

START

MICROFILM COLLECTION OF MANUSCRIPTS ON AMERICAN INDIAN CULTURAL ANTHROPOLOGY

FORMERLY: MICROFILM COLLECTIONS OF MANUSCRIPTS
ON THE MIDDLE AMERICAN CULTURAL ANTHROPOLOGY

Series

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SPOKEN (YUCATEC) MAYA

by

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and

Refugio Vermont-Salas

Book 1

Lessons 1 - 12

Department of Anthropology

University of Chicago

1965

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Foreword

The thirty lessons which follow represent a first attempt at preparing a course in the modern spoken language of some 300,000 inhabitants of the peninsula of Yucatan, resident in the Mexican states of Campeche, Yucatan, and Quintana Roo, the Guatemalan department of the Peten, and certain border areas of Belize. These speakers are in large part direct descendants of the indigenous Maya Indians, whose ancient language was reflected in deer-skin manuscript and stone- and wood-inscribed texts, and the physical remains of whose ancient culture are still visible in impressive stone temples, roads, and habitation sites in the peninsular jungles.

The modern Maya, to be sure, have been subjected, since about 1520, first to the conquest, and then to the rule, sometimes benevolent, sometimes otherwise, of emissaries of the Spanish crown. Since about 1810, these Indians have been citizens of the independent republics of Mexico and Guatemala, and the British-administered state of Belize. Since about 1910, they have had an increasing rôle in their own government, and, in more recent times, have been the object of benevolent attempts at improving their physical, intellectual, and moral welfare.

A direct result of 450 years of contact with speakers of the Spanish language, and of the increasing number of bilingual speakers of Maya and of Spanish, both among those whose native tongue is Maya and those whose native tongue is Spanish, has been the incorporation of a considerable number of Spanish lexical items in more or less modified form, into the grammatical context of the indigenous Maya language. The language presented in these lessons inevitably reflects this fact, and strives to be a faithful representation of the speech habits of a considerable number of Maya speakers, inhabitants of the peninsula at the present time. Our chief informant and principal model comes from Peto in the state of Yucatan, and has had much contact and considerable intercourse with speakers from other parts of the peninsula. We have deliberately

incorporated, furthermore, conversational materials from other parts of the peninsula, mostly from the state of Yucatan, but in small part, also, from the states of Campeche and Quintana Roo. These materials have come for the most part from bilinguals, but have been obtained almost exclusively from such individuals among such bilinguals as make constant daily use of the Maya language in preference to Spanish. We trust that they will, therefore, afford immediate access to all such speakers of Maya, and, if properly mastered, eventual access to speakers more remote than these, including monolingual speakers in the isolated areas of Quintana Roo, Belize, and the Peten.

The initial grammatical analysis from which the practical presentation here incorporated derives has been the work of Dr. Robert W. Blair, as has been the general organization of the lesson content, and, in particular, of the sections on pronunciation, grammar, and grammar drill. The actual composition of the spoken Maya materials (except for the field-recorded conversations) has been in the hands of Refugio Vermont-Salas, and, although in some instances initial fabrication of grammar exercise materials may not have been his, all such materials, as presented, are in his words, and, as recorded on tape, in his voice. Although many other voices are present in the field-recorded materials, all such materials were initially transcribed by him, and their ultimate transcription, as here presented, was checked by him. All transcriptions were checked by the undersigned and general editorial responsibility is his. Residual infelicities are, of course, to be laid at his door. The extremely demanding task of preparing the typescript has been in the very competent hands of Norene G. Huntley, that of recording the materials in those of Donald H. Ledin, and their editing in his hands and those of John E. Wahl. The tapes are available at cost from the Language Laboratory of the University of Chicago.

We trust that this first attempt will constitute an inspiration to the preparation of a subsequent improved version for English-speaking learners, and, more particularly, that it may be possible soon to prepare a version for Spanish-speakers.

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S Y M B O L S

L I N G U I S T I C E L E M E N T S

C O N S O N A N T S

p	t	ʈ	č	k	ʔ
p̣	ṭ	ʈ̣	č̣	ḳ	
ḅ	[ḅ] ¹	(ạ)	([ạ]) ¹		
[b] ²	([a]) ²			(g)	
(f)		s	š	(x) ²	h
m	n			[ŋ]	
w			y		
	l				
	r	(r̄)			

A C C E N T S

i	ii	íi	í(ʔ)i	íiʔ	íʔ	í
e	èe	ée	é(ʔ)e	éeʔ	éʔ	é
a	àa	áa	á(ʔ)a	áaʔ	áʔ	á
o	òo	óo	ó(ʔ)o	óoʔ	óʔ	ó
u	ùu	úu	ú(ʔ)u	úuʔ	úʔ	ú

OPEN JUNCTURE

(+) [usually one space with no mark; not all such spaces, however, contain +]

V O W E L S

i	u
ee	o
a	

INTONATION LEVELS

3 2 1
[from high to low]

¹ Stops. ² Fricatives.
[] Probably not separate phonemes.
() Only in loans from Spanish.

TERMINAL CONTOURS*

→ ↑ ↓
[level] [rising] [falling]

P A R A L I N G U I S T I C E L E M E N T S

PITCH, STRESS, QUANTITY	OTHER	TRANSITIONS*
over-high ↑- -↑	rasp ʔ- -ʔ	clipped ↘
over-low ↓- -↓	falsetto F- -F	normal →
over-loud ^- -^	nasal	drawled ↗
over-soft v- -v	sing-song ʃ	
over-long ?- -?		
over-short ~- -~		

* [always followed by two spaces]

OTHER SYMBOLS

[] Present in the English, but not required by the Maya.
() Not present on the tape, but optionally present in the Maya or in the English, or supplementarily explanatory in the English.

1.1. BASIC SENTENCES

Greetings:Pedro

hi! $3^{\circ} \acute{o}^1 la(h) * 1 \downarrow$

elder brother $2^{\circ} su^3 k\acute{u}(\text{?}) un^1 \downarrow$

1. Hi there, brother! a) $3^{\circ} \acute{o}^2 la(h)^2 \rightarrow 2^{\circ} su^3 k\acute{u}(\text{?}) un^2 \uparrow$

b) $3^{\circ} \acute{o}^2 la(h)^2 \rightarrow 2^{\circ} su^3 k\acute{u} \text{?} un^2 \uparrow$

what? $3^{\circ} b\acute{a} \text{?} a \check{s}^1 \downarrow$

you say [it]** $2^{\circ} k \text{ a } 3^{\circ} w \acute{a} \text{?} a^1 lik^1 \downarrow$

you $2^{\circ} t\acute{e}e \check{c}^2 \downarrow$

2. What do you say? $2^{\circ} b\acute{a}(\text{?}a) \check{s} k \text{ a } 3^{\circ} w \acute{a} \text{?} a^1 lik^1 \text{?} t\acute{e}e \check{c}^1 \rightarrow$

Marcelino

thing $3^{\circ} b\acute{a} \text{?} a^1 \downarrow$

nothing a) $2^{\circ} mi \check{s} 3^{\circ} b\acute{a} \text{?} a^1 \downarrow$

b) $2^{\circ} mi \check{s} 3^{\circ} b\acute{a} \text{?} a^1 h^1 \downarrow$

3. No(t a) thing! $2^{\circ} mi \check{s} 3^{\circ} b\acute{a} \text{?} a^1 \downarrow$

as for you $2^{\circ} ku \check{s} 2^{\circ} t\acute{e}e \check{c}^2 \rightarrow$

how? $2^{\circ} bi \check{s}^2 \rightarrow$

road $2^{\circ} beh^2 \rightarrow$

your road $2^{\circ} \text{?} a 2^{\circ} b\acute{e}el^2 \rightarrow$

4. And you, how are you? $2^{\circ} ku \check{s} 2^{\circ} t\acute{e}e \check{c}^2 \rightarrow 2^{\circ} bi \check{s} \text{ a } 3^{\circ} b\acute{e}el^1 \downarrow$

* () Not present on the tape, but optionally present in the Maya (or in the English).

** [] Present in the English, but not required by the Maya.

1.1.

Pedro

just 3čéen¹↓
 this way 2be²ya²↓
 5. So so. 3čém be²ya²↓
 very 2hač²→
 happiness 2kí²i²mak 3óol¹↓
 heart 3óol¹↓
 my heart 2iŋ 3w óol¹↓
 I see you 2(k)iŋ w ili²keč¹↓

6. I'm very happy to see you! 2hač 3kí(?)i²mak²→ 2iŋ 3w óol
 iŋ w ili¹keč¹↓

Marcelino

also 2bey 2šan¹↓
 I 2tèen²→

7. Me, too. 2bey 2šan 2tèen²→

Julio

Luisa 3lwí¹sah¹↓
 you do [it] 2k a 2bée²tik¹↓
 you 2tèeč²↓
 you do [it] 2k a 2bée²tik²→ 2tèeč²↓

8. Hi, Luisa, what are you 3ó²la(h)²→ 2lwí²sa(h)²→
 doing? 3bá(?)aš k a 1bèetik¹→ 1tèeč¹↓

Luisa

nothing 2miš 3bá²ah¹↓

9. Nothing at all! a) 3čém miš 2bá²ah²→
 b) 3čéen miš 2bá²ah²→

° Weak variants of b.

1.1.

where?

³túʔuš¹↓

you go

²k a ²b' in²→

0. Where are you going?

³túʔuš k a ¹bin¹↓

Julio

nowhere

²miš ³túʔuš¹↓

1. Nowhere!

²miš ³túʔuš²→

as for me

²te²ne²→

I'm going walking

²táan im ²bin h ³šíim¹bal¹↓

2. Me, I'm going for a walk.

a) ²te²ne²→ ²tim ²bin

h ³šíim²bal²→

b) ²ten²se²→ ²tim ²bin

h ³šíim¹bal¹↓

Luisa

buy

²mään²→

I shop

²k in ²mään²↓

3. Me, I'm just going

²te²ne²→ ²tin - ²cam bin

shopping.

h ²mään²→

Julio

well

³bwé¹no(h)¹↓

I expect it

²k im ³páa¹tik¹↓

I'll go

¹k im ¹bin¹→

4. Well, I think I'll go!

³bwé²no(h)²→ ³páa¹tik im ¹bin¹→

for you

²tíʔ ²tèeč²↓

may it go!

²ká ³šíʔik¹↓

good

²ʔu²čil¹↓

5. Good luck to you!

a) ²ká ³šíʔik ²teč²→ ¹ʔu¹čil¹↓

b) ²ká ³šíʔik ²teč²→ ¹ʔu¹čil¹→

1.1.

where?

³túʔuš¹↓

you go

²k a ²b'in²→

10. Where are you going?

³túʔuš k a ¹'bin¹↓

Julio

nowhere

²miš ³túʔuš¹↓

11. Nowhere!

²miš ³túʔuš²→

as for me

²te²ne²→

I'm going walking

²táan im ²'bin h ³šíim¹'bal¹↓

12. Me, I'm going for a walk.

a) ²te²ne²→ ²tim ²'bin

h ³šíim²'bal²→

b) ²ten²e²→ ²tim ²'bin

h ³šíim¹'bal¹↓

Luisa

buy

²màan²→

I shop

²k in ²màan²↓

13. Me, I'm just going

²te²ne²→ ²tiñ -²čam bin

shopping.

h ²màan²→

Julio

well

³bwé¹no(h)¹↓

I expect it

²k im ³páa²'tik¹↓

I'll go

¹k im ¹'bin¹→

14. Well, I think I'll go!

³bwé²no(h)²→ ³páa²'tik im ¹'bin¹→

for you

²tíʔ ²tèč²↓

may it go!

²ká ³šíʔik¹↓

good

²u²čil¹↓

15. Good luck to you!

a) ²ká ³šíʔik ²teč²→ ¹u¹čil¹↓

b) ²ká ³šíʔik ²teč²→ ¹u¹čil¹→

Luisa

until

 $^2\text{ʔas}^2\text{ta(h)}^2\rightarrow$

tomorrow

 $^3\text{sáa}^1\text{mal}^1\downarrow$

16. (So long) until tomorrow!

 $^2\text{ʔas}^2\text{ta(h)}^2\ ^3\text{sáa}^2\text{mal}^2\uparrow$ Pablo

what?

 $^3\text{bá}^1(\text{ʔ})\text{an}^1\downarrow$

he does [it]

 $^2\text{k}^1\text{u}^2\text{b}^1\text{èe}^2\text{tik}^2\downarrow$

Julio

 $^2\text{hùul}^2\text{yo(h)}^2\rightarrow$

17. What is Julio doing?

a) $^3\text{bá}^1\text{ʔan}^1\rightarrow\ ^1\text{k}^1\text{u}^1\text{b}^1\text{èe}^1\text{tik}^1\rightarrow$ $^1\text{hùul}^1\text{yo(h)}^1\downarrow$ b) $^3\text{bá}^1\text{ʔan}^2\rightarrow\ ^1\text{k}^1\text{u}^1\text{b}^1\text{èe}^1\text{tik}^1\rightarrow$ $^1\text{hùul}^1\text{yo(h)}^1\downarrow$ David

he's taking a walk

 $^2\text{táan}^2\text{u}^2\text{bin}^2\text{h}^2\text{ }^3\text{síim}^1\text{bal}^1\downarrow$

18. He's taking a little

a) $^2\text{táan}^2\text{u}^2\text{ }^2\text{ç}^2\text{aam}^2\text{bin}^2\text{h}^2\text{ }^3\text{síim}^1\text{bal}^1\rightarrow$

walk.

b) $^2\text{táan}^2\text{u}^2\text{ }^2\text{ç}^2\text{aam}^2\text{bin}^2\text{h}^2\text{ }^3\text{síim}^2\text{bal}^2\rightarrow$ Pablo

where?

 $^3\text{tú}^1(\text{ʔ})\text{un}^1\rightarrow$

he's going

 $^2\text{k}^1\text{u}^2\text{b}^1\text{in}^2\downarrow$

that one

 $^2\text{le}^2\text{ti}^2\downarrow$ 19. Where is he going?a) $^3\text{tú}^1(\text{ʔ})\text{un}^1\rightarrow\ ^1\text{k}^1\text{u}^1\text{ }^1\text{bin}^1\text{le}^1\text{ti}^1\downarrow$ b) $^3\text{tú}^1(\text{ʔ})\text{un}^2\rightarrow\ ^1\text{k}^1\text{u}^1\text{ }^1\text{bin}^1\text{le}^1\text{ti}^1\downarrow$

1.1.

David

as for that one also
square

²le²ti² → ²sa²ne² →
³kii¹wik¹ ↓

20. He's going to the square,
too.

²le²ti² → ²sa²ne(?)² →
²k u b^o in ³kii¹wik¹ ↓

1.2. PRONUNCIATION

The Maya in the right-hand column above is written with the symbols which you will find in the table facing the first page of the BASIC SENTENCES. The phonetic values of these symbols you will learn little by little in the pronunciation exercises such as those which follow. The first of these describes and illustrates the vowel sounds of Maya as these combine with three of the Maya accents: in words of one syllable, these are:

(1) "neutral" in pitch (no mark) and short in duration (single vowel):

Pronunciation Exercise Number 1

↑ - - ↑*
¹(h)pik¹ →

¹ek¹ →

¹bat¹ →

¹com¹ →

¹uk¹ →

*Paralinguistically over-high.

(2) high (or gliding) in pitch (´) and long in duration (written double):

Pronunciation Exercise Number 2

³míis¹↓

³méek¹↓

³máak¹↓

³póol¹↓

³múul¹↓

(3) low (or level) in pitch (˘) and long in duration (written double):

Pronunciation Exercise Number 3

²míis²→

²péek²→

↓ ↓ ↓ ↓*
²báak²→

²hóol²→

²húul²→

*Paralinguistically over-low.

In words of two syllables, these accents manifest themselves in slightly different ways:

(1) "neutral" in pitch with both syllables of equal intensity:

Pronunciation Exercise Number 4

²ki²men¹↓

²we²nel¹↓

²ha²nal¹↓

²ʔo²kol¹↓

²ku²pul¹↓

(2) high (or gliding) in pitch on the first syllable with greater intensity on the first syllable:

Pronunciation Exercise Number 5

³fíi¹min¹↓

³téé¹pel¹↓

³táa¹bal¹↓

³šóo¹tol¹↓

³lúu¹bul¹↓

(3) low (or level) in pitch on the first syllable, with greater intensity on the first syllable:

Pronunciation Exercise Number 6

²híi²til²→

²bèe²teh²→

²táa²len²→

²šòo²tol²→

²lúu²bul²→

If the examples which differ only in accent are presented one after the other, the differences become more apparent:

Pronunciation Exercise Number 7

NO ACCENT

HIGH ACCENT

LOW ACCENT

²čič²↓

³tíič¹↓

²čiič²↓

²ek²↓

³éek¹↓

²èek²↓

²bat²↓

³báat¹↓

²bàak²↓

²koh²↓

³póok¹↓

²kòoh²↓

²uk²↓

³čúuk¹↓

²cùuk²↓

Pronunciation Exercise Number 8

NO ACCENT	HIGH ACCENT	LOW ACCENT
² ki ² men ² →	³ kíi ² men ² →	² kìi ² mil ² →
² we ² nel ² →	³ ?éé ² mel ² →	² ?èè ² mel ² →
² ?a ² hal ² →	³ báa ² nal ² →	² bàa ² nal ² →
² ?o ² kol ² →	³ tóo ² 'pol ² →	² tòo ² 'pol ² →
² ku ² pul ² →	³ lúu ² 'bul ² →	² lùu ² 'bul ² →

1.3. GRAMMAR

1.3.1. (Singular) Pronouns 1

In the phrases

- | | |
|---|------------------------|
| (a) ² bey ² šan ² tèen ² → | 'me too' |
| (b) ² kuš ² tèeč ² → | 'as for you' |
| (c) ² le ² ti [?] → ² ša ² ne [?] → | 'as for that one also' |

we find the pronouns

tèen	'I'
tèeč	'you'
leti [?]	'he'

used either (a) independently or (b) (c) to reinforce an otherwise expressed subject. In all these expressions they indicate single individuals.

1.3.2. (Singular) Pronouns 2

In the phrases

¹ k im ¹ 'bin ¹ →	'I'll go'
² k a ² 'bin ² ↓	'you go'
² k u ² 'bin ² ↓	'he's going'

we find the pronouns

im	'I'
a	'you'
u	'he'

used as subjects of the verb bin 'go'. Here, too, they indicate single individuals.

1.3.3 Negative Particle miš

From the forms

²miš ³bá?al¹↓ 'nothing'

²miš ³tú?uš²→ 'nowhere'

it is apparent that miš is a negative particle preceding certain simpler forms.

1.3.4. Alternation of final l and h

From the forms

²miš ³bá?al¹↓ 'nothing'

²miš ³bá?ah¹↓ 'nothing'

it is apparent that in some forms a final l may interchange with a final h.

1.3.5. Alternation of final š and n

From the equivalent forms

³tú?uš¹↓ : ³tú?un¹→

and

³bá?aš¹↓ : ³bá?an¹↓

it is apparent that in some forms a final š may interchange with a final n.

1.3.6. Alternation of á?a and á(a)

From the forms

bá?an and báan

and

bá?aš báš

1.3.6.

it is apparent that in some forms the sequence -á?a- may interchange with -áa-, and that the latter may shorten to a single á.

1.4. DRILLS

1.4.1. What would you say?

For each of the following situations two or more Maya expressions are given. Read all the expressions aloud and pick out the one you think best fits the situation. You would, for example, pick (c) as the right choice for the first situation.

1. You greet a friend, you say:

- a. 2'as2ta(h) 3sáa2mal2↑
- b. 2kí(?)imak in 3w óol1↓
- c. 3'ó2la(h)2→ 2su3kú(?)un2↑

2. You ask where he is going:

- a. 2'biš a 3'bèel1↓
- b. 3'tú'uš k a 1'bin1↓
- c. 3'bá(?)a)š k a 1'bèetik tèeč1↓

3. He replies that he's going shopping:

- a. 2tin 2'cam bin h 3'síim1bal1↓
- b. 2tim 2'bin h 2'maan2→
- c. 2tim 2'bin 3'kíi1wik1↓

4. You tell him:

- a. 2ká 3'sí'ik 2teč2→ 1'u1'cil1↓
- b. 3'céem be2ya?2↓
- c. 3'céem miš 2'bá?ah2→

1.4.1.

5. You ask where Julio is going:

- a. 3tú?uš k u 1bin1 → 1hùul1yoh1↓
- b. 3bá(?a)š k u 1bèetik1 → 1hùul1yoh1↓
- c. 2biš u 3bèel1 → 1hùul1yoh1↓

6. Your friend answers:

- a. 2miš 3tú?uš2 →
- b. 2miš 3bá?ah1↓
- c. 2?as2ta(h) 3sáa2mal2↓

7. You say you must go now:

- a. 2tim 2bin h 3síim2bal2↓
- b. 3páa?tik im 1bin1↓
- c. 2ká 3sí?ik 2teč2 → 1?u1/il1↓

8. He bids you goodbye:

- a. 2kuš 2tèeč2 →
- b. 2?as2ta(h) 3sáa2mal2 →
- c. 3bwé2noh2 → 3páa?tik im 1bin1↓

1.4.2. How would you say it?

- 1. I'm very glad to see you.
- 2. Where are you going?
- 3. I'm going for a walk.
- 4. And you?
- 5. I'm going to the square.
- 6. What are you doing?
- 7. Nothing at all.
- 8. How are you?
- 9. So-so.
- 10. Well I guess I'll go.
- 11. Good luck!
- 12. So long until tomorrow.

1.5. LISTENING IN

1. Julio meets Luisa on the road.

1. Julio: 3ʔó²la(h)²→ 2lwí²sa(h)²→ 2báʔaš k a 3čéem
1bèetik¹↓
2. Luisa: 2čéem miš 3báʔah¹→ 2hùul²yoh²→ 3túʔuš k a 1bin¹↓
3. Julio: 3čéen tim bin h 2šíimbal²→
4. Luisa: 2kuš ʔa su³kúʔun¹→ 3túʔuš k u 1bin¹↓
5. Julio: 2táan u 2bin h 2màan²↑
6. Luisa: 2bey 2šan 2tèen²↑ 2tim 2bin h 2màan²→
7. Julio: 3bwé¹noh¹→ 3páaʔtik im 1bin¹→ 2lwí²sah²→
8. Luisa: 3ká šíʔik 2teč ʔu¹il²→ 2hùul²yoh²→
9. Julio: 2bey 2šan 3tèeč²↓ 2ʔas²ta(h) 3sáa¹mal¹↓
10. Luisa: 2ʔas²ta(h) 3sáa²mal²↑

2. Marcelino meets Pedro.

1. Marcelino: 3ʔó²la(h)²→ 2su³kúʔun²→
2. Pedro: 3ʔó¹la(h)¹→ 3báʔaš k a 1w áʔalík¹↓
3. Marcelino: 3čéem miš 1báʔah¹→ 1kuš 1tèeč¹↓
4. Pedro: 2bey 2šan 2tèen²→
5. Marcelino: 2biš a 3bèel¹↓
6. Pedro: 3čéem be²yaʔ²↓
7. Marcelino: 2kí(?)i²mak²→ 2in 3w óol in w ili¹keč¹→
8. 3tú(?)uš k a 1bin¹↓
9. Pedro: 2táan in 2čam bin h 3šíim¹bal¹↓
10. Marcelino: 2te²ne(?)²→ 2tim bin 3kíi¹wik¹↓
11. Pedro: 2ká 3šíʔik 1teč¹→ 1ʔu¹il¹→

1.6. CONVERSATION

1. A approaches B (whose name is Julio), greets him and asks what he's doing. B replies and then asks how A is. After replying to that, A says he has to go and B bids him goodbye.
2. A asks B where he's going. B replies that he's going to the square. A says he's also going to the square and that he's going shopping.
3. A says he's glad to see B. B says "likewise" and asks what A has to say. A says there's nothing; he's just going shopping. B bids him well and takes leave.

1.7. VOCABULARY

Alphabetical Order

(?)a b ḃ ǝ ǝ̇ č č̇ d ḋ (?)e f g
 h (?)i ? k k̇ l m n ŋ (?)o
 p ṗ r ṙ s š t ṫ
 (?)u w y
 a àa áa á(?)a áa? á? á

(?)a (w)

you, your

(?)á?alik

say [it]

báan

see bá'an

báaš

see bá'aš

bá'ah

see bá'al

bá'al

thing

bá'an

see bá'aš

bá'aš

what

báš

see bá'aš

beh

road

beya?

thus

bey šan

also

bèel

road

bèetik

do [it]

bin

go

biš

how

bwénoh

well

čam

see čàam

čàam

[just]

čéem*	<u>see</u> čéen
čéen	only
hač	very
h màan	<u>see</u> màan
h šíimbál	<u>see</u> šíimbál
hùulyoh	Julio
(?)ilik	see [it]
(?)im	<u>see</u> (?)in
(?)in	I, my
(?)iq (w)	<u>see</u> (?)in
ʔastah	until
ʔólah	hello
ʔuɕil	good
k	[particle] do ...
ká	[particle] may ...
kíʔimak iq w óol	I'm glad; <u>see</u> (?)óol
kuš	how about ...? as for ... and ...
kíiwik	square
letiʔ	that one, <u>he</u>
lwísah	Luisa
màan	buy
miš	no ...

(ʔ)óol	heart
páaʔtik	expect [it]
sáamal	tomorrow
sukúʔun	older brother
šan	also, too
šaneʔ	also (terminal)
šíimbal	walk(ing)
šíʔik	go
t	<u>see</u> táan
táan	[particle] ...ing
teč	<u>see</u> tèeč
teneʔ	as for me
tèeč	you
tèen	I
túun	<u>see</u> túʔun
túuš	<u>see</u> túʔuš
túʔun	<u>see</u> túʔuš
túʔuš	where
(ʔ)u	he
w	<u>see</u> (ʔ)a (w), (ʔ)in (w)