

LESSON CONTENTS PRONOUNS

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- EXERCISES 3, 4, 5, 6, 7, 8
- SUMMARY

VERB ROOTS

bojehto	swing
c'e	see
hémnon	read
janito	tell
jó:ki:	dive
méjin	give
mýt?a	roast
píje:	swim
wóti	catch.fish

NOUN ROOTS

c'ámmi:	knife
k'o:doj	place
màko:	fish
sol	song

OTHER

?àdiky	then
dòw	commit
k'ána:n	bottom.under
kàni	and, then

VERB SUFFIXES

-an	say
-bo	encouragement
-c'o	must have
-(i)n	verb final
-kì:(t)	future.finish
-man	must have
-p	imperative
-s	allow.let
-toto	move.about

NOUN SUFFIXES

-ky	agent
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PRONOUNS

mi	you
mímém	you dual subject
mima:	you dual
mímém	you plural object
míme	you plural
mink'i	your, yours
mink'an	with you
mima:k'i	your, yours dual
mimek'i	your, yours pl.
mihani	you
mihano	you
mìnaj	I to or with you
my	him, her, it
mỳhaj	I to him/her
mym	he, she, it
mysa:	them dual
mysa:m	they dual
mysá:ki	their, theirs dual
myse	them plural
mysek'i	they plural
mysem	they plural
ni	I
nìhaj	I
nik	me
nik'i	my
nikk'an	with me
nísa:	us dual
nísam	we dual subject

PART 1 BASIC PRONOUNS

Pronouns are words like “I,” “me” (*first person*); “you” (*second person*); and “he, him, she, her, it” (*third person*). And of course there are the *plural pronouns* like “we”, “us,” “they” and “them”. That’s how they work in English.

In English, sentences generally have at least one *noun or pronoun*. But in Konkow, as you saw in Lesson 2, a *sentence* without any *noun or pronoun* is just fine.

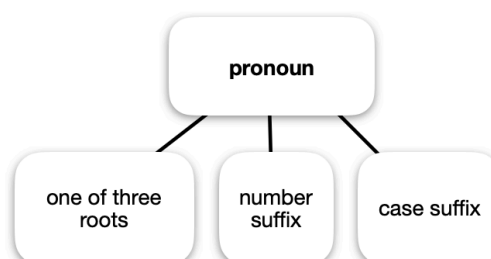
We gave as an example **só:n**. “They released him.” This came out of the story of Coyote and the Turtle Girls, and the translation was clear because of the context of what was going on in the story. Without that context, **só:n** could also mean “He released him” or “she released them.” It’s a perfectly good sentence, in any case. However, Konkow does have a very rich *pronoun system*. We will start by showing you the *subject and object pronouns*. Examine the chart below.

		<u>subject</u>	<u>object</u>
1st Person	<i>Singular</i>	ni I	nik me
	<i>Dual</i>	nísa:m we (two)	nísa: us (two)
	<i>Plural</i>	nísem we (more than two)	níse us (more than two)
2nd Person	<i>Singular</i>	mí you	mín you
	<i>Dual</i>	mímém you (two)	míma: you (two)
	<i>Plural</i>	mímém you (more than two)	míme you (more than two)
3rd Person	<i>Singular</i>	mým, momis: he, she, it	mý,mó him, her, it
	<i>Dual</i>	mýsa:m they (two)	mýsa: them (two)
	<i>Plural</i>	mýsem they (more than two)	mýse them (more than two)

The 3rd person singular pronoun **mó** is less common than **mý**. You can just use **mý** in your own speech if you like, but you will occasionally see **mó** in the stories and other sentences.

NOTE that except for *singular* “I” and “you”, the *subject pronouns* all have an **-m** at the end, just like *nouns* do. *Object pronouns* are “bare”- that is, no **-m**. Another thing to notice is that the *pronouns* differ according to whether they refer to just one, or two, or more than two people. Think of all these words as having a set of *components* that go together. For example, *first person dual subject* has three pieces: the *pronoun root ní* “first person”, **-sa:** “dual (two)”, and **-m** “subject”.) We can represent the *parsed pronoun* and it’s translation like this:

nísa:m
ní-sa:-m
 first.person-dual-subj
 ours



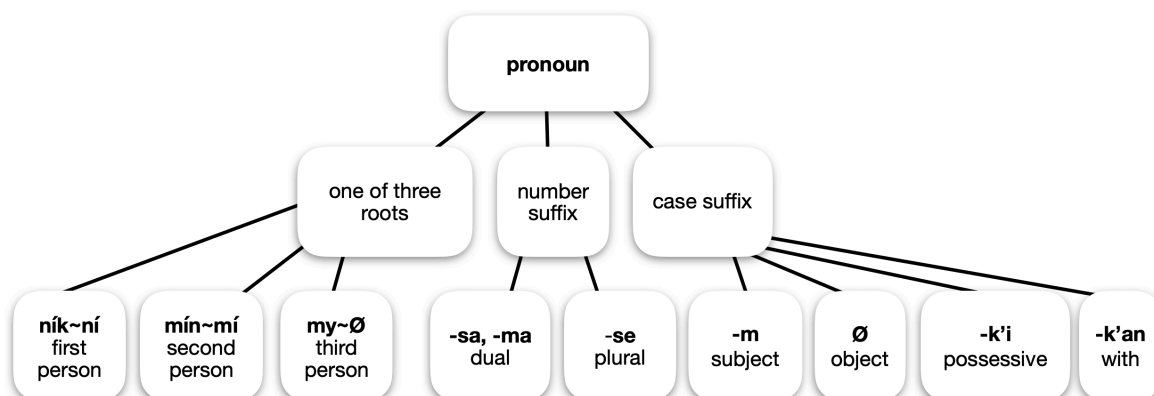
So you don’t have to memorize 18 *pronouns* – just memorize 6 *components* and the order they go in.

THREE pronouns	TWO number suffixes
ní 1st person	-sa: dual (two)
mí 2nd person	-se plural (three or more)
mý 3rd person	



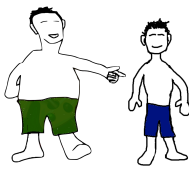

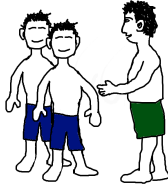
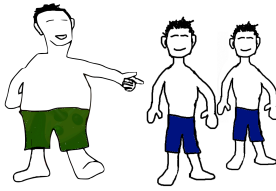
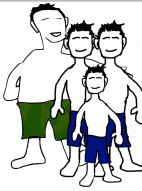
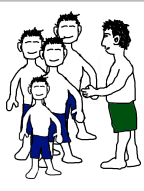
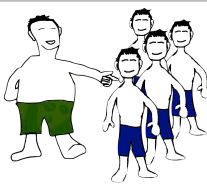
ONE subject suffix
-m

The exceptions are these:

ní is the 1st person singular subject, don’t add **-m** to it.
mí is the 2nd person singular subject, don’t add **-m** to it.
ník is the 1st person singular object, so unlike all the other pronouns, add **-k**.
mín is the 2nd person singular object, so unlike all other pronouns, add **-n**.



It may be helpful to put images with the *pronoun* concepts we are trying to explain. In the diagram below, the *pronouns* are grouped into *1st person*, *2nd person* and *3rd person* and by *singular*, *dual* and *plural* occurrences. Their english translations are also given.

singular	First Person	Second Person	Third Person
			
	I ní, nik	you mí, mín	he, she, it mý, mo
dual	First Person	Second Person	Third Person
			
	us two nísa:	you two míma:	those two mysa:
plural	First Person	Second Person	Third Person
			
	we níse	all y'all mime	all them myse

EXERCISE 1 FILL IN THE PRONOUN

Using the English translation as your guide, put the correct *pronouns* in the following sentences. Say the sentences out loud, too, for practice. (We aren't separating all the *components* of each word, but you should recognize a few *components* here and there.)

Place these pronouns into the sentences below.

nik - nìsa - m̀ỳm - mínaj - mímem - ni

_____ **sólmanc'os.** He must have sung.

_____ **màko: wótiminc'ehàj,** _____ **t'akì:n**
If you plural catch the fish, I will roast it. (both of these pronouns are subjects.)

_____ **-màja:s hémnon.** We two are reading.

_____ **kànaj méjin.** I gave it to you alone.

néno _____ **jántop!** Tell me a story!

ANSWERS EXERCISE 1

m̀ỳm sólmanc'os.
He must have sung.

mímem màko: wótiminc'ehàj, ni m̀ỳ t'akì:n
If you plural catch the fish, I will roast it.
(both of these pronouns are subjects.)

nìsa-màja:s hémnon.
We two are reading.

mínaj kànaj méjin.
I gave it to you alone.

néno ník jántop!
Tell me a story!

As we said, you don't necessarily have to use a *pronoun* or a *noun* in a Konkow *sentence*. When you read stories, there can be many *paragraphs* without using *pronouns*. When do they actually get used? Usually it is for *emphasis or clarity*, to distinguish one person from another.

Here are some examples from the Lost Swimmer:

píje:tonkàni.
pí-je:-to-n-kàni.
 swim-move.about-around-verb.final-and.then
 They swam. [And then]

mým, ?àdiky, jó:ki:n, jó:ki:n.
mý-m ?àdiky jó:ki(t)-in jó:ki(t)-in
 he-subject phrase.marker-dive-verb.final dive-verb.final
 He dove and dove.

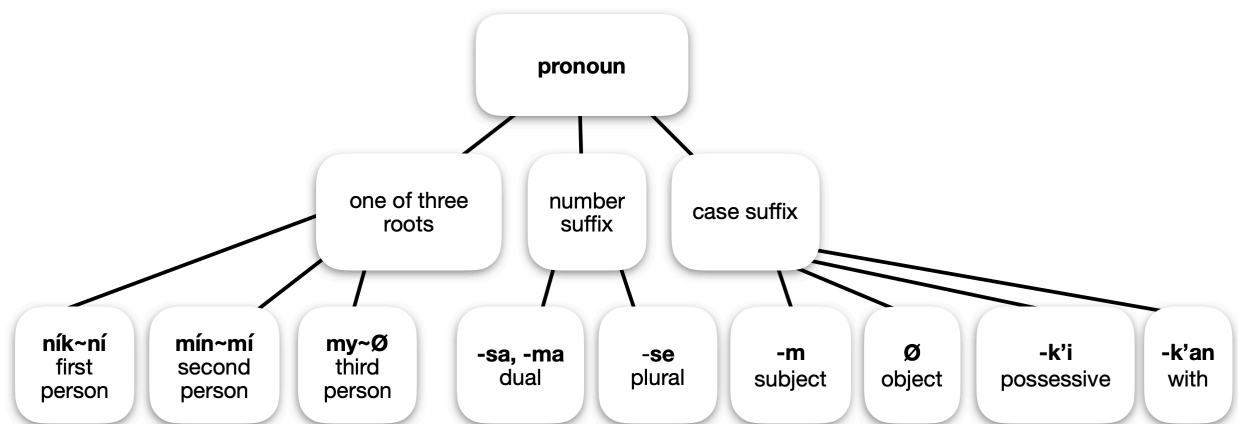
The first *phrase* above has no *pronoun*, but the second one does, because the *subject* has changed from a general group “they” to a particular person. But now that it was established that that particular person dove, the next line (13) is still about him, but without using a *pronoun*.

k'ána:nk'o:dojdi jó:ki:n.
k'ána:n-k'o:doj-di jó:ki(t)-in
 bottom-place-at dive-verb. final
 Way down to the bottom he dove.

Since English has to put in a *pronoun*, the translation has a *pronoun* even though there is not one in Konkow.

PART 2 PRONOUN SUFFIXES -k'i (possessive) -k'an (with) - EXERCISE 2

As you saw earlier in this lesson there are several *suffixes* that are added to *pronouns*. We learned about the three *roots* and the *suffixes* for *dual* and *plural*. For the *subjective case* an **-m** is added. For the *objective case* the pronoun *root* is simply used. There are two additional *suffixes* we would like to call attention to here with pronouns that end with **-k'i** (possessive) and ones that end with **-k'an** (with). The *pronoun tree* below demonstrates the *components*.



1st person	<u>possessive</u>	<u>with</u>
<i>singular</i>	ník'i, nìk	níkk'àn
	my	with me
<i>dual</i>	nísa:k'i	
	ours(two)	
<i>plural</i>	nísem	
	our(plural)	

2nd person	<u>possessive</u>	<u>with</u>
<i>singular</i>	mínk'i, mìn	mík'àn
	your, yours	with you
<i>dual</i>	míma:k'i	
	your, yours(two)	
<i>plural</i>	míma:k'i	
	your, yours(plural)	

3rd person	<u>possessive</u>	<u>with</u>
<i>singular</i>	mýk'i	mýk'an
	his, hers, its	with him, her, it
<i>dual</i>	mýsá:k'i	mýsá:k'an
	their, theirs(two)	with them(two)
<i>plural</i>	mýse:k'i	mýse:k'an
	their, theirs(plural)	with them(plural)

Examples of the **-k'i** (possessive) and **-k'an** (with) suffixes on pronouns:

-k'an

nìktúk'an

nìk-tú-k'an

my-younger. brother-with
with my younger brother

mómkòle:msa hédenak ?ámamàjdykk'àn ?ýda:n

mómkòle:msa héde-nak ?áma-màjdyk-màjdyk-k'àn ?ýda:-n

boy here-toward that-man-with motion-verb. final
That boy came here along with that man.

ká:nok'àn

ká:n -k'àn

old.man-with
with (an) old man

májdykk'an

májdyk-k'an

person-with
along with a person

kýlec'okk'àn

kýle-c'ok-k'àn

woman-two-with
with two women

jémpohk'ik'àn

jémpoh-k'i-k'an

young. man-possessive-with
along with the young men

níktùtuk'anàj bísin.

ník-tùtu-k'an-àj bís-in

my-son-with-house exist-verb. final
I live with my son.

-k'i

mín, nìk'i hésky!

mín, nì-k'i hésky!
you my-possessive friend
You, my friend!

nìk'i jép'ima háki:n, ?àmam

nì-k'i jép'ima há-ki:n ?àmam
my-possessive young. man be-future that. one
He will be my husband.

nìk'i sý:

ni-k'i sy:
me-alienably.possessed dog
my dog

?ánte, nìk'i pèma ?ámamàn!

?ánte ní-k'i pèma ?ámam-àn!
but my-possessive food that-say
But of course that's my food!

-k'(i)

nìkpà

nìk -pà
my.possessive father's.father
my father's father

nìkdem

nik-de-m
my-aunt-subject
It's my aunt.

nìkt'om

nik-t'o-m
possesive-grandmother-subject
It's my grandmother.

EXERCISE 2

Fill in the appropriate *pronoun* in the *phrases* and *sentences* below.

_____ **mýepà:**
'their (plural) mothers'

_____ **té:k'i c'ibi:**
'her cub's claws'.

mìhámmano _____ **?ýko:n.**
You ought to have gone with him.

?ámamàde _____ **?újimàn?**
Is that your house?

?ánte, _____ **pèma ?ámamàn.**
But of course, that's my food!

ANSWERS EXERCISE 2

mýse:k'i mýepà: 'their (plural) mothers'

mýk'i té:k'i c'ibi: 'her cub's claws'.

mìhámmano mýk'an ?ýko:n. You ought to have gone with him.

?ámamàde mínk'i ?újimàn ? Is that your house?

?ánte, ník'i pèma ?ámamàn. But of course, that's my food!

PART 3 PRONOUNS plus **-ha** "do, be"

It is very common in the stories and elicited sentences to use a different form for *first person singular*. In place of the simple pronoun **ni**, we very often find **nihaj**. Usually, **nihaj** just translates as "I", although Dr. Ultan explains that it literally means "it is I," or "I am (the) one who...."

Here's an example from Coyote and the Turtle Girls: Coyote sees the Turtle Girls swimming, and asks "How is the water?" They respond "It's fine." So then Coyote says:

níhaj bèlem mákpajkì:n.
níhaj bèlem mákpaj-kì:-n
I also try-future-verb.final
I too will try it.

níhaj bèlem mákpajkì:n.
ní-haj bèlem mákpaj-kì:-n
I-contrastive also try-future-verb.final
Coyote said, "I too will try it".

Using Ultan's explanation, it would literally translate as "I am one who will also try it."

Just like the previous examples, the word **nihaj** is present to emphasize that a new person, himself, is about to swim. There are a lot of these *pronoun-like constructions*. Some even incorporate two persons in the same word.

mìhani (or mìhano)	you
mìnaj	I to you
mỳhaj	I to him/her

Examples:

mìhani bíssàm
mì-ha-ni bís-sà-m
you-aux-2nd.person stay-habitual-past
Were you in the habit of staying there?

míhano bíswononà:m
mí-ha-no bís-wono-nà:-m
you-aux-plural exist-remote.past-subjunctive-past.tense

Additional Examples:

m̀ỳhaj c'ám̄mi: méjin.

m̀ỳ-ha-j

she/he-be-1st.per.sub

I gave him the knife.

c'ám̄mi:

knife

méj-in

give-1st.person

m̀ỳhaj méjin, c'éboʔàn

m̀ỳ-haj

he-aux

méj-in

give-1st.pers see-permissive-consequence

c'é-boʔ-àn

I gave it to him so that he could see it.

m̀inaj píkydòwin.

m̀in-(h)aj

you-aux-1st.person swim-agentive-commit-verb.final

pí-ky-dòw-in.

I'm going swimming with you.

What these really are, are *pronouns* attached to the *auxiliary verb root -ha* “be” or “do.” Here are the four forms analyzed:

ǹihaj

ǹi-ha-j

1.pro-be-1.subj

I

m̀ihani

m̀i-ha-ni

2.pro-be-2.subj

you

m̀ihano

m̀i-ha-no

2.pro-be-2.subj

you

m̀inaj

m̀in-(h)a-j

2.pro-be-1.subj

I to you (h) disappears after a consonant

m̀ỳhaj

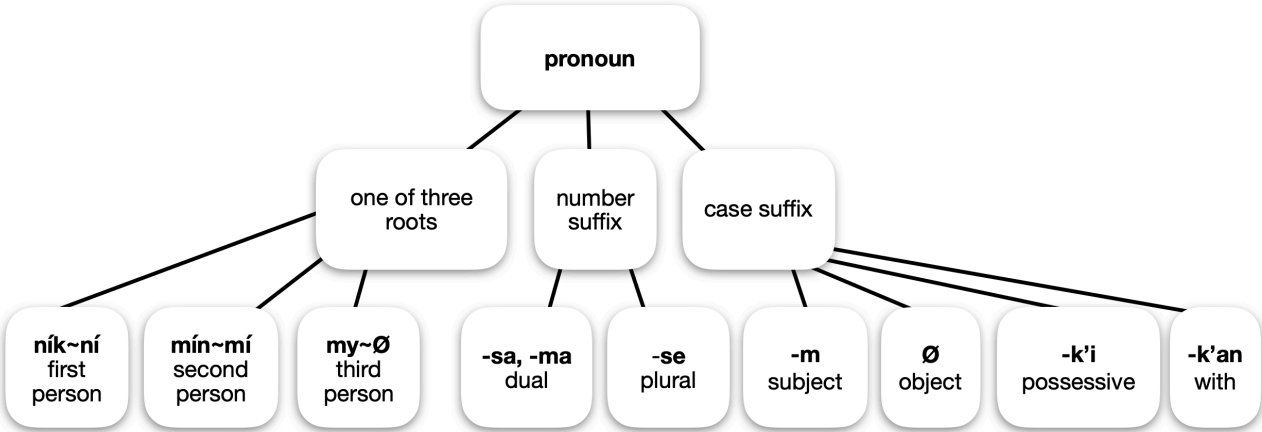
m̀ỳ-ha-j

3.pro-be-1.subj

I to him/her

So because **-ha** 'be' is a kind of *verb*, it carries *person markers* (**-j**, *1stpers.subj*, **-ni**, **-no**, *2ndpers.subj* nothing (\emptyset) for 3rd person). *person.markers* can also occur on the main *verbs* of sentences. We'll discuss them in a later lesson.

These are more common than the plain subject pronouns because they are more emphatic. So we see again, that pronouns are primarily used for emphasis.



EXERCISE 3

Using the Konkow vocabulary you know, along with pronouns, write a short story. How many of the pronouns from this chapter can you use?

EXERCISE 4

Match the Konkow pronouns below with their English translations.

níse	y'all
ní, ník	I to him/her
míme	you (singular)
níhaj	I (dual)
mỳse	they two
mìnaj	we (plural)
mí, mín	you
nísa:	you two
mỳ, mò	I to you
mìhani (mìhano)	I, me
mỳsa:	he, she, it
mỳhaj	they (plural)
míma:	I (am)

ANSWERS EXERCISE 4

níse	we (plural)
ní, ník	I, me
míme	y'all
níhaj	I
m̀yèse	they (plural)
m̀inaj	I to you
mí, m̀ín	you (singular)
nísa:	I
m̀y, m̀ò	he, she, it
m̀ihani (or m̀ihano)	you
m̀ỳsa:	they two
m̀ỳhaj	I to him/her
m̀íma:	you two

EXERCISE 5

Fill in the blank spaces with the Konkow *pronoun*

first person singular _____

first person plural _____

second person dual _____

third person singular _____

third person dual _____

third person plural _____

first person dual _____

second person singular _____

second person plural _____

ANSWERS EXERCISE 5

first person singular	ní, ník
first person plural	níse
second person dual	míma
third person singular	mỳ, mò
third person dual	mỳsa:
third person plural	mỳse
first person dual	nísa:
second person singular	mí, mín
second person plural	míme

EXERCISE 6

Replace each underlined *noun phrase* with the appropriate *pronoun*
Example:

mímem Are you and Hank going hang-gliding?

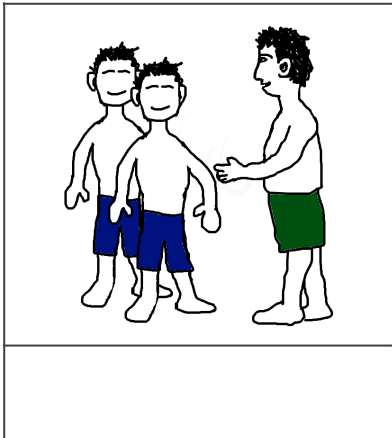
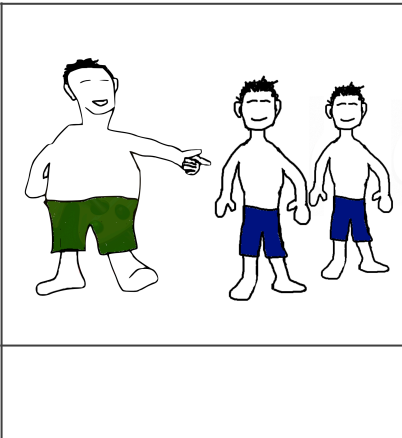
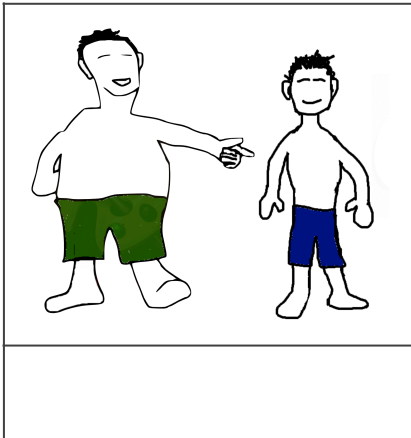
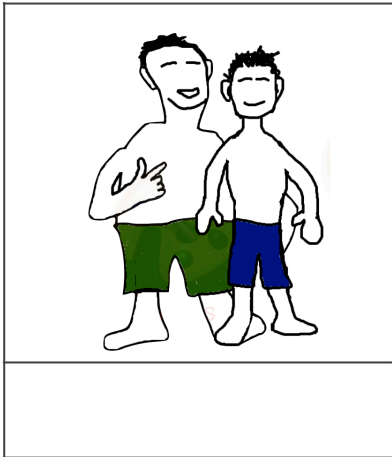
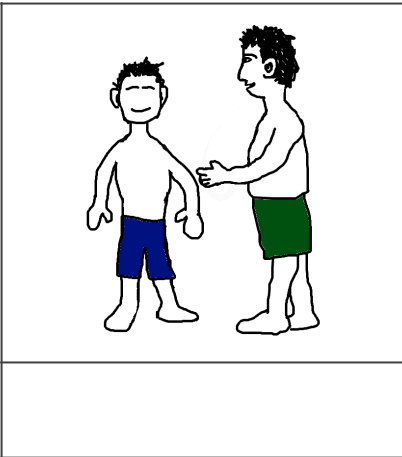
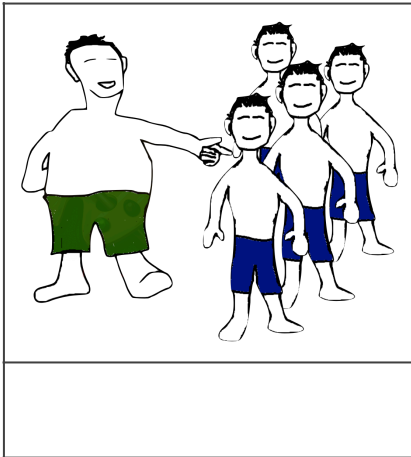
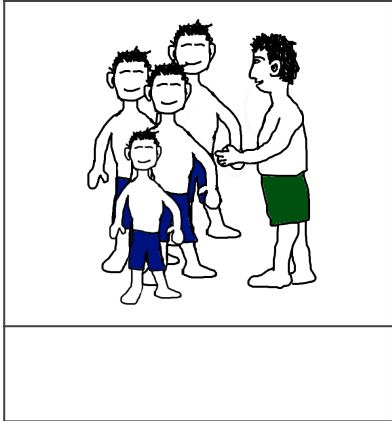
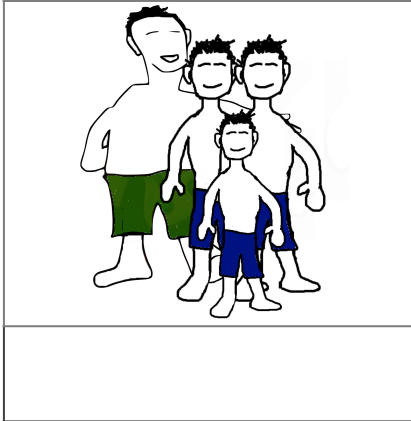
- _____ My brother is tall.
- _____ I like to walk in the hills.
- _____ Jen and Sara are friends.
- _____ My mom and her sister are dancers.
- _____ You two are great.
- _____ Me, you and Leanne are working on language.
- _____ All of them put on a dinner.
- _____ My sister and I go to pick acorns.
- _____ That job is really cool.
- _____ You are nice.

ANSWERS EXERCISE 6

mỳ	My brother is tall.
nìk	I like to walk in the hills.
mỳsa	<u>Jen and Sara</u> are friends.
mỳsa	My mom and her sister are dancers.
mìma	<u>You two</u> are great.
níse	<u>Me, you and Leanne</u> are working on language.
míme	<u>All of them</u> put on a dinner.
nísa:	<u>My sister and I</u> go to pick acorns.
ø	<u>That job</u> is really cool.
mí	<u>You</u> are nice.

EXERCISE 7

Write the appropriate Konkow pronoun in the space below each image.



EXERCISE 8 WRITING AND SPEAKING KONKOW

As for all lessons, to really learn from this lesson you need to practice it and use it. Practice composing *sentences* of your own, using these *pronouns* and the vocabulary you have learned so far. Do the flashcard activities or use them in your own ways. Now that you know how to say “I” did something, you could start keeping a diary, where you write a *sentence* or two about your day.

SUMMARY

You learned the three *pronoun roots*:

ní 1st person

mí 2nd person

mý 3rd person

Two “number” suffixes:

-sa: *dual* (two)

-se *plural* (three or more)

Three subject suffixes:

-m subject

-k’i possessive

-k’an *with* (someone)

∅ *object* is indicated by having no *suffix*

So you don’t have to memorize 18 *pronouns* – just memorize 6 *components* and the order they go in. There are some forms that don’t follow the regular pattern:

ní is the 1st person singular subject, don’t add **-m** to it.

mí is the 2nd person singular subject, don’t add **-m** to it.

ník is the 1st person singular object, so unlike all the other pronouns, you add **-k**.

mín is the 2nd person singular object, so unlike all other pronouns, you add **-n**.