

10. INTRODUCTION TO THE NOUN CHARTS
AND VERB CONJUGATION CHARTS

Noun Charts

The noun charts on pages 638–639 show the various forms of inanimate and animate nouns. Users will find explanations of obviative, possessed, locative, and diminutive forms in sections 5 and 7; absentative noun forms are discussed in section 1 and in this section, below. The possessed forms are further elaborated in the charts using a set of example nouns. Alternative endings are listed for some forms, and users may encounter additional variations not shown.

Verb Conjugation Charts

The remainder of this section provides a brief explanation of the various forms of verbs found in the conjugation charts on pages 640–693. The charts present the many forms in which verbs occur. While the charts are intended to be comprehensive, users may encounter forms not listed.

Organization of the Charts

The charts are organized according to verb type.

<i>Verb Type</i>	<i>Chart Numbers</i>	<i>Comments</i>
<i>ai</i> <i>ai+obj</i>	Charts 1–13	These conjugations differ according to the final vowel of the verb stem and nature of the final syllable of the stem.
<i>ii</i>	Charts 14–24	These conjugations differ according to the final vowel of the verb stem and nature of the final syllable of the stem.
<i>ti</i>	Charts 25–30	These conjugations differ according to the final vowel of the verb stem and nature of the final syllable of the stem.
<i>ta</i>	Charts 31–37	These conjugations differ according to the stress pattern of the verb stem and also the final consonant of the stem.
<i>ta+obj</i>	Charts 38–40	These conjugations differ according to the nature of the final syllable of the verb stem.

Each chart shows the forms of the verb used in the Independent Indicative, Changed Conjunct, Unchanged Conjunct, Subordinative, and Imperative modes (see descriptions below). For each type of verb, the first chart (1, 14, 25, 31, 38) also shows preterit, dubitative preterit, and absentative forms; these forms are similar for each of the other conjugations in the series. For example, the preterit forms of *ai* verbs 2 through 13 may be inferred by consulting the preterit forms in Chart 1.

Note that the *negative* forms of all verbs have different endings from the positive forms (except in the Conjunct Imperative; see below); negative forms are listed separately for each conjugation.

Modes and Tenses

Verb Modes

Independent Indicative mode: The Independent Indicative mode is used primarily in the main clauses of statements and in yes-no questions. It is also used in questions beginning with *tama* ‘where?’ and *tayuwe*, *tayuwek* ‘when?’ Personal prefixes are used throughout, with stem 1 or 1a — except that the third-person and obviative forms of *ai* verbs and third-person *ta* unspecified subject forms use stem 1 or 1b without personal prefixes.

Changed Conjunct mode: The Changed Conjunct mode is used mainly in “when” clauses, but also frequently in main clauses. There are two Changed Conjunct modes used in “when” clauses.¹⁰ They differ in accentuation. One has the *-an* ending in the first-person singular (see the verb conjugation charts). This has a perfective meaning: *neke peciyayan* ‘when I had arrived’ vs. *neke peciyay* ‘when I was arriving.’ Outside the first-person singular, the perfective mode has stress on the final syllable.

Verb participles are Changed Conjunct forms. The Changed Conjunct is also used in ‘why?’ questions, and in questions beginning with *tan* meaning ‘where?’ (*tan* meaning ‘how?’ takes the Subordinative mode; see below). Changed Conjunct forms use stem 2 (if different from stem 1), without personal prefixes.

The word *mehsi* (*mehs-*, *mes-*) ‘why?’ is a preverb (initial root). Consequently, ‘why?’ questions use the form of the verb stem that follows an initial. Many speakers say *keq mehsi* or *keq nit mehsi* ‘what is the reason that ...?’ to introduce a ‘why?’ question.

<i>Mehsi nit wikhikon nit otek?</i>	‘Why is that book there?’
<i>Mehsi-liphat wasisol ansa ahahs?</i>	‘Why is she carrying the child as a horse would?’
<i>Keq nit mesotemit wasis?</i>	‘Why is the child crying?’

When the Changed Conjunct is used in main clauses, it may take on a particular meaning for certain verbs.

<i>Independent Indicative</i>	<i>Changed Conjunct</i>
<i>liku</i> ‘s/he has such a form’	<i>elikit</i> ‘s/he is ugly’
<i>linaqot</i> ‘it looks thus’	<i>elinaqahk</i> ‘there is a lot of it, there are a lot of them’
<i>tuciye</i> ‘s/he goes by’	<i>etuciyat</i> ‘s/he goes very fast,’ ‘how fast she goes!’
<i>ckuwy</i> ‘s/he comes, approaches’	<i>weckuwyat</i> ‘here s/he comes’ (s/he is in sight)

Unchanged Conjunct mode: The Unchanged Conjunct (also called Unchanged Subjunctive) mode is used in ‘if’ clauses and in sentences beginning with *on-op-al* (*nopal*) ‘if only’. The forms use stem 1 or 1b, without personal prefixes; the endings are the same as those of the Changed Conjunct, except in the first person singular, where only the *-an* ending is used.

Subordinative mode: The Subordinative mode (also called Relative mode) is used mainly in complement clauses and other situations that express subsequent or resulting action. Used alone, in the second person, it can serve as a mild or polite Imperative — *ktankeyasin* ‘take care of yourself’; it is also used for a second command following an Imperative: *ksaha naka ktopin* ‘come in and sit

down.’ Questions beginning with *tan* meaning ‘how?’ use the Subordinative (*tan* meaning ‘where?’ takes the Changed Conjunct mode; see above).

Personal prefixes are used with stem 1 or 1a in all Subordinative forms except third person *ta* unspecified subject forms (stem 1 or 1b) and all *ii* forms. Intransitive inanimate (*ii*) Subordinative forms are not marked for plural number: *tan olocihte?* means ‘what color is it?’ or ‘what color are they?’ (literally, ‘how is it colored?’ ‘how are they colored?’).

Imperative mode: The Imperative mode is used for direct commands. There are Imperative forms for *kil* and *kiluwaw*, positive and negative. There are also Imperative forms for *kilun: opine* ‘let’s sit down,’ *kiluwahune* ‘let’s look for it.’ This ‘let’s’ Imperative has no corresponding negative form. Logically, there are no commands with a first person subject (*nil, nilun*). Passamaquoddy speakers introduce negative commands with *mus* or *musa* ‘don’t,’ while Maliseet speakers use *kat-cu* ‘don’t.’

Indirect commands, those with third person subjects, are in the Conjunct Imperative mode, consisting of modified forms of the Unchanged Conjunct. These have a hortatory force: *wolomuwiqehtulihc Keluwosit* ‘may God smile upon you’; *nit otec* ‘let it be (stay) there’; *nit opihtic* ‘have them sit there.’ Positive and negative forms are the same: *musa nit otec* ‘let it not stay there,’ ‘don’t let it stay there.’ Conjunct Imperative forms are listed together with the other Imperative forms in the charts. All use stem 1 or 1b of the verb, without personal prefixes.

Unspecified Subject forms: These are forms in which the subject of the verb is not specified. In *ai* verbs, such forms are like gerunds or general statements: *wiqhopaltin* ‘feasting, there is a feast’ *matonotin* ‘warring, there is war.’ In *ta* and *ta+obj* verbs, unspecified subject forms have a passive meaning: *ntokomok* ‘I was hit’; *milkiyan* ‘if I am given it.’ Unspecified subject forms occur in all modes.

Verb Tenses

Present tense: The present tense is used in much the same way as the present tense in English, to express current actions, truths, habits, and abilities — *lintu* ‘s/he sings,’ *wapeyu* ‘it is white,’ *’tawoka* ‘s/he knows how to dance.’ The preverb *toli* is used to express progressive or continuous action — *tolintu* ‘s/he is singing,’ *toli-qasku* ‘s/he is running.’

Preterit (past) tense: In narratives and conversation, the present tense generally serves as past also. The preterit is used to specify past complete action. Speakers often use the preterit at the beginning of a story to situate it in the past; after that, the main narrative continues in the present tense. There are preterit forms in the Independent Indicative (*opuhpon* ‘s/he was sitting there’), Changed Conjunct, including participles (*epitpon* ‘when s/he sat, the one who sat’), and Subordinative (*nit-te ’topinehpon* ‘and then s/he sat down’).

Dubitative Preterit: The dubitative preterit expresses “doubt or uncertainty, lack of direct knowledge, or some conclusion on the part of the speaker.”¹¹ There are Independent Indicative, Changed Conjunct, Unchanged Conjunct, and Subordinative forms.

Tama ntopips? ‘Where was I sitting?’ (I don’t remember.) — Independent Indicative
Elkihqaks yut wikuwam. ‘This house is so big!’ (I’m surprised.) — Changed Conjunct
Nit liptaqsopon... ‘If she’d carried it thus...’ (I think she didn’t.) — Unchanged Conjunct
On-al ’kosikiness! ‘And he must have been so homely!’ (I suppose.) — Subordinative

Absentative tense: Verbs may be marked to agree with absentative nouns and pronouns in the Independent Indicative and Subordinative modes. The Subordinative absentative forms are based on the Subordinative and are also used in clauses beginning with *tanehk*, *tanek* ‘ever since’: *tanehk ntopinehk* ‘ever since I sat down.’

Future tense: Unlike its sister language Mi’kmaq, Passamaquoddy-Maliseet does not have future tense endings for verbs. Instead speakers use particles and preverbs to indicate the future.

<i>yaka</i> ‘in the future’	<i>yaka peciyat</i> ‘when s/he arrives (in the future)’
<i>oc</i> ‘in the future’	<i>apc-oc knomiyul</i> ‘I’ll see you again’
<i>-hc, -c</i> ‘in the future’	<i>ma-tehc knomiyulu</i> ‘I won’t see you’
<i>kotuw</i> (<i>kotuw-</i>) ‘will’	<i>’kotuwih</i> tun ‘s/he is going to make it’
<i>koti</i> ‘will’	<i>nkoti-apaci</i> ‘I will come back,’ ‘I am going to come back’
	<i>keti-apaciy</i> anpon ‘when I was going to come back’ (Preterit)

How to Read the Forms in the Conjugation Charts

In the charts, the columns show the various verb modes. The rows show the forms for each grammatical person, as indicated by the number code at the left side (1 for *nil*, 2 for *kil*, etc.). The personal prefixes and the endings used in the forms are shown in boldface type. Alternative forms are separated by a comma.

In the Changed Conjunct column, the form to the right of a forward slash (/) is the participle. For example, in chart 1, *epih*tit ‘when they sit’ and *epic*ik ‘those who sit.’ Depending upon the space available, a participle form may be indicated just by its ending, preceded by a hyphen. In cases where space is restricted, only the last part of the ending is given if this is simply to be added to the ending shown to the left of the slash or if it replaces the last few letters of that ending.

Each chart shows the verb stems used in the forms. In using the chart, substitute the stems of the selected verb. These stems are indicated in the dictionary entry.

ai+obj Verb Forms

Charts 1-13 show the forms of *ai* verbs. When these verbs take a direct object (*ai+obj*), this object is marked in the same way that the indirect object is marked in *ta+obj* verbs (charts 38-40). To form *ai+obj* verbs in the Independent Indicative, use the *ai* Subordinative forms with the object-endings shown in the Independent Indicative column of charts 38-40 (*-ol/-ok*, *-nul/-nuk*, etc.). To form *ai+obj* verbs in the Changed Conjunct, follow the patterns of endings for this mode in charts 38-40. The direct object of *ai+obj* verbs is not marked in the remaining modes.

Passive Forms of ti Verbs

For each type of *ti* verb, there is a corresponding “passive” formed from the verb stem. These passives are *ii* verbs; many are also used with animate subjects and are listed as verb *ai* & *ii* in the dictionary. Note how the formation of *monuwasu* differs from that of *pektahasu* and *nasqahasu*.

	<i>verb ti</i>		<i>verb ii 14</i>
25	<i>micin</i> ‘s/he eats it’		<i>micasu</i> ‘it is eaten’
26	<i>’t-ihin</i> ‘s/he has it’		<i>iyasu</i> ‘it is had’
27	<i>’t-olihtun</i> ‘s/he makes it’		<i>lihtasu</i> ‘it is made’
28	<i>’punomon</i> ‘s/he places it’		<i>’punasu</i> ‘it is put there’
29	<i>’pektehmon</i> ‘s/he gets it all’		<i>’pektahasu</i> ‘it is all taken away’
29	<i>nasqahmon</i> ‘s/he combs it’		<i>nasqahasu</i> ‘it is combed’
29	<i>monuhmon</i> ‘s/he buys it’		<i>monuwasu</i> ‘it is bought’
30	<i>’t-uwehkan</i> ‘s/he uses it’		<i>wehkasu</i> ‘it is used’

Reflexive and Reciprocal Forms of ta Verbs

For each type of *ta* verb, a corresponding reflexive (‘do to oneself’) and reciprocal (‘do to each other’) may be formed from the verb stem. Reflexive and reciprocal forms are all *ai* verbs. The reciprocal verbs have dual and plural forms only.

	<i>verb ta</i>		<i>Reflexive: verb ai 1</i>
31	<i>’tokomal</i> ‘s/he hits h/’		<i>tokomosu</i> ‘s/he hits self’
32	<i>’cipimal</i> ‘s/he startles h/’		<i>’cipimsu</i> ‘s/he startles self’
33	<i>’peskhal</i> ‘s/he shoots h/’		<i>’peskhusu</i> ‘s/he shoots self’
33	<i>nasqahal</i> ‘s/he combs h/’		<i>naskuhusu</i> ‘s/he combs self’
34	<i>’kikahal</i> ‘s/he heals h/’		<i>’kikuhusu</i> ‘s/he heals self’
35	<i>’t-iyal</i> ‘s/he tells h/’		<i>yuhusu</i> ‘s/he tells self’
36	<i>uleyuwal</i> ‘s/he pleases h/’		<i>woleyasu</i> ‘s/he pleases self’
37	<i>ulluwal</i> ‘s/he praises h/’		<i>wolluwosu</i> ‘s/he praises self’

	<i>verb ta</i>		<i>Reciprocal: verb ai 1</i>
31	<i>’tokomal</i> ‘s/he hits h/’		<i>’tokomotuwok</i> ‘they hit each other’
32	<i>’cipimal</i> ‘s/he startles h/’		<i>’cipimtuwok</i> ‘they startle each other’
33	<i>’peskhal</i> ‘s/he shoots h/’		<i>’peskhutuwok</i> ‘they shoot each other’
33	<i>nasqahal</i> ‘s/he combs h/’		<i>’naskuhutuwok</i> ‘they comb each other’
34	<i>’kikahal</i> ‘s/he heals h/’		<i>’kikuhutuwok</i> ‘they heal each other’
35	<i>’t-iyal</i> ‘s/he tells h/’		<i>’yuhutuwok</i> ‘they tell each other’
36	<i>uleyuwal</i> ‘s/he pleases h/’		<i>’woleyawotuwok</i> ‘they please each other’
37	<i>ulluwal</i> ‘s/he praises h/’		<i>’wolluwotuwok</i> ‘they praise each other’

Some *ta+obj* verbs also have reflexive or reciprocal forms. Verbs in chart 38 have forms like those shown here for 36; verbs in charts 39 and 40 have forms like those shown for 32. Examples include *’milsu* ‘s/he gives it to self’ (see *’milan*) and *’tiyali-oltehkoma’wotultiniya* ‘they kick it around to one another’ (from *’t-oltehkomuwan*; see the final example sentence in the entry for *’yaltehkasu*).