

Pedagogical Information and Drills for the Asuriní Language

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SECTION 1. SHORT CONVERSATIONS

1. Q. Má'ee pa. "What is it?"
 thing question
- A. Anóhi. "Nothing."
2. Q. Má'ee pa. "What is it?"
- A. 1. Ipíraa. "Fish."
 2. Sáwara. "Dog".
 3. Wýŋee. "People".
 4. Kamáraa. "Brazilian".
 5. Ýhara. "Canoe".
 6. Mísara. "Deer".
 7. Tátoa. "Tatu".
 8. Akýkya. "Big monkey".
 9. Tapí'ira. "Tapir".
 10. Sakópema. "Jacu ". (type of bird)
3. Q. Áwaa pa. "Who is it?"
 person question
- A. Áwaa rimo. "I don't know."
 person indefinite
4. Q. Áwaa pa. "Who is it?"
- A. 1. Ísee. "It's I."
 2. Anóhi. "no one".
 3. Kamáraa. "Brazilian".
 4. Será?yra. "my son".
 5. (any name) (any name)
5. Q. Mó pa ihas. "Where did he go?"
 place indef. question he goes
- A. 1. Kwé ihas. "He went far away."
 far he went
2. Pé ihas. "He went nearby."
 nearby he went
3. Ahaý'ym. "He didn't go."
 he goes negative

5. Q. Mó pa ihas. "Where did he go?"
 place indef. question he goes
- A. 4. Mō rimo. "I don't know."
 place indef. unattested
6. Q. Máraa pa ereápo ywyrápara.
 how question you make bow
- A. Aápo heréka ípina.
 I make linear action scraping
7. Q. Má'ee ramo pa erehapóta. "Why are you going?"
 what result question you-go-will
- A. Mísara mo asókapóta oéha. "I am going to kill a deer."
 deer some I-kill-will I go

SECTION 2. NOUNS

Nouns as words and expressions always occur with the affix *-a* function marker for nouns (with the allomorph *-e* which occurs only after *-e*).

For a more detailed description of how nouns are formed, see grammar statement, and for a more complete list of nouns, see the lexicon file. Here are presented some of the shorter and more common nouns for quick mastery and use in the frames in the other sections.

Noun expressions made up of a single noun can fill the subject slot of verb less sentences. A good frame for learning is:

1. Q. (noun) pa. A. (noun) .
2. Q. (noun) pa. A. (anóhi) + noun base + *y'ym* + *a*)
 "No, it isn't a ..."

Example:

- Q. Nereómawa pa. "Is it your pet?"
 your pet question
- A. Sereómawa. "Yes, it is."
 my pet
- or A. Há. "Yes."
 or A. Á'ee. "Yes."
 or A. Anóhi. "No."
 or A. Anóhi sereomawy'yma. "No, it isn't my pet."
- or A. A sharp intake of breath with slight lift of eyebrows signifies an affirmative answer.

DRILL: Imagine appropriate situations, i.e. cooking, studying, visiting, etc. where the above frame would fit, using some of the following nouns, and practice it.

DRILL: In a live situation, record the answers to as many of the items as are available for questioning.

SOME NOUNS

1. Body Parts

ípaa	hand	íkyña	bone
iákyña	head	ikoákyña	finger
ípya	foot	ísora	neck
ipý'aa	stomach, liver	isóroa	mouth
í'awa	hair	isýwa	arm
ísia	nose	isýkee	side
héhaa	eye	(sero)wýa	blood
hósa	tooth	héweña	belly
íkoa	tongue		

2. Animals

sáwara	dog (jaguar)	wýra	bird
mása	snake	mísara	deer
sásia	ant	tapí'ira	tapir
sasí'oa	mosquito	heómawa	pet
sánoa	spider	orówoa	vulture
sawósia	tortoise	kóree	pig
akósia	agouti	siwá'aa	collared peccary
sakáree	alligator	tasáhoa	wild pig
ipíraa	fish		

3. Elements

ýwa	tree	sáhya	moon
'ýsa	earth	sahytátaa	stars
ýa	water	k ^w aráhya	sun
ítaa	stone	soówia	grass
yyk ^w ápia	stream	ká'aa	jungle
parano'óhoa	river	yýsiña	sand

4. Man's Works and Tools

pée	road	tátaa	fire
ek ^w opísaa	field	sá'ee	clay jar
petýsiŋa	paper (also pápee, from Portuguese <i>papel</i>)	apýkawa	sitting instrument or chair
imosywákawa	'writing instrument'	tópawa	lying instrument or hammock
arátaa	tin can (from Portuguese <i>lata</i>)	týroa	cloth
somiapápŋa	motor (also mótoa, from Portuguese <i>motor</i>)	kósa	gourd
áŋa	house	parátoa	pan
ýhara	canoe	tahak ^w ospia	spoon
		sýa	axe

5. Food

pétyma	tobacco	ýwaa	fruit
há'aa,	meat	awásia	corn
ma'eá'aa	game meat	sorómoa	squash
sátaa	banana	maní'ana	manioc
sóa	Brazil nut	ó'ia	manioc flour (farinha)

6. Miscellaneous

háwa	feather	óree	1 pe
hopí'aa	egg	péhee	2 p
ísee	1 s	kósoa	woman
énee	2 s	hée	woman
á'ee	3 s and p	akomá'ee	man
sánee	1 pi	ŋáa	man

7. Relationships

há'yra	son (man's)	héra	name
hásyra	daughter (man's)	ák ^w awa	Indian
imémyra	children (women's)	kamáraa	Brazilian
hátya	wife	tória	Brazilian
ímena	husband	ameríkana	American

SECTION 3. SHORT CONVERSATIONS BASED ON DESCRIPTIVE VERBS:

ipirí'as	warm (a person)	íkam	fat
ipiráhy	angry	í'am	has head hair
ipíren	thin and flat as a leaf	i'awóho	hairy
ipísiŋ	white	ínem	rotten
ipíroŋ	red	iwiseóho	big
ipíhe	smells	íram	bitter

ipíhon	black, dirty	héta	much, many
pípi	small	hé'e	good to eat, finished, ready
ipóko	long	hé'ys	many, much
iporaṅopípi	young	háhy	hurts
ipóhos	heavy	hón	black
ipóraṅ	young, pretty	hósme	sharp
ipytépan	alive	horywéte	happy
itemonóho	lie (tell a...)	íhym	smooth
itáwa	soft	iapó'a	round
týpy	water-deep	anóhi	no, none
týpam	dry	iawaópam	old (person)
ity'aráhy	hungry	iawáspam	worthless, ugly
ikáras	flat	iáro	pretty
ikánam	curved	ikáto	good

Question: Ipirí'as pa. "Is he angry?"
he hot question

Any of the descriptive verbs will yield the following types of answer:

1. Positive - repeat verb or á'ee, etc.
2. Negative - + anóhi + verb + neg. suffix y'ym.
3. Negative - + anóhi + verb + affixes n-____-ihi.

Person Prefixes are: se- I am _____
ne- you are _____
i/h he is _____ (on certain stems zero prefix with stem changes)
sene- we incl. are _____
ore- we excl. are _____
pe- you pl. are _____

Examples: Sepiráhy. "I'm angry." Serorywéte. "I'm happy."
Nepiráhy. "You're angry." Nerorywéte.
Ipiráhy. Horywéte.
Senepiráhy. etc.
Orepiráhy.
Pepiráhy.

Before affix class 5 there is morphophonemic change in certain stems. The stems are grouped thus:

1. Vowel final, i.e. ipiráhy - ipirahyóho.
2. S final changes from submember [y] ipirí'as to submember S, ipiri'asóho.
3. Nasal consonant final changes to non-stop non-nasal of same point of articulation, i.e. íkam - ikawóho.
4. Nasal consonant final which does not change, ipóraŋ - iporaŋóho.

Frame Drill for learning descriptive verbs will be:

- | | | | |
|----|----|----------|--|
| | 1. | Question | <u> (verb) </u> pa. |
| | 2. | Answer | <u> (verb) </u> . |
| or | 1. | Question | <u> (verb) </u> pa. |
| | 2. | Answer | anóhi <u> verb </u> y'ym. |
| or | 1. | Question | <u> (verb) </u> pa. |
| | 2. | Answer | anóhi n- <u> (verb) </u> -ihi. |

- Examples:**
- | | | |
|----|----------|----------------------|
| 1. | Íkam pa. | íkam. |
| 2. | Íkam pa. | anóhi ikawý'ym. |
| 3. | Íkam pa. | anóhi na (í) kawíhi. |

5th Order affixes of very frequent use are:

- | | |
|-------|--|
| -y'ym | negative |
| -oho | exaterative, possibly the most common of all, and used all over the place where we'd say, "He's <u>really</u> _____" or various other markers. |

Either of these constitutes a good frame for these verbs:

- Examples:**
- | | |
|-----------|---------------------------|
| Í'am pa. | "Does he have much hair?" |
| I'awóho. | "Does he ever ..." |
| I'awý'ym. | "No." |

Very often nouns are used in conjunction with these verbs in an equative relationship, i.e.

- | | |
|-----------|------------|
| Né'awa | ipóko. |
| your hair | it-is-long |

Frame: noun descriptive verb .

Drill: Use appropriate nouns with verbs.

It would be good to write down in a notebook which nouns have an affinity for which verbs and learn them together for automatic use at a later date, so that there will be no problem of pondering semantic limitations right in the middle of a conversation.

Examples: a woman (kósoa) is beautiful (iáro).

A young woman (kosé'ia) is beautiful (ipóran).

A girl

Food (hemí'oa) is good to eat (hé'e).

(Ywyrápara ikáto) A bow is useful, works.

(Akomá'ee háto) A man is strong, brave, hard.

i.e. the same quality that enables a man to move logs is the one that keeps him from running from enemy arrows. A house ... probably ikáto 'good' or iáro 'pretty'

The fatter the animal, the better (íkam) for eating.

Drill: Run through various hypothetical situations where an utterance of surprise or wonder is called for.

Isn't it big! Iwiseóho.

It really hurts! Háhy.

The intonation and final length is best learned from a native speaker.

SECTION 4. INTRANSITIVE VERBS (More common ones)

1. **Movement away from speaker,**
 horizontal
áha he goes
 (see irregular verbs)

óhem he leaves

2. **Movement towards speaker,**
 horizontal
ón he comes
 (see irregular verbs)

oséwyn he returns

ósan he arrives

3. **Movement in either...**
óson he runs
owéwe fly
owéwos swim
oáta walk

4. **Movement upwards**
ópan climb, ascend
oseópin climb

5. **Movement downwards**

ósym	descend
ó'an	fall

6. **Social Intercourse**

oporonéta	talk
opóka	laugh
okyýse	be afraid
osé'ej	talk
oseéjan	sing
oserósi	be afraid
osemoáras	play

7. **Body Position**

ó'om	stand
ó'am	lie down
oápyj	sit

8. **Body Function**

ópaŋ	wake up?
óken	sleep
óhes	
osékys	
osaá'a	cry

9. **Others**

ópoŋ	be pierced
ópam	run out, be finished
ókyn	rain
ówaŋ	turn
opýta	stay

1. **Frame + Subject: noun + pred.: intr. verb.**

Drill Find nouns which have a semantic affinity for each of these verbs and learn the pairs in the frame with proper rhythm, etc.

Examples:

Sáwara	óson.	"The dog is running, ran."
dog	he-ran	
Wýra	owéwe.	"The bird is flying, flew."
bird	it-flies	

2. **Frame + Verb + Affixes from Affix Order 5**

Drill: Group these verbs according to morphophonemic changes as in Section 3 and use the various suffixes as frames for learning.

Examples:

Óken.	"He slept."	Okeróho.	"He really slept, he slept big."
Okeráme.	"He's sleeping now."		
Okénta.	"He's going to sleep."		

Examples:

- Okery'ym. "He didn't sleep."
Okery'ymta. "He's not going to sleep."
Okentaráme. "He's going to sleep now."
Okéréte. "He sleeps a lot." (rare usage)
Okentaróho . "He's going to sleep now (but probably shouldn't be)."

3. Frame + Relational Phrase + Verb

Drill: This will have to be tied in with the section on relationals. The main problem will be when the subject is 3rd person and the predicate comes after the relational phrase. The verb then takes the deemphasized form.

Examples: (form: i- + stem /with morphophonemic change)

- (h) + i/s
κ^wé íhas. (instead of áha) "He went far away."
far he went
Ká'aa pype íátas. "He's hunting in the jungle."
jungle in he walks
Ywýk^wara pype í'ari. "He fell in the hole."
hole in he fell
Tópawa pype íkeri. "He's sleeping in the hammock."
hammock in he sleeps

4. Frame: Person prefix + stem

Drill: Learn all of the regular verbs with all of the person prefixes so that control is automatic.

- a- I
ere- you
o- he, she, it, they
sa- we inclusive
oro- we exclusive
pe- you plural and imperative
e- imperative

Examples: verb: to sit aápyη, ereápyη, oápyη,
saápyη, oroápyη, peápyη, eápyη.

Frame: (Negative..other) (He doesn't, can't, won't --linear-- as opposed to
He didn't--punctiliar--, isn't)

n/na verb ihi/shi

Drill: Run through all in all the persons.

Examples: Nókerihi. "He doesn't sleep."
Násonihi. "I don't run." (I can't run.)

SECTION 5. TRANSITIVE VERBS

- | | |
|--|---|
| <p>1. Directional Action
opépin pull
opéhin rake
opéso blow
opýkos reciprocating motion</p> | <p>2. Action away from
oeráha carry
omána throw
omáman throw</p> |
| <p>3. Action toward
oéron bring
ómon give</p> | <p>4. Action out of
oékys pull out</p> |
| <p>5. Action up
oópin climb</p> | <p>6. Action down
omó'an cause to fall
oétyη drop</p> |
| <p>7. Process /work, manufacture
opóhes wash
ópy play flute, suck
ótym plant, bury
omówaη cause to turn
oápo make</p> | <p>8. Food
opýpon boil
ó'o eat
oápy light fire
oý'o arrow
oéhyη roast
omoápyη cook
ósi tie
oámaηa tie</p> |
| <p>9. Physical; Psychological
oénom hear
oéton smell
omónen put to sleep
omónem put on (clothes)</p> | <p>10. Social
ok^wáham know
omomyro look for
osó'oη buy, fetch?
opótan desire, want, like, love
oeréka have, be with
omó'e teach, make speak</p> |

11. Violent action

opýhy	grab
onópo	hit
osóka	kill
owáhy	make hurt
oýwo	shoot (with bow & arrow)
oó'o	bite

12. Cutting

okýsi	slice
okýtyŋ	grate
omasáran	split
omanáhan	chop, cut
omómoŋ	pierce
okótoŋ	pierce, sew, give injection
omosýwan	write, carve?

Frame 1. + Object (noun) + Verb + Subject: noun

Examples:	Áŋa oápo.	house he makes	
	Sáwara onópo.	dog he hits	
	Sáwara onópo akoma'e.	dog he hits man	"The man hits the dog."
	Maní'ana opýkos.	manioc he roasts	
	etc.		

Frame 2. Person prefix + stem**Examples:**

aápo	I make	saápo	we incl.
ereápo	you make	oroápo	we excl.
eápo	make!	peápo	you pl.
oápo	he makes		
senópo ± ipe		I hit	
nenópo (onopo)		you hit	
senenópo		we incl.	
orenópo ± ipe		we excl.	
penópo		you pl.	
oronópo		you s/pl	

Frame 3. Negative + stem

n/na _____ ihi

Examples: noápoihi**Frame 4. Verb + Affix 5****Examples:**

onopoóho	he hit big
onopóte	(~ with ete after consonant final) <u>really</u> hit

Examples:

onoporáme	right now
onopopóta	future
onopó'yim	negative

Frame 5. + Relational Phrase + Verb + Object

This should be studied in conjunction with the section on relationals. The verb in the 3rd person subject will be in the de-emphasized form with the object indicated in the prefix.

Examples:	i-(h) 3 s/p	Séraŋa pype	inópos.	He was bit in my house.
	se- 1 s	"	senópos.	I was bit in my house.
	ne- 2 s	"	nenópos.	You were bit in my house.
	sene- 1 pi	"	senenópos.	We(incl) were bit in my house.
	ore- 1 pe	"	orenópos.	We(excl) were bit in my house.
	pe- 2 p	"	penópos.	You(pl) were bit in my house.

For other relevant and common types of frames, do combinations of the above, checking your ideas with an informant.

SECTION 6. NON-INITIATING VERBS

This will make one of the big differences between your sounding like a native or like a foreigner in communication of a series of predications. Best material can be gotten from texts. A few general rules apply:

- (1) This type of verb forms the nucleus of a shorter (different) clause on the sentence level or of the main clause of non-initiating (dependent) sentences on the paragraph level.
- (2) As a clausette, it usually occurs after the main clause (often more than one), as a list in a series of actions.
- (3) If it occurs before the main clause, it is something of a subordinate condition or time clause.
- (4) As predicate of non-initiating sentence, it carries the same weight as an initiating verb if the sentence were first in the sequence.

Frames:	1.	Object, Transitive Predicate, Non-init. pred., Non-init. pred.
	2.	Subject Intr. , Non-init. pred., Non-init. pred...
	3.	Relat. phrase + either " "
		etc. in various combinations

Another type of verb which in most cases looks like the non-initiating type of verb is the auxiliary. It forms an expression with the main verb. It is made up of a limited list of directional type verbs. Learn to use these verbs in their various types of combinations. A dependent clause is usually made up of one verb and the object is different from that of the independent clause.

Examples of the above: (Note that many sentences are predominantly made up of verbs.)

1. Soówia amanáhaḡ oéka / imanáhaka / ipéhita.
 grass I-cut I-here (now) it-cutting it-raking.
 Initiating auxiliary non-init. non-init.

2. Oatapóta oéha / isókao.
 I walk will I go it kill
 Init. aux. non-init.

3. Á'e-ramo ahapóta, oeátao, hérota,
 This result of I go will I hunt it bring
 "and so"
 Relational initiating non-init. non-init.

isókao mísara siwá'aa.

it kill deer wild pig
 non-init. object object

"And so I'm going to go hunting and kill deer and wild pig to bring."

Non-initiating verbs (only of transitive and intransitive type) are made up thus:

non-init. prefixes, stem, non-init. suffix

Intransitive	Transitive
<u>Prefixes</u> (reflect subject)	<u>Prefixes</u> (reflect object)
oe- 1 s	se- 1 s
e- 2 s	ne- 2 s
o- 3 s	i (h) - 3 s/p
sere- 1 pi	sene- 1 pi
ore- 1 pe	ore- 1 pe
? pese- 2 p	pe- 2 p

Suffix

1. After multi-stem verbs, occurs with the one that ends in a stop. -a.
 Ex. ópam - ópapa, áken - oéketa, etc.

Suffix

2. After single stem consonant final verbs: just adds -a.
Ex. óson - ósona
3. After vowel final stems: -o.
Ex. áha - oéhao
(Note: as auxiliary verb it does not occur with -o.)
osóka - isókao, senópo - senópoo
4. After /s/ [y] final stems: -ta
Ex. opýkos - ipykósta

When a verb with the suffix pota or ta (probably from the verb potan, potat-, potar- "to want, like...") occurs as non-init. verb, the suffix changes to stop final form.

á'opota - i'opótata
opykósta - ipykóstata

Drill: Learn paradigms of all the verbs from the other sections in this frame:

ahapota _____
oéketa
oesáhoka
oeátao
isókao + object
etc.

Where semantically unlikely combinations result, find a frame that works better.

From here on, the possibilities are wide and limitations can be great on what combinations fit together. One should look for those verbs that have semantic affinity and learn them in pairs, triplets, etc. with object, subject or relational phrase.

SECTION 7. THE IRREGULAR VERBS

The irregular verbs have been given in earlier sections. Practice here is with paradigms for memorization in whatever frame the student finds suitable. (One regular verb is given for comparison--irregular forms are starred.)

	INITIATING		NON-INITIATING	AUX: where different
1 s	áken	I sleep		
			oéketa	
2 s	eréken	you		
			éketa	
3 sp	óken	he		
			óketa	
1 pi	sáken	we incl		
			seréketa	
1 pe	oróken	we excl		
			oréketa	
2 p	péken	you p		
			péketa	

INITIATING		NON-INITIATING	AUX: where different
áha	go	oéhao	oéha
eréha		éhao	éha
áha		áhao	áha
sáha		seréhao	seréha
aráha		aráhao	aráha
péha		peséhao	peséha

none	come	oétota	
none		étota	
ón		óta	
none		serétota	same
orón		orétota	
none		pétota	

áka	be (loc)	oékao	oéka
eréka		ékao	éka
áka		ákao	áka

The following three verbs are transitivizations of aha, on and aka.

SUBJECT		OBJECT	
aráha	take	seráhao	seráha
ereráha		neráhao	neráha
oeráha		heráhao	heráha
saráha			
aráha			
peráha			

áron	bring	sérata	
eréron		nerata	
oéron		hérota	
sáron		senérota	Same
		orérota ?	
péron		pérota	

SUBJECT		OBJECT	
aréka	have	sererékao	sereréka
eréréka		nererékao	nereréka
oeréka		herékao	heréka
saréka			
oreréka			
? peréka			

Note: Other verbs that occur with transitivizer *-ero-* have their own regular irregularities.

Other irregular verbs . . . "sitting", which never occurs as initiating verb but only as non-initiating or auxiliary.

oetósna	my sitting
é'ysna	your "
ósna	his "

SECTION 8. RELATIONAL PHRASES

For full detail on these, see the grammar statement.

Frame 1.	<u>Appropriate verb</u>	+	<u>noun</u>	+	<u>post-positional</u>	
					-hi	of, from
					-pe	to, for, at
					-ropi	with, through
					-rehe	on, concerning, with
					-pype	in, at
					-po	by means of

Examples:	Ahapóta áñahi.	"I will go from the house."
	Ahapóta ká'aape.	"I will go to the jungle."
	Ahapóta péé ropi.	"I will go on the path."
	Ahapóta ipíraarehe.	"I will go to catch fish."
	Apytapóta áñapype.	"I will stay in the house."
	Aapopóta kýheepo.	"I will make it with a knife."

Frame 2. Reverse the order and put verb in 3rd person, giving a de-emphasized effect to verb.

Áñahi	íhas.	"He went from the house."
Ka'ape	íhas.	"He went to the jungle."
Péeropi	íhas.	"He went on the road."
Áñaropi	íhas.	"He went through the house."
Áñapype	ipýtas.	"He stayed in the house."
Kýheepo	iápos.	"He did it with a knife."

Frame 3. Adverb + verb (any appropriate)

K ^w e	íhas.	far he went
Pé	íhas.	near he went
Eók ^w e	ítori.	far he came
Eópe	ítori.	near he came
Ká	ipótari.	here he wants it
Míme	íhas.	secretly he went
Meéwes	ísoni.	slowly he ran
Kówekówesowe	í'ari.	quickly he fell

Consult grammar statement for a fuller list of possibilities.

Frame 4. Adverb + postpositional phrase + verb

K ^w e	ánapype	íhas.	far house inside he went
far	home in	he went	

RAMO Phrases

Frame 5. + Prefix or noun + Verb base + ramo

oro	ty'arahy	ramo
kamaraa	ror	amo

+ any appropriate verb as

Oroty'aráhy-ramo orokaropóta. "When we're hungry we'll eat."
much hungry-when we will eat

Kamáraa rór-amo erehapóta. "When the man comes you will go."
man come when you go-will

Frame 6. (Any predication) + (resulting noun) + ramo
(In this case the -a will drop from the noun.)

Warówaa po iápos hé'e-ramo.
sugar with he-fixed-it (until) it good became

Frame 7. Any sentence + á'e-ramo + other sentence (with the á'e-ramo as first phrase)

Anóhi kómee á'e-ramo na'opótarihi.
there is no food this result of I-won't-eat

The á'e is a pro-form for the preceding sentence.

For more detailed discussion after mastering these, see grammar statement.

RI Phrases

Frame 8. Noun Stem + noun stem + ri

y ywy ri
water ground at = on the bank

Frame 9. Noun + verb + ripe (imo)

k^waráhy pýter - ipe
sun middle at

ypý ton - imo
earth dark at

sé pyr i
me at Ø = with me

The morphophonemics of ramo, ri and clitics following nouns or verbs:

1. In p, m, w, t, n, r, k, ŋ, ɲ verbs, they occur with w, r, and ŋ final stems and the first consonant of the clitic or postpositional drops.
2. In m, n, or ŋ verbs they occur with m, n, and ŋ and first consonant drops.
3. In /s/ [y] final verbs, the /s/ is in [y] form and the first consonant of postpositional or clitic is retained.
4. With vowel final verbs, the first consonant is retained and there is no change in verb stem.

Examples:

1.	ípaw-amo	when it's finished (was finished)
2.	íson-amo	when he runs (ran)
3.	íkas-ramo	when it burns (burned)
4.	inópo-ramo	when he hits him (hit)

Nouns, when occurring with ramo, ri, etc. drop the -a and then act like verbs.

ó'ia ó'i-ramo manioc flour
hósa hós-ramo etc. tooth

Meanings and other details are described in the grammar statement, but full control will eventually come only with extensive listening and experimentation.

SECTION 9. SATELLITE

The use of these words rounds out ideas in certain areas which would hardly be considered necessary to the average conversation, yet which are almost obligatory in the Asuriní sentence.

The most common word is no which has a little of the flavor of "again, also" but considering the number of times it is used, the meaning is much "thinner" than the English counterpart.

Frame 1. Verb + no.

Drill: Run through fifty verbs to get the feel of it and make it a part of your speech to the extent of about every other sentence.

Frame 2. Verb + clitic rimo (3rd p. subject, action unattested by speaker)

Frame 3. Verb + clitic ripo (3rd p. subject, action attested by speaker)

Frame 4. Verb + clitic rike (other than 3rd subject, however, I am still not sure of this from our present data)

Other satellite words to master: (all come after the verb or other type of word and most come in the first phrase)

- | | | |
|-----|-----------------------------|--|
| 5. | <u>sowe</u> | (clitic) only, rather |
| 6. | <u>pa</u> | question |
| 7. | <u>we</u> | also |
| 8. | <u>pane</u> | unfortunately |
| 9. | <u>werehe</u> | almost |
| 10. | <u>sawa</u> | perhaps |
| 11. | <u>raka</u> | recent past attested |
| 12. | <u>ra'e</u> | recent past unattested |
| 13. | <u>rakok^wehe</u> | (in lifetime of speaker) |
| 14. | <u>sek^wehe</u> | (a long time ago) |
| 15. | <u>ke</u> | hortative, actor other than 3rd person (?) |

Examples of clitics and other satellites:

- | | | |
|---------|--|---|
| 1. | Ahapóta no. | "I/He will go again/also." |
| 2. | Óntar-imo. | "He is coming (but I don't know for sure)." |
| 3. | "Aóse", í'i-ripo. | "'No' I heard him say." |
| 4. | K ^w arahypytaí-ipe ke sáha. | "When it's noon we'll go." |
| 5. | Ísee sowe ahapóta. | "I too will go." |
| 1. & 3. | Áha-ripo no. | "He went again (I saw it)." |
| 1. & 2. | Ahapóta-rimo no. | "He'll go again (maybe)." |
| 6. | Orý'ym. Oséwyr+owe áha. | "He only turned and left." |
| 7. | Ónpa. | "Is he coming?" |

Examples of clitics and other satellites:

8.	Iró'y pane.	"He's sick unfortunately."
9.	Ó'an werehe.	"He almost fell."
10.	Ahapóta sawa.	"He's going perhaps."
11.	Kwé raka hérori.	"He brought it there yesterday."
12. & 1.	Áwaa pa ra'e no.	"Who was it? (I didn't see.)"
13.	Mani'ana rakok ^w ehe orótym.	"Manioc we (excl) planted some time ago."
14. & 8.	Anóhi sek ^w ehe ýwya pane.	"There was no earth a long time ago."

Examples of satellites and clitics from text:

Kwé tokáaraa ropi raka sáha no. á'ee-ropi ke sáha,
 far Trokará through rec.past we went again it-through then we went
 isókao, má'ee mo hérota Pé raka mótoa saráha.
 it killing something indef. bringing there rec.past motor we took

Karótawa-rimo oápo heréka mani'anópawa.
 Garotão-perhaps makes now a-manioc-holder

Ýwarehe pane áha.	"I went into a tree without result."
Tátoa pane ón seópe.	"An armadillo came to me."
Oséwyr-owe áha.	"He only turned and went."
Eómi-sowe ítori.	"He only came."
Mó rimo ahaóho.	"Where did he stomp off to."

"Ísee we ahapóta" í'i-ripo.
 I too I-go will he said I heard

Oapókas raka-ripo ypýtonimo.
 he-called rec.past attested night-at

Móa ropi pa ke sáha.
 where at question then we-go

Má'ee	pa	ra'e	pé'o.
what	question	rec.past unattested	you all eat

SEMANTIC PROBLEMS:

1. Some tense ideas:
Áha. "He went."
Aháte. "He always goes."
Ó'ο. "He ate it. He eats it." (i.e. He likes it so doesn't refuse it, etc.)
Ahapóta. "He wants to go."
"He will go."
"He would like to go."
Ahay'ýmta. "He doesn't want to go."
Nahapó'tarihi. "He isn't going to go."
Tahaéme. "He wanted to go (but couldn't)."
Nahapótarihi. "He didn't want to go."
Náhaihi. "He didn't go."
Oapoy'ym á'ee. "He isn't able to work, do..."
2. To know a person or fact or process, etc. ok^wáham
3. amána I give to you, him, etc.
ómon, erémon, émon (imperative) you, he gives to me
4. To pass by or near má'owa ropi íhas.
5. Verbs that often occur with postpositional phrases
omá'e héhe; emá'e seréhe; ama'epóta neréhe;
okyýse isóhi; akyýse neóhi; erekyýse seóhi.
6. Quote sentence
í'i it (he) said Irregular verb
ére (it) you said
á'e (it) I said

Frame: Quotation_____ í'i
ére
á'e

Probably the very common oro'e "I tell you??" fits here.
Example: "Aóse" oró'e kos.
Don't! I'm telling you ...
7. Foreign ideas (verbs; for nouns see dictionary file)
read - oésaη "see" omá'e pápee rehe "look at"
I don't really think they get the full idea yet but one did say,
omonéta "He causes the paper to express itself."

7. Foreign ideas (verbs; for nouns see dictionary file)

write okanakánam "to bend"
omopínim "to scrape little lines" ??
omosýwan "to cause arm to turn" ???

None of these make too much sense as I see the constituent parts, but they name more for outward appearance as a rule instead of function.

play guitar onópo "hit"

buy osó'oj "fetch"?

sell owéne "yeah!"

I have not yet found a way to say "It's worth much.", but one could say, one takes much money to buy.

8. The Asuriní use não presta instead of mau to translate the words

iawáspam not worth anything
ikatoý'ym it's not good

Moral judgments are scant. See paper on culture, etc.

9. Reduplication is a plural of sorts but the student should be careful to use it where the native speakers do.

Examples: Ok^wak^wak^wák^wan. "It's all full of holes."
Onoponópo. "He hit again and again." or "He claps."
Oseheséhen. "(Water) splashed and splashed."

10. Greetings

1. ásan népyri -- eresan sepyri
I come you visit -- you come me visit
2. asaráme -- eresarame
3. má'ee pa (see first section)

11. Hortative and Command

Hortative: Ére. "Let's go."
Ére sasáhoj. "Let's go bathe."
É ke saata. "Let's go hunting." ??
K^warahypýteripe ke sáha. "At noon let's go."

Command: e + verb "you_____!"
éken, esa-ésan, epyhyjý'ym
sleep! run! don't grab!

12. Problem concepts

a) Before and after clauses of English, i.e. in English we can say:

1. Before he comes, I'll go. subordinate-main
2. I'll go before he comes. main-subordinate
3. After I go he'll come. subordinate-main
4. He'll come after I go. main + subordinate

I have not found a way to say 1. and 2. above except to put them in the form of 3. or 4. They may have a way but I doubt it. You can express the above combinations thus:

Ahapóta ísee. Á'e-ramo itóntari no.
I go will I then he will come

Séha-ramo itóntari.
my going when he come will

b) Always ... expressed by the suffix -te (order 5)
Hahýte. "It hurts every day." (Of course "always" here is relative.)

Also expressed by áspa "always". This could bear more research since I have only heard it once in connection with Bible stories I was translating.

Áspa ítoni Eréosa. "Always was God."

c) never ... is the negative n - ihi opposed to -y'ym.
Ipakória o'óy'ym. "He didn't eat bacuri."
bacuri he eat not

Ipakória nó'oshi. "He doesn't eat bacuri."
bacurí not-he-eat-not /but also he hasn't eaten bacuri/

d) today ... expressed by suffix -rame "now" and/or aux. verb -ka

Má'ee pa ereaporáme heréka.
what question you do now linear

e) tomorrow ... expressed by the phrase osé'i we. This is such a closely knit bundle that the suffix -pota (fut.) goes on the -we instead of the ose'i.

f) two days from now ... expressed by mókos ikéntari (sakénta etc). Here the subject of the verb -ken sleep, is the same as that of the whole theme.

i.e. Mókos orokénta, á'e-ramo arahapóta.
two we (excl) sleep will then we'll go

Thus: Ity'aráhy-ramo iátas áha.

or Ity'aráhy oáta áha.

or Ity'aráhy. Á'e-ramo iátas áha.

(Check these with an informant).

- n) comparative and superlative . . . There is nothing here to equal the English good, better, best, etc.

ikáto good

ikatoéte very good

I have never heard anything like a comparative or superlative, and in conversations with the Post man, I've noted that the Indians look blank when he uses the Portuguese comparative. Their method of comparison might be reflected in a sentence I heard in Portuguese:

"____ sabe muito mas _____ também sabe um bocado," i.e.

"____ knows really a lot, but _____ also knows quite a bit."

- o) in vain, unfortunately . . . This is a very common satellite word and represents what I like to call negative attitude on the part of the speaker towards the situation or statement he's making. It indicates that the thing is prejudicial to the speaker.

Ýwa rehe pane áha. "He went hunting (by sitting in a tree),
tree into but w/o result I went but without result, i.e., didn't get anything."

Tátoa pane ón seópe. Oséwyr-owe áha.
armadillo w/o result came to me he returned however and went
(Here the situation is negative because it didn't come close enough to kill.)

Sasí'oa pane seó'o no. "The mosquito bit me again
mosquito w/o result me bite (unfortunately)."

- p) quickly: Kówe kówe-sowe _____.

- q) slowly: Meéwes _____.

Both are adverbs (generally occur first in sentence and exert de-emphasis on verb).

- r) like this: ésno, no
this i.e., ésno + clause
or just No. (demonstrating)

Ésno ke isókao ma'éa'aa mo hérota.
thus hortative kill it game some (we'll) bring it
(we'll)

s) perhaps: éspo + clause (an adverb)

_____ + sawa

Ahapóta sawa. "He might go."

Also attested, unattested here is by nature:

rimo - probably (I didn't see)

ripo - certain (I did see)

t) intensity: lots, bigly: -oho O'aróho. "He really fell."
hard : -rahy Omamaráhy. "He threw it hard."
a little: pípi Amanáhaŋ. "I cut a little (grass)."

u) only: sowe "which" and also means "like"
i.e., Tapí'ira sowe oáta. "He walks like a tapir."
Ísee sowe. "It's like me." or "He's my likeness."
Oséwyr-owe áha. "He only turned and went."
i.e. He didn't come any farther.

v) yes: ha or á'ee ± a clause built around the a'ee which refers back to
the subject/object of question

ha has more the flavor of a pleasurable affirmative rather than
a'ee which is only informative

w) no: anóhi - no ± verb in n-----ihi
or -----y'ym
-----eme

and aóse which means "stop it!"

and don't touch epyhyňý'ym

x) rectification: (mistake)_____ má'ee ... (pause) ... (correction)

y) thanks: There is no word but one can say ikatoéte "That's very good."

z) do what I say: Sesé'ęja ropi eápo á'ee.

Ak^wawa sé'ęja ropi pa eresé'ęj. "Can you talk Indian?"
Indian speech with question you talk

or Ere^waham pa ak^wawa se'ęja. "Do you know Indian talk?"
you know question Indian talk

- aa) You can try a transliterated Portuguese verb stem in an Asuriní verb frame and it almost always communicates and very often will get you the native equivalent. When we took a boy informant to Belém for a linguistic workshop, he said that he preferred the airplane to the "motor" because:

Somi 'apápyŋa oparapára. "It stopped so often."
 motor it stopped-stopped

- bb) To ask about (perguntar) and ask for (pedir) are signalled by one word:
 Ok^wawé 'eŋ.

- cc) To date we have not found a word for "wait (for)" or "hope" but have found a word for "believe"--oatýwan.

- dd) The word for "cry" represents sadness in adults.

Eresaá'a pa. "Were you sad (when he went)?"

- ee) For concepts like "work", they are always specific, as cutting grass, etc. The word oápo "to make, do, work at, work on" is transitive, so must refer to something specific.

Ex. Maní'aŋa oroápo aráka.
 manioc we excl. worked at

MISCELLANEOUS

- a) Time expressions: ypýton imo at night (relat. phrase)
 k^waráha ramo late afternoon " "
 k^warahypípi late afternoon adverb
 dawn

- b) The area where the investigator has done the least work is the specific meanings of all the demonstratives.

- c) Verb "to be". People jokingly say "What's the word for 'to be' in your language?" It so happens we have two: ítóni "to exist, be" or -ka "to be located". The difference is something like haver and estar in Portuguese but used differently in most respects. For the verb ser of quality and estar of temporary condition the descriptive verbs stand alone as a complete predication.

estar of location is: -ka as Mó pa hékas. "Where is he?"
 or Ó'aŋa pype hékas. "He is in his own house."
haver of being, existence: Á ítóni akýkya. "There are guaribas
 (here in this jungle)."

- d) The day ypýton-imo : at night
ár-imo : at day

1. awake	ópaŋ
2. rise	ópaŋ
3. dress	týroa omónem
4. make coffee	ywysehawáŋawa oápo í'o
5. roll hammock	tópawa oapák ^w an
6. work	oápo á'ee
7. eat	o'o _____ or okáro
8. hunt	oáta áha (oáta also means to walk)
9. rest	ó'am (lie down)
10. visit	ók ^w am
11. talk	oporonéta, osé'ej
12. sleep	óken
13. dance	oporáhas
14. sing	ose'éŋan

TENSE ASPECT CHART

	Punctiliar	Linear			
1. Distant past	_____	_____			
2. Less Distant past	_____	_____	Simple	Sequence	Subordinate
3. Recent past	_____	_____			
4. Present	_____	_____			
5. Future	_____	_____			
	A	B	X	Y	Z
1AX	k ^w é sek ^w ehe íhas		far long time ago he went		
2AX	k ^w é rakok ^w ehe íhas		far some time ago he went		
3AX	k ^w é raka íhas		far recent attested he went		
	k ^w é ra'e íhas		far recent unattested he went		
4AX	k ^w é íhas		far he went		
5AX	k ^w é ihapótari		far he will go		
1BX	k ^w é sek ^w ehe íhas áka				
2BX	k ^w é rakok ^w ehe " "				
3BX	k ^w é raka " "		and k ^w é ra'e íhas áka		
4BX	aháte k ^w é		he goes always-far		
5BX	k ^w é ihapotari áka				
1AY	áhao sek ^w ehe hérori		or áha sekwehe hérota _____		
2AY	" rakok ^w ehe "				
3AY	" raka "				
4AY	" ra'e "				
5AY	ihapótata - hérori				

CORRECTIONS--ADDITIONS TO MAIN GRAMMAR STATEMENT

- A. Check on 1. hatya pa iaro wa'e
 2. pina emon a'ee
- B. Check -te (rete??) Affix 5
- C. Check for words not in dictionary file.
- D. The Lexicon file contains words which in the large part are used so often as to be inescapable. In the time I spent with the Asuriní, I concentrated on learning to talk, not on amassing a dictionary of taxonomic completeness. The vocabulary is functional but not complete by any means. Some day the job will have to be done, i.e., each part of the manioc plant has a name and all parts of the process are named. I do not have this kind of information. Plant names, of which there are many, are almost all derived from water y- and earth ywy-. I have only a few of these. For the purposes of learning to communicate quickly, it is much more important to be able to say, "What do you call the hair of a manioc root?" than to know the exact name. For these purposes you will find that the words presented in this grammar are the most common short ones and are probably easily controllable in a short time.

The Indians are extremely patient and make an effort to understand even the silliest mistakes. They are so impressed at any attempt to learn their language that they are quick to help wherever it is needed. The tendency has been to overestimate our progress, and I found many of them speeding up to normal speech before we were ready for it. At slow speed the language is easy to understand. At high speed, with any of the emotional hypermorphemes, we are in trouble.

One of the most common features is what I call the features of pitch curve, laryngealization and centralization of vocoids. It leaves the contrastive signal system hanging on a few consonants, which all come out lenis, and so p and m sound like w, t and n sound like r, etc.