

LESSON 3 CONTENTS SIMPLE SENTENCES

- LESSON VOCABULARY
- PART 1 ONE-WORD SENTENCES verbs
- PART 2 SENTENCES WITH NOUNS
- EXERCISE 1 AND 2
- PART 3 SUBJECT AND OBJECT SUFFIXES
- PART 4 WORD ORDER
- PART 5 OBJECTS
- PART 6 IMPLIED SUBJECT OR OBJECT
- SUMMARY

VOCABULARY FOR LESSON TWO

VERB ROOTS You will see an **-n** added at the end of these words in this lesson

bojehto	swing
c'ésy	looked at
k'útumbùmbukk'ajeh	go about hunting
mé:	grab
pé	eat
pípa:	swim
só:	release

NOUN ROOTS You will see an **-m** added at the end of these words when they are the subject of the sentence

?a:k'	crow
?ákc'olma'	Pacific Pond Turtle
héno	coyote
hènojká:no	Coyote (in stories)
jý:py	teenage girl, woman
ká:no	old man, fellow
kónojbe	girl (younger than teen)
kýle	woman, wife
màjdy	man, person
máko	fish
sól	song
sým	deer
wóc'olky	turtle (species of, in Turtle Girls story)

SUFFIXES Suffixes are meaningful pieces added after a noun or verb roots. The dash in front is the standard way of showing they are suffixes. When we analyze a word we will show dashes between the parts of the word.

VERB SUFFIXES

-n (-in) marks the end of a verb

NOUN SUFFIXES

-i marks a noun as the object of the sentence
-m (-im) marks a noun as the subject of the sentence

PART 1 ONE-WORD SENTENCES VERBS

Just as there are different kinds of *words and components*, there are also different kinds of sentences. You learned how to make one kind of sentence in the previous lesson - *commands*. This lesson is about *statements* - the kind of sentence you find in stories, or when you are telling about something that happened. Just like *commands*, a statement in Konkow can be as short as one word - a *verb*. (A *verb* is a word about doing something.) This is a possible *sentence* in Konkow:

só:n. They released him.

That's a complete sentence, even though it is only a verb. Actually, who released who is not clear from the *sentence* itself. It could also mean "He released her," "She released it," and so on. The reason we wrote "They released him" is because it is a sentence out of a story, Coyote and the Turtle Girls, and it was previous *sentences* that made it clear, that it was the Turtle Girls who released Coyote.

Coyote had been under water with the Turtle Girls for a while, and he was running out of breath. So he exclaimed "Let me go for a little while!" The girls said "all right."

só:n. "They released him."

So you can see that unlike English, a Konkow sentence doesn't have to have pronouns or nouns in every sentence. Here are some more verbs – each of them work as a whole sentence. There is an **-n** at the end of the verb in each case. We call that **-n** the "verb final."

c'ésy-n. (he/she) looked at (it/her/him).
mé:-n. (he/she) grabbed (it/her/him)
pé-n. (he/she) ate (it).
bojehto-n. (he/she) swung (it).
pípa:-n. (he/she/it/they) swam.
k'útumbùmbukk'ajehsám'a-n. (he/she) went about hunting, they say.

Note: **-sám'an**, at the end of this last *verb*, means "they say," and is common in story-telling. This is the first *word* in the story "Coyote and the Turtle Girls."

We wrote these *sentences* as being in *past tense*. *Sentences* like these are usually translated as *past tense* in the stories, but in the right context, they could be about the *present* as well. On its own, **mé:n** could translate "(he) grabbed it" or "(he) grabs it".

PART 2 SENTENCES WITH NOUNS

Of course to make sense when you talk about something, you really do have to communicate who is doing the action, and without context a verb alone doesn't have that information in it. So let's add some nouns to our simple sentences. Here is a list of nouns.

kóle:m	boy
hènojká:nom	Coyote (literally Coyote Old Man – that's the Coyote you hear about in the stories)
hénom	coyote
kánom	old man, fellow
wóc'olkym	turtle (this is the kind of turtle in the Turtle Girls story)
?ákc'olma	turtle (Pacific Pond turtle)
máko:m	fish
jý:pym	woman, teenage girl

EXERCISE 1

Remember, the “it” in the English is there in some of these *sentences* because English always has to have a *noun* or *pronoun*; but you don't have to include it in Konkow. And we don't have to say “the” in Konkow, either.

The sentences below have words from the above two lists. Say the sentences below out loud and figure out what they mean:

a. **jýpym pe:n.**

b. **wóc'olkym c'ésyn.**

c. **hènojká:nom pi:pan.**

ANSWERS EXERCISE 1

jýpym pe:n.	The woman ate (it).
wóc'olkym c'ésyn.	The turtle looked (at it).
hènojká:nom pí:pan.	Coyote swam.

EXERCISE 2

Now translate the following sentences into Konkow. Just say the sentences out loud, don't bother writing them if you don't want to. (And remember, the "it" in the English is there in sentences c and d because English always has to have a noun or pronoun; but you don't have to include it in Konkow. And we don't have to say "the" in Konkow, either.

- a. The deer swam.
- b. Old Man Coyote grabbed it.
- c. The turtle ate it.
- d. The woman went about hunting (they say).

ANSWERS EXERCISE 2

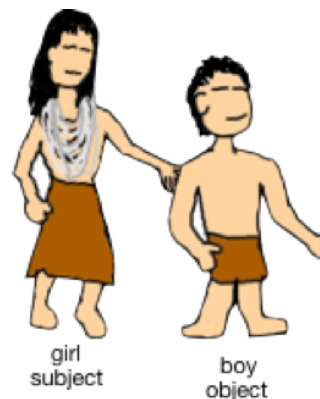
sýmim pí:pan.	The deer swam.
hènojká:nom mé:n.	Old Man Coyote grabbed it.
wóc'olkym pe:n.	The turtle ate it.
jý:pym k'útumbùmbukk'ajehsám'an.	The woman went about hunting (they say).

Since *word* order is variable, it would be unusual but not wrong to put the *noun* after the *verb*.

PART 3 SUBJECT AND OBJECT SUFFIXES

Notice that all the nouns in Exercise 1 end in **-m**. That **-m** is to mark the noun as the one that did the action. We call the one that does the action the *subject* of the sentence.

In case you need a review of what a subject is, that is the person or people doing the action. So in the sentence "That girl grabbed onto that boy," who did the grabbing? "That girl" did. Who got grabbed? "That boy." We call the one that got the action done to him the *object* of the sentence.



hènojká:n<u>om</u>	Coyote-subject
wóc'olk<u>ym</u>	turtle-subject
máko:<u>m</u>	fish-subject
jýp<u>ym</u>	girl-subject (teenage girl)

All the *nouns* above end in a *vowel* before the **-m** suffix. If the *noun* ends in a *consonant* instead, the suffix would be **-im**. Here are example:

sól-<u>im</u>	song
----------------------	------

By the way, this is true of the *verb.final suffix* too – if the verb ends in a *consonant*, the suffix is **-in**. Below are examples of a word where the *verb* ends in a *consonant*, and one where it ends in a *vowel*. We add the dash before the *suffix* to make it clear.

wássatiwè:<u>s-in</u>	keep on making mistakes
bédə:<u>ti-n</u>	make somebody happy

When a *component* has two ways to be pronounced, where one of the sounds can disappear in some contexts, we will present that component like this:

-(i)n	marks a <i>verb</i>
-(i)m	marks a <i>noun</i> as <i>subject</i>

Sometimes there is a **-sa** after the *subject suffix*. See the examples below. The meaning of the added **-sa** is not clear; so we just call that a "*subject-extender*." (We'll let you know if new information comes along about the meaning of **-sa** after the *subject marker*.)

kýle-m-<u>sa</u>	woman, wife
màjdy-m-<u>sa</u>	man

When we present an example with several *components* to look at in a *word*, it is sometimes useful to separate them with dashes."

PART 4 WORD ORDER

Usually the *subject* comes before the *verb*. But notice that sometimes the *subject* comes after the *verb*, as in the first sentence from The Turtle Girls story:

k'útumbùkk'ajeh	sám'an,	hènojká:nom.
<i>verb phrase</i>	<i>connective</i>	<i>subject</i>
went about hunting	they say	Old Man Coyote

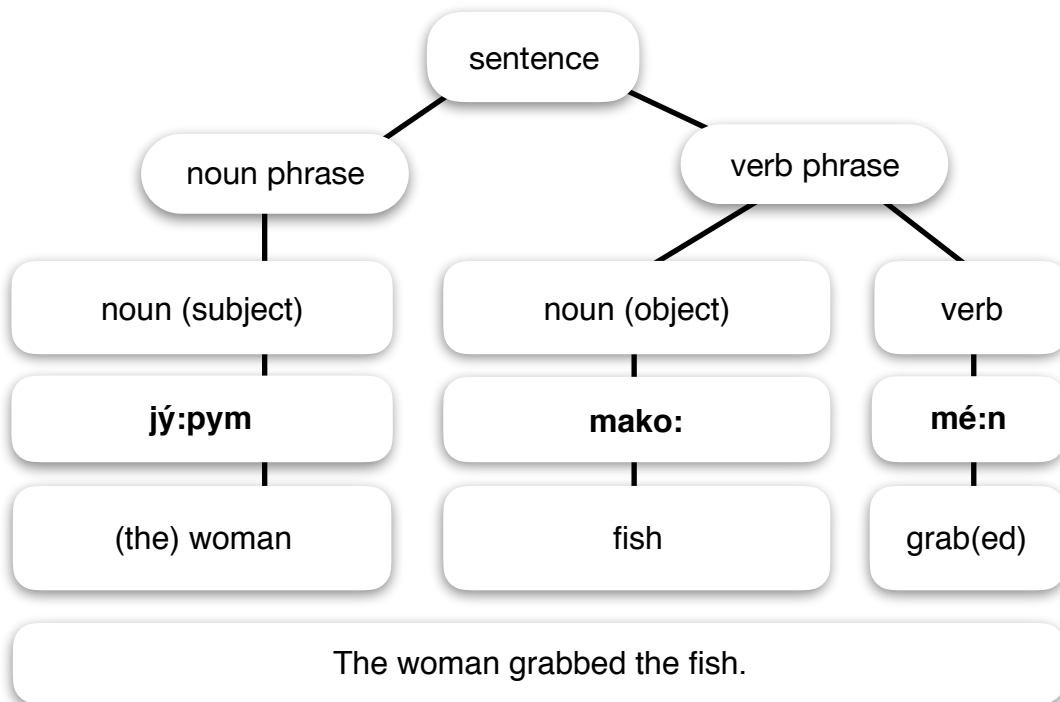
Went hunting, they say, Coyote Man.

PART 5 OBJECTS

The “object” of a verb is the thing or person that the action is done to. In the English sentence “The woman grabbed the fish” The woman is the *subject*, and the fish is the *object*. In Konkow, this sentence would look like this:

jý:pym	mako:	mé:n.
<i>subject</i>	<i>object</i>	<i>verb</i>
woman	fish	grab

The woman grabbed the fish.



Either the *object* or the *subject* can also be understood in the context of a story or conversation. So the *sentence* below doesn't have a *subject*, but is understood to mean "(She) ate the turtle."

As mentioned earlier, all these *nouns* end in a *vowel* when no *subject marker* is added. But for the *nouns* that end in *consonants* instead, and when they serve as the *object*, there will be an **-i** at the end.

Examples of nouns with the object marker **-i**:

sóli	song
momí	water
sými	deer

The **-i** *object suffix* disappears after a word that ends in a *vowel*, because you can't have two *vowels* in a row in Konkow. That's why **wóc'olky** doesn't have an **i** at the end in the *sentence* above even though it's the *object* of the *sentence*. When we identify the *suffix* for the *object* we can call it **-i / Ø** meaning that sometimes the *object* is marked by **-i** and sometimes by **Ø** (nothing).

EXERCISE 3

Practice what you have learned with these exercises. What are some of the differences you notice between how you say this *sentence* in English and how you say it in Konkow?

jý:pym mako: mé:n.

The woman grabbed the fish.

ANSWERS EXERCISE 3

- English has to have "the" in front of each *noun*; Konkow does not.
- In English the *object* follows the *verb*; in Konkow it precedes the *verb*.
- In Konkow, this *sentence* could translate either as "The woman grabbed the fish" or "The woman grabs the fish." The English *sentence* is clearly in *past tense*.
- Konkow doesn't use capital letters; English does.
- You may have come up with other kinds of differences too!

EXERCISE 4

Now translate the following *sentences* into Konkow. Just say the *sentences* out loud, don't bother writing them if you don't want to. (And remember, the "it" in the English is there in *sentences c* because English always has to have a *noun* or *pronoun*; but you don't have to include it in Konkow. And we don't have to say "the" in Konkow, either.)

- a. Coyote ate the turtle.
- b. The woman looked at the boy.
- c. The turtle ate it.
- d. Coyote swung the fish.

ANSWERS EXERCISE 4

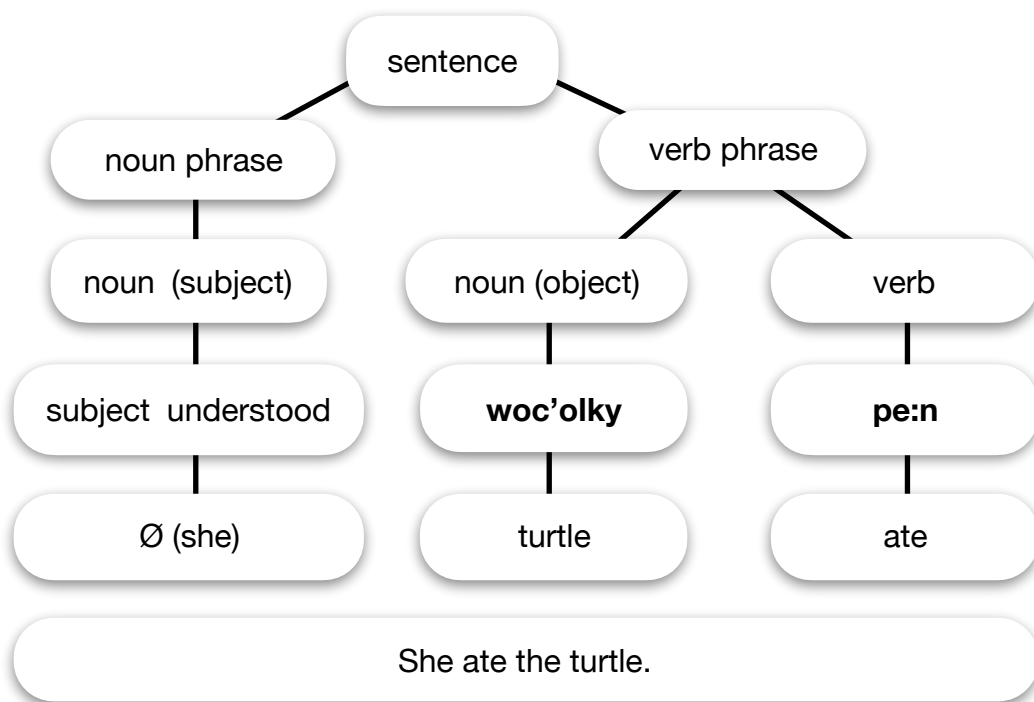
Coyote ate the turtle.	hènojká:nom woc'olky pe:n.
The woman looked at the boy.	jýpym kóle: c'ésyn.
The turtle ate it.	wóc'olkym pe:n.
Coyote swung the fish.	hènojká:nom mako: bojehton.

Since word order is variable, it would be unusual but not wrong to put the *noun* after the *verb*.

PART 6 IMPLIED SUBJECT OR OBJECT

Either the *object* or the *subject* can also be understood in the *context* of a story or conversation. So the *sentence* below doesn't have a *subject*, but is understood to mean "(S/he) ate the turtle."

woc'olky **pe:n.**
 object verb
 the turtle ate
 "(She) ate the turtle."



As mentioned earlier, all these *nouns* end in a *vowel* when no *subject marker* is added. But for the *nouns* that end in *consonants* instead, and when they serve as the *object*, there will be an *-i* at the end. Examples of nouns with the *object marker -i* :

sól-i song
?a:k-i crow
sym-i deer

The *-i* object suffix disappears after a word that ends in a *vowel*, because you can't have two *vowels* in a row in Konkow. That's why **woc'olky** doesn't have an *-i* at the end in the sentence above even though it's the *object* of the sentence.

SUMMARY

Review what you have learned in this lesson about making words and sentences in Konkow.

- A Konkow *sentence* can be as short as a single *word* (a *verb*). Either the *subject* or the *object*, or both, can be understood through the *context* of a conversation or story.
- Typically a *sentence* ends in a *verb*, though *word order* is flexible.
- The *noun* referring to the *subject* (the actor) of the *sentence* has the *suffix -m (-im)*. The *suffix* is **-m** when the *noun root* ends in a *vowel*, and **-im** when the *noun root* ends in a *consonant*. Another way to show this kind of suffix is this: **-(i)m**.
- The *object* (the thing acted upon) of the *sentence* is marked by the *suffix -i* when the *noun root* ends in a *consonant*, and by nothing when the *noun root* ends in a *vowel*.
- One way to think about the disappearing **-i** is to realize that in Konkow you cannot have two *vowels* in a row. So if, for example, the *root* ends in the *vowel* and is followed by a *suffix* that starts with one, then one of the *vowels* has to “go away.”