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THE FIRST OF TWO VOLUMES PREPARED FOR TEACHING THE
COCHABAMBA DIALECT OF QUECHUA TO SPEAKERS OF ENGLISH, THIS
DOCUMENT IS MADE UP OF 12 UNITS THAT COMPRISE A 6-WEEK
INTENSIVE COURSE OF 20 CLASS HOURS A WEEK. EACH UNIT CONSISTS
OF ONE OR MORE DIALOGS TO BE MEMORIZED, A DIALOG REVIEW, A
SECTION ON GRAMMAR WITH ACCOMPANYING EXERCISES, CONVERSATION,
AND "LISTENING-IN" (PRACTICE IN AUDITORY COMPREHENSION).
BASED ON A CONTRASTIVE LINGUISTIC ANALYSIS OF ENGLISH AND
COCHABAMBA QUECHUA, THE MATERIAL IS SUITABLE FOR BOTH
LINGUISTS AND OTHER STUDENTS OF QUECHUA. THE EMPHASIS IS ON
ACQUIRING AUDIOLINGUAL SKILLS AND THE DIALOGS HAVE BEEN TAPE
RECORDED. (JD)

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" SPOKEN
COCHABAMBA QUECHUA "
Units 1-12
Vol. I

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Quechua Language Materials Project

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Cochabamba

PREFACE TO THE STUDENT

This text was prepared by the Quechua Language Materials Project of Cornell University under contract with the US Department of Health, Education, and Welfare, Office of Education Contract No. SAE-9510, authorized by Public Law 85-864, Title VI, Part A, Section 602.

Quechua, the language of the Inca civilization, is still spoken by millions of inhabitants of the highlands of Peru, Bolivia, and Ecuador. There are a number of regional dialects of Quechua, some of which are not mutually intelligible. These materials were designed to acquaint the student with the Quechua spoken in and around the city of Cochabamba, Bolivia. Speakers who live in the city and its immediate surroundings are often bilingual in Spanish, but for large numbers Quechua is still the primary means of communication in the home and in the community. Other Bolivian dialects of Quechua are reported to be mutually intelligible with, and not very different from, the Cochabamba dialect.

Quechua forms and utterances in these materials were supplied by twelve persons in all, Mr. Oscar Terán being the principal contributor. Mr. Teran's help is acknowledged with special gratitude. Thanks are due to the other informants, and to other persons without whose cooperation this work could not have been carried out. Dr. Julia Elena Fortún of the Bolivian Ministerio de Educación y Bellas Artes very graciously gave official recognition to

our field work.

The materials in this volume comprise twelve units in which the phonology and approximately half of the basic aspects of Cochabamba grammar are covered. Each unit consists of one or more dialogues to be memorized, a dialogue review, a section on grammar with accompanying exercises, conversations, and listening-in exercises.

The present volume should suffice as a text for a six-week intensive spoken Quechua course involving twenty class hours per week. Dialogues have been tape recorded.

Soon to follow this text are another group of twelve units for advanced students, a formal grammar, a reader, and a dictionary. Similar materials are in preparation for the Quechua dialects of Cuzco and Ayacucho, Peru.

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Cochabamba, Bolivia

UNIT ONE

Dialogue

A traveler asks for directions. A. Traveler. B. Person who gives directions.

A.	listen (used to call someone's attention)	yu
	sir, gentlemen	weraqoča
	how	imayna
	be	kay
	Listen sir, how are you?	yu weraqoča, imaynaĪá kanki?
B.	well	waleh
	sir, father	tata
	walk, travel	puriy
	stroll	puriy-kačay
	Just fine, sir. Are you walking around?	walehĪa tatáy. puriy-kačari-kusqankiču?
A.	ask	tapuy
	want	munay
	one	uh
	I would like to ask you something.	tapuri-kúy munaykiman uhta.
	this	kay
	road	yan

- | | |
|---|---------------------------------|
| go | řiy |
| Toco | toko |
| Does this road go to Toco? | kay yanču řin tokoman? |
| B. that over there | haqay |
| No sir, it's that other one. | mana tatáy, haqay uhrah. |
| A. where | may |
| narrow | k'uĭku |
| Where does this narrow road go? | maytatah řin kay k'uĭku yan? |
| B. other, another | wah |
| town | pweblo |
| far | karu |
| near | qayĭa |
| This road goes to another town. | kay yanqa wah pweblomantah řin. |
| A. Is it still far to Toco or quite near? | karurahču tokoman, qayĭaĭañaču? |
| B. Yes, it's still far. | arí, karurah. |
| . league | legwa |
| way, manner | hina |
| It's about a league. | uh legwa hinarah. |

- A. quick usqay
 In that case I'll go quickly. hina kahtenqa usqaylata risah.
 now kunan
 arrive čayay
 I want to arrive in a short kunitan čayáy munani.
 while.
- B. to get late tardeyay
 Do go quickly. It is getting usqaylata řerqoy,
 late. tardeyasasunki.
- A. much very anča
 thank agradesey
 Thank you very much. anča agradeseyki.
- B. day dia
 until kama
 be kay
 Until another day. uh dia kama kačun.
- A. Well, until another day. uh dia kama kačun ari.

Dialogue Review

- A. yu weraqoča, imaynaĪá kanki?
- B. walehĪa tatáy. puriy-kačari-kusqankiču?
- A. tapuri-kúy munaykiman uhta.
kay yanču řin tokoman?
- B. mana tatáy, haqay uhrah.
- A. maytatah řin kay k'uĪku yan?
- B. qay yanqa wah pweblomantah řin.
- A. karurahču tokoman, qayĪaĪañaču?
- B. arí, karurah.
uh legwa hinarah.
- A. hina kahtenqa usqayĪata risah.
kunitan čayáy munani.
- B. usqayĪata řerqoy, tardeyasasunki.
- A. anča agradeseyki.
- B. uh dia kama kačun.
- A. uh dia kama kačun ari.

Phonology

Many Quechua sounds differ from English sounds. The following remarks may help you, but you should imitate your native speaker instructor until he is satisfied with your pronunciation. If no native speaker is available, listen to the tapes carefully and try to mimic everything you hear.

Vowels. There are five vowels in Cochabamba Quechua. They do not sound exactly like Spanish vowels, but the Quechua vowel system as it is now resembles Spanish more closely than it does English. If you speak Spanish, the vowels of Quechua won't give you much trouble. Notice that i and u often resemble English i or u in bit and book, while these vowels are always tenser and higher in Spanish.

<u>Consonants</u>					<u>Vowels</u>	
p	t	č	k	q	i	u
p''	t''	č''	k''	q''	e	o
p'	t'	č'	k'	q'	a	
b	d		g			
f	s	š		h		
m	n	ñ				
	r					
	ř					
	l	ĭ				
w		y				

p, t, č and k are familiar sounds even though they have a different distribution in English. q does not exist in English. We will take these sounds up one by one.

p is like English p in spin. Notice that in English the phoneme p has two variants: p as in pin and p as in spin. The first one is aspirated; if you say pin while you hold small piece of paper with one hand in front of you, the paper will move; if you try the same experiment with the word spin the paper will not move. This demonstrates the difference between an aspirated sound and an unaspirated one. Quechua p, like Spanish and French p is unaspirated, there is no accompanying puff of air.

t resembles English t in the word stain: it is also unaspirated; English t is alveolar: the tip of the tongue touches the alveolar ridge, while Quechua t is dental: the tip of the tongue touches the upper front teeth.

č is similar to English č in church, but it is also unaspirated.

k is like English k in skin. It is also unaspirated. When we describe k we say that it is a voiceless velar stop. Notice how the sound is articulated: the back part of the tongue against the velum (soft palate).

q may be a voiceless back velar stop. In other words, the only difference between k and q is that q is articulated further back in the mouth. Many speakers, however, do not have this speech sound, but a voiced back velar fricative. The point of

articulation is the same, but the tongue does not quite close against the back part of the velum and there is friction (and voice at the same time). This sound resembles intervocalic g in Spanish, but it is articulated further back in the mouth.

The next series of consonants is an aspirated series which we write with " after each letter. They are: p", t", č", k", q". A puff of breath is heard with the articulation of each sound. English initial p, t, č, k are aspirated, but Quechua aspiration is acoustically different. Try to imitate the native speaker. Give particular attention to the sound q" which we don't have in English.

The next series is a glottalized series which we write with ' after each letter: p', t', č', k', q'. Speakers of English have glottal catches, but they are not aware of them because they make no difference in meaning. The closure heard before the vowel in Ouch! is a glottal catch. Try to make this sound after p, t, etc. Imitate the native speaker.

b, d, g are borrowed from Spanish and are pronounced as they are in Spanish.

f is not labio-dental as in English and Spanish, but labial. This is not a very frequent phoneme.

s will give you no trouble.

š is not very frequent, and will give you no trouble. It is similar to English sh in shine, shame, Chicago.

h is articulated more forcefully in Quechua than it is in English. It has two variants. It is articulated with the back

part of the tongue against the velum whenever it is not final in the word. The articulation is against the back part of the velum in final position. This is automatic for speakers of Quechua.

m will give you no trouble.

n is similar to the final sound of English king, ring, sing when syllable final in Quechua; otherwise it is like English n.

ñ is like Spanish ñ.

r is a one flap r like Spanish r in pero, caro. Or like the British pronunciation of r in very and not like as American retroflex r.

ř is a trilled r, similar to the Spanish one in perro, carro.

l will give you no trouble.

l̄ is like Castillian ll in calle or like Italian gl in glielo.

There is no l̄ sound in English.

w is similar to English w in water, woman.

y is similar to English y in yellow, yam.

Some sounds are replaced by others in certain environments.

n is replaced by m before p: saran his corn sarampis 'his corn also'.

i and u are replaced by e and o respectively before q, nq and rq:

wasipi 'at home' : wasipeqa 'at home' (with topic marker)

nin 'he says' : nenqa 'he will say'

nin 'he says' : nerqa 'he said'

ninku 'they say' : ninkoqa 'they say' (with topic marker)

hamun 'he comes' : hamonqa 'he will come'

hamun 'he comes' : hamorqa 'he came'

i is generally replaced by e, and u is generally replaced by o, before h:

řin 'he goes' : řeh 'one who goes'

pi 'who' : pehpa 'of whom'

warmi 'woman' : warmehpa, warmihpa 'of the woman'

tapun 'he asks' : tapoh 'one who asks'

watukun 'he visits' : watukuh, watukoh 'one who visits'

i is replaced by e after q, q'' and q':

pisqo 'bird' -itu (diminutive suffix) pisqetu 'little bird'

aq''a 'chicha' -ita (diminutive suffix) aq''eta 'little chicha'

larq'a 'ditch' -ita (diminutive suffix) larq'eta 'little ditch'

i and u are replaced by y and w across word boundaries before of after a vowel:

wakičipunku 'they have something prepared', arí: wakičipunkwari

'well, they have something prepared'. i 'and', ačayraykutah

'because of that': yačaraykutah 'and because of that'.

Pronunciation Drills

p		p''		p'	
pampa	plain	p''away	fly	p'aca	clothing
pičay	clean	p''iña	wild	p'intuy	wrap
pisi	little	p''isqa	five	p'itiy	burst
puka	red	p''ukuy	blow	p'iñu	a vessel
punku	door	p''uyu	cloud	p'unčay	day

t		t"		t'	
tanta	next	t"anta	tatter	t'anta	bread
tata	father	t"añiy	calm	t'aku	entangled
tapuy	ask	t"amiy	dig	t'akay	spill
tuta	night	t"uta	moth	t'una	small
toco	Toco	t"oqay	saliva	t'ohyay	burst
č		č"		č'	
čaka	bridge	č"aka	kind of ant	č'aki	dry
čiri	cold	č"ilči	drizzle	č'iči	dirty
činkay	lose	č"ičiy	whisper	č'isi	evening
čunka	ten	č"uya	dew	č'uspi	fly
čuhču	malaria	č"uluy	peck	č'uĭa	odd
k		k"		k'	
kiĭa	moon	k"ituy	rub	k'iski	narrow
kikin	same	k"ipičikuy	tremble	k'iĭpay	brand
kičay	open	k"iwila	kind of snake	k'iwiča	liver
kinsa	three	k"iska	thorn	k'ita	wild
kiru	tooth	k"ipu	kipu	k'ičiy	pinch
q		q"		q'	
qayna	yesterday	q"apah	rich	q'aču	grass
qara	skin	q"atu	stand	q'aya	tomorrow
qan	you	q"ari	male	q'ala	naked
qaywiw	stir	q"away	look	q'aytu	wool thread
qaray	serve food	q"apariy	shout	q'ahay	lash

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k		q	
kačariy	loosen	qayna	yesterday
karu	far	qara	skin
kamačiy	send	qan	you
kači	salt	qaywiy	stir
kaĭpa	strength	qaray	serve food
kama	until	qaĭariy	begin
kosa	good	qosa	husband
koka	coca	qolqe	money
k		k"	
kurah	older	k"uskay	thicken
kuĭi	purple	k"uska	together
kutiy	return	k"učuy	cut
kunka	neck	mik"uy	eat
kunan	now	k"uči	pig
k		k'	
kiĭa	moon	k'isa	dry fruit
kičay	open	k'ita	wild
kikin	same	k'iruy	child's sash
kinsa	three	k'ičiy	pinch
kiru	tooth	ĭink'i	kind of clay
q"		k"	
q"ari	male	k"arkay	to be afraid

q"atay	cover	k"askiy	gnaw
q"apah	rich	k"apay	take a step
aq"a	chicha	k"aču	a bite
laq"a	dark	k"aniy	bite
k'		q'	
k'ančay	light	q'aya	tomorrow
k'ača	pretty	q'ara	naked
k'aĪku	sour	q'añuy	slice
k'antiy	twist	q'ayma	tastless
k'apa	cartilage	q'aču	grass
r		ř	
q"ari	male	řiy	go
karu	far	řuntu	egg
p"uru	feather	buřu	donkey
sara	corn	řantiy	buy
pitariy	please smoke	řikuy	see
n		ñ	
nanay	hurt	ñawi	eye
wanay	correct severely	wañuy	die
mana	no	mañay	lend
saruna	let's step	uña	young (of an animal)

1.13

l		I	
loqotu	kind of hot pepper	Iok'e	left
lawá	a soup	Iahwa	a sauce
lurun	kidney	Iuľu	tender
laq"á	dark	Iank'ay	work
I		y	
Iakiy	sadness	yaku	water
Iant'a	wood	yan	road
Iasa	heavy	yana	black
aľay	dig	aya	corpse
Iuľa	lie	uya	face

Grammar

First and second persons suffixes with verbs.

The relational suffixes -man and -ta.

Illustrations

kunitan čayáy munani.

pwebloman čayani.

weraqočata tapuni.

tokoman řini.

imaynaľá kanki?

imatá munanki?

I arrive in town.

I ask the gentleman.

I go to Toco.

How are you?

What do you want?

imatá tapunki?

What do you ask?

Drill

Answer using the suggestions in parenthesis as in the example.

Example:

Inst. imatá munanki?

(tarataman puríy)

Estud. tarataman puríy munani.

imatá munanki?

(kunan čayay)

(pwebloman čayay)

(tokoman řiy)

maymantah řinki?

(toko)

(pweblo)

(yan)

maymantah purinki?

(pweblo)

(tarata)

(sakaba)

(kalakala)

maytatah řinki?

(tarata)

(sakaba)

(karu)

(qayIa)

imatá munanki?

(čayay)

(tapuy)

(uh)

(haqay)

Grammar points

Quechua verbs add personal suffixes for the first and second person. In English we use the appropriate pronoun and the simple form of the verb. Compare:

I arrive	<u>čaya-ni</u>
you arrive	<u>čaya-nki</u>
I ask	<u>tapu-ni</u>
you ask	<u>tapu-nki</u>

The infinitive in Quechua always adds the suffix -y. Example: čayay 'arrive'; tapuy 'ask'. This is the form you have found in the dialog "build-ups" and the form you will find in dictionaries and vocabulary lists. A form like čaya- to which verbal suffixes are added is the stem.

Infinitives show behavior similar to that of substantives and add relational suffixes (see below). Example:

<u>uh-ta muna-ni</u>	'I want one'
<u>misk'i-ta munani</u>	'I want candy'

It is also possible to say: misk'í munani 'I want candy'. In other words, the stress falls on the last syllable of the word. When the substantive is sentence final, however, only -ta occurs: munani misk'ita.

-ta has other functions. It is used in sentences like sakaba-ta řini 'I go to Sacaba'. sakaba-man řini 'I go to Sacaba' has a similar meaning.

The suffix -man is usually translated 'to' as in:

<u>toko-man řini</u>	'I go to Toco'
----------------------	----------------

Note also the following example:

wawa-man misk'ita qoni 'I give candy to the child'
to child candy (acc.) I give

Listening In

- A. kay yanta řini tatáy. tokoman čayáy munani
B. mana kay yan tokoman řinču.
A. maytatah řin kay yan?
B. kay yan tarataman řin.
A. kay k'uĩku yanri tokoman čayanču?
B. arí čayan.
A. řini entós.
B. arí tardeyasasunki.
A. uh diya kama kačun.
B. uh diya kama, weraqoča.

Conversations

- I.
A. How are you sir?
B. Just fine sir.
A. Does this road go to Tarata?
B. Yes sir.
A. Is it near o far?
B. It is quite near sir.
A. Thank you.

II.

A. Does this narrow road go to Toco?

B. No sir.

A. Where does it go?

B. The narrow road goes to another town.

UNIT TWO

Dialogue

An anthropologist tries to establish rapport with a school boy. A. Antropologist. B. José, a school boy.

- | | | |
|----|---|------------------------------|
| A. | Where are you going? | maytá řišanki? |
| B. | school
To school sir. | eskwela
eskwelaman tatáy. |
| A. | sweet
give
give (polite, affection-
ate) | misk'i
qoy
qoriy |
| | I'll give you a candy. | misk'isítú qorisqayki. |
| B. | Give me some then. | qoriway a! |
| A. | name
What's your name? | suti
imá sutiykiri? |
| B. | José. | hosé. |
| A. | much
child
sit, live, be | ašk"a
wawa
tiyan |

2.2

Are there many children in
your school?

ašk"a wawasču tiyan
eskwelaykipi?

B. Not so many.

mana ančatahču.

A. good
teacher

bwenu
profesor

Is your teacher very good?

bwenituĭaču profesorniyki?

B. bad
No, he is bad.

malu
mana, uh malu.

A. marble, small ball
play
know

bolita
puhĭay
yačay

Do you know how to play
marbles?

bolitaswan puhĭáy
yačankiču?

B. quantity
Just a little, sir.

č"ika
uh č"ikaĭata tatáy.

how much, how many
How many marbles do you have?

mašk"a
mašk"a bolitasniykí tiyan?

B. three
Just these three little ones,
sir.

kinsa
kay kinsitaĭa, tatáy.

A.	come	hamuy
	lodging	alohamyento
	that	čay
	more	astawan

Come to my lodging, there
I will give you more.

hamunki alohamyentoyman
čaypi astawan qosqayki.

B. Where is your lodging?

maypintah alohamyentoykiri?

A.	tower	toře
	near, close	čimpa
	house	wasi

In the house next to the
tower.

toře čimpa wasipi.

B. go out

İohsiy

As soon as I get out of
school I'll come.

eskwelamán İohsimuspa
hamusah.

Dialogue Review

A. maytá řišanki?

B. eskwelaman tatáy.

A. misk'isítú qorisqayki.

B. qoriway a!

A. imá sutykiri?

B. hosé

A. ašk"a wawasču tiyan eskwelaykipi?

B. mana ančatahču.

A. bwenitaĽaču profesorniyki?

B. mana, uh malu.

A. bolitaswan puhĽáy yačankiču?

B. uh č"ikaĽata tatáy.

A. mašk"a bolitasniykí tiyan?

B. kay kinsitaĽa, tatáy.

A. hamunki alohamyentoyman čaypi astawan qosqayki.

B. maypitaĽ alohamyentoykiri?

A. toře čimpa wasipi.

B. eskwelamán Ľohsimuspa hamusah.

Grammar1. Interrogative Suffix -ču

Illustrations

kay yanču řin tokoman? _____

karurahču tokoman? _____

bwenituľaču profesorniyki? _____

bolitaswan puhľáy yačankiču? _____

Drill

Make questions out of the following statements as in the example.

Example: Inst. bolitaswan puhľáy yačanki

Stud. bolitaswan puhľáy yačankiču?

kay yan pwebloman řin.

eskwelaman řisan.

wawa bolitaswan puhľan.

hosé misk'ita munan.

eskwelaman purin.

Drill

Answer affirmatively the questions which you made in the drill above.

Grammar points

Independent suffixes are those which can be added to substantives, verbs, or particles.

-ču is an independent suffix which is used in asking questions.

It occurs in the word which is the topi of the question:

kunitan-ču čayáy munanki 'Do you want to arrive right now?'
Right now arrive you want

kunitan čayáy munanki-ču? 'Do you want to arrive right now?'

The difference in the meaning of the two Quechua sentences is made by intonation in English.

2. Negation with mana and the independent suffix -ču.

Illustrations

mana ančatahču	Not so many, not so much.
mana ančaču.	Not so much.
mana yačaniču.	I don't know.
mana munaniču.	I don't want to, I don't want any.
k'uĭku yan mana tokomanču řin.	The narrow road doesn't go to Toco.

Drill

Make negative sentences out of the following statements:

Example: Inst. munani.

Stud. mana munaniču.

puhĭáy yačani.

kay yan sakabaman řin.

usqayta purin.

haqay yan wah pwebloman řin.

kunitan čayáy munani.

hosé eskwelaman řin.

weraqoča alohamyentoman purin.

eskwelaman hamuni.

hosé usqayta řin.

wawa bolitasta munan.

Drill

Answer negatively:

walehču kasqanki?

misk'í tiyanču?

profesor bwenoču?

yanmanču İohsinki?

pweblomanču rinki?

kunanču čayanki?

ančataču agradesenki?

Grammar points

The suffix -ču usually occurs in negative sentences. Remember that the occurrence of -ču alone signals a question. Negative sentences contain a negative word such as mana 'no'.

Compare:

puhíáy yačanki.

You know how to play.

puhíáy yačankiču?

Do you know how to play?

mana puhíáy yačankiču.

You don't know how to play.

3. Third person singular with verbs.

Illustrations

kay yanqa wah pweblomantah řin.

eskwelaman řin.

He goes to school.

Give the third person as in the example.

Example: Inst. eskwelaman řini.

Stud. eskwelaman řin.

Drill

pwebloman řini

eskwelaman řišani.

bolitaswan puhĭani.

misk'ita munani.

eskwelaman purini.

4. Third person plural with verbs.

Illustrations

ašk"a wawa řinku eskwelaman.

Many children go to school.

wawas bolitastawan puhĭáy
yačanku.

The children know how to
play marbles.

profesores yačanku.

Teachers know.

wasis tiyanku.

There are houses.

Drill

Give the plural as in the example.

Example: Inst. profesór yačan.

Stud. profesores yačanku.

wawa purin.
 eskwela tiyan.
 profesór tapun.
 weraqoča munan.
 tata qon.

Grammar points

Third person singular is expressed by the suffix -n: ři-n
 'he (she, it) goes'.

Third person plural is expressed by the form -nku: ři-nku
 'they go'.

A summary of the verb forms which you have learned thus far is:
čayay 'arrive', infinitive.

Singular:

<u>čaya-ni</u>	I arrive
<u>čaya-nki</u>	you arrive
<u>čaya-n</u>	he (she, it) arrives

Plural:

<u>čaya-nku</u>	they arrive
-----------------	-------------

These forms are indifferent as to time. They are used to refer to present, past, and future time.

Listening in

- A. yu hosé, maytá řinki.
- B. eskwelaman řisani don řoberto.
- A. hamuy, tapusqayki uhta.
- B. imatá yačáy munanki?

- A. maypintah eskwelayki?
 B. kay qaylaġapi.
 A. misk'i bolasta munankiču?
 B. uh č"ikata qoway.
 A. ima sutiyohntah profesorayki?
 B. mana yačaniču.
 A. aška wawasču řinku eskwelaman?
 B. uh č"ikaġa.
 A. usqay řiġayña tardeyasasunki.
 B. arí, uh řatu kama.

Conversations

- I.
 A. Are you going to school?
 B. Yes sir, to school.
 A. Do you want some candy?
 B. I do, sir, thank you.
- II.
 A. How many children go to school?
 B. Quite a few boys go to school.
 A. Do they know how to play marbles?
 B. Yes, they know.
- III.
 A. When you get out of school you will come to my lodging.
 B. Where is your lodging?
 A. Over there.
 B. Fine. So long sir.

B.	load	kargay
	Shall we load them now?	kargay-kamuľasunñaču?
A.	good	sumah
	look, watch	q"away
	take care of oneself	q"awa-kuy
	careful	pahtán
	what	ima
	rob	suway
	let rob	suwačiy
	let oneself be robbed	suwači-kuy
	You will take good care of yourself son, and don't let anyone rob you.	sumáh q"awa-kunki waway, pahtán imaykitapis suwači-kuwahtah.
B.	Alright father.	čay tatáy.
A.	coca	koka
	pick, choose	čihľay
	pisco	pisku
	Pick good coca and good pisco.	sumah koká čihľa-kunki, sumah piskutatah.
B.	that which is good	sumahnin
	begin choosing	čihľariy
	begin choosing for oneself	čihľari-kuy
	Yes father I will choose the best.	arí tatáy. sumahnín čihľari-kusah.

A. Alright, go now.

čay řilayña.

B. return, go back

kutiy

come back

kutimuy

Alright father I will go
and come back quickly.

čay tatáy. usqayłapi
kuterqamph řisah.

Dialogue Review

A. yu, řamuku hatariřayña!

B. čay tatáy.

A. usqayta. čay yuritupi yaku q'oñiyki kasqan, uhyay-kuřayña!

B. mašk"a buřuswan řisah?

A. kinsantiřinwanña, ašk"a apamunayki kasqan.

B. kargay-kamuřasuñaču?

A. sumáh q"awa-kunki waway, pahtán imaykitapis suwači-kuwahtah.

B. čay tatáy.

A. sumah koká čihřa-kunki, sumah piskutatah.

B. arí tatáy. sumahnín čihřari-kusah.

A. čay řiřayña.

B. čay tatáy. usqayřapi kuterqampoh řisah.

Grammar

1. First, second, and third person singular, future time.

Illustrations

noqa usqayĭata řisah.	I'll go quickly.
eskwelamán İohsimuspa hamusah.	_____
mašk"a buřuswán řisah.	_____
hamunki alohamyentoyman.	You'll come to my lodging.
sumah q"awakunki wawáy.	_____
qan kutinki.	You'll come back.
weraqoča hamonqa tardenehman.	The gentleman will come toward the afternoon.

Drill

The following statements may refer to the present.

Make the necessary changes in order to refer to the future.

Example: Inst. usqayĭata řini.

Stud. usqayĭata řisah.

noqa tapuni.

qan munanki.

noqa čayani.

kay yan eskwelaman řin.

qan puhĭanki.

noqa yačani.

tatan usqayta hamun.

Grammar points

When a speaker wishes to be specific about future time he uses the following forms for first and third person singular:

čaya-sah 'I will arrive'

čaya-nqa 'he (she, it) will arrive'

There is no special form to express second person future time. Thus čayanki means 'you arrive' or 'you will arrive'.

2. Imperative singular.

Illustrations

qoriway.

Give me please.

řiĭayña.

hatariĭayña.

uhyay-kuyĭayña.

ama suwayču.

Don't steal.

Drill

Answer with an imperative as in the example.

Example: Inst. řisahču.

Stud. řiy.

tapusahču?

puhĭasahču?

ĭohsisahču?

q"awamusahču?

pwebloman kutisahču?

Drill

Answer with a negative imperative as in the example.

Example: Inst. řisahču.

Stud. ama řiyču.

tapusahču?

puhľasahču?

ľohsisahču?

q"awamusahču?

pwebloman kutisahču?

Grammar points

The imperative suffix -y is used to express a direct command or request:

qo-y give!

ři-y Go!

The particle ama 'not' is used in negative commands:

ama qoyču Don't give!

ama řiyču Don't go!

3. First and second person with substantives.

Illustrations

imá sutykiri?

ask"a wawasču tiyan eskwelaykipi?

sumáh q"awakunki wawáy.

uh řuna buřusniykiwan řisan.

A man goes with your donkeys.

Drill

Give the first person as in the example.

Example: Inst. yan. Inst. tata.
 Stud. yanniy Stud. tatay.

pweblo	wasi
eskwela	alohamyento
suti	yuru
profesor	buřu
bolitas	koka

Drill

Give the second person as in the example.

Example: Inst. yan. Inst. tata.
 Stud. yanniyki. Stud. tatayki.

pweblo	wasi
eskwela	alohamyento
suti	yuru
profesor	buřu
bolitas	koka

Drill

Answer the following questions affirmatively.

tiyanču buřuyki?	wasisniykitaču q"awan?
wawayki purinču?	piskuyki sumahču kasqan?
wasiykimanču řisanki?	čimpaykitaču purin?

Grammar points

In English we use separate words to express possession: my

house, your school. Quechua substantives add personal suffixes:

<u>wasi</u>	house	<u>eskwela</u>	school
<u>wasi-y</u>	my house	<u>eskwela-y</u>	my school
<u>wasi-yki</u>	your house	<u>eskwela-yki</u>	your school

If a substantive ends in a consonant the personal suffixes cannot be added directly: The form -ni has to occur:

<u>wasi</u>	house
<u>wasi-y</u>	my house
<u>yan</u>	'road
<u>yan-ni-y</u>	my road
<u>bolitas</u>	marbles
<u>bolitas-ni-y</u>	'my marbles'

Listening in

řamuku usqaypi hatarin. yaku q'oñinta uyan. kinsa buřus kargan. čay buřuswan pwebloman purin. pweblopi sumah koka tiyan, sumah piskuwan. čaykunata čihľah řin. usqaypi řin usqaypi kutimun.

Conversations

I.

A. Does Ramon get up quickly?

B. Yes he gets up quickly.

A. Where is he walking to with the donkeys?

B. He is waking to town with the donkeys.

II.

A. How many donkeys is he taking?

B. He is taking just three.

A. Does he walk fast?

B. Yes, he walks fast.

III.

A. Is there hot water?

B. No, there isn't.

A. What is there then?

B. Coca and pisco.

Cochabamba, Bolivia

UNIT FOUR

Dialogue

Scene in a small store next to the market place. Conversation between a woman and Gerardo, the shopkeeper.

G. term used to address
both customer and
salesman

kaseru

all, everything

tukuy

cheap

baratu

Come customers, come, there
is everything here, very
cheap.

hamuyčah, kaseritus
hamuriyčah. tukuy
ima kaypi tiyan sumah,
baratułapi.

W. Good morning Tata Gerardo.
Give me some salt please.

bwenos dias tata gerardu.
kačiykita qoriway.

G. enter, go in

yaykuy

enter, come in

yaykumuy

Come in then. How much
you want?

yaykumułay, mašk"atá
munanki?

W. six

sohta

pound

libra

Only six pounds.

sohta librałata.

G. egg

řuntu

barter, trade

trweykay

Didn't you bring eggs so
that we can trade them
for coca?

maná řuntusta apamorqanki,
kokawan trweykay-kusunman?

W. hen
lazy
be lazy

waĪpa
q"eĪa
q"eĪayay

No. These days my hen is
being lazy.

mana. kay dias waĪpay
q"eĪayasqan.

G. trust someone with
something, lend.

manuy

If you wish, I'll trust
with some coca so that
you will bring me eggs.

munanki čayqa koká manuykiman
řuntús apamunawaykipah.

W. thus, way
Alright, trust me.

hina
hina manuy-kuway.

B. What else do you want?

imatawán munanki?

W. carry
Only that. I already have
a lot to carry.

q'epiy
čayĪata. ašk"aña q'epinay.

G. increase, give something
extra to a customer

yapay

Here, I'll give this extra
to you so you will always
come back.

kayqa kaytawan yapasqayki
hamu-kunaĪaykipahpuni.

Dialogue Review

- G. hamuyčah, kaseritus hamuriyčah. tukuy ima kaypi tiyan sumah, baratuĭapi.
- W. bwenos dias tata herardu. kačiykita qoriway.
- G. yaykumuĭay, mašk"atá munanki?
- W. sohta libraĭata.
- G. maná řuntusta apamorqanki, kokawan trweykay-kusunman?
- W. mana. kay dias waĭpay q"eĭayasqan.
- G. munanki čayqa koka manuykiman řuntús apamunawaykipah.
- W. hina manuy-kuway.
- G. imatawán munanki?
- W. čayĭata. ašk"aña q°epinay.
- G. kayqa kaytawan yapasqayki, hamu-kunaĭaykipahpuni.

Grammar

1. Imperative plural.

Illustrations

yaykuyčah

Go in (pl.)

yapayčah

Give more (pl.)

Drill

Give the plural as in the example.

Example: Inst. yaykuy.

Stud. yaykuyčah.

q'epiy

q"away

apay

suway

karqay

řiy

Drill

Give the negative plural imperative as in the example.

Example: Inst. yaykuy.

Stud. ama yaykuyčahču.

q'epiy

q"away

apay

suway

kargay

řiy

Grammar points

The imperative plural consists of the verb stem plus the imperative suffix -y plus the suffix -čah:

Cochabamba, Bolivia

UNIT FIVE

Dialogue

Jusela asks Facundo if he is really going to get married.
Two women talk about the wedding.

- | | | |
|----|--|--------------------------------------|
| J. | true | syertu |
| | marry | kasaray |
| | Facundo, is it true you're getting married? | facundu. syertoču kasaranayki? |
| F. | tomorrow | q'aya |
| | ten o'clock | las dyes |
| | I am indeed getting married tomorrow at ten. | kasarasahpuni ari, q'aya las dyesta. |
| J. | church | iglisya |
| | In the church also? | iglisyamantawanču? |
| F. | civil | sibíl |
| | No, only a civil ceremony as yet. | mana. sibillamantarah. |
| J. | unripe | mišk"a |
| | young man | wayna |
| | appear | řik"uriy |
| | show up (all of a sudden) | řik"urirpariy |

Well, such a young fellow
getting married, soon
you probably will show
up with lots of children.

kay hina misk"a waynaġarah
kasaray-kuspaqa, č"ika
wawasniyohčá usqayġapi
rik"urirparinkičah ari.

F. of course
you

karu
qan

Why of course. Do I have
to be as lazy as you?

klaru pwés. qan hina
q"eġaču kanay karqa?

each
year

sapa
wata

make, do

řuway

Every year I'll father
a child.

sapa watapi uh wawá
ruwasah.

J. woman

warmi

Well, I hope so. And don't
let them all be girls.

uhala a? amatah warmiġa
kačunkučú.

F. man

q"ari

Either girls or boys, I'll
just have children.

warmispis, q"arispis,
wawasniyohġa kasáh.

J. hour

ora

Well fine, if that's the way
you feel about it. Oh, I'm
leaving, congratulations on
your marriage.

arí čaypis hinaqa, hina ari.
baya, čay ripuni, sumah
orapi kačun kasara-kusqayki.

F. Ok José, thank you.

čay, husela, agradese-kuyki.

W1. live

one who is getting
married

Those who are getting married
will be living at their
parent's, won't they?

kawsay

kasara-koh

kay kasara-kohkunaqa,
tatañankuhpapičá
kawsanqanku í?

say

W2. No. They say Facundo has
a house already.

niy

mana, hwakunduta wasiyuhña
ninkoqa.

W1. rich

probably

It must be. I think they
are rather rich.

q"apah

sina

kanman. as q"apahkunañatahčus
sina kankupisqa.

W2. ten

cow

They say Elvira's father
gave them ten cows.

čunka

waka

eliberahpa tatanqa čunka
wakiñastapuni qoy-kusqa nin.

W1. Then that way they'll
probably live well.

čay hinamantaqa, sumahñapičá
kawsa-konqanku.

Dialogue Review

- J. facundu syertoču kasaranayki?
- F. kasarasahpuni ari, q'aya las dyesta.
- J. iglesyamantawanču?
- F. mana. sibilamantarrah.
- J. kay hina misk"a waynañarah kasaray-kuspaqa, č"ika wawasniyohčá usqayłapi rik"urirparinkičah ari.
- F. klaru pwés. qan hina q"ełlaču kanay karqa? sapa watapi uh wawá ruwasah.
- J. uhala a? amatah warmiła kačunkučú.
- F. warmispis, q"arispis, wawasniyohła kasáh.
- J. arı čaypis hinaqa, hina ari. baya, čay ripuni, sumah orapi kačun kasara-kusqayki.
- F. čay, husela, agradese-kuyki.
- W1. kay kasara-kohkunaqa, tatañankuhpapičá kawsanqanku í?
- W2. mana, hwakunduta wasiyuhña ninkoqa.
- W1. kanman. as q"apahkunałatahčus sina kankupisqa.
- W2. eliberahpa tatanqa čunkə wakiłastapuni qoy-kusqa nin.
- W1. čay hinamantaqa, sumahłapičá kawsa-konqanku.

Grammar

1. The accusative suffix -ta.

Illustrations

sumah kokata čihĭa-kunki.	You will pick good coca.
kačita qoriway.	Please give me salt.
sohta libraĭata munani.	I want six pounds.
čunka wakasta qoway.	Give me ten cows.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

Example: Inst. (candy) munani.

Stud. misk'ita munani.

- (school) _____ řuwanku.
hosé (candy) _____ munan.
řamuku (coca) _____ čihĭan.
wawa (marbles) _____ munan.
warmi sohta (pounds) _____ munan.
(eggs) _____ apamuni.
(salt) _____ qoway.
p"išqa (pounds) _____ qoriway.
čunka (eggs) _____ apay.
(church) _____ řuwanku.

Drill

Repeat the drill above placing the stress on the last syllable

of the substantive which functions are direct object and omit the suffix -ta.

Example: Inst. misk'ita munani.

Stud. misk'í munani.

2. Some uses of the independent suffix -ri.

Illustrations

pay řipusqa. qanrí?

He left. And what about you?

imá sutykiri?

_____?

maypitan alohamyentoykiri?

_____?

Drill

Add -ri to the following questions to make them more polite.

Example: Inst. imá sutyki?

Stud. imá sutykiri?

imapáh čay,

pitan čay?

maytá řisqanki?

imatá munanki?

mayk'áh ripunki?

Drill

Make questions out of the following statements.

qan q'aya hamunki.

fakundu kasara-kusan.

haqay k'ulku yan sakabaman řin.

pay kunitan čayáy munan.

wawas eskwelaman řinku.

řamuku sumah piskuta čihľanqa.

ařk"a řuntusta warmi apamun.

Drill

Make one sentence out of the following pairs as in the example.

Example: Inst. pay řin. qan řinkiču? (He is going. Are you going?)

Stud. pay řin, qanri? (He is going. Are you?)

qan q'aya hamunki. pay q'aya hamunču?

fakundu kasara-kusan. qan kasara-kunkiču?

haqay k'ulku yan sakabaman řin. maymán kay yan řin?

pay kunitan čayáy munanču. qan kunitanču čayáy munanki?

wawas eskwelaman řinku. pay eskwelamanču řin?

řamuku sumah piskuta čihľanqa. qan sumah piskutaču čihľanki?

ařk"a řuntusta warmi apamun. pay ařk"a řuntustaču apamun?

Grammar points

The suffix -ri is an independent suffix (see Unit 2) which sometimes has an interrogative meaning. It is usually accompanied by rising intonation. Its most frequent use is in tag questions.

Examples:

walehľa, qanri?

Fine. And you?

pay řin, qanri?

He is going. Are you?

3. -řa, continuative.

Illustrations

puriřankiču?

Are you walking?

purisqankiču?

Are you walking?

purisankiču?

Are you walking?

maytá rišanki?

Where are you going?

maytá risqanki?

Where are you going?

maytá risanki?

Where are you going?

čay yuritupi yaku q'oñiyki kasqan.

kay dias waĪpay q"eĪayasqan.

Drill

Add -ša to the following statements as in the example.

Example: Inst. waĪpay q"eĪayan.

Stud. waĪpay q"eĪayasqan.

kunan purinki.

kunan yapan.

kunan piskuta kokatawan munani.

kunan eskwela wawasta čihĪan.

kunan usqayta kutinki.

čaypi buřuĪa kan.

čayta sumah řuwan.

Drill

Repeat the exercise above adding -sqa instead of -ša. The meaning will be the same.

Drill

Repeat the exercise above adding -sa instead of -sqa. The meaning will be the same.

Grammar points

The forms -ša, -sa, and -sqa have exactly the same meaning. For convenience we will refer to them as ša, continuative. -ša is a modal suffix (see unit 15). It adds a meaning of continuation to the action. Compare:

<u>purinki</u>	you walk
<u>puri-ša-nki</u>	you are walking
<u>řin</u>	he goes
<u>ři-ša-n</u>	he is going

Listening In

fakundo mana q"eřaču. usqayřapi tukuy imatá řuwan. řan kasaranqaña eliberawan. fakundoqa mišk"a waynařarah, pero wasiyohña. sumahta elibera čihřan, sumahřapičá kawsanqa fakunduan.

Conversations

I.

A. He is getting married "por lo civil".

B. Who?

A. Fakundo.

B. To whom?

A. To Elvira.

B. I think he is still just a young man.

A. Yes, just a young man.

II.

B. They say Fakundo is a house owner.

A. Yes, he has a house in town.

B. I think his father also is rich.

A. Yes, very rich.

III.

B. Is your wife very kind?

A. No, but she is a good woman.

B. Does she know how to do everything?

A. Yes, she does.

6.3.

Lots of people live this way everywhere.

hinaĭapitah tukuynehpipis
ašk" a runakuna kawsa-kunku.

J. poor

wahča

Knowing about our impoverished condition, they would criticize us.

wahča kayniykumanta
yačaspa imaqa,
q"awawaykumančá.

A. help

yanapay

No, they would help you rather.

mana. antis yanapasunkičahman.

J. Would it be that way?

hinaču kanman?

A. Yes, it would be that way indeed.

arí. hinapuni kanman.

J. like

gustay

How was that soup? Did you like it?

imaynatah kasqa čay lawa,
gustariĭasorqaču?

A. Oh! It was really very good.

uh, sumah pača kasqa.

J. Would you like a little more?

uh č"ikatawan munariwahču?

A. to have enough

sahsay

No, no more, I'm full. Thank you very much.

mana, manaña. sahsasqaña
kani. anča agradeseyki.

J. Where are you sleeping tonight?

maypí kunán puñusqankiri?

A. I don't know yet. Are there any lodgings around here?

mana yačanirahču. alohamyentos
tiyankupunitahča kaynehpi.

J. evening

č'isi

Would you sleep right here?
It is very late.

kaylapiña puñu-kuwah čayri
anca č'isiñatah ari.

A. It is, isn't it? Just put me up here then.

arí, í? puñuričiliwayña
entonses ari.

Dialogue Review

A. bwenas tardes dcn hasinto.

J. bwenas tardes tatáy, yaykurimuy á?

A. grasyas, amigo.

J. uh č"ika lawitata munariwahču?

A. imaraykú manari.

J. kaysitułata mik"u-kuyku tatáy.

A. aswan kosá antis kayqa.

J. negosyanteča kawah.

A. mana. q"awareh hamuni tumpata.

yačay munasani qankunamanta, imastačus mik"u-kúy
yačasqaykičahmanta, maypičus puñusqaykičahmanta,
imaynapičus kawsasqaykičahmanta.

J. imapahtah tukuy čayri?

A. tukuy čaymanta uh librupi orq"onaypah.

J. p'enqay kayniykumantapis wiłałankitahčá?

A. imamantatah p'enqači-kunkičahmanri?

hinałapitah tukuynehpipis ašk"a runakuna kawsa-kunku.

J. wahča kayniykumanta yačaspa imaqa, q"awawaykumančá.

A. mana. antis yanapasunkičahman.

J. hinaču kanman?

A. arí. hinapuni kanman.

J. imaynatah kasqa čay lawa, gustariłasorqaču?

A. uh, sumah pača kasqa.

J. uh č"ikatawan munariwahču?

A. mana, manaña. sahsasqaña kani. anča agradeseyki.

J. maypí kunán puñusqankiri?

A. mana yačanirahču. alohamyentos tiyankupunitahča
kaynehpi.

J. kayłapiña puñu-kuwah čayri. anca č'isiñatah ari.

A. arí, í? puñuričiławayña entonses ari.

Grammar

1. Personal suffixes with substantives.

Illustrations

alohamyento	lodging
alohamyentoy	my lodging
alohamyentoyki	your lodging
tatan	his (her) father
hamunki alohamyentoyman.	_____
bwenituľaču profesorniyki?	_____
eliberahpa tatanqa čunka wakiľastapuni qoy-kusqa nin.	_____
haku wasinčahman!	Let's go to our house.
řiyku wasiykuman.	We are going to our house.
wahča kayniykumanta yačaspa	_____
kay kasara-kohkunaqa tataľankuhpapičá kawsanqanku i?	_____
haľpaykičahta ľank'ankičah?	Are you working your land?

Drill

Make the following substantives refer to the corresponding singular person as in the example.

Example: Inst. waľpanku. Inst. waľpasniyku.
 Stud. waľpan. Stud. waľpasniy.

alohamyentončah.

librunku.

wasiyku.

iglesyaykičah.

wakasninku.

kačinčah.

řuntusniykičah.

kokayku.

Drill

Make the following substantives refer to the corresponding plural person.

pwebloy. (give the exclusive)

eskwelan.

misk'isniyki.

waway. (give the inclusive)

wasisnin.

buřuyki.

Grammar points

The word substantive will be used to mean any Quechua word that can add the suffix -ta, accusative (see Unit One). Substantives are words like the following:

<u>wasi</u>	house	<u>sumah</u>	good
<u>tata</u>	father, sir	<u>ima</u>	what
<u>puka</u>	red		

In English the relation between a noun and a possessor is often expressed by a separate word: my house, his father etc. Quechua substantives add personal suffixes thus:

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	<u>wasi</u>	house
First per. sing.	<u>wasi-y</u>	my house
second per. sing.	<u>wasi-yki</u>	your house
third per. sing.	<u>wasi-n</u>	his (her, its) house
first per. pl. incl.	<u>wasi-nčah</u>	our (incl.) house
first per. pl. excl.	<u>wasi-yku</u>	our (excl.) house
second per. pl.	<u>wasi-ykičah</u>	your (pl.) house
third per. pl.	<u>wasi-nku</u>	their house

If a substantive stem ends in a consonant the form -ni has to be added before the personal suffixes:

<u>supay</u>	devil	<u>yan</u>	road
<u>supay-ni-n</u>	his devil	<u>yan-ni-y</u>	my road

Some of the terms used above may need additional explanation. Second person singular refers to the person addressed (i.e. the person one is talking to): I am going to your house. Third person singular refers to whoever or whatever one is talking about: his house, her house, its roof. First person plural inclusive refers to the speaker and the addressee: our house incl. means the house which is yours and mine, or yours and ours. For instance, a mother can tell her children haku wasinčahman 'Let's go to our house' (incl.). First person plural exclusive refers to the speaker and his group and excludes the addressee. The same mother who has taken her children to visit a friend of hers may tell her friend: řiyku wasiykuman 'We (i.e. my children and I) are going to our

house'. Second person plural refers to two or more persons addressed.

2. The substantive plural suffix plus personal suffixes

Illustrations

buřu	donkey
buřuy	my donkey
buřus	donkeys
buřusniy	my donkeys
yan	road
yanniy	my road
yankuna	roads
yankunay	my roads
profesor	teacher
profesorniy	my teacher
profesores	teachers
profesoresniy	my teachers

Drill

Give the plural of the following substantives.

libru	waka
buřu	wasi
bolita	waipa

Drill

Make the plural substantives above refer to every person.

Grammar points

When a personal suffix is added to a substantive to which the forms -s or -es of the plural suffix have been added, -ni occurs before the personal suffix. Example:

buřu-s-ni-y

my donkeys

buřu is the substantive stem.

-s is the form of the plural suffix which is usually added to substantive stems which end in a vowel.

-ni carries no meaning, but must occur when a personal suffix follows.

-y 1st person sing. form of the personal suffix.

3. Genitive.

Illustrations

eliberahpa tatanqa čunka
wakiřastapuni qoy-kusqa
nin.

kay kasara-kohkunaqa
tatařankuhpapičá
kawsanqanku í?

huwampa wasin.

qampa kokayki.

tatahpa hařp'an.

tatampa hařp'an.

eliberah tatan.

pehpatá kay.

pehpatá čay wasi.

eliberahpata.

John's house.

Your coca.

The father's land.

His father's land.

Elvira's father.

Whose is this?

Whose house is that?

Elvira's.

Drill

Answer the following sets of questions as in the examples.

Example: Inst. pehpatá čay wasi?

Stud. eliberah tatampata čay wasi.

pehpatá čay koka?

pehpatá čay pisko?

pehpatá čay buřu?

pehpatá čay waĭpa?

Example: Inst. pehpatá kay buřus?

Stud. čay řunahta kay buřus.

pehpatá kay waĭpas?

pehpatá kay pisku?

pehpatá kay řuntus?

Example: Inst. čayču hosehpa profesornin?

Stud. arí kay weraqoča hosehpa profesornin.

čayču eliberahpa profesornin?

čayču pedrohpa profesornin?

čayču hwampa profesornin?

Example: Inst. čayču qampa wasiyki?

Stud. arí kayqa noqahpa wasiy.

čayču qampa piskuyki?

čayču qampa buřuyki.

čayču qampa waĭpayki?

Drill

Answer the following questions:

pehpatá čay wasi?

pehpatá kay?

čayču hosehpa profesornin?

pehpatá čay buřus?

čay wařpas qampataču?

Grammar points

-hpa is the genitive relational suffix. It indicates that the substantive to which it is added is a possessor:

elibera

Elvira

elibera-hpa

Elvira's

tata

father

tata-hpa

the father's

If a substantive referring to the item possessed occurs in the sentence, a personal suffix is added to it. This suffix agrees in person with the possessor:

noqa

I

noqa-hpa wasi-y

my house

qan

you

qam-pa wasi-yki

your house

pay

he

pay-pa wasi-n

his house

tata-hpa wasi-n

the father's house

The accusative suffix -ta and other relational suffixes can occur after the genitive suffix:

<u>elibera-hpa-ta</u>	Elvira's
<u>tata-hpa-pi</u>	At the father's (house)

-ta must occur after the genitive when the possessor alone occurs in a phrase. Compare the following: warmehpa kamisan 'the woman's shirt'; warmehpata 'the woman's'.

In basic dialogue five there appeared the sentence kay kasara-kohkunaqa tatañankuhpapičá kawsananku í? tatañankuhpapičá can be analyzed as follows:

<u>tata</u>	substantive
<u>-ña</u>	indep. suffix (unit 8)
<u>-nku</u>	personal suffix, 3rd. p. pl.
<u>-hpa</u>	genitive
<u>-pi</u>	locative
<u>-čá</u>	indep. suffix (unit 8)

Notice the order of occurrence of the suffixes you have had: personal suffixes occur before relational suffixes; more than one relational suffix can be added to a substantive stem.

4. Some uses of the verb tiyay.

Illustrations

iskay wasisniy tiyan.	I have two houses.
huwampata iskay wasisnin tiyan.	John has two houses.
kinsa wawasniyku tiyan.	We have three children.

Drill

Substitute the suggested person reference making the necessary changes.

noqahpata iskay walpasniy tiyan.

qampata

hwampata

qamkunahpata

kaserospata

Grammar points

The verb tiyay means 'to sit', 'to exist', or 'to be'. Possession may be expressed with a substantive inflected for person and the verb tiyay in the third person singular, thus:

<u>wasi-y tiyan</u>	I have a house (Lit. My house exists)
<u>wasi-yki tiyan</u>	you have a house
<u>wasi-n tiyan</u>	he has a house
<u>wasi-nčah tiyan</u>	we (incl.) have a house
<u>wasi-yku tiyan</u>	we (excl.) have a house
<u>wasi-ykičah tiyan</u>	you (pl.) have a house
<u>wasi-nku tiyan</u>	they have a house

5. Other relational suffixes: -pi, -pah, -manta, -rayku, -wan.

Illustrations

ašk"a wawasču tiyan eskwelaykipi? _____

maypintah alohamyentoykiri? _____

čay yuritupi yaku q'oñiyki
kasqan.

usqayłapi kuterqampoh řisah.

tukuy ima kaypi tiyan sumah
baratułapi.

imapitah čurasah?

imapahtah tukuy čayri?

kay buřus kokata apanankupah.

maymantá hamunki?

iglisyamantawanču?

mana, sibilłamantarah.

maypičus puñusqaykičahmanta?

čahra řunasmanta yačayta
munani.

imaraykú manari.

bolitaswan puhłáy yačankiču?

Where shall I put it?

These donkeys are for
carrying coca.

Where are you from?

I want to know about
peasants.

Drill

Answer the following questions:

imapí čurasah yaku q'oñita?

kaseroykipahču kay wałpa?

pipahtah mik'unata apamunki?

maypi koká tiyan?

kay sumah weraqoča tokomantaču hamun?

tatan nisqanraykuču mana řin?

baratupiču kači kasqan?

qełamantaču čay hinałata řuwan?

anča wayna kasqanrayku mana kasaranču?

kačitaču apamusan wasiykipah?

bolitaswan puhíáy yačankiču?

Grammar points

The relational suffixes -ta and -man were introduced in Unit One. The relational suffixes are the following:

<u>-manta</u>	ablative	from, since
<u>-pah</u>	purposive	for, in order to
<u>-rayku</u>	causal	because of, on account of
<u>-hpa</u>	genitive	of
<u>-man</u>	allative	to, toward
<u>-pi</u>	locative	in, on, at
<u>-ta</u>	accusative	(direct object and other uses)
<u>-wan</u>	instrumental	with

The first four are mutually exclusive. That is, if one of them occurs none of the others can occur. -hpa may be followed by -man, -pi, and -ta; -ta may be followed by -wan.

A relational suffix marks a relationship between the substantive to which it is added and the verb or another substantive. The meaning of the relationals are roughly glossed above. They are very frequent in Quechua.

The order of those suffixes occurring with substantives on which you have been drilled can now be reviewed. It is the following:

1	2	3	4
plural	<u>-ni</u>	personal	relational
suffix		suffixes	suffixes

Examples:

<u>wasi-pah</u>	for the house
<u>wasi-y-pah</u>	for my house
<u>wasi-s-ni-y-pah</u>	for my houses
<u>wasi-s-ni-yku-pah</u>	for our houses
<u>yan-man</u>	to the road
<u>yan-ni-yki-man</u>	to your road
<u>hwam-pa-ta</u>	John's
<u>hwam-pa-ta-wan</u>	with John's
<u>war-me-h-pa-ta-pi</u>	at the woman's

Listening-In

čahra řunasmanta yačáy munaspa, uh weraqoča tapuspa, tukuy imata q"awaspa, čahrata purin. yačayta munan čahra mik"unasmanta, imaynapičus čahra řunas kawsasqankumanta, maypičus puñusqankumanta. tukuy čay tapusqanmanta, puriy-kačah řuna, uh librupi wiñanqa kasqa wah řunas yačanankupah.

Conversations

- I.
- A. What are you eating?
- B. A little "lawa" only sir.
- A. Give me a little.
- B. Here it is. Do eat.
- II.
- A. Do you want to sleep here?

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B. Why not?

A. Do you want to eat?

B. No, I am full.

III.

A. I am going to the city.

B. Come in, why are you going away (walking like that)?

A. What will you give me?

B. Hot water with pisco.

Cochabamba, Bolivia

UNIT SEVEN

Dialogue

Agusti is still at work in his corn field. A friend comes by for him and they both walk home. F. Agusti's friend. A. Agusti.

F. Hi! Say! ole
Say, Augusto! ole, agusti.

finish tukuy
Haven't you finished yet? manaráh tukusanki?

A. now kunan
Except for this little bit. kay tumpitaña. kunitan
I'll go right now. řipusah.

F. let's go haku
Say!, Listen! oye
late; afternoon tarde
Come on. It's getting late. hakuña oye, tardeyamusaña.

A. Alright then, come on, let's go. čay ari, haku řipuna.

be left over pučuy
I'll finish what is left tomorrow. kay pučohtaqa, q'ayaña tukusah.

F. Yes, chum.

arí, oye.

work, build

ĩank'ay

What do you work like that
for?

imapáh čay hiná ĩank'anki?

corn

sara

beautiful

k'ača

Your corn is just beautiful.

saritaykipis k'ačitaĭaqa.

A. lie

Īuĭay

Aren't you lying?

maná Īuĭa-kusqanki?

F. What should I lie for?

imapáh Īuĭa-kusahri?

A. Your corn is pretty good too.

qampa saraykipis čay kosaĭaqa.

F. Yes, I think everybody's
corn is pretty good.

arí. tukuypa sarampis
kosaĭučus sina.

A. same

kikin

Say, not quite. And it is
not the same for everybody.

manatah oye, nitah tukuypahpis
kikiĭanču.

For instance Don Santiago
is saying: It isn't
producing good corn for
me this year.

don santyagupis mana sumah
saraču kunan watapi qosqawan,
nisqanqa.

F. he

pay

He will always say that.

pay hinaĭatapuni nenqa ari.

Dialogue Review

F. ole, agusti.

manaráh tukusanki?

A. kay tumpitaña. kunitan řipusah.

F. hakuña oye, tardeyamusaña.

A. čay ari, haku řipuna.

kay pučohtaqa, q'ayaña tukusah.

F. arí, oye.

imapáh čay hiná ĩank'anki?

saritaykipis k'ačitaqa.

A. maná ĩuĩa-kusqanki?

F. imapáh ĩuĩa-kusahri?

A. qampa saraykipis čay kosaqa.

F. arí. tukuypa sarampis kosaĩučus sina.

A. manatah oye, nitah tukuypahpis kikiĩanču.

don santyagupis mana sumah saraču kunan watapi qosqawan nisqanqa.

F. pay hinaĩatapuni nenqa ari.

Grammar

1. Indefinite-Interrogatives.

Illustrations

imá čay?	What is that?
imátah čay?	What is that?
imá sutiykiri?	And what is your name?
imatá ninki?	What do you say?
imamán řisanki?	What are you going for?
imatá munanki?	What do you want?
imapáh munanki?	What do you want it for?
imapí munanki?	In what do you want it?
imawán munanki?	With what do you want it?
imatawán munanki?	What else do you want?
imaynaĽa kanki?	How are you?
imarayku hamunki?	Why did you come?
maytatah řin kay k'uĽku yan?	<hr/>
maytá řisanki?	Where are you going?
maymán řisanki?	Where are you going?
may tatay?	Where is my father?
	What about my father?
maypí tatay?	Where is my father?
maypintah alohamyentoykiri?	<hr/>
mayk'áh řinki?	When are you going?
mašk"a buřuswan řisah?	<hr/>
mašk"á balen?	How much is it?
mašk"atá munanki?	How much do you want?

mayqentá munanki?

Which one do you want?

pi čay?

Who is that?

pi čaykuna?

Who are those people?

piwan kasaran?

Whom is he marrying?

Drill

Ask at least two questions about the following statements using the question words illustrated above.

Example: Inst. kay yan tokoman řin

Stud. mayqen yantah tokoman řin?

maymán kay yan řin?

1. kay weraqoča pweblonman sumah yanta řisqan.
2. kay yan sakabaman řin.
3. haqay kasero kačita sumah baratułapi qon.
4. řamuku yaku q'oñita uh yuritupi munan.
5. řamuku řuntusta čihłanqa kačitatah apamonqa.
6. wawa bolitaswan puhłan eskwelapi.
7. kaseru čunka řuntusta kunampi benden.
8. tatan nisqanrayku řamuku tawa buřuswan pwebloman řin.
9. čay waraqoča yačayta munan mašk"a wawasčus eskwelapi tiyan.
10. ašk"ata profesór tapun.

Grammar points

The Indefinite-interrogatives are:

<u>ima</u>	what
<u>may</u>	where
<u>pi</u>	who

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<u>imayna</u>	how
<u>mayqen</u>	which
<u>mayk'ah</u>	when (also <u>hayk'ah</u>)
<u>mašk'a</u>	how much, how many

These words are substantives which are frequently used to ask questions. When they are used this way they add the suffix -tah (which alternates with stress) and not the suffix -ču which is normally added when asking questions (see Unit One).

Compare:

<u>kay yanču řin tokoman?</u>	Does that road go to Toco?
<u>maymantah (maymán) řin kay yan?</u>	Where does this road go to?

When an indefinite-interrogative modifies a substantive the suffix -tah is added to the substantive.

Example:

<u>mašk'a bolitastah?</u>	how many marbles?
---------------------------	-------------------

2. First and second person with verbs. Review of personal suffixes with verbs. Personal pronouns.

Illustrations

noqa yaykuyta q'eña-kusqani	I don't feel like going in.
qan sohta řuntusta apa-kunki.	You take six eggs with you.
pay kačiwan yapan.	He (she) gives extra salt.
noqančah sarata apančah.	We (incl.) take corn.
noqayku buřuspi apayku.	We (excl.) take it on the donkeys.
qankuna eskwelaman řinkičah.	You (pl.) go to school.
paykuna yampi puhľanku.	They play on the road.

Drill

Give the plural as in the example.

Example: Inst. qan eskwelaman řinki.

Stud. qankuna eskwelaman řinkičah.

1. noqa kačani. (Give the inclusive)
2. pay Iuġa-kun.
3. qan ġank'anki.
4. noqa p'enqa-kuni. (Give the inclusive)
5. noqa kasarani. (Give the exclusive)
6. qan bweno kanki.
7. t'antá řuwan.

Drill

Substitute the suggested subjects and make the necessary changes.

1. noqa usqayta ġank'ani.

fakundu

qan

noqayku

paykuna

2. pay ašk"ata q'epin.

warmi

noqa

noqančah

qankuna

Drill

Answer the following questions:

1. imatá munankičah?
2. pitah sarata apan?
3. imatá ruwančah?
4. yakutaču uhyanki?
5. puriytaču q"eĭa-kusqanku?
6. sumah řunasču kanki?
7. sumahtaču purini?
8. sarataču kargan?
9. usqaytaču hamusqanku?
10. mayqentah yuruta apan?
11. noqaykuču piskuta kutičiyku?
12. sumah q"eĭaču kani?

Grammar points

The first, second, and third person singular and the third person plural of the verbs were drilled and discussed in Units One and Two. Personal suffixes have also been used with substantives (Unit Six). Personal suffixes are added to substantives and to verbs. Their form differs slightly in the first and second person singular. So far you have used all persons with substantives and with the simple form of the verb as follows:

Substantive

wasi

house

Verb

Iank'a-

work

Singular

1st	<u>wasi-y</u>	my house	<u>Iank'ani</u>	I work
2nd	<u>wasi-yki</u>	your house	<u>Iank'anki</u>	you work
3rd	<u>wasi-n</u>	his, her, its house	<u>Iank'an</u>	he, she works

Plural

1st incl.	<u>wasi-nčah</u>	our house	<u>Iank'ančah</u>	we work
1st excl.	<u>wasi-yku</u>	our house	<u>Iank'ayku</u>	we work
2nd	<u>wasi-ykičah</u>	your (pl.) house	<u>Iank'ankičah</u>	you (pl) wor
3rd	<u>wasi-nku</u>	their house	<u>Iank'anku</u>	they work

Remember that a simple conjugated form of the verb such as Iank'a-ni 'I work' is indifferent as to time and be used to refer to the present, the past, or the future.

The personal pronouns are:

noqa	I
qan	ycu
pay	he, she
noqančah	we (incl.)
noqayku	we (excl.)
qankuna	you (pl.)
paykuna	they

3. Agentive suffix -h.

Illustrations

kay pučohtaqa q'ayaIaña tukusah.

usqayIapi kuterqampoh řisah.

kay kasara-kohkunaqa.

q"awareh hamuni tumpata.

Drill

Give the plural agentive of the following as in the example.

Example: Inst. kasara-kuy

Stud. kasara-kohkuna.

- | | |
|----------|---------------|
| 1. tapuy | 6. kasara-kuy |
| 2. yačay | 7. řipuy |
| 3. uhyay | 8. q"awariy |
| 4. wiřay | 9. hamuy |
| 5. pučuy | 10. řuway |

Grammar points

The agentive suffix -h is added to a verb stem to form an agentive substantive meaning one who performs whatever is denoted by the verb: tapuy 'ask', tapoh 'one who asks'; yačay 'know', yačah 'one who knows'.

Drill

Make one sentence out of the two which are given, as in the example.

Example: Inst. tumpata q"awani. hamuni

Stud. q"awah hamuni tumpata.

1. hamuni. wasita řikuni
2. čayamun. ašk"ata řank"ani.
3. řin. lawata mik"un.
4. hamuyku. sarata tarpuyku.
5. řiyku. payta p'ampayku.

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B. Yes.

A. Help me. (give help)

B. O.K.

A. Work quickly.

B. Yes. I will work.

Cochabamba, Bolivia

UNIT EIGHT

Dialogue

Conversation between an anthropologist and a peasant. A. Anthropologist. P. Peasant.

- | | | |
|----|--|---|
| A. | priest | kura |
| | Say, is there a priest
around here? | oye. tata kura tiyanču
kaynehpi? |
| P. | holiday | fyesta |
| | arrive | čayay |
| | No, he only comes for
the holidays. | mana, fyestaslapah čayamun. |
| A. | authority | awtoridád |
| | What kind of government
officials are there here? | ima awtoridadestah kaypi
tiyanku? |
| P. | constable | intendente |
| | mayor | alkalde |
| | judge | hwes |
| | Constable, mayor, and I
think there is also a
judge. | intendente, alkalde, hwespi
tiyanlantahčus sina. |
| A. | put | čuray |
| | Do you put the government
officials into office? | qankunaču awtoridadés
čurankičah? |

P. government
send

gobyernu
kačay

What an idea! The govern-
ment sends them.

maymanta á, gobyernu
kačamun.

A. Don't you put any govern-
ment officials into office?

manaču ni pi awtoridadtapuni
čurankičah?

P. I've already told you,
haven't I?

mana niykiñaqa?

A. long time
stop, stand

unay
sayay

How long do the government
officials stay?

mašk"a unaytá awtoridades
sayanku?

P. wish
only its wish

munasqa
munasqañanta

Well, as long as the govern-
ment wishes.

gobyernoh munasqañanta
ari.

A. I wonder why?

imaraykuču í?

P. top
appointment

pata
nombramyento

Because the appointment comes
from above probably.

patamanta nombramyento
hamusqanraykučari.

- A. go away řipuy
And if they go, is it only because they want to? munayniñankumanta, řipunku čayri?
- P. Probably not. Why should they be leaving? manačá. imatá řupusanqankuri?
- A. Why do they like to be government officials then? imaraykučus awtoridadesĪa kayta munankupis í?
- P. respect. řespetay
to make oneself be respected řespetariči-kuy
Well, they want to be respected. řespetariči-kúy munankutah ari.
- A. Are they all like that? tukuyču hina kanku?
- P. perhaps, almost including all
Almost all. ñaq"as ~ ñaq"á
tukuynintin
ñaq"a sina, tukuynintin.
- A. Would you like to be an official? qanri awtoridád kayta munawahču?
- P. Probably not. manačá.
- A. smoke pitay
Would you like to smoke? pitaríy munawahču?

Dialogue Review

A. oye. tata kura tiyanču kaynehpi?

P. mana, fyestasĭapah čayamun.

A. ima awtoridadestah kaypi tiyanku?

P. intendente, alkalde, hwespis tiyanĭantahčus sina.

A. qankunaču awtoridadés čurankičah?

P. maymanta á, gobyernu kačamun.

A. manaču ni pi awtoridadtapuni čurankičah?

P. mana niykiñaqa?

A. mašk'a unaytá awtoridades sayanku?

P. gobyernoh munasqaĭanta ari.

A. imaraykuču í?

P. patamanta nombramyento hamusqanraykučari.

A. munayniĭankumanta, řipunku čayri?

P. manačá.

imatá řipusanqankuri?

A. imaraykučus awtoridadesĭa kayta munankupis í?

P. řespetariči-kúy munankutah ari.

A. tukuyču hina kanku?

P. ñaq'a sina, tukuyntin.

A. qanri awtoridád kayta munawahču?

P. manačá.

A. pitaríy munawahču?

P. hina pitay-kurinapis ari.

A. imaraykutah mana awtoridád kayta munawahču?

8.6

P. imapáh čayri? čehničī-kunaĭapah.

A. imarayku á?

P. embidya-kuwančah, suwa niwančahtah.

čayrayku mana gustawanču.

tarpuĭaypi aswan sumahta ka-kuni.

A. řasonniyki tiyan.

Grammar

1. Some independent suffixes: -qa, -la, -ña.

Illustrations

kay pučohtaqa q'ayaña tukusah. _____

qampa saraykipis čay kosañaqa. _____

saritaykipis k'ačitañaqa. _____

q'ayaña tukusah. _____

kay tumpitaña. _____

kaysitułata mik"u-kuyku tatáy. _____

waleña tatáy. _____

řiñayña. _____

anča č'isiñatah ari. _____

uhya-kuñayña. _____

ašk"aña q'epinay. _____

Drill

Add -qa to the topic which in the following sentences coincides with the subject.

1. kayta tataypah řuwasani.

4. wałpa řuntuta čuran.

2. wawa eskwelaman řin.

5. negosyante kačita čuran

3. pay řipun.

6. mamayki q"awasqan.

Grammar points

The term independent suffix was introduced in Unit Two where the suffix -ču was drilled. Independent suffixes occur with verbs, substantives, and particles. They are the only suffixes which

occur with particles. Example: manarah 'not yet'.

When they occur with substantives their position is after that of the relational suffixes, except for the suffix -ĭa whose position will be mentioned later. With verbs, they occur after personal suffixes. More will be said about the relative position of these suffixes.

-qa is an independent suffix which marks the topic of the sentence.

Drill

Answer with an imperative using -ĭa, which will soften the expression, and -ña meaning 'now'.

Example: Inst. uhyasahču?

Stud: uhyaĭayña.

1. řipusahču?

5. mik'usahču?

2. ĭank'asahču?

6. kačasahču?

3. orqosahču?

7. ĭohsisahču?

4. tukusahču?

2. Other independent suffixes: -pis, -puni, -rah, -čá, -čus.

Illustrations

saritaykipis k'ačitaĭaqa.

intendente, alkalde hwespis
tiyaĭantahčus sina.

negosyantepis hamunčá.

The businessman has probably
come too.

kasarasahpuni ari, q'aya las
dyesta.

manaču ni pi awtoridadtapuni
čurankičah.

You indeed informed him.

qampuni wiľanki.

manaráh tukusanki.

mana yačanirahču.

arí karurah.

kay kasara-kohkunaqa
tataľankuhpapičá
kawsanqanku í?

čay hinamantaqa sumahľapičá
kawsa-konqanku.

negosyantečá kawah.

as q'apahkunaľantahčus sina
kankupisqa.

imaynapičus kawsasqaykičahmanta.

maypičus kasampis.

I wonder where he could be.

Drill

Answer with a negative imperative and the suffix -rah as in the example.

Example: Inst. řuwasahču?

Stud. ama řuwayrahču.

1. ľan k'asahču?

4. tukusahču?

2. pitasahču?

5. q'episahču?

3. yaykusahču?

Drill

Translate the English items in parenthesis in order to complete the sentences below.

8.10

1. (you too) _____ čayankičá.
2. (last night too) _____ puñunčá.
3. (him too) _____ orq'ončá.
4. (by that road indeed) _____ řinki.
5. (well indeed) _____ kanki.
6. (soup indeed) _____ munani.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (I wonder how) _____ Iula-kun.
2. (I wonder who) _____ kačan.
3. (I wonder what) _____ tarpun.
4. (probably he himself) _____ sina.
5. (probably that way) _____ kanqa.
6. (probably him) _____ munanqa.
7. (probably soup) _____ mik'un.

Grammar points

Independent suffixes.

-la is translated 'only, just'. It is added for politeness.

-ña means 'now, already'.

-pis is usually translated 'also'.

-puni is emphatic, it is usually translated 'always'.

-rah may be translated 'yet, still, first'.

Validational independent suffixes.

-ču, -čá, and -čus are validational suffixes. They belong

in a set of five suffixes which indicate whether what is said is considered factual or not by the speaker. They are mutually exclusive and are also mutually exclusive with the topic marker.

-ču is negative or interrogative (see Unit Two).

-čus expresses doubt.

-čá also expresses doubt, but suggests that something may be true.

-sis (or -sá), reportive, is seldom used. Example: qosaŋaysis 'my husband, they said'.

-min (or -n), factual, is more frequent. It indicates certainty on the part of the speaker. The form -n occurs only after vowels; -min occurs after both consonants and vowels.

The relative position of occurrence of the independent suffixes is summarized in the following chart.

1	2-3	4	5	6
<u>-ña</u>	<u>-tah</u> <u>-puni</u>	<u>-pis</u>	<u>-čus</u>	<u>-ri</u>
<u>-rah</u>	(<u>-puni</u> <u>-tah</u>)		<u>-čá</u>	
			<u>-ču</u>	
			<u>-sis</u>	
			<u>-min</u>	
				5-6
				<u>-qa</u>

Be sure you recognize the independent suffixes which have been drilled thus far: -ña, -rah, -puni, -pis, -ču, -čá, -čus,

-ri, and -qa.

Listening-In

mana kaynehpi tata kura tiyanču. alkalde, hwes intendentewan tiyanku. tukuy kay awtoridadesta gobyerno čuramun, ni pi awtoridadta řunakuna čuraykuču. tukuy awtoridadesĭa kayta munanku, ñaq"as respetarayku q"apah kayraykučus. aman aswanta kaymanta wiřaykiču, pitari-kuna antis.

Conversations

I

A. Ramón I would like to ask you something.

B. What?

A. Is there a priest around here.

B. Yes, he arrives for the fiesta.

II

A. The government appoints the authorities in town.

B. What authorities?

A. The constable, mayor and judge.

B. That is good.

III.

A. Sir, are you an authority?

B. Yes, I am a constable.

A. I came to inform you, sir.

B. Come in, inform me.

Cochabamba, Bolivia

UNIT NINE

Dialogue

Doña Presenta's death. Our anthropologist and a native friend go to the funeral. A. Anthropologist. F. A friend.

- | | | |
|----|--|--|
| A. | bell | kampana |
| | cry | waqay |
| | I wonder why those bells are ringing? | imaraykučus čay kampanas waqa-kusanku i? |
| | who | pi |
| | die | wañuy |
| | Perhaps someone has died. | ñaq"as pipis wañupunman karqa. |
| F. | perhaps, maybe | iča |
| | sickness, get sick | onqoy |
| | Maybe Doña Presenta. She was very sick. | iča doña presenta. sumah onqosqañatah kasarqa. |
| A. | I | noqa |
| | Yes I also heard that she was very sick. | arí noqapis yačarqani sumah onqosqa kasqanmanta. |
| F. | to inquire | taporqoriy |
| | I'll go find out. | řisah taporqorimusah. |

- A. run
Go ahead, won't you?
- F. It was indeed Doña Presenta.
- A. Who told you?
- F. husband
Her husband himself.
- A. when
When was it that she died?
- F. yesterday
bury
Yesterday. They say they
will bury her today.
- A. Let's go look, I will go
too.
- F. Let's go then. They are
going to bury her.
Should we go?
- A. read
Who is the one reading
that book?
- kořey
kořey, á?
- doña presentapuni kasqa.
- pi wiľasorqa?
- qosa
kikin qosan.
- mayk'ah ~ hayk'ah
mayk'ahñá wañupusqa?
- qayna
p'ampay
qaynapiñatah. kunan
p'ampa-konqa kasqa.
- haku q'awarimuna noqawanñatah
a?
- haku a? p'ampahña
apasanku.
řisunmanču?
- leey
pintah čaylibrú leehri?

F. I think it is the priest.

tata kurá sinaqa.

A. that over there

haqay

black

yana

And those over there who
are dressed in black?

haqay yana kamaġa
kahkunari?

F. blood

yawar

fellow

masi

mourning

lutu

Her relatives in mourning.

lutuġisqa yawarmasisnin.

A. sadness

p"utiy

to begin crying

waqari-kuy

It makes me sad. They are
crying in such a way!

p"uti-kuni oye. ĉay hinatá
waqari-kusqankoqa.

F. child

huĉ'uy

They don't cry that way for
the little ones.

mana huĉ'uysitusmantaqa
hiná waqankuĉu.

A. For what little ones?

ima huĉ'uysitusmanta?

F. angel

anhel

Well, for the little angels.

anhelitusmanta a?

A. And what are little angels?

imatah anhelitusri?

- F. sin, fault huča
Those who die without
sin. mana hučitasniyoh
wañorqapohkuna ari.
- A. sadness ĩaki
Don't they usually get sad
about the little children? manaču wasitasmantá
ĩaki-kúy yačanku?
- F. heaven syelo
straight, correct čeqan
saying nispa
They say they go straight
to heaven and that is
why they don't cry. syelo čeqanta řipunku nispá
ninkoqa, čayraykutah ma
waqankuču.
- A. dance tusuy
Is it true that when the
little ones die they
dance? čeqaču, huč'uysitus
wañohtinku tusúy
yačanku?
- F. some wakin
Some do. We are getting
to the cemetery. wakinkuna, čayasančahña
p'ampay wasiman.
- A. corpse aya
box kahón
Where did they have that
coffin made? maypintah čay aya kahonta
řuwačerqanku?
- F. carpenter's shop karpintería
Well, at the carpenter's shop. karpinteryapi, a?

A. kneel

qonqoriy

pray

řesay

Let's kneel. They are
praying for the soul.

qonqori-kuna. almapah
řesapusanku.

F. They are burying her.

p'ampay-kapusqanku.

A. hand

maki

earth

hařp'a

throw

hič'ay

Why are those men throwing
in earth with their hands?

imaraykutah makinkumanta
hařp'a hič'asqanku čay
řunakunari?

F. custom

kostumbre

think

yuyay

remember

yuyariy

That is the custom. They
send remembrances to
their dead.

hinapuni kostumbre.
wañusqasninkuman
yuyariyninkuta
apači-kunku.

Dialogue Review

- A. imaraykučus čay kampanas waqa-kusanku i?
ñaq'as pipis wañupunman karqa.
- F. iča doña presenta. sumah onqosqa kasarqa.
- A. arí noqapis yačarqani sumah onqosqa kasqanmanta.
- F. řisah taporqorimusah.
- A. kořey, a?
- F. doña presentapuni kasqa.
- A. pi wiřasorqa?
- F. kikin qosan.
- A. mayk'ahñá wañupusqa?
- F. qaynapiñatah. kunan p'ampa-konqa kasqa.
- A. haku q"awarimuna noqawanñatah a?
- F. haku a? p'ampahña apasanku.
řisunmanču?
- A. pitah čay libru leehri?
- F. tata kurá sinaqa.
- A. haqay yana kamařa kahkunari?
- F. lutuřisqa yawarmasisnin.
- A. p"uti-kuni oye. čay hinatá waqari-kusqankoqa.
- F. mana huč'uysitusmantaqa hiná waqankuču.
- A. ima huč'uysitusmanta?
- F. anhelitusmanta a?
- A. imatah anhelitusri?
- F. mana hučitasniyoh wañorqapohkuna ari.

- A. manaču wawitasmanta ĩaki-kúy yačanku?
- F. syelo čeqanta řipunku nispá ninkoqa, čayraykutah ma waqankuču.
- A. čeqaču, huč' uysitus wañohtinku, tusúy yačanku?
- F. wakinkuna, čayasančahña p'ampay wasiman.
- A. maypintah čay aya kahonta řuwačerqanku?
- F. karpinteryapi a?
- A. qonqori-kuna. almapah řesapusanku.
- F. p'ampay-kapusqanku.
- A. imaraykutah makinkumanta halp'á hičasqanku čay řunakunari?
- F. hinapuni kostumbre. wañusqasninkuman yuyariyninkuta apači-kunku.

Grammar1. The relational suffix -wan and the suffix -yoh.

Illustrations

bolitaswan puhlay yačankiču?

mašk" a buřuswán řisah?

maná řuntusta apamorqanki
kokawan truweykay-kusunman?

imatawán munanki?

kokawan piskuwan ančapi kanku.

uh řuna pedro sutiyoh waņupun.

mana hučitasniyoh waņorqapohkuna
ari.warmispis, q"arispis,
wawasniyohġa kasáh.intendente sutiyohpis
řipusqa.

Coca and pisco are expensive.

A man named Peter died.

The so-called constable
left.Drill

Translate the items given in parenthesis using the suffix
-yoh.

1. (The donkeys without a load) _____ hamun.
2. (With salt) tata _____ čayamun.
3. (With six eggs) _____ warmi hamun.

Drill

Translate the items given in parenthesis using the suffix
-wan.

1. (With his child) _____ řin eskwelaman.

2. (For pisco) _____ sarata truwekan.
3. (The constable and the priest) _____ lohsinku.
4. (With salt) _____ čayamun.
5. (With six eggs) _____ warmi hamun.

Grammar points

-wan is a relational suffix meaning roughly 'with': buřuswan 'with donkeys'. It also serves to mark additive constructions as in kokawan piskuwan (ačapi kanku) 'coca and pisco'. It is then translated 'and'.

-yoh is a derivational suffix. It derives substantives from substantives and indicates possession: trigu 'wheat': triguyoh 'someone who owns wheat'; wasi 'house': wasiyoh 'landlord'. It is very frequently used with the substantive suti 'name' to indicate someone's name: uh řuna, pedro sutiyoh 'a man named Peter'.

2. The independent suffix -tah

Illustrations

sumah koká čihĭa-kunki,
sumah piskutatah.

intendente, alkalde, hwespis
tiyaĭantahčus sina.

sumah onqosqañatah kasarqa.

Drill

Translate the items in parenthesis in order to complete the sentences below.

1. (and that way) _____ wañupusqa.

2. (and the father) _____ wawa, warmi, _____
onqoy-kunku.
3. (and the mayor) q"aris, warmis _____ řinku.
4. (and salt) papa, sara, _____ tuku-kunkuña.

Grammar points

-tah is an independent suffix often translated 'and'. It links words, phrases, or whole sentences.

It is also used with indefinite-interrogatives with an interrogative function (see Unit Seven).

3. The independent suffix -pis to express indefiniteness.

Illustrations

pahtán imaykitapis
suwači-kuwahtah.

warmispis q"arispis
wawasniyohĭa kasáh.

imaĭapis.

Anything.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (anything) _____ apamuy.
2. (any corn) _____ apay.
3. (anyone) _____ řiyčah.
4. (anywhere) _____ řiy.
5. (any time) _____ hamuy.

4. Review of some suffixes occurring with substantives.

Drill

Add the plural suffix:

- | | |
|--------------------|--------------------|
| 1. tataĭaypah. | 4. tarpuĭančahpi. |
| 2. pwebloĭankuman. | 5. bolitaĭaykiwan. |
| 3. haĭpaĭaykupi. | |

Drill

Remove -ĭa from the plural forms above and make the necessary changes. Then give the singular.

Grammar points

The suffix -ĭa follows -rayku: wasiraykuĭa 'only on account of the house'; otherwise its position is after -ni and before the personal suffixes: wasi-s-ni-ĭa-y-pah 'only for my houses'.

The chart below summarizes the relative position of occurrence of the suffixes which occur with substantive stems.

Suffixes occurring with substantives

1	2	3	4	5	6
Plural			Personal suffx.	Relationals	Indep. suffx.
-kuna	-ni	-ĭa	-y	-hpa	
			-yki	-man	
			-n	-manta	
			-nčah	-pah	
			-yku	-pi	
			-ykičah	-ta	
			-nku	-rayku	
				-wan	

5. Review questions.

1. imá sutyki?
2. eskwelaman řinkiču?
3. maymantá hamusanki?
4. imaraykú kaypi kanki?
5. q"ešuwata yačankiču?
6. yačayta munankiču?
7. maypí tatayki?
8. maypítah profesorniy?
9. mayqentah kasarasqan?
10. mašk"atah tiyan, wiľaway?
11. imatá řuwanki pučohkunawan?
12. pitah q'aya tokoman řin?
13. imapáh kay?
14. karurahču wasin?
15. karpinteriyapiču ľank'asanku?
16. ľuľa-kusanču?
17. wawasniykipis kamusankuču?
18. alkaldečá?
19. hwesču kayta munan?
20. doňa presentah qosan waňunču?
21. pitah awtoridadesta čurán ľahtančahpi?
22. kunan č'isiču negosyante augustoh wasimpi puňonqa?
23. ašk"a librustaču apamusankičah?
24. imapitah řuwasah?
25. ašk"ataču tapuni?

Listening-In

kampanas waqa-kusqanku, doña presenta wañupusqa. p'ampah apasqanku p'ampay wasiman. qaynapiñatah wañupusqa, kunan p'ampah apasanku aya kahompi. yanakamaña yawar masisnin purisqanku waqaspa. mana huč'uysitus wañontinku řunakuna waqankuču. anhelitus kaspas huč'uysitus siyelo čeqanta řipunku.

Conversations

I.

- A. Who are they carrying?
 B. Doña Presenta died, they are going to bury her.
 A. Who told you?
 B. A relative of hers.

II.

- A. Why are the bells ringing?
 B. A man died, that is why.
 A. Who was that?
 B. A young fellow named Oscar.

III.

- A. Five men are travelling.
 B. Where to?
 A. From Tarata to Toco.
 B. What are they going for?
 A. A relative died, they are going to bury him.

Cochabamba, Bolivia

UNIT TEN

Dialogue

Mario Sánchez, a visitor from Huánuco, meets a man along the road and helps him carry his bundles. S. Mario Sánchez.

N. Native man.

S.	day	día
	friend	amigo
	Good morning friend.	bwenos días amigo.

N.	Good morning.	bwenos días.
----	---------------	--------------

S.	accompany	akompañay
	Let's keep each other company.	akompañanari-kuna.

N.	name	suti
	What's your name?	imá sutyki?

S.	Mario Sanchez.	maryo sančes.
----	----------------	---------------

N.	Where are you from?	maymantá kanki?
----	---------------------	-----------------

S.	Huánuco	wánuku
	From Huánuco.	wanukumanta.

- N. What is it you came to do? imatá ruwah hamorqanki?
- S. travel puriy-kačay
I'm just travelling around. puriy-kačari-kusqañani.
- N. send over here kačamuy
The government must have gobyernočá kačamusunki.
sent you.
- S. No, I travel on my own. mana. noqalamantapuni
 puriy-kačari-kusqani.
- N. How far will you go? maykamá řinki?
- S. I'm not going any place,
I'm really only travelling
around.
 field čahra
I like this country life. kay čahra kawsay gustariwan.
- N. town Iahta
That's the way it is, and ahanapuni. noqatatah
I like the city. Iahta.
- S. smoke pitay
Would you like to smoke? pitari-kúy munawahču?

10.3

- | | | |
|----|---|-----------------------------------|
| N. | well | pwés |
| | ok, ready | yastá |
| | Ok, then. | yastá pwés. |
| S. | And you must be going
to your field. | qanri, čahraykimančá
řisqanki. |
| N. | Yes, to my field. | arí, čahrayman. |
| S. | Is it still far? | karupirahču? |
| N. | to turn | muyuy |
| | corner, turn | muyuykuna |
| | No, just after that turn. | mana. čay muyuykunařapiña. |
| S. | stretch, carry bundles | aysay |
| | help carry | aysay-siy |
| | I'll help you carry that. | aysay-sirisayki. |
| N | be able | atiy |
| | If you can, help me carry
them then. | atispá, aysay-siriwaypis
a? |

Dialogue Review

- S. bwenos días amigo.
- N. bwenos días.
- S. akompañanari-kuna.
- N. imá sutykí?
- S. maryo sančes.
- N. maymantá kanki?
- S. wanukumanta.
- N. imatá řuwah hamorqanki?
- S. puriy-kačari-kusqałani.
- N. gobyernočá kačamusunki.
- S. mana. noqałamantapuni, puriy-kačari-kusqani.
- N. maykamá řinki?
- S. mana ni maymampis řisqaniču, puriy-kačari-kusqałanipuni.
kay čahra kawsay gustariwan.
- N. ahanapuni. noqatatah lahta.
- S. pitari-kúy munawahču?
- N. yastá pwés.
- S. qanri, čahraykimančá řisqanki.
- N. arí, čahrayman.
- S. karupirahču?
- N. mana. čay muyuykunałapiña.
- S. aysay-sirisayki.
- N. atispá, aysay-siriwaypis a?

Grammar

1. Past definite tense.

Illustrations

maná řuntusta apamorqanki.

sumah onqosqañatah kasarqa.

arí noqapis yačarqani.

imatá řuwah hamorqanki?

noqayku qayna q"eļayarqayku.

We loafed yesterday.

noqančah qayna watapi tukorqančah.

We finished last year.

qankuna baratulapi qorqankičah.

You sold cheaply.

qayna watamantaña karqanku.

They've been there for
a year.Drill

The following statements may refer to the present. Make them refer to the past.

1. hwan kasaran.

6. uh čahra warmi řuwan lawata.

2. wayna q"eļayan.

7. karutaña purinku.

3. ašk"a sarata q"epinku.

8. čayļapipuni sayanki.

4. mana sumahpiču kawsani.

9. hinaļapipuni kawsan.

5. qankuna qonqori-kunkičah.

10. piļatačus muyumpis.

Drill

Substitute the suggested subjects and make the necessary changes.

1. qankuna bařatuļapi qorqankičah.

qan

noqa

řamuku

noqančah

2. noqančah qayna watapi tukorqančah.

noqayku

kay řuna

qankuna

3. karutaña purerqanku.

(pay)

(qankuna)

(noqančah)

(pedro)

Drill

Answer the following questions.

- | | |
|----------------------------------|--------------------------------|
| 1. pitah wañuporqa? | 6. pitah kačarqa? |
| 2. pitah antropologoman wiñarqa? | 7. maymantah řisarqa čay řuna? |
| 3. ašk"a řunaču karqa čaypi? | 8. imatá don santyago nerqa? |
| 4. pitah don santyago karqa? | 9. pitah qayna wata kasararqa? |
| 5. imatá řuwah hamorqa? | 10. fyestaman řerqankiču? |

Grammar points

When the form -rqa is added to a verb stem, the verb refers to the past.

-n does not occur after -rqa. All other personal suffixes occur after this form.

Examples of the past definite of the verb řank'a-y 'to work'.

Iank'a-rqa-niIank'a-rqa-nkiIank'a-rqaIank'a-rqa-nčahIank'a-rqa-ykuIank'a-rqa-nkičahIank'a-rqa-nku

2. Future.

Illustrations

usqaylata řisah.

sumáh q"awa-kunki waway.

qaya qařarenqa Iank'ayta.

haku q"awamusunčah.

qaya Iank'asqayku.

sumáh q"awa-kunkičah wawasniy.

kay kasara-kohkunaqa
tatařankuhpapičá kawatanqanku i?

I'll go quickly.

He will begin work
tomorrow.

Come on, let's go look!

We will work tomorrow.

Take good care of your-
selves, children.

Drill

Substitute the suggested subjects.

1. usqaylata řisah.

(pedro)

(qan)

(qankuna)

(noqayku)

2. qaya qařarenqa Iank'ayta.

(noqa)

(pay)

(noqančah)

3. qaya Iank'asqayku.

(paykuna)

(hulika)

(noqa)

Grammar points

There are no special forms for the second person in the future.

Example of the verb apa-y 'take' follow.

apa-sah

apa-sunčah

apa-nki

apa-sqayku

apa-nqa

apa-nkičah

apa-nqanku

Listening-In

maryo sančes sutiy, mana gobyernoču kačamuwan, noqaIamanta puriy-kačari-kusqani. mana ni maymampis řisqaniču, q"awahġa hamuni. kay čahra kawsay gustawan, yankunasta, pitari-kuspa puriy-kačay. haqay řuna čahranmančá řisan, aysay-sirimusah paywan parlarisah.

Conversations

I.

A. How are you sir?

B. Fine, and you?

A. I am fine too.

B. Are you going to your field too?

A. Yes, let's keep each other company.

II.

A. What did you come for? Does the government send you?

B. The government doesn't send me, I come by myself.

A. Are you coming from the city to the country?

B. Yes, I'm coming from the town to look at the country.

III.

A. Are you Don Mario Sánchez?

B. Yes, I am. What would you like? (What do you say?)

A. I've come to inquire about the people of Huánuco.

B. So come in; you will know about those people.

Cochabamba, Bolivia

UNIT ELEVEN

Dialogue

A husband comes home to eat. H. Husband. J. Julie, his wife.

- | | | |
|----|---|---|
| H. | hunger | Iarq"ey |
| | serve food | qaray |
| | serve food (intensive,
polite, in the direction
of the speaker) | qaray-kurimuy |
| | I am starving to death Julie.
Would you serve me please? | Iarq"eymán wañusqaniña hulikay,
qaray-kurimuñawankimannya. |
| | Is the food ready? | yastañaču mik"unayki? |
| J. | Right this minute, just a
second. | kunitan, kunitan. uh
č"ikitaña. |
| H. | hurry | apuray |
| | lady, mama | mama |
| | Hurry then. | apuray-kuriy a, mamáy. |
| J. | Have you already sown
the field? | ñaču tarpuyta tukorqankiña? |
| H. | How am I going to finish
by myself? | maymantá sapañay tukusahri? |
| J. | week | semana |
| | Lazy man! I think you've
been at it a week! | a q"eña řuna. semanataña sina
čayñapipuni ka-kusqankeqa. |

H. Give a little more please
Julie. We working men
eat a lot.

tumpatawan qoriway hulikita.
Iank'ah řunakunaqa ařk"itata.
mik"u-kuyku.

J. swallow
glutton

oqcy

oqolón

Oh you! You are a glutton
whether you work or not.

ayh. qanqa. Iank'aypis
amapis anča oqolón kanki.

H. Well, one works well that
way.

čaywampuni sumáh Iank'ančah
ari.

Dialogue Review

- H. Īarq"eymán wañusqaniña hulikay, qaray-kurimuĪawankimanña.
yastañaču mik"unayki?
- J. kunitan, kunitan. uh č"ikitaĪaña.
- H. apuray-kuriy a, mamáy.
- J. ñaču tarpuyta tukorqankiña?
- H. maymantá sapaĪay tukusahri?
- J. a q"eĪa řuna. semanataña sina čayĪapipuni ka-kusqankeqa.
- H. čay hina hatuntaqa mana tukuy atiniču ari.
- J. ĪoqaĪaswan tinkorqankiču,
- H. ma řikuĪanipisču.
- J. taripah hamusunkoqa.
- H. čaynehpičá puhĪa-kusanku.
- J. yaykumuĪayña, yastaña mik"una.
- H. papasĪatá sina wayk'uy-kusqankeqa.
- J. čay kalduyohqa.
- H. tumpatawan qoriway hulikita. Īank'ah řunakunaqa ašk"itata.
mik"u-kuyku.
- J. ayh. qanqa. Īank'aypis amapis anča oqolón kanki.
- H. čaywampuni sumáh Īank'ančah ari.

Grammar1. The reciprocal modal suffix -na.

Illustrations

akompañanari-kuna.

q'apinari-kunaġapis ari.

muč'ana-kusqankú sinaqa.

maqana-kunku.

Let's shake hands.

It seems they are kissing.

They fight.

Drill

Give the third person plural reciprocal as in the example.

Example: Inst. maqay.

Stud. maqana-kunku.

1. q'away

2. munay

3. q'epiy

4. yanapay

5. muč'ay

6. maqay

7. akompañay

Grammar points

There are twelve modal suffixes in Cochabamba Quechua. These are suffixes which occur with verb stems and which modify their meaning. Several modals (as many as four have been observed) can occur in the same word. They have a fixed position of occurrence relative to one another. As a set, their position is after the verb stem and before the personal suffixes, suffixes which can be word final, such as -rqa, past definite, and the suffixes -ču and -hti which will be discussed later (Unit Sixteen and Unit Seventeen).

The modal -ša, continuative, was presented in Unit Five.

-na is reciprocal modal suffix. It always occurs followed by -ku, but the modal -ri, inceptive, can occur between the two:

<u>maqa-y</u>	punish, hurt
<u>maqa-na-ku-y</u>	fight
<u>maqa-ni</u>	I punish
<u>maqa-na-ku-ni</u>	I fight
<u>akompañā-nku</u>	they accompany
<u>akompañā-na-ku-nku</u>	they accompany each other
<u>akompañā-na-ri-ku-nku</u>	they begin to accompany each other

2. The modal suffix -mu.

Illustrations

řuntús apani.	I take eggs.
řuntús apamuni.	I bring eggs.
gobierno hwesta čay pwebloman kačan.	The government sends the judge to that town.
gobierno hwesta kay pwebloman kačamun.	The government sends the to this town.
čay řunas čahrapi ľank'anku.	Those men worked.
čay řunas čahrapi ľank'amunku.	Those men went to work.
čay wañusqa řunata řikuni.	I saw the dead man.
čay wañusqa řunata řikumuni.	I went to see the dead man.

Drill

Translate the items given in parenthesis to complete the sentences below.

1. (I am going to ask) _____ čay řunata.
2. (Let's go look) _____ čay mayuta.
3. (I'm going to work) tumpatawan _____.
4. (go back) _____ wasiykiman.
5. (come back) _____ usqayta.
6. (go in) _____ haqayman.
7. (come in) _____ kaserito.
8. (he got here) qayna _____ kayman.

Grammar points

-mu is a modal suffix which express direction of movements. With verbs of motion such as apay 'take', kačay 'send', -mu indicates motion toward the speaker:

<u>řuntusta</u> <u>apa-ni</u>	I take eggs
<u>řuntusta</u> <u>apa-mu-ni</u>	'I bring eggs (i.e. I move them in this direction)

This use is very frequent with verbs referring to natural phenomena such as raining: para-mu-n 'it rains. hamu-y 'come' is an instance of a verb which is always used with this form.

With other verbs -mu indicates motion away from the speaker; it is usually translated 'to go...'

<u>řank'a-ni</u>	I work
<u>řank'a-mu-ni</u>	I go to work

-mu has the variant form m before the modal suffix pu.

3. The modal suffix -pu.

Illustrations

almapah řesapusanku. _____

paypah řuwapuni.

I did it for him.

pipahčus ľank'apun.

I wonder who it is he
is working for.

Drill

Answer the following using the suffix -pu.

1. gobyernopahču ľank'apun?

5. wařitaču řuwapun?

2. pipahta ľank'apun?

6. ařk"ataču oq"aripun?

3. wasiyohpahču tarpupun?

7. imaraykú mana řuwapunču?

4. mamapahču řuwapun?

Grammar points

The modal suffix -pu indicates that the action is performed for someone other than the actor:

apa-mu-sah

I will bring

apa-m-pu-sah

I will bring for him

řesa-sa-nku

They are praying

řesa-pu-sa-nku

They are praying for someone

4. The causative modal suffix -či.

Illustrations

řespetariči-kuy munankutah ari.

čehniči-kunaľapah.

wañusqaninkuman yuyariyninkuta
apači-kunku.

puñuričiľawayña entonses ari.

Drill

Translate the items in parenthesis in order to complete

the sentences below.

- | | |
|-----------------------|--------------------------|
| 1. (had... picked up) | wasiyoh sarata_____ |
| 2. (has... made) | mana wasita_____ |
| 3. (had... sow) | paypah čay řunaswan_____ |
| 4. (has... eat) | sumahĭata wawasnín_____ |
| 5. (has... brought) | buřuspi kačita_____ |

Grammar points

The causative modal -či indicates that the actor causes something to be done.

<u>wañu-n</u>	he dies
<u>wañu-či-n</u>	he kills
<u>ĭank'a-ni</u>	I work
<u>ĭank'a-či-ni</u>	I have him work, I cause him to work, etc.

Listening-In

ñan tarpuyta tukuspaña, čahra řuna wasinman rin. čaynehpi ĭoqaĭas puhĭa-kusanku. paytah mik"unata apuračenqa warmiwan. sumah mik"unata ašk"a papayohta mik"unku čahrapi ĭank'ah řunakunaqa. tumpatawan qoriway, nispa kay řunapis. hulita warminmanta tumpatawan mik"uná qoči-kusqan.

Conversations

- I.
- A. Come on, I'm starving.
- B. Have you already finished planting?
- A. I cannot finish all by myself.
- B. Well come on, you will come back quickly.

II.

- A. Get going lazy man (Just walk).
- B. I am waiting for the kids.
- A. Get going, I will send you the kids now.
- B. Yes, it's getting late.

III.

- A. Come in, you will eat potatoes.
- B. Haven't you cooked a nice soup?
- A. No, there are only potatoes for today (now).
- B. Ok, then, thank you very much.

Cochabamba, Bolivia

UNIT TWELVE

Dialogue

Pascual and Macedonio, two peasants, say hello and talk about the sickness in Pascual's family. M. Macedonio. P. Pascual.

M. Say, how are things?
(what do you say?)

oye, ima ninkitah?

P. So, so. (Here we are)
How are you?

kaypi kasančah. imaynaĭá
kankiri.

M. I'm fine. And you?

walehĭa, qanrĭ?

P. I'm fine too, but at home
they are a little sick.

arĭ noqapis walehĭa.
wasĭlaypi arĭ, onqonayasanku.

M. What do they have?

imayóh kankuri.

P. sweat

hump'iy

head

uma

feel

syentey

finish oneself

tuku-kuy

have a headache

umata syentey

I wonder what it is. They
are sweating a lot and
they have headaches.

imayohčus kankupis.
hump'iyĭapi tuku-kusqankuĭa.
umankutatah syentenku.

M. Say, I'm sorry. I'll come
this very afternoon.

Īaki-kuni oyes, kunan tarde
pača hamurisqaykičah.

P. Come, then.

hamuriy á?

M. Won't you work now?

kunán manačá Īank'ankiču?

P. Why not?

imayná manari?

M. your work
there is work
one has to work

Īank'anayki

Īank'ana kahtin

If you have to work, why
do you go that way?

Īank'anayki kahtinri,
imaraykú čayninta
řipusqankiri?

P. Gosh!

a karáy.

go crazy, be confused,
be dizzy

musp"ay

I'm confused.

musp"asqaña kani.

I'm going around thinking
about my family.

wasiy yuyayĪa purisqani.

M. That's the way it is.

hinapuni oye.

Grammar

1. The personal suffixes -yki and -ykičah with verbs.

Illustrations

čayta astawan qosqayki. _____

agradeseyki. _____

mana niykiñaqa. _____

kunan tarde pača hamurisqaykičah. _____

qayna rikorqaykičah.

I saw you yesterday.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. anča _____ (I ask you).
2. ašk'a misk'ita _____ (I give you).
3. ašk'a papata _____ (I bring you).
4. _____ (I bring you pl.) kokata piskutawan.
5. papata saratawan _____ (I pick for you pl.)
6. kačiwan _____ (I give you pl. extra).

Grammar points

The forms -yki and -ykičah which mean 'your' when added to substantives (wasi-yki 'your house', wasi-ykičah 'your [pl.] house') have a different meaning when added to verbs: they indicate that the actor is the 1st person singular and the object or recipient of the action is 2nd p. sing. or pl. Thus:

<u>agradeseyki</u>	I thank you	<u>qoykičah</u>	I give you (pl.)
<u>qoyki</u>	I give you		

2. Some uses of the suffixes -wa and -su.

Illustrations

qan q"awapuwanki tarpuyta.	You will watch my field for me.
qan mik"učiwaraqanki.	You fed me.
qankuna kačawankičah lahtaman.	You send me to the city.
qankuna hamučiwankičah.	You make me come.
mana sumah saraču kunan watapi qosqawan.	<hr/>
arí sumahłatačus sina kunan watapi qoy-kuwan.	<hr/>
sapa kutiła paykuna mančayta maqawanku.	They punish me hard each time.
paykuna čihławanku.	They had me choose it.
sumahta paykuna yanapasunku.	They are helping you well.
taripah hamusunkoqa.	<hr/>
noqayku qanta mandasuyku.	We command you.
noqayku qanta tokoman kačasurqayku.	We sent you to Toco.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. qan wasirayku _____ (you pay me).
2. wasita _____ (you build for me).
3. qan p"išqa libra kokata _____ (you give me).
4. qankuna _____ (you [pl.] tell me) maypičus qan kasqanta.
5. _____ (you [pl.] give me) uh č"ika kalduta.
6. qankuna tokoman _____ (you [pl.] take me).

12.5.

7. gobyerno kayman _____ (sends me).
 8. pedro čahrata _____ (work for me).
 9. warmi wasita _____ (watches for me).
 10. buřuta _____ (they give me).
 11. uh waĭpata _____ (they sell me).
 12. čahrata _____ (they take care of me).
 13. paykuna kargayta _____ (they help you).
 14. čahraykita _____ (they sow for you).
 15. q"eĭa _____ (they call you).

Grammar points

The suffixes -wa, first person, and -su, second person, refer to the object. But when followed by certain suffixes they indicate that what follows is the object. -wa has this indicating function when followed by -nčah, 1st p. pl. incl., and -yku 1st p. pl. excl. -su has this indicating function when followed by -nki, 2nd p., and -nkičah, 2nd p. pl. A form containing -wa or -su in this indicating function, does not in itself specify the actor. A table of possible meanings is given below.

	<u>Actor</u>	<u>Object</u>
<u>-wančah</u>	3rd p. sing. 3rd p. pl.	1st p. pl. incl.
<u>-wayku</u>	2nd p. sing. 2nd p. pl. 3rd p. sing. 3rd p. pl.	1st p. pl. excl.

<u>-sunki</u>	3rd p. sing.	2nd p. sing.
<u>-sunkičah</u>	3rd p. sing. 3rd p. pl.	2nd p. pl.

In the exercise above -wa did not occur followed by -nčah or -yku and -su did not occur followed by -nki or -nkičah, but they referred to the object and the personal suffix occurring after -wa or -su referred to the subject. A table with the meaning of such combinations of suffixes follows

	<u>Actor</u>	<u>Object</u>
<u>-wanki</u>	2nd p. sing.	1st p. sing.
<u>-wankičah</u>	2nd p. pl.	1st p. sing.
<u>-wan</u>	3rd p. sing.	1st p. sing.
<u>-wanku</u>	3rd p. pl.	1st p. sing.
<u>-sunku</u>	3rd p. pl.	2nd p. sing.
<u>-suyku</u>	1st p. pl. excl.	2nd p. pl.

-suyku is not as frequent as the other combinations.

Examples:

<u>qowanki</u>	You give me
<u>qowankičah</u>	You (pl.) give me
<u>qowan</u>	He gives me
<u>qowanku</u>	They give me
<u>qosunku</u>	They give you
<u>qosuyku</u>	We give you
<u>qowančah</u>	He gives us, they give us
<u>qowayku</u>	You sing. or (pl.) give us. He gives us, they give us.
<u>qosunski</u>	He gives you
<u>qosunkičah</u>	He gives you (pl.), they give you (pl.)

Most of the combinations of suffixes that can refer to the object have now been introduced. You may have noticed that the pattern is not complete. How does one say 'We sell a cow to you (pl.)'? A periphrastic for (i.e. expressed with a phrase) is preferred:

noqayku qankunaman wakata bendeyku
 we (excl.) to you (pl.) cow (acc.) we (excl.) sell

There is no suffix for third person object. 'I sell a cow to him' would be wakata bendeni or payman wakata bendeni if one wants to be more explicit.

3. Other uses of the suffixes -wa and -su

Illustrations

suwa niwančahtah.

paykuna usqayłapi hamučiwasqayku.

mamay wayk'upwayku noqaykupah.

q"awawaykimančá.

qan yanapawarqayku.

qankuna hamučiwarqayku.

gobyernočá kačamusunki.

pay mik"učisunki kunampi.

mana, antis yanapasunkičahman.

pay pagapusunkičah kunan sabadupi.

They are making us come quickly.

My mother cooks for us.

You helped us.

You (pl.) made us come.

She will feed you today.

He will pay you this Saturday.

Drill

Translate the English items in parenthesis in order to complete

the sentences below.

1. pay_____ (let us know) alehah wañuyninmanta.
2. čay warmi, wawasta_____ (watched for us).
3. paykuna pwebloman_____ (brought us).
4. uh č"ika lawata_____ (you give us).
5. papata_____ (you[pl.] give us).
6. buřusta_____ (they load for us).
7. tarpuyta_____ (he helps us).
8. kunan wata, sumah sarata_____ (it is producing for you).
9. pay q"eĭa_____ (he is calling you).
10. gobyerno alkaldemanta_____ (appointed you).
11. paykuna_____ (are waiting for you [pl.]).
12. paykuna qankunata wusa_____ (calling you [pl.]).
13. paykuna mik"unta_____ (feeding you [pl]).

4. Review questions.

Answer logically the questions that follow each of the following statements.

1. noqa qoyki karga papata.
 - a) pitah uh karga papayta qosunki?
 - b) imatá qoyki?
 - c) karga papata qoykiču?
2. qankunata qayna řikorqaykičah.
 - a) qankunata qaynaču řikorqaykičah?
 - b) pikunatatatah qayna řikorqani?
 - c) mayk°ah řikorqaykičah?

3. qan q"awapuwanki tarpuyta.
 - a) qanču čahrá q"awapuwanki?
 - b) pitah čahrá q"awapuwanki?
 - c) imatá q"awapuwanki?
4. mamay wayk'upuwayku noqaykupah.
 - a) pitah wayk'upuwayku?
 - b) pipahtah mamayku wayk'un?
 - c) mamaykuču wayk'upuwayku?
5. yanapawan čahrapi.
 - a) pitah čahrapi yanapawan?
 - b) huwanču yanapasunki čahrapi?
 - c) yanapawanču huwán čahrapi?
6. tatayki mik"učisunki kunampi.
 - a) tataykiču mk"učisunki?
 - b) pitah mik"učisunki?
 - c) pitatah tatayki mik"učin?
7. pay pagapusunkičah sabaduta.
 - a) mayk'ahtah pay pagasunkičah?
 - b) payču sabaduta pagasunkičan?
 - c) sabadutaču pagasunkičah?
8. paykuna usqayłapi hamučiwasqančah.
 - a) pitah usqayta hamučiwasqančah?
 - b) usqaytaču hamučiwasqančah?
 - c) pikunatah usqayta hamučisqanku?
9. noqayku qanta mandasuyku.
 - a) pikunatah mandasuyku?

12.10

b) noqaykuču mandasuyku?

c) pitatah mandayku?

10. sapa kutiĭa paykuna maqawanku.

a) pikunatah maqawanku?

b) paykunaču maqawanku?

c) pitatah paykuna maqanku?

11. sumahta paykuna yanapasunku.

a) pitatah paykuna yanapanku?

b) paykuna yanapasunkuču?

c) pikunatah yanapasunku?

Listening-In

imayohčus kankupis wasiypeqa. umaĭankuta syentespa hump'iyĭapi tuku-kusqankuĭa. manan walehču čay onqonankoqa. yuyayniyta činkačiwani, musp'ačiytan munawan. wasiy yuyayĭa purispa, nih ĭank'aytapis atiniĭaču.

ĭaq"á sina kunan tarde mana ĭank'asahču. mana q"eĭamantaču mančay hatun ĭakiyman yaykuni imayohčus kankupis wasiypi. hump'iyĭapi tukusqankuĭa. maná sina kay yantaču řinay. wasiy yuyayĭa kawsaspa, mana yačaniĭaču maynintačus purinayta.

Conversations

I.

A. Listen sir, are you from Toco?

B. Yes I'm from Toco, I'm coming from there

A. Do you know Don Juan Quispi?

B. No, I don't know him, maybe that other gentleman does.

91
12.11

II.

A. Has that young fellow gotten married?

B. Yes, he married civilly.

A. That lazy man! How will he live?

B. It seems that his parents are pretty rich.

III.

A. Did you come to watch everyone?

B. Yes I will report about everythings

A. Even about the poor and humble people?

B. Yes, about everyone.

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R E P O R T R E S U M E S

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AL ODD 523

SPOKEN COCHABAMBA QUECHUA, UNITS 13-24.

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UNITS 13-24 OF THE SPOKEN COCHABAMBA QUECHUA COURSE FOLLOW THE GENERAL FORMAT OF THE FIRST VOLUME (UNITS 1-12). THIS SECOND VOLUME IS INTENDED FOR USE IN AN INTERMEDIATE OR ADVANCED COURSE AND INCLUDES MORE COMPLEX DIALOGS, CONVERSATIONS, "LISTENING-INS," AND DICTATIONS, AS WELL AS GRAMMAR AND EXERCISE SECTIONS COVERING ADDITIONAL GRAMMATICAL POINTS. SOME MATTERS OF STRUCTURE ARE DEALT WITH IN MORE DETAIL THAN WAS POSSIBLE IN THE BEGINNING COURSE. THE CULTURAL REFERENCES AND VOCABULARY USED REFER TO THE AREA IN AND AROUND THE CITY OF COCHABAMBA, BOLIVIA. (JD)

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" SPOKEN
COCHABAMBA QUECHUA "

Units 13-24

Vol. II

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August 30, 1964

" SPOKEN
COCHABAMBA QUECHUA "

Units 13-24

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Quechua Language Materials Project

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Cochabamba Quechua Volume II, Units 13 - 24

PREFACE TO THE STUDENT

This text was prepared by the Quechua Language Materials Project of Cornell University under contract with the US Department of Health, Education, and Welfare, Office of Education Contract No. SAE-9513, authorized by Public Law 85-864, Title VI, Part A, Section 602.

Some of the essentials of Cochabamba Quechua grammar were presented in Spoken Cochabamba Quechua, Units 1-12. Units 13-24 are intended for use in an intermediate or advanced course, and more complex Dialogues, Conversations, Listening-ins, and Dictations, as well as Grammar and Exercise sections covering additional grammatical points. Some matters of structure are dealt with in more detail than was possible in the beginning course.

Cochabamba, Bolivia

UNIT THIRTEEN

Dialogue

Teodora, a young woman who has just had her first baby is visited by mama Victuka, an elderly woman. T. Teodora.

V. Victuka.

V. be born

nasiy

give birth

nasiči-kuy

Good morning, Teodora. How are you? Have you given birth yet?

bwenos dias, teodora. imaynalá kanki? nasiči-kunkiñaču?

T. sit (polite)

tiyari-kuy

Yes, mama Victuka. Come in. Sit down.

arí, mama bihtuka. yaykurimuy á. tiyari-kuy.

V. A little boy or a little girl? q"arisituču, warmisitaču?

T. expect, wait

suyay

A little girl, ma'am. Her father was expecting a little boy.

warmisita, mamáy. tatan q"arisituta suyasarqa.

V. first, ancient

ñawpa

The first child should be a girl, so she will help us at home.

ñawpah wawitaqa warmisita kanan, wasipi yanapanawan-čahpah.

- T. take, hold hap'iy
 Yes, the pain got me in
 the field. arí. čahrapiñatah nanay
 hap'iwarqa.
- V. poor pobre
 Poor Teodora. pobre teodora.
- T. consciousness yuyay
 lose činkay
 I think I lost consciousness
 when I got here. yuyayniytapuní sina
 činkači-kapusqani kayman
 čayaymusaspa.
- V. Poor thing! pobresita!
- T. I wonder how I gave birth! imaynapičus nasiči-korqanipis!
- V. It's that way with the
 first child. ahnapuni ñawpah wawapeqa.
- T. It must have been that
 way with you. ahnañatahčá qampipis karqa.

V. elder

My first child was born
in the field itself.

kurah

kurah wawayqa tarpu kikimpi
nasiykuwarqa.

T. then

Poor thing! Wasn't there
any one there to take
care of you?

čantá (čaymantatah)

ay pobresita! maná čantá ni
pipis q'awarisuh karqa?

V. There was no one. I
gave birth alone.

mana ni pipis karqaču.
sapañaypi nasiči-korqani.

Dialogue Review

- V. bwenos dias, teodora. imaynaĭá kanki? nasiĉi-kunkiĭaĉu?
- T. arĭ, mama bihtuka. yaykurimuy á. tiyari-kuy.
- V. q"arisituĉu, warmisitaĉu?
- T. warmisita, mamáy. tatan q"arisituta suyasarqa.
- V. ĩawpah wawitaqa warmisita kanan, wasipi yanapanawanĉahpah.
- T. ĉapis ahnaĭatah.
- V. ĉahrapiĉá yanapanampah q"arisituta munašan tatanqa.
- T. ĉaypahĉá kanqa.
- V. pitah yanapasorqa.
- T. doña filomena.
- V. arĭ, sumah parteraĭa.
- T. arĭ, yaĉaĭanĉus sina. imataĉá uhyaĉiwarqa.
- V. sinĉitaĉá nanaykusorqa.
- T. arĭ. ĉahrapiĭatah nanay hap'iwarqa.
- V. pobre teodora.
- T. yuyayniytapunĭ sina ĉinkaĉi-kapusqani kayman ĉayaymusaspa.
- V. pobresita!
- T. imaynapiĉus nasiĉi-korqanipis!
- V. ahnapuni ĩawpah wawapeqa.
- T. ahnaĭatahĉá qampipis karqa.
- V. kurah wawayqa tarpu kikimpi nasiykuwarqa.
- T. ay pobresita! maná ĉantá ni pipis q"awarisuh karqa?
- V. mana ni pipis karqaĉu. sapaĭaypi nasiĉi-korqani.

Grammar

1. Some special verbs.

Illustrations

čiriwan.	I am cold.
čiriwančah.	We (incl.) are cold.
čiriwayku.	We (excl.) are cold.
čirisunki.	You are cold.
čirisunkičah.	You (pl.) are cold.
čirin.	He is cold.
larq"asqawan.	I am hungry.
č'akisqawan.	I am thirsty.
puñuy atisqawan.	I am falling asleep.
gustawan.	I like it. (It is pleasing to me)
gustariñasorqaču?	_____
kay čahra kawsay gustariwan.	_____

Drill

Substitute as suggested.

Examples:

1. Inst. čiriwan.
Stud. čiriwančah.

a. ĩarq'asqawan.

b. č'akisqawan.

c. puñuy atisqawan.

d. kay gustawan.

2. Inst. kay čahra kawsay gustariwan.

Stud. kay čahra kawsay gustariwayku.

a. aq'anayawan.

b. lawa gustawan.

c. čiriwan.

d. č'akisqawan.

3. Inst. čirisunki.

Stud. čirisunkičah.

a. puñuy atisqasunki.

b. aq'anayasunki.

c. mana aq'anayasunkiču.

d. mana kay ĩahta gustasunkiču.

4. Inst. mana čiriwanču.

Stud. mana čirinču.

- a. mana misk'i gustawanču.
- b. mana puñuy atiwānču.
- c. mana č'akisqawanču.
- d. mana aq'anayawanču.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (he likes) kay ĩahta kawsay _____.
 (you [pl.] probably like) kay ĩahta kawsay _____.
 (you probably like) kay ĩahta kawsay _____.
2. (I don't feel like having chicha) kunitanqa mana _____.
 (we don't feel like having chicha [excl.]) kunitanqa mana _____.
 (they don't feel like having chicha) kunitanqa mana _____.
3. (I am thirsty) haku aq'á uhyamuna, _____.
 (you are thirsty) haku aq'á uhyamuna, _____.
 (they are thirsty) haku aq'á uhyamuna, _____.

Drill

Answer the following questions.

1. puñuyču atisasunki?
2. aq'anayasasunkiču?

3. č'akisqančá.
4. ĩarq'asančá wawata.
5. wasin gustasunkiču?
6. čirisunkičahču?
7. č'akisunkiču?

Grammar points

In English we say 'I am hungry, thirsty, cold, sleepy'. We use the verb 'to be' and an adjective. Quechua speakers use verbs whose subject is a third person; what in English would be a subject is an object in Quechua. Thus, 'I am cold' is čiriwan Lit. 'It is cold for me' or 'to me'. Notice the pattern in the Illustrations. The verb gustay, borrowed from Spanish, is used the same way. So are a number of expressions meaning 'to feel like something' or 'to have a yen for something' such as aq'anayay 'to feel like drinking chicha'; aq'a 'chicha', -na and -ya are derivative suffixes.

2. Omission of kay

Illustrations

haqay uhrah.

imá sutykiri?

bwenituĭaču profesorniyki?

saritaykipis k'ačitaĭaqa.

karurahču tokoman? _____

maypintah alohamyentoykiri? _____

imapahatah tukuy čayri? _____

Drill

Answer the following questions.

1. hatunču wasiyki?
2. imaynatah fyesta?
3. sarayki yurahču?
4. kayču čayamoh wawayki?
5. hatučah papayohču tarpuykeqa?
6. ašk'a wawasniyohču mamayki?
7. tukusqañaču wasiyki?

Grammar points

The verb kay 'be' is frequently omitted in Quechua. One can say: wasi huč'uy kašan. or

wasi(qa) huč'uy. 'The house is small'

The topic marker -qa is often included in sentences where the verb kay is omitted. These sentences will be called verbless equational sentences.

The verb kay is omitted in another type of clause where a relational occurs with one of the items:

ima-pah-tah tukuyčayri?

'what for (-tah 'all'
signals a question)

'that' [-ri is an indep. suffix]

3. Modifier and head

Illustrations

q"eīa řuna

lazy man

mančay hatun čahra

a very large field

ñawpah wawitaqa

the first child

kay hatun sač'a

this large tree

ašk'a hobero wawitas

these blond children

wasi punku

house door

mayu kantu sač'a

river edge tree

wasa kaīi

back street

q"eīu t'ikas

yellow flowers

pisi q'omer abas

few green beans

yurah sarata apamusan.

He brings white corn.

puka poīerayoh purisarqa.

She was going around with a
full red skirt.

kunan pača

right now

čaymanta pača čayamun.

He arrives from that very
place.

č"ika unayta činkan!

He has been lost for such a
long time!

č"ika sinčita paraykamun!

It has rained such a long time!

may č"ika watasta mana mayu
čayamunču!

How many long years the
river hasn't risen!

čay č"ika pisita apamusan!

He brought so little!

Drill

Translate the English items in parenthesis in order to complete the sentences below.

- | | | |
|----------------------------------|-------|------------------------|
| 1. (from a large beautiful town) | _____ | hamuni. |
| 2. (this nice town) | _____ | punata sutiyoh. |
| 3. (candy balls) | _____ | qosayki. |
| 4. (white house door) mana | _____ | gustanču. |
| 5. (peasants) | _____ | lahtaman
čayamusan. |

Grammar points

Modifiers occur before the head. (Head is a term referring to the item which is being modified. In the English phrase good boy, boy is the head and good is the modifier. In the phrase very good, very is the modifier and good is the head).

Compare:

q"eļu t'ikas

'yellow flowers'

and

t'ikas q"eļu (kanku)

'the flowers are yellow'

pača is a substantive referring to time. č"ika is a substantive referring to quantity. It is commonly used in sentences which

require a translation with English exclamatory sentences. Review the illustrative sentences where both of these substantives occur.

4. -sqa forming a type of modifier.

Illustrations

qałari papaqa kunałanrah ałasqa papa.	New potatoes are those which have been recently dug.
onqosqa řuna.	A sick man.
muspasqa wayna.	A confused young fellow.
wakičisqa aq"a.	Prepared chicha.
qampa wakičisqayki aq"a.	The chicha which you prepared.
qampa wakičisqayki aq"as.	The chichas which you prepared.
qampa wakičisqayki.	The one which you prepared.
qampa wakičisqasniyki.	The ones which you prepared.

Drill

Form substantives from the verbs in the column on the left and make them modify the substantives in the column on the right.

čihlay	koka
kargay	buřu
tukuy	wasi
munay	wawa
łank'ay	hałp'a

Drill

Complete the pattern as indicated in the example below.

Example: Inst. gobyernoh munasqan řuna.

Stud. gobyernoh munasqan řuna.

gobyernoh munasqan řunas.

gobyernoh munasqan.

gobyernoh munasqasnin.

1. qampa řuwasqayki wasi.
2. wawah munasqan misk'i.
3. profesorpa yačačisqan wawa.
4. noqah kargasqay buřu.
5. pedroh apamusqan wařpa.

Grammar points.

-sqa is a suffix which derives substantives from verbs:

čihřa-y 'to choose'

čihřa-sqa 'chosen'

muna-y 'want', 'love'

muna-sqa 'loved', 'wanted'

The substantives thus derived are frequently used as modifiers.

Listening-In

ñawpah q'ari wawa kani. řamuku sutiy. tarpu kikimpi mamay nasiči-kuwasqa, čaymanta pača tarpuřapi purini, tarpuřapi řank'ani. wasiypi tiyan kinsa warmi wawas. manan paykunaqa tarpupi řank'anluču, wasiřapi mamayta yanapanku. sapařay ñawpah q'ari wawa hina tarpupi řank'ani.

teodora tarpu kikimpi masiči-kun warmisita wawata. tatan q'arisitu kananta munarqa. mama bihtuka "warmisita kananqa sumahřa" nin, "wasipi yanapa-kunanpah". mana nipi yanapanču teodorata, pay sapařampi nasiči-kun.

Conversations

I.

A. Listen, Mama Victuka, please help me.

B. Why not? What shall I help you with?

A. My wife is giving birth.

B. I'm not a midwife, Doña Filomena knows about those things.

II.

A. Have you already given birth, Teodora?

B. Yes, Mama Victuka.

A. A little girl or a little boy?

B. A little girl ma'am. Is it alright?

13.16.

III.

A. The pain that got you must have been bad.

B. Yes, the pain got me in the field.

A. Poor Teodora. How you must have cried!

B. I had lost consciousness upon coming here.

Cochabamba, Bolivia

UNIT FOURTEEN

Dialogue

Jacinto has a back ache. Honoria, his wife, gets a curer, Doña Andrea. She looks at him and tells Honoria what to do.

J. Jacinto. H. Honoria. A. Andrea.

J. well

aĭin

I'm not well, (wife).
Ouch!

ay, ay, ay! mama aĭinču,
warmi.

H. What's the matter?

imayóh kankiri?

J. back

wasá

I have a bad back ache.

kay wasáĭay ančatatah
nanaſqawan.

H. pneumonia

pulmonia

Maybe you are about to
get pneumonia.

iča pulmonia hap'iy
munasqasunki.

J. medicine man

hampiri

call

wahyay

Would you go call a medicine
man?

uh hampiri wahyarqorimuwah.

H. cure, medicine

hampiy

Doña Andrea knows how to
cure. I'll go call her
for you.

mama andrea sumáh_yačan
hampiyta. wahyarqampusayki.

Doña Andrea, my husband
is sick. I wonder what
is wrong with him.

mama andrea, qosay onqosqa
kasqan. imayohiačus
kampis.

A. What hurts?

imantah nananri?

H. His back, he says.

wasan, nin.

A. cold

čiri

I wonder if he drank cold
water while he perspired.

hump'isaspačá čiri yakú
uhayaykorqa.

H. keep

waqayčay

Perhaps. These men don't
know how to take care
of themselves.

ičatahpiis ari. manatah
kay q"arisqa waqayča-kúy
yačankuču.

A. Let's go see him. Perhaps
we'll know how to cure
him.

haku q"awamusun. iča
yačasunman imawančus
hampiyta.

H. God

dyus

pay

pagay

Let's go ma'am. God
will repay you.

haku ari, mamáy. dyus
pagarapusonqa.

drugstore

botika

be expensive

ančapi kay

Drugstore medicines are expensive. But they don't cure anything.

botika hampisqa ančapi kanku. manatah ni imá hampinkuču.

H. That's the way it is.

ahnatah čaypis ari.

A. cause illness

miľayay

Drugstore medicines make people sick.

botika hampisqa řuná miľayačinku.

cover

q"atay

bundle up

q'epičay

wrapped up

q'epičasqa

wrapped up (dim.)

q'epičasqeta

Honoría, cover your husband well. Keep him well wrapped up so he will perspire.

doña onorya, sumahta q"ataykuy qosaykita. sumah q'epičasqetapi hap'inki hump'iy atinampah.

H. Yes, Andrea. May God repay you.

čay, mama andrea. dyus pagarapusučun.

Here are some potatoes. Take this with you. Cook them for yourself.

kayqa papita. kaysitú aperi-kuy. wayk'uri-kamuy.

A. Yes, ma'am. Thank you.

čay, mama. agradeseyki.

dawn

sut'iyay

I'll come back tomorrow
at dawn.

q'aya sut'iyaymanta
kutimusah.

Dialogue Review

- J. ay, ay, ay! mana aĭinču, warmi.
- H. imayóh kankiri?
- J. kay wasaĭay ančatatah nanaſqawan.
- H. iča pulmonia hap'iy munasqasunki.
- J. uh hampiri wahyarqorimuwah.
- H. mama andrea sumah yačan hampiyta. wahyarqampusayki.
mama andrea, qosay onqosqa kasqan. imayohĭačus kamps.
- A. imantah nananri?
- H. wasan, nin.
- A. hump'isaspáčá čiri yakú uhayaykorqa.
- H. ičatahpis ari. manatah kay q"arisqa waqayča-kúy yačankuču.
- A. haku q"awamusun. iča yačasunman imawančus hampiyta.
- H. haku ari, mamáy. dyus pagarapusonqa.
- A. bwenos dias, tata hasinto. imaynaĭá kanki?
- J. mana sumahču kani, mamáy andrea.
- A. imaykí nananri?
- J. kay wasaĭay.
- A. abér. ĭuhčirisqayki. kaynehpiču?
- J. ay, ay! arí čaynehpi.
- A. čiriwančá pasaykuči-korqanki.
- J. čayčá kanqa, mamáy andrea. imaĭaykitapis qoriwankiman.
- A. yakú t'imporqočisqay, doña onorya, hampí wakičínaph.
- H. čay, mama.

- A. sewadá apamuy, yana saratawan. mana kaywan qosayki sumahyahtenqa layqacá kanqa.
- H. čay mama. inyehsyontaču řantiyman?
- A. imapah čayri? botika hampisqa ančapi kanku. manatah ni imá hampinkuču.
- H. ahnatah čaypis ari.
- A. botika hampisqa řuná miłayačinku. doña onorya, sumahta q"ataykuy qosaykita. sumah q'epičasqetapi hap'inki hump'iy atinampah.
- H. čay, mama andrea. dyus pagarapusučun. kayqa papita. kaysitú apari-kuy. wayk'uri-kamuy.
- A. čay, mama. agradeseyki. q'aya sut'iyaymanta kutimusah.

Grammar

1. Diminutives

Illustrations

bwenituāču profesorniyki?

kay kinsitaā, tatáy.

čay yuritupi.

Drill

Give the diminutives as in the example.

Example:

Inst. kasero

Stud. kaseritu

Inst. bwena

Stud. bwenita

Inst. kay

Stud. kaysitu

1. sara

2. huč'uy

3. č"ika

4. ašk"a

5. lawa

Grammar points

The diminutive suffixes -itu, -ito, -ita, -situ, -sito, -sita were borrowed from Spanish. Their distribution is unpredictable. o and u vary freely as they do in word-final position in most Quechua words. -itu, -ito, -sito are usually added to substantives ending in o or u, -ita, and -sita to substantives ending in a. -situ and -sita usually occur after consonants.

These suffixes occur immediately after the root, and form part of the substantive stem to which other suffixes can be added:

warmi-sita-s-rayku 'on account of these little women'

Diminutives may indicate small size, but they are also used for endearment, etc. as in Spanish: pepituy 'My little Joe'.

2. The Verbalizer -ya

Illustrations

q"eĭa

lazy

kay dyas waĭpay q"eĭayasqan.

miĭay

dirty

botika hampisqa řuná miĭayačinku.

čahru hampiswan astawan
peroyaykun čay don hasintu.

With those mixed remedies
Don Jacinto has worsened.

Drill

Give a derived infinitive as in the example and guess the meaning.

Example:

Inst. q"eĭa

Stud. q"eĭayay

1. hatun

2. wayna

3. sut'i

4. řuna

5. ařk"a

3. The distributive modal suffix -ra

Illustrations

maqapuwan.

He punishes him. (a mother complaining, about her child being punished by someone else)

maqarapuwan.

He punishes each one of them. (a mother complaining about her children being punished by someone else)

wawayta hayt'apuwan.

He kicks my child.

wawasniyta hayt'arapuwan.

He kicks each one of my children.

apay čay q'epita.

Carry that bundle.

apay čay q'epista.

Carry those bundles.

aparay čay q'epista.

Carry those bundles one by one.

kirpay čay mankata.

Cover that pot. (with its cover)

kirparay čay mankata.

Uncover that pot.

q"atay čay mankata.

Cover that pot. (with a cloth
as if to hide it)

q"ataray čay mankata.

Uncover that pot.

tapay* čay mankata.

Cover that pot. (with its cover)

taparay čay mankata.

Uncover that pot.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (teaches one by one)

hasinto _____ řunasninman.

2. (prunes one by one)

řamukunčah kantumanta
sačasninčahta _____.

3. (cover)

_____ wawasta.

4. (washes)

manwela wawasninta _____.

5. (I already uncovered)

manka _____.

Grammar points

The distributive modal suffix -ra indicates that an action

*This is the most commonly used verb.

is performed as a series. It is usually translated 'one by one'.

With some verbs, however, the same form means to do the contrary of whatever is indicated by the verb. This meaning of -ra is not very frequent.

4. Comparison

Illustrations

qanmantaqa noqa aswan hatun kani.	I am bigger than you.
qanmanta aswan hatun kani.	I am bigger than you.
qan hina hatun kani.	I am as big as you.
noqaqa mana qan hina hatunču kani.	I am not as big as you.
tukuymanta aswan hatun kani.	I am the biggest.
aswan puka kah.	The most red.

Drill

Combine the two sentences given below into a comparative sentence as in the example.

Example:

Inst. qan hatun kanki. noqa hatun kani.

Stud. qanmantaqa noqa aswan hatun kani.

1. haĭp'ayki hatun. haĭp'ay hatun.

2. čay haĭp'a sumah. kay haĭp'as sumah.

3. sarayki puka. saray puka.
4. buřusnin ařk"a. buřusniyki ařk"a.
5. ĩahtayki hatun. ĩahtayku hatun.

Drill

Combine the two sentences given below into a comparative sentence as in the example.

Example:

Inst. qan hatun kanki. noqa hatun kani.

Stud. qan hina hatun kani.

1. sarayki ařk"a. saray ařk"a.
2. wawasniy hućuyćah kanku. wawasniyki huć'uyćah kanku.
3. mamayki bwena. mamay bwena.
4. warmiy wayk'un. warmiyki wayk'un.
5. asensyo indyu řuna. noqanćah indyu řunas.

Drill

Combine the two sentences given below into a comparative sentence as in the example.

Example:

Inst. noqa hatun kani. qan hatun kanki.

Stud. noqaqa mana qan hina hatunću kani.

1. wakay hatun. wakayki hatun.

2. tarpuy sumah. tarpuyki sumah.
3. indyus hoberos kanku. yankis hoberos kanku.
4. hose huč'uy. pedro huč'uy.
5. čay řuna q'eĭa. kay uh řuna q'eĭa.

Drill

Answer as in the example.

Example:

Inst. hatunču kanki?

Stud. arí, tukuymanta aswan hatun kani.

1. čay waka hatunču?
2. čay sara sumah yurahču?
3. čay řuna q'eĭaču?
4. čay piskuču aswan sinči?
5. kay buřuču aswan huč'uy?

5. Narrative

Illustrations

imaynatah kasqa čay lawa?

What was that mush like?

doña presenta kasqa.

čay yuritupi yaku q'oñiyki kasqan.

řamukuhpa yuritumpi yaku q'oñin kasqa.

There had been water in Ramuku's jug.

mama andrea, qosay onqosqa kasqan.	_____
qosan onqosqa kasqa.	They say her husband was sick.
hwán wañučisqa.	They say John killed.
hwán kunitan wałpata wañučisqan.	John is killing the hen now.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

- | | |
|--------------------------|---|
| 1. (they say he arrived) | tata kura mana _____
pwebloman čay watapi. |
| 2. (they say he was) | onoryah qosan onqosqa _____. |
| 3. (he is) | qosayki layqasqa. |
| 4. (it is) | mana sara sumahču _____. |
| 5. (they say it was) | sebada sumah _____. |
| 6. (he is) | wawa _____. |
| 7. (they say he went) | řamuku řahtaman _____
tawa buřusqan. |
| 8. (she is boiling) | marya yakuta _____
kunitan. |
| 9. (they say she boiled) | marya yakuta _____. |
| 10. (he is doing) | imatá hampiri _____. |

Grammar points

The narrative is used when telling a story, when reporting something the speaker hasn't seen or isn't sure of. The narrative usually refers to the past, but may refer to events

that have not taken place. It is also used when a doubt the speaker had, has been clarified.

-sqa, narrative, is not followed by -n third person singular, -sqa itself signals 3rd p. sing. actor when it is not followed by another personal suffix:

<u>ka-sqa-ni</u>	'that I had been'
<u>ka-sqa-nki</u>	'that you had been'
<u>ka-sqa</u>	'that he (she, it) had been'
<u>ka-sqa-nčah</u>	'that we (incl.) had been'
<u>ka-sqa-yku</u>	'that we (excl.) had been'
<u>ka-sqa-nkičah</u>	'that you (pl.) had been'
<u>ka-sqa-nku</u>	'that they had been'

You may remember the context where the sentence doña presentapuni kasqa occurred: neither interlocutor knew who had died. One of them finds out that it was indeed doña Presenta. His doubt was clarified and he reports: doña presentapuni kasqā. imaynatah kasqa čay lawa? 'What was that mush like? i.e. What had it been like once you tasted it and made sure' čay yuritupi yaku qoñiyki kasqan. kasqan means 'is'. This -sqa is continuative (and alternates with -ša and -sa) and must not be confused with -sqa narrative. With kasqan the speaker states a fact which is going on; with kasqa the speaker reports about something.

We will now summarize the different uses of the form -sqa.

1. -sqa continuative, alternates with -sa and -ša. This is a modal suffix. Unit Five. Example: řuwašan, řuwasan, řuwasqan 'he is making'.

2. -sqa, future, alternates with -sa. Unit Fifteen. Examples:
řuwa-sqa-yku 'We (excl.) will make', qo-sqa-yki 'I will
 give you', qo-sqa-ykičah 'I will give you (pl.)'.
3. -sqa, substantivizer.
- a. used as a modifier. Example: munasqa řuna 'loved man'

6. Review of imperatives

Illustrations

yanapaway.	Help me.
yanapawayku	Help us.
mayřapuy	Wash it for her.
qoy	Give him, give them.
qowayčah	You (pl.) give me.
bendeyčah	Sell (you pl.) to him.

Drill

Answer with an imperative:

1. hampiykiču?
2. pagaykičahču?
3. yakuta t'impučipusahču doña onoryapah?
4. řantipusahču paykunapah?
5. sará qosaykiču?

Listening-In

tata hasintu onqoyman čayan. ima onqoymančus čayampis, manan yačáy atisqankuču. layqa kanqa ninku wakinkunaqa. mama onorya hampih ruela-kun. yakuta t'impučispa, siwadata yana sarawan čahruspa wasanman q'epičan. sumahta q"atanku tata hasintuta, čay tuta enterota mančayta hump'iykun, čay tutahpa q'ayampi ñan ałinyasarqaña.

Conversations

I.

- A. Where do you have a pain? What is it you feel?
 B. I don't know what's wrong with me, I just have a back ache.
 A. You must have drunk cold water while you were sweating.
 B. It must have been that, I don't even know myself.

II.

- A. I am taking drugstore remedies.
 B. Who is sick?
 A. Andrea, my wife, is rather sick.
 B. Quick, then, maybe she will get worse still.

III.

- A. They have bewitched your husband.
 B. What am I going to buy?
 A. You have to take him to the witch doctor.
 B. If it is that way, I will have to take him.

Cochabamba, Bolivia

UNIT FIFTEEN

Dialogue

Don Isidro is branding his cows. His family and friends, Tomaku and Antonio, are helping him. I. Isidro. T. Tomaku.

A. Antonio.

T. Don Isidro, we come to help you.

don isidro, yanapaykureh hamusqayku.

I. chicha
drink

aq"a
uhyay

Come in, come in. Let's drink this chicha.

yaykumuyčah, yaykumuyčah.
kay aq"etá uhyaykurisun.

T. Oh fine! Well, let's drink.

á baya! uhyaykurina ari.

I. lassoer

laseador

Don Tomaku, you must be a good lassoer.

don tomaku, sumah laseadorčá qan kawah.

T. forget, forgetfulness

qonqapuy

Not any more. I'm beginning to forget.

manatah. kay qonqapuyta munasqaniña.

I. remember

yuyariy

With this chicha you
will remember now.

kay kunan aq'etawan
yuyarerqolanki.

A. Come on, let's go.

haku řinařaña.

I. post

pwesto

take one's place

pwestonča-kuy

Let's take our places first.

pwestonča-kunarah aswan
usqaytaqa.

iron

fyeřo

brand

markay

You as lassoer, Tomaku.
You will take the iron,
Antonio, in order to
brand.

qan laseadormanta, tomaku.
qantah fyeřo hap'inki,
antonio, markanaykipah.

T. ear

ninri

cut

k'utuy

Albert you will cut ears.

alberto, qan ninrin k'utunki.

I. ribbon

sinta

Let Mary tie ribbons.

kay marya sintá řurařun.

horn

wahra

cut

k"učuy

Let Pascual cut the horns.

paskwál wahrán k"učonqa.

	tail	čupa
	Let Simon cut tails.	kay simón čupán k"učučun.
	And Peter will collect the blood.	pedrotah ľawarninta hap'enqa.
T.	which	mayqen
	begin	qaľariy
	bull	toro
	white	yurah
	With which one shall we begin? With that black bull or with this white cow first?	mayqenwán qaľarisun? haqay torowanču, kay yurah wakawanrahču?
I.	Let it be with this cow.	kay wakawanrah kačun.
T.	calf	terneru
	behind	q"epa
	And those calves later?	kay terneritustarí q"epaľamanču?
I.	Yes, yes.	arí, arí.
T.	ready	listu
	Ready? Are you all set?	yastá? listuňachu kankičah?
A.	Yes. Let's get going.	ya. qonaľaña.

Dialogue Review

- T. don isidro, yanapaykureh hamusqayku.
- I. yaykumuyčah, haykumuyčah. kay aq"etá uhyaykurisun.
- T. á baya. uhyaykurina ari.
- I. don tomaku, sumah laseadorčá qan kawah.
- T. manatah. kay qonqapuyta munasqaniña.
- I. kay kunan aq"etawan yuyarerqoľanki.
- A. haku řinaľaña.
- I. pwestonča-kunarah aswan usqaytaqa. qan laseadormanta, tomaku. qantah fyeřo hap'inki, antonyo, markanaykipah.
- T. alberto, qan ninrin k'utunki.
- I. kay marya sintá čuračun. paskwál wahrán k"učonqa. kay simón čupán k"učučun. pedrotah ľawarninta hap'enqa.
- T. mayqenwán qaľarisun? haqay torowanču, kay yurah wakawanrahču?
- I. kay wakawanrah kačun.
- T. kay terneritustarí q"epaľamančú?
- I. arí, arí.
- T. yastá? listuňaču kankičah?
- A. ya. qonaľaña.

Grammar

1. Future time, review

Illustrations

kay pučohtaqa q'ayaña tukusah.

q'aya sut'iyaymanta kutimusah.

qan ninrín k'utunki.

pay hinałatapuni nenqa, ari.

mayqenwán qalarisun?

mayqenwán qalarisunčah?

hamoh watapi noqayku łank'amusayku
čay hałp'ata.

qankuna wasita řuwamunkičah.

čay hinamantaqa sumahłapičá
kawsakonqanku.

misk'isitá qorisqayki.

misk'isitá qorisqaykičah.

We will cultivate that
land next year.

You will build a house.

I will give you candy.

I will give you (pl.)
candy.

Drill

Give the corresponding plural form of the verb.

1. noqa sumahta q"awapusah. (incl.)

2. mana oq"ariy atenqaču.

3. qan tarpuyta qalarimunki.

4. pay haĭp'ata ĭank'amonqa.
5. sut'iyayta řinki.
6. q'aya uhyah řisah. (excl.)
7. aswan uh řatunehman tususah. (incl.)

Drill

Substitute the suggested subjects.

1. noqa q'aya sut'iyaymanta kutimusah.

pay

doña onorya

paykuna

qan

2. pedrotah ĭawarninta hap'enqa.

noqančah

qan

noqayku

qankuna

3. kay simón čupán k"učonqa.

qan

paykuna

pay

noqančah

4. mašk'a buřuswan řisah.

qankuna

řamuku

noqayku

noqa

qan

Drill

Answer the following questions:

1. manačá q'aya hampí apamuyta qonqankiču?
2. noqaču yana wakiřahpa ninrinta k'utusah?
3. mayk'ah qalārisun?
4. q'ayaču pagasonqanku?
5. q'aya řinkiču wakas markaypi yanapah?
6. noqaykuču, qankunaču wayk'usunčah?
7. q'ayaču kasaranqanku fakundo eliberawan?
8. pitatah gobyerno alkaldemanta čuranqa?
9. pitah fyestapi tusonqa?

Drill

Add -sqa or -sa which will make the verb forms refer to the future as in the example.

Example:

Inst. misk'isitú qoyki.

Stud. misk'isitú qosqayki.

1. čahrata q"awapuyki.
2. čayta qoyki.
3. papata saratawan čihlayki.
4. kokata apamuykičah.
5. ašk"a papata apamuyki.

2. The Substantivizer -na

Illustrations

yastaña mik"una.

haku q"awarimuna noqawanñatah
ari.

akompañanari-kuna.

hina pitaykurinapis ari.

haku řinaña.

ašk"a apamunayki kasqan.

I have a lot to bring.

ašk"a apamunayki tiyan.

I have a lot to bring.

čaylata ašk"aña q'epinay.

tukuy čaymanta uh librupi
crq"onaypah.

hamu-kunaľaykipahpuni.

kaypi q"epa-kuy pay čayamunan
kama.

Stay here until he arrives.

munani yanapanawaykita.

I want you to help me.

Drill

Give the nouns which are derived from the following verbs as in the example and guess the meaning.

Example:

Inst. mik"uy.

Stud. mik"una. (food)

1. puhlay
2. puñuy
3. yaykuy
4. qaray

Drill

Give the expression meaning "let us go _____" as in the example.

Example:

Inst. İank'ay

Stud. haku İank'amuna.

1. mik"uy
2. q"away
3. apuray
4. uhyay
5. pitay

Drill

Give the expression which will mean "to have a lot to _____"
as in the example.

Example:

Inst. anča ľank'ani.

Stud. anča ľank'anay.

1. ašk"ata q'epini.
2. ašk"á řuwanki.
3. ašk"á apanki.
4. ašk"ata wayk'un.
5. ančá wayk'un.
6. ančá ľank'anku.
7. ašk"á tarpunčah.
8. ašk"ata řuwayku.
9. ašk"ata q'epinkičah.

Drill

Give the expression which will mean "in order to _____"
as in the example.

Example:

Inst. ľank'ani.

Stud. ľank'anaypah.

1. usqayta hamunki.

2. ančá ľank'anki.
3. warmi kutimun usqayta.
4. wawas puhlay atinku.
5. noqayku papá mik'uyku.
6. qankuna čayta wiľankičah.
7. noqa alohamyentoyman řini.
8. čay řunakuna čahramanta ľahtaman řinku.

Drill

Substitute the suggested subjects.

1. munani yanapanawaykita.
hwán
mamayki
paykuna
2. profesor munan hamunaykuta.
profesores
qan
3. haľp'ayoh munan ľank'anaykuta.
paykuna
qan

Drill

Translate the English items in parenthesis in order to complete the sentences below.

- | | |
|----------------------------------|--------------------------------|
| 1. (until they arrive) | kaypi q"epa-kuy _____. |
| 2. (until I come) | kaypi q"epa-kuy _____. |
| 3. (until your mother gets here) | kaypi q"epa-kuy _____. |
| 4. (until the landlord arrives) | Īank'ayčah _____. |
| 5. (until we come back) | Īank'ayčah _____. |
| 6. (until the mayor says) | Īank'ayčah wah hinamanta ____. |

Grammar points

-na is a substantivizer; it derives substantives from verbs:

<u>mik"u-y</u>	'eat'
<u>mik"u-na</u>	'food'
<u>mik"u-na-s</u>	'foods'

A form derived by -na always adds the personal suffixes that normally go with substantives:

<u>puhĭa-na-y</u>
<u>puhĭa-na-yki</u>
<u>puhĭa-na-ykičah</u>

Verbs plus -na are used with clearly substantival functions:

<u>puhĭanayta</u>	<u>munani</u>	'I want my toy'
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But they are also used as verbals, i.e. as centers of subordinate clauses.

Example:

hamuni mik'unampah 'I came so that he could eat'

vanapawayku noqayku ĩank'anaykupah 'Help us so that we can work'

pay řinanta munani 'I want him to go'

There are two main types of subordinate clauses with -na.

The subject of the subordinate clause is different from that of the main clause in both types. The most common are na-pah-clauses which express purpose:

hamuni mik'unampah 'I came so that he could eat'

-na clauses usually occur with the word kama 'until'. The action of the verb in the main clause continues until the action of the verbal in the subordinate clause interrupts it:

kaypi q"epanki pay řayamunan kama 'Stay here until he comes back'

na-ta-clauses function as direct objects of certain verbs.

They always contain a subject which is different from the one in the main clause:

mik'unanta munani 'I want him to eat'

uninflected na-forms are often used to mean 'let's':

q"awamuna 'Let's look!'

haku řipuna 'Come on, let's go!'

Finally, na-forms are used to express obligation: ařk"a

apamunay kasgan 'I have a lot to carry'. Lit. 'Much my load is'. ařk"a apamunay is the subject of the verb kasgan. tiyan is also used in this construction. Notice that in ančata

Iank'anay tiyan 'I have a lot of work to do', Iank'anay takes a direct object.

wasita Iank'anan tiyan 'He has to build a house'.

3. The inceptive modal suffix -ri

Illustrations

puñuričilawayña entonses ari.

qoriway á?

haku q'awarimuna.

pasaričiway.

Excuse me (used when one goes across someone else's property)

Drill

Make the following command forms more polite by inserting the suffix -ri immediately after the stem.

1. wakaykita q'awačiway.
2. imaynata wayk'urinki. yačačiway.
3. mik'unaykita qaramuway.
4. kay tarpupi yanapaway.
5. q'aya dya hamuy.
6. imatá mik'usanki. qoway.
7. wawayta mask'ay.

Grammar points

-ri is an inceptive modal suffix. It means 'to begin to':
inkyetakuy 'to be restless': inkyetarikuy 'to begin to be
 restless'. It is commonly used to add politeness: qoway
 'give me': qoriway 'Please give me'.

4. The modal suffix -rpa

Illustrations

qolqeyčus kanman čayqa,
 řantirpariyman.

If I had money I would buy
 it right away.

hwán wañurpačin.

John killed him.

qorpay.

Hit him.

Drill

Insert -rpa after the verb stem in the following expressions
 thus adding a certain roughness, or suddenness.

1. čay q"awa-kusqančah wakatapis řantirinkuña.
2. čay yanta purisaspala puñusqa.
3. sumah amiguľatatah maqasqa.
4. uh watuyľapi ľank'asqa.
5. yurah waľpanta wañučisqa.

Grammar points

The modal -rpa indicates that an action is performed suddenly, quickly, or roughly: qoy 'give': qorpay 'give blows': koreykuriy 'Run in it please': kořeykurpariy 'Run in it quickly please'.

5. The honorific modal suffix -rqo

Illustrations

řiy mik ^o orqori-koh.	Please go and eat.
kay kunan aq ^o etawan yuyarerqoľanki.	_____.
mančay munasqata uywarqo-kun.	She brought him up lovingly.
aparqoy.	Take it if you please.
aparqamuy.	Bring it if you please.

Drill

Add -rqo to the verb stem in the following expressions thus making them more polite.

1. wasiyohpaman qayľay.
2. tardeyayľataña čayan.
3. hina onqosqapis mamanman hamu-kun.
4. kořey, čay waľpata hap'imuy.
5. kunitan čay aq^oata apamuy.

Grammar points

-rqa, honorific is a modal suffix which indicates respect, politeness, or affection. It is commonly used when guests are present, not only to address them, but to address other people as well. It is also used when doing collective work, at harvest time, for instance.

-raq has the variant form -rqa directly before -mu, -pu, or -ka:

<u>aparaqamuy</u>	'Bring it, if you please'
<u>wañorqapoh</u>	'One who dies'
<u>lohserqa-kamusqa</u>	'He had come out'

6. The modal suffix -yku

Illustrations

sirbiykuri-kuŷčah.	Help yourselves (to this).
eliberahpa tatanqa.	_____
čunka wakiĭastapuni qoykusqa nin.	_____
qalariykuliasunñaču?	Shall we begin already? (referring to something specific)
uhĭata wahtan.	He gave a blow.
uhĭata wahtaykun.	He suddenly hit him.
wahtay.	Strike.
wahtaykuy.	Strike that. Drink it down.
aq"á wahtay.	Drink the chicha.

aq"á wahtaykuy.

Do drink the chicha.

kargaykamufiasunñaču?

Shall we go load them?

p'ampaykapusanku.

They are burying her.

Drill

Add -yku to the stem of the main verb thus rendering the action specific or intensive.

1. qayčaspa q"aparin.

2. uhlata mik"un.

3. mik"uy.

4. čay řuna řik"urin.

5. uhyay.

6. apamuy.

Grammar points

The modal suffix -yku intensifies the meaning of the verb and makes it refer to something specific.

This suffix has the variant form -yka which occurs directly before -mu, -pu, and -ka:

apaykuy

'Take it!'

apaykamuy

'Bring it!'

p'ampaykapusanku

'They are burying her'

interesayka-kapuyman

'I would be interested in it!'

7. The frequentative modal suffix -ykača

Illustrations

čay řuna řahtanman purin.

That man went to his city.

čay řuna muyunehta puriykačan.

That man strolls along the river.

plasapi řantin.

She shops at the market.

plasapi řantiykačan

She shops around at the market.

čay q"atoh imilitastarah
q"awaykača-kuspa kasarqaqa.

He was still looking at the girls who sell.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (walking around)

kaynehřapi _____ čay
wawayki.

2. (she was shopping around)

imastarahčá _____.

3. (he is already working
part time)

onqosqarah kasan pero _____.

4. (I do it)

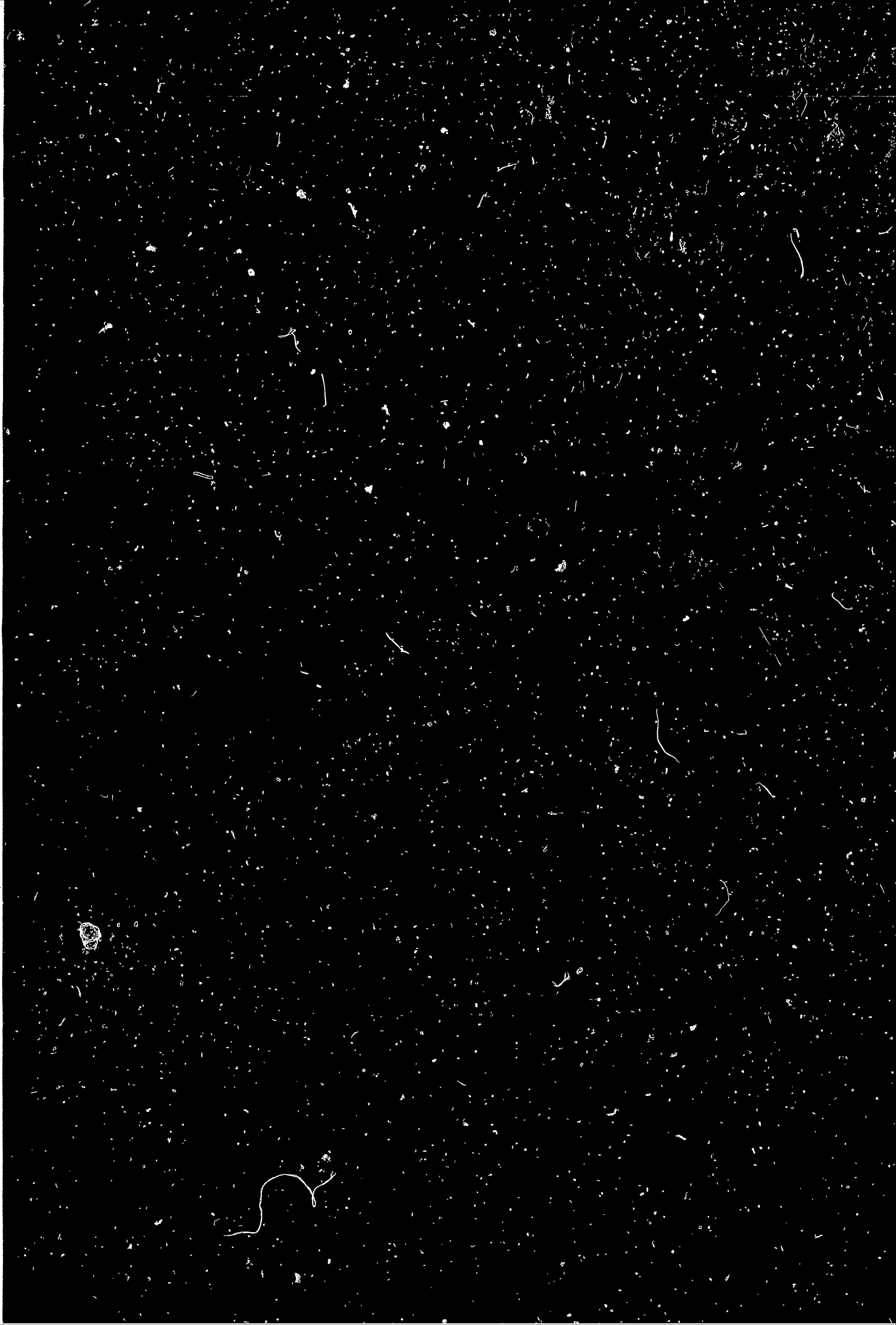
sapa munarispa _____.

5. (is still shopping around)

čay warmi _____ plasapi.

Grammar points

The suffix -ykača indicates that an action is performed repeatedly: oq"arini 'I lift': oq"ariykačani 'I lift several times'.



Listening-In

tukuy řunas pwestonča-kunkuña, don tomaku laseyadorpis
 lasuntaqa hap'iykunña. kunan markanqanku kasqa ask"a wakasta.
 čayrayku runakunaqa listučari-kusqanku, sapa uh imatačus
 hap'inankuta hap'ispa, usqaylapičá kay tukuy wakasta markanqanku.

Conversations

I.

- A. Don Tomaku, lasso that cow now.
 B. Who will cut its horns?
 A. My wife will come; she will help us.
 B. Ok, then I lasso.

II.

- A. You won't cut its tail.
 B. What is its tail going to be for?
 A. Perhaps we will lose a lot of blood.
 B. Ok, then we will cut only its horns.

III.

- A. Go with that man.
 B. Yes. I will make him arrive to the casa de gobierno.
 A. You will watch out, this man is from Huánuco.
 B. Yes, I will watch out. I already know him well.

Cochabamba, Bolivia

UNIT SIXTEEN

Dialogue

Don Pío is building a house. The anthropologist comes around and offers to help. P. Pío. A. Anthropologist.

A. begin to make
something for
oneself

řuwaykuri-kuy

Are you building yourself
a house, Don Pío?

wasitaču řuwaykuri-kusqanki,
don pio?

P. be (weather)
the weather is good

řuwamuy

sumah řuwamun

Yes, now that the weather
is good I am trying
to hurry.

ari, kay sumahłarah
řuwamusahťin apuraykurıy
munasqani.

rain

paray

month, moon

kiła

Well, when the rainy months
get here, it is not
possible.

paray kiłas hamoťtenqa
manaňan atikonqaču, ari.

A. During what months does it
usually rain?

ima kiłaspi paramúy
yačanri?

- P. December disyembre
March marsu
Beginning in December, it continues until March. disyembremanta qalari-kuspa, marsu kama paraykamulampuni.
- November nobyembre
And sometimes it will rain right in November. abesesnintah nobyembremanta pačaña paramúy yačan.
- A. What months are better for house building? ima kilastah aswan wasí Iank'ači-kunapah?
- P. April abril
October ohtubre
Well, from April to October. abrilmanta ohtubre kama á.
- A. Why are those months better? imaraykutah čay kilas aswan sumáh kankuri?
- P. burn řup"ay
be warm (weather) řup"a-kamuy
Well, it is sunny during those months. sumahta řup"a-kamun čay kilaspi á.
- rest samay
Ok now. I'll rest with this good chicha. Please drink also, sir. baya! samarisah kay aq"etaywan. qampis uhyariy á, weraqoča.

- A. roof tečay
Well, alright. Thank you.
With what will you roof
the house? čay ari, agradeseyki.
imawantah wasi tečankičah?
- P. We will put tile. tehás čurasayku.
- A. straw ič"u
roof teču
Here, however, most houses
have straw roofs. Don't
they? kaypi pero aswan ašk"a
wasisqa ič"u tečosniyohia
kanku, i?
- P. Yes, and they are old houses. ari, ñawpa wasistah kanku á.
know řihsiy
Just now we are beginning
to use tile. Ok now.
We will begin again. kay kunañanrah tehastapis
sí řihsirisqayku. baya!
qalariñasqaykuñatah.
- A. Yes. Couldn't I help you? ahá. maná yanapaykuriykičahman?
- P. heavy ĩasa
raise oq"ariy
lift repeatedly oq"ariykačay
narrow, thin ñañu
hurt (polite) nanarqoy

Well, how sir? Lifting
these heavy things you
would get a back ache.

imaynata á, weraqočaj. kay
lasasta oq"ariykačaspaqa
ñañu wasaykipis nanarqóy
munasunkiman.

A. And so what. It hurts you
too. Doesn't it?

imanantah čayri? akaso manaču
qankunatapis nanasunkičahri?

P. to be accustomed to

yačasqa kay

Well, but we are used to
working from the time
we are little.
Gentlemen from the city
are used to a different
kind of work. True or
not?

pero noqaykoqa huč'uymanta
pača sinči lank'ayman
yačasqaña kayku, ari.
lahta weraqočasqa wah hina
lank'aymantah yačasqa kanku.
ičari manaču?

A. But I also like to work
in the country.

pero, noqataqa čahra
lank'aypis gustaławantah.

P. tree trunk

kurku

put in

apaykuy

Fine then. Would you get
those tree trunks?
Drink some chicha first
though.

baya, čay. entonses kay
kurkús aber apaykuriwah.
aq"etatatah uhyaykuriwahrah
pero.

A. health

salúd

Fine. To your health, then.

baya. salúd, entonses.

Dialogue Review

- A. wasitaču řuwaykuri-kusqanki, don pioř
- P. ari, kay sumahľarah řuwamusahťin apureykuriy munasqani. paray kiľas hamohtenqa manaňan atikonqaču, ari.
- A. ima kiľaspi paramúy yačanri?
- P. disyembremanta qalıari-kuspa, marsu kama paraykamulampuni. abesesnintah nobyembremanta pačaña paramúy yačan.
- A. ima kiľastah aswan wasi ľank'ači-kunapah?
- P. abrilmanta ohtubre kama a.
- A. imaraykutah čay kiľas aswan sumah kankuri?
- P. sumahta řup"a-kamun čay kiľaspi á. baya! samarisah kay aq"etaywan. qampis uhyariy á, weraqoča.
- A. čay ari, agradeseyki. imawantah wasi tečankičah?
- P. tehás čurasayku.
- A. kaypi pero aswan ašk"a wasisqa ič"u tečosniyohľa kanku, i?
- P. ari, ñawpa wasistah kanku á. kay kunaľanrah tehastapis si řihsirisqayku. baya! qalıariľasqaykuňatah.
- A. ahá. maná yanapaykuriykičahman?
- P. imaynata á, weraqočay. kay ľasasta oq"ariykačaspaqa ñaňu wasaykipis nanarqóy munasunkiman.
- A. imanantah čayri? akaso manaču qankunatapis nanasunkičahri?
- P. pero noqaykoqa huč'uymanta pača sinči ľank'ayman yačasqaña kayku, ari. ľahta weraqočasqa wah hina ľank'aymantah yačasqa. ičari manaču?
- A. pero, noqataqa čahra ľank'aypis gustalawantah.
- P. baya, čay. entonses kay kurkús aber apaykuriwah. aq"etatah uhyaykuriwahrah pero.
- A. baya. salúd, entonses.

Grammar

1. Conditional

Illustrations

inyehsyontaču řantiyman?

sumah laseadorčá qan kawah.

uh č"ika lawitata munariwahču?

tokopičá čay řuna ľank'asanman.

sumah warmeqa wasinta q"awanman.

iča yačasunman imawančus
hampiyta.

dyusta řehsispāqa aľin kawsayman
yaykuykuman.

sut'iyayta sayarispāqa sumah
q"aris kawahčah.

iča hinamanta yačasqankuman
imačus kawsay kasqanta.

parlawah.

parlankiman.

parlawahčah.

parlankičahman.

qowankiman.

qosunkiman.

That man is probably working
in Toco.

A good woman would rather
watch her house.

Knowing God we might enter
upon a better life.

If you go up at down you
would be good men.

Perhaps that way they are
learning what life is.

You would talk.

You would talk.

You (pl.) would talk.

You (pl.) would talk.

You would give me.

He would give you.

Drill

Substitute the suggested subjects and make the necessary changes.

1. (noqa) inyehsyontaču řantiyman?
 (doña onorya)
 (paykuna)
 (warmi)
2. iča yačasunman imawančus hampiyta.
 (noqa)
 (pay)
 (qan)
3. awtoridád kayta munawahču?
 (qankuna)
 (don hasinto)
4. čahrayoh řunaqa sumahta řank'anman.
 (noqayku)
 (noqančah)
 (paykuna)

Drill

Answer the following questions.

1. qaramuŷawankimanñaču?
2. noqaykuwan ŷahtaman řiwahču?
3. wasiykuta q"awawahču?
4. imawantah wasí tečayman?
5. imaynata čay ŷahwá řuwayman?
6. kay kurkús apaykúyta yanapawankičahmanču?
7. tumpatawan aq"á munawahču?
8. manaču uh č"iká qoriwankiman?
9. anča tardeña, qalariŷasunmanñaču?
10. qosayta hampiwahču?

Grammar points

The conditional is usually translated 'would' or 'could'.

A complete list of the forms used is given below.

<u>ŷank'a-y-man</u>	'I would work'
<u>ŷank'a-wah</u>	'You would work'
<u>ŷank'a-nki-man</u>	
<u>ŷank'a-n-man</u>	'He would work'
<u>ŷank'a-nčah-man</u>	'We (incl.) would work'
<u>ŷank'a-yku-man</u>	'We (excl.) would work'
<u>ŷank'a-wah-čah</u>	
<u>ŷank'a-nkičah-man</u>	'You (pl.) would work'
<u>ŷank'a-nku-man</u>	'They would work'

Notice that -y (and not -ni) occurs for first person. -wah and

-wah-čah cannot occur after the suffixes -wa and -su. -nki-man and -nki-čah-man occur instead:

qowankiman

'You would give me'

qowankičahman

'You (pl.) would give me'

qosunkiman

'He would give you'

qosunkičahman

'He would give you (pl.)'

Otherwise -wah and -nki-man, -wah-čah and -nkičah-man are in free variation (i.e. one can use either of the two).

2. Indirect command

Illustrations

kay simón čupán k"učučun.

amatah warmisía kačunkučú.

Drill

Change the following direct commands to indirect commands as in the example.

Example:

Inst. hamuy hwán.

Stud. hwán hamučun.

1. kurkís apaykuy.

2. sarata oq"ariy.

3. wasita řehsiy.

4. samaľayña.

5. apuray.

Grammar points

The verbal suffix -ču indicates a wish or an indirect command. It is much like a modal suffix, but it occurs after the suffixes -wa and -su whereas all the modals precede them:

qo-wa-ču-n

'Let him give me'

qo-su-ču-n

'Let him give you'

-ču is always followed by third persons:

ka-ču-n

'May that be!'

ľank'a-ču-nku

'Let them work', 'Have them work', 'Make them work', 'May they work', etc.

3. čay-clauses

Illustrations

mana paramonqa čayqa, řisun.

If it doesn't rain we'll go.

mana wawata q"awanki čayqa,
urmanqa.

If you don't watch the child
he'll fall.

sumahta řup"amonqa čayqa,
t'ahsa-kamusun.

If it is sunny we'll go wash
clothes.

qolqeyčus kanman čayqa,
řutirpariyman.

If I had money, I would buy
it. (Lit. if my money
were...)

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (comes) tatayki _____ čayqa, kačasqayki.
2. (will go) noqa řisah čayqa, qankunapis _____.
3. (gets lost) wawa _____ čayqa, maqasqayki.
4. (we [incl.] will carry) mayu čayamonqa čayqa, yakuta _____.
5. (you will bring) buřuta maña-kunki čayqa, kačitawan _____.
6. (we [incl.] will go) qolqeyoh kasun čayqa, řahtaman _____.
7. (you sweat) sumahta _____ čayqa, onqoniykimanta sumahyanki.

Grammar points

čay-clauses are conditional clauses. They are usually translated by "if clauses" in English. The verb in a čay-clause may be in the conditional or in the future. The verb in the main clause is usually in the future. Review the illustrations.

4. Continued action in the past with an agentive and the verb kay

Illustrations

huč'uymanta pača yačasqaña
kah kayku mayuřapi kawsayman.

Since we were little we were
used to living on the river.

sapa domingo řeh kayku, ñawpahtaqa
orqoman, čaymantatah yakuman.

Every Sunday we would go,
first to the mountair, then
to the water.

sapa dominguřatah č'isiyayřataña
kutimpoh kayku.

Also every Sunday we would
return at dusk.

Drill

Change the illustrations given above to refer to the third
person plural.

Grammar points

A verb stem plus the derivate suffix -h plus the verb ka-
'be' which is inflected for person, is the construction used
to indicate habitual action in the past:

<u>řank'ah kani</u>	'I use to work', 'I would work', etc.
<u>řank'ah kanki</u>	'you use to work'
<u>řank'ah kan</u>	'he uses to work'
<u>řank'ah kančah</u>	'we (incl.) use to work'
<u>řank'ah kayku</u>	'we (excl.) use to work'
<u>řank'ah kankičah</u>	'you (pl.) use to work'
<u>řank'ah kanku</u>	'they use to work'

Listening-In

kay čahra hařp'aspeqa nobyembremanta marsu kiřa kama
sumahta paramúy yačan. čay hina kiřaspi manan wasita řuwa-kuy

atinčahču. wasita ĩank'ačinapahqa abrilmanta ohtubre kama aswan sumah kiĭakuna kanku, čay kiĭaspi sumahta řup"a-kamusqanrayku. haqay don pio nisqapis kunanqa wasinta řuwaykučisqan. manan ič"utačĭ tečomampis čuračenqa, sumah tehaswan wasinta q"atarinčenqa. kay wasiĭay ñawpa wasi, ič"uĭamanta tečoyoh. imapahñatah ni pitapis q"awasah, hina kay samanay orapi aq"etayta uhyaykurisah. kay ñañu wasay imamantačus nanawan, iča čay kurkús q'episqaymanta.

Conversations

I.

- A. Are you having your house built, Don Pio?
 B. Yes, now that the sun is shining I am having them hurry.
 A. Make it in a hurry, Don Pio, this is already (we have already arrived at) the month of December.
 B. From December to March one cannot have it worked on.

II.

- A. Wouldn't you like help?
 B. Are you the one who wants to help?
 A. Yes. Could I or not?
 B. We'll see now, carry those tree trunks.

III.

- A. City people don't like lawa.
 B. Why won't they like such good food?
 A. Because they are used to a different kind of food.
 B. Well, in their name, give me a little more.

Cochabamba, Bolivia

UNIT SEVENTEEN

Dialogue

Conversation between the Anthropologist and don Bonifacio,
an elderly man. A. Anthropologist. B. Bonifacio.

A. Don Bonifacio, are you
resting?

don bonifasyu,
samarisankiču?

B. take coca

pihčay

Yes sir. I am chewing
my coca. Well, I wonder
how I will make out
tomorrow.

arí tatáy. kay kokayta
pihčarisani. imaynaču
riwanqa q'aya á?

clear

řit'i

light

k'ančay

How bright the moon is
shining!

kay hina řit'ita mama
kiľančah k'ančaykurimusqan!

A. Yes, how big!

arí, ketal hatuntah!

B. star

qoyľur

shine

ľip"iy

Those stars are bright
also. Say, what a
beautiful night!

čay qoyľurkunapis sumah
ľip"irisanku. kosa kay
č'isi, oye!

grease

It could eat man's fat,
it is said.

wira

řunahpa wiranta mik'unman
kasqa.

candle

Some say he would make
himself candles with
that fat.

beia

wakintah ninku, čay řuna
wirawan belás
ruwa-kunmansis nispa.

A. And so then, you have
never seen a carisiri?

maná čantá qanri hayk'ahĭapis
uh q'arisirita řikuwah
karqa?

B. damn

kondenay

soul

alma

No. But some say they
would be condemned souls.

mana. wakin pero ninku,
kondenasqa almas kankuman
nispa.

poncho

punču

Indian

indyu

Sometimes they say it
appears with a black
poncho like an Indian.

abesesqa yana punčuyoh
indyu hinaĭatah řik'urimun
ninku.

cap

loq'o

fat old man
(symbol of abundance)

eqeqo

Sometimes with a big worn-
out hat, it is said he
would be just like an
"eqeqo".

abesesri hatun loq'oyuh,
eqeqo hinaĭa kanman nispa.

full skirt worn by the "cholas"	puĭera
widow	byuda
And some also say it is a widow with a black skirt.	wakintah niĭankutah, yana puĭerayuh byuda nispa.
knife	kuĉiĭu
Be it as it may, he would have a large knife.	imaynapis kaĉunku, hātun kuĉiĭuyuhmi kankuman kasqa.
hill	orqo
corner	k'uĉu
silent	ĉ'in
plain	pampa
wait	suyay
be expecting something	suyaykusqay
Sometimes at the foot of a hill or on a silent place, when nobody expects him, he appears to us, they say.	abesesqa, orqo k'uĉupipis uh ĉ'in pampapipis, mana suya-kusqalahtinĉah, řik"uriykamuwanĉah ninku.
blow	p"ukuy
And blowing on us, he puts us to sleep.	p"ukuykuspaĭatah puñurpaĉiwanĉah.
abandon	saqerpay
And it is said that taking out our fat, he leaves us there in a sad state.	wiraĭanĉahta orq"ospatah, ĉaynehĭapi, mana aĭĭataña saqerpawanĉah, nin.

A. And are there any carisiris
around here?

kaynehpiri q["]arisiris
tiyankumanču?

B. Well they walk around
everywhere, and more so
at the foot of hills
and on silent plains.

tukuaynehta puriykačanku á,
aswantatah čay orqo
k'učusnehpi č'in
pampasnehpiwan.

Dialogue Review

A. don bonifasyu, samarisankiču?

B. arí, tatáy. kay kokayta pihčarisani. imaynaču riwanqa q'aya á? kay hina řit'ita mama kilančah k'ančaykurimusqan!

A. arí, ketal hatuntah!

B. čay qoyľurkunapis sumah ľip"irisanku. kosa kay č'isi, oye!

A. arí, p'unčay hina ľarisan.

B. sumah kay tuta purinapah.

A. arí, sumah.

B. kokan sigarüwanqa may č"ikata kunan tutapi puriy atisunman!

A. q"arisirispi kreenkiču?

B. imaynačus. wakın mančači-kunku.

A. qan řehsinkiču q"arisiritaqa?

B. mana. pero řunata wañučiy atinman kasqa. mayľamantačus rik"urimuspa. řunahpa wiranta mik"unman kasqa. wakintah ninku, čay řuna wirawan belás ruwa-kunmansis nispa.

A. maná čantá qanri hayk'ahľapis uh q"arisirita řikuwah karqa?

B. mana. wakın pero ninku, kondenasqa almas kankuman nispa. abesesqa yana punčuyoh indyu hinaľatah řik"urimun ninku. abesesri hatun loq'oyuh eqeqo hinaľa kanman nispa. wakintah niľankutah, yana puľerayuh byuda nispa. imaynapis kačunku, hatun kučiluyuhmi kankuman kasqa. abesesqa, orqo k'učupipis uh č'in pampapipis, mana suya-kusqalahtinčah, řik"uriykamuwančah ninku. p"ukuykuspalaťah puňurpačiwanchah. wiraľančaťa orq"ospatah, čaynehľapi, mana aľiľataña saqerpawančah, nin.

A. kaynehpiri q"arisiris tiyankumanču?

B. tukuynehta puriykačanku á, aswantatah čay orqo k'učusnehpi č'in pampasnehpiwan.

Grammar1. hti-clauses

Illustrations

pay mačuyahtenqa qan waynaña
kanki.

When he becomes a grown man
you will be a youth.

mana kaywan qosayki sumahyahtenqa
layqačá kanqa.

čeqaču huč'uysitus wañohtinku
tusúy yačanku?

noqa řisah pay nehtin.

I will go when he tells me to.

noqa řini sapa nehtin.

I go each time he tells me to.

nehtin řini.

I went when he told me to.

čayamohtin kama řohsisun.

We'll go out as soon as he
gets here.

wasinman čayasahtin waqayta
qařarerqa.

As soon as she got home she
began to cry.

Drill

Substitute as suggested making the necessary changes.

1. noqa parlasah pay munahtin.

qankuna

qan

paykuna

2. pay hamohtin samasun.

paykuna

qan

3. noqa munahtiy řipunkiĉah.

qan

4. maĉahtintah řohsipunku.

noqa

paykuna

5. sapa wahyamuwahtin: hamuni.

pay

qan

paykuna

6. eskwelamanta řohsimusahtiy qan puhřasarqanki.

profesor

profesores

noqayku

Drill

Substitute as suggested:

1. tatay ĉayamohtin kama, řohsisqayku.

paykuna

qan

qankuna

2. řipohtin kama, puñukapusqayku.

(paykuna)

(qan)

(qankuna)

3. alkalde arí nehtin kama, hamonqanku.

noqa

paykuna

qan

noqayku

noqančah

4. pay tukohtin kama, qosan Iahtaman apanqa.

qankuna

noqančah

noqa

Grammar points

-hti is a verbal suffix. It is always followed by one of the personal suffixes which occurs with substantives. The verb with -hti is translated 'if', 'when', 'as soon as'. -hti indicates that once the action denoted by the verb stem is accomplished, another action takes place. The word kama 'until' often followed the verb with -hti.

Notice that the personal suffixes that normally occur with substantives are the ones that occur following -hti:

<u>ĭank'a-hti-y</u>	'when I work'
<u>ĭank'a-hti-yki</u>	'when you work'
<u>ĭank'a-hti-n</u>	'when he works'
<u>ĭank'a-hti-nčah</u>	'when we (incl.) work'
<u>ĭank'a-hti-yku</u>	'when we (excl.) work'
<u>ĭank'a-hti-ykičah</u>	'when you (pl.) work'
<u>ĭank'a-hti-nku</u>	'when they work'

Review the illustrations above and notice that the subject of the verb in the main clause is always different from the subject of the verb with -hti of the dependent clause.

2. spa-clauses

Illustrations

eskwelamán ĭohsimuspa hamusah.	_____
wahča kayniykumanta yačaspa q"awawaykumančá.	_____
atispá aysaysiriwaypis á.	_____
humpisaspačá čiri yakú uhyaykorqa.	_____
má saykús tukunčah.	We finish without getting tired.
P"uškaspa pureh kani.	I spun while I walked.
eskwelamanta ĭohsimuspa čimpasah.	When I leave school, I will visit him.
eskwelamanta ĭohsimuspa čimpani.	When I leave school, I visit him.
eskwelamanta ĭohsimuspa čimparqani.	When I left school, I visited him.

munaspa mana munaspa řuwanki.

You will do it whether you want to or not.

payta nerqa, kurahña kani nispa.

And he said: I am already grown up.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (while walking) _____ p"uškan.
2. (watching) _____ řinki.
3. (working) tatayki _____ kasqan.
4. (after you wash) _____ eskwelaman řinki.
5. (after you buy) kačita _____ usqayta apamunki.
6. (watching) sarata _____ tatayki suyanki.
7. (saying) čayta _____ kusičiwanki.
8. (after saying) čayta _____ tatan řiporqa.
9. (saying) usqayta hamusah _____ nerqa.
10. (saying) paykunaman wiřarqa ašk"a sač'asta urmačinku _____.

Grammar points

The suffix -spa indicates that an action is performed at the same time or immediately before another action:

p"uškaspa pureh kani

'I spun while I walked'

eskwelamanta řohsimuspa hamusah

'I'll come right after
I get out of school'

Personal suffixes never occur after -spa. The actor of the

verb in the main clause is the actor of the dependent clause where the verb with -spa occurs.

3. Čay-clauses, contrary to fact

Illustrations

mana anča q"eĭa kawah čayqa, aswan sumah t'antata řuwawah.	If you weren't so lazy you would make better bread.
mana anča q"eĭa kawah čayqa, aswan sumah t'antata řuwawah karqa.	If you hadn't been so lazy you would have made better bread.
mana yanapaykiman karqa, mana tukuwahču karqa.	If I hadn't helped you, you wouldn't have finished.
yanapaykiman čayqa, tukuwah.	If I helped you, you would finish.
mana hampiri hamunman karqa čayqa, wañunman karqa.	If the shaman hadn't come he would have died.
mana hamuyman karqa čayqa, wañunman karqa.	If I hadn't come, he would have died.

Drill

Substitute as suggested.

1. eskwelaman řiwah karqa čayqa, tumpaĭatapis yačawahña karqa.
(noqa)
(pay)
(noqayku)
2. q"arisiri hamunman čayqa, mančari-kuyman.
(qan)
(qankuna)
(noqančah)

3. sigañusniyoh kanman čayqa, pitanman.

(paykuna)

(noqayku)

Drill

Change the following statements as in the example and translate both sentences.

Example:

Inst. mana anča q"eĭa kawah čayqa, aswan sumah t'antata řuwawah.

Stud. mana anča q"eĭa kawah karqa čayqa, aswan sumah t'antata řuwawah karqa.

1. riyta munawah čayqa, tukuyntin řiykuman.
2. abril kiĭapi řup"amunman čayqa, wasita oq"ariykuman.
3. tehayohčus kaykuman čayqa, mana ič"uta čuraykumanču.
4. mana kurkusta oq"ariwah čayqa, mana wasayki nanasunkimanču.
5. q"arisiri řik"urimunman čayqa, wañuwahčah.
6. laseayta yačayman čayqa, yanapaykiman.
7. paramunman čayqa, sumahta sara qonkunman.

Grammar points

čay-clauses which are contrary to fact are translated with "If clause contrary to fact" in English. Their structure in Quechua is similar to that of čay-clauses, but the form karqa is added after the verb of the subordinate čay-clause and after the verb of the main clause as you can see in the illustrations above.

4. y-ta-wan-clauses

Illustrations

Īank'aytawan kama, mača-kamorqa.	After working he got drunk.
řehsiytawan kama, Ī'ank'ah čura-kaporqa.	After finding out, he set to work.

Drill

Combine the following pairs of sentences as in the example.

Example:

Inst. yačarqa. Īank'ah čura-kaporqa.

Stud. yačaytawan kama, Īank'ah čura-kaporqa.

1. čayamorqa. puñu-kaporqa.
2. řanterqa. hamporqa.
3. mik'orqanku. tiya-korqanku.
4. pihčarqanku. qařarerqanku.
5. tečarqayku. uhyah čura-korqayku.

Grammar points

-ta, accusative plus -wan, instrumental occurs after infinitives such as řuway. Forms like řuwa-y-ta-wan cannot be followed by personal suffixes. They occur in subordinate clause. The translation is 'as soon as'. The actor of the subordinate clause is the same as that of the main clause.

The word kama usually occurs in these sentences.

17.15

Listening-In

haqay orqo k'uču č'in pampanehipi q"arisiri rik"urimusqa, nispa ninku. imačus čay kampis, wakin, yana pončoyoh řuna kanman, ninku. wakin, byuda warmi hina purin, ninku. wakinri niřankutahmi imaynapičus munasqanpi čay q"arisiri rik"urimuy atisqanta, imaraykučus kondenasqa almas kankuman kasqa. čaypis imapis, kunanqa, haqay k'uču pampanehipi wihč'usqata, mana ařinřataña tarisqanku, don kasyanuta, ni pı yačanču imatačus řuwasqankumanta. q"arisiri hamuspa tukuy wiritanta don kasyanumanta orq"o-kapuspa, wañunayasqahřataña čaynehipi saqerparipun, nispa ninku.

Conversations

I.

A. Are you resting Don Bonifacio?

B. Yes, I am chewing this little bit.

A. My coca (coca of mine) is finished. Wouldn't you give me some?

B. Why not, here is this little bit.

II.

A. The moon is shining very bright (good) tonight.

B. Yes, it came out real big.

A. Even the stars shine bright (of large size)

B. Yes, Don Severino, in nights like this we rest very well.

III.

- A. What are you watching in the coca?
- B. I want to know how I will fare tomorrow.
- A. Even now do you believe in such things?
- B. Yes, coca speaks very clearly.

Cochabamba, Bolivia

UNIT EIGHTEEN

Dialogue

Roberto and Angel, two young mestizos from the city, are rehearsing some songs. R. Roberto. A. Angel.

R. guitar

gitařa

serenade

serenata

Is your guitar ready to go
to the serenade?

listuřaču gitařayki
serenataman řinapah?

A. Yes, here it is already.

řa, kay listuřa.

R. try

probay

Let's see, let's try it
a bit.

abér, probaykuriná.

A. sing

takiy

What are we going to sing?

imastá takirimusunčah?

R. Well anything.

imařatapis á.

A. rehearse

ensayay

Let's see, let's rehearse
this little thing.

abér, kaysitú ensayariná.

They only notice me,

damned

I am the only lost soul.

search, look for

Let others look for
something too
if they want to be lost
souls, too."

A. nice, fine, pretty

That one is even better.
Say how nice! We will
sing that. And you
surely play the guitar
well!

R. expense

Yes, for my own amusement.

A. sew

No, but you have good
fingering.

R. he

Ralph plays better. Let's
rather look for him.

noqaĭata q"awawanku,

q"enča

noqaĭa q"enča kasqayta.

mask'ay

uhkunapis mask'ačunku,
q"enča kayta munaspaqa."

lindo

čayrahmá kosaqa. ¡Qué lindo,
oye! čayta takirimusun.
kosá qoričinki
gitařaykitapis.

gastu

ař, gastituypah.

t'ipariy

mana pero oye, kosatapuni
t'iparinki.

pay

řafuču aswan sumahta qočin.
haku antis paytawan
mask'arqamuna.

A.

thing

kosa

Let's go. It will be
with him.

haku oye, paywanrah la
kosaqa.

Dialogue Review

- R. listuñachu gitařayki serenataman řinapah?
- A. ña, kay listuña.
- R. abér, probaykuriná.
- A. imastá takirimusunčah?
- R. imařatapis á.
- A. abér, kaysitú ensayariná.
- R. "Mama Pancha, es tu día.
sumahtaña byehayanki,
¡Jesús María!"
- A. k'ačitu čé! wahsitutawan, abér.
- R. "q'ara rampa sonqoykipi,
¡Ay, mi dueño!
amorniyta tarporqani
como un sueño"
ima ninkitah čaymanta?
- A. arí kosařatah, oye! čay hulikařpapi takirisqaykitawan, abér.
čaywan tukuykusunman.
- R. "uhta misk'a-kusqaymanta
todo el mundo se admiró.
wahkunapis misk'ankoqa,
¿Cómo no me admiro yo?

noqařata q"awawanku,
noqařa q"enča kasqayta.
uhkunapis mask'ačunku,
q"enča kayta munaspaqa."
- A. čayrah, á kosaqa. ¡Qué lindo, oye! čayta takirimusun.
kosá qoričinki gitařaykitapis.
- R. arí, gastituypah.
- A. mana pero, oye, kosatapuni t'iparinki.
- R. řafuču aswan sumahta qočin. haku antis paytawan
mask'arqamuna.
- A. haku, oye. paywanrah la kosaqa.

Grammar1. The modal suffix -ku

Illustrations

sumáh q"awa-kunki, wawáy.

Take good care of yourself,
my boy.

kunan p'ampa-konqa kasqa.

She will be buried today.

wasitaču řuwari-kusqanki?

Are you building yourself
a house?

čay wakasta mañalawah don
kasiyanuman.

You will lend those cows
to Casiano.

čay wakasta maña-kuñawah
don kasiyanumanta.

You will borrow those cows
from don Casiano.

sumah koká čihñā-kunki.

You will pick good coca.
(for yourself)

kaysituñata mik"u-kuyku, tatáy.

We just eat this, sir.

hamu-kunañaykipahpuni

So you will always want
to come back.

wayk'uri-kamuy.

Eat this little "mote".

kay mut'isituta mik"u-kuy.

Go eat that "wathia".

čay wat"iya papata mik"u-kamuy.

Learn how to cultivate the
soil.

hañp'a ñank'ayta yača-kuy.

Learn something by going
to school.

eskwelaman řispa tumpañatapis
yača-kamuy.

Drill

Translate the English items in parenthesis which will complete the sentences below.

- | | |
|-------------------------------------|--|
| 1. (you will watch) | sumahta wasí _____. |
| (you will take care of yourself) | sumahta _____. |
| 2. (he makes) | sumah aq"ata _____. |
| (he makes for himself) | sumah aq"ata _____. |
| 3. (he killed) | čay wakata kučiľuwan _____. |
| (he killed himself) | čay řuna kučiľuwan _____. |
| 4. (they buy) | řunakuna sumah sarata _____
_____ asyenda wasitah. |
| (they buy for themselves) | řunakuna sumah sarata _____. |
| 5. (in order to sow for themselves) | sumah sarata řantinku
haľp'asninkuta _____. |
| (in order to sow) | sumah sarata řantinku
haľp'asninkuta _____. |
| 6. (picked up) | don agapu warmi wawampah uh
mantata _____
tyendamanta. |
| (picked up) | don agapu uh mantata _____. |
| 7. (cooks) | čay warmi sapa p'unčay
lawalata _____
wawasnimpah. |
| (cooks for himself) | sapan kasqanrayku čay řuna
sapa p'unčay payľa _____. |
| 8. (finished) | tukuy řunasninwan don hasinto
iskay kilapi wasita _____. |
| (finished) | tukuy řunasnin řipusqankurayku
pay sapaľanna wasinta _____. |

9. (bought) wawasnimpah čunka wakata
klisamanta _____.
- (bought himself) čunka wakata klisamanta _____.
10. (built) čay sumah wasita tatasnimpah
_____.
- (built for himself) čay hina sumah wasita čay
wayna _____.

Drill

Translate the English items in parenthesis in order to complete the sentences below.

1. (you will make) sumah aq"ata _____ amistadesman
qorinančahpah.
2. (buy from me) kay poferata _____ baratułapi qosqayki.
3. (eat) kay sara lawata _____.
4. (do eat) kay sara lawata _____.
5. (drink) čay hampita _____.
6. (drink) kay aq"etá _____.
7. (tell me) imá sutyki? _____.
8. (tell me) imamantá ĩakikunki? _____.
9. (sit) uh ratuta suyay, _____ čaypi.
10. (sit) kaysitupi _____, uh řatuta suyariway.

Drill

Insert the modal suffix -mu and make the necessary changes as in the example.

Example:

Inst. ĩank'ayta yača-kuy.

Stud. ĩank'ayta yača-kamuy.

1. sumahta q"awa-kunki, wawáy.
2. řunakuna sumah sarata řanti-kunku.
3. naq"ačá fransisku čaya-kunña.
4. čay tarputa q"awa-kuy.
5. ĩskay waĭpasta apa-kuy.
6. karga papata orq"o-kuy.

Grammar points

The modal -ku has the variant form -ka before -mu and -pu:

mayĭa-ku-ni

'I wash myself'

mayĭa-ka-mu-ni

'I go wash myself'

tuku-ka-pu-n

'It is finished (of itself)'

-ku indicates that

- (1) the actor is the recipient of the action.
- (2) that the action is performed for the benefit of the actor, or
- (3) of his own free will.

The pairs of examples below illustrate these three uses of -ku:

(1) sumahta wasĭ q"awanki. 'You will take good care of the house'

sumahta q"awa-kunki. 'You will take good care of yourself'

(2) řunakuna sumah sarata řantinku asyenda wasipah. 'The men bought good corn for the hacienda'.

řunakuna sumah sarata řanti-kunku. 'The men bought good corn for themselves'.

(3) uh řatuta suyay, tiyay řaypi. 'Wait for a while; sit there'.

kaysitupi tiya-kuy, uh řatuta suyariway. 'Sit right here (of your own free will); you will wait for me for a little while'.

In (1) above -ku has a reflexive function: the meaning of -ku in (2) is similar. The meaning of -ku in (3) is slightly different: The actor performs something for himself so to speak; tiya-kuy Lit. 'sit yourself down'. -ku adds politeness. Another example is mik"uy 'Eat!' : mik"u-kuy 'Eat for yourself, eat for your benefit'; mik"u-kuy is more polite, more affectionate than mik"uy.

Notice the following:

wawata maylan 'She washes the child'

mayla-kun 'She washes herself'

but

wawata mayla-kun 'She washes the child for herself or because she wants to'

If one is translating from English into Quechua and one encounters a sentence where the actor is the recipient of the action of the verb, one must use -ku; but one must remember that -ku has other uses as well and that very often it is merely used to add politeness to the expression.

2. Relative order of modal suffixes

Drill

The verb forms below contain more than one modal suffix. The modals are underlined. Repeat the forms after your instructor.

Try to figure out the meaning of each verb form.

1. uhya-ykača-yku-sqa
2. t'aqa-ra-ri-wah (t'aqa-' sort out')
3. uhya-yku-rpa-ri-y
4. čaki-yku-či-n
5. řabya-ra-či-sqa (řabya- 'anger')
6. řasura-rpa-ri-či-n (řasura- 'shave')
7. inkyeta-ri-ku-nki
8. řspeta-ri-či-ku-y
9. tapu-ykača-mu-sah
10. apa-ra-mu-y

Grammar points

Modal suffixes. All the modal suffixes have now been presented. Review the grammar points relating to modals in units 5, 11, 15 and 18.

In the drills you have usually dealt with one modal at a time. Remember, however, that at least as many as four can occur in the same word. The table below shows their relative order. Some exceptions will be pointed out later.

1	2	3	4	5	6	7	8	9	10	11
-ykača	-yku	-rpa	-ra	-ri	-či	-na	-ku	-mu	-pu	-ša
	-rqa									

-ri may precede or follow -rqa: yuya-re-rqa-ĭa-nki 'You will be beginning to remember'; aĭarqoriy 'Begin digging please'.
-ri may follow -na: akompañā-na-ri-ku-na 'Let's accompany each other!' -na may precede -rqa: muč'a-na-rqa-ku-nku 'They kiss each other'.

Listening-In

- A. uh kosá mana yačankičahču. q'aya dia mama pančah dian kasqa.
 B. kosa kanqa, entós uh serenatá wakerqočinančah.
 A. arí, noqapis kay gitařata mañarqa-kamuspa listučarqosani.
 B. don hulyán sumahta tukuy imayna takiykunata takiríy yačan.
 maná paytawan serenataman aparqosunman? gitařatapis sumah
 t'iparin hina wahyarqamulayman.

- A. arí čay hulikañpapipis tukuy tutantinta sumáh kusiykućin tukuyta. imaynastaćá yaćarisqa. paywampuní sina aswan sumah kanman kunan serenatapis. ića čay don hulyán kunan maynehpipis aq"á uhya-kusqan. apura-kuy antis, wahyarqamuľayña.

Conversations

I.

- A. Hurry up Mama Venancia, the time for rest is coming already.
 B. Here we are hurrying, Don Francisco. Will you just pass by?
 A. Well, I'll visit you. I am coming from Toco over there.
 B. You must be tired, Don Francisco. Would you eat this little "mote" for the time being?

II.

- A. That man has been working on the same thing for a week.
 B. He must be a lazy man, a man that cannot finish.
 A. Well, but working alone he wouldn't finish easily.
 B. Yes, that is right, but even so a week is a lot.

III.

- A. Run, go meet your father.
 B. Where could I look for him in such a night as this one?
 A. He isn't far by now, go on, quick.
 B. I'll go only up to that back street. If he is not there, I'll come back.

Cochabamba, Bolivia

UNIT NINETEEN

Dialogue

People are working collectively in a water project.

Speakers: A. Old man. B. Elderly man. C. Elderly woman.

D. Young man. E. Young woman.

A. gaiety

Men, women, everyone, let's
work merrily!

kusiy

q"aris, warmis, ñunakuna,
kusiyan ñank'ana.

B. Yes, sir. We will work
merrily for our water.

arí, tata, kusiyan ñank'asun
yakunčahpahqa.

A. Let us take coca in order
to take out our water.

sumahtatah pihčasun
yakunčahta orq"onapah.

B. Yes, sir. We will be in
good condition with our
water.

arí, tata, arí. yakunčahwanqa
sumahñapirah kawsa-kusqančah.

C. Without water we would die.

mana yakuwanaqa wañusunmančari.

grow

Potatoes and corn couldn't
grow.

wiñay

papa sarapis mana
wiñankumanču.

B. Yes, ma'am.

arí, mama, arí.

C. little

piśi

Last year we had little
water.

qayna watapi piśiġa
yakunċah karqa.

harvest

tipiy

That is why the harvest
was scanty.

tipiytah ċayraykoqa
piśiġatah karqa.

B. in vain

qasi

talk

parlay

Chatterbox! Your crop
was plentiful.

qasi parla warmi.
ašk"á tipiyki karqaqa.

give, produce

qoy

Your land produced a lot!

qampa tarpuykipis
ašk"áġatatah qorqa.

A. Come on, gentlemen, to
work now.

hakuċah, weraqoċas,
ġank'amunaġaġa.

B. spill a little
liquour as an
offering to mother
earth; toast

ċ'aġay

Let us toast before.

ċ'aġaykurinarah aswan
ġawpahtaqa.

- A. Yes, sir. Let's toast!
There is chicha also.
Do drink it!
- ari, tata. č'aĭaykurinarah.
kaypi aq"apis tiyan.
uhyaykuri-kuyčah.
- B. Alright, sir.
- čayqa, tata, čayqa.
- get dizzy, get drunk
- mačay
- Your chicha is good, it
makes you dizzy.
- kosa kay aq"ayki,
mačači-koh kasqa.
- A. With such good chicha
we will work merrily.
- kay hina sumah aq"awanqa
kusiypi ĩank'asun.
- B. May God repay you,
good lady.
- dyus pagarasčun, sumah mama.
- A. Well, let's go.
- čayqa, hakuĭaña.
- B. Yes, sir, let's go.
- ari, tata, haku.
- A. cover up
- tapay
- water gate
- toma
- Cover the outlet well.
- sumáh tapayčah čay tomata.
- D. escape, run
- ayqey
- The water doesn't leak.
- manañan yaku ayqenču.

- | | | |
|----|---|---|
| | ditch | larq'a |
| | It is running properly
in the ditch. | sumáh puri-kusan larq'anta. |
| B. | Let's take the water that
comes out. | haku hap'imusun yakú
İohsimuhta. |
| A. | Drink chicha, gentlemen. | aq"etá uhya-kuyčah,
weraqočas. |
| D. | Let's go back behind the
water. | haku yakuhpa q"epanta
kutina. |
| B. | Hurry let's go back. | usqayta, usqayta. haku
kutirina. |
| E. | blessing | bendisyón |
| | Water is a blessing from
God. | dyuspa bendisyonnin sumah.
yakunčahqa. |
| D. | We will dance a lot when
we get to town. | pwebloman čayaspa ašk"ata
tususun. |
| E. | stagger | čankaykačay |
| | Since you are drunk,
you will stagger. | mačasqamantaqa,
čankaykačaŋanki. |
| D. | That's what you say. And
to show you, I'll dance
with you only. | qanqa ninkimari.
řikunaykipahtah, qanŋawan
tususah. |

- | | |
|---|---|
| <p>E. young man</p> <p>Are you my sweetheart to
dance with me only?</p> | <p>wayna</p> <p>noqaĭawan tusunaykipahri
waynayču kasqanki?</p> |
| <p>D. We will begin that way.</p> | <p>čay hinaĭamanta iča
qaĭarisun.</p> |
| <p>A. Our water is plentiful
now, man.</p> | <p>ašk"aña yakunčah, tata.</p> |
| <p>B. produce</p> <p>We will make the land
produce a lot.</p> | <p>poqoy</p> <p>ašk"á poqočisun kunan
watapi.</p> |
| <p>A. I thank thee God.</p> | <p>agradese-kuyki, dyús tata.</p> |
| <p>C. cause to bring,
send over</p> <p>Send us thy blessing.</p> | <p>apačimuy</p> <p>bendisyonniykita
apačimuwayku.</p> |

Dialogue Review

- A. q"aris, warmis, řunakuna, kusiywan řank'ana.
- B. arí, tata, kusiywan řank'asun yakunčahpahqa.
- A. sumahtatah pihčasun yakunčahta orq"onapah.
- B. arí, tata, arí. yakunčahwanqa sumahřapirah kawsa-kusqančah.
- C. mana yakuwanqa wañusunmančari. papa sarapis mana wiñankumanču.
- B. arí, mama, arí.
- C. qayna watapi pisiřa yakunčah karqa. tipiyčah čayraykoqa pisiřatah karqa.
- B. qasi parla warmi. ašk"á tipiyki kasqaqa. qampa tarpuykipis ašk"ařatatah qorqa.
- A. hakučah, weraqočas, řank'amunařaña.
- B. č'ařaykurinarah aswan řawpahtaqa.
- A. arí, tata. č'ařaykurinarah. kaypi aq"apis tiyan. uhyaykuri-kuyčah.
- B. čayqa, tata, čayqa. kosa kay aq"ayki, mačači-koh kasqa.
- A. kay hina sumah aq"awanqa kusiypi řank'asun.
- B. dyus pagarasčun, sumah mama.
- A. čayqa, hakuřaña.
- B. arí, tata, haku.
- A. sumáh tapayčah čay tomata.
- D. manañan yaku ayqenču. sumáh puri-kusan larq'anta.
- B. haku hap'imusun yakú řohsimuhta.
- A. aq"etá uhya-kuyčah, weraqočas.
- D. haku yakuħpa q"epanta kutina.

- B. usqayta, usqayta. haku kutirina.
- E. dyuspa bendisyonnin sumah yakunčahqa.
- D. pwebloman čayaspā ašk"ata tususun.
- E. mačasqamantaqa, čankaykačaŋanki.
- D. qanqa ninkimari. rikunaykipahtah, qanŋawan tususah.
- E. noqaŋawan tusunaykipahri waynaču kasqanki?
- D. čay hinaŋamanta iča qaŋarisun.
- A. ašk"aña yakunčah, tata.
- B. ašk"á poqočisun kunan watapi.
- A. agradese-kuyki, dyus tata.
- C. bendisyonniykita apačimuwayku.

Grammar Review

1. Response drill based on dialog 19

1. yakuta munaspaqa may č"ikatačus mana mask"awahčahču.
2. wañusunmančá mana yakuwanqa, arí.
3. ašk"ałatačá qayna watapi tarpuyki qosorqa.
4. sarari sumahıaču karqa?
5. kay aq"etá uhyayku-kuy, don _____.
6. čay yaku tomata řuwankičahñachu?
7. manañá yaku ayqesqan.
8. sumahtačá entós larq'anta puri-kusqan.
9. wasiykinehman čayaspaga tusurinkičá.
10. manaču noqalawampis tusurinki?

2. Review drill: personal suffixes with verbs.

Answer affirmatively as in the example.

Example:

Inst. t'antata munankiču?

Stud. arí, t'antata munani.

1. tukuymantaču wiłanki?
2. profesorta yanapankiču?
3. lawawanču sahsanki?

4. alkaldehpa wasinmantaču tapusqanki?
5. řesa-kunaykipahču qonqori-kusqanki?
6. čay warmisitawanču tususqan?
7. bolsitataču aysasqan?
8. lawitataču qarankičah?
9. fyestamanču apurasqankičah?
10. ič"uwanču q"atankičah?
11. řahtataču řisqančah?
12. tarpuytaču yača-kusqan?
13. sřrastataču apasqanku?
14. hatučah papastataču čihřasqanku?
15. wawitastataču q'episqanku?

Grammar points

Summary of parts of speech. The parts of speech are substantives, verbs, and particles. Substantive stems occur with -ta, accusative: wasi-ta; verb stems occur with -y, imperative: řank'a-y; particles only occur with independent suffixes: mana-rah.

Many particles have been borrowed from Spanish and some have important grammatical functions. Among them are i 'and', which functions as a coordinator; porke 'because', which functions as a subordinator; Spanish prepositions which sometimes take the place of relational suffixes: en anda apanku 'They carry him on a platform'.

Coordinative constructions

(1) Additive. The independent suffix -tah and the relational suffix -wan occur in these constructions:

mik"orqa uhyarqatah 'He ate and drank'

kokawan piskuwan 'Coca and pisco'

-pis, 'also' is used likewise:

papasta, oqasta, saratapis 'potatoes, ocas, and corn'

Example of i 'and' in a similar construction:

warmi i wawasniy 'My wife and my children'

Example of ni in a negative additive construction:

gobyernopah ni pweblopah 'Neither for the government
or for the people'

(2) Alternative constructions. The suffix -ču occurs in questions.

The suffixes -čus or -pis occur in statements. There are two main types of constructions:

(a) The constituents are substantives or substantive phrases:

warmisitaču q"arisitaču? 'A little girl or a little boy?'

ašk"ačus pisičus 'much or little'

yurahpis, činuspis, yanapis 'White, Chinese, or Black'

(b) The constituents are a verb and a negative particle:

munasahpis amapis 'Whether I want to or not'

atimanču manaču? 'Could I or not?'

Drill

Translate the following alternative constructions.

1. qolqemantačus latamantačus.
2. tawatačus p"išqałatačus.
3. payčus pičus.
4. risahpis amapis.
5. hamunñačus manarahčus.

Summary of secondary clauses.

Secondary clauses are not main clauses. They may be subordinate, they may function as direct objects, or they may be direct quotes.

Subordinate clauses are two types:

- (1) Those which contain special forms as centers and
- (2) those which do not.

Type one contains verbs with the suffixes -hti or -spa or verbals with the suffixes -v, -h, -na, or -sqa.

The actor of a subordinate clause is either the same as the actor of the main clause or a different one. Clauses in which the actor is the same are spa, h, and ytawan-clauses. They do not contain a subject and the verb or verbal cannot add personal suffixes.

Clauses in which the actor is different have a subject which may or may not be a separate word. These are:

hti-clause

na-clauses

which you should review and sqa-clauses which will now be described. sqamanta-clauses refer to an action which take place before the action of the verb in the main clause.

mik"usqaymantaña čayamun pedro 'As soon as I ate, Peter arrived'

sqarayku-clauses are translated 'because':

mik"usqankurayku... 'because they ate...'

Clauses of type (2) are čay-clauses and other subordinate clauses where a loan word functions as a subordinator.

Secondary clauses which are direct objects are nata, sqata and yta-clauses:

mik"unanta munani 'I want him to eat'

mik"uyta munani 'I want to eat'

yačani mik"usqanta 'I know he ate'

The suffix -ču is omitted in negative subordinate clauses.

Direct quotes. These are often marked by nispa lit. 'saying':

noqa řuwasah nispa nisqa "'I'll do it", he said'. Lit. 'I'll do it, saying, he said'.

Drill

Translate the following sentences.

1. imaraykú manari nisqa pedroqa.

2. imatá munanki nispa nisqa.
3. yanapawayčah nispa nisqa.
4. pedro hwanman nisqa qan q"epanki nispa.
5. čay wawita waqašasqa nin.

Reading selection

"řehsinkičahču aq"a wasita"

NEW WORDS

antuku	'Anthony'	santu	'saint'
isidru	'Isidore'	dyača-kuy	'celebrate'
puñu	'large earthen jar'	wisiy	'pour out'
wirk"i	'a type of jar'	basu	'drinking glass'
č"uwa	'liquid'	t'uru	'earthenware, clay'
řantiy	'buy'	hič'ay	'pour out'
mančay	'very'	lata	'tin'
sentabu	'cent'	miraykuy	'multiply, reproduce'
tutuma	'gourd vessel'	q"oča	'lake'
gringu	'foreigner, gringo'	pampa	'plain'
k'uľu	'wooden'	q"očapampa	'Cochabamba'
tiyana	'seat'	hunt'ay	'collect'
kristál	'glass, crystal'	impwesto	'tax'
hařa	'pitcher'	pabimentación	'paving, pavement'

řehsinkičahču aq" a wasita?

hayk' ahīapis¹ aq" a wasiman
yaykurqankičahču?

kay hina² karupi kawsaspaqa manačá
iskaylāpis qankunamantaqa aq" a
wasita řehsinkičahču.

may č"ika³ unaymanta pačaňačus⁴
noqayku indyukunaqa kay aq" a
sutiyoh⁵ řehsiykupis.

ima kusi-kuyniykupis čayamohtin⁶,
tata antukuhpa, san isidruhpa,
ima santuhpa p'unčayniłampis
čayamohtin, manan čayri piłapis
dyača-kuyta munanqa, řipoh
p'unčaykunamanta pača⁷, may
č"ita hatunčah p'uňukunapi, čay
wirk" is nisqakunapitah, sumah
saramanta č' uwa č' uwa aq" ata
wakiričenqanku.

čayqa ñawpah karqa.

kunanqa aq" a wasiłapiña čay
hinamanta řuwanku.

čay wasispitah piłapis čay aq" a
nisqata řanti-kúy atinčah.

mančay sumah pisi qolqełapah⁸
čay aq" aqa.

iskay sentabusłaykičahwan
hatun tutumata uhyarqokúy
atiwahčah.

gringusta řikuspaqa, sumah
k'ulu tiyanapičá
tiyaričisunkičahman.

kristál hařapi wisimuspa,
kristál basułapitahčá
uhyaci-kusunkičahman.

Do you know a chicha tavern?

Have you ever gone into a
chicha tavern?

Living so far away, not even
two of you will know a
chicha tavern.

I wonder how long we Indians
have known chicha!

Whenever a happy occasion
arrives, St. Anthony's
St. Isidore's or whenever
any saint's day arrives,
or if not, if someone wants
to celebrate his day,
beginning several days
before, they prepare liquid
chicha from good corn in
large containers and in
those called "wirk" is".

That's the way it used to be.

Now they do it that way only
in the chicha places.

Anyone can buy chicha that
way in a chicha place.

That chicha is very inexpensive.

With two of your cents you
could drink a large gourd.

Seeing that you are a
foreigner, they will
probably make you sit on a
good wooden seat.

Taking out a crystal jar, they
will probably make you drink
out of a glass.

imaraykučus indyu řunakunaqa
tutumasłapi, t'uru yuritusmanta
hič'arqo-kuspa, manan čayri lata
hařasmanta, čay aq"ata uhya-kuyku.

Because we Indian men drink
chicha only in gourds,
pouring it out with
earthenware pitchers or
else with tin jars.

mančay ašk"a aq"a wasis
miraykusqankurayku, tukuy
q"očapampa lahtaman čay hina
wasisła
hunt'aykusqankuraykutahri,
gobyerno řunakuna impwestos
nisqakunata čuraykučinku.

Since chicha taverns have
multiplied, and because
these places have filled
the whole city of
Cochabamba, government
officials have levied
taxes.

čay aq"a impwestořawan
q"očapampa lahtaypi
pabimentasyón nisqata
řuwači-kúy aterqanku⁹.

With that chicha tax alone,
they have been able to
pave my city of Cochabamba.

NOTES

- ¹hayk'ah or mayk'ah 'never', in this case 'ever'.
- ²hina 'way'; kay hina 'this way'; karupi 'far', locative; kay hina karupi 'so far away'.
- ³may č"ika 'So much!'
- ⁴pača, substantive used with expressions of time.
- ⁵suti-yoh 'with name'; aq"a sutiyoħ 'so called chicha'. It is not necessary to translate sutiyoħta.
- ⁶lit. 'what a happy occasion for us when it arrives'.
- ⁷řipoh 'one who goes away'; p'unčaykunamanta 'from the days'; řipoh p'unčaykunamanta pača 'from the days that have gone by'.
- ⁸mančay 'very'; sumah 'good, very'; pisi 'little'; mančay sumah pisi 'very very little'; mančay sumah qolqeřapah 'only for very little money'.
- ⁹lit. 'They have been able to make the so-called paving in my Cochabamba city'.

"řehsinkičahču aq"a wasita"

hayk'ahĭapis aq"a wasiman yaykurqankičahču. kah hina karupi kawsaspaqa manačá iskayĭapis qankunamantaqa aq"a wasita řehsinkičahču. may č"ika unaymanta pačaňačus noqayku indykunaqa kay aq"a sutiyochta řehsiykupis. ima kusi-kuyniykupis čayamohtin, tata antuhpa, san isidrohpa, ima santuhpa p'unčayniĭampis čayamohtin, manan čayri piĭapis dyača-kuyta munanqa čayqa, řipoh p'unčaykunamanta pača may č"ika hatučah p'uňukunapi, čay wirk"is nisqakunapitah sumah saramanta, č"uwa č"uwa aq"ata wakiričenqanku. čayqa ňawpahta karqa, kunanqa aq"a wasisĭapiña čay hinamanta řuwanku, čay hina wasispitah piĭapis čay aq"a nisqata řanti-kúy atinčah. Mančay sumah pisi qolqelapah čay aq"aqə, iskay sentabuĭaykičahwan hatun tutumata uhyarqo-kuy atiwahčah. gringusta řikuspaqa, sumah k'uĭu tiyanapičá tiyaričisunkičahman, kristál hařapi wisimuspa, kristál basuĭapitahčá uhyači-kusunkičahman, imaraykučus indyu řunakunaqa tutumasĭapi, t'uru yuritusmanta hič'arqo-kuspa, manan čayri lata hařasmanta, čay aq"ata uhya-kuyku. mančay ašk"a aq"a wasis miraykusqankurayku, tukuy q"očapampa ĭahtaman čay hina wasisĭa hunt'aykusqankuraykutahri, gobyerno řunakuna impwestos nisqakunata čuraykučinku, čay aq"a impwestoĭawan q"očapampa ĭahtaypi pabimentasyon nisqata řuwaykučiy aterqanku.

Response drill based on Reading Selection

"řehsinkičahču aq"a wasita"

1. hayk'ahĭapis aq"a wasiman yaykorqankiču?
2. qankunari řehsinkicahču?
3. pay aq"a wasita řehsinmanču?
4. mayk'ahmanta pačaňatah aq"ata řuwáy yačanku paykuna?
5. imamantatah aq"ata řuwanku?
6. yačankiču imapičus aq"á wakičinku?
7. maypintah kunán čay aq"ata řuwanku astawan?
8. pitah aq"á řantíy atin?
9. mašk"awantah tutuma aq"ata řantíy atinčah?
10. ašk"aču q"očapampapi aq"a wasis miraykunku?
11. čayta řikuspa gobyerno řunakuna imatatah řuwanku?

Listening-In

haqay čahrapi, warmis, q"aris, wawas, tukuy řunakuna tanta-kusqanku. čay karu karu tomamanta yakuta hap'imonqanku kasqa. hap'imuspatah hatun haĭp'aman larq'asta řuwaspa čayačimonqanku. tukuy čayta řuwanankupah q"ari řunakunapis kaypi haqaypi pihčarisqankuňan. čayamantarah tukuy songowan, ĭank'ayninkuman purenqanku. ñan qarpayta tukuspatahri, tukuy čay řunakunaĭatah čahra ĭahta aq"a wasispi, takispa, tususpa,

sumahta mačaspa, kusirenqanku. sumah řunakunaġa kanku,
 řayraykutahčá dyus tatančahpis manan yakunta kay řunakunapah
 pisipačinču.

Conversations

I.

- A. Listen, Julica, I am finishing this work.
 B. There is still a lot, and who will do it for you?
 A. In the days to come I will be doing that which is left,
 little by little.
 B. Quick, just work, it seems that you want to turn lazy.

II.

- A. Listen, sir, I am not from this town. Could I please ask
 you something?
 B. What is it you wish? If I can I will inform you.
 A. Which is the quickest way to Sacaba?
 B. Don't go on the road. Climb the hill.

III.

- A. I want to take my child to school.
 B. I don't think I will take my child.
 A. Why? Do you want him to continue being stupid?
 B. Knowing something they want to leave the country.

- F. Yes, you will scatter it. arí, qan t'akanki.
- H. Giddap, bull! uša, toro.
- F. May our sowing be with God. dyuswan tarpuyninčah kačun.
- S. May it be with God. dyuswan kačun.
- H. Giddap, bull, giddap! uša, toro, tisa, tisa!
- P. "caima" (soft drink) q'ayma
Will you drink caima, sir? q'aymá uhyankiču, tata?
- S. hand over hayway
Please give me some in a haywaykurimuway hatun
large gourd. tutumapi.
- P. Our caima is good. kosa kay q'aymančah.
- F. Yes, it was good. Give arí, sumah kasqa.
some to Hipolo too. ipulitumampis qoriy.
- P. Hipolo, come, I'll give ipulu, hamuy, q'ayma
you caima. qorisqayki.
- H. Alright, give me some, čay, qoriway ari. k'ača
my pretty girl. warmisitáy.

Dialogue Review

- F. tata, akuñiykurina tarpunčahta qalarinapah.
- H. yuntá q"atíykamuñasahñaču?
- F. arí. wataykunatah ałinta.
- P. noqaču muhú t'akasah, tatáy?
- F. arí, qan t'akanki.
- H. uša, toro.
- F. dyuswan tarpuyninčah kačun.
- S. dyuswan kačun.
- H. uša, toro, tisa, tisa!
- P. q'aymá uhyankiču, tata?
- S. haywaykurimuway hatun tutumapi.
- P. kosa kay q'aymančah.
- F. arí, sumah kasqa. ipulitumanpis qoriy.
- P. ipulu, hamuy, q'ayma qorisqayki.
- H. čay, qoriway ari. k'ača warmisitáy.
- P. tukuyłatačá k'ačita niraspa umán musp"ačinki.
- H. mana. qampunitah aswan k'ača kanki.
- F. ñaq"á sina qankunaqa inkyetari-kúy munasqankičahña.
usqayta łank'ana!
- H. hałmay, hałmay, wampu!
- P. ančá řup"amusan, tata.
- S. arí, hałp'atah duruyah kasqa.
- P. manañaču q'aymata aswanta uhyankičah?

- S. arí, mama. haywarimuwayku.
- P. watahmán t'impusqa, sumah wakičisqa.
- H. arí, mama. makisniykimanta tukuy ima sumah.
- P. ama ančá parlayču. ĩank'ayniykita sayačisqanki.
- H. hina parlaykačari-kuspapuni mana sayk'ús tukunčah.
- F. samana, weraqočas.
- S. samarina.
- F. akuĭiykurina.
- H. asitutawan q'aymaykimanta qoriwaykuman, mama.
- P. pahtán mačaykuwahčahtah! manan hinaĭaču kay q'aymaqa.
- H. arí, mama. muyuytañá sina kay umay munasqan.
- P. mačaykohtiykitah, pitah apasunki?
- H. maná apariwankiman qanri?
- P. čolaykita mask'a-kamuy, ari.
- F. kay, tukusančahña. tumpantawan kaĭpačari-kuspa, ñan řipúy
atisun.
- H. arí, tata, wiyha!
- F. ha, ĩoqaĭa, mačaykunkiña, i?
- H. tisa, tisa, toro! puri-kuy, torito!

Grammar Review

Response drill based on dialogue 20.

1. pitah wasiyohpa yuntán q"atin?
2. ipulituču muhuta t'akanqa?
3. imiġaču yuntata q"atenqa?
4. imapitah q'aymata uhyanku?
5. sumahġaču paykunahpa q'aymanku?
6. tukuy čolitastaču k'ačita nirar ipulitoqa?
7. imaraykutah ġank'ayninta ipulitu sayačisqan?
8. q'aymata qankuna uhyarqankičahču?

Review drill: personal suffixes with substantives; the suffixes -ni, -kuna and -hpa.

Substitute as suggested:

1. kay paya buřaypa čakin manačus sina sumahču kasqan.
 - a. (your donkey)
 - b. (her donkey)
 - c. (our [incl.] donkey)
2. wakin buřusniy paya buřata q"ateh kařanku.
 - a. (your donkeys)
 - b. (our [excl.] donkeys)
 - c. (their donkeys)

Review drill: substantive plural suffix

1. sapay purini buřuywan.
2. hařp'itaypi papasta poqoči-kuni.
3. suřk'itaypi papasta poqoči-kuni.
4. lata kalangata mulanman wark'onqa kasqa.
5. buřunwan pureh řayamunña.

Review drill: some relational suffixes

Answer the following questions:

1. imawán yapasqanki?
2. piwán kasarasqanki?
3. maymantá řayamusqanki?
4. piwán puhřasqanki?
5. maymantá hamusqanki?
6. maymán řohsisqanki?
7. imamán hatarisqanki?
8. imapáh qonqori-kusqanki?
9. pipáh waqayčanki?
10. pimantá yuyarinki?

Grammar points

Summary of substantive inflection.

The following chart gives a summary of the suffixes that occur with substantive stems.

Plural suffix	Personal suffixes	Relational suffixes	Independent suffixes
<u>-kuna</u>	<u>-ni</u>	<u>-īa</u>	<u>-ya</u>
			<u>-hpa</u>
			<u>-yki</u>
			<u>-man</u>
			<u>-ni</u>
			<u>-manta</u>
			<u>-nčah</u>
			<u>-pah</u>
			<u>-yku</u>
			<u>-pi</u>
			<u>-ta</u>
			<u>-ykičah</u>
			<u>-rayku</u>
			<u>-nku</u>
			<u>-wan</u>

Remember, however, that -īa follows -rayku; that not all relationals are mutually exclusive; that independent suffixes are likewise not all mutually exclusive.

In addition to these suffixes there is a suffix -ti meaning 'including'. It always occurs preceded and followed by a personal suffix: warmi-ni-n-ti-n 'including the woman'

The combination -ni plus -h (a variant form of the genitive) indicates indefinite location: čaynehpi 'around there'.

Reading selection

"mama kandela, sapan warmimanta"

NEW WORDS

kandela	'Candela'	lorenso	'Lawrence'
paya	'old'	añiy	'slow'
čaki	'foot'	wist'uy	'limp'
mañay	'lend'	t'amaykačay	'stumble along'
kalanga	'small tin bell'	kuñi	'purple'
wark"uy	'hang'	wakiy	'prepare'
lak"a	'dark'	lisa	'a tuber'
tuta	'night'	oqa	'oca, a tuber'
uyway	'bring up'	suñk'a	'youngest'
mula	'mule'	kamisa	'shirt'
limbu	'dark'	sapatu	'shoe'

mama kandela, sapan warmimanta.

About the widow, Mama Candela.

kay paya buřaypa čakin manačus
sina sumahču kasqan.

It seems that my old donkey's
foot is not well.

čay tata lorensoman
mañaykusqaymanta pača¹ manañan
puri-kúy atinču.

Since the time I lent it to
Lawrence it cannot walk
anymore.

añiyłataña, wist'ułataña
t'amaykača-kun.

Slowly, limping, it stumbles
along.

pimanñačus kunanqa lata
kalangatapis wark"usah, lak"a
tutapi wah buřusniy kahkunawan²
q"atiči-kunampah.

Which one will I hang the
tin bell on now, so he can
be followed by my other
donkeys on dark nights?

manaču yačarqankičah?

Didn't you know?

noqaqa sapan warmi kani.

I am a woman who lives alone.

qosaypis³ wañupunña,⁴ čayrayku
p'unčay p'unčaytan⁴ sapañay
kay buřusniywan imañatapis⁵
haip'itaypi poqoči-kusqaywan,⁶
may č"ika karu kama puri-kuni,
poqoykunata qolqečah⁷ hina
qolqewan wawasniyta uywanaypah.

My husband has died, so, day
after day, alone with my
donkeys, with a little of
what I produce in my small
piece of land, I walk up
to far away places in order
to make money from the
produce so as to bring up
my children with that money.

kunanqa, paya buřuyñatah
wist'uyarparisqa, manatah
yačasqaniču mayqenmančus
lata kalangá wark"uyta.

Now my old donkey has become
lame and I don't know
which one to hang the tin
bell on.

hinačá haqay mulayman čayta
čurasah, aman wakin buřus
lak"a limbu tutapi
činkanankupah.

I will probably put it on
my mule, so that the rest
of the donkeys won't get
lost on a dark night.

řumi mayuman čayaykuspa kuma
santusah aq"a wasimpi
samarisah.

When I get to Rumi Mayo I
will rest at Comadre
Santusa's chicha place.

kunan p'unčaykunapah ñaq"ačá
kuñi aq"ampis wakisqaña kanqa.

Her purple chicha must be
ready nowadays.

čay hina aq"amanta uhyarispa
samarisah.

I will rest a bit that way
drinking chicha.

čaymantatah ĩahta kama čayasah.

Then I will arrive up to the
city.

čaypi kay lisasta, oqastawan
qolqečasah.

There I will turn these lisas
and ocas into money.

iča sułk'a wawaypah kamisitasta,
sapatustawan řanterqapusah.

Maybe I will buy little shirts
and shoes for my youngest
child.

eskwelamanpis řinanña tiyan,

He already has to go to school.

čaypah sumahta wakerqočipusah.

I will get him ready for that.

NOTES

- ¹This is an instance of a sqamanta-clause.
- ²wah buřusniy kahkunawan lit. 'other my donkeys with some who are' i.e. with others who are my donkeys.
- ³-pis has a sort of emphatic function here.
- ⁴p'unčay 'day'; -ta often occurs in expressions of time; -ne validational independent suffix, variant of -min.
- ⁵imaľatapis: -ľa... -pis indefiniteness; -ta, accusative; imaľatapis is the direct object of poqoči-kusqaywan.
- ⁶poqo- is intransitive.
- ⁷-ča verbalizer; qolqe 'money'; qolqeča- 'turn into money'; poqoykunata is the direct object of qolqečah; poqoykunata qolqečah is a subordinate clause: 'as one who turns the produce into money'.

"mama kandela, sapan warmimanta"

kay paya buřaypa čakin manačus sina sumahču kasqan.
 čay tata lorensoman maňaykusqaymanta pača manaňan puri-kuy atinču.
 aľiyľataña, wist'uľataña t'amaykača-kun pimanňaçus kunanqa lata
 kalangatapis wark"usah, lak"a tutapi wah buřusniy kahkunawan
 k"atiči-kunanpah. manaču yačarqankičah, noqaqa sapan warmi kani,
 qosaypis waňupunña, čayrayku p'unčay p'unčaytan sapaľa kay
 buřusniywan, imaľatapis haľp'itaypi poqoči-kusqaywan, may č"ika
 karu kama puri-kuni, poqoykunata qolqečah, hina qolqewan wawasniyta
 uywanaypah. kunanqa, paya buřuyňatah wist'uyarparisqa, manatah

yačasqaniču mayqenmančus lata kalangá wark"uyta, hinačá haqay
 mulayman čayta čurasah, aman wakin buřus lak"a limbu tutapi
 činkanankupah. řumi mayuman čayaykuspa kuma santusah aq"a wasimpi
 samarisah, kunan p'unčaykunapah ñaq"ačá kuři aq"ampis wakisqaña
 kanqa, čay hina aq"amanta uhyarispa samarisah, čaymantatah řahta
 kama čayasah, čaypi kay lisasta, oqastawan qolqečasah. iča suřk'a
 wawaypah kamisitata, sapatustawan řanterqapusah, eskwelamanpis
 řinanña tiyan, čaypah sumahta wakerqočipusah.

Response drill based on Reading Selection

"mama kandela, sapan warmimanta"

1. pimantah buřata mañarqani?
2. eskwelamanču waway řenqa?
3. maymantah ñawpahta čayasah?
4. imamantatah kalanga řuwasqa?
5. mayqenmantah kalagata wark"usah?
6. imayna aq"atatah kuma santusahpi uhyasah?
7. mayk'ahmanta pačañatah paya buřay wist'uyan?
8. imamantah čay warmi čahra řahtaman řin?
9. imapahtah buřanwan purin?
10. imatatah čaymanta apamonqa?

Listening-In

tisa, tisa, toro. wiha toro. nispa imastačá parlaspa
 ipulitu řisqan. mačasqañá sina kay řoqařaqa. imiřawampis
 inkyetari-kuyta munasarqaña. čay č"ika q'aymatatah uhyaykun, ari.
 kunan dya dyantinta, kay ipulitu sutiyoh tatanwan tanta tarpu
 patařapi kaykamun, dyantinta tarpuykunku. no sé imatačus
 čurankupis, ñaq"á sina sarata t'akanku. čay kanqa, kunan kiřapeqa
 manan papataqa čurankumanču karqa. čay tarpumusqampi, ari,
 ipulitu řoqařaqa mančay ašk"asmanta sinči q'aymata uhyaykačaykusqa.
 mačasqamantatah imiřata molestáy munasqa. kunanqa, atin mana
 atin, haqay yanninta čankaykača-kuspa ipulitu wakasta apasqan.

Conversations

I.

- A. Where are you going, Hipolito? It seems you are drunk.
 B. How would your father get drunk?
 A. But there you go stumbling already.
 B. Anyway, if you want to, we would go drink one more shell.

II.

- A. You just want to get me dizzy saying that.
 B. No, no, Jacintita, I am telling you the truth.
 A. Who doesn't know you, the lying kid?
 B. Whoever says that about me is a man without a heart.

III.

A. I saw a carisiri over there behind the hill.

B. You're saying that just playing, where could that be?

A. Really, behind that hill just a small one, with a big hat.

B. You should have gotten near it, then, so it would speak to you.

Cochabamba, Bolivia

UNIT TWENTY ONE

Dialogue

The potato harvest. Don Gerardo and doña Mica come to help Simuco and his wife, Teodora. A. Doña Mica. B. Teodora. C. Simuco. D. Gerardo. E. Telmo.

- | | | |
|----|--|---|
| A. | lady, ma'am | siñura |
| | Good morning, ma'am. | bwenos dias, siñuráy |
| B. | Good morning. Did you eat before you came? | bwenos dias. mik"uspañaču hamurqankičah? |
| A. | Yes, we've eaten. | arí, mik"orqaykuña. |
| B. | everything | q'ala |
| | bag | kostál or kostala |
| | Doña Mica. Did you bring all the sacs? | doña mika, q'alitun kòstalastaču apamusqanki? |
| A. | Yes. Here. | arí. káyqa. |
| C. | Well, let's go then, gentlemen. | čay, haku entonsis, weraqočas. |
| D. | Your potatoes are indeed beautiful! | ananáw, kay hina k'ačita papitayki kasqaqa! |

- C. Yes. It seems to have produced very well this year. arí. sumahĭatačus sina kunan watapi qoykuwan
- D. Shall we begin, Simuco? qalariykuĭasunñaču, tata simuku?
- C. Yes, and let it be with all our might. bweno, tukuy kaĭpawan kačun.
- D. Gee! Your potatoes are really good! Look here, they are so big! ač"aláw? sumah kusapuni kay papayki! q"awariy má, kay c"ikačahqa!
- C. With God's blessing it produced just fine. dyuspa bendisyonninwan sumahĭata qori-kusqa.
- A. carry astay
In what do we carry the potatoes? imapitah papás astasun?
- B. hut č'uhĭa
bag with a strap wayaqa
There is a bag in the hut. č'uhĭapi wayaqa kasqan.
Bring that, ma'am. čayta aparqamuy, mamáy.
- C. kind of potato dish wat"iya
hole t'oqo
dig aĭay
Say, don Gerardo. We'll make ourselves a potato bake. Dig a well. yu, don herardu. papa wat"iya řuwa-kusun. t'oqo aĭarqory.

- D. Will we make ourselves a potato bake? How great? wat"iyataču řuwa-kusun?
ke lindu či!
- B. dry beef č'arki
I'll bring dry beef. noqa č'arkita aparqamusah.
- kind of hot pepper loqotu
tomato tomate
cheese kisu
kind of sauce ĩahwa
- And hot pepper also, with lots of tomato and cheese to make sauce for ourselves. loqotuta ašk"a tomateyuhta
kisuyuhtatah ĩahwá řuwa-kunapah.
- D. Oh, ma'am! I wish you wouldn't talk! ay, mamáy! ama parlawahču
antis!
- hunger ĩarqay
mouth simi
water yakuyačiy
- Making me more hungry you are making my mouth water. astawan ĩarqačiaspa simíy
yakuyčisqanki.
- A. Yes, me too. arí, noqatapis.

- B. The bake is ready. yastaña wat"iya.
- E. wild, angry, hot p"iña
 Yes, let's go. We'll eat it nice and hot. arí, haku. řup"itaIá
 mik"uykamuna.
- Your sauce is very hot! p"iña p"iña kay Iahwayki
 .kasqa.
- B. Eat. Aren't you a man? mik"uy á, a"arí kankeqa.
- D. meally hak'a
 It's meally. hak'a hak'itatah kasqa.
- C. I planted meally potatoes. hak'a papatapuni tarpu-korqani.
- D. lend ayniy
 In the next planting you will have to lend me a piece of your land. q"epan tarpudapeqa uh
 č"ika haIp'aykitačá
 aynirinawayki kanqa.
- C. Why not? imaraykú manari?

Dialogue Review

- A. bwenos dias, siñuráy.
- B. bwenos dias. mik"uspañáču hamurqankičah?
- A. arí, mik"orqaykuna.
- B. doña mika, q'alitun kostalastaču apamusqanki?
- A. arí. kayqa.
- C. čay, haku entonsis, weraqočas.
- D. ananáw, kay hina k'ačítá papitayki kasqaqa!
- C. arí. sumahĭatačus sina kunan watapi qoykuwan.
- D. qaĭariykuĭasunñáču, tata simuku?
- C. bweno, tukuy kaĭpawan kačun.
- D. ač"aláw! sumah kusapuni kay papayki! q"awariy má, kay
č"ikačahqa!
- C. dyuspa bendisyonninwan sumahĭata qori-kusqa.
- A. imapitah papás astasun?
- B. č'uhĭapi wayaqa kasqan. čayta aparqamuy, mamáy.
- C. yu, don herardu. papa wat"iya řuwa-kusun. t'oqó aĭarqoriy.
- D. wat"iyataču řuwa-kusun? ke lindu či!
- B. noqa č'arkita aparqamusah. loqotuta ašk"a tomateyuhta
kisuyuhtatah ĭahwá řuwa-kunapah.
- D. ay, mamáy! ama parlawahču antis! astawan ĭarqačiwaspá
simíy yakuyčisqanki.
- A. arí, noqatapis.
- D. čayĭamantarah antuha-kuspaqa wisaykičah punkinqa.
- A. nahayĭas, ama asičiwayču!
- C. tata telmo, t'aqarariwah kay papata.
- E. hina wakerqočipusqayki. imaspahtah munasqanki?

- C. aswan ñawpahtaqa munupanrah, čaymantá bendemunanah,
mik"unapəhtah á.
- E. kay k"urusqankunatarí?
- C. čaytaqa k"učispahpis čihĭarpariy.
- B. yastaña wat"iya.
- E. arí, haku. řup"itaĭá mik"uykamuna. p"iña p"iña kay
ĭahwayki kasqa.
- B. "mik"uy á, q"arí kankeqa.
- D. hak'a hak'itatah kasqa.
- C. hak'a papatapuni tarpu-korqani.
- D. q"epan tarpudapeqa uh č"ika ĥaĭp'aykitačá aynirinawayki
kanqa.
- C. imaraykú manari?

Grammar Review

Response drill based on dialogue 21.

1. čaj yanapah weraqočas mik"uspañaču řerqanku?
2. mašk"a kostalastatah doña mika aparqa?
3. ima mik"unaĭatapis čaj řunakuna papa aĭaypi wakiči-korqankuču?
4. čaj wat"iyatari qan mik"orqankiču?
5. kosapuniču aĭasqa papa karqa?
6. papatarahču aĭarqanku wat"iyatarahču wakiči-korqanku?
7. ĭahwataqa manačá řehsinkirahču?
8. yačankitahču imačus ĭahwa kasqaĭantapis?
9. aĭáy tukunanku kamaču tukuy čaj řunakuna karqanku?
10. aĭáy tukuytawantah, imatá řuwarqanku?

Review drill (-ča, -ri, -ĭa, -puni).

Translate the following sentences:

1. You must be a good businessman, Don Roberto.
2. It must be that.
3. I wonder if it isn't so.
4. Your father must have sent you.
5. And what is your name?
6. And what about those cooked ones?
7. Just a few.
8. He gave me only ten jugs.
9. That's the way it is!
10. That is indeed the custom.

Grammar points

Independent suffixes.

These suffixes were explained in Unit 8. Here we will give further examples of the validational suffixes -min and -sis:

<u>ama-n</u>	'Don't'
<u>ña-n</u>	'already'
<u>noqa-min</u>	'I am the one'
<u>kučiľuyuh-min</u>	'certainly with a knife'
<u>hamunmansá</u>	'that he is coming is doubted'
<u>řuwankumansis</u>	'he would make mostly for himself, they said'

The suffix -čus often occurs with the particle sina. When -čus is word final before sina, it is often replaced by stress.

Drill

Translate the following phrases.

1. yačaľančus sina.
2. q"apah řunəsiá sina.

Derivation

Verbalizers.

-ya derives intransitive verbs from substantives:

hatun 'large' : hatunyay 'become large'

-ča derives transitive verbs from substantives:

hatunčay 'enlarge'

Substantivizers

The suffixes -h, -na, -y, and -sqa have already been discussed.

-ysi derives verbs from verbs. It means 'to help':

mik"uy 'eat' : mik"uysiy 'help eat'

Diminutives.

-yoh derives substantives from substantives.

There are other derivational suffixes which are not as frequent as the ones mentioned above.

Phrases with a modifier derived by -sqa. Examples:

kunan qopusqayki, qayna
watamanta pača saqesqayki
q'epičanasta.

'I am now going to give you
the wraps that you left
last year'

čay hina unayta uywasqa waka
kunampi wañupusqa.

'That cow which I raised for
such a long time, died today'

Numerals

Review the numerals from one to ten. Other numerals are given below.

čunka uhniyoh	11
čunka iskayniyoh	12
čunka kinsayoh	13
čunka p"isqayoh	15
iskay čunka	20
iskay čunka uhniyoh	21

kinsa čunka	30
tawa čunka	40
pačah	100
pačah uhniyoh	101
iskay pačah	200
waranka	1,000

Drill.

Replace the underlined form by the translation of the English items and repeat the whole sentence.

- čay qoleqwan řuwasqanku wasita mayu apakapusqa.
 - which I built
 - which we (incl.) built
 - which he built
- čay hina kwidadwan podasqanku sač'as č'akipusqanku.
 - which you pruned
 - which he pruned
 - which we (excl.) pruned

Reading selection

"kasyanu, mačah řuna"

NEW WORDS

kasyanu	'Casiano'	uywa	'animal'
paqarin	'morning'	q"apay	'yell'

sut'iyay 'dawn (vb.)'

karqa 'load'

waykačiy 'cause to fly'

maqay 'punish'

mañay 'ask for'

punku 'door'

kasyanu, mačah řuna.
ñan čay kasyanu mačaykuřanñatah¹.

Casiano, the drunk.
Casiano has got drunk again.

q"awariyčah qankuna,
řasa uywa hina ñaq"aymanta²
t'amaykačaspa purisqan.

Look at him, he is
stumbling with difficulty
like a heavy animal.

warmipis ñan wasimpiña,
buřusnintapis warmi sapařan
wasinman čayačin.

His wife is now at home,
the wife has also made the
donkeys get home.

kunan paqarintañatah kay don
kasyanu sutiyoh³, mančay
sut'iyayta, haqay čahra
řahtaman purerqa.

Very early this morning,
Casiano walked to the
town.

may č"ika karqa papata apan.
sumahřačá řinman karga⁴.
papapis si⁵ kunampeqa
ašk"amanña yaykuykun⁶.

What a large load of potatoes
he took! He must have done
well! Why even now potatoes
have gone up!

tukuy čay papata waykačiytawanqa⁷
kay don kasyanu aq"a wasinman
puri-kusqa pača, tumpata
mačaykuriytawantah manan
warmiřatapis uyariyta
munasqañaču.

After selling all those
potatoes, Casiano went to
the chicha tavern, and
getting somewhat drunk
he had refused to listen
to his wife.

sapařanta saqen buřusta wawastawan
wasin kama apa-kampohta⁸.

He left her alone bringing the
donkeys and the children home.

kunanqa, imastačus q"apariřpa,
takispa, waqaspatah
ñaq"aymantapuni wasinman
čaya-kusqan.

Now yelling, goodness knows
what, singing, and crying
he is barely getting home.

iča čayaykuytawanqa manan
 č'inlamantapis puñuyka-kaponqaču
 warmintarah maqayta munanqa,
 mik'unatačus mañanqa, astawančus
 aq"ata uhyayta munaspa, q'oñi
 puñunanmanta sayaričimuspa,
 aq"a wasi punkusta takaračimonqa.

Perhaps, upon arriving, he won't
 even go to sleep quietly, he
 will want to beat his wife, or
 he will ask for food, or
 wanting to drink more chicha,
 making her get out of her warm
 bed, he will make her go
 knocking on the chicha tavern
 doors.

ahnaġapuni kay kasyanoqa, tumpata
 qolqé rehsiriytawan kama aq"a
 wasi čeqanta puriponqa.

As soon as he sees a little
 money he goes straight to the
 chicha place.

NOTES

¹-ġa...-tah 'again'.

²ñaq"a- is a verb meaning 'to quarter, to torture'; as a substantive
 ñaq"ay means 'almost, hardly, barely, with difficulty'; also
 ñaq"as and ñaq"á sina.

³kay don kasyanu sutiyoh (Lit.) 'this so called don Casiano'.

⁴sumah-ġa-čá 'just fine probably'; řinman karga verbal phrase;
 a verb with a conditional form plus karga expresses doubt.
 This use of ři- is probably a loan translation from Spanish.
 cf. me va bien, le va bien.

⁵sí emphatic particle; Spanish loan word.

⁶ašk"amanña yaykuykun 'it has entered to much already' i.e.
 its price has gone up. The subject is papa-pis; notice that
papa is used collectively in the singular, while in English
 we use potato as a count noun.

⁷waykači- 'to cause to fly' i.e. 'to sell quickly'.

⁸h-clause 'as one who brings for someone else'; h-clauses are usually
 subordinate. This one functions as a direct object of saqen.

"kasiyanu, mačah řuna"

ñan čay kasiyanu mačaykuľanñatah. q"awariyčah qankuna, ĩasa uywa hina ñaq"ayĩamanta t"amaykačaspa purisqan. warmimpis ñan wasimpiña, buřusnintapis warmi sapañan wasiman čayačin. kunan paqarintañatah kay don kasiyanu sutiyoh, mančay sut'iyayta, haqay čahra ĩahtaman purerqa, may č"ika karga papata apan. sumahĩačá řinman karqa. papapis sí kunampeqa ašk"amanña yaykuykun. tukuy čay papata waykačiytawanqa kay don kasiyanu aq"a wasiman puri-kusqa pača, tumpata mačaykuriytawantah manan warmiľantapis uyariyta munasqamuču. sapaľanta saqen buřusta wawastawan wasin kama apa-kampohta. kunanqa, imastačus q"aparisqa, takispa, waqaspatah ñaq"aymantapuni wasinman čayaykusqan, iča čayaykuytawanqa mana č'inĩamantapis puñuyka-kaponqaču, warmintarah maqayta munanqa, mik"unatačus mañaqa, astawančus aq"ata uhyayta munaspa, q'oñi puñunanmanta sayaričimuspa, aq"a wasi punkusta takaračimonqa. ahnaĩapuni kay kasiyanoqa, tumpata qclqé rehsiriytawan kama. aq"a wasi čeqanta puriponqa.

Response drill based Reading Selection "kasiyanu, mačah řuna"

1. pimantatah mačaykuľanñatah nispa ninku?
2. kunán čankaykača-kuspačá purisqan.
3. maypintah kasiyanoh warmin kasqan?
4. čantá ahnaĩapuniču kay kasiyanoqa?
5. imaynatačus kunanqa wasinman čayanqa.
6. qolqetačá hap'iykuľanñatah.
7. qanri imaninkitah čaymanta?

Listening-In

řunakuna papa aľayman řipunkuņa. řapa watapi haqay tata telmoh haľp'anpeqa mančay sumahta papa qori-kun. kunan watapipis sumahľatahčá kanqa. sumahtaņapunitah t'ikaykurerqa čay papanqa. noqapis řiyman si karqa, wayaqeroľamantapis yaykusayman karqa. mařk"as kunampeqa sumahtačá wat'iyatapis řuwaykuri-konqanku. mančay hatun t'oqota aľaspa kostalatapuni qalari papamanta čurariy yančanku. čaymantatah ařk"a ľahwata řuwariľankutah sumah kesifusniyohta. řiyman karqa, oye. iča watapah čay hinamanta tata telmopis uh č"ika haľp'ampi tarporqo-koh saqewanman karqa.

Conversations

I.

A. How is the potato harvest, don Telmo?

B. It seems that it is going to be quite good.

A. Wouldn't you let me (make me) enter at least as a "wayaqero"?

B. Come then, come, help us.

II.

A. Listen, don Telmo, shouldn't we prepare the "watia" already?

B. Alright, then go dig a hole.

A. We will put a bag of potatoes. Won't we, don Telmo?

B. Alright, then, if you want we'll put more too.

III.

A. I don't like to travel in other towns.

B. It's that you haven't left your small country.

A. It isn't that so much, but our native land does indeed attract us.

B. Being in another city you probably miss chicha.

Cochabamba, Bolivia

UNIT TWENTY TWO

Dialogue

The hair cutting ceremony is an old Andean custom.

Luchito is going to have his first haircut. The participants are: A. Juan. B. José. C. Domingo, Luchito's father. D. Matias, Luchito's godfather. E. Santusa. F. Luchito's mother. G. Lorenzo.

A. mow

řut"uy

hair cutting

řut"uku

Wouldn't you like to go to the hair cutting ceremony?

maná uma řut"ukuman řiy munawah?

B. Where is it?

maypitan čay kasqari?

A. At Don Domingo's they say.
visit

don domingohpapi nin
bisita

Don Domingo, do you want visitors?

don domingu, bisitá munawahču?

C. You have come! Do come in, won't you?

hamurisqankičahqa.
yaykurimuyčah, á?

hair

čuhča

say, try

niy

We are trying to have my Luchito's hair cut.

kay ličituyipa čuhcitanta k'utorqočisah nisqayku.

Sit down, please. Serve yourselves.

tiyarikuyčah á.
sirbiykuri-kuyčay.

A. strong

sinči

Thank you, Don Domingo.

agradese-kuyki, don domingo.

Your pisco is good, a little strong.

kosa kay piskuyki kasqa,
as sinčisituña.

C. Let's see. I think we are beginning.

abér, abér. qafarisunñá
sina.

Let's drink first. What do you say?

uhyaykurinarah. ima
ninkičahantah?

A. money

qolqe

tighten, adjust

mat'i-kuy

loosen

kačariy

Yes, let's drink, maybe that way, not being very stingy, we will let go of our money.

arí, uhyaykurinarah, iča
hinamanta, ama anča
mat'i-kuspaña, qolqe
kačarisun.

D. That's the way it should be. Who's going to let his money go just like that?

čay hinapuni kanan tiyan
ari. pitah qolqenta
kačarisqanman
hinañamantari?

E. Yes, and especially the men, so they'll let go of their money, how much more they have to drink!

arí, q"aristah aswanqa,
tumpa qolqenkuta
kačarinankupah, may
č"ikatarah uhyananku
kanqa!

- C. "compadre" kumpa
 Let's see. Will you begin,
 compadre Matías? abér, abér. qančá qatarkinki,
 kumpa matias.
- F. "cutter", scissors k'utuna
 Yes, you dear compadre.
 Here are the scissors. arí qampuni, kampakritúy
 kayqa k'utunaspis.
 dish latiŋu
 Here is a dish to put the
 hair on. kayqa latiŋupis čuhča
 čuranapah.
- C. gift t'inka
 Yes and this one for the
 little gifts. arí kaytah t'inkitaspah.
- D. thousand waranqa
 godson ayharu
 Fine. Here, I'll put 10,000
 for my godson. baya. kay noqá čurasah
 čunka waranqata ayharuypah.
- C. May God repay you,
 Compadre Matías. dyus pagarasučun, kumpa
 matias.
 god father pagrinu
- F. Oh yes, I thank you also.
 With such a godfather my son
 will always be rich. ay čay, noqapis agradese-kuyki.
 kay hina pagrinuwanqa
 q"apahpuni kanqa wawitayqa.

A. It's your turn, Compadre Domingo.

qampiñatah, kumpa domingo.

C. I'll cut his hair for a bull.

noqaqa uh toropah čuhčán
k'utusah.

F. two
sheep

iskay
uwiha

And I, his mother, will give him two sheep.

noqatah maman hinaqa,
iskay uwihasta qosah.

B. write down
You will write it down, sir.

apuntay
sumáh apuntanki, tata.

G. Yes, it is all written here.

arí, tukuy imaña sumah
apuntasqa kaypi kasqan.

A. I will bring him a hen tomorrow.

noqaqa waIpitata q'aya
apampusah.

B. I'll only cut for these thousand.

noqá kay waranqaIaypah
k'uturi-kusah.

C. Well, may God repay you, friends.

čay, dyús pagarapusunkičis,
kumpitus.

D. Let's see. How much has been made? Tell us what you have written down.

abér, tata, mašk"á
řuwə-kusqa? apuntasqaykita
wiřarimuy.

G. listen, hear

uyariy

Listen. I'll read. Money,
11,000, three bulls, six sheep,
ten hens, one goat,

uyariyčah, kayqa, leesah:
qolqeqa čunka uhniyuh
waranqa, kinsa toros,
sohta owehas, čunka waipas,
uh kabra,

clothing

p'ača

change

mudana

and two changes of clothes.

iskay p'ača mudanaswan.

Dialogue Review

- A. mané uma řut"ukuman řiy munawah?
- B. maypitan čaj kasqari?
- A. don domingohpapi nin. don domingu, bisitá munawahču?
- C. hamurisqankičohqa. yaykurimuyčah, á? kay lučituypa čuhčitanta k'utorqočisah nisqayku. tiyari-kuyčah á. sirbiykuri-kuyčah.
- A. agradese-kuyki, don domingo. kosa key piskuyki kasqa, as sinčisituĭa.
- C. abér, abér. qalārisunñá sine. uhyaykurinarah. ima ninkičahtah?
- A. arí, uhyaykurinarah, iča hinamenta, ama ančá mat'i-kuspāĭa, qolqe kačarisun.
- D. čaj hinapuni kanan tiyan eri. pitan qolqenta kačarisqanman hinaĭamentari?
- E. arí, q"aristah aswanqa, tumpa qolqenkuta kačarinankupah, may č"ikatarah uhyenanku kanqa!
- C. abér, abér. qančá qalārinki, kumpa matias.
- F. arí qamouni, kumpadritúy. kayqa k'utunaspis. kayqa latiĭupis čuhča čuranapah.
- C. arí kaytah t'inkitaspah.
- D. baya. kay noqá čuresah čunke waranqata ayharuypah.
- C. dyus pagerasučun, kumpa matias.
- F. ay čaj, noqəpis agradese-kuyki. kay hina pagerinuwanqa q"apahpuni kanqa wawitayqa.
- A. qampiñatah, kumpa domingo.
- C. noqəqa uh toropah čuhčán k'utusah.

- F. noqatah maman hinaqa iskay uwihasta qosah.
 B. sumáh apuntanki, tata.
 G. arí, tukuy imaña sumah apuntasqa kaypi kasqan.
 A. noqaga waipitata q'aya apampusah.
 B. noqá kay waranqãñaypah k'uturi-kusah.
 C. čaj, dyús pagarasunkičis, kumpitus.
 D. abér, tata, mašk"á řuwa-kusqa? apuntasqaykita wiñarimuy.
 G. uyariyčah. kayqa, leesah: qolqeqa čunke uhniyuh waranqa, kinsa toros, sohta owehas, čunke waipas, uh.kabra, iskay p'ača mudanaswan.

Grammar Review

Response based on dialogue 22.

1. uma řut'ukuman řiyta murawahču?
2. don domingohpapi sina čaj kenqa kasqa.
3. maná řiñawah, kay noqapis waranqañawan řisqani.
4. hinamanta řispari čaj iskay řunakuna don domingohpaman yaykorqanču?
5. paykunata řikuspatah manaču ni imata čaj don domingo nerqa?
6. mašk"a qolqetatah čaj uma řut"ukupi tantarqanku?
7. qanri mašk"añatapis čaj uma řut"ukupi čurawahču?
8. mašk"atá čurawah?

Review drill (-či, -mu, -pu, -ku)

Translate the following sentences:

1. Get up!
2. Make those donkeys get up.
3. I drive the woman crazy.
4. I sit down
5. I sit the child.
6. Where are you arriving from?
7. Who gave birth?
8. Since when has it been raining?
9. I send him.
10. He sent him here.
11. I had him sent.
12. I'll come back.
13. I'll go back.
14. We have two cows.
15. I'm taking her some medicines.
16. Put that there for me.
17. Put that there for yourself.
18. Don't have something stolen from you!
19. Don't make someone steal!

Review drill: Some modals

Translate the following sentences:

1. I brought it for myself.
2. Pick one up for yourself.

3. Drink it down!
4. I'm going to work hard.

Review drill: past definite

Translate the following sentences:

1. When did you do it?
2. Last year I went to Tarata.
3. I played with the children at school.
4. We went to eat "lawa" at your house.
5. They came from the city.
6. I went to town and bought salt.
7. They slept there.
8. I worked in the field.
9. He went and built himself a house.
10. He drove (followed) the donkey.

Grammar points

Summary of verb inflection

Verbal suffixes are non-final suffixes which never occupy the last position in the word, and final suffixes which may be word final. Non-final suffixes are divided into two classes: those which precede the suffixes -wa and -su, and those which follow -wa and -su. The former are the so-called modal suffixes, the latter are -ču and -hti.

Any modal can precede any of the final suffixes.

The final suffixes are:

-rpa, past definite

-sqa, narrative

-qa, occurring in the combinations -nqa, 3rd person sing. future and -nqanku, 3rd p. pl. fut.

-sah, 1st p. sing. fut.

-wah, 2nd p. cond.

-y, imperative

Reading selection

"ñawpa watakunapi"

awtu	'car'	New Words	hwiraq'ay	'go down'
k'iski	'tight'		uya	'face'
q'ewača-kuy	'be afraid'		up'a-kuy	'wash one's face'
k"uskan	'half'		k'uči	'agile, nimble'
inti	'sun'		kolehyo	'school'
k'ančəmuy	'light' (vb.)		yača-kuy	'learn'
č"apuy	'mix'		universidad	'university'
mayu	'river'		título	'degree'

ñawpa watakunapi.

The years gone by.

ñawpa watakunapeqa Iahtay
huč'uyĭə karqa.

In the years gone by, my
town was quite small.

yankunətapis tawatačus
p"iſqaĭatačus řehseh kayku.¹

We had only four or five roads.

manan kunampi hinaču awtoskunapis
k'iskiĭapiču² puri-koh kah
karqanku.

Cars were not as crowded
as they are now.

kunan waynakunata řikuspaqa
asi-kuĭaniña.

I just laugh seeing today's
young men.

tukuy imamanta q'ewača-kuyĭata
munanku.

They are afraid of everything.

k"uskan p'unčay puriytapis
q"eĭa-kuĭankuña.

They feel lazy about half
a day's walk.

ñawpapeqa, čay may pačapičus³
noqan wayna karqani, čay
pačapeqa,
eskwelaman čayanaykupahqa,
orqon orqontarah⁴ purinayku
karqa.

Before, when I was young,
at that time,
in order for us to get
to school, we would have
to walk across hills and
still more hills.

manarah inti taytačah⁵
k'ančamusah⁵tin, č"apu
č"apuĭata⁶ sayari-kunayku
kah karqa

We had to get up before the
sun came out, at the crack
of dawn.

mayĭaman hwiraq'aspa čiri
yakuĭawan uyatapis
up"arpari-kuh kayku.

Going down to the river, we
would wash our faces with
cold water.

čaymantatah k'uči puriyĭani,
manan inti tayta
taripači-kuspa, hatun
ĭahtaman hamoh karqayku
kolehyopi k'uči yuyayĭawan⁸
yača-kunaykupah.

Then, with a brisk walk,
before the sun could catch
up with us, we would come
to school in the big town
with a mind eager to
learn.

nitah čay hina watakunapeqa
kunampi hinaču unibersidád
sutyohpis karqarahču,
čayraykutah astawan yačayta
munaspa, čay títulos ninku
čaykunata mask'aspatah,
q"apahkunahpa wawasniĭan
wah karu ĭahtasman pureh
kanku.

At that time there was
no university, and so
only the children of the
rich who wanted to learn
more or to obtain a degree
would go to other far away
cities.

čay hinaĭa kah karqa kawsey
ñawpa watakunapeqa.

That is the way life used to
be in the years gone by.

NOTES

- ¹ Lit. 'we used to know...'
- ² k'iski 'tight', k'iskiĭapi 'just tightly' i.e. crowded.
- ³ čay pačapi on that occasion; čay may pačapičus 'at that time'
- ⁴ -ta has an adverbial function; lit. 'hill still hill', the repetition gives an idea of the distance.
- ⁵ 'our (incl.) sun father' i.e. the sun.
- ⁶ č"apuy 'to soak, to submerge in a liquid, to mix'; in this case at dawn the day "mixes in" with the night. č"apuĭata 'at dawn'; č"apu č"apuĭata 'at the crack of dawn'.
- ⁷ Notice that in this construction where obligatory habitual action in the past is expressed, the personal suffix is added to the -na form.
- ⁸ lit. 'just with agile thought'.

"ñawpa watakunapi"

ñawpa watakunapeqa İahtay huč'uyĭa kərqa. yankunatapı
 tawatačus p"ısqalatačus řehseh kayku. manan kunampi hinaču
 awtoskunapis k'iskiĭapiču puri-koh kah kərqanku. kunan
 waynakunata řikuspaqa asi-kuĭaniña. tukuy imamanta q'ewača-kuyĭata
 munanku. k"uskan p'unčay puriytapı q"eĭa-kuĭankuña. ñawpapeqa,
 čay may pačapičus noqan wayna kərqani, čay pačapeqa, eskwelaman
 čayanaykupahqa, orqon orqontarah burinayku kərqa. manarah
 inti taytačah k'ančamusahın, č"apu č"apuĭata sayari-kunayku
 kah kərqa. mayuĭaman hwıraq'aspa čiri yakuĭawan uyatapı

up"ərpari-kuh kayku. čayməntatah k'uči puriyİapi manən inti tayta taripači-kuspa, hatun İahtaman hamoh kərqayku kolehyopi k'uči yuyayİawan yača-kunaykupəh. nitəh čay hina watakunəpeqa kunampi hinaču unibersidád sutiyohips kərqarəhču, čayraykutəh astawan yačayta munaspa, čay títulos ninku čaykunata məsk'əspatəh, q"əpahkunəhpa wawasniİən wah karu İahtasman pureh kənkü. čay hincİə kəh kərqa kawsay nəwpa watakunəpeqa.

Response drill based on Reading Selection

"nawpa watakunapi"

1. yačankiču imaynačus řipoh watakunapi İahtəy kasqanta?
2. məšk"ə yənkunatatəh čay watakunəpi řəhsərqayku?
3. kunən waynəkunəri imaynatəh kənkü?
4. məšk"atatah nəwpa řunəkunə eskwelaman čayənəykunəh pureh kərqayku?
5. suməh sut'iyəytaču səyəri-koh kərqayku?
6. maypitaḥ up"a-koh kərqayku?
7. čay watakunapiri unibersidád řəhsi-korqañaču?
8. pikunəİataḥ titulusta məsk'əspa wah karu İahtasman pureh kərqənkü?

Listening-In

don domingoh wasimpi čuhče k'utuyta wəkiykučisqənkü. nəq"áčə kunitan kameqa məy č"ika řunačus tanta-kunkuñəpis. kay uma řut"uku kostumbreqa qolqé orq"onəİəpəh sirbin. huč'uy wawəta

hap'iytewan, sapa řunakuna mašk"atačá munasqankuta t'inkata hina čura-kuspa, čay wawahpa čuhčitanta k'utuykačanku. sapa uhtah iməpahčus čay k'utusqanku čuhčata wasinkuman əpa-kunkupis, mana noqaqa yačaniču. mana qolqey kasqanrayku mana čay čuhča k'utuyman řerqaniču, iča q"awawankumanpis nispatəh. uhyarimuyman karqa tiñisqa piskuyoh yakitusta, iča qowista wəlpastapis kunan qararenqanku. imanasuntah, tukuy čayta piyerdeniña.

Conversations

I.

- A. Shouldn't we go to the hair cutting ceremony?
 B. Where (abouts) is that?
 A. I don't know yet, they only let me know that there was a hair cutting ceremony.
 B. Let's go then, we'll ask.

II.

- A. Don Domingo, we come to visit you.
 B. Oh fine, it's good that you have come. Come in, please.
 A. We are going to have our Luchito's hair cut.
 B. Yes, that's why we are getting ready.

III.

- A. How much should I put as an offering?
 B. Whatever you wish, it will be something indeed.
 A. O.K., I'll put six thousand for the time being.
 B. O.K., may God reward you. May your children develop nicely.

Cochabamba, Bolivia

UNIT TWENTY-THREE

Dialogue

The anthropologist asks Simuco about the town's fiesta. They then go to the steward's house. A. Anthropologist. B. Simuco. C. Don Severino, the steward.

A. to be accustomed to

yačay

Do you usually celebrate the feast of Saint Peter?

sapa wataču san pedro
fyestata řuwa-kúy
yačankičah?

B. mass

misa

person who helps the steward at a fiesta

pasante

Yes, but some years the stewards only have mass said.

arí, wakin wataspi pero
misařata qonku pasantesqa.

A. Only a mass? Well, why?

misařata? imarayku á?

B. depend

pendey

Well, that depends on the stewards. Some have money, others don't.

pasantesmanta penden čayqa
ari. wakin qolqeyuh,
wakin mana.

stingy

mič'a

Some are stingy, others just spend.

wakín mič'as kanku, wakintah
kačari-kuřanku.

Well, it depends on all that.

tukuy čaymanta penden, ari.

A. And they feed everyone in town?

tukuy pwebloh řunanmanču
čantá mik"učinku?

B. Anybody who wants it and those who come from another town also.

tukuy munahkunaman ari, wah
pweblomanta
hamohkunamampis.

A. And so don't they pay for what they eat?

maná mik"usqankumanta
pagáiv yačankuri?

B. How could one pay in a fiesta?

imaynatá fyestapi
pagasunri?

A. Can't the stewards sell the food?

maná pasantesqa mik"uná
bendenkumənču?

B. invite

imbitay

charge

kobray

And no one could charge a fellow Christian.

nitah ni pipis, uh imbitasqa
kristyanu masitaqa
kobráy etinmanču.

A. lunch

almwerso

Where will today's lunch be?

maypí kunán almwersó kanqari?

B. steward, person in charge of organizing a fiesta

mayordumu

At the steward's house

mayordumuh wasimpi

A. Where is the house? Could we go?

maypí čay wasiri? řiy atisunmanču?

B band
around there

banda
čaynehpi

Where that band is playing, around there.

čay banda waqa-kusan, čaynehpi.

kind of rocket

kamareta

There, but there they shoot rockets.

haqay, pero haqaypí kamaretasta kacarisankoqa.

B. That's the steward's house.

čayqa pasantehpa wasin.

Don Severino, we have come to visit.

don seberino, bisitareh hamuyku.

C. Come in, come in, gentlemen.

yayurimuyčah, yaykurimuyčah, weraqočitus.

B. introduce

presentay

This gentlemen is my friend. I'll introduce you, Don Severino.

kay weraqoča amiguy. presentarisqayki, don seberino.

C. You must have come to enjoy the fiesta, Sir.

fyestari-kuhčá hamurerqanki, weraqoča.

A. remain

q"epa-kuy

Yes, if I get accustomed I may stay.

arí tumpata. yača-kuľasah čayri ičas q"epa-kusqayman.

C. I don't believe you'll
get accustomed.

mana kreemanču
yača-kapunaykitaqa.

A. Well, but with such good
gentlemen I would be happy,
rather.

pero kay hina sumah
weraqočaswanqa antis
kusiłapičá kari-kuyman,
arí.

C. girl

sipaku

Then I would bring you a
nice girl. What do you say?

čay entós uh sumah sipakuta
aparqanpuykiman. ima
ninkiteh?

A. Why not!

imaraykú manari!

C. Don't make me laugh.

ha, ha, ama asiči-kuyču.

life

bida

You don't know what life in the
country is like yet.

manarah qan řehsisqankiču
čahra bidataqa.

B. procession

prosisyón

I think it's time. The
procession is about to
begin.

ñachus sina oraña. prosisyón
qafarinqaña.

A. beat, ring

wahstay

Yes. Those bells are ringing
also.

arí. čay kampanaspis
wahstaykusankuña.

B. light, fire

kanaykuy

They say our steward is
going to build a big
bonfire.

kunan č' sis pasantenčah
č"ika hatunta
kanaykurenqa kasqa.

A. What is a bonfire?

imətah kanakuri?

fire cracker

kweti

dry branch

čashra

explode

tohayay

B. Well, he will burn tree
trunks and dry branches and
he will light firecrackers.

řup"aćenqa š kurkusta
č'awhrastawən,
kwetiIustatah
tohyančenqa.

A. Is he even going to
burn tree trunks?

kurkustapuniču
řup"aćenqa?

B. wood

Iant'a

Yes, with lots of firewood.

arí. ašk"a Iant'atawan

A. Well, then we'll go see.

entonsis, q"awarimusun á?

B. Yes, there will be nice
cholas too.

arí, čolitaspis kaIenqatah.

Dialogue Review

- A. sapa wataču san pedro fyestata řuwa-kúy yačankičah?
- B. arí, wakin wataspi pero misaĭata qonku pasantesqa.
- A. misaĭata? imarayku á?
- B. pasantesmanta penden čayqa ari. wakin qolqeyuh, wakin mana. wakín mič'as kanku, wakintah kačari-kuĭanku. tukuy čaymanta penden, ari.
- A. maná čantá sentú p'iña-kunri, mana sumahta fyestapohtiykičahri?
- B. imayná manari. p'iña-kuyta yačan. qayna watapipis q'alá č'akiykučin čahrakuhata, may č'ika tarpukunatah wańorqanku.
- A. sumeh pasantesri imaynatá fyestata řuwari-kúy yačankuri? imatatah qan ninki?
- B. tawa p'išqa kiĭapipuni tukúy imata alistaykuričinku.
may č'ika wakas uwihas wańun ayčaĭapahreh. uh tarpuypuni papa sarapis mik"una řuwačinankupah.
- A. tukuy pwebloh řunanmanču čantá mik'učinku?
- B. tukuy munəhkunəman ari, wah pweblomanta hamohkunəmampis.
- A. mané mik"usqankumanta pagáy yačankuri?
- B. imaynatá fyestapi pagasunri?
- A. maná pasantesqa mik"uná bendenkumanču?
- B. nitəh ni pipis, uh imbitasqa kristyanu masitaqa kobraý atinmanču.
- A. məypíkunan almwersó kanqari?
- B. mayordumuh wasimpi.

- A. maypí čay wasiri? řiy atisunmenču?
- B. čay banda waqa-kusən čaynehpi.
- A. haqay, pero haqaypí kaməretasta kačarisankoqa.
- B. čayqa pasəntehpa wasin. don seberino, bisitəreh ha muyku.
- C. yaykurimuyčah, yaykurimuyčah, weraqočitus.
- B. kay wereqoča amiguy. presentarisqayki, don seberino.
- C. fyestari-kuhčá hamurerqanki, weraqoča.
- A. arí tumpata. yača-kuřasəh čayri ičas q"epa-kusqayman.
- C. mana kreemanču yača-kəpunaykitaqa.
- A. pero kay hina sumah weraqočaswanqa antis kusiřapičá kari-kuyman, ari.
- C. čay entós uh sumah sipakuta aparqampuykiman. ima ninkitah?
- A. imaraykú manari!
- C. hə, ha, ama asiči-kuyču. manarah qan rehsisqənkiču čahra bidətaqa.
- B. ñəčus sina oraña. prosisyón qařarinqaña.
- A. arí. čay kəmpanaspis wahtaykusankuña.
- B. kunan č'isis pasəntenčah č"ika hatunta kənyakurenqa kasqa.
- A. imatah kənakuri?
- B. řup"ačenqa á kurkusta č'awhrəstawan, kwetiřustatah tohyəčenqa.
- A. kurkustapuniču řup"ačenqa?
- B. arí. ašk"a řant'ətawan.
- A. entonsis q"awarimusun é?
- B. arí, čolitaspis kəřanqatah.

Grammar Review

Response drills based on dialogue 23.

1. qan yačankiču imačus uh pasante kasqanta?
2. imaynatah čay pasantes kayta yačanku?
3. syertoču^{čantá}uh sumah fyestapeqa wakastapuni ñak'arinku?
4. tukuy čay hinamantapuniri, imapahtah řuwankuri?
5. mašk'atá čay řunakuna mik'usqankumanta pagáy yačanku?
6. kunan wata fyesta imaynatah kanán yuyanki?
7. pitatah mayordomomanta sutičanku?
8. yačankiču pitačus čolitas nispa nisqankutah?
9. kanakupi čolitas kanqaču kasqa?
10. qan řehsinkiču kanakutaqa?

Review drill: The suffixes -wa and -su; -yki and -ykičah with verbs.

Translate the following sentences:

1. What chicha do you like?
2. Do you feel like having just potatoes?
3. Who invited you?
4. The owner invited me.
5. My husband abandoned me.
6. I love you.
7. We will lend you money.
8. They already paid us.
9. He will give you the money.
10. Give me some, please.

Grammar points

The suffixes -wa and -su occur in verbals with the form -na immediately before the personal suffix: qc-na-wa-n 'his giving me'.

Drill

Translate the following:

1. qonawaykičah.
2. ninawanku.
3. řikunawayki.
4. qonasunku.
5. munanasuyki.
6. qonawaykičah.

Notice the occurrence of -wa and -su before final suffixes except -wah and -sah:

<u>-rqa</u>	<u>qosoreqa</u>	'he gave you'
<u>-sqa</u>	<u>qosusqa</u>	'that he gave you'
<u>-nqa</u>	<u>pagasonqa</u>	'he will pay you'
<u>-y</u>	<u>qoway</u>	'Give me!'
<u>-spa</u>	<u>qowaspa</u>	'giving me'

Drill

Translate the following:

1. yanapasorqa.
2. niwarqa.
3. pagasonqanku.
4. yanapawayčah.
5. mik"učisorqa.
6. bendewaspa.

Reading selection

"imastarahčus řehsinkičahpis"

NEW WORDS

hanah	'above'	wañučinaku	'killing'
pača	'world'	geřa	'war'
p"away	'fly'	p"iriy	'destroy'
kwete	'rocket'	urmay	'fall'
řadyo	'radio'	uma	'thought'
telebisyon	'television'	činu	'Chinese'
teatru	'theater'	k"uyay	'love, respect'
aqoyraki	'misfortune'		

imastarahčus řehsinkičahpis.

imastawanrahčus řehsinkičahpis

hamoh watakunapeqa.

ñan řunaqa hanah pečamampis¹

p"awarinña, čay kwetes ninku

čaykunapi, mama kiĪamampis

čayaykutaqa munasqankuña.²

What more will you know!

I wonder what more you will

know in the years to come.

Man has already flown to the

sky, in those rockets they

are almost getting to the

moon.

ninku hamoh watakunapah kay karu
čahrəypipis řadyo telebisyones
řehsi-kunənta.³

The way in the years to come
radios and televisions will
be known in my far away
fields.

manarah čaykunamentaga imasčus
kasqankutapis yačaykurəhču,
iča wawasniřayku yačarerqənkū,⁴
iča paykuna teatrusmanpis
řenqənkū, telebisyón nisqatapis
řanti-konqaku.

We don't yet know about those
things, whatever they may
be, perhaps our children
will know them, perhaps
they will go to the theater
and buy this so-called
television.

imasrahčus ma kanqəču hamoh
watakunapeqa.

I wonder what else there will
be in the years to come!

kunampeqa tukuyrintin hařp'apis
huč'uyřařa řunah yačaynimpahqa.

The whole world is too small
for man's knowledge.

aman⁵ ni ima aqoyraki hamučunču,
aman wařučina-kus nitəh geřas
nisqakuna čayamučunkuču.

May there come no misfortune,
may there be no killings
or wars.

imaraykučus yačah řunəkunamin
ninku q"apah řahtəkunamanta
p"irinakuyřa munəsqankuta,
uhtah uhpə urmayniřn
mask'anqanta.

Because men that know say that
powerful lands want to
destroy each other, that each
one strives for the downfall
of the other.

manan čay hina čehnina-kuy
hamohtenqa iča hamoh
watakunapi wəwasninčah
aswan kusiypi kawsanqankū,
sumah umatač kay kunan
tatasninkumanta hap'ispa,
mančay k'ača sonqowan
yurəhkunapis, činuspis, yanaspis
kəčunku, k"uyana-kuspa,
yanapana-kuspa kəwsa-konqankū.

If these hatreds don't come,
perhaps in the years to
come our children will
live more happily,
learning wise thoughts
from their parents, with
good will. White, Chinese
or black people will live
respecting and helping
one another.

NOTES

¹hanah pača 'heaven'. In colloquial style one uses syelo.

²čayáy munay 'to want to arrive', also 'to be about to arrive'; this is true of any infinitive in the accusative plus the verb muna-.

³There is no agreement here.

⁴Lit. 'not yet'; 'about those'; 'what' (pl.) (i.e. things); 'they also are'; 'we know still'; 'We don't yet know about those things, whatever they may be'.

⁵The negative particle ama commonly occurs with verbs plus the verbal suffix -ču.

⁶Lit. 'good head' (wise thoughts) from their now parents (from their parents) taking hold of, seizing (learning)'.
"imastarahčus rehsinkičahpis"

imastawanrahčus řehsinkičahpis hamoh watakunapeqa. ñan řunaqa hanah pačamampis p"awarinña, čay kuwetes ninku čaykunapi, mama kiřamampis čayaykutaqa munasqankuña. ninku hamoh watakunapah kay karu čahraypipis řadyos, telebisiyones řehsi-kumanta. manerah čaykunamantaqa imasčus kasqankutapis yačaykurahču, iča wawasniřaykuña yačarenqanku, iča paykuna teatrusmampis řenqaku, telebisiyón nisqatapis řanti-konqaku. imasrahčus ma kanqachu hamoh watakunapeqa. kunanpeqa tukuyrintin hařp'apis huč'uyřaña řunah yačaynimpahqa. aman ni ima aqoyraki hamučunču, aman wañučina-kus nitah geřas nisqakuna čayamučunkuču. imaraykučus yačah řunakunamin ninku q"apah řahtakunamanta p"irinə-kuyřa munasqankuta, uhta uhpe urmayniřan mask'asqanta. manan čay hina čehnina-kuy hamohtenqa iča hamoh watakunapi wawasninčah, aswan kusiypi kawsanqanku, sumeh umata kay kunan tatasninkumanta

hap'ispa, mančay k'ača sonqowan yurəhkunəpis, činuspis, yanaspis
kačunku, k"uyana-kuspa, yanapana-kuspa kawsa-konqanku.

Response drill based on Reading Selection

"imastarahčus řehsinkičəhpis"

1. maymantəh řunakuna p"awərinkuñə?
2. maymantəh čay kuwetes nisqəkunəpi čəyayta munəsqanku?
3. karu čəhrəspi řədiyos telebisioyoməsqən řehsi-kunkuñəču?
4. pikunatah řədiyusta telebisioyoməstəwan hamoh watakunəpi řehsenqanku?
5. iməstətah noqančəh řunakuna mana hamunəntə munanənčəh?
6. iməstətah ninku q"apəh řəhtəkunəməntə yačəh řunakuna?
7. mana čəy hina čəhnina-kuy hamohtin, iməynatah hamoh watakuna kanqanku?

Listening-In

mančay hatun fiestayku čəyaykurimusqan. tukuy kay orqo
k'učunəhpi kawsah řunakuna suməhtañən suyaykusqayku hatun
fyestaykuta. kay k'učunəhpi kawsəhkunəhpataqa san pedro fyesta
aswan hatun fyesta. čəy hina p'unčəy čəyəmohtin, ñəwpəh
tutanməntə pačəñə čəypis, suməh č"ahwəřəpi kawsərisqayku.
kampanas, kaməretaswan, kuwetilus, bəndəwan, manən səmaspa
q"apərenqanku kinsa p'unčəyta. may č"ikanta uh tutəpi,
hatučəčəh kurkustəpuni řup"aričispa, haqay orqo puntəpi
kanərimusqayku. wakəs uwehas wəñunanku tiyən, tərpu papəpuni

wayk'u-konqa, fanega saramantatah may sumah aq'ă řuwa-konqa.
 ahnata noqaykoqa san pedro patronniykohpa fyestanta řuwari-kuy
 yačayku. qampis munaspaqa hamuřay. tukupəh mik'una, tukuypah
 uhyanantin qasiřapi kanqənku.

Conversations

I.

A. They are looking for a steward.

B. What is that?

A. The man who will take charge of the fiesta next year.

B. For that they have to choose the one who is richest.

II.

A. Do you know how to give (make) the fiesta just fine?

B. The fiesta depends on the steward.

A. Don't you men know how to collect money in order to give a good fiesta?

B. Yes, we collect it, but the steward puts in much more.

III.

A. Would you like to go to the bonfire?

B. Yes, let's go, they say there will also be cholitas there.

A. Yes, I know who will go.

B. Then at dusk you will come by for me.

UNIT TWENTY FOUR

Dialogue

Don Rodón is home from a trip abroad. Alejo comes to welcome him. R. Rodón. A. Alejo.

R. Who is it?

pitah?

A. Me.

noqa.

R. What is it? (What do you say?) imatatah ninki?

A. answer

kontestay

Who is answering me?

pitah čaytá kontestamuwasqanri?

R. Well, the owner of the house.

wasiyoh ari.

A. voice

bos

Whose voice is that? It's Don Rodón, probably.

pitah čay nina bosniyohri?
don řodó sinaqa.

R. It's him, the same one, it wouldn't be another.

paypuni ari, kikiĭampuni
mana wahču kanqá.

- A. resemble řič'ačiy
 But because of your accent pero noqá čay bosniykimantaqa
 it sounded like someone else. as wahmantah řič'ačipuyki á.
- R. I often change my accent. mučas beses noqaqa kambiyałani
 bosniytaqa.
 someone from Tarija tariheño
 someone from Santa Cruz kruseño
 become tukuy
 I become someone from Tarija tariheñomanpis kruseñomanpis
 or Santa Cruz. tukuytaqa tukułani noqaqa.
- A. Every time you get drunk sapa mačaykuspačá bosniykitá
 you change your accent. kambiyawah.
- R. English inglis
 When I get drunk I not only mačaykuspaqa manan čayłataču
 speak that, I even speak parlani, asta inglispapis,
 English and everything. tukuy imatapis parlałani
 noqaqa.
- A. a few days ago qanimpa
 get involved mete-kuy
 But we were speaking to pero may ima k'ačata
 each other so nicely. parla-kusarqančah qanimpa.
 Why do you meddle with imapahtah qan inglisman
 English? mete-kunki á?

R. Well, in order to learn
somehow.

imaynañamantapis yačari-kunapah
ari.

A. son
understand

čuri
hap'eqay

But, as you know, the sons
of the land have to
understand where we are,
where we are born.

pero, yačanki hina haĭp'ah
čurinkunaqa hap'eqana
kasqan kay maypičus kančah,
maymantačus nasi-kunčah.

We have to talk the language
of our native land.

haĭp'ančahpa siminta
parla-kunančah tiyan ari.

R. foreign, foreigner

estranhero

Yes, as for speaking, I
speak, but I want to
learn foreign languages.

arí, parlaytaqa parlañani, pero
noqaqa munani estranhero
simitapis parlari-kuyta.

A. If it is so, that's the
way it is.

čaytah hinaqa, hina kasqanki
ari.

while

watuy

turn one's back

wasančay

Born sometime ago and then
disappearing for a while,
he turns his back on his
country.

unaypi nasi-kuh, watuyñata
činkaspatah haĭp'anta
wasančapuh.

R. nonsense

sonsera

You are talking nonsense,
Don Alejo. Aren't we
speaking in the language
of our country right now?

sonserás parlasqanki, tata
aleho. manaču kunitampipis
haĭp'a siminčahpi
parla-kusqančahri?

A. white blond person

k'anka

But when you get drunk you don't know your friends, and speaking English you just want to become a Yanki.

pero imatah mačaykurispaqa manañan řehsi-kúy munankiču, inglistatah oq'arispera k'ankalaman tukúy munanki.

R. companion

kompañeru

Since when have I been your equal?

mayta kunan noqá kompañeru masiykiču kasqani imatáh?

And coming from far away we become a different kind of man. Or does one travel for nothing?

karumanta hamuspatahri wah hina řunaña kutimunčah ari. hinałapahču řinčah, imatahri?

A. That is what I tell you, and you will always like that, to leave your home and travel to far away lands.

čaytah čaytapuni niykitaħqa, qantatah čaypuničá gustasunkiman, wasinta saqey, karu hałp'asta purimuy.

R. observe

ohserbay

Why should we talk about anything, Don Alejo. Your coming to see me, wasn't just to look at me.

imapahña ni imatapis parlasun, tata aleho. hamuriwaspatah, manačá ohserbahču hamuwarqanki.

A. glass

basu

drink

tomay

No, it wasn't just for that. I said. He comes from so far, that I would drink a glass of chicha with Compadre Rodón.

nitah čayta mask'ahtahču ari. č'ika karumanta čayamusan, hina uh basu aq'atá kurpa řodowan tomaykamuyman nerqani.

R. "comadre" kuma
(onomatopoetic word) tiw!

In that case, they say
chicha is very good
at Comadre Pulika's.

hina čay entonsis kumá
pulikaŋpi aq"ā tiw
nirisqan ninku.

A. arrival Iegada

Then, let's go drink to
your good arrival.

čay entonsis arí. tomaykurimuna
sumah Iegadaykipah.

Dialogue Review

- R. pitah?
- A. noqa.
- R. imatatah ninki?
- A. pitah čaytá kontestamuwasqanrí?
- R. wasiyoh ari.
- A. pitah čay hina bosniyohri? don řodó sinaqa.
- R. paypuni ari, kikiřampuni, mana wahču kanqá.
- A. pero noqá čay bosniykimantaqa as wahmantah rič'ačipuyki á.
- R. mučas beses noqaqa kambiyařani bosniytaqa. tariheňomampis kruseňomampis tukuytaqa tukuřani noqaqa.
- A. sapa mačaykuspačá bosniykitá kambiyawah.
- R. mačaykuspaqa manan čayřataču parlani, asta inglistapis, tukuy imatapís parlařani noqaqa.
- A. pero may ima k'ačata parla-kusarqančah qanimpa. imapahtah qan inglisman mete-kunki á?
- R. imaynařamantapis yačari-kunapah ari.
- A. pero, yačanki hina hařp'ah čurinkunaqa hap'eqana kasqan kay maypičus kančah, maymantačus nasi-kunčah. hařp'ančahpa siminta parla-kunačah tiyan ari.
- R. arí, parlaytaqa parlařani, pero noqaqa munani estranhero simitapis parlari-kuyta.
- A. čaytah hinaqa, hina kasqanki ari. unaypi nasi-kuh, watuyřata činkaspatah hařp'anta wasančapuh.
- R. sonserás parlasqanki, tata aleho. manaču kunitampipis hařp'a siminčahpi parla-kusqančahri?
- A. pero imatah mačaykurispaqa manaňan rehsi-kúy munankiču, inglistatah oq"aríska k'ančařaman tukúy munanki.

- R. mayta kunan noqá kompañero masiykiču kasqani imatáh?
karumanta hamuspatahri wah hina řunaña kutimunčah ari.
hinařapahču řinčah, imatahri?
- A. čaytah čaytapuni niykitahqa, qantatah čaypuničá
gustasunkiman, wasinta saqey, karu hařp'asta puriruy.
- R. imapahña ni imatapis parlasun, tata aleho. hamuriwaspatah,
manačá ohserbahču hamuwarqanki.
- A. nitah čayta mask'antahču ari. č"ika karumanta čayamusan,
hina uh basu aq"atá kumpa řodowan tomaykamuyman nerqani.
- R. hina čay entonsis kumá pulikahpi aq"a tiw nirisqan ninku.
- A. čay entonsis ari. tomaykurimuna sumah řegadaykipah.

Grammar Review

Response drill based on dialogue 24.

1. pitah čawpi tutata don řodoh punkunta takaykusqan?
2. bosninmantaqa don aleho řehsíy atiřanču don řodota?
3. sapa mačaykuspa imatatah bosninta kambiyah řuna parlah kasqa?
4. čayta uyarispa imatá nerqa don aleho?
5. imatatah hařp'ah čurinkuna řuwananku kasqa?
6. imaraykutah don řodó mana hařp'ampa simimpi parla-kúy munanču?
7. imayna řunatah kay don řodó kasqa?
8. hařp'aykehpa simin gustasunkiču?
9. imaraykutah q'eswata yačáy munaki?
10. ima niwanki? antrupólogo? imá čayri?

Reading selection

"imapahtah wah simí yača-kunčah?"

NEW WORDS

simi	'mouth, language'	parlay	'talk'
q'eswa	'Quechua'	ura	'down, below'
mete-kuy	'meddle'	čimpaykuy	'approach'

imapahtah wah simí yačankunčah?
kay q'eswa simiywantahri iča
qankunamanqa uma nanayřata
qosqaykičahman.

manamin čayqa hučayču.

Why we learn another language?
Perhaps I am only giving you
a headache with my Quechua
language.

That is not my fault.

čay hina k'ača simiyoh kasqaspa¹ Having such a beautiful language
qankunapuni mete-kuy munarqankičah you wanted to meddle with this
kay indyukunah parlayninman. Indian language.

yačayniykičahpi yanapariyīata Wanting to help you in your
munaspatah noqapis tukuy learning, I have done all
kaykunata řuwaripuykičah. this for you.

sumah sonqota, sumah umatawan May God give you kind hearts
dyus tatančah qosunkičah, and good understanding, so
usgayīapi kay simita that learning this language
yačarqospa, wah gringu quickly, and teaching other
masisniykičahman qankunapis foreigner like you the same
yačayta kikiřanmantatah way, you will come to those
qorispa² haqay ura³ Southern lands.
hařp'akunanehman hamurinaykičahpah.

imaraykučus řunaqa Because we can know other
parlanari-kuspařa řehsina-kúy people by talking to one
atinčah, wah simita yača-kuhtah another, and to learn
wah řunahpa kawsayninmanta another language is to
yačariy munay. wish to begin to know about
the life of other people.

kay yačay wasitah, kay kornel This place of learning this
sutiyoh unibersidadtahri, university called Cornell
tukuypah sumah kananta yuyaspa, thinking about the well being
aswan karu hařp'aspi of all (men) has its men of
kawsa-kohkunahpa simisninta learning bring the speech of
yačah řunakunawan aparičimun. those who live in far away
qankunamantah čay řunakuna lands. And those men teach
tukuy imayna simismanta you languages of all sorts
yačayta qosunkičah, karu so that you will come near
hařp'aspi kawsah řunakunaman men of far away lands, so
čimpaykurinaykičahpah, uh that one man will know
řuna wah řunah kawsayninman about the life of another
yačanampah, tukuyrintin man, and so that respect
řahtakunapitah k"uyayřan and love will grow in all
wiřanampah. lands.

NOTES

¹Lit. 'That way beautiful mouth with being' i.e. 'Having such a beautiful language'.

²yačayta qoy 'give knowledge' i.e. 'teach'.

³'down' i.e. toward the South.

"imapahtah wah simí yača-kunačah?"

kay q"eswa simiywantahri iča qankunamanqa uma nanaylata qosqaykičahman, manamin čayqa hučayču, čay hina k'ača simiyoh kasqaspa qankunapuni mete-kúy munarqankičah kay indyukunah parlayninaman. yačayniykičahpi yanapariylata munaspatah, noqapis tukuy kaykunata řuwaripuykičah. sumah sonqota, sumah umatawan diyus tatančah qosunkičah, usqaylapi kay simita yačarqospa, wah gringu masisriykičahman qankunapis yačayta kikiľanmantatah qorispa, haqay ura haľp'akunanehman hamurinaykičahpah. imaraykučus řunaqa parlanari-kuspaľa řehsina-kuy atinčah, wah simita yačakuhtah wah řunahpa kawsayninmanta yačaríy munay. kay yačay wasitah, kay kornel sutiyoh universidadtahri, tukuypah sumah kananta yuyaspa, aswan karu haľp'aspi kawsa-kohkunahpa simisninta yačah řunakunawan aparíčimun. qankunamantah čay řunakuna tukuy imayna simismanta yačayta qosunkičah, karu haľp'aspi kawsah řunakunaman čimpaykurinaykičahpah, uh řuna wah řunah kawsayninman yačanapah, tukuynintin ľahtakunapitah k"uyayľan munayľan wiňanampah.

Listening-In

haqay don řodón k'ankaspa ľahtanmanta čayaykamusqa. řikuriwahčah kunanqa, manaña haľp'ančahpa simimpipis parlari-kuyta munanču čay hoberokuna simiľampiña, inglisľapiña, parláy munan. pero ahnaľapuni karqa kay don řodonqa, huč'uy kasqanmanta pača

wah IahťasIata purikačaykuy gustan. may č"ika unaymanta kunampis čayaykamusqan.

- A. hina manaču sumah Iegadata řuwarqamusunman kay don řodota.
 B. maytatah pero. mačaykuspaqa inglisIamanña sat'i-konga, noqančahtah manan hap'eqay atisunču ni parlasqaIantapis, haku antis doña polikahman čaypi iskayniIañah uhyaykamusunman, aq"apis tiw nirisqan ninku.
 A. pero doña polikahpaitunitahčarı don řodopisqá.
 B. baya entós, imanasuntah, haku řina, ari.

Conversations

I.

- A. Oh, Don Rodon! Where are you appearing from?
 B. Just from over here, Tata Asencio. I came to see my country.
 A. How long ago is it that you last visited us?
 B. It must be some fifteen years since I left.

II.

- A. We will drink to your good arrival, Don Rodon.
 B. Alright. Then, let's drink. Let it be to your health.
 A. No, to your health first.
 B. Then to the two of us, to our health.
 A. Fine.

III.

- A. Why do you want to speak only in English, Don Rodon?
 B. I am about to forget our Quechua language.

24.12

- A. But getting lost for such a long time!
- B. Being that way that's the way it is, but I'll be remembering in a little bit, probably.

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