

## Lesson 2

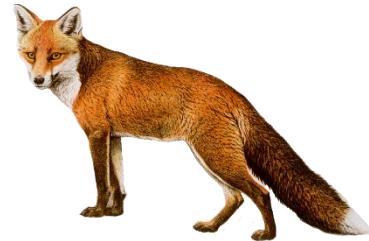
### Body Parts, Big and Small

akúlyi	small
áy'anish	big
cháshpeyaqal	shining, was shining
etíre	very, just, really
'í'im	this is, these are
-mu	nose
-náq'a	ear
petáxwi	his body
-push	eyes
qáy	no, not
wíwat	fat
-xúchi	feet
-yu	head, hair

Our exercises in this lesson will consist of translations that reinforce the animal names from our story, "The Fox and the Buzzard." We will also be learning some body parts and a few new vocabulary words. One of the new vocabulary words will be learning is *'í'im*. *'í'im* has multiple meanings. Two translations for *'í'im* are *this is*, and *these are*. Below are some examples of how to make simple phrases with this word.

'í'im kawísish.

This is a fox.



In lesson one we learn the word *me* which means *and*.

'í'im kawísish me yungávish.

This is fox and buzzard.



'í'im awál me 'í'im ayámal.

This is a dog, and this is a racoon.

If you want to negate the example sentences from above, you can add the word *qáy*, *not*. *Qáy* also means *no*.

'Íim qáy kawíshish, 'Íim awál.

This is not a fox, this is a dog.



'Íim qáy tékwel.

This is not a skunk.

### Lesson 2 Exercise 1

Translate the following sentences into Pá'anexily (Cupeño). Refer to the animal vocabulary in lesson one if you get stuck.

1. This is a mouse.
2. This is a hawk.
3. No, this is a skunk.
4. This is not a dog; this is a fox.
5. This is a buzzard, and this is a hawk.
6. No, this is not a raccoon.
7. This is a raccoon.
8. This a dog and this is fox.
9. This is not a skunk; this is a mouse.
10. This is a chicken, and this is a buzzard.

## Analyzing our Story

In our next two sentences from our story the word *petáxwi*, *his body* is introduced. There are also a few adjectives describing the fox's body; *áy'anish*, *big* and *wíwat fat*. Adjectives are words that describe extra information about people, places, or things.

Let's get started by reviewing the first two lines from our story, "The Fox and the Buzzard." Practice reading these sentences aloud with your instructor.

1. Kawísish ku'ut pehíwqal, muku'ut yungávish.  
Fox was there, and Buzzard.
2. Muku'ut pe' piyámanga wíyika kawísish ishmivíy pehálngiyqal péqwa'pi.  
And the fox was always going around looking for something to eat.

Next two sentences

3. Kawísish ku'ut etíre áy'anish petáxwi ichá'i wíwat pemíyaxwen ku'ut.  
Fox was real big, his body was nice and fat.
4. Piyáma ku'ut petáxwi cháshpeyaqal.  
His body was always shining clean.

In Sentence three we know that *kawísish* means *fox* and we learned that the words *ku'ut* and *muku'ut* are words letting the listener know that this is second hand information. The storyteller did not see this with his or her own eyes.

The word *etíre* means *real*, but it could also mean *very*, or *just*. In sentence 3 from our story the word *'etíre*, *real* is followed by the size word *big*, *áy'anish*. The opposite of big is *akúlyi*, *small*.

The word *pemíyaxwen* means *was*. We will learn more about this word later. *Ichá'i* means *nice* and *wíwat* means *fat*. The word *petáxwi* means *his body*. Let's go ahead and analyze this word.

petáxwi

pe-táxwi

his/her/its-body

his body

### Sentence 3 Vocabulary

ku'ut	reportedly
etíre	real, just, very
áy'anish	big
petáxwi	body, his body
ichá'i	nice
wíwat	fat
pemíyaxwen	was

4. Piyáma ku'ut petáxwi cháshpeyaqal.  
His body was always shining clean.

In sentence three of our story, we learned that the word *petáxwi* means *his* or *her body*. It can also mean *its body*. *Petáxwi*, *his body* shows up again in sentence four. *Ku'ut* is letting us know that the storyteller did not see this with his or her own eyes and can be literally translated as *reportedly*.

The word *piyáma* can mean *always* and *still*. Recall that in sentence one we learned the word *piyámanga*, which also means *always*. That leaves the verb *cháshpeyaqal*, *he was shining*. Let's go ahead and analyze this word.

cháshpeyaqal

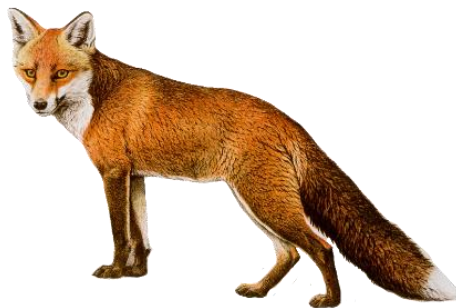
chásh-pe-ya-qa-l

shinny-he/she/it-intransitive-singular durative-past

he was shining (clean)

### Sentence 4 New Vocabulary

piyáma	still, always
cháshpeyaqal	shining, was shining



Piyáma ku'ut petáxwi cháshpeyaqal.

*Big and small, áy'anish me akúlyi*

Let's learn how to create small sentences with the sizes words we just learned. Before we get started it is important to know that the language has a way of expressing more than one big or small thing. There is also a way to express more than one big or small living thing.

In languages, the term *inanimate* is used to describe something that is nonliving. For example, a book, a pencil, or a stick are all *inanimate*. The term used to describe more than one *inanimate* thing is the *inanimate plural*. The word *plural* means more than one.

In Pá'anexily the word for small is *akúlyi*. More than one small thing is *akúkulyi*. What happened here is that part of the word was reduplicated or doubled up. There are several languages around the world that use reduplication to express plurality, more than one thing. What part of *akúlyi* *small* was reduplicated in *akúkulyi* *small things*? If you said the *ku*, you are correct.

akúlyi                      small

akúkulyi                  small things

The word for *big* is *áy'anish*. This word also undergoes reduplication to express more than one big non-living thing. The inanimate plural of *big* is *á'ay'anish*. The part of the word being double up is the *a*.

áy'anish                      big

á'ay'anish                  big things

The term *animate* is the opposite of *inanimate*. Something that is *animate*, is living and breathing. If we were talking about more than one living big or small thing, the *animate plural*, we would not use *á'ay'anish* or *akúkulyi* because those terms refer to more than one non-living thing, the *inanimate plural*.

To describe more than one big living thing the term *á'ay'anchim* is used. *Akúkulyim* is used when talking about more than one living small thing. It could also mean *little ones*, referring to children. It is helpful to see new words like these in charts.

Small

akúlyi	small	(living or nonliving) <b><i>animate or inanimate</i></b>
akúkulyi	small things	(nonliving) <b><i>inanimate plural</i></b>
akúkulyim	small	(living things) <b><i>animate plural</i></b>

Big

áy'anish	big	(living or nonliving) <b><i>animate or inanimate</i></b>
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á'ay'anish	big things	(nonliving) <i>inanimate plural</i>
á'ay'anchim	big	(living things) <i>animate plural</i>

For this lesson we are going to stick to practicing the singular terms for big and small. Singular meaning one thing. We are also going to continue to reinforce 'í'im, this is and qáy, no/not with our animal vocabulary.

'í'im awál áy'anish.

This is a big dog.

'í'im awál qáy áy'anish.

This is not a big dog.

'í'im awál akúlyi.

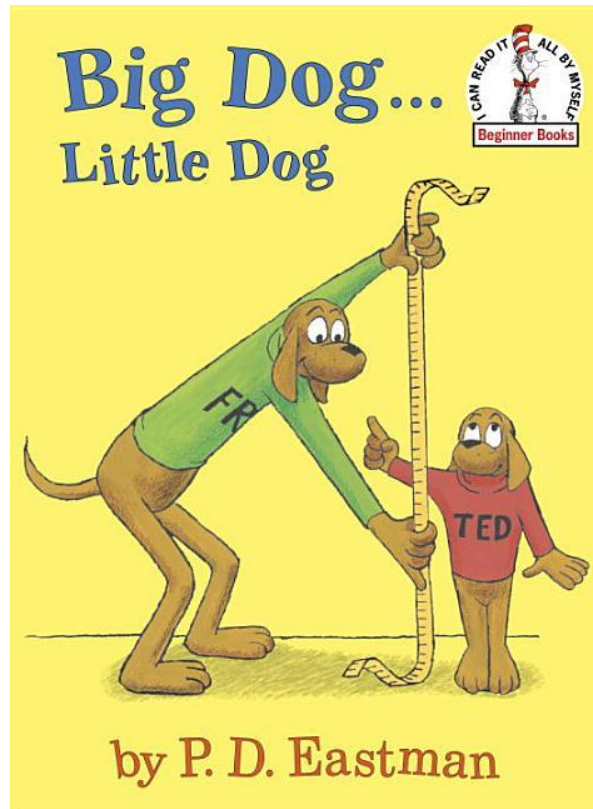
This is a small dog.

Qáy, 'í'im awál qáy áy'anish.

No, this is not a big dog.

'í'im awál etíre áy'anish.

This is a real big dog.



## Lesson 2 Exercise 2

Translate the following sentences into Pá'anexily.

1. This is a small skunk.
2. This is a small hawk.
3. This is a real big mouse.

4. This is not a big hawk.
5. This is a real big chicken.
6. This is a small fox.
7. No, this is not a big fox.
8. This is not a small buzzard.
9. This is not a small raccoon.
10. This is a big raccoon.
11. This is a small dog, and this is a big dog.
12. No, this is not a skunk.
13. This is a big mouse.
14. No, this is not a small chicken.
15. This is a real big buzzard.

### Netáxwi, My body

In sentences three and four of our story, Roscinda Nolasquez talks about the fox's body. In both sentences she uses the word *petáxwi*, *his body*. *Petáxwi* can also mean *her body* or *it's body*. Recall that we broke down the word *petáxwi*, *his body* in Analyzing our Story.

The word is made up of a prefix *pe-*, meaning *his/her/it's*, and a root *-táxwi*, meaning *body*. To talk about *your body*, we change the prefix to *e-*, meaning *your*. *Etáxwi*, means *your body*. *Netáxwi*, is *my body*. The prefix *ne-*, means *my* and the part *-táxwi* means *body*. All we are doing is changing the prefix, the meaningful chunk or unit that attaches to the beginning of the word.

netáxwi	my body
etáxwi	your body
petáxwi	his/her/its body.

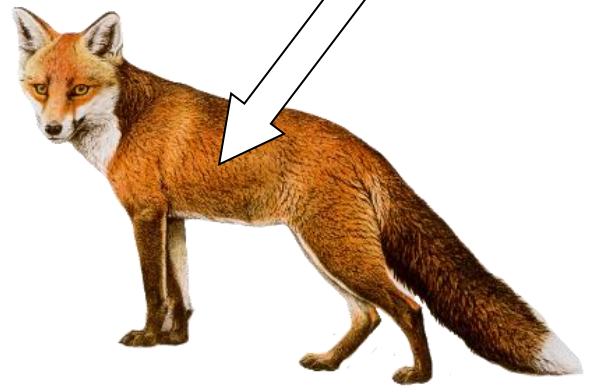


In Pá'anexily, the body part must belong to someone. You cannot just say *body*. If you were to look up the word *body* in the English to Cupeño dictionary section of Mulu'wetam you would find the translation *táxwi*. Although it is important to note that *-táxwi* is the root for *body*. It would have to combine with a prefix. Notice that there is a dash in front of the root word for *body*. This is how all body parts are written in the Cupeño to English section of the dictionary in Mulu'wetam. The dash indicates that something must attach to the front of this word.

For this lesson we are going to focus on learning how to use the prefixes for *my*, *your*, and *his/her/it's* -body part. We will also learn a variation of these prefixes, *nú*, *ú*, and *pú*.

Prefix	English translation
Ne-	My
E-	Your
Pe-	His/her/it's

'Í'im kawísish petáxwi.



Kawísish petáxwi.

The fox's body.

'Í'im kawísish petáxwi.

This is the fox's body.

Etáxwi.

Your body.

You can negate by adding the word *qáy*, *no/not*.

'Í'im qáy netáxwi.

This is not my body.

'Í'im qáy yungávish petáxwi.

This is not the buzzard's body.



Lesson 2, Exercise 3

Translate the following sentences into Pá'anexily.

1. My body.
2. Your body.
3. Her body.
4. The chicken's body.
5. This is not the mouse's body.
6. This is the skunk's body.
7. The dog's body.
8. This is my body.
9. This is your body.
10. This is not the raccoon's body.
11. This is the skunk's body.
12. His body, your body.
13. The buzzard's body.
14. This is the hawk's body.
15. My body, your body, it's body.
16. Kawísish petáxwi.
17. Netáxwi, etáxwi.
18. 'Í'im awál petáxwi, qáy kawísish petáxwi.
19. 'Í'im qáy ayámal petáxwi.
20. 'Í'im qáy wáchily petáxwi.

The next body part we will learn is *nexúchi*. By looking at this word can you tell who this body part belongs to? This word is constructed by the prefix *ne-*, meaning *my* and the root *-xúchi* meaning *foot, feet, leg or legs*. To say *your feet/your legs*, the prefix is changed to *e-*, *exúchi*. How do you think we would say *her* or *it's legs*? The prefix would be changed to *pe-* for *his/her/it's*. *Pexúchi*, *his/her/it's legs*.

nexúchi	my leg(s), my foot, my feet
exúchi	your leg(s), your foot, your feet
pexúchi	his/her/its leg(s), foot, feet

Nexúchi.

My leg(s).

'Íim exúchi.

These are your legs.

'Íim yungávish pexúchi.

These are the buzzard's feet.

Kawísish pexúchi.

The fox's feet.

'Íim pexúchi.

This is her foot.

'Íim nexúchi.

This is my foot.



Lesson 2 Exercise 4

Translate the following sentence into Pá'anexily.

1. These are the mouse's feet.
2. These are the dog's feet.
3. My leg(s).
4. Your leg(s).
5. His leg(s).
6. The dog's feet.
7. The raccoon's feet.
8. These are your legs, and these are my legs.
9. These are his feet.
10. My leg, your leg.
11. My foot.
12. Your foot.
13. Her foot.
14. These are the chicken's feet.
15. This is the hawk's body and these are the hawk's feet.

The next body part we are going to learn is *nenáq'a*, *my ear* or *my ears*. The root for ear or *ears* is *-náq'a*. By now we should be getting familiar with the three prefixes we have been practicing. If we wanted to say your ears, we use the prefix *e-*, meaning *your*, with the root *-náq'a* meaning *ear(s)*. *Penáq'a* means *his/her/it's ear(s)*.

nenáq'a	my ear(s)
enáq'a	your ear(s)
penáq'a	his/her/it's ear(s)

'Íim nenáq'a.

These are my ears.

'Íim enáq'a.

These are your ears.

'Íim penáq'a.

These are her ears.

'Íim tékwel penáq'a.

These are the skunk's ears.

Or you can negate by using *qáy*, *not*.

'Íim qáy tékwel penáq'a; 'Íim tékwel pexúchi.

These are not the skunk's ears; these are the skunk's legs.

'Íim qáy nenáq'a; 'Íim nexúchi.

These are not my ears; these are my legs.



Lesson 2 Exercise 5

Translate the following sentences into Pá'anexily.

1. The fox's ears.
2. The mouse's ears.
3. These are my ears.
4. These are your ears.
5. These are the dog's ears.
6. The raccoon's ears.
7. No, not my ears, your ears.
8. These are the fox's ears.
9. These are the mouse's ears.
10. My ears, not his ears.
11. Your ears, not my ears.
12. No, not his ears, the dog's ears.
13. My ears, your ears, his/her/it's ears.
14. The dog's ears.
15. These are my ears.



'Í'im awál penáq'a.

The next body part we are going to learn is *núyu*, *my head*. This word is made up of the prefix *nú-*, meaning *my*, and the prefix *-yu* meaning *head* or *hair*. We can analyze or break this word apart like this.

Nú-yu

My-head

My head

Now we can say things like:

'Íim núyu.

This is my head.



To say *your head* all we do is change the prefix to *ú-*, meaning *your*, and attach the root *-ýu*, meaning *head*. *Púyu* means *his head* or *her head*. *Púyu* can also mean *its head*. Notice that this set of prefixes uses the vowel *ú* instead of an *e*. Let's go ahead and compare these prefixes in a chart.

	Prefixes with é	Prefixes with ú
My	ne	nú
Your	e	ú
His/her/its	pe	pú

For now, all we need to know is that there are two sets of prefixes for *my*, *your*, *his/her/its*. Let's practice making sentence with *núyu*, *úyu*, and *púyu*.

núyu	my head
úyu	your head
púyu	his/her/its head

Awál púyu áy'anish.

The dog's head is big.



Núyu akúlyi, úyu áy'anish

My head is small, your head is big.

'Íim wáchily púyu.

This is the mouse's head.

'Íim núyu me 'íim tékwel púyu.

This is my head, and this is the skunk's head.

We can negate by using *qáy*, *not*.

'Íim qáy úyu, 'íim enáq'a.

This is not your head, these are your ears.

'Íim qáy kísily púyu, 'íim yungávish púyu.

This is not the hawk's head; this is the buzzard's head.



The root *-yu* also means hair. Look at the examples below. For now, don't worry about learning colors.

Núyu tulníkish.

My hair is black.

Úyu teşhetéşhe'esh.

Your hair is orange.

Púyu pavepáve'ish.

Her hair is gray.

Lesson 2 Exercise 6

Translate the following sentences into Pá'anexily.

1. My head.
2. Your head
3. Her head.
4. This is the chicken's head.
5. This is the mouse's head.
6. This is your head and this is my head.
7. This is the skunk's head.
8. This is not the hawk's head.
9. This is the buzzard's head.
10. My head is big.
11. Your head is small.
12. This is not the fox's legs, this is his head.
13. This is the chicken's head.
14. And these are her ears.
15. My head, your head, its head.
16. My ears, your ears, her ears.
17. My body, your body, his body.
18. My foot, your foot, its foot.



There are many body part roots listed in the back of Mulu 'wetam, but we are just going to learn two more. The next body part we are going to learn is *núpush*, *my eye(s)*. This word is made up by the prefix *nú-*, meaning *my*, and the root *-push*, meaning *eye* or *eyes*. This root *-push* also means *face*. Let's break apart *núpush* into it's meaningful chunks.

Nú-push

My-eye(s)

To say *your eye(s)*, all we change the prefix to *ú-*. *Úpush*, *your eyes*. *Púpush* means *his eye(s)*, *her eye(s)*, or *its eye(s)*. The prefix *pú*, means *his/her/its* and *-push*, means *eye(s)*.

Núpush	My eyes
Úpush	Your eyes
Púpush	His, her, its eyes

Awál púpush.

The dog's eyes.

'Í'im wáchily púpush á'ay'anish.

These are the mouse's big eyes.

To negate we can use *qáy*, *not*.

Qáy núpush, nenáq'a.

Not my eyes, my ears.

Qáy úyu, úpush.

Not your head, your eyes.

Qáy yungávish penáq'a, púyu me púpush.

Not the buzzard's ears, his head and his eyes.

'Í'im wáchily púpush á'ay'anish.



## Lesson 2 Exercise 7

Translate the following sentence into Pá'anexily.

1. The chickens eyes.
2. The fox's eyes.
3. The hawk's eyes.
4. These are the skunk's eyes.
5. These are my eyes.
6. Your eyes.
7. My eyes and his eyes.
8. The mouse's big eyes.
9. These are the mouse's big eyes.
10. This is the hawks head and these are his eyes.
11. Not the dog's legs, his eyes.
12. Not the raccoon ears, his head and his eyes.
13. My eyes, your eyes, its eyes.
14. Not your head, your eyes.
15. Not his eye, your eyes.
16. The raccoon's body.
17. Her legs, her ears, and her eyes.
18. This is my head and these are my eyes.

The last body part we are going to learn is *númu*, *my nose*. It is made up by the prefix *nú-*, meaning *my*, and the root *-mu*, meaning *nose*. By changing the prefix to *ú-*, we get *úmu*, *your nose*. *His nose, her nose, its nose* is *púmu*.

númu	My nose
úmu	Your nose
púmu	His/her/its nose

'Íim númu.

This is my nose

Púmu áy'anish.

His nose is big.

Úmu akúlyi.

Your nose is small.

Wáchily púmu.

The mouse's nose.



We can negate by using *qáy*, *not*.

'Íim qáy awál penáq'a, 'Íim púmu.

These are not the dog's ears, this is his nose.

Qáy úmu, úpush.

Not your nose, your eyes.

Qáy tékwel pexúchi, púmu.

Not the skunks legs, his nose.

## Lesson 2 Exercise 8

Translate the following sentences into Pá'anexily.

1. My nose is not small.
2. My nose is big.
3. Your nose is small.
4. His nose is real big.
5. This is my nose.
6. This is your nose.
7. This is her nose.
8. The dog's nose.
9. The skunk's nose.
10. The fox's nose.
11. This is not the raccoon nose, this is his head.
12. My nose, your nose, his nose.
13. My head, your head, her head.
14. My eyes, your eyes, its eyes.
15. This is the fox's nose.
16. This is the skunk's head and this is its nose.
17. This is my head.
18. These are my eyes.
19. These are your eyes and his eyes.
20. This is my body and your body.