

## LESSON 2 CONTENTS COMMANDS

- VOCABULARY
- PART 1 USING COMMANDS
- EXERCISE 1 MAKING VERBS INTO COMMANDS
- ANSWERS EXERCISE 1 MAKING VERBS INTO COMMANDS
- PART 2 IMPERATIVE SINGULAR **-p**
- PART 3 IMPERATIVE PLURAL **-wa**
- EXERCISE 3 CHANGING KONKOW VERBS INTO COMMANDS
- ANSWERS EXERCISE 3
- PART 4 FUTURE IMPERATIVES **-sy/su, -k'uton**
- EXERCISE 4 EXERCISES USING **-sy/su** and **-p** AND ALSO **-k'uton**
- ANSWERS EXERCISE 4
- EXERCISE 5 CHANGING VERBS INTO FUTURE COMMANDS USING **-k'uton**.
- ANSWERS EXERCISE 5
- PART 5 PERMISSIVE **-be**
- PART 6 COMPONENT ORDER
- EXERCISE 7 PARSING
- ANSWERS EXERCISE 7
- EXERCISE 8 ADD IMPERATIVES TO THOUGHT BUBBLES
- EXERCISE 9
- SUMMARY IMPERATIVE RULES

## VERB ROOTS and THEMES

<b>bája:</b>	crack (acorns)
<b>bólopaj</b>	help someone
<b>býhbý</b>	be still
<b>c'é</b>	look, see
<b>c'esy</b>	look
<b>c'úk'ut?òmisto</b>	you wash yourself!
<b>húpajti</b>	build (a fire)
<b>hú:c'ik</b>	forget
<b>jewo:</b>	run
<b>jó:ki(t)</b>	dive
<b>k'élc'ono</b>	(s/he) hugs (someone)
<b>màhwó:</b>	clap hands
<b>makpaj</b>	try
<b>mé:</b>	grab
<b>mó</b>	drink
<b>pédaw</b>	come to eat
<b>sól</b>	sing
<b>tédo:</b>	stand up
<b>tuji</b>	sleep
<b>wóc'oti</b>	split a notch in something
<b>?ýhjo?e:</b>	be careful
<b>?ýk'oj</b>	go away
<b>?ýsí</b>	get out

## NOUNS

<b>májk'i</b>	children
<b>sá</b>	fire
<b>?uti</b>	acorn

## VERB SUFFIXES

<b>-be</b>	encouragement, permission, be sure to do something
<b>-p</b>	imperative singular - command to one person
<b>-sy, -k'uton</b>	imperative future - command to more than one person to do something later. You can use either one.
<b>-wa</b>	imperative plural - command to two or more persons

## SPECIAL TERMS

- component* any part of a *word* - the *root* or a *suffix*
- imperatives* *commands*; telling someone to do something
- noun* a *word* referring to a “person, place, or thing” - the person or item that is doing the action of the *verb* or has the action of the *verb* done to them.
- root* the part of the *word* containing the main meaning - like ‘person,’ ‘help’, ‘big’.
- suffix* endings that get put on the end of a word. Also called *verb suffixes*, *noun suffixes*, etc.
- theme* *commands*; a root plus certain suffixes that add to the meaning of the root. The imperative suffixes can be added at the end of either a root or a theme.
- verb* a word referring to an action or behavior

## PART 1 USING COMMANDS

Commands – telling people what to do – are very useful things for language learners - both because in most languages they are often simple and short and therefore relatively easy to learn, and also because using a command can get things done!

In English, when we tell someone to do something, we just use a bare verb, like “Eat!” or “Go home!” But commands in Konkow are made by adding a suffix onto the verb. Furthermore, you add a different suffix depending on whether you are talking to one person, or more than one. Commands also differ depending on whether you are telling someone to do something right now or at some future time.

## PART 2 IMPERATIVE SINGULAR -p

To give a command to an individual person, put **-p** at the end of the *verb*, if it is preceded by a *vowel*. But if there is a consonant before it, the **-p** disappears.

After a vowel:

**mop!** Drink!  
**mó -p**  
drink imperative

**bèlem mop!** Drink again!  
**bèlem -mo -p**  
again drink imperative

After a consonant there is no **-p**

**pedaw!** Come and eat!  
**pe -daw**  
eat toward.goal

**hú:c'ik!** Forget it!

When using the **-p command**, if the *root* is to *syllables*, the *primary stress* often shifts to the second *syllable* and the *first syllable stress* becomes less strong.

**méh?un.** S/he holds it.  
**mèh?úp!** Hold it!  
**máhwon.** S/he claps hands.  
**máhwóp!** Clap hands!

There is no *stress* change for a *verb* that ends in a *consonant* (and therefore does not have a **-p** in the *command* form).

## EXERCISE 1 MAKING VERBS INTO COMMANDS

Make the following *verb roots* into *commands*. (Some won't change at all except for your tone of voice.) Speaking of tone of voice, we recommend that you read the Konkow *words* and *sentences* you see out loud, to practice your pronunciation and start getting those *words* into your memory.

ROOT/THEME	ENGLISH	COMMAND FORM
<b>tédo:</b>	Stand up!	_____
<b>?ýk'oj</b>	Go away!	_____
<b>me:</b>	Grab it!	_____
<b>c'esy</b>	Look!	_____
<b>(sa) húpajtì</b>	Build (a fire)!	_____
<b>sol</b>	Sing!	_____
<b>bólopaj</b>	Help him!	_____
<b>byby</b>	Be still!	_____
<b>jóki:t</b>	Dive!	_____
<b>mákpaj</b>	Try it!	_____
<b>?ysí</b>	Get out!	_____
<b>tuji</b>	Sleep!	_____
<b>jewo:</b>	Run!	_____

## ANSWERS EXERCISE 1 MAKING VERBS INTO COMMANDS

Verb	English	Command	Process	Rule
<b>tédo:</b>	Stand up!	<b>tédó:p!</b>	add -p	RULE 1
<b>?ýk'oj</b>	Go away!	<b>?ýk'oj</b>	no -p	RULE 1
<b>me:</b>	Grab it!	<b>me:p</b>	add -p	RULE 1
<b>c'esy</b>	Look!	<b>c'esyp</b>	add -p	RULE 1
<b>sa húpajtì</b>	Build a fire!	<b>sa húpajtìp</b>	add -p	RULE 1
<b>sol</b>	Sing!	<b>sol</b>	no -p	RULE 1
<b>bólopaj</b>	Help him!	<b>bólopaj</b>	no -p	RULE 1
<b>byby</b>	Be still!	<b>bybyp</b>	add -p	RULE 1
<b>jóki:t</b>	Dive!	<b>jóki:t</b>	no -p	RULE 1
<b>mákpaj</b>	Try it!	<b>mákpaj</b>	no -p	RULE 1
<b>?ysí</b>	Get out!	<b>?ysíp</b>	add -p	RULE 1
<b>tuji</b>	Sleep!	<b>tujip</b>	add -p	RULE 1
<b>jewo:</b>	Run!	<b>jewo:p</b>	add -p	RULE 1

### PART 3 IMPERATIVE PLURAL **-wa**

To give a *command* to two or more people, use **-wa** after a *vowel*, but after a *consonant* (w) disappears. But also, the *consonant* that made the (w) disappear gets doubled (meaning it gets held longer).

After a *vowel*:

**májk'im, ʔýjé:wa**  
Children, come here!

After a *consonant*:

**ʔýsíppa!**  
Get out! (said to a group)

**hú:c'íkka!**  
Forget it!

EXERCISE 3 Practice changing Konkow *verbs* into *commands*.

Root	Konkow Ending	English Translation
<b>sol</b>	_____	Sing, you all!
<b>býhbý</b>	_____	Be still, you all!
<b>ʔuti baya:</b>	_____	Crack acorns, you all!
<b>jokit</b>	_____	Dive, you all!
<b>c'úk'utʔòmis</b>	_____	Wash yourselves!

## ANSWERS EXERCISE 3

Command	English	Process	Rule
<b>sol-<u>la</u>!</b>	Sing, you all!	<b>-(w)a</b> after consonant (w) doubles that consonant	RULE 3
<b>býhbý-<u>wa</u>!</b>	Be still, you all!	add <b>-wa</b> after vowel	RULE 3
<b>?uti baya:-<u>wa</u>!</b>	Crack acorns, you all!	add <b>-wa</b> after vowel	RULE 3
<b>jokit-<u>ta</u>!</b>	Dive, you all!	<b>-(w)a</b> after consonant (w) doubles that consonant	RULE 3
<b>c'úk'ut?òmis-<u>sa</u>!</b>	Wash yourselves!	<b>-(w)a</b> after consonant (w) doubles that consonant	RULE 3



## PART 4 FUTURE IMPERATIVES **sy/su, -k'uton**

The *suffixes* you just learned, **-p** and **-wa/-a**, are used if you are telling someone to do something right now. But if you are telling someone to do something at some later time, there are different endings that you put in before **-p** or **-wa/-a**.

**-sy** (or **-su**) and **-kuton** (either one can be used without changing the basic meaning) come before the *imperative* if you want someone to do something at some future time. As for **-sy/su**, **-sy** was used by Leland Scott and **-su** by Elmer Smith. So again, take your pick.

Examples with **-sy/su** and **-p**

**pébes̀yp!**

Be sure and eat (when you come by later).

**màhwó:s̀yp!**

Clap your hands (when you go to the concert tonight).

Examples with **-k'uton**. (The **-p** will never show up because **-kuton** ends in a *consonant*.)

**pébek'úton!**

Be sure and eat (when you come by later)!

**màhwó:k'úton!**

Clap your hands (after he sings)!

Examples for plural future commands (unlike the singular, you can see the plural form with **-k'uton**):

**nìk b̀òlopajbésywa!**

You will have to help me (when I make it).

**?̀yhjo?e:k'utonnà!**

Be careful (when you get there)!

EXERCISE 4 Exercises using **-sy/su** and **-p** And also **-k'uton**

Change these “now” *commands* to *future commands*, using **-sy**.

COMMAND	ENGLISH
<b>mop!</b> _____	Drink!  Drink (a lot while you are hiking).
<b>pédaw</b> _____	Come and eat!  Come and eat (when you are in town!)
<b>cúk'ut?omistowá!</b> _____	Wash yourselves!  Wash yourselves! (after eating)

ANSWERS EXERCISE 4

**mop!** Drink!  
**mosýp!** Drink (a lot while you are hiking).  
 Insert **-sy** before **-p** (after a *vowel* OR a *consonant*)  
 Rule 5

**pédaw!** Come and eat!  
**pédawsýp!** Come and eat (when you are in town!)  
 Insert **-syp**. **-p** appears because it is now after a *vowel*.  
 Rule 5, and refer to Rules 1 and 2

**cúk'ut?omistowá!** Wash yourselves!  
**cúk'ut?omistowásýp!** Wash yourselves (after eating)!  
 Insert **-sy** before **-wa**  
 Rule 6

EXERCISE 5 Now change the same *commands* to *future commands* using **-k'uton**

COMMAND	ENGLISH
<b>mop!</b>	Drink!
_____	Drink (a lot while you are hiking).
<b>pédaw</b>	Come and eat!
_____	Come and eat (when you are in town!)
<b>cúk'ut?omistowá!</b>	Wash yourselves!
_____	Wash yourselves! (after eating)

#### ANSWERS EXERCISE 5

<b>mop!</b>	Drink!
<b>mok'uton!</b>	Drink (a lot while you are hiking).
<b>pédaw!</b>	Come and eat!
<b>pédawk'uton!</b>	Come and eat (when you are in town!)
<b>cúk'ut?omistowá!</b>	Wash yourselves!
<b>cúk'ut?omistowák'uton!</b>	Wash yourselves! (after eating)!

PART 5 PERMISSIVE **-be**

Dr Ultan translates as 'you may do it' or 'you'd better do it' or 'be sure to do it'.

It might make a *command* more gentle. For example, instead of 'Wash yourselves!', you could add **-be** in front of the *command* ending, and get this more polite form:

**cúk'ut?omisto-be-wá.** Be sure and wash yourselves.

EXERCISE 6

Take any 5 *commands* from the above exercises and turn them into more polite *commands* by adding **-be** in front of the *command* ending.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Notice that a couple of them already have **-be**.

## PART 6 COMPONENT ORDER

The various *verb* and *noun* endings (*suffixes*) have a specific order they should occur on after the *root* of the word. The *command forms* are the last to occur in a word -- other *suffixes*, such as **-be**, come before the *command*.

In the verb suffix chart, each ending is in a “*class*,” shown at the right side of the chart. These show where in the word each ending occurs. (These *classes* are often called ‘*position classes*’.)

**-be** is in *class 13* (meaning there are 12 other categories of endings that would be placed before it!)

**-sy/su** is in *class 16*.

**-k’uton** is in *class 17*. Even though Ultan writes that you can either use **-sy/su** or **-k’uton**, he also writes that he has sometimes seen both together, with **-sy** first, so that is why he showed them as being in different *classes*. In fact, here is an example where three of the *suffixes* we are talking about occur together.

**màkpaj-bé-sy-k’ùton!**      You must try it sometime!

**-p** and **-wa** are in *class 18*. Thus the order for the endings we have talked about in this lesson will always be:

class 13	<b>-be</b>
class 16	<b>-sy/-su</b>
class 17	<b>-k’uton</b>
class 18	<b>-p, -wa</b>

EXERCISE 7

Do a short exercise in “parsing.” As you have seen, we put a dash before *suffixes* when we are showing them by themselves, to show that they are not the *root* of the word, but are *components* that come after the *root*. We can also use a dash to separate the *suffixes* from each other when we want to show the *components* of a word.

Below are 4 sentences that are *commands*. Read them out loud. Then rewrite the underlined *verb* that has the *command* endings on it by putting a dash before each of the *command components* we have been talking about, and write down each *component’s* translation in English. The first one is done for you as an example.

**néno nik jántobesyp!** Remember to tell me a story!

<b>néno nik jánto</b>	<b>-be</b>	<b>-sy</b>	<b>-p</b>
	-permissive	-future.command	-singular.command
<i>or use abbreviations</i>			
	-pmsv	-fut.cmd	-sg.cmd

**?̀yhjo?e:k'utonnà!** Be careful (pl. e.g. when you get there)

**?̀yhjo?e:** \_\_\_\_\_

or use abbreviations \_\_\_\_\_

**pébesup!** Be sure and eat (when you come by)!

**pé** \_\_\_\_\_

or use abbreviations \_\_\_\_\_

**nikbòlopajbésywa!** You (pl) will have to help me (when I do it)!

**bésywa** \_\_\_\_\_

or use abbreviations \_\_\_\_\_

ANSWERS EXERCISE 7

**?̀yhjo'e:k'utonnà!** Be careful (pl. e.g. when you get there)

**?̀yhjo'e:**           **-k'uton**                   **-na**  
                          -future.command    -singular.command

*or use abbreviations*

-fut.cmd                    -sg.cmd

**pébesup!**                    Be sure and eat (when you come by)!

**pé**                           **-be**                           **-su**                           **-p**  
                                  -permissive                -future.command    -singular.command

*or use abbreviations*

-pmsv                        -fut.cmd                    -sg.cmd

**nìkbòlopajbésywa!** You (pl) will have to help me (when I do it)!

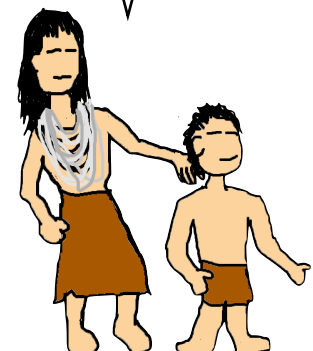
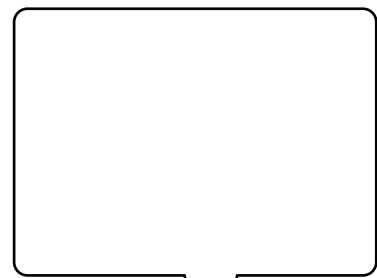
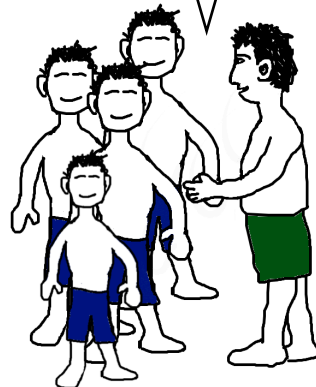
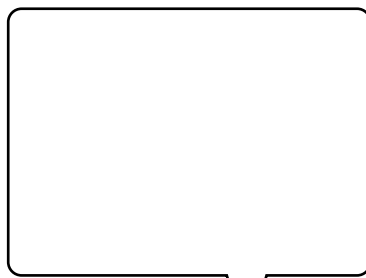
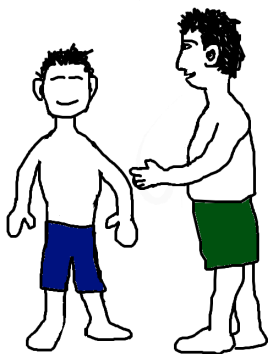
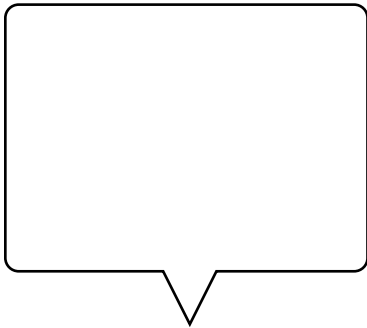
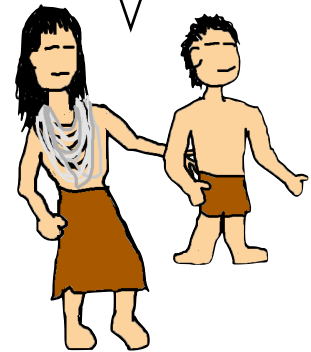
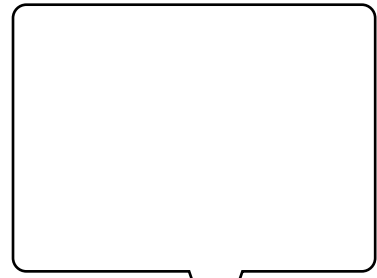
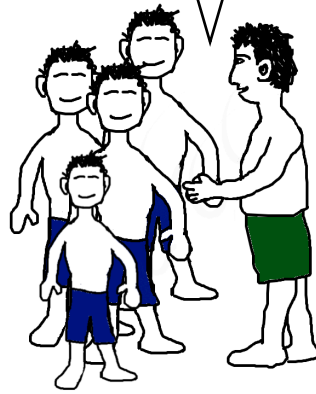
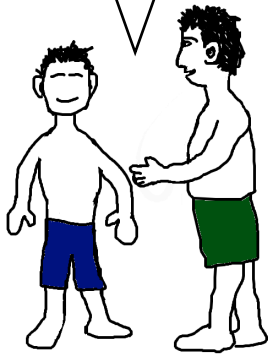
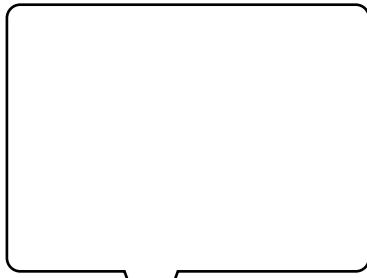
**nìkbòlopaj**           **-be**                           **-sy**                           **-wa**  
                                  -permissive                -future.command    -singular.command

Or use abbreviations

-pmsv                        -fut.cmd                    -sg.cmd

## EXERCISE 8

Add *imperatives* to the thought bubbles using the new vocabulary from this lesson and *words* from the other lessons. Put an appropriate *imperative* in the talk bubbles for something the speaker wants to be done right now in the first row. Put an appropriate *imperative* in the talk bubbles for something the speaker wants to be done at a later time in the second row.





## EXERCISE 9

Now go use these commands with real people, or your pets, or your plants, or the sky!

