

Discussions

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Information Blocking in Teri

Helen Boxsell

Summer Institute of Linguistics
Okerumba, Papua New Guinea

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Information Blocking in *keri*

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0. Introduction

Different types of discourse in Werì¹ each have their own characteristics. Some can be grouped together as seen in chart 1. There are four discourse genre; narrative, expository, procedural and hortatory. Narrative and expository in turn have their own sub-types. The narrative discourse genre has sub-types: contemporary, history and legend. The expository discourse genre has subtypes: descriptive and explanatory.

1. Grammatical Features of Discourse

The contemporary, history and legend discourse sub-types can be grouped together as they are each spoken in the past tense. History and legend discourses may use the habitative tense, and legends may use simultaneous action and future tense, but this was noted in speech only. These three discourse sub-types are given in third person and the sentences within paragraphs begin with én 'conjunction', pōtaen 'therefore' or the pro-verb pōl bāk or pōl gēn 'having done that'.

Descriptive and explanatory discourse sub-types are similar to each other in that they are given in past or present tense; habitative and mīmūt

simultaneous action were found in descriptive, and future tense in explanatory sub-types. Both use third person, but first person can come into ~~descriptive~~ descriptive. The sentences of ^{descriptive} sub-type within paragraphs commence with En, pötäen or the past pro-word päl läk or päl läön as they do in narrative discourse genre. However, like in the explanatory sub-type there is a noted absence of any of these conjunctions or pro-verbs to commence sentences. The word pöt 'that' at the end of a grammatical section is significant in descriptive sub-type.

Procedural discourse uses present tense with some habitative and future tenses. Third person is used with generic terms to identify participants. There is a noticeable use of pöt 'that' at the end of a grammatical section ~~in descriptive~~ as in descriptive discourse sub-type.

Hortatory discourse is written in second person and a ~~new~~ command or future form of the verb is used sentence finally.

2.0. Information Blocking

In addition to grammatical features of discourse, there are divisions into a number of ~~with~~ semantic

Chart 1:- Comparison of Discourse Types in Veri

Genre	Narrative Discourse Genre		
Discourse sub-type	Contemporary	History	Legend
Tense used		past	habitutive simultaneous future
Person used	specific names		3
Other features		<u>nfl</u> <u>8th ~ 2nd</u> <u>fall ~ pattern</u> to e	
Focus in information block of one or more clauses		Participant or Prop oriented	
Focus in information block which is less than a clause			
Intonation contour over information block			slight down high level down
Features of information block			secondary stress primary stress on pause at end of

Chart 1 continued:-

Expository Discourse Genre	Procedural Discourse Genre	Hortatory Discourse Genre
Descriptive	Imperative	Procedural
past		present
present		habitutive
habitutive		future
simultaneous	future	present habitutive future
specific and generic terms		generic terms
start sentence <u>pöt</u> at the end of a grammatical section	absence of pro-verb	<u>pöt</u> or <u>yek</u> at end of a grammatical section
Subject Matter oriented		Process oriented
time addressee names reported speech location comparison manner direction emphasis added information glide		
intonation		
glide		
on initial word		
on final word		
Information block		2 sc.pl
		when 2nd person is used it is always at the beginning of an information block
		Advice oriented

units called information blocks, which characterize the various discourse genre.

Halliday (1967)² develops the concept of an information unit in English,ⁱⁿ which the speaker decides how much information his hearer can receive at any one time. He makes this decision in the light of what he thinks the hearer already knows, and the resulting package or information unit in English is signalled by a single intonation contour. Grimes (1972)³ discusses this concept, but uses the term information block. I follow Grimes' terminology ~~in~~ in this paper.

While working on information blocking in different types of discourse, it was interesting to note that in ~~discourse~~ discourses such as contemporary, where there is some predictable information for the hearer, the information blocks were longer, whereas when the info information was ~~was~~ new, such as in history and legend⁴, the blocks were shorter. This is also the case in expository, procedural and hortatory discourses.

The end of an information block in Weri is ~~an~~ marked by a pause, with a stress on the final ~~a~~ word of the block. This is symbolised in the examples

by a comma (,). In example (1) below, there is one information block ending with a pause, and stress on the final word g-out.

- (1) Maurice pi-n&nt w-ak lim-& g-out,
 Maurice he-only get-comp in-to go-out,
 'only Maurice got it and went to him.'
- (2) P&I &n, ker koir-ak,
 that way do find-comp
 'He did that and found ...'

In example (2) there are two information blocks. Both end with a pause, and stress on the final word.

- (3) k&kal&p vesir-ak, yang on&tp n&ak,
 working stick put-comp ground hole dig-comp
 '... having put in the working stick, and
 dug holes ...'

In examples (3), there are two information blocks. The first k&kal&p vesir-ak, is followed by a pause, and the final word stressed. The second information block, yang on&tp n&ak, is also followed by a pause, and the final word n&ak is ~~not~~ stressed.

2.1. Information blocking of one or more ~~whole~~ clauses

Normally an information block ~~marks~~^{is} corresponds with one clause. This ^{is} unmarked information blocking. A marked information block may cover less than one

clause or a number of clauses which are bound together by one intonation contour ending with a stressed word followed by a pause. Where there is more than one word in an information block, the first word has a secondary stress, symbolised by (") in the examples below. The word receiving secondary stress corresponds with the point of departure for the information in the block.⁵ It also corresponds with the information that is considered to be relatively more predictable than any other word in the block. The last word of each information block receives primary stress, symbolised by (*) in the examples below. This corresponds with the information that the speaker considers to be relatively informative more informative than anything else in the block, and is what Grimes calls an information centre. The final word of a clause in Weri is the verb stem with or without affixation, which means that primary stress in any unmarked information block falls on the verb. That comes in between secondary and primary stress is phonologically less distinct.

- (4) *piarip non nang-er
tucy.d1 older brother younger brother.d1

'k-ak,
not do-comp

'... these two boys were brothers ...'

Example (4) illustrates unmarked information blocking where one information block covers one clause in which xx pisiwip has secondary stress and ak, the last word, has primary stress. The point of departure for the information block is pisiwip they two'. Since the referent of 'they two' is known, it is relatively more predictable and less informative than anything else in the clause. The verb ak is the information centre of the information block, and conveys the most informative information.

(5) "kg x wcp va wesir-ak,
hauwawypwawget
house post got put-comp

'having got the house post and put it in ...'

In example # (5) two clauses are bound together by one intonation contour ~~fix~~ into one information block. The secondary stress is on kg 'house'. The primary stress is on wesir-ak indicating that to put the house posts in is now end important information in the development of the discourse and therefore the information centre of the information block.

- (6) knu ya-č-ep andm pā 'go-old-ak'
 behind pres-conds behind break 3-throu-comp
 'they were coming behind so I left them
 behind'

Example (6) has one information block covering three clauses. The word knu has the secondary stress, nothing in so this is the point of departure for this information block, and mooldak, being the final word of the block, has the primary stress, and is the information centre of the information block.

Information blocks focus on an item. The item of focus varies according to the type of discourse and the extent of the information block. Information blocks which are less than a clause focus on specific items as described in section 2.2. In this section I describe focus of information blocks which correspond to one or more clauses. In narrative discourse genre the item of focus is a participant or prop, plus ± the activity in which they are involved. When ± there is a change of participant or prop, a new information block is begun. This participant or ± prop is not necessarily the subject of the block; rather the whole block is oriented to/towards that participant or prop. The participant or prop need

not be named, so it is only by following the change of information blocks closely and the interaction of the participants or props that it is understood who or what is under focus in any one information block.

(7) Fatariit utpet ññn, yokot-a&ñ wagñkñx
battery bed do boy-all
ga-nakññ wak Karain kak ññ. ompyad
>give get Garaina village go. good
wan-ak, wak xm wnic, ga-nakññ ñk
make-comp Get come >give try
ñ-ak itaññkññ, panck no-ñ-n.,
do-comp look correct neg-to-neg

'The battery was bad, so he gave it to the boys, who carried it to Garaina, where it was fixed, and then they carried it and came and gave it to him and he tried it and saw that it was no good.'

Example (7) has six information blocks. The first is oriented to the prop 'battery'; the second focuses on the participant 'the two boys'; the third is prop oriented with focus on the 'battery' which is not named; in the fourth information block there is a participant orientation with focus on 'the boys'; in the fifth^{ññkññ} there is another participant orientation with focus on 'he' who is mentioned by

me- in the verb; and in the sixth^x there is prop orientation as the battery 'battery' is in focus again, though not named.

- (8) Kenél zū z-épén-éek, sim koin nən-a-n
to Keni go-3.f-decid sim press end-from
en-é-ék this-sg.cl-loc in ilé-ak, ken z-a-,
wanting to go to Keni they went up out
of sim grassland and went.*

In example (8), there are three information blocks. The first, Kenél zépénéek, is participant oriented with its focus on 'they' who are named in the suffix -épén of the verb. The second information block, sim koin nən-a-n enéék in iléak, is prop oriented with its focus on 'sim grass' which is named; the third info information block, ken za, is participant oriented with its focus on 'they', who aren't named.

- (9) pəmən tup nəbərər w-ak, exp-trace
penun stick two get-comp
verb wer-ɔrər-á nəfəs-nəfəs-é-ék
wing-dl.cl-poss beside-beside-dl.cl-loc
m-ak, w-ak, nənt-ép-ón
put-comp stay-comp friend-sg.cl-ic
pəl na-a-n,
that way 3-say-ic
'he took two penun tree sticks and having

put them beside his wings, stayed and said to his friend...'

Example (9) has four information blocks of which the first, pawun t^ub nab^ora wak, is exprop oriented with focus on the tree type pawun which is named. The next second information block, wereraur^o na^gas^og^og^ok mō^ok, is also prop oriented with focus on wereraur^o 'wings'. The third information block is participant oriented with focus on 'he', a bird, which has been introduced before so it is not named here. The fourth information block is also participant oriented with focus on nōntōpōn 'friend' who is named. This example was taken from a legend where it seems that a participant or prop in focus in an information block is named ziftekkore often than in other discourse types.

Information blocks corresponding to one or more clauses in procedural discourse are process oriented. That is, one information block korruks corresponds with one action or process. A new information block signals a change in focus to a new process. In procedural discourse a completion of an action or process is marked grammatically by the affix -ak on the verb. So, in unmarked information blocking,

primary stress falls on the verb marked for completed action. The beginning of the next grammatical unit corresponds with the beginning of new information block.

- (10) kōn ök-ak, yang nōnak,
store do-comp ground dig-comp

'having stored it and dug the ground ...'

In example (10) there are two information blocks. The first block, kōn ök-ak, shows ~~time~~process that the process of 'having stored' is finished, and in the new information block, yang nōnak, they go on to a new ~~process~~ process in which the ground is dug.

- (11) kōkalōp weair-ak, yang ōnzōp
stick stick in-comp ground hole

ög-ak,
dig-comp

'having put in the marking stick and dug
the holes ...'

In example (11), there are also two information blocks. The first, kōkalōp weair-ak, is the process of 'putting in the marking stick', and the second information block goes on to a new process of skipping 'digging the holes'.

Procedural discourse uses pōt 'that' in a significant way. This word seems to divide the discourse into larger units than syntactic units then

the information block, thus grouping a number of information blocks together. When it occurs, it is always the final word of the information block, and in function it is the centre of that block as it takes the ~~xxx~~ primary stress and is followed by a pause. However it seems that relatively more informative information includes the immediately preceding verb.

(12) omnam iten-ak pöt,
person see-comp that

'the person saw that'

In example (12) the one process, omnam iten-ak, 'the person having seen', would normally be the information ~~of~~ the block, ~~x~~ but the completed action if verb iten-ak is followed by pöt. Therefore the primary stress falls on pöt and this is followed by a pause.

(13) nolčpä na imčnčpä virčnna kante
pig's or marsupial's come along track
~~rč~~ vlčk-ak pöt,
break put-comp that

'having blocked the pig's or marsupial's track ...'

In example (13), which is one information ~~x~~ block, the stress followed by pause would normally

fall on the completed action uln&ak 'having n put', but p&t follows uln&ak so the information block ending of primary stress followed by pause falls on p&t.

The word yok 'right' functions in a similar way to p&t. When it occurs, it ~~is~~ becomes the centre of the information block taking the primary stress for that block and it is followed by a pause.

- (14) ile-an p&t yok,
enters that right

'when he has entered, right ...'

In example (14), yok 'right' becomes the final word of the information block, and so takes the primary stress for the block followed by a pause.

Information blocks ~~maxima~~ corresponding to one or more clauses in expository discourse genre have a different type of focus. They are subject-matter oriented. That is, a particular topic or some aspect of it is focal in any one information block. A new information block suggests a change in subject matter under consideration or some aspect of it.

- (15) p&-w&mk&n p&-par-ta yok, hol-ak
that-sg.cl-also right get-comp

ye-n-eu-ne,
prec-drink-pst-sg.cl

'right, that water is drinking water'

~~Example(15)~~ Example (15) has two information blocks of which the first is pōmerita yok. In this information block, the focus is on the subject matter 'water' which is named. In the second information block, kolek yensumur, the focus is on the quality of the water, 'it is drinking water'.

- (16) wā-añ pō-rō-n, nampa pōmerita
 stay-pot that-pl.cl-poss number
pōt-en ne kōñl ya-t kēsng pan,
 that-ic I ignorant pres-do big very
 'I do not know how many people are there.
 There are very many.'

The subject matter in example (16) for the two information blocks is ^{*}oriented around people. In the first information block; wāñ pōrō, the focus is on 'the people'. In the ~~and~~ second information block, wāñ kōñl ya-t kēsng pan, the focus is on the ~~with~~ quantity of people.

- (17) nañ sinawi xiñt pīñt, kēkain
 word sinawi that-eg.cl steel
tañt,
 get-pot
 'they stole that word sinawi'

In example (17), there are two information blocks. In the first block, nañ sinawi pīñt,

'that word sinevi', the subject matter under focus
in sinevi, while in the second information block,
the focus is that this word was 'stolen'.

The main focus in a hortatory discourse is on the advice given, so unmarked information blocks are advice oriented. Whenever the second guruum person pronoun is used, it is the first word of an information block with secondary stress on it. So, this is the point of departure for the advice which follows.

- (13) pastol pi unis, an-an iteenak-in
pastor he come you.pl-1o sec-2s
nōt, nō-ōk yak, pastol ~~gomeen~~
that I-ag get-comp pastor >give.1.2sg.f

'The pastor will come and see you and I will get (the things) and give them to him.'

There are four information blocks in example (13), and each block gives a piece of advice. In the first information block, pastol = pi unis, the advice is that the pastor is coming. The second information block, an-an iteenak-in nōt, says 'he is coming to see you'. The third information block, nō-ōk yak, gives the advice that 'I will get the things we collected for him', and the fourth block, pastol gomeen, advises that 'I will give them to him'.

(19) ni wiṣo wi-ɔ̄, ni fin paa
 you weak put-our you wife casually
kòntek keir-nan,
thoughtless find-neg

*You are weak, so don't thoughtlessly
 find a wife.*

In example (19), there are two information blocks of which the first, ni wiṣo wi-ɔ̄, tells the person he is weak. The second information block, ni fin paa kòntek keirnan, tells the person not to take a wife without thought. Both these information blocks start with the second person singular pronoun ni ni.

(20) ni wàt-r ònòngò wàt-k, wàt
 you.sg strong-and strong get-comp nose
àn-re màndù àn x-k, àn-òr
 hair-and chin hair co-comp fence-and
yà màin ni k, tù-p-r
 garden different that do-comp house-and
ka màin ni ni k,
 house different that that do-comp

*You become strong and having grown a
 mustache and beard, and is having
 fenced off a separate garden, and having
 made a separate house ...*

In example (20), there are four information blocks each imparting their own advice. In the

first information block, ni yoh̩ kosoŋg̩ yah, the person is told to get strong. Then, in the next second information block, rot ḡere nəmən̩ b̩i ḡak, he is told to grow a moustache and beard. In the third information block, gəñ̩r ya nəm̩ pi pi ḡak, he is told to make a separate garden and in the fourth information block, tum̩r b̩i nəm̩ pi pi ḡak, he is told to make a separate house.

2.2. Information blocks less than a clause

Information blocks, as we have mentioned, may be less than a clause. These are marked information blocks ~~unmarked~~ and usually one word or in length. These marked information blocks have the same ending features as the unmarked information blocks^{px}: stress on the final word followed by ^a pause. When these blocks ~~are~~^{consist} more than one word, the first word has secondary stress and what comes in between is not so ~~distinct~~ distinct. Expository discourse^{genre}, in particular is broken into these smaller information blocks, though other discourse types make free use of them too.

The purpose of marked information blocks less than a clause^{px} is to highlight some information.

They focus on such things as a new participant, prop., temporal or change, an addressee, reported speech, location, manner, amplification of information not already given, added information mix or emphasis.

When a new participant is introduced into the story, he is highlighted by *g* being made the information centre of an information block.

- (21) omarō, on w&m, o Kag&gar-gen,
people only stay up Kag&gar-iron
om Petoro-ora öng-öp,
om Petoro-and wife-eg.cl

'The people stayed while the man Petoro
and his wife from up at Kag&gar...'

In example (21), there are four information blocks. The first, third and fourth information blocks introduce participants ~~block~~. All are less than one clause, and the first and fourth for each introduce participants, who are made the information centre of that block. The first block, omarō, introduces a general group of people, and the fourth block, om Petoro-ora öng-öp, specifically introduces two characters who work in one group, Petoro and his wife.

- (22) Azi, an&m wain-s..
Azi behind ceme-pst

'Asi come behind.'

Example (22) has two information blocks. The first, Asi, is less than a clause and frtm introduces the participant Asi, ~~introduction~~ who is the ~~number~~ information centre of that block, intox the story.

When there is a temporal change, time is made the information centre of the information block. This time change is a change which actually has taken place in the discourse. If a reference is made to time change that has not taken place, that time word is not made the information centre of an information block.

- (23) km ur-ak, Alpm&lk, xm Santeatak
sleep sleep-comp tomorrow Sunday
röök&lk,
early

* 'Shenmet Having slept, the next day,
early on Sunday ...'

In example (23), there are three information blocks. The second and third ~~inform~~ information blocks are less than a clause and focus on temporal change. The second block, Alpm&lk, shows a new time reached in the discourse, 'tomorrow'. The third information block, Santeatak röök&lk, is more specific about this time as it is 'daybreak on

Sunday.

(24) ~~mañt~~ ord-ak, ~~wétn~~ wiap kan,
emerge-comp stay weak road

'having come out we stayed in the
afternoon ...'

Example (24) has two information blocks. The
second block, wiap kan, ~~mañt~~ focuses on a
temporal ~~mañt~~ change, 'afternoon'.

Often, an addressee is focused on by being ~~mañt~~
made the information centre of an information block
with primary stress on the addressee, followed by
a pause.

(25) nñ-pnak ye-em na-en, ...
go-p.f pres-lo I-io

'as he was about to go he said to me ...'

In example (25), na-en is the addressee, so the
primary stress is found on it, and it is ~~mañt~~ the
centre of the information block.

(26) iten-ak, Moriz-án,
see-comp Maurice-io

'having seen it he ~~mañt~~ said to Maurice ...'

Example (26) has two information blocks. The
second block, ~~mañt~~ Moriz-án, is the addressee, so this
is stressed and is followed by a pause, and has been
made the information centre of the information block.

In Weri, when the information block focuses on location, it is a spatial pronoun (Weri Pronoun System) where which is usually the information centre of the information block.

- (27) pörek, kära keßt pör me-n-ek.
 there wood platform open >give-comp
 'there, the platform having parted ...'

Example (27) has two information blocks of which the first, pörek, is a spatial pronoun. This has a primary stress, and is followed by a pause to mark it as the information centre of an information block.

- (28) vi pöök-h önnöök,
 vine that-posc inside
 'inside that vine'

In example (28), there is one information block ending with a spatial pronoun, önnöök 'inside', which is the information centre of the information block, taking primary stress and being followed by a pause.

When the information block focuses on the manner in which an action is done the manner word is the information centre of the information block, as it is stressed and is followed by a pause.

- (29) teññey teññem, pet ir-spant,
 quick finish finish-p.f.

they will finish quickly.

Example (29) has two information blocks of which the first, teñntom, is less than a clause and it is focusing on the manner word, teñntom 'quickly', which is the information centre of that block.

Often for emphasis an item is mentioned out of grammatical order. In Weri, it is usual for the grammatical sentence to end with a verb which has tense, number and person affixation, which is called a final verb.⁶ When this type of emphasis occurs, it is usually an added piece of information, and it is put at the end of the grammatical sentence following the final verb. This extra block is an information block with its own information centre signalled by primary stress on the final word of the block followed by a pause. Putting this item out of grammatical order gives it more highlight.

(30)	Maurice	planənt	w-ək	biç-ə
	Mauryice	hex only	get-comp	-in-loc
	r-aут,	самох-арин..		
	Co-3-ynt	people-with		

Maurice only got it and went to bin with the people.

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3

- (30) Karain eprek-ta kot via,
 Carolina here-also small is,

Kuru-pe,
 Kuru-and

'Carolina here is also small, and Kuru.'

In example (30), where there are two blocks. The first block, Karain eprekta kot via, is a clause ending with a final verb and should therefore be the end of the grammatical sentence, but the second information block, Kuru-pe, has been added out of grammatical order. It has its own information centre signalled by a primary stress and followed by a pause.

- (31) Maurice pintut weak sim-k
 Maurice ha chly set-comp Tim-loc

s-out, omnar&-arin,
 Co-p.pct people-with

'Maurice himself got it and went to Tim
 with the people.'

In example (31), where there are two information blocks, the second block, omnar&arin, follows a final & verb, sout, which is the end of the first information block, and is also the end of the grammatical sentence. This information block has been added out of grammatical order and given added information.

*Amplified information can also be in its own information block. Information is given and then more information to amplify the first is added. Here this amplified information becomes the information centre of the ~~information~~ information block.

- (32) ne-n pep-ap-ö pep-ap-ök,
 I-poss father-sg.cl-poss father-sg.cl-ag
ne-n naönt-öp-ök, in-pi koini
 I-poss friend-sg.cl-ag there-there grass
in-pi-pak koir-a..
 there-there-cl-loc find-3.pst

'My father's father, my friend, not him
 along in the grass area.'

In example (32), there are three information blocks. The first, ne pepapö pepanök, focuses on a participant, 'my father's father'. The second information block, ne naöntöpök, gives amplified information that it is his father's friend. The third information block again focuses on the participant. This ~~xxx~~ second information block has its own information block features of secondary stress on the first word ne-n and primary stress on the final word naöntöpök, making it the information centre of the block. This is followed by a pause.

3. Intonational Contour

An information ~~blocky~~ block in Werí has one intonational contour. Usually, this is a slight downglide on the final word of the block. This intonational contour occurs whenever the block ends in a verb with completed action suffix -ok. Any informational block following this in the same grammatical ~~sentence~~ has a slight downglide on the final word. However, the first two ~~info~~ information blocks of a grammatical sentence may have a high ~~info~~ level contour at the end of the information block if neither of them ~~blocky~~ ends with the completed suffix -ok, in which case there will be a slight downglide. When the information block is the final one in a grammatical sentence, the final information block ends in a ~~xxx~~ noticeable ~~down~~ downglide.

The boundary between two ~~phonological~~ phonological sentences has a downglide followed by high level intonation. This usually corresponds with the boundary between two grammatical sentences which is signalled by a final verb expressing tense, person and number, followed by a pro-verb ~~mfx~~ 'therefore'. The downglide of the phonological sentence falls on

the final verb, and the high level intonation ~~mark~~^{*} follows on the pro-verb or 'therefore', which is the beginning of a new sentence. The end of a grammatical sentence ~~and~~^{*} phonological sentence is shown by a full stop (.) .

- (33) pənək na-č-n. Pəl čən,
correct nos-do-neg that way do

'it was just no good. It was that way ~~mark~~ and ...'

In example (33), the end of the grammatical sentence with the final form of the verb pənək corresponds with the downglide of the ~~phonological~~^{*} phonological sentence. The high level intonation at the commencement of the phonological sentence corresponds with the pro-verb pəl čən at the beginning of the new grammatical sentence.

- (34) kəməlmor vir uča. Pəl
snake come stayed that way

čin-čk Maurice ka kənti fɪt,
do-comp Maurice house house enter

'the snake came and was there. Then
Maurice entered the house ...'

In example (34), the final form of the verb vir uča corresponds with the downglide of the phonological sentence~~s~~^{*}. The high level intonation at the commencement of a phonological sentence corresponds with the pro-verb pəl čin-čk, the beginning of the

new grammatical sentence.

A new ~~phonological~~ phonological sentence boundary does not always corresponds to the grammatical sentence boundary, however.

- (35) Könwii ñt n̩-ok ni ñx w̩
 to Kunwi say >say-comp you fix stay
p̩t k̩st̩k z̩,
 that sun go

'I said to Kunwi, "You stay here at midday."

In example (35), the phonological downglide does not correspond to the grammatical sentence ending, for the downglide falls on a completed action verb ñok, which is not a final ~~verb~~ ~~form~~ verb and thus does not end a grammatical sentence.

- (36) taböl ñ-ak p̩l ñ-ak p̩taam.
 same do-comp that way do-comp therefore
 'having done that, therefore ...'

In example (36), the phonological downglide does not correspond with the grammatical sentence ending, for the downglide falls on ~~a~~ the completed action verb ñak, and not on a final ~~verb~~ form of the verb.

Usually the end of an information block coincides with the end of a ~~phonological~~ and grammatical sentence.

(37) pangk n-e-n.. fsl kaalak
correct neg-do-neg that way again

ka uu-ak,
sleep sleep-comp

'it was no good. It was that way and
having slept ...'

In example (37), there are two information
blocks. The first, pangk n-e-n.. is the final km
information block of a sentence and ends at the
boundary of a phonological and grammatical sentence.

(38) kamelmon wir uña.. fsl ñen-ak
snake come my stay that way no-comp

Maurice ka kont-i ile,
Maurice house house-in go in,

'the snake came and was there. Then Maurice
went into the house.'

Example (38) has two information blocks. The
first kamelmon wir uña.. is the last block in the x
sentence. Its ending coincides with the phonological
and grammatical sentence ending.

There are cases where the information block
carries over a phonological and grammatical sentence
boundary. This being known there is a down glide
on the final verb of the grammatical sentence followed
by a high level contour but there is no pause after

the down glide, this is carried over into the next grammatical sentence. This pattern only happens with the pre-verb p&l 22 &dn though it is not always so.

- (39) gərəin vi-sk vira. P&l &dn koir-ek,
light put-comp come. That way do find-comp
'having put the light he come. Having done
this he put.'

In example (39) the phonological and grammatical sentence boundary correspond with the final verb vira and the pre-verb p&l &dn but the information block does not end here. It is carried over into the following sentence and ends at koirak.

- (40) xənnət too xool-a. P&l &dn waɪs
around dark th sleep-put. That way do come
ha hənən ha wp-put,
we Helen house sleep-put.
'...it became dark. Having done that I
came and Helen and I slept.'

Example (40) is one information block with a phonological and grammatical sentence break after xool-a. There is no pause here so the information carries over into the next sentence and ends at wp-put which happens to be the end of the next phonological and grammatical sentence.

4. Information Blocking in Translation

As information blocking in Weri is so significant , it will be used with meaning in translating the scriptures into Weri. A comma will be used to signal information blocking, except where it corresponds with the end of a grammatical sentence.

Footnotes

1. Weri is a non-Austronesian language of the Goilalan language family spoken by approximately 4,200 people living in the headwaters of the Waria River and in the Ono and Biaru valleys of the Fau Subprovince of the Morobe Province in Papua New Guinea. Material for this paper was collected under the auspices of the Summer Institute of Linguistics from 1962-1975.

The phonetic symbols for the orthography used throughout this paper are as follows: p[p], k[k], t[t], s[s], m[m], n[n], ng[ŋ], l[l], r[r], w[w], y[y], i[i], ē[e], e[ɛ], a[a], o[o], ɔ[ɔ], u[u].

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The following abbreviations and symbols are used in this paper:

ag	agentive
cl	noun classifier
comp	completed action
conj	conjunction
desid	desiderative
dl	dual
ds	different subject
dur	durative
f	future

Footnotes (continued)

io	indirect object
loc	locative
neg	negative
pl	plural
poss	possessive
past	past
pres	present
sg	singular
1	first person
2	second person
3	third person

2. M.A.K. Halliday "Notes on Transitivity and Theme in English" Journal of Linguistics part 2 (1967) 200-211

3. E.
K. Joseph Grimes "The Thread of Discourse" Technical Report No.1, National Science Foundation Grant GS-3180, Ithica: Cornell University (1972) 279-319

4. Amongst the Feri people history and legend discourses are no longer learnt off by heart as is the case in some parts of Papua New Guinea. The young people do not know these discourses, consequently when they hear them there is a lot of new information and so the whole discourse is divided into smaller information blocks for them to take in.

Footnotes (continued)

5. K. Joseph Grimes specifically talks about this in "The Thread of Discourse" in his chapter on Staging 327 see Footnote 3.
6. In Weri a final verb contrasts with a medial verb in that the medial verb does not carry person, number or tense.