

# SOUTHERN TUTCHONE GRAMMAR NOTES ON VERBS

In the Southern Tutchone Easy Alphabet

By Dan Tlen 2007

## Part Two

### 1.0 Verb Stem

Actions, states, shapes and abstractions are named with verb stems. Verb stems occur at the end of the verb word. Verb stem names are made from a root and various suffixes. Verb stems and the prefixes they take are complicated. Their conjugations have "stem sets." The "present" and "past tenses" are the most commonly used forms in the stem sets.

### 1.1 Verb Prefix

Every verb stem has zero, one or more prefixes. The prefixes closest to the stem are called conjunct prefixes. These prefixes are: classifier, inner subject, mode/aspect, conjugation, and agreement (direct object and deictic subject) morphemes (units of meaning). The prefixes in front of the direct object and deictic subject prefixes are called disjunct prefixes. These prefixes are: incorporated postposition, adverbial, iterative, and distributive morphemes. Some prefixes are inflectional: they specify person, number, mode and aspect; and some prefixes are derivational: they add adverbial, thematic and voice descriptions to the basic meaning of the verb stem.

### 1.2 Verb Base and Theme

The theme is the lowest lexical unit; the basic lexical entry. Prefixes that are always present with a root give a particular meaning to the verb stem. The combination of derivational prefixes with verb stems form the verb base and its theme. The meaning is part of the verb theme.

## 2.0 Verb Structure

The verb word has a stem and usually a certain number of prefixes including zero (∅) prefix(es). The verb has been commonly analyzed as a "slot and filler" template. Verb prefixes occur in a fixed order before the verb stem, although certain prefixes do change places though this is rare.

Conjunct prefixes are ones closest to the verb stem. These prefixes are few and are tightly bound to the verb stem. Conjunct prefixes begin with a very limited set of consonants, and contain a very limited range of vowels. They are closest to the stem and are more connected with each other and the verb stem than they are with the disjunct prefixes.

Disjunct prefixes are further from the verb stem than the conjunct prefixes. These prefixes begin with the full range of consonants and contain the full range of vowels, and can incorporate full word stems.

### DISJUNCT PREFIXES

∅∅∅	adverbial	
∅∅	object of incorporated postposition	
∅	incorporated postposition	
1	Adverbial (zero, one or more prefixes)	
2	Iterative	naa-
	(customary)	nàà-
	Distributive (number)	ghàà- da-
3	Incorporated stem	

### CONJUNCT PREFIXES

#4	#Pronominal (direct) object	she- ne- ye- dáh- ku-/kwa-
5	Pronominal (deictic) subject	ts'a- ke-

#6	#Qualifier(s) (zero, one or two adverbial prefixes)	
7	Conjugation (mode, tense or aspect)	∅- d- n- y-
8	Inner subject	í ì ì ì a ì áh
9	Classifier	// ∅- LH- D- L- //

STEM

## 2.1 Verb Stem

Athapaskan verb stems consist of a lexical root and, in most cases, a mode/tense/aspectual suffix as well (Leer 1979). Verb stems appear in aspectually marked allomorphs, called "stem sets" (Leer 1979, Krauss & Leer 1981, Hardy 1981) and show agreement with the mode conjugation. An imperfective mode requires an imperfective verb stem (McDonough 1990). The verb stem names the action, or state or shape or concept. The verb stem is the combination of a classifier prefix and the verb stem. Verb stems form the basic theme and meaning for the verb word.

The basic verbal unit is the verb theme, and the verb base consists of the classifier, the verb stem and any necessary prefixes. The verb theme is a constituent of the verb base—a verb theme with derivational prefixes, but without inflectional prefixes. With the addition of the inflectional pronominal prefixes, the completed verb word is formed. Each verb has a verb theme plus pronominal inflection (Cook & Rice 1989).

The verb word can be seen to have two stems—one among the prefixes, and the one that is the verb stem. The affixes is the blend of pronouns, conjugation prefixes that attach to the mode/subject inflection stem.

## 2.2 Inflection Stem

The inflection stem names the following: to whom, and when (mode as in "present tense or past tense" or future, optative or progressive modes) combined with the inner subject. The inflection stem can be zero ( $\emptyset$ ) as in some frequently used verbs: /said/, and /heard/. These are in the perfective mode (i.e., the "past tense"). The zero ( $\emptyset$ ) mode/subject marker stands for imperfective or perfective mode, and the third person (he, she, it).

The verb classifier is zero ( $\emptyset$ ). The nasalized verb stem tells us that the tense-mode is perfective. In the "past tense," the perfective mode stem uses the /\*-ŋ/ suffix that shows up as nasalization on the stem vowel.

$\emptyset=\emptyset$ -ni	s/he said [3s say, perfective]
$\emptyset=\emptyset$ -tth'äy	s/he heard (e.g., someone said) [3s hear, perfective]

The verb stem indicates that it is in the perfective mode (e.g., the "past tense" as in the action is complete, the action is finished).

The following verb stem vowels without nasalization indicates that the verb stem is in the imperfective mode (the action is ongoing, it has not been completed).

∅=∅-ni	s/he says, is saying [3s say, imperfective]
∅=∅-tth'äy	s/he hears, (e.g., someone is saying) [3s hear, imp.]

The progressive aspect of the verb uses the future stem with the /-l/ suffix.

a-	-naal	s/he is walking
í-	-shaal	I'm walking
da-	-naal	s/he is going walking

The inflection stem can be a single syllable as in many common active verbs such as eat, drink, cry, and walk. The prefix is hyphenated.

Intransitive verbs do not have a direct object.

in-	-tsäy	You are crying. [∅-imp/2s]
áh-	-t'är	They two are walking. [∅-imp/2dp]
a-	-lî	S/he is dancing. [∅-imp/3s]

A transitive verb takes a direct object that receives the action of the verb.

í-	-tthuh	I am eating something. [∅-imp/1s]
iñ-	-dä	You are drinking something. [∅-imp/2s]

The next examples has zero imperfective (∅-imp) and zero classifier.

ø-í=ø-tthuh                      I am eating something.  
[ø-imperfective/1s] [ø-classifier-eat, imperfective]

ø-in=ø-dą                         You are drinking something.  
[ø-imperfective/2s] [d-classifier-drink, imperfective]

### 2.3 Verb Base

A verb base minimally consists of a theme, verb stem and classifier. The verb stem itself consists of a verb root plus one or more suffixes. Verb stems can also be viewed as being composed of a root plus an aspect/mode suffix. Some verb bases occur with ø-prefix (i.e., zero (ø) prefix or null prefix). This minimal verb base is identical to the verb theme. The verb base is composed of the verb theme and any derivational prefixes that must occur with it. A large number of bases can be formed on a common verb theme by adding permissible derivational prefixes. The verb word is an inflected verb base. The verb base does not include inflectional morphemes such as: person, mode, and aspect prefixes.

### 2.4 Verb Theme

Some verb themes consist of only a thematic classifier and verb stem. Other verb themes consist of one or more adverbial prefixes. Thematic prefixes may be archaic adverbial elements that are no longer used productively. Elements of the verb theme cannot be assigned individual meanings: rather the meaning lies in the theme as a whole. There are a few verb theme categories: active and stative (neuter) (Sapir & Hoijer 1967). Further, verb theme categories can be based on semantic criteria such as: descriptive, motion, action, and extension (Golla 1970). The verb theme forms the foundation for the derivation of all verb words built on that theme. Thematic prefixes occur in the following prefix positions: position Ø (incorporated postposition), position 1 (adverbial), position 3 (incorporated stem), position 4 (direct object), and position 6 (qualifier), and position 7 (conjugation theme/derivation) and position 9 (classifier).

## 2.5 Verb Word Stems

The verb word can be described as having two distinct stems that take affixes: an inflection stem, and a verb stem. The inflection stem takes aspect affixes and agreement affixes. The verb stem takes a classifier affix. These stems combine to form the inflectional for the verbal meaning.

ada "s/he (3s) is sitting (at home)" [sit, imperfective]  
/'a-/ [∅-imperfective/3s]

Simple verbs have an inflection stem + verb stem.

a-	-da	s/he is sitting (at home)
a-	-lì	s/he is dancing
a-	-tsäy	s/he is crying
á-	-dhäw	s/he is scraping O (a hide, a skin)
á-	-ch'ì	s/he has O
ù-	-ye	s/he is named X
í-	-shaal	I walk around

## 2.6 Inflection Stem

The /'a-/ in /a-da/ "s/he's sitting (at home)" is the inflection stem and it has the meaning that the subject is 3s, the third person singular (she or he or it), and that it is the imperfective mode (the action is still happening, ongoing, i.e., "present tense"). The mode/subject inflection stem can take the following prefixes: agreement and aspect. These prefixes and the inflection stem add information to the verb stem about any of the following prefixes: direct objects, deictic subjects, aspect, mode and inner subjects. They set up and fine tune the meaning of verb stems and themes.

## 2.7 Agreement Prefixes

The agreement prefix(es) are grouped in front of the conjunct prefixes. They are the direct object pronouns and the deictic subjects. Transitive verbs take direct objects. The direct object /she-/ is "me."

she-ná-'i                      s/he sees me

Deictic subjects refer to some form of the third person such as one, someone, we in general, or some unspecified they.

ts'á-ni                      we say, one says, people say; (polite)

Direct object and deictic pronominals do not pattern consistently with the other conjunct prefixes, but in some ways pattern as if they were disjunct (Li Fang-Kuei 1933b). There seems to be a boundary between the agreement prefixes and what follows: aspect and mode/subject.

## 2.8 Direct Object Pronouns

A direct object pronoun says who gets or receives the action of the verb. In the following examples, the parenthesized (to) with the direct object pronouns means that the action is happening (to) me, (to) you, (to) him, her, it, (to) us, (to) them, and (to) someone, for example.

sha- / she-	(to) me
na- /ne-	(to) you
ye-	(to) her, him, it
ku-	(to) them
dáh	(to) us
dáh	(to) you (plural)
a-/i-	(to) it, (to) that one

These examples show direct objects pronouns as the first prefix.

Tth'ì shè'ààl.	The mosquito bit me.
Mal shedàkhì.	I fell asleep (literally sleep killed me).
Daku shedàkhì.	I caught a cold (literally the cough killed me).
Mal shê'ì.	I'm sleepy (literally sleep is acting on me).
Mal nê'ja?	Are you falling asleep? (is sleep acting on you?)
Yedàkhì	He/she/it killed him/her/it.
Tlì ná'ì.	The dog sees it.
Agäy yená'ì.	It sees the wolf.
Tlì agäy yená'ì.	The dog sees the wolf.

## 2.9 Deictic Subject Pronouns

A deictic subject pronoun marks a general third person subject involved, as in someone unspecified.

ts'a-	s/he, they two, they (unspecified)
ts'a-	one, someone, we in general (polite)
ku-/kwa-	they (impersonal)
ke-	they (2)

## 3.0 Conjunct Prefixes

In the conjunct position, the prefixes are the ones closest to the verb stem: aspect, and mode/subject morphemes. Based on phonological evidence, conjunct prefixes have been divided into two sets: agreement, and aspect, mode/subject. While the agreement prefixes (direct object & deictic subject) have been grouped with the conjunct prefixes, they sometimes seem to pattern like disjunct prefixes (Li 1933b).

#direct object -- deictic subject = ASPECT -- MODE-/-INNER SUBJECT =

### 3.1 Inner Subject Pronouns

A subject pronoun indicates the performer of the action named in the verb. These pronouns are closest to the verb stem.

#### 3.1.1 Dependent Subject Pronouns

They are called dependent as they do not stand alone.

#### Singular Imperfective

1s	-í-	I
2s	-ì-	you (singular)
3s	-a-	she, he, it

#### Dual/Plural Imperfective

1d	-ii-	we two
2d	-áh-	you two
3d	-ke-	they two

#### Plural Imperfective

1p	ghà-ii-	we
2p	ghà-áh-	you (all)
3p	ghà-ke-	they

3i -ts'a- one, people, we in general, indefinite (polite)

3pi ghà-ts'a- they, one, we in general, someone, indefinite

3 ku- / kwa-, impersonal

## 2.6 Classifier

The verb stem prefix, called the classifier, has more to do with marking the voice of the verb. Every verb stem has a classifier prefix as part of its theme. Classifiers indicate active voice, passive voice, and transitive and intransitive voice. Classifiers do not always surface; however, they do surface consistently in certain constructions. The most common classifier is the zero ( $\emptyset$ -) classifier.

Dunèn a-tsäy.                      The child is crying.

Next most common is the rising tone classifier that marks the verb as transitive, that is, it is signaling a direct object.

Khanäy tthàn á-tthuh.              She is eating moose meat.

The third most common classifier is the d-classifier that marks the verb for passive and medio-passive voice. It is the famous Athapaskan D-effect.

nàà-kwa-t'à (< nàà-kwa-'à send out a message) Potlatch, message was sent

Finally, the most rare classifier is the l-classifier.

a-dal-tth'ì                              dry Spruce twigs

## 4.0 Disjunct Prefixes

The disjunct prefixes form what is called a clitic group that is outside of the verb word. Disjunct prefixes appear to have been added to the verb as prefixes in more recent time than the conjunct prefixes. (Sapir 1915).

ADVERBIAL -- ITERATIVE -- PLURAL (disjunct#conjunct boundary)

These verb bases have an aspect-conjugation inflection stem + verb stem.

n-á-me	3s pick O, imperfective
n-ì-nje	2s move into area, perfective
d-à-ya	3s went, perfective
da-a-da	3s sit on (chair), imperfective
d-à-k'àn	3s burning, imperfective

These verb base have two or more prefixes preceding the aspect-conjugation inflection stem.

naâ-ch'êw	is it O
a-da-ch'àr	3s fishing with a hook
tàà-da-ka	3s carry water
nàà-kw-a-ye	3s play
sha-n-á-tsi	3s gathering berries
lha-sha-n-á-tsi	3s went to get berries
shaa-n-a-chi	3s sleeping
lha-d-à-ya	3s went hunting
k'àà-n-a-t'a	3s flying around
k'àà-n-í-da	1s walking about
k'àà-n-a-da	3s walking about

## 2.7 Direct Objects

Direct objects receive the action of the verb

she ate	(a berry)
you sing	(a song)
I'll carve	(a bow)
she is sewing	(a mitt)
she is carrying	(water)

zhùr áthhèt	S/he ate a berry.
khen ínzhàn	You sing a song.
ìnchì ughàw ni	I'm going to carve a bow.
mààt k'ààdadluh	S/he is sewing a mitt.
chu tààdaka	S/he is carrying water.

## 2.8 Oblique Objects or Object of Postposition

Oblique objects are nouns, people or places, that can occur in postpositional phrases, (prepositions in English)

Subject + Verb	Postpositional Phrase
he went hunting	(for sheep)
he is walking	(on the mountain)
she is staying	(in the house)
you cut it	(with a knife)
she is walking	(from the point)
she went	(to the river)
he is sitting	(at home)

Mäy ka lhadàya.	S/he went hunting for sheep.
Ddhal käy k'àànada.	S/he is walking on the mountain.
Kù t'ààt ada.	S/he is staying in the house.
Mur yè int'àw.	You cut it with a knife
Daalaan ts'an anaal.	S/he is walking from the point.
Tágà ts'àn dàya.	S/he went to the river.
Kù yû ada.	S/he is sitting at home.

k'èts'adli	subject loves O
nìddhan	thought
nààkwat'à	a potlatch command

## 2.9 Particles

Particles make up the third category of words along with nouns and verbs in Southern Tutchone.

## 2.10 Conjunctions

A conjunction is a word that is used to join to phrases: kà "but;" yè "with;" k'e "and;" k'e "if;" ch'è k'e "if...then"

Shan ní'î ch'è k'e' kwadanùlhì shì.  
I I-see-it if then I-will-believe-it  
I will believe it when I see it myself.

Ní'î ch'è k'e' yedúshì hì.  
I-see then if I-will-tell-her  
If I see her, I will tell her.

### 2.10.1 Subordinate Clauses

When a subordinating clitic is used, the stem with normal tone develops a falling tone. This is similar to noun stems when normal tone changes to falling tone.

k'ànadâ k'e'	when she was walking around
ní'î k'e'	when I see O. So-And-So
ní'î ch'è k'e'	if/when I see O. So-And-So

When the verb stem vowel is low tone, there is no change—it just stays low tone.

a tthàn ách'ùh k'e'	when he was roasting meat
tsur lhats'íkhèl k'e'	when she was copping wood

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## 2.11 Question particles

A question particle is word that is used at the beginning of a phrase.

ma	who
ye	what
jû	where
ja	where
ma ka	for whom? who for?
ye ka	for what? what for?
ju k'e	when?
ju ts'ù	how?
jû nji	where to?
ja ts'àn	to where? where to?
ja ts'an	from where? where from?
ma ch'êw	who is it?
nâach'êw	is it?

Question Prefix dà-	what
dànch'e < dànìch'e	how are you? (formal)
dànch'êa < dànìch'e-a	how are you? (friendly, informal)
dànch'e < dànìch'e	how many?
dàkwàch'e	what is it like?
dàkwani	what did they say?
dàkwazhà	what happened?
Dàkwani?	What are they saying?
Aju kwàzhà kwani.	Nothing happening, they say.

Mäy dànch'e ní'i?	How many sheep do you see?
Mäy nenàch'e ní'i?	I see ten sheep.
Aju mäy ní'i?	I don't see any sheep.

## 2.12 Enclitics

An enclitic is a dependent word that is added to a verb phrase to give it

an additional meaning.

shì (also hì)	perhaps, maybe, possibly
dâ	like that
ni	let me, I'll
jà	where? what?
k'e	when?
nà	did (past tense)

Naananuch'ì shì (also: hì).  
again I'll-see-you perhaps  
I'll see you again.

Ghàánaakwanuch'ì shì (also: hì).  
again I'll-see-you (plural) perhaps  
I'll see you all again.

Shá shù dâ.  
me too like that  
Same thing with me.

Chedúshà ni.  
outside let-me-go I'd-like  
I'd like to go outside. I'm going outside.

Ní'ì ch'è k'e', yedúshì shì (also: hì).  
I-see-O if...then I'll-tell-him/her  
If I see PERSON, then I'll tell him.

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### 3.0 Gender Verbs

Verb stems that classify the world based on shapes are called

classificatory verbs, but they can more easily be called category verbs, and easier still, gender verb stems. The classificatory themes describe the nature of the object handled regarding extension and dimension. They restrict an action to certain classes of subject or object.

The verb theme describes the object(s) and the prefixes express the type of activity involved.

(lh)-che	single animate object (transitive)
(∅)-'a	chunky or compact object
(∅)-ka	liquid in open container
(d-lh)-t'a	burning object
(∅)-tə	sticklike object, containerful, long
(lh)-la	plural or ropelike object
(∅)--tl'et	grainlike objects
(lh)-shàt	food
(lh)-shùh	cloth or fabric object
(∅)--tle	mudlike substance
(∅)-dzè	plural sticklike object

The verb themes for each category are in the A column. The active handling verbs are in the B column. The imperfective, perfective and optative

momentaneous stems are shown.

A	B	
STEM	IMP. PRF. OPT.	GLOSS
1a (∅)-t̩	∅-ch̩ -t̩ -t̩	sticklike
1b (lh)-la	∅-le -la -lee	plural or ropelike
2a (lh)-shuh	(lh)-shuh -shuh -shuh	clothlike
3a (∅)-'a	∅-'ah -'a -'a	chunky
4a (∅)-ka	∅-kàh -ka -ka	containerful, small
4b (∅)-t̩	(lh)-ch̩ -t̩ -t̩	containerful, long
(∅)-ch̩	∅-chèh -ch̩ -chè	sg animate (intransitive)
(lh)-ch̩	(lh)-chè -ch̩ -chè	sg animate (transitive)

á-tl'ây-ín-ch̩

put sticklike object in my hand

á-tl'ây-ín-lè

put plural or ropelike in my hand

á-tl'ây-ín-shuh

put clothlike in my hand

á-tl'ây-ín-'ah

put chunky object in my hand

á-tl'ây-ín-kà

put containerful, small object in my hand

á-tl'ây-ín-ch̩

put containerful, long object in my hand

á-tl'ây-ín-chè

put single animate creature in my hand

daa-

up, above

daayela

s/he hanged them up

daa'ala

things are lying on elevated platform (shelf)

taa-

into water

taayeshuh

s/he put a hide (fabriclike) into water

tthi-

head

tthi'a

s/he rests his/her head

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kwat'àala

things are lying in a drawer, box, bag

kwat'àà'á chunky object is lying in a drawer, box, bag

ø-'àh, ø-'a, ø-'à	handle three-dimensional object
ághàní'áh	you (sg) give it to me
nadí'a	I took it, I picked it up
ànyedà'a	s/he gave it away
nàní'áh, nán'áh	you (sg) put it down, you place it
taní'áh	you (sg) put it in water
k'àní'áh	I carry it around
daayí'áh	I hold it up
taayè'a	s/he took it ashore
sha kì'a	sunrise
sha kànàn'a	sunrise, sun came out
sha kàdí'a	sun came up
sha kàdàn'a	sun came up
sha k'udà'a, k'uadà'a	sun is past midday
sha nadi'a	sun is setting

K'AA-NA--Ø-TA watch O, (ø-imperfective)

O k'aaníta	I'm watching O (i.e., her, him, it).
O k'aańta	You watch O. You're watching O.
O k'aanáta	S/he's watching O.

O k'aaniita	We (2) are watching O.
O k'aanáhta	You (2) are watching O.
O k'aakenáta	They (2) are watching O.

T.V. k'aanáta.	S/he's watching T.V.
Dunèn k'aanáta.	S/he's watching a child.

dak'ánta ch'è	look after yourself
alhak'ánáhta ch'è	you all look after each other

Ye ka nánáta?	What is she looking for?
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The following examples have a hyphen after the direct object, and hyphens on each side of the inner subject.

Direct Object # K'AA-NA--Ø-TA watch O, (Ø-imperfective)  
[DO # k'aa-n--SUBJECT--Ø-ta]

u--k'aan-í-ta I'm watching her, him, it.

u--k'aa--ń-taa? Are you watching her, him, it?

u--k'aa--ń-ta You watch her, him, it.

u--k'aan--á-ta S/he's watching O

u--k'aan--ii-ta We two or more are watching O

u--k'aan--áh-ta You two or more are watching Os

u--k'aan--áh-taa? Are you watching two or more Os?

dáh--k'aan--áh-ta S/he's watching us two or more Os

u--k'aaken--á-ta They two or more are watching Os

u--k'aan--ii-ta We two or more are watching O

u--k'aan--àáh-ta You two or more are watching O

u--k'aan--àáh-taa? Are you two or more watching O?

á--k'aa-ken--á-ta They (two or more) are watching me.

ni--k'aan--á-ta S/he's watching you.

keda--k'aan--á-ta S/he's watching them.

shàwthân ák'aanáta. s/he's looking at me well, staring at me

Yekü shàwthân ák'aanáta. My goodness, s/he's looking at me really hard.

Ma achêw ák'aanáta? Who's that looking at me well?

In shala k'aníta. Look after your younger brother.

In jùgha k'aníta. Look after your younger sister.

Á shala k'aanutà ni. I'm going to look after my younger brother.

Á jùgha k'aanutà ni. I'm going to look after my younger sister.

Direct Object # K'È-TS'--D-LI love O, (ø-imperfective)

[DO # k'è--ts'--SUBJECT--d-li]

á--k'èts'--á-dli	S/he loves me.
in--k'èts'--á-dli	S/he loves you.
u--k'èts'--á-dli	S/he loves him, her.
dáh--k'èts'--á-dli	S/he loves us.
dáh--k'èts'--á-dli	S/he loves you (all).
ku--k'èts'--á-dli	S/he loves them.
in--k'èts'--í-dli	I love you.
u--k'èts'--í-dli	I love him, her.
dáh--k'èts'--í-dli	I love you (all).
ku--k'èts'--í-dli	I love them.
á--k'èts'--í-dlia?	Do you love me?

The direct object person precedes the verb word that has the subject.

Direct Object # DÀÀ-JAN--GAN be thirsty, (ø-imperfective)

-dààjan- "to the maximum" e.g., filled to the top, plugged up  
-gan dry, dried

chu a-dààjan-käy	water is filled to the top
àr a-dààjan-gwàt	fog is settled in, it is socked in, plugged up

á--dààjangan	I'm dried up thirsty.
in--dààjangan	You're dried up thirsty.
in--dààjangana?	Are you dried up thirsty.
u--dààjangan	S/he's dried up thirsty.
dáh--dààjangan	We (2) are dried up thirsty.
dáh--dààjangan	You (2) are dried up thirsty.
ke--dààjangan	I'm dried up thirsty.

The direct object precedes the verb word.

Some verbs have different stems for single, dual, and plural persons.

-DA singular sit, imperfective

ada	s/he's sitting (at home)
inda	you're sitting (at home)
ída	I'm sitting (at home)

-KE dual sit, imperfective

keke	they two are sitting (at home)
áhke	you two are sitting (at home)
iike	we two are sitting (at home)

D-`-TTH'I plural sit, imperfective

dàtth'i	they are sitting (at home)
dàáhtth'i	you all are sitting (at home)
dìtth'i	we are sitting (at home)

D-`-YA singular go, perfective

dàya	s/he left
dìya	you left
diya	I left

DÀ-T'AR dual go, perfective

dàt'ar	they (2) left
dààt'ar	you (2) left
dìt'ar	we (2) left

DÀ-JAL plural go, perfective

dàjal	they (3 or more) left
dààjal	you (3 or more) left
dìijal	we (3 or more) left

### Repeating Stems

Some verbs follow the pattern of repeating a noun stem in the verb.

shà nǐshà	it's raining
yāw nǐkhyàw	it's snowing
ints'i nǐts'i	it's windy
tsal datsal	gopher is chirping
dlùr dadlùr	squirrel is barking
médhǐ daddhǐ	owl is hooting
ts'urk'i dak'i	raven is talking

### Pair Stems

Some verbs appear in pairs based on controlled movement as opposed to independent movement. The pairs of verb stems share a semantic domain.

a-tlel	s/he is walking quickly
a-tl'el	s/he is running
á-dà	s/he's drinking
á-ts'è	s/he's drinking quickly
dà-k'àh	burn
dà-tlaat	burn quickly
yè-'ùh	s/he, it kicked him, her, it
yè-tal	s/he, it kicked him, her, it hard
nàñji	s/he is helping someone
nayejàntsatsat	s/he snatched it away

## Adverbial Prefixes

Some adverbial prefixes can be productively used with various verb stems.

che-d-	out
ched-à-ya	s/he went out
ched-à-tth'at	it fell out, i.e., it was lost
ched-ú-shà ni	I'm going out
ched-ń-na	(you) go out

kwi-y-	in
kwi-y-ı-na	(you) come in
kwi-y-enú-zhà ni	I'm going in
kwi-y-ená-'ar	