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ABSTRACT

This teaching grammar is designed primarily for university-level students, but may also be used for adult courses, high school classes, and in junior colleges. The text takes the transformational-generative approach to language, in which the notions of system, derivation, and relation are emphasized rather than categorization and classification. The materials are structured so that the student can infer the rules that constitute the system of the language. Sections on Micmac orthography and the reading and writing of Micmac precede the twenty lessons. Each lesson has basically the same format: (1) conversation, (2) introduction to the systematic variations of the new material, (3) conversation, (4) phrases to be used in class, (5) counting, (6) exercises, and (7) notes to the student, including grammatical and cultural information to be used for reference purposes. Guidelines for using the text are provided. A list of the contents of the tape recordings that accompany the text is also provided. (CLK)

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MICMAC TEACHING GRAMMAR

(Preliminary version)

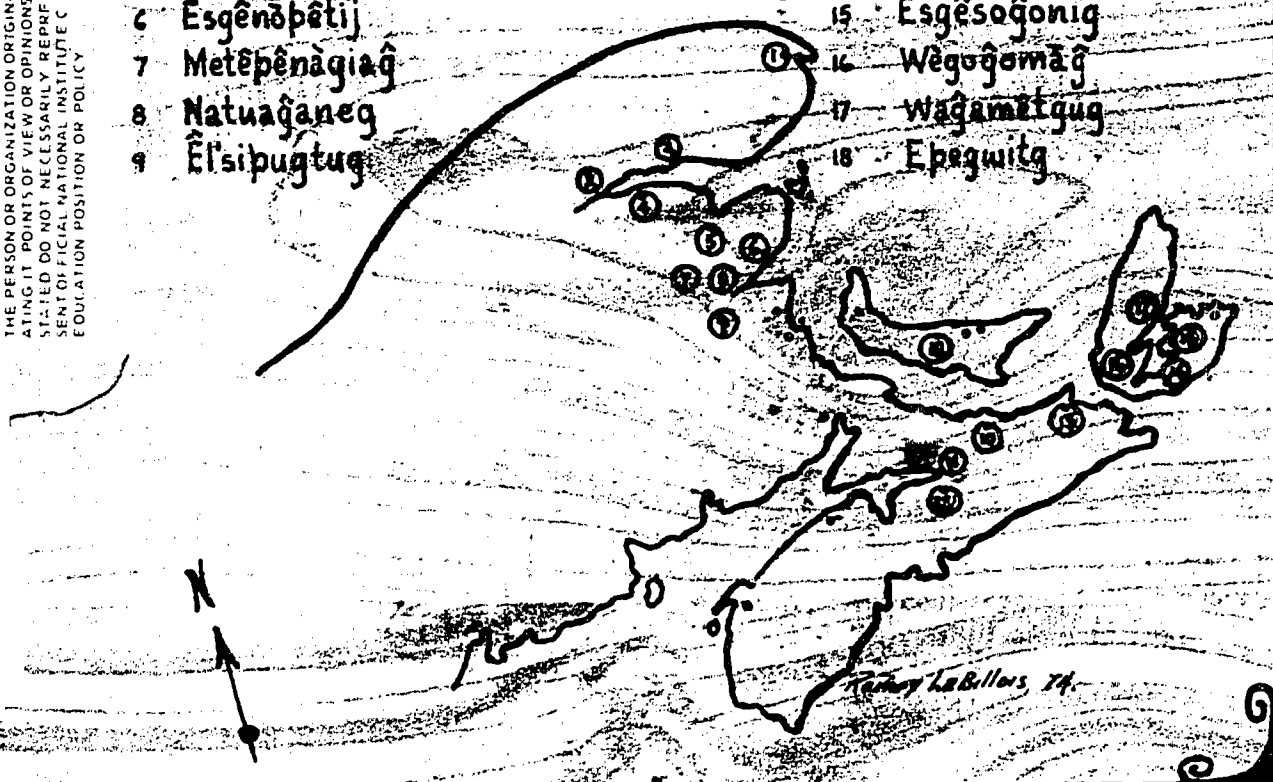
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- 8 Natuaġaneg
- 9 Èlsipugtug

- 10 Pigtug
- 11 Gôpegwitg
- 12 Sugapunêgati
- 13 Paġlêngeg
- 14 Putêloteg
- 15 Èsgêsoġonig
- 16 Wêgôġamâg
- 17 Waġamêtgug
- 18 Epegwitg

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MICMAC TEACHING GRAMMAR
(Preliminary Version)

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and
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To our parents
and

To the old ways, rich
with the universal
health and sanity
of nature

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TABLE OF CONTENTS

Table of Contents -----	i-xii
Introduction -----	1.
Background -----	1.
Acquisition Theory -----	3.
Goals -----	8.
Training -----	9.
Using the Teaching Grammar -----	11.-16.
The Micmac Orthography. -----	(1)-(23)
Reading and Writing -----	1
Lesson 1	
1 C-1 How are you? -----	7
M-Variants, 1 M-1, 2, 3, 4, 5 -----	8
1 C-2 How are you? -----	10
Phrases to use in Class -----	10
1 E-1 Negative transformation -----	11
1 E-2 Time statements -----	12
1 E-3 Questions and pronouns -----	13
1 E-4 Pronouns negated -----	14
1 E-5 Verbs negated -----	14
1 E-6, 7, 8, 9 Questions and assignments -----	15
Note to the Student -----	19
1- Neutralization in the third person pronoun -----	19
2- Free and Bound pronouns -----	19
3- Verb Classes and Noun and Verb Negation -----	20
4- Demonstrative <u>ala</u> -----	23
Lesson 2	
2 C-1 Where are you going? -----	24
M-Variants, 2 M-1, 2, 3, 4, 5, 6 -----	25
2 C-2 How are you? -----	26
Phrases to use in Class -----	27
Counting -----	27
2 E-1 Negation and Pronouns -----	28
2 E-2 Question and Affirmation -----	28
2 E-3 Pronouns and Numbers -----	29
2 E-4 Numbers: first, second, etc. -----	30
2 E-5 Days of the week -----	32
2 E-6, 7, 8, 9 Questions and assignments -----	33

Lesson 2 (Cont'd)	
Note to the Student -----	35
1- Borrowed Terms -----	35
2- Verb Classes, Pronoun, Negation, g-t alternation -----	35
3- The Verbalizer <u>-ema-</u> -----	38
4- The Comparing Technique -----	38

Lesson 3	
3 C-1 Who's that? -----	41
M-Variants, 3 M-1, 2, 3, 4, 5, 6 -----	42
3 C-2 How are you? -----	44
Phrases to use in Class -----	45
Counting -----	45
3 E-1 Negation and g-t alternation -----	45
3 E-2 Noun negation -----	46
3 E-3 dual, plural, possession -----	47
3 E-4 dual, plural -----	48
3 E-5 Twelve months in Micmac -----	48
3 E-6, 7, 8 Questions and assignments -----	50
Note to the Student -----	52
1- Comparing Technique -----	52
2- Singular, dual, plural -----	53
4- The thirteen-month system of Micmac -----	54
Micmac Calendar -----	56
<u>Gisègewigùsgw</u> (first month of Micmac year)-	57

Lesson 4	
4 C-1 What's for supper? -----	58
M-Variants, 4 M-1, 2, 3, 4 -----	59
4 C-2 Where are you (plur) going? -----	60
Phrases to use in Class -----	61
Telling Time -----	61
The Micmac Day: time periods -----	62
4 E-1 Meals and foods -----	62
4 E-2 Negative <u>-tènug</u> and time statements -----	63
4 E-3 Hourly time -----	64
4 E-4 Intensifiers and edible animals used with the 1st and 2nd persons -----	66
4 E-5 Similar to 4 E-4 with the 3rd person -----	66
4 E-6 The day's menu -----	67
4 E-7, 8, 9 Questions and assignments -----	68
Note to the Student -----	70
1- French association, <u>wenji-</u> -----	70
2- Borrowed names, French and English -----	71
3- Gender: animate, inanimate and plural formation -----	72
4- Rice: the laughing food -----	74

Lesson 5 (Review)	
5 C-1 How are you, Peter? -----	75
5 C-2 Where are they going? -----	76
5 C-3 Who's that over there? -----	76
5 C-4 What are we eating tonight? -----	77
5 E-1, 2, 3, 4, 5, 6 Review exercises and assignments -----	78
5 E-7 Picture Stories -----	80
5 E-8 Story and questions -----	81
Glooscap Country: film -----	82
Lesson 6	
6 C-1 What's your name? -----	83
M-Variants, 6 M-1, 2, 3, 4, 5, 6 -----	84
6 C-2 What are your (dual) names? -----	86
6 C-3 What's his name? -----	87
Phrases to use in Class -----	87
Counting -----	87
6 E-1 Interrogation and Pronouns (dual, plur, inc, exc.) -----	88
6 E-2 Occupations -----	89
6 E-3 Pronouns (dual, plur, inc, exc.) and <u>tal-</u> , <u>tel-</u> -----	90
6 E-4, 5 Questions and assignments -----	91
6 E-6 <u>Naji-</u> as a preverb -----	91
6 E-7 Pronouns (dual, plur, inc, exc.) -----	93
6 E-8, 9, 10, 11 Questions and assignments ---	93
6 E-12 Story and questions -----	94
Note to the Student -----	96
1- 'We' inclusive and exclusive, free and bound personal pronouns, inanimate pronoun: <u>na</u> , pronoun in paradigms: affirmative and negative -----	97
2- Possession: pronoun prefix and suffix -----	99
3- Verbalizer <u>-wëgey</u> -----	100
4- Progressive, past, future, preverbs as verbal compounds -----	100
5- <u>Täl-</u> , <u>tel-</u> alternation -----	101
6- singular, dual, plural -----	102
Lesson 7	
7 C-1 Where are you fishing for oysters? -----	104
M-Variants, 7 M-1, 2, 3, 4, 5, 6 -----	104
7 C-2 What's your name? -----	106
Phrases to use in Class -----	107
Counting -----	107

Lesson 7 (Cont'd)	
7 E-1 Past tense and place names -----	107
7 E-2 The past interrogative with <u>-s</u> -----	108
7 E-3 Past and present tenses -----	109
7 E-4 The intensifier <u>māmun-</u> -----	109
7 E-5 Past tense and locatives -----	110
7 E-6 Degrees of intensification -----	111
7 E-7, 8, 9 Questions and assignments -----	111
7 E-10 Story and questions -----	112
Note to the Student -----	113
1- The progressive <u>etêli-</u> -----	113
2- Interrogation and affirmation, past, present -----	113
3- The past tense -----	114
4- Adjectives as verbs and as affixes -----	115
Lesson 8	
8 C-1 Where have you been? -----	119
M-Variants, 8 M-1, 2, 3, 4 -----	120
8 C-2 Who's that over there? -----	121
Phrases to use in Class -----	122
Counting -----	122
8 E-1 Dual and plural pronouns, animals -----	123
8 E-2 Plural pronouns and animal items -----	123
8 E-3 Age and numbers -----	124
8 E-4 Plural nouns, numbers, and animals -----	124
8 E-5 Animate plural nouns, numbers, and animals -----	125
8 E-6 Inanimate plural nouns and numbers -----	126
8 E-7 Animate, inanimate, singular, plural --	126
8 E-8 Questions in Micmac -----	128
8 E-9 Story and questions -----	128
8 E-10 Conversation variation -----	129
Note to the Student -----	130
1- Two words for "rabbit" -----	130
2- The verbalizer <u>-ewêgey</u> -----	130
3- Animacy and number: classification and formation -----	130
4- Agreement, animate and inanimate -----	134
Lesson 9.	
9 C-1 How are you? -----	138
M-Variants, 9 M-1, 2, 3, 4, 5, 6 -----	139
9 C-2 How are you? -----	141
A Dialogue you want to Learn -----	141

Lesson 9 (Cont'd)

9 E-1 The preverb ap- or api- ----- 142

9 E-2 Generic plurals ----- 143

9 E-3 Numerals and agreement ----- 143

9 E-4 Negation and dual, plural possessives - 144

9 E-5 Past tense and negation ----- 145

9 E-6 Possessive plurals ----- 147

9 E-7 The diminutive -jij and lexicalization- 148

9 E-8 The obviative ----- 150

9 E-9 Questions in Micmac ----- 151

9 E-10 Story and questions ----- 152

9 E-11 Conversation variation ----- 153

Note to the Student ----- 154

1- Predicting the g-t alternation on the
basis of verb stems ----- 154

2- Labialization as a dialectal variation --- 157

3- Possessive pronouns and predictable
alternations; possessed nouns ----- 157

4- The obviative and its environment ----- 162

Lesson 10 (Review)

10 C-1 What are your(dual) names? ----- 166

10 C-2 Where were you (dual) fishing for
cod yesterday? ----- 167

10 C-3 Where have you (dual) been? ----- 168

10 C-4 Where have you (dual) been?(numbers)--- 168

10 E-1, 2, 3, 4, 5 Review exercises and
assignments ----- 168

10 E-6 Picture Stories ----- 170

10 E-7 Story and questions ----- 171

10 E-8 Letter to Restigouche and questions---- 173

10 E-9 Letter to Eskasoni and questions ----- 174

10 E-10 Starting to play Micmac Scrabble ----- 176

Drawing introducing Glooscap and Creation ----- 177a

Glooscap, the Great Chief ----- 177b

Questions on Glooscap ----- 179

Lesson 11

11 C-1 Your shirt is nice ----- 180

M-Variants, 11 M-1, 2, 3, 4, 5 ----- 181

11 C-2 Tell me, where does Anthony (little)
live? ----- 183

A Dialogue on Directions ----- 183

A Dialogue you want to Learn ----- 184

Lesson 11 (Cont'd)	
11 E-1	Items of clothing, animate singular-plural ----- 184
11 E-2	Items of clothing, inanimate singular plural ----- 185
11 E-3	Singular possessive pronouns, animate singular-plural objects ----- 186
11 E-4	Plural possessive pronouns, animate singular-plural objects ----- 188
11 E-5	Possessed nouns, kinship terms ----- 189
11 E-6	Possessed nouns, body parts ----- 190
11 E-7	Color terms, animate and inanimate objects ----- 192
11 E-8	Color gradation, animate and inanimate objects ----- 193
11 E-9	Questions in Micmac ----- 194
11 E-10, 11	Questions and Conversation variation ----- 195
11 E-12	Story and questions ----- 195
	Note to the Student ----- 197
1-	Color formation and gradation ----- 197
2-	Possessive pronouns with singular, plural, animate, inanimate nouns; plural possessives with possessed nouns ----- 198
	Glooscap, the Great Chief - Part 1 ----- 202
	Questions on Glooscap ----- 209
Lesson 12	
12 C-1	Who's that man (pointing)? ----- 211
	M-Variants, 12 M-1, 2, 3, 4, 5, 6, 7 ----- 211
12 C-2	How are you, Helen? ----- 213
	Another Dialogue on Directions ----- 214
	A Dialogue you want to Learn ----- 214
12 E-1	Wh- questions and age-group divisions -- 215
12 E-2	Possessive Pronouns and Kinship Terms -- 216
12 E-3	Possessives and body parts, possessed nouns ----- 217
12 E-4	Demonstratives, singular and plural ---- 219
12 E-5	Comparative, superlative; adjectival verbs ----- 220
12 E-6	Definiteness and obviation ----- 221
12 E-7	Questions in Micmac ----- 222
12 E-8, 9	Questions and Conversation variation ----- 223
12 E-10	Story and questions ----- 223

Lesson 12 (Cont'd)	
Note to the Student -----	226
1- Locative verb and locative suffix -----	226
2- Demonstratives: singular, plural, animate and inanimate -----	226
3- The notion of definiteness -----	227
4- Relativization and <u>tân</u> clauses -----	227
Glooscap, the Great Chief - Part 2 -----	230
Questions on Glooscap -----	234
Lesson 13	
13 C-1 Would you like to dance? -----	235
M-Variants, 13 M-1, 2, 3, 4 -----	236
13 C-2 How are you? I haven't seen you for some time -----	238
A Dialogue on Tree Names -----	239
A Dialogue you want to Learn -----	240
13 E-1 Present indicative verbs -----	240
13 E-2 The subjunctive and the conditional ---	241
13 E-3 The imperative -----	243
13 E-4, 5 Clothing and color terms -----	244
13 E-6 Tree names and colors -----	246
13 E-7 Questions in Micmac -----	247
13 E-8 Story and questions -----	247
13 E-9, 10 Questions and conversation variation -----	249
Note to the Student -----	250
1- The preverb <u>ali-</u> -----	250
2- Word building with <u>-api</u> -----	250
3- Trees: names and uses -----	251
4- The notion of mode, aspect, and tense -----	253
5- Aspect -----	253
6- Modes -----	254
Glooscap, the Great Chief - Part 3 -----	257
Questions on Glooscap -----	262
Lesson 14	
14 C-1 What are you doing after the dance? ---	264
M-Variants, 14 M-1, 2, 3, 4 -----	265
14 C-2 Are you going to the baseball game on Sunday afternoon? -----	267
A Dialogue on Winds, Seasons, and Directions --	268
A Dialogue you want to Learn -----	269

Lesson 14 (Cont'd)	
14 E-1	Introducing preverbs and aspect ----- 270
14 E-2	Locating, positioning, and distancing - 271
14 E-3	Terms for carpentry tools with locatives ----- 273
14 E-4	Carpentry terms in the plural ----- 275
14 E-5	Questions in Micmac ----- 277
14 E-6	Story and questions ----- 277
14 E-7,	8 Questions and conversation variation ----- 279
Note to the Student	----- 281
1-	Complex sentences; surface bracketing ----- 281
2-	Aspect and preverbs as derived verbs ----- 283
3-	Copula, <u>na</u> interposition ----- 287
4-	Relative clause embedding ----- 288
Glooscap,	the Great Chief ----- 290
Questions	on Glooscap ----- 296
Lesson 15 (Review)	
15 C-1	How are you (dual)? ----- 297
15 C-2	Hello. I'm John and my wife is Margaret. We're from Eskasoni. Can you tell us how to get to Restigouche? We're going there for a wedding ----- 298
15 C-3	Hello. I'm Jean-Baptiste. I'm thinking about building a house soon. I want to know what kind of wood I'll need ----- 299
15 C-4	Hello, Micmac Weather Bureau ----- 299
15 E-1,	2, 3, 4 Review exercises and assignments ----- 301
15 E-5	Picture stories ----- 302
15 E-6	Scrabble Tournament ----- 303
15 E-7	Questions in Micmac ----- 303
Rabbit,	the Matchmaker (Drawing) ----- 305a
Animal	Characters in Glooscap ----- 305b
Questions	on Animal Characters ----- 314
Lesson 16	
16 C-1	Hello Andrew. How are you? I haven't seen you in a long time. Where are you coming from? ----- 315
M-Variants,	16 M-1, 2, 3, 4 ----- 316
16 C-2	How are you John? How long have you been here? ----- 318
16 C-3	Patrick, let me know if you see anything ----- 319

Lesson 16 (Cont'd)		
Birds -----		320
16 E-1 Immediate past, birds, and colors -----		321
16 E-2 Unspecified past, birds, and colors ---		324
16 E-3 Imperative, negative future, first person on indicative -----		326
16 E-4 Imperatives -----		328
16 E-5 Questions in Micmac -----		329
16 E-6, 7 Questions and conversation -----		329
16 E-8 Pregnancy and birth (major ceremonial events, part 1) -----		329
Questions on Pregnancy and birth -----		332
Note to the Student -----		333
1- The immediate past and the unspecified past -----		333
2- Imperatives -----		339
3- Stem-changing verbs -----		341
Rabbit, the Matchmaker (part 1) -----		343
Questions on Rabbit, the Matchmaker -----		350
Lesson 17		
17 C-1 Do you take sugar in your tea? -----		351
M-Variants, 17 M-1, 2, 3, 4 -----		352
17 C-2 OKay then, tell me more about fishing through the ice -----		354
17 C-3 Now then, today you're learning how to make Indian bread -----		354
Water Dwellers -----		355
17 E-1 Future tense and <u>naji-</u> -----		357
17 E-2 Noun contrasting: morpheme and intonation -----		360
17 E-3 The contrastive with verbs -----		361
17 E-4 Future and because clauses -----		362
17 E-5 Infinitives and <u>naji-</u> -----		363
17 E-6 Complement infinitives, complex sentences -----		364
17 F-7 <u>Gisi-</u> with complement infinitives -----		365
17 E-8, 9 Questions and conversation -----		366
17 E-10 Questions in Micmac -----		366
17 E-11 Adolescence, puberty, and youth (major ceremonial events, part 2) ----		367
Questions on adolescence, puberty, and youth		369
Note to the Student -----		371
1- Colloquial <u>ya!</u> <u>no!</u> -----		371
2- Bound verbs and verb compounding -----		371
3- The contrastive form: Intonation and morpheme -----		372

Lesson 17 (Cont'd)

- 4- Future tense: unspecified and immediate ---- 375
- 5- Because clauses (oŋo clauses) ----- 377
- 6- The instrumental: homophony with the locative ----- 378
- 7- Complement sentences, complex sentences, subjunctive, affirmative and negative complement infinitive ----- 380
- Rabbit, the Matchmaker (part 2) ----- 384
- Questions on Rabbit, the Matchmaker ----- 389

Lesson 18

- 18 C-1 It's nice to think there's another summer of softball coming ----- 390
- M-Variants, 18 M-1, 2, 3, 4 ----- 392
- 18 C-2 Who's brave enough to swim across that lake with me? ----- 393
- 18 C-3 Where are we going first? ----- 394
- 18 E-1 Degrees of comparison ----- 398
- 18 E-2 The existential and the locative ----- 400
- 18 E-3 Indicative, simple infinitive, complement infinitive ----- 401
- 18 E-4 Benefactives ----- 402
- 18 E-5 Coordination and constraints ----- 404
- 18 E-6 Questions in Miomac ----- 405
- 18 E-7, 8 Questions and conversation ----- 406
- 18 E-9 Pre-marital adulthood, courtship, and marriage (major ceremonial events, part 3) ----- 406
- Questions on Pre-marital adulthood, courtship, and marriage ----- 414
- Note to the Student ----- 416
- 1- The locative and existential verb eym ----- 416
- 2- The simple infinitive in contrast with the complement infinitive ----- 416
- 3- Benefactives and combined pronouns ----- 417
- 4- Coordination and constraints ----- 420
- Rabbit, the Matchmaker (part 3) ----- 424
- Questions on Rabbit, the Matchmaker ----- 431

Lesson 19

- 19 C-1 Hello. Come in. How is everybody? I trust no one is sick ----- 432
- M-Variants, 19 M-1, 3, 3, 4 ----- 434

Lesson 19 (Cont'd)	
19 C-2 Hello. Are you there grandfather? It's me, Joseph. Open the door! -----	436
19 C-3 Good morning, kids. How are you all today? -----	438
19 E-1 The conditional, terms for illnesses --	440
19 E-2 The conditional, stem-changes -----	442
19 E-3 Forming the reflexive -----	443
19 E-4 The imperative, stem-changes, the negative imperative -----	445
19 E-5 Transitive verbs and negation -----	447
19 E-6 The negated reflexive, the conditional with tag questions -----	448
19 E-7 Transitive verbs with singular animate objects -----	450
19 E-8 Transitive verbs with plural subjects and objects -----	452
19 E-9 Direct and indirect objects -----	454
19 E-10 Passive constructions -----	456
19 E-11, 12 Questions and conversation -----	457
19 E-13 A picture story -----	458
19 E-14 Questions in Micmac -----	458
19 E-15 Old-age, death, and burial (major ceremonial events, part 4) -----	459
Questions on Old-age, death, and burial -----	466
Note to the Student -----	468
1- The conditional mode, stem-changes -----	468
2- The imperative and stem-changing -----	471
3- Transitive verbs and combined pronouns ----	473
Table 1: Transitive combined endings -----	477
Table 2: Reflexives and reciprocals -----	479
4- Relating transitive animate and inanimate stems, dictionary entries, relating transitive and intransitive stems -----	484
5- Passivization as a position-switching operation -----	488
Rabbit, the Matchmaker (part 4) -----	492
Questions on Rabbit, the Matchmaker -----	496
Lesson 20	
I- Medicine, Remedies, and Sweat Lodge -----	497
Questions on story I- -----	504
Picture Stories -----	505
II- Feasts and Games -----	506
Questions on story II- -----	511
Picture Stories -----	512

Lesson 20 (Cont'd)	
III- Micmac Districts (presented in a constrained dual-language approach) -----	513-520
A listing of the districts -----	515
Created Words -----	521
Loan Words -----	523
Names in Micmac -----	527
Micmac Scrabble -----	531
Verbs -----	540
Intransitive verbs -----	540
Transitive verbs -----	555
Bibliography -----	564
Index -----	565-571
Tape Contents -----	572

INTRODUCTION

Background

Micmac is an Eastern Algonquian language spoken in the Maritimes and in the Gaspé region of Québec. The dialect described in this text is that spoken in Restigouche, Québec, and, in particular, that spoken by Manny Metallic. Since there exists considerable dialectal variation among reserves in Micmac country, a few adjustments may have to be made to facilitate the use of this text in surrounding areas. Such adjustments should be relatively easy since we have included many alternative dialectal forms, especially those found in Nova Scotia.

This text was developed over a period of approximately three years. The first of those three years was for me an introduction to Nova Scotia Micmac as it is spoken by young people in their twenties at Eskasoni. The following year, I joined forces with Manny Metallic, from Restigouche, and together we produced this teaching grammar. Our intent was not only to be instrumental in the preservation of the Micmac language but to make the major linguistic structures of the language as well as the general culture and heritage of the Micmac people available for study at the adult level. This text, although primarily intended for university level students, can be used for adult courses in communities, in high schools, and in junior colleges. Unfortunately, since the text was developed in an isolated setting and under restrictive circumstances, it was limitedly tested at the CEGEP level and with a very small group of students. Furthermore, given

these and other restrictions, we were only able to test the first ten lessons. It is therefore clear that the text will have to undergo further revisions.

Deciding on what orthography to use in this text was a major problem. When we embarked on this project, the orthography question was already undergoing heated discussion. Regular meetings were being held for the purpose of agreeing on a common Micmac orthography for all of Micmac land. These meetings started approximately four years ago, in 1972, and an agreement is still not in the offing.

The orthography which is used in this text could be described as being modernized traditional. It is clearly an outgrowth of Father Pacifique's writing system but with sufficient modifications to make it into a consistent and useable system. The system is consistent in that all systematic phonemic contrasts are given one and only one underlying representation. The actual orthographic representation is then derived by rule from the underlying representation. The linguistic arguments involved in arriving at such a system are complex and probably meaningful only to someone with considerable linguistic training. However, given the existing controversy over the question of orthography, it was felt that the linguistic basis for using the present system should be presented as a part of this language text. Consequently, you will find a section entitled: The Micmac Orthography.

Many factors other than those purely of a linguistic nature were considered in the selection of an orthography for use in this text. Factors such as ease of typing, cost of reproduction, ease of learning for non-speakers, previously used orthographies, and resemblance to other Algonquian alphabets were all taken into consideration. These factors were discussed at length at the orthography meetings and were of considerable influence in our selection of an orthography. At a more local level, and this is a factor that could not be overlooked in our case, we found that since approximately 1970, Restigouche had been experimenting with various writing systems. Those native people from Restigouche who were involved in writing Micmac had informally settled on a system very close to what we are using in this text.

Acquisition Theory

The approach to the preparing of these pedagogical materials for Micmac is based on a transformational-generative view of language. This implies that the linguist views the learning of a language as the process whereby a set of rules and linguistic forms are abstracted by the learner or by the learner's language acquisition device, thereby enabling him to recognize and generate an infinite number of grammatical forms and sentences within that language. The attempt has been to structure the materials of this text in such a way as to enable the learner to infer (i.e. hypothesize or abstract) the rules that constitute the system.

of the language. The text therefore emphasizes the notions of system, derivation, and relation rather than those of categorization and classification.

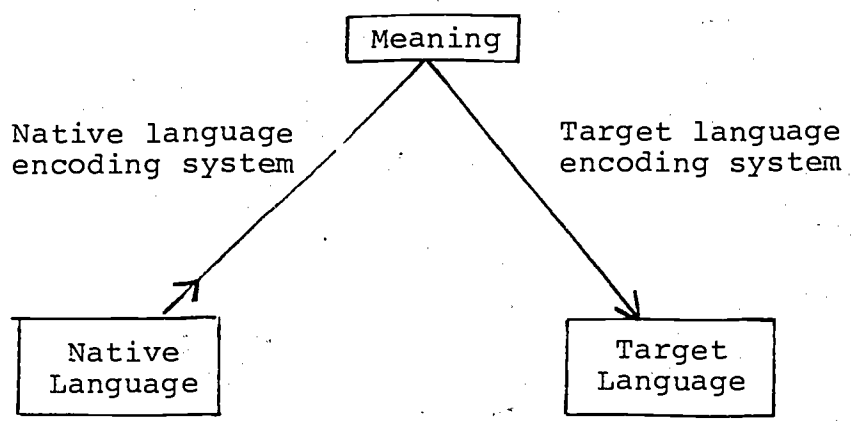
The materials of this text are divided into units, units into lessons, and lessons into parts each differing in nature. Each lesson can be viewed as being a hypothesis about the organization and structure of a set of subhypothesis used in the teaching of language. The hypothesis is that, by presenting the student with a lesson (various organized learning structures), he will abstract the necessary rules allowing him not only to give back the data of that lesson but also to understand and generate new and newly organized data derived from the structures that he has acquired. Such a hypothesis is therefore testable in terms of predictions it makes. The subhypotheses are specific assumptions as to what constitutes a learning structure within the framework of that lesson. That is, each part of a lesson (C's M's, E's, etc.) is designed to present the student with cultural-linguistic information in a manner enabling him to place such information within a total system. This, it is assumed, will not only allow him to understand or reproduce the information that he has acquired, but also to understand and generate new information that is related by virtue of the system. Such a hypothesis is therefore also testable on the basis of the predictions that it makes. *

* The actual testing of such hypothesis is unfortunately very difficult in a normal classroom situation. Many variables, often not directly observable, or controlable, can intervene such as, for example, mood, physical and mental health, motivation, etc.

Since the assumption is that language is a system that is inferred both subconsciously and consciously by the language learner, the task of the linguist is to structure a language text which will bring this about as effectively as possible. This is attempted by the various learning structures of each lesson: the C's, the M's, the E's, etc. The conversations (C-1, C-2) are acquired in a rote fashion very similar to that encountered in behavioristic language courses. These conversations or dialogues provide the basis for what follows in each lesson. That is, the remainder of each lesson is based on inference learning and is cognitive in nature. The M-variants take the material learned in the conversations and by means of juxtaposition and contrast lead the student to infer some of its structures. The exercises continue this process of structure inference by means of transformational and substitutional exercises based on the same (or similar) material. These exercises force the student to PREDICT new language forms on the basis of patterns given at the beginning of each exercise and therefore to infer the system underlying the patterns. If the pattern changes or is irregular, then that change is given. In this way, false predictions, erroneous classification, etc. are precluded. The last of the exercises, the questions, the story, the student conversation, give more breadth to the lesson and consequently allow for a greater chance of error (false inferences and consequently false predictions). The student's response to these assignments therefore serves as a test of the effectiveness of the materials in teaching the system of the language. These exercises also force the student into a less regulated and more imaginative pattern of creativity. They should be used by the teacher to bring the students to a comfortable usage of the structures and vocabulary of that lesson.

The last section in each lesson is the Note to the Student. This provides information on the language and culture being studied and, although useful as an aid to doing the exercises, its main purpose is to teach ABOUT the language rather than teach the language itself. The Note to the Student also serves as a non-extensive reference grammar within the framework of a teaching grammar.

The use of English in this text may come as a surprise given the many behavioristically oriented language texts presently in use. The assumption in this text is that language is a code for giving meaning by a verbal representation. The purpose of English is therefore to signal meaning. That meaning is then re-encoded in the target language. This may be represented diagrammatically as follows:

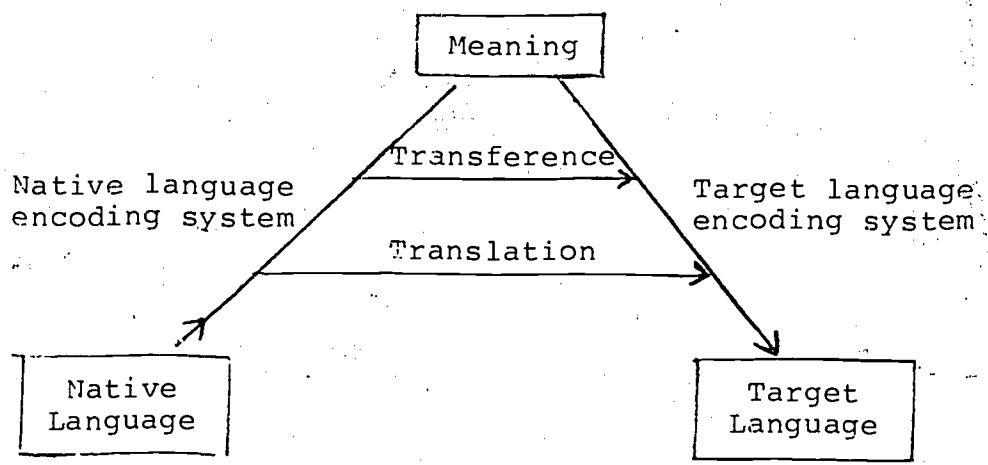


The task in teaching a second language is therefore to create a second language encoding system that will give new representation to meaning.

There is evidence suggesting that transference (imposing Code 1 structures on Code 2) and translation* (transforming Code 1 structures into Code 2 structures)

* This term is used by Gilles Bibeau in Hypothèse psycholinguistique sur l'apprentissage d'une langue étrangère, to appear in Rondeau, G., G. Bibeau, G. Gagné et G. Taggart, (ed.) Vingt cinq ans de linguistique (cont'd on next page)

are also at work in second language acquisition. These operations either become very efficient and unnoticeable or they entirely disappear once the state of fluency is achieved in the target language. Diagram 1- may therefore now be modified as follows:



It is assumed in this text that second language learning not only takes place by non-interference encoding (diagram 1- but also by interference encoding where structures which are language-specific (non-universal) are transferred from the native language to the target language. When the structures are alike in both languages, the interference is positive; when they are different, the interference is negative.

In addition, it is assumed that translation from one set of structures (Code 1) into another set of structures (Code 2) is also a process of language learning and is operative at least in the pre-fluency stages of second language acquisition. Given the assumption that these learning processes are operative, it then becomes clear that the native language, in this case English, plays an important role in second language teaching.

(cont'd)
 au Canada: hommage à Jean-Paul Vinay, Montreal, Centre éducatif et culturel Inc.

The materials of this text are also based on what could be called the assumption of context. It is assumed that language learning takes place most effectively within the context of a reality-oriented dialogue. Most of the materials, including the exercises, are therefore arranged in such a way as to be practised in a dialogue situation. Furthermore, a context of reality is maintained since only feasible question-answer sequences are used. This greatly facilitates the teacher's work since he does not have to tax his students' imagination with improbable and artificial situations. Rather, student imagination is directed towards creative use of the language.

Goals

A striking fact characteristic of today's native situation is the paucity of materials available for the teaching of native language and culture. This situation led to the writing of the present teaching grammar and the goals that it attempts to achieve.

This Micmac teaching grammar attempts to do the following: (1) Develop a format that can be easily used by minimally trained teachers and, if need be, by a student working with the text and accompanying tapes and occasionally with a native speaker with whom he can practise the language. Should such a format prove effective, it could then be applied to other similar language situations. (2) Develop a teaching grammar that will, to some extent, also serve as reference grammar until such a time as a

detailed reference grammar is written. (3) Include within the context of the language as much as is possible, of past and present Micmac culture. The text will therefore also serve to familiarize the student with the cultural heritage of the Micmacs. (4) To teach the student basic scientific procedure by means of language study. This should not be equated purely with empiricism but should include hypothesis and theory construction and verification. The fact that the emphasis of this text is systemic and relational rather than purely categorical will make this task easier.

Training

The use of a text such as this one by a Native community demands a certain level of professionalism on the part of the Native teacher. It is therefore as important to train a Native-speaker to assure the use of a language text as it is to produce the text itself. It has too often happened that pedagogical grammars for Native languages receive very little use and consequently do not fulfill the goals for which they were developed. In such cases the gap between the professional who has structured and developed the text and the community who is to make use of it has never been bridged. The professional himself can be instrumental in closing that gap by training a native speaker who will demonstrate and explain the uses and applications of the text and therefore remove the dependency that the community has on the professional. Even greater independence can be achieved if it is possible to give basic linguistic training to the native trainee thereby placing him in a position to understand and explain

linguistic decisions concerning his own language. This is fortunately the case with Manny Metallic, the Micmac co-author of this text. He has acquired sufficient linguistic sophistication in working on Micmac to understand and defend basic linguistic arguments and to apply elementary methods of verification to his findings. He is therefore in the position of not only being able to continue working with the text and of providing language related explanations to his community but also of analyzing new data as well as developing new materials by himself. It is at this point that linguistic self-determination can become a realizable goal for a native community.

Gilles L. Delisle, Ph.D.

USING THE TEACHING GRAMMAR

This text contains an introduction to Reading and Writing Micmac plus twenty lessons which are basically organized as follows. We say "basically" since the lesson-outline given here is representative of the very first lessons. Additions to this basic outline are made and explained after each unit (lessons 5, 10, 15) as the text increases in complexity.

1. Introductory Conversation (C-1): This introduces new material in dialogue form in a culturally acceptable, if not typical, situation.
2. Modifications (M-variants): They introduce systematic variations of the new materials (C-1).
3. Expanded Conversation (C-2): This is a conversation based on C-1 and the M-variants. It often introduces materials to be practised in the exercises.
4. Phrases to Use in Class: These are phrases which should be memorized and used by both the student and the teacher in class. They are essential to attain the goal of functioning entirely in Micmac.
5. Counting: This short section introduces sequential numbers and is to be learned by rote.
6. Exercises (E-1, 2...): They reinforce patterns covered in the C's and M's, introduce new vocabulary, and introduce new or related patterns. This is done within the context of question-answer or statement-comment dialogue. The last exercises of the E-section are indicated: "to be handed in for correction".

These exercises, after being done as written assignments, can be used effectively by the teacher and students to function entirely in spoken Micmac since these exercises (1) deal with materials which should be well-known at that stage of the lesson, and (2) require creativity and imagination on the part of the student.

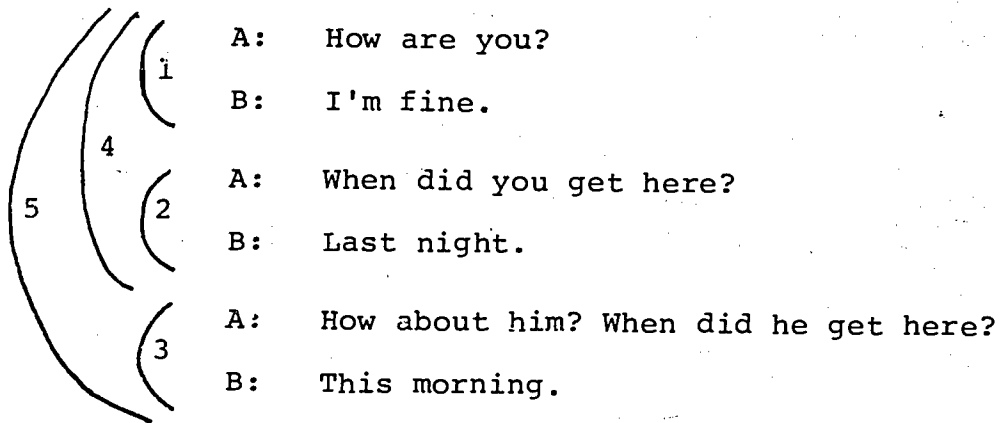
Note to the Student: This provides the student with a series of grammatical and some cultural explanations on the Micmac language and people. The cultural explanations usually bear on the conversations (C-1, 2). The grammatical explanations are normally correlated with the exercises (E-1, 2...). The exercises often cannot be done without first reading this section.

Before lesson 1, beginning on page 1, is a section entitled: Reading and Writing Micmac. This section is intended to teach the student the sounds of the Micmac language as well as the symbols that are used to represent these sounds. It is only intended as a preparation to actually learning to read and write in the language since this will be brought about by the lessons themselves.

The conversations, for example C-1, should be taught in the following manner: (1) Write the English of C-1 on the board. (2) The teacher points to the first line of C-1 and says the first sentence in Micmac. The students repeat. This is done twice and then the teacher moves to the next line. The teacher now points to the second line of C-1 and says it in Micmac. The students repeat. This is

again done twice. The teacher then goes back to line 1, the question, and gets the students to answer with line 2, the answer. The roles are reversed and the students say line 1 with the teacher answering with line 2. At this point LOOP 1 is completed (see following looping diagram). The same procedure is repeated for each A: - B: line (loops 1,2,3) until the entire dialogue has been covered in sets of two lines. Then the students learn to say the first four lines non-stop (loop 4), and then the entire dialogue without a break (loop 5). The teacher can then have individual students take lines A: and B: and go through the entire dialogue by themselves.

Looping Diagram for 1 C-1:



IMPORTANT: The teacher should speak only Micmac during this entire procedure. The meaning of what is being said is obtained from the written English on the board. Also, the students do not follow the written Micmac in their texts during this procedure. This can be done after they can "perform" or "act out" the conversation.

The principal function of the M-variants is to teach students of Micmac the systematic and often minimally varying patterns of the language. The juxtaposition of related structures allows the student to infer the patterns that make up the system of the language.

Each M-variant contains four lines that are systematically related. In line with the contextual emphasis of this text, M-variants are grouped in such a way that two or more of them form mini-dialogues. M-variants should therefore be taught in the same conversational manner as is proposed for C-1 and C-2. That is, each line of an A: M-variant can be answered by a line from a B: M-variant and so on to make up a conversation.

The section entitled "Phrases to Use in Class" should also be taught with the English "meanings" * written on the blackboard. Once these sentences are memorized, they must be put to use by both the student and the teacher. This will make it possible to avoid as much as possible the use of spoken English in class.

All of the exercises are intended to be done as homework and then practised in class. They too are designed to be used contextually and form an A: - B: pattern with question-answer or statement-comment discourse. To teach the exercises in an A: - B: pattern, you do not have to write the English on the board. Simply have the students cover the Micmac half of the page, or fold it in half (folded-page technique) and procede to teach the exercises in an A: - B: pattern as was done with the C's and M's.

* The function of English is solely to convey meaning which in turn is encoded in Micmac

Make sure that students work at PREDICTING new forms on the basis of the pattern given at the start of each exercise. This cannot be over-emphasized.

The format of the text is such that when a page is folded in two lengthways, the Micmac will be on one side and the English on the other. If you wish, one half of the page can simply be covered by a book or other object. This "folded-page technique" enables the teacher to work with students using the text but without exposing the Micmac. This can also be achieved by using the book with an overhead projector. In fact, by using an overhead projector, there will be no need to write the English of C's and M's on the blackboard. This can be projected directly from the text.

The review lessons offer the student a last structured chance to do any catching up and to finalize or concretize his knowledge of that unit's materials (remember that a unit consists of five thematically related chapters). The teacher should carefully do the exercises stated in the review lessons since these are designed to show the student areas where he needs additional work.

A set of cassette tapes accompanies this text. Pronunciation and spelling exercises are given for "The Micmac Orthography" and for "Reading and Writing Micmac". In addition, all of the Micmac materials from each lesson is given on tape.

The tapes are divided into two categories.

(1) Lesson tapes: these contain most of the lessons' materials without providing answers to exercises. These tapes are to be used by the student in preparing for class work. (2) Exercise tapes: these contain the

questions and answers to the fill-in-the-blank exercises. The teacher should let the student work with these tapes only AFTER the student has completed the exercises. By separating the tapes into two such categories, the teacher can control the students' work on the exercises assuring himself that these are not copied from the tapes.

There are two ways in which the students can work with the tapes. (1) The student can "repeat" every utterance that he hears thereby increasing his phonological performance in the language. The tapes can also be used as a dictating device for practising spelling when this approach is used. (2) The student can "respond" to the questions he hears on tape and then compare his response to that which follows on the tape. Both the repeat or the respond approach can be used since there is a pause for repeating or responding after every utterance given on tape.

THE MICMAC ORTHOGRAPHY

(This section is intended for the use of the linguist, the teacher, the advanced student of the Micmac language, and for the person studying language analysis and scientific procedure by means of this text. If it is found that this section is too difficult, it should be studied AFTER considerable coverage of the language text (for example, after Lesson 10). For the language student, this section may become useful only after he has become proficient at "intuitively" reading and writing Micmac.)

The alphabet used in this text is basically one which has been in use in Restigouche since 1972. Two new symbols have been added, "y" and "'", and the reasons for this will become clear as you work through this section. The symbols of this alphabet are based on Pacifique's orthography and they therefore constitute a tie between past works and this present work. (See 6. ahead for symbols used.)

The choice of symbols for this alphabet (1972) is in many ways a fortunate one since it reflects a great deal of intuition about the Micmac language. The alphabet makes use of three diacritics to modify already existing symbols rather than using three entirely new symbols. This suggests that there exists a relationship between certain sounds, and this is in fact the case. The first example involves length, "`". One finds a morphophonemic relationship between long and short vowels:

1.	à	tâpu	two
	a	tapuisgâg	twenty
	i	nipi	leaf
	î	nipîg	leaves

The grave accent therefore indicates a real relationship between long and short vowels.

The same is true for circumflex, "ˆ" when used on the vowel e to indicate schwa. We find that in fact there is again a morphophonemic relationship between e and ê:

2.	e	teluey	I say it
	ê	têlua!	Say it!
	e	nemitu	I see it
	ê	nêmitu!	See it!

A similar relationship also exists between g and ġ. This time the relationship is phonological. Most ġ's are predictable from underlying g's. That is, after a and o, g becomes ġ (except for very few cases mostly involving loan words).

For example, we know from analysis that the singular third person occurs as g, and also that the plural animate morpheme is g. These become ġ under certain conditions:

3.	g	pêlamũg	(pêlamu+g)	salmon (plural)
	ġ	pêlgoġġ	(pêlgoġ+g)	fiancés
	g	welèg	(weley+g)	he's fine
	ġ	nemitoġ	(nemitu+g)	he sees it

Finally, one finds that voiced and voiceless consonants are also related. This time the relationship is indicated by rule (phonological). For example p is pronounced "b" intervocalically, but "p" if preceded by a consonant. (This will be stated as a rule later in this section.) We therefore find the following:

4.	[b]	nepay	I sleep
	[p]	ênpa!	Sleep!
	[d]	wetêmay	I smoke
	[t]	ugtêma!	Smoke!
	[g]	pegisin	I arrive
	[k]	êpgisintês	I will arrive

The relationship between "p" and "b" in the examples of 4. is indicated by rule. This same relationship, between voicing and devoicing, however, is signalled in the orthography by "'" when the rules for predicting such voiced-voiceless alternations become complex and involved. * We therefore find "'" relating voiced and voiceless stops in the following:

5.	[t]	entu	I lose it
	[d]	ên'tu!	Lose it!
	[k]	telgil	I am that size
	[g]	têl'giltes	I will be that size

It is therefore clear, from examples 1. through 5., that the diacritics used in this orthography play an important relational role.

* Voiced-voiceless alternations are predictable by rule to a large extent. For example, in 5. this would involve the morphophonemic reduction of e to ê and it's combining with a following m, n, l to form the syllabics [ṃ], [ṇ], [ḷ] (i.e.: êm, ên, êl). Then, voicing of the consonant following a syllabic is generally predictable --except for words such as ênêmtêèn (possibly from êl + nêmtêèn).

Elsewhere, however, voiced-voiceless alternations are contrastive in present day Micmac and not predictable in a non ad hoc way. For example: wesamgîg, 'it's too big'; wesam'gîg, 'it's too sharp'.

The alphabet we are using to write Micmac consists of eighteen symbols from which we construct thirty-six contrastive sounds. The symbols are:

6. * a e i o u
 p t g j s
 l m n
 w y
 ~ ^ ,

The contrastive sounds as represented by the symbols are:

7. Row 1 a e i o u ê
 Row 2 ** â è î ò û
 Row 3 p t g gw j s ĝ ĝw
 Row 4 pp tt gg ss ĝĝ
 Row 5 'p 't 'g 'j 's
 Row 6 l m n
 Row 7 ll mm nn

* We could do without the symbols y and w. Their usefulness as an orthographic device will later be discussed. Note that they are excluded from the set of contrastive sounds (7).

** Long vowels, as is the case with long consonants (Rows 4 and 7), are derived from two short identical segments. We could therefore write â as aa and do without the symbol for length (~). We have chosen to represent aa sequences as â simply as an orthographic device for distinguishing words such as ulâl, /ulaal/, 'be kind to him', and ulaal, /ula+al/, 'these'. Short identical segments only become long when there is no intervening word or morpheme boundary.

The thirty-six contrastive sounds that we have just seen can be described as follows:

8.	a	[a]	as in 'l <u>o</u> t'
	e	[ɛ]	as in 'm <u>e</u> t'
	i	[i]	as in 'b <u>e</u> et'
	o	[o]	as in 'c <u>o</u> ld'
	u	[u]	as in 'b <u>oo</u> t'
	ə	[ə]	as in 'f <u>a</u> mous' or 'r <u>o</u> ses'
	ā	[a:]	as in 'f <u>a</u> ther' (lengthening the 'a')
	ē	[ɛ:]	as in 'sh <u>e</u> d' (lengthening the 'e')
	ī	[i:]	as in 's <u>e</u> ed' (lengthening the 'ee')
	ō	[o:]	as in 'r <u>oa</u> d' (lengthening the 'oa')
	ū	[u:]	as in 'f <u>oo</u> d' (lengthening the 'oo')
	p	[p]	as in 's <u>p</u> it'
	t	[t]	as in 's <u>t</u> ick'
	g	[k]	as in 's <u>k</u> ip'
	gw	[kw]	as in 's <u>qu</u> ire' (pronounced as one sound with rounded lips)
	j	[c]	as in 'ex <u>ch</u> ange' or 'c <u>h</u> oice'
	s	[s]	as in 's <u>o</u> ap'
	ɣ	[X]	as in French 'a <u>cr</u> e', 'm <u>ar</u> che', or as in German 'a <u>ch</u> t'. The English exclamation indicating disdain, 'y <u>u</u> ch', contains this sound.
	ɣw	[Xw]	same as ɣ but with rounded lips (labialization)
	'p	[b]	as in 'b <u>o</u> at' (fortis)
	't	[d]	as in 'd <u>o</u> e' (fortis)
	'k	[g]	as in 'g <u>o</u> ' (fortis)

'j	[j]	as in 'j <u>o</u> b' (fortis)
's	[z]	as in 'z <u>o</u> '
pp	[p:]	as in 'map <u>p</u> rice'
tt	[t:]	as in flat <u>t</u> op'
gg	[k:]	as in black <u>g</u> at'
jj	[c:]	as in 'hat <u>j</u> check'
ss	[s:]	as in 'mass <u>s</u> uicide'
ḡḡ	[X:]	same sound as ḡ only of longer duration
l	[l]	as in 'a <u>l</u> one'
m	[m]	as in 'm <u>o</u> ve'
n	[n]	as in 'n <u>o</u> '
ll	[l:]	as in 'real <u>l</u> ife'
mm	[m:]	as in 'home <u>m</u> ade'
nn	[n:]	as in 'non- <u>n</u> ative', ' <u>n</u> umbered'

There are rules of distribution which you have to know in order to pronounce written Micmac correctly. These rules specify how consonants and vowels are to be pronounced in specific environments. Assume that consonants and vowels are pronounced as specified in the preceding list unless one of the following rules applies.

Consonants:

Rule 1: (voicing) Short consonants (row 3), except for ḡ and ḡw are voiced when:

- (a) they occur between two vowels (V_V). For example, the -p- of epit is voiced, like English 'b' because it is intervocallic.

- (b) they are stem initial and have a following vowel (#_V, +_V). For example, the t- of tâpu is voiced, like English 'd' because it occurs at the beginning of a word and it is followed by a vowel. *
- This is also true for the initial t- of têm'têmu. However, that same t- remains voiced even if preceded by a prefix such as etêl (a preverb) in etêltêm'temuëgey because it is stem initial and there is a vowel following. Similarly, the initial -p- in pejuëgey is voiced and remains voiced in punpejuëgey. For the same reason, the initial g- of gwitên is voiced and remains voiced in ëggwitênêm (from ëgt + gwitên + êm). **
- (c) they are part of a suffix preceded by a stem syllabic (ên, êm, êl), and are followed by a vowel. (ên, êm, êl +_V). For example, in the following -jîj means 'little':

<u>têmîgên</u>	'ax'
<u>temîgênjîj</u>	'hatchet'

In this last example, the first -j- is voiced like English 'j' because it meets the necessary conditions. Note, however, the following:

<u>mulin</u>	'mill'
<u>mulinjîj</u>	'sewing machine'

- * In some dialects of Micmac, consonants are voiceless and unaspirated in this environment. There is no doubt as to initial voicing in Restigouche Micmac, however, since words such as 'Charlie' (with initial voiceless "ch") are borrowed into Micmac as Jâli where j is clearly voiced.
- ** Rules governing voicing with possessives are discussed in Lesson 9. Note also that indicating voicing, "'", where there is a morpheme boundary as for example, in punpejuëgey or pun'pejuëgey, should NOT be considered as a spelling mistake but rather as an optional matter since in such cases "'" simply signals redundant information.

In this last example, the first -j- remains voiceless as an English 'ch' because one of the conditions is lacking: there is no syllabic cluster preceding the -j-. That is, one finds -in, which is not syllabic, preceding the -j- and not the required ên, êm, or êl.

- (d) they are found after long vowels. This, however, is only partial voicing. For example, the g of welêg is pronounced like English 'gk' somewhat similar to the 'g' and 'k' combination of big cat'. This, however, is not the case with words such as welpijig which do not have a long vowel preceding the final -g. In such cases, the final -g is pronounced like an English aspirated 'k' (aspirated because it is word final) as in "cake".

Rule 2: (devoicing) All voiced consonants (row 5) are voiceless in final positions (_#). For example, the -g of newtây'g is voiceless like English 'k' because it occurs at the end of a word. (In fact, there is partial voicing (see Rule 1 (d)) because a long cluster precedes it. Long glided vowels have the same effect as long vowels. The case involving newtây'g is again discussed at the end of this section.)

The next step is to make the stopped consonants * p, t, g, gw, j fortis (said with tension or emphasis) under certain conditions:

- * I am using the term "stopped" to define a class of sounds consisting of stops and of affricates.

Rule 3: (fortis) The consonants p, t, g, gw, j are fortis when they occur as the second member of a pair of consonants. For example, the t's of igtig and of lentug are fortis. This is also the case when the consonants are identical as in pettèm. (The first t is unreleased and merges with the second t to create a long cluster.)

Finally, we will state when the obstruants of Rules 2 and 3 are aspirated.

Rule 4: (aspiration) The stopped consonants p, t, g, gw, j are slightly aspirated when they are word-final and preceded by any sound other than a long vowel. This is also true for doubled obstruants (row 4). For example, the g of lentug is moderately aspirated. However, in gênegg, and lentugg, the gg is strongly aspirated. (lentug is the singular of 'deer', lentugg the plural.)

There are two consonants in Row 3 which do not conform to Rule 1. They are ġ and ġw. These consonants, in Restigouche Micmac, are always voiceless. In some dialects of Nova Scotia, they follow part (a) of Rule 1.

Although s has been treated as other consonants of Row 3, it sometimes behaves more like ġ and ġw. With some speakers of Micmac, one finds inconsistency in the voicing of s. In other words, depending upon the speaker and on the dialect of Micmac, you will find that p, t, g, and gw regularly follow Rule 1, s less often, and ġ and ġw very seldom or not at all. As a student of Micmac, you should not let these variations disturb you. They simply suggest that the Micmac language is undergoing sound change and that the continuants s, ġ, and ġw appear to be the sounds mostly affected by this change.

The consonants of Row 4 are always voiceless, and those of Row 5 always voiced and fortis. These consonants are, however, very restricted in distribution. The double consonants of Row 4 always occur between two vowels or between a vowel and the end of a word. For example: pettēm, nujj. The consonants of Row 5 are always preceded by a consonant (l, m, n, w, y), and followed by a vowel. For example: gun'tew. These consonants will not be found in any other distribution. Consequently, they are always fortis. (Note that their distribution falls under that stated in Rule 3.)

Vowels:

Rule 5: (laxing) The short vowels i and u become partially lax in closed syllables. Simply, this means that in syllables ending in a consonant, i and u are pronounced more as in English 'bit' and 'put' rather than as in English 'beet' and 'boot'. For example, both u's of pugsug are pronounced more as in 'put' than in 'boot' because they occur in closed syllables. For the same reason, the i's of igtig are pronounced more as in 'bit' than in 'beet'. They too occur in closed syllables.

Rule 6: (short raising) The short vowel e is pronounced as in 'met' everywhere except when followed by a y. When this happens then the vowel is pronounced as in 'wait'. For example, the ey of sepey is pronounced similarly to that in 'weigh' or 'sleigh'. The first e of sepey, however, remains pronounced as in 'met'.

Rule 7: (long raising) The long vowel ê is pronounced as in 'red' (lengthening the 'e') in all situations except in open syllables where it is pronounced as in 'tray' (lengthening the 'a'). For example, the ê of welêg is pronounced as in 'red'. The ê of êstêgê, however, being in an open syllable, is pronounced as in 'maid'.

Rule 8: (gliding) When the short vowels u and i occur immediately following another vowel, then they become glides and are written as w and y respectively. In other words, clusters such as au and ai are written as aw and ay and pronounced similar to English 'cow' and 'lie' respectively. *

Rule 8 not only involves the pronunciation of glided clusters such as aw and ay but also a spelling convention for representing glides with two new symbols: w, y. (Note that w is used after g and g̃ to represent labialization, not gliding.) The convention as to when to write these glides is as follows:

Rule 9: (orthography) Rewrite u as w and then rewrite i as y

(a) ** at the beginning of a word when there is a following vowel, as in welêg and yapiiw.

* The pronunciation of glided vowels varies from dialect to dialect. In the case of Nova Scotia Micmac there is a tendency to devoice glided w's when they occur before a voiceless stop. For example, the w of awti is whispered but that of petaw'ti remains clearly voiced. Such dialect variations are superficial and can be easily accounted for by assimilation rules.

** The terms 'beginning' and 'end' of a word not only specify word boundaries (#) but also include morpheme boundaries (+).

- (b) at the end of a word when there is a preceding vowel, as in pisew and têley.
- (c) between two vowels, as in newisgâg and têleyewit.
- (d) before a consonant when there is a preceding vowel, as in newt and eym, but not when both vowels are high (u,i), as in teluisi or piujj.

The reason for writing the glides w and y instead of the vowels u and i in the environments stated in Rule 9 is that these glides, although derived from vowels, function like consonants in those very environments. For example, the t of mentêm cannot be voiced by Rule 1 because it does not meet the conditions specified in any part of that rule. In other words, the n blocks the voicing.

Similarly the t of newtê cannot be voiced because w blocks the voicing. If the u were not changed to a w, a glide, then the word would be written neutê. In this case the t is intervocallic and would be incorrectly pronounced 'd' by Rule 1 (a). Writing the glides w, y is therefore a device for signalling in the orthography that under certain conditions the vowels u, i become glided and function like consonants. *

The usefulness of writing w and y becomes even more apparent in cases where the gliding is blocked, although these cases are very few. For example, we will write with a y, putayg, 'bottles', but not ulaig, 'these', because ula, 'this', is a

* We could do away with this orthographic device but it would make Micmac more difficult to read and write. The writing of w and y in the orthography should not be confused with the linguistic facts of Micmac. In other words, there are no underlying w and y glides in Micmac.

word that can stand by itself. The ending -ig makes it plural. That is, a morpheme boundary (+) intervenes. The pronunciation of ay remains as in English 'lie', but that of ai is more as in 'naive'. Similarly, when ulitegej is combined with teli- to give têliulitegej, the u is retained and the pronunciation of iu is more as in 'sea ooze'. **

There is still another important reason for using y and w as orthographic devices for indicating glides that are derived from underlying vowels. This involves vowel separators (discussed next) and their role in separating vowels that come together. If y and w are not used, then the correct pronunciation of a word such as têleieuit becomes a difficult affair since, at first sight, the temptation is to separate the vowels by means of vowel separators (which are really surface glides). In fact, such a word contains NO vowel separators. Syllabification is obtained from derived glides. That is, u → w, and i → y as per Rule 9. The result is teleyewit where there is no possibility of introducing vowel separators and where the syllable structure is straightforward. Using w and y therefore makes Micmac easier to read and write, especially for the language learner.

Vowel Separators

Vowel separators are sounds which come about as a transition between two vowels. They are entirely automatic and will therefore NOT BE WRITTEN. However we must learn the conditions under which they are used in pronunciation. There are four vowel separators in Micmac:

- ** High vowels, /i, u/, are glided only if there is no intervening boundary. The morpheme boundary is what blocks gliding in ula + ig and têli + ulitegej. In the case of the latter, gliding cannot take place even if there is no boundary, as in piujj, because the cluster consists of two high vowels.

9. [w] as in 'away'
 [y] as in 'mayor'
 [h] as in 'Oklahoma'
 [?] as in 'Oh-oh!'

A general prerequisite for using any of these vowel separators is that two vowels come together within a word. Then the following takes place:

[w] and [y] : When the first vowel of a non-identical cluster is u, then [w] follows. For example; teluisi, pronounced telu[w]isi. Similarly, when the first vowel of a non-identical cluster is i then [y] follows. For example: wejiet, pronounced weji[y]et.

[h] and [?] : When two non-identical vowels come together within a word and there are no boundaries (+, #) occurring between them, then [h] intervenes. For example:

èe * pronounced è[h]e
neò pronounced ne[h]ò
êl'panaèmg pronounced êl'pana[h]èmg

(Note: This rule applies to non-identical vowels OTHER than those just covered involving i and u.)

* è is not identical to e. The first vowel is phonetically realized as a long vowel; the second as a short vowel. The rule for deriving long segments from short identical segments is an early rule (see second footnote of this section). The rule introducing vowel separators is a late rule.

When two vowels come together across a boundary (+ or #), then a glottal stop [ʔ] can optionally intervene.

For example:

<u>ulaal</u> , /ula + al/,	pronounced	<u>ula</u> [ʔ] al
<u>ulaig</u> , /ula + ig/,	"	<u>ula</u> [ʔ] ig
<u>igtêmâp</u> , /î + igtêmâp/,	"	<u>î</u> [ʔ] igtêmâp
<u>jînêmuûet</u> , /jînêmu + ûet/,	"	<u>jînêmu</u> [ʔ] ûe

Vowel separators are easy to learn because they soon come to feel "natural" as a means of separating vowels that come together in pronunciation. Remember, however, that they are not a part of the orthography and will therefore not be included in the writing system of Micmac.

Now that we have discussed writing conventions as well as the pronunciation of the consonants and vowels of Micmac, we will turn to the notion of stress. The primary stress of a word is that point in a word where your voice is the loudest. In English, for example, stress is crucial. The word 'permit' (stressed syllable is underlined) differs from 'permit' in that the first means "to allow" and the second means "a written warrant or licence". Such contrastive stress distinctions do not appear to exist in Micmac. Nevertheless, stress plays an important role in speaking the language. Without correct stress you cannot obtain the rythm (tone, intonation, timing, etc.) of words and sentences. Learning correct stress is therefore essential in order to sound like a native speaker.

Primary stress is generally easy to assign in Micmac. It is nearly always the final syllable of a word which is stressed. The only case where this is not so is when a word ends in an open syllable which contains a short vowel, and the previous syllable contains a long vowel. Then the stress is on the

second syllable from the end (on the penultimate syllable). This will become clear as you study the following examples where the underlined syllable is the stressed syllable.

10.

- | | |
|-------------------|--------------------|
| 1. p <u>ā</u> si | 6. S <u>ò</u> sep |
| 2. gi <u>s</u> i | 7. si <u>s</u> gu |
| 3. pa <u>s</u> êg | 8. t <u>â</u> pu |
| 4. â <u>s</u> ûn | 9. â <u>p</u> i |
| 5. sa <u>p</u> un | 10. r <u>û</u> tay |

The following list of words contains many of the most difficult words of Micmac. All of the contrastive sounds described in 8. will be found here. Listen carefully to the words on tape and practise writing them:

11.

- | | | | |
|----------|--------------|---------------|------------------------------|
| 1. na | 'that' | 11. sîst | 'three' |
| 2. wen | 'who' | 12. wâgan | 'butter knife' |
| 3. tapi | 'bow' | 13. gâgağuj | 'crow' |
| 4. naji | 'to go' | 14. walğwêg | 'small valley' |
| 5. negêm | 'him' | 15. tiâm | 'moose' |
| 6. pasêg | 'only' | 16. wow | 'pct' |
| 7. pasêg | 'it's thick' | 17. wâw | 'egg' |
| 8. moğwâ | 'no' | 18. negêmewêl | 'they are his' |
| 9. nîn | 'I' | 19. teppit | 'he's on top' |
| 10. gîl | 'you' | 20. pettêm | 'I hit it acci-
dentally' |

* * * *

21.	tāpu	'two'	31.	tallugen	'what are you doing'
22.	eygêp	'he was there'	32.	pemmajâsi	'I am leaving right now'
23.	pijjağan	'mitt'	33.	gênni	'hold me'
24.	jijjawigênej	'raisin'	34.	gwitênn	'canoes' (plural)
25.	ugumuljin	'eight'	35.	mên'tu	'devil'
26.	al'jât	'he staggers'	36.	igâlapênn	'he let him go'
27.	nepat	'he's sleeping'	37.	igalapênn	'he took his side'
28.	nêpât	'you are killing him'	38.	pasgèn	'sit on it'
29.	epit	'he's sitting down'	39.	pasgêm	'I have a lot of clothes on'
30.	êpit	'a woman'	40.	gelumg	'I ask for him'
		* * *			* *
41.	gelusi	'I speak'	51.	eltêmul	'I hit it towards you'
42.	gelûsi	'I'm good'	52.	têm'sèn	'cut it!'
43.	netawey	'I can talk'	53.	welpijig	'they are nice'
44.	netaweyy	'I know how'	54.	êmsêt	'everything, all'
45.	gulumg	'wheat'	55.	gîgwesu	'muskrat'
46.	lentug	'deer'	56.	aligweg	'it's growing uncared for'
47.	mentêm	'I knock it off'	57.	al'sêg	'it's blowing around'
48.	nangêl	'there are five of them'	58.	Malsêm	'Malsum'
49.	newtê	'one of'	59.	essippûg	'it's morning'
50.	êl'tu (el'tu)	'make it!' (I make it)	60.	ênsisgw	'my face'
		* * *			* *

61.	sisgu	'mud'	71.	nèo	'and now'
62.	tèsipow	'horse'	72.	eluwiewy	'I'm crazy'
63.	gun'tew	'a rock'	73.	têleyewit	'he's from there'
64.	amalgay	'to dance'	74.	pisew	'foam'
65.	êgsigawwa	'speak louder'	75.	igtèm	'I yawn'
66.	awanèg	'he's awkward'	76.	ìigtèmap	'I used to yawn'
67.	welèg	'he's fine'	77.	aḡḡattèm	'I look at it'
68.	welegg	'the cloth is smooth, even'	78.	pèlgoḡḡ	'fiancés' (plural)
69.	èe	'yes'	79.	sàsèwātùtip	'they changed it'
70.	panaèmg	'approximately'	80.	oḡjoḡotōḡḡeg	'it has a dirt ring'
		* * * *			
81.	tuuggwal	'follow him outside'	90.	ènnèmtèèn	'nail it in!' (a command)
82.	ula	'this'	91.	mènnoḡon	'yellow birch'
83.	ulaal	'these'	92.	gisapsgênêm	'I got a hold of it'
84.	ulâl	'treat him well'	93.	tèm'têmu	'oyster'
85.	ulātu	'treat it well'	94.	êntêm'têmung	'my oysters'
86.	ilātu	'put it in order'	95.	mênātu	'take it off'
87.	wetêney	'belonging to a wedding' (noun)	96.	ênmâli	'take me home!'
88.	wetneyàsi	'I came out of there'	97.	mên'gèn	'remove it!'
89.	ennèmtèm	'I nail it in'	98.	gènnêmu	'hold it for him'
		* * * *	99.	pastèg	'he smashes it'
			100.	pasteg	'it is piled high'

101.	pastêg	'he crunches it with his teeth'	110.	ênmêta	'send him home (command)
102.	êgtêp	'your brain'	111.	matuesg	'porcupines'
103.	gêpêtîtâgw	'you (plur) get off!'	112.	wastewtêg	'it's frosty'
104.	gîs sâg	'it's been a long time'	113.	getutg	'he hungers for it'
105.	gissâg	'I just fired him ' (this very moment)	114.	mulin	'mill'
106.	gisâg	'he's able to swim'	115.	mulinjîj	'sewing machine'
107.	gisêg	'he's good natured, fun'	116.	têmîgên	'ax'
108.	gissêgêp	'I had just fired him' (in the past)	117.	têmîgênjîj	'hatchet'
109.	nêmêtgi	'my home town'	118.	al'gaê	'I'm trailing him'
		* * * *	119.	gâsgûsi	'cedar'
121.	oôgôiaê	'it's turning bad, rotting'	120.	wisôgô	'black ash'
122.	giûnig	'otter'			
123.	weleyy	'I'm fine (well)'	129.	wâgw	'louse'
124.	aluggwey	'I follow'	130.	jugwitâgw	'come over' (plural)
125.	uggwat	'his foot'	131.	gawîg	'porcupine quills'
126.	uggwitênêm	'his canoe'	132.	gêgamîgw	'we (two) are standing'
127.	nestuey	'I understand'	133.	gospem	'lake'
128.	nestueyy	'I am responsible'	134.	gopit	'beaver'
			135.	awti	'road'
			136.	pêtaw'ti	'table'

137.	tel'tàsi	'the way I think'	140.	telgîg	'it is so big'
138.	teltàsi	'the way I was beaten'	141.*	newtây'g	'dollar bill'
139.	tel'gîg	'it is so sharp'	142.	newtây'gêl	'dollar bills'

The previous list of words is given for various reasons. First, it offers words that are linguistically interesting in considering a phonemic analysis of Micmac. Second, it offers data which must be considered in studying the Micmac orthography question. The data clearly exemplify the need for recognizing grammatical information in an adequate orthography. (See previous discussions involving word and morpheme boundaries.) Third, the list of words is ideal for the person studying analytic methods. Most of the contrastive sounds of Micmac can be established from the list. Furthermore, the list contains important data for consideration in predicting the non-contrastive sounds (allophones) of Micmac and the rules governing their derivation. Fourth, the list of words can effectively be used for advanced dictation practise.

Because of the widespread overlap of predictable and contrastive units in Micmac, interesting questions arise in deciding on an orthography. The major cases involving overlap have to do with

* In Micmac, all final consonants are voiceless except when the preceding vowel (or glided vowel) is long, in which case it is only partially devoiced (see rule 2). Words such as newtây'g could be written newtâyg in a more phonetic and in a less national orthography. This, however, would not preserve the morphological relationship in newtây'g and newtây'gêl where, in the last instance, the 'g is clearly voiced. The student, when first hearing newtây'g, will therefore have to learn to write 'g even if the sound is more that of g. This, however, will allow him to correctly predict the plural form, newtây'gêl, which is with 'g and not with g. Note, incidentally, that the argument for writing 'g in newtây'g is as in the well-known German "bund-bunde" and "hand-hände" case.

voicing (7. Row 5), with schwa (ə), with the velar fricative (g) and with length (ː). All of these are largely but not entirely predictable in today's Micmac. To eliminate all that is predictable and to reflect this in the orthography would result in a system that is difficult to read and write, especially for the person who is learning the language. Including redundancy that occurs as overlap as a part of the orthography simplifies the learning process in the case of Micmac. For example, schwa (ə) is contrastive to a limited extent in today's Micmac. However, it is entirely predictable in environments following a consonant and before m, n, l. Yet we have chosen to write schwa in such environments for canonical reasons. Ease and clarity of syllable delineation simplifies reading and writing for the beginning student of Micmac. For example, let's take the data of 2. with and without schwa.

teluey	I say it
tlua!	Say it! (without <u>ə</u>)
têlua!	Say it! (with <u>ə</u>)
nepay	I sleep
npa!	Sleep! (without <u>ə</u>)
ênpa!	Sleep! (with <u>ə</u>)

Words such as pasteg and pastêg would lose their parallel syllable structure if schwa were omitted. They would become pasteg, and pastg. The tendency for the learner, in this case, would be to pronounce pastg as, for example, gotg, which is incorrect. The former is pastêg and the latter remains gotg. Similarly, words such as wetêney would also be mispronounced if schwa were omitted or not represented by a full vocallic segment. In wetêney, the t is intervocallic and voiced. Without a following vowel, the t would have to be voiceless as for example in wetneyàsi (see word list). It should therefore be clear from these few examples that eliminating more redundancy from the orthography could have

detrimental effects especially for the language learner. *

The general orthographic principle underlying this writing system is as follows:

(1) Eliminate all surface phones that have no underlying reality. For example, [w], [y], [h], [ʔ] are phonetic and not phonemic in Micmac and consequently redundant. w and y were introduced in the orthography as a device for simplifying the recognition of glided clusters where the glides function as consonants as, for example, in newte. This orthographic device also helps syllabification as, for example, in têleyewit (from têleieuit).

(2) Areas of allophonic-phonemic overlap as, for example, with [ê] and /ê/ just discussed cannot be automatically eliminated from the writing system without giving consideration to the canonical form and syllable structure of the language (keeping the language learner in mind).

(3) All contrastive units must be represented by the orthography.

NOTE

For those wanting to use a more Pacifique-like alphabet, convert w to u and y to i. Such "convertability" is possible with the alphabet of this text. By effecting such a conversion, you will, however, eliminate important distinctions. Converting all w's and y's EXCEPT those following g and q would be less problematic while still retaining similarity to the Pacifique alphabet.

READING AND WRITING MICMAC

(This section is intended to teach you the basic sounds of the Micmac language and the symbols that are used to represent these sounds. You will get practice in reading and writing Micmac from the materials of each lesson. These, after they have been learned orally, should be dictated for writing practice. Later, as you become a fluent reader and writer of Micmac, you may wish to study the rules governing the writing system. These are found in the section entitled: "The Micmac Orthography.")

Alphabets can be organized to represent various classes of sounds. In Micmac, you will learn the alphabet in such a way as to make you become aware of these classes. Each row in the following represents a class of sounds which will be described afterwards. (Practice them on tape.)

1-	Row 1	a	e	i	o	ê			
	Row 2	â	è	î	ô	û			
	Row 3	p	t	g	gw	j	s	ǵ	ǵw
	Row 4	pp	tt	gg	jj	ss	ǵǵ		
	Row 5	'p	't	'g	'j	's			
	Row 6	l	m	n					
	Row 7	ll	mm	nn					
	Row 8	w	y						

The vowels of Micmac are found in Rows 1 and 2. Row 1 represents a class of vowels known as "short vowels". These contrast with the class of vowels of Row 2 which are "long vowels". Although there is a qualitative difference between these two classes, the major difference is one of length or duration. (Listen carefully on tape when long and short vowels are contrasted.)

The consonants of Micmac are found in Rows 3 through 8. The consonants of Rows 3 and 4 are all voiceless. (Compare this to Row 5 on tape). Those of Row 3 are short; those of Row 4 are long. The parallel here is the same as with the vowels. The consonants of Row 5 are short and voiced as are those of Row 6. The consonants of Row 7 are long and those of Row 8 are short.

The consonants of Rows 6 and 7, however, are quite different from any of the other consonants. For example, those of Row 6 can sometimes function like consonants and sometimes like vowels. When they function like vowels they are "syllabic" and are always found with a preceding ê. Anytime you encounter êl, êm, ên, you know that you have a syllabic cluster (a cluster that forms a syllable). You must therefore learn to consider êl, êm, ên as single unit sounds just as gw and qw are single unit sounds. (gw is a g said with rounded lips; qw is a q said with rounded lips.)

The consonants of Row 8 are also peculiar in that they are really vocallic (vowel-like) in nature but consonantal (consonant-like) in function. They are always found next to a vowel and often are simply the "off-glide" of a vowel (hence, we call w and y "glides"). When you read Micmac, you will often find vocallic clusters such as ew and ey. Together, these form glided vowels. The effect of glides on following consonants, however, is consonantal. That is, w and y have the same devoicing effect as a consonant when they occur before another consonant. For example, the t of newte is pronounced as a "t" because it does not occur between two vowels. The glide w, in this case, occupies the same consonantal position as does, for example, the g of igtêm.

In what follows, the Micmac alphabet will be presented with a description of its sounds based on English (or French) sounds. (Listen to this on tape.)

We will also state how each Micmac letter or cluster is pronounced as a contrastive unit in the Micmac alphabet. You will find this to be useful when spelling words outloud.

2-	<u>Symbol</u>	<u>Alphabet Pronunciation</u>	<u>Approximate Sound</u>
	a pronounced	a	as in 'lot'
	e pronounced	e	as in 'met'
	i pronounced	i	as in 'beet'
	o pronounced	o	as in 'cold'
	u pronounced	u	as in 'boot'
	ê pronounced	ê	as in 'famous'
	â pronounced	â	as in 'father' (lengthening the 'a')
	è pronounced	è	as in 'shed' (lengthening the 'e')
	î pronounced	î	as in 'seed' (lengthening the 'ee')
	ô pronounced	ô	as in 'road' (lengthening the 'oa')
	û pronounced	û	as in 'food' (lengthening the 'oo')
	p pronounced	pê	as in 'spit'
	t pronounced	tê	as in 'stick'
	g pronounced	gê	as in 'skip'
	gw pronounced	gwê	as in 'squire'
	j pronounced	jê	as in 'exchange'
	s pronounced	sê	as in 'soap'
	ç pronounced	çâ	as in French 'acre' or as in the English exclamation of disdain, 'Yuch!'

<u>Symbol</u>	<u>Alphabet Pronunciation</u>	<u>Approximate Sound</u>
gw pronounced	gwa	same as <u>g</u> but with rounded lips
'p pronounced	'pê	as in 'boat'
't pronounced	'tê	as in 'doe'
'g pronounced	'gê	as in 'go'
'j pronounced	'jê	as in 'job'
's pronounced	'sê	as in 'zoo'
pp pronounced	êppê	as in 'map price'
tt pronounced	êttê	as in 'flat top'
gg pronounced	êggê	as in 'black cat'
jj pronounced	êjjê	as in 'hat check'
ss pronounced	êssê	as in 'mass suicide'
g̃g̃ pronounced	ag̃g̃a	same as <u>g</u> but longer
l pronounced	lê	as in 'alone'
m pronounced	mê	as in 'move'
n pronounced	nê	as in 'no'
ll pronounced	êllê	as in 'real life'
mm pronounced	êmmê	as in 'home made'
nn pronounced	ênnê	as in 'non-native'
w pronounced	wê	as in 'well'
y pronounced	yê	as in 'yes'

The alphabet can be used for spelling Micmac words in the following manner:

nîn
 spelled: nê, î, nê

pasêg
 spelled: pê, a, sê, ê, gê

moqwã
 spelled: mê, o, gwa, à

tallugên
 spelled: tê, a, êllê, u, gê, ê, nê

welêg
 spelled: wê, e, lê, è, gê

In order to practice reading and writing, your teacher will have you read the materials of Lesson 1 and then dictate them to you. (Teacher: ONLY do this after Lesson 1 has been learned orally.) Short words will be easy to read and write. Longer words will be more difficult unless you syllabify them. That is, if you approach long words syllable by syllable, you will find them to be as easy to read and write as short words. The following words are taken from 1 C-1 (Lesson 1, Conversation 1), and are broken into syllables by a slash, "/".

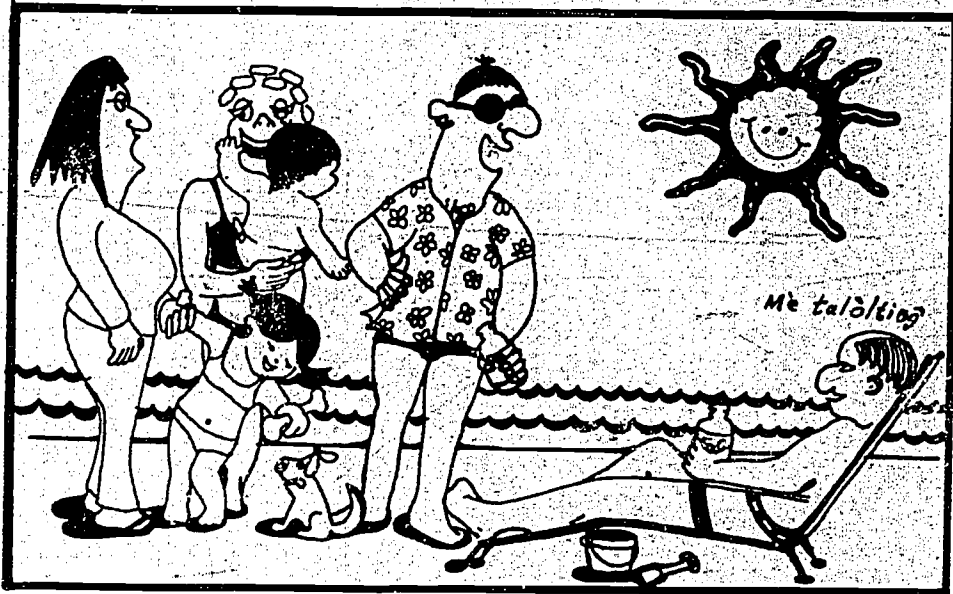
Mê ta/leyn?	How are you?
We/leyy.	I'm fine.
Tân pe/gi/si/nû/sêp?	When did you get here?
We/lâ/gwêg.	Last night.
Ga/tu ne/gêm?	How about him?
Tân pe/gi/sin/gês?	When did he get here?
Se/péy.	This morning.

The word weleyy with a yy combination is really the result of the stem weley- with the addition of a y which indicates a first person. This will be discussed in lessons 1 and 2. This yy combination is pronounced as in "Hey you!" in contrast to a single final y as, for example, in sepey which is pronounced as in "Hey!" by itself. *

Remember that reading and writing will be much easier if you learn to see a word as a collection of syllables. As you turn the page and begin Lesson 1, you will enter into a new world — the world of Micmac. Enjoy yourself!

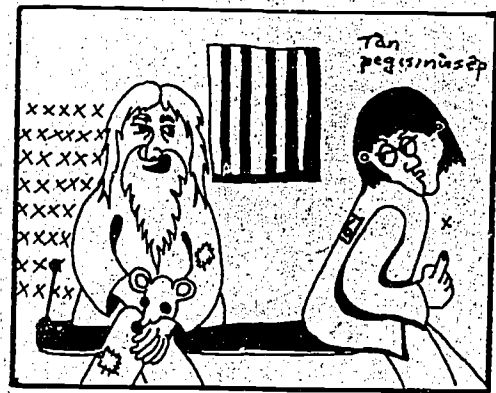
* The presence or absence of a morpheme boundary between identical segments usually brings about a pronunciation difference. For vowels, this was discussed in "The Micmac Orthography", page (4), footnote ** with /ulaal/ and /ula + al/. A similar situation exists with consonants. For example, in nujjig, 'fathers', from nujj + ig, the consonants jj, /jj/, are a part of the stem and are pronounced as is described on page 4. This pronunciation conforms to the normal double consonant pronunciation. However, a morpheme boundary can intervene between identical consonants: Pastungewâjjîj, 'little Americans', literally 'Bostonians little', from Pastung + ewâj + jîj. Now, the sequence jj, /j + j/, is pronounced as in "fudge chocolate". Without the intervening boundary, the jj, /jj/, sequence is pronounced as in "hat check."

LESSON 1



C-: converse, communicate

(In the following conversations (C-1 and C-2), you will be learning to communicate in a "real-life" situation. Imitate your teacher very carefully, copying his gestures as well as his way of speaking.)



1 C-1

Two friends meet on their return to school. A: An'têle
B: Pêlasua. Both are men's names.

A: Mê taleyn?

A: How are you?

B: Weleyy.

B: I'm fine.

1 C-1 (Cont'd)

A: Tàn pegisinūsêp? A: When did you get here?
 B: Welâgwêg. B: Last night.

(An'têle sees an acquaintance in the distance and asks when he arrived.)

A: Gatu negêm? Tàn A: How about him? When did
 pegisingês? he get here? (points with
 chin and lips)
 B: Sepey. B: This morning.

M-: mimic, memorize, manipulate

(In the M-variants which follow, note that all of the questions asked by A: An'têle are answered by B: Pêlasua. That is, 1 M-1 is answered by 1 M-2 and so forth. In other words, you can make up new dialogues by combining the lines from the M-variants. It is more important, however, that you compare the lines WITHIN an M-variant in order to see how a small change made to an utterance brings about a change in the meaning.)

1 M-1

A: Mê taleyn? (Mê tali- A: How are you (singular)?
 uleyn in Nova Scotia)
 Mê talôltioġ? How are you (plural)?
 Mê talêg? How is he/she?
 Mê talôltijig? How are they?

1 M-2

B: Weleyy.
Welòltieg.
Welèg.
Welòltijig.

B: I am fine.
We are fine.
He is fine.
They are fine.

1 M-3

A: Tàn peqisinûsôp?
Tàn pey'tayoços?
(pejitayoços in N.S.)
Tàn pegisingês?
Tàn peytâsênig?

A: When did you get here?
When did you (plur) get here?
When did he/she get here?
When did they get here?

1 M-4

B: Gisgug.
Ulagu.
Ulagu essippûgeg.
Ulagu mewliâgwèg.

B: Today.
Yesterday.
Yesterday morning
Yesterday noon.

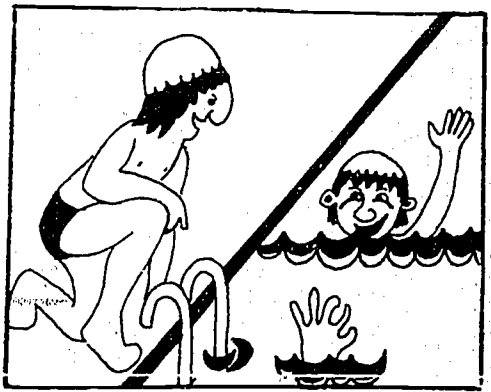
1 M-5

A: Gatu gîl?
Gatu gilew?
Gatu negêm?
Gatu negêmow?

A: How about you?
How about you (plur)?
How about him/her?
How about them?

C-: converse, communicate

(This conversation is more complex than the first conversation (1 C-1). It includes material that you will be practicing in the exercises of section E.)



1 C-2

Alês and Lin'ta meet on their first day of class.

- | | |
|-----------------------------------|------------------------------------|
| A: Mè taleyn? | A: How are you? |
| B: Nîna? Weleyy. | B: Who me? I'm fine. |
| A: Moġwâ, mu ġil. Alâ
negêm. | A: No, not you. Him over
there. |
| B: Welêg. | B: He is fine. |
| A: Tàn pegisingês? | A: When did he get here? |
| B: Tel'têtêm ulagu
ess opûgeg. | B: Yesterday morning, I
think. |

Phrases to use in Class

(These are phrases that you've heard your teacher use and that you will be needing in order to begin communicating. Start using them now!)

Most of the following are commands. This is indicated by "!"

- | | |
|-------------------|--|
| Ap têlua! | Say it again! |
| Tetapû têluey? | Am I saying it right? |
| Êmsêt wen têluej! | Everybody say it! |
| Pasêg ġil têlua! | You say it alone! |
| Siawâsi! | Keep on going! (addressing
one person) |
| Siawitâgw! | Keep on going! (addressing
many people) |

Counting (Gijja! : 'Count!')

- | | |
|------|-------|
| newt | one |
| tâpu | two |
| sîst | three |
| nêw | four |
| nàn | five |

E-: exercise, expand, extrapolate

(The following exercises should first be done in writing and then practised orally. Continue following the 'A' and 'B' pattern where A poses the questions and B answers. Read the Note to the Student (pp 19-24) BEFORE doing these exercises. Note that 'fill-in-the-blanks' exercises are to be done in the text. Others are to be done in your copy books and handed in for correction.)

1 E-1

Transform the following affirmative statements into negative statements. Number 1. is an example. (Moġwā, meaning 'no' is sometimes said as moġā. In Nova Scotia, this is also pronounced moġō, moġwè, and moġè.)

- | | | |
|----|--|---|
| 1. | <u>Ee, negêm.</u>
<u>Moġwā, mu negêm.</u> | A: Yes, him.
B: No, not him. |
| 2. | <u>An'têle.</u>
<u>mu</u> | A: Yes, Andrew.
B: No, not Andrew. |
| 3. | <u>Pêlasua.</u> | A: Yes, Frank.
B: No, not Frank. |
| 4. | <u>Piêl.</u> | A: Yes, Peter.
B: No, not Peter. |
| 5. | <u>welâgwêq.</u> | A: Yes, last night.
B: No, not last night. |
| 6. | <u></u> | A: Yes, yesterday noon.
B: No, not yesterday noon. |
| 7. | <u></u> | A: Yes, yesterday morning.
B: No, not yesterday morning. |
| 8. | <u>pasêg nigê.</u> | A: Yes, just now.
B: No, not just now. |

1 E-1 (Cont'd)

9. _____ ge jigow. A: Yes, a little while ago.
 _____ B: No, not a little while ago.
10. _____ alà jînê m. A: Yes, that man. (pointing)
 _____ B: No, not that man.
11. _____ alà è pit. A: Yes, that woman.
 _____ B: No, not that woman.
12. _____ alà è lpà tu j. A: Yes, that boy. (up to teens)
 _____ B: No, not that boy.
13. _____ alà è pit è j ij. A: Yes, that girl. (up to teens)
 _____ B: No, not that girl.

1 E-2

Fill in the blanks and learn the new vocabulary that is given:

1. _____ A: When did she get here?
 Mewli à gw è g. B: This noon.
2. _____ A: How about her?
 Gisimewli à gw è g. B: This afternoon.
3. _____ A: When did he get here?
 A g t at p à g è g. B: At midnight.
4. _____ A: How about his?
 U la g u ç isimewli à gw è g. B: Yesterday afternoon.
5. _____ A: When did they get here?
 Wel à gw è l è l è g. B: This evening.
6. _____ A: How about them?
 U la g u wel à gw è l è l è g. B: Yesterday evening.
7. _____ A: When did you get here?
 _____ B: Yesterday.

1 E-2 (Cont'd)

8. _____

9. _____

10. _____

- A: How about you?
B: Today.
- A: When did you (plur) get here?
B: Yesterday morning.
- A: How about you (plur)?
B: Last night.

1 E-3

Carefully study the following questions and answers. Be prepared to do them orally. That is, when presented with any question from An'têle (A), you should be able to give the correct response as stated by Pêlasua (B).

1. _____
Ee, gîl.
2. Wena? Gîla?
Ee, nin.
3. Wena? Negêma?
Ee, negêm.
4. Weniga? Ninena?
Ee, gilew.
5. Weniga? Gilewa?
Ee, ninen.
6. Weniga? Negêmowa?
Ee, neçemow.
- A: Who? Me?
B: Yes, you.
- A: Who? You?
B: Yes, me.
- A: Who? Him?
B: Yes, him.
- A: Who (plur)? Us?
B: Yes, you (plur).
- A: Who (plur)? You (plur)?
B: Yes, us.
- A: Who (plur)? Them?
B: Yes, them.

1 E-4

In exercise 1 E-1 you learned how to transform an affirmative statement into a negative statement. Do the same with the following but note that there is a change of person in the question and answer.

- | | |
|-------------------|--|
| 1. _____
_____ | A: Who? Me?
B: No, not you. |
| 2. _____
_____ | A: Who? You?
B: No, not me. |
| 3. _____
_____ | A: Who? Him?
B: No, not him. |
| 4. _____
_____ | A: Who (plur)? Us?
B: No, not you (plur). |
| 5. _____
_____ | A: Who (plur)? You (plur)?
B: No, not us. |
| 6. _____
_____ | A: Who (plur)? Them?
B: No, not them. |

1 E-5

Before doing this exercise, be sure that you have read and understood part 3 of the Note to the Student.

- | | |
|--|---|
| 1. <u>Weleyn?</u> _____
<u>Mu weleyu.</u> _____ | A: How are you feeling?
(lit: Are you fine?)
B: I'm not feeling well. |
| 2. _____
_____ | A: How is he feeling?
B: He's not feeling well. |
| 3. _____
<u>Mu piam weleyu.</u> _____ | A: How are you feeling?
B: Not too well. (<u>piam</u> : 'more') |

1 E-5 (Cont'd)

4. _____ A: How is he feeling?
 _____ B: Not too well.
5. _____ A: Do you see it?
 _____ B: No, I don't see it.
6. _____ A: Does he see it?
 _____ B: No, he doesn't see it.

1 E-6

Working with 1 M-2, assume that weley- is a verb stem meaning 'to be well'. If you add -y to this stem, it means 'I'm fine'. If you add -n to weley- making it into weleyn, what does the word mean? What would you do to weley- to make it mean 'He/she is fine'? Sêmatewit is another word for 'he's fine' (English: 'he's smart'). In this case -t, and not -g, indicates a third person 'he/she'. Using this new word, (1) state what is the stem, and (2) how you would say 'I'm fine', 'You're fine'.
 (See N.S., 3-) (Hand in for correction.)

1 E-7

Answer the following questions as completely as possible.
 (Your answers must be in Micmac.) (Hand in for correction.)

1. Tàn gîl pegisinûsêp?
2. Tàn gitap pegisingês? (gitap: your friend —masculine)
3. Gatu witapesgwai? (witapesgwai: his friend —feminine)
4. Mè talèg gatu?
5. Gatu gîl, mè taleyn?

1 E-8

Make up two questions in Micmac that can be answered by material taken from the C's and M's of this lesson. Be prepared to answer these questions orally since your teacher will ask them in class as a regular part of the lesson. (Hand in for correction.)

1 E-9

Now you too can write a conversation in Micmac. Working with the M-phrases (1 M-1 through 1 M-5), combine the sentences (as was done, for example, in 1 C-1, 1 C-2, and in the exercises) to make a new conversation.

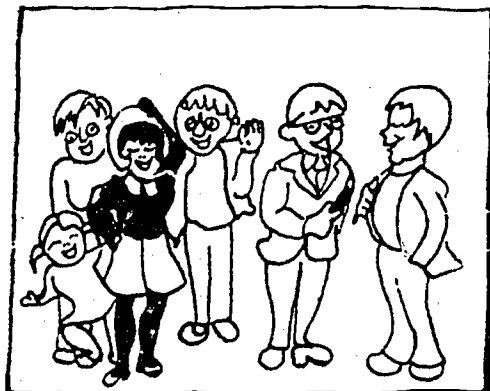
Make sure that the conversation is one that makes sense and is one that you would really use. Your teacher may ask you to dictate your conversation to the class. This will serve as a check on your pronunciation and at the same time provide the class with spelling practice. Save a copy of your conversation (this one and others to come) for the review lesson (lesson 5).

In order to help you follow the correct format, write your conversation ON A SEPARATE PAGE organized as the one which follows marked "Student Conversation Format". All of your conversations should be organized in that format and handed in to your teacher. He will choose the best of these student conversations and teach them as a part of the regular class material. This will serve as a review for everybody.

Writing a conversation is an easy job if you know the possibilities that are available to you. For example, the first lines of the M's (M-1, 2, 3, 4, 5) usually make up the very first conversation that you learn

1 E-9 (Conc'd)

(in this case 1 C-1). This is true for all of the lessons. The remaining lines can be combined to make up new dialogues or conversations. In fact, if all four lines of 1 M-1 could be freely combined with all four lines of 1 M-2, and that these in turn could be freely combined with all four lines of 1 M-3 which could also be freely combined with all four lines of 1 M-4, this would yield 256 possible new 4-line dialogues. (i.e.: $4 \times 4 \times 4 \times 4$). Furthermore, if you apply "operations", such as, for example, negation (as in 1 E-1) to the sentences in the M's, then the number of possible new four-line dialogues jumps to the thousands. It is especially the application of such operations that we will want to see you use in your conversations. A perfect conversation that does NOT show attempts at recombining sentences, at performing operations on sentences, and at being imaginative, will receive a LOWER grade than that one which does these things and has a few mistakes. Remember this in writing your conversation for this lesson and for lessons to come. Be creative!



1 E-9 (Cont'd)

Student Conversation Format:

Name:	
Lesson:	
Date:	
Setting:	
(Micmac)	(English)
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:
A:	A:
B:	B:

Note to the Student

(The purpose of this section is to give you grammatical information about the Micmac language and, occasionally, cultural information about the Micmac people. In every lesson you should read the 'Note to the Student' BEFORE and AFTER doing the exercises (the E-section). Reading it before doing the exercises will help you to do them. After having done the exercises, a rereading of the 'Note to the Student' will make the points discussed much more meaningful than in the first reading. The 'Note to the Student' is your key to understanding how the language works. The C's, M's, Phrases, and E's are your keys to making the language work for you--- speaking it, reading it, writing it, being creative in it.)

- 1- In Micmac there is no gender distinction between 'he' and 'she'. Both 'he' and 'she' are represented by one pronoun, negêm. We will therefore only translate the pronoun as 'he' instead of 'he/she'. Note that the situation is similar with the English pronoun 'you' which applies to both men and women. This type of neutralization is even carried further in English in that 'you' does not distinguish between one person or a group (i.e.: singular or plural). These differences between Micmac and English will even become more pronounced as we go on.

- 2- In exercises 1 E-3 and 1 E-4, you were introduced to some of the free personal pronouns of Micmac. We call these "free" pronouns since they are not bound to the verb stem. For example, in Mê talèg, 'How is he?', the bound pronoun meaning 'he' is -g. The free pronoun can, however, be added for emphasis or clarification:

Note to the Student (Cont'd)

Mē talēg negēm?, 'Him, how is he?'. Some of the more common personal pronouns of Micmac as found on verbs such as weleyy, 'I'm fine' (stem weley-) are:

<u>Free</u>	<u>Bound</u>	
nīn	-y / -∅	I (the -y pronoun will be discussed in Lesson 2)
ninen	-eg	we
gīl	-n	you
gilew	-oġ	ou (plur)
negēm	-g/-t	he (-t, also in Lesson 2)
negēmow	-gig (-g + ig)	they

Learn these forms well since there is much more to be discovered about personal pronouns such as, for example, inclusive and exclusive pronouns, dual and plural forms, and different bound pronoun forms for different verb classes.

- 3- In this lesson you have seen how nouns and pronouns are negated. This was done by introducing moġwā mu before the noun phrase in question (see 1 E-1 and 1 E-4). Verb phrases, however, differ in that they add a negative marker, -u, to the stem. How they behave also depends on the class of verb involved. (See list of verbs at end of text). For the moment, we will decide on the class of a verb by its ending in the first person, present tense, indicative mode. This is when a verb occurs in its most neutral state. For example, intransitive

* This final ġ generally comes from an underlying g. You will not find -oġ, or -aġ but rather -oġ and -aġ.

Note to the Student (Cont'd)

verbs (verbs without object) such as weleyy, 'I'm fine', stem: weley-, end in -y and will be considered as ey- verbs. We will, for now, also classify transitive verbs (verbs with objects) in this same fashion for the sake of simplicity. In later lessons, we will see how intransitive verbs differ from transitive verbs and also how negation, tense, mode, and other factors enter into determining verb classes. This will in part be covered in Lesson 2 and should not be of concern to you now. For the moment, however, we will only look at two verbs: one that ends in -ey and one that ends in -u. Carefully study how the negative is formed in the following intransitive ey- verb:

- | | |
|--------------------------------------|------------------|
| 1. <u>Weleyy</u> . | I'm fine. |
| <u>Mu weleyu</u> . | I'm not fine. |
| 2. <u>Weleyn</u> . | You're fine. |
| <u>Mu weleyũn</u> . | You're not fine. |
| 3. <u>Welëg</u> . (ey + g# → ë + g#) | He's fine. |
| <u>Mu weleyug</u> (also: | He's not fine. |
| <u>mu weleygw</u>). | |

It is clear that with weleyy, an ey- verb, an -u is added to the verb stem (weley-) to form the negative. When added after the bound pronoun (see example 3. where both orderings are possible), this negative -u changes -w. * This suggests that verb negation is typically formed as follows: mu verb stem + u. The addition of this negative -u to the verb stem, however, is not reflected in the verb phrase when the verb already ends in -u (compare examples 4. and 5. with example 6). Carefully study how the negative is formed in the following u- verb:

There is evidence that labialized w becomes -u interconsonantly (w → u/C - C). For example: ênsisgw, 'my face', ênsisgul, 'my faces'.

Note to the Student (Cont'd)

4. Nemitu. see it.
Mu nemitu. don't see it.
5. Nemitûn. (u + n# → û + n#) You see it. (Note long -û-)
Mu nemitûn. You don't see it.
6. Nemitoġ. He sees it.
Mu nemitug. He doesn't see it.

When looking at examples 4. and 5., one would think that, in those two cases, the negative -u was not added. In fact, the negative -u is added to ALL verbs when in the negative. However, when the preceding vowel is already an u (or w), then u drops.

This same phenomenon occurs with the first person bound pronoun -y. When the verb stem ends in -i, then this first person marker drops. When the verb already ends in -u then the negative u drops:

7. sêmâtewi + y becomes sêmâtewi, 'I'm fine'. (person)
mu nemitu + u becomes mu nemitu. (negative)
mu nemitu + u + n becomes mu nemitûn. (negative)

There is much more to verb classes and their behavior than what examples 1. through 7. suggest. We will keep this as a surprise for later lessons. Remember, however, that all verbs take the negative -u ending, when negated, and that this is different from negation in nouns and pronouns. The following represents in an oversimplified manner what we have seen in forming negative phrases:

- Negation: (1) mu noun/pronoun
(2) mu verb stem + u + pronoun
or mu verb stem + pronoun + w

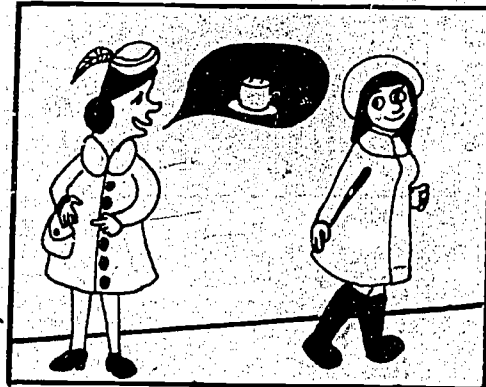
Note to the Student (Cont'd)

- 4- In exercise 1 E-1, you encountered the form ala meaning 'that' (demonstrative). This form, however, was stated in 1 E-1 with a long vowel, alā, which could be translated as 'that over there'. The longer the final vowel of alā, the further away is the indication. Hence, alā... would indicate 'that, way... over there'.

LESSON 2



C-: converse, communicate



2 C-1

Susan and Mèli meet in town.

A: Tami elien?

B: Mu Tami. Gatu gîl?

A: Naji pêteweyèmay.

Getû wijèwin?

A: Where are you going?

B: Nowhere. How about you?

A: I'm going for a cup of tea.

Do you want to come along?

2 C-1 (Cont'd)

B: Èe. Tami tet?

B: Yes. Where at?

A: Alà tet.

A: Over there (pointing
with chin and lips).M-: mimmic, memorize, manipulate

2 M-1

A: Tami eliēn?

A: Where are you going?

Tami el'tāyoō?

Where are you (plur) going?

Tami eliet?

Where is he going?

Tami el'tājig?

Where are they going?

2 M-2

B: Mu tami.

B: Nowhere.

Mu gey'tu.

I don't know.

(gejitu in Nova Scotia)

Mu gey'tueg.

We don't know.

Mu gey'tugw.

He doesn't know.

Mu gey'tütigw.

They don't know.

2 M-3

A: Gatu gîl?

A: How about you?

Gatu gilew?

How about you (plur)?

Gatu negēm?

How about him?

Gatu negēmow?

How about them?

2 M-4

B: Naji pêteweyēmay.

B: I'm going for some tea.

(petew: broth; pêtewey: tea)
(Lit: I'm going tea-having.)

Naji pêteweyēmätieg.

We're going for some tea.

Naji pêteweyēmat.

He's going for some tea.

Naji pêteweyēmätijig.

They're going for some tea.

2 M-5

A: Getũ wijẽwin?

Getũ wijẽwioġ?

Getũ wijẽwit?

Getũ wijẽwijig?

A: Do you want to come
with me?Do you (plur) want to
come with me?Does he want to come
with me?Do they want to come
with me?

2 M-6

B: Alã tet.

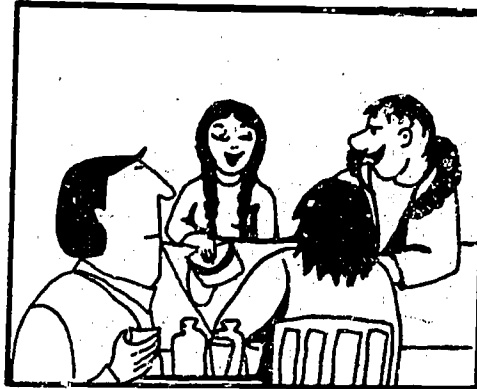
Ula tet.

Utang.

Piẽleg.

B: Over there (pointing).
(The more the ã is drawn
out, the greater is the
distance being referred to.)Over here. (ula: this)In town. (utan: town)

At Peter's.

C-: converse, communicate

2 C-2

An'tẽle and Pẽlasua meet at college after the summer
vacation.

A: Mẽ taleyn?

B: Weleyy.

A: Tãn pegisinũsẽp?

B: Gejigow.

A: How are you?

B: I'm fine.

A: When did you get here?

B: A little while ago.

2 C-2 (Cont'd)

- | | |
|-------------------------------------|---|
| A: Tami elien? | A: Where are you going? |
| B: Naji gâffiëmay.
Getû wijëwin? | B: I'm going for some coffee
Do you want to come with
me? |
| A: Tam pasêg. | A: Okay. (i.e.: Anything
is OK!) |
| B: Gatu negêm?
Getû wijëwu | B: How about him?
Does he want to come with
us? |
| A: Êe, getû wijëwugsîgw. | A: Yes, he wants to come
with us. |

Phrases to use in Class

- | | |
|---|----------------------|
| Têlua! | Say it! |
| Êgsigawwa! (<u>êgsigaw</u> + <u>wa</u>) | Speak louder! |
| Êgsigaw têlua! | Say it louder! |
| Mê êgsigaw têlua! | Say it even louder! |
| Tal têluen_____? | How do you say_____? |

Counting (continued from Lesson 1) (Gijja! : 'Count!')

- | | |
|------------|-------|
| asugom | six |
| êluigêneg | seven |
| ugumuljin | eight |
| pesgunateg | nine |
| newtisgâg | ten |

E-: exercise, expand, extrapolate

2 E-1

Do the following: (Remember to always read the Note to the Student (pp 35-41) before doing the exercises.)

- | | | |
|------|-----------------------|---------------------------|
| A 1. | _____ | A: You don't know. |
| | _____ | B: Yes, I know. |
| 2. | _____ | A: I don't know. |
| | <u>Èe, gey'tùn.</u> | B: Yes, you know. |
| 3. | <u>Mu gey'tuoḡ.</u> | A: You (plur) don't know. |
| | _____ | B: Yes, we know. |
| 4. | _____ | A: He doesn't know. |
| | _____ <u>gey'toḡ.</u> | B: Yes, he knows. |
| 5. | _____ | A: They don't know. |
| | _____ | B: Yes, they know. |
| B 6. | _____ | A: I know. |
| | _____ | B: No, you don't know. |
| 7. | _____ | A: You know. |
| | _____ | B: No, I don't know. |
| 8. | _____ | A: You (plur) know. |
| | _____ | B: No, we don't know. |
| 9. | _____ | A: He knows. |
| | _____ | B: No, he doesn't know. |
| 10. | _____ | A: They know. |
| | _____ | B: No, they don't know. |

2 E-2

Do the following: (Lugwatèn wejgwiṭāḡal:)

- | | | |
|------|--------------------------|--|
| A 1. | _____ | A: Do you want to come with me? |
| | <u>Èe, getū wijēwul.</u> | B: Yes, I want to go with you. (<u>wijēwey:</u> I follow) |
| | (<u>wijēw + ul</u>) | |

2 E-2 (Cont'd)

2. _____
Ee, getū wijêwuleg.
- A: Do you (plur) want to come with me?
 B: Yes, we want to go with you.
3. _____

wijêwêsg.
- A: Does he want to come with me?
 B: Yes, he wants to go with you.
4. _____

wijêwêsgig.
- A: Do they want to come with me?
 B: Yes, they want to go with you.
- B 5. _____

wijêwulu.
- A: Do you want to come with me?
 B: No, I don't want to go with you.
6. _____

wijêwulueg.
- A: Do you (plur) want to come with me?
 B: No, we don't want to go with you.
7. _____

wijêwulug.
- A: Does he want to come with me?
 B: No, he doesn't want to go with you.
8. _____

wijêwulūg.
- A: Do they want to come with me?
 B: No, they don't want to go with you.

2 E-3

1. _____
Eliey wen'jīqucm newt.
- A: Where are you going?
 B: I'm going to house number one.
2. _____
El'tāyeg
- A: Where are you (plur) going?
 B: We're going to house number two.

2 E-3 (Cont'd)

3.

Eliet

A: Where is he going?

B: He's going to house
number three.

4.

El'tājig

A: Where are they going?

B: They're going to house
number four.

5.

A: Where are you going?

B: I'm going to house
number six.

6.

A: Where are you (plur)
going?B: We're going to house
number seven.

7.

A: Where is he going?

B: He's going to house
number eight.

8.

A: Where are they going?

B: They're going to house
number ten.

2 E-4

Do the following and note the change in the numbers.

Compare this to the previous exercise.

A 1.

Tegen giguow?

A: Which is your house?

Angwesewey patatujg.

B: The first one on the left.

2.

Tegen wiguow?

A: Which is his house?

Tāpuswey

B: The second one on the left.

3.

 nigēnen?

A: Which is my house?

B: The third one on the left.

4.

A: Which is your house?

B: The fourth one on the left.

2 E-4 (Cont'd)

5. _____

 A: Which is his house?
 B: The fifth one on the left.
6. _____

 A: Which is my house?
 B: The sixth one on the left.
- B 7. _____

inaġaneg.
 A: Which is your house?
 B: The seventh one on the right.
8. _____

 A: Which is his house?
 B: The eighth one on the right.
9. _____

 A: Which is my house?
 B: The ninth one on the right.
- C 10. _____

megwayg.
 A: Which is your house?
 B: The tenth one in the middle.
11. _____

 A: Which is his house?
 B: The first one in the middle.
12. _____

 A: Which is my house?
 B: The fourth one in the middle.
- D 13. _____

Na nigantug eteg.
 A: Which is your house?
 B: That one ahead.
 (eteg: 'it is there')
14. _____

Na giasgiw nigantug eteg.
 A: Which is his house?
 B: That one straight ahead.
 (Lit: That one exactly ahead.)

2 E-5

Do the following exercise and note how some of the days of the week are based on numbers. Be sure to learn the new vocabulary.

- | | |
|--|--|
| 1. <u>Tegen nâgweg gisgug?</u>
<u>Angwesewey elucuting.</u> | A: What day is it today?
B: It's Monday.
(Lit: the first work day) |
| 2. <u>Gatu sapõnug?</u>
<u>Tâpuewey</u> | A: How about tomorrow?
B: It's Tuesday. |
| 3. <u>Gatu igtigisapõnug?</u>
<u>Sîstewey</u> | A: How about the day after tomorrow?
B: It's Wednesday. |
| 4. <u>Gatu ap igtigisapõnug?</u>
<u>Nêwewey</u> | A: How about the day after the day after tomorrow?
B: It's Thursday. |
| 5. <u>Gatu ap igtig?</u>
<u>Weltamulting.</u> | A: And after that?
B: It's Friday.
(Lit: good-eating day) |
| 6. <u>Ag̃ igtig?</u>
<u>Gespêteg.</u> | A: And after that?
(Lit: And the other?)
B: It's Saturday.
(Lit: the last day)
(gespêg: the end. This word gave 'Gaspé' meaning "land's end".) |
| 7. <u>Gatu ugtejgewey?</u>
<u>Ag̃antiêung.</u> | A: And the last one?
B: It's Sunday.
(Lit: week-day)
(ag̃an'tiêw'ti: week) |

2 E-6

Look at 2 M-3 and compare line 1 to line 2, and line 3 to line 4. How do the sentences change? How does the sound change affect the meaning? In other words what sounds make the utterance plural in line 2 and in line 4? A simpler example of how a sound change brings about a change in meaning is found in 2 M-6. Compare line 1 and 2 and state the words which mean 'here' and 'there' in Micmac. (Hand in for correction.)

2 E-7

Answer the following questions as completely as possible. (Hand in for correction.)

1. Tami elien nigê?
2. Tami eliet negêm?
3. Tami eliet gitap?
4. Gatu witapesgwal? Tami elielitêl?
5. Getû wijêwin naji pêteweyêmay?

2 E-8

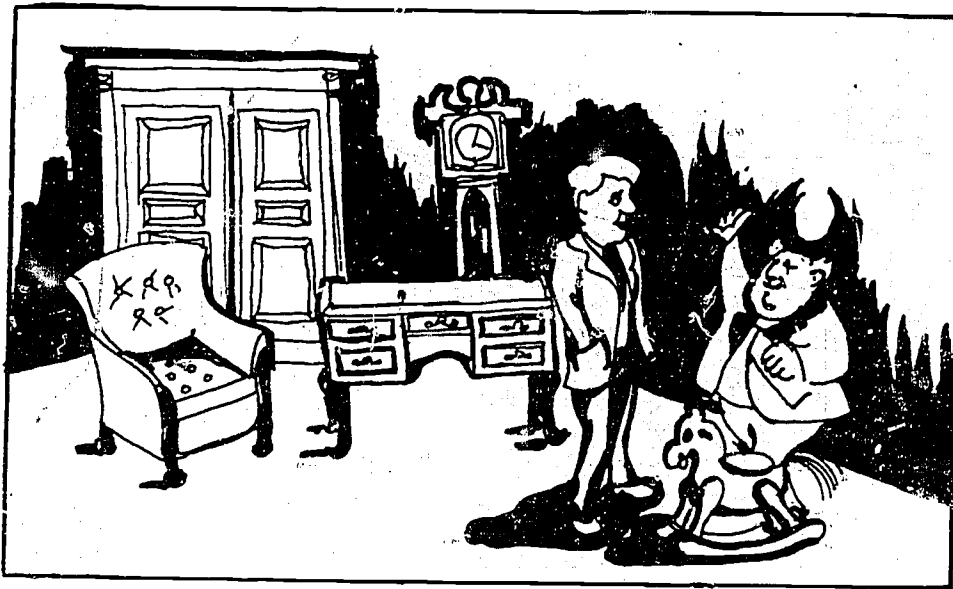
Make up three questions, in Micmac, that can be answered by material found in this lesson. Be prepared to answer these questions orally. (Hand in for correction.)

2 E-9

In the last lesson, you wrote a conversation in Micmac. This, you will recall, was based on the materials that you previously learned. Now you can do the same with this lesson's materials. However, you have more than this lesson to work with. You have that of the previous lesson too. This means that you can now write a longer and more complete conversation than before (as for example, 2 C-2). Put your hand at this and make an attempt at

2 E-9 (Cont'd)

using materials from the exercises. Note, by the way, how your ability to function in the language rapidly increases with each new lesson. Already, in lesson 2, you can use material from lesson 1 and 2 in writing a new conversation. Think of how this potential will increase when you reach lesson 5. And lesson 10? And lesson 15?! In addition, try to come up with new word combinations in the language. Experiment with it. Remember to save a copy of your conversation for the review lesson (lesson 5). (Hand in for correction.)



Note to the Student

1- The names for items not native to the Micmac are often borrowed from French or from English. (see the list entitled "Loan Words" at the end of the text.) This is the case with gãffi which comes from the English word 'coffee'. However, it is possible to create completely new terms to describe these imported items. These may or may not gain acceptance in popular usage. The exercise, however, still remains fun and creative. An example of such a creation to replace the word gãffi is wigunapu. Wigun means 'bean' and apu means 'liquid'. You must remember that gãffi is the term presently in use in Micmac. Perhaps, some day, a term such as wigunapu will replace it. At the moment, however, if you were to order some wigunapu in a Micmac restaurant, you would be taking a chance as to what you would be served. (See list of "Created Words" at end of text.)

2- In Lesson 1, we had our first encounter with the notion of "verb class". We saw that we could refer to verbs on the basis of the last sound or sounds in which the verb stem ends. We also saw that certain types of verbs (i.e., verb classes) are subject to certain characteristic types of change. In what follows, we will examine new verb classes that are characteristic of what we will call the 'g-t alternation'.

We found in Lesson 1 that a -g added on to the verb welëy- (before +g, the -y- assimilates to the preceding vowel lengthening it) signals that a third person is involved. In other words, welëg means 'he's fine'. This -g third person, however, alternates with a -t third person in certain classes of verbs as long as these verbs are not used in the negative.

Note to the Student (Cont'd)

If the verb is negated, then the -g third person is ALWAYS found. A few verb classes characteristic of this g-t alternation are àsi, e-, a-, ã, verbs. In later lessons, we will again examine this alternation and state exactly after what verbs -g occurs. *

In the following verbs, the stem is given to indicate the class of verb that is involved and this is followed by the third person affirmative and negative to show the g-t alternation. Note that, except for verbs ending in -àsi, -ey, and -ay, the last vowel before the hyphen identifies the verb class.

- | | | |
|----|-----------------|-------------------------|
| 1. | Apajàsi- (stem) | To return (an àsi-verb) |
| | Apajàsít | He's returning |
| | Mu apajàsíg | He's not returning |
| 2. | Elie- (stem) | To go (an e-verb) |
| | Eliet | He's going |
| | Mu eliegw | He's not going |
| 3. | Nepa- (stem) | To sleep (an a-verb) |
| | Nepat | He's sleeping |
| | Mu nepagw | He's not sleeping |
| 4. | Pisgwã- (stem) | To enter (an ã-verb) |
| | Pisgwât | He's entering |
| | Mu pisgwâgw | He's not entering |

In order to show you how to determine the stem of a verb, we will state the verbs of 1, 2, 3, and 4 above in the first and second person. Note that if you remove the

It has been argued that -ti is the basic form of the third person. Final short i is deleted and t → g under specified conditions (Jim Fidelholtz, Micmac Morphophonemics, 1963 doctoral dissertation, M.I.T.)

Note to the Student (Cont'd)

second person -n from the verb, you are left with the stem

5. Apajâsi	I'm returning
Apajâsin	You're returning
6. Eliey	I'm going
Elien	You're going
7. Nepay	I'm sleeping
Nepan	You're sleeping
8. Pisgwây	I'm entering
Pisgwân	You're entering

In examples 6, 7, and 8 above we find that -y and not -ø marks the first person (see Lesson 1, Note to the Student, 2-). The stems in examples 6, 7, and 8 are elie-, nepa-, and pisgwâ-. In example 5, the stem is apajâsi-. We identified the stem by examining the verb in the second person and by dropping the person ending. Consequently dropping the -n meaning 'you' of apajâsin, elien, nepan, pisgwân left us with the stems apajâsi-, elie-, nepa-, pisgwâ-. The way of identifying the stem of a verb must, however, be slightly modified for verbs such as nemitûn, 'you see it', where the -u- is lengthened because of the added -n. Remember that the stem is nemitu- with a short -u- when the -n is removed. We can now also state that the first person bound pronoun, -y, is added to all verbs. This is seen in elie + y giving eliey, nepa + y giving nepay, pisgwâ + y giving pisgwây. This -y person marker drops when the verb stem already ends in -i as in apajâsi + y giving apajâsi and as in sêmâtewi + y giving sêmâtewi. This is also the case with u-verbs as for example in pegittu + y giving pegittu, 'I'm tardy'.* In other words, + y drops before the high vowels -i, -u.

* There is a sample list of verb paradigms at the end of the text. Familiarize yourself with it and use it as reference

Note to the Student (Cont'd)

3- The affix -ëma-, as you saw it in 2 C-1 and 2 M-4, is really a verbalizer. That is, it changes a noun into a verb (an action word). Consequently, it also takes regular pronoun endings (see 2 M-4) as do other verbs. The meaning of this verbalizer can best be understood through the following examples:

- | | |
|-----------------------------------|---|
| 1. Pêteweyëmay.
(pêtewey: tea) | I'm having tea.
(Lit: I'm tea-ing) |
| 2. Gaffiëmay.
(gaffi: coffee) | I'm having coffee.
(Lit: I'm coffee-ing) |
| 3. Partiëmay.
(parti: party) | I'm having a party.
(Lit: I'm party-ing) |
| 4. Sgitùëmay.
(sgitù: skidoo) | I'm skidooing. (snowmobiling) |
| 5. Atêlâyëmay.
(atêlây: shirt) | I'm buying a shirt.
(Lit: I'm shirt-ing) |

Almost all parts of clothing can take the verbalizer -ëma- (see example 5). This verbalizer is also very often used with loan words (see examples 2, 3, 4). Since you will encounter this verbalizer quite often, be aware of the meaning changes that it effects in nouns and see if you can recognize the new meanings that are created with its use.

- In the M's of lesson 1 you were able to isolate meaningful elements by comparing utterances. That is, you were able to isolate those sounds that mean, for example, 'you', 'you (plur)', 'him', 'them', (see 1 M-5). You were also able to establish, by comparing utterances, in N.S. 2- 5. (apajâsi) that it is the ABSENCE of sound in a contrastive position that means 'I'. We will call this method of determining meaningful elements by comparing two or more utterances the COMPARING TECHNIQUE.

Note to the Student (Cont'd)

There are two things to pay attention to in applying the Comparing Technique. The first is how a change in a word brings about a change in meaning. For example, negêm means 'he/she'. Adding -ow to negêm giving negêmow means 'they/them'. The second thing to look for is the distribution (or position) in which a meaningful element occurs. For example in negêmow, the -ow occurs at the end (not at the beginning or in the middle) of the word. Once you know the position of an element, you can add it to other words to change their meanings. For example: wilu means 'his food'. wilùow means 'their food'.

Now that you have applied the Comparing Technique and seen how well it works, you must also realize that, because of the great complexity of language it cannot always be applied without making certain sound adjustments. This is obvious in words such as follows in English:

'electric' (The word ends in a k sound as in 'kitty')

'electricity' (By adding -ity, one does not get electricity. Rather, the k sound becomes an s sound)

Applying the Comparing Technique to 'electric' and 'electricity' would lead us to perform the following segmentation:

electri/k

electri/sity

This would be a false segmentation for two reasons. The k sound of 'electric' is not a meaningful element. Also, the meaningful element in 'electricity' is not -city but rather -ity as in 'divinity', 'masculinity', 'feminity', etc.

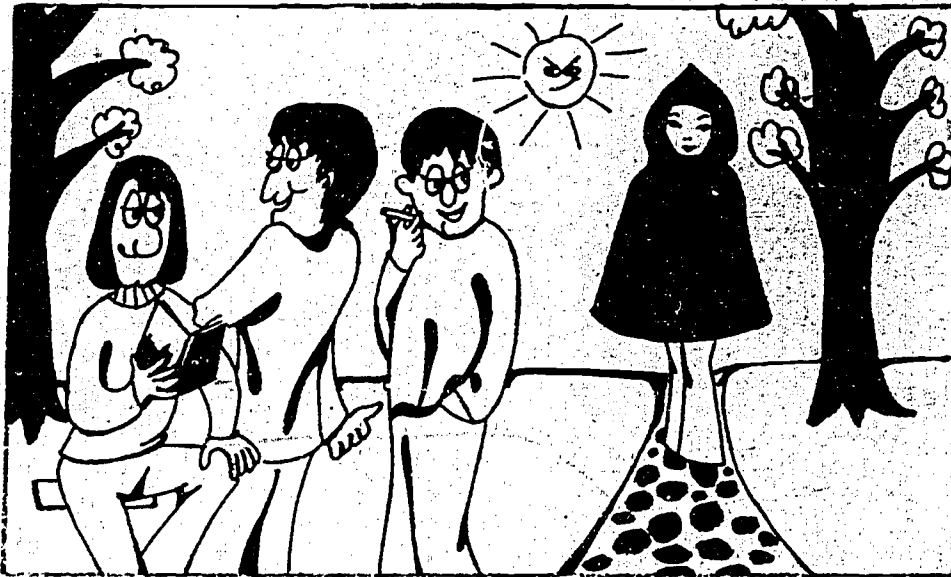
Note to the Student (Cont'd)

Working with Micmac, we find quite a few examples where sound adjustments (morphophonemics) take place when two meaningful units (morphemes) come together. Study the following three examples:

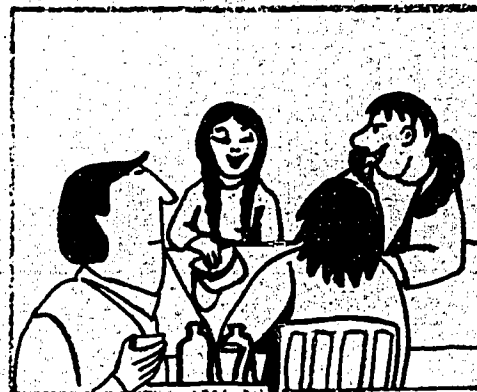
1. gīl 'you', gilew 'you' (plur), and NOT gilow (although this is heard in some dialects).
2. mesgīg 'it's big', talgīg 'how big it is' and NOT talmesgīg.
3. nujigināmuēt 'he's a teacher', nujigināmuejig 'they two are teachers', and NOT nujigināmuētig.

What should you remember from all of this? It's this: The Comparing Technique will enable you to get at the meaningful elements of a language in most instances. It may not work completely well in other cases, but it will at least get you close to what is a meaningful element. Remember also, that when you combine meaningful elements, certain sound adjustments may have to be made. These sound adjustments which are sometimes made when combining meaningful elements (morphemes) are known as morphophonemics in technical language. More important than knowing these terms is that you understand the processes that are involved. Remember the Comparing Technique and apply it as much as possible, especially to the M-variants of each lesson.

LESSON 3



C-: converse, communicate



3 C-1

An'têle and Pêlasua are sitting on a bench watching people pass by.

A: Wen ta na?

A: Who's that? (emphatic)

B: Aij â....., Maliân na.

B: Uh.... (trying to remember), that's Marianne.

3 C-1 (Cont'd)

- | | |
|--------------------|---------------------------|
| A: Tami tēleyewit? | A: Where is she from? |
| B: Listuguig. | B: Pestigouche. |
| A: Talluget tet? | A: What's she doing here? |
| B: Pejmittuget. | B: She's visiting. |

M-: mimic, memorize, manipulate

3 M-1

- | | |
|------------------------------------|--------------------------|
| A: Wen ta net?
(also: Wen net?) | A: Who's that? |
| Wen ta netig? | Who are they? |
| Wen ta net ala? | Who's that? (pointing) |
| Wen ta netig ala? | Who are they? (pointing) |

3 M-2

- | | |
|---|---|
| B: Mal'gēlit na.
Mal'gēlitewijig na. | B: That's Margaret.
That's Margaret and her
friends.
(Lit: Margaret's group) |
| Piēl na.
Piēlewijig na. | That's Peter.
That's Peter and his
friends. |

3 M-3

- | | |
|---|--------------------------------|
| A: Tami tēleyewit? | A: Where is she from? |
| Tami tēleyewijig? | Where are they (dual)
from? |
| Tami tēleyeultijig?
(-ulti-: 'plur') | Where are they (plur)
from? |
| Tami tēleyewin? | Where are you from? |
| Tami tēleyewicig? | Where are you (dual)
from? |
| Tami tēleyeultioig? | Where are you (plur)
from? |

3 M-4

B: Esgisoḡonig tēleyewit.
 Waḡamētguḡ tēleyewijig.
 Oppiganjig tēleyeultijig.
 Elsipugtuḡ tēleyewi.
 Mala tēleyewieg.
 Distugujḡ tēleyeultieg.

B: She's from Eskasoni.
 They (dual) are from Nyanza.
 They (plur) are from Eel River Bar.
 I'm from Big Cove.
 We (dual) are from Maria.
 We (plur) are from Festigouche.

3 M-5

A: Talluget tet?
 (tal + eluget)
 Tallugejig tet?
 Tallugutijig tet?
 Talluḡen tet?
 Tallugeyoḡ tet?
 Tallugutioḡ tet?

A: What is she doing here?
 (elugey: I'm working)
 What are they (dual) doing here?
 What are they (plur) doing here?
 What are you doing here?
 What are you (dual) doing here?
 What are you (plur) doing here?

3 M-6

B: Pejimittuget.
 (also: pejimittugwet) *
 Pejimittugejig.
 Pejimittugutijig.
 Pejimittugey.
 Pejimittugeyeg.
 Pejimittugutieg.

B: She is visiting.
 They (dual) are visiting.
 They (plur) are visiting.
 I'm visiting.
 We (dual) are visiting.
 We (plur) are visiting.

** A -uCV combination can optionally result in a labiallization of the consonant after the -u to give -uCwV.

C-: converse, communicate



3 C-2

An'têle and Pêlasua meet in front of the coffee shop.

A: Mè taleyn?

A: How are you?

B: Nîna.

B: Who me?

A: Èe, gîl.

A: Yes, you.

B: Weleyy. Gatu gîl?

B: I'm fine. How about you?

A: Weleyy nîn.

A: I'm fine too.

B: Getû wijêwin naji
pêtêweyêmay?

B: Do you want to come with
me for tea?

A: Èe, tami tet?

A: Yes, where at?

B: Nigênaâ.

B: At my place.

A: (At that moment, a pretty girl walks by)

Wen ta net ala?

Who's that? (pointing)

Mal'gêlit na?

Is that Margaret?

A: Èe, Mal'gêlit na.
Listugujg têleyewit.

A: Yes, that's Margaret.
She's from Restigouche.

B: Teliâg na?

B: Is that right?

Phrases to use in Class

Teliaġ na?

Is that right?

Ēe, teliaġ.

Yes, that's right.

Nestêmên?

Do you understand?

Ēe, nestêm.

Yes, I understand.

Moġwà, mu nestêmu.

No, I don't understand.

Counting (continued)

(Gijja! : 'Count!')

newtisgàġ je newt

eleven

" " " tâpu

twelve

" " " sîst

thirteen

" " " nêw

fourteen

" " " nân

fifteen

" " " asuġom

sixteen

" " " êluigêneg

seventeen

" " " ugumuljin

eighteen

" " " pesgunateg

nineteen

tapuisgàġ

twenty

E-: exercise, expand, extrapolate

3 E-1

Transform the following and note the changes that take place in the negative. Note the g-t alternation plus the added negative -w.

1. Esgisoġonig tēleyewit?

A: Is she from Eskasoni?

Moġwà, mu Esgisoġonig

B: No, she's not from Eskasoni.

tēleyewigw.

2. _____

A: Is she from Restigouche?

B: No, she's not from Restigouche.

3 E-1 (Cont'd)

3. _____

- A: Is she from Nyanza?
B: No, she's not from Nyanza.
4. _____

- A: Is he from Eel River Bar?
B: No, he's not from Eel River Bar.
5. _____

- A: Is he from Big Cove?
B: No, he's not from Big Cove.
6. Jipugtug

- A: Is he from Halifax?
B: No, he's not from Halifax.
7. Unêmâciq

- A: Is he from Nova Scotia?
B: No, he's not from Nova Scotia.
8. Migêmâciq

- A: Is he from Micmac country?
B: No, he's not from Micmac country.

3 F-2

Do the following: (Lugwatên wejwitatâgal:)

1. Piêl net alâ?
Moôwâ, mu Piêl na.
Etugjel witapal.
- A: Is that Peter over there?
B: No, that's not Peter.
Maybe that's his friend (masculine).
2. Sôsep

- A: Is that Joseph over there?
B: No, that's not Joseph.
Maybe that's his friend.
3. Nuel

- A: Is that Noel over there?
B: No, that's not Noel.
Maybe that's his friend.

3 F-2 (Cont'd)

4. Susan

witapesqwal.

A: Is that Susan over there?

B: No, that's not Susan.

Maybe that's her friend
(feminine)

5. _____

A: Is that Margaret over there?

B: No, that's not Margaret.

Maybe that's her friend.

6. Mêli

A: Is that Mary over there?

B: No, that's not Mary.

Maybe that's her friend.

3 F-3

Lugwatèn wejgwitàgal: (The Note to the Student will be
of help for this exercise.)

1. _____

nigênağ.

A: What are you doing here?

B: I'm visiting at my home.

2. _____

wiguağ.

A: What are you (dual) doing here?

B: We (dual) are visiting
at his home.

3. _____

A: What are you (plur) doing here?

B: We (plur) are visiting
at his home.

4. _____

A: What is she doing here?

B: She is visiting at my
home.

5. Tallugejig tet?

A: What are they (dual)
doing here?

Pejirittugejig

B: They (dual) are visiting
my home.

3 E-3 (Cont'd)

6. _____

- A: What are they (plur) doing here?
 B: They (plur) are visiting at my home.

3 E-4

Do the following exercise. It patterns exactly as does 3 E-3.

1. _____
 Gegināmasi Migēnewey.
- A: What are you doing?
 B: I'm studying Micmac.
2. _____

- A: What are you (dual) doing?
 B: We (dual) are studying Micmac.
3. _____

- A: What are you (plur) doing?
 B: We (plur) are studying Micmac.
4. _____

- A: What is she doing?
 B: She is studying.
5. _____

- A: What are they (dual) doing?
 B: They (dual) are studying.
6. _____

- A: What are they (plur) doing?
 B: They (plur) are studying.

3 E-5

In the following exercise you will learn the twelve months of the year in Micmac (see Note to the Student for a discussion of the thirteen-month system). The exercise also reviews the days of the week. Be sure to learn the new vocabulary.

3 E-5 (Cont'd)

- | | |
|--|---|
| 1. <u>Tegen nãgweg Punamujuigũsgw</u>
<u>nãn?</u>
<u>Angwesewey eluguting.</u> | A: What day is the fifth
of January?
B: It's a Monday. |
| 2. <u>Apigênajitewigũsgw</u>
<u>nãn?</u>
<u>Tãpuewey</u> | A: What day is the fifth
of February?
B: It's a Tuesday. |
| 3. <u>Siggowwigũsgw</u>
<u>nãn?</u>
<u>Sistewey</u> | A: What day is the fifth
of March?
B: It's a Wednesday. |
| 4. <u>Penatẽmuigũsgw</u>
<u>nãn?</u>
<u>Nẽwewey</u> | A: What day is the fifth
of April
B: It's a Thursday. |
| 5. <u>Gisãgẽwigũsgw</u>
<u>nãn?</u>
<u>Weltamulting</u> | A: What day is the fifth
of May?
B: It's a Friday. |
| 6. <u>Usgewigũsgw</u>
<u>nãn?</u>
<u>Gespẽteg</u> | A: What day is the fifth
of June?
B: It's a Saturday. |
| 7. <u>Nipẽnigũsgw</u>
<u>nãn?</u>
<u>Aqãntiẽumg</u> | A: What day is the fifth
of July?
B: It's a Sunday. |
| 8. <u>Gisẽgẽwigũsgw</u>
<u>nãn?</u> | A: What day is the fifth
of August?
B: It's a Monday. |
| 9. <u>Majãtuigũsgw</u>
<u>nãn?</u> | A: What day is the fifth
of September?
B: It's a Wednesday. |

3 E-5 (Cont'd)

10. Toġāġewigūsgw A: What day is the fifth
nān? of October?
B: It's a Friday.
11. Wigewigūsgw A: What day is the fifth
nān? of November?
B: It's a Tuesday.
12. Gesigewigūsgw A: What day is the fifth
nān? of December?
B: It's a Thursday.

3 E-6

Answer the following questions as completely as possible.
(Hand in for correction.)

1. Wen ūt gitap?
2. Tami tēleyewit?
3. Tami tēleyewin?
4. Tān pegisinūsēp?
5. Tami tēlēg negēmow? Listugujg tēlēg?

3 E-7

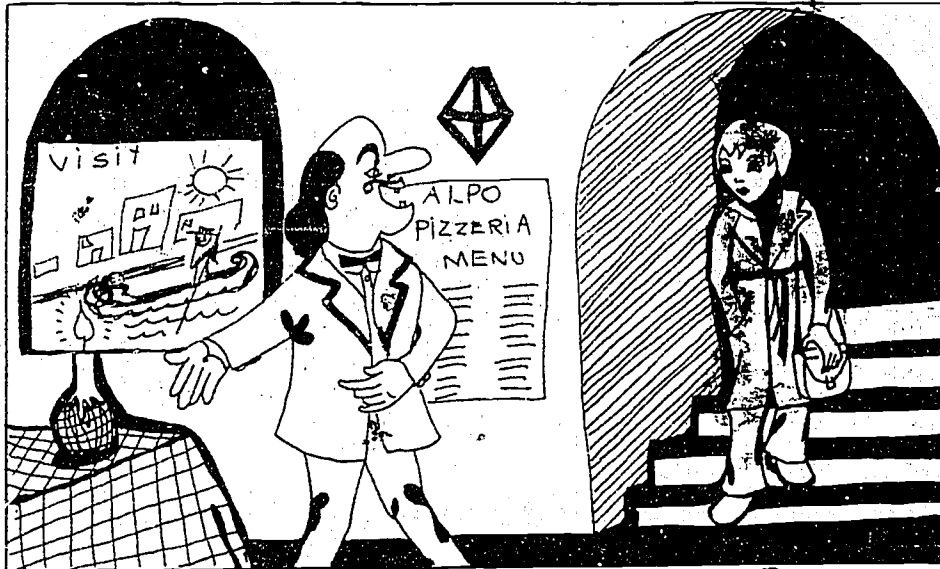
Make up three questions which can be answered from this lesson's material. Write these out in Micmac and be prepared to answer them orally. (Hand in for correction.)

3 E-8

Using the material that you have covered in the last three lessons, write a real-life conversation. To make it as real as possible, describe in English where and when your conversation takes place. State who's there and what the people involved are doing. This will provide the setting for your conversation. Do not be afraid to experiment

3 E-8 (Cont'd)

with the language. Try combining old words in new ways. Change sentences by making them negative, interrogative, etc. Experiment! (Hand in for correction.)



Note to the Student

- 1- Go back to lesson 2 and re-read the Note to the Student, part 4. Apply the Comparing Technique described there to the M-variants in this lesson. In particular, apply the Comparing Technique to 3 M-3. When this is done, apply the technique to the last three lines in 3 M-5 and also to the last three lines in 3 M-6. Make sure that you understand the Comparing Technique and can apply it before you go on.
- 2- In 3 M-3, 3 M-5, and 3 M-6, you have encountered the three numbers of Micmac. They are as follows:

singular: denotes one person or object
 dual : denotes two persons or objects
 plural : denotes three or more persons
 or objects *

The form of the dual and plural varies depending upon what person is being used. Carefully study the following examples involving the verb elugey, 'I work'. (stem: eluge-)

- | | |
|-----------------------------------|---|
| 1. Tallugen?
(tal + eluge + n) | What are you doing? (second person) (Lit: How + work + you) |
| 2. Talluget? | What is he doing? (third person) |
| 3. Tallugeyoq? | What are you (dual) doing? (second person) |
| 4. Tallugejig? | What are they (dual) doing? (third person) |
| 5. Tallugutioq? | What are you (plur) doing? (second person) |
| 6. Tallugutijig? | What are they (plur) doing? (third person) |

* The dual is NOT found with transitive verbs. In such cases, the feature 'plural' indicates 'two or more' rather than 'three or more' persons or objects.

Note to the Student (Cont'd)

In order to get at the differences in person, compare 1 with 2, 3 with 4, 5 with 6. To get at the number distinction, compare 1 with 3, 3 with 5, and 2 with 4, 4 with 6. We are now able to see how the forms differ:

- | | |
|-----------------|--------|
| 1. Tallugen | (sing) |
| 3. Tallugeyoġ | (dual) |
| 5. Tallugutioġ | (plur) |
| 2. Talluget | (sing) |
| 4. Tallugejig | (dual) |
| 6. Tallugutijig | (plur) |

Memorize the endings that are added to the verb. Be sure that you know these few forms, because you will again be encountering the dual and plural along with variations of these two numbers in lessons to come.

- 3- At this point you should start to be familiar enough with the Micmac language to have a "feeling" for some of the processes that are at work. For example, in 3 E-4 you were required to make predictions based on a word that was introduced for the first time: gegināmasi 'I'm studying'. Using the stem of this word (geginām-), you should be able to increase your intuition (i.e.: "feeling") for word-building processes in Micmac by carefully studying the following.

gegināmasi

I'm studying (Lit: I am teaching myself) (-as- makes the word reflexive)

gināmasuti

Knowledge (Lit: self-teaching)

Note to the Student (Cont'd)

nujigināmasit	He's a student. (Lit: someone who does the action of teaching himself) (<u>nuji-</u> is an agentive)
nujigināmut	A student (Lit: someone who is taught)
nujigināmuet	He's a teacher. (Lit: he teaches)
nujigināmueg	It's a material aid in teaching. (e.g.: a book or any written materials for teaching)
nujigināmu̇et	He's turning into (becoming) a teacher.
nujigināmu̇eg	It's becoming (turning into) a book, etc.

- 4- In exercise 3 E-5, you were introduced to a Micmac twelve-month system which corresponds today to the western twelve-month system: January through December. It appears, however, that the original Micmac year was based on a thirteen-moon system each consisting of 28 days making up a 364-day year. This system makes use of the same twelve terms used for months in exercise 3 E-5 with the addition of Aḡatigūsg, meaning 'half-year moon'. It should be clear, however, that the thirteen-moon system preceded the twelve-month system and that the twelve-month system is a western-world adaptation.

In what follows you will be presented with the thirteen-moon system but without the corresponding English time-periods. By carefully studying the meanings of the thirteen terms, you will be able to identify the approximate time-of-year in question. (Tepgun'set means 'moon' or 'month'; -wigūsgw is an ending which refers to 'moon' and is probably feminine because it ends in -isgw. For example: Wenuj: 'French man'; Wen'juīsgw: 'French woman'.)

Note to the Student (Cont'd)

Gisêgewigûsgw	Festival moon or Harvest moon (<u>gisêg</u> : he has fun)
Majâtuigûsgw	Moving moon (<u>majâtu</u> : I move it) (Perhaps this refers to the time of the year when animals move to different feeding grounds because of the first deep snowfalls. This may also refer to the time when the Micmacs made their yearly migration from the sea coast to their interior wintering grounds)
Toġâġewigûsgw	Swimming-together moon (<u>toġâġ</u> : to swim together) (At this time of year, one can imagine seeing the water-fowl and their young ones swimming together.)
Wigewigûsgw	Fat moon (<u>wigew</u> : fat) (All of the animals are fat and ready for winter.)
Gesigewigûsgw	Winter moon (<u>gesig</u> : winter)
Punamujuigûsgw	Catfish moon (<u>punamuj</u> : catfish) (This is the season when catfish was caught)
Āġatigûsgw	Half-year moon (<u>āġatāyg</u> : half) (This marked the end of the ceremonial year and the beginning of the new one.)
Apigênajitewigûsgw	The snow-blinder moon (see Rand's dictionary) (<u>apigênapi</u> + <u>igûsgw</u> : 'snow-blinding moon') <u>apigênapi</u> : 'I'm snow-blind' (from <u>apigên</u> + <u>alapi</u>) <u>nepapigwây</u> : 'I'm blind'.
Siggwowigûsgw	Spring moon (<u>siggw</u> : spring)
Penatêmuigûsgw	Egg-laying moon (<u>penatêm</u> : to lay eggs.)

Note to the Student (Cont'd)

Gisâgëwigûsgw	Able-to-swim moon (<u>gisâgë</u> : he is able to swim) (All animals were able to swim at this time of the year because the ice was gone.)
Usgëwigûsgw	Fishing moon (<u>wesgëy</u> : I fish)
Nipênigûsgw	Summer moon (<u>nipên</u> , <u>nipg</u> : summer)

The following is one way to represent the thirteen-moon Micmac calendar. Removing the middle moon will give you the twelve-month western-world system.

Tëpgun'setëwey

Gisëgëwigûsgw	Majätuigûsgw	Toğâgëwigûsgw
Wigëwigûsgw	Gësigëwigûsgw	Punamujuigûsgw
	Agatigûsgw	
Apigênajitëwigûsgw	Siggwëwigûsgw	Penatêmuigûsgw
Gisağëwigûsgw	Usgëwigûsgw	Nipênigûsgw

Each of the moons listed in this calendar corresponds to 28 days—an exact 4 weeks. One could assume that the full moon marks the first day of each moon. In such a case, for the year 1976, the first day of Gisëgëwigûsgw would be

Note to the Student (Cont'd)

August 9th, the first day of Majàtuigùsgw would be September 8th, and so on. By this system, the first day of each Micmac moon would correspond to the day of the corresponding full-moon on the western month-calendar.

The following is an example of what Gisègewigùsgw might look like on a Micmac calendar (tepgun'setewey):

<u>Gisègewigùsgw</u>						
A	T	S	N	W	G	A
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

LESSON 4



C-: converse, communicate



4 C-1

Piël inquires into the menu of the evening.

A: Goḡey welāgewey?

A: What's for supper?

B: Tapētang aḡ wius.

B: Potatoes and meat.

4 C-1 (Cont'd)

- A: Gatu goḡey sisēmōḡonimāḡ? A: What would you like for dessert?
(Lit: But something sweet?)
- B: Petaḡan gisna ḡelitaḡ. B: Pie or berries.

M-: mimic, memorize, manipulate

4 M-1

- A: Goḡey welāḡwewey? A: What's for supper?
(Lit: What's belonging to the night?)
- Goḡey mewliāḡewey?
(mewliāḡweg + ewey) A: What's for dinner?
(Lit: What's belonging to noon?)
- Goḡey essippūḡewey?
(also: egsitpūḡewey) A: What's for breakfast?
(Lit: What's belonging to morning?)

4 M-2

- B: Tapētang aḡ wius ulāḡewētew. B: We'll be having potatoes and meat for supper.
- Tiāmuey aḡ lentugewey ulāḡewētew. B: We'll be having moose meat and deer meat for supper.
- Piesḡēminn aḡ nēmējuey mewliāḡewētew. B: We'll be having corn (plur) and fish for dinner.
- Wāwul aḡ wisawoḡsasēḡ pipēnaḡan essippūḡewētew. B: We'll be having eggs and toast for breakfast.

4 M-3

- A: Goḡey ḡetutēmēn?
(ḡetū + maḡutēmēn) A: What would you like to eat? (ḡetū-: to want)
- Goḡey ḡetutēmēn sisēmōḡonimāḡ? A: What would you like to eat for dessert?
- Goḡey ḡetugtēmātēmēn?
(ḡetū + uḡtēmātēmēn) A: What would you like to smoke? (wetēmātēm: 'I smoke it')
- Goḡey ḡetū samuḡan? A: What would you like to drink? (Lit: What want water?)

M-4

B: Êgsatêmuġ petagħan gisna gêlitaġ.

Êgsatêmuġ êpgumann gisna nipemann.

Êgsatêmuġ wen'jusun gisna gêmujeming.

Êgsatêmuġ gastiumi aġ maw lusgenigēn.

B: I would like pie or berries.
(gesatēm: 'I like it')
(êgsatêmuġ!: 'Like it!'
(dual and plur))
(êgsatêmuġ: 'I would like it')

I would like blueberries or cranberries. (sūun or sūnēl meaning 'cranberries' and gwimann meaning 'blueberries' are Nova Scotia terms)

I would like an apple or raspberries. (gêmuj: wood)

I would like molasses with pan bread. (aġ maw: and also)

--: converse, communicate



C-2

An'têle joins friends for dinner in a restaurant.

A: Tami el'tāyoġ?

B: Utang.

A: Goġey ugjit?

B: Najatalultieg.

A: Where are you (plur) going?

B: To town.

A: What for?

B: We're going to eat.

4 C-2 (Cont'd)

A: Gè wijèuloḡop?

B: Èe, wijèwieg.

A: May I go with you (plur)

B: Yes, come along. (Lit: Come with us.)

(They sit in a restaurant)

A: Goḡey maḡutêmùḡ?

B: Gulḡwīisuey maḡutêmēnej.

A: Pêtew maḡutêmùḡ?

B: Moḡwā, pasêḡ wius aḡ māw tapêtang.

A: Mè goḡey sisēmōḡonimāḡ maḡutêmùḡ?

B: Èe, lagêlem aḡ lugsê-nigên.

A: What are we having?
(Lit: What are we eating)

B: Let's have some pork.

A: Are you having broth?

B: No, just meat with potatoes.

A: Are we having dessert?

B: Yes, cream and pan bread

Phrases to use in Class

Sangew têlua!

Mè menaḡa têlua!

Ul'jaḡa jigsêtèn!

Say it slower!

Say it more clearly!

Listen carefully!

Telling Time:

A: Tàs ajiet?

B: Newt ajiet.

B: Nân ajiet.

B: Êluigêneg ajiet.

B: Newtisḡāḡ ajiet.

B: Mewliāḡweg.

B: Aḡtatpāḡ.

B: Newt ajiet miawitpāḡ.

B: Newt ajiet gisimewliāḡweg.

A: What time is it?

B: It's one o'clock.

B: It's five o'clock.

B: It's seven o'clock.

B: It's ten o'clock.

B: It's noon.

B: It's midnight.

B: It's one in the morning.

B: It's one in the afternoon.

elling Time (Cont'd)

- B: Asugom ajiet welâgwêlêl. B: It's six in the evening.
B: Newtîsgâg je newt ajiet B: It's eleven thirty.
je âgatâyg.
B: Galtie gêsmu newt ajiegw. B: It's a quarter to one.
(Lit: It's a quarter to
not one) (gesmu: before)
B: Newtîsgâgal minitêl gisi B: It's ten after one.
newt ajiet. (Lit: It's ten minutes
after one o'clock)
B: Newtîsgâgal minitêl gêsmu B: It's ten to one.
newt ajiegw. (Lit: It's ten minutes
before one o'clock)
B: Tapuisgâgal je nân mini- B: It's twenty-five to one.
têl gêsmu newt ajiegw.

From the previous examples on how to tell time, you should have learned how the Micmac divide the day into various time periods. Carefully study the following:

aâtatpâg	midnight
miawitpâg	midnight until dawn
essippûg (also: egsitpûg)	dawn until noon
mewliâgweg (also: meliâgweg)	noon
gisimewliâgweg (also: gisimeliâgweg)	afternoon (noon until approx. 5 p.m.)
welâgwêlêl	evening (5 p.m. until dusk)
welâgw	night (dusk until midnight)

: exercise, expand, extrapolate

E-1

Do the following: (Lugwatên wejgwitâgal:)

1. _____ A: What's for supper?
_____ B: Potatoes and meat.

4 E-1 (Cont'd)

2. _____ A: What's for dinner?
 _____ B: Fish and corn.
3. _____ A: What's for breakfast?
 _____ B: Eggs and toast.
4. _____ A: What's for dessert?
 _____ B: Hot apple pie with cream.
5. _____ A: What would you like to drink?
 _____ B: Hot tea.
6. _____ A: What would you like to smoke?
Temaḡan. B: A pipe.

4 E-2

Negate the following: (-tênuḡ is a negative suffix used with negative time-statements)

- A 1. Aḡtatpāḡ? A: Is it midnight?
Moḡwā, mu aḡtatpāḡtênuḡ. B: No, it's not midnight.
2. _____ A: Is it noon?
 _____ B: No, it's not noon.
3. _____ A: Is it morning?
 _____ B: No, it's not morning.
4. _____ A: Is it evening?
 _____ B: No, it's not evening.
5. _____ A: Is it night?
 _____ B: No, it's not night.

E-2 (Cont'd)

- B 6. Weloḡotalultimḡ?

- A: Is it supper time?
B: No, it's not supper time.
7. Mewliagwatalultimḡ?

- A: Is it dinner time?
B: No, it's not dinner time.
8. _____

- A: Is it breakfast time?
B: No, it's not breakfast time.
9. _____

- A: Is it one o'clock?
B: No, it's not one o'clock.
10. _____

- A: Is it ten o'clock?
B: No, it's not ten o'clock.
11. _____

- A: Is it one in the morning?
B: No, it's not one in the morning.
12. _____

- A: Is it eleven at night?
B: No, it's not eleven at night.
13. _____

- A: Is it three in the afternoon?
B: No, it's not three in the afternoon.
14. _____

- A: Is it a quarter past two?
B: No, it's not a quarter past two.
15. _____

- A: Is it a quarter to two?
B: No, it's not a quarter to two.

E-3

Lugwatèn wejḡwitāḡal:

1. Gīs newt ajiet?

- A: Is it one o'clock yet?
(gīs: already, yet)
- Moḡwā, mē mēnaḡ newt
ajiettēnug.
- B: No, it's not one o'clock yet.
(mē mēnaḡ: not yet)

4 E-3 (Cont'd)

- 2. _____

 A: Is it six o'clock yet?
 B: No, it's not six o'clock yet.
- 3. _____

 A: Is it nine o'clock yet?
 B: No, it's not nine o'clock yet.
- 4. _____

 A: Is it eleven o'clock yet?
 B: No, it's not eleven o'clock yet.
- 5. _____

 A: Is it three-thirty yet?
 B: No, it's not three-thirty yet.
- 6. _____

 A: Is it twelve-thirty midnight yet?
 B: No, it's not twelve-thirty midnight yet.
- 7. _____

 A: Is it twelve-thirty noon?
 B: No, it's not twelve-thirty noon yet.
- 8. _____

 A: It is a quarter to two yet?
 B: No, it's not a quarter to two yet.
- 9. _____

 A: Is it twenty to three yet?
 B: No, it's not twenty to three yet.
- 10. _____

 A: Is it five to four yet?
 B: No, it's not five to four yet.

E-4

Lugwatên wejgwitâgal:

- | | | |
|----|---|---|
| 1. | <u>Gesatêmên lentugewey?</u>
<u>Èe, wigtêm lentugewey.</u> | A: Do you like deer meat?
B: Yes, I like the taste of deer meat. |
| 2. | _____
_____ | A: Do you like moose meat?
B: Yes, I like the taste of moose meat. |
| 3. | <u>gêmûjêminey</u>
_____ | A: Do you like raspberry pie?
B: Yes, I like the taste of raspberry pie |
| 4. | _____

_____ | A: Do you like blueberry pie with cream?
B: Yes, I like the taste of blueberry pie with cream. |
| 5. | _____

_____ | A: Do you like the taste of cranberry pie?
B: Yes, I like the taste of cranberry pie. |
| 6. | <u>wetêman?</u>
<u>Èe, gesatêm wetêmay.</u> | A: Do you like to smoke?
B: Yes, I like to smoke.
(Note: this is NOT 'I like the taste of') |

E-5

Do the following and note that the third person is being used. Compare this to the previous exercise where the second person was being used.

- | | | |
|----|---|--|
| 1. | <u>Wigtêg negêm lentugewey?</u>
<u>Èe, negêm nâmunwigtêg</u>
<u>lentugewey.</u> | A: Does he like the taste of deer meat?
B: Yes, he really likes the taste of deer meat. |
|----|---|--|

4 E-5 (Cont'd)

2. _____

- A: Does he like the taste of moose meat?
 B: Yes, he really likes the taste of moose meat.
3. _____

- A: Does he like the taste of fish?
 B: Yes, he really likes the taste of fish.
4. _____ gopitewey?

- A: Does he like the taste of beaver?
 B: Yes, he really likes the taste of beaver.
5. _____ wapusuey?

- A: Does he like the taste of rabbit?
 B: Yes, he really likes the taste of rabbit.
6. _____ sulungewey?

- A: Does he like the taste of wild goose?
 B: Yes, he really likes the taste of wild goose.
7. _____ tagêlijuey?

- A: Does he like the taste of domesticated goose?
 B: Yes, he really likes the taste of domesticated goose.

4 E-6

Fill in the blanks in the following. The situation is that of a person ordering his food for the day.

1. _____

Ugjit essippûgewey,
êgsatêmugg.
- A: What would you like to eat today?
 B: For breakfast, I would like toast and eggs.
 (gesatêm: 'I like it';
 êgsatêmugg: 'I would like it/them')

4 E-6 (Cont'd)

- _____ B: For dinner, I would like
fish and corn.
- _____ B: For supper, I would like
moose meat and potatoes.
2. _____ A: What would you like to
drink?
_____ gâffi. B: For breakfast, I would
like coffee.
_____ B: For dinner, I would like
tea.
_____ B: For supper, I would like
milk.
3. _____ A: What would you like for
dessert?
_____ pasgoḡsigên B: For breakfast, I would like
jam with my toast.
_____ B: For dinner, I would like
baked apples.
_____ gastimiey gēgs B: For supper, I would like
molasses cake. (Lit: ..cake
made from molasses)

4 E-7

Answer the following questions as completely as possible.
(Hand in for correction.)

1. Goḡey welâḡwewey?
2. Goḡey welâḡwewey ugjit negêmwow?
3. Goḡey mēwliâḡewey ugjit ginu?
4. Goḡey essippūḡewey ugjit gilew?
5. Têlimi ta goḡel wigtêmēnn sisêmōḡonimâḡal?
(têlimi: tell me)
(tâ goḡêl: what things)

4 E-8

Make up four questions, in Micmac, which can be answered from this lesson's material. Be prepared to answer them orally. (Hand in for correction.)

4 E-9

Use the materials that you've covered in the first four lessons to write a conversation. This time assume that the conversation involves three people: An'têle, Pêlasua, and Susan. Be prepared to dictate this conversation in class to your classmates. Remember also that the next lesson is a review lesson. Have your conversation ready for your teacher to use in class as part of the review.



Note to the Student

1- In M-4 of this lesson, we find that sūun means 'cranberries' in Nova Scotia Micmac, and that wen'jusūun means 'apples'. By applying the comparing technique, we can segment the word wen'jusūun into wen'ju + sūun. This suggests that 'apples', in Micmac, are described as being some kind of cranberry. The word Wenuj means 'French'. * When this word is combined with another word, it changes to wen'ju- or wen'ji-. We therefore find that wen'jusūun literally means 'French cranberries' and in fact refers to apples. This suggests that apples were not known to the Micmacs, and when these were first seen by them, they were identified as a species of cranberries brought in by the French. The morphology of the following words supports this hypothesis:

wen'jitiām	'cow'	(Lit: French moose)
wen'jīguom	'house'	(Lit: French wigwam)
wen'jūtēgen	'to box'	(Lit: to French-fight)
wen'jūney (Rand's dictionary)	'to breed'	(i.e.: to reproduce like the French)
wen'jūey	'to act silly'	(i.e.: to act like the French)

* Romeo Labillois suggests as a possibility that the word Wenuj comes from Wen ūt? 'Who's that?' In partial support of this, one finds t-j alternations in Micmac when a short vowel precedes -t-, (t → j / \check{V} + i) as in talluget + ig → tallugejig. It could be that in a set expression such as Wen ūt? being used as a noun meaning 'the French', the vowel ū-shortened thus resulting in: Wen ut + ig (plural) for 'Who are they?' Such a form would result in Wen ujig and perhaps later drop the plural -ig for singular referents resulting in Wen uj. All of this is of course speculation and cannot be established for certain.

Note to the Student (Cont'd)

2- The borrowing of proper nouns in Micmac is also interesting because of what they reflect about the time of Indian-White contact. Many person names were borrowed from French and have no counterparts borrowed from English. For example, Pêlasua, meaning 'Frank' comes from French, "François". The Nova Scotia pronunciation, Plansue, may come from Acadian French. This, however, is only a speculation since there are systematic e-a alternations between Nova Scotia Micmac and Quebec Micmac, for example: Moġe - Moġa.

One would suspect that nouns such as Plansue and Pêlasua were borrowed during the period of French contact (Jacques Cartier, 1534-) before the English came (1760-) since they have no counterparts borrowed from English. Other person names, however, have been borrowed twice in Micmac: once from English, and once from French. For example: Piël from 'Pierre', and Pitta from 'Peter'. Note that Pitta is very close to the British pronunciation of 'Peter', with aspirated intervocallic -t- and r-less ending. If the Canadian or American pronunciation of 'Peter' were borrowed into Micmac, one would expect: Pîta. This, however, is not found. Other person names borrowed from French and English are: *

Jègêp	Jacob	(English)
Jaggop	Jacob	(French)
Tumàj	Thomas	(English)
Tuma	Thomas	(French)

* See list of loan words and borrowed names at end of text.

Note to the Student (Cont'd)

Maygêl	Michael	(English)
Misêl	Michel	(French)
Mêli	Mary	(English)
Mali	Marie	(French)
Mâli	The Virgin Mary	(a religious name)

How the distinction between Mali and Mâli came about remains a puzzle. Clearly, both terms are from French because of the a-vowel. In addition, Mâli appears to be a catholic term, this coinciding with the religion of the French. One may speculate that Mâli comes from religious songs where the sung a-vowel is long as, for example, in "Ave Maria". The distinction between Mâli and Mali could also have been introduced by priests who wanted to distinguish the Virgin Mary from all other Mary's. Clearly, given the lack of evidence on this matter, only speculative guesses can be made.

- 3- In order to understand some of the material covered in this lesson, we will now briefly examine gender in Micmac. This will again be discussed in more detail in lessons to come (see Lesson 8). In Micmac, nouns are classified into two gender categories: animate or inanimate. The plural of animate nouns is made by adding a -g or Vg (where V is a vowel). The plural of inanimate nouns is made by adding an -l or Vl.

For example:

tapêtan	potato	(animate)
tapêtang	potatoes	(animate, plur)
tiâm	moose	(animate)
tiâmug	moose	(animate, plur)

13

Note to the Student (Cont'd)

but:

wāw	egg	(inanimate)
wāwul	eggs	(inanimate, plur)
pētaw'ti	table	(inanimate)
pētaw'til *	tables	(inanimate, plur)

Nouns which are inanimate and end in -n, form the plural by assimilating the -l. That is, -nl becomes -nn. For example:

gwitên	canoe	(inanimate)
gwitênn (gwitênêl in Nova Scotia)	canoes	(inanimate, plur)

Nouns which are animate and end in -g form the plural by adding the expected -g. The result is a noun ending in -gg. This is pronounced with more aspiration than the single -g. For example:

lentug	deer	(animate)
lentugg	deer	(animate, plur)

Gender in nouns has to be recognized other than only for reasons of plural formation. For example, verbs and adjectives also show the gender of the noun.

Note the following:

Nemitu newtê gwitên	I see one canoe	(inanimate, sing)
Nemituann nangêl gwitênn	I see five canoes	(inanimate, plur)
Nemîg newtêjit tiâm	I see one moose	(animate, sing)
Nemîgig nânijig tiâmug	I see five moose	(animate, plur)

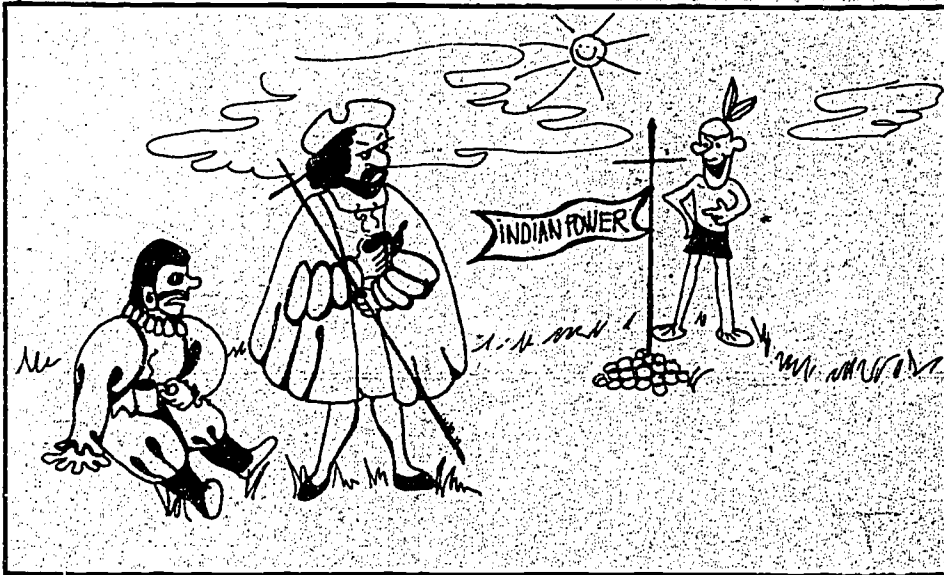
A vowel lengthens before a final single-consonant morpheme. ($V \rightarrow \check{V} / _ + C \#$)

Note to the Student (Cont'd)

In order to understand this lesson and those to follow, it is important that you have an idea of what to expect from a language that has gender. For example, you will expect that all nouns in Micmac will fall into two categories: animate or inanimate. The category that a noun is in will in turn determine the type of plural ending that it takes and also the shape of an adjective modifying it. It even affects the form of the ending on the verb. Keep this in mind when studying this lesson and those to come.

- 4- Finally, let's end with a bit of entertaining speculation. We have seen terms for a few loan words and also for vegetables. Can you figure out how the word for 'rice' came about: apjelmultingewèl, 'rice'. (Lit: 'that which I eat which keeps me laughing'). Apjelmi means 'I laugh myself to death'. If you want to know what is humorous about rice, think of French. In French, rice is 'riz' and is homophonous with 'ris' meaning 'laugh'. 'Je ris', 'tu ris', 'il rit', is 'I laugh', 'you laugh', 'he laughs' and has a relatively high frequency of occurrence. The homophonous word 'riz', however, occurs less frequently. Micmacs in the 18th and 19th century probably knew a lot of French. In support of this are the many french loan words that we find in Micmac. Upon hearing 'rice' called 'riz', Micmacs probably equated it with the verb 'rire' and coined a Micmac word believed to be the semantic equivalent of 'rice': apjelmultingewèl, 'the laughing food'.

LESSON 5 (REVIEW)



C-: converse, communicate

(TEACHER: Assign E-1 of this lesson right away. Collect the assignments at the start of the next class and be ready to do 5 E-1 as a part of this lesson.)

5 C-1

Pêlasua meets Piêl and Sân after a summer vacation.

(Note that three people are involved in this conversation.)

A: Mè taleyn, Piêl?

A: How are you, Peter?

B: Weleyy.

B: I'm fine.

A: Wen ùt gitap?

A: Who's your friend?

B: Sâna. Listugujg têleyewit.

B: That's John. He's from Restigouche.

5 C-1 (Cont'd)

Pêlasua turns to Sân.

A: Mè taleyn Sân?
Tân pegisinûsêp?

A: Hello John. When did
you get here?

C: Ulagu.

C: Yesterday.

A: Tami getgunîsêp?

A: Where did you spend the
night?

C: Nitap wiguağ.

C: At my friend's home.

5 C-2

An'têle and Piêl are sitting outside on a bench and
talking as a group of people walk by in the direction
of the coffee shop.

A: Tami el'tâjig ala
negêmw?

A: Where are they doing
(pointing with chin and
lips)?

B: Mu gey'tu. Gê naji
pipanim.

B: I don't know. Go ask
them.

(Comes back after asking)

A: Najî pêteweyêmâtijig.

A: They are going for tea.

B: Wijêuggig?

B: Shall we go with them?

A: Tami tet?

A: Where at?

B: Alâ tet.

B: Right over there
(pointing).

5 C-3

Piêl and Mêli ask about the new people in school.

A: Wen net ala?

A: Who's that over there?

B: An'têle na.

B: That's Andrew.

A: Tami têleyewit?

A: Where's he from?

B: Esgisoğonig.

B: Eskasoni.

5 C-3 (Cont'd)

A: Tãn pegisingês?

A: When did he get here?

B: Sepey.

B: This morning.

A: Teliag na?

A: Is that right?

B: Ee.

B: Yes.

5 C-4

An'têle is invited for supper at Susan's house.

A: Goğey mağutêmüg ulõnug?

A: What are we eating tonight?

B: Tiàmuey ağ lusingênigên.

B: Moose meat and pan bread.

A: Lusingênigên? Mu, epteg
pipênağan?

A: Pan bread? Not hot
bread?

B: Moğwâ, pasêg lusingênigên.

B: No, just pan bread.

A: Goğey sisêmõgonimâg
mağutêmüg?

A: Are we having dessert?

B: Ee, êpgumann ağ lagêlem.

B: Yes, blueberries and cream.

A: Ulatalultitesnu

A: Gee, we're going to have
a good meal!

E-: exercise, expand, extrapolate

5 E-1

At the end of each lesson, you had to write a new conversation. You should therefore now have four such conversations. Pick the best (the most realistic and the most complex) of these four conversations, modify it to make it better (more detailed and more imaginative), and hand it in. The teacher will choose the best four or five of these conversations and add them to this lesson for review. These conversations will then be learned and performed by the class as were C-1 through C-4 of this review lesson.

5 E-2

Free conversation: Close your books and converse with your teacher on subjects that you have covered to date. Make use of the vocabulary that you know and DO NOT SLIP INTO ENGLISH. In order to get the conversation going, imagine the following:

1. You and your teacher meet at school after the summer vacation.
2. You and your teacher are going to eat at the cafeteria. You inquire into the menu.
3. You meet your teacher in town and ask where he's going.

5 E-3

Repeat 5 E-2 but with another student instead of with the teacher. Students should be paired in two's and do this exercise simultaneously. The teacher will walk around and help pairs of students requiring assistance.

5 E-4

Using the folded-page technique (fold your pages down the center so that the English is on one side and the Micmac on the other), review the C's, the M's, and the E's of each lesson (lessons 1 through 4). In reviewing the E's, you may find it easier to only review those exercises which can be done with the folded-page technique, such as, for example, 1 E-1. Try to do this entire review rapidly. As you review, if you hesitate with some part of any lesson, mark that part with an 'X' (in pencil). After class, practice with the tapes those parts marked with X's. As you learn them, erase the X's. Be sure that this is done before starting lesson 6 since every five lessons make up a unit and every unit is a building-block in your ability to speak Micmac. When we leave the first unit (lessons 1-5)

5 E-4 (Cont'd)

to start the second unit (lessons 6-10) we assume that the first unit is WELL-KNOWN (learned) and do not return to it. This is therefore your last chance to do any "catching-up" in lessons 1-5.

5 E-5

Answer the following questions in Micmac. The answers are found in the C's of this lesson. (Hand in for correction.)

1. Talluisijig jînê mug Pêlasua weltesguaji?
(jînê: man)
(weltesgağ: I meet him)
2. Talluisilitêl Piêl witapal ağ tami têleyewilitêl?
3. Tàn pegisingês Sàn?
4. Tami getgunis Sàn?
5. Tami el'tâjig ala negêmow mimajuinûg?
(mimajuinu: a person)
6. Tami An'têle têleyewit?
7. Tàn pegisingês?
8. Goğey mağutêmîtij Piêl wiguağ ulònuğ?
9. Tegen mağutêmîtij? Lusgênigên gisna epteg pipenağan?
(tegen: which)
10. Gatu goğey sisêmògonimàğ?

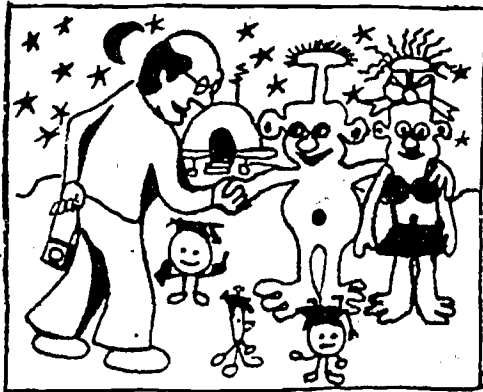
5 E-6

Make up five questions, in Micmac, which can be answered from material covered in the C's of this lesson. Be prepared to answer them orally. (Hand in for correction.)

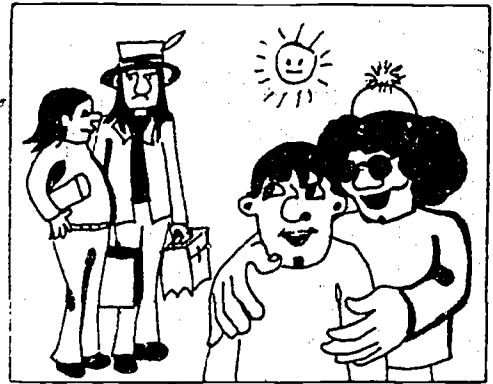
5 E-7

In Micmac, make up a little story to go along with each of the following pictures: (Hand in for correction and do orally.)

1.



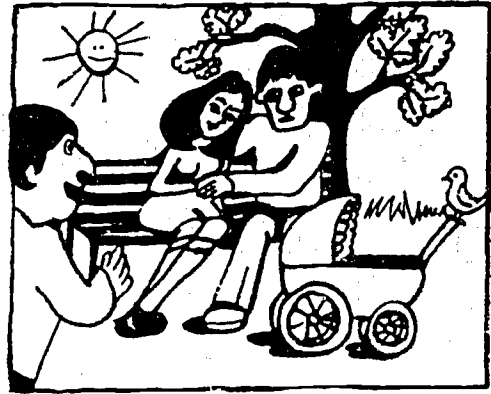
2.



3.



4.



5 E-8

Read the following story and answer the questions found immediately after it.

Nîn teluisi Piël. Listugujg tēleyewi. Sepey pegisinap ūt tet Esgisoḡonig. Êmsēt wen welêg Listugujg. Pêlasua aḡ An'tēle negēmow tēleyewijig Esgisoḡonig. Negēmow na nitapaḡ ūt tet Esgisoḡonig. Getguniap Pêlasua wiguaḡ, aḡ ulōnug nîn êgtuguniàs An'tēle wiguaḡ. Sepey ninên maḡḡutēmegêp lusgênigên aḡ lagêlem. Gatu ulōnug maḡḡuttesnen gulgwîsuey aḡ tapêtang. Ugjit sisēmōḡonimāḡ ninen maḡḡuttesnen êpgumaney petaḡan. Sapōnug nîn apajàsi Listugujg.

Vocabulary

êgtuguniàs:	I will sleep at...
apajàsi :	I return
ūt tet :	right here, over here
getguniap :	I slept at (-ap: past tense)
ugjit :	because, for

Answer the following questions in Micmac: (Hand in for correction.)

1. Tami Piël tēleyewit?
2. Tān pegisingês?
3. Talōltijig Listugujg?
4. Taluisijig Piël witapa?
5. Tami tēleyewijig?
6. Tami Piël etêligtugunis (was sleeping)?
7. Tami têligtugunitew Piël ulōnug?
8. Goḡey Piël aḡ witapa maḡḡutēmītis sepey?

5 E-8 (Cont'd)

9. Gatu goḡey maḡḡuttaḡ ulōnug?
10. Goḡey maḡḡuttaḡ ugjit sisēmōḡonimāḡ?
11. Tānug Piēl apajāsit Listugujḡ?
(tānug: when)

(TEACHER: In anticipation of Lesson 10 when Glooscap stories will be introduced, we recommend the following film:

Glooscap Country
13 minutes 45 seconds, color
16 mm: 106C 0162 025

This film is available from the National Film Board of Canada. By ordering now, you should have it in time for use with Lesson 10.)



LESSON 6 (Gegināmasing 6)



C-: converse, communicate



6 C-1

Pêlasua meets a fisherman on the wharf.

A: Taluisin?

B: Piël.

A: Tallugen?

B: Etêllugey.

A: What's your name?

B: Peter.

A: What are you doing?

B: I'm working.

6 C-1 (Cont'd)

- | | |
|---------------------------|---|
| A: Talamùg êgtêlugowağan? | A: What kind of work do you do? |
| B: Têm'têmuègey. | B: I fish for oysters. |
| A: Megêtèjig gatu? | A: Are you getting very many? |
| B: Moğwà, êl'pa mō goğey. | B: No, nothing at all.
(mō is an emphatic variant of <u>mu</u>) |

M-: mimmic, memorize, manipulate

6 M-1 (Note the occurrence of tal- in the following questions.)

- | | |
|--|---|
| A: Taluisit negêm (or ala)?
(<u>tal</u> + wisun: how + name) | A: What's his name? (If you use <u>ala</u> , you must point.) |
| Taluisijig negêmow? | What are their (dual) names? |
| Taluisultijig negêmow
(or ala)? | What are their (plur) names? |
| Taluisin gîl? | What's your name? |
| Taluisioğ gilew? | What are your (dual) names? |
| Taluisultioğ gilew? | What are your (plur) names? |

6 M-2 (Note the occurrence of tel- in the following answers.)

- | | |
|---|---|
| B: Negêm teluisit Piël.
Negêmow teluisijig Sãm ağ Etuël.
Negêmow teluisultijig Sõsep, An'têle, ağ Nuel.
Nîn teluisi Pinès.
Ninen teluisieg Ema ağ Gêlêla.
Ninen teluisultieg Jini, Sũ, ağ Telès. | B: His name is Peter.
Their (dual) names are Sam and Edward.
Their (plur) names are Joseph, Andrew, and Noel.
My name is Bernice.
Our names (dual, exc) are Emma and Clara.
Our (plur, exc) names are Jeannie, Sue, and Theresa. |
|---|---|

6 M-3

A: Talluget?

Tallugejig?

Tallugutijig?

Tallugen?

Tallugeyoô?

Tallugutioô?

A: What is he doing?
(tel + eluget: how +
he works)What are they (dual)
doing?What are they (plur)
doing?

What are you doing?

What are you (dual)
doing?What are you (plur)
doing?

6 M-4

B: Etêlluget.
(etêli + elugey:
progressive + I work)

Etêllugejig.

Etêllugutijig.

Etêllugey.

Etêllugeyeg..

Etêllugutieg.

B: He's working.
(eteli + eluget:
progressive + he works)
They (dual) are working.
They (plur) are working.
I'm working.
We (dual, exc) are working.
We (plur, exc) are working.6 M-5 (Underlining of the English indicates emphasis and
the appearance of the free pronoun in Micmac.)A: Talamûg ugtêlugowağan
negêm (or ala)?Talamûg ugtêlugowağanuow
negêmow (or ala)?

Talamûg êgtêlugowağan gîl?

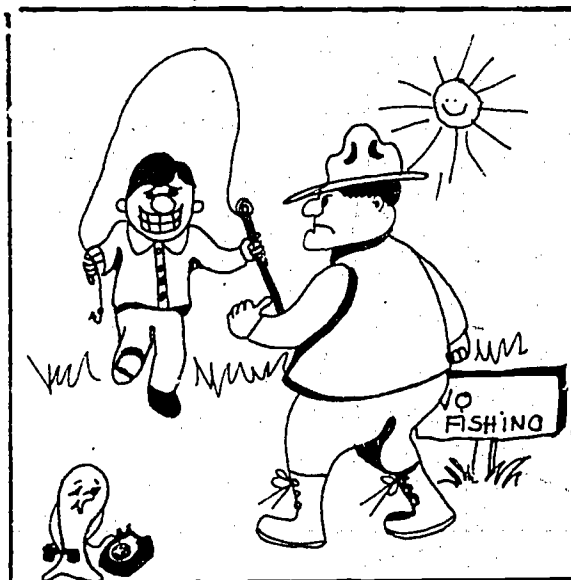
Talamûg êgtêlugowağanuow
gilew?A: What kind of work does
he do? (tal + amûg: how +
kind)What kind of work do they
(dual & plur) do?What kind of work do you
do?What kind of work do you
(dual & plur) do?

6 M-6

B: Jagejuêget.
 Jagejuêgejig.
 Jagejuêgâtijig.
 Jagejuêgey.
 Jagejuêgeyeg.
 Jagejuêgâtieg.

B: He fishes for lobster.
 They (dual) fish for lobster.
 They (plur) fish for lobster.
 I fish for lobster.
 We (dual,exc) fish for lobster.
 We (plur,exc) fish for lobster.

C-: converse, communicate



6 C-2

Maliân talks to two new people in the culture center.

A: Taluisioô gilew?

A: What are your (dual) names?

B: Nîn Piêl, aô negêm
 An'têle.

B: I'm Peter, and he's
 Andrew.

A: Tami têleyewioô?

A: Where are you (dual) from?

B: Putêloteg têleyewieg.

We (dual,exc) are from Barra Head.

A: Êpjilâtigw.

A: Make yourselves (dual) at home.

6 C-3

- | | |
|------------------------------------|---|
| A: Taluisit? | A: What's his name? |
| B: Gapêliël. | B: Gabriel. |
| A: Talamûg ugtêlugowağan negêm? | A: What kind of work does <u>he</u> do? |
| B: Aij â..., aij â..., jagejuêget. | B: Uh..., uh..., (trying to remember), he fishes for lobster. |
| A: Megêtâji negêm? | A: Is <u>he</u> getting very many? |
| B: Èe, megêtâji. | B: Yes, he's getting a lot. |

Phrases to use in Class

êpjilâsi	make yourself at home (sing)
êpjilâtigw	make yourselves at home (dual)
êpjilitâgw	make yourselves at home (plur)

Are there any other phrases that you would like to know? Make up a short list (in English) and hand it to your teacher. These useful expressions that you want to learn will be introduced by your teacher as part of the lesson.

Counting (Gijjağan)

Do you still remember how to count from 1-20? If not, review this in lessons 1 through 4. Afterwards, continue counting with the following numbers:

newtisgâg	10	asugom tesisgâg	60
tapuisgâg	20	êluigêneg tesisgâg	70
nesisgâg	30	ugumuljin tesisgâg	80
newisgâg	40	pesgunateg tesisgâg	90
nanisgâg	50	(newt) gasgiptênağan	100

E-: exercise, expand, extrapolate

6 E-1

Fill in the blanks and provide the appropriate answer.

(When doing the exercise orally, answer with your own name or with your classmates' names.)

- | | |
|----------------------------------|-----------------------------------|
| 1. <u>Taluisin?</u> | A: What's your name? |
| <u>Nīna? Piël.</u> | B: Who me? Peter. |
| 2. _____ | A: What's his name? |
| <u>Negēma? Tuma.</u> | B: Who him (pointing)? Tom. |
| 3. _____ | A: What's my name? |
| <u>Gīla? Sēla.</u> | B: Who you? Sarah. |
| 4. _____ | A: What are your (dual) names? |
| <u>Ninena? Pēlasua aġ Sōsep.</u> | B: Who us? Frank and Joseph. |
| 5. _____ | A: What are your names (plur)? |
| _____ | B: Who us? Mary, Suzan, |
| _____ | Helen, and Catherine. |
| 6. _____ | A: What are their (dual) names? |
| _____ | B: Who them (pointing)? |
| <u>Negēmow na Selōm aġ Pāl.</u> | That's Jerome and Paul. |
| 7. _____ | A: What are their (plur) names? |
| _____ | B: Who them (pointing)? |
| _____ | That's Louis, Mathew and Jacob. |
| 8. _____ -ultieg ninen? | A: What are our (plur,exc) names? |
| _____ | B: Who you (plur)? |
| _____ | Jerome, Isaac and Jeannie. |
| 9. _____ -ultigw ginu? | A: What are our (plur,inc) names? |
| _____ | B: Who us (inc)? |
| _____ | Marianne, Mabel and Ruthy. |

Fill in the blanks and make sure that you learn the names of the new occupations being introduced in this exercise.

1. _____ A: What kind of work do you do?
 _____ B: I fish for oysters.
2. _____ A: What kind of work does he do?
Jagejuèget. B: He fishes for lobster.
3. _____ A: What kind of work do you do?
Nêmèjuègey. B: I fish. (i.e.: fishing as an occupation)
4. _____ A: What kind of work does he do?
Wesget. B: He fishes for sport.
5. _____ A: What kind of work do you do?
Gêmùjègey. (also: gêmùjuègey) B: I'm a lumberjack. (i.e.: I get wood.)
6. _____ A: What kind of work does he do?
Pugsugèget. (also: pugsugwè-get) B: He gets firewood.
7. _____ A: What kind of work do you do?
Nujigināmasi. B: I'm a student. (Lit: I teach myself.)
8. _____ A: What kind of work does he do?
Nujigināmuet. B: He's a teacher.

6 E-3

Lugwatèn wejgwitâgâl: (Read sections 4 and 5 of the Note to the Student before doing this exercise.)

- A 1. Tallugen? (tal +eluge + n) A: What are you doing?
Etêlatal. B: I'm eating.
- 2. _____ A: What is he doing?
_____ B: He's eating.
- 3. _____ A: What am I doing?
-nn. (-ln → -nn) B: You are eating.
- B 4. _____ A: What are you (dual) doing?
Etêlginâmasieg. B: We (dual,exc) are studying.
- 5. _____ A: What are you (plur) doing?
_____ B: We (plur,exc) are studying.
- 6. _____ A: What are they (dual) doing?
_____ B: They (dual) are studying.
- 7. _____ A: What are they (plur) doing?
_____ B: They (plur) are studying.
- C 8. Gey'tûn tân ginu tellugeygw? A: Do you know what we
Èe, etêlginâmasiġw. (dual,inc) are doing?
B: Yes, we (dual,inc) are studying.
- 9. _____ tellugutġw? A: Do you know what we
_____ -ultġw. (plur,inc) are doing?
B: Yes, we (plur,inc) are studying.
- 10. _____ tellugeyeg? A: Do you know what we
_____ -ioġ. (dual,exc) are doing?
B: Yes, you (dual) are studying.
- 11. _____ tellugutieġ? A: Do you know what we
_____ -ultioġ. (plur,exc) are doing?
B: Yes, you (plur) are studying.

6 E-4

Do the following exercise in Micmac. Write it out and hand it in for correction.

1. Ask two people what is their occupation.
2. Ask two people what they are doing (not their occupation).
3. Ask what someone over there (pointing) is doing.
4. Ask what a bunch of people over there (pointing) are doing.
5. Ask a bunch of people what is their occupation.

6 E-5

Provide the answers to the questions in 6 E-4. State as occupation 'student' or use the verb 'studying'. Write out this exercise and hand it in for correction.

6 E-6

Answer the following in the negative and note the occurrence of naji, meaning 'in the process of'. Note that numbers 6 and 7 cannot take naji because 'lumberjack' and 'fisherman' are occupations or nouns rather than actions or verbs.

1a. Naji jagejuëgen?

A: Are you going fishing for lobster?

Moçwã, mu naji jagejuëgew.

B: No, I'm not going fishing for lobster.

1b. Naji jagejuëget?

A: Is he going fishing for lobster.

Moçwã, mu jagejuëgew.

B: No, he's not going fishing for lobster.

2a. Najiwsgen? (naji + wesgen)

A: Are you going fishing?

B: No, I'm not going fishing.

2b. Najiwsget?

A: Is he going fishing?

B: No, he's not going fishing.

6 E-6 (Cont'd)

3a. Naji tēm'tēmuēgen?

A: Are you going oyster trapping?

B: No, I'm not going oyster trapping.

3b. _____

A: Is he going oyster trapping?

B: No, he's not going oyster trapping.

4a. Naji lentugowēgen?

A: Are you going deer hunting?

B: No, I'm not going deer hunting.

4b. _____

A: Is he going deer hunting?

B: No, he's not going deer hunting.

5a. Naji pugsugēgen?

A: Are you going to get firewood?

B: No, I'm not going to get firewood.

5b. _____

A: Is he going to get firewood?

B: No, he's not going to get firewood.

6a. Gēmūjēgewinuin?

A: Are you a lumberjack?
(a woodsman)

B: No, I'm not a lumberjack.

6b. _____

A: Is he a lumberjack?

B: No, he's not a lumberjack.

7a. Usgewinuin?

A: Are you a fisherman?

B: No, I'm not a fisherman.

6 E-7

Lugwatèn wejgwitâgâl:

- 1. Mêgêtêjig?
Moġwà, mu megêtâgig. A: Are you getting many?
B: No, I'm not getting many.
- 2. Mêgêtôgig?
, mu megêtâgatjig. A: Are you (dual & plur) getting many?
B: No, we (plur, exc) are not getting many.
- 3. Mêgêtâji?
-gwi. A: Is he getting many?
B: No, he's not getting many.
- 4. _____ A: Are they getting very many?
_____ B: No, they are not getting very many.

6 E-8

Write a dialogue based on this lesson's material. You may use any material that has already been covered. Make sure to include the use of dual and plural in your conversation. Also, when you use 'we', state whether it is inclusive or exclusive. (Hand in for correction.)

6 E-9

Answer the following questions in Micmac:
(Hand in for correction.)

- 1. Talamûg êgtêlugowaġan?
- 2. Talamûg ugtêlugowaġan gitap?
- 3. Gelûsin usgewinu? (gelûsin: 'You are good...')
- 4. Megêtêjig. nêmêjig? (also: nemejg)

6 E-10

Carefully read the following paragraph making sure that you understand it well. Then, in Micmac, rewrite the paragraph negating what is not true about you.

(Hand in for correction.)

Nîn teluisi Tuma. Nîn gesatêm aġ gelûsi nemêjugewinu.
Nîn yapjiw wesgatêm gâtevey aġ jijuaġa jagejuègey.
Gatu mē megêtègig gâtaġ jemu jagejg.

New vocabulary:

gesatêm	I like it
yapjiw	usually
gâtevey	eel meat
jijuaġa	sometimes
mē-...jemu	more...than

6 E-11

Answer the following questions in Micmac:

(Hand in for correction.)

1. Taluisit gitap?
2. Gatu ġil, taluisin?
3. Talamûg gitap ugtêlugowaġan?
4. Gatu gujj, talluget negêm? (gujj: your father)
5. Tàn tujîw jagejuègen, megetèjig?

6 E-12

Read this paragraph and answer the questions that follow:

Nîn teluisi Saġamaw Mopeltu. Nîn tēleyewi Esgisoġonig
aġ nîn na jagejuègewinu. Nîn wesgey tēliā tăn samuġan
māmunatġwig aġ iapjiw megêtègig. Tăn tujîw nitap negêm
wesgej, êlpa moġwā goġey.

6 E-12 (Cont'd)

Vocabulary:

têliâ

even

tân tujîw

when

yapjiw

usually

Questions: (Hand in for correction.)

1. Tamî tēleyewit Saġamaw Mopeltu?
2. Talamûg negēm ugtêlugowaġan?
3. Megêtâji gatu?
4. Gatu witapal? Megêtâji?



Note to the Student

1- Have you been able to figure out the difference between ginu and ninen, both of which are translated as 'we' in English? In Micmac, as well as in other Algonquian languages, there are two ways of saying 'we': 'we inclusive' and 'we exclusive'. 'We inclusive' means: all of us INCLUDING the person addressed. 'We exclusive' means: all of us EXCLUDING the person addressed. To clarify the distinction between 'we (inc)' and 'we (exc)', consider the following situation: As you are walking down the road two friends pull up in their car and you ask them: "Where are you going?" They answer: "We are going to town". 'We' in this case excludes you, the person addressed, and refers to the two people in the car. This is a situation where ninen would be used in Micmac. Now assume that as you are walking down the road, your two friends drive up, stop, they open the door, you climb in, and all three of you drive away. At this point you say: "By the way, where are we going" 'We' in this case includes the person (or persons) you are addressing and refers to all three of you. This is a situation where ginu would be used in Micmac.

The free personal pronouns of Micmac are (compare to Lesson 1, Note to the Student):

Nìn	I
Gìl	You (singular)
Negễm	He/she
Ninen	We (exclusive)
Ginu	We (inclusive)
Gilew	You (plural)
Negễmow	They

Note to the Student (Cont'd)

The distinction between we (inc) and we (exc) is a very important one to know for exacting communication. Make believe, for a moment, that you are watching a western movie. Imagine that the Lone Ranger and Tonto are under attack by Indians and are losing the battle. The Lone Ranger turns to Tonto and says: "What do we do now, Tonto?" But Tonto, being a Micmac, knows that there are two 'we's' and answers: "What do you mean 'we'? We're winning." The Lone Ranger's 'we' was ginu. Tonto's answer was with ninen.

Bound pronouns also show inclusive-exclusive distinctions. Observe this in the following paradigm with the verb gaḡami, 'I stand up' given in the present time and with the negative. Note also that singular-plural-dual distinctions are made since gaḡami is an intransitive verb (a verb without an object). Transitive verbs (verbs with objects) normally only make singular-plural distinctions. Be sure to learn the endings that occur on gaḡami since these are characteristic of what is found on i-verbs.

1. Free Pronoun	Verb plus Bound Pronoun	Bound Pronouns plus Number	
nīn	gaḡami	-∅	I stand up
gīl	gaḡami	-n	You stand up
negēm	gaḡamit	-t	He stands up
ginu	gaḡamīḡw	-īḡw	We (inc,dual) stand up
ginu	gaḡamultīḡw	-ult + īḡw	We (inc,plur) stand up
ninen	gaḡamieg	-ieg.	We (exc,dual) stand up
ninen	gaḡamultieg	-ult + ieg	We (exc,plur) stand up
gilew	gaḡamioḡ	-ioḡ	You (dual) stand up
gilew	gaḡamultioḡ	-ult + ioḡ	You (plur) stand up
negēmow	gaḡamijig	-ijig	They (dual) stand up
negēmow	gaḡamultijig	-ult + ijig	They (plur) stand up

Note to the Student (Cont'd)

<u>Free Pronoun</u>	<u>Verb plus Bound Pronoun</u>	<u>Bound Pronouns plus Number</u>	
na *	gaġamig	-ig	It (that thing) stands up (subject is inanimate)
naal	gaġamigêl	-ig + êl	Those things (dual) stand up (inanimate)
naal *	gaġamultigêl	-ult + ig + êl	Those things (plur) stand up (inanimate)

In the following, compare each form with the corresponding form in 1. Note where the negative occurs and the changes that take place.

2. Verb plus Negative

mu	gaġamiw	I don't stand up
mu	gaġamiwn	you don't stand up
mu	gaġamigw	he doesn't stand up
mu	gaġamiggw (from: <u>gaġamigw + w</u>)	we (inc,dual) don't stand up
mu	gaġamultiggw (from: <u>gaġamultigw + w</u>)	we (inc,plur) don't stand up
mu	gaġamiweg	we (exc,dual) don't stand up
mu	gaġamultiweg	we (exc,plur) don't stand up
mu	gaġamiwoġ	you (dual) don't stand up
mu	gaġamultiwoġ	you (plur) don't stand up
mu	gaġamigw	they (dual) don't stand up
mu	gaġamultigw	they (plur) don't stand up
mu	gaġaminug	it (inanimate) doesn't stand up
mu	gaġaminugêl	those things (dual,inanimate) don't stand up
mu	gaġaminultinugêl	those things (plur,inanimate) don't stand up

* na means 'that thing' animate or inanimate. naig means 'those things' animate only. You will see later that na can also be a copula meaning 'to be'.

Note to the Student (Cont'd)

2- In 6 C-1, you encountered the word êgtêlugowaġan, meaning 'your profession'. Êgt- is the possessive prefix meaning 'your' and usually occurs in conjunction with a suffix -êm (to be discussed in lesson 9). There are a few words where the -êm suffix is not obligatory. 'Profession' is such a word. However, the suffix -êm is also allowed on such words. In the following three nouns, the -êm appears to be optional.

1. êgtêlugowaġan or êgtêlugowaġanêm
your profession
2. êgtuġatiġên or êgtuġatiġênêm
your book
3. êgtâġwesên or êgtâġwesênêm
your hat

A good rule of thumb is to always use the -êm suffix if in doubt.

Possession in Micmac still takes another form. This happens when the noun being possessed always occurs with a possessive pronoun. We refer to this special class of noun as "possessed nouns". Most possessed nouns are found in two general categories of meaning: (1) relatives such as 'your father' (see 6 E-10), etc., and (2) body parts such as 'your foot', etc. Possessed nouns take special possessive prefixes and are never suffixed with -êm. This, however, will be discussed in detail in lessons 9 and 11.

Note to the Student (Cont'd)

- 3- In 6 M-3 you have seen that by adding -wège-, a verbalizer, to a noun such as 'fish', 'lobster', etc. you make that noun into a verb. For example: jagejuègey (Lit: I lobster-fish), têm'têmuègey (Lit: I oyster-fish), nêmèjuègey (Lit: I fish-fish). Note however that you can also say wesgey meaning 'I fish'. This does not have the -wègey ending and does not specify the object being fished. Egwitamey (a Nova Scotia term) is an intransitive verb meaning 'I fish in general' and does not specify the object being fished. Note, however, that wesgey and egwitamey, as is the case with all of the derived verbs ending in -wègey, end in -e and pattern as other e-verbs. (See Lesson 2, Note to the Student, and verb paradigms at end of text.)
- 4- Using the word wesgey meaning 'I fish' let's take a peek at what will be covered in later lessons. In the following examples we will see how the progressive, as well as some past and future tenses are formed in Micmac. Note how the stem changes with the addition of an affix:

etêliwsgey
(etêli + wesgey)

I'm fishing
(i.e.: at the moment I'm performing the action of fishing.)

najiwsgéy
(naji + wesgey)

I'm going fishing (i.e.: at the moment I'm on my way to a place where I will fish.)

apiwsgey
(api + wesgey)

I've been fishing' (i.e.: I am returning from fishing.)

wesgâp or wesgeyap
(wesgey + ap)

I fished (i.e.: in the past I fished.)

usgâs or usgeyas
(wesgey + as)

I will fish (i.e.: in the future I plan on going fishing, but not right at this moment.)

Note to the Student (Cont'd)

From now on, when you encounter the preverbs naji- or api- on a verb, or the suffixes -yap (also -âp) or -yas (also -âs) on a verb, you will know that a past or a future tense is being formed. Etêli- is a progressive preverb and indicates that the action is actually taking place at the time the statement is being made. Etêli- corresponds to the '-ing' ending in English (see 'I'm fishing' in contrast to 'I fish' (6 M-4). The -i- of etêli- drops when the following sound is a consonant (to be seen in lesson 7). It stays when the following sound is a vowel (see this lesson). * This is characteristic of all preverbs. Note also that etêli- can also be used with tenses other than only the present tense. For example:

}

Etêliwsgâp or etêliwsgeyap I was fishing.

- 5- In the M-variants and exercises of this lesson, you encountered the form tal- or tali-. This form is used in questions. Note, however, that tel- or тели- is used in answers. For example:

* This phenomenon is exactly the opposite of what one would expect and seems to be restricted to a type of affix often described as preverbs. Such preverbs, we will later see, are really verbs that combine with other verbs to form compound verbs, the result being an "aspectual" system. Verb compounding therefore appears to be the mechanism used for indicating aspect in Micmac. Consequently, this eliminates the need for the category "preverb" which, on independent grounds, is also not justified as a substantive universal. There is no evidence that the category "preverb" is a member of the set of universal categories required, along with formal universals, to adequately characterize all natural languages.

Note to the Student (Cont'd)

- | | |
|---------------------------|---|
| 1. Taluisin? | What's your name?
(<u>wisun</u> : 'name') |
| Teluisi Tuma. | My name is Tom. |
| 2. Talamũg êgtêlugowaġan? | What kind of work do you do? |
| Tellugey êstêgê Tuma. | I do the same kind of work
as Tom does. |

Note that this alternation between tali- in questions and teli- in answers extends to têli- in the negative and in the future. In the following examples, the verb is wesuātu, 'I take it'.

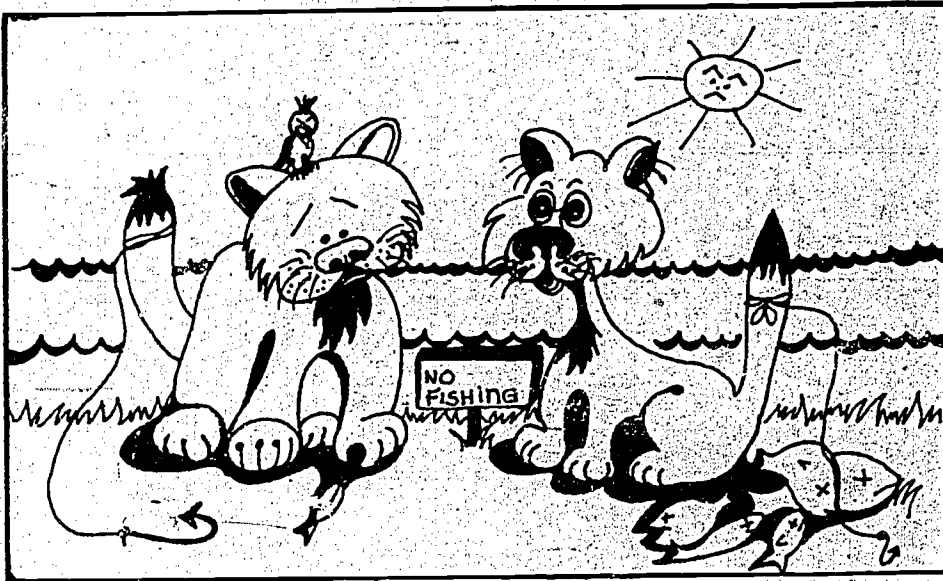
- | | |
|-----------------------|--------------------------|
| 3. Taliwsuàlin? | What do you take me for? |
| 4. Teliwsuàlul... | I take you for... . |
| 5. Mut têliwsuàliw... | Don't take me for... . |
| 6. Têliwsuàultes... | I will take you for... . |

- 6- In M-1 of this lesson, you have again encountered the special type of plural which always refers to two people (see Lesson 3, Note to the Student). We have called this form the 'dual'. You will recall that we have to distinguish three numbers in Micmac:

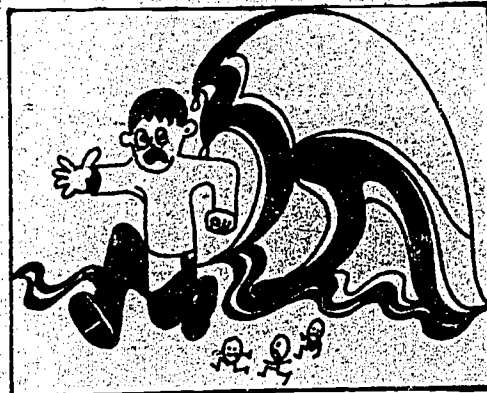
singular:	one person being referred to
dual :	two persons being referred to
plural :	three or more persons being referred to

Carefully study 6 M-2, 6 M-3, and 6 M-4 in order to make sure that you understand these distinctions. Know the endings and be prepared to use them on other verbs.

LESSON 7 (Gegināmasimꝯ 7)



C-: converse, communicate



7 C-1

An'têle and Piël discuss oyster fishing.

A: Tami etêltêmtêmuēgen?

A: Where are you fishing for oysters?

B: Tuitênuꝯ.

B: East Bay.

A: Maꝯatgwiꝯēs?

A: Was it (the water) rough?

B: Fe, maꝯatgwiꝯēp.

B: Yes, it was rough.

7 C-1 (Cont'd)

- A: Pegitgatêmûsêp? A: Did you stay long?
 B: Moġwâ, wesam maġatgwigêp. B: No, it (the water) was too rough. (wesam: 'too', a superlative)

M-: mimmic, memorize, manipulate

7 M-1 *

- | | |
|---|---------------------------------------|
| A: Tami etêltêm'têmuêgen? | A: Where are you fishing for oysters? |
| Tami etêljagejuêgen? | Where are you fishing for lobster? |
| Tami etêlpêlamuêgen?
(also: pêlamugen) | Where are you fishing for salmon? |
| Tami etêlpejuêgen? | Where are you fishing for cod? |
| Tami etêliatoġwâsuêgen? | Where are you fishing for trout? |

* In 7 M-1, the consonants following etêl- are voiced by rule 1(b) (see p.7, the Micmac Orthography). For example, the t following l in etêltêm'têmuêgen is voiced because it occurs between a boundary (+ or #) and a following vowel. A less phonemic (more phonetic) orthography would represent that t as 't. Writing etêl (and other preverbs) as a separate word would clearly place t in a word-initial position where it must be voiced (# __✓). However, because of the complex morphophonemics triggered by preverbs, it is best to consider such preverbs as prefixes (For example: etêli + gesgây → etêligsêgây, 'I'm losing myself'). The student must therefore learn through segmentation (See Lesson 2, Note to the Student on the Comparing Technique) that etêl- is a preverb. In other words, he must learn that a morpheme boundary occurs between etêl and têm'têmuêgen.

7 M-2

B: Tuitênuġ etêltêm'têmuê-
gey.
Êsgênôpêtijġ etêljage-
juêġey.
Listugujġ etêlpêlamuêġey.
Epegwitġ etêlpejuêġey.
Sugapunêġatig etêliatoġwâ-
suêġey.

7 M-3

A: Maġatġwigêš samuġan?
Sisġuiġêš samuġan?
Temigêš samuġan?
Tegpâġġas samuġan?
Eppâġġas samuġan?

7 M-4

B: Êe, māmūnatġwigêp.
Êe, māmūnsisġuiġêp.
Êe, māmūntêmigêp.
Êe, māmūnitġġepâġġap.
Êe, māmūnieppâġġap.

7 M-5

A: Pegitġġatêmūsêp?
Pegijiwsgêšêp?

7 M-6

B: Moġwâ, wesam maġatġwigêp
samuġan.
Moġwâ, wesam sisġuiġêp
samuġan.

B: I'm oyster-fishing in
East Bay. (Nova Scotia)
I'm lobster-fishing in
Burnt Church. (New Brunswick)
I'm salmon-fishing in
Pestigouche. (Quebec)
I'm cod-fishing in Prince
Edward Island.
I'm trout-fishing in
Shubenacadie. (Nova Scotia)

A: Was the water rough?
(Lit: Was rough the water)
Was the water muddy?
Was the water deep?
Was the water cold?
Was the water warm?

B: Yes, (it was) very rough.
(māmūn: 'very', an
intensifier)
Yes, (it was) very muddy.
Yes, (it was) very deep.
Yes, (it was) very cold.
Yes, (it was) very warm.

A: Did you stay long?
Did you fish long?
(pegiji-: a long time)

B: No, the water was too
rough.
No, the water was too
muddy.

7 M-6 (Cont'd)

Moġwà, wesam tēmigêp
samuġan.

Moġwà, wesamitgêpâġap
samuġan.

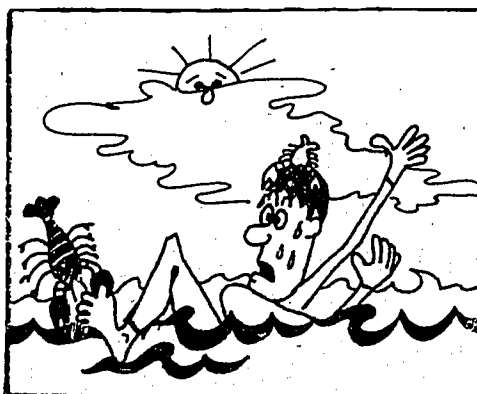
Moġwà, wesamieppâġap
samuġan.

No, the water was too
deep.

No, the water was too
cold.

No, the water was too
warm.

C-: converse, communicate



7 C-2

Arthur discusses lobster-fishing with Piêl..

A: Taluisin?

A: What's your name?

B: Nîna? Piêl.

B: Who me? Peter.

A: Talamùġ êgtêlugowaġan?

A: What kind of work do
you do?

B: Jagejuègey.

B: I fish for lobster.

A: Tami tet etêljagejuègen?

A: Where are you fishing
for lobster?

B: Tuitênuġ.

B: East Bay.

A: Megêtêjig jagejg?

A: Are you getting many
lobsters?

B: Moġwà, wesam maġatgwig.

B: No, it (the water) is
too rough.

Phrases to use in Class

Are there any phrases or dialogues that you want to learn and have not yet been covered in class? If so, turn these in to your teacher who will translate them into Micmac for you.

Counting (Gijjaḡan)

Before continuing with the following numbers, be sure that you can count from one to one-hundred (see earlier lessons). If you can count from one to one-hundred, you will find it easy to learn the following numbers and count to one-thousand.

(newt) gasgiptênaḡan	100	asugom gasgiptênaḡan	600
tâpu gasgiptênaḡan	200	êluigêneg gasgiptênaḡan	700
sîst gasgiptênaḡan	300	ugumuljin gasgiptênaḡan	800
nêw gasgiptênaḡan	400	pesgunateg gasgiptênaḡan	900
nân gasgiptênaḡan	500	pituipptênaḡan	1000

E-: exercise, expand, extrapolate

7 E-1

Answer the following questions using the past tense. Note that A asks the question in the present tense. B, not knowing the answer, responds with a statement of what was the case yesterday. (First, read the Note to the Student.)

- _____

Ulaḡu etêltêmtênuḡep

Tuitênuḡ.

A: Where is he fishing for oysters?

B: Yesterday, he was fishing for oysters in East Bay.
- _____

A: Where is he fishing for lobster?

B: Yesterday, he was fishing for lobster in Burnt Church.

7 E-1 (Cont'd)

3. _____ A: Where is he fishing
for salmon?
_____ B: Yesterday, he was fishing
for salmon in Restigouche

4. _____ A: Where is he fishing
for cod?
_____ B: Yesterday, he was fishing
for cod in Prince Edward
Island.

5. _____ A: Where is he fishing
for trout?
_____ B: Yesterday, he was fishing
for trout in Shubecanadie.

7 E-2

Now that you know how to form the past tense with a third person, 'he', (see 7 E-1) you will learn to form this tense with two other persons (first, second). Note that -s- occurs in the past interrogative (i.e.: question sentences in the past tense). (Read the Note to the Student before doing this exercise.)

1. _____ A: Where are you fishing
for trout?
Getù tēluen, tami etēliatōg- B: You mean, where was I
wāsuēgeyas? fishing for trout?
2. _____ A: Where are you fishing
for cod?
_____ B: You mean, where was I
_____ fishing for cod?
3. _____ A: Where are you fishing
for salmon?
_____ B: You mean, where was I
_____ fishing for salmon?

7 E-2 (Cont'd)

4. _____

5. _____

A: Where are you fishing for lobster?

B: You mean, where was I fishing for lobster?

A: Where are you fishing for oysters?

B: You mean, where was I fishing for oysters?

7 E-3

Lugwatèn wejgwitāgal:

1. Maġatgwigēs samuġan?
Getù tēluen, maġatgwig?
2. _____

3. _____

4. _____

5. _____

A: Was the water rough?

B: You mean, is it rough?

A: Was the water muddy?

B: You mean, is it muddy?

A: Was the water deep?

B: You mean, is it deep?

A: Was the water cold?

B: You mean, is it cold?

A: Was the water warm?

B: You mean, is it warm?

7 E-4

Lugwatèn wejgwitāgal:

1. Tēlimi, maġatgwig samuġan?
Èe, māmunaatgwig.
2. _____

A: Tell me, is the water rough?

B: Yes, (it is) very rough.

A: Tell me, is the water muddy?

B: Yes, (it is) very muddy.

7 E-4 (Cont'd)

3. _____ A: Tell me, is the water deep?
_____ B: Yes, (it is) very deep.
4. _____ A: Tell me, is the water cold?
_____ B: Yes, (it is) very cold.
5. _____ A: Tell me, is the water warm?
_____ B: Yes, (it is) very warm.

7 E-5

Do the following and note the change of person in the answer.

- A 1. Pegitgatêmisêp? A: Did you stay long?
Moqwâ, mu pegitgatêmuap. B: No, I did not stay long.
2. _____ A: Did you fish long?
_____ B: No, I did not fish long.
- B 3. Pegitgatêmisêp nâtêl? A: Did you stay there long?
_____ (nâ:êl: there)
_____ B: No, I did not stay there long.
4. _____ A: Did you fish there long?
_____ B: No, I did not fish there long.
- C 5. _____ A: How long did you stay there?
Mu māmunipegitgatêmuap. B: Not very long.
6. _____ A: How long did you fish there?
_____ B: Not very long.

7 E-6

Read the Note to the Student before doing this exercise.

- | | |
|---------------------------------------|---|
| 1. <u>Wosam maġatgwigēs?</u>
_____ | A: Was it (the water) too rough?
B: Yes, it was extremely rough. (<u>gesimāmun</u> : extremely) |
| 2. _____
_____ | A: Was it too muddy?
B: Yes, it was extremely muddy. |
| 3. _____
_____ | A: Was it too deep?
B: Yes, it was extremely deep. |
| 4. _____
_____ | A: Was it too cold?
B: Yes, it was extremely cold. |
| 5. _____
_____ | A: Was it too warm?
B: Yes, it was extremely warm. |

7 E-7

Write a student conversation based as much as possible on material covered in lessons 6 and 7. Be sure to make extensive use of the past tense in your conversations. Don't be afraid to try to apply the past tense to new verbs. Be creative! (Hand in for correction.)

7 E-8

Answer the following questions in Micmac
(Hand in for correction.)

1. Tami ġil etêltêmtêmuêgen?
2. Têmtêmuêgen tân tujîw maġatgwig?
3. Pegitġatêmên apaġtug tân tujîw maġatgwig? (apaġt: the sea)
4. Mâmunatgwigēs apaġt?

7 E-9

Make up five questions in Micmac, which can be answered from material covered in this lesson. Be prepared to answer these questions orally. (Hand in for correction.)

7 E-10

Carefully read the following paragraphs and answer the questions that follow:

Nin teluisi Piël Gêlisêmês, aġ ula nitap negêm teluisit Sòsep Gêlôt. Ninen na Mîgêmaġ, têleyewieg Mîgêmâgig.

Êntêlugowaġaninên na nêmêjugewinûg. Tàn tujîw mô apaġt māmumatgwinug, na ninen wesgeyeg. Jagejg, têmtêmûg, pejûg na negêmw getangêtjig.

Gatu tân tujîw wesam māmumatgwig apaġt, na mô tujîw wesgeweg. Na tujîw getantegeyeg. Lentugg, tiâmug, gopitg na negêmw getangêtjig. Nigê nemitûn ninen welôltieg ût tet Mîgêmâgig.

Vocabulary:

mo	an emphatic variant of <u>mu</u> meaning 'not'. When the vowel is long, <u>mô</u> , the word is even more emphatic.
----	---

Questions:

1. Talamûg ugtêlugowaġanuow Piël aġ Sòsep?
2. Tami têleyewijig negêmw?
3. Tallugejig tân tujîw apaġt mô māmumatgwinug?
4. Tàn tujîw wesgêtij, goġey getantûtij?
5. Gatu tân tujîw mô wesgêtigw, tallugejig na tujîw?
6. Tàn tujîw getantegêtij, goġey getantûtij?
7. Tali wolêgig Piël aġ Sòsep Mîgêmâgig?

Note to the Student

- 1- In this lesson, you have encountered quite a few instances of the progressive etêli-. Re read lesson 6, Note to the Student, where this is discussed.
- 2- In Micmac a rising intonation at the end of a sentence can indicate that a question is being asked. The same is true for English:

Ala na pêlamu.

That's a salmon over there.
(affirmative) (falling intonation)

Ala na pêlamu?

That's a salmon over there?
(interrogative) (rising intonation)

In the past tense, however, this no longer completely holds true in Micmac. Carefully study the following present and past paradigms and note in the PAST INTERROGATIVE the occurrence of -s- along with a rise in intonation. (A rise in intonation is signalled by "?".)

AffirmativeInterrogative

Present:

1a. Pêlamu ègey.

I am salmon fishing.

Pêlamu ègey?

Am I salmon fishing?

2a. Pêlamu ègen.

You are salmon fishing.

Pêlamu ègen?

Are you salmon fishing?

3a. - Pêlamu èget.

He is salmon fishing.

Pêlamu èget?

Is he salmon fishing?

Past:

1b. Pêlamu ègeyap (or -gâp). I was salmon fishing.

Pêlamu ègeyas (or -gâs)? Was I salmon fishing?

2b. Pêlamu ègètêp.

You were salmon fishing.

Pêlamu ègèsêp.

Were you salmon fishing?

3b. Pêlamu ègep.

He was salmon fishing.

Pêlamu èges?

Was he salmon fishing?

Note to the Student (Cont'd)

To summarize: In Micmac, a rising intonation must always accompany questions. In the past tense, however, there must also be the addition of: -s- or -s. (Compare 1a, 2a, 3a to 1b, 2b, 3b.) However, there is more to it than that. It is claimed that the past interrogative containing the -s- or -s can be used without the interrogative intonation as a reportative or a dubitative. * In other words, in story-telling, the story-teller may use the dubitative or reportative to indicate that the fact he is reporting was told to him by someone else, or, that the event in question took place a long time ago and the reporting on it is subject to doubt.

- 3- The past tense in Micmac is formed by the addition of a suffix -êp or -ap. (Compare 7 M-5 to 7 M-6.) Re-read Lesson 6, Note to the Student, in order to refresh your mind as to how some basic tenses are formed in Micmac. In M-3, as in M-6, we find that -ap occurs only in those cases where the preceding sound is -ê-. In fact, it appears that the occurrence of -a- in -ap is the result of vowel harmony. That is, the vowel before the -ê- repeats itself (excluding length) on a following suffix. We assume this because of examples such as the following where the sound -ê- precedes the past tense morpheme:

- | | | |
|-----|-----------------|-----------------------|
| 1a. | Wesamitgêpâê. | It is too cold. |
| 1b. | Wesamitgêpâêap. | It was too cold. |
| 2a. | Eltâyoê. | You (plur) are going. |
| 2b. | Eltâyoêop. | You (plur) went. |

* The information is from Don Deblois.

Note to the Student (Cont'd)

In view of the limited examples that we have examined, we will tentatively advance the following hypothesis as to the formation of the past tense in Micmac: "the past morpheme is -êp. * In those cases where the preceding sound is -g̃-, the vowel preceding -g̃- will be copied (in shortened form where this applies) to replace the -ê- of -êp." Support for this hypothesis is found in that there are dialects of Micmac where vowel harmony does not operate. As a result, the following forms are found:

- 3b. Wesamitgêpâgêp. The water was too cold.
 4b. Eltâyogêp. You (plur) went.

In such cases the past tense of Micmac is simply formed by -êp with no -ap or -op alternants.

- 4- In 7 M-3 through 7 M-6, you encountered a class of words usually called 'adjectives'. Some of these adjectives are: warm, cold, deep, rough, etc. They serve to limit, restrict, or qualify the meaning of a noun to which they refer. In 7 M-3, 7 M-4, this noun is "water". The adjectives, 'cold', 'deep', etc. assign a quality or state to the noun "water". In other words, it is no longer simply "water" that is being talked about, but rather it is "cold water", "deep water", etc.

* It really is -p since schwa is inserted in this environment (C+ p) under certain conditions.

Note to the Student (Cont'd)

In Micmac, most adjectives can be conjugated, contrary to English. They function exactly as do verbs. When we speak of an adjective in Micmac, we will therefore really be referring to an adjectival verb. Micmac adjectives such as 'big', 'hot', 'cold' are really verb stems plus bound pronouns plus tense (when this applies). Carefully study the following examples in order to understand Micmac adjectives:

- | | |
|---------------|-----------------------|
| 1. Mesgĭg | It is big (inanimate) |
| Guntew mesgĭg | The rock is big. |
| 2. Epteg | It's hot (inanimate) |
| Guntew epteg | The rock is hot |
| 3. Tegig | It's cold (inanimate) |
| Guntew tegig | The rock is cold |

Now observe how the same adjectives can be conjugated as verbs:

- | | |
|----------------------|-----------------|
| 4. Mesgil | I am big |
| Mesginn (l + n → nn) | You are big |
| Mesgilg | He is big |
| Jĭnĕm mesgilġ | The man is big |
| Jĭnĕm mesgilġĕp | The man was big |
| 5. Fpsi | I am hot |
| Epsin | You are hot |
| Epsit | He is hot |
| Jĭnĕm epsit | The man is hot |
| Jĭnĕm epsip | The man was hot |

Note to the Student (Cont'd)

6. Tegi	I am cold
Tegin	You are cold
Tegit	He is cold
Jînêm tegit	The man is cold
Jînêm tegip	The man was cold

From now on, don't let the English translation mislead you. What appears as an adjective in English, occurs as a verb in Micmac. This, however, does not apply to all adjectives. There is a restricted class of adjectives which do not pattern as verbs but rather as prefixes and suffixes on nouns. Observe this in the following examples:

7. Jînêm	Man
Jînêmjîj	Little man or young man
Saġamaw	Chief
Êġjisaġamaw	Grand chief
Saġamawjîj	Little chief or son of the chief
Êġjisaġamawjîj	Son of the grand chief

Prefixing and suffixing adjectives only constitute a small portion of the adjectives of Micmac. Most adjectives are adjectival verbs.

There is yet one important thing to be noted about Micmac adjectives and this is their position relative to the noun. In examples 1 through 6, the noun occurs first and the adjective after. The result is a complete sentence:

8. Jînêm mesgilg.	The man is big.
-------------------	-----------------

Note to the Student (Cont'd)

However, if the order is reversed, then the result is a sentence fragment:

9. Mesgilg jînêṁ... The big man....

Such sentences are incomplete unless something else is added. For example:

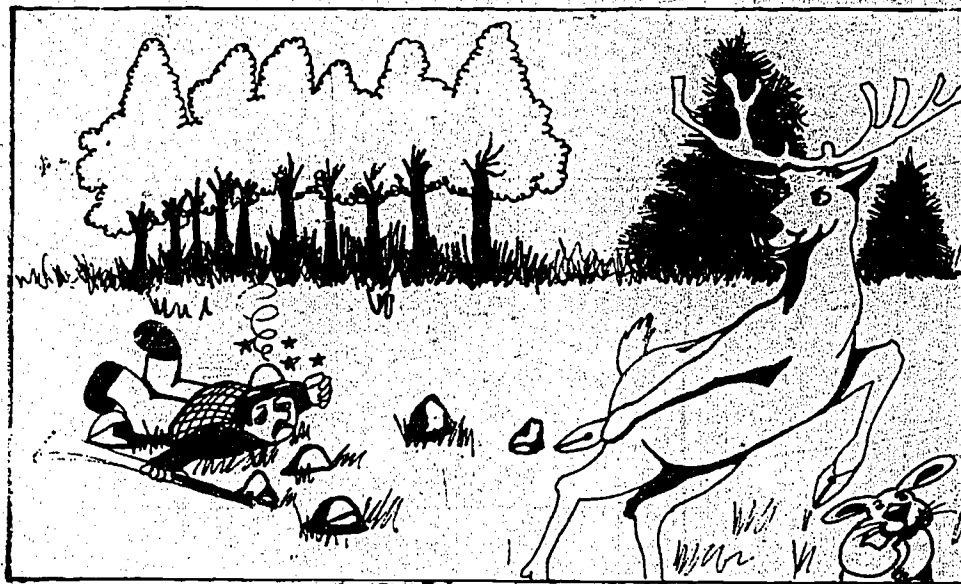
10. Mesgilg jînêṁ welêg. The big man is well.
(Lit: He is big, the man,
he is well)

In affixing adjectives, as in 7., the adjective is bound to the noun and its position cannot be shifted. Note how these behave in comparison to examples 9. and 8.:

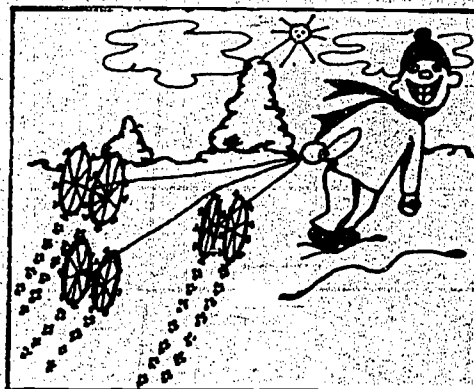
11. Jînêṁjîj The young man...
Êgjisagâṁaw The grand chief...
12. Negêṁ na jînêṁjîj. He is a young man. (na: 'is')
Negêṁ na êgjisagâṁaw. He is a grand chief.

Adjectives and their behaviour won't be further discussed for a few lessons. Adjectives, however, will be encountered in the stories found at the end of each lesson. Understanding adjectives and how they work will help you to understand the textual material that you will be reading. (Definiteness and demonstratives relating to na as in example 12. will only be discussed in later lessons.)

LESSON 8 (Geginâmasimġ 8)



C-: converse, communicate



8 C-1

Tuma asks Etuël about a recent deer hunt.

A: Tami wejien?

A: Where have you been?

B: Api lentugewëġey.

B: I've been hunting deer.

A: Më taliullugen?

A: Did you see anything?
(Lit: How well did you do?)

B: Mō goġey, pasëġ
pugwelaptütijig.

B: Nothing, just a lot of
tracks.

8. C-1 (Cont'd)

- A: Nemitūsēpēnn woggwisuawtīl? A: Did you see any fox tracks?
 B: Moḡwā, mō nemituapēnn. B: No, I didn't see any.

M-: mimic, memorize, manipulate

8 M-1

- | | |
|-----------------|------------------------------|
| A: Tami wejien? | A: Where have you been? |
| Tami wejātioḡ? | Where have you (dual) been? |
| Tami wey'tāyoḡ? | Where have you (plur) been? |
| Tami wejiet? | Where has he been? |
| Tami wejātijig? | Where have they (dual) been? |
| Tami wey'tājig? | Where have they (plur) been? |

8 M-2

- | | |
|-----------------------|-------------------------------------|
| B: Api lentugewēgey. | B: I've been hunting deer. |
| Api lentugewēgeyeg. | We (dual) have been hunting deer. |
| Api lentugewēgātieg. | We (plur) have been hunting deer. |
| Api lentugewēget. | He's been hunting deer. |
| Api lentugewēgejig. | They (dual) have been hunting deer. |
| Api lentugewēgātijig. | They (plur) have been hunting deer. |

8 M-3

- | | |
|--------------------------------|--------------------------------|
| A: Nemitūsēpēnn woggwisuawtīl? | A: Did you see any fox tracks? |
| Nemitūsēpēnn tiāmuawtīl? | Did you see any moose tracks? |
| Nemitoḡosēnn wapusuawtīl? | Did he see any rabbit tracks? |
| Nemitoḡosēnn lentugowawtīl? | Did he see any deer tracks? |

8 M-4

B: Moġwā, pasêg pugwelaptūtijig.
(i.e.: pugwelg + alaptūtijig)

Moġwā, pasêg pugwelgêl
lentugowawtîl.

Moġwā, pasêg pugwelg
lentugowey sapun.

Moġwā, pasêg pugwelgig
pêlawejueg pîgung.

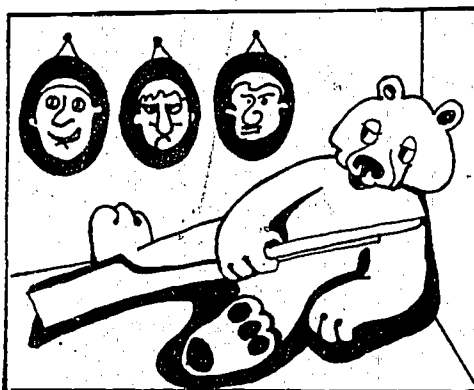
B: No, just a lot of tracks
(in general).

No, just a lot of deer
tracks.

No, just a lot of deer
hair.

No, just a lot of
partridge feathers.

C-: converse, communicate



8 C-2

Piêl and Pêlasua see someone walking towards them.

A: Wen ta net ala?

B: Piêl na.

A: Tami wejjet etug?

B: Api lentugewêget.

A: Mè nêpatùn goġey?

C: Moġwā, pasêg tã goġey
nemituap na lentugowawtîl.

A: Mò matuesg alaptūtîgw?

C: Moġwā, pasêg wapusg
pugwelaptūtijig.

A: Who's that over there?

B: That's Peter.

A: Where has he been I
wonder? (etug: perhaps,
maybe)

B: He's been hunting deer.

A: (turning to Peter) Did you
get (kill) anything?

C: No, the only thing I saw
was a lot of deer tracks.

A: Did you see any porcupine
tracks?

C: No, just a lot of rabbit
tracks.

Phrases to use in Class

Are there any more phrases or dialogues that you would like to learn? For example, do you know table-terms? Can you say: "Pass me the salt and pepper please", in Micmac? If not, write, in English, a short list of table-terms that would be useful to know. Hand this in to your teacher for translation.

Counting (Gijjaḡan)

In the last lesson, we learned how to count to one thousand in Micmac. Now, we will continue to one million.

pituiptênaḡan	1000
newtisgâḡ pituiptênaḡan	10,000
newt gasgiptênaḡan pituiptênaḡan	100,000
nân gasgiptênaḡan pituiptênaḡan	500,000
newt pitûpituiptênaḡan	1,000,000

The following three numbers will give you an idea of how numbers are created by conjoining in Micmac. The conjoining particle je, meaning 'plus', also occurs as jel in some dialects.

11,111	newtisgâḡ je newt pituiptênaḡan, je newt gasgiptênaḡan je newtisgâḡ je newt.
11,000	newtisgâḡ je newt pituiptênaḡan.
1,010	newt pituiptênaḡan je newtisgâḡ.

R-: exercise, expand, extrapolate

8 E-1

Lugwatèn wejgwitaġal:

- | | | |
|----|-----------------|--|
| 1. | _____ | A: Where have you been? |
| | _____ | B: I've been hunting deer. |
| 2. | _____ | A: Where have you (dual) been? |
| | _____ -geveg. | B: We (dual) have been hunting deer. |
| 3. | _____ | A: Where have you (plur) been? |
| | _____ -gätieg. | B: We (plur) have been hunting deer. |
| 4. | _____ | A: Where has he been? |
| | _____ | B: He has been hunting deer. |
| 5. | _____ | A: Where have they (dual) been? |
| | _____ -gejig. | B: They (dual) have been hunting deer. |
| 6. | _____ | A: Where have they (plur) been? |
| | _____ -gätijig. | B: They (plur) have been hunting deer. |

8 E-2

- | | | |
|----|----------------------|---|
| 1. | _____ | A: Did you see any fox tracks? |
| | _____ | B: No, just a lot of partridge feathers. |
| 2. | _____ | A: Did he see any moose tracks? |
| | _____ | B: No, just a lot of deer tracks. |
| 3. | <u>Nemituoġosênn</u> | A: Did you (dual and plur) see any rabbit tracks? |
| | _____ | B: No, just a lot of tracks (in general). |
| 4. | <u>Nemituoġosênn</u> | A: Did you (dual and plur) see any deer hair? |
| | _____ | B: No, just a lot of deer excrement. |

8 E-3

Do the following exercise in review of numbers:

- | | | |
|----|--|--|
| 1. | <u>Tawjeyn?</u>
<u>Tapuisgegipunây.</u> | A: How old are you?
B: I'm twenty years old. |
| 2. | <u>Tawjêg?</u>
<u>Nanipunât.</u> | A: How old is she?
B: She's five years old. |
| 3. | _____ | A: How old are you?
B: I'm eighteen years old. |
| 4. | _____ | A: How old is he?
B: He's eleven years old. |
| 5. | _____ | A: How old are you?
B: I'm twenty-two years old. |
| 6. | _____ | A: How old is he?
B: He's thirty-three years old. |

The following phrase is one used by older people to young children. It is used mostly because of its rhyming quality.

Tawjeyn teligjitêmeyn? 'How old are you, you're so clever?'

8 E-4

Do the following on the basis of the pattern given to you in the first lines.

- | | | |
|-----|--|--|
| 1a. | <u>Tâsijig lentugg nemîsêpêniç?</u>
<u>Tapusijig nemîgêpêniç.</u> | A: How many deer did you see?
B: I saw two of them. |
| 1b. | _____ nemîasêni?
<u>Tapusêliji nemiapêni.</u> | A: How many deer did he see?
B: He saw two of them. |
| 2a. | _____ | A: How many partridges did you see?
B: I saw three of them. |
| | <u>Nêsijig</u> | |

8 E-4 (Cont'd)

- 2b. Nēsisēliji . A: How many partridges did he see?
 _____ B: He saw three of them.
- 3a. _____ A: How many moose did you see?
 _____ B: I saw four of them.
- 3b. _____ A: How many moose did he see?
 _____ B: He saw four of them.
- 4a. _____ A: How many rabbits did you see?
 _____ B: I saw five of them.
- 4b. _____ A: How many rabbits did he see?
 _____ B: He saw five of them.
- 5a. _____ A: How many porcupines did you see?
 _____ B: I saw six of them.
- 5b. _____ A: How many porcupines did he see?
 _____ B: He saw six of them.

8 E-5

Do the following and note that the objects are animate:
 (Read the Note to the Student before doing this exercise.)

1. Tāsunjig wapusg? A: How many rabbits do you have?
 _____ B: I have two of them.
2. _____ A: How many partridges do you have?
 _____ B: I have three of them.

8 E-5 (Cont'd)

3. wen'jitiāmug? A: How many cows do you have?
tesungig. B: I have six of them.
 (tesungig occurs with all numbers after six)
4. Tāsunjig? A: How many do you have?
 (speaking of animate objects)
_____ B: I have ten of them.

8 E-6

Do the following and note that the objects are inanimate:

1. Tāsunmēnn gwitēnn? A: How many canoes do you have?
Tapunmann. B: I have two of them.
2. lūtāgann? A: How many paddles do you have?
_____ B: I have four of them.
3. pētawtīl? A: How many tables do you have?
_____ B: I have three of them.
4. nutputīl? A: How many chairs do you have?
_____ B: I have six of them.
5. _____ A: How many do you have?
 (speaking of inanimate objects)
_____ B: I have eight of them.

8 E-7

Do the following and note the change from singular to plural and from animate (part A) to inanimate (part B).

(Read the Note to the Student before doing this exercise.)

- A 1. Gē lapāsi! Lentug. A: Hey look! A deer.
Ee. Pugwelgig na lentug B: Yes. There are many deer
ula tet. here.

8 E-7 (Cont'd)

2. _____

- A: Hey look! A partridge.
 B: Yes. There are many partridges here.
3. _____

- A: Hey look! A rabbit.
 B: Yes. There are many rabbits here.
4. _____

- A: Hey look! A porcupine.
 B: Yes. There are many porcupines here.
5. _____

- A: Hey look! A fox.
 B: Yes. There are many foxes here.
6. _____



- A: Hey look! A moose.
 B: Yes. There are many moose here.
7. _____

- A: Hey look! A cow.
 B: Yes. There are many cows here.
- B 8. _____
Ee. Pugwelgêl na gwitênn
ula tet.
- A: Hey look! A canoe.
 B: Yes. There are many canoes around here.
9. _____ Wiguom.
 _____ wiguomêl

- A: Hey look! I wigwam.
 B: Yes. There are many wigwams around here.
10. _____ Gospem.

- A: Hey look! A lake.
 B: Yes. There are many lakes around here.

8 E-7 (Cont'd)

11.  Mēnigu.
12.  Sipu.

A: Hey look! An island.

B: Yes. There are many islands around here.

A: Hey look! A river.

B: Yes. There are many rivers around here.

8 E-8

Answer the following in Micmac: (Hand in for correction.)

1. Tami wejārioō gīl aō gitap sōsep?
2. Api getantegeyoō? Mē goōey?
3. Talamugsit wīsis yapjīw gilew getanoō? (wīsis: animal)
4. Gatu mē pugwelgig igtigig wīsisg alaptūtijig?

8 E-9

Read the following story making sure that you understand it well. Then answer the questions that follow: (Hand in for correction.)

Ula na pēlasua. Negēm na apigtanteget (api + getanteget) gīs nigē sāō. Negēm maw gelūsit nujilentugewēget, pasēg ūt nigē mō goōey nēpatug. Nīn mō geytu tā goōey ugjit. Negēm luēt pasēg pugwelaptūtijig wīsisg, tāsegēl lentuge ēl sapunn aō ijgā lentugowmījan. Nīn pipanimgēp ugjit woggwisg, negēm teluep mō woggwisg tami. Teliāgamgug ēgtantaōan mo piam gelūgtēnug ula newtipunōeg.

Vocabulary:

gīs nigē sāō

nujilentugewēget

for a long time
(Lit: already now long time)
the one who hunts deer
(nuji-: a nominalizer)

8 E-9 (Cont'd)

ût	this
goġey ugjit	what for
teluey	I say
tàsêg	some
ijgà	a little
mījan	droppings (excrement)
pipanim	to ask
teliaġamgug	it looks like
êgtantaġan	a hunt
pīam gelūgtênuġ	not too good (Lit: extra not good)
newtipunġeg	one year

Questions:

1. Tal sâġ ġis Pêlasua getanteġet?
2. Talamūġ êgtantaġan Pêlasua maw ġêlūsij?
3. Gatū ût nigê, mê goġey nêpatoġ?
4. Negêm talues ugjit êgtantaġan nigê?
5. Tàn tujīw pipanimġeg ugjit woggwisġ, talues negêm?
6. Talamūġ êgtantaġan ula newtipunġeg?

8 E-10

Write a conversation combining this lesson's material with that of the previous lesson. Try to use 'you' and 'you (plur)' as well as 'he' and 'they' (see Note to the Student) as much as possible. Be prepared to dictate your conversation to the class. Pleasant writing! (Hand in for correction.)

Note to the Student

- 1- In 8 M-2 there are two words for rabbit. Generally, apêlîgêmuĵ is used in Nova Scotia and wapus is used in New Brunswick and Quebec. Some people claim that wapus is a white rabbit and apêlîgêmuĵ is a brown rabbit. Others feel that the first term denotes a rabbit while the second refers to a hare.

- 2- In 8 M-2, the ending -ewêge- or -êge-, a verbalizer, means 'to hunt', 'to capture', or 'to collect'. Literally, line 1 of 8 M-2 states: "I've been deer-hunting." Knowing this, you should now be able to state: "I've been hunting fox", and "I've been hunting moose." (See 8 M-3 for the words 'fox' and 'moose'.) This verbalizer is not restricted to use with animal names only. It can also be combined with nouns such as pugsug, 'firewood', and tapêtân, 'potato' (from French: 'des patates'). For example, pugsugêgey means 'I'm collecting firewood', and tapêtânêgey means 'I'm gathering potatoes'.

- 3- In this lesson (especially in the exercises), you worked with animate and inanimate nouns (see 8 E-5 and 8 E-6) and saw that this brings about a special type of change. For example, if you say, "I have two of them", and 'them' refers to something animate, the phrase for this in Micmac is Tapungig (see 8 E-5). However, if 'them' refers to something inanimate, then the phrase is Tapunmann (see 8 E-6). All Micmac nouns fall in either of these two categories (animate or inanimate). This division of all nouns on the basis of animacy in Micmac functions like gender, for example, as in French where all nouns are either masculine or feminine. Henceforth, when we speak of gender in Micmac, we will therefore be referring to the two categories of animacy. (Reread Lesson 4, Note to the Student, for the first discussion of gender.)

Note to the Student (Cont'd)

In order to better understand gender in Micmac, carefully study the two following lists of nouns. Note how gender affects the formation of the plural (compare animate and inanimate nouns).

Animate

	<u>singular</u>		<u>plural</u>
1.	wapus	rabbit.	wapusg its
2.	mitis	tree	mitisg trees
3.	pêlawej	partridge	pêlawejg partridges
4.	atêlây	shirt	atêlâyg shirts
5.	puîgên	broom	puîgêng brooms
6.	lâtaâsun	pail	lâtaâsung pails
7.	tiâm	moose	tiâmug moose (plur)
8.	wâgw	louse	wâgug lice
9.	nipi	leaf	nipîg leaves
10.	âpi	net	âpîg nets
11.	tapi	bow	tapîg bows
12.	mên'tu	devil	mên'tûg devils
13.	pêl'goâ	fiancé(e)	pêl'goâg fiancé(e)s
14.	alug	cloud	alugg clouds

Note to the Student (Cont'd)

<u>Inanimate:</u>				
	<u>singular</u>		<u>plural</u>	
1.	wapëjg	flour	wapejgêl	flour (plur)
2.	wāw	egg	wāwul	eggs
3.	sipu	river	sipûl	rivers
4.	tuōpêti	window	tuōpêtil	windows
5.	pesgewey	rifle	pesgewèl	rifles
6.	gun'tew	rock	gun'tal	rocks
7.	gāgan	door	gāgann	doors
8.	sigên	sock	sigênn	socks
9.	gwitên	canoe	gwitênn (<u>gwitênêl</u> in Nova Scotia)	canoes
10.	āsūn	blanket	āsūn	blankets
11.	wen'jūsūn	apple	wen'jusūn (<u>wenjūsūnêl</u> in Nova Scotia)	apples

A quick glance at these lists of nouns is sufficient to see that -g is associated with animate plurals and -l with inanimate plurals. However, with the addition of these plural morphemes (-g and -l) various changes take place in the noun. For example, when a noun ends in a vowel, that vowel is lengthened with the addition of the plural morpheme (see animate 9, 10, 11, 12 and inanimate 3, 4). When a noun ends in a -y glided vowel, the -y drops and the vowel lengthens (see inanimate 5). W-glides, however, behave differently (see inanimate 6). Labialized w (see animate 8) always becomes u when it occurs interconsonantly. There are also quite a few instances of assimilation, and this is

Note to the Student (Cont'd)

especially noticeable in the inanimate plural. In a noun ending in a short vowel and an -n, the plural -l assimilates to the -n yielding -nn (see inanimate 7, 8, 9). Another example of assimilation is found in animate nouns. When an animate noun ends in -g, the plural -g assimilates yielding -gg (see animate 13). When the noun ends in a long vowel followed by an -n the result is an infix -u- inserted before the -n (see inanimate 10, 11). In the inanimate plurals, there is one case which has a double consonant which is not the result of assimilation (see animate 14). This is true of all animate nouns that end in -g. The added plural results in -gg. The principal difference in pronunciation between final -g and final -gg is that -gg is pronounced with much more aspiration than is -g. The remaining changes that take place are straightforward and will not be discussed. *

* It may be tempting at first sight to standardize Micmac plurals to -g and -l in a national orthography and then apply some of the rules that have just been discussed in order to arrive at the correct forms. I feel that the phonological changes involved in plural formation are too complex for this to be a valid consideration. One need only look at English where plural formation is fairly straightforward to see that even in such cases plurality is not standardized. For example, although words such as 'hat' and 'boy' are pluralized simply by adding 's' in the orthography, words such as 'bench', 'wolf', 'man', 'ox', are not. In these last words the orthography actually reflects the phonological changes effected by pluralization. Hence, we find 'benches', 'wolves', 'men', 'oxen'. Given that Micmac undergoes even more complex phonological changes than English in pluralization, it would be to the detriment of the language learner not to reflect such changes in the orthography.

Note to the Student (Cont'd)

What's to be remembered from all this? First, be sure that you understand the concept of gender in Micmac. Second, remember that -g is associated with animate plurals and -l with inanimate plurals. Note how these plurals change and under what conditions this happens. Note also the changes that plural endings can bring about on nouns. Remember also that agreement operates on gender, on number, and know the types of changes that agreement effects on adjectives and verbs.

- 4- The effects of gender (and number) in Micmac reach beyond plural formation. Verbs and adjectives (see Lesson 7) must also carry the gender (and the number) of a following noun. We will henceforth refer to this phenomenon as AGREEMENT. Carefully study the following transitive sentences where aġġam means 'to look at' (animate) and aġġattêm means 'to look at' (inanimate). Mesgil means 'I am big', and etêl- or etêli- is a progressive preverb (see Lesson 6, Note to the Student).

- 1a. Nîn etêliaġġattêm gun'tew.
I'm looking at a rock. (see inanimate #6)
- 1b. Nîn etêliaġġattêm mesgig gun'tew.
I'm looking at a big rock.
(Lit: I, I am looking at it, it is big, the rock)
- 1c. Nîn etêliaġġattêmann mesgigêl gun'tal.
I'm looking at big rocks.
- 2a. Nîn etêliaġġamg tiâm.
I'm looking at a moose.
- 2b. Nîn etêliaġġamg mesgilg tiâm.
I'm looking at a big moose.
(Lit: I, I am looking at him, he's big, the moose)
- 2c. Nîn etêliaġġamgig mesgilgig tiâmug.
I'm looking at big moose (plur).

Note to the Student (Cont'd)

"Big" in sentence 1b agrees with the inanimate noun "rock". "Big" in sentence 2b is different from "big" in sentence 1b in that it agrees with the animate noun "moose". Note also in sentences 1c and 2c how "big" agrees in number with the noun it modifies (rocks, moose). In sentence 1c, the inanimate plural -l is found on both mesgil and gun'tew. In sentence 2c, the animate plural -g is found on both mesgil and tiām. In fact, the plural -g is also found on the verb aḡḡam in 2c.

It was earlier mentioned that not only adjectival verbs but also transitive verbs carry the number and gender of an object noun. This number and gender is usually found in the bound pronoun affixed to the verb. For example, note that the sentence, etêliaḡḡamg, does not change when the free pronouns are dropped:

3a. Nīn etêliaḡḡamg negēm.
I am looking at him. (emphatic)

3b. Etêliaḡḡamg.
I am looking at him.

Sentences 3a and 3b are, for the purposes of this discussion, identical in meaning. In 3a the 'free' pronouns nīn and negēm can be dropped without really altering the meaning of the sentence. The reason for this is that there are "bound" pronouns meaning 'I' and 'he' that are attached to the verb. In other words, etêliaḡḡamg is literally: '-ing + look at + I + him'. The final -g on etêliaḡḡamg is the third person singular 'he/she' as in welèg, 'he/she is fine'. In this case, the first person subject, 'I', is unmarked (\emptyset). The verb phrase etêliaḡḡamg can therefore be analyzed as follows: etêli + aḡḡam + \emptyset + g. Since 'I' and 'he/him'

Note to the Student (Cont'd)

are both animate, we would expect the appearance of the animate plural -g when using the pronouns 'we' and 'them'. Carefully study the following sentences and be sure not to confuse the third person plural marker -g with the animate plural marker -g. Note also how the forms for 'we' and 'them' contain -g.

- 4a. Etêliaġġamg. (etêli + aġġam + g)
I am looking at him. (-g: him)
- 4b. Etêliaġġamgig. (etêli + aġġam + g + ig)
I am looking at them. (-ig: plur)
- 4c. Etêliaġġamugg. (etêli + aġġam + ug + g)
We are looking at him. (-ug: we)
- 4d. Etêliaġġamuggig. (etêli + aġġam + ug + g + ig)
We are looking at them.

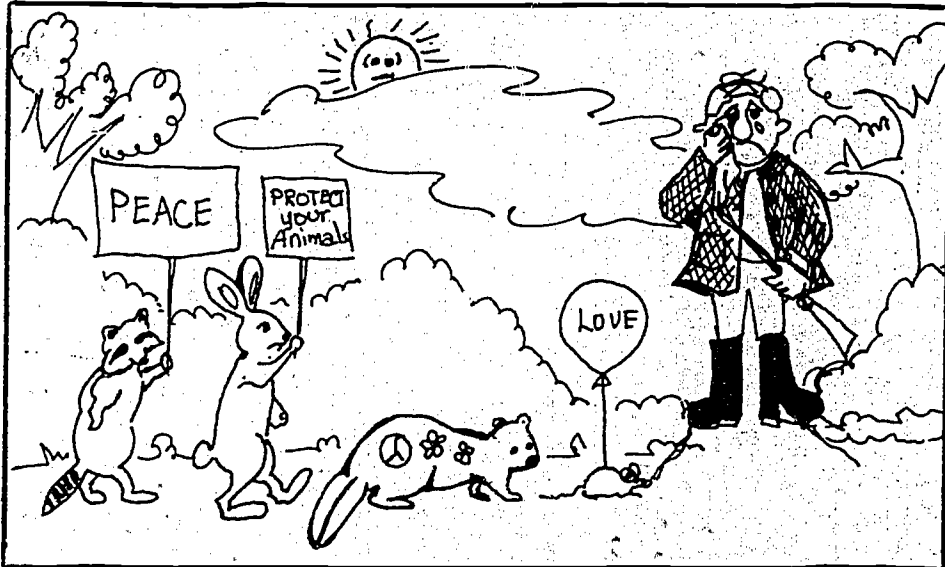
The same holds true when the object pronoun is inanimate. We expect the plural object pronoun to contain the inanimate plural -l. In the following sentences the pronouns 'it' and 'them' will refer to an inanimate noun such as 'rock(s)'. Note the occurrence of the inanimate plural -l.

- 5a. Etêliaġġattêm.
I am looking at it.
- 5b. Etêliaġġattêmann (n + l → nn)
I am looking at them.
- 5c. Etêliaġġattêmüğ.
We are looking at it.
- 5d. Etêliaġġattêmüğul. (-üğ + l → ùgul or -üğêl)
We are looking at them.

Note to the Student (Cont'd)

In the next lesson we will be looking at the "obviative". It is a special marking to which agreement applies when both the subject and object are third persons and animate. Understanding the notion of obviation and how it works will be easier if you understand agreement as demonstrated in sentences 1 through 5. Carefully study these sentences. In fact, if you are having difficulty in understanding the notions discussed here, commit to memory sentences of 1 through 5. You will find that this will help you do the next lesson.

LESSON 9 (Geqināmasimǵ 9)



C-: converse, communicate



9 C-1

Pâtêliq (Patrick) meets a trapper friend.

A: Mè taleyn?

A: How are you?

B: Weleyy.

B: Fine.

A: Tami wejien?

A: Where have you been?

B: Ansigwatêmann
êntloqtêgênmêl.

B: Out checking my traps.

9 C-1 (Cont'd)

- | | |
|--|---|
| A: Goḡey getantûn? | A: What are you trapping
(or hunting)? |
| B: A, gopitewey aḡ
gḡwesuey. | B: Oh, beaver and muskrat. |
| A: Mè goḡey? | A: Any luck? |
| B: Èe, taputègig gopitg
aḡ newtutèg gḡwesu. | B: Yes, I got two beavers
and one muskrat. |

M-: mimic, memorize, manipulate

9 M-1

- | | |
|---|-----------------------------|
| A: Tami wejien? | A: Where have you been? |
| Tami wey'tàyoḡ? (also
<u>wejitàyoḡ</u> in Nova Scotia) | Where have you (plur) been? |
| Tami wejiet? | Where has he been? |
| Tami wey'tàjig? (also
<u>wejitàjig</u> in Nova Scotia) | Where have they been? |

9 M-2

- | | |
|--------------------------------------|---|
| B: Apsigwatèmann
èntloḡtègènmèl. | B: I've been out checking
my traps. |
| Apsigwatèmegèl
èntloḡtègènminal. | We've been out checking
our traps. |
| Apsigwatgèl ugloḡtègènmèl. | He's been out checking
his traps. |
| Apsigwatèmlititèl
ugloḡtègènmual. | They've been out checking
their traps. |

9 M-3

- | | |
|--------------------|---|
| A: Goḡey getantûn? | A: What are you hunting
(or trapping)? |
| Goḡey getantuḡ? | What are you (plur)
hunting (or trapping)? |
| Goḡey getantoḡ? | What is he hunting
(or trapping)? |
| Goḡey getantûtij? | What are they hunting
(or trapping)? |

M-4

B: Getangig gopitg (also
gopitaġ) aġ ġigwesuġ.

Getangêtjig gopitg aġ
ġigwesu.

Getanaji gopitg aġ
ġigwesuġ.

Getanâtiji gopitg aġ
ġigwesu.

B: I'm trapping beaver
and muskrat.

We're trapping beaver
and muskrat.

He's trapping beaver
and muskrat.

They're trapping beaver
and muskrat.

M-5

A: Mè goġey nêpatûn?

Mè goġey nêpatuoġ?

Mè goġey nêpatoġ?

Mè goġey nêpatûtij?

A: Did you get anything?
(nêpâġ: 'I kill')

Did you (plur) get anything?

Did he get anything?

Did they get anything?

M-6

B: Èe, taputêgig gopitg aġ
newtûtêg ġigwesu.

Èe, taputêgêtjig gopitg
aġ newtutêgêtt ġigwesu.

Èe, taputâji gopita aġ
newtûtâtêl ġigwesul.

Èe, taputâtiji gopita aġ
newtutâtitêl ġigwesul.

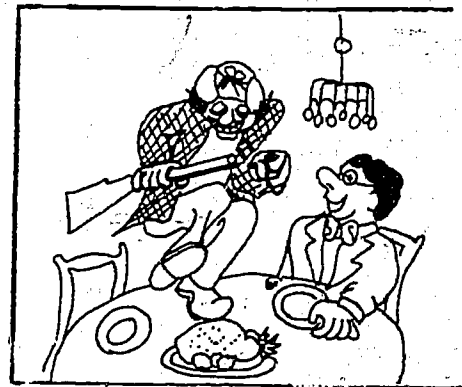
B: Yes, I got two beavers
and one muskrat.

Yes, we got two beavers
and one muskrat.

Yes, he got two beavers
and one muskrat.

Yes, they got two beavers
and one muskrat.

C-: converse, communicate



9 C-2

Patij (Bartholemew) asks Isag (Isaac) how trapping has b

A: Mē talevn?

A: How are you?

B: Weleyy.

B: I'm fine.

A: Tami wejien?

A: Where have you been?

B: Apsigwatēmann êntloġtêg-
ênmêl aġ maw Piêlewêl.

B: I've been checking my
traps and also Peter's

A: Mē goġey?

A: Any luck?

B: Èe, nesutêgig gġwesūg.

B: Yes, I got three muskra

A: Gatu Piêl?

A: How about Peter?

B: Negêm taputāji.

B: He got two.

A Dialogue you want to Learn

Using a format as in C-1 or C-2, write, in English, a dialogue that you want to learn. This is your chance to introduce into the course a content that you feel is important. Choose your subject-matter carefully and try to keep the lines reasonably short. Once you have written your dialogue, hand it in to your teacher who will translate it into Micmac. The dialogue will then be taught in class as a supplement to the lessons.

E-: exercise, expand, extrapolate

9 E-1.

Do the following and note the use of ap or api which refers to an activity that is of short duration and that has just been completed. It also translates as 'again' as, for example, in ap tēlua, 'say it again'. Note also that no dual form exists for the answers of 2 and 5. The plural is therefore used.

- | | | |
|----|--|---|
| 1. | <u>Ap tallugen?</u>
_____ | A: What have you been doing?
B: I've been checking my traps. |
| 2. | _____
<u>Apsigwatēnecēl ēntloqtēgēn-
minal.</u> | A: What have you (dual) been doing?
B: We have been checking our traps. |
| 3. | _____
_____ | A: What have you (plur) been doing?
B: We have been checking our traps. |
| 4. | _____
_____ | A: What has he been doing?
B: He has been checking his traps. |
| 5. | _____
_____ | A: What have they (dual) been doing?
B: They have been checking their traps. |
| 6. | _____
_____ | A: What have they (plur) been doing?
B: They have been checking their traps. |

9 E-2

Do the following and note that the answers (B) are plural.

- | | | |
|----|------------------|----------------------------|
| 1. | | A: What are you hunting? |
| | Getangig gopitg. | B: I'm hunting beaver. |
| 2. | | A: What is he hunting? |
| | | B: He's hunting muskrat. |
| 3. | | A: What are they hunting? |
| | | B: They are hunting rabbit |
| 4. | | A: What are you hunting? |
| | | B: We are hunting deer. |

9 E-3

Before doing the following, re-read Lesson 8, Note to the Student, on agreement.

- | | | |
|------|--------------------------|----------------------------|
| A 1. | Mē goḡev nēpatūn? | A: Did you get anything? |
| | Ee, newtutēg gopit. | B: Yes, I got one beaver. |
| 2. | | A: Did he get anything? |
| | Ee, taputāji gopitg. | B: Yes, he got two beavers |
| 3. | | A: Did you (plur) get anyt |
| | Ee, nesutēgētjig gopitg. | B: Yes, we got three beave |
| 4. | | A: Did they get anything? |
| | Ee, nanutātiji gopitg. | B: Yes, they got five beav |
| B 5. | | A: Did you get anything? |
| | | B: Yes, I got one muskrat. |
| 6. | | A: Did he get anything? |
| | | B: Yes, he got three muskr |
| 7. | | A: Did you (plur) get anyt |
| | | B: Yes, we got two muskrat |

9 E-3 (Cont'd)

8. _____

- A: Did they get anything?
 B: Yes, they got four muskra
- C 9. _____

- A: Did you get anything?
 B: Yes, I got three rabbits and two partridges.
10. _____

- A: Did he get anything?
 B: Yes, he got three rabbits and two partridges.
11. _____

- A: Did you (plur) get anythi
 B: Yes, we got seven rabbits and six partridges.
12. _____

- A: Did they get anything?
 B: Yes, they got eight rabbi and nine partridges.
13. Nisgam! Mē gatu welluguti-
 jig!
- A: Wow! They really did wel
 (Nisgam means 'spirit' or 'god' but is used as a po interjection.)

9 E-4

Answer the following in the negative:

1. _____

Moḡwā, mu apsigwatēman
ēntloḡtēgēmēl.
- A: Have you been checking you traps?
 B: No, I haven't been checkin my traps.
2. _____

- A: Have you (dual) been checking your traps?
 B: No, we (dual) haven't beer checking our traps.

9 E-4 (Cont'd)

3. _____

- A: Have you (plur) been checking your traps?
 B: No, we (plur) haven't been checking our traps.
4. _____

- A: Has he been checking his traps?
 B: No, he hasn't been checking his traps.
5. _____

- A: Have they (dual) been checking their traps?
 B: No, they haven't been checking their traps.
6. _____

- A: Have they (plur) been checking their traps?
 B: No, they haven't been checking their traps.

9 E-5

Do the following and note the use of the past tense, -êp.

1. Sân lentugewêget ula
newtipungêg?
Moğwâ, gatu lentugewêgep ala
igtigipungêg.
- A: Is John hunting deer this year?
 B: No, but he hunted deer last year.
2. _____

- A: Is John hunting beaver this year?
 B: No, but he hunted beaver last year.
3. _____

- A: Is John hunting moose this year?
 B: No, but he hunted moose last year.

9 E-5 (Cont'd)

4. _____

 A: Is John hunting fox
 this year?
 B: No, but he hunted fox
 last year.
5. _____

 A: Is John hunting rabbit
 this year?
 B: No, but he hunted rabbit
 last year.
6. _____

 A: Is John hunting partridge
 this year?
 B: No, but he hunted partridge
 last year.
7. muinewēget

 A: Is John hunting bear this
 year?
 B: No, but he hunted bear
 last year.
8. paḡtesēmuēget

 A: Is John hunting wolf this
 year?
 B: No, but he hunted wolf
 last year.
9. sulungewēget

 A: Is John hunting wild geese
 this year?
 B: No, but he hunted wild
 geese last year.
10. apēligēmujuēget

 A: Is John hunting wild duck
 this year?
 B: No, but he hunted wild
 duck last year.

9 E-6

Do the following and pay particular attention to the change in pronouns (personal and possessive) as well as to changes in gender. (A and B are inanimate; C and D are animate.)
Read the Note to the Student before doing this exercise.

- A 1. Gilewèl na loḡtècènn? A: Are those your traps?
Moḡwà, ala negèm ugloḡtegènmêl. B: No, they're his traps.
2. _____ pesge·vèl? A: Are those your guns?
_____ B: No, they're his guns.
3. _____ gwitènn? A: Are those your canoes?
_____ B: No, they're his canoes.
4. _____ lütàḡann? A: Are those your paddles?
_____ B: No, they're his paddles.
- B 1. _____ sigènn? A: Are those your socks?
Moḡwà, negèmwèl. B: No, they're his.
2. _____ àḡwesènn? A: Are those your hats?
_____ B: No, they're his.
3. _____ pitàḡawèl? A: Are those your trousers?
_____ (Lit: the long ones)
B: No, they're his.
4. _____ ugpugugèl? A: Are those your glasses?
_____ B: No, they're his.
- C 1. Gilewèḡ na èḡḡsèḡ? A: Are those your shoes?
Moḡwà, ala negèm umuḡsèḡ. B: No, they are his shoes.
2. _____ atêlàyḡ? A: Are those your shirts?
_____ B: No, they are his shirts.

4. _____ pijjaḡang? A: Are those your gloves?
 _____ B: No, they are his gloves.
- D 1. _____ tēsipowḡ? A: Are those your horses?
 Moḡwā, neḡēmewēḡ. B: No, they are his.
2. _____ wen'jitiāmug? A: Are those your cows?
 _____ B: No, they are his.
3. _____ ênmūjig? A: Are those your dogs?
 _____ B: No, they are his.
4. _____ gajuēwjig? A: Are those your cats?
 _____ B: No, they are his.

9 E-7

The ending -jij (-ij after a j-) meaning 'little' can be used as a term of endearment as well as a diminutive. In fact, it sometimes is inseparable from a noun and denotes an entire new being. That is, it becomes lexicallized. Carefully study the meaning changes in the following sentences:

- A 1. Gajuēwj na? A: Is that a cat?
Moḡwā, gajuēwjij. B: No, that's a kitten.
2. Enmūj na? A: Is that a dog?
Moḡwā, ênmūjij. B: No, that's a puppy.
3. _____ A: Is that a cow?
 _____ -ūj. B: No, that's a calf.
4. _____ A: Is that a horse?
 _____ B: No, that's a poney
 (or colt).
5. _____ A: Is that a deer?
 _____ B: No, that's a fawn.

9 E-7 (Cont'd)

- B 6. Êggwis na?
Êe, êngwijîj na. A: Is that your son?
B: Yes, that's my little so
(endearment)
7. Êgtus na?
_____ A: Is that your daughter?
B: Yes, that's my little
daughter.
8. Êgjiĝênam na?
_____ A: Is that your brother?
B: Yes, that's my little
brother. (also means
'younger brother')
9. Êggwêjîj na?
_____ A: Is that your younger
sister?
B: Yes, that's my little
sister.
10. Ĝênis na?
_____ A: Is that your older sister?
B: Yes, that's my little sis
- C 11. Matues na?
Amassin?! Matuesjîj na. A: Is that a porcupine?
B: Are you silly?! That's a
caterpillar.
12. Pêlamu na?
Amassin?! Pêlamuj na. A: Is that a salmon?
B: Are you silly?! That's a
catfish. (Punamuj is also
used to mean 'catfish'.)
13. Apigjîj na?
Amassin?! Êpjiapigjîj na. A: Is that a mouse?
B: Are you silly?! That's a
rat. (egji- means 'big',
'large')
14. Patêliàs na?
Amassin?! Êgjiapatêliàs na. A: Is that a priest?
B: Are you silly?! That's a
bishop.

9 E-8

Before doing the following exercise, read the Note to the Student on obviation, part 3.

- | | | |
|------|---|---|
| A 1. | <u>Enêli nenuatêl Sânal?</u>
<u>Ee, Sânal na witapal.</u> | A: Does Henry know John?
B: Yes, John is his friend. |
| 2. | <u>Enêli nenuaji Penuaal aḡ Sâmal?</u>
<u>Ee, Penuaal aḡ Sâmal witapa.</u> | A: Does Henry know Ben and Sam? (Penua: from French 'Benoît')
B: Yes, Ben and Sam are his friends. |
| 3. | _____ | A: Does Henry know that man?
B: Yes, that man is his friend. |
| 4. | _____ | A: Does Henry know that man and that woman?
B: Yes, that man and that woman are his friends. |
| 5. | _____ | A: Does Henry know that big and heavy man? (See Note to the Student)
B: Yes, that big and heavy man is his friend. |
| 6. | _____ | A: Does Henry know those big and heavy men?
B: Yes, those big and heavy men are his friends. |
| B 7. | <u>Etug Tâpit pewatḡ gelug gwitên?</u>
<u>Ee, negênewey mō ælûgtênug.</u> | A: Does David want a good canoe?
B: Yes, his is no good. |
| 8. | _____ <u>tepaḡan?</u> | A: Does David want a good car?
B: Yes, his is no good. |
| 9. | _____ <u>pesḡewey?</u> | A: Does David want a good rifle?
B: Yes, his is no good. |

9 E-8 (Cont'd)

10. _____ wen'jiguom? A: Does David want a good house?
 _____ B: Yes, his is no good.
- C 11. Etug Pênâl pewalatêl A: Does Bernard want a good horse?
gelûsilitêl têsipowl? B: Yes, his is no good.
Èe, neqênewêl mo gelûsiligul.
12. _____ A: Does Bernard want a good dog?
 _____ B: Yes, he is no good.
13. _____ gotêl? A: Does Bernard want a good coat?
 _____ B: Yes, his is no good.
14. _____ atêlayêl? A: Does Bernard want a good shirt?
 _____ B: Yes, his is no good.

9 E-9

Answer the following in Micmac. (Hand in for correction.)

1. Tami wejâtioq gujj?
2. Ap sigwatêmoqol êgloqtêgênmuâl. Mè goqey?
3. Goqev getantuog?
4. Tâsutôqig gopitg? Gatu gigwesug? (tâsutôqig: How many did you get?)
5. Tâsêgêl loqtêgên êwumoqol? (êwumoqol: You are using the êwên!: Use it!)

9 E-10

Read the following story making sure that you understand it well and answer the questions that follow:

(Hand in for correction.)

Na tujîw, newt pituipênâgan je ugumuljin gasgiptênağan je nanisgâg, Sağamaw Sòsep Gêlôt na negêm tujîw weltesguapêni Gêpênndlewêg jînêmuğ. Ênnueyêl mağamigal wesgûtêmîtipên. Sağamaw Gêlôt negêm tujîw telimapêni: "Wel'tâsi gilew nigè eymog ût tet." "Gağatepiağ mağamigew ugjit êmsêt wen." "Ugsuâtuğ tân têsêg menuegeyoğ." Na wejâtegemgeg tujîw, pugwelg mimajuinu gîs pegising ula tet ênnueyey mağamigew. Gisguğ tân esgwiağ na nigè teluisig Listuguğ.

Vocabulary:

Sağamaw	Chief
weltesgul	I meet you
gêpênndlewêy	government
-eyêl	belonging to
Ênnu	person (Indian)
mağamigew	land
wesgûtêm	I talk about it, discuss
telimapêni	he told them
wel'tâsi	I am pleased
eym	I am someplace (locative verb)
gağatepiağ (gaği + tepiağ)	enough of (plenty + enough)
wesuâtu	I take it
tân têsêg	as much of
menuegey	I need it
wejâtegemgeg	from then on, thereafter
esgwiew	I have some of it left

9 E-10 (Cont'd)

Questions:

1. Talêgês Saġamaw Sòsep Gêlôt weltesquateg gepênnòlewêg jînê mug? (talêgês: when)
2. Goġey ugjit?
3. Talimasêni Saġamaw Gêlôt gêpênnòlewêg jînê mug? (talimasêni: what did he say to them)
4. Na nigê taliaġ wejâtegemgeg tujîw? (taliaġ: what's happening)
5. Tami wejiaġ Listuguj? (wejiaġ: comes from)

9 E-11

Use the materials from this lesson to write a conversation. Try to use the possessives (see Note to the Student) as much as possible. Be prepared to dictate your conversation to the class. (Hand in for correction.)

Note to the Student

1- * In M-1 of this lesson, there are three personal pronouns: nîn, gîl, and negêm. If you remove negêm, it is still clear that a third person, 'he', is being spoken of. This is because in Micmac, there are two types of personal pronouns: bound and free. (This was discussed in lessons 1 and 6). Free pronouns are those like nîn, gîl, and negêm which can occur unattached to the verb. Bound pronouns are those which are bound to the verb and must always be attached to it. For example, in the following paradigm, -Ø(-y), -n, -t or -g are the bound first, second, and third person pronouns respectively.

sêmâtewi or weleyy	I'm fine. (-y or Ø indicates a first person)
sêmâtewin or weleyn	You're fine. (marked by <u>-n</u>)
sêmâtewit or welèg	He's fine. (marked by <u>-t</u> or <u>-g</u>)

All of this information is not new and has been covered in earlier lessons (1 and 6). What has not been discussed, however, is when the third persons -t and -g occur. This, it appears, is predictable on the basis of the preceding sound (verb stem ending).

The most commonly encountered form of the third person bound pronoun is -g. This always occurs when a verb used in the third person is negated as in, for example, mu sêmatewigw, 'he's not well'. This third person -g also always occurs with verbs whose stems end in -l, -m, -n, -u, -ey, -ay.

* This part of the Note to the Student involves verb classes. We suggest that you study those representative verb classes given at the end of this text. For an extensive classification of verbs, we refer you to Jim Fidelholtz's Micmac Morphophonemics, 1968.

Note to the Student (Cont'd)

For example:

1a.	-l	etêlatal etêlatalg	I'm eating he's eating
1b.	-m	alâm alâg (âg → âg)	I swim he swims
1c.	-n	pegisin pegising	I arrive he arrives
1d.	-u	alaptu alaptog (og → og)	I make tracks he makes tracks
1e.	-ey	weleyy weleyn welêg	I'm fine you're fine he's fine
1f.	-ay	wegayy wegayn wegayg	I'm angry you're angry he's angry

Some of the verb classes represented in 1 above are given in paradigm form at the end of the text. Note that all take the third person -g. The third person -t, however, is always found with verbs whose stems end in -i, -e, -a, -â. For example:

2a.	-i	getguni getgunit (including -âsi) majâsi majâsit	I'm staying overn he's staying over I'm leaving he's leaving
2b.	-e	elugey elugen eluget	I'm working you're working he's working

Note to the Student (Cont'd)

2c.	-a	gesênuḡay	I'm sick
		gesênuḡan	you're sick
		gesênuḡat	he's sick
2d.	-ã	nũḡãḡ (or nũḡwãḡ)	I'm burning
		nũḡãḡ (or nũḡwãḡ)	you're burning
		nũḡãḡ (or nũḡwãḡ)	he's burning

In the examples of 1 and 2, we have only considered animate third person subjects and their manifestations as -ḡ and -t. The inanimate third person also exists, and to complicate matters, its form is also -ḡ. Fortunately, only a restricted group of verbs can take inanimate subjects. The last three verbs of 2 given below in 3 are such verbs.

3a.	elugeḡ (also eluḡweg)	It works
	elugeḡêl	those (dual) things work
	elugeḡtiḡêl	those (plur) things work
3b.	gesênuḡaḡ (aḡ → aḡ)	It's sick
	gesênuḡaḡal	those (dual) things are sick
	gesênuḡtiḡêl	those (plur) things are sick
3c.	nũḡaḡ (also nuḡwaḡ)	It burns
	nũḡaḡal	those (dual) things burn
	nũḡôlḡtiḡêl	those (plur) things burn

There are now three -ḡ's to keep separate in Micmac.

There is the animate third person -ḡ as in:

etêlatalḡ he's eating

There is the inanimate third person -ḡ as in:

. elugeḡ It works

Note to the Student (Cont'd)

From the first three forms of the above paradigm it may be inferred that the 1st, 2nd and 3rd person possessive pronouns are as follows:

7. ênt	êm	my
êgt	êm	your
ugt	êm	his

In (3), there is an -êl affixed to -êm- in ugtênâmjêmêl. This is an obviative ending (see discussion which follows) which occurs only when there are two animate 3rd persons involved. In this case, the first 3rd person is 'his' and the second third person is 'dog'. In sentences (5) and (6) the t of êgt-, and ugt- has dropped because the noun being possessed (gwitên) begins with a consonant. That is, if -t- occurs between two consonants which are stopped (p, t, q, j), then t drops. In (5) and (6) the cluster -qtq- was reduced to qq. In (4), however, the cluster ntg was retained because n is not a stopped consonant (m, n, l are sonorants).

The sound t, however, does not only drop when it is in a cluster of non-stopped consonants, as for example in gtg.

In a cluster where the last two segments are t, the SECOND t drops. Note carefully that such clusters must be as follows: C, t, +, t :

- 8 (a) tapi 'bow' (the t is voiced).
 (b) ênt + tapi + m → ênt + api + m (initial voiced t drops)
 The result is êntapim, 'my bow' (with voiceless t).
 (c) Similarly êgt + tapi + m → êgt + api + m
êgtapim 'your bow' (t is voiceless).
 (d) Similarly, ugt + tapi + m + êl → ugt + api + m + êl
ugtapiêmêl 'his bow' (t is voiceless).

Note to the Student (Cont'd)

Compare this to the following which has a gt + g cluster

- 9 (a) gâgan 'door' (the g is voiced).
- (b) ênt + gâgan + êm → ênt + gâgan + êm (no change)
êntgâganêm 'my door' (g is voiced).
- (c) êgt + gâgan + êm ↔ êg + gâgan + êm (t drops)
êggâganêm 'your door' (first g is voiceless; second g is voiced and stem initial).
- (d) ugt + gâgan + êm → ug + gâgan + êm (t drops)
uggâganêm 'his door' (first g is voiceless; second g is voiced and stem initial).
 (See Rule 1(b) on the Micmac Orthography.)

Compare the following carefully, STEP BY STEP, to the examples of 8 where the stem was tapi, 'bow'. Here the stem is âpi, 'net'.

- 10 (a) âpi 'net' (stem begins with a vowel).
- (b) ênt + âpim → ênt + âpim (no change)
êntâpim 'my net' (t is voiceless).
- (c) êgt + âpim → êgt + âpim (no change)
êgtâpim 'your net' (t is voiceless).
- (d) ugt + âpimêl → ugt + âpimêl (no change)
ugtâpimêl 'his net' (t is voiceless).

In the examples of 10, the t is voiceless because it is part of the possessive prefix and following a consonant. In the examples of 9, the stem initial -g is voiced because it is initial (i.e. preceded by +). In the examples of 8 the stem tapi reduces to api because of the preceding possessive cluster. Proof of this is that the remaining -pi is voiceless rather than voiced as it would have been had it not been deleted from the stem.

Note to the Student (Cont'd)

There are yet two important points which remain to be discussed concerning the possessive. The first is that ~~-êm~~ has an alternative form -m which is found on nouns ending in a vowel. If a noun ends in a consonant, then -êm is added. For example, we find êntgwitênêm for 'my canoe' and not êntgwitênm. The second point is that there is a class of nouns which is always found occurring with a possessive pronoun. These "possessed nouns" have a different possessive pronoun than what is found on nouns that do not always have to be possessed. Relatives and body parts normally fall in this class of possessed nouns. Note, in the following list that there is NO occurrence of -êm on possessed nouns and that the possessive prefixes occur in reduced form with nouns that begin in a vowel (for example 11. and 13.):

- | | | |
|-----|---------|--|
| 11. | nujj | my father (animate noun) |
| | gujj | your father |
| | ujjêl | his father (note the obviative
<u>-êl</u>) |
| 12. | êngij | my mother (animate noun) |
| | êggij | your mother |
| | uggijêl | his mother (note the obviative
<u>-êl</u>) |
| 13. | nun'ji | my head (inanimate noun) |
| | gun'ji | your head |
| | un'ji | his head |
| 14. | ênpûg | my eye (inanimate noun) |
| | egpûg | your eye |
| | ugpûg | his eye |

Note to the Student (Cont'd)

We say that the possessive pronoun marker occurs in a reduced form on possessed nouns since it never occurs as in 7. That is, even in examples such as 12 and 14, one finds that the -t- ...-êm is missing when compared with the forms of 7.

There yet exists another mayor difference between bound possessive forms (11-14) and non-bound forms (1-10). Non-bound forms are separable. For example, in 9, gâgan can stand alone, or it can be combined with a possessive such as ênt ... + êm. Consequently, the stem initial g remains voiced. (see Rule 1(b) on the Micmac Orthography) The bound forms (possessed nouns), however, are generally inseparable from their possessive prefixes. For example, in 12, -gij, can never occur alone. It must always be possessed. Consequently, the -g of -gij cannot be considered as being word initial since it never occurs in that position. As a result such would-be stem initial consonants are never voiced because they are never stem initial.

All possessive pronouns associated with this class of possessed nouns are not always as regular as this list implies. We will later encounter some of these irregularities.

There are a few nouns which can occur as possessed nouns as well as non-possessed nouns. With such nouns both type of possessive pronouns are possible. One is as in 'my father' nujj, and the other is as in 'my canoe' êntgwitêné. For example:

nutêmaġan	
or	
êntêmaġanêm	my pipe
nutepaġan	
or	
êntepaġanêm	my car

Note to the Student (Cont'd)

- 4- The 'obviative' is an agreement suffix which patterns in ways very similar to the inanimate plural ending. Like the inanimate plural, the obviative morpheme is -l or -êl and is found as an ending on nouns, adjectives, and bound pronouns (pronouns attached to verbs). Like number and gender, obviation is subject to agreement (see Lesson 8 for a discussion on this notion.)

Since obviation is so closely tied in with agreement, as is number and gender, we will begin by refreshing our minds with examples which review these notions (see Lesson 8 for additional examples).

1. Nîn etêliaġġattêm newtè mesġig aġ gesgugg gun'tew.
I am looking at one big and heavy rock.
2. Nîn etêliaġġattêmann nangêl mesġigêl aġ gesguggêl gun'tal.
I am looking at five big and heavy rocks.
3. Nîn nemig newtèjit mesġilg aġ gesgulg tiâm.
I am looking at one big and heavy moose.
4. Nîn nemigig nânijig mesġilgig aġ gesgulgig tiâmug.
I am looking at five big and heavy moose (plur).

In sentences 1 to 4 the numerical adjectives 'one' and 'five', and also the adjective 'heavy' have been introduced in addition to the adjectives given in sentences 1 through 4 of lesson 8. Note that these adjectives also undergo agreement. In fact, any number of adjectives modifying a noun must agree in number and gender with the noun they modify.

Let us now return to the obviative. The conditions for the obviative to occur are that there be TWO ANIMATE THIRD PERSONS involved. When this happens, the subject is distinguished from the object by placing an obviative

Note to the Student (Cont'd)

marking ON THE OBJECT. Carefully study the following pairs of sentences where only the second members of each pair (the b's) meet the conditions for obviation:

- 5a. Ftêliaġġamġ tiâm.
I am looking at a moose.
- 5b. Ftêliaġġamatêl tiâmul. (note obviate ending -l)
He is looking at a moose.
- 6a. Etêliaġġamt tani.
You are looking at a bow.
- 6b. Etêliaġġamatêl tapîl. (note obviate ending)
He is looking at a bow.
- 7a. Etêliaġġattêġ gwitên.
He is looking at a canoe.
- 7b. Etêliaġġamatêl âpîl. (note obviate ending)
He is looking at a net.

In sentences 5b, 6b and 7b the conditions for the obviate are met. "He" is third person and animate, and so are "moose", "bow", and "net". Consequently we find the obviate -l (after vowels) and -êl (after consonants) on the verb and object noun. Sentences 5a and 6a are not in the obviate because the conditions of 'two third persons' is not met. Sentence 7a is also not obviate because the condition of "animacy in both third persons" is not met (canoe is inanimate).

The following sentences are the plurals of sentences 5b, 6b and 7b. Note the absence of the expected plural -ġ as an indication of plural obviation. (With some speakers there is inconsistency in this area of the language and the analogical animate plural -ġ is sometimes found.) *

* I suspect that the obviate is a late acquisition for the child learning Micmac and that it is also lost early as the language begins to weaken.

Note to the Student (Cont'd)

5c. Etêliaġġamaji tiāmu.
He is looking at moose (plur).

6c. Etêliaġġamaji tapī.
He is looking at bows.

7c. Etêliaġġamaji àpī.
He is looking at nets

In the following two sentences you will observe that adjectives (adjectival verbs) also agree with the obviative form of the noun.

8a. Etêliaġġamatêl newtèilitêl mesginnitêl aġ gesgunnitêl tiāmūl.
He is looking at one big and heavy moose.

8b. Etêliaġġamaji nāniniji mesginniji aġ gesgunniji tiāmu.
He is looking at five big and heavy moose (plur).

Expressions indicating possession are also subject to being in the obviative since two animate third persons may be present. Carefully study the following and note that only the singular shows the obviative marking.

9a. Ugtāpimêl. (note obviative ending)
His net (animate)

9b. Ugtāping. (note absence of obviative ending) (ugtāpimu
His nets. with the obviative ending is also heard)

10a. Uggwitênem.
His canoe (inanimate and cannot be obviative)

10b. Uggwitênemêl. (-êl is the inanimate plural ending and
His canoes. NOT the obviative)

Note to the Student (Cont'd)

Let's summarize on obviation. The obviative ending is used when one finds the occurrence of TWO ANIMATE THIRD PERSONS. Often the obviative serves to clarify a situation of ambiguity. It is placed on the second third person to distinguish it from the first. Obviation, however, is also subject to agreement. Consequently, adjectival verbs as well as bound pronouns will also require the obviative ending when the necessary conditions are met.

LESSON 10 (REVIEW)



C-: converse, communicate



10 C-1

Maliân meets two strangers. (Note the use of the dual.)

A: Taluisioô?

A: What are your (dual) names?

B: Nîn Piêl aê negêm.
An'téle.

B: I'm Peter and he's Andrew.

10 C-1 (Cont'd)

- | | |
|---|---|
| A: Tami tēleyewioḡ? | A: Where are you (dual) from? |
| B: Elsipugtug tēleyewieg. | B: We (dual) are from Big Cove, New Brunswick. |
| A: Talamūg ēgtēlugowaḡanuow? | A: What kind of work do you (dual and plur) do? |
| B: Tēm'tēmuēgeyeg. | B: We (dual) fish for oysters. |
| A: Megētōḡig? | A: Are you (dual and plur) getting very many? |
| B: Moḡwā, wesamatḡwig.
(wesam - nūḡatḡwig) | B: No, the water is too rough. |

10 C-2

Sān discusses cod-fishing with two friends. (Note the use of the past tense as in Lesson 7.)

- | | |
|---|--|
| A: Tami etēlpejuēgeyoḡos ulagu? | A: Where were you (dual) fishing for cod yesterday? |
| B: Apaḡtug. | B: Out in the bay. (Lit: open waters) |
| A: Megētōḡosēnig? | A: Did you (dual and plur) get (past tense) very many? |
| B: Moḡwā, wesamatḡwigēp aḡ wesam sisguigēp. | B: No, it was too rough (past tense) and too muddy (past tense). |

10 C-3

Alig talks to two friends who have just returned from hunting deer.

- | | |
|----------------------------------|--|
| A: Tami wejātioḡ? | A: Where have you (dual) been? |
| B: Api lentugewēgeyeg. | B: We (exc) have been hunting deer. |
| A: Mē goḡey? | A: Got anything? |
| B: Moḡwā, pasēḡ pugwelaptūtijig. | B: No, just (saw) a lot of tracks. |
| A: Mu wapusḡ alaptūtīḡw? | A: Did you see any rabbit tracks? (Lit: No rabbits making-tracks?) |
| B: Èe, pugwelaptūtijig. | B: Yes a lot. |

10 C-4

Tuma asks Sòsep and Etuèl where they've been.

- | | |
|---|---|
| A: Tami wejätioḡ? | A: Where have you (dual) been? |
| B: Ap sigweyeg. | B: We've been out checking our traps. (ap, api: to come back, return) |
| A: Goḡey getantuḡ? | A: What are you (dual) trapping? |
| B: Gīgwesūḡ aḡ gopitḡ. | B: Muskrat and beaver. |
| A: Mē goḡey? | A: Any luck? |
| B: Ee, nanutēḡig gīgwesūḡ aḡ taputēḡig gopitḡ. | B: Yes, I got five muskrats and two beavers. |
| A: Wellugen.
(newtēit gelulut)
(Etuèlal gelulatēl)
Gatu ḡil? | A: You're doing good.
(addressing one person).
(Turns to <u>Etuèl</u>)
How about you? |
| C: Nīn pasēḡ newtutēḡ gopit. | C: I only got one beaver. |
| A: Wellugen na. | A: Well, that's good (i.e.: not bad). |

E-: exercise, expand, extrapolate

10 E-1

This review lesson has not only reviewed past material but also concentrated on the dual. Be sure that you can use the dual before you go on. In order to get additional practice with the dual, write a dialogue where one person addresses two others together. Use anything that you've had to date and make your conversation imaginative. Hand this in for correction as soon as possible so that your teacher can use it as part of this review.

10 E-2

Free Conversation: Close your books and converse with your teacher on subjects that you have covered in the last five lessons. Make use of the vocabulary that you know and DO NOT SLIP INTO ENGLISH. Use the following topics to get the conversation going:

1. Three years after you left school you and a friend meet your teacher. Your teacher asks who your friend is and proceeds to inquire as to where you are living and what you are doing.
2. You and your teacher are fishing. He asks about your last fishing trip: "What were you fishing for? Where did you go? Did you get very many?"
3. Your teacher meets you on the road as you return from checking your traps. He asks what you have been doing and also how good the hunting is in that area.

10 E-3

Repeat E-2 but with another student instead of with the teacher. Students should be paired in TWOS and do this exercise simultaneously.

10 E-4

It's X-ing time again (see Lesson 5, E-4). Using the folded-page technique, review the C's, M's, and E's of lessons 6 through 9. Do this review rapidly and, if you hesitate with some part of the lesson, mark that part with an 'X' (in pencil). After class, practise in the lab those parts marked with X's. As you learn them, erase the X's. Be sure to do this before we move on to lesson 11. This is your last chance to do any "catching-up" in lessons 6-10.

10 E-5

Answer the following questions in Micmac. The answers can be found in the C's of this lesson. (Hand in for correction.)

1. Taluisijig jînêmuḡ Pêlasua weltesguaji?

jînêmuḡ: man

weltesgaḡ: I meet him

2. Tami têleyewijig?

3. Talamûḡ ugtêlugowaḡanuow?

4. Goḡey wesgatêmtij apaḡtug?

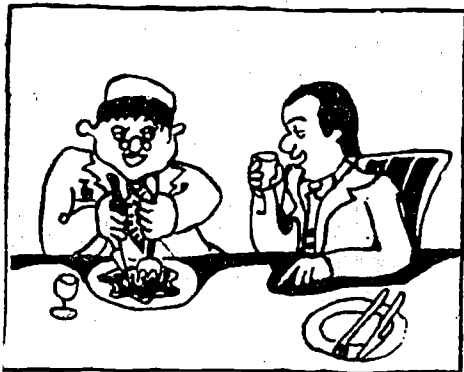
5. Goḡey getantûtij nipugtug?

nipugt: woods, forest

10 E-6

In Micmac, make up a story (or dialogue) to go along with each of the following pictures. (Hand in for correction and do orally.)

(1)



(2)



(3)



10 E-7

Read this story and answer the questions that follow:
(Hand in for correction.)

Nîn na Tuma, migēmewāj, aḡ wigi ùt tet Migēmāgig.
Pugwelgig nitapaḡ wigultijig gigjîw nîn tân wigi.
Negēmow teluisultijig Piël, An'têle, Sòsep aḡ Etuèl.
Mu wijey êntêlugowaḡaninen. Nîn aḡ Piël wesgeyeg, gatu
negēmow igtigig getantegejig. Gatu ùt tet Migēmāgig,
suel êmsêt wen wesget tân tujîw nipg aḡ suel êmsêt
wen getanteget tân tujîw gesig. Tân tujîw nipg aḡ apaḡt
mò wesamatgwinug, na tujîw wesgêtieg. Pugweleg na. Tân
telmilamugsit nēmēj wesgalgêtt aḡ māv loḡtêgênigalgêttijig
jagejg, aḡ megênêgêttijig tēm'têmùg. Megetēmeg êmsêt goḡey.
Êlpa na wijey tân tujîw gesig aḡ getantaḡatieg. Pugweleg
na. Tân telmilamugsit wîsis getanêgêtt. Lentugg aḡ tiāmug,
aḡ loḡtêgênigalgêttijig gopitg, gîgwesùg aḡ wapusg. Gis têlueg
ênnùg tân wigultijig Migēmāgig êlpa gitg usgewinùg aḡ
getantegewinùg.

Vocabulary:

wijey	same, identical
igtig	other
suel	almost
nipg	summer
gesig	winter
telmilamûg	many different kinds
tel	an intensifier (very, many, so, etc.)
mâw	also
megênêm	I pick, gather
êl'pa na wijey	it is the same
gis têluegg	you could say (Lit: already he would say)
ênnu	a person

Answer the following questions:

1. Wen na Tuma?
2. Tami têleyewit?

3. Gatu wenig witapa? Taluisultijig?
4. Gatu negêmow tallugutijig?
5. Gatu Migêmâgig, tallugutijig tãn tujîw nipg, gatu tãn tujîw gesig?
6. Goğey getantûtij, wesgatêmîtij ağ loğtêgênigatêmîjig gitg nipg ağ gesig?
7. Taluegg gîl ugjit ênnûg tãn wîgultijig Migêmâgig?

Carefully read the following letter and answer the questions that follow: (Hand in for correction.)

Listugujewaḡ:

Mè talòltioḡ? Gisgug nìn nigè telimuloḡ tăn teliaḡ ùt tet. Nìn na tēleyewi Esgisoḡonig aḡ teluisi Alig Gùḡ. Ewigēmuloḡ na gilew tăn wigultioḡ Listugujg. Êmsēt na ginu Mìgēmaḡ, tăn wigultìḡw Mìgēmāḡig.

Tapusieg na ula nitap ewigēmuleg. Negēm teluisit Tuma Isag. Getù tēlimuleg na entēlugowaḡaninen. Ninen na nemèjugewinùḡ. Tăn tujìw apaḡt mò māmumatgwinug, na ninen wesgeyeg. Jagejg, tēm'tēmùḡ, aḡ pejùḡ na negēmow getangētjig.

Gatu tăn tujìw wesam māmumatgwig, na tujìw getantegeyeg. Lentugg, tiāmug, aḡ gopitg na negēmow getangētjig. Jijuaḡa ap ninen pugsugègeyeg aḡ mo megēl gwimann aḡ atuomgoming. Goḡey ugjit mò gilew ewigēmuiweg aḡ telimiweg tăn gilew telamùḡ ègtēlugowaḡanuow.

Ap nēmùltesēnen

Alig aḡ Tuma

Vocabulary:

-ewaḡ	people of
tăn teliaḡ	what is happening
ewigēmaḡ	I write to him
jijuaḡa	sometimes
megênēm	I pick it

Questions:

1. Wenig ewigêmujiġ?
2. Talluġet Alig ġisġuġ?
3. Wenig wigultijiġ Listuġuġġ aġ maw Esgisoġonig?
4. Talluġet Tuma Isag?
5. Tallamug ugtêlugowaġanuow Alig aġ Tuma?
6. Talluġeġiġ tãn tujiw apaġt mō mãmunaġtġwinuġ?
7. Tãn tujiw wesġêtij ġoġey ġetantûtij?
8. Gatu tãn tujiw mō wesġêtigw, talluġeġiġ?
9. ġoġey ġetantûtij aġ meġênmiġtij?
10. ġoġey ewigêtaġ aġ têluetaġ Listuġuġjewaġ?

10 E-9

Carefully read the following letter and answer the questions that follow: (Hand in for correction.)

Esgisoġonigewaġ:

Mê talôltioġ. Nîn teluisi Pênnal Maltan. Listuġuġġ têleyewi, wijey na maw Migêmâġig êstêġê Esgisoġonig. Nîn aġ nitapaġ ġetû pipanimuleġ tãn ġilew telamug êgtêlugowaġanuow. Negêmow teluisultijiġ An'têle, Sôsep aġ Etuêl. Nîn êntêlugowaġan ġagejuêġewinu. An'têle negêm pejuêġewinu, aġ Sôsep aġ Etuêl negêmow pugsuġêġewinug.

Gatu ġilew talamug êgtêlugowaġanuow Listuġuġġ. Wesġêtioġ? Talamuġsit nêmêġ ġetanoġ. Gatu tal pugwelġ pugsuġ nâtêl. Mê talamuġsit wîsis ġatu ġilew ġetanoġ. Ût tet Esgisoġonig mō piam pugwelug wîsis. Ninen êġsatêmugeġġ ġisigġantunen tiãmuey aġ lentuġewey. *

The ending -ewey, /-euei/, 'belonging to' drops the first -e when following a j-, and an m-. The result is -uey, as in: apêligêmuġuey, 'rabbit-meat'; tiãmuey, 'moose-meat'. When a vowel precedes -ewey, then the -ew drops (cont'd next page)

Ninen na ewîgêmulêg ugjit êgjîtunen tân teliaĝ. Etug.
jel newte nâgweg ninen najimittugutitesnen Listugujg.
Na tujîw ginu têluetesnu Mîgêmaĝ wijey telamûg gesatêmitij
tân tel mimajultimĝ.

Nêmûltesnen,

Listugujewaĝ

Vocabulary:

pipanimul	I ask you
êgsatêmugg	I would like it
ewîgêmul	I write to you
êgjîtuan	if I know it
tân teliaĝ	what is happening
nâgweg	a day
mimajultimĝ	a way of life

Questions:

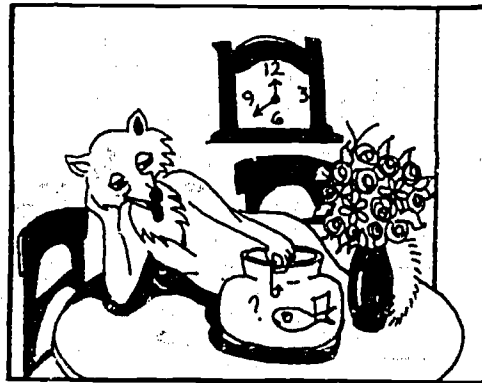
1. Wenig ewîgêmuĝijg?
2. Wen ewîget aĝ tami têleyewit?
3. Goĝey ugjit ewîgeĝ Listugujg?
4. Gatu wenig witapa? Talluisultijig?
5. Tallamûgêl ugtêlugowaĝannual Esgisoĝonigewaĝ?
6. Goĝey pipanigesit Pênnal ugjit Listuguj?
7. Tallamûg egtantaĝan Esgisoĝonig?
8. Goĝey êgsatêmitis nâtêl?
9. Goĝey ugjit ewîgêtijig Esgisoĝonigewaĝ?
10. Talluetesnu gisi mittugutîtij Mîgêmaĝ?

* (cont'd)

leaving -ey as in, for example, ĝîgwesuey, 'muskrat-meat'. This dropping of -ew- is common-place. In some cases it is optional as in: Mîgêmewaĝ or Mîgêmaĝ, 'Micmac people'. Note how ĝîgwesuey (ĝîgwesu + ewey), a noun, contrasts with the derived verbs: ĝîgwesûey (ĝîgwesu + uey), 'I'm acting

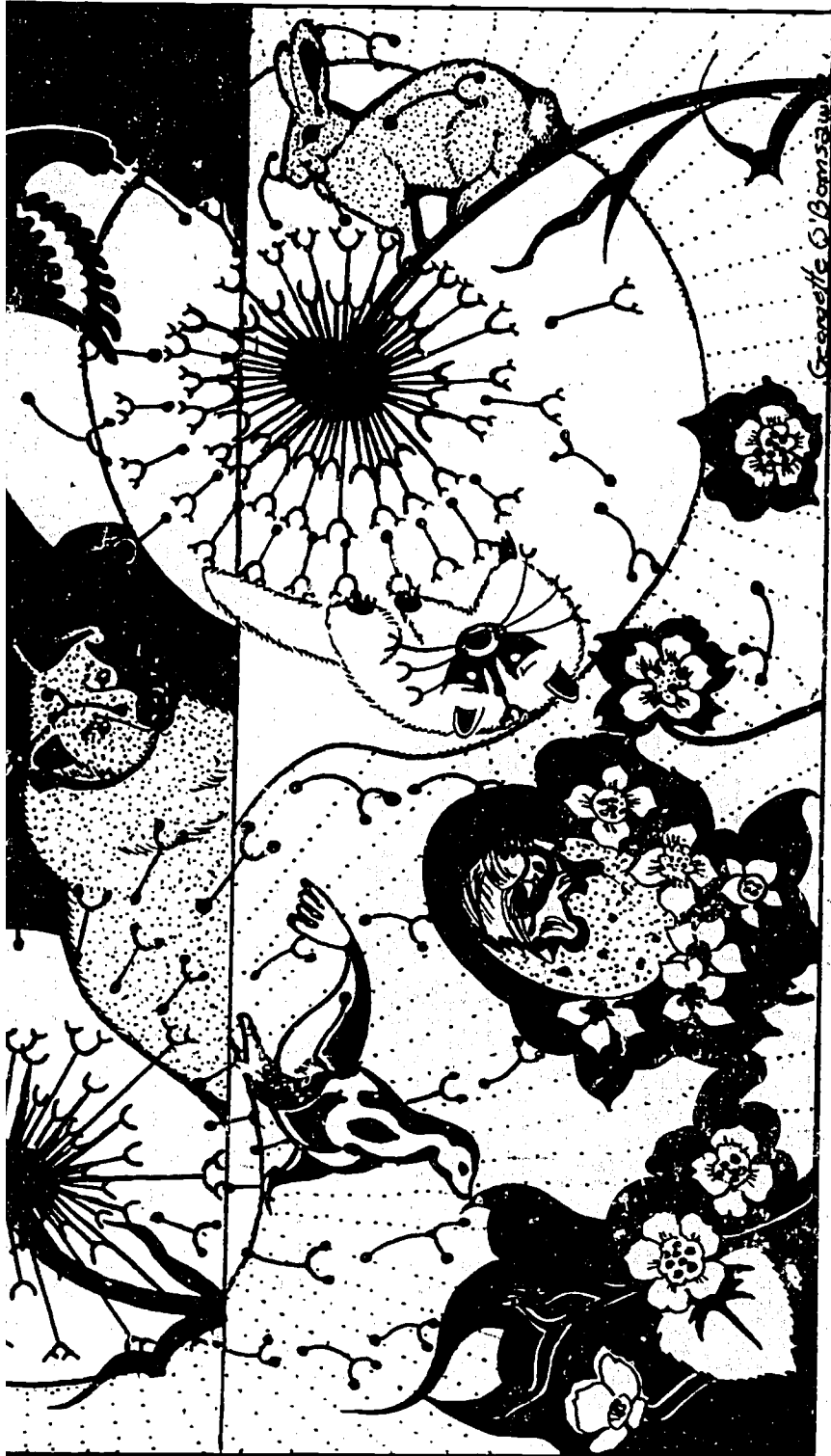
10 E-10

Your Micmac should be advanced enough at this point for you to be able to play Micmac Scrabble. Turn to the end of the book where you will find a Scrabble game which can be cut out and assembled. Your teacher will help you play your first game. The game can be played individually or in teams.



- * (cont'd)
 like 'a muskrat', and gigwesuñey (gigwesu - ñey)
 'I'm turning into a muskrat'. (See Lesson 3, N.S. 3-.)

REAT SPIRIT, GLOOSCAP, and CREATION



Glooscap, the Great Chief *

By reading the following paragraphs, you will learn what the next lessons hold in store for you.

Na nigê wejâtegemg wejgûağal geginâmasimgêl ginu usgumatesnu Sağawey Mîgêm Gisitegewinu teluisit Gêlusgap. Tês newtê geginâmasimg na tetew newtê pugwey Gêlusgapewey agênutêmağan. Newtê êmsêt wajûağ agênutêmağan tetew wejâtegemg geginâmasimg newtisgâğ je newt gêlapis geginâmasimg newtisgâğ je nân. Ap igtig wajûağ agênutêmağan igênmuetasêttetew igtigêl nangêl geginâmasimgêl esgwiağal.

Vocabulary:

wejâtegemg	from now on
wejgûağ	it is coming
geginâmasimg	lesson
usgumatesnu	we will talk about him
usgumâs	I will talk about him
sâğawey	old
Mîgêm	Micmac
Gisitegewinu	Creator

* The Glooscap stories you will find in Lessons 15-20 are translations from: More Glooscap Stories by Kay Hill, 1970.

Glooscap, the Great Chief (Cont'd)

tès	each time
tetew	something will be there
pugwey	chapter (Lit: a piece of)
agênutêmağan	a story
wajûağ	fall, complete
gêlapis	until
igênmuetasêttetew	it will be given
esgwiağ	it is left, remaining

Wen na Gêlusgap. Negêm na gisiapêni Mîgêmağ. Nisgaminu Nâgûset petgimapênn mağamigeg ugjit mimajuâtun êmsêt goğey ênnûg, wîsisg, ağ êmsêt goğêl wejisğaligêl mağamigewigtug. Gêlusgap na neyâtoğop êmsêt goğey gelûg ugjit Mîgêmağ. Gatu Gêlusgap ugjigênamêl teluisilitêl Malsêm na negêm neyatoğop pasêg goğey winjig. Je têliâ Gêlusgap esâpênn Malsêmal migêm(ew)âgig, Malsêm gisgug mē wijey telialluget ugsêtğamûg. Pugwelg el'toğ winjig, ali òpêlâteget ağ el'p mo gelugtênug tân tellugej.

gisiapêni	he created them
Nisgam	Spirit or God
nâgûset	the sun
petgimapênn	he sent him here
mağamigew	the earth
mimajuâtun	to bring life to
ênnu (also êlnu)	a person
wejisğaligêl	plants (that which springs from..
mağamigewigtug	from the earth
neyâtoğ	he shows it
ugjigênamêl	his brother
winjig	it's bad, evil
je têliâ	even though
esâpênn (esâğ)	he banished him (I banish him)

Glooscap, the Great Chief (Cont'd)

Migêmâgig	land of the Micmacs
teliallugey	I am working here and there
ugsêtgamu	the world
el'tu	I make it
ali	wandering, moving around
ôpêlâtegey	I am doing wrong
tellugey	the way I am working

Ugjit na tân amgwesewêgîg pâtêliâsgîg teliwsuâtûtîp
 Migêmewey êgtêlamsutati aġ âsutêmaġan, nigê gisgug na
 gelusuaġan "Glooscap" telueg êstêgê wen "pusgiegsuet".
 Êlpa na wijey ugjit "Manitou", amgwes îtêluegêp êstêgê
 'Eġjinisgam' na nigê gisgug telueg êstêgê "devil". Gis
 têlues wen na amgwesewêgîg patêliâsgîg teliaġġamâtisêni
 Migêmewêg Nisgaminûg êstêgê mô gêlûsultênin gêlaman na
 negêmwê Nisgaminû gisineyâlâtita. Na tân wejgwitâġal
 agênutêmaġan, êwutesnu nâ gêlusuaġan "Gêlusgap" êstêgê
 tânig ugtinnewaġ wetapegsultîgw ginu îtêliewmîtip gîs
 nigê sâġ.

Vocabulary:

amgwesewêgîg	missionaries
pâtêliâsgîg	(Lit: first priests)
teliw	how, the manner in which
wesuâtûtîp	they took it
êgtêlamsutati	faith
âsutêmaġan	a prayer
gelusuaġan	a word
telueg	it says, it means
pusgiegsuey	I lie regularly, tell falsehoods
amgwes	once
Êġjinisgam	Great Spirit

Glooscap, the Great Chief (Cont'd)

aġgamâtiseni	they looked at, they viewed in a certain way
aġgatêm (also angaptêm)	I look at it
gêlaman	so, consequently
gisineyâlanew (gisineyâlêg)	they were able to show them (I'm able to shim him)
êwum	I use it
tânig (tân + ig)	who (plural relative pronoun)
ugtinnewaġ	
wetapegsultîgw ginu	ancestors (Lit: from their bodies we descend)

Answer the following questions in Micmac:
(Hand in for correction.)

1. Na nigê wejâtegemg, wen usgumatesnu?
2. Goġey tetew tês newtê geginâmasimg?
3. Gatu tami tetew newtê êmsêt wajûaġ agênutêmaġan?
4. Wen na Gêlusgap?
5. Wen petgimasênn? Goġey ugjit?
6. Goġey Gêlusgap neyâtoġos? Gatu ugjigênamêl?
7. Talluget gisgug Malsêm?
8. Goġey telueg na gêlusuaġan "Glooscap" gisgug?
9. Gatu 'Manitou'? Talgis? (Talgis: How come? Why?)
10. Taliaġġamâtisêni amgwesewêgîg patêliâsgîg
Mîgêmewêg Nisgaminûg?
11. Taliêwutesnu ginu na gêlusuaġan 'Gêlusgap'?

LESSON 11



C-: converse, communicate



11 C-1

An'têle meets Etuêl coming back from shopping.

A: Welpit na êgtatêlâyê.

A: Your shirt is nice

B: Welâlin.

B: Thank you.

A: Tami wettelasêp?

A: Where did you buy it?

B: Ulwêrtég.

B: At Woolworth's.

11 C-1 (Cont'd)

- | | |
|---------------------------------|--|
| A: Tel'tètêmên mê geggunâ-tiji? | A: Do you think that they have any more? |
| B: Ee, tel'tètêm. | B: Yes, I think so. |

M-: mimic, memorize, manipulate

11 M-1

(Review 'adjectives' in Lesson 7, N.S., 4-.) The adjectival verb welpit is used with animate nouns

- | | |
|-----------------------------|--|
| A: Welpit na êgtatêlâyêm. | A: Your shirt is nice.
(atêlây: shirt, animate) |
| Welpit na êgtêspisunêm. | Your belt is nice. |
| Welpit na êggotêm. | Your coat is nice.
(English 'coat': got) |
| Welpijig na gêmugsêng. | Your shoes are nice. |
| Welpijig na gêmâgêng. | Your moccasins are nice. |
| Welpijig na êgnâitjaġanêmġ. | Your gloves are nice. |

11 M-2

- | | |
|----------------------|--------------------------|
| A: Tami wettelat? | A: Where did you buy it? |
| Tami wettelasêpênig? | Where did you buy them? |

11 M-3 (The locative ending -eg or -g can generally be translated by 'at' or 'in'.)

- | | |
|--------------|---|
| B: Ulwêrtég. | B: At Woolworth's. |
| Magêsang. | At the store.
(French: magasin) |
| Utang. | In town. |
| Ġamêġ. | At Campbellton.
(Lit: The other side.) |
| Atueneg. | At Anthony's. |

11 M-4

A: Tel'tètêmên mē
 geggunâtiji atêlâyg?
 Tel'tètêmên mē
 geggunâtiji êspisung?
 Tel'tètêmên mē
 geggunâtiji gotg?
 Tel'tètêmên mē
 geggunâtiji mägêng?
 Tel'tètêmên mē
 geggunâtiji êmgêsêng?
 Tel'tètêmên mē
 geggunâtiji pijjağang?

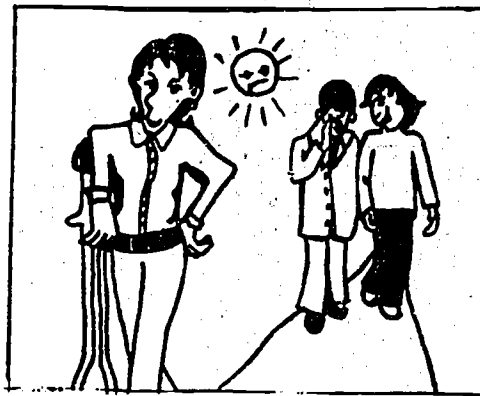
A: Do you think that they
 have any more shirts?
 Do you think that they
 have any more belts?
 Do you think that they
 have any more coats?
 Do you think that they
 have any more moccasins?
 Do you think that they
 have any more shoes?
 Do you think that they
 have any more gloves?

11 M-5

B: Èe, tel'tètêm.
 Èe, nemîgêpênig.
 Èe, epipênig täsijig.
 Mu nemiagapênig.
 Mu epigupênig täsijig.

B: Yes, I think so.
 Yes, I saw some.
 Yes, there were some there.
 (Lit: They were sitting
 there, some of them.)
 I didn't see any.
 There were none there.

C-: converse, communicate



11 C-2

Sù and Alig are chatting as they walk out of the general store.

- | | |
|--|---|
| A: Wen net ala? | A: Who's that over there? |
| B: Pêlasua na. Listugujg têleyewit. | B: That's Frank. He's from Restigouche. |
| A: Welpilitêl na atêlâyêl alnasguatêl. | A: That's a nice shirt he's wearing. |
| B: Tami etug wetteluatêl? | B: Where exactly did he buy it? (Lit: Where maybe did he buy it?) |
| A: Tel'têtêm Ulwêrtég gisna Atueneg. | A: I think at Woolworth's or at Anthony's. |
| B: Tel'têtêmên etug mē geggunâtiji? | B: Do you think that perhaps they still have some? |
| A: Ee, tel'têtêm. | A: Yes, I think so. |

A Dialogue on Directions

Someone walks up to you and asks you for directions.

You answer him as follows:

- | | |
|--|--|
| A: Gê têlimi, tami wigit Atuenjîj? | A: Tell me, where does Anthony (little) live? |
| B: Panaêm g tapûgêl maylêl wejâtegemg tet. | B: About two miles from here |
| A: Tallipgisintes nâtêl? | A: How do I get there? |
| B: Patatujg lia tet aḡ siawâsi tapûgêl maylêl. Nêmituatês wiguow inaḡaneg. | B: Turn left here and keep on going for two miles. You'll see his house on the left. |
| A: Mesḡig aḡ sisguamûg, aḡ megwêgêl gâḡann? | A: It's big and brown, and has a black roof and a red door? |
| B: Èe, etêna na. | B: Yes, that's the one. |

A Dialogue you want to Learn

Is there some particular dialogue or set of phrases that you would like to learn? Would you be able to buy salmon in Restigouche, oysters in Eskasoni, lobster in Burnt Church, and clams in Eel River Bar? As you know, Micmac is spoken in all of these places. Your ability to speak Micmac to the people in these areas will earn you both appreciation and admiration. Furthermore, this is your chance to have an input into the content of this course. Take advantage of it. Carefully select a topic of interest, write a dialogue, and turn it in to your teacher for translation (if it's in English) or for correction (if it's already in Micmac).

E-: exercise, expand, extrapolate

11 E-1

Do the following exercise. All of the items of clothing mentioned are animate in gender. Note the change from singular in A. to plural in B.

- | | |
|---|--|
| A 1. <u>Wettelasêp êgtatêlâyêm</u>
<u>Atueneg?</u> | Did you buy your shirt at Anthony's? |
| <u>Èe, welpijig na atêlâyg</u>
<u>Atueneg.</u> | Yes, Anthony's is known for nice shirts. (Lit: Nice shirts at Anthony's) |
| 2. _____

_____ | Did you buy your belt at Anthony's? |
| | Yes, Anthony's is known for nice belts. |

11 E-1 (Cont'd)

3. _____

Did you buy your coat at Anthony's?

Yes, Anthony's is known for nice coats.

B 4. Wettelasêpênig gêmugsêng
Atueneg?

Did you buy your shoes at Anthony's?

Ee, welpijig na
êmgêsêng Atueneg.

Yes, Anthony's is known for nice shoes.

5. _____

Did you buy your moccasins at Anthony's?

Yes, Anthony's is known for nice moccasins.

6. _____

Did you buy your gloves at Anthony's?

Yes, Anthony's is known for nice gloves.

7. êgtêpijjağang

Did you buy your mitts at Anthony's?

Yes, Anthony's is known for nice mitts.

11 E-2

Do the following exercise. All of the items of clothing mentioned are inanimate (compare with the previous exercise). Again note the change from singular in A. to plural in B.

A. 1. Wettelmûsêp êgtâgwesên
Atueneg?

Did you buy your hat at Anthony's?

Ee, welteğêl na
âgwesênn Atueneg.

Yes, Anthony's is known for nice hats.

11 E-2 (Cont'd)

2. êgmagotêm

Did you buy your dress at Anthony's?

Yes, Anthony's is known for nice dresses.

B 3. êgpitâgaweymêl

Did you buy your trousers at Anthony's?

Yes Anthony's is known for nice trousers.

4. êgtisigênn

Did you buy your socks at Anthony's?

Yes, Anthony's is known for nice socks.

11 E-3

Do the following exercise on possessive pronouns. Note that the pronouns of part A. are singular and that the object possessed is singular and animate. Those of part B. are also singular but the object possessed is plural and animate. (Re-read Lesson 9, Note to the Student.)

A 1. Gîl na êggotêm?
Moqwâ, mu nînewey.
Ala negêmwêl.

A: Is that your coat?

B: No, that's not mine.
That's his.

2. _____

A: Is that your belt?

B: No, that's not mine.
That's his.

3. _____

A: Is that your shirt?

B: No, that's not mine.
That's his.

11 E-3 (Cont'd)

4. _____

A: Is that your horse?

B: No, that's not mine.
That's his.

5. _____ êgti na?

A: Is that your dog?
(-ti meaning 'work anim when possessed, is usua used to refer to 'dog' rather than ênmũj)

B: No, that's not mine
That's his.

6. _____

A: Is that your cat?

B: No, that's not mine.
That's his.

B 7. _____

A: Are those your horses?

B: No, they are not mine.
They are his.

8. _____

A: Are those your dogs?

B: No, they are not mine.
They are his.

9. _____

A: Are those your cats?

B: No, they are not mine.
They are his.

10. _____

A: Are those your shirts?

B: No, they are not mine.
They are his.

11. _____

A: Are those your shoes?

B: No, they are not mine.
They are his.

12. _____

A: Are those your gloves?

B: No, they are not mine.
They are his.

11 E-4

In the following exercise, you will learn the use of plural possessive pronouns. As in the previous exercise, the objects of part A. are singular, those of part B. are plural.

- | | |
|---|--|
| A 1. <u>Egtèsipowmuow na?</u>
<u>Moġwà, mu ninênewey.</u>
_____ | A: Is that your (plur) horse (sing)?
B: No, that's not ours.
That's theirs. |
| 2. _____
_____ | A: Is that your (plur) dog?
B: No, that's not ours.
That's theirs. |
| 3. _____
_____ | A: Is that your (plur) cat?
B: No, that's not ours.
That's theirs. |
| B 4. <u>Êgtèsipowmuaġ na?</u>
<u>Moġwà, mu ninenewèg.</u>
_____ | A: Are those your (plur) horses (plur)?
B: No, those are not ours.
Those are theirs. |
| 5. _____
_____ | A: Are those your (plur) dogs?
B: No, those are not ours.
Those are theirs. |
| 6. _____
_____ | A: Are those your (plur) cats?
B: No, those are not ours.
Those are theirs. |

11 E-5

Kinship terms in Micmac are always possessed. Re-read Lesson 9 which discusses the notion of "possessed noun" and how the possessive is formed. Only a limited number of the kinship terms found in Micmac will be presented here. These are the ones that are more commonly used today and they do not extend far into the extended family which traditionally would include uncles and aunts, great-uncles and great-aunts, and so on. There are, however, kinship terms which define these relationships. Since we will not be covering all of these terms here, should you wish to know more of them, consult Rand's dictionary. *

- | | |
|---|---|
| 1. <u>Gujj na?</u>
<u>Èe, nujj.</u>
<u>Aĝ mâw êngij.</u> | A: Is that your father?
B: Yes, that's my father.
With him is my mother.
(Lit: And also my mother) |
| 2. <u>Êggwis na?</u>

<u>êntus.</u> | A: Is that your son?
B: Yes, that's my son.
With him is my daughter |
| 3. <u>Êggigênam na?</u>

<u>Aĝ mâw ênsis.</u> | A: Is that your younger brother?
B: Yes, that's my younger brother.
And with him is my older brother. |
| 4. <u>Êggwejlij na?</u>

_____ | A: Is that your younger sister?
B: Yes, that's my younger sister.
And with her is my older sister. |

* Dictionary of the Language of the Micmac Indians, by the Reverend Silas Tertius Rand, Nova Scotia Printing Company 1888.

E-5 (Cont'd)

5. Egtêlamuçsis na?

- A: Is that your uncle?
 (Can be on mother's side
 or on father's side.)
- B: Yes, that's my uncle
 And with him is my aunt.
 (Again, this can be on
 mother's side or on father's
 side.)
6. Gêmi jgami j na?

Ağ maw nugumij.
- A: Is that your grandfather?
 B: Yes, that's my grandfather.
 With him is my grandmother.
7. Gulugs na?

- A: Is that your nephew?
 B: Yes, that's my nephew.
 With him is my niece.
8. Êggegusg na?

- A: Is that your god-parent?
 (god-mother or god-father)
 B: Yes, that's my god-parent.
9. Êggênigên na?

- A: Is that your god-child?
 (god-son or god-daughter)
 B: Yes, that's my god-child.

E-6

Body parts, like kinship terms, are always possessed. Since body parts are "possessed nouns", they form the possessive in the same characteristic way as do kinship terms. Do the following exercise, and learn the new terms that are introduced. Note that the terms are organized into three groups: head (A), torso (B), legs (C).

1. Talâtegeg gun'ji?

Jilôtêmap.
Ağ maw êngotağan.
- A: What's wrong with your head? (Talâtegeg: it is the cause of)
- B: I hurt it. (past tense: -ap)
 And my throat too.

11 E-6 (Cont'd)

2. _____ gijinuan? A: What's wrong with you
cheek?
_____ B: I hurt it.
ênsituaġar. And my ear too.
3. _____ êgpugug? A: What's wrong with you
eye?
_____ B: I hurt it.
ênsisġon. And my nose too.
4. _____ êgtun? A: What's wrong with you
mouth?
_____ B: I hurt it.
êntugapèġên. And my chin too.
5. _____ êgsi? A: What's wrong with you
lips?
_____ B: I hurt it.
nipit. And my teeth too.
- B 1. _____ êgpusgun? A: What's wrong with you
chest?
_____ B: I hurt it.
êntêlamilu. And my stomach too.
2. _____ êgpaġam? A: What's wrong with you
back?
_____ B: I hurt it.
ênpigaġan. And my rib too.
3. _____ êgtêlmaġan? A: What's wrong with your
shoulder?
_____ B: I hurt it.
ênjltaġan. And my neck too.
4. _____ êgpigên? A: What's wrong with your
hand?
_____ B: I hurt it.
_____ And my arm too.

E-6 (Cont'd)

5. gênusgênigên? A: What's wrong with your
elbow ? (animate)
ênpigêney angwisgağan. B: I hurt it.
And my wrist too.
6. êgtêluigên? A: What's wrong with your
finger?
êntijin. B: I hurt it.
And my thumb too.
1. gulugun? A: What's wrong with your leg?
B: I hurt it.
êntassuigên. And my lower back too.
2. êgjiğun? A: What's wrong with your knee?
(animate)
êntatgâlam. B: I hurt it.
And the calf of my leg.
3. êggajigên? A: What's wrong with your shin?
B: I hurt it.
ênqatey answisgağan. And my ankle too.
4. êggat? A: What's wrong with your foot?
B: I hurt it.
nemaġjigeweym. And my toe too.

E-7

The following exercise is designed to teach you the use of color terms in Micmac. Before doing this exercise, be sure to read the discussion on colors in this lesson's Note to the Student. The nouns in part A. are animate; those in part B. are inanimate.

1. Talamugsit êgtatêlâyêm? A: What color is your shirt?
Megwêg. B: Red.

11 E-7 (Cont'd)

- | | | |
|------|---------------------|-------------------------------|
| 2. | | A: What color is your belt |
| | | B: Blue. |
| 3. | | A: What color is your coat |
| | | B: White. |
| 4. | | A: What color are your shoes |
| | | B: Black. |
| 5. | | A: What color are your |
| | | moccasins? |
| | | B: Brown. |
| 6. | | A: What color are your gloves |
| | | B: Beige. |
| B 7. | Talamûg êgtâgwesên? | A: What color is your hat? |
| | Ewnêg. | B: Navy blue. |
| 8. | | A: What color is your dress |
| | | B: Yellow. |
| 9. | | A: What color are your |
| | | trousers? |
| | | B: Light blue. |
| 10. | | A: What color are your socks |
| | | B: Orange. |

11 E-8

Do the following and note that the nouns of part A. are animate; those of part B. are inanimate.

- | | | |
|------|------------------------|-----------------------------------|
| A 1. | Talingwêg êgtatêlâyên? | A: What kind of red is your |
| | Gesingwêg. | shirt? |
| | | B: It's bright red. |
| 2. | Taliwnêg êggotêm? | A: What kind of blue is your coat |
| | | B: It's light blue. |

E-8 (Cont'd)

3. Talsisquamugsit êgtêspisun? A: What kind of brown is your belt?
Maçtawsisquamugsit. B: It's dark brown.
4. Talimçatawêgig çêmugsêng? A: What kind of black are your shoes?
Gesimçatawêgig. B: They're intense black.
5. Tallagêlemamugsijig çêmâçêng? A: What kind of beige are your moccasins?
Amlagêlemamugsijig. B: They're light beige.
- B 6. Talimçatawêg egtâçwesên? A: What kind of black is your hat?
Aminçatawêg. B: It's charcoal.
7. Taliewnêg êgtoçon? A: What kind of blue is your dress?
Gesiewnêg. B: It's bright blue.
8. Talsigamugul êçpitâçaweymêl? A: What kind of brown are your trousers?
Amsisgamugul. B: They're light brown.
9. Talistoçonamugul êgtisigên? A: What kind of green are your socks?
Maçtawistoçonamugul. B: They're dark green.

E-9

Answer the following questions as completely as possible.
 (Hand in for correction.)

1. Tami tet Etuêl wetteluasên ugtatêlâyêmêl?
2. Mê geggunâtiji atêlayg Ulwerteg?
3. Wen ta net ala welpilitêl ugtatêlâyêmêl?
4. Tel'têtêmên wetteluatêl Ulwerteg gisna Atueneg?
5. Nemîsêpênig tâsijig atêlâyg magêsang?

11 E-10

Write five questions that can be answered from this lesson's C's and M's. Be prepared to answer them orally. (Hand in for correction.)

11 E-11

Write a conversation using as much as possible of this lesson's material. Try to use possessive pronouns with items of clothing and body parts. Hand in your conversation for correction.

11 E-12

This is the story of a Restigouche family which does its shopping across the river in Campbellton. Read this story and answer the questions which follow.

Tès gespêteg nîn aḡ êntèpitêm aḡ nên'jang asoḡomitâyeg utang. Natanguâtiég na utang, mè oḡo pugwelgêl magêsann nâtêl. Nîn teluisi Al'pêt, êntèpitem na Luïs. Nesungig mijuâjîjg, tapusijig êlpâtujuḡ aḡ newtèjit epitèjîj. Negêmow na mawigsatêmîtij natanguâting. Êmsêt wen nat goḡey pewatg. Nîn pewalg piley atêlây. Entèpitêm pewalaj pilè êmgêsêng. Êlpâtujuḡ pewalâtiji pilè gotg, aḡ epitèjîj pewatg piley magot. Mijipjewey na maw wejâtueg. Tàn tujîw tepiey suliewey aḡ mijuâjîjg welmêtûtîtij, nîn aḡ entèpitem wejâtaḡattêl papitaḡanêl.

Vocabulary:

gespêteg

nên'jan

asoḡomâsi

natanguay

mè oḡo

mijuâjîj

Saturday

my child

I go across (bridge, river, etc)

I'm going shopping

because of

a youngster

E-12 (Cont'd)

piley	new
magot	a dress
mijipjewey	food, groceries
wejātu	I buy it
tepiey	I have enough
suliewey	money
welmētu	I behave well
papitaġaney	a toy

Questions: (Hand in for correction.)

1. Tallugutieg ninên gespêtég?
2. Goġey ugjit utang?
3. Taluisultieg aġ tāsieg?
4. Goġey nîn aġ êntèpitem pewatêmeg?
5. Goġey êl'pätujg aġ ëpitëjij pewatëmîtij?
6. Ap goġey igtig wejätueg?
7. Teġen tujw wejätuegël papitaġanël?



Note to the Student

1- Colors in Micmac are generally stated by comparison with an object of the color to be described. For example the word for 'green' is êstoĝonamûg which literally means 'the color of a fir tree'.* The ending -amûg means 'color of'. By combining this ending, -amûg, with objects found around you, you will be able to state any color that you wish (see section (1) below. There are a few color words however, which end in -êg and do not appear to be derived from comparison. Some of these color words are stated in section (2) of the following examples:

- | | |
|-----------------------|-----------------------------------|
| 1. <u>êstoĝonamûg</u> | green (the color of a fir tree) |
| <u>sisquamûg</u> | brown (the color of mud) |
| <u>musigêsgamûg</u> | light blue (the color of the sky) |
| 2. <u>megwêg</u> | red |
| <u>maĝtawêg</u> | black |
| <u>wapêg</u> | white |

These colors can further be modified with words such as: 'light', ami-; intense, gesi-; dark (black), maĝtaw-.

These terms combined with color words result in the description of various shades of color. Study the following examples:

- | | |
|--------------------------|-----------------------|
| 3. <u>amingwêg</u> | light red |
| <u>gesimwêg</u> | deep red or scarlet |
| <u>maĝtawimwêg</u> | dark red |
| 4. <u>amistoĝonamûg</u> | light green |
| <u>gestistoĝonamûg</u> | deep or intense green |
| <u>maĝtawistoĝonamûg</u> | dark green |

* An alternative word for Esgisoĝonig, 'Eskasoni', is Wêgistoĝonig which appears to be based on êstoĝon and may mean 'where the fir trees (evergreens) end'.

to the Student (Cont'd)

It is therefore clear from the examples that we have seen that colors, like numbers, in Micmac form a system. They form a system in that by knowing a few basic terms along with rules of combination, you are able to create words to describe almost any color that you encounter.

The following is a list of some of the most common color words of Micmac:

megwèg	red
gesingwèg	scarlet (very red)
wapèg	white
maḡtawèg	black
ewnèg	navy blue, dark blue
wisawèg	yellow
wisawsulieweyamùg	gold (yellow money)
sulieweyamùg	silver (money)
pêlamuamùg	pink (salmon color)
êstoḡonamùg	green (the color of a fir tree)
wisawsanamùg	orange (color of an orange)
musigêsgamùg	light blue (color of the sky)
lagêlemamùg	beige (color of cream) (from French: "la crème")
sisguamùg	brown (color of mud)
êgjidpâtêliâsuamùg	purple (color of a bishop's robes) (Lit: color of a high priest)

In lessons 6 and 9, we saw how singular possessive pronouns were formed. We examined singular possessive pronouns, first as applied to non-possessed nouns, and second as applied to possessed nouns. We will now study plural possessive pronouns and the form that they take with singular and plural nouns. In paradigms 1 and 2, "canoe" is inanimate. In paradigms 3 and 4, "dog" is animate. Note that no dual

Note to the Student (Cont'd)

and plural distinction is made with the use of the possessive. You will recall that transitive verbs (verbs with objects) also did not distinguish the dual and the plural. This is called dual-plural neutralizat

1. gwitên	canoe (inanimate)
êntgwitênêm	my canoe
êggwitênêm	your canoe
uggwitênêm	his canoe
êggwitênêminu	our (inc) canoe
êntgwitênêminen	our (exc) canoe
êggwitênêmuow	your (plur) canoe
uggwitênêmuow	their canoe
2. êntgwitênêmêl	my canoes
êggwitênêmêl	your canoes
uggwitênêmêl	his canoes
êggwitênêminal	our (inc) canoes
êntgwitênêminal	our (exc) canoes
êggwitênêmual	your (plur) canoes
uggwitênêmual	their canoes

By comparing the forms with each other (remember the Comparing Technique), it is possible to establish the forms of the plural possessives. Note that the plural possessive pronouns include the singular possessive prefixes: ent....êm, êgt....êm, ugt....êm (see lesson 9). Note also that the inclusive possessive pronoun (inclusive because it includes the person being addressed) has the second person prefix, êgt....êm. The exclusive possessive pronoun (exclusive because it excludes the person being addressed), as expected, does not have the second person possessive prefix. Note also that the plural of the noun being possessed, 'canoes', is marked by the final -l.

to the Student (Cont'd)

In the following paradigms, 3 and 4, animate plurality is signalled by the final -g. Note also the occurrence of the obviative -l (see lesson 9) when the possessive pronoun is a singular third person, and the absence of the plural -g when the possessive pronoun is a plural third person. This again signals obviation.

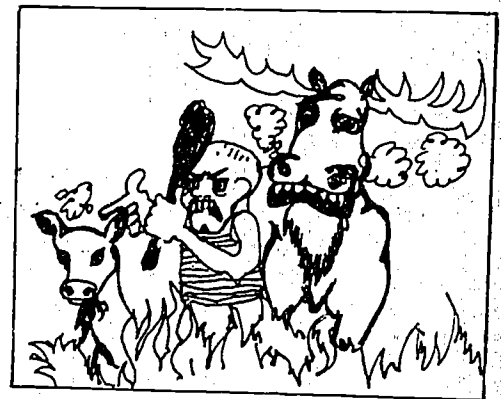
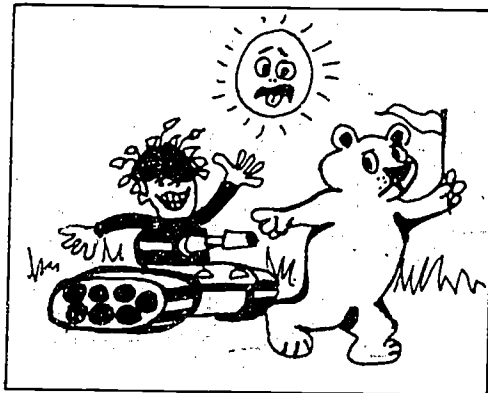
3. ênmûj	dog (animate) (<u>ênti</u> , 'my pet', is normally used instead of <u>ênmûj</u> when possessed)
êntênmûjê	my dog
egtênmûjê	your dog
ugtênmûjêml	his dog
êgtênmûjêminu	our (inc) dog
êntênmûjêminen	our (exc) dog
êgtênmûjêmuow	your (plur) dog
ugtênmûjêmual	their dog
4. êntênmûjêmg	my dogs
êgtênmûjêmg	your dogs
ugtênmûjêmg	his dogs
êgtênmûjêminaġ	our (inc) dogs
êntênmûjêminaġ	our (exc) dogs
êgtênmûjêmuaġ	your (plur) dogs
ugtênmûjêmua	their dogs

Let us now turn to possessed nouns and see how plural possessives are formed. Remember that possessed nouns constitute a special class in that possession is obligatorily indicated and in a manner different from that found in examples 1 through 4 (see lesson 9). Since most possessed nouns are animate, only animate paradigms are given.

Note to the Student (Cont'd)

5. nēmis	my older sister
gēmis	your older sister
umisêl	his older sister
gēmisinu	our (inc) older sister
nēmisenen	our (exc) older sister
gēmisuow	your (plur) older sister
umisual	their older sister
6. nēmisg	my older sisters
gēmisg	your older sisters
umisg	his older sisters
gēmisinaĝ *	our (inc) older sisters
nēmisinaĝ	our (exc) older sisters
gēmisuaĝ	your (plur) older sisters
umisua	their older sisters

This marks the end of our discussion on possession.
Be sure to understand it well before going on.



* g → ĝ after o, a.

Lesson 11 (Cont'd)

LUSGAP, MESGILG SAGAMAW (Glooscap, The Great Chief) - Part 1

The new section that has been added after this lesson and those to come will allow you to gain an understanding of the culture of the Micmac as viewed through some of their literature.

As you read the following story, you will note that the situation is not as you might expect from standard written Micmac. You will often encounter sentence fragments. Do not let this disturb you since such stories are based on an oral tradition and the punctuation reflects some of the pauses that would be used by a story-teller. These stories were first recorded on tape and then transcribed by the native storyteller himself (Manny Metallic). Pay special attention to the breaks and pauses as you listen to the tape.)

Tàn tujîw Miqêmwêg nutagênutêmwînûg wesgûtêmitij
 Sâgawey, negêmwow na wesgûtêmitij na tujîw gesgêmênâg
 Wapêg Wâgëy pegisinugeg Mîgêmâgig. Tàn tujîw pasêg eygeg
 nipugtêl, musigêsg aq êgtân. Mò mimajuinûg aq mò wîsisg.
 Na tujîw, agênutêmaqan telueg, Gêluscap pegisingêp.
 Wejiep wâsôg. Ugtul mesgîg gwitên pegisultêp. Negêmw
 aq êtgopêjêl uqjigênâmêl teluisilitêl Malsêm.

Vocabulary:

Miqêmwêg (Mîgêm)	Micmacs (a Micmac)
nutagênutêmwînû	a story-teller
wesgûtêw	I am talking about it
sâgawey	an old thing, history
gesgêmênâg	before
Wapêg Wâgëy	white man, European (Lit: white skin)
eym	I am there (a locative verb)

Gêlusgap, mesgilg Saġamaw (Cont'd)

nipugt	forest, woods
musigêsg	sky
êgtàn	tide, sea, ocean
wîsis	an animal
wejiey	I am returning from
wàsòġ	heaven (as viewed by Micmac religion)
êntul	my means of conveyance
mesgîg	it is big
êtgopèj	a twin
ênjigênam	my brother

Gitg na jenûtêpênis, newtisgâġ je tâpu leppie telpitoġsip
 Aġ je mē gisimesgîgâlsipênis pasêg eta puatêmîtij, muta
 negêmw geggunâtipêni puowinuêg êspisung. Tàn tujîw êwât
 ût êspisung, gisi sâsêwâtûtip tâm pasêg goġey. Je wêgaw
 mô asgayagwîtigup tân mawitgêg aġ tân mawpêteg. Gêlusgap
 teliaġamġusip êstêgê jînêm, gatu Malsêm un'ji êlpa wijey
 paġtesêm. Ap igtigêl piluêl mô wijey telġamigsigupênis.
 Gêlusgap gelûsip aġ melgigênap. Pegisingêp ugjit igâlan
 maġamigeg mimajuinġ aġ wîsisg. Gatu Malsêm wetsôtêp wâs
 muta netâ òpêlâtegep. Negêm pegisingêp ugjit apajigâlsin
 geluggigtug aġ lugowan Gêlusgapal. Gatu wisgualapênn
 ugjigênamêl aġ wejòtgêp nèpân aġ negêm gissaġamawin.

Vocabulary:

gitg	both
jenu	giant
leppie	one foot (unit of measure probably borrowed from French 'le pied')
tel-	about, approximately, so
pitoġsin	you are tall

lusqap, mesgilg Saqamaw (Cont'd)

mesgigãlsi	I make myself bigger
pawatêm	I want it
muta	because, for
geggun-	to have, to hold
buowin	a magician
êspisun	a belt
êwum	I use it
sãsêwâtu	I change it
je wêgaw	I could even
asqaywig	it gives me trouble
mawitgêg (maw + tegêg)	the coldest (most + cold)
mawpêteg -or- mawiepteg	the hottest
teliaqamgusi	I look like
nun'ji	my head
wijey	the same as
telqamigsi	I behave
gelûsi	I am good
melgigênay	I am strong
igâtu	I put it, I place it
esêg	I banish him
netâ	to be capable of, to be able to
opêlâtegey	I do wrong
apajigâtu	I put it back
lugowi!	work for me!
wisguey	I am jealous
wejôtêm	I try to
nêpêg	I kill him
gis-	to be able to
saqamaw	a chief

Gêlusgap, mesgilg Saqamaw (Cont'd)

Na musigêsgêtuw wetneyâsêgêp ula mesgilg gun'teweyey gwitê
Teppipêniy ût jênûg. Na oqâpêniy aq gêlpisunâtûtîp
tutuluow tân etêlgisapêniej nâgûset. Na ula gwitên
sâsêwâsêgêp mêniguigtug tân ginu nigê gisgug telûtêmûg
Êgtângug gisna Megwêjitewâgig. Nipugtêl, qospemêl aq
sipul nâtêl welteqêpênn aq wantaqteqêpênn. Na Gêlusgap wig
nâtêl welipgijêgêp.

Vocabulary:

wetneyâsêg	it appears from
gun'tew	a rock
teppi	I am on board
oqâq	it's arriving
qêl'oisun	an anchor
gisapêniâq	the dawn
nâgûset	the sun
mênigu	an island
Êgtângug	Newfoundland (Lit: island in the sea)
Megwêjitewâgig	Newfoundland (Lit: land of the Red Peop This term refers to the Beo practise of painting their bodies with red ochre.)
qospem	a lake
sipu	a river
welteg	it is nice
wantaqteg	it is quiet, peaceful
wigi	I live at, reside
pegijêg	a long time

êlusgap, mesgila Saġamaw (Cont'd)

Na gêlapis poġtêluger. Amgwezeweyeg gun'tewigtug
 wejiapêni aġati mimajuinûjijg teluisultijig Pugêlatêmûjg
 aġ iqâlapêni wigultinew saputalgêgêl gun'tewigtug. Na
 wejimġênapên newtêylitêl teluisilitêl Apistanêwj, ugjit
 unaġapemin aġ witapewinew. Saġamaw Gêlusgap weltâsip tân
 teliulitegej gatu Malsêm wegaygêp. Mo geggunmugup negêm
 gisiulitegen. Na tujîw Gêlusgap eliapêni mimajuinû.
 Eltaġâpêni matjoġteligêng mitîsigtug ligpetâwêg. Na nâtêl
 wetneyitâpêniġ jîlnê mug aġ êpijig. Usapunual gesimġatawêg-
 êpenn. Gêlusgap teluitapêni Wapêniagewaġ -- tânig
 wigultijig tân nâgûset etêlġisapêniej. Megênapên newtêilitêl
 ugjit angôtêmênin ugwiguôm. Teluitapên Nugumî. Na
 wejâtegemgeg na wisun ewasêgêp ugjit gepmitêlmuj gisiguîsg-
 waġ. Na tujîw aġġattêgêp uqtêlugowaġan aġ nemitogêg,
 weltâsip. Tewji ultâsip êlpa sesgwep aġ pana nengêtesêmapêni
 pitoġsultêliji guowg, gatu Malsêm pasêg wetajigwep.

Vocabulary:

poġji-	to begin, start
elugey	I work
weji - (wejiy)	to originate (I come from)
eliġ	I make something (animate)
aġati - (aġatayġ)	halfway (a half)
mimajuinu	a living person
pugêlatêmûj	an elf, dwarf
elgimġ	I send him
saputalgêg	a cave (Lit: there's a hole through it)
megênêm	I pick it
apistanêwj	a marten
unaġapemi	I have a friend
weltâsi	I am glad

Gêlusgap, mesgilg Saqamaw (Cont'd)

gisi-	already (past)
elteqey	I create, make
wegayy	I am angry
geqgunêm	I have it
eltaqâm	I shoot (with a bow)
matjoqteligên (also: êtqâmu)	an arrow
ligpetâw	a white ash (tree)
sapun	a hair
gesi-	very
maqtawêg	it is black
Wapêniaqewaq	People of the Dawn (The Wabanaki Confederacy)
tânig	those
angôtêm	I take care of it
nugumî	my grandmother
wejâtegemg	from now on
wisun	a name
gepmiteltaqan	respect
gisiguwîsgw	an elderly woman
aqgattêm	I look at it
tewji -	so (indicates intensity by anticipation; e.g.: "He was so glad that...')
sesgwey	I shout
nengêtestu	I shake it
guow	a pine tree
wetajigwey	I scowl, look angry

êlusgap, mesgilg Saġamaw (Cont'd)

Ugtejgeweyeg Gêlusgap eliapeni wîsig. Têpgwanigtug wejiapêni. Eliapênn Atûtuejêl, Tiâmul aġ Muînal. Aġ je mē gesipugwelgig igtigig. Na tujîw Malsêm gimsamâlapênn ula puowinuêl ugtêspisun aġ gimtêluépênn puowinnuêl gêlusuaġann. Na ula ugtejgewey tēpgwan Gêlusgap alapjip, sêmtug nisiaġap maġamigeġ. Na nâtêl wejiép gesiwinigit wîsis. Mu matues, mu êstêgê gopit aġ mu apugsigên, gatu gistêligip êstêgê tân tesîtij ula negêmw. Telluêwip aġ telwaġasip êstêgê tâ nuen gisiatêl. "Teluisit Lugs!" Malsêm teluep. "Nîn gisîg". "Na tōġ têliaj", teluep Gêlusgap. "Mimajij wantaġōtigtug êstêgê ginu".

Gatu Malsêm gimtêlimapênn negêw Lugsal: "Ugġōtên asgaywan na Gêlusgap tân tês gisipgwatûn."

Vocabulary:

ugtejgewey	finally, towards the end
têpgwan	ground, earth, dirt
atûtuej	a squirrel
muîn	a bear
samâtu	I touch it
alapji	I am holding it (in my hand)
sêmtug	right away
nisiaġ	it falls down
winig	I look bad (refers to physical appearance)
matues	porcupine
apugsigên	wolverine
gistêligit	looks like (made the same as)
têsîtij	a number of, a quantity
eluêwi	I am mean, nasty
waġasi	I am wild, untamed
ta nu wen	he who

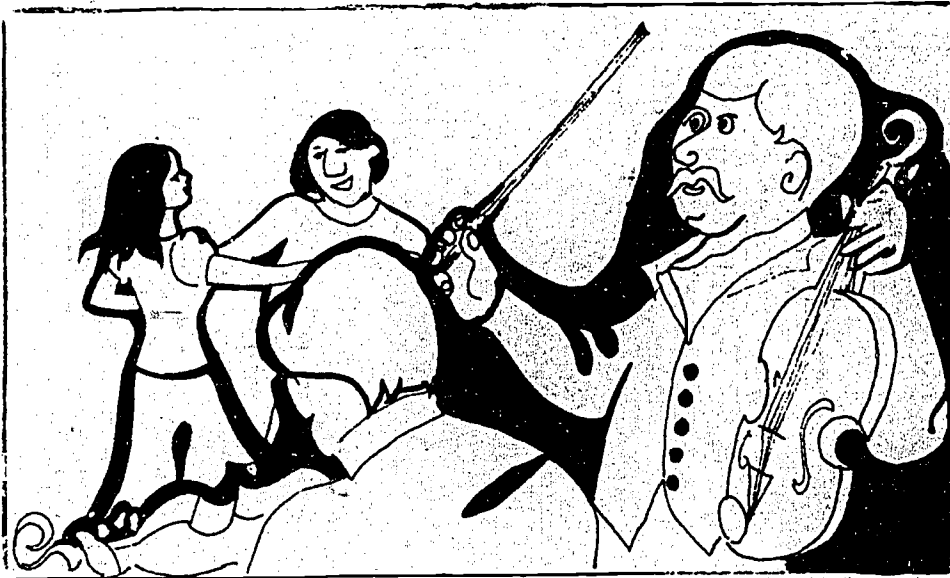
Gêlusgap, mesgilg Saġamaw (Cont'd)

lugs	an evil doer
tõġ	then
wantaġõti	peace, gentleness
wejõtêm	I try
asgayaġ	I trouble him
gisipgwatuan	when I can, if I can

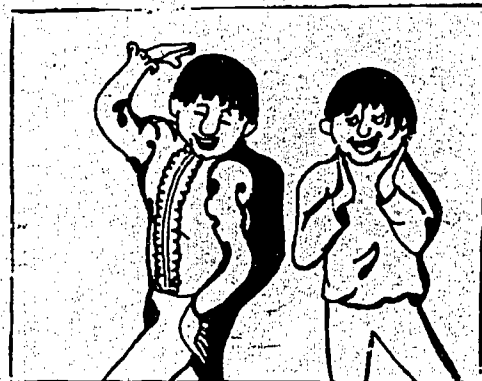
Answer the following questions as completely as possible:
(Hand in for correction.)

1. Tegen sãġawey nutaġênutêmewinũg wesgûtêmîtij?
2. Tami wejies Gêlusgap aġ talipgisingês?
3. Wen na Malsêm?
4. Wenig na negêmow gitg?
5. Goġey wejipgisingês Gêlusgap? Gatu Malsêm?
6. Goġey nigê gisgug na mesgilg gun'teweyey gwitên tãn Gêlusgap wigip welipgijêg?
7. Wenig eliasêni Gêlusgap amgweseweyeg poġtêlugeteg?
8. Goġey Malsêm wegayugtêgês?
9. Taliasêni Gêlusgap Wapêniaġewaġ?
10. Wen Gêlusgap unaġapêmêl aġ witapal, aġ wen angõtêmmêni wiguow?
11. Talueg na gêlusuaġan 'Nugumî'?
12. Taliultâsis Gêlusgap tãn tujîw aġġattêgeg ugtêlugowaġa?
13. Ugtejgeweyeg wenig Gêlusgap wejiasêni têpgwanigtug?
14. Taliasênn Malsêm Lugsal? Talamugsit wîsis negêm?
15. Taluesênic Gêlusgap aġ Malsêm wesgumâtiteg Lugsal?

LESSON 12



C-: converse, communicate



12 C-1

Maliân notices a well-dressed man walk by and asks Aliq about him.

A: Wen na alâ jînêm?

B: Wen wesgumt?

A: Alâ jînêm welpilitêl
ugtâtêlâyêmêl.

A: Who's that man (pointing)?

B: Who are you talking about.

A: That man with the nice
shirt.

12 C-1 (Cont'd)

- | | |
|--------------------------------|---|
| B: Lûgatêmui ta nuen. | B: Point him out to me. |
| A: Alâ negêm. | A: Him over there (pointing). |
| B: Ò, negêma!? Weliom na. | B: Oh, him!? That's William. |
| A: Tami eliet? | A: Where's he going? |
| B: Eliet amalgaltim. | B: He's going to a dance. |
| A: Tami tet etêliamalgaltim? | A: Where's the dance at? |
| B: Teltêtêm etêliaç Putêloteg. | B: I think it's taking place at Barra Head. |

M-: mimic, memorize, manipulate

12 M-1

- | | |
|--------------------------|----------------------------------|
| A: Wen na alâ jînêm? | A: Who's that man (pointing)? |
| Wen na alâ êpitês? | Who's that girl (pointing)? |
| Wenig na alâ mimajuinûg? | Who are those people (pointing)? |

12 M-2

- | | |
|------------------|-----------------------------------|
| B: Wen wesgumt? | B: Who are you talking about? |
| Wenig wesgumjig? | Who (plur) are you talking about? |

12 M-3

- | | |
|--|--|
| A: Alâ jînêm welpilitêl ugtatêlâyêmêl. | A: That man with the nice shirt. |
| Alâ êpitês weltegêl elisgênuatasêgêl usapun. | That girl with the nice braided hair (plur). |
| Alâ mimajuinûq weltegêl utapsunual. | Those people with the nice clothes. |

12 M-4

B: Tami eliet alã neqêm?

Tami elãtìjig alã
negêmow?

Tami el'tãjig alã negêmow?

B: Where's he going
(pointing)?Where are they (dual)
going (pointing)?Where are they (plur)
going (pointing)?

12 M-5

A: Eliet amalgal'timq

Elãtìjig amalgal'timq

Fltãjig amalgal'timq

Eliet toqopuguãluj.

A: He's going to the dance.

They (dual) are going
to the dance.They (plur) are going
to the dance.He's going to the wedding.
(Lit: standing up together.)

2 M-6 *

B: Tami tet etêliamalgal-
'timq?Tami tet etêltoqopuguãlu-
jig?

B: Where's the dance at?

Where's the wedding at?

2 M-7

A: Tel'têtêm etêliaq̃
Putêloteg.Tel'têtêm etêliaq̃
utang.Tel'têtêm etêliaq̃
ãsutuõguomq̃.A: I think it's taking
place at Barra Head.I think it's taking
place in town.I think it's taking
place at the church.

The prefix etêli- (progressive) appears in both lines of 12 M-6. Contrary to expectation, the -i- of etêli- stays before a vowel and drops before a consonant. Classifying etêli- as a "preverb" does not account for this odd fact. The category "preverb" is one which remains poorly justified, especially in terms of universal grammatical categories.

12 C-2

Aliq meets Elên and another girl at Woolworth's.

(Note that C-2's (and later C-3's) will introduce small amounts of new material. They will nevertheless mostly be based on already known structures.)

- | | |
|---|---|
| A: Mè taleyn, Elên?
Weliqisgêg à? | A: How are you, Helen?
It's a nice day, isn't it? |
| B: Weleyy. Èe, weligisgêg. | B: I'm fine. Yes, it's a nice day. |
| A: Gaqîsg natanguan ùt tet? | A: Do you come shopping here often? (<u>gaqîsg</u> : 'often') |
| B: Moqwā, gatu gisgug na piluey. Ula nîtap negêm maliêwitew mā êpgijênug. | B: No, but today is a special occasion. My friend is going to be married soon. (<u>piluey</u> : it's different, <u>maliêwitew</u> he will be married, <u>mā êpgijênug</u> : it will be a long time.) |
| A: Mè taleyn? Nîn teluisi Aliq. Gatu gîl taluisin? | A: How are you? My name is Alex. What's yours? |
| C: Nîn teluisi Maliân. Nîn tēleyewi Oppîganjig. | C: My name is Marian. I'm from Eel River Bar. |
| A: Tānug maliewin? | A: When are you getting married? |
| C: Newtisgāq Wigewigûsg. Gespêteg. | C: On the tenth of October. It's a Saturday. |
| A: Nîn etaway gelûgtên nāgweg tăn tujîw maliêwin. Weltâsi weltesgul. | A: I hope you have a nice wedding. It was nice to meet you. (<u>etaway</u> : I hope, beg, <u>weltâsi</u> : I'm glad, <u>weltesgul</u> : I meet you) |



Another Dialogue on Directions

You are in Cambellton and someone asks you how to get to Chief Martin's place in Restigouche.

- | | |
|---|--|
| A: Gê têlimi, tami tet
Saçamaw Maltan wigit? | A: Tell me, where does
Chief Martin live? |
| B: Listuguĵg, panaemq
tapuisgâġal maylêl
wejâtegemg tet. | B: In Restigouche, about
two miles from here. |
| A: Talipgisintes nâtêl? | A: How do I get there? |
| B: Nemitûun na wasoġegêl
alâ tet? | B: Do you see those lights
over there? |
| A: Ee. | A: Yes. |
| B: Patatuĵg lia nâtêl
igân toġo tujîw asoġomâsi. | B: Turn left when you get
there and then cross over
(the bridge). |
| A: Wesgûtêmên ala
asoġomigên? | A: You mean that bridge? |
| B: Ee, etêna na. | B: Yes, that's the one. |
| A: Tàn tujîw gisiasoġomâsin,
na lietes patatuĵg. | A: When you have crossed
over, then turn left. |
| B: Ee, ap goġey. | B: Yes, then what? |
| A: Siâwâsi gêlapis igân
wen'ĵiguom asugon tesisgâġ
je tâpu. Na nâtêl wigit. | A: Keep on going until you
get to house 62. That's
where he lives.
(gêlapis: until,
igân: you arrive.) |
| B: Welâlin. | B: Thank you. |

Dialogue you want to Learn

Is there a subject area that interests you and that has not been covered? Now is your chance to explore this in Micmac. Write a dialogue on a topic of special interest and turn it in to your teacher for translation (if it's in English) or for correction (if it's already in Micmac).

E-: exercise, expand, extrapolate

12 E-1

In the following exercise, you will be practising Wh-questions (who, where, which, etc.) as well as learn age-group divisions.

1. Wen ta net êlpâtûj? A: Who is that boy?
Tegen êlpatuja? Tami ey? B: Which boy? Where?
(eymên: you are there)
2. êlpatûjjij? A: Who is that little boy?
_____ B: Which little boy? Where?
3. jînêm? A: Who is that man?
_____ B: Which man? Where?
4. jînêmjij? A: Who is that young man?
_____ B: Which young man? Where?
5. gisigû jînêm? A: Who is that middle-aged
_____ man?
_____ B: Which middle-aged man?
Where?
6. gisigûjjij? A: Who is that old man?
_____ B: Which old man? Where?
7. epitêsêjjij? A: Who is that girl?
_____ B: Which girl? Where?
8. èpitèijij? A: Who is that girl?
_____ B: Which girl? Where?
9. èpit? A: Who is that woman?
_____ B: Which woman? Where?
10. èpitès? A: Who is that young girl?
_____ B: Which young girl? Where?
11. gisigûscwèj? A: Who is that middle-aged
_____ woman?
_____ B: Which middle-aged woman?
Where?

E-1 (Cont'd)

12. _____ gisiguĩsgw? A: Who is that old woman?
 _____ B: Which old woman? Where?

E-2

In the following exercise, you will be reviewing possessive pronouns (see Lesson 11) as well as kinship terms (see 11 E-5).

1. Tami eliet gujj? A: Where is your father going?
Naji amalgajig êngijêl. B: To the dance with my mother. (Lit: they (dual) are going dancing my mother.)
2. _____ A: Where is your daughter going?
 _____ B: To the dance with her friend (masc.).
3. _____ A: Where is your son going?
 _____ B: To the dance with his friend (fem.).
4. _____ A: Where is your uncle going?
 _____ B: To the dance with my aunt.
5. _____ A: Where is your nephew going?
 _____ B: To the dance with my niece.
6. _____ A: Where is your younger sister going?
 _____ B: To the dance with my older brother.
7. _____ A: Where is your younger brother going?
 _____ B: To the dance with my older sister.

12 E-3

The following exercise reviews possessives and body parts (refer to 11 E-6).

1. Talâtegeg na jinê m un'ji? A: What's wrong with the
man's head?
Jilô t gêp tân g e j . B: He hurt it at work.
A g n â w u g g o t a n n . And his throat too.
2. _____ A: What's wrong with the
_____ man's cheek?
_____ B: He hurt it at work.
_____ And his ear too.
3. _____ A: What's wrong with the
_____ man's eye?
_____ B: He hurt it at work.
_____ And his nose too.
4. _____ A: What's wrong with that
_____ man's mouth?
_____ B: He hurt it at work.
_____ And his chin too.
5. _____ A: What's wrong with that
_____ man's lip?
_____ B: He hurt it at work.
_____ And his teeth too.
6. _____ A: What's wrong with that
_____ man's chest?
_____ B: He hurt it at work.
_____ And his stomach too.
7. _____ A: What's wrong with that
_____ man's back?
_____ B: He hurt it at work.
_____ And his ribs too.

E-3 (Cont'd)

8. _____

- A: What's wrong with that man's shoulder?
B: He hurt it at work.
And his neck too.
9. _____

- A: What's wrong with that man's hand?
B: He hurt it at work.
And his arms too.
10. _____

- A: What's wrong with that man's elbow?
B: He hurt it at work.
And his wrist too.
11. _____

- A: What's wrong with that man's finger?
B: He hurt it at work.
And his thumb too.
12. _____

- A: What's wrong with that man's leg?
B: He hurt it at work.
And his lower back too.
13. _____

- A: What's wrong with that man's knee?
B: He hurt it at work.
And the calf of his leg too.
14. _____

- A: What's wrong with that man's shin?
B: He hurt it at work.
And his ankle too.

12 E-4

The following exercise drills demonstratives such as 'this', 'that', 'these', 'those'. Note that singular demonstratives do not distinguish gender; plurals do. All examples of A are inanimate; those of B are animate (See N.S., 2-.)

- | | | |
|------|--|--|
| A 1. | <u>Tegen?</u>
<u>Ula.</u> | A: Which one? (inanimate)
B: This one. (pointing) |
| 2. | <u>Ala.</u> | A: Which one?
B: That one. (pointing) |
| 3. | <u>Tegen?</u>
<u>Ulaal.</u> | A: Which ones?
B: These. (pointing) |
| 4. | <u>Alaal.</u> | A: Which ones?
B: Those. (pointing) |
| 5. | <u>Tegen pêtaw'ti?</u>
<u>Ula pêtaw'ti.</u> | A: Which table?
B: This table. |
| 6. | <u>nutputi</u>
(also: <u>gutputi</u> , <u>mutputi</u>) | A: Which chair?
B: That chair. |
| 7. | <u>_____</u>
<u>_____</u> | A: Which canoes?
B: These canoes. |
| 8. | <u>_____</u>
<u>_____</u> | A: Which paddles?
B: Those paddles. |
| B 9. | <u>Tegen?</u>
<u>Ula.</u> | A: Which one? (animate)
B: This one. |
| 10. | <u>Ala.</u> | A: Which one?
B: That one. |
| 11. | <u>Tegenig?</u>
<u>Ulaig.</u> | A: Which ones?
B: These. |

12 E-4 (Cont'd)

- | | | |
|-----|--------|------------------|
| 12. | _____ | A: Which ones? |
| | Alaig. | B: Those. |
| 13. | _____ | A: Which horse? |
| | _____ | B: This horse. |
| 14. | _____ | A: Which cow? |
| | _____ | B: This cow. |
| 15. | _____ | A: Which horses? |
| | _____ | B: These horses. |
| 16. | _____ | A: Which cows? |
| | _____ | B: These cows. |

2 E-5

In lesson 7, N.S., 4-, you saw that Micmac adjectives were either verbs or affixes. In the following exercise, you will not only practice adjectival verbs but also learn to make two degrees of comparison: the comparative (mê) and the superlative (maw).

- | | | |
|----|-------------------------|---|
| 1. | Aġġam na wigewit jînem. | A: Look at that fat man.
(<u>Wigewin</u> : You are fat.) |
| | Nîn nenaġ mê wigewit. | B: I know a fatter one.
(<u>mê</u> : more) |
| | Negêm maw wigewit | A: He's the fattest |
| | tân nîn nenaġ | that I know. (<u>mawi</u> : most) |
| 2. | _____ mesgilg | A: Look at that big man.
(<u>Mesginn</u> : You are big.) |
| | _____ | B: I know a bigger one. |
| | _____ | A: He's the biggest
that I know. |
| 3. | _____ | A: Look at that tall man.
(<u>Pitoġsin</u> : You are tall.) |
| | _____ | B: I know a taller one. |
| | _____ | A: He's the tallest
that I know. |

12 E-5 (Cont'd)

- 4. _____ A: Look at that small woman
 _____ (Apjêjîjin: You are li
 _____ B: I know a smaller one.
 _____ A: She's the smallest
 _____ that I know.
- 5. _____ A: Look at that skinny woman
 _____ (Alûsan: You are skin
 _____ B: I know a skinnier one.
 _____ A: She's the skinniest
 _____ that I know.
- 6. _____ A: Look at that short woman
 _____ (Toqâqjîjin: You are
 _____ short.)
 _____ B: I know a shorter one.
 _____ A: She's the shortest
 _____ that I know.
- 7. _____ A: Look at that old man.
 _____ (Gisiquin: You are ol
 _____ B: I know an older one.
 _____ A: He's the oldest one
 _____ that I know.
- 8. _____ saqamaw. A: Look at that young child
 _____ (Maljewêjuin: You are
 _____ young.)
 _____ B: I know a younger one.
 _____ A: He's the youngest
 _____ that I know.

12 E-6

The following exercise deals with the notion of "definiteness" (See Note to the Student). Note also the occurrence of the obviative (see Lesson 9).

2 E-6 (Cont'd)

- | | | |
|----|---|--|
| 1. | <u>Wen nemiasênn Sânal?</u>
<u>Newtêit saġamaw</u>
<u>nemiapênn</u> | A: Who saw John?
B: A chief saw him.
(Newtê: 'one', 'a',
indefinite) |
| 2. | _____
<u>Saġamaw nemiapênn</u> | A: Who saw Peter?
B: The chief saw him.
("the chief" is definite) |
| 3. | _____
<u>Ala saġamaw nemiapênn.</u> | A: Who saw Frank?
B: The chief (pointing) saw
him. ('that' is a
demonstrative and therefore
definite. See 12 E-4.) |
| 4. | _____

_____ | A: Who saw Nancy?
B: A teacher saw her.
(<u>nujiginâmuet</u> : teacher) |
| 5. | _____

_____ | A: Who saw Mary?
B: The teacher saw her. |
| 6. | _____

_____ | A: Who saw Mabel?
B: That teacher (pointing)
saw her. |

E-7

Answer the following questions from the C's of this lesson. (Hand in for correction.)

1. Taluisit jînêw welpilitêl ugtatêlâyêwêl?
2. Tami tet eliet amalġal'ting?
3. Gaġisg Elên natanguat Ulwerteg?
4. Taluisit êpitês getu maliêwit aġ tami têleyewit?
5. Tânuġ maliêwitew Maliân?

12 E-8

Write, in Micmac, five questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

12 E-9

Write a conversation based as much as possible on this lesson's material, especially that found in the exercise. Be sure that your conversation uses some of the following relative clauses, demonstratives, comparatives and superlatives. (Hand in for correction.)

12 E-10

Read this story and answer the questions which follow. (Hand in for correction.) The basic content of the story is as reported in the September 1975 issue of the Micmac News.

Migēmewey Agēnutēmaḡan

Toḡàḡewigùsgw 1975

Gepmitēlmujig Gisigūmimajuinūḡ

Asugom tēsīsgāḡ tēsījig gisigūmimajuinūḡ tēlèḡ newtisgāḡ
je sīst piluèl ēnnuègatīl etēl weltesgatultipēnig Truro,
Pugwelg tā goḡey milamūḡ gisitaḡaney neyātasēḡḡp, elīse-
waḡan wayopśgey, lipgenigēnn aḡ eloḡsewaḡan. Pugwelgig
gisigūmimajuinūḡ nasgēmītipēm Sàḡawèl ēnnueyèl aligal.
Gisguisgwaḡ negēmow musḡtūtīp ugtēlugowaḡanuow gatu
gisigūḡ negēmow militāpēnig Weltesg. Nesugunāḡ na
wesgewitāpēnig. Amalgal'tipēnig, aḡenutēmaḡann teluèti
aḡ getapegiātipēnig.

2 E-10 (Cont'd)

Newtèjit jînhêm maljewèj tân wijitgweywapêni üt gisigùmimajuinû teluep, "Mâmunîul'tâsi tân teliwijit-gweyuloġ. Na nigê weligjîtu aġ welinsêtasi tân têsêg angitâsuaġan Sâġawey, tân telitasultitij aġ tân telig-têlamsêtasultitij gisigùmimajuinûg."

Answer the following questions: (Hand in for correction.)

1. Talêgês gisigùmimajuinûg weltesgatultititeg?
2. Taluisigês ùla weltesgatultimġ?
3. Tâsisênig gisigùmimajuinûg aġ tamî têlêg?
4. Talamûg gisitaġaney neyâtasêgêp?
5. Goġey nasgêmitis gisigùmimajuinûg?
6. Talugutisênig gisiguîsgwaġ? Gatu gisigûg?
7. Tâsugunâġ wesgewitâsênig aġ talugutisênig?
8. Talues newtèjit jînhêm maljewèj?

Vocabulary:

gepmîtêtegey	I am respectful
gisigùmimajuinu	an older person
piluey	different, not the same
ênnuêgati	an indian reserve
weltesgul	I meet you
milamûg	different types
gisitaġaney	hand-made
neyâtu	I show it
elişewaġan wayopsgey	beadwork
lipgenigên	a basket
eloġsewaġan	carving (as a profession)

12 E-10 (Cont'd)

nasgêm	I am wearing it
aligew	clothing
gisiguĩsgw	old woman
musgātu	I show it
gisigu	old man
milàsi	I play
Weltesg	Micmac gambling game
nesugunàg	three days
wesgewàsi	I am staying with
amalgay	I dance
getapegiey	I sing
maĩjewèjui	I am young
wijitgweyul	I stay with you, I accompany you
welinsêtasi (nestasi)	I understand well (I understand)
angitàsi	I think, reflect
tel'tàsi	I think that, I feel that my opinion is
teligtêlamsêtasi (getêlamsêtasi)	the way I believe (I believe)



Note to the Student

- 1- In 12 M-7, you encountered a form which should by now be quite familiar to you. This is the locative suffix -g added to nouns. For example, 'town' is utan, but 'in town' is utang. There is, however, another type of locative which is not a suffix but rather a verb. This is the verb eym as seen in 12 E-1. The verb eym is an m-verb meaning 'to be somewhere'. What is characteristic of m-verbs, such as eym, is that they drop the -m on the stem in the third person singular and dual. For example, alâmên 'you swim around' drops the -m in the stem alâm to give alâg, 'he swims around' and alâgig, 'they (dual) swim around'. (See verb paradigms at end of text.) Carefully study the following paradigm of the verb eym and note where -m stays and where it drops.

eym	I am there (at someplace)
eymên	you are there
eyg	he is there
eymûgw	we, dual, inc. are there
eymeg	we, dual, exc. are there
eymûtigw	we, plur, inc. are there
eymûtieg	we, plur, exc. are there
eymoġ	you, dual are there
eymûtioġ	you, plur. are there
eygig	they, dual are there
eymûtijig	they, plur. are there

- 2- Some of the demonstratives of Micmac were encountered as early as in Lesson 2:

2 M-6	Alâ tet	Over there (Lit: That location)
	Ula tet	Over here (Lit: This location)

Note to the Student (Cont'd)

The demonstratives as seen in 12 E-4 can be charted as follows:

		animate	inanimate
sing	this	ula	ula
	that	ala	ala
plur	these	ulaig	ulaa
	those	alaig	alaal

- 3- The notion of definiteness is not unrelated to demonstratives. With simple sentences, as in 12 E-6, definiteness can be expressed by using the demonstrative:

Ala saġamaw nemiapēnn. That chief (pointing) saw him.

The following is also definite:

Saġamaw nemiapēnn. The chief saw him.

However, to make a statement indefinite, the term 'one' has to be used:

Newtējit saġamaw nemiapēnn. A chief saw him.
(Lit: One chief saw him)

Definiteness is also related to relativization. In the following section on relativization, we will see how this is expressed by the particle na.

- 4- Relativization is the process whereby one sentence is embedded within another sentence usually to restrict or add to the original meaning. We are going to look at the basics of relativization at this point because it occurs in more advanced texts (such as in Glooscap) and also in

Note to the Student (Cont'd)

some exercises (see every third line of 12 E-5). You will see that relative clauses in Micmac begin with tân and may therefore be referred to as "tân-clauses". In the following examples, the relative clause is headed by 'chief' and is placed within parentheses.

1. Sãn nemiapênn saġamal John saw the chief
 (tãn nîn nenaġ). (that I know).
2. Sãn nemiapênn saġamal John saw the chief
 (tãn nîn nenuit). (that knows me).
3. Na saġamow (tãn nîn nenaġ) The chief (that I know)
 nemiapênn Sãnal. saw John.
4. Na saġamow (tãn nîn The chief (that knows me)
 nenuit) nemiapênn Sãnal. saw John.

In the relativized clauses of 1. through 4. note that nîn is obligatory. It cannot be omitted. In sentences 1. and 3. nîn is the subject of 'to know'; in 2. and 4. it is the object of this verb. Note also that when a common noun, such as saġamaw is subject of the main clause (as in 3., 4.), it must be preceded by a special definitizer and relative clause introducer na which signals that a relative clause will follow the noun in question (the noun following na). Note, in 1. and 2., that when saġamaw is in an object position, na does not occur.

The distribution of na with proper nouns is exactly the opposite of what one finds with common nouns. Note in the following sentences that 'John', a proper noun, is preceded by na in object position but not in subject position when a relative clause headed by 'John' occurs:

Note to the Student (Cont'd)

- | | |
|--|---------------------------------------|
| 5. Sãn (tãn nĩn nenaġ)
nemiapēnn saġamal. | John (whom I know)
saw the chief. |
| 6. Sãn (tãn nĩn nenuit)
nemiapēnn saġamal. | John (who knows me)
saw the chief. |
| 7. Saġamaw nei apēnn na
Sãnal (tãn nĩn nenaġ). | The chief saw John
(whom I know) |
| 8. Saġamaw nemiapēnn na
Sãnal (tãn nĩn nenuit). | The chief saw John
(who knows me). |

After studying examples of 1. through 8., you should be able to recognize relative clauses (tãn-clauses) when you see them. The way in which they modify the meaning of a sentence is complex and will not be discussed here. Simply try to think of relative clauses as either restricting the meaning of a phrase, or as adding extra information to it. *



- * Restrictive and non-restrictive clauses will not be discussed here. Examples 1. through 4. are probably restrictive. The head of the relative clause is a common noun. Examples 5. through 8. are non-restrictive. Here the head of the relative clause is a proper noun.

Lesson 12 (Cont'd)

ĒLUSGAP, MESGILG SAĠAMAW (Part 2 continued from Lesson 11)

Gêlusgap na maġiapêni wîsisg eliateg, mē mesgilultipêniġ aġ nigē. Mē mesgilultipêniġ aġ jînemug. Na nâtêl etêlnêmitoġop Lugs tân tēliasgaywatal Gêlusgapal. Na gopitewâlsip, muta na negēm mesgilgêp na puowin, aġ eliepēnn Apigjîjal. Apigjîj na tujîw telgilgêp êstêgē muîn. Lugs telimatêl, "Mē gatu mesgîgêl na gipitêl, etug gîl sigtepaġ jînem pasêg newt êpġâlêj.

"Etug jel è!" Apigjîj teluet aġ sêmtug majâsit gwiluatêl jînemul tân êpġâlatal.

"Engâsi tân tellugen Apigjîj!" Egjisaġamaw nutuasêni aġ sêmtug samâlatêl ugtêspisunn, apjêjîjâlatêl Apigjîjal êstêgē tân ginu gisgug telnenugg, pasêg nugjaġtamit aġ aljilteget.

Vocabulary:

maġîg (maġiapêni)	I make him large (he made them big)
apigjîj	a mouse
mesgil	I am big
tel-	as (comparative)
nipit	my tooth
sigtepêg	I kill him by biting
Etug jel è!	Yes, maybe so!
majâsi	I am leaving, moving
gwilaġ/gwilêm	I search for him/it
paġâlêg/paġâtu (êpġâl!)	I bite him/it (bite him!)
êgji-	great, grand, big
nutaġ/nutêm	I hear him/it
apjêjîjit/apjêjîjg	he/it is small

Gêlusgap, mesgilg Saġamaw (Cont'd)

nenaġ/nenêm

I know him/it

nugjaġtêm

I chew it up

al'jiltêm

I nibble at it only in
a few places

Na tujîw Lugs matuesuâlsip aġ eliepênn Woggwisal. Woggwi
na tujîw telgilgêp êstêgê pittalu, toġo mesgîgêp aġ
gaġamigêp ugsuguni.

"Mê gatu wiguasigg na êgsuguni, Woggwis", Lugs telimatêl.

"Gisi gûtaġġ mitîsg puatêmên."

"Talmâ!" teluet Woggwis, aġ pasêg enmigûtâtġî mitîsgî.

Na jijuaġa Gêlusgap neyêtesing aġ sêmtug teliputuaj Woggw
ugpaġam gêlapis gaġiapjêjîjâlata Woggwisâ êstêgê tân ginu
gisguġ telnenugg, ugsuguni pasêg apjêjîjġ aġ piwsêmig.

Vocabulary:

pittalu

a tiger, a lion

gaġamig

it is standing

ugsuguni

his tail

wiguasigg

it is nice in appearance

gûta!

knock him down!

mitîs

a tree

talmâ!

for sure, a certainty

jijuaġa

all of a sudden, sometime

neyâsi

I appear

teliputu

I stroke, rub it

ênpaġam

my back

piwsêmit/piwsêmig

he/it is bushy

Gêlusqap, mesgilg Saqamaw (Cont'd)

Lugs na ap tujîw apuqsigênewâlsip aq̄ eliepênn Gopital.
Gopit na tujîw telq̄ilçêp êstêgê jenu. Lugs telimatêl,
"Gopit, q̄il atigênâsin elugen têsîgîsgêg uq̄jit igtigig.
Goq̄ey uq̄jit mō milâsiwn ijq̄a.

"Na tōq̄", teluet Gopit. Na majâsit poq̄jigtapet aq̄ telialêq̄
gêlapis tân têsêg samuq̄an qaq̄imjepaguâtoq̄. Na Gêlusqap
nemiapênn tân tellugelij aq̄ sōntuq̄ waq̄amâtoq̄opênn ula
samuq̄ann. Na wesuâlapênn Gopital aq̄ apjêjijâlapênn êstêgê
tân q̄inu telnenugq̄ gîsq̄uq̄.

Vocabulary:

attigênâsi	I work hard
têsîgîsgêg	every day
milâsi	I play
na tōq̄	okay then
poq̄jigtapey (poq̄ji + getapey)	I begin to dive
telialâm	I swim thus, that's how I swim
waq̄amâlêg/waq̄amâtu	I clean him/it
wesualêg/wesuâtu	I take him/it
siawâsit/siawâsêg	he/it keeps on going
qaq̄ipeq̄wâsi	I travel everywhere
aliasimapêni	he went around goading, persuading

A na siawâsêq̄ep, Lugs qaq̄ipeq̄wâsip, aliasimapêni êmsêt
wîsisg uq̄jit opêlâtaq̄atênew. Gêlusqap wetêmêq̄ep apjêjijâlateg
tân telq̄ilultêlij aq̄ tân teliq̄ênâtêlij üt wîsisg q̄elapis
nuq̄u siwiep aq̄ wegayq̄ep. Na natq̄imapêni êmsêt wîsisg aq̄
q̄iasq̄iw q̄egênuâtuapêni.

Gêlusgap, mesgilq Saqamaw (Cont'd)

"Elùloqop wijèg aq jinê mug, gatu nigè gilew wejòtêmoq
wisueywanew. Angòtê mug gisna neqê mow wisuigênemugsitoqs

Vocabulary:

wetêmëy	I am busy
apjèjijâlêg	I make him smaller
telgil	I am about so big
melgigênay (tân teligênay)	I am strong (how I am strong)
wegayy	I am angry
natgimg/natgitêm	I sent for him/it
giasgiw	exactly
gegênuâtaq	I let him know
elîg/el'tu	I create him/it
wijey	the same
wejòtêm	I try it
wisueyaq	I overcome him
angòtêm	I take care of it

Na wîsisg gimagênutêmâtîpênig. Teluepênig, "Tân telipgij
Gêlusgap saqamawij, mâ ginu gisâtugg goqey. Gatu Malsêm
igênmugsigupp têlâtaqatinenu tân teligsatêmûg. Elpa na
gisapsgênugg mimajuinûg ugjit apoqonmugsinenu,
wisuigênêmâgupp Gêlusgap." Gatu ula Wapêniagewaq negêmc
wesami ugtêmô'îpênig wesgêtîtij aq mijipjeweyêgâtîtij
ugjit nasitânnew ula matênaggewaqan.

Vocabulary:

gimaqênutêm	I speak with a low voice
telipgijèg (teli + pegijèg)	as long as

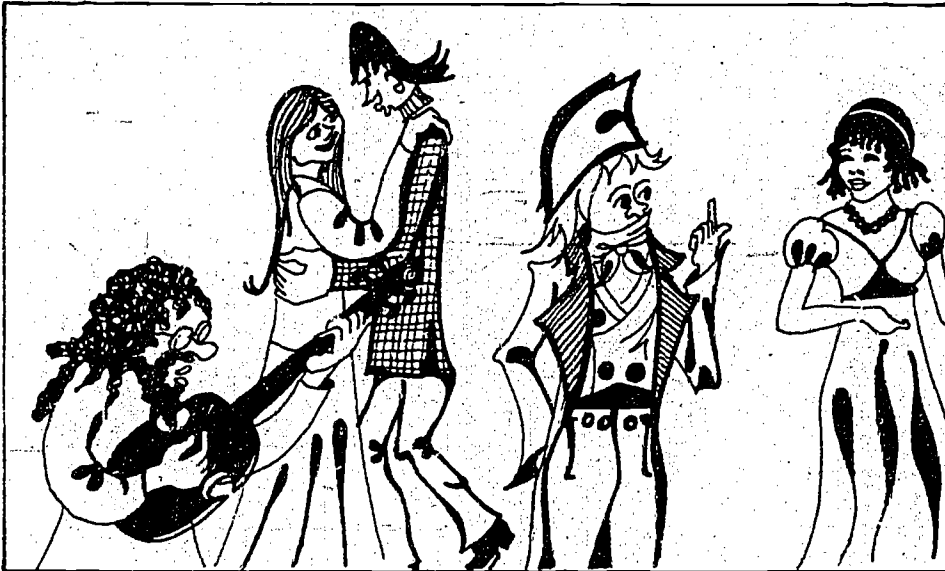
Gêlusgap, mesgilg Sağamaw (Cont'd)

gisàtu	I have made, caused it
igênmui!	give it to me!
têlâtegàs	I will do it
gesatêm (teligsatêm) (teli + gesatêm)	I like it (the way I like it)
gisapsgêng	I have a hold of someone
apoğonmui!	help me!
mijipjewey	food
nasâsi	I join, I join in
matênaggey	I fight

Answer the following questions: (Hand in for correction.)

- 1) Tami etêlnêmitoğos Lugs tãn têliasgaywatal Gêlusgapal?
- 2) Talimasênn Lugs Apigjîjal?
- 3) Taliapjejîjâlasênn Gêlusgap Woggwisal?
- 4) Talnenugg ginu gisgug Woggwis?
- 5) Talimasênn Lugs Gopital?
- 6) Talâtoğos Gopit samuğan?
- 7) Tal gegênuâtuasêni Gêlusgap wîsisg?
- 8) Taluesêniğ wîsisg gimagênutêmâtiteg?
- 9) Goğey ugjit Wapêniagewağ mō apoğonmuâtigupêni wîsisg?

LESSON 13



C-: converse, communicate



13 C-1

Maybe flattery works after all. This scene takes place at the dance hall. An'têle asks Susan to dance.

A: Getù amalgan?

A: Would you like to dance?

B: Èe, êgsatêmu

B: Yes, I'd love to.

13 C-1 (Cont'd)

- A: Welteg na magot
alnasgêmên.
- B: Welâlin. Piley na.
- A: Tami wettelmûsêp?
- B: Êgjang. Aê elg gîl,
welpit na êgtatêlâyêm.
- A: Welâlin. Pileyewit elg
negêm.
- B: Wettelasêp elg negêm
êgjang?
- A: Moqwâ, ênjigênam pegwatelu-
apênn ugjit nîn ajipunâm-
gewey.
- B: Ô, tân ajipunâsêp?
- A: Gespêtêg.
- A: That's a nice dress
you're wearing.
- B: Thank you. It's new.
- A: Where did you buy it?
- B: In the city. What about
you? That's a nice shirt
you're wearing.
(elg: 'also', 'too')
- A: Thank you. It's also new.
- B: Did you buy it in the
city too?
- A: No, my brother did.
It's my birthday gift.
- B: Oh! When was your
birthday.
- A: Last Saturday.

M-: mimic, memorize, manipulate

13 M-1

- A: Getû amalgan?
- Getû amallêgen?
- Getû newjoğâlsin?
- Getû samuğan nâţ goğey?
- A: Would you like to dance?
(amal-: for the pleasure
of; êngat: my foot)
Would you like to go for
a walk? (alêgay: I walk)
Do you want to go for
fresh air? (Lit: do you
want to cool off)
Do you want to drink
something?

13 M-2

- B: Êe, êgsatêmugg.
- Êe, pasêg mu piam gênegg.
- B: Yes, I'd love to.
(Lit: I would like to)
Yes, but not too far.

3 M-2 (Cont'd)

Ee, pasêg mu piampgijêg.
(piam + pegijêg)

Yes, but not too long.

Ee, nat goêey tegpâg.

Yes, something cold.

3 M-3

A: Welteg na magot
alnasgêmên.

A: That's a nice dress
you're wearing.
(magot is inanimate)

Welpit na atêlây
alnasgat.

That's a nice shirt
you're wearing.
(atêlây is animate)

Welteg na âgwesên
alnasgêmên.

That's a nice hat you're
wearing.

Welpit na got alnasgat.

That's a nice coat you're
wearing.

3 M-4

B: Welâlin. Ajipunângeweym
na.

B: Thank you. It's my
birthday gift.
(ajiaq̄: it's progressing;
-punây: of a year.)

Welâlin. Nuelewmgeweym
na.

Thank you. It's my
Christmas gift.

Welâlin. Maliêwimgeweym
na.

Thank you. It's my
wedding gift.

Welâlin. Saputiginâmasim-
geweym na.

Thank you. It's my
graduation gift.
(saputi: through, complete;
-eweym: a thing belonging
to me.)

Saputiginâmasimgeweym:
'graduation'- a made-up
word.)

C-: converse, communicate



13 C-2

Alês and Pillêj, two old friends, meet at the dance.

- A: Mè taleyn? Sâg mēnaġ
nemûlu.
- B: Weley. Wesgewâsiap
ênjigênamg êgjigang.
- A: Mè talêg êgjigênam?
Mè wijey telluget?
- B: Welêg. Êe, mē wijey
etêlluget.
- A: Welpijig na pussig
alnasgajig.
- B: Welâlin. Pugwelg na
êmgêsêney magêsan êgjigang.
- A: Êgjigang na eliey mǎ
êpgijênuġ. Etug gǎs
nugû êmgêsêneġsi.
- A: How are you? I ha
seen you for some
- B: I'm finê. I've be
living in the city
my brother's place
- A: How's your brother
Is he still workin
- B: He's fine. Yes, h
still working at t
same place.
- A: That's a nice pair
boots you're wearin
(puss + ig: from E
'boots')
- B: Thank you. There
nice shoe stores in
city. (magêsan: 's
from French 'magas
- A: I'm going to the c
soon. I think it's
I got some shoes.

A Dialogue on Tree Names

The local school is making a nature display and has asked Tumajij, a Micmac boy, to do the tree section. He is to identify each tree with its Micmac name. Tumajij asks his father, Tuma, to help him.

- A: Tatāt, pewalul gināmuin t̄an teluisult̄it̄ij mit̄is̄g. A: Dad? I want you to teach me what trees are called.
- B: Na t̄ōg. Na niḡe sōḡat̄igw nipūgtug. M̄e ulgināmasites n̄at̄el. B: O.K. Let's go in the woods right now. You'll learn better there.
- A: Tatāt, ge t̄ēlimi, tal gāḡis̄g A: Dad? Tell me. How many different types of trees are there?
milamugsult̄ijig mit̄is̄g?
- B: Giasgiwowey pas̄ēg n̄ēwijig: B: There are four kinds:
gis̄pateg gis̄na es̄gig. soft wood (es̄gig: freshly cut, green; gis̄pateg: dry)
 hard wood
 evergreens
 fruit trees (ḡēlitaw̄eg:
 berry; n̄ijin̄jijig: seed)
- A: Tegenig na gis̄pasījig? A: Which ones are soft woods?
- B: Neḡēla na ḡas̄ḡusi, B: They are cedar,
 miti, poplar,
 aḡ tups̄i. and alder.
- A: Gatu tegeḡig ēn̄niḡēm̄ujg? A: Which ones are hard woods?
- B: Neḡēla na s̄ēnawey, B: They are sugar maple,
 mals̄ēnawey, soft maple,
 mas̄gwi, white birch,
 m̄ēnnoḡon, yellow birch,
 liḡpet̄aw, white ash,
 wis̄ḡoḡ, black ash,
 suom̄usi, beech,
 aḡ minḡwaḡan̄musi. and oak.
- A: Gatu tegeḡig ēstoḡonig? A: Which ones are evergreen?
- B: Neḡēla na guow, ēstoḡon B: They are pine, fir
 aḡ gawat̄g. and spruce.

A Dialogue on Tree Names (Cont'd)

- | | |
|---|--|
| A: Gatú tegeñîg gelitawêg? | A: Which ones are fruit trees? |
| B: Negêla na malipgwanjêmmênağsi,
poğwâlamjêmmênağsi,
masgwêsimanağsi,
gòğominağsi,
nipêmanağsi,
gemûjêminağsi,
ağ êpgumanağsi. | B: They are hazelnut,
choke cherry,
wild cherry,
thorn berry,
cranberry,
raspberry,
and blueberry. |
| A: Gatú ala? | A: What about that one (pointing)? |
| B: Negêm na ênmûjêmmağsi. | B: That's a pussy-willow. |

A Dialogue you want to Learn

By means of special dialogues, we have explored "directions" and "trees" in Micmac. Is there any other special area that you would like to cover? How about terms for various sports, games, animal raising, farming, etc.? Write a dialogue on a topic of special interest to you and turn it in for translation (if it's in English) or for correction (if it's already in Micmac).

E-: exercise, expand, extrapolate

13 E-1

The following exercise will practise verbs in the present tense of the indicative mode. Learn these verbs well since the exercises following this will introduce new modes on these same verbs.

- | | |
|------------------------------|--|
| 1. <u>Gesatêmên amalğan?</u> | A: Do you like to dance?
(Lit: You like it, you dance.) |
| <u>Ee, gesatêm amalğay.</u> | B: Yes, I like to dance.
(Lit: I like it, I dance.) |

13 E-1 (Cont'd)

- | | | |
|-----|------------------------------------|--|
| 2. | _____ <u>allegàn?</u>
_____ | A: Do you like to walk?
B: Yes, I like to walk. |
| 3. | _____ <u>al'tugwîmên?</u>
_____ | A: Do you like to jog?
B: Yes, I like to jog. |
| 4. | _____ <u>tegisêmin?</u>
_____ | A: Do you like to swim?
B: Yes, I like to swim. |
| 5. | _____ <u>alipqamin?</u>
_____ | A: Do you like to skate?
B: Yes, I like to skate. |
| 6. | _____ <u>wesgen?</u>
_____ | A: Do you like fishing?
B: Yes, I like fishing. |
| 7. | _____ <u>alaqamîmên?</u>
_____ | A: Do you like to snowshoe?
B: Yes, I like to snowshoe. |
| 8. | _____ <u>natanguan?</u>
_____ | A: Do you like shopping?
B: Yes, I like shopping. |
| 9. | _____ <u>gwitênêman?</u>
_____ | A: Do you like canoeing?
B: Yes, I like canoeing. |
| 10. | _____ <u>alîpuluen?</u>
_____ | A: Do you like riding?(a horse)
B: Yes, I like riding. |
| 11. | _____ <u>pêlamuêgen?</u>
_____ | A: Do you like salmon-fishing?
B: Yes, I like salmon-fishing. |
| 12. | _____ <u>tepaqanêman?</u>
_____ | A: Do you like tobagganing?
B: Yes, I like tobagganing. |

13 E-2

Do the following and note the mode change from the previous exercise. Two modes are used: the conditional, and the subjunctive (hypothetical mode). Before doing this exercise, carefully read the Note to the Student. This exercise along with the one which follows will serve to introduce modes.

13 E-2 (Cont'd)

- | | | |
|-----|---|--|
| 1. | <u>Êqsatêmugg amalqan?</u> | A: Would you like to dance?
(Lit. Would you like it,
you dance)
(Note extra -g signalling
the conditional on <u>gesatêm</u>
'I like it') |
| | <u>Êe, êqsatemugg, êlpana</u>
<u>gisi amalqân.</u> | B: Yes, I would if I could.
(the ending <u>an</u> on <u>amalgay</u>
indicates a first person
subjunctive. That is,
<u>amalga + an</u> → <u>amalqân</u> .
<u>gisi</u> : 'could', 'to be able') |
| 2. | <u>allêqâyan.</u> | A: Would you like to walk?
B: Yes, I would if I could. |
| 3. | <u>al'tuqwîman.</u> | A: Would you like to jog?
B: Yes, I would if I could. |
| 4. | <u>gisitgisêmian.</u> | A: Would you like to swim?
B: Yes, I would if I could. |
| 5. | <u>alipqamian.</u> | A: Would you like to skate?
B: Yes, I would if I could. |
| 6. | <u>gisiwsgân.</u> | A: Would you like to fish?
B: Yes, I would if I could. |
| 7. | <u>naji alaqamîman.</u> | A: Would you like to go
snowshoeing? ('to go': <u>naji</u>)
B: Yes, I would if I could. |
| 8. | <u>natanguân.</u> | A: Would you like to go
shopping?
B: Yes, I would if I could. |
| 9. | <u>naji gwitênêmân.</u> | A: Would you like to go
canoeing?
B: Yes, I would if I could. |
| 10. | <u>naji alipulueyan.</u> | A: Would you like to go riding?
B: Yes, I would if I could. |

13 E-2 (Cont'd)

11. _____ A: Would like to go salmon-fishing?
 _____ naji pēlamuēgān. B: Yes, I would if I could.
12. _____ A: Would you like to go tobagganing?
 _____ naji tepaḡanēmān. B: Yes, I would if I could.

13 E-3

This exercise again makes use of the same verbs as in the previous two exercises. The imperative mode is practised.

1. Naji amalga! A: Go dance! (a command)
Mō getū amalḡaw! B: I don't want to dance.
2. Naji amalēgā! A: Go take a walk!
 _____ B: I don't want to take a walk.
3. Naji al'tuḡwiēn! A: Go take a run!
 _____ B: I don't want to take a run.
4. Najitḡisēmi! A: Go take a swim!
 _____ B: I don't want to take a swim.
5. Najipḡami! A: Go skate!
 _____ B: I don't want to go skate.
6. Najiwsga! A: Go fish!
 _____ B: I don't want to fish.
7. Najaḡamiēn! A: Go snowshoeing!
 _____ B: I don't want to go snowshoeing.
8. Natangua! A: Go shopping!
 _____ B: I don't want to go shopping.

13 E-3 (Cont'd)

9. Naji gwitênêma!

- A: Go canoeing!
B: I don't want to go canoeing.
10. Naji alîpulua!

- A: Go riding (horseback)!
B: I don't want to go riding.
11. Naji pêlamuêga!

- A: Go salmon-fishing!
B: I don't want to go salmon-fishing.
12. Naji tepağanêma!

- A: Go tobagganing!
B: I don't want to go tobagganing.

13 E-4

The following exercise is a review of clothing and color terms (covered in Lesson 11).

1. Welteg na meqwêg magot
alnasgêmên.
- A: That's a nice red dress you're wearing.
B: Thank you. I like this colour.
- Welâlin. Gesatêm na ula
telamûg.
2. sisguamûgêl pitâgawêl.

- A: Those are nice brown trousers you're wearing.
B: Thank you. I like this colour.
3. laqêlêmamûg âqwesên.

- A: That's a nice beige hat you're wearing.
B: Thank you. I like this colour.
4. _____
wapêgig pijjağang.

- A: Those are nice white gloves you're wearing.
B: Thank you. I like this colour.

13 E-4 (Cont'd)

5. _____
êstoḡonamuḡsit ḡot

- A: That's a nice green coat you're wearing.
- B: Thank you. I like this colour.
6. _____
ewnêḡ atêlây

- A: That's a nice blue shirt you're wearing.
- B: Thank you. I like this colour.
7. _____
maḡtawêḡig êmḡêsêḡ

- A: Those are nice black shoes you're wearing.
- B: Thank you. I like this colour.

13 E-5

Do the following:

1. Welteg na wîsquamûḡ magot
alnasḡêḡ.

- A: That's a nice brown dress she's wearing.
- B: Yes. She likes that colour.
2. _____
lagêlemamûḡêl
pitâḡawêl

- A: Those are nice beige trousers he's wearing.
- B: Yes. He likes that colour.
3. _____
wapêḡ
âḡwesên

- A: That's a nice white hat she's wearing.
- B: Yes. She likes that colour.
4. _____
mewêliji
pijjaḡang
Èe. Mâmunigsatḡ na ula
telamûḡ. (mâmun + ḡesatḡ)
- A: Those are nice red gloves she's wearing.
- B: Yes. She likes that colour very much.

13 E-5 (Cont'd)

5. ewnôlitêl A: That's a nice blue coat
gotêl he's wearing.
- B: Yes. He likes that
colour very much.
6. êstoqonamuqsilitêl A: That's a nice green shirt
atêlâyel he's wearing.
- B: Yes. He likes that
colour very much.
7. maqtawêliji A: Those are nice black
êmqêsenq shoes she's wearing.
- B: Yes. She likes that
colour very much.

13 E-6

The following exercise reviews colors (Lesson 11) and practises tree names. All trees are animate in gender.

1. Talamuqsit tupsi? A: What colour is alder?
Megwamuqsit. B: It's reddish.
(Megwêg: It's red.)
2. _____ A: What colour is beech?
_____ B: It's greyish.
(Wapimqatawêg: It's grey.)
3. _____ A: What colour is oak?
_____ B: It's dark brown.
4. _____ A: What colour is cedar?
_____ B: It's light brown.
5. _____ A: What colour is poplar?
_____ B: It's greyish green.
6. _____ A: What colour is pine?
_____ B: It's green.

13 E-6 (Cont'd)

7. _____ A: What colour is fir?
 _____ B: It's light green.
8. _____ A: What colour is spruce?
 _____ B: It's dark green.
9. _____ masgwi? A: What colour is birch?
 Tapuamugsijig: wapèg B: There are two kinds (of
 masgwi aq mēnnoqor wisawèg. birch): white and yellow.
10. _____ sēnawey? A: What colour is maple?
 _____ B: There are two kinds of
 _____ maple: white and black.
11. _____ A: What colour is ash?
 _____ B: There are two kinds of
 _____ ash: white and black.

13 E-7

Answer the following in Micmac. (Hand in for correction.)

1. Tami wettelasêp piley egtatêlâyêm?
2. Goqey êgjidênam pegwatelmasgês ugjit ajipunângeweym?
3. Tàn ajipunâsêp?
4. Tami etêluget êgjidênam?
5. Tânug elien êgjidang?

13 E-8

Read the following story making sure that you understand it well. Then answer the questions that follow:

(Hand in for correction.)

13 E-8 (Cont'd)

Ula na agênutêmağan wesgumq jînêṃ teluisit Jeymês.
 Negêṃ wigit Pastung. Sâḡ gîs etêlluget nâtêl. Etug
 je mē sâḡ aḡ metêlâsipunḡeg mēnaḡ mō ênmiēgw umêtḡig.
 Negêṃ na etêlḡisigwep Listugujḡ. Pasêḡ newtisḡâḡ je
 eluiḡêneg tew'jêḡep majîsiteḡ.

Na nigê anḡitêḡg ênmien ugjit Nuelewmḡ. Amujpa wejâtoḡol
 pugwelḡêl iḡênêmuemḡewêl. Newtê ugjit un'gîḡu aḡ tês
 newtê ugjit wijigêmaḡi. Ugjit un'gîḡu, anḡitêḡ ugjâtuan
 nat ḡoḡey. êstêḡê wasoḡâtaḡann ḡisna ugjit ujjel tâsêḡ
 pugtewijḡ. Ugjit ugjigênamḡ etug jel nâḡoḡomḡ aḡ ugjit
 ugḡwêjîḡḡ etug jel aligew.

Vocabulary: (From now on animacy will be signalled by
 (ḡ) after a noun, and inanimacy by an (l)
 after a noun. These are the animate and
 inanimate plural morphemes respectively.

wesgumq/wesḡûtêṃ	I'm talking about him/it
Jeymês	James
Pastung	The U.S.A. (generalized from the word for Boston.)
metêlâsipunḡeg	a decade
mēnaḡ	not yet
nêṃêḡi	my home town
etêlḡisigwep	where I grew up
tew'jey	my age is
majâsi	I am leaving
anḡitâsi	I am thinking
enmiēy	I'm going home
Nuelewmḡ	at Christmas
amujpa	necessarily
wejâlêḡ/wejâtu	I buy him/it

13 E-8 (Cont'd)

igênêmuemgeyey (l)	a gift(s) (Lit: something that you give)
nênqīgug	my parents
wijiqêmgig	my brothers and sisters
wasoqātaqan (l)	a ring(s) (jewellery)
nujj	my father
puqtawijg	liquor
ênjiqênam	my brother
nâqoqom (g)	skate (s)
ênqwējīj	my sister
aligew (aligal)	clothing (clothes)

Answer the following questions: (Hand in for correction.)

1. Wen wesgumq ula agênutêmaqan?
2. Tal sâq etêlluget Pastung?
3. Taw'jêgês majâsiteg?
4. Tâsêgêl igênêmuemgewêl wejâtoqol?
5. Goqey igênêmuaj un'gīgu? Gatu wijiqêmaji?

13 E-9

Write, in Micmac, five questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

13 E-10

Write a conversation based as much as possible on this lesson's material. Try to use some of the modes that you encountered in the exercises. (Hand in for correction.)

Note to the Student

1- In the conversations and exercises of this lesson you have encountered quite a few verbs that begin with al- or ali- (a preverb). This verb is attached to verbs (especially verbs of motion) to indicate irregular action. This can often be translated as "here and there". In the following examples, note how this, in some cases, is an "extra" meaning which can be added to some verbs (examples 1-4) and, in other cases, this meaning is an essential part of the verb (examples 5-8).

1a.	Getqwim	I jog, run
1b.	Altugwim	I jog, run here and there
2a.	Nepay	I sleep
2b.	Alinpay	I sleep here and there
3a.	Ellugey	I work
3b.	Allugey	I work here and there
4a.	Nigweg	It grows
4b.	Aligweg	It grows wild (here and there)
5.	Aljãy	I'm staggering
6.	Alipgami	I'm skating
7.	Alaptu	I make tracks
8.	Alapi	I'm looking around

2- In Lesson 3, Note to the Student, we examined word building processes with "teach". We will now again examine these processes with the verb -api, 'to look at'. Note that -api always occurs last in the verb phrase sequence and after prefixation, compounding, etc., still remains a verb. That is, it can be conjugated with 'you', 'he', 'we', etc. like any other i- verb.

Note to the Student (Cont'd)

alapi	I'm looking around (here and there), searching
elapi	I'm looking in a specific direction
tewapi	I'm looking outside
pisgwapi	I'm looking inside
toqjuapi	I'm looking up
nisapi	I'm looking down
niganapi	I'm looking ahead
etegjapi	I'm looking behind
netawapi	I'm good at sighting things
awanapi	I'm poor at sighting things
amalapi	I'm looking for the fun of it
patalapi	I'm cross-eyed
algittōgapi	I'm looking all around me
pijapi	I'm looking through something
gigjapi	I'm looking closely, scrutinizing
amasapi	I'm looking far
winapi	I'm a voyeur
gimapi	I'm looking secretly
welapi	I'm looking at a nice view

Some of the above prefixes found on the verb -api, for example, al-, have already been discussed usually under the name of preverb. We will later see that such so-called preverbs have to do with the notion of "aspect" in Micmac and are really derived verbs which combine with other verbs to form verb compounds.

- 3- In "A Dialogue on Tree Names" you had your first encounter with the Micmac names for some of the more common trees of northeastern America. Many of these trees had important legendary as well as applied uses. Branches and small dead trees were collected by the women for firewood.

Note to the Student (Cont'd)

Large trees were felled by burning. Leaves, bark, and sap were all collected at very specific times of the year and for very particular uses. The following is a list of such uses:

gas̄usi,	'cedar' :	leaf used for tea
miti,	'poplar':	buds used for tea
tupsi,	'alder' :	leaf, bark used for tea; used for making a yellow dye
s̄nawey,	'sugar maple':	used for maple sugar, rotten stumps used for dyes, used for firewood
mals̄nawey,	'soft maple':	used for maple sugar (less sweet than <u>s̄nawey</u>), used for firewood
masgwi,	'white birch':	bark used for canoes, containers houses, leaf and bark used for tea; also used for firewood
m̄nnoḡon,	'yellow birch':	used for firewood
ligpet̄aw,	'white ash' :	associated with legends as to the origin of people (Glooscap shot arrows into ash trees and out of the trees came the Micmac people); used in basket-making, used for snow- shoes, bows, lacrosse sticks
wisḡoḡ,	'black ash' :	used for bows (very pliable) and used in basket-making.
suomusi,	'beech' :	used for carving, sculpting
mimḡwaḡanmusi	'oak' :	acorns used as spice in cooking
guow,	'pine' :	sap, cones, and needles used for medicine; branches used for bedding

Note to the Student (Cont'd)

estoḡon, 'fir' : liquid white gum, and needles
used for medicine

gawatgw, 'spruce': hard gum used as sealer and
in medicire; also used for
making beer (gawatgupi)

- 4- In the exercises of this lesson, you practised the four basic modes of Micmac: indicative, conditional, imperative, subjunctive. Before examining how these modes (or moods) are formed, we will first try to understand the concepts of aspect, and of tense.

Micmac verbs can occur in three basic tenses: present, past, future. The tense of a verb locates an action or event in time. It states whether the time of happening of an action is now, whether it was in the past, or whether it will take place in the future. For example:

- | | |
|-----------------------------|-----------------------------|
| 1. amalgay | I dance (present tense) |
| 2. amalgāp (also amalgayap) | I danced (past tense) |
| 3. amalgās (also amalgayās) | I will dance (future tense) |

We will later see, however, that past and future tense also can be "immediate" or "unspecified". (Lesson 16)

- 5- ASPECT in Micmac is signalled by preverbs. Aspect indicates whether an action takes place repeatedly, whether the action is actually taking place or progressing, whether the action is haphazard (here and there), whether the action is completed, etc. The following examples on aspect will make use of some familiar preverbs: (All are in the present tense)

Note to the Student (Cont'd)

- | | |
|-----------------|--|
| 4. etêliamalgay | I'm dancing ("progressive" aspect) |
| 5. aliamalgay | I dance around (the "here and there" aspect) |
| 6. gisiamalgay | I just finished dancing. (the "completed" or "perfect" aspect) |
| 7. pemiamalgay | I dance by, along (the "moving by" aspect). |

Preverbs can even be combined together on verbs to create a more complex meaning.

- | | |
|-------------------|---|
| 8. telialiamalgay | I'm dancing around ("progressive" plus "here and there" aspect) |
|-------------------|---|

6- ~~MODES~~ signal different types of expectation on the part of the speaker. We will be distinguishing four basic modes in Micmac: indicative, imperative, conditional, subjunctive. The indicative mode is used for simple statement of fact. For example: (All examples are in the present tense)

- | | |
|------------|---------------------------|
| 9. amalgay | I dance (indicative mode) |
|------------|---------------------------|

The imperative mode is used to communicate a demand for action or a command. For example:

- | | |
|-------------|--------------------------|
| 10. amalga! | Dance! (imperative mode) |
|-------------|--------------------------|

The conditional mode is to make statements that aren't binding in themselves but dependent upon conditions. For example:

- | | |
|--------------|----------------------------------|
| 11. amalgaġġ | I would dance (conditional mode) |
|--------------|----------------------------------|

Conditional statements usually don't stand alone as in example 11, but are usually accompanied by conditions.

Note to the Student (Cont'd)

For example, sentence 11 could be: "I would dance if I didn't have two wooden legs." The subjunctive is a hypothetical mode and is used to express possibility (example 12). However, it is also used to express desire, wish, or doubt (example 13).

12. amalgàn If I dance (subjunctive mode)

Since sentences such as 12 are hypothetical, they don't usually stand alone. Sentence 12 could be: "If I dance she may notice how awkward I really am". The subjunctive, however, is also found in statements expressing wish or desire:

13. êgsatémugg gisiamalgàn I wish I were able to dance.

Seeing how tense, mode, and aspect work in Micmac, you will now be able to understand the potential that there is for expressing new ideas when these three notions are combined. Imagine in how many ways you can modify the meaning of a verb! Carefully study the following examples and observe how new and complex meanings are created:

- | | |
|----------------------|--|
| 14. etêliamalgay | I'm dancing (present tense, indicative mode, progressive aspect) |
| 15. etêliamalgâp | I was dancing (past, indicative, progressive) |
| 16. têliamalgaq̄q̄ | I would be dancing (present, conditional, progressive) |
| 17. têliamalgaq̄apên | I would have been dancing (past, conditional, progressive) |
| 18. aliamalgaq̄apên | I would have danced around (past, conditional, here and there) |
| 19. têliamalgapên | I would have been dancing around (past, conditional, progressive and here and there) |

Note to the Student (Cont'd)

20. êgsatêmuçapên têlialiamalgân.

I wish I would have been dancing
around (past, subjunctive,
progressive and here and there)

The lessons that follow will expand your understanding
of tense, mode, and aspect. Be sure that these notions
are clear before you move on.



Lesson 13 (Cont'd)

GÊLUSGAP, MESGILG SAGAMAW (Sîstewey puçwey: 'part 3')

Na nigê Lugs amujpa angitêtgêp nat goçey piluey tân têlâtegetew. Gey'toçop na ula gitg jenûg angôtasêgêpenn ugmimajuaçanmual aç moçwâ goçey gisinêpâgwîtigup pasêg eta newtê gitg tâ goçey. Aç na tâ goçêl gitg negêmw mō gey'tatîtigupenn pasêg eta Gêloçowejg ugjigênamua, negêmw gey'tûtîpenn. Gatu Lugs gêpugjig miguamapêni ula gitg jenû tân tujîw gimçêlulâtij musçêsçêtug têlê mimajuinû.

"El'pa moçwâ Malsêm jc ijgâ gey'tug," Gêlusgap teluep newtêjgeg welâgweg etêlgêlulateg Gêloçowejg, "na nîn mâ gisinêpâimêg çêlapis êtçaming wasuegûaç nûçâluejgewey êngamlamung." Aç mō çênegtênuç çêmetug, Malsêm ap negêmw wesçewâsip etêlewistoçop: "Nîn na weleyy, moçwâ oço wen gisinêpâigw çêlapis ênnêmtestuij mâsusiey ugjîçêsç çngotaçaneg aç na Gêlusgap mō gey'tug."

Vocabulary:

angitâsi	I think
piluey (l)	different
telâtegey	what to do
angweyaç	I take care of him
(angôtâsi)	(I am taken care of)
mimajuaçan (l)	life
nêpâç/nêpâm	I kill him/it
(nêpâsi)	(I kill myself)
çêloçowej (ç)	a star
ênjigênam (ç)	my brother
miguamç /miguaptêm	I spot, sight him/it
gim -	secretly
gimçêlûsi	I whisper
musiçêsç (l)	the sky
têlê	from

Gêlusgap, mesgilg Saġamaw (Cont'd)

ijgà	a little
taġamg/taġtêm	I hit him/it
(êtgam!/êtgatên!)	(hit him!/hit it!)
wasueg (1)	a flower
nùgàluejgewey (1)	a rush, cattail
êngamlamun (1)	my heart
gêmetug	it's close by
wesgewàsi	I stay there
etêlewistu	I am talking
ennêmtestu	I plunge it in
màsusi (1)	a fern
ugjipêsg (1)	a plant root
ênġotaġan (g)	my throat

Na Lugs petsêtuapêni aġ nâtêl etêlnêmitoġop tân têliapoġon-
masitew ugjit negêm niganâlsin. Na eliepênn Malsêm
teligip êstêgê gopit aġ pipanimapênn tâ goġey igênmagutew
têlimaj Gêlusgapewey mimugataġan.

"Igênmultes tàm pasêg goġey pewatêmên", Malsêm telimapênn,
"sêmtug têlimi."

Na Lugs telimapênn aġ gelutgêp ta goġey tepêlêmutêp.

"Na nigê igênmui unisġêg gêlaman na gisaġsintes". Gatu
Malsêm pasêg wesgewoġtuapênn, "taliwtapsunijig unisġêg
ugjit gopit", aġ ejigêlitgêtesguapênn ugtawtig. Na sêmtug
majàsip poġjigwilgêp wasuegûaġ nugaluejgewey. Mè gatu
wegaygêp Lugs, na semtug elîpipênn Gêlusgapal.

"Saġamaw", telimapênn, "Malsêm gey'tasg êgmimugataġanêm aġ
gêpugjig êpgisintew pejinêpòltew. Gatu negêm gisi
nigannêpâtes ênnêmtestaj mäsusiey ugjipêsg ugġotaġaneg."

Gêlusgap, mesqil Saqamaw (Cont'd)Vocabulary:

petsêtaq̄/petsêtêm	I overhear him/it
apoq̄onmaq̄/apoq̄onmatêm	I help him/it
(apoq̄onmasi)	(I help myself)
niganâlêg/niganâtu	I put him/it ahead
(niganâlsi)	(I put myself ahead)
teligi	I am in the shape of
igênmaq̄/igênmatêm	I give him/it
(igênmui!)	(give it to me!)
mimugataq̄an (l)	a secret
sêmtug	right now
gelung/gelutêm	I ask for him/it
tepêlung	I promise him
unisq̄ey (g)	a wing
gêlaman	in that case, however
gisaq̄sin/gisaq̄sêg	I/it can fly
wesgeweyy	I laugh
wetapsuni/wetapsunig	I am/it is of value
tegtesgaq̄/tegtesgêm	I kick him/it
aw̄ti (l)	a road
poq̄ji-	to begin
gwilaq̄/gwilêm	I search for him/it
wegayy	I am angry
pegisin	I arrive
(êpgisintes)	(I will arrive)
peji-	to come for
nigan-	before, first
nêpêg/nêpatu	I kill him/it

Gêlusgap, mesgilg Saçamaw (Cont'd)

Na Gêlusgap pasêg waçaj gisi mênipgâtoçop ula ugjipêsg maçamigeg tân tujîw ula Malsêm neyêtesingêp aç alapji ula wasuegûaç nûçaluejgewey. Na gitg tujîw samâlâtîpêni ugtêspisunua puowinuê aç êl'pana sêmtug gitg teljaçalig-wepêniç je un'jiwal samtesgêpê alugigtug. Na mê gatû mesgîgeg matênaççewaçaneg. Êl'pa teliaçamgugêp êstêgê wasoçotesç aç teligsigawwegêp êstêgê gaçtugawig. Tês taçamtîtij êl'pa maçamigew majâsêg aç pitoçsultijig gawatgug êl'pa nengêtesingig aç je mâw etêlintîpêniç Megwêjitewâçig aç mâw çespêg, ala wen gaçamit tês newtê maçamigew. Mijiðgên êl'pa wijey aç pasêg walçwaçepgiaç ugjit negêmow. Gêlapis ugteçgeweyeg, Malsêm wejðtgêp tân teligênaj jaçalitçaman Gêlusgapal pasêg na awna pesoçtesgêmap mênigu etegêp. Na Gêlusgap tujîw teljaçalêgêp el'pa wijey aç wasoçotesç, ênnêmtestuap ula mâsusiey ugjipêsg Malsêmal ugçotaçaneg aç nêpâpênn. Na tujîw Malsêm sâsêwâsip çêmtênigtug pemnisieteg. Niçê gisgug eloçosing giçjîw Gêspêg.

Vocabulary:

waçaj	hardly
menipgâtu	I break it off
neyêtesin/neyêtesç	I appear/it appears
alapji	I'm holding it in my hand
jaçaligwey/jaçaligweg	I grow/it grows quickly
nun'ji (l)	my head
samtesin/samtesç	he/it hits, grazes something
wasoçotesç	it flashes (lightning)
gaçtugaw (g)	thunder
taçamg/taçtêm	I hit him/it
pitoçsi/pitâç	I am/it is tall
gawatgw (g)	a spruce tree

Gêlusgap, mesgilg Saġamaw (Cont'd)

nengêtesin/nengêtesg	I/it shakes
matênaggey/matênaggeg	I/it fights
(matêntipêinig)	(they (dual) fought)
Gespèg	the Gaspé peninsula
gaġami/gaġamig	I am/it is standing
Mijiðgên. (Rand's dictionary) *	The St. Lawrence river
walġwapegiaġ (l)	a puddle
gêlapis	until at last
wejayàġ/wejðtêm	I try him/it
teligênay	I am as strong as
jaġalitġamġ/jaġalitġatêm	I hit him/it fast and unexpectedly
awna	instead
pesoġtesgêmay	I trip, stumble
eym/eteg	I am/it is there
sàsêwàsi/sàsêwàsêg	I change/it changes
gêm'tên (g)	a mountain
nisiey/nisiaġ	I fall/it falls down
eloġosin/eloġosg	I am/it is lying down
gigjîw	near

Na tujîw tân têsijig ênnùg sesgutipêinig tew'ji ultàsultipêinig, gatu wîsisy negêmwow wesêmultipêinig. Lugs negêm eliepênn Gêlusgapal ugjit apangituowey. "Pewatêm nigê êntapangituoweym, muta nîn apoġonmulap. Saġamaw, pewalġig unisġêg".

"Nujięsuet aġ ġġgassuinu tâ nù wen!" Gêlusgap sesġwalapênn êstêgê gaġtugaġ. "Mò tepêlêmuluap êlpa goġey. Sêmtug ġigêlâsi!" Aġ na gun'tewtâpênn, pasêg ipêmsêgêpênn un'ġig ula Lugs pemsêmuġaj, aġ tân ula gun'tal egwijðltigepênn samuġanigtug na nigê ġisġug mênigùl etegêl ġigġiw Awġðġejġ. Na ula esðtêpewâj Lugs mê ġisġug alâsit uġsêtġamùġ, aġ tês tami eliej na êpġisitew ulmajðti.

* Maġtugueġ, 'St. Lawrence river', Hoffman, 1955, figure 21.

Gêlusgap, mesgily Saġamaw (Cont'd)

Vocabulary:

tân tèsijig	all of them
tew'ji	so (an intensifier)
wesêmuġay/wesêmuġaġ	I run/it runs away, free
apangituowey (l)	payment
apoġonmuey/apoġonmueġ	I help/it helps
nuijiesuey/nuijiesueġ	I lie/it lies (tell falsehood)
ġigassuinu (g)	a person who teases or taunts
ejigêlâsi/ejigêlâsêġ	I/it goes away
(jigêlâsi!)	(go away! scam!)
gun'tew (l)	a stone
pemsin/pemsêġ	I/it (inanimate) flies by
pemi-	to be moving by
wesêmuġway/wesêmuġaġ	I run/it runs away
egwitjay/egwitjâġ	I fall/it falls into something liquid
Awgðgejg	Minas Basin in Nova Scotia
esêġ/esâm	I banish, send away him/it
alâsi/alâsêġ	I travel/it travels
ugsêtgamu (l)	the world
pegisulg/pegisitu	I bring him/it
ulmajðti (l)	trouble

Questions:

Answer the following questions in Micmac.

(Hand in for correction.)

1. Goġey Lugs gey'toġos?

Wenig gey'tûtisênn tâ goġêl ugjit jenûġ?

Goġey nepâgutew Gêlusgap? Gatu Malsêġ?

Gêlusgap mesgilg Saġamaw (Cont'd)

4. Goġey pewatgês Lugs?
5. Talgîgês matênaggewaġan?
6. Tami etêlintisêniġ Gêlusgap aġ Malsêm?
7. Talnêpàsênn Gêlusgap Malsêmal?
8. Talimasênn Gêlusgap Lugsal ugjit apangituowey?
9. Goġêl na niġè gisgug na gun'tal egwijðltigêpênn?
10. Talluget niġè gisgug Lugs?

LESSON 14



C-: converse, communicate



14 C-1.

Piël and Mèli are sitting together at a table in the dance hall.

A: Tallugen gaği amalgal-tim?

A: What are you doing after the dance?

B: Eliey tewatalmêgeweyigtug.

B: I'm going to the restaurant.

14 C-1 (Cont'd)

- A: Goḡey ugjit? Najimijjin A: Why? -- To eat or to meet
gisna nā tu wen weltesgat? somebody?
- B: Najatal aḡ ul'tesguās B: I'm going to eat and (I will)
ēnjigēnam tān ēnmatejā- meet my brother who's going
litew. to drive me home.
- A: Weliaḡ. Nīn elḡ na A: That's fine, because I'm
pewatēm ēnmatejālugsin. looking for a drive too.
Ēluggalultes nātēl. I'll walk you over there.
- B: Mē taligsalsēpēnig B: How did you like the band?
miusigtēmātijig?
- A: O, tel'tāsiap sigtegē- A: Oh, I thought they were
lūsultijig. very good.

M-: mimmic, memorize, manipulate

14 M-1

- A: Tallugen gaḡi amalgal- A: What are you doing after
timḡ? the dance?
- Tallugen gaḡayaḡ geym? What are you doing after
the game?
(geym, from English 'game',
refers to a sport; milāsuaḡan
refers to a recreational game.)
- Tallugen gaḡisḡūlig? What are you doing after
school?
(ēsgūl comes from English
'school'.)
- Tallugen gaḡalugen? What are you doing after
work?

14 M-2

- B: Eliey tewatalmēgeyigtug B: I'm going to the restaurant
ugjit ul'tesguan ēnjigēnam to meet my brother
tān ēnmatejālitew. who's going to drive me home.
- Eliey ēngēlamugsiseg ugjit I'm going to my uncle's to
ul'tesguan ēnjigēnam meet my brother
tān ēnmatejālitew. who's going to drive me home.

M-2 (Cont'd)

Eliey nugumijg ugjit
ul'tesguan ênjigênam
tân ênmatejâlitéw.

I'm going to my grand-
mother's to meet my brother
who's going to drive me
home.

Eliey gêlâjigtug ugjit
ul'tesguan ênjigênam
tân ênmatejâlitéw.

I'm going to the garage
to meet my brother
who's going to drive me home.

M-3

A: Weliaġ. Nîn oġo elg
algwilêm ênmatejâlugsin.

A: That's fine, because I
need a drive too.

Weliam. Gisiwijêultes?

That's fine. Can I come
along too?

Weliam. Mu tal'têtêmun
nîm mâw liân?

That's fine. Do you mind
if I come along?

M-4

B: Na tōġ. Liggwatâmênej.

B: OK. Walk over with me.

Na tōġ. Wijêwi.

OK. Come along with me.

Moġwâ, mō tal'têtêmu
êlpa.

No, I don't mind at all.

converse, communicate



Alig and Piël are standing in front of their reserve's souvenir store discussing the coming baseball game.

- | | |
|--|--|
| A: Elien tùàtimg
aḡantièumg gisimew-
liägweg? | A: Are you going to the
baseball game on Sunday
afternoon? |
| B: Èe, ègsatêmugg liän.
Uliäs mu gispesanug. | B: Yes, I'd like to go.
It will be nice if it
doesn't rain. |
| A: Tel'tètêmên wisuḡēne-
mātita igtigi? | A: Do you think they'll
beat the other team? |
| B: Mō giasgiw gey'tu.
Mê mēnag nemiāḡig
igtigig militätij. | B: I don't really know.
I haven't seen the visi
team play yet. |
| A: Ginuwèḡ ḡis nēpatù-
titêl t ḡḡêl aḡ pasêḡ
ḡis nēs ḡêl. Gelùḡ ap
winew w. | A: Since our team has alre
won two of their last
three games, it seems t
stand a good chance of
winning again. |
| B: Èe, teliaḡ. Gatu
jijuaḡa mō gistêluemêḡ. | B: Well, that's true, but
you never can tell
sometimes. |
| A: Na tōḡ, tēlnēmültes
nätel mu gispesanug. | A: OK then, I'll see you
there if it doesn't rai |

A Dialogue on Winds, Seasons, and Directions

Pâtêlig asks his father, Nuèl, about the seasons of the year and the winds that they bring.

- A: Gê têlimi Tatât,
tegenn ugjûsênn eygêl
gesig? A: Tell me dad, what winds
blow in winter?
- B: Oğatênuğ wetêg pegi-
sitoğ tegig ugjûsên.
Tân tujîw wejipeğ na
yapjiw êmtûnâtew. B: The north wind brings the
cold air. Northeast winds
usually bring storms.
- A: Tegenn ugjûsênn eygêl
siggw? A: What winds blow in spring?
- B: Giwnağa na ugjipenuğ
weteg, gatu ijgâ pîtaw
weteg. B: Mostly, it is the east
wind but sometimes the
west wind blows too.
- A: Gatu tân tujîw nîpg?
Pasêg êpgêtesênêl eygêl? A: How about summer?
Do we only have south
winds bringing warm air?
- B: Moğwâ, ugjûsen tân
tujîw nîpg gisiwjiatew
tân pasêg tami. Na
telêg na gigjîw êgtânug. B: No, the winds in the
summer can come from all
directions. That's how
it is near the ocean.
- A: Tegenn ugjûsênn eygêl
toğâğ gisâlâtiji nîpî
mênağsultinew? A: What winds blow in autumn
making the leaves fall?
- B: Egjites tân tujîw toğâğ
igâğ. Nu tujîw na
ugsêtğamu poğjitgiağ
ağ tegsêg. B: You will know when the
autumn arrives since it is
the time when it turns cold
again and the northwest wind
starts to blow.

A Dialogue on Winds, Seasons, and Directions (Cont'd)

The directions and seasons as used in the previous dialogue are:

Seasons:

Siggw	Spring
Nipg	Summer
Toġàġ	Autumn or Fall
Gesig	Winter

Directions:

Oġatônuġ	North
Ēpgôtasênuġ	South
Papġôġ	East
Pîtaw	West
Wejipeġ	Northeast
Tegsêġ	Northwest
Pegtasêġ	Southeast
Senîcêġ	Southwest

A Dialogue you want to Learn

The special dialogue of this lesson has explored winds, seasons, and directions. Is there any other special area that you want to cover? Are you familiar with the terms for the sun, the moon, planets, the stars and their various constallations? This is your last "structured" chance to write on a topic of special interest to you since this section will not be included in lessons to come. Of course, if you find this exercise useful, you and your teacher can continue to do it by yourselves. (Hand in your dialogue for correction.)

E-1

Be sure to read the Note to the Student before doing this exercise on preverbs.

- | | | |
|-----|--|--|
| 1. | <u>Etêlitgisêmit</u> | A: What is he doing? |
| | | B: He's swimming.
(<u>tegisêmi</u> : 'I swim') |
| 2. | <u>Najî-</u> | A: Where is he going? |
| | | B: He's going swimming. |
| 3. | <u>Gisi-</u> | A: What has he been doing? |
| | | B: He just finished swimming. |
| 4. | <u>Pemi-</u> | A: What is he doing? |
| | | B: He's swimming by. |
| 5. | <u>Ali-</u> | A: What is he doing? |
| | | B: He's swimming around. |
| 6. | <u>Gelûsit nujitgisêmit?</u>
<u>netawi-</u> | A: Is he a good swimmer? |
| | | B: Yes, he's a good swimmer. |
| 7. | <u>Gesigawi-</u> | A: What is he doing? |
| | | B: He's swimming fast. |
| 8. | <u>Sanggewi-</u> | A: What is he doing? |
| | | B: He's swimming slowly. |
| 9. | <u>Pogji-</u> | A: What is he doing? |
| | | B: He's starting to swim. |
| 10. | <u>Puni-</u> | A: What is he doing? |
| | | B: He's stopping to swim. |
| 11. | <u>Gaqi-</u> | A: What is he doing? |
| | | B: He's finished swimming. |
| 12. | <u>Ewnasi-</u> | A: What is he doing? |
| | | B: He's swimming in a silly way. |

14 E-1 (Cont'd)

13. Talluget ugjit amalnilâsim? A: What does he do for a pas
Pusqi- B: He swims a lot.
14. Talamûg ugtêlugowağan tân A: What's his position when
tujiw tegisêmi? he swims?
Nigani- B: He's the lead swimmer.
15. _____ A: What is he doing now?
Asui- B: He's swimming from side to
side.
16. _____ A: What is he doing now?
Etegi- B: He's swimming backwards.
17. Tal lietew nâtêl? A: How will he go there?
Êlitgisêmitew. B: He will swim there.
18. _____ A: What is he doing now?
Gittôg- B: He's swimming in a circle

14 E-2

The following exercise will teach you how to indicate when an object is located. Pay special attention to the following first, the ending -g on inanimate verb stems signals a third person inanimate subject 'it'; second, the ending -g on nouns is a locative ending signalling a location; third, the locative verb eteg meaning 'it's there', although not obligatory, is usually included in locative statements. (All nouns are inanimate)

1. Tami eteg nutputi? A: Where's the chair?
(Lit: Where it's there the chair?)
Ala eteg. B: It's over there (pointing)
2. _____ A: Where's the well?
ênğançpati? B: It's outside of the house
Gujêmuq eteg wen'jîguomq. (Lit: It's outside, it's there, at/of/by/in the ho

3-2 (Cont'd)

3. tepaḡan? A: Where's the car?
Uḡtejḡ B: It's behind the house.
4. ênmũjuḡguom? A: Where's the dog house?
Nigantug B: It's in front of the house.
5. wen'jũsũnêmanaḡsi? A: Where's the apple tree?
Tepaw B: It's near the house.
6. poḡâlameḡminaḡsi? A: Where's the cherry tree?
Gigjĩw B: It's right near the house.
 (gigjĩw: closer than tepaḡ)
7. laḡalans? A: Where's the barn?
Gênegḡ B: It's far from the house.
8. ḡoḡoligwejuḡguomḡ? A: Where's the chicken coop?
Amaseḡ B: It's far away from the house.
 (amaseḡ: further away than
gênegḡ)
9. pugsug? A: Where's the firewood?
Epunêḡ B: It's downstairs in the house.
10. etêlnêpêting? A: Where's the bedroom?
Gêḡwêḡ B: It's upstairs in the house.
11. lâtaḡsun? A: Where's the pail?
Gejigiaḡ B: It's in the corner.
12. etêltuâtimgewey? A: Where's the washroom?
Lamuguoḡḡ eteg. B: It's inside the house.
 (lamêḡ + wen'juḡguoḡḡ)
13. têmâittaḡan? A: Where's the saw?
 (-ittaḡan: of/with a saw;
 temâ-: to divide in two)
Lamêḡ eteg. B: It's inside.
14. têmũḡên? A: Where's the ax?
Êḡpaḡang eteg. B: It's behind you.
 (êḡpaḡam: 'my back')

14 E-2 (Cont'd)

15. wīgatigēney? A: Where's the paper?
Tepteg petaw'tigtug. B: It's on top of the table.
 (note that eteg is incorp-
 ored in tcpteg)
16. wīgatigēn? A: Where's the book?
Wesgitteg B: It's sitting on top of
 the table.
17. Gēguteg -gtug. A: Where's the paper?
 B: It's there, on top of the
 chair.
18. Gēpētāg gejīgasēg. A: Where's the book?
 B: It's at the top of the
 closet.
19. êntalgasingeweym? A: Where's my bicycle?
Miawēg eteg awtigtug. B: It's in the middle of the
 road.
 (miawēg: indicates 'middle'
 of an area, with two sides
 'Middle' is a one-dimens:
 point of reference.)
20. ēl'gēgēn? A: Where's the hoe?
Megwāv'g eteg igātaḡanigtug. B: It's in the center of the
 field/garden.
 (megwāv'g: indicates the
 'center' of an area which
 is entirely surrounded. 'Ce'
 is a two or three dimens:
 point of reference.)

14 E-3

The following exercise will teach you vocabulary for a few carpentry tools. At the same time, it will practice the locatives learned in the previous exercise.

(All terms are inanimate.)

- nasgwàittaḡan? A: Where's the cross-cut saw?
B: It's over there (pointing).
- têmàittaḡan? A: Where's the rip-saw?
B: It's outside.
- pugsugwey têmàittaḡan? A: Where's the buck saw?
pugsugul elamḡōtasêḡel. B: It's behind the wood pile.
(Lit: stacked wood)
- gasawōḡey têmàittaḡan? A: Where's the hack saw?
B: It's in front of the cross-cut saw.
- Tami etegêl êḡḡaluejḡel? A: Where are the pliers?
-or- (Like in English, pliers
Tami etegêl epḡḡaluejḡewêl? must be in the plural in
Micmac.)
B: They're near the hack saw.
- (enḡey: 'I measure';
enḡejit: 'an inch worm';
lit: 'the one who measures') A: Where's the measure?
('Measure' could be a flexible
measure as a tape-measure or
a solid measure as a yardstick.)
B: It's right near the house.
- lepêlewey? A: Where's the level?
B: It's downstairs.
- miloḡsewengewey? A: Where's the coping saw?
B: It's upstairs.
- esiputeḡengewey? A: Where's the file?
B: It's in the corner.
- atuḡḡewigêney? A: Where's the sand paper?
(this is a created word)
B: It's inside.
- Tami etegêl pêlegûl? A: Where are the nails?
(pêlegu: 'nail')
B: They're on top of the table.

14 E-3 (Cont'd)

12. _____ A: Where are the screws?
(gêlâpigên: 'screw')
- _____ B: They're sitting on top
of the table.
13. _____ A: Where are the spikes?
(spayg: 'spike')
- _____ B: They are there, on top
of the chair.
14. _____ têmîgên? A: Where's the ax?
- _____ B: It's in the corner.
15. _____ têmîgên'jîj? * A: Where's the hatchet?
- _____ B: It's in the corner too.

14 E-4

We will now practise carpentry terms in the plural. Note that adding the plural to a noun that ends in a vowel or a glided vowel results in the formation of a long vowel and the dropping of the glide where this applies. Watch for changes in gender.

1. Tami etegêl pêlegûl? A: Where are the nails?
Ala (tet) etegêl. B: They are over there.
(tet is used with ala only if the object in question is not in sight.)
2. _____ A: Where are the screws?
_____ B: They are outside.

* Têmîgên'jîj is pronounced with a voiced -j- and could be written têmîgên'jîj in a more phonetic orthography. Voicing here is achieved by Rule 1.(c) in "The Micmac Orthography" but only when a syllabic (êm, ên, êl) precedes. Note that when no syllabic precedes, voicing is not achieved: mulin 'mill' from French 'moulin', and mulinjîj, 'sewing machine'. In this last word, the -j- remains voiceless. (See Rule 1 in "The Micmac Orthography")

E-4 (Cont'd)

3. _____

A: Where are the rip saws?
B: They are on top of the table.
4. mattejjuël?

A: Where are the hammers?
(mattejjuey: 'hammer', possibly
from French 'marteau')
B: They are outside on top
of the table.
5. _____

A: Where are the files?
B: They are in front of the
house.
6. _____

A: Where are the shears?
(temsewengewey: 'shear';
inanimate)
B: They are in front of the
house on top of the table.
7. _____
Gêmetug

A: Where are the spikes?
B: They are right beside the
table.
8. Tami epit tesipowjij?

A: Where is the work bench?
(sometimes called 'horse')
(tesipowjij: lit: 'little
horse'; animate gender.)
B: It's right near the table.
9. Tami epijig
Laqqâpigtug epijig

A: Where are the work benches?
B: They are in the basement.
(laqqâp: 'basement' from
French 'la cave'.)
0. _____

A: Where are the carpenters?
(alusêwinu: 'carpenter')
B: They are inside the house.
1. _____
engengeweg?

A: Where are the tape measures?
(This is 'measure' with an
animate plural ending and it
refers to any flexible measure.)
B: They are in the corner.

14 E-4 (Cont'd)

12. _____ engengewèl? A: Where are the yardsticks
(including 'rulers')?
(This is 'measure' with
inanimate plural and it
to any solid measure.)
B: They are in the corner.
13. _____ A: Where are the rulers?
(leppie: 'a foot-long rul
from French 'le pied';
inanimate in gender.)
B: They are over there in t
corner.

14 E-5

Answer the following questions on this lesson in Micmac.
(Hand in for correction.)

- 1) Tallugen gaḡayaḡ geym ulōnug?
- 2) Pemplien tewatalmēgewey? Goḡey ugjit?
- 3) Pewatēmēn ênmatejālugsin?
- 4) Taligsalsêpēnig nujitūâtijig?
- 5) Lietes tūâtimg mu gispesanug?
- 6) Ginuwèg gīs tāsêgêl nēpatūtītêl geymêl?

14 E-6

Read this story and answer the questions which follow.
Be on the lookout for preverbs and other structures
discussed in this lesson.

Nîn na teluisi Maygêl. Nîn na wigi aḡ tēleyewi Muliang.
Nîn newtisgâḡ je tâpu tēsipunây. Tēs nipg tân tujîw
gaḡiginâmasi na eliey najimittugey nēmijgamijewijig wigît
Negêmow na mō wigîgw êgḡigang gatu awna tân pugwelg maḡam

E-6 (Cont'd)

Negêmw na igâtağawinûg ağ maw pugênâtiji wîsisg. Mè gatu gisòğon nâtèl ugjit nîn. Gaği tepiağ mağamigew ugjit al'tugwîmêg, je wêgaw gisigênûtêmasiap tân telîpuluemg.

Nêmijgamij na negêm musgâtuij tân têsêg goğey: tân telin-ğanâpemg; tân telsêmuw wen'jitiâmug, gulgwîsg ağ gôğolîgwejg; tân teligâtağuj tapêtang, enmêpejig, wen'jûsêgapung ağ me pugwelgig igtigig. Tês newtipunğeg nipg igâğ, êl'pa nîn mò gisiesgêmaw apsgwâsin nâtèl. Mè nîn gesatêm tân etêl pugwelg mağamigew jemu êgğigang.

Vocabulary:

Maygêl

wigi

Mulian

têsi-

ajipunây/ajipunâğ

gağayey/gağayağ

naji-

mittugey

nêmijgamij

-ewijig

êgğigan (l)

pugwelg mağamigew

igâtağawinu (g)

puğengig/pugênêmann

wîsis (g)

giseyy

tepiey

al'tugwîm

je wêgaw

Michael

I live at such an address

Montreal

a specific number of something

I/it have a birthday

I/it am finished

I am going to

I visit

my grandfather

the two of them

(e.g. my grandparents)

a city

countryside

(Lit: a lot of land')

a farmer (Lit: 'a planter')

I have a lot of them (an/inan)

an animal

I have fun, a good time

I have enough

I am running here and there

and even

14 E-6 (Cont'd)

alîpuluey	I am horseback-riding
musgâlêg/musgâtu	I show him/it
naġanâpey	I draw water from a well
esêmsi/esêmsig	I/it feed myself
gôġolîgwej (g)	a chicken
igâtaġu	I plant a garden
tapêtan (g)	a potato
enmêpet (g)	a carrot
wen'jûsêġapun (g)	a turnip
newtipunġeg	one year
nipg (l)	summer
igây/igâġ	I/it arrive
esġemay/esġemaġ	I/it wait
apsgwâsi/apsgwâsêġ	I/it return

Answer the following questions in Micmac:
(Hand in for correction.)

- 1) Tami têleyewit Mayġêl?
- 2) Taw'jêġ?
- 3) Talluġet nipġ?
- 4) Weni umiġġamijewiji?
- 5) Goġey umiġġamijêl musġâtaġ?
- 6) Taligsaġ Mayġêl êġġigan?

14 E-7

Write, in Micmac, five questions that can be answered from any part of this lesson. Be prepared to answer them orally (Hand in for correction.)

E-8

Write a conversation based as much as possible on this lesson's material. Try to use aspect (preverbs) as much as possible. (Hand in for correction.)

Note to the Student

1- In all languages, complex sentences are made from simple sentences. There are many restrictions governing how sentences can be combined and we will examine a few of these constraints in coming lessons. The study of this aspect of language as well as the study of the structure of sentences is known as SYNTAX. In order to better understand the structure of complex sentences, you should practise identifying the simple sentences (S) that make up such sentences.

One example of a complex sentence is the second A of 14 C-1 where two simple sentences are conjoined by the disjunctive "or". These two sentences are bracketed as S_1 and S_2 :

1.

(Najimijjin) S_1 gisna (nâ tu wen weltesgat) S_2

Lit: You are going to eat or somebody, you meet him.

Another example of a complex sentence is the second B of 14 C-1. The conjunct aġ combines the two simple sentences (S_1 and S_2), and the third sentence (S_3) is a relative clause subordinate to the second sentence:

2.

(Najatal) S_1 aġ (ul'tesguâs ênjigênam) S_2

Lit: I'm going to eat and I will meet him, my brother

(tân ênmatejâlitéw) S_3

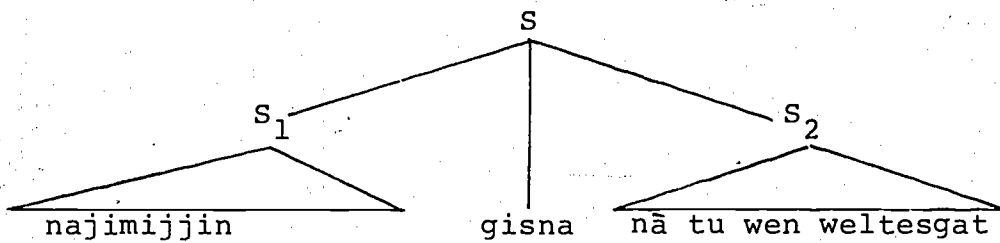
who will drive me home.

The arrangement of the sentences in examples 1. and 2. is crucial. S_1 and S_2 are on the same level and are therefore "equal status" sentences. S_3 , however, is subordinate to S_2 .

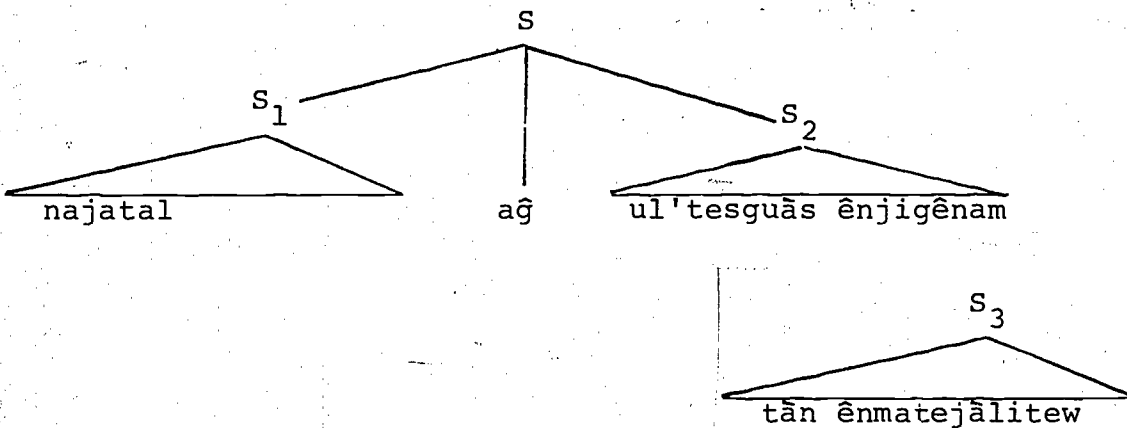
to the Student (Cont'd)

It is therefore placed under S_2 and is considered to be of subordinate status". Furthermore, since S_3 is a relative clause (tân refers to enjigênam), it is placed to one side, under 'my brother'.

A diagrammatic representation of sentences 1. and 2. may help you to understand the various ways in which simple sentences are combined to make up complex sentences. In the following diagrams, each triangle represents a simple sentence. The highest S is made up of simple S's and it therefore represents a complex sentence. Note that when sentences are combined with 'and' or 'or', they are at the same level. Subordinate sentences, however, are at lower levels.



S_3 here is a relative clause with tân which refers to a noun in a higher sentence.



Note to the Student (Cont'd)

(S₃ is really: ênjigênam ênmatejälitew. Since ênjigênàm is S₃ is identical with ênjigênàm in S₂, it is changed into a relative pronoun, tàn.)

Recognizing complex sentences is the basis for understanding the more complex structures of Micmac. It is the key to your study of advanced materials in the language. This becomes especially important as you read the stories and literature which constitute a part of each lesson. Such materials are full of complex sentences of all kinds. They represent how a native speaker of Micmac really speaks. We will refer to this process of identifying the component sentences of complex sentences by placing them within parentheses marked by S₁, S₂, etc. as SURFACE BRACKETING. From now on, be on the lookout for complex sentences and see if you can recognize or isolate their components.

(Look back at exercise 12 E-5 which led you to do this unknowingly. Every third line (every second A) is made up of a complex sentence arranged in a principle and subordinate manner. You will also find a similar arrangement in 14 M-2

- 2- In the previous lesson, we discussed the notions as aspect, mode, and tense. Some of the exercises of lesson 13 were aimed at introducing you to the different modes of Micmac. The exercises of this lesson introduce you to some of the more common aspects of Micmac and how these can be combined to create new meanings (i.e. to modify old meanings in specific ways.)

Aspect in Micmac is formed by prefixing a preverb to the verb. All preverbs end in the vowel -i. This vowel is always present when the verb begins in a vowel. It often drops when the verb begins in a consonant. For example:

to the Student (Cont'd)

- (a) amalgay I dance
 (b) etêliamalgay I'm dancing
 (a) tūay I play (a sport)
 (b) etêltūay I'm playing

preverbs sometimes cause changes to take place in a verb (morphophonemics). This is one reason why we write preverbs as prefixes to verbs rather than as entirely separate words. The following list exemplifies some of the changes which preverbs can effect on verbs:

- (a) gelusi I talk
 (b) etêlgêlusi I'm talking
 (a) nepat I sleep
 (b) etêlinpat I'm sleeping
 (a) taġamip He hit me
 (b) etêlitġamip He was hitting me
 (a) welaġapiap I felt good
 (b) etêliwlaġapiap I was feeling good
 (a) epsusi I warm myself
 (b) etêlpêsusi I'm warming myself
 (a) gey'tu (gejitu in N.S.) I know
 (b) etêligjîtuap I found out at that time

Note that certain preverbs make more sense if combined with the 1st of future tenses. For example, in 5., 6., and 8.(b), the 1st tense is used. In principle, they could occur in the present tense. This, however, would actually seldom be heard.

Note to the Student (cont'd)

The following is a list of some of the preverbs of Micma. Each is given with the verb of motion amalgay, 'I dance'. Since the verb begins with a vowel, the preverbs will be easy to identify. They will all end in -i. Note, as you study the list, how preverbs are related to verbs and in fact have an adverbial function:

9. amalgay	'I dance'
etêliamalgay	'I'm dancing'
najiamalgay	'I'm going dancing (contrast this with the future indicative <u>amalgâs</u> , 'I will dance')
nujiamalgay	'I'm a dancer (a profession)
gisiamalgay	'I'm able to dance'
pemiamalgay	'I'm dancing by'
aliamalgay	'I'm dancing around'
eliamalgay	'I dance my way over there'
netawiamalgay	'I'm a good dancer'
awaniamalgay	'I'm a poor dancer'
gesigawiamalgay	'I dance fast'
sangewiamalgay	'I dance slowly' (a waltz)
poğjiamalgay	'I start dancing'
puniamalgay	'I stop dancing'
gağiamalgay	'I finish dancing'
niganiamalgay	'I'm a bad dancer'
asuiamalgay	'I dance from side to side'
etegjiamalgay	'I dance backward'
gitdôgiamalgay	'I dance in circle'
pegijiamalgay	'I dance a long time'
jağaliamalgay	'I dance quickly'
pusgiamalgay	'I dance often'
ewnasiamalgay	'I dance foolishly'
winiamalgay	'I dance lewdly'
weliamalgay	'I dance happily'

to the Student (cont'd)

nisiamalgay	'I dance down something'
toġjuiamalgay	'I dance up something'
wesgijiamalgay	'I dance on top of it'
pituiamalgay	'I dance under it'

11 of the previous list of preverbs, except for three, have verbal counterparts. These three are naji-, ugsi-, pegiji- and are strictly adverbial in nature. 11 others from the list are derived from verbs.

0. <u>Preverb</u>	<u>Verb</u>	
nisi-	nisàsi	'I go down'
wesgiji-	wesgijàsi	'I go on top of it'
pitui-	pituàsi	'I go under it'
wini-	winàsi	'I become bad'
pestaġi-	pestaġàsi	'I strain'
gesigawi-	gesigawàsi	'I go fast'
sangewi-	sangewàsi	'I go slow'
poġji-	poġtamġàsi	'I leave'
ewnasi-	ewnasàsi	'I act silly' (<u>na</u> here means 'is')
nigani-	niganàsi	'I go ahead'
asui-	asuàsi	'I go from side to side'
etegji-	etegjàsi	'I go backwards'
gittòġi-	gittòġàsi	'I go in a circle'
jaġali-	jaġalàsi	'I do it fast'
weli-	wel'tàsi	'I am happy'
ali-	alàsi	'I go here and there'
eli-	eliey	'I go there'
puni-	puniey	'I quit'
awani-	awaneyy	'I'm clumsy'
gaġi-	gaġayey	'I'm finished'
toġjui-	toġjuày	'I go up'
gisi-	gisàtu	'I make it happen'
pemi-	pemàtu	'I carry it'
etêli-	etêliey	'I am squirming, in motion'

Note to the Student (Cont'd)

If preverbs are really adverbs, which in turn are derived from verbs, then there are literally as many possible preverbs as there are verbs. The class of verbs which can be adverbial in nature is of course restricted by the meaning (semantics) of verbs. For example, verbs of motion cannot be adverbial: amalgay, 'I dance'; pemlegay, 'I walk along'; gwitênêmay, 'I canoe'; etc. Most adjectival verbs can be adverbial as, for example, in the following: (Note the build-up to the last two sentences which are equivalent in meaning.)

11. wantagëyy	I am calm
wantagëg	he is calm
jînêṁ	a man
jînêṁui	I am a man (verbalized noun)
jînemuit	he is a man (verbalized noun)
Sân wantagëg	John is calm
Sân jînêṁuit	John is a man
(also: Sân na jînêṁ)	(<u>na</u> means 'is')
Sân wantagëg jînêṁ	John is a calm man
Sân wantagëg jînêṁuit	John is a calm man
	(same meaning using a derived preverb combined with a verbalized noun)

- 3- In the examples of 10., 4th and 5th line, you saw that the ending -ui turned a noun into a verb. This verb, however, is a very special ending in that it equates the noun and the subject and is therefore called a COPULA. For example, in jînêṁui, 'I am a man', 'I' and 'man' are equated. They are the same person. The same thing can also be achieved by using na. One can say nîn na jînêṁ, 'I am a man', where 'I' and 'man' are again equated, this time by interposing the copula na, 'to be'.* Such "equated" relationships are always based on a noun, or, in some cases, on a nominalized

* There are three na forms. There is na, 'it', as in na gesgugg, 'it's heavy'. Then there is na, 'to be', and na, 'that', 'the', a definitizing particle. For example: Negêṁ na na jînêṁ tân amalgap, 'He is the(that) man who

to the Student (Cont'd)

erb. That is, sometimes an ending is added to a verb to make it into a noun and it can then be used with a copula in an interposed relationship. For example:

getantegey	I hunt (verb)
getantegewinu	a hunter (derived noun)
getantegewinui	I am a hunter (derived verb)
nîn na getantegewinu	I am a hunter (This implies that the person hunts a lot in his spare time and is good at it.)
nujigtantegey	I am a hunter (This implies that the person's full-time occupation is hunting.)

In this last case, the preverb nuji- serves to state that the action is one which is repeated and is professional in status. The bound pronoun at the end of the sentence indicates who that person is (in this case -y, 'I').

In part I of the Note to the Student, we examined the structure of a relative clause. In part 3 of the Note to the Student (example 10.), we examined structures derived from verbs. Using the basic vocabulary of 11., note how we can create relative clauses with the same meaning as some of the last two examples of 11.

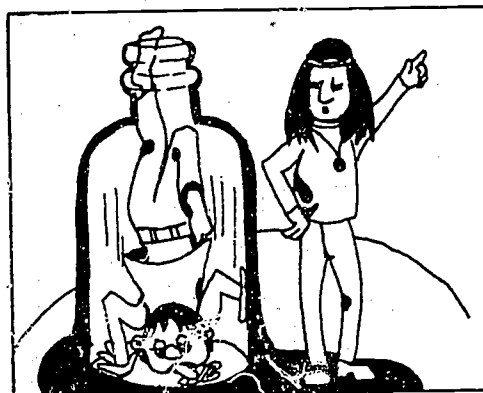
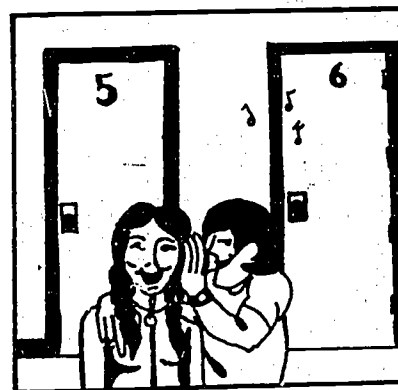
(ā) Sãn na jînêm	John is a man
tãn wantagêg.	who is calm.
	(restrictive relative clause)
(a) Sãn, tãn wantagêg,	John, who's calm,
na jînêm.	is a man.
	(non-restrictive relative clause)

Sentences 1. (a) and 2. (a) can be bracketed as follows in order to indicate their component sentences:

Note to the Student (Cont'd)

1. (b) (Sân na jînêḿ)_{S₁} (tân wantaĝêg)_{S₂}
2. (b) (Sân (tân wantaĝêg)_{S₂} na jînêḿ)_{S₁}

Study these related sentences and remember that there is often more than one way, using different structures, to express meanings which may appear to be very similar but yet are different. Since bracketing is important in understanding sentences, be sure that you understand this well (See 1- in this Note to the Student.)



on 14 (Cont'd)

SGAP, MESGILG SĀGAMAW - Nēwewey pugwey - Part 4

Na je tēliā nēpatoġop matēnaggewaġan, Gēlusgap mesgēgēp.
 Gisinēpāta ugjiġēnama aġ gey'toġop tān tēs goġey telātegemg
 na ugjiatew tāsēg gelūgg aġ tāsēg winjig. Na gēs ula
 gēm'tēn pemiwnaġāsiteg tān Malsēm elisingēp, na nātēl lamēg
 gun'tew panāsēgēp aġ na nātēl wetneyitāpēnig tān māw piltua-
 mugsultijig wīsīsg aġ jujijg, alt gelūsultipēnig aġ alt mō
 taliwtapsunultigupēnig, puowinūg aġ mīgēmuessūg; mesgilultijig
 sisipaġ teluisultijig Gulūg teligēnātijig ēlpa wenaġatūtītēl
 mesēgēl utann aġ elaġsutūtītēl ugwisseytuaġ musigēsgētug;
 mesgilultijig jenūg uqgwamlamunual ēmgumiēl toġo mimajuinua-
 talultijig; jipijgamūg aġ taġtaloġġ; aġ maw mēn'tūg,
 ēmtēsgēmug aġ je māw ēsgētēgēmujg; Uġjūsēney, Pestēmangewey,
 Wastewtēgewey aġ Metūnāġewey. Telial'taġitāpēnig ēmsēt tami,
 aligasultipēnig gēlapis eta tēlitētēmītij matēnaneu jīnēmu.
 Na ugsētġamu wejātegemgeg mu mugū sigūēgtēnugup aġ mu nugū
 wantaġtenugup.

Vocabulary:

na je tēliā	now even though
mesgeyy	I am sorry
wejiēy/wejiāġ (ugjiatew)	I/it am coming from (it will come from)
gelūgg (1)	good, benefit
tāsēg (1)	some, a little
winjig (1)	bad, evil
wenaġāsi/wenaġāsēg (pemiwnaġāsiteg)	I/it am rising (when it(animate) was rising)
elisin/eloġosg	I/it am lying down
lamēg	inside
panāsēg	it opens up
wetneyāsi/wetneyāsēg	I/it appears from within
piluaūg	of a different type, sort, colour

Gêlusgap, mesgilg Saġamaw (Cont'd)

jujij (g)	an insect, bug, or reptile
wetapsuni/wetapsunig (mò taliwtapsunultîgw)	I/it am of value (they are of no value)
mîgêmuessu (g)	sorcerer
sisip (g)	a large bird (larger than song-birds)
Guiû (g)	large mythical bird
melgigênay/melgigênaġ (teligênâtijig)	I/it am strong (they are as strong as...)
wenaġātu/wenaġàsêg	I/it rise up
mesêg	it is whole, entire
utan (l)	a village, town
alaġsin/alaġsêg (elaġsutûtîtêl)	I/it fly (they fly them to...)
wissey (l)	a nest
musigêsg (l)	the sky
êngamlamun (l)	my heart
êmgumi (l)	ice
mimajuinuatlg	he is a cannibal
ĵipijġâm (g)	a horned serpent
taġtaloġ (g)	a salamander, reptile
mên'tu (g)	a devil
êmtêsgêm (g)	a snake
êsgêtêgêmuĵ (g)	a skeleton, spirit
ugĵûsên (l)	the wind
pestêmay	I starve
wastewĵin/wastewtêg	I/it am frosty
metûnâġ (l)	a storm, blizzard
altaġâsi/altaġâsêg	I/it run around
tel'têtêm	I think so
matêmaggey	I fight
ugsêtġamu (l)	the world
weĵâtegemg	from now on

sgap, mesgilg Saqamaw (Cont'd)

mu nugũ	never more
siguẽg	it is empty
wantaqeyy/wantaqteg	I/it am quiet, tranquil

Ûelusgap nemitogop aq mesgẽgẽp tãn nigẽ mã gisiapsgwãsigw
wãsoq gatu awna amujpa siawigg aq angweywaji ula Wapẽniaqewa,
qelapis eta negẽmow gisintãangwevasultitij. Na tujĩw natgi-
napẽni aq tepelumapẽni negẽm apoqonmuan tãn qasẽg negẽmow
apoqonmasultitij. Telimapẽni ugjit ultesgẽmẽnew tãn tẽsẽg
yoqey wejqũaq mẽlqitõtigtug aq êlqowaqanigtug.

Vocabulary:

apsgwãsi/apsgwãsẽg	I/it return
gatu awna	but instead
siawim/siawteg	I/it remain, stay
angweywey/angweyweg	I/it take care of...
gisintã-	to know how, to have learned how
natgimq/natgitẽm	I send for him/it
apoqonmasi	I help myself
tãngasẽg	as long as
weltesgaq/weltesgẽm	I meet him/it
wejqũey/wejqũag	I/it am coming
mẽlqitõtĩ (1)	courage
êlqowaqan (1)	work, energy

Na nigẽ gegẽnutẽmuapẽni tãn telũj tapig aq matjoqteligẽng,
wigowatgul aq tãn teliẽwẽmẽg. Telimapẽni, "Nĩn eligẽpẽnig
wisig ugjit witapeultinew jĩnẽmu, gatu negẽmow awna getũ
wisuigẽnẽmugsioqop. Na nigẽ amujpa negẽmow awna lugowugsi-
:oqsẽp." Na tujĩw gegẽnutẽmuapẽni epiniji tãn telipsqãtẽm

Gêlusgap, mesgilg Saġamaw (Cont'd)

wîsisuêl mêgegênn aġ ugjitunew aligew welpêteg, aġ musgî
tuapêni tân telitêmg nêmjêjuêl loġtêgênn aġ tân telnenêmg
maġamigeg wejisġaligêl ugjit mijipjewey aġ êmpisun. Tel
mapêni "Na nigê gilew mê melgigênâtioġ aġ tân mawimsêgi
wîsis. Gatu ulôtêmg ula mêlgigênôti. Nêpôġ wîsisg pis
gisnu ugjit pasêg nêpataġan, na gilew mittugalugsitoġsêg
êsgêtêgêmg Pestêmeti aġ na negêmg giasgiw giseyugsitoġsêg

Vocabulary:

gegênûtêmasi elîg/el'tu (tân telitêmg)	I teach myself I make it (an/inan) (how to make it)
tapi (g)	a bow
matjoġteligên (l)	an arrow
nigowatgw (l)	a spear
êwêg/êwêmg	I use it
pesġâlêg/pesġâtu	I skin it (an/inan)
mêgegên (l)	a skin, pelt
wejîg/wejitu	I make it (an/inan)
aligew (l)	clothing
welpêteg (from <u>weli</u> + <u>epteg</u>)	nicely warm
musġâlêg/musġâtu	I show him/it
nenâġ/nenêmg (tân telnenâġ)	I know him/it (how I know him)
maġamigeg wejisġalig (l)	plant (Lit: that which spr from the earth)
êmpisun (l)	medicine
melgigênay/melgigênâġ	I/it am strong
welêyaġ/welôtêmg	I take good care of him/it
mêlgigênôti (l)	strength
pisû	for no reason, free
mittugey/mittugeg	I/it visit
giseyaġ/gisôtêmg	I overcome him/it

isgap, mesgilg Saġamaw (Cont'd)

Na tujl̄w wigumap̄enn gwim̄ul aġ iḡalap̄enn ugjit ugḡelusuaġan̄em nuj̄d̄t̄em̄enin. Wesūalap̄eni tapusiniġi paġtes̄emu—newt̄ejit wap̄eg ugjit N̄agweg aġ igtig maġtaw̄eg ugjit Wel̄agw—aġ telgin̄amuap̄eni ugjit ugtūemin. Na ugtejgeweyeg wigumap̄enn Apistan̄ewjal ep̄ġas̄atunin ugtul, aġ ugumit̄el telimap̄enn gisgaj̄atunin mijipjewey ugjit ula poġtamġatimġ el't̄atiġ. Na mimajuin̄uġ nemīatiteg ġepugġig maj̄as̄inital, ewlit̄asultip̄enig.

"Moġw̄a ġenegg eliew", welġwijimap̄eni. "N̄in na amujpa wigi ep̄tigisey wiguom, t̄an esp̄eteg ġelaman na gisiuln̄em̄ultoġs̄ep ugjit angweyuln̄inew t̄an get̄u tami el't̄ayoġ." Na tujl̄w teppugūasip ugtul aġ ugtejgewey ġelulateg telimap̄eni, "T̄an get̄u wen munsigwiluit t̄an tujl̄w nut̄aj, na neḡem w̄ejl̄itew."

Vocabulary:

wigumġ/wigut̄em	I send for him/it
gwimu (g)	a loon
iḡaleg/iḡatu	I place, appoint him/it
ġelusuaġan (l)	a word, a message
nujeyaġ/nuj̄d̄t̄em	I handle him/it
wesūaleg/wesūatu	I take, choose him/it
̄entūem (g)	my animal
paġasegey/paġasaġtu	I throw him/it in something liquid
gisgaj̄eyy/gisgatteg	I/it am ready
poġtamġasi	I am going on a journey
ġepugġig	soon
maj̄asi/maj̄as̄eg	I/it am leaving
ewlit̄asi	I feel sad, dejected (Lit: I have poor thoughts)
ġenegg	it is far
welġwijimsi	I tell myself encouraging words
ep̄tigisey	the other thing, place, person, etc.

Gêlusgap, mesgilg Saġamaw (Cont'd)

espêpi/espêteg	I step into it
munsi-	with perseverance
gwiluasi	I search
nutây	I am in need
wêjîg/wêjitu	I find him/it

Aġ ugpigên telegeteg, Gêlusgap aġ unaġapemg elaġtaġatipê pîtaŵ, gêmêteg gêmêtginaġ teluisig Unêmâgig. Na nâtêl wejwasgêteg maġamigew teluisig Awgôgejg na wigultijig.

Vocabulary:

ênpigên (l)	my hand
telegey	I wave it
nunaġapem (g)	my companion
alaġtegey	I sail
pîtaŵ	west
ewîgay	I build a house
nêmêtgi (l)	my country, birthplace
Unêmâgi	Cape Breton, N.S., sometime used to denote all of Nova
wegjwasgêteg	it is pointing towards me
wigi	I live at such a place, add:

Aġ na gês nâtêl Gêlusgap wigiteg, ula Wapêniagewaġ ap negêrow mâw eliwsultipênig pîtaŵ. Pemîgâtîpênig wejâteg Gespêg gêlapis Pastungewâgig. Nigê gisgug êmsêt pilûwîstijig: Mîgêmaġ, Malisitewaġ, Pênapskataġ, Pasêmêgwâtiaġ aġ mê igtigig aġ na tujîw Êgjisagamow Gêlusgap pugwelgêp geli telâtegej ugjit ula ugmimajuinung.

Gatu pè nigê, gespiatoġsi.

iscap, mesgilg Saġamaw (Cont'd)Vocabulary:

eliwsi	I move to a specific place
wejãtegemg	from here on
Mġġemaw (g)	a Micmac
Malġsit (g)	a Malicete
Pġnapsgat (g)	a Penobscot
Pasġmġgwãti (g)	a Passmaquoddy
igtig (')	the other one
gatu pġ nigġ	but for now
gespiatoġsi	the end (Lit: my voice fades away)

Answer the following questions in Micmac:

(Hand in for correction.)

- 1) Goġey ugjit Gġlusgap wejimsġġġġs?
- 2) Wenig wetneyitãsġniġ tan Malsġm elisingġp?
- 3) Talamugsultijig ġsgġtġġmujg?
- 4) Goġey Gġlusgap nemitoġos aġ mesġġġs?
- 5) Goġey tepġlumasġni tãn tujġw natgimateg?
- 6) Goġey gegġnutġmuasġni?
- 7) Talimasġni ugjit mġlgġġnoti?
- 8) Wenig Gġlusgap ugtuġmg?
- 9) Tali welġwijimasġni Gġlusgap Wapġniãġewa tãn tujġw ewlitãsultġlite?
- 0) Goġey ugtejġewey telimasġni?
- 1) Tami wigit Gġlusgap nigġ?
- 2) Wenig gisġuã Wapġniãġewaġ?

LESSON 15 (REVIEW)



C-: converse, communicate



15 C-1

An'têle (A) meets Pêlasua (B) and Sêla (C) at Woolworth's.

A: Mê taleyoq?

A: How are you (dual)?

B: Mujgajewey. Gatu gîl?

B: The very best. And you?

A: Wijey. Welpit na egta-têlâyêm. Wettelasên, üt tet Ulwerteg?

A: The same. Your shirt is nice. Did you buy it here in Woolworth's?

15 C-1 (Cont'd)

- B: Èe, aḡ tel'tètêm mè gegunâtiji. B: Yes, and I think they still have some more.
- C: Èe, nîn nemîgêpênig pasêḡ ulagu. C: Yes, I saw some just yesterday.

15 C-2

Sân (A) and his wife Malgêlit (B), from Esgêsoḡonig, are on their way to Listuguj for a wedding. They stop at Oppîganjig and ask somebody (C) for directions.

- A: Alò, nîn na Sãn aḡ êntêpitem Malgêlit. Têleyewieg Esgêsoḡonig. Gê têlimieg tân têlip-gi-ntesnen Listugujḡ? Nâtêl elâtieḡ ugjit wetên. A: Hello. I'm John and my wife is Margaret. We're from Eskasoni. Can you tell us how to get to Restigouche? We're going there for a wedding.
- B: Saḡamaw Maltan wiguaḡ elâtieḡ. B: We're going to Chief Martin's place.
- C: Amḡwesewey, Listugujḡ na newtisḡâḡ je êluigêneg wejâteḡemḡ tet. Siawâtigw ḡêlapis Gãmêltêḡ igâyoḡ. C: Well, Restigouche is about seventeen miles from here. Keep on going until you reach Campbellton.
- A: Na tujîw asoḡomâttēsnen asoḡomîḡên. Teliâḡ? A: Then we cross the bridge. Isn't that right?
- C: Èe, gisi asoḡomâtiog na uḡsuâtug patatujey awti. C: Yes, after you cross, you take the road to the left.
- B: Saḡamaw wigit wen'ji-guom newt ḡasḡiptênaḡan je nãn. B: The chief lives in house # 105.
- C: Èe, wijey na awti nêmittoḡsêp Saḡamaw wiguow. Ewnêḡ. C: Yes, on that same road you'll see the Chief's house. It's blue.

15 C-3

Sapatis is planning to build a house. He stops at a lumber yard to check on what type of wood he'll need to buy.

- A: Alò, nîn na Sapatis. Nîn na angitètêm gêpug-jig wîgan. Getugjîtu tân telamûg gêmûj puattes. A: Hello. I'm Jean-Baptiste. I'm thinking about building a house soon. I want to know what kind of wood I'll need.
- B: Tân mawiêwasêg gêmûj ugjit wâal (also wâlêl), êmsağtağtêl ağ poğosên (Rand's Dictionary, 'an umbrella', 'roof') na gawatgw. B: The most common wood for walls, floors, and roofing is spruce.
- A: Gatu ugjit amallugağan? A: What about fancy work and finishing? B: Amallugemgewey gêmûj suel yapjiw na guow. B: Fancy work and finishing is almost usually with pine.
- A: Gatu pugwelg tâ nu wen êwêg ênnigêmûj êstêgê sênawey ugjit êmsağtağtêl? A: Are there a lot of people using hardwood like maple for floors? (tâ nu wen: 'whoever'; nâ tu wen: 'somebody')
- B: Êe, sênawey ağ maw malsênawey. B: Yes, rock maple and soft maple.
- A: Ağ gîs gey'tu suel emsêt wen êwêg ġasğusi ugjit pugağtêgênêl. A: And I already know that almost everybody uses cedar for shingles.

15 C-4

Lin'ta calls up the weather bureau for information.

(Gêlingêlingêlingêling) (Ring-a-ding-a-ding)

- A: Alò, Mîgêmâğigewey wen'jîguom ağğattêmêg tân teligisgêg. A: Hello, Micmacland Weather Bureau.
- B: Gîs têlimites tân têligisgêttêtew Gespêg gîsîmewliâgweg? B: Can you give me the weather forecast for the Gaspé region for this afternoon?

15 C-4 (Cont'd)

- A: Ijgà esgêmali.
(Nutêmên wigatigêney
metewiaġ.)
Ijgâjijg'alugitew aġ
eyg gispesan. Uggjû-
sên tew'jasêttêtetew
nâtami newtisgâġ je
nân mayl tês newt ajiej.*
- A: Just a minute please.
(You hear paper rustling.)

It will be partially cloudy
with chances of rain. The
wind will be blowing at
approximately 15 m.p.h.
- B: Gatu mâw gisigênmuities
tân têligisgêttêtetew
oġatênuġ-papġêġ aġ
papġêġ Eġtâġêmuġ
(Rand's Dictionary,
'mainland')?
- B: Can you also give me the
forecast for northeastern
and eastern New Brunswick?
- A: Oggè (ap nutêmên wîga-
tigên).
Gigpesan aġ êmsîgug
ugjit essioppûrûġ, îula-
tetew gisimewliâġweg.
Uggjûsên êlsettêtetew pîta
wetsêġ papġêġ aġ māmūn-
mêl'gigênatew. Ewlamêsên
ittew panaêmġ gigjîw
Mênagesênuġ natami tâp
gasgiptênaġan mayl oġatê-
nuġ-papġêġ.
- A: Okay (more paper rustles).

Rain and sleet are forecasted
for the morning; intermittent
sunshine for the afternoon.
Wind will range from an east
to westerly direction and
will be gale force. Hurricane
warnings are issued 200 miles
northeast in the Anticosti
region.
- B: Na nigè weligjîtu mâ
gislaġsinu tami. Gatu
taligisgêttêtetew enmitâ-
sugunâġ ugjit Ūnêmâġig,
Eġtâġêmuġ aġ Epeġwitġ?
- B: Well, that takes care of my
plans for flying. What's the
long range forecast for Nova
Scotia, the Mainland and the
Island?

* The word tew'jasêttêtetew probably comes from tew + majâsi in which case the "' would not necessarily have to be written since voicing is effected by Rule 1.(b), The Micmac Orthography (see footnote also). Writing "' in such cases however, appears to be useful even if redundant because of the morphophonemics involved. The resulting change that occurs when morphemes come together often leaves a word modified beyond recognition. Also, morphemes such as tew-, in an answer and taw-, in a question (as with tal-, tel-) have a low frequency of occurrence and are not immediately recognized as being separate morphemes. In such cases writing "' to indicate the voicing of a following segment appears to be of practical value.

15 C-4 (Cont'd)

- | | |
|--|---|
| <p>A: Ugjãt na émsê tãn
têigig Migêmãgig enmi-
tã-ugunãã, êpôjigağa-
pãniatew gësmu tapugu-
nãgtênug.</p> <p>B: Welãlin.</p> | <p>A: For the entire area of
Micmacland, the long range
forecast is clear weather
within 48 hours.</p> <p>B: Thank you.</p> |
|--|---|

15 E-1

The review conversations of this lesson were complex and involved. The sentences were long and made use of aspect, tense, and mode. You are now at a level advanced enough to be able to produce similar conversations. Try your hand at this and don't be afraid to experiment with complex sentences. Hand in your conversation as soon as possible so that your teacher can use it as a part of this review.

15 E-2

Free Conversation: Together with your teacher, write on the board five topics that you have covered in the last lesson. Using those topics, one by one, have a conversation with your teacher. Be sure not to slip into English.

15 E-3

Repeat 15 E-2 with another student instead of with the teacher. Students should be paired in TWOS and do this exercise simultaneously.

15 E-4

It's X-ing time again. Using the folded-paper technique, review the C's, M's and E's of lessons 11 through 14. Do this review rapidly and, if you hesitate with some part of the lesson, mark that part with an X (in pencil). After class, practise with the tapes those parts marked with X's.

15 E-4 (Cont'd)

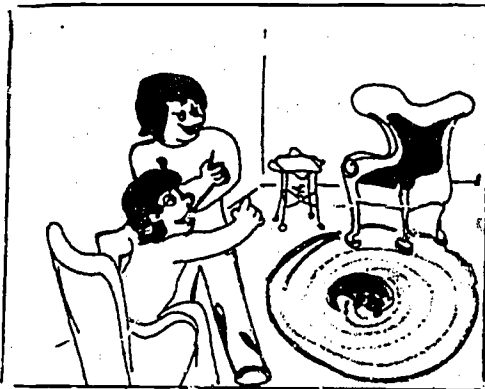
Be sure to do this before you move on to lesson 16.
This is your last chance to do any catching-up in
lessons 11-15.

15 E-5

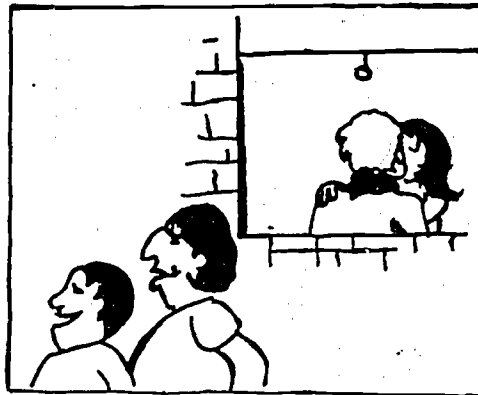
In Micmac, make up a story (or dialogue) to go along
with each of the following pictures.

(Hand in for correction and do orally.)

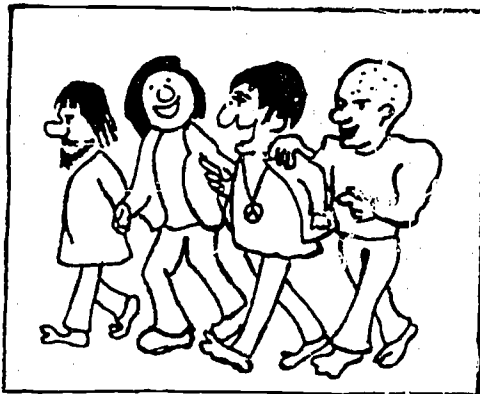
(1)



(2)



(3)



(4)



15 E-6

At this point, you should be ready for a Scrabble tournament (see 10 E-10). Your teacher will divide the class into teams and conduct the tournament. If there are many students, the game can be drawn on the blackboard, or, better yet, projected from an overhead projector. Have fun!

15 E-7

Answer the following questions from the C's of this lesson:
(Hand in for correction.)

- 1) Tami wettelasêp êgtatêlâyêm?
- 2) Tel'têtêmên mē geggunâtiji?
- 3) Tami elâtijig Sãn aḡ Mal'gêlit? Goḡey ugjit?
- 4) Tal'gênegg Oppîganjig aḡ Listugujg?
- 5) Tegen wen'jîguom wigit Saḡamaw?
- 6) Wen el'toḡ wen'jîguom? Tãnug?
- 7) Taliêwasêg gawatgw?
- 8) Gatu guow?
- 9) Ugjit êmsaḡtaḡtêl, goḡey pugwelg mimajuinu êwêg?
- 10) Gatu ugjit pugaḡtêgênn?
- 11) Taltâḡ asûgêlusimgewey Mîgêmwigtug?

Vocabulary:

teltâḡ

asûgêlusimgewey

it sounds like

a telephone

(Lit: an instrument with which two people can talk back and forth to each other). This is a created word.

15 E-7 (Cont'd)

- 12) Taligisgêttêw Gespèg gisimewliägweg?
 - 13) Gatu taw'jäsêttêw ugjüsên?
 - 14) Gatu oğatênuğ-papğèg ağ papğèg Êgtägêmuğ?
 - 15) Tami İttew evlamsên?
 - 16) Taligisgêgtêw tãn telğig Migêmägig enmitäsugunäg?
-

RABBIT, THE MATCHMAKER



Lesson 15 (Cont'd)

ANIMAL CHARACTERS IN GLOOSCAP STORIES

(This section examines various animal characters and their roles as depicted in More Glooscap Stories by Kay Hill.)

In the story "Wejosis and the Wind Giant", the giants Ugjūsēn and Wastewtēg prey on some orphan children. Glooscap rescues them and performs the miracle of changing leaves into small birds.

Wijōsīs aḡ Jenu Ugjūsēn

Na nigē tujīw gīs sàḡ mō jipjījg nipugtugewēg eymūtigu-
pēnig ula Wapēniāḡig, Gēlusgap oḡo mē mēnag angitētēmugup
lian. Èe, eymūtīpēnig apaḡtugewēg sisipaḡ —Gēloḡantieḡ,
Sulumḡwaḡ, Jīgutēlieḡ (Rand's Dictionary) aḡ me pugwelgig—
gatu negēmow waḡasultīpēnig aḡ wigultīpēnig ēḡtānug.
Moḡwā eymugupēnig jipjīj ugjit mawmilitānew mījuājījg,
ugjit igēmuanew gisōḡon tān negēmow telwelamugsultitīj aḡ
tān telintawintūtītīj. À na ula Gēlusgap gisitētḡēp,
"Uḡsuālas nīpīḡ tān nisiātījig toḡāḡ aḡ ugjiās nātēl jipjījg!
Na mījuājījg wel'tāsultīpēnig.

Vocabulary:

Wijōsīs	a name
jenu	a giant
ugjūsēn	the wind
na nigē tujīw gīs sàḡ	long ago in the old time
jipjīj	a small bird
nipugt	the woods, forest
eym/eteg	I/it is
angitāsi	I think

Animal Characters in Glooscap Stories (Cont'd)

elīg/eltu	I make him/it
apaġt	the sea, ocean
sisip	a large sea bird
gêloġontiej	a sea-gull
sulumgw	a wild goose
jīgutêliej	a kingfisher
waġasi	I am wild, nervous
egtân	the tide, syn. ocean
milâsi	I play
mijuâjij	a child
igênmuey/igênmueg	I/it give
gisôġon	fun, a good time
welamugsi/welamûg	I/it am colorful
netawintu	I am a good singer
wesuâtu	I take it
nisiey/nisiaġ	I/it fall
wejiey/wejiaġ (ugjiâs)	I/it return, am from (I will create, make)
wel'tâsi	I am glad

Gêlusgap samâlapênn puowinuêl ugtêspisunn ijgâ aġ pana sêmtug wejiwnaġiâtipêniġ gesipugwelgiġ jipjijġ aġ sêmtug poġtintûtîtipêniġ. Gapjagwejġ aġ Juglgesġ, meg' ijig aġ sisguamugsultijig êstêgê mimġwaġanmusiêġ niplġ. Mîsiguêjġ aġ Mili tâjġ, wisawôltijig aġ êstoġonamugsultijig êstêge tupsîêġ aġ ênmujumanaġsiêġ niplġ. Gênisġwatgiejġ, Migjagôġejġ aġ Tittiêġ, elpa wijey aġ megwêġig, wisawsu-
lieweyamugsultijig aġ sêmalġieamugsultijig niplġ sêneweyêġ. Aġ mê gatu wiguasamugsultipêniġ.

Vocabulary:

wenaġâsi/wenaġâsêġ I/it rise up

Animal Characters in Glooscap Stories (Cont'd)

netawintu	I can sing
gapjagwej	a robin
jugīgēs	a chickadee
ēmsiguēj	a sparrow
militāj	a hummingbird
gēnisgwatgiej	a gros beak
migjagōgej	a moose bird
titciēs	a blue jay
sēmalgie	copper
wiguasamugsi/wiguasamūg	I/it is colorful

Answer the following questions:

(Hand in for correction.)

- 1) Goḡey ugjit jipjījg mō eymūtīgupēnig Wapēniāgig?
- 2) Wenig eymūtisēnig? Tami wigultisēnig?
- 3) Taligēnmuātiji gisōḡon mijuājījg jipjījg?
- 4) Goḡey Gēlusgap gisitētḡēs?
- 5) Taliasēni Gēlusgap jipjījg?
- 6) Tegenig jipjījg eliasēni?

In the story "The year Summer was Stolen", Gīgwaju, t badger, finds his brother very ill. His brother says him: "I'll be all right when summer comes". So, in o to help his brother, he decided to steal summer. Now knew, as did everyone, that Glooscap had given Winter, Ice King, the right to spend six months of the year in land of the Abenaki. Then he had to move to the far N leaving the other six months to Summer. That was the

Animal Characters in Glooscap Stories (Cont'd)

But little cared Badger for rules! He had made up his mind and that was that. The story begins as follows:

Na Newtipungêg Nipg Gemutênatasêgeg

Wapênâgiewağ na yapjiw migwitêtêmîtij na newtipungêg nipg gemutênatasêgeg. Negêmewey na êmsêt Gîgwaju ugtêlâtağantêp!

Vocabulary:

migwitêtêm	I remember
gemutêney	I steal
gîgwaju	a badger
êntêlâtağan	my fault

Na nigê tujîw gîs sâğ, na Mîgêmewey Gîgwaju na tel'têl-mutêp êstêgê tân mawintâðpêlâteget ênnu ugsêtğamûg. Teluemgêp ugjit negêm na amuj etug Lugsal ujjêl. Pugena-pênn na negêm mên'tûl ugtineg ağ eta maw Lugs na gağîsg Gîgwajuâlsip tân tujiw majâsij poğjiðpêlâtegej, na Gîgwaju elg negêm poğjitêluîtutêp, Gîgwaju, negêm tân nujiðpêlâteget.

Vocabulary:

tel'têlêmg/tel'têtêm	I think of him/it as being...
netâopêlâtegey	I am mischevious, troublesome
amuj	certainly
etug	maybe
pugenêm	I have a lot
êntineg	my body
ağ eta maw	and also

Animal Characters in Glooscap Stories (Cont'd)

gaḡĩsg	often
majāsi/majāsêg	I/it move, leave
poḡji-	to begin
teluĩteg/teluĩtêm	I name, call him/it

Gìgwaja na wigip munsaga Migêmāgig, telialāsip êmsêt tami aḡ maw ugjigênāmêl. Gitg na pasêg alpomewipênig, n elugegupênig. Pana pas pasêg yapjiw algisêgêpênig. Newtêjgeg gesigeg gatu na ula ugjigênāmêl poḡjisênugaliḡ Gìgwaju, amujpa ijgā welimugg, māmunigsalapênn üt ugjigê mêl (êmsêt wen gey'toḡ mō wenn piluêl talielt'êlmagul) aḡ weliangweywapênn tãn telipqijipênneij. Gatu mē pitāḡap wejgūaḡ gesig aḡ ula ugjigênāmjijêl mē wijey teliewlamuc silitêl, je esâmênij mijipjewey. Gìgwaju negêm munsaywa maḡutêmênin tāsêgêl mijipjewêjijêl tãn gispomewitêl gisr gisgêmutênatgêl gatu êlpa mō gelūgtênug. Ula ugjigênāmê pasêg wejjelaminitêl aḡ je waḡaj gistêluelitêl, "Ulāsita na tãn ḡasêg nipg igāḡ." "Gêlūg na, pasêg naa, nipg mā igāḡtênug mē ap gêlapis sīst gisna nêwijig tepgunsejig, Gìgwaju angitāsip, aḡ ula ugjigênāmjijêl gisinpênis.

Vocabulary:

munsaga	mainly
alāsī/alāsêg	I/it go here and there
ênjigênām	my brother
al'pomewi	I bum around (from English 'bum')
pana pas pasêg yapjiw	always only
giseyy	I'm having fun
gesênugay/gesênugaḡ	I/it am sick

Animal Characters in Glooscap Stories (Cont'd)

weling/welutêm	I say nice things about him/it
gesalg/gesatêm	I love him/it
piluey	different
el'têlêm/ el'têtêm	I care for him/it
angweyaġ/angôtêm	I take care of him/it
pegijipêney/pegijipêneg	I/it am sick for a long time
pitâġ	long
wejġuey/wejġuâġ	I/it am coming
ewlamugsi/ewlamûġ	I/it look sickly
esâġ/esêm	I send him/it away
mijipjewey	food
muns'ayaġ/munsôtêm	I coaxed him/it
maġutêm	I eat it
tâsêġ	some
gelûsi/gelûġ	I/it am good
wejjelami	I sigh
waġaj	hardly
welâsi/welâseg	I/it feel better
tân ġasêġ	as long as
pasêġ naa	if only
mê ap ġêlapis	till at least
tepgunset	the moon, also a month
angitâsi	I think
nepêm/nepġ	I/it am dead

Answer the following questions:

(Hand in for correction.)

- 1) Goġey Wapêniâġewaġ migwitêtêmîtij aġ wen uġtêlâtaġan?
- 2) Taluemġês uġ, it ġîġwaju?
- 3) Goġey ġîġwaju poġġi têluîtusêp? Goġey uġġit?
- 4) Talugesêniġ ġîġwaju aġ uġġigênamêl?

Animal Characters in Glooscap Stories (Cont'd)

- 5) Weliangweywasênn Gîgwaju ugjigênamêl?
- 6) Talimunsaywasênn?
- 7) Tuluelisênn ugjigênamêl?
- 8) Taliangitâsis Gîgwaju?

In the story "Pulowech, the Partridge", we find Pêlawej and Tittiês, the Jay, in a great quarrel and misunderstanding. Pêlawej believed that Tittiês has "gesgêmsit" the magic power which he didn't deserve since the other was lazy and unworthy. In the story it turns out that Pêlawej was really jealous of his friend and he realized that it hadn't been Tittiês's nagging he had minded. He had simply envied the jay his assurance, his popularity, his fine clothes—and the worst of it was, he knew he wouldn't change with the jay even if he could. The story begins thus:

Pêlawej

Pêlawej aġ Tittiês na nigêmâjuipênig. Pêlawej na negêm melgêlugêp aġ êmsêt wen gesitêlmapênn aġ pana mǎ ugsuâtug sewisgêg tân telugej. Gatu Tittiês negêm na weliaġġamgusip aġ gesatgêp gisôġon. Negêm na mō igênmatê mugup êlgowaġan asgayagun tân telgisêg. Gitg na mō maliêwigupênig. Tittiês na newtiwigip, gatu Pêlawej geggunapênn ugumijêl tân angweyatêl.

Vocabulary:

pêlawej
tittiês

a partridge
a blue jay

Animal Characters in Glooscap Stories (Cont'd)

nigēmāj	my neighbour
melgêlugey/melgêlugeg	I/it work hard
gesitêlêmg/gesitêtêm	I think a lot about him/it
pana mà	will never
wesuàtu	I take it
scwisgèg	a break, time off
weliag̃g̃amgu	I/it am handsome, nice
weliag̃g̃amgug	looking
gesatêm	I like it
gisōg̃on	fun, pleasure
igênmatêm	I let it happen
êl'gowağan	work
asgaywey/asgayweg	I/it interfere, annoy
newtiwigi	I live alone
geggunêm	I have it
angweywey/angweyweg	I/it guard, take care of

Emsêt na goġey welàsêgep ugjit gitg negēmow gêlapis
newtêjgeg nâgwêg tân tujîw Pêlawej telimateg ugumijâl,
"Mut wigumaw Tittiês ulônug ugjit welâgwewey."

"Goġey ugjit?"

"Wesam gaġîsg gîspegising. Igênmu nâ tami sêg têlatânn
pê ijgâ. Goġey ugjit nîn ugjisêmâs tâ nuen mô nîn esêmigw,
aġ pa mênâġ telimigw welâlin tân tujîw esêmġ. Têlim êl'pa
moġwa goġey eytênug wen'jîguomg maġutêmêyewey."

"Na tōġ" teluet gisiguîsgw, pasêg na sewistesêmġêpênaġ
êntuomaġ sepey aġ na êgtû wisugatêmulan gilû amuj pa
êmġatuîsiâs Tittiês ugtuomêl. Na negêm tujîw êġjîtew
tâ goġey wejiqtûwisugay tân tujîw mô geggunmu tâ goġey
wisugattes."

Animal Characters in Glooscap Stories (Cont'd)Vocabulary:

nāgweg	a day, day time
wigumsi	I call, invite myself
welāgwewey (welāgw + ewey)	supper, the one that belongs to night time
goḡey ugjit	why? what for?
wesam gaḡīsg	too often
ḡīs-	already
pegisin	I arrive
nā tami sēg	somewhere else
etêlatal	I'm eating
pè ijḡà	a little while
esêmsi/esêmsig	I/it feed myself
tā nuen	somebody
pa mēnaḡ	not ever
welālin	thank you
êlpa moḡwā goḡey	nothing at all
maḡutēmēgeway	food, something which is eat
na tōḡ	okay then
ḡisiguīsgw	an old woman
sewistesēmḡ/ḡewistestu	I break him/it
êntuom	my pot
wejigtū-	the reason why
wisugay	I cook
têli-	the way I want
teliluat	the extent of one's anger
ḡesispâtegey	I wash
wow	a pot
êwēḡ/êwēm	I use him/it
pesēḡ/pesetu	I smell him/it
wettēm	I taste it

Animal Characters in Glooscap Stories (Cont'd)

gisoŋsêm	I just cooked it
welmêtu	I am kind
welsaŋjîjg	quite a little while ago
piluitêlmêg/piluitêtêm	I think differently and negatively about him/it
nujtawet	a beggar
wet-	from
mimaji/mimajig	I/it am alive

Answer the following questions:

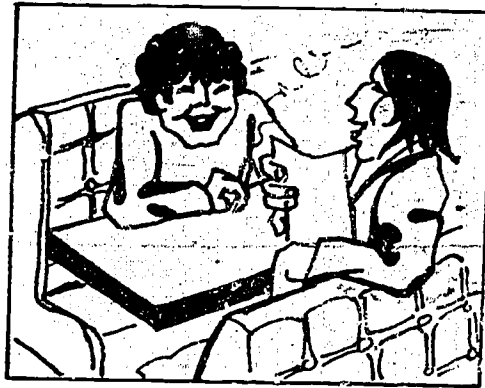
(Hand in for correction.)

- 1) Wen na negêm Pêlawej? Gatu Tittiês?
- 2) Maliêwijig gisna moŋwà?
- 3) Talimasênn Pêlawej ugumijêl?
- 4) Goŋey ugjit?
- 5) Taluess gisiguîsgw?
- 6) Wen na nujtawet?

LESSON 16



C-: converse, communicate



16 C-1

An'têle, who's been away to school, meets Jêg in Restigouche during the summer holidays. They are at Hachey's, a local restaurant, bar, and bus stop.

A: Alô An'têle. Mê taleyn?
Sağ mēnağ nemûlu. Tami
wetneyàsin?

A: Hello Andrew. How are you?
I haven't seen you in a
long time. Where are you
coming from?
(Lit: From where are you
appearing?)

16 C-1 (Cont'd)

- B: Alò Jèg. Ò, weleywijig Gís newtipunġeg wesgewā-si Mūliang. Etêlgināmug-siap nātêl.
- A: Tammiaw?
- B: McGill University.
- A: Goġey wesuātūsêp?
- B: Pugwelg tà goġey ugjit tēlīsuti.
- A: Mē talġisòġon gatu nātêl? Tet mē gatu jigaweteg.
- B: Ijgā gisòġon, gatu mē pugwelg attigēnāsuaġan. Apajāsi naġatu êtġonug. (naġatu from na gatu)
- A: Ap nēmūltes enmitāsugu-nāġ. Nujj na etēlies-gēmalit gujēmug
- B: Na tōġ. Usgūttesēnu tujlġw êptigisey.
- B: Hello Jack. Oh, they're treating me fine. I've been in Montreal for a year. I was going to school there (Lit: I was being taught there.)
- A: Where?
- B: McGill University.
- A: What were you taking?
- B: A lot of things about language.
- A: Can you have any fun there? It's pretty dull around here.
- B: There's some fun, but there's a lot more hard work (than fun). However, I'm going back in the fall.
- A: I'll see you again during the next few days. My father is waiting for me outside.
- B: OKay then. At that time we'll talk about something else.

M-: mimic, memorize, manipulate

16 M-1

- A: Tami wetneyāsīsêp ulagu? A: Where were you coming from, yesterday?
- Tam wetney tāyoġos? (wetney + itāyogos) Where were you (plur) coming from?
- Tami wetneyāsis? Where was he coming from?
- Tami wetneyātisēnig? Where were they (dual) coming from?
- Tami wetneyitāsēnig? Where were they (plur) coming from?

16 M-2

- | | |
|---|--|
| <p>B: Muliang wesgewâsiap.
Etêlginâmugsiap nâtêl.
Jipugtug wesgewitâyegêp.
Etêlginâmasultiegêp nâtêl.
Têlanto wesgewâsip.
Etêlginâmâsip nâtêl.
Pastung wesgewâtîpêinig.
Etêlginâmasîpêinig nâtêl.
Gepeg wesgewitâpêinig.
Etêlginâmasultîpêinig nâtêl.</p> | <p>B: I was staying (coming from) in Montreal.
I was studying there.
We were staying in Halifax.
We were studying there.
He was staying in Toronto.
He was studying there.
They (dual) were staying in Boston.
They (dual) were studying there.
They (plur) were staying in Québec.
They (plur) were studying there.</p> |
|---|--|

16 M-3

- | | |
|--|---|
| <p>A: Goḡey wesuâtûsêp?
Goḡey wesuâtuoḡos?
Goḡey wesuâtoḡos?
Goḡey wesuâtûtîs?</p> | <p>A: What were you taking?
What were you (plur) taking?
What was he taking?
What were they (dual & plur) taking?</p> |
|--|---|

16 M-4

- | | |
|---|--|
| <p>B: Wesuâtûapênn giwnaḡa ugjit têtîsuti.
Wesuâtuegêpênn giwnaḡa ugjit mal'palêwitewey.
Wesuâtoḡop giwnaḡa ugjit alusêwîngewey.
Wesuâtûtîpênn giwnaḡa ugjit sâḡawey.</p> | <p>B: I took things mostly in language.
We were taking things mostly in medicine.
He was taking things mostly in carpentry.
They (dual & plur) were taking things mostly in history.</p> |
|---|--|

C-: converse, communicate



16 C-2

Sàn meets Pàl in the Indian Arts and Crafts store.

Pàl teaches basketwork.

- | | |
|---|--|
| A: Mè taleyn Sàn? Gîs tal'sâg wesgewâsin üt tet? | A: How are you John? How long have you been (working) here? |
| B: O, gîs suel tâpu tepgunset. Geginâmuey na lipgenigênn el'temg. | B: Oh, it's been two months already. I'm teaching basketmaking. |
| A: Mò gejûluas êntawitun lipgenigênn. Tami tet etêlginâmasîsêp. | A: I didn't know you could make baskets. Where did you learn how to do it? |
| B: Apsêgilaneg na Inêmîgêp nuj; el'tôg. Mò na metuênug newt poçjigênutêmasin. | B: When I was small, I used to watch my father make them. It isn't hard once you start to learn. |
| A: Tel'tâsin etug nîn gîs gênûtêmites. | A: Do you think you could teach me? |
| B: Pugwêlg gîs gênûtêmaç. Pasêg jugûa tet tês amwesewey elugutimg aç sistewey welâgw. | B: I've taught a lot of people already. Just come here on Monday and Wednesday nights. |
| A: Puattes goçey nespênmên ugjit lipgenigênhêgemg? | A: Will I need to bring anything for basketmaking? |
| B: Moçwâ, pasêg gîl. | B: No, just yourself. |

16 C-3

Alig and Pâtelig are hunting deer in the woods. Alig is a bit over-anxious and almost ready to shoot at anything that moves. However, he doesn't want to let on that he hasn't hunted very much and tries to act like he knows what he's doing.

- | | |
|---|---|
| A: Pâtêlig, têlimites goğey nêmitûn. | A: Patrick, let me know if you see anything. |
| B: Mut jipatêmu. Gağate-platew qeggumûg gêsmu pesgigeggw. | B: Don't be afraid. We'll have lots of time to shoot. |
| A: Mu geytu. Gağîsg aligtan-tegey ağ tês pasêg samap-têm nat goğey. | A: I don't know. I've been hunting many times and only got to see a flash of something. |
| B: (Pâtêlig wesgewigwâsit) Tàn na gelûsit nujigtan-teget nigannêmittew wîsi-suey gêsmu negêm nemîgug-tênug. | B: (Patrick grins) A good hunter sees his game before it sees him. |
| A: (Nipîg metewiejig) Goğey ta neteg? Nemitûsêp goğey? | A: (Leaves rustle) What was that? Did you see something? |
| B: Goğeya? Tami tet? | B: What? Where? |
| A: Alâ tet. Nat goğeyeg pemiâğ. | A: Over there. Something just went by. |
| B: Pêlawej sêpênağ? | B: Was it a partridge? |
| A: Moğwâ, mê mesgilgêpênağ. | A: No, it was much bigger. |
| B: Talamugsisênağ? | B: What colour was it? |
| A: Sisquamugsipênağ ağ wapêgêpênağ, êstêgê lentug. | A: Brown and white, like a deer. |
| B: Fluêwien. Mò goğey tel-gîgtênug eteg na mitîsig-tug epunêg! | B: Don't be silly. There's nothing that big under that tree! |
| (Nipig metewiejig ağ pêlawej wenağsing. Alig gitôğêtesing ağ pesgiget.) | (Leaves rustle and a partridge flies away. Alex swings around and fires.) |

16 C-3 (Cont'd)

A: Sigtelağağ! Sigtelağağ! A: I got it! I got it!

B: Pasêg tà goğey sigtelmên B: All you got is a branch.
na nipispağan. Ağ êpana, Anyway, who do you know
gejt gîl wen pasguatêl that would shoot a partridge
pêlawejêl êwêg na telgîg with such a big gun.
pesgewey.

Birds

The following is a list of birds that be using in the exercises that follow. Do NOT memorize the list but rather learn the bird names in the context of the exercises. Song birds and other small birds are called sisipjîj. Larger birds are called sisip. You can state whether any bird is male or female by placing before it êsgwêw, 'female', and napêw, 'male'. For example, a female robin would be: êsgwêw gapjagwej. Similarly, a male blue jay would be: napêw tittiès.

- | | |
|----------------|----------------------------------|
| pûgutêliesgiej | a black bird (Rand's dictionary) |
| jugîges | chickadee |
| gapjagwej | robin |
| tittiès | blue jay |
| pugwales | swallow |
| êmsiguêj | sparrow |
| gênisgwatgiej | grosbeak (Rand's dictionary) |
| nanamigties | sand piper (Rand's dictionary) |
| jîjigwatej | snipe |
| apôgonej | woodpecker |
| militâj | hummingbird |
| migjagôgej | moosebird |
| gêsgesgunajit | puffin (Rand's dictionary) |
| pigûnâsit | peacock (Rand's dictionary) |
| gâgağuj | crow |

16.-Birds (Cont'd)

ēgjiqāgaqūj	raven
pēles	pigeon
pelagwet	parrot (French 'perroquet')
gūgūgwes	owl (in general)
wapigūgūgwes	snowy owl
titigēli	horned owl
gēloqontiej	sea gull
jīgutēliej	King fisher
emqatawapu	cormorant
tēmgwatigēnej	crane, heron
wewgūjūmej	bittern, species of crane (Rand's dictionary)
gwimu	loon
gitpu	eagle
pēlawej	partridge
apjiqgēmuq	duck
sulumgw	goose
aputapegiejit	turkey
gōqolīgwej	chicken
wapi	swan

16 E-1

The following exercise involves the immediate past (-aq). Be sure to read the Note to the Student before attempting to do it. The birds referred to in this exercise are all taken from the list following 16 C-2 and the color terms are from earlier lessons (see lesson 11).

1. Talamugsisēnaq sisipjiqaq A: What kind of small bird
pemaqsingaq? was it that just flew by?
(sisip: 'bird';
sisipjiq: 'small bird')
- Jiqiqwatejaq na. B: It was a snipe.

16 E-1. (Cont'd)

- Tel'tāsin? Talamuqsitaġ? A: You think so? What color was it?
Maġtawēgaġ B: It was black.
2. _____ A: What kind of small bird
 _____ was it that just flew by?
 _____ B: It was a black bird.
 _____ A: You think so? What color
 _____ was it?
 _____ B: Black.
3. _____ A: What kind of small bird
 _____ was it that just flew by?
 _____ B: It was a chickadee.
 _____ A: You think so? What color
 _____ was it?
Waptēnēgaġ aġ B: Grey and brown.
4. _____ A: What kind of small bird
 _____ was it that just flew by?
 _____ B: It was a robin.
 _____ A: You think so? What color
 _____ was it?
 _____ B: Red and dark brown.
5. _____ A: What kind of small bird
 _____ was it that just flew by?
 _____ B: It was a blue jay.
 _____ A: You think so? What color
 _____ was it?
 _____ B: Blue.

16 E-1 (Cont'd)

6. _____

aḡ pugsetewamugsitaḡ.
- A: What kind of small bird was it that just flew by?
 B: It was a swallow.
 A: You think so? What color was it?
 B: Beige and charcoal.
7. _____

toḡo alteḡêl.
- A: What kind of small bird was it that just flew by?
 B: It was a sparrow.
 A: You think so? What color was it?
 B: Light brown with beige spots.
8. _____

aḡ megwatpat.
- A: What kind of bird was it that just flew by?
 B: It was a woodpecker
 A: You think so? What color was it?
 B: Black with a red head.
9. _____

- A: What kind of bird was it that just flew by?
 B: It was a grosbeak.
 A: You think so? What color was it?
 B: Yellow and brown with black spots.
10. _____

- A: What kind of bird was it that just flew by?
 B: It was a hummingbird.

16 E-1 (Cont'd)

A: You think so? What color was it?

B: Light red and black.

16 E-2

The following exercise involves the unspecified past (-têp) and makes use of the bird list following 16 C-2. Remember that this tense, unlike the immediate past, is UNSPECIFIED and situates an action or event at any time in the past.

1. Wen nemîsêp?

A: What (animate) did you see?

Tel'têtêm gêloğontiejtêp.

B: I think it was a sea-gull.

Talamugsis?

A: What color was it?

Wapêgêp.

B: It was white.

2. _____

A: What (animate) did you see?

B: I think it was a crane.

A: What color was it?

toğo wisawêg uğsisğon.

B: White with a yellow bill.

3. _____

A: What (animate) did you see?

B: I think it was a cormorant.

A: What color was it?

B: It was black.

4. _____

A: What (animate) did you see?

B: I think it was a loon.

A: What color was it?

al'tegêl

B: Brown with white markings.

16 E-2 (Cont'd)

5. _____

Mawamugsit
- A: What (animate) did you see?
 B: I think it was a partridge.
 A: What color was it?
 B: A mixture of brown, black and gray.
6. _____

- A: What (animate) did you see?
 B: I think it was a raven.
 A: What color was it?
 B: It was black.
7. _____

toġo iġġa wapisis-
quamugsip.
- A: What (animate) did you see?
 B: I think it was an owl.
 A: What color was it?
 B: It was white with some light brown.
8. _____

- A: What (animate) did you see?
 B: I think it was a parrot.
 A: What color was it?
 B: It was dark green.
9. _____

- A: What (animate) did you see?
 B: I think it was a duck.
 A: What color was it?
 B: Charcoal with a green head.
10. _____

- A: What (animate) did you see?
 B: I think it was a goose?
 A: What color was it?
 B: A mixture of black and white with a brown head.

16 E-3

Do the following exercise on imperatives. Note that in each instance, the same verb occurs as follows: first, as an imperative (a command); second, as a negated future (mà); third again as an imperative; fourth, in the first person indicative:

- | | | |
|----|---------------------------|--|
| 1. | <u>Jugûa!</u> | A: Come here! |
| | <u>Moğâ, mà jugûew.</u> | B: No, I don't want to (come here). (future) |
| | <u>Sêmtug nige jugûa!</u> | A: Come here right now! |
| | <u>Na tōg, wejgûey.</u> | B: OK then, I'm coming. |
| 2. | <u>Jigêlâsi!</u> | A: Go away! |
| | _____ | B: No, I don't want to (go away). |
| | _____ | A: Go away right now! |
| | <u>ejigêlâsi.</u> | B: OK then, I'm going. |
| 3. | <u>Luga!</u> | A: Work! |
| | _____ | B: No, I don't want to (work). |
| | _____ | A: Work right now! |
| | <u>elugey.</u> | B: OK then, I'll work. (Lit: 'I work') |
| 4. | <u>Usga!</u> | A: Fish! |
| | _____ | B: No, I don't want to (fish). |
| | _____ | A: Fish right now! |
| | <u>wesgey.</u> | B: OK then, I'll fish. |
| 5. | <u>Pâsi!</u> | A: Sit down! |
| | _____ | B: No, I don't want to (sit down). |
| | _____ | A: Sit down right now! |
| | <u>epâsi.</u> | B: OK then, I'll sit down. |

16 E-3 (Cont'd)

6. Gaḡamāsi!

gaḡamāsi.
- A: Stand up!
 B: No, I don't want to (stand up).
 A: Stand up right now!
 B: OK then, I'll stand up.
7. Nēmitu!

- A: Look at it! (Lit: 'See it')
 B: No, I don't want to (look at it).
 A: Look at it right now!
 B: OK then, I'll look at it.
8. Amalga!

amalgay.
- A: Dance!
 B: No, I don't want to (dance).
 A: Dance right now!
 B: OK then, I'll dance.
9. Pēmia!

pemiey.
- A: Run!
 B: No, I don't want to (run).
 A: Run right now!
 B: OK then, I'll run.
10. Unaḡaya!

- A: Jump!
 B: No, I don't want to (jump).
 A: Jump right now!
 B: OK then, I'll jump.
11. Ēnpā!

- A: Sleep!
 B: No, I don't want to (sleep).
 A: Sleep right now!
 B: OK then, I'll sleep.

16 E-3 (Cont'd)

12. Têlua! A: Say it!
 _____ B: No, I don't want to
 _____ (say it).
 _____ A: Say it right now!
 _____ teluey. B: OK then, I'll say it.
13. Êpôgoji! A: Begin! (or 'Start')
 _____ B: No, I don't want to (begin)
 _____ A: Begin right now!
 _____ poôji. B: OK then, I'll begin!

16 E-4

Do the following exercise on imperatives. Note that is deals with adjectival verbs (see Lesson 7, N.S. 4-). Since you should by now be able to predict the form of the imperative, this exercise will only give the verb in the first person indicative.

1. Gêlûsi! A: Be good!
Gîs gelûsi. B: I'm already good.
2. _____ A: Be kind!
 _____ welmêtu. B: I'm already kind.
3. _____ A: Take care of yourself!
 _____ (Lit: 'Be well')
 _____ weleyy. B: I'm already well.
4. _____ A: Be strong!
 _____ melgîgênay. B: I'm already strong.
5. Wantaôeyên! A: Be quiet!
 _____ B: I'm already quiet.
6. _____ A: Stay healthy!
 _____ tajigevy. B: I'm already healthy.

16 E-5

Answer the following questions on this lesson in Micmac.
(Hand in for correction.)

1. Sâg mēnaĝ nemūlu. Tami wetneyâsin?
2. Tami wesgewâsin gîs newtipunĝeg?
3. Tamiaw etêlginâmasin?
4. Goĝey wesuâtûsêp?
5. Mē tal'gisôĝon gatu nâtêl?
6. Gîs tal'sâg wesgewâsin ût tet?
7. Tami tet etêlginâmasîsêp?
8. Tel'tâsin etug nîn gis gênûtêmites?
9. Puattes goĝey nespēnmên?

16 E-6

Write, in Micmac, six questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

16 E-7

Write a conversation based as much as possible on this lesson's material. Experiment with different past tenses and don't forget to use the imperative (Hand in for correction.)

16 E-8

In this lesson and those to follow, we will learn about the major ceremonial events in the life of a Micmac. The following story deals with pregnancy and birth.*

* The source of information for this series on ceremonial events is: Bernard G. Hoffman, The Historical Ethnography of the Micmac of the Sixteenth and Seventeenth Centuries, 1955.

16 E-8 (Cont'd)

Sāḡawèl: Èpit telèg aḡ mijuājīj ugsètḡamuij

Tujīw na teliaḡap jīnēm mō samālagupēnn ugtèpitēmèl tān
tujīw tēlèlij gatu pugwelḡēp na jīnēm mō giasgiw getēlam-
sētasiḡw na. Èlpa na èpit igtigèl ègtūḡūgunaj mijuājījèl
gèsmu igtigèl punitaliḡw, sēmtug na wesuātoḡop tā goḡey
jileyagutew. Negēmow na teluepēnig èpit mā gissēmagwi
tapūsēliji mijuājījḡ èngutiw.

Vocabulary:

sāḡawey (sāḡawèg) (sāḡawèl)	the history (old people) (old things)
telèg	pregnant
mijuājīj (g)	an infant
samālèḡ/samātu	I touch him/it
getēlamsētasi	I believe
ègtūḡūgunaj (getū - gegung)	if she wants to have him (I want to - I have him)
nunay	I suckle, nurse
jiley	I am hurt
èngutiw	together

Tujīw na naḡamasḡūgunàtipēni mijuājījḡ. Ènmèlugetew na
wen gēlapis ugtejḡewey. Tāsijig na jel gēs al'pugsugèḡej
aḡ ula mijuājījèl wejḡūelij, pašèḡ na gēmetug lietew ula
èpit. Tān tujīw gisiwsètḡamuiniḡ un'jann ap siaw pugsugè-
getew. Enmēnasit na pugsugèl wiguaḡ aḡ māv un'jann.

Vocabulary:

naḡa-	easily
ènmi	toward the end
ugtejḡewey	the last one, the end

16 E-8 (Cont'd)

na jel gēs	meanwhile
pugsug (l)	firewood
wejgūey	I am coming
nên'jan (g)	my child
ap siaw	continue
enmēnasi	I carry it home

Tān ḡasēg gisiwsētḡamuij mijuājīj na amgwesewey sēmtug gesispālut sipuigtug je tēliā gesig. Na tujīw esēmātip muīnūmi gisna waspuey mimey. Ginaḡan na ewātipēni, goḡonisgwātasijig gopitewegēnigtug. Wellugatcēmītipēnn na ulaal, gawiey milugaḡan, essēmītipēnn aḡ wayopsgul nasīsēmītipēnn.

Vocabulary:

gesispālēg/gesispātu	I wash him/it
sipu, sipūjīj	a river, a stream
gesig (l)	winter
esēmḡ	I feed him
muīn (g)	a bear
-ūmi (l)	grease
waspu (g)	a seal
mimey (l)	oil
gīnaḡan (g)	a cradleboard
goḡonisgwālēg/ goḡonisgwātu	I cover him/it
-ewegen (l)	a hide, pelt
gawi (g)	a porcupine, quill
milugaḡan	fancy work, e.g.: beadwork
essēm	I dye/colour it
wayōpsḡw (l)	a bead
nasīsēm	I sew it on

16 E-8 (Cont'd)

Teliaḡḡamgug Miḡēmewaḡ na tujl̄w suel êstêḡê nigê, mē gesitêlm̄tipêni êlp̄atujḡ jemu êpitêj̄ljḡ. T̄n tujl̄w êlp̄at̄ujuij na sêmtug wigup̄aluaḡan wenaḡayaḡap, gat̄u êpitêj̄lj̄uij na awna mesḡôltipêniḡ. Gat̄u gey'tasêḡêp m̄amunigsal̄atipêni êmsêt mijuâj̄ljḡ t̄n tujl̄w nuḡu gisi-ḡugun̄atij. Ingênmuâtipêni ênmitalin ḡêlapis nuḡu geget je t̄liâ newipun̄anij. Êlpa m̄o giasgiw gis weltêluemêḡ t̄n tew'ji m̄amumgegitêlm̄tipêni un'janua.

Vocabulary:

teliaḡḡamgug	it looks like, appears to be
gesitêlêmg/gesitêtêm	I think highly of him/it as a person/thing
êlp̄atuj (g)	a boy
jemu	more than
êpitêj̄lj (g)	a young girl
wenaḡayey/wenaḡayaḡ	I/it commence
awna	instead
mesgeyy	I am sorry
geget	almost
megitêlêmg/megitêtêm	I think highly of him/it as a professional/product

Answer the following questions on the story.
(Hand in for correction.)

1. Goḡey j̄inê mug m̄o giasgiw getêlamsêtasult̄itigus?
2. Goḡey wesuâtoḡos êpit? Goḡey ugjit?
3. Tal naḡamasḡugun̄atisêni mijuâj̄ljḡ?
4. Tal̄lut amḡwesewey gisiwsêtḡamuij?
5. Goḡey na ḡinaḡên?
6. Wenig Miḡēmewaḡ mē gesal̄atisêni?
7. Goḡey gey'tasêḡ?

Note to the Student

- 1- In the C's and M's of this lesson, you were introduced to the past tense of the indicative mode. Micmac, unlike English or French has two types of pasts and futures: one immediate and one unspecified. The meaning of the immediate past is usually stated by means of "just" in English. Carefully study the following examples:

1. Newtêjit jînêm nepgêp. A man died.
 (nepg + êp: 'he dies + past;
 newtêjit: 'one', indefinite)

This is a statement about an event that occurred in the past but at no specified time. That is, it is impossible to infer from the statement that the man's death was recent or a long time ago. Compare sentence 1. to sentence 2.:

2. Newtêjitaq̄ jînêmaq̄ nepgaq̄.
 A man just died.
 (-aq̄: immediate past)

This statement indicates that the event in question occurred in the very recent past. —What is very unusual and peculiar to Micmac is that the NOUN, in this case jînêm, also takes the immediate past tense marker (-aq̄). This occurrence is the result of an unusual type of agreement (see lessons 8,9) — or, better yet, of agreement gone wild!

Both past tenses, the unspecified past and the immediate past, behave differently in terms of agreement. With the unspecified past tense, agreement does not operate. Note in the following sentence that -êp only occurs on the verb:

3. Wapêg jînêm nepgêp. A white man died.

With the immediate past, however, agreement seems to go wild and we find every major category marked with -aq̄. Note this in the following two sentences:

Note to the Student (Cont'd)

4. Wapêgaḡ jîñêmaḡ nepgaḡ A white man just died.
5. Newtêjitaḡ, mesgilgaḡ One, big, fat and old
wigewitaḡ aḡ gisiguitaḡ moose just died.
tiâmaḡ nepgaḡ.

The following sentence is also unusual in that a noun alone with an immediate past tense marker occurs as an interrogative sentence:

6. Jîñêmaḡ? Where's the man?

Such a question would be asked, for example, if you were looking for someone whom you had just missed by a few minutes. You could also say:

7. Talâsitaḡ? Where did he just go?
(from tal + alâsi)
(Lit: Where did he just move around to?)
8. Tami elietaḡ jîñêmaḡ? Where did the man just go

Questions stated in the immediate past also show -aḡ on major categories. The word gis, 'just', can also be added for emphasis:

- 9a. Wenaḡ na (gis) nisietaḡ? Who (What animate) was it that just fell?
- 9b. Jîñêmaḡ. * It was a man.
- 9c. Sisipjîjaḡ. It was a bird.

* The unspecified past tense morpheme will also appear on a noun in this context: Wen nisiess? 'Who fell (past)?' Jîñêmtêp. 'It was a man (unspecified past)'.

Note to the Student (Cont'd)

Sentence 9a. refers specifically to an animate object. If the speaker has no idea as to what it is he just saw, he can say:

- | | |
|----------------------|--|
| 10a. Gogey ta neteg? | What was that? |
| 10b. Ênmûjaĝ. | It was a dog. (animate)
(<u>ênmûj</u> : 'dog') |
| 10c. Gun'teweg. | It was a rock. (inanimate)
(<u>gun'tew</u> : 'rock') |

Although all of the examples so far examined deal with animate things (except 10c.), you should be aware that the immediate past also occurs with inanimate objects. Carefully study the following sentences:

- | | |
|----------------------------|--|
| 11a. Goĝeyeg na pemnisiâĝ? | What was it that just fell?
(<u>pem-</u> : preverb meaning
'moving by') |
|----------------------------|--|

Note that in this sentence gis is obligatory. Compare this to sentence 9a., dealing with animate objects, where gis was optional. The answer to question 11a. could be:

- | | |
|-----------------|----------------|
| 11b. Gun'teweg. | It was a rock. |
|-----------------|----------------|

However, if sentence 11b. is said with a rising intonation as in a question, then it means the following:

- | | |
|-----------------|--|
| 11c. Gun'teweg? | Where's the rock?
(The implication is that it
was here just a minute ago.) |
|-----------------|--|

Compare the sentences of 11 which are stated in the immediate past to the following sentences which are stated in the unspecified past:

Note to the Student (Cont'd)

12a. Goğèsêp nisiağas? What was it that fell?

12b. Gun'tewtêp. It was a rock.

Note, however, that with the unspecified past you CANNOT use 12b. as a question. That is, unlike 11c., you cannot state: Gun'tewtêp?

Although we will not be making an extensive examination of the immediate and unspecified past tenses in the plural you should be aware that these two past tenses are not only possible in the singular but also in the plural.

13a. Jînê mug nepêmùtipênig. Men died. (compare to sentence 1.) (unspecified)

13b. Jînê mugîg nepêmutitgîg. Men just died. (compare to sentence 2.) (immediate past)

It is also possible to ask questions in the plural immediate past when referring to inanimate objects. The answers to such questions, however, will only be in the unspecified past plural: (compare to sentences 11 and 12)

14a. Goğèsêpênn gis nisiağal? What were those things that just fell? (immediate past)

14b. Gun'tewtêpênn. They were rocks. (unspecified past)

14c. Goğèsêpênn nisiağapênn? What were those things that fell? (unspecified past)

14d. Gun'tewtêpênn. They were rocks. (unspecified past)

There is no doubt that the forms of the past that we have seen are not easy to learn. Furthermore, they can be combined with all of the different persons that exist in

Note to the Student (Cont'd)

Micmac thereby making things even more complex. We will attempt to throw some light on the system that is involved by working with a transitive verb that we know, nemig/nemitu, 'I see him/it'. In addition, we will allow only two variables in tense, number, and animacy to enter into the situation. The two tenses will be the immediate and unspecified past; the two numbers will be singular and plural; the two genders will be the animate and inanimate. Carefully compare the following forms:

- | | | |
|------|---|--|
| 15a. | nemig | I see you |
| 15b. | nemigêp | I saw him |
| 15c. | atel gis nêmig
(nêmig: 'if I see
him/them) | I just saw him
(note occurrence of <u>-ê-</u>) |
| 16a. | nemigig | I see them |
| 16b. | nemigêpênig | I saw them |
| 16c. | atel gis nêmigig | I just saw them
(again, note <u>-ê-</u>) |
| 17a. | nemitu | I see it |
| 17b. | nemituap | I saw it |
| 17c. | atel gis nêmitu
(nêmituan: 'if I
see it(sing/plur)) | I just saw it.
(note <u>-ê-</u>) |
| 18a. | nemituann | I see them (inanimate)
(note <u>-nn</u> from <u>-nl</u>) |
| 18b. | nemituapênn | I saw them (inanimate). |
| 18c. | atel gis nêmituann | I just saw them (inanimate). |

Note to the Student (Cont'd)

With a transitive verb such as nemīg, many variations are possible even when a two variable restriction is applied (see sentences 15, 16, 17, 18). The situation is greatly simplified when the verb is intransitive such as, for example, nepg, 'he dies' (see sentence 1). Note in such a verb how the immediate past is signalled by -aḡ rather than by gis as in 15c, 16c, 17c, 18c:

- 19a. Nepg. He dies.
- 19b. Newtèjit jînēm peminpêg. A man is dying.
(pemi + nepg)
- 19c. Newtèjit jînēm nepgêp. A man died. (see sentence 1)
- 19d. Newtèjitaḡ jînêmaḡ nepgaḡ.
A man just dies.
(see sentence 2)
- 19e. Nepgêpênaḡ. He died.
- 19f. Jînemaḡ nepgêpênaḡ. The man died.

There is a fine difference between nepgêp, 'he died', and nepgêpênaḡ, 'he died'. It seems that nepgêp could be more accurately translated as: 'And then he died'. For example, imagine someone named "Tom" suffered a heart attack and went to the hospital. At some later date, you ask about him:

- 20a. Mè talèg Tuma? How's Tom?
- 20b. Uggwamlamun naḡàsêgêp. His heart stopped and he died.
aḡ nepgêp.

Or, the answer could simply be:

- 20c. Tumaḡ nepgêpênaḡ. Tom died.

In sentence 20b, nepgêp is a statement indicating consequence. In 20c, nepgêpênaḡ is a simple statement of fact.

Note to the Student (Cont'd)

2- In the exercises of this lesson (16 E-3, 16 E-4), you practised the imperative mode sometimes also called the "command" mode. The imperative is signalled in the verb usually in two ways: 1) by changes to the beginning of the verb stems; 2) by the ending -a.

Carefully study the following examples which are representative of the more common verb classes: ("!" indicates a command.)

- | | |
|---------------|----------------|
| 1. Wesgen. | You fish. |
| Usga! | Fish! |
| 2. Wenaḡayen. | You jump. |
| Unaḡaya! | Jump! |
| 3. Welmētu. | You're kind. |
| Ulmētu! | Be kind! |
| 4. Wejḡūen. | You're coming. |
| Jugūa! | Come here! |

Note that in all of the above verbs the stem begins with a w- and this becomes u- in the imperative. An exception to this is 4.

- | | |
|-------------|----------------|
| 5. Nemitùn. | You see it. |
| Nêmitu! | See it! |
| 6. Nemīḡ. | I see him. |
| Nemīt. | You see him. |
| Nêmi! | See him! |
| (Nêmīḡ) | (If I see him) |

Note to the Student (Cont'd)

- | | |
|----------------------|------------------------|
| 7. Nepan.
Ênpa! | You sleep.
Sleep! |
| 8. Teluen.
Têlua! | You say it.
Say it! |

In the previous four examples, the first -e- of the stem becomes -ê- (schwa) in the imperative in addition to the occurrence of final schwa.

- | | |
|--|---|
| 9. Wantaġeyn.
Wantaġeyèn! | You're quiet.
Be quiet! |
| 10. Weleyn.
Uleyèn! | You're well, fine.
Be well! (Take care of you) |
| 11. Wegayy
Wegayn.
Ugwayèn! | I'm angry.
You're angry.
Be angry! |
| 12. Nestueyy
Nestueyn.
Ênsetueyèn! | I'm wise.
You're wise.
Be wise! |
| 13. Alâm
Alâmên.
Alàèn! | I swim.
You swim.
Swim! |

In the preceding five examples, the imperative is formed by adding -èn to the verb stem along with some necessary stem changes. This happens when the last syllable of the stem contains a long vowel. When the stem actually ends in â, however, then the verb behaves as if it ended in a short vowel (see lesson 14, N.S., 3-):

Note to the Student (Cont'd)

- | | | |
|-----|------------------------|--|
| 14. | Nùgàn.
Nùgà! | You're burning.
Burn! |
| 15. | Elugen.
Luga! | You're working.
Work! |
| 16. | Getgunin.
Êgtuguni! | You're staying overnight.
Stay overnight! |
| 17. | Epâsin.
Pasi! | You sit down.
Sit down! |
| 18. | Amalgan.
Amalga! | You dance.
Dance! |

Some verbs, however, change stems completely in the imperative: "Eat" is such a verb:

Etêlatal.	I'm eating.
Etelatann.	You're eating.
Mijji!	Eat!

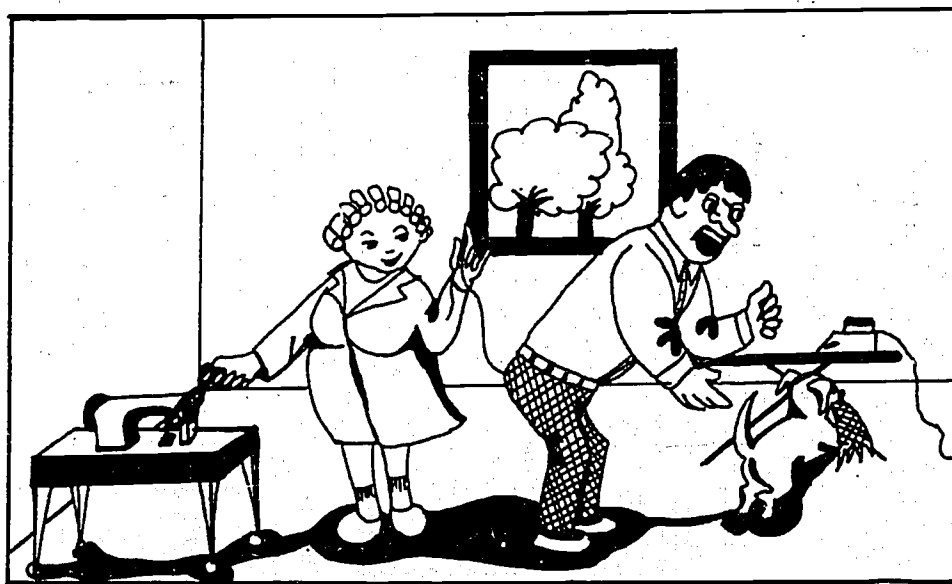
- 3- We saw in using the imperative that the beginning of the verb stem changes in special ways. Sometimes this involves an e becoming ê, sometimes a w becoming u and the following vowel dropping, and sometimes the sounds of a syllable reversing (metathesis) as in Nepan becoming Ênpa!. Such stem changes are not characteristic of the imperative alone but also of the future. Since this will be covered in coming lessons, we will only give you a sampling of verbs to show you what we mean:

- | | | |
|----|-----------------------|-------------------------------------|
| 1. | Wejgûen.
Jugûetes. | You're coming
You will be coming |
|----|-----------------------|-------------------------------------|

Note to the Student (Cont'd)

- | | |
|--------------|-------------------------------|
| 2. Wesgen. | You fish. |
| Usgetes. | You will fish. |
| 3. Nemit̄un. | You see it. |
| Nēmities. | You will see it. |
| 4. Nem̄id. | You see him. |
| Nēmiates. | You will see him. |
| 5. Nepan. | You sleep. |
| Ênpates. | You will sleep. |
| 6. Getgunin. | You are staying overnight. |
| Êgtugunites. | You will be staying overnight |

Note how the verb stem for the future is similar to that for the imperative. In fact, removing the future -tes would nearly give you the imperative. If you know how to make the imperative, you will not find it difficult to make the future tense. Keep this in mind for coming lessons.



Lesson 16 (Cont'd)

Wapus Geluluet (Rabbit the Matchmaker)

Wapus na maw n̄lajèg. Ijgàjìjg netàginuet gatu welmêtoğ. Na newtèjgeg nàgwèg nemiapènn witapal Giùnigal aliewlapewinitêl, na sêmtug getugjìtoğop tà goğey ugjit ağ gisiapoğonmuan. Na teliağap ula Giùnig getumalièwip gātu mō menuegemèg. Pewalapènn malièwinew Nisūaal, Pipsağ ugtusêl. Nisūa wel'tètğèp gatu ujjêl moğwā.

"Goğey ugjit?" Wapus pipanimapènn witapal. "Gìl mu maw weliagğamgusìwn jìnem ugsètğamùg, (giùnigağ na mō telweliagğamgusultìgw êstègè wapusg) gisna t̄an mawigjìteget (wapusg na negèmw mawigjìtegewinùg), gatu gejùl tağawajeyn ağ welmêtùn ağ n̄n teluey gisigènmuagğ gelugg mimajuağan t̄am pasèg èpit. Ḡis wejòtêmên patjağamuan Pipsağ?" Ula na ênnueyey t̄an telpipanimaj Giùnigal ḡis ugjòtêmânin welumgewey.

"Mō elugenugup," Giùnig teluet. "Ḡis telginitêlsit t̄an getù t̄elimg mō welgwiğalugug."

"Ḡis igènmaj nat goğey", Wapus pipanimatêl.

"Ap mō elugenugup. Mu wius gisna t̄an igènmuemgêl menuegegul -- pasèg weliwnağàtasimgewey ağ gelugg t̄an wetapegsimgewey ağ n̄n tōğ mō geggunmuann. N̄n na pasèg tōğ t̄esigisgègewey giùnig, mō gelùsiw ugjit ugtusêl." Giùnig teluet je ewlêtoğsit.

Vocabulary:

geluluey	I speak on behalf of somebody else (e g. a matchmaker)
n̄lajeyy	I am sociable
ijgàjìjg	a little bit
netà-	to be capable of
ginuey	I boast, brag

Wapus Geluluet (Cont'd)

welmêtu	I am kind
Giûnig (g)	an otter
ewlapewi	I have a sad face
apoŋonmuey	I help, aid
na teliaŋap	it was so
maliêwi	I am warried
menuegey	I need, appreciate him
pewatêm	I want it
Nisûa	a name
Pipsaŋ	a name
êntus (g)	my daughter
nujj (g)	my father
weliaŋŋamgusi	I am good looking, handsome
ugsêtŋamu (l)	the world
mawigjîtegey (mâw + geytegey)	I am the smartest, the most learned
gejîg/gey'tu	I know him/it
taŋwajeyy	I am honest
igênmuey	I give
tâm pasêg	any
wejõtêm	I try it
patjaŋamaŋ	I flatter him (Lit: to spread thick)
tel-	how
welumgewey (l)	flattery
elugey	I work
ginitêlsi	I hold myself in esteem
welgwiŋâluey	I encourage
tân igênêmuemg (l)	a gift (Lit: that which is given)
weliwnaŋâtasi	I have a good upbringing

Wapus Geluluet (Cont'd)

tân wetapegsi	my ancestors
tèsigisgêgewey	everyday, common
ewlêtoġsi	I whimper, whine

"À Giùnig," wejjelamit wapus, "Pugwelg na êstêgê Pipsaġ, wajûâtijig ginitêlsuaġan (Ginitêlsuaġan na newtê tâ goġey wapusg êlpa mō nenmîtigw). Gê aġġattên nitap, nîn na telnenuimg êstêgê tân mawintawêg aġ tân mawimtâmun-saywet Wapêniaġewâj tân Gêlusgap gisiapêni, pualigg nîn gêlulan Pipsaġ ugjit ġil?"

"Goġey ugjit?" pipanigesit Giùnig.

"Gis têlimiegg tân telġêlûsin aġ je mē gelûgtês ugjit negê m gûgunaj welmêtunitêl ugtêlûsugul tân mō wōgêma pugenaġwi jemu tân newtêilitêl tân pugenaji wōgêma!"

"Têlimates mawigsalg Nisûa aġ ugjôttēs uleywan", Giùnig telimatêl.

"Têlimâs", Wapus teluet aġ sêmtug majâsit. Wapus wêjiapênn Pipsaġal aġ maw pugenniji ujigsug etêlnisipġamultijig ġigġi wiguowaġ tepaw ġospemg. Ula na mawigsatêmtij Giùnigaġ.

"Gê ula tet juġûa, Pipsaġ". Wapus wejisesgwalatêl tân negê m gaġamij etêlniwêg, "Getû gêlulul ijgâ ugjit Nisûa." Pipsaġġ sêmtug elietêl Wapusal.

"Goġey ugjit Nisûa?"

"Muna ġis teltenug maliêwin na êgtus?" Wapus pipanimatêl, "pewalatêl na welmêtunitêl aġ netâlugelitêl jînêmul? Mu ġejûlu ġis angitêtê mên, gelûsultijig jînê mug mō nigwêgw mitîsigtug. Aġ migwitêtên, tân ġasêg Nisûa maliêwij mâ têsîgw esêmjig."

"Teliaġ", Pipsaġ teluet, "pasêg na wen amujpa na ġwiluatêl jînêmul tân maw gêlûsilitêl ugjit ugtusêl. Talamugsigg

Wapus Geluluet (Cont'd)

tatātewi igēnmuetuan ēntus tām pasêg wen amgwesewey
nēyāsij? Gē tēlimi Wapus, talagutēmēn gīl?"

"À!" Wapus teluēt, pāgalayg.

"Tān wettaḡayen saḡamawultisēnig? Weliwnaḡātasultisēnig?"
Na tujīw je Wapus ginpuguāsit.

"Pipsaḡ" Wapus je ginjesit, "nīn tān wetagutēm na māw
mujḡajewey. Gīs sāḡ ninēn eymūtieg aḡ gaḡtepiet espisa-
ḡamaw aḡ megitētasultijig jīnēmug aḡ èpijig wejategemgeg
gīs sāḡ qesḡēmēnāḡ nāḡuset eymugegw."

Vocabulary:

À!	Ah!
wejjelami	I sigh
nenēm	I know it
netaweyy	I am clever
munsayaḡ	I persuade him
pewalg/pewatēm	I want him/it
pipanigesi	I ask
geggung/geḡgunēm	I have him/it
ēntēlūsug (g)	my son-in-law
nōḡēmaw (g)	my relative
pugenēm	I have a lot
mawi-	very much
gesalg/gesatēm	I love him/it
wējīḡ/wējitu	I find him/it
nujigsug	my family
nisipḡami	I slide down
tepaw	close by
weji-	from
sesḡwey	I shout
gaḡami	I am standing

Wapus Geluluet (Cont'd)

niweyy	I am dry
telteg	it is so
angitâsi	I think
nigwey	I grow
mitîs (g)	a tree
migwitêlêmg/migwitêtêm	I remember him/it
têsêg (l)	so many in number
esêmêg	I feed him
gwilağ/gwilêm	I look for him/it
tatât (g)	Dad, father
neyâsi	I show up, appear
wetagutêm	I am related to
pağalayy	I am surprised
wettağayey	I am a descendant of
wenağâtasi	I am brought up
gin-	proudly
al'pugui	I am standing around
ginjesi	I am boastful
mujgajewey	the best
gağtepiey	I have plenty
espi-	great
megitêlêmg/megitêtêm	I think highly of him/it
wejâtegemg	from now on
gesgêmênâğ	as long as
nâğûset (g)	the sun

"Mmm," Pipsağ matgwetutg ağ ap pipanimatêl Wapusal.

"Gisi musgâtuites teliağ tân teluen?"

"Talmâ. Mu nemliwn yapjiw wapegênâm tân tujîw gesig?

Na telğemûtijig na weliwnağâtasultijig."

Wapus Geluluet (Cont'd)

"Êgjitêm teliağ? Mu geytuas na. Gatu na êgsi megwayg teminêg? Wejiağ na mimajuinûg tesigisgêgewêg?"

"Moğwa, awna na êptigisey wejiağ, tănig weliwnağâtasultiji. Nîn tăn wettağayey na yapjîw wâğann êwêmegêl mijjultieg, sağamağ na telatalultijig na. Newtêjgeg nâgwêg gês etêlatal êntuağan pesoğtesgêp ağ na tujîw ênsi petsêmap."

"Gatu tal'gis êgtun ağ gitûl yapjîw etêliağal je têliâ gîl mō matpiwn? Weliwnağâtasimgewey elg na?"

"Talmâ. Gey'tûn nîn na yapjîw miliangitâsi ağ niganitê-têmann mesgîgêl getûtêliağal. Nîn na yapjîw newtêwōgey gêsmu gêlulan nâ tuen mē ejinpit ağ nîn. Na telôltieg na ninen giasgiw espôltieg."

"Nemitu. Ap mijit newtê pipanimul. Goğey ugjit gîl yapjîw aliwnağjân? Goğey ugjit mō alâsiwn êstêgê igtigig mimajuinûg?"

"Tân na têsijig pitûnêmiygamiyg nêgaw gegunmîtip negêmowey tân teliwnağjâmğ" Wapus telimatêl je espîsit.

"Ninên na sangewôltieg mimajuinûg ağ mō altugûltiweg êstêgê mimajuinûg têsigisgêgewêg."

"Mō gejuluas têliuliwnağâtasin Wapus," Pipsağ telimatêl, "na tōğ têliaj. Gîl ugsnêl êntus Nisûa."

Vocabulary:

matgwetutêm	I nod
musgâtu	I show it
talmâ	certainly
wapegênâm	I am wearing white clothes
telgêm	I am dressed in a certain way
êgjitêm	truly, for real
ênsi (l)	my lip

Wapus Gelūluet (Cont'd)

megwayg	the middle
teminēg	it is torn
wejiey	I come from
ēptigisey (1)	the other thing
tānig	those
wāgan (1)	a bread knife
mijji	I eat
giasgiw	the real thing, genuine
etēlatal	I am eating
pesoḡtesg	it slips
petsusi	I cut myself
ēntun (1)	my mouth
nitū (1)	my beard, whiskers
etēliey	I am moving (in the story, it suggests twitching)
tēliā	even though
matpi (majāsi + epi)	I am sitting down and squirming
elg	also
mili-	varied
angitāsi	I think
niganitētēm (niganāsi + angitētēm)	I think of it ahead of time
getūtēliaḡ (1)	future event
newtewōgey	I talk to myself
gēsnu	before
nā tuen	somebody
ejinpi	I am in a low position (Lit.: I sit low)
teleyy	I am in that state (mental or physical). Also indicates pregnancy.
espeyy	I have an exalted or high position
mijit	only

Wapus Geluluet (Cont'd)

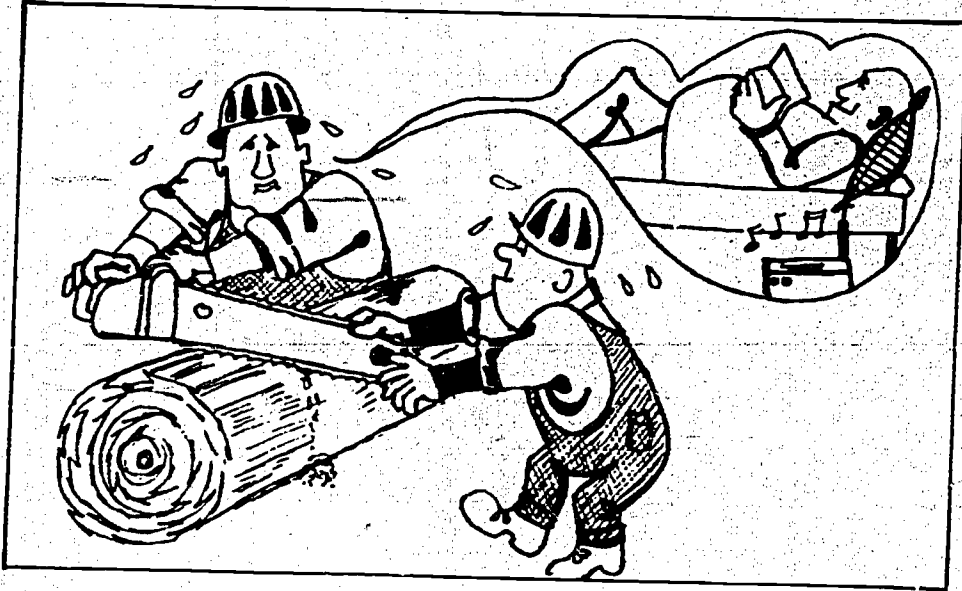
wenaġjāj	I hop, jump around
alāsi	I am walking, moving around
pitunēmijgamiġ (g)	great-grandfather
nēgaw	all the time
geggunēm	I have it
espīsi	I talk with twenty dollars words *
sangeweyy	I am slow and gentle
altugwīm	I run
na tōġ tēliaġ	let it happen then
wesuātu	I take it

Answer the following questions. (Hand in for correction.)

1. Wen na Wapus?
2. Goġey Giūnig ugġit aliewlapewis?
3. Wenig na mawigġitewinūg?
4. Goġey na patjaġamuaġan?
5. Goġey na ginitēlsuaġan?
6. Talimatēl Wapus Pipsaġal ugġit Giūnigal?
7. Taluess Pipsaġ?
8. Tami Wapus wetagutg?
9. Goġey ugġit Wapus wapeġenāġ gesig?
10. Gatu ugsi?
11. Goġey na yapjīw Wapus telugej?
12. Goġey Wapus pitūumijgamiġg geggunmītis?

* This might be subject to inflation!

LESSON 17



:-: converse, communicate



7 C-1-

A: Tânêl and B: Têpi are lumberjacks enjoying a tea break during a hard-working day in the woods.

A: Wesuâtùn sisêmògon
êgpêteyêmg?

A: Do you take sugar in
your tea?

B: Ya! Tapusijig apgwan-
jîjg.

B: Yep, two teaspoons.
(for ya! and no!, see N.S.)

17 C-1 (Cont'd)

- A: Tānug metoġien utang? A: When are you going to town?
- B: Ēmtoġiās tāt tujiw tepiaġ B: I'll go when we have enough
tēsutōgg tēmoġtāwg. logs.
- A: Tallugetes utang? A: What are you going to be
doing in town?
- B: Ò, natangūsites aligew B: Oh, I'm going to buy clothes
aġ etug jel piley nāgūse- and perhaps a new wrist-
tewējij. Gatu ġil elg watch. Will you be going
natanguates? shopping too?
- A: No! Nīn angitētēm masġ- A: Nope, I'm thinking of
wātun ēnsulieweym pangig- putting my money away in
tug. the bank.
- B: Talētew apsgwāsin nipug- B: When will you be returning
tug? to the woods?
- A: Apsgwāsiās aġantiēumg A: I'll come back on Sunday
Mewliāgweg. Gatu ġil? afternoon. How about you?
- B: Mā nugū gēmūjēgew. Tepiaġ B: I'm not going to cut wood
ugjit nīn. Siwiew. anymore. I have enough.
Etēlitētēm siawġināmasin. I'm tired of it. I'm
thinking of continuing my
schooling.
- A: Tāt ġil teligsatēmēn. A: As you wish.
(Lit: However you like it.)

[-: mimic, memorize, manipulate

17 M-1

- A: Tānug metoġien utang? A: When will you be going
to town?
- Tānug metoġitāyoġ utang? When will you (plur) be
going to town?
- Tānug metoġiet utang? When will he be going to
town?
- Tānug metoġitājig utang? When will they (plur) be
going to town?

17 M-2

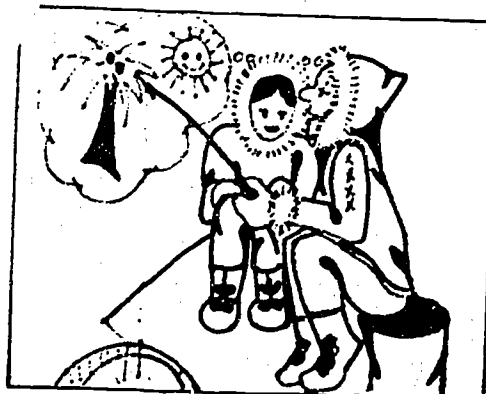
- B: Êmtoġiās t̄an tuj̄w tepiaġ t̄esutōġġ t̄emoġt̄awg. B: I'll go when we have enough logs
 Êmtoġit̄atesēn̄ēn t̄an tuj̄w We'll go when we have enough logs.
 tepiaġ t̄esut̄ēġējt̄j t̄emoġt̄awg. He'll go when he has enough firewood.
 Êmtoġietew t̄an tuj̄w tepiaġ They'll go when they have enough firewood.
 t̄esu+ēg pugsuḡēl.
 Êmtoġit̄ataġ t̄an tuj̄w tepiaġ
 t̄esut̄ēm̄it̄ij pugsuḡēl.

17 M-3

- A: Tallugetes utang? A: What will you be doing in town?
 Tallugutitōġsēp utang? What will you (plur) be doing in town?
 Tallugetew utang? What will he be doing in town?
 Tallugutitaġ utang? What will they (plur) be doing in town?

17 M-4

- B: Natanḡūsites aligew aġ etug B: I'm going to buy clothes and perhaps a new wrist-watch.
 jel piley n̄aḡusetewēj̄lj. We're going to buy clothes and perhaps new saws.
 Natanḡūsultitesēn̄ēn aligew aġ etug jel pil̄ēl t̄ēm̄ait̄aġann. He's going to buy clothes and perhaps a new ox.
 Natanḡūsitew aligew aġ etug jel piley t̄ēm̄iḡēn. They (plur) are going to buy some clothes and perhaps some chewing tobacco.
 Natanḡūsultitaġ aligew aġ etug jel t̄āsēg j̄awey.

-: converse, communicate

17 C-2

A: Atuen and B: Sūsên are talking about going ice-fishing soon. Atuen is Sūsên's younger brother. He has never ice-fished before.

- | | |
|--|--|
| A: Na tōg. Mē tēlimi pugwelg ugjit wesgemg êmgumigtug. | A: Okay then, tell me more about fishing through the ice. |
| B: Giasgiwowey na teluîtēmēg egwitamēg. Mō na êmgigênatgw menuegewn. | B: The real name for it is ice-fishing. One doesn't need a fishing pole. |
| A: Gatu goḡey mēnuegās? | A: What will I need then? |
| B: Pualates tāsīt āpapīj, êmgigēnn aḡ, usgun ugjit waḡatigēn. | B: You'll need some line, hooks and liver for bait. |
| A: Usgun? | A: Liver? |
| B: Ya! Tami ugjālates wetīg nigē telēg? | B: Yep, where are you going to get worms at this time of year? |
| A: Ap goḡey mēnuegetesēnu? | A: What else will we need? |
| B: Tēmīgēn ugjit tewjetēmēg êmgumi. Pugwelg elg nigē mimajuinu eltoḡ wen'jī-guomjīj. | B: An axe for chopping a hole through the ice. Also a lot of people today use a fishing hut. |
| A: Gatu ginu? | A: What about us? |
| B: No! Mō tepitgēnug aḡ eta ginu na tēliwsgetesēnu êstēgē sāḡewēgīg ēnnūgig. | B: Nope, it isn't cold enough and anyway we're going to fish like the old Indians used to. |

17 C-3

Mal'gēlit (A) and her young daughter Tōla (B) are in the kitchen. Young Tōla is about to learn how to make Indian bread.

- | | |
|--|--|
| A: À na nigē gisgug geginā-masin tān telitēmg lus-gēnigēn. | A: Now then, today you're learning how to make Indian bread. |
|--|--|

17 C-3 (Cont'd)

- B: Mō tal'tètêmu. Telig-satêm mağutêm êpana. B: I don't mind. I like to eat it a lot anyway.
- A: Têmg amgwesewey gitên ula tân telitêmg. A: First of all, read the recipe.
- B: Newtêjit je sîst galtie gaps samuğan. Tâpu sîst temâlut gaps wapêjgêl. Sîst galtie apgwanjîj-salawey. Tâsêg mêlagêjûmi. B: 1 3/4 cups of water. 2/3 cups of white flour. 3/4 teaspoon of salt. Some butter.
- A: Na nigê ugjağamâtu samuğan ağ mawâtu salawey ağ wapêjgêl. Wiağapdôğên gêlapis ulmêlgêg. A: Now boil the water and mix-in the salt and the flour. Stir until the mixture becomes thick.
- B: Gisgateg nigê sisêlâgwâtun? B: Is it ready to fry?
- A: Moğwâ, mē mēnağ. Igênmatên apitâğtên gisiwiaga-pôğêmên tân tujîw gisimawâtun êpgumann. A: No, not yet. Let the mixture rise after you've mixed in the blueberries.
- B: Na nigê gisiapitâğ, gisgajêgtêtew sisêlâgwâtun? B: After it rises, will it be ready for frying?
- A: Êe, sêmuetu epteg ağ mâw nujgêmâtasêg mêlagêjûmi ağ mâw amuapu gisna sēnaweyey sisêmoğonapu. A: Yes, serve it hot with melted butter and honey or maple syrup.

Water Dwellers

You will be using the following list in the exercises that follow. Do NOT memorize the terms but rather learn them in the context of the exercises.

pêlamu	salmon
peju	cod
jîgâw	brass
atoğwâsu	trout

17 -Water Dwellers (Cont'd)

punamuj	Tom cod
gaḡpesaw	smelt
gàt	eel
agùgumegw	herring (Rand's dictionary)
anagwèj	flounder, flat fish
mujpej	porpoise
walpêlmoḡ	dolphin
sètâsu	squid (Rand's dictionary)
gagwet	starfish (Rand's dictionary)
gomgwetamu	sturgeon (Rand's dictionary)
sasap	jellyfish
sìgulate	dogfish
jagej	lobster
têmtêmu	oyster
nêmtêmjagej *	crab
putêp	whale
waspu	seal
gomgwej	suckerfish
sòḡomùj	minnow
ès	clam
mênapsqwes	chub (Rand's dictionary)
pìjgajij	pike (Rand's dictionary)
sasḡalès	scallop (Rand's dictionary)
êmsamu	shad (Rand's dictionary)
wìpitêmegw	shark
êtḡogwej	catsifh (Rand's dictionary)
an'taliej	perch
êmsanegw	halibut

* The word nêmtêmjagej could also be written nêmtêmjagej.
(See rule 1(c) The Micmac Orthography).

17 E-1

The following exercise will practise the future tense.
 Note that when a destination is implied, naji- is used.
 The Micmac names of the water dwellers found in this
 exercise are given in the list following 17 C-3.

1. Tallugetes sapõnug? A: What will you be doing
tomorrow?
Najiwsgās. B: I'll be going fishing.
Gogey usgates? A: What will you be fishing
for?
Pêlamuēgās. B: I'll be fishing for
salmon.
2. igtigisapõnug? A: What will you be doing
the day after tomorrow?
 _____ B: I'll be going fishing.
 _____ A: What will you be fishing
for?
 _____ B: I'll be fishing for cod.
3. _____ A: What will you be doing
tomorrow?
 _____ B: I'll be going fishing.
 _____ A: What will you be fishing
for?
 _____ B: I'll be fishing for bass.
4. _____ A: What will you be doing
the day after tomorrow?
 _____ B: I'll be going fishing.
 _____ A: What will you be fishing
for?
 _____ B: I'll be fishing for trout.

17 E-1 (Cont'd)

5. Tallugutitoġsêp A: What will you (plur) be
doing tomorrow?
Najiwsgettesnen B: We'll be going fishing.
usgattoġsêp? A: What will you (plur) be
fishing for?
Atoġwasuēgātitesnen. B: We'll be fishing for trout.
6. _____ A: What will you (plur) be
doing the day after tomorrow?
_____ B: We'll be going fishing.
_____ A: What will you (plur) be
fishing for?
_____ B: We'll be fishing for eel.
7. _____ A: What will you (plur) be
doing tomorrow?
_____ B: We'll be going fishing.
_____ A: What will you (plur) be
fishing for?
_____ B: We'll be fishing for smelt.
8. _____ A: What will you (plur) be
doing the day after tomorrow?
_____ B: We'll be going fishing.
_____ A: What will you (plur) be
fishing for?
_____ B: We'll be fishing for herring.
9. Tallugetew A: What will he be doing
tomorrow?
Najiwsgetew B: He'll be going fishing.
usgattew? A: What will he be fishing for?
Jagejuēgetew B: He'll be fishing for lobster.

17 E-1 (Cont'd)

10. _____

- A: What will he be doing
 the day after tomorrow?
 B: He'll be going fishing.
 A: What will he be fishing
 for?
 B: He'll be fishing for oysters.
11. _____

- A: What will he be doing
 tomorrow?
 B: He'll be going fishing.
 A: What will he be fishing
 for?
 B: He'll be fishing for crab.
12. _____

- A: What will he be doing
 the day after tomorrow?
 B: He'll be going fishing.
 A: What will he be fishing
 for?
 B: He'll be fishing for seal.
13. Tallugutitaġ
Najiwsgêtitagġ
usgâttagġ?

- A: What will they (plur) be
 doing tomorrow?
 B: They'll be going fishing.
 A: What will they be fishing
 for?
 B: They'll be fishing for
 seal.
14. _____

- A: What will they (plur) be
 doing the day after tomorrow?
 B: They'll be going fishing.
 A: What will they be fishing
 for?
 B: They'll be fishing for
 clams.

17 E-1 (Cont'd)

15. _____ A: What will they (plur) be
 _____ doing tomorrow?
 _____ B: They'll be going fishing.
 _____ A: What will they be fishing
 _____ for?
 _____ B: They'll be fishing for
 _____ scallops.
16. _____ A: What will they(plur) be
 _____ doing the day after tomorrow?
 _____ B: They'll be going fishing.
 _____ A: What will they be fishing
 _____ for?
 _____ B: They'll be fishing for
 _____ catfish.
17. _____ A: What will they (plur) be
 _____ doing tomorrow?
 _____ B: They'll be going fishing.
 _____ A: What will they be fishing
 _____ for?
 _____ B: They'll be fishing for
 _____ halibut.

17 E-2

Before doing this exercise, read N.S. 3-. In this exercise, the contrastive ending occurs on nouns. In the first part of the exercise, the nouns are animate. In the second part, they are inanimate. Pay special attention to the intonation of the replies (B).

- A: 1. Gelūgtēs gūgunug epitējīj. A: It would be nice to have
 a girl. (Context: This could
 be said by an expecting mother.)
- Êl'pātuja! B: A boy! (This could be said
 by the father implying that
 it would be nice to have a
 boy rather than a girl.)
- (êl'pātuuj: 'boy')

17 E-2 (Cont'd)

2. gajuēwj. A: It would be nice to have a cat.
 (ēnmūj: 'dog') B: A dog!
3. wen'jitiām. A: It would be nice to have a cow.
 (tēsipow: 'horse') B: A horse!
- B: 4. Gelugtēs gūgunman newtay'g. A: It would be nice to have a dollar.
 (metēlāsay'gēl: 'ten dollars') B: Ten dollars!
5. pistalewey. A: It would be nice to have a pistol.
 (pesgewey: 'rifle') B: A rifle!
6. gwitên. A: It would be nice to have a canoe.
 (pugtewulg: 'ship') B: A ship!

17 E-3

The following exercise practises the contrastive as it is found with verbs. In the first part of the exercise, the nouns are animate; in the second part, they are inanimate. Pay special attention to the intonation of the replies (B).

- A: 1. Ērmālates mēlagejg! A: Bring back some milk!
 (Context: This could be a wife's reminder to a husband leaving for town.)
- Migwitētēmana. B: If I remember.
 (migwitētēn: 'I remember') (This is a lukewarm answer that could be sarcastic. It implies that the request is not considered very important.)

17 E-3 (Cont'd)

2. _____ A: Bring back some potatoes!
Angitêtêmana. B: If I think about it.
 (angitêtêm: 'I think about it')
3. _____ enmêpejig. A: Bring back some carrots!
 _____ B: If I think about it
 _____ -or-
 _____ If I remember.
- B: 4. Ênmâttes pipênağan! A: Bring back some bread!
 _____ B: If I think about it.
5. _____ mêlagejûmi! A: Bring back some butter.
 _____ (Lit: milk fat)
 _____ B: If I remember.
6. _____ têmawey! A: Bring back some tobacco!
 _____ B: If I think about it.
7. _____ wapèjgêl! A: Bring back some flour!
 _____ B: If I remember.
8. _____ A: Bring back some meat!
 _____ B: If I think about it.

17 E-4

Do the following exercise involving the future tense and oço, 'because', clauses.

1. Goçey ugjiamalgates sapònuç? A: Why will you dance tomorrow?
 _____ (amalgan: 'you dance')
Gesatêm oço amalgay. B: Because I like to dance.
2. _____ A: Why will you race tomorrow?
 _____ (nigatênêwen: 'you race')
 _____ B: Because I like to race.

17 E-4 (Cont'd)

3. _____ A: Why will you sing tomorrow?
(getapegien: 'you sing')
- _____ B: Because I like to sing.
4. _____ A: Why will you fish tomorrow?
(wesgen: 'you fish')
- _____ B: Because I like to fish.
5. _____ A: Why will you hunt tomorrow?
(getantegen: 'you hunt')
- _____ B: Because I like to hunt.
6. _____ A: Why will you boat tomorrow?
(gwitênêman: 'you boat')
- _____ B: Because I like to go boating.
7. _____ A: Why will you shoot tomorrow?
(al'tağîgen: 'you shoot')
- _____ B: Because I like to go shooting.
8. _____ A: Why will you gather firewood
tomorrow? (pugsugêgen: 'you
gather firewood')
- _____ B: Because I like to gather
firewood.

17 E-5

The following exercise repeats the verbs of the previous exercise (17 E-4) but with naji- meaning 'to go'. Note that -mg added to a verb stem makes it infinitive.

1. Gogey ugjit najiamalgates A: Why will you go dancing
sapònuq? tomorrow?
- Amalgang oço gisòçon. B: Because it's fun to dance.
(Lit: To dance because it's
fun)
2. _____ A: Why will you go racing
tomorrow?
- _____ B: Because it's fun to race.

17 E-5 (Cont'd)

3. _____ A: Why will you go singing
tomorrow?
_____ B: Because it's fun to sing.

4. _____ A: Why will you go fishing
tomorrow?
_____ B: Because it's fun to fish.

5. _____ A: Why will you go hunting
tomorrow?
_____ B: Because it's fun to hunt.

6. _____ A: Why will you go boating
tomorrow?
_____ B: Because it's fun to boat.

7. _____ A: Why will you go shooting
tomorrow?
_____ B: Because it's fun to shoot.

8. _____ A: Why will you go gather
firewood tomorrow?
_____ B: Because it's fun to gather
firewood.

17 E-6

Do the following exercise and note the use of the complement infinitives (ending in -n). Complement structures involve complex sentences. The first sentence introduces the complement and the second sentence, the complement sentence always ends in -n in the singular regardless of the person used. (See Note to Student, 7-.)

17 E-6 (Cont'd)

1. Pewalg êgtapegien. A: I want him to sing.
 (getapegiey: 'I sing')
 (Pewalg)_{s₁} Lit: (I want it)_{s₁}
 (êgtapegien)_{s₂} (complement (that he sing)_{s₂}
 infinitive)
- Gejît mō getapegiegw. B: You know he doesn't sing.
 (getapegiet: 'he sings')
 (Gejîg)_{s₁} (You know it)_{s₁}
 (mō getapegiegw)_{s₂} (indicative) (he does not sing)_{s₂}
2. _____ A: I want him to dance.
 (amalgay: 'I dance')
 _____ B: You know he doesn't dance.
3. _____ A: I want him to fish.
 (wesgey: 'I fish')
 _____ B: You know he doesn't fish.
4. Etawaçtenay A: I hope he sings.
 _____ B: You know he doesn't sing.
5. Etêlitêlêng A: I expect him to dance.
 _____ B: You know he doesn't dance.
6. Pipaning. A: I ask him to fish.
 _____ B: You know he doesn't fish.
7. Gisâlêg A: I cause him to sing.
 _____ (I make him sing)
 _____ B: You know that he can't sing.

17 E-7

Repeat the previous exercise (17 E-6) by adding gisi-, 'to be able', to the verb in the question (the A: part). Hand it in for correction. The following is an example of how it should be done:

1. Pewalg gisigtapegien A: I want him to be able to sing.
2. etc.

17 E-8

Write, in Micmac, seven questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

17 E-9

Write a conversation based as much as possible on this lesson's material. Experiment with the future and use a contrastive form at least once. (Hand in for correction.)

17 E-10

Answer the following questions on this lesson in Micmac. (Hand in for correction.)

1. Tàsijig apgwanjìjg sisêmògön wesuâlêjig êgpêteweymg?
2. Goğey gîl natangûsites utang?
3. Tànug apsgwâsites?
4. Giasgiwowey taluîtêmêg wesgemg êmgumigtug?
5. Goğey ugjit usgun ugjit wağatigèn?
6. Taliwsgêtisênig sâğawègìg ênnùgìg?
7. Talitêmğ lusingênigen?

17 E-10 (Cont'd)

8. Goḡey tēmḡ ḡesmu sisêlāḡwātūn?

9. Tal'sēmuetūn lusḡênigên?

17 E-11

Read the following story on adolescence, puberty, and youth, and answer the questions which follow:

Sāḡaway! Maljewêjuimḡ aḡ ḡesmu Maliêwimêḡ Miḡêmewêḡ mijuājīḡḡ weleyutêpêniḡ. Mō netā emegweywāti-gupêni êl'pa. Mō jipatêmītigup uḡsampugwenanew, nātêl oḡo wejiaḡap uḡmilesuaḡanmuow. Êlpātujḡ na apoḡonmuātīpêni ujjua ḡetantaḡatêlij aḡ tā ḡoḡey uḡjit ula newtênemīḡsultijīḡ. Epitêjīḡḡ aḡ epitêsg na apoḡonmuātīpêni uḡḡijua pugsuḡḡḡḡatêlij, samuḡanêḡḡatêlij aḡ wīsisḡ ḡwiluj.

Vocabulary:

maljewêjui	I am young
ḡesmu	before
mijuājīḡḡ (ḡ)	a child
emegweywey	I cause harm
êl'pa	really, truly
jipalêḡ/jipatêm	I am afraid of him/it
wesam	too much
(uḡsam-)	(too much, future)
pugwenêḡ	I have lots of it
milesuaḡan (l)	wealth, riches
apoḡonmuey	I help
newtênemīḡsig	of one kind, type (in the story, a family)
ḡwilaḡḡ/ḡwilêḡ	I search for him/it

17 E-11 (Cont'd)

Tàn tujîw êl'pâtûjîj amgwesewey wipitêgej na mesgîg wîgupâluağan mijjultimg igâtasêgêp, êmsêt wen soġtêgep. Wel'tâsultipênig na ula apjêjûj negêm gêpugjig gisisġo-têgetew. Tàn tujîw poġjialâsiliġ ap igtig wîgupâluağan, aġ na pugwelg amalgewağan tujîw.

Vocabulary:

nipit (l)	my tooth
-êgey	a verbalizer which makes a noun into a verb (I teeth)
(nipitêgey)	
igâtu	I put it on e.g. a feast, party
soġtêgey	I chew
apjêjûj (animate)	a small one
apjêjijg (inanimate)	
gêpugjig	soon
poġji-	to begin
alâsi	I walk
amalgay	I dance
-ewağan	a nominalizer which makes a verb into a noun
(amalgewağan)	(a dance)

Tàn tujîw êlpâtuġ nêpatoġ nat goġey getantegemġ na tujîw ap igtig mawiağan. Emsêt na wen wigumutêp. Tâ na goġey gisnêpatoġ na êmsêt wen wettêgêp. Tàn tujîw amgwesewêl nêpâj tiâmûl na tujîw teliwsuâlutêp êstêgê jînêm. Êmsêt na wen tel'têlmutêp êstêgê pasêg jînêmjîj, mu jînêm, gêlapis gisnêpâj tiâmûl. Tàn getû tewjêg na jînêmuip pasêg gisnêpâj tiâmûl.

17 E-11 (Cont'd)

Vocabulary:

nêpatigey	I kill
mawiağan (1)	a gathering, meeting
wigumg	I send for him
wettêm	I taste it
teli-	in such a way
(teliwsuātu)	(I take it in such a way)
wesuātu	I take it

Ugjit êpitês tãn ġasêg amgwesey tepgunsetewêl mesênêg na tujîw êpitewip. Tepgunsetewêl na ġiasġiwowey maw piluitê-tasêgêpênn. Pugwelġêpênn na êtpêlutaġann eyġêl tãn êpit amujpa majuggatġêl tãn tujîw tepgunseteweymaj. Wêgaw na amujpa sêg wigip aġ êl'pa na wejôtġêp mu jînêmul nêmiġun tãn getantegenitêl ġêlaman mà asġôtêmuġw getantegemġ. Ap mê pugwelġêl igtigêl êtpêlutaġann eyġêpênn.

Vocabulary:

tepgunsetewey (1)	menstruation
mesênêm	I receive it
piluitêtasêg (1)	something considered strange, unnatural
êtpêlutaġan (1)	a law, rule
majuggalg/majuggatêm	I follow him/it
wêgaw	even if
amujpa	necessarily
sêg	another place

Answer the following questions: (Hand in for correction.)

1. Goġey ugmiêlesuaġanmuow?
2. Taliapoġonmuâtisêni maljewêjġ ujjua aġ uġġijua?

17 E-11 (Cont'd)

3. Talamùg wīgupāluaḡan ugjit wipitēgemg?
Gatu poḡjialāsimg?
4. Taliaḡ êlpātuj nēpāj amgwesewēl tiāmuj?
5. Taw'jēg wen jīnēmuij?
6. Talēg wen èpitewij?
7. Goḡey na tepgunsetewey?
8. Goḡey newtē ètpēlutaḡan?



Note to the Student

1- In 17 C-1, you encountered two new ways of saying "yes" and "no" in Micmac. These are Ya! and No!. We write these words with an exclamation mark to indicate that they end in a glottal stop. That is, they end with an abrupt stoppage of air in the throat as for example in English "Oh-oh". The words Ya! and No! are colloquial, and probably borrowed from English. In non-colloquial usage, you should continue to use Ee and Moqwa.

2- In lesson 14, we saw that preverbs are really verbs which combine with other verbs. Such compounding is widespread in Micmac. However, there are some verbs which cannot occur alone. They must always be part of a compound and will therefore be referred to as "bound verbs". We indicate this by placing a hyphen before such verbs.

For example:

1.	-toq̄si	to make oral sounds
	Puntoq̄si	I stop making oral sounds
2.	-jày	to stagger
	Punjày	I stop staggering
3.	-àsi	to move, indicate motion
	Nisàsi	I go down
	Wenaq̄àsi	I rise, stand up
	Pàsi!	Sit down!
	Ĝamàsi!	Stand up!
	Majàsi	I leave
	Gesigawàsi	I go fast
	Naq̄àsi	I stop
	etc.	

Note to the Student (Cont'd)

The process of compounding and the existence of bound forms is not only restricted to verbs. Nouns show similar properties. In lesson 11, we saw a type of "bound noun" which we termed "possessed noun" since such nouns could only occur combined with a possessive pronoun. Other types of bound forms are also found. For example:

- | | | |
|----|---|---|
| 4. | -amûg
Talamûg?
Amalamûg | of colour, type, quality
What colour is it?
It's of poor quality |
| 5. | -tay
Maġsitay
Apsêsitay
Tegigatay
(tegêg + tay) | of feet
I have big feet
I have small feet
I have cold feet |
| 6. | -pewi
Winapewi
Ewlapewi
Wiguasapewi
etc. | of face
I have an ugly face
I have a sad face
I have a pretty face |

Many more examples of bound forms can be found. If you want yet another example involving compounding with a bound form, look-up -gat, 'of foot', spelled 'Nkât, 'my foot' in Rand's Dictionary.

- 3- In 17 E-2, you practised what we have called a "contrastive form". The contrastive function of this form is clearest when it appears on nouns. For example, in the following, jînê is contrasted with all others in the set of "anyone", that is, women, children, and youth.

Note to the Student (Cont'd)

1. Tam pasêg wen etug A: Anyone could
qisiwnağâlass ût tēmoğtawul. lift this log.
Mu etug. jînêma. B: I don't think so.
 Maybe a man could.

The -a ending identifying contrastive forms is also accompanied by a crucial intonation change on the syllable preceding this -a. The normal pitch of jînêma is as follows: (Pitch level key: 1= high, 2= mid, 3= low)

2. jînêma: ² ³
 jî nêma -or- ² ³

When it occurs in a contrastive function, it is as follows:

3. jînem: ³ ³1 ³
 jî nêma a -or- ³ ³ ¹ ³

Contrastive intonation shows a graded rising on the syllable before the -a and then a sharp drop on the final syllable, -a. This should not be confused with question intonation which is as follows:

4. Jînêma na? Is that a man?
 jînêma na: ² ¹
 jînêma na -or- ² ¹

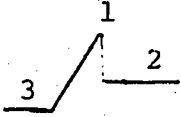
In 4., the higher intonation on the copula na identifies a question. Compare this to 3. In such cases, the intonational differences are crucial to keep the forms apart. For example:

5. Nîna? * Me? (question)
 nîna: nî na -or- ² ¹

* Compare this to Nîn na, 'It's me', with the copula na.

Note to the Student (Cont'd)6. Nīna!?

Me (and not someone else)!?
 (Indicates surprise and
 something contrary to expectation)

nīna: 3 1 2
 nin a -or- 

Verbs can also take the contrastive ending and they also retain the same rising-dropping pitch as found on nouns and pronouns. The term "contrastive" is less accurate in describing the function that the contrastive ending has on verbs. This function is more one of emphasis than of contrast. For example, the following verb is given in the first three persons of the indicative present:

7. Angitêtêm.	I think about it
Angitêtêmên	You think about it
Angitêtg	He thinks about it

With the contrastive ending added, the forms and meanings are as follows:

8. Angitêtêmana.	If I think about it. (This is a lukewarm and unconcerned answer such as: "I'll do it if I think about it.")
Angitêtêmêna.	If you think about it.
Angitêtga.	If he thinks about it.

The meaning of these sentences becomes truly emphatic with the addition of giasgiwowey: 'if really':

9. Giasgiwowey angitêtêmana.	If I really think about it. (This implies that if the speaker really gives serious thought to the question, he will act on it. However, it also implies that he is not willing to do that.)
------------------------------	--

Note to the Student (Cont'd)

Giasgiowey angitêrêna	If you really think about it
Giasgiowey angitêtga	If he really thinks about it

It is interesting to note that giasgiowey itself can take the contrastive ending. Observe this in the following:

10. Giasgiowêya . If it's the real thing.

- 4- We saw in earlier lessons that the past tense can occur as an unspecified past or as an immediate past. The future tense is unlike the past tense in that it occurs in one basic form, the unspecified future. Immediacy is not indicated by a special ending but rather by a phrase such as: sêmtug na nigê, 'right now'.

The following is a paradigm of the unspecified future tense. We call it unspecified since it does not indicate if an event will occur in the near future or in the distant future. It simply indicates that the event will take place in advance of the present. The verb amalgay, 'I dance', is used. The stem is amalga-:

1. amalgàs	I will dance
amalgates	you will dance
amalgatew	he will dance
amalgatesnu	we (dual,inc) will dance
amalgal'titesnu	we (plur,inc) will dance
amalgatesnen	we (dual,exc) will dance
amalgal'titesnen	we (plur,exc) will dance
amalgatoôsêp	you (dual) will dance
amalgal'titoôsêp	you (plur) will dance
amalgataô	they (dual) will dance
amalgal'titaô	they (plur) will dance

Note to the Student (Cont'd)

We will further demonstrate the use of the future with the verb egijjey, 'I read'. The stem of the verb is egijje-, 'to read'.

2. Tallugen?

What are you doing?
(Requests information concerning an event that is actually taking place.)

Etêlgijjey
(present indicative, progressive)

I'm reading.

3. Majâsi nigê.

I'm leaving now.

Tallugetes esgwigisgêg?

What will you do for the rest of the day? (This requests information concerning the immediate future.)

Gijjâs.

I'll read.

-or-

Usgâs.

I'll fish.

In this last case, usgâs, 'I'll fish', may be used only if the person is near a river or a lake. In other words, he must be in a place where fishing is possible. On the other hand, if he must travel in order to fish, then the person must answer:

4. Najiwsgâs.

I'll go fishing.

There are other ways in which futurity can be indicated and these involve fine distinctions: First, if a person begins an action immediately after having announced it, then the present tense must be used, even if while he is saying it, the intent is futurity. For example:

5. Sêmtug na nigê wesgey.

I'm going to fish right now.

Note to the Student (Cont'd)

Upon making such a statement, the person is expected to begin fishing immediately. A statement such as 5. is not merely a statement of future intent but a definite signal to action. A statement such as 5. is also exclusive in meaning in that it excludes the possibility of other action while the action of fishing is taking place. This notion of exclusion will be made clear by the following example:

- | | |
|---|---|
| 6. <u>Tallugetes esgwigisgêq?</u> | What will you do for the rest of the day? |
| 7. <u>Gijjäs na gêlapis.</u> | I will read until your return.
(A statement of intent) |
| 8. <u>Egijjey na gêlapis
apsgwâsin.</u> | I will read until your return.
(A statement of decisive and
exclusive action) |

Question 6. has two possible answers, 6. and 7. Answer 7. implies that the person intends to read but may not do that exclusively. That is, the person may also go for a walk, write, etc. Answer 8. states that the person will read the moment the other person leaves (statement 6.) and continue to do so for the remaining part of the day. Furthermore, it states that there is the intent of doing reading and reading alone (exclusiveness). Be sure that you understand these differences in meaning before going on.

- 5- 'Because' clauses, in Micmac, are oôo clauses. Oôo clauses are sentences that combine with other sentences to make up complex sentences. We will identify these component sentences by surface bracketing in the following example:

Note to the Student (Cont'd)

1. Goḡey wejitḡamaj? Why did he hit him?
2. (Taḡamapenn)_{S₁} He hit him
 (masḡenmatêl oḡo)_{S₂} because he hates him.

S₂ of 2. would by itself constitute a grammatical answer to 1. This is because it presupposes the information conveyed by 1., the question:

1. Goḡey wejitḡamaj? Why did he hit him?
3. Masḡenmatêl oḡo. Because he hates him.

The oḡo of 3. can even be omitted when causality is implied by the question and answer sequence:

1. Goḡey wejitḡamaj? Why did he hit him?
4. Masḡenmatêl. He hates him.

- 6- The instrumental in Micmac is an ending that one places on a noun to indicate that a person or thing is used as a means of achieving a goal. The instrumental is usually translated as "with" or "by means of". In Micmac, the instrumental is -igtug. Interestingly enough, this same ending can also be used as a locative to indicate where something is. Carefully study the following examples: *

* It is probable, in a generative semantics approach, that both the locative and instrumental morpheme, -igtug, could be derived from the same source. Intuitively, it seems that the locative is basic in meaning and that the instrumental is an extension in the meaning of the locative. If this is the case, then the fact that -igtug functions both as a locative and as an instrumental is no longer a surprise.

Note to the Student (Cont'd)

- | | |
|--|--|
| 1. Petsusiap. | I cut myself accidentally.
(past tense) |
| 2. Petsusiap tēlawōgigtug.
(tēlawōg: 'knife') | I cut myself accidentally
with a knife. (instrumental) |
| 3. Petsusiap tēlawōgigtug
wen'jiguomigtug.
(wen'jiguom: 'house') | I cut myself accidentally
with a knife (instrumental)
in the house (locative). |
| 4. Petsusiap tuōpētigtug
wen'jiguomigtug. | I cut myself accidentally
on a window in the house. |

Although sentence 4. is grammatical, it is considered better if the locative is stated before the instrumental:

- | | |
|--|--|
| 5. Petsusiap wen'jiguomigtug
tuōpētigtug. | I cut myself accidentally,
in the house, on a window. |
|--|--|

Note, however, that when the locative alone is used, then etêl-, also a locative, is found on the verb. This form is homophonous with the progressive etêl- but should not be confused with it. Carefully study the following examples:

- | | |
|-----------------------------------|--|
| 6. Etêlpetsusiap nâtêl | I cut myself accidentally there.
(nâtêl: 'at that place')(locative) |
| 7. Etêlpetsusiap wen'jiguomigtug. | I cut myself accidentally
in the house. (locative) |
| 8. Getapegiey. | I sing. (present, indicative) |
| 9. Etêligtapegiey. | I am singing (progressive).
-or- I sing there. (locative) |

Sentence 9. is two-ways ambiguous. Etêl- can be progressive in meaning or locative in meaning. As a progressive, it signals that the action is in the process of happening.

Note to the Student (Cont'd) *

As a locative, it signals that the action is taking place at a specified location. Sentence 9. can be disambiguated by adding nâtêl in which case it can only be locative in meaning:

10. Etêligtapegiey nâtêl. I am singing there.

-or-

I sing there.

Note that this last sentence is unspecified for progressiveness. Nâtêl makes the sentence locative but etêl-mây be progressive, or it may be locative in which case it becomes redundant information because of nâtêl.

7= Complement structures in Micmac are worthy of much more attention than we are able to give them here. Exercise 17 E-6 practices various complement structures and number 1., by means of bracketing represents their basic structure. Complement sentences are in a dependent relation within a complex sentence. That is, a complement sentence depends on an introductory sentence and can never stand alone. A complex sentence such as follows is NOT complementary since both sentences are of equal status. Both are independent indicative clauses which can stand alone:

1. Gejîg amalgat.	I know he dances.
	(<u>amalga-</u> : stem meaning 'to dance')
(gejîg) _{S₁}	(I know him) _{S₁}
(amalgat) _{S₂}	(he dances) _{S₂}

Note to the Student (Cont'd)

In example 1, both S_1 and S_2 are simple indicatives:

2. Gejìg I know him
3. Amalgat He dances

In a complement structure, however, the complement clause is dependent on the introductory clause and cannot stand by itself as sentence 3. Furthermore, in complement clauses, the free pronoun should be included to disambiguate the sentence since the bound pronoun does not occur on the verb. * For example:

4. Etawaġtêmay gîl amalgan. I hope you dance.
5. Etawaġtêmay negêm amalgan. I hope he dances.

Sentence 4. can be bracketed as follows:

6. (Etawaġtêmay) _{S_1} (I hope) _{S_1}
(gîl amalgan) _{S_2} Lit: (for you to dance) _{S_2}

In complement clauses such as 4. and 5., the singular verb always ends in -n. Furthermore it is introduced by an introductory verb expressing hope, wish, desire, want, etc., very much as is the case with the subjunctive. Such a dependent infinitive should not be confused with the subjunctive. For example:

7. Pewalg negêm amalgan. I want him to dance.
(complement infinitive)
8. Pewalg(negêm) amalgaj. I want him should he dance.
(subjunctive)

* Don DeBlois reports that he has elicited the complement infinitive with a bound prefix pronoun. This pronoun was the same as the possessive pronoun.

Note to the Student (Cont'd)

There are three forms which are unfortunately very easy to confuse since they are identical. This identity occurs with the second person singular. Note the second persons in the following:

9. Indicative:

amalgay	I dance
amalgan	you dance
amalgat	he dances

10. Subjunctive:

amalgān	if I dance
amalgan	if you dance
amalgaj	if he dances

11. Complement Infinitive:

amalgan	for me to dance
amalgan	for you to dance
amalgan	for him to dance

One peculiarity of the complement infinitive, as we have seen, is that it does not indicate singular persons. It is for that reason that the free pronouns must occur to clarify who is involved. In the paradigms that follow, you will see that this is for all persons, singular and plural, except for the four 'we' persons. *

* I suspect that this is true for all persons. That is, I suspect that bound pronouns do not appear on ANY complement infinitive forms. One can infer what person must be involved from the restrictive occurrence of morphemes such as the dual, plur, inc, exc.

Note to the Student (Cont'd)

Note also in the negative paradigm that negation is only expressed by mu and the usual bound negative u/w on verbs is NOT found:

12. Affirmative Complement Infinitive:

Etawaqtêmay nîn	amalgan	I hope that I dance
gîl	amalgan	that you dance
negêm	amalgan	that he dance
ginu	amalganenu	that we (dual,inc) dance
ginu	amalgaltinenu	that we (plur,inc) dance
ninen	amalganen	that we (dual,exc) dance
ninen	amalgaltinen	that we (plur,exc) dance
gilew	amalganew	that you (dual) dance
gilew	amalgaltinew	that you (plur) dance
negênow	amalganew	that they (dual) dance
negênow	amalgaltinew	that they (plur) dance

13. Negative Complement Infinitive:

Etawaqtêmay nîn	mu amalgan	I hope that I don't dance
gîl	mu amalgan	that you don't dance
negêm	mu amalgan	that he hoesn't dance
ginu	mu amalganenu	that we (dual,inc) don't dance
ginu	mu amalgaltinenu	that we (plur,inc) don't dance
ninen	mu amalganen	that we (dual,exc) don't dance
ninen	mu amalgaltinen	that we (plur,exc) don't dance
gilew	mu amalganew	that you (dual) don't dance
gilew	mu amalgaltinew	that you (plur) don't dance
negênow	mu amalganew	that they (dual) don't dance
negênow	mu amalgaltinew	that they (plur) don't dance

Lesson 17 (Cont'd)

Wapus Geluluet (part 2)

Wapus assêma ap pemigtûtêluep nat goğey tãn telgêlûsul-têlij wetagutg, gatu tujîw sêmtug puntoğsip

"Giasgiwowey na mō wel'têtêmu maliêwimg piluinnûg, gatu jijuağa piluamûg neyâsêg. Wel'tâsualul, êntêlûsug."

Wapus tel'jipağatesing êlpa wijey ağ gissaputâsij gâpsgw êmgumitgêg. Negêm --maliêwit-- giûnigêsgwal! Wapus je mênâğ angitêtêmuğup maliêwin. Assêma getû têlimapênn gatu am'jipasip. wîtul etêliağal. Pipsağ na jînem mu tam pasêg tel'tagêlawt gisipgwatûn. Pugwelg na giûnig gey'toğ tãn telâluj wapusg. Ağ eta giasgiwowey tãn tujîw angitêtgeg, maliêwimg muna piam talêgtênuğ. Wiguasapewit êpitês ulâtaguss wiguow. Ağ eta ugumijêl na pemgisigûelitêl ağ êgsatêmênis apoğonmağan.

Na jijuağa pejitêlmatêl witapal Giûnigal ağ gisitêtg tãn têlimatêl ugtangitâsuağanêmg. "Mesgeyy Giûnig, pasêg na mō tel'tâsiwap têliatew na, gey'tûn. Mu gey'tu tãn têlgis tuağâlsites. Mō gisiapoğonmatêmuap êl'pa. Nisûa ujjêl pewatêmênij tãn maw gelûg ugjit ugtusêl. Amuj nestasin na, nîn têl'tâsigg."

Vocabulary:

assêma	just, immediately, directly
pemigtûtêluey (pemi + getu + teluey)	I am about to say
gelûsi	I am good at something, also I am a good person
puni-	to stop, to cease
-toğsi	to make oral sounds such as talking, crying, etc. E.g.: <u>puntoğsi</u> : 'Stop talking, crying, etc.'

Wapus Geluluet (Cont'd)

wel'tètêm	I think well of it, approve
maliëwi	I am married (from the French, "marié")
piluinnu (piluey + ennu)	a person from another tribe, a different person
piluey	it is different
-amüg	of a certain type, sort or colour
neyàsi	I appear, show myself
wel'tàsi	I am glad (Lit: I have happy thoughts)
êntêlûsug (g)	my son-in-law
jipağatesin (jipağàsi + tesin)	I shake with fright, I am startled
saputàsi	I go through
gapsqw (l)	a waterfall
êmgumitgêg (êmgumi + tegeg)	as cold as ice (ice + it is cold)
-èsgw	a feminine suffix
ami-	a bit, a slight amount
jipasi	I am afraid
tagêlêg	I make him angry
pewatu	I cause it to happen
telàtu	I do it in a certain way
tân telàtu	how I do it
muna piam	not too
wiguasapewi	I have a handsome, beautiful countenance
gisigüey (gisigu + ey)	I am growing old
gisigüey (gisi + gewiey)	I just fell down
apoğonmağan (l)	help, aid
peji-	accidentally
gisitètêm (gisi + angitètêm)	I have thought of it

Wapus Geluluet (Cont'd)

êtangitâsuağanêm	my mind
mesgeyy	I am sorry
tân tel'gis	how come, why it happens
tewağâlsi	I take myself out, remove myself
nestêm	I understand

Na welâgweg, Pipsağ wigumapêni tân têsiniji wôgêma ağ witapa ugjit wîgupâlan ağ ugjit wîtêmên ula maliêwimg wejgûağ ugjit Nisûa ağ na welnenut ağ weliwnağâtasit Wapus. Wetênêmatağ tôğ tân ġasêg gağayağ esgê mang newtipunğeg. Tujîw na teliağap Wapêniağewağ maljewêjg jînê mug amujpa newtipunğeg musğâlsultipênig tân telgêlûsul-tîtij nujigtantêmg mijipjewey ağ tân goğey puatasêg ugjit tân têlmimajimg. Giûnig na maw eygêp na tujîw ağ nutgêp ula ewîtasêg. Na pasêg tagêliağğamatêl ula gisi-ewlâlâtêl witapal Wapusal ağ sêmtug ejigêlâsit. Wapus suel gisjipağâsit na tujîw.

Wapus wejôtg gisituağğâlsin ağ telimatêl, "Muna nîn êntêlâ-tağan. Ağ nigê ġis wesam letewig ugjit sâsêwitâsin."

Vocabulary:

wigumg	I send for him
tân têsiniji	all of them
nôgê maw (g)	my relative
wîgupâluağan (l)	a feast, festival
ewîtêm	I speak of it
nenâğ/nenêm	I know him/it
wetên (l)	from the English, a wedding
tân ġasêg	as so as
gağayey	I am finished, done

Wapus Geluluet (Cont'd)

esgêmay	I wait
newtipungeg	a year
maljewêjui	I am young
musgâlsi	I show myself to be
nujigtantegey (g)	a hunter, also one who hunts or supplies food, a food gatherer
mimaji	I am alive, living
nutêm	I hear
tagêliağğamg (tagêliey + ağğamg)	I look at him angrily
ewlâlêg	I do him harm
ejigêlâsi	I go away, leave
jipağâsi	I am afraid, frightened
wejõtêm	I try it
êntêlâtağan (l)	my fault
letewi	from the English, I am late
sâsêwitâsi (sâsêwâsi + angitâsi)	I change my mind (I change + I think)

Na eliwsip ağ ewlğap gêmêtuğ ula tãn giũnigâğ wigultîtij.
 Gatu ugumijêl mō gesatêmênigup ula wesamisğapêğ ağ eta
 sespôltêliji na ula giũnigâ, gatu Wapus mō tal'têtêmuğup.
 Ugtangitâsuağanêm pasêğ eteg ugjit tãn têlsêmata ula giũniga.
 Gey'toğop na giũnigâğ mō wijey telatalultîgw êstêgê negêm
 ağ ugumijêl. Wapusg na wigultijig tãn etêlweligweg
 mitîjîjûağ ağ êmsiguig. Negêmw na wetatalultijig êmsigu,
 ağ pêteweyoğsêl ağ nipisoğonn. Gatu giũnigâğ na negêmw
 wigultijig samuğanigtug gigjîw ağ wetatalultijig nêmêji,
 êsgolji ağ tağtaloğjîjg. Wapus êgtûsêmaj ulai amujpa
 gênûtêmasitew êntawâmên. Wapusg na mō piam gelûsultîgw
 samuğanigtug. Giasgiwowey angitêtêmêna, wapusg na mawiewlê-
 jultijig tegisêming ağ aligtapemg ugsêtğamûg.

Wapus Geluluet (Cont'd)Vocabulary:

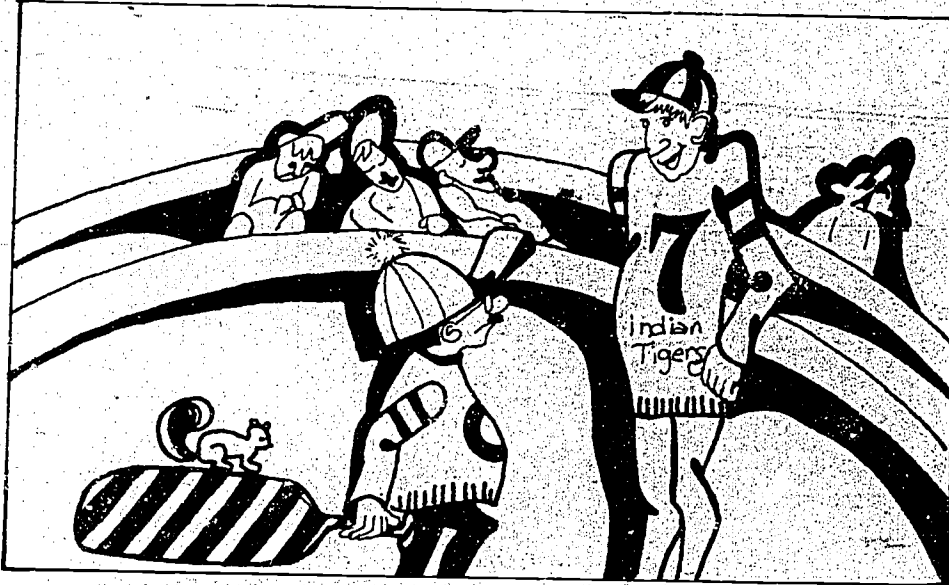
eliwsi	I am moving there to live
ewīgay	I am building a house
gêmetug	close by
wigi	I live at such a place or address
saḡpeyy	I am wet
sespeyy	I am loud, I make noise
mō tal'têtêmu	I think nothing of it
esêmsi	I feed myself
etêlweligweg (etêli + weli + nigweg)	where it grows well (where + well + it grows)
mitîsjîj (g) (mitis + jîj)	a small tree
êmsigu (l)	grass or hay
pêteweyoḡsey (l)	a herb
nipisoḡon (l)	a twig
nêmêj (g)	a fish, unspecified
êsḡolj (g)	a frog
taḡtaloḡ (g)	a salamander
netawâm	I am a good swimmer
tân mawi	the most
ewlêji	I am poor
tegisêmi	I swim
getapey	I dive

Wapus Geluluet (Cont'd)

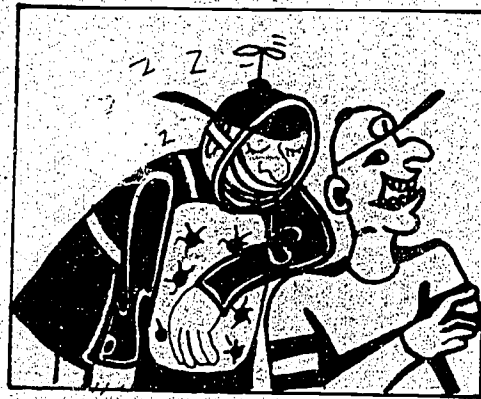
Answer the following questions. (Hand in for correction.)

1. Goḡey ugjit Wapus puntoḡsij?
2. Goḡey ugjit am'jipasij?
3. Taliangitètḡ malièwimḡ?
4. Tal'pejitèlmatêl Giūnigal ugtangitàsuaḡanêmḡ?
5. Goḡey ugjit Pipsaḡ wetwigumasêni wòḡêma aḡ witapa?
6. Goḡey na esḡemang newtipunḡeg?
7. Taliwjòtḡês Wapus gisituaḡḡàlsin?
8. Gesatêmênis Wapus ugumijêl ḡêmetug giūnigaḡ wigultītij?
9. Talatalultijig giūnigaḡ? Gatu wapusḡ?
10. Talintawàmūtijig Wapus?

LESSON 18



C-: converse, communicate



18 C-1

Setting: A: Edward and B: Denis are looking at the ball-players during their first practice. Every new season, there are new players who begin and old ones who drop out.

A: Etuël ag B: Tenês etêliağamâtiji tûowinû angwesewey matûmilitâtij. Tês na piley newtipunğeg nâ tu wen piluey êpğojimilâsitew ağ ap nâ tu wen sâğawey punmilâsitew.

18 C-1 (Cont'd)

- A: Gelugg angitêtêmêg ap igtig wejgûağ nippg tûâtimg. A: It's nice to think there's another summer of softball coming.
- B: Êe, nigè na ula amgwe-sewey gegênûtêmasultî-tij gağayağ na êgjlt-tesênu tân têliullugutitesênu sênu ula newtipunğeg. B: Yes, and after this first practice is over, we'll know just how good our team will be this year.
- A: Mè wenig pilèg poğji-militâjig? A: Any new players this year?
- B: Êe, tapusijig mâw. Newtêjit piley nujile-getêl tûâñann. Sãm na tøg ugpiğen gağayağ teluejig. B: Yes, there are two of them in all. One new pitcher. Sam's arm is supposedly finished, so they say.
- A: Gağayağ gisna mu. Na piley wêgaw têlintâle-gej êstêgè Samal, amujpa ginâsitew. A: Finished or not, that new pitcher will have to work hard before he can pitch like Sam.
- B: Nujimsênatêl na ap negêm piley. Ayj tøg Atuen nugû wesam gisigûet ugjit ulaig malje-wêjg. B: The catcher is also new. They say that Anthony is getting too old for these young fellas.
- A: Giasgiw angitêtêmên me pugwelg gisiguit ağ Atuen. A: If you really think about it, there are more players older than Anthony.
- B: Teliag na. Etug jel pasêg nugû siwiet. Mõ na nağamasênug nujim-sênuj. B: That's true. Well maybe he's just tired of it all. It's not easy being a catcher. (mesênuj: 'to be a catcher', an infinitive)
- A: Na tøg. Gè ağğamanej. A: OKay then, let's look at them.

mimic, memorize, manipulate

M-1

- A: Pileyewit nujlegetêl ula newtipunġeg? A: Is the pitcher new this year?
- Pileyewit nujimsênatêl ula newtipunġeg? Is the catcher new this year?
- Pileyewit amgwesewey gaġamij ula newtipunġeg? Is the first baseman new this year?
- Pileyewit patatujg igâtaġanigtug gaġamij ula newtipunġeg? Is the left fielder new this year?

M-2

- B: Èe, sâġaweyaġ nujlegetaġ wesam gisigûepênaġ. B: Yes, the old pitcher was getting too old.
- Èe, sâġaweyaġ nujimsê-nataġ wesam wetêmêgê-pênaġ. Yes, the old catcher was too busy.
- Èe, sâġaweyag amgwesewey gaġamitaġ wesam wetêmêgêpênaġ. Yes, the old catcher was too busy.
- Èe, sâġaweyag amgwesewey gaġamitaġ wesam siwiepênaġ. Yes, the old first baseman was getting fed-up.
- Èe, sâġaweyaġ patatujg gaġamitaġ wesam malêgê-pênaġ. Yes, the old left fielder was getting too lazy.

I-3

- A: Gisigûej gisna mu, na piley wêgaw têlintâle-gej êstêgê sâġawey amujpa ginâsitew. A: Old or not, the new one will have to work hard before he can throw better than the old one.
- Ugtêmêg gisna mu, na piley wêgaw têlintâgô-gâlaġ êstêgê sâġawey amujpa ginâsitew. Busy or not, the new one will have to work hard before he can catch better than the old one.
- Siwiej gisna mu, na piley wêgaw têl'gêlûsij êstêgê sâġawey amujpa ginâsitew. Fed-up or not, the new one will have to work hard before he's as good as the old one.

sij êstêgê sâgawey
amujpa ginâsitew.

will have to work
he's as good as t

18 M-4

B: Èe, elegemg na mawim-
tuèg êlgowağan tûâtimg.

B: Yes, pitching is
job in baseball.
(tûâğan: 'ball',

Èe, goğàluj na mawim-
tuèg êlgowağan tûâtimg.

Yes, catching is
job in baseball.
(goğàluemg: 'grab
'to catch')

Èe, amgwesey gağaming na
mawimtuèg tûâtimg.

Yes, being a first
is the hardest job

Èe, patatujg igâtanigtug
gağaming na mawimtuèg
tûâtimg.

Yes, being a left
the hardest job is

C-: converse, communicate



18 C-2

Setting: A: Allan, B: Sarah, and C: Jeannie have
heard about a swimming competition to be held in t
They are discussing plans to enter the competition
object is to swim across a lake and back, a distan
two miles.

C-2 (Cont'd)

A: Alên, B: Sêla aĝ C: Jîni gisnutêmâtij
tegisêmimgewey nigatênðtingewey wejĝuâĝ tâpu aĝantiêwti.
Etêliwsgûtêmîtij ugjit nasitânew. Ula na nigatênðting
amujpa asoĝomâmên ĝospem aĝ ap apêtâmên, mâw tâpu mayl.

- B: Wen tepmêlĝitât wijêwin B: Who's brave enough to swim
asoĝomâm na ĝospem? across that lake with me?
- C: Melĝitây, pasêĝ naa, C: I'm brave, however, two
ĝênegg na tâpu mayl. miles is pretty far.
- B: Gatu ĝil Alên? Ugsam- B: How about you Allan? If
jipasin pasêĝ têlua; mô you're scared, just say so.
na talêgtênuĝ. There's nothing wrong with
that.
- A: Nîna, mê netawâm aĝ A: Me? I can swim better than
ĝil. Nîn na mawinta- you can. I'm the best
wâm ula têsĝw. swimmer of the three of us
here.
- B: Tel'tâsin na pasêĝ. B: It's all in your mind.
Mawintâĝinuen etuga. You're maybe the best
braggart around here.
- C: Ge ênĝâtigw à. Etug C: Why don't you two stop it.
je mô gey'tuoĝ gatu nîn You may not know it but I
mattêĝâp alâ igtigipun- was the winner last year.
ĝêĝ. Gatu tujîw paseĝ But then it was only for
newtêĝĝep mayl. one mile.
- A: Mô talênug. Pê esĝê- A: It doesn't matter. Just
magw, âsugultoĝsêp wait, I'll meet you two going
pemiasoĝomâtioĝ gatu across when I'm already
nîn pêminmiâs. coming back across the lake.
- B: aĝ C: Nêmittesênu! B: and C: We'll see!

3-3

Setting: For the Summer Student Employment Program, a
dozen students have been chosen to work on the Cultural
Research project. The students are asked to interview
older people for their recollections of various aspects
of traditional Micmac culture. The students are grouped

18 C-3 (Cont'd)

in pairs. Each pair will choose one aspect of culture, for example, methods of hunting and fishing, etc.

A: Joseph and B: Albert have chosen to research cultural values, in particular virtues.

Ugjit na Nipgewey Agêsêwâluj Nujiginâmasultijig, newtisgâg je tâpu têsijig gisimgênujig ugjit pannujgâtêmêg aq̄ ilgwilmêg Mimajuaq̄aney tãn telôltimq̄. Na etêllugutijig pipanimujig gêlulanew gisigûmimajuinûg ugjit negênow tãn migwitêtêmîtij aq̄ gey'tûtij. Itapusijig na tês. Tês na tapusijig megênmitij tês newtê piluamûg tãn telôltimq̄, êstêgê getantegemg gisna wesqemg.

A: Sôsep aq̄ B: Al'pêt negênow megênmititêl tãn nepugwî-tâtêmqêl, giasgiwewey pejûlisapêwigêl.

- | | |
|--|--|
| B: Tami tet têng elâtigw? | B: Where are we going first? |
| A: Mu qiasgiw gey'tu.
Têl'tâsigg nîn mê gé-
lû, tês natnêmuq̄g tãn
mawgisiguit. | A: I'm not sure. I would think
it would be best to see the
oldest person. |
| B: Newtêtêl'tâsi. Na
têliaq̄, gê tôq̄ natnê-
mianej nugumij. Tel'-
têlêmq̄ negênow mawgisi-
guit êpijig. | B: I agree. If that's true,
let's go see my grandmother.
I think she's the oldest
among the women. |
| A: Gîl niganâsi aq̄ gîl
pipanigesites, gîl oq̄o
gugumij. Nîn pasêg
êmsaq̄anwigêtes tãn teluej. | A: You go first and you ask
the questions. After all,
she's your grandmother. I'll
just write down her answers. |

They arrive at C: Albert's grandmother's place and knock.

Igâjig C: Al'pêt ugumijêl wiguaq̄ aq̄ metetêgejig.

- | | |
|---|--|
| C: Gwê, nijantut, êpjilâ-
tigw. Goq̄ey elâtioq̄? | C: Hello, my children. Make
yourselves at home. Why
have you come? |
|---|--|

C-3 (Cont'd)

- B: Nugumî, pejipipanimulegêl na ênnueyêl pejûlisapêwigêl. Êntêlugowağan nêh na ula nîpg.
- C: Ênnueyêl pejûlisapêwigêl! Nîsgam, sâg mênag wen nutuağ wesgûtêmuğul naal.
- A: Getû têluen mō wenig nugû gey'tûtigul.
- C: Etug jel gey'tûtîtêl un'jiwağ, gatu pugwelg mō ewumugul. Wesam têlôltîgw nugû êstêgê Wapêg wâğey.
- B: Têluegg nîn, nugumî, gîsigûmîmajuinûg mu çinâmugsiweg nînen maljewêjuultieg, mâ gîsigjîtuegêl.
- C: Na tōg, nigê geginâmulog. Amgwesey pejûlisapêwig na Melgîtâmğ. Tujîw na mimajuağan mâmun metuêgêp, êmsêt wen amujpa melgîtâp ağ êpji-lîw jînemug tân getantûtip mimajuağan.
- B: Mō tel'tâsiwas mimajuağan metuêg tujîw.
- A: Nugumî, mut têligsîga-wîsiw. Pemwîgêm na.
- C: Na nigê igaygw pejûlisapêwig Pusgîtpîgemğ ağ Tetpiatgênêgemğ. Êstêgê nigê, pana pasêg, tân tujîw jînên nêpâj lentugêl, na apjiw sêmuetatal. Gey'toğ oğo tân tujîw unağapemêl nepâlij lentugêl na negêm sêmaten.
- B: Grandmother, we have come to ask you about Micmac virtues. That is our work this summer.
- C: Micmac virtues! Goodness, it's a long time since I've heard anybody talking about those.
- A: You mean to say nobody knows them anymore.
- C: Perhaps they know them in their heads, but many do not practise them anymore. We're becoming too much like White people. *
- B: I would say, grandma, that if older people do not teach them to us, the younger ones, we'll never know them.
- C: Okay then, I'll teach you now. The first virtue is Bravery. Life was very hard in those days. You had to be brave to endure it, but especially for men who provided the living.
- B: I didn't think life was so hard then.
- A: Grandmother, don't talk so fast. I'm writing it down.
- C: And now we come to the virtue of generosity and sharing. (Virtues, in Micmac, are sacred and esteemed. They are therefore capitalized.) Take for an example, when a man killed a deer he shared it, knowing that when his friend killed a deer, he would also get his share.

This type of comparison based on race and nationality is common.

18 C-3 (Cont'd)

- A: Ó, êlpa wijey aḡ
masḡõtùn êḡsulieweym.
- A: Oh, that's just like
putting your money in
the bank.
- C: Êe, pa suel wijey.
Sîstewey na Gepmitê-
têmg Mêlgigênôti tân
êmsêt goḡey wejiaḡ.
Ginu na ênnuîḡw telig-
têlamsêtasultîḡw êḡji-
nisgam êmsêt tami wigit,
gun'tewigtug, mitîsig-
tug aḡ wîsisigtug aḡ
giasgiwowey mimajuinuig-
tug.
- C: Yes, it's almost the same.
The third virtue is respect
for nature. We people
believe that the Great
Spirit lives in everything
In rocks, in trees and
animals, and especially in
man.
- B: Na nigê nêwewey.
- B: And now the fourth one.
- A: Waḡajätigw.
- A: Slow down you two.
- C: Nêwewey na Assumsingewey.
Êmsêt na wen
assumsip. Mijuâjîj na
mô gigjeywamêḡêpênig,
aḡ pana wijey êmsêt wen
têliâ mimajuinu. Gatu
tês na wen weligjîtoḡop
ugtêpun aḡ wejôtḡêp gis-
maweyn igtigi oḡo na
nâtêl eyḡêp neḡêm ugmi-
majuaganêm.
- C: The fourth one is individu-
freedom (owning yourself).
Everyone was his own boss.
Children were not strictly
disciplined and this conti-
nued into adulthood. Howe-
this was counterbalanced b-
a strongly developed sense
of responsibility and the
need to belong to a commun-
for survival.
- A: A, gélapis ugtejgewey.
- A: Ah, the last one finally.
- C: Pê têl'pi, ḡêpugjig
pêteweyêmâttenu. Na
nigê ugtejgewey. Neḡê-
mewey na Gepmitêlmuj
Gisigûmimajuinûḡ, aḡ mâw
Gepmitêtêmg Ênsêtuḡon
aḡ Gejîteḡemḡewey. Tujîw
na maljewêjḡ wijev tela-
mûḡup uḡtêlugowaḡanuow
êstêḡê gisigûḡ. Na tâ
goḡey gisigûḡ nenmîtip
aḡ gey'tûtîp na malje-
wêjḡ menuḡêtip. Gel'-
tana na maljewêjḡ ge-
mitêlmâtipêni un'ḡîqua
aḡ gisigû uḡjit ula ne-
puḡwitêtasêḡ ḡeḡênûtêma-
simḡewey.
- C: Sit still; we'll have some
tea soon. Now the last one.
It is respect for old peop-
and also respect for wisdom
and knowledge. In those d-
younger people lived the s-
way their elders did and th-
techniques developed by el-
were prized. So the young
people had tremendous respo-
for old people and for the
valuable knowledge.

C-3 (Cont'd)

B: Welâlieg nugumî.

B: Thank you, Grandma.

C: Mō na talēnug. Ul'tā-
sigg na mē pugwelītij
maljewējg petnēmīītij
aḡ pipanimīītij tām pasēg
goḡey sāḡaway.C: It's nothing. I would be
happy if more young people
would come to visit me and
ask me about something
historical.Tepiaj, pē pēteweyē-
manej.Let that be enough. Let's
have (ourselves) some tea.

E-1

Do the following exercise on degrees of comparison.

Mē jemu, 'more than', is the comparative degree.Maw, 'most', is the superlative degree. Note that all
the English adjectives in this exercise occur in Micmac
as adjectival verbs. Also try to predict what the
person names would be in Micmac. If you can't, look
them up in the list at the end of the text.1. Jān pitoḡsit.A: John is tall.
(Lit: John, he tall)Mē pitoḡsit jemu gīl.

B: He's taller than you are.

Èe, maw pitoḡsit ula tet.A: Yes, he's the tallest
around here.2. apjējījit.

A: Alice is small.

B: She's smaller than you are.

A: Yes, she's the smallest
around here.3. mesgilg.

A: Terry is big.

B: He's bigger than you are.

A: Yes, he's the biggest
around here.

18 E-1 (Cont'd)

4. nēnaġjījit. A: Grace is light (in weight)
 _____ B: She's lighter than you are
 _____ A: She's the lightest around
 _____ here.
5. alūsāt. A: Catherine is skinny.
 _____ B: She's skinnier than you are
 _____ A: Yes, she's the skinniest
 _____ around here.
6. wigewit. A: Mabel is fat.
 _____ B: She's fatter than you are.
 _____ A: Yes she's the fattest
 _____ around here.
7. toġaġjījit. A: Mathew is short.
 _____ B: He's shorter than you are.
 _____ A: Yes, he's the shortest
 _____ around here.
8. maġtawigēnegsit. A: Gladys is dark (in colour)
 _____ B: She's darker than you are.
 _____ A: Yes, she's the darkest
 _____ around here.
9. wapigēnegsit. A: Brenda is light (in colour)
 _____ B: She's lighter than you are
 _____ A: Yes, she's the lightest
 _____ around here.
10. wapestaġēg. A: Roland is pale.
 _____ B: He's paler than you are.
 _____ A: Yes, he's the palest
 _____ around here.

18 E-2

Do the following exercise on the existential and the locative. Both appear as eyg, 'he's there' (locative) or 'there is', 'there exists' (existential).

1. Tami nujimsênatêl eyg? A: Where's the catcher?
(locative)
Tel'têlêmḡ gesênugat. B: I think he's sick.
(tel'têlêmḡ: 'I think of
him')
- Ansuêḡ. Pasêḡ negêm eyg A: That's too bad. He's the
tân tel'gêlûsit. (existential) (Lit: Only
him there is who he's
that good)
2. _____ A: Where's the pitcher?
(nûtleḡetêl: 'pitcher')
_____ B: I think he's sick.
_____ A: That's too bad. He's the
_____ only one who's that good.
3. _____ A: Where's the player?
(tûowinu: 'player')
_____ B: I think he's sick.
_____ A: That's too bad. He's the
_____ only one who's that good.
4. _____ A: Where's the left fielder?
(patatujḡ igâtaḡanigtug
ḡaḡamij: 'left fielder')
_____ B: I think he's sick.
_____ A: That's too bad. He's the
_____ only one who's that good.

18 E-2 (Cont'd)

5.

A: Where's the first
(amgwesey gajami
baseman')

B: I think he's sick.

A: That's too bad. He
only one who's tha

18 E-3

Do the following exercise which contrasts the indicative
the simple infinitive, and the complement infinitive

1. Gesatêmên mesenewen?

A: Do you like catching
(indicative) (Lit:
like it you catch)

Ee, gisògon na mesêneweng.

B: Yes, it's fun to catch
(simple infinitive)
(Lit: Fun is to catch)

Etawağtemay gîl ulimsên-
wen.

A: I hope you catch well
(complement infinitive)
(Lit: I hope for you
catch well)

2.

A: Do you like pitching
(elegey: 'I pitch')

B: Yes, it's fun to pitch

A: I hope you pitch well

3.

A: Do you like to play
(tûay: 'I play ball')

B: Yes, it's fun to play

A: I hope you play ball

E-3 (Cont'd)

4.

A: Do you like to play
left field?
(patatujg igâtaġanigtug
gaġaming etêlmilâsi:
'I am playing left field')

B: Yes, it's fun to play left
field.

A: I hope you play left
field well.

5.

A: Do you like to play first
base? (amgwesewey gaġaming
etêlmilâsi: 'I am playing
first base')

B: Yes, it's fun to play first
base.

A: I hope you play first base
well.

E-4

Do the following exercise on benefactives.

1. El'tûn na ugjit Sân?

A: Are you making that
(pointing) for John?
(el'tu: 'I make it)

Èe, el'taġ.

B: Yes, I'm making it for
him. (present benefactive)

Nîn el'taġap elg newtê.

A: I made one for him too.
(past benefactive)

El'têmg na gisôġon tân

B: Making it is fun, regard-
less of who it's for.

getûwen el'tuj.

(el'tuj: 'to make it for
somebody', an infinitive)

18 E-4 (Cont'd)

2. _____

A: Are you singing that
for Alice?

(getapegiey: 'I sing')

B: Yes, I'm singing it

A: I sang one for her

B: Singing it is fun,
less of who it's for

3. _____

A: Are you buying that
Terry?

(wejātu: 'I buy it')

B: Yes, I'm buying it

A: I bought one for him

B: Buying it is fun, re
less of who it's for

4. _____

A: Are you carving that
Grace?

(iluḡsēm: 'I carve it')

B: Yes, I'm carving it

A: I carved one for her

B: Carving it is fun, r
less of who it's for

5. _____

A: Are you doing it for
Catherine?

(gisātu: 'I do it',
it to be')

B: Yes, I'm doing it for

A: I did one for her too

B: Doing it is fun, rega
of who it's for.

3-4 (Cont'd)

6.

A: Are you washing it for Mathew?
(gesispātu: 'I wash it')

B: Yes, I'm washing it for him.

A: I washed one for him too.

B: Washing it is fun, regardless of who it's for.

-5

Do the following exercise on coordination. Be sure to first read the Note to the Student, 4-.

.. Sān pegwatelgēs wen'jiguom?

A: Did John buy a house?

B: He bought a house and a wagon. (tepaḡan: 'wagon')

A: Did John buy a rifle?

B: He bought rifles and wagons.

A: Did John buy chairs?

B: He bought a table and chairs.

A: Did John buy a horse?

B: He bought a horse, a cow, and a sheep.
(jijgēluewj: 'sheep')

18 E-5 (Cont'd)

5. _____ A: Did John buy a dog?
_____ B: He bought a dog and
_____ chicken.
(gògòlìgwej: 'chick

18 E-6

Answer the following questions on this lesson in Mi
(Hand in for correction.)

1. Taliag tès piley newtipunḡeg?
2. Mè wenig sàḡawèḡ punmilitājig?
3. Talāteget Atuen punmilāsij?
4. Metuèḡ gisna naḡamasèḡ nujimsēnuj?
5. Goḡey ula nigatēnōting?
6. Wen melgitāt?
7. Wen mawintāginuet?
8. Wen mattèḡess alā igtigipunḡèḡ?
9. Goḡey na Nipḡewey Agesēwāluj Nujigināmasultijig?
10. Tami tet tēmḡ elātijig?
11. Goḡey ugjit Al'pēt ugumijêl?
12. Goḡêl na ênnueyêl pejūlisapèwigêl?

18 E-7

Write, in Micmac, eight questions that can be answered
by any part of this lesson. Be prepared to answer them
orally. (Hand in for correction.)

L8 E-8

Write a conversation based as much as possible on this lesson's material. Experiment with the structures explained in the Note to the Student. (Hand in for correction.)

8 E-9

In the following story, you will learn about pre-marital adulthood, courtship, and marriage in traditional Micronesian society.

Gès mu Malièwimég aḡ Malièwimḡ.

Tàn tujīw jīnēmīj gisnēpāj amgwesewēl tiāmūl aḡ giasgiwowej jīnēmūj, na elg tujīw poḡjimatēnaggep nenugsin aḡ ginitēlmugsin. Wēgaw gisniganpuḡuāsīn, Migēmewey jīnēmīj na amuj tēmg gelūsip nujigtantegemḡ. Tàn na wen wetagutḡ mō aḡgattasēgtēnugup ugjit maljewējg jīnēmug.

Wēgaw ugjit maljewēj jīnēm tēpēnmēn ginitēlmugsin, amuj pa getōjīnūjgajeweyit getantegemḡ, amuj pa elg getōḡimelqitāt ugjit matēntimḡ. Aḡ māw elg amuj mō nepaḡtēmug aḡ amuj welmētoḡ aḡ welingēnuaji ēmsēt mima-juinū aḡ tāt mittugalji. Aḡ pana amuj yapjiw penoḡitōsāt aḡ mā ginjesigw.

Vocabulary:

malièwi

I am married
(from French: marié)

nenugsi

I am known

ginitēlmugsi

I'm well thought of
(to a high degree + I think)

18 E-9 (Cont'd)

gisiniganpuguàsi	I have become the leader (Lit: I am standing at the front)
(gisi + nigantug + alpugui)	(action completed + in front + I'm standing)
wetagutêm...	I am descended from...
tepêng/tepênêm	I can reach him/it
getôgimujgajeweyi *	I am the very best
(getôgi + mujgajewey + i)	(the ultimate the best + I)
getôgimelgitây	I am the bravest
(getôgi + melgitây)	(the ultimate + I am brave)
matên'timg (l)	war
elg	also
nepaqtêm	I am stingy
welmêtu	I am good natured, kind
weligênmuey	I am generous
mittugey	I visit
penoqitêlsi	I am humble
ginjesi	I am vain

Ugjit êpitêsg, gis tâlueten negêmow ginitêlmutêpênig, tipênig, weliêpiteultipênig aq̄ gesgelêmsultipênig. I eytênugup nutêmên winewôgemg gisna tapuowôgemg. Aq̄ e mâ nêmitûn wesgalgaq̄an gisna matûêsgalgaq̄an tepaw êpi gisna jînêmjîjq̄.

Jînêmjîjq̄ naq̄ majuggatêmîtip êtpêlutaq̄an aq̄ mâ êngatên tigul ujjual wigual gêlapis eta tãn tujîw gwiluâtij êpitêsg ugjit maliêultinew. Jînêmjîjq̄ tãn q̄asêg wêjia êpitêsel welamatêl sêmtug lietâl ujjâl aq̄ gêlumatal, na êpitês mâ ul'têtêmug gêlapis ujjêl têng ul'têmênig. Na jînêmjîjq̄ tujîw pipanimatal ula jînêmul ul'têtêmênig gisiwigin wiguaq̄, giasgiwowey na pipanimatêl ul'têtêni maliêwinew ugtusêl, tãn negêm teluet mâmunigsalatêl.

* Note that in derived verbs, the -i does not become -it as it does in non-derived verbs such as nestueyy.

18 E-9 (Cont'd)

Èl'pa na tēliaḡ ula jīnēm mō weli'tētēmug, na sēmug
 nātēl tēl'tēlimatal aḡ mā goḡey ugjianug aḡ mā wen
 tal'tētēmug. Ula jīnēmjīj pasēg sēg ēlḡwiluatal ēpitēsēl.
 Gatu tēliaḡ jīnēm ul'tētḡ, na tēlimatal pipanim ēntus.
 Amuj na elḡ māw ēpitēs weli'tētē. Mō na wen gesēmoḡjā-
 lamēḡḡp ugsuūlan tātēn wen mō p... ul. Maljewējg na
 giasgiwōwey negēmow negēnātīp... nī negēmow maliēultita,
 gatu elḡ tēliaḡap un'gīgua gaḡlīsg telimtītipēni tā nu
 wenī mō ḡelusultēlita ugjit negēmow. Na jīnēmjīj ap elḡ
 amuj pipan matōl epitēsēl uggiḡjēl.

À na nigē iictal ēpitēsēl, ugjit elḡ negēmāl ul'tēmēnin.
 Nat goḡey na igēmuatew, na ēpitēs ul'tētḡ na ugsuattew
 ula tā goḡey igēmēmuj, aḡ elḡ negēm igēmuateal jīnēmjījēl
 nat goḡey tātēn negēm gisitoḡ.

Vocabulary:

weliēpitowi	I am a good wife, mother, woman
gesgelēmsi	I am self-restrained, prudish (Lit: possessive of myself)
winowōḡey	I talk bawdy or lewd language
tapuowōḡey	I say words having a double meaning (double entente)
wesgaḡalmōḡ/wesgaḡaltēm	I kiss him/it
matlēḡsalgaḡan (1)	loveplay
majuggalḡ/majuggatēm	I follow him/it
ōtpēlutaḡan (1)	a law, custom
naḡalḡ/naḡtēm	I leave him/it
ḡwilaḡ/ḡwilēm	I search for him/it
wējīḡ/wējītu	I find him/it
welamḡ/welaptēm	I find him/it attractive
gelumḡ/gelutēm	I ask for him/it

18 E-9 (Cont'd)

wigi...	I live at...
êntus (g)	my daughter
mâmunigsalg/mânunigsatêm (mâmunîw + gesalg/gesatêm)	I love him/it very much (very much + I like him/it)
wejiey...	I am coming from...
sêg	in another place
gesêmoġjâlêg/gesêmoġjâtu	I push, persuade him/it
wesuâlêg/wesuâtu	I take, choose him/it
pewalg/pewatêm	I want him/it
megênêg/megênêm	I pick him/it
nên'ġîgug	my parents
gaġîsg	often
teluey	I say
telimg 'telimtîtipêni)	I tell him (they were told by them)
gisîg/gisitu	I made him/it

Na nigê tân tujîw êmsêt wen gisiul'tetg aġ ula igênmu gêl wel'tetasêg, na jîlînmjîj ênmietew aġ giasgiw ênġa negêm unġîgu aġ apsgwâsitew êpitêsêl wiguaġ ugjit nât wigin newtipunġeg ugjit lugowan ula ugjiljêl. Amuj p neyâlsip tepigêlûsin êqtantegewinu aġ gissêman pugenn Amuj pa neyâlsip ulmêtun, êntâêgtêlamsêtêmên aġ êntaw mên emsêt goġey eliaġ ugjit gelugg mimajuaġan. Êpitê elġ na negêm amuj pa musġâlsip gêlûsin elîsewemġ, elû lasguaġ, gwitênn, êntawoġsewen, êntapsgâtun aġ êntawî men anguowey, tân têsêg goġey ugjit igênmasin gelugg êpitewimġ.

Ula na newtipunġeg wejġuâġ mâ samâlagul ula êpitêsêl, giasgiwowey cêo mênâġ na maliêwigw. (Maliêwimġ na giasgiwowey Wen'jueyey gêlusuuaġan, Ennueyey na Toġopu 'timġ) Na nigê newtipunġeg ġîyayaġ ula Toġapuguâl'tim

E-9 (cont'd)

igāg. Jīnēmjlj ungiḡu pejimitugalātiji ēp: tēs ungiḡu.
 ēmsēt wen pipanimut ul'tētēmēn ula Toḡopuḡuā'ling. Na
 tōliāg āg wen asgitētēm, nā newtē nāḡweg isātasētātew
 ugjit ula wejḡuāg wiḡupāl'ting. Na niḡē ula jīnēmjlj
 tēstew nājāsip najigtanteḡep ḡelamaa na puḡweiltētew āg
 lamāg, wius, nēmējuey āg amuj pa ḡaḡtepiatēw bōtaw.

Vocabulary:

wel'telmāg/wel'tēm	I find him/it agreeable
jḡōmuomg	a gift (Lit: something which is given)
emley	I'm going home
apḡwāsi	I return
ḡilli	My father-in-law
neyyāsi	I reveal, expose (for example: to reveal a crime)
netawōtāmsātēm	I am obedient (Lit: I know how to believe)
netawēyāg/netawōtēm	(I know how + I believe)
netawōtēm	I know how to handle him/it (I know how + to handle)
muḡḡi	I display, show myself (for example: to display a collection)
ḡiḡwēy	I saw
laḡḡow (ḡ)	a snowshoe
ḡḡow	I'm a good cook
ḡḡow	I skin it
ḡḡow (l)	an animal hide, belt
ḡḡow (l)	a name also a reputation
ḡḡow ḡḡow	I touch him/it

Note that g does not become ḡ when there is an intervening morpheme boundary.

toḡopuguāl'timḡ (1)	a wedding (Lit: to be made to sta together)
asgitêlêmg/asqitêtêḡ	I have bad feelings abo him/it
tepiey	I have enough
telgaḡismilamũḡ (tel + gaḡisḡ + milamũḡ)	of many different kinds (how + often, many times + k
wius	meat.

Na nāḡweg igāḡ, êḡset tān tēsītij na mawiejig. Newtē
na eyḡ tān negēm ugtêlugowaḡan na nujōtgêl ula toḡopi
timḡêl. Gitḡ na amuj tēḡḡ gelulujig. Jīnēmjīj na ne
gelulji gisigũ, aḡ ujjêl aḡ ula tān niganpuguit toḡa-
puguāl'timḡ. Êpitēs na elḡ negēm gelulut, gisuguĩsgv
aḡ ugḡwijêl aḡ elḡ niganpuguit. Gitḡ na gegênuātujiḡ
gêlūsineḡ ennuimḡ, mu ewleyatineḡ, mu ewlêjineḡ aḡ mu
wen piluêl êḡsalanew pasêḡ eta negēmow. Telimujig un
janineḡ aḡ êḡsalanew un'janua tān igênmuji.

Na nigê gitḡ elālujiḡ ula tān wigupāl'timḡ usḡewāsêḡ
Jīnēmjīj na negēm elālji igtigi jīnēmjījḡ witapa, aḡ
êpitēs negēm êpitēsḡ wi... Na nigê êḡsêḡ epitājiḡ
jīnēmjīj wijitḡweywayi jīnēmjījḡ aḡ êpites wijitḡwey
êpitēsḡ. Na nigê gitḡ elāmujiḡ aḡ gitḡ igênmuji ula
Ula na eptaḡang ḡês wijey gitḡ teligijig pasêḡ mu gi
Na nigê niganpuguit āsutêḡmat, aḡ eta me ḡiasḡiwowey,
elietêl êpitēsêl aḡ ulaal telimatêl.

"Ula ḡilu ḡêpugjiḡ maḡḡuttēs, mō ḡey'tūn tān ḡistêli
ḡayulis êl'pa na anḡitêtêḡmên nat ḡoḡey ḡistêliewlāla
êḡjīnēmum. Nīn telimul ulêḡtes aḡ pugweltew wêjitūn
welālêḡsg nêḡaw ulinnuin, mu ôpêlālaj wijinnũḡ aḡ êp
êḡjīnēmum, aḡ māw telimul mā uleyũn aḡ pugweltew wej
ewlālêḡsg piluay na tuen nenmasḡ êpiteweyḡ ḡisna piḡũ

9 (Cont'd)

wlālej wijinnu." tēs na goḡey teluej na mimajuinūg
el'tātēmītij.

ocabulary:

mawiemg	a gathering
nujeyaḡ/nujōtēm	I manage him/it
nigan'pugui	I am the leader, master of ceremonies
gegēnuātuey	I am an informer, a bringer of news
gegēnuātaḡ	I inform him
ewleyaḡ/ewlotēm	I treat him/it badly
ewlōji	I am poor
un'jani	I have children (Lit: I am childrened)
elālēg/elātu	I transport him/it
wesgewāsi	I am at such a place
epāsi	I sit down
wijitgweyaḡ	I accompany him
wijitgwōtēm	I witness it
elāmaḡ	I put food in his plate
nulaḡjan (g)	my food dish
eptaḡjan ()	a plate
teligi (tel + igi)	I have a certain appearance (how + appearance)
āsutēmay	I pray
nilu (l)	my food
ḡpugjig	soon
ḡḡūtēm	I eat it
ḡḡaywey	I am harmful
asḡyaḡ/asḡōtēm	I harm him/it
welālēg	I am kind to him

18 E-9 (Cont'd)

nêgaw	all along, the whole ti
ôpêlâlêg/ôpêlâtu	I do him/it wrong
wijinnu (wijey + ennu)	a fellow person (the same + person, ind
êpjilîw	especially
nenag/nenêm	I know him/it
êpitewey	womanhood (Lit: belonging to a wo
pisû	for no reason, for noth for free

Gês ula wesgewâsêg, newtêjit jînêmjîj tân witapewîti getumaliêwilitêl aê ap newtêjit igtig êpitês tân witapewîtitêl êpitêsêl getumaliêwilitêl na negêmw gitg ugsisgweyâtijig, nâtami wetneyâtijig aê telitutgig ês mô gey'tûtigweg tân tellugêtij, na tujîw sâsêwâtuâtij ula maliêwiniji ulağanua tân tujîw sigupâtij. Jînêm nigê negêw ulağan epitêsuêl aê êpitês nigê negêw ulağan jînêmjîjjuêl. Na tujîw ap elâmujig gitg aê na tujîw êstêgê māmūn pağalayyîtij telîmtijig ala wen nigê geç matîtiji ulağanua. Na tujîw ula niganpuguit sêmtug r sing aê sapêwitêlimaji, "Ula na Êgjinisgam negêw gisi aê telpewatg. Negêw na na teltêlimugsîgw wel'tetg ul gilew nigê toğapuguâtioê. Nigê na gilew gitg wijêg gulağanuaê êstêgê gitg gilew na nigê gilew wijêg. Na têliaj. Uleyîtij gitg aê êpgitawsîtij."

Na nigê êmsêt wen wel'tâsualaji ula pilê gisitôpuguâ jig, wesağanmujig aê wel'tâsualujig. Na nigê majâsêç wîgupâlulağan, amalgal'timg aê gisôgon. Mê ap ênmiag nâgeg na wijey nâgweg, ula gitg ugtêmalataê wijêl tēm aê gitg negêmw asutêmataê aê têlimâtital Êgjinisgamî welâlîeg.

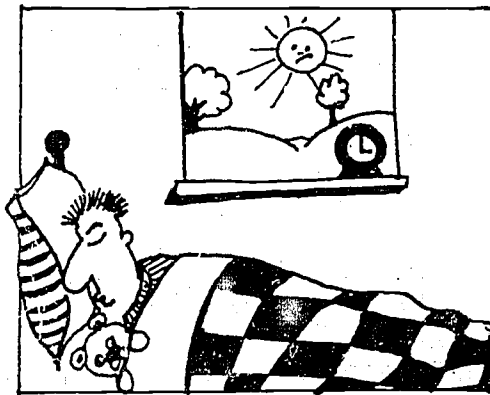
Vocabulary:

ugsisgwey (l) (ênsisgw + ewey)	a mask (Lit: belonging to the face) (my face + belonging to)
telitutêm (teli + tutêm)	I assume a certain behaviour (how it's done + a certain behaviour)
sigutêm	I empty it by eating
sigupg	I drank his place dry
elâmay	I put food in my dish
pâg'alayy	I am surprised
sapewitêluey (sapêwig + teluey)	I say it solemnly (it is holy + I say it)
Êgjinisgam	Great Spirit
na na	that's that (Lit: is that)
pegitawsi	I have a long life
pileyewi	I am new
nâgeg	ahead, in the future
wetêmay	I smoke
têmağan	a pipe

Answer the following questions. (Hand in for correction.)

1. Goḡey pewatg jînêmjîj wêgaw gisniganpuguâsin?
2. Goḡey mâ eygtênug nutêmên?
3. Talâteget jînêmjîj wêjiaj êpitêsêl?
4. Taliaḡ jînêm mu ul'têtêmug?
5. Wenig megênâtisêni maliêultinew?
6. Goḡey ugjit jînêmjîj wejiwigij ê pitêsêl wiguaḡ
newtipunḡeg?
7. Talneyâlsit êpitês negêm gêlûsin êpitewimḡ?
8. Goḡey maḡḡuttaḡ toḡopuguâl'timḡ?
9. Talluget niganpuḡit?

10. Goḡey gegênuâtujig gitg maliêwijig?
11. Weni wijitg eywaji èpitès?
12. Taligijig eptaḡamg?
13. Goḡey mimajuinùg wel'tètêmîtij?
14. Goḡey ugjit pāḡalayy'gig? *
15. Goḡey sapêwitêluej nigan'puguit?
16. Ap goḡey iḡtig têlâtegetaḡ nāḡeg enmiaḡ?



* The spelling of the word pāḡalayy'gig will seem less surprising if you study the paradigms of -ey verbs (see lists at end of text). The apostrophe indicating voicing could be omitted since there is a morpheme boundary preceding the g: - gig (see Micmac Orthography rule 1(b)). The double y's, -yy-, occur with duals in -ey verbs; paḡalayyoḡ, 'you(dual) are surprised'; paḡalayyeg, 'we (dual,exc) are surprised'; paḡalayy'gig, 'they(dual) are surprised'. Note, however, that -yy- does not occur in paḡalayūg, 'we(dual,inc) are surprised'.

te to the Student

The verb eym in Micmac can have two meanings. One of its meanings is to indicate a location, the other to indicate the existence of something. The first is therefore called a "locative", the second an "existential. Carefully study the following examples: (nujoḡsewet: 'cook')

- | | |
|---|--|
| 1. Tami nujoḡsewet eyg? | Where's the cook?
(locative) |
| 2. Mu lamuguomg ey mug? | Isn't he in the house?
(locative) |
| 3. Nujoḡsewet eyg? | Is there a cook?
(existential) |
| 4. Eyg nujoḡsewet. | There is a cook.
(existential) |
| 5. Tami nujoḡsewet eyg
ēl'pana nujoḡsewet ḡgg? | Where's the cook (locative)
if there is a cook (existential)? |

The second occurrence of 'cook' does not have to be pronominalized in Micmac. However, it can be as follows:

- | | |
|---|--|
| 6. Tami nujoḡsewet eyg
ēl'pana newtējit ḡgg? | Where's the cook if there
is one. * |
|---|--|

In lesson 17, we encountered a type of infinitive which we called the complement infinitive. This, we saw, was an infinitive in so far as it was a verb which did not take bound person pronouns although it was marked for number.

Pronominalization should be looked at in detail in Micmac. Unfortunately, due to time restrictions, this will not be possible here. However, for future study, we suggest a close look at optional and obligatory pronominalization, and at forward and backward pronominalization.

Note to the Student (Cont'd)

In this lesson, we find a true infinitive in that it has none of the regular declinable endings. We call this infinitive, the "simple infinitive". It is formed by adding -mg to the verb stem. Carefully study the following examples where the verb stem is amalg-: 'to dance'.

- | | | |
|----|----------------------|---|
| 1. | Gesatêmên amalgan? | Do you like to dance?
(Lit: Do you like it,
you dance) |
| 2. | Gesatêmên amalgamg? | Do you like to dance?
(Lit: Do you like it
to dance) |
| 3. | Gisôgon na amalgamg. | To dance is fun.
-or-
Dancing is fun.
(Lit: Fun is to dance) |

Note that the simple infinitive, unlike the complement infinitive is not introduced by another sentence. The simple infinitive is also best translated by English "to + verb" or "verb + ing".

- 3- The term "benefactive" implies "for the benefit of" and is found in English as prepositional phrases such as "for me", "for you", "for him", etc. Similarly, in Mi this can be expressed by ugjit nîn, ugjit gîl, ugjit n. In fact, this prepositional phrase is the only way of expressing benefactives with imperatives:

- | | | |
|----|--------|--|
| 1. | Êl'tu | I make it. (for example,
house', <u>wen'jiguom</u> , inani) |
| 2. | Elîg. | I make it. (for example,
bow', <u>tapi</u> , animate) |
| 3. | Êl'tu! | Make it! (imperative,
inanimate object) |

ite to the Student (Cont'd)

- 4. Li! Make it! (imperative, animate object)
- 5. Êl'tu ugjit negêm. Make it (inanimate) for him.
- 6. Li ugjit negêm. Make it (animate) for him.

The prepositional phrase, ugjit negêm is also necessary with questions. For example:

- 7. El'tûn na ugjit negêm? Are you making it for him?

When declarative statements are used, the benefactive can be indicated by a "combined pronoun" on the verb. This is called a combined pronoun because it signals the presence of two pronouns, an agent and a recipient, within the same form. For example:

- 8. El'tağ. I make it for him.
(-ağ: 'I-him')

For emphasis or clarification, the prepositional phrase, ugjit negêm, can be added:

- 9. El'tağ ugjit negêm. I make it for him.
(Lit: I make it for him, for him)

Carefully study the following where the benefactive is signalled by a combined pronoun:

- 10. (8.) El'tağ. I make it for him.
- 11. El'taj. You make it for him.
- 12. El'tuaj. He makes it for him.
- 13. El'tul. I make it for you.
- 14. El'tasg. He makes it for you.

Note to the Student (Cont'd)

- | | |
|--------------|---------------------|
| 15. El'tuin. | You make it for me. |
| 16. El'tuij. | He makes it for me. |

These forms should not be confused with the subjunctive benefactive which sometimes differs only in the first sound. Compare the following to 11, 12, 13:

- | | |
|--------------|-------------------------|
| 17. Êl'taġ. | If I make it for him. |
| 18. Êl'taj. | If you make it for him. |
| 19. Êl'tuaj. | If he makes it for him. |

When number is added to the combined pronouns of 10-16 then the forms are as follows. To keep things simple, only the object will be pluralized. Compare 20-26 of the following to numbers 10-16:

- | | |
|-----------------|----------------------------|
| 20. El'taġig. | I make it for them. |
| 21. El'tajig. | You make it for them. |
| 22. El'tuaji. | He makes it for them. |
| 23. El'tuloġ. | I make it for you (plur). |
| 24. El'tugsioġ. | He makes it for you (plur) |
| 25. El'tuieg. | You make it for us. |
| 26. El'tugsieg. | He makes it for us. |

These forms again change if the subject is plural and object singular, or if both are plural. Much more time would be required to investigate these changes and the regularity. We will do this a little more extensively in studying the combined pronouns of transitive verbs the next lesson. For the moment, be sure that you

ote to the Student (Cont'd)

understand the notion of combined pronoun and try to learn at least a few of the singular forms that you encountered in this section.

We will now briefly examine coordination in Micmac. Coordination involves the combining of two sentences into one sentence. This can only happen when the sentence contains the same verb (verb coordination) or the same noun (noun coordination). For example, the following two sentences share the same verb:

1. Pegwatełgêp pêtaŵ'ti. He bought a table.
2. Pegwatełgêp nutputi. He bought a chair.

These two sentences can be conjoined as follows:

3. Pegwatełgêp pêtaŵ'ti He bought a table and he
aĝ pegwatełgêp nutputi. bought a chair.

However, since these sentences have identical verbs, the SECOND occurrence of that verb may be deleted:

4. Pegwatełgêp pêtaŵ'ti He bought a table and a
aĝ nutputi. chair.

Let's indicate by \emptyset that something has been deleted in sentence 4. Then we can give sentence 4. the following surface bracketing:

5. (Pegwatełgêp pêtaŵ'ti)_{S₁} He bought a table
(aĝ \emptyset nutputi)_{S₂})_S and a chair.

Notice that when the verb occurs BEFORE the object, then that verb refers only to that object and not to the one following the aĝ since this is in a separate sentence.

Note to the Student (Cont'd)

That is, in 5., pegwatelgêp refers only to pêtaŵ'ti since they are both within the same sentence, S_1 . When the verb occurs AFTER the object, then anything conjoined by aġ serves as object to that verb. Two singular objects make up a plural object and the verb shows this in its agreement:

6. Petaw'ti aġ nutputi He bought a table
 pegwatelgêpênn. and a chair.
 (Lit: A table and a chair
 he bought them)

Sentence 6. can only be bracketed as one sentence since pêtaŵ'ti aġ nutputi functions as a complex noun phrase for the verb (V) pegwatelgêpênn:

7. ((Pêtaŵ'ti aġ nutputi)_{NP} He bought
 (pegwatelgêpênn)_V)_S a table and a chair.

Understanding the bracketing of sentences 5. and 7. is crucial to understanding coordination in Micmac. On the basis of 5., we can now understand the following example. Note when the verb is plural and when it is singular:

8. Pegwatelgêpênn pêtaŵ'tîl He bought tables
 aġ nutputi. and a chair.
9. Pegwatelgêp pêtaŵ'ti He bought a table and
 aġ nutputîl. chairs.

If the verb were to occur after the coordinated noun phrase, then it would automatically become plural as 7.:

te to the Student (Cont'd)

10. Pêtaŵ'tîl aġ nutputi . He bought tables
pegwatelgêpênn. and a chair.
11. Pêtaŵ'ti aġ nutputîl He bought a table
pegwatelgêpênn. and chairs.

Until now, we have examined verb coordination with inanimate objects. The same rules apply when the object is animate. Carefully study the following:

12. Pegwateluapênn tèsipowl. He bought a horse (obviative).
13. Pegwateluapênn wen'- He bought a cow (obviative).
jitiàmul.
14. Pegwateluapênn tèsipowl He bought a horse and a
aġ wen'jitiàmul. cow.
15. Tèsipowl aġ wen'jitià- He bought a horse and a
mul pegwateluapêni. cow.
16. Pegwateluapênn tèsipowl He bought a horse and
aġ wen'jitiàm. cows.
17. Pegwateluapêni tèsipowg He bought horses and a
aġ wen'jitiàmul. cow.

When coordinating animate and inanimate sentences, a structure such as 7. cannot result. Such a restructuring is not allowed. Rather, what is allowed is identity deletion and the maintaining of a clear sentential identity as in 5. In fact, to assure the separateness of the sentences, aġ maw, 'and also' is used:

18. Pegwateluapênn tèsipowl He bought a horse
aġ maw pesgewey. and also a gun.
19. Pegwatelgêp pesgewey He bought a gun
aġ maw tèsipowl. and also a horse.

Note to the Student (Cont'd)

20. Pegwateluapêni tèsipowg He bought horses
aḡ màw pesgewèl. and also guns.
21. Pegwatelgêpênn pesgewèl He bought guns and
aḡ màw tèsipowg. and also horses.

As long as aḡ màw is used to keep the conjoined sentence apart, then the verb can also occur AFTER the object:

22. Pesgewey aḡ màw Lit: A gun and also
tèsipowl pegwateluapênn. a horse he bought.
23. Tèsipowl aḡ màw Lit: A horse and also
pesgewey pegwatélgêp. a gun he bought.
24. Pesgewèl aḡ màw Lit: Guns and also
tèsipowg pegwateluapêni. horses he bought.
25. Tèsipowg aḡ màw Lit: Horses and also
pesgewèl pegwateluapênn. guns he bought.

We have until now examined verb coordination. We saw that sentences with identical verbs can combine in special ways. The same is true for sentences involving identical nouns. Unfortunately, due to limitations of time, we will not be further examining coordination in this book. We recommend this to you as a special project for further study.



Lesson 18 (Cont'd)

Wapus Geluluet (part 3)

"Netawâmên?" maljewêjg giûnigağ pipanimâtîtêl?

"Moğwâ — mē mēnağ." Wapus wesgewtêluet, "gatu gisginâmasites na." Wapus na yapjiw gisgajêg tân pasêg goğey ugjõtêmên.

Na wejipsetoğ samuğan. Êl'pa moğwâ welimâğtênuğ.

Na umağjigeweym mesgîg egwijâtoğ — nisgam, tegpâğ!

Apêtnatğegej ula umağjigeweym. Na nugû gês mltoğsij ağ egwijâlsij ağ natğâlsij gêlapis gatu gisgwijasuet gêlapis ugpung ağ poğjimâtüğênûtêmasit tân telâmêg.

Ula giûnigağ pasêg ağğamâtîtêl, îêgsêmtõtultijig ağ wesgewewâtîtêl. Na Wapus gesêmtôsît uggwatêl ugtejgêl ağ pana sêmtug enmigtapâtağ ağ amujpa ginâsît al'pağ-tôsît gêlapis wêjitoğ mağamigew.

Vocabulary:

wesgewtêluey (wesgewey + teluey)	I talk cheerfully (I smile + I talk)
gisgajeyy	I am ready
wejõtêm	I try it
wejipsetu	I smell it
welimây	I smell good
nêmağjigeweym (l)	my toe
egwijâsi	I go in the water
egwijâlêg/egwijâtu	I put him/it in the water
tegpâğ (teğig + pağ)	cold water (It's cold + having to do with water)
apêtnatğegey (apêt + natğegey)	I pull it out again (to reverse an action + to pull it out)

Wapus Geluluet (Cont'd)

miltoḡsi (mil + toḡsi) (mil-) (-toḡsi)	I make varied loud noises (varied, many different kinds (having to do with speaking)
egwijālsi	I immerse myself in liquid (literally, figuratively)
natḡālsi	I take myself out of somethin liquid
gis-	having to do with a completed action
egwijasugey	I wade into the water
ēnpusgun (l)	my chest
poḡjimatūḡēnūtēmasi (poḡji + matū + gēnūtēmasi) (poḡji-) (matū)	I'm beginning to teach myself little by little (to begin) (little by little, slowly)
telāmēḡ (tel + alāmēḡ) (tel-)	how one swims (the way in which one does something)
gesēmtèḡ	I nudge him
lēḡsēmtōl'tultijig (l + gesēmtōl + tultijig) (l-)	they are nudging each other repeatedly (a repeated action)
wesḡeweyy	I laugh
ugtejḡey (l)	the one in the back
ēnmigtapāy (ēnmiey + getapāy) (ēnmiey-) (-getapāy)	I am sinking in (I am going in a certain direction) (I sink)
al'paḡtōsi (ali + paḡ + tōsi) (ali-) (-paḡ-) (-tōsi)	I am splashing about in the water (here and there, about) (having to do with liquid) (motion, activity)
wèjìḡ/wèjìtu	I find him/it

ous Geluluet (Cont'd)

Gatu na mō puniegw aḡ tãn tujl̄w newtigisgêg mō gisōtê mug, ap wejōtg aḡ ap wejōtg, gêlapis gatu iḡgã gisōtg gisl̄ien talgênegg samuḡanigtug. Na ula giūnigaḡ gatu wel'tāsua-lātītēl. Na Wapus ginitēlsit na tujl̄w, gatu geḡiaḡi mē na maligitēlēmḡi.

Telimatītēl amuj na nigē gegēnūtēmasin wesgeng.

"Wesgeng?" Mmm amuj na wejōtēm" Pipsaḡ negēm gīs poḡḡicewising, weloḡotalultimgeḡ gīs sãḡ pemiaḡ.

"Gaḡamutēn", Wapus telimatēl, aḡ wejōtg migwitētēmēn tãn giūnigaḡ teliwsgētītij. Tēmḡ na getapētijig. Na metuēgewey na. Amuj na tãn telginn egwijalsin samuḡanigtug. Na tōḡ tēliã. Giūnig gisōtg, goḡey ugḡit mã Wapus. A na getapet, êstēge giūnigaḡ aḡ gigwesūḡ, uggwatēl gēpētãḡ eliaḡal gêlaman na ugsugunij wijēugutew lampōḡ. Na teligtapeḡ, sēmḡug na ugsisḡon aḡ ugsituaḡann aḡ mãw ugḡūḡul wajūpegãtigēl samuḡan aḡ negēm mō gisiangitētē mug goḡey pasēḡ eta natḡãsin. Na neyapetesing, suel aptēlamit aḡ elūḡwij samuḡan. Mē gatu welimãḡ ugḡūsēn!

Vocabulary:

puniey	I am quitting
newtigisgêg	all day
giseyaḡ/gisōtem	I can handle him/it
gisliey	I am able to go so far
(gis + eliey)	(readiness, so far)
(gis-)	(I go)
(eliey)	
talgênegg	a certain distance
(tal + gênegg)	
geḡiḡ/gey'tu	I know him/it

Wapus Geluluet (Cont'd)

maligitêlêmji	they think very little of him
(mali + angitêlêmgi)	(weak, little + I think of hi
weloġotalultimg	suppertime
pêmiey	I am going by
gaġamutêm	I have patience (Lit: I stand up to it)
migwitêtêm	I remember
teliwsgêtîtij	how they fish
(teliw-)	(the manner, the way)
metuèg	it is difficult
(tân) telginn	the entire body
(tel + ginn)	(the manner in which + body)
Na tòġ, têlia.	OK, then.
ġêpêtay (1)	in the air, upwards, a ceiling
ênsuguni (1)	my tail
wijêwey	I follow
lampòġ	underwater
ênsisġon (1)	my nose
ênsituaġan (1)	my ear
ênpūg (1)	my eye
wajūpey	I am full of water, soaked
neyapetesin	I suddenly appear
aptêlami	I suffocate, choke
(aptâsi + lami)	(I'll never return + to breat
elūgwi	I'm choking from something stuck in my throat
welimâġ	it smells good
(weli + mâġ)	(nice + it smells)
ugjūsên (1)	the wind

pus Geluluet (Cont'd)

"Na ula tăn teliwsgemg mu ugjit nîn" Wapus etêlgisi-tâsit na tujîw. Ge pè, taliwsgêtijig na muînağ. Tel'têtêm na pasêg negêmow wejigôğâlâtiji nêmèji nâtağamtug. Amuj na nîn gisôtêmugg na." Na tôğ, egwitasuget samuğanigtug gêlapis ugtugapègêng. Na elisgetesingêl êsgoljel, ağ maw jağalitğamatêl musoğêl ağ jel ap maw jağalgôğâlâtêl atoğàsûl pemâmêlitêl gatu pa pesoğtâji êmsêt. Mè gatu wesgeweywâtitêl, gatu mò puniegw. Nemiapênn ûjêl epâsinitêl nipisoğonigtug ağ maw ap miguamapênn pêlamûl pemamênitêl. Na gês wejôtg gişim-sênan gitg na pejilpuguâsit etêl'âmig ağ na getapât. Pasêg emigtapâtağ gêlapis lampoğ tăn ula uggwat ugtejgey pitâğ étêlnastesg lampôğ nâ tami. Êl'pa mò gismêntesêm-sigw tăn wêgwisipgwatoğ. Mè gatu jipağâsit. Tegtesgewet ağ miloğtesing ugjit mênâlsin. Na gês etêlmatênaggej, tâ goğeyeg sisguamûgeğ pasêg pentağâsêgeğ ugsisgug. Na ula tâ goğey gigtôğâsêg ağ apsgwâsêg. Ut ta ula Giînig.

Vocabulary:

(tăn) teliwsgemg (teli + wesgey)	a way of fishing (the way + I fish)
etêlgisitâsi (etêl + gisi + angitâsi)	at a certain point where I made up my mind (where + it's done + I think)
ge pè!	hold on! just a moment!
wejigôğâlêg (weji + gôğâtu)	I grab him from a certain place (where + I catch it)
nêmèj (g)	a fish (unspecified)
nâtağamtug	on the shore
êntugapègên (l)	my chin

Wapus Geluluet (Cont'd)

elisgêtesin	I reach over quickly with my hand
êsgolj (g)	a frog
jağalitğamg/jağalitğatêm (jağali + tağamg/tağtêm)	I hit him/it quickly (quickly + I hit him/it)
musoğ (g)	a horsefly
jağalgðğâlêg/jağalgðğâtu (jağali + goğâleg/goğâtu)	I grab him/it quickly (quickly + I grab him/it)
atoğâsu (g)	a trout
pemâm (pemi + alâm)	I'm swimming by (to go by + I swim)
pesoğtêg/pesoğtêm (pesoğ + petêg)	I miss trying to hit him/it (I fail + I hit him)
ũj (g)	a housefly
epâsi	I sit down
nipisoğon (l)	a branch of a tree
miguamg/miguaptêm (migua + ağğomg)	I see him/it by chance (by chance + I see him)
pejilpuguâsi (peji + elpuguâsi)	I stepped over, on, in something accidentally (accidentally + I stepped on it)
etêltêmig (l) (etêl + têmig)	where it is deep in the water (where + it is deep)
êngat	my foot
ugtejgewey	the last one
etêlnastesin (etêl + nastesin)	where I get caught in, on something (where + I hook myself)
gismêntesêmsi (gis + mentesêmsi)	I have managed to free myself from entrapment
wêgwisipgwatu	as far as I am able
jipasi	I am afraid
tegtesgewey	I kick (literally and figuratively)
tegtesgağ/tegtesgêm	I kick him/it

Wapus Geluluet (Cont'd)

miloġtesin	I squirm and toss
menālsi	I resign, free myself
matēnaggey	I fight
tā goġeyeg	some thing
pemtaġāsi (pemi + taġasi)	I'm speeding by (going by + going by quickly)
ēnsisgw (l)	my face
gigtōġāsi	I go around
apsgwāsi	I return
Ut ta...!	This is...! (emphatic)

Na tujl̄w giasgiw nemitoġ ugpatāsuāġanēm. Wapus tel'tāsip nigē wetapet. "Etug jel ē pegwatasi ugtapen, gatu ēnmi-matēnaggās gēlapis ugtejgewey", Wapus gisitāsit. Na māmunl̄w gesēmġasit t̄n wēġwisipġwatoġ āġ pana wijey tujl̄w ula uġġwat apġwāsēġ. Gēlapis gatu neyyētesġ un'ji samuġamigtug, suel samuġaninpēġ. Na Giūnig goġālatēl ugjitaġaneg āġ ēl'pa nātaġamjiegetēl.

Vocabulary:

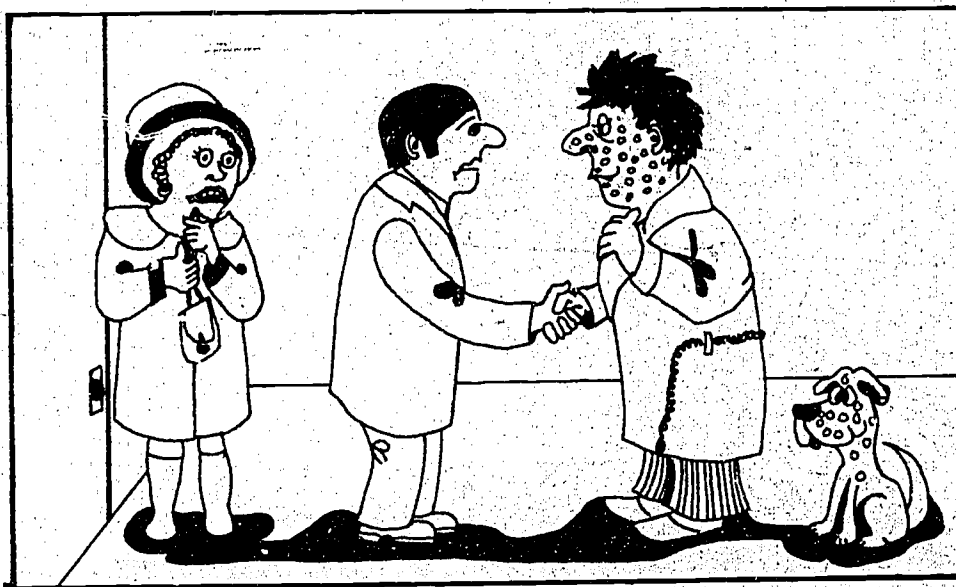
ēntpatāsuāġanēm	my wrongdoing, fault
wetapey	I get punished, scolded
pegwatu	I deserve it
ēnmi-	to continue
māmunl̄w	with great force or strength
gesēmġasi	I push myself using my feet
apġwāsi	I become free from entanglement
neyyētesin	I appear suddenly
nun'ji (l)	my head
samuġaninpēm	I drown
ēnjl̄taġan (g)	my neck
nātaġamjiegey	I throw him on shore

Wapus Geluluet (Cont'd)

Answer the following questions. (Hand in for correction.)

1. Netawâg Wapus? Gîs wejotg?
2. Tal'poğjimatüğênütêmasit Wapus?
3. Tal'tèlmâtîtêl giùnigağ?
4. Puniess Wapus?
5. Tal'guising Pipsağ?
6. Taliwsgêtijig giùnigağ? Gatu muînağ?
7. Gè wîtèn tân Wapus teligtapej.
8. Weni êmsêt pesoğtâji?
9. Taliağas pejil'puguâsiteg etêl'têmig?
10. Wenn nemiasênn lampòğ?
11. Talnêmitoğsêp ugpatâtağanêm?
12. Talwestawâlatêl Giùnig Wapusal?

LESSON 19



∴ converse, communicate



C-1

Setting: A: Jim, his wife B: Sandra and their two children C: Jimmy jr. and D: Jill are at E: Dr. Martin's office.

A: Jim, ugtêpitêmêl, B: San'têIâ aḡ tapusêliji un'janua C: Jîmêj aḡ D: Jill eymûtijig E: Mal'palêwit Maltan ugtêlugowaḡanôguomḡ (a created word).

- wen gesênugagw. no one is sick.
- B: Tàsieg gesênugutieg, aḡ tàsieg pasêg êgsa-têmugegg paḡanajeywinen. B: Some of us are sick, some of us would like a check-up.
- E: Wen tōḡ gesênugat? E: Well then, who's sick?
- A: Ula Jill, ugpitênoḡênjîj ḡis wel'sàḡ wejgiàjîjḡ. A: Jill here, her arm had a rash for quite a while.
- E: Ò, mē na wijey na. Nigē giasgiw nepitēmūḡ. Etêlitêtēm etug jel êggajuèwjîmuow wejiaḡ. Ula igēmuloḡ êmpisun na amātuatoḡsêp tēsawlāḡw. Tal'têtēmēn na, Jill. E: Oh, it's still there. Now we'll really talk about it. I think it's caused by your cat. I'll give you this medicine to rub on your arm every night. Do you think about that?
- D: (Netagēḡ, mō getūḡēlusigw aḡ gemēlenmit.) Ḡi, Ḡi, Ḡi. D: (She is shy, and won't talk. She giggles.) Hee, Hee, Hee.
- E: Na nigē wen? E: And now, who's next?
- A: Nîn na etug. Ḡis nigē tâpu aḡantiêw'ti êtḡeyâtay. Mēsipunālit ula êtḡey. A: I guess I am. It's been two weeks now that I've had this cold. It won't go away.
- E: Mmm, ḡē tōḡ mēnāl êḡtatêlâyēm. Jigsêtēmultes êḡpusḡun. (Na êwēḡ ugjiḡêstaḡanamḡeweym (a created word)) Tel'têlmul amālulin pesḡêlamingewey ijḡā. Ula igēmmulann pil'sêl ugjit uḡsuātun aḡan'tiêw'ti, aḡ ugjōtēn uliatêlasēmin. E: Hmm. OK then, take your shirt off. I'll listen to your chest. (He uses a stethoscope) I think you have a case of bronchitis. I'll give you these pills to take for a week, and try to get a good rest if you can.
- A: Pesḡêlamingewey, giasgiwowy gisna pasêḡ amālig. A: Bronchitis. Is it serious or just a mild form?
- E: Moḡwā, mut jipasiw pasêḡ amālêsg. Gatu üt jînem-jîj; mē negēm talēḡ? E: No, don't be afraid. It's a mild form. Who's the young man? How is he?

19 C-1 (Cont'd)

- C: Nîn na Jîmêj, aġ mò
gesênuġaw, pasêg peji-
mittugey! Mò getù lieu
êgsênuġowôguom.
(Êmsêt wen wesgewêg)
Ġa, Ġa, Ġa!
- E: Na nigê amuj gil?
- B: Èe, gatu amujpa esgwie-
jig esġemalitaġ ijgâ
âsêg. Èpitewey na tâ
goġey.
- E: Na tôġ. Ap tôġ têlê-
tew gilew esġwiâtioġ.
- C: I am Jimmy jr., and I'm
not sick. I'm only visiting.
I don't want to go to the
hospital.
(Everybody laughs) Ha,Ha,Ha!
- E: Now it must be your turn?
- B: Yes, but I think the rest
had better wait for me in
the other room. It is a
woman's business.
- E: OKay, I'll see you again
soon, the rest of you.

I-: mimic, memorize, manipulate

9 M-1

- A: Mè talôltioġ? Etawey
mò wen gesênuġagw.
- Mè talôltioġ? Ajipju-
têm êmsêt wen welêg.
- Mè talôltioġ? Gêlûg-
tes mu wen êgsênuġagw.
- Mè talôltioġ? Ajipju-
têm gilew êmsêt weleya-
sultioġ.
- A: How's everybody? I trust
no one is sick.
- How's everybody? I hope
that you (plur) are well.
- How's everybody? It would
be nice if no one was sick.
- How's everybody? I hope
that you (plur) are all
taking good care of your-
selves.

9 M-2

- B: Tâsieġ gesênuġutieg, aġ
tâsieġ êġsatêmugeġġ
pâġamajeywaġan.
- Tâsieġ gesênuġutieg
êġtġeyâtâtieg, aġ tâsieġ
êġsatêmugeġġ êmpisun.
- Tâsieġ gesênuġutieg
wisawêġewey aġ êġsatêmu-
ġegġ ġisnêmġġetj mal'pa-
lêwit.
- B: Some of us are sick and
some of us would only like
a check-up.
- Some of us are sick with
the flu, and some of us
would like medicine.
- Some of us are sick with
jaundice and we would like
to see a doctor.

19 M-2 (Cont'd)

Tàsieg gesênugutieg
gesaġtiamgewey aġ êgsa-
têmuggeg gegênuimgewey.

Some of us are sick
diarrhea and would
advice.

19 M-3

A: Talàtaġatigoġġ mu
mal'palêwijig imîtigw?
Talàtaġatigoġġ mu êmpi-
sun ittênuġ?
Talàtaġatigoġġ mu êgsê-
nugowaġanġguomêl ittênuġ?
Talàtaġatigoġġ mu apoġon-
matimg ittênuġ?

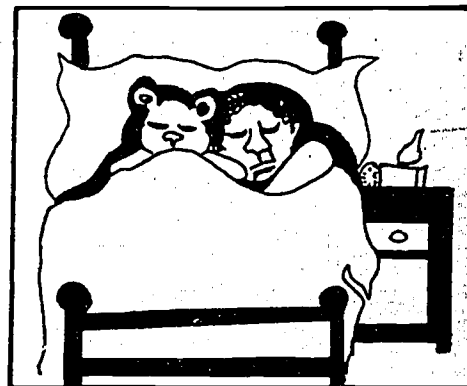
A: What would you (plu
if there were no do
What would you (plu
if there was no med
What would you (plu
if there were no ho
What would you (plu
if there was no hel

19 M-4

B: Apoġonmatultigegg.
Ugjitugegg na ninên
pêteyogŝeligug.
Angitêtêmuġegg na nat
goġey.
Apoġonmasultigegg.

B: We would take care o
other.
We would make it (m
from herbs
We would think of s
thing.
We would take care o
ourselves.

C-: converse, comunicate



19 C-2

Setting: A: Joseph has made up his mind to become a doctor. He realizes the goal he has set for himself, the years of hard work and the delaying of immediate plans for the future. His family, however, is proud of his decision and encourages him. He now visits his grandfather B: Joseph sr. to tell him of the news.

A: Sòsep nigè gisitàsìt ugjit mal'palèwitewin. Gey'toḡ giasgiw tòn getûtêluḡej, tòn tel'pegijipunḡej ugsuàlugutew, aḡ tòn telimtuèḡ aḡ ugjit mà piluey goḡey gisnasàlsigw un'gìgu gatu ginitêlêmji tòn getûtêlâteḡej aḡ gesêmoḡjâlâtîtêl. Na nigè elietêl umijgamijêl
B: Sòsepal gisigùl aḡ telimatêl negêmal.

- A: (Metetèḡ gâḡan: taḡ, taḡ, taḡ.) Alò, eymên Tatât? Alò, nepan? Nìn na Sòsep, panâtui. (Umijgamijêl na newtugwâmalitêl) A: (Joseph knocks on the door: knock, knock, knock.) Hello, are you there grandfather? Hello, are you asleep? It's me, Joseph. open the door! (His grandfather lives alone)
- B: Pè esgêmali, wejḡuey na. (Gâḡan panâtoḡ) Mè taleyn, êngwis? Mut tal'têtêmu esgêmalin, nepâjîjiap. B: Wait a moment. I'm coming. (He opens the door) How are you, my son? I hope you didn't mind waiting. I was having a little nap.
- A: Gatu ḡil weleyn? Mu enmigsatêmu nemùl newtugwâman. Talâtegetes jaḡaligsênugan? A: And you, are you okay? I don't like seeing you living alone. What would you do if you took sick suddenly?
- B: Nugù, nugù. Weleyy aḡ weleyy tòn teleyy. Êgsê-nugân na êgsênugàs, aḡ êmpêman na êmpêmàs. Mà na wen gisinmawsigw yapjiw. B: Now, now. I'm fine, and I'm fine the way I am. If I get sick, then I'll be sick and if I should die, then I will be dead. No one can live forever.
- A: Gìs anḡitêtêmên wigin wigultîtij gisigùmimajuinùḡ? A: Have you ever thought of living in an old people's home?

- B: Talimin? Tal'tàsin
nìn wen, Wapèg Wāgëy?
Punajutèn na tà goḡèl.
Muna ginu ginuowèl ên-
nuultîgw.
- A: Nêmijgamî, pettêlimulap
na gisitâsianeg mal'pa-
lêwitewin.
- B: Ò, mè gatu wel'tàsi,
êngwis. Êngamlamun êl'pa
welâtuin. Gelûg nâgweg
ugjit êmsêt ênnuultîgw.
- A: Wel'tàsi elg nìn, tatât.
Mò geju luap tân têliw-
suâttës. Mò pewatêmun
wigultîtij gisigûmimajui-
nûg tōḡ Aḡalasiêwèl gatu
mal'palêwijig mò taltêl-
mawjig.
- B: Gey'tu, pasêg naa, mò na
gitg wijèl. Mal'palêwi-
tewimḡ aḡ êmpisunn nenmêg
na gîs sâg ginu nestasul-
tîgul. Newt na tàm pasêg
wen pugwelgêp nengêp êmpi-
sun aḡ nepilsultipênig.
Teliaḡ nigè gisgug awijê-
jit wen nengêl, etêna nigè
gîl amuj elien mesgîg ginâ-
masuti ugjit ginâmasin
gisgugewey mal'palêwitewimḡ.
- A: Na tōḡ nigè têlimi tà
goḡey ugjit wigultîtij
gisigûmimajuinûg tel'-
piltuêg?
- B: What are you saying
me? Who do you think
am, a White Man. Do
talk about such things.
They don't belong to
Indians.
- A: Grandpa, I came to tell
you that I've made up
my mind to be a doctor.
- B: Oh, I'm so very happy
son. You have done
heart good. It's a
day for all Indians.
- A: I'm happy too, Grandpa.
I didn't know how you
it. You don't want to
people's homes because
they're English yet you
mind doctors.
- B: I know, but still, that
not the same. Being
doctor and knowing about
medicine are things you
understood and known
a long time. Once, I
about everybody knew
about medicine and cure
themselves. It is true
however, that they are
today who still do.
why now, you have to
a big education to learn
today's doctoring and
medicine.
- A: Okay, now tell me what
so different about old
people's homes?

19 C-2 (Cont'd)

- B: Têmg pewalul ênsêtasin newtê tâ goğey. Teliag sâg elg na gisigûmima-juinûg angweyutêpênig, gatu mē aḡ na, maw elg gesalutêpênig aḡ māmuniw gepmitêlmutêpênig. Nîn mō wên elaḡalut aḡ awantâsualut un'jang tel'têlmaḡ gesalut gisna gepmitêlmut.
- A: Tatat, muna êmsêt elaḡalamêgig gisna awantâsualamêgig.
- B: Êngwis, ap telimul, weleyy tân teleyy, aḡ eta wesam pugwelg mig-witêtêm aḡ gesatêm sâ-ḡawey ugjit nugû sâsê-witâsin gisna pilûmimajin.
- A: Nêmijgamî, mujgajeweyin jînêmuin aḡ êmsêt wetêmitêlmuleg tân telamugin.
- B: First I want you to understand one thing. It is true that in the old days old people were also taken care of. But it was more than that. They were also loved and respected. I don't find anybody who is thrown aside and forgotten to be either loved or respected.
- A: Grandad, not all of them are thrown aside or forgotten.
- B: My son, I'll tell you again. I'm fine the way I am, and also I love and remember too much of the old ways for me to think or live differently.
- A: Grandfather, you are the best of men and we all need more of your kind.

) C-3

Setting: This year, at the Junior High School, Micmac as a second language has been introduced. The course is designed primarily for those Micmac students who have partially or completely lost their language. The following conversation takes place on the first day of class:

A: Frank, the teacher; B, C, D, etc.: students.

Ula nigê newtipunḡeg, Tâpuewey Etêlginâmasing Maljewêjuey, Mîgêmewey têlîsuti ginâmasêttêtew êstêgê wen Tâpueweyn ugtêlîsutim. Giwnaḡa na ugjit na nujiginâmasultijig gîs aḡatin'tûtij gisna gîs êmsêt entûtij Mîgêmewey. Na nigê ula etêlagênutêmâtijig na tujîw amgwesey nâgweg poḡjiginâmuj. A: Pêlasua, nujiginâmuet; B, C, D, etc.: nujiginâmasultijig.

19 C-3 (Cont'd)

- A: Welliessipùg, maljewèjg. Mè talòltioḡ gisgug? A: Good morning, kids. are you all today?
- B, C, D, etc.: (mò mètàtìgw) B, C, D, etc.: (silence)
- G, H, I, etc.: Welòl'tieg. (òpèl'tèluètij) G, H, I, etc.: We are fine (they mispronounce)
- A: Àa, tàsioḡ èl'pa mò nestuiwoḡ aḡ tàsioḡ nestuiwoḡ gatu ijgà òpèl'tèluèyoḡ gèlusuaḡan. A: Uh-Uh! Some of you don't understand me at all. Some of you understand but have mispronounced the word.
- G: Òpèl'tèluèyeg, tali òpèl'tèluèyeg? G: We mispronounced it! How so?
- A: Giasgiwowey na "welòl'tieg", mu "welòl'tieg". Àngwesewey na mò ènsitunàsèttènuḡ gatu tàpuwewey ènsitunàsèg. Mè talipgijèḡ usgùttesènu na màmunìw. A: Because it's "welòl'tieg" and not "welòl'tieg". The t in that word is voiceless and not voiced as in, for example, the t in eat. Later, we'll talk about this in more detail.
- B, C, D, etc.: Tèmg getùginàmasultiegèl gèlusuaḡann. Ginàmuieg tàmpasèg gèlusuaḡan. B, C, D, etc.: We want to learn these words first. Teach us the new word.
- A: Tèmg amujpa ginàmasultigoḡḡ Mìgèmwèl tèlìsutièl tàn tel'tèluemḡ. A: First, you should learn about the sounds of the words.
- B, C, D,: À, tèlàsèjj! Getaḡàsi! Ginàmuieg gèlusuaḡan. B, C, D,: Ah, Come on! Teach us a word.
- A: Na tòḡ. Ula na gèlusuaḡan ugjit "crow": "gàḡaḡuj". A: O.K. This is the word for crow: "gàḡaḡuj".
- B, C, D,: "gàḡaḡuj. B, C, D,: "gàḡaḡuj" (they mispronounce).
- A: Nigè nemituoḡ! Metuàlugsioḡ tàn teltèluèyoḡ. Ugjit oḡo na ḡè teltàḡ. Ula na ginu telwìtèmùḡ "gàḡaḡujùtoḡsig". A: See! You're having trouble saying it. That's because of the ḡè sound which we call the "crow" sound.
- B: Na gè tòḡ ginàmasultinej mìgèmwèl tàn teltàḡal. B: O.K. then; let's learn the sounds.

3-3 (Cont'd)

- A: Têmg amgwesewey gegênu-
têmultoġsêp tân teđenig
gênuġatigêng êwujig ugjit
ula tân teltâġal.
- B: À moġwâ. Tel'tâsiap
geginâmuiegêl tân tel-
tâġal!
- A: Na tōġ! Na tōġ! Maw
ginamasultitesênu git
egijjemġ aġ gelusimġ.
- B, C, D, etc.: Goġey ugjit?
Pasêġ na ninen getugġi-
tueġ tân tellisimġ!
- A: Gis têtâtaġatigupp na.
Gatu mâ gilew gisginâ-
masultiwoġ êwumoġ ula
wġatigên.
- B: Ò, nemitu. Na nigê
pasêġ ġil tân ugġigina-
masultitesênen. Na tōġ.
Ginâmuieg tân teliêwumġ
ula wġatigên ġêlaman na
ninen gisingutiginâmasul-
titesênen
(gisi + ênguti + geginâma
+ si + ulți + tesênen)
- A: Weliaġ. Na nigê ula
gisinsêtêmoġ, ġê êpġo-
ġiginâmasultineġ.
- A: Well, first let me teach
you the letters that we
use to represent those
sounds.
- B: Oh no! I thought we were
going to learn sounds!
- A: O.K.! O.K.! We'll learn
both reading and speaking
together.
- B, C, D, etc.: Why? We just
want to learn how to speak!
- A: We could do that. But
then you would not be able
to teach yourself with
this book.
- B: Oh, I see. Then we could
only learn from you. O.K.
Teach us to use the book so
we can learn by ourselves
too

(to be able + alone + to
teach someone + reflexive
+ plural + we, exc.)
- A: Good. Now that that's
settled, we can begin.

.1

Do the following exercise on illnesses (êġsênuġowaġann).

Note the use of the conditional.

1. Talâtegeġġ ġuġên mân
uggwamlamunipênemġewey? A: What would you do if you
had heart disease?
- Atêlasêniġġ mâmuniw aġ
puniasġitâsiġġ. B: I would rest a lot and
stop worrying.

19 E-1 (Cont'd)

2. _____
naqsêgewey?

lamuquomg imugg.

3. _____
pesgêlamingewey?

ul'pêsusigg.

4. _____
nujêmuingewey?

natnêmliegg mal'palêwit.

5. _____
wisawêgewey?

liegg gesênugamgowôguomg.

6. _____
etgey?

samugaqg pêteweyogsêlapu.

7. _____
gesaqtiamgewey?

ugsuâtugg êmpisun.

8. _____ gugunj
gôgwejij?

ugsuatugg pâgama jeywaçan.

- A: What would you do if you had pneumonia?
B: I would rest a lot and stay in the house.
- A: What would you do if you had bronchitis?
B: I would rest a lot and keep myself warm.
- A: What would you do if you had tuberculosis?
B: I would rest a lot and see a doctor.
- A: What would you do if you had jaundice?
B: I'd rest a lot and go to the hospital.
- A: What would you do if you had the flu?
B: I'd rest a lot and drink herbal tea.
- A: What would you do if you had diarrhea?
B: I'd rest a lot and take medicine.
- A: What would you do if you had cancer (animate)? (lit: a spider)
B: I'd rest a lot and get a check-up.

E-2

Do the following exercise on the conditional and watch for stem-changes (see N.S.). Note how the meaning is affected by gisi-:

gisi + verb

'can', 'be able'

gisi + verb + past

'could', 'was/were able'

1. Êl'pa na gisiamalgàsêp,
amalgaôg?
Êe, amalgaôg aô amalgaôg
aô amalgaôg.
A: If you could dance,
would you?
B: Yes, I would dance and
dance and dance.
2. gisial'tugwimûsêp,

A: If you could run,
would you?
B: Yes, I would run, and
run and run.
3. gisialâsisêp,

A: If you could walk,
would you?
B: Yes, I would walk, and
walk and walk.
4. gisigtantegêsêp,

A: If you could hunt,
would you?
B: Yes, I would hunt, and
hunt and hunt.
5. gisialaôsinûsêp,

A: If you could fly,
would you?
B: Yes, I would fly, and
fly and fly.
6. gisialâmûsêp,

A: If you could swim,
would you?
B: Yes, I would swim, and
swim and swim.

19 E-2 (Cont'd)

7. gisiwsgèsêp,

A: If you could fish, would you?

B: Yes, I would fish, and fish and fish.

8. gisiwigèsêp,

A: If you could write, would you?

B: Yes, I would write, and write and write.

9. gisigtapegièsêp,

A: If you could sing, would you?

B: Yes, I would sing, and sing and sing.

10. gisiatêlasêmîsêp

A: If you could rest, would you?

B: Yes, I would rest, and rest and rest.

19 E-3

Do the following exercise on the reflexive. The reflexive can only be found with transitive verbs (See N.S.). In each of the examples, you are given the transitive verb. Removing the object, 'him' which occurs as êg, g, or ô will give you the stem to which you can add the reflexive -si.

1. Tallugen?

A: What are you doing?

Ağğamsi.

B: I'm looking at myself.
 (ağğamg: 'I look at')

E-3 (Cont'd)

2. _____ A: What are you doing?
 _____ B: I'm singing to myself.
 (getapegiweg: 'I sing to
 him'; stem change: êgt...)
3. _____ A: What are you doing?
 _____ B: I'm talking to myself.
 (gelulg: 'I talk to him';
 stem change: gêl...)
4. _____ A: What are you doing?
 _____ B: I'm cooking for myself.
 (wissugewg: 'I cook for
 him')
5. _____ A: What are you doing?
 _____ B: I'm laughing at myself.
 (wesgeweyağ: 'I laugh at
 him'; stem change: ugsêg...)
6. _____ A: What are you doing?
 _____ B: I'm thinking about myself.
 (angitêlêmg: 'I think of
 him')
7. Talâlsin? A: What are you doing to
 yourself?
 _____ B: I'm scratching myself.
 (gesipâlêg: 'I scratch him';
 stem change: êgs...)
8. _____ A: What are you doing to
 yourself?
 _____ B: I'm washing myself.
 (gesispâlêg: 'I wash him';
 stem change: êgs...)
9. _____ A: What are you doing to
 yourself?
 _____ B: I'm pinching myself.
 (mên'toğopğâlêg: 'I pinch
 him')

19 E-3 (Cont'd)

10. _____ A: What are you doing to yourself?
 _____ B: I'm kicking myself.
 (tegtesgaḡ: 'I kick h
 stem change: ətgət...)
11. Taleyasin? A: How are you treating yourself?
 _____ B: I'm taking care of my
 (angweyaḡ: 'I take ca
 of him')
12. _____ A: How are you treating yourself?
 _____ B: I'm taking good care
 myself.
 (weleyaḡ: 'I take goo
 of him'; stem change:

19 E-4

In 19 E-2, you saw how certain verbs undergo stem chan
 Note this in doing the following exercise on imperativ
 Note also that nothing is added to the verb in the imp
 and the verb ending is therefore the same as the verb
 ending. Since the verbs used in this exercise are the
 as those used in 19 E-3, removing the reflexive -si w
 give you the imperative ending or the verb stem ending
 However, do not forget the stem change that most (not
 imperatives undergo. Note the occurrence of mut in the
 negative.

- Question: Gogey nīn pewalin
 tēlātegen? A: What do you want me t
1. Aḡḡam! B: Look at him/them!
 (See N.S., 2-)
- Moḡwā, mut aḡḡamaw. C: No, don't look at him

E-4 (Cont'd)

2. _____ B: Sing to him!
 _____ C: No, don't sing to him!
3. _____ B: Talk to him!
 _____ C: No, don't talk to him!
4. _____ B: Cook for him!
 _____ C: No, don't cook for him!
5. Ugsegeweyu! (Note -yu ending B: Laugh at him!
from -ya)
 _____ C: No, don't laugh at him!
6. _____ B: Think of him!
 _____ C: No, don't think of him!
7. _____ B: Scratch him!
 _____ C: No, don't scratch him!
8. _____ B: Wash him!
 _____ C: No, don't wash him!
9. _____ B: Pinch him!
 _____ C: No, don't pinch him!
10. _____ B: Kick him!
 _____ C: No, don't kick him!
11. _____ B: Take care of him!
 _____ C: No, don't take care of him!
12. _____ B: Take good care of him!
 _____ C: No, don't take good care
 of him!

Do the following exercise on transitive verbs (verbs with objects). Pay special attention to the formation of the negative. The verbs used are the same ones as in 19 E-3.

- | | | |
|----|-------------------|--|
| 1. | Getūagġamġ. | A: I want to look at him
(getū-: 'I want') |
| | Gġi aġġam! Mō nġn | B: Go ahead. (Lit: You |
| | getūagġamaġ. | at him!) Me, I don't
want to look at him. |
| 2. | | A: I want to sing to him |
| | | B: Go ahead. Me, I don' |
| | getuġtapeġiewaġ | want to sing to him.
(Note that -ū of getū
shortens when occurin
verbs that undergo st
changes.) |
| 3. | | A: I want to talk to him |
| | | B: Go ahead. Me, I don' |
| | | want to talk to him. |
| 4. | | A: I want to cook for hi |
| | | B: Go ahead. Me, I don' |
| | | want to cook for him. |
| 5. | | A: I want to laugh at hi |
| | | B: Go ahead. Me, I don' |
| | | want to laugh at him. |
| 6. | | A: I want to think of hi |
| | | B: Go ahead. Me, I don' |
| | | want to think of him. |
| 7. | | A: I want to scratch him |
| | | B: Go ahead. Me, I don' |
| | | want to scratch him. |

5 (Cont'd)

- _____ A: I want to wash him.
 _____ B: Go ahead. Me, I don't
 _____ want to wash him.
 _____ A: I want to pinch him.
 _____ B: Go ahead. Me, I don't
 _____ want to pinch him.
 _____ A: I want to kick him.
 _____ B: Go ahead. Me, I don't
 _____ want to kick him.
 _____ A: I want to take care of him.
 _____ B: Go ahead. Me, I don't
 _____ want to take care of him.
 _____ A: I want to take good care
 _____ of him.
 _____ B: Go ahead. Me, I don't want
 _____ to take good care of him.

the following exercise on the negative, on the reflexive, on the conditional with the tag question na. Note that the conditional, 'you' is identical to 'I'. The verbs the same as in 19 E-3.

- Aðgamsigg na? _____ A: You should look at yourself,
 _____ shouldn't you?
Mo getuagamsiw. _____ B: I don't want to look at myself.
 _____ A: You should sing to yourself,
 _____ shouldn't you?
 _____ B: I don't want to sing to myself.
 _____ A: You should talk to yourself,
 _____ shouldn't you?
 _____ B: I don't want to talk to myself.

19 E-6 (Cont'd)

4.

A: You should cook for your
shouldn't you?

B: I don't want to cook for

5.

A: You should laugh at your
shouldn't you?

B: I don't want to laugh at

6.

A: You should think of your
shouldn't you?

B: I don't want to think of

7.

A: You should scratch yours
shouldn't you?

B: I don't want to scratch

8.

A: You should wash yourself
shouldn't you?

B: I don't want to wash mys

9.

A: You should pinch yourself
shouldn't you?

B: I don't want to pinch m

10.

A: You should kick yourself
shouldn't you?

B: I don't want to kick my

11.

A: You should take care of
yourself, shouldn't youB: I don't want to take ca
myself.

12.

A: You should take good ca
yourself, shouldn't youB: I don't want to take go
of myself.

9 E-7

In the following exercise, you will practise transitive verbs with singular animate objects. Many of the verbs are the same as those covered in previous exercises.

(Read the Note to the Student before doing this exercise.)

1. Aġġam! A: Look at him!
Mā gisiagġamaġ. B: I can't look at him.
Nġn gisiagġamġ. A: I can look at him.
Gogey ugjit mu ġil? Why can't you?
 B: Because I'm afraid of him.
2. Ġtapeġiew! A: Sing to him!
 B: I can't sing to him.
 A: I can sing to him.
 Why can't you?
 B: Because I'm afraid of him.
3. Ġelul! A: Talk to him!
 B: I can't talk to him.
 A: I can talk to him.
 Why can't you?
 B: Because I'm afraid of him.
4. A: Laugh at him!
 B: I can't laugh at him.
 A: I can laugh at him.
 Why can't you?
 B: Because I'm afraid of him.
5. Ġġsipāl! A: Scratch him!
 B: I can't scratch him.
 A: I can scratch him.
 Why can't you?
 B: Because I'm afraid of him.

19 E-7 (Cont'd)

6. Men'toḡopḡāl!

- A: Pinch him!
B: I can't pinch him.
A: I can pinch him.
Why can't you?
B: Because I'm afraid of
7. Angweyu!

- A: Take care of him!
B: I can't take care of
A: I can take care of hi
Why can't you?
B: Because I'm afraid of
8. Sēm!

- A: Feed him!
B: I can't feed him.
A: I can feed him.
Why can't you?
B: Because I'm afraid of
9. Milāsual!

- A: Play with him!
B: I can't play with him.
A: I can play with him.
Why can't you?
B: Because I'm afraid of
10. Samāl!

- A: Touch him!
B: I can't touch him.
A: I can touch him.
Why can't you?
B: Because I'm afraid of
11. Matta.

- A: Hit him! (mattēg: I hit
B: I can't hit him.
A: I can hit him.
Why can't you?
B: Because I'm afraid of

The following exercise is a repeat of 19 E-7 with plural subjects and objects. The verbs are again transitive.

Aggamug!

A: (You, plur) Look at them!

Mã gisiaggamagatjig.

B: We (plur, exc) can't look at them.

Nin gisiaggamgig.

A: I can look at them.

Goḡey ugjit mu gilew?

Why can't you (plur)?

Jipalgêttjig oḡo.

B: Because we (plur, exc) are afraid of them.

A: (You, plur) Sing to them!

B: We (plur, exc) can't sing to them.

A: I can sing to them.

Why can't you (plur)?

B: Because we (plur, exc) are afraid of them.

A: (You, plur) Talk to them!

B: We (plur, exc) can't talk to them.

A: I can talk to them.

Why can't you (plur)?

B: Because we (plur, exc) are afraid of them.

A: (You, plur) Laugh at them!

B: We (plur, exc) can't laugh at them.

A: I can laugh at them.

Why can't you (plur)?

B: Because we (plur, exc) are afraid of them.

5. _____

A: (You, plur) Scratch t
B: We (plur, exc) can't
them.
A: I can scratch them.
Why can't you (plur)
B: Because we (plur, exc)
afraid of them.

6. _____

A: (You, plur) Pinch the
B: We (plur, exc) can't
them.
A: I can pinch them.
Why can't you (plur)
B: Because we (plur, exc)
afraid of them.

7. _____

A: (You, plur) Take care
B: We (plur, exc) can't
care of them.
A: I can take care of t
Why can't you (plur)
B: Because we (plur, exc)
afraid of them.

8. _____

A: (You, plur) Feed them
B: We (plur, exc) can't
A: I can feed them.
Why can't you (plur)
B: Because we (plur, exc)
afraid of them.

9. _____

A: (You, plur) Play with
B: We (plur, exc) can't
with them.
A: I can play with them
Why can't you (plur)
B: Because we (plur, exc)
afraid of them.

E-8 (Cont'd)

10.

- A: (You, plur) Touch them!
- B: We (plur, exc) can't touch them.
- A: I can touch them.
Why can't you (plur)?
- B: Because we (plur, exc) are afraid of them.

11.

- A: (You, plur) Hit them!
- B: We (plur, exc) can't hit them.
- A: I can hit them.
Why can't you (plur)?
- B: Because we (plur, exc) are afraid of them.

E-9

This exercise introduces double objects on verbs. The direct object is unspecified for animacy (i.e. animate or inanimate) and the indirect object is animate. Most verbs are from 19 E-3.

1.

Pewalin n̄n
ēt̄gat̄emulin.

Moḡwā, n̄n gisit̄gattes je
t̄eliā mu apoḡonmuiwn.

- A: Do you want me to hit it for you?
(taḡt̄emul: 'I hit it/him for you')
- B: No, I will be able to hit it without your help.
(Lit: even if you don't help me.)
(gisi + et̄gattes: 'to be able + I will hit it')

2.

- A: Do you want me to sing it for you?
(getapegiatemul: 'I sing it/him for you')
- B: No, I will be able to sing it without your help.

3.

A: Do you want me to look at him for you?
(aġġatêmul: 'I look him for you')

B: No, I will be able to look at him without help.

4.

A: Do you want me to cook for you?
(wissugatêmul: 'I cook him for you')

B: No, I will be able to cook it without your help.

5.

A: Do you want me to scratch him for you?
(gesipâtul: 'I scratch him for you')

6.

A: Do you want me to wash for you?
(gesispâtul: 'I wash it for you')

B: No, I will be able to wash him without your help.

7.

A: Do you want me to pinch him for you?
(mêntoġopġâtul: 'I pinch him/it for you')

B: No, I will be able to pinch him without your help.

8.

A: Do you want me to kick for you?
(teġtesġêmul: 'I kick for you')

B: No, I will be able to kick him without your help.

E-10

Do the following exercise on passives. Passivization again involves transitive verbs. Note that both A. and B. are passive constructions. (See N.S.)

1. Talälulg Jõn? A: What's being done to
(telälêg: 'I'm doing it to you, Joan?') *
Etêliaqgaming. B: I'm being watched.
(aqqang: 'I look at him')
Gatu negem? A: How about him?
Etêliaqgamut elg negem. B: He's being watched too.
2. _____ A: What's being done to
_____ you, Joan?
_____ B: I'm being pinched.
_____ (mên'toqopqâlêg: 'I pinch
_____ him')
_____ A: How about him?
_____ B: He's being pinched too.
3. _____ A: What's being done to
_____ you, Joan?
_____ B: I'm being buried.
_____ (êtqotalg: 'I bury him')
_____ A: How about him?
_____ B: He's being buried too.
4. _____ A: What's being done to
_____ you, Joan?
_____ B: I'm being taken care of.
_____ (angweyaq: 'I take care
_____ of him')
_____ A: How about him?
_____ B: He's being taken care of too.

Do not confuse the underlying subject/object functions assigned to Jõn in sentences which are superficially similar such as: Talälulg Jõn?, where Jõn is object and Telälêg Jõn, where Jõn is subject.

19 E-10 (Cont'd)

5. _____ A: What's being done to
you, Joan?
_____ B: I'm being put in good humo
(welgwiĵâlêg: 'I put him in g
_____ A: How about him?
_____ B: He's being put in good
humour too.
6. _____ A: What's being done to you,
Joan?
_____ B: I'm being drowned.
(samuġannêpêg: 'I drown hi
from samuġan + nêpêg, 'I v
kill him')
_____ A: How about him?
_____ B: He's being drowned too.
7. _____ A: What's being done to
you, Joan?
_____ B: I'm being fought.
(matênêg: 'I fight him')
_____ A: How about him?
_____ B: He's being fought too.

19 E-11

Write, in Micmac, nine questions that can be answered from any part of this lesson. Be prepared to answer them orally. (Hand in for correction.)

19 E-12

Write a conversation based as much as possible on this lesson's materials. Be sure to use transitive verbs with direct and indirect objects. Also use at least one reciprocal and one reflexive. (Hand in for correction.)

-15 (Cont'd)

Gisigũg elg na m̄aw eliamutêpênig mağutêmênew t̄am pasêg goğey je t̄eliã ugtoğotasêg ugjit êmsêt wen piluey. Na lamugtesang w̄isisuêg muinêg, tiãmuêg, giũnigêg, gopitewêg ağ matuesuêg m̄e epultijig uggijua umustiwa na maw welnugêg wius ağ na ula ugjit na pasêg gisigũg. Ağ pana wijey ugjit muinêl uligsil, uggamlamunn, w̄in ağ gisna ap igtigêl piluêl mijipjewêl ginitêtêmîtipênn.

Vocabulary:

eliamg/eliaptêm	I leave him/it be, alone
wetğolg/wetğotêm	I forbid him/it
lamugtesan (g)	a fetus
nêmusti (l)	my belly
nugêg	it is soft, tender
niligsil	my guts, entrails
êngamlamun (l)	my heart
w̄in	bone marrow

Na nigê ugjit gisiguĩsgwağ, gisigũemg na tujl̄w ugjit atêlasêmimg ağ m̄o nugũ wetêmîtêtêmũun wetğolugsingêl. M̄o nugũ amujpa sêg eliewn t̄an tujl̄w tepgunsetewêl meşên-mên. Un'janua na angweyatîtipêni. Gepmitêltîtipêni ağ niganitêlêmtîtipêni maljewêjg mimajuinũ ağ t̄a goğey nenmîtij ugjit êgsênugowağan ağ êmpisunn na pipanimutêpênig. Tujl̄w elg na gisiguĩsgwağ t̄asijig wesuâtũtip mal'palêwitewimg, êstêgê nujiapoğonmuemg usgijinòti.

Vocabulary:

gisiguĩsg (g) (-ĩsg)	an old woman (denoting feminine gender)
atêlasêmi	I rest
wetêmîtêlmêg/wetêmi- têtêm	I care for him/it

19 E-15 (Cont'd)

wetgolugsimg (1)	a taboo, something for
niganitèlmêg/niganitètêm	I think of him/it most he/it is foremost in m
ègsênugowağan (1)	disease, sickness
êmpisun (1)	medicine
nujiapoğonmuet usgijindt	a midwife

Ap newtè tà goğey igtig ugjit sigùsgwağ. Negêmw n wetgolutêpênig mağutêmênew wîsisuey nèpàsêg maljewè jînêmuğ. Tà goğey mağutêmîtij na amujpa nèpàsêg jî tepğatg, gisigùjînêm gisna nà tuen sağamaw. Mò wen giasgiwowej gey'tug tà goğey ugjit ula wettêliağ ga tès na mimajuinùg majuggatêmîtitêl êtpêlutağan sàğar gîs sàğ majuggatasêgêl. Mîgêmağ na geggunmîtipênn neğemowowèl êtpêlutağann êstêgê Wenujg gegunmîtitêl negêmwowèl ağ Ağalasièwg ap negêmwowèl piluèl.

Vocabulary:

sigùsgw (g)	a widow
tepğatêm	I am married
Wenuj (g)	a french person
Ağalasièw (g)	an english person

Na nigè êmpuağan ağğatêmùg. Tàn ğasèg mimajuinu mò getùmijjigw gisna mò getugtêmagw, gisna nugù mò gîsc gegw, na igtigig unağapemg puniwtêmeywâtîtêl. Telue mò na wen gelùgtênuğ geluluj ula tà nuen elugatg gêp pusimg ugjit najiwijitgweywan wetapegsultijig tân ne wetapegsij wàsôğ. Mâ wen tujîw pa gêlusigw ağ êmset tân telapewij màmunimsêgêg. Na ula getùnpêg, têluen jînêm, tân tèsêg goğey assutg na nigè igênmuetutew u ağ esgwiejig ugjigsù. Je maw ugtî ênmùji gağisg nèp muatên gêlaman na wijèuguta tân eliej. Pana je elg

15 (Cont'd)

wīgupāmataḡ, ula ênmūji maḡumātita. Na ula gaḡayaḡ na nigè ewlitāsultitaḡ aḡ atgitemultitaḡ, ula oḡo gelūsilitêl witapual majāsilitêl, gatū amuj negêm majāsit melgitât. Na têlitâtaḡ na ula wijey gêlapis ula êmpêmênij.

Vocabulary:

gisowōgey	I am capable of speaking.
nunaḡapem (g)	my friend
wetêmeyaḡ/wetêmôtêm	I bother him/it
elugowg/elugatêm	I work for him/at it
pusi	I am departing
wijitgweyaḡ/wijitgwō- têm	I am with, assisting him/it
wetapegsi...	I am descended from...
wāsōḡ	land of souls, heaven
tân telapewi	how my face appears, countenance
mesgeyy	I am sad
assumg/assutêm	I own him/it
esgwiey	I am the one remaining
nujigsu (g)	member of a family
ênti (g)	my animal, usually a dog
gaḡîsg	often
atgitemi	I cry
melgitây	I am brave
Telâsi	I act in a certain manner

!ân tujîw wen gisinpêg, eygêpêniḡ tāsijig gisigūjîlnêmuḡ
:ân igênmutêpêniḡ ula ugtinninn. Na negêmow gimlâtûtij
jênegg nipugtug tân eteg wiguom gisitasêg giasgiwowey ugjit
igè ula êmpuinu elugaluj. Na ula gisigūg un'ji aḡ
umusti panâtûtij aḡ getaḡōtûtij ugtêp aḡ uligsîl. Na ap
enâtûtij mimajuinul ugmêgegênêm toḡo tujîw temsêmîtij

19 E-15 (Cont'd)

ula wius aḡ gispasēmītij êmgêlûtewigtug gisna nâgûsete
wigtug gispasēmītij, na nigê igātuâtij jînêmul uggwat
Aḡ na nigê apatnasîsêmuâtij ula ugmêgegênê m êl'pa wij
aḡ mo mênâtûtigusên.

Tân tujîw gesig pasêg goḡonisgwepilmītitêl ugtinnin
masgwiigtug, megwi aḡ maḡtawiessasêgêl. Na tujîw el't
êstêgê tân tepâlataḡ espêteg aḡ gittôḡilutûtij. Tân t
sigw, na wijey ap telâtûtij êstêge tân telueg gêpêtâḡ.

Vocabulary:

êntinnin (1)	my body
gimlâlêg/gimlâtu	I take him/it there secre
gênegg	far
êmpuinu (g)	a corpse
panâlêg/panâtu	I open him/it
getaḡâlêg/getaḡâtu	I take him/it out
êntêp (1)	my brain
mêgegên (1)	skin
temsêm (temsêg)	I cut it (I take his woman or man. Lit: I cut him/her)
gispasg/gispasêm	I dry him/it
êmgêlûtew (1)	smoke
nâgûset (g)	the sun
igâlêg/igatu	I leave, place, let go, of him/it
apatnasîsêm	I sew it back on
menâlêg/menâtu	I take him/it off
goḡonisgwâlêg/ goḡonisgwâtu	I cover him/it
masgwi (1)	birch bark

15 (Cont'd)

espêpi	I am sitting on something high; also, I am in high office
gittôgîlutu (gittôgî + ellutu)	I put a fence around it (around + I fence it)
gêpêtâg	above

Tân gâsêg ula ugtinnin apsgwâtasêg utanigtug na ula wôgêma ag witapa poğtêtemultijig. Ugsisgual na mağta-wiessêmîtitêl, ula na telâtağatipênig welmajitâsultîtij. Tân tujîw gisimâmuntemultîtij, na wesuâtûtîp têmawey ag tapusêniji gisna nêsêsêniji ênmûji tân nepgağ assumapêni ag mê piluêl nat goğêl toğo tujîw nûgwâtûtîtitêl. Na nigê siaw welmajitoğsultijig gêlapis êpgisulâtij êmpuinûl viguomigtug.

Vocabulary:

utan (1)	a village town, basically a settlement
nôgêmax (g)	my relative
poğtêtêmi (poğji + atgitemi)	I start crying (to begin + I cry)
mağtawiessêg/ mağtawiessêm (mağtawêg + essêg/essêm)	I colour him/it black (black + I colour him/it)
welmajitâsi	I am (in) mourning
têmawey (1)	tobacco
assumg/assutêm	I own him/it
nûgwâlêg/nûgwâtu	I burn him/it
pegisulg/pegisitu	I bring him/it

a igtig nâgweg igâg, ula ugtinnin goğonisgwepilmîtij
ğegênigtug gisna gelugg atêlâwegên. Na nigê ula amallu-
ttağ. Amêlisêtag, wayopsgul nasîsêtag. Toğo tujîw ap

19 E-15 (Cont'd)

miliessêmuataġ ugsisgw aġ pġung nasđtuaten un'jig.
Na nigê giasgiw majăsêġ welmajităsimg gês mu etġotamê
Jijuaġa na tepgunset têlipgijiatew.

Vocabulary:

atêlâwegên	cloth
amaliugalġ/amallugatêm	I decorate him/it
amalișêġ/amalișêm	I decorate him/it by sew
wayopsgw (1)	a bead
nasîșêġ/nasîșêm	I sew him/it on
pġun (1)	a feather
nasâlêġ/nasâtu	I put him/it on
pegijiaġ	it lasts a long time

Na nigê igâġ êtġotamġ. Tujîw na newte wijey êmsêt we
ênnuij êtġotalutêp. Gespêgewag na negêmow giwnaġa êw
tip mênigu teluisig Têsênigeg gigjîw eteg Oppġanġig.
Tujîw na wen êtġotalutêp nuggul'pit. Tapûgul na gêmû
ennêmtăsêġel newte gêpêtaġ asoġomasêġ. Na ula ugtêlm
epunêġ wen wesġitpit. Na ula gês mu goġonitġwamêġ, t
wen igênmuatew nat goġey tân maw gelugg asutġ. Pugwe
angunâtital gopitewegênn, giûnigewegênn. aġ mê igtigê
Igtigig igênmuatita tapî , êtġamu , têlawôġġ aġ igtig
piluêl ugġit ula nepġ êwêmên tân tujîw êpġising wăsôġ
Teligtêlamsêtasultipênig negêmow wăsôġ na suel wijey
êstêġê maġamigeg gatu mô wijey telimtuênug. Êġjijaġa
jinaġ na wijey têlmimajultitaġ wăsôġ êstêġê ula ginu
maġamigeg. Etêna na ugġit na tujîw pugwelġ êmpuinu t
goġey igênmuâtij ugġit ulmimajultinew igâtij ugġijaġa
mijuâġig.

to the Student

The conditional mode in Micmac is usually translated in English by "would". An "if" or "but" is also implied. For example: "I would dance if I knew how" or "I would dance but I don't know how." In Micmac, the conditional is easily recognized by the occurrence of a final double identical consonant cluster. A neutralization of the first and second persons singular is also characteristic of the conditional. Compare the following conditional paradigm to those in the present indicative at the end of the text:

1. amalga-	to dance (stem)
amalgaḡḡ	I would dance
amalgaḡḡ	you would dance
amalgass	he would dance
amalgāgupp	we (dual,inc) would dance
amalgal'tigupp	we (plur,inc) would dance
amalgaḡegg	we (dual,exc) would dance
amalgal'tigegg	we (plur,exc) would dance
amalgaḡoḡḡ	you (dual) would dance
amalgal'tigoḡḡ	you (plur) would dance
amalgātiss	they (dual) would dance
amalgal'tultītiss	they (plur) would dance
amalgass	it (inanimate) would dance
amalgal'tiss	those things (inanimate) would dance

In earlier lessons, we saw that certain verb classes undergo stem changes (morphophonemic adjustments) under certain conditions. For example:

pegisin	I arrive
pegisinap	I arrived

Note to the Student (Cont'd)

BUT

- 3. êpgisinèn! arrive! (imperative)
- êpgisinan if I arrive (subjunctive)
- êpgisintes I will arrive (future)
- êpgisinugg I would arrive (conditio

Note that the conditional is among those that undergo stem changes. The following is a sampling of differe verb classes in the conditional. Note, in this list those that undergo stem changes. Only the first and persons singular are given. The second person is ide with the first person since their forms are neutraliz

- 4. nestuey- to be wise (stem)
- ênsêtuëyugg I/you would be wise
- ênsêtuèss he would be wise

- 5. nestue- to comprehend (stem)
- ênsêtuëgg I/you would comprehend
- ênsêtuëss he would comprehend

- 6. alâm- to swim (stem)
- alâmugg I/you would swim
- alàss he would swim

- 7. etêlatal- (etêl + atal) to be eating (stem)
- têlatalugg I/you would be eating
- têlatalss he would be eating

- 8. alaptu- to make tracks (stem)
- alaptugg I/you would make tracks
- alaptuss he would make tracks

ote to the Student (Cont'd)

- | | | |
|-----|---|---|
| 9. | majâsi-
majâsigg
majâsiss | to be leaving (stem)
I/you would be leaving
he would be leaving |
| 10. | nûgâ- (also <u>nûgwâ-</u>)
nûgâgîgî
nûgâss | to be burning (stem)
I/you would be burning
he would be burning |
| 11. | pegisin-
êpgisinugg
êpgisinss | to arrive (stem)
I/you would arrive
he would arrive |

Note that weley- is also a stem-changing verb as are most w-initial verbs (wissugewg: 'I cook for him' is an exception):

- | | | |
|-----|----------------------------|--|
| 12. | weley-
uleyugg
ulêss | to be fine (stem)
I/you would be fine
he would be fine |
|-----|----------------------------|--|

Now compare the following ay- and a- verbs to the ey- and e- verbs in 4. and 5.:

- | | | |
|-----|----------------------------------|--|
| 13. | wegay-
ugwayugg
ugwayss | to be angry (stem)
I/you would be angry
he would be angry |
| 14. | metgwa-
metgwaîgî
metgwass | to be bareheaded (stem)
I/you would be bareheaded
he would be bareheaded |

Note to the Student (Cont'd)

2- The imperative in Micmac often occurs as a stem. If it is, it occurs with no endings or changes whatsoever. For example:

- | | |
|--------------------|---------------------------|
| 1. aġġam- | stem: 'to look at' |
| Aġġam! (no change) | Look at him! (imperative) |
| 2. angweya- | stem: 'to care for' |
| Angweyu! | Take care of him! (ya#) |

This invariability, as in 1. is found only with verbs that do not undergo stem changes. With verbs where changing is possible, the imperative is signalled by stem change. Note, however, that the verb stem still does not take an ending:

- | | |
|--------------|-----------------|
| 3. gesispâl- | stem: 'to work' |
| Ēgsispâl! | Wash him! |

Both the examples of 1., 2, and 3. are with animate objects. That is, the ABSENCE of an ending on the verb stem signals that the object is animate. When the object is inanimate -tèn occurs in the imperative, and -tu verb stems ending in -âl. Note that some adjustments (morphophonemic and phonological) sometimes take place resulting in a modification of the verb stem ending:

- | | |
|-------------|-----------------------|
| 4. aġġam- | stem: 'to look at' |
| Aġġattèn! | Look at it! (mt → tt) |
| 5. angweya- | stem: 'to care for' |
| Angõtèn. | Take care of it! |

to the Student (Cont'd)

- | | |
|-----------------------------|-------------------------------------|
| 6. gesispāl-
Êgsispātu! | stem: 'to wash'
Wash it! |
| 7. gelul-
Gêlutèn! | stem: 'to talk'
Talk to it! |
| 8. angitêlêm-
Angitêtèn! | stem: 'to think of'
Think of it! |
| 9. tegtesga-
Êtgêtesgèn | stem: 'to kick'
Kick it! |

In all examples involving transitive imperatives, the object of an imperative verb is unspecified for number. That is, it is ambiguously singular or plural. For example:

- | | |
|---------------|--|
| 0. Aġġam! | (you sing) Look at them!
(same as 1.) |
| 1. Aggattèn! | (you sing) Look at those things!
(same as 4.) |
| 2. Aġġamug! | (you plur) Look at him/them! |
| 3. Aġġatêmug! | (you plur) Look at that/those things! |

The negative used with the imperative also shows a change in that a -t appears on the mu. Note also that the negative ending on the verb is -aw (singular) and -anew (plural).

- | | |
|------------------|------------------------------------|
| • Mut aġġamaw! | (you sing) Don't look at him/them! |
| • Mut aġġamanew! | (you plur) Don't look at him/them! |

Note to the Student (Cont'd)

3- In doing the exercises of this lesson, you worked with transitive verbs (verbs with objects) and combined pre (subject-object pronouns combined in one form). The stem of an intransitive verb (verb without object), you will recall, can generally be established from the second person singular. A dropping of the second pronoun suffix -n or -ên leaves us with the stem. For example:

- | | |
|------------|------------------|
| 1. amalgan | you dance |
| amalga- | stem: 'to dance' |
| 2. alâmên | you swim |
| alâm- | stem: 'to swim' |

The stem of transitive verbs can generally be established from a combined I/him pronoun. The first person (I) is not marked, and a dropping of the third person object (him) will leave you with the transitive stem. This third person animate is -êg, -g, or -q̄ after the vowel a. For example:

- | | |
|-------------|-----------------------------|
| 3. nemîg | I see him |
| nemî- | stem: 'to see somebody' |
| Nêmi! | Look at him! |
| 4. aq̄q̄amg | I look at him |
| aq̄q̄am- | stem: 'to look at somebody' |
| Aq̄q̄am! | Look at him! |
| 5. gesalg | I love him |
| gesal- | stem: 'to love somebody' |
| Êgsal! | Love him! |
| 6. nenaq̄ | I know him |
| nena- | stem: 'to know somebody' |
| Nenu! | Know him! |

to the Student (Cont'd)

In examples 3. through 6., the imperative is given to demonstrate that although it is very similar to the stem, it should not be confused with the stem nor should you attempt to infer the stem from the imperative. Note, however, that the stem can be easily gotten from the combined I/him form.

Combined pronouns occur as suffixes on the stems of transitive verbs. For example -in in nem̄in, 'you see me', is the combined pronoun indicating the you/me, subject/object, relationship. * The number of combined pronouns needed in Micmac, although large, can be greatly simplified by looking for systematic relationships with already known endings (morphemes). For example: "He sees me" is nem̄lit where the combined pronoun is -it. Pluralizing the subject results in "they see me", nem̄lijig (from nem̄lit + ig). The same is true for many other forms where it simply becomes a matter of recognizing morphemes (plural, obviative, etc.) that we've already learned to use. In the case of nem̄lijig, the morpheme is the plural -ig. When this combines with nem̄lit a familiar sound adjustment takes place: t becomes j before an i that is in a following morpheme ($t \rightarrow j / _ + i$). The j also becomes voiced since it occurs in an intervocallic position after the addition of -ig. **

Some combined pronouns can be analyzed into component pronouns. For the purposes of this teaching grammar, they will be presented as inseparable units.

The t becoming j change could be described as affrication. That is, the stop t, [t], becomes an affricate, [č], and is voiced intervocallically to give j, [j̄].

Note to the Student (Cont'd)

Listing all of the combined pronouns in their singular, dual, plural, inclusive, and exclusive forms as they are found on different verbs would demand a tremendous amount of space and work. To simplify things, what we have done is presented you with tables which give you the combined pronouns for ONE sample verb, nemīg, 'I see him' (stem nemī-). By taking other transitive verb stems and working with your teacher, you can learn to make the necessary sound adjustments (morphophonemics) for various verb classes when combined pronouns are added to these stems. After a while you will find that you will have no difficulty in forming combined pronouns and transitive verbs. A few examples of this will be given after the tables. As for nemī-, only two sound adjustments have to be made in combining this stem with the combined pronouns. The first is that ī drops before ū ($\bar{i} \rightarrow _ + \bar{u}$); the second is that ī shortens to i before ā ($\bar{i} \rightarrow i / _ + \bar{a}$).

The way of using tables such as table 1 is to first choose a transitive verb given in I/him form. For example, that could be nemīg, 'I see him'. Dropping the -g leaves you with the stem nemī-, 'to see somebody'. Keeping this in mind, pick a subject pronoun from the vertical column of the table. Then choose an object pronoun from the horizontal column of the table. Where they intersect is the combined pronoun. For example, in table 1a, the combined he/you pronoun is -sg. This, when added to the transitive verb stem nemī-, gives nemīsg, 'he sees you'. Similarly, the he/he pronoun is -atēl. This gives nemiatēl, 'he sees him'. Note that the ī has shortened and that the -ēl is the obviative ending (see lessons

Note to the Student (Cont'd)

In tables 1 and 2, an "X" indicates that no combined pronoun exists for a given combination. For example, a we/I pronoun as in "we see me" is not possible. Transitive verbs also do not distinguish the dual from the singular or plural. The only numbers distinguished are singular and plural. Hence, on table 1, you will not see any listing for "dual" since duality does not exist with combined pronouns.

Dashes, "—", in the table indicate that the form exists but is presented in table 2 which is reserved exclusively for reflexives and reciprocals. Working with nemî-, practise creating subject-verb-object sentences (expressed as one word) from tables 1a, 1b, 1c, 1d. Write these forms out and check them with your teacher.

Note to the Student (Cont'd)

TABLE 1: Transitive Combined Endings

Table 1 a) STEM: nemī-

		O B J E C T				
		I	You	He	We, inc. plur.	We, exc. plur.
S U B J E C T	I	—	ûl	g	X	X
	You	in	—	t	X	ieg
	He	it	sg	— atêl	ûgsîgw	ûgsi
	We, inc. plur.	X	X	ûgg	—	X
	We, exc. plur.	X	ûleg	gêtt	X	—
	You plur.	ioĝ	X	oĝ	X	ie
	They plur.	ijig	sgig	âtîtêl	ûgsîgwig	ûgsi
	It	ig	sg	j	ûgsîgw	ûgs
	Those things	iqêl	sgêl	têl	ûgsîgul	ûgsi

Note to the Student (Cont'd)TABLE 1: Transitive Combined EndingsTable 1 b) STEM: nemī-

O B J E C T

	You, plur.	They, plur.	It	Those things
I	ūloġ	gig	tu	tuann
You	X	jig	tūn	tūun
He	ūgsiog	aji	toġ	toġol
We, inc. plur.	X	ūggig	tūgw	tūgul
We, exc. plur.	uleg	ġêtjig	tueg	tueġel
You, plur.	==	oġig	tuoġ	tuoġol
They, plur.	ūgsioġ	== âtiji	tûtij	tûtitêl
It	ūgsioġ	gwītij	—	X
Those things	ūgsioġêl	gwītitêl	X	==

Note to the Student (Cont'd)

In table 2 which follows, we will fill in the dashes "—" listed in table 1. All of these blanks are reflexive and/or reciprocal. Consequently the subject and object are identical (see diagonal on tables). A REFLEXIVE is indicated in English by "...-self"; a RECIPROCAL by "...each other". For example, the comb. pronoun for I/I + self is the reflexive -si. Joined the transitive verb stem nemī-, this gives nemīsi, "I myself". Similarly, he/he + self is -sit. This gives nemīsit, 'he sees himself'. The reciprocal combined pronoun for the same persons, however, is different. The reciprocal he/he + each other is -tijig. We then get nemītijig, 'they (dual) see each other'. ("dual" with 'he' indicates that there is a total of two people involved case: A: looking at B: ; B: looking at A:)

Working with nemī-, practise creating reflexive and reciprocal sentences. Write these one-word sentences and check them with your teacher.

TABLE 2: Reflexives and Reciprocals

Table 2 a) STEM: nemī-

		O B J E C T		
		I	You	He + -self/each other
S U B J E C T	I	si		
	You		sin	
	He			sit tijig

Note to the Student (Cont'd)Table 2 b) STEM: nemī-

O B J E C T

	We, inc. dual	We, inc. plur	We, exc. dual	We, exc. plur. --self/each other
We, inc. dual	sīgw tīgw			
We, inc. dual		sultīgw tultīgw		
We, inc. dual			sieg tieg	
We, inc. dual				sultieg tultieg

Table 2 c) STEM: nemī-

O B J E C T

	You, dual	You, plur.	They, dual	They, plur --self/each other
You, dual	sioḡ tultioḡ			
You, plur.		sultioḡ tultioḡ		
They, dual			sijig tultijig	
They, plur.				sultijig tultijig

Note to the Student (Cont'd)Table 2 d) STEM: nemî-

		O B J E C T			
		It	Those, dual	Those, plur	--self/each other
S U B J E C T	It	sig			
	Those, dual		sigêl tigêl		
	Those, plur.			sultigêl tultigêl	

4- As you saw from working with tables 1 and 2, transitive verbs can have both animate and inanimate subjects and objects. The occurrence of inanimate subjects is by far not as common as that of inanimate objects and we will therefore only discuss inanimate objects in what follows.

Transitive verbs in Algonquian languages have traditionally been classified as consisting of two stems: transitive animate, and transitive inanimate. Such a classification is unfortunate in some ways at least for Micmac, since it overlooks the fact that most animate/inanimate stems are related. That is, the inanimate verb stem can in large number of cases be derived from the animate verb stem. This really means that there is only one verb stem with an object pronoun ending for inanimacy. Such an object pronoun occurs in three common forms: -têm, -tu and -m. For example nemîg is "I see him" (animate object pronoun); nemîtu is "I see it" (inanimate object pronoun). Similarly, majuggwalg is

Note to the Student (Cont'd)

"I follow him"; majuggwatêm is "I follow it". And finally pastêg is "I smash him": pastêm. "I smash it".

In classifying verbs, it appears to be possible to do this with only two classes of inanimate verb endings: -têm and -tu. The ending -m only occurs after verb stems ending in a long vowel and it could therefore be included in the -têm class. This means that every dictionary entry for a transitive verb would have to be followed by -tu or -têm. For example:

1. nemîg (-tu)	I see him/it
majuggwalg (-têm)	I follow him/it
pastêg (-têm)	I smash him/it

Until now, we have been stating in full, both the animate and inanimate forms as dictionary entries. If you look back at the vocabulary given after the stories of this and previous lessons, you will see transitive verbs entered as follows:

2. nemîg/nemitu	I see him/it
majuggwalg/majuggwatêm	I follow him/it
pastêg/pastêm	I smash him/it

Lexical entries such as those of 2. require more space than those of 1. but do not leave inanimate verbs to be worked out by rule. This, we feel is especially important for people learning the language since it makes important information easily available. The entries of 1. don't leave much work other than the application of a few rules in order to get at the inanimate verb forms. This is automatic for speakers of Micmac but difficult for those learning it.

Note to the Student (Cont'd)

An even more abstract and clearly less practical approach to stating transitive verbs in a dictionary would be to enter only the animate form and predict the inanimate form by rule. Exceptions would be listed in full as in 2., or partially as in 1. This would capture the important fact, intuitively known by all speakers of Micmac, which is that most transitive animate and transitive inanimate verbs of Micmac are really one verb. The unmarked verb is the animate verb, and the same verb with the inanimate object marker or pronoun -têm, -tu or -m is the inanimate verb. In fact, these three inanimate object markers can also be reduced to one form, -têm.

The rules relating such forms are too complex for study in a text such as this (see coming footnote). By practising the following list of transitive verbs, however, you will soon "intuitively" find that from the animate form, you can predict the inanimate form. Note that you will be able to do this with new verbs that fall in the same classes as those stated here.

- | | |
|--|-----------------------------------|
| 3. gesgelmêg/gesgeltêm
(also: wijitgõtêm) | I assist him/it |
| wijêwêg/wijõtêm | I accompany him/it |
| majuggwalg/majuggwatêm | I follow him/it |
| amaleyaĝ/amalõtêm | I treat him/it playfully |
| wenaĝâlêg/wenaĝâtu | I lift him/it. |
| wegayugtaĝ/wegayugtêm | I am angry at him/it |
| wesgowogtaĝ/wesgowogtêm | I laugh at him/it |
| gesalêg/gesatêm | I love him/it |
| amaltêg/amaltêm | I hit him/it playfully |
| amaseyaĝ/amasõtêm | I keep my distance from
him/it |

Note to the Student (Cont'd)

taġamġ/taġtêm	I hit him/it
panasġâlêġ/panasġâtu	I open him/it
paspêġ/pastêm	I crush him/it with my teeth
angweyaġ/angwôtêm (also: angôtêm)	I take care of him/it

Some of the verbs which follow, however, must be classified as -tu or -têm verbs since this does not appear to be predictable on the basis of the verb stem.

4. esipulġ/esiputu	I sharpen him/it
gelulġ/gelutêm	I speak to him/it
elugwalġ/elugwatêm	I fix him/it
mimugwalġ/mimugwatu	I hide him/it
angitêlêmġ/angitêtêm	I think of him/it *

- * The following set of rules will yield transitive inanimate verbs from transitive verbs. Note that they fail in many of the examples of 3. but work in all those of 2. First obtain the transitive animate stem by dropping -êġ, -ġ or ġ from I/him combinations. For example nemġġ, 'I see him', leaves us with the stem nemġ-. Then add -têm (really /-tm/ with a rule inserted schwa) which is the inanimate object marker.
- 1a. Drop the final stem consonant including a preceding schwa. If the stem ends in a short vowel, drop it.
 $\check{V}, (\check{z})C \rightarrow \emptyset / _ + t\hat{e}m$ (where $C \neq w, y$).
 - 1b. If rule 1a. has not applied and the verb stem ends in a long vowel, then -têm reduces to -m. $t\hat{e} \rightarrow \emptyset / \check{V} + _ m$
 (This rule can only apply if rule 1a. has not applied).
 2. Drop a final stem consonant following a long vowel
 $C \rightarrow \emptyset / \check{V} _ + t\hat{e}m$.
 3. The ending -têm becomes -tu if a long unrounded vowel precedes. $\hat{e}m \rightarrow u / \check{V} + t _$ (where V is unrounded).
 4. Drop a short a that occurs after ġ and before -têm.
 $a \rightarrow \emptyset / \check{C} _ + t\hat{e}m$.
 5. A glided cluster becomes ô before -têm.
 $V \left\{ \begin{matrix} w \\ y \end{matrix} \right\} \rightarrow \hat{o} / _ + t\hat{e}m$ (where V can be short or long).

(continued on next page)

Note to the Student (Cont'd)

Transitive verbs can also have double objects. This aspect of Micmac, as well as many others, is also worthy of much more time than can be given to it in this text. Transitive verbs with double objects are usually of the following structure:

5. Transitive Verb stem + inanimate object marker + combined pronoun.

In this type of frame the direct object is the inanimate object marker, -təm, for BOTH animate and inanimate objects. The indirect object is the combined pronoun. For example:

- | | |
|--------------|-------------------------|
| 6a. taġam- | stem: 'to hit somebody' |
| taġamg | I hit him |
| taġamg ênmûj | Lit: I hit him the dog |

(footnote continued)

- * 6. Drop t if it occurs between two stopped consonants (See lesson 9, Note to the Student 3- for this rule which is independently needed to account for possessives).

$t \rightarrow \emptyset/C _ + C$ (where C is a stopped consonant such as p, t, g, j.)

7. w can optionally come after a consonant and before ô. (optional) $w \rightarrow \emptyset/C _ ô$.

Given a set of rules such as these, only one lexical entry need be made for most transitive verbs. This is the animate form from which the inanimate is formed by the addition of the inanimate object pronoun -təm and with morphophonemic adjustment following. Exceptions such as mimugwalg (see 4.) where -tu occurs instead of -təm will have to be stated as such. Note that this applies to a lexicon and not necessarily to a dictionary where for practical reasons certain kinds of redundancy can be desirable. Hence, a dictionary would be easiest to use if entries were as in 2.

Note to the Student (Cont'd)

- 6b. taġtêm
 (from taġam + têm) I hit it
 taġtêm gwitên Lit: I hit it the canoe

Now note the neutralization to -têm when an indirect object is added: *

- 7a. taġtêmul
 (from taġtêm + ul) I hit him (or it) for you
 7b. taġtêmul ênmùj Lit: I hit him for you the dog
 7c. taġtêmul I hit it (or him) for you
 7d. taġtêmul gwitên Lit: I hit it for you the canoe

When the object -têm is pluralized, the sentence taġtêmul, 'I hit him/it', is disambiguated by the inanimate plural -êl or by the animate plural -ig:

- 8a. taġtêmulann gwitênn
 (also: taġtêmulanêl) (also: gwitênêl)
 Lit: I hit those things
 the canoes for you
 8b. taġtêmulanig ênmùjig Lit: I hit them the dogs
 for you

The same disambiguation occurs if the indirect object is also plural. In such a case a plural instead of a singular combined pronoun is used:

* This neutralization to the inanimate rather than the animate is found in other Algonquian languages and may be a consequence of "Marking". For a discussion on this, see "The Fourth Person Fiction in Algonkian" by Gilles L. Delisle, *Linguistics, An International Review*, #132, July 15, 1974, pp 19-33 and also "Non-Standard Concord and the Marking Hypothesis", by Gilles L. Delisle, pp 85-138 in Working Papers in Language Universals, Number 11, April 1973, Stanford University.

Note to the Student (Cont'd)

- 9a. taġamuloġ
(from taġam + ul + oġ) I hit you (plur)
- 9b. taġtêmuloloġol
(from: taġtê + uloloġ + êl) * I hit those things for you (plur)
- 9c. taġtêmuloloġig
(from: taġtê + uloloġ + ig) I hit them for you (plur)

The inanimate plural morpheme -êl should again not be confused with the homophonous obviative morpheme -êl. Remember the form of the obviative in the singular and plural (see Lesson 9, Note to the Student).

- 10a. taġtêmaġ
(from: taġtê + aġ) I hit it for him
- 10b. taġtêmaġal
(from: taġtê + aġ + êl) I hit him/it for him/them (Obviative -êl becomes -al through vowel harmony. Note the neutralization of number to him/them and of animacy to him/it)
- 10c. taġtêmaġi I hit them for him/them

Transitive verbs can also have an intransitive counterpart in many cases. This again is a productive process involving the same verb stem. Practise the following few verbs, intransitive to transitive, until you can intuitively make the shift in transitivity.

* Vowel harmony changes ê to o in this environment.
That is: $\hat{e} \rightarrow V_1 / V_1 \hat{g} \text{ — } \underline{1}$.

Note to the Student (Cont'd)

<u>Intransitive</u>	<u>Transitive</u>	
11. elugey 'I work'	elugatêm	'I work it'
12. wesgey 'I fish'	wesgatêm	'I fish it'
13. getantegey 'I hunt'	getantu getanêg	'I hunt it' 'I hunt him'

In example 13., the transitive verbs could be used with animate and inanimate objects as follows:

14. getanêg	lentug	Lit: I hunt him the deer
getantu	lentugewey	Lit: I hunt it deer-meat

Continue studying shifts in transitivity with the following four verbs which are taken from 19 E-3:

15. gesispâtegey 'I wash'	gesispātu gesispâlêg	'I wash it' 'I wash him'
16. gesipâtegey 'I scratch'	gesipātu gesipâlêg	'I scratch it' 'I scratch him'
17. mêngopgâtegey 'I pinch'	mêngopgātu mêngopgâlêg	'I pinch it' 'I pinch him'
18. tegtesgewey 'I kick'	tegtesgêm tegtesgağ	'I kick it' 'I kick him'
19. wissugwatigey 'I cook'	wissugwatêm wissugwalg	'I cook it' 'I cook him'

- 5- Passivization is a position-switching operation based on a transitive construction (a subject-verb-object construction).

Note to the Student (Cont'd)

The result is usually a very minor change in meaning. For example, the active sentence, "John hit Bill" can be passivized to "Bill was hit by John". The agent, John, and the recipient of the action (the patient), Bill, are the same in both the active and the passive sentences. Grammatically, however, they switch positions. The active subject, John, becomes the passive object, and the active object, Bill, becomes the passive subject. It is very important that you understand this, especially for Micmac since the grammatical or surface object is marked with êl, the obviative. In the passive, this grammatical object is the agent or underlying subject. This will be clarified by the examples which follow.

The passive in the third person is signalled by -u- attached to the stem. For example, nemî-, 'to see' is nemû- (nemî + u-) 'to be seen' in the passive. Carefully study the following and note where the obviative -êl (-al on proper nouns) occurs:

- | | |
|-------------------------|----------------|
| 1a. nemiatêl | She sees him |
| 1b. Jôn nemiatêl Samal. | Joan sees Sam. |

By passivizing sentences 1a. and 1b., we obtain the following:

- | | |
|----------------------|----------------------|
| 2a. nemût | He is seen by her |
| 2b. Sam nemût Jônal. | Sam is seen by Joan. |

In both sentences 1b. and 2b., the agent (underlying subject) is Jôn. Note, however, that in sentence 2b. Jôn is grammatical object since it is marked by the obviative.

Note to the Student (Cont'd)

Such position-switching at the grammatical level is characteristic of passive constructions. Be sure that you can recognize such constructions when you encounter them.

Carefully study the following paradigm which is given entirely in the passive:

taḡam-	Stem: 'to hit someone'
etêlitḡamimḡ	I'm being hit
(-wimḡ after a vowel)	
etêlitḡamulg	you are being hit
etêlitḡamut	he is being hit
etêlitḡamugsîḡw	we (plur, inc.) are being hit
etêlitḡamugsieg	we (plur exc.) are being hit
etêlitḡamugsioḡ	you (plur) are being hit
etêlitḡamujig	they (plur) are being hit
etêlitḡatêḡmḡ	it is being hit
etêlitḡatêḡmḡêl	those things are being hit

You have seen many times that intransitive e- and ey- verbs can appear to be very similar. Note, however, how they differ when the verb stem is intransitive and how this is reflected in the passive:

3a. Intransitive:

nestuey	I comprehend
nestuen	you comprehend
nestue-	Stem: 'to comprehend'

3b. Transitive:

nestaḡ	I understand him
--------	------------------

3c.

nestuimḡ	I am understood
----------	-----------------

Note to the Student (Cont'd)

4a. Intransitive:

nestueyy

I'm responsible

nestueyn

you are responsible

nestuey-

Stem: 'to be responsible'

4b. Transitive:

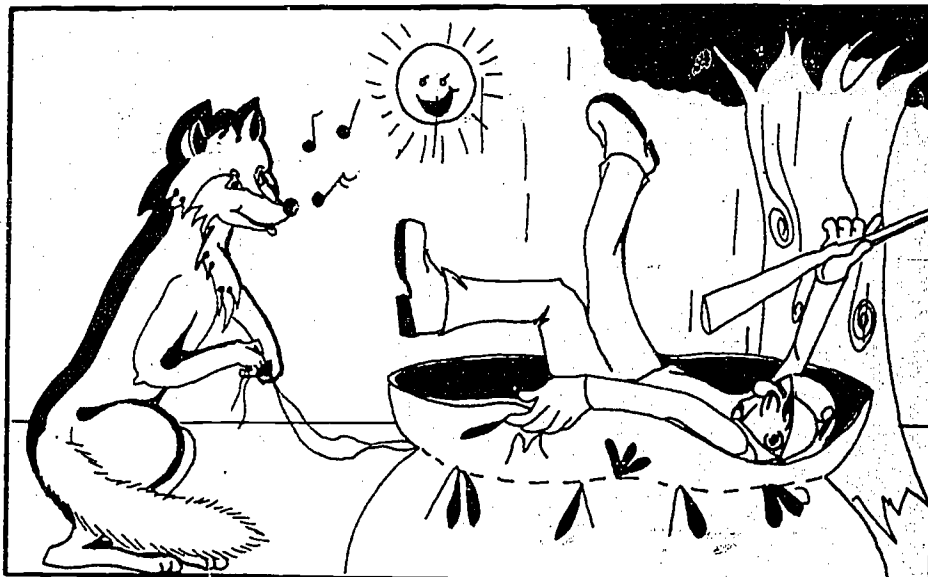
nestueyaḡ

I raise him responsibly

4c.

nestueywimḡ

I am raised responsibly *



* w occurs before y since y is an underlying vowel, i, and there is an intervening morpheme boundary, + .

Lesson 19 (Cont'd)

Geginâmasimg newtisgâg je pesgunateg

Wapus Geluluet - 4 pugey

"Mu getêlewey nitap gîl! Gisi ewlâlin aḡ gisi egsêpu-guâlin!" Giûnig jigêmuḡtuatêl. "Je mē gēlūḡtēsoḡ igēnmulasēn siawsamuḡaninpēmēn:"

"Goḡey ugjit mō telâteḡewsêp?" mēsēlamit Wapus, mē etēllūḡwij samuḡan.

"Tel'têtēm samuḡaninpēmēḡ wesam'gēlūḡ ugjit gîl," Giûnig wesḡewtēlimatêl. "Etēliesḡēmāy nēmitun tân tēlâlultew Pipsaḡ tân tujîw ēḡjîtoḡ neḡēm aḡ un'jang amuj pa guisultitaḡ ulōnug nēpētîtij! Etug je gîl awna maḡumultaḡ, Wapus. Ninen na giûnigaḡ maḡwigtēmēḡ wapusuey."

"Mesḡeyy tân teliōpêlâlul ugjit Nisûa"

"Mu òpêlâliwn," Giûnig wesḡeweywatêl. "Nisûa tēluet tēmḡ uḡsēmugatew ḡēs mu maliēwinew gilew. Nîn tēmḡ wijêwitew." Na Giûnig miguamatêl Pipsaḡal wejḡūelitêl.

"Alâ Pipsaḡ wejḡūet aḡ telapewit guisinn! Mē ḡelūḡ wesēmugan!"

Vocabulary:

getêlewey (1)	in fact, actually genuine
egsuey	I lie, I say an untruth
jigêmuḡtaḡ	I growl at him
jigêmi	I growl
mēsēlami	I gasp for air
esḡēmāy	I wait
ḡewisin	I am hungry
nepay	I sleep
wapusuey (1)	rabbit meat
mesḡeyy	I am sorry
òpêlâteḡey	I do something wrong

Wapus Geluluet (Cont'd)

wesgeweyy	I laugh
wesê mugay	I run away, I flee
wijêwey	I follow
miguaptêm	I see it suddenly
telapewi	I have a certain look on my face

Na ula Wapus telnêmituaj Pipsağal ugsisgw sêmtug mesgêg mu jigsêtuagw Giùnigal ağ wesê mugagw, gatu na êpa mâ gisê mugagw. Mê wesam mênaganat ağ mō ugjūsê migw ugjit gisipğottugimên — gatu tês na telamüğ etêlwêjîsij, na tês na wigumatêl Êgji Sağamawul ağ gim pipanimatal apoğonmagun.

Jijuağa Gêlusgap — negêm tân telipgising êstêgê ugjūsên ağ mō ey mug jî nê m nestasij — sêmtug neyyêtesing megway'g Wapusal ağ Pipsağal.

"Gîs ap etêlginuen, Wapus," Egji Sağamaw telimatêl, giasgiw na negêm tel'têtasêg mê gesalatêl Wapusal jemu tân têsêliji igtigi gisiapêni, "gê ağğattên tân nigê ap pegisulêsg!"

"Mesgeyy wetêmeyul, Gisitegeç," Wapus gelutêmuaj apigsigtuey. "Teltegêp amuj getapây gisna tegisêmi — ağ gîs gisiwjôtêm tegisêming. — Amuj pa elitâsiap gîleg." Gêlusgap pasêg un'ji pepuegej, angôtg mu ugsêgewigwâsin. Na elapâsitêl Pipsağal, üt ula nigê goğwajapewit êstêgê mō gisiangitêtê mugel mağutê mē wapusuey.

"Pipsağ, sêmtug pewalul awantâsuatê mên weliwnağâtasimgewey ağ wetapegsimgewey ağ ula wijey telamüğ. Pewalul têliman ula Wapus giasgiwowy tân tel'têlmêj ugjit êgtêlûsugwin."

Wapus Geluluet (Cont'd)Vocabulary:

ênsisgw (1)	my face
jigsêtaġ/jigsêtêm	I listen to him/it (implied is: "listen and obey even so
êpa	I am weak
menaġġanay	wind, also a gust of wind
ugjûsên (1)	I start running (I begin + I run)
poġtutugwîm (poġji + getġwîm)	I find him/it (I find myself)
wêjġg/wêjġitu (wêjġisi)	I am a helper
apoġonmuey	I understand
nestasi	in between
megwayġ	I brag, boast
ġinuey	it is thought that...
tel'têtasêġ...	I have brought him/it
pegisulg/pegisitu	I am busy
wetêmeyy	the Creator
Gisiteget	an apology
apġsigtuey (1)	I shake him/it
pepuâġalg/pepeġeġy	I take care of him/it
angweyaġ/angôcêm	I have an innocent look on my face
goġwajapewi (goġwajey + apewi)	(innocent + my facial appearan
awan'tâsualġ/awan'tâsuatêm	I forget about him/it
wġjey telamûġ	of the same type, color
êntêlûsug (ġ)	my son-in-law

Na Pipsaġ elapâsitêl Wapusal.

"ġiasġiwowey teliaġ, Wapus, ġil etug ġel ġelûsin ugġit
ġil tân wetagutêmên, ġatu ġil tân wetagumġig aġ sâġawêġġig
pitûġênġġamġġġig ma sêmâtġġwi nê'n'iang. Mò eytênuġ
ġelûsin ġlânêm ugġit êntus. Pestêmatew. Tân tujġw nigê

Wapus Geluluet (Cont'd)

gisnenağ ênjilj telamugsit êstêgê gîl, mē pugwelig nemitağ gelüğ Giùnig. Tel'têtêm Nisûa ul'têtg, na Giùnig negêm igênmuàs ugjôtêmên gismaliêwinew."

"Na!" Wapûs telimatêl. "telimulap apoğonmultes." Gîs ap poğjiginuet. Gatu ula Giùnigdôğ gîs majâsitağ natgwi-luata Nisûađ ugjit têliman ula gelüğ gêlusuağan.

Vocabulary:

elapâsi	I look in a certain direction
pitûnêmijgamij (g)	my forefathers (Lit: great grandfather)
esêmg	I feed him
nên'jan (g)	my child
pestêmay	I starve am famished
gwilağ/gwilêm	I search for him/it
gelüğ gêlusuağan	good news (Lit: it's good the word)

Na Gelusgap getôgiağğamatêl ula Wapusal ağ gegênuâtuatêl, "Etawey amuj nat goğey wejigênûtcêmasin ula tân gistêliağ" "ô tanmâ" teluet Wapus "Nigê weligjîtu nîn mō gisitasiwap ugjit tegisêning ağ wesgemg. Nigê wejâtegemg pasêg ul'tâsites na nîn na mawweliagğamgusi, mawintaweyy ağ mawiuliwnağâtasi Wapus ugsêtğamûg! Ağ — " je ap gisiilitâsij, "tân mawgêlûsit Nujigêluluet."

À na tujîw, ağ je Wapus pâğalayut, Gêlusgap poğjenmit, wesğewêg ağ wesğewêg, telmâmunîw je mitîsg wağjuitâjig ula ugjûsên wejiağ, ağ Wapus amujpa ginâsit gennusit ula Gêlusgapal uggwat gêlaman mâ'jigêlağsinug ugjûsênigtug.

Ağ na nigê, gespiatoğsi.

Wapus Gêluluet (Cont'd)Vocabulary:

getôgîaâgîamg/getôgîaâgîattêm (getôgi + aâgîamg/ aâgîattêm)	I look at him/it intently (to a great extent + I look at him/it)
etawey	I beg, hope, pray
wejîgênûtêmâsi... (wejî + gegênûtêmâsi)	I have learned from... (from + I learn)
gîstêliâg	what has taken place
Ô, tannâ! (also: talmâ)	Certainly!
weligjîjîg/weligjîtu	I know him/it well
gisitasi	I have been created
wejâtegemg	from now on
gîsiilitâsi	I have thought it over
nujîgêluluey	I am a matchmaker
poâjjenmi (poâjji + enmi)	I start to laugh (I begin + I laugh)
wesgeweyy	I laugh
waâjuâsi	I bend
nisâgwâsi	I bend over
gennusi	I am holding on (Lit: I am holding myself)
ejîgêlaâsin	I fly away

Answer the following questions. (Hand in for correction.)

1. Tal'jîgêmuqtuatêl Giûnig Wapusal?
2. Goâey wesamgêlûgg ugjit Wapus?
3. Taluess Nisûa?
4. Talâteget Wapus wêjîsij na telamûg?
5. Talîpgising Gêlusgap?
6. Talimatêl Pîpsaâgal Gêlusgap?
7. Goâey nigê Wapus welîgjîtoâg?
8. Tamî gennusit Wapus? Goâey ugjit?

LESSON 20

I- MEDICINE, REMEDIES, AND SWEAT LODGE

Êmpisunn, Nepilsimgewêl aĝ Êtgêniewatiðguom

Tàn tujl̄w Wapèg amgwesewey pegisingeg gīs ênnùg pugwelg êmpisun aĝ wâĝaninpilewemg nenmītip. Tàn telmilamūg nepileweg êwumītip: nōĝêmêgewey, sōĝotemuâlueg, tewâlueg, mal'tew enĝâtoĝ, je mâw tân tepgunsetewêl majâtoĝol gisna tetapuâtoĝol aĝ jel ap ugjit êpit jileyugsin tân getūun'janit. Giwnaĝa na gisigulsgwaĝ ula nenmītipênn, negêmw na igênmutêpêni gesênugutêliji.

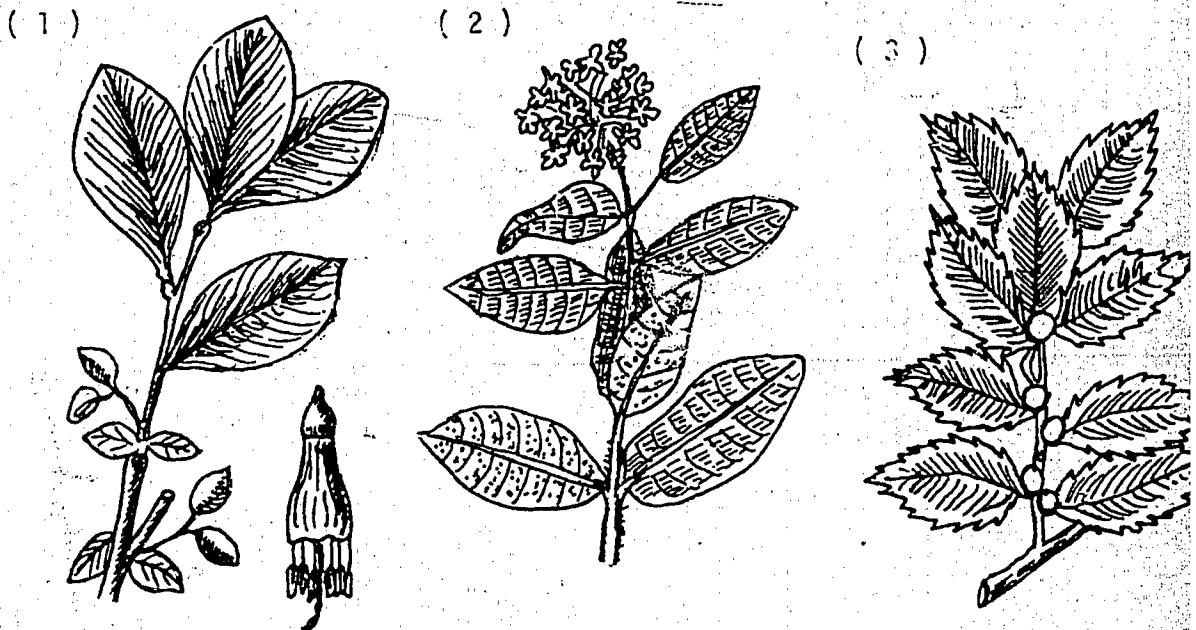
Vocabulary:

êmpisun (1)	medicine
nepilsimgewey (1)	a remedy
êtgêniewatiðguom (1)	a sweat lodge
wâĝaninpilewemg (1)	surgery
nōĝêmêgewey (1)	cough medicine, expectorant
sōĝotemuâluemgewey (1)	an emetic, vomit inducing
tewâluegewey (1)	a laxative
mal'tew enĝâtoĝ (1)	an astringent coagulates blood
tepgunsetewey majâtoĝ (1)	an emmenagogue, regulates menstrual flow
êpitêl jileywatêl (1)	an abortifacient
gesênugay	I am sick

Gêsmu Wapèg Wâĝey pegisinugeg, ennùg mō gey'tūtīgupênn ula telipênemĝêl: nengiemgewey, samuĝaniemg, angwisgiaĝal mewpegêl, sewtaĝayêmgewey, gun'tal wesênêmĝ, pesĝâyiputeg,

Lesson 20 (Cont'd)

mijuājij umusti gesēnugaj aḡ pesgēlamimgewey. Aḡ igtigēl tān mesiwegēl ap mō gey'tūtigupēnn moḡwā oḡo eytēnugupēnn: alūsōl, gesimgwēgewey epsimgewey, lapigotewēl, wāḡwey ēgsēnugowaḡan, ēgsēnugowaḡan wejiāḡ mimajuinuey aḡ wīsisuey mījan, gēlēmuejuey ēysēnugowaḡan tēley An'taguejuāḡig, wisawēgewey epsimgewey, tān tāsēḡ ēgsēnugowaḡan wejiāḡ winsuaḡan aḡ etug jel maw nujēmuimg. Na ula ēmsēt giswītēman na Wapēḡ Wāḡey pegisituapēnn ēnnūl. Giasgiwovey na Mīḡēmaḡ nepitēmītipēnn ēgsēnugowaḡann waḡḡatamūḡēl ēwumītipēnn pēteweyoḡsēl, mal'tewiemḡ, el'tēmḡ amjaḡigēnn aḡ soḡotēmuālsimgēl aḡ ētḡēniewatiḡuom. Ugjit soḡotemimg, Mīḡēmaḡ ēwumītipēnn ugjipēsḡēl mēlagejuasḡw, ēsḡinmīnn mēgegēnaḡsi, aḡ ap ēsḡinmīnn tupsiel. Ulaal na wetḡapatasēḡēpēnn nātami āḡatigisḡēḡ ḡēsmu wen esamuḡōtēlamēḡ. *



* Sketch and description by Gilles Allard. (1) Leatherwood, Bois de Plomb, *Dirca polustris*; (2) Milkweed, Petits Cochons, *Asclepias*; (3) Winterberry, Houx Verticillé, *Ilex Verticillata*.

Lesson 20 (Cont'd)

Ugjit mesgîgêl pugêliêwêl, pantêsêmîtipênn aġ pana wijey ugjit tami sêg mewpeg, igênmatêmîtip mal'tewian. Ugjit mesgîgêl lâġann êwumîtipênn piluamûgêl âjijgopilaġann. Tàn maw màmuniêwasêgêp êl'pa suel ugjit êmsêt goġey na pûgewij; lâġann, wejgiemgewey aġ je têliâ ugjit waġan'tal temêgêl nepitêmêg. Tujîw na êwumîtipênn tân tujîw ula waġan'tew temêg gisiiligâtêmġ, maġanġegêl aġ nugêgêl pesagênutgul weliwjûpegêl pugewij. Na ulaal gittoġopil-mêgêl aġ gêpêtaġ na masgwi. Ap na gêpêtaġ na pewasġataġann, aġ ugtejgewey na ap gelugg masgwi, pepgêjġ ugjit âjijgopilaġan.

Vocabulary:

telipêney (1)	I have such and such a disease
(teli + pêney)	(how + disease)
nengiemgewey (1)	palsy, paralysis
samuġaniemgewey (1)	dropsy, edema
angwisġiaġal mewpegêl (1)	gout
sewtaġayêmġewey (1)	rheumatism
gun'tal mesênemġ (1)	gall stones, kidney stones
pesġâyiputeġ (1)	gall
mijuâjîj umusti gesênuġaj (1)	colic
pesġêlamimġewey (1)	asthma
mesîweg (1)	a communicable or infectious disease
alûsòl	measles
gesimġwêġewey epsimġewey (1)	scarlet fever
lapigotewey (1)	smallpox chicken pox
wâġwey êġsenuġowaġan (1)	typhus
êġsenuġowaġan wajaġ (1)	typhoid
mimajuiney aġ wîsisuey mîjan	(Lit: disease coming from human and animal feces)

Lesson 20 (Cont'd)

gêlêmuejuey êgsênugowağan têley Antaguejuâgig (1)	malaria (Lit: mosquito disease from Africa)
wisawêgewey eosingewey (1)	yellow fever
êgsênugowağan wejiağ winsimgewey (1)	venereal disease
nujêmuimgewey (1)	tuberculosis
ewîtêm (1)	I mention
wağatamüğ (1)	frail, of inferior quality
mal'tewiemg (1)	blood-letting
amjağigên (1)	poultice
ugjipêsg (1)	a root of a tree, plant, etc.
mêlagejuasgw (1)	milkweed
êsginmin (1)	a seed
mêgegênağsi (g)	leatherwood
tupsiêl esginmin (1)	winterberry
wetğapalg/wetğapatu âğatigisgêg (âğati + gisgug)	I soak him/it a half day, 12 hours (half + today)
pugêliêwey	pimple, boil
pantesg/pantesêm	I cut him/it
mewpey	I am swollen
mal'tew (1)	blood
lâğan (1)	a wound
ajijğopilağan (1)	a bandage
püğewij (g)	spruce gum
wejgiemgewey (1)	a rash
wağantew (1)	bone
temêg	it is broken
nepilg/nepitêm	I cure him/it
iligâlêg/iligâtu	I straighten him/it out
mağanğasi	I am wide, broad

Lesson 20 (Cont'd)

nugeyy	I am soft
pesagênutg (Rand's dictionary)	moss
wajûpey	I am soaked
gittôgopilg/gittôgopilêm	I wrap it around him/it
gêpêtâg	above
masgwi (1)	birch bark
pewasgâtağan (1) (Rand's dictionary)	splints
pepgêjêg	it is thin

Tâ goğey mawimgitêtasêgêp tân telinpilsimg na êwumêg êtgêniewatiôguom. Na ula na telitêmg. Têmg na mulgâtêmg enmağgêg mağamigeg. Na nigê wajuâtêmg pugsugul, toğo wesgijôtêmgêl welimsêgîgêl gun'tal. Na nigê ula pugtewâ-têmg. Tân ġasêg ula punamgêleg ağ pasêg ula gun'tal esgwiağal ağ nigê pugtewtegêl, na nigê wiguom el'tasêgêp usgitten ula enmağgêg, panaemg têl'gittên ugjit êluigêneg têsijig jînêmuğ. Ula na wiguom amujpa weliangunâsêg, pasêg apjêjijg panteteg ugjit wejipisgwâtimg Na nigê pisgwetâtağ ula tânig getû êtgêniâtijig. Ġasğusiêl gisna êstoğonêl nipisoğonn na nigê wesgijâtêmgêl ula pugtewtegêl gun'tal ağ samuğan mâw pisgwâtasêg.

Vocabulary:

megitêlêmg/megitêtêm	I think highly of him/it
elîg/el'tu	I make him/it
mulğalg/mulğatêm	I did him/it
enmağeg (1)	a hole, an opening
wajuâlêg/wajuâtu	I fill him/it up
pugsug (1)	wood
wesgijâlêg/wesgijâtu	I put him/it on top

Lesson 20 (Cont'd)

gun'tew (1)	a rock
pugtewālêg/pugtewātu	I set fire to him/it
punamgêley (pun + amgêley)	I stop burning (stop + to burn)
pugtewpi	I am red hot, feverish
angunêg/angunâm	I cover him/it
pantepi	I am open
wejipisgwâtimg (weji + pisgway)	an opening, doorway (where + I go in)
tegêniey	I sweat

Ula samuğan nigè gutâtasêg gun'tewigtug aḡ sêmtug na wejiaḡ apūjepêteg. Gêlapis na ula têsêg aḡ tel'pêteg na tânig eygig amuj êtgêniâttaḡ. Na ula siaw têlitâtaḡ je ap piluêl gun'tal gujêmuḡ ap pêsten aḡ ap pisgwôttên na wiguomḡ. Panaemḡ newte je âgatây'g ajiet na îttaḡ. Tujîw na êgtapegiâttaḡ aḡ âtugutitaḡ. Na gêlapis nugû tepiêtij na êmsêt êl'tugûl'titaḡ êpḡasiwnaḡiâttaḡ sipu gisna ḡospem. À na nigè welôltijig.

Vocabulary:

gutâlêg/gutātu	I pour him/it
apūjepêteg (1)	steam
gujêmuḡ (1)	ou de
epsêg/epsêm	I hear him/it up
getapegiey	I sing
âtuḡey	I tell stories
tepiey	I have enough
el'tugwîm	I run there
paḡasêtugwîm	I run into the water
sipu (1)	a river
ḡospem (1)	a lake

Lesson 20 (Cont'd)

Tegêniemg na maw elg asutemağan ugjit wağamalsimg aḡ nepilsimg, ewumēg ugjit wen apajimsēnmēn aḡ siawgugēnmēn weleyēmg. Aḡ elg maw ewumēg gēsnu wen nasāsimgw asutemağanamūg. Ênnūg na mō pasēg teliaḡḡattēmītigup tegēniemg ugjit pasēg wen ugtinnin. Giasgiwowej na maw ula wen elältēp gigjīw aḡ ēl'pa na nātēl t̄an eyg t̄an tēsēg melgigēnōti ula wen getēlamsētasiḡ, aḡ t̄an igēnēmueg tēlitāsutiigtug t̄an tēsēg weleyēmg aḡ wantaḡōti wejiaḡ ula Melgigēnōti t̄an wejisḡaligēl ēmsēt goḡēl aḡ ēmsēt wen. Émsēt na tēsēgēl t̄an goḡēl wejigisitasēgēl na eygēl ētgēniewatiḡguom; maḡamigew, samuḡan, pugtew aḡ ugjūsēn. Ula na gēsnu tegēniemw na amujpa asutēman aḡ asutēmewintūn. Ula na ētgīniewatiḡguom teliwsuātūtīp ēstēgē igēnmuan ênnūl piley mimajuagan ugsētḡamuey t̄an tēs mimajuinu ewēg.

Vocabulary:

asutemağan (1)	a rite, prayer
waḡamālēg/waḡamātu	I cleanse, purity him/it
nepilēg/nepitēm	I cure him/it
mesēnēg/mesēnēm	I receive him/it
geggung/geggunēm	I hold him/I have it
weleyēmg (1)	good health
Melgigēnōti (1)	the Power, Great Spirit
asutēmewintu	I sing a religious song

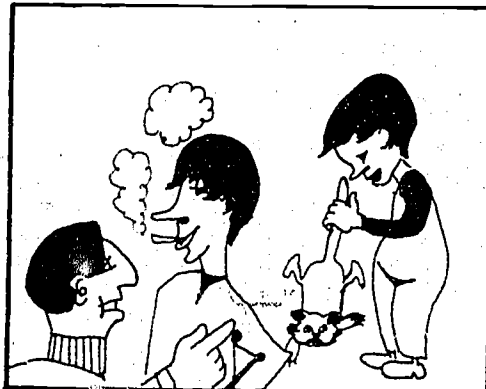
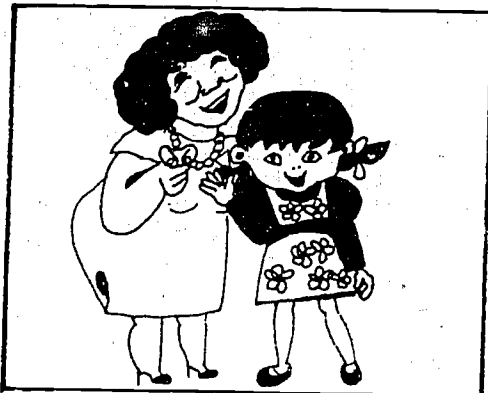
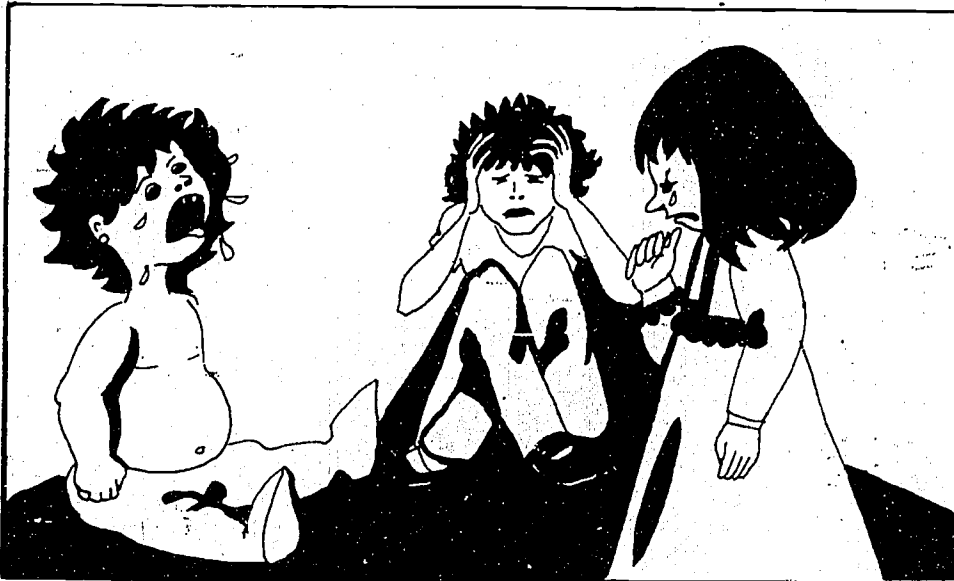
Lesson 20 (Cont'd)

Answer the following questions. (Hand in for correction.)

1. Tal milàmùg nepileweg ênnùg èwumītis?
2. Wenig giwnağa nenmītisênn?
3. Goğel telipênemgêl mō gey'tūtigusênn?
4. Gatu tãn mesiwegêl?
5. Goğey èwumītis ugjit êgsêñugowağann wağğatamùgêl?
6. Goğey māmuniêwasêgês? Goğey ugjit?
7. Goğey mawimgitêtasêgês ugjit tãn telinpilsimg?
8. Talitêmg wağantal nepitgêl?
9. Tãlipgitğatêmūtisêñig ula êtgêñiewatiðguomigtug?
10. Talateget wen gèsmu tegêñiegw?

Lesson 20 (Cont'd)

Write a short conversation or monologue in Micmac about the following pictures:



Lesson 20 (Cont'd)

II-

FEASTS AND GAMES

Wīgupāl'timgêl aḡ Papimilitāmḡel

Wīgupāl'timgêl na eyḡel ugjit ḡetūuleyēmḡ, ugjit wen pusij ugjit gelugg êḡtantaḡan, ugjit punin'timg aḡ wantaḡōḡti, ugjit matên'timg aḡ ugjit wen teluej welâlin. Newtê wīgupāl'timg teluisigêp, "êmsêḡ ḡoḡey jigtêmêḡ" ḡêsmu najigtantaḡatlitigw. Amuj na amuj pa nat ḡoḡey ugjinêpatta tân tujl̄w êmsêḡ ḡoḡey ḡisjigtêmītij.

Vocabulary:

papimilitamḡ (1)	amusement, a game
wantaḡōḡti (1)	peace
êmsêḡ ḡoḡey jigtêmêḡ	eat-all feast

Tân na têsêḡel wīgupāl'timgêl wijey telipḡoḡiaḡapênn. Têmḡ na wīgupâl̄uet etêlewistoḡop, telimaji na ḡiasḡiw ta ḡoḡey ugjit wejiwigumaj. Ula na têlḡaḡayatew amalgewaḡ aḡ êḡtapeḡiaḡan. Na nigê na mijjuaḡan. Tân na esêmuet na m̄a wijatalug igtigi, têlimata mu na negêm wejiwigumagupêni ugjit altutêmuan mijipjewey, moḡwâ, tân na têsêḡ pasêḡ ugjit witapa.

Vocabulary:

etêlewistu	I make a speech
wigumḡ	I send for him
amalgewaḡan (1)	a dance
êḡtapeḡiaḡan (1)	singing
mijjuaḡan (1)	eating, banquet
esêmuey	a host at a banquet

Lesson 20 (Cont'd)

wijatal
altutêmuey

I eat with someone
I lessen somebody's
portion of food by
eating some myself

Tân na têsêg mijipjewey wigtêmîtip ugjit wîgupâl'timgewey
na newtê tân mawginitêtasêgêp nê ênmûjuey. Mê gatu
wigtasêgêp, poġtaġtêmîtip na, pasêg ijgâ wen mawiepistamip
waspuûmi. Tân na tujîw gêbêtalultîtij na mawgisiguit têsîtij
na têluetew âsutêmaġanjîj welatalmêgewey. Na nigê mâ wen
gêlusigw nâtami galtie giet. Gêlapis gatu na êstêgê pasêg
gistugiej, na gulumatê têmaġang. Têmg na negêmwêl ugjuâlatal
têmauey aġ pasgêsematal. Na nigê tâpu gisna sîst ugsuele-
matal aġ na lasgênuatal tân maw ginitêlmatêl jinêmul na
eymênitêl. Na nigê êmsêt wen eyg negê m pasgêsematal utêma-
ġann. Ap newtê tâ goġey îpusgitêlâtaġatîtip wîgupâl'timgêl
ugjit toġopuguâl'timg gisna wen nepg na îgitêmîtipenn tân
wetapegsultîtij. Ula na ugjit siawâtunew sâġawey mô giswî-
gêmîtigw. Tês na wen usgumata un'gîgugî, aġ un'gîgu
un'gîgugî aġ un'gîgugî un'gîgug un'gîgugî.

Vocabulary:

wigpêg/wigtêm

I like the flavor of
him/it

ênmûjuey (1)

dog meat

poġtaġpêg/poġtaġtêm

I eat him/it exclusively

epistami

I sop it up (e.g. with
a piece of bread)

waspuûmi (1)

seal oil

âsutêmaġanjîj ugjit
welatalmêgewey

saying grace
(Lit: a short prayer
for a good meal)

tugiey

I awake

Lesson 20 (Cont'd)

gelung/gelutēm	I ask for him/it
wajuâlêg/wajuātu	I fill him/it up
pasgêsetēmay	I light my pipe, cigarette, etc.
wesueletēm	I suck him/it in
elas	I hand it to him
egintēm	I read him/it
wesgung/wesgūtēm	I am talking about him/it
nēn'gīgu (g)	my parent
(un'gīguī aḡ un'gīgu un'gīguḡī aḡ un'jīguḡī un'gīguḡ un'gīguḡī)	(his parents and his parents' parents and his parents' parents' parents.) (six generations back)

Tān na tēsēg wīgupāl'timḡ amujpa eygēp wel'tepiaḡ mijipjewey,
gatu gesig na gaḡisḡ metuēgēp tān telnēpatēmḡ. Tān na wen
nēpātēl amwesewēl tiāmūl gesig a mawiul'tāsip ḡḡēnmuetun.
Sēmḡug na tujlūw teliulmētoḡop na lapiltew ula wius tān getū
tēl'gēnegḡ tā nu weni mō ḡoḡey gegḡunmiligw maḡutēmēḡewey.
Aḡ elḡ gaḡisḡ je māw wīgumātita ūt mimajuinū ḡēlaman na mē
ḡisiuliapoḡonmuātita.

Vocabulary:

maḡutēmēḡewey	food (Lit: that which is eaten)
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Na nigē papimilitāmḡēl: amalḡal'tipēnig na ugḡit negḡul
tā ḡoḡēl, (1) ugḡit āsutēmātēnew, (2) ugḡit ulḡwijālanēw
nā tuenn, (3) ugḡit matēn'timḡ nēpatēmḡ, (4) aḡ ugḡit wen
mu ēḡsēnugan. Tēs na ulaal elḡ māw ḡetapeḡiātīpēnig.

Vocabulary:

welḡwijāluēy	I cause others to be cheerful
ḡesēnugay	I am sick

Lesson 20 (Cont'd)

Ap igtigêl papimilitâmgêl na newtê tetaputesgewey teluisig weltesg. Ula na êwut eptağan piptugagit wejitasit sênaweyigtug, leppie tel'piptugagit aġ wal'ġwâtasit êmtijin. Na maw elg êwasijig al'testaġang wejitasijig ġalipuey waġan'tew toġo tã goġêl wesġijiwġgasêġêl. Na ula na telmilâsimġ teppijig ut al'testaġang eptaġanigtug toġo jaġalisaġangġatesêmêt maġamigeg. Tãn teltesultitij üt al'testaġang na telgitêman.

Vocabulary:

tetaputesin	I fall in the right place
weltesg (l)	a micmac gambling game
eptağan (g)	a plate
piptugagig	it is round
leppie (l)	one foot, 12 inches
walġwêġ (l)	hollow, a valley, a depression
êmtijîn (l)	one inch, a thumb
altestaġan (g)	dice
ġalipu (g)	caribou
waġan'tew (l)	bone
wesġijiwġgey... (wesġiji + ewġgey)	I write on top of... (on top + I write)
saġangġâlêġ/saġangġātu	I put him/it down
egitêm	I read it

Ap igtig papimilitâmg na "tũâtimg". Tãn wejipisġwâtêmg na teliggêpênn êstêġê wiguom. Tũâġan na êwut, alitġêtesgut. Tês anapo na metêlâsi têsijig tũowinũġ. Ap na igtig ġêswijey telamũġ na teluitêmegêp "ajjêmâtimg". Mê ijġã apsêġilġ tũâġan êwut aġ ajjêmâtimgaġanatġul êwasêġpênn.

Lesson 20 (Cont'd)Vocabulary:

tūāting

a soccer-like game
originally played by
Micmacs, meaning baseball,
softball, or soccer today.
It even includes hockey
in Nova Scotia Micmac.

tūāgan

a ball

tegtesgaḡ/tegtesgēm

I kick him/it

anapo

side

metā'is

ten

tūowinu

a baseball player

ajjēmāting

a lacrosse-like game
originally played by Micmacs

apsēgil

I am a small build.
slender

ajjēmātingaḡanatgul

a lacrosse like stick
used to play this game

Newtē tā goḡey ap māmuniēwasēgēp ugjit papimilāsuaḡan na
"ātugemḡ". Tān telmilamḡḡēl goḡēl ātuḡasēgēpēnn; sapēwigēl,
sāḡaway tān telōltingēp, Gēlusḡapewēl aḡ iḡtigēl, migwitē-
tēmḡewēl aḡ mē iḡtigēl. Ātuḡemḡ na tuḡiḡ tel'ginitētāsēgēp
ēl'ḡowaḡan ēstēḡē nigē ḡisḡuḡ mal'palēwitewimḡ ḡisna nutaḡēnu-
tēmewinuimḡ. Na nigē ḡespiḡtoḡsi...

Vocabulary:

ātuḡey

I tell a story

sapēwig

sacred

sāḡaway tān telōlting

history of how life was
recollections

migwitētēmḡewēl

a lawyer

nutagēnutēmewinu (ḡ)

(Lit: one who speaks
for others)

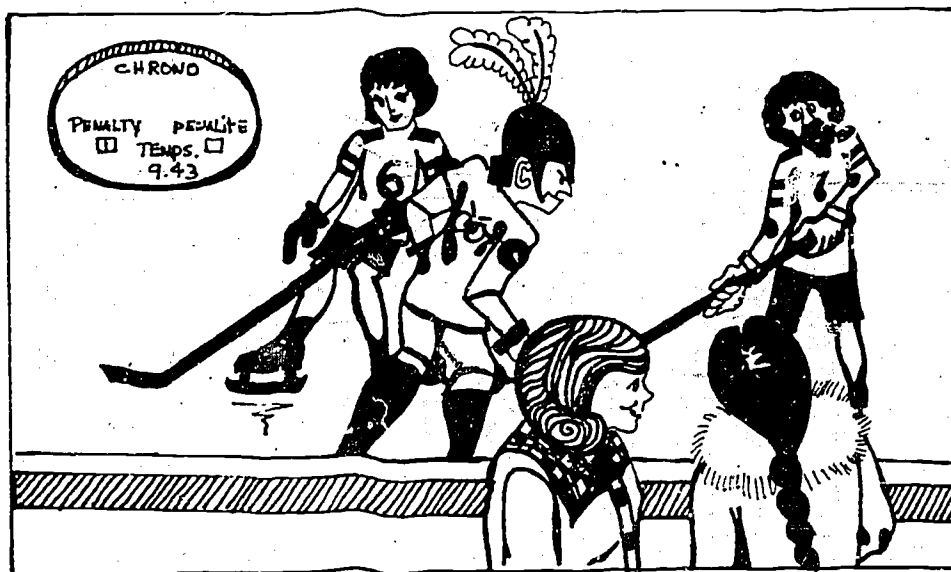
Lessor 20 (Cont'd)

Answer the following questions. (Hand in for correction.)

1. Talamügêl eygêl wīgupāl'timgêl?
2. Goḡey na "êmsêt goḡey jigtêmêg"?
3. Talipḡoḡaḡal wīgupāl'timgêl?
4. Goḡey ugjit esêmuet mō wijatalugup igtigi?
5. Wigtêmītis ênmūjuey?
6. Tal'siawâtūtis sâḡawey mō gisiwīgêmītigw?
7. Talâteget wen amḡwesewêl tiâmūl nêpāj gesig?
8. Gê wītèn nêsisgêl mīgêmewêl papimilitâmḡêl?
9. Goḡêl âtugâtêmītisênn?
10. Tal'ginitêsasêḡês âtugemḡ?

Lesson 20 (Cont'd)

Write a short conversation or monologue in Micmac about the following pictures:



MICMAC DISTRICTS

The following section discusses the location and extent of Micmac country at the time of European contact. This section makes use of a constrained dual-language approach. That is, the text is presented in two languages, Micmac and English, and it is constrained in the following way: (1) the English is a translation of the Micmac, line for line (or as close as possible). This makes it easier to decipher the structure of the Micmac sentences. (2) The English translation is not literal but as close to it as possible while still maintaining clear and acceptable English. Clarifying information and literal translations are presented within parentheses when this is deemed necessary. This constrained dual-language approach is presented here and at this point in this text as a possible model for developing advanced materials for teaching Micmac, or simply for general publications such as literature texts, news articles in both Micmac and English, etc.

Lesson 20 (Cont'd)

III-

MĪGĒMEWĒL MAĠAMIGAL

Tàn celuegêl sâgawêl ewîgasêgêl
na panaêng newtisgâg je ugumuljin
gasgiptcnağanipungêg, Mîgêmaġ
mimajuinûg nasgwâtasipênig asugom
têsêgêi piluêl maġamigal. (Asugom
na egiġjengewey gênuġwatigên tân
puowimuitêlmut Mîgêmaġ.)

Tês na newtê piluey maġamigew
na tetal têsêgêl utann.

Tês na utan eyġêp utaney saġamaw.

Aġ tês newtê piluey maġamigew na
eyġêp ula piluey maġamigewey
saġamaw.

Gatu ula tân maġamigewey saġamaw
wigip utan, na nâtêl elġ negêm

utanêtêp saġamaw. Â na nigê
ap eyġêp ġiasġiwowey êġġisaġamaw.
Ula na negêm niganpugup ugjit
tân têsġġig mimajuinûg Mîgêmaġig.
Na nigê ula asugom têsêgêl
piluêl maġamigal:

LANDS OF THE MICMAC

What is written in history
is that around the eighteen
hundreds, Micmac
people were divided into seven
different lands (districts). (Se
is the number considered
magical by the Micmacs.)

In each different district
there are a number of different
villages.

In each village, there was a
village chief.

And in each different district t
was a different district chief.

But this district chief also liv
in a village. So, there (at that
village),

he was also village chief. And n
there was also (a real) grand ch
It was him who was the leader
for the entire Micmac nation (pe
Now here are the (numbering) sev
different lands:

Lesson 20 (Cont'd)

Maġamigal	Utann	Districts	Villages
		(Literally)	
GESPOGWITG	Ēgjisipug	An island which partially disappears with the rising tide	Bear River, N.S.
SUGAPUNĒGATI	SugapunĒgati Wĕgopegwitg Taġamiguġj Jipugtug	Ground Nut Land	Shubenacadie, N.S. Truro, N.S. Tatamagouche, N.S. Halifax, N.S.
ESGĒGEWĀGI	Paġtĕngĕg	Place where raw skins were dressed	Afton, Bayfield, N.S.
UNĒMĀGI	Esgĕscġonig WĕgoġomĀg Putĕloteg Waġamĕtgug	Land of fog	Eskasni, N.S. Whycocomagh, N.S. Barralhead, N.S. Nyanza, N.S.
EPEGWITG AĠ PIGTUG	? Pigtug	Lying in the water and an explosion or fart	Lennox Island, P.E.I. Pictou, N.S.
SIGUNIGTEWĀGI	Elsipugtug Ēnnuey Mĕnigu	Spring-time land	Big Cove, N.S. Indian Island, N.B.
ĒESPEĠ	Gespĕg Gesgapeġiaġ Listuguj Oppġiganġig Nepisigwitg Ēsgĕnġpĕtiġ Natuaġarĕg Metĕpĕnġiaġ	The last land	Gaspĕ, Quĕ. Maria, Quĕ. Restigouche, Quĕ. Eel River Bar, N.B. Pabineau, N.B. Burnt Church, N.B. Eel Ground, N.B. Red Bank, N.B.

Lesson 20 (Cont'd)

Amgwesewey maġamigew:

GESPOGWITG

Ula na gêlusuaġan telueg, "mêniġu
tân suel gesġasêg oġo mespôġeg

tân tujiw māmūnpāġ."

Ula na amgwesewey maġamigew
gisna têluêgupp niganpuguig.

Ula na tet wigultipêniġ

Êġjisaġamaġ. Ula newtêjit

tân mawwelenut na Mopeltu.

Negêm na gasgiptênaġanipunâteg
na amgwesewâttêp ênnu sigêntut.

Negêm aġ maw tapuisġegsêliji
un'jang sigêntutêpêniġ 24

Nipêniġûsgw, 1610. Negêraġ

nepġêpênaġ 18, toġâġewiġûsgw,
1611.

Tâpuewey maġamigew:

SUGAPUNÊGATI

Ula tet nigê sâġ nêw

têsêġêpênn nipġewêl utann.

Nigê gisġug pasêġ tapûqul tân

êwasêġêl, Sugapunêgati aġ

Gopeġwitg. Sugapung na nigwepêniġ

nâtêl. Sugapun na maġamigeg

niġwet. Tân teligultîtij, aġġam

The first district:

AN ISLAND THAT PARTIALLY
DISAPPEARS WITH THE RISING
TIDE

This word means (says): "an island
that part ... disappears because
it gets ...
by the r ... tide."

This is the first district

or, we could say, the leader.

Here is where they lived

the grand chiefs. The one

who is very well known is Membertou.

He, when he was a hundred years old,
was the first Indian to be baptized.

He and also twenty of his

descendants were baptized the 24th

of June, 1610. He

died on the 18th of September,
1611.

Second district:

GROUND NUT LAND

Now here, a long time ago, there
were four summer villages.

Now, today, there are only two which
are used, Shubenacadie and

Truro. Ground nuts grew

there. Ground nuts grow in

the ground. To see what they look

Lesson 20 (Cont'd)

napuīgên:

like, look
at the picture: *

apios americana
syn: apios tuberosa
apios d'amerique
penacs
patates en chapelet
(ground nut)



Sîstewey maġamigew:

ESGÈGEWÀGI

Ula na tet pugwelgêpênig ênnûg
peytâjig sigw pegisitûtîtêl
esgigêl wîsisuêl anguwêl
mêgegênn ugjit lugatasêtên.
Ula na tet teluisig Welġwâmg
na ġis sâġ weligsatasêg gitg
ênnûg aġ Wapòltijig ugjit tân
telġelugg etêlġwâmg.

Third district:

PLACE WHERE RAW SKINS
WERE DRESSED

At this place, there were many people who came in the spring bringing the raw animal hides (fur skins) to be dressed (worked on). This place, called Port Mulgrave, N.S. has, since a long time, been well-liked both by Indians and Whites for its very nice harbor.

* Sketch and description by Gilles Allard.

Lesson 20 (Cont'd)

Nêwewey maġamigew:

UNĒMÀGI

Ula na mênigu maġamigew pusgi-

ūnig. Na telêgeg 1745 na ula tet
mê pugwelgêp Mîgêmawâj

aġ ap tam pasêg tet.

Ula na tet mujgajewêtêp ugjit
wesgemg

aġ getantegemg, êpjillîw tiâmug.

Nânewey maġamigew:

PIGTUG AĠ EPEGWITG

Mîgêmewey sâġaway telueg

Pigtug na ġîs sâġ ginitêtasêg

ugjit etêlmawiemg. Aġ na gitâmên

Gêlusgapewêl agênutêmaġann,

na êġjîttes na ula tet tel'têta-
sêgêp

ġiasġiwowey negway'g Mîgêmâġi --

tet na ula Wapêniagewaġ etêl-

ġisûtêpêniġ. Tês na newtipunġeg

tujîw na etêlmawiepêniġ ula tet

teluisig Waliġg.

Fourth district:

LAND OF FOG

This is the island where the land
is often

foggy. At this time, 1745. here
there were more Micmacs
than at any other place.

Here was the best place for fishing
and hunting, especially moose.

Fifth district:

EXPLOSION (OR FART) AND
LAND IN THE WATER

Micmac history says

Pictou has since a long time been
well thought of

as a gathering place. And if you
read

Glooscap stories,

you will know that this place is
considered

the center of Micmac land --

at this place the Wapenaki *

were created. Each year,

at that time, they would gather here

at a place called "little snowballs"
(near Pictou harbor).

* The Wapenaki (Land of the Dawn) confederacy included the Abenaki tribe and was spread along the northeastern coast of North America.

Lesson 20 (Cont'd)

Epegwitg na tujl̄w ēwasēgēp
ugjit getanuj waspūg aḡ pastugo-
pajitg.

Maḡpeg elg na ēwasēgēp ugjit

eta tepaw etegēl nēsisgēl pastugo-
pajitewēl etēligtanuj. Igtigēl
ennuēgatīl na Gascēmgeg t̄an
wicultipēnig
ēgjisagamaḡ, Atoḡwāsu wanney,

Paḡsēg, aḡ T̄apu tuitēn.

Asugomewey maḡamigew:

SIGUNIGTEWĀGI

Ula na wisun giasgiwowey wejiaḡ
Esgēgewāḡigewaḡ t̄an teluitātipēni

ula mimajuinū peḡisitūtītēl

anguowēl. Ula na tet elg

wetmajāsēgēp watejuey matēn'ting.

Aḡ māw elg mesgīgēp matēn'ting;
Aḡalasiēw aḡ Mīgēmaḡ na tujl̄w
1724. Na Mīgēmaḡ mattātipēni.

Ula ātuḡāḡan teluey t̄an māw
eliuēwultipēnig ēnnūy na
Elsipoc̄tugewaḡ.

Prince Edward Island was then used
for hunting seals and walrus.

Grand Bay was also used (for this)
since

it is close by to three
walrus hunting grounds. Other
Indian areas are Cascumpeque,
P.E.I., where lived
the district chiefs, South Port
Ferry, P.E.I.,
Charlottetown, P.E.I. and Rustico
Bay, P.E.I.

Sixth district:

SPRING-TIME LAND

This name (for real) comes from
the people of raw-skins-dressed
district who named

these people this way because they
brought

raw skins in the spring-time.

This place also

marks the site of the start of the
Mohawk wars.

And there was also a big war between
the English and the Micmac in
1724. The Micmacs beat them.

History (this story) says that the
most ferocious Indians were from
Richibucto.

Lesson 20 (Cont'd)

Eluigênegewey maġamigew:

GESPĒG

Gespĕg na ugtejġewey maġamigew
 Mîgênewey Ula na ugtejġewey
 mesênmûtip mattâtiteġ Gwatejġ.
 Ula na mawjġ têsêġ, suel wijejv
 telġġ êstêġe tân têsêġêl igtigêl
 mawâtûn. Nêsisġêl sipûl tân
 puġwelġêpêniġ ênnûġ wigultipêniġ
 na Malmasî, Nepisigwitġ, aġ

Listuguj. Malmasiêwaġ na
 " "
 negênow watnenutêpêniġ ta
 gujjiêwêl nasġênmûtipênn
 uġjġtaġamuaġ aġ Listugujewaġ
 na pêlamûl.

Na nigê gespiatoġsieġ aġ
 wîgatigên gaġayaġ.

Seventh district:

THE LAST LAND

Gaspê is the last district of the
 Micmac nation. This is the last
 one
 acquired after they beat the Mohawks
 This (district) is the biggest of
 all, almost as
 big as all the other ones put
 together. The three rivers where
 most of the people lived
 are the Miramichi, the Nepisiguit,
 and
 the Restigouche. The Miramichi
 people are
 those who were known by
 a cross which they wore
 around their neck and the people
 of Restigouche
 by the Salmon.
 Now our voices die away and
 the book ends.