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## MAZATECO PEDAGOGICAL GRAMMAR

by

George Gowan

## Lesson 1

Conversation (singular throughout)

- ?nta<sup>3</sup>-li<sup>2</sup> Hello (accompanied by touch of finger)  
 ?nta<sup>3</sup>-li<sup>2</sup> a<sup>3</sup> to<sup>4</sup> c?aa<sup>42</sup> nta<sup>3</sup> Hello. How are you?  
 to<sup>4</sup> c?oa<sup>42</sup> nta<sup>3</sup> I am well.  
 tja<sup>1</sup>s?ain<sup>3</sup> Come in.  
 ti<sup>4</sup> jnai<sup>3</sup> Sit down.

Some highly probable questions they may ask you.

- jo<sup>1</sup> ?mi<sup>2</sup>-li<sup>2</sup> What is your name?  
 Julian ?mi<sup>2</sup>-na<sup>3</sup> My name is Julian.  
 Clara ?mi<sup>2</sup>-na<sup>3</sup> My name is Clare.  
 jo<sup>1</sup> ?mi<sup>2</sup> chjon<sup>42</sup>-li<sup>4</sup> What is your wife's name?  
 Clara ?mi<sup>2</sup>-~~ja~~<sup>4</sup> Her name is Clare.  
 jo<sup>1</sup> ?mi<sup>2</sup> x?in<sup>4</sup>-li<sup>4</sup> What is your husband's name?  
 Julian ?mi<sup>2</sup>-~~ja~~<sup>4</sup> His name is Julian.  
 jo<sup>1</sup> ?mi<sup>2</sup> ?nti<sup>1</sup>ti<sup>3</sup>-li<sup>4</sup> What is your little boy's name?  
 Pablo<sup>4</sup> ?mi<sup>2</sup> His name is Paul.  
 jo<sup>1</sup> ?mi<sup>2</sup> ?nti<sup>1</sup>ti<sup>3</sup> xi<sup>3</sup>jnco<sup>3</sup> What is the other boy's name?  
 Davi<sup>3</sup> ?mi<sup>2</sup> / ?mi<sup>2</sup>-le<sup>4</sup> His name is David.  
 jo<sup>1</sup> tjin<sup>1</sup> no<sup>1</sup>-le<sup>4</sup> How old is he?  
 aon<sup>2</sup> no<sup>1</sup>-le<sup>4</sup> He is five years old.

## Lesson 1 (continued)

jo <sup>1</sup> tjin <sup>1</sup> no <sup>1</sup> -le <sup>4</sup>	xi <sup>3</sup> jnco <sup>3</sup>	How old is the other?
jao <sup>2</sup> no <sup>1</sup> -le <sup>4</sup>		He is two years old.
jñal-ni <sup>3</sup> tsi <sup>4</sup>		Where is your home?
Estados Unidos ts'an <sup>4</sup>		The United States is my home.

Conversation when visitor departs.

ti <sup>2</sup> fi <sup>3</sup> nia <sup>13</sup>	tso <sup>2</sup> c'oa <sup>4</sup>	I'm going now.
a <sup>3</sup> ti <sup>3</sup> mi <sup>3</sup> -ni <sup>1</sup>		Are you going?
ja <sup>4</sup> xt'a <sup>3</sup> -la <sup>2</sup> nca <sup>1</sup>	t'in <sup>3</sup> -la <sup>2</sup> ntai <sup>3</sup>	Goodbye. May you go well.

**Note:** All words beginning with a vowel have glottal initial (?) before the initial vowel. It is not written. Word initial before consonants it is written. (?)aon<sup>2</sup> ?a<sup>3</sup> in actual pronunciation).

All names take a tone pattern. Julian, Clara, Pablo  
are 2 4 (2 corresponds to stress syllable in Spanish)  
Da<sup>3</sup>vi<sup>2</sup>, cf. also E<sup>3</sup>sta<sup>3</sup>dos<sup>3</sup> U<sup>3</sup>ni<sup>2</sup>dos<sup>4</sup>

#### Pronunciation Drills

Voiceless aspirated stops  
phonemically cluster of  $\emptyset_j$

tja  
cja  
cji  
tsja  
chja

tja<sup>1</sup>s'aín<sup>3</sup>  
jo<sup>1</sup> tjin<sup>1</sup> no<sup>1</sup>-le<sup>4</sup>  
cñjon<sup>42</sup>-li<sup>4</sup>  
ch

Cj

Voiceless unaspirated stops

ta  
ca  
qui  
tsa  
cha

ti<sup>4</sup>jnai<sup>3</sup>  
?nti<sup>1</sup>ti<sup>3</sup>-li<sup>4</sup>  
jñal-ni<sup>3</sup> tsi<sup>4</sup>  
ti<sup>2</sup>fi<sup>3</sup>-na<sup>13</sup>  
nía

## Lesson 1 (Continued)

from coming lessons

<u>c</u> <u>ja</u> <u>o</u> <sup>42</sup>	chal Jorge
<u>na</u> <sup>4</sup> <u>chja</u> <sup>4</sup>	<u>tsin</u> <sup>2</sup> - <u>na</u> <sup>3</sup>
<u>ma</u> <sup>3</sup> <u>chjen</u> <sup>1</sup> - <u>li</u> <sup>2</sup>	<u>li</u> <sup>2</sup> <u>coi</u> <sup>3</sup>
<u>cjai</u> <sup>1</sup> <u>nca</u> <sup>3</sup>	<u>jo</u> <sup>1</sup> <u>ca</u> <sup>2</sup> <u>si</u> <sup>3</sup>

Pronunciation drills--nasalized vowel nucleus

Vn

nasalized

tja<sup>1</sup>s<sup>2</sup>ain<sup>3</sup>  
chjon<sup>42</sup>-li<sup>4</sup>  
xin<sup>4</sup>-li<sup>4</sup>  
aon<sup>2</sup> no<sup>1</sup>-le<sup>4</sup>  
tsan<sup>4</sup>  
tin<sup>3</sup>la<sup>2</sup>ntai<sup>3</sup>

non-nasalized

s<sup>2</sup>a<sup>4</sup> je<sup>2</sup>e<sup>4</sup>  
xi<sup>3</sup>jnco<sup>3</sup>  
jao<sup>2</sup> no<sup>1</sup>-le<sup>4</sup>  
jna<sup>1</sup>-ni<sup>3</sup> tsi<sup>4</sup>  
ti<sup>2</sup>fi<sup>3</sup>-nia<sup>13</sup>

from coming lessons

tja<sup>1</sup>s<sup>2</sup>aon<sup>3</sup>  
tsaon<sup>43</sup>  
tsain<sup>4</sup>-jin<sup>4</sup>  
ma<sup>3</sup>chjen<sup>1</sup>-na<sup>3</sup>  
tjin<sup>1</sup>  
tsin<sup>2</sup>  
sa<sup>3</sup>sen<sup>1</sup>-li<sup>2</sup>

ja<sup>2</sup>ai<sup>4</sup>-jin<sup>4</sup>

## Lesson 2

Conversations of Lesson 1 in Plural forms

tja<sup>1</sup>s<sup>2</sup>aon<sup>3</sup> Come in. ti<sup>4</sup>yo<sup>3</sup> Sit down.

jñal<sup>1</sup>-ni<sup>3</sup> tsaon<sup>43</sup> Where is your home?

Estadom Unidos tsain<sup>4</sup>-jin<sup>4</sup> Our home is in the U. S.

ti<sup>3</sup>ma<sup>3</sup>nquin<sup>1</sup>-ni<sup>3</sup> jin<sup>4</sup> tso<sup>2</sup>c<sup>2</sup>oa<sup>4</sup> We're going now.

a<sup>3</sup> ti<sup>3</sup>ma<sup>3</sup>nquin<sup>1</sup>-nio<sup>13</sup> Are you going?

ta<sup>3</sup>nquin<sup>1</sup>-la<sup>2</sup>ntao<sup>3</sup> May you (pl) go well.

Further questions they may ask with possible answers

A. c<sup>2</sup>ial ja<sup>2</sup>ai<sup>4</sup> When did you come? (sg. you)

s<sup>2</sup>a<sup>4</sup> je<sup>2</sup>e<sup>4</sup> I have just (quite recently) come.

c<sup>2</sup>ial ja<sup>2</sup>ao<sup>43</sup> When did you (pl) come?

s<sup>2</sup>a<sup>4</sup> ja<sup>2</sup>ai<sup>4</sup>-jin<sup>4</sup> We have just come.

B. ?ya<sup>1</sup> ma<sup>3</sup>-li<sup>2</sup> cha<sup>1</sup> Jorge What relationship is George to yðu?  
(sg. you)

li<sup>2</sup>,ya<sup>3</sup> ma<sup>3</sup>-na<sup>3</sup> He is no relative of mine.

(Substitute list in place of cha<sup>1</sup> Jorge)

cha<sup>1</sup> Jorge (or simply Jorge)

na<sup>4</sup> Florencia (or simply Florencia)

na<sup>4</sup> Victoria (or simply Victoria) Eunice

na<sup>4</sup> Sara (or simply Sara)

Mariajto<sup>1</sup> (Buttons)

?ya<sup>1</sup> ma<sup>3</sup>-no<sup>3</sup> (above list) (Plural "you")

li<sup>2</sup>,ya<sup>3</sup> ma<sup>3</sup>-na<sup>3</sup>jin<sup>4</sup> He is no relative of ours.

C. a<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> na<sup>3</sup>nta<sup>1</sup> Do you (sg) want water?

lo<sup>2</sup>xa<sup>4</sup> orange(s)

yao<sup>3</sup> meat

na<sup>4</sup>chja<sup>4</sup> banana(s)

chjao<sup>42</sup> egg(s)

## Lesson 2 (Continued)

me <sup>3</sup> -na <sup>3</sup>	I want _____
li <sup>2</sup> coi <sup>3</sup> me <sup>3</sup> -na <sup>3</sup>	I don't want _____
a <sup>3</sup> me <sup>3</sup> -no <sup>3</sup>	Do you (pl) want _____?
me <sup>3</sup> -na <sup>3</sup> jin <sup>4</sup>	We want _____
li <sup>2</sup> c <sup>3</sup> i <sup>3</sup> me <sup>3</sup> -na <sup>3</sup> jin <sup>4</sup>	We don't want _____
a <sup>3</sup> me <sup>3</sup> -le <sup>4</sup>	Does he/she/want _____? Do they <sup>u</sup> _____
me <sup>3</sup> -le <sup>4</sup>	He/ she/ they want _____
li <sup>2</sup> coi <sup>3</sup> me <sup>3</sup> -le <sup>4</sup>	He/ she/ they do not want _____

Can go through all the above substituting for me<sup>3</sup> - the

Mazateco word ma<sup>3</sup>chjen<sup>1</sup> - "need".

Pronunciation practice-- ?V laryngealized V nucleus

non-laryngealized

laryngealized

ta	t <sup>2</sup> a
ca	c <sup>2</sup> a
tsa	ts <sup>2</sup> a
cha	ch <sup>2</sup> a
no	n <sup>2</sup> o
ve	v <sup>2</sup> e
li	l <sup>2</sup> i
ya	y <sup>2</sup> a
sa	s <sup>2</sup> a

to<sup>4</sup>o<sup>2</sup>oa<sup>4</sup>anta<sup>3</sup>  
tja<sup>1</sup>s<sup>2</sup>ain<sup>3</sup>  
ts<sup>2</sup>an<sup>4</sup>  
ja<sup>4</sup>xt<sup>2</sup>a<sup>3</sup>la<sup>2</sup>ntai<sup>1</sup>  
t<sup>2</sup>in<sup>3</sup>la<sup>2</sup>ntai<sup>3</sup>  
s<sup>2</sup>a<sup>4</sup> ja<sup>2</sup>ai<sup>4</sup> -jin<sup>4</sup>  
tso<sup>2</sup>c<sup>2</sup>oa<sup>4</sup>  
c<sup>2</sup>ia<sup>1</sup> ja<sup>2</sup>ai<sup>4</sup>

## Lesson 3

Summary of structure drilled to date (apart from special conversational phrases for which only single examples yet--)

jo <sup>3</sup>	?mi <sup>2</sup> - (1)	(list a)	(d)	?mi <sup>2</sup> - (1)
?ya <sup>1</sup>	ma - <sup>3</sup>	b)	li <sup>2</sup> ?ya <sup>3</sup>	ma <sup>3</sup> -
?a <sup>3</sup>	me <sup>3</sup> -	c)	(li <sup>2</sup> coi <sup>3</sup> )	me <sup>3</sup> -
	ma <sup>3</sup> chjen <sup>1</sup> -	c)		
		(1)		
	-na <sup>3</sup>	1st sg.	-na <sup>3</sup> jin <sup>4</sup>	1st. pl. excl.
	-li <sup>2</sup>	2nd sg.	-no <sup>3</sup>	2nd pl.
	-le <sup>4</sup>	3rd sg. and pl.		
	- na			

New material~~3-1~~  
~~aspects~~

a <sup>3</sup> tjin <sup>1</sup> na <sup>3</sup> nta <sup>1</sup>	tjin <sup>1</sup>	tsin <sup>2</sup>
Is there water?	There is.	There isn't
a <sup>3</sup> tjin <sup>1</sup> -li <sup>2</sup> na <sup>3</sup> nta <sup>1</sup>	tjin <sup>1</sup> -na <sup>3</sup> jaon <sup>3</sup>	tsin <sup>2</sup> -na <sup>3</sup> ma <sup>3</sup> jain <sup>2</sup>
Do you have water?	I have.	yes.
a <sup>3</sup> sa <sup>3</sup> sen <sup>1</sup> -li <sup>2</sup> na <sup>3</sup> nta <sup>1</sup>	sa <sup>3</sup> sen <sup>1</sup> -na <sup>3</sup> jaon <sup>3</sup>	li <sup>2</sup> coi <sup>3</sup> /sa <sup>3</sup> sen <sup>1</sup> -na <sup>3</sup>
Do you like water?	mai <sup>3</sup>	ma <sup>3</sup> jain <sup>2</sup>
cjai <sup>1</sup> nca <sup>3</sup> sa <sup>3</sup> sen <sup>1</sup> -na <sup>3</sup> na <sup>3</sup> nta <sup>1</sup>	I like <u>water</u> very much.	
me <sup>3</sup> -na <sup>3</sup>	want	
ma <sup>3</sup> chjen <sup>1</sup> -na <sup>3</sup>	need	
tjin <sup>1</sup> -na <sup>3</sup>	have a lot of water	
tsin <sup>2</sup> -na <sup>3</sup>	haven't any water	

## Phrases to use in acquiring vocabulary.

- jo<sup>1</sup> ?mi<sup>2</sup>-li<sup>2</sup> What is your name? \_\_\_\_\_ ?mi<sup>2</sup>-na<sup>3</sup>
- jo<sup>1</sup> ?mi<sup>2</sup>-le<sup>4</sup> What is his/her name? \_\_\_\_\_ ?mi<sup>2</sup>-le<sup>4</sup>
- jo<sup>1</sup> ?mi<sup>2</sup> je<sup>2</sup>-vi<sup>4</sup> What do you call this? lo<sup>2</sup>xa<sup>4</sup> ?mi<sup>2</sup>
- jo<sup>1</sup> ?mi<sup>2</sup> je<sup>2</sup>-ve<sup>4</sup> What do you call that?

## Lesson 3 (Continued)

nqui<sup>2</sup>jnco<sup>3</sup>c<sup>2</sup>a<sup>2</sup> (Say it) again or  
 jo<sup>1</sup> ca<sup>2</sup>si<sup>3</sup> What did you just say?  
 lo<sup>2</sup>xa<sup>4</sup> ca<sup>2</sup>xian<sup>3</sup> I said lo<sup>2</sup>xa<sup>4</sup>  
 a<sup>3</sup> lo<sup>2</sup>xa<sup>4</sup> mi<sup>2</sup> Is it called lo<sup>2</sup>xa<sup>4</sup> jaon<sup>3</sup> yes  
 jo<sup>1</sup> ca<sup>2</sup>si<sup>3</sup> nqui<sup>2</sup>jnco<sup>3</sup>c<sup>2</sup>a<sup>2</sup> What did you say again?  
 jo<sup>1</sup> mi<sup>2</sup> nqui<sup>2</sup>jnco<sup>3</sup>c<sup>2</sup>a<sup>2</sup> What is it called again?

Practice using these to get three or four new vocabulary items.  
 (e.g. table, chair, soap, coffee)

## Pronunciation practice --phoneme x

## Before Cs

xti  
 xca  
 xqui  
 xta

ja<sup>4</sup>xt<sup>2</sup>a<sup>3</sup>la<sup>2</sup>ya<sup>1</sup>cal

## Before vowels

xi  
 xa  
 xo

lo<sup>2</sup>xa<sup>4</sup>  
 ya<sup>1</sup>xi<sup>2</sup>le<sup>4</sup>  
 ya<sup>1</sup>mi<sup>2</sup>xa<sup>4</sup>  
 xi<sup>3</sup>jnco<sup>3</sup>

## Lesson 4

Conversationa<sup>3</sup> tjin<sup>1</sup> \_\_\_\_\_

Are there any \_\_\_\_\_?

a<sup>3</sup> ma<sup>3</sup>chjen<sup>1</sup>-li<sup>2</sup> \_\_\_\_\_

Do you need \_\_\_\_\_?

jo<sup>1</sup> tjin<sup>1</sup> chji<sup>1</sup>-le<sup>4</sup>

How much does \_\_\_\_\_ cost?

jnco<sup>3</sup> ~~se~~ sen<sup>3</sup>ta<sup>2</sup>vo<sup>4</sup> (centavo or cent) chji<sup>1</sup>-le<sup>4</sup>

It costs one cent.

jao<sup>2</sup> sen<sup>3</sup>ta<sup>2</sup>vo<sup>4</sup> chji<sup>1</sup>-le<sup>4</sup> It costs two centavos.jan<sup>2</sup> vi<sup>2</sup>xo<sup>4</sup> chji<sup>1</sup>-le<sup>4</sup> It costs three pesos.jnco<sup>3</sup> 1 jaon<sup>3</sup> 6jao<sup>2</sup> 2 na<sup>3</sup>to<sup>3</sup> 7jan<sup>2</sup> 3 jin<sup>3</sup> 8no<sup>3</sup> 4 na<sup>3</sup>jan<sup>3</sup> 9aon<sup>2</sup> 5 te<sup>3</sup> 10a<sup>3</sup> jnco<sup>3</sup> vi<sup>2</sup>xo<sup>4</sup> chji<sup>1</sup>-le<sup>4</sup> Does it cost a peso?jaon<sup>3</sup>, jnco<sup>3</sup> vi<sup>2</sup>xo<sup>4</sup> chji<sup>1</sup>-le<sup>4</sup> Yes, it costs a peso.nta<sup>3</sup> tjin<sup>1</sup> t<sup>2</sup>ai<sup>2</sup>nai<sup>13</sup> jnco Fine, Give me one.  
O. K. That's good.cjoai<sup>13</sup> Take itNi<sup>3</sup>na<sup>1</sup> xi<sup>3</sup> ca<sup>2</sup>t<sup>2</sup>e<sup>1</sup>chji<sup>1</sup>-li<sup>2</sup> Thank you. (Let God pay you)

## Suggestions for practice--

Go through entire dialogue, with variations, on such objects as lo<sup>2</sup>xa<sup>4</sup> (at say, about) te sentavona<sup>4</sup>chja<sup>4</sup> bananas aon "

## **Lesson 4 (Continued)**

to <sup>3</sup> xā <sup>3</sup>	(candy)	jnco	sentavo
nio <sup>4</sup>	(tortilla)	te	"
xo <sup>3</sup> mbe <sup>2</sup>	(hat)	jaon <sup>3</sup> -te <sup>3</sup>	vi <sup>2</sup> xo <sup>4</sup>
nto <sup>4</sup> jo <sup>4</sup>	(soap)	jnco	vi <sup>2</sup> xo <sup>4</sup>

## Pronunciation Drills      3 preceding stops and nasals

q'a)	no	jno
	ma	jma
	ña	jña

(b)	to	jto
	ca	jca
	cho	jcho
	tse	jtsē

(a)  $\text{ti}^4 \underline{\text{jnai}}^3$   
 $\underline{\text{jnai}}^1 \cdot \text{ni}^3 \text{ ts}i^4$   
 $\text{nqui}^2 \underline{\text{jnco}}^3 \text{c'a}^2$   
 $\text{x}i^3 \underline{\text{jnco}}^3$

(b) Maria  $\overset{2}{\text{j}} \underset{1}{\text{to}}$

### In lessons to come

jme<sup>1</sup> - ni<sup>3</sup>  
fna<sup>1</sup> le<sup>4</sup>

## Lesson 5

jme<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> What do you want/ wish?

jme<sup>1</sup> xi<sup>3</sup> ma<sup>3</sup> chjen<sup>1</sup>-li<sup>2</sup> What do you need?

jme<sup>1</sup> xi<sup>3</sup> sa<sup>3</sup> sen<sup>1</sup>-li<sup>2</sup> What do you like?

(also -no<sup>3</sup> throughout 'you pl.')

me<sup>3</sup> na<sup>3</sup> lo<sup>2</sup> xa<sup>4</sup>

ma<sup>3</sup> chjen<sup>1</sup>-na<sup>3</sup> lo<sup>2</sup> xa<sup>4</sup>

sa<sup>3</sup> sen<sup>1</sup>-na<sup>3</sup> lo<sup>2</sup> xa<sup>4</sup>

jo<sup>1</sup> tjin<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> How many do you want?

ma<sup>3</sup> chjen<sup>1</sup>-li<sup>2</sup>

sa<sup>3</sup> sen<sup>1</sup>-li<sup>2</sup>

jnco<sup>3</sup> me<sup>3</sup>-na<sup>3</sup>

to<sup>4</sup> jnco<sup>3</sup> \_\_\_\_\_

jnco<sup>3</sup> xi<sup>3</sup> \_\_\_\_\_

jao<sup>2</sup>

only one

to<sup>4</sup> jnco<sup>3</sup> xi<sup>3</sup> \_\_\_\_\_

jna<sup>1</sup> le<sup>4</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> Which do you want?

ma<sup>3</sup> chjen<sup>1</sup>-li<sup>2</sup>

sa<sup>3</sup> sen<sup>1</sup>-li<sup>2</sup>

jna<sup>1</sup> le<sup>4</sup> lo<sup>2</sup> xa<sup>4</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> Which orange do you want?

me<sup>3</sup> na<sup>3</sup> je<sup>2</sup> vi<sup>4</sup>

•a<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>

je<sup>2</sup> vi<sup>4</sup>

jaon<sup>3</sup> me<sup>3</sup>-na<sup>3</sup> je<sup>2</sup> vi<sup>4</sup>

je<sup>2</sup> ve<sup>4</sup>

je<sup>2</sup> ve<sup>4</sup>

te<sup>3</sup> ten

tejnco<sup>3</sup> 11

čja<sup>3</sup> •aon<sup>2</sup> jnco<sup>3</sup> 16

te<sup>3</sup> jao<sup>2</sup> 12

" jac<sup>2</sup> 17

te<sup>3</sup> jan<sup>2</sup> 13

" jan<sup>2</sup> 18

te<sup>3</sup> ho<sup>3</sup> 14

" ho<sup>3</sup> 19

čja<sup>3</sup> •aon<sup>2</sup> 15

kan<sup>3</sup> 20

na<sup>3</sup> chan<sup>3</sup> 40

kan<sup>3</sup> jnco<sup>3</sup> 21

na<sup>3</sup> chan<sup>3</sup> te 50

jan<sup>2</sup> kan<sup>3</sup> cao<sup>4</sup>-ni<sup>3</sup> jnco<sup>3</sup>

jnco<sup>3</sup> siento 100

no<sup>3</sup> kan<sup>3</sup> cao<sup>4</sup>-ni<sup>3</sup> jnco<sup>3</sup>

## Lesson 6

jo<sup>1</sup> tjin<sup>1</sup> ma<sup>3</sup>-ni<sup>3</sup> How many are there?

chja<sup>3</sup>-aon<sup>2</sup>jnco<sup>3</sup> ma<sup>3</sup>-ni<sup>3</sup> There are 16.  
(substitute any number in here)

jo<sup>1</sup> tjin<sup>1</sup> chjil<sup>1</sup>-le<sup>4</sup> How much do they cost?

<u>jnco<sup>3</sup></u>	sen <sup>3</sup> ta <sup>2</sup> vo <sup>4</sup>	chjil <sup>1</sup> -le <sup>4</sup>	vi <sup>2</sup> xo <sup>4</sup>	taon <sup>4</sup>	money
jneo <sup>3</sup>	taon <sup>4</sup>	12	"	one real	12 centavos
jao <sup>2</sup>	taon <sup>4</sup>		"	two reales	25 "
no <sup>3</sup>	"		"		50 "
jaon <sup>3</sup>	"		"		75 "
te <sup>3</sup>	"				1.25
te <sup>3</sup> jao <sup>2</sup>	"				1.50
te <sup>3</sup> no <sup>3</sup>	"				1.75
kan <sup>3</sup>	"				2.50

no<sup>3</sup>taon<sup>4</sup> cao<sup>4</sup> aon<sup>2</sup> 55 centavos

no<sup>3</sup> taon<sup>4</sup> cao<sup>4</sup> te<sup>3</sup> 60 centavos

(or) jan<sup>2</sup> kan<sup>3</sup> sen<sup>3</sup>ta<sup>2</sup>vo<sup>4</sup>

jan<sup>2</sup> kan<sup>3</sup> cao<sup>4</sup> aon<sup>2</sup> 65 "

jan<sup>2</sup> kan<sup>3</sup> cao<sup>4</sup> te<sup>3</sup> 70

jo<sup>1</sup> ea<sup>2</sup>si<sup>3</sup> What did you say? jo<sup>1</sup> si<sup>3</sup> What do you say?

jo<sup>1</sup> ca<sup>2</sup>tso<sup>2</sup> What did he/she say? jo<sup>1</sup> tso<sup>2</sup> What does he/it say?

Other types of price terms.

jo<sup>1</sup> tjin<sup>1</sup> chjil<sup>1</sup>-le<sup>4</sup> lo<sup>2</sup>xa<sup>4</sup>-li<sup>4</sup>  
                                  -  
                                  -le  
                                  -no

jao<sup>2</sup> jao<sup>2</sup> sen<sup>3</sup>ta<sup>2</sup>vo<sup>4</sup> (chjil<sup>1</sup>-le<sup>4</sup>) 2 centavos each.

## Lesson 6 (Continued)

jan<sup>2</sup> jan<sup>2</sup> sen<sup>3</sup> ta<sup>2</sup> vo<sup>4</sup> (chji<sup>1</sup>-le<sup>4</sup>)      three sentavos each  
 etc.      vi<sup>2</sup> xo<sup>4</sup>  
              taon<sup>4</sup>

jao <sup>2</sup> nca <sup>3</sup> ?aon <sup>2</sup>	Two for five
jan <sup>2</sup> nca <sup>3</sup> te <sup>3</sup>	Three for ten
jao <sup>2</sup> nca <sup>3</sup> jao <sup>2</sup> taon <sup>4</sup>	Two for twenty five.

## Lesson 7

a <sup>3</sup> ma <sup>3</sup> chjen <sup>1</sup> -li <sup>2</sup>	Do you need _____?
mai <sup>3</sup> , qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> -na <sup>3</sup>	No, I found _____ ..
a <sup>3</sup> qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> -na <sup>3</sup>	Did you find _____?
jaon <sup>3</sup> , qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> -na <sup>3</sup> .	Yes, I found them.
mai <sup>3</sup> , qui <sup>3</sup> cha <sup>3</sup> jin <sup>3</sup> -na <sup>3</sup>	No, I forgot _____:
jo <sup>1</sup> tjin <sup>1</sup> xi <sup>3</sup> qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> -no <sup>3</sup>	How many did you find?
jo <sup>1</sup> tjin <sup>1</sup> chji <sup>1</sup> -le <sup>4</sup> xi <sup>3</sup> qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> -no <sup>3</sup>	How much did they cost, the ones you found?

a <sup>3</sup> ie <sup>3</sup> ja <sup>2</sup> ao <sup>4</sup>	Have you <u>now</u> (already) arrived?
je <sup>3</sup> ja <sup>2</sup> ai <sup>4</sup> jin <sup>4</sup>	We have now arrived.
c'ia <sup>1</sup> ja <sup>2</sup> ai <sup>4</sup>	When did you arrive?
s'a <sup>4</sup> je <sup>2</sup> e <sup>4</sup>	I have just arrived.
je <sup>3</sup> me <sup>3</sup> ale <sup>4</sup>	Now he wants them.
je <sup>3</sup> ma <sup>3</sup> chjen <sup>1</sup> -le <sup>4</sup>	Now he needs them.
je <sup>3</sup> sa <sup>3</sup> sen <sup>1</sup> -le <sup>4</sup>	Now he likes them.
je <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup>	Now he knows.
je <sup>3</sup> tjin <sup>1</sup> -le <sup>4</sup>	Now he has them.
ma <sup>3</sup> -le <sup>4</sup>	He knows. He is able.
ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	He knows the idiom (Mazateco) (to speak)
ma <sup>3</sup> -le <sup>4</sup> xon <sup>4</sup>	He knows paper (how to read)
li <sup>2</sup> coi <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup>	He doesn't know. He isn't able.
li <sup>2</sup> coi <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	He doesn't know the idiom (Maz)
li <sup>2</sup> coi <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> xon <sup>4</sup>	He doesn't know how to read.
a <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	Does he know the language?
a <sup>3</sup> ts <sup>2</sup> ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	Doesn't he know the language?
nta <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	He knows the language well.
a <sup>3</sup> nta <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	Does he know the language well?
a <sup>3</sup> ts <sup>2</sup> nta <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	Doesn't he know the language well?
cjai <sup>1</sup> nca <sup>3</sup> nta <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> en <sup>1</sup>	He knows the language very well.

## Lesson 7 (Continued)

jneo <sup>3</sup> jao <sup>2</sup> ma <sup>3</sup> -le <sup>4</sup>	He knows a few.
to <sup>4</sup> jnco <sup>3</sup> jao <sup>2</sup> ma <sup>3</sup> -le <sup>4</sup>	He only knows a few.
cje <sup>3</sup> ma <sup>3</sup> -jin <sup>2</sup> le <sup>4</sup>	He doesn't know it yet.
a <sup>3</sup> cje <sup>3</sup> ma <sup>3</sup> -jin <sup>2</sup> le <sup>4</sup>	Doesn't he know it yet?
tjin <sup>1</sup> xi <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup>	He knows some.
tjin <sup>1</sup> xi <sup>3</sup> li <sup>2</sup> coi <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup>	There are some he doesn't know.
tjin <sup>1</sup> xi <sup>3</sup> ts <sup>2</sup> i ma <sup>3</sup> -le <sup>4</sup>	There are some he doesn't know.
tjin <sup>1</sup> xi <sup>3</sup> cje <sup>3</sup> ma <sup>3</sup> -jin <sup>2</sup> le <sup>4</sup>	There are some he doesn't know yet.
jo <sup>1</sup> ?mi <sup>2</sup> je <sup>2</sup> -vi <sup>4</sup> nea <sup>3</sup> en <sup>1</sup>	What is it called in the idiom? (Mazateco)
jo <sup>1</sup> si <sup>3</sup> nca <sup>3</sup> en <sup>1</sup>	How do you say in the idiom?
jo <sup>1</sup> tso <sup>2</sup> nea <sup>3</sup> en <sup>1</sup>	How is it said in the idiom?

ta	nta
ca	nca
qui	nqui
jeo	jnco
c'a	nc'a

cf. nqui<sup>2</sup>jnco<sup>3</sup>c'a  
cjai<sup>1</sup>nca<sup>3</sup> nta<sup>3</sup>

## Lesson 8

Review Conversations:

a<sup>3</sup> tjin<sup>1</sup>-li<sup>2</sup> \_\_\_\_\_  
t<sup>2</sup>ai<sup>2</sup>-nai<sup>13</sup> jnco<sup>3</sup>  
me<sup>3</sup>-na<sup>3</sup> je<sup>2</sup>ve<sup>4</sup>  
jo<sup>1</sup> tjin<sup>1</sup> chji<sup>1</sup>-le<sup>4</sup>  
a<sup>3</sup> cai<sup>3</sup>-li<sup>2</sup> nca<sup>3</sup>  
a<sup>3</sup> tjin<sup>1</sup>-li<sup>2</sup> taon<sup>4</sup>xcoa<sup>4</sup>  
chjoai<sup>13</sup> taon<sup>4</sup>-li<sup>4</sup>  
li<sup>2</sup>c<sup>2</sup>oa<sup>4</sup>jin<sup>2</sup> si<sup>3</sup>  
ti<sup>2</sup>fi<sup>3</sup>nia<sup>13</sup> nt<sup>2</sup>ai<sup>4</sup>vi<sup>4</sup>  
ja<sup>4</sup>xt<sup>2</sup>a<sup>3</sup>la<sup>2</sup>cna<sup>1</sup>

jaon<sup>3</sup> tjin<sup>1</sup>-na<sup>3</sup> \_\_\_\_\_  
jna<sup>1</sup>le<sup>4</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>  
chjoai<sup>13</sup>  
nca<sup>3</sup> \_\_\_\_\_ chji<sup>1</sup>-le<sup>4</sup>  
ch<sup>2</sup>ai<sup>4</sup>  
cjai<sup>1</sup>nca<sup>3</sup> nta<sup>3</sup> tsin<sup>2</sup> taon<sup>4</sup>xcoa<sup>4</sup>  
na<sup>1</sup>xi<sup>3</sup> ca<sup>2</sup> t<sup>2</sup>e<sup>1</sup> chji<sup>1</sup>-li<sup>2</sup>  
ja<sup>4</sup>xt<sup>2</sup>a<sup>3</sup>la<sup>2</sup>nca<sup>1</sup>  
t<sup>2</sup>in<sup>3</sup>la<sup>2</sup>ntai<sup>3</sup>

Possessive pronounsti<sup>3</sup>xti<sup>3</sup> (pl)

chjon<sup>42</sup>  
x<sup>2</sup>in<sup>4</sup>  
xon<sup>4</sup>  
taon<sup>4</sup>  
taon<sup>4</sup>xcoa<sup>4</sup>  
nto<sup>4</sup>jo<sup>4</sup>  
na<sup>4</sup>chja<sup>4</sup>  
xo<sup>3</sup>mbe<sup>2</sup>

en<sup>1</sup>.  
nio<sup>4</sup>  
to<sup>3</sup>xi<sup>3</sup>  
xqui<sup>3</sup>  
lo<sup>2</sup>xa<sup>4</sup>  
chjao<sup>42</sup>  
na<sup>3</sup>nta<sup>1</sup>

{ -na<sup>4</sup> -na<sup>1</sup> (1 pl. incl)  
-na<sup>4</sup>jin<sup>4</sup> (1 pl ex)  
-li<sup>4</sup> -no<sup>3</sup> 2. pl  
-le<sup>4</sup>

Verb Objects

(Subjects in English translation often)

ma-	<u>mi</u> <sup>2</sup>	-na <sup>3</sup>	-na <sup>1</sup>
me <sup>3</sup> -	sa <sup>3</sup> sen <sup>1</sup>		-na <sup>3</sup> jin <sup>4</sup>
ma <sup>3</sup> chjen <sup>1</sup> -		-li <sup>2</sup>	-no <sup>3</sup>
tjin <sup>1</sup>		-le <sup>4</sup>	
tsin <sup>2</sup>	qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> -		
chji <sup>1</sup>	qui <sup>3</sup> cha <sup>3</sup> jin <sup>3</sup> -	ma <sup>3</sup> cho <sup>4</sup> ya <sup>3</sup> -	'understand'

## Lesson 8 (Continued)

Independent questions (new underlined for drills)

<u>jo<sup>1</sup></u> mi <sup>2</sup> - / <u>jo<sup>1</sup></u> tjin <sup>1</sup>	<u>jo<sup>1</sup>-ni<sup>3</sup></u> How?
<u>ya<sup>1</sup></u> ma <sup>3</sup> - / <u>ya<sup>1</sup></u> xi <sup>3</sup> me <sup>3</sup> -le <sup>4</sup>	<u>ya<sup>1</sup>-ni<sup>3</sup></u> Who?
<u>jme<sup>1</sup></u> xi <sup>3</sup> me <sup>3</sup> -li <sup>2</sup>	<u>jme<sup>1</sup>-ni<sup>3</sup></u> What?
<u>jna<sup>1</sup>-ni<sup>3</sup></u> tsi <sup>4</sup>	<u>jna<sup>1</sup>-ni<sup>3</sup></u> Where?
c <sup>2</sup> ia <sup>1</sup> ja <sup>2</sup> -ai <sup>4</sup>	<u>c<sup>2</sup>ia<sup>1</sup>-ni<sup>3</sup></u> When?
<u>jna<sup>1</sup>-le<sup>4</sup></u> xi <sup>3</sup> me <sup>3</sup> -li <sup>2</sup>	<u>jna<sup>1</sup>-le<sup>4</sup></u> which?
contra a <sup>3</sup> ti <sup>3</sup> -mi <sup>3</sup>	<u>a<sup>1</sup>-ni<sup>3</sup></u> Why?

Drill: jme<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>

What do you want?

ya<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-le<sup>4</sup>

Who wants it?

jme<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>

ya<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-le<sup>4</sup>

jo<sup>1</sup> tso<sup>2</sup>

jna<sup>1</sup> ti<sup>3</sup>-mi<sup>3</sup>

a<sup>1</sup>-ni<sup>3</sup>

\_\_\_\_\_ me<sup>3</sup>-na<sup>3</sup> / me<sup>3</sup> na<sup>3</sup> \_\_\_\_\_

I want \_\_\_\_\_.

\_\_\_\_\_ me<sup>3</sup> me<sup>3</sup>-le<sup>4</sup>

\_\_\_\_\_ wants it.

li<sup>2</sup> jme<sup>3</sup> Nothing.

li<sup>2</sup> ya<sup>3</sup> Nobody.

li<sup>2</sup> jo<sup>3</sup> tso<sup>2</sup> It means nothing.

li<sup>2</sup> jna<sup>3</sup> Nowhere.

li<sup>2</sup> a<sup>3</sup>-ni<sup>3</sup> No reason/ just because

li<sup>2</sup> c<sup>2</sup>ia<sup>3</sup> Never.

Pronunciation drills (nasal plus stop plus aspirat.)

ta	tja	nta	ntja
ca	cja	nca	ncja
tsa	tsja	nts <sup>a</sup>	ntsja
cha	chja	ncha	nchja
čha	čhja	nčha	nčhja

t (nasal plus stop plus <sup>a</sup>)

ta	t <sup>a</sup>	nt <sup>a</sup>
ca	c <sup>a</sup>	nc <sup>a</sup>
tsa	ts <sup>a</sup>	nts <sup>a</sup>
cha	ch <sup>a</sup>	nch <sup>a</sup>
čha	čh <sup>a</sup>	nčh <sup>a</sup>

Note: voiceless stops following a voiced nasal are voiced except preceding aspiration j.

## Lesson 9

jme <sup>1</sup> -sa <sup>3</sup>	What else?	* -sa meaning 'more'
?ya <sup>1</sup> -sa <sup>3</sup>	Who else?	li <sup>2</sup> jme <sup>3</sup> -sa <sup>3</sup> nothing else
j~al <sup>1</sup> -sa <sup>3</sup>	Where else?	li <sup>2</sup> ?ya <sup>3</sup> -sa <sup>3</sup> no one else
j~al <sup>1</sup> -sa <sup>3</sup> le <sup>4</sup>	Which else?	
c~ia <sup>1</sup> -sa <sup>3</sup>	When else?	
jme <sup>1</sup> -sa <sup>3</sup> xi <sup>3</sup> me <sup>3</sup> -na <sup>1</sup>	/ ma <sup>3</sup> chjen <sup>1</sup> - / qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> - / qui <sup>3</sup> cha <sup>3</sup> jin <sup>3</sup> -	
j~al <sup>1</sup> -sa <sup>3</sup> le <sup>4</sup> xi <sup>3</sup>	Also substitute: tjin <sup>1</sup> - / tsin <sup>2</sup> -	
	ma <sup>3</sup> cho <sup>4</sup> ya <sup>3</sup> -	

Then practice:

jme<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>  
jme<sup>1</sup>-sa<sup>3</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>  
j~al<sup>1</sup>le<sup>4</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>  
j~al<sup>1</sup>-sa<sup>3</sup>le<sup>4</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup>  
?ya<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-le<sup>4</sup>  
?ya<sup>1</sup>-sa<sup>3</sup> xi<sup>3</sup> \_\_\_\_\_ tjin<sup>1</sup>- / ma<sup>3</sup>chjen<sup>1</sup>- / qui<sup>3</sup>sa<sup>3</sup>co<sup>3</sup>- /  
qui<sup>3</sup>cha<sup>3</sup>jin<sup>3</sup>- / ma<sup>3</sup>cho<sup>4</sup>ya<sup>3</sup>-

(commonest with -le<sup>4</sup>, possible with some others.)

a <sup>3</sup>	me <sup>3</sup> -	sa <sup>3</sup> -	-na <sup>3</sup>	I want more.
a <sup>3</sup> tsi <sup>2</sup>	ma <sup>3</sup> chjen <sup>1</sup> -	sa <sup>3</sup> -		need
li <sup>2</sup> coi <sup>3</sup>	ma <sup>3</sup> -	sa <sup>3</sup> -		know
cjai <sup>1</sup> nca <sup>3</sup>	tjin <sup>1</sup> -	sa <sup>3</sup> -		have
cjai <sup>1</sup> nca <sup>3</sup> nta <sup>3</sup>	tsin <sup>2</sup> -	sa <sup>3</sup> -		haven't
	chji <sup>1</sup> -	sa <sup>3</sup> -		cost
	qui <sup>3</sup> sa <sup>3</sup> co <sup>3</sup> -	sa <sup>3</sup> -		found
	qui <sup>3</sup> cha <sup>3</sup> jin <sup>3</sup> -	sa <sup>3</sup> -		forgot
	ma <sup>3</sup> cho <sup>4</sup> ya <sup>3</sup> -	sa <sup>3</sup> -		understand

## Lesson 9 (Continued)

For drilling review with longer phrases to gain fluency in more natural length utterances.

li<sup>2</sup>coi<sup>3</sup> qui<sup>3</sup>cha<sup>3</sup>jin<sup>3</sup>-le<sup>4</sup>     (1)     -le<sup>4</sup>

He didn't forget his \_\_\_\_\_.

a<sup>3</sup> tsi<sup>2</sup> qui<sup>3</sup>sa<sup>3</sup>co<sup>3</sup>-sa<sup>3</sup>no<sup>3</sup>     \_\_\_\_\_ -na<sup>4</sup>

Did you not get more of my \_\_\_\_\_?

cje<sup>3</sup> ma<sup>3</sup>chjen<sup>1</sup>-jin<sup>2</sup>na<sup>3</sup>     \_\_\_\_\_ -no<sup>3</sup>

I do not need your \_\_\_\_\_ yet.

a<sup>3</sup> cje<sup>3</sup> ma<sup>3</sup>chjen<sup>1</sup>-sa<sup>3</sup>li<sup>2</sup>     \_\_\_\_\_ -na<sup>4</sup>jin<sup>4</sup>

Do you not yet need some more of our \_\_\_\_\_?

cjai<sup>1</sup>nca<sup>3</sup> nta<sup>3</sup> ma<sup>3</sup>cho<sup>4</sup>ya<sup>3</sup>-na<sup>3</sup>jin<sup>4</sup> jo<sup>3</sup> tso<sup>2</sup>     \_\_\_\_\_ -na<sup>1</sup>

We understand very well what 'our \_\_\_\_\_' means.

(1) xqui<sup>3</sup>               xon<sup>4</sup>               chjao<sup>42</sup>               nio<sup>4</sup>               yao<sup>3</sup>

jnal<sup>1</sup> ti<sup>3</sup> mi<sup>3</sup>

Where are you going?

i<sup>4</sup> ti<sup>2</sup>fia<sup>3</sup>-vi<sup>4</sup>     I am going here.

ya<sup>4</sup> ti<sup>2</sup>fia<sup>3</sup>-ve<sup>4</sup>     I am going there.

jan<sup>1</sup>jan<sup>1</sup> ti<sup>2</sup>fia<sup>3</sup>     I am going away over there.

\* ni<sup>3</sup> ya<sup>3</sup>-na<sup>4</sup> ti<sup>2</sup>fia<sup>3</sup>     I am going home

jna<sup>1</sup> ti<sup>3</sup>jnai<sup>3</sup>

Where are you?

i<sup>4</sup> ti<sup>2</sup>jna<sup>4</sup>-vi<sup>4</sup>

ni<sup>3</sup> ya<sup>3</sup>-na<sup>4</sup> ti<sup>2</sup>jna<sup>4</sup>

jme<sup>1</sup> xi<sup>3</sup> ti<sup>3</sup>n*?*ain<sup>23</sup>

li<sup>2</sup>jme<sup>3</sup> ti<sup>2</sup>s*?*ian<sup>3</sup>

jme<sup>1</sup> xi<sup>3</sup> ti<sup>2</sup>s*?*ian<sup>3</sup>

li<sup>2</sup>jme<sup>3</sup> ti<sup>3</sup>n*?*ain<sup>23</sup>

What are you doing?

I am doing nothing.

What am I doing?

You are doing nothing.

Pronunciation drills:

? before continuants

? after continuants

## Lesson 9 (Continued)

Pronunciation drills:      ? before continuants  
                                           ? after continuants

ma	?ma	m?a
na	?na	n?a
ñna	?ñna	ñ?a
va	?va	v?a
ya	?ya	y?a
fa		
sa		s?a
xa		x?a
la		l?a
ya <sup>4</sup> -ve <sup>4</sup>	vi <sup>2</sup> xo <sup>4</sup>	
?ya <sup>1</sup> -ni <sup>3</sup>	?vi	
ya <sup>1</sup>	v?e	
y?a <sup>3</sup>	?ve	
y?e <sup>4</sup>	ve	
?yoi		
?yai		
yai		

## Summary of Lesson 10 on verbs

1sg.	ti <sup>2</sup>	<u>6666</u> a <sup>3</sup>	1pl incl	ti <sup>3</sup>	<u>      </u> a <sup>2</sup>
			1pl excl	ti <sup>3</sup>	<u>      </u> i <sup>4</sup> jin <sup>4</sup>
2sg.	ti <sup>3</sup>	<u>      </u> i <sup>3</sup>	2 pl	ti <sup>3</sup>	<u>      </u> o <sup>3</sup>
3sg.	ti <sup>1</sup>	<u>      </u> #	3 pl.	tjio <sup>1</sup>	<u>      </u>
ti <sup>4</sup> Imperative	aspect				b ound person pronoun endings
contin.	verb root				

ti  
 contin.

ca<sup>2</sup>  
 immediate  
 past

remote past

## Lesson 10

$\tilde{j}na^1$ $ti^1fi^2$ Julian/Clara Where is _____ going?	$li^2jna^3$ $ti^1fi^2$ He is going nowhere.
$a^3$ $nti^4tsian^42$ $tilfi^2$ Is she/he going to market?	$nti^4tsian^42$ $tilfi^2$ She is going to market.
$ni^3, ya^3$ $-nsa^4$ $tilfi^2$	

verb 'to go'

$\tilde{j}na^1$	$ti^2fia^3$	$-vi^4$	1. sg.
$jan^1jan^1$	$ti^3, mi^3$	$-ve^4$	2. sg.
$ni^3, ya^3$ _____	$ti^1fi^2$ / $tjio^1fi^2$		3 sg. / 3. pl.
$nti^4tsian^42$	$ti^3ma^3nquian^1$		1. pl. incl.
$li^2jna^3$	$ti^3ma^3nquin^1jin^4$		1 pl. excl.
$a^3$	$ti^3ma^3nquion^13$		2. pl.

'to live, to be located'

$\tilde{j}na^1$	$ti^2jna^4$	$-vi^4$	1. sg.
$i^4$	$ti^3jnai^3$	$-ve^4$	2 sg. (cf. $ti^4jnai$ )
$ya^4$	$ti^1jna^3$ / $tjio^13$		3 sg. / 3 pl.
$jan^1jan^1$	$ti^3yo^32$		1 pl. incl.
$ni^3, ya^3$ _____	$ti^3yoi^34jin^4$		1. pl. excl.
$a^3$	$ti^3yo^3$		2. pl.

$a^3$   $tiljna^3$  Julian / Clara / Victoria/ etc.  
Is \_\_\_\_\_ here?

$li^2, ya^3$   $tjin^1$  (Julian)  
He / she is not here. (with or without name)

$\tilde{j}na^1$   $ca^2fi^2$   
Where did he go?

$nti^4tsian^42$   $ca^2fi^2$   
He went to the market.

$a^3$   $tjio^13$  Pablo  $cao^4$   $Da^3vi^2$   
Are Paul and David here?

$jaon^3$   $i^4tjio^13$   $-vi^4$   
Yes they are here.

$ya^4tjio^13$   $-ve^4$   
Yes, they are there.

## Lesson 10 (Continued)

Cristo tsjoa<sup>3</sup>que<sup>3</sup>-na<sup>3</sup> an<sup>3</sup> xi<sup>3</sup> ?ve<sup>3</sup>

Christ he-loves-me I know

nca<sup>3</sup> je<sup>2</sup> en<sup>1</sup>-le<sup>4</sup> xi<sup>3</sup> c<sup>2</sup>oa<sup>4</sup>tso<sup>2</sup>

for His-Word says-so

je xi<sup>3</sup> ?nti<sup>1</sup>xti<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> Jesu

Little children His Jesus

tsa<sup>3</sup>c<sup>2</sup>e<sup>1</sup>nta<sup>3</sup> nca<sup>3</sup> je<sup>2</sup> nca<sup>3</sup>y<sup>1</sup>i<sup>3</sup>je<sup>3</sup>

He made everything

Cristo tsjoa<sup>3</sup>que<sup>3</sup>-na<sup>3</sup> (3 times)

je<sup>2</sup> en<sup>1</sup>-le<sup>4</sup> xi<sup>3</sup> c<sup>2</sup>oa<sup>4</sup>tso<sup>2</sup>

Pronunciation drills

mba	?mba
nta	?nta
nca	?nca
ntsa	?ntsa
ncha	?ncha
nčha	?nčha

?nti<sup>1</sup>ti<sup>3</sup>

?nti<sup>1</sup>X<sup>3</sup>ti<sup>3</sup>

je<sup>2</sup> xi<sup>3</sup> ?nti<sup>1</sup>xti<sup>3</sup>

## Lesson 11

a<sup>3</sup> coi<sup>4</sup>jnta<sup>1</sup> Cristo tsjoa<sup>3</sup>que<sup>3</sup>-na<sup>3</sup>  
Shall we (all) sing Jesus loves me?

tjian<sup>1</sup> lets go

Independent pronouns (subject-object)

an <sup>3</sup> xi <sup>3</sup> me <sup>3</sup> -na <sup>3</sup>	me <sup>3</sup> -na <sup>3</sup> nca <sup>3</sup> an <sup>3</sup>
ji <sup>3</sup> xi <sup>3</sup> me <sup>3</sup> -li <sup>2</sup>	me <sup>3</sup> -li <sup>2</sup> nca <sup>3</sup> ji <sup>3</sup>
je <sup>2</sup> xi <sup>3</sup> me <sup>3</sup> -le <sup>4</sup>	me <sup>3</sup> -le <sup>4</sup> nca <sup>3</sup> je <sup>2</sup>
na <sup>1</sup> xi <sup>3</sup> me <sup>3</sup> -na <sup>1</sup>	me <sup>3</sup> -na <sup>1</sup> nca <sup>3</sup> na <sup>1</sup>
jin <sup>4</sup> -jin <sup>4</sup> xi <sup>3</sup> me <sup>3</sup> -na <sup>3</sup> jin <sup>4</sup>	me <sup>3</sup> -na <sup>3</sup> jin <sup>4</sup> nca <sup>3</sup> jin <sup>4</sup> -jin <sup>4</sup>
jon <sup>2</sup> xi <sup>3</sup> me <sup>3</sup> -no <sup>3</sup>	me <sup>3</sup> -no <sup>3</sup> nca <sup>3</sup> jon <sup>2</sup>

an <sup>3</sup>	xi	ti <sup>2</sup> fia <sup>3</sup>	ti <sup>2</sup> jna <sup>4</sup>	ni <sup>3</sup> ?ya <sup>3</sup> -na <sup>4</sup>
ji <sup>3</sup>		ti <sup>3</sup> ?mi <sup>3</sup>	ti <sup>3</sup> jna <sup>3</sup>	ni <sup>3</sup> ?ya <sup>3</sup> -li <sup>4</sup>
je <sup>2</sup>		ti <sup>1</sup> fi <sup>2</sup>	ti <sup>1</sup> jna <sup>3</sup>	ni <sup>3</sup> ?ya <sup>3</sup> -le <sup>4</sup>
na <sup>1</sup>		ti <sup>3</sup> ma <sup>3</sup> nquian <sup>1</sup>	ti <sup>3</sup> yoa <sup>3</sup> 2	ni <sup>3</sup> ?ya <sup>3</sup> -na <sup>1</sup>
jin <sup>4</sup> -jin <sup>4</sup>		ti <sup>3</sup> ma <sup>3</sup> nquin <sup>1</sup> jin <sup>4</sup>	ti <sup>3</sup> yoi <sup>3</sup> 4-jin <sup>4</sup>	ni <sup>3</sup> ?ya <sup>3</sup> -na <sup>4</sup> jin
jon <sup>2</sup>		ti <sup>3</sup> ma <sup>3</sup> nquion <sup>1</sup> 3	ti <sup>3</sup> yo <sup>3</sup>	ni <sup>3</sup> ?ya <sup>3</sup> -no <sup>3</sup>
je <sup>2</sup>		tjio <sup>1</sup> fi <sup>2</sup>	tjio <sup>1</sup> 3	ni <sup>3</sup> ?ya <sup>3</sup> -le <sup>4</sup>

an <sup>3</sup>	jme <sup>1</sup> xi <sup>3</sup> ti <sup>2</sup> s <sup>?</sup> ian <sup>3</sup>	What am I doing / making?
ji <sup>3</sup>	jme <sup>1</sup> xi <sup>3</sup> ti <sup>3</sup> n <sup>?</sup> iain <sup>2</sup> 3	you
je <sup>2</sup>	jme <sup>1</sup> xi <sup>3</sup> ti <sup>1</sup> s <sup>?</sup> in <sup>1</sup>	he
na <sup>1</sup>	jme <sup>1</sup> xi <sup>3</sup> ti <sup>3</sup> n <sup>?</sup> ian <sup>2</sup>	we
jin <sup>4</sup> -jin <sup>4</sup>	jme <sup>1</sup> /xi <sup>3</sup> ti <sup>3</sup> n <sup>?</sup> iain <sup>2</sup> 4-jin <sup>4</sup>	we
jon <sup>2</sup>	jme <sup>1</sup> xi <sup>3</sup> ti <sup>3</sup> n <sup>?</sup> iaon <sup>2</sup> 3	you
je <sup>2</sup>	jme <sup>1</sup> xi <sup>3</sup> tjio <sup>1</sup> s <sup>?</sup> inl	they

## Lesson 11 (Continued)

Useful phrases for frame drills with above

nta <sup>3</sup>	s'ian <sup>3</sup>	I do/make well
c'oa <sup>4</sup>		Thus I do/make (That's the way I do, make)
ca <sup>2</sup>		I just did/made
ti <sup>2</sup> / ti <sup>3</sup> / ti <sup>1</sup>		I am doing/making.
c'oa <sup>4</sup>	ti <sup>2</sup> /3/ 1	I am thus doing
nta <sup>3</sup>	ti <sup>2</sup> /3/1	I am doing well
je <sup>3</sup>	ti	
je <sup>3</sup>	ca <sup>2</sup>	Already I just did it
c'oa <sup>4</sup>	ca <sup>2</sup>	Thus I just did
nta <sup>3</sup>	ca <sup>2</sup>	I just did well.
jme <sup>1</sup> xi <sup>3</sup>	ti/ca	What am I doing/did I just do
a <sup>2</sup> (plus all except jme)		Am I doing? Did I do? etc.
cajilnca <sup>3</sup> nta <sup>3</sup>		I am doing very well etc.

to<sup>4</sup> choa<sup>3</sup> only a little bit

i<sup>4</sup>tse<sup>1</sup>

Ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>cjainl~li<sup>2</sup> xi<sup>3</sup> t<sup>o</sup>a<sup>3</sup>ts<sup>o</sup>e<sup>4</sup> je<sup>2</sup> Señor  
 Jesucristo, coi<sup>2</sup>tjo<sup>4</sup>ntjai<sup>2</sup>-ni<sup>13</sup> nca<sup>3</sup> ji<sup>3</sup> cao<sup>4</sup>  
 xi<sup>2</sup>nqui<sup>4</sup>. Acts 16:31

## Lesson 12

Verb (~~to~~ say)

an <sup>3</sup>	( <u>±</u> xi <sup>3</sup> )	ti <sup>2</sup> xian <sup>3</sup>	<u>±</u> nca <sup>3</sup>	an <sup>3</sup>
ji <sup>3</sup>		ti <sup>3</sup> si <sup>3</sup>	"	ji <sup>3</sup>
je <sup>2</sup>		ti <sup>1</sup> tso <sup>2</sup>	"	je <sup>2</sup>
na <sup>1</sup>		ti <sup>3</sup> vi <sup>3</sup> xoa	"	na <sup>1</sup>
jin <sup>4</sup> -jin <sup>4</sup>		ti <sup>3</sup> vi <sup>3</sup> xoin <sup>14</sup> jin <sup>4</sup>	"	jin <sup>4</sup> -jin <sup>4</sup>
jon <sup>2</sup>		ti <sup>3</sup> vi <sup>3</sup> xon <sup>13</sup>	"	jon <sup>2</sup>
je <sup>2</sup>		tjio <sup>1</sup> tso <sup>2</sup>	"	je <sup>2</sup>

Frames

ca <sup>2</sup> -		Immed. past time
c <sup>o</sup> oa <sup>4</sup>		Thus
c <sup>o</sup> oa <sup>4</sup> ca <sup>2</sup>		
c <sup>o</sup> oa <sup>4</sup> ti <sup>2</sup>		
nta <sup>3</sup>		well/good
li <sup>2</sup> coi <sup>3</sup> nta <sup>3</sup>		bad/ not good
cjailnca <sup>3</sup> nta <sup>3</sup>	cja <i>'</i> nca <sup>3</sup> nta <sup>3</sup>	very good
a <sup>3</sup> tsi <sup>2</sup> nta <sup>3</sup>		
a <sup>3</sup> tsi <sup>2</sup> c <sup>o</sup> oa <sup>4</sup>		
a <sup>3</sup> tsi <sup>2</sup> c <sup>o</sup> oa <sup>4</sup> ca <sup>2</sup> -		
an <sup>3</sup> xi <sup>3</sup> c <sup>o</sup> oa <sup>4</sup> <u>ca<sup>2</sup>-</u>		
a <sup>3</sup> tsi <sup>2</sup> c <sup>o</sup> oa <sup>4</sup> <u>ca<sup>2</sup>-</u>	nca <sup>3</sup> an <sup>3</sup>	
jo <sup>1</sup> (ca <sup>2</sup> /ti <sup>2</sup> )-	How do _____ say?	
jme xi <sup>3</sup>	What	

## Special frequent phrases:

jo <sup>1</sup> tso <sup>2</sup> -ni <sup>3</sup> (a Mazateco word)	What does _____ say/ mean?
jo <sup>1</sup> vi <sup>3</sup> xon <sup>13</sup> (a Spanish word)	How do you say _____ in Mazateco?
nca <sup>3</sup> en <sup>1</sup>	in Mazateco
c <sup>o</sup> oa <sup>4</sup> -jin <sup>2</sup>	hearty agreement with a statement

## Lesson 12(Continued)

~~es~~

c'oa <sup>4</sup> -s'in <sup>2</sup>	Thus, this is the way, e.g. manner,
c'oa <sup>4</sup> -s'in <sup>2</sup> fi <sup>2</sup>	This is the way he <u>goes</u> .
	lives (ti <sup>1</sup> jna <sup>3</sup> ) or is placed.
c'oa <sup>4</sup> -s'in <sup>1</sup>	Thus he does.
c'oa <sup>4</sup> -ti <sup>4</sup>	also
to <sup>4</sup> nca <sup>3</sup>	but
cao <sup>4</sup>	and
c'oa <sup>4</sup> -ti <sup>4</sup> an <sup>3</sup>	me too
me <sup>3</sup> -le <sup>4</sup> nca <sup>3</sup> je <sup>2</sup> c'oa <sup>4</sup> -ti <sup>4</sup> me <sup>3</sup> nca <sup>3</sup> an <sup>3</sup>	He wants it and I do too
112c'oa <sup>4</sup> -jin <sup>2</sup> si <sup>3</sup>	Don't say that/ You're welcome.
11 <sup>2</sup> c'oa <sup>4</sup> -jin <sup>2</sup> n'iain <sup>23</sup>	Don't do that.
jo <sup>1</sup> tso <sup>2</sup> cjoa <sup>4</sup>	How are things?. How goes it?
11 <sup>2</sup> jme <sup>3</sup> cjoa <sup>4</sup> tjin <sup>1</sup>	There is nothing. As usual.
a <sup>3</sup> c'oa <sup>4</sup> tso <sup>2</sup>	Is that the way it's said?
a <sup>3</sup> tsi <sup>2</sup> c'oa <sup>4</sup> tso <sup>2</sup>	Is that not the way it's said?
jme <sup>1</sup> xi <sup>3</sup> ti <sup>3</sup> n'iain <sup>23</sup>	
ti <sup>2</sup> si <sup>3</sup> xa <sup>13</sup>	I am working
ti <sup>2</sup> si <sup>3</sup> sca <sup>13</sup>	I am playing
li <sup>2</sup> jme <sup>3</sup> ti <sup>2</sup> s'ian <sup>3</sup>	I am doing nothing.

## Lesson 13

Verbs with stem formative si-

an <sup>3</sup>	si <sup>3</sup> xa <sup>13</sup>	I work	si <sup>3</sup> sca <sup>13</sup>	I play
ji <sup>3</sup>	ni <sup>2</sup> xai <sup>13</sup>			
je <sup>2</sup>	xi <sup>1</sup> xa <sup>1</sup>			
na <sup>1</sup>	ni <sup>2</sup> xa <sup>1</sup>			
jin <sup>4</sup> -jin <sup>4</sup>	ni <sup>2</sup> xai <sup>14</sup> jin <sup>4</sup>			
jon <sup>2</sup>	ni <sup>2</sup> mao <sup>13</sup>			

Frames and various possible common combinations:

-si <sup>3</sup> xa <sup>13</sup>	+	{		expressed subjects
-si <sup>3</sup> sca <sup>13</sup>				Juliano
ti <sup>2</sup> -				ti child
ca <sup>2</sup> -				xti children
li <sup>2</sup> coi <sup>3</sup>				cho <sup>4</sup> ta <sup>4</sup> person
je <sup>3</sup>				chjon <sup>42</sup> woman
an <sup>3</sup> (xi <sup>3</sup> )				x <sup>o</sup> in <sup>4</sup> man
a <sup>3</sup>				nca <u>an<sup>3</sup></u>
<del>ti<sup>2</sup></del>				je <sup>2</sup> <del>666</del> -vi <sup>4</sup> /ve <sup>4</sup>

Other useable combinations:

i <sup>4</sup> tji <sup>1</sup> si <sup>1</sup> xa <sup>1</sup> -vi <sup>4</sup> / ya <sup>4</sup> .....-ve <sup>4</sup>	They are working here.
ti <sup>1</sup> si <sup>1</sup> -scal <sup>1</sup> -sa <sup>3</sup>	He is still playing i.e. is playing more.
ti <sup>3</sup> ni <sup>2</sup> sca <sup>1</sup> -sai <sup>2</sup>	You
ti <sup>2</sup> si <sup>3</sup> sca <sup>13</sup> -sa <sup>3</sup>	I
ti <sup>3</sup> ni <sup>2</sup> sca <sup>1</sup> -sa <sup>3</sup> <sub>2</sub>	we
ti ni <sup>2</sup> sca <sup>1</sup> -sai <sup>34</sup> jin <sup>4</sup>	
tini <sup>2</sup> sca <sup>1</sup> -sao <sup>3</sup>	
me <sup>3</sup> -le <sup>4</sup> si <sup>1</sup> xa <sup>1</sup>	also with ma <sup>3</sup> -le <sup>4</sup>
me <sup>3</sup> -na <sup>3</sup> si <sup>1</sup> xa <sup>1</sup> <sup>3</sup>	ma <sup>3</sup> chjen <sup>1</sup>
etc. I want to work	sa <sup>3</sup> sen <sup>1</sup> -
	cai <sup>3</sup> - is unwilling

## Lesson 13 (Continued)

e.g. a <sup>3</sup> me <sup>3</sup> -li <sup>2</sup> ni <sup>2</sup> xai <sup>13</sup>	Do you want to work?
cai <sup>3</sup> -le <sup>4</sup> si <sup>1</sup> xa <sup>1</sup> -sa <sup>3</sup>	He is unwilling to work, more.
a <sup>3</sup> tsi <sup>2</sup> silxa <sup>1</sup>	Doesn't he/ it work?
?ya <sup>1</sup> xi <sup>3</sup> ti <sup>1</sup> si <sup>1</sup> scal	Who is playing?
tjin <sup>1</sup> xa <sup>1</sup>	There is work.
tjin <sup>1</sup> -na <sup>3</sup> ma <sup>1</sup>	I have work.
tsin <sup>2</sup> -na <sup>3</sup> xa <sup>1</sup>	I don't have work.
a <sup>3</sup> -na <sup>3</sup>	I am unoccupied.
li <sup>2</sup> coi <sup>3</sup> a <sup>3</sup> -na <sup>3</sup>	I am not unoccupied/ I'm busy.
li <sup>2</sup> coi <sup>3</sup> ma <sup>3</sup> , a <sup>3</sup> -na <sup>3</sup>	I am not unoccupied/ I'm busy
a <sup>3</sup> ma <sup>3</sup> , a <sup>3</sup> -li <sup>2</sup>	Are you unoccupied?
to <sup>4</sup> jnco <sup>3</sup> <u>tjo</u> <sup>2</sup>	<del>another</del> only one while, (i.e. just a minute) cf. to <sup>4</sup> jnco <sup>3</sup> jac <sup>2</sup> only one or two (just a few)
nqui <sup>2</sup> jnco <sup>3</sup> <u>tjo</u> <sup>2</sup>	another little while, another minute cf. nqui <sup>2</sup> jnco <sup>3</sup> c <sup>2</sup> a <sup>2</sup> another one time, again
to <sup>4</sup> jnco <sup>3</sup> <u>tjo</u> <sup>2</sup> li <sup>2</sup> coi <sup>3</sup> ma <sup>3</sup> , a <sup>3</sup> -na <sup>3</sup> nt <sup>o</sup> ai <sup>4</sup>	Just a minute . I'm busy now.

ta<sup>2</sup> ja<sup>4</sup> jcoa<sup>3</sup> hard head slow to learn  
i<sup>3</sup>nta<sup>3</sup> jcoa<sup>3</sup> soft head (smart)

## Lesson 14

a<sup>3</sup> ma<sup>3</sup>-li<sup>2</sup> xon<sup>4</sup> Do you know how to read?

jaon<sup>3</sup> ma<sup>3</sup>-na<sup>3</sup> (xon<sup>4</sup>) Yes, I know how to read.

jo<sup>1</sup> tjin<sup>1</sup> no<sup>1</sup> c<sup>3</sup>in<sup>3</sup> scoe<sup>2</sup>la<sup>4</sup> How many years have you gone to school?

jnco<sup>3</sup> no<sup>1</sup> quia<sup>3</sup> I went one year.

a<sup>3</sup> tsi<sup>2</sup> mi<sup>3</sup> scoe<sup>2</sup>la<sup>4</sup> nt<sup>o</sup>ai<sup>4</sup>-vi<sup>4</sup> Do you not go to school now?

mai<sup>3</sup>, li<sup>2</sup>coi<sup>3</sup> fia<sup>3</sup>, tjin<sup>1</sup>-na<sup>3</sup> xa<sup>1</sup> No, I don't go, I have work.

a<sup>3</sup> tsi<sup>2</sup> tjin<sup>1</sup>jin<sup>3</sup>-li<sup>2</sup> jnco<sup>3</sup>jao<sup>2</sup> letra Don't you remember some of the letters?

to<sup>4</sup> jnco<sup>3</sup>jao<sup>2</sup> tjin<sup>1</sup>jin<sup>3</sup>-na<sup>3</sup> Only a few I remember.

a<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> v<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup> Do you want to read?

s<sup>o</sup>a<sup>4</sup>-la<sup>2</sup>ni<sup>3</sup> c<sup>o</sup>oe<sup>1</sup>xquiai<sup>4</sup> After a while we'll read.

t<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup> je<sup>2</sup>-vi<sup>4</sup> Read this one

jo<sup>1</sup> tso<sup>2</sup> je<sup>2</sup>-ve<sup>4</sup> What does that one say?

jaon<sup>3</sup>, sa<sup>4</sup>se<sup>1</sup> tso<sup>2</sup> That's right. It says sa<sup>4</sup>se<sup>1</sup>

jna<sup>1</sup> ti<sup>1</sup>jna<sup>3</sup> nqui<sup>2</sup>jnco<sup>3</sup> xi<sup>3</sup> ti<sup>4</sup>coi<sup>3</sup>-ni<sup>3</sup> Where is there another which is the same?

jna<sup>1</sup> ti<sup>1</sup>jna<sup>3</sup> xi<sup>3</sup> sa<sup>4</sup>se<sup>1</sup> tso<sup>2</sup> Where is the one that says sa<sup>4</sup>se<sup>1</sup>

jo<sup>1</sup> cji<sup>3</sup> xi<sup>3</sup> sa<sup>4</sup>se<sup>1</sup> tso<sup>2</sup> What does it look like that sa<sup>4</sup>se<sup>1</sup> says?

je<sup>3</sup> ma<sup>3</sup>-li<sup>2</sup> nt<sup>o</sup>ai<sup>4</sup> Now you know it (are able)

t<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup> nqui<sup>2</sup>jnco<sup>3</sup>c<sup>o</sup>a<sup>2</sup> Read it again.

an<sup>3</sup> me<sup>3</sup>-na<sup>3</sup> v<sup>o</sup>e<sup>3</sup>xquiai<sup>4</sup> I want to read

ji<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> v<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup>

je<sup>3</sup> me<sup>3</sup>-le<sup>4</sup> v<sup>o</sup>e<sup>1</sup>xquiai<sup>4</sup>

na<sup>1</sup> me<sup>3</sup>-na<sup>1</sup> v<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup>

jin<sup>4</sup> jin<sup>4</sup> me<sup>3</sup>-na<sup>3</sup>jin<sup>4</sup> v<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup>-jin<sup>4</sup>

jon<sup>2</sup> me<sup>3</sup>-no<sup>3</sup> v<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup> 3      jon<sup>2</sup> me<sup>3</sup>-no<sup>3</sup> v<sup>o</sup>e<sup>2</sup>xquiai<sup>4</sup> 43  
O

## Lesson 14 (Continued)

an<sup>3</sup> ti<sup>2</sup>v<sup>2</sup>e<sup>3</sup>xquia<sup>4</sup> I am reading  
 ji<sup>3</sup> ~~ti<sup>2</sup>v<sup>2</sup>e<sup>3</sup>xquia<sup>4</sup>~~ ti<sup>3</sup>v<sup>2</sup>e<sup>2</sup>xquiai<sup>4</sup>  
 je<sup>2</sup> ti<sup>1</sup>v<sup>2</sup>e<sup>1</sup>xquia<sup>4</sup> t<sup>1</sup>io<sup>1</sup>v<sup>2</sup>e<sup>1</sup>xquia<sup>4</sup>  
 na<sup>1</sup> ti<sup>3</sup>v<sup>2</sup>e<sup>2</sup>xquia<sup>4</sup>  
 jin<sup>4</sup> ti<sup>3</sup>v<sup>2</sup>e<sup>2</sup>xquiai<sup>4</sup>-jin<sup>4</sup>  
 jon<sup>2</sup> ti<sup>3</sup>v<sup>2</sup>e<sup>2</sup>xquia<sup>4</sup>  
 jo<sup>1</sup> cji<sup>3</sup> What does it / he/ she look like?  
 na<sup>3</sup> scal cji<sup>3</sup> It looks beautiful. (na<sup>3</sup>sca<sup>1</sup>na<sup>3</sup> cji<sup>3</sup>)  
 nta<sup>3</sup> cji<sup>3</sup> It looks good.  
 jo<sup>1</sup> cji<sup>3</sup>-li<sup>2</sup> How does it look to you?

Assignments Primer one, prepare to use phrases above  
 to teach us Mazatecos to read. first few pages.

'je<sup>2</sup> 'je<sup>3</sup>'je<sup>3</sup> je<sup>2</sup>'je<sup>1</sup>'je<sup>4</sup>  
 he already has that sin also  
 finished

~~Li-je-je-je~~

je<sup>2</sup> 'je<sup>3</sup> 8je<sup>3</sup> je<sup>2</sup> 'je<sup>1</sup> - 'je<sup>4</sup>  
 he already has that sin also  
 finished

jaon<sup>3</sup> jaon<sup>13</sup> jaon<sup>3</sup>  
 yes take six

li<sup>2</sup>jin<sup>4</sup> jin<sup>2</sup>jin<sup>4</sup>  
 not us (excl)

or li<sup>2</sup>jin<sup>4</sup> jin<sup>24</sup>jin<sup>4</sup>  
 not us (excl)

'je<sup>3</sup> 2 'je<sup>3</sup> 'je<sup>2</sup> je<sup>4</sup> 8e<sup>4</sup> 'je<sup>3</sup>  
 now is finished this big immaturated green ear of corn

## Lesson 15

jo<sup>1</sup> tso<sup>2</sup> ya<sup>4</sup> ve<sup>4</sup> or What does it say there?  
 jo<sup>1</sup> tso<sup>2</sup> ya<sup>4</sup>  
 li<sup>2</sup> coi<sup>3</sup> ve<sup>3</sup> I don't know.  
 a<sup>3</sup> tsi<sup>2</sup> yai<sup>3</sup> Don't you know?  
 je<sup>2</sup> ti<sup>3</sup> xi<sup>3</sup> jnco<sup>3</sup>, a<sup>3</sup> ve<sup>3</sup> nca<sup>3</sup> je<sup>2</sup> The other boy, does he know?.  
 mai<sup>3</sup>, li<sup>2</sup> coi<sup>3</sup> ve<sup>3</sup> No, he doesn't know.  
 a<sup>3</sup> tsi<sup>2</sup> yao<sup>3</sup> nca<sup>3</sup> jon<sup>2</sup> Don't you (both) know?  
 mai<sup>3</sup>, li<sup>2</sup> coi<sup>3</sup> yai<sup>3</sup>-jin<sup>4</sup> No we (excl) don't know.  
 chai<sup>1</sup> nca<sup>3</sup> ma<sup>3</sup> chjen<sup>1</sup> nca<sup>3</sup> ya<sup>3</sup> jo<sup>3</sup> tso<sup>2</sup> en<sup>1</sup>-le<sup>4</sup> Ni<sup>3</sup> na<sup>1</sup>

It is very necessary that we all know what God's Word says.

an <sup>3</sup> (xi) ve <sup>3</sup>	Drill: -na <sup>3</sup> -li <sup>2</sup> -le <sup>4</sup> verbs
ji <sup>3</sup> " yai <sup>3</sup>	tjin <sup>1</sup> jin <sup>3</sup> - always
je <sup>2</sup> " ve <sup>3</sup>	qui <sup>3</sup> cha <sup>3</sup> jin <sup>3</sup> - with subj.
na <sup>1</sup> " ya <sup>3</sup>	cji <sup>3</sup> / chi <sup>3</sup> -
jin <sup>4</sup> " yai <sup>3</sup> -jin <sup>4</sup>	ea <sup>2</sup> cha <sup>3</sup> jin <sup>3</sup> -
jon <sup>2</sup> " yao <sup>3</sup>	

Further useful phrases in teaching reading.

jna<sup>1</sup>-le<sup>4</sup> je<sup>2</sup> Which is that? Which is that?  
 jo<sup>1</sup> omi<sup>2</sup> je<sup>2</sup> What is that one called?  
 jo<sup>1</sup> tso<sup>2</sup> je<sup>2</sup>/ ya<sup>4</sup> / i<sup>4</sup> vi<sup>4</sup> What does it say, that? there? here?  
 je<sup>3</sup> me<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> He almost knows now.  
 je<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> Now he knows. (Contra: je<sup>2</sup> ma<sup>3</sup>-le<sup>4</sup> He knows.  
 me<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> He almost knows / or is able.  
 je<sup>3</sup> me<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> He almost knows now.  
 cf. je<sup>2</sup> ti<sup>3</sup>-ve<sup>4</sup>, je<sup>3</sup> me<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> nt<sup>2</sup> ai<sup>4</sup> That boy there, already he  
 almost knows.  
 s'a<sup>4</sup> coan<sup>4</sup>-li<sup>2</sup> Soon you will be able to. (-na<sup>3</sup> -le<sup>4</sup>  
 je<sup>3</sup> coan<sup>3</sup> nt<sup>2</sup> ai<sup>4</sup> That's all for now. (Tts all done)

## Lesson 15 (Continued)

Further common combinations of previous words:

nta	ma <sup>3</sup>	-	-na <sup>3</sup>	-li <sup>2</sup>	-le <sup>4</sup>	etc.
na <sup>3</sup> sca <sup>1</sup>	tso <sup>2</sup>	-speed				
na <sup>3</sup> sca <sup>1</sup> na <sup>34</sup>	cji <sup>3</sup>	-object				
	tjin <sup>1</sup>	-with clothing	nta <sup>3</sup>	tjin <sup>1</sup>	o.k./ tha-	it's good

chon weather, place, climate.

e.g. nta<sup>3</sup> chon<sup>3</sup> fine day. or a fine place.

John 14:6 Jesus qui<sup>3</sup>tso<sup>2</sup>-le<sup>4</sup>: An<sup>3</sup> nia<sup>13</sup> xi<sup>3</sup> ntia<sup>42</sup>, an<sup>3</sup> nia<sup>13</sup> xi<sup>3</sup> cjoa<sup>4</sup>qui<sup>2</sup>xi<sup>4</sup>, an<sup>3</sup> nia<sup>13</sup> xi<sup>3</sup> cjoa<sup>4</sup>vi<sup>3</sup>jna<sup>3</sup>chon<sup>3</sup>. Ni<sup>4</sup>to<sup>4</sup>ya<sup>3</sup>-jin<sup>2</sup> xi<sup>3</sup> fa<sup>3</sup>, ai<sup>3</sup>con<sup>2</sup>-le<sup>4</sup> N<sup>o</sup>ai<sup>3</sup>ena<sup>1</sup>, tsa<sup>2</sup> tsin<sup>2</sup> nca<sup>3</sup> an<sup>3</sup>.

ts<sup>o</sup><sup>1</sup> huipil

ntjao<sup>4</sup> wind

tjen<sup>4</sup>ntjao<sup>4</sup>

## Lesson 16

Emphatic ni<sup>1</sup> on pronouns.

an<sup>3</sup> nia<sup>13</sup> I am  
 ji<sup>3</sup> ni<sup>13</sup> You are  
 je<sup>2</sup> ni<sup>1</sup> He is  
 na<sup>1</sup> nia<sup>1</sup> We are  
 jin<sup>4</sup> (-jin<sup>4</sup>) ni<sup>14</sup>-jin<sup>4</sup>  
 jio<sup>2</sup> nio<sup>13</sup>

Neg. on pronouns

li<sup>2</sup> an<sup>3</sup>-jian<sup>23</sup> Not I  
 li<sup>2</sup> ji<sup>3</sup>-jin<sup>23</sup> Not you  
 li<sup>2</sup> je<sup>2</sup>-jin<sup>2</sup> Not he  
 li<sup>2</sup> na<sup>1</sup>-jian<sup>2</sup> Not we  
 li<sup>2</sup> jin<sup>4</sup>-jin<sup>2</sup> jin<sup>4</sup>  
 li<sup>2</sup> jio<sup>2</sup>-jion<sup>23</sup>

(Don't use above in terms of where Eng. "be" occurs)

On verbs -ni<sup>1</sup> gives an air of finality to what said

(any tense)

(ti<sup>2</sup>) si<sup>3</sup>xa<sup>1</sup>-nia<sup>13</sup>  
 (ti<sup>3</sup>, ni<sup>2</sup>xa<sup>1</sup>-ni<sup>13</sup>  
 (ti<sup>1</sup>)si<sup>1</sup>xa<sup>1</sup>-ni<sup>1</sup> I am working (indeed)  
 (ti<sup>3</sup>)ni<sup>2</sup>xa<sup>1</sup>-nia<sup>1</sup> or I am working.  
 (ti<sup>3</sup>)ni<sup>2</sup>xa<sup>1</sup>-ni<sup>14</sup> jin<sup>4</sup>  
 (ti<sup>3</sup>)ni<sup>2</sup>xa<sup>1</sup>-nio<sup>13</sup>  
 (tjio<sup>1</sup>)si<sup>1</sup>xa<sup>1</sup>-ni<sup>1</sup>

Repeat all above with si<sup>1</sup>sca<sup>1</sup> / s<sup>2</sup>in<sup>1</sup> / ti<sup>1</sup>jna<sup>3</sup> /  
 tso<sup>2</sup> / ve<sup>3</sup> / fi<sup>2</sup> / -- but not with -na<sup>3</sup> / -li<sup>2</sup> verb

Note: basic pl. stems of irregular verbs below:

ti yo <sup>3</sup> - (ti <sup>1</sup> jna <sup>3</sup> )	add -ni <sup>1</sup> above
vi <sup>3</sup> xon <sup>1</sup> - (tso <sup>2</sup> )	according to pattern
ya <sup>3</sup> - (ve <sup>3</sup> ) (also 2sg.)	given.
ma <sup>3</sup> nquin <sup>1</sup> - (fi <sup>2</sup> )	
n <sup>2</sup> ian <sup>2</sup> - (s <sup>2</sup> in <sup>1</sup> ) (also 2 sg.)	
xin <sup>3</sup> - (lsg. only) si <sup>3</sup> - (2 sg. only) of tso <sup>2</sup>	
ve <sup>3</sup> - (lsg. only) of ve <sup>3</sup>	

## Lesson 16 (Continued)

Neg. command on verbs (cf. neg. pronouns above)

(in second person sg. and pl.)

li<sup>2</sup> ni<sup>2</sup>xa<sup>1</sup>-jin<sup>23</sup> Don't you (sg.) work. li<sup>2</sup> ni<sup>2</sup>xa<sup>1</sup>-jion<sup>23</sup>  
ni<sup>2</sup>sca<sup>1</sup>- etc.

vi<sup>3</sup>jna<sup>3</sup> (sit)

~~naian<sup>3</sup>~~

~~siya<sup>3</sup>~~

?mi<sup>3</sup>.

Note. In this type of expression quite frequently one  
hears used a<sup>3</sup>li<sup>2</sup> rather than simply li<sup>2</sup>

Note: It is more common to hear instead of form expected  
above the following with these verbs

li<sup>2</sup>c<sup>3</sup>oa<sup>4</sup>-jin<sup>2</sup> si<sup>3</sup> (~~but plural regular~~) vi<sup>3</sup>xon<sup>13</sup>  
li<sup>2</sup>c<sup>3</sup>oa<sup>4</sup>-jin<sup>2</sup> n<sup>2</sup>iain<sup>2</sup> /n<sup>2</sup>iaon<sup>2</sup>

cje<sup>3</sup>.....-jin<sup>2</sup> 'not yet' with other than -na<sup>3</sup> -li<sup>2</sup> verbs

cje<sup>3</sup> si<sup>2</sup>xa<sup>1</sup>-jian<sup>23</sup>

cje<sup>3</sup> ni<sup>2</sup>xa<sup>1</sup>-jin<sup>23</sup> all persons, all verbs.

cje<sup>3</sup> si<sup>1</sup>xa<sup>1</sup>-jin<sup>2</sup>

etc.

## Lesson 17

-la expressing doubt or uncertainty

?ya <sup>1</sup> -ni <sup>3</sup>	who?	?ya <sup>1</sup> -la <sup>2</sup>	Who? ( <u>Quien sabe!</u> )
jme <sup>1</sup> -ni <sup>3</sup>	what?	jme <sup>1</sup> -la <sup>2</sup>	
c'ia <sup>1</sup> -ni <sup>3</sup>	when?	c'ia <sup>1</sup> -la <sup>2</sup>	
jna <sup>1</sup> -ni <sup>3</sup>	where?	jna <sup>1</sup> -la <sup>2</sup>	
jo <sup>1</sup> -ni <sup>3</sup>	how?	jo <sup>3</sup> -la <sup>2</sup> ni <sup>3</sup>	

Special phrases: jo<sup>1</sup>-la<sup>2</sup> tjin<sup>1</sup> ma<sup>3</sup>-ni<sup>3</sup> How many do you suppose there are?

jna<sup>1</sup>-la<sup>4</sup> le<sup>4</sup> xi<sup>3</sup> me<sup>3</sup>-li<sup>2</sup> Which do you probably want?

?ya<sup>1</sup>-la<sup>4</sup> xi<sup>3</sup> tjin<sup>1</sup>-le<sup>4</sup> Who probably has it? (I wonder who has it)

s'a<sup>4</sup>la<sup>2</sup>ni<sup>3</sup> A little later (indefinite)

jo<sup>1</sup> tjin<sup>1</sup> chji<sup>1</sup>-le<sup>4</sup> How much?

jnco<sup>3</sup>-la<sup>4</sup> vi<sup>2</sup>xo<sup>4</sup> chji<sup>1</sup>-le<sup>4</sup> Probably one peso.

mai<sup>3</sup>-la<sup>4</sup> probably not. jaon<sup>3</sup>-la<sup>4</sup> probably yes.

s'a<sup>4</sup>la<sup>2</sup> coan<sup>4</sup>-le<sup>4</sup> probably will be able to a little later.

c'oa<sup>4</sup>-la<sup>4</sup> probably thus. That's probably right.

li<sup>2</sup>coi<sup>2</sup>-la<sup>4</sup> tsain<sup>4</sup>-jin<sup>4</sup> probably not ours.

With verbs

tjin<sup>1</sup>-la<sup>4</sup>na<sup>3</sup> etc.

Ordinal construction with numerals

ma<sup>3</sup>jnco<sup>3</sup>-ni<sup>3</sup> first jnco<sup>3</sup> ma<sup>3</sup>-ni<sup>3</sup> one in number

ma<sup>3</sup>chja<sup>3</sup>aon<sup>2</sup>-ni<sup>3</sup> 15th.  
etc.

je<sup>2</sup> xon<sup>4</sup> xi<sup>3</sup> ma<sup>3</sup>jnco<sup>3</sup>-ni<sup>3</sup> The first paper (page)

Other phrases useful in reading lessons etc.

cho<sup>1</sup>tsen<sup>3</sup>-lai<sup>4</sup> Look at it! cho<sup>1</sup>tsen<sup>2</sup> nai<sup>13</sup> Look at me!

ta<sup>4</sup>co<sup>2</sup>-nai<sup>13</sup> Show me!

ta<sup>3</sup>co<sup>2</sup>-lai<sup>4</sup> jna<sup>3</sup> til<sup>1</sup>jna<sup>3</sup> xi<sup>3</sup> tilse<sup>3</sup> tso<sup>2</sup> Show him where the word which says tilse<sup>3</sup> is

ta<sup>3</sup>co<sup>2</sup>-nai<sup>13</sup> jnco<sup>3</sup> en<sup>1</sup> xi<sup>3</sup> sa<sup>4</sup>se<sup>1</sup> tso<sup>2</sup> Show me one word that says sa<sup>4</sup>se<sup>1</sup>

## Lesson 18

Review primer 1 and 2

Ca<sup>2</sup>ta- hortative with verbs

ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>-le<sup>4</sup> xon<sup>4</sup> Let him learn to read.

ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>-li<sup>2</sup> en<sup>1</sup> Learn the idiom/

ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>-na<sup>3</sup> nca<sup>3</sup> an<sup>3</sup> May I learn. Let me learn.

ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>-na<sup>1</sup> Let us be unoccupied.

ca<sup>2</sup>ta<sup>3</sup>cha<sup>3</sup>jin<sup>3</sup>-na<sup>3</sup>jin<sup>4</sup> Let us forget.

ca<sup>2</sup>ta<sup>3</sup>s<sup>2</sup>e<sup>3</sup>jin<sup>3</sup>-no<sup>3</sup> May you remember (instead of tjin<sup>1</sup>jin<sup>3</sup> in this form)

ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>cjain<sup>1</sup>-li<sup>2</sup>

(Note: not all verbs of this class occur with ca<sup>2</sup>ta<sup>3</sup>-, probably because little occasion for, but those that do can occur in any person. Common verbs using ca<sup>2</sup>ta<sup>3</sup> listed above) Drill these.

ca<sup>2</sup>ta<sup>3</sup>si<sup>1</sup>xa<sup>1</sup> Let him work (3rd person only commonly)

ca<sup>2</sup>ta<sup>3</sup>si<sup>1</sup>scal Let them play

ca<sup>2</sup>ta<sup>3</sup>fi<sup>2</sup> Let him/ them go.

ca<sup>2</sup>ta<sup>3</sup>y<sup>2</sup>e<sup>2</sup>jna<sup>3</sup> Let him stay/ remain/ sit/(instead of ti<sup>1</sup>jna)

ca<sup>2</sup>ta<sup>3</sup>tjio<sup>1</sup> Let them stay

ca<sup>2</sup>ta<sup>3</sup>v<sup>2</sup>e<sup>1</sup>xquia<sup>4</sup> Let him read

ca<sup>2</sup>ta<sup>3</sup>se<sup>3</sup> Let him sing.

ca<sup>2</sup>ta<sup>3</sup>ve<sup>3</sup> Let him know.

c<sup>2</sup>oa<sup>4</sup> ca<sup>2</sup>ta<sup>3</sup>tso<sup>2</sup> Let him say thus (These two almost always with c<sup>2</sup>oa<sup>4</sup>)

c<sup>2</sup>oa<sup>4</sup> ca<sup>2</sup>ta<sup>3</sup>s<sup>1</sup>in Let him do thus.

### Imperatives

ti<sup>4</sup>xai<sup>13</sup> / ti<sup>4</sup>xao<sup>13</sup> Work! (sg. / pl)

ti<sup>4</sup>scai<sup>13</sup> / ti<sup>4</sup>scao<sup>13</sup> Play!

t<sup>2</sup>in<sup>3</sup> / ta<sup>4</sup>nquion<sup>13</sup> Go. Note also tjian<sup>1</sup> Let's go.

ti<sup>4</sup>jnai<sup>3</sup> / ti<sup>4</sup>yo<sup>3</sup> Sit down.

t<sup>2</sup>e<sup>2</sup>xquiai<sup>4</sup> / t<sup>2</sup>e<sup>2</sup>xquiao<sup>4</sup> Read.

## Lesson 18 (Continued)

ti<sup>4</sup>jntai<sup>13</sup> / ti<sup>4</sup>jntao<sup>13</sup> Sing.  
 c<sup>o</sup>oa<sup>4</sup> t<sup>o</sup>iain<sup>4</sup> / c<sup>o</sup>oa<sup>4</sup> t<sup>o</sup>iaon<sup>3</sup> Do it thus.  
 ti<sup>4</sup>xai<sup>13</sup>-evi<sup>4</sup> / ve<sup>4</sup> / jan<sup>1</sup>jan<sup>1</sup> (for frame drills)

Verb to sing (ess-pptmer-l) (cf. primer 1)

an<sup>3</sup> ti<sup>2</sup>se<sup>3</sup> I am singing.  
 ji<sup>3</sup> ti<sup>3</sup>jntai<sup>3</sup> You are singing  
 je<sup>2</sup>-ti<sup>2</sup>jntai<sup>3</sup>  
 je<sup>2</sup> ti<sup>1</sup>se<sup>3</sup> / tjio<sup>1</sup>se<sup>3</sup> he / they are singing.  
 na<sup>1</sup> ti<sup>3</sup>jnta<sup>3</sup>  
 jin<sup>4</sup> ti<sup>3</sup>jntai<sup>3</sup>-jin<sup>4</sup>  
 ion<sup>2</sup> ti<sup>3</sup>jntao<sup>3</sup>

Other useful phrases:

ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>-la<sup>2</sup>ntai<sup>3</sup> / May you go well  
 -la<sup>2</sup>ntao<sup>3</sup> May you go well  
 (cf. also t<sup>o</sup>in<sup>3</sup>-la<sup>2</sup>ntai<sup>3</sup> / ta<sup>4</sup>nquin<sup>1</sup>-la<sup>2</sup>ntao<sup>3</sup>  
 tjin<sup>1</sup>-li<sup>2</sup> cjoa<sup>4</sup>nta<sup>3</sup> Please (Have grace)

Review: Acts 16:31, John 14:6

Cristo tsjoa<sup>3</sup>que<sup>3</sup>-na<sup>3</sup>  
 New chorus:  
 ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>cjain<sup>1</sup>-li<sup>2</sup> ca<sup>2</sup>ta<sup>3</sup>ma<sup>3</sup>cjain<sup>1</sup>-li<sup>2</sup>  
 nca<sup>3</sup>yi<sup>3</sup>je<sup>3</sup> coan<sup>4</sup>-li<sup>2</sup> tsa<sup>2</sup> ma<sup>3</sup>cjain<sup>1</sup>-li<sup>2</sup> Jesus  
 je<sup>2</sup> ni<sup>1</sup> xi<sup>3</sup> si<sup>1</sup>qui<sup>3</sup>njen<sup>3</sup>  
 tsa<sup>2</sup> ma<sup>3</sup>cjain<sup>1</sup>-li<sup>2</sup> Jesus.

ni<sup>3</sup> chjin<sup>3</sup> xcon<sup>1</sup> Lent. xcon<sup>1</sup> terrible, awesome, fearsome  
 jti<sup>4</sup> fish  
 jti<sup>3</sup> to get mad

## Lesson 19

si <sup>1</sup> nta <sup>3</sup>	He makes, builds. (a regular si <sup>1</sup> -verb)
si <sup>1</sup> xqui <sup>3</sup>	He medicines / doctors ( a regular si <sup>1</sup> -verb)
an <sup>3</sup> nčh'oe <sup>3</sup>	I hear (also meaning of hear and understand)
ji <sup>3</sup> no <sup>2</sup> ,yai <sup>23</sup>	
je <sup>1</sup> nčh'oe <sup>1</sup>	
na <sup>1</sup> no <sup>2</sup> ,ya <sup>2</sup>	Imperative: ti <sup>4</sup> no <sup>1</sup> ,yai <sup>23</sup>
jin <sup>4</sup> no <sup>2</sup> ,yai <sup>24</sup> -jin <sup>4</sup>	(Listen!) ti <sup>4</sup> no <sup>1</sup> ,yao <sup>23</sup>
jon <sup>2</sup> no <sup>2</sup> ,yao <sup>23</sup>	(Obey!))

Frame drills with useful common expressions.

li<sup>2</sup>coi<sup>3</sup> ca<sup>2</sup>nčh'oe<sup>23</sup>  
 a<sup>3</sup> tsi<sup>2</sup>  
 a<sup>3</sup> tsi<sup>2</sup> no<sup>2</sup>,yai<sup>23</sup> en<sup>1</sup>-na<sup>3</sup> jin<sup>4</sup> (en<sup>1</sup>-no<sup>3</sup>)  
 na<sup>3</sup>-ti<sup>2</sup> nta<sup>3</sup> ti<sup>2</sup>nčh'oe<sup>23</sup>  
 ti<sup>2</sup> nta<sup>3</sup> ti<sup>2</sup>nčh'oe<sup>23</sup> nia<sup>13</sup> / ti<sup>3</sup>no<sup>2</sup>,ya<sup>2</sup> ni<sup>13</sup> etc.  
 -sa

Indirect object- 1st. sg.

(with 2nd sg. subject)

ta <sup>4</sup> co <sup>2</sup> -nai <sup>13</sup>	(You) show me!
t'e <sup>2</sup> xquia <sup>4</sup> -nai <sup>13</sup>	Read it to me!
ti <sup>4</sup> jnta <sup>3</sup> -nai <sup>13</sup>	Sing it for me!
ti <sup>4</sup> xa <sup>1</sup> -nai <sup>13</sup>	Work for me!
ti <sup>4</sup> sea <sup>1</sup> -nai <sup>13</sup>	Play for me!
c'oa <sup>4</sup> t'ian <sup>4</sup> -nai <sup>13</sup>	Do it thus for me!
ti <sup>4</sup> nta <sup>3</sup> -nai <sup>13</sup>	Make it for me!
ti <sup>4</sup> xqui <sup>3</sup> -nai <sup>13</sup>	Medicine / doctor me!

(2 Plural subject-still 1st. sg. ind. obj.

ta<sup>4</sup>co<sup>2</sup>-nao<sup>13</sup> etc.

## Lesson 19 (Continued)

For

Further drill on new vocabulary:

ti <sup>1</sup> -	etc.	si <sup>1</sup> nta <sup>3</sup>	ni <sup>3</sup> ,ya <sup>3</sup> / ntia <sup>42</sup>
ca <sup>2</sup> -		si <sup>1</sup> xqui <sup>3</sup>	
ca <sup>2</sup> ta <sup>3</sup>			
ma <sup>3</sup> -le <sup>3</sup>	(all persons)		
li <sup>2</sup> coi <sup>3</sup> nta <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup>			
cje <sup>3</sup> -		ejin <sup>2</sup>	(all persons)
li <sup>2</sup> -		ejin <sup>2</sup>	" "
cai <sup>3</sup> -le <sup>4</sup>	(all persons)		
me <sup>3</sup> -le <sup>4</sup>	" "		

Other useful conversational phrases:

c <sup>2</sup> ia <sup>4</sup> cho <sup>4</sup> va <sup>2</sup>	Then we will all converse
c <sup>2</sup> ia <sup>4</sup> cho <sup>4</sup> va <sup>2</sup> nealnia <sup>32</sup>	Then we'll converse again.
c <sup>2</sup> ia <sup>4</sup> -la <sup>2</sup> cho <sup>4</sup> va <sup>2</sup> nealnia <sup>32</sup>	Then we'll converse again at some indefinite time.

## Lesson 20

<i>ti<sup>4</sup> jnchi<sup>2</sup> sjai<sup>3</sup></i>	Look for it! (find)
<i>ti<sup>4</sup> jnchi<sup>2</sup> sjai<sup>3</sup> -nai<sup>13</sup></i>	Look for it for me!
• <i>nta<sup>3</sup> tso<sup>2</sup></i>	It says well.
<i>nta<sup>3</sup> cji<sup>3</sup></i>	It <del>is</del> looks well
<i>nta<sup>3</sup> chon<sup>3</sup></i>	The climate is good (good geographically)
<i>nta<sup>3</sup> tjin<sup>1</sup></i>	o.k. Allright.
<i>nta<sup>3</sup> si<sup>1</sup> xa<sup>1</sup></i>	It works well
<i>nta<sup>3</sup> ma<sup>3</sup></i>	It goes well
<i>nta<sup>3</sup> cjoan<sup>3</sup></i>	They are good. quality.

(All of the above can be used with *-na<sup>3</sup>*, *-li<sup>2</sup>*, *-le<sup>4</sup>*)

(All of the above can be used with *jo<sup>1</sup>*, meaning "How is it to you?".

e.g. *jo<sup>1</sup> cji<sup>3</sup> -li<sup>2</sup>* "How does it appear to you?"

Indirect object = 3rd ~~st~~ p. sing. and pl. obj., ~~2nd~~ p. subj.

<i>ta<sup>4</sup> co<sup>2</sup> -lai<sup>4</sup></i>	(You) show him (or them)!
<i>t<sup>2</sup>e xquia<sup>4</sup> -lai<sup>4</sup></i>	Read (it) to him (or them)!
<i>ti<sup>4</sup> jnta<sup>1</sup> -lai<sup>4</sup></i>	Sing for him (or them)!
<i>ti<sup>4</sup> xa<sup>1</sup> -lai<sup>4</sup></i>	Work for him (or them)!
<i>ti<sup>4</sup> sca<sup>1</sup> -lai<sup>4</sup></i>	Play for him (or them)!
<i>ti<sup>4</sup> nta<sup>3</sup> -lai<sup>4</sup></i>	Make (it) for him (or them)!
<i>ti<sup>4</sup> xqui<sup>3</sup> -lai<sup>4</sup></i>	Medicine / <del>do</del> doctor / cure for him (or them)!
<i>ti<sup>4</sup> no<sup>1</sup> ya<sup>2</sup> -lai<sup>4</sup></i>	Hear him (or them)!
<i>c<sup>2</sup>oa<sup>4</sup> t<sup>2</sup>ian<sup>4</sup> -lai<sup>4</sup></i>	Do it thus for him (or them)!
<i>c<sup>2</sup>oa<sup>4</sup> t<sup>2</sup>in<sup>2</sup> -lai<sup>4</sup></i>	Say it to / for him (or them)!

## Lesson 20 (Continued)

ch'ao <sup>3</sup> tso <sup>2</sup>	It says ugly/bad (in contrast to nta "good")
ch'ao <sup>3</sup> kji <sup>3</sup>	It looks ugly
ch'ao <sup>3</sup> chon <sup>3</sup>	The climate is bad
ch'ao <sup>3</sup> tjin <sup>1</sup>	That's bad! (as contrasted to o,k.)
ch'ao <sup>3</sup> si <sup>1</sup> xa <sup>1</sup>	It works bad.
ch'ao <sup>3</sup> ma <sup>3</sup>	It goes badly
ch'ao <sup>3</sup> cjoan <sup>3</sup>	They are bad/guly.
ch'ao <sup>3</sup> s'in <sup>1</sup>	He does "bad"

## Useful phrases:

jo <sup>1</sup> to <sup>4</sup> nta <sup>3</sup>	How good!
li <sup>2</sup> c'oa <sup>4</sup> -jin <sup>2</sup> ni <sup>2</sup> coai <sup>4</sup>	Don't touch it!
c'oa <sup>4</sup> s'in <sup>2</sup>	That's the way.
c'oa <sup>4</sup> kji <sup>3</sup> jo <sup>3</sup> cji <sup>3</sup> .....	It (thus) looks like .....looks
jo <sup>1</sup> ma <sup>3</sup> -li <sup>2</sup>	How goes it to you?
jo <sup>1</sup> tso <sup>2</sup> ni <sup>4</sup> ma <sup>4</sup> -li <sup>4</sup>	How does your heart say?

## Lesson 21

Indirect object = 1st sing. obj., 3rd pers. subj.  
(She, it)

ti <sup>1</sup> si <sup>1</sup> xa <sup>1</sup> -na <sup>3</sup>	He is working for me.
ti <sup>1</sup> si <sup>1</sup> nta <sup>3</sup> -na <sup>3</sup>	He is making for me.
ti <sup>1</sup> si <sup>1</sup> xki <sup>3</sup> -na <sup>3</sup>	He is medicining for me.
ti <sup>1</sup> v <sup>2</sup> e <sup>1</sup> xkia <sup>4</sup> -na <sup>3</sup>	He is reading for me.
ti <sup>1</sup> se <sup>3</sup> -na <sup>3</sup>	He is singing for me.
ti <sup>1</sup> tso <sup>2</sup> -na <sup>3</sup>	He is saying for me
ti <sup>1</sup> nch <sup>2</sup> oe <sup>1</sup> -na <sup>3</sup>	He is hearing me.

Drill on the above in forms without the ti<sup>1</sup>-,  
e.g. si<sup>1</sup>xa<sup>1</sup>-na<sup>3</sup>, ca<sup>2</sup>si<sup>1</sup>xa<sup>1</sup>-na<sup>3</sup>, je<sup>3</sup>si<sup>1</sup>xa<sup>1</sup>-na<sup>3</sup>,  
cje<sup>3</sup> si<sup>1</sup>xa<sup>1</sup>-jin<sup>2</sup>na<sup>3</sup>, etc.

Indirect object = 2nd sing. obj., 3rd pers. subj. (sing.)

ti <sup>1</sup> si <sup>1</sup> xa <sup>1</sup> -li <sup>2</sup>	He (she, it) is working for you (sing)
ti <sup>1</sup> si <sup>1</sup> nta <sup>3</sup> -li <sup>2</sup>	He is making for you
ti <sup>1</sup> si <sup>1</sup> xki <sup>3</sup> -li <sup>2</sup>	He is medicining for you
ti <sup>1</sup> v <sup>2</sup> e <sup>1</sup> xkia <sup>4</sup> -li <sup>2</sup>	He is reading for you
ti <sup>1</sup> se <sup>3</sup> -li <sup>2</sup>	He is singing for you
ti <sup>1</sup> tso <sup>2</sup> -li <sup>2</sup>	He is saying for you
ti <sup>1</sup> nch <sup>2</sup> oe <sup>1</sup> -li <sup>2</sup>	He is hearing you

(Drills as above)

Indirect object = 2nd pl. obj., 3rd pers. subj.

ti <sup>1</sup> si <sup>1</sup> xa <sup>1</sup> -no <sup>3</sup>	He is working for you (plural)
ti <sup>1</sup> si <sup>1</sup> nta <sup>3</sup> -no <sup>3</sup>	He is making for you.
ti <sup>1</sup> si <sup>1</sup> xki <sup>3</sup> -no <sup>3</sup>	He is medicining for you.

## Lesson 21 (Continued)

<i>ti<sup>1</sup>v<sup>2</sup>e<sup>1</sup>xkia<sup>4</sup>-no<sup>3</sup></i>	He is reading for you.
<i>ti<sup>1</sup>se<sup>3</sup>-no<sup>3</sup></i>	He is singing for you
<i>ti<sup>1</sup>se<sup>3</sup>-no<sup>3</sup></i>	
<i>ti<sup>1</sup>tso<sup>2</sup>-no<sup>3</sup></i>	He is saying for you
<i>ti<sup>1</sup>nch<sup>2</sup>oe<sup>1</sup>-no<sup>3</sup></i>	He is hearing you

(Drills as above)

Drill all above with 3rd plural subj. in continuativa  
 e.g., *tjio<sup>1</sup>si<sup>1</sup>xa<sup>1</sup>-na<sup>3</sup>*, *tjio<sup>1</sup>si<sup>1</sup>xa<sup>1</sup>-li<sup>3</sup>*, etc.

Days of week:

<i>le<sup>2</sup>ne<sup>4</sup></i>	Monday (lunes)
<i>ma<sup>2</sup>jte<sup>4</sup></i>	Tuesday (martes)
<i>mi<sup>2</sup>xcoe<sup>4</sup></i>	Wednesday (miércoles)
<i>xi<sup>2</sup>pe<sup>4</sup></i>	Thursday (jaeves)
<i>vi<sup>2</sup>xne<sup>4</sup></i>	Friday (viernes)
<i>xo<sup>3</sup>to<sup>2</sup></i>	Saturday (sabado)
<i>tai<sup>2</sup>nco<sup>4</sup></i>	Sunday (domingo)

<i>ni<sup>4</sup>chjin<sup>3</sup></i>	day, days
<i>jme<sup>1</sup> ni<sup>4</sup>chjin<sup>3</sup> nt<sup>2</sup>ai<sup>4</sup>-vi<sup>4</sup></i>	What day is it today?
nchaon	tomorrow
<i>nco<sup>2</sup>jna<sup>4</sup></i>	yesterday
<i>xo<sup>3</sup>ma<sup>2</sup>na<sup>4</sup></i>	week (semana)
<i>sa<sup>1</sup></i>	moon, month

## Lesson 22

Indirect object, 3rd p. obj. (sing. and pl.)

3rd p. subj.

$\overset{1}{si} \overset{1}{xa} \overset{1}{-le}^4$	He (she, it, they) work for him (her, it, them)
$\overset{1}{si} \overset{3}{nta} \overset{1}{-le}^4$	He makes for him.
$\overset{1}{si} \overset{3}{xki} \overset{1}{-le}^4$	He medicines (for) him.
$\overset{1}{v} \overset{1}{e} \overset{4}{xxia} \overset{1}{-le}^4$	He reads to / for him.
$\overset{3}{se} \overset{1}{-le}^4$	He sings for him
$\overset{2}{tso} \overset{1}{-le}^4$	He says to him for ?
$\overset{1}{n} \overset{1}{ch} \overset{1}{oe} \overset{1}{-le}^4$	He hears him.

Drill with variant forms:  $ti^1-$ ,  $ca^2-$ ,  $je^3-$ ,  $je^3$ ,  
 $jo^1-to^4$ , etc.  $cje^3$   $jin^2$

Drill with phrases such as:

$\overset{1}{jna} \overset{1}{-ni}^3 \overset{2}{ca} \overset{1}{si} \overset{1}{xa} \overset{1}{-le}^4$	Where did he work for him?
$\overset{1}{jo} \overset{1}{-s} \overset{2}{in}$ $\overset{2}{ca} \overset{1}{si} \overset{1}{xa} \overset{1}{-le}^4$	How did he work for him?
(cf. $\overset{1}{jo} \overset{1}{-s} \overset{2}{in}$ with $\overset{4}{co} \overset{1}{-s} \overset{2}{in}$ )	
$\overset{4}{co} \overset{1}{-s} \overset{2}{in} \overset{2}{ca} \overset{1}{si} \overset{1}{xa} \overset{1}{-le}^4$ $\overset{3}{jo} \overset{1}{-s} \overset{2}{in} \overset{2}{si} \overset{1}{xa} \overset{1}{cho} \overset{4}{ta} \overset{4}{nta}^3$	

He worked for him like good people work.

Nb.:  $\overset{1}{jo} \overset{1}{-s} \overset{2}{im}$  with tone  $^1$  on  $jo^1$  only in direct question form, but  $\overset{3}{jo} \overset{1}{-s} \overset{2}{in}$  (tone  $^3$  on  $jo^3$ ) otherwise.

$ti^2 \overset{3}{co} \overset{3}{t} \overset{2}{a} \overset{3}{ya}^2$	$en^1$	I am studying Mazateco.
$ti^3 \overset{2}{cho} \overset{2}{t} \overset{3}{a} \overset{3}{yai}$	$en^1$	You are studying Mazateco
$ti^1 \overset{3}{co} \overset{3}{t} \overset{2}{a} \overset{3}{ya}^3$	$en^1$	He is studying Mazateco.
$ti^3 \overset{2}{cho} \overset{2}{t} \overset{3}{a} \overset{3}{ya}^3$	$en^1$	We are studying Mazateco.
$ti^3 \overset{2}{cho} \overset{2}{t} \overset{3}{a} \overset{3}{yai}^3$	$en^1$	We are studying Mazateco.
$ti^3 \overset{2}{cho} \overset{2}{t} \overset{3}{a} \overset{3}{yao}$	$en^3$	You are studying Mazateco.
$tjio^1 \overset{3}{co} \overset{3}{t} \overset{2}{a} \overset{3}{ya}^3$	$en^1$	They are studying Mazateco

## Lesson 22 (Continued)

a<sup>3</sup> ti<sup>3</sup>cho<sup>2</sup>t<sup>2</sup>a<sup>3</sup>ya<sup>3</sup>-nio<sup>13</sup> en<sup>1</sup> Are you studying Mazateco?  
 jaon<sup>3</sup>, ti<sup>3</sup>cho<sup>2</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>34</sup>-jin<sup>4</sup> en<sup>1</sup> Yes, we are studying Mazateco.

New Song:Translation:

Jesus tso <sup>2</sup> va <sup>3</sup> t <sup>2</sup> a <sup>3</sup> -na <sup>3</sup>	Jesus walks at my side
" " "	" " " "
" " "	" " " "
" " "	" " " "
lo <sup>2</sup> ne <sup>4</sup> , ma <sup>2</sup> jte <sup>4</sup> , mi <sup>2</sup> xche <sup>4</sup> ,	Monday, Tuesday, Wednesday,
xi <sup>2</sup> pe <sup>4</sup> , vi <sup>2</sup> xne <sup>4</sup> , xo <sup>3</sup> to <sup>2</sup> , tai <sup>2</sup> nco <sup>4</sup>	Thursday, Friday, Sat., S
Jesus tso <sup>2</sup> va <sup>3</sup> t <sup>2</sup> a <sup>3</sup> -na <sup>3</sup>	Jesus walks at my side

(over for variations)

(to the tune of "Isn't it grand to be a Christian.")

Variations:

Jesus ti <sup>1</sup> jna <sup>3</sup> cao <sup>4</sup> -na <sup>3</sup>	Jesus is with me
Jesus va <sup>3</sup> sen <sup>1</sup> cao <sup>4</sup> -na <sup>3</sup>	Jesus helps me.
Jesus v <sup>2</sup> a <sup>3</sup> sje <sup>3</sup> ntjai <sup>2</sup> -na <sup>3</sup>	Jesus saves me.
Jesus ma <sup>3</sup> tsjoa <sup>3</sup> que <sup>3</sup> -na <sup>3</sup>	Jesus loves me.
Jesus ti <sup>1</sup> co <sup>3</sup> tsen <sup>3</sup> -na <sup>3</sup>	Jesus is seeing me.

(ad infinitum!)

Can also be varied by changing the person -na<sup>3</sup>

to -li<sup>2</sup>, -le<sup>4</sup>, -no<sup>3</sup>

coi<sup>3</sup> for this reason

## Lesson 23

Primer 4 begun

Indirect obj. cont., 1st pers. subj., 2nd sing. obj.

ti <sup>2</sup> si <sup>3</sup> xa <sup>13</sup> -le <sup>23</sup>	I am working for you (sing.)
ti <sup>2</sup> si <sup>3</sup> xki <sup>3</sup> -le <sup>23</sup>	I am medicining you.
ti <sup>2</sup> si <sup>3</sup> nta <sup>3</sup> -le <sup>23</sup>	I am making for you.
ti <sup>2</sup> v <sup>o</sup> e <sup>3</sup> xkia <sup>4</sup> -le <sup>23</sup>	I am reading to/for you.
ti <sup>2</sup> se <sup>3</sup> -le <sup>23</sup>	I am singing to/for you
ti <sup>2</sup> xin <sup>3</sup> -le <sup>23</sup>	I am saying to you
ti <sup>2</sup> nch <sup>o</sup> oe <sup>3</sup> -le <sup>23</sup>	I am hearing you

Drill with variant forms: without ti-, ca<sup>2</sup>-, je<sup>3</sup>-, cje<sup>3</sup>,  
nca<sup>3</sup> ji<sup>3</sup> jo<sup>1</sup>to<sup>4</sup>, etc.

c<sup>o</sup>oa<sup>4</sup> xin<sup>3</sup>-le<sup>23</sup> A jo<sup>3</sup> tso<sup>2</sup>-na<sup>3</sup> nca<sup>3</sup> an<sup>3</sup> I say to you as he  
 (they) say(s) to me  
 c<sup>o</sup>oa<sup>4</sup> xin<sup>3</sup>-le<sup>23</sup> nca<sup>3</sup> ji<sup>3</sup> jo<sup>3</sup>-s<sup>o</sup>in<sup>2</sup> tso<sup>2</sup>-na<sup>3</sup> nca<sup>3</sup> an<sup>3</sup> I say(it) you  
 in the same way as he (they) said (it) to me

Indirect obj. cont., 1st pers. subj., 2nd pl. obj.

si <sup>3</sup> xa <sup>13</sup> -no <sup>3</sup>	I work for you
si <sup>3</sup> nta <sup>3</sup> -no <sup>3</sup>	I make for you
si <sup>3</sup> xki <sup>3</sup> -no <sup>3</sup>	I medicine you.
v <sup>o</sup> e <sup>3</sup> xkia <sup>4</sup> -no <sup>3</sup>	I read to/for you.
se <sup>3</sup> -no <sup>3</sup>	I sing to/for you.
xin <sup>3</sup> -no <sup>3</sup>	I say to you
nch <sup>o</sup> oe <sup>3</sup> -no <sup>3</sup>	I hear you

Lesson 22 had verb to "study", -now the verb for to "teach":

an<sup>3</sup> va<sup>3</sup> co<sup>43</sup> ya<sup>23</sup> I teach

## Lesson 23 (Continued)

ji<sup>3</sup> va<sup>3</sup> co<sup>2</sup> yai<sup>3</sup> You teach  
 je<sup>2</sup> va<sup>3</sup> co<sup>1</sup> ya<sup>3</sup> He teaches  
 na<sup>1</sup> va<sup>3</sup> co<sup>2</sup> ya<sup>3</sup><sup>2</sup> We teach  
 jin<sup>4</sup> va<sup>3</sup> co<sup>2</sup> yai<sup>13</sup>-jin<sup>4</sup> We teach  
 jon<sup>2</sup> va<sup>3</sup> co<sup>2</sup> yao<sup>3</sup> You teach  
 je<sup>2</sup> va<sup>3</sup> co<sup>1</sup> ya<sup>3</sup> They teach

"yal xi<sup>3</sup> (ti<sup>1</sup>) va<sup>3</sup> co<sup>1</sup> ya<sup>3</sup>-no<sup>3</sup> enl Who teaches you the ideom ?  
 (is teaching)

Cf. the new verbs (co<sup>3</sup>t<sup>2</sup>a<sup>3</sup>ya<sup>2</sup> and va<sup>3</sup>co<sup>4</sup>ya<sup>2</sup>)

with the following two upon which they are built:

co <sup>3</sup> t <sup>2</sup> a <sup>3</sup>	I taste, try, test	va <sup>3</sup> coa <sup>4</sup> <sup>3</sup>	I show
cho <sup>2</sup> t <sup>2</sup> ai <sup>3</sup>	You taste, try, test	va <sup>3</sup> coi <sup>2</sup>	You show
co <sup>3</sup> t <sup>2</sup> a <sup>3</sup>	He tastes, tries, tests	va <sup>3</sup> co <sup>1</sup>	He shows

I John 5: 11, 12

11. Je<sup>2</sup>-vi<sup>4</sup> xi<sup>3</sup> en<sup>1</sup>-le<sup>4</sup>: Nca<sup>3</sup> Ni<sup>3</sup>na<sup>1</sup> qui<sup>3</sup>tsjoa<sup>3</sup>-na<sup>1</sup>  
 je<sup>2</sup> cjoa vi<sup>3</sup>jna<sup>3</sup>chon<sup>3</sup> nca<sup>3</sup>ntsjai<sup>2</sup>-ve<sup>4</sup>, ~~~ oa<sup>4</sup>  
 je<sup>2</sup> cjoa vi<sup>4</sup>jna<sup>3</sup>chon<sup>3</sup> vi<sup>4</sup> ti<sup>1</sup>jna<sup>3</sup>jin<sup>3</sup> je<sup>2</sup> ?nti<sup>1</sup>-le<sup>4</sup>.  
 12. Je<sup>2</sup> xi<sup>3</sup> tjin<sup>1</sup>-le<sup>4</sup> je<sup>2</sup> ?nti<sup>1</sup>-le<sup>4</sup>, c?oa<sup>4</sup>-ti<sup>4</sup>  
 tjin<sup>1</sup>-le<sup>4</sup> je<sup>2</sup> cjoa<sup>4</sup>vi<sup>3</sup>jna<sup>3</sup>chon<sup>3</sup>-vi<sup>4</sup>, Je<sup>2</sup> xi<sup>3</sup> tsin<sup>2</sup>-le<sup>4</sup>  
 ?nti<sup>1</sup>-le<sup>4</sup> Ni<sup>3</sup>na<sup>1</sup>, tsin<sup>2</sup>-le<sup>4</sup> je<sup>2</sup> cjoa<sup>4</sup>vi<sup>3</sup>jna<sup>3</sup>chon<sup>3</sup>-vi<sup>4</sup>.

## Lesson 24

Last half of Primer 4

Keep working on I John 5: 11, 12

Indirect object cont., 1st pers. subj., 3rd obj.

$\overset{3}{si}\ \overset{1}{xa}\overset{3}{-le}\overset{4}{}$  I work for him (her, it, them)

$\overset{3}{si}\overset{3}{nta}\overset{3}{-le}\overset{4}{}$  I make for him

$\overset{3}{e}\overset{3}{xkia}\overset{4}{-le}\overset{4}{}$  I read for him

etc.

Indirect object 2nd pers. pl. subj., 3rd obj.

$\overset{2}{ni}\overset{1}{xa}\overset{1}{-lao}\overset{4}{3}$  You pl work for him (her, it, them)

$\overset{2}{ni}\overset{3}{nta}\overset{3}{-lao}\overset{4}{3}$  You make for him

$\overset{2}{ni}\overset{3}{xki}\overset{3}{-lao}\overset{4}{3}$  You medicine him

$\overset{2}{v}\overset{2}{e}\overset{3}{xkia}\overset{4}{-lao}\overset{4}{3}$  You read to/for him

$\overset{3}{jnta}\overset{3}{-lao}\overset{4}{3}$  You sing to/for him

$\overset{2}{no}\overset{2}{ya}\overset{2}{-lao}\overset{4}{3}$  You hear him

Imperatives:

$\overset{4}{ti}\overset{1}{xa}\overset{1}{-lao}\overset{4}{3}$  Work for him!

$\overset{4}{ti}\overset{3}{nta}\overset{3}{-lao}\overset{4}{3}$  Make (it) for him!

$\overset{4}{ti}\overset{3}{xki}\overset{3}{-lao}\overset{4}{3}$  Medicine him!

$\overset{2}{t}\overset{2}{e}\overset{3}{xkia}\overset{4}{-lao}\overset{4}{3}$  Read to/for him!

etc.

$\overset{1}{cho}\overset{3}{t}\overset{3}{ayai}\overset{3}{}$  Study! (sing)  $\overset{3}{Nta}\overset{3}{cho}\overset{1}{l}\overset{3}{t}\overset{3}{a}\overset{3}{yai}\overset{3}{}$

$\overset{1}{cho}\overset{3}{t}\overset{3}{a}\overset{3}{yao}\overset{3}{}$  Study! (pl)  $\overset{3}{Nta}\overset{3}{cho}\overset{1}{t}\overset{3}{a}\overset{3}{yao}\overset{3}{}$

$\overset{4}{ta}\overset{2}{co}\overset{2}{yai}\overset{3}{}$  Teach!

$\overset{4}{ta}\overset{2}{co}\overset{2}{y}\overset{3}{a}\overset{3}{-lai}\overset{4}{}$  Teach him! (sing)

$\overset{4}{ta}\overset{2}{co}\overset{2}{y}\overset{3}{a}\overset{3}{-lao}\overset{4}{3}$  Teach him! (pl)

$\overset{3}{nta}\overset{3}{ta}\overset{4}{co}\overset{2}{y}\overset{3}{a}\overset{3}{-lao}\overset{4}{3}$  Teach him well!

## Lesson 24 (Continued)

cho<sup>1</sup>t<sup>2</sup>ai<sup>3</sup> Try (it)! Test (it)! (sing.)

cho<sup>1</sup>t<sup>2</sup>ao<sup>3</sup> Try (it)! Test (it)! (pl)

This is used of both trying foods and testing them (for both taste as to whether you like or dislike it, as well as for hotness or coldness), - and also of trying to do some act or deed (to see whether a thing will work or not)

ta<sup>4</sup>co<sup>2</sup>-lai<sup>4</sup> Show him! sing.

ta<sup>4</sup>co<sup>2</sup>-lao<sup>4</sup>? Show him! pl.

vao<sup>3</sup>-na<sup>3</sup> (-li<sup>2</sup>, -le<sup>4</sup>, etc.) To be hungry.

fa<sup>3</sup>ti<sup>2</sup>-na<sup>3</sup> (-li<sup>2</sup>, -le<sup>4</sup>, etc.) To be thirsty

na<sup>4</sup>jma<sup>1</sup> beans

na<sup>4</sup>jme<sup>1</sup> corn

café (ca<sup>3</sup>fe<sup>2</sup>) coffee

njian<sup>4</sup> chili

vao<sup>3</sup> (by itself means to be picante or hot!) as chile

## Lesson 25

<u>ti<sup>2</sup> chi<sup>2</sup> ne<sup>4</sup></u>	I am eating	
<u>ti<sup>3</sup> chi<sup>3</sup> nai<sup>3</sup></u>	You are eating	This is the verb for
<u>ti<sup>1</sup> chi<sup>3</sup> ne<sup>3</sup></u>	He is eating	"to eat" such things
<u>ti<sup>3</sup> chi<sup>3</sup> ne<sup>32</sup></u>	We are eating	as fruit, meat, vegetables, --
<u>ti<sup>3</sup> chi<sup>3</sup> ne<sup>32</sup></u>	<del>We are eating</del>	<u>not</u> beans and torts, or
<u>ti<sup>3</sup> chi<sup>3</sup> nai<sup>3</sup> -jin<sup>4</sup></u>	We are eating.	the main meal items
<u>ti<sup>3</sup> chi<sup>3</sup> nao<sup>3</sup></u>	You are eating	
<u>tjio<sup>1</sup> kji<sup>3</sup> ne<sup>3</sup></u>	They are eating	

<u>a<sup>3</sup> ma<sup>3</sup> chi<sup>3</sup> ne<sup>3</sup></u>	Is it edible?
<u>jo<sup>1</sup> chi<sup>3</sup> ne<sup>3</sup></u>	What does it taste like? (How does it "eat"?)
<u>nta<sup>3</sup> chi<sup>3</sup> ne<sup>3</sup></u>	It is good!
<u>ch<sup>2</sup>ao<sup>3</sup> chi<sup>3</sup> ne<sup>3</sup></u>	It tastes bad!
<u>vao<sup>3</sup> chi<sup>3</sup> ne<sup>3</sup></u>	It is picante ("hot")

(With liquids, anything that one drinks):

<u>a<sup>3</sup> ma<sup>3</sup> *yo<sup>3</sup></u>	Is it drinkable?
<u>jo<sup>1</sup> *yo<sup>3</sup></u>	How does it taste? (liquids)
<u>Nta<sup>3</sup> *yo</u>	It is good!
<u>ch<sup>2</sup>ao<sup>3</sup> *yo</u>	It tastes bad!

ncha<sup>2</sup> atole (corn drink)

ncha<sup>2</sup> san<sup>3</sup> sour atole (drunk at "headwashing" fiestas day before wedding)

ncha<sup>2</sup> xi<sup>43</sup> sweet atole

ncha<sup>2</sup> tsje<sup>23</sup> hot atole

nta<sup>1</sup> te<sup>3</sup> tea

chi<sup>3</sup> co<sup>3</sup> la<sup>2</sup> chocolate

## Lesson 25 (Continued)

Indirect object, -1st pers. pl., subj., 2nd pers. obj.

ti <sup>3</sup> ni <sup>2</sup> xa <sup>1</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are working for you (sing. and pl.)
ti <sup>3</sup> ni <sup>2</sup> nta <sup>3</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are making for you " " "
ti <sup>3</sup> ni <sup>2</sup> xqui <sup>3</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are medicining you
ti <sup>3</sup> v <sup>2</sup> e <sup>2</sup> xquia <sup>4</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are reading to/for you
ti <sup>3</sup> va <sup>3</sup> co <sup>2</sup> ya <sup>3</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are teaching you
ti <sup>3</sup> va <sup>3</sup> co <sup>2</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are showing you
ti <sup>3</sup> no <sup>2</sup> ya <sup>2</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are hearing you
ti <sup>3</sup> cho <sup>2</sup> tsen <sup>3</sup> -lai <sup>24</sup> jin <sup>4</sup>	We are seeing you

.....3rd pers. obj.

ti <sup>3</sup> ni <sup>2</sup> xa <sup>1</sup> -lat <sup>4</sup> jin <sup>4</sup>	We are working for him.
ti <sup>3</sup> ni <sup>2</sup> nta <sup>3</sup> -lai <sup>4</sup> jin <sup>4</sup>	We are making for him
ti <sup>3</sup> ni <sup>2</sup> xki <sup>3</sup> -lai <sup>4</sup> jin <sup>4</sup>	We are medicining him
ti <sup>3</sup> no <sup>2</sup> ya <sup>2</sup> -lai <sup>4</sup> jin <sup>4</sup>	We are hearing him
ti <sup>3</sup> cho <sup>2</sup> tsen <sup>3</sup> -lai <sup>4</sup> jin <sup>4</sup>	We are seeing him.

1st person inclusive pl., 3rd pers. obj.:

ti <sup>3</sup> ni <sup>2</sup> xa <sup>1</sup> -le <sup>42</sup>	We are working for him
ti <sup>3</sup> ni <sup>2</sup> ya <sup>2</sup> -le <sup>42</sup>	We are hearing him.
ti <sup>3</sup> cho <sup>2</sup> tsen <sup>3</sup> -le <sup>42</sup>	We are seeing him
ti <sup>3</sup> v <sup>2</sup> e <sup>2</sup> xkia <sup>4</sup> -le <sup>42</sup>	We are reading to/for him

etc.

(Nb.: It would be a very rare situation where you would have 1st pers. incl. subj. and 2nd pers. obj, since by definition inclusive includes everyone in the subject.)

tsa<sup>2</sup> if c<sup>3</sup>oa<sup>4</sup> ti<sup>4</sup> also

## Lesson 26

<sup>2</sup> va <sup>4</sup> cjen	I eat (tortillas, beans, -this is the verb that refers to eating a whole meal)
<sup>3</sup> vi <sup>3</sup> chi	You eat
<del>va</del> <sup>2</sup> cjen	He eats
<del>va</del> <sup>32</sup> vi <sup>3</sup> cha	We eat <i>vi<sup>3</sup>cha<sup>32</sup></i>
<sup>3</sup> vi <sup>3</sup> chi <sup>3</sup> -jin <sup>4</sup>	We eat
<sup>3</sup> vi <sup>3</sup> cho	You eat
<sup>2</sup> cjen <sup>2</sup>	They eat

<sup>3</sup> a <sup>3</sup> ma <sup>3</sup> vi <sup>3</sup> chi <sup>3</sup>	Can it be eaten?
<sup>3</sup> nta <sup>3</sup> vi <sup>3</sup> chi <sup>3</sup>	It is good (tastes good)
ch <sup>3</sup> ao <sup>3</sup> vi <sup>3</sup> chi <sup>3</sup> (-na <sup>3</sup> , -li <sup>2</sup> , -le <sup>4</sup> )	It tastes bad

<sup>3</sup> yao <sup>3</sup> ncha <sup>4</sup> ja <sup>4</sup>	beef (cow meat)	The "chi <sup>3</sup> ne <sup>3</sup> " verb is used with "meat".
<sup>3</sup> yao <sup>3</sup> chi <sup>4</sup> nca <sup>4</sup>	pork (pig meat)	
<sup>3</sup> yao <sup>3</sup> ti <sup>2</sup> ntso <sup>4</sup>	goat meat	

<sup>3</sup> a <sup>3</sup> vi <sup>3</sup> chi <sup>3</sup> -nio <sup>13</sup> nio <sup>4</sup>	Do you eat tortillas?
<sup>3</sup> a <sup>3</sup> chi <sup>3</sup> ne <sup>3</sup> -nio <sup>13</sup> yao <sup>3</sup>	Do you eat meat?
<sup>3</sup> a <sup>3</sup> vi <sup>3</sup> chi <sup>3</sup> -nio <sup>13</sup> na <sup>4</sup> jma <sup>1</sup>	Do you eat beans?
<sup>3</sup> a <sup>3</sup> chi <sup>3</sup> ne <sup>3</sup> -nio <sup>13</sup> lo <sup>2</sup> xa <sup>4</sup>	Do you eat oranges?

<sup>3</sup> a <sup>3</sup> yo <sup>3</sup> -nio <sup>13</sup> cafe?	Do you drink coffee?
<sup>3</sup> a <sup>3</sup> yo <sup>3</sup> -nio <sup>13</sup> neha <sup>2</sup>	Do you drink atole?
<sup>3</sup> a <sup>3</sup> yo <sup>3</sup> -nio <sup>13</sup> chi <sup>3</sup> co <sup>3</sup> la <sup>2</sup>	Do you drink chocolate?
<sup>3</sup> a <sup>3</sup> yo <sup>3</sup> -nio <sup>13</sup> nta <sup>1</sup> chi <sup>3</sup> qui <sup>3</sup>	Do you drink milk?

## Lesson 26 (Continued)

ts <sup>4</sup> <sup>an</sup>	mine
tsi <sup>4</sup>	yours
ts <sup>4</sup> e <sup>4</sup>	his, hers, its
tsan <sup>42</sup>	ours
tsain <sup>4</sup> -jin <sup>4</sup>	ours
tsaon <sup>43</sup>	yours
ts <sup>4</sup> e <sup>4</sup>	theirs
ts <sup>4</sup> e <sup>4</sup>	ts <sup>4</sup> e <sup>4</sup>

ts <sup>4</sup> an-n	ts <sup>4</sup> an <sup>4</sup> nia <sup>13</sup>	it is mine mine
	tsi <sup>4</sup> ni <sup>13</sup>	it is yours
	ts <sup>4</sup> e <sup>4</sup> ni <sup>1</sup>	it is his
	tsan <sup>42</sup> nia <sup>1</sup>	it is ours
	tsain <sup>4</sup> ni <sup>14</sup> -jin <sup>4</sup>	it is ours
	tsaon <sup>43</sup> nio <sup>13</sup>	it is yours
	ts <sup>4</sup> e <sup>4</sup> ni <sup>1</sup>	it is theirs

\*ya<sup>1</sup> ts<sup>4</sup>e<sup>4</sup> whose?  
 ts<sup>4</sup>e<sup>4</sup> ni<sup>3</sup>, ya<sup>3</sup> the house is his

I John 5: 11, 12

Choruses

ti<sup>1</sup> si<sup>1</sup> xa<sup>1</sup> na<sup>3</sup> jin<sup>4</sup> he work<sup>s</sup> for us.

ti<sup>3</sup> ni<sup>2</sup> xa<sup>1</sup> na<sup>3</sup> jin<sup>4</sup> you work for us.

## Lesson 27

nco <sup>2</sup> skia <sup>4</sup>	day before yesterday
jnqui <sup>3</sup> (li <sup>4</sup> )	day after tomorrow
nch'an <sup>1</sup>	cold
nch'an <sup>1</sup> -na <sup>3</sup>	I am cold
nch'an <sup>1</sup> chon <sup>3</sup>	cold (weather)
jo <sup>1</sup> chon <sup>3</sup> tsaon <sup>4</sup>	What's the weather like in your country?
<del>nch'an<sup>1</sup> chon<sup>3</sup> tsain<sup>4</sup></del>	
neh'an <sup>1</sup> chon <sup>3</sup> tsain <sup>4</sup> -jin <sup>4</sup>	It's cold in our country

~~dk~~

li <sup>2</sup> ts'an <sup>4</sup> -jian <sup>23</sup>	It's not mine
li <sup>2</sup> tsi <sup>4</sup> -jin <sup>23</sup>	It's not yours
li <sup>2</sup> ts'e <sup>4</sup> -jin <sup>23</sup>	It's not his
li <sup>2</sup> tsan <sup>42</sup> -jian <sup>2</sup>	It's not ours
li <sup>2</sup> <del>ts</del> tsain <sup>4</sup> -jin <sup>2</sup> jin <sup>4</sup>	It's not ours
li <sup>2</sup> tsaon <sup>43</sup> -jion <sup>23</sup>	It's not <del>yyours</del> yours.

to <sup>4</sup> nco <sup>1</sup> son <sup>2</sup>	same
to <sup>4</sup> nco <sup>1</sup> son <sup>2</sup> cji <sup>3</sup>	it appears the same
to <sup>4</sup> nco <sup>1</sup> son <sup>2</sup> fi <sup>2</sup>	It (they) go(es) the same
cja <sup>4</sup> *ai <sup>1</sup>	different
cja <sup>4</sup> *ai <sup>1</sup> cji <sup>3</sup>	It appears different
cja <sup>4</sup> *ai <sup>1</sup> cji <sup>3</sup>	They appear different

v'e <sup>3</sup> se <sup>3</sup>	I whistle
v'e <sup>2</sup> sai <sup>3</sup>	You whistle
v'e <sup>1</sup> se <sup>3</sup>	He whistles
v'e <sup>2</sup> se <sup>3</sup> 2	We We whistle
v'e <sup>2</sup> sai <sup>3</sup> -jin <sup>4</sup>	We whistle
v'e <sup>2</sup> sao <sup>3</sup>	You whistle

## Lesson 27 (Continued)

v<sup>o</sup>e all by itself means "to hit"

ti<sup>3</sup> v<sup>o</sup>e<sup>1</sup>-le<sup>4</sup> xi<sup>3</sup>jnco<sup>3</sup> The boy hits the other

jo<sup>3</sup>-la<sup>2</sup>ni<sup>3</sup> tsa<sup>2</sup> ma<sup>3</sup>-na<sup>3</sup> Who knows if I know?

li<sup>2</sup>coi<sup>3</sup> fi<sup>2</sup> tsa<sup>2</sup> nch<sup>o</sup>an<sup>1</sup> He doesn't go if it's cold.

quia<sup>3</sup> I went

qui<sup>3</sup>si<sup>3</sup>nta<sup>3</sup> I made

qui<sup>3</sup>c<sup>o</sup>in<sup>3</sup> You went

qui<sup>3</sup>ni<sup>2</sup>ntai<sup>3</sup> You made

qui<sup>3</sup> He went

qui<sup>3</sup>si<sup>3</sup>nta<sup>3</sup> he made

tsa<sup>3</sup>nquian<sup>1</sup> We went

qui<sup>3</sup>ni<sup>2</sup>nta<sup>3</sup>2 WE made

tsa<sup>3</sup>nquin<sup>1</sup>-jin<sup>4</sup> We went

qui<sup>3</sup>ni<sup>2</sup>nta<sup>3</sup>4-jin<sup>4</sup>

tsa<sup>3</sup>nquion<sup>13</sup> You went

qui<sup>3</sup>ni<sup>2</sup>ntao<sup>3</sup> You made

c<sup>o</sup>ia<sup>1</sup> c<sup>o</sup>in<sup>3</sup> When did you go?

c<sup>o</sup>ia<sup>1</sup> qui<sup>3</sup>ni<sup>2</sup>ntao<sup>3</sup> ni<sup>3</sup>\*ya<sup>3</sup>-no<sup>3</sup> When did you make your house?

Cf. verbs v<sup>o</sup>e<sup>1</sup>nta<sup>3</sup> and si<sup>1</sup>nta<sup>3</sup>

v<sup>o</sup>e<sup>1</sup>nta<sup>3</sup>, si<sup>1</sup>nta<sup>3</sup> both mean "to make", but v<sup>o</sup>e<sup>1</sup>nta<sup>3</sup> has the

idea more of "to put together", or "repair"

so generally one "v<sup>o</sup>e<sup>1</sup>nta<sup>3</sup> ni<sup>3</sup>\*ya<sup>3</sup>"

si<sup>1</sup>nta<sup>3</sup> i<sup>3</sup>nto<sup>2</sup> she makes embroidery

si<sup>1</sup>nta<sup>3</sup> ti<sup>4</sup>2 he makes jars

v<sup>o</sup>e<sup>1</sup>nta<sup>3</sup> ni<sup>3</sup>\*ya<sup>3</sup> he constructs houses

v<sup>o</sup>e<sup>1</sup>nta<sup>3</sup> ya<sup>1</sup>mi<sup>2</sup>xa<sup>4</sup> he makes (or repairs) (puts together) tables.

## Lesson 28

qui <sup>2</sup> xi <sup>4</sup>	straight	v̄pe <sup>3</sup> x̄a <sup>13</sup>
cjoa qui <sup>2</sup> xi <sup>4</sup>	true, truth	v̄pe <sup>2</sup> x̄ai <sup>13</sup>
cjoa qui <sup>2</sup> xi <sup>4</sup> -jin <sup>2</sup>	that's true! indeed!	v̄pe' x̄a'
cjoa qui <sup>2</sup> xi <sup>4</sup> ni <sup>1</sup>	that's true! indeed!	v̄pe <sup>2</sup> x̄a'

*Past*

Tense (cont.)

tsa <sup>3</sup> c <sup>o</sup> e <sup>3</sup> xkia <sup>4</sup>	I read (past tense)	v̄pe <sup>2</sup> xai <sup>13</sup>
tsa <sup>3</sup> c <sup>o</sup> e <sup>2</sup> xkiai <sup>4</sup>	You read " "	v̄pe <sup>2</sup> xao <sup>13</sup>
tsa <sup>3</sup> c <sup>o</sup> e <sup>1</sup> xkia <sup>4</sup>	He read	Do the past:
tsa <sup>3</sup> c <sup>o</sup> e <sup>2</sup> xkia <sup>43</sup>	We read	v̄e <sup>3</sup> nta <sup>3</sup>
tsa <sup>3</sup> c <sup>o</sup> e <sup>2</sup> xkiai <sup>4</sup> -jin <sup>4</sup>	We read	v̄e <sup>3</sup> xal <sup>1</sup> order, command
tsa <sup>3</sup> c <sup>o</sup> e <sup>2</sup> xkiao <sup>43</sup>	You read	v̄e <sup>3</sup> v̄ei <sup>2</sup> v̄e <sup>1</sup> hit
tsa <sup>3</sup> x <sup>o</sup> e <sup>1</sup> xkia <sup>4</sup>	They read	v̄e <sup>32</sup> v̄ei <sup>3</sup> jin <sup>4</sup> v̄ao <sup>3</sup>
fi <sup>2</sup> mi <sup>3</sup>	go up	(cf. ti <sup>2</sup> fi <sup>3</sup> mia <sup>3</sup> ) mi <sup>3</sup> mi <sup>3</sup>
fi <sup>2</sup> jen <sup>3</sup>	go down	ti <sup>2</sup> fi <sup>3</sup> jen <sup>3</sup> jan <sup>3</sup> jen <sup>3</sup>
fi <sup>2</sup> s <sup>o</sup> en <sup>3</sup>	go in (enter)	ti <sup>2</sup> fi <sup>3</sup> s <sup>o</sup> en <sup>3</sup> Spain <sup>2</sup> Spēn <sup>3</sup>
fi <sup>2</sup> son <sup>2</sup>	go on top of	ti <sup>2</sup> fi <sup>3</sup> soan <sup>2</sup> soin <sup>2</sup> SOH <sup>2</sup>
fi <sup>2</sup> jin <sup>3</sup>	go in among	fi <sup>2</sup> mi <sup>3</sup> jian <sup>3</sup> jin <sup>3</sup> jin <sup>3</sup>

je <sup>2</sup> ntia <sup>42</sup> cja <sup>1</sup> nca <sup>3</sup>	fi <sup>2</sup> mi <sup>3</sup>	This trail surely goes up
je <sup>2</sup> ntia <sup>42</sup> cja <sup>1</sup> nca <sup>3</sup>	fi <sup>2</sup> jen <sup>3</sup>	This trail surely goes down
fi <sup>2</sup> s <sup>o</sup> en <sup>3</sup> ni <sup>3</sup> ya <sup>3</sup> -le <sup>4</sup>		He enters his house.
fi <sup>2</sup> son <sup>2</sup> ni <sup>3</sup> nta <sup>3</sup>		He goes on top of the mountain ridge.
fi <sup>2</sup> jim <sup>3</sup> cho <sup>4</sup> ta <sup>4</sup>		He goes in among the people
ni <sup>3</sup> nta <sup>3</sup>	Mountai n ridge	

## Lesson 28 (Continued)

ti <sup>1</sup> jna <sup>3</sup> jim <sup>3</sup>	to be in among
ti <sup>1</sup> jna <sup>3</sup> son <sup>2</sup>	to be on top of
ti <sup>1</sup> jna <sup>3</sup> ne <sup>2</sup>	to be on (as sitting on a chair) <i>na<sup>1</sup></i>
ti <sup>1</sup> jna <sup>3</sup> nqui <sup>3</sup>	to be below <i>nquia<sup>3</sup></i>
ti <sup>1</sup> jna <sup>3</sup> ya <sup>3</sup>	to be inside of <i>yai<sup>3</sup></i>

- maestro ti<sup>1</sup>jna<sup>3</sup>jim<sup>3</sup> *x*ti<sup>3</sup>le<sup>4</sup> The teacher is among her children.
- ya<sup>1</sup>lo<sup>2</sup>pi<sup>4</sup> ti<sup>1</sup>jna<sup>3</sup>son<sup>2</sup> ya<sup>1</sup>mi<sup>2</sup>xa<sup>4</sup> The pencil is on top of the table.
- ti<sup>1</sup>jna<sup>3</sup>ne<sup>2</sup> ya<sup>1</sup>xi<sup>2</sup>le<sup>4</sup> He is sitting on the chair
- ~~ti<sup>1</sup>jna<sup>3</sup>nqui<sup>3</sup>~~
- ti<sup>1</sup>jna<sup>3</sup>nqui<sup>3</sup> ya<sup>1</sup>mi<sup>2</sup>xa<sup>4</sup> ti<sup>3</sup>-ve<sup>4</sup> The boy is underneath the table.
- ya<sup>1</sup>lo<sup>2</sup>pi<sup>4</sup> ti<sup>1</sup>jna<sup>3</sup>ya<sup>3</sup> ca<sup>2</sup>xa<sup>4</sup> The pencil is in the box (drawer).

## Lesson 29

## Past tense (cont)

qui <sup>3</sup> sco <sup>3</sup> t <sup>2</sup> a <sup>3</sup> ya <sup>23</sup>	I studied
qui <sup>3</sup> cho <sup>2</sup> t <sup>2</sup> a <sup>3</sup> yai <sup>3</sup>	You studied
qui <sup>3</sup> seo <sup>3</sup> t <sup>2</sup> a <sup>3</sup> ya <sup>3</sup>	He studied
qui <sup>3</sup> cho <sup>2</sup> t <sup>2</sup> a <sup>3</sup> ya <sup>32</sup>	We studied
qui <sup>3</sup> cho <sup>2</sup> t <sup>2</sup> a <sup>3</sup> yai <sup>34</sup> -jin <sup>4</sup>	We studied
qui <sup>3</sup> cho <sup>2</sup> t <sup>2</sup> a <sup>3</sup> yao <sup>3</sup>	You studied
tsa <sup>3</sup> ka <sup>3</sup> ko <sup>3</sup> ya <sup>23</sup>	I taught
tsa <sup>3</sup> ka <sup>3</sup> ko <sup>2</sup> yai <sup>3</sup>	You taught
tsa <sup>3</sup> ka <sup>3</sup> ko <sup>1</sup> ya <sup>3</sup>	He taught
tsa <sup>3</sup> ka <sup>3</sup> ko <sup>2</sup> ya <sup>32</sup>	We taught
tsa <sup>3</sup> ka <sup>3</sup> ko <sup>2</sup> ya <sup>34</sup> -jin <sup>4</sup>	We taught
tsa <sup>3</sup> ka <sup>3</sup> ko <sup>2</sup> yao <sup>3</sup>	You taught

va <sup>3</sup> te <sup>3</sup> na <sup>23</sup>	I sell	tsa <sup>3</sup> ka <sup>3</sup> te <sup>3</sup> na <sup>23</sup>	I sold
va <sup>3</sup> te <sup>2</sup> nai <sup>3</sup>	You sell	tsa <sup>3</sup> ka <sup>3</sup> te <sup>2</sup> nai <sup>3</sup>	You sold
va <sup>3</sup> te <sup>1</sup> na <sup>3</sup>	He sells	tsa <sup>3</sup> ka <sup>3</sup> te <sup>1</sup> na <sup>3</sup>	He sold
va <sup>3</sup> te <sup>2</sup> na <sup>32</sup>	We sell	tsa <sup>3</sup> ka <sup>3</sup> te <sup>2</sup> na <sup>32</sup>	We sold
va <sup>3</sup> te <sup>2</sup> nai <sup>34</sup> -jin <sup>4</sup>	We sell	tsa <sup>3</sup> ka <sup>3</sup> te <sup>2</sup> nai <sup>34</sup> -jin <sup>4</sup>	We sold
va <sup>3</sup> te <sup>2</sup> nao <sup>3</sup>	You sell	tsa <sup>3</sup> ka <sup>3</sup> te <sup>2</sup> nao <sup>3</sup>	You sold

*ve <sup>3</sup> -nia <sup>13</sup>	*ya <sup>3</sup> xi <sup>3</sup> va <sup>3</sup> te <sup>1</sup> na <sup>3</sup>	I know who sells
*ve <sup>3</sup> -nia <sup>13</sup>	jme <sup>3</sup> xi <sup>3</sup> va <sup>3</sup> te <sup>1</sup> na <sup>3</sup> (me <sup>3</sup> -le <sup>4</sup> )	I know what he sells
*ve <sup>3</sup> -nia <sup>13</sup>	jfi <sup>3</sup> nea <sup>3</sup> va <sup>3</sup> te <sup>1</sup> na <sup>3</sup>	I know where he sells
*ve <sup>3</sup> -nia <sup>13</sup>	e <sup>3</sup> ia <sup>4</sup> nea <sup>3</sup> va <sup>3</sup> te <sup>1</sup> na <sup>3</sup>	I know when he sells
*ve <sup>3</sup> -nia <sup>13</sup>	jo <sup>3</sup> -s <sup>2</sup> in <sup>2</sup> nea <sup>3</sup> va <sup>3</sup> telna <sup>3</sup>	I know how he sells
*ve <sup>3</sup> -nia <sup>1</sup>	jna <sup>3</sup> -le <sup>4</sup> xi <sup>3</sup> va <sup>3</sup> te <sup>1</sup> na <sup>3</sup>	I know which he sells
*ve <sup>3</sup> -nia <sup>1</sup>	a <sup>3</sup> -ni <sup>3</sup> nea <sup>3</sup> va <sup>3</sup> telna <sup>3</sup>	I know why he sells

## Lesson 29 (Continued)

Nb.: \*ya<sup>3</sup>, jme<sup>3</sup>, j̄na<sup>3</sup>-le<sup>4</sup> followed by "xi<sup>3</sup>~~2~~"  
 j̄na<sup>3</sup>, c<sup>2</sup>ia<sup>4</sup>, jo<sup>3</sup>-s<sup>2</sup>in<sup>2</sup>, a<sup>3</sup>-ni<sup>3</sup> followed by "nea<sup>3</sup>"

All drop from the tone <sup>1</sup> used in direct question

All drop to tone <sup>3</sup> except c<sup>2</sup>ia, tone <sup>4</sup>

(\*ve<sup>3</sup>-nia<sup>13</sup> jo<sup>3</sup>-s<sup>2</sup>in<sup>2</sup> nea<sup>3</sup> va<sup>3</sup>te<sup>1</sup>na<sup>3</sup> I know in what manner he sells.  
 \*ve<sup>3</sup>-nia<sup>1</sup> jo<sup>3</sup> nea<sup>3</sup> va<sup>3</sup>te<sup>1</sup>na<sup>3</sup> I know how he sells a lot

Drill variations:

\*ve<sup>3</sup>-nia<sup>13</sup> \*ya<sup>3</sup> xi<sup>3</sup> ca<sup>2</sup>fi<sup>2</sup> I know who went

\*ve<sup>3</sup>-nia<sup>13</sup> \*ya<sup>3</sup> xi<sup>3</sup> silxa<sup>1</sup> I know who works

\*ve<sup>3</sup>-nia<sup>13</sup> \*ya<sup>3</sup> xi<sup>3</sup> nch'oe<sup>1</sup> I know who hears

Romanos 3:23 Nca<sup>3</sup>ts<sup>2</sup>i<sup>3</sup> tsa<sup>3</sup>jnqui<sup>3</sup> je<sup>1</sup>, li<sup>2</sup>coi<sup>3</sup> nta<sup>3</sup> vi<sup>3</sup>tjo<sup>3</sup>  
 nqui<sup>3</sup>xcon<sup>4</sup> Ni<sup>3</sup>na<sup>1</sup>.

~~drill~~

ti<sup>2</sup>,via<sup>4</sup> I am drinking

ti<sup>3</sup>,yoi<sup>3</sup> You are drinking

ti<sup>1</sup>,vi<sup>3</sup> He is drinking

ti<sup>3</sup>,yoa<sup>32</sup> We are drinking

ti<sup>3</sup>,yoi<sup>34</sup>-jin<sup>4</sup> We are drinking

ti<sup>3</sup>,yo<sup>3</sup> You are drinking

tjio<sup>1</sup>,vi<sup>3</sup> They are drinking

a<sup>3</sup> \*yo<sup>3</sup>-ni<sup>1</sup> café Do you drink coffee (sing)?

a<sup>3</sup> \*yo<sup>3</sup>-nio<sup>13</sup> café Do you drink coffee (pl.)?

## Lesson 30

Past tense (cont.)

qui <sup>3</sup> nčh <sup>2</sup> oe <sup>3</sup>	I heard	nčhoa <sup>23</sup>	I come
qui <sup>3</sup> no <sup>2</sup> yai <sup>23</sup>	You heard	nčhoai <sup>23</sup>	You come
qui <sup>3</sup> nčh <sup>2</sup> oe <sup>1</sup>	He heard	nčhoa <sup>2</sup>	He comes
qui <sup>3</sup> no <sup>2</sup> ya <sup>2</sup>	We heard	nčhoa <sup>2</sup>	We come
qui <sup>3</sup> no <sup>2</sup> yai <sup>24</sup> -jin <sup>4</sup>	We heard	nčhoai <sup>24</sup> -jin <sup>4</sup>	We come
qui <sup>3</sup> no <sup>2</sup> yao <sup>23</sup>	You heard	nčhoao <sup>23</sup>	You come
va <sup>3</sup> tse <sup>3</sup>	I buy	tsa <sup>3</sup> ca <sup>3</sup> tse <sup>3</sup>	I bought
vi <sup>3</sup> ntai <sup>3</sup>	You buy	tsa <sup>3</sup> qui <sup>3</sup> ntai <sup>3</sup>	You bought
va <sup>3</sup> tse <sup>3</sup>	He buys	tsa <sup>3</sup> ca <sup>3</sup> tae <sup>3</sup>	He bought
vi <sup>3</sup> nta <sup>32</sup>	We buy	tsa <sup>3</sup> qui <sup>3</sup> nta <sup>32</sup>	We bought
vi <sup>3</sup> ntai <sup>34</sup> -jin <sup>4</sup>	We buy	tsa <sup>3</sup> qui <sup>3</sup> ntai <sup>34</sup> -jin <sup>4</sup>	We bought
vi <sup>3</sup> ntao <sup>3</sup>	You buy	tsa <sup>3</sup> qui <sup>3</sup> ntao <sup>3</sup>	You bought
va <sup>3</sup> tse <sup>3</sup>	They buy	tsa <sup>3</sup> ca <sup>3</sup> tse <sup>3</sup>	They bought
*ya <sup>1</sup> xi <sup>3</sup> va <sup>3</sup> tse <sup>3</sup>	Who buys?		
jme <sup>1</sup> xi <sup>3</sup> va <sup>3</sup> tse <sup>3</sup>	What does he buy?		
c <sup>1</sup> ia <sup>1</sup> -ni <sup>3</sup> va <sup>3</sup> tse <sup>3</sup>	When does he buy?		
jna <sup>1</sup> -le <sup>4</sup> xi <sup>3</sup> va <sup>3</sup> tse <sup>3</sup>	Which does he buy?		
a <sup>1</sup> -ni <sup>3</sup> nca <sup>3</sup> va <sup>3</sup> tse <sup>3</sup> -si <sup>1</sup> ni <sup>3</sup>	Why does he buy?		
a <sup>1</sup> -ni <sup>3</sup> nca <sup>3</sup> me <sup>3</sup> ssi <sup>1</sup> ni <sup>3</sup> le <sup>4</sup>	Why does he wish it?		
*ve <sup>3</sup> -nia <sup>13</sup> a <sup>3</sup> -ni <sup>3</sup> nca <sup>3</sup> me <sup>3</sup> -si <sup>1</sup> ni <sup>3</sup> le <sup>4</sup>	I know why he wants (it)		
a <sup>1</sup> -ni <sup>3</sup> nca <sup>3</sup> va <sup>3</sup> te <sup>1</sup> na <sup>3</sup> -si <sup>1</sup> ni <sup>3</sup>	Why does he sell?		
a <sup>1</sup> -ni <sup>3</sup> nca <sup>3</sup> fi <sup>2</sup> -si <sup>1</sup> ni <sup>3</sup>	Why does he go?		
*ve <sup>3</sup> -nia <sup>13</sup> a <sup>3</sup> -ni <sup>3</sup> nca <sup>3</sup> fi <sup>2</sup> -si <sup>1</sup> ni <sup>3</sup>	I know why he goes.		
a <sup>1</sup> -ni <sup>3</sup> nca <sup>3</sup> fa <sup>3</sup> ti <sup>2</sup> -si <sup>1</sup> ni <sup>3</sup> le <sup>4</sup>	Why is he thirsty?		
a <sup>1</sup> -ni <sup>3</sup> nca <sup>3</sup> vac <sup>3</sup> -si <sup>1</sup> ni <sup>3</sup> le <sup>4</sup>	Why is he hungry?		

## Lesson 30 (Continued)

fi<sup>2</sup> ca<sup>3</sup>tse<sup>3</sup> He goes to buy

fi<sup>2</sup> ca<sup>3</sup>te<sup>1</sup>na<sup>3</sup> He goes to sell

qui<sup>2</sup> ca<sup>3</sup>tse<sup>3</sup> He went to buy

qui<sup>3</sup> ca<sup>3</sup>te<sup>1</sup>na<sup>3</sup> He went to sell

fi<sup>2</sup> c<sup>2</sup>e<sup>1</sup>xkia<sup>4</sup> He goes to read

qui<sup>3</sup> c<sup>2</sup>e<sup>1</sup>xkia<sup>4</sup>

qui<sup>3</sup> c<sup>2</sup>e<sup>1</sup>xkia<sup>4</sup> He went to read

me<sup>3</sup>-le<sup>4</sup> va<sup>3</sup>tse<sup>3</sup>, va<sup>3</sup>te<sup>1</sup>na<sup>3</sup>, v<sup>2</sup>e<sup>1</sup>xkia<sup>4</sup>, etc.

ma<sup>3</sup>-le<sup>4</sup> va<sup>3</sup>tse<sup>3</sup>, va<sup>3</sup>te<sup>1</sup>na<sup>3</sup>, v<sup>2</sup>e<sup>1</sup>xkia<sup>4</sup>, etc.

ji<sup>3</sup> 'mi<sup>3</sup> qui<sup>3</sup>ntai<sup>3</sup> you go to buy

ji<sup>3</sup> 'mi<sup>3</sup> ca<sup>3</sup>te<sup>2</sup>nai<sup>3</sup> you go to sell

ji<sup>3</sup> 'mi<sup>3</sup> c<sup>2</sup>e<sup>2</sup>xkiai<sup>4</sup> you go to read

## Lesson 31

Past tense (cont.)

<i>tsa<sup>2</sup>cjen<sup>4</sup></i>	I ate	<i>qui<sup>3</sup>squi<sup>2</sup>ne<sup>4</sup></i>	I ate
<i>tsa<sup>3</sup>qui<sup>3</sup>chi<sup>3</sup></i>	You ate	<i>qui<sup>3</sup>chi<sup>3</sup>nai<sup>3</sup></i>	You ate
<i>tsa<sup>3</sup>cjen<sup>2</sup></i>	He ate	<i>qui<sup>3</sup>ski<sup>3</sup>ne<sup>3</sup></i>	He ate
<i>tsa<sup>3</sup>qui<sup>3</sup>cha<sup>32</sup></i>	We ate	<i>qui<sup>3</sup>chi<sup>3</sup>ne<sup>32</sup></i>	We ate
<i>tsa<sup>3</sup>qui<sup>3</sup>chi<sup>3</sup>-jin<sup>4</sup></i>	We ate	<i>qui<sup>3</sup>chi<sup>3</sup>nai<sup>34</sup>-jin<sup>4</sup></i>	We ate
<i>tsa<sup>3</sup>qui<sup>3</sup>cho<sup>3</sup></i>	You ate	<i>qui<sup>3</sup>chi<sup>3</sup>nao<sup>3</sup></i>	You ate

<i>qui<sup>3</sup>ts<sup>2</sup>ia<sup>4</sup></i>	I drank	or	<i>tsa<sup>3</sup>c<sup>2</sup>ia<sup>4</sup></i>	I drank
<i>qui<sup>3</sup>yoi<sup>3</sup></i>	You drank			
<i>qui<sup>3</sup>ts<sup>2</sup>i<sup>3</sup></i>	He drank	or	<i>tsa<sup>3</sup>c<sup>2</sup>i<sup>3</sup></i>	
<i>qui<sup>3</sup>yea<sup>32</sup></i>	We drank			
<i>qui<sup>3</sup>yoi<sup>34</sup>-jin<sup>4</sup></i>	We drank			
<i>qui<sup>3</sup>yo<sup>3</sup></i>	You drank			

<i>fe<sup>2</sup>e<sup>4</sup></i>	(but <i>fa<sup>2</sup>ai<sup>4</sup>-nia<sup>13</sup></i> )	I come	Past:
<i>fa<sup>2</sup>ai<sup>4</sup></i>	You come	(in sense of "arrive", cf. <i>nh<sup>2</sup>hoa</i> , in sense of "come towards")	<i>je<sup>2</sup>e<sup>4</sup></i>
<i>fa<sup>3</sup>ai<sup>3</sup></i>	He comes		<i>ja<sup>2</sup>ai<sup>4</sup></i>
<i>fa<sup>2</sup>e<sup>42</sup></i>	We come		<i>ja<sup>3</sup>ai<sup>3</sup></i>
<i>fa<sup>2</sup>ai<sup>4</sup>-jin<sup>4</sup></i>	We come		<i>je<sup>2</sup>e<sup>42</sup></i>
<i>fa<sup>2</sup>ao<sup>43</sup></i>	You come		<i>ja<sup>2</sup>ai<sup>4</sup>-jin<sup>4</sup></i>
			<i>ja<sup>2</sup>ao<sup>43</sup></i>

<i>fa<sup>2</sup>ai<sup>4</sup>coa<sup>4</sup></i>	I come with	
<i>fa<sup>2</sup>ai<sup>4</sup>coai<sup>4</sup></i>	You come with	<i>fa<sup>2</sup>ai<sup>4</sup>coa<sup>4</sup>an<sup>2</sup></i>
<i>fa<sup>3</sup>ai<sup>3</sup>cao<sup>4</sup></i>	He comes with	
<i>fa<sup>2</sup>ai<sup>4</sup>coa<sup>4</sup>2</i>	We come with	
<i>fa<sup>2</sup>ai<sup>4</sup>coai<sup>4</sup>-jin<sup>4</sup></i>	We come with	
<i>fa<sup>2</sup>ai<sup>4</sup>cao<sup>4</sup>3</i>	You come with	

## Lesson 31 (Continued)

cf.	$ti^2 jna^4 coa^4$	I am with	Drill:
	$ti^3 jna^3 coai^4$	You are with	$v^2 e^3 xkia^4 coa^4$
	$ti^1 jna^3 cao^4$	He is with	$si^3 sca^1 coa^4$
	$ti^3 yo^3 coa^4$	We are with	$si^3 xa^1 coa^4$
	$ti^3 yo^3 coai^4 -jin^4$	We are with	$ti^1 jna^3 cao^3 nai^{13}$
	$ti^3 yo^3 cao^4$	You are with	$tsa^3 cPe^3 ts^3 o^3$
	$v^2 e^3 ts^3 oa^2$	I pray	
	$v^2 e^2 ts^3 oai^3$	You pray	
	$v^2 e^1 ts^3 oa^3$	He prays	
	$v^2 e^2 ts^3 oa^3$	We pray	
	$v^2 e^2 ts^3 oai^3 -jin^4$	We pray	
	$v^2 e^2 ts^3 oao^3$	You pray	
	$ti^2 fi^3 -nia^{13}$	<u>nta<sup>3</sup></u> tsa <sup>2</sup> n̄hoa <sup>2</sup> nea <sup>3</sup> je <sup>2</sup>	
		I am going <u>even if</u> he comes.	
	$si^3 xa^{13}$	nea <sup>3</sup> an <sup>3</sup> nta <sup>3</sup> tsa <sup>2</sup> tsi <sup>2</sup> si <sup>1</sup> xa <sup>1</sup> nea <sup>3</sup> <u>e<sup>2</sup></u>	
		I work even if he doesn't	
	$nta^3$	tsa <sup>2</sup> ch <sup>2</sup> ao <sup>3</sup> chon <sup>3</sup> , ti <sup>2</sup> lia <sup>3</sup>	
		Even if it's bad weather, I'm going.	
	$nta^3$	tsa <sup>2</sup> xti <sup>3</sup> ma <sup>3</sup> -le <sup>4</sup> xon <sup>4</sup>	
		Even the young ones know paper.	
	$fi^2$	ne <sup>3</sup> ts <sup>3</sup> i <sup>3</sup> , nta <sup>3</sup> tsa <sup>2</sup> xti <sup>3</sup> , nta <sup>3</sup> tsa <sup>3</sup> jchilnca <sup>3</sup>	
		Everyone goes, even the young ones, even the old ones	
	$nta^3$	tsa <sup>2</sup> an <sup>3</sup> ma <sup>3</sup> -na <sup>3</sup>	
		Even I can do (it).	

## Lesson 32

tsjoa<sup>3</sup> I give  
 v<sup>o</sup>ai<sup>23</sup> You give (note: ji<sup>3</sup> v<sup>o</sup>ai<sup>2</sup>-lai<sup>4</sup> as  
 tsjoa<sup>1</sup> He gives contrasted to v<sup>o</sup>e<sup>2</sup>-lai<sup>4</sup>

v<sup>o</sup>e<sup>2</sup> We give "you hit her"  
 v<sup>o</sup>ai<sup>24</sup>-jin<sup>4</sup> We give

v<sup>o</sup>ao<sup>23</sup> You give  
 tsjoa<sup>1</sup> They give

qui<sup>3</sup>tsjoa<sup>3</sup> I gave

tsa<sup>3</sup>c<sup>o</sup>ai<sup>23</sup> or qui<sup>3</sup>ts<sup>o</sup>ai<sup>23</sup> You gave

qui<sup>3</sup>tsjoa<sup>3</sup> He gave

tsa<sup>3</sup>c<sup>o</sup>e<sup>2</sup> or qui<sup>3</sup>ts<sup>o</sup>e<sup>2</sup> We gave

tsa<sup>3</sup>c<sup>o</sup>ai<sup>24</sup>-jin<sup>4</sup> or qui<sup>3</sup>ts<sup>o</sup>ai<sup>24</sup>-jin<sup>4</sup> We gave

tsa<sup>3</sup>c<sup>o</sup>ao<sup>23</sup> or qui<sup>3</sup>ts<sup>o</sup>ao<sup>23</sup> You gave

qui<sup>3</sup>tsjoa<sup>3</sup> They gave

tsjoa<sup>3</sup>-le<sup>23</sup> cjoa<sup>4</sup>nta<sup>3</sup> I give you grace (another form of  
 na<sup>1</sup>xi<sup>3</sup>ca<sup>2</sup>t<sup>o</sup>e<sup>2</sup>chji<sup>1</sup>-li<sup>2</sup>)

tjin<sup>1</sup>-li<sup>2</sup> cjoa<sup>4</sup>nta<sup>3</sup> Please

tjin<sup>1</sup>-li<sup>2</sup> cjoa<sup>4</sup>je<sup>3</sup>ta<sup>3</sup>con<sup>2</sup> "have patience" (another form of  
 please, - but also used in sense of "excuse me!")

Simple prayer:

Ni<sup>3</sup>na<sup>1</sup> xi<sup>3</sup> n<sup>o</sup>ai<sup>3</sup>-na<sup>3</sup>jin<sup>4</sup>, ti<sup>3</sup>v<sup>o</sup>ai<sup>2</sup>-lai<sup>24</sup>jin<sup>4</sup>  
 God our Father We give you  
 cjoa<sup>4</sup>nta<sup>3</sup> nea<sup>3</sup> ji<sup>3</sup> ni<sup>13</sup> xi<sup>3</sup> ti<sup>3</sup>ma<sup>3</sup>cao<sup>4</sup>-na<sup>3</sup>jin<sup>4</sup>.  
 thanks because you are the one who is with us.

Ti<sup>3</sup>cho<sup>2</sup>tsen<sup>3</sup>-na<sup>3</sup>jin<sup>4</sup>, ti<sup>3</sup>no<sup>2</sup>,ya<sup>2</sup>-na<sup>3</sup>jin<sup>4</sup>.

You see us You hear us

## Lesson 32 (Continued)

Ni<sup>2</sup>je<sup>1</sup>-lai<sup>24</sup>jin<sup>4</sup> cjoa<sup>4</sup>nta<sup>3</sup>, ti<sup>4</sup>sen<sup>4</sup>cao<sup>4</sup>-na<sup>3</sup>jin<sup>4</sup>

We ask your grace, Help us

c<sup>2</sup>ia<sup>4</sup> nca<sup>3</sup> cho<sup>2</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>34</sup>-jin<sup>4</sup>, c<sup>2</sup>ia<sup>4</sup> nca<sup>3</sup>

when we study when

v<sup>2</sup>e<sup>2</sup>xquiai<sup>4</sup>-jin<sup>4</sup> nca<sup>3</sup> en<sup>1</sup>. Ni<sup>2</sup>je<sup>1</sup>-lai<sup>24</sup>jin<sup>4</sup>

we read in the idiom. We ask you

cjoa<sup>4</sup>nta<sup>3</sup> cao<sup>4</sup> jan<sup>3</sup>?ain<sup>1</sup>-le<sup>4</sup> je<sup>2</sup> ?nti<sup>1</sup>-li<sup>4</sup>

grace in the name of your son.

Jesucristo. Amén. to<sup>4</sup>c<sup>2</sup>oa<sup>4</sup> tjin<sup>1</sup>

Jesus Christ.

Purpose clauses continued:

a<sup>1</sup>-ni<sup>3</sup> nca<sup>3</sup> ca<sup>2</sup>nchoa<sup>2</sup>-si<sup>1</sup>ni<sup>3</sup> Why did he come?

ca<sup>2</sup>nchoa<sup>2</sup> nca<sup>3</sup> me<sup>3</sup>-le<sup>4</sup> He came because he wished to.

ca<sup>2</sup>nchoa<sup>2</sup> ~~me<sup>3</sup>~~ co<sup>3</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>3</sup> He came to study

~~ca<sup>2</sup>nchoa<sup>2</sup>~~ jme<sup>1</sup>-ni<sup>3</sup> nca<sup>3</sup> sko<sup>1</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>3</sup>-si<sup>1</sup>ni<sup>3</sup>

He came in order to study.

Future of co-, cho- verbs:

sco<sup>3</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>23</sup> I will study

cho<sup>1</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>3</sup> You will study

sko<sup>1</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>3</sup> He will study

cho<sup>1</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>32</sup> We will study

cho<sup>1</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>34</sup>-jin<sup>4</sup> We will study

cho<sup>1</sup>t<sup>2</sup>a<sup>3</sup>yao<sup>3</sup> You will study.

## Lesson 32 (Continued)

Past of nčhoa<sup>2</sup>:

ji<sup>3</sup>nčhoa<sup>3</sup> I came

ji<sup>3</sup>nčhoai<sup>3</sup> You came

ji<sup>3</sup>nčhoa<sup>3</sup> He came

ji<sup>3</sup>nčhoa<sup>32</sup> We came

ji<sup>3</sup>nčhoai<sup>34</sup>-jin<sup>4</sup> ~~We~~ came

ji<sup>3</sup>nčhoa<sup>3</sup> You came

## Lesson 33

Times of day:ni<sup>4</sup> chjin<sup>3</sup> daynca<sup>3</sup> ni<sup>4</sup> chjin<sup>3</sup> daysta njion<sup>2</sup> morningnca<sup>3</sup> ta<sup>4</sup> njion<sup>2</sup> mornings,  
at, in the morningnchi<sup>3</sup> sen<sup>3</sup> noonnca<sup>3</sup> nchi<sup>3</sup> sen<sup>3</sup> at noonma<sup>3</sup> xon<sup>2</sup> afternoonnca<sup>3</sup> ma<sup>3</sup> xon<sup>2</sup> afternoons,  
at, in the afternoonnjion<sup>2</sup> night, darknessnca<sup>3</sup> njion<sup>2</sup> at nightni<sup>4</sup> tjen<sup>4</sup> nightnca<sup>3</sup> ni<sup>4</sup> tjen<sup>4</sup> as opposed to dayva<sup>3</sup> sen<sup>3</sup> ni<sup>4</sup> tjen<sup>4</sup> midnights<sup>o</sup>ai<sup>3</sup> li<sup>4</sup> afternoonjme<sup>1</sup> hora ni<sup>1</sup> What time is it?jo<sup>1</sup> chon<sup>3</sup> ni<sup>1</sup> What time is it?vi<sup>3</sup> jta<sup>3</sup> -na<sup>3</sup>, -li<sup>2</sup>, -le<sup>4</sup> I am tiredji<sup>3</sup> jta<sup>3</sup> -na<sup>3</sup>, etc. I got tired, I was tiredcoi<sup>4</sup> jta<sup>3</sup> -na<sup>3</sup>, etc. I will get tireda<sup>3</sup> vi<sup>3</sup> jta<sup>3</sup> -li<sup>2</sup> nca<sup>3</sup> cho<sup>2</sup> t<sup>o</sup>a<sup>3</sup> yai<sup>3</sup> Do you get tired studying?va<sup>2</sup> jna<sup>4</sup> I lie downva<sup>2</sup> jna<sup>4</sup> fe<sup>23</sup> I go to sleepso<sup>3</sup> jnai<sup>3</sup> You lie downso<sup>3</sup> jnai<sup>3</sup> fai<sup>23</sup> You go to sleepva<sup>3</sup> jna<sup>3</sup> He lies downva<sup>3</sup> jna<sup>3</sup> fe<sup>2</sup> He goes to sleepsa<sup>3</sup> yoa<sup>32</sup> We lie downsa<sup>3</sup> yoa<sup>3</sup> fe<sup>2</sup> We go to sleepsa<sup>3</sup> yoi<sup>34</sup> -jin<sup>4</sup> We lie downsa<sup>3</sup> yoi<sup>3</sup> fai<sup>24</sup> -jin<sup>4</sup> We go to sleepsa<sup>3</sup> yoa<sup>3</sup> You lie downsa<sup>3</sup> yoa<sup>3</sup> fao<sup>23</sup> You go to sleepPast: tsa<sup>3</sup> ca<sup>2</sup> jna<sup>4</sup>, qui<sup>3</sup> so<sup>3</sup> jnai<sup>3</sup>, qui<sup>3</sup> sa<sup>3</sup> yoa<sup>32</sup>, etc.tsa<sup>3</sup> ca<sup>2</sup> jna<sup>4</sup> fe<sup>23</sup>, qui<sup>3</sup> so<sup>3</sup> jnai<sup>3</sup> fai<sup>23</sup>, etc.Future: coa<sup>2</sup> jna<sup>4</sup>, so<sup>1</sup> jnai<sup>3</sup>, sa<sup>1</sup> yoa<sup>3</sup>, etc.coa<sup>2</sup> jna<sup>4</sup> fe<sup>23</sup>, so<sup>1</sup> jnai<sup>3</sup> fai<sup>23</sup>, salyo<sup>3</sup> fao<sup>23</sup>

## Lesson 33 (Continued)

*Lod 32/31*

jo<sup>2</sup> chon<sup>3</sup> sa<sup>1</sup>yo<sup>3</sup> fao<sup>23</sup> What hour (what time) do you go to sleep?  
 jo<sup>1</sup> chon<sup>3</sup> sa<sup>1</sup>yo<sup>3</sup> What time do you go to bed?

Future of si<sup>3</sup>-ni<sup>2</sup>-si<sup>1</sup> verbs:

si <sup>1</sup>	si <sup>3</sup> xa <sup>13</sup>	I will work
si <sup>4</sup>	si <sup>4</sup> xai <sup>13</sup>	You will work
si <sup>42</sup>	si <sup>42</sup> xa <sup>1</sup>	He will work
si <sup>4</sup>	si <sup>4</sup> xa <sup>1</sup>	We will work
si <sup>4</sup>	si <sup>4</sup> xai <sup>14</sup> -jin <sup>4</sup>	We will work
si <sup>4</sup>	si <sup>4</sup> xao <sup>13</sup>	You will work

sa <sup>3</sup> nta <sup>3</sup>	nt <sup>4</sup> ai <sup>4</sup> -vi <sup>4</sup>	until today, until now
sa <sup>3</sup> nta <sup>3</sup>	nchaon <sup>3</sup>	until tomorrow
sa <sup>3</sup> nta <sup>3</sup>	jnqui <sup>3</sup> -ali <sup>4</sup>	until day after tomorrow
sa <sup>3</sup> nta <sup>3</sup>	lo <sup>2</sup> ne <sup>4</sup>	until Monday
sa <sup>3</sup> nta <sup>3</sup>	si <sup>3</sup> jchi <sup>1</sup> ne <sup>3</sup>	even the old ones
sa <sup>3</sup> nta <sup>3</sup>	an <sup>3</sup>	even me, up until me

Simple blessing for means:      me<sup>3</sup>-na<sup>3</sup>jin<sup>4</sup> c<sup>o</sup>cai<sup>4</sup>-lai<sup>24</sup>jin  
 Ni<sup>3</sup>na<sup>1</sup> n<sup>o</sup>ai<sup>43</sup>-na<sup>3</sup>jin<sup>4</sup>      ti<sup>3</sup>v<sup>o</sup>ai<sup>2</sup>-lai<sup>24</sup>jin<sup>4</sup>  
 God      our Father      We want to give you

cjoa<sup>4</sup>nta<sup>3</sup> nea<sup>3</sup> ji<sup>3</sup> xi<sup>3</sup> tsa<sup>3</sup>c<sup>o</sup>ai<sup>2</sup>-nai<sup>34</sup>jin<sup>4</sup>  
 thanks      because you are the one who ~~is~~ gave gave

je<sup>2</sup> tso<sup>3</sup>jmi<sup>2</sup> xi<sup>3</sup> coi<sup>4</sup>chi<sup>3</sup>-jin<sup>4</sup>.    Ji<sup>3</sup> ni<sup>13</sup> xi<sup>3</sup> v<sup>o</sup>ai<sup>2</sup>-na<sup>3</sup>jin<sup>4</sup>  
 us the things which we will eat.    You are the one who gives us  
 nca<sup>3</sup>yi<sup>3</sup>je<sup>3</sup> xi<sup>3</sup> tjin<sup>1</sup>-na<sup>3</sup>jin<sup>4</sup>.    Ti<sup>4</sup>chi<sup>3</sup>con<sup>3</sup>t<sup>o</sup>ain<sup>3</sup> je<sup>2</sup> tso<sup>3</sup>jmi<sup>2</sup> xi<sup>3</sup>  
 all      which we have      Bless      the      things which  
 coi<sup>3</sup>chi<sup>3</sup>-jin<sup>4</sup> nt<sup>o</sup>ai<sup>4</sup>-vi<sup>4</sup>.      Amen.  
 pwhich we will eat now.

## Lesson 34

Future (cont.):

c <sup>2</sup> oe <sup>3</sup> xquia <sup>4</sup>	I will read
c <sup>2</sup> oe <sup>1</sup> xquiai <sup>4</sup>	You will read
c <sup>2</sup> oe <sup>42</sup> xquia <sup>4</sup>	He will read
c <sup>2</sup> oe <sup>1</sup> xquia <sup>42</sup>	We will read
c <sup>2</sup> oe <sup>1</sup> xquiai <sup>4</sup> -jin <sup>4</sup>	We will read
c <sup>2</sup> oe <sup>1</sup> xquiao <sup>43</sup>	You will read

Purpose clauses cont.:

ji<sup>3</sup>nchoa<sup>3</sup> jme<sup>1-ni<sup>3</sup></sup> nca<sup>3</sup> c<sup>2</sup>oe<sup>42</sup>xquia<sup>4</sup>-silni<sup>3</sup>

He came in order that he might read.

ja<sup>3</sup>-ai<sup>3</sup> jme<sup>1-ni<sup>3</sup></sup> nca<sup>3</sup> si<sup>42</sup>xquia<sup>3</sup>-si<sup>1</sup>ni<sup>3</sup>le<sup>4</sup> ti<sup>3</sup>-ve<sup>4</sup>

He arrived in order that he might medicine the boy

ja<sup>2</sup>-ai<sup>4</sup>-nia<sup>13</sup> jme<sup>1-ni<sup>3</sup></sup> nca<sup>3</sup> sco<sup>3</sup>t<sup>2</sup>a<sup>3</sup>ya<sup>3</sup>-silnia<sup>3</sup>

I arrived in order to study.

ja<sup>2</sup>-ai<sup>4</sup>-ni<sup>13</sup> jme<sup>1-ni<sup>3</sup></sup> nca<sup>3</sup> cho<sup>1</sup>t<sup>2</sup>a<sup>3</sup>ya<sup>3</sup>-silni<sup>3</sup>

You arrived in order to study.

Past and future of "ma" and "tjin":

coan<sup>3</sup>-na<sup>3</sup>, -li<sup>2</sup>, -le<sup>4</sup>, etc. I was able, I knew how to

coan<sup>4</sup>-na<sup>3</sup>, -li<sup>2</sup>, -le<sup>4</sup>, etc. I will be able, I will know how to

Past and future of tjin<sup>1</sup> is really formed from the past and future

of s<sup>2</sup>e<sup>3</sup> "to receive"

s<sup>2</sup>e<sup>3</sup>-na<sup>3</sup>, -li<sup>2</sup>, -le<sup>4</sup> I receive , etc.

s<sup>2</sup>e<sup>4</sup>-na<sup>3</sup>, -li<sup>2</sup>, -le<sup>4</sup> I will receive, I will have

qui<sup>3</sup>s<sup>2</sup>e<sup>3</sup>-na<sup>3</sup>, -li<sup>2</sup>, -le<sup>4</sup> I received, I had

Purpose clauses cont.:

ti<sup>2</sup>-ep- ti<sup>2</sup>co<sup>3</sup>t<sup>2</sup>a<sup>3</sup>ya<sup>23</sup> jme<sup>1-ni<sup>3</sup></sup> nca<sup>3</sup> coan<sup>4</sup>-si<sup>1</sup>ni<sup>3</sup>na<sup>3</sup>

I am studying in order that I may know.

## Lesson 34 (continued)

ca<sup>2</sup>va<sup>3</sup>tse<sup>3</sup> jme<sup>1</sup>-ni<sup>3</sup> nca<sup>3</sup> s<sup>2</sup>e<sup>4</sup>-si<sup>1</sup>ni<sup>3</sup>na<sup>3</sup>

I bought in order that I might have (it).

qui<sup>3</sup>s<sup>2</sup>e<sup>3</sup>-na<sup>3</sup> xon<sup>4</sup> jme<sup>1</sup>-ni<sup>3</sup> nca<sup>3</sup> c<sup>2</sup>oe<sup>3</sup>xquia<sup>4</sup> si<sup>1</sup>nia<sup>3</sup>

I received (the) paper in order to read (it)  
had

tsjoa<sup>3</sup>-nte<sup>23</sup> permit, allow, let

cf. v<sup>2</sup>ai<sup>2</sup>-ntai<sup>3</sup>

tsjoa<sup>1</sup>-nte<sup>3</sup>

tsjoa<sup>3</sup>cjoa<sup>4</sup>tjao<sup>23</sup> give (a gift)

cjoa<sup>4</sup>tjao<sup>2</sup> is noun for

v<sup>2</sup>ai<sup>2</sup>cjoa<sup>4</sup>tjaoi<sup>23</sup>

"gift"

tsjoa<sup>1</sup>cjoa<sup>4</sup>tjao<sup>2</sup>

tsjoa<sup>3</sup>-nca<sup>1</sup>nia<sup>3</sup> I give again

v<sup>2</sup>ai<sup>2</sup>-nca<sup>1</sup>nia<sup>32</sup> We give again

v<sup>2</sup>ai<sup>2</sup>-nca<sup>1</sup>ni<sup>3</sup> You give again

v<sup>2</sup>ai<sup>2</sup>-nca<sup>1</sup>ni<sup>3</sup>jin<sup>4</sup> " " "

tsjoa<sup>1</sup>-nca<sup>1</sup>ni<sup>3</sup> He gives again

v<sup>2</sup>ai<sup>2</sup>-nca<sup>1</sup>nio<sup>3</sup> You give again

tsjoa<sup>1</sup>cjoa<sup>4</sup>tjao<sup>2</sup>-nca<sup>1</sup>ni<sup>3</sup> He gives again (as a gift)

tsjoa<sup>1</sup>cjoa<sup>4</sup>tjao<sup>2</sup>-nca<sup>1</sup>ni<sup>3</sup>le<sup>4</sup> chjon<sup>42</sup>-le<sup>4</sup> He gives (a gift to) his wife again.

tjio<sup>1</sup>tjsoa<sup>1</sup>cjoa<sup>4</sup>tjao<sup>2</sup>-nca<sup>1</sup>ni<sup>3</sup>le<sup>4</sup> -ntilxti<sup>3</sup>-le<sup>4</sup> They are giving their children again.

v<sup>2</sup>ai<sup>2</sup>-nca ni<sup>1</sup>na<sup>3</sup> en<sup>1</sup> You give me words again.

v<sup>2</sup>ai<sup>2</sup>-nca ni<sup>1</sup>na<sup>3</sup>jin<sup>4</sup> en<sup>1</sup> You give us words again.

v<sup>2</sup>ai<sup>2</sup>-nca ni<sup>1</sup>lao<sup>43</sup> en<sup>1</sup> You give them words again.

tsjoa<sup>1</sup>-nte<sup>3</sup>-nca<sup>1</sup>ni<sup>3</sup>le<sup>4</sup> He permits him again

v<sup>2</sup>ai<sup>2</sup>-nte<sup>3</sup>-nca<sup>1</sup>ni<sup>3</sup>nai<sup>13</sup> You permit me again

li<sup>2</sup>coi<sup>3</sup> tsjoa<sup>1</sup>-nte<sup>3</sup>-na<sup>3</sup> nca<sup>3</sup> co<sup>3</sup>t<sup>2</sup>a<sup>3</sup>ya<sup>3</sup>-nca<sup>1</sup>nia<sup>3</sup>  
(he/it) doesn't permit me to study again

li<sup>2</sup>coi<sup>3</sup> v<sup>2</sup>ai<sup>2</sup>-nte<sup>3</sup>-nca<sup>1</sup>ni<sup>3</sup>na<sup>3</sup>jin<sup>4</sup> nca<sup>3</sup> cho<sup>2</sup>t<sup>2</sup>a<sup>3</sup>yai<sup>34</sup>-jin<sup>4</sup>  
You don't permit us again to study.

## Lesson 35

Future of "eat" and "drink":

coa<sup>2</sup>cjen<sup>4</sup>, squi<sup>2</sup>ne<sup>4</sup> I will eat  
 coi<sup>4</sup>chi<sup>3</sup>, chi nai<sup>4</sup> You will eat  
 coa<sup>4</sup>cjen<sup>4</sup>, squi<sup>4</sup>ne<sup>4</sup> He will eat  
 coi<sup>4</sup>cha<sup>32</sup>, chi<sup>4</sup>ne<sup>42</sup> We will eat  
 coi<sup>4</sup>chi<sup>34</sup>-jin<sup>4</sup>, chi<sup>4</sup>nai<sup>4</sup>-jin<sup>4</sup>  
 coi<sup>4</sup>cho<sup>3</sup>, chi<sup>4</sup>nao<sup>43</sup> You will eat.

of "to go":

cjoia<sup>13</sup>  
 c<sup>2</sup>oin<sup>13</sup>  
 coai<sup>4</sup>  
 coa<sup>4</sup>nquian<sup>1</sup>  
 coa<sup>4</sup>nquin<sup>14</sup>-jin  
 coa<sup>4</sup>nquion<sup>13</sup>

sc<sup>2</sup>oia<sup>3</sup> I will drink  
 s<sup>2</sup>oi<sup>4</sup> You will drink  
 sc<sup>2</sup>oii<sup>4</sup> He will drink  
 sc<sup>2</sup>oia<sup>42</sup> We will drink  
 s<sup>2</sup>oi<sup>4</sup>-jin<sup>4</sup> " " "  
 s<sup>2</sup>io<sup>4</sup> You will drink

t<sup>2</sup>oi<sup>4</sup> drink! *ink*  
 t<sup>2</sup>io<sup>4</sup> drink! *pl*

Expanded phrases:

je<sup>2</sup> ti<sup>1</sup>jna<sup>3</sup> he is (present)  
 je<sup>2</sup> xi<sup>3</sup> ti<sup>1</sup>jna<sup>3</sup> he is the one who is present (here)  
 je<sup>2</sup> xi<sup>3</sup> jchi<sup>1</sup>nca<sup>3</sup> ti<sup>1</sup>jna<sup>3</sup> The old one is here.  
 je<sup>2</sup> xi<sup>3</sup> jchi<sup>1</sup>nca<sup>3</sup> xi<sup>3</sup> ti<sup>1</sup>jna<sup>3</sup> i<sup>4</sup>-vi<sup>4</sup> It is the old one who is here.  
 je<sup>2</sup> xi<sup>3</sup> jchi<sup>1</sup>nca<sup>3</sup> xi<sup>3</sup> ti<sup>1</sup>fi<sup>2</sup> It is the old one who is going.  
 je<sup>2</sup> xi<sup>3</sup> jchi<sup>1</sup>nca<sup>3</sup> xi<sup>3</sup> ti<sup>1</sup>fi<sup>2</sup> jna<sup>3</sup> nea<sup>3</sup> ti<sup>1</sup>jna<sup>3</sup> xi<sup>3</sup>jnco<sup>3</sup>  
 It is the old one who is going to where the other one is  
 xi<sup>3</sup> coan<sup>4</sup> nchaon<sup>3</sup> cjoia<sup>13</sup>  
 c<sup>2</sup>ia<sup>4</sup> cjoia<sup>13</sup> Then I will go.  
 c<sup>2</sup>ia<sup>4</sup> an<sup>3</sup> xi<sup>3</sup> cjoia<sup>13</sup> Then I am the one who will be going.  
 c<sup>2</sup>ia<sup>4</sup> tsa<sup>2</sup> an<sup>3</sup> xi<sup>3</sup> cjoia<sup>13</sup>, li<sup>2</sup> coi<sup>3</sup> coai<sup>4</sup> nca<sup>3</sup> je<sup>2</sup> Then if I be  
 the one to go, he will not go.

je<sup>2</sup> xi<sup>3</sup> jchi<sup>1</sup>nca<sup>3</sup> xi<sup>3</sup> fi<sup>1</sup>jna<sup>3</sup> It is the old one  
 who is here.

## Lesson 35 (Continued)

c<sup>2</sup>ia<sup>4</sup> tsa<sup>2</sup> c<sup>2</sup>oe<sup>42</sup>xquia<sup>4</sup>, coan<sup>4</sup>-le<sup>4</sup> xon<sup>4</sup> Then if he will read,  
 he will become literate  
 li<sup>2</sup>coi<sup>3</sup> coan<sup>4</sup>-le<sup>4</sup> xon<sup>4</sup> tsa<sup>2</sup> tsi<sup>2</sup> c<sup>2</sup>oe<sup>42</sup>xquia<sup>4</sup> He will not  
 become literate if he does not read.  
 li<sup>2</sup>coi<sup>3</sup> cjoia<sup>13</sup> tsa<sup>2</sup> tsi<sup>2</sup> coai<sup>4</sup> nca<sup>3</sup> je<sup>2</sup> I will not go,  
 if he does not go.

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nca<sup>4</sup> je<sup>2</sup> chji<sup>1</sup>-le<sup>4</sup> je<sup>1</sup> cjoa<sup>4</sup>vi<sup>3</sup>ya<sup>3</sup> ni<sup>1</sup>, to<sup>4</sup>nca<sup>3</sup> je<sup>2</sup>  
 cjoa<sup>4</sup>tjao<sup>2</sup>-le<sup>4</sup> Ni<sup>3</sup>na<sup>1</sup> cjoa<sup>4</sup>vi<sup>3</sup>jna<sup>3</sup>chon<sup>3</sup> nca<sup>3</sup>ntsjai<sup>2</sup> ni<sup>1</sup>,  
 xi<sup>3</sup> to<sup>4</sup>t<sup>2</sup>a<sup>3</sup>ts<sup>2</sup>e<sup>4</sup> Cr<sup>2</sup>sto Jesus Nai<sup>3</sup>-na<sup>1</sup>.

## Lesson 36

nchja <sup>23</sup>	I speak, call	quinchja <sup>23</sup> , coi <sup>3</sup> nchja <sup>23</sup>
no <sup>2</sup> cjoai <sup>4</sup>	You speak	coi <sup>4</sup> no <sup>2</sup> cjoai <sup>4</sup> , qui <sup>3</sup> no <sup>2</sup> cjoai <sup>4</sup>
nchja <sup>4</sup>	He speaks	qui <sup>3</sup> nchja <sup>4</sup> , coi <sup>4</sup> nchja <sup>4</sup>
no <sup>2</sup> cjoa <sup>42</sup>	We speak	qui <sup>3</sup> no <sup>2</sup> cjoa <sup>42</sup> , coi <sup>4</sup> no <sup>2</sup> cjoa <sup>42</sup>
no <sup>2</sup> cjoai <sup>4</sup> -jin <sup>4</sup>		qui <sup>3</sup> no <sup>2</sup> cjoai <sup>4</sup> -jin <sup>4</sup> , coi <sup>4</sup> no <sup>2</sup> cjoai
no <sup>2</sup> cjoao <sup>43</sup>	You speak	qui <sup>3</sup> no <sup>2</sup> cjoao <sup>43</sup> , coi <sup>4</sup> no <sup>2</sup> cjoao <sup>43</sup>
ti <sup>4</sup> no <sup>2</sup> cjoai <sup>4</sup>		ti <sup>4</sup> no <sup>2</sup> cjoao <sup>4</sup>

### Verb aspectual ideas (cont.)

Some you have already had:

ti <sup>1</sup>	.....continuative
ca <sup>2</sup>	.....immediate pa
je <sup>3</sup>	.....finished

these are all prefixes,  
joined to the verb

New:

me<sup>3</sup>.....just about to

$\text{fe}^3$ , ..... to finish

closes<sup>4</sup> .... will finish

<sup>2</sup> <sup>3</sup> ca fe ...to have just finished

$$t^3 e^2$$

$1e^3$   $m_e^3$

*fe<sup>3</sup>si<sup>1</sup>xa<sup>1</sup> nca<sup>3</sup> ma<sup>3</sup>xon<sup>2</sup>* He finishes working when (it's) afternoon.

### Drill:

*xí<sup>3</sup> fe<sup>3</sup> si<sup>1</sup> xa<sup>1</sup>, fi<sup>2</sup> ni<sup>2</sup> ya<sup>3</sup> - le<sup>4</sup>* When he finishes working, he goes home.

May also say: c'ia<sup>4</sup> nea<sup>3</sup> fe<sup>3</sup> si<sup>1</sup> xal<sup>1</sup>, fi<sup>2</sup> ni<sup>3</sup>, ya<sup>3</sup>-le

xi<sup>3</sup> je<sup>3</sup>ca<sup>2</sup>si<sup>1</sup>xa<sup>1</sup>, ca<sup>2</sup>fi<sup>2</sup> ni<sup>3</sup>ya<sup>3</sup>-le<sup>4</sup> When he just finished work,  
he went home.

xi<sup>3</sup> je<sup>3</sup> qui<sup>3</sup> si<sup>3</sup> xa<sup>1</sup>, qui<sup>3</sup> ni<sup>3</sup>? ya<sup>3</sup>-le<sup>4</sup> When he finished work  
he went home.

*xi<sup>3</sup> fe<sup>3</sup> nchja<sup>4</sup>, v<sup>2</sup>e<sup>1</sup>xquia<sup>4</sup>* When he finishes talking he reads.

## Lesson 36 (Continued)

xi<sup>3</sup> je<sup>3</sup>ca<sup>2</sup>nchja<sup>4</sup>, ca<sup>2</sup>v<sup>o</sup>e<sup>1</sup>xquia<sup>4</sup>  
 xi<sup>3</sup> je<sup>3</sup>qui<sup>3</sup>nchja<sup>4</sup>, tsa<sup>3</sup>c<sup>o</sup>e<sup>1</sup>xquia<sup>4</sup> When he finished, he read.

fe<sup>3</sup>ma<sup>3</sup> It gets finished being done  
 je<sup>3</sup>ca<sup>2</sup>ma<sup>3</sup> It got finished, it's finished  
 je<sup>3</sup>coan<sup>3</sup> It is finished.  
 cjo<sup>4</sup>coan<sup>4</sup> It will be finished being done.

xi<sup>3</sup> fe<sup>3</sup>ma<sup>3</sup> xa<sup>1</sup>-na<sup>4</sup>, ti<sup>2</sup>fia<sup>3</sup>  
 xi<sup>3</sup> je<sup>3</sup>ca<sup>2</sup>ma<sup>3</sup> xa<sup>1</sup>-na<sup>4</sup>, ca<sup>2</sup>fia<sup>3</sup>  
 xi<sup>3</sup> je<sup>3</sup>coan<sup>3</sup> xa<sup>1</sup>-na<sup>4</sup>, quia<sup>3</sup>  
 xi<sup>3</sup> cjo<sup>4</sup>coan<sup>4</sup> xa<sup>1</sup>-na<sup>4</sup>, cjoia<sup>13</sup>

my work being  
done, I go  
etc.

je<sup>3</sup>me<sup>3</sup>..... pretty synonymous with "me":  
 me<sup>3</sup> ti<sup>2</sup>fia<sup>3</sup> I am just about going (to go)  
 je<sup>3</sup>me<sup>3</sup>ti<sup>2</sup>fia<sup>3</sup> I am just about going (to go)

Drill all verbs with these aspect prefixes

## Lesson 37

va <sup>3</sup> ne <sup>3</sup>	I wash	tsa <sup>3</sup> ca <sup>3</sup> ne <sup>3</sup> , coa <sup>3</sup> ne <sup>3</sup>
va <sup>3</sup> nai <sup>23</sup>	You wash	tsa <sup>3</sup> ca <sup>3</sup> nai <sup>23</sup> , coa <sup>4</sup> nai <sup>23</sup>
va <sup>3</sup> ne <sup>1</sup>	She washes	tsa <sup>3</sup> ca <sup>3</sup> ne <sup>1</sup> , coa <sup>4</sup> ne <sup>2</sup>
va <sup>3</sup> ne <sup>2</sup>	We wash	tsa <sup>3</sup> ca <sup>3</sup> ne <sup>2</sup> , coa <sup>4</sup> ne <sup>2</sup>
va <sup>3</sup> nai <sup>24</sup> -jin <sup>4</sup>		tsa <sup>3</sup> ca <sup>3</sup> nai <sup>24</sup> -jin <sup>4</sup> , coa <sup>4</sup> nai <sup>24</sup> -jin
va <sup>3</sup> nao <sup>23</sup>	You wash	tsa <sup>3</sup> ca <sup>3</sup> nao <sup>23</sup> , coa <sup>4</sup> nao <sup>23</sup>

va <sup>3</sup> ne <sup>3</sup> ya <sup>23</sup>	I wash dishes
va <sup>3</sup> ne <sup>2</sup> yai <sup>3</sup>	You wash dishes
va <sup>3</sup> ne <sup>1</sup> ya <sup>3</sup>	She washes dishes

va <sup>3</sup> ne <sup>3</sup> nkia <sup>23</sup>	I wash my hair	va <sup>3</sup> ne <sup>2</sup> nki <sup>3</sup> , va <sup>3</sup> ne <sup>1</sup> nk~
va <sup>3</sup> ne <sup>3</sup> joan <sup>23</sup>	I wash the surface of (such as a table)	

va<sup>3</sup>ne<sup>2</sup>join<sup>3</sup>, va<sup>3</sup>ne<sup>1</sup>join<sup>3</sup>  
 to <sup>wash</sup> wash hands.

va <sup>3</sup> nco <sup>3</sup> ya <sup>23</sup>	I take a bath
vi <sup>3</sup> nto <sup>2</sup> yai <sup>3</sup>	You take a bath
va <sup>3</sup> nco <sup>1</sup> ya <sup>3</sup>	He takes a bath

Feli va <sup>3</sup> ne <sup>1</sup> na <sup>3</sup>	Feli washes for me
*ya <sup>1</sup> xi <sup>3</sup> va <sup>3</sup> ne <sup>1</sup> li <sup>2</sup>	Who washes for you?
Feli fi <sup>2</sup> nti <sup>4</sup> tsin <sup>4</sup> xi <sup>3</sup> t <sup>2</sup> a <sup>3</sup> ts <sup>2</sup> an <sup>4</sup>	Feli goes to the plaza for me (on my behalf, in my stead)
*ya <sup>1</sup> xi <sup>3</sup> fi <sup>2</sup> nti <sup>4</sup> tsin <sup>4</sup> xi <sup>3</sup> t <sup>2</sup> a <sup>3</sup> tsi <sup>4</sup>	Who goes to the market in your place (for you)?
chji <sup>4</sup> ne <sup>4</sup> *en <sup>1</sup> nehja <sup>4</sup> xi <sup>3</sup> t <sup>2</sup> a <sup>3</sup> tsan <sup>42</sup>	The interpreter speaks on our behalf.
Cristo c <sup>2</sup> en <sup>3</sup> xi <sup>3</sup> t <sup>2</sup> a <sup>3</sup> tsan <sup>42</sup>	Christ died for us.

## Lesson 37 (Continued)

ma<sup>3</sup> c Jain<sup>1</sup> na<sup>3</sup> xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> Cristo I believe on (concerning)  
Christ.

chji<sup>4</sup> ne<sup>4</sup>, en<sup>1</sup> qui<sup>3</sup> nchja<sup>4</sup> xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> cjoa<sup>4</sup>-le<sup>4</sup> café.

The interpreter spoke concerning the coffee deal (matter).

Presidente qui<sup>2</sup> nchja<sup>4</sup> xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> cjoa<sup>4</sup>-le<sup>4</sup> escuela

The president spoke concerning the school matter.

From above note that in general xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>an<sup>4</sup>, xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> tsi<sup>4</sup>,  
xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup>, etc., when declined, means on behalf of, in place of, etc.,  
etc., but in third person xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> can have additional meaning of "concerning"

Further drill on t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup>:

a<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> taon<sup>4</sup> -eli<sup>4</sup> ca<sup>2</sup> fa<sup>2</sup>, ai<sup>4</sup> Did you come for your money?

(xi) t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> Jorge ca<sup>2</sup> fe<sup>2</sup>, e<sup>4</sup> I came on behalf of George.

(xi) t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> Ni<sup>3</sup> na<sup>1</sup> coa<sup>4</sup> nquian<sup>1</sup> Huautla (see-jea (te<sup>4</sup> jao<sup>4</sup>)

We are going to Huautla for God.

Cristo c<sup>2</sup>en<sup>3</sup> xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> cho<sup>4</sup> ta<sup>4</sup> je<sup>1</sup> Christ died for sinners.

Cristo c<sup>2</sup>en<sup>3</sup> xi<sup>3</sup> t<sup>2</sup>a<sup>3</sup> tsaon<sup>43</sup> Christ died for you

a<sup>3</sup> t<sup>2</sup>a<sup>3</sup> tsan<sup>42</sup> ti<sup>3</sup> yo<sup>32</sup> Are we (here) for ourselves

a<sup>3</sup> t<sup>2</sup>a<sup>3</sup> tsan<sup>42</sup> ti<sup>3</sup> ni<sup>2</sup> xa<sup>1</sup>, a<sup>3</sup> tsi<sup>2</sup> t<sup>2</sup>a<sup>3</sup> ts<sup>2</sup>e<sup>4</sup> Ni<sup>3</sup> na<sup>1</sup>

Are we working for ourselves, isn't it for God (that  
we are working)?

## Lesson 38

ti<sup>2</sup>jna<sup>4</sup>coan<sup>3</sup> I am alive, awake  
 ti<sup>3</sup>jna<sup>3</sup>choin<sup>3</sup> You are alive  
 ti<sup>1</sup>jna<sup>3</sup>con<sup>3</sup> He is alive  
 ti<sup>3</sup>yo<sup>3</sup>choan<sup>32</sup> W<sup>e</sup> are alive  
 ti<sup>3</sup>yo<sup>3</sup>choin<sup>34</sup>-jin<sup>4</sup> "  
 ti<sup>3</sup>yo<sup>3</sup>chon<sup>3</sup> You are alive

ti <sup>2</sup> m <sup>o</sup> en <sup>3</sup>	I am sick	m <sup>o</sup> en <sup>3</sup> -- to die
ti <sup>3</sup> m <sup>o</sup> ain <sup>3</sup>	You are sick	c <sup>o</sup> en <sup>3</sup> -- d= dead
ti <sup>1</sup> m <sup>o</sup> en <sup>3</sup>	He is sick.	si <sup>1</sup> c <sup>o</sup> en <sup>3</sup> -- to kill
ti <sup>3</sup> m <sup>o</sup> en <sup>32</sup>	W <sup>e</sup> are sick	
ti <sup>3</sup> m <sup>o</sup> ain <sup>34</sup> -jin <sup>4</sup>		
ti <sup>3</sup> m <sup>o</sup> aon <sup>3</sup>	You are sick	

fa<sup>2</sup>ai<sup>4</sup>con<sup>3</sup>-le<sup>23</sup> I come to visit ~~you~~ (be with) you  
 ↓  
 (coan)  
 fa<sup>2</sup>ai<sup>4</sup>chon<sup>3</sup>-nai<sup>13</sup>, -lai<sup>4</sup>, etc. You come to be with (visit) me, etc.  
 ↓  
 (choin)  
 fa<sup>3</sup>ai<sup>3</sup>con<sup>3</sup>-le<sup>4</sup>  
 fa<sup>2</sup>ai<sup>4</sup>chon<sup>3</sup>-lai<sup>24</sup>-jin<sup>4</sup>, -lai<sup>4</sup>jin<sup>4</sup> t'i...ni no more  
 fa<sup>2</sup>ai<sup>4</sup>chon<sup>3</sup>-lao<sup>43</sup>, -nao<sup>13</sup>

fa<sup>2</sup>ai<sup>4</sup>con<sup>3</sup>-nca<sup>1</sup>ni<sup>3</sup>le<sup>23</sup> I come to visit you again.  
 fa<sup>2</sup>ai<sup>4</sup>-cjoa<sup>2</sup>la<sup>2</sup> I arrive first (in sense of order of events) time  
 (cf. I arrive first, then I work)  
 si<sup>3</sup>xa<sup>13</sup>-cjoa<sup>2</sup>la<sup>2</sup> I work first.  
 si<sup>3</sup>xa<sup>13</sup>-cjoa<sup>2</sup>la<sup>2</sup>, c<sup>o</sup>ia<sup>4</sup> si<sup>3</sup>sca<sup>13</sup> I work first, then I play.

## Lesson 38(continued)

c<sup>2</sup>oe<sup>1</sup> xquia<sup>42</sup>-cjoa<sup>2</sup> la<sup>2</sup> Let's read first  
 c<sup>2</sup>oe<sup>1</sup> xquia<sup>4</sup> -cjoa<sup>2</sup> lai<sup>23</sup>, c<sup>2</sup>ia<sup>4</sup> si<sup>4</sup> scai<sup>13</sup> You will read first,  
 then You'll play.

ni<sup>2</sup>xa<sup>1</sup>-cjoa<sup>2</sup>lao<sup>23</sup> You work first.  
 qui<sup>3</sup>ni<sup>2</sup>xa<sup>1</sup>-cjoa<sup>2</sup>lao<sup>2</sup>, c<sup>2</sup>ia<sup>4</sup> qui<sup>3</sup>ni<sup>2</sup>scao<sup>13</sup> You worked first,  
 then you p~~h~~ayed

f<sup>2</sup>i<sup>3</sup>com<sup>3</sup>-cjoa<sup>2</sup>la le<sup>4</sup> Jorge He goes to visit Jorge first  
 ?mi<sup>3</sup>chon<sup>3</sup>-cjoa<sup>2</sup>la lai<sup>4</sup> Rosa You go to visit Rosa first  
 coa<sup>4</sup>nquin<sup>1</sup>chon<sup>3</sup>-cjoa<sup>2</sup>la<sup>2</sup>le<sup>42</sup> cho<sup>4</sup>ta<sup>4</sup>xal c<sup>2</sup>ia<sup>4</sup> nca<sup>3</sup> ti<sup>3</sup>yoa<sup>32</sup> te<sup>4</sup>jao<sup>4</sup>

We will go to visit the authorities first when we are  
 in Huautle.

fi<sup>2</sup>ti<sup>1</sup>tjon<sup>2</sup> (an<sup>3</sup> fi<sup>3</sup>ti<sup>1</sup>tjoan<sup>2</sup>) He goes first (in order)  
 fi<sup>2</sup>-cjoa<sup>2</sup>la<sup>2</sup> He goes first (in sense of time, before  
 something else happens).

## Lesson 39

$vi^2tjoa^4$	I go out	$ji^2tjoa^4$ ,	$coi^2tjoa^4$
$vi^2tjoi^4$	You go out	$ji^2tjoi^4$ ,	$coi^2tjoi^4$
$vi^3tjo^3$	He goes out	$ji^3tjo^3$ ,	$coi^4tjo^3$
$vi^2tjoa^{42}$	We go out	$ji^2tjoa^{42}$ ,	$coi^2tjoa^{43}$
$vi^2tjoi^4-jin^4$	"	$ji^2tjoi^4-jin^4$ ,	$coi^2tjoi^4-jin$
$vi^2tjo^{43}$	You go out	$ji^2tjo^{43}$ ,	$coi^2tjo^{43}$

$vi^2tjo^4ntje^{23}$	I am saved	$ti^2tjoi^4$ Get out!
$vi^2tjo^4ntjai^{23}$	You are saved	
$vi^3tjo^3ntjai^2$	He is saved	
$vi^2tjo^4ntje^2$	We are saved	
$vi^2tjo^4ntjai^{24}-jin^4$	We are saved	
$vi^2tjo^4ntjao^{23}$	You are saved	

$vi^2so^4tjen^4$	I get up.
$vi^2so^4tjain^4$	You get up
$vi^3so^1tjen^4$	

Past has alternate  $ji^2so^4tjen^4$  or  $tsa^3qui^2so^4tjen^4$

$to^4-an^3-nia^{13}$	Only me, I
$to^4-j-i^3-ni^{13}$	only you
$to^4-je^2-ni^1$	Only him, he he
$to^4-na^1-nia^1$	Only us, we
$to^4-jin^4-ni^1-jin^4$	Only us, we
$to^4-jon^2-nio^{13}$	Only you you.

a.  $to^4-an^3-(nia^{13})$   $xi^3cjoia^{13}$  Will it be only I that is going?  
 $to^4-j-i^3\ xi^3\ cooin^{13}$  Only you will go.

## Lesson 39 (Continued)

ti<sup>2</sup>va<sup>3</sup>ne<sup>23</sup> nca<sup>3</sup> to<sup>4</sup>an<sup>3</sup> I am washing all by myself (only me)  
 a<sup>3</sup> ti<sup>3</sup>mi<sup>3</sup> nea<sup>3</sup> to<sup>4</sup>ji<sup>3</sup> Are you going (only you) all by yourself?

Cf.:

ti <sup>4</sup> an <sup>3</sup> -nia <sup>3</sup>	I myself	ti <sup>4</sup> ha <sup>1</sup> -nia <sup>32</sup>	We ourselves
ti <sup>4</sup> ji <sup>3</sup> -ni <sup>3</sup>	You yourself	ti <sup>4</sup> jin <sup>4</sup> -ni <sup>34</sup> jin <sup>4</sup>	"
ti <sup>4</sup> je <sup>2</sup> -ni <sup>3</sup>	He himself	ti <sup>4</sup> jon <sup>2</sup> -nio <sup>3</sup>	You yourself

je<sup>2</sup>-vi<sup>4</sup> ti<sup>4</sup>je<sup>2</sup>-ni<sup>3</sup> cao<sup>4</sup> je<sup>2</sup>-ve<sup>4</sup> This is the same as that.

ti c<sup>2</sup>oa<sup>4</sup>-s<sup>2</sup>in<sup>2</sup> ni<sup>3</sup> in the same manner

ti c<sup>2</sup>oa<sup>4</sup>-s<sup>2</sup>in<sup>2</sup> ni<sup>3</sup> si<sup>1</sup>sca<sup>1</sup> David jo<sup>3</sup>-s<sup>2</sup>in<sup>2</sup> si<sup>1</sup>sca<sup>1</sup> Kenneth.

David plays in the same manner as Kenneth.

Note:

One could have said: c<sup>2</sup>oa<sup>4</sup>-s<sup>2</sup>in<sup>2</sup> si<sup>1</sup>sca<sup>1</sup> David jo<sup>3</sup>-s<sup>2</sup>in<sup>2</sup> si<sup>1</sup>sca<sup>1</sup> Kenneth.

ti<sup>4</sup>c<sup>2</sup>oa<sup>4</sup>-s<sup>2</sup>in<sup>2</sup> ni<sup>3</sup> as contrasted to c<sup>2</sup>oa<sup>4</sup>-s<sup>2</sup>in<sup>2</sup> adds emphasis on sameness

ti<sup>4</sup>je<sup>2</sup>-ni<sup>3</sup> not exact equivalent of to<sup>4</sup>ne<sup>1</sup>son<sup>2</sup>  
 te<sup>4</sup>ne<sup>1</sup>men te<sup>4</sup> to<sup>4</sup>ne<sup>1</sup>son<sup>2</sup> ej<sup>3</sup> They appear the same  
 but ti<sup>4</sup>je<sup>2</sup>-ni<sup>3</sup> xi<sup>3</sup> ti<sup>1</sup>jna<sup>3</sup> i<sup>4</sup>-vi<sup>4</sup> The same (thing) is here.  
 to<sup>4</sup>ne<sup>1</sup>son<sup>2</sup> adverbially, ~~te<sup>4</sup>ne<sup>1</sup>men~~ ti<sup>4</sup>je<sup>2</sup>-ni<sup>3</sup> nominally

ti<sup>4</sup>an<sup>3</sup>-nia<sup>3</sup> xi<sup>3</sup> ti<sup>2</sup>fia<sup>3</sup> I myself am going  
 ti<sup>4</sup>ji<sup>3</sup>-ni<sup>3</sup> xi<sup>3</sup> ti<sup>3</sup>mi<sup>3</sup> You yourself are going  
 ti<sup>4</sup>je<sup>2</sup>-ni<sup>3</sup> xi<sup>3</sup> ti<sup>1</sup>fi<sup>2</sup> He himself is going.

li<sup>2</sup>chi<sup>3</sup> P<sub>n</sub>ta<sup>1</sup> jin<sup>3</sup> don't cry! chi<sup>3</sup> P<sub>n</sub>tai<sup>13</sup> You cry  
 gi<sup>3</sup> P<sub>n</sub>ta<sup>13</sup> I cry

## Lesson 40

verb "v<sup>2</sup>a" to "carry, bring"

v <sup>2</sup> a <sup>3</sup> sje <sup>3</sup>	I take out, "extract"	tsa <sup>3</sup> c <sup>2</sup> a <sup>3</sup> sje <sup>3</sup> , c <sup>2</sup> oa <sup>3</sup> sje <sup>3</sup>
ch <sup>2</sup> a <sup>2</sup> sjai <sup>3</sup>	You take out	qui <sup>3</sup> ch <sup>2</sup> a <sup>2</sup> sjai <sup>3</sup> , ch <sup>2</sup> a <sup>4</sup> sjai
v <sup>2</sup> a <sup>3</sup> sje <sup>3</sup>	He takes out	tsa <sup>3</sup> c <sup>2</sup> a <sup>3</sup> sje <sup>3</sup> , c <sup>2</sup> oa <sup>4</sup> sje <sup>3</sup> (c <sup>2</sup> oa <sup>4</sup> sje <sup>3</sup> )
ch <sup>2</sup> a <sup>2</sup> sje <sup>32</sup>	We take out	qui <sup>3</sup> ch <sup>2</sup> a <sup>2</sup> sje <sup>32</sup> , ch <sup>2</sup> a <sup>4</sup> sje <sup>3</sup>
ch <sup>2</sup> a <sup>2</sup> sjai <sup>34</sup> + jin <sup>4</sup>	"	
ch <sup>2</sup> a <sup>2</sup> sjao <sup>3</sup>	You take out	qui <sup>3</sup> ch <sup>2</sup> a <sup>2</sup> sjao <sup>3</sup> , ch <sup>2</sup> a <sup>4</sup> sjao

v <sup>2</sup> a <sup>3</sup> sje <sup>3</sup> ntje <sup>23</sup>	I save
ch <sup>2</sup> a <sup>2</sup> sje <sup>3</sup> ntjai <sup>23</sup>	You save
v <sup>2</sup> a <sup>3</sup> sje <sup>3</sup> ntjai <sup>2</sup>	He saved

v <sup>2</sup> a <sup>3</sup> mia <sup>3</sup>	I carry on my back
ch <sup>2</sup> a <sup>2</sup> mi <sup>3</sup>	You carry on my your back
v <sup>2</sup> a <sup>3</sup> mi <sup>3</sup>	He carries on his back

v <sup>2</sup> a <sup>3</sup> jen <sup>4</sup> .	I pick (carry downward) -effee-
ch <sup>2</sup> a <sup>2</sup> jain <sup>4</sup>	You pick
-5---4- e2a-4en- v <sup>2</sup> a <sup>3</sup> jen <sup>4</sup>	He picks

to <sup>4</sup> jo <sup>3</sup> ti <sup>2</sup> fia <sup>3</sup>	I am still going	v <sup>2</sup> a <sup>3</sup> cja <sup>13</sup> to dress myself
to <sup>4</sup> jo <sup>3</sup> me <sup>3</sup> na <sup>3</sup>	I still want	si <sup>3</sup> cl <sup>2</sup> a <sup>3</sup> cja <sup>13</sup> to dress someone
li <sup>2</sup> coi <sup>3</sup> ti <sup>4</sup> me <sup>3</sup> -ni <sup>3</sup> na <sup>3</sup>	I do not want any longer	
li <sup>2</sup> coi <sup>3</sup> to <sup>4</sup> jo <sup>3</sup> me <sup>3</sup> -na <sup>3</sup>	I don't want (it) very much.	
li <sup>2</sup> coi <sup>3</sup> to <sup>4</sup> jo <sup>3</sup> nta <sup>3</sup> cji <sup>3</sup>	It isn't so pretty.	
li <sup>2</sup> coi <sup>3</sup> to <sup>4</sup> jo <sup>3</sup> nta <sup>3</sup> cjoap <sup>3</sup>	It isn't such a good one (quality)	
jo <sup>1</sup> to <sup>4</sup> nta <sup>3</sup>	How good!	

## Lesson 40 (Continued)

li<sup>2</sup> coi<sup>3</sup> to<sup>4</sup> jo<sup>3</sup> nta<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> en<sup>1</sup> He doesn't know idiom very well

to<sup>4</sup> jo<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> en<sup>1</sup> He still knows idiom

to<sup>4</sup> jo<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> en<sup>1</sup> nta<sup>3</sup> tsa<sup>2</sup> tse<sup>3</sup> qui<sup>3</sup> He still knows the  
idiom, even if he went (a way) for ~~a~~ long time.

li<sup>2</sup> to<sup>4</sup> nta<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> en<sup>1</sup> He knows idiom exceptionally well.

li<sup>2</sup> to<sup>4</sup> nta<sup>3</sup> cji<sup>3</sup> It is exceptionally good looking.

but:

li<sup>2</sup> coi<sup>3</sup> to<sup>4</sup> jo<sup>3</sup> nta<sup>3</sup> cji<sup>3</sup> It isn't so pretty (see above)

Lesson 41

jtsi<sup>1</sup> rain n̄tai<sup>3</sup> hard  
 v<sup>2</sup>a<sup>3</sup> ḡeəl jtsi<sup>1</sup> or jtsi<sup>1</sup> v<sup>2</sup>a<sup>3</sup> It rains difficult  
     (ti<sup>1</sup>v<sup>2</sup>a<sup>3</sup>, ca<sup>2</sup>v<sup>2</sup>a<sup>3</sup>, ts<sup>2</sup>a<sup>3</sup>/ tsa<sup>3</sup>c<sup>2</sup>a<sup>3</sup>, c<sup>2</sup>oa<sup>4</sup>)  
 fa<sup>2</sup>a<sup>4</sup> I pass  
 vi<sup>3</sup>tjai<sup>3</sup> You pass  
 fa<sup>3</sup>a<sup>3</sup> He passes

fa<sup>2</sup>, a<sup>4</sup>s'en<sup>3</sup> I enter  
vi<sup>3</sup> tja<sup>3</sup>s'ain<sup>3</sup> You enter  
fa<sup>3</sup>, a<sup>3</sup>s'en<sup>3</sup> He enters  
tja<sup>1</sup>s'ain<sup>3</sup> Enter!  
fa<sup>3</sup>, a<sup>3</sup>s'en<sup>3</sup> jin<sup>3</sup> He enters in  
je<sup>2</sup> Espiritu Santo fa<sup>3</sup>, a<sup>3</sup>s'en<sup>3</sup> jin<sup>3</sup> ni<sup>4</sup>ma<sup>4</sup>-na<sup>1</sup> The Holy Spirit  
enters our ~~her~~ hearts.

Cf.:

fa<sup>3</sup>, a<sup>3</sup> bear, carry cjoa<sup>3</sup>, a<sup>3</sup> ja<sup>3</sup>, a<sup>3</sup>  
chja<sup>3</sup>, ai<sup>23</sup> (qui<sup>3</sup> chja<sup>3</sup>, ai<sup>23</sup>)  
just<sup>4</sup> fa<sup>3</sup>, a<sup>1</sup> cjoa<sup>4</sup>, n<sup>w</sup> ain<sup>3</sup>  
as in ti<sup>1</sup> fa<sup>3</sup>, a<sup>1</sup> he is suffering troubles

Past: ja<sup>2</sup>, a<sup>4</sup>, ji<sup>3</sup>tjai<sup>3</sup>, ja<sup>3</sup>, a<sup>3</sup>

Future: cjoa<sup>2</sup>, a<sup>4</sup>, coi<sup>4</sup>, tja<sup>13</sup>, cjoa<sup>4</sup>, a<sup>3</sup>

Nb.: fa<sup>3</sup>?a<sup>1</sup>=na<sup>3</sup>, -li<sup>2</sup>, etc. "to wake up"

**fa<sup>3</sup>, a<sup>3</sup>-na<sup>3</sup>, -li<sup>2</sup>**, etc. "to have diarrhea"

*xi<sup>3</sup>* to *t'a<sup>3</sup> ts'e<sup>4</sup>* ("through, by <sup>m</sup>means of, because of"  
(Cf. Romans 6:23)

*xi<sup>3</sup> to<sup>4</sup> t'a<sup>3</sup> ts'an<sup>4</sup> li<sup>2</sup> coi<sup>3</sup> qui<sup>3</sup> nca<sup>3</sup> je<sup>2</sup>,* Because of me, he didn't go

## Lesson 41 (Continued)

a<sup>3</sup> to<sup>4</sup> t'a<sup>3</sup> ts'i<sup>4</sup> nca<sup>3</sup> ts'i<sup>2</sup> ji<sup>3</sup> nchoa<sup>3</sup> Lola

Was it because of you that Lola did not come?

xi<sup>3</sup> to<sup>4</sup> t'a<sup>3</sup> ts'e<sup>4</sup> je<sup>1</sup>-le<sup>4</sup> ti<sup>1</sup> jna<sup>3</sup> nto<sup>4</sup> ya<sup>1</sup>

Because of his sin he is in jail

cho<sup>4</sup> ta<sup>4</sup> xa<sup>1</sup> qui<sup>3</sup> si<sup>3</sup> cja<sup>3</sup> a<sup>3</sup> s'en<sup>3</sup> nto<sup>4</sup> ya<sup>1</sup> xi<sup>3</sup> to<sup>4</sup> t'a<sup>3</sup> ts'e<sup>4</sup> je<sup>1</sup>-le<sup>4</sup>

The authorities put him in jail because of his sin

li<sup>2</sup> coi<sup>3</sup> to<sup>4</sup> t'a<sup>3</sup> ts'an<sup>42</sup> cjoa<sup>4</sup> nta<sup>3</sup> vi<sup>2</sup> tjo<sup>4</sup> ntje<sup>2</sup>

It is not through our grace (good works) that we are saved.

N.B.: Could have also said:

li<sup>2</sup> coi<sup>3</sup> to<sup>4</sup> t'a<sup>3</sup> ts'e<sup>4</sup> cjoa<sup>4</sup> nta<sup>3</sup> -na<sup>1</sup> nca<sup>3</sup> vi<sup>2</sup> tjo<sup>4</sup> ntje  
cjoa<sup>4</sup> nta<sup>3</sup> xi<sup>3</sup> ts'an<sup>4</sup>

Note contrast:

Cristo c'en<sup>3</sup> xi<sup>3</sup> t'a<sup>3</sup> ts'e<sup>4</sup> cho<sup>4</sup> ta<sup>4</sup> je<sup>1</sup>

Christ died for sinners

Cristo c'en<sup>3</sup> xi<sup>3</sup> to<sup>4</sup> t'a<sup>3</sup> ts'e<sup>4</sup> je<sup>1</sup>-le<sup>4</sup> cho<sup>4</sup> ta<sup>4</sup> ~~~~~ e<sup>1</sup>

Christ died because of the sins of sinners.

sa<sup>3</sup> c'oa<sup>4</sup> occasionally

to<sup>4</sup> sa<sup>3</sup> c'oa<sup>4</sup> only occasionally

si<sup>3</sup> spin<sup>2</sup> - (naughty)

ncajao

tjio' cji<sup>3</sup> pntia<sup>12</sup> ncajao

## Lesson 42

*nts<sup>o</sup>e<sup>3</sup>, nts<sup>o</sup>ai<sup>3</sup>, nts<sup>o</sup>e<sup>4</sup>, nts<sup>o</sup>e<sup>32</sup>, nts<sup>o</sup>ai<sup>34</sup>-jin<sup>4</sup>, nts<sup>o</sup>ao<sup>3</sup>*

("my brother, your brother, etc.")  
*ti<sup>2</sup>chja<sup>3</sup>, ti<sup>2</sup>chjai<sup>3</sup>, nti<sup>3</sup>chja<sup>3</sup>, etc.*

"my sister, your sister, etc."

Nb.: the Mazateco word for "sister" also means "female cousin", for "brother" also means "male cousin". To find out if "cousin" or actual "brother" or "sister" is meant, use some such phrase as

*a<sup>3</sup> to<sup>4</sup>jnco<sup>3</sup> n<sup>o</sup>ai<sup>3</sup>-le<sup>4</sup>, to<sup>4</sup>jnco<sup>3</sup> na<sup>4</sup>-le<sup>4</sup>*

"va-, fa-" verbs:

<i>va<sup>3</sup>ntje<sup>23</sup></i>	I paant (tree)	Contrast:
<i>fa<sup>3</sup>ntjai<sup>23</sup></i>	You plant etc.	<i>v<sup>o</sup>e<sup>3</sup>ntje<sup>23</sup></i> to plant corn, seeds
<i>va<sup>1</sup>ntje<sup>2</sup></i>	He plants	<i>v<sup>1</sup>e<sup>2</sup></i>
<i>fa<sup>3</sup>ntje<sup>2</sup></i>	We plant	<i>v<sup>1</sup>e<sup>1</sup></i>
<i>fa<sup>3</sup>ntjai<sup>24</sup>-jin<sup>4</sup></i>		
<i>fa<sup>3</sup>ntjao<sup>23</sup></i>	You plant	
<i>tsa<sup>3</sup>ka<sup>3</sup>ntje<sup>23</sup></i> , <i>tsa<sup>3</sup>cja<sup>3</sup>ntjai<sup>23</sup></i> , <i>tsa<sup>3</sup>ca<sup>1</sup>ntje<sup>2</sup></i>		
<i>coa<sup>3</sup>ntje<sup>2</sup><sup>3</sup></i> , <i>cjoa<sup>1</sup>ntjai<sup>23</sup></i> , <i>coa<sup>4</sup>ntje<sup>2</sup></i>		
<i>va<sup>3</sup>jtsa<sup>23</sup></i>	I cover (bed, etc.)	Contrast:
<i>fa<sup>3</sup>jtsai<sup>3</sup></i>	You cover	<i>v<sup>o</sup>e<sup>3</sup>jtsa<sup>23</sup></i> to cover jar, etc.
<i>va<sup>1</sup>jtsa<sup>3</sup></i>	He covers	
<i>va<sup>1</sup>jtsa<sup>3</sup></i>	He covers	
<i>va<sup>3</sup>soa<sup>3</sup></i>	I warm, heat	<i>va<sup>3</sup>sje<sup>3</sup></i> I search for
<i>fa<sup>3</sup>soi<sup>3</sup></i>	You warm, heat	<i>fa<sup>3</sup>sjai<sup>3</sup></i> You search for
<i>va<sup>1</sup>so<sup>3</sup></i>	He warms, heats	<i>va<sup>1</sup>sjai<sup>3</sup></i> He searches for

## Lesson 42 (Continued)

xo<sup>1</sup> .....quotative, (more the person or thing quoted about or told to)

an<sup>3</sup>-xoa<sup>13</sup> (he, she, they say) it is I

ji<sup>3</sup>-xoi<sup>13</sup> (they say) it is you

je<sup>2</sup>-xo<sup>1</sup> (they say) it is he

t' in<sup>3</sup>-xoi<sup>1</sup> They tell you to go

je<sup>2</sup>-xo<sup>1</sup> xi<sup>3</sup> coai<sup>4</sup> They say it is he who will go

tjin<sup>1</sup>-xo<sup>1</sup> They say there are some.

na<sup>3</sup> xo<sup>1</sup>-xo<sup>1</sup> xi<sup>3</sup> me<sup>3</sup>-ele<sup>4</sup> (She, he) they say it is flowers they wish.

Note xo<sup>4</sup>, as follows: (not much used except in these three examples)

je<sup>2</sup> xo<sup>4</sup> cji<sup>3</sup>-vi<sup>4</sup> this (thing)

je<sup>2</sup> xo<sup>4</sup> cjoan<sup>3</sup>-ve<sup>4</sup> these (things)

je<sup>2</sup> xo<sup>4</sup> tso<sup>2</sup>-le<sup>4</sup> it is he who says to her

Do not confuse "quotative" with verb for "to boil"

v<sup>2</sup>e<sup>3</sup> xoa<sup>13</sup> I boil

v<sup>2</sup>e<sup>2</sup> xoi<sup>13</sup> You boil

v<sup>2</sup>e<sup>1</sup> xo<sup>1</sup> He boils

 v<sup>2</sup>e<sup>1</sup> xo<sup>1</sup>-xo<sup>1</sup> They (he, she) says she boils<sup>s</sup>

cji<sup>2</sup>-ya<sup>4</sup> I appear, look like

ti<sup>3</sup>-soi<sup>3</sup> You appear, look like

cji<sup>3</sup> He appears, looks like

ti<sup>3</sup>-soa<sup>32</sup> We appear, look like

ti<sup>3</sup>-so<sup>3</sup> You appear, look like

na<sup>4</sup> sca<sup>1</sup>-xo<sup>1</sup> ti<sup>3</sup>-soi<sup>3</sup> She says you look pretty

## Lesson 43

(ma <sup>3</sup> )	tsjoa <sup>3</sup> ke <sup>4</sup>	I love	coan <sup>3</sup> tsjoa <sup>3</sup> ke <sup>4</sup> (past)
	tsjoa <sup>3</sup> chai <sup>3</sup>	You love	coan <sup>4</sup> tsjoa <sup>3</sup> ke <sup>4</sup> (future)
	tsjoa <sup>3</sup> ke <sup>3</sup>	He loves	
	tsjoa <sup>3</sup> cha <sup>32</sup>	We love	
	tsjoa <sup>3</sup> chai <sup>34</sup> -jin <sup>4</sup>		
	tsjoa <sup>3</sup> chao <sup>3</sup>	you love	tsjoa <sup>3</sup> -na <sup>3</sup> Jam happy, ma <sup>3</sup> "
(ma <sup>3</sup> )	jti <sup>3</sup> -na <sup>3</sup> , -li <sup>2</sup> , -le <sup>4</sup> etc.	to be angry	
	jti <sup>3</sup> ke <sup>4</sup>	to hate	
	ch <sup>3</sup> ao <sup>3</sup> ke <sup>4</sup>	to look down on, scorn, despise	
	vi <sup>3</sup> jno <sup>2</sup> ke <sup>4</sup>	to laugh at (from vi <sup>3</sup> jnoa <sup>23</sup> I laugh)	vi <sup>3</sup> jnoi <sup>23</sup> You laugh
			vi <sup>3</sup> jno <sup>2</sup> He laughs
	tjao <sup>2</sup> ke <sup>4</sup>	to cherish, love	
	cjoa <sup>4</sup> tjao <sup>2</sup> cha <sup>3</sup>		

s<sup>2</sup>oi<sup>13</sup> fiesta                    ts<sup>2</sup>oi<sup>1</sup> sun

Further parts of the body:

na <sup>4</sup> jma <sup>1</sup> ntsja <sup>3</sup>	finger (his)
na <sup>4</sup> jma <sup>1</sup> ntso <sup>4</sup> co <sup>4</sup>	toe (his) toe
cha <sup>3</sup> -na <sup>4</sup> , -li <sup>2</sup> , -le <sup>4</sup>	arm upper arm . lower is ntsja
nca <sup>3</sup> so <sup>3</sup> -na <sup>4</sup> , -li <sup>4</sup> , -le <sup>4</sup>	leg
ntsja <sup>4</sup> -na <sup>4</sup> , -li <sup>4</sup> , -le <sup>4</sup>	hair
ntso <sup>3</sup> me <sup>3</sup> -na <sup>4</sup> , -li <sup>4</sup> , -le <sup>4</sup>	elbow
xco <sup>1</sup> -na <sup>4</sup> , -li <sup>4</sup> , -le <sup>4</sup>	knee, (also knuckle) joints

## Lesson 43 (Continued)

co <sup>3</sup> tsen <sup>3</sup> -nia <sup>3</sup>	xcoan <sup>3</sup>	I see with my eyes
cho <sup>2</sup> tsen <sup>3</sup> -ni <sup>3</sup>	xcoin <sup>3</sup>	You see with your eyes
co <sup>3</sup> tsen <sup>3</sup> -ni <sup>3</sup>	xcon <sup>4</sup>	He sees with his eyes
nch <sup>2</sup> oe <sup>3</sup> -nia <sup>3</sup>	<del>no</del> <sup>6</sup> xo <sup>4</sup> noa <sup>3</sup>	I hear with my ears
no <sup>2</sup> ya <sup>2</sup> -ni <sup>3</sup>	xo <sup>4</sup> noi <sup>3</sup>	You hear with your ears.
nch <sup>2</sup> oe <sup>1</sup> -ni <sup>3</sup>	xo <sup>4</sup> no <sup>3</sup>	He hears with his ears
fi <sup>3</sup> -nia <sup>3</sup>	ntso <sup>4</sup> coa <sup>3</sup>	I go with my feet. on foot
mi <sup>3</sup> -ni <sup>3</sup>	ntso <sup>4</sup> coi <sup>3</sup>	You go with your feet
~ <sup>2</sup> -ni <sup>3</sup>	ntso <sup>4</sup> co <sup>4</sup>	He goes with his feet
nchja <sup>2</sup> -nia <sup>3</sup>	ntso <sup>4</sup> ?va <sup>3</sup>	I speak with my mouth
si <sup>3</sup> cao <sup>4</sup> -nia <sup>3</sup>	na <sup>4</sup> jma <sup>1</sup> ntsa <sup>4</sup>	I feel with my fingers

## Lesson 44

tsa<sup>3</sup>cjoan<sup>3</sup> I am afraid (alt./ tso<sup>3</sup>cjoan<sup>3</sup>)  
 vi<sup>3</sup>jcoin<sup>3</sup> You are afraid  
 tsa<sup>3</sup>cjon<sup>3</sup> He is afraid  
 tsa<sup>3</sup>cjon<sup>3</sup>-le<sup>4</sup> //He is afraid of it, him, her

Past.	Future
qui <sup>3</sup> tsa <sup>3</sup> cjoan <sup>3</sup>	tsa <sup>3</sup> cjoan <sup>3</sup>
tsa <sup>3</sup> qui <sup>3</sup> jcoin <sup>3</sup>	coi <sup>4</sup> jcoin <sup>1</sup>
qui <sup>3</sup> tsa <sup>3</sup> cjon <sup>3</sup>	tsa <sup>3</sup> cjon <sup>1</sup>

va<sup>2</sup>te<sup>4</sup>jna<sup>3</sup> I sit down, remain, stay  
 vi<sup>3</sup>jnai<sup>3</sup> You sit down, remain, stay  
 v<sup>o</sup>e<sup>2</sup>jna<sup>3</sup> He sits down  
 vi<sup>3</sup>yoa<sup>32</sup> We sit down  
 vi<sup>3</sup>-yem  
 vi<sup>3</sup>yoi<sup>34</sup>-jin<sup>4</sup> We sit down  
 vi<sup>3</sup>yo<sup>3</sup> You sit down

coa<sup>2</sup>te<sup>4</sup>jna<sup>3</sup>, coi<sup>4</sup>jnai<sup>3</sup>, c<sup>o</sup>oe<sup>1</sup>jna<sup>3</sup>, coi<sup>4</sup>yoa<sup>32</sup>, coi<sup>4</sup>yo<sup>3</sup>  
 tma<sup>3</sup>ca<sup>2</sup>te<sup>4</sup>jna<sup>3</sup>, tsa<sup>3</sup>qui<sup>3</sup>jnai<sup>3</sup>, tsa<sup>3</sup>c<sup>o</sup>e<sup>2</sup>jna<sup>3</sup>, tsa<sup>3</sup>qui<sup>3</sup>yoa<sup>32</sup>

## Comparative:

je<sup>2</sup>-vi<sup>4</sup> nqui<sup>2</sup>sa<sup>4</sup> nta<sup>3</sup>  
 je<sup>2</sup>-vi<sup>4</sup> nqui<sup>2</sup>sa<sup>4</sup> nta<sup>3</sup> cao<sup>4</sup>-ni<sup>3</sup> tsa<sup>2</sup> je<sup>2</sup>-ve<sup>4</sup>  
 David nqui<sup>2</sup>sa<sup>4</sup> tsa<sup>3</sup>cjon<sup>3</sup>-le<sup>4</sup> cao<sup>4</sup>ni<sup>3</sup> tsa<sup>2</sup> Kenneth  
 Juliano nqui<sup>2</sup>sa<sup>4</sup> xi<sup>1</sup>ti<sup>1</sup> fi<sup>2</sup> cao<sup>4</sup>ni<sup>3</sup> tsa<sup>2</sup> Clara

## **Lesson 44 (Continued)**

Kenneth nqui<sup>2</sup>sa<sup>4</sup> jchi<sup>1</sup>nca<sup>3</sup> cao<sup>4</sup>-ni<sup>3</sup> tsa<sup>2</sup> David  
David nqui<sup>2</sup>sa<sup>4</sup> nti<sup>1</sup> cao<sup>4</sup>-ni<sup>3</sup> tsa<sup>2</sup> Kenneth  
Kenneth nqui<sup>2</sup>sa<sup>4</sup> nta<sup>3</sup> ma<sup>3</sup>-le<sup>4</sup> xi<sup>1</sup>xa<sup>1</sup> cao<sup>4</sup>-ni<sup>3</sup> tsa<sup>2</sup> David,  
coi<sup>3</sup> nca<sup>3</sup> nqui<sup>2</sup>sa<sup>4</sup> jchi<sup>1</sup>nca<sup>3</sup>

**Superlative:** (Mazateco does not have another superlative form as such, just uses the comparative)

je<sup>2</sup> evi<sup>4</sup> nqui<sup>2</sup> sa<sup>4</sup> nta<sup>3</sup> { cao<sup>4</sup> nca<sup>3</sup> yi<sup>3</sup> je<sup>3</sup>  
 cao<sup>4</sup> -ni<sup>3</sup> tsa<sup>2</sup>  
 cao<sup>4</sup> -ni<sup>3</sup> nca<sup>3</sup> yi<sup>3</sup> je<sup>3</sup>

je<sup>2</sup> cho<sup>4</sup> ta<sup>4</sup> nqui<sup>2</sup> sa<sup>4</sup> jchi<sup>1</sup> nca<sup>3</sup> cao<sup>4</sup>-ni<sup>3</sup> tsa<sup>2</sup> nca<sup>3</sup> ts?i<sup>3</sup>

This person is oldest of all

je<sup>2</sup> ti<sup>3</sup> nqui<sup>2</sup> sa<sup>4</sup> nta<sup>3</sup> ma<sup>3</sup> ale<sup>4</sup> si<sup>1</sup> xal<sup>1</sup> cao<sup>4</sup> nca<sup>3</sup> ts*?i*<sup>3</sup>  
cao<sup>4</sup> *-ni*<sup>3</sup>  
cao<sup>4</sup> *-ni*<sup>3</sup> tsa<sup>2</sup>

je<sup>2</sup>-vi<sup>4</sup> nqui<sup>2</sup>sa<sup>4</sup> nto<sup>3</sup> cao<sup>3</sup>-ni<sup>3</sup> nea<sup>3</sup>yi<sup>3</sup>je<sup>3</sup>

This (one) is longest of all

Extra Page (Lloret's work) ?

Subject--Object Combinations

Object →

S u b j e c t	Object			1st	1st x	2nd	3rd
	1st.	2nd	3rd				
1st		le <sup>23</sup>	le <sup>4</sup>			no <sup>3</sup>	le <sup>4</sup>
2nd	mai <sup>13</sup> na <sup>13</sup>		lai <sup>4</sup>		na <sup>3</sup> jin <sup>4</sup>		lai <sup>4</sup>
3rd	na <sup>3</sup>	li <sup>2</sup>	le <sup>4</sup>	na <sup>1</sup>	n ma <sup>4</sup> jin <sup>4</sup>	no <sup>3</sup>	le <sup>4</sup>
1st			le <sup>42</sup>				le <sup>42</sup>
1st x		lai <sup>24</sup> jin <sup>4</sup>	lai <sup>4</sup> jin <sup>4</sup>			lai <sup>24</sup> jin <sup>4</sup>	lai <sup>4</sup>
2nd	nao <sup>13</sup>		lao <sup>43</sup>		nai <sup>3</sup> jin <sup>4</sup>		lao <sup>43</sup>
3rd	na <sup>3</sup>	li <sup>2</sup>	le <sup>4</sup>	na <sup>1</sup>	na <sup>3</sup> jin <sup>4</sup>	no <sup>3</sup>	le <sup>4</sup>