

LESSON 4 CONTENTS THE KONKOW NOUN

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NOUN ROOTS

búlalàj	black bear
c'á:	tree, stick
c'íla:ka	baby
jý:py	woman, teenage girl
konoj	girl
kýlate	daughter
lá:se	axe
léle	red-tailed hawk
móm	water
sý:	dog
?uj	house

VERB ROOTS

símyhmyh	talk
máhwo	clap hands
?yno	walk

NOUN SUFFIXES

-beh, be:	little (before k or k', the h disappears and the vowel gets long.)
-c'ok'	two
-dyki	rather close to (locative case)
-k'an	with (comitative case)
-k'i	possessor ("his," etc.)
-kyto	group of
-na:	away from
-nak	motion toward a goal
-nono	plural (3 or more)

PROCESSES

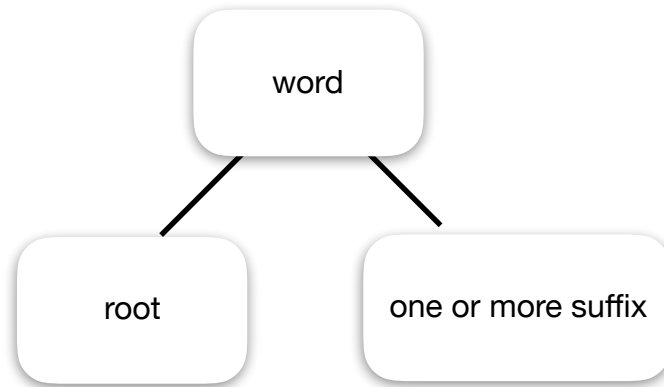
deletion *object case, i object suffix disappears when it follows a vowel.*

reduplication repeating part of a *root or suffix* twice in a row, usually to show that an action is occurring over and over.a

PART 1 PARTS OF WORDS

A *word* in Konkow may have several parts to it, each of which contributes to the meaning of the word. We'll call these parts "*components*." (In Ultan's work, they are called "*morphemes*.")

The main component (the *root*) may be followed by one or two or many *suffixes* (that is, smaller parts that follow the *root*.)



Here are some examples of nouns, showing the way *roots* and *suffixes* work in Konkow.

jý:pyc'ok'om
jý:py -c'ok' -om
girl two subject
root suffix suffix
two girls

lelekyto
lele -kyto
red.tail.hawk group
root suffix
a group of hawks

Many of these *suffixes* are used with extended or metaphorical meaning as well.

-nak can be used to talk about time, as in **núktinàk** 'for a little while' (**núkti** means 'little'), or for numbers, as in **máhc'oknak sá:p'y** 'thirteen' (literally 'toward 10, 3).

-na: can be used like an *instrumental*, as in **pétina:sa wó:non** 'He died from poison'.

Note that in the second example above, part of the *root* is “*reduplicated*” – that is, a part of it (or in this case all of it) is repeated. If it were a *verb*, this would make the *word* mean that the action is occurring over and over or continuously for a long time. As a *noun*, this repeated part just means ‘red tail hawk.’ But the hawk was probably named by the call that it makes over and over.

PART 2 TYPES OF WORDS

Words can be *nouns* or *verbs*, *pronouns*, *demonstratives*, *adverbs*, or what Ultan calls “*minor words*”. Which kind of *word* they are will determine what kinds of *suffixes* they can take. A *noun*, for example, can have “*case*” *suffixes* – *suffixes* that tell us what the role of the *noun* is in the sentence.

NOUN SUFFIXES

We will talk about the *suffixes* that go on *verbs* in later lessons. In this lesson we will focus on *noun suffixes*. The *subject suffix -m (-im)* and *object suffix -i* that were discussed in the lesson on simple sentences are *case suffixes*– *the subject case and object case*. Below are those and some other *case suffixes*:

májdy	man
májdym	man, subject case
májdy	man, <i>object case -i</i> <i>object suffix</i> disappears following <i>vowel</i> .
májdyk'i kýlate	the man's daughter -k'i , <i>possessive case</i>
májdyk'an	with (accompanying) the man
-k'an	<i>comitative case</i> “with”

And here are some more *case suffixes*, that go better with inanimate *nouns*:

-ni 'instrumental' (use it to do something) this also translates as "with"
sometimes, so don't confuse it with the 'with' that means 'accompanying.'
c'á:ni with a stick (as in 'he hit it with a stick')

-di 'in, on, at'
újdi in the house

-diky rather close to
újdiky close to the house

-nak motion toward a goal
újnak toward the house

-na: motion away from
újna: away from the house

Many of these *suffixes* are used with extended or metaphorical meaning as well. **-nak** can be used to talk about time, as in **núktinàk** 'for a little while' (**núkti** means 'little'), or for numbers, as in **máhc'oknak sá:p'y** 'thirteen' (literally 'toward 10, 3). **-na:** can be used like an *instrumental*, as in **pétina:sa wó:non** 'He died from poison'. Besides *case suffixes*, there are other *suffixes* that can go on *nouns* as well, that talk about number (two, many, a group) or special quality (little):

májdybeh little man, young man
májdyc'ok' two men
májdynono many (3 or more) men
májdykyto a group of men

You can put more than one *suffix* together in a *noun*. The *suffixes* about number or quality will always come before the *case suffixes*.

kánojbe:k'an with a little girl
májdyc'ok'om símyhmyhton. Two men talked to each other.

In the first sentence, the *suffix* is **-be:** instead of **-beh** because the **(h)** is dropped before some *consonants*, leaving an elongated *vowel*. In the second sentence above, the *subject marker* is **-om**. Why isn't it **-im**? There is a process called *vowel harmony* that changes **-i** to be like the *vowel* that precedes it. This only happens when the *consonant* between the two *vowels* is **k** or **k'**.

EXERCISE 1

Put the correct *suffix* on each of the *nouns* below, using the English sentence to guide you.

The tree is rather close to the house.

The _____ the house.

The two red tail hawks are courting.

The _____ are courting.

Many women have jobs nowadays.

_____ have jobs nowadays.

He cut the wood with an axe.

He cut the wood _____.

The woman walked with her dog.

The woman walked _____.

ANSWERS EXERCISE 1

The tree is rather close to the house.

c'a-diky the house.

tree-close.to the house.

The two red tail hawks are courting.

lele-c'ok'o-m are courting.

red.tail.hawks-two-subject are courting.

Many women have jobs nowadays.

jy:py-nono have jobs nowadays.

woman-many have jobs nowadays.

He cut the wood with an axe.

He cut the wood **lá:se-ni**

He cut the wood axe-with.

The woman walked with her dog.

The woman walked **sý:-k'an**

The woman walked dog-with.

EXERCISE 2

Translate these words and phrases into Konkow, using *noun roots* from this and earlier lessons.

little house _____

a group of crows _____

two fish (object of sentence) _____

many deer _____

ANSWERS EXERCISE 2

little house

?uj-be:

house-little

a group of crows

?á:k'-kyto

crow-group

two fish (object of sentence)

má:ko-cok'o

fish-two

many deer

sými-nono

deer-many

EXERCISE 3

Translate the following sentences into Konkow, using the right *suffix* or *suffixes* for each *noun*. Remember that the typical *word order* is *Subject Object Verb*. And don't forget to put the **-n** on the *verbs*.

The fish swam toward the woman.

The young man walked with Coyote.

The woman's daughter grabbed the acorn.

The group of deer watched the river.

The two girls saw many deer.

The little bear clapped his hands.

Using the vocabulary you know so far (including from lessons 1, 2 and 3), see if you can make your own *sentences* using these *suffixes* on other *nouns*. This one may have been pretty hard. Did you remember to use *Subject-Object-Verb* order? Did you remember that these *suffixes* go on the *verbs*, not the *nouns*?

ANSWERS EXERCISE 3

The fish swam close to the deer.

máko-m jý:py-nak pípa:-n.
fish-subject woman.toward swim-verb.final

The man walked with a coyote.

májdy-(i)m hénoj-kan ?ýno-n.
man-subject coyote-with move.along-verb.ending

The woman's daughter grabbed all the acorns.

jý:py-k'i kyla:te-m mé:-n ú:tinono.
woman-possessive daughter-subject grab-verb.final acorn-many (object)

The group of deer watched the river.

sými-kyto-m sewi c'e-n.
deer-group-subject river (object) look-verb.final

The two girls saw many deer.

jý:py-c'ok' sými-nono c'e-n
girl-dual deer(object)-many see-verb.final

Two girls clapped their hands.

jý:py-c'ok' máhwo-n
girl-dual clap.hands-verb.final

PART 3 VERB SUFFIXES

Using the vocabulary you know so far (including from lessons 1 and 2), see if you can make *sentences* using these *suffixes* on other *nouns*.

Verbs have their own kinds of suffixes, such as tense (e.g. past, future), commands, negatives, questions, etc. You saw the verb ending **-n (-in)** in the previous lesson. Some verb suffixes come before the **-n**, and some (like the commands) come instead at the end.

Tree for **c'ekyn** 'cause to see' goes here

You can see a complete set of all *noun* and *verb suffixes* in the Noun Endings and Verb Endings charts on the website. If you thought there were a lot of *noun endings* to learn, wait until we get to *verbs*!

EXERCISE 4 IDENTIFYING WORDS IN THE TURTLE GIRLS STORY

Go through “Coyote and the Turtle Girls”, and find ten individual *nouns* that have at least one of the *suffixes* described in this chapter. You can listen to recordings of the story line-by-line and follow along with the written text. Two examples from “Turtle Girls Analysis” are given in the chart below. See if you can complete the rest of the chart with different nouns, underlining the suffix(es) you recognize. How many of the noun endings you saw today can you find? Always try to say out loud the words and passages that you read or write.

mómim	-im 'subject'
?o:di	-di 'on'
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EXERCISE 5 IDENTIFYING ROOTS AND SUFFICES IN NOUNS

Navigate to the CHARTS page on konkow.org. Click on the link for NOUN SUFFIXES. Scroll through the chart and click on *suffixes* that interest you, to see a sample word or sentence using it. (Try to say those sentences out loud.) In each case, write the noun that has that suffix below (you don't have to write the whole sentence.)

The first one is completed for you, with *suffixes* separated by dashes. In the example, the rule for *vowel harmony* applies. If you find *nouns* that exhibit *vowel harmony* or *-h dropping*.

c'íla:ka-c'òk'o	baby-dual (twins) (object)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EXERCISE 6

Match the Konkow to the English

máhwo	Old Man Coyote
símyhmyhton	It's a cradle basket
mómim	argue
wewetoton	talking to each other
tutum	clap hands
hènoyká:non	the water
májdyk'i kýlate	the man's daughter
májdynono	many men

ANSWERS EXERCISE 6

máhwo	clap hands
símyhmyhton	talking to each other
mómim	the water
wewetoton	argue
tutum	It's a cradle basket
hènoyká:non	Old Man Coyote
májdyk'i kýlate	the man's daughter
májdynono	many men

EXERCISE 7 REDUPLICATION

Some *nouns* (and *verbs* too) have *reduplicated roots* (a *syllable* repeated twice). Go to the Audio Dictionary under SEARCHES and scroll through the alphabetic listings and see if you can locate any examples of *reduplication*. Write the examples below. The first is completed for you. Underline any affixes you recognize.

tutu-m

cradle basket-subject

SUMMARY LESSON 4

1. In general, the Konkow word consists of a *root* and one or more *suffixes*.

2. We talked about three types of *noun suffixes*:

case suffixes;
suffixes about number or quality;
suffixes that change a *verb* into a *noun*.

3. Some *suffixes* can be put on *verbs* to turn them into *nouns*.

4. The case suffixes are:

-(i)m	subject
-i (or ∅)	object
-k'i	possessive case
-k'an	comitative case ("with")
-ni	instrumental
-di	in, on, at
-dyki	rather close to
-nak	motion toward a goal
-na:	motion away from

5. Suffixes about number or quality

-beh	little, young
-c'ok'	two
-nono	many (3 or more)
-kyto	a group

6. Suffixes that change a verb into a noun

-ky	one that does the action of the verb
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7. Order of *suffixes*: A *noun* can have more than one *suffix*. *Case suffixes* occur last in the *word*. The other *suffixes* are close to the *root*, before the *case suffix*.

8. (**h**)-*dropping* and *vowel harmony*: two rules that can change the shape of a *suffix*.

-beh little, young changes to **-be:** at the end of a *word* or before the last *consonant* in a *word*, and before certain *suffixes*. This same rule applies to other *suffixes* that have an **h** at the end.

-(i)m (subject) the *vowel* changes to whatever the previous *vowel* is.