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***An analysis of Amahuaca tone as applied to practical orthography***

(Información de Campo 403)

Eugene E. Loos and Richard Hye

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## **INFORMACION DE CAMPO N° 403**

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Autor(es) o recopilador(es): Eugene E. Loes y Richard Hyde

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## PROLOGO

Como las teorías lingüísticas y antropológicas están en constante estado de desarrollo y cambio, es una tarea interminable para los estudiantes el tratar de poner al día sus trabajos analíticos y teóricos. Y, como resultado, nunca se puede considerar que se ha agotado todas las posibilidades de estudio sobre una lengua y cultura, sean éstas las de un grupo indoeuropeo, sobre el cual existan miles de publicaciones, o las de un grupo etno-lingüístico de la Amazonía Peruana. Para tales estudios, las investigaciones de campo son indispensables, ya que pueden proveer los datos que sirven como una prueba empírica de las teorías. Y al fin y al cabo, los datos, más que las teorías, son de utilidad e interés perpetuos.

Considerando este valor inherente de datos, el Instituto Lingüístico de Verano pone a disposición del público la serie *Información de Campo*, en microficha, con el fin de darle acceso a sus recopilaciones de materiales de trabajo de campo. Como se trata de notas de campo no se ha tomado tiempo para pulir la redacción ni para hacer correcciones, de modo que queda sobreentendida la posibilidad de encontrar errores de transcripción fonética, de mecanografía, etc.

Ya que los materiales contenidos en este número de *Información de Campo* son de dominio público, pueden ser utilizados y citados en cualquier publicación científica sin más autorización que la presente, únicamente dando el reconocimiento debido al recopilador.

Amahuaca is a language that has been written up as having two tonemes and four allotones.<sup>fn.</sup> This description

<sup>fn.</sup>\* See Bob Russell, Syntactonemics in Amahuaca.

falls short since it cannot be shown to have any minimal pairs so far. Instead there are many homophones forms in the language. A minimal pair that was given in an earlier paper was rejected by the language helper for this paper.<sup>fn.</sup>

<sup>fn.</sup>\* Robert and Delores Russel, Syntactonemics in ~~xxx~~ Amahuaca(Pano). p. 4.

The example given in the paper was /hato pao tō?as/ 'their big shellfish', contrasting with /hato páo tō?as/ jaton páo tōha/ 'the big holes in their earlobes'. When this was given to Carlos he changed the second one to, /hato páoo xoví tō?as/ jaton páoo xoví tōha 'the big holes in their earlobes'.

The following list of homophones forms show just the opposite that the minimal pairs would show, that tone does not play a significant role in the meaning. (EXAMPLE 1).

It can be readily seen that vowel length comes into focus as contrasting/páo/ 'shellfish' and /páoo/ 'ear lobe hole'. The same can be seen by the following isolation forms as well: /hisaa/ 'bird,' and /hisa/ 'porcupine, hedgehog' /piyaa/ ~~XXXXXXXXX~~ 'nephew' and /piya/ arrow. This contrast is

regarding vowel length and not tone.

The prediction of tone in two syllable words in isolation is as follows. These rules apply to cvcv, cvvcv, cvcvv, cvcv<sub>n</sub><sup>m</sup>.

fn. The v<sub>n</sub> used in this paper stands for a nasal vowel

and x cvcvc forms. There are some words that vary, the list include 498 words of this type, with a residue of about 10% not explained. These include words of all classes; nouns, verbs, adjectives, etc.

The tone falls on the second syllable of pure two syllable words, if there are no other factors operating. (EXAMPLE 2) Vowel length, nasalization, or a closed second syllable will move the tone to the first syllable. (EXAMPLE 3).

Derived forms, or forms that have a morpheme boundary between the first and second syllables will have tone on the first syllable. (EXAMPLE 4). Some of these derived forms are the simple one syllable verb stems. The tone that is used most frequently remains on the multiple stem verbs. (Loos: ie, an adjective that is based on a tr noun has the tr noun tone contour.)

Another form is the word that takes /-pan/ as a transitive subject marker, or any similar marker considered to be it's long form.<sup>fn</sup> (EXAMPLE 6) These are ones that have shortened their

fn. When a noun is used as the subjectxxxx of a

transitive verb it has the original or long form, which include ~~xxxxxx~~ markers that have a variety of shapes. When these nouns are used post-verbally they drop this marker and have their original isolation form. The -pan used here shows that some of these words have dropped their last syllable words, and these two syllable words are not really two but three syllables in regard to tone. The tone was assigned and then the shortening process came into play.

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nouns from the proto Pano form.

## II. NOUN MODIFICATION RULES.

When a role phrase<sup>fn</sup> is made up of two or more words,

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<sup>fn</sup>. The words and strings ~~fm~~ of words used in a sentence follow certain roles: Time, Location, Instrument, Experiencer, Object, Non-Causative agent, Agent, etc. Nouns and noun phrases are modified inside these roles and the extent of the tone derivation does not go beyond these roles. An example of an agent role would be: /hino/ 'dog', /hino tōha/  
*bináwaa* 'big dog' /hinanmún - namí- píhi- quínu/ 'The dog eats meat. These roles would be respectively Transitive subj.- Object- Verb - Mode. /hino tōha<sup>nmún</sup> - namí # píhi - quínu-/ 'The big dog eats meat'. Tr. sub. & obj- verb- mode- /namí-jéni náhan - píhi- quínu/ Various men eat meat. Object - Transitive subject- verb - mode - /Namí

/namí-píhi-hin&-quínu/ 'the dog eats meat.'

there is a simple set of rules governing tone placement. The high tone pattern~~s~~ for prefixes is an odd syllable pattern. This says that tone falls on the first, third, etc. syllables of the phrase. This is the predominant pattern for the length of the phrase that makes up a certain role. This pattern shifts the tone when you get a word in isolation which normally has high tone on the <sup>second</sup> ~~third~~ syllable word final. When placed with another word this tone shifts to the odd syllable. The example below of /hin&/ dog and /híno  
*vácu*/ 'baby dog' are representatives of the tone placement under discussion. In the isolation form the tone would be on the second syllable, /hin&/, 'dog.' See the fuller discussion below with the examples.

Words that have the original tone placed in an odd syllable combination simply take the modifying word in its isolation form with no tones changed. If there are three or more words the first two if not all three are changed. (Ex. 7). Those ~~forms~~ forms which are two syllable words with high tone on the second syllable change to the odd syllable timing and also change the modifying ~~meaning~~ word as well. The modifying word occurs after the noun. (EXAMPLE 8). Note that /tan&hma/ does not change but there is a high tone skipping two syllables on this word. This is an exception which is now regarded as

residue. Later ~~xxxxx~~ it is hoped these will be explained more fully.

One interesting thing to see is the ~~cvcvvn~~ nouns that are the first of the modification string and act like cvc'y words in regard to the high tone ~~XXXXXXYX~~ placement in the noun phrases that follow. Those like ~~XWAK~~ /vacú/ 'baby' and /vun'u/ 'make or husband' pattern their tone like the preceding word was ~~cvcv~~ instead of ~~cvcvvn~~. /hishmiin/ 'condor', and /hishmiin <sup>vacu</sup> vacú/ 'baby condor' are illustrations of this problem. The factor influencing the high tone seems to be the medial consonant cluster or the length of the second series of vowels. (EXAMPLE 8A)

The single word modifiers act in two different ways concerning tone. The /mun/ 'emphasis' and /-pan/ 'strong emphasis' and /-sti/<sup>scl</sup>/ 'one' all act like suffixes. The form / tii / acts as a modifying word and not a suffix, and it takes the high tone. The /-sti/<sup>scl</sup>/ 'one' requires the high tone to be on the preceding syllable. It will raise a low to a high tone if the preceding syllable happens to be an even one. /hizo cōrō~~me~~<sup>scl</sup>/ 'brown spider monkey.' The /-mun/ 'emphasis' and /-pan/ 'strong emphasis' receive the highest tone of the phrase if they are on an odd syllable in the phrase construction. If not the syllable preceding it will have the high tone. The ~~XXXXXX~~ /-pan/ 'strong emphasis' is written up as being the more forceful of the two.<sup>fn.</sup>

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<sup>fn</sup> See Robert Russell, "A few 'Intonational' Morphemes in Amahuaca, (Pano). March 1958, pp. 1,ff.

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#### TONE BOUNDARIES

The boundaries that influence the placement of tone are either a pause in the speech or a glottal stop. In noun phrases two high tones never occur on successive syllables. Very often they may occur two syllables apart, that is on a multiple syllable string the tone is separated by at least one syllable. /hizo córo tanáhma/ 'tame black spider monkey'.

#### (EXAMPLE 10)

The role as described in the footnotes above, and the phrase that fills it determine the ~~xxx~~ elements that can be moved around. If the pause boundary does not occur notice the glottal stop occurring word finally, when the word has high tone finally in the above examples. This glottal comes in on the subject when it is past verbal and occurs before the modal, also having a high tone. The /-caan/ form is an agreement marker occurring with the ~~f~~ verb or placed on the modal marker. It has reference to the subject whether it is a single or plural subject.

The boundaries do not show up by means of the pause or glottal stop when the tone pattern happens to fit the normal alternating pattern. These boundaries are there and keep

the tone from changing, and the rule deletes these when there is no need for them.

#### Tone placement on the verbs.

The tone of the verbs that fill the Predicate roles have tone conditioned by the type of verb it is. This is to say the semantics of the deep structure influence the tone. The ones shown in this paper so far are Stative, Imperative, Inchoative.

#### INCOHATIVE VERB FORM

The inchoative verb has the residue of tone on the second syllable which was placed there by the suffix /-ha/, 'change of state, developmental.' This is seen as a higher predicate in the logical structure, (EXAMPLE 11) This suffix drops out in the surface structure and leaves the tone behind. On some of the transitive verbs, which are also inchoative, the object is implicit. The form /vaiquin/ 'to make a garden plot (chacra)' is a verbalized noun. It takes a transitive subject marker like is normally done when the object is expressed, but there is no object in the surface structure. This verb is the same as several which do not have overtly expressed objects. This area has been touched on briefly and is one that will be worked on more in the future. Another example of this is: /jóninmún víñshfíh quinu/ 'the man is paddling (a canoe).' where the object 'canoe' is the only logical one acceptable to them. You do

not paddle a raft or anything else in their way of thinking.

The object can be expressed is ~~the~~ desired, /jéninmún nontí  
vinahih quinu/ The man paddles a canoe.

One of the areas yet to be explained is tone staying on the second syllable on some forms in the imperative in two syllable verb stems, and in others it goes to the first syllable. It looks like the odd syllable timing is the preferred pattern. See /caróquin/ 'to make firewood,' and /cáróhápu/  
'make firewood!', as contrasted with /cuntíhápu/<sup>!</sup> 'make a clay pot'<sup>!</sup> and /cuntíquin/ 'to make a clay pot.'

#### IMPERATIVE VERB INTONATION.

The imperative tone is on the last syllable of the verb that remains when either a man or woman speaks. In Amahuaca the /-pu/ form represented by it's allomorphs<sup>fn</sup> is found in the

<sup>fn</sup>The endings of the imperative verb depends on who is speaking and to whom the command is addressed. When a man is speaking to another man or men he uses the /-pu/ ending. Otherwise (man to woman, woman to man, or woman to woman) the form used is written in the practical orthography as one of the following: /-u/ or /-vu/ or /-#/ . The /-#/ stands for silence, it may be written better by /-h/, which is the glottal stop.

Imperative forms. This is the last suffix of the verb

Seeing there is a dropping off of the last syllable, the verb ends in the high tone. If there is another syllable after this high tone it has the low tone. (EXAMPLE 12).

#### STATIVE VERB INTONATION

The stative verb intonation is the odd syllable alternation. (EXAMPLE 13). These verbs are just the simple ~~as~~ equative type of words. They normally have the high tone on the odd syllable alternation, first, third, etc. This area has not been studied well enough as of this present time to really make more than an elementary hypothesis so far.

The idea of tone units have to be examined more fully, but it seems that when a word has a short syllable in isolation, and then lengthens the tone for some reason in a certain type of context, the lengthened geminate vowel does not count for two tone units but for one. The normal tone unit is every vowel is one unit, and a vowel cluster in isolation usually has some ~~taxx~~ type of glide depending on the syllable.

jox6 = jōōmo white (when used in the modifying ~~xxx~~ sense).

Referring to EXAMPLE VIII A we see that when the vowel lengthens from the original /jox6/ white to /jōōxo/ white or whiteness, the tone changes to the long vowel, but acts like this vowel is one tone unit and not two. /háa/ Tapir, acts as two tone units, the second -a- has a down glide or low tone. Watch out for this because this affects the odd syllable timing.

(I intend to revise the above two paragraphs and include them in the paper. I'm putting them here so this idea will not be forgotten.)

EXAMPLE 1 HOMOPHONOS FORMS

/vachi/ 'egg, skirt, bed'

/náha/ 'enough (noun), enough(adj.), or many (adj.).'

/pihi/ 'eat chewing food, or the action of an insect stinging'

/púhi/ 'wing, leaf, feather'

/váquin/ 'put, keep, rot'

/vóhi/ 'tree, go/

<sup>Kunto</sup>  
~~cáusto~~ /'without point, without branches'

/wóxcam/ 'ball of thread, headache'

~~xmítp~~

/chicuu/ 'wall, enclosure'

/shinii/ 'palm tree, pipe'

~~xxmítp~~

/xácaa/ 'animal pelt, crab'

/cára/ 'frog, there isn't any'

/háquin/ 'eat, make, have sexual relations' (also used as a  
suffix referent to the preceding verb that refers to the  
action of the preceding verb and takes on it's meaning on  
translation.)

EXAMPLE II Two Syllable Words

(1) cvcv = cvcť

h

hinoh<sup>fn</sup> - hinóh 'dog,tiger, an animal that preys on

other animals that resembles a dog, cat, etc.'

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<sup>fn.</sup>The (-h) final on any oral vowel final in any word or phrase utterance final is not written in the practical orthography. It is written later as part of the paper dealing with tone boundaries.

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Chaxoh - chaxóh ~~tim~~ 'deer'

caxah - caxáh 'piece, half'

hiyah - hiyáh 'I(pronoun), louse'

macoh - macóh 'green'

machih - machíh 'mountains.'

Two syllable words.  
/coxó/ 'wild turkey.'

1

/chamí/

/chamí/ 'little brother'

/chanpó/ 'grillo'

/chaxó// 'deer'

/chipí/ Little sister'

/chiyá/ 'Large arrow, flecha larga con lengüeta'

/vocá/ 'tigrillo (manco) a type of ocoleot.'

/yonó/ 'tree'

/camá/ 'tree trunk, '

/caná/ 'macaw, boliviano'

/capá/ 'squirrel'

/cashí/ 'large bat.'

/cashtá/ 'armadillo'

/cará/ 'piece, half'

/comá/ 'tope of bird, perdiz'

/macó/ 'green'

/machi/ "mountains"

/janú// 'name' /janú/

chopá// 'clothing'

/hanó// 'small animal, mazó majás'

/hatsá/ 'manioc, yuca'

/hinó/ 'dog, jaguar, tiger'

/hipó/ 'fish, carachama'

/hiyá/ 'I, louse'

/hiyú/ 'dead fish' heavy

/hozó/ 'butterfly' *josó*

/macú/ 'piranha'

/ximix / junú/ 'river'

/jupú/ 'palm tree, yarina'

/hatí/ 'house' *Jati*

/hayá/ 'honey'

*jastó* /haetó/ 'a skirt that is too small'

*joard* /horó/ 'a bird'

~~XIX~~

/jocó/ 'thread'

*Joneó* /jancó/ 'a type of a grillo'

/joní/ 'man'

/joxó/ 'white'

/macá/ 'bitter'

/moró/ 'bracelet'.

/nacá/ 'flies.'

/nami/ 'meat'

~~XIX~~

*natzá* (*drinking glass*)

/nishí/ 'rope'

/nontí/ 'canoe'

/nutú/ 'day'

/panó/ 'female Armadillo'

/paró/ 'large river.'

XPIXME

/pitč/ 'parakeet'

/piyá/ 'arrow'

*quinti* /cuni/ hole

/ramí/ stranger

/rani/ 'pluma de ave'

/risí/ 'hammock'

/ronč/ 'snake'

~~/ronč/ -ame-~~ /ronč/ stone ape

~~/ronč/ ronč, ground oom~~

/shini/ 'grillo'

/shiyá/ 'aji'

/shiyč/ 'fly'

/tacá/ 'liver'

/tacč/ 'bird.'

/tamč/ 'mani, peanuts'

XMMEXXXMMIX/MMIX

## PROBLEMS

/cōro/ 'grey'

~~z̄m̄mx~~ /cúmo/ 'dirty, spit'

/cúni/ 'beard/

/cáró/ 'firewood'

/hízo/ 'spider monkey'

/chúru/ 'loro'

/chishca/ 'bird'

/máno/ bee

/mári/ /mári/ aña je

/máta/ 'tuber, (a type of plant)'

/múto/ 'you all'

/játo/ them

/tóxpi/ /tóxpi/ wart

/jíya/ 'no'

/nócu/ us

/nócho/ snail

/ráru/ woman's nephew

/shára/ a type of bee, (~~shára~~/sháraa, / good.)

/tzáha/ to lie, speak ~~fi~~ falsely

/váyo// soft, weak

/máneo/ /máneo/ fish

EXAMPLE III Words which receive high tone on the first  
Syllable.

cvcvv - cfvvv

/nihaa - nihaa/ 'standing'

/cuntii - cíntii/ 'clay pot'

/cunuu - cínuu/ 'letter, drawing'

/cuxaa - cúaа/ 'lips'

cvcv-x -- cfcv-x (x= a syllable which is sibilant or fricative  
word final.)

/michux - michux/ 'twilight'

/hitziz - hitziz/ 'hot'

/vínpish - vínpish/ 'guayava'

cvo<sub>n</sub> -- cfvo<sub>n</sub> (v stands for a word final nasal vowel)

/conxan - cónxan/ 'cedar'

/juruu/ light, flame

/másuu/ top (loc.)

/níhaa/ standing.

/payoo/ useless

/póxoo/ fallen tree

/cánaa/ Thunder

/cápuu/ alligator

/cópii/ expensive

/cóvii/ ~~skin~~ chin bone, mandibula

/cuntii/ clay pot

/cúnuu/ letter, drawing, (cunúquin)

/chánaa/ a yellow tailed bird

/chavaa/ a wound, llaga.

/chíeuu/ wall, enclosure

/má /hóxaa/ a day and a night, (24 hrs, lit one sleep)

/húnaa/ again

### JÍNXX

/jástii/ only one, unique

/júnxaa/ a small creek

/jútuu/ fragrant

/mápoo/ clay

/móxoo/ tree

/náhaa/ a dead one

/pópoo/ a type of fruit, cocona

/quiyoo/ all, everything

XÍNXX /rácuu/ fear

/r̄avuu/ two

/c̄ónxan/ cedar

/c̄ótoŋ/ shirt

/michux/ twilight

/c̄urux/ Strong, hard

~~XMIN~~ /c̄únvin/ double, folded.

/c̄úzpin/ a type of an arrow

/chámax/ con tamo, (something that causes an itch)

/chiyx/ the stinger of an insect

/chixun/ lombriz

/túton/ throat

/xáncon/ setico, a type of tree

/c̄áhin/ macaw

/c̄óhin/ smoke

/c̄óman/ an animal like a ronsoco

/háquin/ eat, make, have sexual relations,

/hámum/ ronsoco, a type of an animal

/hánin/ glue

/háton/ lapuna

~~XMIN~~ /hishmin/ condor

/hitziz/ hot

/hízan/ palm tree, hungarabi

/hízin/ pain

/jánin/ a..y

júhun/ yes

/mámon/ bumble bee

/máshin/ egg yolk

/mónton/ snail

mázan /mánnan/ flea

/nápax / green

/jáviz/ first

/vínpish/ guayaba

/míshquin/ cane syrup

/mónton/ ~~oai~~ small crab like animal

/múcun/ hand

/múnshon/ carbon

/náhin/ sloth

/níhiz/ flavorful

/níshwí<sup>11</sup> / ~~sw~~ wasp

náñq /nízcan/ heat

/pánshia/ yellow

EXAMPLE IV Prefix forms

/má-po/ head

/tá-hu/ foot

/máchoquifhípu/ wash your head /máchoquifhípu/

/tá- " / " " foot.

/mú- " / " " hand.

These illustrate how these forms cut off the first syllable and use them as prefixes in front of verbs to show the thing to be acted on. Verbs also behave similarly.

The /-/ between the first and second syllables show the morpheme boundary, or the boundary for attaching the verbalizer.

/cú-ho/ liphole

/sháñ ché-nto/ lame, paralytic. (prob)

/chí-nto/ without a tail

/chó-cho/ breast, breast milk

/chóshíhi/ (chóshi, chóshihí)  
dry, to dry (the first of the type show the adj,  
and the second show the verbalizer -hi)

/hóco-hí/ cough, to cough

/hóni-quin/ ayahuasca, to make ayahuasca honiquing

/hú-ha/ my mother

/cá-hi/ to go

/já-hi/ to live

/maiti-hí/ /máitihi/ crown, to make a crown

/má-po/ head

/jó-hi/ come

/mízi-quin/ smoke to smoke (the -quin shows the high tone comes before the -quin, on the second syllable.)

/múto-quin/ corn meal, to make corn meal mutóquin

/ná-hi/ to die

/náva-quin/ blue, make blue naváquin

/níhi-hí/ jungle, to revert to jungle

/pá/pápa/ paternal uncle

/pá-ta/ 1 deaf (pa-vinqui) ear

/pí-no/ hummingbird (pí- verb to sting)

/pí-ti/ xx

/pí-ti/ food, (píhi chew or eat)

/pō-oo/ intestines, stomach

/pō-hi/ excretement

/rō-ro'-quin/ ground corn, to make ground corn /roróquin/

/rúu-xo/ a nose ornament

/rúquin/ nose

/rúxpin/ nose adornment

/tá-hu/ foot

/tánto/ footless one

/túexo/ neck

/vō-xti/ comb (voo + xuhuti hair+ scratch) Russell

/vúhi/ come

/vú-quin/ to bring.

The **in** words below are exceptions to this rule. It is felt these are thought of as words and no longer having morpheme boundaries.

/chixō/ hip

/catú/ back, spine

/jántō/ dumb, cannot speak

/quishi/ leg

/quintó/ lame one

/pishi/ ~~mm~~ rib

/rupá/ nasal septum

/vupō/ eye matter (upon tree sap)

/jovi/ language /jóvihf/ sing chanting style

/joxó/ white ~~joxó~~ joxóquin to whiten

/matzí/ cool, cold. matzíquin to cool something.)

/mocá/ bitter mócahí mócaquín to make bitter

/paxná/ lazy páxnahí to be lazy

### ~~xshishí~~

/shishi/ Achuni (this noun must not thought of as being separable.)

It appears some of the above can be cut and used as prefixes as do those that separate on the first syllable and have the high tone on the first syllable as well.

chi-choquihipu wash your hip

cá- " " back

quí- " " leg

pí- " " rib

vú- " " eye

rú- " " nose

\*chi-nto \*hipless one (this means tailless one)

EXAMPLE V The process of verbalizing a noun

noun ~~-~~ - ~~hi~~ - ~~quin~~ -

noun + / -hi intransitive / -quin transitive = Verb

/táno/ dry

/tánóhí / to be drying

/~~tánóquin~~ / to dry something  
/tánóquin/ to dry something (Inchoative)

/cháho/ black, dirty

ZEHÁHONÁHÁHÍ

/cháhonáhahí/ To make black

/chahóquin/ to make black

/chónpi/ dry

/chónpihi/ to dry

/chóshi/ rapidly

/chóshihí/ to hurry~~XXX~~ (?)

/hóco/ cough

/hócohi/ to cough

/hóni/ ayahuasca

/hóniquin/<sup>boni quin</sup> to make ayahuasca.

~~xénum~~ /cúno/ point

/cúnoquin/ to make a point, make arms

/máfti/<sup>máitihí</sup> crown

/máitihí/ to be making a crown.

/máitiquim/ to make a crown

/mánco/ bald

/máncohi/ to be balding

/mízi/ smoke

/miziquin/ to smoke

/múto/ corn meal

/mutóquin/ to make múto

/níhi/ jungle

/níhihi/ to regert to jungle

/páxaa/ crud

/paxáquin/ to un-domesticate a dog, or to cause him to revert back to a wild nature.

/róro/ ground corn

/roróquin/ *roróguin* to make ground corn

/páyo/ rotten

/páyohí/ becoming rotten

/múcha/ wet

/múchahí/ becoming wet

/shúho/ rotten (yuca)

/shúhohí/ the act of yuca rotting

/táno/ dry

/tánohí / to be dryng (?)

/tán /tanóquin/ to dry something (?)

*tázaa*  
/táza/ basket

/tazáquin / to make a basket (for tone this double a is treated as one tone unit)

/tóha/ big

/tóhahí/ to grow

/tóhaquin/ increase or enlarge(?) *Tóháguin*

/póhi/ exertement

/póhihi/ to excrete

/túuti/ a rafter of a house

/túutíquin/ to make a rafter

/tzízpo/ garbage

/tzízpohí/ making garbage

/váha/ foam

/vahahí/ well cooked (?) from foam on stewpot?

The following have normal tone and they all take the inchoative form and sometimes the intransitive. These are not really exceptions, but do lengthen into verbs.

/joví/ language

/jóvihí/ to sing

/jovíquin/ compose or to make singing(?)

/joxó/ white

/joxóquin/ to whiten Joxóquin

/matzi/ cold

/mátsihí/ to be ~~cooling~~ <sup>refresh yourself</sup>(?)

/matzíquin/ to cool something

/mocá/ bitter

/mócahi/ to <sup>become</sup> bitter

X~~MOCÁQUIN~~ /mocáquin/ to make bitter

/tuzti/ stretched tight

/tuztíquin/ to stretch tight.

EXAMPLE VI Prefix forms

cá + cv (transitivity or ~~back of it~~ and secondary tense) = cácv

cá + hi = cáhi to go

~~ex~~

cáv<sub>n</sub> (+transitivity, + present tense) = cáv<sub>n</sub>+cv<sub>n</sub>

múi + -quin s = muiquin

'to scratch something'

/cáhi/ To go  
/cáquin/ to take

/cáahí/ insult

/jáhi/ to live

/jóhi/ come (sing)

/jóquin/ to bring

/náhi/ to die

/píquin/ to eat-chew, the action of an insect stinging.

/póhi/

/póhihí/ to excrete, defecate

/tuuquin/ hang, tie.

/víquin/ coger, recibir. ~~XXXXXXXX~~ cosechar

/vóhi/ go(pl).

/vóquin/ take (pl).

/vúhi/ come (pl).

/vúquin/ bring (pl)

/váquin/ put, guard

/cúuzhí/ &Que haces? acontecer algo.

/cáanhí/ andar

/cáinhí/ salir

/cónhí/ to tell the truth *believe*

/cúunhí/ to want, desire/

/chíhi/ fire, a cookfire

/jáhi/ to live, to be

/máuhí/ to go from one house to another

/máuhí/

/náhi/ pararse (monte)

/tíhquín/ tejar, weave

/xúiquín/ silibar, whistle

/záahquin/ esparcir ~~suelo~~

zán /zaíhquin/ gritar, calmar

EXAMPLE VII -pan forms

cvcvv + -pan = cvcvvf<sub>n</sub>

jintaa -pan = jintapán clotted blood

cvcv + -pan = cvcvvf<sub>n</sub>

cúho -pan = cùhopán liphole

/jíntaa -pan/ coagulated blood

/hána -pan/ insect (also tsee)

/tzáca -pan/ arrow wound

/tzáncaa spm -cun/ añufe

/vúnaa -cun/ new

yosho /yóso-pan/ bean

/cúho-pan/ liphole

/vúco-pan/ tree

EXAMPLE VIII

The modifying pattern goes as follows.

cvcv + cvcv = cvcv cvcv

~~fix~~  
hízo + vacú = hízo vacú Baby black spider monkey

cvcv \* + cvcv = cvcv cvcv

hízo + xóva = hízo xóva a fat black spider monkey

cvcvcvcv + cvcv = cvcvcvcv cvcv

hizocóro jínto = hizocóro jínto tailless brown spider monkey

/isolation tone/

/hízocóro/ brown spider monkey	/x̥asá/
/hízocóro vacú/ Baby spider monkey	/x̥asá/vacú/
/hízocóro xúni/ old spider monkey	/xúni/
/hízocóro quimishá/ three spider monkeys	/quimishá/
/hízocóro hícha/ many spider monkeys	MÍ /hícha/
/hízocóro xúni píshta/ old small spider m.	/píshta/
/hízocóro jínto/ tailless spider monkey	/jínto/
/hízocóro chishná/ sick or thin s/monkey	/chishná/
/jan/ /jén hízocóro/ his spider monkey	/jan//jan/
/hun hízocóro/ my spider monkey	/hun/
/hízocóra xúquihi/ shivering spider monkey	/x̥uquihi/
/hízo/ black spider monkey	
/hízo tanahma/ gentle black spider monkey	/tanahma/ <sup>h</sup>
/hízo míshin/ small bladk spider monkey	/míshin/
HÍZO /hízo xóva/ fat " " "	/x'ova/
/hízo jiná/ black spider monkey's tail	/jiná/

/hátapa/ chicken

/hátapa vacú/ baby chicken

/hátapa vunu/ chicken's husband (rooster) /vunu/

/hátapa xúni/ old chicken

/xúni/

/hátapa táhu/ chicken's foot

/hátapa xúni píshta/ old little chicken

/hátapa jínto/ tailless chicken/

/hátapa tanahma/ tame chicken

/HÍZO /hátapa míshin/ small chicken

/hátaba jóxø/ white chicken	/k joxø/
/hátaba cháho/ black or dark chicken	/cháho/
/hátaba w vínshin/ red chicken	/vínshin/
/hátaba vácu vínshin píshta/ Small red chicken <sup>fn</sup>	

---

<sup>fn</sup> note the conformation fo vacú in going to vácu due to pattern pressure. It does not occur in final position in the role so it has to change tone from the second to the first.

---

/cáavóri/ water turtle

/cáavóri vacú/ baby water turtle

/cáavóri xúni/ old " "

/cáavóri xuñu / male " "

/cáavóri yóxan/ female water turtle /yóxan/

/cáavóri rávuu/ two water turtles /rávuu/

/cáavóri píshta/ small water turtle

~~xéxxéxxéxxéxxéxxéxxéxxé~~

/cáavóri chishná/ sick, thin water turtle /chishná/

/cáavóri xóvá/ fat water turtle

/cáavóri cháho/ dirty, black water turtle

/cáavóri vachi/ water turtle's egg

/hápushfro/ iguana

/hp /hápushfro vacú/ baby iguana

/hápushfro tåhu/ Iguana's foot /tåhu/

/hápashíro pishta/	small iguana	
/hápashíro tóha/	large iguana	/tóha/
/hápashíro hína/	domesticated iguana	/hína/
/hápashíro náva/	green iguana	/náva/
/hápashíro hichá/	many iguanas	/hichá/
/júchivín hichá/	many zapates	/hichá/

(The last two do not pattern after the rest. It seems the heavy stress with the high tone on the third syllable of the first noun moves the tone over to the second syllable thus not having the two high tones together on successive tone units.)

#### EXAMPLE VIII A

①  $c\acute{e}cvv_n + \underline{m\acute{e}x} cvc\acute{e}$  =  $c\acute{e}cvv_n c\acute{e}cv$   
míshmiin  
hishmiin+vacú = hishmiin vácu baby condor

$cvc\acute{e} + cvc\acute{e} + cvc\acute{e}$  =  $c\acute{e}cv c\acute{e}cv cvc\acute{e}$   
mé  
hino + vacú + joxó = hino vácu joxó a white puppy

$cvc\acute{e} + cvc\acute{e} + cvc\acute{e} + cvc\acute{e}$  =  $c\acute{e}cv c\acute{e}cv c\acute{e}cv cvc\acute{e}$   
hinó vacú vunó joxó = hino vácu vunu joxo white make  
 puppy

/híshmiin vácu/ baby condor

vácu

/mí híshmin vúnu/ male "

vúnu

/híshmiin chishna/ sick condor

chishna'

/híshmiin químishá/ three condors

/janhsien vácu/ baby paujil

/jánsiin vúnu/ male "

/janhsien ~~mí~~ chishna/ sick paujil

jánhsien quimishá/ three paujils

/nónon vácu/ baby duck

/nónon vúnu/ male duck

/nónon chishna/ sick duck

● /nónon químishá/ three ducks.

cáhin vacú / ~~mín~~ vacú/ fish baby

/cáhin vacú/ guacamayo baby

/cáhin vunu/ male "

~~xxxmámxjx~~

/cáhin jiná/ guacamayo tail

/cáhin químishá/ three guacamayos

/cáhin chishna/ sick guacamayo

/cáman vacú/ small animal like ronsoco baby

/cáman vunu/ male "

/cáman chishna/ sick "

/náhin vacú/ baby sloth

/náhin vunu/ male sloth

/náhin chishna/ sick "

/náhin químishá/ three sloths

/hää xúni/ tapir grease

/hää xúni/ old tapir

/xuuni/ grease

~~XUNI~~ /xuuni/ old

/hää ~~xúninmun~~ yáhu háqui quánu/ The old tapir eats yahu.

/hää xúninmun nónon vácu vóo quínu/ The tapir grease spills(wets)  
the duck.

/hátapa vácu jóxo/ white baby chicken

/ " jóxo vínu/ white male chicken

/ " " vácu/ " baby chicken

/ " jóxo píshta/ small white "

/ " píshta joxó/ small white chicken

/ " vácu ~~m~~ joxó/ s

/híno vácu joxó/ white puppy

/híno vácu ~~pímk~~ píshta/ small puppy

/ " jóxo píshta/ small white dog

/ " " vínu píshta/ small white male dog

/ " vácu vínu jóxo/ small white male dog

~~XUNI~~

/híno vácu píshta/ small white puppy

/chaxó/ deer

/cháxo vácu/ baby deer

/vacú/

/cháxo xúni / old deer

/xúni/

/cháxo vúnu/ (vunú) male deer

/vunú/

~~xcháxoxéxoxé~~

/cháxo yóxan/ female deer

/yóxan/

/cháxo tāhu/ foot of a deer

/tāhu/

/cháxo mápoo// head of a deer

/mápoo/

/cháxo jína/ tail of a deer

/jína/

cháxo rávuu/ two deer

/rávuu/

/cháxo quimisha/ three deer

/quimishá/

~~xcháxoxé~~ /cháxo hícha/ many deer

/hícha/

/cháxo xúni píshta/ small old deer

/píshta/

<sup>jínto</sup> /cháxo jínto/ tail less deer

/jínto/

/cháxo tanishma/ tame deer

/tanishma/

/cháxo tóha/ large deer

/tóha/

/cháxo chishna/ sick/thin deer

/chishná/

/cháxo xóva/ fat deer

/xóva/

~~xcháxoxé~~ /cháxo hína/ <sup>domesticated</sup> deer

/hína/

/p cháxo píshta/ small deer

/píshta/

~~xcháxoxéxoxé~~

/cháxo vácu píshta/ small baby deer

/vacú/

~~xcháxoxé~~

/ca'

/capā/ squirrel

//cápā vácu/ baby squirrel

/cápā xúni/ old "

/ " yóxan/ female "

/ " vānu/ male "

/ " táhu/ foot of a "

/ " mápoo/ head of a "

/ " jína/ tail of a "

/ " rávuu/ Two "

/ " químisha/ three "

/ " hícha/ many "

/ " xúni píshta/ old small squirrel  
*jínto*

/ " jínto/ Without tail

/ " ~~tamá~~ táchama/ tame squirrel

/ " tóha/ large squirrel

/ " shishma/ sick, thin "

/ " xóva/ fat "

/ " hína/ domesticated "

/ " píshta/ small "

/ 2 vácu píshta/ small baby squirrel.

- /canák/ blue and yellow macaw,  
/cána /  
/cánavaču/ Baby macaw  
/ " xúniž old "  
/ " vúnu/ male "  
/ " yóxan/ female "  
/ " táhu/ foot of a "  
/ " m'apoo/ head "  
/ " jína/ tail "  
/ " rávuuz two macaws  
/ " quimisha/ three "  
/ " hícha/ many "  
/ " xúni pishta/ old little macaw  
/ " jínto/ tailless macaw  
/ " tánahma/ tame "  
/ " tóha/ large "  
/ " chíshna/ sick, thin "  
/ " xóva/ fat macaw  
/ " hína/ domesticated macaw  
~~/~~ " pishta/ small macaw  
/ " vácu pishta/ small baby macaw.

- /hinδ/ dog
- /híno vácu/ puppy
- / " xúni/ ~~máim~~ old dog.
- / " vúnu/ male "
- / " yóxan/ female "
- / " táhu/ foot of a dog
- / " mápoo/ head "
- / " jína/ tail "
- / " rávuu/ two "
- / " químisha/ three ~~z~~ "
- / " hícha/ many ~~magaz~~ dogs
- / " xúni pishta/ small old dog.
- / " <sup>Jínco</sup> jínto/ tailless dog
- / " tánhma/ tame "
- / " tóha/ large dog
- / " chíshna/ sick, thin dog
- / " xóva/ fat.
- / " hína/ domesticated dog.
- / " pishta/ small dog
- / " vácu ~~pískuy~~ pishta/ small baby dog.

/jóní/ man

/jóni vácu/ (male baby man /xáno vácu/ baby girl

/ " xúni/ Old man

/ " táhu/ man's foot

/ " mápoo/ head

/ " rávuu/ two men

/ " químisha/ 3 men

/ " hícha/ many "

/ " xúni pishta/ old little man

/ " tóha/ big man

/ " chíshna/ sick man

/ " xóva/ fat man

/ " hína/ slave

/ " pishta/ small

/ " vácu pishta/ small baby man

EXAMPLE L X One word and one syllable endings.

The /-sti/ suffixing

cvcf + -sti = cvcfsti

caná + -sti = c násti 'one macaw'

c'vcv + -sti = sí cvcfsti

hízo + -sti = ~~hízó~~ hizósti 'one black spider monkey'

The -mun suffix (emphasis marker)

cvcf + -mun = cfcvmún

joni + -mun = jónimún 'the man' or jóninmún 'the man' tr marker.

cfcv + -mun = cfcvmún

cúzpon + -mún = cúzponmún 'the cup'

~~nákuX~~

cvcvc + v<sub>n</sub> + -mun = cfcvcf<sub>n</sub> mun

máxum + un + -mun == ~~máxumunun~~ <sup>Spanish</sup> 'the ~~maxum~~' Ins. marker gives  
nákuX náxumun <sup>extra syllable.</sup>

/hóromúní joníh quínu/ the man cultivates.

/jóninmún hórohf' h quínu/ 'the man cultivates'

/hóromúní joníh quínu, vai/ The man cultivates the chacra'

/váimún hórohf' joníh quínu /'the man cultivates the chacra'

/cóshimún hórohf' joní quínu/ The man cultivates rapidly.'

/cúzponmún háyati jékmá/ 'The masato is in the cup'

/jónproxómun nócu quíyonox quínu/ 'The chiggers cover us.'

~~χέροχόμουν~~

~~χέροχόμουν~~ xáncon púhi pínox quínu/ The shansho eats a

/núrxuxúnmun xancon leaf'

/xánováunmún namí jóvahí quínu/ The women are cooking meat.'

/vácohmamún covínhí húnh cánu/ 'I'm boiling water.'

/jóninmún vácohmá ~~má~~ covínhí quínu/ 'The man boils water.'

~~χέροχόμουν~~

/jóninmún tápazquín curúxhi quínu/ 'the man makes the house  
strong'

/cúruxyóvamun joníh nu/ The man is very strong'

/minmún curúxpu/ 'make yourself strong.'

/híyanmún hun <sup>míx 4/60</sup> mítito nanúshin cúcú/ I embarked my cat

/jóniyóramún ~~má~~ hisinh nu/ the man's body is ~~má~~ sick.'

/jóninmún ~~míximá~~ quíricá' vúnihf' quínu/ The man lifts the  
book.

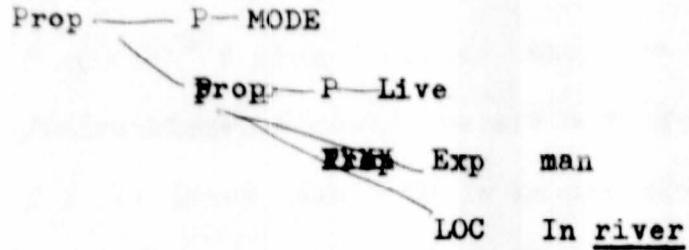
/várinmún júnu nútzóhi quínu/ The sun dries the river.

THE -sti and tii suffixes'

canásti	cánatíi	one macaw
capásti <del>t</del>	cápatíi	one squirrel
chaxósti	cháxotíi	one deer
<del>máni-néosp</del>		
hátapásti	hátapatíi	one chicken
hinósti	hínötíi	one dog
hizósti <del>t</del>	hízotíi	one black spider monkey
hízocörósti	hízocóro <sub>o</sub> tíi	one brown spider monkey
<del>má Cáavörísti</del>		
ticónstí <del>m</del>	tícontíi	one bird (ticon)
povásti	póvatíi	one potato
hápashfróstíi	hápashfrotíi	one iguana
júchivínstí <del>i</del>	júchivíntíi	one squash(zapote)
cörriqui <del>curfusti</del>	#	one coin (money)
<del>máxapámxíy</del>		
cörriqui puhíisti	#	one bill(money)
tápítisti -sti	tápiti tíi	one ladder, stairway
házaapámí <del>h</del>	<del>máxap</del> házaapátíi	one fish(paco)
choshóxeasti	coshóxcatíi	one fish (bufeo)
<del>cos</del> - coshoxcastíi		

EXAMPLE XI The role boundaries.

/júnumúranmún # jáhax # jonih # quínu /  
river-in-emp # live # man # mode  
LOC PRED EXP MODE  
noun loc phrase# verb tense# noun phrase# clitic



The four triangles show the areas where tone functions. Either noun phrase that fills the EXP or LOC arguments could be expanded. In fact the LOC argument is made up of three morphemes. The tone will vary according to the addition of units in the respective phrases.

/vaihi#jonih# quínu/ the man makes the chacra.(lit. makes-chacra)

/vaihi#jónináhah/ quínu/ Various men make a chacra

/jónin/vaihi/ quínu/ the man is making-chacra.

/jónináhan/vaihi/ quínu/ various are making-chacra.

/vaihi # jánh # quínu/ he is making-chacra

/vaimunhi\* # caan # quínu/ they are making-chacra

/vaimunhi#nónh# cánu/ we are making-chacra

\*\* /&vaihirá jánh quí/ Is he making-chacra?

/júnumúranmún # jáhax # jonih # quínu/ The man lived in the  
river.

/jónimún # júnumúran # jáhaz # quínu/ The man lived in the  
river.

/jinmún # vínahíh/ quínu/ the man paddles (the canoe)

/jóninmún#nontí#vínahíh # quínu/ the man paddles the canoe

/nontí # vínahí # jonih # quínu/ The man paddles the canoe.

The two above show the tone operating in the role boundaries.

The two high tones would not occur next to each other if it  
were not for a pause or a glottal stop, /-h-/ occurring and  
thus influencing the tone.

/jóninmún # jan vácumán <sup>xáno</sup> # sháshoxóñhi # quínu/

'the man his daughter grinder for making does.'  
The man is making a corn grinder for his daughter'

/cánanmún # xúvon # pínox # quínu/ The macaw eats xuwon.

/xúvon # pínox # canáh # quínu/ the macaw eats xuwon.

/vánmún#xúqui # pínox quínu/ the parrot eats corn.

pínox & xúqui # quínu/ The parrot eats corn.

/cápuitónmun # yomáh # háquínu/ The alligator eats fish. Check out  
 /yomáh # cápuuh#quínu/ The alligator (eats) fish.

/hátapánánmún # xúna # xúhahih # quínu/ The chicken gulped down the

/ " " # " #pihi # " / " ate-chew the

/ " " # " # pihi # " / " ate(fast) the

/xúnamún # pihi # hâtapah # quínu/ the chicken ate the worm.

/váranmún # xáca # pínox # quínu/ The nutria ate the crab.

~~xxxxxxxxxx#xxxxxxxxxxxx~~

/xácamún # píno # várah # quínu / the nutria ate the crab

/cócoshtóvinmún # jáu cháho # hánox # quínu/ The butterfly eats ga

/jáu cháhomún # hánox # cócoshtóvih # quínu/ The butterfly eats ~~garbage~~  
garbage

notice in the above the nouns and pronouns which are used as subjects in the sentences have high tone ~~xxxx~~ when placed in the postverbal position. The boundary, which is glottal stop or a pause, acts as a boundary placing the tone high on the ~~preceding~~  
~~xxxxxxxx~~ isolation form. The /caan/ form is a ~~p~~ marker used in the verb positions also as an infix, and ~~xxxxxxxx~~ this is not treated like a noun or pronoun.

EXAMPLE XII The logical structure of the inchoative verb.

/jōnīnmūn # vācohmā' m̥ # covínhī # quínu/  
man water boil does  
AG # Obj # Pred # Mode

Prop P Mode marker.

Prop P Tense

Prop Inchoative

Prop P BOIL

Obj Water

Ag man

Contrast the above with the logical structure of the Stative verb.

/vācohmā' # cōvinhī/# quinu/ Water boils.

Prop P Mode

Prop P Tense

Prop P boils

Obj water

<sup>h</sup>  
/vácohmámun oehinhí húnh cánu/ I boil water

/jóninmún vácohma covínhí quínu/ The man boils water

/jóninmún tāpazquín curúxhi quínu/ The men ~~make~~ make the house  
strong.

/pilotomun hávion cuxcántanu híiváhin xóhnu./  
pilot plane inclined look going did

The pilot inclined the plane and looked as he went.

/pilotomun háviōn cuxcán xóhnu./ The pilot inclined the plane.

/pilotomun háviōn ~~will~~ cuxcánshin xóhnu/ The pilot inclined the  
plane yesterday.

/pilotomun hávion ~~month~~ cuxcáyan xóhnu/ The pilot inclined the plane.  
month ago.

/pilotomun háviōn cuxcánni xóhnu/ The pilot inclined the plane.

/pilotomun háviōn cuxcán cátsi quínu/ the pilot will incline the  
plane.

/jóninmún /jóninmún hinóh muhuqui hizíhi quínu/ the man hit the  
man dog hit sick making does dog maning him sick.

#### LATIVE STATIVE SENTENCES

/sun jinu nútashi quínu/ The sun is drying the river.

/rain hñoz sucháhi quínu/ The rain spoils (wets) the rice.

/men wakhi quínu/ The men are making-chacra.

/I'm making a chacra.

/various men jilno/ Various men are making a chacra.

/various men jilquínu/ Various men are maning a chacra.

/the man is chacra making.

/they are making chacra.

INCOHATIVE IMPERATIVE LOGICAL STRUCTURE

*#vaihápu/ 'make a chacra'*

Prop P Mode

Prop p tense

Prop p Incohesive /-ha/

Prop p CHACRA=MAKE

Obj (chacra)

## INCOHATIVE IMPARITIVE AND INFINITIVE FORMS

(The # marker is the void of the -pu marker, -pu used man to  
man/men, an allomorph of # elsewhere)

<u>IMPERATIVE</u>	<u>INFINITIVE</u>	<u>MEANING</u>
cuntíhápu	cuntíquin	make a pot
hiya cotōn xónján#	cotōnquin	" " shirt
píyacántihápu	píyacántíquin	" " bow
píyahápu	px píyáquin	" " arrow
chínuxútihápu	chínuxutíquin	" " belt
<u>tzíztotfpu</u>	<u>tzíztotfquin</u>	" " firestick <i>Really one</i>
nontíhápu	nontíquin	" " canoe
vintíhápu	vintíquin	" " paddle
vaihápu	xxp vaíquin	" " chacra
máhotatíhápu	máhotatfquin	" " tambo
tapánhápu	tapánquin	" " raft
jocóhá #	jocóquin	" " thread
vóoxutíhápu	vóoxutíquin	" " comb
<hr/>		
váchomá covínhápu	matkxwach covíñquin	boil water
minmún curúxpu	quin curúxpu	make yourself hard/ strang
tápazquín curúxhápu	curúxquin	make the mouse hard/stron
cháñat cháncaanhápu	Chán cláñig quín	Kill it with many arrows
px /cárohápu	caróquin	make firewood
vaihápu	vaiquia	make chacra
chacáhápu	chacáquin	sow seed

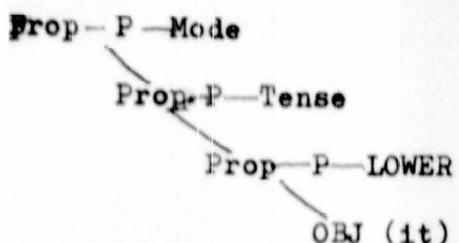
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On the imperative forms the form for a man speaking to a man  
is /-pu/. Otherwise if two men are not involved in the conversation  
the women's address form is used. The # has been used to  
represent part of the allomorphs used, they are -hu, -vu,.

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EXAMPLE XIII THE IMPERATIVE LOGICAS STRUCTURE

/votúpu/ lower it



catáápu	goodby (lit. go) sing.
tícatáápu	goodby singular
<i>Lívecónyú</i> tívecatáápu	goodby plural
jiquípu	enter
tíjopu (prob)	come
tívucánpu	you all come, pl.
típihípu	eat
<del>xík</del> tíjirihi vucánpu	you all eat
<del>námí</del> pihipu	eat meat
hátza jóva pihipu	eat cooked yuca
votúpu	lowes it
votóópu	come down
cayáhápu	you live
cúnatápu	go call (cúnaquín)
hóxatí harópu	repair a bed
cácaaajánpu	send a message(far away)
yóhijánpu	advise him
nuxápu	tie him up
<i>Lívecónu</i> hóropu (prob)	cultivate it.
caínpu	leave
<del>jk</del> jócon cánpu	you all leave
cáánpu	walk
vóhotancánpu	you all walk
tzahóópu	sit down
mániicánpu	you sit down
natúxpu	bite him/it

nátux xuhúpu	bite yourself
rúracánpu	you two cut it
rurápu	cut it

#### EXAMPLE XIV STATIVE VERB FORM

/jóninmún mishító nánuhíh quínu/ The man embarks the cat.  
 man            cat        embark mode

Prop p Mode quínu

Prop P tense hí

Prop p nánu

OBJ Mishító

AG jóninmún

/jóninmún mishító nánuhí quínu/ The man embarks the cat

/jóninmún mishító nánu xóhnu/ The man embarked the cat

/jóninmún mishító nánushín xóhnu/ The man embarked the cat ~~yesterday~~

/jóninmún mishító ~~nánu~~ nánuyán/xóhnu/ The man embarked the cat  
a while ago.

/jóninmún mishító nánucátsi quínu/ The man will embark the cat.

/háviðn cúcanhíh quínu/ The plane inclines itself.

/vácohmáá cövinhfíh quínu/ The water boils

/joníh cúruxhfíh quínu/ The man is strong.

/joníh cöhohíh quínu/ the man burns himself.

/quíricáá vúnihih joníh quínu/ The man raises the book.

/jónimún nánuhíh quínu/ The man embarks.

/júnumún nútzoohíh quínu/ The river dries.

~~xóm~~ /vácumún vácuxánotzá jánuhfíh quínu/ the child is insulting  
the girl

/möhámún ~~góm~~ joníh cáh quínu/ The man is leaving now.

/jónimún júnumúran jáhax quínu/ The man liven in the river.

~~xóm~~ /húhuquímun tásha vóhi quínu/ The flood carries off the debri.

/júnumún máxaráha máhi quínu/ The river is cutting the bank.

/váijárimún ján caxóhnu/ He went to the chacra (problem)

/jóninmún nontí vínahfíh quínu/ The man paddles the canoe.

/cáanmúni ~~góm~~ joníh quínu/ The man is walking.

/níhi cáxonmún ján háa rútu quínu/ He went to the jungle and  
is killing a tapir. ~~xxxxxxxxxxxxxx~~

/níhi cáxonmún ján háa rútuxóhnu/ He went to the jungle and killed  
a tapir.

/háa rútu táni jóhaxmún ~~góm~~ jónvihi jánh quínu/  
Killing the tapir he returns and rests.

~~xóm~~ /hórohfíh joníh quínu/ the man cultivates

/hóromúni joníh quínu/ The man cultivates.