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14.1 In Inupiaq there are several dependent verb moods. They have their own markers which makes them easy to identify within a sentence. One of these dependent moods is called the Contemporaty I, in contrast to Contemporaty II which is presented in Chapter XXIII. The distinctive marker of the Contemporaty is lu

The main function of a Contemporaty or any dependent verb is to give more information about the situation which the main verb (independent verb) describes.

14.2 A Contemporaty I verb tells how (in what manner, by what means or in what role), or why an action is performed. The interrogative word qanuq or a Contemporaty I word based on the stem qanuq- are used to ask "how (in what manner or by what means)" an action is/was done. Summan is used to ask "why" an action is/was done. Here are some examples.

a. Summan qimakpa?
   Why did he flee?
   Iqsitchakłuni qimaktuaq.
   He fled because he became afraid.

b. Qanuq qimakpa? or
   Qanuqluni qimakpa?
   How did he flee?
   Aqpaḷuni qimaktuaq.
   He fled running.

   Umiaqtuqłuni qimaktuaq.
   He fled by boat.

c. Summan ilaŋitpa?
   Why wasn't he a participant?
   Iqiasukłuni ilaŋitchuaq.
   He was not a participant because he was lazy.

14.3 The Contemporaty I Mood has two aspects: the realized and the unrealized. The two aspects are distinctively marked.

The realized aspect is marked by the consonant cluster vl when the verb stem ends in a vowel, and the voiceless consonant clusters ll, ql and kl when the verb stems end in consonants t, q and k, respectively. The unrealized aspect is marked by the absence of the consonant v when the verb stem ends in a vowel, and by the voiced consonant clusters ll, ql and ql when
the verb stems and in consonants t, q and k, respectively.

Here are some examples.

a. Aqpaluni tikitchuq.
   He arrived running.

Aqpaluni tikiqniaqtuq.
   He will arrive running.

b. Ilisaurrivluni uvlisuuruq.
   She spends the day teaching.

Ilisaurrivluni uvlpixiaqtuq.
   She will spend the day teaching.

c. Paammaklutik isiqtuak.
   They entered crawling.

Paammaglutik isigniaqtuk.
   They will enter crawling.

d. Uqauraaglunuk airuaguk.
   We came home talking leisurely.

Uqauraaglunuk aigniaqtuguk.
   We will go home talking leisurely.

e. Atutlutiq isiuraaqpat?
   Did they slowly enter singing?

Atutlutiq isiuraaqnigiaqpat?
   Will they slowly enter singing?

f. Qamquivluni itiqtitkaa.
   He woke her up with his snoring.

Qamquivluni itiqtinniaga.
   He will wake her up with his snoring.

g. Pialalvlutiq kataktitkaat.
   They made it fall off because they were rambunctious.

Pialalvlutiq kataktinniagaat.
   They will make it fall off because of their rambunctiousness.

14.4 When the main verb expresses an action that is completed, habitual, or in the process of occurring, the realized aspect is used to indicate how or why the action is done. Here are some examples.
Atuqtuq mikitavluni.
She is singing standing up.

Atuqtuaq mikitavluni.
She sang standing up.

Atuqquuq mikitavluni.
She sings standing up.

Irqiqtuq iqsivluni.
She hid (just now) because she is afraid.

Irqiqtaq iqsivluni.
She hid because she is afraid.

Irqiqquuq iqsituvluni.
She usually hides because she is a fearful person.

14.5 When the main verb expresses a future action, the realized aspect is used to explain why the future action will occur when the action indicated by the Contemporative I verb is definitely planned to take place. The ending is preceded by a postbase which indicates future. Here are some examples.

Summan qaigiaqtipisi?
Why won’t you come?
Savannaqtita qaigiaqtitchugut.
We will not come because we will be working.

Summan uvlupak aullagiaqpisik?
Why will you leave today?
Aullagianqituguk uvlupak tippuutaigiqtiquni uvlakun.
We will leave today because there will be no planes tomorrow.

Summan ugleqipiti?
Why will you return?
Ilauniaqtiuga kasimaruani.
Because I will be a participant at the meetings.

Summan aimmiqiaqpisik?
Why will you stay home?
Iqigianqitunuk aimmiqiaqtuguk.
We will remain at home because we will have guests.

The realized aspect is also used when the action or state of being indicated by the Contemporative I verb is an established fact, either as an on-going, completed, or a habitual action.

Summan uvlaakun qaigiaqtipisik Aalaaglu?
Why won’t you and Aalaak come tomorrow?
Qaïñiqitchuguk Aalaak napiłluni.
We will not come because Aalaak is sick.

Summan matkuak kammak atüğniañitpagik?
Why will he not use these, e, boots?

Kammak atügniñitkaik mikivlutik.
He will not wear the boots because they are small.

Summan pigña tinnun atügniñitpaug?
Why will he not use that plane which is up there, r?

Tinnun atügniñitkaa naviñavluñi.
He will not use the plane because it is broken.

Summan aimmiñiaqpit?
Why will you remain at home?

Ikunqaqglupu aimmiñiaqtuña.
I will stay home since I have guests.

14.6 The unrealized aspect is used to explain how a future action will take place. Here are some examples.

Qa弩ţlutin qaiñiaqpit?
How will you come?

Pisuaqglupu qaiñiaqtuña.
I will come walking.

Qa弩ţlusi utiñiaqpisĩ?
How will you return?

Puuvragluta utiñiaqtugut.
We will return by swimming.

Qaunaklaagluta umiaqtuñiaqtugut.
We will boat carefully.

Naanniaqait pigaaqglutiŋ.
They will stay up late and finish them.

14.7 The unrealized aspect is also used to explain why a future action will occur, when the action or state of being indicated by the Contemporative I verb is a presupposition, or a wish. This is rarely used.

Here are some examples.

Summan qaiñiaqitpa?
Why will he not come?
Iqiasuglunipta qaiqianitchuq.  
He will not come because he (probably) will be lazy again.

Ilaşausuglunuk uqallautiniaqikpuk.  
We will tell him that we wish to participate.

Pisuglugu piuŋ.  
(You) Tell him that you want to have it.

14.8 The following chart gives the intransitive Contemporative I endings. Alternate intransitive Contemporative I endings are given in section 14.16.

<table>
<thead>
<tr>
<th>S</th>
<th>U realized aspect</th>
<th>B marker +vlu</th>
<th>J</th>
<th>E</th>
<th>C unrealized aspect</th>
<th>T marker +lu</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>ṇa</td>
<td></td>
<td>2d</td>
<td>sik or tik</td>
<td>p</td>
<td>tik or tik</td>
</tr>
<tr>
<td>1d</td>
<td>nuk</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>ta</td>
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As previously stated, the mood marker of the Contemporatives is lu. The realized aspect is marked by the consonant v, which appears when the verb stem is vowel final. When the verb stem is consonant final, the v disappears and the l becomes voiceless, assimilating to the preceding voiceless stops t, q or k, resulting in the consonant clusters li, qi and ki, respectively.

The unrealized aspect is marked by the lack of the consonant v when the verb stem is vowel final. When the verb stem ends in a consonant, the stem final consonants t, q and k are assimilated to 1 in the usual manner giving ll, ql and ql, respectively.

Here are some examples. The realized form is given first. Then the unrealized form is given.

Aquviłuni atuqtuaq.  
He sat down and sung.

Aquviłuni atuginiaqtuaq.  
He will sit down and sing.

Iqsiṭchakluni airuaq.  
She went home because she got fearful.
Iqsitchaqluni aiŋiiaqtuq.
She will (most probably) become fearful and go home.

Quviasuklunuk itiŋtuaguk.
Wea woke up in a happy mood.
Quviasuglunuk itiŋniiaqtuaguk.
Wea will wake up in a happy mood.

Puuvraqlutik utiqpat?
Did theya return by swimming?
Puuvraqlutik utiņiaqtuaguk?
Will theya return by swimming?

Miqugluni ikayugaa aakaga.
She is helping my mother by sewing.
Miqugluni ikayugniiaqaa aakaga.
She will help my mother by sewing.

14.9  A Contemporative I verb refers either to the subject or the object of the main verb. One must pay special attention to the number and person of the endings to determine which (subject or object) the Contemporative is modifying. Here is an example:

_Appaljutik_ aullaqtuak tautukkikka._
3d 3d 1s-3d
I see the onesa who left running.

The main verb _tautukkikka_ "I see thema" is transitive. The verb ending _kikka_ indicates that the subject is 1s and the object is 3d. The Contemporative _appaljutik_ "theya are running" and the participle _ullaqtuak_ "onesa have left" are both intransitive. Both of the verb endings _lutik_ and _tuak_ indicate that the subject is 3d. The Contemporative ending and the participial ending correspond in person and number to the object of the main verb. Therefore, the subordinative _appaljutik_ refers to the object which is expressed in the participle _ullaqtuak._

In the following example,

_Irigruaqluna aullaqtuak appaljutik tautukkikka._
1s 3d 3d 1s-3d
Using binoculars I see the onesa who left running.

the Contemporative _irigruaqluna_ "I using the binoculars" refers to the subject of the main verb, since the person and number of the Contemporative ending _luna_ correspond in person and number to the subject of the main verb.

When the person and number of the Contemporative ending matches both the subject and object of the main verb, the sentence is ambiguous. Here is an example.
The dual Contemporative ending \textit{lutik} can refer either to the subject or the definite object of the main verb. The sentence is therefore ambiguous with two possible translations:

"Saanqiaq and Aalaak did not recognize the two boats because they\textsubscript{d} (Saanqiaq and Aalaak) were far away."

or

"Saanqiaq and Aalaak did not recognize the two boats because they\textsubscript{d} (boats\textsubscript{d}) were far away."

14.10 In the examples given below, the subject of the Contemporative refers to an elemental force, such as the wind, rain or snow. The third person singular ending is always used when an elemental force is the subject.

\textbf{Agniq\textsubscript{q}uni aullaqitchuagut.}  
We did not leave because it was windy.

\textbf{Sialuk\textsubscript{q}uni ayuktapitchut.}  
They did not play ball because of the rain.

\textbf{Qailliq\textsubscript{q}uni umiaqtugitchut.}  
They are not out boating because it is stormy.

14.11 Like other intransitive verbs, an intransitive Contemporative may take an indefinite object in the modalis case.

\textbf{Qimmit tuttunik tautuk\textsubscript{q}utik pa\textsubscript{n}alirraq\textsubscript{s}irut.}  
The dogs, seeing caribou, began running.

\textbf{Nannnumik tautuk\textsubscript{q}utit\textsubscript{q} qimmit pa\textsubscript{n}alirraq\textsubscript{s}iruat.}  
Seeing a polar bear, the dogs began to run.

\textbf{Salummaksag\textsubscript{q}luni ikayu\textsubscript{q}niaga\textsubscript{q}a.}  
She, by cleaning up, will help me.

14.12 When a noun in the modalis case is instrumental, the verb stem \textit{atuq-} "to use" may be used in the subordinative. Here are some examples.

\textbf{I\textsubscript{q}uit tautukkai i\textsubscript{q}rigrua\textsubscript{q}nik.}  
With the binoculars, he sees the people.

or

\textbf{I\textsubscript{q}uit tautukkai i\textsubscript{q}rigrua\textsubscript{q}nik atuq\textsubscript{q}luni.}  
Using the binoculars, he sees the people.
Qamunmik malikkaa.
He followed her with the car.

or

Qamunmik kaviqsaamik atuqluni malikkaa.
He, using a red car, is following her.

14.13 A **Contemporative** I may modify another dependent verb.

Here are some examples.

a. **Tamuqtuq siqiliqivluni.**
He is having a hard time chewing.

In example a, the Contemporative **siqiliqivluni** "he, having a hard time" describes how the chewing is being done.

b. **Tamuqtuq siqiliqivluni kigutaiiiuni.**
He is having a hard time chewing because he does not have any teeth.

In example b, the Contemporative **kigutaiiiuni** "he, lacking teeth" tells why chewing is so hard for the subject.

c. **Tamuqtuq siqiliqivluni kigutaiiiuni utuqqalinaavluni.**
He is having a hard time chewing because he has no teeth, because he has become old.

In example c, the Contemporate **utuqqalinaavluni** tells why the subject is without teeth.

14.14 The chart below gives the transitive **Contemporative** I endings. Alternate transitive **Contemporative** I endings are given in section 14.17.

<table>
<thead>
<tr>
<th>A</th>
<th>N</th>
<th>Y</th>
<th>O</th>
<th>B</th>
<th>J</th>
<th>E</th>
<th>C</th>
<th>T</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>s</td>
<td>d</td>
<td>p</td>
<td>2</td>
<td>s</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>s</td>
<td>d</td>
<td>p</td>
<td>1</td>
<td>s</td>
<td>d</td>
</tr>
</tbody>
</table>

S realized

U aspect +vlu gu gik gi(t) tin sik si na nuk ta

B

J

or

or

tik

E unrealized

C aspect +lu

T

Here are some examples.

**Irigruaqlugu ilisagigikpuk.**
We recognize it with the binoculars.
Maliklugik aakagaluk aapagalu aniruqam.
I went out with (following) my mother and my father.

Maliklugik aakaniulu aapaniulu tuaqsiŋkiavgamuktuq.
She went to the store with (following) her (own) mother and her (own) father.

Naluvlugu aitchunqitkak.
He did not give her anything since he does not know her.

Ilısavigiluq ullakkaqam.
He recognizes me and is coming (to me).

Ikayuqilunuk uvilruak.
They spent the day helping us.

Tautukluqa siŋiqiruagut ullakkaatigut.
Seeing us struggling, he is coming (to us).

14.15 Contemporative I verbs in combination with the conjunction aasii(ŋ) "and then" may be used to describe an event which is sequential (continuous or connected series) to the event described by the main verb. The absence of aasii(ŋ) indicates that the Contemporative I is describing how or why the main action is done.

Here are some examples.

a. Makittuaq aasii kigutigiksaqqluni.
   He stood up and then brushed his teeth.

Makittuaq kigutigiksaqqluni.
   He stood up brushing his (own) teeth.

b. Isiqtuak aasii mayuqlutik.
   They came in and then climbed up.

Isiqtuak mayuqlutik.
   They entered by climbing up.

Here are further examples of the Contemporative I in combination with the conjunction aasii(ŋ) "and then".

Uniaŋaŋtaqauguk unnugman aasii umiaŋtuqqaqmunuk uvilupak.
We dogsledded yesterday and then (went) boating today.

Alliuqtuaguk aasii niŋipkaŋluguq qimmit.
We made some soup for the dogs and then fed the dogs.

Ilısiaŋqktuaq aasii pilluataqmaquluq.
She studied hard and then did very well.
Quaquagut iglumi, aasii nuulutu tupsjun qayuqtaqluta. We ate frozen meat in the house, and then moved to the tent and drank broth.

Qaunaksriraqaa miqliqunik uvlaami, aasii anaqaksrami naalaktuqaluqa atuqtuqanik. I babysat in the morning, and in the evening I listened to the singers.

The conjunction aasii(∧) can also be attached to a Contemparative verb as an enclitic, in which case the initial vowel a is deleted.

Aqvittuaq iggerqaqsiuluniasii. He sat down and then began laughing.

Isiquagut aqviulutaasii. We entered and then sat down.

Uqallaktuq anivluniasii. He spoke then went out.

When a series of sequential events (more than two) are expressed in Contemparative I, the conjunction aasii(∧) (between the main verb and the first subordinative), and the enclitic +lu "and" are used. The enclitic +lu may be attached to all of the subordinatives when they are in apposition, or it may be attached to the final subordinative. The comma is used here to separate the events.

Makittuaq, aasii kigutigiksaqlunilu, annuqgaaqtuqilunilu, niqivlunilu. or
Makittuaq, aasii kigutigiksaqluni, annuqgaaqtuqlini, niqivluni. He got up, brushed his teeth, put on his clothes and then ate.

Maligniaqqaak, aasii salummaksaqlutiglu, tilaqlutiglu, iqaqsrilutiglu uvliqutik. or
Maligniaqqaak, aasii salummaksaqlutik, tilaqlutik, iqaqsrilutiglu uvliqutik.
They will go (followed) with her, and they will spend the day cleaning up, mopping the floors and doing the laundry.

14.16 Contemparative I verbs together with the conjunction combination aasisuli "and furthermore; and also; and in addition" are used to express separate (not continuous or connected series) events which occur within a certain interval of time. Here are some examples.

Unnuaq aqpattuqan, aasisuli puuvraqluqa. Last night I ran, and (furthermore) I swam.
There are alternate intransitive Contemporative I endings for all persons except for the first person singular. A further phonological rule special to the subordinative may be applied, optionally, to the sequences kl, ql, gl and ql. The l or r may be deleted, leaving [x] or [x] (spelled kh, qh) for the "realized" aspect, and g or q for the "unrealized" aspect.

Here are some examples.

Alliuqhunuk anaqaksrifuaguk.
We will spent the evening making soup for the dogs.

Alliuqunuk anaqaksrixiaqtuguk.
We will spend the evening making soup for the dogs.

Tilakhunuk ikayuguikpuk.
We are helping her by scrubbing the floors.

Tilagunuk ikayugniagikpuk.
We will help her by scrubbing the floors.

Qamutitaqxuni mitchaagvigmunaktuag uvlaaq.
She went to the airport by car this morning.

Qamutitaquni mitchaagvigmunxiaqtuag uvlaakun.
She will go to the airport by car tomorrow.

Ikayushutin anaqaksriva?
Did he spend the evening helping you?

Ikayugutin anaqaksrixiaqpa?
Will he spend the evening helping you?

Ullakhusik apiqsruqpasik?
Did they come (instead of phonig) to ask you?

Ullagusik apiqsruqniaqpasik?
Will they come to you to ask you?

+tqqaag-n is used to indicate that the subject is/ was the first one to do the activity, or that the activity of ______ing is/ was the first thing done prior to performing any other activity. Here are some examples.

Iliisaqqaagaa aqun.
He recognized the man first (and then the others later).

Nuutaqqaatuguk.
We were the first ones to move.
Wea moved first (and then did something else).

Naatqaangiagikput iglu.
We will be the first ones to finish the house.

or
We will finish the house first (and then do something else)

When ñqqaaq-ųv is used in combination with Contemprative I endings, the translation is "after _______ing". Here are some examples.

Alliuqqaaqnilunuk aniruaquk.
Wea went out after making soup for the dogs.

Alliuqqaaqglunuk aniiaqtuquguk.
Wea will go out after making soup for the dogs.

Naalaktuaqqaaqnilunuk atuqtuaniq airuaquk.
Wea went home after listening to the ones who were singing.

Naalaktuaqqaaqglunuk atuqtuaniq aiiiaqtuquguk.
Wea will go home after listening to the ones who are singing.

Salummaksaqqaaqglugu tupiq airuaqqa.
I came home after I cleaned up in the tent.

Aqqpatqaaglnuk Aalaaglu puuvraqtuaguk.
Aalaak and I swam after running.

Tilaaqqaaglni puggutchiqiruaq.
She did the dishes after mopping the floors.

Uniaaqqaagluta qimmit niigipkaa eitherivut.
We will feed the dogs after we dogsledded.

Niigipkaaqqaaglugik qimmik maligviaqtuqan.
I will come (following) after I feed the dogs.

Takuqqaaqgluna aniruaq.
She left after checking to see how I was.

Ikayaqqaaqglugu Aalaak utigviaqtuquguk.
Wea will return after wea help Aalaak.

14.19 When a transitive Contemprative verb and an intransitive main verb are in apposition, the 3rd person subject (when subject of both verbs) is in relative or absolutive depending on its position within the utterance.
It is in relative when it precedes the transitive Contemorative verb which precedes the intransitive main verb.

Aaŋam ikayuqqaaqlugu aullaqtuaq.
Aaŋa left after helping her.

Siŋmiq tautuqqaaqlugik iglaqtuaq.
Siŋmiq laughed after seeing them.

It is in absolute when it follows the intransitive main verb which follows the transitive Contemorative verb.

Ikayuqqaaqlugu aullaqtuaq Aaŋa.
After helping her, Aaŋa left.

Tautuqqaaqlugik iglaqtuaq Siŋmiq.
After seeing them, Siŋmiq laughed.

It is possible (but awkward) to place the subject noun between the two verbs, if one pauses before saying the intransitive main verb.

Ikayuqqaaqlugu Aaŋam, aullaqtuaq.
Aaŋa left after helping her.

Tautuqqaaqlugik Siŋmiq, iglaqtuaq.
Siŋmiq laughed after seeing them.

Otherwise when the two verbs are separated by other words, the subject noun may be in absolute when it is said after the intransitive main verb.

Nuutqaaqlugi siŋigviit tupiŋmun aullaqtuaq Aaŋa.
After moving the bed to the tent, Aaŋa left.

Aaŋam qimaklugu supputini unianun isiqtuq tupiŋmun.
Aaŋa entered the tent leaving his (own) gun behind on the sled.

When the main verb is transitive, the subject noun must be in relative whether the Contemorative verb is intransitive or transitive.

Aaŋam pigaaqluni naanniaŋaa umiaq.
Aaŋa will finish the boat by staying up late.

Aaŋamlu Siŋmiamlu iqiasuklutiq naangitkaak umiaq.
Aaŋa and Siŋmiq being lazy did not finish the boat.

14.20 Postbase +k/galuaq−nn means "to ___", but...". It indicates that the action is/was/probably is of no avail or consequence. Or it may indicate that the opportunity is there if
one wants to take advantage of it.

Ammigaluaqtuq amma.
She is at home, there (in house in line with house that speaker and listener are in, towards the east), if....

Iliisagigaluaqqlunuk ullanutkaatiguk.
She recognized us, but she did not approach us.

Alliqaluaqtuaqa unnuaq.
I made some soup for the dogs last night, but....

Qalgaluaqantuq uvlaaq.
They came by this morning, but....

Iliqsiqualuaqga Siqmiam makinitchuq Simik.
Siqmiaq woke Simik up, but he did not get up

The use of +k/galuaq- with Interrogative endings asks for confirmation of an action.

Iliisagigaluaqpigik?
Are you sure you recognize them?

Salummaqsaqgaluaqpitku tupiq?
Is it for certain that you cleaned inside the tent?
CHAPTER XIV EXERCISES

A. Mumikki:

B. Change the sentences to the other aspect as shown in examples a. and b. then translate.

a. realized aspect: Atqaqlunqa itiqsaairuaqaiquninik. I went down and woke some people up.

   Ikuvlunuk aqviitqatuguk.
   We got in, then sat down.

b. unrealized aspect: Atqaqlunqa itiqsaqiiaqtuqaiquninik.
I will go down and wake some people up.

   Ikulunuk aqviinniaqtuguk.
   We will get in and sit down.


C. Subordinative with Modalis. Mumikki:


D. Mumikki:
E. Mumikki:
1. By making soup for the dogs, Aalaak is helping Saaniq who is sick. 2. By using the binoculars, Sigmiaoq saw Aanja who is dogsledding. 3. By running, Iqilana went to Aalaak who is talking. 4. By painting, Sigmiaoq will help Aanja who is sick. 5. Niayuq will very carefully butcher the big seal. 6. Saaniq will use the sharp ulu carefully. 7. Crying, Iqilana went to Aanja. 8. By walking, Nayuk will fetch the fish from the ice cellar. 9. Aalaak will not paint the house which is completed. 10. Sigmiaoq will not use his (own) car. 11. Sigmiaoq did not come because he is making dogsoup. 12. They ate (until) they were satisfied. 13. Getting down, he went to Sigmiaoq. 14. We fell asleep listening to the singers. 15. They arrived dogsledding. 16. Driving a car, we came. 17. I did not hear him because I was reading. 18. He found something by descending into the ice cellar. 19. He got hurt because he was not careful. 20. Finding a knife, he began to eat. 21. Because she was sick she did not eat. 22. Getting down, he is listening to the men talking. 23. She did not hear it, because she is hanging things on a clothesline. 24. Being careful, they emptied the honey bucket. 25. Not knowing, we entered. 26. I am not using it because it is wet. 27. I did not come because I forgot. 28. He is crying because he does not want to come. 29. We did not go to the airplane because it was far away. 30. They came in smiling broadly. 31. We did not leave because we were teaching. 32. He did not find us because we hid. 33. We stayed up most of the night.
talking. 34. He did not see it because he was sleeping. 35. He went from Barrow to Kotzebue by dogsled. 36. We are putting the honey bucket in the car very carefully.

F. Mumikki:

G. Mumikki.
1. Tilakługu iglu pigaaqtuagut. Tilaglugu iglu pigaaŋniaqtugut.

H. Mumikki:

I. Mumikki:
1. Ipiñiñuni saviña atuñitkiòa. 2. Minjuliqlugunuk Añalu umiamik pigaaqtuaquk. 3. Ipiqtusuklutik salummaksañitkaak tupiq uvlupak.

J. Mumikki:
Mannuit
agniq-  (i) to be windy, stormy
aimmi-  (i) to be at home, remain at home
alliuq-  (i) to make soup for the dogs; (t) to make it into soup for dogs
anaqaksri-  (i) to spend the evening
anit-  (t) to put, throw, cast her/him/it out
atuun  song
ilau-  (i) to be included, be a member
ilisaqi-  (t) to recognize her/him/it : ilisaqksri-(i)
iqitsuk-  (i) to be very sad, despondent, depressed
iqiasuk-  (i) to be lazy
iqiasuu-  (i) to be a lazy person
iqsi-  (i) to be afraid
iqsitchal-  (t) to cause her/him/it to become afraid
iqsitchak-  (i) to become afraid
iqsitu-  (i) to be a fearful person
isiuraaq-  (i) to come in slowly; (i) to do the entrance dance associated with Kalukaq "box drum dance"
itiq-  (i) to wake up
itiqsaq-  (t) to wake her/him/it up : itiqsal-(i)
itiqtir-  (t) to cause her/him/it to wake up
kigun  tooth
kigutigiskaq-  (i) to brush one’s teeth; (t) to brush her/his/its teeth
kasima-  (i) to hold a meeting
kataktir-  (t) to cause her/him/it to fall
kipi-  (t) to cut, sever it : kipisi-
kuvik-  (i) to spill; to spill (on her/him/it); (t) to spill, pour it out
kuvirI/-kuvisI-  (i) to go and empty the contents of something
malik-  (i) to follow; (t) to follow her/him/it
mijuliq-  to paint (it)
aalaktuq-  to listen (to her/him/it)
naat-  (i) to be completed, finished; (t) to complete or finish it
nuut-  (i) to move; (t) to move her/him/it
piala-  (i) to be rowdy, rambunctious
pigaaq-  (i) to stay up late
puuqtaluk(-)  halloween; (i) to celebrate halloween
qiillIk(-)  waves (on ocean); (i) to be stormy (of sea)
qamqul-  (i) to snore
qanuquni or qanuquluni  how, in what manner, in some manner
qaunaklaaq-  (i) to be careful
qimak-  (i) to flee; (t) to leave her/him/it behind
quuqaq  honey bucket drum
quviasuk-  (i) to be happy
sallisit-  (t) to cut it with scissors
salummaksaq-  (i) to tidy, clean up an area; (t) to tidy,
sialuk(-)  clean it=dwelling, place
       rain; to rain
sig'liqi-   (i) to strain, exert much effort, have a hard
time
summan       why
supputit-   (t) to shoot her/him/it with a gun
           (i) to be a what
suu-         (i) to have a leisurely talk, discussion
uqauraaq-   (i) to have grown old
utuqqaliŋa-  (i) to spend the day
uvlI-        

Akunniqun

tqqaq-vv   to ____ first; be the first one to ____
15.1 The Optative-Imperative Mood expresses a request or a demand, when the 1st and 3rd persons are used. Here are some examples:

Makitta. Let’s stand up.
Isigli. Let him enter.
Aullaqluk. Let’s go.
Anisa. Let’s go out.
Atuglit. Let them sing.

When the 2nd person is used, the request or demand becomes a command, an imperative. The Imperative expresses a command or an instruction, such as "Eat.", "Run." or "Look at her." Here are some examples:

Isiglik. (You) come in.
Aullaqlitchik. (Youu) depart.
Anisitchi. (Youp) go out.
QaiKh. (You) come here.

15.2 The Optative-Imperative in 1st and 3rd persons may also function as an interrogative. Here are some examples:

Isigli? Should he enter?
Aullaqluk? Should we leave?
Anisa? Should we go out?
Atuglit? Should they sing?

When the answer is affirmative, the Optative-Imperative is used. When the answer is negative and intransitive, the Negative Contemparative is used.

Here are some examples:

Isigli? Should he come in?
Ii, isigli. Yes, let him in.
Naumi, isiignani. No, don’t let him come in.
Anisa? Should we leave?
Ii, anisa. Yes, let’s leave.
Naumi, aniKhata. No, let’s not leave.
Ii, anisitchi. Yes, you leave.  
Naumi, aniŋasi. No, you not leave.

Tilagluk? Should we scrub (the floor)?  
Ii, tilagluk. Yes, let's scrub (the floor).  
Naumi, tilagnanuk. No, let's not scrub (the floor).  
or  
Ii, tilagitchik. Yes, you scrub (the floor).  
Naumi, tilagnasik. Naumi, you do not scrub (the floor).

Makitta? Should we stand up?  
Ii, makitta. Yes, let's stand up.  
Naumi, makinnata. No, let's not stand up.  
or  
Ii, makittitchi. Yes, you stand up.  
Naumi, makinnasi. No, you do not stand up.

15.3 It is important to understand the processes of gemination as it occurs in verb stems, since several Optative-Imperative endings cause gemination in the stem to which they are added. The apostrophe ' is used to indicate gemination.

You have learned special patterns for gemination as it occurs in nouns. The process is much simpler in verbs, since all consonants may be doubled with no change. Although it is important to point out that s may geminate to tch. Otherwise, for verbs g>>gg, g>>g, etc.

Some verb stems ending in two vowels at one time had a consonant between those two vowels which had dropped out of the word. We know that this is true, since a geminating suffix added to such a verb stem will cause the ghost consonant to appear in geminate form. We list these stems with the disappearing consonant in superscript.

paqi-  
Paggiŋ. You stay at home.

kiu-  
Kigguŋ! You answer him!

qaI-  
Qaggiŋ. (You) come here.

Qaggiŋ is commonly shortened to qaŋ.

Remember, the consonant in superscript only appears in geminated form as the result of a special suffix or verb ending being added. This phenomenon is further illustrated when the imperative formation is explained.
15.4 The following charts give the Optative-Imperative endings.

I. intransitive endings:

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<tr>
<th>s</th>
<th>+laga</th>
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<tbody>
<tr>
<td>1d</td>
<td>+luk</td>
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<td>S</td>
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<td>3d</td>
<td>+lik</td>
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<tr>
<td>p</td>
<td>+IIt</td>
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</tbody>
</table>

II. transitive endings: The endings are attached directly to the stem. k--->g and q--->̣ when the ending is vowel initial) unless otherwise marked.

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<th>O B J E C T</th>
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<th>2</th>
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<tbody>
<tr>
<td>s d p s d p</td>
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<tr>
<td>S sigu gik gi(t) gi₇ vsik₈ vsI₉</td>
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<td>+laid:kpu vuk -----+ vsigi₈</td>
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<td>U p:kput vut -----+ vsigi₈</td>
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<tr>
<td>B s'up¹ +kkik +kkI(t)</td>
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<td>ña siguk sigu</td>
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<td>J rup³</td>
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<tr>
<td>E 2d:tku -tkik -----+</td>
<td>siŋpa</td>
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</tr>
<tr>
<td>p:siŋ sigik/ŋ ---+</td>
<td>siŋpa²</td>
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<td>C</td>
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<tr>
<td>s:un² gik gi(t) sin sik si</td>
<td>na siguk sigu</td>
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<tr>
<td>T+I13d:tku tkik -----+</td>
<td></td>
<td>na</td>
<td></td>
</tr>
<tr>
<td>p:rrun² sigik/ŋ ---+</td>
<td></td>
<td>na</td>
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</tbody>
</table>

¹restricted to two-syllable verb stems which end in a vowel of the form (C)VCV-.
²restricted to verb stems which end in a k or q (k--->g, q--->̣) and to verb stems with more than two syllables which end in a vowel.
³restricted to verb stems which end in a t.
⁴restricted to verb stems which end in a two vowel cluster.
⁵restricted to verb stems which end in a vowel.
⁶restricted to verb stems which end in a k or q (k--->g, q--->̣).
⁷alternate form +siŋa
⁸vs may be replaced by pt
⁹alternate form +kpiŋ
15.5 The 2nd person singular affirmative Optative-Imperative ending has four forms each for the intransitive and the transitive. 'In, +In, +tin and +gguĩ are the intransitive endings; and 'uŋ, +uŋ, +ruŋ, and +gguũŋ are the transitive endings.

The forms 'In and 'uŋ are attached to two syllable verb stems which end in a vowel of the form (C)VCV-. It causes the initial consonant of the last syllable to geminate:

\[\begin{array}{ll}
\text{niği}- & \text{Niggiĩ.} \quad \text{You eat.} \\
 & \text{Niggiũŋ.} \quad \text{You eat it.} \\
\text{tigu}- & \text{Tigguiĩ!} \quad \text{Grab on!} \\
 & \text{Tigguũŋ.} \quad \text{Take hold of it.}
\end{array}\]

\[\begin{array}{ll}
\text{niğu}- & \text{Nigguiĩ!} \quad \text{Get off!} \\
 & \text{Nigguũŋ.} \quad \text{You take it out (of that container).}
\end{array}\]

\[\begin{array}{ll}
\text{sisu}- & \text{Sitchuiĩ.} \quad \text{You slide.} \\
 & \text{or} \\
 & \text{Sissuiĩ.}
\end{array}\]

\[\begin{array}{ll}
\text{anĩ}- & \text{Anniĩ!} \quad \text{You get out!}
\end{array}\]

\[\begin{array}{ll}
\text{aŋĩ}- & \text{Aggiĩ!} \quad \text{You go home!}
\end{array}\]

The forms +In and +uŋ are attached to verb stems which end in a k or q, and to verb stems with vowel final and more than two syllables. It causes the stops k and q to weaken into g and ƣ respectively, e.g.:

\[\begin{array}{ll}
\text{iriği}- & \text{Iriğiĩ.} \quad \text{You hide.} \\
 & \text{Iriğiũŋ.} \quad \text{You hide it.}
\end{array}\]

\[\begin{array}{ll}
\text{savak}- & \text{Savagiĩ.} \quad \text{You work.} \\
 & \text{Savaguũŋ.} \quad \text{You work on it.}
\end{array}\]

\[\begin{array}{ll}
\text{iglaŋa}- & \text{Iglapaiĩ.} \quad \text{(You) smile.} \\
 & \text{Iglapauŋ.} \quad \text{(You) smile at him.}
\end{array}\]

The forms +tin and +ruŋ are simply attached to the verb stem which ends in a t, e.g.:

\[\begin{array}{ll}
\text{mak-it}- & \text{Makittin.} \quad \text{You stand up.} \\
 & \text{Makirruŋ.} \quad \text{You set it upright.}
\end{array}\]

\[\begin{array}{ll}
\text{nuut}- & \text{Nuuttin.} \quad \text{(You) move.} \\
 & \text{Nuurrũŋ.} \quad \text{(You) move it.}
\end{array}\]

\[\begin{array}{ll}
\text{aqpat}- & \text{Aqpattin.} \quad \text{You run.}
\end{array}\]

\[\begin{array}{ll}
\text{puumit}- & \text{Puumittin.} \quad \text{You swim underwater.}
\end{array}\]
The forms +gguĩŋ and +gguuŋ are attached to verb stems of two syllables or more which end in a two vowel cluster, e.g.:

- \textit{ii-} \quad \textit{Iigguuŋ.} \\
  \quad (You) swallow it.

- \textit{iglau-} \quad \textit{Iglaugguĩŋ.} \\
  \quad You keep moving.

- \textit{nakuu-} \quad \textit{Nakuugguiũ.} \\
  \quad Be good.

- \textit{kanaakkiu-} \quad \textit{Kanaakkiugguiũ.} \\
  \quad You dance in the white man's style.

15.6 The 2nd person dual intransitive affirmative Optative-Imperative ending has three forms, +sitchik, +titchik, and +itchik.

The form +sitchik is restricted to verb stems which end in a vowel, e.g.:

- \textit{niŋu-} \quad \textit{Niusitchik.} \\
  \quad You get off.

- \textit{aŋI-} \quad \textit{Aisitchik.} \\
  \quad You go home.

- \textit{paŋI-} \quad \textit{Paisitchik.} \\
  \quad You stay at home.

The form +titchik is restricted to verb stems which end in a \textit{t}, e.g.:

- \textit{nuut-} \quad \textit{Nuuttitchik.} \\
  \quad You move.

- \textit{nipat-} \quad \textit{Nipattitchik.} \\
  \quad You make noise.

The form +itchik is restricted to verb stems which end in a \textit{k} or \textit{q}.

- \textit{aniiqsuaq-} \quad \textit{Aniiqsuagitchik.} \\
  \quad You relax or play outside.

- \textit{nipaIq-} \quad \textit{Nipaįgitchik.} \\
  \quad You be quiet.

- \textit{aqamak-} \quad \textit{Aqamagitchik.} \\
  \quad You compete in fingerpulling.
quviasuk- Quviyasugitchik.
You be happy.

15.7 The 2nd person intransitive affirmative Optative-Imperative in the plural form is like the dual form minus the final k, the dual marker, e.g.:

Anaktagitchi.
You, play competitive games.

Iqaqsrisitchi.
You, do the laundry.

Atuqturaragitchi.
You, play music.

Nipattitchi.
You, make noise.

Aŋuŋauragitchi.
You, play tag.

15.8 Here are some examples using the 1st and 3rd person Optative-Imperative endings.

Tigulana.
Tigulagu.
Let me grab on.
Let me take hold told of it.

Makilluk.
Makillakpuk.
Let’s stand up.
Let’s set it upright.

Savakta.
Savaglakput.
Let’s work.
Let’s work on it.

Tautugli.
Tautugliug.
Let him see.
Let him see it.

Miguŋlik.
Miguŋlita.
Let them see.
Let them see it.

Savaglit.
Savaglirruŋ.
Let them work.
Let them work on it.

The +sa form of the 1st person plural Optative-Imperative intransitive ending +ta is used when the verb stem ends in a vowel. Here are some examples:

isaguti- Isagutisa.
Let’s begin.

iglau- Iglusa.
Let’s keep going.
aI- Aisa.
Let's go home.
iqalliqi- Igalliqisa.
Let's fish.
nIu- Niusa.
Let's get off.
iki- Ikusa.
Let's get on board.
anI- Anisa.
Let's go out.

then,
nipat- Nipatta.
Let's make noise.
utiq- Utiqta.
Let's go back.
anauragauraq- Anauragauraqta.
Let's play ball.
anaktaq- Anaktaqta.
Let's hold some competition games.

15.9 In this chapter, we will also learn the endings of the Negative Contemporatives. The intransitive Negative Contemporatives are used as the negative for the intransitive Optative-Imperatives. +na is the Negative Contemporative marker.

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<th>9</th>
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<td>tik/ŋ</td>
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</table>

Transitive negative Optative-Imperatives for the 2nd person are formed by inserting the Negative Contemporative marker +na- before the following endings. Notice that only the endings for the 2nd person subject are given. The negative for the 1st and 3rd person subject Optative-Imperatives are formed using the
postbase *pI-νν with the Optative-Imperatives endings.

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<th>B</th>
<th>J</th>
<th>E</th>
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</tr>
</tbody>
</table>

J: gu, gik, gI(t) | 临港 siguk, sigut | ~
E-na2d: tku, tkik, sigik | sigga | ~
C: siuŋ, <-- sigik/ŋ | sigga | ~
T: ~ | ~ | ~

15.10 Here are some examples.

niu-

Niulaŋa?
Should I get off?
Naumi, niunak.
No, don't you get off.

Niulagu?
Should I take it out/off?
Naumi, niunagu.
No, don't you take it out/off.

Niuluk?
Should we get off/out?
Naumi, niunasik.
No, don't you, get off/out.
or
Naumi, niunanuk.
No, let's not get off/out.

Niulakpuk?
Should we take it off/out?
Naumi, niunatku.
No, don't you, take it off/out.
or
Naumi, niuniqallakpuk.
No, let's not take it off/out.

Niuli?
Should he get off/out?
Naumi, niunani.
No, he shouldn't get off/out.

Niuliuŋ?
Should he take it off/out?
Naumi, niuniqalliuŋ.
No, he should not take it off/out.
Ikayuglavsik?
Should I help you?
Naumi, ikayugnasiguk.
No, don’t you help us.

Ullaglakpiř?
Should I come to you?
Naumi, ullagnagna.
No, don’t come to me.

Qiŋiŋaqriŋi?
Should he take your picture?
Naumi, qiŋiŋaqriŋi̱lisigut.
No, he shouldn’t take our picture.

Ullaglavuk?
Should we go to them?
Naumi, ullagnaṯkik.
No, you should not go to them.

Naumi, ullaqiŋi̱lavuk.
No, let's not go to them.

15.11 The enclitic +tuq is used to express a wish or a hope on the part of the speaker. The initial consonant t of the enclitic +tuq does not change to an r between two vowels nor is it palatalized when it follows a strong I, nor does it cause the final consonant k of the 2s Optative-Imperative ending to assimilate. It also prevents the strong I from palatalizing the final consonant in the verb ending. This enclitic is separated from the word by a hyphen since it is a homonym of the 3s ending +tuq. Here are some examples:

Akimaintuq uvlaakun.
I hope you win tomorrow.

Ili̱isimaliuŋtuq.
I hope he knows it.

Iqaqsri̱ḻitutuq uvlupak.
I hope she does the laundry today.

Kanaakkiulitituq anaqapak.
I hope there is a dance tonight.

Aullaqtatuq uvlaami.
I hope we leave in the morning.

Aimmiŋi̱ktuq Aŋaŋaṯkuk.
I hope Aanga and his wife are home.

The enclitic +tuq is usually attached to any word in initial position in a sentence. Here are some examples:
Aanakutuq uvlupak agvagit.
Uvlupaktuq Aanakut agvagit.
Agvaglitituq Aanakut uvlupak.
Agvaglitituq uvlupak Aanakut.

All of the above translate into:

I hope Aanga and his crew get a whale today.

15.12 The postbases +sima-υυ and +ma-υυ are suppletive allomorphs. The form +sima-υυ is restricted to verb stems which end in a consonant, and +ma-υυ is restricted to verb stems which end in vowel. The plus sign applies to verb stems which end in consonants k or q. The minus sign applies to verb stems which end in the consonant t. The postbase indicates that the action, is being/was done, or the situation is as described, and the speaker knows about it. Here are some examples:

Anauragauraqsimarut.
They are playing baseball (I found out).

Iqaqsrimaruaq uvlaaq.
She was doing the laundry this morning (I found out).

Iqalliqimarutin.
Oh, you are fishing.

Niigiuksimaruat unnuaq.
They were expecting, waiting last night.

Isuumaqsimaruaq aapaŋalu aakaŋalu.
His father and his mother were sad and regretful.

The combination of this postbase with an Optative-Imperative ending indicates that the speaker wishes/regrets that something had happened differently than it did. Here are some examples:

Iqaqsrimaluk imma ikpaksraq.
We should have done the laundry yesterday.

Anauragauraqsimasa uvlaaq siałunuŋqaan.
We should have played baseball this morning when it was not raining.

Iqalliqimaiŋ unnuaq qailliqiŋnaŋqaan.
You should have done some fishing last night before it got rough.

Nuusimaluk imma.
We should have moved.

In order to negate the above statements, the postbase *doIt-υυ is used. It is placed before the postbase *sima-υυ
giving ṭnisima-ŋ. The demonstrative adverb imma frequently occurs in apposition to the Optative-Imperative verb containing the postbase ṭsima-ŋ.

Anauraqauranisingimalaŋa imma unnuaq sialugmi. Nuvaksiruŋa.  
I shouldn’t have played baseball in the rain last night. I have caught a cold.

Nuunŋisimasa imma muŋa.  
We shouldn’t have moved here.

Aullanisingimalit imma unnuaq. Qailligugaa imma.  
Wish they hadn’t left last night. The sea is getting stormy.

Postbase ṭnisima-ŋ with Indicative endings translates "it is now known that the subject did not ___".

Aanŋisimagai.  
It is now known that she has not taken them to their destination.

Aŋqauranisingimaruaŋ.  
I found out that they did not play softball.

Iqalliqiŋisingimaruaŋ iqiasukluni.  
He did not fish because he was lazy.

15.13 The postbase ṭnaIq-ŋ means "to cease being _____, or stop ____ing". Here are some examples.

Pialapaiŋitchi maani. Aniũusi pialasitchi.  
(You_) stop being rambunctious around here. Go outside and be rambunctious.

Isumaaŋiŋ. Suna piŋiaqtuaq piŋiaqtuŋ.  
Stop worrying. Whatever is to happen will happen.

Atuqtuuraaŋiŋli. Niaquŋiiŋisquq amma amna.  
Let him stop playing his musical instrument. That one (in the other room) is getting a headache.

15.14 The postbase ṭk/galuaq-ŋ is frequently found preceding an Optative-Imperative ending. An Optative-Imperative verb containing the postbase ṭk/galuaq-ŋ is a dependent verb which translates into English as "even if" or "even though".

Here are some examples:

Mikigaluaŋli, atuŋniaŋiga.  
I will wear it even if it is small.

or  
I will wear it even though it is small.
Kanaakkiugaluaŋlit aimmiŋiaqtutin.
You will remain at home even if there is a dance.

Qinnakkaluaŋlaŋa anipkaŋnaŋa.
Do not allow me to go out, even if I am angry.

Qiagaluaŋiŋ maliŋniŋiaŋtchutin.
You will not follow even if you cry.
or
You will not follow even though you are crying.

Aqpatkaluaŋitchik aŋuuniŋiaŋtikiksik.
You will not catch up with him even if you run.
or
You will not catch up with him even though you are running.

Apiqsruŋgaluaŋna aitchuŋniŋiaŋtikiksik.
Even if you ask me I will not give you any.

15.15 A Negative Contemporative verb containing the postbase +k/galuaq-uv translates into English as:

"without ___ing"

The following chart gives all of the transitive Negative Contemporative endings. The intransitive forms are given in section 15.9.

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>J</th>
<th>E</th>
<th>C</th>
<th>T</th>
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<td>S</td>
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<tr>
<td>J+na</td>
<td>sigu</td>
<td>gik</td>
<td>gl(t)</td>
<td>k</td>
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<td>E</td>
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<td>T</td>
<td>-----------</td>
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</tbody>
</table>

Here are some examples:

Ilisaŋgaluaŋnani qaimaruaq.
He came without studying.

Ilisaŋgaluaŋnuq qaiŋkasik.
Don’t you come without studying it.

Tautukkaluaŋnagu airuaŋa.
I went home without seeing it.

Aqsrataatchiaŋgaluaŋnasi aivisi?
Did you come home without competing in the high-kick competition?
Iqaqsrigaluagnak aniñak.
(You) do not go out before doing the laundry.

Iqaŋigaluagnagi uniññagi.
Don't leave them unwashed.

Iqalliqigaluagnata utiqtugut.
We returned without doing any fishing.

Nullāgaluagnaga tikitchuña.
I arrived (at my destination) without camping overnight.

Kanaakkiugaluagnasik anivisik?
Did you exit without dancing?

Uqaautigaluagnak aullagniaqitchuña.
I will not leave without talking with you.

Aatkaluagnanuk aimaruaq.
It is now known that he went home without taking us (to our destination).

Qaaŋijigaluagnasi saquva?
Did he make a turn before surpassing you?

Saligaluagnagu qairrup.
Give it (to someone) without cutting it with scissors.

Siámikaluagnagit uniññiaqitka.
I will leave them behind without scattering them.

15.16 Here are some examples of the affirmative and negative Contemporatives.

Aqpañłuni tikitchuqa.
He arrived running.

Aqpatkaluagnani tikitchuqa.
He arrived without running.

Makillunuk atuñniąqikpuk.
We will stand up and sing it.

Makitkaluagnanuk atuñniąqikput.
We will sing it without standing up.

Uqallautigaluagnaña aniñak.
Don't you go out without telling me.

Apiqsruŋaluagnagik aniruaña.
I went out without asking them.
Piŋigivlugu utiqtuagut.
We returned because we were worried for his safety.

Piŋigaluağnagu ıglaurugut.
We travelled without worrying about his safety.

Qaaniqqaquivugit nullaqtuaguk.
We made camp for the night after overtaking them.

Qaanįgalaunagik nullaqtuaguk.
We made camp for the night without overtaking them.

Saqtqaaqlugu umiaq utiqtuaŋa pisuaqlugə.
I returned walking after turning the boat.

Saqtkaluaŋnagu umiaq utiqtuaŋa.
I returned without turning the boat.

Iğitchaqqaqlugi qaugait siquruñaŋa.
I fell asleep after defeathering the ducks.

Iğitchaqualaunagqi qaugait siquruñaŋa.
I fell asleep without defeathering the ducks.

Anitqaaqłuta airuaq.
He went home after throwing us out.

Anitkaluaqəta aniruaq.
He went out before throwing us out.
CHAPTER XV EXERCISES

A. Mumikki:

B. Mumikki:

C. Translate into affirmative and negative Iŋupiaq.
1. (You) use the knife right now. 2. (You) include this one. 3. (You) bring it into the house. 4. (You) set the chair out from the tent. 5. (You) paint the boat today. 6. (You) put the caribou into the sled. 8. (You) take the caribou to Aanja’s mother. 9. (You) throw the ball to Iqiqan. 10. (You) move the
cup from the chair to the table. 11. (You) go and check upon Sigmoid's mother at the hospital. 12. (You) follow the dog to the camp. 13. (You) leave the boat at Birnirk. 14. (You) go and meet Aano. 15. (You) ready the boat now. 16. (You) remove the sled from the car. 17. (You) hang up the fish. 18. (You) get the fish from the ice cellar. 19. (You) hang these clothes up outside. 20. (You) hold his hand. 21. (You) drive the children to the airport. 22. (You) follow me to the store. 23. (You) help us. 24. (You) take me to the hospital. 25. (You) follow us. 26. (You) set this chair upright. 27. (You) set this chair in another direction. 28. (You) remove this one.

D. Mumikki:

E. Mumikki:
1. Let me help you. 2. Let us pluck this duck. 3. Let Siŋmiaq and Aapaŋa turn this boat. 4. Let me tell you right now. 5. Let me give the cup to Iqilän. 6. Let us hang up the clothes. 7. Let them work on the car tomorrow. 8. Let him take our picture standing up. 9. Let's make these parkas bigger today in the tent. 10. Let me turn off the lights that are in the house. 11. Let Siŋmiaq toss this cup up to Aapaŋa. 12. Let Aapaŋa help us. 13. Let Siŋmiaq and Aapaŋa hang this boat up. 14. Let them wait for me. 15. Let the girls pass the boys by the river. 16. Let Iqilän take something away from Simik. 17. Let the men hold a meeting about it. The women will be painting the floor of the church. 18. Let Aalaak empty the coffee pot. 19. Let Iqilän cut the rope with scissors right now. 20. Let Iqilän dig into Siŋmiaq's pocket. 21. Let me wash my hands. 22. Let Iqilän take you to the airport via car. 23. Let the car run over the cup. It will not break. 24. Let me see it. 25. Let Aapaŋa see it.
F. Savakki: Inna: Aallagü? Should I take him somewhere? 
    Ii, aarruŋ.  
    Naumi, aannagu.


G. Mumikki aglausimaruut aasii naagganmuutaa aglagulugu.

Inna: 1. You get closer to it! Qallîŋagu! 
2. You get it down/out! Niunagu.

1. Qalliuŋ! 27. Itqanaiyatku.
11. Tautuqlagiŋk? 37. Katillisigîŋk?
15. Isīlīgi? 41. Kīgmaqliuŋ?
16. Anillīgi? 42. Anillīŋ?
19. Ikulīrruŋ? 45. Qāitki!
24. Malīgīlāgiŋ? 50. Qīmaqglavsiŋ?
25. Takkuŋ! 51. Qaaŋīglavut?
26. Unīrruŋ! 52. Tasiuqsiguk!

H. Mumikki:
Manquit
aat- (t) to take him, it somewhere :: aatchI-
avigak- (i) to catch a whale
aqI- (t) to fetch her/him/it :: aik?Iq-
aglilaaq- (t) to enlarge, make it bigger
aglugi- (t) to run over, trample her/him/it
ai?iqsrq- (i) to dig into one’s pocket; (t) to dig into her/his/its pocket
anauragarauraq- (i) to play softball
anaktaq- (i) to play competitive games
aniiqsaq- (i) to relax or play outside
aguqauraq- (i) to play tag
aqamak- (i) to wrestle with wrists interlocked; to compete in finger pulling
aqsrq- (i) to play football or soccer
aqsrqsrq( ) (t) high-kick competition game; (i) to compete at high-kick
atuqtuuraq( ) (i) to play music, play one’s musical instrument; musical instrument
igitchaq- to pluck (its) feathers
igliq- (i) to be travelling, in progress, to be on (of an engine)
iglau- (i) to be travelling, moving along; for a machine to be in operation
II- (t) to swallow it :: ii?I-
ilagI- (t) to include her/him/it; (t) to have her/him for one’s relative
iqagi- (i) to wash one’s hands and/or face; (t) to wash his hands and/or face; to wash it
iqalliqi- (i) to fish
iqaqsrI- (i) to do the laundry
isaq- (t) to retrieve, get him, it by reaching; to pick up a C.O.D. package at the post office: isaksI-
isuumaq- (i) to be full of remorse
itqanatq- (i) to become ready; (t) to have prepared her/him/it
itqanaiyaq- (i) to get ready; (t) to get him, it ready
kanaakku- (i) to dance in the white man’s style
karuk- (t) to hit her/him/it over the head
kasimmati- (t) to hold a meeting about her/him/it
kliu- (t) to answer her/him/it
maligi- (t) to follow her/him/it
miluqsaun?i- (t) to throw it overhand
mink- (t) to exclude her/him/it when distributing something
naluk- (t) to throw it underhand
nanuk- (t) to rub it
niaqgi?iIq- (i) to get a headache
niu- (i) to get out of a conveyance or a container; (t) to take him, it out of a conveyance or a container: niu?I-
<table>
<thead>
<tr>
<th>Inuktitut</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nigiuk-</td>
<td>(i) to expect, hope for something</td>
</tr>
<tr>
<td>nipaq-</td>
<td>(i) to become quiet</td>
</tr>
<tr>
<td>nipat-</td>
<td>(i) to make a sound</td>
</tr>
<tr>
<td>nivingaq-</td>
<td>(t) to hang it up; (i) to be now hung up</td>
</tr>
<tr>
<td>nukivraak-</td>
<td>(i) to stand on one’s toes</td>
</tr>
<tr>
<td>paaq-</td>
<td>(t) to go forth and meet her/him/it</td>
</tr>
<tr>
<td>paqI-</td>
<td>(i) to stay behind while others depart, usually in the care of someone</td>
</tr>
<tr>
<td></td>
<td>else</td>
</tr>
<tr>
<td>pinigi-</td>
<td>(t) to worry about her/his safety</td>
</tr>
<tr>
<td>pukuk-</td>
<td>(t) to get them one by one and gather them</td>
</tr>
<tr>
<td>qaaqIq-</td>
<td>(i) to go beyond something; (t) to surpass, overtake, outdo him/it</td>
</tr>
<tr>
<td>qaqI-</td>
<td>(i) to come</td>
</tr>
<tr>
<td>qallI-</td>
<td>(i) to get close; (t) to get closer to her/him/it</td>
</tr>
<tr>
<td>qami-</td>
<td>(i) to become extinguished</td>
</tr>
<tr>
<td>qamit-</td>
<td>(t) to extinguish, turn it off</td>
</tr>
<tr>
<td>qilamiksrq-</td>
<td>(i) to hurry up; (t) to tell, admonish him to hurry up</td>
</tr>
<tr>
<td>qikigaq-</td>
<td>to photograph (her/him/it)</td>
</tr>
<tr>
<td>salI-</td>
<td>(t) to cut it with scissors</td>
</tr>
<tr>
<td>saqu-</td>
<td>(i) to turn in another direction</td>
</tr>
<tr>
<td>saqu-</td>
<td>(t) to turn, set it in another direction; to direct it on a different</td>
</tr>
<tr>
<td></td>
<td>route: saqutchI-</td>
</tr>
<tr>
<td>siamit-</td>
<td>(i) to scatter; (t) to scatter them</td>
</tr>
<tr>
<td>siqu-</td>
<td>(i) to fall asleep</td>
</tr>
<tr>
<td>tasiuq-</td>
<td>(i) to hold hands; (t) to hold her/his hand</td>
</tr>
<tr>
<td>tigu-</td>
<td>(i) to take hold or grab onto something; (t) to take, grab or arrest</td>
</tr>
<tr>
<td></td>
<td>him, confiscate it</td>
</tr>
<tr>
<td>unIt-</td>
<td>(t) to leave her/him/it behind, to abandon her/him/it</td>
</tr>
<tr>
<td>utaqqI-</td>
<td>(i) to wait; (t) to wait for her/him/it</td>
</tr>
</tbody>
</table>

**Akunngiqtit**

+k/galuaq- **even if, even though, regardless**

+t/sima- **it is now known**

+ma- **to cease being ____, to stop ____ing**

**Isukligpiag**

+tuq **I wish, I hope...**
CHAPTER XVI  DEMONSTRATIVE ADVERBS in LOCATIVE, VIALIS, ABLATIVE and TERMINALIS

16.1 Interjctional demonstrative adverbs and the absolutive demonstrative pronouns are presented in Chapter XIII of the North Slope Inupiaq Grammar: First Year. As previously stated, interjctional demonstrative adverbs are used to answer the question, naug "where"; and absolutive demonstrative pronouns answer the questions, suña "what" (suk dual, sut plural) and kiña "who" (kitkuk dual, kitkut plural).

Interjctional demonstrative adverbs are used to situate or point out an object or event.

Here are some examples:

**Pikka atigin.**
Up there (r) is your parka.

**Kigga avilaitqatin tikitchuq.**
Out there (r) your friend has arrived.

**Pagga tippun.**
Up there (e) is the airplane.

**Ikka agutaiyaak!**
Over there (r) are the boys!

Demonstrative adverbs also occur in locative, vialis, ablative and terminalis. They do not occur in the absolutive, relative, similars or the modalis. The case endings used with the demonstrative roots are different from the case endings used with nouns. There is no distinction for singular, dual or plural in the case endings for the demonstrative adverbs; and there are no possessed forms.

The demonstrative adverb case endings are:

<table>
<thead>
<tr>
<th>Case</th>
<th>For</th>
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<tbody>
<tr>
<td>anI</td>
<td>for locative,</td>
</tr>
<tr>
<td>uuna</td>
<td>for vialis,</td>
</tr>
<tr>
<td>anga</td>
<td>for ablative,</td>
</tr>
<tr>
<td>uŋa</td>
<td>for terminalis.</td>
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</tbody>
</table>

These case endings cause the deletion of the final consonants r and g of the demonstrative stems; and they also cause the deletion of the semi-final weak i, followed by the assimilation of the semi-final consonant to the final consonant.

Demonstrative adverbs in locative, vialis, ablative and terminalis respectively focus on the location in which, sumi; through which, sukun; (from) whence an event occurs, sumiŋ; or the termination point of an activity, sumun.
The following table gives the demonstrative roots in the first column. Locative, vialis, ablative and terminalis forms are given in the second, third, fourth and fifth columns respectively. The translation of the concept conveyed by each root is given in italics. Demonstratives may be either visible or not visible, here or there, here or across; up or down (vertical or sloping), landward or seaward, near exit or far from exit; in or out; up the coast or down the coast; and restricted (indicates specific area) or extended (indicates a general area). A demonstrative that is restricted or extended may be either visible or not visible.

<table>
<thead>
<tr>
<th>root</th>
<th>locative</th>
<th>vialis</th>
<th>ablative</th>
<th>terminalis</th>
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<tbody>
<tr>
<td>here; restricted:</td>
<td></td>
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<td></td>
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<tr>
<td>uv-</td>
<td>uvani</td>
<td>uvuuna</td>
<td>uvanga</td>
<td>uvupa</td>
</tr>
<tr>
<td>here; extended:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mar-</td>
<td>maani</td>
<td>mauna</td>
<td>maanega</td>
<td>maupa</td>
</tr>
<tr>
<td>here, not visible:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sam-</td>
<td>samani</td>
<td>samuuna</td>
<td>samanga</td>
<td>samupa</td>
</tr>
</tbody>
</table>

over there; restricted:
Ik- ikani ikuuna ikanpa ikupa
over there; down the coast some distance from the shore; extended:
av- avani avuuna avanga avupa
there (behind a barrier); in another room or house; not visible:
am- amani amuuna amanga amupa

across there, restricted:
Ik- ikani ikuuna ikanpa ikupa
across there; across river or ocean; extended:
ag- aani auna aanga aupa
across there; not visible:
akim- anjmani anmuuna anmanga anmupa

down there; near or on sea, down the coast; near exit; restricted:
kan- kanani kanuuna kananga kanupa
down there; near or on sea, down the coast; near exit; extended:
um- unani unuuna unanga unupa
down there; far out on sea; inside container; not visible:
sam- samani samuuna samanga samupa
in the cold porch (speaker is inside); not visible:
sakim- sanjmani sanmuuna sanmanga sanupa

out there nearby, restricted:
kig- kiani kiuna kianga kiupa
out there, extended:
qag- qaani qauna qaanga qaupa
out there; in neighboring house; not visible:
qakim- qaunjmani qaunjmuuna qaunjmanga qaunjupa
roots  locative  vialis  ablative  terminalis

in there; up the coast, to the east; restricted:
kiv-  kivani  kivuuna  kivanga  kivuga

in there; up the coast, to the east; extended:
qav-  qavani  qavuuna  qavanga  qavuga

in there; up the coast, to the east; not visible:
qam-  qamani  qamuuna  qamanga  qamuga

up there; landward; restricted:
pik-  pikani  pikuuna  pikanga  pikuga

up there; landward; extended:
pag-  paani  pauna  paanga  pauga

up there; upstairs; heaven; inland; not visible:
pam-  pamani  pamuuna  pamanga  pamuga

up there on the roof; not visible:
pakim-  pagmani  pagmuuna  pagmanga  pagmuga

there, aformentioned (in past):
Im-  imani  imuuna  imanga  imuga

Here are some sentences illustrating the use of the demonstrative adverbs in the various cases.

a. Uvani igitchigniaqtuguk Aalaaglu.
   Aalaak and I will pluck feathers off the birds right here(r).

b. Mauña aanniagait qamunmik.
   They will bring them here (e) by car.

c. Amani taiguagniaqtuga.
   I will read in the other room(nv).

d. Umuuna sikukun pisuaglugna aigniaqtuga.
   I will walk home via the ice down there (e).

e. Kiani pilagniaqiga ugruk.
   I will butcher the bearded seal immediately outside (r).

f. Mauña uiniqgagik kammakiŋ.
   You do not leave your boots here (e).

g. Uvanga qikigniaqigta.
   I will observe them from here (r).

h. Kiuña uiniqgigta.
   I will leave them out there (r).

i. Paani tupiqtuqniaqtugut.
   We will use a tent inland.
j. Qavani tautugniaqikput uniaqqtuaq.
   We will see the one who is dogsleding up the coast (eastward).

k. Unani sikumi aqsraagniaqtut.
   They will play soccer on the ocean ice.

l. Samani Qikiqtarqugmi kasimaniaqtut.
   The meetings will be held down in Kotzebue.

16.2 The demonstrative adverbs in the vialis, ablative and terminalis can be made into verb stems by attaching the following postbases.

A. The postbase 'aq-dv is used with demonstrative adverbs in the vialis case. Vialis demonstrative adverb based verbs can be used as answers to the question based on the verb stem sukuaq- "by what or which way, means". Here are some examples:

   pauna
   Sukuaqta?
   Which way should we go?
   Paunnaqta.
   Let's go through that area up there or landward (e).

   uvuuna
   Uvuunnaagnasi.
   Don't you go through this (r) area.

   unuuna
   Sukuaqpat?
   Which way did they go?
   Unuunnaaqtuat.
   They (long line of people or a group of animals) went via down there (e).

   unuuna
   Unuunnaaglunuk aïluk.
   Why don't we go home through that area down there (e) or along the beach?

B. The postbase +q-dv is used with demonstrative adverbs in the ablative and terminalis cases. Ablative demonstrative adverb based verbs can be used as answers to the question based on the verb stems sumiŋqaq- "from what or which area" and sumuk- "to what or which area". Here are some examples:

   qavangga
   Sumiŋqaqsimavat?
   Did you find out where they came from?
   Qavanggaqsimaruat.
   They come from the east, it is now known.

   pamunga
   Sumugluk?
   Where should we go?
   Pamugâgluk.
   Let us go upstairs.
16.3 Demonstrative adverbs in terminalis use the ending +nmun which indicates movement or orientation towards the area indicated by the demonstrative adverb in terminalis. These forms focus on the direction of the movement or progression of the event rather than its location. They are used as answers to the question sugnamun? "towards what or which direction".

qavuŋa Sugnamun umiaqtuqpat? Which direction are they boating? Qavuŋanmun umiaqtuqtut. They are out boating travelling eastwards.

unuga Sugnamun saatta? Which way should we face? Unuŋanmun saattitchi. All of you face seawards.

ikuga Sugnamun inniaqpa? Which way will it face? Ikunmun inniaqtuq. It will face that way.

uvuŋa Sugnamun illi? Which way should it face? Uvunmun illi. Let it face this way.

paŋa Sugnamun aqpalluk? Which direction should we run? Paŋanmun aqpattitchik. You run towards inland.

Demonstrative adverbs in terminalis may also use the postbase +nmuk-nv which indicates movement or progression towards the area specified by the demonstrative stem. This postbase is a combination of +nmun, and -k-nv which indicates movement or progression. They may be used to answer questions based on the verb stem sugnamuk- "towards which or what direction". Here are some examples:

qavuŋa Sugnamuktuasi anuvasi? Which direction were you travelling when he caught up with you? Qavuŋanmuktuagut anugaatigut. He caught up with us travelling eastwards.
16.4 Demonstrative adverbs in ablative which are extended may acquire the ablative noun case ending +miň. These forms indicate the origin of the movement or progression from the area indicated by the demonstrative adverb in ablative. They answer the question sugnamiň?.

Here are some examples:

qavagga Qavangamiň igliqtuat tautugniagivut tingunmiň. We will see them progressing from the east from the airplane.

avagga Ayangamiň tusaagikput nipattuaq. We heard the sound originating from down the coast.

paagga Paangamiň tikitchuat. They arrived from inland.

unagga Ungangamiň kiugaa. He answered her from the area towards the sea.

Demonstrative adverbs in ablative may also use the only postbase unique to demonstratives +miň-dv to indicate movement or origin from the area indicated by the demonstrative adverb in ablative. The postbase is a combination of the ablative case ending +miň used with nouns, and the suffix -k-nv which indicates movement or progression, also found in the postbase +nmuk- "towards which or what direction". These forms may be used to answer a question based on the verb stem sugnamIk- "progressing from which or what direction".

qavagga Sugnamiksuat anuvisigiq? From which direction were they travelling when you caught up with them? Qavangamiksuat agugivut. We caught up with them as they were progressing from the east.
paanga  Sugnamiksuaq tauttukpigik uvlaaq?
From which direction were they going when you saw them this morning?
Paanngamiksuaq tauttukkipka uvlaaq.
I saw them coming from landward this morning.

unangaa  Unanngamiksuaq qigigagniaqiga.
I will take his picture as he comes from seaward.

avangaa  Avangamiksut.
They are on their way up the coast from down the coast.

16.5 Most of the positional stems and a few verb stems may also acquire the ending +nmun "towards the ___", and the postbase +nmuk- "to go towards the ___". The positional stems and some verb and noun stems which use these suffixes are given here. Immediately following the definition, the form with the case ending and the verb stem form are given.

Positional Stems:

- **ati** area down, below : anmun and anmuk-
- **akI** area opposite : akiqmun and akiqmuk-
- **avati** surrounding area, periphery : avanmun
- **iłu** area inside : ilunmun
- **kulu** area back from water, or exit : kilunmun and kilunmuk-
- **kiŋu** area at the back (with reference to any means of transport, and time sequence of events) : kijunmun and kijunmuk-
- **qaa** area on the surface : qaamun ?
- **quli** area above : qunmun and qunmuk-
- **saa** area in front (of torso, of audience) : sanmun and sanmuk-
- **sanI** area by the side : sanikmun and sanikmuk-
- **sivu** area at the front (with reference to any means of transport, and time sequence of events) : sivunmun and sivunmuk-
- **tunu** back, backside : tununmun and tununmuk-
uati  area to the west, down the coast: uanmun and uanmuk-

Verb and Noun Stems:

aglI-  (i) to grow bigger: aglIkmun and aglIkmuk-
ai-  (i) to go home: ai kmun and ai kmuk-
anI-  (i) to go out, exit: anikmun and anikmuk-
iluaq-  (i) to be correct, right: iluanmun and iluanmuk-
utilq-  (i) to return; (t) to return for him, it: utinmun
qaurI-  (i) to gain consciousness: qaurikmun and qaurikmuk-
killuq  wrong one: killunmun and killunmuk-

Here are some examples:

a. Sugnamun qiviaqta?
   Which way should we look?
   Qunmun qiviaqitchi.
   All of you look up.

b. Anmun qiviaqnasii.
   Don’t you look down.

c. Sani kmugun tauqma.
   (You) turn that one sideways.

d. Killunmun atuqik.
   You are using it the wrong way.

e. Utinmun niqiqqaaluni isaqutiruaq.
   He began returning as soon as he had eaten.

f. Sivunmun igliqtut.
   They are making progress.

g. Killunmuktuaqut nalumaruaqut.
   We did not know that we were going in the wrong direction.

h. Ai kmun uqauraaqumuaquguk.
   We should talk leisurely on the way home.

16.6 Demonstrative-like words inna "like this" and tainna "like that" used to answer the question qanuq "how", may also acquire the terminalis and the similaris case endings +mun and +tun, respectively.

Innamun "towards this way" and tainnamun "towards that way"
are used to answer the question sugnamun "to which or what direction".

Innatun "(like) this much" and tainnatun "(like) that much" are used to answer the question qanutun "(like) how much".

Here are some examples.

Sugnamun manna  iliñaagu?
Which way should I place this, e?
Innamun iliínug.
Put it this way.

Qanuq una miquñiaqpiigu?
How should I sew this?
Inna miquñuq.
You sew it like this.
Tainna píññagu.
Don’t do it like that.

The word qanuq "how" is the base of the following additional interrogative verbs. "Inna" and "tainna" can be made into verb stems by the postbase +q-du previously given in section 16.2.B.

Qanusiq?
What kind?
Innasiq. or Tainnasiq.
This kind. or That kind.

Qanuqpa?
What did he say? or What did he do?
Innaqtaq.
He said this. or He did this.

Qanugitpa?
How is it?
Innaqaruq. or Innaittuq.
It is thus.

16.7 Types of verb stems in Inupiaq.

I. Intransitive-only verb stems cannot have an object. Descriptive (dimensional, emotional, and positional) verb stems and some action verb stems are in this category.

anIIq- (i) to be outside
Aniiqsuq qattaq.
The water barrel is outside.

anI- (i) to go out
Aniruk agutik.
The men went out.
kavIq- (i) to be red  
Kaviqsuq qamun. 
The car is red.

uŋasIq- (i) to be far away  
Uŋasiksug umiaq. 
The boat is far away.

II. Transitive-only verb stems always have an object, unless the action is reflexive or the subject is passive.

išisaq̂i- (t) to teach him, it: išisaqrI- 
Išisautigaa agutaiyaaq agutim. 
The man is teaching the boy.

išisaq̂i- (t) to recognize him, it: išisaqrI- 
Išisāq̂igaa agutaiyaaq agutim. 
The man recognized the boy.

išak- (t) to get, obtain him, it (by reaching or paying for it) 
Isakkaa suppun nakivraaq̂luni. 
He got the gun by standing on his toes.

išu- (t) to attach a hand to it 
Išugaa savik. 
He put a handle on the knife.

Verb stems identified as transitive-only normally do not take intransitive endings directly; but when they do the action is reflexive or the subject is passive.

a. action is reflexive: the reflexive pronoun in modalis is used as the indefinite object.

Agutaiyaaq išisaq̂iruq inmiîk. 
The boy is teaching himself.

Agutaiyaaq išisaq̂iruq inmiîk qiŋiŋaami. 
The boy recognized himself in the picture.

b. subject is passive:

Suppun išaktuq. 
The gun is now gotten.

Savik išu ruq. 
The knife now has a handle.

Some transitive-only verb stems can be de-transitivized thus enabling them to use intransitive endings.

IšisaqrIruq agun agutaiyaamik. 
A man is teaching a boy.
Aŋun ilisaqsiruq aŋutaiyaamik.
A man recognized a boy.

Isaksiruq suppunmik nakivraaq̱unu.
He got a gun by standing on his toes.

III. Verb stems are patientive when the receiver of the action is the same entity whether the verb is intransitive or transitive.

**annIg̱-**  
(i) to get hurt; (t) to hurt him, it  
Annıqsuq aŋnaq.  
The woman is hurt.

Annıg̱aa aŋnaq.  
He hurt the woman.

**iqaği-**  
(i) to wash oneself; (t) to wash his hands and/or face; to wash it  
Iqağiiruq aŋnun.  
The man is washing his face and hands.

Iqağiigaa aŋnaq.  
She is washing the man’s face and hands.

**kamik-**  
(i) to put boots on; (t) to put boots on him, it  
Kamiktuq aŋutaiyaaq.  
The boy is putting boots on.

Kamikkaa aŋutaiyaaq.  
She is putting boots on the boy.

IV. The verb stem is agentive when the same entity is the actor whether the verb is intransitive or transitive.

**niği-**  
to eat (it)  
Niğiiruq iqalunmik aŋnun.  
A man is eating a fish.

Aŋutim niğiigaa iqaluk.  
The man is eating the fish.

**tautuk-**  
to see (him, it)  
Aŋnaq tautuktuq iŋuŋnik.  
A woman sees some people.

Aŋnam tautukkai iŋuit.  
The woman sees the people.

Verb stems which describe processes of nature are agentive.

**api-**  
to become snow-covered from snowfall (of ground); (t) for it to become snow-covered from snowfall  
Apiruq. or
Apigaa.
The ground is becoming snow-covered from falling snow.

siku(-) ice; to freeze over (of water)
Sikuruq kuuk. or
Kuuk sikuqaa.
The river is freezing.

16.8 Embedding postbases +pkaq-νν and +tit-νν and –[t]qu-νν.

The postbases +pkaq-νν and +tit-νν are suppletive allomorphs of each other. They indicate causality between events. +pkaq-νν is used with verb stems which end in a vowel, and +tit-νν is used with verb stems which end in a consonant.

Postbase –[t]qu-νν means "to request or to ask".

Verbs which contain one of these postbases are called embedding verbs. Embedding verbs contain embedded verbs.

1. When the embedded verb is intransitive-only, the embedding verb must be transitive. The subject of the embedded verb is the object of the embedding verb.

Iŋuk aniiqsuq.
The person is outside.

Iŋuk aniiqsitkaa agutim.
The man is letting the person remain outside.

Iŋuk aniiquqaa agutim.
The man is asking the person to remain outside.

2. When the embedded verb is transitive-only, the embedding verb may be intransitive or transitive.

a. When the embedding verb is intransitive, the object of the embedded verb is the subject of the embedding verb. The subject of the embedded verb is not referred to in the ending of the embedding verb, but if identified, is expressed in the terminalis case.

Iŋuk unitkaa agutim.
The man leaves the person behind.

Iŋuk unisittuq agunmunn.
The person lets himself be left behind by the man.

Iŋuk unitguruq agunmunn.
The person requests that he be left behind by the man.
b. When the embedding verb is transitive, the object of the embedded verb is the object of the embedding verb.

\textbf{Iŋuk unitkaa aŋutim.}
The man leaves the person behind.

\textbf{Iŋuk unisitkaa aŋunmun aŋnam.}
The woman lets the person be left behind by the man.

\textbf{Iŋuk unitqugaa aŋunmun aŋnam.}
The woman requests that the person be left behind by the man.

3. When the embedded verb is patientive (the intransitive verb being the underlying sentence), the embedding verb may be either intransitive or transitive.

a. When the embedded verb is patientive and the patient (receiver of action) is not capable of preventing the action, the embedding verb must be transitive.

\textbf{Qallun naviktuq.}
The cup broke.

\textbf{Qallun naviktitkaa aŋutim.}
The man let the cup be broken.

\textbf{Qallun naviqugaa aŋutim.}
The man requests that the cup be broken.

\textbf{Aŋnaaq atigiruq.}
The woman puts a parka on.

\textbf{Aŋnaaq atigipkağaa aŋutim.}
The man lets the woman put a parka on.

\textbf{Aŋnaaq atigitqugaa aŋutim.}
The man requests that the woman put a parka on.

The entity that allows the action to occur is the subject expressed in the relative case. The entity that does the action, if identified, is expressed in the terminalis case.

\textbf{Qallun naviktitkaa aŋutim aŋnaiyaamun.}
The man let the cup be broken by the girl.

\textbf{Qallun naviqugaa aŋutim aŋnaiyaamun.}
The man requests that the cup be broken by the girl.
b. When the embedded verb is patientive and the action is not self-done, and the patient (receiver of action) is capable of preventing the action, the embedding verb must be intransitive. When the agent is identified it is expressed in the terminalis case.

İŋut anniqsuq.
The person is hurt.

İŋut anniqsittuq.
The person lets himself get hurt.

İŋut anniqsittuq unianun.
The person lets himself be hurt by the sled.

İŋut ivvaqtuq.
The person is taking a bath.

İŋut ivvaquruq.
The person requests that he be given a bath.

İŋut ivvaquruq nuliamikun.
The person requests that he be given a bath by his wife.

İŋnut atigiruq.
A woman puts a parka on.

İŋnut atigipkaqtuq.
A woman lets herself be dressed in a parka.

İŋnut atigipkaqtuq panimikun.
A woman lets herself be dressed in a parka by her (own) daughter.

İŋnut atigitquruq.
A woman asks that she be dressed in a parka.

İŋnut atigitquruq panimikun.
A woman asks that she be dressed in a parka by her (own) daughter.

c. When the embedded verb is patientive and the action is self-done, and there is another entity capable of preventing the action, the embedding verb must be transitive.
Iñuk anniqsuq.
The person gets hurt.

Iñuk anniqsitkaa aġnutim.
The man lets the person get hurt.

Aŋnaaq atigiruq.
A woman puts a parka on.

Aŋnaaq atigipkaŋaa aġnutim.
The man lets the woman put her parka on.

Aŋnaaq atigitqugaa aġnutim.
The man requests that the woman put her parka on.

Iñuk ivvaqtuq.
The person takes a bath.

Iñuk ivvaqugaa aġnutim.
The man asks that the person take a bath.

4. When the embedded verb is agentive the embedding verb may be intransitive or transitive.

a. When the embedded verb is agentive, and an entity other than the receiver of the action allows the action to occur, the embedding verb must be transitive.

Iñuk tautuktuq tuttumik.
A person sees a caribou.

Iñuk tautuktitkaa tuttumik aġnutim.
The man let the person see a caribou.

Iñuk tautuktuq aŋnamik.
A person sees a woman.

Iñuk tautuqugaa aŋnamik aġnutim.
The man asks that the person see a woman.

b. When the embedded verb is agentive, and the entity receiving the action allows the action to occur, the embedding verb must be intransitive.

Iñuum tautukkaa tuttu.
The person sees the caribou.

Iñuumun tautuktittuq tuttu.
The caribou lets itself be seen by the person.

Iñuum tautukkaa aŋnaq.
The person sees the woman.

Iñuumun tautuquruq aŋnaq.
The woman requests that she be seen by the person.
16.8 Things to remember when using the embedding postbases *tit-uu and *pkaq-uu and -[t]qu-uu.

1. Subject of the embedding verb is the one who causes, lets, or allows.

2. If the to-be-embedded verb is intransitive, the embedding verb must be transitive. The subject of intransitive to-be-embedded verb becomes the object of the transitive embedding verb.

<table>
<thead>
<tr>
<th>embedded</th>
<th>embedding</th>
</tr>
</thead>
<tbody>
<tr>
<td>intransitive</td>
<td>transitive</td>
</tr>
<tr>
<td>subject</td>
<td>object</td>
</tr>
</tbody>
</table>

**Aŋnaq tautuktuq.**
Woman sees something.

**Aŋnaq tautuktitkaa.**
He is letting the woman see something.

3. If the to-be-embedded verb is transitive, the embedding verb may be either intransitive or transitive.

If the embedding verb is intransitive, the object of the transitive to-be-embedded verb becomes the subject of the embedding verb. Then the subject of the transitive to-be-embedded verb is expressed in the terminalis case.

<table>
<thead>
<tr>
<th>embedded</th>
<th>embedding</th>
</tr>
</thead>
<tbody>
<tr>
<td>transitive</td>
<td>intransitive</td>
</tr>
<tr>
<td>object</td>
<td>subject I</td>
</tr>
<tr>
<td>subject</td>
<td>subject II expressed in terminalis case</td>
</tr>
</tbody>
</table>

**Aŋnam tautukkaa agun.**
Woman sees the man.

**Agun tautuktittuq aŋnamun.**
The man lets himself be seen by the woman.

If the embedding verb is transitive, the object of the transitive to-be-embedded verb remains the object. Then the subject of the transitive to-be-embedded verb is expressed in the terminalis case.
Ağnam tautukkaa ağun.
Woman sees the man.

Ağnamun tautuktitkaa ağun.
He is letting the man be seen by the woman.

Ağnamun tautuqugaa ağun.
He is asking that the man be seen by the woman.
CHAPTER XVI ILISAAKSARAT

A. Mumikki:

B. Mammikki:
C. Mumikki:

D. Mumikki:

E. Mumikki:

F. Mumikki:
1. Aiŋmum iglaurugut. 2. Anmun nutqaqtirruŋ. 3. Iluanmun

G. Mumikki:


I. Mumikki:

J. Mumikki:
1. Siŋmiaq is letting Aalaak sew the parkas. 2. The teacher is letting the child look at the pictures. 3. The boy made the cups fall from the table. 4. Whom did he allow to kick the ball? 5. The man allowed the boy to shoot the caribou. 6. The woman made the girl remove the knives from the chair. 7. Did the teacher make the girl gather the pencils? 8. Whom did she allow to work on the car? 9. The teacher allowed the boy to eat the berries. 10. The man allowed the dogs to eat the bearded seal. 11. The man allowed the boys to use the sled. 12. She let the girl hide the ball. 13. He made the boy ask the woman.
K. Mumikki:
tal. 14. (You) let the sled be removed from the mud. 15. (You) let me be helped by the girls. 16. (You) let the woman be
followed to the store by the boy. 17. (You) let them return to
Kotzebue using the sled today. 18. (You) don’t let the books be
given to Siqmiag. 19. (You) don’t let this book be taken by
Siqmiag.

L. Mumiqqaaŋlugu kiugguŋ aŋŋaŋlugu naaggaŋlugułulu apiqqullaa.
1. Should I let Iqıļan take some people to the airport? 2. Should Saŋiaq allow Aaga to pluck the ducks? 3. Should we allow
the boy to toss the pencils up? 4. Should we let Aaga hit
the dog on the head? 5. Should I let her enlarge my parka? 6. Should I allow her to turn the lights out? 7. Should we allow
you to sing in the church? 8. Should I let you empty the honey
bucket? 9. Should we allow them to exclude Aaga? 10. Should he allow you to read the "Time" (magazine)? 11. Should I allow them
to be followed by Iqıļan and Saŋiaq? 12. Should he allow you to be taken to the hospital by the young man?
Stems
aglI-
  aglikmun (i) to grow bigger
towards growing bigger
  aglikmuk- (i) to be growing bigger
aI-
  apikmun (i) to go home
towards home, homeward
  apikmuk- (i) to be progressing towards home
ani-
  anikmun (i) to go out, exit
outwards, towards the outside, the exit
  anikmuk- (i) to be progressing towards the outside, the exit
*ati
  anmun area down, under, below
downward, facing downward
  anmek- (i) to go downward, descend; (t) to set it, e.g. a thermostat downward, face down
*avati
  avamun surrounding area, periphery
to each other
iluaq-
  iluamun (i) to be correct, right
the right way
  iluamuk- (i) to be going in the right direction
ilu
  ilumun area inside, interior
inside out
  ilumuk- (t) to put the inside out
kilu
  kilumun area back from water, or exit
towards the area back from water, or exit
  kilumuk- (i) to go towards the area back from the ocean or exit
killuQ
  killunum wrong one
the wrong way
  killumuk- (i) to go the wrong direction; (t) to set it the wrong way
*kigu
  kigumun area at the back (with reference to any means of transport, and time sequencer of events)
  kigumuk- (i) to go backwards; (t) to set it backwards
  kiguppiq (t) to go backwards
  kiguppiamun towards backwards
paa
  palut- entry, door; mouth of river; opening of jar
(t) to turn it so that its face is down
  palumun with face downwards
qaa
  qaamun area on the surface
with top surface showing
qaurI-
  qaurikmun (i) to gain consciousness; become sensible and responsible, become aware of one’s surroundings
  qaurikmuk- (i) to progress towards awareness and maturity
*quli
  qulaut- area up, above
(i) to pass by overhead; (t) to pass her/him/it overhead
  qumun facing upwards, upwards
  qumuk- (i) to ascend, go upwards; (t) to set it, e.g.
a thermostat upward

area in front, front side of human body

(i) to turn presenting one's front; (t) to turn to her/him/it presenting one's front, to confront her/him/it

facing the front, towards the ocean

(i) to go towards ocean; (t) to set it with the front showing, facing

area by the side

side, side of human body

sideways

(i) to go to the adjacent area to the side; (t) to set it so that it is sideways

left foot or arm

towards the left

(i) to go towards left; (t) to set it towards the left

area at the front (in reference to any means of transport, and time sequence of events)
onwards

(i) to progress forwards, onwards

(i) to be stubborn, unyielding, persistent

(root)

from which direction
to be travelling from which direction
to which direction
to go which direction

right foot or arm
towards the right side

(i) to go to the right side; (t) to set it towards the right side

back, backside

with back facing; backwards

(i) to progress, move backwards; (t) to set it with back showing

area to the west, down the coast
towards the west, down the coast

(i) to go westward

(i) to return; (t) to return for him, it

returnwards

(i) to be heading back, returning

to cause to let (embedding postbase)
to request, ask
17.1 In this chapter the rest of the verb endings for the transitive "present" Indicative and transitive Interrogative verbs are emphasized. The verb endings for the transitive "past" Indicative are also given.

The mood markers for the "present" Indicative are +k/gI for 1st and 2nd person subjects, and +k/ga for the 3rd person subject. The mood marker for the "past" Indicative is +t/raq for all of the subjects. Final consonant q of mood marker +t/raq is deleted unless otherwise indicated (by the sign +).

The differences in the verb endings occur in the 3rd person subject forms. The velar nasal consonant D may be inserted between the endings and the +t/raq "past" marker, after the deletion of the final consonant q of +t/raq. Therefore the 3rd person "past" verbs may have two forms, e.g. "He saw her" could be either tautuktaa or tautuktaga. Forms for the 3rd person subject with 1st person singular object (3s-1s, 3d-1s and 3p-1s) also differ. The 1st person singular object marker is nI for the "past" Indicative forms and ɲa for the "present" Indicative forms.

### I. Indicative: "present" marker is +k/ga for the 3rd person, +k/gI for 1st and 2nd persons, and the "past" marker is +t/raq.

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<td>D</td>
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</tr>
</tbody>
</table>

| S | s!+[g]a (k)ka tka! +kpiŋ vsik vsI |
|   | +k/gI 1d!+kpu k vuk —> vsigiŋ |
| U+t/raq p!+kpuk vut —> v | |

| B | s!n (k)kíŋ tin |
|   | +k/gI 2d!+kstik sik —> vsiŋga |
| J+t/raq p!+kstik sl —> vsiŋga |

| E | s! a Ik² I(t) atin asik asI |
|   | +k/ga | |
| C+t/raq3d! ak Ik ——> aga² atigu agi³ |
|   |   | |
| T | p! at —— It |

1. Alternate form is -k for +t/raq forms;
   alternate form in (-a)Ik for +k/gI forms.
2. With +k/ga forms only.
3. With +t/raq forms only.
Here are some examples. The "future" form is given first, followed by the "present" form. The "past" form is the third sentence of each group.

a. Aggisiniagaa Sigmiam.
Siigmiaq will take her home.

Aggisigaa Sigmiam.
Siigmiaq is taking her home.

Aggisiraag Sigmiam.
Siigmiaq took her home.

b. Apiqsruqtagnaagaatigut isiviqqisirim.
The judge will question us.

Apiqsruqtagaatigut isiviqqisirim.
The judge is asking us questions.

Apiqsruqtqtaatigut isiviqqisirim.
The judge asked us questions.

c. Iqsiginiagaard.
She will be afraid of you.

Iqsigigaadin.
She is afraid of you.

Iqsigiraadin.
She was afraid of you.

d. Tigumiaqniagtka maunja.
I will carry them here.

Tigumiaqtit.
I am carrying them.

Tigumiaqtaqta maunja.
I carried them here.

e. Uqallautiniagaatigut.
She will tell us.

Uqallautigaatigut.
She is telling us.

Uqallautiraatigut.
She told us.

17.2 The transitive verb endings for the Interrogative Mood are given here (also in Chapter XII). The mood marker for the 1st and 2nd person subjects is +p/vI, and +p/va for 3rd person subject.
Here are some examples.

Usiaqpitku qattaq?
Do you have the water barrel on board?
or
Did you bring the water barrel (as part of the cargo)?

Taimunnaapqapi atuutit?
Did she sing the songs from memory?

Tasitigigu?
Did I stretch it?

Iqisitchaivasi avaalarauam?
Did the one who screamed frightened you?

Summan aullatchailliraqparruq?
Why are they preventing him from leaving?

Migigivigik kammak?
Are the boots too small for you?

Apigivagik kammak?
Are the boots too big for him?

Ilisagiviga?
Do you recognize me?

17.3 Transitive Interrogative verb endings for the following subject-object relationships are identical.

1. +p/vigik
   
   1s-3d and 2s-3d
   I-theme and you-theme
2. *p/vigi
   1s-3p and 2s-3p
   I-them and you-them

3. *p/visigik/*ŋ
   1p-3e and 2p-3d
   we-them_e and you_p-them_e

   1p-3p and 2p-3p
   we-them and you_p-them

Here are some examples:

I'llisimavigik?
Do I know them_e?

   or

Do you know them_e?

I'llagivigi?/I'llagiviŋ?
Am I related to them?

   or

Are you related to them?

Pi khíqsimavisigíŋ?
Are we going to get or do them_e,p?

   or

Are you_p going to get or do them_e,p?

17.4 The ambiguities are clarified by the use of the personal pronouns (given in Chapter 21).  

Uvanga i'llisimavigik?
Do I know them_e?

Ilvit i'llisimavigik?
Do you know them_e?

Uvanga i'llagivigi?
Am I related to them?

Ilvit i'llagivigi?
Are you related to them?

Uvagut pi khiqsimavisigíŋ?
Are we going to get or do them_e,p?

Ilivsi pi khiqsimavisigíŋ?
Are you_p going to get or do them_e,p?

17.5 Here are examples of transitive Interrogatives and Indicatives.

    a. Kia atigaa agliiaaqpiŋ?
       Whose parka are you enlarging?  or
Whose parka did you enlarge?
**Ilissarrim agliaa agliaaqiga.**
I am enlarging the teacher’s parka.
**Ilissarrim agliaa agliaaqtaga.**
I enlarged the teacher’s parka.

b. **Minisimavigi?**
Did I exclude them?
**Ii, minisimagitin.**
Yes, (it looks like) you excluded them.
**Ii, minisimaratgin.**
Yes, you did exclude them.

c. **Ilisagiviña?**
Do you recognize me?
**Ii, ilisagigikiñ.**
Yes, I recognize you.
**Ilisagirapiñ.**
I recognized you.

d. **Maligivatiguk agnaiyaak?**
Are the two girls following usd? or did the two girls follow usd.
**Ii, maligigaatiguk.**
Yes, theyd are following usd.
**Ii, maligiraatiguk.**
Yes, theyd followed usd.

e. **Salummaqparug puuvragvik?**
Are they cleaning the swimming pool?
**Naumi, salummañitaat puuvragvik.**
No, they are not cleaning the swimming pool.
**Ii, unnuaq salummaqtaat puuvragvik.**
Yes, they cleaned the swimming pool last night.

17.6 The enclitic +lu may be used with Contemporative I verbs to express "just as soon as" or "immediately upon".

Here are some examples:

**Isiqłuniłu uqallaautiraatigut.**
He told us immediately upon entering.

**Tautukługulu ilisagirağa.**
I recognized her immediately upon seeing her.

**Tikićunuglu saqļautirraqsiraatiguk.**
She began to shout at usd immediately upon reaching usd.

**Isiqłutiglu saavittuat.**
They came forth (to dance) as soon as they entered.
Ilisağıvlugulu ullaktaqpuk.
Immediately upon recognizing her we went to her.

Anivluniłu isagutiruq.
As soon as he got out he began (his activities).

Tikiḳunuglu ullaktaqpuk.
Immediately upon arriving we went to him.

17.7

Postbases +yuma-νν, +kuma-νν, and +saq-νν.

Postbases +yuma-νν, +kuma-νν and +saq-νν are synonyms.
They all mean "should definitely ____".

+yuma-νν and +kuma-νν are suppletive allomorphs.
+yuma-νν is used with verb stems which end in t or a vowel. A ty combination in Íñupiaq becomes ts and consequently tch. And
+kuma-νν is used with verb stems which end in q or k.

They help to express a request or a demand to be done in the future, not right now.

When the intransitive Indicative endings are used with the postbases, +yuma- and +kuma-, the initial consonant t or r is deleted from the endings (cf. +mml-νν in Chapter 19, section 13). Here are some examples:

Kasimayagağumausik uvlpak.
You should definitely attend the meetings today.

Nutqagağumaautin ikuŋa.
You should stop right over there.

Siłakkuağumaugut uvlpak.
We should cook outdoors today. or
We should broadcast (via radio) today.

Tilakkmautin.
(You) definitely scrub (the floor).

Savakkumausik uvlpak.
You should get some work done today.

Naatchiyumaautin anaqapak.
You should definitely be finished this evening.

Utaqqiyumausisi uvani.
You should wait right here.

Pattakulayumausisi.
You should definitely clap.

Tikitchumauguk uvlaami.
We should definitely (make a decision to) arrive in
the morning.

Makitchumautin aaqagu.
You stand up after a while.

Uqallauttun ilisimayumauq.
(You₂) tell her so she'll know.

But the transitive indicative verb endings are used with no deletions, following the normal pattern.

Qamitchumagin naniq.
You should turn the light off.

Ikitchumagitin nannit.
You should turn the lights on.

Piłakkumagin natchiŋ uvlaakun.
You should butcher the seal tomorrow.

Salummaqagiksik umiaq uvlupak Simiglul.
You and Simik should clean the boat today.

Pisiksagumaa.
He should take a shot at it.

Katakaititchumagitin natigmun.
You should let them fall to the floor.

Ilagiyumagaat una.
They should include this one.

Tilakkumagin natiq.
You should scrub the floor.

Naatchumagiksik.
You should finish it.

Uqallautiyumagin aakan.
You should definitely tell your mother.

17.8 An Indicative verb containing +yuma-ŋŋ, +kuma-ŋŋ, or +saŋ-ŋŋ is marked dependent when it is conjoined with an Optative-Imperative verb. Roughly, the English equivalent of the dependent indicative verb is "so that one may _____".

Here are some examples using +yuma-ŋŋ and +kuma-ŋŋ.

Makilluk aquvusalaagumauq.
Let us₂ stand up so that he will fall on his butt.

Pattakulaqpakta itigumauk.
Let us clap very loudly so that they₂ may wake up.
Qamquilk iglaqumat.
Let us snore so that they may laugh.

Nutmagik niuyumaança.
You stop so that I may get off.

Puggutchiqisitchik aiyumaugut.
You do the dishes so that we may go home.

Qamirruŋ naniq aniyumaaut.
You turn the light out so that they may leave.

Aquuppiutaq piŋung nivvataŋumaung Aanja.
You remove the chair so that Aanja may fall backwards and land flat on his back.

Here are further examples including +saq-νν.

Avgugung taamna iqaluk niqisagikput.
or
Avgugung taamna iqaluk niqiyumagikput.
You cut that fish up so that we may eat it.

Qamitki nannit nipaiqsaqtut.
or
Qamitki nannit nipaiqumaaut.
Turn the lights out so that they may become quiet.

The first sentence in each set of the following examples contain the postbase +saq-νν. The second sentence contains either +yuma-νν or +kuma-νν.

a. Uvlupak ilisaqsağıtin.
   or
Uvlupak ilisaqumagizin.
You should definitely study them today.

b. Ignigvik ikitchağiŋ.
   or
Ignigvik ikitkumagiŋ.
(You) should definitely light the stove.

c. Natiq tilaksagiŋ uvlaakun.
   or
Natiq tilakcumagiŋ uvlaakun.
You should definitely scrub the floor tomorrow.

d. Qińigaqsağıkkiŋ makitillugik.
   or
Qińigaqumagikkiŋ makitillugik.
(You) take their picture (after) letting them stand up.

E. Ullaksagiksik aqpallusik.
   or
Ullakkumagiksik aqpallusik.
(You) run to him.

f. Ikayuqsaqiksik aakaksik.

or

Ikayuqumagiksik aakaksik.
You should help your mother.

17.9 Postbase +nIq-\nu is used to confirm or establish that someone is ____ing, or has ___ed.

Nakuuniqsuq!
It is good!

Qanuq inniqpa?
How is he?

Nakuuniqsuaq.
He is well.

Tikiqiqsuuat unnuaq uniaqgqlutik.
They arrived last night by dogsled.

Nakuangaqiniqpiuq?
Then, do you like it?

Ii, nakuangaqiniqiga.
Yes, I do like it.

Uqallautiniqpanigik unnuaq?
Did she in fact tell them last night?

Ii, uqallautiniqsaik unnuaq.
Yes, she did in fact tell them last night.

17.10 The postbase +[g]li-\nu means "(t) to have her/him/it for one's ____."
Ilagigikput.
[we have her for a relative] She is a relative of ours.

This is the same postbase found in combination with emotive verb roots and stems, such as the following:

*nakuaq (root) love
Nakuaqigaatin.
She loves you.

iqsi- (i) to be afraid, feel fear
Iqsigigaatigut.
She is afraid of us.

*uumi (root) dislike
Uumigigaasi.
He does not like you.

The meaning, with these roots and stems, is "to feel ___ for her/him/it"

+[g]i-νν is also found in descriptive stems such as,

miki- to be small
api- to be big
iluaq- to be just right
qatiq- to be white
piłuk- to be bad
uŋasik- to be far

Mikigigaik makkuak kammak.
She finds that these (e,ν) boots are small for her.

Aniqigaik makkuak kammak.
She finds that these (e,ν) boots are big for her.

Iluaŋigigavik utkuak kammak?
Does she find those (e,ν) boots which are down there just right?

Qatigeqigavik?
Did she find them too white?

Piługigaa.
She does not like it.

Uŋasigigaa.
She thinks it is too far for her.

The translation in this use is "to find her/him/it to be ___".
17.11 The postbase +t-nv means "to acquire ___ by hunting or gathering from its natural environment". The only time it appears in surface form is in tuttuttuq "he caught a caribou". In most cases, the postbase is dropped to avoid a cluster of three consonants.

\[
\begin{align*}
natchIQ + t + tuq & \quad \rightarrow \quad \text{Natchiqsuq} \quad \text{He killed (and retrieved) a seal.} \\
qaugak + t + tuaq & \quad \rightarrow \quad \text{Qaugaktuaq} \quad \text{She shot a duck (and brought it home).} \\
qavvIk + t + pak & \quad \rightarrow \quad \text{Qavvikpak?} \quad \text{Did they get a wolverine?} \\
iqaluk + t + pisi & \quad \rightarrow \quad \text{Iqalukpisi?} \quad \text{Did you catch any fish?}
\end{align*}
\]

In the case of nanuq "polar bear", agviQ "bowhead whale", and aiviQ "walrus", the postbase which means "to acquire from its natural environment" is -'k-nv.

\[
\begin{align*}
nanuq -'k + tuaq & \quad \rightarrow \quad \text{Nannuktuaq} \quad \text{He caught a polar bear.} \\
agviQ -'k + pat & \quad \rightarrow \quad \text{Ağvakpat?} \quad \text{Did they catch a whale?} \\
aiviQ -'k + pisik & \quad \rightarrow \quad \text{Aivvakpisik?} \quad \text{Did you catch a walrus?}
\end{align*}
\]

17.12 The postbase -nnak-nv means "to acquire by winning, inheritance, or as a gift".

\[
\begin{align*}
\text{Supputinnaksimaruaq unnuaq.} \\
\text{She won a gun last night.}
\end{align*}
\]

\[
\begin{align*}
\text{Aikiñkkakpisik?} \\
\text{Did you get payment?}
\end{align*}
\]

\[
\begin{align*}
\text{Sunnaksimavak?} \\
\text{What did they get?}
\end{align*}
\]

\[
\begin{align*}
\text{Umiannaksimaruaq.} \\
\text{They won a boat.}
\end{align*}
\]

\[
\begin{align*}
\text{Irqaannahkuamiñi taaqsiutignik.} \\
\text{Me, I won a pair of sunglasses.}
\end{align*}
\]
17.13 +ni-νν, +nasugi-νν, and +nasuga-νν are embedding postbases. +ni-νν indicates that the subject is reporting or claiming that something is happening or has happened. +nasugi-νν or +nasuga-νν indicates that the subject thinks that something is happening or has happened.

1. When the embedded verb is intransitive-only, the embedding verb may be intransitive or transitive.

Putukkitchuq aɡun.
The man stumbled.

Airuq aɡun.
The man is going home.

a. When the embedding verb is intransitive, the subject of the embedded verb is the subject of the embedding verb.

Putukkiŋŋiruaq aɡun.
The man said that he stumbled.

Aiŋnasugiruq aɡun.
The man thinks that he is going home.

b. When the embedding verb is transitive, the subject of the embedded verb is the object of the embedding verb.

Putukkiŋŋigaa aɡun aŋnam.
The woman said that the man stumbled.

Aiŋnasugigaa aɡun aŋnam.
The woman thinks that the man is going home.

2. When the embedded verb is transitive-only, the embedding verb may be intransitive or transitive.

Iqsigigaa qavvik aпустим.
The man is afraid of the wolverine.

Nakuaŋigaa aŋnaq aпустим.
The man loves the woman.

a. When the embedding verb is intransitive, the object of the embedded verb is the subject of the embedding verb. The subject of the embedded verb is not referred to at all in the ending of the verb, but if identified, is expressed in the terminalis case.

Nakuaŋiniruq aŋnaq aɡunmun.
The woman said that the man loves her.

Nakuaŋinasugiruq aŋnaq aɡunmun.
The woman thinks that the man loves her.
b. When the embedding verb is transitive, the object of the embedded verb is the object of the embedding verb.

**Iqsiginigaa qavvik agutim.**
The man said that he is afraid of the wolverine.

**Nakuaginigaa agnaq agutim.**
The man said that he loves the woman.

**Nakuaginasugigaa agnaq agutim.**
The man thinks that he loves the woman.

3. When the embedded verb is patientive (the intransitive verb being the underlying sentence), the embedding verb may be intransitive or transitive.

**Kiliqsuq agun.**
The man cut himself.

**Naqtuqtuk irgaak.**
The pair of eyeglasses broke into pieces.

**Naqtuqnigaik irgaak.**
He said that the eyeglasses broke into pieces.

The entity that performed the action, if identified, is expressed in the terminalis case.

**Naqtuqniraik irgaak uvanmun.**
He said that the eyeglasses were broken by me.

b. When the embedded verb is patientive and the action is not self-done, and the patient (the receiver of the action) is reporting or thinking the action, the embedding verb must be intransitive. The entity that performed the action, if identified, is expressed in the terminalis case.

**KiliqKiruq agun.**
The man said he is cut.

**Kiliqkasugiruq agun.**
The man thinks that he is cut.

**Agun kiliqKiruaq ilignun.**
The man said that he was cut by you.
Agun kiligkasugiruaq ilignun.  
The man thinks that he was cut by you.

When the patient is not reporting or thinking the action, the embedding verb must be transitive. The entity performing the action, if identified, is expressed in the terminalis case.

Kiligigaa ilignun.  
She said that he was cut by you.

Kiligkasugigaa ilignun.  
She thinks that he was cut by you.

c. When the embedded verb is patientive and the action is self-done, the embedding verb may be intransitive or transitive. 3rd person reflexive pronouns in the modalis are used to indicate that the action is self-done.

Agnun kiligkiruaq inmiik.  
The man said that he cut himself.

Agnun kiligkasugiruaq inmiik.  
The man thinks that he cut himself.

Agnun kiligkiraal ilaankik.  
She said that the man cut himself.

Agnun kiligkasugigaa ilaankik.  
She thinks that the man cut himself.

4. When the embedded verb is agentive, the embedding verb may be intransitive or transitive.

a. When the embedded verb is agentive and intransitive, and an entity other than the agent or receiver of the action reports or thinks that the action was done, the embedding verb must be transitive.

Agnun tautuktuq aagnamik.  
The man sees a woman.

Agnun tautugnigaa aagnamik nukatpiam.  
The young man said that the man saw a woman.

Agnun tautugnasugigaa aagnamik nukatpiam.  
The young man thinks that the man sees a woman.

b. When the embedded verb is agentive and transitive, and the agent of the action reports or thinks that the action was done by him, the embedding verb must be transitive. 3rd person non-reflexive personal pronouns are used to indicate/clarify that the action is/was done by the agent. (See Chapter 21, section 2 for
Aŋutim tautukkaa aŋnaq.  
The man sees the woman.

Aŋnaq tautugnigia aŋutim ilaata.  
The man says that he saw the woman.  (man=he)

Aŋnaq tautugnasugigaa aŋutim ilaata.  
The man thinks that he saw the woman.  (man=he)

When the receiver of the action reports or thinks that the action was done, the embedding verb must be intransitive. The agent of the action, if identified, is expressed in the terminalis.

Aŋnaq tautugniruaq aŋunmun.  
The woman said that she was seen by the man.

Aŋnaq tautugnasugiruaq aŋunmun.  
The woman thinks that she was seen by the man.

17.14 Things to remember when using the embedding postbases +nI-ny and +nasugi-ny or +nasuga-ny.

1. Subject of the embedding verb is the one who reports or thinks.

2. If the to-be-embedded verb is intransitive, the embedding verb may be either intransitive or transitive.

If the embedding verb is intransitive, the subject of the embedded verb is the subject of the embedding verb.

```
embedded                     embedding
intransitive                --------> intransitive
subject                     subject
```

Aŋnaq qirriuqtuq.  
The woman is chopping wood.

Aŋnaq qirriugniruaq.  
The woman said she was chopping wood.

If the embedding verb is transitive, the subject of the embedded verb is the object of the embedding verb.

```
embedded                     embedding
intransitive                --------> transitive
subject                     object
```

Aŋnaq qirriuqtuq.  
The woman is chopping wood.
Ağnaq qirriuqńigaa agutim.
The man said that the woman is chopping wood.

3. If the to-be-embedded verb is transitive, the embedding verb may be either intransitive or transitive.

If the embedding verb is intransitive, the object of the embedded verb is the subject of the embedding verb.

<table>
<thead>
<tr>
<th>embedded</th>
<th>embedding</th>
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<tbody>
<tr>
<td>transitive</td>
<td>intransitive</td>
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<tr>
<td>object</td>
<td>subject</td>
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<tr>
<td>subject</td>
<td>subject II expressed in terminalis case</td>
</tr>
</tbody>
</table>

Ağnam quviasaağaa ağnaiyaaq.
The woman is comforting the girl.

Ağnaiyaaq quviasaagniruq ağnamun.
The girl said that she was comforted by the woman.

If the embedding verb is transitive, the object of the embedded verb is the object of the embedding verb.

<table>
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<th>embedded</th>
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<tbody>
<tr>
<td>transitive</td>
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<td>object</td>
<td>object</td>
</tr>
<tr>
<td>subject</td>
<td>subject II expressed in terminalis case</td>
</tr>
</tbody>
</table>

Ağnaiyaaq quviasaagnigaa ağnamun agutim.
The man said that the girl was comforted by the woman.
CHAPTER XVII EXERCISES

A. Mumikki aasii kiulugi:

B. Mumikki aasii kiulugi:

C. Mumikki:

D. Mumikki.
E. Mumikki:
1. Did you see me running yesterday?  Ii, tautuktappik aqpattuatin unnugman. Naumi, tautunittikpipik unnugman.
2. Did he see you walking to the store?  Ii, tautuktaatiguk pisuaqtuaqguk tauqsiqiiagvignun. Naumi, tautunittkaatiguk aqpattuagni tauqsiqiiagvignun.
3. Did I tell you that I am coming tomorrow?  Ii, uqallautiraagqma qiisiiagnivlutin uvlaakun. Naumi, uqallautingitkigmqa qiisiiagnivlutin uvlaakun.
5. Did you recognize your friend that arrived via the airplane?  Ii, Ilisagiraqpuk avilaitqatikpuk tikitchuaq tinnitikun. Naumi, ilisagitkikpipik avilaitqatikpuk tikitchuaq tinnitikun.
7. Did they tell you that they are in the hospital?  Ii, uqallautiraagni nagiqiviinnivlutik. Naumi, uqallautingitkaaqqqa nagiqiviinnivlutik.
8. Did you tell your father that you want to go boating tomorrow?  Ii, uqallautiraaga aapaga umiaqtuqagnivluqa uvlaakun. Naumi, uqallautiniaqntikiga aapaga umiaqtuqagniluqa uvlaakun.
10. Did you see us cleaning up this morning?  Ii, tautuktavsik salummaksaqtuasik uvlaaq. Naumi, tautunittkivsik salummaksaqtuaqskik uvlaaq.
11. Did I empty the honey bucket last night?  Ii, kuvisirn quqtaq unnuaq. Naumi, kuviqitkipiq quqtaq unnuaq.
F. Mumikki:
1. Uanmuuktua tautuktavut ikpaksraq. 2. Sanmun umiaq ilitku.
Qulauttaatigut tinguqit uvlaaq. 5. Tautukpiug qulauttuaq? 6.
Naumi, tusaaraqa. 7. Qulauttuam tinguqit itiqtittaatigut. 8.
Sanmun tinguq igliqsimaruuaq. 9. Aasii kilunmun igliqtuam
tinguqit qulauttaatigut anaqaksrami. 10. Saqqi‰‰mun kammagni
atuqsimaraik. 11. Atigini ilunmukiﬂugu anayuruaq. 12.
Sani‰‰mukki taapkua uniat. 15. Qunmun qi‰‰qiluqa tautuktaa.

G. Mumikki:
Una igniqviq usiaqsaqitsik Piﬂgni‰‰mun. 4. Iggniqiisimaruuaq qamma
aakaga. 5. Qirriyuqsaqtusik Piﬂgni‰‰mi. 6. Uqallautiyumagi‰‰ksik
aakaga tautugu‰‰niliugu isivqiqsirimun. 7. Aiyugaaqsimaraa
isivqiqsirim ilautquvlugu kasimaruani uvlaakun. 8.
Naalaktuauqvlugu aakaga kasimaruani isivqiqsirim
aiyugaaqsimaraa. 9. Isivqiqsiri uqallautiraaga aakaga
ilisimanivlugu ikugnun. 10. Kasimaniaqtuat i‰‰uit ilisimaniraat
aakaga. 11. Si‰‰iﬂignasugiraqqup aakan tupi‰‰mi piismaruuaq. 12.
Ivaqsimaraak irgaagni taaqsiutik nunami. 13. Innugman/ikpaksraq
pisuaqluqnik kuŋmuksimaruak aapanlu. 14. Aakan putukki‰‰uni
pusikaqsimaruuaq, aasii kataivlukik irgaagni. 15.
Kata‰‰ni‰‰asugigaluaqtaqik irgaak, piismaruak uvlaaq. 16.
Qa‰‰niagniruak aakanlu aapanlu umiaqtuqluqnik. 17. Aapan
qa‰‰niagniruaq kigusiiqtuqvluni Utqiagvi‰‰gni. 18. Aapan pi‰‰qasunken
tuttusimaruuaq. 19. Usiaqurai Si‰‰mi‰‰mun Utqiagvi‰‰gni uvlupak.
20. Kasimaynagniﬂiagisiuruqqap aakan.
Mannuit
aggisi- (t) to bring or take her/him/it home ::
agisuurri-
aqvak- (i) to kill and catch a whale
aivvak- (i) to kill and catch walrus
aiyugaaq- (t) to invite her/him/it :: aiyugaaq1Iq-
aki- price
akiññak- (i) to get paid
anau- (t) to hit her/him/it with the arm or something held in the hand
anaullaq- (t) to hit her/him/it with the arm or something held in the hand repeatedly
apigi- (t) to find it too big for one
apiqruqtaq- (t) to question, interrogate her/him/it ::
apiqruqtai-
aqusalaq- (i) to land in a sitting position from a standing position
aulatchai1iraq- (t) to prevent her/him/it from leaving
avaala- (i) to holler, scream
avguk- (t) to cut, dismember it into pieces ::
avguI-
iqitchaq- (t) to pluck its feathers :: iqitchai-
iqi- (i) to burn
igniqviIkk
iki- (i) to light, ignite it, turn it=light bulb on :: ikitchI-
imIq- (t) to put something in it
iqaluk- (i) to catch fish
iqsiqi- (t) to be afraid of her/him/it
irgaak eyeglasses
irgaak taaqsiutik sun glasses
isivgqisiri judge
kasimayyaq- (i) to go to a meeting
kiktugaq- (i) to snap in two; (t) to snap it in two
killIq- (i) to cut oneself; (t) to cut, inflict a wound on her/him/it
kigusiqi- (i) to floss one’s teeth; (t) to work on her/his/its teeth
miki- (t) to find it too small for one
naatchI- (i) to finish, complete something
naniq lamp
nannuk- (i) to kill a polar bear (in hunting)
nagtuq- (i) to break in pieces (of glass or ceramic); (t) to break it into pieces
natchIq- (i) to kill and retrieve a seal
nivvaktaq- (i) to fall backward, fall flat on one’s back
nutqaq- (i) to stop
paga- (t) to greet and welcome her/him/it
pattakula- (i) to clap; (t) to clap for her/him/it
pituk- (t) to tie, chain it to a stake, or anchor
pugqutchi1q- (i) to do the dishes
pusikaq- (i) to fall forward
putukkal- (i) to stumble and fall
(i) to kill and retrieve a duck
(i) to kill and acquire wolverine
(t) to make her/him cry
(i) to chop firewood; (t) to chop it into firewood
(t) to comfort, try to make her/him/it happy
(i) to come forth, to launch one’s boat out to sea; (t) to launch it=boat
(t) to clean it :: salummai-
(i) to shout
(t) to shout at her/him/it
(i) to kill and acquire a squirrel
to broadcast (it); to cook (it) outdoors over a fire
(i) to win/acquire what
to recite (it) from memory
(i) to stretch; (t) to stretch it something being carried; to carry, hold
(her/him/it)
(i) to kill and acquire caribou
(i) to kill and retrieve bearded seal
(i) to kill and acquire hare, rabbit
(i) to say something a load; to haul, transport, carry
(her/him/it) in a conveyance
(t) to return bringing her/him/it back

Akunniqutit
+[g]i-νν
   +kuma-νν
   +nasugi-νν
   +nasuga-νν
   +nI-νν
   +nIq-νν
   +nnak-νν
   +saq-νν
   +t-νν
   +yuma-

(t) to have her/him/it for one’s ___
(restricted to verb stems which end in k or q) should definitely ___ ! see +yuma-
(embedding) to think that
(embedding) to say or report that
confirms or establishes the fact that someone is ___ing, or has ___ed
(i) to acquire ___ by winning, inheritance, or as a gift
should (definitely) ___
(i) to acquire ___ by hunting or gathering
from its natural environment
(restricted to verb stems which end in t or vowel) ! see +kuma-
18.1 The Consequential-Conditional is a dependent mood. It expresses the condition or the state of affairs which causes, leads to, or accounts for the action expressed in the independent mood.

Like the Contemorative mood, the Consequential-Conditional mood has two aspects. The "realized" and the "unrealized" aspect. Each aspect has its own marker. The markers for the "realized" aspect are +k/γa for the 1st, 2nd, and 3rd person reflexive, and +mma for the 3rd person non-reflexive. The markers for the "unrealized" aspect are +k/gu for the 1st, 2nd, and 3rd person reflexive, and +kpa for the 3rd person non-reflexive. In this grammar, the "realized" aspect is called the Consequential and the "unrealized" aspect is called the Conditional.

The Consequential is most commonly expressed in English as "whenever" or "when". It is not used to express "when" in the future sense, such as: "when he comes, he will eat". The Conditional is used to express this "when". The Conditional mood is most commonly expressed in English as "when (in the future)" and "if".

18.2 Here are some examples of the Consequential-Conditional mood. The Consequential (realized aspect) is the first sentence in each set.

a. Akimamman quyapaluktuna.  
   I was so happy when he won.

b. Aqvusalaaqmanik igitaluktuqut.  
   We sure laughed when they fell on their butts.

c. Puggutchiqigama naalaktuagguuruna s'ilakkuaqtuanik.  
   Whenever I do the dishes I always listen to the radio.

d. Pattakulammata, qamnuiruaq aγnaq itiqtuaq.  
   When they clapped, the woman who was snoring woke up.

   Pattakulakpata, qamnuiruaq aγnaq itiγniaqtuq.  
   When they clap, the woman who is snoring will wake up.
e. Naatchigama napaatchagaaqtuŋa.
When I finished, I played mumbletypeg.

Naatchiguma napaatchagaągniəqtuŋa.
When I finish, I will play mumbletypeg.

18.3 The paradigms for the Consequential-Conditional Mood in the intransitive and the transitive are given below.

Notice that there are four rows of endings, in contrast to three rows that the Indicative, Interrogative, and Optative-Imperative moods have. The Consequential-Conditional Mood contains two sets of endings for the 3rd person subject. One set refers to the ordinary 3rd person where the grammatical subject of the dependent verb is different from the subject of the main verb. The other set refers to the 3rd person reflexive (marked as 3R) where, at least, one of the subjects of the dependent verb is identical to the subject of the main verb. The fourth row contains the third person reflexive endings marked by the capital letter R.

<table>
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<tr>
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All of the Consequential-Conditional Mood transitive endings occupy four columns and four rows, in contrast to the Indicative, Interrogative, and Optative-Imperative charts which contain three columns and three rows.

As previously stated, the Consequential-Conditional Mood contains two sets of endings for the 3rd person subject. The endings which contain the reflexive marker mI are used when the subject of the dependent is the subject of the main verb. These endings are given in the fourth row.

The transitive endings of the Consequential-Conditional Mood contain two sets of endings for the 3rd person object. The set of endings given in the fourth column are used when the
The transitive Consequential-Conditional verb endings are presented in two sections. The first section contains the endings used with third person reflexive objects and the third person non-reflexive objects. The capital letter R is used to indicate reflexive property of the endings. The second sections contains the endings used with second and first person objects.

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Here are some examples using the intransitive endings only. The first sentence in each set is the reflexive.

a. Consequential:
Aigami niɣiruaq.
When he came home, he ate.
Aimman niɣiruagut.
When she came home, we ate.

b. Conditional:
Aigumni niɣiŋiaqtuq.
When he comes home, he will eat.
Aikpan niɣiŋiaqtugut.
When he comes home, we will eat.

c. Consequential:
Aquvulsalaagamik Aalaatkuk iglapaluktuk.
When Aalaak and her companion fell on their butts, they laughed hard. (Aalaak and her companion=they)

Aquvulsalaagmagnik Aalaatkuk iglapaluktuk Simitkuk.
When Aalaak and her companion fell on their butts, Simik and his companion laughed hard.

d. Conditional:
Aquvulsalaagumik Aalaatkuk imaŋniaqtuq.
If Aalaak and her companion fall on their butts, they will fall in the water.

Aquvulsalaagpannik Aalaatkuk iglaŋnasi.
If and when Aalaak and her companion fall on their butts, (youp) do not laugh.

Here are some examples using only transitive endings. The first sentence in each of the following examples uses an ending from the fourth column, indicating that the object of the dependent verb is the subject of the main verb.

a. Consequential:
Ikayuŋamni Siŋmiaq quyasuuruq.
Whenever I help (him), Siŋmiaq is always thankful. (him=Siŋmiaq)

Ikayuŋapku Aanja, Siŋmiaq quyasuuruq.
Whenever I help Aanja, Siŋmiaq is always thankful.

b. Conditional:
Ikayuŋumni Siŋmiaq quyaniaqtuq.
If I help (him), Siŋmiaq will be thankful. (him=Siŋmiaq)

Ikayuŋupku Aanja, Siŋmiaq quyaniaqtuq.
If I help Aana, Siqmiaq will be thankful.

c. Consequential:
Payukkaptinni Siqmiaq quyapaguuruq.
Whenever we bring (him) food, Siqmiaq is always thankful. (him=Siqmiaq)

Payukkaptigu Aana, Siqmiaq quyaruuaq.
When we brought some food to Aana, Siqmiaq was happy.

d. Conditional:
Payukkuptinni Siqmiaq quyaniaqtuq.
If we bring some food to (him), Siqmiaq will be happy. (him=Siqmiaq)

Payukkuptigu Aana, Siqmiaq quyaniaqtuq.
If we bring some food to Aana, Siqmiaq will be happy.

e. Consequential:
Ilisagimmani qimaaruaq.
When she recognized him, he ran away. (him=he)

Ilisagimmagu qimaaruaq.
When she recognized her, he ran away.

f. Conditional:
Ilisagikpani qimaaniaqtuq.
If she recognizes him, he will flee. (him=he)

Ilisagikpagu qimaaniaqtuq.
If she recognizes her, he will flee.

Then in the following examples, the first sentence in each of the examples uses an ending from the fourth row, thus indicating that the subject of the main verb is identical to, or is included in the subject of the dependent verb.

a. Consequential:
Ilisagigmuiun niuruaq tiqunmiin, aqparraqsiruq.
When she recognized who was stepping out of the plane, she began to run.

Ilisagimmagu panigmi niuruaq tiqunmiin, Siqmiaq nutqaqtuaq.
When his (own) daughter recognized the one stepping out of the plane, Siqmiaq stopped.

b. Conditional:
Ilisagigmuiun aqpanniaqtuq.
If she recognizes him, she will run. (she=he)

Ilisagikpagu nutqaqmiiaqtuq.
If she recognizes him, he will stop. (him≠he)
c. Consequential:
Tautukkamiña nuluğaqtaatin.
He waved to you, when he saw me. (he=he)

Tautugmaña nuluğaqtaatin.
He waved to you, when she saw me.

d. Conditional:
Tautukkumiña nuluğagniagiatan.
He will wave to you, if he sees me. (he=he)

Tautukpana nuluğagniagiatan.
He will wave to you, if she sees me.

18.6 The Consequential marker +k/a for the 1st and 2nd person and for the 3rd person reflexive may be replaced by +ma when the verb stem ends in k or t.

quayaqitkami or quayaqiņñami
when he slipped and fell...

qulautkapta or qulaunnapta
when we passed overhead...

sukaitkamiŋ or sukaiņñamiŋ
whenever they are slow...

tilakkamnuk or tilaŋnamnuk
when we were mopping the floor...

uqallakkama or uqallaŋnama
when I said something...

uumitchakkavsik or uumitchaŋnavsik
when you became angry...

The initial consonant k of the Consequential marker +k/ga may or may not soften to g in an intervocalic position.

akimakami or akimagami
when he won...

iḷisaqsrikamnuk or iḷisaqsrigamnuk
when we recognized someone...

qangnuikavit or qangnuigavit
when you snore...

iḷalikamnuk or iḷaligamnuk
when we shook hands...

pattakulakavsi or pattakulagavsi
when you clapped...
Also the final consonant q of the verb stem may or may not soften to ɣ in an intervocalic position.

aɣviqsiuqamiŋ or aɣviqsiuɣamiŋ
when they are hunting whales...

nivvaktaqamnuk or nivvaktaɣamnuk
when weđ fell over backwards...

naŋiliŋama or naŋiliɣama
when I became sick...

kasimayyaqamik or kasimayyaɣamik
when they went to a meeting...

The Consequential marker +k/ɣa may or may not truncate the final consonant k of a verb stem.

kaakamiŋ or kaakkamiŋ
when they are hungry...

aivvakaminiŋ or aivvakkaminiŋ
when they kill walrus...

nannukama or nannukkama
when I killed a polar bear...

tupakamnuk or tupakkamnuk
when weđ became startled...

In summary, the following chart may be helpful.

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<th>verb stem</th>
<th>Consequential</th>
<th>Conditional</th>
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<tbody>
<tr>
<td>aqpat- &quot;to run&quot;</td>
<td>aqpatkami or aqpannami</td>
<td>aqpatkumi</td>
</tr>
<tr>
<td>savak- &quot;to work&quot;</td>
<td>savakkami or savanənami or savakami</td>
<td>savakkumi</td>
</tr>
<tr>
<td>imiq- &quot;to drink&quot;</td>
<td>imiqami or imɨɣami</td>
<td>imɨɣumi</td>
</tr>
<tr>
<td>niɣI- &quot;to eat&quot;</td>
<td>niɣikami or niɣigami</td>
<td>niɣigumi</td>
</tr>
</tbody>
</table>
18.7 When the main verb expresses an action which is habitual, customary or is often repeated, it usually contains one of the following postbases:

1. +[s]uu-vv always, regularly ____
2. -laIt-vv never ____; be not able to ____
3. +suIt-vv never ____; not be able to ____; to not be able to ____ well
4. +kasak-vv to ____ routinely, regularly, or repeatedly

The combination plus sign over the minus sign + is used to indicate that the final consonant t is not truncated with the addition of this postbase, but that the final consonants k and q are truncated.

pattakula-Pattakulakasaktuat uqaŋaiŋman iŋuk.
They have been routinely clapping, whenever a person stops talking.

qulaut-Qulautkasakpat?
Have they been routinely passing overhead?

uqallak-Uqallakasaktuaq uqaŋaiŋama.
She says something routinely, whenever I stop talking.

aquvsalaaq-Aquvsalaakasaktuaq makinnami.
She has been repeatedly falling on her butt whenever she stands up.

Postbases -laIt-vv and +suIt-vv are synonyms.

The Consequential is used to identify when (at what time, day or what conditions) the habitual, customary or often-repeated action occurs.

Examples with +[s]uu-vv:
Napaatchagaaqapta akimasuuruq.
Whenever we play mumbletypeg, he usually wins.

Qamquimman tupaguuruŋa.
Whenever he snores, I always become startled.

Aullaaŋmánnik Aaŋatkuk maliguuruŋa.
When Aaŋa and his companion go camping, I always go with them.
Examples with -suIt-vv:
Nivvakaŋami qiasuitchuq.
She does not cry when she falls over backwards.

Aullaaŋapta malisuitchuq.
She does not come along when we go camping.

Isumaŋisuitpalliga maaniinnami.
She probably does not think about it, when she is here.

Examples with -laIt-vv:
Naatchigami utaqqiŋaitchuq.
When he finishes he does not wait around.

Aŋviŋsiulaitchut ukiumi.
They do not hunt whales during the winter.

Qaukkialaitchuŋa sialugman.
I do not go duck hunting when it rains.

Examples with +kasak-vv:
Quayaŋ.qtykasaktuaq makinnami.
He slips and falls down each time he stands up.

Iglanaŋkasakpaŋ qiviagman?
Does she smile at him whenever he turns his head to look?

Illiŋsiqsukasaktaga isiŋattaŋman.
I comb her hair whenever she comes in (to visit).

18.8 In Iŋupiaq the names of the days of the week (except for Sunday and Tuesday) are derived from the names of the numbers. SavaiŋniQ, the name for Sunday, has a verb stem. The verb stem is savait- which means "to lack work". AippiŋniQ, the name for Tuesday, has a noun base. The noun is aippaŋ "partner in a dual relationship" which becomes a verb stem aippIŋ- "to provide with a partner" with the addition of the postbase 'Iq- "to provide with a ___". The rest of the names of the days of the week are derived from the names of the numbers.

SavaiŋniQ Sunday, week
AtautchiŋniQ Monday
AippiŋniQ Tuesday
PiŋatchiŋniQ Wednesday
SisammiŋniQ Thursday
TallimiŋniQ Friday
ItchaksriŋniQ Saturday
The names of the numbers 1, 3, 4, 5, and 6 are atausiq, piṇasut, sisamat, tallimat and itchaksrat, respectively.

The allomorph 'Iq-nv of the postbase -Iq-nv "(i) to be provided with a ____; (t) to provide her/him/it with a ____" is suffixed to the names of the numbers listed above producing:

atautchIq- to be monday
piṇatchIq- to be wednesday
sisammIq- to be thursday
tallimmIq- to be friday
and itchaksrIq- to be saturday.

The apostrophe, ', is used to indicate that the initial consonant of the last syllable is geminated, and the equals sign, =, is used to indicate that both the semi-final vowel and the final consonant are deleted before the addition of the postbase.

Finally, the postbase +niQ vn "result, activity, or condition" is attached to all of the expanded verb stems.

savait +niQ >>>> Savaiññiq Sunday
atautchIq +niQ >>>> Atautchiññiq Monday
aippIq +niQ >>>> Aippiññiq Tuesday
piṇatchIq +niQ >>>> Piṇatchiññiq Wednesday
sisammIq +niQ >>>> Sisammìññiq Thursday
tallimmIq +niQ >>>> Tallimmìññiq Friday
itchaksrIq +niQ >>>> Itchaksrìññiq Saturday

18.9 Here are further examples using the postbase +niQ vn "result, activity, fact of, or condition of ____ing".

Akiḷaγñiña mikimaruaq.
His debt, I found out, is small.

Uqâgniqpuk paqittaγa.
I found where we talked (in the tape).

Imaγñiðiñ kuñmi tautuktaγa.
I saw where you fell into the river.

Uutiqtinñiña maminñaruq.
Her burn is healed.
The 3rd person plural non-reflexive Consequental-Conditional Mood intransitive endings +mmata and +kpata may be attached to the expanded verb stems for the names of the days of the week:

\[
savaIt +mmata >>> Savaĩmata...
On Sundays...
or Last Sunday....
\]

\[
savaIt +kpata >>> Savaitpata...
On a Sunday....
or Next Sunday....
\]

\[
atautchıIq +mmata >>> Atautchiĩmata....
On Mondays....
or Last Monday....
\]

\[
atautchıIq +kpata >>> Atautchiıpata....
On a Monday....
or Next Sunday....
\]

\[
aipıpıq +mmata >>> Aippiğiĩmata....
On Tuesdays....
or Last Tuesday....
\]

\[
aipıpıq +kpata >>> Aippiıpata....
On a Tuesday....
or Next Tuesday....
\]

\[
pıŋatchıIq +mmata >>> Pıŋatchiĩmata....
On Wednesdays....
or Last Wednesday....
\]

\[
pıŋatchıIq +kpata >>> Pıŋatchiıpata....
On a Wednesday....
or Next Wednesday....
\]

\[
sisammiIp +mmata >>> Sisammiğiĩmata....
On Thursdays....
or Last Thursday....
\]

\[
sisammiIp +kpata >>> Sisammiıpata....
On a Thursday....
or Next Thursday....
\]

\[
tallimmIp +mmata >>> Tallimmğiĩmata....
On Fridays....
or Last Friday....
\]

\[
tallimmIp +kpata >>> Tallimmıpata....
On a Friday....
or Next Friday....
\]
itchakṣrIQ +mmata >>> Itchakṣrīq mata....
On Saturdays....
or Last Saturday....

itchakṣrIQ +kpata >>> Itchakṣrīq pata....
On a Saturday....
or Next Saturday....

The translation of the 3rd person plural Consequential ending +mmata in this instance is "On ___s" or "Last ___ " The translation of the 3rd person plural Conditional ending +kpata in this instance is "On a ___" or "Next ___ ".

18.11 When the postbase +nIQ−vv (previously given in Chapter 17) is used with Consequential-Conditional endings, the combination translates "since/if upon the fact that".

Naluniqpan uqallautiniqiga.
If (upon the fact that) he does not know, I will tell him.

Naluniqgman uqallautiraga.
I told him since he did not know.

Atuŋiŋnqipata isiŋnianitchuŋa.
If (upon the fact that) they are not singing I will not go in.

Atuŋiŋnqig mata isiŋitchuŋa.
I did not enter since they were not singing.

Naatchiŋnaŋniŋgumnuq tikitkuvit ikayuŋniaqpisigunguk?
If (upon the fact that) we have not finished when you arrive, will you help us?

18.12 The postbase −lIuq−nv (previously given in Chapter 7) means "to make or build a ___ (for her/him/it); to make or build (it) into a ___; to cook, prepare ___ to be eaten or drunk". This postbase is a combination of postbases −lI−vv "to make or build a ___ (for her/him/it)" and +uq−vv which indicates repetition or prolongation.

−lIuq−nv can be attached to any noun. Here are some examples.

iqaluk
Iqaluliuqtuq.
She is cooking fish. or
She is making or drawing a fish.

atigi
Atigiliuqga paniñi.
She is making a parka for her own daughter.
Igglu
They are building or drawing houses.

Tinñuti
They are building an airplane. or
They are drawing airplanes.

Ini
Uvuña iniliğun.
Make space for him here.

Qattaq
Qattaliuğniagiga taigrumamik.
I will make a water barrel out of an
oildrum for her.

18.13 The postbase -1luq-nv has two allomorphs. One is ~Iuq-
nv "(i) to make, build, or work on, or repair a ____; (t) to
make, build or remake or rebuild it into a ___" which is used
with nouns which end in n>ti. The weak i of ti is deleted, then
the consonant t is palatalized to s by the strong I of ~Iuq-nv.
This is called regressive palatalization because it occurs from
right to left, in contrast to progressive palatalization (from
left to right) that has been discussed in Chapter II.

tinñun
Tinñusiugtuq.
He is working on (repairing) an airplane.

Qamun
Qamusiuqtuk.
They are working on the car.

Apqun
Apqusiugtuq.
They are building or repairing a road.

Miquun
Miquusiugtuq.
He is fixing the sewing machine.

The other form 'Iuq-nv is restricted to absolutive singular
nouns which have k or q as their final consonant and do not
contain more than one vowel in the last syllable. The apostrophe
indicates that the initial consonant of the last syllable, or the
"ghost" consonant between diphthongs, is geminated (whenever
possible); and the equal sign indicates that the final vowel and
consonant combination is deleted. In combination with +[s]uu-yy
"always", it implies that the activity is done regularly, and may
in fact be a vocation. Here are some examples.

Kamik
Kammiugtuq aakaña.
Her mother is making boots.

Kammiuguuruq aakaña.
His mother makes boots.

Kuvraq
Kuvriugpa aapam?
Is your father making nets?
Kuvriuguuvaa aapan?
Does your father make nets?

18.14 Postbase -ll-nv (the initial morpheme of the postbase -lluq-nv given in section 18.13) "to make or build a ____ (for her/him/it)" can be used with any noun. Here are some examples.

kamik Kamiliuruq.
She is making boots.

umiaq Umialirut.
They are making a boat.

uniat Umialiruq.
He is building a sled.

iglu Iglulisitchik uvuuna.
You are build a house (via) right here.

niu Niuligaa qirunmik.
He made a wooden leg for her.

savlk Saviligaa išišini.
He is making a knife for his son.

18.15 Postbase -ll-nv "to make or build a ____ (for her/him/it) has one allomorph =I-nv (=I-nv combines with another morpheme +uq-nv which indicates repetition or prolongations to produce =Iuq-nv, see section 18.13). This form is restricted to absolutive singular nouns which have k or q as their final consonant.

It is not possible to predict which singular nouns contain "ghost" consonants; therefore this information is given in the vocabulary as a superscript above the derived diphthong.

Here are some examples using the postbase =I-nv "to make or build a ____ (for her/him/it).

kamik Kammiuruq.
She is making boots.

umiaq Umiğgirut.
They are making a boat.

taquraq Taqurrigai ununåqsaqtuat.
She is preparing food for the ones going hunting on sea to take.

tupiq Tuppiruk.
They are sewing (making) a tent.
tağıroup
They are producing salt.

naniğiqaq
He is making steeltraps.

18.16 Postbase +p/vaIt-vv means "to ___ too much/be too ___".

Here are some examples.

Sukavaitchuq amna qamutitaqtuaq.
That one over there (e,v) is driving a car too fast.

Nipatpaiňñasi uvlupak.
Don't make too much noise today.

Tupakpaiňñuni qiartuaq.
She cried because she was so surprised.

Pattakulavaiññuta, arii argatka.
My hand are hurting, because we were clapping so much.

Uumíngivaiññugu anun qaińitchuaq.
She did not come because she disliked the man so much.

Uqaqpaiññman tuvaazatini, anisuuruq.
She goes out, when her spouse is talking too much.

18.17 Postbases +qasIq-vv "(t) to ___ together with her/him/it", and +qatigi-vv "(t) to have her/him/it as a companion in ___ing" are synonyms. +qasIq- is a combination of +qati vn "a companion in ___ing" and ~Iq-nv "to provide a ___". +qatigi-vv is a combination of +qati vn "a companion in ___ing" and +[g]i-nv "to have for one's ___". (Examples with postbase +qati are in Chapter 19, section 19.14.)

Here are some examples.

Ağviqiuiqasiqaatigut.or
Ağviqiuiqatiqiraatigut.
He hunted whales with us.

Piannaqasiqtatka.or
Piannaqatigiratka.
I played cards with them.

Paamaqasiqmasña pattakularaat. or
Paamaqatigimasña pattakularaat.
They clapped for him when he crawled with me.
Pisuaqasigisaga. or
Pisuaqatigiraqta.
I walked with her.

Atuqasigisigaatiguk uvlaakun. or
Atuqatigisigaatiguk uvlaakun.
He will sing with us tomorrow.

18.18 Postbase +anik-vv means "to have ___ ed already". Weak i remains an i. There is an alternate form +kanik-vv which is used with verb stems which end in consonant t, and with stems with the form -VVC. Consonant g or g is inserted between the second and third vowels to prevent a three vowel cluster.

Here are some examples.

Imianikpaun?  
Did he already drink it?

Aggisuutianiktaunik.  
She already took them home.

Iialianiktaga.  
I already shook hands with her.

Palluaniktuak.  
They are already lying down, facing down.

Iiganikpiun?  
Did you already swallow it?

Aqpataniktuagut.  or
Aqpatkaniktuagut.  
We already ran.

Tuttaaganiakpat?  or
Tuttaagnanikpat?  
Are they already in bed?

Akatchianiksimar.  
I found out, that she already ruined what he had made.

In combination with a Consequential or Conditional ending, the translation is "after".

Iiganikkamiun uqallagniaqtaq.  
He will say something after he swallows it.
Iiganikkamiun uqallaktuaq.  
He spoke after he swallowed it.

Sukuiqanikpagu aullagniaqtaqgut.  
We will leave after the ice is gone.
Sukuiqanisagmu aullaqtuaqgut.  
We left after the ice left.
Uqaqtigianikkupku aiňiaqtuŋa.
I will go home after I talk with her.
Uqaqtigiankkapku airuŋa.
I went home after I talked with her.

Aggisuutianikkamiŋ aakani ullakaani.
He came to me after he took his mother home.

Aggisuutianikkumiiŋ aakani ullannaia̱agaaŋa.
He will come to me after he takes his mother home.

Uqaqtigianikkaptiŋiŋ aniŋuagut.
We went out after we talked with them.

Uqaqtigianikkuptiŋiŋ aniŋiaqtugut.
We will go out after we talk with them.

Mı̱nułianikkamigit uniat aimaŋuuaŋ.
I found out that he went home after he painted the sled.
Mı̱nułianikkumigit uniat aiňiaqtuŋ.
He will go home after he paints the sled.

18.19 Postbase combination +[s]ulIq- means "to become wanting to ___". It is a combination of +[s]uk-vv "to want to" and -Iq-vv "to become ___". Postbase -Iq-vv, unless it is in combination with another postbase such as +[s]uk-vv, has limited distribution.

Here are some examples using the postbase combination +[s]uk-vv.

Aći̱usuliqpit?
Have you become wanting to quit?

Piannaŋulı̱qami qaisuuruŋ.
She comes when she has become wanting to play cards.

Qaukkiŋulı̱qamnuk umiaqtuŋuŋunuk Piŋniŋuuruuguk.
When we have become wanting to hunt ducks, we go to Birnirk by boat.

Tautugulı̱ği̱ga.
I have become wanting to see it.

Palluŋuliqpisik?
Do you want to lie down on your stomachs now?

Suاغulı̱qpiŋ?
Do you miss scolding her?
(Have you become wanting to scold her?)
18.20 The stem PI(−) is both a noun and a verb stem. As an unpossessed noun it refers to an entity that the speaker has difficulty identifying. As a verb stem it means "(i) to participate; (t) to get her/him/it; to do it=activity". Here are some examples.

Pi, sunaimña, aa... pi... naniğiqa!
That thing, now what the heck is it, aa... that thing... the steel trap!

Pim, aamm...sum imña iļaña?
Of something, aamm...now what the heck is it a part of?

Pitkut...aa...apkua...aaa...iļisisimagitin...
Those people...aa...those over there (not v)...aaa...you know them...

Piña... aaa... amna aŋun... kiŋaimña...
That one... aaa... that man (not visible)... what the heck is his name...

Piviug?
Did you get it? or
Did you do it?

Ii, pigiga.
Yes, I got it. or
Yes, I did it.

Una piña.
This one here (v, r) is hers.

Kannatchiq piga.
That one down there (v, r), not the other one, is mine.

Piŋiaqpiug?
Will you get it? or
Will you do it?

Pisuŋitkiga.
I do not want it. or
I do not want to do it.

18.21 Postbase +k/galuaq-vv with Consequential-Conditional endings may translate "even when/if", "because for a while", (with Consequential endings), "regardless if" (with Conditional endings) or "for a while".

Ququulagaluągumña qiviaŋniaŋitchuña.
I will not turn my head to look even if you call to me.

Qaitquuŋgaluągumña qairuña.
I came because she has been calling me for a while.
Uqallautigaluagamiq
Even when I tell her, she doesn't do anything.

Uqallautigaluagumiq suniaqitchuq.
Even if I tell her, she will not do anything.

Ikayugalugamina aniruaq.
He went out (after) helping me for a while.

Iluigigaluagapku suniaqsguna.
I have ceased reacting, although I for a while found it uncomfortable, not right.

18.22 The enclitic -pta is used to indicate "predictability". The demonstrative adverb samma "it is thus" is used in apposition as a confirmer.

Ikayugalugumina-pta samma aniiaqtuq.
It is an established fact that after helping me for a while he will go out.

Iluigigaluagupku-pta samma suniaqghiaqtuqna.
It is for certain I will stop reacting, although I will for a while find it uncomfortable, not right.

Naatchianinaarduq-ta samma.
She has probably finished as usual.

Piannaqtut-ta samma.
Undoubtedly they are playing cards again.

Iliiinaagaa-pta samma.
He had probably learned it already, as usual.
Chapter 18 Savaaksrat

A. Mumikki makua uqallagni git surilgit (intransitive) CONSEQUENTIAL-CONDITIONAL aglaat.


B. Mumikki makua uqallagni git surilgit CONSEQUENTIAL-CONDITIONAL aglaat.


C. Mumikki makua uqallagniğit surilgit Consequentiał aglaat.

E. Mumikki makua uqallagniqt suralgit Conditional aglaat.
1. Akkuagupku miluqsautinagu Sigmi'amun. 2. Kaniqsigumna
aquvittin akkopak. 3. Atqaanikkuvsiuŋ niŋgivik, atqaqumakiks
umiaq. 4. Katitanikkupkik kikiaqit, katitchumaginit kautat. 5.
Millulianikkuptitku umiaq, milluligumagiksik niŋgivik. 6.
Kuvguvsiuŋ kuunmun quiliaŋniaqivi. 7. Iglanagupku samma
iglananagistaatin. 8. Isigupku iglumun aniŋiaqtuŋa. 9.
Iqarsripkaagupku tugimi nakuulhaaŋiaqtuq. 10. Ikaγuquptiqiŋ
naatchiniaqqtutin qilamik. 11. Tautukkumisin ullanŋiaqagaatin.
12. Itqanaayaanikkumirrun atuŋliaqaat. 13. Irianikkupku qallun
kiitaŋniaqitka. 14. Qiŋigaanikpasik ququulasagivisiŋna,
aiŋiaqivisik qamutitaŋluŋa. 15. Qiŋigaanikkumisiquk
aggisutiniŋniaŋiraatiŋguk. 16. Išisaanikkuvsiuŋ atuun qaiyumausi.
17. Atuanikkuvsiuŋ tea-tuŋniaqtugut. 18. Tupiq
nappaanikkuptigu, pisuaglutu Arguŋamun quukkiŋniaqqtugut. 19.
Aγanikkuptiqiŋ qaugautivut, umiaqtuŋlugatu Utqiagviŋmuŋniaqtugut.
20. Ikaγuaniŋkumisin aiŋiaŋni.ruqm. 21. Qaiŋiaŋni.ruqm,
ikaγuaniŋkumisum akani iqaqsiruaq.

F. Mumikki makua uqallagniqt suralgit (transitive) aglaat
ilisatqiutauruat akunniŋtuíginnun +tit—mungkin +pkaq—mungkin.
Taγuaqqaaŋlugi iluqaśa uqallagniqt savakaśagitaqin.
1. Aquvitiŋkupku aŋutaiyamun navinniaqtuq. If the boy sits on
it, it will break. 2. If you make her get hurt, she will cry
loudly. Anniŋumi qianiaqtuq. 3. Atqaqtitkumna qiariŋniaqikpiŋ.
If/when I get down, I will make you cry. 4. If you let the ball
be thrown by the woman, I will catch it. Aγnam miluqsautikipagug
ayuktaq, akkuŋniaqita. 5. Maŋpiqaat taγuaqtitkuvsiqin
aŋnaiyamun nakuuniŋniaqtuq. If the girl reads the book, it will
be good. 6. If Aaña lets the kayak be used by Siġmiq, Siġmiq's wife will be happy. Qayaq Siġmiq atuŋpaga, nuliana quyasugniaaqtuq. 7. Atuun ilisaqtikaptigu aŋnaiyaanun iliññia gàaat. If the girls study the song, they will learn it. 8. Atuŋtikuptki uniat Siġmiqmun, nuliana malinniaaqtuq. If Siġmiq uses the sled, his wife will follow. 9. If we let the seals be butchered by the girls, they will have fun. Niviaqsiat pilakumisigiñ natchiit aliasuniniñniaaqtut. 10. Aalaakmun atuŋtikuptiku suppun quviaginiaaqta. If Aalaak uses the gun, I will be happy about it.

G. Mumikki makua uqallagñiit aglaat Conditional-gilłu Consequential-gilłu, ilisatqutauruat akunñiγummun "mumtiγv (t)" to take her/him/it to a ___" -mun.


H. Mumikki.


I. Mumikki.


J. Mumikki makua uqallagñîsit aglalaat ilisatqiutauruat akunñiñunmun +saq-vv "should definitely"-mun.

 CHAPTER 18 UQALUIT ILISAKSRAT

Mannuit
aggisuuti-
ägiu-
(a) to take her/him/it home : aggisuurrI-
(i) to stop, quit; (t) to stop, lose interest
in her/him/it

äväqsiuq-
akatchI-
skiilq(-)
aliaanI-
aptaI-
aputalq-
iluigi-
(i) to hunt whales
to mess up what she/he/it has done, made
a debt; to buy (i) on credit
(i) to have fun, a good time
(t) to cause her/him/it to be busy
to cease being (of snow)
(t) to find it uncomfortable, consider it to
be not right

išali-
imaaq-
imnaIq-
iqsuktaq-
(is) to keep wrinkling one's nose; (t) to keep
wrinkling one's nose at her/him/it
(i) to fall into water
sheep, ram, goat

isumagi-
atit-
(i) to assemble, congregate; (t) to assemble,
put them into one group or pile
(exclamation) let's go! let's get started!
(i) to say "let's go!"; (t) to say "let's go!"
to her/him/it

kiita
kiitaq-
carpentry nail
carpentry nails

kikiak
kikirrak
kikiagit

kuvraq(-)
maminña-
nanişiag
naqilIq-
napaatchagaaq-
napqaq-
net; (i) to catch something with a net
(i) to be healed, well
(i) to become sick
(i) to play darts, mumbletypeg
(i) to be now upright, erected; (t) to set it
upright, to build it=building

niiggaq-
(i) to break a leg; (t) to break her/his/its
leg

palluq-
pavrI-
pI(-)
(i) to lie down on one's stomach
(t) to pester her/him/it
a ____; (i) to participate, do, say; (t) to
get, do or say to her/him/it

piannaq(-)
piiskaq-
(i) to play cards
(i) to shoot an arrow, fire a gun; (t) to
shoot, fire at her/him/it

qattaq
qaukkiaq-
qiñigruaq-
(i) to go duck hunting
(i) to stare maliciously; (t) to stare
maliciously at her/him/it

quayaqIt-
ququula-
(i) to slip on one's foot and fall
(i) to holler; (t) to holler, yell at
her/him/it wanting her/his/its attention, to
make a telephone call to her/him

quviagi-
quyapaluk-
sama
(t) to be happy because of her/him/it
(i) to be very thankful, appreciative
it is thus
savaaq
sikuIq-
siša
suak-
suka-/sukat-
sukIt-
susuIt-
taqu-raq(-)
tukkiqsuq-
tunI-
tupak-
tuttaq-
tuttaat
upaktuq-
uqaq(-)

uqaqtigig-
uqauti-
xuumi

uumigi-
uumisuk-
uumitchak-
uumitchaI-

uutiqtit-
uvlaakutaaq-

job, work; object being worked on
to go away (of ice)
weather, sky, atmosphere, out of doors
(t) to scold her/him/it
(i) to fast
(i) to be slow
(i) does not do a thing, does not respond;
(t) does not do anything to her/him/it
food taken along on expedition or journey;
(i) to bring, take food along
(t) to offer her/him a place to stay
(t) to sell it
(i) to be startled
(i) to go to bed
bed
(t) to rush towards, charge her/him/it
tongue; (i) to talk; (t) to talk to
her/him/it
(t) to have a conversation with her/him/it
(t) to talk to her/him/it
(t) to dislike her/him/it
(i) to be mad, angry
(i) to become angry, mad
(t) to make, cause her/him/it to become angry
(i) to burn oneself
(i) to put off doing something until
tomorrow; (t) to put off doing it until
tomorrow

Akunnigutit
+anik-vv
+kanik-vv
to already ____
(restricted to verb stems with t final
consonant)
after

+anik-vv
plus Consequential-
Conditional ending
even when, because (for a while), for a while
+k/galuaq-vv
plus Consequential ending

+anik-vv
plus Conditional
ending
to make or build a ____; work on a ____

+k/galuaq-vv
plus Conditional
ending

-lIuq-nv
'=Iuq-nv
'=Inv

+niQ
vn
+p/vaIt-vv
+qasIq-vv
+qatigig-vv
+[s]uIIq-vv

result, activity, fact, condition of ___ing
to ___ too much/be _____ too much
(t) to ___ together with her/him/it
(t) to have her/him/it as one’s co-___er
to become wanting to ___

Indicates predictability
19.1 A relative noun has two functions. It can be the subject of a transitive verb with 3rd person endings,

_Anutim pisikkaa tuttu._
The man shot the caribou.

_Aanamlu Siğmiamlu ilisimagaa._
Aaŋa and Siğmiaq know it.

_Nannum malikatarraqsimmanini nutqaqluni palluqtuq._
When the polar bear began chasing him, he stopped and lay prone on his stomach.

_Niviaqsiak pilarraqsimmatku ugruk, aisaqtuanā._
I started for home, when the young women began butchering the bearded seal.

_Iñuit qiñaat umiaqqak kiviruaq._
The people are watching the ship sink.

_Ilisaqtuat ivagait aglautitiŋ._
The students are searching for their pencils.

or it can be the possessor of another noun,

_Aakam atigina qĩŋqagikpaktuq._
Mother's parka is beautiful.

_Aanam supputaa nutaaquruq._
Aaŋa’s gun is new.

_Nannum piyaaŋik nuiruk ivuniqniŋ._
The young cubs of the polar bear emerged from the ice ridges.

_Niviaqsiak umiaŋak putumaruaq._
The young women’s boat has a hole in it.

_ITqiiliit umiaŋat kiviruaq._
The boat belonging to the Indians sank.

_Ilisaqtuat aglautitin uvuŋakki._
Put the students' pencils here.

19.2 Relative nouns can be either possessed or unpossessed. Unpossessed relative nouns have been presented in Chapter IX of the _North Slope Inupiaq Grammar First Year_. The following chart shows the relative endings with 1st, 2nd, 3rd, and 3rd reflexive person possessor.
<table>
<thead>
<tr>
<th></th>
<th>s</th>
<th>d</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>+gma</td>
<td>dual</td>
<td>+ma</td>
</tr>
<tr>
<td>P</td>
<td>1d m</td>
<td>-mnu</td>
<td>--&gt;</td>
</tr>
<tr>
<td>O</td>
<td>p</td>
<td>-pta</td>
<td>--&gt;</td>
</tr>
<tr>
<td>S</td>
<td>s</td>
<td>+kpit/ŋ¹</td>
<td>dual</td>
</tr>
<tr>
<td>S</td>
<td>2d</td>
<td>-vsi ²</td>
<td>--&gt;</td>
</tr>
<tr>
<td>E</td>
<td>p</td>
<td>-vsti</td>
<td>--&gt;</td>
</tr>
<tr>
<td>S</td>
<td>s</td>
<td>:ata /-gata³</td>
<td>-ŋiksa</td>
</tr>
<tr>
<td>S</td>
<td>3d</td>
<td>:akta/-gakta</td>
<td>-ŋiksa</td>
</tr>
<tr>
<td>O</td>
<td>p</td>
<td>:atta/-gatta</td>
<td>$&lt;$--</td>
</tr>
<tr>
<td>R</td>
<td>s</td>
<td>+mI</td>
<td>dual</td>
</tr>
<tr>
<td>3Rd</td>
<td>p</td>
<td>+mik</td>
<td>--&gt;</td>
</tr>
<tr>
<td>p</td>
<td>+mik/ŋ</td>
<td>--&gt;</td>
<td>--&gt;</td>
</tr>
</tbody>
</table>

¹alternate form is +vit/ŋ
²alternate form is -ptik
³alternate forms are :an/-ŋan

Here are some examples.

- **igluŋma** of my house or my houses
- **tupiŋma** of my tent or my tents
- **saviŋma** of my knife or my knives
- **igluŋpit** of your house or houses
- **tupiŋpit** of your tent or tents
- **savįŋpit** of your knife or knives
- **iglumi** of his own house or houses
- **tupiŋmi** of his own tent or tents
- **saviŋmi** of his own knife or knives
- **išamnuŋk** of our relative or relatives
- **išavsiŋk** of your relative or relatives
- **išamik** of their relative or relatives
- **išapta** of our relative or relatives
- **išavsiŋ** of your relative or relatives
- **išamig** of their own relative or relatives
19.3 Demonstrative pronouns in relative case may be used in apposition to the possessed relative nouns to remove any ambiguity. Here are some examples.

a. Avilaitqatigma ikayugiŋniagaatin.
   My friend or friends will help you.
   Uuma avilaitqatigma ikayugiŋniagaatin.
   My friend who is right here (r, v) will help you.
   Avilaitqatigma ukuak ikayugiŋniagaatin.
   My friends who are right here (r, v) will help you.
   Ukuak avilaitqatigma ikayugiŋniagaatin.
   My friends who are right here (r, v) will help you.

b. Savaqatimnuk TUliṣaŋniŋiraasik.
   Our friend or friends said that they recognized you.
   Iktuma savaqatimnuk TUliṣaŋniŋiraasik.
   Our friend who is over there (r, v) said that he recognized you.
   Ikkuak savaqatimnuk TUliṣaŋniŋiraasik.
   Our friends who are over there (r, v) said that they recognized you.
   Ikkua savaqatimnuk TUliṣaŋniŋiraasik.
   Our friends who are over there (r, v) said that they recognized you.

19.4 Here is a list of the singular, dual and plural forms of the demonstrative pronouns in relative. Their corresponding singular absolutive pronouns and adverbs are given directly below the singular relative pronouns. The dual and plural forms of the relative and absolutive pronouns are identical. (See Chapter XIII of North Slope Inupiaq Grammar: First Year).

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>relative:</td>
<td>uuma</td>
<td>ukuak</td>
<td>ukua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>una</td>
<td>ukuak</td>
<td>ukua</td>
</tr>
<tr>
<td>adverb:</td>
<td>uvva</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>this, the one near the speaker, within arm's reach, restricted, visible.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>|              | mattruma       | matkuak       | matkua        |
| absolute:    | manna          | matkuak       | matkua        |
| adverb:      | marra          |               |               |
|              | this, the one near the speaker, within arms's reach, extended, visible. |</p>
<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>relative:</td>
<td>iktuma</td>
<td>ikkuak</td>
<td>ikkua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>igña</td>
<td>ikkuak</td>
<td>ikkua</td>
</tr>
<tr>
<td>adverb:</td>
<td>ikka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that, the one there, away from speaker and the listener, one down the coast to the west or the one across from here (across a river, large area or body), restricted, visible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relative:</td>
<td>aptuma</td>
<td>apkuak</td>
<td>apkua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>amna</td>
<td>apkuak</td>
<td>apkua</td>
</tr>
<tr>
<td>adverb:</td>
<td>avva</td>
<td></td>
<td></td>
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<tr>
<td>that, the one over there, away from the speaker and the listener, or the one down the coast to the west, extended, visible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relative:</td>
<td>aptuma</td>
<td>apkuak</td>
<td>apkua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>amna</td>
<td>apkuak</td>
<td>apkua</td>
</tr>
<tr>
<td>adverb:</td>
<td>amma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that, the one on the other side of a barrier or in another room or house, not visible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relative:</td>
<td>kattuma</td>
<td>katkuak</td>
<td>katkua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>kanna</td>
<td>katkuak</td>
<td>katkua</td>
</tr>
<tr>
<td>adverb:</td>
<td>kanna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that, the one below the speaker and the listener, the one in a container, the one near the doorway, the one near the ocean, the one downriver, or the one down along the coast to the west, restricted, visible.</td>
<td></td>
<td></td>
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<tr>
<td>relative:</td>
<td>uttuma</td>
<td>utkuak</td>
<td>utkua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>unna</td>
<td>utkuak</td>
<td>utkua</td>
</tr>
<tr>
<td>adverb:</td>
<td>unna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that, the one below the speaker and the listener, the one in a container, the one near the doorway, the one near the ocean, the one downriver, or the one down along the coast, to the west, restricted, visible.</td>
<td></td>
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<tr>
<td>relative:</td>
<td>saptuam</td>
<td>sapkuak</td>
<td>sapkua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>samna</td>
<td>sapkuak</td>
<td>sapkua</td>
</tr>
<tr>
<td>adverb:</td>
<td>samna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>this, the one inside the container, near the speaker (speaker can reach inside the container and touch the object), not visible or that, the one below the speaker and the listener, the one inside a large container (speaker cannot reach in and touch the object), or the one by, on, in the ocean, not visible.</td>
<td></td>
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</tr>
<tr>
<td>relative:</td>
<td>kiktuma</td>
<td>kikkuak</td>
<td>kikkua</td>
</tr>
<tr>
<td>absolutive:</td>
<td>kigña</td>
<td>kikkuak</td>
<td>kikkua</td>
</tr>
<tr>
<td>adverb:</td>
<td>kigga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>that, the one outside in the vicinity of the house, away from the speaker and the listener, restricted, visible.</td>
<td></td>
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<tr>
<td>Case</td>
<td>Singular</td>
<td>Dual</td>
<td>Plural</td>
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</tr>
<tr>
<td>Relative</td>
<td>qaktuma</td>
<td>qakkuak</td>
<td>qakkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>qagna</td>
<td>qakkuak</td>
<td>qakkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>qagga</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>that, the one outside in the vicinity of the house, away from the speaker and the listener, extended, visible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relative</td>
<td>qakiptuma</td>
<td>qakipkuak</td>
<td>qakipkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>qakimna</td>
<td>qakipkuak</td>
<td>qakipkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>qagma</td>
<td></td>
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<tr>
<td></td>
<td>that, the one outside (around the house) or the one next door, away from speaker and listener, not visible.</td>
<td></td>
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<tr>
<td>Relative</td>
<td>kiptuma</td>
<td>kipkuak</td>
<td>kipkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>kimña</td>
<td>kipkuak</td>
<td>kipkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>kivva</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>that, the one inside the house or a tall, huge container, or the one up the coast, to the east, restricted, visible.</td>
<td></td>
<td></td>
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<tr>
<td>Relative</td>
<td>qaptuma</td>
<td>qapkuak</td>
<td>qapkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>qamna</td>
<td>qapkuak</td>
<td>qapkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>qavva</td>
<td></td>
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<tr>
<td></td>
<td>that, the one inside the house or tall container on its side (the object can be seen through an opening), or the one up the coast, to the east, extended, visible.</td>
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<tr>
<td>Relative</td>
<td>qaptuma</td>
<td>qapkuak</td>
<td>qapkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>qamna</td>
<td>qapkuak</td>
<td>qapkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>qamna</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>that, the one inside the house or a large container, or the one up the coast, to the east, not visible.</td>
<td></td>
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<tr>
<td>Relative</td>
<td>piktuma</td>
<td>pikkua</td>
<td>pikkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>pigña</td>
<td>pikkua</td>
<td>pikkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>pikka</td>
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<tr>
<td></td>
<td>that, the one up there, the one away from the ocean, or the one upriver, away from the speaker and the listener, restricted, visible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relative</td>
<td>paktuma</td>
<td>pakkuak</td>
<td>pakkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>pagna</td>
<td>pakkuak</td>
<td>pakkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>pagga</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>that, the one up there, the one away from the ocean, or the one upriver, away from the speaker and the listener, extended, visible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relative</td>
<td>paptuma</td>
<td>papkuak</td>
<td>papkua</td>
</tr>
<tr>
<td>Absolutive</td>
<td>pamna</td>
<td>papkuak</td>
<td>papkua</td>
</tr>
<tr>
<td>Adverb</td>
<td>pamna</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>that, the one up there (upstairs, inland, above the clouds, in heaven), not visible.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Singular | Dual | Plural
--- | --- | ---
relative: | pakiptuma | pakipkuak | pakipkua
absolutive: | pakimna | pakipkuak | pakipkua
adverb: | pagma | pagma | pagma
that, the one directly above the house or on the roof, not visible.

relative: | aktuma | akkuak | akkua
absolutive: | agna | akkuak | akkua
adverb: | agga | agga | agga
that, the one across from here (on the other side of the river, street, lake or lagoon), not visible.

relative: | akipkua | akipkuak | akipkua
absolutive: | akimna | akipkuak | akipkua
adverb: | ajma | ajma | ajma
that, the one across from here (on the other side of the river, street, lake or lagoon), not visible.

relative: | sakiptuma | sakipkuak | sakipkua
absolutive: | sakiina | sakipkuak | sakipkua
adverb: | sajma | sajma | sajma
that, the one in the qanitchat "enclosed front porch", not visible (the speaker is inside the house).

relative: | iptuma | ipkuak | ipkua
absolutive: | imña | ipkuak | ipkua
adverb: | imma | imma | imma
that, the one in the past, the aforementioned one, or the one not yet seen or realized but expected.

Singular relative demonstrative pronouns are formed by adding +t/uma or its shortened form uma to the stems (see Chapter XII, section 13.9 of the North Slope Ikúpiag Grammar First Year).

19.5 Here are more examples of sentences with possessed relative nouns and relative demonstrative pronouns as subjects of transitive verbs.

Kiptuma qimmigma niğiraa.
My dog (up the coast, to the east or inside a dwelling, r, v) ate it.

Aiptuma avilaitqatimnuk ullangiagaasik.
Our friend over there (e, v) will go to you.

Piktuma nipauqliktaktikpit kattaqiraa.
That horn of yours, up there (r, v) fell on him.
Iktuma avilaitqatigma aattaani mitchaagviŋmun. That (r,v) friend of mine over there took me to the airport.

Kattuma kigusiqirikpitu kigusiqisuktaani. That (r,v) dentist of yours wanted to work on my teeth.

Savaqatipta uuma aiyugaaqtaatigut. Our (r,v) co-worker here invited us.

19.6 In order to say in Inuktitut, "Her father’s parka is beautiful" in which "her" is not specified, a possessed relative noun ending is attached to the word for "father" aapa; and a possessed absolutive noun ending is attached to the word for "parka" atigi.

Aapaŋata atigina qinŋaŋgikpaktuq. Her father’s parka is beautiful.

Here are further examples.

Qimmimakta pamiŋna qatiqtuq. Their dog’s tail is white.

Iglupta upkuonana kaviqsuq. The door of our house is red.

Kigusiqirikpit nuliana kanna isiqtuq. Your dentist’s wife has entered down there (r,v).

Savikpit nuvuŋa naviŋaruq. The tip of your knife is broken.

When the the least direct possessers are identified, they are expressed in the unpossessed relative forms.

Aalaagum aapaŋata atigina qinŋaŋgipaluktuq. Aalaak’s father’s parka is beautiful.

Aŋutaiyaak qimmimakta pamiŋna qatiqtuq. The boys’ dog’s tail is white.

Here are more examples.

Siŋmiam atchaŋata atigaa atuŋukkaluaŋiga. I would like to wear Siŋmiaq’s aunt’s parka.

Ikkuak iŋŋuk tupiŋakta upkuonana mikiuruq. Those (over there, r,v) person’s tent’s door is small.

Aalaagum atchami atigaa atuŋniaŋniraa. Aalaak said that she will wear her (own) aunt’s parka.
Ikkuak iŋŋuk tupiqmik upkuapa agliiaagniaqniraak.
Those a (over there, r,v) persons a said that they a are going to enlarge their a tent’s door.

Ikkuak iŋŋuk tupiqmik upkuapa agliiaagniaqniraak Siŋmiarnun.
Those a (over there, r,v) persons a said that their a tent’s door will be made larger by Siŋmiarnak.

19.7 So far, word order has been free in our study of Iñupiaq. The function of each word in a sentence is identified by its ending.

But in a noun phrase containing more than one possessed relative noun and an unpossessed relative noun, word order is important. Let us look at the following noun phrase:

agnam uiqqaanaata paniuqta igñiqña....
The woman’s first husband’s daughter’s son....

When the unpossessed relative noun agnam switch places with the possessed relative noun uiqqaanaata, as in....

uiqqaanaata agnam paniuqta igñiqña....
The direct ownership of the first husband as well as the direct ownership of the son become ambiguous. The noun phrase has two translations.

1. The woman’s first husband’s daughter’s son...

----------
uiqqaanaata agnam paniuqta igñiqña....

↑_______↑ ↓

or

2. The woman’s daughter’s first husband’s son...

----------
uiqqaanaata agnam paniuqta igñiqña...

↓_______↑

When the unpossessed relative noun agnam is between the last possessed relative noun paniuqta and the head noun igñiqña
the direct ownership of the first husband and the direct ownership of the son is made clear.
The sentence above translates "the woman’s daughter’s first husband’s son".

One should position the unpossessed relative noun either at the beginning of the noun phrase or in semi-final position to avoid ambiguity.

a. 1. **aŋaiyuliqsim atchanata iganåta qimmiqåta**
   
   the minister’s aunt’s son’s dog...

   2. **atchanata iganåta aŋaiyuliqsim qimmiqåta**
   
   the minister’s son’s aunt’s dog

b. 1. **anaurağauraqtim argaŋata kuvluŋata tunuŋa**
   
   the baseball player’s glove’s thumb’s back-side...

   2. **argaŋata kuvluŋata anaurağauraqtim tunuŋa**
   
   the baseball player’s thumb’s glove’s back-side...

c. 1. **kaamniŋum nukaalŋata avilaitqatiŋata kuvluŋa**
   
   the carpenter’s younger sibling’s friend’s thumb...

   2. **nukaalŋata avilaitqatiŋata kaamniŋum kuvluŋa**
   
   the carpenter’s friend’s younger sibling’s thumb...

When the unpossessed relative noun is expressed at the beginning of the noun phrase, the head noun is owned directly by
the possessed relative noun immediately preceding it.

Aąc̱am qimmiqisa aŋunisa aklunaq̱i...
Aąc̱a’s dogs’ harnesses’ ropes...

When the unpossessed relative noun is in semi-final position (immediately preceding the head noun), the head noun is owned directly by the first possessed relative noun.

Avilaitqatinaq̱a aakaŋata Aąc̱am miquutina...
Aać̱a’s mother’s friend’s sewing machine...

When the head noun is in initial position, immediately followed by the unpossessed relative noun, the most direct owner is the last possessed relative noun in the noun phrase.

Miquutina Aąc̱am avilaitqatinaq̱a aakaŋata....
Aąc̱a’s friend’s mother’s sewing mother...

Keep in mind that some relationships are not possible, e.g. in sentence b.2. in which the thumb cannot own a glove; therefore sentence b.2. is grammatical but illogical. Also it is awkward to use more than two possessed relative nouns in a noun phrase.

19.8 The use of the relative reflexive possessive ending indicates that the owner of the owner of the definite object (in absolutive) is also the subject of the verb. Here are some examples. The second sentence contains a noun with a reflexive possessive ending.

He dropped a hammer on her son’s dog.

Kattaqigaa kautamik ıŋq̱iŋmi qimm̱a.
He dropped a hammer on his own son’s dog.

b. ıg̱lim̱ata upkuana miguq̱i̱qsimaraa kaviqaamik.
I found out, that he painted the door of her house red.

ıg̱lim̱u upkuana miguq̱i̱qsimaraa kaviqaamik.
I found out, that he painted the door of his (own) house red.

c. Aatauraŋata uŋq̱ata umiaŋa atuŋq̱i̱qkłuugu apiq̱igaat.
They asked her because they wanted to use their elder sister’s husband’s boat. (they=they)

Aatauraŋq̱aŋ uŋq̱ata umiaŋa atuŋq̱i̱qkłuugu apiq̱igaat.
They asked her because they wanted to use their own elder sister’s husband’s boat. (they=they=their) (her=may either refer to their own elder sister or someone else)
In the following sentence "her" refers to their own elder sister, and in the subsequent sentence "her" refers to their (own) mother.

Aataurağmiñ uiγata umiŋa atuγukługu apiγigaat aatauraqtig. 
Wanting to use their (own) elder sister’s husband’s boat they asked their (own) elder sister.

Aataurağmiñ uiγata umiŋa atuγukługu apiγigaat aakaktig. 
Wanting to use their (own) elder sister’s husband’s boat they asked their (own) mother.

19.9 A noun with a reflexive possessive ending cannot function alone as the subject of a main verb. But it may serve as a conjunct subject with the possessor noun. The two nouns are joined by the conjunction enclitic +lu, which is attached to the reflexively possessed noun.

The possessor noun is expressed in the absolutive case if the verb is intransitive.

Irük, qimmiŋiŋlu qiŋiŋnaqsirut. 
The person and his own dogs are now visible.

Aŋnaiyaq, aakanituɬ aniruk. 
The girl and her own mother went out.

If the verb is transitive, the possessor noun is expressed in the relative case.

Saŋiaq, miŋiqtuɬiɬ paqaat Aaŋa. 
Saŋiaq and her own children are meeting Aaŋa (who is arriving).

Nukatpiaq aatauranituɬ ullakkaat umiaq. 
The young man and his elder sisters are going to the boat.

19.10 BUT, a reflexively possessed noun can function as the subject of a Consequential-Conditional verb. The first sentence in each set of the following examples contains a reflexively possessed noun as a subject of a Consequential-Conditional verb.

a. Aakani isiŋman tupapaluktuq. 
He was sure startled when his (own) mother came in.

Aakaŋa isiŋman tupapaluktuq. 
He was sure startled when her mother came in.

b. Qimmiqtig aimaɬan quyaŋkapaluktut. 
They became very happy when their (own) dog came home.
Qimmiñat Siŋmiatkut aimman Aŋŋatkut quyatchapaluktut. Siŋmiq and his family were overjoyed when the dog belonging to Aŋŋa and his family came home.

c. Avilaitqatigni isiqqagnik qiŋigagniaŋaŋi. She will take a picture of her (own) two friends, when they come inside.

Avilaitqatigni isiqqagnik qiŋigagniaŋaŋi. She will take a picture of his two friends, when they come inside.

d. Avilaitqatitimi paqinmagu quyupaluktuq. She was very happy when her (own) friend found it.

Avilaitqatititama paqinmagu quyupaluktuq. She was very happy when his friend found it.

e. Ig̱iŋ̱įŋmik tautugiaŋmatik quyapaluktuk. They were overjoyed when their (own) son came to see them.

Ig̱iŋ̱įŋkta tautugiaŋmatik quyapaluktuk. When their son came to see them, they were overjoyed. (their≠they)

19.11 In the following examples, the first sentence of each set contains a reflexively possessed noun as the subject of a Consequential-Conditional verb with a reflexive ending. Then, the second sentence of each set contains a reflexively possessed noun as the subject of the Consequential-Conditional verb with a non-reflexive ending.

a. Nuliam kiuŋlagmani tupaŋapaluktuq. When his (own) wife answered him angrily, he sure was surprised. (his=him=he)

Nuliam kiuŋlagmagu tupaŋapaluktuq. When his (own) wife answered her angrily, he sure was surprised.

b. Ig̱iŋ̱įŋmik uqaqatigisugmatik quviatchaktuk. When their (own) son wanted to talk with them, they became happy. (their≠them=they)

Ig̱iŋ̱įŋmik uqaqatigisugmaŋigik quviatchaktuk. When their (own) son wanted to talk with them, they became happy. (their≠them) (their=they)

19.12 The first person possessed relative forms for aaka "mother", aapa "father", aapa "grandmother/grand-aunt", and ataata
"grandfather" are irregular. The final vowel a of each noun is
lengthened to form the possessed relative form. Here are some
examples. In the first sentence of each set of examples, the
unpossessed form is used. In the second sentence the possessed
absolutive form is used. Then in the third sentence the possessed
relative form is given.

a. **Aaka tauqsig̱iaqvimuktuq pisuaqłuni.**
   Mother is walking to the store.

**Aakaga tauqsig̱iaqvimuktuq pisuaqłuni.**
My mother is walking to the store.

**Aakaa avilaitqataa tauqsig̱iaqvimuktuq pisuaqłuni.**
My mother’s friend is walking to the store.

b. **Aapam uqautigai miqliqtuni.**
The father is talking to his own children.

**Aapaga uqautiniag̱nira aapakpit.**
Your father said that he would talk to my father.

**Aapaa uqautiniag̱niraatigut uvlaakun.**
My father said that he would talk to us tomorrow.

19.13 Postbase +mmI-νν means "also". When intransitive
Indicative endings are used with this postbase, the initial
consonant t or r is deleted from the endings. Here are some
examples.

**Qiiŋaŋgimiuq atigaa.**
His parka also looks nice, well tailored.

**Uŋiarıqpagmiugut.**
We are also very worried.

**Miquyummiutin.**
You are also a good seamstress.

**Nalummiŋ qa.**
I also did not know.

Otherwise it attaches normally to other endings.

**Nipatummiłuni qattauraqami nakuuruŋ.**
It is good, besides being loud when it rings.

**Uqautimmiraatiguk aapaŋata unnuaq.**
His father also talked to to last night.

**Iļisaŋmimiviŋ atqaŋman qamunmiŋ?**
Did you also recognize him when he stepped down from
the car?
Postbases  торр Nun, -paluk(-)nn,νν, торр ↔ qati νν, and торр/ri νν.

A. Postbase торр Nun means "to have already ___ed; to be in a state of being".

Here are some examples.

Aglilaaŋaruq atigaa.
His parka has been made larger.

Upkuŋaruq.
The door is closed.

Aiyugaŋagitka.
I have invited them.

Anŋaruk.
They have gone out.

Saquŋaruq.
It is crooked, bent.

Tuquŋarut.
They are dead.

B. Postbase -paluk(-)nn,νν is exclamatory. It is used when making an observation and one is surprised at the large size or the amount of activity involved. The interjection asu is used frequently with this postbase. It indicates that the event described is a past event.

Here are some examples.

Iglupaluk igña.
What a big house that one over there (r, v) is.

Supputipaluk pagna.
What a big gun that one up there (e, v) is.

Supputipaulua asu!
His gun was so big!

Qiupaluktuq igña.
That one over there (r,v) is certainly crying hard.

Qiupaluktuq asu anigavit.
Oh, he cried and cried when you went out.

Kattaqipalukkaa asu sikum qamun.
Oh, the block of ice sure fell on the car.
C. Postbase -qan<->qati vn indicates "companion in ___ing". Several words containing this postbase have become lexicalized. They are given in the vocabulary.

Savaqatigma qamutaa kaviqsaaq tautukpiug?
Did you see my co-worker's red car?

Ii, tautuktα ga savaqatikpit qamutaa, aglaan kavigitchuq. Sugaqtuq.
Yes, I saw your co-worker's car, but it is not red. It is green.

Tuvaqatikpit kina atiqa?
What is your spouse's name?

Avilaitqatimnuk uqallautiraatiguk.
Our friend told us.

D. Postbase +t/ri vn "one who customarily ____s, or ___ed" or "professional ____" turns a verb stem to a noun. The nouns formed by the use of this postbase may be used in apposition to another absolutive noun to make a complete simple sentence, or it may be used to modify another noun in a noun phrase. Let us look at the following examples.

Agun ikuunniaqtì.
The man is the doctor. or
The doctor is a man.

Agunaq ikuunniaqti tikitchuq.
The doctor who is female arrived.

Agun tingititaqti sumukpa?
Where did the pilot who is male go?

Aakança igari.
Her mother is a cook. or
The cook is her mother.

Aakança igari tautuktα ga.
I saw her mother, the cook.

Aapiyaça ilisaurri.
His older brother is a teacher. or
The teacher is his older brother.

Aapiyaça ilisaurri atuyuruq.
His old brother, the teacher, is a good singer.

Nulīgaça tingititaqti.
My wife is an airplane pilot. or
The pilot is my wife.

Nulīgaça tingititaqti miquuruq.
My wife who is an airplane pilot is a good seamstress.
19.15  Enclitic +kiaq means "I wonder" or "I think". It deletes final consonant q and replaces it with a k; otherwise it combines with other consonants. +kiaq is usually attached to the first word in a sentence.

Mi quyurukkiaq nulianja iktuma.
I think the wife of that one over there (r,v) is an excellent seamstress.

Iktumatiaq kiña atiña.
I wonder what the name of that one over (r,v) is.

Anauraāgauraqtutkiaq anaqapak.
I think they are playing softball tonight.

Agliñaagniraakiaq uvlaakun.
I think she said that she would enlarge it tomorrow.

Uniaqaglutikkiaq Qikiqtarñungmuniatut.
I think that they will go to Kotzebue by dogsled.

Interrogative verbs may be used in combination with +kiaq. The construction is more a "wonderment" than a question.

Kimunkiaq qaitpaug nipauqłuktaun.
I wonder who he gave the trumpet to.

Summankiaq aniva.
I wonder why he left.

Kiakiaq ikayuñiaqpaña.
I wonder who is going to help me.

19.16  Interjection sua "then lo and behold" or "then to our wonderment" is used with demonstrative pronouns. It may take the place of the main verb.

Sua amna uqallaluni.
Then to our wonderment the one (in the other room, nv) spoke.

Tammanaruaq sua pigña nivinamavluni.
Then to our wonderment, the one that had been lost was hanging up there (r,v), it become known.

Sua mana aakaa atchaña isiqłuni.
Then to our surprise my mother's aunt came in.

Sua kanna aapaa savaqtaa mäkilluni uqarraqsivluni.
Then to our surprise my father's co-worker stood up and began to speak.
CHAPTER XIX Savaaksrat

A. Mumikki.
1. my glove, the thumb of my glove 2. our younger sibling, our younger sibling’s friend 3. our father, our father’s gun 4. your aunt, your aunt’s dentist 5. your uncle, your uncle’s dog 6. your friend, your friend’s trumpet 7. her doctor, her doctor’s daughter; her own doctor, her own doctor’s daughter 8. their daughter, their daughter’s friend; their own daughter, their own daughter’s friend 9. their cook, their cook’s spouse; their own cook, their own cook’s spouse 10. my gloves, the thumbs of my gloves 11. our younger siblings, our younger siblings’ friend 12. our parents, our parents’ friends 13. your aunts, your aunts’ parkas

B. Mumikki.

C. Mumikki.
1. the young woman, the young woman’s older brother, the young woman’s older brother’s parka, the young woman’s own older
brother’s parka  2. the preacher, the preacher’s wife, the preacher’s wife’s friend, the preacher’s own wife’s friend  3. the cook, the cook’s spouse, the cook’s spouse’s dog, the cook’s own spouse’s dog  4. the pilot, the pilot’s airplane, the pilot’s airplane’s tip, the pilot’s own airplane’s tip  5. the carpenter, the carpenter’s younger sibling, the carpenter’s younger sibling’s car, the carpenter’s own younger sibling’s car  6. the dentist, the dentist’s boat, the dentist’s boat’s engine, the dentist’s own boat’s engine

D. Mumikki.
Qikiqtaqrۇңmun uvlaakun. Tиŋŋутитаqtим uimi аŋayuqqaak ullagniagniraik Qikiqtaqrۇңmun uvlaakun.

E. Mumikki.

F. Mumikki. Use of the demonstrative pronoun to remove ambiguity.
1. Iktumalaviiɬ vitqatikpit kattaqiniraŋa qиммиŋ nипauŋɬuktuaŋmik.
2. Piŋkuŋiŋiŋiŋqimmiŋik anunŋiŋ miŋuŋqniagniraŋit itiŋumik. 3. Uuma miŋqitqumnuŋ maliŋukuŋkaatim aullaŋuwrap. 4. Piŋtuŋ savaŋqatigma ullagniagniraŋatim naatchigumi maani. 5. Kattuma

I. Mumikki: Reflexively Possessed Noun as Subject of Consequential-Conditional Verb
Maapuit
aakaa  (possessed relative form) my mother; my
mother’s
aakkupak  main stone or gem on ring or bracelet
aapaa  (possessed relative form) my father; my
father’s
akI  price, cost
akisu-  (i) to be expensive
akisugi-  (t) to consider it to be too expensive
alla  other one
anauragauraq-  (i) to play softball
anauragauraqti  softball player
aniqan  sibling
anu  harness
anuk  mitten strings
agaiyyuliqsi  preacher
agak  uncle
apayuqqaq  parent
argaaq  glove
atchak  aunt
igari  cook
iñuunniqti  doctor
isuma(−)  thought, sense; (i) to think
isummiq-  (i) to decide
kaamniq  carpenter
kammiq  boot already made
kattaqi-  (t) to fall and land on her/him/it
kiakiaq  I wonder who
kigusiqiri  dentist
kigmiqun  strip of skin sew between sole and body of
boot
kuvlu  thumb
miquliq-  (t) to rub it= substance in
miqulgun  paint
miquyu-  (i) to be a good seamstress
misuk-  (t) to dip it into a liquid
nipauqqluktaun  trumpet, horn
nukaaluk  younger sibling
nulaq  wife
nutaaq  something new
nuvu  tip, point of land
pamiuq  tail (of mammal)
pitchigiyuaun  lock
qattauraq(−)  bell; (i) to ring (of bell or clock, timer)
qiñiqtuaq-  to watch (her/him/it)
qiññaqI(k-  (i) to look good, nice, pleasing to look at
sua  (exclamation) lo and behold a (demonstrative
pronoun)
taqsiaq  something bought
tingputitaqti  airplane pilot
tuvaaqan  spouse
ui  husband
uniar_(i) to worry
uuktuaq_to try, sample (it)

Akunnguitit-Postbases
tna- already has ___ed
-paluk_ (exclamation) what a big ___!!; to do a lot
of ___ing
+tqan<qati companion in ___ing
+t/ri one who customarily, professionally ___s

Isuklligpiag
+kiaq I wonder; I think
GLOSSARY-UQALUIT IỊISAKSRAT

-A-
aakaa (relative) my mother, my mother’s main decoration on a ring or bracelet, e.g. a stone or diamond
aakupak
aapaa (relative) my father, my father’s aat- (t) to take him, it somewhere: aatchI-
aattiq- (t) to make repeated trips to take them somewhere :: aattiği- aggisi- (t) to bring or take her/him/it home :: aggisuurri-
aggisuuti- (t) take her/him/it home :: aggisuurri-
aglI- (i) to grow bigger
agliḷaaq- (t) to make it bigger, larger :: agliḷaaqsi-
agliḷmum towards growing bigger
agliḷmuk- (i) to be growing bigger
agnIq- (i) to be windy, stormy
aġiu- (i) to stop, quit; (t) to stop, lose interest in her/him/it
aġvak- (i) to catch a whale
aġviqsIuq- (i) to hunt whales
aŋI-1 (t) to fetch her/him/it :: aikIq-
åŋI-2 (i) to go home
aiŋmum towards home, homeward
aiŋmuk- (i) to be progressing towards home
aimmI- (i) to be at home, remain at home
aivvak- (i) to kill a walrus (in hunting)
aiyugaaq- (t) to invite her/him/it
akatchI- (i) to be destructive, disruptive; (t) to mess up what she/he/it has done, made
aki price
akiḷaq(-) a debt; to buy (it) on credit
akiŋnak- (i) to get paid
akima- to win (it)
*alia
aliaanaq- (i) to be boring, dull
aliaanaqgi- (i) to find her/him/it to be entertaining, fun
aliaanaIt- (i) to be entertaining, fun
alla another
allanaq- (i) to be strange and disturbing, unfamiliar
allIuq- (i) to make soup for the dogs; (t) to make it into soup for dogs
anaktaq- (i) to play competitive games
anaqaksI- (i) to spend the evening
anau- (t) to hit her/him/it with the arm or something held in the hand
anuraŋauraq-
anuraŋauraqti (i) to play softball
softball player
anI- (i) to go out, exit
anĩŋmum outwards, towards the outside, the exit
anĩŋmuk- (i) to be progressing towards the outside, the exit
anıqan sibling
anit- (t) to put, throw, cast her/him/it out :: anitchI-
aniiqsuaq- (i) to relax or play outside
annIq- (i) to get hurt; (t) to hurt her/him/it
anniŋŋaŋ- (t) to have it for one’s source of pain
anniŋŋaŋ- (i) to be hurting; can cause one to get hurt
anu(-) harness; (t) to put a harness on it=animal
anuk mitten strings, straps
apaiyyu-
apaiyyulaaq- (i) to go to church
apaaiyyuliqsi preacher, minister
apaaiyyuti- (t) to pray for her/him/it, to hold a funeral
apaaiyyuvIk service for her/him
apaaiyyuvIIlt church
apaaiyyuvIIlt churches, members of a church
apak
apayuqaaq parent
api-
apigu- (t) to find it too big for one
agnnaaq- (t) to make something too big for her/him/it
agnnaq- (t) to make it too big
apuqarruaq- (i) to play tag
apiqrsruqtIq- (t) to question, interrogate her/him/it ::
apiqrsruqtIq-
aptari- (t) to cause her/him/it to be busy
aputaIq- to cease being (of snow)
aqamak- (i) to wrestle with wrists interlocked; to
compete in finger pulling
aqsrIaq- (i) to play football or soccer
aqsrIatchIaq(-) high-kick competition game; (i) to compete at
aqvsalaaq- high-kick
(i) to land in a sitting position from a
standing position
arqaaq glove
atchak aunt
*ati area down, under, below
anmun downward, facing downward
anmuk- (i) to go downward, descend; (t) to set it, e.g. a thermostat downward, face down
ataut- (i) to travel, pass by via the ocean or river; (t) to travel, pass by via ocean or river without stopping at her/his place of residence
atuq- to sing (it=song)
atuŋŋaaq- (i) to hold a song festival or session
atuqtIIuraq(-) (i) to play music, play one’s musical
atuun instrument; musical instrument
song
atuurIaq- to sing (it=song) leisurely in pleasure
auIIaq- (i) to ignite, start (of engine)
auIIaqtit- (t) to turn it=ignition on
auIIatchIaq(-) (t) to prevent her/him/it from leaving
avaala- (i) to holler, scream
*avati surrounding area, periphery
to each other
avanmun
avgul- (t) to cut, dismember it into pieces ::

-lgi

igari

igliq- cook

(i) to be travelling, in progress, to be on
(of an engine)

iglauq

iglau- travelle guest

(i) to be travelling, moving along; for
a machine to be in operation

ignigIk

i gistchaq-

II-
stove i see iki-

to pluck (its) feathers

Ika

ikayugiaq- (t) to swallow it :: iisi-

to go and help (her/him/it)

ikarraq

one hour

iki-

(i) to burn

ikit- (t) to light, ignite it, turn it=light bulb

iktaq

on :: ikitchI-

discarded item, a cast-away

iksiqu-

iksiquiri (i) to be a sanitation engineer

a sanitation engineer

*ili

(il roots) see ilaa², iliItIt, ilimi

ilaa¹

(exclamation) feels just like; seems like

ilaa²

she, he

iliiqik

iliiqIt

they

ilaa- (personal pronoun case stem) for third person singular

iliiq-

( personal pronoun case stem) for third person dual

iliiqIt-

(personal pronoun case stem) for third person plural

iliIt/n or iliIt/n you

iliIsik

iliIsI

you²

iliik

( personal pronoun case stem) for second person singular

iliIsik/iiliptik

( personal pronoun case stem) for second person dual

iliIsIt-

( personal pronoun case stem) for second person plural

ilimi or inmi

(pronoun stem) she/he/itself reflexive

ilimik or inmik

(pronoun stem) they they² reflexive; by self

ilimik/N or inmik/N

(pronoun stem) they reflexive; by self

ilimi² or inmisiun

(pronoun in similaris) like

her/himself; by herself/himself minding
his own business

ilimi/inmi

(personal pronoun case stem) for third person reflexive singular

ilimi/inmik

(personal pronoun case stem) for third person reflexive dual and plural

iluaq-

iluanmun

(i) to be correct, right

the right way

iluanmuk-

(i) to be going in the right direction
iluigi- (t) to find it uncomfortable, consider it to be not right
iluqaagnik (pronoun) both of them, all of their entirety (used as object)
iluqaan (pronoun) all of it (used as object)
iluqaγma (pronoun) all of me
iluqaγmi (pronoun) all of her/him/it (used as subject)
iluqaγmik (pronoun) both of them, all of their entirety (used as subject)
iluqaγmik/ŋ (pronoun) all of them, all of their entirety (used as subject)
iluqaïsa (pronoun) all of them, all of their entirety (used as object)
iluqaamnuk (pronoun) both of us, all of our entirety; see iluqaamnuk
iluqanuk (pronoun) both of us; see iluqaamnuk
iluqapta (pronoun) all of us, all of our entirety; see iluqapta
iluqaqpit/n (pronoun) all of your entirety
iluqaSI (pronoun) all of you
iluqasik (pronoun) both of you
iluqata (pronoun) all of us; see iluqapta
iluqavsI (pronoun) all of you, all of your entirety; see iluqaSI
iluqavsik (pronoun) both of you, all of your entirety; see iluqasi
iliagi- (t) to include her/him/it
ilial- to shake hands (with her/him)
ilaau- (i) to be included, be a member, part of a
iliisiagi- (t) to recognize her/him/it :: iliisiqsrI-
ilisiqquti- (i) to recognize each other
iłu area inside, interior
iłunmun inside out
imaaq- (i) to fall into water
immIQ- (t) to put something in it
immiqi- (i) to be playing in water; to be on a drinking binge
imnaIQ sheep, ram, goat
imnaIQ- (i) to kill and acquire sheep, ram, or goat
inna like this
innamun this way
innamiŋ from this direction
innatun this much
innaq- (i) to say this; (t) to say this to her/him/it
iŋŋiqi- (i) to be visiting from house to house
iŋuunniaqtI doctor
ipiqtusuk- (i) to be very sad, despondent, depressed
iqagi- (i) to wash one's hands and/or face; (t) to wash his hands and/or face; to wash it
iqaluk fish
iqalliaq- (i) to go fishing
iqalliqi- (i) to fish
iqaluk- (i) to catch a fish
iqaqsrI- (i) to do the laundry
*iqia
  iqiasuk-  (i) to be lazy
  iqiasuu-  (i) to be a lazy person
iqsi-
  iqsgiq-  (t) to be afraid of her/him/it
  iqsiKaIt-  (i) to be not frightening
  iqsiqaq-  (i) to be frightening
  iqsgitchal-  (t) to cause her/him/it to become afraid
  iqsgitchak-  (i) to become afraid
  iqsgitutu-  (i) to be a fearful person
iqsuktat-  (i) to keep wrinkling one's nose; (t) to keep wrinkling one's nose at her/him/it
irgaak eyeglasses
  irgaak sun glasses
taaqsiutik
isak-  (t) to retrieve, get him, it by reaching; to pick up a C.O.D. package at the post office:
isaksI-
isiuraaq-  (i) to come in slowly; (i) to do the entrance dance associated with Kalukaq "box drum dance"
isivgiqsiiri judge
isuma(-)  thought, wisdom; (i) to think
isumaaq-  (i) to be full of remorse
isumait-  (i) to be foolish
  isumagi-  (t) to think about her/him/it
itiqsaq-  (t) to wake her/him/it up :: itiqsaal-
iitiqtit-  (t) to cause her/him/it to wake up
itqananIq-  (i) to be now ready, prepared; (t) to get her/him/it ready, prepared
itqanaiyaq-  (i) to get ready; (t) to get her,him, it ready
ittquitchIq-  (i) to eat breakfast
ittuaq-  (i) to just sit around and do nothing, be idle

-K-
kaamniq carpenter
kanaakkIu-  (i) to dance in the white man's style
*kangu
  kangugi-  (t) to be feel embarrassment for/because of her/him/it
kangunaq-  (i) to be embarrassing
  kangunaIt-  (i) to be not embarrassing
kapi-  (t) to give her/him/it an immunization, a shot with a syringe; (t) to stab her/him/it
karuk-  (t) to hit her/him/it on the head
kasima-  (i) to hold a meeting
  kasimayyaq-  (i) to go to a meeting
   kasimmati-  (t) to hold a meeting about her/him/it
kataktit-  (t) to cause her/him/it to fall
katit-  (i) to assemble, congregate; (t) to assemble, put them into one group or pile
kattaqi-
kIou-  (t) to land and fall on her/him/it
  (t) to answer her/him/it
kiakiaq  
I wonder who

kiaqqaq-  
(i) to proceed without stopping

kigun

kigusiqi-  
(i) to floss one's teeth; (t) to work on her/his/its teeth

kigusiqiri  
dentist

kigutigiksaq-  
(i) to brush one's teeth; (t) to brush her/his/its teeth

kiita  
(exclamation) let's go! let's get started!

kitaaq-  
(i) to say "let's go!"; (t) to say "let's go!" to her/him/it

kikiak

kikirrak  
two nails

kikiagit  
nails

kituqqaq-  
(i) to snap in two; (t) to snap it in two

killuq

killunum  
the wrong way

killunmuk-  
(i) to go the wrong direction; (t) to set it the wrong way

kilu

kilunmun  
towards the area back from water, or exit

kilunmuk-  
(i) to go towards the area back from the ocean or exit

kilíq-  
(i) to cut oneself; (t) to cut, inflict a wound on her/him/it

kigmigun  
sealskin edge between sole and fur part of boot

*kínu  
area at the back (with reference to any means of transport, and time sequence of events)

kiqunmun

kiqunmuk-

(i) to go backwards; (t) to set it backwards

kisian  
(pronoun; other use as conjunction) she/he/it it alone, only (used as object); but, the reason for hestation is....

kisiisa  
(pronoun) they alone, only (used as object)

kisiigíik  
(pronoun) they alone, only (used as object)

kisima  
(pronoun) I alone, only

kisimi  
(pronoun) she/he/it alone, only (used as subject)

kisimik  
(pronoun) they alone, only (used as subject)

kisimik/ŋ  
(pronoun) they alone, only (used as subject)

kisimmuk  
(pronoun) we alone, only

kisipta  
(pronoun) we alone, only

kisivIt  
(pronoun) you alone, only

kisivsis  
(pronoun) you alone only

kisivsi  
(pronoun) you alone, only

kisu

kisuk  
which one

kisut  
which two

kuvI-  
(i) to spill; to spill (on her/him/it); (t) to spill, pour it out

kuviR-/  
(i) to go and empty the contents of

kuviS-
kuvlu(q)  thumb
kuvraq(-) net; (i) to catch something with a net

-M-
maligi- (t) to follow her/him/it
malik- (i) to follow; (t) to follow, accompany her/him/it
maminga- (i) to be healed, well, cured
miki- (i) to be small
mikigi- (t) to find it too small for one
mijnaaguti- (t) to make something too small for her/him/it
mijnaaq- (t) to make it too small
miluqsauti- (t) to throw it overhand
mitit/-nimit- (t) to exclude her/him/it when distributing things or calling out names
mijuqtuqiaq- (i) to go to school
mijuk- (t) to rub it= substance in paint
mijulgun to paint (it)
mijuliq- misuk- (i) to a good seamstress, be clever at sewing
(t) to dip it into a liquid

-N-
naalaktuq- to listen (to her/him/it)
naat- (i) to be completed, finished; (t) to complete or finish it :: naatchI-

*naglik
negligi- (t) to feel sorry, compassion for her/him/it
naglignaq (i) to be pitiful, deserving of compassion
naglignaIt- (i) to not be deserving of compassion, or pity
nakuaqqui- (i) to like, love each other
naluk- (t) to throw it underhand
naniqiaq steel trap
naniq lamp, light bulb
nannuk- (i) to kill a polar bear (in hunting)
nanuk- (t) to rub it
napilIg- (i) to become sick
napatchagaaq- (i) to play darts, mumble-type peg
nappaq- (i) to be now upright, erected; (t) to set it upright, to build it=building
naqtuq- (i) to break in pieces (of glass or ceramic); (t) to break it into pieces
nasautaq
natchIq- hat
niaquq (i) to kill and retrieve a seal
niaaqqi- (i) to wash one’s hair; (t) to wash her/his hair; cf. nutchiqi-
niaquqigilIq- (i) to get a headache
niaquqgun headband
niq- (i) to get out of a conveyance or a container; (t) to take him, it out of a conveyance or a container: niuI-
nigiuk-  
(i) to expect, hope for something
nipi  
sound, noise
nipaiq-  
(i) to become quiet
nipat-  
(i) to make a sound
nipauqgluktaun  
trumpet, horn
nivvaktaq-  
(i) to fall backward, fall flat on one’s back
niuggaq-  
(i) to break a leg; (t) to break her/his/its leg
nuima-  
(i) to be important
nukaaluk  
younger sibling
nuilaq  
wife
nullaq-  
(i) to camp for the night
nullautchiq-  
(i) to eat supper, dinner
nulugaq-  
to wave or make a gesture of recognition or for attention with the hand (at him)
nutchiqi-  
(i) to fix one’s hair; (t) to fix her/his hair
nutchiqiri  
hair dresser
nutqaq-  
(i) to stop
nuut-  
(i) to move; (t) to move her/him/it
nuvu  
tip, point of land

-p-
paaq-  
(t) to go out and meet, greet her/him/it
pagla-  
(t) to greet and welcome her/him/it
paqI-  
(i) to stay behind while others d e part, usually in the care of someone else
palluq-  
(i) to lie down on one’s stomach
palut-  
(t) to turn it so that its face is down with face downwards
palunmun  
tail
pamiuq  
(i) to clap; (t) to clap for her/him/it
pattakula-  
(t) to pester her/him/it
pI(-)  
a ___ ; (i) to participate, do, say; (t) to get, do or say to her/him/it
piala-  
(i) to be rowdy, rambunctious
piannaq(-)  
playing card; (i) to play cards
pigaaq-  
(i) to stay up late
piIq-  
(i) to vanish, fade, be taken away, to be removed, to remove oneself; (extended meaning) to die; (t) to remove her/him/it
plksraq(-)  
intended item; (i) to get, obtain something; (t) to get, obtain something for her/him/it
pijigi-  
(t) to worry about his safety
pisiksraq-  
(i) to shoot an arrow, fire a gun; (t) to shoot, fire at her/him/it
pitchiigiyaun  
lock and key
pituk-  
(t) to tie, chain it to a stake, or anchor
puggutchiqi-  
(i) to wash the dishes
pukuk-  
to pick up and put (them) together
putukkIt-  
(i) to stumble and fall
puukataq  
suitcase, travelling bag

-q-
area on the surface
with top surface showing

qa ngu un
(i) to go beyond something; (t) to surpass, overtake, outdo him, it: qaungiqs-

qaangi-
(i) to come

qa ilil-
waves (on ocean); (i) to be stormy (of sea)

qall-
(i) to get close; (t) to get closer to her/him/it

qam-
(t) to turn it off, extinguish it :: qamitch-

qamgu-
(i) to snore

qamutil-
qamutili-
car mechanic

qanu-
or
how, in what manner, in some manner

qanu-

qatt-
water barrel

qa-
(i) to kill and retrieve a duck

qauk-
(i) to go duck hunting

quan-
(i) to be careful

qaur-
(i) to gain consciousness; become sensible and responsible, become aware of one's surroundings

qaur-
(i) to be conscious, aware of one's surroundings

qauri-
(i) to lose consciousness, faint

qauri-
(towards awareness and maturity

qauri-
(i) to progress towards awareness and maturity

qavr-
(i) to kill and acquire wolverine

qi-
(t) to make her/him/it cry

qilam-
(i) to hurry up; (t) to tell, admonish him to hurry up

qim-
(i) to flee, runaway; (t) to leave her/him/it behind, run away from her/him/it, to abandon her/him/it

qi-
(i) to photograph (her/him/it)

qi-
(i) to stare maliciously; (t) to stare maliciously at her/him/it

qi-
(i) to look good, nice, pleasing to look at

qir-
(i) to chop firewood; (t) to chop it into firewood

qi-
middle, waist

qiti-
(i) to eat lunch

qiti-
ring

qu-
(i) to slip on one's foot and fall

*qu-
area up, above

qul-
(i) to pass by overhead; (t) to pass her/him/it overhead

qun-
area facing upwards, upwards

qun-
(i) to ascend, go upwards; (t) to set it, e.g. a thermostat upward

qu-
honey bucket drum

qu-
(i) to holler; (t) to holler, yell at her/him/it wanting her/his/its attention, to make a telephone call to her/him/it

*qu-
(root)
guviaasuk- (i) to be happy
guviaasaq- (t) to comfort, try to make her/him/it happy
quyapaluk- (i) to be very thankful, appreciative

S-

saa area in front, front side of human body
saa- (i) to turn presenting one’s front; (t) to turn to her/him/it presenting one’s front, to confront her/him/it
sanmun facing the front, towards the ocean
sanmuk- (i) to go towards ocean; (t) to set it with the front showing, facing
saavit- (i) to come forth, to launch one’s boat out to sea; (t) to launch it=boat
sali- (t) to cut it with scissors
sallisit- (t) to cut it with scissors
saluma- (i) to be clean
salummaksaq- (i) to tidy, clean up an area; (t) to tidy, clean it=dwelling, place
salummaq- (t) to clean it :: salummaI-

*sanI
saniqaq side, side of human body
sani’mun sidewalks
sani’muk- (i) to go to the adjacent area to the side; (t) to set it so that it is sideways
saqlak- (i) to shout
saqlauti- (t) to shout at her/him/it
saqu- (i) to turn in another direction
saqut- (t) to turn, set it in another direction; to direct it on a different route: saqutchI-
savak- (i) to work; (t) to work on it
savaaq job, work; object being worked on
sagiaq- (i) to go to work
sialuk(-)/silaluk(-) rain; to rain
siamit- (i) to scatter; (t) to scatter them: siamitchI-
sigliqi- (i) to strain, exert much effort, have a hard time
siksrik- (i) to kill and acquire a squirrel
siikuq- to go away (of ice)
siI weather, sky, atmosphere, out-of-doors
siIakkuaq- to broadcast (it); to cook (it) outdoors over a fire
siIutIgun earring

*sivi
sivikIt- (i) to be of short duration
sivisu- (i) to be of long duration
sivisunaaq- (i) to take a long time to do something; (t) to take a long time to do it=task

sivu area at the front (in reference to any means of transport, and time sequence of events)
sivunmun onwards
<table>
<thead>
<tr>
<th>词</th>
<th>意思</th>
</tr>
</thead>
<tbody>
<tr>
<td>sivunmuk-</td>
<td>(i) to progress forwards, onwards</td>
</tr>
<tr>
<td>sivunmum-</td>
<td>(i) to be stubborn, unyielding, persistent</td>
</tr>
<tr>
<td>sua</td>
<td>plus a demonstrative pronoun (exclamation) lo and behold</td>
</tr>
<tr>
<td>suak-</td>
<td>(t) to scold her/him/it</td>
</tr>
</tbody>
</table>
*|sugna | (root) |
|sugnamik- | from which direction |
|sugnamik- | to be travelling from which direction |
|sugnamun | to which direction |
|sugnamuk- | to go which direction |
|susuit- | (i) does not do a thing, does not respond; (t) does not do anything to her/him/it |
|suka/-sukat- | (i) to fast |
|sukait- | (i) to be slow |
|summan | why |
|sunnak- | (i) to win what |
|supputit- | (t) to shoot her/him/it with a gun |
|suu- | (i) to be a what |

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taimugaaq- | to recite (it) from memory |
taki- | (i) to be long |
tagnaaqut- | (t) to make something too long for her/him/it |
tagnaaq- | (i) to make it too long |
taktuk(-) | fog; (i) to be foggy |
taktulq- | (i) to clear up, not be foggy (of weather) |
taqur-aq(-) | food taken along on expedition or journey; (i) to bring, take food along |
tasita- | (i) to stretch; (t) to stretch it |
tasiuq- | (i) to hold hands; (t) to hold her/his hand |
tatavsaq- | (t) to punish her/him/it |
tauqsiq | something bought |
tayagniqlu | bracelet |
tigu- | (i) to take hold or grab onto something; (t) to take, grab or arrest him, confiscate it (her/him/it) |
tigumiar-aq(-) | something being carried or held; to carry or hold (her/him/it) |
tikisaq- | (i) to come, arrive all at once; (t) to come upon it en masse at once |
tingutitaqtq | airplane pilot |
tukkuq | host; where one stays as a guest |
tukquiqsuq- | (t) to offer her/him a place to stay |
tun- | (t) to sell it |
tunu | back, backside |
tununmum | with back facing; backwards |
tununmuk- | (i) to progress, move backwards; (t) to set it with back showing |
tupak- | (i) to be startled |
tuttaaq- | (i) to go to bed |
tuttaat | bed |
tuttut- | (i) to kill and acquire caribou |
tuvaagaq | spouse, companion |
-ú-
uatí
uanmun
uanmuk-
(i) to go westward
ugruk-
(i) to kill and retrieve a bearded seal
uI
husband
ukallIq-
(i) to kill and acquire a rabbit, hare
ukiuq
winter, year, last year
ukiyyaq-
(i) to go and spend the winter
umiaqpak
ship
unIt-
(t) to leave her/him/it behind, to abandon her/him/it
ugiari-
(i) to worry
upaktuq-
(t) to rush towards, charge her/him/it
upingaaq
summer, last summer
upingaksraq
spring, last spring
upingaksriyyaq-
(i) to go and spend spring
upingiyyaq-
(i) to go and spend summer
uqaq(-)
tongue; (i) to talk; (t) to talk to her/him/it
uqallak-
(i) to say something
uqaqtigi-
(t) to have a conversation with her/him/it
uqauraaq-
(i) to have a leisurely talk, discussion
uquausiɣ-
(t) to talk about her/him/it
uqauti-
(t) to talk to her/him/it
usiaq(-)
a load; to haul, transport, carry her/him/it in a conveyance
utaqqI-
(i) to wait (for her/him/it)
utiq-
(t) to return; (t) to return for him/it
utigtaun
bus
utqu-
(t) to return bringing her/him/it back
utuqqalina-
(i) to have grown old
*uumi
uumig-
(t) to dislike her/him/it
uumitchak-
(i) to become angry
uumitchal-
(t) to make, cause her/him/it to become angry
uultigta-
(i) to burn oneself
uvaga
I, me
uvaguk
we, us
uvagut
uvam-
(pronoun case stem) for first person singular
uvaptik-
(pronoun case stem) for first person dual
uvaptit-
(pronoun case stem) for first person plural
uvlaakutaaq-
(i) to put off doing something until tomorrow; (t) to put off doing it until tomorrow
uvI-
(i) to spend the day
uyamitquaq
necklace