their own. As a general rule in Haida, if the verb stem itself does not have an accented vowel, then the accent will fall either on the first long vowel of the ending, or the first short vowel of the ending that is followed by two consonants, whichever comes first. Thus, in the Indirect Past form, the accent falls on the long vowel of the ending **-gáan**, and likewise in the Future with the ending **-sáang**. Failing that, the accent will fall on the final syllable of the word, so long as the word ends in a consonant. This is where the accents on **-gán** and **-gáng** come

from.

Compare the following sentences:

Díi dúun st'igáan.	*My younger sister (f) was sick (they say).*
Díi dúun st'igán.	*My younger sister (f) was sick.*
Díi dúun st'igáng.	*My younger sister is sick.*
Díi dúun st'isáang.	*My younger sister will be sick.*

Class 1C *all end in .h*

The verb stems of Class 1C all end in **-h**. For example:

dah -- *to buy something*

dahgáan   dahgang
dahgan   dahsáang

st'ah -- *to be full of something*

basket berries

st'ahgáan
st'ahgān
st'ahgáang
st'ahs'áang

The class marker **-h** stays the same in all four forms of the verb, as shown below.

Class 1C	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	da	h		
Indirect Past	da	h	gáa	n
Direct Past	da	h		gán
Present	da	h		gáng
Future	da	h	sáa	ng

The same rules for accent placement that apply to verbs in Class 1B also apply to verbs in Class 1C. Once again, the endings **-gáan** and **-sáang** get an accent because they have a long vowel. The endings **-gán** and **-gáng** get accented because they are the last syllable in the word and they end in a consonant.

Compare the following sentences:

Charlie sablíi dahgáan.	*Charlie bought some bread (they say).*
Charlie sablíi dahgán.	*Charlie bought some bread.*
Charlie sablíi dahgáng.	*Charlie is buying some bread.*
Charlie sablíi dahsáang.	*Charlie will buy some bread.*

Class 2

The verbs of Class 2 fall into eight subclasses (2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H) based on their class markers.

Class 2A

The verbs stems in Class 2A all end in a long vowel (usually **-aa-**) followed by some consonant other than **-hl-**. For example:

t'waan - gigantic

íiwaan -- *to be big*   istgut'áang -- *to mistreat, abuse someone*

k'uxajáang -- *to smoke something (e.g. tobacco)*   sgik̲'íidaal -- *to paddle something (e.g. canoe)*

tlagáay -- *to get hurt, damaged*

The class marker stays the same in all four forms of the verb, as shown below.

PRESENT My house is big   *dash important for pronunciation*
Gyáagan náay íiwaan-gang

INDIRECT The book was big. (they say)
Kug̲únaay íiwaanda~gaan.

FUTURE Your house will be big.
- gyaa
Dáng̲ náay íiwaansang

DIRECT My grampa's house was big
('s)
Aú chan gyáa íiwan-gan

Class 2A	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	sgik'íid	aal		
Indirect Past	sgik'íid	aal	aa	n
Direct Past	sgik'íid	aal		gan
Present	sgik'íid	aal		gang
Future	sgik'íid	aal	saa	ng

Compare the following sentences:

Kunáay gwíi Joe tluwáay sgik'íidaalaan. *Joe paddled the canoe toward the point (they say).*

Kunáay gwíi Joe tluwáay sgik'íidaalgan. *Joe paddled the canoe toward the point.*

Kunáay gwíi Joe tluwáay sgik'íidaalgang. *Joe is paddling the canoe toward the point.*

Kunáay gwíi Joe tluwáay sgik'íidaalsaang. *Joe will paddle the canoe toward the point.*

Class 2B

The verb stems of Class 2B all end in the sequence **-eihl** or **-aahl**. For example:

kéinggeihl -- *to appear, come into view*   cháanuutgeihl -- *to become Fall*

'láaneihl -- *to get married*   gáalgeihl -- *to get dark*

tláahl -- *to do something ten times*

This is our first class where we see the class marker change its form when an ending is added. Fortunately, the rule is very simple. For all the verbs in Class 2B, when an ending is added, change the final **-hl-** into a plain **-l-**. The one exception is before the Predictive suffix **-saa-**, where it remains **-hl-**. These changes are shown in the table below.

Class 2B	Verb Stem (Spelling)		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	'láan	eihl		
Indirect Past	'láan	eil	aa	n
Direct Past	'láan	eil		gan
Present	'láan	eil		gang
Future	'láan	eihl	saa	ng

Handwritten annotations:

Eihl to become

*Direct: Bill got married ~~'laaneihl~~
Bill 'Laaneilgan*

*Future: My sister will get married.
Dii jáas 'láaneihlsaag*

*Present: your brother is getting married.
Dáng dáa 'laaneilgang*

*Indirect (I heard) your husband got married.
Dáng tláal 'Laaneilaan*

Compare the following sentences:

older sibling, same sex as you

Díi k'wáay 'láaneilaan.   My older sister (f) got married (they say).

Díi k'wáay 'láaneilgan.   My older sister (f) got married.

Díi k'wáay 'láaneilgang.   My older sister (f) is getting married.

Díi k'wáay 'láaneihlsaang.   My older sister (f) will get married.

younger sibling, same sex as you

Díi díun

*Díi dáa Freddy
Díi jaaa Kathy*

Class 2C

The verb stems in Class 2C all end in the sequence **-íihl**. For example:

níihl -- *to drink something*   **sdíihl** -- *to return, go back*

t'íihl -- *to be wet*

In the Indirect Past form, the class marker **-íihl-** changes into **-éil-**. In both the Direct Past and the Present forms, the class marker **-íihl-** contracts to **-íl-**. But in the Future form, the class marker keeps its orignal form, **-íihl**. These changes are shown in the table below.

Class 2C	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	n	íihl		
Indirect Past	n	éil	aa	n
Direct Past	n	íl		gan
Present	n	íl		gang
Future	n	íihl	saa	ng

Present Sam is drinking coffee
Níihl
Sam gangk'an nílgang
(H)

Direct My wife drank some water.
Dû jáa gántl nílgan
(H)

Future My husband will drink some HB Tea.
Dû tláal x íl Kágan níihlgang

Indirect George drank all the rum.
George láam waaluwan níilaan
(rum)   All

(H)
ganúihl – to drink some water

Compare the following sentences:

gyúutogat 'laagang — It sounds good.
Kétagat 'laagang   It looks good.

Frank g̱ángk'an néilaan.	*Frank drank some coffee (they say).*
Frank g̱ángk'an nílgan.	*Frank drank some coffee.*
Frank g̱ángk'an nílgang.	*Frank is drinking some coffee.*
Frank g̱ángk'an níihlsaang.	*Frank will drink some coffee.*

Class 2D

The verbs stems in Class 2D end in either **-uhl** or **-uuhl**. For example:

tlánsguhl -- *to put things away*   jaagúuhl -- *to fall in love*

gutsgúuhl -- *to put something on (e.g. a hat)*   gúuhl -- *to want, crave something*

The changes here are similar to those that happen with Class 2C. In the Indirect Past form, the class marker **-uhl-** or **-uuhl-** changes to **-waal-**. In the Direct Past and the Present forms, the class marker contracts to **-ul-**. Finally, in the Future form, the class marker keeps its original form, either **-uhl-** or **-uuhl-**. These changes are shown in the table below.

Class 2D	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	jaag	úuhl		
Indirect Past	jaag	wáal	aa	n
Direct Past	jaag	úl		gan
Present	jaag	úl		gang
Future	jaag	úuhl	saa	ng

Compare the following sentences:

Díi jáas Andy eihl jaagwáalaan.	*My sister (m) fell in love with Andy (they say).*
Díi jáas Andy eihl jaagúlgan.	*My sister (m) fell in love with Andy.*
Díi jáas Andy eihl jaagúlgang.	*My sister (m) is falling in love with Andy.*
Díi jáas Andy eihl jaagúuhlsaang.	*My sister (m) will fall in love with Andy.*

Class 2E

The verb stems in Class 2E all end in a short vowel (usually **-a-**) followed by a consonant other than **-hl-**. For example:

sǥál -- *to hide something* diyáng -- *to look for something*

gudáng -- *to hear/want something* hlǥáy -- *to dig something up*

The class marker keeps its original shape except in the Indirect Past form. In that case, the short vowel of the class marker is lengthened. This change is shown in the table below.

Class 2E	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	gud	áng		
Indirect Past	gud	áang	aa	n
Direct Past	gud	áng		gan
Present	gud	áng		gang
Future	gud	áng	saa	ng

Present John is hiding the money
John dáalaay sǥálgaang

Indirect Past My grampa hid the book (they say)
Díi chan Kugúnaay sǥáalaan.

FUTURE Joe's mom will hide Jordan from Linda
Joe aw Jordan Linda-st sǥálsaang
-st from ak
sda from Massat

DIRECT I hid your money.
Dáng gyaa daalaay hl sǥálgan

NAME_st = name from
From Kathy

Compare the following sentences:

Chíin-k díi náan gudáangaan. *My grandmother wanted some fish (they say).*

Chíin-k díi náan gudánggan. *My grandmother wanted some fish.*

Chíin-k díi náan gudánggang. *My grandmother wants some fish.*

Chíin-k díi náan gudángsaang. *My grandmother will want some fish.*

Class 2F

The verb stems in Class 2F all end in **-ahl**. For example:

xáhl -- *to shine, be shiny*   ɢahgáhl -- *to get tired*

k'ut'ahl -- *to die*   da'únggahl -- *to be easily accessible*

In the Indirect Past form, the class marker **-ahl-** changes to **-aal-**. In the Direct past and Present forms, it contracts to **-al-**. In the Future form, however, the class marker keeps its original form, **-ahl-**. These changes are shown in the tabel below.

Class 2F	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	ɢahg	áhl		
Indirect Past	ɢahg	áal	aa	n
Direct Past	ɢahg	ál		gan
Present	ɢahg	ál		gang
Future	ɢahg	áhl	saa	ng

Compare the following sentences:

Direct Billy gahgálgan | Billy was tired

Present jenny Kugíinaay ii gahálgang (of) | jenny is tired of the book

Kugíinaay íi Sarah ǥahgáalaan.	Sarah got tired of the book (they say).
Kugíinaay íi Sarah ǥahgálgan.	Sarah got tired of the book.
Kugíinaay íi Sarah ǥahgálgang.	Sarah is getting tired of the book.
Kugíinaay íi Sarah ǥahgáhlsaang.	Sarah will get tired of the book

Indirect Dii náan náay ii gahgáalgan | My gramma was tired of the house (they say)

Future Sam gahgáhlsaang | Sam will be tired.

Class 2G

The verb stems in Class 2G all end in long **-uu**. For example:

k'ajúu -- *to sing*   gúusuu -- *to talk, speak*

sánjuu -- *to smell, sniff something*   dúu -- *to get, acquire something*

In the Indirect Past form, the class marker **-uu-** changes into **-aaw-**. In the other three forms, the class marker keeps its original form. These changes are shown in the table below.

Class 2G	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	k'aj	úu		
Indirect Past	k'aj	áaw	aa	n
Direct Past	k'aj	úu		gan
Present	k'aj	úu		gang
Future	k'aj	úu	saa	ng

Present We are singing
Taláng K'ajúugang

DiReCT PAST Sam's father sang
Sam gung K'ajúugan

FUTURE Mary's little sister will sing.
Mary dún Kajúusaang.

INDiRecT PAST Bill's older brother sang. (they say)
Bill K'waay Kajáawhan

Compare the following sentences:

Joe náan an díi chan k'ajáawaan.	*My grandfather sang for Joe's grandmother (they say).*
Joe náan an díi chan k'ajúugan.	*My grandfather sang for Joe's grandmother.*
Joe náan an díi chan k'ajúugang.	*My grandfather is singing for Joe's grandmother.*
Joe náan an díi chan k'ajúusaang.	*My grandfather will sing for Joe's grandmother.*

Class 2H

The verb stems in Class 2H all end in long **-ii**. For example:

tl'íi -- *to sew something*　　　　dlawíi -- *to fall*

xwíi -- *to be cold*　　　　gajíi -- *to fetch water*

In the Indirect Past form, the class marker **-ii-** changes to **-aay-**. In the other three forms, the class marker keeps its original form, **-ii-**. This is shown in the table below.

Class 2H	Verb Stem		Ending		xwíi
	Root	Class Marker	Mode	Tense	
Basic Form	tl'	íi			
Indirect Past	tl'	áay	aa	n	χw
Direct Past	tl'	íi		gan	χwiigan
Present	tl'	íi		gang	χwiigang
Future	tl'	íi	saa	ng	χwiiSAANG

Handwritten notes:

Direct Past — His mother felt cold.
Hal aw χwúgan.

Future — We will feel cold.
Íitl' χwiisaang

Present — Jenny's brother feels cold.
Jenny dáa χwiigang

Indirect Past — Larry's sister felt cold (they say)
Laray jaas χwáaylaan

Compare the following sentences:

Díi náan hlk'itgáa tl'áayaan.　　　　*My grandmother sewed a dress (they say).*

Díi náan hlk'itgáa tl'íigan.　　　　*My grandmother sewed a dress.*

Díi náan hlk'itgáa tl'íigang.　　　　*My grandmother is sewing a dress.*

Díi náan hlk'itgáa tl'íisaang.　　　　*My grandmother will sew a dress.*

Class 3

The verbs of Class 3 fall into three subclasses (3A, 3B and 3C) based on their different class markers.

Class 3A

The verb stems in Class 3A all end in **-as**. For example:

chat'as -- *to wear something*

tlahlgat'as -- *to keep the peace*

xált'as -- *to be fearful, shy*

ts'ahlt'as -- *to be sticky*

gak'iidas -- *to drown, choke*

tlat'as -- *to be ominous*

In the Indirect Past form, the **-s-** of the class marker is changed to a **-j-**, but the vowel before it remains in its original form. In the Direct Past and Present forms, the entire class marker is replaced by **-iij-**. If the verb stem doesn't already have an accented vowel, then the accent will fall on the **-íij-**. In the Future form, the class marker loses its final **-s-** because of the Predictive suffix **-saa-** which immediately follows. These changes are shown in the table below.

Handwritten note (top right): *chat'as – to wear something / to put on an article of clothing*

Class 3A	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	chat'	as		
Indirect Past	chat'	aj	áa	n
Direct Past	chat'	íij		an
Present	chat'	íij		ang
Future	chat'	a	sáa	ng

Handwritten notes (right side):

Present — Kuu daats'aa hal chat'íijang
He is wearing a jacket.

DIRECT PAST — I put on a jacket
Kuu daats'aa hl chat'íijan
Sally put on a jacket.

Indirect Past — Sally Kuudaats'aa chat'ajáan

Future — Billy Kuudáats'aa chat'asáang
OR
CHAT'ASASÁANG

Compare the following sentences:

(note, left: *jacket / coat*)

K'uudáats' aa Julie chat'ajáan.   *Julie wore a coat (they say).*

K'uudáats' aa Julie chat'íijan.   *Julie wore a coat.*

K'uudáats' aa Julie chat'íijang.   *Julie is wearing a coat.*

K'uudáats' aa Julie chat'asáang.   *Julie will wear a coat.*

Class 3B

The verbs stems in Class 3B all end in **-at**. For example:

hlkusgat -- *to be desperate*   kúnsgat -- *to bump into something*

k̲'áwat -- *to be left over*   k̲'it'at -- *to cut something*

sg̲asgat -- *to hit something*   k̲'usgat -- *to bite something*

In the Indirect Past form, the final **-t-** of the class marker changes to **-d-**. In the Direct Past and Present forms, the entire class marker is changed to **-iid-**. If the verb stem doesn't already have an accented vowel, then the accent will fall on the **-iid-**. In the Future form, the class marker keeps its original form, **-at-**. These changes are shown in the table below.

Class 3B	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	sg̲asg	at		
Indirect Past	sg̲asg	ad	áa	n
Direct Past	sg̲asg	íid		an
Present	sg̲asg	íid		ang
Future	sg̲asg	at	sáa	ng

(handwritten notes, right side:)

Direct — Billy hit him
Billy hal sgasgúdang

Prest — She is hitting him
'Laa hal sgasgudang
Him/Her heorshe

Future — My big brother will hit you.
Dii k'wáay dáng sgasgatsáang

Indirect Past. — you guys hit Frank (they say)
Frank daláng sgasgadáan

Compare the following sentences:

'Láa dáng sg̲asgadáan.   *You hit him (they say).*
'Láa dáng sg̲asgíidan.   *You hit him.*
'Láa dáng sg̲asgíidang.   *You are hitting him.*
'Láa dáng sg̲asgatsáang.   *You will hit him.*

Class 3C

The verb stems in Class 3C all end in **-iit**. For example:

k'iyíit -- *to remember something*

chahḵ'iit -- *to sink*

gíihliit -- *for the tide to come in*

xáahlt'iit -- *to choke*   add <u>aa</u>

The class marker keeps its original shape, **-iit-**, in the Future form. In the other three forms, it changes to **-iid-**. These changes are shown in the table below.

Class 3C	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	xáahlt'	iit		
Indirect Past	xáahlt'	iid	aa	n
Direct Past	xáahlt'	iid		an
Present	xáahlt'	iid		ang
Future	xáahlt'	iit	saa	ng

(handwritten notes:)

Present   Sam is choking on the bread.
Sam sablíi aa ҳaahlt'íidaang

Direct
past   I choked on some pilot bread.
Gíłk aa hl ҳaahlt'íidan

Future   Bill will choke on the fish
Bill chíinaay aa ҳaahlt'íitgang

Indirect   Mary choked on some seaweed
Mary sgíw aa ҳaahlt'íidaan

Compare the following sentences:

Skuts aa hal xáahlt'iidaan.	*He choked on a bone (they say).*
Skuts aa hal xáahlt'iidan.	*He choked on a bone.*
Skuts aa hal xáahlt'iidang.	*He is choking on a bone.*
Skuts aa hal xáahlt'iitsaang.	*He will choke on a bone.*

Class 4

The verbs of Class 4 fall into five subclasses (4A, 4B, 4C, 4D and 4E) based on their different class markers.

Class 4A

The verb stems in Class 4A all end in a consonant followed by -aa, but specifically not any of the special combinations of consonants plus -aa found in Classes 4b - 4E. For example:

kángaa -- *to dream*   hlgáyaa -- *to call someone*

hlgánggulaa -- *to work*   sáanaa -- *to rest, relax*

sángiits'aa -- *to be difficult*

In the Direct Past form, the final **-aa-** of the class marker is dropped. In the other three forms, however, the class marker keeps its original form. This is shown in the table below.

Class 4A	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	ḵá	ngaa		
Indirect Past	ḵá	ngaa	yaa	n
Direct Past	ḵá	ng		gan
Present	ḵá	ngaa		ng
Future	ḵá	ngaa	saa	ng

Compare the following sentences:

Díi g̲idéit hal ḵángaayaan.	*She dreamt about me (they say).*
Díi g̲idéit hal ḵánggan.	*She dreamt about me. (!!??)*
Díi g̲idéit hal ḵángaang.	*She is dreaming about me.*
Díi g̲idéit hal ḵangaasaang.	*She will dream about me.*

Class 4B

The verb stems in Class 4B all end in one of the following sequences: **-baa-**, **-daa-**, **-dlaa-**, **-jaa-**, **-gaa-**, **-gwaa-**, or **-sdlaa-**. For example:

gya'ándaa -- *to wear, use something*

jáatgaa -- *to be noisy*

t'adlasdláa -- *to leave someone behind*

isdáa -- *to take, give, put something*

ḵaagwáa -- *to talk (of several people)*

hlg̲wáagaa -- *to be afraid*

In the Direct Past form, the final **-aa-** of the verb stem is dropped. Before the Past tense ending -gan is added to the stem, however, the final consonant of the stem is changed, according to the following pattern: **-b** becomes **-p**, **-d** becomes **-t**, **-dl** becomes **-tl**, **-j** becomes **-ts**, **-g** becomes **-k**, **-gw** becomes **-kw**, and **-sdl** becomes **-shl**. The class marker keeps its original shape in the other three forms. This is shown in the table below.

Class 4B	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	gya'án	daa		
Indirect Past	gya'án	daa	yaa	n
Direct Past	gya'án	t		gan
Present	gya'án	daa		ng
Future	gya'án	daa	saa	ng

Compare the following sentences:

Hlk'itgáay hal gya'ándaayaan.

Hlk'itgáay hal gya'ántgan.

She wore the dress (they say).

She wore the dress.

| Hlk'itgáay hal gya'ándaang. | *She is wearing the dress.* |
| Hlk'itgáay hal gya'ándaasaang. | *She will wear the dress.* |

Class 4C

The verb stems of Class 4C all end in **-iyaa**. For example:

jagiyáa -- *to be unable to do something*   tiyáa -- *to kill someone or something*

kiyáa -- *to be lightweight*

In the Direct Past form, the final **-aa-** of the verb stem is dropped, and the **-y-** changes to **-i-**, resulting in **-ii-**. In the other three forms, the class marker retains its original shape. This is shown in the table below.

Class 4C	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	t	iyáa		
Indirect Past	t	iyáa	yaa	n
Direct Past	t	ii		gán
Present	t	iyáa		ng
Future	t	iyáa	saa	ng

Compare the following sentences:

K'áadaay hal tiyáayaan.		*He killed the deer (they say).*
K'áadaay hal tiigán.		*He killed the deer.*
K'áadaay hal tiyáang.		*He is killing the deer.*
K'áadaay hal tiyáasaang.		*He will kill the deer.*

Class 4D

The verb stems in Class 4D all end in **-uwaa**. Foe example:

jat'uwáa -- *to nail something*   guwáa -- *to rain*

gusuwáa -- *to be talkative*   tluwáa -- *to crawl*

In the Direct Past, the final **-aa-** of the verb stem is dropped, and the **-w-** changes to **-u-**, resulting in **-uu-**. In the other three froms, the class marker retains its original shape. This is shown in the table below.

Class 4D	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	tl	uwáa		
Indirect Past	tl	uwáa	yaa	n
Direct Past	tl	uu		gán
Present	tl	uwáa		ng
Future	tl	uwáa	saa	ng

Compare the following sentences:

Hal git tluwáayaan.	*Her child crawled (they say).*
Hal git tluugán.	*Her child crawled.*
Hal git tluwáang.	*Her child is crawling.*
Hal git tluwáasaang.	*Her child will crawl.*

Class 4E

The verb stems in Class 4E all end in **-a'áa**. For example:

gutga'áa -- *to be reluctant to let someone go*

istl'a'áa -- *to arrive*

kya'áa -- *to be named*

da'áa -- *to have, own something*

kihldla'áa -- *to advise, give directions to someone*   ḵasa'áa -- *to get ready to go*

In the Direct Past form, the class marker **-a'áa** contracts to **-aa**. In the other three forms, the class marker retains its original shape. This is shown in the table below.

Class 4E	Verb Stem		Ending	
	Root	Class Marker	Mode	Tense
Basic Form	istl'	a'áa		
Indirect Past	istl'	a'áa	yaa	n
Direct Past	istl'	aa		gán
Present	istl'	a'áa		ng
Future	istl'	a'áa	saa	ng

Compare the following sentences:

Hal git-'aláng istl'a'áayaan.   *Her children arrived (they say).*
Hal git-'aláng istl'aagán.   *Her children arrived.*
Hal git-'aláng istl'a'áang.   *Her children are arriving.*
Hal git-'aláng istl'a'áasaang.   *Her children will arrive.*

Other Endings

Aside from the two mode suffixes (Indirect and Predictive) and the two tense suffix (Past and Non-Past), there are several other suffixes that can occur on verbs in Haida. We will learn about just two of them here -- the Negative and the Habitual.

Negative

The Negative suffix has the form -'**ang** or -'**aang**. It is used, along with the negative adverb **gám**, to make negative statements such as:

Gám hal táa'anggan.	He didn't eat it.
Gám díi gudangáay 'láa'anggang.	I'm not happy.
Gám Frank k̲'adíi'angsaang.	Frank won't fall asleep.

The Negative suffix combines with the four basic endings to create the following complex endings:

Negative	Hab-I	Neg	Hab-II	Mode	Tense
Indirect Past		'aang		aa	n
Direct Past		'ang			gan
Present		'ang			gang
Future		'ang		saa	ng

Class 1

Verbs from Class 1 use their basic stem with these endings.

1	Negative	PP-Object		Pro-Sub	Verb	
IP	Gám	tluwáay	eihl	hal	'wáadaa'aangaan.	*He didn't sell the boat (they say).*
DP	Gám	tluwáay	eihl	hal	'wáadaa'anggan.	*He didn't sell the boat.*
PR	Gám	tluwáay	eihl	hal	'wáadaa'anggang.	*He's not selling the boat.*
FT	Gám	tluwáay	eihl	hal	'wáadaa'angsaang.	*He won't sell the boat.*

Here are some more examples of these endings with Class 1 verbs.

Gám hal hats'asáa'aangaan.　　　　　　*He didn't sneeze (they say).*

Gám hal st'i'ánggan.　　　　　　*He wasn't sick.*

Gám sablíi hal dah'ánggang.	*He's not buying bread.*
Gám hal ḵáahliyaa'angsaang.	*He won't be careful.*

Class 2

Verbs from Class 2 use the same stem form that they use before the Direct Past ending. We can call this the DP-stem. As we go along, we will see many cases where this DP-stem is used.

2	Negative	Noun-Obj	Pro-Sub	Verb	
IP	Gám	ḵángk'an	hal	níl'aangaan.	*She didn't drink tea (they say).*
DP	Gám	ḵángk'an	hal	níl'anggan.	*She didn't drink tea.*
PR	Gám	ḵángk'an	hal	níl'anggang.	*She's not drinking tea.*
FT	Gám	ḵángk'an	hal	níl'angsaang.	*She won't drink tea.*

Here are some more examples of these endings with Class 2 verbs.

Gám hal sdíl'aangaan.	*She didn't return (they say).*
Gám díi hal istgut'áang'anggan.	*She didn't mistreat me.*
Gám hal ḡahlgál'anggang.	*She's not tired.*
Gám gúlgyaa hal k'uxajáang'angsaang.	*She won't smoke a cigarette.*

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Class 3

Verbs from Class 3 use their basic stem with these endings. Remember to add in a hyphen to break up the sequence of **-t-** plus -'-. Also remember that if the verb stem itself has no accent, the accent will fall on the first vowel of the ending.

3	Negative	Noun-Sub	Pro-Obj	Verb	
IP	Gám	x̲áay	hal	k̲'usgat-'áangaan.	*The dog didn't bite him (they say)*
DP	Gám	x̲áay	hal	k̲'usgat-'ánggan.	*The dog didn't bite him.*
PR	Gám	x̲áay	hal	k̲'usgat-'ánggang.	*The dog isn't biting him.*
FT	Gám	x̲áay	hal	k̲'usgat-'ángsaang.	*The dog won't bite him.*

Here are some more examples of these endings with Class 3 verbs.

Gám 'láa hal sg̲asgat-'áangaan.	*He didn't hit him (they say).*
Gám k̲wáayaay hal k̲'it'at-'ánggan.	*He didn't cut the rope.*
Gám hal x̲ált'as'anggang.	*He's not shy.*
Gám k'uudáats' aa hal chat'as'ángsaang.	*He won't wear a coat.*

Class 4

Finally, verbs from Class 4 use their DP-stem with these endings, just like the verbs from Class 2.

4	Negative	Noun-Obj	Pro-Sub	Verb	
IP	Gám	k'áadaay	hal	tii'áangaan.	*He didn't kill the deer (they say).*
DP	Gám	k'áadaay	hal	tii'ánggan.	*He didn't kill the deer.*
PR	Gám	k'áadaay	hal	tii'ánggang.	*He's killing the deer.*
FT	Gám	k'áadaay	hal	tii'ángsaang.	*He will kill the deer.*

Here are some more examples of these endings with Class 4 verbs.

Gám hal gya'ánt-'aangaan.	*She didn't use it (they say).*
Gám hal sáan'anggan.	*She didn't relax.*
Gám hal hlgánggul'anggang.	*She's not working.*
Gám dáng eihl hal gayuu'ángsaang.	*She won't be grateful to you.*

Habitual

The Habitual suffix has the form **-gang** or **-gaang**. It is used to refer to actions which are repeated over and over again, or which happen habitually, on a regular basis. For example:

Steve k'ajúuganggang.   Steve sings. Steve sings regularly. Steve sings all the time.

Bill chíin táagaangaan.   Bill used to eat fish (they say). Bill ate fish regularly (they say).

The Habitual suffix results in the following endings.

Habitual	Hab-I	Neg	Hab-II	Mode	Tense
Indirect Past			gaang	aa	n
Direct Past					giinii
Present	gang				gang
Future	gang			saa	ng

Note that the combination of the Habitual with the Past tense suffix results in a special, irregular form, **-giinii**.

Class 1

Verbs from Class 1 use their basic stem with these endings.

1	Noun-Obj	Pro-Sub	Verb	
IP	Tlúu	hal	'wáadaagaangaan.	*He used to sell boats (they say).*
DP	Tlúu	hal	'wáadaagiinii.	*He used to sell boats.*
PR	Tlúu	hal	'wáadaaganggang.	*He's always selling boats.*
FT	Tlúu	hal	'wáadaagangsaang.	*He'll always sell boats.*

Here are some more examples of these endings with Class 1 verbs.

Hal hats'asáagaangaan.	*He used to sneeze (they say).*
Hal st'igíinii.	*He used to be sick.*
Sablíi hal dahgánggang.	*He's always buying bread.*
Hal ḵáahliyaagangsaang.	*He'll always be careful.*

Class 2

Verbs from Class 2 use their DP-stem with these endings.

2	Noun-Obj	Pro-Sub	Verb	
IP	Gángk'an	hal	nílgaangaan.	*He used to drink tea (they say).*
DP	Gángk'an	hal	nílgiinii.	*He used to drink tea.*
PR	Gángk'an	hal	nílganggang.	*He's always drinking tea.*
FT	Gángk'an	hal	nílgangsaang.	*He'll always drink tea.*

Here are some more examples of these endings with Class 2 verbs.

Hal sdílgaangaan.	*She used to return (they say).*
Díi hal istgut'áanggiinii.	*She used to mistreat me.*
Hal gahlgálganggang.	*She's always tired.*
Gúlgyaa hal k'uxajáanggangsaang.	*She'll always smoke cigarettes.*

Class 3

Verbs from Class 3 also use their DP-stem with these endings. However, there is also an extra twist involved. It turns out that whenever an ending that starts with the Habitual suffix is added onto a Class 3 verb stem, the initial -g- of the Habitual suffix drops out. So, for instance, in the Indirect Past, the ending is not -gaangaan, but instead just -aangaan.

3	Noun-Sub	Pro-Obj	Verb	
IP	X̱áay	hal	k̲'usg̱íidaangaan.	*The dog used to bite him (they say).*
DP	X̱áay	hal	k̲'usg̱íidiinii.	*The dog used to bit him.*
PR	X̱áay	hal	k̲'usg̱íidanggang.	*The dog is always biting him.*
FT	X̱áay	hal	k̲'usg̱íidangsaang.	*The dog will always bite him.*

Here are some more examples of these endings with Class 3 verbs.

'Láa hal sg̱asg̱íidaangaan.	*He used to hit him (they say).*
K̲wáayaay hal k̲'it'íidiinii.	*He used to cut the rope.*
Hal x̱ált'iijanggang.	*He's always shy.*
K'uudáats' aa hal chat'íijangsaang.	*He'll always wear a coat.*

Class 4

Finally, verbs from Class 4 use their DP-stem with these endings.

4	Noun-Obj	Pro-Sub	Verb	
IP	K'áat	hal	tiigáangaan.	*He used to kill deer (they say).*
DP	K'áat	hal	tiigíinii.	*He used to kill deer.*
PR	K'áat	hal	tiiganggang.	*He's always killing deer.*
FT	K'áat	hal	tiigángsaang.	*He'll always kill deer.*

Here are some more examples of these endings with Class 4 verbs.

Hal gya'ántgaangaan.	*She used to use it (they say).*
Hal sáan-giinii.	*She used to relax.*
Hal hlg̱ánggulganggang.	*She's always working.*
Dáng eihl hal g̱ayuugángsaang.	*She'll always be grateful to you.*

Habitual + Negative

The combination of the Habitual and Negative suffixes results in the following endings.

Hab + Neg	Hab-I	Neg	Hab-II	Mode	Tense
Indirect Past		'ang	gaang	aa	n
Direct Past		'ang			giinii
Present	gang	'ang			gang
Future	gang	'ang		saa	ng

Class 1

Verbs from Class 1 use their basic stem with these endings.

1	Negative	PP-Obj		Pro-Sub	Verb	
IP	Gám	tlúu	eihl	hal	'wáadaa'anggaangaan.	*He never used to sell boats (they say).*
DP	Gám	tlúu	eihl	hal	'wáadaa'anggiinii.	*He never used to sell boats.*
PR	Gám	tlúu	eihl	hal	'wáadaagang'anggang.	*He never sells boats.*
FT	Gám	tlúu	eihl	hal	'wáadaagang'angsaang.	*He'll never sell boats.*

Here are some more examples of these endings with Class 1 verbs.

Gám hal hats'asáa'anggaangaan.   *He never used to sneeze (they say).*

Gám hal st'i'ánggiinii.   *He never used to be sick.*

Gám sablíi hal dahgáng'anggang.	*He never buys bread.*
Gám hal k̲áahliyaagang'angsaang.	*He'll never be careful.*

Class 2

Verbs from Class 2 use their DP-stem with these endings.

2	Negative	Noun-Obj	Pro-Sub	Verb	
IP	Gám	g̲ángk'an	hal	níl'anggaangaan.	*She never used to drink tea (they say).*
DP	Gám	g̲ángk'an	hal	níl'anggiinii.	*She never used to drink tea.*
PR	Gám	g̲ángk'an	hal	nílgang'anggang.	*She never drinks tea.*
FT	Gám	g̲ángk'an	hal	nílgang'angsaang.	*She'll never drink tea.*

Here are some more examples of these endings with Class 2 verbs.

Gám hal sdíl'anggaangaan.	*She never used to return (they say).*
Gám díi hal istgut'áang'anggiinii.	*She never used to mistreat me.*
Gám hal g̲ahlg̲álgang'anggang.	*She's never tired.*
Gám gúlgyaa hal k'uxajáanggang'angsaang.	*She'll never smoke cigarettes.*

Class 3

Verbs from Class 3 use two different stem forms with these endings. In the two Past forms -- where the ending starts with the Negative suffix -- they use their basic stem. In the two Nonpast forms -- where the ending starts with the Habitual suffix -- they use their DP-stem. As usual, the initial **-g-** of these endings drops out when attaching to the DP-stem of Class 3 verbs.

3	Negative	Noun-Sub	Pro-Obj	Verb	
IP	Gám	x̲áay	hal	k̲'usgat-'ánggaangaan.	*The dog never used to bite him (they say).*
DP	Gám	x̲áay	hal	k̲'usgat-'ánggiinii.	*The dog never used to bite him.*
PR	Gám	x̲áay	hal	k̲'usg̲íidang'anggang.	*The dog never bites him.*
FT	Gám	x̲áay	hal	k̲'usg̲íidang'angsaang.	*The dog will never bite him.*

Here are some more examples of these endings with Class 3 verbs.

Gám 'láa hal sg̲asgat-'ánggaangaan.	*He never used to hit him (they say).*
Gám k̲wáayaay hal k̲'it'at-'ánggiinii.	*He never used to cut the rope.*
Gám hal x̲ált'iijang'anggang.	*He's never shy.*
Gám k̲'uudaáats' aa hal chat'iijang'angsaang.	*He'll never wear a coat.*

Class 4

Finally, verbs from Class 4 use their DP-stem with these endings.

4	Negative	Noun-Obj	Pro-Sub	Verb	
IP	Gám	k'áat	hal	tii'ánggaangaan.	*She never used to kill deer (they say).*
DP	Gám	k'áat	hal	tii'ánggiinii.	*She never used to kill deer.*
PR	Gám	k'áat	hal	tiigáng'anggang.	*She never kills deer.*
FT	Gám	k'áat	hal	tiigáng'angsaang.	*She'll never kill deer.*

Here are some more examples of these endings with Class 4 verbs.

Gám hal gya'ánt-'anggaangaan.   *He never used to used it (they say).*

Gám hal sáan'anggiinii.   *He never used to relax.*

Gám hal hlg̲ánggulang'anggang.   *He never works.*

Gám dáng eihl hal g̲ayuugáng'angsaang.   *He'll never be grateful to you.*

Yes/No Questions

The Basics

A **yes/no question** is a question which can be satisfactorily answered either "yes" or "no". For example:

Are you hungry?	*Yes, I am.*	*No, I'm not.*
Did Bill win?	*Yes, he did.*	*No, he didn't.*
Will you come back tomorrow?	*Yes, I will.*	*No, I won't.*

Yes/No Questions in Haida

There are two important characteristics to note about all yes/no questions in Haida.

First, they all use the yes/no focus marker **kw**. This focus marker occurs in the same slot as the (statement) focus marker **uu**, and always requires at least one word to come before it in the sentence.

Second, a yes/no question in Haida cannot end in accented syllable. Any accented syllable that happens to fall at the end of a yes/no question will lose its accent.

Yes/no questions in Haida can be either neutral or leading. A **neutral** question doesn't presuppose the answer. A **leading** question assumes a particular answer, either *yes* or *no*.

Neutral:	**Chíin kw dáng táagaa?**	Did you eat some <u>fish</u>?
Leading:	**Chíin kw dáng táa ujaa?**	You ate some <u>fish</u>, didn't you?

Yes/no questions in Haida can also be focused or unfocused. A **focused** question has some element of the question (subject, object, PP, adverb, etc.) in the focus slot at the front of the sentence, followed by the yes/no focus marker **kw**. An **unfocused** question keeps all of the elements of the sentence in their normal place, and puts the word **húu** *"that"* in the focus slot before **kw**.

Focused:	**Chíin kw dáng táagaa?**	Did you eat some <u>fish</u>?
Unfocused:	**Húu kw chíin dáng táa ujaa?**	It's true that you ate some fish, didn't you?

In total, then, there are four kinds of yes/no questions in Haida: Neutral and Unfocused, Neutral and Focused, Leading and Unfocused, and finally Leading and Focused. The four kinds are shown in the table below.

	Focused	Unfocused
Neutral	**Chíin kw dáng táagaa?** Did you eat some <u>fish</u>?	**Húu kw chíin dáng táagaa?** Is it true you ate some fish?
Leading	**Chíin kw dáng táa ujaa?** You ate some <u>fish</u>, right?	**Húu kw chíin dáng táa ujaa?** It's true that you ate some fish, right?

Of the four types, the simplest is the Neutral and Unfocused.

Húu kw chíin daláng taa?	Is it true that you guys are eating fish? [Note loss of accent]
Húu kw John k'ajuu?	Is it true that John is singing? [Note loss of accent]
Húu kw 'láa dáng sg̱asgat?	Is it true that you are hitting him?
Húu kw hal hlg̱ánggulaa?	Is it true that he is working?

Note that in these questions, the tense marker has been dropped from the end of the verb -- these verbs are in their basic forms, instead of having the Non-Past suffix **-gang** / **-ang** / **-ng** on them. This is a general feature of verbs in yes/no questions in Haida. Neither the Past nor the Non-past tense suffix gets used on verbs in yes/no questions.

In a past tense yes/no question, the verb is in its Indirect Past form, minus the final **-n** of the Past tense suffix. Therefore, the verb will always end in **-aa**. Remember that this **-aa** must always be unaccented, even if it carries an accent under other circumstances, as with Class 3 verbs in statements.

Húu kw chíin daláng táagaa?	Is it true that you guys ate fish?
Húu kw John k'ajáawaa?	Is it true that John was singing?
Húu kw 'láa dáng sg̱asgadaa?	Is it true that you hit him? [Note loss of accent]
Húu kw hal hlg̱ánggulaayaa?	Is it true that he was working?

In a future tense yes/no question, the verb is in its Future tense form, minus the final **-ng** of the Non-past tense suffix. In other words, the verb ends in **-saa** instead of **-saang**. Remember that this **-saa** must always be unaccented, even if it carries an accent under other circumstances, as with Class 3 verbs in statements.

Húu kw chíin daláng táasaa?	Is it true that you guys will eat fish?
Húu kw John k'ajúusaa?	Is it true that John will sing?
Húu kw 'láa dáng sgasgatsaa?	Is it true that you will hit him? [Note loss of accent]
Húu kw hal hlgánggulaasaa?	Is it true that he will work?

Some speakers also use a shortened version of the Predictive suffix specifically in yes/no questions: **-s** instead of **-saa**. For example: **Húu kw chíin daláng taas?**

To create a Neutral Focused question, simply put one of the elements of the sentence into the focus slot, instead of the placeholder **húu**.

Unfocused:	**Húu kw chíin daláng taa?**	Is it true that you guys are eating fish?
Focused:	**Chíin kw daláng taa?**	Are you guys eating <u>fish</u>?
Focused:	**Daláng kw chíin taa?**	Are <u>you guys</u> eating fish?
Unfocused:	**Húu kw 'láa dáng sgasgadaa?**	Is it true that you hit him?
Focused:	**'Láa kw dáng sgasgadaa?**	Did you hit <u>him</u>?
Focused:	**Dáa kw hal sgasgadaa?**	Did <u>you</u> hit him?

Here is a summary of the verb endings used in Neutral questions (both Unfocused and Focused).

	Past	Present	Future
Neutral	Indirect Past form minus **-n**	Basic Stem	Future form minus **-ng**

Leading questions work somewhat differently. In the Present and the Future, the verb stays in the same form it has in the Neutral question, except that it is followed by the little word **us**.

Neutral:	**Húu kw Bill k'ajuu?**	Is it true that Bill is singing?
Leading:	**Húu kw Bill k'ajúu us?**	It's true that Bill is singing, isn't it?

Neutral:	**Hldáanaay kw dáng táasaa?**	Will you eat the blueberries?
Leading:	**Hldáanaay kw dáng táasaa us?**	You will eat the blueberries, won't you?

Note that when the word **us** is added at the end of the question, the verb can recapture its accented final syllable: **k'ajuu** vs. **k'ajúu us**.

But in a Leading Past tense question, the form of the verb changes. Here, the basic stem is used, and it's followed by the little word **ujaa**.

Neutral:	**Húu kw Bill k'ajáawaa?**	Is it true that Bill was singing?
Leading:	**Húu kw Bill k'ajúu ujaa?**	It's true that Bill was singing, isn't it?

Neutral:	**Hldáanaay kw dáng táagaa?**	Did you eat <u>the blueberries</u>?
Leading:	**Hldáanaay kw dáng táa ujaa?**	You ate <u>the blueberries</u>, didn't you?

The differences in the verb forms are shown in the table below.

	Past	Present	Future
Neutral	Indirect Past form minus **-n**	Basic Stem	Future form minus **-ng**
Leading	Basic stem + **ujaa**	Basic Stem + **us**	Future form minus **-ng** + **us**

Here are examples of those six different verb forms, using verbs from each of the four main verb classes.

Class 1: **gatáa** -- *to eat*

Note the loss of the final accent in the Neutral Present form (**gataa** instead of **gatáa**).

Class 1	Past	Present	Future
Neutral	**gatáagaa**	**gataa**	**gatáasaa**
Leading	**gatáa ujaa**	**gatáa us**	**gatáasaa us**

Class 2: **'láaneihl** -- *to get married*

Class 2	Past	Present	Future
Neutral	'láaneilaa	'láaneihl	'láaneihlsaa
Leading	'láaneihl ujaa	'láaneihl us	'láaneihlsaa us

Class 3: sg̲asgat -- *to hit someone*

Note the loss of accent in the Neutral Past (**sg̲asgadaa** instead of **sg̲asgadáa**) and Neutral Future (**sg̲asgatsaa** instead of **sg̲asgatsáa**).

Class 3	Past	Present	Future
Neutral	sg̲asgadaa	sg̲asgat	sg̲asgatsaa
Leading	sg̲asgat ujaa	sg̲asgat us	sg̲asgatsáa us

Class 4: **isdáa** -- *to do, put, give*

Note the loss of accent in the Neutral Present (**isdaa** instead of **isdáa**).

Class 4	Past	Present	Future
Neutral	isdáayaa	isdaa	isdáasaa
Leading	isdáa ujaa	isdáa us	isdáasaa us

Content Questions

The Basics

A content question is a question which looks for missing information, more than just *"yes"* or *"no"*. Content questions in English involve the use of question words such as: *who? what? where? why? how? when? how many?* and so on. The questions words occur at the beginning of the sentence, as in:

Who is swimming?
What did you eat?
How many did he make?

Content Questions in Haida

In Haida, content questions are also asked using a special class of question words. These words are placed at the front of the sentence, in focus position, followed by the focus marker **uu**.

Gúus uu dáng táagang?	What are you eating?
Gíist uu chíin táagang?	Who is eating fish?
Tl'áan uu John chíin táagang?	Where is John eating fish?

Present and future tense content questions use the regular present or future tense form of the verb. Past tense questions,

however, use the Indirect past form of the verb, minus the past tense suffix **-n**, just like in neutral yes/no questions.

Gúus uu dáng táagang?	What are you eating?
Gúus uu dang táasaang?	What will you eat?
Gúus uu dáng táagaa?	What did you eat?

Also like yes/no questions, any accented syllable that comes at the end of a content question will lose its accent. For example:

John Frank sg̲asgatsáang.	John will hit Frank.
Gíist uu Frank sg̲asgatsaang?	Who will hit Frank? / Who will Frank hit?

Here are some examples of the more common question words in Haida.

gúus -- what?

Gúus uu dáng táagang?	What are you eating?
Gúus uu John ts'asaang?	What will John shoot?
Gúus uu hal náan guláagaa?	What did his grandmother like?

Note that if the verb in the sentence require a postposition with its object, that postposition will occur with the question word in focus position. For example:

Gúus eihl uu áajii ̲kigwáay st'ahgang?   What is this basket full of?

Gúus-st uu Jimmy dlawáayaa?   What did Jimmy fall off of?

Gúus-t uu iitl' chan gúlgang?·   What does our grandfather crave?

With a negative verb:

Gúus íi uu gám Andy ̲gahgál'angsaang?   What won't Andy get tired of?

Gúus uu gám hal ̲káa s̲gál'anggang?   What is her uncle not hiding?

Gúus uu gám Steve táa'aanggaa?   What didn't Steve eat?

gíist -- who?

Gíist uu k'ajúugang?   Who is singing?

Gíist uu chíinaay táasaang?   Who will eat the fish?

Gíist uu hldáan aa xáahlt'iidaa?   Who choked on a blueberry?

With a negative verb:

Gíist uu gám Charlie s̲gasgat-'ángsaang?   Who won't Charlie hit?

Gíist uu gám k'ajúu'anggang?   Who isn't singing?

Gíist-k uu gám dáng dáawaa?   Who didn't you invite?

gíist gyaa -- whose?

This is the form used if you're asking about a common noun (as opposed to a personal noun).

Gíist gyaa uu dáng guláagang?	Whose do you like?
Gíist gyaa uu díi-k hal isdáasaang?	Whose will he give to me?
Gíist gyaa uu dajangáay daláng sg̱áalaa?	Whose hat did you guys hide?

With a negative verb:

Gíist gyaa uu gám ts'ahlt'as'ánggang?	Whose isn't sticky?
Gíist gyaa uu gám hal táa'angsaang?	Whose won't he eat?
Gíist gyaa uu gám táawaay dáng guláa'aanggaa?	Whose food didn't you like?

But if you're asking about a personal noun, then **gíist** is used by itself, without the following **gyaa**.

Gíist uu stláay ts'ahlt'íijang?	Whose hand is sticky?

tl'áan (A) / **gitl'áan** (M) -- where (at)?

Tl'áan uu dáng dáa náagang?	Where does your brother live?
Tl'áan uu t'aláng hlg̱ánggulaasaang?	Where will we work?

Tl'áan uu tluwáay tl' tlánsgulaa?	Where did they put away the canoes?
Tl'áan-k uu dáng íijang?	Where are you going?
Tl'áan gwíi uu Joe sdíihlsaang?	Where will Joe return to?

sán (A) / **gasán** (M) -- *how?*

Sán uu dáng kya'aang?	How are you named? (i.e. What's your name?)
Sán uu dang ǥíidang?	How are you (being)?
Sán uu ga ǥíidang?	How are things (being)?
Sán uu dáng sáawaa?	What did you say?
Sán uu 'láa dáng súudaayaa?	What did you tell him?

sán tl'aa (A) / **gasán tl'aa** -- why?

Sán tl'aa uu dáng isdaang?	Why are you doing that?
Sán tl'aa uu dáng eihl hal ǥayuwáasaang?	Why will she be grateful to you?
Sán tl'aa uu tl' guláagaa?	Why did they like it?

With a negative verb:

Sán tl'aa uu gám chíinaay hal táa'anggang?	Why isn't he eating the fish?

Sán tl'aa uu gám sgúusiit dáng hlg̱áy'angsaang?	Why won't you dig up potatoes?
Sán tl'aa uu gám táanaay-k hal xált'as'aangaa?	Why wasn't she afraid of the black bear?

gíisdluu -- how many? how much?

Note that the focus marker **uu** is often not pronounced/heard when it follows **gíisdluu**, since **gíisdluu** already ends in **uu** itself. However, we continue to write it there, for the sake of consistency with the other content questions.

Gíisdluu uu hal da'aang?	How many does he have?
Gíisdluu uu dáng isdáasaang?	How much will you take?
Gíisdluu uu chíin daláng táagaa?	How many fish did you guys eat?

Note that the pronoun **tl'** / **tl'áa** can be used with **gíisdluu** to ask *"How many people...?"*.

Gíisdluu uu tl' k'ajúugang?	How many people are singing?
Gíisdluu uu x̱áay tl' k̲'usgadáayaa?	How many poeple did the dog bite?

gíisant -- when?

Gíisant uu dáng jáas k̲'adíisaang?	When will your sister fall asleep?
Gíisant uu 'láa-k dáng isdáayaa?	When did you give it to him?

Commands and Proposals

The Basics

A **command** is sentence which tells someone to do something.

>   *Eat the fish!*
>   *Talk to Joe!*
>   *Wake up!*

A proposal is a sentence which invites someone to do something with you. In English, that's most commonly done with the word *let's*, as in:

>   *Let's go eat!*
>   *Let's talk!*
>   *Let's never fight again!*

Commands in Haida

Commands in Haida can be either positive or negative, and they can be either singular or plural. A **positive command** is one which tells someone to do something.

Gatáa hlaa!	Eat!
K'ajúu hlaa!	Sing!
Díi-k hl isdáa!	Give it to me!

A **negative command** is one which tells someone not to do something.

Gám hl gatáa!	Don't eat!
Gám hl k'ajúu!	Don't sing!
Gám hl díi-k isdáa!	Don't give it to me!

A **singular command** is one that is directed at just one person.

Hlǥánggul hlaa!	Work!
Åajii hl táa!	Eat this!
Ḵayánshl hlaa!	Give up!

A **plural command** is one that is directed to two or more people together.

Hlǥánggul'uu hlaa!	Work, you guys!
Åajii hl táa'uu!	Eat this, you guys!
Ḵayánshl'uu hlaa!	Give up, you guys!

As a result, there is a total of four different kinds of commands in Haida: Positive and Singular, Positive and Plural, Negative and Singular, and finally Negative and Plural. These possibilities are shown in the table below.

	Singular	Plural
Positive	Áajii hl táa! Eat this!	Áajii hl táa'uu! Eat this, you guys!
Negative	Gám hl áajii táa'ang! Don't eat this!	Gám hl áajii táa'ang'uu! Don't eat this, you guys!

All commands in Haida have in common the use of the command focus marker **hl**. This focus marker goes in the same slot as the other two focus markers, **uu** and **kw**, and must always have something before it in the sentence.

Chíin hl táa!	Eat some fish!
Paul gyaa dajangáay hl sg̱ál!	Hide Paul's hat!
K̲ugíinaay hl dáang!	Throw away the book!

In some cases, though, the only element in the sentence is the verb itself. When that happens, the focus marker **hl** moves to the end of the sentences and expands into **hlaa**.

Táa hlaa!	Eat it!
Sg̱ál hlaa!	Hide it!

Dáang hlaa!   Throw it away!

If the verb in a command like that happens to be from Class 4, it will use its DP-stem instead of its basic form.

Sáan hlaa!   Relax!

Hlg̱ánggul hlaa!   Work!

Ḵ'ángkwdang hlaa!   Be kind!

The Positive Singular commands typically involve the basic form of the verb, except for the one case with Class 4 verbs noted above. The Positive Plural commands add the Plural suffix -'uu onto the verb. Verbs from Class 1 and Class 3 use their basic forms before -'uu.

Táa'uu hlaa!   Eat it, you guys!

Ḵáahliyaa'uu hlaa!   Be careful, you guys!

'Láa hl sg̱asgat-'úu!   Hit him, you guys!

Díi hl ḵ'usgat-'úu!   Bite me, you guys!

Verbs from Classes 2 and 4 use their DP-stems before the -'uu Plural suffix.

Dáang'uu hlaa!   Throw it away, you guys!

Tlánsgul'uu hlaa!   Put them away, you guys!

Sáan'uu hlaa!	Relax, you guys!
Dáalaay hl díi-k ist-'úu!	Give me the money, you guys!

Negative commands use the negative marker **gám** in the focus slot, plus the negative suffix **-'ang** on the verb. Since a negative command is never just a verb by itself (there's always **gám** in front), **hlaa** is never used in a negative command. Instead, the regular form **hl** is used, right after **gám**. The Negative suffix is added according to the regular rules. Verbs from Class 1 and Class 3 use their basic stems before the Negative suffix.

Gám hl táa'ang!	Don't eat it!
Gám hl k̲áahliyaa'ang!	Don't be careful!
Gám hl 'láa s̲gasgat-'áng!	Don't hit him!
Gám hl díi k̲'usgat-'áng!	Don't bite me!

Verbs from Classes 2 and 4 used their DP-stems before the Negative suffix **-'ang**.

Gám hl dáang'ang!	Don't throw it away!
Gám hl tlánsgul'ang!	Don't put them away!
Gám hl sáan'ang!	Don't relax!
Gám hl dáalaay díi-k ist-'áng!	Don't give me the money!

Finally, the Plural suffix **-'uu** can be tacked onto the end of the negative suffix **-'ang** to create Negative Plural commands.

Gám hl táa'ang'uu!	Don't eat it, you guys!
Gám hl 'láa sgasgat-'áng'uu!	Don't hit him, you guys!
Gám hl dáang'ang'uu!	Don't throw it away, you guys!
Gám hl sáan'ang'uu!	Don't relax, you guys!

Proposals in Haida

Proposals in Haida are made with the special Proposal marker **ts'an**, which occurs at the end of the sentence, following the verb. There are two kinds of proposals in Haida. A **positive proposal** invites someone to do something with you.

T'aláng gatáa ts'an!	Let's eat!
T'aláng k'ajúu ts'an!	Let's sing!
'Láa aa t'aláng gúusuu ts'an!	Let's talk to her!

A **negative proposal** invites someone to not do something with you.

Gám t'aláng gatáa'ang ts'an!	Let's not eat!
Gám t'aláng k'ajúu'ang ts'an!	Let's not sing!
Gám 'láa aa t'aláng gúusuu'ang ts'an!	Let's not talk to her!

In a positive proposal, the verb is in its basic form, with no endings attached, and is followed by **ts'an**. Note that the

subject pronoun for *"we"* -- either **t'aláng** or **íitl'** depending on whether it's an A-verb or a B-verb -- is included in the sentence.

T'aláng dáang ts'an!	Let's throw it away!
T'aláng sg̱ál ts'an!	Let's hide it!
'Láa-k t'aláng dúu ts'an!	Let's invite him!

In a negative proposal, the negative marker **gám** occurs, as does the Negative suffix **-'ang**, followed by the proposal marker **ts'an**.

Gám t'aláng dáan'ang ts'an!	Let's not throw it away!
Gám t'aláng sg̱ál'ang ts'an!	Let's not hide it!
Gám 'láa-k t'aláng dúu'ang ts'an!	Let's not invite him!

Haida Mode and Tense Markers

endings on verbs

same except for (g) on end

Spelling

class marker never changes

verb ending to Become

Class	Class Marker	Indirect Past	Direct Past	Present	Future		Examples
1A	-aa	-aagan	-aagan	-aagang	-aasaang		gatáa
1B	-V	-Vgaan	-Vgan	-Vgang	-Vsaang		st'i
1C	-h	-hgaan	-hgan	-hgang	-hsaang		dah
2A	-aaC	-aaCaan	-aaCgan	-aaCgang	-aaCsaang		íiwaan
2B	-eihl	-eilaan	-eilgan	-eilgang	-eihlsaang		'láaneihl
2C	-iihl	-eilaan	-ilgan	-ilgang	-iihlsaang		níihl
2D	-uuhl	-waalaan	-ulgan	-ulgang	-uuhlsaang		gúuhl
2E	-aC	-aaCaan	-aCgan	-aCgang	-aCsaang		sgál
2F	-ahl	-aalaan	-algan	-algang	-ghlsaang		gahgáhl
2G	-uu	-aawaan	-uugan	-uugang	-uusaang		k'ajúu
2H	-ii	-aayaan	-iigan	-iigang	-iisaang		xwíi
3A	-as	-ajaan	-iijan	-iijang	-asasaang		chat'as
3B	-at	-adaan	-iidan	-iidang	-atsaang		sgasgat
3C	-iit	-iidaan	-iidan	-iidang	-iitsaang		xáahlt'iit
4A	-Caa	-Caayaan	-Cgan	-Caang	-Caasaang		kángaa
4B	-Caa	-Caayaan	-Cˣgan	-Caang	-Caasaang		isdáa
4C	-iyaa	-iyaayaan	-iigan	-iyaang	-iyaasaang		tiyáa
4D	-uwaa	-uwaayaan	-uugan	-uwaang	-uwaasaang		gusuwáa
4E	-a'aa	-a'aayaan	-aagan	-a'aang	-a'aasaang		kya'áa

consonant

changes to

same except for (g) on end

tired

V stands for Vowel

C Consonant

Bold type = replace