

LESSON 17

THE TRANSITIVE INANIMATE (TI) CONJUNCT

DIALOGUES

I. Pinâshue mâk Uniâm

- P. *Tshekuân miâmitunenitamin?* What are you thinking about?
- U. *Apu tshekuân mâmitunenitamân.
Ek^u tshîn?* I'm not thinking about anything.
And you?
- P. *Niminueniten nititeniten.* I'm thinking that I'm happy.
- U. *Tshekuân etûtamin?* What are you doing?
- P. *Nitshimikaitshen.¹* I'm cutting wood (lit. cutting
down trees).
- U. *Tshiminuâten â tshemikaitshen?* Do you like cutting wood?
- P. *Mâuât, apu minuâtamân, muk^u
nuû apashtânân mîta.* No, I don't like it, but we need
wood.

II. Shûnien mâk Mânî

- S. *Nâtuâshîsh nete tâu ninâpem.
Tîpishkânîtî ute tshika tâu,
kâpîmîpannitî tshika pûshu.
Apu minuâtâk nete Nâtuâshîsh.* My husband is in Natuashish.
He will be here tonight,
he will take the plane.
He doesn't like it in Natuashish
(there).
- M. *Tshekuânnu uet ekâ minuâtâk?* Why doesn't he like it?
- S. *Apu tshî kuset.* He can't fish.
- M. *Tshekuânnu uet ekâ tshî kuset
nete Nâtuâshîsh?* Why can't he fish at Natuashish?
- S. *Apu utûtî.* He doesn't have a boat.

¹ The *tsh* of this word (as in certain other words) is pronounced *ss* on the recording; this reflects a local dialect difference.

| | | |
|----|---|---------------------------------|
| M. | <i>Tânite tekuannit utûsh?</i> | Where is his boat? |
| S. | <i>Sheshâtshît ute takuannu.</i> | It is here at Sheshatshiu. |
| M. | <i>Minuâtam^u â tshinâpem e kusset?</i> | Does your husband like to fish? |
| S. | <i>Ehe.</i> | Yes. |

VOCABULARY

| | | |
|----------------------------------|--|--------------------------------------|
| <i>âpashtâu</i> | (AI/TI2 verb) | s/he uses it |
| <i>ekâ</i> | (indecl part/preverb: in question-word questions and subordinate clauses) | not |
| <i>itenitam^u</i> | (TI verb) | s/he thinks |
| <i>kâpimipanit</i> | (inan noun based on conj verb) | airplane |
| <i>mâmitunenitam^u</i> | (TI verb) | s/he thinks about it |
| <i>minuâtam^u</i> | (TI verb) | s/he likes it |
| <i>minuenitam^u</i> | (TI verb) | s/he likes it, s/he is happy |
| <i>mît</i> | (inan noun) | firewood |
| <i>tipishkânitî²</i> | (= 3' of II verb <i>tipishkâu</i>) | tonight (lit. 'when it is night') |
| <i>tshekuân...uet</i> | (question particle; changed form of <i>tshekuân...ût</i>) | why |
| <i>tshimikaitsheu</i> | (AI verb) | s/he cuts down trees |
| <i>utûtu</i> | (AI verb) | s/he has a boat |

POINTS OF GRAMMAR

I. The TI Conjunct

Like the AI and II conjunct forms outlined earlier, TI conjuncts are found in negative main clauses, in question-word questions (changed form only), and in the various types of subordinate clauses. A complete TI conjunct paradigm is given below for the TI stem *uâpât-* 'see':

² The standard spelling *tî* is pronounced *tshî* in Sheshatshiu Innu-aimun.

| | | | | |
|-----|------------|--------------|--------------------------|---------------------------|
| 1 | <i>apu</i> | <i>uâpât</i> | <i>amân</i> | I don't see it |
| 2 | <i>apu</i> | <i>uâpât</i> | <i>amin</i> | you don't see it |
| 3 | <i>apu</i> | <i>uâpât</i> | <i>âk</i> | s/he doesn't see it |
| 3' | <i>apu</i> | <i>uâpât</i> | <i>aminitî</i> [əməndʒi] | s/he (obv) doesn't see it |
| 1p | <i>apu</i> | <i>uâpât</i> | <i>amât</i> | we (excl) don't see it |
| 21p | <i>apu</i> | <i>uâpât</i> | <i>amâk^u</i> | we (incl) don't see it |
| 2p | <i>apu</i> | <i>uâpât</i> | <i>amek^u</i> | you (pl) don't see it |
| 3p | <i>apu</i> | <i>uâpât</i> | <i>âhk³</i> | they don't see it |

Recall that a past conjunct is formed in main clause negatives through the insertion of the preverb *tût* after *apu*, and directly before the verb.

In the case of TI verbs that end in *-aim^u* in the 3rd sg independent, the *-ai* also appears throughout the conjunct, as in the 1st sg *apu pishtaimân* 'I don't strike it by accident' or the 3rd sg *apu pishtaik*.

II. The Conjunct in Subordinate Clauses other than Main Clause Relatives and Question-Word Questions

As previously mentioned, the conjunct order of verbs is required in virtually all Innu-aimun subordinate clauses. These may correspond to English relative clauses (e.g. 'I know the girl **who is here**'), temporal clauses ('**When it gets dark** we light the lamp'), clauses of condition ('**If she comes** I will leave'), concession ('**Although he has said it**, I can't agree with him'), etc. The conjunct subordinate clause verb is not necessarily translated as a full verb in English: a typical example would be a clause of purpose (e.g. 'I want him **to leave**'), where an Innu-aimun conjunct is needed to translate the English infinitive, in much the same way as a full verb would be required in a language like French. In similar fashion, the bolded portion of the sentence 'I see him **chopping wood**' would require a conjunct in Innu-aimun.

Most of the above sentence-types can be translated into Innu-aimun by forms which take the same set of conjunct inflectional endings, but which vary according to their preverb or initial syllable. Typically, subordinate clauses representing events that are partially or totally completed employ a changed or *e*-conjunct. Past reference in certain subordinate clauses (e.g. particularly relative clauses and sentential

³ Though in standard spelling the 3p form occurs as *-âhk*, it is pronounced as if spelled *-âk* or *-âkâu* in Sheshatshiu Innu-aimun. As well, the verb *uâpâtam^u* is regularly contracted to *uâtam^u* through deletion of the syllable *pâ*.

complements) is obtained by means of the preverb *kâ*. When the reference is to a future and as yet unrealized event, the conjunct is generally preceded by a *tshe* preverb.⁴

Examples follow of a variety of sentence types involving subordinate clauses with different temporal references.

- i) Reference to a complete or partially completed event (usually, changed or *e*-conjunct):

| | | |
|--------------------|---|----------------------|
| <i>Nuâpamâ(tî)</i> | $\left\{ \begin{array}{l} etûtâk. \\ tiûtâk. \\ kâ tûtâk. \end{array} \right\}$ | I saw him/her do it. |
|--------------------|---|----------------------|

| | | |
|---|--|--------------------------------------|
| <i>Tshân tshissenitam^u anite</i> | $\left\{ \begin{array}{l} etât. \\ tiât. \end{array} \right\}$ | John knows where he (i.e. John) was. |
|---|--|--------------------------------------|

| | | |
|--------------------------------|--|--------------------------------|
| <i>Ninipâ(tî) piâtutshein.</i> | | I was asleep when you came in. |
|--------------------------------|--|--------------------------------|

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|--|--|--------------------------------------|
| <i>Uâpameu nekûtenitî.⁵</i> | | S/he sees him/her (3') getting wood. |
|--|--|--------------------------------------|

- ii) Reference to an as-yet-unrealized (i.e. 'future') event (usually, *tshe* preverb):

| | |
|---|---|
| <i>Tshân tshissenitam^u tshe tât uâpannitî.</i> | John knows he (i.e. John) will be there tomorrow. |
|---|---|

| | |
|----------------------------------|---|
| <i>Niminueniten tshe pûshîn.</i> | I'm happy that you'll be going on a trip. |
|----------------------------------|---|

⁴ Other possibilities exist for the representation of a not-yet realized event in a subordinate clause, particularly a *tshetshî* preverb (e.g. clauses of purpose) or a 'subjunctive'. In addition a *ka ... uâ* non-conjunct form may replace various of the conjunct forms listed above (more details on this point may be found in Clarke 1982).

⁵ See Footnote 2 for pronunciation of *tî* as *tshî*.

III. Complex Sentences Involving the Main Clause Verb 'think'

Embedded sentences involving a main clause verb 'think' are exceptional in that they take an independent rather than a conjunct verb form. That is, such clauses are represented by direct (i.e. 'quoted') rather than indirect speech.

'Nitâkushin' itenitam^u. S/he thinks, 'I'm sick'.

Contrast:

'Nitâkushin' nititeniten. 'I'm sick', I think.

Nitshisseniten iâkushiân. I know that I'm sick.

EXERCISES

- I. From the following TI independents, make a TI conjunct with *apu*, with the pronoun subject specified:

Example:

Independent: *mishkam^u* s/he finds it
 Conjunct: *apu mishkâk* s/he doesn't find it

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|-----|--|--|-----------|
| 1. | <i>mâmitunenitam^u</i> | s/he thinks about it | you (sg) |
| 2. | <i>minûnam^u</i> | s/he finds it nice to look at | we (incl) |
| 3. | <i>kushtam^u</i> | s/he is afraid of it | we (excl) |
| 4. | <i>âshuâpâtam^u</i> | s/he waits for it | they |
| 5. | <i>tshissîtam^u</i> | s/he remembers it | I |
| 6. | <i>minuâtam^u</i> | s/he likes it | you (sg) |
| 7. | <i>uni-tshissîtutam^u</i> ⁶ | s/he forgets it (lit. s/he loses remembering it) | you (pl) |
| 8. | <i>atshîtam^u</i> | s/he counts them (inan) | they |
| 9. | <i>kussikuâtam^u</i> | s/he sews it | we (incl) |
| 10. | <i>minâtam^u</i> | s/he smells it | we (excl) |

- II. Put each of the above TI conjuncts into a question beginning with *tshekuân* 'what' + changed conjunct:

Example:

Tshekuânnu meshkâk? What does s/he find?

⁶ The middle sequence of this verb, *tut*, is regularly pronounced as *tt*.

III. Translate the following complex sentences into English:

1. *Apu tshissenitâk tshe ishpish-tshîtûtet.*
2. *Tshissenitam^u tshe itâpashtât.*
3. *Apu tût tshissenitâk kê ishpish-tshûuet.*
4. *Apu tût tshissenitâk anite etât.*
5. *Apu tût tshissenitâk uet tshûuet.*
6. *Apu tût tshissenitâk eshi-tshûuet.*
7. *Tshissenitam^u tshetuânnu tshe tûtâk uâpannitî.*

Additional Vocabulary

itâpashtâu (AI/II2 verb) s/he uses it in this way, thus

IV. Translate the following sentences into Innu-aimun:

1. She knows how to do it.
2. Do you (pl) know where you are?
3. Mary knows where I was.
4. He doesn't know how he did it.
5. You (pl) know what you'll find.
6. I know they will leave tomorrow.
7. John knows why he's doing it.
8. She knows how she'll do it.