LESSON 16

THE INANIMATE INTRANSITIVE (II) CONJUNCT; COMPOUND SENTENCES; COUNTING

READING PASSAGE

Uâpâu â mashinaikan?	Is the book white?
Mâuât, apu uâpât.	No, it isn't white.
Uâpânu â Tshân umashinaikan?	Is John's book white?
Mâuât, apu uâpânit.	No, it isn't white.
Uâpan â shâsh?	Is it daylight yet?
Mâuât, apu uâpâk.	No, it is not daylight.
Tshimuan â?	Is it raining?
Apu tshimuâk, muk^u tshishiteu.	It's not raining, but it's hot.
Nûtin â?	Is it windy?
Mâuât, apu nûtîk.	No, it's not windy.
Âniman â mîtshishuâkan?	Is the table expensive?
Mâuât, apu ânimâk.	No, it's not expensive.

VOCABULARY

âniman	(II verb)	it is difficult, expensive
nûtin	(II verb)	it is windy
tshimuan	(II verb)	it is raining
uâpan	(II verb)	it is dawn
uâpâu	(II verb)	it is white

POINTS OF GRAMMAR

I.   The II Conjunct

As seen in Lesson 10, II verbs have three basic stem-types: stems ending in -*â*, those ending in -*e*, and those in -*n*. In the independent, II verbs display the (singular) endings -*âu* (*a*-stem), -*eu* (*e*-stem) and -*in* or -*an* (*n*-stem). The II conjunct endings for *â*- and *e*-stems are illustrated below for the verbs *uâpâu* 'it is white' and *tshîtâputeu* 'it floats away':

		Independent	Conjunct	
3	*-t*	*uâpau*	*apu uâpat*	it isn't white
3p	*-tî/* *-kâu*	*uâpâua*	*apu uâpâtî/* *uâpâkâu*	they aren't white

3'	*-nit*	*uapanu*	*apu uâpânit*	it (obv) isn't white
3'p	*-nitî/*	*uâpânua*	*apu uâpânitî /*	they (obv) aren't
	-nikâu		*uâpânikâu*	white

		Independent	Conjunct	
3	*-t*	*tshîtâputeu*	*apu tshîtâputet*	it isn't floating away
3p	*-tî*	*tshîtâputeua*	*apu tshîtâputetî* [-tɛtʃi]	they aren't floating away
3'	*-nit*	*tshîtâputenu*	*apu tshîtâputenit*	it (obv) isn't floating away
3'p	*-nitî*	*tshîtâputenua*	*apu tshîtâputenitî* [-tɛntʃi]	they (obv) aren't floating away

Note that although the standard spelling of the 3rd and 3' plural suffixes listed above is *-ti/-nitî*, in Sheshatshiu these are pronounced with *-tshî* rather than *-tî.* An alternative plural *-kâu* may also be used.

Since *n*-stems exhibit a slightly different set of endings, an *n*-stem verb, *uetin* 'it is cheap, easy' is illustrated by way of example:

3	*apu*	*uetî*	*k*	it isn't cheap, easy
3p	*apu*	*uetî*	*kî*	they aren't cheap, easy
3'	*apu*	*uetin*	*nit*	it (obv) isn't cheap, easy
3'p	*apu*	*uetin*	*nitî /nikâu*	they (obv) aren't cheap, easy

The loss of *n* in the 3 and 3p forms above is the result of a regular historical change whereby **nk* became *hk*; the pre-consonantal *h* ensuingly disappeared in Sheshatshiu Innu-aimun, lengthening the preceding vowel. Thus, **uetin* + *k* > **uetihk* > the current form *uetîk*.

II.   Compound Sentences

Sentences, clauses and phrases may be linked by such indeclinable particles as *mâk* 'and', *muk^u* 'but', *kie* 'and, also'. Clauses joined by such particles contain **independent** rather than conjunct order verbs. Of course, if either of these verbs is negative, the conjunct will be used after *apu*. Some examples follow:

I see John and Mary.   *Tshân mâk Mânî nuâpamâuat.*

He will be coming here. He'll be   *Tshika takushinu ute, uîkânîsha*
  coming with his family and   *mâk uîtsheuâkana tshika*
  friends.   *uîtsheueu.*

The axe has a sharp point, but the knife does not.	*Tshînâu ushtâshkᵘ mukᵘ mûkumân apu tshînât.*

III. Negative with Future and Past Markers in Question-Word Questions

As seen in the previous Lesson, the future marker with negative main clause conjuncts (i.e after *apu*) is *tshika tshî*, while the past marker is *tût*. In question-word questions, however – as in the various types of subordinate clauses which contain the conjunct – a negative is formed by means of the particle preverb *ekâ* (usually pronounced [ga]):

> *Tshekuân ekâ uîâpâtamin?*[1]   What don't you see?

In almost all conjunct clauses except those involving *apu*, a future is formed by means of the preverb *tshe*, as in:

> *Auen tshe mîtshishut?*   Who will be eating?

> *Tân tshe ishpish mishakât?*   When will s/he arrive?

Since *tshe* represents the changed form of the independent order future preverb *ka*,[2] the verb root following *tshe* does not undergo any further vowel change in question-word questions.

As will be seen in Lesson 17, subordinate clauses involving past reference are often formed with the past preverb *kâ*, which is the changed form of the perfective preverb *tshî* (from an original **kî*). In question-word questions, however, a past tense is formed simply by using a past tense independent order verb, as in:

> *Tânite tshititûte(tî)?*   Where did you go?

> *Tân ishpish tshitatusse(tî)?*   When did you work?

> *Tshekuen mîtshishûpan?*   Who was eating?

---

[1] As noted earlier, the verb *uâpâtamᵘ* is regularly contracted to *uâtamᵘ* through deletion of the syllable *pâ*.

[2] By regular vowel change, *a > e.* The front vowel *e* then triggered palatalization of original *k* to *tsh*, this being a regular sound change that characterizes the Innu-aimun dialects of Quebec-Labrador.

IV. Counting

The following examples contain the AI verb *itashuat* and the II verb
itâtina 'there are (so) many (of them)'.[3] When used in a question-word
question meaning 'how many', these verbs take the changed conjunct
form, in which the initial vowel *i-* is changed to *e-*.

AI examples

1.   *Tân etashîht nâpeuat?*   How many men are there?
     Peikussu nâpeu.   There is one man.

2.   *Tân etashîht ishkueuat?*   How many women are there?
     Nîshuat ishkueuat.   There are two women.

3.   *Tân etashîht apuîat?*   How many paddles are there?
     Nishtuat apuîat.   There are three paddles.

4.   *Tân etashîht ushpuâkanat?*   How many pipes are there?
     Neuat ushpuâkanat.   There are four pipes.

5.   *Tân etashîht mishtikuat?*   How many trees are there?
     Patetât itashuat mishtikuat.   There are five trees.

6.   *Tân etashîht mînûshat?*   How many cats are there?
     Kutuâsht itashuat mînûshat.   There are six cats.

7.   *Tân etashîht ashâmat?*   How many snowshoes are
                                          there?
     Nîshuâsht itashuat ashâmat.   There are seven snowshoes.

8.   *Tân etashîht mashkuat?*   How many bears are there?
     Nishuâush itashuat mashkuat.   There are eight bears.

9.   *Tân etashîht atîkuat?*   How many caribou are there?
     Peikushteu itashuat atîkuat.   There are nine caribou.

10. *Tân etashîht ishkuessat?*   How many girls are there?
     Kutunnueshuat ishkuessat.   There are ten girls.

---

[3] That is, apart from examples involving the numerals one to four, as well as ten,
for which separate II verbs also exist.

II examples

1. *Tân etâtinikâu⁴/etâtîkî mîtshuâpa?*   How many houses are there?
   Peikushu mîtshuâp.   There is one house.

2. *Tân etâtinikâu/etâtîkî tetapuâkana?*   How many chairs are there?
   Nîshina tetapuâkana.   There are two chairs.

3. *Tân etâtinikâu/etâtîkî massina?*   How many shoes are there?
   Nishtina massina.   There are three shoes.

4. *Tân etâtinikâu/etâtîkî unâkana?*   How many dishes are there?
   Neuna unâkana.   There are four dishes.

5. *Tân etâtinikâu/etâtîkî ûta?*   How many boats/canoes are there?
   Patetât itâtina ûta.   There are five boats/canoes.

6. *Tân etâtinikâu/etâtîkî utâpâna?*   How many cars are there?
   Kutuâsht itâtina utâpâna.   There are six cars.

7. *Tân etâtinikâu/etâtîkî tshîmana?*   How many matches are there?
   Nîshuâsht itâtina tshîmana.   There are seven matches.

8. *Tân etâtinikâu/etâtîkî mashinaikana?*   How many books are there?
   Nishuâush itâtina mashinaikana.   There are eight books.

9. *Tân etâtinikâu/etâtîkî mashinaikanâshkua?*   How many pencils are there?
   Peikushteu itâtina mashinaikanâshkua.   There are nine pencils.

10. *Tân etâtinikâu/etâtîkî uâua?*   How many eggs are there?
    Kutunnuemakana uâua.   There are ten eggs.

EXERCISES

I. From the following II independents, make an II conjunct with *apu:*
   Example:

Independent	*Tshimuan.*	It is raining.
Conjunct	*Apu tshimuâk.*	It isn't raining.

---

⁴ Though this is not an obviative context, the **ni** of **-nikau** suggests an obviative.

Lesson 16

1.	*nîpin*	it is summer
2.	*pipun*	it is winter
3.	*shîkuan*	it is spring
4.	*takuâtshin*[5]	it is fall
5.	*ishkuâteu*	it is burning
6.	*uîshâuâu*	it is yellow
7.	*kushikuan*	it is heavy
8.	*minuâu*	it is good, working properly
9.	*mashkuâu*	it is hard
10.	*mishpun*	it is snowing
11.	*uâsheshkunâu*	it is blue

II. Put each of the above conjunct forms that you produced into a question beginning with *tânite* 'where'. The changed conjunct form is required in this construction.

Example:
    Tânite nâpîk/niâpîk?   Where is it summer?

III. Translate the following sentences into Innu-aimun:

1. Why is it (inan) yellow?
2. The sticks are not hard.
3. Why are John's books burning?
4. Where is it muddy?
5. Where did it snow?
6. When will it rain?
7. Is John's shoe white?
8. Why is John's shoe white?
9. Why is the book expensive?
10. The book isn't expensive.

IV. Translate the following sentences into English:

1. *Auen tshe mîtshishut?*
2. *Tân tshe ishpish atussein?*
3. *Tshekuân tshe ût apîn ute?*
4. *Tânite tshe itûtet?*
5. *Tân tshe ishpish minuât?*
6. *Apu uâsheshkunât mashinaikanâshkᵘ.*
7. *Tânite epit?*
8. *Tshekuân uet ânimâk mîtshim?*
9. *Tân tshe ishpish tshîshikât?*
10. *Apu uâpâniti Mânî umassina.*

---

[5] Pronounced *takuâtn* (see Lesson 1, page 8)