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EXTRAPOSITION AND THE FOCUS WORD IN
TLACOATZINTEPEC CHINANTEC¹

by Mabel Lewis

1. Introduction
2. Extraposition
3. The Focus Word
4. Cohesive Functions of Extraposition and Focus Word

INTRODUCTION

1. Prominence in Tlacoatzintepec Chinantec is signalled primarily by extraposition, by a focus word *pa2*, and by a combination of extraposition and the focus word.²

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② raised #'s for tone.

③ consistency in using italics for data.

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-i " \dot{i}

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Extraposition, working independently of the focus word, occurs primarily in those parts of the discourse which are of thematic significance, that is, in those clauses which ``carry the discourse forward'' or ``contribute to the progression of the narrative or argument'' (Callow 1974.52). Its function in such material is to underline the significant components of clauses which contribute to the development of the theme of hortatory, descriptive, and procedural discourse, or to the eventline of the narrative discourse.

The focus word *pa2*, on the other hand, occurs primarily in nonthematic material, that is, in material which ``serves as a commentary on the thematic'' (Callow 1974.52). Its function is to underline the significant components of clauses which comment on statements made on the themeline, and which give additional information regarding events which have occurred in the backbone of the narrative.

One discourse function is shared by extraposition and the focus marker, and one function of extraposition occurs in both thematic and nonthematic material.

Examples are given to illustrate how each of these devices function in discourse.

EXTRAPOSITION.

2. Extraposition is defined, for the purposes of this paper, as any change from the normal word order within the clause. In Chinantec, the verb phrase normally occupies the first position of the clause. Extraposition is most often achieved by moving one or more components to a position preceding the verb. In the vast majority of cases, extraposed material occurs at the beginning of the clause, except where a negative particle or phrase applies only to the extraposed components. Exceptions are infrequent: location words are sometimes extraposed to a position between the verb and subject, and extraposed second objects also do not precede the verb.³

With very few exceptions, components of extraposed material remain in the same order after being extraposed as they would have been in their normal position.

In the examples given in this section of the paper, boxes will be drawn around extraposed material, with the arrow indicating where those components would normally occur.

2.1. EXAMPLES OF EXTRAPOSED COMPONENTS. Nearly every post-verbal component of the Chinantec clause may be extraposed. No examples have been found to date to show extraposition, independent of focus word pa2, of the adjective phrase or the second object. The subject of the clause is the component most often extraposed.

Examples of the extraposition of each clause component are given below. The various functions of extraposition will be given in sections following.

(a) subject extraposed

Tsø3əfn3 joún2 juø4 jính3.
that person died(3)⁴ trail Usila

`That person died on the trail to (the town of)
Usila.'

(b) object extraposed

Jáh3 pan2 əfn3 cá3thánh2s.
animal big the grabbed(3)

`The big animals he grabbed.'

(c) location phrase extraposed

Nín2 jon3 chí1 kiosco .
on that stands(I) kiosco

`On top of that (place) stands a kiosco.'

(d) predicate adjective extraposed

Ta3 cou3 ja4 lø3 .
neg scary int sb

`It's not very scary.'

- (e) predicate noun extraposed

Jān4 ta3 ú3 nain3 thia3
neg int neg no longer war there is

Ji21a1.

here

`There is no longer any war here.'

- (f) manner phrase extraposed

Jān4 ta3 u3tan2 jn0nh2s Jáh3.
neg int neg regularly kill-3 animals

*is this correct?
1+0?*

`But people don't regularly slaughter animals.'

- (g) time phrase extraposed

Cú3nain3 cuh4 f3
when it's still dark eat (impv) tortillas

quiáh1 m0n2t042 re3 ai4.
ref (2) when well hangs

`Eat breakfast early in the morning when it's good
weather.'

✓ = ✓ not?

(h) object of referent extraposed

tsə3əfn3 əp1 quioh1 i3jia34.

that person hangs(I) reföf him nom-comes(I)

'Those peoples' (coffee) will hang (grow) in the
coming year.'

2.2. THE MAJOR FUNCTION OF EXTRAPOSITION. The major function of extraposition, independent of the focus word *pa2*, is to underline or give emphasis to the significant components of clauses which contribute to the development of the theme of the discourse, or which are on the eventline of a narrative discourse.

Extraposition frequently occurs in clauses in which the first thematic statement of the discourse is made or in those which name the topic of the paragraph. The following three examples comprise the opening clauses of three texts. In each case the significant component is highlighted by extraposition, indicating its importance to the theme of the corresponding discourse.

The relator of the text from which Example 1 is taken urges his fellow townsmen to work harder.

Example 1

Cú3nain3 *cuh4* *f3* *quiáh1*
when it's still dark eat(imp) tortillas ref(2)

møn2tø42 *re3* *ai4.*
when well hangs(I)

`Eat breakfast early in the morning when it's good
weather.'

Example 2

Man3tá1 *f3* *ŋaøn3* *jnan12* *lø3,* *møn2lin2.*
int dcm laugh(I) I sb Adelina

Jnánh1 *cou3* *jmon4* *jan3* *tsø3ñounh4*
int strangely does(3) one man

ŋøn2 *jnon3.*
walking there out of sight

`I really feel like laughing, Adelina. A man
walking over there is doing really funny things.'

Example 3 is taken from a text describing how tortillas are made. The word 'man' is highlighted, since later on in the discourse the other responsibilities having to do with the making of tortillas are ascribed to the woman.

Example 3

Tsø3ñounh4 nin2quioun1 cuu3 quioh1
 man goes to bring(3) corn reföf him

of him?

gui nainh4 nin3cuø3.
 is inside inside corncrib

'The man goes to bring his corn from where it is
 inside the corncrib.'

The following two examples are the first clauses of the paragraphs in which they occur, and name the topics of those paragraphs.

The theme of the text from which Example 4 is taken is that a fiesta taking place in a town nearby is very good. The person relating the text enumerates the good points of the fiesta.

Example 4

Toún2 nóh4 tsou3 jmon4 soun1.

two groups persons make(3) music

`Two bands are making music (at the fiesta).

Example 5

Cuo2niónh2 nanh4 minh1 caú4

to and make(impv) you(pl) little money

nín2Juáh3 ta3 thia3 quiáh1;

if neg there is reföf you

ta2 Jou3 nion4 ñuin3 coun3.

work town sb year next

`Go and make a little money if you don't have
any, (because) there will be town work next year.'

Extraposition occurs less frequently in thematic clauses occurring in other parts of the paragraph.

Extraposition also highlights new information, especially in material which is part of the themeline.

Example 6

Gua2Juanh1 *Jnan12 coun3 cuento*

would like to-say(intv)(1) I one story

liáh3 lə3 jon3 i3 cá3cə2 Jan3 tsou3,

adv sb that dcm dreamt(3) one person

Juáh3. Tsə3lo42 cá3cə2s Juáh3.

said(3) burro dreamt about-3 said(3)

'I would like to tell a story about what a man said
he dreamt. It was about burros he dreamt, he said.'

Example 7

Cá3cuún3 pa2 tsou3 tionh2. Ji2lə3 mánh3

fled(3) FOC persons pl where-sb mountains

ñin2tiánh2s .

went to live-3

'The people fled (from the flood). To the mountains
they went to stay.'

Example 8

Jon3 cá3ñin2aø2s.

Coun3 ji2lø3

then went to chase and chased-3 one where-sb

jminh1 caun2 cá3joú3s leín3.

base rock caught-3 perceive(3)

‘Then he went and chased (them). At the base of a
rock he caught up with them, he dreamt.’

One of the most common functions of extraposition is to signal
contraexpectancy in thematic material.

Example 9

Ta3 cón3neín2 ou3 tø4 quíoh1 líá3jøn34

neg same herb cures(I) ref(3) all

jáh3.

animals

‘It is not the same herb that cures (the bites
of) all animals (snakes).’

Example 10

Ta3 1iá3jøn34 tøn3 nounh4 ou3 quioh1
 neg everyone knows how(3) find(3) herbs ref:for

jáh3 nion42.

animals but

`But not everyone knows how to find herbs for (to
 cure) snakesbites.'

Example 11

Quinh4 ta3 tsø3møn3 tá2 nion42.

neg int neg women weave(3) but

`But it isn't the women who weave.'

Example 12

Thio12 tsø3jau1 meinh2 eín3 ta3 guí2 .

mother possum little the neg allow(3)

`But the mother of the little possum wouldn't allow
 (it).'

THE FOCUS WORD

3. The focus word pa2 occurs almost always in clauses which are nonthematic.⁵ It's major function is to highlight the significant components of clauses which make some kind of statement about preceding thematic material in the discourse. In narrative texts, it occurs in clauses which comment on or give additional information on that which is part of the eventline. In other kinds of texts it occurs in clauses which support or give additional information regarding statements made in clauses which are part of the themeline. In all types of discourse it occurs in clauses the content of which is contrastive with statements previously made on the theme or eventline.

In the majority of cases, components of the clause which are highlighted by the focus word pa2 are also extraposed. The major exception is the predicate noun or adjective. The extraposition of components put in focus by pa2 sometimes gives emphasis to those components. In other cases the extraposition contributes to poetic effect (see examples 60 through 64).

The focus word normally highlights the word or phrase which immediately precedes it in the discourse, although entire clauses can be in focus (see examples 41 through 44). It is usually obvious which component or components are in focus when words or phrases in focus are extraposed. When material in focus is not extraposed, however, it is often less obvious which component or components are in focus. In many cases everything in the clause which precedes the focus marker appears to be in focus.

In the majority of cases, when focus marker *pa2* functions in extraposed material, all of the extraposed material is placed in focus. The adjective phrase is the only major exception. Adjective phrases placed in focus by *pa2* when extraposed are never extraposed independently of the subjects which they modify. The entire noun phrase, therefore, is extraposed, but with only the adjective or adjective phrase in focus.

3.1. EXAMPLES OF FOCUSED CONSTITUENTS. Examples of all of the clause components which have been found to occur with the focus word are given below. In the first example given for each component, the element in focus is extraposed. In the second, the element in focus is in its normal position. Only one example is given in those cases in which components have been found to occur in only one of those positions.

(a) subject in focus

Liá3jøn34 nein2 jáh3 thian3 pa2 tionh2 .
 every kind animal there is FOC stands/is(3)

'Every kind of animal there is was there.'

Ai4 jmøn3 pa2, juáh3 møn2lin2.
 hangs(I) rain FOC says(3) Adelina

`It's raining, that's why, Adelina says.'

(b) object in focus

Á3thiah4 pa2 jmon4s .

blankets FOC make-3

`Blankets is what they make.'

Ni6n3s 1f3ñen4 ju1jmain4 pa2s.

wants-3 isb-know(3) language FOC-3

`She wants to learn the (our) languages.'

(c) adjective phrase in focus

Ju6n34 pa2 jáh3 cá3j6n3s .

many FOC animals captured-3

`He captured many animals.'

Thia3 1ioún3 1øñ34 pa2 møñ3 coh4s.

there are many int FOC medicines handle-3

`There are many, many medicines that they handle.'

(d) manner phrase in focus

Güé3 j1ánh1 pa2 cá3ŋø3n3 man31øh4 .

low int FOC travelled(I) airplane

`The plane travelled very low.'

Liá4quin3 1ø34 pa2.

dried up(I) int FOC

`They (the crops) dried up completely.'

(e) time phrase in focus

Nén2 pa2 man3 nan2jmoúnh3s n1un12

now FOC presently pl-make-3 houses(3)

tionh2 n1on42.

their again

`Now, however, they are making their houses again.'

Gua2n1n2ŋø3n3 jnan12 tiá3minh1

think I will-go walking(1) I little while

pa2, 1ø1n3s.

FOC think-3

` ``I think I will go walking a little while,`` he

thought.'

(f) location phrase in focus

Naính3 kiosco Jon3 pa2 ɭɔ3 ji2manh1 minh1 .
inside kiosco that FOC sb market little

'Inside that kiosco there is a little market.'

Jau1 quioh1 sai42 i3 thia3 ji2la1 pa2.
word refäabout yucca dom there is here FOC

'A word about the yucca that there is here.'

(g) referent phrase in focus

Juɔ4 coche quioh1 tsɔ3eín3 pa2
means car reföf(3) that person FOC

ñin2ɲɔn2 jnanh1.

went going we

'By means of that person's car we went.'

Man3tá1 guion3 tsɔ3s cá3naún2s soún1
int pleased hearts-3 listened-3 music

quioh1 tsou3 jinh3 pa2s.

reföf(3) persons Usila FOC-3

`They really enjoyed listening to the music of the
people from (the town of) Usila.'

(h) verb in focus

Quinh4 ta3 nián2 pa2 jnaøñ12 cóh2s.

neg int neg open(I) FOC lock handles-3

`The lock he was handling just wouldn't open.'

(i) predicate noun in focus

Thia 11á31ø3 pa2 len42.

there is significance FOC think(1)

`There is a significance (to the dream, I think).'

(J) predicate adjective in focus

Re3 pa2 1ø3 jinh3.

good FOC sb Usila

`It's good in Usila.'

Tionh2 re3 pa2tsø3.

are(pl) well FOC-3

They are well.

(k) second object in focus

Cá3quiúh4 caun2 pa2s leín3.

hit(pst)(3) rock FOC-3 perceive(3)

`He hit (them) with a rock, he dreamt.

(l) sentence conjunction in focus

I3jon3 pa2 cou3 minh1 lø3

for this reason FOC scary little sb

møŋ2tø42 cá3aø34 man3løh4 ji2lø3

when hung(I) airplane place-sb

mánh3 pa2 guia2 cú3nion4 chí2 tø4güé2.

mountain big because adv-sb air underneath

`For this reason it's a little scary when the plane
was hung over big mountains: because there is air
underneath.

3.2. THE MAJOR FUNCTION OF THE FOCUS WORD. As has already been stated, the major function of the focus word *pa2* is to highlight the significant components of clauses which comment positively or negatively on statements made on the themeline or eventline of a discourse.

3.2.1. First the function of *pa2* will be discussed and illustrated in those clauses which give positive support or additional information regarding material on the themeline of expository, procedural, or hortatory texts or in the eventline of narrative texts.

In Examples 13 to 19, clauses in which the focus word *pa2* occurs make statements about the topic of the paragraph in which they occur. Themeline material begins on the lefthand margin, and statements commenting on that material are indented.

Example 13 is taken from a text about the sheep in a certain town. The relator interrupts the discourse from time to time to discuss the sheep with another person present, Adelina.

Example 13

Man3tá1 co3 tionh2s.

int ugly are(pl)-3

Liá3jain4 pa2 tionh2s.

muddy FOC are(pl)-3

Tá1 laóh4 jnián3s.

int bad look-3

Liá3guah4 jain4 pa2 tionh2s.

hardened clay FOC are(pl)-3

Lé3 liá3go34 ló3, lín3 møn2lin2.

why like that sb think(2) Adelina

Mana3tá1 guioh4 tionh2s.

int pretty are(pl)-3

Ai4 jmøn3 pa2 juáh3 møn2lin2.

hangs(I) rain FOC says(3) Adelina

Jon3 pa2 quian1 jáh3 gon34

that's why FOC carry() animals those

jain4.

clay

`They are very ugly. They're muddy. They look

awful. They stand covered with hardened mud. Why is it like that, do you think, Adelina? They are very pretty. It's because it's raining, Adelina says. That's why those animals have clay on them.'

Example 14 is taken from a text about the raising of pigs in the relator's hometown. In this section of the text, he says that when there are a lot of people in the village slaughtering pigs and selling the meat about the same time, not every part of the pig is sold.

Example 14

Thian34 in2 ɭá2 ja4 nion42.
there isn't anyone buys(3) a lot and...either

Lø3 thi62 pa2 ɳún3.
sb left over(I) FOC meat

Thia3 lou3 sai h1.
there is skin fried

Thi62 pa2 mɔn2tø42 jɳaøh2s.
left over(I) FOC when kill-3

‘And there aren’t people who buy a lot, either. It happens that meat is left over. There is fried skin. (It is) left over when they slaughter.’

Example 15

Liá3h3 jmónh2 nun3 min3jñon42. Jnánh1 thia3
 how do(2) you compadre(1) int there is

f3 cúh2 nun3.
 dcm eat(2) you

Tsø3aø1 tán3 pa2 ñún3 niúnh1 nun3,
 hung(I) always FOC meat house(2) your

Jen34en.
 see-1

Lioún3 ja4 pa2 ñún3 aø1 niúnh1
 much int FOC meat hung(I) house(2)

nun3, Jen34en.
 your see-1

Aø1 liá3jø34 Jmaøñ2 pa2 ñún3
 hung(I) every day FOC meat

nion42.

and

` ``What do you do, ``compadre'', that you have
(meat) to eat? Always there is meat hung in
your house, I've noticed. Lots of meat is hung
in your house, I've noticed. And every day
meat hangs.'''

Example 16

Ta3 re3 ɭɔ3 Mitla.

neg good sb Mitla

Laɔh4 pa2 coh42 tsou3.

bad FOC hometowns(3) persons

Güé2 laɔh4 ɔ3quinh1 pa2.

soil bad int FOC

`It's not good in Mitla. The hometowns of (other
people are bad. (They have) soil that is
completely bad.'

Example 17

Chan12 jnan12 coun3 jau1 éh3 ta2

say(intv)(1) I one word what work

jmon4s Mitla.

do-3 Mitla

jmon4 Mitla pa2s á3thiah4 mōnh1 j1é3

make(3) Mitla FOC-3 blankets thick int

jon3.

those

Liá3jð34 neín2 pa2 jmon4s.

every kind FOC make-3

`I'll say a word about the work they do in (the town of) Mitla. In Mitla they make those really thick blankets. They make every kind of blanket.'

Example 18

Cá3tsoún3s jáh3 eín3, leín3, juáh3.

grabbed-3 animals those perceive(3) said(3)

Cá3quiúh4 caun2 pa2s leín3.

hit(pst)(3) rock FOC-3 perceive(3)

`He grabbed those animals, he said he dreamt. He

The following are paragraph topic sentences from a hortatory text. The theme of the discourse is that the people of the relator's hometown should work harder. It is uncertain why the final topic sentence is without the focus word.

Example 21

Guu3 pa2 jaøh1 nanh4 minh1 thon3.
 corn FOC plant(impv) you(pl) little more

'Plant a little more corn.'

Ta2 café nen42 pa2 jmón2 tsou3
 work coffee just about FOC do(3) persons

ca2minh1 nion42.
 little also

'People are just about to do the work of planting
 coffee also.'

Aun4 jaøh1 nanh4 minh1 thon3 quín3
 chile plant(impv) you(pl) little more year

hit the with a rock, he dreamt.'

Example 19

Lø3 coun3 nin3 ji2 ɲønh4s con3nonh1
sb one house where gather-3 hour

ñín2. Jen34s con3nonh1 quiá2 nion42.
nine finish-3 hour ten and

Coun3 hora pa2 jmon4s ta2.
one hour FOC do-3 work

Liá3jon3 pa2 jmon4s tiu2la3.
thus FOC do-3 nowadays

'It is a house where they gather at nine o'clock.
And it finishes at ten o'clock. For an hour they
work. That's how they do it nowadays.'

3.2.2. The focus word *pa2* occasionally occurs in clauses which are part of the themeline of an expository discourse or part of the backbone of a narrative. This takes place in clauses which announce the topics of paragraphs, when these clauses themselves reiterate the theme of the

discourse and comment on one aspect of that theme. The focus word may also occur in the topic sentence of a paragraph which gives a summary of the discourse or reiterates in some way the theme of the discourse.

The person relating the text from which the three sentences in Example 20 are taken describes a trip he took by plane. The theme of the text is that the trip went well, and the sentences below, each of which are topic sentences of separate paragraphs, reiterate and expand on the theme.

Example 20

Re3 pa2 joú3 jnanh1.

well FOC came(1p1) we

'We came well.'

Re3 pa2 lə3 man3ləh4, ai3 Ji2ñin42.

well FOC sb airplane hangs(I) place-above

'The plane goes well, flying in the air.'

Cuu34 pa2 jnanh1 re3.

arrived(1p1) FOC we well

'We arrived well.'

The following are paragraph topic sentences from a hortatory text. The theme of the discourse is that the people of the relator's hometown should work harder. It is uncertain why the final topic sentence is without the focus word.

Example 21

Cuu3 pa2 jaøh1 nanh4 minh1 thon3.

corn FOC plant(impv) you(pl) little more

'Plant a little more corn.'

Ta2 café nen42 pa2 jmón2 tsou3

work coffee just about FOC do(3) persons

ca2minh1 nion42.

little also

'People are just about to do the work of planting coffee also.'

Aun4 jaøh1 nanh4 minh1 thon3 nuin3

chile plant(impv) you(pl) little more year

coun3 nion42.

next also

‘And plant a little more chile next year, also.’

The following is the topic sentence of a paragraph which gives a summary of a text about the weaving which is done in the town of Mitla.

Example 22

Jmon4 Mitla pa2s á3thiah4 mōnh1 jlé3 jon3.

make(3) Mitla FOC-3 blankets thick int those

‘They make in Mitla those really thick blankets.’

This reiterates the theme of the discourse, which is given in the following sentence which occurs near the beginning of the text:

Mitla jmon4 tsou3 ta2 tá2s á3thiah4.

Mitla do(3) persons work weave-3 blankets

‘In Mitla the people do the work of weaving
blankets.’

In narrative texts, the movements of the characters from place to place often indicates change of paragraph. When such movement comprises a significant portion of the eventline of the text, the motion verbs of paragraph topic sentences are sometimes put in focus.

Example 23

I3jon jónh2 *pa2 jnan12 nion42.*
 then came back home(3) FOC I again.

'Then I came back home again.'

Example 24

Cá3tanh2 *pa2s møn2tø42 man3*
 went back home(3) FOC-3 when perf

1iá4jón3 *jáh3 eín3, 1eín3s*
 were captured(3) animals those perceive-3

juáh3.
 said(3)

'He went back home when those animals had been
captured, he dreamt, he said.'

3.2.3. The function of *pa2* in those clauses which make statements contrasting with material on the themeline or eventline will be illustrated in Examples 25-31.

In most cases, *pa2* puts into focus the significant components of clauses which make statements contrasting with material which has been given in the topic sentences of the paragraph in which they occur, or in other thematic or eventline clauses in the paragraph. This is illustrated in Examples 25-30.

Example 25

Ta3 ca2au1 man3canh2 nøn4s.
neg chickens already big sell-3

Jáh3 meinh2 pa2 f3 n'+n4s.
animals little FOC dcm sell-3

'It's not adult chickens that they sell. What they
sell is little chickens.'

Example 26

Jón4 mən2jaú3.

neg native dresses

Á3thiah4 pa2 jmon4s.

blankets FOC make-3

'But they aren't native dresses. It's blankets that they make.'

Example 27

Ján4 tá3 tsə3mən3 tá2 nion42.

neg int neg women weave(3) but

Tá2 tsə3ñounh4 pa2 tá3.

weave(3) men FOC weaving

'But it isn't the women who weave. The men weave weaving. It's the men who do that work.'

Example 28

Jón4 man3 chf1 ji2guúnh3 da3

neg tree grows(I) far away definitely

cá3guú3s nion42.

climbed-3 but

Man3 chf1 tsaih4 pa2 cá3guú3s nion42.

tree grows(I) patio FOC climbed-3 rather

'But it definitely was not a tree that was growing
far away that he climbed. Rather, it was a tree
growing just outside of the house that he climbed.'

Example 29

Ján4 tiu3 cá3tøn3s nún3. Joún2 pa2

neg int not again got-3 meat died(3) FOC

guiah4.

lion

'But they didn't get meat again. (Instead) the lion
died.'

Example 30

Jon3 tiu3 cá3thaí3 thio12s güéh4. Guia2

so not again sent(3) mother-3 well because

ta3 cá3tón2s ηún3. Lø2 cá3nán3
 neg got-3 meat just was wounded(3)

pa2s

FOC-3

'Well, so his mother didn't send him again. Because
 he didn't get meat. He just got wounded.'

3.2.4. *Pa2* may also put into focus the significant components of
 themeline statements if those statements contrast with paragraph topic
 sentences as a part of the structure of the discourse.

The theme of the text from which the paragraphs in Example 1 are
 taken is that the author's hometown is very good, and other towns are
 inferior. Each paragraph begins with two sentences which introduce that
 paragraph. The first reiterates the first part of the discourse theme,
 that is, that the author's hometown is good. The second sentence
 introduces the topic of the paragraph which develops that theme. Later
 on in the paragraph, another thematic sentence reiterates the second
 part of the theme, that is, that other towns are inferior. A second
 sentence contrasts with that which has introduced the topic of the
 paragraph. Clauses following develop this negative aspect of the
 paragraph topic.

Example 31

Paragraph 3:

Tso4 pa2 re3 ɿɔ3 ʃi2ɿ1. Lɔ2 pa2
 true FOC good sb place-this grows(I) FOC

ɿi3ʃɔ34 ɿɔ2.
 everything grows

Thia3 pa2 ʃinh4.
 there are FOC oranges

Thia3 mango thia3.
 there are mangos there are

Li3ʃɔ34 pa2 ɿ3 thia3.
 everything FOC dcm there is

Tso4 pa2 coh42 tsou3. Ta3 man3
 different FOC towns(3) persons neg tree

thia3 pa2.
 there are FOC

Li3ʃɔ34 man3 ɿ3 aɔ34 maɔn3 nen34 --

every tree dcm comes fruit now

Lø2 i2thoún2 tsou3 ji2la1. Lø2
 just like persons place-this just

i1thoún2 tsou3. -- Thian3 tsø3juáh3
 like persons there are persons-say(3)

ti3 i3 lø2 co42s.
 neg dcm grows(I) town-3

`It's true that it's good here. Everything (all kinds of fruit) grows. There are oranges. There are mangoes. Everything that there is. It's different in other towns. There aren't (fruit) trees. All the kinds of trees that fruit grows on, now --that the people here just enjoy -- that people just enjoy --there are people who say they don't grow in their hometowns.'

First section of Paragraph 4:

Re3 pa2 lø3 con42 jnanh1 la3. Thia3
 good FOC sb town(1) our this there is

pa2 ta2 thia3.
 FOC work there is

Lioún3 ta2 thia3.

much work there is

Re3 pa2 ɬɔ3.

good FOC sb

Ta2 thia3.

work there is

Tso4 pa2 ji2siáh3. Ta3 thia3 ta2

different FOC place-different neg there is work

jmon4 tsou3.

do(3) persons

Thia3 eín3 juáh3s jmon4s ta2 jmoun3.

there are those say-3 do-3 work straw mats.

Ñan3 jmon4s ta2 u2jin1.

and do-3 work sombrero

Liá3nen3 pa2 juáh3 ɬiá3jɔn34 tsɔ3já2

thus FOC say(3) every person-comes

tɔ4siáh3.

other directions

'This our town is good. There is work. There is a lot of work. It's good. There's work. It's different other places. There isn't work that people do. There are people who say they do the work of making straw mats. And they make sombreros. That's all the people say who come from different places.'

Clauses which support a thematic statement and clauses which give contrastive information may occur in the same paragraph, as is illustrated in Example 31 above and in the two examples following.

Example 32

Cá3cuán2 min3tsou3 cua3 tso42. Gón2
 came(3) priests live(3s) Mazatlán. two

min3tsou3 cá3cuán2.
 priests came(3)

Cá3counh4 pa2s jáh3 chú3.
 ate(3) FOC-3 animals yesterday

Nén2 pa2 tiu3 counh4s jáh3.

today FOC no longer animals

Man3tá1 güðn2 jmaðn2 nén2.

int holy day this

Jmánh4 í3ηuinh1 pa2 cuh4s nén2. Galleta

just bread FOC eat-3 today cookies

pa2.

FOC

Tou3 pa2. Quioh1 jáh3

bananas FOC reföbjeçt marker(3) animals

taionh2 jmaðn2 pa2.

live water FOC

Man3 íí3 cúh4 pa2s

already able to eat(intv)(3) FOC-3

ííá3jð34 í3thia3 tsá4ou3.

everything nom-there is tomorrow

`Priests who live in Mazatlán came. Two priests came. They ate animals (meat) yesterday. (But) today people can't eat animals (meat). Today is very holy. Just bread people eat today. (And)

Man3 á41ð2 pa2.

already finished(I) FOC

`Yes, it's finished.'

or

Ai4 pa2.

lacks FOC

`No, there is some to go.' (No, we're still
eating.)

Example 34

Speaker 1:

Ó3 nfnh1 nun3.

question marker at home(2) you

`Are you at home?'

Speaker 2:

Cuon42 pa2 jnan12.

at home(1s): FOC I

`Yes, I'm at home.'

Example 35

Speaker 1:

Ó3 *thia3* *jmøn3roú3* *quiáh1*
 question marker there is soda pop reföf(2)

nun3.

you

`Do you have any soda pop?'

Speaker 2:

Thia3 *pa2.*

there is FOC

`Yes, I do.'

or

Man3 *tse4* *pa2.*

already gone(I) FOC

'It's all gone.'

At first glance, this function of the focus marker might seem unrelated to that which is described in section 3.2. Actually, this function might be considered as the context in which the major function of *pa2* operates. For example, the second clause in Example 14 might be translated: ``Yes, the hometowns of other people are bad.'' And the last clause in Example 36 below is accurately translated, ``No, it's that I love him.''

In the section of the narrative text from which Example 36 is taken, a lion has been asking permission to become friends with a little possum.

Example 36

Jon3 juáh3s thaóh2s guiah4, ``Ton12 jon3
 then said-3 said to-3 lion motive this

man3cou2 nun3: ton12 jon3 gua2cunh4 nun3
 lie(2) you motive this unreal-eat(2) you

Jon34on3 éh1.``
 son-1 indicate(2)

`Then she (the mother of the possum) said to the
 lion, ``This is your motivation for lying: you'd
 like to eat my son.'''

Jon3 juáh3 guiah4; cá3ŋaøñ2 guiah4; Jon3
 then said(3) lion responded(3) lion then

f3jon3 juáh3 guiah4, ``f3 nón4 pa2
 then said(3) lion dom love(1) FOC

jnan12s; joú2s 1en42.``
 I-him poor thing-3) think(1)

`Then said the lion; the lion responded? then after
 that said the lion, ``No, it's that I love him.
 I feel sorry for him.''

In Example 37, the focus word indicates affirmation.

In the section of the narrative text from which Example 37 is
 taken, a woman has asked her husband's friend to let her know the next
 time he plans to go hunting, so that she can send her husband with him.
 The man answers:

Example 37

``Chf2 nin2jon3,`` ju4h3 min3jñon42s.

good then said(3) ``compadre``-3

``Juanh1 pa2 jnan12 nin2jon3 møn2tø42

say(intv)(1) FOC I then when

nain42 nin2jon3.``

go(1s) then

``Okay, then,`` said her ``compadre``. ``Yes, I'll

let you know, then, when I go.``

3.3.2. In content questions, the component which is crucial to the answering of the question is in focus. Example 38 is taken from conversation and Example 39 and 40 from text material.

Example 38

Speaker 1:

Jainh42 ñón2 Be4.

where went(3s) Roberto

`Where did Roberto go?'

Speaker 2:

Man3 ɲón2 mánh3 pa2s.

perf went(3s) mountain FOC-3

`He's gone to the mountain (ranch town).'

The speech quoted in Example 39 is from a narrative text, and follows that which is quoted in Example 16. A woman asks her husband's friend how it is that he always has so much meat to eat, and he answers:

Example 39

Guø3ai4 ɭiá3 pa2 quion12. Man3 pa2 ai4

hangs(I) trap FOC reföf me wood FOC hangs(I)

quion12. Jon3 pa2 thia3 ɭ3 cúnh1

reföf me that's why FOC there is dcm eat

Jnan12 ɭø3.

I sb

Adelina says. ``That's why those animals have clay
on them.'''

3.3.3. The focus word can also function on the sentence level to put an entire clause in focus. One such sentence level function is illustrated here. The particles *jon3* and *i3jon3* are translated 'for this reason' when referring to material given in the following clause of the sentence, or 'that's why' when referring to material given in previous clauses or sentences. They may or may not be in focus. If the *jon3* or *i3jon3* refer to the following clause of the sentence, the significant word of the following clause, to which they refer, may or may not be in focus as well. In Example 41, the particle *jon3* looks forward and is in focus, whereas in Example 42, the particle looks backward and is in focus.

Example 41

Jon3 *pa2* *chán3* *jnan12* *coun3* *jau1* *la3*,
this is why FOC say(1) I one word this

guia2 *ta3* *liá3jon34* *ñen4* *liáh3* *thánh3s*
because neg everyone knows(3) how grab-3

jáh3.

‘ ‘ ‘My trap hangs. (I have a trap set.) My wood
 thing hangs. (I have a wooden trap set.) That’s
 why I have that which I eat (meat to eat).’ ‘ ‘

That which is quoted in Example 40 is a portion of that which is
 given in Example 14.

Example 40

Lé3 ʔiá3go34 ʔə3, ʔín3 mən2ʔín2.

why like that sb think(2) Adelina

Man3tá1 guioh4 tionh2s. Ai4 jmən3 pa2

very pretty are(pl)-3 hangs(I) rain FOC

juáh3 mən2ʔín2. Jon3 pa2 quian1

says(3) Adelina that’s why FOC carry(3)

jáh3 gon34 ʔain4.

animals those clay

‘ ‘ ‘Why is it like that, do you think, Adelina?’ ‘ ‘

‘ ‘ ‘They are very pretty. It’s raining, that’s why.’ ‘ ‘

animals

`This is why I'm telling this story, because not
everyone knows how to hunt animals.'

Example 42

Tsou3 jaø2 quiáh1 nun3; jon3 ti3
persons look(3) refät you you that's why neg

ti3 loh4 nun3.
neg bathe(2) you

`People (would) stare at you; that's why you don't
bathe (in the river).'

In Example 43 the particle *jon3* looks forward, and the clause to which it refers is in focus. In Example 44, the *jon3* looks forward, and both the particle and the clause to which it refers are in focus.

Example 43

Jon3 thoúnh3s: guía2 í3 7ø3
this is why grab-3 because dcm sb

i2cúh4pa2s.

eat(intv)-FOC-3

`This is why they grab (fish) (go fishing): because
they feel like eating (fish).'

Example 44

Jon3 pa2 thia3 caú4 quion12
this is why FOC there is money reföf me

jnan12 guia2 í3 theinh4 tsø3cua2
me because dcm stands(3s) horse

nén2 pa2.

that FOC

`This is why I have money, because I have that
horse.'

COHESIVE FUNCTIONS OF EXTRAPOSITION AND FOCUS WORD

4. The ways in which extraposition and focus word function to indicate prominence have been described above. Both extraposition and the focus word also contribute to cohesion. Extraposition contributes to lexical cohesion, and both extraposition and the focus word contribute to the functions that repetition performs in discourse.

4.1. LEXICAL COHESION. Extraposition contributes to lexical cohesion in both the thematic and nonthematic material of the discourse. In the examples below, items which are ``introduced'' in one clause, and which are significant to a following clause, are extraposed. The extraposed element is separated from the rest of the sentence by a comma.

Example 45

Chan12 Jnan12 coun3 jau1 éh3 ta2 jmon4s
 say(intv)1 I one word what work do-3

Mitla. Mitla, jmon4 tsou3 ta2 tá2s
 Mitla Mitla do(3) persons work weave-3

a3thiah4.
 blankets

`I will say a word about what work they do in Mitla.

In Mitla people do the work of weaving blankets.'

Example 46

Thia3 møn2 Jnánh1 tah42 manh1 jáh3.
there are times int low price animals

Møn2jon1, Jnánh1 Jñəðnh2s.
times-those int kill-3

'There are times when the price of animals is very low. At those times people slaughter (their own animals) a lot.'

Example 47

Tøh4 man3 cá3chá2 tsø3dón2 eín3, jon3
after perf told(3) old person that then

cá3chá2 tsø3dón2 jmaðn3 Antonio Régules
told(3) old person named(3) Antonio Régules

García. Tsø3dón2 eín3, ñen4 liáh3 cónh3
García. old person that knows(3) adv adv

møn2 cá3l62.
when began(I)

'After that old person had told (me) (the history of my hometown), then an old person named Antonio Régules García told (it). That old person knows how it was when it (the town) began.'

Example 48

Tso4 pa2 sɔ2 *ɪ3 ta3*
true FOC if(contrary to fact condition) dcm neg

jmon4s tsón4 ɪ3 thánh3s jáh3, ta3 jáh3,
make-3 effort dcm grab-3 animals neg animals

lɔ2 cua2jánh1.
just unreal-caught(intv)(3)

'It's true that if one wouldn't make an effort to catch animals, the animals just wouldn't be caught.'

Example 49

Lɔ2 thi62 pa2 ɲún3. Thia3 lou3
sb left over(I) FOC meat there is skin

saih1. Thi62 pa2 mɔn2tɔ42 jɲaɔh2s.
fried left over(I) FOC when kill-3

Lou3 Jon3, ʔə3 thɪ62 pa2 quioh1s.
 skin the sb left over(I) FOC ref-3

'Meat is left over. There is fried skin. It is
 left over when they slaughter. The skin is left
 over on them.'

Orientation clauses frequently occur in Chinantec. Their usual function is to introduce a subject which is too complicated grammatically to be included in the clause which follows, and which comments on it. Less frequently, their function is to put into focus the item placed in the orientation clause. In some cases, a pronoun or noun which refers back to the subject matter of the orientation clause is extraposed, resulting in cohesion between the orientation clause and the clause to which it pertains.

Example 50

Jáh3 tha1h2s juh1 -- jáh3 eín3,
 animal call-3 armadillo animals those

cuh4 maəŋ3quíu3.
 eat(3) berries

'The animal which people call 'armadillo' -- those animals eat berries.'

Example 51

Tsø3ta3 aø2 quioh1 tiu2la3 --
 persons-neg hang(I) *reföf* them now

tsø3eín3, aø1 quioh1
 those persons hang(intv)(I) *reföf* them

f3jia34.
 nom-coming

'Those people who don't have coffee growing now
 -- those people will have coffee growing (on
 their vines) next year.'

The focus word *pa2* occasionally focuses on the component extraposed for lexical cohesion.

Example 52

Ñan3 11á3jon3 pa2 jnin4s si2cuáh1 nion42.

and thus FOC plant-3 yucca and

Lia42 jnin4s si2ro;u12 jon3 pa2 jnin4s
as plant-3 sweetpotatoes the FOC plant-3

nion42. GuUnh3 jon3, pa2 toh4s güé2.
also tendril the FOC put inside-3 earth

'And that's how they plant yucca. As they plant
sweetpotatoes they also plant yucca. They put the
tendril inside the ground.'

4.2. REPETITION IN NARRATIVE DISCOURSE. Chinantec narrative discourse is characterized by extensive repetition, in which the content of one clause is repeated in a second clause, and sometimes in a third. In most cases, minor additions or changes take place when such repetition occurs, but no new explicit information is added. In many cases components of the clause are rearranged, and some components extraposed.

Repetition performs two functions. Since in Chinantec it occurs in every part of the discourse except in pivotal and climactic material, it does not itself mark prominence except in a negative sense; it gives prominence to the content of the clauses which are not repeated. In a positive sense, it serves as a literary device which gives the narrative

discourse (and, to a lesser extent, other discourse types) a kind of
 ``poetic'' effect.

Example 53

Joh42 tsou3 i2jon1 ji2l03
 animate reföf(3) persons place-that place-sb

ji2naun1. Ji2l03 tionh2 tsou3, ji2l03
 fields where-sb live(3pl) persons where-sb

rancho, Ji2tionh2 tsou3 quioh1.
 ranch where+live(3pl) persons ref(3)

‘(They were) pigs belonging to people (who lived)
 there in the fields. Where people lived. Where
 there was a ranch. Where people lived.’

Example 54

Jon3 cá3f2 guiah4 ch64Jo4 nín3á3.
 then entered(3) lion middle corral

Cá3nin2quian12s ŋún3 quioh1 ca2ju01
 went and brought back-3 meat reföf(3) cows

eín3. Cá3nín2quian12s ηún3.

those went and brought back-3 meat

`Then the lion went into the middle of the corral.

He went and brought back (the) meat of those cows.

He went and brought back meat.'

Example 55

``Á3 ñín3jmaønh4,`` juáh3. ``Éh3 1íá41ø2
 where godfather(2) said-3 what happened(I)

juáh3s. ``Éh3 1íá4jainh4 ñín3jmaønh4,``
 said-3 what happened to(3) godfather(2)

juáh3s tha1h2s tsø3jau1 mein2 eín3.
 said-3 said to-3 possum little that

` ``Where is your godfather?`` she said. ``What
 happened?`` she said. ``What happened to your
 godfather?`` she said, she said to the little
 possum.'

Example 56

Nón3s møn2thon34s jmaøn3. Ta3
 wants-3 impbe baptized-3 water neg

thian34 əɪn3 thɪan3 tsø3113
 there isn't anyone there is person+sb

tsá4thiɔunh3 quioh1s.
 go to hold (3) reföbobject marker-him.

Ts3tsø4thioúnh3. Tsø3113 i2jmaøn2s.
 person-go to hold (3) person+sb godfather-3

'He wanted to be baptized. (But) there wasn't anyone to go hold him (while he was baptized). A person to go hold (him). A person to become his godfather.'

Example 57

Jon3 cá3cho34 ca2juø1. Cá3cho34 ca2juø2
 then arrived(3) cows arrived(3) cows

i2jon1.
 place-that

'Then the cows arrived. The cows arrived there.'

4.2.1. Extraposition performs two functions in clauses in which such repetition takes place. In some cases it highlights or gives emphasis to important elements of the clause. In other cases it marks 'old information' and contributes to the poetic effect that such repetition creates.

Example 58

Jon3 nin2jen34 jnan12 ñinh4. Jnan12 ñinh4,
 so go to see(1) I first I first

nain42 mən2nen34.
 go(1) advice word

` ``Now, I'll go and see (how things are) first.
 I'll be the one to go first.'` '

In the narrative text from which this Example 59 is taken, a lion is trying to make friends with a young possum. The possum's mother, however, believes that the lion wants only to eat her son. In an effort to convince the mother of his honorable intentions, and since he is aware that the possum has been looking for a godfather, the lion offers to ``hold'' the little possum while he is baptized. That is, he offers to become the possum's godfather.

Example 59

ˋˋˋNin2thiánh4an2s nin2jon3. Jnan12

go to holdI-him in that case I

n7n2thiánh4 nin2jon3. Nin2thiánh4an2s

go to hold(1) in that case go to holdI-him

güéh4.

okay

ˋˋˋI'll go to hold him, that being the case. I'll

go hold (him), in that case. Okay, then, I'll go

to hold him.ˋˋˋ

4.2.2. Extraposition in everyday dialogue is common. Questions such as the one asked by Speaker 1 in Example 60 substitute for greetings in Chinantec; the question would be asked of someone on her way to the river carrying a load of dirty clothes. It is not asked to verify that it is indeed clothes that Speaker 2 is going to the river to wash. The meaning of the question might be better translated: ˋˋI see you're going to wash clothes.ˋˋ It is a rhetorical question, but the

element of the first clause, producing a chiasitic structure which gives unity to the clause and its repetition.

Example 61

Jon3 ɲɔn2 tsɔ3eɪn3, tsɔ3eɪn3
 then went(3s) that person that person

tsɔ3man3 guian4 eɪn3.
 person-already acquainted with that

Tsɔ3man3 guian4 eɪn3 ɲɔn2s.⁶
 person-already acquainted with that went(3s)-3

'So that person went, that person who already was acquainted with (the area). The person who already was acquainted with (the area) went.'

Example 62

ʔ3jon3 pa2 ta3 re3 ɭɔ3 i2jou1 jon3
 that's why FOC neg good sb town the

ɭɔ3 nen3, guia2 cá3tsán2 tsou3
 sb now because died(3pl) persons

tsø3tøn3 si3 liáh3 møn2jián2.

persons-know how paper adv before

Juøn34 tsø3tionh2 tsø3tøn3 si3

many person-pl persons-know how paper

cá3tsán2.

died(3pl)

`That's why the town isn't good now, because people
who knew how to read and write before died. Many
people who could read and write died.'

In Example 63 all the clauses have an extraposed element. The last two clauses are parallel structures in a generic specific paraphrase relationship.

Example 63

Liáh3jon3 pa2 jmon4s tiu2la3. Tso4 pa2

thus FOC do-3 nowadays different FOC

nuin3 cá3tsá2. Ta3 liáh3jon3 cá3jmón3s.

year finished(I) neg thus did-3

Ta3 ta2 jon3 jmón3s.

neg work that did-3

That's how they do things nowadays. (It was)
different last year. They didn't do it like that.
They didn't do that work.'

The following example from a narrative text describes the circumstances under which a man was murdered. Both the repetition and the accompanying extraposition add pathos to the description.

Example 64

Tsaih4 pa2 quíoh1 ts3eín3 níon42.

outside FOC reföf him that person and

I2jon1 cá3joún2s møn2 cá3raun34 f3 cuo3

there died-3 when washed(3) dcm hands(3)

døh2. Cuo3s møn2raun34 cónh3 níñ2

Just think that hands-3 imp-wash(3) adv house

quíoh1s.

reföf him

'And (it happened) just outside of his house. Just think that there he died while he was washing his hands. He was washing his hands near his house!'

4.2.3. The focus word *pa2* also occurs in repeated material, sometimes in conjunction with extraposition, and sometimes independently of it. Like extraposition, it either focuses on important components in a clause, or contributes to the poetic effect that repetition creates.

Example 65

<i>Gua2chan12</i>	<i>jnan12</i>	<i>coun3</i>	<i>jau1</i>
would like to-say(intv)(1)	I	one	word

liáh3 lə3 quioh1 ɲuín3. í3 liáh3
adv sb refäb(3) pigs dcm adv

lɔ3 quioh1 jáh3. Jáh3 meinh2 pa2 eín3
sb ref(3) animals animals little FOC those

man3cuun34s. Man3cuun34s meinh2 chih1 03quinh1
care for-3 care for-3 little tiny int

pa2s jáh3 éín3.

FOC-3 animals those

`I would like to say a word about how it is with
pigs. About how it is with (those) animals.
People care for those animals when they're little.
They care for them when those animals are very
little.'

Example 66

Ta3 nián2. Quính4 ta3 nián2 pa2.

neg open(I) int neg open(I) FOC

`It didn't open. It just absolutely would not
open.'

Example 67

Thia3 ʔiáʔiə3 ʔen42. Thia3

there is significance think(1) there is

ʔiə3 quioh1 ʔen42.

significance ref:for him think(1)

`There is a significance (to the dream), I think.

It has a significance for him, I think.'

Example 68

Ta3 m6nh1 ja4 n6n3. Jon3 thian34
neg expensive int meat that's why there isn't

efn3 jna6nh2 ja4, gua2 ta3 m6nh1
anyone kill(3) a lot because neg expensive

n6n3. Quinh4 ta3 m6nh1 pa2 n6n3.
meat int neg expensive FOC meat

'The meat doesn't bring a very high price (in our village). That's why there isn't anyone who slaughters a lot, because the meat doesn't bring a high price. The meat doesn't bring a good price at all.'

Example 69

Ján4 ta3 tsø3m6n3 tá2 nion42.
neg int neg women weave(3) but

Tá2 tsø3ñounh4 pa2 tá3. Tsø3ñounh4
weave(3) men FOC weaving men

pa2 jmon4 ta2 jon3.

FOC do(3) work that

`But it isn't the women who weave. The men weave weaving. It's the men who do that work.'

In the following examples the components marked with *pa2* seem to be put in focus for poetic effect only. Nothing in the context suggests any other reason for placing the word 'meat' in focus in Example 70, or the word 'we' in focus in Example 71.

Example 70 is from the speech of a lion in a narrative discourse. The lion is explaining why he wants to make friends with a little possum.

Example 70

Non34 jnan12 jon3: qu1h1 jnanh1

want(1) I this eat(intv)(1p) we

ηún3 quíonh2 a13. Cúh4 a13

meat with each other eat(intv)(3) aforesaid

jmanh4 ηún3. Nún3 pa2 cúnh2 jnan12.``

Just meat meat FOC eat(1) I

``This is what I want: (that) we eat meat
together. We will eat only meat. I eat meat.``

Example 71

``Nen42 cá3tø3 jon3 ji2quíh1
Just about reached(I) there place-eat(intv)(1p1)

jnanh1 ŋún3,`` juáh3s. ``Man3 quíh1
we meat said-3 about to eat(intv)(1p1)

jnanh1 ŋún3. Man3 quíh1 jnanh1 pa2
we meat about to eat(intv)(1p) we FOC

go34,`` í3 thaíh2s tsø3jau1 meính2
over there dcm said to-3 possum little

eín3.

that

``We have just about reached the place where we
will eat meat,`` he said. ``We are about to eat
meat. We are about to eat meat over there,`` is
what he said to the little possum.``

Example 72 is the closure of a discourse about a dream which was described to the relator of the text. It is typical of Chinantec text closures.

Example 72

Cón3nen3 cá3tsán2 pa2 jau1 nen3. Ta3
adv-that finished(1) FOC words these neg

thia3 ja4 man3chí2 jau1 ló3 juanh1
there is lots int words sb say(intv)(1)

Jnan12. Cón3nen3 jau1 í3 cá3chá2 pa2s.
I adv-that words dcm said(3) FOC-3

Cón3nen3 í3 cá3cø2 pa2s juáh3. Cón3nen3
adv-that dcm dreamed(3) FOC-3 said(3) adv-that

cá3tsán2 pa2.
finished (1) FOC

`With that I have finished these words. There isn't
a whole lot that I will say. That's all that
he said. That's all that he dreamt, he said.

With that I have finished.'

APPENDIX: TLACOATZINTEPEC CHINANTEC TEXT

THE WORK THEY DO IN MITLA

INTRODUCTION

I. 1. *Chan12* *jnan12* *coun3* *jau1* *éh3* *ta2*
 say(intv)(1) I one word what work

Jmon4s *Mitla.* 2. *Mitla* *Jmon4* *tsou3* *ta2* *tá2s*
 do(3) Mitla. Mitla do(3) persons work weave(3)

a3thiah4.

blankets

I. 1. I'm going to say a word about what kind of work
 they do in Mitla. 2. In Mitla the people do the work of
 weaving blankets.

EXPOSITION

II. 3. *Man3tá1 re3 jnián3 ta2 jmon4 tsou3*
 int pretty looks(I) work do(3) persons

Mitla. 4. jmon4s ta2 lia42 jmon4s ta2
 Mitla do(3) work as do(3) work

møn3jaú3. 5. Jón4 mæn3jaú3. 6. A3thiah4
 native dresses neg native dresses blankets

pa2 jmon4s. 7. Tá2s. 8. Tá2s -- lia42
 FOC make(3) weave(3) weave(3) as

tá2s mæn3jaú3 pa2 tá2s nion42.
 weave(3) native dresses FOC weave(3) conn

II. 3. The work the people of Mitla do looks very pretty. 4. They weave blankets just like people weave native dresses. 5. But they aren't native dresses. 6. They make blankets. 7. They weave. 8. They weave -- as people weave native dresses, they weave blankets.

III. 9. *Tá1 re3 jnián3 a3thiah4 jmon4s.*
 int pretty look(I) blankets make-3

10. *Møn3tau42 cah1 jlé3 nion42. 11. Møn41*
 shawls big int and thick

tan3tián3. 12. *Lø3 Jnin3.*

int sb hair

13. *Liáh3 Jnián3 a3thiah4 lön3 tsou3*
as look(I) blankets sb(animate) persons

lön3 -- tsou3 møn2thian3 guió4nén2.
sb(animate) persons imp-there are long ago

III. 9. The blankets they make look very pretty.
10. Also the big shawls. 11. They're really
thick. 12. They are made of wool. 13. The
figures on the blanket look like the people who lived
long ago.

IV. 14. *Ján4 ta3 tsø3møn3 tá2 nion42.*
neg int neg women weave(3) but

15. *Tá2 tsø3ñounh4 pa2 tá3.* 16. *Tsø3ñounh4*
weave(3) men FOC weaving men

pa2 Jmon4 ta2 jon3. 17. *Jmon4s ta2, ta2 tá2s*
FOC do(3) work that make-3 work work weave-3

a3thiah4. 18. *A3thiah4 i3 jlön2 tsou3.*
blankets blankets dcm cover oneself(3) persons

19. *Í3 thaíh3s `cobiJa'.* 20. *Í3jon3 jmon4s*
 dcm call-3 blanket that is what do(3)

ta2 Mitla.

work Mitla

IV. 14. But the women don't weave. [Note: this fact is viewed as significant because it is the women who weave in the author of the text's hometown.] 15. The men weave weaving. 16. The men do that work. 17. They do the work, the work of weaving blankets. 18. Blankets that people cover themselves with. 19. Which are called 'cobijas' [In Spanish]. 20. They do that work in Mitla.

V. 21. *Man3tá1 líoún3 í3 jmon4s.* 22. *Jmánh4*
 int many dcm make-3 nothing but

í3 jmon4s ta2 jon3. 23. *Tá2s.* 24. *Juøn34*
 dcm do-3 work that weave-3 many

tsø3ñounh4 jmon4. 25. *Man3tá1 re3 ta2 jon3*
 men do(3) int pretty work that

quioh1s jmon4. 26. *Guia jnánh1 mónh1.*
 reföf them do(3) and int expensive

V. 21. There are many things that they make. 22.
 They do nothing but the work of weaving. 23. They weave.
 24. Many men weave. 25. The work that they do is
 very pretty/good. 26. And it's very expensive.

RECAPITULATION

VI. 27. *Jmon4 Mitla pa2s a3thiah4 mōnh1 jlé3*
 make(3) Mitla FOC-3 blankets thick int

Jon3. 28. Lø3 Jnin3. 29. Liá3jø34 nein2 pa2
 those sb hair every kind FOC

jmon4s. 30. Í3thai4. 31. Liá3jø34 nein2 pa2
 make-3 nom-striped every kind FOC

jmon4s.

make-3

VI. 27. They make in Mitla those very thick blankets.
 28. They are made out of wool. 29. They make all kinds.
 30. Striped ones. 31. They make all kinds.

CLOSURE

VII. 32. *Liá3nen3 pa2 7ø3.* 33. *Liá3nen3*

thus FOC sb thus

7ø3 f3 jmon4s Mitla pa2. 34. *Joun42 jnan12*

sb dcm do(3) Mitla FOC told you(I) I

nanh4 liá3h3 7ø3. 35. *Cón3nen3 cá3tsán2 pa2.*

you(pl) adv sb adv-that finished(1) FOC

VII. 32. That's how it is. 33. That's what they do

in Mitla. 34. I told you how it is. 35. With that I have finished.

ABBREVIATIONS

for Extraposition and the focus word in

Tlacoatzintepec Chinantec

adv - adverb word, adverbializer

an - animate

conn - connective

dcm	- dependent clause marker
FOC	- the focus word <i>pa2</i>
I	- Inanimate subject
imp	- imperfect
impv	- imperative verb
int	- intensifier
intv	- intentive aspect
isb	- intentive state of being verb
neg	- negative word
neg int	- negative intensifier
nom	- nominalizer
perf	- perfect
pl	- plural
pst	- completive aspect

ref: - referent

The word has been abbreviated when a free translation of the referent word has been added after the colon.

sb - state of being verb

(1) - first person singular

(1pl) - first person plural

(2) - second person singular or plural

(3) - third person singular or plural

(3s) - third person singular in those few verbs which distinguish between singular and plural in the third person

(3pl) - third person plural in those few verbs which distinguish between singular and plural in third person

Pronoun markers (1) through (3pl) mark person of subject of verbs, person of possessor of inalien-

able nouns, in some cases, the person of the object of the referent.

- 3 - When the third person verb is followed by the third person pronoun ~~s~~ the clitic is marked with the numeral /3/, and the notation (3) is dropped from the translation of subject of verb.

- (-) - In cases in which it seemed useful to give separate translations for each syllable of a word, hyphens are used between the translations of each syllable.

REFERENCES

- Callow, Kathleen. 1974. Discourse Considerations in Translating the Word of God. Grand Rapids, Michigan: Zondervan Publishing House.
- Longacre, Robert E. 1976. An anatomy of speech notions. Lisse, Belgium: Peter de Ridder.

FOOTNOTES

1 Tlacoatzintepec Chinantec, one of about a dozen mutually unintelligible dialects of the Chinantec language, is spoken by 2,000 people in the town of San Juan Bautista Tlacoatzintepec, Cuicatlán, Oaxaca. Chinantec is of the Otomanguanean language family. The data on which this paper are based were principally taken from texts related by Alicia Gregorio de Tiburcio, Quintiliano Carrasco Hernandez, and Donato Régules Jerónimo. Grateful acknowledgement is made to Tom Willett for his help in the writing of this paper.

The following is the inventory of phonemes in Tlacoatzintepec Chinantec, with the orthographical symbols which differ from the phonemic given in parentheses: voiceless stops p, t, k (qu before i, c before all remaining phonemes) and glottal stop (h); voiced stops b and g; voiceless fricatives f (f) and θ (th); voiced fricative d (d); voiceless affricates ts (ts) and č (ch); voiced affricate dž (r); voiceless sibilants s and š; lateral l; nasals m, n, and ɲ; semivowel h (j); and vowels a, e, i, o, u, and ɨ (ɔ). Also written are a palatalized series: ty (ti), ky (qui), gy (gi), θy (thi), dy (di) and ny (ñ); a labialized series: kw (cu), gw (qu), nw (nu) and hw (ju); tones 1 (high), 2 (mid-high), 3 (mid) and 4 (low); ballistic stress ('); and nasalization (̃ syllable final).

2 The following features also indicate prominence: 1) Prominence is signalled in peak and pivotal events by lack of repetition and shorter clauses. 2) Verbs are sometimes put in focus or given emphasis

by repetition. See examples 31 and 56 of this paper. 3) In oral discourse, components are given emphasis by pronounced phonological emphasis. 4) Orientation clauses (see examples 50 and 51) put sentence topics in focus.

3 Certain conjunctions occur sentence initial before the extraposed element. These include *jon3*, *i3jon3* 'then', 'that's why', 'this is why', 'this is how'; *li43jon3* 'thus', 'how'; *i3tso4*, *tso4* 'it's true that', *ñan3* 'and', 'but'; *guia2* 'because'. (*Jon3* and *i3jon3* have different meanings when not functioning on the sentence level. *Jon3*, for example, may be translated 'that' or 'there' when not on the sentence level, and *i3jon3* 'that thing'.)

4 Active verbs are inflected simultaneously for person, aspect, and transitivity in Chinanted. In the examples in this paper, iterative aspect is indicated by using an English present tense verb, completive aspect by an English past tense verb, and intentive aspect by the marker (intv) after the translation of the verb. Verbs of other aspects are given informal translations; for example, a verb of completed motion aspect is translated, in Example 9: ``he went to chase and chased''.

5 Topic sentences which reiterate and expand on the theme of the discourse are the exception. See the paragraph which discusses Examples 20-24.

6 This is one of the few cases in which the third person pronoun

follows the verb when the subject of that verb, to which it refers, is extraposed. (See final sentence of Example 62 for contrast.