yenghetl-'aan': Breaking down a Denaakkenaage' verb

Verbs in Denaakkenaage' can be dauntingly long, and shorter verbs are not necessarily any less complex. On the one hand, this complexity allows verbs to play a big role in the language — learners cannot go very far without learning how to use Denaakkenaage' verbs. On the other hand, it also makes it much harder to learn how to use and interpret Denaakkenaage' proficiently as an additional language. The purpose of this brief guide is to give learners a confident first step in learning how to decode complex verbs. Hopefully, it will act as a springboard to accessing more comprehensive, advanced resources for learning Denaakkenaage'. More importantly, however, it will hopefully dissolve any strong anxieties about learning this language in order to make it more approachable, and be a source of confidence for those looking to develop their relationship with Denaakkenaage'.

The main point of this guide is to convey that no matter how infinitely complex verbs in Denaakkenaage' might seem, all verbs draw from the same sets of parts. As we go through some verbs, you will see how each part of the word has its own function, and how those parts are ordered in the verb. We will also cover some of the most common elements that fill those roles. Each section also introduces terminology for talking about a verb's various parts. No need to fret, though — the purpose of including some of this jargon is just to familiarize you with the conventions used more frequently in other resources, in case you want to explore those on your own. Otherwise, the verb examples themselves are the most important thing to consider.

To keep things simple, we will be basing our discussion on just one verb example: *yenghetl-'aan'* 'I saw him/her/it.' We will see what parts make up this word, and what other parts could be put in there to change its meaning. At the end, there will be exercises for you to test your understanding of the structure of *yenghetl-'aan'* and verbs like it. But before we get started dissecting *yenghetl-'aan'*, we should quickly discuss what a verb is, and why we are focusing on them here.

Verbs are commonly thought of as 'action words' in English, but not all verbs are so action-packed (e.g., 'A man is there'). Instead, we might think of verbs not in terms of some sort of meaning that they must have, but by the sort of forms they can take (e.g., laugh-*ing*, walk-*ed*). In Denaakkenaage', verbs can contain so much information that even a typical verb, like *yenghetl-'aan'*, requires a full English sentence to be translated. This is something special about Denaakkenaage' verbs, and is the reason why we will focus on them here. Learning how to use them will open up a large portion of the Denaakkenaage' communicative world to learners, and will take time to explain. This explanation begins with exploring the composition of a word like *yenghetl-'aan'*.

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yenghetl-'aan'
'I saw it, him, her'

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The verb *yenghetl-'aan'* contains about seven **morphemes** — small, meaningful segments that constitute a word. The morphemes in this word are tightly bonded, both because some morphemes' sounds have fused together, and because several morphemes must coordinate with one another to convey a certain meaning. Where sounds and meanings are closely bonded, we will attempt to break them apart as best we can for the sake of explanation, and go through them one at a time. As is common when looking at any Athabascan language, we will begin our overview with the right-most syllable, and make our way left.

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yenghetl-**'aan'**

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The last syllable of most verbs in Denaakkenaage' contains the **root**, or the element of a word that provides that word's most basic meaning. The root of this verb is *'aan*, including the first glottal stop (as in the middle of the word 'uh-oh'), conveyed with an apostrophe (') — *tl'* is a different sound altogether; hence the dash. Many verbs that contain the root *'aan*, like this one, have some meaning associated with seeing. Other examples of verbs with this root are *hʉneeł'aanh* '(s)he is looking around,' *yoogheeł'aan'* '(s)he watched for it to act,' *honoodeghege'aan'* 'I am on the alert for you.'

The root of a word must take on certain elements in order to form the **stem**, or the part of a word that provides a more complete base meaning of a verb. Stems must, in turn, take on more prefixes to complete the meaning — stems cannot occur by themselves. The stem of *yenghetl-'aan'* is *-'aan'*, including the second glottal stop (') at the very end. In Denaakkenaage', the stem of a word, unlike the root alone, also contains information about when and how the action is done. The other examples above differ in part because of their stem: The word *hʉneeł'aanh* '(s)he is looking around' includes the stem *-'aanh*, indicating that the action is ongoing. Conversely, *yoogheeł'aan'* '(s)he watched for it to act' contains the stem *-'aan'* (like our main example above), which indicates that the action is complete.

Some roots require a more noticeable change in order to become one stem over another. For example, the root *tlaatl* 'chop' (e.g., *yegheetlaatl* '(s)he chopped it') may become *-tleł* to indicate that it happened once (e.g., *yeeltleł* '(s)he chopped it once), or even *-tleyhtl* to indicate that it happens customarily (e.g., *k'etetleyhtl* '(s)he chops something (every now and then)). Learners should beware of these sorts of alternating stems, because they are difficult to break into separable, identifiable parts, or to predict without having seen a particular form before.

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yenghe**tl**-'aan'

This part of this particular verb will be the most difficult to explain, because there are actually two separate morphemes (*s-* and *ł-*) whose sounds have fused together to create a single sound *tl-* . This is a common phenomenon, but by no means always the case. Because our focus here is on the morphemes themselves, moving right to left, we can split the two apart for illustrative purposes, and cover the right-most one first. Rather than going into the sound change (although we will see *s-* and *ł-* make *tl-* again later), for the time being, we can think about this word as being structured as follows (the asterisk (*) reminds you that this break-down form is not how it would be pronounced):

*yenghe-s-ł-'aan'

In the abstract template of all Denaakkenaage' verbs, the part of the verb that immediately precedes the stem is called the **classifier**, a particle that changes mainly depending on who or what is affected by the action of the verb as a whole. Classifiers are the first of many **prefixes** that attach onto the beginning of a verb stem. There are four classifiers in all, with two main classifiers that undergo the same change to become two different, modified classifiers. We won't be able to cover all four of these classifiers here, so let's focus on the main two classifiers: *Ø-* and *ł-*.

Getting started, we will need to make a distinction between verbs that involve affecting someone or something, and verbs that involve no such 'affectee.' In the English phrase 'I smile,' there is no **object**, or thing/person being affected by the action. In other words, nothing is 'being smiled.' Conversely, in a phrase like 'I pulled the rope,' there is an object; the rope is the something 'being pulled.' One of the functions that classifiers serve is to help make this distinction clear.

Just like in English, some Denaakkenaage' verbs have no object, and therefore have no use for a classifier to indicate who/what is being affected. Examples of these verbs in Denaakkenaage' that contain no discernible classifier include *lesdo* 'I live' and *leetaanh* 'you are lying down.' The stems of these two verbs are *-do* and *-taanh*, respectively. The sounds that immediately preceded them, however, are not classifiers, but other prefixes that theoretically come before classifiers. With no discernible content in the 'classifier slot' in these words' templates, the rest of the prefixes can rest right up against the stem.

Unlike the verbs *lesdo* and *leetaanh*, which have no object, other verbs do involve people or things that are directly affected by the action. To help show this, many of these words will contain the morpheme *ł-* before the stem (i.e., where *lesdo* and *leetaanh* have no such part). Many words like our main example above, including *yeneeḻ'aan'* 'she sees him, her, it,' contain the *ł-* classifier because there is an object of the 'seeing' action. In other words, verbs with no object usually won't have anything between

the stem and the other prefixes, while many verbs with objects will contain *ł-* immediately before the stem.

This distinction can be seen clearly between verbs of looking (i.e., those with the *-'aan* stem) that have an object versus those that don't:

a) *yaanee'aan'*   '(s)he is staring' (without object)
b) *yeneeł'aanh*   '(s)he is looking at him, her, it' (with object)

The classifier *ł-* does not tell you what the object is — a different prefix, that we'll get to later, does that. It does, however, mean that we should expect there to be an object. Conversely, the absence of an object is accompanied by the absence of *ł-*. Another way to think about this would be a contrast between verbs with *ł-* and verbs with a **zero morpheme** (Ø), an abstract place-holder that has no sound. This is a helpful idea, since verbs that do not affect anything else (e.g., *lesdo* 'I live,' *leetaanh* 'you are lying down') do share that fact in common, and an indiscernible Ø- classifier could lend itself as a sort of label for that general commonality.

The function of the classifiers *ł-* and Ø- that we've explored above is an important one, but it is by no means the only one. In fact, classifiers are quite a robust part of the verb template, allowing speakers to communicate a range of things, including causation (i.e., to make something happen indirectly), intention, and the 'passive voice' (e.g., 'I made them' → 'they are made'). For some of these functions, *ł-* and Ø- must take on new forms to become *le-* and *de-*, respectively — although we won't be able to cover these forms or their functions here. Just know that this part of the verb, the classifier, plays an important role in the grammar of the verb as a whole, and can also be responsible for contributing very important pieces of information to the meaning of the verb. Basically, if there is an aspect of a translation that is not easy to trace back to any element in the Denaakkenaage' verb, the classifier would be a good place to begin your investigation.

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yenghe-s**-ł-'aan'*

In many verbs, the next prefix to the left of the classifier slot is filled with a subject pronoun. In this particular verb, that subject prefix is *s-*, which means 'I.' The subject pronoun is more easily visible in verbs with Ø- classifiers (e.g., *lesdo*), while in verbs like *yenghetl'aan'*, the *ł-* classifier fuses with the subject prefix. To temporarily side-step this mess in order to see subject prefixes more clearly, let's look at some verbs with the Ø- classifier. See, for example, the following verbs, and how the change in subject is reflected in the change in form:

a) leso 'I went'   leeyo 'you went'   leyo '(s)he went'

b) lestaanh 'I am lying down'   leetaanh 'you are lying down' letaanh '(s)he is lying down'

c) es'onh 'I found'   een'onh 'you found'   ee'onh '(s)he found'

d) eszoonh 'I am good'   eenzoonh 'you are good'   nezoonh '(s)he is good'

e) eslaanh 'I am'   eenlaanh 'you are'   nelaanh '(s)he is'

All of the verbs in the leftmost column have 'I' as the subject, marked by the *s-* or *es-* before the stem. In rows a) and b), the prefix *(e)s-* has merged with the preceding prefix *le-* to form a single syllable *les-*. There is no discernible prefix before the subject prefix in the last three rows, however, so the full subject prefix *es-* stands alone in verbs like *eszoonh* and *eslaanh*. The only difference between these verbs and verbs like *yenghetl'aan'* or *yeetltseenh*, where the *es-* prefix is turned into *tl-*, is the presence of the *ł-* classifier (see section above).

When there is another prefix before the subject, 'you' is often marked only with a long 'ee' vowel, as in *leeyo* 'you went' and *leetaanh* 'you are lying down.' Here, the prefix *le-* blends with the subject prefix meaning 'you,' *e(n)-*, to form the long syllable *lee-*. However, if there is no other prefix, verbs will often require the full *en-*, which is often lengthened to *een-*, as in *eenzoonh* 'you are good,' or *eenlaanh* 'you are.' Why the 'you' subject prefix *en-* gets elongated to *een-* is not obvious, but linguists suspect that there is an old, irregular prefix *ne-* which appears in some verbs, often preventing a stem from appearing alone, and often blending with similar prefixes to form a long vowel.

The final column exhibits verbs with the subject meaning 'he, she, or it' — there is no distinguishing between male, female, or inanimate in Denaakkenaage' pronoun prefixes. This pronoun, like the first classifier described in the section above, has no sound. In other words, a lack of sound where a subject prefix like *(e)s-* 'I' or *e(n)-* 'you' might occur indicates that the subject is neither the speaker nor the person being spoken to, but a singular, third person or thing. In these cases, any prefix before the subject prefix can rest right against the stem, like *le-* in rows a) and b) above, or *ee-* in row c). The verbs *-zoo* 'be good' and *-laa* 'be' require no such prefix, however. Because verb stems cannot occur alone, the illusive *ne-* prefix described in the previous paragraph attaches onto the verb, covering the void left by a silent subject prefix, to create verbs like *nezoonh* '(s)he, it is good' and *nelaanh* '(s)he, it is.'

Not all subject pronouns find their place just left of the classifier, however. Some subject prefixes, namely *ts'e-* 'we,' *he-* 'they,' and *k'e-* 'something,' occur several slots further away from the classifier. A list of all of these subject pronouns, as well as examples of where they occur in the word meaning 'is looking,' is as follows:

	prefix:	example verb:	
'I'	*(e)s-*	*netl-'aanh*	'I am looking' (*tl* = *s-* + *ł-*)
'you'	*n(e)-*	*neenł'aanh*	'you are looking'
'he, she, it'	*ø-*	*nee(ø)ł'aanh*	'(s)he, it is looking'
'we'	*ts'e-*	*ts'eneeł'aanh*	'we are looking'
'you (pl.)'	*tł(h)-*	*ntłł'aanh*	'you (pl.) are looking'
'they'	*he-*	*heneeł'aanh*	'they are looking'
'something'	*k'e-*	*k'eneeł'aanh*	'something is looking'

Although this list only shows subject pronouns with the stem *-'aanh* and the Ø- classifier, these positions relative to the stem are true for all verbs. Just know, however, that the subject pronouns that appear right next to the classifier tend to change forms in order to fuse with the classifier. A good way to tell if it has done this is to see if there is any recognizable subject to the left of the unfamiliar sound. If not, then it is likely that the subject prefix and classifier have fused.

Another important step to using the verb meaning 'to look' is to learn how to use verbs with full subjects, like people's names. Because the pronouns 'I' and 'you' are usually sufficiently descriptive, the need to use a full noun instead of a pronoun is mainly relevant for talking about third parties (i.e., 'Suzie' instead of 'she'). Conveniently, because the pronoun for he, she, or it is silent, there is no difference in the verb form between '(s)he sees' and 'Suzie sees':

a) *nee(ø)ł'aanh*   '(s)he sees'
b) *Suzie neeł'aanh*   'Suzie sees'

This is also true even if there is an object pronoun (which will be covered later):

a) *yenee(ø)ł'aanh*   '(s)he sees him, her, it'
b) *Suzie yeneeł'aanh*   'Suzie sees him, her, it'

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ye**ghe**tl-'aan'

Recall from the section above that the stem *-'aan'* communicates that the action 'saw' is complete. However, the stem is not the only part of the verb that conveys if the verb is complete or ongoing. The stem must also coordinate with a prefix like *ghe-*, which immediately precedes the subject

prefix, to indicate when the action took place. These prefixes fall into a broad category called **mode**, which is responsible for conveying the sort of general timeline (actual or hypothetical) of an action. Consider the difference, for example, between the following two verbs:

a) *yenghetl-'aan'* 'I saw it'
b) *yenetl-'aanh* 'I see it'

In the first verb above, there is a prefix *ghe-* before the subject and classifier prefixes, which are attached onto the stem *-'aan'*. However, there is no such prefix in the second verb in the same position. Instead, the *ne-* prefix (covered below), which does not need to be shortened like in the first verb, can prefix straight onto the subject and classifier. Notice also that the stem of the second verb is no longer *-'aan'*, but *-'aanh*. These verbs thus serve to show both where a time-changing prefix like *ghe-* goes, as well as the mutual dependence of this prefix slot and the form of the stem; they must coordinate.

The prefix *ghe-* conveys that the action expressed by the verb is complete, or **perfective**; however, this is not the only prefix that can play this role. Some verbs could also have either the prefix *le-* or the prefix *ne-* (not to be confused with the *ne-* in this verb), both of which can convey that an action is complete. The choice between these three perfective prefixes is largely determined by the stem. Some verbs prefer one prefix over another, while sometimes a slight change in verb stem will require a change in perfective prefix. We won't go into this here; just beware that, although conveying the perfective mode (which is similar to the English past tense) is one function, there are multiple elements which can serve that function.

Although nearly all perfective verbs contain a prefix, this does not mean that verbs with on-going actions do not. In fact, many verbs that are on-going or otherwise incomplete — the '**imperfectives**' — (e.g., *yeneel'aanh* '(s)he <u>is looking</u> at it') also contain a prefix to indicate this fact. Confusingly, some of the prefixes that convey the imperfective mode look the exact same as the prefixes that convey the perfective mode: *le-* and *ne-* (in addition to another *ø-* prefix, indicating the imperfective mode in verbs like *yene(ø-)tl-'aanh* above). However, these will usually accompany a different form of the verb stem, depending on the sort of verb it is. We won't go much further than that; for now, just know that when looking at a verb, while the slot to the left of the subject prefix will give a big hint as to whether the action is complete or incomplete, you will ultimately have to look at the verb as a whole — including especially the stem — to confidently tell the completeness of the action.

Before wrapping up this section, you should also know that a distinction between perfective and imperfective is not the only distinction conveyed using this slot. There are also two more options: **future**,

if the subject intends for the action to happen; and **optative**, if the speaker hopes for the action to happen (comparable to the English word 'should'). See, for example, the following:

a) *k'etoɬyoyh*   '(s)he <u>will</u> toast something'

b) *k'eghooɬyoyh*   '(s)he <u>should</u> toast something'

These prefixes are also common, and are very good to know about. They also have a tendency to fuse with neighboring sounds, but we won't pursue these any further here in our discussion of the verb *yenghetl-'aan'*.

  In summary, a verb can be marked with one of four 'mode' prefixes to indicate if the action (1) is ongoing, (2) is complete, (3) will happen, or (4) is desired. Those prefixes must then work with the stem in order to fully convey the timeframe or hypotheticality of the verb. Being familiar with a specific stem's preferences for mode prefixes is particularly important, because one mode can have several different options of prefix, while one prefix can be used to mark one of several modes.

  Mode is easily one of the most looming concepts for learners of Denaakkenaage' to become accustomed to; so don't worry too much about understanding all of this right away. However, becoming proficient with recognizing and using mode prefixes appropriately will grant learners access to one of the most powerful realms within the Denaakkenaage' communicative system.

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ye**n**ghetl-'aan'

  In the section above, you saw that a mode prefix like *ghe-* must work together with the stem to communicate when an action took place. In a similar way, many stems must work together with other prefixes to completely convey the exact meaning of the verb as a whole. Some verb stems (together with their classifier) can convey the basic action on its own, needing only a subject, mode, and maybe an object prefix to fill in the specifics of who did the action and when. However, many verb meanings require the coordination between the stem, classifier, and what is called a 'qualifier' to construct the meaning of the verb. **Qualifiers** are prefixes that come before mode prefixes and coordinate with stems and classifiers to specify a 'sub-action' associated with the more basic meaning of a stem itself.

  There are only a few qualifiers in Denaakkenaage', but they are very common and every qualifier occurs with many different stems to create many different sorts of verb meanings. For this reason, it is impossible to describe the meaning that a qualifier has by itself — they are simply a required element of verbs with a certain meaning, and without them, a verb might take on a very different meaning. See, for example, the verbs below.

a) *seneeł'aanh*   '(s)he is looking at me'
b) *sooł'aanh*   '(s)he is waiting for me to act'

The verbs above have four things in common: both have (1) the stem *'aanh* 'is seeing,' (2) the *ł*-classifier, the (3) *ø-* '(s)he' subject pronoun, and the (4) *se-* 'me' object pronoun (which will be covered in the next section). However, the two differ only in one component: The qualifier. The verb *seneeł'aanh* includes the qualifier *ne-* to the left of the subject pronoun, giving the whole verb the meaning of 'looking.' However, instead of *ne-*, the second verb *sooł'aanh* contains the qualifier *oo-*, which gives this verb the meaning 'waiting for (object) to act.' As you can see, the difference in meaning between these verbs is quite substantial, even though they both share the common core meaning of seeing, which is traceable to the stem *'aan*.

Because these qualifiers play such an important role in the verb, but have such a murky meaning on their own, many linguists have proposed the idea of a **verb theme** as the basic skeleton of every verb. A verb theme contains a stem, a classifier, and a qualifier (and sometimes an object, marked 'O,' or even other prefixes not covered in this guide), and treats these pieces as a single unit that has one verb meaning. What this means for the learner of Denaakkenaage' is that, if you want to know what a word in Denaakkenaage' is, and that word is a verb, you can't just learn the appropriate stem, but all the other units of the verb theme as well. For example, if you wanted to know what the Denaakkenaage' word for 'look' is, you can't just get by with learning the stem -*'aan* 'see.' You would need to learn the verb theme formula *O+ne+ł+'aan*, knowing where between these parts to put things like the subject, object, and mode.

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yenghetl-'aan'
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The leftmost part of this verb shows who or what was seen — the object of the verb. The object pronoun is not always the leftmost part of a verb (e.g., *tsaayedaatlaał* '(s)he is hewing it out'), but it frequently is, so we will end our analysis with it. The object prefix *ye-* is a direct correspondent to the subject prefix *ø-*. Its meaning does not specify gender or humanity; just that the object is a single, third person or thing. Every subject prefix (see above) has an object prefix counterpart. Unlike the subject prefixes, however, and lucky for learners of Denaakkenaage', there is only one spot in the verb where object prefixes can occur: to the left of the qualifier, as well as the sorts of subjects that appear to the left of qualifiers (i.e., *ts'e-* 'we,' *he-* 'they,' and *k'e-* 'something'). See below:

	prefix:	example verb:	
'me'	*se-*	*seneeł'aanh*	'(s)he is looking at me'
'you'	*ne-*	*neheneeł'aanh*	'they are looking at you'
'him, her, it'	*ye-*	*yenetl'aanh*	'I am looking at him, her, it'
'us'	*denaa-*	*denaaneeł'aanh*	'(s)he is looking at us'
'you (pl.)'	*yᵻh-*	*yᵻhneeł'aanh*	'(s)he is looking at you (pl.)'
'them'	*hem(e)-*	*hemnetl'aanh*	'I am looking at them'
'something'	*k'e-*	*k'eneeł'aanh*	'(s)he is looking at something'

Just like the section on subject pronouns above, it is also important to be able to use these verbs with full nouns instead of pronouns, in order to be more descriptive. For example, a sentence like 'John sees Mary' uses names instead of pronouns, allowing it to be more precise than something like 'He sees her.' Just like subject pronouns, and unlike English, full noun objects come before verbs (and replace the *ye-* pronoun).

a) <u>ye</u>neeł'aanh   '(s)he sees <u>him, her</u>'
b) <u>Mary</u> neeł'aanh   '(s)he sees <u>Mary</u>'

Notice that this is different from the example from the subject section, in which 'Suzie' replaces the subject prefix *ø-* (which is present in both verbs above), while the *ye-* object remains in place:

a) yenee(**ø**)ł'aanh   '(<u>s)he</u> sees him, her, it'
b) <u>Suzie</u> yeneeł'aanh   '<u>Suzie</u> sees him, her, it'

To use a full noun for both subject and object, insert a subject noun (which replaces the *ø-* subject pronoun prefix), and replace *ye-* with an object noun. The subject (S) noun comes before the object (O) noun, with the verb (V) coming last (always). In other words, the word order for Denaakkenaage' is S-O-V.

a) yeneeł'aanh   'he sees her'
b) John Mary neeł'aanh   'John sees Mary'

With these pronouns, and rules for replacing those pronouns with nouns, you should have the tools necessary to begin thinking about how you might use these verbs, especially those with the stem *-'aan*

'see,' to form your own simple sentences. See the next section for a review, followed by a short list of exercises to test your understanding.

Summary breakdown of *yenghetl-'aan'*: *ye-n-ghe-s-ł-'aan-'*

The final syllable, -*'aan'*, contains the verb root *'aan*, which means 'see.' The verb's stem includes this root as well as its suffix -*'* to mean *'saw.'* The sound to the left of the stem, *tl-*, contains both the classifier *ł-* (which accompanies many verbs that involve an object) and the subject pronoun *s-*, meaning 'I.' The prefix to the left of these two, *ghe-*, is a mode prefix indicating (along with the stem) that the action is 'perfective,' or a completed action. The next prefix is the qualifier *n(e)-*, which coordinates with the object, classifier, and stem to form the verb theme *O+ne+ł+'aan*, meaning 'look at O.' The final prefix is the third-person, singular object *ye-* 'it, him, her.' Together, these parts form the verb *yenghetl-'aan'*, which means 'I saw him, her, it.'

Testing your understanding

For each of the following verbs, see if you can identify the different parts of the verb, including their general function, meaning, and/or boundaries between morphemes. For now, disregard the composition of long vowels, so *ghe-* vs. *ghee-* and *ne-* vs. *nee-* are treated as the same thing. Refer to the various sections above for help as need be. Don't be discouraged if you cannot identify every part — this guide is just to get you started with some concepts and tools to use when looking at words you probably haven't seen before. Answers can be found in the back.

1. seneeł'aanh
2. yenetl-'aanh
3. k'engheenł'aan'
4. nenghetl-'aan'
5. k'ets'eneeł'aanh
6. hemengheenł'aan'
7. denaanʉł'aanh
8. Joe Edna neeł'aanh
9. Steve negheeł'aan'
10. Judith yeneeł'aanh

Answers:

1. se-nee-ø-ł-'aanh
   me-qualifier-(s)he-classifier-see
   '(S)he is looking at me'

2. ye-ne-s-ł-'aanh
   him/her/it-qualifier-I-classifier-see
   'I see it, I'm looking at it'

3. k'e-n-ghee-n-ł-'aan'
   something-qual.-perf.-you(sg.)-class.-saw
   'You saw something'

4. ne-n-ghe-s-ł-'aan'
   you-qualifier-perfective-I-classifier-saw
   'I saw you'

5. k'e-ts'e-nee-ł-'aanh
   something-they-qualifier-classifier-see
   'They see something, are looking at something'

6. heme-n-ghee-n-ł-'aan'
   them-qualifier-perfective-you(sg.)-classifier-saw
   'You saw them'

7. denaa-n-ʉ-ł-'aanh
   us-qualifier-you(pl.)-classifier-see
   'You (all) see us, are looking at us'

8. Joe Edna nee-ø-ł-'aanh
   Joe Edna qualifier-(s)he-classifier-see
   'Joe sees Edna, is looking at Edna'

9. Steve ne-ghee-ł-'aan'
   Steve qualifier-perfective-classifier-saw
   '(S)he saw Steve'

10. Judith yeneeł'aanh
    Judith ye-nee-ł-'aanh
    'Judith sees him, her, it'