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| --- | --- | --- | --- | --- | --- |
| TakelmaSound | Phoneticform | SoundExplanation | Takelmaword | Takelmatranscription | Translation |
| **a** | ah | like the *a* in “father” | mená | meh-NAH | *bear* |
| **aa** | ah | as above but twice as long | háapsti | HAHBS-dih | *small* |
| **e** | eh | like the *e* in “bed” | kèlx | GEHL-x | *chest* |
| **ee** | eh | as above but twice as long | pée | BEH | *day* |
| **i** | ih | like the *i* in “sit” | phím | PIHM | *salmon* |
| **ii** | ee | like the *ee* in “see,” twice as long as [ih] | lipíis | lih-BEES | *crawfish* |
| **o** | oh | somewhat like the *o* in “go” | ha’iikó | hah-ee-GOH | *nine* |
| **oo** | oh | as above but twice as long | yóols | YOHLS | *steelhead**salmon* |
| **u** | oo | like the *oo* in “moon” | taskulí | dahs-goo-LIH | *short* |
| **uu** | oo | as above but twice as long | kúuxta | GOO-x-dah | wife |
| **ü** | ü | like [ ih ] with rounded lips | hülüün | hü-LÜN | *ocean* |
| **üü** | ü | same as above but twice as long | kʰülǘüm | kü-LÜm | *fish* |
| **h** | h | like the *h* in “hot” | haù | HAH-oo | *yes* |
| **k** | g | like the *g* in “go” | ka’ál | gah-AHL | *from* |
| **kʰ** | k | like the *k* in “key” | Kʰàti | KAH-dih | *what* |
| **k’** | k’ | k with a “pop” | k’umóy | k’-oo-MOH-ih | *wetlands* |
| **kw** | gw | like the *gw* in “Gwen” | kwel’wáakʰwi’ | gwehl-WAHK-wih | *morning* |
| **kʰw** | kw | like the *qu* in “queen” | kʰweteyítʰkʰ | kweh-deh-YEET-k | *my name* |
| **l** | l | like the *l* in “lip” | taltí | dahl-DIH | *wild* |
| **m** | m | like the *m* in “moon” | mahái | mah-HAH-ih | *big* |
| **n** | n | like the *n* in “new” | níxa | NIH-x-ah | *mother* |
| **p** | b | like the *b* in “boy” | lipíis | lih-BEES | *crawfish* |
| **pʰ** | p | like the *p* in “pan” | lepʰnì | lehp-NIH | *winter* |
| **p’** | p’ | p with a “pop” | p’aàs | p’-AHS | *snow* |
| **s** | s | like the *s* in “sell” | páals | BAHLS | *tall* |
| **t** | d | like the *d* in “day” | túu | DOO | *good* |
| **tʰ** | t | like the *t* in “top” | híitʰ | HEET | *no* |
| **t’** | t’ | t with a “pop” | t'akám | t’-ah-GAHM | *lake* |
| **ts’** | ts’ | ts with a “pop” | ts’ámx | ts’-AHM-x | *healthy* |
| **w** | w | like the *w* in “well” | wìli | WIH-lih | *house* |
| **x** | x | a “cat hiss” | xí | x-ih | *water* |
| **y** | y | like the *y* in “yes” | yòtʰi | YOH-tih | *alive* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ai / ay | ah + ih | somewhat like the *i* in “hi” | mahái | mah-HAH-ih | *big* |
| **au / aw** | ah + oo | like the *ow* in “now” | haù | HAH-oo | *yes* |
| **ei / ey** | eh + ih | somewhat like *ey* in “they” | kwi’neì | gwih-NEH-ih | *relative* |
| **iu** | ih + oo | somewhat like “see you”without the s | liùxkwax | LEE-oo-x-gwah-x | *face* |
| **oi / oy** | oh + ih | somewhat like *oy* in “toy” | k’umóy | k’-oo-MOH-ih | *wetlands* |
| **ou /ow** | oh + oo | like o in “go” | sówm | SOH-oom | *mountain* |
| **ui** | oo + ih | somewhat like *ewy* in “chewy” | altʰkuì’s | ahlt-GOO-ih-s | *white* |
| **yi** | yee | like the *ye* in “hear ye!” | alk’iyìxnatʰ | ahl-k’-ih-YEE-x-naht | *blue* |
| yih | like the *yi* in “yip” | p’iyín | p’-ih-YIHN | *deer* |
| **oow** | oh + oo | somewhat like *ow* in “show” | tahóowxa | dah-HOH-oo-x-ah | *evening* |
| **aay** | ah + ih | somewhat like the *i* in “hi”but longer | áay | AH-ih | *they* |

**Other pronunciation tips:**

Syllables that are capitalized in the transcriptions receive stress and correspond to the tone markings in the Takelma word:

* + rising tones (for example, á) indicate rising intonation, as if asking a question
	+ falling tones (for example, à) indicate falling intonation, as if making a statement
	+ tone marking is not indicated in the transcription, only on the word itself

The *glottal stop* (the apostrophe ‘ after a vowel) is not a sound but a stop made by the throat closing after a vowel, as in the word “uh-oh.” Glottal stops are not indicated in the transcription, only in the word itself.

Underlined vowels in the transcription are held twice as long as non-underlined vowels. This means some words change meaning depending on the length of the vowel. For example:

ta- [dah-] in front of

taa- [dah-] alongside

With practice, you should be able to make yourself easily understood.