

## LESSON 6 CONTENTS KONKOW VERB

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## SENTENCES AND WORDS

<b>bája:tìtoton</b>	crack acorns for one another
<b>bánotìp!</b>	Make his bed! (i.e. Make his bed for him.)
<b>bədə:tin</b>	make someone happy
<b>bískitjà:m?</b>	Will you two stay?
<b>bómittin</b>	drive (a nail) into (i.e. make (a nail) go in)
<b>c'úk'ut?òmis!</b>	Bathe yourself!
<b>dó:me:p! (or dó:mep!)</b>	Don't bite!
<b>jó:ki:</b>	dive
<b>lájda:haj ?ýk'ojmehkì:n.</b>	I will not leave tomorrow.
<b>láv</b>	lift
<b>máhwo</b>	clap hands
<b>méj</b>	give
<b>méjton</b>	buys something (literally 'give something to each other')
<b>mo?ósinaj.</b>	I drank it up.
<b>mýsemsa c'í:tìtòn.</b>	They are dressing each other.
<b>pánpemèhki:nàj.</b>	I'm not going to smoke.
<b>pédojpy.</b>	Let's begin to eat.
<b>péton</b>	eat something along with something else
<b>píje:n</b>	swim about
<b>pínsy</b>	listen
<b>pípajin</b>	swim toward (someone or something)
<b>písipin</b>	swim out (e.g. into deep water)
<b>sí?y</b>	play
<b>sólbòsnoméhwonomànc'odéno.</b>	You didn't go to finish that song long ago.
<b>tédò:p!</b>	Stand up!
<b>wóhboski:n.</b>	(He) will finish chopping wood.
<b>wóhjon</b>	hit (something) repeatedly
<b>?ýc'on</b>	move over, move over to the edge
<b>?ýk'ojin</b>	go, move along in some direction
<b>?ýmpintòn</b>	come in and out sporadically
<b>?ýsipin</b>	move outward, move out of and up
<b>?ýtoton</b>	go about, move around

## VERB THEMES

<b>bojehto</b>	swing
<b>píje:</b>	swim
<b>tédo:</b>	stand up
<b>?ýc'o</b>	move over, move over the edge
<b>?ýc'opi:</b>	come over (a hill) toward here
<b>?ýk'oj</b>	go away, move along in some direction
<b>?ýsip</b>	move outward, move out of and up
<b>?ýtoto</b>	go about, move around

## THEMATIC SUFFIXES

<b>-bos, -?os</b>	finish; to finish doing something
<b>-c'o</b>	(move) over, to the edge
<b>-do(j)</b>	begin; begin doing something
<b>-jo</b>	iterative; doing something over and over
<b>-k'o(j)</b>	move away, leave
<b>-ki(t)</b>	future; will do
<b>-me(h)</b>	negative; not do
<b>-mit</b>	into
<b>-pa(j)</b>	toward
<b>-pi</b>	toward here
<b>-pi(n)</b>	move out of and toward
<b>-sip</b>	outward; out of and up
<b>-ti</b>	(1) cause, make something happen; (2) do something for someone
<b>-to</b>	reciprocal, doing something for or with each other
<b>-toto</b>	(1) reciprocal; (2) go about, go around
<b>-?omis</b>	do something to oneself; reflexive

**RULE FOR CONSONANTS IN PARENTHESES:** Remember that a *consonant* in parentheses means that sometimes it is there, and sometimes not. In general, the *consonant* disappears if it is just before another *consonant* which is at the end of the *word*, and the *vowel* before it gets longer.

## PART 1 ROOTS AND SUFFIXES

Several lessons so far have discussed *verbs* (e.g. the lesson on *commands* and *simple sentences*), but in this one we'll show you the *whole verb layout*.

Every *verb* starts with a *root*, followed by at least one *suffix* (*verb ending*), and usually more than one.

There are two kinds of *verb suffixes*. Anderson calls the first kind *infixes*, because they are close to the *verb root*. Ultan calls them *thematic suffixes*. Anderson goes on to call the other kind just *suffixes*. Ultan calls those *inflectional suffixes*. Regardless of name, one way to think about them is that the *suffixes* that are close to the *root* add to the meaning of the *root*, and the ones further away from the *root* talk more about when the action of the verb took place, who did it, and so on. (The distinction is fuzzy, of course.)

Ultan calls a few *components* "*prefixes*" (*components* coming before the *root*), but we aren't convinced that this is the best way to think of those items - to us they are *roots* just like all the other *roots*.

In Konkow many *roots* can either be *nouns* or *verbs*, depending on what kind of *suffixes* get added! For example, the *root sol* can be either "sing" or "song":

**sòlin**  
**sòl -in**  
sing verb.final  
He sang.

**my sòli méjin.**  
**my sòl-i méj-in**  
3.PRO song-object give-verb.final  
He gave him a song.

*Verbs* can pile up *suffixes* and get very long. Here's an example:

**sólbòsnoméhwonomànc'odéno**  
'You didn't go to finish that song long ago.'

In this case, the translation might better have been 'You didn't go to finish singing long ago' since *sol* is behaving as a *verb* in this sentence. After reading this lesson and getting to know the [Verb Suffix Chart](#), see how many of these *suffixes* you can identify.

## PART 2 THEMATIC SUFFIXES

The *thematic suffixes* (or *infixes* if you will) come right after the *root*. They help to define the meaning of the, *verb*. The *root* plus the *thematic suffixes* is called the *verb theme* in Ultan's dissertation.

### DIRECTIONAL SUFFIXES

Let's take the *root* **?ý**, meaning “move”. Depending on which *suffix* follows, the nature of the movement is defined.

For example:

<b>?ýk'oj</b>	go, move along in some direction
<b>?ýtoto</b>	go about, move around
<b>?ýsip</b>	move outward, move out of and up
<b>?ýc'o</b>	move over, move over the edge

To be a complete *sentence*, this word should have an *inflectional suffix* too. So we will use the *verb final* **-(i)n** on these examples:

<b>?ýk'ojin</b>	go, move along in some direction
<b>?ýtoton</b>	go about, move around
<b>?ýsipin</b>	move outward, move out of and up
<b>?ýc'on</b>	move over, move over the edge

*Roots* like **?ý** have so little intrinsic meaning that they have to carry one or more *thematic suffixes*. Other *roots* can stand on their own, but would still take one as needed. For example:

<b>pín</b>	swim
<b>písipin</b>	swim out (e.g. into deep water)
<b>píje:n</b>	swim about
<b>pípajin</b>	swim toward (someone or something)

You can also have more than one *thematic suffix*. (For examples with several *suffixes* we will use dashes for ease of recognizing the separate *components*.)

**?ýc'opi:n**

<b>?ý</b>	<b>-c'o</b>	<b>-pi:(n)</b>	<b>-n</b>
motion	over	toward	verb. final
come over (a hill) toward here (two directionals)			

All the examples above are *directional suffixes*. In Lesson 4 you learned about *locational and directional suffixes* that showed location or direction with regard to a *noun* - such as **?új-di**, 'at the house'. *Verbs* have their own *locational and directional suffixes*, focusing on how an action is being done.

There are 26 *locative/directional suffixes for verbs*! All of them are in *Class 3*, meaning that except for a few of the *suffixes*, any other *suffixes* will come after the *directionals*. We will not go over all of them here, but we recommend that you look at all of them in the [Verb Suffixes](#) chart. Each *suffix* (verb ending) in the Verb Suffixes chart has an example (sometimes two) with it to help you understand the meaning. Click on the *suffix* to reveal a pop-up box with the example. Also, with the pop-up example is a link to the page of Dr. Ultan's dissertation that has the full explanation of the *suffix*, and often even more examples to help you get a stronger idea of how it adds to the meaning of the *verb*.

EXERCISE 1

One of the *verb roots* for 'run' is **jéwo**. Using this *root*, you could add one or more *thematic suffixes* to add meaning - like 'run habitually' or 'run down'. Go to the [Verb Suffixes](#) chart. and find 5 *thematic suffixes* that would make sense added to 'run'. Write the resulting *verb themes* below and state the translations. (Add the **(i)n** at the end too.)

Verb with thematic suffixes                      English translation

**jewo-**

**jewo-**

**jewo-**

**jewo-**

**jewo-**

## PART 2.3

Below are a few other very useful *thematic suffixes*.

**-jo** *iterative*; doing something over and over

Examples:

**pijéhtojòn.** They are bathing by turns.  
**wóhjon** hit (something) repeatedly

**-do(j)** begin; to begin doing something

Examples:

**pédojpý.** Let's begin to eat.  
**tédò:p** Stand up!

**t'édo:p!**

**t'é -do(j) -p!**  
stand upward imperative  
Stand up!

As described in the rule above, the **j** is gone when the *consonant* (in this case **-p**) is at the end of the *word*, and the *vowel* before it gets long.

**-bos, -?os** finish; to finish doing something

Examples:

**wóhboski:n.** (He) will finish chopping wood.  
**mo?ósinaj.** I drank it up.

Leland Scott used **-?ós**, but other speakers used **-bos**. Take your pick!

**-me(h)** negative; not do

Examples:

**pánpemèhki:nàj.** I'm not going to smoke.  
**dó:me:p! (or dó:mep!)** Don't bite!

In the case of **dó:mep!**, the *vowel* doesn't get long after all, showing that none of these “rules” are really hard and fast. A lot of the variation is due to how fast people speak, and maybe their emotion. **dó:mep!** is a *command*, and increased urgency of the *command* might make it shorter.

**-k'i(t)** future; will do

Examples:

**bískitjà:m?**

**bís -ki(t) -jà: -m**

stay future dual object

Will you two stay?

**lájda:haj ?ýk'ojmehkì:n.**

**lájda:-ha-j ?ý-k'oj-meh-kì(t)-n**

morning-do-1. per motion-leave-negative-future-verb. final

I will not leave tomorrow.

There are lots of other *thematic suffixes* to go through. We will go over many of them in our future lessons on Konkow Time, Questions and Negatives. In the meantime, you can explore them all yourselves on the [Verb Suffix Chart](#) chart.



### EXERCISE 3

Add the appropriate thematic suffix or suffixes on each Konkow verb to make a word that translates the English phrase beside it. Don't forget to add the **-(in)** verb final to make it a whole word. (Anything in parentheses you don't have to consider.)

**sí?y** play \_\_\_\_\_  
(They) played with each other.

**jó:ki:** dive \_\_\_\_\_  
(He) dove down.

**máhwo** clap hands \_\_\_\_\_  
(He) made them clap hands with each other. Two suffixes

**law** lift \_\_\_\_\_  
(He) lifted himself up. Two suffixes; don't forget that the directional suffix goes before the object designator suffix.

**pinsy** listen \_\_\_\_\_  
(He) will not listen. Two suffixes.

**méj** give \_\_\_\_\_  
(He) began buying.

### ANSWERS EXERCISE 3

<b>sí?y</b>	play
<b>jó:ki:</b>	dive
<b>máhwo</b>	clap hands
<b>law</b>	lift
<b>pinsy</b>	listen
<b>méj</b>	give

## EXERCISE 4

Some verbs we've given you in earlier lessons actually have several components. Take these familiar verbs and use dashes to separate off the suffixes. Write the meaning of each of the suffixes. If your new knowledge of the suffixes makes you think there is a better translation for any of these words, put that down too.

<b>tédo:</b>	stand up	_____
<b>?ýk'oj</b>	go away	_____
<b>bojehto</b>	swing'	_____
<b>píje:</b>	swim	_____

## ANSWERS EXERCISE 4

<b>tédo:</b>	stand up
<b>?ýk'oj</b>	go away
<b>bojehto</b>	swing
<b>píje:</b>	swim

## PART 3 INFLECTIONAL SUFFIXES

As we saw, a root plus thematic suffixes forms the verb theme, and the inflectional suffixes get attached to the theme (or directly to the root if there are no thematic suffixes).

Just like *thematic suffixes*, there are lots and lots of *inflectional suffixes*.

We have already seen some of the *verb suffixes*, such as *commands (class 16-18)*, and the *verb final suffix*, which comes after *position 20*, and is called a *post-fix*, meaning that it comes after all the other *suffixes* we've be talking about.

We will be talking about other *inflectional suffixes*, including *questions*, *negatives*, and *person-marking on verbs*, in lessons to come.

## PART 3.1 WORDS VS. COMPONENTS

A fluent speaker thinks in *words and sentences*, not in pieces of *words*. As a learner, it's important to know what the pieces are so you can figure out which *components* you need when you are trying to get an idea across; thinking about the *components* can also help you understand the meaning of *sentences* that the speakers uttered back in the 1960's when they were working with Ultan.

But the *thematic suffixes* in a *word* are really parts of a single unified idea. In English, if something is funny we might call it comical, but we don't consciously think "oh, we'll take the *noun* for comic and add the *-al suffix* to it". You can't really speak a language if all you can do is think about the pieces of the *words*. So when you are trying to memorize *words* so that you can use them in your daily life, think about them and practice them as *unified words, not as a set of pieces*.

So in this lesson we do it both ways. We present all the *words as whole words* (no dashes), but also in many cases we separate all the *components* with dashes, so you can do both types of learning. You could even make two sets of flash cards: one set that has *words* for you to read and say out loud; and the other with just *single roots or suffixes* on them, so you can put them together like a jigsaw puzzle to make *words*.

## SUMMARY

- The *verb* starts with a *root*, followed by at least one *suffix*, and usually more.
- There are two types of *suffixes*:
  - *Thematic suffixes*, that are close to the *root*, and help to define the meaning of the *verb*;
  - *Inflectional suffixes*, which come after the thematic suffixes.
- The *thematic suffixes* we presented here included *directionals* and *object designators*.
  - *Directionals*: There are 26 *directionals*. We presented 6 common ones:
    - **-k'o(j)** along in some direction
    - **-toto** around
    - **-sip** outward, out of and up
    - **-c'o** aside, over the edge
    - **-je:**, **-jeh** (move) about, continuous motion
    - **-paj** toward
    - The rest can be found in the [VERB SUFFIX CHART](#)
  - *Object designators*: These are about how two people or other entities interact. We present 4 of these:
    - **-ti** cause; cause something to happen; do for someone
    - **-?òmis** reflexive; do to oneself
    - **-to** reciprocal: do to or with each other; make two objects or actions happen
    - **-toto** doubled (reduplicated) form of **-to**
  - Other important *thematic suffixes*
    - **-jo** iterative; doing something over and over
    - **-do(j)** begin; to begin doing something
    - **-(b)os** finish; to finish doing something
    - **-me(h)** negative; not do
    - **-k'i(t)** future; will do

**RULE FOR CONSONANTS IN PARENTHESES:** A *consonant in parentheses* means that sometimes it is there, and sometimes not. In general, the *consonant* disappears if it is just before another *consonant* which is at the end of the *word*, and the *vowel* before it gets longer.

- *Inflectional suffixes* come after the thematic suffixes. They include some components we have already discussed, including imperatives (commands), person-marking, and the *verb final*.
- The *verb final* is a *post-fix*, meaning it comes after all the other 20 *positions of verb classes*.
- We will discuss other *verb suffixes* in more detail in future lessons.

## EXERCISE 5

Try making up 10 sentences of your own that use *thematic suffixes*. Say them out loud. Make sure you use a variety of *suffixes* - different ones for each sentence, and more than one *thematic suffix* in some of them.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_

j. \_\_\_\_\_