

## LESSON CONTENTS PERSON/NUMBER MARKING

- LESSON VOCABULARY
- EXERCISE 1 INTRODUCTION
- PART 2 PERSON MARKING ON VERBS
- EXERCISE 1
- PART 2.2 SECOND PERSON
- PART 2.3 A REMINDER ABOUT THIRD PERSON
- PART 3 DUAL AND PLURAL ON VERBS
- EXERCISE 2
- EXERCISE 3
- PART 4 OTHER WAYS TO INDICATE DUAL AND PLURAL
- SUMMARY

## VERB ROOTS

<b>bájah</b>	crack.acorns
<b>bís</b>	alive
<b>c'é</b>	see
<b>ke</b>	laugh
<b>k'ów</b>	lie
<b>lúmit</b>	fish with line
<b>nédi:</b>	dream
<b>pé</b>	eat
<b>péske</b>	whisper
<b>só:do</b>	carry it
<b>sól</b>	sing
<b>t'íkti</b>	quit
<b>we</b>	knock.down
<b>wéwe</b>	speak
<b>?ýdo:</b>	climb
<b>?ýno</b>	go

## NOUN ROOTS

<b>mimem</b>	you.plural.subject
<b>my</b>	that
<b>my</b>	he
<b>nì</b>	I
<b>?ó:</b>	rock
<b>p'ák</b>	branch
<b>sàwwal</b>	squirrel
<b>sól</b>	song
<b>?u:ti</b>	acorn

## NOUN SUFFIXES

<b>-di</b>	on
<b>-h</b>	plural
<b>-se</b>	plural on pronouns
<b>-im</b>	subject

## OTHER

<b>?akym</b>	and.then
<b>?àmam</b>	that
<b>wáh!</b>	Wow!
<b>wóltim</b>	many-relational

## VERB SUFFIXES

<b>-?ati</b>	do
<b>-bè</b>	permission
<b>-bÿ</b>	prohibit
<b>-c'o</b>	hearsay (they say)
<b>-dà</b>	question
<b>-dè</b>	questioning
<b>-doj</b>	begin
<b>-(i)s</b>	1st.person on main verb, after a consonant
<b>-j</b>	1st.person on helping verb
<b>-ja:</b>	dual (2 people) number marked on verbs
<b>-je</b>	plural (3 or more) number marked on verbs
<b>-koj</b>	move.away, go, away
<b>-m</b>	subject
<b>-m</b>	2nd.person
<b>-m</b>	past
<b>-man</b>	must.have
<b>-mo,-m</b>	2nd.person 'you' after a dual or plural
<b>-no, -ni</b>	2nd.person, singular
<b>-n</b>	verb.final
<b>-n</b>	neutral
<b>-ni</b>	you singular
<b>-no</b>	you singular
<b>-no</b>	2nd.person
<b>-no</b>	along
<b>-pa</b>	maybe
<b>-s</b>	1st.person after a vowel
<b>-s</b>	emphatic
<b>-sa:</b>	dual on pronouns
<b>-sa</b>	subj.extender
<b>-sa</b>	habitual
<b>-tà</b>	emphatic
<b>-to</b>	reciprocal suffix implies a dual or plural subject w/o showing it
<b>-to</b>	reciprocal
<b>-t'a</b>	on.top
<b>Ø</b>	3rd.person "he, she" (that is, nothing, no suffix)

## PART 1 INTRODUCTION

Person-marking is the term for how a language marks the subject of a verb. Person refers to whether it's 1st person ("I"), 2nd person ("you"), or 3rd person ("he, she"). Number refers to whether it's a single person, or two (dual) or many (plural). In Konkow, there are *pronouns* that show who is the *subject (or object, etc.) of the verb*. But also the *verb* itself is also sometimes marked for *subject (person) and number*.

You will recall from earlier lessons that nouns and pronouns take the suffix **-m** when they are the subject of a sentence. The difference between that and subject marking on the verb is that the verb suffix marks whether the subject is 1st, 2nd or 3rd person.

## PART 2 PERSON MARKING ON VERBS

For 1st and 2nd person, subject marking on main verbs almost never occurs in sentences that are simple statements, like "I ate." Instead sentences with person suffixes on the verb are usually commands, or questions, or expressions of doubt, or have some other more complex meaning.

### PART 2.1 FIRST PERSON MARKING ON VERBS

**-(i)s** Here are some sentences showing *person marking on the verb*. The *first person ('I')* is **-is** if the previous component ends in a *consonant*, or **-s** after a *vowel*. Notice that the **-(i)n** "*verb final*" ending that we have seen in most of the *sentences* in previous lessons, is not there when these *person markers* appear.

First person examples:

**c'és**  
**c'é-s**  
see -1st. person  
Let me see.

**sólis**  
**sol -is**  
sing -1st. person  
Let me sing.

**wáh, ?ýnostà!**  
**wáh ?ýno-s-tà!**  
well go-1st. person-emphatic  
Well, I'd better go!

In the examples above, notice that the sentence is not interpreted as "I see" or "I sing," or "I go", but is rather like a command to oneself. (Let me do this", or "I'd better do this.")

## EXERCISE 1

Take the *verb roots* below and add the *1st.person suffix* (and the *emphatic suffix* too if you want to. Then provide an appropriate translation for them, like the sentences above.

Root	1st.person suffix	sentence
<b>wéwe</b>	_____	_____
Speak	_____	_____
<b>pé</b>	_____	_____
eat	_____	_____
<b>só:do</b>	_____	_____
carry it	_____	_____
<b>nédi:</b>	_____	_____
dream	_____	_____
<b>t'ikti</b>	_____	_____
quit	_____	_____

ANSWERS EXERCISE 1

Root	1st.person suffix	sentence
<b>wéwe</b> speak	<b>s!</b>	<b>wéwes!</b> Let me speak! (I'd better speak.)
<b>pé</b> eat	<b>s.</b>	<b>pés.</b> Let me eat. (I'd better eat.)
<b>só:do</b> carry it	<b>s</b>	<b>só:dos</b> Let me carry it. (I'd better carry it.)
<b>nédi:</b> dream	<b>s</b>	<b>nédi:s</b> Let me dream. (I'd better dream.)
<b>t'ikti</b> quit	<b>s.</b>	<b>t'iktis.</b> Let me quit. (I'd better quit.)

## PART 2.2 SECOND PERSON -no, -ni

The *second person subject suffix* has several different shapes depending on what comes before it. In most cases it is **-no** or **-ni** for “you” *singular*. But after a *dual or plural* it is **-mo** or **-m**. (We’ll show you examples of **-mo** and **-m** when we introduce *duals and plurals* in the section 6.)

A *second person suffix on a verb* is generally accompanied by other *suffixes* indicating that it’s a *question or something uncertain*.

Second Person examples:

### **bájahc’ono**

<b>bájah</b>	<b>-c’o</b>	<b>-no</b>
crack.acorns	hearsay	2nd. person

They say you cracked acorns.

Although the translation says “they say,” there is no “they” or “say” in this Konkow sentence – the idea of it is conveyed by the *suffix -c’o*, glossed as “hearsay”. Another way to translate it would be “rumor has it, you cracked acorns.”)

### **sólidojpàno**

<b>sól</b>	<b>-doj</b>	<b>-pà</b>	<b>-no</b>
sing	about. to	doubt	2nd. person. subject

You might have started to sing.

### **bísmanc’odènos**

<b>bís</b>	<b>-man</b>	<b>-c’o</b>	<b>-dè</b>	<b>-no</b>	<b>-s</b>
alive	must. have	hearsay	questioning	2nd.person	emphatic

You must have been alive then.

The *emphatic marker -s* looks just like the *first person suffix*. How do you tell the difference? Just by knowing the meaning of the sentence – since this sentence is about “you” (*2nd person*), not “I” (*1st person*), then this **-s** must be the *emphatic*.

Like the *first person*, these sentences are not just simple statements. *Person-marking on the verb* always means something more complex, in this case occurring with other *suffixes* that convey some kind of uncertainty about the statement (**-c’o** ‘hearsay,’ **-pa** ‘maybe,’ or **-dè**, ‘questioning’).

## PART 2.3 A REMINDER ABOUT THIRD PERSON

Recall that verbs in third person (he, she, it) bear no person suffix at all.

You know it's *third person* because it has no *suffix*. One way to name the lack of a *suffix* is to say that *third person* is  $\emptyset$  "zero" or "null." Unlike *first and second person*, *third person sentences* can be simple statements, as you saw in lesson 4, "Simple sentences."

## PART 3 DUAL AND PLURAL ON VERBS

The *dual suffix* is **-ja:** and the *plural suffix* is **-je**. They come before the *person suffixes* in a word. *Dual* and *plural* are also marked on *3rd person verbs*. (Note that this is different from the *dual and plural suffixes on pronouns*: as shown in the lesson on *pronouns*, *dual and plural on pronouns* are **-sa:** and **-se**.)

Examples of duals and plurals on verbs:

### 1ST.PERSON WITH DUAL OR PLURAL

#### **c'ék'ojdàja:s**

<b>c'é</b>	<b>-k'oj</b>	<b>-dà</b>	<b>-ja:</b>	<b>-s</b>
see	move. away	question	dual	1st. person

Did we two see it?

#### **lúmitk'ojbèjes**

<b>lúmit</b>	<b>-k'oj</b>	<b>-bè</b>	<b>-je</b>	<b>-s</b>
fish	go	permission	plural	1st. person

May we go fishing?

#### **nìsem mí?atibýjes**

<b>nì</b>	<b>-se</b>	<b>-m</b>	<b>mí?ati</b>	<b>-bý</b>	<b>-je</b>	<b>-s</b>
I	plural	subject	happen. do	prohibit	plural	1st. person

We'd better not do that.

## 2ND.PERSON WITH DUAL OR PLURAL

When there is a dual or plural with second person, the person suffix is **-mo** or **-m**.

**c'ék'ojdàja:m**

**c'è -k'oj -dà -ja: -m**  
see away question dual 2nd. person  
Did you two go to see it?

**mìmem sóljemsesa mým kén**

**mime-m sol-je-m -be-sa my-m ke-n**  
you.pl-sub sing-plural-past permission-habitual he-sub laugh-verb.fin  
When you all sang, he laughed.

## 3RD.PERSON WITH DUAL OR PLURAL

Although there is no *3rd person suffix*, *3rd person verbs* are marked for *number*.

**mýsa:m pésketon**

**mý-sa:-m péske-to-n**  
those-two-subject whisper-reciprocal-verb. final  
They whispered to one another

**mýsa:m pésketon. ... ?ác'e "hév! mý?atikinàja:s."**

**mý-sa:-m péske-to-n. ...**  
those-two-subject whisper-reciprocal-verb. final  
**?ác'e "hév! mý-?ati-ki-nà-ja:-s."**  
**then yes that-do-future-subjunctive-dual-1st. person**  
They whispered to one another, "Yes, we'll do that."

**pésketon**

**péske-to-on**  
whisper-reciprocal-verb. final  
whispered to one another

**?ákym, wóltim?ù:ti wéje:n**

**?ákym wólti-m -?ù:ti wé-je:-n**  
and. then many-relational acorn knock.down-plural-verb. final  
And then, they knocked down many acorns.

So you see in the example above that in the third person forms, the verb.final suffix comes back.



## EXERCISE 2

For the *verb* sing (**sol**), write the *person suffix* and *dual or plural* in each example below along with any other necessary *suffixes* to make the sentence.

Hints:

- all other such *suffixes* are illustrated in sentences you have seen above in this lesson
- they are all one word in Konkow.

The first line is done for you.

English	With main verb suffix
Let me sing Rumor has it that you sang.	<b>solis.</b>
He sang.	_____
We (two) must have sung.	_____
Let us (plural: more than two) sing!	_____
Did you two sing?	_____
Did you (plural: more than two) sing?	_____
They (two) must have sung.	_____
Rumor has it that they (plural 2+) sang.	_____

## ANSWERS EXERCISE 2

English	With main verb suffix
Let me sing Rumor has it that you sang.	<b>solis.</b>
He sang.	<b>solc'ono. or solc'odeno</b>
We (two) must have sung.	<b>solin.</b>
Let us (plural: more than two) sing!	<b>solmanc'odeja:s.</b>
Did you two sing?	<b>solje:s!</b>
Did you (plural: more than two) sing?	<b>soldeja:no?</b>
They (two) must have sung.	<b>soldejeno?</b>
Rumor has it that they (plural 2+) sang.	<b>solmanc'odeja:n, or somandēja:n</b>
	<b>solc'otojen</b>

### EXERCISE 3

In the first column below are some of the sentences that we used as examples for this lesson. Change the *person and number* in these sentences so that they match the translation given in the second column.

<b>wáh! ?ýnostà</b> _____	Wow! I'd better go Wow! You (two) had better go!
<b>c'ék'ojdàja:m</b> _____	Did you two go to see it? Did they (plural) go to see it?
<b>bísmanc'odènos</b> _____	You must have been alive then. We (two) must have been alive then.
<b>?akym, wóltim?u:ti weje:n.</b> _____	And then they knocked down many acorns.' And then you (pl) knocked down many acorns.
<b>mìmem soljembesa mym ken.</b> _____	'When you (pl.) sang, he laughed.' When you (singular) sang, we (plural) laughed.

### ANSWERS EXERCISE 3

<b>wáh! ?ýnostà</b> <b>wáh! ?ýnoja:motà</b>	Wow! I'd better go Wow! You (two) had better go!
<b>c'ék'ojdàja:m</b> <b>c'ék'ojdà jen?</b>	Did you two go to see it? Did they (plural) go to see it?
<b>bísmanc'odènos</b> <b>bísmanc'odèja:s</b>	You must have been alive then. We (two) must have been alive then.
<b>?akym, wóltim?u:ti weje:n.</b> <b>?akym, wóltim?u:ti weje:mo.</b>	And then they knocked down many acorns. And then you (Pl) knocked down many acorns.
<b>mìmem soljembesa mym ken.</b> <b>mìmem solnibesà mym kejes.</b>	'When you (pl.) sang, he laughed.' When you (singular) sang, we (plural) laughed.



## SUMMARY

In Konkow, the term *person* refers to the *subject* being marked on a *verb*. The person suffix marks whether the subject is 1st, 2nd, or 3rd person.

- 1st.person “I”
- on a main verb **-(i)s**
- on a helping verb **-j** (see Lesson 10)
- 2nd.person “you”
- on both main verbs and helping verbs: **-no**, **-ni**, **-mo**, or **-m**
- 3rd.person “he, she”
- **Ø** (that is, nothing, no suffix)

The term number refers to how many we are talking about – just one person, or two (dual), or three or more (plural). •number is also marked on verbs. Singular (just one person) has no marking. Dual (2 people) **-ja**: Plural (3 or more) **-je** For first or second person, a person marker on the verb means something like a command or doubtfulness, or a question. It almost never translates into a simple statement.