

C O N V E R S A T I O N A L
T I C U N A

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Peru, S. A.

to Harold Goodall

whose intellectual and spiritual leadership
has been an inspiration to us throughout his years
as Director of the Wycliffe Bible Translators and
Summer Institute of Linguistics
in Peru

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CONJUNCTION and; PREPOSITION to, at; INTERROGATIVE where; IMPERATIVE Let's ____; LOCATIVE there; PERSON PREFIXES; POSSESSIVE PREFIXES; NOUNS; VERBS to go, to visit, to accompany.

CONVERSATIONAL ITEMS:

All right.
Hello.
Just a minute.
Oh, is that so?
What for?

B. Arriving. 10

POSITIVE FORMS (assent or agreement) yes; LOCATIVE EXPRESSIONS here, over there, downstream, upstream; PREPOSITION from; LOCATIVE SUFFIX from ____; NOUNS; VERBS to come up, to enter, to sit down.

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FUTURE TENSE INDICATOR; NOUNS; VERB to go home or away from.

UNIT I

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I'm going home.
So long.

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A. What's your name?

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INTERROGATIVE what; DEMONSTRATIVE PRO-
NOUN this; NOUNS; VERBS to say, to be.

KINSHIP TERMS

CONVERSATIONAL ITEMS:

What's your name?

B. What do you want?

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INTERROGATIVE who; PLURALIZING SUFFIX; IM-
PERATIVE EXPRESSION look; NOUNS; VERB to want.

UNIT II

CONVERSATIONAL ITEMS:

black	Be quiet.	Of course.
don't	Come here (sing.).	Perhaps.
or	Give it here.	Sit down.
red	Give it to him.	Take care of it or him.
white	Go over there.	Take it.
	Leave it alone.	Watch out.
	No.	What color?

C. What are you doing?

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SUBJECT PRONOUNS; OBJECT PRONOUNS; VERBS
to do or make, to fix or arrange, to rubberize, to
cook, to cultivate, to fish with a hook, to fish with a
spear, to work, to eat, to write.

CONVERSATIONAL ITEMS:

with
to cause to

II. GRAMMATICAL AND CULTURAL HELPS

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- A. Preposition "with"
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κ This is a "Summary of contents" of Tone Drills, not a detailed listing.

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58

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58

DESIDERATIVE SUFFIX to want to do; **LOCATIVE in**;
PREPOSITION for; **NOUNS**; **VERBS** to stay, to wash,
to see, to play, to play ball, to mend, to fold, to sew,
to cut out dress, to pull out (manioc), to toast (man-
ioc), to know, to touch, to smile at, to deceive, to
lack.

CONVERSATIONAL ITEMS:

just (following verbs) Because?
probably
today

B. Eating and Drinking.

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BOUND AND FREE FORM INTENSIFIERS very, very
much so; **NOUNS**; **VERBS** to be thirsty, to get a drink,
to drink, to be hungry, to eat, to exist, to eat raw
foods, to shoot.

CONVERSATIONAL ITEMS:

also And you?
large quantity Oh?
me also

C. Resting and Sleeping.

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PRESENT PERFECT EXPRESSION has or have done;
NOUNS; **VERBS** to be tired, to rest, to have, to be
sleepy, to go to bed, to sleep, to be awakened, to get
up, to hear, to be tired of something.

CONVERSATIONAL ITEMS:

a little bit (time)
right now

UNIT III

II. GRAMMATICAL AND CULTURAL HELPS

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I. BASIC CONVERSATION

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A. What? and Whose?

100

ADJECTIVES; INTERROGATIVE whose; **NOUNS; VERB**
to like.

CONVERSATIONAL ITEMS:

a little
number one
that one

It's nice.

UNIT IV

B. How?

110

INTERROGATIVE how; ADVERB then; NOUNS; VERBS to fry, to prepare meal, to simmer, to pour out, to dump, to mix or stir, to happen, to damage, to be torn, to be mildewed or moldy, to get burned, to be dry, to boil, to talk, to dry, to sweep, to close, to open, to place, to be empty, to be sweet, to be bitter, to be full (a person), to be full (a container), to be drunk, to be flat (lacking seasoning).

C. When? and Why?

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PAST TENSE INDICATORS; INTERROGATIVES when, and why; CONJUNCTIONS but, because (present and past); NOUNS; VERBS to return or come back, to take (animate object), to watch or care for, to have a headache, to have a cold, to take (inanimate object), to take from place to place, to talk badly, disagreeably or detrimentally, to talk well, pleasantly, or beneficially, to talk fast, to talk slowly, to talk quietly, to talk loudly.

CONVERSATIONAL ITEMS:

later
tomorrow
tomorrow at this time

Ah. I don't know.
It's impossible.
What's the matter with you?

II. GRAMMATICAL AND CULTURAL HELPS

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- A. Unavailability
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UNIT IV

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CONDITIONAL if; PREPOSITIONS outdoors, below, under the house, above, beside or around, behind, inside, outside, before, the middle of, ahead of, on top of; NOUNS; VERBS to buy, to sell.

MONEY TERMS

CONVERSATIONAL ITEMS:

a long time ago
recently

For whom?
How much does it cost?
That's all.
What for?

B. Colors.

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ADJECTIVES (some colors); NOUNS; VERBS to be black, to be yellow, to be blue-green, to be white, to be red, to be green or blue, to be orange or red-yellow, to bring (sing.), to think upon, to fit well, to tear.

C. Large and small.

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VERB PREFIX go to do; NOUNS; VERBS to be large,

UNIT V

to be small, to ask, to find, to look for, to go down, to go to pick up (one heavy object), to go to pick up (plural object), to not feel like doing something, to enjoy doing something.

NUMBERS

CONVERSATIONAL ITEMS:

another one	just one	How big is it?
everyone	many	How many?
everything	quite a few	How many do you want?
just a few	this big	

II. GRAMMATICAL AND CULTURAL HELPS

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- A. Buying and selling
- B. Light and dark skin
- C. Numbers
- D. Verb of ability "to be able to"
- E. Verb "to look for"
- F. Nominalizers
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- A. Time - Day and night.

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UNIT VI

NOUNS; VERBS to appear, to be light, to be dark, to arrive, to be for, to wait for, to object to, to be close, to answer.

CONVERSATIONAL ITEMS:

afternoon	midnight	Forget it.
afterwhile	morning	Okay.
cock's crow	night	What time is it?
darkness	noon	
day	quickly	
early morning	sunrise	
late afternoon	yesterday	
light		

B. Days and weeks.

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UPWARD ACTION SUFFIX; INTENTIONAL SUFFIX to plan or feel like doing; NOUNS; VERBS to stay, to finish, to put.

DAYS OF THE WEEK

CONVERSATIONAL ITEMS:

about	To me it is ____.
first	Truly?
next	What day is today?
on the left	
on the right	
sometime after tomorrow	
the day after the day after tomorrow	
the day after tomorrow	
the day before yesterday	
this present day	
week	

C. Months and years.

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UNINTENTIONAL SUFFIX; PRESENT CONTINUATIVE SUFFIX; COMPARATIVE SUFFIXES; SUPER-

UNIT VI

LATIVE SUFFIX; NOUNS; VERBS to study, to be
ripe, to stop, to go down (river), to come out (pl.),
to rise (river), to pass, to fly.

NAMES OF MONTHS

CONVERSATIONAL ITEMS:

again	summer	What month is this?
better	superior	
month	winter	
river-rise	year	

II. GRAMMATICAL AND CULTURAL HELPS

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- A. Telling time
- B. Preposition "for"
- C. Verb "to like"
- D. Demonstrative Pronoun "this"
- E. Adjective "next"
- F. Time expression "on", "at", "during"
- G. Past tense
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III. TONE DRILLS

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New three-syllable words presented with tones 3 3 3.
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with 3 3 1, and 3 3 3 with 3 3 5.
New two-syllable words presented with tones 3 2.

UNIT VII

I. BASIC CONVERSATION

A. Fat and thin.

NOUNS; VERBS to be sick, to be fat, to be thin, to have fat arms, to have fat legs, to have thin legs, to be born, to be light-skinned, to be sun-tanned, to be dark-skinned, to have nice clothes, to be dirty, to be happy, to be sad, to have clothes, to put on shoes, to dress, to be cross, to be good-natured, to be fussy, to be gay, to be angry, to be happily smiling, to be lazy, to have a tantrum.

CONVERSATIONAL ITEMS:

and that is why	Change his diaper.	Put shoes on.
	Get dressed.	Take the shoes off.
	Put a hat on.	Undress.

B. Long and short.

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DEMONSTRATIVE PRONOUN these; **NOUNS; VERBS** to be long, to be short, to bring (pl.), to help, to call, to chop with axe, to begin, to be finished, to be hard, to be soft, to be thick, to be thin, to saw, to plane, to chisel, to sand, to chop, to paint, to nail, to sing, to stand up.

NAMES OF WOODS

CONVERSATIONAL ITEMS:

Begin.	Make it hard.
Finish it.	Make it soft.
Help him.	That's fine.

C. Wide and narrow.

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SIMILITUDE SUFFIX to be like; **NOUNS; VERBS** to be wide, to be narrow, to sew, to be old, to be new,

UNIT VII

to be printed, to be worn (dirty), to mend, to have a toothache, to be naughty, to frown, to smile, to laugh.

CONVERSATIONAL ITEMS:

like that	Chisel it.	Paint it.
	Chop it.	Sand it.
	Nail it.	Saw it.

II. GRAMMATICAL AND CULTURAL HELPS

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- A. Plumpness
- B. Anger
- C. Conjunction "if"
- D. Noun suffix "made of"
- E. Adverb "again"
- F. Adverb "quickly" or "fast"

III. TONE DRILLS

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New three-syllable words presented with tones 3 3 2.
Drills contrasting three-syllable words of tones 3 3 2 with two-syllable words of 3 2.
Drills contrasting two-syllable words with tones 3 2 and 3 1, and three-syllable words with tones 3 3 2 and 3 3 1.
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I. BASIC CONVERSATION

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A. Being sick.

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NOUNS; VERBS to have a fever, to vomit, to have diarrhea, to evacuate, to bang one's head, to have a dirty face, to have sore eyes, to have a dripping nose, to touch one's mouth, to have an earache, to have a stiff neck, to have dirty hands, to have strong arms, to have aching legs, to kneel, to cut one's foot, to have a stomach-ache, to have a backache, to have long fingernails, to nurse, to not have milk, to itch, to be swollen, to bleed, to cough, to faint, to be cold (dead), to be dead, to have bloody-discharge, to ache all over, to take verbascum poison, to be in labor, to be pregnant, to give birth to one's child, to be weak, to go on to delivery, to have no pulse, to fail to respond to sensory stimuli.

BODY PARTS; COMMON SICKNESSES

CONVERSATIONAL ITEMS:

deep inside
outside

How many times _____ ?
What's the matter?
Who else?

B. Giving medicine.

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SUFFIX EQUIVALENT TO ENGLISH -ly; ADVERBS strongly or powerfully, happily, sadly, usually, often, never, always, almost; NOUNS; VERBS to swallow, to keep or save, to keep (commemorate), to have bloody-diarrhea, to hurt, to have burning on urination, to urinate, to give an injection, to give, to have a sore head, to walk, to be listless, to crush or pulverize, to object or refuse, to respond (to medicine), to take liquid medicine, to treat with medicine, to dance, to drum, to work slowly, to work rapidly, to fight, to cut one's self, to love one another, to hold animosity, to object to a person.

UNIT VIII

CONVERSATIONAL ITEMS:

carefully
cold water
hot water
like that
like this
only
the same
whatever

Apply the medicine.
Bring him here.
Close your eyes.
Come again tomorrow.
Don't eat anything or take
a snack.
Don't forget it.
Don't open your eyes.
Don't touch it.
Drink a large quantity of
water.

Drink this.
Give him this.
I hope _____.
Make him swallow this.
Put in eye medicine.
Swallow this.
Wash the sore well.
Wash your face.
Wash your hands.

C. Convalescing.

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NOUNS; VERBS to recover, to sting, to be relieved of pain, to recover, to bite, to be cold, to bathe, to catch cold, to be wet (the ground).

CONVERSATIONAL ITEMS:

anything
each
finally
shouldn't
times

Bathe.
Don't get up soon.
Dress him.
Each one of you take one.
Even if _____.

Forget it.
How is _____ ?
It doesn't matter.
Keep it in cold water.
Make him drink boiled water.

UNIT VIII

Make him drink milk.	Sit down.
Put the blanket over him.	Stand up.
Put the feet up.	Stay in bed.
Put the head up higher.	Wrap him.
Rest in the hammock.	You shouldn't eat anything.
Rest well.	You shouldn't touch it.

II. GRAMMATICAL AND CULTURAL HELPS

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- A. Verb "to sit"
- B. Sickness
- C. Medicine
- D. Insects
- E. Childbirth

III. TONE DRILLS

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New two-syllable words presented with tones 4 2.
Drills contrasting two-syllable 4 2 words with 3 2 words.
Contrast of all tones 1 through 5 on two-syllable and three-syllable words.
Drills contrasting level tone 3 and glide 35,
level tone 2 and glide 23,
level tone 2 and glide 25,
level tone 1 and glide 15,
level tone 5 and glide 15.
Illustrations including tones 1 through 5.

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PREFACE

During the past eight years of work on the Ticuna language, beginning without an inkling as to the sounds of the language or the structure of the grammar involved, I came to wish many times that a practical grammar of the language were available. As I struggled through the uncertain responses of my informants, I determined to prepare such a grammar so that those who followed in my trail would not have to spend the long hours of searching out the details needed to learn Ticuna. Now that the sound system has been analyzed and published, a practical alphabet has been chosen, and the structure of the grammar has been largely analyzed for publication, I feel that the time has come to organize the material I have collected, and to publish this practical grammar.

In view of the fact that I expect the student to be primarily interested in learning and in assimilating Ticuna, the grammar has been designed to facilitate that assimilation through actual practice in conversation--hearing and speaking Ticuna. The dialogues, to be memorized for immediate use in conversational situations, are coupled with drills to teach basic patterns. The sentences of the dialogues are presented in a conversational context similar to that found in actual conversation in a Ticuna home. The drills were intended to help the student, through much repetition, to react automatically without having to think through extensive grammatical rules and exceptions.

The grammar has been arranged in ten units, with each of the first eight consisting of three basic conversations followed by drills, and then a section of grammatical and cultural helps. Following these helps in Units II through VIII, there are tone drills designed to teach the recognition of specific tones. Units IX and X consist of text materials to aid the student in understanding the syntactical structure of the language. Finally, an appendix is provided, with some of the materials one would expect to find in a conventional grammar; that is, sentence structure, noun classification, verb classification, etc.

I have sincerely appreciated the untiring efforts of those who have contributed toward the production of this book, including my main informant, Pastor Valencia Peña, my husband, Lambert L. Anderson, and Summer Institute of Linguistics technicians, typists, and publications department.

D. G. A.

κ Série Lingüística Especial, No. 1, Publicações do Museu Nacional, Rio de Janeiro, Brasil. 1959.

INTRODUCTION

The Alphabet and the Pronunciation of Ticuna

The Ticuna alphabet consists of the following twenty-six letters:

a b c ch d e f g i j l m n

ñ ng o p q r s t u ù w x y

In learning the Ticuna language, the pronunciation is of utmost importance. One could memorize hundreds of useful phrases but if his pronunciation of the letters is faulty, or, if he uses incorrect tones (pitch levels), he will not be understood. Therefore, it is advisable to work on a small amount of material at a time, seeking to acquire the ability to repeat the phrases exactly as they are spoken on the record before going on to new material.

Ticuna vowels are pronounced as follows: *

a	is pronounced like English a in father.	nama _{23 3}	road
e	is pronounced like English e in bet.	nape _{2 23}	he sleeps
i	is pronounced like English i in police.	nipa _{25 2}	it's dry
o	is pronounced like English o in obey.	otere _{3 3 5}	species of fruit
u	is pronounced like English u in rule.	ucapu _{3 3 5}	room or enclosure
ù	is pronounced like English oo in took. (with lips spread apart as when smiling).	tù ₂ ✕✕	thread (spool of)

* Due to the transition from Ticuna to English sounds, all examples are necessarily approximations.

✕ See drills for pronunciation of ù on page xxiii.

ch is pronounced like the same letter in Spanish:

omacha porpoise
3 3 5 3 2

This ch is pronounced without the puff of air which occurs with the ch in English "chair".

j and l are pronounced like the same letters in Spanish:

Jaime James lelu watch or clock
23 5 3 2

This is like the English l in "lick", rather than the l in "loop". (Spanish and Portuguese l is pronounced with the tongue tip forward in the mouth, and with the back of the tongue down.)

ñ is pronounced like ñ in Spanish or ng in Portuguese. This is close to the English ni in "onion":

ña this
2

ng is always pronounced like the ng in English "singer", never like the ng in "finger": ꞥ

ngã paca ngũ species of large fruit
3 4 (regional Spanish "mocambo")

r, whether word initial or medial, is pronounced like the same letter in Spanish word medially. This is like the usual fast pronunciation of the tt in "Betty":

bere species of fruit
23 2

s is pronounced like the same letter in Spanish. It is used solely in loan-words, and usually changes to ch:

camiseta t-shirt
3 3 2 5

ꞥ See drills for pronunciation of ng on page xxiii.

x is pronounced like the sound an English speaker gets between the o's of "oh-oh." This occurs frequently in Ticuna and is treated like a consonant (glottal stop): x

boxo
4 3

large white larva

y is usually pronounced like English j in "Jude". This sound may be pronounced like either j, or y of English "yes" when it precedes a:

yura
3 5

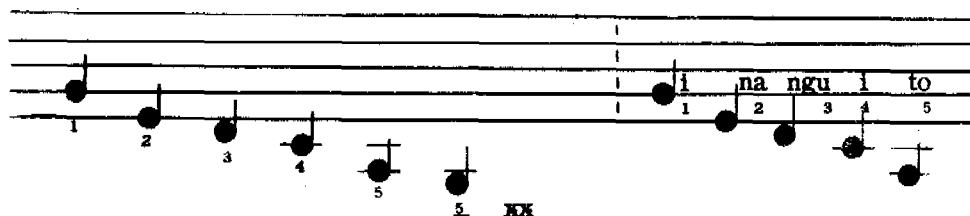
species of palm

yapuna
3 3 5

oven

Sometimes when the Ticunas speak, their words sound almost like a song. Each syllable seems to correspond to the pitch of a certain note. Different speakers vary in their range; that is, some speakers' whole range seems to be higher or lower, and the over-all expanse of the range may be narrower or broader. Excitement seems to move the individual's whole range higher in pitch:

LEVELS



Inangu i to. "Another one is arriving." would be spoken on the notes G,
1 2 3 4 5

E, D, C, and A, as illustrated above.

x See Drills for pronunciation of x on page xxiv.

xx When the lowest tone is pronounced deep in the throat (laryngealization), it sounds about one note lower. It is distinguished by the line under the vowel.

Sometimes a syllable will start on one note and glide down to another one. Such a glide of two notes has the same spoken length as a syllable with a single note marked:

GLIDES

15 25 35 23

Ichangu. I arrive. Ichangu. I fall (in a canoe).

1 3 3 1 3 35

See how this is spoken below.

i cha ngu i cha ngu

1 3 3 1 3 35

It is important for any outsider attempting to speak the Ticuna language to study and listen to the records with the thought foremost in mind of mimicking exactly the notes spoken on each word. These examples show why:

Nanamu. He weaves it. Nanamu. He spears it. Nanamu. He sends it.

2 3 3 2 3 35 2 3 4

x -

1. Pronounce oh, oh with a definite break between them like one would say:

"Oh-oh. Look who's coming now."

(That oh-oh, written in Ticuna orthography, would be oxo.)

2. Pronounce the following simple variations employing x:

uxu nuxu axa maxa exe maxe nuxma

3. The Ticuna "greeting" is a combination of several of the above:

Nuxmaxē̃ Hello.
4 1 4

Note the final nasalized vowel.

Close-knit Vowel Clusters: ai, and au.

In clusters of vowels, each member receives approximately the same or equal spoken timing, with the exceptions of clusters ai and au which receive shorter timing when the vowels have the same tones, or when the tone on the second vowel is lower (in pitch) than the tone on the first (glides). Short timing is indicated by the writing of the tone on the last vowel only:

ai au (when short) ai au (when long)
4 4 4 2 4 2

This is also done with labialization, as in -c^wa (-cua₅)

For Anthropological background, the student is urged to read THE TUKUNA, by Curt Nimuendaju: University of California Press, Berkeley, California (paper back, \$2.50, cloth bound, \$4.50).

UNIT I

INTRODUCTION

Unit I is divided into two sections. The main section of Basic Conversations with accompanying Drills, is followed by a short section of Grammatical and Cultural Helps.

Directions for Study and Listening are as follows: The student should -

1. Go through each conversation, reading silently the complete conversation in English.
2. Listen to the conversation on record: (a) simultaneously following the written conversation; (b) with closed eyes.
3. Now read aloud with the record the Ticuna conversation, with special effort toward imitating as closely as possible the pronunciation being heard (three times).
4. Cover the English and read the Ticuna aloud. Think what each phrase means, noting those not remembered. Check the meanings after completing the reading of the entire conversation.
5. With book closed, listen again to the record:
(a) thinking of the conversation as a whole;
(b) repeating with the record until material comes naturally.
6. All sections entitled Drills should be covered, following the same procedure outlined for the study and acquiring of the conversations. Underlining of certain items in the English translation is done to call attention to either special features being drilled, or to new vocabulary. This aid will be discontinued beginning with Unit V.

I. BASIC CONVERSATION

(Cori - "Gentleman" Ari - "Bernard")
3 1 4 2

A. Going to Visit.

Cori: Nuxmaxē. Hello.
3 1 4 1 4

Ari: Nuxmaxē. ¿Ngexta cuxū? Hello. Where are you going?
4 2 4 1 4 5 1 3 23

Cori: Yea, Macuxūtawa chaxū. Over there to Mark's place.
3 1 14 23 5 5 5 1 3 23

Ari: ¿Ōxma? π ¿Taxactwa? Oh, is that so? What for?
4 2 4 5 1 3 2 2 1

Cori: Chanaxuane. I'm visiting.
3 1 3 3 35 5

Ari: ¿Ōxma? Moxcūta rū. Oh, is that so? Just a minute and
4 2 4 5 1 35 5 1 5

cuwe charūxū. I'll accompany you.
23 1 3 3 23

Cori: Ēcūx. Ngīxā. All right. Let's go.
3 1 4 2 15 3

Drills

A-1.

a) ¿Ngexta cuxū? Where are you going? ππ
5 1 3 23

π This expression "Oh, is that so?" is the common response to information.

ππ The action of these drills could be translated past as well as present: "Where did you go? I went there." For the sake of simplicity, however, only the

Yea chaxū.
14 3 23

I'm going there.

b) ɔ Ngexta naxū?
5 1 2 23

Where is he going? κ

Yea naxū.
14 2 23

He's going there.

c) ɔ Ngexta pexī?
5 1 3 35

Where are you (pl.) going?

Yea taxī.
14 3 35

We're going there.

d) ɔ Ngexta naxī?
5 1 2 35

Where are they going?

Yea naxī.
14 2 35

They're going there.

A-2.

a) ɔ Ngexta cuxū?
5 1 3 23

Where are you going?

Chapatawa chaxū.
5 2 3 1 3 23

I'm going to my house.

b) ɔ Ngexta naxū?
5 1 2 23

Where is he going?

Chapatawa naxū.
5 2 3 1 2 23

He's going to my house.

present action will be presented in the translation to English.

κ The third person prefix na₂- may be translated "he", "she", or "it".

κκ The first person possessive prefix cho₅- is used before consonants p, b, w and m; and cha₃- before all others, in Colombia and Perú. In the Brazilian dialect only the cha₅- occurs:

chopata_{5 2 3} my house (in Perú and Colombia) chapata_{5 2 3} my house (in Brazil)

See Appendix, Section II (N₆) for complete list of possessive forms.

c) ¿Ngexta pexĩ?
5 1 3 35

Where are you (pl.) going?

Chapatawa taxĩ.
5 2 3 1 3 35

We're going to my house.

d) ¿Ngexta naxĩ?
5 1 2 35

Where are they going?

Chapatawa naxĩ.
5 2 3 1 2 35

They're going to my house.

A-3.

a) ¿Ngexta cuxũ?
5 1 3 23

Where are you going?

Cupatawa chaxũ.
23 2 3 1 3 23

I'm going to your house.

b) ¿Ngexta naxũ?
5 1 2 23

Where is he going?

Cupatawa naxũ.
23 2 3 1 2 23

He's going to your house.

c) ¿Ngexta pexĩ?
5 1 3 35

Where are you (pl.) going?

Cupatawa taxĩ.
23 2 3 1 3 35

We're going to your house.

d) ¿Ngexta naxĩ?
5 1 2 35

Where are they going?

Cupatawa naxĩ.
23 2 3 1 2 35

They're going to your house.

A-4.

a) ¿Ngexta cuxũ?
5 1 3 23

Where are you going?

Napatawa chaxũ.
23 2 3 1 3 23

I'm going to his house.

b) ¿Ngexta naxũ?
5 1 2 23

Where is he going?

Napatawa naxũ.
23 2 3 1 2 23

He's going to his house.

c) ¿Ngexta pexĩ?
5 1 3 35

Where are you (pl.) going?

Napatawa taxĩ.
23 2 3 1 3 35

We're going to his house.

d) ¿Ngexta naxĩ?
5 1 2 35

Where are they going?

Napatawa naxĩ.
23 2 3 1 2 35

They're going to his house.

A-5.

a) ¿Ngexta cuxũ?
5 1 3 23

Where are you going?

Paurupatawa chaxũ.
3 5 2 3 1 3 23

I'm going to Paul's house.

b) ¿Ngexta naxũ?
5 1 2 23

Where is he going?

Paurupatawa naxũ.
3 5 2 3 1 2 23

He's going to Paul's house.

c) ¿Ngexta pexĩ?
5 1 3 35

Where are you (pl.) going?

Paurupatawa taxĩ.
3 5 2 3 1 3 35

We're going to Paul's house.

d) ¿Ngexta naxĩ?
5 1 2 35

Where are they going?

Paurupatawa naxĩ.
3 5 2 3 1 2 35

They're going to Paul's house.

A-6.

a) ¿Ngexta $\text{cux}\bar{\text{u}}$?
5 1 3 23

Where are you going?

Taxepatawa $\text{chax}\bar{\text{u}}$.
2 3 2 3 1 3 23

I'm going to the store (trading house).

b) ¿Ngexta $\text{nax}\bar{\text{u}}$?
5 1 2 23

Where is he going?

Taxepatawa $\text{nax}\bar{\text{u}}$.
2 3 2 3 1 2 23

He's going to the store.

c) ¿Ngexta $\text{pex}\bar{\text{i}}$?
5 1 3 35

Where are you (pl.) going?

Taxepatawa $\text{tax}\bar{\text{i}}$.
2 3 2 3 1 3 35

We're going to the store.

d) ¿Ngexta $\text{nax}\bar{\text{i}}$?
5 1 2 35

Where are they going?

Taxepatawa $\text{nax}\bar{\text{i}}$.
2 3 2 3 1 2 35

They're going to the store.

A-7.

a) ¿Ngexta $\text{cux}\bar{\text{u}}$?
5 1 3 23

Where are you going?

Coripatawa $\text{chax}\bar{\text{u}}$.
3 1 2 3 1 3 23

I'm going to the gentleman's house.

b) ¿Ngexta $\text{nax}\bar{\text{u}}$?
5 1 2 23

Where is he going?

Coripatawa $\text{nax}\bar{\text{u}}$.
3 1 2 3 1 2 23

He's going to the gentleman's house.

c) ¿Ngexta $\text{pex}\bar{\text{i}}$?
5 1 3 35

Where are you (pl.) going?

Coripatawa $\text{tax}\bar{\text{i}}$.
3 1 2 3 1 3 35

We're going to the gentleman's house.

d) ¿Ngexta naxĩ?
5 1 2 35

Where are they going?

Coripatawa naxĩ.
3 1 2 3 1 2 35

They're going to the gentleman's house.

A-8.

Question: ¿Ngexta cuxũ?
5 1 3 23

Where are you going?

Answers: a) Chapatawa chaxũ.
5 2 3 1 3 23

I'm going to my house.

b) Cupatawa chaxũ.
23 2 3 1 3 23

I'm going to your house.

c) Napatawa chaxũ.
23 2 3 1 3 23

I'm going to his house.

d) Paurupatawa chaxũ.
3 5 2 3 1 3 23

I'm going to Paul's house.

e) Taxepatawa chaxũ.
2 3 2 3 1 3 23

I'm going to the store.

f) Coripatawa chaxũ.
3 1 2 3 1 3 23

I'm going to the gentleman's house.

A-9.

Question: ¿Ngexta cuxũ.
5 1 3 23

Where are you going?

Answers: a) Cuxũtawata chaxũ.
35 5 5 1 3 23

I'm going to your place (where you are).

b) Naxũtawata chaxũ.
35 5 5 1 3 23

I'm going to his place (where he is).

c) Pauruxũtawata chaxũ.
3 5 5 5 1 3 23

I'm going to Paul's place.

d) Corixũtawata chaxũ.
3 1 5 5 1 3 23

I'm going to the gentleman's place.

A-10.

Question: ¿Ngexta naxū?
5 1 2 23

Where is he going?

Answers: a) Chapatawa naxū.
5 2 3 1 2 23

He's going to my house.

b) Cuxūtawa naxū.
35 5 5 1 2 23

He's going (coming) to your place.

c) Napatawa naxū.
23 2 3 1 2 23

He's going to his house.

d) Pauruxūtawa naxū.
3 5 5 5 1 2 23

He's going to Paul's place.

e) Coripatawa naxū.
3 1 2 3 1 2 23

He's going to the gentleman's house.

f) Naxūtawa naxū.
35 5 5 1 2 23

He's going to his (someone else's) place.

A-11.

Question: ¿Ngexta pexī?
5 1 3 35

Where are you (pl.) going?

Answers: a) Cupatawa taxī.
23 2 3 1 3 35

We're going to your house.

b) Naxūtawa taxī.
35 5 5 1 3 35

We're going to his place.

c) Coripatawa taxī.
3 1 2 3 1 3 35

We're going to the gentleman's house.

d) Pauruxūtawa taxī.
3 5 5 5 1 3 35

We're going to Paul's place.

e) Taxepatawa taxī.
2 3 2 3 1 3 35

We're going to the store.

f) Cuxūtawa taxī.
35 5 5 1 3 35

We're going (coming) to your place.

A-12.

Question: ¿Ngexta naxí?
_{5 1 2 35}

Where are they going?

Answers: a) Chapatawa naxí.
_{5 2 3 1 2 35}

They're going to my house.

b) Corixútawa naxí.
_{3 1 5 5 1 2 35}

They're going to the gentleman's place.

c) Taxepatawa naxí.
_{2 3 2 3 1 2 35}

They're going to the store.

d) Pauruxútawa naxí.
_{3 5 5 5 1 2 35}

They're going to Paul's place.

e) Napatawa naxí.
_{23 2 3 1 2 35}

They're going to his house.

f) Naxútawa naxí.
_{35 5 5 1 2 35}

They're going to his place.

A-13. x

(1)

(2)

a) Napatawa chaxú.
_{23 2 3 1 3 23}

To his house I am going.

b) Cuxútawa naxú.
_{35 5 5 1 2 23}

To your place he is going.

c) Cupatawa naxí.
_{23 2 3 1 2 35}

To your house they are going.

d) Taxepatawa taxí.
_{2 3 2 3 1 3 35}

To the store we are going.

x Any item under (1) may be followed by any item under (2).

- Ari: Yeama. Over there.
 4 2 14 3
- Macu: ¿Ngexta? Where?
 23 5 5 1
- Ari: Yeama. Tochixūwa ne taxī. Over there. We come from our places
 4 2 14 3 3 2 5 1 1 3 35 (at a distance).
- Macu: ¿Ōēxna? Nuxa penaxīane. Oh, is that so? You're visiting here.
 23 5 4 5 1 4 4 3 3 35 5 5
- Cori: Ngū. Nuxa tanaxīaneuxcū. ✕ Yes. We're visiting here.
 3 1 35 4 4 3 3 35 5 5 1

Drills

B-1.

- a) ¿Ngexta ne cuxū? Where are you coming from?
 5 1 1 3 23 Where do you come from?
- Yea. / Yea ne chaxū. ✕ There.
 14 14 1 3 23 I'm coming from there.
- b) ¿Ngexta ne naxū? Where is he coming from?
 5 1 1 2 23
- Yea. / Yea ne naxū. There.
 14 14 1 2 23 He's coming from there.
- c) ¿Ngexta ne pexī? Where are you (pl.) coming from?
 5 1 1 3 35
- Yea. / Yea ne taxī. There.
 14 14 1 3 35 They're coming from there.

✕ The suffix -uxcū is like "pues" of Spanish.
 5 1

✕✕ Slant line means "either-or".

d) ¿Ngexta ne naxī.
5 1 1 2 35

Where are they coming from?

Yea. / Yea ne naxī.
14 14 1 2 35

There.
They're coming from there.

B-2.

a) ¿Ngexta ne cuxū?
5 1 1 3 23

Where are you coming from?

Yea, chapatawa ne chaxū.
14 5 2 3 1 1 3 23

I'm coming from my house over there.

b) ¿Ngexta ne naxū?
5 1 1 2 23

Where is he coming from?

Yea, chapatawa ne naxū.
14 5 2 3 1 1 2 23

He's coming from my house over there.

c) ¿Ngexta ne pexī?
5 1 1 3 35

Where are you (pl.) coming from?

Yea, chapatawa ne taxī.
14 5 2 3 1 1 3 35

We're coming from my house over there.

d) ¿Ngexta ne naxī?
5 1 1 2 35

Where are they coming from?

Yea, chapatawa ne naxī.
14 5 2 3 1 1 2 35

They're coming from my house over there.

B-3.

a) ¿Ngexta ne cuxū?
5 1 1 3 23

Where are you coming from?

Yea, cupatawa ne chaxū.
14 23 2 3 1 1 3 23

I'm coming from your house over there.

b) ¿Ngexta ne naxū?
5 1 1 2 23

Where is he coming from?

Yea, cupatawa ne naxū.
14 23 2 3 1 1 2 23

He's coming from your house over there.

c) ¿Ngexta ne pexĩ?
5 1 1 3 35

Where are you (pl.) coming from?

Yea, cupatawa ne taxĩ.
14 23 2 3 1 1 3 35

We're coming from your house over there.

d) ¿Ngexta ne naxĩ?
5 1 1 2 35

Where are they coming from?

Yea, cupatawa ne naxĩ.
14 23 2 3 1 1 2 35

They're coming from your house over there.

B-4.

a) ¿Ngexta ne cuxũ?
5 1 1 3 23

Where are you coming from?

Yea, napatawa ne chaxũ.
14 23 2 3 1 1 3 23

I'm coming from his house.

b) ¿Ngexta ne naxũ?
5 1 1 2 23

Where is he coming from?

Yea, napatawa ne naxũ.
14 23 2 3 1 1 2 23

He's coming from his house over there.

c) ¿Ngexta ne pexĩ?
5 1 1 3 35

Where are you (pl.) coming from?

Yea, napatawa ne taxĩ.
14 23 2 3 1 1 3 35

We're coming from his house over there.

d) ¿Ngexta ne naxĩ?
5 1 1 2 35

Where are they coming from?

Yea, napatawa ne naxĩ.
14 23 2 3 1 1 2 35

They're coming from his house over there.

B-5.

Questions:

Answers:

a) ¿Ngexta ne cuxũ?
5 1 1 3 23

Yea, Paurupatawa ne chaxũ.
14 3 5 2 3 1 1 3 23

b) _____ naxū?
2 23

Yea, Paurupatawa ne naxū.
14 3 5 2 3 1 1 2 23

c) _____ pexī?
3 35

Yea, Paurupatawa ne taxī.
14 3 5 2 3 1 1 3 35

d) _____ naxī?
2 35

Yea, Paurupatawa ne naxī.
14 3 5 2 3 1 1 2 35

B-6.

a) ¿Ngexta ne cuxū?
5 1 1 3 23

Yea, taxepatawa ne chaxū.
14 2 3 2 3 1 1 3 23

b) _____ naxū?
2 23

Yea, taxepatawa ne naxū.
14 2 3 2 3 1 1 2 23

c) _____ pexī?
3 35

Yea, taxepatawa ne taxī.
14 2 3 2 3 1 1 3 35

d) _____ naxī.
2 35

Yea, taxepatawa ne naxī.
14 2 3 2 3 1 1 2 35

B-7.

a) ¿Ngexta ne cuxū?
5 1 1 3 23

Yea, Coripatawa ne chaxū.
14 3 1 2 3 1 1 3 23

b) _____ naxū?
2 23

Yea, Coripatawa ne naxū.
14 3 1 2 3 1 1 2 23

c) _____ pexī?
3 35

Yea, Coripatawa ne taxī.
14 3 1 2 3 1 1 3 35

d) _____ naxī?
2 35

Yea, Coripatawa ne naxī.
14 3 1 2 3 1 1 2 35

B-8.

a) ¿Ngexta ne cuxū?
5 1 1 3 23

Chapatawa _____
5 2 3 1

b) ¿Ngexta ne naxū?
5 1 1 2 23

Yea _____
14

c) ¿Ngexta ne pexĩ?
5 1 1 3 35

Coripatawa _____
3 1 2 3 1

d) ¿Ngexta ne naxĩ?
5 1 1 2 35

Paurupatawa _____
3 5 2 3 1

Naxũtawā _____
35 5 5 1

Taxepatawa _____
2 3 2 3 1

Pauruxũtawā _____
3 5 5 5 1

Napatawa _____
23 2 3 1

B-9.

a) ¿Ngexta ne cuxũ?
5 1 1 3 23

Where do you come from?
Where are you coming from?

Ditichiawa ne chaxu.
3 2 35 1 1 3 23

I come from Leticia.

b) ¿Ngexta ne naxũ?
5 1 1 2 23

Where does he come from?

Cũxchituwa ne naxũ.
3 3 5 1 1 2 23

He comes from Cushillococha.

c) ¿Ngexta ne pexĩ?
5 1 1 3 35

Where do you (pl.) come from?

Yecutũwa ne taxĩ.
2 5 5 1 1 3 35

We come from the shore over there.

d) ¿Ngexta ne naxĩ?
5 1 1 2 35

Where do they come from?

Dauquena ne naxĩ. x
3 1 5 1 2 35

They come from upstream.

x Note that dauquena and tawaama, like yea, do not take the -wa suffix.
3 1 5 3 1 2 2 14 1

c) ¿Ngexta ne naxū̄ i pichi?
5 1 1 2 23 4 3 1

Where did the "Pichi" bird come from?

d) ¿Ngexta ne naxū̄ i ota?
5 1 1 2 23 4 3 1

Where did the chicken come from?

e) ¿Ngexta ne naxū̄ i wexu?
5 1 1 2 23 4 3 1

Where did the parrot come from?

C. Departing.

Cori: Ta ichixū̄ Pa Macux.
3 1 2 1 35 23 4 23 5

I'm going to go home, Mark.

Macu: Ēctūx.
23 5 4 2

All right.

Cori: Nuama cūxna.
3 1 14 3 35 5

So long.

¿Iquixū̄ ta Pa Arix?
1 35 23 2 4 4 2

Are you going home, Bernard?

Ari: Ngū̄, ichixū̄.
4 2 35 1 35 23

Yes, I'm going home.

Cūxna ichixū̄ Pa Macux.
35 5 1 35 23 4 23 5

I'm going home, Mark.

Macu: Ēctūx.
23 5 4 2

All right.

Drills

C-1.

a) ¿Iquixū̄?
1 35 23

Are you going home?

Ngū̄, ichixū̄.
35 1 35 23

Yes, I'm going home.

b) ¿Inixū̄?
1 25 23

Is he going home?
Did he go home?

Ngū, inixū.
35 1 25 23

Yes, he is going home.
Yes, he did go home.

c) ¿Ipixī?
1 35 35

Are you (pl.) going home?

Ngū, itixī.
35 1 35 35

Yes, we're going home.

d) ¿Inixī?
1 25 35

Are they going home?
Did they go home?

Ngū, inixī.
35 1 25 35

Yes, they're going home.
Yes, they went home.

C-2.

The following drills illustrate how the future indicator ta may be included, preceding or following the verb:

a) ¿Iquixū ta?
1 35 23 2

Are you going to go home?

Ngū, ta ichixū.
35 2 1 35 23

Yes, I'm going to go home.

b) ¿Inixū ta?
1 25 23 2

Is he going to go home?

Ngū, ta inixū.
35 2 1 25 23

Yes, he's going to go home.

c) ¿Ipixī ta?
1 35 35 2

Are you (pl.) going to go home?

Ngū, ta itixī.
35 2 1 35 35

Yes, we're going to go home.

d) ¿Inixī ta?
1 25 35 2

Are they going to go home?

Ngū, ta inixī.
35 2 1 25 35

Yes, they're going to go home.

C-3.

a) ¿ Ta iquixū?
2 1 35 23

Are you going to go home?

Ngū, ichixū ta.
35 1 35 23 2

Yes, I'm going to go home.

b) ¿ Ta inixū?
2 1 25 23

Is he going to go home?

Ngū, inixū ta.
35 1 25 23 2

Yes, he's going to go home.

c) ¿ Ta ipixī?
2 1 35 35

Are you (pl.) going to go home?

Ngū, itixī ta.
35 1 35 35 2

Yes, we're going to go home.

d) ¿ Ta inixī?
2 1 25 35

Are they going to go home?

Ngū, inixī ta.
35 1 25 35 2

Yes, they're going to go home.

C-4.

Answer the following questions with Ngū, inixū. "Yes, he went home":
35 1 25 23

a) ¿ Inixū i Macu?
1 25 23 4 23 5

Did Mark go home?

b) ¿ Inixū i Cori?
1 25 23 4 3 1

Did the gentleman go home?

c) ¿ Inixū i Ari?
1 25 23 4 4 2

Did Bernard go home?

d) ¿ Inixū i Pauru?
1 25 23 4 3 5

Did Paul go home?

C-5.

Answer the following questions with Ngǎ̃, inixū̃:
35 1 25 23

- a) ¿Inixū̃ ya yatl̃? Did the man go home?
1 25 23 2 35 5
- b) ¿Inixū̃ i ngexū̃? κ Did the woman go home?
1 25 23 4 3 2
- c) ¿Inixū̃ i paxū̃? Did the young girl go home?
1 25 23 4 5 2
- d) ¿Inixū̃ ya ngext̃ix̃ict̃? Did the young fellow go home?
1 25 23 2 4 5 4 3
- e) ¿Inixū̃ i buxū̃? Did the child go home?
1 25 23 4 3 2

C-6.

Read across:

- a) ¿Ta inixū̃ ya yatl̃? Ngǎ̃, inixū̃ ta.
2 1 25 23 2 35 5 35 2 25 23 2
- b) ¿Inixū̃ ta ya yatl̃? Ngǎ̃, ta inixū̃.
1 25 23 2 2 35 5 35 2 1 25 23
- c) ¿Ta inixū̃ i ngexū̃? _____
2 1 25 23 4 3 2
- d) ¿Ta inixū̃ ya ngext̃ix̃ict̃? _____
2 1 25 23 2 4 5 4 3

κ Ngexū̃, with ngexū̃ "Where is so and so?", form a minimal tone pair;

i. e. a word pair differentiated only by tone.

e) ¿Inixū ta i buxū?
1 25 23 2 4 3 2

Ngū, ta inixū.
35 2 1 25 23

f) ¿Ta inixū i paxū?
2 1 25 23 4 5 2

Ngū, inixū ta.
35 1 25 23 2

g) ¿Inixū ta i ngexū?
1 25 23 2 4 3 2

h) ¿Inixū ta i paxū?
1 25 23 2 4 5 2

i) ¿Ta inixū i buxū?
2 1 25 23 4 3 2

j) ¿Inixū ta i ngextūxū?
1 25 23 2 4 4 5 4 3

C-7.

Answer the following:

a) ¿Ta inixū i Pauru?
2 1 25 23 4 3 5

b) ¿Inixū ta i Cori?
1 25 23 2 4 3 1

c) ¿Inixū ta i Macu?
1 25 23 2 4 23 5

d) ¿Ta inixū i Ari?
2 1 25 23 4 4 2

II. GRAMMATICAL AND CULTURAL HELPS

A. Greeting

In direct address to a "well-known acquaintance", the person's name is used: Nuxmaxē Pa Paurux. Hello, Paul.
4 1 4 4 3 5

If the "name is unknown", men are addressed as yima_{5 5}, and women as

woxrecū:
5 5 3

Nuxmaxē Pa Yimax. Hello, Fellow.
4 1 4 4 5 5

Nuxmaxē Pa Woxrecū. Hello, Girl.
4 1 4 4 5 5 3

The "godmother" of a person's child is addressed as cumax_{3 1}, and the "godfather" as cupax_{3 1}:

Nuxmaxē Pa Cumax. Hello, Godmother.
4 1 4 4 3 1

Nuxmaxē Pa Cupax. Hello, Godfather.
4 1 4 4 3 1

There are also equivalents for aunt, uncle, grandparents, etc. Any "male outsider" (such as a missionary or patron) is addressed as cori_{3 1},

and a "female outsider" as chiūra:
3 3 5

Nuxmaxē Pa Corix. Hello, Sir.
4 1 4 4 3 1

Nuxmaxē Pa Chiūrax. Hello, Madam.
4 1 4 4 3 3 5

The two latter titles are not used in reference to local nationals unless they fit into the patron (land-owning) class. "Strangers" are greeted

formally by omitting the final \tilde{e} of $\text{Nuxmax}\tilde{e}$, "Hello.": Nuxmax , "Hello (formal greeting)."

This is also done among acquaintances as a sign of friction between the two persons. The second person has the choice of answering formally (answering because he has to) or he may choose to answer using the complete word, thus indicating his willingness to forget whatever was the point of friction between them. The direct address indicator Pa must precede the name of all persons addressed. (This is a matter of respect.)

B. Conjunction "and"

"And" is expressed by $\text{r}\ddot{u}$:

$\text{Moxc}\ddot{u}\text{ta r}\ddot{u} \text{cuwe char}\ddot{u}\ddot{x}\ddot{u}$. Just a minute and I'll accompany you.
35 5 1 5 23 1 3 3 23

C. Preposition "to", "from"

"to" is expressed by the suffix $-\text{wa}$. The same suffix expresses "for" something, "at", and "in":

- | | |
|--|---------------------|
| (1) Paurupatawa | to Paul's house |
| <small>3 5 2 3 1</small> | |
| (2) $\text{nara}\ddot{n}\text{awa}$ | for oranges |
| <small>3 2 5 1</small> | |
| (3) $\text{Car}\ddot{u}\ddot{g}\ddot{u}\text{wa chapurac}\ddot{u}$. | I work at rubber. |
| <small>2 2 5 1 3 3 3 2</small> | |
| (4) $\text{Chapatawa chapurac}\ddot{u}$. | I work in my house. |
| <small>5 2 3 1 3 3 3 2</small> | |

D. Bound Nouns

Those nouns which must take a prefix to complete their meaning are

called bound nouns. In Ticuna thinking, there are some items such as various body parts, relatives, etc., that must belong to someone. Thus, one must use a prefix such as na- "his" when referring to a bound noun like -para "leg" in order to indicate whose leg he is talking about (napara "his leg"). Instead of the prefix mentioned above, another noun may be compounded with the bound noun: yatipara "man's leg" (yatti "man").

E. Interrogative "Where?"

"Where?" is expressed by ζ Ngexta_{5 1}? When asking, "Where is so and so?", the -ta₁ is replaced by - \bar{u} ₂, - $\bar{c}\bar{u}$ ₂, or -e₂:

- | | |
|--|---------------------|
| (1) ζ Ngexta _{5 1} nax \bar{u} _{2 23} ? | Where did he go? |
| (2) ζ Ngex \bar{u} _{5 2 4} i Macu _{23 5} ? | Where is Mark? |
| (3) ζ Ngect \bar{u} _{5 2} ya Pauru _{2 3 5} ? | Where is Paul? |
| (4) ζ Ngexe _{5 2} ya cuxma _{2 35 5} ? | Where is your wife? |

Of the above-mentioned, ngex \bar{u} _{5 2} seems to be the most frequently used when asking the whereabouts of someone or something.

F. Third Person

Although n \bar{u} max_{35 3} is the general third-person form (which may be translated "he", "she", or "it"), the following should be noted:

- | | |
|-------------------------------------|-------------------------------------|
| (1) ngimax _{35 3} | third person feminine |
| (2) t \bar{u} max _{35 4} | third person familiar |
| (3) yixema _{35 4 2} | third person previously referred to |
| (4) yimax _{4 2} | third person distant |

G. Names

Every Ticuna Indian has a name which is associated with his clan. Those males belonging to the aru (rattle) clan, for instance, may have the following names: Taebücü, Dexpütacü, Chorexecü, Yauxrexcü, etc. Those of other clans may not use these names. Frequently the name being used is a derivative of a Spanish or Portuguese name. Compare Marcos and Macu, Pablo and Pauru, Luis and Dui. In some instances, however, the name seems to be neither a name pertaining to clan, nor a derivative of a Spanish or Portuguese name: Ari from Bernardo. The expression "last name" is napexeega: ¿Taxacü nixi i napexeega? What is his last name?

H. First Person (inclusive and exclusive)

- | | |
|----------------------|--|
| (1) yixemax
5 4 2 | first person plural inclusive
(includes person spoken to) |
| (2) tomax
3 4 | first person plural exclusive
(excludes person spoken to) |

I. Connectives

To date, the author has not discovered any absolute criteria by which to predict the choice of connective to be used in a given sentence. In some cases, the choice seems to be somewhat dependent on the noun which it precedes. Often there may be a choice of any one of two or three different connectives, but in other cases only one particular connective is acceptable. The following connectives are generally used when referring

to the present or future, but may also refer to the past (although ga_2 is more generally used when the sentence is in the past):

\bar{a}_2 \bar{a}_4 \bar{a}_{35} i_2 i_4 i_5 ya_2 ya_4 ya_5

Examples of the above-mentioned:

- | | |
|--|------------------------------|
| (1) $Namu \bar{a}_2 yura_{222} 3_3 5_5$ | There are many "yura" palms. |
| (2) $Namu \bar{a}_2 wura_{224} 3_3 1_1$ | There are many bows. |
| (3) $Namu \bar{a}_2 woca_{2235} 3_3 5_5$ | There are many cows. |
| (4) $wixi_23 i_22 piraña_{33} 5_5$ | one pair of scissors |
| (5) $wixi_23 i_24 pawü_22$ | one spider |
| (6) $wixi_23 i_25 chixnü_42$ | one pineapple |
| (7) $wixi_23 ya_22 dexchi_22$ | one "paiche" fish |
| (8) $wixi_23 ya_24 naxü_22$ | one annona |
| (9) $wixi_23 ya_25 ngobü_42$ | one mud turtle |
| (10) $wixi_23 ga_22 yati_35 5_5$ | one man (in the past) |

UNIT II

INTRODUCTION

Unit II is divided into three sections. As in Unit I, the main section of Basic Conversations with accompanying Drills, is followed by a short section of Grammatical and Cultural Helps. The third section consists of Tone Drills, to give the student ear-training enabling him to readily recognize his errors in pronunciation and to correct himself.

The student should follow the same steps listed under Directions for Study and Listening as outlined in the Introduction to Unit I. He will find special instructions immediately preceding the Tone Drills.

BASIC CONVERSATION

A. What's your name?

Cori: Nuxmaxē Pa buctix.
3 1 4 1 4 4 3 3

Hello, boy.

Yagacti: Nuxmax.
2 3 3 4 1

Hello.

Cori: ¿Taxacü i cuega?
3 1 5 2 2 4 231 5

What's your name?

Yagacti: ¿Taxacü?
2 3 3 5 2 2

What?

Cori: ¿Taxacü nixi i cuega?,
3 1 5 2 2 25 2 4 231 5

"What's your name?"

nachax.
1 5

I said.

Yagacti: Jaime. x
2 3 3 23 5

James.

Cori: ¿Ōēxna? ¿Jaime nixī
3 1 4 5 1 23 5 25 2

Oh, is that so? Your name's James?

i cuega?
4 231 5

Yagacti: Ngū.
2 3 3 35

Yes.

Cori: ¿Taxacti nixī i naega
3 1 5 2 2 25 24 41 5

What is your companion's name?

ya cumūcū?
2 36 5 3

Yagacti: ¿Chamūcūlega?
2 3 3 5 5 31 5

My companion's name?

Cori: Ngū. ¿Taxacti i naega? ~~x~~ Yes. What's his name?
3 1 35 5 2 2 4 231 5

Yagacti: Tumachiyu.
2 3 3 3 3 2 5

Thomas.

Cori: ¿Ōēxna? ¿Tumachiyu
3 1 4 5 1 3 3 2 5

Oh, is that so? Your name's Thomas?

nixī i cuega?
25 24 231 5

Tumachiyu: Ngū.
3 3 2 5 35

Yes.

x In general, the Ticunas will give their names in the trade language but are very reluctant to give their Indian names.

~~x~~ Note tonal variation of naega/naega "his name". Naega is used only in reference to a masculine person or object, while naega is used in reference to a masculine or feminine person or object.

Drills

A-1.

Question: ¿Taxacü i naega i ña?
5 2 2 4 4 1 5 4 2

What do you call this?
What is the name of this?
What is this one's name?

Answers: a) mecha
3 5

table

b) naxmaxwae
35 5 5 3

chair or bench

c) mürapewa
3 3 3 5

board (sometimes means bench)

d) popera
3 3 5

paper

e) lapi
2 5

pencil

f) ngue
35 3

canoe or boat

g) yägara
3 3 5

balsa raft

A-2.

Questions: ¿Taxacü i cuega?
5 2 2 4 231 5

What is your (sing.) name?

¿Taxacü i naega?
5 2 2 4 4 1 5

What is his name?

Answers: a) Pauru / Pabüru *
3 5 23 5 5

Paul

* Pabüru is more commonly used in Colombia and Peru.
23 5 5

e) ¿Taxacü i naega ya cuxrú oxi? x What is your grandfather's name?
_{5 2 2 4 4 1 5 2 35 3 5 1}

f) ¿Taxacü i naega ya cuxrú tutú? What is your uncle's name
_{5 2 2 4 4 1 5 2 35 3 3 1} (mother's brother)?

g) ¿Taxacü i naega ya cuxrú aëxgacü? What is your chief's name?
_{5 2 2 4 4 1 5 2 35 3 35 3 3}

A-4.

Questions: ¿Taxacü i tümaega?
_{5 2 2 4 35 4 1 5}

What is her name?

¿Taxacü i ngiega?
_{5 2 2 4 23 1 5}

Answers: a) Eruicha
_{3 32 5}

Eloise

b) Camucha
_{3 2 5}

Carmen

c) Docha / Ducha
_{23 5 23 5}

Rose

d) Maricuta
_{3 3 2 5}

Marie

e) Bitu
_{3 1}

Victoria

f) Diria
_{2 55}

Lillian

g) Chuirá
_{23 3 5}

Zoila

x Note the "Possessive" cuxrú preceding free nouns of e), f), and g) in contrast with the bound nouns of a) to d). See Appendix, Section II (N₆) for complete list of possessive pronouns.

d) ǂTaxactǂ i nǂiega?
5 2 2 4 231 5

Eruicha
3 3 2 5

Pauru
3 5

e) ǂTaxactǂ i naega?
5 2 2 4 231 5

Bitu
3 1

Peduru
2 5 5

B. What do you want?

Chǂura: Nuxmaxē Pa Camuchax.
3 3 5 4 1 4 4 3 2 5

Hello, Carmen.

Camucha: Nuxmaxē Pa Chǂurax.
3 2 5 4 1 4 4 3 3 5

Hello, Madam.

Chǂura: ǂTaxactǂ cunaxwae?
3 3 5 5 2 2 3 35 5 4

What do you want?

Camucha: Tǂi chanaxwae.
3 2 5 2 3 35 5 4

I want thread.

Chǂura: ǂŌēxna? ǂTexe
3 3 5 4 5 1 5 1

Oh, is that so? Who wants it?

tanaxwae?
2 35 5 4

Camucha: Mama tanaxwae?
3 2 5 3 1 2 35 5 4

My mother wants it.

Chǂura: Nañuxraxǂine tanaxwae?
3 3 5 4 5 5 3 5 2 35 5 4

What color does she want?

Comǂixǂine rǂi exna dauxǂine?
1 5 2 5 5 5 1 5 2 5

White or red?

Camucha: Tama. Wexēne tanaxwae.
3 2 5 2 3 4 1 5 2 35 5 4

No. She wants black.

Chǂura: Daa, dǂcax. π
3 3 5 35 5 2

This is it. Look.

Camucha: Ngǂ.
3 2 5 4

Yes (assent).

π Note new form meaning "this" daa.
35 5

Drills

B-1.

- a) ¿Cunaxwae? Do you want it?
3 35 54
- Ngũ, chanaxwae. Yes, I want it.
35 3 35 54
- b) ¿Nanaxwae? Does he want it?
2 35 54
- Ngũ, nanaxwae. Yes, he wants it.
35 2 35 54
- c) ¿Penaxwae? Do you (pl.) want it?
3 35 54
- Ngũ, tanaxwae. Yes, we want it.
35 3 35 54
- d) ¿Nanaxwaegũ? x Do they want it?
2 35 54 2
- Ngũ, nanaxwaegũ. Yes, they want it.
35 2 35 54 2

B-2.

- a) ¿Cunaxwae i data? Do you want a can?
3 35 54 4 2 5
- Ngũ, chanaxwae. Yes, I want it.
35 3 35 54
- Tama. No.
2 3

x Note "plural indicator suffix" -gũ.
2

b) ¿Nanaxwæ i data?
2 35 5 4 4 2 5

Does he want a can?

Ngũ, nanaxwæ.
35 2 35 5 4

Yes, he wants it.

Tama.
2 3

No.

c) ¿Penaxwæ i data?
3 35 5 4 4 2 5

Do you (pl.) want a can?

Ngũ, tanaxwæ.
35 3 35 5 4

Yes, we want it.
Yes, we want them.

Tama.
2 3

No.

d) ¿Nanaxwægü i data?
2 35 5 4 2 4 2 5

Do they want a can?

Ngũ, nanaxwægü.
35 2 35 5 4 2

Yes, they want it.
Yes, they want them.

Tama.
2 3

No.

B-3.

Answer the following with Ngũ or Tama:
35 2 3

a) ¿Cunaxwæ i data?
3 35 5 4 4 2 5

b) ¿Nanaxwæ i data?
2 35 5 4 4 2 5

c) ¿Penaxwæ i data?
3 35 5 4 4 2 5

d) ¿Nanaxwægü i data?
2 35 5 4 2 4 2 5

B-4.

Question: ¿ Tama cunaxwae i data?
_{2 3 3 35 5 4 4 2 5}

You don't want a can, do you?

Answers: a) Ngemacūx.
_{3 15 4}

Of course.

b) Bexmana.
_{5 5 1}

Perhaps.

c) Tama.
_{2 3}

No.

d) Ngū, chanaxwae.
_{35 3 35 5 4}

Yes, I want it.

e) Cuxa nixī.
_{5 1 25 2}

Could be.

B-5.

a) ¿ Taxacū cunaxwae?
_{5 2 2 3 35 5 4}

Chanaxwae i data.
_{3 35 5 4 4 2 5}

b) _____ nanaxwae?
_{2 35 5 4}

Nanaxwae _____
_{2 35 5 4}

c) _____ penaxwae?
_{3 35 5 4}

Tanaxwae _____
_{3 35 5 4}

d) _____ nanaxwaegti?
_{2 35 5 4 2}

Nanaxwaegti _____
_{2 35 5 4 2}

B-6.

Question: ¿ Taxacū cunaxwae?
_{5 2 2 3 35 5 4}

What do you want?

Answers: a) Chanaxwae i data.
_{3 35 5 4 4 2 5}

I want a can.

b) _____ ya tti.
_{4 2}

I want thread.

- Answers: a) $\overline{\text{Tanaxwae}}$ i popera. We want paper.
3 35 5 4 4 3 3 5
- b) $\overline{\text{Talapiwae}}$. We want pencils.
3 2 5 5 4
- c) $\overline{\text{Mecha tanaxwae}}$. We want a table.
3 5 3 35 5 4
- d) $\overline{\text{Tattwae}}$. We want thread.
3 2 5 4

B-9.

Any item under (2) may be the answer to any question under (1).

(1)

(2)

- a) ¿ $\overline{\text{Taxacũ nanaxwae}}$? $\overline{\text{Nanaxwae i data}}$.
5 2 2 2 35 5 4 2 35 5 4 4 2 5
- b) ¿ $\overline{\text{Taxacũ nanaxwae i Pauru}}$? $\overline{\text{Tũ nanaxwae}}$.
5 2 2 2 35 5 4 4 3 5 2 2 35 5 4
- c) ¿ $\overline{\text{Taxacũ nanaxwae i buxũ}}$? $\overline{\text{Naxucuwae}}$.
5 2 2 2 35 5 4 4 3 2 2 3 5 5 4
- d) ¿ $\overline{\text{Taxacũ nanaxwae ya yatũ}}$? $\overline{\text{Nanaxwae i lapi}}$.
5 2 2 2 35 5 4 2 35 5 2 35 5 4 4 2 5
- e) ¿ $\overline{\text{Taxacũ nanaxwae i cori}}$? $\overline{\text{Nampurapewawae}}$. π
5 2 2 2 35 5 4 4 3 1 2 3 3 3 5 5 4

B-10.

Drill same as B-9.

π "He wants a board."

(1)

(2)

a) ¿ Taxactü nanaxwaegü ya yatüügü?
5 2 2 2 35 5 4 2 2 35 5 2

Nanaxwaegü i popera.
2 35 5 4 2 4 3 3 5

b) ¿ Taxactü nanaxwaegü i buxüügü?
5 2 2 2 35 5 4 2 4 3 2 2

Natüwaegü.
2 2 5 4 2

c) ¿ Taxactü nanaxwaegü?
5 2 2 2 35 5 4 2

Mürapewa nanaxwaegü.
3 3 3 5 2 35 5 4 2

d) ¿ Taxactü nanaxwaegü i corigü?
5 2 2 2 35 5 4 2 4 3 1 2

Nanaxwaegü i mürapewa.
2 35 5 4 2 4 3 3 3 5

e) ¿ Taxactü nanaxwaegü i Paurügü? *
5 2 2 2 35 5 4 2 4 3 5 2

Mecha nanaxwaegü.
3 5 2 35 5 4 2

B-11.

Drill same as B-9 and B-10.

(1)

(2)

a) ¿ Taxactü nanaxwae i ngexü?
5 2 2 2 35 5 4 4 3 2

Nanaxwae ya tü.
2 35 5 4 4 2

b) ¿ Taxactü nanaxwae i cueya?
5 2 2 2 35 5 4 4 2 3 3 5

Naxucuwae.
2 3 3 5 4

c) ¿ Taxactü tanaxwae ya Chiüra?
5 2 2 2 35 5 4 4 3 3 5

Mecha tanaxwae.
3 5 2 35 5 4

d) ¿ Taxactü nanaxwae i Bitü?
5 2 2 2 35 5 4 4 3 1

Tü nanaxwae.
2 3 35 5 4

* Used in this way, means "Paul and his companions".

B-12.

- a) ¿Ngexta cunaxwae i data? x Yea, cupatawa chanaxwae.
5 1 3 35 54 4 2 5 14 23 2 3 1 3 35 54
- b) _____ ya ucu? _____ napatawa _____
4 3 5 23 2 3 1
- c) _____ nanaxwae i mecha? _____ naxūtawa nanaxwae.
2 35 544 3 5 35 5 5 1 2 35 54
- d) _____ i popera? _____ Corixūtawa _____
4 3 3 5 3 1 5 5 1
- e) _____ penaxwae i lapi? _____ Paurupatawa tanaxwae.
3 35 544 2 5 3 5 2 3 1 3 35 54
- f) _____ ya tli? _____ Macuxūtawa _____
4 2 23 5 5 5 1

B-13.

With Future Tense Indicator.

- a) ¿Ngexta ta cunaxwae i data? Yea, cupatawa ta chanaxwae.
5 1 2 3 35 544 2 5 14 23 2 3 1 2 3 35 54
- b) _____ ya ucu? _____ napatawa _____
4 3 5 23 2 3 1
- c) ¿Ngexta cunaxwae ta i data? Yea, ta, cupatawa chanaxwae.
5 1 3 35 54 2 4 2 5 14 2 23 2 3 1 3 35 54
- d) _____ ya ucu? _____ napatawa _____
4 3 5 23 2 3 1
- e) ¿Ngexta ta nanaxwae i mecha? Yea, naxūtawa ta nanaxwae.
5 1 2 2 35 544 3 5 14 35 5 5 1 2 2 35 54

x Where do you want the can? / Where do you want the cans?

C. What are you Doing?

- Cori: Nuxmaxē Pa Chichiriux. Hello, Cecil.
 3 1 4 1 4 4 3 2 5 5
- Chichiri: Nuxmaxē Pa Corix. Hello, Sir.
 3 2 5 5 4 1 4 4 3 1
- Cori: ¿ Taxacū icuxtl̄? What are you doing?
 3 1 5 2 2 1 3 4
- Chichiri: Ichanamexēxē i choxrū I'm fixing my shoe (may be repairing,
 3 2 5 5 1 3 3 2 3 4 3 5 3 cleaning, or polishing).
- chapatu.
 3 3 5
- Cori: ¿ Ōēxna? ¿ Cunamexēxē Oh, is that so? You're fixing your
 3 1 4 5 1 3 3 2 3 2 3 shoe?
- i cuxrū chapatu?
 4 3 3 3 3 5
- Chichiri: Ngū. Yes.
 3 2 5 5 3 5
- Cori: ¿ Taxacū inaxtl̄ i ntl̄max? What is he doing?
 3 1 5 2 2 1 2 4 4 3 5 4
- Chichiri: Choca inachaxu. He's rubberizing a sack.
 3 2 5 5 3 5 1 2 3 3
- Cori: ¿ Ōēxna? ¿ Chirigagtl̄ Oh, is that so? With rubber?
 3 1 4 5 1 3 2 5 5 -
- māxa?
 2 3
- Chichiri: Ngū. Yes.
 3 2 5 5 3 5

Drills

C-1.

Question: ¿Taxacti icuxti?
5 2 2 1 3 4

What are you doing?

Answers: a) Ichaxiwemü. π
1 3 4 3 5

I'm cooking.

b) Ichangixcae.
1 3 35 4 3

I'm cultivating (cutting weeds or grass).

c) Ichapoxwae.
1 3 23 4 3

I'm fishing (with hook).

d) Ichamunee.
1 3 35 5 3

I'm fishing (with spear).

e) Ichapuracti.
1 3 3 3 2

I'm working.

f) Ichachibü.
1 3 23 4

I'm eating.

C-2.

Answer the following questions with yea:
14

a) ¿Ngexta cunxixcae?
5 1 3 35 4 3

Where do you cultivate?

b) ¿Ngexta cuxtiwemü?
5 1 3 4 3 5

Where do you cook?

c) ¿Ngexta cupoxwae?
5 1 3 23 4 3

Where do you fish?

π See Appendix (Section III) for explanation of prefix i-.
1

d) ¿Ngexta cupuracü?
5 1 3 3 3 2

Where do you work?

e) ¿Ngexta cuchibü?
5 1 3 23 4

Where do you eat?

f) ¿Ngexta cumunee?
5 1 3 35 5 3

Where do you fish?

C-3.

Any item under (2) or (3) may follow any item under (1).

Question: ¿Ngexta _____?

(1)

(2)

(3)

Answers: a) Yea
1 4

chapuracü.
3 3 3 2

napuracü.
2 3 3 2

b) Chapatawa
5 2 3 1

chachibü.
3 23 4

nachibü.
2 23 4

c) Cupatawa
23 2 3 1

chaxüwemü.
3 4 3 5

naxüwemü.
2 4 3 5

d) Napatawa
23 2 3 1

changixcae.
3 35 4 3

nangixcae.
2 35 4 3

e) Paurupatawa
3 5 2 3 1

chanamexēxē.
3 3 23 2 3

nanamexēxē.
2 3 23 2 3

C-4.

With Pronoun preceding or following Verb.

a) Yea chapuracü i chamax. I work there.
1 4 3 3 3 2 4 5 5

b) _____ chachibü _____ I eat there.
3 23 4

- c) _____ changixcae _____ I cultivate there.
3 35 4 3
- d) Chama chapuracti i yea. I work there.
5 5 3 3 3 2 4 14
- e) _____ chachibti _____ I eat there.
3 23 4
- f) _____ changixcae _____ I cultivate there.
3 35 4 3

C-5.

With various persons.

- a) Yea chapuracti i chamax. **к** I work there.
14 3 3 3 2 4 5 4
- b) _____ cupuracti i cumax. You work there.
3 3 3 2 4 5 4
- c) _____ tapuracti i tumax. She (familiar) works there.
2 3 3 2 4 35 4
- d) _____ napuracti i numax. He works there.
2 3 3 2 4 35 4
- e) _____ tapuractie i yixemax. We (incl.) work there.
2 3 3 2 3 4 5 4 2
- f) _____ tapuractie i tomax. **кк** We (excl.) work there.
3 3 3 2 3 4 3 4
- g) _____ pepuractie i pemax. You (pl.) work there.
3 3 3 2 3 4 3 4
- h) _____ napuractie i numagti. They work there.
2 3 3 2 3 4 35 4 2

к chamax, cumax, etc. are Subject Pronouns.
5 4 5 4

кк Note Plural Indicator Suffix -ç.

C-6.

Question: ¿Taxacti itaxli i tũmax?
5 2 2 1 2 4 4 35 4

What is she doing?

¿Taxacti itaxli ya Docha?
5 2 2 1 2 4 4 23 5

What is Rosa doing?

Answers: a) Itaxliwemũ.
1 2 4 3 5

She's cooking.

b) Itangixcae.
1 2 35 4 3

She's cultivating.

c) Itanamexẽ.
1 2 3 23 2 3

She's fixing it.
She's fixing herself.

d) Itapuracti.
1 2 3 3 2

She's working.

C-7.

a) ¿Taxacti inaxli i Bitu?
5 2 2 1 2 4 4 3 1

Inaxliwemũ.
1 2 4 3 5

b) ¿Taxacti itaxli ya Chiũra? *
5 2 2 1 2 4 4 3 2 5

Itapuracti.
1 2 3 3 2

c) ¿Taxacti inaxli i ngexli?
5 2 2 1 2 4 4 3 2

Inangixcae.
1 2 35 4 3

d) ¿Taxacti itaxli ya cue?
5 2 2 1 2 4 4 2 2

Itanamexẽ.
1 2 3 23 2 3

C-8.

Questions: ¿Taxacti inaxli i nũmax?
5 2 2 1 2 4 4 35 4

What is he doing?

* See Grammatical and Cultural Helps, C., of this Unit.

Question: ¿Taxacü inaxü i Pauru?
5 2 2 1 2 4 4 3 5

What is Paul doing?

Answers: a) Choca inachaxu.
3 5 1 2 3 3

He's rubberizing a bag.

b) Päu inaxü.
2 5 1 2 4

He's making bread.

c) Mecha inayaxu.
3 5 1 2 5 3

He's washing the table.

C-9.

Question: ¿Rü taxacü icuxü i cumax?
5 5 2 2 1 3 4 4 5 4

And what are you doing?

Answers: a) Ichanchaxu i choca.
1 3 3 3 3 4 3 5

I am rubberizing a bag.

b) Ichanaxü i päü.
1 3 3 4 4 2 5

I am making bread.

c) Ichanaxüimatü i popera.
1 3 3 4 3 2 4 3 3 5

I am writing on the paper.

d) Ichanaxu i mecha.
1 3 3 5 3 4 3 5

I am washing the table.

C-10.

Replace First Person Indicator cha- as follows:
3

a) Ichanchaxu i choca.
1 3 3 3 3 4 3 5

I am rubberizing a bag.

b) Iacunachaxu _____
1 3 3 3 3

You are rubberizing a bag.

c) Itanachaxu _____
1 3 3 3 3

She is rubberizing a bag.

d) Inanachaxu _____
1 2 3 3 3

He is rubberizing a bag.

- e) Itanachaxu _____ We (incl.) are rubberizing a bag.
 1 2 3 3 3
- f) Itanachaxu _____ We (excl.) are rubberizing a bag.
 1 3 3 3 3
- g) Ipenachaxu _____ You (pl.) are rubberizing a bag.
 1 3 3 3 3
- h) Inanachauxgñ _____ ✕ They are rubberizing a bag.
 1 2 3 3 2

C-11.

Question: ¿Taxactñ ipextñ i pemax?
 5 2 2 1 3 4 4 3 4

What are you (pl.) doing?

Answers: a) Taxuma.
 2 2 3

Nothing.

b) Itanaxñ i pññ.
 1 3 3 4 4 2 5

We're (excl.) making bread.

c) Choca itachaxu.
 3 5 1 3 3 3

We're (excl.) rubberizing a bag.

d) Itapoxwaegñ.
 1 2 2 4 3 2

We're (incl.) fishing (with hook).

e) Itamuneegñ.
 1 2 3 5 3 2

We're (incl.) fishing (with spear).

C-12.

a) Dñcax, napuractñ.
 5 2 2 3 3 2

Look, he's working.

✕ When -axu is suffixed it changes to -aux.
 3 3 3

Ngū̄, chanapuract̄xē̄. ж Yes, I cause him to work.
35 3 3 3 3 2 2 3

b) Dūcax, nangixcae. Look, he's cultivating.
5 2 2 35 4 3

Ngū̄, chanangixcaexē̄xē̄. Yes, I cause him to cultivate.
35 3 3 35 4 3 2 3

c) Dūcax, nax̄t̄wemū̄. Look, he's cooking.
5 2 2 4 3 5

Ngū̄, chanax̄t̄wem̄t̄xē̄xē̄. Yes, I cause him to cook.
35 3 3 4 3 5 2 3

d) Dūcax, nachibū̄. Look, he's eating.
5 2 2 23 4

Ngū̄, chanachib̄t̄xē̄xē̄. Yes, I'm feeding him.
35 3 3 23 4 2 3 Yes, I'm causing him to eat.

C-13.

Observe the following:

a) Cuxū̄ napuract̄xē̄xē̄. жж He causes you to work.
35 3 2 3 3 2 2 3

b) Choxū̄ _____ He causes me to work.
35 3

c) Pexū̄ napuract̄xē̄xē̄. He causes you (pl.) to work.
35 3 2 3 3 2 3 2 3

d) Cux̄t̄ chapuract̄xē̄xē̄. I cause you to work.
35 3 3 3 3 2 2 3

ж The suffix -xē̄xē̄, meaning "cause to do", may be added to any verb.

жж cuxū̄, choxū̄, etc. are Object Pronouns.
35 3 35 3

- e) Nūxī^{35 3} _____ I cause him to work.
- f) Pexī^{35 3} chapuractīxēxē^{3 3 3 2 3 2 3}. I cause you (pl.) to work.
- g) Choxī^{35 3} cupuractīxēxē^{3 3 3 2 2 3}. You cause me to work.
- h) Nūxī^{35 3} _____ You cause him to work.
- i) Toxī^{35 3} cupuractīxēxē^{3 3 3 2 3 2 3}. You cause us (excl.) to work.

C-14.

- a) Cuxī^{35 3} chapuractīxēxē^{3 3 3 2 2 3 4 14} i yea. I cause you to work there.
- b) _____ changīxcaexēxē^{3 35 4 3 2 3} _____ I cause you to cultivate there.
- c) _____ chachibīxēxē^{3 2 3 4 2 3} _____ I cause you to eat there.
- d) Tūxī^{35 3} chaxīwemūxēxē^{3 4 3 5 2 3} _____ I cause her to cook there.
- e) _____ chachibīxēxē^{3 2 3 4 2 3} _____ I cause her to eat there.
- f) _____ chapuractīxēxē^{3 3 3 2 2 3} _____ I cause her to work there.

D. Negatives

The following are some of the most commonly used negative forms:

- | | |
|--|---|
| (1) bai ₁₅ | not even (preceding nouns)
Never, never ... (preceding verbs). |
| (2) Natauxchica.
2 2 1 5 | He's absent. |
| (3) Nataxu ... Nataxuma...
2 2 3 2 2 3 4 | There isn't any here/there.
He isn't here/there. |
| (4) Nūxī nātaxu
35 1 2 2 3 | He lacks
He needs |
| (5) Taguma.
2 4 3 | Never (in past or present). |
| (6) Tagutama.
2 4 2 3 | Never (in future). |
| (7) Tama.
2 3 | No.
don't |
| (8) Tautā.
2 5 | Not yet. |
| (9) tauta, taūta, taūtama
2 2 2 2 2 2 3 | not (in the future) |
| (10) Taxū.
35 2 | Don't. |
| (11) Taxucūma.
5 2 3 3 | He isn't here.
She isn't here. |
| (12) Taxucūrlwa.
2 2 2 2 1 | It's impossible. |
| (13) ¿Taxunema ... ?
2 1 5 3 | Isn't there any ... ? |
| (14) Taxūma. Taxucaxtama.
2 2 3 2 2 3 2 3 | Nothing. |

- (15) Taxuxema. Taxuxuma. She isn't here.
 2 1 4 3 2 2 2 3 He isn't here.
- (16) ¿Taxuxuma ... ? Isn't there any ... ?
 2 2 2 4
- (17) Taxweema. Nobody.
 2 14 3

Examples of the above-mentioned: (numbers correspond to those of the above forms)

- (1) Bai i wixi Not even one
 15 4 23 2
- (2) Bai i nax yea chaxū. I never, never go there.
 15 4 2 14 5 35
- (3) Nataxuma i choxni. There aren't any fish.
 2 2 3 3 4 2 1
- Nataxuma i Cori. The gentleman isn't here.
 2 2 3 3 4 3 1 The gentleman isn't there.
- (4) Nūxū̄ nataxu i lapi. He lacks a pencil.
 35 1 2 2 3 4 23 5 He needs a pencil.
- (5) Taguma yea chaxū. I never go there.
 2 4 3 14 3 23 I have never gone there.
- (6) Tagutama yea chaxū. I'll never go there.
 2 4 2 3 14 3 23
- (7) Tama nūxū̄ chacua. I don't know.
 2 3 35 3 3 5
- (8) Tautā inangu i Pauru. Paul has not arrived yet.
 2 5 1 2 3 4 3 5
- (9) Tautama inangu i Pauru. Paul will not be arriving.
 2 2 3 1 2 3 4 3 5
- (10) Taxū̄ i nūxū̄ cudauxū̄. Don't touch it.
 2 1 4 35 3 5 35 2

E. Interrogative "What?"

"What" is expressed by $\text{taxac}\bar{\text{u}}$. The following are some useful questions for the beginner to utilize:

- (1) $\text{¿Taxac}\bar{\text{u}} \text{ nix}\bar{\text{i}} \text{ i } \bar{\text{n}}\bar{\text{a}}?$ What is this (something close at hand)?
5 2 2 25 2 4 2
- (2) $\text{¿Taxac}\bar{\text{u}} \text{ i } \text{naega} \text{ i } \bar{\text{n}}\bar{\text{a}}?$ What do you call this?
5 2 2 2 4 23 1 5 4 2 What is the name of this?
- (3) $\text{Taxac}\bar{\text{u}} \text{ nix}\bar{\text{i}} \text{ i } \text{naega} \text{ i } \bar{\text{n}}\bar{\text{a}}?$
5 2 2 25 2 4 23 1 5 4 2
- (4) $\text{¿Taxac}\bar{\text{u}} \text{ nix}\bar{\text{i}}?$
5 2 2 25 2 What is it (close or at a distance)?
- (5) $\text{¿Taxac}\bar{\text{u}} \text{ nix}\bar{\text{i}} \text{ i } \text{ngema}?$
5 2 2 25 2 4 3 4

F. Third Person Familiar (use of Person Prefix ta-)

The occurrence of ta- or $\text{t}\bar{\text{u}}\text{max}$ indicates intimacy with the person spoken of, or respect for that person. It may be used by a person in reference to his parents, by children in reference to adults; and it is always used regarding very elderly people and tiny babies. Also, all dead people are referred to as $\text{t}\bar{\text{u}}\text{max}$.
35 4

- (1) $\text{Ichapurac}\bar{\text{u}}$. I am working.
1 3 3 3 2
- (2) $\text{Itapurac}\bar{\text{u}}$. He (familiar) is working.
1 2 3 3 2 She (familiar) is working.
- (3) $\text{Inapurac}\bar{\text{u}}$. He (general) is working.
1 2 3 3 2 She (general) is working.
- (4) $\text{Chapurac}\bar{\text{u}} \text{ i } \text{chamax}$. I work.
3 3 3 2 4 5 4

- | | |
|---|--|
| (5) Tapuracü i tîmax.
2 3 3 2 4 35 4 | He (familiar) works.
She (familiar) works. |
| (6) Chauxchiru
5 1 5 | my clothes |
| (7) tîmachiru
35 4 1 5 | his (familiar) clothes
her (familiar) clothes |

G. Conjunction "or"

"Or" is expressed by rü exna:
5 5 1

- | | |
|---|--------------------------------------|
| (1) ¿ Cunaxwaxe i iru rü exna poxi?
3 35 5 4 4 5 1 5 5 1 3 1 | Do you want bananas or
plantains? |
| (2) Wüxi rü exna taxre.
23 2 5 5 1 4 2 | One or two. |

III. TONE DRILLS

Directions for use of Tone Drills are as follows:

1. Follow the written words and listen to the record simultaneously.
2. Listen to the lists of words on the record with book closed.
3. Listen to the record and read the words simultaneously, mimicking immediately after each utterance on the record.
4. Make a 3 x 5 file-card record of each word.

front	back
<div style="border: 1px solid black; padding: 5px; display: inline-block;">chawi 3 5</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">key</div>

The student should review these until he automatically thinks of several 3 5 words when one is mentioned. This will be his foundation for learning all the other combinations of the tones.

D-1. π

- | | | | |
|-----------------|-----------------|-----------------|-----|
| a) dechu
3 5 | handkerchief | c) chawi
3 5 | key |
| b) yura
3 5 | species of palm | d) chera
3 5 | saw |

π Tone Drills will utilize the heading letter D.

- | | | | |
|----------------|-----------|----------------|--------------|
| e) tara
3 1 | machete | g) ota
3 1 | chicken |
| f) cori
3 1 | gentleman | h) wexu
3 1 | small parrot |

D-2.

Repeat the following with wixi "one":
23 2

- | | |
|--------------------------------|------------------|
| a) wixi ya dechu
23 2 2 3 5 | one handkerchief |
| b) wixi ya yura
23 2 2 3 5 | one palm |
| c) wixi ya chawi
23 2 2 3 5 | one key |
| d) wixi ya chera
23 2 2 3 5 | one saw |

D-3

- | | |
|------------------------------|------------------|
| a) wixi i tara
23 2 4 3 1 | one machete |
| b) wixi i cori
23 2 4 3 1 | one gentleman |
| c) wixi i ota
23 2 4 3 1 | one chicken |
| d) wixi i wexu
23 2 4 3 1 | one small parrot |

UNIT III

INTRODUCTION

Unit III, like the previous Unit, is divided into three sections. After acquiring the Conversation, the student should go on to the Drills, following the same procedure as outlined previously for each conversation: A, B, and C, and their accompanying Drills. At least fifteen minutes per day should be spent listening to the Tone Drills and studying the three-by-fives.

It is advisable to make frequent visits in Ticuna homes while studying the language.

I. BASIC CONVERSATION

A. Working and Playing.

Pauru: ¿Taxacti icuxñi?
3 5 5 2 2 1 3 4

What are you doing?

Peduru: Icharũxãũxmare.
2 5 5 4 3 3 5 3 3

I'm just staying (here).

Pauru: ¿Ëxna? π ¿Ngexe
3 5 5 1 5 2

Oh, is that so? Where's your wife?

ya cuxma?
2 3 5

π Short form of ¿Ëxna?
4 3 1

Peduru: Türeguxe.
2 5 5 3 5 1 4

In the port.

Pauru: ¿Ēxna? ¿Itayauxchiru?
3 5 5 1 1 2 5 1 5

Oh, is that so? She's washing clothes?

Peduru: Ngū.
2 5 5 35

Yes.

Pauru: ¿Chichiriux?
3 5 3 2 55

Cecil? (And Cecil?)

Peduru: Awaxix, tama nūxī chadau.
2 5 5 35 35 2 2 3 35 3 3 4

Ah. I haven't seen him. He's probably playing with Garcia.

Maneca, Garimāxā naxinūcaxwae.
3 15 5 3 1 2 3 2 3 3 5 4 3

¿Cucuxgūtae ta i űuxmax? Are you going to play football today?
3 4 5 4 3 2 4 5 2

Pauru: Taūta.
3 5 2 2

No, I'm not.

Peduru: ¿Ertūx?
2 5 5 3 2

Because?

Pauru: Tangewemū rū muneewa
3 5 3 2 3 5 5 35 33 1

We don't have anything to cook, and I'm going fishing.

ta chaxū.
2 3 23

Peduru: ¿Ēxna?
2 5 5 5 1

Oh, is that so?

Drills

A-1.

Question: ¿Ngexe ya cuxma? κ

Where's your wife?

Answers: a) Ìxguxe.

She's in the house.

b) Tùreguxe.

She's in the port.

c) Ngueguxe.

She's in the canoe.

d) Ditichiaguxe.

She's in Leticia.

A-2.

Choose answer from (1) or (2).

Questions: ¿Ngexũ i Pauru?

Where's Paul?

¿Ngexũ i cuxma? κκ

Where's your wife?

(1)

(2)

Answers: a) Naxĩngu.

Napatawa naxũ.

κ The use of Ngexe ya indicates that she is an older woman.

κκ The use of Ngexũ i (instead of Ngexe ya) indicates that she is a young woman.

b) Natüregu.
2 3 5 4

Türewa naxü.
3 5 1 2 23

c) Nanguegu.
2 35 3 4

Nguewa naxü. *
35 3 1 2 23

d) NaDitichiagu.
2 3 2 35 4

Ditichiawa naxü.
3 2 35 1 2 23

A-3.

Question: ¿Taxacü itaxü ya cuxma?
5 2 2 1 2 4 4 35 5

What is your wife doing?

Answers: a) Itayauxchiru.
1 2 5 1 5

She's washing clothes.

b) Itarüpaixtachiru. **
1 2 3 5 3 1 5

She's mending clothes.

c) Itamexëxëchiru.
1 2 23 2 3 1 5

She's folding clothes.

d) Itangaixchiru.
1 2 5 1 5

She's sewing clothes.

e) Itarüyoixchiru.
1 2 3 5 1 5

She's cutting out a dress.

A-4.

Question: ¿Taxacü inaxü i Bitu?
5 2 2 1 2 4 4 3 1

What is Victoria doing?

Answers: a) Inamexëxëpata.
1 2 23 2 3 2 3

She's fixing the house.
She's arranging the house.

* This means he went "for" a canoe.

** Note the addition of -rü- in b) Itarüpaixtachiru and e) Itarüyoixchiru.
3 1 2 3 5 3 1 5 1 2 3 5 1 5

b) Nanaxuāne.
2 3 35 5

She's going visiting.

c) Inabee.
1 2 13

She's pulling manioc.

d) Inagoxe.
1 2 4 3

She's toasting manioc.

A-5.

With Desiderative Suffix -chaxũ.
5 5

Question: ¿Taxacũ inaxũchaxũ i Bitu.
5 2 2 1 2 4 5 5 4 3 1

What does Victoria want to do?

Answers: a) Napuractichaxũ.
2 3 3 2 5 5

She wants to work.

b) Nayauxchiruchaxũ.
2 5 1 5 5 5

She wants to wash clothes.

c) Nanaxũmatũchaxũ.
2 3 4 3 2 5 5

She wants to write.

d) Ūanewa naxũchaxũ.
35 5 5 1 2 35 5 5

She wants to go visiting.

e) Narañawa naxũchaxũ.
3 3 5 1 2 35 5 5

She wants to go for oranges.

A-6.

Question: ¿Taxacũ itaxũchaxũ ya nõxẽ?
5 2 2 1 2 4 5 5 4 35 1

What does the grandmother want to do?

Answers: a) Tapuractichaxũ.
2 3 3 2 5 5

She wants to work.

b) Tayauxchiruchaxũ.
2 5 1 5 5 5

She wants to wash clothes.

- c) Tanax̄t̄imat̄ichax̄ū. She wants to write.
 2 3 4 3 2 5 5
- d) Ūanewa tax̄uchax̄ū. She wants to go visiting.
 35 5 5 1 2 35 5 5
- e) Narañawa tax̄uchax̄ū. She wants to go for oranges.
 3 3 5 1 2 35 5 5

A-7.

Observe the following:

- a) Tama n̄ix̄ū chadau. ✕ I don't see it.
 2 3 35 3 3 4
- b) Tama n̄ix̄ū chacua. I don't know it.
 2 3 35 3 3 5
- c) Tama n̄ix̄ū chadau. I don't touch it.
 2 3 35 3 3 23 I didn't touch it.
- d) Tama n̄ix̄ū chacugū. I don't smile at that.
 2 3 35 3 3 23 2
- e) Tama n̄ix̄ū chawom̄ix̄ēx̄ē. I don't deceive him.
 2 3 35 3 3 5 5 2 3

A-8.

With Desiderative Suffix -chax̄ū.
 5 5

- a) Tama n̄ix̄ū chadauxchax̄ū. I don't want to see it.
 2 3 35 3 3 4 5 5

✕ Ngox̄ūwama n̄ix̄ū chadau. I saw it clearly (in a dream).
 1 2 1 5 35 3 3 4

- b) Tama n̄ix̄ī chacuaxchax̄ī. π I don't want to know it.
 2 3 3̄ 3 3 1 5 5
- c) Tama n̄ix̄ī chadauxchax̄ī. I don't want to touch it.
 2 3 3̄ 3 3 3̄ 5 5
- d) Tama n̄ix̄ī chacuḡichax̄ī. I don't want to smile at that.
 2 3 3̄ 3 3 2̄ 2 5 5
- e) Tama n̄ix̄ī chawom̄ix̄ēx̄ēchax̄ī. I don't want to deceive him.
 2 3 3̄ 3 3 5 5 2 3 5 5

A-9.

- a) Tama n̄ix̄ī chadauxchax̄ī. I don't want to see it.
 2 3 3̄ 3 3 4 5 5
- b) _____ cudauxchax̄ī. You don't want to see it.
 3 4 5 5
- c) _____ tadauxchax̄ī. She doesn't want to see it.
 2 4 5 5
- d) _____ nadauxchax̄ī. He doesn't want to see it.
 2 4 5 5
- e) _____ tadauchax̄ī. We (incl.) don't want to see it.
 2 4 5 5
- f) _____ tadauxchax̄ī. We (excl.) don't want to see it.
 3 4 5 5
- g) _____ pedauxchax̄ī. You (pl.) don't want to see it.
 3 4 5 5
- h) _____ nadauḡichax̄ī. They don't want to see it.
 2 4 2 5 5

π Note change in tone from low to high and omission of laryngealization on -chacua when followed by -chax̄ī.
 3 3̄ 5 5

A-10.

- a) Tama $\overset{2}{n}\overset{3}{\underset{35}{x}}\overset{3}{\bar{u}}$ $\overset{3}{c}h\overset{1}{a}\overset{5}{c}u\overset{5}{a}x\overset{5}{c}h\overset{5}{a}x\overset{5}{\bar{u}}$. I don't want to know him.
- b) _____ $\overset{35}{c}\overset{3}{\bar{u}}\bar{x}$ _____ I don't want to know you (sing).
- c) _____ $\overset{35}{p}\overset{3}{\bar{e}}\bar{x}$ _____ I don't want to know you (pl.).
- d) _____ $\overset{35}{c}h\overset{3}{\bar{u}}$ $\overset{3}{c}u\overset{3}{c}u\overset{1}{a}x\overset{5}{c}h\overset{5}{a}x\overset{5}{\bar{u}}$. You don't want to know me.
- e) _____ $\overset{35}{n}\overset{3}{\bar{u}}\bar{x}$ _____ You don't want to know him.
- f) _____ $\overset{35}{n}\overset{3}{\bar{u}}\bar{x}$ $\overset{3}{p}e\overset{1}{c}u\overset{5}{a}x\overset{5}{c}h\overset{5}{a}x\overset{5}{\bar{u}}$. You (pl.) don't want to know him.
- g) _____ $\overset{35}{p}\overset{3}{\bar{e}}\bar{x}$ $\overset{2}{n}\overset{1}{a}c\overset{5}{u}\overset{5}{a}x\overset{5}{c}h\overset{5}{a}x\overset{5}{\bar{u}}$. He doesn't want to know you (pl.).

A-11.

Observe the following:

- a) $\overset{23}{n}\overset{3}{\bar{a}}\overset{5}{w}\bar{e}\bar{m}\bar{u}$ food (any food)
- b) $\overset{23}{n}\overset{1}{a}x\overset{5}{c}h\bar{i}r\bar{u}$ clothing
- c) $\overset{23}{n}\overset{3}{\bar{a}}\overset{5}{w}\bar{e}\bar{x}\bar{u}$ canoe
- d) $\overset{23}{n}\overset{4}{a}\bar{b}\bar{u}$ food * (other than meat or fish)

* $\bar{O}na$ means "meat or fish". If preceded by "we don't have" (as in A-12)

the sentence would be $\overset{3}{t}\overset{25}{a}n\overset{3}{g}\bar{e}\bar{a}\bar{r}\bar{u}$ $\bar{O}na$.

e) $\text{na}_{\text{35}}\text{xem}_{\text{5}}\tilde{\text{u}}_{\text{3}}$

paddle

A-12.

With "We don't have____"/"We lack____" tange- in place of the na- initial.

a) $\text{Tangewem}_{\text{2}}\tilde{\text{u}}_{\text{2}}_{\text{3}}_{\text{5}}$

We (incl.) don't have any food to cook.

b) $\text{Tangexchiru}_{\text{2}}_{\text{2}}_{\text{1}}_{\text{5}}$

We (incl.) don't have any clothing.

c) $\text{Tangewex}_{\text{3}}\tilde{\text{u}}_{\text{2}}_{\text{3}}_{\text{5}}$

We (excl.) don't have any canoe.

d) $\text{Tangexem}_{\text{3}}\tilde{\text{u}}_{\text{2}}_{\text{5}}_{\text{3}}$

We (excl.) don't have a paddle.

A-13.

With various persons.

a) $\text{Changewem}_{\text{3}}\tilde{\text{u}}_{\text{2}}_{\text{3}}_{\text{5}}$

I don't have any food to cook.

b) $\text{Nangexchiru}_{\text{2}}_{\text{2}}_{\text{1}}_{\text{5}}$

He doesn't have any clothes.

c) $\text{Cungewex}_{\text{3}}\tilde{\text{u}}_{\text{2}}_{\text{3}}_{\text{5}}$

You don't have any canoe.

d) $\text{Tangebt}_{\text{2}}_{\text{2}}_{\text{4}}$

She doesn't have any food.

e) $\text{Changexem}_{\text{3}}\tilde{\text{u}}_{\text{2}}_{\text{5}}_{\text{3}}$

I don't have any paddle.

f) $\text{Tangebt}_{\text{3}}_{\text{2}}_{\text{4}}$

We (excl.) don't have any food.

B. Eating and Drinking.

Docha: Chitaxawa. *
_{23 5 3 4 4 4}

I'm thirsty.

Camucha: Chama rü ta chitaxawa.
_{3 2 5 5 4 5 5 3 4 4 4}

Me too. Let's go to the port and get a drink.

Ngixā tiirewa tayaxaxegü.
_{15 3 3 5 1 2 5 5 3 2}

Docha: Ngixā, rü taxü i dexa
_{23 5 15 3 5 35 2 4 35 1}

Let's go, and I'm going to drink a large quantity.

ta chixaxü.
_{2 35 5 3}

Camucha: ¿Tama cutaiya?
_{3 2 5 2 3 5 35 4}

Aren't you hungry?

Docha: Ngemactux. Chataiya
_{23 5 3 15 4 3 35 4}

Of course. I'm very hungry.

xüchi. ¿Cumaix?
_{1 4 5 54}

And you?

Camucha: Ngü, poraäcü.
_{3 2 5 35 4 25 4}

Yes, very much so.

Chachibüchaxü.
_{3 23 4 5 5}

I want to eat.

Ngixā. Chapatawa
_{15 3 5 2 3 1}

Let's go, there's (there is in existence) fish at my house.

nangexma i öna.
_{2 4 2 4 23 5}

Docha: ¿Cüx? Ngixā.
_{23 5 1 15 3}

Oh? Let's go.

* The laryngealization of the second syllable is scarcely noticeable, due to its being spoken with tone 4.

¿ Tapepataguxū ya cue?
5 3 2 3 4 2 4 2 3 2

Is your mother in your (pl.) house?

Camucha: Taxuxema. Naanewa taxū.
3 2 5 2 1 4 3 3 5 5 1 2 2 3

No she's not. She went to the garden.

Docha: ¿ Exna?
2 3 5 5 1

Oh, is that so?

Drills

B-1.

Observe the following:

a) Chataiya.
3 3 5 4

I'm hungry.

b) Chitaxawa.
3 4 4 4

I'm thirsty.

c) Cutaiya.
3 3 5 4

You're hungry.

d) Quitaxawa. κ
3 4 4 4

You're thirsty.

e) Nataiya.
2 3 5 4

He's hungry.

f) Nitaxawa.
2 3 4 4 4

He's thirsty.

g) Tataiyae.
3 3 5 4 3

We're (excl.) hungry.

h) Titaxawa.
3 4 4 4

We're (excl.) thirsty.

κ Note the change of spelling, from c- to qu- before -i-.

B-2.

a) Chama chataiya.
5 4 3 35 4

_____ i chamax.
4 5 4

I'm hungry.

b) Cuma cutaiya.
5 4 3 35 4

_____ cumax.
5 4

You're hungry.

c) Numa nataiya.
35 4 2 35 4

_____ numax.
35 4

He's hungry.

d) Toma tataiyae.
3 4 3 35 4 3

_____ tomax.
3 4

We're hungry.

B-3.

a) Chama ru chitaxawa.
5 4 5 3 4 4 4

_____ tama _____
2 3

Me, I'm thirsty.

Me, I'm not thirsty.

_____ i chamax.
4 5 4

I'm not thirsty.

b) Cuma quitaxawa.
5 4 3 4 4 4

You, you're thirsty.

You, you're not thirsty.

_____ cumax.
5 4

You're not thirsty.

c) Nūma rū nitaxawa.
 35 4 5 234 4 4

_____ tama _____
 2 3

_____ i nūmax.
 4 35 4

d) Toma titaxawae.
 3 4 _____ 3 4 4 4 3

_____ tomax.
 3 4

Him, he's thirsty.

Him, he's not thirsty.

He's not thirsty.

Us, we're (excl.) thirsty.

Us, we're (excl.) not thirsty.

We're (excl.) not thirsty.

B-4.

a) Chama rū chataiya.
 5 4 5 3 35 4

_____ tama _____
 2 3

_____ i chamax.
 4 5 4

b) Cuma cutaiya.
 5 4 _____ 3 35 3

_____ cumax.
 5 4

c) Nūma nataiya.
 35 4 _____ 2 35 4

_____ nūmax.
 35 4

Me, I'm hungry.

Me, I'm not hungry.

I'm not hungry.

You, you're hungry.

You, you're not hungry.

You're not hungry.

Him, he's hungry.

Him, he's not hungry.

He's not hungry.

- b) _____ $\underset{335}{\text{chĩũra}}$? Is the lady here?
Is the lady there?
- c) _____ $\underset{533}{\text{õxhana}}$? Is the baby here?
Is the baby there?
- d) _____ $\underset{351}{\text{nõxẽ}}$? Is the grandmother here?
Is the grandmother there?

B-7.

Answer the following with $\underset{2223}{\text{taxuxuma}}$ "No, he / she isn't." : κ

- a) $\underset{22342432}{\text{¿Naxĩxguxũ i ngexũ}}$? Is the woman in the house?
- b) $\underset{23542435}{\text{¿Natĩreguxũ i Pauru}}$? Is Paul in the port?
- c) $\underset{2353424355}{\text{¿Nangueguxũ i yatũ}}$? Is the man in the boat?
- d) $\underset{532542444543}{\text{¿Namuturuguxũ i ngextĩxũcũ}}$? Is the young fellow in the motor?
boat?

B-8.

Answer the following with $\underset{5233}{\text{taxuctĩma}}$ "No, he or she isn't." :

- a) $\underset{54222351}{\text{¿Nangexmaxũ ya nõxẽ}}$? $\kappa\kappa$ Is the grandmother here?

κ The expression $\underset{2223}{\text{taxuxuma}}$ refers to men, or to not-well-known women, as well as to certain things; while $\underset{2143}{\text{taxuxema}}$ refers to well-known women.

$\kappa\kappa$ The fact that this woman is spoken of using the form $\underset{54222}{\text{nangexmaxũ}}$ ya instead of $\underset{54222}{\text{tangexmaxũ}}$ ya is evidence that she is not well known by the speaker, or that he does not have confidence in her.

f) Chanamu ya taxli.
3 3 5 4 35 2

I eat a star apple.

Taxli chamu.
35 2 3 5

B-10.

Question: ¿Taxacti ta cuxli? "What are you going to do?"
5 2 2 2 3 4

Answers: a) Chanango ta i iru.
3 3 5 2 4 5 1

Iru ta chango.
5 1 2 3 5

b) Chanayaxu ta ya tuxe.
3 3 5 3 2 4 4 5

Tuxe ta chayaxu.
4 5 2 3 5 3

c) Chanamuxra ta ya aruchu.
3 3 23 3 2 4 3 2 5

Aruchu ta chamuxra.
3 2 5 2 3 23 3

d) Chanacue ta i cowli.
3 3 5 2 4 4 2

Cowli ta chacue.
4 2 2 3 5

e) Chanamu ta i dexchi.
3 3 35 2 4 2 2

Dexchi ta chamu.
2 2 2 3 35

f) Chanamu ta ya taxli.
3 3 5 2 4 35 2

Taxli ta chamu.
35 2 2 3 5

B-11.

Observe the following Imperatives:

a) Nango i iru.
3 5 4 5 1

Iru nango.
5 1 5 5

Eat the banana.
Eat a banana.

b) Nayaxu ya tuxe.
3 5 3 4 5 5

Tuxe nayaxu.
5 5 5 5 3

Wash the manioc.

c) Namuxra ya aruchu.
3 23 3 4 3 2 5

Aruchu namuxra.
3 2 5 5 23 3

Cook the rice.

d) Nacue i cowtl.
3 5 4 4 2

Cowtl nacue.
4 2 5 5

Shoot the deer.
Shoot a deer.

e) Namu i dexchi.
3 35 4 2 2

Dexchi namu.
2 2 5 35

Spear the fish.

B-12.

Observe the following drill of persons and fill in, changing person prefix cha- to cu-, ta-, na-, etc. in right-hand column:

a) Chanango i iru. Iru chango.
3 3 5 4 5 1 5 1 3 5

I eat a banana.

Cunango _____

You eat a banana.

Tanango i iru. Iru tango.
2 3 5 4 5 1 5 1 2 5

He (familiar) eats a banana.

Nanango _____
2 3 5

He (general) eats a banana.

Inango _____
3 3 5

She eats a banana.

Tanango _____
2 3 5

We (incl.) eat a banana.

Tanango _____
3 3 5

We (excl.) eat a banana.

Penango _____
3 3 5

You (pl.) eat a banana.

Nanangoxgti _____
2 3 5 2

They eat a banana.

b) Chanayaxu ya tuxe. Tuxe chayaxu.
3 3 5 3 5 4 5 4 5 3 5 3

I wash the manioc.

Cunayaxu _____
3 3 5 3

You wash the manioc.

Tanayaxu _____
2 3 5 3

He (familiar) washes the manioc.

Nanayaxu _____
2 3 5 3

He (general) washes the manioc.

Inayaxu _____
3 3 5 3

She washes the manioc.

Tanayaxu _____
2 3 5 3

We (incl.) wash the manioc.

Tanayaxu _____
3 3 5 3

We (excl.) wash the manioc.

Penayaxu _____
3 3 5 3

You (pl.) wash the manioc.

Nanayauxgti _____
2 3 5 2

They wash the manioc.

c) Chanamuxra ya aruchu.	Aruchu chamuxra.	I cook the rice.
3 3 23 3 4 3 2 5	3 2 5 3 23 3	
Cunamuxra	_____	You cook the rice.
3 3 23 3		
Tanamuxra	_____	He (familiar) cooks the rice.
2 3 23 3		
Nanamuxra	_____	He (general) cooks the rice.
2 3 23 3		
Inamuxra	_____	She cooks the rice.
3 3 23 3		
Tanamuxra	_____	We (incl.) cook the rice.
2 3 23 3		
Tanamuxra	_____	We (excl.) cook the rice.
3 3 23 3		
Penamuxra	_____	You (pl.) cook the rice.
3 3 23 3		
Nanamuxragü	_____	They cook the rice.
2 3 23 3 2		

d) Chanacue i cowü.	Cowü chacue.	I shoot a deer.
3 3 5 4 4 2	4 2 3 5	
Cunacue	_____	You shoot a deer.
3 3 5		
Tanacue	_____	He (familiar) shoots a deer.
2 3 5		
Nanacue	_____	He (general) shoots a deer.
2 3 5		
Inacue	_____	She shoots a deer.
3 3 5		
Tanacue	_____	We (incl.) shoot a deer.
2 3 5		

Tanacue i cowli. Cowli tacue.,
3 3 5 4 4 2 4 2 3 5

We (excl.) shoot a deer.

Penacue _____
3 3 5

You (pl.) shoot a deer.

Nanacuegli _____
2 3 5 2

They shoot a deer.

e) Chanamu ya dexchi. Dexchi chamu.
3 3 35 2 2 2 2 2 3 35

I spear a fish.

Cunamu _____
3 3 35

You spear a fish.

Tanamu _____
2 3 35

He (familiar) spears a fish.

Nanamu _____
2 3 35

He (general) spears a fish.

Inamu _____
3 3 35

She spears a fish.

Tanamu _____
2 3 35

We (incl.) spear a fish.

Tanamu _____
3 3 35

We (excl.) spear a fish.

Penamu _____
3 3 35

You (pl.) spear a fish.

Nanamugli _____
2 3 35 2

They spear a fish.

f) Chanamu ya taxli. Taxli chamu.
3 3 5 2 35 2 35 2 3 5

I eat a star apple.

Cunamu _____
3 3 5

You eat a star apple.

Tanamu _____
2 3 5

He (familiar) eats a star apple.

Nanamu _____
2 3 5

He (general) eats a star apple.

Inamu ya taxü. Taxü chamu.
3 3 5 2 3 2 3 5 2 3 5

She eats a star apple.

Tanamu _____
2 3 5

We (incl.) eat a star apple.

Tanamu _____
3 3 5

We (excl.) eat a star apple.

Penamu _____
3 3 5

You (pl.) eat a star apple.

Nanamuxgü _____
2 3 5 2

They eat a star apple.

C. Resting and Sleeping.

Gari: Chipaxtichi.
3 1 3 5 1 4

I'm very tired.

Chichiriu: Chama rü tax.
3 2 5 5 5 5 5

I am too.

Gari: Ngixā tartungü.
3 1 15 3 2 3 5 2

Let's rest.

Chichiriu: Ngixā.
3 2 5 5 15 3

Let's.

Gari: ¿Cuxāpax?
3 1 5 3 3

Do you have a hammock?

Chichiriu: Tama.
3 2 5 5 2 3

No.

Gari: ¿Taūta icupex?
3 1 2 5 1 3 2 3

Aren't you asleep yet?

Chichiriu: Taux. Tama poraācū
3 2 5 5 2 2 3 4 2 5 4

No, I'm not very sleepy.

chayaxta. ¿Cumaix?
3 2 3 2 5 5 4

And you?

Gari: Chama chayaxtaxūchi.
3 1 5 5 3 23 2 1 4

I'm very sleepy.

Maneca paxaachi ta chape.
3 15 5 3 52 2 2 3 23

I'll probably sleep a little bit.

Chichiri: Ēctix.
3 2 55 4 2

All right.

Drills

C-1.

With bound form of "to have".

a) ¿Cuxāpax?
5 3 3

Do you have a hammock?

b) ¿Cuxāpatax?
5 3 2 5

Do you have a house?

c) ¿Cuxāxchirux?
5 3 1 3

Do you have clothing?
Do you have a dress?

d) ¿Cuxāwexūx?
5 3 3 3

Do you have a canoe?

e) ¿Cuxāxēmīx?
5 3 3 3

Do you have a paddle?

f) ¿Cuxātex?
5 3 1

Do you have a husband?

g) ¿Cuxāmax?
5 3 3

Do you have a wife?

h) ¿Cuxāxactix?
5 3 3 3

Do you have children?
Do you have a child?

C-2.

With Free Form of "to have", and Object Suffix \bar{a} .

- | | |
|---|--|
| a) ¿Cuxarú popera \bar{a} ?
_{3 3 3 3 3 5 5} | Do you have a <u>paper</u> ? |
| b) _____ lapi
_{2 5} | Do you have a <u>pencil</u> ? |
| c) _____ tara
_{3 1} | Do you have a <u>machete</u> ? |
| d) _____ ngue
_{3 5 3} | Do you have a <u>canoe</u> ? |
| e) _____ pexchi
_{2 5} | Do you have a <u>work basket</u> ? |
| f) _____ wotura
_{3 3 2} | Do you have a <u>clothes basket</u> ? |
| g) _____ tipiti
_{3 3 5} | Do you have a <u>manioc squeezer</u> ? |

C-3.

With Free Form-Possessive cuxrú.
_{3 5 3}

- | | |
|--|----------------------------|
| a) ¿Nangexmaxú i cuxrú popera?
_{5 3 4 2 4 3 5 3 3 3 5} | Do you have a paper? |
| b) _____ i _____ lapi?
_{4 2 5} | Do you have a pencil? |
| c) _____ i _____ tara?
_{4 3 1} | Do you have a machete? |
| d) ¿Nayimaxú ya _____ ngue?
_{5 3 4 2 4 3 5 3} | Do you have a canoe? |
| e) _____ ya _____ pexchi?
_{2 2 5} | Do you have a work basket? |

f) ¿Nayimaxt̄i ya cuxrt̄i wotura? Do you have a clothes basket?
5 35 4 2 2 35 3 3 3 2

g) _____ ya _____ t̄ixe? Do you have manioc?
4 5 5

C-4.

a) ¿Naxāpax? Does he have a hammock?
5 3 3

b) ¿Naxāpatax? Does he have a house?
5 3 2 5

c) ¿Naxāxchirux? Does he have clothes?
5 3 1 3

d) ¿Naxāwex̄t̄ix? Does he have a canoe?
5 3 3 3

e) ¿Naxāx̄em̄t̄ix? Does he have a paddle?
5 3 3 3

f) ¿Naxāt̄ex? Does she have a husband?
5 3 1

g) ¿Naxāmax? Does he have a wife?
5 3 3

h) ¿Naxāx̄ac̄t̄ix? Does he have children?
5 3 3 3

Does she have children?

C-5.

With various persons.

a) Chaxāpa. I have a hammock.
3 3 5

b) Cuxāpa. You have a hammock.
3 3 5

c) Taxāpa. She has a hammock.
2 3 5

d) Naḫāpa.
2 3 5

He has a hammock.

e) Taxāpa.
2 3 5

We (incl.) have a hammock.

f) Taxāpa.
3 3 5

We (excl.) have a hammock.

g) Peḫāpa.
3 3 5

You (pl.) have a hammock.

h) Naḫāpa. κ
2 3 5

They have a hammock.

C-6.

a) Chaḫārṭi poperaā.
3 3 3 3 3 5 5

I have a paper.

b) Cux _____
3

You have a paper.

c) Tax _____
2

She has a paper.

d) Naḫ _____
2

He has a paper.

e) Tax _____
2

We (incl.) have a paper.

f) Tax _____
3

We (excl.) have a paper.

κ To make it clear that "they have", not "he has" a hammock, the statement could be augmented with -i nūmagṭi "they". In the same manner "We have a hammock" may be differentiated from "she/he has a hammock" by adding i₄ yixema "We (incl.)".
5 4 2

g) Pexārtū poperaā.
3 3 3 3 3 3 3 3

You (pl.) have a paper.

h) Nax
2 _____

They have a paper.

C-7.

With Free Possessives.

a) Nangexma i choxrū tara.
2 4 2 4 35 3 3 1

I have a machete.

b) _____ cuxrū
35 3 _____

You have a machete.

c) _____ tumaārū
35 45 3 _____

He (familiar) has a machete.

d) _____ ngixrū
35 3 _____

She has a machete.

e) _____ noxrū
15 3 _____

He (general) has a machete.

f) _____ yimaārū
4 25 3 _____

He (distant) has a machete.

g) _____ yixemaārū
35 4 25 3 _____

He (previously referred to) has a machete.

h) _____ toxrū
15 3 _____

We (incl.) have a machete.

i) _____ toxrū
35 3 _____

We (excl.) have a machete.

j) _____ pexrū
35 3 _____

You (pl.) have a machete.

k) _____ noxrū
15 3 _____

They have a machete.

l) _____ coriārū
3 15 3 _____

He, the gentleman, has a machete.

C-8.

Another way to express "I have" is as follows:

- | | |
|--|--|
| a) Choxũ nangexma i popera.
_{35 1 2 3 1 4 3 3 5} | I have a paper. (For me there is a paper.) |
| b) _____ lapi.
_{2 5} | I have a pencil. |
| c) _____ tara.
_{3 1} | I have a machete. |
| d) _____ nayima ya ngue.
_{2 35 4 4 35 3} | I have a canoe. |
| e) _____ ya pexchi.
_{2 2 5} | I have a work basket. |
| f) _____ ya wotura.
_{2 3 3 2} | I have a clothes basket. |
| g) _____ ya tũxe.
_{4 5 5} | I have manioc. |

C-9.

Drill of persons.

- | | |
|--|--|
| a) Choxũ nangexma i popera.
_{35 1 2 3 1 4 3 3 5} | I have a paper. (For me there is a paper.) |
| b) Cuxũ _____
_{35 1} | <u>You have</u> a paper. |
| c) Tũxũ _____
_{35 1} | <u>She has</u> a paper. |
| d) Nũxũ _____
_{35 1} | <u>He has</u> a paper. |

- d) $\text{Marü ta chapuracü.}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 3 & 2 & & 3 & 3 & 3 & 2 \end{smallmatrix}$ I'm going to work right now.
- e) _____ chachibü.
 $\quad \quad \quad \begin{smallmatrix} 3 & 23 & 4 \end{smallmatrix}$ I'm going to eat right now.
- f) _____ chanayaxu.
 $\quad \quad \quad \begin{smallmatrix} 3 & 3 & 5 & 3 \end{smallmatrix}$ I'm going to wash it right now.
- g) _____ chanamexëxë.
 $\quad \quad \quad \begin{smallmatrix} 3 & 3 & 23 & 2 & 3 \end{smallmatrix}$ I'm going to arrange it right now.
- h) _____ chanaxü.
 $\quad \quad \quad \begin{smallmatrix} 3 & 3 & 4 \end{smallmatrix}$ I'm going to make it right now.
 I'm going to do it right now.

C-14.

Answer the following with "Yes" (it is or has been done) Marüx. *
 $\quad \quad \quad \begin{smallmatrix} 3 & 3 \end{smallmatrix}$

- a) ¿ $\text{Marü nayaxta i õxchana?}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 3 & 2 & 23 & 2 & 4 & 5 & & 3 & 3 \end{smallmatrix}$ Is the baby tired?
 Has the baby gotten tired?
- b) _____ nixücu i Pauru?
 $\quad \quad \quad \begin{smallmatrix} 2 & 23 & 4 & 4 & & 3 & 5 \end{smallmatrix}$ Has Paul gone to bed?
- c) _____ nape i Pauru?
 $\quad \quad \quad \begin{smallmatrix} 2 & 23 & 4 & & 3 & 5 \end{smallmatrix}$ Is Paul asleep?
 Has Paul gone to sleep?
- d) _____ $\text{nabãixachi i õxchana?}$
 $\quad \quad \quad \begin{smallmatrix} 2 & & 4 & 2 & 2 & 4 & 5 & & 3 & 3 \end{smallmatrix}$ Has the baby awakened?
- e) _____ inarüda i Pauru?
 $\quad \quad \quad \begin{smallmatrix} 1 & 2 & 3 & 35 & 4 & & 3 & 5 \end{smallmatrix}$ Has Paul gotten up?

* Like Spanish "ya".

- (3) $\text{tax}\bar{\text{ũ}}$ a large quantity (adjective)
_{35 2}
- (4) $\text{mux}\bar{\text{ũ}}$ many (adjective)
_{5 2}
- namu many (verb)
_{2 2}
- (5) $\text{pora}\bar{\text{a}}\text{c}\bar{\text{ũ}}$ a long time
_{4 25 4}
- (6) wixicana one time
_{23 2 1 5}
- (7) $\text{muxexp}\bar{\text{ũ}}\text{xc}\bar{\text{ũ}}\text{na}$ many times
_{2 5 5 1 5}

C. Eating

In the Ticuna culture it is expected that a visitor will wait at a distance when he sees the family is eating, or at least wait until he is invited to come and eat with them. They are not offended if the visitor says he is not hungry.

D. Bound Possessive

The possessive indicator $\bar{\text{a}}\bar{\text{r}}\bar{\text{ũ}}$ may be added to nouns to show that a person or thing is the possessor:

- (1) $\text{Pauru}\bar{\text{a}}\bar{\text{r}}\bar{\text{ũ}}$ ngue Paul's canoe
_{3 55 3 35 3}
- (2) $\text{Tupana}\bar{\text{a}}\bar{\text{r}}\bar{\text{ũ}}$ popera God's paper (the Bible)
_{3 3 55 3 3 3 5}

E. Causative "in order that" and "because"

"In order that" is expressed by the word nax preceding the verb expres-

sion to which $-\text{x}$, $-\text{x}\bar{\text{ũ}}$, or $-\text{x}\bar{\text{ũ}}\text{ca}$ has been suffixed:

(1) Tama nūxū̄ chacuā nax ngexta naxū̄. I don't know where he went.
2 3 35 3 3 5 2 5 1 5 35

(2) Tama chomāxā̄ nanguxū̄ nax chapaxetaxū̄. I can't play it.
2 3 5 2 3 2 3 4 2 5 3 5 3 2

(3) Yea chaxū̄ nax chapuracū̄ca. I'm going over there in order to work
1 4 3 23 2 5 3 3 1 2 5 I'm going over there so that I can
work.

"Because" is expressed by erū in the present, and yerū in the past:
3 2 2 2

(1) Narūgau erū nangau. It's torn because it's old.
2 3 15 3 2 2 5

(2) Ichanata yerū nangau. I threw it away because it was old.
1 3 3 5 2 2 2 5

F. Preposition "but"

"But" is expressed by natūrū:
5 2 5

Name natūrū tama chanaxwae. It's good but I don't want it.
2 23 5 2 5 2 3 3 35 54

G. Hesitation expression

Ācū is used frequently in normal speech. It is used in the same way
2 2

"ah..." is used in speaking English, but is resorted to in many instances where there seems to be no apparent necessity for pausing to think out something which would seem very obvious.

H. Adverb "then"

"Then" is expressed in the following ways:

(1) yicūra later on
15 5 5

(2) yicūama afterwards
15 4 2 2

- | | |
|--------------------------------------|-----------------------------|
| (3) $\bar{n}uxica$
5 2 1 | afterwards |
| (4) $\bar{n}uxuchi$
5 2 1 | afterwards
then (future) |
| (5) $\bar{n}gexguma$
3 4 2 | then (present) |
| (6) $\bar{y}exguma$
2 2 2 | then (past) |
| (7) $\bar{y}exgumatama$
2 2 2 5 3 | then immediately (past) |

I. Present perfect

Usually the form $\bar{m}ar\bar{u}$ occurs before the verb expression when the native wishes to say "I have done something.":

$\bar{M}ar\bar{u}$ $\bar{c}hox\bar{u}$ $\bar{n}agu$. I have finished.
3 3 3 1 2 5

In response to a question asking whether something has been done or not, he will answer, $\bar{M}ar\bar{u}x$. "It has been done."
3 3

J. Intensifiers

The following intensifying suffixes may be added to verbs and nominalized verbs: $\bar{x}echi$, $\bar{x}\bar{e}chi$, $\bar{x}ichi$, $\bar{x}\bar{i}chi$, $\bar{x}ochi$, $\bar{x}\bar{o}chi$, $\bar{x}uchi$,

$\bar{x}\bar{u}chi$, $\bar{x}\bar{l}chi$, $\bar{x}\bar{i}chi$:
1 4 1 4 1 4

(1) $\bar{N}atexechi$ \bar{i} $\bar{c}\bar{u}xchi$. The knife is very sharp.
2 5 1 4 4 3 3

(2) $\bar{N}amex\bar{e}chi$ \bar{a} $\bar{p}ut\bar{u}ra$. The flowers are very pretty.
2 23 1 4 35 3 3 5

(3) $\bar{N}ataixichi$ $\bar{y}a$ $\bar{n}uta$. The stone is very hard.
2 4 1 4 2 35 3

- (4) Nanaĩxĩchi i dexa. The water is very hot.
 2 2 1 4 4 3⁵ 1
- (5) Nachoxochi i mürapewa. The board is very light (white).
 2 5 1 4 4 3 3 3 5
- (6) Nayaxõxõchi.
 2 3 4 1 4
- (7) Nabuxuchi i airuxacũ.
 2 3⁵ 1 4 4 3⁵ 1 3 5
- (8) Namuxuchi i ã.
 2 2 1 4 4 4
- (9) Nataxũchi ya pexchi.
 2 2³ 1 4 2 2 5
- (10) Namaxũchi i coya.
 2 5 1 4 4 2³ 3

K. Verb "to be in existence" (used as an Interrogative Phrase)

The most commonly used form expressing "Is there...?" - ¿Nange-
 maxũ...? has been drilled in this unit. There are four other forms
 with the same meaning which will be presented here, followed by a list
 of typical items which would require the specific form indicated:

- (1) ¿Nangemaxũ i ...? Is there (a) ...?
 5 3 4 2 4

naxpũ 23 3	cloth	achucara 3 2 5 5	sugar
ui 3 5	toasted manioc	pãũ 25	bread
tara 3 1	machete	queroyintũ 3 3 2 5	kerosene
data 2 5	can	goyexũ 3 1 4	belt

nāxī ^{23 2}	string	ñoxē ^{35 2}	bark-cloth mat
lapi ^{2 5}	pencil	popera ^{3 3 5}	paper
mūrapewa ^{3 3 3 5}	board		

(2) ¿Nayimaxū^{5 35 4 2 4} ya ... ? Is there (a) / are there ... ?

ucu ^{3 5}	needle	chau ^{3 25}	soap
tū ²	thread	tūxe ^{4 5}	manioc
poxwa ^{23 5}	fish hook	lelu ^{3 2}	watch or clock
paritu ^{3 2 5}	matches		

(3) ¿Nayimaxū^{5 4 2 2 4} ya ... ? Is there (a) ... ?

yuctira ^{3 3 5}	salt	chera ^{3 5}	saw
poratu ^{3 3 5}	dish	panera ^{3 2 5}	kettle
cuyera ^{3 3 5}	spoon	foxē ^{35 2}	bark-cloth tree
gaseoso π ^{3 32 5}	carbonated drink		

(4) ¿Tayixemaxū^{5 35 4 2 2 4} ya ... ? Is there a ... ?

π Spanish loan word

c̄lixchi
3 5

knife

m̄uneca
3 2 5

doll

otaac̄li
3 1 3 5

baby chick

anera
3 3 5

ring

(5) ǂNangemax̄i i ... ? Is there (a) ... ?
3 23 4 2 2

ngob̄ti
4 2

specie of
mud turtle

d̄ieru
3 3 5

money

D-3.

Repeat the following (with w̄ixi "one"):

- a) w̄ixi ya dexchi one "paiche" fish
 _{23 2 2 2 2 2}
- b) w̄ixi ya nax̄ĩ one annona
 _{23 2 4 2 2}
- c) w̄ixi i pawũ one spider
 _{23 2 4 2 2}
- d) w̄ixi i caixque one smoke (cloud of smoke)
 _{23 2 4 2 2}

D-4.

Repeat the following (with namu "There are many"):

- a) Namu ā̄ dexchi. There are many "paiche" fish.
 _{2 2 2 2 2 2}
- b) Namu ā̄ nax̄ĩ.
 _{2 2 35 2 2} There are many annonas.
- c) Namu ā̄ pawũ.
 _{2 2 2 2 2 2} There are many spiders.
- d) Namu i caixque. * There are many smokes (when
 _{2 2 4 2 2} burning gardens).

D-5.

Repeat the following (with namu "There are many"):

- a) Namu ya chawi. b) Namu ya chera.
 _{2 2 2 3 5} _{2 2 2 3 5}

* Note the change of ya and i to ā̄, with the exception of i caixque.
 _{4 2 2}

c) **Namu ya ucu.**
2 2 4 3 5

e) **Namu i wexu.**
2 2 4 3 1

d) **Namu i cori.**
2 2 4 3 1

f) **Namu i poxi.**
2 2 4 3 1

D-6.

a) **Namu ā yura.**
2 2 2 3 5

d) **Namu ā maiyu.**
2 2 3 3 1

b) **Namu ā woca.**
2 2 3 3 5

e) **Namu ā ota.**
2 2 3 3 1

c) **Namu ā dechu.**
2 2 2 3 5

f) **Namu ā wūra.**
2 2 3 3 1

D-7.

Repeat the following (with **nadau** "It is red."):
2 2

a) **Nadau ā dima.**
2 2 2 3 5

d) **Nadau ā cūxchi.**
2 2 3 3 5

b) **Nadau ā tūre.**
2 2 3 3 5

e) **Nadau ā ota.**
2 2 3 3 1

c) **Nadau ā woca.**
2 2 3 3 5

f) **Nadau ā wūra.**
2 2 3 3 1

D-8.

Repeat the following (with **rū** "and"):
5

a) **ucu rū ui**
3 5 5 3 5

c) **ota rū wexu**
3 1 5 3 1

b) **woca rū yowa**
3 5 5 3 5

d) **wūra rū cuni**
3 1 5 3 1

e) cuxchi rü dima
3 5 5 3 5

h) Ama rü Mere
3 1 5 3 1

f) dechu rü yura
3 5 5 3 5

i) maiyu rü cori
3 1 5 3 1

g) chawi rü chera
3 5 5 3 5

j) poxi rü tara
3 1 5 3 1

Now listen to, and read them across: ucu rü ui, ota rü wexu, etc.
3 5 5 3 5 3 1 5 3 1

U N I T IV

INTRODUCTION

This unit, with Conversation titles "What and Whose?", "How?", and "When and Why?", should give the student freedom in asking questions as well as in answering those directed to him.

He should follow the same steps as outlined previously for studying and listen to the record an additional fifteen minutes each day.

I. BASIC CONVERSATION

A. What and Whose?

Chore: π ζ Taxact \bar{u} nixi \bar{i} i n \bar{a} ?
_{2 1 5 2 2 25 2 4 2}

What is this?

Yagact \bar{u} : Wuxi i lapichix \bar{u} nixi \bar{i} .
_{2 3 3 23 24 2 5 1 5 25 2}

It's a pencil box .

Chore: ζ E \bar{x} na? ζ Texe \bar{a} rt \bar{u} nixi \bar{i} ?
_{2 1 5 1 5 15 3 25 2}

Oh, is that so? Whose is it?

Yagact \bar{u} : Chichiri \bar{u} rt \bar{u} . N \bar{a} a nixi \bar{i}
_{2 3 3 3 2 55 5 3 24 25 2}

It's Cecil's. This is

i choxt \bar{u} . $\pi\pi$
_{4 35 3}

mine.

π Short form of the name Chorexect \bar{u} .
_{2 3 4 3}

$\pi\pi$ Note new form of "this" n \bar{a} a.
_{2 4}

Chore: ¿Cuxrũ nixĩ i ña?
2 1 35 3 25 2 4 2

This is yours?

Yagactũ: Ngũ. ¿Cuxrũ me nixĩ?
2 3 3 35 35 3 23 25 2

Yes. Do you like it?

Chore: Ngũ. Choxrũ me nixĩ.
2 1 35 35 3 23 25 2

Yes. I like it. It's beautiful/nice.

Namexechi.
2 23 1 4

Yagactũ: ¿Cungearũxa?
2 3 3 3 25 3 5

Don't you have one?

Chore: Taxuxuma. Changearũ
2 1 2 2 2 3 3 25 3

No, I don't have any. I don't have any notebook either.

cuaderunuã ta.
3 2 2 55 5

Yagactũ: ¿Cũx? ¿Nangexmaxũ i
2 3 3 1 5 4 3 2 4

Oh? Do you have any money?

cuxrũ diẽru?
35 3 33 5

Chore: Ngũ, chixrarũwa. Ditichi
2 1 35 15 5 2 1 3 2 3--

Yes, a little. In Leticia I saw a

awa nũxũ chadau i lapichixũ
5 1 35 3 3 4 4 2 5 1 5

beautiful pencilbox and I want

i mexechixũ. Chanaxwae i
4 23 1 4 2 3 35 54 4

that one.

ngema.
3 4

Yagactũ: ¿Oẽxna?
2 3 3 45 1

Oh, is that so?

Drills

A-1.

Question: ¿ Texeārtū nixī i nā?
5 15 3 25 24 2

Whose is this?

Answers: a) Ecaārtū nixī.
3 55 3 25 2

It's Eca's.

b) Pauruārtū nixī.
3 55 3 25 2

It's Paul's.

c) Chaueārtū nixī.
5 25 3 25 2

It's my mother's.

d) Chaunatlārtū nixī.
5 2 35 5 25 2

It's my father's.

e) Chaueyaxārtū nixī.
5 3 5 5 3 25 2

It's my sister's.

f) Chauenexārtū nixī.
5 2 5 35 3 25 2

It's my brother's.

g) Chauneplārtū nixī.
5 5 55 3 25 2

It's my uncle's (father's brother).

h) Chautlārtū nixī.
5 2 35 3 25 2

It's my aunt's (father's sister).

i) Chamlārtū nixī.
5 5 35 3 25 2

It's my companion's.

j) Chauactlārtū nixī.
5 3 55 3 25 2

It's my child's.

k) Chauteārtū nixī.
5 25 3 25 2

It's my husband's.

l) Chauamaxārtū nixī.
5 5 5 3 25 2

It's my wife's.

A-2.

With Free Possessives.

Question: ¿ Texeārtū nixī i ña ?
5 15 3 25 2 4 2

Whose is this ?

Answers: a) Choxtū nixī.
35 3 25 2

It's mine.

b) Cuxrtū nixī.
35 3 25 2

It's yours.

c) Noxtū nixī.
15 3 25 2

It's his.

d) Ngixrtū nixī.
35 3 25 2

It's her's.

e) Toxtū nixī.
15 3 25 2

It's ours (incl.).

f) Toxtū nixī.
35 3 25 2

It's ours (excl.).

g) Pexrtū nixī.
35 3 25 2

It's yours (pl.).

h) Noxtū nixī.
15 3 25 2

It's theirs.

A-3.

Other answers to ¿ Texeārtū nixī i ña ?
5 15 3 25 2 4 2

a) Choxtū mamaārtū nixī.
35 3 3 15 3 25 2

It's my mother's.

b) Choxtū papaārtū nixī.
35 3 3 15 3 25 2

It's my father's.

c) Choxtū tiaārtū nixī.
35 3 23 5 3 25 2

It's my aunt's (mother's sister).

d) Choxrū tuttārū nixī.
35 3 3 15 3 25 2

It's my uncle's (mother's brother).

e) Choxrū nōxeārū nixī.
35 3 35 15 3 25 2

It's my grandmother's.

f) Choxrū oxiārū nixī.
35 3 5 15 3 25 2

It's my grandfather's.

A-4.

Question: ¿Texeārū nixī i nā?
5 15 3 25 2 4 2

Answers: a) Choxrū mamaārū nixī.
35 3 3 15 3 25 2

It's my mother's.

b) Cuxrū papaārū nixī.
35 3 3 15 3 25 2

It's your father's.

c) Tūmaārū nixī.
35 45 3 25 2

It's hers (familiar).

d) Ngixrū tiaārū nixī.
35 3 2355 3 25 2

It's her aunt's.

e) Noxrū tiaārū nixī.
15 3 2355 3 25 2

It's his aunt's.

f) Toxrū tuttārū nixī.
15 3 3 15 3 25 2

It's our (incl.) uncle's.

g) Toxrū tuttārū nixī.
35 3 3 15 3 25 2

It's our (excl.) uncle's.

h) Pexrū nōxeārū nixī.
35 3 35 15 3 25 2

It's your (pl.) grandmother's.

i) Noxrū oxiārū nixī.
15 3 5 15 3 25 2

It's his/their grandfather's.

A-5.

Observe the following, and fill in blanks:

a) Choxrt̃ lapi i mex.
35 3 2 5 4 35

My good pencil.

b) Cuxrt̃ _____
35 3

Your good pencil.

c) Noxrt̃ popera i mex.
15 3 3 3 5 4 35

His good paper.

d) Toxrt̃ _____
15 3

Our (incl.) good paper.

e) Toxrt̃ _____
35 3

Our (excl.) good paper.

f) Pexrt̃ ngue ya mex.
35 3 35 3 4 35

Your (pl.) good canoe.

g) T̃imaar̃t̃ _____
35 4 5 3

His (familiar) good canoe.

h) Ngixrt̃ _____
35 3

Her good canoe.

A-6.

With Superlative -x̃echi "very".
1 4

a) Choxrt̃ lapi i mex̃echix.
35 3 2 5 4 23 1 4

My beautiful/very good pencil.

b) Cuxrt̃ _____
35 3

Your beautiful pencil.

c) Noxrt̃ popera i mex̃echix.
15 3 3 3 5 4 23 1 4

His very good paper.

d) Toxrt̃ _____
15 3

Our (incl.) very good paper.

e) **Toxrü** popera i mexēchix.
35 3 3 3 5 4 23 1 4

Our (excl.) very good paper.

f) **Pexrū** _____
35 3

Your (pl.) beautiful paper.

g) **Tlmaārū** _____
35 45 3

His (familiar) beautiful paper.

h) **Ngixrū** _____
35 3

Her beautiful paper.

A-7.

Observe the following, and fill in blanks:

a) **Nomexēchi** i cuxrū lapi.
2 23 1 4 4 35 3 2 5

Your pencil is beautiful.

b) _____ i noxrū _____
4 15 3

His pencil is beautiful.

c) _____ i choxrū popera.
4 35 3 3 3 5

My paper is beautiful.

d) _____ i pexrū _____
4 35 3

Your (pl.) paper is beautiful.

e) _____ ya toxrū ngue.
4 15 3 35 3

Our (incl.) canoe is beautiful.

f) _____ ya toxrū _____
4 35 3

Our (excl.) canoe is beautiful.

g) _____ ya tlmaārū _____
4 35 45 3

His (familiar) canoe is beautiful.

h) _____ ya ngixrū _____
4 35 3

Her canoe is beautiful.

A-8.

- a) Choxrú me nixí.
35 3 23 25 2 I like it.
- b) Tama choxrú me nixí.
2 3 35 3 23 25 2 I don't like it.
- c) Noxrú me nixí.
15 3 23 25 2 He likes it.
- d) Tama noxrú me nixí.
2 3 15 3 23 25 2 He doesn't like it.
- e) Toxrú me nixí.
35 3 23 25 2 We like it.
- f) Tama toxrú me nixí.
2 3 35 3 23 25 2 We don't like it.

A-9.

With ña "this".

- a) Choxrú me nixí i ña.
35 3 23 25 2 4 2 I like this.
- b) Noxrú me nixí i ña.
15 3 23 25 2 4 2 He likes this.
- c) Tama choxrú me nixí i ña.
2 3 35 3 23 25 2 4 2 I don't like this.
- d) Tama noxrú me nixí i ña.
2 3 15 3 23 25 2 4 2 He doesn't like this.
- e) Toxrú me nixí i ña.
35 3 25 2 4 2 We like this.
- f) Tama toxrú me nixí i ña.
2 3 35 3 23 25 2 4 2 We don't like this.

A-10.

With Objects.

a) Choxrũ me nixĩ i ñaa cuxchi.
35 3 23 25 2 4 2 4 3 5

b) Tama choxrũ me nixĩ i ñaa tara.
2 3 35 3 23 25 2 4 2 4 3 1

c) Noxrũ me nixĩ i ñaa ota.
35 3 23 25 2 4 2 4 3 1

d) Tama noxrũ me nixĩ i ñaa cuni.
2 3 15 3 23 25 2 4 2 4 3 1

e) Toxrũ me nixĩ i yowa. ж
15 3 23 25 2 4 3 5

f) Tama toxrũ me nixĩ i maiyu.
2 3 15 3 23 25 2 3 2 1

A-11.

Observe the following, and fill in the blanks:

a) Changeãrũ lapiã. I don't have a pencil.
3 25 3 2 55

b) _____ poperaã. I don't have a paper.
3 3 55

ж ñaa is omitted since the speaker refers to liking the Yaguas in general, rather than a particular Yagua. Ñaa is omitted for the same reason before maiyu.
3 1

c) _____ dechuā.
3 5 5

I don't have a handkerchief.

d) _____ cheraā.
3 5 5

I don't have a saw.

e) _____ dimaā.
3 5 5

I don't have a file.

f) _____ taraā.
3 1 5

I don't have a machete.

A-12.

a) Nataxuma i choxrū lapi.
2 2 3 3 4 3 5 3 2 5

I don't have a pencil.

b) _____ i cuxrū popera.
4 3 5 3 3 3 5

You don't have a paper.

c) _____ ya noxrū dechu.
2 1 5 3 3 5

He doesn't have a handkerchief.

d) _____ ya toxrū chera.
2 3 5 3 3 5

We don't have a saw.

e) _____ ya pexrū dima.
2 3 5 3 3 3

You (pl.) don't have a file.

f) _____ i noxrū tara.
4 1 5 3 3 1

They don't have a machete.

A-13.

With various persons.

- | | |
|--|--------------------------------|
| a) Changeārtū taraā.
3 25 3 3 15 | I don't have a machete. |
| b) Cungeārtū dechuā.
3 25 3 3 55 | You don't have a handkerchief. |
| c) Nangeārtū lapiā.
2 25 3 2 55 | He doesn't have a pencil. |
| d) Tangeārtū poperaā.
3 25 3 3 3 55 | We don't have any paper. |
| e) Pengeārtū dimaā.
3 25 3 3 55 | You (pl.) don't have a file. |
| f) Nangeārtū cūxchiā.
2 25 3 3 55 | They don't have a knife. |

B. How?

Chiūra: Namexēxē i ōna, Pa
3 3 5 3 23 2 3 4 23 5 4

Prepare the meal,

Camuchax.
3 2 5

Carmen.

Camucha: Ngū. ¿Nūxacū ta chaxtix?
3 2 5 4 35 5 5 2 3 4

Yes(assent), Okay. How do I do it?

Chiūra: Napiri i chabura rū mexe
3 5 3 3 3 1 4 3 3 5 5 15 5

Fry the onions and peppers,

rū namuxra i fideu.
5 3 23 3 4 3 25

and cook the macaroni.

Camucha: Ngũ.
3 2 5 4

Yes (assent), okay.

Chiūra: N̄uxuchi inaba i fideutũxũ
3 3 5 5 2 1 1 3 3 4 3 2 5 2 5

Then pour out the macaroni water

rũ poratugu nagũ i fideu.
5 3 3 5 4 3 5 4 3 2 5

and dump the macaroni in the dish
(oven dish or pan).

Camucha: ¿Rũ taxactũ namãxã chaxũ i
3 2 5 5 5 2 2 2 3 2 3 3 4 4

And what do I do with the onions

chabura rũ mexe?
3 3 5 5 1 5 5

and peppers?

Chiūra: Namãxã i fideugu ta cunagũ,
3 3 5 2 3 3 4 3 2 5 4 2 3 3 5

You'll dump them in with the ma-

rũ n̄uxuchi nacuixe namãxã,
5 5 2 1 3 2 2 2 3 2 3

caroni, and then mix it around,

rũ yapunagu naxũ.
5 3 3 5 4 3 2 3

and put it in the oven.

Camucha: Marũ ta nixĩ.
3 2 5 3 3 2 2 5 2

It's going to be (done) right now.

Drills

B-1.

Question: ¿N̄uxactũ nua cuxũ?
3 5 5 1 4 3 2 3

How did you come here?

Answers: a) Nguemãxãx.
3 5 3 2 3

With a canoe.

b) Muturumãxãx.
3 2 5 2 3

With a motor.

c) Namagu.
2 3 3 4

By trail.

B-2.

Observe the following questions using "How?" ¿Ñuxactŭ? and fill in blanks:
35 5 5

- a) ¿Ñuxactŭ nua naxŭ? 35 5 5 14 2 23 How did he come here?
- b) _____ naxŭpetŭ? 2 23 2 5 How did it happen?
- c) _____ nanaxŭ? 2 3 4 How did he do it?
- d) _____ nanachixexē? 2 3 35 4 2 3 How did he damage it?
- e) _____ narŭgau? 2 3 15 How was it torn?
- f) _____ nichu? 23 5 How did this get mildewed?
 How did this get moldy?
- g) _____ nixa? 2 35 How did this get burned?

B-3.

Observe the following statements and fill in the blanks:

- a) Tama nŭxŭlŭ chacua nax ñuxactŭ nua naxŭx. 2 3 35 3 3 5 2 35 5 4 14 2 35
- b) _____ naxŭx. 5 3
- c) _____ naxŭpetŭx. 5 23 2 5
- d) _____ naxŭlŭax. 5 4 5

- e) _____ nachixexēxēāx.
5 35 4 2 35
- f) _____ penachixexēxēx.
3 3 35 4 2 3
- g) _____ nagaux.
5 15
- h) _____ yachux.
5 1
- i) _____ yaxax.
5 3

B-4.

Question: ¿Taxacū icuxū?
5 2 2 1 3 4

What are you doing?

Answers: a) Chanapiri i chabura.
3 3 3 1 4 3 3 5

I'm frying onions.

Chabura chapiri.
3 3 5 3 3 1

I'm frying onions.

b) _____ ya mexe.
4 15 5

I'm frying peppers.

Mexe _____
15 1

I'm frying peppers.

c) Chanamuxra ya aruchu.
3 3 23 3 4 3 2 5

I'm cooking rice.

Aruchu chamuxra.
3 2 5 3 23 3

I'm cooking rice.

d) _____ i fideu.
4 3 25

I'm cooking spaghetti.

Fideu _____
3 25

I'm cooking spaghetti.

e) Chanapiri i poxi. I'm frying plantains.
_{3 3 3 1 4 3 1}

Poxi chapiri. I'm frying plantains.
_{3 1 3 3 1}

f) Chanamuxra i poxi. I'm cooking bananas.
_{3 3 23 3 4 3 1}

Poxi chamuxra. I'm cooking bananas.
_{3 1 3 23 3}

B-5.

With the following Verbs, "to cause to do" is indicated by including the Internal Object Prefix ya- plus the Causative Suffix -xēxē: *

a) chidexa I talk
_{3 23 4}

b) chixicu I enter
_{3 23 4}

c) chipa I am dry
_{3 23}

d) nidoqa It boils
_{23 3 3}

B-6.

a) chayadexaxēxē I cause him to talk
_{3 3 23 4 2 2}

b) chayaxlicuxēxē I cause him to enter
_{3 3 23 4 2 3}

* These are class 2. a) Verbs. See Appendix (III).

c) chayapaxēē
3 3 23 2 3

I dry it (cause it to be dry)

d) chayadocaxēē
3 3 3 5 2 3

I boil it (cause it to boil)

B-7.

Some Imperatives.

a) Napiri ya otacharaxū.
3 3 1 4 3 1 2 2 3

Otacharaxū napiri.
3 1 2 2 3 5 3 1

Fry the eggs (could be one egg).

b) Namuxra i core.
3 23 3 4 4 5

Core namuxra.
4 5 5 23 3

Cook the potatoes (wild or cultivated).

c) Yadocaxēē i dexe.
3 3 5 2 3 4 35 1

Dexe Idocaxēē.
35 1 3 3 5 2 3

Boil the water.

d) Yayauxgū ya poratu.
3 5 2 2 3 3 5

Poratu yayauxgū.
3 3 5 4 5 2

Wash the dishes.

e) Inapigū ya poratu.
1 3 2 2 2 3 3 5

Poratu inapigū.
3 3 5 1 3 2 2

Dry the dishes.

f) Nax̄t̄i i chop̄a.
3 4 4 23 5

Chop̄a nax̄t̄i.
23 5 5 4

Make soup.

g) Nabixichiane.
5 23 4 25 5

Nabixichix̄i.
3 23 4 2 2 5

Sweep the floor (inside or
out).

h) Nawāxt̄a i īā̄.
3 2 3 4 25

īā̄ rūwāxt̄a.
25 3 2 3

Close the door.

i) Yawāxn̄a i īā̄.
5 2 2 4 25

īā̄ iwāxn̄a.
25 5 2 2

Open the door.

j) Inanu ya poratu.
4 3 2 2 3 3 5

Poratu inanu.
3 3 5 4 3 2

Place the dishes.

B-8.

Observe the following:

a) Taramāx̄ā changix̄cae.
3 1 2 3 3 35 43

I cultivate with a machete.

b) Dexamāx̄ā chayayauxḡi ya
35 1 2 3 3 3 5 2 2

I wash the dishes with water.

poratu.
3 3 5

- c) Coremāxā chanaxli i chopa. I make soup with potatoes.
 4 5 2 3 3 3 4 4 2 3 5
- d) Taxwechigumāxā chanabixichiane. I sweep the floor with a broom.
 3 1 5 5 2 3 3 5 2 3 4 2 5 5
- e) Chixūmāxā chanapiri ya otacharaxli. I fry eggs with grease.
 1 2 2 3 3 3 3 1 4 3 1 2 2 3
 I fry eggs with oil.
- f) Pixmexumāxā ichanapixme. I dry my hands with a towel.
 2 5 5 2 3 1 3 3 2 5
- g) Poratuārū piruxūmāxā ichanapigū I dry the dishes with a dish-towel.
 3 3 5 5 3 2 1 5 2 3 1 3 3 2 2
 ya poratu.
 2 3 3 5

B-9.

Some variations.

- a) Nangixcae taramāxāx. He cultivates with a machete.
 2 3 5 4 3 3 1 2 3
- b) _____ namāxā i tara.
 2 3 2 3 4 3 1
- c) Nayayauxgū ya poratu dexamāxāx. He washes dishes with water.
 2 3 5 2 2 3 3 5 3 1 2 3
- d) _____ namāxā i dexa.
 2 3 2 3 4 3 5 1
- e) Nanabixichiane taxwechigumāxāx. He sweeps the floor with a broom.
 2 5 2 3 4 2 5 5 3 1 5 5 2 3
- f) _____ namāxā i taxwechigu.
 2 3 2 3 4 3 1 5 5

g) Inanapixme pixmexũmāxāx.
1 2 3 2 5 2 5 5 2 3

He drys his hands with a towel.

h) _____ namāxā i pixmexũ.
23 2 3 4 2 5 5

B-10.

Imperatives with "cause to".

a) Nũxũ napirixēxē ya otacharaxũ.
35 3 3 3 1 2 3 4 3 1 2 2 3

Make her fry the eggs.

b) _____ namuxraxēxē i coreḡ.
3 23 3 2 3 4 4 5

Make her cook the potatoes.

c) _____ yadocaxēxē i dexa.
3 3 5 2 3 4 35 1

Make her boil the water.

d) _____ yayaugũxēxē ya poratu.
5 5 2 2 3 2 3 3 5

Make her wash the dishes.

e) _____ inapigũxēxē ya poratu.
1 3 2 2 2 3 2 3 3 5

Make her dry the dishes.

f) _____ naxũxēxē i chopa.
3 4 2 3 4 25 5

Make her make the soup.

g) _____ nabixichianexēxē.
5 23 4 25 5 2 3

Make her sweep the floor.

h) _____ nawaxtaxēxē i lā.
3 2 3 2 3 4 25

Make her close the door.

i) _____ yawaxmaxēxē i lā.
5 2 2 2 3 4 25

Make her open the door.

B-11.

Fill in the blanks. Use Verbs from B-10.

a) Nūxū̄ napirixē̄xē̄ ya otacharaxū̄.
35 3 3 3 1 2 3 4 3 1 2 2 3

b) _____ i corq̄.
4 4 5

c) _____ i dexa.
4 35 1

d) _____ ya poratu.
2 3 3 5

e) _____ ya poratu.
2 3 3 5

f) _____ i chopa.
4 23 5

g) _____ i īā̄.
4 25

B-12.

Fill in the blanks. Use Objects from B-10.

a) Nūxū̄ nawāxtaxē̄xē̄ i īā̄.
35 3 2 2 3 2 3 4 25

b) _____ naxū̄xē̄ _____
3 4 2 3

c) _____ inapigū̄xē̄xē̄ ya _____
1 3 2 2 2 3 2

d) _____ yawāxnaxē̄xē̄ i _____
5 2 2 2 3 4

c) Nanguchix̄a i chax̄ū.
2 1 5 4 4 5 5

The manioc drink is bitter (strong).

d) Nangax̄ū i nūmax.
2 2 3 4 3 5 4

He's full.
He's drunk.

e) Nax̄āācu ya ngue.
2 3 3 4 5 3 3

The canoe is full.

f) Nangeaca ya aruchu.
2 2 2 5 4 3 2 5

The rice is flat (needs salt).

C. When and Why?

Yoca: ¿Ngexta nax̄ū ga Cori?
2 3 5 5 1 2 2 3 2 3 1

Where did the gentleman go?

Caru: Ditichiawa nax̄ū.
2 3 5 3 2 3 5 1 2 2 3

He went to Leticia.

Yoca: ¿Cūx? ¿Nūxgu ta nataegu?
2 3 5 1 5 4 2 2 1 5 5

Oh? When is he coming back?

Caru: Awaxix. Tama nūxū chacua.
2 3 5 3 5 2 2 3 3 3 3 5

Ah. I don't know.

Bexmana mox̄ū ta. ¿Tūxcūx̄ū?
5 5 1 3 5 2 5 2 5

Perhaps tomorrow. Why?

Yoca: Tax̄ūcaxma. Nūxū chacuaxchax
2 3 5 2 2 5 2 3 3 3 1 5

Nothing. I just wanted to know.

ūmare. ¿Taxactiwa nax̄ū?
5 3 3 5 2 2 1 2 2 3

What did he go for?

Caru: Ācti. . . . , ūanewa naxu.
2 2 3 5 5 1 2 2 3

Ah. . . . , he went visiting.

Yoca: ¿Ōēxna? ¿Ngexma nanaxūane?
2 3 5 4 5 1 4 2 2 3 3 5 5

Oh, is that so? He went there
visiting a little?

Caru: Ngū.
23 5 5

Yes.

Yoca: ¿Taxuxema yea tūxū niga? κ
23 5 2 1 4 3 14 35 3 23 2

He didn't take anyone with him?

Caru: Ngemactix. Nayaga ga Ari.
23 5 3 15 4 2 3 2 2 4 2

Of course. He took Bernardo.

Yoca: ¿Ēxna? ¿Tūxcūxū?
23 5 5 1 5 2 5

Oh, is that so? Why?

Caru: Ācti...., Yea nanaga nax nūxna
23 5 2 2 14 2 3 2 2 35 5

Ah...., he took him to watch the

nadauxūca ya Coriwexū.
5 4 2 5 4 3 1 3 5

gentleman's boat.

Yoca: ¿Ēxna? ¿Tama yea cuxūchaxū?
23 5 5 1 2 3 14 3 35 5 5

Oh, is that so? Did't you want to go?

Caru: Ngemactix, natūru taxuactūma
23 5 3 15 4 5 2 5 2 25 4 3

Of course, but it was impossible

nixī, yerū changuxchametū.
25 2 2 2 3 5 1 5 5

because I had a headache.

Yoca: ¿Cutūxcū?
23 5 3 5 2

What's the matter with you?

Caru: Awaxix, changuxchametūmare.
23 5 35 35 2 3 5 1 5 5 3 3

Ah. I just had a headache.

Yoca: ¿Ēxna? ¿Tama na cuxūx?
23 5 5 1 2 3 5 3 35

Oh, is that so? You don't have a cold, do you?

Caru: Tama chirā.
23 5 2 3 2 5

No, I haven't had.

κ Another way of expressing this is taxuxexūma niga.
2 1 4 3 3 23 2

Drills

C-1.

Practice with "Where?". Fill blanks with other Verbs such as napuracti ,
 nachibü , etc.

a) ¿Ngexta naxü i Cori?
 5 1 2 234 3 1

i) Coripatawa _____ i Peduru.
 $\text{3 1 2 3 1 4 23 5 5}$

b) _____ Yoca?
 23 5

j) Türewa _____ Chiüra.
 3 5 1 3 3 5

c) _____ Pauru?
 3 5

k) Taxepataxüwa _____ Chore.
 2 3 2 3 5 1 2 1

d) _____ Camucha?
 3 2 5

l) Ditichiawa _____ Eca.
 3 2 3 5 1 3 5

e) _____ Ari?
 4 2

m) Dauquena _____ Yagacti.
 3 1 5 2 3 3

f) _____ Docha?
 23 5

n) Bëyamüwa _____ Wanacu.
 3 3 2 1 3 2 5

g) _____ Duquitu?
 3 2 5

o) Tawaama _____ Duchu.
 3 1 2 2 2 5

h) _____ Bitu?
 3 1

p) Namawa _____ Chepa.
 23 3 1 2 5

C-2.

Fill blanks with places or names other than those used in this drill.

a) Ditichiawa naxü i Cori.
 $\text{3 2 3 5 1 2 234 3 1}$

b) Ichituwa _____
 5 2 5 1

- c) _____ Caru. _{23 5} f) Bēyamīwa _____
_{3 3 2 1}
- d) _____ Yoca. _{23 5} g) _____ gu nape i Yagacti.
_{4 2 23 4 2 3 3}
- e) Coripatawa napuracti i _____
_{3 1 2 3 1 2 3 3 2 4} h) Yexa _____
_{4 4}
- _____

C-3.

Practice with "When (future)?"

- a) ¿Nuxgu ta cuyauxchirux? _{5 4 2 3 5 1 3} When are you going to wash clothes?
- b) _____ cuxtlwemñix? _{5 4 3 5} When are you going to cook?
- c) _____ naxūāchix? _{5 232 2} When is he going?
- d) _____ nanapiri i poxi? _{2 3 3 14 3 1} When is she going to fry the bananas?
- e) _____ tangixcaegti? _{2 35 43 2} When are we (incl.) going to cultivate?
- f) _____ tanamexēxegti? _{2 3 23 2 3 2} When are we (incl.) going to fix it?
- g) _____ napex? _{5 35} When is he going to sleep?

C-4.

Taking persons or things. κ $\underset{2}{\text{nanaga}}_{32}$ "take a person", $\underset{2}{\text{nanange}}_{32}$ "take hold of something with intent to take from one place to another"

- | | |
|--|--------------------------------|
| a) $\underset{3}{\text{Cori}}_{123} \underset{2}{\text{nanange}}_{32} \underset{2}{\text{i}}_{333} \underset{2}{\text{mürapewa}}_{35}$. | The gentleman takes the board. |
| b) $\text{_____} \underset{2}{\text{nanaga}}_{32} \underset{2}{\text{i}}_{324} \underset{23}{\text{Yoca}}_{35}$. | The gentleman takes Rosendo. |
| c) $\underset{3}{\text{Camucha}}_{25} \underset{2}{\text{nanange}}_{32} \underset{2}{\text{ya}}_{31} \underset{2}{\text{otacharaxũ}}_{431223}$. | Carmen takes the egg. |
| d) $\text{_____} \underset{2}{\text{nanaga}}_{32} \underset{2}{\text{i}}_{324} \underset{31}{\text{ota}}_{31}$. | Carmen takes the chicken. |
| e) $\underset{35}{\text{Dui}}_{23} \underset{2}{\text{nanange}}_{32} \underset{2}{\text{i}}_{324} \underset{3}{\text{mecha}}_{35}$. | Louis takes the table. |
| f) $\text{_____} \underset{2}{\text{nanaga}}_{32} \underset{2}{\text{i}}_{324} \underset{3}{\text{õxchana}}_{33}$. | Louis takes the baby. |

C-5.

Taking persons or things (from one place to another) $\underset{2}{\text{nayaga}}_{32}$, $\underset{2}{\text{nayange}}_{32}$

- | | |
|--|------------------------------------|
| a) $\underset{3}{\text{Cori}}_{123} \underset{2}{\text{nayange}}_{32} \underset{2}{\text{i}}_{333} \underset{2}{\text{mürapewa}}_{35}$. | The gentleman is taking the board. |
| b) $\text{_____} \underset{2}{\text{nayaga}}_{32} \underset{2}{\text{i}}_{324} \underset{23}{\text{Yoca}}_{35}$. | The gentleman is taking Rosendo. |
| c) $\underset{3}{\text{Camucha}}_{25} \underset{2}{\text{nayange}}_{32} \underset{2}{\text{ya}}_{31} \underset{2}{\text{otacharaxũ}}_{431223}$. | Carmen is taking the egg. |

κ $\underset{2}{\text{nanaga}}_{32}$ refers to animate objects. $\underset{2}{\text{nanange}}_{32}$ refers to inanimate objects.

d) _____ nayaga i ota.
2 3 2 4 3 1

Carmen is taking the
chicken.

e) Dui nayange i mecha.
3 5 2 3 2 4 3 5

Louis is taking the table.

f) _____ nayaga i oxchana.
2 3 2 4 5 3 3

Louis is taking the baby.

C-6.

With Plural Form nayana.
2 3 2

a) Cori nayana i mūrāpewa.
3 1 2 3 2 4 3 3 3 5

The gentleman is taking the
boards.

b) Camucha nayana ya otacharaxũ.
3 2 5 2 3 2 4 3 1 2 2 3

Carmen is taking the eggs.

c) Camucha nayagagũ i ota.
3 2 5 2 3 2 2 4 3 1

Carmen is taking the
chickens.

d) Dui nayana i mecha.
3 5 2 3 2 4 3 5

Louis is taking the tables.

e) Dui nayagagũ i õxchana.
3 5 2 3 2 2 4 5 3 3

Louis is taking the babies.

C-7.

"Taking them there." Note the different places in which yea occurs.
14

a) Cori yea nanange i popera.
3 1 14 2 3 2 4 3 3 5

The gentleman takes the
papers over there.

b) Yea nanange i popera i Cori.
14 2 3 2 4 3 3 5 4 3 1

c) Cori yea nanaga i Yoca.
3 1 14 2 3 2 4 23 5

The gentleman takes
Rosendo over there.

d) Yea nanaga i Yoca i Cori.
14 2 3 2 4 23 5 4 23 5

e) Camucha yea nanana ya otacharaxū.
3 2 5 14 2 3 35 4 3 1 2 2 3

Carmen is taking the eggs
over there.

f) Yea nanana ya otacharaxū i Camucha.
14 2 3 35 4 3 1 2 2 3 4 3 2 5

g) Camucha yea nanaga i ota.
3 2 5 14 2 3 2 4 3 1

Carmen is taking the
chicken over there.

h) Yea nanaga i ota i Camucha.
14 2 3 2 4 3 1 4 3 2 5

C-8.

Question: ¿Tūxcūxū yea naxū i Wanacu?
5 2 5 14 2 23 4 3 2 5

Why does Carlos go over
there?

Answers: a) Awaxix.
35 35 2

Ah. I don't know.

b) Ngema nayachibū.
1 4 2 5 23 4

He eats over there.

c) Ertū nataiya.
3 2 2 35 4

Because he's hungry.

d) Ertū yea napuracū.
3 2 14 2 3 3 2

Because he works over
there.

C-9.

Question: ¿Ñuxgu ta cuyauxchirux?
5 4 2 5 5 1 3

When are you going to wash
clothes?

Answers: a) N̄uxmata.
5 2 2

Right now.

b) Yixcūama.
15 4 2 2

Afterwards (after this).

c) Yixcūra.
15 5 5

Later.

d) Moxl̄ ta, ŋuxgumaxactl̄.
35 5 2 15 4 2 5 4

Tomorrow at this time.

C-10.

Talking.

a) Chixri nidexa.
35 1 23 23 4

He talks badly.
He talks disagreeably.
He talks detrimentally.

b) Mea nidexa.
35 4 23 23 4

He talks well.
He talks pleasantly.
He talks beneficially.

c) Napaxaga.
2 3 5 5

He talks rapidly.

d) Nanuxcūga.
2 2 2 5

He talks slowly.

e) Naxiga.
2 1 5

He talks quietly (in high-pitched voice).

f) Nataga.
2 35 5

He talks loudly (in bass voice).

II. GRAMMATICAL AND CULTURAL HELPS

A. Unavailability

It is common practice among the Ticunas to simply say, "There isn't any." Nataxuma . $\begin{smallmatrix} 2 & 2 & 3 & 3 \end{smallmatrix}$ if a request is made for something which they do not want to sell or give. They do not consider this to be a falsehood.

B. Canoe making

Since the canoe is the main means of travel, its making is of great importance to the Ticunas. After the canoe has been formed and hollowed out with a special tool, the top edges are spread to make for stability of the finished product. This work is done early in the morning when there is no wind. The fire underneath consists mostly of coals burning very low. Large clothespin-like devices are fitted over the edges and used to slowly spread the two sides of the hollowed-out log. The seats are made of cedar boards. The canoe is finally ready after the cracks are tarred and any imperfection smoothed out. The following are some "terms used in canoe-making".

- | | |
|---|---|
| (1) purure
$\begin{smallmatrix} 5 & 3 & 3 \end{smallmatrix}$ | short handled chopper for hollowing out canoe |
| (2) chaya caxma
$\begin{smallmatrix} 3 & 3 & 4 & 2 \end{smallmatrix}$ | I chop out the inside |
| (3) chana chexe
$\begin{smallmatrix} 3 & 3 & 4 & 4 \end{smallmatrix}$ | I chop on the outside |
| (4) chaya chexe
$\begin{smallmatrix} 3 & 3 & 4 & 4 \end{smallmatrix}$ | I spread it out |

Types of wood especially good for canoe-making are the following:

- (5) warixiwa
 $\begin{smallmatrix} 3 & 3 & 2 & 5 \end{smallmatrix}$

(6) yocariwa
3 3 3 5

(8) aura
5 5

(7) oxquene
35 5 5

(9) arupane
23 3 3 5

C. Peoples of the area (Amazon River region)

(1) dutixfi
5 3 2

Ticuna / general name for people

(2) cucama / toma
3 2 5 5 5

Cocama

(3) yowa
3 5

Yagua

(4) wiftutu
3 2 5

Huitoto

(5) maiyu
3 1

Mayaruna

D. Verb "to have".

There are four expressions of "have". The first three are generally used with Free Nouns. The last is confined to Bound Nouns.

(1) Nūxū nangexma i lapi.
35 1 2 4 2 4 2 5

He has a pencil.

(2) Nangexma i noxrū lapi.
2 4 2 4 15 3 2 5

He has a pencil.

(3) Naxārtū lapixā.
2 3 3 2 5 5

He has a pencil.

(4) Naxāxchiru.
2 3 1 5

He has clothing.

III. TONE DRILLS

D-1.

Repeat the following (with wúxi and rǔ):

- a) wúxi ya dechu rǔ wúxi i tara
_{23 2 2 3 5 5 23 2 4 3 1}
- b) _____ yura _____ cori
_{3 5 3 1}
- c) _____ chera _____ wexu
_{3 5 3 1}
- d) _____ chawi _____ ota
_{3 5 3 1}

D-2.

Repeat the following (with namu and rǔ):

- a) Namu ya chawi rǔ chera.
_{2 2 2 3 5 5 3 5}
- b) _____ ucu _____ chawi.
_{3 5 3 5}
- c) _____ i cori _____ wexu.
_{4 3 1 3 1}
- d) _____ poxi _____ wǔra.
_{3 1 3 1}

D-3.

Repeat the following, nothing change from Connective ya to \tilde{a} in a) and b):

a) $\text{Namu } \tilde{a} \text{ yura r}\ddot{u} \text{ maiyu.}$
 $\quad \quad \quad \begin{smallmatrix} 2 & 2 & 2 & 3 & 5 & 5 & 3 & 1 \end{smallmatrix}$

b) _____ $\text{dechu} \text{ } \text{w}\ddot{u}\text{ra.}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 5 & 3 & 1 \end{smallmatrix}$

c) _____ $\tilde{a} \text{ woca} \text{ } \text{ota.}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 5 & 3 & 1 \end{smallmatrix}$

d) _____ $\text{woca} \text{ } \text{maiyu.}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 5 & 3 & 1 \end{smallmatrix}$

D-4.

Repeat the following (with nadau):
 $\quad \quad \quad \begin{smallmatrix} 2 & 2 \end{smallmatrix}$

a) $\text{Nadau } \tilde{a} \text{ c}\ddot{u}\text{xchi r}\ddot{u} \text{ tara.}$
 $\quad \quad \quad \begin{smallmatrix} 2 & 2 & 3 & 3 & 5 & 5 & 3 & 1 \end{smallmatrix}$

b) _____ $\text{woca} \text{ } \text{ota.}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 5 & 3 & 1 \end{smallmatrix}$

c) _____ $\text{tara} \text{ } \text{c}\ddot{u}\text{xchi.}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 1 & 3 & 5 \end{smallmatrix}$

d) _____ $\text{ota} \text{ } \text{woca.}$
 $\quad \quad \quad \begin{smallmatrix} 3 & 1 & 3 & 5 \end{smallmatrix}$

D-5.

Additional 3 5 words and drill:

a) tauque
 $\quad \quad \quad \begin{smallmatrix} 3 & 5 \end{smallmatrix}$

cemetery

b) tūre
3 5

port

c) porī
3 5

tobacco

d) meya
3 5

socks

e) michi
3 5

cat

wūxi i tauque
23 2 4 3 5

wūxi i tūre
23 2 4 3 5

wūxi ya michi
23 2 4 3 5

wūxi ya porī
23 2 4 3 5

D-6.

Additional 3 1 words and drill:

a) torī
3 1

species of water turtle

b) pichi
3 1

species of little bird

c) yorī
3 1

species of duck

d) yora
3 1

owner

włxi ya tori
23 2 2 3 1

włxi ya yora
23 2 2 3 1

włxi i pichi
23 2 4 3 1

włxi i yori
23 2 4 3 1

D-7.

Repeat the following 3 5 words (with name "It is good/ nice/ ready. ")
2 23

a) Name ya dechu.
2 23 2 3 5

e) Name ă yowa.
2 23 35 3 5

b) _____ yura.
3 5

f) _____ woca.
3 5

c) _____ chera.
3 5

g) _____ clixchi.
3 5

d) _____ meya.
3 5

h) _____ tauque.
3 5

D-8.

Repeat the following 3 1 words (with name):
2 23

a) Name i tara.
2 23 4 3 1

e) Name i Mere.
2 23 4 3 1

b) _____ cori.
3 1

f) _____ cuni.
3 1

c) _____ wexu.
3 1

g) _____ poxi.
3 1

d) _____ Ama.
3 1

h) _____ maiyu.
3 1

D-9.

Repeat the following 2 2 words (with name):

a) Name $\underset{2}{y}\underset{23}{a}\underset{2}{d}\underset{2}{e}\underset{2}{x}\underset{2}{c}\underset{2}{h}\underset{2}{i}$.

The "paiche" fish is good.

b) _____ $\underset{2}{p}\underset{2}{a}\underset{2}{w}\underset{2}{i}$.

The spider is nice.

c) _____ $\overset{35}{a}\underset{2}{n}\underset{2}{a}\underset{2}{x}\underset{2}{i}$.

The annona is good.

d) _____ $\underset{2}{c}\underset{2}{a}\underset{2}{i}\underset{2}{x}\underset{2}{q}\underset{2}{u}\underset{2}{e}$.

The smoke is nice.

D-10.

Read across:

a) Name $\underset{2}{a}\underset{23}{d}\underset{2}{i}\underset{3}{m}\underset{5}{a}$.

b) Name $\overset{35}{a}\underset{2}{p}\underset{23}{a}\underset{2}{w}\underset{2}{i}$.

c) Name $\overset{35}{a}\underset{2}{w}\underset{23}{i}\underset{3}{r}\underset{1}{a}$.

d) _____ $\underset{3}{y}\underset{5}{u}\underset{2}{r}\underset{2}{a}$.

e) _____ $\underset{2}{n}\underset{2}{a}\underset{2}{x}\underset{2}{i}$.

f) _____ $\underset{3}{w}\underset{1}{e}\underset{2}{x}\underset{2}{u}$.

UNIT V

INTRODUCTION

This unit, which includes terms for buying and selling, colors, and sizes, should lead to a noticeable improvement in the student's ability to converse about common things. Underlining for emphasis in the English text will be discontinued beginning with this unit.

The student should continue studying and listening as previously instructed.

I. BASIC CONVERSATION

A. Buying and Selling.

Caru: ¿Ngexta cuxū?
23 5 5 1 3 23

Where are you going?

Wanacu: Yea, Ditichiawa chaxū
3 2 5 14 3 2 35 1 2 23

I'm going there to Leticia if it
it doesn't rain.

ta ēga tama napuxgu.
2 3 2 2 3 5 3 4

Caru: ¿Ēxna? ¿Taxactiwa?
23 5 5 1 5 2 2 1

Oh, is that so? What for?

Wanacu: Namāxā chataxechaxū i
3 2 5 23 2 3 3 2 3 5 5 4

I want to sell my toasted manioc.

choxrū ui.
35 3 35

Caru: ¿Ēxna? ¿Taxacūca namāxā

Oh, is that so? What are you selling it for?

cutaxe?

Wanacu: Naxca chataxe chaxū i

I want to buy shoes and cloth.

chapatu rū naxchiru i

āxchipexexū.

Caru: ¿Cūx? ¿Ñuxregu

Oh? How much do shoes cost?

naxātānūxū i chapatu?

Wanacu: Awaxix. Tama nūxū cha

Ah. I don't know. They're probably not very expensive.

cua. Maneca tama natata

nūxūchi.

Caru: Cuxa nixī. ¿Taxucaxtama

Could be. You're buying nothing else there?

cutaxe i to i ngema?

Wanacu: Taxucaxtama. Ngexicatama.

Nothing. That's all.

Drills

A-1.

Precede the following list of items with "I'm going to buy", or "I want to buy":

Naxca chataxe ta _____
23 5 3 2 3 2

Naxca chataxexax̄ _____
23 5 3 2 3 5 5

a) i poxi
4 3 1

f) i ui
4 3 5

b) ya t̄ixe
4 4 5

g) ya chaw̄i
4 5 2

c) i iru
4 5 1

h) i core
4 4 5

d) i choxni
4 23 1

i) i napan̄ta
4 35 5 3 3

e) i chixn̄i
4 4 2

j) ya otacharax̄i
4 3 1 2 2 3

A-2.

Precede the following list of items with "I'm going to sell", or "I want to sell":

Namāxā chataxe ta _____
23 2 3 3 2 3 2

Namāxā chataxexax̄ _____
23 2 3 3 2 3 5 5

a) ya otacharax̄i
4 3 1 2 2 5

d) ya chaw̄i
4 5 2

b) i napan̄ta
4 35 5 3 3

e) i ui
4 3 5

c) i core
4 4 5

f) i chixn̄i
4 4 2

g) i choxni
4 23 1

i) ya tuxe
4 4 5

h) i iru
4 5 1

j) i poxi
4 3 1

A-3.

Question: $\underset{5}{\text{N}}\underset{2}{\text{x}}\underset{4}{\text{r}}\underset{5}{\text{e}}\underset{3}{\text{g}}\underset{5}{\text{u}}\underset{3}{\text{n}}\underset{3}{\text{a}}\underset{2}{\text{t}}\underset{5}{\text{a}}\underset{3}{\text{n}}\underset{2}{\text{u}}\underset{5}{\text{x}}\underset{2}{\text{i}}$ _____ (Fill in items from A-2.)?

Answers: a) $\underset{4}{\text{T}}\underset{2}{\text{x}}\underset{4}{\text{r}}\underset{23}{\text{e}}\underset{5}{\text{i}}\underset{5}{\text{c}}\underset{5}{\text{h}}\underset{2}{\text{o}}\underset{5}{\text{r}}\underset{5}{\text{i}}$.

Two soles (Peruvian currency).

b) $\underset{4}{\text{T}}\underset{2}{\text{x}}\underset{4}{\text{r}}\underset{23}{\text{e}}\underset{5}{\text{i}}\underset{5}{\text{p}}\underset{5}{\text{e}}\underset{5}{\text{c}}\underset{5}{\text{h}}\underset{5}{\text{u}}$.

Two pesos (Colombian currency).

c) $\underset{1}{\text{G}}\underset{5}{\text{u}}\underset{5}{\text{x}}\underset{5}{\text{m}}\underset{4}{\text{e}}\underset{3}{\text{x}}\underset{3}{\text{p}}\underset{2}{\text{l}}\underset{5}{\text{i}}$ $\underset{4}{\text{i}}$ $\underset{3}{\text{c}}\underset{3}{\text{r}}\underset{2}{\text{u}}\underset{5}{\text{y}}\underset{5}{\text{e}}\underset{5}{\text{r}}\underset{5}{\text{u}}$.

Ten cruzeiros (Brazilian currency).

d) $\underset{23}{\text{W}}\underset{2}{\text{u}}\underset{2}{\text{x}}\underset{2}{\text{i}}$ $\underset{2}{\text{d}}\underset{5}{\text{a}}\underset{5}{\text{u}}\underset{5}{\text{x}}\underset{5}{\text{c}}\underset{5}{\text{a}}\underset{5}{\text{x}}\underset{5}{\text{w}}\underset{5}{\text{e}}$.

One red back (five-sol bill).

e) $\underset{3}{\text{T}}\underset{1}{\text{o}}\underset{5}{\text{m}}\underset{5}{\text{x}}\underset{5}{\text{e}}\underset{2}{\text{x}}\underset{2}{\text{p}}\underset{5}{\text{l}}\underset{5}{\text{i}}$ $\underset{1}{\text{i}}$ $\underset{3}{\text{y}}\underset{3}{\text{a}}\underset{5}{\text{u}}\underset{5}{\text{x}}\underset{5}{\text{c}}\underset{5}{\text{a}}\underset{5}{\text{x}}\underset{5}{\text{w}}\underset{5}{\text{e}}$.

Three green backs (ten-sol bills).

f) $\underset{3}{\text{A}}\underset{2}{\text{g}}\underset{5}{\text{u}}\underset{3}{\text{m}}\underset{3}{\text{u}}\underset{4}{\text{c}}\underset{2}{\text{i}}$ $\underset{2}{\text{i}}$ $\underset{5}{\text{l}}\underset{5}{\text{i}}\underset{5}{\text{b}}\underset{5}{\text{r}}\underset{5}{\text{a}}$.

Four libras (ten-sol bills).

A-4.

Precede the following with "very cheap":

$\underset{2}{\text{N}}\underset{1}{\text{x}}\underset{5}{\text{i}}\underset{5}{\text{t}}\underset{1}{\text{a}}\underset{4}{\text{n}}\underset{4}{\text{u}}\underset{4}{\text{x}}\underset{4}{\text{i}}$ _____

a) $\underset{3}{\text{c}}\underset{3}{\text{h}}\underset{5}{\text{a}}\underset{5}{\text{p}}\underset{5}{\text{a}}\underset{5}{\text{t}}\underset{5}{\text{u}}$

shoes

b) $\underset{23}{\text{n}}\underset{3}{\text{a}}\underset{5}{\text{c}}\underset{5}{\text{h}}\underset{5}{\text{a}}\underset{5}{\text{g}}\underset{5}{\text{u}}$

necklace

c) $\underset{3}{\text{g}}\underset{2}{\text{o}}\underset{5}{\text{y}}\underset{5}{\text{x}}\underset{5}{\text{u}}$

belt

- d) $\text{naxchiruchipe}^{\text{xe}}$ material
 $\begin{matrix} 23 & 1 & 5 & 5 & 5 & 3 \end{matrix}$
- e) tuxm^{ti} comb
 $\begin{matrix} 4 & 3 \end{matrix}$
- f) worua mirror
 $\begin{matrix} 3 & 35 \end{matrix}$

A-5.

Precede the following with "very expensive":

$\text{Nata}^{\text{tanti}}\text{x}^{\text{ti}}\text{chi}^{\text{ti}}$ _____
 $\begin{matrix} 2 & 35 & 5 & 5 & 1 & 4 & 4 \end{matrix}$

- a) worua mirror
 $\begin{matrix} 3 & 35 \end{matrix}$
- b) tuxm^{ti} comb
 $\begin{matrix} 4 & 3 \end{matrix}$
- c) $\text{naxchiruchipe}^{\text{xe}}$ material
 $\begin{matrix} 23 & 1 & 5 & 5 & 5 & 3 \end{matrix}$
- d) goyex^{ti} belt
 $\begin{matrix} 5 & 2 & 5 \end{matrix}$
- e) $\text{nachag}^{\text{ti}}$ necklace
 $\begin{matrix} 23 & 3 & 5 \end{matrix}$
- f) chapatu shoes
 $\begin{matrix} 3 & 3 & 5 \end{matrix}$

A-6.

Interrogatives with "buy"

Questions

Answers

a) ¿ $\text{Taxac}^{\text{ti}}\text{uca}^{\text{ti}}$ $\text{cutax}^{\text{e}}?$
 $\begin{matrix} 5 & 2 & 2 & 5 & 3 & 2 & 3 \end{matrix}$

$\text{Chapatu}^{\text{ca}}$.
 $\begin{matrix} 3 & 3 & 5 & 5 \end{matrix}$

b) ¿ Texcaxū̄ naxcā cutaxe?
 5 15 1 23 5 3 2 3

Pauruaxū̄.
 3 5 5 1

c) ¿ Ngexta naxcā cutaxe?
 5 1 23 5 3 2 3

Yea, Ditichiawa.
 14 3 2 3 5 1

d) ¿ Ñuxgu naxcā cutaxe?
 5 4 23 5 3 2 3

Ūpaxūra.
 3 3 5 5

e) ¿ Tūxcūxū̄ naxcā cutaxe?
 5 2 5 23 5 3 2 3

Erū choxrū me nixī.
 3 2 3 5 3 2 3 2 5 2

f) ¿ Ñuxactū naxcā cutaxe?
 3 5 5 4 23 5 3 2 3

Ngewa choxū̄ nanaxūtanū.
 3 5 3 5 3 2 3 4 5 5

A-7.

Interrogatives with "sell"

a) ¿ Taxacūmāxā̄ cutaxe?
 5 2 2 2 3 3 2 3

Uimāxā̄.
 3 5 2 3

b) ¿ Texeār'ūmāxā̄ cutaxe?
 5 1 5 3 2 3 3 2 3

Choxrū tama.
 3 5 3 5 3

c) ¿ Ngexta namāxā̄ cutaxe?
 5 1 23 2 3 3 2 3

Yexa Bēyamīgu.
 4 4 3 3 2 4

d) ¿ Ñuxgu naxcā cutaxe?
 5 4 23 5 3 2 3

Īneamaxūra.
 5 5 2 2 5 5

e) ¿ Tūxcūxū̄ namāxā̄ cutaxe?
 5 2 5 23 2 3 3 2 3

Erū marū tama chanaxwae.
 3 2 3 3 2 3 3 3 5 5 4

f) ¿ Ñuxactū namāxā̄ cutaxe?
 3 5 5 3 23 2 3 3 2 3

Yea chanage.
 1 4 3 3 2

A-8.

Answer the following with Ngū̄, namāxā̄ chataxechaxū̄:
 3 5 2 3 2 3 3 2 3 5 5

Question: ¿ Namāxā̄ cutaxechaxū̄ _____
 2 3 2 3 3 2 3 5 5

a) i ui
4 3 5

b) i mūrapewa
4 3 3 3 5

c) i napanūta
4 3 5 3 3

d) ya ngue
4 3 5 3

e) ya naxemū
4 3 5 5 3

f) i napa
4 3 5 5

g) i tipiti
4 3 3 5

h) i tarapa
4 3 2 5

A-9.

Answer the following with Ngū, naxca chataxexaxū:
3 5 2 3 5 3 2 3 5 5

Question: ¿Naxca cutaxexaxū _____
2 3 5 3 2 3 5 5

a) i naxpū i āxchipexex
4 2 3 3 4 3 5 5 4

b) i popera
4 3 3 5

c) i lapi
4 2 5

d) i naxchiru
4 2 3 1 5

e) i data
4 2 5

f) i anera
4 3 3 5

g) i daucū
4 4 3

h) i wetaeruxū
4 1 3 4 2 5

i) i butūū
4 3 2 5

j) i piraña
4 3 3 5

A-10.

With various persons. Any item under (2) may be preceded by either item under (1), and followed by any item under (3).

(1)	(2)	(3)
	chataxechaxū̄ 3 2 3 5 5	ya poxwa. 4 23 3
Naxca 23 5	cutaxechaxū̄ 3 2 3 5 5	i naxī. 4 23 2
	nataxechaxū̄ 2 2 3 5 5	i piraxē. 4 3 3 2
Namāxā 23 2 3	tataxechaxū̄ 3 2 3 5 5	i mūrāpewa. 4 3 3 3 5
	petaxechaxū̄ 3 2 3 5 5	ya taxī. 4 35 2

A-11.

Translations of some English Prepositions. x

- | | |
|--------------------------|----------------------------|
| a) īxāxtū̄
35 5 2 | outdoors (cultivated yard) |
| b) nāxtū̄
5 3 | below |
| c) yuratū̄xū̄
3 5 3 5 | under (the house) |
| d) dauxū̄
3 5 | above |
| e) naclūwa
23 3 3 | beside or around |
| f) naxcaxwe
35 5 5 | behind |

x These are followed by Locational Suffix -gu or -wa (except k).

- | | |
|------------------------|-----------------------------------|
| g) aixepe
5 3 5 | inside |
| h) dlixetü
5 1 3 | outside |
| i) napexe
35 5 3 | before |
| j) ngaxü
3 3 | the middle of |
| k) naxchaxwa
35 5 1 | ahead of (someone who's pursuing) |
| l) naetti
23 1 3 | on top of |

B. Colors (Light and Dark).

- | | |
|---|---------------------------------|
| Docha: ¿Ngexü i choxrü goyexü?
23 5 5 2 4 35 3 5 2 5 | Where's my belt? |
| Camucha: ¿Taxacü rü goyexü?
3 2 5 5 2 2 3 5 2 5 | What belt? |
| Docha: Ngema daux.
23 5 3 4 5 | That red one. |
| Camucha: Awaxix. Tama nüxü cha
3 2 5 35 35 2 2 3 35 3 3- | Ah. I don't know where it is. |
| cua i ngexta nangexma.
5 4 5 1 2 4 2 | |
| ¿Tama cuxrü me nixü i
2 3 35 3 23 25 2 4 | Don't you like that yellow one? |
| ngema i dexex?
3 4 4 2 2 | |
| Docha: Tama, erü nachixe.
23 5 2 3 3 2 2 35 4 | No, because it's damaged. |

Camucha: ¿Cūx? Choxrū me nixī i
3 2 5 1 35 3 23 25 2 4

Oh? I like Eca's blue belt.

Ecaārū i yax.
3 55 3 4 1

Docha: Chama rū ta, choxū
23 5 5 5 5 35 1

I do too. (To me) it's very pretty.

namexēchi. Choxrū mex
2 23 1 4 5 23 —

I like your green one very much too.

ēchi ta nixī i cuxrū i yaxrax.
1 4 5 25 2 4 35 3 4 1 3

Camucha: ¿Ēxna? ¿Marū nixū cūdauxū
3 2 5 5 1 3 3 35 3 5 4 2

Oh, is that so? Have you seen

i Chepaārū i wēxē? *

Josephine's black one?

Docha: Tama. ¿Namex?
23 5 2 3 5 35

No. Is it pretty?

Camucha: Ngū. Namexēchi.
3 2 5 35 2 23 1 4

Yes. It's very pretty.

Docha: ¿Ngexta naxca nataxe?
23 5 5 1 23 5 2 2 3

Where did she buy it?

Camucha: Ditichiawa. Āctū...., yea
3 2 5 3 2 35 1 2 2 14

In Leticia, ah...., at Galindo's

Galīdupatawa.
3 2 5 2 3 1

store.

Docha: ¿Ōēxna?
23 5 4 5 1

Oh, is that so?

* See Grammatical and Cultural Helps (B.) for explanation and examples of light and dark in reference to people.

Drills

B-1.

Colors with "that".

- | | |
|--|--------------------------------|
| a) Ngema $\underset{3}{d}\underset{4}{a}\underset{5}{ux}$. | That red one. |
| b) _____ $\underset{2}{d}\underset{2}{ex}$. | That yellow one. |
| c) _____ $\underset{1}{y}\underset{1}{aux}$. | That blue or green one. |
| d) _____ $\underset{4}{w}\underset{4}{e}\underset{4}{x}\underset{4}{e}$. | That black one. |
| e) _____ $\underset{1}{c}\underset{5}{om}\underset{5}{i}\underset{5}{x}$. | That white one. |
| f) _____ $\underset{2}{d}\underset{2}{a}\underset{3}{ux}\underset{3}{r}\underset{3}{ax}$. | That orange or orange-red one. |
| g) _____ $\underset{1}{y}\underset{3}{a}\underset{3}{ux}\underset{3}{r}\underset{3}{ax}$. | That blue-green one. |

B-2.

Colors - used as Adjectives.

- | | |
|--|------------------------|
| a) Chepa $\overset{23}{a}\overset{55}{a}\overset{3}{r}\overset{4}{t}\overset{4}{i}$ i w $\overset{4}{e}\overset{4}{x}\overset{4}{e}$. | Josephine's black one. |
| b) Chiqui $\overset{3}{a}\overset{255}{a}\overset{3}{a}\overset{4}{r}\overset{4}{t}\overset{2}{i}$ i d $\overset{2}{e}\overset{2}{x}$. | Frances' yellow one. |
| c) Docha $\overset{23}{a}\overset{55}{a}\overset{3}{a}\overset{4}{r}\overset{1}{t}\overset{3}{i}$ i y $\overset{1}{a}\overset{3}{u}\overset{3}{x}\overset{3}{r}\overset{3}{a}\overset{3}{x}$. | Rose's blue-green one. |

d) Chuirāārū i comūx.
233 55 3 4 1 5

Zoila's white one.

e) Ecaārū i daux.
3 55 3 4 5

Eloise's red one.

f) Camuchaārū i yaux.
3 2 55 3 4 1

Carmen's blue one.

g) Bituārū i dauxrax.
3 15 3 4 2 3

Victoria's orange or orange-red one.

B-3.

Colors - used as Verbs.

a) Nawēxē i Chepaārū.
2 4 4 4 23 55 3

Josephine's is black.

b) Nadexe i Chiquiāārū.
2 2 2 4 3 255 3

Frances' is yellow.

c) Nayauxra i Dochaārū.
2 1 5 4 23 55 3

Rose's is blue-green.

d) Nacomū i Chuirāārū.
2 1 3 4 233 55 3

Zoila's is white.

e) Nadau i Ecaārū.
2 2 4 3 55 3

Eloise's is red.

f) Nayaux i Camuchaārū.
2 5 4 3 2 55 3

Carmen's is blue.

g) Nadauxra i Bituārū.
2 2 5 4 3 15 3

Victoria's is orange or orange-red.

B-4.

Complete the following with colors:

Nua nange i ngema _____
14 3 2 4 3 4

Yea nange i ngema _____
14 3 2 4 3 4

a) $\underset{1}{y} \underset{3}{a} \underset{3}{u} \underset{3}{x} \underset{3}{r} \underset{3}{a} \underset{3}{x}$

e) $\underset{1}{y} \underset{1}{a} \underset{1}{u} \underset{1}{x}$

b) $\underset{2}{d} \underset{3}{a} \underset{3}{u} \underset{3}{x} \underset{3}{r} \underset{3}{a} \underset{3}{x}$

f) $\underset{2}{d} \underset{2}{e} \underset{2}{x} \underset{2}{e} \underset{2}{x}$

c) $\underset{1}{c} \underset{5}{o} \underset{5}{m} \underset{5}{\bar{u}} \underset{5}{\bar{x}}$

g) $\underset{5}{d} \underset{5}{a} \underset{5}{u} \underset{5}{x}$

d) $\underset{4}{\bar{w}} \underset{4}{\bar{e}} \underset{4}{\bar{x}} \underset{4}{\bar{e}}$

B-5.

Complete the following question and answer with colors:

Question: $\underset{23}{\bar{c}} \underset{5}{\bar{a}} \underset{3}{\bar{m}} \underset{2}{\bar{a}} \underset{3}{\bar{x}} \underset{3}{\bar{a}} \underset{5}{\bar{u}} \underset{5}{\bar{x}} \underset{4}{\bar{r}} \underset{23}{\bar{a}} \underset{2}{\bar{a}} \underset{4}{\bar{x}}$ _____

Answer: Tama. $\underset{2}{\bar{c}} \underset{3}{\bar{a}} \underset{23}{\bar{m}} \underset{5}{\bar{a}} \underset{3}{\bar{m}} \underset{2}{\bar{a}} \underset{3}{\bar{x}} \underset{3}{\bar{a}} \underset{5}{\bar{u}} \underset{5}{\bar{x}} \underset{4}{\bar{r}} \underset{23}{\bar{a}} \underset{2}{\bar{a}} \underset{4}{\bar{x}}$ _____

a) $\underset{1}{y} \underset{1}{a} \underset{1}{u} \underset{1}{x}$

e) $\underset{5}{d} \underset{5}{a} \underset{5}{u} \underset{5}{x}$

b) $\underset{1}{y} \underset{3}{a} \underset{3}{u} \underset{3}{x} \underset{3}{r} \underset{3}{a} \underset{3}{x}$

f) $\underset{1}{c} \underset{5}{o} \underset{5}{m} \underset{5}{\bar{u}} \underset{5}{\bar{x}}$

c) $\underset{2}{d} \underset{2}{e} \underset{2}{x} \underset{2}{e} \underset{2}{x}$

g) $\underset{4}{\bar{w}} \underset{4}{\bar{e}} \underset{4}{\bar{x}} \underset{4}{\bar{e}}$

d) $\underset{2}{d} \underset{3}{a} \underset{3}{u} \underset{3}{x} \underset{3}{r} \underset{3}{a} \underset{3}{x}$

B-6.

Complete the following question and answer with colors:

Question: $\underset{23}{\bar{c}} \underset{2}{\bar{a}} \underset{3}{\bar{m}} \underset{3}{\bar{a}} \underset{2}{\bar{a}} \underset{3}{\bar{x}} \underset{3}{\bar{a}} \underset{5}{\bar{u}} \underset{5}{\bar{x}} \underset{4}{\bar{r}} \underset{3}{\bar{a}} \underset{4}{\bar{x}}$ _____

Answer: Tama. $\underset{2}{\bar{c}} \underset{3}{\bar{a}} \underset{23}{\bar{m}} \underset{2}{\bar{a}} \underset{3}{\bar{m}} \underset{3}{\bar{a}} \underset{2}{\bar{a}} \underset{3}{\bar{x}} \underset{3}{\bar{a}} \underset{5}{\bar{u}} \underset{5}{\bar{x}} \underset{4}{\bar{r}} \underset{3}{\bar{a}} \underset{4}{\bar{x}}$ _____

a) $\overline{wex\bar{e}}$
4 4

e) $\overline{dau_x}$
5

b) $\overline{dau_xrax}$
2 3

f) $\overline{yau_xrax}$
1 3

c) $\overline{com\bar{u}x}$
1 5

g) $\overline{yau_x}$
1

d) \overline{dexex}
2 2

B-7.

Complete the answer with the following:

Question: $\overline{Naxca\ nataxexax\bar{u}}\ ya\ \overline{poxwa}$?
23 5 2 2 3 5 5 4 23 3

Answer: $\overline{Tama. Naxca\ nataxexax\bar{u}}$ _____
2 3 23 5 2 2 3 5 5

a) $\overline{i\ arap\bar{a}u}$
4 3 3 3 5

harpoon

b) $\overline{ya\ \bar{i}x\bar{e}}$
4 5 3

blowgun

c) $\overline{i\ gure}$
4 23 3

poison

d) $\overline{ya\ w\bar{i}ra}$
4 3 1

bow

e) $\overline{ya\ m\bar{u}cawa}$
4 3 3 5

gun

B-8.

Complete the answer with the following:

Question: $\overline{Naxca\ petaxexax\bar{u}}\ i\ \overline{ixru}$?
23 5 3 2 3 5 5 4 4 5

Answer: Tama. Naxca tataxexax̄ū ya _____
 2 3 23 5 3 2 3 5 5 4

- a) t̄uxe manioc
 4 5
- b) tax̄ū star apple
 35 2
- c) pama guava
 3 3
- d) bere species of fruit (regional Spanish
 23 3 "cocona")

B-9.

Complete the answer with colors.

Question: ¿Cuxr̄ū me nix̄ī i ngema dexex?
 35 3 23 25 2 4 3 4 2 2

Answer: Tama. Choxr̄ū me nix̄ī i ngema _____
 2 3 35 3 23 25 2 4 3 4

- a) dauxrax d) yax̄ 1
- 2 3
- b) w̄ex̄ē e) com̄ūx̄ 1 5
- 4 4
- c) daux f) yax̄rax 1 3
- 5

B-10.

Complete the answer with colors.

Question: ¿Noxr̄ū me nix̄ī i w̄ūxi i yax̄?
 15 3 23 25 2 4 23 2 4 1

Answer: Tama. Noxrū me nixī i wūxi i _____
_{2 3 15 3 23 25 2 4 23 2 4}

a) yauxrax
_{1 3}

d) dexex
_{2 2}

b) comūx
_{1 5}

e) wēxē
_{4 4}

c) yaux
₁

f) dauxrax
_{2 3}

B-11.

Complete the question with colors.

Question: ¿ Pexrū me nixī i wūxi i peruta i _____
_{35 3 23 25 2 4 23 2 4 3 2 5 4}

Answer: Ngū. Toxrū me nixī.
_{35 3 3 23 25 2}

a) dexex
_{2 2}

e) dauxrax
_{2 3}

b) yauxrax
_{1 3}

f) daux
₅

c) wēxē
_{4 4}

g) yaux
₁

d) comūx
_{1 5}

B-12.

Questions

Answers

a) ¿ Nadauxū i Chepaārū?
_{5 5 2 4 23 5 5 3}

Tama. Nawēxē.
_{2 3 2 4 3}

b) ǂNadexexũ i Bituãrũ?
5 2 2 2 4 3 1 5 5

Ngũ. Nadexe.
35 2 2 5

c) ǂNayauxũ i Dochaãrũ?
5 1 2 4 2 3 5 5 3

Tama. Nayauxra.
2 3 2 1 5

d) ǂNadauxraxũ i Yocaãrũ?
5 2 3 2 4 2 3 5 5 3

Ngũ. Nadauxra.
35 2 2 5

e) ǂNacomũxũ i Yagacũãrũ?
5 1 5 2 4 2 3 3 5 3

Ngũ. Nacomũ.
35 2 1 3

B-13.

With nagu.
2 3 4

a) Nagu nartũxinũ.
2 3 4 2 3 3 3

He thought upon it.

b) _____ nawiyaẽ.
2 3 3 3

He sang it.

c) _____ name.
2 2 3

On him it's good (fits).

d) _____ nagaugũ.
2 1 5 5

He tore it.

e) _____ naxinũicaxwãegũ.
2 3 3 5 5 4 2

They played it (game).

C. Large and Small.

Chepa: Dũcax i naxchiru i daux.
2 3 5 5 2 4 2 3 1 5 4 5

Look at the red dress.

Dochĩã: Ngũ. Namexẽchi, natũrũ
3 2 5 3 2 2 3 1 4 5 2 5

Yes, it's very pretty but it's very large.

naxãũxũchi.
2 5 1 4

- Chepa: Ngũ. Naxāũxūchi. ¿Tama
_{23 5 35 2 5 1 4 2 3}
 Yes. It's very large. Don't you see a small one?
 nũxũ cudauxũ i chixrax.
_{35 3 5 4 2 4 15 3}
- Dochiã: Ngũ. Dũca i yea. Nangex
_{3 25 35 5 2 4 14 2 4 -}
 Yes. Look over there. There's a beautiful blue one.
 ma i wũxi i mexēchixũ i yauxũ.
_{2 4 23 2 4 23 1 4 2 4 1 2}
- Chepa: ¿Ngexta?
_{23 5 5 1}
 Where?
- Dochiã: Yea.
_{3 25 14}
 Over there.
- Chepa: Ngĩxã itayadau.
_{23 5 15 3 1 2 5 4}
 Let's go and see it.
- Dochiã: Ngĩxã. Bexmana naxca
_{3 25 15 3 5 5 1 23 5}
 Let's. Maybe I'll buy it.
 chataxe. Choxũ nangexma
_{3 2 3 35 1 2 4 2}
 I have five red backs (bills).
 i wũximexpũ i dauxcaxwe.
_{4 23 2 5 5 4 2 5 5}
- Chepa: ¿Ngexta cunayaxu i diēru?
_{23 5 5 1 3 3 4 3 4 33 5}
 Where did you get the money?
- Dochiã: Cori naxca nataxe ga
_{3 25 3 1 23 5 2 2 3 2}
 The gentleman bought my ball of string.
 choxrũ napanũta.
_{35 3 35 5 3 3}
- Chepa: ¿Ēxna? Dũcax. Namexēchi.
_{23 5 5 1 5 2 2 23 1 4}
 Oh, is that so? Look. It's beautiful.
- Dochiã: Ngũ. Moxcũta, rũ nũxna
_{3 25 35 35 5 1 5 35 5}
 Yes. Just a minute and I'll ask the gentleman how much it costs.
 chaca i Cori i fluxregu naxãtanũ.
_{3 5 4 3 1 4 5 2 4 2 3 5 5}

Chepa: ¿Ñuxū̄ nax?
23 5 35 4 35

What does he say?

Dochiā̄: Naixmexwa rū̄ āgūmūcū,
3 25 1 5 1 5 3 2 5 3

Nine (red backs), he says.

nānagūrū.
35 2 3 5

Chepa: ¿Ēxna? Āgūmūcū cuxū̄
23 5 5 1 3 2 5 3 35 1

Oh, is that so? You lack four.

nataxu.
2 2 3

Dochiā̄: Ngū. Taxuācūma naxca
3 25 35 2 25 4 3 23 5

Yes. I can't buy it.

chataxe.
3 2 3

Chepa: Bexmana nūxū̄ tayangau
23 5 5 5 1 35 3 2 4 5

Maybe we'll find another one.

i to.
4 5

Dochiā̄: Cuxa nixī. Ngīxā̄ naxca
3 25 5 1 25 2 15 3 23 5

Could be. Let's look for it.

tadau.
2 4

Chepa: Ngīxā̄.
23 5 15 3

Let's.

Drills

C-1.

Question: ¿Nañuxraxū̄?
5 5 5 3

How big is it?

Answer: a) $\overset{2}{N} \overset{5}{a} \overset{1}{\bar{a}} \overset{4}{\bar{u}} \bar{x} \bar{u} \bar{c} \bar{h} \bar{i}$.

It's very big.

b) $\overset{15}{I} \overset{3}{r} \overset{2}{a} \bar{x} \bar{u}$.

It's small.

c) $\overset{4}{\bar{A}} \overset{2}{\bar{u}} \overset{3}{\bar{x}} \bar{i} \bar{m} \bar{a}$.

It's big.

d) $\overset{15}{I} \overset{4}{r} \overset{1}{\bar{a}} \overset{4}{\bar{u}} \overset{2}{\bar{x}} \bar{i} \bar{x} \bar{u}$.

It's very small.

e) $\overset{5}{N} \overset{5}{a} \overset{5}{\bar{d}} \overset{3}{\bar{u}} \bar{r} \bar{x} \bar{u} \bar{x}$.

This big (indicating size with hands).

C-2.

Answer How many? with "numbers".

Question: $\bar{z} \overset{5}{\bar{N}} \overset{2}{\bar{u}} \bar{x} \bar{r} \bar{e} ?$

How many?

Answer: a) $\overset{23}{W} \overset{2}{\bar{u}} \bar{x} \bar{i}$.

One.

b) $\overset{4}{T} \overset{2}{a} \bar{x} \bar{r} \bar{e}$.

Two.

c) $\overset{3}{T} \overset{15}{o} \overset{5}{\bar{m} \bar{a}} \overset{5}{\bar{x} \bar{p} \bar{l}} \bar{i}$.

Three.

d) $\overset{3}{\bar{A}} \overset{2}{\bar{g}} \overset{5}{\bar{u}} \overset{3}{\bar{m}} \bar{u} \bar{c} \bar{i}$.

Four.

e) $\overset{23}{W} \overset{2}{\bar{u}} \overset{5}{\bar{x} \bar{i}} \overset{5}{\bar{m} \bar{e} \bar{x} \bar{p} \bar{l}} \bar{i}$.

Five.

f) $\overset{1}{N} \overset{5}{a} \overset{1}{\bar{d}} \overset{5}{\bar{u}} \overset{23}{r} \bar{u} \overset{2}{\bar{w} \bar{x} \bar{i}}$.

Six.

g) $\overset{1}{N} \overset{5}{a} \overset{1}{\bar{d}} \overset{5}{\bar{u}} \overset{4}{r} \bar{u} \overset{2}{t} \bar{a} \bar{x} \bar{r} \bar{e}$.

Seven.

h) $\overset{1}{N} \overset{5}{a} \overset{1}{\bar{d}} \overset{5}{\bar{u}} \overset{3}{r} \bar{u} \overset{15}{t} \bar{o} \overset{5}{\bar{m} \bar{a}} \overset{5}{\bar{x} \bar{p} \bar{l}} \bar{i}$.

Eight.

i) Naixmexwa rü āgūmūcti.
1 5 1 5 3 2 5 3

Nine.

j) Guxmexpti.
1 5 5

Ten.

C-3.

With "go to do".

a) Ngīxā itayadau
15 3 1 2 5 4

Let's go see.

b) _____ tayapuractie
2 5 3 3 23

Let's go work.

c) _____ tayartichoū
2 5 3 35 5

Let's go down.

d) _____ tayayaxu
2 5 4 3

Let's go pick it up (one heavy object).

e) _____ tayato
2 5 35

Let's go pick them up.

f) _____ tayapoxwaegti
2 5 23 33 2

Let's go fishing.

C-4.

a) ¿Nuxre cunaxwae?
5 2 3 35 54

Chanaxwae i tomalexpti.
3 35 54 4 3 15 5 5

b) _____ nanaxwae?
2 35 54

Nanaxwae i wixi.
2 35 54 4 23 2

c) _____ penaxwae?
3 35 54

Tanaxwae i gumexpti.
3 35 54 4 1 5 5

d) _____ tanaxwae?
3 35 54

Penaxwae i āgūmūcti.
3 35 54 4 3 2 5 3

e) _____ nanaxwae i Cori?
2 35 54 4 3 1

Nanaxwae i naixmexwa rü wixi.
2 35 54 4 1 5 1 5 23 2

f) ¿Ñuxre tanaxwae ya Chiura? Tanaxwae i taxre.
_{5 2 2 35 54 2 33 5 2 35 54 4 4 2}

g) _____ inaxwae i Docha? Inaxwae i wiximexpli.
_{3 35 54 2 23 5 3 35 54 2 23 2 5 5}

C-5.

Complete answers with colors (from B-1).

a) ¿Nañuxraxũne cunaxwae? * Chanaxwae ya _____
_{4 5 5 3 5 3 35 54 3 35 54 4}

b) _____ nanaxwae? Nanaxwae _____
_{2 35 54 2 35 54}

c) _____ tanaxwae? Tanaxwae _____
_{3 35 54 3 35 54}

d) _____ penaxwae? Tanaxwae _____
_{3 35 54 2 35 54}

e) _____ tanaxwae? Penaxwae _____
_{3 35 54 3 35 54}

C-6.

Complete "Let's look for ____" with the following items:

Ngixã naxca tadau _____ жж
_{15 3 23 5 2 4}

a) i putlra flowers
_{4 3 3 5}

* This could mean "What size do you want?" To ask "What color do you want?" one would name a color: "Do you want black or white?"

жж See Grammatical and Cultural Helps (E.) for alternate forms of naxca tadau.
_{2 4 23 5}

- | | |
|--------------------------|------------------|
| b) ya berure
5 5 3 2 | honey |
| c) i nāiyūxū
4 23 2 3 | leaf-cutter ants |
| d) ya tūxcha
4 4 5 | ground cherries |
| e) ya chīxā
5 4 3 | grapes |
| f) i Biru
4 1 5 | Virgil |
| g) i Chirica
4 3 2 5 | Sylvia |

C-7.

An alternate way of expressing C-6 is as follows:

- | | |
|---|----------------------------------|
| a) Ngīxā putīracā tadau
15 3 3 3 5 5 2 4 | Let's look for flowers. |
| b) _____ berurecā _____
5 3 2 5 | Let's look for honey. |
| c) _____ nāiyūxūcā _____
23 2 3 5 | Let's look for leaf-cutters. |
| d) _____ tūxchacā _____
4 5 5 | Let's look for ground cherries. |
| e) _____ ngūcā _____
4 5 | Let's look for "mocambo" fruits. |
| f) _____ chīxācā _____
4 3 5 | Let's look for grapes. |
| g) _____ Birucā _____
1 5 5 | Let's look for Virgil. |
| h) _____ Chiricacā _____
3 2 5 5 | Let's look for Sylvia. |

C-8.

Answer "Doesn't she want to look for flowers?" with the following:

Question: ¿Tama naxca nadauchaxū i putira?
2 3 23 5 2 4 5 5 4 3 3 5

Answers: a) Tama.
2 3

No.

b) Ngemactix.
3 15 4

Of course.

c) Cuxa nixi.
5 1 25 2

Could be.

d) Awaxix.
35 35 2

Ah. I don't know.

e) Bexmana.
5 5 1

Perhaps.

f) Tama, erū nūxū nawaxtū
2 3 3 2 35 1 2 5 3-

She doesn't feel like it.

mūxū.
3 5

g) Ngemactix, nūxū namepua.
3 15 4 35 1 2 23 35

Of course, she enjoys it.

C-9.

a) Nūxna chaca ta i Yae.
35 5 3 5 2 4 41

I'll ask Carlos.

b) _____ cuca _____
3 5

You'll ask Carlos.

c) _____ taca _____
2 5

She'll ask Carlos.

d) Nūxna naca ta i Yae.
35 5 2 5 2 4 4 1

He'll ask Carlos.

e) _____ peca _____
3 5

You'll (pl.) ask Carlos.

f) _____ taca _____
3 5

We'll ask Carlos.

C-10.

Some Imperatives .

a) Nūxna naca.
35 5 5 5

Ask him.

b) Nūxna peca.
35 5 3 5

Ask him (you pl.).

c) Naxca nadau.
23 5 5 4

Look for it.

d) Naxca pedau.
23 5 3 5

Look for it (you pl.).

e) Naxca nataxe.
23 5 5 2 3

Buy it.

f) Namaxā nataxe.
23 2 3 5 2 3

Sell it.

g) Nayaxu.
3 4 3

Receive it.
Take hold of it.

h) Penayaxu.
3 3 4 5

Receive it (you pl.).

C-11.

Question: ¿Nuxre cunaxwae?
5 2 3 35 5 4

How many do you want?

Answers: a) Noxretāā. *
35 2 4 3

Just a few.

b) Muxurax.
2 5 3

Quite a few.

c) Wūxitaā.
23 2 4 3

Just one.

d) Guxūma.
1 2 3

Everything (all of them).

e) Guxāma.
1 3 3

Everyone.

f) Gucll ya yatū. **
1 3 2 35 5

All the men.

g) Muxūma.
5 2 3

Many.

* Another way of expressing "Just a few" is noxretama.
35 2 5 3

** An alternate form is guxāma ya yatūgū or guclūma ya yatū.
1 3 3 4 35 5 2 1 3 3 2 35 5

II. GRAMMATICAL AND CULTURAL HELPS

A. Buying and selling

The term used for buying and selling literally means trading. "To buy" is to barter for, and "to sell" is to barter with. "To cost" literally says "to have a price". "To pay" means, "to him he makes the price", and "to owe" means, "to him he lacks the price". See examples.

- | | |
|---|--|
| (1) Naxca chataxe i ui.
23 5 3 2 3 4 35 | I buy (barter for) toasted manioc. |
| (2) Namaxā chataxe i ui.
23 2 3 3 2 3 4 35 | I sell (barter with) toasted manioc. |
| (3) Taxre i dauxcawe naxātānū.
4 2 4 2 5 5 2 3 5 5 | It costs (has price of) two red-backs. |
| (4) Nūxū nanaxūtānū i Cori.
35 1 2 3 4 5 5 4 3 1 | The gentleman pays him. |
| (5) Nūxū nanangetānū i Cori.
35 1 2 3 2 5 5 4 3 1 | The gentleman owes him. |

B. Light and dark skin

The term nawaxū is used referring to a person's dark skin, and nacho to a light skin. Nacho is also used referring to light hair, but nawēxē, the term used for dark things, is used in reference to hair instead of nawaxū.

- | | |
|-------------------------------------|-------------------------|
| (1) Nawaxū i Pauru.
2 23 3 4 3 5 | Paul is dark. |
| (2) Nacho i Cori.
2 5 4 3 1 | The gentleman is light. |

(3) Nachoxyae i Cori.
2 5 13 4 3 1

The gentleman's hair is light.

(4) Nawēxyae i Pauru.
2 4 13 4 3 5

Paul's hair is dark.

A negro is called a waxwe. When a sick person is very pale they say he is yellow, instead of saying he is light-colored. See examples.

(5) Wlxi i waxwe nixī.
23 2 4 23 1 25 2

He's a negro.

(6) Nanadexāchi.
2 5 2 2 2

He's pale (yellow-skinned).

The root of the word for skin -chaxmū̄ may also be used with light and dark. (Note tonal alternates.)

(7) Nachoxchaxmū̄.
2 1 5 3

He's light-skinned.

(8) Nawaxchaxmū̄.
2 35 5 3

He's dark-skinned.

C. Numbers

Counting is done by numbering the fingers and toes. One, two, three, and four are simple numbers. Five literally says, "one hand as a unit". Six says, "on the other hand one", seven, "on the other hand two", etc. See examples.

(1) Wlximexpli.
23 2 5 5

five

(2) Naixmexwa rū wīxi.
1 5 1 5 23 2

six

Ten is literally "all the hands as one unit":

(3) Guxmexpli.
1 5 5

ten

The count may be continued by saying, "both the hands and on the foot one", and so on to twenty, using both the hands and feet:

(4) Tacutliwa rü wixi. eleven
_{4 2 3 1 5 23 2}

(5) Guxcutli. twenty
_{5 2 3}

This is rarely done however, as after ten, the term for "many" is usually employed. Spanish and Portuguese numbers are frequently used among the Indians in close contact with those cultures.

D. Verb of ability "can"

"Can" is expressed by $\text{chomāxā} \tilde{\text{nanguxū}}$, which literally means "I have the ability or know-how":

(1) Ngū. $\text{Chomāxā} \tilde{\text{nanguxū}}$. Yes, I can.
_{35 5 2 3 2 3 4}

(2) Tama $\text{chomāxā} \tilde{\text{nanguxū}}$. I can't.
_{2 3 5 2 3 2 3 4}

(3) Tama $\text{chomāxā} \tilde{\text{nanguxū}}$ nax I can't weave a basket.
_{2 3 5 2 3 2 3 4 2}

chamuxū ya pexchi.
_{5 3 2 2 2 5}

This verb cannot be used in cases of inability to go somewhere, to work, etc. due to circumstances prohibiting that activity.

The alternative expression is "not know how to do something", or "be impossible to do it":

(4) Nūxū chacua nax chanamuxū ya pexchi. I can weave a basket.
_{35 3 3 5 2 5 3 5 2 2 2 5}

(5) Tama nūxū chacua nax chanamuxū ya pexchi. I can't weave a basket.
_{2 3 35 3 3 5 2 5 3 5 2 2 2 5}

- (6) Taxuacūma chanamu ya pexchi. I can't (it's impossible
 2 2 5 3 3 5 3 3 2 2 5
 that I) weave a basket.
- (7) Taxucūrūwa chanamu ya pexchi. I can't (it's impossible
 2 2 2 3 1 3 3 3 2 2 5
 that I) weave a basket.
- (8) Taxucūrūwa. I can't. It's impossible.
 2 2 2 3 1

E. Verb "to look for"

Naxca₂₃ tadau_{5 2 4} seems to be the form most frequently used to express "we look for". There are three other forms, quite limited in usage. See examples.

- (1) Ngīxā_{15 3} naxca_{23 5} tadau_{2 4 4 3 3 5} i putūra. Let's look for flowers.
- (2) Ngīxā_{15 3} tūne_{3 5} tadau_{2 4 5} ya iru. Let's look for bananas.
- (3) Ngīxā_{15 3} ngine_{3 5} tadau_{2 4 2 4} i ngū. Let's look for "mocambo" fruits.
- (4) Ngīxā_{15 3} netadau_{1 2 4 5} ya chīxā_{4 3}. Let's look for grapes.

F. Nominalizers

There are three nominalizer forms: -xū₂, -ne₅, and -cū₃. These may occur suffixed to the expression ¿Nañuxraxū_{5 5 5 3}...? "How is ...?" as seen in the examples below. These forms usually refer to size unless color is included in the question. If the inquiry concerns a person, the form may indicate size, or, if he is sick, the state of his health. The items mentioned below must take the specific form with which they are listed.

(1) ¿Nañuxraxũĩ i ... ?
5 5 5 3 2 4

What size/color is the ... ?

naxpi
23 3

material

data
2 5

can

marũtiyu
3 3 2 5

hammer

tara
3 1

machete

duũxũĩ
5 3 2

person

(2) ¿Nañuxraxũĩe ya ... ?
5 5 3 3 5 4

What size/color is the ... ?

chau
3 25

soap

ucu
3 5

needle

tũ
2

thread

wĩra
3 1

bow

ĩxẽ
5 3

blow gun

ngue
35 3

canoe

(3) ¿Nañuxraxũĩcũ ya ... ?
5 5 5 3 3 2

What size/color is the ... ?

muturu
3 3 5

motor

yauxchiruxū̄ x
5 1 5 2

washing
machine

chera
3 5

saw

G. Adjective "every"

To express "every day", the shorter form guxū̄ is used: Guxū̄ i ngunex
1 2 1 2 4 5 3 -
ū̄gu. Every day. Guxcū̄ precedes "week", "month", and "year":
2 4 5 3

(1) Guxcū̄ i yū̄xū̄gu. Every week.
5 3 2 3 5 3 4

(2) Guxcū̄ ya tawemū̄cū̄gu. Every month.
5 3 2 5 3 5 3 4

(3) Guxcū̄ ya taunecū̄gu. Every year.
5 3 5 5 3 3 4

x Note that the Nominalizing Suffix facilitates the naming of items new to the culture: yauxchiruxū̄ "washing machine", ū̄matū̄xū̄ "typewriter", and ngaxchiruxū̄ "sewing machine".
5 1 5 2 4 3 2 2 5 1 5 2

III. TONE DRILLS

D-1.

Observe the following three-syllable words with tones 3 3 5:

- | | |
|---------------------|------------------|
| a) popera
3 3 5 | paper |
| b) cowaru
3 3 5 | horse |
| c) ngurucu
3 3 5 | vulture |
| d) ocara
3 3 5 | species of fruit |
| e) orawe
3 3 5 | cockroach |

D-2.

Read across:

- | | |
|-----------------|---------------------|
| a) yura
3 5 | b) popera
3 3 5 |
| c) ucu
3 5 | d) cowaru
3 3 5 |
| e) tlire
3 5 | f) orawe
3 3 5 |
| g) dechu
3 5 | h) ngurucu
3 3 5 |
| i) chera
3 5 | j) ocara
3 3 5 |

D-3.

Repeat the following (with wūxi), reading across:

a) wūxi ya yura.
23 2 2 3 5

b) wūxi i popera.
23 2 4 3 3 5

c) _____ dechu.
3 5

d) _____ ngurucu.
3 3 5

e) _____ chera.
3 5

f) _____ ocará.
3 3 5

D-4.

Additional 3 3 5 words:

a) otere
3 3 5

species of fruit (regional Spanish "zapote")

b) putūra
3 3 5

flower

c) yapuna
3 3 5

oven

d) piraña
3 3 5

scissors

e) yāgara
3 3 5

balsa raft

f) ucapu
3 3 5

room or enclosure

D-5.

Repeat the following (with wūxi):

a) wixi ya otere
23 2 2 3 3 5

d) wixi i putira
23 2 4 3 3 5

b) _____ yapuna
3 3 5

e) _____ ucapu
3 3 5

c) _____ i piraña
2 3 3 5

f) _____ ya yāgara
4 3 3 5

D-6.

Repeat the following (with name):
2 23

a) Name ya otere.
2 23 2 3 3 5

f) _____ a putira.
35 3 3 5

b) _____ yapuna.
3 3 5

g) _____ i cowaru.
4 3 3 5

c) _____ ya yāgara.
4 3 3 5

h) _____ ngurucu.
3 3 5

d) _____ ā piraña.
35 3 3 5

i) _____ orawe.
3 3 5

e) _____ popera. ж
3 3 5

j) _____ ucapu.
3 3 5

D-7.

Repeat the following (with nachixe "It is bad/damaged."):
2 35 4

a) Nachixe i cowaru.
2 35 4 4 3 3 5

c) Nachixe i popera.
2 35 4 4 3 3 5

b) _____ orawe.
3 3 5

d) _____ ucapu.
3 3 5

ж Connective may be ā, or i preceding popera and putira.
35 4 3 3 5 3 3 5

e) Nachixe ya otere.
2 35 4 2 3 3 5

i) Nachixe ā ocara.
2 35 4 35 3 3 5

f) _____ yapuna.
3 3 5

j) _____ piraña.
3 3 5

g) _____ ā putūra.
35 3 3 5

k) _____ ya yāgara.
4 3 3 5

h) _____ ngurucu.
3 3 5

D-8.

Observe the following three-syllable words with tones 3 3 1 :

a) cururu
3 3 1

species of frog

b) ngitiri
3 3 1

species of bird

wixi i cururu
23 2 4 3 3 1

wixi i ngitiri
23 2 4 3 3 1

D-9.

Read across, noting the contrast between 3 3 5 and 3 3 1 :

a) ngurucu
3 3 5

b) ngitiri
3 3 1

c) cowaru
3 3 5

d) cururu
3 3 1

UNIT VI

INTRODUCTION

The major time concepts - Day and Night, Days and Weeks, and Months and Years, are included in this unit. These should broaden the student's scope of understanding to facilitate his telling of simple stories.

He should continue studying and listening as previously done.

I. BASIC CONVERSATION

A. Time - Day and Night.

Gari: ¿Taxacürü ngora nixĩ?
3 1 5 2 2 3 23 5 25 2

What time is it?

Caru: Awaxix. Maneca seis nixĩ.
23 5 35 35 2 3 15 5 25 25 5

Ah. It's probably six o'clock.

Ngexwaca nango ya ñaxcũ.
3 1 5 2 5 2 35 5 3

The sun just came up (appeared).

Gari: Choxrũ me nixĩ i ngunexũ.
3 1 35 3 23 25 2 4 5 3 2

I like the day (time). It's

Nangoone.
2 15 5

light.

Caru: Chama rũ ta. Tama choxrũ me
23 5 5 5 5 5 2 3 35 3 23

Me too. I don't like the night

nixĩ ã chũtaxũ erũ naxeane.
25 2 35 2 5 2 3 2 2 4 5 5

because it's dark.

Gari: Dūcax. Yea inaxūachi i Cori.
3 1 5 23 14 4 2 23 2 4 3 1

Look. There goes the gentleman.

Caru: ¿Ngexta?
23 5 5 1

Where?

Gari: Yeatama. ¿Nūxū̄ cūdauxū̄?
3 1 14 5 3 35 3 5 4 2

Right over there. Do you see him?

Caru: Ngū̄. Maneca Chāta Ritawa
23 5 35 3 15 5 3 3 2 5 1

Yes. He is probably going to Santa

naxū̄.
2 23

Rita.

Gari: Cuxa nixū̄. ¿Nūxgu ta nataegu?
3 1 3 1 25 2 5 4 2 2 15 5

Could be. When will he return?

Caru: Āctū... , īnex nānagūru ga Cori,
23 5 2 2 5 5 35 2 3 5 2 3 1

Ah... , yesterday the gentleman said,

-- Moxū̄ ta exūwa Chāta Ritawa
35 5 2 4 2 1 3 3 2 5 1

"Tomorrow morning I'm going to

chaxū̄. Tocuchigu ta ichangu, --
2 23 4 2 2 4 2 1 3 3

Santa Rita. I'll arrive (return) at

nānagūru.
35 2 3 5

noon", he said.

Gari: ¿Ōēxna? Maneca tauta inangu
3 1 4 5 1 3 15 5 2 2 1 2 3

Oh, is that so? He probably won't

i tocuchigu.
4 4 2 2 4

arrive at noon.

Caru: ¿Ertix?
23 5 3 2

Because?

Gari: Ertū, dū, nayaxū̄xū̄chi rū
3 1 3 2 5 2 2 2 1 4 5

Because, look. It's very far away

taxuactlma. x
2 25 4 3

and it's impossible (to arrive soon).

x Short form of Dūcax. "Look."
5 2

Caru: Cuxa nixī. Maneca yawanectū
23 5 5 1 25 2 3 15 5 1 5 5 4

Could be. He'll probably arrive in
the late afternoon.

ta inangu.
2 1 2 3

Gari: Ngū, ta.
3 1 35 2

Yes, probably (he will).

Caru: Ngīxā, nawe tarūxī.
23 5 15 3 23 1 3 3 35

Let's go with him (follow after).

Gari: Ngexrūma. Tūxū naxoxoxega
3 1 3 1 3 35 3 2 35 5 1 5

Forget it. The gentleman objects
to us (doesn't want to be bothered).

i Cori.
4 3 1

Caru: Bexmana tūxū yagati. Nua
23 5 5 5 1 35 3 5 2 1 14

Perhaps he'll take us. You wait for
me here, and I'll go quickly to ask
the gentleman.

choxū nanguxēxē, rū paxa
35 3 5 4 2 3 5 3 4

nūxna chayaca i Cori.
35 5 3 5 5 4 3 1

Gari: Ēcūx.
3 1 4 2

All right.

Caru: -- Martū name. -- űanagūru.
23 5 3 3 2 23 35 2 3 5

"Okay ", he said.

Gari: ǀĒxna? Ngū.
3 1 5 1 4

Oh, is that so? Okay.

Drills

A-1.

Time.

- | | |
|-----------------------------|----------------|
| a) Otacax
3 1 5 | Cock's crow |
| b) Paxmama
5 3 5 | Early morning |
| c) Exŭwa
4 2 1 | Morning |
| d) Tocuchigu
4 2 2 4 | Noon |
| e) Tocuchiwena
4 2 2 1 5 | Afternoon |
| f) Yawanectŭ
1 5 5 4 | Late afternoon |
| g) Chŭtactŭ
2 3 4 | Night |

A-2.

Any item under (2) may answer any item under (1).

(1)

(2)

a) ¿Nuxgu ta inangu i Dube?
5 4 2 1 2 3 4 3 2

Chŭtactŭ ta.
2 3 4 2

b) _____ nataegu _____
2 1 5 5

Yawanectŭ ta.
1 5 5 4 2

A-4.

a) Nua choxū nanguxēxē.
1 4 3 5 3 5 4 3 1

Wait for me here.

b) Yea _____
1 4

Wait for me there.

c) Paurupatawa _____
3 5 2 3 1

Wait for me at Paul's home.

d) Namawa _____
2 3 3 1

Wait for me on the road.

e) Tūrewa _____
3 5 1

Wait for me in the port.

A-5.

Question: ¿ Ngexū i Pauru?
5 2 4 3 5

Answers: a) Tūregux.
3 5 4

e) Mutūrugux.
3 2 5 4

b) Īpatagux.
2 3 2 3 4

f) Dauchitagux. x
3 4 2 4

c) Guegux.
3 5 3 4

g) Nāīxneclugux.
3 3 3 4

d) Cūchawagux.
3 3 3 4

h) Ditichiagux.
3 2 3 5 4

A-6.

Some opposites.

a) Nayaxūxūchi.
2 2 2 1 4

Nangalcamaxūchi.
2 5 4 4 2 3

x If the person is at a great distance it is preferable to use Nadauchitagu.
2 3 4 2 4

- | | |
|-----------------------------|----------------------------------|
| b) Naxeane.
2 4 5 5 | Nangoone.
2 15 5 |
| c) Name.
2 23 | Nachixe.
2 35 4 |
| d) Ngunexū.
5 3 2 | Chūtaxū.
2 5 2 |
| e) Nua.
1 4 | Yea.
1 4 |
| f) Ngū.
35 | Tama.
2 3 |
| g) Nūxna chaca.
35 5 3 5 | Nūxū changaxūga.
35 3 3 2 5 5 |

A-7.

Any item under (2) may follow any item under (1). In the same manner, any item under (3) may follow any combination of items under (1) and (2).

- | (1) | (2) | (3) |
|-------------------------|---------------------------|----------------------------|
| a) Īne
5 5 | chapuracū
3 3 3 2 | i yea.
4 14 |
| b) Tocuchigu
4 2 2 4 | chachibū
3 23 4 | — Corixūtawa.
3 1 5 5 1 |
| c) Otacaxgu
3 1 5 4 | ichaxūāchi
4 2 23 2 2 | — taxpatawa.
2 3 2 3 1 |
| d) Ēxūwa
4 2 1 | chanamexēxē
3 3 23 2 3 | — tūrewa.
3 5 1 |
| e) Ngewa
3 3 | chaxaxe
3 5 3 | — dauxchitawa.
3 4 2 1 |
| f) Nūxmata
5 2 2 | chanaxūmatu
3 3 4 3 2 | — iscueraawa.
3 3 2 5 1 |
| g) Yixcūra
15 4 5 | chanayaxu
3 3 5 3 | — Coripatawa.
3 1 2 3 1 |

A-8.

Observe the following questions and answers:

a) ¿Taxacü cunaxwæ?
5 2 2 3 35 54

Chanaxwæ ya tü.
3 35 54 4 2

b) ¿Ñuxre cunaxwæ?
5 2 3 35 54

Chanaxwæ ya taxre.
3 35 54 4 4 2

c) ¿Nanuxraxüne ꞥ cunaxwæ,
5 5 5 3 5 3 35 54

Chanaxwæ ya wëxëne rü dauxüne.
3 35 54 4 4 1 5 5 5 2 5

wëxëne rü exna comüxüne?
4 1 5 5 1 1 5 2 5

d) ¿Ngexnertüxüne ꞥꞥ cunaxwæ?
5 5 2 1 5 3 35 54

Chanaxwæ ya daa.
3 35 54 4 4 35 5

A-9.

Other questions and answers with alternate forms for "What color?" and "Which?"

a) ¿Taxacü cunaxwæ?
5 2 2 3 35 54

Chanaxwæ i lapi.
3 35 54 4 2 5

b) ¿Ñuxre cunaxwæ?
5 2 3 35 54

Chanaxwæ i ägümfü.
3 35 54 4 3 2 5 3

c) ¿Nanuxraxüxü cunaxwæ, ꞥ
5 5 5 3 2 3 35 54

Chanaxwæ i yauxü rü wëxëxü.
3 35 54 4 1 2 5 4 4 2

dexü rü exna yauxü?
2 2 2 5 5 1 1 2

d) ¿Ngexür'tixüxü ꞥꞥ cunaxwæ?
5 2 2 4 2 3 35 54

Chanaxwæ i ngema.
3 35 54 4 3 4

ꞥ "What color do you want?"

ꞥꞥ "Which one do you... t?"

A-10.

Note alternate way of expressing "What do you want?" and "I want", with Object inserted in Verb expression.

- | | |
|---|--|
| a) њ Cutaxacti _{3 5 2 2 5 4} wae? | Chadimawae.
_{3 3 5 5 4} |
| b) њ Nuxre _{5 2 3 3 5 4} cunaxwae? | Taxre.
_{4 2} |
| c) њ Nañuxrax _{5 5 5 3 3} ticti? ж | Duxchipanticti. жж
_{3 4 3 3 3} |
| d) њ Ngexcür _{5 3 2 4 3 3 4 5 4} ticti cunaxwae? | Daa.
_{4 4} |

ж "What size or shape?" This could mean "What color is it?" if a selection of colors were added in the question as in c) of A-8. and A-9.

жж "Triangular file". A "round file" is buxmenax_{2 2 5 4 3}ticti, and a "half-moon shaped file" is buxcax_{2 5 1 3}wecti.

B. Days and Weeks.

Pachi: Ditichiawa chaxū ta i
3 3 3 2 3 5 1 3 2 3 2 4

I'm going to Leticia tomorrow.

moxūx.
35 5

Yucheca: ¿Ēxna? ¿Ñuxre i ngunexū
3 2 5 5 1 5 2 4 5 3 2

Oh, is that so? How many days are

ta cungexma i yea?
2 3 4 1 4 1 4

you going to be there?

Pachi: Tomaxexpū i ngunexū.
3 3 3 15 5 5 4 5 3 2

Three days. Maybe four.

Bexmana āgūmūcū.
5 5 1 3 2 5 3

Yucheca: Chama rū ta Ditichiawa
3 2 5 5 5 5 3 2 3 5 1

Me too. I'm planning to go to

chaxūega i nai i yūxūgu,
3 2 3 1 5 4 5 2 3 5 3 4

Leticia, next week, and I'm going /

rū ngexma chartūxū ta i
5 4 2 3 3 5 2 4

to stay there for two weeks.

taxre i yūxūgu.
4 2 4 3 5 3 4

Pachi: ¿Aixcūma? ¿Taxacū ta
3 3 4 2 2 5 2 2 2

Truly? What are you going to

ngema cuxū?
1 4 3 4

do there?

Yucheca: Yea chaxū nax chapuracūx
3 2 5 1 4 3 2 3 2 5 3 3 1

I'm going to work, and then I'm

ūca rū nuxuchi ta chataxe.
2 5 5 5 2 1 2 3 2 3

going to buy.

Macu chamāxā nīxū nixu i
23 5 5 2 3 35 3 23 3 4

Mark told me about work there.

ngema. Puracthiga.
1 4 3 3 2 5 5

Pachi: ¿Ōēxna? Bexmana chama rū
3 3 4 5 1 5 5 1 5 5 5

Oh, is that so? Maybe I'll look

ta naxca chadau i wuxi i
5 23 5 3 4 4 23 2 4

for work (a job) too. Don't you

puracti. ¿Tama chomāxā
3 3 2 2 3 5 2 3

want to go there with me?

ngema cuxūchaxū?
1 4 3 35 5 5

Yucheca: Tama erū ta changixcaeira. *
3 2 5 2 3 3 2 2 3 35 4 3 1 5

No, because I'm going to cultivate first.

Pachi: Chama rū marū changixcae
3 3 5 5 5 3 3 3 35 4 3

rū marū choxū nagu.
5 3 3 35 1 2 5

I've cultivated and I'm through.

Yucheca: ¿Ēxna?
3 2 5 5 1

Oh, is that so?

* Another expression meaning "first" is noxri.
5 1

Noxri changixcaechaxū.
5 1 3 35 4 3 5 5

"I want to cultivate first."

Drills

B-1.

Fill in blanks.

a) ¿Ngexta $\underset{5}{c} \underset{1}{u} \underset{3}{x} \underset{23}{\bar{u}}$?

Ditichiawa $\underset{3}{c} \underset{2}{h} \underset{35}{i} \underset{1}{a} \underset{3}{c} \underset{23}{\bar{u}}$.

b) _____ $\underset{2}{n} \underset{23}{\bar{x} \bar{u}}$?

c) _____ $\underset{3}{p} \underset{35}{\bar{x} \bar{i}}$?

d) _____ $\underset{2}{n} \underset{35}{\bar{x} \bar{i}}$?

B-2.

Observe the following with Intentional Suffix $\underset{1}{-e} \underset{5}{g} \bar{a}$ "to plan to or feel like doing".

a) Ditichiawa $\underset{3}{c} \underset{2}{h} \underset{35}{i} \underset{1}{a} \underset{3}{c} \underset{23}{i} \underset{5}{\bar{e} \bar{g} \bar{a}}$.

I intend to go to Leticia.

b) Iscuerawa $\underset{3}{c} \underset{32}{s} \underset{5}{u} \underset{1}{e} \underset{3}{r} \underset{23}{a} \underset{5}{\bar{e} \bar{g} \bar{a}}$.

You plan to go to school.

c) Tawaama $\underset{3}{t} \underset{12}{a} \underset{2}{w} \underset{2}{a} \underset{23}{a} \underset{5}{\bar{e} \bar{g} \bar{a}}$.

He intends to go downstream.

d) Dauquena $\underset{3}{d} \underset{1}{a} \underset{5}{u} \underset{3}{q} \underset{35}{u} \underset{5}{\bar{e} \bar{g} \bar{a}}$.

You (pl.) plan to go upstream.

e) Chãta Ritawa $\underset{3}{c} \underset{3}{h} \underset{2}{ã} \underset{5}{t} \underset{1}{a} \underset{3}{r} \underset{35}{i} \underset{5}{\bar{e} \bar{g} \bar{a}}$.

We intend to go to Santa Rita.

f) Bëyamiwa $\underset{3}{b} \underset{3}{ë} \underset{2}{y} \underset{1}{a} \underset{2}{m} \underset{35}{i} \underset{5}{\bar{e} \bar{g} \bar{a}}$.

They plan to go to Benjamin.

B-3.

"in order that" $\text{nax} \text{---} \text{xūca}$ κ
2 2 5

- a) $\text{Yea} \text{chaxū} \text{nax} \text{chapuractūca}$. I go there to work.
1 4 3 23 2 5 3 3 1 2 5
- b) $\text{---} \text{chapexūca}$. I go there to sleep.
5 35 2 5
- c) $\text{---} \text{naxū} \text{napuractūca}$. He goes there to work.
2 23 5 3 3 1 2 5
- d) $\text{---} \text{napexūca}$. He goes there to sleep.
5 35 2 5
- e) $\text{---} \text{taxī} \text{naxca} \text{tataxexūca}$. We go there to buy.
3 35 23 5 3 2 5 2 5
- f) $\text{---} \text{ntixū} \text{tadauxūca}$. We go there to see.
35 3 3 4 2 5
- g) $\text{---} \text{pexī} \text{pertingūca}$. κ You (pl.) go there to rest.
3 35 3 3 5 1 2 5
- h) $\text{---} \text{pepoxwaegūca}$. You (pl.) go there to fish.
3 23 3 2 1 2 5
- i) $\text{---} \text{naxī} \text{nachibūca}$. They go there to eat.
2 35 5 23 55 2 5
- j) $\text{---} \text{naxaxegūca}$. They go there to drink.
5 5 3 1 2 5

κ Other forms are Verb Suffixes $-\text{xū}$ and $-x$ in place of $-\text{xūca}$.
2 2 5

κ An alternate form is pertingūca .
3 3 55 2 5

B-4.

Any item under (2) may follow any item under (1). In the same manner any item under (3) may follow any combination of items under (1) and (2).

- | (1) | (2) | (3) |
|--|-----------------------|-----------------|
| a) Chanaxwae
3 35 54 | i wūxi
4 23 2 | i daux.
4 5 |
| b) Naxca chataxexaxū
23 5 3 2 3 5 5 | taxre
4 2 | dexex.
2 2 |
| c) Nūxū chadauxchaxū
35 3 3 4 5 5 | tomaxexpi
3 1 5 5 | dauxrax.
2 3 |
| d) Chanayauxchaxū
3 3 4 5 5 | āgimūcti
3 2 5 3 | yaux.
1 |
| e) Namāxā chataxexaxū
23 2 3 3 2 3 5 5 | wūximexpi
23 2 5 5 | yauxrax.
1 3 |
| f) Chanaxliega i naixmexwa rū wūxi
3 3 4 1 5 4 1 5 1 5 23 2 | | wēxē. *
4 4 |
| g) Chanayauxega
3 3 4 1 4 | taxre
4 2 | comūx.
1 5 |

B-5.

Observe the following with "to me it is _____."

- a) Choxū name. (to me) It's good.
35 1 2 23

* The student should recall the rule regarding word-final laryngealization. It is followed by a glottal stop but the -x is not written.

b) _____ nagu.
 2 3

It's finished (all gone).

c) _____ nataxu.
 2 2 3

It's lacking/ I need/ don't have it.

d) _____ nachixe.
 2 3 4

It's damaged.

e) _____ nangexma.
 2 4 2

It is (in existence) / I have it.

f) _____ napuracu.
 2 3 3 2

He works for my benefit.

B-6.

Read across.

Singular

Plural

a) Nuxa charuxau.
 4 4 3 3 3

b) Nuxa tarticho.
 4 4 3 3 23

c) _____ curuxau.
 3 3 3

d) _____ pericho.
 3 3 23

e) _____ nartuxau.
 2 3 3

f) _____ narticho.
 2 3 23

g) Nua changexma.
 14 3 4 2

h) Nua tangexmagti.
 14 3 4 2 2

i) _____ cungexma.
 3 4 2

j) _____ pengexmagti.
 3 4 2 2

k) _____ nangexma.
 2 4 2

l) _____ nangexmagti.
 2 4 2 2

B-7.

Question: ¿Nuxgu ta cunaxix?
5 5 2 5 3 4

When are you going to do it?

Answers: a) Nuxmax ta.
5 2 2

Today.

b) Nama i ngunexũgu.
2 2 4 5 3 2 4

Today (this present day).

c) Nai i yixũgu.
5 2 3 3 4

Next week.

d) Moxũ ta.
3 5 2

Tomorrow.

e) Tocuchiwena.
4 2 2 1 5

After lunch (early afternoon).

f) Puractiwena.
3 3 2 1 5

After work.

g) Nuxmataa.
5 2 4 3

Right now. π

B-8.

Question: ¿Taxactũrũ ngunexũ nixĩ i nuxmax? What day is today?
5 2 2 3 5 3 2 2 2 4 5 2

Answers: a) Yũxũrũ ngunexũ.
3 3 5 5 5 3 2

Sunday.

b) Yũxiwenaarũ wixi.
3 3 1 5 5 5 2 3 2

Monday.

π Another form used for "right now" is $\bar{n}uxgumaxacũ$ when preceded by "tomorrow" or "next week", in which case it literally means "at this hour" or "time".

- c) Yüxtiwenaarü taxre. Tuesday.
_{35 3 1 55 5 4 2}
- d) Yüxtiwenaarü tomaxexpü. Wednesday.
_{35 3 1 55 5 3 23 5 5}
- e) Yüxtiwenaarü agtümüctü. Thursday.
_{35 3 1 55 5 3 2 5 3}
- f) Yicacu. Friday.
_{3 3 2}
- g) Chabadu / chawürü. Saturday.
_{23 5 5 3 3 5}

B-9.

Observe the following, filling in blanks:

- a) Tama nuxa charüxauxchaxü. * I don't want to stay here.
_{2 3 4 4 3 3 1 5 5}
- b) _____ tartüchoxchaxü. We don't want to stay here.
_{3 3 35 5 5}
- c) Ngemaçü tapuracüechaxü. Of course we want to work.
_{3 15 4 3 3 3 23 5 5}
- d) _____ napuracüechaxü. Of course they want to work.
_{2 3 3 23 5 5}
- e) Bexmana napeeega. Perhaps they feel like sleeping.
_{5 5 1 2 2331 5}
- f) _____ pepeeega. Perhaps you (pl.) feel like sleeping.
_{3 2331 5}

* Note Laryngealized tone 5 perturbs to tone 1 when followed by -chaxü.
_{5 5}

B-10.

Expressions of "There is" and "There aren't".

a) Nangexma i chōxni.
2 4 2 4 23 1

f) Nataxuma i chixnū.
2 2 3 3 4 4 2

b) _____ pawū.
2 2

g) _____ yaxri.
5 1

c) _____ airu.
35 1

h) _____ murenū.
4 1 3

d) _____ woca.
3 5

i) _____ tunū.
4 5

e) _____ michi.
3 5

j) _____ cowū.
4 2

B-11.

Observe the following Time expressions:

a) ūpaxūra
3 3 5 5

a long time ago

b) yemaārū īnex
2 25 5 5 5

day before yesterday

c) īnex
5 5

yesterday

d) nūxmax
5 2

today

e) moxū
35 5

tomorrow

f) paxmaxacū
5 2 5 4

day after tomorrow

g) ngemaar̄t̄i paxmaxact̄i
3 4 5 5 5 2 5 4

the day after the day after tomorrow

h) paxmaxt̄ira
5 2 5 5

sometime after tomorrow (may be a week to a month)

B-12.

a) Ixax̄t̄ūgu nar̄t̄ux̄aū.
35 5 2 4 2 3 5

He's staying outdoors.

b) Nax̄t̄l̄iwa nax̄ū.
5 3 1 2 23

He went down below.

c) Yurat̄ūgu.
3 5 3 5 4

Down under the house.

d) Daux̄l̄iwa chax̄ū ta.
3 5 1 3 23 2

I'm going to go (up) above.

e) Nac̄l̄ūwawa nar̄t̄ito.
23 3 3 1 2 3 4

He's sitting beside him.

f) Nax̄cax̄wex̄gu nach̄i.
35 5 5 4 2 2

He's standing behind him.

g) Aix̄ep̄egu nanax̄ū. x
5 3 5 4 2 3 23

He put it inside.

h) D̄it̄x̄et̄l̄iwa nanḡex̄ma.
5 1 3 1 2 4 2

It's outside.

i) Nap̄ex̄ewa nan̄ange.
35 5 3 1 2 3 2

He took it before (previously).

j) Ngax̄t̄ūgu nar̄t̄icho.
3 3 4 2 3 23

They're staying in the middle.

x With Suffix -naḡū meaning "with upward action": nanax̄ūnaḡū "He put it (with upward action)".
2 2 2 3 23 2 2

- k) Naxchaxwa nana. He ran ahead of him.
35 5 1 23 3
- l) Naetigu nanaxli. He put it on top.
23 1 3 4 2 3 23
- m) Nawe nartixu. He followed him.
23 1 2 3 23
- n) Tugtnewa. On the right.
23 3 5 1
- o) Toxwewa. On the left.
4 5 1

C. Months and Years.

Duqitu: Taxacu ru tawemucu nixi? What month is this?
3 2 5 5 2 2 3 5 3 5 3 25 2

Dui: Awaxix. Maneca Anu It's probably January
35 35 35 2 2 15 5 23 3

Nuebuaru tawemucu nixi eru because Christmas recently
3 23 5 5 3 5 3 5 3 25 2 3 2

ngexwaca nangupetu Nataru passed.
3 1 5 2 3 2 5 3 2 5

chiga.
5 5

Duqitu: Cuxa nixi. Nuxuchi nai ya Could be. Then next
3 2 5 5 1 25 2 5 2 1 5 2

tawemucu ru Mitauaru ta month will be February.
5 3 5 3 5 3 25 5 3 2

nixi.
25 2

Dui: Ngü. Nuxuchi nawena ru Yes. Then after that will
35 35 5 2 1 23 1 5 5

tawemucu Chabachigaaru ta nixi. be March.
5 3 5 3 3 1 5 5 5 3 2 25 2

Duqitu: ¿ Ngexta nix̄t̄i cucua i
3 2 5 5 1 35 3 3 5 4

Where did you learn the

tawemilc̄iḡlega?
5 3 5 3 2 1 5

names of the months?

Dui: Iscuerawa chax̄u r̄i yema
35 3 32 5 1 3 23 5 1 4

I went to school, and there

changu.
3 5

I studied.

Duqitu: ¿ Aixc̄t̄ma? ¿ N̄uxre ga
3 2 5 4 2 2 5 2 2

Truly? How many years?

taunct̄i?
5 3 3

Dui: Āc̄t̄. . . . , taxre ga taunct̄i.
35 2 2 4 2 2 5 3 3

Ah. . . . , two years. Did you

¿ Cuma r̄i ta iscuerawa
5 5 5 5 3 32 5 1

study in school too?

cungux?
5 2

Duqitu: Ngemac̄t̄x. Iscuerawa
3 2 5 3 15 4 3 32 5 1

Of course. I went to

chax̄u, āc̄t̄. . . . , w̄ixi ga
3 23 2 2 23 2 2

school, ah. . . . , one year.

taunct̄i. R̄i wena nawa
5 3 3 5 1 5 23 1

And I want to go again this

chax̄uchax̄i i damagu.
3 23 5 5 4 4 2 4

year.

Dui: Chama r̄i tax.
35 5 5 5 5

I do too.

Duqitu: ¿ Iscuerawa nax̄ūega i Caru? Is Carl planning to go to school?
3 2 5 3 32 5 1 2 23 5 4 23 5

Dui: Tama. Napexc̄iraxū
35 2 3 2 23 1 5 5

iscuerawa.
3 32 5 1

No. He sleeps (uninten-
tionally) in school.

Duquitu: ¿Ēxna? Maneca namexēra
3 2 5 5 1 3 15 5 2 35 5 5

nixī i purac̄twa naxū.
25 2 4 3 3 2 1 2 23

Oh, is that so? It's probably
better for him to go to work.

Dui: Ngū nixī.
35 35 25 2

Yes, it is.

C-1.

Months.

a) Añu nuebuārū tawemūcū
3 3 323 55 3 5 3 5 3

January (New Year) *

b) Mitāuārū tawemūcū
3 255 3 5 3 5 3

February (Spanish Carnivál)

c) Chabachigaārū tawemūcū
3 1 5 55 3 5 3 5 3

March (Sebastián)

d) Tupanachigaārū tawemūcū
3 3 5 5 55 3 5 3 5 3

April (Easter)

e) Dibinachigaārū tawemūcū
3 2 5 5 55 3 5 3 5 3

May (Divine)

f) Cuaāchigaārū tawemūcū
235 5 55 3 5 3 5 3

June (John)

g) Pitixuārū tawemūcū
3 3 25 3 5 3 5 3

July (Regional Spanish
Cupizo turtle)

* These mean literally, "month of New Year's Day", "month of Carnivál", "month of Saint Sebastián", etc.

- h) Toriãrtũ tawemũctũ
3 15 3 5 3 5 3 August (regional Spanish Taricaya turtle)
- i) Baweãrtũ tawemũctũ
2 25 3 5 3 5 3 September (regional Spanish Charapa turtle)
- j) Chicuchigaãrtũ tawemũctũ
23 5 5 55 3 5 3 5 3 October (Francisco)
- k) Naxchixichigaãrtũ tawemũctũ
35 5 3 5 55 3 5 3 5 3 November (All-Saints)
- l) Nataruãrtũ tawemũctũ
3 2 55 3 5 3 5 3 December (Christmas)

C-2

Observe the following, filling blanks with names of months:

- a) Añu nuebuãrtũ tawemũctũgu
3 3 323 55 3 5 3 5 3 4 In January the "zapote" fruits
nidau ya otere.
23 2 2 3 3 5 are ripe.
- b) Nibeegũ i dutxũgũ i _____ gu.
23 13 2 4 5 3 2 2 4 4 The people pull their manioc in
February.
- c) _____ gu rũ napuecha.
4 5 2 35 5 In March it rains continually.
- d) _____ gu nixĩ i mucũãrtũ
4 25 2 4 4 35 3 April is the middle of the
ngaxũ.
3 3 winter.

Suffixes equivalent to English Comparative "-er". -xūra, -xūra, -xera, -xēra; and yexera "superior, or to a greater extent".

Read across.

- | | |
|---|--|
| a) Name i n̄a. This is good.
2 23 4 2 | b) Namexēra i n̄a. This is better.
2 35 5 5 4 2 |
| c) Nata _____ This is big.
2 23 | d) Nataxūra _____ This is bigger..
2 35 5 5 |
| e) Nama _____ This is long.
2 5 | f) Namaxūra _____ This is longer.
2 1 5 5 |
| g) Natē _____ This is sharp.
2 5 | h) Natexera _____ This is sharper.
2 1 5 5 |
| i) Noxrū yexera nixī i n̄a.
15 3 2 5 5 25 2 4 2 | This is the better one (his superior). |
| j) Choxrū yexera nixī i nūmax.
35 3 2 5 5 25 2 4 35 4 | He is my superior. |
| k) Nūxū narū yexera nixī i n̄ā
35 3 2 3 2 5 5 25 2 4 2 4 | This one is it's superior in length. |
| i narū ma. *
4 1 3 5 | |

* Narū refers to "things" while noxrū refers to "people".
2 3 15 3

C-4.

With Superlative Suffix $-mae$ _{3 3} "equivalent to English "est".

- a) Nartū memae i n̄a. This is the best.
_{2 3 23 33 4 2}
- b) _____ maxmae _____ This is the longest.
_{5 3 3}
- c) _____ tamae _____ This is the biggest. ⌘
_{23 33}
- d) _____ texmae _____ This is the sharpest.
_{5 33}

C-5.

Fill blanks with numbers, one to ten.

- a) Wlxi i ngunexūgu ta yea chaxū. Someday I'm going there.
_{23 2 4 5 3 2 4 2 14 3 23}
- b) Yexa charūxau ta i _____ i I'll stay there two weeks.
_{4 4 3 3 5 2 4 2}
- yūxūgu.
_{35 3 4}
- c) Nangexma i _____ i There are three Tambaqui
_{2 4 2 4 4}
- tomacachi. fish (Spanish Tambaqui).
_{3 3 3 5}

⌘ "I want the smallest" Chanaxwae i rūiramaex.
_{3 35 5 4 4 3 15 5 35}

- d) _____ i ngunexū nataxu. It's lacking four days.
_{4 5 3 2 2 2 3}
- e) Choxū nataxu i _____ i I need five red-backs.
_{35 1 2 2 3 4 4}
- dauxcaxwe.
_{2 5 5}
- f) Nuxa tarticho ta i _____ ya We're going to stay here six
_{4 4 3 3 23 2 4 2} months.
- tawemūcti.
_{5 3 5 3}
- g) _____ ya otacharaxū rū Seven eggs are bad (damaged).
_{4 3 1 2 2 3}
- nachixe.
_{2 35 4}
- h) _____ i airu rū nayue. Eight dogs died.
_{4 35 1 5 2 4 3}
- i) Nūxū nataxu i _____ i data. He lacks nine cans.
_{35 1 2 2 3 4 4 2 5}
- j) _____ ya yath inanguūira. Ten men arrived first.
_{2 35 5 1 2 3 2 1 5}

C-6.

Complete sentences with names of persons.

- a) Inex nua naxū ga _____
_{5 5 14 2 23}
- b) Yemaartū inex _____ napuracti _____
_{2 25 3 5 5 2 3 3 2}
- c) Inex nuxa nanaxuane _____
_{5 5 4 4 2 3 35 5 5}
- d) Yemaartū inex nua nanaxū _____
_{2 25 3 5 5 14 2 3 4}

C-8.

Fill the blanks with one of the following Suffixes: -ega and -cūraxī
1 5 1 5 5

- | | |
|--|---|
| a) Chapuractū
<small>3 3 3 2</small> _____ | h) Napuractū
<small>2 3 3 2</small> _____ |
| b) Changixcae
<small>3 35 4 3</small> _____ | i) Nangixcae
<small>2 35 4 3</small> _____ |
| c) Chachibū
<small>3 23 4</small> _____ | j) Nachibū
<small>2 23 4</small> _____ |
| d) Chamunēē
<small>3 35 3 3</small> _____ | k) Namunēē
<small>2 35 3 3</small> _____ |
| e) Chagoxe
<small>3 4 3</small> _____ | l) Nagoxe
<small>2 4 3</small> _____ |
| f) Chabee
<small>3 13</small> _____ | m) Nabee
<small>2 13</small> _____ |
| g) Chaxlpettl
<small>3 23 2 5</small> _____ | n) Naxlpettl
<small>2 23 2 5</small> _____ |

C-9.

Fill blanks with Verbs such as changixcae, chachibū, etc.
3 35 4 3 3 23 4

- | | | | |
|---|------------------------|---------------------------------------|-------------------------------|
| a) Nua
<small>14</small> | ta
<small>2</small> | chapuractū.
<small>3 3 3 2</small> | Here I'm going to work. |
| b) Yea
<small>14</small> | _____ | _____ | There I'm going to _____ |
| c) Yixcūra
<small>15 4 5</small> | _____ | _____ | Later I'm going to _____ |
| d) Yixcūlama
<small>15 4 2 2</small> | _____ | _____ | Afterwards I'm going to _____ |

e) Maneca tauta chapuracū. I probably won't _____
3 15 5 2 2 3 3 3 2

f) Choxū nawaxtūmūxū
35 1 2 5 3 3 5

i nax - _____ x. I don't feel like _____
4 2

g) Tama choxrū me nixī
2 3 35 3 23 25 2

i nax _____ x. I don't like to _____
4 2

h) Yea chaxū nax _____ xūca. I'm going over there to _____ x
1 4 3 23 2 2 5

C-10.

With Present Continuative Suffix -echa
5 5

a) Napuracūecha. He continues to work.
2 3 3 25 5

b) Nangixcaeecha. He continues to cultivate.
2 35 4 35 5

c) Nachibūecha. He continues to eat.
2 23 45 5

d) Napeecha. He continues to sleep.
2 235 5

e) Narūxūxecha. He continues to stay.
2 3 5 5 5

x nax _____ xūca would be better translated "in order that".
2 2 5

II. GRAMMATICAL AND CULTURAL HELPS

A. Telling time

There are those who still ask what time it is with the expression, "Where is the Sun?", but "What hour is it?" seems to be the more accepted expression at present. In most cases the actual hour is not so important to them as knowing whether it is noon yet, or late afternoon, (about four o'clock on) etc. They usually point to the sky to indicate what time something took place. See examples:

(1) ¿Ngexũ i Uaxctũ?
_{5 2 4 3 5 3}

Where is the sun?

(2) ¿Taxactũrũ ngora nixĩ?
_{5 2 2 3 2 3 5 2 5 2}

What time is it? (What hour?)

B. Preposition "for" (in behalf of) / (in order to have)

In Unit I the student was shown that one translation of the Suffix -wa is "for", meaning "in order to get bring", when used in a sentence like narañawa chaxũ "I'm going for oranges". There are various other forms of "for". The Suffix -xũ or -ãxũ (as in nũxũ) indicates "in behalf of" as to work in behalf of someone:

(1) Nũxũ chapuractũ.
_{3 5 1 3 3 3 2}

I work for him.

(2) Coriaxũ chapuracu.
_{3 1 5 1 3 3 3 2}

I work for the gentleman.

If the work is "to obtain something/in order to have", the Suffix $-x\bar{c}a$ is used.

(3) $Nax\bar{c}a$ chapuracū. I work for it.
_{23 5 3 3 3 2}

(4) $Naxchiru\bar{c}a$ chapuracū. I work for clothes.
_{23 1 5 5 3 3 3 2}

The suffix $-x\bar{c}a$ is also used in sending for someone to come, or in expressing lonesomeness or sadness for another person:

(5) $Nax\bar{c}a$ nangema i Cori. The gentleman sends for him.
_{23 5 2 2 3 4 3 1}

(6) $Nax\bar{c}a$ changechaxū. I'm lonesome for him.
_{23 5 3 2 5 5}

C. Verb "to like"

"To like a person or thing" is expressed in a number of different ways.

The most frequently utilized expression seems to be, $Choxr\bar{u}$ me $nix\bar{i}$
_{35 3 23 25 2}

"I like him/ it." See other examples below:

(1) $Chaux\bar{c}a$ name i ña. I like this. (For me this is good.)
_{5 5 2 23 4 2}

(2) $Chox\bar{u}$ namepua. I like (doing) this.
_{35 1 2 23 35}

D. Demonstrative Pronoun "this"

The student has been previously acquainted with three forms meaning

"this", $\bar{n}a$, $\bar{n}aa$, and $\bar{d}aa$. κ The new form included in this unit, $\bar{n}ama$
 "this", has an added meaning of present, and may precede expressions
 of day, night and week: $\kappa\kappa$

- | | |
|---|----------------------|
| (1) $\bar{n}ama$ i $\bar{n}gunex\bar{n}$
$\begin{matrix} 2 & 2 & 4 & & 5 & 3 & 2 \end{matrix}$ | today (this day) |
| (2) $\bar{n}ama$ i $\bar{c}h\bar{u}tax\bar{n}$
$\begin{matrix} 2 & 2 & 4 & & 2 & 5 & 2 \end{matrix}$ | tonight (this night) |
| (3) $\bar{n}ama$ i $\bar{y}\bar{l}ix\bar{l}$
$\begin{matrix} 23 & 4 & 2 & 35 & 3 \end{matrix}$ | this week |

Dama precedes month and year.

- | | |
|--|------------|
| (4) $\bar{d}ama$ ya $\bar{t}awem\bar{u}ct\bar{i}$
$\begin{matrix} 4 & 2 & 2 & 5 & 3 & 5 & 3 \end{matrix}$ | this month |
| (5) $\bar{d}ama$ ya $\bar{t}aunec\bar{l}$
$\begin{matrix} 4 & 2 & 2 & 5 & 3 & 3 \end{matrix}$ | this year |

In Basic Conversation C. Months and Years, the expression for "this
 year" is given: $\bar{d}amagu$ "in this one" If year were not mentioned pre-
 viously it would be necessary to say $\bar{d}ama$ $\bar{t}aunec\bar{u}gu$.

- κ The alternate set of tones is $\bar{d}aa$ (used in reference to most machines).
 $\kappa\kappa$ Note alternate tones on example (3)

E. Adjective "next"

"Next week" and any "next" preceding the name of a day of the week or month of the year utilizes the expression (presented in Drill B-7 of this unit) *nai*:

- (1) *nai i yūxti* next week
 _{5 2 35 3}
- (2) *nai i yūxtiārū taxre* next Tuesday
 _{5 2 35 35 3 4 2}
- (3) *nai ya tawemūcū* next month
 _{5 2 5 3 5 3}
- (4) *nai ya taunecū* next year
 _{5 2 5 3 3}

F. Time Expression

"On", "at", or "during" is expressed by *gu* following the expression for noon, midnight, week, year, and the names of days and months:

- (1) *tocuchigu* at noon
 _{4 2 2 4}
- (2) *ngaxūctigu* at midnight
 _{3 3 2 4}
- (3) *Yūxtigu* on Sunday
 _{35 2 4}
- (4) *dama ya tawemūctigu* during this month
 _{4 2 2 5 3 5 3 4}

G. Past Tense

Thus far the student has been introduced to the Connective *ga* which

seems to indicate the "past", and mar_3u , which, preceding the verb expression may indicate the "present" or "present perfect". In the "past" may also be expressed by adding chir_2e after the Verb Expression. It indicates something done in the past which isn't being done at the present, or with the verb "to know" it means it was known in the past but is not consciously thought of at the present:

- (1) Mar_3u $\text{chapurac}_3\text{u}$ chir_2e , I worked (not working at present).
3 3 3 3 3 2 2 5
- (2) Mar_3u nux_3u chacua_3 chir_2e , I knew that (sometime in the past).
3 3 35 3 3 5 2 5

$\text{Buxc}_3\text{u}_3\text{ta}$ may precede the verb expression to indicate the past:

- (3) $\text{Buxc}_3\text{u}_3\text{ta}$ $\text{naw}_3\text{ex}_5\text{e}$. It was black (emphasizing past tense).
3 3 5 2 4 4

H. Demonstrative Pronoun "that"

"That" is expressed with two forms: ngema_3 , and yima_4 .

- (1) Ngema_3 nix_4i . That's it (close at hand).
3 4 25 2
- (2) Yima_4 nix_2i . That's it (at a distance).
4 2 25 2

e) _____ wexu
 3 1

f) _____ cururu
 3 3 1

g) _____ tara
 3 1

h) _____ ngitiri
 3 3 1

D-3.

Observe the following three-syllable words with tones 3 3 3 :

a) berattī
 3 3 3

mud wasp

b) amare
 3 3 3

gift

c) tutuna
 3 3 3

species of bird

wūxi i berattī
 23 2 4 3 3 3

wūxi i amare
 23 2 4 3 3 3

wūxi i tutuna
 23 2 4 3 3 3

D-4.

Repeat the following κ. (with name, and namexēchi):

a) Name ā berattī.
 2 23 35 3 3 3

d) Namexēchi ā berattī.
 2 23 1 4 35 3 3 3

b) _____ amare.
 3 3 3

e) _____ amare.
 3 3 3

c) _____ tutuna.
 3 3 3

f) _____ tutuna.
 3 3 3

κ These words may be preceded by either $\overset{4}{i}$ or $\overset{35}{\bar{a}}$.

D-5.

a) Namexēchi i beratū rū tutuna.
2 23 1 4 4 3 3 3 5 3 3 3

b) _____ amare _____
3 3 3

c) _____ beratū.
3 3 3

d) Nachixexūchi i tutuna rū amare.
2 35 4 1 4 4 3 3 3 5 3 3 3

e) _____ beratū _____
3 3 3

f) _____ tutuna.
3 3 3

D-6.

Contrasts between tones 3 3 3 and 3 3 1, and tones 3 3 3 and 3 3 5

a) beratū rū cururu
3 3 3 5 3 3 1

c) amare rū cowaru
3 3 3 5 3 3 5

b) amare _____ ngitiri
3 3 3 _____ 3 3 1

d) beratū _____ yāgara
3 3 3 _____ 3 3 5

D-7.

a) Name i tutuna rū cururu.
2 23 4 3 3 3 5 3 3 1

c) Name i amare rū cowaru.
2 23 4 3 3 3 5 3 3 5

b) _____ amare _____ ngitiri.
3 3 3 _____ 3 3 1

d) _____ beratū _____ yāgara.
3 3 3 _____ 3 3 5

D-8.

a) Tama name i beratü rü cururu.

2 3 2 23 4 3 3 3 5 3 3 1

b) _____ amare ngitiri.

3 3 3 3 3 1

c) _____ tutuna cowaru.

3 3 3 3 3 5

d) _____ beratü ucapu.

3 3 3 3 3 5

D-9.

a) pacu

3 2

species of fish (regional Spanish
"palometa")

b) yapa

3 2

leaf covering at peak of roof

c) ñoxé

3 2

bark-cloth mat

d) chucu

3 2

species of garza bird

wixi ya pacu

23 2 2 3 2

wixi ñoxé

23 2 3 2

wixi i yapa

23 2 4 3 2

wixi chucu

23 2 3 2

UNIT VII

INTRODUCTION

In addition to the various descriptive terms included in this unit, the student will find a number of items referring to carpentry and woodworking.

Studying and listening should be continued as previously.

I. BASIC CONVERSATION

A. Fat and Thin.

Chiquiāx: ¿Marū nixū cūauxū i . Have you seen the lady's little

3 25 3 3 35 3 5 4 2 4

Chiuraxacti Pa Maricutax? one, Marie?

3 3 5 3 5 4 3 3 2 5

Maricuta: Taūta. Nuxmata yea Not yet. I'm going there right

3 3 2 5 2 5 5 2 2 1 4

chaxū. now.

3 23

Chiquiāx: ¿Ōexna? Cuwe charūxū. Oh, is that so? I'll accompany

3 25 4 5 1 23 1 3 3 23

--Ningütxüchi i tūmaxacü
23 5 1 4 4 35 4 3 5

you. Dolores says, "The lady's

a Chiūra, --ñanagürü ga
4 33 5 35 2 3 5 2

little one is very fat."

Tendüra.
33 2 5

Maricuta: ¿Ēna? ¿Marü nixü nadau? Oh, is that so? She's seen it?
3 3 2 5 5 1 3 3 35 3 2 4

Chiquiāx: Marüx.
3 25 3 3

Yes (she has).

Maricuta: Dūcax. Namexēchi.
3 3 2 5 5 2 2 23 1 4

Look. It's beautiful.

Natapara.
2 23 3 5

It's legs are big (fat).

Chiquiāx: Ngü. Rū dūcax i nacha.
3 25 35 5 5 2 4 23 1

Yes. And look at it's arms.

cüxü. Ningütxüchi.
2 3 23 5 1 4

They're very fat.

Maricuta: Nixa i taxacü ēga
3 3 2 5 23 5 4 4 3 5 3 2

Our little ones are thin if

ngexwaga nabuxgu. x
3 1 5 5 35 4

they're newly born. And look

Rū dūcax i tūmaxacü.
5 5 2 4 35 4 3 5

at her little one. It's very

Ningütxüchi.
23 5 1 4

fat.

x toxocü "our children" would be used if the Indian woman were speaking to the lady.

Chiquiāx: Ngū. Maneca tagutama
3 25 35 3 15 5 2 4 2 3

Yes. This one will probably

nixa ā nā.
23 5 35 2

never be thin.

Maricuta: Ngū. Tagutama. x
3 3 2 5 35 2 4 2 3

No. Never.

Drills 3

A-1.

a) Ningtixichi i Teudira erü poraācti nachibü.
23 5 1 4 4 33 2 5 3 2 4 25 4 2 23 4

Dolores is very fat because she eats so much.

b) Nixaxtichi i Wanacu erü nidaxawe.
23 5 1 4 4 3 2 5 3 2 23 4 4 4

Carlos is very thin because he's sick.

c) Nachoxochi i ōxchana erü taguma ūaxcti nayagu.
2 5 1 4 4 5 3 3 3 2 2 4 3 35 5 3 2 3 35

The baby is very light because it lacks sunshine.

d) Nawaxtichi ya oxi eru poraācti napuracti nawa ya ūaxcti.
2 23 1 4 2 5 1 3 2 4 25 4 2 3 3 2 4 1 2 35 5 3

The grandfather is very dark because he works a lot in the sun.

κ Note the use of the Positive Ngū, when agreeing to a negative statement in contrast with our usage of "No".

- e) Namexēchi i ngexū erti namexchiru.
 2 23 1 4 4 3 2 3 2 2 23 1 5

The woman is beautiful because she has nice clothing.

- f) Nachixexūchi ya yattu erti naxāuachi.
 2 35 4 1 4 2 355 3 2 2 52 2

The man is no good (damaged) because he's dirty.

A-2.

With Bound Nouns.

- a) Ningūchacūxūchi i Teudūra. Dolores' arms are very fat.
 23 5 1 2 3 1 4 4 33 2 5
- b) Nixaparaxūchi i Wanacu. Carlos' legs are very thin.
 23 5 3 5 1 4 4 3 2 5
- c) Nachoxchaxmūxūchi i ōxhana. The baby's skin is very light.
 2 1 5 3 1 4 4 5 3 3
- d) Nawaxchaxmūxūchi ya ōxi. The grandfather's skin is very dark.
 2 35 5 3 1 4 2 5 1
- e) Namexchiruxūchi i ngexū. The woman's clothing is very nice.
 2 23 1 5 1 4 4 3 2
- f) Nachixexchiruxūchi ya yattu. The man's clothing is very damaged
 (no good).
 2 35 4 1 5 1 4 2 35 5

A-3.

With "and that is why" rü ngemaca nixĩ or aca nixĩ.
5 3 4 5 25 2 35 5 25 2

a) Poraãcũ nachibũ i Teudũra rü ngemaca nixĩ i ningũchacũxũchi.
4 25 4 2 23 4 4 33 2 5 5 3 4 5 25 2 4 23 5 1 2 3 1 4

b) Nidaxawe i Wanacu rü ngemaca nixĩ i nixaxparaxũchi.
23 4 4 4 4 3 2 5 5 3 4 5 25 2 4 23 5 3 5 1 4

c) Tagũma ũaxcũ nayagu rü aca nixĩ i nachoxchaxmũxũchi.
2 4 3 35 5 3 2 3 35 5 35 5 25 2 4 2 1 5 3 1 4

d) Poraãcũ nawa napuracũ ya ũaxcũ rü aca nixĩ i nawaxchaxmũxũchi.
4 25 4 4 1 2 3 3 2 2 35 5 3 5 35 5 25 2 4 2 35 5 3 1 4

e) Namexchiruxũchi i ngexũ rü ngemaca nixĩ i nataãxẽ.
2 23 1 5 1 4 4 3 2 5 3 4 5 25 2 4 2 23 1 4

f) Nachixechiruxũchi ya yatũ rü aca nixĩ i nangechaxũ.
2 35 4 1 5 1 4 2 35 5 5 35 5 25 2 4 5 2 5 5

A-4.

Maricuta
3 3 2 5

a) Wũxi i paxũ i ngũxũchixũ nixĩ i Maricuta.
23 2 4 5 2 4 5 1 4 2 25 2 4 3 3 2 5

b) Naxãxchiru i mexũ.
2 3 1 5 4 35 2

c) Nangexma i noxrũ chapatu.
2 4 2 4 15 3 3 3 5

d) Nũxũ nangexma i goyexũ rü wextaeruxũ ta.
35 1 2 4 2 4 5 2 5 5 1 3 4 2 5 5

e) Nũxũ nataxu i tuxmũ rü worua.
35 1 2 2 3 4 4 3 5 3 35

f) Gux̄īguma nacuaixcuārū chapatū.
1 2 4 3 2 5 4 5 3 3 3 5 5

g) Nicuxcuchi i naxchiru i mexēchix.
2 3 5 2 3 4 2 3 1 5 4 2 3 1 4

h) Nataāxē i Maricuta, rū taguma nangechaxū.
2 2 3 1 4 4 3 3 2 5 5 2 4 3 2 2 5 5

Translation of the above:

- a) Marie is a very fat young girl.
- b) She has nice clothes.
- c) She has shoes.
- d) She also has a belt and barrettes.
- e) She lacks a comb and mirror.
- f) She always wears (puts on) her shoes.
- g) She wears her beautiful clothes.
- h) Marie is happy, and never sad.

A-5.

Duquitu
3 2 5

a) Wūxi i ngextūxūcū i ixaxūchixū nixī i Duquitu.
2 3 2 4 1 5 4 3 4 3 5 1 4 2 2 5 2 4 3 2 5

b) Poraācū napuracū nax naxca nataxexūca i naxchiru.
4 2 5 4 2 3 3 2 2 2 3 5 5 2 5 2 5 4 2 3 1 5

c) Nūxū nangexma i taxre i chapatu. -Wūxi i wēxēxū rū wūxi i comūx.
3 5 1 2 4 2 4 4 2 4 3 3 5 2 3 2 4 4 4 2 5 2 3 2 4 1 5

d) Name i noxrū dauxū rū naxchiruperema.
2 23 4 15 3 3 5 5 23 1 5 3 3 5

e) Ditichiawa naxca nataxe.
3 2 35 1 25 5 2 2 3

f) Nangexma i noxrū goyexū ta.
2 4 2 4 15 3 5 2 5 5

g) Guxūguma nameāxē i Duqitu.
1 2 4 3 2 23 1 4 4 3 2 5

h) Maneca taguma nidūra.
3 15 5 2 4 3 23 2 2

Translation of Duqitu:

- a) Luke is a very thin young fellow.
- b) He works very hard in order to buy clothes.
- c) He has two pairs of shoes: one black, and one white.
- d) His shirts and pants are nice.
- e) He bought them in Leticia.
- f) He has a belt too.
- g) Luke is always happy.
- h) He's probably never cross.

A-6.

Some Imperatives.

a) icuxcuchichiru.
5 5 2 2 1 5

Get dressed.

- b) Nacuaixcuārū chapatūā. Put shoes on.
5 5 4 5 3 3 3 5 5
- c) Naxāpatexe. Put a hat on.
5 3 2 5 3
- d) Naxūchicūxūchapenūxū. Change his diaper.
3 4 1 2 3 1 3 3 5
- e) Inacūxuchichiru. Undress.
1 5 5 2 2 1 5
- f) Inacuaixūārū chapatūā. Take the shoes off.
1 5 5 4 5 3 3 3 5 5

A-7.

Choose a masculine or feminine name from list (2) to follow each description of a person in list (1). κ

- a) Wūxi i mexlī nixlī i Chiquiā.
23 2 4 35 2 25 2 4 3 25
- b) _____ chixexū _____ Biru.
35 4 2 1 5
- c) _____ paxū _____ Maricuta.
5 2 2 3 2 5
- d) _____ ngextlūxūcū _____ Yagacū.
4 5 4 3 2 3 3
- e) _____ yatlū _____ Dube.
35 5 3 2

κ The Connective ya₂ is used in referring to elderly people.

h) Naxoxochi.
2 35 1 4

He's very lazy.

i) Nūxū nawaxtūmūxū.
35 1 2 5 3 3 5

He doesn't feel like it.

A-9.

a) Poraāctū nataāxē i Cori.
4 25 4 2 23 1 4 4 3 1

b) _____ Pauru.
3 5

c) _____ nidūra _____
23 2 2

d) Tama _____ Cori.
2 3 3 1

e) _____ narūdoxtū _____ ōxchana.
2 3 23 3 5 3 3

f) Bexmana _____ buxū.
5 5 1 3 2

g) _____ nanū _____ Chirica.
2 3 3 2 5

h) _____ nūxū nawaxtūmūxū nax napuractū.
35 1 2 5 3 3 5 2 5 3 3 1

B. Long and Short.

Puri: ¿ Tama cuna^{wac} i wūxi i
3 1 2 3 3 35 14 4 23 2 4

Would you like a board, sir?

mūrapewa, Pa Corix?
3 3 3 5 4 3 1

Cori: Bexmana. ¿ Namaxū rū ēxna
3 1 5 5 1 5 1 2 5 5 1

Perhaps. Is it long or short?

nūxūx?
23 4

Puri: Nama, Pa Corix. Moxctūta
3 1 2 5 4 3 1 35 5 2

It's long, Sir. Just a minute and

rū nua change.
5 1 4 3 3 2

I'll bring it here.

Cori: Ēcūx. Paxama, erū yea
3 1 4 2 3 5 3 3 2 14

All right. Hurry, because I'm

iscuerawa ta chaxū.
3 32 5 1 2 3 23

going over there to the school.

Puri: Marū ta paxa nua change.
3 1 3 3 2 3 5 14 3 3 2

I'll bring it here quickly.

Cori: Ēcūx.
3 1 4 2

All right.

Puri: Dūcax, Pa Corix. Nāa nixī.
3 1 5 2 4 3 1 24 25 2

Look, Sir. This is it.

Cori: ¿ Ōēxna? Namaxūchi. Choxrū
3 1 4 5 1 2 5 1 4 35 3

Oh, is that so? It's very long.

me nixī. ¿ Namāxā cutaxechaxū? I like it. Do you want to sell it?
23 25 2 29 2 3 3 2 3 5 5

- Puri: Ngũ, Pa Corix. Rũ nangexma i Yes, Sir. And there's more
 3 1 35 4 3 1 5 2 4 2 4
 to ta. (another) too.
 5 5
- Cori: ¿Ñuxre? How many?
 3 1 5 2
- Puri: Tomaxexpi. Three.
 3 1 3 1 5 5
- Cori: ¿Ēxna? Nua nana rũ maneca Oh, is that so? Bring them here
 3 1 3 1 14 3 35 5 3 15 5
 naxca chataxe i guxũma. x and I'll probably buy them all.
 23 5 3 2 3 4 1 2 3
 Bexmana cuxũ narũngũxẽ i Perhaps Paul will help you in
 5 5 1 35 3 2 3 5 2 3 4
 Pauru nax paxaxĩra nua order that you bring them here
 3 5 2 3 5 5 5 14
 cunanaxũca. faster.
 5 3 3 2 5
- Puri: Cuxa nixĩ, Pa Corix. Paxa Could be, Sir. I'll call him
 3 1 5 1 25 2 4 3 1 3 5
 naxca chaca. quickly.
 23 5 3 5
- Ñaagli nixĩ, Pa Corix. Here they are, Sir.
 24 2 25 2 4 3 1
- Cori: Ngũ. ¿Ñuxgu cuyachexgi? Yes. When did you make them
 3 1 4 5 4 3 3 4 2 (chop out with axe)?

x guxũma is used in reference to people.
 3 1 3 3

Puri: Ichanaxtigi ga yemaartu inex.
3 1 4 3 3 4 2 2 2 2 5 3 5 5

I started the day before yesterday.

Ru ine ta nawa chapuracu.
5 5 5 5 23 1 3 3 3 2

And yesterday too I worked on them.

Nuxmataa chanaguxexe.
5 2 4 3 3 3 5 2 3

I just now finished them.

Cori: Eexna? Maneca chauxca name
3 1 5 1 3 15 5 5 5 2 23

Oh, is that so? They're probably

i guxuma, nattiru chanaxwae i
4 1 2 3 5 2 5 3 35 5 4 4

all good (to me), but I want more

to ta. Tama nawa cuxuchaxi
5 5 2 3 23 1 3 35 5 5

too. Wouldn't you want to go for

i moxux?
4 35 5

them tomorrow?

Puri: Awaxix, Pa Corix. Yecutiwa
3 1 35 35 2 4 3 1 2 5 5 1

Ah, Sir. I'm planning to go over

chaxuega i moxux. Martu name
3 23 1 5 4 35 5 3 3 2 23

to the other bank tomorrow.

ega paxmaxacu nawa chaxuxgu i
3 2 5 2 5 4 23 1 5 23 4 4

Would it be all right if I go for your

cuxru murapewa?
35 3 3 3 3 5

boards the day after tomorrow?

Cori: Ngii, maru name. Ru ngemaartu
3 1 4 3 3 2 23 5 3 55 3

Yes, that's fine. And the day

paxmaxacu nua cunana i fluxre
5 2 5 4 1 4 3 3 35 4 5 2

after tomorrow, bring whatever is

i maru inguxgu.
4 3 3 3 3 2 4

finished.

Puri: Ecutx. Martu ta nixi.
3 1 4 2 3 3 2 25 2

Fine. It will be done.

Drills

B-1.

- a) Name $\begin{matrix} i & m\bar{t}rapewa. \\ 4 & 3 & 3 & 3 & 5 \end{matrix}$ The board is good.
- b) Nachixe $\begin{matrix} 2 & 3 & 4 \\ \underline{\hspace{2cm}} \end{matrix}$ The board is damaged.
- c) Nama $\begin{matrix} 3 & 5 \\ \underline{\hspace{2cm}} \end{matrix}$ The board is long.
- d) Nanuxu $\begin{matrix} 2 & 3 & 3 \\ \underline{\hspace{2cm}} \end{matrix}$ The board is short.
- e) Nayaxcti $\begin{matrix} 2 & 2 & 3 \\ \underline{\hspace{2cm}} \end{matrix}$ The board is thick.
- f) Nachixca $\begin{matrix} 2 & 2 & 5 \\ \underline{\hspace{2cm}} \end{matrix}$ The board is thin.

B-2.

Some trees, or kinds of wood.

- a) ocayiwa $\begin{matrix} 3 & 3 & 3 & 5 \\ \text{cedar} \end{matrix}$
- b) puctire $\begin{matrix} 2 & 3 & 5 \\ \text{a dark red wood} \end{matrix}$
- c) pune $\begin{matrix} 4 & 5 \\ \text{balsa} \end{matrix}$
- d) arupane $\begin{matrix} 2 & 3 & 3 & 5 \\ \text{a wood similar to cedar} \end{matrix}$
- e) yadiruba $\begin{matrix} 3 & 3 & 2 & 5 \\ \text{mahogany} \end{matrix}$

- f) yure_{35 5} a very white wood
- g) yura_{3 5} a palm used for walls and floors
- h) waira x_{1 2} a palm with edible heart
- i) chixane_{5 2 5} a lightweight wood used for poles of houses
- j) chexe_{5 3} a hardwood used for main posts of houses

B-3.

- a) Natai ya ocayiwa._{2 4 4 3 3 3 5} Cedar is hard.
- b) Nataixichi i puctire._{2 4 1 4 4 23 3 5} The dark red wood is very hard.
- c) Nado i yure._{2 23 4 35 5} The white wood is soft.
- d) Nadoxochi ya pune._{2 23 1 4 5 4 5} Balsa is very soft.
- e) Paxama nachixe ya pune ertu_{3 5 3 2 35 4 5 4 5 3 2} Balsa is damaged quickly because
 nadoxochi._{2 23 1 4} it's very soft.
- f) Taguma nachixe i puctire ertu_{2 4 3 2 35 4 4 23 3 5 3 2} The red wood never damages be-
 nataixichi._{2 4 1 4} cause it's very hard.

x wairachaca is the word for "palm heart".
_{1 2 2 5}

B-4.

a) $\overline{W}i\overline{x}i$ i $\overline{m}a\overline{c}h\overline{a}n\overline{x}u$ $\overline{n}i\overline{x}i$ i $\overline{C}o\overline{r}i$. The gentleman is tall (a tall one).
_{23 2 4 1 5 3 2 25 2 4 3 1}

b) $\overline{\quad}$ i $\overline{n}u\overline{x}c\overline{h}a\overline{n}e\overline{x}u$ $\overline{\quad}$ $g\overline{a}$ Zaccheus was short (a short one).
_{4 35 5 3 2 2}

Chaqueu.
_{3 25}

c) $\overline{\quad}$ $y\overline{a}$ $\overline{y}a\overline{g}u\overline{a}$ $\overline{\quad}$ $y\overline{a}$ $\overline{n}o\overline{x}e$. The grandmother is an old person.
_{2 23 5 2 35 1}

d) $\overline{\quad}$ i $\overline{m}e\overline{c}h$ $\overline{\quad}$ $g\overline{a}$ Jesus was a good person.
_{4 35 3 2}

Ngechuchu.
_{3 2 5}

e) $\overline{\quad}$ i $\overline{n}g\overline{i}t\overline{a}x\overline{a}g\overline{t}i\overline{x}u$ i $\overline{n}i\overline{m}a\overline{x}$. He is a thief.
_{4 1 5 5 1 2 4 35 4}

f) $\overline{\quad}$ i $\overline{a}g\overline{x}g\overline{a}c\overline{u}$ i $\overline{C}a\overline{r}u$. Carlos is a chief.
_{4 35 3 3 4 23 5}

B-5.

Repeat the following sentences through once and then begin with a) again, changing the "I begin" to read "you begin" $\overline{-cunaxu\overline{g}u}$, etc.
_{3 3 4 2}

In the plural forms, change "we" to "you" (pl.)

a) $\overline{N}u\overline{x}m\overline{a}t\overline{a}$ i $\overline{c}h\overline{a}n\overline{x}u\overline{g}u$. I'm going to begin right now.
_{5 2 5 4 3 3 4 2}

b) $\overline{Y}i\overline{x}c\overline{u}r\overline{a}$ $t\overline{a}$ $\overline{c}h\overline{a}r\overline{u}ng\overline{u}$. I'll rest later.
_{15 5 5 2 3 3 5}

c) Bexmana choxū curūngūxēxē. Perhaps you want to help me.
5 5 1 35 3 3 3 5 2 3

chaxū. π
5 5

d) Yawanecū tanagūxēxē. We'll finish this afternoon.
1 5 5 4 2 3 5 2 3

e) Moxū ta arū wena nawa tapū. Tomorrow we'll work on it again.
35 5 2 3 5 1 5 23 1 2 3

racūe.
3 23

f) Paxmaxacū rū peta chaxū ta. I'm going to make a party the day
5 2 5 4 5 23 5 3 4 2 after tomorrow.

B-6.

Some Imperatives.

a) Nūringūxēxē. Help him.
3 3 5 2 3

b) Inaxūgū. Begin.
4 3 4 2

c) Nagūxēxē. Finish it.
3 5 2 3

d) Nataixēxē. Make it hard.
3 4 2 3

e) Nadoxēxē. Make it soft.
3 23 2 3

π Change to read, cuxū charūngūxēxēchaxū.
35 3 3 3 5 2 3 5 5

B-7.

- | | |
|---|--------------------|
| a) Cuxñ charungñxēxē.
35 3 3 3 5 2 3 | I help you. |
| b) Choxñ curungñxēxē.
35 3 3 3 5 2 3 | You help me. |
| c) Cuxñ narungñxēxē.
35 3 2 3 5 2 3 | He helps you. |
| d) Cuxñ tartungñxēxē.
35 3 3 3 5 2 3 | We help you. |
| e) Choxñ narungñxēxē.
35 3 2 3 5 2 3 | He helps me. |
| f) Choxñ pertungñxēxē.
35 3 3 3 5 2 3 | You (pl.) help me. |
| g) Choxñ narungñxēxēgñ.
35 3 2 3 5 2 3 2 | They help me. |

B-8.

Let's _____

- | | |
|--|---------------------|
| a) Ngñxñ nñxñ tartungñxēxē.
15 3 35 3 2 3 5 2 3 | Let's help him. |
| b) _____ itanaxñgñ.
4 2 3 4 2 | Let's begin. |
| c) _____ tanaguxēxē.
2 3 5 2 3 | Let's finish. |
| d) _____ tanataixēxē.
2 3 4 2 3 | Let's make it hard. |
| e) _____ tanadoxēxē.
2 3 23 2 3 | Let's make it soft. |

f) _____ tawoegu.
2 5 5 5

Let's return.

g) _____ tanamexēxē.
2 3 2 3 2 3

Let's fix (arrange) it.

h) _____ tawiyaegū.
2 3 3 3 2

Let's sing.

i) _____ itachigū.
4 2 2 2

Let's stand up.

j) _____ itarūtogū.
1 2 3 4 2

Let's sit down.

B-9.

Carpenter's terms. Repeat as written and then replace cha- with cu-, na-:
3 3 2

a) Chanawāixte.
3 3 4 2

I saw (ripping once).

b) Chanawāixcu.
3 3 4 4

I saw (ripping many times).

c) Chanawixī.
3 3 1 3

I plane.

d) Chanapo.
3 3 2

I chisel.

e) Chanapote.
3 3 2 2

I chisel (chipping once).

f) Chanapocu.
3 3 2 2

I chisel (chipping many times).

g) Chanawāixī.
3 3 4 3

I sand (with sandpaper).

h) Chanachexe.
3 3 4 3

I chop (with knife, axe, machete).

i) Chanatuxu.
3 3 3 3

I chop down a tree.

j) Chayadaye.
3 3 2 2

I chop off (like a stick).

k) Chanachaxu.
3 3 3 3

I paint.

l) Chanapota.
3 3 2 3

I nail.

C. Wide and Narrow.

Mere: ¿Ngexta cuxū?
3 1 5 1 3 23

Where are you going?

Diria: Yea taxepataxūwa chaxū.
23 55 14 2 3 2 3 5 1 3 23

I'm going there to the store.

Mere: ¿Ēxna? Bexmana choxū
3 1 5 1 5 5 1 35 1

Oh, is that so? Maybe you'd

naxca cutaxe i naxchiru i
23 5 3 2 3 4 23 1 5 4

buy me a piece of material.

āxchipexex.
3 5 5 4

Diria: Cuxa nixū. ¿Taxactū i
23 55 5 1 25 2 5 2 2 4

Could be. What do you want?

cunaxwae?
5 35 5 4

Mere: Chanaxwae i āgūmūcū i mettūru
3 1 3 35 5 4 4 3 2 5 3 4 23 5 5

I want four meters of print

i naxchiru i āmatūx.
23 1 5 4 3 3 5

material.

Diria: ʔĒxna? ʔCunaxwae i āuta
23 55 5 1 3 35 54 4 5 2

Oh, is that so? Do you want it

chinūx?
3 5

wide?

Mere: Ngemaclūx. Tama chanaxwae i
3 1 3 15 4 2 3 3 35 54 4

Of course. I don't want it narrow,

chixratachinūxū erū wūxi i
15 5 2 3 5 2 3 2 23 2 4

because I want to sew a real nice

mexū changaixchaxū. ʔMarū
35 2 3 1 5 5 3 3

dress. Have you seen Josaphine's

nūxū cūdauxū ga Chepachiru
35 3 5 4 2 2 23 5 1 5

good dress?

ga mexēchix?
2 23 1 4

Diria: ʔGa yema Ditichiawa naxca
23 55 2 2 2 3 2 25 1 23 5

That one she bought in Leticia?

nataxex?
5 2 5

Mere: Ngū, ngemauxcū. x
3 1 35 3 45 1

Yes, sure that one.

Diria: Marūx. ʔNgematirūxūxū
23 55 3 3 3 44 2 4 2

Yes, I have. Do you want it like

cunaxwae?
3 35 54

that?

Mere: Ngū.
3 1 35

Yes.

Diria: Marū ta nixī.
23 55 3 3 2 25 2

It will be (gotten).

x -uxcū resembles Spanish "pues" and cannot be adequately translated into

English.

Drills

C-1.

Complete the following with an item from column (1). Then begin again, completing the sentences with an item from column (2), and then the same with column (3).

	(1)	(2)	(3)
a) Name	i cuxchiru. 2 23 4 23 1 5	naxchiru. 23 1 5	chauxchiru. 5 1 5
b) Nangau	_____	_____	_____
c) Nangexwacaxŭ	_____	_____	_____
d) Naxāmatŭ	_____	_____	_____
e) Naxāmata	_____	_____	_____

C-2.

Another way to express C-1. Fill in the blanks.

	(1)	(2)	(3)
a) Cumexchiru.		Namexchiru.	Chamexchiru.
	3 23 1 5	2 23 1 5	3 23 1 5
b) Cungauxchiru.		_____	_____
	3 5 1 5		

c) **Cungexwacaxŕichiru.**
3 3 1 3 4 1 5

d) **Cuxāmattŕichiru.**
3 3 3 2 1 5

e) **Cuxāmatachiru.**
3 3 3 3 1 5

C-3.

a) **Ichayauxchiru.** κ
1 3 5 1 5

I am washing clothes.

b) **Icharŕipaitachiru.**
1 3 3 5 3 1 5

I am mending clothes.

c) **Ichangaxchiru.**
1 3 5 1 5

I am sewing clothes.

d) **Chaxāmatachiru.**
3 3 3 3 1 5

My dress is dirty (worn).

e) **Changauxchiru.**
3 5 1 5

My dress is old (ragged).

κ -xchiru is a Bound Noun Root of Class N₅, which can act as a Verb Suffix:

Ichayauxchiru. "I am washing clothes." Other examples are: -pŕta, changu-
1 3 5 1 5 5 5 3 1

pŕta. "My tooth hurts." -nattŕ, Nayunattŕ. "His father died."
5 5 2 3 2 4 2 3

C-4.

Observe the following words formed by replacing person prefixes with: sleep, cold, bathe, rain, play, and play ball. Note Free Possessive.

- a) $\text{Choxr}\bar{u}$ pexchiru. My pajamas.
_{35 3 23 1 5}
- b) _____ deyux̄ichiru. My clothes for cold weather.
_{3 3 2 1 5}
- c) _____ aiyachiru. My bathing suit.
_{3 5 1 5}
- d) _____ puc̄ichiru. My raincoat.
_{5 3 1 5}
- e) _____ inacachiru. My playclothes.
_{3 3 5 1 5}
- f) _____ cuxḡltaechiru. My football suit.
_{4 5 5 3 1 5}

C-5.

Repeat the following as presented with $\text{bux}\bar{u}$. Then change the Person Prefix na_2 to cu_3 and follow the Verb Expression with cumax in place of $\text{bux}\bar{u}$. For the third repetition use cha_3 and chamax .

- a) $\text{Nangechax}\bar{u}$ i $\text{bux}\bar{u}$. The boy is sad.
_{2 2 5 5 4 3 2}
- b) $\text{Nameax}\bar{e}$ _____ The boy is good natured.
_{2 23 1 4}
- c) Nayaxta _____ The boy is sleepy.
_{2 2 2}

d) Nataiya _____
2 35 4

The boy is hungry.

e) Nataaxē _____
2 23 1 4

The boy is happy.

f) Nachixeaxē _____
2 35 4 1 4

The boy is naughty (thinks bad thoughts).

g) Nanū _____
2 3

The boy is angry.

h) Nanūchiwe _____
2 3 1 3

The boy frowns.

i) Inangiētū _____
4 2 23 3

The boy smiles.

j) Nacugū _____
2 23 2

The boy laughs.

k) Nitaxawa _____ x
23 4 4 4

The boy is thirsty.

l) Nidūra _____
23 2 2

The boy is cross.

C-6.

a) Nangexma ya wūxi
2 4 2 4 23 2

ya toxōne. (stairway)
4 2 15 5

b) _____ taxre
4 2

_____ autu. (automobile)
23 5

x The second repetition should be Quitaxawa i cumax, and the third Chitax
3 4 4 4 4 5 4 3 4 -

awa i chamax. The same kind of change should be made with nidūra.
4 4 4 5 4 23 2 2

- | | | | |
|----------|---|-----------------------------------|--------------|
| c) _____ | ya tomalexpi
2 3 1 5 5 | ya ngaxwe.
2 15 5 | (gourd dish) |
| d) _____ | i āgūmūcū
4 3 2 5 3 | i arame.
4 3 2 5 | (wire) |
| e) _____ | wūximexpi
23 2 5 5 | anera.
3 3 5 | (ring) |
| f) _____ | naixmexwa rū wūxi
1 5 1 5 23 2 | īxaxārū tūruxū.
23 5 5 3 3 1 5 | (curtains) |
| g) _____ | ya naixmexwa rū taxre
2 1 5 1 5 4 2 | ya pita.
2 3 5 | (whistle) |
| h) _____ | naixmexwa rū tomalexpi
1 5 1 5 3 1 5 5 | tamaraca.
3 3 3 5 | (bell) |
| i) _____ | naixmexwa rū āgūmūcū
1 5 1 5 3 2 5 3 | wonera.
3 3 5 | (flag) |
| j) _____ | i Gumexpi
1 3 3 | i napatexe.
4 23 2 5 3 | (hat) |

C-7.

Some Imperatives.

- | | |
|-----------------------|---------------|
| a) Nawāixte.
3 4 2 | Saw it. |
| b) Napota.
3 2 2 | Nail it. |
| c) Nachaxu.
3 3 2 | Paint it. |
| d) Nawāixcu.
3 4 4 | Saw it. |
| e) Natuxu.
3 3 3 | Chop it down. |

- | | |
|----------------------|-------------------------|
| f) Yadaye.
3 2 2 | Chop it off. |
| g) Nawāxi.
3 15 3 | Plane it. |
| h) Napo.
3 2 | Chisel it. |
| i) Nachexe.
3 4 3 | Chop it. |
| j) Napote.
3 2 2 | Chisel it (once). |
| k) Nawāxi.
3 4 3 | Sand it. |
| l) Napocu.
3 2 2 | Chisel it (many times). |

C-8.

After the first repetition, repeat each one changing Person Indicator, with the exception of d) h) and j).

- | | |
|---|----------------------------|
| a) Choxī nangexma i marūtiyu.
35 1 2 4 2 4 3 3 2 5 | I have a hammer. |
| b) Choxī nataxu i itapua.
35 1 2 2 3 4 3 3 35 | I need nails. |
| c) Bexmana nūxi nangexma i Mateu.
3 5 1 35 1 2 4 2 4 3 25 | Perhaps Matthew has some. |
| d) Nayexma ga Pauruārti ga muxurax.
2 4 2 2 3 5 5 3 2 2 5 3 | Paul had a lot. |
| e) Maneca marti nūxi nagu.
3 15 5 3 3 35 1 2 5 | His are probably all gone. |
| f) Nangexma ya noxrti chera rti wixruxi.
2 4 2 3 15 2 3 5 5 15 1 5 | He has a saw and plane. |

II. GRAMMATICAL AND CULTURAL HELPS

A. Plumpness

The Ticuna in general prefer plump women and on several occasions the women have been known to take special medicines "to get fat". They also request shots from modern medical doctors for that purpose.

B. Anger

Anger seems to be a legitimate reason for committing any misdeed -small, or great. A child may be permitted to scream and throw himself about for an hour without any reprimand from an adult. If asked why the child is performing thus, the parent may simply answer, Erü nanũ. "Because he's angry."
_{2 3} _{3 2}

C. Conjunction "if"

"If" is expressed by $\tilde{e}ga$ and/or chi , plus the Dependent Verb Suffix -xgu:
_{3 2} ₂ ₄

- (1) Ta naxca chataxe $\tilde{e}ga$ Ditichiawa I'm going to buy if I go to
_{2 23 5 3 2 3 3 2 3 2 35 1}
 chaxũxgu. to Leticia.
_{5 23 4}

- (2) Choxũ niga i Ditichiawa chi $\tilde{e}ga$ He'll take me to Leticia
_{35 3 23 2 4 3 2 35 1 2 3 2}
 ngema naxũxgu. if he goes there.
_{1 4 5 23 4}

"If, when" is expressed by ngexguma chi plus Verb Suffix -gu:
_{3 4 2 2 4}

- (3) Ngexguma chi namexgu i ngunexũ I'm going to Leticia if it is
_{3 4 2 2 5 23 4 4 5 3 2}
 rũ Ditichiawa ta chaxũ.
_{5 3 2 35 1 2 3 23} a good day.

D. Noun Suffix "made of"

The Noun Suffix $-naxca$ expresses "made of":
_{2 3}

(1) $Nāinaxca$ i mūrapewa.
_{35 2 5 4 3 3 3 5}

The board is made of a tree.

(2) $Poperanaxca$ i wexu.
_{3 3 5 2 5 4 3 1}

The kite ("parrot") is made of paper.

E. Adverb "again"

"Again" is expressed by $arū$ and/or $wena$:
_{3 5 1 5}

(1) $Moxū$ $arū$ $wena$ ta tapuracle.
_{35 5 3 5 1 5 2 2 3 3 2 3}

We are going to work again tomorrow.

(2) $Wena$ nataegu.
_{1 5 2 15 5}

He returned again.

(3) $Ngū$ $arū$.
_{4 3 5}

Yes, again.

F. Adverb "quickly", or "fast"

To do something quickly is expressed by $paxa$, with or without the Intensifier Suffix $-ma$:
₃

(1) $Paxa$ nua cunange.
_{3 5 14 3 3 2}

Bring it here quickly.

(2) $Paxama$ ertū yea chaxū.
_{3 5 3 3 2 14 3 23}

Hurry up, because I'm going over there.

III. TONF DRILLS

D-1.

a) pacu rŭ yapa
_{3 2 5 3 2}

c) yapa rŭ ñoxē
_{3 2 5 3 2}

b) ñoxē — chucu
_{3 2 3 2}

d) chucu — pacu
_{3 2 3 2}

e) wŭxi ya pacu rŭ wŭxi ya ñoxē
_{23 2 2 3 2 5 23 2 2 3 2}

f) ——— i chucu ——— i yapa
_{4 3 2 4 3 2}

D-2.

Observe the following three-syllable words with tones 3 3 2:

a) tāgara
_{3 3 2}

bird (regional Spanish "soldadito")

b) waracu
_{3 3 2}

species of fish

c) yiruti
_{3 3 2}

species of dove

wŭxi i tāgara
_{23 2 4 3 3 2}

wŭxi i yiruti
_{23 2 4 3 3 2}

wŭxi ya waracu
_{23 2 4 3 3 2}

D-3.

a) pacu rŭ waracu
3 2 5 3 3 2

d) tāgara rŭ chucu
3 3 2 5 3 2

b) yapa — tāgara
3 2 — 3 3 2

e) yiruti — pacu
3 3 2 — 3 2

c) ñoxē — yiruti
3 2 — 3 3 2

f) waracu — ñoxē
3 3 2 — 3 2

D-4.

Read across, noting contrast in tones 3 2 and 3 1 :

a) ñoxē
3 2

b) poxi
3 1

c) chucu
3 2

d) cori
3 1

e) yapa
3 2

f) wexu
3 1

ñoxē rŭ poxi
3 2 5 3 1

chucu cori
3 2 — 3 1

yapa wexu
3 2 — 3 1

D-5.

a) poxi rŭ ñoxē
3 1 5 3 2

c) cururu rŭ waracu
3 3 1 5 3 3 2

b) wexu — chucu
3 1 — 3 2

d) ngitiri — tāgara
3 3 1 — 3 3 2

D-6.

- a) Name i poxi rŭ nōxē.
2 23 4 3 1 5 3 2
- b) _____ wexu _____ chucu.
3 1 3 2
- c) Name i cururu rŭ waracu.
2 23 4 3 3 1 5 3 3 2
- d) _____ ngitiri _____ tāgara.
3 3 1 3 3 2

D-7.

- a) Tama name i nōxē rŭ poxi.
2 3 2 23 4 3 2 5 3 1
- b) _____ chucu _____ wexu.
3 2 3 1
- c) Tama name i yapa rŭ cori.
2 3 2 23 4 3 2 5 3 1
- d) _____ tāgara _____ ngitiri.
3 3 2 3 3 1
- e) _____ cururu _____ waracu.
3 3 1 3 3 2

D-8.

Observe the following two-syllable words with tones 3 3 :

- a) pama guava
3 3
- b) martŭ has/had, (like Spanish "ya")
3 3

c) Pachi
3 3

man's name ("Pastor", in Spanish)

d) cuere
3 3

species of tree

Name ya pama.
2 23 4 3 3

The guava is good.

Name cuere.
2 23 — 3 3

The "cuere" tree is good.

Name i Pachi.
2 23 4 3 3

Pastor is nice.

Martu name.
3 3 2 23

It's okay. / Fine. (like Spanish
"Está bien.")

D-9.

Read across, noting contrast in tones 3 1, 3 2, 3 3, and 3 5 :

a) cori
3 1

b) pacu
3 2

c) pama
3 3

d) ucu
3 5

e) ota
3 1

f) yapa
3 2

g) martu
3 3

h) yura
3 5

i) Mere
3 1

j) chucu
3 2

k) Pachi
3 3

l) ttire
3 5

m) tara
3 1

n) noxe
3 2

o) cuere
3 3

p) pori
3 5

D-10.

a) Martu name i ttire.
3 3 2 23 4 3 5

d) Tama name i Cori.
2 3 2 23 4 3 1

b) _____ yapa.
3 2

e) _____ Pachi.
3 3

c) _____ ota.
3 1

f) _____ woca.
3 5

UNIT VIII

INTRODUCTION

This Unit which includes many commonly used medical terms is especially planned to aid the student when confronted with medical cases.

Studying and Listening should continue as done previously with perhaps extra emphasis on those drills which apparently would be the most useful and often referred-to ones.

I. BASIC CONVERSATION

A. Being Sick.

Docha: Nidaxawe i Pauru. π
23 5 23 4 4 4 4 3 5

Paul's sick.

Bitu: ¿Cūx? ¿Naxtūxcū?
3 1 1 2 5 2

Oh? What's the matter?

Docha: Awaxix. Tama chamāxā
23 5 25 25 2 2 3 5 2 3

Ah. Louis didn't tell me.

nūxū nixu i Dui.
23 3 23 3 4 25

π The laryngealization of nidaxawe is very soft like that of nitaxawa "He's thirsty." The x (glottal stop) is almost undiscernable at times.

Bitu: ǂNixax̄ine?	Does he have a fever?
3 1 23 35 3 5	
Docha: Awaxix. Tama n̄ixū	Ah. I don't know. Let's ask Louis.
23 5 35 35 2 2 3 35 3	
chacua. Nḡixā n̄ixma	Let's ask Louis.
3 5 15 3 35 5	
taca i Dui.	
2 5 4 35	
Bitu: Nḡixā.	Let's.
3 1 15 3	
Docha: ǂNax̄t̄ixcū i Pauru, Pa	What's the matter with Paul, Louis?
23 5 2 5 2 4 3 5 4	
Duix?	
35	
Dui: Awaxix. Nidaxawemare.	Ah. He's just sick.
35 35 35 2 25 4 4 4 3 3	
Bitu: ǂTama yaxax̄inex?	Doesn't he have a fever?
3 1 2 3 5 35 3 3	
Dui: Ngemac̄ix. Rū n̄iḡt̄i	Of course. And he's vomiting much.
35 3 15 4 5 35 5	
naxox̄ḡt̄i poraāc̄i.	
2 2 2 4 25 4	
Bitu: ǂC̄ix?	Oh?
3 1 1	
Dui: Poraāc̄i nayax̄ū ta.	He has diarrhea badly too.
35 4 35 4 2 4 2 5	
Docha: ǂN̄uxgu inanax̄t̄iḡt̄i?	When did it start (the sickness)?
25 5 5 4 4 2 3 4 2	

Dui: Īne, yawanectix. Nūgti
3 5 5 5 1 5 5 4 35 5

Yesterday, in the late afternoon.

naxoxgti, rŭ chŭtactŭ
2 2 2 5 2 2 4

He vomited and in the night he had

nixaxŭne rŭ nayaxŭ. ꞑ
23 35 3 5 5 2 4 2

fever and diarrhea.

Docha: ĩĒxna?
25 5 5 1

Oh, is that so?

Drills

A-1.

Body parts:

a) naeru
234 2

head ꞑꞑ

b) nachametŭ / nachiwe
23 1 5 5 23 1 3

face

c) naxetŭ
23 2 5

eye

d) narāŭ
23 1 5

nose

e) naxā
23 5

mouth

ꞑ nayaxŭ "He has diarrhea." and nayaxŭ "It's far." are a minimal tone pair.
2 4 2 2 2 2

ꞑꞑ These are actually Third Person forms, "his head", "his face", etc.

f) naxmachixē
 $\begin{array}{ccc} 23 & 5 & 5\ 4 \end{array}$

inner ear (hearing)

g) nanaxā
 $\begin{array}{ccc} 23 & 2 & 3 \end{array}$

throat

h) naxmē
 $\begin{array}{ccc} 23 & & 5 \end{array}$

hand

A-2.

Change Person Prefix ni- to chi- , and then qui- . Change Prefix na- to cha- , and then cy- .

a) Nipueru.
 $\begin{array}{ccc} 23 & 25 & 4\ 2 \end{array}$

He banged his head.

b) Naxexechamettl.
 $\begin{array}{cccc} 2 & 5 & 1 & 1\ 5\ 5 \end{array}$

His face is dirty.

c) Nanguxettl.
 $\begin{array}{ccc} 2 & 5 & 2\ 5 \end{array}$

His eyes hurt. (He has sore eyes.)

d) Nichururaū.
 $\begin{array}{cccc} 23 & 4 & 2 & 15 \end{array}$

His nose is dripping.

e) Naxā nadau.
 $\begin{array}{ccc} 23 & 5 & 2\ 23 \end{array}$

He's touching his mouth.

f) Nanguxmachixē.
 $\begin{array}{ccc} 2 & 5 & 5\ 5\ 4 \end{array}$

His ear hurts.

g) Natainaxā.
 $\begin{array}{ccc} 2 & 4 & 2\ 3 \end{array}$

His throat is stiff (hard).

h) Naxaūachimexē.
 $\begin{array}{cccc} 2 & 5 & 2 & 2\ 5\ 3 \end{array}$

His hands are dirty.

i) Nanguxchamettl.
 $\begin{array}{ccc} 2 & 5 & 1\ 5\ 5 \end{array}$

His head (literally face) hurts.

A-3.

More body parts. Change Person Prefix na_{23} - to $chau_{5}$ -, cu_{3} -, ta_{3} , and pe_{3} -.
 na_{35} changes to cu_{35} in g). Omit i).

- | | |
|--|-------------|
| a) $nachactixti$
$23 \quad 1 \quad 2 \quad 3$ | arm |
| b) $napara$
$23 \quad 3 \quad 5$ | lower leg |
| c) $naperema$
$23 \quad 3 \quad 3 \quad 5$ | upper leg |
| d) $naaplixti$
$23 \quad 1 \quad 5 \quad 3$ | knee |
| e) $nacutti$
$23 \quad 4 \quad 3$ | foot |
| f) $naneca$
$23 \quad 3 \quad 5$ | abdomen |
| g) $nacaxwe$ $\bar{3}$
$35 \quad 5 \quad 5$ | back |
| h) $napatti$
$23 \quad 3 \quad 2$ | fingernails |
| i) $(noxrti) mixi$
$15 \quad 3 \quad 5 \quad 1$ | breast |

A-4.

- | | |
|--|-------------|
| a) $aixepena$
$5 \quad 3 \quad 1 \quad 5$ | deep inside |
| b) $dlixetti$
$5 \quad 1 \quad 3$ | outside |
| c) $(noxrti) o$
$15 \quad 3 \quad 5$ | a sore |
| d) $nagti$
$35 \quad 5$ | blood |

- | | |
|--|-------------------|
| e) naxchinaxā [̄]
23 1 5 3 | bone |
| f) naxchaxmū [̄]
35 5 3 | skin |
| g) namachi
35 5 3 | flesh (or muscle) |
| h) taruma
23 3 5 | large blood veins |
| i) nayae
23 1 3 | hair |
| j) fluxmi / ngūāchica
23 1 5 3 1 5 | lungs |
| k) naga
23 5 | ribs |
| l) naremū [̄]
23 2 3 | chest |

A-5.

Change Person Prefix na- to cha-, cu-, ta-, and pe-.

- | | |
|---|--|
| a) Naporachactū [̄] .
2 4 2 1 2 3 | His arms are strong. |
| b) — tapara.
— 23 3 5 | His legs are big. (He has fat lower legs.) |
| c) — nguxperema.
— 5 3 3 5 | His upper leg hurts. |
| d) — caxāpū [̄] .
— 2 1 5 3 | He's kneeling. |
| e) — wicutū.
— 15 4 3 | He cut his foot. |
| f) — necawa nangy.
— 3 5 1 2 5 | His abdomen hurts. |

g) Nanguxcaxwe.
2 1 5 5

His back hurts.

h) maxpatli.
1 3 3

His fingernails are long.

A-6.

Questions and Answers.

a) ¿Quidaxawex?
3 4 4 4

Are you sick?

Ngū, chidaxawe.
3 4 4 4

Yes, I'm sick.

b) ¿Cunaxwae i tixūxi?
3 3 5 4 4 3 5 5

Do you want medicine?

Ngemacūx.
3 1 4

Of course.

c) ¿Taxactimāxā quidaxawex?
5 2 2 2 3 3 4 4 4

With what (symptoms) are you sick?

Chixaxūne rū chayaxū.
3 3 3 5 5 3 4 2

I have fever and diarrhea.

Changuxchametti.
3 5 1 5 5

I have a headache.

Chaunecawa nangu.
5 3 3 1 2 5

My abdomen hurts.

d) ¿Ñuxre i ngunexū quidaxawex?
5 2 4 5 3 2 3 4 4 4

How many days have you been sick?

Taxre i ngunexūgu.
4 2 4 5 3 2 4

Two days.

e) ¿Ñuxre i ngunexū cuyaxū?
5 2 4 5 3 2 3 4 2

How many days have you had diarrhea?

Wūdi taā.
3 2 4 3

Just one.

- f) ¿Nuxre p̄ixc̄l̄na cuwoxe i
_{5 2 5 1 5 3 5 5 4} How many times have you evacuated
 ñuxmax?
_{5 2} today?
- ¿Nuxre p̄ixc̄l̄na ga ñ̄nex?
_{5 2 5 1 5 2 5 5} How many times yesterday?
- g) ¿Poraāc̄t̄i quixax̄ñ̄ex r̄ñ̄
_{4 2 5 4 3 3 5 3 3 5} Are you very feverish, or just
 ěxna chixrart̄iwa?
_{5 1 1 5 5 2 1} a little?
 Poraāc̄t̄i. Chixrart̄iwa taā.
_{4 2 5 4 1 5 5 2 1 4 3} Very much. Just a little.
- h) ¿Taguma ñamāxā quida_xawe
_{2 4 3 2 3 3 3 4 4 4} You've never been sick with this
 chirex?
_{2 5} before?
 Taguma. Ngema_{c̄t̄i}.
_{2 4 3 3 1 5 4} Never. Of course.
- i) ¿Texe ya toguxe tidaxawe?
_{5 1 4 5 3 5 4 2 3 4 4 4} Who else is sick?
 Taxuxema. Choxr̄ñ̄i õxchana ta.
_{2 1 4 3 3 5 3 5 3 3 5} No one else. My baby too.
- j) ¿Namāñ̄i ya õxchana?
_{2 5 2 5 3 3} Does the baby nurse?
 Nḡñ̄. Tama, er̄ñ̄i change
_{3 2 3 3 2 3 2} Yes. No, because I don't have
 ḡñ̄enix̄ñ̄.
_{5 5 1 5} any milk.
- k) ¿Nicha?
_{2 3 2} Does it itch?

l) ¿Narúcha?
2 3 35

Is it swollen?

Ngũ. Āuxrīma.
35 2 1 3

Yes. Very large (very swollen).

A-7.

a) na
5

a cold

b) ngexearũ na
35 35 3 5

Whooping cough

c) otaarũ michica
3 15 3 3 3 5

Chicken pox

d) buxrexe
4 5 3

worms

e) churi
35 1

pinta

f) naxchira
35 5 5

lice

g) chixi
2 3

nigua

h) taixna
5 5

boil or yaws

A-8.

Other body parts.

a) confĩ
2 3

tongue

b) napũta
35 5 5

teeth

c) nabera
35 5 5

lips

- | | |
|---------------------|----------|
| d) naca
35 5 | liver |
| e) maxūne
2 1 5 | heart |
| f) nacatl
35 5 5 | forehead |
| g) naxūne
23 3 5 | body |

A-9.

Change Person Prefix na- to cha-, cu-, ta-, and pe-. Change ni- to chi-, qui-, ti-, and pi-.

- | | |
|---------------------------------|---------------------------------------|
| a) Nadu.
2 35 | He's bleeding. |
| b) Nitunaxā.
234 2 3 | He's coughing. |
| c) Niyuāchi.
25 42 2 | He's fainted. |
| d) Nagau.
2 5 | He's cold. |
| e) Naxagti.
2 3 5 | He's bleeding (has bloody discharge). |
| f) Nanguxune.
2 5 2 5 | His body aches. |
| g) Nūgti nachaxū.
35 5 2 4 5 | He took poison (verbascum roots). |

- b) Mar̄t̄i inangu i t̄imaār̄t̄i Her baby is due this month.
 3 3 1 2 3 4 35 5 5 3
- tawem̄ct̄i.
 5 3 5 3
- c) Tangux̄neca. She's in labor.
 2 5 3 5
- d) Tabux̄act̄i. Her child is born.
 2 35 3 5
- e) Taturax̄ñe. She's weak.
 2 5 5 3 5
- f) Nataxuma ya t̄imaār̄t̄i max̄ñe. She doesn't have any pulse.
 2 2 3 3 4 35 55 3 2 1 5
- g) Tama t̄imaax̄ēx̄t̄i tacua. She fails to respond to sensory
 2 3 35 4 1 4 3 2 5 stimuli.
- h) Mar̄t̄i tayu. She's dead.
 3 3 2 4

B. Giving Medicine.

- Cori: ¿Cuix̄ax̄ñe, Pa Paurux̄? Do you have fever, Paul?
 3 1 3 35 3 5 4 3 5
- Pauru: Nḡt̄i, Pa Corix. R̄t̄i Yes, sir. And I have diarrhea too.
 3 5 35 4 3 1 5
- chayax̄t̄i ta.
 3 4 2 5
- Cori: ¿R̄t̄i cuḡt̄i cuxox̄ḡt̄i ta? Are you vomiting too?
 3 1 5 5 5 3 2 2 5
- Pauru: Nḡt̄i, Pa Corix. Yes, sir.
 3 5 35 4 3 1

Cori: $\dot{E}xna?$ Maneca name i fiaa
3 1 5 1 3 15 5 2 23 4 24

$\dot{u}x\dot{x}\dot{u}$ icugax \dot{u} . D $\dot{u}cax$,
4 5 5 1 3 5 2 5 2

$\dot{n}uxmata$ inaga i $\dot{a}g\dot{u}m\dot{u}c\dot{u}$.
5 2 3 1 3 5 4 3 2 5 3

$\dot{N}uxuchi$ mox $\dot{u}x$ paxmama
5 2 1 35 5 5 2 4

inaga i taxre, r \dot{u} tocu
1 3 5 4 4 2 5 4 2-

chigu i taxre, r \dot{u} yawa
2 4 4 4 2 5 1 5-

ne $\dot{c}\dot{u}$ i taxre, \dot{u} ch $\dot{u}t\dot{a}c\dot{u}$
5 4 4 4 2 5 2 3 4

i taxre. Ngexguma pax-
4 4 2 3 4 2 5

maxac \dot{u} ta icunaga i ngex
2 3 4 2 1 3 3 5 4 3 -

gumart $\dot{u}x\dot{u}$.
4 2 1 5

Pauru: $\dot{E}c\dot{u}$, Pa Corix.
3 5 4 2 4 3 1

Cori: Tautama nicuar $\dot{u}ng\dot{u}max\dot{u}$.
3 1 2 2 3 3 3 5 3 4 5 2

Pauru: Tauta, Pa Corix.
3 5 2 2 4 3 1

Oh, is that so? It's probably good

for you to swallow this medicine.

Look, swallow four right now.

Then, tomorrow morning swallow

two, and at noon, two, and at sun-

down two, and at night two.

Then, the day after tomorrow,

you'll swallow the same.

All right, sir.

Don't forget it.

I won't, sir.

Cori: Mea namaxā nanguxū i
3 1 35 4 2 2 3 5 3 4 4

uxūxū nax tama nūxū nadau
4 5 5 2 2 3 35 3 5 35

xūca i buxūgū. π
2 5 4 3 2 2

Pauru: Ngū, ta.
3 5 4 2

Keep the medicine well so that the
children won't touch it.

Yes (assent), I will.

Drills

B-1.

Some useful Questions.

a) ¿ Cuyaxū?
3 4 2

Do you have diarrhea?

b) ¿ Cuduū?
3 35 5

Do you have bloody-diarrhea?

c) ¿ Cuxū nangu?
35 1 2 5

Does it hurt?

d) ¿ Cunguxcuma ēga ngexguma
3 5 2 2 3 2 3 4 2

Do you have burning-on-urination?

cuwaixyagu?
5 5 5 4

e) ¿ Cunaxwae i nax cuxū
3 35 5 4 4 2 35 2

Do you want me to give you an

chapaix?
5 4

injection?

π "To keep" (commemorate) is expressed with -xaure. Chanaxaure i peta.
"I'm observing the holiday." 2 2 3 3 2 2 4 3 5

f) ¿Marū namexū ēga cuxū

chapaixgu?

Is it all right if I give you an
injection?

g) ¿Cunaxwae i ūxūxū?

Do you want medicine?

B-2.

Some Imperatives.

a) Nayoxme.

Wash your hands.

b) Nayauxchamētū.

Wash your face.

c) Inaga i ſa (dexamaāx).

Swallow this (with water).

d) Namaīxettū.

Put in eye medicine.

e) Napaxettū.

Close your eyes.

f) Tāxū i quidauchix.

Don't open your eyes.

g) Yaxaxū i ſa.

Drink this.

h) Wena nua naxū i moxūx.

Come again tomorrow.

i) Mea nayaxu i noxrū o.

Wash the/his sore well.

j) Nacha namāxā i ūxūxū.

Apply the medicine.

k) Tāxū i nūxū cudauxū.

Don't touch it.

l) $\bar{A}uxrima\ naxaxe\ i\ dexa.$
2 1 3 4 5 3 4 35 1

Drink a large quantity of water
(at present time).

m) $\bar{T}autama\ cuchibũ\ rũ\ taxuxũ$
3 2 2 3 3 2 3 4 5 2 2 2--

Don't eat anything or take a snack.

tama cunگو.
2 3 3 5

B-3.

Observe the following useful phrases.

a) $\bar{U}xũxũwa\ chaxũ.$
4 5 5 1 3 23

I'm going for medicine.

b) $\bar{C}uxna\ chanaxa\ ta\ i\ \bar{U}xũxũ.$
35 5 3 3 3 2 4 4 5 5

I'm going to give you medicine.

c) $\bar{C}uxũ\ chapai\ ta.$
35 3 3 5 2

I'm going to give you an injection.

d) $\bar{T}autã\ cuxũ\ nangu.$
2 2 35 1 2 5

It won't hurt you.

e) $\bar{B}exmana\ chixrarũwa\ ta\ cuxũ$
5 5 1 15 5 2 1 2 35 1

Perhaps it will hurt you a little.

nangu.
2 5

f) $\bar{C}hanaxwae\ i\ icunaga\ i\ ña.$
3 35 5 4 4 1 3 3 5 4 2

I want you to swallow this.

g) $\bar{T}ama\ name\ i\ cuchibũ.$
2 3 2 23 4 3 23 4

It isn't good for you to eat.

h) $\bar{D}exaicata\ cuxaxe.$
35 1 2 1 2 3 5 3

Drink only water.

i) $\bar{P}oraacũ\ ta\ cuxaxe.$
4 25 4 2 3 5 3

You should (are going to) drink

$\bar{A}uxritama\ cuxaxe.$
2 1 2 3 3 5 3

a large quantity.

j) Name nixī i dexa i gau^x
2 23 25 2 4 35 1 4 5 -

It's good to put it in cold water.

chixūxūgu cunaxū.
1 2 2 4 3 3 23

k) Name nixī i dexa i naīchixūx
2 23 25 2 4 35 1 4 2 1 3 -

It's good to put it in hot water.

ūgu cunaxū.
2 4 3 3 23

B-4.

"My child is sick."

a) Nidaxawe i chauxactū.
23 4 4 4 4 5 3 5

My child is sick.

b) Tama namaīxchaxū.
2 3 2 5 5 5

It doesn't want to nurse.

c) Taxuma nangoxchaxū.
2 2 3 2 1 5 5

It doesn't want to eat anything.

d) Narū oxeru.
2 3 5 4 2

It has head sores.

e) Tama inixūxchaxū.
2 3 2 25 35 5 5

It doesn't want to walk.

f) Tama naaxēxū nacua.
2 3 231 4 3 2 5

It doesn't respond to sensory stimuli.

g) Nūxna nixū i naaxē.
35 5 2 23 4 231 4

It's listless. (His spirit left him.)

h) Nixaxūne.
23 25 3 5

It has a fever.

i) Nūgtū naxoxgū.
25 5 2 2 2

It vomits.

B-5.

Some Imperatives.

a) Nūxna naxā̄ i ŋa.
35 5 3 3 4 2

Give him this.

b) Nūxū̄ inagaēxē̄ i ŋa.
35 3 1 3 5 2 3 4 2

Make him swallow this.

c) Nuanaga.
14 3 2

Bring him here.

d) Nuanange i ūxū̄ i taxacū̄
14 3 2 4 4 5 5 4 5 2 2

Bring here whatever medicine is

i iya.lix.
4 1 5 35

left over.

e) Chamāxā̄ nūxū̄ i xū i
5 2 3 35 3 3 3 4

Tell me when the medicine is

ngexguma naguxgu i ūxū̄.
3 4 2 5 5 2 4 4 5 5

all gone.

f) Cuyeramāxā̄ naxē̄ rū ŋuxuchi
3 3 5 2 3 3 5 5 5 2 1

Crush/pulverize this (aspirin or sulfa) between spoons and afterwards put it in his mouth, and nurse him quickly.

naxū̄xgu naxū̄ rū paxa namā̄.
23 5 4 3 23 5 3 5 3 5

B-6.

a) Nūxū̄ naxo.
35 3 2 35

He objects to, or refuses it.

b) Tama inagaxchaxū̄.
2 3 1 2 3 5 5 5

He doesn't want to swallow it.

c) Tama nūxū̄ inaxīnū̄ i ūxū̄.
2 3 35 1 4 2 3 3 4 4 5 5

The disease doesn't respond to the medicine.

d) Marū̄ inagagū̄.
3 3 1 2 3 5 2

He swallowed it.

- e) Mar̄t̄i naya³xax̄t̄i. He has taken it (swallowed liquid).
_{3 3 2 4 5 3}
- f) Mar̄t̄i nūx̄t̄i napai / nanapai. He gave him a shot.
_{3 3 35 3 2 5 2 3 5}
- g) Mar̄t̄i nanax̄t̄ix̄t̄i. He's treated him.
_{3 3 2 3 4 5}

B-7.

With -āc̄t̄i like English -ly.
_{5 4}

- a) poraāc̄t̄i strongly, powerfully, much
_{4 25 4}
- b) ŋaaāc̄t̄i like this
_{255 4}
- c) ngemaāc̄t̄i like that
_{3 45 4}
- d) taāx̄eāc̄t̄i happily
_{231 45 4}
- e) ngechax̄t̄iāc̄t̄i sadly
_{2 5 55 4}

B-8.

Change Person Prefix na- to cha-, cu-, ta-, and pe-.
_{2 3 3 3 3}

- a) Poraāc̄t̄i nawiyaē. He sings loudly.
_{4 25 4 2 3 33}
- b) ŋaaāc̄t̄i nanamex̄eē. He arranges it like this.
_{255 4 2 3 23 2 3}
- c) Ngemaāc̄t̄i niȳt̄ix̄t̄i r̄i nit̄i. He dances and drums like that.
_{3 45 4 2335 3 5 232 2}
- d) Taāx̄eāc̄t̄i nataegu. He returns happily.
_{231 45 4 2 15 5}

- e) Ngechax̄lācti tauquewa nax̄.
 2 5 55 4 3 5 1 2 23 He goes sadly to the cemetery.
- f) Nanūxctāx̄ē i puractiwa.
 2 2 21 44 3 3 2 1 He works slowly.
- g) Napaxax̄ē i puractiwa.
 2 2 21 44 3 3 2 1 He works rapidly.

B-9.

Some Adverbs: x

- a) aixrūguma usually
 5 2 4 2
- b) ngertigu often
 2 3 4
- c) taguma never
 2 4 3
- d) guxrūguma always
 1 2 4 3
- e) chierfi I hope
 2 1 5
- f) wixgutax almost
 2 2 2

B-10.

- a) Aixrūguma yea chax̄.
 5 2 4 2 14 3 23 I usually go there.
- b) Ngertigu _____ I often go there.
 2 3 4

x "I hope" functions as an Adverb in Ticuna.

- | | |
|---------------------------|----------------------|
| c) Taguma yea chaxū̄. | I never go there. |
| 2 4 3 14 3 23 | |
| d) Guxfiguma _____ | I always go there. |
| 1 2 4 3 | |
| e) Chierū̄ yea chaxū̄x. * | I hope I go there. |
| 21 5 14 3 23 | |
| f) Wixgutax _____ | I almost went there. |
| 2 2 2 | |

B-11.

Some Reflexives.

- | | |
|-----------------------|--|
| a) Nūgti nadai. | They fight. |
| 35 5 2 5 | |
| b) Nūgti naxoxgti. | He vomits. |
| 35 5 2 2 2 | |
| c) Nūgti nawi. | He cuts himself. |
| 35 5 2 15 | |
| d) Nūgti nangechaxū̄. | They love one another. |
| 35 5 2 2 5 5 | |
| e) Nūgtichi naxaie. | They hold animosity toward each other. |
| 35 5 5 2 35 3 | |
| f) Nūgti naxoxoxgti. | They object to him. |
| 35 5 2 35 5 2 | |

* Chaxū̄ has a final x following chierū̄ and wixgutax.

3 23

21 5

2 2 2

C. Convalescing.

Docha: ǀNañuxraxǀixū i Pauru?
 23 5 5 5 5 3 2 4 3 5

How's Paul?

Dui: Marū naxca nitaane.
 3 5 3 3 23 5 25 35 5 5

He's recovered.

Docha: ǀCux? ǀMarū tama nixax
 23 5 1 3 3 2 3 23 35 -

Oh? Doesn't he have any fever?

ūne?
 3 5

Dui: Tama. Marū Cori nanax
 3 5 2 3 3 3 3 1 2 3 -

No. The gentleman treated him.

ǀixū.
 4 5

Docha: ǀĒxna? ǀTaxacūmaxā nanax
 23 5 5 1 5 2 2 2 3 2 3 -

Oh, is that so? What medicine

ǀixū?
 4 5

did he give him?

Dui: Ngema i ǀixū i comūxū
 3 5 3 4 4 4 5 5 4 1 5 2

He made him swallow that white

nūxū inagagǀēxē, taxre
 35 3 1 2 5 2 2 3 4 2

medicine, two in the morning, two

chigū i paxmama, rū tocu
 5 5 4 5 2 3 5 4 2 -

at noon, and, two at sun-down.

chigu i taxre, rū yawane
 2 4 4 4 2 5 1 5 5 -

cū i taxre.
 4 4 4 2

Docha: ǀĒxna? Wūxi cana nayaxū
 25 5 5 1 23 2 1 4 2 4 2

Oh, is that so? One time my

chauenexē rū Cori nūxū na
 5 2 5 3 5 3 1 35 3 2 -

brother had diarrhea, and the

yaxaxēxē ga tixūxū ga comū
5 5 2 3 2 4 5 5 2 1 3-

gentleman made him drink white

chixūx. Cuyeramāxā nayax
1 3 3 3 5 2 3 2 5 -

medicine. He drank (took) it with

axū.
5 3

a spoon.

Dui: ¿Ēxna? ¿Rū paxa naxca
35 5 1 5 3 5 23 5

Oh, is that so? And did he recover

nitaane?
25 35 5 5

quickly?

Docha: Ngū. Paxa naxca nitaane
23 5 35 3 5 23 5 25 35 5 5

Yes. He recovered quickly with

nawa ga tixūxū.
23 1 2 4 5 5

the medicine.

Dui: Wūxi cana tidaxawe ga chau
35 23 2 1 5 23 4 4 4 2 5-

One time my sister was sick, and

eya rū tama nixū inaxīnū
3 5 5 2 3 35 3 4 2 3 3

she (her sickness) did not respond

ga tixūxū. Dūxwa tixū napai
2 4 5 5 2 1 35 3 2 5

to the medicine. Finally, the

ga Cori yerū poraācū taturax
2 3 1 2 2 4 25 4 2 5 5 -

gentleman gave her an injection

īne.
3 5

because she was very weak.

Docha: ¿Cūx? ¿Taxacūmāxā nanax
23 5 1 5 2 2 2 3 2 3 -

Oh? What would he treat us with

tixū i Cori ēga toxū tixū
4 5 4 3 1 3 2 23 3 35 3

if an izula ant (large black ant -

chixgu?
23 4

Spanish "izula") stung us?

Dui: Ūpaxūra choxū nachi ga toxū
35 3 3 5 5 35 3 2 23 3 23 3

A long time ago an izula ant stung

rū gauṣmāxā nanaxūṣ ga
5 1 2 2 3 2 3 4 5 2

Cori. Nawa paxa narṣna.
3 1 2 3 1 3 5 2 3 5

Docha: ḡ Ōḡxna?
2 3 5 4 5 1

me and the gentleman treated it

with ice. With that the pain sub-
sided quickly.

Oh, is that so?

Drills

C-1.

Complete the question with items from a) through l).

Question: ḡ Tanaḡuxraxūṣ ya _____ ?
5 5 3 5 3 2 4

How is so and so ?

Answers: a. Marṣ tūxū narṣna.
3 3 3 5 1 2 3 5

It's passed. / The pain's let up.

b. Marṣ tarṣme.
3 3 2 3 2 3

He's fine. / He's gotten better.

c. Marṣ tūmaca nitaane.
3 3 3 5 5 5 2 3 5 5

He's (familiar) recovered. He
(familiar) has recovered.

a) cue
2 3 2

g) cuxrṣ tia
3 5 3 2 3 5

b) cunattṣ
2 3 2 3

h) cuneptṣ
2 3 5 5

c) cuxrṣ nōxē
3 5 3 3 5 1

i) cuxrṣ tuttṣ
3 5 3 3 1

d) cuxrṣ oxṣ
3 5 3 5 1

j) cutṣctṣ
2 3 2 3

e) cueya
2 3 5

k) cumṣctṣ
3 5 5 3

f) cuenexē
2 3 2 3 3

l) cuxrṣ āḡxgactṣ
3 5 3 3 5 3 3

- b) Yemaarū īne choxū nango
_{2 2 5 3 5 5 35 3 2 5} The day before yesterday a spider
 ga pawū.
_{2 2 2} bit me.
- c) Īne āxtape nanango.
_{5 5 3 2 3 2 3 5} Yesterday a snake bit him.
- d) Tuxchinawe nanachi i nuxmax.
_{35 4 3 4 2 3 23 4 5 2} A scorpion stung him today.
- e) Ā choxū nango i nuxmataā.
_{4 35 3 2 5 4 5 2 4 3} Mosquitoes are biting me right now.
- f) Tachiwa tūxū nachi rū tunū
_{3 2 5 35 3 2 23 5 4 5} Ants sting us, and gnats bite us.
 tūxū nango.
_{35 3 2 5}

C-4.

Some Imperatives.

- a) Mea rūngū.
_{35 4 3 5} Rest well.
- b) Tāūtama paxa icurūda.
_{2 2 3 3 5 1 3 3 35} Don't get up soon.
- c) Ngūrūcaregu rūxāū.
_{3 3 3 5 4 3 5} Stay in bed (in the mosquito net).
- d) Irūto.
_{1 3 4} Sit down.
- e) Inachi.
_{4 5 2} Stand up.
- f) Napagu rūngū.
_{35 5 4 3 5} Rest in the hammock.
- g) Dauxūgu naxūcutū.
_{3 5 4 5 23 4 3} Put the feet up.

h) Daux̄gux̄tira nax̄teru. Put the head up higher.
3 5 4 5 5 5 234 2

i) Dexa i gaūxchix̄tix̄gu namāx̄a Keep it in cold water.
35 1 4 5 1 3 2 4 23 2 3

nangux̄.
5 3 4

j) Dexa i nā̄lchix̄tix̄gu namāx̄a Keep it in hot water.
35 1 4 2 1 3 2 4 23 2 3

nangux̄.
5 3 4

C-5.

a) Chanax̄wae i chamāx̄a nūx̄ I want you to tell me if it bleeds
3 35 544 5 2 3 35 3

quixu ēga wena nadux. again.
3 3 3 2 1 5 5 35

b) Nū̄etama ēga chix̄rar̄twa It doesn't matter if it bleeds
35 1 5 3 3 2 15 5 2 1

nadux. a little.
5 35

c) Ngex̄guma porāac̄ū naduxgu If it bleeds very much I want you
3 4 2 4 25 4 5 35 4

rū chanax̄wae i paxa chamāx̄a to tell me quickly.
5 3 35 544 3 5 5 2 3

nūx̄ quixu.
35 3 3 3

d) Nūx̄ chacuax̄chax̄i ēga wena I want to know it if he vomits again.
35 3 3 1 5 5 3 2 1 5

nūgū nax̄ox̄gūgu.
35 5 5 2 2 4

e) Nūxīlī chacuaxchaxīlī ēga woo
35 3 3 1 5 5 3 2 21

I want to know it, even if it's

nachūtax.
5 2 3

at night.

C-6.

With chigū "each".
5 5

a) Wūxi chigū nayaxu.
23 2 5 5 5 4 3

Each one take one.

b) Nangexma i taxre chigū.
2 4 2 4 4 2 5 5

There are two each.

c) Toxī nangexma i tomaxexpū
35 1 2 4 2 4 3 1 5 5

We have three each.

chigū.
5 5

d) Āgtimūcū chigū pengō.
3 2 5 3 5 3 3 5

You (pl.) each eat four.

e) Namexēxē i wūximexpū chigū.
3 23 2 3 4 23 2 5 5 5 5

Fix five each.

C-7.

Questions: a) ¿Nūxre chigū peyaxux?
5 2 5 5 3 4 2

How many did you each take?

b) ¿Nūxregu naxātantīxī i
5 2 4 5 3 5 3 2 4

How much did each one cost?

wūxi chigū?
23 2 5 5

Answers: Answer the above with numbers from 1 to 10, adding chigū to the
number. Add dauxcaxwē to the number answering b).
2 5 5

Some Imperatives.

- a) $\text{Naxaiya d\bar{e}x\bar{a} i \text{g}\bar{a}uxchix\bar{u}x\bar{u}}$ **Bathe him with cold water.**
 $\begin{array}{cccccccc} 3 & 3 & 5 & 35 & 1 & 4 & 5 & 1 & 3 & 2 \end{array}$
 $\text{m}\bar{a}x\bar{a}x.$
 $\begin{array}{cc} 2 & 3 \end{array}$
- b) $\text{Naxax}\bar{e}x\bar{e} \text{d}\bar{e}x\bar{a} i \text{m}\bar{u}x\bar{r}\bar{a}$ **Make him drink boiled water.**
 $\begin{array}{cccccccc} 3 & 5 & 2 & 3 & 35 & 1 & 4 & 23 & 3 \end{array}$
 $\text{chix}\bar{u}x\bar{u}m\bar{a}x\bar{a}x.$
 $\begin{array}{cccc} 1 & 3 & 2 & 2 & 3 \end{array}$
- c) $\text{Nan}\bar{u}q\bar{u}e \text{d}\bar{u}x\bar{r}ux\bar{u}m\bar{a}x\bar{a}x.$ **Wrap him with a blanket.**
 $\begin{array}{cccccccc} 3 & 1 & 5 & 5 & 1 & 5 & 2 & 3 \end{array}$
- d) $\text{Yac}\bar{u}xcuchichiru \text{er}\bar{u} \text{n}\bar{u}x\bar{u}$ **Dress him, because he's cold.**
 $\begin{array}{cccccccc} 3 & 5 & 2 & 2 & 1 & 5 & 3 & 2 & 35 & 3 \end{array}$
 nanadeyu.
 $\begin{array}{cccc} 2 & 5 & 3 & 5 \end{array}$
- e) $\text{Nachib}\bar{u}x\bar{e} \text{chixrart}\bar{u}wa \text{w}\bar{u}xi$ **Make him eat a little bit each hour.**
 $\begin{array}{cccccccc} 3 & 23 & 4 & 2 & 3 & 15 & 5 & 2 & 1 & 23 & 2 \end{array}$
 $\text{chig}\bar{u} i \text{ngoragu.}$
 $\begin{array}{cccc} 5 & 5 & 4 & 23 & 5 & 4 \end{array}$
- f) $\text{Naxax}\bar{e}x\bar{e} \text{ya leche.}$ **Make him drink milk.**
 $\begin{array}{cccc} 3 & 5 & 2 & 3 & 4 & 23 & 5 \end{array}$
- g) $\text{N}\bar{u}x\bar{u} \text{ir}\bar{u}nguma.$ **Forget it.**
 $\begin{array}{cccc} 35 & 3 & 4 & 3 & 4 & 3 \end{array}$
- h) $\text{Yad}\bar{u}x\bar{u} \text{d}\bar{u}x\bar{r}ux\bar{u}m\bar{a}x\bar{a}x.$ **Put the blanket over him.**
 $\begin{array}{cccccccc} 3 & 5 & 3 & 5 & 1 & 5 & 2 & 3 \end{array}$

C-9.

With Auxiliary Verb "shouldn't".

- a) Ngexrũ nax nũxĩ cūdaux. You shouldn't touch it.
3 1 2 35 3 5 35
- b) Ngexrũ nax cuxalyaxũ rũ na You shouldn't bathe (swim), or
3 1 2 5 3 3 2 5 5
cunaxũ. you'll catch cold.
3 2 23
- c) Ngexrũma nax nũxna You shouldn't give him anything
3 1 3 2 35 5
cunaxaxũ i taxacũ. (right now).
5 3 5 2 4 5 2 2
- d) Ngexrũ tama nax nũxna You shouldn't give him anything
3 1 2 3 2 35 5
cunaxaxũ i taxacũ. (later).
5 3 5 2 4 5 2 2
- e) Ngexrũ tama nax cuchibũx. You shouldn't eat anything.
3 1 2 3 2 5 23 4
- f) Nexrũma nax ngema cuxũ You shouldn't go over there;
3 1 3 2 1 4 5 35
rũ nawalane. it's wet (the ground).
5 2 35 5 5

II. GRAMMATICAL AND CULTURAL HELPS

A. Verb "to sit"

There are two forms of the verb "to sit": inarũto, and nartũwa.

- | | |
|----------------------------------|----------------------------------|
| (1) Inarũto i yatũ. | The man sits. |
| 1 2 3 4 4 5 5 | |
| (2) Mea inarũto i naĩ. | The tree is standing ("sitting") |
| 5 5 1 2 3 4 4 5 | straight. |
| (3) Nartũwa i weri. | The bird sits. |
| 2 3 5 4 5 1 | |
| (4) Chauchactũxtũwa nartũwa i a. | The mosquito sits on my arm. |
| 5 2 3 5 1 2 3 5 4 4 | |

B. Sickness

Invariably any pain within the body is blamed upon a "hex", (usually consisting of a palm splinter being magically introduced into the sufferer) by a witch doctor. Witch doctors, called yũta^{3 2 2} can both harm and cure people. Medicine men, called ngixiruxĩ^{2 5 1 5}, only cure. Hexes are usually caused by someone being angry with the person hexed, after which the angry party calls in a witch doctor to put on the hex.

C. Medicine

The Ticunas rarely come to the point immediately in asking for medicine. Usually, after a period of waiting around, the person will ask,

¿Nangexma i ux̄ux̄i? "Is there medicine?" The person addressed may

respond by asking, ¿Taxactürü ux̄ux̄i? "What medicine?" Some answers may be:

- (1) Ax̄ñeca. For fever.
 _{3 3 5 3}
- (2) Māixextux̄i. For sore eyes.
 _{5 2 5 5}
- (3) Yax̄uca. For diarrhea.
 _{4 2 5}

D. Insects

When head lice, *naxchira*, are put into the mouth it is to kill them between the teeth, not to eat them.

At a certain stage of growth, leaf-cutter ants, *nāiyux̄i* fly out of their holes. There is great scurrying about to capture them. After being fried in a dry kettle, (they contain just enough grease not to burn) they are eaten by all as a great delicacy. The flavor resembles that of French-fried shrimp.

Another favorite among the Ticunas is the large yellow-white larva found in dead trees, *boxo*. These are simply placed on the coals until a "pop" indicates that they are well done.

E. Childbirth

Usually an expectant mother is assisted by her own mother, or a sister. In case of long labor, the father or maternal uncle may assist by standing or kneeling behind her with his arms under her arms to support her in an upright position. Her mother or an aunt may massage downward on the abdomen at the time of contraction. There seems to be little embarrassment on the part of the delivering mother, although modesty is observed as far as possible. Scissors or a machete are used to cut the umbilical cord, which is severed following the after-birth. It is not uncommon to have a dozen or more people lounging about on the porch waiting for the news to be announced.

III. TONE DRILLS

D-1.

Observe the following two-syllable words with tones 4 2:

- a) chuxrú_{4 2} species of tree
- b) ngobú_{4 2} species of mud turtle
- c) chixnú_{4 2} pineapple
- d) cowú_{4 2} deer

wúxi ya chuxrú_{23 2 5 4 2}

wúxi ya ngobú_{23 2 5 4 2}

wúxi i chixnú x_{23 2 5 4 2}

wúxi i cowú_{23 2 5 4 2}

D-2.

Read across, noting contrast in tones 4 2 and 3 2:

a) chuxrú_{4 2}

b) chucu_{3 2}

x Both chixnú_{4 2} and cowú_{4 2} may be preceded by ya₅ as well as i₅.

c) ngobū_{4 2}

d) yapa_{3 2}

e) chixnū_{4 2}

f) pacu_{3 2}

g) cowū_{4 2}

h) buxū_{3 2}

D-3.

a) chuxrū rū chucu_{4 2 5 3 2}

e) chucu rū ngobū_{3 2 5 4 2}

b) ngobū — yapa_{4 2 3 2}

f) yapa — chuxrū_{3 2 4 2}

c) chixnū — pacu_{4 2 3 2}

g) buxū — chixnū_{3 2 4 2}

d) cowū — buxū_{4 2 3 2}

h) pacu — cowū_{3 2 4 2}

D-4.

Contrast all pitches, 1 through 5, on two-syllable words:

a) cori_{3 1}

gentleman

b) cape_{3 2}

coffee

c) chanū_{3 3}

I'm angry

d) chayū_{3 4}

I die

e) chera_{3 5}

saw

f) changū_{3 5}

I study

D-5.

Contrast all pitches on three-syllable words:

- | | |
|----------------------|---------------------|
| a) pamawa
3 3 1 | for guavas |
| b) chanange
3 3 2 | I bring it |
| c) chanamu
3 3 3 | I weave it |
| d) chanamu
3 3 4 | I send it |
| e) chapatu
3 3 5 | shoes |
| f) chanamu
3 3 3 | I eat it (raw food) |

D-6.

Contrast level tone 3 and glide 35:

- | | |
|----------------------|------------|
| a) pama
3 3 | guava |
| b) ũca
35 3 | rat |
| c) tũre
3 5 | port |
| d) yattũ
35 5 | man |
| e) chanamu
3 3 3 | I weave it |
| f) chanamu
3 3 35 | I spear it |

g) ichangu
1 3 3

I arrive

h) ichangu
1 3 35

I fall (as in a canoe)

D-7.

Contrast level tone 2 and glide 23:

a) namu
2 2

there are many

b) name
2 23

it is good

c) pawl
2 2

spider

d) iyti
23 2

species of eagle

D-8.

Contrast level tone 2 and glide 25:

a) dexchi
2 2

"patche" fish

b) nixi
25 2

is

c) nataxe
2 2 3

he sells

d) nigoe
25 2 3

it flies

D-9.

Contrast level tones 1 and 5, and glide 15:

- | | |
|-------------------|-----------|
| a) cori
3 1 | gentleman |
| b) chawi
3 15 | I cut |
| c) noxr'u
15 3 | his |
| d) axe
5 3 | drink |

D-10.

Observe the following contrasts:

- | | |
|-----------------------------|---------------------|
| a) Inanawi.
1 2 3 15 | He is cutting it. |
| b) Inanapi.
1 2 3 2 | He is wiping it. |
| c) Inartixi.
1 2 3 3 | It is growing. |
| d) Inarúto.
1 2 3 4 | He is sitting. |
| e) Inarúto ta.
1 2 3 4 5 | He is sitting also. |

UNIT IX

INTRODUCTION

This Unit consists of three short texts and two longer ones. Each text is accompanied by a brief English translation and a vocabulary for the student's reference.

There are no drills included in this Unit as it is expected that each student will select vocabulary, and or phrases particularly useful to him, and then memorize them for future reference. Listening time should include an over-all review of Units I through IV.

I. NGOWAĀRŪ ORE
5 1 5 3 23 2

(The Fox's Story)

Wūxi cana nā̄xnecūwa nichocu ga wūxi ga airu ngowamāxā. Rū inayachū
23 2 1 5 35 3 3 1 2 23 4 2 23 2 2 35 1 5 1 2 3 4 4 2 5 2-

taxūgtl.
3 5 2

Rū nanarūgū ga ngowa:-- ǀ Pa Chamūcū, tūxcūxū chataiyax?--
5 35 2 3 5 2 5 1 4 5 5 3 5 2 5 3 35 4

Rū īxārū ngaixcamana nixī. Rū nangichaxū. Rū inayachoāchi rū taxuwa
5 23 5 3 5 5 3 5 2 2 5 2 1 5 5 5 1 2 5 35 2 2 5 2 2 1-

ma nixūcuega ga ngowa. Rū dūxwa chixramachatexexūwa nūgū nacupetū. Rū
3 2 23 4 1 5 2 5 1 5 2 1 15 5 4 2 5 4 2 1 35 5 2 23 2 5 5

ngexguma buetaregu nidaugū. Rū yema nūxū nadau ga ōna rū porāācū na
3 4 2 35 3 3 2 4 2 4 5 5 1 4 35 3 2 4 2 23 5 5 4 25 4 2-

chibū. Rū airu rū dūxetūgu narūxāy. Rū nūxachi taxa inaxūxū natūrū tama
23 4 5 35 1 5 5 1 3 4 2 3 5 5 5 2 1 2 5 1 2 23 4 5 2 5 2 3

inanguxuchi erū nangacharaū.
1 2 3 4 2 3 2 2 2 2 2 3

Rū nanarūgtl:-- ǀ Nūxaci ta nua ichaxūxū Pa Chamūcū?--
5 35 2 3 5 35 5 4 2 14 1 3 23 4 4 5 5 3

Rū airu nūxū nangaxū:-- Ecū cugū ngexma nayuxēxēneta.--
5 35 1 35 3 2 2 5 4 2 5 5 4 2 5 4 2 3 2 5

Rū moxūācū rū ningune. Rū guma īxārū yora cuchiāwa naxū. Rū yema
5 35 5 5 4 5 25 5 5 5 4 2 23 5 3 3 1 3 35 1 2 23 5 1 4

nūxū nadau ga ngowa ga yexma yuxū. Rū nanarūgtl:-- ǀ Natūxcū i nāa ngowa
35 3 2 4 2 5 1 2 4 2 4 2 5 35 2 3 5 2 5 2 4 24 5 1

i nuxa nayuxū?--
4 4 4 5 4 2

Rū noxrū buetaregu nadau rū yema noxrū ōnamāxā nixī ga nayux. Rū na
5 15 3 35 3 3 2 4 2 4 5 2 2 15 3 23 5 2 3 25 2 2 5 4 5 23-

Ngowaārū Ore (Cont.)

temāxa nūxū nixū:--Naa i wūxi i ngowa i cuchiāgu yuxū--nanarūgū. Rū

nanarūgū ga naxma nūxū--naā dūxcax. Iyadau--nanarūgū ga naxma.

Rū inayadau ga nate rū nanarūgū:--Ningūxūchi i naa ngowa. Ngixā rū ta

nango.--

Rū namūcū ga airu rū naxoegaaxē yerū nūxū naxinū ga namūcū ga nax na

ngoxgūchaxūā. Rū tama arū nanangoxgū.

--Eci iyata--nanarūgū naxmaxū. Rū inayata ga naxma rū yexma nanāna.

Rū poraācū nūxū nangu ga ngowa rū nīna.

THE FOX'S STORY

One time a dog went into the forest with a fox. They went to spend the night there.

The fox said, "My friend, why am I hungry?"

It was close to a house. They wanted to steal. The fox walked back and forth but could not get through anywhere. At last, kicking, he pushed himself through a small crack. Then he looked into a cooking kettle. He saw food there, and he ate very much. The dog stayed outdoors. Then the fox was going to leave, but he couldn't get out because he (his abdomen) was too fat.

He said, "How am I going to get out of here my friend?"

The dog answered him, "Well, pretend you're dead there."

Later on it was day. The owner of the house went to the kitchen, and there she saw the dead fox. She said, "What's the matter with this fox that it died here?"

She looked in the cooking kettle, and (saw that) it was with her food that he died. She said to her husband, "come, look at this." - so said his wife.

And her husband went to see it, and said, "This fox is very fat." Let's eat it."

And his companion, the dog, was worried because he heard that they wanted to eat his companion. (But) they didn't eat him.

"Well, throw it away," he said to his wife. She went to throw him away, and threw him there. It hurt the fox very much but he escaped.

THE FOX'S STORY - VOCABULARY

- | | |
|--|------------------------------------|
| 1. buetaregu nidaugŭ
35 3 3 2 4 2 4 5 | he looked into a kettle |
| 2. cuchiaġu
3 35 4 | in the kitchen |
| 3. cugŭ ngexma nayuxēxēneta
5 5 4 2 5 4 2 3 2 5 | pretend you're dead there |
| 4. chixramachatexexūwa
15 5 4 2 5 4 2 1 | in a small crack |
| 5. guma
4 2 | that one (being talked about) |
| 6. ichaxūxū
1 3 23 4 | I go out |
| 7. inayachoāchi
1 2 5 352 2 | he went back and forth |
| 8. ixarū yora
23 5 3 3 1 | owner of the house |
| 9. iyata
1 5 5 | throw it away |
| 10. moxūiacū rŭ ningune
35 5 5 4 5 25 5 5 | later on it was day (the next day) |
| 11. nāixnectŭwa
31 3 3 1 | into the forest |
| 12. nanangoxgu
2 3 5 2 | they ate him |
| 13. nanafia
2 3 5 | he threw it away |
| 14. nangacharaŭ
2 2 2 23 | his abdomen is very fat |

The Fox's Story - Vocabulary (Cont.)

- | | |
|--|--------------------------------|
| 15. nangichaxū _{2 1 5 5} | they wanted to steal |
| 16. nax nangoxgūchaxūā _{2 2 5 2 5 5 5} | that they wanted to eat him |
| 17. naxoegaāxē _{2 3 1 5 1 4} | he was worried |
| 18. nūgū nacupetū _{3 5 3 2 3 2 5} | pushed himself (in) |
| 19. nūxū nangaxū _{3 5 3 2 2 5} | he answers him |
| 20. ngowamāxā _{5 1 2 3} | with a fox |
| 21. ōnamāxā nixī ga nayux _{2 3 5 2 3 2 5 2 2 5 4} | with the food, it was, he died |
| 22. poraācū nūxū nangu _{4 2 5 4 3 1 2 5} | it hurt him very much |
| 23. tama inanguxuchi _{2 3 1 2 3 4 2} | he didn't free himself |
| 24. taxa inaxūxū _{2 3 1 2 2 3 4} | he was going to go out |
| 25. taxuwama _{2 2 1 3} | nowhere |
| 26. yuxū _{4 2} | dead one |

II. CHÖXNICHIGA

(About Fish)

Ticunagü nūxū namepua nax namuneeḡixū naxca i noxrū ōna, erū ngexgu

ma tama naxca nadauxgu rü maneca nataiya. Rū nuxguxacū rü ta napox

wae.

Rü ngexguma yaxācharaūxgu i owaru rü naxca nangogüe i duūxūḡi erū

naxmaxūwa rü nimugū i owaru nacharaūmāxā.

Nuxguxacū rü ta natarapae rü tarapamāxā inanayauxū i chōxni. Natürü

uchuma i ngemaxūwa rü paxama nagu nawagū i tarapa.

Rü tucunarica nawūae ḡ duūxūḡi natürü corigū rü nanagūmaaxūtāe naxca

i tucunari.

Tomagū rü pūchamāxā inanayauxū i chōxni. Rū muxūma niyaxu.

Rü nuxguxacū rü ta iūmāxā nachagüe rü ngexma nanadai i muxūma i

chōxni.

Ngemaacū naxca nadau i noxrū ōna i Ticuna.

ABOUT FISH

The Ticunas enjoy spear-fishing for their food because when they don't go fishing, they're probably hungry. Sometimes they go fishing with a hook also.

When the "carachama" fish have eggs, the people go and feel around for them because in the holes where they stay, there are lots of "carachama" fish. *

They sometimes go fishing with a throw net also, and catch fish with it. But where there are "paña" fish they quickly chew holes in the net.

For the "tucunare" fish, the Ticunas sweep a lure back and forth through the water, but the gentleman (foreigner) uses a casting rod and reel.

The others (Brazilians, Peruvians, Cocamas, etc.) catch fish with a draw net. They catch many.

Sometimes fishing is done with "verbascum" poison, and then many fish are killed. **

That's the way the Ticunas look for their food.

* All names of fish mentioned are from regional Spanish.

** Verbascum is a root which is prepared in a liquid form, and sprinkled over the water, paralyzing the fish.

ABOUT FISH - VOCABULARY

- | | |
|---|---|
| 1. inanayauxũ
1 2 3 5 4 | they catch them |
| 2. nachagtle
2 4 2 3 | they fish with verbascum poison |
| 3. nagu nawagũ
2 3 4 2 3 5 5 | they chew it |
| 4. nanadai
2 3 5 | they kill |
| 5. nañagumaaxũtae
2 5 5 3 1 5 4 3 | they use a casting rod and reel |
| 6. natarapae
2 3 2 5 3 | they fish with a throw net |
| 7. nawũtae
2 1 5 4 3 | they sweep a lure back and forth |
| 8. niyaxu
2 3 3 5 3 | they catch / pick up |
| 9. ñuxguxacũ
5 5 5 5 5 | sometimes / whenever |
| 10. ngexguma yaxācharaũxgu
5 4 2 5 3 2 2 3 4 | when they have their eggs |
| 11. owaru
4 3 5 | species of small hard-backed fish |
| 12. pũchamāxã
3 5 2 3 | with a draw net |
| 13. tomagũ
5 4 2 | others (referring to other Indians or nationals as separate from the Ticunas) |

About Fish - Vocabulary (Cont.)

14. tucunari
3 3 3 5 species of fish
15. uchuma
4 1 5 species of fish with very sharp
teeth
16. uchuma i ngemaxūwa
4 1 5 4 3 4 2 1 where there are "uchumas"
17. ūmāxā
3 3 2 3 with verbascum poison

III. UIĀRŪ Ū
3 5 5 3 4

(Making Manioc Meal)

Ngexguma noxrīma naane taxūchaxūgu rū tapuracūe. Rū tacuaixtūxira i
3 4 2 35 1 3 35 5 3 4 5 5 4 5 3 3 3 2 3 5 3 5 4 1 5 4

noxrix. Rū tanatuxu i yicūama. Rū ngexguma ūaxcū itananguxēxē nax ya
35 1 5 3 3 3 3 4 15 4 2 2 5 3 4 2 35 5 3 1 3 5 4 2 3 2 5-

paxūca i guxūma. Rū meama nipa i ngexguma i naane. Rū ngexguma nūxū
25 2 5 4 1 2 3 5 35 4 3 25 2 3 4 3 4 2 4 35 5 5 5 3 4 2 35 3

tadauxgu nax yapaxū i guxūma rū nagu tanangixi. Rū meama nixa i naane
3 5 2 2 5 35 2 4 1 2 3 5 2 3 4 3 3 2 3 5 35 4 3 2 3 5 4 35 5 5

ēga meama yapaxgu. Natūrū taxū mea yapaxgu rū tama mea tixa. Rū tama
3 2 35 4 3 5 2 3 4 5 2 5 2 2 35 4 5 2 3 4 5 2 3 35 4 2 3 5 2 3

wūxi i puracū tūxna naxā i ngexguma meama yaxaxgu.
2 3 2 4 3 3 2 35 5 2 3 4 3 4 2 35 4 3 5 35 4

Rū ngema iyaxūgūxū i nāl rū ngēxica tade. Rū ngema itauegūxū rū mea ta
5 3 4 1 5 2 3 1 2 4 35 5 3 2 1 3 35 5 3 4 3 4 4 1 2 5 35 4 3-

nadaū yuemamāxā nax namexūca rū mea nax napaixūca ā yima tūxe. Rū
3 2 5 3 3 5 2 3 2 5 35 2 5 5 35 4 2 5 4 2 5 4 35 4 5 5 5

itanato ya yima tūxe. Rū ngexguma naya ya yima tūxe. Rū nūxū tacua rū
4 3 3 2 3 4 35 4 5 5 5 3 4 2 2 4 4 35 4 5 5 5 35 5 3 5 5

wūxi ya taunecū yixūxgu nax nayaxū. Rū ngexguma tanaxū.
2 3 2 2 5 3 3 5 2 4 2 2 4 2 5 3 4 2 3 3 4

Natūrū ngexguma tāxū iyabaixūxūwa yixūxgu rū tāx paxa tanaxū erū tama
5 2 5 3 4 2 2 2 1 5 35 3 2 1 5 2 4 5 2 3 5 3 3 4 3 2 2 3

nibaixū. Natūrū wūxi i natamūwa rū paxa tanaxū ya tūxe i ngema erū ngū
25 35 5 5 2 5 2 3 2 4 2 3 2 3 1 5 3 5 3 3 4 4 5 5 4 1 4 3 2 4-

rūāchi tacū ya mucū inguxgu rū nibaixū. Rū ngexguma tanaxū i guxūma i
2 2 2 35 3 2 4 3 1 3 4 5 2 3 35 5 5 3 4 2 3 3 4 4 1 2 3 4

tūxe.
5 5

Uiārú ũ
3 5 5 3 4

Rū tanabe ya toxrū tūxe. Rū ngexguma tanagauxchaxmū. Rū dexawa ta
5 3 3 5 4 35 3 5 5 5 3 4 2 3 3 15 5 3 5 35 1 1 3-

nawoū. Rū tanawaxi ya nāī rū tanaxūexū nax nataxūca. Rū ngexguma ni
3 55 5 3 3 4 3 4 35 5 3 3 4 1 5 2 5 35 2 5 5 3 4 2 25-

xī rū tagoxe. Rū meama tagoxe i ngexguma. Natūrti waxixūrica yixixgu
2 5 3 4 3 5 35 4 3 3 4 3 4 5 4 2 5 2 5 4 2 2 2 1 5 2 4

rū nanaxāchittūcu i nūma i ui. Rū tāūx paxa nipa. Ngemaca nixī i toma
5 2 5 3 2 5 4 4 35 4 4 35 5 2 3 5 25 23 3 4 5 25 2 4 3 4

itanaxūexūx. Rū ngexguma nixī i name i ui.
4 3 3 4 1 5 5 3 4 2 25 2 4 2 23 4 35

MAKING MANIOC MEAL

When we first want to plant a manioc field, we work. First we slash the underbrush. Later we chop down the trees. Then we wait for the sun to dry it all. All the field gets well dried, and when we see that it is all well dried we set fire to it. The field burns well if it is well dried, but when it isn't well dried, it doesn't burn well. It doesn't give us a big job to do when it is well burned.

We just gather together the sticks that are left over. We cut those big logs into sections so that it will be clean so that we can plant the manioc well. We plant the manioc and then it grows. We know that it takes one year to be full-grown, and then we make it (manioc meal).

When it [the manioc] is in a place where the water doesn't flood, we make it [the manioc meal] early because it doesn't flood. But in low areas we make the manioc meal early because, then, suddenly there is a rise in the river and it floods. Then we make all the manioc meal.

We pull up all of our manioc, and then peel it. We soak it in water. We grate the other [a portion not being soaked], and mix it [with the soaked manioc] to make a large amount. Then we toast it. If it is only grated, the manioc sticks together in balls, and doesn't dry out quickly. That is why we make a mixture of it. Then the manioc meal is good.

MAKING MANIOC MEAL - VOCABULARY

- | | |
|---|-------------------------------|
| 1. ēga meama yapaxgu
3 2 35 4 3 5 23 4 | if it is well dried |
| 2. itananguxēxē
1 3 5 4 2 3 | we wait for it |
| 3. itanato
4 3 3 23 | we plant it |
| 4. iyaxūgtūxū i nāī
1 5 23 1 4 4 35 | sticks that are left over |
| 5. mea nax napaixūca
35 4 2 5 4 2 5 | so that it is planted well |
| 6. nagu tanangixi
23 4 3 3 2 3 | we set it on fire |
| 7. nanaxāchitūcu
2 5 3 2 5 4 | it sticks together in balls |
| 8. natamūwa
23 2 3 1 | in a low area |
| 9. nax namexūca
2 5 35 2 5 | so that it will be clean |
| 10. nax nayaxū
2 2 4 2 | that it is grown |
| 11. nax yapaxūca
2 5 35 2 5 | that it dries (in order that) |
| 12. naya
2 4 | it grows |
| 13. nāī
3 | the other |
| 14. nipa
25 23 | it's dry |

Making Manioc Meal - Vocabulary (Cont.)

- | | |
|---|-------------------------------|
| 15. noxrima
35 1 3 | first |
| 16. ngexguma meama yaxaxgu
1 4 2 35 4 3 5 35 4 | when it is well burned |
| 17. ngexica tade
3 2 1 3 35 | we just gather together |
| 18. ngirũachi
4 22 2 | suddenly |
| 19. tacuaixtũxira
3 5 4 1 5 | we slash the underbrush first |
| 20. tama nibaixũ
2 3 23 36 5 | it doesn't flood |
| 21. tanabe
3 3 5 | we pull it |
| 22. tanadaĩ
3 3 25 | we cut them into sections |
| 23. tanagauxchaxmũ
3 3 15 5 3 | we peel it |
| 24. tanatuxu
3 3 3 3 | we chop down trees |
| 25. tanawaxi
3 3 4 3 | we grate it |
| 26. tanawoũ
3 3 5 5 | we soak it |
| 27. tanaxtlexĩ
3 3 41 5 | we made a mixture |
| 28. tauegtũxĩ
44 2 2 | big ones |

Making Manioc Meal - Vocabulary (Cont.)

29. tāūxū iyabaixūxūwa yixīxgu
2 2 1 5 3 3 2 1 5 2 4
isn't in flooded area
30. taxūchaxū
3 4 5 5
we want to make
31. waxixūrica
4 2 2 2 1
just grated (only)
32. wūxi ya taunecū yixīxgu
2 3 2 2 5 3 3 5 2 4
it takes one year to be full-grown
33. yuemamāxā
3 3 5 2 3
with an axe

IV. PURACŪ YA DITICHIAWA

(Work in Leticia)

- Naa ta cumāxā nūxū chixu ya ūpama iscuera³wa ichanguxuchixgu. Ditichia^{3 3 2 2 3 2 3 5 1}
^{2 4 2 2 3 2 3 3 5 3 3 3 2 3 3 3 3 2 5 1 1 5 3 4 2 4 3 2 3 5}
- gu chartaxāy. Yema chaxū nagu ā wūxi ya wapuruxacū ā Wepi. Gumaartū^{3 2 3 5 3}
^{4 3 3 5 1 4 3 2 3 2 3 4 4 2 3 2 4 3 2 5 3 3 4 3 2 3 5 3}
- capitaū yema choxū naga yerū wūxi ya chiūra yema taxa inaxu ya wūxi ya
^{3 3 2 5 1 4 3 5 3 2 2 2 2 2 3 2 2 3 3 5 1 4 5 5 1 2 4 2 2 3 2 2}
- buxū nūxna ya capitaū. Rū capitaū taxa nadau ya buxū. Rū yexma Loretoya^{3 3 3 2 3}
^{3 2 3 5 5 2 3 3 2 5 5 3 3 2 5 5 2 4 2 3 2 5 4 2 3 3 3 2 3 3 3 2 3}
- cugu naxūcu. Rū yema choxū inayangau ya nūma ā capitaū ya wapuruartū^{3 2 5 5 3}
^{5 4 2 2 3 4 5 1 4 3 5 3 4 2 5 5 2 3 5 4 2 3 3 2 5 2 3 2 5 5 3}
- Rū curacaxna naca. Rū nanarūgū ā curaca:--Nangexma i wūxi i buxū i mex^{3 2 4}
^{5 3 2 5 5 2 5 5 3 5 2 3 2 5 2 4 2 4 2 3 2 4 3 2 4 3 5}
- ūma-- nanarūgū.
^{2 3 3 2 3 5}
- Rū:--Marū name-- nanarūgū i nūma i Wepiārū capitaū. Rū nanarūgū ā nū^{3 2 3 5}
^{5 3 3 2 2 3 3 5 2 3 5 4 3 4 4 3 2 5 3 3 3 2 5 5 3 5 2 3 5}
- ma ā capitaū:--Marū ngexū i choxrū buxū?--nanarūgū.
^{4 2 3 3 2 5 3 3 5 2 4 3 5 3 3 2 3 5 2 3 5}
- Naa nixī--nanarūgū i nūma i choxrū oxi ya curaca.
^{2 4 2 5 2 3 5 2 3 5 4 3 5 4 4 3 5 3 5 1 2 3 2 5}
- Rū:--Marū name--nanarūgū i nūma i capitaū. Rū Ditichiawa choxū naga
^{5 3 3 2 2 3 3 5 2 3 5 4 3 4 4 3 3 2 5 5 3 2 3 5 1 3 5 3 2 2}
- ā nūma ā capitaū. Rū nanarūgū:--Natūrū wūxi i pedidomare nixī i naa buxū.
^{2 3 5 4 2 3 3 2 5 5 3 5 2 3 5 5 2 5 2 3 2 4 3 2 5 3 3 2 5 2 4 2 4 3 2}
- Rū wūxi i chiūra naxca inaca. Rū nangemūcū--nanarūgū i nūma i capitaū.
^{5 2 3 2 4 3 3 5 2 3 5 1 2 5 5 2 2 5 3 3 5 2 3 5 4 3 5 4 4 3 3 2 5}
- Rū yemaca taxa nadau ya buxū. Rū Ditichiawa tangugū ā yawanecūma. Rū
^{5 2 2 5 5 5 2 4 2 3 2 5 3 2 3 5 1 3 3 2 2 1 5 5 4 3 5}

Puracú ya Ditichiawa (Cont.)

3 3 2 2 3 2 3 5 1

napatawa choxũ naga. Rũ wũxi ya sargentu nixĩ i nũma i ngema i cori. Rũ

23 2 3 1 35 3 2 2 5 23 2 2 3 2 5 25 2 4 35 4 4 3 4 4 3 1 5

nũma nangemũcũ i nũma i sargentu. Rũ taxremare nixĩ i nũma. Rũ yema

35 4 2 2 5 3 4 35 4 4 3 2 5 5 4 2 3 3 25 2 4 35 4 5 1 4

choxũ naga. Rũ ñanartĩgũ:--Ñaa nixĩ i buxũ i yema taxa icuxuxũ--ñanartĩgũ

35 3 2 2 5 35 2 3 5 2 4 25 2 4 3 2 4 2 2 5 5 1 5 5 2 35 2 3 5

--¿Ōna? Rũ marũ name. Rũ marũ chataaxẽ-- ñanartĩgũ i chiũra. Rũ

4 1 5 3 3 2 23 5 3 3 3 23 1 4 35 2 3 5 4 3 3 5 5

ngexguma nixĩ rũ ngema choxũ nata i nũma i ngema capitaũ. Rũ ngexmama

3 4 2 25 2 5 1 4 35 3 2 5 4 35 4 4 3 4 3 3 2 5 5 4 2 3

charũxau. Rũ ngexguma nixĩ rũ yixctũ yawanectũ inangu i nũma i nate i

3 3 5 5 3 4 2 25 2 5 15 4 1 5 5 4 1 2 3 4 35 4 4 23 2 4

sargentu. Cuartelwa ne naxũ i nũma. Rũ ngema choxũ nadau.

3 2 5 3 2 1 1 2 23 4 35 4 5 1 4 35 3 2 4

--¿Marũ to i buxũ taxa cuyangau Pa Chiũrax?--ñanartĩgũ. Rũ nataaxẽ

3 3 5 4 3 2 5 5 3 5 5 4 3 3 5 35 2 3 5 5 2 23 1 4

chamãxã ã nũma ã sargentu. --Marũ nachica taxa cudau i ngexta ta nax

5 2 3 2 35 4 2 3 2 5 3 3 23 1 5 5 5 3 4 4 5 1 2 2

napexũ--ñanartĩgũ. Wũxi i noxruũ ucapu choxna naxã. Rũ choxna nanaxã

5 35 2 35 2 3 5 23 4 4 15 3 3 3 5 35 5 2 3 5 35 5 2 3 3

ya ngũrũcare. Rũ wũxi ya pechica rũ ta choxna naxã yexma nax chape

2 3 3 3 5 5 23 2 2 23 1 5 5 5 35 5 2 3 4 2 2 5 35

xũca. Rũ yexma charũxau. Rũ exũwa rũ tũrewama chamãxã naxũxũ. Tũ

2 5 5 4 2 3 3 5 5 4 2 1 5 3 5 1 3 5 2 3 2 23 2 2 3

rewa choxũ naga. Rũ caretiya choxna naxã yexma nax chananucuxũca

5 1 35 3 2 2 5 3 3 2 5 35 5 2 3 4 2 2 5 3 2 2 2 5

ya namachi rũ poxi rũ taxacũ ya naxca nataxe ya nũma. Rũ ixwa chanana.

2 35 5 3 5 3 1 5 5 2 2 2 23 5 2 2 3 2 35 4 5 23 1 3 3 35

Cuartelwa naxũ a nũma ã sargentu. Rũ chamãxã nũxũ nixu. Rũ--Yixcũra

3 2 1 2 23 2 35 4 2 3 2 5 5 5 2 3 35 3 23 3 5 15 5 5

Puracü ya Ditichiawa (Cont.)

ta ngema ta cux̄i i cuartelwa. --ñanartügi. Rū ngema changu cuartelwa.

Rū noxri tama chox̄i nacua i taxacüwa chax̄i i nūma i ngema daux̄itegüxi.

Rū ñanartügi:--¿Taxacü cunaxwae?--ñanartügi.

--Nua Sargentu Ortizx̄ütawa chax̄i. Nua chox̄i namu erü ngewa nua chox̄i

nax̄ix̄ex̄e--ñachartügi i chamax.

Rū:--Taxacü cunaxwae--ñanartügi.

--Poxixchax̄mü ā nua nax chatox̄ica--ñachartügi.

--¿Ōna?-- Rū:--Cü ix̄tca --ñanartügi. Rū chox̄i nimucuchi, rü yea

cuchiāwa chax̄i. Rū cuchinerugüx̄ütawa chax̄i. Rū choxna naca i nūma i

cuchinerugü i churara.

Rū:--¿Tama cutaiyax̄i?-- ñanartügi i nūmax. --¿Tama cunaxwax̄gu i

ñaa avena?--

--¿Ōna?-- Rū:--Martü name--ñachartügi. Choxna nanax̄a i wix̄i i tasō

ācuma i avena. Rū chox̄i nayadux̄ex̄e. Ngexguma chox̄i nagu. Rū ichix̄i

Puracū ya Ditichiawa (Cont.)

ma i ngexguma. Rū yeama chiuraxūtawa changu.

Ngexicatama nixi.

WORK IN LETICIA

I'm going to tell you a story about the time when I left school. I stayed in Leticia. I went there on a small steamer named WEPI. The steamer's captain took me there because a lady there had asked the captain for a boy. The captain looked for a boy. He came in to Loretoyacu, and there he (the captain of the boat) found me. He asked the chief, and he said, "There is a very good boy [here]."

"Fine," said the WEPI's captain. "Where is my boy?"

"Here he is", said my grandfather, the chief.

"Fine," said the captain. He took me to Leticia, and he said, "This child is [in answer to] a request. A lady has asked for him [because] she is childless." (That is why he was looking for the child.) We arrived in Leticia in the late afternoon. He took me to his [a sergeant's] house. That gentleman was a sergeant. He (the sergeant) was childless. There were just the two of them. He took me there and said, "This is the child you requested."

"Oh, is that so?" Fine. Now I'm happy," said the lady. The captain left me there. I stayed there. Later in the afternoon her husband, the sergeant, arrived. He came from the barracks. He saw me there.

"You've found another child?" he said. The sergeant was happy with me. "Look for a place where he can sleep," he said. She gave me one of their rooms. She gave me a mosquito net. She also gave me a bed so that I could sleep there. I stayed there. She always went with me to the port in the morning. She took me to the port, and gave me a wheelbarrow so I could place in it meat, plantains, and whatever else she bought. I took them to the house.

The sergeant went to the barracks. [First] he said to me, "Later on, go to the barracks". I arrived at the barracks, [but] at first they didn't know me. The sentries didn't know what I went there for.

They said, "What do you want?"

"I'm going here to Sergeant Ortiz's place. He sent me here, Early in the morning he ordered me to come here." I said. "What do you want"? they said.

Work in Leticia (Cont.)

"I came here to get plantain peelings," I said.

"Oh, is that so? Well, come in," he said. He sent me in (I went there) to the kitchen. I went to the cooks' place, and the cooks (soldiers) questioned me.

"Aren't you hungry?" they said. "Don't you want this oatmeal?"

"Oh, (is that so?) fine", I said. He gave me a bowl full of oatmeal. He had me eat it. When I finished it, I went home. I arrived at the lady's place.

That is all.

WORK IN LETICIA - VOCABULARY

- | | |
|---|---|
| 1. avena
3 2 5 | oatmeal (Spanish loan word) |
| 2. caretiya
3 3 2 5 | wheel-barrow (regional Spanish loan word) |
| 3. cuartelwa ne naxũ
3 2 1 1 2 2 3 | he came from the barracks (Spanish "cuartel") |
| 4. cuchinerugũ
3 3 3 5 2 | cooks |
| 5. cuchinerugũxũtawã
3 3 3 5 2 5 5 1 | to the cook's place |
| 6. curaca
3 2 5 | chief (Spanish loan word) |
| 7. chamãxã naxũũũũ
5 2 3 2 2 3 2 | she went with me (habitually) |
| 8. choxna nanaxã
3 5 2 3 3 | he gave it to me |
| 9. choxũ naga
3 3 2 2 | he took me |
| 10. choxũ nata
3 3 2 5 | he left me |
| 11. choxũ nayaduxẽxẽ
3 3 2 5 4 2 3 | he made me eat it |
| 12. choxũ nimucuchi
3 3 2 3 4 2 2 | he sent me |
| 13. churara
3 3 5 | soldier |
| 14. dauxũtegtũũ
4 5 3 1 2 | that one's |

Work in Leticia-vocabulary (Cont.)

- | | |
|--|-------------------------------------|
| 15. guma ³⁵ arū ^{45 3} | sentries |
| 16. ichanguxuchixgu ^{1 5 3 4 2 4} | I left it |
| 17. ixwa chanana ^{23 1 3 3 35} | I put them in the house |
| 18. marū chataaxē ^{3 3 3 23 1 4} | now I'm happy |
| 19. nachica ^{23 1 5} | his place |
| 20. nangemūctū ^{2 2 5 3} | she's childless (without companion) |
| 21. naxca inaca ^{23 5 1 2 5} | she asked for him |
| 22. nax chananucuxūca ^{2 5 3 2 2 2 5} | so that I could place in it |
| 23. nax chatoxūca ^{2 5 3 2 5} | that I came in order to get |
| 24. naxlicu ^{2 23 4} | he entered |
| 25. nua choxū namu ^{14 35 3 2 4} | he sent me here |
| 26. nua choxū naxūxēxē ^{14 35 3 2 23 2 3} | he caused me to come here |
| 27. pechica ^{23 1 5} | place to sleep |

28. pedidomare
_{3 2 3 3 3} just a request (Spanish "pedido")
29. poxichaxmũ
_{3 1 5 3} plantain peelings
30. sargentu
_{3 2 3} Sergeant (Spanish "sargento")
31. tangugũ
_{3 3 2} we arrived
32. tasoãcu
_{3 2 3 4} a cup-full (regional Spanish "tason")
33. taxremare
_{4 2 3 3} just two
34. taxa icuxuxũ
_{5 5 1 5 5 2} the one you requested
35. taxa inaxu
_{5 5 1 2 4} she requested one
36. taxa nadau
_{5 5 2 4} he looked for one
37. wapuruxaci
_{3 2 5 3 5} small steamer
38. Wepiãrũ capitãũ
_{3 2 5 3 3 2 5} the WEPI'S captain
39. yexma
_{4 2} there in

V. CUENEECŪĀRŪ ORE
5 3 5 3 5 3 2 3 2

(The Hunter's Story)

Nangexma i wūxi i ore ā nuxclīma. Yagūaxgū nūxū iuxū. Rū wūxi cana
2 4 2 4 2 3 2 4 2 3 2 2 2 2 2 2 2 3 5 2 3 5 3 4 5 2 5 2 3 2 1 5

cuenewa naxī ga muxūma ga duūxūgtū wūxi ga naxtaxawa. Rū cueneewa na
5 3 1 2 3 2 5 2 3 2 5 3 2 2 2 3 2 2 2 3 2 3 1 5 5 3 3 1 2

xī ā guxūguma. Rū wūxi ga ngunexū wūxi ga duūxū namāxā nayarūxū ga
3 2 1 2 4 3 3 2 3 2 2 5 3 2 2 3 2 2 5 3 2 3 2 5 3 2 3 4

napata ga yowaruna. Rū nūxū nadau. Rū inachi ga nūma ga yowaruna rū
2 3 2 3 2 3 3 2 5 5 3 3 2 4 5 4 2 2 2 3 5 4 2 3 3 2 5 5

naxca nixū. Rū nūxū inīteguāchicūxū ga yema duūxū ga yema ai. Rū yema
2 3 5 2 3 2 3 5 3 1 2 3 3 5 5 2 2 2 3 2 2 2 5 3 2 2 2 2 3 5 5 1 4

tama nataegu ga nūma ā yema duūxū. Rū inangu ga inapegūxūwa. Rū na
5 3 2 1 5 3 2 3 5 4 2 2 2 5 3 2 5 1 2 3 2 4 5 2 3 1 2 1 5 2 3

tanūxūmāxā nūxū nixu. Rū tama nūxū nayaxōgtūchaxū ā yema togū ā nata
3 3 2 2 3 3 3 2 3 3 5 1 2 3 4 2 5 5 2 2 2 5 2 2 2 3 3

nūxū. Rū -- Qidoramare. Cumuūmare. Rū numa rū nataxuma i taxa
3 2 5 3 3 3 3 3 3 2 3 4 3 3 5 1 4 5 2 2 3 3 4 5 2

cū--nānartūgtū.
2 3 5 2 3 5

Rū nayawane. Rū naxūwemūgtū. Rū wūxi ga awe ngixū namuxra. Rū yema
5 2 1 5 5 5 2 4 3 5 2 5 2 3 2 2 1 5 3 3 2 2 3 3 5 2 2

ngieru ga nax yadocaxū rū inigoeguāchicūxū. Rū -- Chui, chui, chui--naxū
2 3 4 2 2 2 5 3 3 2 5 1 2 3 2 5 2 2 2 3 5 3 5 1 3 5 1 3 5 2

ā ngieru ā yema awe ā nax yadocaxū.
2 2 3 4 2 2 2 3 4 1 5 2 2 5 3 3 2

Rū--Dūcax. Ngema nixī i ta nax iyuexū i yicūx. Rū ngemaca nixī i nāa
5 5 2 3 4 2 5 2 4 2 2 5 4 5 2 4 1 5 4 5 3 4 5 2 5 2 4 2 4

awe i ngema naxū--naxū ā guma nūxū dauctū ā yema ai. Rū inanataxgū ā
1 5 4 3 4 3 5 2 3 5 2 2 4 2 3 5 2 4 3 4 2 2 3 5 5 1 2 3 5 2 2

Cueneeciār̄ti Ore (Cont.)

5 35 35 3 23 2

yema aweeru. Rū nachibūe.

2 2 1 5 4 2 5 2 23 4 3

Rū n̄uxicama nachīta. Rū tama nape ya guma nūxū dauctī ā yema ai. Rū

5 5 2 1 3 2 2 3 5 2 3 2 23 2 4 2 35 3 4 2 2 2 2 35 5

nix̄nūgūcūxū. Rū ngaxūcūxūgu nūxū nax̄intū ga yax̄iwa ga yema ai. Rū wo

23 3 3 5 2 3 5 3 3 2 3 4 35 3 2 3 3 2 2 2 1 2 2 2 35 5 3-

cartūxū --woōōō--n̄axū. Rū yexguma nūxū naca ga yema natanūxū --Pe

5 1 5 3 35 2 5 2 2 2 35 3 2 5 2 2 2 23 3 3 2 3-

baix̄achie. -- Rū--n̄omama nix̄i i ngoxo--n̄axū ā guma nūxū dauctī ā yema

4 2 2 3 5 2 2 3 25 2 4 4 3 35 2 2 4 2 35 3 4 2 2 2 2

ai. Rū tūxū nicaa. Rū tūxū nicaa. Rū napeexūchi ā yema togū ā duūxūgū.

35 5 35 3 23 5 5 5 35 3 23 5 5 5 2 23 3 1 4 2 2 2 5 2 2 5 3 2 2

Rū tama nabaix̄achiechaxū. Rū nīna a nūma. Rū nox̄rū docha inanawūxūchi

5 2 3 2 4 2 2 3 5 5 5 23 3 2 35 4 5 15 3 3 5 3 2 5 5 2 2

Rū yema narūxū ā wūxi ā waira. Rū gumagu nagonagū. Rū inangu ā nūma

5 1 4 2 3 3 2 23 2 2 1 2 5 4 2 4 2 2 2 2 5 1 2 3 2 35 4

ā yema ai. Rū tūxū nadai ā guxāma ā natanūxū. Tūxū nadai. Rū martū tū

2 2 2 35 5 35 3 2 5 4 1 3 3 4 4 3 3 2 35 3 2 5 5 3 3 35

xū naguxēxē. Rū namaxūgu niwāix̄achigū nuxmata napūnewa nangu ā guma

3 2 5 2 3 5 23 3 5 4 23 3 3 5 5 5 2 5 4 1 5 1 2 3 2 4 2

waira. Rū naxcama naxinagū. Natūrtū naxine ga waira rū taxuācūma paxa

1 2 5 4 5 3 2 4 2 2 5 2 5 2 1 5 2 1 2 5 2 25 4 3 3 5

nangunagū ā nūma ā guma ai. Rū inarūwix̄ixū. Rū tomaxexpū cūna nax

2 3 4 2 2 35 4 2 4 2 35 5 1 2 3 15 2 2 5 3 1 5 5 1 5 2 -

inagū rū nataegu. Rū nox̄rū āgūmūctigu nax̄itawama nangu ā guma duūxū.

4 2 2 5 2 15 5 5 15 3 3 2 5 3 4 4 5 5 1 3 2 3 2 4 2 5 3 2

Rū yexguma meama nanaxāgu ngixū narūma ga nox̄rū docha. Rū nūma ā

5 2 2 2 35 4 3 23 2 3 4 35 3 2 3 5 2 15 3 3 5 5 5 35 4 2

Cueneecüarü Ore (Cont.)

guma ai rü dauxü naxichigüama. Rü dauxü naxichigü. Rü yema ngixü

ningiama ga yema noxrü docha, nüxmata noxrü maxünewa nangu. Yexgu

ma nayu. Rü narüngu ä nüma ä guma ai. Rü yexgumatama inarünga ä

nüma ä guma duüxü. Rü ngixü nanapu ga noxrü docha rü ngimäxä türe

wa naña. Rü yema ne nacaechigü ä namücü ä yema ai. Rü noxrü nguewa

nangu. Rü niwexechitaxü nguemäxä rü nina. Rü naxanacügu nacaxixü

ga guma ai ga wixgu nax nangoxoxü ga chi taxü paxa yanaxgu.

THE HUNTER'S STORY

There is a legend that the old people tell. One time many people went hunting near a lake. (They always went hunting.) (One day) a man came upon the house of a panther. He saw him, and the panther got up and went to the man. The panther went round and round the man. The man returned from there. He arrived at their sleeping place, and told his companions. The others, his companions, didn't want to believe him. "You're just lying. You're just afraid. There's nothing here," they said.

It was late afternoon, and they cooked their meal. They cooked a large bird, and the head that was cooking began to spin around. "Chui, chui, chui," said the head of the bird that was being cooked.

"Look. That means we're going to die afterwhile. That's why this bird says that," said the one that had seen the panther. They threw out the bird head and ate.

Then it was night, and the one who had seen the panther didn't sleep. He listened and listened. At midnight he heard the panther at a distance. It said, "Moo-oo", like a cow. He called his companions, "Wake-up." That animal is right here," said the one who had seen the panther. He called, called, called, and called. [But] the other people slept very soundly, and didn't (want to) awaken. He ran and grabbed his spear. A palm tree was growing there. He flew [climbed] up into the tree. The panther arrived, and killed all of the man's companions. He killed them, and he finished [ate] them all. He smelled along the path until he came to the foot of the palm tree. He climbed up after him [the man], but the palm had a very slender trunk, and the panther just couldn't get up quickly. He slid down. He went up three times. He went up and returned [down]. The fourth time he got to where the man was. Then, right in the panther's neck he drove his spear. The panther kept going up further. He went higher and higher. There he [the man] took a good hold on the spear and drove it in until it reached the panther's heart. Then he [the panther] died, and he fell down. Immediately the man slid down. He pulled out his spear, and fled with it to the port. (From there the panther's companion came growling.) The man got to his canoe. He shoved it off and fled. On the bank growled the panther that would have eaten him, had he not fled quickly.

THE HUNTER'S STORY - VOCABULARY

- | | |
|---|---|
| 1. ai
35 | general name pertaining to
large cat family. |
| 2. awe
1 5 | species of large bird |
| 3. cuenewa naxĩ
5 3 1 2 35 | they went hunting |
| 4. cumuũmare
3 234 3 3 | you're just afraid |
| 5. chi taxũ paxa yañaxgu
2 2 2 3 5 5 3 4 | had he not fled quickly |
| 6. dauxũ naxĩchiguãma
3 5 2 4 5 5 2 2 | he kept going up further |
| 7. gumagu nagonagu
4 2 4 2 2 2 2 | he flew up into it |
| 8. guma nũxũ dauctũ
4 2 35 3 4 2 | the one that saw it |
| 9. inanataxgu
1 2 35 2 | they tossed it |
| 10. inanawũxũchi
3 2 5 5 2 2 | he grabbed it |
| 11. inapectũwa
4 5 23 1 2 1 | to where they slept |
| 12. inartũga
1 2 3 5 | he slid down |
| 13. inartũwĩxũ
1 2 3 15 2 2 | he slid down |

The Hunter's Story - Vocabulary (Cont.)

- | | |
|---|-------------------------|
| 14. inigoegwāchicūxtl
1 23 25 55 2 2 3 | it began to spin around |
| 15. maxūnewa
2 1 5 1 | in his heart |
| 16. nacaechigtl
2 55 5 5 | he came growling |
| 17. nacaxtūll
5 2 2 2 | he growled |
| 18. nachibtle
2 23 4 3 | they ate |
| 19. namaxūgu
23 3 5 4 | on the path |
| 20. namāxā nayartūxū
23 2 3 2 5 3 23 | he went with him |
| 21. nanapu
2 5 5 | he pulled it out |
| 22. nanaxāgu
23 2 3 4 | in his neck |
| 23. napeexūchi
2 233 1 4 | they slept soundly |
| 24. naplnewa
4 1 5 1 | at the foot of |
| 25. narūxtl
2 3 3 | it was growing |
| 26. natantūxūmāxā
23 3 3 2 2 3 | with his companions |
| 27. naxanactgu
35 3 3 5 4 | on the bank |

The Hunter's Story - Vocabulary (Cont.)

28. naxinagü
2 4 2 2 he climbed up
29. naxine
2 1 5 it had a slender trunk
30. naxtaxawa
23 2 3 1 to a lake
31. nayawane
2 1 5 5 it was late afternoon
32. niwaxachigü
23 3 3 5 5 he smelled along
33. niwexechitaxü
23 5 2 2 2 5 he shoved it off
34. nixinügücüxü
233 3 5 2 3 he listened and listened
35. noxrü docha
15 3 3 5 his spear
36. nüxü inüeguachicüxü
36 3 1 23 35 5 5 5 2 2 3 he circled around him
37. nüxü naxinü
36 3 2 3 3 he heard it
38. nomama
2 2 3 right here
39. nuxicama nachüta
5 2 1 3 2 2 3 then it was night
40. ngleru
334 1 it's head
41. ngimaxä
23 2 3 with it

The Hunter's Story - Vocabulary (Cont.)

- | | |
|---|---------------------------------|
| 42. ngixū̄ namuxra
35 3 2 23 3 | they cooked it |
| 43. ngixū̄ narūma
35 3 2 3 5 | he drove it in |
| 44. ngixū̄ ningiama
35 3 23 232 2 | he took a good hold of it |
| 45. pebaxāchie
3 4 2 23 | get up (you pl.) |
| 46. quidoramare
3 3 3 3 3 | you're just lying |
| 47. tama nabaxāchiechaxū̄
2 3 2 4 2 23 5 5 | they didn't want to awaken |
| 48. tama nūxū̄ nayaxōgūchaxū̄
2 3 35 1 2 3 4 2 5 5 | they didn't want to believe him |
| 49. ta nax iyuxū̄
2 2 5 45 2 | that we're going to die |
| 50. tūxū̄ nadai
35 3 2 5 | he killed them |
| 51. tūxū̄ nicaa
35 3 23 55 | he called and called them |
| 52. wixgu
2 2 | almost |
| 53. wocarūxū̄
3 3 1 3 | like a cow |
| 54. yaxū̄wa
2 2 1 | at a distance |
| 55. yowaruna
3 3 2 5 | panther |

UNIT X

INTRODUCTION

This Unit, like Unit IX, is made up of texts with their accompanying English translations and vocabularies.

As previously the student should select phrases and vocabulary particularly useful to him, and acquire them by use and repetition.

Review Units V through VIII by listening to the records.

I. ĪPATAĀRŪ Ū
 23 2 3 5 3 4
 (House Construction)

Noxri naxca tadau ya caxta. Yima caxta rü naanūnaxca nixī. Nuguxactī
 35 1 2 5 2 4 4 2 3 35 4 2 3 5 234 2 2 5 25 2 5 5 5 4

rü chexe nixī rü pucüre rü büxbüri. Rü tayatogī. Rü ngexguma tüxī
 5 5 3 25 2 5 23 3 5 5 4 2 2 5 2 3 2 2 5 3 4 2 35 1

yangugūgu rü ngexta inaxūchaxūxūwa ya ĩpata rü ngema tanana.
 5 3 2 4 5 5 1 4 5 4 5 3 2 1 4 23 2 3 5 1 4 2 3 36

Rü ngexguma naxca tadau ya nāī i noxrü waxachataxūgū rü noxrü omī
 5 3 4 2 23 5 2 4 4 35 4 15 3 3 3 2 5 5 2 5 15 3 23 3

tagū rü ĩachinaxagū. Rü nexguma tüxū nangutaquexegu i guxūma ngexguma
 2 2 5 23 3 1 5 3 2 5 3 4 2 35 1 5 3 2 5 3 4 4 1 2 3 3 4 2

itanapugū ya caxta. Rü tananugū i noxrü waxachataxū rü noxrü omūta.
 4 2 3 5 2 4 2 3 5 2 3 2 2 4 15 3 3 3 2 5 5 5 15 3 23 3 2

Ngexguma i naachatacuxrexū itapagū ingaxūchixūgu nax nūxū icuaxūca
 3 4 2 4 23 3 2 5 5 2 5 4 2 5 2 4 3 3 2 5 4 2 35 3 5 1 2 5

nax ngexta ta yixūxū i noxrü machane i naatapexe. (Ngexguma itanugū i
 2 5 4 2 5 5 2 4 15 3 1 5 5 4 35 3 5 3 3 4 2 3 2 2 2 2

noxrü piraña rü ũuxica naachinaxagu ta.)
 15 3 3 3 5 5 5 2 1 23 3 1 5 3 2 5

Rü marū tüxū namexgu i guxūma rü ngexguma tagatū. Rü marū tüxū
 5 3 3 35 1 5 23 4 4 1 2 3 5 3 4 2 2 2 5 5 3 3 35 1

ningu rü yapa ta tamu. Rü tanatūatapexe. Ngexguma tagatū i naatachi
 23 3 5 3 2 5 2 3 5 2 3 3 3 5 5 3 3 4 2 2 2 5 4 23 3 1

wewa. Rü ngexguma tanaxūārū yurachixūa. Rü naxca tadau ya caxtapara
 3 1 5 3 4 2 2 3 45 3 3 5 2 55 5 23 5 2 4 4 2 3 3 5

rü omūtagū ta rü yurachipanū. Rü ngexguma tananugū ya yura. Rü maneca
 5 23 3 2 2 5 5 3 5 4 3 3 5 3 4 2 2 3 2 2 2 3 5 5 3 15 5

ngexguma tüxū ningu ya wixi ya ĩpata.
 3 4 2 35 1 23 3 4 23 2 4 23 2 3

HOUSE CONSTRUCTION

First of all we look for the main posts. The posts are made of wood from the heart of hard wood trees. Sometimes it is "huacapu" or "palo de sangre" or "quenilla".* We go for them, and when we've brought them in, we take them to the place where we want to construct the house.

Then we look for poles: the long poles to fit over the posts, the beams, and the rafters. When they're gathered together, we set the posts, and place the beams and rafters.

We place the ridge poles in the center so we can know where the highest point (the ridge) is going to be.

When we have all ready, we tie on the leaves. When that is done, we weave the mat to fit over the ridge and fasten it on. We tie leaves on the gable-end of the house, and then make the palm bark floor. We look for small posts, beams, and palm bark slabs. We place the palm bark and then the house is finished.

* very hard woods (regional Spanish "huacapu", "palo de sangre", and "quenilla")

HOUSE CONSTRUCTION - VOCABULARY

- | | |
|--|--|
| 1. caxta
2 3 | large main posts |
| 2. caapara
2 3 3 3 | small posts |
| 3. iāchinaxāgū
2 3 3 1 3 3 2 | rafters |
| 4. itanapugū
4 2 3 3 2 | we place them (the posts) |
| 5. itanugū
3 2 2 2 | we place it |
| 6. itapugū
4 2 3 2 | we place it |
| 7. naachatacuxrexū
2 3 3 2 3 3 2 3 | ridge pole |
| 8. naachinaxagū
2 3 3 1 3 3 2 | rafter |
| 9. naantūnaxca
2 3 4 2 2 3 | it's made of (from) "naanū"
2 3 4 2 |
| 10. naatachiwewa
2 3 3 3 1 3 1 | on the gable end |
| 11. nax nūxū icuaxūca
2 3 3 3 3 1 2 3 | so we can know |
| 12. noxrū machane i naatapexe
1 3 3 1 3 3 4 3 3 3 3 3 | it's highest point |
| 13. űuguxacū
3 3 3 4 | sometimes |
| 14. ngaxūchixūgu
3 3 2 3 4 | in the center |

House Construction - Vocabulary (Cont.)

- | | |
|--|---|
| 15. ngexta inaxūchaxūxūwa
5 1 4 5 4 5 5 2 1 | to where we want to construct it |
| 16. omūta
23 3 2 | beams |
| 17. piraña
3 3 3 | under rafters |
| 18. tagatū
2 2 5 | we tie on the leaves |
| 19. tananugū
2 3 2 2 | we gather together |
| 20. tanatuatapexe
3 3 3 3 5 5 3 | we fasten it |
| 21. tanaxūlarū yurachixūa
2 3 4 5 3 3 5 2 5 5 | we make it's palm bark floor |
| 22. tayatogū
2 3 2 2 | we go for them |
| 23. tūxū nangutaquexegu
3 5 1 5 3 2 5 3 4 | they're gathered together |
| 24. tūxū ningu
3 5 1 2 3 3 | it's done |
| 25. tūxū yangugūgu
3 5 1 5 3 2 4 | we've brought them in |
| 26. waxachataxūgū
3 3 2 5 5 2 | long poles to fit over the posts |
| 27. yapa tamu
3 2 3 3 | we weave the mat (that fits over the ridge) |
| 28. yurachipanū
3 5 4 3 3 | palm bark slabs |

II. WŪCUCHACHIGA

(About the Venus Star)

Wūxi ya ngunexū wūxi ya yatū naxma tūxū inata i nāixneciwa. Rū
_{23 2 2 5 3 2 23 2 2 35 5 4 5 35 3 1 2 5 4 3 3 3 1 5}

yema tixūcumare. Rū dūxwa namāxā itarūxū ga wūcucha. Rū nattiri
_{1 4 2 23 4 3 3 5 2 1 23 2 3 4 2 3 23 2 3 2 5 5 5 2 5}

tama nūxū tacua ga ngoxo nax yixū. Rū naxūtawa tangu rū yexma
_{2 3 23 3 5 5 2 4 3 2 5 5 2 5 35 5 5 1 2 3 5 4 2}

tarūxū.
_{2 3 5}

Rū nayexma ta ga tūmamūcū ga ngobū. Rū ūxūwa tūxū namugū. Rū
_{5 2 4 2 5 2 35 4 5 3 2 4 2 5 4 3 1 35 3 2 4 2 5}

moxūaci dexawa tūxū namugū. Rū nūgūparawa tūxū nixūcuna nax tama
_{35 55 4 35 1 1 35 3 2 4 2 5 35 3 3 5 1 35 3 2 4 1 5 2 2 3}

nax taxigūxūca.
_{2 3 35 1 2 5}

Rū guxema ngobū duūxēmāxā nūxū tixū:-- Cuxca xna tauta tūxū na
_{5 35 4 2 4 2 5 3 4 2 3 35 3 2 3 2 5 5 1 2 5 35 3 2-}

Jai rū ngemaca nixū i dexawa tūxū namugūxū rū ūxūwa erū taxtūxū ta
_{5 5 3 4 5 25 2 4 35 1 1 35 3 5 4 1 2 5 4 3 1 3 2 4 2 5 2}

nixū i naa dexa-- Rū:-- Ngixā taxigū-- natarūgū ga ngobū.
_{25 2 4 2 4 35 1 5 15 3 2 35 2 2 2 3 5 4 4 2}

Rū wūxi ga nāixacūgu tanangagū ga tūmacuna. Rū yexguma taxigū.
_{5 23 2 4 35 3 5 2 2 3 5 2 2 35 4 1 5 5 2 2 2 2 3 35 2}

ABOUT THE VENUS STAR

One day a man left his wife in the forest. She entered there, and at last she encountered a "wūcucha". * She didn't know it was an animal. She arrived at his place, and stayed there.

She had a friend, a turtle. The wūcucha sent them for wood. The next day he sent them for water. He tied a string to his foot, and to them, so that they wouldn't escape.

The turtle said to the woman, "Don't fool yourself. Don't think that he isn't going to kill us. That's why he sent us for wood and for water. This water is to boil us in. Let's go," said the turtle.

They tied their strings to a small tree, and escaped.

* a tiger that could make himself look like a man, and then like a tiger again. His final act was to flee to the Venus Star where he is today.

ABOUT THE VENUS STAR - VOCABULARY

- | | |
|--|----------------------------------|
| 1. cuxcā ēxnā
3 5 5 1 | don't fool yourself |
| 2. dūxwa
2 1 | at last, finally |
| 3. guxema
35 4 2 | that one |
| 4. naixactigu
35 3 5 2 | on a little tree |
| 5. na na cutwa
3 3 3 1 | in the forest |
| 6. namaxā itarūxū
23 2 3 4 2 3 23 | she encountered, went along with |
| 7. nax tama nax taxigūxūca
2 2 3 2 3 35 1 2 5 | so that they wouldn't escape |
| 8. nayexma ta
2 4 2 5 | there was also |
| 9. ngoxo
4 3 | an animal or demon |
| 10. nūgūparawa
35 5 3 5 1 | on his leg |
| 11. tanangagū
2 3 5 2 | they tied it |
| 12. taxtūxū
4 2 5 | our liquid (water to cook us in) |
| 13. tixūcumare
2 23 4 3 3 | she just entered |
| 14. tīmacuna
35 4 1 5 | their strings |

About the Venus Star - Vocabulary

- | | |
|-------------------------------|---------------|
| 15. tūmāmūcū
35 4 5 3 | her companion |
| 16. tūxū inatā
35 3 1 2 5 | he left her |
| 17. tūxū nadai
35 3 2 5 | he kills us |
| 18. tūxū namugū
35 3 2 4 2 | he sent them |

III. ONANE ÜCÜ
35 5 5 4 3

(What the Fish Tree Did)

Nayexma ga wixi ga yatü ga ngue ücü. Rü nayachexe natürü yema na
2 4 2 2 23 2 2 35 5 2 35 3 4 3 5 2 3 4 3 5 2 5 2 2 35

tüchi ga guma näi rü chöxnixü inayaylixü. Rü guxüguma nawa naxü rü
5 4 4 35 4 35 5 23 1 5 4 2 5 5 2 2 5 1 2 4 3 23 1 2 23 5

nayachexe rü guxüguma chöxnimäxä inanguüxü ga yawanecüx. Rü düxwa
2 3 4 5 5 1 2 4 3 23 1 2 3 1 2 3 2 2 1 5 5 4 5 2 1

naxma nanadauxü. Rü yexguma marü nüxü nadauxgu ga yemaäcü nax
4 5 2 3 4 5 5 2 2 2 3 3 35 3 5 5 2 2 2 25 5 2

yixixü ga nax chöxnimäxä inanguüxü. Rü marü tama chöxnixü inaya
5 5 2 2 2 23 1 2 3 1 5 3 2 4 2 5 3 3 2 3 23 1 5 4 2 5

yiixü ga natüchi ga guma ngue. Rü nüma marü nüxü nacua ga tüxcüxü
5 2 2 35 5 5 4 35 4 35 3 5 35 4 3 3 35 3 2 5 2 5 2 5

tama noxrirüxü nax yixixü.
2 3 35 1 1 5 2 5 5 2

Rü marü nüxü ninguxma ga ngue rü tümamäxä nayatu ga natüwa. Rü
5 3 3 35 1 23 3 4 2 35 3 5 35 4 2 3 2 5 15 2 23 2 1 5

marü naxanacüwa nangu rü nagu tüxü nixüexëxë ga guma ngue. Rü nüx
3 3 35 3 3 5 1 2 3 5 23 4 35 3 25 35 3 2 3 4 35 4 35 3 5 5

ica tümamäxä nanangüegu. Rü tüxna nanauxachi ga guma ngue. Rü
2 1 35 4 2 3 2 3 25 5 5 35 5 3 35 2 2 4 35 4 35 3 5

nüxica nüma ga guma yatü rü werixü nixü. Rü natagu nayarüwa ga gu
5 2 1 35 4 4 4 3 35 5 5 5 1 5 25 2 5 23 2 4 2 5 3 5 4 35

ma ngue ga dexawa inangüxüwa. Rü tüma ga guxema nüxü dauxe rü nox
4 35 3 2 35 1 1 5 5 4 2 1 5 35 4 4 25 4 2 35 3 1 4 5 15

rü aixepewa tayexma ga nguewa ga dexawa. Rü nüma ga guma tümate
3 5 3 5 1 2 4 2 2 35 3 1 2 35 1 1 5 35 4 2 4 2 35 4 2

Onane Ücü (Cont.)

rü natagu natixü ga ngue.

5 23 2 4 2 23 3 4 35 3

Rü tuma rü taxaxu ga ngueärü aixepewa rü natarügü:--Pa yotachinü,

5 35 4 5 2 3 3 2 35 35 3 5 3 5 1 5 1 2 3 5 4 5 2 3 3

choxü inganaxü rü choxü nanadeyu naxümäxä taxaxu.

35 3 4 2 2 5 5 35 1 2 5 3 5 35 2 2 3 2 3 3

Rü tümamäxä nicha ga ngue rü natagu natixü rü tümamäxä inichax

5 35 4 2 3 2 4 4 35 3 5 23 2 4 2 23 3 5 35 4 2 3 4 23 4 —

wetaxü rü tuma tixaxunechigu. Rü düxwa tuxna nigoe rü yexguma ti

2 3 5 5 35 4 23 3 5 5 5 5 5 2 1 35 5 25 23 5 2 2 2 2 —

chaxwetaxü.

4 2 3 5

WHAT THE FISH TREE DID

There was a man who made canoes. He chopped, and the chips of the tree turned into fish. He always went there and chopped, and arrived in the afternoon with fish. At last his wife spied on him. Then, when she had seen how it was that he always arrived with fish, the chips of the canoe didn't turn into fish anymore. He knew why it wasn't the same as at the beginning.

When he had finished the canoe, he, with his wife, pulled it to the stream. When they arrived at the bank, he made her get into the canoe. Immediately it turned over with her. The canoe closed around her. The man turned into a bird; and sat upon the boat as it went floating in the water. She, the one who had spied, was inside the canoe in the water, and her husband sat on top of the canoe.

She cried from inside the canoe, and said, "My companion, open it for me, I'm cold," and with that saying she wept.

The canoe drifted with her, and her companion sat upon it as it drifted along with her. She cried as it went drifting downstream. At last he flew away from her, and she continued drifting.

WHAT THE FISH TREE DID - VOCABULARY

- | | |
|--|-----------------------------|
| 1. choxū̄ i nganaxū̄
35 3 4 2 2 5 | open it for me |
| 2. choxū̄ nanadeyu
35 1 2 5 3 5 | I'm cold |
| 3. chōxnimāxā̄
23 1 2 3 | with fish |
| 4. chōxnixū̄ inayayixū̄
23 1 5 4 2 5 52 2 | they turned into fish |
| 5. dexawa
35 1 1 | in/for the water |
| 6. duū̄xēmāxā̄
53 4 2 3 | with the person (woman) |
| 7. guma
4 2 | that one (animate object) |
| 8. guma
35 4 | that one (inanimate object) |
| 9. guxema
35 4 2 | that/the one |
| 10. inanguuxū̄xū̄
1 5 32 4 2 | he arrived (habitually) |
| 11. inanguū̄xū̄wa
5 5 4 2 1 | in it floating |
| 12. inichaxwetaxū̄
423 4 2 3 5 | it drifted along |
| 13. marū̄ nū̄xū̄ nadauxgu
3 3 35 3 5 5 2 | having seen it |
| 14. nanadauxū̄
2 3 4 5 | she spied on him |

What the Fish Tree Did - Vocabulary (Cont.)

- | | |
|----------------------------------|---------------------------------|
| 15. nanangüegu
2 3 25 5 | it turned over |
| 16. natagu
23 2 4 | top of round things like a log |
| 17. natuchi
35 5 5 | chips |
| 18. natüwa
23 2 1 | to the stream |
| 19. natixü
2 23 3 | he sat |
| 20. naxanacüwa
35 3 3 5 1 | to the bank |
| 21. nayachexe
2 3 4 3 | he chopped |
| 22. nayarüwa
2 5 3 5 | it sat upon it |
| 23. nayatu
2 5 15 | they pulled it |
| 24. naixacügu
35 3 5 2 | on a little tree |
| 25. nicha
2 4 | it drifted |
| 26. noxrirüxü
35 1 1 5 | like the beginning |
| 27. nüxü dauxe
35 3 1 4 | who had spied |
| 28. nüxü ninguxma
35 1 23 3 4 | for him ended the hollowing out |

What the Fish Tree Did - Vocabulary (Cont.)

- | | |
|-----------------------------|---|
| 29. nūxū̄ tixu | he told her |
| _{35 3 2 3} | |
| 30. naxū̄māxā̄ | with that saying |
| _{35 2 2 3} | |
| 31. ngue ūcū | canoe maker |
| _{35 3 4 3} | |
| 32. tarūxāū̄ | she stayed |
| _{2 3 5} | |
| 33. taxaxu | she cried |
| _{2 3 3} | |
| 34. tayexma | she was |
| _{2 4 2} | |
| 35. tichaxwetaxū̄ | she continued drifting |
| _{2 4 2 3 5} | |
| 36. tixaxunechigu | she cried as it went drifting
downstream |
| _{23 3 5 5 5 5} | |
| 37. tūmāmāxā̄ | with her |
| _{35 4 2 3} | |
| 38. tūmate | her husband |
| _{35 4 2} | |
| 39. tūxna nanaxachi | it closed on her |
| _{35 3 2 35 2 2} | |
| 40. tūxna nigoe | he flew away from her |
| _{35 5 25 2 3} | |
| 41. tūxū̄ nixū̄exē̄ | he made her get into it |
| _{35 3 25 35 3 2 3} | |
| 42. werixū̄ | turned into a bird |
| _{5 1 5} | |

What the Fish Tree Did - Vocabulary (Cont.)

43. yemaācū
2 25 5

how it was

44. yotachinū
5 2 3 3

my companion

IV. CARÜÄRÜ PURACÜCHIGA
2 2 5 3 3 3 2 5 5

(About Rubber Working)

Cumāxā ta nūxū chixu i wūxi i puracüārū ore yexguma Rafaelmāxā
23 2 3 2 35 3 3 3 4 23 2 4 3 3 25 3 23 2 2 2 2 3 3 2 2 3

chapuracūgu. Nūxū nayexma ya wūxi ya noxrū carūnecti. Rūi choxū
5 3 3 2 4 35 1 2 4 2 2 23 2 2 15 3 2 2 3 3 5 35 1

nanguchaxū ya yema nax chapuracūx. Rūi namāxā chidexachaxū ya ye
2 1 5 5 2 1 4 2 5 3 3 1 5 23 2 3 3 23 4 5 5 2 2-

ma Rafael. Rūi nūxū chacuaxchaxū chi wūxi ya puracū choxna naxax. Rūi
2 3 3 2 5 35 3 3 1 5 5 2 23 2 2 3 3 2 35 5 5 5 5

wūxi ya ngunexū yema naxūtawa chaxū. Cupa a Bixmamāxā yea taxī.
23 2 2 5 3 2 1 4 35 5 5 1 3 23 3 1 4 3 1 2 3 14 3 35

Rūi nūxna taca ya Rafael. Rūi nūma ya Rafael toxū nangaxū. Rūi--Martī
5 35 5 3 5 2 3 3 2 5 35 4 2 3 3 2 35 3 2 2 5 5 3 3

name--ñanarūgū a nūma i Rafael. --Natīrūi choxrū tiyurina rūi choxū
2 23 35 2 3 5 2 35 3 4 3 3 2 5 2 5 35 3 3 3 2 5 5 35 1

nataxu--ñanarūgū ā nūma ā Rafael. Natīrūi toma rūi namāxā nūxū tixu
2 2 3 35 2 3 5 2 35 4 2 3 3 2 5 2 5 3 4 5 23 2 3 35 3 3 3

nax toxū nayexmaxū ya toxrū. Rūi--Martī name--ñanarūgū i nūma i
2 35 1 5 4 2 2 2 35 3 5 3 3 2 23 35 2 3 5 4 35 4 4

Rafael. Rūi poracū tomāxā nataaxē. Rūi toxna naca. Rūi--ñuxgu ta
3 3 2 5 4 25 4 3 2 3 2 23 1 4 5 35 5 2 5 5 5 5 2

pepuracū?-- ñanarūgū i nūma.
3 3 3 2 35 2 3 5 4 35 4

Rūi namāxā nūxū tixu. Rūi--Ñama i yūxūgu tachocuega-- ñatarūgū i
5 23 2 3 35 3 3 3 5 23 4 2 35 3 4 3 23 4 1 5 1 3 3 5 4

toma. Rūi--Nūxū tayadaumare i estrada--ñatarūgū namāxā ā Rafael.
3 4 5 35 3 3 5 4 3 3 4 3 2 5 1 3 3 5 23 2 3 2 3 3 2

Carüärü Puracüchiga (Cont.)

Rü--Marü name--ñanarügü ā nūma ā Rafael.
 5 3 3 2 23 35 2 3 5 2 35 4 2 3 32

Rü yema ya ngunexügu tawoegu. Rü nuama Cacaoa arü wena taxī.
 5 2 2 2 5 3 2 4 3 55 5 5 14 3 3 25 1 3 5 1 4 3 35

Rü wüxi ya yüxü yexma arü tarücho. Rü nai ya yüxüwa nangu. Rü yex
 5 23 2 2 35 3 2 2 3 5 3 3 23 5 5 2 35 3 1 2 3 5 2 -

guma yemama taxī wüxi ya ngunexügu. Toxicataxma yea taxī. Rü taxa
 2 2 1 4 3 3 35 23 2 2 5 3 2 4 3 1 5 5 3 14 3 35 5 5 5

tayadaira ya nūma ya carüñecü rü ngexta nayexma. Rü natürü wüxi
 3 5 4 1 5 2 35 4 2 2 2 3 3 5 5 1 2 4 2 5 5 2 5 23 2

cana marü yema chaxü. Rü yema nüxü chadau ā yema carüñecü. Rü
 1 5 3 3 1 4 3 23 5 1 4 35 3 3 4 2 2 2 2 2 3 3 5

marü nüxü chacua ya ngexta nax nayexmaxü ya puracü. Rü yemaca ye
 3 3 35 3 3 5 2 5 1 2 5 4 2 2 2 3 3 2 5 2 2 5 1-

mama taxī. Natürü maneca nayaxüma. Tomaxexpü ya ngunexü yea
 4 3 3 35 5 2 5 3 15 5 2 2 2 3 3 1 3 5 2 5 3 2 14

tangügü. Rü yema itachou. Rü taxa tadau ya nama. Rü nüxü tayangau
 3 3 2 5 1 4 1 3 35 5 5 5 5 3 4 2 23 3 5 35 3 3 5 5

ya nama yema ya ngunexügu. Nüxü tacua ya ngexta nax nangexmaxü.
 2 23 3 2 2 2 5 3 2 4 35 3 3 5 2 5 1 2 5 4 2 2

Rü moxü ningune. Rü yema ya ngunexügu tanaxü ya wüxi ya ixacü. Ta
 5 35 5 25 5 5 5 2 2 2 5 3 2 4 3 3 4 4 23 2 4 23 3 5 3-

naxü ya wüxi ya toxrü ipataxacü yema nax tanaxüxüca ya yema toxrü
 3 4 4 23 2 4 35 3 23 2 3 3 5 1 4 2 3 3 4 2 5 2 2 2 35 3

puracü. Moxüñacü toxü ningu ya guma toxrü ipata.
 3 3 2 35 5 5 4 35 1 23 3 4 35 4 35 3 23 2 3

Cardüärü Puracüchiga (Cont.)

Rü yexgumatama taxa tadau ya nama ya ngexta nax yixixü. Rü moxiã
_{5 2 2 2 5 3 5 5 3 4 2 23 3 2 5 1 2 5 5 2 5 35 55-}

cü toxü name ya guxiã ya carümaxü. Itixugü ga cardü. Rü martü
_{4 35 1 2 23 2 1 2 3 2 2 2 3 5 3 3 3 5 2 2 2 5 3 3}

iyangu. Natürü yicüã itade yerü yexguma rü taxuxcüruwa yerü chix
_{1 2 3 5 2 5 15 42 2 3 3 35 2 2 2 2 2 5 2 2 2 2 1 2 2 15 -}

raxü ya towemüãã yema taxü. Rü nataxuma. Nataxuma ya toxrü õã.
_{3 2 2 3 3 5 2 3 1 4 3 35 5 2 2 3 3 2 2 3 3 2 35 3 23 5}

Yemacã paxama tawoegu.
_{2 2 5 3 5 3 3 55 5}

ABOUT RUBBER WORKING

I'm going to tell you a story about when I used to work for Raphael. He had a forest of rubber trees. I wanted to work there. I wanted to talk with Raphael to know if he would give me work. One day I went to his place. I went with my good friend, Victor. We asked Raphael, and he answered us. "Okay, but I don't have any tapping cups," said Raphael. He was very happy with us. He asked us, "When are you going to work?"

We told him, "We plan to enter into it this week. We're just going to check on the trail," we said to Raphael.

"Okay," he said.

That day we went home. We went back here to Cacao island again. We stayed there a week. The next week came, and then one day we went there. We went by ourselves. We went to check first in the rubber forest to see where it was. I had gone there one time before, and saw the rubber forest there; so I knew where the work was. That's why we went there, but it was a long way. It took us three days to get there. We disembarked, and looked for the trail. We found the trail that same day. We knew where it was. The next day dawned. That day we made a small hut. We made ourselves a little hut so that we could do our work there. The next day our house was finished.

From there we went to check on the trail to see where it was. The next day we had the rubber trail ready. We counted the rubber trees. They were sufficient. Later we started working them because it was impossible then, because we had come with just a little bit of food, and it was gone. Our food was gone. That's why we went home right away.

ABOUT RUBBER WORKING - VOCABULARY

- | | | |
|-----|----------------------------------|---------------------------------|
| 1. | Bixmamāxā
3 1 2 3 | with Victor |
| 2. | Cacaowa
3 2 5 1 | to Cacao Island |
| 3. | carūmaxū
2 2 3 5 | rubber trail |
| 4. | carūnecū
2 2 3 3 | forest of rubber trees |
| 5. | chi
2 | if |
| 6. | chixraxū
15 3 2 | a small amount |
| 7. | choxū nanguchaxū
35 1 2 1 5 5 | I wanted to |
| 8. | estrada
3 2 5 | regional Spanish "rubber trail" |
| 9. | itachou
1 3 35 5 | we disembarked |
| 10. | itade
? 3 35 | we worked them |
| 11. | itixugū
3 3 3 5 | we counted them |
| 12. | īpataxacū
23 2 3 3 5 | a small hut |
| 13. | īxactū
23 3 5 | a small hut |
| 14. | maru iyangu
3 3 1 2 3 | they were sufficient |

About Rubber Working - Vocabulary (Cont.)

15. $\overline{\text{naxaxa}} \overline{\text{chidexa}} \overline{\text{tixu}}$ 23 2 3 3 2 3 3 5	I wanted to talk to him
16. $\overline{\text{naxaxa}} \overline{\text{nixu}} \overline{\text{tixu}}$ 23 2 3 3 3 3 3	we told him
17. $\overline{\text{nax}} \overline{\text{tanaxuxuca}}$ 2 3 3 4 2 5	so that we could do it
18. $\overline{\text{nayaxuma}}$ 2 2 2 2	it was far
19. $\overline{\text{nayexma}}$ 2 1 2	there were
20. $\overline{\text{nuama}}$ 1 4 4	here
21. $\overline{\text{nixna}} \overline{\text{taca}}$ 3 5 3 5	we asked him
22. $\overline{\text{nixu}} \overline{\text{tayadaumare}}$ 3 3 3 5 4 3 3	we are going to check it
23. $\overline{\text{nixu}} \overline{\text{tayangau}}$ 3 3 3 5 5	we found it
24. $\overline{\text{puracuaru}} \overline{\text{ore}}$ 3 3 2 3 3 2 2	story about work
25. $\overline{\text{Rafaelmaxa}}$ 3 3 2 2 3	for Ralph
26. $\overline{\text{tachocuega}}$ 3 2 3 4 1 5	we plan to enter into it
27. $\overline{\text{tangugu}}$ 3 3 2	we arrived
28. $\overline{\text{tawoegu}}$ 3 5 5 5	we returned

About Rubber Working - Vocabulary (Cont.)

- | | |
|---------------------------------------|-----------------------------------|
| 29. taxa tayadaura
5 5 3 5 4 1 5 | we went to check it first |
| 30. tiyurina
3 3 2 5 | rubber cup (for collecting) |
| 31. tomāxā nataāxē
3 2 3 2 2 3 1 4 | he was happy with us |
| 32. towemūmāxā
3 3 5 2 3 | with food |
| 33. toxicataxma
3 1 5 5 3 | we only (just us) |
| 34. toxna naca
3 5 5 2 5 | he asked us |
| 35. toxū nangaxū
3 5 3 2 2 5 | he answered us |
| 36. yemaca
2 2 5 | that is why (in the past) |
| 37. yemama
1 4 3 | there at a distance (in the past) |
| 38. yexma
2 2 | there (in the past) |

V. YEMAĀCŪ NAGU ŌA CUEREĀRŪ PURACŪ
 2 2 3 4 2 3 3 3 5 3 3 2

(How Ferdinand's Work Ended)

Rī ta chanaguxēē ya noxri i uyexū ya yema ore. Rū yema īkwa nūxū
 5 2 3 3 2 2 3 2 3 1 4 3 2 2 2 2 2 2 3 2 5 1 4 2 3 1 3 1

nayexma ya to ya puracū. Rū nūxū nayexma ya otana nax chadauxū ya
 2 4 2 2 3 2 3 3 2 5 3 1 2 4 2 2 3 1 5 2 5 4 2 2

īkwa. Rū guxū ya exīwama nūkna chadau. Rī nayexma ya chawū. Rū
 2 3 1 5 2 2 4 2 1 3 3 5 5 2 4 5 3 4 2 4 5 2 5

nūkna chanaxā ya exīwa. Wūxi ya noxri poxeguxūchigūwa nayexma ya
 3 3 3 3 3 2 4 2 1 2 3 2 2 1 5 3 2 5 5 5 5 5 1 2 4 2 2

trēta ya ota. Rū to ya curarawa nūxū nayexma ya yexgumaxexpi ta. Rū
 2 3 5 2 3 1 5 5 2 3 3 3 1 3 1 2 4 2 2 2 2 2 2 5 5 5 5

to ya curarawa rū ta nayexma ya trēta ya noxri ota. Rū nūxū nayexma
 3 2 3 3 3 1 5 5 2 4 2 2 2 3 5 2 1 5 3 3 1 5 3 1 5 4 2

xū ya āgūmūcū ya noxri ota ya fino nūgū nax yadaixēxūca i nūma i
 2 2 3 2 5 3 2 1 5 3 3 1 3 2 3 5 3 5 2 5 5 2 3 5 2 5 4 3 4 4

sargentu.
 3 2 5

Nayexma ya wūxi ya naxrūxūxū ya duūxū. Marī nūxū icharūngūma ā
 2 4 2 2 2 3 2 2 2 3 2 4 2 2 5 3 2 3 3 3 3 4 3 3 4 3 2

taxacū nixī ya naega. Rū guxcūma ya yūxū yema naxī i naxūtawa. Rū
 3 2 2 3 5 2 2 3 1 5 3 3 3 2 3 3 1 4 2 3 4 3 5 5 1 5

nanaxīnūcaxwexēē ya guma ota oi ngexcūrūxūcū gana. Rū nanaxwae
 2 3 3 3 5 3 2 3 2 4 2 3 1 4 2 5 3 3 3 3 3 5 2 3 5 4

ya nax naganaxū ya nūma ya guma noxru ota. Rū naganaxgu ā nūma ā
 2 2 3 2 3 2 2 3 4 2 3 2 1 5 3 3 3 5 5 2 5 4 2 3 4 2

noxri ota rū nūxū nanaxūtānū. Marī yemagu nanagana.
 1 5 3 3 1 5 3 1 3 3 4 5 5 3 3 2 2 4 2 3 2 3 5

Yemaācū Nagu Ga Cuereārū Puracū (Cont.)

Rū sargentuārū ota rū nima[~]xnegu erū nayawigūpe[~]xe ya nūma. Rū me[~]a
 5 3 2 55 3 3 1 5 23 5 2 5 3 2 2 3 15 2 3 3 2 35 4 5 35 4

ucurūxūgū nixī ya napexe. Rū yema nixī ya nox[~]rū me ā nūma ā sargen
 3 5 1 5 2 25 2 2 35 5 3 5 3 4 25 2 2 15 3 23 2 35 4 2 3 2 -

tu ā guma nox[~]rū ota. Yema[~]ca nanachuxu. Rū yema nixī ya nox[~]rū ota.
 5 2 4 2 15 3 3 1 2 2 5 2 3 5 3 5 2 2 25 2 2 15 3 3 1

Rū nayexma ā wūxi ya rūbumaecū ya yexwaxca ya[~]cū ya ota. Papuyu
 5 2 4 2 2 23 2 2 3 35 35 3 5 2 1 5 4 3 2 3 1 3 2 5

nixī ya naega. Yematama nanaxinūca[~]wexē[~]xē ya wūxi ya otamaremā[~]xā.
 25 2 2 4 1 5 2 2 5 3 2 3 3 3 5 4 2 3 2 23 2 2 3 1 3 3 2 3

Rū nanagana.
 5 2 3 23 5

Rū yema[~]ca nixī ya guma ota ya meama choxna nūxū nadauxē[~]xē ya nū
 5 2 2 5 25 2 2 4 3 3 1 2 35 4 3 35 5 35 3 5 4 2 3 2 35

ma ya guma sargentu. Rū meama choxna nūxū nadauxē[~]xē. Rū nayexma
 4 2 4 2 3 2 5 5 35 4 3 35 5 35 3 2 4 2 3 5 2 4 2

ya nachica ya ngexta nax changagūxū. Rū yexma narūcho. Rū chūtaci
 2 23 1 5 2 5 1 2 5 5 1 2 5 4 2 2 3 23 5 2 3 4

rū naxpūxūgu chayamugūxū. Rū gūxūguma nūxna chadau ya exūwa. Rū
 5 23 1 5 4 3 5 4 2 4 5 1 2 4 3 35 5 3 4 2 4 2 1 5

wūxi ya ngunexū yema nangu ā wūxi ā yatū ya chautanūxū. Rū yema
 23 2 2 5 3 2 1 5 2 3 2 23 2 2 35 5 2 5 3 3 2 5 1 4

napuracū. Rū nanarūgū choxū:--¿ Taxacūrdū puracū nūxū nangexma i
 2 3 3 2 5 35 2 3 5 35 1 5 2 2 3 3 3 2 35 1 2 4 2 4

cux[~]rū cori i ngema naxū[~]tawa cupuracūxū?--nanarūgū i nūma i yatū.
 35 3 3 1 4 3 4 35 5 5 1 5 3 3 1 2 35 2 3 5 4 35 4 4 35 5

Yemaācū Nagu Ga Cuereārū Puracū (Cont.)

Rū chama rū ñacharūgū:--Awaxix. Tama nūxū chacua--ñacharūgū 1
 5 5 4 5 1 3 3 5 35 35 2 2 3 35 3 3 5 1 3 3 5 4

chamax. --Tama chamāxā nūxū nixu--ñacharūgū. Rū nūxna chaca ya
 5 4 2 3 5 2 3 35 3 23 3 1 3 3 5 5 35 5 3 5 2

nūma ya sargentu. Rū ñacharūgū nūxū: --¿Taxacū cuxū nangexma Pa
 35 4 2 3 2 5 5 1 3 3 5 35 3 5 2 2 35 1 2 4 2 4

Sargentu i cuxrū puracū i to?--ñacharūgū.
 3 2 5 4 35 3 3 3 2 4 5 1 3 3 5

Rū nūma choxū nangaxū. Rū ñanarūgti --¿Tūxcūxū nūxū cucuax
 5 35 4 35 3 2 2 5 5 35 2 3 5 5 2 5 35 3 3 1

chaxū?--ñanarūgū. Rū yexguma namāxā nūxū chixu. Rū--Marū name
 5 5 35 2 3 5 5 2 2 23 2 3 35 3 3 3 5 3 3 2 23

--ñanarūgū. Rū--¿Ngexū nixī i ngema yatū?--ñanarūgū. Rū:-- Cū
 35 2 3 5 5 5 2 25 2 4 3 4 35 5 35 2 3 5 5 2

nua naxū. Namāxā chidexachaxū erū choxū nangexma i wixi i puracū
 14 5 35 23 2 3 3 23 4 5 5 3 2 35 1 2 4 2 4 23 2 4 3 3 2

i ngema pastuwa i cuma nūxū cucua i ngexta nax yixixū--ñanarūgū.
 4 1 4 3 5 1 4 35 4 35 3 3 5 4 5 1 2 5 5 2 35 2 3 5

--Ngū--ñacharūgū.
 35 1 3 3 5

Rū:--Ngema nixī i wixi i puracū--ñanarūgū i nūma i sargentu. Rū
 5 3 4 25 2 4 23 2 4 3 3 2 35 2 3 5 4 35 4 4 3 2 5 5

yexguma yawanećūma ūanewa chaxū. Rū yema nūxū chadau wena. Rū
 2 2 2 1 5 5 4 3 35 5 1 3 23 5 1 4 35 3 3 4 1 5 5

namāxā nūxū chixu. Rū moxūñacūma exūwama yema naxū ya nūma.
 23 2 3 35 3 3 3 5 35 5 4 3 4 2 1 3 1 4 2 23 2 35 4

Yemaacū Nagu Ga Cuerearū Puracū (Cont.)

2 25 4 2 3 2 3 35 3 3 3 2

Rū :--Nuxmaxē Pa Sargentu--ñanarūgū.

5 4 1 4 4 3 2 5 35 2 3 5

--Nuxmaxē Pa Hijo--ñanarūgū i nūma i sargentu. --¿ Aixcūma icupu

4 1 3 4 235 35 2 3 5 4 35 4 4 3 2 5 4 2 2 4 5 3--

racūchaxūxū?--ñanarūgū.

3 2 5 3 2 35 2 3 5

--Ngū Pa Sargentu erū taxuwama chapuracū--ñanarūgū i nūma i

35 4 3 2 5 3 2 2 2 1 3 3 3 3 2 35 2 3 5 4 35 4 4

ngema yatū. Rū ngexguma nixī i namāxā nūxū nixu i noxrū puracū.

3 4 35 5 5 3 4 2 25 2 4 23 2 3 35 3 23 3 4 15 3 3 3 2

Rū namāxā nūxū chayariūxu i ngexta ta napuracū i nūmax. Rū yema.

5 23 2 3 35 3 3 5 3 3 4 5 1 2 2 3 3 2 4 35 4 5 1 4--

ma nūxna chataegu ya chamax.

3 35 5 3 15 5 2 5 4

Yema napuracū ā nūmax. Rū wūxi ya ngunexū rū wenama arū ichaya

1 4 2 3 3 2 2 35 4 5 23 2 2 5 3 2 5 1 5 3 3 5 1 3 5--

dau ā nūma ya yema yatū ā yema puracūxū. Rū nūxira chayamexēxē

4 2 35 4 2 2 2 35 5 2 1 4 3 3 1 2 5 35 1 5 3 5 23 2 2

ya nūma ya ota ya noxrū ā sargentu. Rū tocuchigu chibūwena yea

2 35 4 2 3 1 2 15 3 2 3 2 5 5 4 2 2 4 23 4 1 5 14

chaxū yerū naga nixī ya guma sargentu ā yema nax chaxūad yerū

3 23 2 3 35 3 25 2 2 4 2 3 2 5 2 1 4 2 5 35 2 2 2

ñanarūgū --¿ Naxtūxcū i taūx naguxū paxa i ngema puracū? ¿Tama

35 2 3 5 2 5 2 4 2 5 1 2 3 5 4 3 4 3 3 2 2 3

axna napuracū i ngema yatū?--ñanarūgū.

5 1 2 3 3 2 4 3 4 35 5 35 2 3 5

Yemaācū Nagu Ga Cuereārtū Puracū (Cont.)

2 25 4 2 8 2 3 35 3 3 3 2

--Awaxix Pa Sargentu. Tama ichayadau--.

35 35 2 4 3 2 5 2 3 1 3 5 4

--Yixctama rī cungeārd puracūxgu i nua rī iyadau--ñanarūgū i nūma.

15 43 3 5 5 7 5 3 3 3 25 4 4 14 5 1 5 4 35 2 3 5 4 35 4

Rū nawe charūxū ya nūma ya yatū ya yexguma. Natūrtū meama ichana

5 23 1 3 3 23 2 35 4 2 35 5 2 2 2 2 5 2 5 35 4 3 4 3 3-

ngagūxū ga guma ota. Rū nūxica yema chaxū. Rū yema changu. Rū

5 2 5 2 4 2 3 1 5 5 2 1 1 4 3 23 5 1 4 3 3 5

yexma ixmachixūgu nacamare i nūmax. Tama napuracū. Rū yema nūxū

4 2 35 4 2 5 4 2 3 3 3 4 35 4 2 3 2 3 3 2 5 1 4 35 3

chayadau ā tama nax napuracūx.

3 5 4 2 2 3 2 5 3 3 1

Rū nūxna chaca rī --¿Icupe?--ñacharūgū. Nūxna chaca.

5 35 5 3 5 5 1 3 23 1 3 3 5 35 5 3 5

--Tama. Nuxa charūngūmare--ñanarūgū.

2 3 4 4 3 3 5 3 3 35 2 3 5

Rū --Nanaxwae i sargentu i paxa nax naguxū i nāā puracū erū to

5 2 35 5 4 4 3 2 5 4 3 5 2 5 1 2 4 2 4 3 3 2 3 2 5

i puracū cuxna naxāchaxū--ñacharūgū i chamax. Rū ngexguma ngexma

4 3 3 2 35 5 2 3 5 5 1 3 3 5 4 5 4 5 3 4 2 4 2

charūxū. Rū ngema nūxū chadawenū. Paxaāchi naxūtagu charūxū i

3 3 5 5 1 4 35 3 3 4 3 3 3 5 2 2 35 5 5 4 3 3 5 4

chama i ngema yatū. Rū ngema paxaāchi tidexagū. Rū nangupetūma

5 4 4 3 4 35 5 5 2 4 3 5 2 2 3 23 4 2 5 2 3 2 5 3

dūxwa i ngora.

2 1 4 23 5

Yemaac̃ Nagu Ga Cuerear̃ Purac̃ (Cont.)
 2 25 3 2 5 2 3 35 3 3 3 2

Rū ngexguma chataegu ya yawanec̃ma. Rū ichangu i ngema īxwa.
 5 3 4 2 3 15 5 2 1 5 5 4 3 5 1 3 3 4 1 4 23 1

Rū natarūgū ā chiūra --Marū nachixe i ore--natarūgū i tūmax.
 5 1 2 3 5 4 3 3 5 3 3 2 35 4 4 23 2 1 2 3 5 4 35 4

--¿Erū naxtūxcū Pa Chiūra?--nacharūgū.
 3 2 2 5 2 4 3 3 5 1 3 3 5

--Nuxma ta tūxū nadai i sargentu. Rū, ācū, wūxi i noxrū ota i
 5 2 2 35 3 2 4 4 3 2 5 5 2 2 23 2 4 15 3 3 1 4

fino marū nichaixetū--natarūgū ā tūma ā chiūra. --Niwēxū. ¿Tama
 23 5 3 3 25 15 2 5 1 2 3 5 2 35 4 4 3 3 5 23 5 5 2 3

ēxna icunangaxū?--natarūgū.
 5 1 4 3 3 5 5 1 2 3 5

--Marū chire ichangagūxū Pa Chiūra--nacharūgū. --Meama nixī--
 3 3 2 5 4 3 5 2 5 4 3 3 5 1 3 3 5 35 4 3 25 2

Rū:--Wūxi niwēxū. Ngema yagūā i ota i sargentu chuxuchixūma
 5 23 2 25 5 5 3 4 23 5 5 4 3 1 4 3 2 5 5 1 4 2 3

nixī i wāixetūxū--natarūgū. Charūmaachimare i chama i ngexguma.
 25 2 4 5 2 3 2 1 2 3 5 3 3 25 2 3 3 4 5 4 4 3 4 2

Rū ichayadau i ngexguma. Rū aixcūmaxūchi nixī i nichaixetū. Na
 5 1 3 5 4 4 3 4 2 5 4 2 2 1 4 25 2 4 25 15 2 5 2

ngexetūmare.
 2 2 5 3 3

Rū yexgumatama nayawane. Rū inangu i nūma i sargentu. Rū na
 5 2 2 2 5 3 2 1 5 5 5 1 2 3 4 35 4 4 3 2 5 5 23

maxā nūxū tixū ā chiūra. Rū:--Marū nachixe i wūxi i cuxrū ota--
 2 3 35 3 23 3 4 3 3 5 5 3 3 2 35 4 4 23 2 4 35 3 3 1

Yemaāctī Nagū Ga Cuereārū Puracū (Cont.)

ñatarūgū. Rī ngexguma i chama rī yea curarawa changexma i cha
_{1 2 3 5 5 3 4 2 4 3 4 5 14 3 3 3 1 3 4 2 4 5-}

max. Rī ngema naxū i sargentu.
_{4 5 1 4 2 23 4 3 2 5}

Rī --¿Ngexū nixī i ota?--ñanarūgū.
_{5 5 2 25 2 4 3 1 35 2 3 5}

--Ñaa nixī Pa Sargentu.--
_{24 25 2 4 3 2 5}

Rī --¿Ngexta cunxexma i cuma i tama nūxna cūdauxū i ñaa choxrū
_{5 5 1 3 4 2 4 6 4 4 2 3 35 5 5 4 2 4 24 35 3}

ota?--ñanarūgū. Choxū nima i ngexguma i sargentu. Rī tomaxepū
_{3 1 35 2 3 3 35 3 25 5 4 3 4 2 4 3 2 5 5 3 1 5 5}

i pegūchiwe choxna naxā. Choxū napechiwe. Tomaxepū cūna choxū
_{4 1 5 1 3 35 5 2 3 35 3 2 1 1 3 3 1 5 5 1 5 35 3}

nidagū i nūma i naxmexmāxā. Rī ngexguma rī -- Cu cūchixūwama
_{25 2 5 4 35 4 4 23 5 2 3 5 3 4 2 5 2 23 2 5 1 3}

naxū i nūxmax. Tama marū nua chacuxwae ertū tama mea choxū
_{5 23 4 5 2 2 3 3 3 14 3 35 6 4 3 2 2 3 35 4 35 1}

nūxna cūdau i ñaa choxrū ota.--ñanarūgū i nūma i sargentu.
_{35 5 3 4 4 24 35 3 3 1 35 2 3 5 4 35 4 4 3 2 5}

--Tama marū nua cūxū chadauxchaxū--ñanarūgū i nūmax. Rī yexma
_{2 3 3 3 14 35 3 3 4 5 5 35 2 3 5 4 35 4 5 4 2}

nagū ā guxūma.
_{2 5 2 1 2 3}

Rī choxna nanaxā ā doce pesumare ā nūma ā sargentu. Rī yex
_{5 35 5 2 3 3 2 2 5 23 5 3 3 2 35 4 2 3 2 5 5 2 -}

Yemaacū Nagu Ga Cuereārū Puracū (Cont.)

2 25 3 2 5 2 3 35 3 3 3 2

ica nixī ya choxna naxā. Yexicataā nixī ya yema choxrū puracū ā yema

2 1 25 2 2 35 5 5 5 2 2 1 5 3 25 2 2 2 2 35 3 3 3 2 2 1 4

choxū mexū ya noxri. Rū yema yatūgagumare nixī ya nax nachixexū ya

35 1 35 2 2 35 1 5 2 2 35 5 5 4 3 3 25 2 2 2 5 35 4 2 2

yema choxrū puracū.

2 2 35 3 3 3 2

HOW FERDINAND'S WORK ENDED

I'm going to finish that first story I told. He had another work in that house. He had chickens that I took care of. Each morning I took care of them. There was corn. I gave it to them in the morning. There were thirty chickens in one of his pens. In another he had the same amount also. In another pen there were thirty of his chickens also. The sergeant had four fighting roosters for fighting.

There was another man like him. I've forgotten what his name was. Every Sunday he [the sergeant] went to his the [other man's] place. He made the roosters fight to see which one would win. He wanted his own rooster to win, and when it won he [the other man] paid him. That's how it happened [winning].

The sergeant's roosters had long spurs because he sharpened them to points. They were sharpened like needles. Those roosters were the sergeant's "pride and joy". That's why he prohibited anyone touching them. That's how his roosters were.

There was one rooster that was the youngest of all, just recently developed. His name was Papuyu. That one had fought with an ordinary chicken, and he won.

The sergeant urged me to take extra care of those roosters. He urged me to take very good care of them. There was "their place" where I staked them out. They stayed there. I put them back in their pens at night. I always took care of them in the morning. One day a man, one of my people, arrived. He worked there. He said to me, "What kind of work does your boss have there at his place where you are working?" Thus said the man.

And I said, "Ah I don't know", I said. I asked the sergeant. I said, "What other kind of work do you have Mr. Sergeant?"

He answered me, saying, "Why do you want to know?" and I told him. "Okay", he said. "Where is the man? Let him come here. I want to talk with him because I have work in the pasture. You know where it is."

"Yes," I said.

How Ferdinand's Work Ended (Cont.)

"That's a job," said the sergeant. In the afternoon I went visiting, and I saw him [the man] again. I told him, and another day, in the morning, he went there [to the sergeant's].

"Good morning, Mr. Sergeant," he said.

"Good morning, my son," the sergeant said. "Is it true that you want to work?" he said.

"Yes, Mr. Sergeant, because I'm not working anywhere," the man said. Then he [the sergeant] told him of his work. I went with him to tell him where he was going to work, and returned from there.

He worked there, and one day I went to check on him. First of all I went to take care of the sergeant's roosters. At noon, after eating, I went there because the order of the sergeant was that I go there. He had said, "What's the matter that that work hasn't finished quickly? Isn't that man working?" he said.

"Ah, Mr. Sergeant. I didn't go to see."

"Later on, when you don't have any work here, go and check," he said. I followed after the man then (but I tied up those roosters very well, and afterwards I went there). I arrived, and there he was, just lying on the floor. He wasn't working. I saw there that he wasn't working.

I questioned him. "Are you sleeping?" I said. I asked him.

"No. I'm just resting here, he said.

"The sergeant wants this work finished up quickly because he wants to give you another job," I said. Then I stayed there. I watched him there. I stayed for just a short time where the man was, and we talked just a little. Finally the hour had passed.[it had gotten late].

In the afternoon I went home. I arrived at the house and the lady said, "I've got bad news," she said.

How Ferdinand's Work Ended (Cont.)

"What's happened, my lady?" I said.

"Now the sergeant is going to beat us. One of his fighting roosters has a punctured eye," she said. "It got loose. Didn't you tie them up?" she said.

"I tied them up before, my lady," I said. "It was [done] very well."

"One got loose. That old rooster that the sergeant forbade touching is the one that has the pierced eye," she said. I just kept quiet then. Then I went out to see, and truly it had a pierced eye. He was blind.

Then it was late afternoon, and the sergeant arrived. The lady told him. "One of your roosters is damaged," she said. I was out by the pens then, and the sergeant went out there.

"Where is the rooster?" he said.

"This is the one, Mr. Sergeant.

"Where were you that you didn't take care of this rooster of mine?" he said. The sergeant hit me then. He gave me three slaps across the face. He slapped me. He hit me three times with his hand (fist). Then he said, "Well, get going home right now. I don't want you any more because you didn't take good care of this rooster of mine," the sergeant said. "I can't want to see you any more," he said. And that was the end.

The sergeant gave me just twelve pesos. That's all he gave me. That was all there was to my work that I liked so well at the beginning. It was just that man's fault that my work turned out badly.

-HOW FERDINAND'S WORK ENDED - VOCABULARY

1. ¿Aixc̄t̄ima icupurac̄t̄ichax̄t̄ix̄t̄i? Is it true that you want to work ?
4 2 2 4 5 3 3 2 5 3 2
2. cuchix̄t̄iwama nax̄t̄i get going home
23 2 5 1 3 5 23
3. curarawa in a pen
3 3 3 1
4. cux̄t̄i chadaux̄chax̄t̄i I want to see you
35 3 3 4 5 5
5. chacux̄wae I want you
3 35 54
6. chanagux̄x̄e I finish
3 3 5 2 3
7. changaḡix̄t̄ix̄t̄i I staked them out
5 5 1 2
8. char̄t̄imaachimare I just kept quiet
3 3 233 2 3 3
9. chautan̄t̄ix̄t̄i one of my people
5 3 3 2
10. chayamuḡt̄ix̄t̄i I put them
3 5 4 2 4
11. chib̄t̄iwena after eating
234 1 5
12. chox̄na n̄t̄ix̄t̄i nadaux̄x̄e he urged me to take care of them
35 5 35 3 5 4 2 3
13. chox̄t̄i nangax̄t̄i he answered me
35 3 2 2 5
14. chox̄t̄i nidaḡt̄i he hit me (with fist)
35 3 25 2 5

-How Ferdinand's Work Ended -- Vocabulary (Cont.)

- | | |
|------------------------------------|---|
| 15. chox̄ū nima
36 3 25 5 | he hit me |
| 16. chuxuchix̄ūma
5 1 4 2 3 | that "forbidden to touch" one |
| 17. doce pesumare
2 5 23 5 3 3 | just 12 pesos (Spanish numeral,
Portuguese "peso") |
| 18. ex̄ūwama
4 2 1 3 | in the morning (in the past) |
| 19. fino
23 5 | a good breed (Spanish "fino") |
| 20. gana
23 3 | to win (from Spanish "ganar") |
| 21. guxc̄ūma
5 3 3 | every (week) |
| 22. hijo
23 5 | son (Spanish "hijo") |
| 23. icunangax̄ū
4 3 3 5 5 | you tied it |
| 24. ichanangaḡix̄ū
4 3 3 5 2 5 | I tied them up |
| 25. ichayadau
1 3 5 4 | I go to see |
| 26. iyadau
1 5 4 | go and see |
| 27. ix̄wa
23 1 | in the house |
| 28. ix̄machix̄ūgu
36 4 2 5 4 | on the floor |

How Ferdinand's Work Ended - Vocabulary (Cont.)

29. nacamare 2 3 3 3	he just lay (there)
30. naga 35 5	his order
31. nagu 2 5	it ended
32. nanagana 2 3 23 5	he won
33. nanaxinūcaxwexēxē 2 3 3 3 5 5 2 3	he made them fight
34. nangexetūmare 2 2 2 5 3 3	he was just blind
35. nangupetūma 2 3 2 5 3	it passed
36. napexe 35 5 3	his spurs
37. naxmexmāxā 23 5 2 3	with his hand
38. nax naganaxū 2 5 23 3 2	that he win
39. naxpūxūgu 23 1 5 4	in their pen
40. naxrūxūxū 23 2 4 2	like him
41. nayawigūpexe 2 3 13 2 5 3	he sharpened his spurs to points
42. ngexcūrūxūcū 5 3 2 4 3	which one

How Ferdinand's Work Ended - Vocabulary (Cont.)

- | | |
|--|-----------------------------|
| 43. ngexta cun ⁵ gex ¹ ma i cumax ^{3 4 2 4 5 4} | where were you |
| 44. n ²⁵ ich ¹⁵ aix ² ett ⁵ i | he has a pierced eye |
| 45. ni ²³ max ⁵ negu ^{2 5} | they were long |
| 46. ni ²⁵ w ⁵ x ⁵ ū | it got loose |
| 47. noxri i uyexū ^{35 1 4 3 2 2} | first one told |
| 48. nūgū ^{35 5} nax yadaixexēaxūca ^{2 5 5 2 35 2 5} | in order to make them fight |
| 49. nūxna chanaxā ^{35 5 3 3 3} | I gave it to them |
| 50. nūxū ^{35 3} chadawentū ^{3 4 3 3} | I watched him |
| 51. nūxū ^{35 3} chayarūxu ^{3 3 3 3} | I went to tell him |
| 52. nūxū ^{35 1} nayexma ^{2 4 2} | he had |
| 53. ñacharūgū ^{1 3 3 5} nūxū ^{35 3} | I said to him |
| 54. ñanarūgū ^{35 2 3 5} choxū ^{35 1} | he said to me |
| 55. oi ^{4 2} | whether |
| 56. otamaremaxā ^{3 1 3 3 2 3} | with an ordinary chicken |

How Ferdinand's Work Ended - Vocabulary (Cont.)

57. otana nax chadaux̄[̄]
_{3 1 5 2 5 4 2} chickens that I watched
58. pastuwa
_{2 5 1} in the pasture (from regional Spanish)
59. pegūchiwe
_{1 5 1 3} slaps on the face
60. poxeguxūchigūwa
_{2 5 5 5 5 5 1} in the pen
61. rūbumaecū
_{3 35 35 3} the youngest
62. trēta
_{23 5} thirty (Spanish numeral "treinta")
63. tūxū nadai
_{35 3 2 4} he'll beat us
64. ucurūxūgū
_{3 5 1 5 2} like needles
65. wāixetūxū
_{5 2 3 2} pierced eye
66. yacū
_{4 3} grown one
67. yatūgagumare nix̄[̄]
_{35 5 5 4 3 3 25 2} it was just the man's fault
68. yexgumaxexpū
_{2 2 2 5 5} the same number
69. yexica
_{2 2 1} that was all
70. yexicataā nix̄[̄]
_{2 2 1 5 3 25 2} that was all there was to it
71. yexwaxca
_{2 1 5} recently (in the past)

I. SENTENCE STRUCTURE

There are three main types of Independent Clauses: *

- A. Declarative
- B. Query **
- C. Imperative

Each of the above three types is further divided into

- 1. Transitive
- 2. Intransitive

and again divided as follows:

(Transitive)

- a) Simple Transitive Action: (chanacue "I shoot it")
_{3 3 5}
- b) Desiderative: (chanaxwae "I want it") **
_{3 35 54}

(Intransitive)

- a) Intransitive Action or Description: (chapuracü
 "I work" chame "I am good")
_{3 23}
- b) Being: (cori chixi "I am a gentleman")
_{3 1 25 2}
- c) Location: (chatüregu "I am in the port")
_{3 3 5 4}
- d) Ownership: (chaxāpata "I have a house")
_{3 3 2 3}

* Independent Clause may also consist of an interjection or response of various types, all of which are termed Fragments. (dicax "Look.")

** The term Query implies "a question for corroboration of facts (such as 'You did it?', 'He bought it?')", rather than just a "When? Where? Why? type of question (Interrogative)".

*** The Disiderative contrasts with Simple Transitive action when Free Form Object occurs: nūxū chacua.
_{35 3 3 5}

There are six types of Dependent Clauses:

- A. Causal: ($\underset{3}{e}r\underset{2}{t}\underset{3}{i}$ $\underset{3}{c}h\underset{2}{a}m\underset{23}{e}$ "because I am good")
- B. Conditional: ($\underset{3}{e}r\underset{2}{t}\underset{3}{i}$ $\underset{35}{c}h\underset{3}{a}m\underset{35}{e}x\underset{4}{g}u$ "if I am good")
- C. Adverbial: ($\underset{35}{a}$ $\underset{2}{n}a\underset{5}{x}$ $\underset{35}{c}h\underset{2}{a}m\underset{2}{x}\underset{5}{i}\underset{5}{c}\underset{5}{a}$ "in order that I be good")
- D. Relative: ($\underset{35}{a}$ $\underset{5}{n}\underset{5}{u}x\underset{5}{a}\underset{5}{c}\underset{14}{i}$ $\underset{3}{y}e\underset{23}{a}$ $\underset{3}{c}h\underset{23}{a}x\underset{3}{u}$ "how I went there")
- E. Narrative Referential: ($\underset{4}{i}$ $\underset{5}{c}h\underset{35}{a}m\underset{4}{e}x\underset{4}{g}u$ "about when I was good")
- F. Quote: ($\underset{1}{n}\underset{3}{a}c\underset{3}{h}\underset{5}{a}r\underset{5}{t}\underset{5}{i}$ $\underset{3}{g}\underset{5}{i}$ "thus I said")

In most Ticuna sentences, the basic form is a Minimum Independent Clause (usually just a single verb):

$\underset{3}{c}h\underset{3}{a}p\underset{3}{u}r\underset{2}{a}\underset{2}{c}\underset{2}{i}$ I work $\underset{3}{c}h\underset{2}{i}d\underset{2}{e}x\underset{4}{a}$ I talk

Minimal Independent Clause sentences may be expanded by the addition of optional affixes:

$\underset{3}{c}h\underset{3}{a}n\underset{3}{a}p\underset{3}{u}r\underset{3}{a}\underset{3}{c}\underset{2}{i}\underset{2}{x}\underset{2}{e}\underset{3}{x}\underset{3}{e}$ I cause him to work

Minimal Independent Clause sentences may also be expanded by the addition of other words expressing conjunction, location, time, etc.

$\underset{5}{R}\underset{5}{i}$ $\underset{3}{D}\underset{2}{i}t\underset{35}{i}c\underset{1}{h}\underset{1}{i}a\underset{1}{w}a$ $\underset{3}{c}h\underset{3}{a}p\underset{3}{u}r\underset{3}{a}\underset{2}{c}\underset{2}{i}$ $\underset{35}{a}$ $\underset{1}{y}a\underset{5}{w}a\underset{5}{n}e\underset{5}{c}\underset{5}{i}$

In Leticia I worked in the afternoon.

Complex Expansions are formed when a dependent clause is added to the independent clause:

$\underset{3}{c}h\underset{3}{a}p\underset{3}{u}r\underset{2}{a}\underset{2}{c}\underset{2}{i}$ $\underset{3}{e}r\underset{23}{t}\underset{23}{i}$ $\underset{3}{c}h\underset{23}{a}m\underset{23}{e}$ I work because I am good

(The independent clause is $\underset{3}{c}h\underset{3}{a}p\underset{3}{u}r\underset{3}{a}\underset{2}{c}\underset{2}{i}$ "I work", and the

dependent clause is $\underset{3}{e}r\underset{2}{t}\underset{3}{i}$ $\underset{35}{c}h\underset{23}{a}m\underset{23}{e}$ "because I am good".)

Compound Expansions are formed when an independent clause is joined to another independent clause by a connective; or when the independent clauses are connected by a conjunction without the speaker pausing to take a new breath:

inangu i Ditichiawa ne naxū̄
1 2 3 4 3 2 35 1 1 2 23

(the connective is i)
4

chapuracū rī chapuracū
3 3 3 2 5 3 3 3 2

(the conjunction is rī)
5

He arrived; he
came from Leticia.

I work and work

Compound-Complex Expansions are formed when two independent clauses are joined by a connective and followed by a dependent clause:

inangu i Ditichiawa ne naxū̄ erū nataiya
1 2 3 4 3 2 35 1 1 2 23 3 2 2 5 5

He arrived; he came from Leticia because he was hungry.

II. NOUN CLASSIFICATION

Ticuna nouns are divided into seven classes:

N_1 nouns are free nouns that may take suffixes: \times

tara machete
_{3 1}

N_2 nouns consist of verb stem plus nominalizer suffix such as -cü, -xü, etc.:

mecü good one (name it is good)
_{23 2 2 23}

N_3 nouns consist of bound pronoun stem plus suffix: $\times\kappa$

nüxü him (object) (nü- him)
_{35 3 25}

Examples indicating various persons:

(Subjects)

chamax / chomax	I
_{5 4 5 4}	
cumax	you (sing.)
_{5 4}	
nümax	he / she / it (general)
_{35 4}	
yimax	he (distant)
_{4 2}	
yixemax	he (previously referred to)
_{35 4 2}	
tümax	he / she / it (familiar)
_{35 4}	
ngimax	she
_{5 4}	
yixemax	we (incl.)
_{5 4 2}	
tomax	we (excl.)
_{3 4}	
pemax	you (pl.)
_{3 4}	
nümagü	they
_{35 4 2}	

\times Free nouns are those nouns which do not need an affix to complete their meaning. (tara machete)
_{3 1}

$\times\kappa$ Bound pronouns are similar to bound nouns in that they do not occur without an affix.

(Objects)

choxĩ _{35 3}	me
cuxĩ _{35 3}	you (sing.)
nĩxĩ _{35 3}	him/ her/ it (general)
yimaxĩ _{4 2 2}	him (distant)
yixemaxĩ _{35 4 2 2}	him (previously referred to)
tĩxĩ _{35 3}	him/ her/ it (familiar)
ngixĩ _{35 3}	her
tĩxĩ _{35 3}	us (incl.)
toxĩ _{35 3}	us (excl.)
pexĩ _{35 3}	you (pl.)
nĩxĩ _{35 3}	them

N₄ nouns consist of location nouns that do not take location suffixes -wa₁ or -gu₄:

ngema_{1 4} there

N₅ nouns consist of prefix plus bound noun stem: *

napata_{23 2 3} his house (-pata_{2 3} house)

Examples indicating various persons:

chapata_{5 2 3} / chopata_{5 2 3} my house

cupata_{23 2 3}, cumtĩcĩ_{35 5 3} your (sing.) house, your (sing.) companion

* **Bound nouns** are those nouns which must take some affix to complete their meaning. In Ticuna thinking, there are some items such as various body parts, relatives, etc. that must have an owner or belong to someone. Thus, one must use a prefix such as na- "his" when referring to a bound item such as -para_{3 5} "leg".²³

napata, naega 23 2 3 4 1 5	his/ her/ its (general) house, his name
yimapata 4 2 2 3	his (distant) house
yixenapata 35 4 2 2 3	his (previously referred to) house
tumapata 35 4 2 3	his/ her/ its (familiar) house
ngipata 23 2 3	her house
tapata 2 2 3	our (incl.) house
topata 3 2 3	our (excl.) house
pepata 35 2 3	your (pl.) house
napata 35 2 3	their house

N₆ nouns consist of:

- (1) bound pronoun stem plus possessive suffix -xri:₃

noxri_{15 3} his (no-₁₅ him)

Examples indicating various persons:

choxri _{35 3}	my
cuxri _{35 3}	your (sing.)
noxri _{15 3}	his/ hers/ its (general) *
ngixri _{35 3}	her
toxri _{35 3}	our (incl.)
toxri _{35 3}	our (excl.)
pexri _{35 3}	your (pl.)
noxri _{15 3}	their

* See Section (2) p. 361 for examples of third person (familiar) third person (distant), and third person (previously referred to).

(2) noun stem plus possessive suffix $\bar{\text{a}}\text{r}\bar{\text{u}}_3$:

$\text{yat}\bar{\text{i}}\text{a}\bar{\text{r}}\bar{\text{u}}_3$ man's ($\text{yat}\bar{\text{i}}_3$ man)

Also included are three pronoun stems consisting of prefix plus suffix $-\text{ma}_2/ -\text{ma}_3$ plus possessive suffix $\bar{\text{a}}\text{r}\bar{\text{u}}_3$:

$\text{t}\bar{\text{i}}\text{ma}\bar{\text{a}}\bar{\text{r}}\bar{\text{u}}_3$ his/ hers/ its (familiar)

$\text{y}\bar{\text{i}}\text{ma}\bar{\text{a}}\bar{\text{r}}\bar{\text{u}}_3$ his (distant)

$\text{y}\bar{\text{i}}\text{xema}\bar{\text{a}}\bar{\text{r}}\bar{\text{u}}_3$ his (previously referred to)

N₇ nouns are free nouns that do not occur with affixes:

taxa_3 for it

III. VERB CLASSIFICATION

Ticuna verbs are divided into five main classes: 1, 2, 3, 4, and 5. The class to which a particular verb stem belongs depends mainly on the relation of the verb stem to:

- the individual sets of person prefixes
- the person referential prefix $r\ddot{u}$ -₃
- the affixal objects na -₃/ ya -₃/ ya -₅ "third person indefinite" (the one that), or the special affixal objects used for Class V.
- the separate-word objects, of which the following are examples:
 $chox\ddot{u}$ _{35 3} me; $cux\ddot{u}$ _{35 3} you (sing.); $n\ddot{u}x\ddot{u}$ _{35 3} he/she/it (general);
 etc.

The three individual sets of person prefixes used in declarative sentences are as follows:

	prefix set (1)	prefix set (2)	prefix set (3)	
$chama$ _{5 4}	cha - ₃	chi - ₃	chi - ₃₅	I
$cuma$ _{5 4}	cu - ₃	qui - ₃	qui - ₃₅	you (sing.)
$n\ddot{u}ma$ _{35 4}	na - ₂	ni - ₂₃	ni - ₂₅	he /she/it (general)
$yima$ _{4 2}	na - ₂	ni - ₂₃	ni - ₂₅	he (distant)
$yixema$ _{35 4 2}	ta - ₂	ti - ₂₃	ti - ₂₅	he (previously referred to)
$t\ddot{u}ma$ _{35 4}	ta - ₂	ti - ₂₃	ti - ₂₅	he/she/it (familiar)
$ngima$ _{5 4}	i - ₃	iya - _{3 3}	iya - _{3 3}	she
$yixema$ _{5 4 2}	ta - ₂	ti - ₂₃	ti - ₂₅	we (incl.)
$toma$ _{3 4}	ta - ₃	ti - ₃	ti - ₃₅	we (excl.)
$pema$ _{3 4}	pe - ₃	pi - ₃	pi - ₃₅	you (pl.)
$n\ddot{u}mag\ddot{u}$ _{35 4 2}	na - ₂	ni - ₂₃	ni - ₂₅	they

Four of the five main classes previously mentioned may also be divided into two or three subclasses on the basis of the type of object used; i.e. affixal, or separate-word. Verb stems in:

subclass a) do not occur with object; *
 subclass b) occur with separate-word objects; **

subclass c) occur with affixal objects to refer to third person indefinite, and separate-word object to refer to other persons.

Verb stems are indicated by underscore. Affixal objects are enclosed in parenthesis. See chart p. 364.

* An exception is made when the causative is added.

nũxĩ cha(na)puracũxẽxẽ I cause him to work
 3 3 3 3 2 2 3

** The object word is omitted when English reflexive meaning is intended.

chadau I am seen
 3 4

VERB CLASSES

	1.	2.	3.	4.	5.
a)	<p>chapuracū <u>3 3 3 2</u> I work</p>	<p>chidora <u>3 3 3</u> I lie</p>	<p>chica <u>35 5</u> I call</p>	<p>chartingū <u>3 3 5</u> I rest</p>	<p>cha(nax)wae <u>3 35 5 1</u> I it want</p> <hr/> <p>cha(tara)wae <u>3 3 1 5 4</u> I machete want</p>
b)	<p>nūxū chadau <u>35 3 3 4</u> it I see</p>	<p>nūxū chi <u>35 3 3-</u> it I</p> <p>ngogū <u>2 5</u> touch</p>		<p>nūxū chartū <u>35 3 3 3-</u> it I</p> <p>ngūma <u>4 3</u> forget</p>	
c ₁)	<p>cha(na)cue <u>3 3 5</u> I it shoot</p>	<p>cha(ya)cu <u>3 3 5</u> I it hide</p>	<p>cha(ya)ma <u>3 5 5</u> I it kill</p>		
c ₂)	<p>nūxū chacue <u>35 3 3 5</u> him I shoot</p>	<p>nūxū chicu <u>35 3 3 5</u> him I hide</p>	<p>nūxū chima <u>35 3 35 5</u> him I kill</p>		

PERSON PREFIXES WITH VERBS IN QUERY SENTENCES *

		1.	2.	3.	4.	5.
	chama 5 4	chapuracti(x) 5 3 3 1	chidora(x) 3 3 5	chica(x) 1 1	chartingũ(x) 5 3 3	chanaxwae(x) ** 5 35 5 4
	cuma 5 4	cu- 5	qui- 3	qui- 1	cu- 5	cu- 5
	nũma 35 4	na- 5	ya- 5	ya- 5	na- 5 HNK	na- 5
	yima 4 2	na- 5	i- 3	i- 5	---	na- 5
	yixema 35 4 2	ta- 5	i- 3	i- 5	---	ta- 5
a)	tũma 35 4	ta- 5	ti- 3	ti-/ti- 1 5	ta- 5	ta- 5
	ngima 5 4	na- 3	ya- 3	ya- 5	na- 3 HNK	na- 3
	yixema 5 4 2	i- 5	i- 5	i- 5	---	i- 5
	toma 3 4	ta- 3	ti- 3	ti- 35	ta- 3	ta- 3
	pema 3 4	pe- 3	pi- 3	pi- 35	pe- 3	pe- 3
	nũmagũ 35 4 2	na- 5	ya- 5	ya- 5	na- 5 HNK	na- 5

* Verb stems are indicated by underscore.

** Final glottal stop (x) always occurs when person prefix has tone 5, but it's occurrence is not predictable with other tones.

*** Do not occur with person referential marker -rũ₃ in query sentences.

PERSON PREFIXES WITH VERBS IN QUERY SENTENCES

	1.	2.	3.	4.	5.
chama 3 4	nūxū cha- 35 3 5-	nūxū chi- 35 3 3-		nūxū charū 35 3 5 3-	
	dau(x) 4	ngogū(x) 2 3		ngūma(x) 4 5	
cuma 5 4	cu- 5	qui- 3		cu- 5	
nūma 35 4	na- 5	ya- 5		na- 5	
yima 4 2	--	i ₃ -/ ya- 4		--	
yixema 35 4 2	--	i- 3		--	
tūma 35 4	ta- 5	ti- 3		ta- 5	
ngima 5 4	na- 3	ya- 3		na- 3	KKK
yixema 5 4 2	i- 5	i- 5		--	
toma 3 4	ta- 3	ti- 3		ta- 35	
pema 3 4	pe- 3	pi- 3		pe- 3	
nūmagū 35 4 2	na- 5	ya- 5		na- 5	KKK

KKK Do not occur with person referential marker -rū in query sentences.

PERSON PREFIXES WITH VERBS IN QUERY SENTENCES

		1.	2.	3.	4.	5.
	chama 5 4	chanacue 5 3 3	chayacux 5 3 1	chayamax 5 5 1		
	cuma 5 4	cu-	cu-	cu-		
	nūma 35 4	na- x	ya-	ya- x		
	yima 4 2	--	--	--		
	yixema 35 4 2	--	--	--		
c ₁	tūma 35 4	ta-	ta-	ta-		
	ngima 5 4	na- x	ya- x	ya- x		
	yixema 5 4 2	i-	i-	i-		
	toma 3 4	ta-	ta-	ta-		
	pema 3 4	pe-	pe-	pe-		
	nūmagū 35 4 2	na- x	ya- x	ya- x		

x Do not occur with affixal object na- / ya- / ya- in query sentences.

PERSON PREFIXES WITH VERBS IN QUERY SENTENCES

		1.	2.	3.	4.	5.
	chama 5 4	nūxū chacue 35 3 5 3	nūxū chicux 35 3 3 1	nūxū chimax 35 3 1 1		
	cuma 5 4	cu-	qui-	qui-		
	nūma 35 4	na-	ya-	ya-		
	yima 4 2	--	i-	i-		
	yixema 35 4 2	--	i-	i-		
c ₂	tūma 35 4	ta-	ti-	ti-/ti-		
	ngima 5 4	na-	ya-	ya-		
	yixema 5 4 2	i-	i-	i-		
	toma 3 4	ta-	ti-	ti-		
	pema 3 4	pe-	pi-	pi-		
	nūmagti 35 4 2	na-	ya-	ya-		

In query sentences, verb stem-final vowel tones change as follows:

2 -- 1 or 5

1 5 -- 1 5

3 -- 4 or 5

2 3 -- 3 5

4 -- 4

3 5 -- 3

5 -- 3 or 4

$\bar{5}$ -- 1

These same changes are evident when the verb expression is preceded by conditional $\bar{e}ga$ "if", adverbial nax "in order to", or when the verb is suffixed by comparative $-xera$, $-x\bar{e}ra$, $-x\bar{u}ra$, $-x\bar{u}ra$ "-er".

PERSON PREFIXES WITH VERBS IN IMPERATIVE SENTENCES x

		1.	2.	3.	4.	5.
a)	cuma 5 4	napuracū xx 5 3 3 2	idexa 3 2 4	ica 5 5	irūngū 3 3 5	--
	pema 3 4	pepuracūe 3 3 3 2 5	pidexagū 3 2 4 2	pica 3 5	iperūngūgū 3 3 3 5 2	--
b)	cuma 5 4	nūxū nadau 3 5 3 5 4	nūxū ingogū 3 5 3 3 2 5		nūxū iyarū 3 5 3 1 5 3 ngūma 4 3	
	pema 3 4	nūxū pedau 3 5 3 3 4	nūxū ipingogū 3 5 3 3 2 5		nūxū ipeya 3 5 3 1 3 5 rūngūma 3 4 3	
c) 1	cuma 5 4	nacue 5 5	iyacu 3 3 5	iyama 5 5 5		
	pema 3 4	penacue 3 3 5	ipeyacux 3 3 3 1	ipeyamax 3 3 5 1		
c) 2	cuma 5 4	choxū nacue 3 5 3 5 5	choxū icu 3 5 3 3 5	choxū ima 3 5 3 5 5		
	pema 3 4	choxū pecue 3 5 3 3 5	choxū ipicux 3 5 3 3 1	choxū ipimax 3 5 3 3 5 1		

x Person Prefixes are indicated by underscore.

xx Imperative Person Prefix na- utilizes tone 3 when followed by Object.

Iru nango. Eat the banana. Nango i iru. Eat the banana.

There are three homophonous Verb Prefixes i-:

- a) i_{1-} as a continuative: $i_{1-}c_{3-}h_{3-}a_{3-}p_{3-}u_{3-}r_{3-}a_{3-}c_{3-}ü_{2-}$ I am working
- b) i_{1-} and i_{4-} as verb definers $i_{1-}c_{3-}h_{3-}a_{3-}n_{3-}a_{3-}t_{3-}a_{3-}$ I throw it away
 $i_{4-}c_{3-}h_{3-}a_{3-}n_{3-}a_{3-}t_{3-}a_{3-}$ I bury it
- c) i_{1-} as an object $i_{1-}c_{3-}h_{3-}a_{3-}y_{3-}a_{3-}d_{3-}a_{3-}u_{3-}$ I go to see it
 $n_{3-}ü_{3-}x_{3-}ü_{3-}c_{3-}h_{3-}a_{3-}d_{3-}a_{3-}u_{3-}$ I see it

The continuative and verb definer prefixes are omitted immediately following suffixes $-w_{1-}a_{1-}$ "to", $-w_{1-}e_{1-}$ "after", and N_{4-} nouns such as $n_{1-}g_{1-}e_{1-}m_{1-}a_{1-}$ "there". The i_{1-} object is not omitted following those items.

Some of the most commonly used Verb Suffixes are: κ

- a) $-c_{1-}ü_{3-}r_{3-}a_{3-}x_{3-}ü_{3-}$ unintentional $n_{2-}a_{3-}p_{3-}u_{3-}r_{3-}a_{3-}c_{3-}ü_{3-}c_{3-}ü_{3-}r_{3-}a_{3-}x_{3-}ü_{3-}$
- b) $-c_{5-}h_{5-}a_{5-}x_{5-}ü_{5-}$ desiderative $n_{2-}a_{3-}p_{3-}u_{3-}r_{3-}a_{3-}c_{3-}ü_{3-}c_{3-}h_{3-}a_{3-}x_{3-}ü_{3-}$
- c) $-e_{3-} / -g_{2-}ü_{2-}$ pluralizer $n_{2-}a_{3-}p_{3-}u_{3-}r_{3-}a_{3-}c_{3-}ü_{3-}e_{3-} / n_{2-}a_{3-}p_{3-}u_{3-}r_{3-}a_{3-}c_{3-}ü_{3-}g_{2-}ü_{2-}$ $\kappa\kappa$

κ The verb presented is $n_{2-}a_{3-}p_{3-}u_{3-}r_{3-}a_{3-}c_{3-}ü_{3-}$ "to work", or "he works".
 $\kappa\kappa$ It is rare to find a verb such as $n_{2-}a_{3-}p_{3-}u_{3-}r_{3-}a_{3-}c_{3-}ü_{3-}$ which occurs with either Pluralizer ($-e_{3-}$ is the more frequently used suffix in this case).

d)	- $\underset{5}{e}c\underset{5}{h}a$	present continuous	$\underset{2}{n}a\underset{3}{p}u\underset{3}{r}a\underset{25}{c}f\underset{5}{e}c\underset{5}{h}a$
e)	- $\underset{1}{e}g\underset{5}{a}$	intentional	$\underset{2}{n}a\underset{3}{p}u\underset{3}{r}a\underset{21}{c}f\underset{5}{e}g\underset{5}{a}$
f)	- $\underset{3}{m}a\underset{3}{r}e$	limited	$\underset{2}{n}a\underset{3}{p}u\underset{3}{r}a\underset{2}{c}f\underset{3}{m}a\underset{3}{r}e$
g)	- $\underset{4}{n}a\underset{2}{g}i$	upward action	$\underset{2}{n}a\underset{3}{n}a\underset{23}{x}i\underset{4}{n}a\underset{2}{g}i$ x
h)	- $\underset{2}{x}e\underset{3}{x}e$	causative	$\underset{2}{n}a\underset{3}{n}a\underset{3}{p}u\underset{3}{r}a\underset{2}{c}f\underset{2}{x}e\underset{3}{x}e$
i)	- $\underset{2}{x}i\underset{3}{c}a$	in order to	$\underset{2}{n}a\underset{3}{p}u\underset{3}{r}a\underset{2}{c}f\underset{2}{x}i\underset{3}{c}a$

x $\underset{2}{n}a\underset{3}{n}a\underset{23}{x}i$ "to put"

IV. VOCABULARY

T i c u n a - E n g l i s h

The vocabulary here listed is in the following order of alphabetization:
 a, b, c, ch, d, e, f, g, i, l, m, n, ñ, ng, o, p, q, r, t, u, ũ,
 w, x, and y. Vowels are listed in order: oral (a), nasalized (ã), and
 laryngealized (a).

All verbs are presented, utilizing the third person form, (followed by
 a comma and pluralizer -gũ₂ or -e₃) as are all bound nouns taking
 person prefixes:

napuracũ, -e₃ (he, they) work napata (his) house
2 3 3 2 3 2 3 2 3

Irregular verbs that replace stems for the plural are indicated by the
 full form in the singular, followed by a comma, and then the plural
 stem only: naxũ, xĩ (he, they) go
2 2 3 2

Affixes are indicated by a hyphen following prefixes (cha-), and
 preceding suffixes (-e).

No person prefixes or proper names are included.

$\bar{a}, \bar{a}, \bar{a}$ <small>2 3 4</small>	connective (present or future tense)	airuxacũ <small>2 1 3 5</small>	puppy
\bar{a} <small>4</small>	mosquito	aixcũma <small>4 2 2</small>	truly
aca nixĩ <small>3 1 2 2 2</small>	that is why, See ngemaca nixĩ. <small>3 4 5 2 2</small>	¿Aixcũma icupuracũchaxĩxĩ? Is it true that <small>4 2 2 4 5 3 2 2 5 3 2</small> you want to work?	
$\bar{a}cũ$ <small>2 2</small>	ah... (hesitation expression)	aixepe <small>5 3 6</small>	inside
$\bar{a}cũ$ <small>2 4</small>	English -ly, verb suffix "with"	aixepena <small>5 3 1 5</small>	deep inside
achucara <small>3 2 5 5</small>	sugar	aixrũguma <small>1 2 4 2</small>	usually
axgacũ <small>3 5 3 3</small>	chief	aiyaxchiru <small>3 5 1 5</small>	bathing suit
agũmũcũ <small>2 2 5 3</small>	four	amare <small>2 3 3</small>	gift
airu <small>3 1</small>	dog	anera <small>2 3 5</small>	ring
ai <small>3 5</small>	general name pertaining to large cat family	Aũ Nuebuarũ tawemũcũ <small>2 3 2 3 5 3 5 3 5 3</small>	January See p.193

arame^{3 2 5} wire
 arapai^{3 3 3 5} harpoon
 aruchu^{3 2 5} rice
 arupane^{2 3 3 5 5} a wood similar to cedar
 -arū, -xrū^{5 3 3} possessive
 Tupanaarū^{3 3 3 5 5 3} God's
 cuxrū^{3 3 3} your's
 aura^{5 5} a type of wood good for canoe making
 autū^{2 3 5} automobile
 autachinūx^{5 2 3 5} wide one
 auxrima^{2 1 3} very large
 auxritama^{2 1 2 3} a large quantity
 Auxūma.^{4 2 3} It's big.
 avena^{3 2 5} oatmeal (Span. loan word)
 Awaxix.^{3 3 2} Ah. (who knows)
 awe^{1 5} species of large bird
 āxtape^{3 2 3} snake
 axūneca^{3 3 5 5} for fever (medicine)
 -axū^{5 1} in behalf of
 bai¹⁵ not even (preceding nouns)
 Never, never... (preceding vb).
 bawe^{2 2} "charapa" turtles
 Bawearū tawemfctū^{2 2 5 3 5 3 5 3} September See p. 193
 beratū^{3 3 3} mud wasp
 bere^{2 3 3} species of fruit (reg. Span. "cocona")
 berure^{6 3 2} honey
 Bexma.^{5 4} Be quiet.
 bexmana^{5 5 1} perhaps
 bidū^{3 2 5} barrel
 Bixmamāxā^{3 1 2 3} with Victor
 boxo^{4 3} yellow-white larva

buci^{3 3} small boy
 buetaregu nidaugū^{3 3 3 2 4 2 4 5} he looked into a kettle
 butū^{3 2 5} button
 buxaxweci^{2 2 5 1 3} half-moon shaped file
 buxmenaxactū^{2 2 5 4 3} round file
 buxrexe^{4 5 3} worms (parasites)
 buxū^{3 2} child
 ...ca⁵ for...
 Cacaowa^{3 2 5 1} to Cacao Island
 caixque^{2 2} smoke, steam
 cana^{1 5} a time See C-2, p. 268
 caretiya^{3 3 2 5} wheel-barrow (reg. Span. loan word)
 cardūgū^{2 2 5} rubber (sap)
 carūmaxū^{2 2 3 5} rubber trail
 carūnecū^{2 2 3 3} forest of rubber trees
 caxta^{2 3} large main posts
 caxtapara^{2 3 3 5} small posts
 comūx^{1 5} white
 comūxūne^{1 5 2 5} white one
 confū^{2 3} tongue
 cora^{4 5} potato
 cori^{3 1} gentleman
 cowaru^{3 3 5} horse
 cowū^{4 2} deer
 coya^{2 3 3} alligator
 Cuaachigaarū tawemfctū^{2 3 5 5 5 3 5 3 5 3} June See p. 193
 cuaderunu^{3 2 2 5} notebook
 cuartelwa ne naxū^{3 2 5 1 1 2 2 3} he came from the barracks (Span. "cuartel")
 cucama^{3 2 5} Cocama Indian

cūchawā large hammock
 cuchiāgu in the kitchen
 cuchinerugū cooks
 cuchinerugūxūtawā to the cook's place
 Cuchixūwama naxū Get going home.
 cuenewa naxī they went hunting
 cuere species of tree
 cugū ngexma nayuxēxēneta pretend you're
 dead there
 ¿Cumaix? And you?
 cumax godmother
 cumax second person sing.
 cumūmare you're just afraid
 cuni species of bird
 cupax godfather
 curaca chief (Span. loan word)
 curarawa in a pen
 cururu frog
 ¿Cutaxacūwae? What do you want?
 cuxca ēxna don't fool yourself
 cuxgūtaechiru football suit
 cuxrū you
 cuxī you (sing. obj.)
 cuxī chadauxchaxī I want to see you
 Cuxa nixī Could be.
 cuyera spoon
 Cuyeramāxā naxē. Crush it with a spoon.
 -cū nominalizer See p. 165
 cūchawā lg. cotton hammock
 cūna times See C-2 p. 268

-cūraxū unintentional
 cūruyeru cruzeiro (Brazilian currency)
 ¿Cūx? Oh?
 cūxchi knife
 -cūā originates from
 Ditichiācūā from Leticia
 Chabachigāartū tawemūcū March See p. 193
 Chabadū, Chawīrū Saturday
 chabura onions
 chacuxwae I want you
 Chama rū tax. I am too.
 chamax first person (sing.)
 chamāxā naxūxū she went with me
 (habitually)
 Chamāxā nūxū ixu. Tell me.
 chanaguxēxe I finish
 changagūxūx I staked them out
 chapatu shoe
 charūmaachimare I just kept quiet
 chantantūxī one of my people
 chau soap
 chawī key
 chawī corn
 chaxī manioc drink
 -chaxū desiderative
 napuractūchaxū he wants to work
 chera saw
 chawī soap
 chayamugūxū I put them
 chexe a hardwood used for main post
 of house

chi₂ if
 chibŭwena_{23 4 1 5} after eating
 Chicuchigaarŭ_{23 5 5 5 5 3 5 3 3} tawemŭcŭ October See p. 193
 chierŭ_{2 1 5} I hope
 chi₂ if
 -chiga_{5 5} about
 puracŭchiga_{3 3 2 5 5} about work
 chigtŭ_{5 5} each
 chire_{2 5} previously (not at present)
 chiriga_{3 2 6} rubber
 chi taxŭ_{2 2 2 3 5 5 3 4} paxa yaŭaxgu had he not fled quickly
 chixane_{5 2 5} a lightweight wood used for poles of houses
 chixa_{4 3} grapes
 chixexŭ_{36 4 3} bad one, damaged one
 chixi_{2 3} nigua
 chixmŭ_{4 2} pineapple
 chixramachatepexxŭ_{15 5 4 2 5 4 2 1} wa
 chixratachinŭ_{15 5 2 3 5 2} narrow one
 chixrarŭ_{15 5 2 1} wa a little bit (adv.)
 chixraxŭ_{15 3 2} a small amount See ixraxŭ_{15 3 2}
 chixri_{35 1} badly
 chiŭra_{3 3 5} lady
 chixŭ_{1 2} grease, oil
 choca_{3 4} bag
 chopa_{25 5} soup
 chori_{23 5} sol (Peruvian currency)
 choxna_{35 5 2 3 3} nanaxa he gave it to me
 choxna_{35 5 35 3 5 4 2 3} nŭxŭ nadauxexē he urged me to take care of them
 choxni_{23 1} fish
 choxnimaxa_{25 1 2 3} with fish

choxnixŭ_{23 1 5 4 2 5 5 2 2} inayayixŭ they turned into fish
 choxrŭ_{35 3} mine
 Choxrŭ_{35 3 23 25 2} me nixŭ. I like it.
 choxŭ_{35 1 2 5 3 5} nanadeyu I'm cold
 choxŭ_{35 1 2 1 5 5} nanguchaxŭ I wanted to
 choxŭ_{35 3} me
 - i_{4 2 2 5} nganaxŭ open it for me
 - naga_{3 2} he took me
 - nangaxŭ_{2 2 5} he answered me
 - nata_{2 3} he left me
 - nayaduxexē_{2 5 4 2 3} he urged me to eat it
 - nidagŭ_{25 2 5} he hit me (with fist)
 - nimucuchi_{23 4 2 2} he sent me
 chua₃₃ roof leaves
 chucu_{3 2} species of garza bird
 churara_{3 3 5} soldier
 churi_{35 1} pinta
 chuxrŭ_{4 2} species of tree
 chŭtactŭ_{2 3 4} darkness
 chŭtaxŭ_{2 5 2} night
 daa_{35 5 44}, daa this See D. p. 203
 dama_{4 2} this See D. p. 204
 damagu_{4 2 4} in this one (during this one)
 data_{2 5} can
 daucŭ_{4 3} mirror See worua._{3 35}
 dauguena_{3 1 5} upstream
 daux₅ red
 dauxcaxwa_{2 5 5 5} red back (five-sol bill)
 dauxchita_{3 4 2} area distant from port
 dauxrax_{2 3} orange, orange-red

daux³₅[̄] above, blouse, shirt
 daux³₅[̄] nax²₃₅[̄] chig³₅[̄] t³₅[̄] a²₂ he kept going up fur--
 ther
 Daux³₅[̄] t³₅[̄] u³₅[̄] nax²₃[̄] t³₅[̄] u³₅[̄]. Put the feet up.
 Daux³₅[̄] t³₅[̄] u³₅[̄] t³₅[̄] r³₅[̄] a²₂ nax²₃[̄] t³₅[̄] e³₅[̄] r³₅[̄] u³₅[̄]. Put the head up
 higher.
 daux³₅[̄] t³₅[̄] u³₅[̄] n²₅ red one
 daux³₅[̄] t³₅[̄] e³₅[̄] g³₅[̄] u³₅[̄] t³₅[̄] u³₅[̄] that one's
 dechu³₅ handkerchief
 dexa³⁵₁ water
 Dexa³⁵₁ i³₄ gaux³₅[̄] chix³₅[̄] u³₅[̄] t³₅[̄] u³₅[̄] nam²₃[̄] a²₂ x²₃ a²₂ nang³₅[̄] u³₅[̄] x³₄.
 Keep it in cold water.
 dexa³⁵₁ i³₄ mux²₃ r³₅ a²₂ boiled water
 Dexa³⁵₁ i³₄ n²₅ a²₂ i³₃ chix³₅[̄] u³₅[̄] t³₅[̄] u³₅[̄] nam²₃[̄] a²₂ x²₃ a²₂ nang³₅[̄] u³₅[̄] x³₄.
 Keep it in hot water.
 dexawa³⁵₁ i³₁ n/for the water
 dexchi²₂ variety of fish
 dexex²₂ yellow
 deyux³₅[̄] t³₅[̄] chiru³₅ clothes for cold weather
 Dibinachiga³₂[̄] a³₅[̄] r³₅[̄] t³₅[̄] awem³₅[̄] u³₅[̄] t³₅[̄] u³₅[̄] May See p. 193
 di³₅[̄] e³₅[̄] ru³₅ money
 dima³₅ file, Lima
 du³₅[̄] x³₅[̄] e³₅[̄] m³₅[̄] a³₅[̄] x³₅[̄] a³₅[̄] with the person (woman)
 du³₅[̄] x³₅[̄] t³₅[̄] u³₅[̄] Ticuna Indian, general name
 for people
 Dū³₅ Look. (short form)
 Dūcax³₅ Look.
 dūx³₅[̄] rux³₅[̄] t³₅[̄] blanket
 dūx³₅[̄] t³₅[̄] e³₅[̄] t³₅[̄] u³₅[̄] outside
 dūx³₅[̄] wa³₅ at last, finally
 -e³₅ pluralizer
 napurac³₅[̄] t³₅[̄] e³₅[̄] they work
 Ēctix⁴₂ All right.
 -echa³₅ continuative (up until the pre-
 sent)

-ega¹₅ intentional
 ēga³₂ ... gu⁴ if
 ēga³₂ meama yapaxgu³₅ if it is well dried
 erū³₂ because
 ĩErūx³₂? Because?
 estrada³₂ reg. Span. "rubber trail"
 exūwa⁴₂ (in the) morning
 ĩĒxna³₅? Oh is that so?
 fideu³₂ macaroni Span. "fideos"
 ga² connective (past tense)
 gaux³₅[̄] chix³₅[̄] u³₅[̄] cold liquid
 goyexū³₁ belt
 -gu⁴ in, on, at, during
 See A. p. 89, F. p. 205
 -gucū⁴₃ in
 Nachapatagucū ya chera²₃ The saw is
 in my house. See A. p. 59.
 gucū ya yatū¹₃ all the men
 Also: guxāma ya yatū¹₃ t³₅[̄] u³₅[̄], or
 gucūma ya yatū¹₃ t³₅[̄] u³₅[̄]
 guma³₅ that one (inanimate object)
 guma⁴₂ that one (animate object),
 that one (being talked about)
 guma³₅[̄] r³₅[̄] t³₅[̄] theirs
 gumagu nagonagi⁴₂ he flew up into it
 guma nūx⁴₂ dauc³₅ the one that saw it
 ... gu nax³₅[̄] t³₅[̄] u³₅[̄]. Put it in...
 -gune¹₅ in
 Nachapatagune i chau²₃ The soap is in
 my house. See A. p. 89.
 gure²₃ poison
 Guxāma¹₃ Everyone.

guxcuti_{3 2 3} twenty
 -guxcü_{3 3} in
 Nachapataguxcü_{2 3 2 3 3 4} i cüxchi₃. The knife is
 in my house. See A. p. 89.
 -- i₂ yixügu_{2 3 3 4} every week
 -- ya tauncügu_{3 5 3 3 4} every year
 -- ya tawemücügu_{2 2 3 3 3 4} every month
 guxmexpü_{1 5 3} ten
 -guxe_{1 4} in
 Türeguxe. In the port.
 (in answer to ¿Ngexe ya...? Where is
 she?) See A. p. 89.
 guxema_{3 4 2} that / the one
 -guxü_{4 2} in
 Tanapataguxü. She's in his house.
 See A. p. 89.
 guxüguma_{1 2 4 3} always
 Guxüma. Everything (all of them).
 -gü₂ pluralizer
 yatügü_{3 3 2} men
 i-₁ gerund indicats
 Ichapuracü. I'm working.
 i₂, i₄, i₃ connective (present or future
 tense)
 iachingaxagü_{2 3 3 1 3 3 2} rafters
 i₂a_{3 3} door
 -icata_{2 1 2} only
 dexacata_{2 1 2} water only
 icpxcuchichiru. Get dressed.
 ichanguxuchixgu I left it
 ichaxü_{1 3 2 3 4} I go out
 inacpxchiru_{3 3 3 1 3} play clothes

Inacuaxü_{1 5 5 4 5 3}ardü chapatua_{3 3 5 5}. Take the shoes off.
 Inacuxuchichiru. Undress.
 inachaxachi_{1 2 4 2 2}, -e (he, they) stop
 inachaxu, chauxgü_{1 2 3 3 3 2} (he, they) paint, rub-
 berize
 Inachi. Stand up.
 inachi_{4 2}, -gü (he, they) stand up
 Inaga. Swallow it
 inanaga, -gü_{1 2 3 5 2} (he, they) swallow it
 inanaba, -gü_{1 2 3 3 2} (he, they) pour it out
 inanapi, gü_{1 2 3 2 2} (he, they) dry it, wipe it,
 dust it
 inanapixme, -gü_{1 2 3 2 2 3} (he, they) dry hands
 inanaxgü_{1 2 3 5 2} they reject it
 inanawüxüchi, -gü_{4 2 5 3 2 2 2} (he, they) grab it
 inanayauxü_{1 2 3 3 5 4} they catch them
 Inanu. Place them.
 inangi_{4 2 2 3 3}enü, -gü (he, they) smile
 inangu, -gü_{1 2 3 2} (he, they) arrive
 inanguuxü_{1 2 3 3 3 2} he arrived (habitually)
 inangu, y_{1 2 3 3} (he, they) fall
 inangüxüwa_{5 3 4 2 1} in it floating
 inapegüxüwa_{4 5 2 3 1 2 1} to where they slept
 Inapigü. Dry them. Wipe them. Dust
 them.
 inarüda, -gü_{1 2 3 3 2} (he, they) get up
 inarünga, gü_{1 2 3 3 2} (he, they) slid down
 inarüto, -gü_{1 2 3 4 2} (he, they) sit down
 inarüwixü_{1 2 3 1 5 2 2}ü, wixgü_{1 5 2} (he, they) slid down
 inarüxau, cho_{4 2 3 3 2} (he, they) are staying
 inarüxü, gü_{1 2 3 3 2} (it, they) are growing
 inaxuachi_{4 2 2 2 2 2} (he) is going
 inaxü_{1 2 2 3 4}, choxü_{2 3 4} (he, they) go out

inaxū, xīgū (he, they) make, do
 1 2 4 4 2

inaxīgū. Begin.
 4 3 4 2

inayachōachi he went back and forth
 1 2 5 3 2 2

inayadau, gū (he, they) go to see
 1 2 5 4 2

ineamaxūra. Some time ago.
 5 5 2 2 5 5

inex yesterday
 5 5

inichaxwetaxī, chagū (it, they) drifted along
 4 2 3 4 2 3 5 4 2

inichochīgū (they) come out
 1 2 3 3 2 2

inigoeguachicūxū it began to spin around
 1 2 3 2 5 5 2 2 3

inixū, xī (he, they) go home
 1 2 5 3 3 5

inixe (the water) goes down
 1 2 5 2 3

ipataxaci a small hut
 4 3 3 3 3 5

-ira first
 1 5

Napuraciira. He works first.
 2 3 3 2 1 3

iru banana
 5 1

irūto. Sit down.
 1 3 4

iscuera school
 3 3 2 5

itachōū we disembarked
 1 3 3 5 5

itade we worked them
 3 3 3 5

itananguxē we wait for it
 1 3 5 4 2 3

itanapugū we place them (the posts)
 4 2 3 5 2

itanato we plant it
 4 3 3 2 3

itanugū we place it
 3 2 2 2

itapua nail
 3 3 3 5

itapugū we place them
 4 2 3 5 2

itixugū we counted them
 3 3 3 5

ixaci a small hut
 4 3 3 5

ixard yora owner of the house
 2 3 5 3 3 1

ixaxūchixū very thin one
 3 5 1 4 2

ixaxard tūxū curtains
 2 3 3 3 3 1 5

ixaxtū outdoors
 3 5 2

ixe blowgun
 5 3

ixguxe. (She's) in the house.
 2 3 1 4

ixrarūwa a little bit (adv.)
 1 5 5 2 1

ixraxū a little bit, small one
 1 5 3 2

ixraxūchixū very small one
 1 5 4 1 4 2

ixru a potato like root, (reg. Span.
 4 5 "dalidali")

ixwa chanana I put them in the house
 2 3 1 3 3 3 5

iyata go throw it away
 1 5 5

iyaxūgūxū i nāi gather together sticks
 1 5 2 3 1 4 4 3 5

iyū species of eagle
 2 3 2

lapi pencil
 2 5

lelu watch or clock
 3 2

libara libra (ten-sol bill)
 2 5 5

-ma intensifier
 3

yeama over there (at a distance)
 1 4 3

machanexū tall one, giant
 1 5 5 2

-mae Superlative See p. 197.
 3 3

maixetūxū eye medicine
 5 2 3 5

maiyu a savage, Mayaruna Indian
 3 1

mama mother
 3 1

maneca probably
 3 1 5 5

-mare just
 3 3

inarūxūxmāre he's just staying
 4 2 3 5 3 3

marū has, had
 3 3

marū iyangū they were sufficient
 3 3 1 2 3

Mard name. Okay. Fine.
 3 3 2 2 3

marū narūme (he) is well
 3 3 2 3 2 3

marū nūmacā nitaane (he) has recovered
 3 3 3 5 5 5 2 3 3 5 5

marü ta^{3 3 2} right now
 marü ta nape^{3 3 2 2 2 3} he's going to sleep right
 now
 marütiyu^{3 3 2 5} hammer
 Marüx.^{3 3} It is or has been done.
 -maxã^{2 3} with
 taramaxã^{3 1 2 3} with a machete
 maxüne^{2 1 5} heart
 maxünewa^{2 1 5 1} in his heart
 mea^{3 4} carefully, slowly, well, pleas-
 antly, beneficially
 mea nax napaxüca^{3 4 2 5 4 2 1} so that it is planted well
 Mea rüngü.^{3 4 5 5} Rest well.
 mecü^{3 3} good one (person)
 mecha^{3 5} table
 metüru^{2 3 5 5} meter
 mex^{3 6} good
 mexe^{1 5} peppers
 mexechix^{2 3 1 4} beautiful, very good
 mexü^{3 6 2} good one, nice one
 meya^{3 5} socks
 michi cat
 Mitauartü tawemücü^{3 2 5 5 3 5 5 3} February See p. 193.
 mixü^{5 1} breast
 Moxcüta.^{3 6 6 1} Just a minute.
 moxüacü rü ningune^{3 6 5 5 4 5 2 5 5} later on it was day (the
 next day)
 moxü (ta)^{3 6 5 2} tomorrow
 mucü^{4 3} winter
 mücawa^{3 3 5} gun
 muneca^{3 3 5} doll
 murenü^{4 1 3} a fly

mutüru^{3 2 5} motor
 muxexüxcüna^{2 5 1 5 1 5} many times
 muxurax^{2 5 3} a lot, large number of, quite
 a few
 muxü^{3 2} many (adj.)
 muxüma^{5 2 3} many
 mürapewa^{3 3 3 5} board
 na⁵ a cold
 na naxü^{3 2 4} he has a cold
 naachatacxrexü^{2 3 3 2 6 5 2 5} ridge pole
 naachinaxagü^{2 3 3 1 5 3 2} rafters
 naanü^{2 3 4 2} species of tree
 naanü(naxca^{2 2 2 5}) it's made of (from) "naanü"^{2 3 4 2}
 naatachiwewa^{2 3 3 1 3 1} on the gable end
 naane^{3 5 5} (his) garden
 naapüxü^{2 3 1 5 3} (his) knee
 nabainagü^{2 3 5 4 2} it rises (water)
 nahaixachi, -e^{2 4 2 2 3} (he, they) awaken
 nabee, -gü^{2 1 2 2} (he, they) pull manioc
 naberã^{3 5 5} (his) lips
 Nabixichiane.^{3 2 3 4 2 5 5} Sweep the floor.
 Nabixichichixü.^{3 2 3 4 2 2 3} Sweep the floor.
 nabu, -e^{2 3 6 3} it is born, young
 nabuxacü^{2 3 6 5 5} (her) child is born
 nabü^{2 3 4} (his) food
 naca^{3 5 1} (his) liver
 nacaechigü, -gü^{2 5 6 5 5 5} he came growling
 nacatü^{3 6 5 5} (his) forehead
 nacaxapüxü, -gü^{2 2 1 5 3 2} (he, they) kneel
 nacaxüxü^{5 2 2 2} he growled
 nacaxwe^{3 5 5} (his) back

nacomíí it is white
 2 1 3
 Nacuaixcuarí chapatuā. Put shoes on.
 5 5 4 5 3 3 3 5 5
 nacuaixcuarí he puts on shoes
 2 5 4 5 3
 chapatuā
 3 3 5 5
 nacugú, -gú (he, they) laugh
 2 2 5 2 2
 Nacuixe. Mix it around.
 3 2 2
 nacutí (his) foot
 2 3 4 3
 nacuxgútae, -gú (he, they) play ball
 2 4 5 4 3
 naciwa beside, around
 2 3 3 3
 nachacítí (his) arm
 2 3 1 2 3
 nachagú (her) necklace
 2 3 3 5
 nachagúe they fish with verbascum poison
 2 4 2 3
 nachametí (his) face
 2 3 1 5 5
 Nachaxu. Paint it.
 3 3 3
 Nachexe. Chop it.
 3 4 3
 nachibí, -e (he, they) eat
 2 2 3 4 3
 nachibíe they ate
 2 2 3 4 3
 nachica (his) place
 2 3 1 3
 nachíwe (his) face
 2 3 1 3
 nachixca, gú (he, they) are thin
 2 2 2 5 2
 nachixe, -gú (it, they) are damaged
 2 2 3 4 2
 nachixeaxe, -gú (he, they) are naughty
 2 2 3 4 1 4 2
 nachixí (his) place, container
 2 3 1 4
 nacho, -gú (he, they) are light (white),
 light skinned
 2 2 5 2
 nachoxchaxmí, -gú (he, they) are light
 skinned
 2 1 3 3 2
 nachoxyae his hair is light
 2 5 1 3
 nadau, -e (it, they) are red
 2 2 3
 nadauxra, -e (it, they) are orange, orange-
 red
 2 2 2 3
 nadexe, -gú (it, they) are yellow
 2 2 2 2
 nado, -gú (it, they) are soft
 2 2 5 2

Nadoxexe. Make it soft.
 3 2 3 2 3
 nadu (he) is bleeding
 2 3 6
 Nadíraxí. This big (indicating size with
 hands).
 5 5 5 3
 nae (his) mother
 2 3 2
 naega (his) name
 2 3 1 4
 naenexe (his) brother
 2 3 2 3 3
 naeru (his) head
 2 3 4 2
 naetí on top of
 2 3 1 3
 naexí wild animals
 3 3 5
 naeya (his) sister
 2 3 3 5
 naga (his) ribs
 2 3 5
 nagau (he) is cold
 2 2 5
 nagoxe, -gú (he, they) toast manioc
 2 2 4 3 2
 ¿Na...gu...? Is so and so in...?
 5 5 4
 nagu in it, upon it, on him,
 2 3 4
 - nagaugí, -e (he, they) tear it
 2 2 1 5 5 3
 - naríxíní, -e (he, they) think upon it
 2 2 3 3 3 3 3
 - nawagí, -gú (he, they) chew it
 2 2 3 5 5 2
 - tanangíxi we set it on fire
 3 3 2 3
 Naguxexe. Finish it.
 3 3 2 3
 Nagú. Dump it.
 3 5
 -nagú with upward action
 2 2 2
 nagú (his) blood
 3 5 5
 nai next
 5
 nai the other
 3
 nai tree, wood
 3
 naixnectíwa into the forest
 3 3 3 1
 naiçhixíxí hot liquid
 2 1 3 2
 nai i yúxígu next week
 2 2 3 3 4
 naixmexwa rú agúimúctí nine
 1 5 1 5 3 2 5 3

naixmexwa rü taxre seven
 1 5 1 5 4 2
 naimexwa rü tonaxexpü eight
 1 5 1 5 1 5 5
 naixacügu on a small tree
 3 3 5 2
 naixacügu tanangagü they tied them to a
 3 3 5 4 2 3 5 2 small tree
 naixmexwa rü wixi six
 1 5 1 5 2 2
 naixneçü area of trees, forest
 3 3 3
 naixneçüwa in the forest
 3 3 3 1
 naixüxü leaf-cutter ant
 2 3 2 3
 nama trail
 2 3
 namachi (his) flesh, muscle
 3 5 3
 namai (it) nurses
 2 5
 namaicüra, -gü (it, they) are sweet
 2 4 2 5
 Namaixetü. Put in eye medicine.
 3 5 2 5
 namaxā with it, with him
 2 3 2 3
 - chidexachaxü I wanted to talk to him
 3 2 3 4 5 5
 - itarüxü she encountered, went along
 4 2 3 2 3 with
 - nanguxü, -gü (he, they) can
 2 3 4
 - nanguxü, -gü (he, they) keep it
 5 3 4
 Namaxā nataxe. Sell it.
 2 3 2 3 3 2 3
 namaxā nataxe, -gü (he, they) sell
 2 3 2 3 2 2 3
 - nayarüxü he went with him
 2 5 3 2 3
 - nüxü nixu, -gü (he, they) tell him
 3 3 2 3 3
 - nüxü tixu we told him
 3 3 3 3
 nama, -gü (it, they) are long
 2 3
 namaxpati (his) fingernails are long
 2 3 3 2
 namaxügu on the path
 2 3 3 5 4
 name, -e it is good, clean, fine
 2 2 3
 nameaxē (he) is good natured
 2 2 3 1 4
 ¿Namex? Is it pretty? Is it good?
 6 3

namexēchi it's beautiful
 2 2 3 1 4
 Namexēxē. Prepare it.
 3 2 3 2 3
 namu there are many
 2 2
 namunee, -gü (he, they) fish with spear
 2 3 5 3
 Namuxra. Cook it.
 3 2 3 3
 namüçü (his) companion
 3 3 3
 nanabixichiane (he) sweeps the floor
 2 5 2 3 4 2 5 6
 nanacue, -gü (he, they) shoot it
 2 3 3 5
 nanacuxe, -gü (he, they) mix it around
 2 3 3 2 2
 nanachexe, -gü (he) chops (with knife, axe,
 2 3 4 3 machete)
 nanachi (it) stings him
 2 3 2 3
 nanachixexē, -gü (he, they) damage it
 2 3 3 5 4 2 3
 nanada, -gü (he, they) kill
 2 3 3 2
 nanadauxü she spied on him
 2 3 4 3
 nanadexachi, -gü (he, they) are pale,
 2 5 2 2 2 2 yellow-skinned
 nanaga, -gü (he, they) take him
 2 3 2 2 3
 nanaguxexē, -gü (he, they) finish it
 2 3 3 2 3
 nanagü, gü (he, they) dump it
 2 3 3 2
 nanai, -e (it, they) are hot
 2 3
 nanamexexē, -gü (he, they) arrange, fix,
 2 3 2 3 2 3 2 2 fold, repair it
 nanamexexepata he arranges the house
 2 3 2 3 2 3 2 3
 nanamu, gü (he, they) weave it
 2 3 3 3
 nanamu, -gü (he, they) spear it
 2 3 3 3
 nanamu, -gü (he, they) send it
 2 3 4 4
 nanamu, -gü (he, they) eat it (raw foods)
 2 3 3 2
 nanamuxra, -gü (he, they) cook it
 2 3 3 2
 nanaña, -gü (he, they) throw it
 2 3 5 2
 na nanaxü, -gü (he, they) have a cold
 5 2 2 2 3
 nanangaixchiru, -e (he, they) sew clothes
 2 3 3 3 1 5 3
 nanange, -gü (he, they) take it
 2 3 2 2

nanang_{2 3 3}g₃, -g₂ (he, they) eat it
 nanangoxg_{2 3 3 5 2}u they ate him
 nanangu_{2 2 3 5}, -g₂ (he, they) study
 nanangdeg_{2 2 3 2 5 5}u it turned over
 nanapai_{2 2 3 5}, -g₂ (he, they) give him an injection
 nanapiri_{2 2 3 3 1}, -g₂ (he, they) fry it
 nanapo_{2 2 3 2}, -g₂ (he, they) chisel
 nanapocu_{2 2 3 2 2}, -g₂ (he, they) chisel (chipping many times)
 nanapota_{2 2 3 2 3}, -g₂ (he, they) nail
 nanapote_{2 2 3 2 2}, -g₂ (he, they) chisel (chipping once)
 nanapu_{2 2 5 5}, -g₂ (he, they) pulled it out
 nanatuxu_{2 2 3 3 3}, -g₂ (he they) chop down a tree
 nanatū (his) father
 nanawāixcu_{2 2 3 4 4}, -g₂ (he, they) saw (ripping many times)
 nanawāixte_{2 2 3 4 2}, -g₂ (he, they) saw (ripping once)
 nanawāixī_{2 2 3 4 3}, -g₂ (he, they) sand (with sandpaper)
 nanawi_{2 2 3 15}, -g₂ (he, they) cut it with a knife or sharp object
 nanawīxi_{2 2 3 15 3}, -g₂ (he, they) plane
 nanaxā (his) neck
 nanaxāgu_{2 2 3 3 4} in his neck
 nanaxāchitūcu it sticks together in balls
 nanaxāane, āane (he, they) visit
 nā naxū_{2 2 3 4}, -g₂ (he, they) have a cold
 nanaxū_{2 2 3 3}, -g₂ (he, they) put it
 nanaxū_{2 2 3 4}, -g₂ (he, they) make, do
 nanaxūgū_{2 2 3 4 2}, -e (he, they) begin, start
 nanaxūxū_{2 2 3 4 5}, -g₂ (he, they) treat him, gives him medicine
 nanaxūmatū_{2 2 3 4 3 2}, -g₂ (he, they) write
 nanaxwae_{2 2 3 4 4}, -g₂ (he, they) want it
 nanayaxu, yaxgū (he, they) receive, takes hold of, get

nanayaxu, yaxgū (he, they) wash it
 naneca (his) abdomen
 nanepū (his) paternal uncle
 nanū, -e (he, they) are angry
 nanūchiwe, -gū (he, they) frown
 Nanūque. Wrap him.
 nanūtirū_{2 2 3 2 2}, -gū (he, they) have a tantrum
 nanūxclāxē, -gū (he, they) are slow
 nanūxū_{2 2 3 3}, -gū (it, they) are short
 nañagumaaxūtae they use a casting rod and reel
 nañuctūga, -gū (he, they) talk slowly
 ¿Nañuxraxū? How big is it?
 ¿Nañuxraxūcū? What size or shape? What color is it (if colors are mentioned)?
 ¿Nañuxraxūne? What size is it? What color is it (add a choice of colors)?
 nangacharāfī his abdomen is very fat
 nangaicama -gū (it, they) are near, close by
 nangau, -e (it, they) are old
 nangaxū, ngaxe (he, they) are full, drunk
 nange- he lacks... (used with bound nouns)
 - -acā, -gū (it, they) are flat, need salt or sugar
 - -ācu, -gū (it, they) are empty
 - -ārū...ā. (he) doesn't have...
 - -gūnenixū (she) has no milk
 - -mūcū she's childless (without companion)
 ¿Nangearfā? Doesn't he have one?
 nangecharāfī, -gū (he, they) are sad
 ¿Nangemaxū i...? Is there (a)...?
 ¿Nangemaxū i...? Is there (a)...?
 nangexma there is, there are

ǂNangexmaxī i... ? Does (he) have... ?
 ǂNangexmaxī i cuxrī... ? Do you have any
 ... ?
 nangexwacaxī, -gī (it, they) are new
 nangichaxī they wanted to steal
 nangixcae, -gī (he, they) cultivate
 nangoone it's light
 nango, -gī (it, they) appear
 nanguchixa, -gī (it, they) are bitter
 nangupetī (it) passed
 nangupūta, -gī (he, they) have a toothache
 nanguxcaxwē, -gī (his, their) backs hurt
 nanguxcuma (he) has burning -on- urination
 nanguchametī, -gī (his, their) heads hurt
 nanguxetī, -gī (his, their) eyes hurt
 nanguxmachixē, -gī (his, their) ears hurt
 nanguxneca (she) is in labor
 nanguxune, -gī (his, their) bodies ache
 napa (his) hammock
 Napagu rīngī. Rest in the hammock.
 napanūta ball of string
 napara (his) lower leg
 napata (his) house
 napatexe hat
 napatī fingernails
 napaxaxē, -gī (he, they) move rapidly
 napaxaga (he) talks rapidly
 nape, -e (he, they) sleep
 napeexūchi they slept soundly
 naperema (his) upper leg
 nappaxē before

Napaxetī. Close your eyes.
 Napiri. Fry it.
 Napo. Chisel it.
 Napocu. Chisel it (many times).
 napora (he) is strong
 Napota. Nail it.
 Napote. Chisel it. (once)
 napoxwae, -gī (he, they) fish with hook
 napu it's raining
 napuraci, -e, -gī (he, they) work
 napūnewa at the foot of
 napūta (his) teeth
 naraña orange (fruit)
 naraū (his) nose
 naremū (his) chest
 narī cuxnaxī, -gī (he, they) are happily
 smiling
 -cha, -gī (it, they) are swollen
 - -doxi, doxe (he, they) are fussy
 - -gau, -gī (it, they) are torn
 - -ma it rises (streams of water)
 - maxmae the longest one
 - memae the best one
 - -na the pain subsides
 - -ngū, -gī (he, they) rest
 - oxeru, -gī (he, they) have head sores
 - -paixtachirū, -gī (he, they) mend
 clothes
 - tamae the biggest one
 - texmae the sharpest one
 - -wa it sets (a bird) See A. p. 274
 - -xī it was growing

nardiyoxchiru, -gŭ₂ (he, they) cut out a dress
 nata it is big
 nataaxe, -gŭ₂ (he, they) are happy
 marŭ chataaxe now I'm happy
 nataegu, woegu (he, they) return
 nataga he talks loudly
 natagu top of round things like a log
 natal (it) is hard
 natainaxa (his) throat is stiff
 Nataixexe. Make it hard.
 nataiya, -e (he, they) are hungry
 natamŭwa in a low area
 natanuxŭmaxa with his companions
 natapara (he) has fat legs
 natarapae they fish with a throw net
 Nataruŭrŭ tawemŭcŭ December See p.193
 Nataruchiga Christmas
 natatanŭ it's expensive
 natauxchica he's absent
 nataxe, -gŭ₂ (he, they) trade, buy or sell
 Nataxu... There isn't any here, there.
 He isn't here, there.
 Natakuma... There isn't any here, there.
 He isn't here, there.
 nate (her) husband
 nata (it) is sharp
 natuchi chips
 naturaxŭne (he) is weak
 Natuxu. Chop it down.
 natŭ stream
 natŭcŭ (his) paternal aunt
 natŭrŭ but

natŭwa to the stream
 natŭxlŭ (he) sat
 natŭxlŭ (its) liquid, juice
 nawa for it
 nawaiane the ground is wet, damp
 Nawaixcu. Saw it (ripping many times).
 Nawaixte. Saw it (ripping once).
 nawaixya, -gŭ₂ (he, they) urinate
 nawaxchaxmŭ (he) is dark skinned
 Nawaxŭ. Sand it.
 nawaxŭ (he) is dark skinned
 Nawaxta. Close it.
 nawemŭ (his) food to cook
 nawena after that
 nawe narŭxlŭ, narŭxlŭ (he, they) accompany
 him
 nawerŭ (his) canoe
 nawexe it is black
 Nawixŭ. Plane it.
 nawiyae, -gŭ₂ (he, they) sing
 nawoxe, -gŭ₂ (he, they) evacuate
 nawŭae they sweep a lure back and forth
 nax so that
 - chananucuxŭca so that I could place in it
 - chatoxŭca that I came in order to get
 - namexŭca so that it will be clean
 - nangoxgŭchaxŭca that they wanted to eat
 him
 - nayaxŭ that it is grown
 - nŭxlŭ icuaxŭca so we can know
 - tama nax taxŭgŭxŭca so that they
 wouldn't escape
 - tanaxŭxŭca so that we could do it

- yapax̄ūca that it dries (in order that)
 - yix̄ix̄ū that it was
 Naxaiya. Bathe.
 naxanactigu on the bank
 naxacti (his) child
 naxanactiwa to the bank
 naxaxe, -gū (he, they) drink
 Naxaxēxē. Make him drink.
 naxā... he has... (used with bound nouns)
 naxaacu (it's) full
 naxagū (he) has a bloody discharge
 naxamata (it) is soiled
 naxamatū (it) is print (cloth)
 Naxapatexe. Put a hat on.
 naxarū... he has... (used with free nouns)
 naxatanū it costs
 naxauachi, -gū (he, they) are dirty
 naxaux (it) is large
 naxauxuchi it's very large
 naxa (his) mouth
 naxa nadau, -gū (he, they) touch his mouth
 naxauachimaxe (his) hands are dirty
 naxaxacti (she) is pregnant
 -naxca made of See D. p. 239
 naxca for
 - inaca she asked for him
 - nadau, gū (he, they) look for it
 See E. p. 165
 - name (he) likes it
 - nangecharū (he) is lonesome for him
 - nangema (he) sends for him

- nataxe, -gū (he, they) buy, trade for
 - nitaane (he) recovers
 Naxca nadau. Look for it.
 Naxca nataxe. Buy it.
 Naxca pedau. Look for it (you pl.).
 naxcaxwe behind
 naxchaxmū (his) skin
 naxchaxwa ahead of (someone who's pursuing)
 naxchinaxa (his) bone
 naxchira head lice
 naxchiru (his) clothing
 - -chipexe material
 - i amati print material
 - i axchipexexū a piece of cloth
 - -perema trousers
 Naxchixichigaarū tawemūci November See p. 193
 naxchixū its container
 naxeane it is dark
 naxeti (his) eye
 naxexchameti (his) face is dirty
 naxexmū (his) paddle
 naxiga, -gū (he, they) talk quietly
 naxinagi, xigi (he, they) climb up
 naxine it had a slender trunk
 naxinūcaxwae, -gū (he, they) play
 naxitanū it's cheap
 naxi string
 naxmachixē (his) inner ear (hearing)
 naxma (his) wife
 naxmaxwae (his) chair or bench

naxnūcū _{4 5 5}	sand
naxo _{2 36}	(he) refuses to do it, objects to it
naxoegaaxē _{2 36 1 5 1 4}	he was worried
naxoxochi, -gū _{2 36 1 4}	(he, they) are very lazy
naxpū _{23 3}	cloth
naxtaxawa _{23 2 3 1}	to a lake
¿Naxtīxctū? _{2 3 1 2}	What's the matter?
naxū, xī _{2 23 36}	(he, they) go
Naxī. _{3 4}	Do it. Make it.
naxūcu _{2 23 4}	he entered
Naxtichicūxūchapeñūxū. _{3 4 1 2 3 1 3 5 5}	Change his diaper.
naxūna _{36 3 3}	domesticated animals
naxūne _{23 3 5}	(his) body
naxūpetū _{2 23 2 5}	it happened, passed
naxūwemū, -gū _{2 4 4 3 4}	(he, they) cook
naxū _{2 2}	annona fruit
naxūta _{36 5 4}	(his) place
naya, -e _{2 4 3}	(it, they) grow
nayacaxma _{2 3 4 2}	(he) chops out the inside
nayachexe _{2 3 4 3}	he chopped
nayachexe _{2 3 4 4}	(he) spreads it out
nayadays _{2 3 2 2}	(he) chops off (like a stick)
nayae _{23 1 3}	(his) hair
nayaga, -gū _{2 3 2 2}	(he, they) are taking him
nayana _{2 3 2}	(he) is taking them
nayardwa _{2 4 2 5}	it sat upon it
nayatu _{2 5 16}	they pulled it
Nayauxchametū. _{2 3 1 5 6}	Wash your face.
nayauxra _{2 1 6}	it is blue-green
nayauxchiru _{2 3 1 6}	he washes clothes

nayau _{2 5 5}	it is blue, it is green
nayardichoū _{2 3 3 35 5}	(he) goes down
nayato, -gū _{2 3 35}	(he, they) go to pick them up
nayawane _{2 1 5 5}	it was late afternoon
nayaxarū, -gū _{2 4 5 3}	(he, they) drink, swallow liquid
nayaxcū _{2 23 3}	(it) is thick
nayaxta, -e _{2 2 2 2 3}	(he, they) are sleepy
Nayaxu. _{3 4 3}	Receive it. Take hold of it.
nayaxū _{2 2 2}	(it) is far
nayaxū, -gū _{2 4 2 2}	(he, they) have diarrhea
nayaxūma _{2 2 2 3}	it was far
nayayaxu, -gū _{2 5 4 3}	(he, they) go to pick it up
nayexma _{2 4 2}	there were
nayexma ta _{2 4 2 3}	there was also
¿Nayimaxū ya/ya...? _{2 3 35 4 2 4 2}	Does (he) have...?
¿Nayimaxū ya...? _{2 3 4 2 2 2 4}	Is there (a)...?
Nayoxmg. _{3 5 5}	Wash your hands.
nayu, -e _{2 4 3}	(he, they) die
ne ₁	from
-ne ₅	nominalizer See F. p. 165
nenadau _{1 2 4}	(he) looks for See E. p. 165
nicuxcuchi, gū _{2 3 5 2 3 3}	(he, they) dress
nicha _{2 4}	it drifted
nicha _{23 2}	(it) itches
nichururafū _{23 4 2 16}	(his) nose is discharging
nichu _{23 5}	it is moldy, mildewed
nidau _{22 2}	they are ripe
nidexa, -gū _{23 23 4 2}	(he, they) speak, talk
nidoca _{23 3 5}	(it) boils

nidūra_{23 2 2} (he) is cross
 nigoe_{25 2 3} it flies
 ninartingūma_{2 3 3 4 3}, -gū₂ (he, they) forget
 ningū_{23 5} (he) is fat
 nipa, -e_{23 3} (he, they) are tired
 nipa, -e_{26 23 3} (it, they) are dry
 niputeru_{23 24 2} (he) bangs his head
 nititi, -e_{23 2 3} (he, they) beat a drum
 nitaxawa, -e_{23 4 4 3} (he, they) are thirsty
 nitunaxā, -gū_{23 4 2 3 2} (he, they) are coughing
 niwāixāchigū_{23 3 3 5 3} he smelled along
 niwexechitarū_{23 3 2 2 2 5} he shoved it off
 nixa_{2 36} it is burned
 nixa_{23 6} (he) is thin
 nixaxū, xaxgū_{23 3 3 6 3} (he, they) drink
 ¿Nixaxūne? _{23 36 3 5} Does he have a fever?
 nixaxūne_{23 36 3 5} (he) has fever
 nixī_{26 2} (he, it) is
 nixinūgūctixū_{23 3 3 5 2 3} he listened and listened
 nixu, -gū_{2 3 2} (he, they) say
 nixūcu, chocu_{23 23 4 23 4} (he, they) enter, go to bed
 nixūctina_{2 4 1 5} he tied a string
 niyaxu_{23 26 3} they catch, pick up
 niyuāchi, -gū_{23 42 1 2} (he, they) have fainted
 niyūxū, yūxe_{23 26 3 26 3} (he, they) dance
 noxre_{26 2} a few
 noxretā_{26 2 4 3} just a few
 noxri_{26 1} first
 Noxri napuracūchaxū. _{26 1 2 2 3 2 1 3} He wants to work first.

- -ma₃ very first
 - -rūxū_{1 5} like the beginning
 - ya nangoonegu_{3 5 5 15 6 4} sunrise
 noxē_{26 1} grandmother
 noxrū_{15 3} his, theirs
 noxrū docha_{15 3 3 3 4} his spear
 noxrū machane i naatapexe_{15 3 1 3 5 4 3 3 3 3 3} its' highest point
 nuama_{14 3} here
 Nuama cūma. _{14 3 26 3} So long.
 nua choxū namu_{14 36 3 2 4} he sent me here
 nua choxū naxūxē_{14 36 3 2 23 2 3} he caused me to come here
 Nuanaga. _{14 3 2} Bring him here.
 Nua nana. _{14 3 36} Bring them here (material things).
 Nua naxā. _{14 3 3} Give it here.
 Nua naxū. _{14 5 23} Come here.
 Nua nange. _{14 3 2} Bring it here.
 nuxa_{4 4} here
 nuxchanexū_{26 5 3 2} short one
 Nuxmax. _{4 1} Hello (formal).
 Nuxmaxe. _{4 1 4} Hello.
 nūētama_{26 1 5 3} it doesn't matter
 nūgū_{26 5} reflexive (he does to himself, they do to each other)
 - nacupetū_{2 26 3 5} pushed himself (in)
 - nachaxū_{2 4 5} (he) took poison
 - nadai_{2 3} (they) fight
 - nangechaxū_{2 2 5 5} (they) love one another
 - naxoxgū, -e_{2 2 2 3} (he, they) vomite
 - naxoxgū_{2 26 1 2} (they) object to him
 - nawī_{2 15} (he) cuts himself

- -chi₃ naxaie_{2 3 3} (they) hold animosity toward each other
- -parawa_{3 5 1} to his leg, on his leg
- nūmagū_{3 4 2} third person(pl.)
- nūmax_{3 4} third person (gen.)
- Nūringūxexē_{3 3 5 2 3}. Help him.
- nūxna_{3 5} him (direct object, indirect object, etc.)
- naca_{2 5} (he) calls him
- nadau_{2 4} (he) watches, cares for
- nixū_{2 3 4} i naaxē_{2 3 1 4} (he) is listless
- taça_{3 5} we asked him
- Nūxna naca_{3 5 5}. Ask him.
- nadau_{5 4}. Take care of it.
- naxā_{3 5}. Give it to him.
- naxā_{3 3 4} i nā₂. Give him this.
- peça_{3 5}. Ask him. (you pl.).
- nūxū_{3 1} to him
- inaxinū_{4 2 3 3} (it) responds to
- naga_{2 5} he finished it
- name_{2 2 3} it pleases (him) it is good, pleasant, pretty
- namepua_{2 2 3 3 6} (he) likes doing it, it gives him pleasure
- nanangetanū_{2 3 2 3 5} (he) owes him
- nanaxūtanū_{2 3 4 5 5} (he) pays him
- nangexma_{2 3 1 4} i... he has... (used with free nouns)
- nangu_{2 3} (it) hurts
- poraācū_{4 2 5 4} nūxū_{3 1 2} nangu_{2 3} it hurt him very much
- nataxu_{2 2 3} he lacks... he needs... (used with free nouns)
- nawaxtinūxū_{2 2 3 3 5} (he) doesn't feel like it
- naxānchiga_{3 3 5 5}, -gū₂ (he, they) are gay, giggling
- nayaxō_{2 3 4}, -gū₂ (he, they) believe it.

- nayima_{2 3 6 4} ya/ya_{2 4}... he has... (used with free nouns)
- ninguxma_{2 3 3 4} for him ended the hollowing out
- nūxū_{3 3} him, her, it, they
- dauxe_{1 3} who had spied
- inūleguachicūxū_{1 2 3 3 5 6 2 2 3} he circled around him
- nacua_{2 5}, -e₃ (he, they) know it
- nacugū_{2 2 3 2}, -e₃ (he, they) smile at that
- nachi_{2 2 3} (it) stings him
- nadau_{2 2 3}, -gū₂ (he, they) touch it
- nadau_{2 2 4}, -gū₂ (he, they) see it
- marū_{3 3 3 3} nūxū_{3 3} nadauxgu_{3 3 5 2} having seen it
- nanadeyu_{2 2 5 3 5} (he) is cold
- nangaxū_{2 2 2 5} (he) answers him
- nangaxūga_{2 2 2 5 6} (he) answers him
- nango_{2 2 5} (it) bit him
- nanguxexē_{2 2 4 2 3} (he) waits for him
- narūchau_{2 2 3 5} (he, they) are tired of it
- narūngūxexē_{2 2 3 5 2 3}, -gū₂ (he, they) help him
- nawomūxexē_{2 2 5 2 3}, -gū₂ (he, they) deceive him
- naxinū_{2 3 3}, -e₃ (he, they) hear
- naxō_{2 3 6}, -gū₂ (he, they) object to, refuse it
- naxoxoxega_{2 3 5 1 2} (he) objects to him, doesn't want to be bothered with him
- nayangau_{2 3 3} (he) finds it
- niga_{2 3 2} (he) takes him
- nixū_{2 3 3}, -gū₂ (he, they) say it
- tayadaumare_{3 3 5 4 2 3} we are going to check it
- tayangau_{3 3 5} we found it
- tixū_{2 3} he told her

$\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ inagaxēxē i ña. Make him swallow
 this.
 $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ irĩnguma. Forget it.
 ña this See D. p. 203
 ñaa this See D. p. 203
 ñaaacū like this
 ñacharūgū thus I said
 ñachagūrū thus I said
 ñachax I said
 ñama this See D. p. 203
 ñama i ngunexūgu today (this present day)
 ñaxtū below
 ñaxū he said
 ñaxūmaxā with that saying
 ñomama right here
 ñoxē bark-cloth mat
 ñoxē bark-cloth mat, tree
 ñuxguxacū sometimes/whenever
 ¿ $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ acū? How?
 ñuxacū ñaxtāx how he did it
 ¿ $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ gu? When?
 ñuxgumaxacū at this time
 ñuxica afterwards
 ñuxicama nachūta then it was night
 ñuxmi lungs
 ñuxmata. Right now.
 Also: ngñachica
 See ñuxmata.
 ñuxmataā. Right now.
 See ñuxmata.
 ñuxmax (ta) today

¿ $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ re? How many?
 ¿ $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ regu ñaxatāñū? How much does it
 cost?
 ñuxuchi then
 ¿ $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ ñax? What does he say?
 ngaxchiruxū sewing machine
 ngaxū the middle of
 ngaxūcūxūgu midnight
 ngaxūchixūgu in the center
 ngaxwe gourd dish
 ¿ $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ gecū ya...? Where is So and So?
 ngechaxūacū sadly
 ngema there
 See ngexma.
 ngema that, that one
 ngemaacū like that
 ngemaarū ñaxmaxacū the day after the day
 after tomorrow
 ngemaca ñixī that is why
 See aca ñixī.
 Ngemacūx. Of course.
 ngemaūrūxūxū like that
 ngerūgu often
 ngewa recently
 ngexearū na whooping cough
 ¿ $\dot{\text{N}}\ddot{\text{u}}\ddot{\text{x}}\ddot{\text{u}}$ ge ya...? Where is So and So?
 ngexguma then (present)
 ngexguma meama yaxaxgu when it is well
 burned
 ngexguma yaxācharaūxgu when they have
 their eggs
 ngexgumarūxū same
 ngexica tade we just gather together

Ngexicatama. That's all.
 ngexma there
 See ngema.
 ¿Ngexnerüxüne? Which one?
 See ¿Ngexürüxü?
 Ngexraā Leave it alone.
 ngexrü shouldn't See C-9 p. 273.
 Ngexrüma. Forget it.
 ngexrüma shouldn't See C-9 p. 273.
 ¿Ngexta? Where?
 ngexta inaxüchaxüwa to where we want
 to construct it
 ngextüxcü young fellow
 ngexü woman
 ¿Ngexü i...? Where is So and So?
 ¿Ngexü i üaxcü? Where is the sun? (What
 time is it?)
 ¿Ngexürüxü? Which one?
 Also ¿Ngexnerüxüne?
 ngieru it's head
 ngimax third person (fem.)
 ngine nadau (he) looks for See E. p. 165
 ngimāxā with it
 ngitaxaxgüxü thief
 ngitiri species of bird
 ngixirüxü medicine man
 Ngixā. Let's.
 Ngixā itayadau. Let's go and see it.
 Ngixā naxca tadau... Let's look for...
 ngixrü hers
 ngixü it (familiar)
 ngixü namuxra they cooked it

ngixü narüma he drove it in
 ngixü ningiāma he took a good-hold of it
 ngobü species of mud turtle
 ngora hour
 ngowamāxā with a fox
 ngoxo animal or demon
 ngoxo nax yixü that it was an animal
 ngoxüwama nüxü nadau, -gü (he, they)
 saw it clearly
 (in a dream)
 ngue canoe
 ngue ücü canoe maker
 ngunexü day
 ngurucu vulture
 ngüächica lungs
 Also: nüxmi
 ngürüächi suddenly
 Ngürücaregu rüxā. Stay in bed.
 ngüxüchixü very fat one
 Ngü. Yes (answers "yes-no ques-
 tions").
 Ngü. Yes (assent). Okay.
 ocara species of fruit
 ocayiwa cedar
 ¿Oexna? Oh, is that so?
 ona meat or fish
 omüta beams
 onamāxā nixü ga nayux with the food he
 died
 orawe cockroach
 ore word, story
 ota chicken
 otaacü baby chick

otaarū _{3 1 5 3 3 3 3} michica	chicken pox
otacax _{3 1 3}	cock's crow
otachaxū _{3 1 1 3 3}	egg
otere _{3 3 3}	species of fruit (esp. Span. "zapote")
owaru _{4 3 3}	species of small hard-backed fish
ōxhana _{3 3 3}	baby
o ₃	a sore
oxi _{3 1}	grandfather
oxquene _{3 3 3 3}	a type of wood good for canoe making
Pa ₄	precedes proper name in direct address
pacu _{3 2}	species of fish (reg. Span. "palometa")
pama _{3 3}	guava
panera _{3 2 3}	kettle
papa _{3 1}	father
paritu _{3 2 3}	matches
pau _{2 3}	bread
pawū _{3 2}	spider
paxa _{3 3}	quickly
paxaāchi _{2 3 2 2}	a little bit (time)
Paxama. _{3 3 3}	Hurry. Quickly.
paxaxūra _{3 3 3 3}	faster
paxmama _{3 3 3}	early morning
paxmaxacū _{3 2 3 3}	day after tomorrow
paxmaxūra _{3 3 3 3}	sometime after tomorrow
paxū _{3 2}	young girl
pehaixāchie _{3 4 3 2 3}	get up (you pl.)
pechica _{2 3 1 3}	place to sleep
pechu _{2 3 3}	peso (Colombian currency)
pedidomare _{3 3 3 3 3}	just a request (Span. "pedido")

pemax _{3 4}	second person (pl.)
penayaxu. _{3 3 4 3}	Receive it (you pl.)
peñ _{3 3 3}	party
pexchi _{2 3}	work basket
pexchiru _{2 3 1 3}	pajamas
pexrū _{3 3 3}	yours (pl.)
Pexī. _{3 3 3}	Watch out.
pexū _{3 3 3}	you (pl. obj.)
pichi _{3 1}	species of little bird
piraña _{3 3 3}	scissors, under rafter
piraxe _{3 3 2}	dried salted fish
pita _{3 3}	whistle
pitixuarū _{3 3 2 3 3 3 3 3} tawemūcū	July See p. 193
popera _{3 3 3 3}	paper
poraācū _{4 2 3 4}	very much so, a long time, strongly, powerfully
poratu _{3 3 3}	dish
poratuārū _{3 3 3 3 3 3 2 1 3} piruxū	dish towel
pori _{3 3}	tobacco
poxi _{3 1}	plantain
poxichaxmū _{3 1 3 3}	plantain peeling
poxwa _{2 3 3}	fish hook
puracūarū _{3 3 2 3 3 2 3 2} ore	story about work
pucūchiru _{3 3 3 1 3}	raincoat
puctire _{2 3 3 3}	a dark red wood
pune _{2 3}	balsa
puracū _{3 3 3}	a job, work
purure _{3 3 3}	short handled chopper for hollowing out canoe
putira _{3 3 3}	flower
pūchamāxā _{3 3 3 2 3}	with a draw net

p̄ixc̄ina_{5 1 6} times See C-2. p.268
 queroyin̄i_{3 3 2 5} kerosene
 quidoramare_{3 3 3 3 3} you're just lying
 Rafaelmax̄a_{3 3 2 2 3} for Ralph
 r̄i₆ and
 r̄i_{5 5} ex̄na₁ or
 r̄iramaex̄_{3 1 5 5 3 5} the smallest one
 ta₂ future indicator
 ta₆ also, either (following a negative statement)
 taax̄eac̄u_{2 3 1 4 5 4} happily
 tacut̄iwa r̄i w̄ix̄i_{4 2 3 1 5 2 3 2} eleven
 tacaix̄it̄ux̄ira_{3 5 3 4 1 6} we slash the underbrush
 first
 tachiwa_{3 2 6} small biting ant
 tachocuega_{3 2 3 4 1 5} we plan to enter into it
 tagat̄i_{2 3 3} we tie on the leaves
 tagara_{3 3 2} species of bird
 taguma_{2 4 3} never (in past or present)
 tagutama_{2 4 2 3} never (in future)
 taix̄na_{6 5} boil, yaws
 tama_{2 3} no, don't
 - choxr̄i_{36 3 23 28 2} me nix̄i₂. I don't like it.
 - inangux̄uchi_{1 2 3 4 2} he didn't free himself
 - naax̄ex̄i_{2 3 1 4 3 2} nacua₂ (he) fails to respond
 to sensory stimuli
 - nabaix̄achiex̄ax̄i_{3 4 2 2 3 5 5} they didn't want to
 awaken
 - nibair̄i_{2 3 3 5} it doesn't flood
 - n̄ix̄i_{2 3 3 2 3 4 2 5 5} nayax̄oḡichax̄i₂ they didn't want
 to believe him
 tamaraca_{3 3 3 5} bell
 -tama_{6 3} equivalent to Spanish "pues"
 choxr̄itama_{2 3 4 3} just mine

tanabe_{3 3 3} we pull it
 tanadañ̄i_{3 3 2 5} we cut them into sections
 tanagaux̄chax̄m̄i_{3 3 15 5 3} we peel it
 tananuḡi_{2 3 2 2} we gather together
 tanañux̄rax̄ix̄i_{5 5 5 5 3 2 4} ya... How is So and So?
 tanangaḡi_{2 3 5 2} they tied it
 tanatuatapexe_{3 3 3 3 5 6 3} we fasten it
 tanatuxu_{3 3 3 3} we chop down trees
 tanawaxi_{3 3 4 3} we grate it
 tanawoñ̄i_{3 3 5 5} we soak it
 ta nax̄ iyux̄i_{2 2 5 4 5 2} that we're going to die.
 tanax̄iñ̄ard̄i yurachix̄iñ̄a_{2 3 4 5 3 3 5 2 5 1} we make its palm
 bark floor
 tanax̄iñ̄ex̄i_{3 3 4 1 5} we made a mixture
 tanguḡi_{3 3 2} we arrived
 ¿Tangex̄max̄i...? Is...here?
 tara_{3 1} machete
 tarapa_{3 2 5} round fishing net
 taruma_{2 3 3 5} large blood veins
 tar̄ix̄au_{2 3 3} she stayed
 tasoacu_{3 2 3 4} a cup-full (reg. Span. "tason")
 tauegt̄ix̄i_{2 3 3 1 2} big ones
 taunect̄i_{5 3 3} year
 taugue_{3 5} cemetery
 tauta_{2 2} not (in future)
 Taut̄a_{2 5} Not yet.
 tauta_{2 2} not (in future)
 tautama_{2 2 3} not (in future)
 Tautama cuchib̄i. Don't eat anything.
 Tautama pax̄a icur̄ida_{2 2 3 3 5 1 3 3 3} Don't get up soon.

Taux. 2	No.		
tauxū 2 2 1 5 3 3 2 1 5 2 4	iyabaixūwa 3 2 1 5 2 4	yixixgu 3 2 1 5 2 4	isn't in flood- ed area
tawaama 3 1 2 2		downstream	
tawemfū 5 3 3 3		month	
tawxyae 2 4 1 3		his hair is dark	
tawoegu 3 5 5 5		we returned	
taxaxu 2 3 3		she cried	
¿Taxacū? 5 2 2		What?	
¿Taxacūca? 5 2 2 5		What for? (For what rea- son?)	
¿Taxacū icuxū? 5 2 2 1 3 4		What are you doing?	
taxacū i iyaxūx 5 2 2 4 1 5 3 5		What is left over.	
¿Taxacūru ngora nixū? 5 2 2 3 2 3 5 2 5 2		What time is it?	
¿Taxacūwa? 5 2 2 1		What for?	
taxa icuxuxū 5 5 1 5 5 2		the one you requested	
taxa inaxu 5 5 1 2 4		she requested one	
taxa inaxuxū 5 5 1 2 2 3 4		he was going to go out	
taxa tayadaira 5 5 3 5 4 1 5		we went to check it first	
taxepata 2 3 2 3		store	
taxre 4 2		two	
taxremare 4 2 3 3		just two	
taxū 5 2		river	
taxūxū 4 2 5		our liquid (to cook us in)	
taxacūma 2 2 5 4 3		it's impossible	
Taxucaxtama. 2 2 5 2 3		Nothing.	
Taxucūrtūwa. 2 2 2 2 1		It's impossible.	
Taxū i nixū cūdauxū. 2 1 4 3 5 5 2 5 2		Don't touch it.	
Taxū i quidauchix. 2 1 4 3 4 3 4		Don't open your eyes.	
Taxuma. 2 2 3		Nothing.	
taxa nadau 5 5 2 4		he looked for one	
¿Taxunema...? 2 2 1 5 3		Isn't there any...?	
taxuwama 2 2 1 3		nowhere	
Taxuxema. 2 1 4 3		She isn't here. No one.	
Taxuxuma. 2 2 2 3		He isn't here.	
¿Taxuxuma...? 2 2 2 4		Isn't there any...?	
Taxuxūtama cūngo. 2 2 2 2 3 3 3 5		Don't take a snack (don't eat anything).	
Taxū. 3 5 2		Don't.	
¿Taxacūrtū...? 5 2 2 3		What...? (precedes obj)	
¿Taxacūwa? 5 2 2 1		What for?	
Taxucūma 5 2 3 3		He isn't here. She isn't here.	
taxū 3 5 2		star apple	
taxū 3 5 2		a large quantity	
taxū i dexa 3 5 2 4 3 1		a large quantity of water	
taxūchaxū 3 4 5 5		we want to make	
taxwechigu 3 1 5 5		broom	
Taxweema. 2 1 4 3		Nobody.	
tayatogū 2 3 2 2		we go for them	
tayexma 2 4 2		she was	
¿Texe? 5 1		Who?	
texeardū 5 1 5 3		whose	
¿Texeardū nixū i ŋa? 5 1 5 3 3 2 4 2		Whose is this?	
¿Texe ya toguxe? 5 1 4 5 3 4		Who else?	
tia 2 3 3		maternal aunt	
tichaxwetaxū 2 4 2 3 5		she continued drifting	
tipiti 3 3 5		manioc squeezer	
tixaxunechigu 2 3 3 5 5 5 5 5		she cried as it went drifting downstream	
tixūcumare 2 2 4 3 3		she just entered	
tiyurina 3 3 2 5		rubber cup (for collecting)	
to 5		another	

tocuchigu^{4 2 2 4} noon
 tocuchiwena^{4 2 2 1 5} afternoon
 tomacachi^{3 3 3 5} species of fish
 tomagü^{5 4 2} others (referring to other
 Indians or nationals as sep-
 arate from the Ticunas)
 tomax^{3 4} first person (pl. excl.) lusive
 tomāxā nataaxē^{3 2 3 2 2 3 1 4} he was happy with us
 tomaxexpü^{3 1 5 5 5} three
 tori^{3 1} species of water turtle
 toriārü tawemücü^{3 1 5 3 5 3 5 3} August See p. 193
 towemümaxā^{3 3 3 5 2 3} with food
 toxicataxma^{3 1 5 5 3} we only (just us)
 toxna naca^{3 5 5 2 5} he asked us
 toxone^{2 1 5 5} stairway
 toxrü^{1 5 3} ours (incl.)
 toxrü^{3 5 3} ours (excl.)
 toxü^{2 3 3} large black ant (Span.
 "izula")
 toxü nangaxü^{3 5 3 2 2 5} he answered us
 toxwewa^{4 5 1} on the left
 tucunari^{3 3 3 5} species of fish
 tunü^{4 5} gnat
 Tupanachigaarü tawemücü^{3 3 5 1 5 5 3 5 3 5 3} April See
 p. 193
 tutuna^{3 3 3} species of bird
 tutü^{3 1} maternal uncle
 tuxchinawe^{3 5 4 3 4} scorpion
 tuxmü^{4 3} comb
 tü² thread, cotton
 tügünewa^{2 3 3 5 1} on the right
 tümaarü^{3 5 4 3} his (familiar)
 tümacuna^{3 5 4 1 5} their strings

tümamāxā^{3 5 4 2 3} with her
 tümate^{3 5 4 2} her husband
 tümax^{3 5 4} third person (fam.)
 tüne nadau^{3 5 2 4} (he) looks for See E. p. 165
 türe^{3 5} port
 tüxcha^{4 5} ground cherries
 ¿Tüxcüxü^{3 2 5} Why?
 tüxe^{4 5} manioc
 tüxna nanaxachi^{3 5 3 2 3 5 2 2} it closed on her
 tüxna nigoe^{3 5 5 2 3} he flew away from her
 tüxü nangutaguxegu^{3 5 1 5 3 2 5 3 4} they're gathered
 together
 -- ningu^{2 3 3} it's done
 -- yangügügu^{5 3 2 5 3} we've brought them in
 tüxü inata^{3 5 3 1 2 5} he left her
 -- nadai^{2 5} he kills us
 -- namugü^{2 4 2} he sent them
 -- nicaa^{2 3 5 5} he called and called them
 -- nixücuna^{2 4 1 5} he tied a string
 -- nixüexexē^{2 5 3 2 3} he made her get into it
 ucapu^{3 3 5} room or enclosure
 ucu^{3 5} needle
 uchuma^{4 1 5} species of fish with very
 sharp teeth
 uchuma i ngemaxüwa^{4 1 5 4 3 4 2 1} where there are
 "uchumas"
 ui^{3 5} toasted manioc
 -uxcü^{5 1} equivalent to Spanish "pues"
 Tanaxüaneuxcü^{3 3 3 5 5 5 1} We're just visiting
 here (pues).
 üaxcü^{3 5 1 3} sun
 üaxcü nayagu^{3 5 3 2 3 3 5} the sun tans (him)
 üca^{3 5 3} rat

ūmatixū^{4 3 2 2} typewriter
 Ūpaxīra^{3 3 5 5} A long time ago.
 ūmāxā^{3 3 2 3} with verbascum poison
 ūxūwa^{4 3 1} for firewood
 ūxūxū^{3 5 5} medicine
 -wa¹ to, at, for, in
 naxūtawā^{3 6 5 5 1} to his place
 Carūgūwā napuracū. He works at
 2 2 5 1 2 3 3 2 rubber.
 narañawa^{3 2 5 1} for oranges
 Napatawa napuracū. He works in
 2 3 2 3 1 2 3 3 2 his house.
 waira^{1 2} a palm with edible heart
 wapuruxacū^{3 2 5 3 5} small steamer
 waracu^{3 3 2} species of fish
 warixiwa^{3 3 2 1} a type of wood good for canoe
 making
 waxachataxūgū^{3 3 2 5 5 2} long poles to fit over the
 posts
 waxixūrica^{4 2 2 2 1} just grated (only)
 waxwe^{2 3 1} negro
 wena^{1 5} again
 -wena^{1 5} after, following
 puracūwena^{3 3 2 1 5} after work
 Wepiartū capitāū^{3 2 5 3 3 3 2 5} the WEPT'S captain
 werixū^{5 1 5} turned into a bird
 wetaeruxū^{1 3 4 2 5} barrette
 wexu^{3 1} parrot
 wēxē^{4 4} black
 wēxēne^{4 1 5} black one
 wītūtu^{3 2 5} Huitoto Indian
 wixgu^{2 2} almost
 wixgutax^{3 2 1} almost

wixruxū^{1 5 1 5} plane
 woca^{3 5} cow
 wocardxū^{3 3 1 3} like a cow
 wonera^{3 3 5} flag
 woo^{2 1} even (if)
 worachia^{3 3 3 5} watermelon
 worua^{3 3 5} mirror
 Also: dauci
 wotura^{3 3 2} clothes basket^{4 3}
 woxrecū^{3 5 3} used in direct address when
 name of woman is unknown
 wūra^{3 1} bow
 wūxi^{2 3 2} one
 - cana^{1 5} one time
 - chigū i ngoragu^{5 5 4 2 3 5 4} each hour
 wūximexpi^{2 3 2 5 5} five
 Wūxitaā^{2 3 2 4 3} Just one.
 wūxi ya taunecū yixūgu^{2 3 2 2 5 3 3 5 2 4} it takes one year
 to be full-grown
 -xechi, -xēchi^{1 4 1 4} intensifier See J. p. 92
 -xera^{3 5} comparative See p. 196.
 -xēra^{3 5} comparative See p. 196.
 -xēxē^{2 3} cause to do
 nanapuracūxēxē^{2 3 3 3 2 2 3} - he causes him to
 work
 -xīchi, -xīchi^{1 4 1 4} intensifier See J. p. 92
 -xochi, -xōchi^{1 4 1 4} intensifier See J. p. 92
 -xrū, -ārū^{3 5 3} possessive indicator
 cuxrū^{3 3} yours
 Tupanaārū^{3 3 5 5 2} God's
 -xuchi, -xūchi^{1 4 1 4} intensifier See J. p. 92
 -xūchi, -xūchi^{1 4 1 4} intensifier See J. p. 92
 -xū² nominalizer See F. p. 165

-xū₃ object indicator See F. p. 165

nūxū₃₅ napuracūxē_{2 3 3 2 2 3} he causes him to work

-xūra_{5 5} comparative See p. 196

ya₂, ya₄, ya₅ connective (present or future)

Yacūxcuchichiru_{3 3 2 2 1 5}. Dress him.

Yadaye_{3 2 2}. Chop it off.

Yadocaxē_{3 3 5 2 3}. Boil it.

yādiruba_{3 3 2 5} mahogany

Yadīxū_{3 5 3}. Cover him.

yagūa_{2 5 6} elderly person

yāgara_{3 3 5} balsa raft

yapa_{3 2} leaf covering at peak of roof

yapa tamū_{3 2 3 3} we weave the mat (that fits over the ridge)

yapuna_{3 3 5} oven

yatū_{35 5} man

yaux₁ blue, green

yauxcaxwe_{1 5 5} green back (ten-sol. bill)

yauxrax_{1 3} blue-green

yauxū_{1 2} blue one, green one

yauxchiruxū_{5 1 5 2} washing machine

yawanecū_{1 3 5 4} late afternoon

Yawāxna_{5 2 2}. Open it.

Yaxaxū_{5 5 3 4 2} ǎa. Drink this.

yaxū_{5 1} white mouthed monkey

yaxūca_{4 2 5} for diarrhea

yaxūwa_{2 2 1} at a distance

Yayauxgū_{3 5 2}. Wash them.

yea₁₄ there

Yea nange_{14 3 2}. Take it there.

Yea naxū_{14 5 23}. Go over there.

Yeatama_{14 5 3} Right over there.

yecutū_{2 5 5} the other shore

yemaacū_{2 2 5 5} how it was

yemaarū_{2 2 5 5 5} inēx day before yesterday

yemaca_{2 2 5} that is why (in the past)

yemama_{1 4 3} there at a distance (in the past)

yerū_{2 2} because (past)

yexa_{4 4} there

yexera_{2 5 5} superior

yexguma_{2 2 2} then (past)

yexgumatama_{2 2 2 2 5 3} then immediately (past)

yexma_{2 2} there (in the past)

yexma_{4 2} there in

Yicacu_{3 3 2} Friday

yima_{4 2} that (at a distance)

yima_{5 5} used in direct address when name of man is unknown

yimax_{4 2} third person (distant)

yiruti_{3 3 2} species of dove

yixcīama_{15 4 2 2} afterwards

yixcīra_{15 5 5} later on

yixcīx_{15 4} afterwhile

yixemax_{35 4 2} third person (p. r. t.)

yixemax_{5 4 2} first person (pl. incl.)

yocariwa_{3 3 3 5} a type of wood good for canoe making

yora_{3 1} owner

yori_{3 1} species of duck

yotachinū_{5 2 3 3} my companion

yowa_{3 5} Yagua Indian

yowaruna _{3 3 2 5}	panther
yuctira _{3 3 5}	salt
yuemamaxā _{3 3 5 2 3}	with an axe
yura _{3 5}	variety of palm
yurachipantī _{3 5 4 3 3}	palm bark slabs
yure _{3 5}	a very white wood
yuratixū _{3 5 3 5}	under (the house)
yutita _{3 2 2}	witch doctor
yuxū _{4 2}	dead one
yixū _{3 3}	week
Yūxūarū ngunexū _{3 3 5 5 3 2}	Sunday
Yūxūwenaarū āgūmūcū _{3 3 1 5 5 3 2 5 3}	Thursday
Yūxūwenaarū taxre _{3 3 1 5 5 5 4 2}	Tuesday
Yūxūwenaarū tomaxexpi _{3 3 1 5 5 5 3 3 5 5}	Wednesday
Yūxūwenaarū wūxi _{3 3 1 5 5 5 2 2}	Monday

V. WORDS DIFFERING ONLY IN TONE

- A. \bar{a} ₂ connective (present or future)
 \bar{a} ₄ mosquito
- B. $\bar{bar}\bar{u}$ _{3 2} species of toad, large clay jug
 $\bar{bar}\bar{u}$ _{4 2} species of bird (regional Spanish "paucar")
- C. $\bar{i}\bar{n}\bar{a}\bar{n}\bar{g}\bar{u}$ _{1 2 3} he arrives
 $\bar{i}\bar{n}\bar{a}\bar{n}\bar{g}\bar{u}$ _{1 2 3 5} he falls (as in a canoe)
 $\bar{i}\bar{n}\bar{a}\bar{n}\bar{g}\bar{u}$ _{4 2 3} he weighs himself, he measures himself
 $\bar{i}\bar{n}\bar{a}\bar{n}\bar{g}\bar{u}$ _{4 2 3 5} he drowns himself
- D. $\bar{i}\bar{r}\bar{a}$ _{1 5} first
 $\bar{i}\bar{r}\bar{a}$ _{3 5} sugarcane juice
- E. $\bar{n}\bar{a}\bar{i}$ ₃ the other
 $\bar{n}\bar{a}\bar{i}$ _{3 5} tree, wood
- F. $\bar{n}\bar{a}\bar{n}\bar{a}\bar{m}\bar{u}$ _{2 3 3} he weaves it
 $\bar{n}\bar{a}\bar{n}\bar{a}\bar{m}\bar{u}$ _{2 3 3 5} he spears it
 $\bar{n}\bar{a}\bar{n}\bar{a}\bar{m}\bar{u}$ _{2 3 4} he sends it
- G. $\bar{n}\bar{a}\bar{n}\bar{a}\bar{x}\bar{u}$ _{2 3 2 3} he puts it
 $\bar{n}\bar{a}\bar{n}\bar{a}\bar{x}\bar{u}$ _{2 3 4} he makes it

Words Differing Only in Tone (Cont.)

H.	nanayaxu 2 3 4 3	he receives it
	nanayaxu 2 3 5 3	he washes it
I.	napamũ 2 3̣ 5	it is thick (a liquid)
	napamũ 2 5 5	it has an odor
	napamũ 3 3̣ 5	dry it
J.	nata 2 23	it is big
	nata 23 5	his uncle
K.	natü 23 2	stream
	natü 3̣ 5	grass (in the field)
L.	natiũ 23 2 5	her slip, underneath
	natiũ 23 3 5	it's broth, it's juice, it's stream (of lake or river)
M.	naxaiya 2 3 5	he bathes
	naxaiya 2 4 2	he perspires
N.	naxũ 2 2	annona
	naxũ 3 2	toast it
	naxũ 3̣ 3	sting ray
	naxũ 5 2	it's illuminated

Words Differing Only in Tone (Cont.)

O.	naya 2 2 ³	he is heavy
	naya 2 4	he grows
P.	nayaxī 2 2 2	it is far
	nayaxī 2 4 2	he has diarrhea
Q.	nipa 2 ³ 5	he is tired
	nipa 2 ⁵ 2 ³	he is dry
R.	nixa 2 3 ⁵	it is burned
	nixa 2 ³ 5	he is thin
S.	nīxū [̄] nadau 3 ⁵ 3 2 2 ³	he touches it
	nīxī [̄] nadau 3 ⁵ 3 2 4	he sees it
T.	oxta 2 ³ 3	brain
	oxta 2 ⁵ 5	species of fish (regional Spanish "lisa")
U.	ta 2	future indicator
	ta 5	also
V.	toxri [̄] 1 ⁵ 3	ours (incl.)
	toxri [̄] 3 ⁵ 3	ours (excl.)

Words Differing Only in Tone (Cont.)

W. y₄ma₂

that (at a distance)

y₅ma₅

used in direct address when name of man
is unknown

X. yixema_{35 4 2}x

third person (previously referred to)

yixema_{5 4 2}x

first person (pl. incl.)