DISCOURSE   GRAMMAR

STUDIES IN INDIGENOUS LANGUAGES OF
COLOMBIA, PANAMA, AND ECUADOR

PART   1

Robert E. Longacre, editor

Frances Woods, assistant editor

resguardosuya' nasa   iisa ty   cjäambu   atÚ'.
reservation-in person each they staff-of-office   carry.

Cyäa cjäambu   yu's-   a'   baston tyi yase'.
That staff-of-office (theme) (topic)-baston   they name.

Cyäa baston vu' _ - ⁻pālma chundana ü'tsrra',   jycuette
That baston (theme) palm chonta, carving-SS,   tip-on

viyu-chijme pjaatnisa piyäjte ' viyu-chijme ii sultyjica
silver   hammered middle-in silver   some ring

na'wë fyutsni ty   qui'pu'. / Cyteea' cordon beesa
like-one nailed they put.   / There   cord   red-one

tsëysa na'wë ty   tundÚ', cordon vitssu cjasa's
blue-one thus they tie,   cord   tips-on wool

äch-na'wë   umnisa. Cyäa yu'   autoridad atni'
saucer-shaped woven.   That (theme) officials to-carry

jï'ty.   Cyä's atrra   ty cabildu-nasa   maä
they-say. That carrying-SS they town-officials some

i'   wejy iiwejch iiw   _   ui', sa'   maava
(intens.) more prome   ___ ___ and-SS whoever

uycajn   äasu   ___ra   ___ ___i'. Cyä'wë yüurra
so-may-see in-open ___rgin___ss ___ ___ Thus doing-SS

hasta Payaan pa'j ___jva___a's at___   ty u'jue'.
to   Popayán to ___ren___hat carr___g-___ they go.

Pescalsa'   c___ ___ ___u ___rra',
lesser-officials st___o___ ___ ___ng-SS,

fytüucuërráava atu___ ___ty
stick-only   car___

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OF COLOMBIA, PANAMA, AND ECUADOR

PART I

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DISCOURSE GRAMMAR

STUDIES IN INDIGENOUS LANGUAGES OF
COLOMBIA, PANAMA, AND ECUADOR

Robert E. Longacre, editor

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Summer Institute of Linguistics

and

University of Texas at Arlington

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Indigenous Groups of Panama, Colombia, Ecuador and Brazil speaking languages studied in this project.-

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CONTENTS

PAEZ DISCOURSE,
PARAGRAPH AND SENTENCE STRUCTURE

Florence L. Gerdel
and
Marianna C. Slocum

Abbreviations

A	Answer	Narr	Narrative
A-R	axis-relator	neg	negative
Alter	Alternative	Neg. Ant.	Negated Antonym
Ampli	Amplification	Neg. Grad.	Negated Higher Gradient
Ant.	antecedent	no.	number
Antith	Antithetical	Para	Paraphrase / Paragraph
Apod.	Apodosis	P	predicate
Attest	Attestation	pl.	plural
BU	Build-up	pos	positive
(C)	consonant	Prop	Proposition
Cause M	cause margin	Prot.	Protasis
Cl	clause	Prelim	Preliminary
Clo Seq	Close Sequence	Purp M	purpose margin
comp	comparative	Q	Question / Quote
conj.	conjunction	Ques	Question
Cons.	sonsequent	Quot	Quotation
Coor	Coordinate	QF	quote formula
DS	different subject	recap.	recapitulation
Dir	Direct	ref.	reference
Dep.	dependent	Rel	Relator
Dial	Dialogue	REM	Remark
Elab	Elaboration	R̄EM	Counter Remark
emph	emphasis	RESP	Response
Ev	Evaluation	Rhet	Rhetorical
Ex.	example	S	sentence
Exist.	Existential	S. Topic	sentence topic
Expl	Explanatory	S/D	same or different subject
F	Formula	SS	same subject
gen.	generic	Sect.	section
id	identical	seq.	sequence
Ind. Q.	indirect quote	sg.	singular
Ind. Ques.	indirect question	spec.	specific
Indep.	independent	Sub.	subsequent
intens.	intensifier	TM	time margin
interj.	interjection	(V)	vowel
juxt.	juxtaposition		

For the purposes of this paper, SS and DS may indicate same or different participant or situation as well as same or different subject.

O. INTRODUCTION

Páez, according to the classification of McQuown (1955), is a member of the Macro-Chibchan linguistic family of South America. The official census of 1972 lists 35,724 Páez people living on 'resguardos' (land belonging to the Colombian government but set aside for Indians) in the Department of Cauca. In addition to the Páez who live on private property elsewhere in Cauca, that is, on non-'resguardo' land, approximately 3,000 live in southern Tolima, many others live in the Department of Valle de Cauca, and still others have migrated to the more distant Caquetá and Putumayo areas.

The Páez call themselves *nasa* and their language *nasa yuwe*. There are dialectical differences from one area of the tribe to another, such as: Tierradentro, numerically the largest dialect; Tacueyó; Pitayó; Jambaló; Totoró; Caldono; Toribio; Corinto; and Paniquitá. However, with the exception of the Paniquitá dialect, the dialects are mutually intelligible.

The data, approximately 250 pages of text, which formed the basis for this analysis of Páez discourse, paragraph, and sentence structure represent the Pitayó dialect and were gathered during residence in the area intermittently from October 1964 to April 1972.

The authors are indebted to Porfirio Ocaña Nache and to Rogerio Yonda Guejia for their patience and invaluable help in the study of the Páez language.

In addition to the entire section on sentence structure, Marianna C. Slocum is principally responsible for the recording, transcription, translation, and grammatical analysis of the illustrative text material used throughout, and for the information presented in the section on discourse structure as well as paragraph topic and notes on linkage. The analysis of paragraph structure is principally the contribution of Florence L. Gerdel.

While the analysis of both general and detailed features of sentence, paragraph, and discourse types has been essential to the understanding of Páez language structure, certain insights resulting from the present study have brought special satisfaction. These areas, only partially understood before investigation of the total discourse, include:

1) prominence (see discussion of the front-shifting of the subject referent, Section 1.2.3, description of the Narrative Paragraph, Section 2. 9.1 , and description of Discourse Peak in the Páez text, The Opossum Dance),

2) thematization (see Section 1.2.6), and

3) topic (see Section 2.2).

1. Páez discourse structure

While there are many inter-relationships between the discourse
and paragraph types, and paragraph and sentence types, of Páez,
each area is presented separately in order to give a clear picture
of its distinguishing characteristics.

The major discourse types include: Narrative, Expository,
Procedural, and Hortatory.

1.1 The charts which follow list the principal features of the various
discourse genre and their subtypes, if any, and include information
relevant to:

1) focus (theme-line vs. time-line, Callow, 1974)

2) person

3) participants

4) tense

5) linkage

6) special features not included in points 1-5.

Certain items found in the charts are then discussed more
specifically. These include:

1) background information

2) same or different participants

3) front-shifting of subject referent

4) attitudinal markers

5) speech attribution tagmeme

6) thematization.

PAEZ discourse Genre

NARRATIVE:

General	Biographical	Autobiographical	Legendary
1. Time-line is focal.	1. Same.	1. Same.	1. Same.
2. 1/3 person.*	2. 3 person.	2. 1 person.	2. 3 person.
3. Specific participants.	3. Same.	3. Same. Speaker in focus.	3. Same. Agent in focus; hero of legend.
4. Past tense, but not restricted to past in background information or direct quotes.	4. Same.	4. Same.	4. Past/remote past tense.
5. Chronological linkage. Conjunctions showing S/D participants: *sa'*¹ 'and-Same Participant', *atsa'* 'and-Different Participant'.	5. Same.	5. Same.	5. Same.

6. Frequent use of Time Margin. Front-shifting of subject referent for prominence	6. Same	6. Same. Use of Rhetorical Questions.	6. Same. Repeated use of inferential *me'* by some speakers (see Section 1.2.4). Use of speech attribution tagmeme (see Section 1.2.5).

CHART I

Note: a further subtype is the Expository–Narrative Discourse which combines points 1-4 (focus, person, participants, tense) of the Expository Discourse (Activity subtype) with points 5-6 (linkage and special features) of the Narrative Discourse (see Páez text, The Opossum Dance).

* In this context, the numeral 1 represents first person; 3 represents third person.

PAEZ Discourse Genre

EXPOSITORY:

Explanatory	Activity	Descriptive
1. Theme-line is focal.	1. Theme-line is focal, but time is also important.	1. Theme-line is focal.
2. 3 person.	2. 3 person.	2.. 3 person (only by subject referent)
3. Nonspecific partici-pants, if any.	3. Nonspecific participants.	3. No participants.
4. Present tense.	4. Present tense, but not restricted to present in background information or direct quotes.	4. Present tense.
5. Logical linkage.	5. Chronological linkage.	5. Juxtaposition.
6. Theme-line marked by *yu'*.	6. Same.	6. Same.

CHART 2

PAEZ Discourse Genre

PROCEDURAL:

1. Time-line is focal, but theme is also important.
2. No person marked.
3. Nonspecific participants, mentioned (rarely) by role when necessary.
4. General obligatory tense 'one ought to'.
5. Chronological linkage.
6. Frequent use of Purpose Margin.

CHART 3

HORTATORY:

1. Theme-line is focal.
2. 1 person plural. 2 person sg. or plural.
3. Speaker-hearer relationship important, to influence conduct.
4. Future tense, hortatory mode. Present or future tense, imperative mode.
5. Logical linkage.
6. Frequent use of examples, comparison, counter-consideration or warning. Use of rhetorical questions.

CHART 4

1.2 Explanation of certain features listed in the charts of discourse types

1.2.1   Tense of verb in background information and in direct quotes

Background information is expressed in a whole sentence or embedded paragraph, a relative clause, or a nominalized phrase which may be in apposition to a noun. Speech or thought is expressed in a direct quote. In both background information and direct quotes, the tense or mode may change from that used in the main-line events and is chronologically consistent with actual time of occurrence of the reported event and not necessarily with the time the speech act is reported.

Representative illustrations are enclosed in brackets in the following examples. Relevant verbs are underlined.

Example 1

[Cyãa yu'   Sr. Felches yaase yu' cu'na   [cyãa ente'
That (theme)   Mr. Felches named was he   *that day*

octubre 28 cyã'sa ãch pa'jva yaaqui'   tj .]]
October 28 that   even now   remember   I.

'That man was Mr. Felches. Even now I remember the
 date: October 28.'

All of the above is background information found in a Narrative Discourse which is narrated in the past tense. Note two layers of embedding, therefore, the first using the imperfect tense; the second, the present tense.

Example 2

Cyajũ' cyãa yacj u'j u'tj cyajy yatte pa'j naapcachja'
Then   him with went I   his house to   while

[portonte yevi acjni ũsqa]   naapcachja' pjande u'c.
door   key locked was   *while   opened he.*

'So I went with him to his house. The door was locked,
 so he opened it.'

The background information with a different form of the verb from that of the discourse is further set off by being preceded and followed by the same conjunction.

Example 3

     Cyajũ' cyã's va   "cyãa libru's pejy tju, cyãa
     Then   to-him also   that book   need I,   that

     Oraciones para Cada Día de la Semana" jĩ   u'tj.
     Oraciones para Cada Dia de la Semana said I.

     ⌈Wala tjẽyte u'pu' ne'   nava angya'sa'
     ⌊*Very busy   he-must-have-been but   to-me*

     tjẽymeete vãa   u'pna sũjurrãa   ne'tca.⌉
     not-busy probably is-he thought-just   I.

     'Then I said to him also: "Ineed the book 'Oraciones para
     Cada Dia de la Semana.'" He must have been very busy,
     but to me he didn't seem busy.'

The first sentence is part of a Narrative Discourse using the past
tense of the event-line. The entire second sentence is background
information using the imperfect tense.

1.2.2. Same and different markers

On the sentence level, *sa'* 'and-SS' and *atsa'* 'and-DS' are not only
connectives but also indicate that the clauses which are linked by the
connective have either the same subject or different subjects. Occa-
sionally the *sa'* 'and-SS' is extended to report situations where there
are non-specific participants in the first base and a specific partici-
pant in the second base (cf. Section 3.3.1(5).). On the paragraph
and discourse levels *sa'* 'and-SS' is used much as within the sentence
except that a change of situation--even without change of subject--can
result in the selection of *atsa* "and-DS'. An example of this is in
Paragraph Example 28 (in Text Tagmeme).
    This phenomenon extends to the same and different markers on
dependent verbs (see Hortatory Paragraph Example 16).

1.2.3 Front-shifting of subject referent

An important feature of certain discourse and paragraph types is
the front-shifting of the subject referent clitic whose function within
the clause is to indicate person, number, and gender. In that the
usual order of clause constituents is SOP, the predicate normally
occurs finally with the subject referent in final position following
that verb. However, on the event-line in Narrative and in Expository
(Activity subtype) Discourse the subject referent may shift forward,

giving prominence to whatever clause level tagmeme it is attached to (it is phonologically bound), (cf. with discussion of paragraph and sentence topic and theme, Sections 2.2 and 1.2.6).

The phenomenon of front-shifting does not occur when the future tense or imperative is used. It may occur in direct quotes but does not occur in background or secondary information.

Frequent and extensive (or radical) shifting of the subject referent marks Peak on the discourse level while less extensive front-shifting also marks paragraph Peak. Its significance, however, is only explicable when viewing discourse as a whole. Examples on both levels are described and illustrated in the Páez text, "The Opossum Dance".

1.2.4 Attitudinal particles

Certain "attitudinal" particles (Callow, 1974. 16) are used in discourse to indicate the narrator's attitude toward what he is saying; whether he is merely inferring, or affirming with varying degrees of certainty or uncertainty.

1) Inferential: a particle, ne, occurs with the subject referent indicating that the speaker is making an inference or deduction from evidence. The use of this particle does not indicate any doubt as to the factuality of the statement, only that the speaker is inferring something without having actually been an eye-witness. It is often used in statements regarding spirits, God, or Satan, since the speaker has no experiential proof of the truth of his statement, and can only infer.

In Narrative Discourse of the legendary type, this particle is commonly used to indicate that the speaker only infers certain events happened; he does not vouch for the validity of them. For example, in the Legend of Juan Tama (see Narrative Paragraph, Example 12) the speaker was a Christian leader who was relating a pagan legend, so he qualified almost every statement in the story by this inferential particle, which might be translated as 'supposedly'.

2) Certainty: two particles (sometimes incorporated in the verb as affixes) are used to express varying degrees of certainty; they occur in the verb phrase:

  a) $dyij$, in statements or questions, indicating a lesser degree or certainty:

e.g.,   cyã'wẽ d̲y̲i̲j váana   sũju'tj
         thus   really probably-is I-thought

'that is probably really so, I thought'

ewuud̲y̲i̲j̲iima'ng

'will you really be able to?'

b) *yuj*, in affirmations with a greater degree of certainty:

e.g., isa y̲u̲j̲a'
      'it is certainly true'

fiinze'y̲u̲j̲uma'c

'will it certainly cool?'

3) Uncertainty: *-cy/-qui* occurs finally in verb phrase:

e.g.,   ptjãawe cpajcyya' ãjama'c̲y̲
        curse   to-affect will-perhaps-be-able

'will the curse perhaps be able to affect a person?'

1.2.5 Speech attribution tagmeme

A tagmeme which may be labeled Speech Attribution (cf. Longacre, 1968 II.24) occurs in Páez, indicating that the information the speaker is communicating is from another source. It occurs finally, in the outer periphery of a sentence. It does not occur in the same sentence as a direct quote. The word used is actually a free form, 'so they say'. Its occurrence finally in the sentence does not affect intersentential conjunctions which ordinarily indicate same or different subject, since it is not in the event-line of the narration.

In the legendary subtype of Narrative Discourse, this tagmeme has been found in almost every sentence, indicating that the material being narrated is unsubstantiated by the narrator (see Narrative Paragraph, Example 12).

1.2.6 Thematization

To indicate what theme is being developed within a paragraph or discourse, thematization is marked by a particle *yuu/yu'* occurring with the word, phrase, or clause that is thematic. Rheme, or new information in a paragraph is unmarked; theme, or known information

that is being referred to a second time and developed as theme, is
marked. The following clause level tagmemes may be marked as
theme: subject, object, locative phrase, temporal phrase, antecedent,
included clause, predicate, manner, evaluation.

More than one item of information in a sentence or paragraph may
be marked as theme. Topic (Section 2.2) and theme may both be mark-
ed in the same phrase.

Thematization occurs in the following instances:

1) when a major participant, referred to previously, is mentioned
again (as in Example 12 (Terminus));

2) in partitioning of a set of participants ('some ... some ...', as
in Example 24);

3) in contrasting events or participants (as in the Páez text, 'The
Opossum Dance,' 1.48);

4) when a previously mentioned time or location introduced before
becomes thematic as in the following example:

Example 4

     Paeswe'sh vite   quiwen   case'jsa   mee yu'
     Páez   other places-to ones-who-leave not (theme)

     resguardo de la parcialidad quiwesu u'pu' ty.   Cyãa quiwe
     reservation   land-on are   they. That land

     <u>yu'</u>   gobierno jĩ'   nava gobierno   nasaty
     (theme) government it-belongs-to but   government people

     peeigãjrra',   catastro yujva pẽyitsme'.
     treating-well-SS, taxes   even   asks-it-not.

     'Paez who have not gone to some other place live on the <u>resguardo</u>
     (reservation). That land belongs to the government, but the govern-
     ment,   out of kindness, doesn't charge taxes.'

The following paragraph, taken from an Expository Páez Discourse
titled "The Resguardo" shows the way in which a single theme is developed
within a paragraph:

Example 5

    -initial: Cabildu   u'carra'   maa
             Town-officials entering-SS,   any

resguardosuya' ñasa   iisa ty   cjãambu   atũ'.
reservation-in person each they staff-of-office   carry.

Cyãa cjãambu   yu's-   a'/   baston tyi yase'.
That staff-of-office (theme) (topic)-baston   they   name.

Cyãa baston yu'_ _ _ ̃pālma chundaña ũ'tsrra',   jycuette
That baston (theme) palm   chonta, carving-SS,   tip-on

viyu-chijme pjaatnisa piyãjte ' viyu-chijme ìi sultyjica
silver   hammered middle-in' silver   same ring

na'wẽ fyutsni ty\ qui'pu'. / Cyteea' cordon beesa
like-one nailed they put.   / There cord   red-one

tsẽysa na'wẽ ty tuñdũ', cordon vitssu cjasa's
blue-one thus they tie,\ / cord   tips-on wool

ãch-na'wẽ   umnisa. Cyãa yu'   autoridad atni'
saucer-shaped woven.   That (theme) officials to-carry

jĩ'ty.   Cyã's atrra   ty cabildu-nasa maa
they-say. That carrying-SS they town-officials some

ĩ'   wejy ìiwejch iiwejch yaaqui', sa'   maava
(intens.) more proud proud   think, and-SS whoever

uycajn   ãasu   atrra   ty u'ju'. Cyã'wẽ yũurra
so-may-see in-open carrying-SS they go.   Thus   doing-SS

hasta Payaan pa'j yujva cyã's atrra   ty u'jue'.
to   Popayán to even that carrying-SS they go.

Pescalsa'   cjãambu   ju'pjmeerra',
Lesser-officials staff-of-office not-having-SS,

fytũucuẽrráava atu' ty.
stick-only   carry they.

'When the town officials take office, in every reservation each
official carries a staff-of-office. That staff-of-office is called
a *baston*. The *baston* is carved of *chonta*-palm wood, and they
put a tip of hammered silver with a silver ring. There they tie
a red and blue wool tassel with a woven piece. That is the sym-
bol of office, they say. Those who carry it are very proud and go
everywhere carrying it openly for all to see, even as far as
Popayán. The lesser officials, who don't have a staff-of-office,
carry at least a little stick.'

2. PAEZ PARAGRAPH STRUCTURE

A presentation of the general structure of Páez paragraphs and some important special features precede charts (based upon West 1973) and a description of each paragraph type with its accompanying examples. Many of the features mentioned in the previous section on Páez discourse structure are illustrated in the examples of paragraph types.

2.1 General features of Páez paragraph structure

The Páez paragraph is described in relation to its nucleus and periphery.

The nucleus (enclosed in parentheses in the formulas) contains the primary and distinctive units. It is composed of (1) obligatory tagmemes, some of which may occur more than once in a paragraph of a given type; and (2) optional tagmemes, some of which likewise may occur more than once in a paragraph of a given type. In the formulas, an obligatory nuclear tagmeme that can occur only once is unmarked with a superscript ($+T$, where T = a tagmeme). An obligatory nuclear tagmeme that can occur an indefinite number of times is marked with superscript n ($+T^n$). An optional nuclear tagmeme (indicated as nuclear by being in the part of the formula which is enclosed in parentheses) that may occur only once is unmarked with a superscript ($\pm T$). An optional nuclear tagmeme that can occur an indefinite number of times is marked with superscript n ($\pm T^n$). Note specifically that $\pm T^n$ indicates an element whose occurrences may be: none, one, or several. The special case of tagmemes that must occur twice is shown as follows: ($+T_1$ $+T_2$).

The periphery of a Páez paragraph contains secondary or subsidiary information in optional tagmemes, e.g., Setting and Terminus, that are not distinctive to a given paragraph type and only loosely related to the nucleus.

The constituent tagmemes of the paragraph must be described, therefore, as nuclear versus peripheral and obligatory versus optional. While nuclear tagmemes may be either obligatory or optional, all peripheral tagmemes are optional. An 'obligatory peripheral' obviously does not exist since it would be distinctive to its type and nuclear.

In respect to their nuclei, paragraphs can be classified as open-ended or binary. An open-ended paragraph is a paragraph one of whose nuclear tagmemes may be repeated an indefinite number of times, subject only to vague stylistic norms and the practical limits of the communication situation and the subject matter in hand. Such paragraphs are: Narrative, Explanatory, Procedural, Hortatory, Amplification, Descriptive, Coordinate, Alternative, and Dialogue. The

remaining paragraph types are binary, i.e., they have but two nuclear tagmemes, neither of which may occur more than once. A binary paragraph may, of course, have further (optional) tagmemes in the periphery. Such paragraphs are: Parallel, Attestation, Antithetical, Contrast, Result, Reason, Rhetorical Question and Answer, and Close Sequence.

2.2 Paragraph Topic

Paragraph Topic is a paragraph-level feature which gives cohesion to a paragraph by indicating what topic is being developed in the paragraph as a whole. Paragraph Topic may consist of a noun or locative phrase, or included clause, or a certain type of sentence. It is marked in the same way as Sentence Topic, that is, by a clitic -a '/-' occurring phrase-final or clause-final. It differs from Sentence Topic in the following respects:

1) Paragraph Topic must be referred to at least twice in the paragraph, as marked topic at least once; re-referral may be by a lexical surrogate occurring one or more times within the paragraph;

2) Paragraph Topic occurs initially in the paragraph and often finally in the paragraph, thus indicating beginning and end of a topic, and incidentally indicating the bounds of a paragraph;

3) Paragraph Topic occurs initially in linear order in the sentence, and is grammatically independent of the rest of the sentence, although it may be cross-referenced to some other word in the sentence, such as a demonstrative pronoun or verb;

4) a whole sentence, occurring initially in the paragraph, may function as Paragraph Topic.

Example 6. Included clause functioning as Paragraph Topic:

<u>Lisaya</u>'   Cristo cluuste fyutsni piisani's altal
To-pray: Christ cross-on nailed picture   altar
(Paragraph Topic)

vitrra   tyajrra   uty <u>caalisa'ja'</u>.
making-SS putting-SS they have-pray.
                         (cross-ref.)

'To pray, after making an altar they have them pray to a picture of Christ nailed to a cross.'

Example 7. Noun phrase (subject) as Paragraph Topic:

Mestlu cyã'   "yu'tse'j ya'vatj"   jĩrra',
Shaman that-one cure   I-am-going-to saying-SS,
(Paragraph Topic)

cyã' wallinde wẽjy   ẽsh cyã'wẽ uty pẽyi.
he   liquor   tobacco coca thus   they demand.
(cross-ref.)

"Vite   yu'   cyã' cytũus yafyte acjwa'j" jĩna
others (theme) that rainbow eyes-in to-put   saying

viyu pẽjyna   ẽsh ya'ja cshavyte ãshna   uty yũ'.
money demanding coca bag into   putting they do.

Cjĩrra cyajũ' ãtsã'saty cusa'   eca   cutyi'jrra'
Doing then   sick-ones at-night outside making-go-SS

yu'cjte caachi'jrra' "ipy-cjũch uweya' spayuutstja'u"
woods-in making-sit-SS firefly   to-catch we-are-looking

jĩna   ipy-cjũch teerráava   uwerra'   wala-yuj
saying firefly   even-just-one catching-SS   very

wechana neeyũ'uty.   "Na' aca ũssa's uwetja'u" jĩna
happy   they-remain. This pain giver we-caught saying

"na' ptjãawesa   caajnita'" jĩna ẽjya etste   jyũtj
this harmful-one sent-by   saying bush leaf-in remedy

yacj yaprra'   uty cjicje'. Manz cus   mestlurráa
with wrapping-SS they place. Many nights shaman-only
                                        (cross-ref.)

e'su-yã'ja' case'je'uc ipy-cjũch yupya'   sa'
afterwards he-goes-out firefly   to-intercept and-SS

cuj   uwerra'   "ãtsã'a' catyjina"   jĩ'c.
several catching-SS sick-one will-recover he-says.

'The shaman demands liquor, tobacco, and *coca*, saying:
"I am going to perform a cure." Others, saying: "that is for
throwing in the eyes of the rainbow," demanding money, they
put it into their *coca*-bags. They taking the sick persons out-
side at night, and making them sit in the woods, they say: "we
are going to watch for fireflies to catch," and catching even one
firefly, they are very happy, saying: "we have caught this one

that gave the sickness; this was sent by someone as a curse,"
and wrapping them in a leaf with the remedy, they put them
there. Afterwards the shaman alone goes out several nights
to intercept fireflies, and catching several he says: "the sick
person will recover."'

Example 8. Locative phrase as Paragraph Topic:

Cieluna' nasa ewsa naa quiwete ew
Heaven-to people good-ones this world-in good
(Paragraph Topic)

fi'nzesarráa cytey ũsya' u'jwa'tja'
living-ones-just there to-be are-destined-to-go
(cross-ref.)

atsa' nasa icjsa pesweesa iyuurrava-u'y
and-DS people killers thieves although-married

wãatajna u'jusa' infiernun u'jwa'tja'.
leaving going-ones to-hell are-destined-to-go.

'Good people who live right in this world are destined to go to
heaven; people who kill, and steal, and cast off their wives
are destined to go to hell.'

In the preceding example, in addition to the Paragraph Topic being
cross-referenced to another locative, it is also re-referred to by a
lexical item of the same semantic domain.

Example 9. An entire sentence functioning as Paragraph Topic:

Vitywe'sha'sa' sã'jiya' na'wẽ ty yũ'.
Guardian-spirit to-feed thus they do.

'Thus they do it in order to feed the guardian spirit.'

Both Paragraph Topic and Sentence Topic may occur in the same
sentence, in which case Paragraph Topic occurs first in linear order,
as in the following example:

Example 10

Qui'quin preesu u'jni' violencia ente'
Again prisoner having-been violence time-in
(Paragraph Topic) (S. Topic)

ŭpjna   u'jute' Peñonsu   uty uwe.
fleeing going-DS Peñon-near they caught.

'Another occasion of having been a prisoner: in the
time of the violence, as I was fleeing, they caught
me near Peñon.'

   In addition to the Topic markers, Theme may also be marked
in the same phrase or clause, in which case Theme is subsidiary
to Topic:

Example 11

   Viyu   pcacjnisa yu's   -a'   cabildu'
   Money collected (obj.)   town-officials
                    (Theme) (Paragraph Topic) (S. Topic)

   pala's tyi dewe'.
   priest they pay.

   'As for the money they collect: the town officials pay the
   priest with it.'

2.3 Cyclic paragraph

   The final sentence of some paragraphs may be a reiteration, with
or without amplification, of the first sentence of the paragraph, thus
giving a cyclic form (cf. Sayers, 1971) to the whole paragraph. In a
paragraph with cyclic structure, the first and final sentences may
occur in prenuclear and postnuclear peripheral tagmemes, such as
Setting and Terminus, or in the nuclear tagmemes. The phonomenon
will be noted, especially, in paragraphs with tagmemes which are
marked Text initially in the paragraph and Text'(Text prime) finally.
   To date, cyclic characteristics have been observed in Narrative,
Explanatory, Hortatory, Alternative, and Antithetical paragraphs.
Examples include examples 12, 13, 14, 17 and 29.

2.4 Chiastic arrangement

   A few instances of chiastic arrangement have been noted in some
paragraph types:

A		B
B		A

In the following diagrams, diagram 1 occurs in successive sentences within a Narrative Paragraph, Diagram 2 in the two nuclear tagmemes of an Amplification Paragraph, and Diagram 3 in the two nuclear tagmemes of a Contrast Paragraph. In the latter instance the second B is rhematic and contrasts with the former B.

Diagram 1 Paragraphs 1.46 and 1.47 of the Páez text,
         'The Opossum Dance'

dancing	burn
burning	dance

Diagram 2 Paragraph example 9.

live well	live badly
live badly	live well

Diagram 3 Paragraph example 24:

not understanding	white man's language
our language	understanding

2.5 Distribution of Páez paragraph types

Seventeen paragraph types are described. On the basis of their nuclear structure they are divided into three sets. All paragraph types may occur embedded in other paragraph types but at least one type does not accept embedding.

Set I includes four paragraph types that correspond to the four principal Discourse genre: Narrative, Explanatory (Expository Discourse), Procedural, and Hortatory.

Each is openended as defined in Section 2.1 above. One or more peripheral tagmemes may accompany the nucleus. When embedded

within another paragraph, the peripheral tagmemes are frequently absent or occur in a portmanteau relationship with a nuclear tagmeme. Thus Setting and BU can occur in one sentence in an embedded Narrative Paragraph.

Set II includes all other openended paragraph types: Amplification, Descriptive, Coordinate, Alternative, Attestation, Dialogue, and Close Sequence.

Of these, only the Amplification, Alternative, and Dialogue Paragraphs have one or more optional tagmemes which occur in the prenuclear or postnuclear periphery. At least one paragraph type, Close Sequence, does not embed other paragraphs.

Set III includes the remaining six paragraph types: Parallel, Antithetical, Contrast, Result, Reason, and Rhetorical Question and Answer. Each is binary and therefore has two obligatory nuclear tagmemes, the second of which is limited to a single occurrence. The Parallel, Antithetical, and Rhetorical Question and Answer Paragraphs each have one peripheral tagmeme which occurs infrequently.

The paragraphs of Set I most naturally form the backbone of their corresponding discourse types.

Of the paragraphs of Set II and Set III, those which embed most frequently within other paragraphs are the Amplification, Coordinate, Alternative, Antithetical, and Dialogue Paragraphs, while the Descriptive, Parallel, Attestation, Contrast, Result, Rhetorical Question and Answer, and Close Sequence Paragraphs occur less frequently. For the most part the latter types occur on the bottom rows of the display chart which follows (Chart 5). Reason and Result Paragraphs, which might be expected to occur embedded with considerable frequency (on the basis of other languages) do not embed frequently in Páez because Reason and Result Sentences are preferred in such situations.

2.6 Presentation scheme of Páez paragraph types

The general pattern for presenting the paragraph types is to discuss together two similar or opposing types, in that most paragraphs naturally fall into such pairs. For lack of clearly structured distinctions, however, the position of the pairs from left to right in the chart is somewhat arbitrary. The first two pairs, which correspond to the discourse types, are placed at the left hand of the scheme. Towards the right are placed those pairs which are more highly specific and towards the far right those that are binary. The paragraphs on the top layer are generally looser and of more frequent occurrence as opposed

to those of the bottom layer which are tighter and occur less frequently. To the far right there is an empty box because at this point we find not a paragraph but a sentence structure.

In addition to the charts which contain a summary of the salient features of each paragraph type, the respective types are described in turn by presenting first a tagmemic formula with fillers and then a fuller description of the following details of paragraph structure.

I Narrative	I Procedural
I Explanatory	I Hortatory

II Amplification	II Coordinate	II Alternative
II Descriptive	III Parallel	II Attestation

III Antithetical	III Result
III Contrast	III Reason

II Dialogue	----
III Rhet. Q-A	II Close Sequence

Basic Scheme of Páez Paragraph Types
(Roman numeral indicates Set distribution)

CHART 5

Generalized Key:

Looser; Frequent

Discourse   Highly Specific   Binary

Tighter; Less Frequent
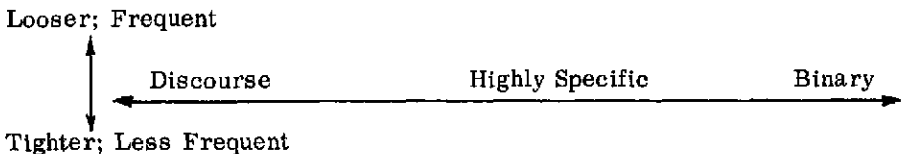
2.7.   Explanation of certain features of the charts, formulas, and
descriptions of Páez paragraph types

Contingent upon the function of the paragraph, (1) the time-line or
the theme-line may be focal (following Callow   1974, 42ff., where the
time-line represents that unifying thread of discourse which refers to
events with chronological orientation, while the theme-line represents
a similar unifying thread which is not based upon chronological orienta-
tion), (2) participants may be specific, nonspecific, or noninvolved, and
(3) the predicate may or may not be restricted as to tense or mode.
These points are defined where relevant. Where there are no obligatory
areas of focus, nor participant or tense restrictions mentioned, it may
be assumed by the reader that these options are more open but are con-
sistent with whatever larger paragraph structure or discourse type in
which a particular paragraph may be distributed.
    The sentence types that have so far been found to expound each tag-
meme are not listed under the formula. Where there is an obvious
pattern, this is mentioned in the description of the paragraph type.
The paragraph types, however, which have been observed to occur em-
bedded in the various paragraphs are listed and enclosed in parentheses
under the appropriate tagmeme.
    Except where noted as otherwise, linkage between nuclear tagmemes
is described in descending order of frequency.
    The deep structure encoding is given for the paragraph as a whole
rather than for its constituent parts.

2.8 Notes on linkage

Much of the linkage between the nuclear tagmemes in Páez paragraphs
also occurs within sentences and is described on the sentence level. The
principal conjunctions that serve as overt links include the following:
    1) The most widely occurring conjunction is 'and' (also described on
the discourse level, Section 1.2.2). Within sentences, sa' 'and' indicates
same subject in the succeeding clause; $atsa'$ 'and' indicates different sub-
ject in the succeeding clause while on the paragraph level between sentences
these items indicate S/D participants. Both occur as intersentential links
in Narrative, Explanatory, Procedural, Descriptive, Coordinate, Alter-
native, and Dialogue Paragraphs primarily.
    2) The adversative *nava* 'but' also occurs frequently and is found in
Antithetical and Contrast Paragraphs.
    3) Certain conjunctions which occur principally in the Narrative Para-

graph can be considered mini-clauses in that 'the link word is like a miniature clause, with dependent clause suffixation but with no other clause-level features' (Moore 1972). These include: *cyajũ'* 'then', 'after that'; *cyajũ yã'ja'* 'then, 'then after that'; *cyãasuy* 'about that time'; *naajũ* 'after this'; *naajũrrãa* 'right after this'.

Certain other links are limited as to their distribution, on the paragraph level, to certain paragraph types:

1) The Concessive Margin mini-clause *meerrava* 'or' occurs in the Alternative Paragraph.

2) The Close Sequence Time-Margin mini-clause *naapcachja'* 'while this (was happening)', 'as soon as' occurs in the Close Sequence paragraph.

3) The conjunction *cyajíi* 'that is why' occurs in the Attestation Paragraph.

4) *cyaã pa'ga* 'for that reason' and *cyãansa* 'because of that' occur in the Result Paragraph.

5) *cyã'wẽ me'* 'it is not that way', 'otherwise' occurs in the Reason Paragraph.

Linkage also occurs by simple juxtaposition or by recapitulation.

Narrative Paragraph – I	Procedural Paragraph – I
± Setting (+BU^n + Peak ± Stepdown^n)	(+ Text + Step^n) ± Terminus
± Terminus	
Time-line is focal.	Time-line is focal.
Participants: specific, 1/3 person.	Participants: nonspecific.
Tense: past in main-line events; other tenses in background information or in direct quotes.	Predicate: generalized imperative
Linkage: conj. *cyajũ'* or *cyajũ yã'ja'* 'then', *sa'* 'and-SS', *atsa'* 'and-DS '; anaphoric reference; recap: tail-head linkage or in Time margin; juxt.	Linkage: recap., juxt., conj, *sa'* 'and-SS' *atsa'* 'and-DS'.
Encodes chronological succession	Encodes chronological succession
Explanatory Paragraph – I	Hortatory Paragraph – I
± Setting (+ Text + Elab^n)	(+ Motivation + Exhortation
± Terminus	+ Reinforcement^n) ± Terminus
Theme-line is focal.	Theme-line is focal.
Participants: nonspecific	Speaker-hearer relationship important. 1 pl., or 2 sg. or pl. persons.
Tense: present.	Predicate: hortatory or imperative mode in Exhortation.
Linkage: conj. *sa'* 'and-SS', *atsa'* 'and-DS'; juxt.	Linkage: juxt.
Encodes amplification paraphrase and in Activity subtype, chronological succession.	Encodes warning in exhortation, and amplification paraphrase in reinforcement.

CHART 6

2.9 Paragraph types

2.9.1 Narrative Paragraph

$\pm$ Setting	(+ BU^n	+ Peak	$\pm$ Stepdown^n)	$\pm$Terminus
Sentence (Clo Seq Para)	Sentence (Clo Seq Para) (Antith Para)	Sentence (Clo Seq Para) (Dial Para) (Narr Para)	Sentence (Amplif Para)	Sentence (Antith Para)

The Narrative Paragraph has two obligatory and one optional nuclear tagmemes and two optional peripheral tagmemes. In the nucleus the Peak is actually a marked BU (see discussion of front-shifting of subject referent in Section 1.2.3 and below) and there may be subsequent optional Stepdown Tagmemes, which may or may not be marked.   (In one example of a short Narrative Paragraph embeded within the Peak of another Narrative Paragraph--see, Páez text, 'The Opossum Dance'-- paragraph Peak does not occur.) All tagmemes are most frequently filled by a Sequence Sentence, occasionally by a Close Sequence Paragraph, and less frequently by other sentence or paragraph types.

The time-line is focal in that main events occur in chronological succession.

Participants are also focal. The major participants, other than the narrator if he is in focus, are introduced by name or by role in the Setting Tagmeme, when not already revealed by a larger embedding of the Narrative Paragraph. Thereafter the participants are referred to by role, by a pronoun substitute, or merely by the obligatory subject referent.

The position of the subject referent plays an important part in the intensity of events of the Narrative Paragraph. While front-shifting of the subject referent gives prominence to whatever sentence level tagmeme it is attached, the most radical shifting marks the paragraph Peak. Lesser degrees of front-shifting may occur on Step-down Tagmemes following Peak. This phenomenon is restricted to events on the time-line, i.e., the main events as they occur in chronological succession.

Only the first and third persons occur in main-line events and some form of the past tense is used for all events occurring on the time-line. Change of tense may occur in background information (see Section 1.2.1 above).

Linkage between tagmemes, both nuclear and peripheral, is marked, in descending order of frequency, by:

1) a conjunction: *cyajŭ'* or *cyajŭ yã'ja'* 'then'; *cyã'wẽ* 'thus'; *sa'* 'and-SS' or *atsa'* 'and-DS',

2) anaphoric reference to the preceding sentence,

3) recapitulation with tail-head linkage or Time Margin,

4) juxtaposition.

The deep structure encodes chronological succession.

In addition to the following examples, illustrations of the Narrative Paragraph may be seen in the Páez text, 'The Opossum Dance'.

Example 12 NARRATIVE PARAGRAPH

SETTING (TEXT): Simple Sentence

Cyãaniiteya'
Long-ago

        cyã'   Juan Tama jĩni' nasa sa't
        that-one Juan Tama called Páez chieftain

        cu yu', yu'   duunisa.
        he was, water born-one.

BU_1: Sequence Sentence

    Cyã'wẽy tjuse   cshavysu pembeena sẽjetste',
    Likewise branches midst-of squealing descending-DS,

    cũpj   ne'ta   jĩ'ty.
    lassoed they-must-have so-they-say.

BU_2: ANTITHETICAL PARAGRAPH

  THESIS: AMPLIFICATION PARAGRAPH

    TEXT: Sequence Sentence

    Cyajũ'   cũpjrra   cutyi'tje   yu',
    Then   lassoing-SS taking-out-DS (theme),

    peetjé chacha na'wẽsarráa ne'
    squash unripe like-one-just he-must-have

    case'j   jĩ'ty.
    resulted so-they-say.

AMPLIFICATION: Simple Sentence

Ĩ'née sutrráa.   yuwe cja'ty yuurráa
Only straight-just lips   (theme)-just

ji'pja', quiwe ues na'wẽ.
had-he, earthworm like.

ANTITHESIS: RESULT PARAGRAPH

CAUSE: Sequence Sentence

Nava   cyã'sa' cutyi'jrra',
But   that-one taking-out-SS,

    jyũna u'jrra',
    taking going-SS,

        u'y cna'sa's ne'ta   cchu'chu'ju'.
        maidens   they-must-have caused-to-nurse.

RESULT: Sequence Sentence

    Cyãa eena tungynarráa   walaana u'jrra',
    That blood drinking-just growing-SS,

        peescupjyna, cuse ãate   viaana,
        changing,   hands openly appearing,

        chinda va ãate   viaana   nasa
        feet also openly appearing person

        íirráa   yuuna pa'j   ne'
        (intens.) becoming arrived he-must-have

        jĩ'ty.
        so-they-say.

BU$_3$: Sequence Sentence

Cyaju'   manz tecj pajnz u'y cna'sa uutste',
Then   some three four maidens   dying-DS,

    walaana cãj ne'   jĩ'ty.
    grown up he-must-have so-they-say.

BU_4: Sequence Sentence

Cyajũ yã'ja'
Then

> ũ'ni's puutste',
> *food   feeding-DS,*

>> wejy ne'   walaana u'j jĩ'ty.
>> *more he-must-have grown   so-they-say.*

BU_5: Coordinate Sentence

Atsa'   scuelate qui'p ne'ta atsa' wala dund
And-DS   school-in put   they and-DS very fast

> piya   ne' jĩ'ty.
> *learned he so-they-say.*

PEAK: Sequence Sentence

> Cyã'wĕ piyarra',
> *Thus   learning-SS,*

>> ne' cyajũ' nasa sa't   yuuna   cãj.
>> *he then   Páez chieftain becoming grew-up.*

TERMINUS (TEXT): Simple Sentence

>> Naa sa't   yu'   Ũyũ
>> *This chieftain (theme) in-Tierradentro*

>> yu'walaju case'jsa   ne' yu'
>> *river-from one-who-was-born he was*

>> jĩ'ty.
>> *so-they-say.*

'Long ago there was a Páez chieftain, called Juan Tama, who orig-
inated in a river. As he descended, squealing, in a pile of branches,
they lassoed him, so they say. Having lassoed him, they took him out
(of the river), he turned out to be like an unripe squash. He had straight
lips, just like an earthworm, so they say. But taking him out, carrying
him away, they had maidens nurse him. By drinking just their blood, he
grew, developing arms and legs and turning into a person. Three or four
maidens giving their lives, he grew up. By feeding him food, he grew and

grew. They put him in school, and he learned fast, so they say. Learning that way, he became the chieftain of the Páez. This chieftain came out of a river in Tierradentro.'

2.9.2 Explanatory Paragraph

± Setting	(+ Text	+ Elab^n)	± Terminus
Sentence	Sentence (Antith Para) (Coor Para)	Sentence (Amplif Para) (Antith Para)	Sentence (Coor Para)

The Explanatory paragraph has two obligatory nuclear tagmemes, the second of which may be repeated, and two optional peripheral tagmemes. The Text Tagmeme may include the formulaic clause, 'they do like this'.

The Sequence Sentence occurs most frequently throughout the paragraph.

The theme-line is focal. An important subtype is the Activity Paragraph in which, although the theme-line is focal, the events occur in ordered succession. In general, the term 'activity' refers to a certain Páez custom or way of doing things. Its structure is distinctive from that of a Procedural Paragraph, however.

Participants are nonspecific, but may be referred to by role. Only the third person is used, except in direct quotes.

The present tense is used throughout except in the optional Terminus Tagmeme where the tense may change to past, indicating expected termination, if an activity has been described. Tense is not restricted in background information or in direct quotes.

Linkage between nuclear tagmemes is by the conjunction *sa'* 'and-SS' or *atsa'* 'and-DS' or by juxtaposition.

Deep structure amplification paraphrase, and in the Activity subtype, chronological succession, encode in this paragraph type.

In addition to the following examples, an illustration of the Explanatory Paragraph may be seen in the Páez text, 'The Opossum Dance'.

Example 13 EXPLANATORY PARAGRAPH (Activity Subtype)

TEXT: COORDINATE PARAGRAPH

COOR$_1$: <u>Sequence Sentence</u>

Cyajū'   pi'cy namu' nchi'c ji'pjrra',
Then   *host   son   having-SS,*

    meerrava ntsun   ma'c yuu nava nasaty
    or   grandson it-may be but people

    pi'qui'cyya' caja' c.
    to-invite   sends he.

COOR₂: <u>Simple Sentence</u>

Atsa' shi'ndyiitspcachja'
And-DS as-soon-as-it-gets-dark

    case'je' ty   pi'cyya'.
    go-out   they to-invite.

ELAB: AMPLIFICATION PARAGRAPH

    TEXT: <u>Simple Sentence</u>

Sa'   yat   iisa ty pa'jna   u'jue' cusa'
And-SS house each they arriving go   night

    deeniite va   fĩtyna.
    sleep-from also waking-up.

AMPLIFICATION: COORDINATE PARAGRAPH

    COOR₁: <u>Quotation Sentence</u>

        "Cuse pqui'ya' yuweene'cue" jĩna   ty
        Hand to-lend   come   saying they

        fytjaa we'we'.
        plead.

    COOR₂: <u>Quotation Sentence</u>

        Scuutjy ujya'   meerrava jẏũtj
        Wheat   to-harvest or   brush

        visya'rrá' "pala atrra   yuweene'cue"
        to-clear-just spade carrying-SS come

        jĩ' ty.
        say they.

COOR₃: Quotation Sentence

Atsa'	watsya'	meerrava fytũu twajcaya'rrá'
And-DS	*to-clear-field or*	*poles to-cut-just*

"cchill atrra yuweene'cue" jĩ' ty.
machete carrying-SS come say they.

COOR₄: Quotation Sentence

Yat tyajatsrra',
House putting-up-SS,

tsjĩts jyu'ju tu'sya'rrá' "tsinz pqui'ya'
thatch far-from to-carry-just back to-lend

yuweene'cue", scuutjy wacaya'rrá tyi we'we,
come, wheat to-cut-just they speak,

scuutjy tu'sya' pi'qui'tsrra.
wheat to-carry inviting-SS.

COOR₅: Quotation Sentence

Sa'	upjya'	ma'c yuu meerra' yat tyajya'
And-SS	*to-make-a-fence*	*it-may be or house to-build*

ma'c yuu nava fytũu yacjya' pi'qui'tsrra',
it-may be but poles to-carry inviting-SS,

"cu'ta pqui'ya' yuweene'cue" jĩ' ty.
shoulder to-lend come say they.

TERMINUS (TEXT'): Simple Sentence

Yat namu va cyã'wẽy pi'cyya'
House owner also likewise to-invite

case'je' c vite ajsu.
goes he other places-to.

'Then if the host has a son or a grandson he sends them to invite people. And as soon as it gets dark they go out to invite. And arriving at each house they wake up the people, "Come, lend a hand," they plead. To harvest wheat or just to clear brush they say: "Come, bringing a spade." And to clear a field or just to cut poles, they say: "Come, bringing a

machete." For putting up a house or to carry thatch from far away they say: "Come lend a back," or inviting them to just cut wheat or to carry it. And inviting them to make a fence or build a house or carry poles, they say: "Come, lend a shoulder." The house owner likewise goes to other places to invite (people).'

Example 14 EXPLANATORY PARAGRAPH (Activity Subtype)

TEXT: Sequence Sentence

Cyajü'   cabildo   u'sesa u'carra',
Then   *town-officials new .   entering (taking-office)-SS,*

      "cjãambu   fiinze'jya'"   jĩna   mestlu
       staff-of-office to-cool (consecrate) saying shaman

      pacuena   ësh wallinde wẽjy   caaja'nda'jrra,
      looking-for coca liquor   tobacco preparing-SS,

            "we'pen   mestlu yacj fiinze'jya'
            highlande-to shaman with to-consecrate

            u'juets   tja'u" jĩna   ty   u'jue'.
            are-going we   saying they go.

ELAB$_1$: Simple Sentence

Sa'   cytee yu'   mestlu yu'   cabildu
And-SS   *there (theme) shaman (theme) town-officials*

      yacj ësh wẽjy   yacj wa'cyna wallinde
      with coca tobacco with chewing liquor

      tungyna jyũtj wa'cyna bastunsu
      drinking herbs chewing staff-of-office-on

      putja'tjna, shũwe'tj   dyiisu cuptje'tje'
      blowing,   kind-of-plant inside put-tip-in-

              ty,
      repeatedly they.

ELAB$_2$: Sequence Sentence

> Cyã'wẽ yũuna jyã'jrra   yu',
> *Thus   doing finishing-SS (theme),*
>
> qui' shawendna yatna   u'jue' ty
> *again returning house-to go   they*
>
> nasa   iisa.
> *person each.*

TERMINUS (TEXT'): Sequence Sentence

> Cjãambu   fiinze'jni'   cyã':
> *Staff-of-office having-consecrated is-this:*
>
> "resguardote' nasaty   wee   pa'cjameen,
> *reservation-in people-to sickness so-that-may-*
>
>   quĩj yuwe   va jytjaacue
> *not-arrive, what- problems-ever serious*
>
> susmẽe aañu cãja'cjan"   jĩrra
> *without year so-that-may-complete saying-SS*
>
> ty cyã'wẽ yu'.
> *they thus   do.*

'When newly-elected town-officials take office, they go to the highlands with the shaman, saying: "We're going to perform the rite of consecrating the staffs-of-office," and they look for a shaman, preparing *coca*, liquor, and tobacco. There the shaman and officials chew *coca* and tobacco, drink liquor, chew herbs, and spit on their staffs-of-office, putting the tip into a certain type of plant. When they finish doing that, returning, each one goes home. The rite of consecrating the staffs-of-office is so that no sickness comes to the people of the reservation, and without serious problems they can finish out their year's term of office, they say, doing thus.'

2.9.3 Procedural Paragraph

(+ Text	+ Step^n)	$\pm$ Terminus
Sentence	Sentence (Alter Para) (Amplif Para)	(Alter Para)

The Procedural Paragraph has two obligatory nuclear tagmemes, the second of which may be repeated, and an optional peripheral tagmeme. Recorded text includes as many as eleven successive steps in one procedure. (While the analysis is based on such recorded material, in free dialogue single-step procedures have been noted).

The Text Tagmeme is filled by a Simple Sentence which includes the formulaic clause, 'like this ... it ought to be done (appropriate verb)'. The Step Tagmemes are usually filled by a Simple or a Sequence Sentence but occasionally by a Coordinate Sentence.

Although a single theme is developed in the paragraph, it is the timeline that is focal with the Steps occurring in ordered succession.

Participants, only rarely referred to, are nonspecific.

The generalized form of the imperative is obligatory in the predicate of each Step: 'one ought to' or ' ... ought to be done'.

Linkage between Steps occurs with relatively equal frequency and includes:

1) recapitulation, with tail-head linkage,
2) juxtaposition,
3) conjunction *sa'* 'and-SS', *atsa'* 'and-DS'.

Less frequently, the summary recapitulation base *cyã'wẽ yũurra'* 'thus doing' is the linkage.

The deep structure encodes chronological succession.

Example 15 PROCEDURAL PARAGRAPH

TEXT: <u>Simple Sentence</u>

> Ñusha   beca'sa' na'wẽ   cutyi'jwa'ja':
> *Sugarcane chicha   like-this made-ought-to-be:*

STEP₁: <u>Sequence Sentence</u>

Beca   tungy wẽerra',
Chicha drink wanting-SS,

ñusha   cjuě'y ujwa'ja'
sugarcane first   planted-ought-to-be

bajy quiwesu'.
hot   country-in.

STEP₂: <u>Sequence Sentence</u>

Sa'   ñusha   walaan u'juetste',
And-SS   sugarcane growing going-DS,

jyũtja's   viswa'ja'   ñusha
undergrowth clear-ought-to sugarcane

ew walacajn.
well in-order-to-grow.

STEP₃: ALTERNATIVE PARAGRAPH

OPTION₁: <u>Sequence Sentence</u>

Sa'   ñusha   tjẽ'tje',
And-SS   sugarcane ripening-DS,

wacarra   atau tundrra',
cutting-SS sheaf typing-SS,

cu'taga   yacjrra   yatnu jyũna
shoulder-on carrying-SS house-to taking

u'jwa'ja'.
go-ought-to.

OPTION₂: <u>Sequence Sentence</u>

Jimba meerrava mula ji'pjrra',
Horse or   mule having-SS,

cyãate ctũ'se'jrra jyũna u'jwa'ja'
that-on loading-SS taking go-ought-to

ñusha   cu'sni tlaapichite pa'j.
sugarcane press   trapiche   to.

STEP₄: AMPLIFICATION PARAGRAPH

TEXT: Sequence Sentence

Sa'   cytee nuypa'jrra',
And-SS there bringing-SS,

tlaapichi cusete jimba's tundrra',
trapiche   arm-to horse   typing-SS,

teech nasa'sa' cyaatsqui'pu'jwa'ja'
one   person   cause-to-precede-ought-to

naapcachja' vite e'nzsa yu'   tlaapichi
meanwhile   other two   (theme) trapiche

pucate yujuwa'ja'.
next-to stand-ought-to.

AMPLIFICATION: Sequence Sentence

Teechsa' ñusha   puutsutsna naapcachja'
One   sugarcane feeding   meanwhile

vite' dyi'puwe'sha' jypa'gawa'ja'.
other facing-one   receive-ought-to.

STEP₅: Simple Sentence

Ñusha   mil tee jwendterráa
Sugarcane juice directly

cjĕecjan   mitjy tyaajwa'ja'.
so-may-run-down pot   place-ought-to.

STEP₆: Coordinate Sentence

Cyăa mitjyte utaatspcachja'
That pot-in getting-full

mitjy walasate meerra' fondo
pot   large-in or   large-wide-pot

ma'c yuu nava cytee awwa'ja',
               there pour-ought-to,

sa'   tashu'   ipy yutjwa'ja'
and-SS underneath fire light-ought-to

mil   ĩtscajn.
juice in-order-to-cook.

STEP₇: <u>Simple Sentence</u>

Jyuca clalatspcachja'
All   as-soon-as-boils

cutyi'jrra fiinze'jrra canuesu   meerrava
removing-SS cooling-SS trough-in or

vite mitjy ma'c yuu cysu awwa'ja'.
other pot   there pour-ought-to.

TERMINUS: ALTERNATIVE PARAGRAPH

OPTION₁: <u>Sequence Sentence</u>

Sa'   yu'wẽerra',
And-SS   being-thirsty-SS,

nee   ñushaynu tungywa'ja'.
still sweet-DS drink-ought-to.

OPTION₂: <u>Sequence Sentence</u>

Sa'   tũu   wẽerra',
And-SS   get-drunk wanting-SS,

manz en tyajrra   puste
a-few days letting-stand-SS fermented

tungywa'ja'.
drink-ought-to.

'Sugarcane *chicha* (corn drink) is made like this: Wanting to drink *chicha,* sugarcane first has to be planted in hot country. As the sugarcane grows, the undergrowth has to be cleared so the sugarcane can grow well. As the sugarcane ripens, cutting it, tying it in sheaves, carrying it on one's back, it has to be taken to the house. Having a horse or mule, loading it on that, it has to be taken to the sugarcane press. Bringing it there, tying a horse to the sugarcane press's center-arm, one person has to make (the horse) precede him. Meanwhile, two others have to stand next to the sugarcane press. One, feeding the sugarcane (into the press), while the other, facing him, has to grab it. So that the juice can be collected, a pot should be placed (there). As the pot fills up, the juice should be poured into a large pot or *perole.* Underneath the *perole,* a fire ought to be made so the juice can boil. As soon as (the juice) boils, taking it off and cooling it, it ought to be poured into a wooden trough or another pot.

'Being thirsty, one ought to drink it while it is still unfermented. Wanting to get drunk, leaving it for a few days to ferment, one ought to drink it. '

2.9.4 Hortatory Paragraph

(+ Motivation	+ Exhortation	$\pm$ Reinforcement^{n})	$\pm$ Terminus
Sentence	Sentence (Reason Para)	Sentence (Antith Para)	Sentence

The Hortatory Paragraph has two obligatory and one optional nuclear tagmemes and one optional peripheral tagmeme. In one text (Example 7) the obligatory Motivation Tagmeme is in a portmanteau relationship with the Exhortation Tagmeme.

The theme-line is focal.

The speaker-hearer relationship is important. Either first person plural or second person singular or plural, with some form of the hortatory mode, future tense, or the imperative mode, present tense, in the predicate, is obligatory in the Exhortation Tagmeme, even though other persons, tenses, and modes may occur in the amplification of the theme.

Linkage between the tagmemes is primarily by juxtaposition. The deep structure encodes warning in the Exhortation Tagmeme and amplification paraphrase in the Reinforcement.

Example 16. HORTATORY PARAGRAPH

EXHORTATION: Sequence Sentence

Cue'sha' Dyus nasarrá'   Dyusa's
We   God's people-just-being God

jypa'gasaarra',
receivers-just-SS,

cue'sh ũuste   wẽt   wẽt   ũusu'tjete',
our   hearts-in content content feeling-DS,

vite jiimeesaty   va
other ones-who-do-not-know also

pta'shwa'j ji'pj tja'u.
tell   ought we.

REINFORCEMENT₁: Antithetical Sentence

Jyuca yu'   jypa'ga mee váaina
All   (theme) receive not probably-will-they

nava piyãjsu nasa   manz e'nzrráa ma'c yuu
but midst-in people some   two-just it-may be

nava Dyusna wendysa ũs   tyna, nava
but   God   lovers will-be they, but

jiimée   ũs   tyna
know-not will-be they

pta'shmeete'.
telling-not-DS.

REINFORCEMENT₂: ANTITHETICAL PARAGRAPH

THESIS: Coordinate Sentence

Naa quiwete' nasa   cũj   jwend   ũus
This world-in people many kinds-of hearts

ji'pjsa   ũs ta'   atsa'
ones-who-have are they and-DS

pta'shi'nja'u.
we-will-tell-them.

ANTITHESIS: Antithetical Sentence

Nava jyuca yu' yu'acjmée vǎaina
But *all (theme) keep-not probably-will-they*

    ǔuste nava cue'sha' pta'shwa'j
    hearts-in but we   to-tell

    yuurráa ji'pj tja'u.
    (theme)-just ought we.

EXHORTATION: HORTATORY PARAGRAPH

MOTIVATION: Simple Sentence

    Yuwena jypa'gawa'jsa ǔs tyna.
    Word receivers be will-they.

EXHORTATION: Simple Sentence

Cyaj   msuuva cue'sha' pta'shna u'jwa'j
Therefore *everywhere we   telling to-go*

    ji'pj tja'u.
    ought we.

'We who have received God, having peace in our hearts, ought to tell those who do not know. Probably not all will receive, but it may be just a few people who will be lovers of God, but they will not know unless we tell them. In this world people have many kinds of hearts and we will tell them. But probably not all will keep it in their hearts, but we ought to tell them. There will be some who will receive the word. Therefore we ought to go everywhere telling.'

Example 17 HORTATORY PARAGRAPH

MOTIVATION: Simple Sentence

Iiweech iiweech yaacyni' naa quiwete
Proud   proud   thinking this world-in

cyul   yuja' pse.
in-vain it-is-certainly.

EXHORTATION: REASON PARAGRAPH

TEXT: Preference Sentence

Dyus yacj u'jurra',
God with walking-SS,

iiweech iiweech yaacywa'j ji'pjmee tja'u,
proud   proud   to-think ought-not we,

wejyva Dyusna íirráa   pi'cyna
instead God   just-(intens.) trusting

cyãarráana yajcyna fi'nzeni yuurráa ewa'.
He-only   thinking living just   is-good.

REASON: AMPLIFICATION PARAGRAPH

TEXT: Quotation Sentence

Cyã'wẽ me   "echtjẽ'ja' wala picaro cyã'·" cyã'jĩc,
Otherwise   devil   very astute that thus-said-he,

San Pedru cyajy epistolate we'werra
St. Peter his epistle-in speaking-SS

na'jĩ   u'c pse.
this-said he (interj.).

AMPLIFICATION: <u>Quotation Sentence</u>

> Cyã' "echtjẽ'ja' shĩ'j na'wẽ pecu'j
> *Thus the-devil lion like around*
>
> tandyii'na ũsa' maaty pẽtyjii tj"
> *going-around is-he who can-tempt I*
>
> sũna   na' ãch va cyã'wẽy
> *thinking and-so today also likewise*
>
> yũuna ũsa'
> *doing is-he*
>
> > cyã' cue'shtyi ewmeete wetecajn.
> > *thus us   sin-in in-order-to-fall.*

TERMINUS: <u>Sequence Sentence</u>

> Jypa'yacymẽe   fi'nzerra',
> *Not-being-careful living-SS,*
>
> > cyãa   yu'   quĩj quĩjva   yũuna
> > *that-one (theme) whatever-things doing*
> >
> > ũsa'.
> > *is-he.*

'It is in vain for us in this world to be full of pride. When we walk
with God, we ought not to be proud, but rather live trusting God only.
Because St. Peter said in his epistle, "The devil is very astute." He
goes around like a lion thinking, "Whom can I tempt?" and so he is
doing likewise today in order to make us fall into sin. If one is not
careful, the devil will do all kinds of things.'

Amplification Paragraph – II	Coordinate Paragraph – II	Alternative Paragraph – II
(+ Text + Amplification^n) + Terminus	(+ Coor$_1$ + Coor^n)	+ Prelim (+ Text + Option$_1$ + Option^n)
Theme–line is focal. Participants: incidental.	Participants: one or more unless none permitted. Predicate: same or lexically similar verb, same tense.	Theme–line is focal. Participants: specific.
Linkage: juxt., anaphoric reference.	Linkage: juxt., conj. *sa'* 'and-SS', *atsa'* 'and-DS'.	Linkage: alternative link, *meerrava*, *meerra'* 'or'; juxt.; conj. *sa'* 'and–SS', *atsa'* 'and–DS'.
Encodes amplification paraphrase.	Encodes coupling	Encodes alternation or hypotheticality.

Descriptive Paragraph – II	Parallel Paragraph – III	Attestation Paragraph – II
(+ Text + Description$_1$ + Description^n)	(+ Item$_1$ + Item$_2$)	(+ Text + Evidence^n)
Theme–line is focal. Participants: none.	Participants or subjects: two required, one for each tagmeme. Predicate: main verbs identical.	Theme–line is focal.
Tense: present.	Linkage: juxt.	Linkage: conj. *cyacį́í̵* 'that is why'; juxt.
Linkage: juxt. (parallelism), anaphoric ref: *cyãa* 'that', *yu'* (theme marker), or both, *cyãa...yu'*. Encodes coupling or amplification paraphrase.	Encodes parallel coupling.	Encodes evidence.

CHART 7

2.9.5 Amplification Paragraph

(+ Text	+ Amplification^n)	$\pm$ Terminus
Sentence	Sentence (Coor Para) (Amplif Para)	Sentence

The Amplification Paragraph has two obligatory nuclear tagmemes, the second of which may be repeated, and one optional peripheral tagmeme. The latter occurs only two or three times in the approximately 30 such paragraphs found in the corpus presented here. To date up to four Amplification Tagmemes have been observed in a single paragraph.

The Simple and the Sequence Sentence types occur with equal frequency in the Text; the Simple Sentence occurs more frequently than any other type in the Amplification Tagmeme. Other types that occur include Antithetical, Concessive, Coordinate, Result, and Quotation (rarely).

The theme-line is focal.

Participants are incidental.

The function of the Amplification Paragraph is to enlarge upon information given in the Text of the paragraph. In addition to being the most frequently embedded paragraph type, the paragraph may embed within itself. Such embedding occurs after the first Amplification Tagmeme. Coordinate Paragraphs may embed in any Amplification Tagmeme.

Linkage between the nuclear tagmemes is usually by juxtaposition, occasionally by anaphoric reference, and, rarely, by some form of the summary recapitulation base indicating 'thus doing'.

Deep structure amplification paraphrase encodes in this paragraph type.

In addition to the following examples, illustrations of the Amplification Paragraph may be seen in examples 12, 13, 15, 17, 22, 23, 26, 28, 29, 32 and 41 and in the Páez text, 'The Opossum Dance'. For examples of typical Amplification Paragraphs without embedding, see especially Example 12 (Thesis), Example 15 (Step 4), Example 29 (Option 2), and Example 32 (Thesis).

Example 18 AMPLIFICATION PARAGRAPH.

TEXT: <u>Coordinate Sentence</u>

>Dyus   yuwe's jiyurra',
>*God's Word   knowing-SS,*

>Cristona   perdon pĕjyrra   cyãana neewe'we
>*of-Christ pardon asking-SS to-him entrusted*

>yã'jrra   ũsrra',
>*now having-SS being-SS,*

>>cyajũ' mjĩiya' case'j   u'tj, sa'
>>*then   to-work went-out I,   and-SS*

>>mjĩiya' u'ju'   u'tj Dyus   yuwena
>>*to-work went-about I   God's Word*

>>pta'shna.
>>*preaching.*

AMPLIFICATION: ALTERNATIVE PARAGRAPH

TEXT: <u>Simple Sentence</u>

>Palma cysu   cjuĕ'y pta'shya' tacj   cu'tj.
>*Palma there first   to-preach began I.*

OPTION₁: <u>Simple Sentence</u>

Cysu   jyuca yat   ĩisa yat   ĩisa tandyĩina   u'juetspcachja'
There all   house each house each   going-around while-going,

>>"ãchja' mjĩiya' wa'lrra   cyãa
>>*now   to-work not-wanting-SS that*

>>cjĩna u'ju'"   jĩ' u'ty.
>>*doing he-goes-about said they.*

OPTION$_2$: <u>Quotation Sentence</u>

Vite   îi   yu':   "cyã' cuartelte ũsrra',
Others (intens.) (theme): he   army-in   being-SS,

    wetrrâa   ne' ũ'na   ũsa',
    tasty-just he eating was,

        nava ayga pa'jrra',
        but here arriving-SS,

    ũ'wa'j uymeerra   cyã'wẽ yat   iisa
    to-eat not-finding-SS thus house each

    pa'jna   u'ja'"   jĩ' u'ty.
    arriving he-goes-about said   they.

OPTION$_3$: <u>Quotation Sentence</u>

    Vite   îi   yu':   cyã'sa'
    Others (intens.) (theme): him

    "sa'jĩ ne'ta   atall icjna   cyãa
    feed must-they chicken killing for-that-

    pa'garrâa   cyã'wẽ u'ju' "   jĩ' u'ty.
    reason-just thus   he-goes-about said they.

'Knowing God's Word and having trusted Christ, asking His forgiveness, then I went to work and I went about preaching. First I began to preach at La Palma. Then while going around to all the houses there, they said: "He goes around because he is unwilling to work." Others said: "When he was in the army he must have eaten just delicious food. But arriving here, not finding anything to eat, he goes from house to house." Others said: "They must be killing chickens to feed him, and that is why he goes around."'

Example 19 AMPLIFICATION PARAGRAPH

TEXT: <u>Simple Sentence</u>

     Pitayu' quiwega jyucaysa tajcy
     Pitayô land-in all animals

     teechcuerraava   ji'pj ta'.
     even-if-just-one-little have they.

AMPLIFICATION₁: <u>Parallel Sentence</u>

     Vite   yu'   cũj ji'pj ta', cla,
     Others (theme) many have they, cows,

     jimba, mula na'wẽ plishá na'wẽ ji'pj
     horses, mules like sheep like have

     ta'.
     they.

AMPLIFICATION₂: COORDINATE PARAGRAPH

   COOR₁: <u>Coordinate Sentence</u>

     Atall   va   cyã'wẽ taqui'ji' ty vite'
     Chickens also thus raise   they others

     patu, vite' shpiipii.
     ducks, others turkeys.

   COOR₂: <u>Coordinate Sentence</u>

     Alcu va   taqui'ji'ty,   mish va
     Dogs also raise   they, cats also

     cyã'wẽy.
     likewise.

   COOR₃: <u>Simple Sentence</u>

     Vite ajsu   maa i'   fitsj
     Other places-in some (intens.) guinea-pigs

```
va     taqui'ji'  ty.
also  raise      they.
```

'In the Pitayó area everyone has animals, even if just a few. Some
may have many cows, horses, mules, and sheep. They also raise chick-
ens, ducks, and turkeys. They also have dogs and likewise cats. In
other places some also raise guinea pigs.'

Example 20 AMPLIFICATION PARAGRAPH

TEXT: Antithetical Sentence

```
Cyã'wẽ yũurra cyajũ'
Thus  doing      then
```

```
          ptamu    yã'jrra',
          married now-being-SS,
```

```
                    maa  îi         yu'   ewrráa    ty
                    some (intens.) (theme) good-just they
```

```
                    fi'nze' niyuuty va    peeigãjna; nava
                    live    wives    also caring-for: but
```

```
                    maa  î'        cu'ju yatsu     ma'c
                    others (intens.) dance houses-in it-may
```

```
                    yuu meerra' fiesta yatsu      ma'c    yuu
                    be   or     fiesta houses-in it-may be
```

```
                    nava niyu's uyiina  peechujcuena cchill
                    but  wife   hitting beating          machete
```

```
                    meetjacueju pãpana,  zecu      pecue
                    blade-with  hitting, edge-with to-hit
```

```
                    wẽena,   swẽ'tjna, cyã'wẽ yũuna ty
                    wanting, kicking,   thus   doing they
```

```
                    fi'nze'.
                    live.
```

AMPLIFICATION: Antithetical Sentence

```
Cyã'wẽ yũuna
Thus   doing
```

```
          luuch ji'pjrrava,
          children even-though-having-SS,
```

wala caasufrĩ'jna nuywala' ty, nava
much making-suffer rear   they, but

cyã'wẽ meesa'   quĩjteva ewrráa
thus   those-who-are-not whatever well-just

puuty ja'nda mjĩina cyã'wẽ chjãchjana
together   working thus   progressing

ty   u'jue'.
they go.

'After they are married, some live good lives, caring for their
wives; but others maltreat them, at dances, or fiestas, or in their
own homes hitting them, beating them with the flat of their machetes,
or threatening to hit them with the edge of their machetes, and kick-
ing them. If they have children, they bring them up with a lot of
suffering; but those who are not like that, working together doing what-
ever is good, progress.'

2.9.6 Descriptive Paragraph

(+ Text	+ Description$_1$	+ Description^n)
Sentence (Amplif Para) (Coor Para)	Sentence (Amplif Para) (Coor Para)	Sentence (Amplif Para)

The Descriptive Paragraph occurs in the Descriptive subtype of the
Expository Discourse. It has a minimum of three obligatory nuclear
tagmemes the third of which may be repeated. The Text names a geo-
graphical area to be described. Each Description Tagmeme is a homo-
geneous unit that describes some entity of nature, such as a series of
rivers, mountains, or places at the cardinal points of the compass.
    The Simple and the Coordinate Sentence types most frequently fill the
tagmemes, including those of the embedded paragraphs. The independent
clauses filling the Simple Sentences and the bases of the Coordinate Sen-
tences are typically short, and parallel in the surface structure. Both
Amplification and Coordinate Paragraphs embed freely with the paragraph,

either as principal fillers of the tagmemes or expounding the tagmemes of the embedded paragraphs.

The theme-line is focal.

There are no participants.

The present tense is used throughout, as in the Explanatory Paragraph.

Linkage may be by juxtaposition, with parallelism, or by anaphoric reference: *cyãa* 'that', *yu'* (theme marker), or a combination of both, *cyãa ... yu'*, with back reference to an item in a sentence that is usually immediately preceding.

The deep structure encodes coupling or amplification paraphrase.

Example 21 DESCRIPTIVE PARAGRAPH

TEXT: <u>Coordinate Sentence</u>

> Pitayu'a' angy upjyni quiwe'   sa'
> *Pitayó   my birth place-it-is and-SS*

> nanzcueesa quiwe   piyãjte   u'pa'.
> *various   regions midst-of-in is-it.*

DESCRIPTION$_1$: <u>Coordinate Sentence</u>

> Sec cãanijũ'   Musucue quiwe yacj
> *Sun rising-from Mosoco region with*

> ijcana   ũsa' atsa' tyundesa'
> *bordering is-it and-DS dividing-line*

> yu'wala îi   scjẽwna   ũsa'.
> *river   same flowing-by is-it.*

DESCRIPTION$_2$: <u>Simple Sentence</u>

> Sec cjẽenijũ'   Piyoyá yacj Cchaya
> *Sun setting-from Piyoyá with Quichaya*

> quiwen   yacj ijcana   ũsa'.
> *region-to with bordering is-it.*

DESCRIPTION$_3$: <u>Coordinate Sentence</u>

> Piyãjsu tjã'j wala vits tyujndena ũsa'
> *Midst-in mountain peak dividing is-it*

```
atsa'  suru'     Guambĩa quiwe  yacj
```
and-DS south-from Guambĩa region with

```
ijcana    ũsa'  sa'    piyãjsu' mojonrráa
```
bordering is-it and-SS midst-in landmarks-just

```
ũsta'  cuet  quitjetjni.
```
are   stones placed.

'My birthplace is Pitayó and it is in the midst of other areas
On the east it borders the Mosoco area and the dividing line is the
same river flowing down. On the west it borders Piyoyá and
Quichaya. A mountain peak divides it in the middle. And on the
south it borders the Guambĩa region and landmarks are placed in
the midst of it.'

Example 22 DESCRIPTIVE PARAGRAPH

TEXT: COORDINATE PARAGRAPH

COOR₁: Simple Sentence

```
Pitayu'  quiwe'  wala  zhichcue'.
```
Pitayó region very pretty-is.

COOR₂: Simple Sentence

```
Sa'          Pitayu'  shamb yu'      ew    finzega usa'.
```
And-SS   Pitayó   town (theme) very cold   is-it.

DESCRIPTION₁: AMPLIFICATION PARAGRAPH

TEXT: Simple Sentence

```
Cyăa tjacue sur   ju'ngu' tjã'j wala
```
That above   south towards mountain

```
zhichcuesa ji'pja'.
```
beautiful has-it.

AMPLIFICATION$_1$: <u>Simple Sentence</u>

Cyãa tjã'ja'   teechsa' Peñon yaase'.
That mountain one   Peñon is-named.

AMPLIFICATION$_2$: <u>Simple Sentence</u>

Piyãjte' Mendes yaase'.
Midst-in Méndez is-named.

AMPLIFICATION$_3$: <u>Simple Sentence</u>

Vite'   wejy ẽetetesa'   Tluu   Cuet
Another very high-up-one Plantain Rock

tjã'j yaase'.
Hill is-named.

AMPLIFICATION$_4$: <u>Simple Sentence</u>

Cyãa Tluu   Cuet tjã'j tashsu' yundararrá'.
That Plantain Rock Hill below   grasslands-all-
                                    is-just.

DESCRIPTION$_2$: AMPLIFICATION PARAGRAPH

TEXT: <u>Simple Sentence</u>

Cyãa yundaju   yu'   case'jna   ũsa'.
That grasslands-from water coming-out is-it.

AMPLIFICATION: COORDINATE PARAGRAPH

COOR$_1$: <u>Coordinate Sentence</u>

Cyãa yu'wala yu'   Quintero yaase'
That river   (theme) Quintero is-named

sa'   Ovejerasu vite' Batsucuesu
and-SS Ovejera-by and   Jambaló-by

scjẽwna Minasu   Toribio yu'walate sẽjna
flowing Minas-by Toribio River-in descending

ũsa'.
is-it.

$COOR_2$: <u>Sequence Sentence</u>

Cyãa yu'wala yu'   Tacueyu' yu'wala yacj
That river (theme)   Tacueyô River   with

peecjacjerra',
uniting-SS,

    Palosu scjẽwna Caucate   utyaan ũsa'.
    Palo-by flowing Cauca-River-in joining is-it.

$COOR_3$: <u>Simple Sentence</u>

    Rio   Quinterote yu'   Samacu yu'wala
    River Quintero-in (theme) Samaco River

    vite' Chjĩ'chjĩ yu'   Pitayu' pucasu
    and Chji'chji River Pitayô beside

    scjẽwsá   utyaana ũsta'.
    flowing-by-one joining are-they.

$COOR_4$: <u>Simple Sentence</u>

    Cyãa tashu yu'   Cal yu'   vite' Am
    That below (theme) Lime River and   Axe

    yu'   vite' Ã'snenga   yu'   vite'
    River and   Arracacha-salt River and

    Tweengu yu'   utyaana ũsta'.
    Tweengu River joining are-they.

$COOR_5$: <u>Simple Sentence</u>

    Samacu yu'   vite' Cal yu'a' sec cãani
    Samaco River and   Lime River sun rising

    ju'ngu quĩjna   ũsta'.
    towards descending are-they.

$COOR_6$: <u>Simple Sentence</u>

Atsa'   Chjĩ'chjĩ yu'   Am yu'   Ã'snenga
And-DS   Chji'chji River Axe River Arracacha-salt

yu'   Tweengu yu'   yu'   sec cjẽenɨ
River Tweengu River (theme) sun setting

ju'ngu sẽjna   ũsta',
towards descending are-they.

'The Pitayó region is very beautiful. The town of Pitayó has a very cold climate. Above it, towards the south, there is a beautiful mountain. It is called Peñon. A place called Méndez is in the midst of it. Another place very high up is called Plantain Rock Hill. Below Plantain Rock Hill are just grasslands.

'From the grasslands the river breaks forth. That river is called Quintero, and flowing past Ovejera, Jambaló and Minas, it goes down to the Toribio River. That river uniting with the Tacueyó River and flowing down by Palo, flows into the Cauca River. The Quintero River, the Samaco River, and the Chjɨ'chjɨ River that flow past Pitayó join. Below that the Lime, Axe, Arracacha-Salt, and Tweengu Rivers join. The Samaco and Lime Rivers flow down towards the east. And the Chjɨ'chjɨ, Axe, Arracacha-Salt, and Tweengu Rivers flow down towards the west.'

2.9.7 Coordinate Paragraph

(+ $Coor_1$	+ $Coor^n$)
Sentence (Amplif Para) (Alter Para)	Sentence (Amplif Para)

The Coordinate Paragraph has two obligatory nuclear tagmemes, the second of which may be repeated. There are no peripheral tagmemes. As many as six tagmemes occur in a single paragraph within the present corpus. The Coordinate Paragraph frequently embeds within an Amplification, Explanatory, Descriptive, or other Coordinate Paragraph.

There may be one or more major participants.

The tagmemes are most often filled by Simple, Coordinate, or Sequence Sentences and are strung together with the same or lexically similar verbs with the same tense occurring in each. However, the tagmemes of any one paragraph are not necessarily filled by the same sentence type nor are they of necessarily relatively equal length. In an

extreme example, one tagmeme is filled by a single sentence while the other is filled by three embedded paragraphs. Amplification Paragraphs potentially embed in any Coordinate Tagmeme. The typical place for embedding of Alternative Paragraphs is in a nonfinal Coordinate Tagmeme.

Linkage may be by juxtaposition or by the conjunctions *sa'* 'and-SS' or *atsa'* 'and-DS'.

Deep structure coupling encodes in this paragraph type.

In addition to the following examples, illustrations of the Coordinate Paragraph may be seen in examples 13, 19, 22, and the Páez text, 'The Opossum Dance'.

Example 23 COORDINATE PARAGRAPH

COOR₁: AMPLIFICATION PARAGRAPH

TEXT: <u>Simple Sentence</u>

        Angy tata wala' mjĩiya' caapiya'ja' u'c.
        My grandfather to-work taught   he.

AMPLIFICATION₁: <u>Sequence Sentence</u>

Le'chíin
Little-still-DS

        scuelaju   case'j yã'tje',
        school-from having left-DS,

            ca'ga   ujya'   scuutjy ujya'   cutjy
            potatoes to-plant wheat   to-plant corn (and)

            shwi'la ambu'jya'
            ulluco to-prepare-ground-for-planting

            chamba'jya'   epsa   watsya'
            to-dig-ditches fallow-ground to-clear

            fytüu ujcaya' u'c caapiya'ja',
            trees to-fell he taught.

AMPLIFICATION₂: <u>Result Sentence</u>

            Cla   tjengya' va caapiya'ja' u'c,
            Cattel to-watch also taught   he,

uujni   tjë'tje
planted-things ripening-DS

ca'ga scuutjy tundtyi tu'sya'
potato wheat   sheaves to-carry

fytũu yacjya'; cyãa pa'ga
poles to-carry; for-that-reason

u'tj mjĩĩya' jii   walãa.
I   to-work knowing grew-up.

TERMINUS: Concessive Sentence

Tundutsmeeteva,
Even-though-not-wanting-to-make-the-effort-DS,

angy tata wala'   cja'tya'jna u'c
my   grandfather punishing   he

cmãajĩ'jĩ'.
caused-to-work.

COOR$_2$: AMPLIFICATION PARAGRAPH

TEXT: Result Sentence

Ẽsh wa'cyya' va   caapiya'ja' u'c;
Coca to-chew also taught   he;

cyãa pa'ga   cyãa viciu's
for-that-reason that vice

piyarra',
learning-SS,

angy jycueta's wala suw   tju,
my head   much damaged I,

ẽsha' ewmeesa ne' yu' naa pa'ga.
coca bad   must be for-this-reason.

AMPLIFICATION: Simple Sentence

Cyã'wẽy   viyu's wala psuw   cu'tj, ẽsh weyna.
Likewise   *money much wasted I,   coca buying.*

'My grandfather taught me to work. When I was still young, after
I was out of school, he taught me to plant potatoes and wheat, and to
prepare the ground for planting corn and *ulluco,* to dig ditches, to
clear fallow ground, and to fell trees. He also taught me to watch
cattle, and, when the crops were ready, to load sacks of potatoes, to
carry sheaves of wheat, and to carry poles. For that reason I grew
up knowing how to work. Whether I wanted to or not, my grandfather,
punishing me, made me work.
    'He also taught me to chew *coca.* Because of learning that vice, I
damaged my mind a lot, because *coca* must be harmful. Likewise, I
wasted a lot of money buying *coca.* '

Example 24 COORDINATE PARAGRAPH

COOR$_1$: Sequence Sentence

    Luuch   walaana u'juetsrra',
    Children growing going-SS,

    pweesa'jya' yuuterrãa,
    to-play   being-DS-just,

        maa ney   î'   juuna'sa'
        some fathers (intens.) harsh-ones

        peechuwe' ty.
        beat   they.

COOR$_2$: ALTERNATIVE PARAGRAPH

OPTION$_1$: Sequence Sentence

    Luuch   walacuẽ yuuna   u'juetste',
    Children bigger becoming going-DS,

jycaaja' ty   tajcy   yatsqui'pya'
send   they animals to-herd

piishá tjengya'.
sheep to-watch

OPTION₂: <u>Simple Sentence</u>

Vite íi   yu'   cmãajĩ'jya'
Others (intens.) (theme) to-make-work

pe'jna u'jue' ·ty.
taking go   they.

OPTION₃: ALTERNATIVE PARAGRAPH

   TEXT: <u>Simple Sentence</u>

Sa'   scuelasu va qui'pu' ty   maa íia':
And-SS   school-in also put   they some (intens.):

          "firmaĩya'rráava   piyavatsrráa
          to-sign-name-(emph.)-even if-just-learn

          ewña "   jĩna.
          that-will-be-good saying.

OPTION₁: <u>Simple Sentence</u>

Vite í'   aañurráa ty   qui'pu'.
Others (intens.) year-just they put.

OPTION₂: <u>Sequence Sentence</u>

Vite' e'nz aañu tecj aañu qui'pu'tsrra',
Others two years three years putting-SS,

          "wej   piyatsterráa   ew yã'j
          a-little learning-DS-just good already

          jiia' " jĩrrarráa   scuelaju
          knows-he saying-SS-just school-from

cutyi'ji'   ty.
take-out   they.

OPTION₃: <u>Sequence Sentence</u>

Vite   íi   yu'   "watycue ty   yu'"
Others (intens.) (theme) lazy   they become

jĩrra
saying-SS

        ty   scuelate quí'putsmée.
        they school-in put-not.

OPTION₄: ANTITHETICAL PARAGRAPH

   THESIS: <u>Sequence Sentence</u>

        Maa   ii   yu'   u'y luuchtyi
        Some (intens.) (theme) girls

        scuelate   qui'putsmee ta',
        school-in put-not   they,

            "u'ya' piyamée   fi'nzeteva
            girls learn-not even-if-living-DS

            ewna"   jĩrra.
            it-will-be-good saying-SS.

(PARENTHETICAL COMMENT): <u>Simple Sentence</u>

Angy luuchíin
I   child-still-DS

        cyã'wẽ we'we quiwe ga.
        thus spoke land it.

   ANTITHESIS: <u>Simple Sentence</u>

Nava   maa íirráa   ty   u'ytyi va qui'pu'
But   some (intens.) they girls also put

        scuelate.
        school-in.

'When children are growing up, just wanting to play, some harsh fathers beat them. When he children get bigger, they send them to herd animals or watch sheep. Others take them along to have them work. And some put them in school, saying: "If they just learn to sign their names, that will be fine." Others put them (in school) for a year. Others putting them in school for two or three years, take them out, saying: "They've learned a little; they know enough." Others don't put their children in school, because they say: "They get lazy." Some do not put girls in school, saying: "Girls don't need to learn." (When I was still a child, people used to say that.) But some also put girls in school.'

2.9.8 Parallel Paragraph

(+ Item$_1$	+ Item$_2$)	$\pm$ Terminus
Sentence (Amplif Para)	Sentence (Amplif Para)	Sentence

The Parallel Paragraph is limited to two nuclear tagmemes. An optional peripheral tagmeme gives the speaker's comment on the content of the paragraph as a whole.

In the examples included in this paper either both Item Tagmemes are filled by Simple Sentences or one Item is filled by a Simple or Sequence Sentence and the other by an Amplification Paragraph.

The Parallel Paragraph contrasts with the Coordinate in four respects:

1) It is binary, not openended.
2) There are always two major participants or subjects, one for each base.
3) The main verbs of each tagmeme are identical.
4) Linkage is by juxtaposition only.

Deep structure parallel coupling encodes in this paragraph type.

An additional example of the Parallel Paragraph may be seen in Example 30.

Example 25. PARALLEL PARAGRAPH

ITEM₁: Simple Sentence

Cuscus   a las seis de la mañanate'
Next-day at six in the morning,

       neywe'sha' cyãa ptamusatyi'   wala
       parents   that couple-(intens.) much

       yu'cypeje' ty,
       counsel   they,

          puiimée   ewrráa   fi'nzecajn.
          without-fighting well-just to-live.

ITEM₂: Simple Sentence

       Padrinuwe'sh va   cyã'wẽyrráa   ty
       Godparents   also likewise-just they

       yu'cypeje'.
       counsel.

'The next day at six in the morning, the parents counsel the newly-weds to live peacefully, not fighting. The godparents likewise counsel them.'

Example 26 PARALLEL PARAGRAPH

ITEM₁: Sequence Sentence

     Vite   ajsu'   u'ycuẽ upjyte',
     Other places-in girl   being-born-DS,

       neywe'sha' "csinela ji'pj tja'u" jĩna
       parents   cook   have we   saying

       ty   wechá'.
       they are-happy.

ITEM₂: AMPLIFICATION PARAGRAPH

TEXT: <u>Sequence Sentence</u>

    Pitscuẽ upjyte',
    Boy   being-born-DS,

        "mjĩi pu'chwa'j quiwe uwewa'j"   meerrava
        work to-help   land to-inherit   or

        "yat   tjenguwa'j epsa   uwewa'j
        house to-watch   fallow-ground to-inherit

        claa   tjenguwa'j" jĩna   ty   wechá'
        cattle to-watch   saying they are-happy

        claa   ji'pjsa'.
        cattle owners.

AMPLIFICATION: <u>Antithetical Sentence</u>

        Claa   ji'pjmeesa' cyã' we'wetsmee ta'
        Cattle nonowners   thus do-not-say they

        nava "mjĩi pu'chwa'jsa'" jĩnarráava
        but work helper   saying-just-even

        we'we' ty.
        speak   they

TERMINUS: <u>Simple Sentence</u>

        Cyãa we'wenity msuuva   iiwẽsẽ'   tj.
        Those sayings everywhere have-heard I.

    'In other places when a baby girl is born, the parents are happy,
saying: "We have a cook." When a baby boy is born, they are happy,
saying: "We have a laborer, a land-heir, or a house-watcher, fallow-
ground heir, or cattle-watcher." Those who don't own cattle don't say
that, but just say: "We have a laborer." I have heard these sayings
everywhere.'

2.9.9 Alternative Paragraph

± Preliminary	(± Text	+ Option$_1$	+ Option^n)
Sentence	Sentence	Sentence	Sentence (Alter Para) (Amplif Para) (Antith Para) (Rhet Q-A Para)

The Alternative Paragraph has two obligatory nuclear tagmemes, the second of which may be repeated; one optional nuclear and one optional peripheral tagmeme. Up to four Option Tagmemes have been observed. The Text and the first two Option Tagmemes are most frequently filled by a Sequence Sentence. Of the various paragraph types that embed in constituent tagmemes of this paragraph type, probably little can be definitively said. In the present data, Amplification, Alternative, Antithetical, and Rhetorical Q and A Paragraphs embed after the first nuclear tagmeme which is filled by a sentence.

The theme-line is focal.

Participants are specific.

Linkage between the nuclear tagmemes, in descending order of frequency, is marked by:

1) the alternative link, *meerrava* or *meerra'* 'or',
2) juxtaposition,
3) the conjunction *sa'* 'and-SS' or *atsa'* 'and-DS'.

Deep structure alternation and hypotheticality encode in this paragraph type.

In addition to the following examples, other illustrations of the Alternative Paragraph may be seen in paragraph examples 15, 18 and 24.

Example 27   ALTERNATIVE PARAGRAPH

PRELIMINARY: Antithetical Sentence

        Angy yu'   iiyymee   tj nava
        I   (theme) have-not-seen I but

        yatsgawe'sh pta'shnirrá's na'wẽ   jii tj.
        ancestors   told-just   this-way know I.

TEXT: <u>Sequence Sentence</u>

Yu'cypejna jyã'jrra',
Counseling finishing-SS,

novia'sa' quiwete   caachi'jrra',
bride   ground-on making-sit-SS,

suegra u'ytjẽ'ja' yu'   tuca's e'su
mother-in-law   water gourd from-behind

c   tupji'   jĩ'ty.
she turns-over so-they-say.

OPTION₁: <u>Sequence Sentence</u>

Sa'   yu' uwurra',
And-SS   water pouring-down-SS

e'su   yujte',
from-behind coming-DS

ncuẽmiyu   dund   quiitete',
daughter-in-law quickly getting-up-DS

na'   yatte   u'pwa'jsa meea' jĩ'
this-one house-in stayer   is-not said

u'ty.
they.

OPTION₂: <u>Sequence Sentence</u>

Tujndtujndrráa   yu'   sẽjetste
Very-slowly-just water coming-down-DS

quiitete',
getting-up-DS,

na'   yatte   u'pwa'jsa' jĩ'   u'ty.
this-one house-in stayer-is said they.

'I have not seen this but I know that the ancestors tell this: After they finish giving advice, when the bride is seated on the ground, the mother-in-law from behind pours a gourd of water over her, they say. When the water pours down from behind, if the daughter-in-law gets up quickly, they say that she will not stay at home. If she gets up very slowly, they say that she will stay at home.'

Example 28 ALTERNATIVE PARAGRAPH

OPTION₁: Sequence Sentence

   Pa'jrra',
   Arriving-SS,

   mjĩiya' tacjetspcachja',
   to-work while-beginning,

     namu' isa'   c
     owner counts he

       manzcueeteva jiyurra'   cyã'wĕy
       however-many knowing-SS thus

       yatnu   ets caajya' cyaj   yatte
       house-to note to-send so-that house-in

       csinela mutyi'sa' chicha's nasa
       cook   mote   meat   person

       iisa ãjwa'j   ca'gacajn.
       each enough-for in-order-to-put.

OPTION₂: Sequence Sentence

   Vite   ii   yu'   luuch yuwe   tu'sna
   Another (intens.) (theme) child message carrying

   caanisa' ewupchãjmeete',
   sent-one in-case-unable-DS,

   fytũ's cchill zecu   ũ'tsrra',
   stick knife edge-with whittling-SS,

qui'tj cutyi'jna c u'jue; manzcuẽe
nick   making   he   goes; as-many

nasate', cyãanzcuẽe qui'tjí'
people, so-many   nicks-(intens.)

c cutyi'ji'.
he cuts.

OPTION₃: AMPLIFICATION PARAGRAPH

TEXT: <u>Sequence Sentence</u>

Atsa'   cyã'wẽ yũumeerra',
And-DS   thus   not-doing-SS,

bats   wes   me'mrra   c
cactus-fibre string twisting-SS he

jyũcje'cje'.
makes-knots.

AMPLIFICATION: <u>Coordinate Sentence</u>

Cyã'wẽy   manzcuẽe nasate   va   cyãanzí   c
Likewise   as-many people-as also just-so-many he

jyũcje';   cjĩrra   c yatnu   luuch
makes-knots; doing-so he house-to child

yacj caja'
with sends

mutyi'sa' csinela jiyucajn.
mote   cook   in-order-to-know.

'When they arrive and begin to work, the owner counts, finding out how many there are, to send a note so that the cook in the house will put enough meat in the *mote* (hominy soup) for each person. Another, in case a child carrying the message may not be able to do so (successfully), making nicks in a stick with a knife, makes as many nicks as there are people. Or else he makes a string out of fibre and knots it. Likewise, he makes as many knots as there are people and sends it to the house with a child in order for the cook to know about the *mote*. '

Example 29 ALTERNATIVE PARAGRAPH

TEXT: <u>Simple Sentence</u>

Cyajũ'   angya'sa' wẽt mée u'c ũusjutje'.
Then   *to-me   good not it   thought-occurred.*

OPTION₁: <u>Conditional Sentence</u>

Atsa'   "maa   icj vatsa'   peecy u'nja."
And-DS   *someone kill if-would myself I-would-die.*

OPTION₂: AMPLIFICATION PARAGRAPH

TEXT: <u>Sequence Sentence</u>

Meerrava "peequíi   va   peña ewmeecjẽ
Or   *myself-(intens.) also cliff bad-from*

         ũpjrra',
         jumping-off-SS,

              u'nja"   sũjũ'   u'tj.
              I-would-die thought I.

AMPLIFICATION: <u>Concessive Sentence</u>

         Cyã' yũu   wẽerrava,
         Thus to-do even-though-wanting-SS,

              "ĩ'nrráa váa   cpã'yu'nja"
              just   probably I-would-be-injured

              sũjrra   ũucju' u'tj.
              thinking-SS feared I.

OPTION₃: RHETORICAL Q-A PARAGRAPH

SETTING: Simple Sentence

Cyã'   yajcyna   u'juynu,
Thus thinking walking-still-DS,

wala ñusu en   pa'ja'   u'c.
very sad   time arrived it.

RHETORICAL Q: Quotation Sentence

"¿Ma'wẽ yũu i'tj?"
What   do   should-I?

A: Quotation Sentence

Meerra'   "vite   ajn   u'jrra,   jyu'j quiwen
Or   *another place-to going-SS, far   land-to*

u'jrra,   pal   jiimeesa's
going-SS, priest one-who-does-not-know

utyaarra',   cbeesáa vatsa',
approaching-SS, confess if-should,

angy ũuste   wẽtuuváana"
my   heart-in would-probably-be-content

sũjũ'   u'tj.
thought   I.

TERMINUS: Simple Sentence

Cyã'wẽ yũu   yaaqui' u'tj dundte yu'.
Thus   to-do thought I   at-times.

TEXT': Antithetical Sentence

Macue   yaaqui'   u'tj
However-much thought-about-it I

nava wej yujva angy ũuste   wẽt
but   not-at-all my   heart-in good

üusjutjets meega.
felt   not-it.

'My conscience hurt and I thought: "If only someone would kill me, so I'd die." Or, "if I should jump off a cliff, I would die." Although I wanted to do that, I was afraid, thinking: "I'll just get injured." Thinking that, I was very sad. "What shall I do?" I thought. "If I go to another place, far away, and confess to some priest who doesn't know me, maybe my heart will find peace." At times I thought of doing that. But no matter how much I thought about it, my conscience hurt.'

2.9.10 Attestation Paragraph

(+ Text	+ Evidence[n])
Sentence	Sentence (Parallel Para)

The Attestation Paragraph has two obligatory nuclear tagmemes, the second of which may be repeated. Credence in regard to the item stated in the Text Tagmeme is substantiated by information in the Evidence Tagmeme.

The tagmemes are most frequently filled by a Simple Sentence. Parallel Paragraph embeds in nonfinal Evidence in our present data.

Linkage between the tagmemes includes *cyajti* 'that is why' and juxtaposition.

The deep structure encodes evidence, a variety of implication not listed in Longacre's catalog of interclausal relations (see, An Anatomy of Speech Notions, 1976: chapter 3).

In addition to the following example, further illustrations of the Attestation Paragraph may be seen in example 33.

Example 30 ATTESTATION PARAGRAPH

TEXT: Simple Sentence

Naa sa't   yu'   Ũyũ
This chieftain (theme) Tierradentro

yu'walaju case'jsa ne' yu'.
river-from born-one he was.

EVIDENCE: PARALLEL PARAGRAPH

ITEM₁: <u>Simple Sentence</u>

Cyajíi   ãchpa'jva cyãa sa'ta's   cũpjsa
That-is-why today-even that chieftain's lassoer's

chinda cuette _waacji'ni ãchva
foot- stone-in -print   now-even

ãate   via'c.
openly appears.

ITEM₂: <u>Simple Sentence</u>

Cja'tya tjpand qui'pni va   via'c
Lasso   coil   placed also appears

jĩ'ty.
so-they-say.

'This chieftain came out of a river in Tierradentro. Even today the footprint in stone of the one who lassoed the chieftain is still to be seen, as well as the imprint of the lasso, so they say.'

Antithetical Paragraph - III

(+ Thesis + Antithesis) + Terminus
Time-line is non-focal.
Linkage: usually the adversative
nava 'but'; juxt., infrequently.

Encodes contrast or frustration.

Contrast Paragraph - III

(+ Statement + Contrast)
Time-line is focal with a 'before'
and 'after' marked relationship.
Linkage: adversative *nava* 'but'.

Encodes temporal contrast.

Result Paragraph - III

(+ Text + Result)
Theme-line is focal.
Linkage: *cyãa pa'ga* 'for that
    reason', *cyãansa* 'because of
    that', Cause Margin, recap.,
    with tail–head linkage.
Efficient cause encodes in the
    Text.

Reason Paragraph - III

(+ Text + Reason)
Theme-line is focal.

Linkage: juxt., or *cyã'wẽ me'*
    'otherwise'.
Encodes warning in the Reason;
    efficient cause in the Text.

CHART 8

2.9.11 Antithetical Paragraph

(+ Thesis	+ Antithesis)	± Terminus
Sentence (Amplif Para) (Expl Para) (Reason Para)	Sentence (Amplif Para) (Antith Para) (Attest Para) (Coor Para) (Result Para)	Sentence (Antith Para)

The Antithetical Paragraph has two obligatory nuclear tagmemes. Rarely, a final optional peripheral tagmeme occurs. Next to the Amplification Paragraph, and occurring a little less than half as frequently in the present data, this paragraph type embeds more often than any other type.

The fillers of either nuclear tagmeme show little, if any, restriction. Out of 13 paragraphs, the Thesis Tagmeme is filled by six sentence and three paragraph types and the Antithesis by seven sentence and five paragraph types.

The time-line is nonfocal (cf. Contrast Paragraph).

Linkage between the nuclear tagmemes is usually by the adversative *nava* 'but' and occasionally by juxtaposition.

The deep structure encodes contrast or frustration.

In addition to the following examples, further illustrations of the Antithetical Paragraph may be seen in examples 12, 16 and 24.

Example 31 ANTITHETICAL PARAGRAPH

THESIS: Parallel Sentence

Nasa   yu'   quiwe pe'la ji'pjunisa'
People (theme) land piece those-who-have

"gobierno   jĩina"   sūjū'ts meeta';
government it-belongs-to think do-not-they;

ni "cabildu'   tyundeendewa'jsana"
nor town-officials responsible-for-dividing

```
sũjũ'ts va      meeta'.
think   either do-not-they.
```

ANTITHESIS: Coordinate Sentence

```
Cyãawe'sh yu'      "quiwe namu   tja'u"
They          (theme) land   owners we-are

sũjũ'  ty   sa'   cyã'wĕy we'we' ty:
think they and-SS likewise speak    they:

"Na'  angy quiwe'"  meerrava "cue'sh quiwe'"
This is    land-is or          our    land-is

jĩ'ty.
so-they-say.
```

'People who have a piece of land do not realize that it belongs to the government nor that the town officials have the responsibility for dividing it. They think: "We are the land owners, " and likewise they say: "This is my land, " or, "It is our land. "'

Example 32 ANTITHETICAL PARAGRAPH

THESIS: AMPLIFICATION PARAGRAPH

TEXT: Simple Sentence

```
Pal    Pitayu'te cãa      iisa misa's
Priest Pitayó-in arrived each mass

iviituts mee u'tj.
missed    not I.
```

AMPLIFICATION: Concessive Sentence

```
Cbeesa     comulgaĩ'     u'tj
Confessing took-communion I

   vite   nasa   cyã'wĕ yuutsmeeteva.
   other people thus   even-though-not-doing-DS.
```

TERMINUS: Sequence Sentence

    Cyã'wẽ yũurra',
    Thus doing-SS,

       "angya' wejy ew ne'   tca" sũjũ' u'tj.
       I   very good must-be I   thought I.

ANTITHESIS: ANTITHETICAL PARAGRAPH

  THESIS: AMPLIFICATION PARAGRAPH

    TEXT: Concessive Sentence

Nava   isa yu'   cyã'wẽ misana   cbeesana
But   true (theme) thus   taking-mass confessing

    comulgaĩna   medallaty tu'sna lisana
    taking-communion medals   carrying saying-prayers

    u'jurrava,
    even-though-I-went-around-SS,

       wala grosero iiwejchtjẽ' jrráa u'jusa
       very coarse haughtily-just   going-around

       u'tj.
       was-I.

  AMPLIFICATION: Simple Sentence

       Quĩjva   ewmeetjẽ'jrráa canzhrráa we'wena
       Whatever very-wicked-just bad-just talking

       u'juya'   jii u'tj.
       to-go-around knew I.

ANTITHESIS: Concessive Sentence

Nava   cyã'wẽ yuunava
But   thus although-being

       "wala ew fi'nze' tj" sũjũ' u'tj.
       very good live   I thought I.

TERMINUS: ANTITHETICAL PARAGRAPH

THESIS: Result Sentence

> Shi'ndyterráa   u'jurrarrá'
> *Darkness-in-just go-around-SS-just*

>> ntca   cyã'wẽ yaaqui' na'   Dyus
>> *must-have-I thus   thought and-so God*

>> yu'sa' jiime'   ntca   fi'nze'.
>> *(theme) knew-not must-have-I lived.*

ANTITHESIS: Conditional Sentence

> Dyusa's jiivatsa',
> *God   if-one-had-known,*

> cyã'wẽ yuuva yũuna fi'nzewa' jmeete-ne'-yu'.
> *thus   never doing would-not-have-lived.*

'Each time the priest came to town I never failed to go to mass.
I confessed and took communion, even though other people didn't. By
doing that, I thought that I must be very good. But, the truth is that
even though I kept on going to mass, confessing, taking communion,
wearing medals, and saying prayers, I was extremely proud. I knew
how to talk very wickedly and grossly. But even though being like this,
I thought that I was very good. Walking in (spiritual) darkness, I
thought that way and lived not knowing God. If I had known God, I
would never have lived like that.'

Example 33 ANTITHETICAL PARAGRAPH

THESIS: EXPLANATORY PARAGRAPH

TEXT: Simple Sentence

> Cyãa vitywe'sha'sa' sã'jiya' na'wẽ
> *That guardian-spirit to-feed like-this*

> ty yu' pse:
> *they do:*

ELAB: Sequence Sentence

Tajcy   ũ'rra',
Domestic-animal eating-SS,

hasta quĩj ũuste ma'c   yuu meerra' tjũne
even-to some heart it-may be or   tongue

ma'c   yuu meerra' jycuet ma'c   yuu jycuet
it-may be or   head   it-may be head

chich ma'c   yuu meerra' quĩj meetu'j ma'c
meat it-may be or   some tripe   it-may

yuu nava quĩjquĩj pe'lacuety va   jyuca
be but whatever little-pieces also all

weste   watsuutsrra',
string-on threading-SS,

teech copa wallinde yacj cu cyã's cyãa
one   cup liquor   with he that his

ũsniite   tyajya' u'jue'.
dwelling-place-in to-put goes.

TERMINUS: Quotation Sentence

Cjĩrra   "cyãa yu'   ũ'we' c" jĩna u'ty
Doing-so   that (theme) eats he saying they

we'we' pse.
talk. (interj.).

ANTITHESIS: ATTESTATION PARAGRAPH

TEXT: Simple Sentence

Nava   ũ'wets me'.
But   he-does-not-eat.

EVIDENCE₁: Simple Sentence

> Ĩ'neecy cytee ujndyna   ŭsa' u'ta.
> *In-vain there drying-out are they.*

EVIDENCE₂: Simple Sentence

> Wallinde vãa   yuuna nava cytee nes
> *Liquor   probably being but   there always*
>
> cu'ta yu' pse.
> *they   are (interj.).*

THESIS': Simple Sentence

Nava   nasa' cyã'wẽ u'ty creĩ' pse.
But   *Páez thus   they believe (interj.).*

'They do like this to feed the guardian spirit: When a person eats an animal, taking a piece of each organ, tongue, head, head-meat, some tipe, threading all the little pieces on a string (together with a cup of liquor) he goes and puts that at the guardian spirit's dwelling place. So doing, they say that the guardian spirit eats that. But he does not eat it. Those things in vain just dry up there. The liquor just stays there. But the Páez believe this.'

2.9.12 Contrast Paragraph

(+ Statement	+ Contrast)
Sentence (Amplif Para)	Sentence (Amplif Para) (Result Para)

The Contrast Paragraph has two obligatory nuclear tagmemes and no peripheral tagmemes. In the present data, the Statement may be filled by a Simple Sentence or an Amplification Paragraph; the Contrast, by a Simple or a Sequence Sentence, or an Amplification or a Result Paragraph.

The time-line is focal. The first tagmeme is explicitly marked by a time word or affix indicating a 'before' relationship, such as *niyafiteya'* 'at first'. The second tagmeme is marked by a time word or phrase indicating an 'after' relationship, such as *nmejte'* 'finally', *ãchja'* 'now', or *cyajũ'* 'then'. These words or phrases are further overtly marked, usually, for Sentence Topic.

The time element is the contrastive feature that differentiates the Contrast Paragraph from the Antithetical and that limits its occurrence.

Linkage between the tagmemes is the adversative *nava* 'but'.

The deep structure encodes temporal contrast.

Example 34 CONTRAST PARAGRAPH

STATEMENT: AMPLIFICATION PARAGRAPH

   TEXT: <u>Simple Sentence</u>

Niyafiteya'   Dyus yuwe's yat   iisarráa u'tj pta'shi'.
At-first   *God's Word house each-just I   preached.*

   AMPLIFICATION: <u>Simple Sentence</u>

               Mtee yujva qui'sen en pcjaacjewa'j
               Where ever Sunday day to-meet

               yu'   tee jwendte ji'pjmée ctja'u.
               (theme) directly   had-not we.

CONTRAST: AMPLIFICATION PARAGRAPH

   TEXT: <u>Sequence Sentence</u>

Nava cyajũ'
But   then

          cyã'wẽ e'nz pal   íi   cãjrra',
          thus   two priests (intens.) coming-SS,

          cyã'wẽ nasa   wala pcjaacjete',
          thus   people many meeting-DS,

          cue'sh va   cytee pcjaacjerrarráa
          we   also there meeting-SS-just

cyajũ' cyãa entey   cyte'
then   that day-on-(intens.) there

teech congregacion cu'c neeyuu
one   congregation it   remained

qui'sen iisa pcjaacjewa'j.
Sunday   each to-meet.

AMPLIFICATION: Simple Sentence

Cyãa' 1932 te ga.
That   1932 in was.

'At first I preached God's Word just at each house. We didn't have any one place to meet on Sunday. But then when two priests came and many people were meeting, we also were meeting there and then from that time on a congregation continued meeting there each Sunday. That was in 1932.'

Example 35 CONTRAST PARAGRAPH

STATEMENT: Simple Sentence

Dyus yuwe's ew   jiyutsmee
God's Word   well were-not-understanding

tja'u wagas   yuweterráa.
we   white-man's language-in-just.

CONTRAST: Simple Sentence

Nava   nasa yuwete'   ãchja' jiyuna
But   *Páez language-in now   understanding*

u'juets tja'u.
going   we-are.

'We were not understanding God's Word just in Spanish. But now we are understanding it in Páez.'

Example 36 CONTRAST PARAGRAPH

STATEMENT: <u>Simple Sentence</u>

Angya' ñus   ñusterráa   fi'nzesa
I   sorrow sorrow-in-just one-who-lived

u'tj,
I,

　　　　　Cristo angy Amu's ũuste   jypa'gameya'.
　　　　　Christ my   Lord   heart-in before-receiving-SS.

CONTRAST: <u>Sequence Sentence</u>

Nava   cyãa Cristo's angy ũuste   jypa'garra',
But   *that Christ   my   heart-in receiving-SS,*

　　　　cyãa angya's peltunaĩrra   angy ũusa's cyajy
　　　　He   me   pardoning-SS my   heart His

　　　　eeju   pcji'cjyte',
　　　　blood-with washing-DS,

　　　　cyãa íi .   pu'chte',
　　　　He   Himself helping-DS,

　　　　　　　wẽt   wẽtrráa   yajcyna ãchpcach
　　　　　　　content content-just thinking until-now

　　　　　　　u'ju'   tj naa quiwete,
　　　　　　　go-about I this world-in,

　　　　　　　　　muytjãsna   ma'wẽnteya'
　　　　　　　　　waiting-for some-certain-day-in

　　　　　　　　　Dyus jycaajna ũsni quiwete
　　　　　　　　　God   ruling   being land-in

　　　　　　　　　wẽtrráa   wechan   ũsya' u'jya'.
　　　　　　　　　content-just rejoicing to-be to-go.

'Before receiving Christ my Lord into my heart, I used to live in great sadness. But since receiving Him into my heart, He pardoning me and washing my heart with His blood, He Himself helping me, to this day I live in peace in this world, waiting for that day when I'll go to be happy and at peace where God rules.'

2.9.13 Result Paragraph

(+ Text	+ Result)
Sentence (Amplif Para) (Rhet Q-A Para)	Sentence (Narr Para)

The Result Paragraph has two obligatory nuclear and no peripheral tagmemes. The second tagmeme gives the result of some action. Sentence and paragraph types are varied and without any special pattern apparent in either the Result or the Reason Paragraph types.

The theme-line is focal.

Linkage is by the conjunction *cyãa pa'ga* 'for that reason', *cyãansa* 'because of that', the Cause Margin marker *-pa'ga,* or by recapitulation, with tail-head linkage.

Deep structure efficient cause encodes in the Text.

In addition to the following example, an additional illustration of the Result Paragraph may be seen in Example 12.

Example 37 RESULT PARAGRAPH

CAUSE: <u>Concessive Sentence</u>

Ley yu'   "resguardo quiwe'sa' tyweywa'j
Law (theme) resguardo   land   for-sale

me'"   jĩteva,
is-not even-though-saying-DS,

  nasa'   nwĕese'je'ts meeta', nĩ
  people obey   not-they, nor

```
cabildu          va      we'we'ts me'
town-officials either speak    do-not
```

town-officials either speak   do-not

```
tyweysaty.
to-the-sellers.
```

RESULT: <u>Sequence Sentence</u>

```
Cyãa pa'ga      ãch yã'ja'
For-that-reason now-a-days  .
```

```
vite' wagas          váa     yuuna va
others white-people probably coming too
```

```
u'carra',
entering-SS,
```

```
quiwe's walatjẽ'j uwerra      chjãchjana
land     very-much grabbing-SS getting-
```

```
            ũs  ta'.
more-powerful are they.
```

'Even though the law says that *resguardo* land (land set aside for the Indians) is not for sale, people do not obey. Not even the town officials rebuke those who sell land. Because of this, others, even whites, coming in, acquiring a lot of land, are getting more and more powerful.'

2.9.14 Reason Paragraph

(+ Text	+ Reason)
Sentence	Sentence (Amplif Para)

The Reason Paragraph has two obligatory nuclear and no peripheral tagmemes. The second tagmeme gives the reason for some action. The theme-line is focal.

Linkage is by juxtaposition or by the connective $cy\tilde{a}'w\tilde{e}\ me'$ 'otherwise'. In the latter instance, deep structure warning encodes in the Reason; efficient cause in the Text; elsewhere, efficient cause encodes in this paragraph type.

An illustration of the Reason Paragraph may be seen in Example 17.

<u>Dialogue Paragraph – II</u>
+ Setting $\pm$ Lead-in(+ Exchange^n)
$\pm$ Terminus

Participants: minimum of two in Simple Dialogue

Linkage: quotative verbs, *jĩ* 'say', *ptá'sh* 'tell', *pẽjy* 'ask', *pas* 'answer'; conjunctions, *sa'* 'and-SS', *atsa'* 'and-DS', *cỹã'wẽ* 'thus'.

Enclodes repartée.

<u>Rhetorical Question and Answer – III Paragraph</u>
+ Setting (+Q + A)

Linkage: juxt.

Encodes question and answer.

[Exit to Sentence Structure, cf. Close Sequence Sentences in Páez Sentence Types.]

<u>Close Sequence Paragraph – II</u>
(+ Text + Close Sequence^n)

Participants: same or different.

Linkage: *naapeachja'*, *-peachja'* 'as soon as', 'while'. Encodes close succession.

CHART 9

2.9.15 Dialogue Paragraph

± Setting	± Lead-in	(+ Exchange^n)	± Terminus
Sentence	Sentence	Quotation Sentences	Sentence (Antith Para)

The Dialogue Paragraph has one obligatory nuclear tagmeme and three optional peripheral tagmemes. Either the Setting or the Lead-in Tagmemes, or both, may occur.

The speech of at least two people is reported in a Dialogue Paragraph. An Exchange includes a minimum of an Initiating Utterance (IU) and a Resolving Utterance (RU). The IU of the first speaker may be a question (Q), a proposition (PROP), or a remark (REM). The RU of the second speaker may be a corresponding answer (A), response (RESP), or evaluation (EV).

The Dialogue may be Simple, with one Exchange; Compound, with multiple Exchanges; or Complex, with at least one Continuing Utterance (CU) preceding the RU. The second speaker may be the initiator of a new Exchange (see example 38). The CU may be filled by a counter-question ($\overline{Q}$), a counter-proposition ($\overline{PROP}$), or a counter-remark ($\overline{REM}$). Dialogues with potentially greater complexities and direct, unreported conversations are not presented in this analysis. These, in effect, constitute three paragraph types which are handled jointly. (Cf. Longacre, 1976: chapter 4.)

The Utterances of an Exchange are expounded by Quotation Sentences. The peripheral tagmemes in the present data are filled by Sequence, Simple, Concessive, or Coordinate Sentences and the Terminus by an Antithetical Paragraph as well.

Diagnostic of a Dialogue Paragraph are the Quotation Sentences filling the Exchange Tagmemes, and marked with the quotative verb $j\tilde{\imath}$ 'say', or, less frequently, with $pta'sh$ 'tell', $p\check{e}j\mathcal{y}$ 'ask', or pas 'answer'. Between IU and RU or at the seam between Exchanges, the reporter frequently interposes a conjunction, such as sa' 'and-SS', $atsa'$ 'and-DS', or $cy\tilde{a}'w\tilde{e}$ 'thus'.

The deep structure encodes repartée.

Example 38 *DIALOGUE PARAGRAPH*

LEAD-IN:Sequence Sentence

    Angy yu'sa' "por el   delito de amenaza al
    Me   (theme) for the crime   of threat   to

    clero" jĩrra',
    clergy saying-SS,

        u'ta caaj.   .
        they sent.

EXCHANGE₁:

  IU: (Q)

Atsa'   cjũes instruccion criminala' "¿cyã'wĕ
And-DS   judge instruction criminal   thus

        dyij   nga?"   jĩna   u'c pĕjy.
        really are-you? saying he asked.

  RU: (A)

Sa'   angy pasrra':
And-SS I   answering-SS,

        "cyã'wĕ meetj.   Angya' evangeliurrá's
        thus   am-not-I. I   Gospel-just

        tju pta'shi'. Sa'   maa pal
        I   preach. And-SS some priest

        yacji'   namicutj,   cyãawe'shtyi'
        with-(intens.) friend-am-I, them-(intens.)

        respetaĩ' tj naa pa'ga" jĩna   u'tj pas.
        respect   I because   saying I   answered.

EXCHANGE$_2$: (Second speaker continues):

IU: (PROP)

"Jypejyte',
If-needed-DS,

pajnz paltyi testigo   acje'nja" jĩ' u'tj.
four   priests witnesses I-will-get said I.

RU: (RESP)

Atsa'   señor-juesa': "cyã'wẽ jypejy meetj"
And-DS   *judge:*   *thus   need   do-not-I*

jĩ' u'c.
said he.

"Ĩ'née jypa'yacy u'june'nga" jĩ'   u'c.
Just carefully go-around   said he.

TERMINUS: Coordinate Sentence

Atsa'   nueve diaste' cyãa carcelu   cutyi'j
And-DS   *nine   days-in   that jail-from took-out*

u'ty sa'   qui'quin Cliíchawnuy
they and-SS again   Quilichao-to-same

shawendna' u'ju' tj.
returning went   I.

'Accusing me of: "For the crime of threatening the clergy,"
they sent me to court. And the Judge for Criminal Instruction asked:
"Is that what you really are?" And I answered: "I am not that way.
I just preach the Gospel. And I am a friend of some priests."
   "If you need them, I will get four priests as witnesses," I con-
tinued. And the judge said: "I won't need them. Just be careful."
And after nine days they let me out of jail and I went back again to
Quilichao.'

Example 39 DIALOGUE PARAGRAPH

SETTING: <u>Simple Sentence</u>

Cyajũ'   Sr. Gobernador oficinate u'tj u'j.
Then   *Mr. Governor's office-in I   went.*

LEAD-IN:<u>Simple Sentence</u>

Cytee va   cyã'wẽy angya's jypa'garra
There also likewise me   receiving-SS

cyajũ' paapẽjyya' cach   cu'c.
then   to-question sat-down he.

IU: (Q)

"¿Yu'cj nasa' mtee ũste   jiimee   nga'?"
Guerrillas   where are-DS do-not-know you?

CU: (REM)

Naa pa'ga u'tj cyã'wẽ pas: maa
Therefore I   thus   answered: no-one

"yacj yujva angya' puii jypacuena fi'nze'ts
with even I   fight picking   live

meetj. Palwe'sh yacj yujva enemigo meetj"
not-I. Priests with even enemy   am-not-I

jĩ' u'tj.
said I.

RU: (EV)

Cyã'wẽ iina   "palwe'sh yacj va
Thus   (intens.), priests with also

namicu ng"   jĩ'ty   jĩ' u'c.
friend you-are so-they-say said he.

TERMINUS: <u>Sequence Sentence</u>

Cyajũ'   despedĩrra',
Then   *saying-goodbye-to-him-SS,*

         case'j   u'tj.
         went-out I.

'Then I went in to the governor's office. There after receiving
me, he sat down to question me. "Don't you know where the guer-
rillas are?" Therefore I answered him thus: "I never pick a fight
with anyone. I am not even an enemy of the priests." "Thus, indeed,
you are a friend of the priests," he said. Then after saying goodbye
to him, I left.'

2.9.16 Rhetorical Question and Answer Paragraph

± Setting	(+ Question	+ Answer)
(Amplif Para)	Sentence	Sentence (Amplif Para) (Antith Para)

The Rhetorical Question and Answer Paragraph has two obligatory
nuclear tagmemes and one optional peripheral tagmeme. The Ques-
tion Tagmeme is filled by a Quotation Sentence unmarked by an initiat-
ing or terminating quotative verb. The sentence begins with an interro-
gative pronoun, such as 'why?', 'how?', 'what?'. The Answer Tag-
meme is filled, in the present data, by a Quotation or a Coordinate Sen-
tence, an Amplification or an Antithetical Paragraph.

Linkage is by juxtaposition.

Deep structure question and answer encode in this paragraph type.

In addition to the following examples, a further illustration of the
Rhetorical Question and Answer Paragraph may be seen in example 29.

Example 40   RHETORICAL QUESTION AND ANSWER PARAGRAPH

RHET Q: Quotation Sentence

Atsa'   angya's na'wẽ   u'c ũusjutje'.
And-DS   *to-me   like-this it   thought-occurred.*

             "¿Ma'wẽ yuurra   pal   yuuya'   ewu i'tj?"
             How   doing-SS priest to-become could I

A: Conditional Sentence

           Pal   yuuvatsa'
           Priest if-should-become

                 nasa yuweju   yu'cypeje'nja
                 Páez language-with counsel-I-would

                 na'wẽ   "canzh we'weni'   ew   me'"
                 like-this bad   language good it-is-not

                 jĩna.
                 saying.

     'And this thought occurred to me: How could I become a priest?
If I should become a priest I would give advice in Páez saying:
"It's not good to use bad language like this."'

Example 41   RHETORICAL QUESTION AND ANSWER PARAGRAPH

RHET Q: Quotation Sentence

Nava   "¿Ma'wẽ yuurra   cyã' pjtãawe cpajcyya'
But   *How   doing-SS that curse   to-affect*

             ãjãcy?"
             could-possibly?

A: AMPLIFICATION PARAGRAPH

TEXT: <u>Simple Sentence</u>

Naa quiwete' naasá ĩshĩini yuurráa   pse,
This world-in just lies   (theme)-just (interj.),

"ptjãawe wee"   jĩ'ty.
curse   sickness so-they-say.

AMPLIFICATION: <u>Antithetical Sentence</u>

Vite na'wẽ aca pa'jatspcachja',
Other like pain as-soon-as-arrives,

"cyãa   ne'   ptjãawe,   cyãa
that-one must-have cast-a-curse, that

tjẽ'j ne'   ptjãawe"   jĩ' c;
shaman must-have cast-a-curse says he;

nava fytjaa jii yujva mee u'pterráa
but poor know even not being-DS-just

ty   cyã'wẽ juzgaĩyz' quiité'.
they thus   to-judge begin.

TERMINUS: <u>Simple Sentence</u>

Cyã'wẽ yũuní'   ew   meea'.
Thus   having-done good it-is-not.

'How is it possible for a curse to affect someone? In this world,
even though it is just a lie, they say that sickness is caused by a curse.
As soon as a person gets sick, he says that a certain shaman must have
cast a curse on him, but just being ignorant, they thus begin to accuse.
That kind of thing is not good.'

2.9.17 Close Sequence Paragraph

(+ Text	+ Close Sequence^n)
Sentence	Sentence

The Close Sequence Paragraph has two obligatory nuclear tagmemes, the second of which may be repeated. The tagmemes are usually filled by a Simple or a Sequence Sentence. Most frequently a single Close Sequence Tagmeme occurs in the paragraph but up to three have been observed.

The time-line is focal.

The participants may be the same or different in each tagmeme.

Linkage is by the mini-clause *naapcachja'* or by the Time Margin marker *-pcachja'*. Both mean 'as soon as' or 'while'.

Deep structure close succession encodes in this paragraph type (cf. Close Sequence Sentences in Páez Sentence Types).

In addition to the following examples, further illustrations of the Close Sequence Paragraph may be seen in the Páez text, ''The Opossum Dance'.

Example 42 CLOSE SEQUENCE PARAGRAPH

TEXT: Sequence Sentence

Cyãa e'ste
That after

> yat   namu' piuntyi yat   dyiisu caachi'jrra',
> *house owner workers house inside having-seated-SS,*
>
> nasa   iisa mutyi platuty chich acjnisa's
> *person each mote plates   meat   put-in*
>
> tyaja' c.
> *places he.*

CLOSE SEQUENCE: <u>Simple Sentence</u>

Naapcachja'
As-soon-as (he does that)

> piun   meerrava pi'cy   nasa'   calduna
> *workers or   invited people soup*
>
> tungyna', mutyi'sa' ya'jate
> *drinking, mote   woven-bags-in*
>
> ty   ambu'
> *they put*
>
>> cyãawe'sh yatna   jyũn   u'jya'.
>> *their   houses-to carrying to-go.*

'After that, the host, having seated the workers inside the house, gives each person a plate of *mote* (hominy soup) with meat in it. As soon as he does that the workers or guests, drinking the broth, put the solid pieces in a woven bag to take to their homes.'

Example 43 CLOSE SEQUENCE PARAGRAPH

TEXT: <u>Simple Sentence</u>

Cyãa scjẽwa', vite   nasa   yã'ja' palaju
That passed, other people now   spade-with

> pa'qui'cyrra   ty   ambu'.
> *digging-out-SS they prepare-ground.*

CLOSE SEQUENCE$_1$: <u>Simple Sentence</u>

Naapcachja'
As-soon-as (they do that)

> vite'   aandas fytũu jyu'saju tjetje'
> *others litter poles long-with stamp-down*
>
> ty.
> *they.*

CLOSE SEQUENCE$_2$: Coordinate Sentence

Pendaatspcachja
As-soon-as-they-bury

        cytee va   lisa' ty;   uusá   namu'
        there also pray   they; dead-one owner

        vite' ũ'ne' ty.
        others cry   they.

CLOSE SEQUENCE$_3$: Simple Sentence

Naapcachja'
As-soon-as (they finish)

        uusá   ney   ma'c yuu niyacj
        dead-one's father it-may be brother

        ma'c   yuu nava wallinde jyawrra
        it-may be   but   liquor   pouring-SS

        yusuusu'   ty nasa lisa.
        give-to-drink they person each.

    'When that is over, other people prepare the ground, digging with
a spade. As soon as they finish that, others stamp it down with long
long poles from the litter. As soon as they finish burying they also
pray there, and the dead person's closest relative and others weep.
As soon as they finish, the father or brother of the dead one pours
out liquor and gives some to each one to drink. '

3. PAEZ SENTENCE STRUCTURE

In the grammatical hierarchy of Páez, the sentence is a well-defined level between clause and paragraph, which exhibits certain features of both contiguous levels, and which is best analyzed by taking into account the relationship between the sentence and the whole structure of which it is a part.

The sentence is a combination of clauses which form a phonological, grammatical, and lexical unit. The minimal construction, or simple sentence, consists of a single clause with independent verb. The expanded construction may be composed of a finite number of clauses, without embedding; or of sentences, with recursive embedding (see Section 3.4). In the following analysis, the sentence is considered to have two parts, nucleus and margin, with each sentence type having a unique nucleus, and with the margin occurring with various sentence types (See Chart 10). Twenty-one sentence types are posited for Páez, each with a distinctive nucleus in the surface structure which differentiates it from other types.

Applying the concept of deep and surface structure to the analysis of Páez sentences, Charts 10-31 present formulae for the surface structure of each sentence type, with the corresponding deep or semantic structure indicated (below double line on charts) by using the notational symbols developed by Robert Longacre in An Anatomy of Speech Notions, 1976.

An interesting feature of Páez sentences is the occurrence of permutations; that is, clauses may permute within the domain of the sentence, to emphasize or give prominence to a certain feature of the sentence: within the sentence nucleus, bases may permute; or nucleus and margin may permute. The resulting prominence given to one part of the sentence extends beyond the domain of the sentence, to the domain of the paragraph. Consequently, rather than permutation being considered to be simply an optional feature on the sentence level, it is found to function on a higher level as a device to indicate prominence within the paragraph. This feature of Páez sentence structure corroborates Longacre's assertion that the optimum advantage in higher-level analysis is gained when two or more contiguous levels are analyzed conjointly, since some features on one level can only be understood in the light of their function on other levels.

3.1 Sentence Nucleus

Páez sentences are basically of two types, in respect to the kind of nucleus they have, namely:

1) Sentences in which the nucleus consists of one and only one main clause with independent verb, combined with one or more subordinate clauses with dependent verb. The distinctive characteristic of this type of construction is chaining of clauses, as in the Sequence Sentence, in which no more than one main clause can occur, and in which each dependent clause marks the same or different subject from that of the following clause in the chain (See Chart 10, Nucleus, first formula above double line).

A variation of this type of construction consists of sentences which have one main clause combined with one subordinate clause, with interdependence between the two clauses. This type of sentence is a balanced construction, as in the Conditional, Contrafactual, Concessive, Comparative and Correlative Sentences (See Chart 10, Nucleus, second formula above double line).

2) Sentences in which the nucleus consists of two or more main clauses with independent verbs (bases), joined by distinctive conjunctions (links). Certain sentences of this type are open-ended, in that additional bases and links may be added, as in the Coordinate and Alternative Sentences. Other sentences of this type are binary, in that no more than two bases can occur, as in the Antithetical, Preference, Opposition, and Inversion Sentences. In one type of binary sentence, the Paraphrase Sentence, the absence of any medial link between bases is diagnostic of that sentence type (See Chart 10, Nucleus, formulae below double line).

3.2 Sentence Margin

There are a limited number of sentence margins, which occur with sentence nuclei (see Chart 10). These margins, consisting of Axis-relator clauses, may occur preposed or postposed to the sentence nucleus. Some margins, namely the Recapitulation, and Prior, Prior Span, Anticipatory and Concurrent Time Margins, usually occur preposed to the nucleus, but may permute to sentence-final position to indicate prominence on the paragraph level. Other margins, namely, the Cause, Purpose, and Subsequent Time Margins, normally occur postposed to the nucleus, but may be front-shifted to initial position in the sentence to give that particular information prominence within the

Chart 10
PAEZ SENTENCE STRUCTURE

Margin	Nucleus	Margin

Time Margin: A–R Cl
1) prior span:
  -ȋiN / -yNA
  'while, as'
2) anticipatory:
  -mee-yNA
  'before'
3) prior:
  -ɲɨ̃ 'after'
4) concurrent:
  -pcachɟa'
  'as soon as, while'
	$+$ (subord.cl)^n + main cl
	
	$+$ subord. cl + main cl
	
	$+$ (+ Base$_1$ +Link)^n +Base$_2$*
	
	$+$ Base$_1$ $\emptyset$ + Base$_2$
		Time Margin: A–R Cl
		subsequent:
		  -pcach
		  'until'
		
		Cause Margin: A–R Cl#
		
		  -pa'ga
		  'because'
		
		Purpose Margin: A–R Cl#
		  -caɟn
		  'in order to'

Recapitulation: A–R Cl		

* (+Base$_1$ + Link) may permute with Base$_2$
# These margins may also occur preposed to nucleus

paragraph. The recapitulation and preposed time margins also function
as linkage between sentences, particularly in narrative paragraphs.

3.2.1 Time Margins

The Time Margin is a development of the antecedent, with a spec-
ialized form and function. Time Margins are used as paragraph and
sentence linkage. Five Time Margins (TM) are posited for Páez:
Prior Span, Anticipatory, Prior, Concurrent, and Subsequent.

Time Margin 1: Prior Span: Axis-relator Clause, with relator
(C) $-\hat{i}iN/$ (V)-yNU 'while, as' indicating same or different subject
from that of following clause. This Time Margin occurs paragraph-
initial, indicating temporal overlap.

Example 44

<u>Cyã'wẽ</u> <u>yũuna</u> <u>u'ju-y</u> (SS) jwee pitstacy yuuna u'juetsrra'
beca tungyya' wallinde tungyya' utj piya.

Thus doing going
chicha to-drink liquor to-drink I learned.

'While doing like that, becoming a young man, I learned
to drink *chicha* and liquor.'

Example 45

<u>Cyã'wẽ</u> <u>yũuna</u> <u>ũs-ĩin</u> (DS) añu ãjte' cuartelu cutyi'jni
utj vite soldauwe'sh yacj.

Thus doing being year ending headquarters-from left
I other soldiers with.

'While doing like that, at the end of a year I was released
from the army with other soldiers.'

Time Margin 2: Anticipatory: Axis-relator Clause, with negative
particle $-mee-$ and relator $-yNA$ 'not yet, before' indicating same
or different subject from that of following clause.

Example 46

P̲a̲l̲ t̲a̲s̲h̲t̲e̲ j̲y̲ũ̲n̲a̲ u̲'̲j̲-̲m̲e̲-̲y̲ (SS) q̲u̲ĩ̲j̲ y̲a̲s̲e̲ q̲u̲ĩ̲'̲p̲u̲c̲y̲ t̲j̲a̲'̲u̲
jĩnaty ptamsa puucy we'we'.

Priest to taking not-yet-going what name shall-put we
saying-they couple together talk.

'Before taking the baby to the priest, the couple decide
what to name it.'

Example 47

C̲j̲i̲c̲j̲y̲n̲a̲ s̲ë̲j̲-̲m̲e̲-̲y̲n̲a̲ (DS) vite ii yu' wala tũurra'
cu'ju yujva quĩ'pu'ty.

Dawning not-yet-coming others (theme) much getting-drunk
dance even have-they.

'Before it begins to get light, others get very drunk and
begin to have a dance.'

Time Margin 3: Prior: Axis-relator Clause, with relator $-j\tilde{u}$,
'after' indicating action which takes place before that of the
main verb.

Example 48

C̲y̲ã̲a̲ c̲a̲m̲b̲n̲i̲i̲-̲j̲ũ̲ cyajũ yã'ja' cu'jya' quiite'ty.

That after-having-burned then to-dance they-begin.

'After having burned that, they begin to dance.'

Example 49

C̲y̲ã̲a̲ j̲y̲ã̲'̲j̲n̲i̲i̲-̲j̲ũ̲ yã'ja' wawa namu yacj yacjsa
yacja' cbale yuutja'u jĩnaty cuse ũsrra neeyũ'.

That after-having-finished then baby's sponsor with one-
carrying compadres we-have-become saying hand giving remain.

'After that is finished, they shake hands saying: now we are compadres.'

Time Margin 4: Concurrent: Axis-relator Clause, with relator *-pcachja'*
'as soon as, while' indicating action which takes place concurrently with
or immediately preceding that of main verb.

Example 50

Aca pa'jats-pcachja' tjě'jty yã'ja' yu'tse pějyya' ěsh
wallinde atrra uty u'jue'.

*Pain as-soon-as-arrives shaman already remedy to-request coca
liquor taking they go.*

'As soon as they get sick, they go to the shaman to ask
for a remedy, taking coca and liquor.'

Example 51

Cytee pendaats-pcachja' musicu cyã'wěy tyi tuca'.

There while-burying   music thus   they play.
'While the burial is going on, they play music.'

Time Margin 5: Subsequent: Axis-relator Clause, with relator -*pcach*
'until' indicating action which takes place subsequent to that of the
main verb.

Example 52

Dyus yatte manzcuěe estatua ūstyna naaty jyuca cyaacje'j-
rr eca cutyi'jrra plasasu nuytandyi'c memna
maa santoty va cysusna Dyus yattey u'ca-pcach.

*God's house-in as-many statues there-are these all having
carry outside taking plaza-around he-has-taken singing
what-saints-ever mentioning God's house-in until-enter.*

'Having them carry outside all the statues in the church,
he has them carried around the plaza, singing and saying
the saint's names, until they enter the church again.'

    The Subsequent Time Margin may permute to within the nucleus.
In Example 53 given below, the Time Margin is permuted to within
Antecedent$_2$; in Example 54, the Time Margin occurs between the
Antecedent and the Consequent:

Example 53

Ant$_1$: Luuch ãtsã'meete' Ant$_2$: maa í' njĩ'j ew catyji-pcach
mũytjasrra' Cons: ney yacj ja'ndarrarrãaty yaaseya' u'jue'.

*Ant₁: Baby not-being sick   Ant₂: some mother well until-recovers
waiting   Cons: father with together-they to-have-baptized go.*

'If the baby is not sick, some wait until the mother is fully
recovered to go together to have the baby baptized.'

Example 54

Ant: Puiimeerra yu' hasta cjicjiits-pcach Cons: tyi cu'ju'.
Ant: If-not-fight (theme) until-it-dawns   Cons: they dance.
'If they don't fight, they dance until it gets light.'

3.2.2 Cause Margin

The Cause Margin is expounded by an Axis-relator Clause, with
relator *-pa'ga* 'because'. The Cause Margin occurs finally in the
sentence, but may permute to prenuclear position for emphasis.

Example 55

Cyajy new'sh jyuca pa'jty cyajy yatte cyãa yacj wechana
cviisha'jya' cyã'wĕ fytjaa ñus cnay-pa'ga.
*His relatives all arrived his house-to that with greeting
to-console thus real sadness because-of-experiencing.*
'All of his relatives came to comfort him, because of the
great sorrow he had experienced.'

Example 56: Permuted Cause Margin:

Ãchja' na'wĕ ewmeesa nasa ĩishtjĕ'j na'wĕ ĩshiina u'ju-
pa'ga ayte u'pngu.
*Now thus not-good person liar thus lying going-
because here you-are.*
'Now because you go around lying and are a bad person, here you are.'

3.2.3 Purpose Margin

The Purpose Margin is expounded by an Axis-relator Clause, with
relator *-cajn,* 'so that, in order to'. The Purpose Margin occurs
finally in the sentence, but may permute to prenuclear position for
emphasis. Two Purpose Margins may occur in the same sentence,
as in the following example:

Example 57

Vite íia' na'wẽ nusu en caapĩimeete' cyajũ' cyã's
va rogative vit ya'vatja'u nus pĩicajn sec pa'cjan.

*Others thus rainy time not-causing-to-pass then that
also mass make we-are-going-to rain so-will-pass sun so-will-come.*

'Others not succeeding in making the rainy spell pass say:
we are going to have a mass, so the rain will pass and the
sun will come.'

Example 58: Permuted Purpose Margin:

Maava uy-cajn ãasu atrra ty u'ju'.

Whoever so-may-see openly carrying they go-around.

'So that everyone can see, they carry their bastons openly.'

Example 59

Nwẽesẽ'cjan cyã'jina ty yu'cypeje' echtjẽ'ja's pta'shna.

So-would-obey thus-saying they counseled devil telling-about.

'So that I would obey, they counseled me that way, telling
me about the devil.'

3.2.4 Recapitulation

Recapitulation: Axis-relator Clause, with relator indicating same
or different subject as following clause. This construction has the
same form as an Antecedent, but has a specialized function, namely,
to recapitulate the main or auxiliary verb of the preceding sentence by
referring to it a second time with the same verb. This kind of tail-
head linkage occurs most frequently in Narrative Paragraphs.

Example 60

Cyãa libru's ji'pjváana sũjrra' pẽjyya' e'stey u'j ųtj
cpajcyya'. cpajcyrra' libru tyweyya' ji'pjmeenga' jĩ'utj.

*That book he-probably-has thinking to-request after went I
to-overtake. Overtaking book to-sell don't-you-have I-said.*

'Thinking he might have that book, I followed him, and overtaking him
I asked, "Do you have any books to sell?"'

Recapitulation and Time Margin may occur in the same sentence, in which case the Recapitulation precedes the Time Margin.

Example 61

<u>Shambu</u> <u>shawendna</u> <u>yujrra</u>' <u>yatte</u> <u>pa'jmey</u> jyu'jyu'jrráa
üytjasna yuju'ty.

Town-from returning coming house-to not-arriving not-far
waiting they-stop.

'Upon returning from town, before reaching the house, they stop and wait not far away.'

Chart 11

Coordinate Sentence

+ Base₁:	+ Coor Link:	+ Base₂:
SS	sa'	
*DS	$atsA'$	
SS	ni	
DS Simple S	$atsa'$	Simple S_{id} P
DS Simple S	$\emptyset$	Simple S_{id} P deleted
DS Simple S	$\emptyset$	Simple S_{id} P replaced by $cyã'wẽy$ 'likewise'
DS Exist. S/Simple S	$naapaachja'$	Exist. S/Simple S
C Coupling	$Pa \wedge Qa$	$Pa \wedge Qb$ $Pab \wedge Qba$ $Pa \wedge Pb$
Contrast	$Pa \wedge P''b$	

* (+ Base₁ + Coor Link) may permute.

3.3 Sentence Types

3.3.1 Coordinate Sentence

The Coordinate Sentence is composed of two independent clauses
or sentences, linked by conjunctions. It may be expanded by addition
of further bases and coordinate links.
  1) With same subject in each base, joined by medial link *sa'* 'and':

Example 62

Base$_1$: wala ãjmg̃e yaaqui ne'tca   Link: sa' (SS)
Base$_2$: wala ãjmee yuu ne'tca.

Very not-right thought I, and very not-right did I.
'I didn't think right or do right.'

Example 63

Base$_1$: Shambte' Dyus yat va ũsa' Link: sa' (SS)
Base$_2$: pal despacho va ũsa' Link: sa' (SS) Base$_3$: yaacy-
wa'j monumento va ũsa' Gral. Valdes cytee puiini's guerrate.

*Town-in church also there-is, and priest's office also there-is,
and to-commemorate monument also there-is Gral. Valdez there
having-fought war-in.*
'In town there is a church, and the priest's office, and a monument
which commemorates a battle fought by Gral. Valdez during the war.'

  2) With different subject in the second base, joined by medial
link *atsa'* 'and':

Example 64

Base$_1$: Angy ũuste jyuca yu'ptje'jeváana Link: atsa' (DS)
Base$_2$: qui' wẽt fi'nze'nja.

My heart-in all will-probably-change and again happy I-will-live.

'My heart will probably be changed, and I will have peace.'

Example 65

Base$_1$: Nus seena' wala pa'j uc Link: atsa' (DS)
Base$_2$: cpi'sh va cyã'wẽ uc seena' we'we.

Rain very much arrived, and thunder also likewise much thundered.

'It rained and thundered a lot.'

   3) With different subject in each base, and reciprocity:

Example 66

Base$_1$: Nava angy tata wala' cja'tya'jrrac neeu'j
Link: ats (DS) yuurráa Base$_2$: u'tj u'jue'.

But my grandfather whipping me he sent, and-so I went.

'But my grandfather whipped me and sent me to school, and so I went.'

   4) With permutation of (+ Base$_1$ + Link):

Example 67

Base$_2$: Nusa' pĩina Base$_1$: putj yã'tja'u Link: atsa'. (DS).
Rain will-pass, blown we-have and-so.

'The weather will clear, now that we have performed rites.'

   In the above example, the chronological order of events is trans-
posed for emphasis.
   5) With different subject in each base, but with use of same-subject
conjunction to join bases, because nonspecific persons are subject of
Base$_1$, and noun that is patient in Base$_1$ becomes agent in Base$_2$:

Example 68

Base$_1$: Cyãa sa'ta'sa' Juan Tama yase ne'ta qui'p
Link: sa' (SS) Base$_2$: wala tuutje' case'j ne' jĩ'ty.

*That chieftain Juan Tama name they-(non-specific) gave, and very
famous resulted he so-they-say.*

'That chieftain was given the name of Juan Tama, and became very
famous they say.'

Example 69

Base₁: Nueve disste' cyãa carcelu cutyi'j u'ty
Link: sa' (SS) Base₂: qui'quin Cliichawnuy shawendna u'ju'tj.

Nine days-in that prison-from took-out they-(non-specific),
and again Quilichao-to returning I-went.

'After nine days, I was taken out of prison, and went back to Quilichao.'

A subtype of the Coordinate Sentence is composed of two bases with
identical predicates, joined by medial link *ni* 'nor':

Example 70

Base₁: Nasa yu' quiwe pe'la ji'pjunisa' gobierno jĩina
sũjutsmeeta' Link: ni Base₂: cabildu' tyundeendewa'jsana
sũjũts va meeta'.

Páez (theme) land piece-of ones-having government it-belongs-
to they-do-not-think nor cabildo-officials ones-who-divide
they-do-not-think.

'The Páez who own a piece of land do not realize that it belongs to the
government, nor do they realize that the cabildo officials have the
right to divide it.'

Another subtype of Coordinate Sentence is that in which two
similiar items are linked by means of a conjunction that elsewhere
indicates simultaneity (cf. Time Margin 4) but presumably here in-
dicates contrast.

Example 71

Base₁: Quintin Lame' paez u'ga yu' Link: naapcachja'
Base₂: niyua' guambiano cu'ga yu'.

Quintin Lame Páez was, while wife Guambiano was.
'Quintin Lame was Páez, and his wife was Guambiano.'

Example 72

Base₁: Paeswe'sh u'ya' aty taw tyi umu' Link: naapcachja'
Base₂: pitstjẽ'ja' chua' ty umu'.

Páez women ruanas belts they weave, and men hats they weave.
'Páez women weave ruanas and belts; Páez men weave hats.'

Example 73

Base$_1$:   Teechsa' ñusha puutsutsna   Link: naapcachja'
Base$_2$:   vite' dyi'puwe'sha' jypa'gawa'ja'.

*One sugarcane feeding-into while other facing-one ought-
to-receive.*

'One feeds sugarcane into the press, while the other one facing him
receives it.'

The Coordinate Sentence may embed many other types of sentences.

The Coordinate Sentence encodes coupling of items from the same
semantic domain   (see Example 65) or coupling of events in which
the chronological sequence is irrelevant (see Examples 62-64).   It
also encodes contrast (see Examples 71-73).

3.3.1.1   Parallel Sentence (Subtype)

The Parallel Sentence is a subtype of the Coordinate Sentence, and
is composed of two independent clauses with identical predicates, link-
ed by same/different subject conjunction.

Example 74

Base$_1$:   Madrina' neenchi'c yacj cu cu'ju'   Link: atsa'
(DS)   Base$_2$: padrinu' neeniisa yacj cu cu'ju'.

*Godmother godson with she dances and godfather goddaughter with
he dances.*

'The godmother dances with the godson, and the godfather dances
with his goddaughter.'

The identical predicate of Base$_2$ may be deleted, and a part-
icle *cyã'wẽy* 'likewise' added in the second Base.

Example 75

Base$_1$:   Cytee yu' cyajũ' pajnzsay e'nz cyãa noviosa padrinu
pajnz cyaju' cachi'ty, vite acompañante va cyã'wẽy.

*There (theme) then all four two those novios padrinos four then
sit-they, other accompanying-ones also likewise.*

'There all four--two novios and two godparents--sit down, as well as the other guests.'

In the example given above, the conjunction is also deleted.

The Parallel Sentence may embed in other types of sentences (See Example 161 under Paraphrase Sentence, in which a Parallel Sentence is embedded, with verb deleted in each of the Bases).

The Parallel Sentence encodes coupling.

A further subtype of Parallel Sentence is that in which the identical predicate of $Base_2$ is deleted, as well as the conjunction being deleted between the bases:

Example 76

$Base_1$: Vite' cuchi ty icje' $Base_2$: vite' piishá.

Some pig they kill, others, sheep.

'Some kill a pig, others kill a sheep.'

Example 77

$Base_1$: Cjūcha' e'ste cuvy cwĕeta tujcana u'ty u'jue'
$Base_2$: vite' cwĕete's cambna.

Carnival-celebrants behind flutes drums playing they go, others fire-rockets shooting-off.

'The Carnival celebrants follow, playing flutes and drums; others, setting off fire-rockets.'

Chart 12
Alternative Sentence

+$Base_1$:	±$Base^n$:	+Alt Link:	+$Base_n$:
Simple S	Simple S	*meerra'* / *meerrava* / *cjĩmeerra*	Simple S
Alternation	Pa ∨ P"a Pa ∨ Pa		
	Pa ∨ Pb . . . ∨ Pn		

3.3.2 Alternative Sentence

The Alternative Sentence consists of two or more bases which present alternatives, with alternative link *meerra'/meerrava* 'or', linking the bases. If the alternatives presented are antonyms, such as 'married/unmarried,' 'relatives/nonrelatives,' there can be no more than two bases in the sentence. If more than two alternatives are presented, the sentence may be expanded by the addition of further bases and alternative Links, with the link sometimes deleted in all but the final occurrence.

1) With only two alternatives:

Example 78

Base₁: Uuni yã'j mañ Link: meerra' Base₂: ĩtyĩy mañ.
Has-died already perhaps or still-alive perhaps.
'Has he already died, or is he still alive?'

Example 79

Base₁: Na' uuwa'jsa' Link: meerra' Base₂: fiesta's caascjëu'jmeena.

This-one destined-to-die or fiesta will-not-be-permitted-to-celebrate.

'This person is destined to die, or will not live to celebrate the fiesta.'

Example 80

Base₁: Uuwa' jsa mtja'u Link: cjĩmeerra Base₂: cue'sha' ĩindeewe mtja'u.

Ones-destined-to-die are-we or we shall-we-defend-selves.
'Are we to die, or shall we defend ourselves?'

2) With more than two alternatives :

Example 81

Base₁: Quĩj aca pa'j ma'c Base₂: ñusu en pa'j ma'c
Link: meerra' Base₃: iviitu en pa'j ma'c.

Whatever pain may-arrive, sad time may-arrive, or loss time may-arrive.

'Illness, or sadness or loss may happen.'

The conjunction which links two bases of an Alternative Sentence, *meera/meerrava*   'or', is actually a miniclause (see Section 2.8) composed of the negative particle *-mee-* and the dependent marker *-rra'/rrava*. The resulting construction therefore has the meaning 'not being' or 'although-not', equivalent to 'or'.

The Alternative Sentence frequently embeds in other types of sentences.

It encodes deep structure 'or' relations.

Chart 13
Sequence Sentence

+Antecedent[n]	+Consequent
Axis-Relator S	Indep Cl / S
(SS *-rra'*)	
(DS *-te'*)	

Succession	$\underline{P} \wedge \underline{Q}$	$\overset{.}{P} \wedge \underline{Q}$	$\underline{P} \wedge \overset{.}{Q}$	$\overset{.}{P} \wedge \overset{.}{Q}$
Hypotheticality	$P \supset Q$			
Repartée relations				

3.3.3 Sequence Sentence

The Sequence Sentence is a specialized construction which makes use of chaining in combining clauses. The linear order of clauses presents events in chronological succession.

The nucleus of a Sequence Sentence consists of two parts: Antecedent and Consequent. As many as four Antecedents may occur in a given sentence, but only one Consequent.

The Consequent may consist of an independent clause or sentence, with an independent final verb and a subject referent which indicates person, number and gender. Each Antecedent consist of an Axis-Relator Sentence, in which the Relator is a dependent marker indicating same subject as following clause $(-rra')$ or different subject from following clause $(-te')$. In case of embedding a sentence within the Antecedent, the same/different subject marker goes with the entire embedded sentence, not simply with the clause.

The following example is of a Sequence Sentence with four Antecedents and one Consequent (see Diagram 4):

Example 82

```
Ant1:  Pal case'jrra  nasaty uyiitste'  (DS)  Ant2:  nwe'weya'
u'tje'  (DS)  Ant3:  fytũu yacjrra angya's pecueya' yujte'
(DS)  Ant4:  fytũ'sa' teech señora e'su newerra wenzhte'
(DS)  Cons:  pala' iiwete uc.
```

Father coming-out hitting people, to-defend going, stick carrying me to-hit coming, stick one woman from-behind deterring pulling father fell.

'Father coming out and hitting people, as I went to defend them, he came toward me to hit me carrying a stick; but a woman grabbed the stick from behind and pulled, so he fell.'

Example 83

```
Ant1:  Cyajũ' fi'nzetste'  (DS)  Ant2: jyuca mjĩi tyjweeterra'
(SS)  Ant3:  mutyi's ũ'na jyã'jrra' (SS)  Cons: cyaju yã'ja'
ecate jyugaysa case'je'ty.
```

Then getting-late all work stopping mote eating finishing afterwards outside all go.

'Then when it gets late, stopping work, after they have finished eating mote, then all go outside.'

The Sequence Sentence may embed many other types of sentences. Sentences commonly found embedded are: Coordinate, Alternative, Concessive, Antithetical, Inversion, Quotation, and Paraphrase.

The Sequence Sentence primarily encodes temporal succession. It may also encode unweighted hypotheticality, as in the following example:
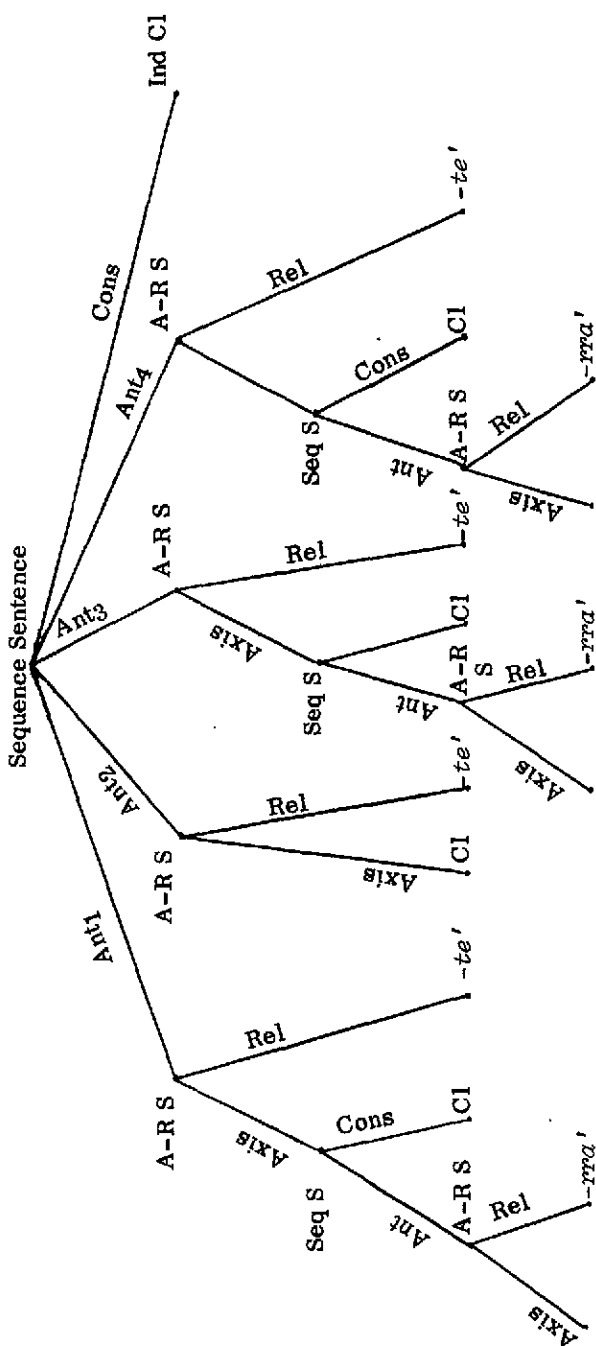
Example 84

Ew pe'tete', u'jue'nja'u.
Good if-dawns, we-will-go.

'If the weather is good, we will go.'

It also encodes repartée.

A further complex example of a Sequence Sentence with multiple embedding is symbolized in Diagram 5.
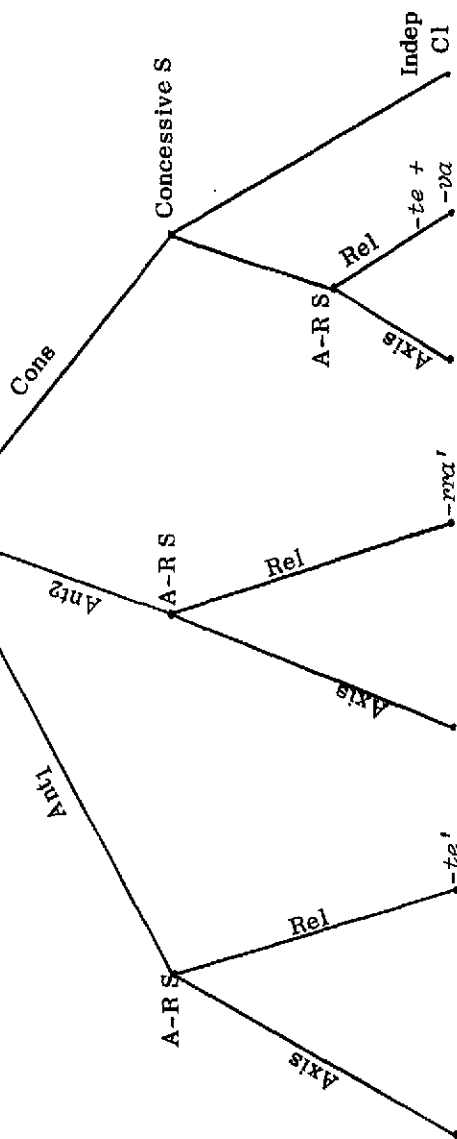
Páez   Diagram 4.

Pal case'jrra (SS) nasaty uyiitste' (DS), nwe'weya' u'tje' (DS), fyrũu yacjrra (SS) angya's pecueya' yujte' (DS), fytũ'sa' teech señora e'su newerra (SS) wenzhte. (DS) pala' iiwete uc.

Father coming-out people slapping, to-defend going, stick carrying me to-hit coming, stick one woman from-behind deterring pulling, father fell he.

'Father came out and was slapping people; as I went to defend them, he came carrying a stick to hit me; but a woman grabbed the stick from behind and pulled, and he fell down.'

Páez Diagram 5

Sequence Sentence, with embedded Coordinate Sentence in Consequent, and embedded Quotation Sentence in Antecedent

(left and right branching)

Sequence Sentence, with embedded Coordinate Sentence in Consequent, and embedded Quotation Sentence in Antecedent

Cons — Coor S — Base2 — Indep Cl — sa'

Cons — Indep Cl

Base1 — Seq S — A-R S — Rel — Dep Cl — -rra'

Ant — Axis

Ant — A-R S — Rel. — Dep Cl — -rra

Axis

Dir Q S — Dir Q F — Dep Cl

Quote — Seq S — Cons — Indep Cl

Ant — A-R S — Rel — Dep Cl — -te'

Axis

Ãchja' na's tu'ste' (DS) echtjë'ja' ũpjna u'juena sũjrra'(SS) pechucjë tu'srra (SS) u'tj u'jue sa' tsinzcjë va tu'su'utj.

Now this carrying devil fleeing will-go thinking, on-chest carrying I used-to-go and back-on also I used-to-carry.

'I used to wear an amulet front and back, thinking: now the devil will flee.'

Páez Diagram 6   Sequence Sentence, with embedded Antithetical Sentence in Antecedent

Átsā' en ma'c yuu, jí'pjuni's íviituwa'j ma'c case'j meerra' íshiírrarráa paatyjí'ctje' carceIna u'jwa'j ma'c case'j nanva Dyus yacj u'jute', evangeliu'sa' pta'shwa'jrráa case'jena, Dyus naa quiwete nasaty wendyrra peeígáani's.

Sickness time may-be, possessions losing may result, or just-lying charges-making prison-to to-go may result but God with going, Gospel to-tell-just will-result, God this world-in people loving cares.

'Sickness, or loss of possessions, or imprisonment on false charges may result, but if God is with one, it will just result in opportunities to tell others the Gospel of God's love for the people of this world.'

Páez Diagram 7

Sequence Sentence, with embedded Concessive Sentence in Consequent

Nímej añu yuutste' (DS), maestra wala ewsa pa'jrra' (SS) tujndtujndrráa na'wẽ' jĩna jiyutsmeeteva (DS-va), cĩiyu'ju'c geografía vite líbrusu va.

Final year becoming, teacher very good-one arriving, little-by-little-just thus saying even-if-did-not-understand, caused-to-understand geography other books-in also.

'When it was my final year in school, a good teacher came and little by little, explaining: 'it's like this', she enabled me to understand geography, and other subjects.'

Paez   Diagram 8

Sequence Sentence, with embedded Anti Sentence
in Consequent
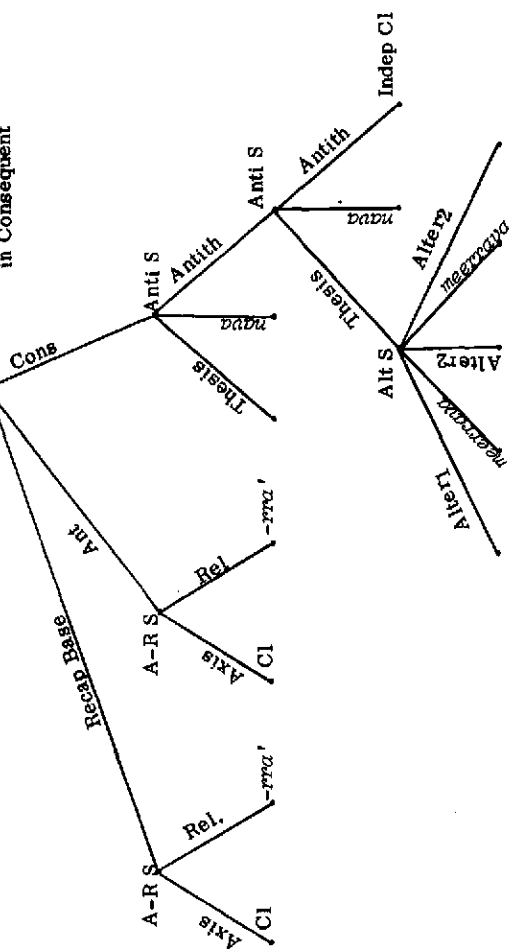
Cya'wẽ yũurra cyajũ' ptamu yã'jirra', maa îi yu' ewrráaty fi'nze' níyuty va
peeigãjna; nava maa i' cu'ju yatsu ma'c yuu meerra fiesta yatsu ma'c yuu
meerra' yattey ma'c yuu nava niyu's uyiina peechujcuena cchill meetjacueju
pãpana zecu pecue wẽena swẽ'tjna cyã'wẽ yũunaty fi'nze'.

Thus doing then married already-being, some (foc.) good-just-they live wives also
treating-well; but some dance houses-in or fiesta houses-in or their-houses-in
wife slapping beating machete blade-with hitting edge-with beat wanting kicking
thus doing they live.

'Acting like that, when they are married, some live well, treating their wives well; but
others live maltreating them, at dances or fiestas or in their own homes slapping their
wives, beating them, hitting them with the flat of their machetes or threatening to beat
them with the edge, or kicking them.'

Paez   Diagram 9

Sequence Sentence, with embedded Alternative Sentence

Mtee cna'sa ewsa u'pte jíyurra' meerrava pitstacysa' cyã's wendyváana na'
neywe'shtyi pta'shte neywe'sh jíyurra' pcjaacjerra nwe'shsa yacj, u'y neya's
pẽjyya' u'jue'ty.

*Where girl good-one being knowing or boy that wants-probably so parents telling
parents knowing gathering relatives with girl-s father to-ask-for they-go.*

'When a boy's parents know where a nice girl is, or the boy tells them he wants a
certain one, they go with relatives to ask the girl's father for her.'

Chart 14
Concessive Sentence

+ Antecedent			+ Consequent
	Axis–Relator Cl / S with SS/DS marker	+ -va	Indep. Cl / S
+ ig pro	Axis–Relator Cl with SS/DS marker	+ -va	

Frustration $(P \supset Q) \wedge P \wedge Q_\beta$

Universal Quantifier $P_\forall$ a $\wedge$ Qa

Antecedent may permute with Consequent.

3.3.4 Concessive Sentence

The Concessive Sentence is essentially a binary specialization of the antecedent-consequent structure.

The Antecedent is composed of an axis-relator clause or sentence, with concessive marker *-va* occurring finally in the string and phonologically bound to what precedes it. The dependent markers that indicate same/different subject and conditional may all occur in the concessive sentence. The Consequent consists of an independent clause or sentence.

1) With same subject in Antecedent and Consequent:

Example 85

Ant: Misa va wěsě'jsarra-va (SS) Cons: ewmée yǔuna yuurráa fi'nzesa u'tj.

Mass also one-attending-although, not-good doing just one-living was-I.

'Although I also attended mass, I lived doing bad things.'

Example 86

Ant: Nava obispo yu' ma'jîmeerrava (SS) Cons: wěsě'jn-rráa uc u'pu'.

Bishop (theme) not-saying-anything-although, listening-just he was.
'Although the bishop didn't say anything, he sat there listening.'

2) With different subject in Antecedent and Consequent:

Example 87

Ant: Ej wala cjicjna ca'ga ujte-va (DS) Cons: ca'ga's pesweena u'ty yuu chachatey.

Field big clearing potatoes planting-although, potatoes stealing they were still-unready.

'Even though I cleared a big field and planted potatoes, they were stolen before they were ready.'

Example 88

Ant: Tundutsmeete-va   (DS)   Cons: angy tata wala' cja'tya'-
jna uc cmãaji'jĩ'.

*Although-not-wanting-to my grandfather whipping he caused-
to-work.*

'Even if I didn't want to work, my grandfather whipped me and made
me work.'

3) With permutation of Antecedent and Consequent:

Example 89

Cons: Cyãawe'sh yacj va ja'nda yã'j jii ne'tca
sũjũ'u'tj   Ant: wagas yuwe's we'weya' ãjãmeerra-va (SS).

*They with also equally now I know I thought, white's lang-
uage to-speak although-not-able.*

'I thought: "now I know as much as the white people do," even
though I wasn't able to speak Spanish.'

The Concessive Sentence embeds other sentences, and may
also occur embedded.

It encodes expectancy reversal.

A subtype of the Concessive Sentence is that in which an inter-
rogative pronoun occurs in the Antecedent, usually initially, with
the resulting sentence encoding universal quantifier:

Example 90

Ant: Maa cviste-va   Cons: ew yũume'nja.

Whoever incites good I-will-not-do.

'Whoever incites me, I'll do something bad to him.'

Example 91

Ant: Manz viyu ũste-va   Cons: cyã'wẽ angy cuse's caaspẽ'tje'-
jme'nja.

*However-much money giving thus my hand I-will-not-permit-to-
be-cut-off.*

'No matter how much money you give me, I won't permit my hand
to be cut off.'

Example 92

Ant: Bagach dundtey yatnu shawendna u'jvats-va
Cons: yatnu pta'shna pa'ja'nja.

Whenever soon home-to returning if-would-go home-to telling
I-will-arrive.

'Whenever I go home, I'll tell them.'

Example 93

Ant: Dyusa' quĩj ji'pjuwa'ja's peeste-va   Cons: jyuca
psuwngu pcalte fi'nzerra.

God whatever belongings even-though giving all you-have-wasted
sin-in living.

'Whatever God has given you, you have wasted it all living in sin.'

    Antecedent and Consequent may also permute in this subtype:

Example 94

Cons: Wala zhichcue pta'shi'c Ant: maa librote pjanderra
leeĩte-va.

Very wonderful told-it whatever book-in opening reading.

'It told about wonderful things, whatever place I opened to and read.'

Chart 15
Conditional Sentence

+ Protasis		+ Apodosis
Axis–Relator Cl + *vats*	$-A'$	Indep. Cl (nonpast)
	$-va$	
(positive)		(positive)
(negative)		(positive)
(positive)		(negative)

Hypotheticality $P \supset d\text{*-}Q$

Contrafactuality $P_\beta < (P_\beta > Q_\beta) < (P \supset d\text{-}Q)$

*d– symbolizes a modal compenent 'desire'.

3.3.5 Conditional Sentence

The Conditional Sentence is a binary structure with a highly spec-
ialized use.

It is composed of a Protasis and an Apodosis, with the dependent
verb in the Protasis consisting of a verb stem with dependent conditional
marker *-vatsA'*, and the independent verb in the Apodosis indicating
person, number, gender, and nonpast tense. The following combinations
of Protasis and Apodosis may occur: positive-positive, positive-nega-
tive, negative-positive, and negative-negative.

The possibility expressed in the Conditional Sentence is always
viewed as desirable.

Example 95

Catyji-vatsa', ewa'cy.
If-get-well, good-will-be.
'I hope you get well.'

Example 96

Maa icj-vatsa', peecy u'nja.
If-would-kill, I-die.
'I wish someone would kill me.'

To express a condition in which nothing is indicated as to fact-
uality, the Sequence Sentence is used:

Example 97

Nus piĩte', u'jue'nja'u.
Rain if-passes, we-will-go.
'If the rain stops, we will go.'

Example 98

Ney uute', ñusuna.
Father if-dies, will-be-sad.
'He will be sad, if his father dies.'

Example 99

Prot: Pal yuu-vatsa' Apod: _nasa yuweju yu'cypeje'nja
na'wẽ canzh we'weni' ew me' jina.

*Priest if-would-become Páez language-with I-would-counsel
thus bad language good is-not saying.*

'If I were to become a priest, I would counsel them in Páez,
saying: "it isn't good to say bad things like that".'

Paez Conditional Sentences which involve negatives are somewhat ·
different from the above, in that they express contrafactuality in
present time. In such sentences, the (contrafactual) situation ex-
pressed in the overt structure of the Apodosis is undesirable, while
the actual situation inferable from the Apodosis is desirable.

Example 100

Prot: Cyã'wẽ yuumee-vatsa' Apod: u'cjue'u wej yujva jiimee
yu'nja.

Thus if-had-not-done, hardly at all I-would-not-know.

'If I hadn't done that, I would hardly know any Spanish.'

Example 101

Prot: Dyus yuwe's jiyumee-vatsa' Apod: mestlu tj yuu
ya'va yu'.

God's Word if-had-not-known shaman I was-going-to-be.

'If I hadn't known God's Word, I was going to be a shaman.'

Example 102

Prot: Jyuca pta'shwa'ja' case'j-vats-va Apod: en
yujva meena.

All to-tell if-would-result time even would-not-be.
'If I were to tell everything, there wouldn't even be time.'

The Conditional Sentence may embed in other types of sen-
tences, but does not embed other sentences.

This sentence type encodes weighted hypotheticality, and weighted (present) intrafactuality. The term 'weighted' refers here to a deep structure modal component 'desire'.

3.3.6 Contrafactual Sentence

The Contrafactual Sentence, like the Conditional Sentence, is binary, with the Protasis and Apodosis mutually interdependent. The dependent verb occurring in the Protasis has the same dependent marker, $-vatsA'$, as the Protasis of the Conditional Sentence; but the independent verb in the Apodosis has a distinctive structure unique to the Contrafactual Sentence, and only occurs in the past tense. All possible types of combinations of Protasis and Apodosis occur: positive-positive, positive-negative, negative-positive, and negative-negative.

Chart 16
Contrafactual Sentence

+Protasis:	+Apodosis:
Axis-Relator Cl + $vatsA'$	Indep. Cl with special P P $(+wa'j)$ + yuu (Past tense)
(positive) (positive) (negative) (negative)	(positive) (negative) (positive) (negative)

Contrafactuality $P_\beta \wedge (P_\beta \supset Q) \wedge (P \supset Q)$

Example 103

Prot: Yu'cypej-vatsa' Apod: nasa' nwĕesĕ'jwa'j va'nta yu'.
If-had-counseled, people would-probably-have-obeyed.
'If I had counseled the people, they would probably have obeyed.'

Example 104

Prot: Dyusa's jĩĩ-vatsa' Apod: cyã'wĕ yuuva yũuna
fi'nze-wa'j-meete ne' yu'. ·
God if-had known thus even doing would-not-have-lived.
'If I had known God, I wouldn't have lived like that.'

Example 105

Prot: Cyã'ũmee-vatsa' Apod: angy va mestlu yã'jrra'
ne'tca Dyus yuwe'sa' jiyu-wa'j yu'.
*Thus if-had-not-been I also shaman already-being I God's
Word would-have-known.*
'If it hadn't been for that, I would have already been a shaman by
the time I heard God's Word.'

Example 106

Prot: Angya's pu'chmee-vatsa' Apod: ãja-wa'j-mee
ne'tca yu'.
Me if-had-not-helped I would-not-have-been-able.

'If you had not helped me, I wouldn't have been able to do it.'

Embedding does not occur in the Contrafactual Sentence, but
it may embed in other types of sentences.

The Contrafactual Sentence is nonelastic, encoding only hypo-
theticality.

3.3.7 Comparative Sentence

The Comparative Sentence is a two-base structure in which two items are compared as to size or degree. The item being compared is expressed in a noun phrase with phrase-final *-te* and a comparative term such as *jytjaacue* 'more'.

Chart 17
Comparative Sentence

+Base₁: . . .	+Base₂: (N +-*te*)	+Base₁: comp. + P
Simple S / Indep Cl	N	Simple S / Indep Cl

Comparison (degree conjoining)	Pa > Pb
	Pa < Pb

Base₁ may be discontinuous.

Example 107

Base₁: Pitayu' resguardo'   Base₂: Jambaló resguardo-te
Base₁: jytjaacue walasa'.

Pitayó resguardo Jambaló resguardo-than more big-one.
'The Pitayó resguardo is larger than the Jambaló resguardo.'

Example 108

Base₁: Isa Base₂: andy-te jytjaacue Base₁: jiisa ũs yuj ta'.

True I-than more knowing-ones are certainly they.
'It is true there are certainly others who know more than I.'

A subtype of Comparative Sentence is that in which two items are compared using terms such as 'as..so', to indicate equivalence in size or number.

Example 109

Base₁: Cyã'wẽy manzcuẽe nasa-te-va Base₂: cyãanz íic jyũcje'.
Thus as-many persons so-many he ties-knots.

'He ties as many knots in the string as there are people.'

Example 110

Base₁: Uusá macjue-te' Base₂: tyacjuey tyi cafi'ji'.

Dead-body as-long-as so-long they dig-hole

'They dig a hole as long as the dead person's body.'

Example 111

Base₁: Manzcuẽe nasa-te' Base₂: cyaanzcuẽe qui'tj íic
cutyí'ji'.
As-many people so-many notches he cuts.
'He cuts as many notches as there are people.'

This type of sentence is nonelastic. It encodes deep
structure degree conjoining.

Chart 18
Correlative Sentence

+Link:	+Base₁:	+Link:	+Base₂:
ma'wẽ / *na'wẽ*	Indep Cl / S	*cyã'wẽ /* *cyã'wẽy*	Indep Cl / S
ig. pro.		dem. pro.	
manz / *macjue*		*cyãanz /* *tyacjue*	

Simile   1Pa ∧ Pb

3.3.8 Correlative Sentence

The Correlative Sentence is a binary structure, with identical predicates in the two bases, and an obligatory linking particle in each base, meaning 'as...likewise'.

Example 112

Base₁: Ma'wẽ mishcuẽ chindate uwerra ẽecjẽ a'cyvats ma'wẽ teecjẽ dyictje u'pu'cy Base₂: cyã'wẽyrráa u'tj u'pu'.

As kitten feet-by grabbing upside-down if-would-hang as head-downward would-be likewise-just I was.

'Just as holding a kitten upside down by its feet its head would hang downwards, so I was hanging upside down (in the stocks).'

Example 113

Base₁: Ãch va ma'wẽ paaũucjtjẽ'tj Base₂: cyã'wẽ ne'tĉa yuu.

Now also as timid-one-I-am so was I.

'Just as I am timid now, so I was then.'

Example 114

Base₁: Dyusa' Jobna va ma'wẽ ga permitĩi' Base₂: cyã'wẽy cu permitĩi' pse.

God Job also as he permitted likewise he permits.

'Just as God permitted Job to suffer, so he permits us.'

This type of sentence does not embed other sentences. It encodes deep structure comparison or simile.

Chart 19

Antithetical Sentence

+ (+ Base₁: (thesis)	+ Antith Link:)	+ Base₂: (antithesis)
Seq. S, Coor S, Simple S Quotation S	$nava$	Simple S Simple S Simple S, Seq. S. Simple S, Seq. S.
(positive) (negative)		(negative) (positive)

Contrast	$Pa \wedge P''b$	$Pa \wedge P''a''$	$\overline{Pa} \wedge Pa''$
	$\overline{Pa} \wedge Pb$	$Pa \wedge \overline{Pb}$	$Pa \wedge P'b$
Frustration	$(P \supset Q) \wedge Q_\beta$		

+ (+ Base₁ + Antith Link) may permute.

3.3.9 Antithetical Sentence

The Antithetical Sentence is a binary structure, with a sentence in each base, joined by adversative conjunction *nava/nanva* 'but'. $Base_1$ expounds thesis, and $Base_2$ expounds antithesis, resulting in an opposition-type sentence.

Example 115

Base₁: Macue yaaqui' u'tj Antith Link: nava Base₂: wej yujva angy ũuste wẽt ũusjutje'tsmeega.

However-much I-thought but in least my heart-in good did-not-feel.

'No matter how much I thought about it, I didn't have peace.'

Example 116

Base₁: Angya's íi va wala tã'ñi uc Antith Link: nava
Base₂: angya' creĩtsmee u'tj.

To-me also much sensations-I-felt but I didn't-believe-I.

'I also had sensations often, but I didn't pay any attention.'

Example 117

Base₁: Maa i' iimi'wa'jsa'sa' cytee neewe'werra nvijtrra ty u'jue' Antith Link: nava Base₂: vite yu' cyãa en ii pe'jrra ty u'jue'.

Some themselves one-who-is-to-be-married there commending leaving they go but others (theme) that day itself taking they go.

'Some commending the matter to the parents, leave the girl who is to be married there, but others take her away with them that very day.'

In the Antithetical Sentence, (+ $Base_1$ + Link) may permute:

Example 118

Base₂: Miipa'ga angya's va Base₁: ãjmeesa yuj tj
Link: nava.

Receive me also unworthy-one certainly I-am although.

'Receive me also, even though I am so unworthy.'

Example 119

Base₂: Pi'cyna me'pwe Base₁: sã'jiya' tundu'tsmee
tja'ü nanva.

Accompanying be, to-feed we-are-not-ready although.

'Stay with us, even though we are not yet ready to serve the food.'

Example 120

Base₂: Nava cyãa yuutyi' cpiitaṇ jĩnisac jycaaja'
Base₁: ley 89 de 1890 te yu' quĩj cpiitan yujva
cysuusu'ts me'   Antith Link: nanva.

*But them (theme) captain called-one he governs law 89 of
1890 what- captain -ever does-not-mention although.*

'They are governed by a captain, even though law 89 of
1890 does not mention any such person.'

The Antithetical Sentence may embed a variety of other types
of sentences (see Section 3.4).

The Antithetical Sentence is highly elastic, encoding contrast
and all types of frustration.

3.3.10 Inversion Sentence

The Inversion Sentence is also an opposition-type sentence,
but differs from the Antithetical Sentence in that it has the same
subject in both bases; has a distinctive medial link *naasá* 'instead';
and may have either an independent clause or certain kinds of de-
pendent clause in Base₁.

Chart 20

Inversion Sentence

+ Base₁:	+ Link:	+ Base₂:
Simple S Dep Cl (negative) Indep Cl (positive)	*naasá*	Simple S Indep Cl (positive) Indep Cl (negative)

Contrast   Pab $\wedge$ P''ab''

Pa $\wedge$ $\overline{Pa}$

$\overline{Pab}$ $\wedge$ Pab''

P (U–a) $\wedge$ $\overline{Pa}$ $\wedge$ (aɛu)

There are various subtypes of Inversion Sentences:
1) with antonyms occurring in the two Bases:

Example 121

Base$_1$: Miṣa's va pechcanuna u'j u'tj Link: naasá
Base$_2$: ewmée yũuna u'juwa'jrrá's cutj yaaqui'.

*Mass also forgetting went I instead not-good doing to-go
just I thought.*

'I forgot all about going to mass; instead, I just thought about
doing bad things.'

    2) with a negative or negative-type dependent clause in Base$_1$,
and a positive independent clause in Base$_2$:

Example 122

Base$_1$: Dund caapiya'japcachte' Link: naasá Base$_2$: en
iviitya'rráaty yaaqui'.

*Quickly instead-of-teaching, instead time to-lose-just
they think.*

'Instead of teaching quickly, they just think about ways to waste time.'

Example 123

Base$_1$: Wej yujva cyã'sa' tjengmée Link: naasá Base$_2$: yatsga
ma'wẽ ne'ta caaj cyã's íirráa u'ta yaaqui'.

*In least that not-looking-at instead ancestors how they
governed that just they think.*

'They don't look at the law at all; instead, they just govern as
their ancestors must have governed.'

    3) with negative-positive opposition in the two bases, and with the
subjects in the two bases related to one another as parts of a set:

Example 124

Base$_1$: cabilduwe'sha' jyugaysa ty beca tundyi'
Link: naasá Base$_2$: Dyusna jiisa yuurráa ty tundyits mée.

*Cabildo-officials all they drink chicha, instead God-knowing-
ones only they do-not-drink.*

'All the cabildo officials drink chicha except the believers.'

    The first two types of Inversion Sentence encode deep structure
contrast.   The third type encodes exception.

Chart 21

Preference Sentence

+ Base₁:	+ Link:	+ Base₂:
Indep Cl (negative)	*wejyva*	Indep Cl (positive)
Dep Cl (negative)		Indep Cl (positive)

Contrast   o–$\overline{P}$ab < o–Pab"*

* o– symbolizes a modal component 'preferable'.

3.3.11 Preference Sentence

The Preference Sentence, like the Inversion Sentence, is an opposition-type sentence, with a distinctive conjunction, *wejyva* 'rather'; and which recommends a better or preferred course of action in Base$_2$. Base$_1$ may consist of either an independent clause, or certain types of dependent clause, with explicit or implied negative.

In the following examples, each of the predicates in Base$_1$ is a different type:

Example 125

Base$_1$: Vitesaty atsewe'wena ũswa'j ji'pjmée i'cue
Link: wejyva Base$_2$: peeigãjna Dyusna pi'cyna cyãawe'sh pa'gate fi'nze ji'pji'cue.

Others maligning you–ought–not–to be; rather, loving God praying for them live you–ought–to (neg. indep. cl).

'You ought not to malign others; instead, you ought to love them and pray for them.'

Example 126

Base$_1$: Cue'sha' ewume'nja'u sũjna ũswe'jmée Link: wejyva
Base$_2$: piyava'nja'u sũjna chjãchja yaacywa'j ji'ptja'u.

We we–aren't able thinking not–to–be, rather we–will–probably learn thinking strongly to–think we–ought (neg.dep.cl).

'We ought not to think we aren't able; instead, we ought to have confindence that we will learn.'

Example 127

Base$_1$: Naa quiwetewe'shrrá's wala yajcyna ũspcachte'
Link: wejyva Base$_2$: Dyus jytjãasni's wejy wala yaacywa'j ji'ptja'u.

This world–things–only much thinking–about instead–of–being rather God's will more much think–about we–ought.

'We ought not to think just about the things of this world; instead, we ought to think more about God's will.' (dep. cl)

Example 128

Base₁: puiiwa'jrrá's yajcyna ũs na'wẽ' Link: wejyva Base₂:
jyugáysa yacj wech wecha yajcyna fi'nzewa'ja's yaacywa'j
ji'ptja'u.

*To-fight-just thinking to-be like, rather all with good thinking
to-live to-think we ought   (relator phrase).*

'Instead of thinking of fighting, we ought to live on good terms with all.'

Example 129

Base₁: Ũusterráa ewmée yajcyna ũsnuwe Link: wejyva
Base₂: ma's ewmée yaaquitsrra' cyã'sa' pa'yarra ãaterrarráa
mwe'wewe.

*Heart-in-just not-good thinking do-not-be, rather whoever
not-good thinking-about that-one calling openly talk-to (impv).*
'Don't harbor resentment; instead, it is better to send for whoever you
feel resentment against and talk it over.'

The Preference Sentence may occur embedded in other sentence
types.

It encodes deep structure contrast which entails an evaluation of
one course of action as preferable to another.

3.3.12 Opposition Sentence

The Opposition Sentence is a binary structure, with an inde-
pendent clause in each base, and a medial link *cyã'ũme'*   'thus
not', joining the bases. The verb of Base₁ is often an imperative.
Base₁ presents a course of action as highly desirable, while Base₂
expresses the undesirability of the opposite course of action.

Chart 22

Opposition Sentence

+ Base$_1$:	+ Link;	+ Base$_2$:
Indep Cl Seq S	*eyǎ'ǐme'*	Indep Cl Seq S

Warning $\text{o-P} < (P_\beta \supset Q)$

Example 130

Base₁: Angya's mecchjãchja Link: cyã'ũme' Base₂: cyã'wĕ
va ñuste wete'nja.
Me strengthen otherwise thus also in-sadness I-will-fall.
'Strengthen me, otherwise, I will fall.'

Example 131

Base₁: Dund u'juega Link: cyã'ũme' Base₂: cpaaquityna.
Quickly let's-go otherwise they-will-overtake.

'Hurry, or they'll overtake us.'

Example 132

Base₁: Paapĕyiga Link: cyã'ũme' Base₂: jiyume'nja'u.
Let's-ask otherwise we-will-not-understand.

'Let's ask, otherwise we won't understand it.'

Example 133

Base₁: Chjãchja u'juega Link: cyã'ũme' Base₂: nus pa'jana.
Fast let's-go otherwise rain will-arrive.
'Let's hurry, or we'll get caught in the rain.'

Example 134

Base₁: Pedru, miijyaaw cyãa espada'sa' Link: cyã'ume'·
Base₂: cyãate icjsa' cyãatey uuna.
*Peter, sheathe that sword; otherwise that-with killer that-with
will-die.*

'Peter, put away your sword, for whoever kills with the sword will
die by the sword.'

The Opposition Sentence encodes warning, and is nonelastic.
Like the preference sentence it entails a judgment as to the desir-
ability (or practical feasibility) of a course of action.

Chart 23

Reason-Result Sentence 1

+ (+ Base$_1$: (cause)	+ Link:)	+ Base$_2$: (effect)
Indep Cl / S	cyãa pa'ga / naa pa'ga	Indep Cl / S

Efficient Cause   P ∧ P ⊃Q

(+ Base$_1$ + Link) may permute.

3.3.13 Reason-Result Sentence 1

The Reason-Result Sentence 1 is a binary structure, with an independent clause or sentence in $Base_1$, expressing reason, and an independent clause or sentence in $Base_2$ expressing result, joined by medial link *cyãa pa'ga / naa pa'ga* 'for this/that reason', 'because'. The medial Link consists of a demonstrative pronoun *naa* 'this' or *cyãa* 'that', with cause marker *pa'ga*.

Example 135

$Base_1$: Indy we'weni'sa' wẽsẽtj Link: cyãa pa'ga
$Base_2$: indy catyjine'nga.

Your speech I-heard for-that-reason you will-recover.

'You will recover, because I have heard your plea.'

Example 136

$Base_1$: Cyã'sa's sã'jĩ ne'ta atall icjna Link: cyãa pa'gárráa $Base_2$: cyã'wẽ u'ju'.

Him they feed chicken killing for-that-reason-only thus he-goes.

'He goes around like that, because they feed him well, killing chickens.'

Example 137

$Base_1$: Qui'quin tecj ente angy tashtey angy yatte qui'quin cãjane'nga Link: cyãa pa'ga $Base_2$: ingya'sa' quince añus añadĩ'nja ingy fi'nzewa'ja'.

Again three days-in my presence-in my-house-in again you-will-come because to-you 15 years I-will-add your-life.

'Again in three days you will come into my presence in my house, because I will add 15 years to your life.'

(+ $Base_1$ + Link) may permute with $Base_2$, thus giving prominence to the front-shifted element.

Example 138

Base$_2$: Cyãa viciu's piyarra' angy jycueta's wala suwtju
Base$_1$: ẽsha' ewmeesa ne' yu' Link: naa pa'ga.

Bad-habit learning my head much I-damaged, coca isn't
good (theme) because.

'I ruined my mind by that bad habit, because it isn't good
to chew coca.'

Example 139

Base$_2$: Teech ente' creĩ wẽjetsmeerrava cuj jwend cu'tj yaaqui'
Base$_1$: angya's íi va wala tã'ñi uc cacuete
Link: cyãa pa'ga.

One day-on believe although-not-wanting-to many times I
thought to-me myself also many sensations-felt body-in
bacause.
'One day, although not wanting to believe in it, I thought a lot
about it, because I felt sensations in my body myself.'

Example 140

Base$_2$: Cuscusa' wallinde cutyi'jni fabricate potrero's
sũupĩ'jya' u'tj vite piun yacj Base$_1$: cytee uc cnaywa'j
case'j Link: naa pa'ga.

Next-day liquor making factory-in pasture to-clear I-went other
workers with there to-earn resulted because.

'The next day I went to the liquor factory to clear pasture with other
workers, because it was a way to earn money.'

The Reason-Result Sentence may embed in other sentence types.
It encodes efficient cause.

Chart 24

Reason–Result Sentence 2

+ Base$_1$: (reason)	+ Link:	+ Base$_2$: (result)
Indep Cl	*na'*	Indep Cl / S

Efficient Cause   P ∧ P ⊃ Q

(+ Base$_1$ + Link) may permute.

3.3.14   Reason-Result Sentence 2

A subtype of the Reason-Result Sentence is also binary, with reason expressed by an independent clause in $Base_1$, result expressed by an independent clause or sentence in $Base_2$, and with same subject in both Bases. The two bases are joined by medial link *na'* 'consequently', with nonfinal intonation.

Example 141

Base₁: Mjĩiya' caajnisarráatj Link: na' Base₂: andya' yuuwé meetj.

To-work sent-one-just-I consequently I guilty am-not.
'I was just sent to work, consequently I am not guilty.'

Example 142

Base₁: Tũuna jĩya' yu' cyã'wẽ tjaame ne'tca Link: na'
Base₂: pta'shits mee utj.

From-drinking to-say (theme) thus I-was-embarrassed consequently I-didn't-tell.

'I was embarrassed to say: "from drinking", so I didn't tell him.'

Example 143

Base₁: Cnayu pacueya'rráa u'jsa utj Link: na'
Base₂: viyu ji'pjmeetj jĩ'u'tj.

To-earn to-see-just I-had-gone consequently money I-have-not I-said.

'I had just gone to look for work, so I said: "I haven't any money".'

Example 144

Base₁: Angy tata wala' wala weesweega Link: na'
Base₂: ni pi'cy yatsu va caapcjaacje'je'tsmeega ni qui'sen ensu vite jovenes yacj caapcjaacje'jetsmeena.

My grandfather very strict-was consequently neither drinking places-in also he-didn't-permit-to-gather nor Sundays other young-men with he-didn't-permit-to-gather.

'My grandfather was very strict; consequently, he didn't permit me to frequent drinking places, nor did he permit me to gather with other young men on Sundays.'

(+ Base$_1$ + Link) may permute with Base$_2$, giving promi-
nence to the front-shifted element of the sentence.

Example 145

Base$_2$:   Nasa wala paapẽyi'u'ta Base$_1$: cyã'wẽ yuj yuuna
sũju$^+$ ne'ta Link: na'.

*People much asked thus certainly will-happen thought-
they consequently.*

'People asked a lot about it, because they thought: "it will cer-
tainly happen".'

Chart 25

Reason-Result Sentence 3

+ Base$_1$: (reason)	+ Link:	+ Base$_2$: (result)
Indep Cl / S	*cyãasa*	Indep Cl

Efficient Cause   P ∧ P ⊃ Q

3.3.15 Reason-Result Sentence 3

A further subtype of Reason-Result Sentence expresses reason in Base$_1$, and result in Base$_2$, with medial Link *cyãasa / cyãansa* 'that's why, therefore'. Bases cannot permute.

Example 146

Base$_1$: Timbana u'jmeetj Link: cyãasa Base$_2$: tj shawend.
Timbo-to I-didn't-go therefore I returned.
'I didn't go to Timbo, that's why I have returned.'

Example 147

Base$_1$: Nava anguíi creĩ'ts mee utj u'cjue'u Link: cyãasa
Base$_2$: caasu vit mee ujt.

*But I-myself did-not-believe hardly that's-why attention
I-didn't-pay.*

'But I hardly believed in that, that's why I didn't pay any attention
to it.'

Example 148

Base$_1$: Wala denzh cu'tj Link: cyãansa Base$_2$: u'tj wa'lu'.
Very sleepyhead I that's-why I was-unwilling.

'I was a sleepyhead, that's why I was unwilling.' (i.e. to be a
shaman and stay up all night)

Example 149

Base$_1$: Pal case'jrra' nasaty uyiitste' nwe'weya' u'tje'
fytũũ yacjrra angya's pecueya' yujte' fytũ'sa' teech señora
e'su newerra wenzhte pala' e'su ya'tsemerra uc wete Link:
cyãansa Base$_2$: uc wejy wala ũusacha.

*Father coming-out people slapping to-defend going stick carry-
ing me to-hit coming stick one woman from-behind deterring pulling
father backwards reeling he fell that's-why he more very got-angry.*

'Father came out and was hitting people, so as I went to defend
them he came toward me to hit me carrying a stick; but a woman
grabbed the stick from behind and pulled, so he fell; that's why he
got angrier than ever.'

Chart 26

Means-Purpose Sentence

+Base$_1$: (means)	+ Link:	+Base$_2$: (purpose
Simple S / Seq S	*cyaj*	Simple S (nonpast) Purp M

Final Cause	P ∧ P ⊃ pQ

3.3.16 Means-Purpose Sentence

The Means-Purpose Sentence expresses means in $Base_1$ and purpose in $Base_2$, joined by the medial link *cyaj* 'as a result, so that'. $Base_2$ may contain a Purpose Margin, brought into the nucleus of the sentence. In this type of sentence the result is viewed as desirable, but it is not indicated whether or not it is attained.

Example 150

$Base_1$: Ingy pa'gate fytjaa we'wetstju Link: cyaj
$Base_2$: ewmeete wetemeene'nga.

You on-behalf-of I-will-plead as-a-result into-evil you-will-not-fall.

'I will plead on your behalf, so that you will not fall into sin.'

Example 151

$Base_1$: Pa'jrra' mjĩiya' tacjetspcachja' namu' isa'c manzcuĕeteva jiyurra' cyã'wĕy yatnu ets caajya' Link: cyaj $Base_2$: yatte csinela mutyi'sa' chicha's nasa iisa ãjwe'j ca'gacajn.

Arriving to-work while-beginning owner counts however-many knowing thus house-to letter to-send as-a-result house-in cook mote person each enough-for so-will-put.

'As people arrive to begin work, the owner counts them to know how many, to send word home so that the cook will put enough meat into the mote for everyone.'

Example 152

$Base_1$: Tecj a'tete' ĕejũ cpi'sh quĩjrra' icj ya'ya'
Link: cyaj $Base_2$: uuna.

Three months-in above-from lightening descending kill is-going-to as-a-result he-will-die.

'In three months lightening will strike him, and he'll die as a result.'

The Means-Purpose Sentence regularly encodes final cause, although one example (152) apparently encodes efficient cause.

Chart 27

Eventuality Sentence

+ Base$_1$:	+ Link:	+ Base$_2$:
Indep. Cl (with *váa,* probability, + fut. tense)	*atsa'* / *nava*	Indep. Cl / S

Hypotheticality $P \supset Q$

3.3.17 Eventuality Sentence

A special sentence type is used to indicate a probable situation with foreseen consequences resulting.

Example 153

Base$_1$: Wallinde váa yuuna Link: nava Base$_2$: chijme cãjnã nes cu'ta yu'.

Liquor probably there-will-be but white becoming always there will-be.

'If there is liquor, it will just stay there losing strength.'

Example 154

Base$_1$: Nmi̱'a' uu váana Link: atsa' Base$_2$: cyajũ' niyu yu' quij derecho yujva ji'pjme' ji'ty.

Husband will-probably-die and-so then wife doesn't have any rights whatsoever they-say.
'If the husband dies, then the wife doesn't have any rights whatsoever, they say.'

Example 155

Base$_1$: Yat váa ji'pjváana Link: nava Base$_2$: cyã's cusa'jna maa cyã'wẽ beca yusna maa sã'jina naapcachja' cyajy ju'ngu yuuna.

House probably will-probably-have but that taking-away whoever chicha giving whoever feeding then favoring him he-will-be.

'If he owns a house, it will be taken away from him and given to whoever gives the governor chicha to drink and food to eat, so he will favor him.'

This type of sentence does not embed; it may, however, embed in other sentences.

It encodes deep structure hypotheticality which is weighted towards probable actualization.

Chart 28

Paraphrase Sentence

+ Base$_1$: Text	∅	+ Base$_2$: Paraphrase
Amplif.	Simple S		Simple S
Gen-Spec.	Simple S		Simple S
Spec-Gen.	Simple S		Simple S
Summary	Simple S		Simple S
Neg. Ant.	Simple S$_{neg/pos}$		Simple S$_{pos/neg}$
Neg. Grad.	Simple S$_{neg}$		Simple S$_{pos}$

Amplification Paraphrase: $Pa \wedge Pab$ (and other expansions)

Generic-Specific Paraphrase: $gPa \wedge sPa$

Specific-Generic Paraphrase: $sPa \wedge gPa$

Summary Paraphrase: $P(a) \wedge gN$

Negated Antonym Paraphrase: $Pa \wedge \overline{P}''a,$ $\overline{P}''a \wedge Pa,$ $\overline{P}a \wedge Pa''$

Negated Higher Gradient Paraphrase: $\overline{P}a \wedge Po_a \wedge (P > Po)$

3.3.18 Paraphrase Sentence

The Paraphrase Sentence is composed of two juxtaposed bases, in which $Base_2$ repeats the information in $Base_1$, with minor differences. The following six types of paraphrase have been found in Páez:

1) Amplification Paraphrase

This type of paraphrase has identical predicates, with same tense and same actors, in both bases; with additional information given in $Base_2$ by the addition of a further phrase or by expansion of a word or phrase given in $Base_1$.

Example 156

$Base_1$: Cyãa piyãjte yu' qui'sen iisa misate pa'jsatyi pulpitote tejcarra pta'shi'c $Base_2$: ptamuwa'jsaty yasety cysusna ptamuwa'jsa neywe'sh yasety va cysusnac pta'shi'.

That midst-of (theme) Sunday each mass-in arrivals pulpit-in standing he-announces; ones-to-be-married names mentioning ones-to-be-married parents' names also mentioning he-announces.

'In the midst of that, each Sunday he stands in the pulpit and announces it to those attending mass; mentioning the names of those to be married and their parents' names also he announces it.'

Example 157

$Base_1$: Cuscuscjẽ mjĩi ente' nasa' wala pa'ja'ty
$Base_2$: treinta, cuarenta, cincuenta yujva pa'ja'ty.

Next-day-on work day-on people many they-arrive; thirty, forty, fifty even they-arrive.

'The next day many people come to the minga; thirty, forty even fifty people come.'

2) Generic-specific Paraphrase

In this type of paraphrase, a generic lexical item in the first base is replaced by a specific lexical item giving the same information in the second base:

Example 158

Base₁: Atsa' cus shawend wĕerra', jypumba u'tj
Base₂: vite ajsurráa ntca pacuena u'ju.

*So night-time return wanting I got-lost; other places-in-
just I looked wandering.*

'So that night, when I wanted to return, I got lost; I went other
places looking for the address.'

3) Specific-generic Paraphrase
In specific-generic paraphrase there is loss of information
in the second base, with a generic term replacing the specific term
in the first base.

Example 159

Base₁: Cyãa en yuurra' wala yuj fytjaa ũ'ne'u'ga pse
Base₂: Pedru' nus cu'na pse.

That time being very certainly pitifully he-wept; Peter sad was.
'At that time Peter wept very bitterly; he was very sad.'

Example 160

Base₁: Angy pa'gate nuu selpiine'nga   Base₂: cjãambu's
pu'yãcjene'nga.

My behalf-on please serve; staff-of-office you-carry.
'Please serve instead of me; carry the staff-of-office.'

4) Summary Paraphrase
This type of paraphrase differs from the preceding ones in that
a list of items is given in the second base, with a summarizing state-
ment at the end.

Example 161

Base₁: Maa maa soldau va apodo ji'pjtyca Base₂: vite i'
gallíto, vite i' patilata, vite i' narigon, vite i' tres tasa;
Base₃: cyã'wĕ yase ji'pjtyca.

*Whatever soldier nickname they-had: one, gallito, another,
patilata, another narigón, another, tres tasa; thus names
they-had.*

'Each soldier had a nickname: one, gallito, another, patilata, another, narigón, another, tres tasa; names like that they had.'

Example 162

Base₁: Naa pitstjĕ'ja' wala ji'pju'u'ga Base₂: siete mil piishã, tres mil camello, quinientos pares de bueyes, yat, quiwe quĩj quĩjva ji'pju'u'ga.

This man much he-had; seven thousand sheep, three thousand camels, five hundred yoke of oxen, house land whatever he-had.

'This man was very rich: he had seven thousand sheep, three thousand camels, five hundred yoke of oxen, house, land, all kinds of things he owned.'

  5) Negated Antonym Paraphrase
  The negated antonym paraphrase consists of a pair of antonyms, or situational opposites, in the two bases, with the negated element usually in the first base.

Example 163

Base₁: Luuch u'y yu' ney herencia'sa's derecho ji'pj me'
Base₂: luuch pitscuẽ yuurráa derech ji'pjta'.
Child female father's inheritance right have-not; child male only right they-have.

'Girls do not have the right to inherit from their fathers; only boys have the right to inherit.'

Example 164

Base₁: Tecj a'te ãjatste' quĩj cpi'sh yujva quĩjme'
Base₂: cyãa ensu' secna ũsga.
Three months ending what- lightning -soever had-not-come-down; that time-in sunny it-was.

'At the end of three months, lightning hadn't struck; the weather was sunny during that time.'

  6) Negated Higher Gradient Paraphrase
  This type of paraphrase is similar to Negated Antonym Paraphrase, except that the lexical items in the two Bases are of the same class, with

the item which is of higher gradient negated in the first base, and a
particle meaning 'just' occurring in the second base.

Example 165

Base$_1$: E's jiyute yu' libro yujva mee u'ga yu'
Base$_2$: folletocuẽrráa u'ga yu'.

*Afterwards realizing book even not it-was; leaflet-just it-
was.*

'Afterwards I realized it wasn't even a book, it was just a leaflet.'

The Paraphrase Sentence may occur embedded in other sentences.
It also embeds other types of sentences (see Example 161 in which
a Parallel Sentence occurs embedded in a Summary Paraphrase Sen-
tence).

The Paraphrase Sentence encodes deep structure paraphrase.

Diagram 10

Paraphrase S

Base2

Base1

Para S

Specific

Generic

Parallel S
(verb deleted
in each Base)

Indep Cl
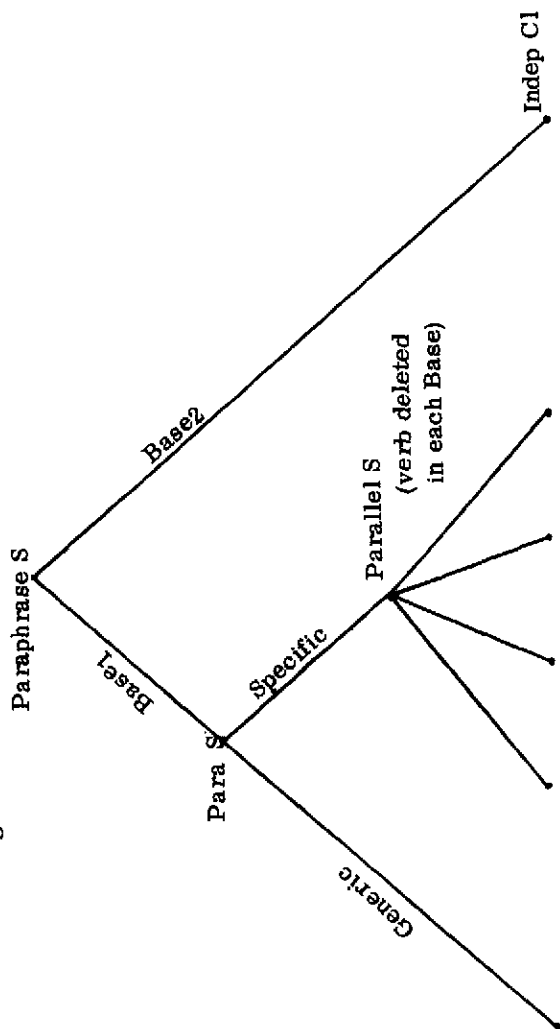
Maa maa soldauva apodo ji'pjtyca; vite i' gallito, vite i' patilata, vite i' narigón, vite i' tres tasa cyã'wẽ yase ji'pjtyca.

Whichever soldier nickname they-had; another gallito, another patilata, another, narigón, another, tres tasa thus names they-had.

'Each soldier had a nickname; one gallito, another, patilata, another, narigón, another, tres tasa—names like that they had.'

Chart 29

Direct Quotation Sentence

+ Quote F_1*	+ Quotation	+ Quote F_2*
Indep Cl / S	Sentence Paragraph Discourse	Indep Cl

Speech attribution $wP \wedge Q$

* + ($\pm$ QF_1 . . . $\pm$ Q F_2)

3.3.19 Direct Quotation Sentence

The Direct Quotation Sentence contains a direct quote, and a Quotation Formula consisting of a verb of speech or thought, such as: say, tell, recount, ask, answer, advise, question, recommend, reproach, criticize, command, forbid, think, remember, come to mind, invite, lie, etc. The Quotation Formula may precede or follow the direct quote; or it may occur both preceding and following the quoted material.

The Direct Quotation Sentence commonly embeds in the Antecedent or Consequent of a Sequence Sentence, or in both, resulting in dialogue. A quote within a Direct Quotation Sentence may also occur, in which case the Quote Formula which would normally precede the included quote is omitted.

The Direct Quotation Sentence encodes deep structure speech attribution.

Example 166

QF_1: Pẽyi'utj teech mestlu namicusa's Q: quĩj yuuya' ic pilsu cu'tasu yafysu ẽsẽ'sẽ' QF_2: jĩna utj pẽyi'.

I-asked one shaman friend what for it calves-in back-in eyes-in moves QF_2: saying I asked.

'I asked a shaman friend: "why is it that in the calves of my legs, in my back, and in my eyelids I feel sensations?"'

Example 167

QF_1: Mestlu' na'wẽty ĩshĩija'   Q: yat iisa vity-we'sh ũsâ' QF_2: jĩ'ty.

Shaman thus they-lie house each guardian-spirit is-there they-say.

'The shamans lie, saying: "there is a guardian-spirit at each house".'

Example 168

QF_1: Angy ũuste yu' na'wẽ utj yaaqui' Q: ma'ic yu' fiinze'jyujuma'c QF_2: sũju'utj.

My heart-in (theme) thus I thought how is it will-really-cool I-thought.

'To myself I thought: "How can it be? Will it really cool?' (i.e. the soul of the dead)

Example 169

QF₁: Nasa meerrava indiu paeswe'sh leya' na'jĩ u'ga pse
Q: cyãa u'ya' quij derecho yujva ji'pj me'.

People or indians Páez law thus says that woman what- right
-soever does-not-have.

'Páez law says: women have no rights whatsoever.'

Example 170

Q: Ayte' ni gobierno yujva jycaajmeena QF₂: jĩna ty
we'we'.

Here even government does-not-give-orders saying they talk.

'They say: "Here even the government doesn't give orders.'

In the following example there are two Quotations embedded within the
main Quote (Q). The first such embedded Quotation and its Quote
Formula are tagged as Q' and QF'. The second such embedded Quote
and its Quote Formula are tagged Q" and QF".

Example 171

QF₁: Cyãa u'y cna'sa yatte pa'jrra ca'ga'tje' cyajũ' u'y
neywe'shtyi saludairra' cyãawe'sh jytjãasni's ãate we'werra'
na'ji'ty: Q: cue'sh luucha' Q': aysu stya wẽena u'ju'tj
QF': ji'c Q: ayte i'cue'sh luuch yacj. sa' Q": wauchu meete yu'
cue'sh yaacywa'j ji'ptja'u QF": sũjrrarrãa yuwe'tja'u i'cue'sh
jycuet ũjndya' atsa' nuu ew cue'sh ju'ngu yaaquine'cue.

That woman girl house-in arriving if-have-enter then girl's
parents greeting their wishes openly saying they-say-this: our
child "around-there accustomed wanting I-go" he-says here your
child with and "orphan not-being we ought-to-think-about" think-
ing we-have-come your heads to-break and-so please well toward us
you-think.

'Arriving at the girl's house and being invited in, after greeting the girl's
parents they openly say what they've come for: "Our son says: 'I am
used to being around there'; that is, here with your daughter, and so,
thinking: 'we ought to think about getting him a wife, since he's not an
orphan', we have come to give you a head-splitting problem, and so
please think favorably toward us".'

Chart 30

Indirect Quotation Sentence

+ Ind Q	+ Ind Q F
A-R S	Indep Cl
	with cognitive verb in P

Awareness attribution   aPa ∧ Qb

3.3.20 Indirect Quotation Sentence

The Indirect Quotation Sentence in Páez is not a transformation of the direct Quotation Sentence. Speech attribution is not encoded in this sentence type but awareness attribution. Thus, it is impossible to transform the Páez equivalent of "He said 'I was there yesterday'" to "He said that he was there yesterday." Rather the Indirect Quotation Sentence expresses the content of consciousness; i.e., "I know...", "He saw...", etc.

The Indirect Quotation Sentence consists of an Axis-relator Clause with subordinating marker *-te* occurring clause-final, and an independent clause with a Cognitive verb.

Example 172

Ind.Q: Scuelate' teech estampa hostia caliz yacj piisani paredcjẽ qui'pni u'pte Ind.QF: utj uy.

School-in one picture 'host' 'chalice' with drawing wall-on placed there-was I saw.

'In school I saw that there was a picture of the 'host' with a 'chalice' placed on the wall.'

Example 173

Ind.Q: Cyãawe'shtyi' saludairra utj e's yã'ja' cyã'wẽ Dyus yuwe's cue'sh yuwete fi'jya' u'ju-te-va Ind.QF: jiyu.

Them greeting I afterward thus God's Word our language-in to-write were going-about knew.

'After greeting them, I found out that they were going to translate God's Word into our language.'

Example 174

Ind.Q: Yu'cj nasa' mtee ũs-te Ind.QF: jiimeenga'.

Guerrillas where are don't-you-know.

'Don't you know where the guerrillas are?'

The Indirect Quotation Sentence may occur embedded in other sentence types. It is nonelastic, encoding only deep structure awareness attribution.

Chart 31

Indirect Question Sentence

+ Ind Ques F	+ Ind Ques
Indep Cl	A-R Cl
with cognitive verb in P	
Awareness attribution	aPa ∧ Qb

3.3.21 Indirect Question Sentence

The Indirect Question Sentence consists of an independent clause with cognitive or speech verb, and an Axis-relator clause with dependent marker *-te* occurring clause-finally. The clitic *-va,* indicating universal quantifier, may occur postposed to the Axis-relator clause when an interrogative pronoun occurs in the clause.

Example 175

Ind. Ques F: Jiimeetj Ind.Ques: quim-te-va.

I don't know who- was -ever.

'I don't know who it was.'

Example 176

Ind. Ques F: Uytyi Ind. Ques: mtee upsa-te-va.

They saw where-dwelling-one -ever.

'They saw where he dwelt.'

Example 177

Ind. Ques F: Pta'shcu Ind. Ques: angy quim-te-va.

He-told I who- was -ever.

'He told them who I was.'

The Indirect Question Sentence in function and semantic content resembles the Indirect Quotation Sentence. Both sentence types encode deep structure awareness attribution. Even Example 177 above, involving the verb 'tell' is not a transformation of direct speech, but is more on the order: 'He made them aware of who I was'.

3.4 Embedding

Embedding of sentences within sentences is frequent in Páez, with the greatest amount of embedding occurring in the Sequence Sentence. Potentially, as many as four layers of embedding may occur in a given Sequence Sentence (see Diagram 4).

The following examples illustrate various types of embedded sentences:

3.4.1 In Sequence Sentences, embedding may occur in both the Antecedent(s) and the Consequent:

1) with embedded Direct Quotation Sentence in the Consequent:

Example 178

Ant: Cuartelte utyaaya' u'jrra' (SS) Cons: chinda cpã'yuunitj na' iyu'nja sũjũ'utj.

Ant: Headquarters-to to-draw-near going Cons: leg had-been-broken I consequently I-will-escape I-thought.

'As I went to headquarters to report, I thought: "my leg has been broken, so I will escape".'

2) with embedded Indirect Quotation Sentence in the Consequent:

Example 179

Ant: Teech ente' angy vite ajte u'jniite' (DS)
Cons: Payaate ne'jue'sha' scuela yat utyasu scjẽwna nasaty cytee pu'tjengna ũste uycu.

Ant: One day-on I another place-to having-gone Popayán-in Cons: governor school house nearby passing people there meeting being he-saw.

'One day when I had gone somewhere, the governor from Popayán passing near the school-house saw that people were meeting there.'

3) with embedded Direct Quotation Sentence in the Antecedent, and embedded Coordinate Sentence in the Consequent:

Example 180

Ant: Ãchja' na's tu'ste' echtjẽ'ja' ũpjna u'juena sũjrra'

(SS) Cons: pechucjẽ tu'srra u'tj u'jue' sa' tsinzcjẽ
va tu'su'u'tj.

*Ant: Now this wearing devil fleeing will-go thinking   Cons:
chest-on wearing I went and back-on also I-wore.*
'"If I wear this, the devil will flee", I thought, so I wore a charm in
front and in back.'

4) with embedded Antithetical Sentence in the Antecedent:

Example 181

Ant: Ãtsã' en ma'c yuu ji'pjuni's iviituwa'j ma'c case'j meerra'
ishiirrarráa paatyjĩ'ctje' carcelna u'jwa'j ma'c case'j nanva
Dyus yacj u'jute' (DS) Cons: evangeliu'sa' pta'shwa'jrráa case'_
jena Dyus naa quiwete nasaty wendyrra peeigãani's.

*Ant: Sickness time or belongings loss may result or lying
accusing prison-to go may result but God with being
Cons: Gospel to-tell will-result God this world-in people loving
cares-for.*
'Sickness or loss or imprisonment on false charges may happen; but if
God is with one, it will just result in telling the Gospel of God's love
for the people of this world.'

5) with embedded Conditional Sentence in the Consequent:

Example 182

Ant$_1$: Vite ajn u'jrra' (SS) Ant$_2$: jyu'j quiwen u'jrra' (SS)
Ant$_3$: pal jiimeesa's utyaarra' (SS) Cons: cbeesaavatsa'
angy ũuste wẽtuuváana.

*Ant$_1$: Another place-to going Ant$_2$: far land-to going Ant$_3$: priest
unknown-one approaching Cons: if-would-confess-to my heart-in
would-feel-better.*

'If I were to go to another place, far away, and approach a priest who
didn't know me, and confess to him, my conscience would feel better.'

6) with embedded Concessive Sentence in the Consequent:

Example 183

Ant$_1$: Nmej añu yuutste' (DS) Ant$_2$: maestra wala ewsa pa'jrra'
(SS) Cons: tujndtujndrráa na'wẽ' jĩna jiyutsmeeteva (DS)
cjiyu'ju'c geografia vite librusu va.

Ant₁: Final year being   Ant₂: teacher good-one arriving   Cons: slowly like-this saying even-if-didn't-know she-caused-to-understand geography other books-in also.

'In the final year of school, a good teacher arrived and if I didn't understand she caused me to understand, saying: "it is like this", teaching me geography and other subjects.'

7) with embedded Alternative Sentence in the Antecedent:

Example 184

Ant₁: Mtee cna'sa ewsa u'pte jiyurra' (SS) meerrava pitstacysa' cyã's wendyváana na' neywe'shtyi pta'shte neywe'sh jiyurra' (SS) pcjaacjerra nwe'shsa yacj   Cons: u'y neya's pĕjyya' u'jue'ty.

Ant₁: Where girl good-one being knowing   Ant₂: or boy that-one may want so parents telling parents knowing gathering relatives with Cons: girl's father to-ask-for they-go.

'When a boy's parents know where there is a nice girl, or the boy tells them he wants a certain girl, they gather with their relatives and go ask the girl's father for her hand.'

8) with embedded Paraphrase Sentence in the Consequent:

Example 185

Ant: E's jiyute yu'   Cons: libru yujva mee u'ga yu', folletocuĕrráa u'ga yu'.

Ant: Afterwards realizing   Cons: book even not was, leaflet-just was.

'Afterwards I realized it wasn't even a book; it was just a leaflet.'

Example 186

Ant: Atsa' cus shawend wĕerra' (SS) Cons: jypumba u'tj; vite ajsurráa ntca pacuena u'ju'.

Ant: So night return wanting   Cons: I-got-lost; other places-in-just I hunting went.

'That night, wanting to return, I got lost; I just wandered around hunting in other places.'

9) with embedded Direct Quotation Sentence in the Antecedent, and embedded Inversion Sentence in the Consequent:

Example 187

Ant: Angya' evangeliuna pta'shya' sũjrra' (SS)
Cons: u'jmée u'tj naasá preesu caatje ũsurráa u'tj.

Ant: I Gospel to-tell thinking   Cons: did-not-go; instead prisoner sent I-was-just.

'I didn't go planning to tell the Gospel; instead, I was just there as a prisoner.'

10) with embedded Conditional Sentence in the Antecedent:

Example 188

Ant: Cyãarráaty uyvatsa' een lisa lisaate' (DS),
Cons: ewmeesa angy ũusu case'jeváana.

Ant: Those if-would-find day each would-pray   Cons: not-good-things my heart-from would-leave-probably.

'If I could find those and pray each day, the badness would probably leave my heart.'

11) with embedded Eventuality Sentence in the Antecedent and embedded Direct Quotation Sentence in the Consequent:

Example 189

Ant: Cus váa yuuna nava mtee u'juetsrra' (SS)
Cons: echtjẽ'ja' angy e'ste utyaacajmen sũjrra medalla's e'scjẽ u'tj tu'srra u'jue'.

Ant: Night may-be but where going   Cons: devil me behind so-not-come thinking medallion behind I wearing went.

'If I went anywhere at night, I wore a medallion on my back, thinking: "now the devil won't come near me".'

12) with embedded Antithetical Sentence in the Consequent:

Example 190

Ant: Cyã'wẽ yũurra cyajũ' ptamuyã'jrra' (SS) Cons: maa
íi yu' ewrráaty fi'nze' niyuty va peeigãjna; nava maa
í' cu'ju yatsu ma'c yuu meerra fiesta yatsu ma'c yuu
meerra' yattey ma'c yuu nava niyu's uyíina peechujcuena
cchill meetjacueju pãpana, zecu pecue wẽena, swẽ'tjna,
cyã'wẽ yũunaty fi'nze'.

Ant: Thus doing then getting-married Cons: some (theme)
good-just-they live wives also caring-for; but others
dance houses-in or fiesta houses-in or own-houses-in but
wives slapping beating machete blade-with hitting edge-
with to-hit wanting kicking thus doing-they live.

'Doing like that, when they are married, some live well with their
wives, caring for them; but others at dances or fiestas or in their
own homes slap their wives, beat them, hit them with the blade of
their machetes or threaten to hit them with the edge, and kick them;
that's the way they live.'

13) with embedded Preference Sentence in the Consequent:

Example 191

Ant: Dyus yacj u'jurra' (SS) Cons: iiwejch iiwejch yaacywa'j
ji'pjmeetja'u wejyva Dyusna íirráa pi'cyna cyãarráana
yajcyna fi'nzeni yuurráa ewa'.

Ant: God with going Cons: proudly proudly we-ought-not to-
think; rather God Himself-only trusting He-just thinking-
about living just is-good.

'One who believes in God ought not to be proud; rather, one ought
to live trusting only in Him.'

14) with embedded Direct Quotation Sentence in both the Ante-
cedent and the Consequent:

Example 192

Ant: Cyajũ' angya's na'wẽ uc ũusjutje': zhichcue dyij Dyusna
lisa'ty sũjrra' (SS) Cons: copia pẽjyvatsa' ũsuváana sũju'u'tj.

Ant: Then to-me thus thought-occurred: nicely certainly to-God
they-pray thinking Cons: copy if-would-ask-for they-would-pro-
bably-give I-thought.

'Then the thought occurred to me: "they certainly pray nicely. If I were to ask for a copy, they would probably give me one".'

15) with embedded Direct Quotation Sentences in both Antecedent(s) and Consequent, encoding dialogue:

Example 193

Ant: Niyafiteya' ji'pjsa ne'nga yu', nava̱ cyãa ji'pjuni's jyuca iviitrra pembarra' cyã'wẽ u'ju'ng jite' (DS) Cons: angya' ji'pjsa yu'tsmeetj jĩna u'tj pasu'.

Ant: At-first rich you-must-have-been but those possessions all losing destroying thus you-live saying Cons: I rich am-not-I saying I answered.

'"At first you must have been rich, but wasting all your possessions you live like that" he said; but I answered: "I am not rich".'

Example 194

Ant₁: Tecj a'te ãjatste yu' (DS) Ant₂: Wembiyaga ãch ma'wẽ yuutsna jĩna paapẽjyte' (DS) Cons: passa' jwee firráa evangeliu's pta'shna ũsa' jĩna u'ta tuutje'je'.

Ant₁: Three months ending Ant₂: Silvia-around: now how is-he-doing? saying questioning Cons: answering-one: more exceedingly Gospel telling he-is saying they reported.

'At the end of three months, around Silvia people were asking: "how is he doing now?" and the answer was: "he is preaching the Gospel more than ever".'

Example 195

Ant₁: Cyajũ'̱ pala' e'nz testigo tyajrrac pẽyi' vite ajsu iiyuumeyna jina ew jiicue' pwe'sh meena' jina pẽjyte' (DS) Ant₂: testigo' teechsa padrinu fi ma'c yuu nava pasrra' pwe'sh meeta' ni vite va ptamuwa'j ji'pjmeeta' jite' (DS) Cons: pala' etste ãshi'c.

Ant₁: Then priest two witnesses placing asks: other places-in are-not-yet-married saying well do-you-know relatives are-not saying asking Ant₂: witness one-person godfather himself maybe but answering relatives they-are-not nor other also are-not-to-be-married-to saying Cons: priest paper-on puts.

'Then the priest has two witnesses come, and asks: "They are not already married somewhere else? Do you know them well? They are not relatives?" So one of the witnesses who is a godfather answers: "They are not relatives, nor are they married to some-one else." So the priest writes down the marriage contract.'

In example 195, Direct Quotation Sentences occur embedded in each of the two Antecedents. No more than two exchanges have been recorded in any Sequence Sentence encoding dialogue.

3.4.2 In Concessive Sentences, embedding may occur in either the Antecedent or the Consequent, although it is more usual to have embedding occur in the Consequent:

1) with embedded Direct Quotation Sentence in the Consequent:

Example 196

Ant̲: Macue iiwejch we'wena, macue canzh we'wena macue va quij quĭjva yŭuna fi'nzetsteva (DS) Cons: maa yujva ingya' ewmeeng yu' jĩna yu'cypejetsmeetyca.

Ant: However proudly talking, however badly talking, how-ever-much whatever doing although-living Cons: no one you are-doing not-good saying they-did-not-counsel.

'No matter how proudly I talked, or how badly I talked, or what-ever I did, no one ever counseled me saying: "You are doing bad things".'

2) with embedded Direct Quotation Sentence in the Antecedent:

Example 197

Ant: Wala wĕtcuẽ we'werra: mejca, yatte ŭsváana jĩteva (DS) Cons: viyu ji'pjmee u'tj.

Ant: Very nicely speaking: come house-in it-probably-is although-saying Cons: money I-didn't-have.

'He spoke very nicely to me, saying: "Come on, it is probably at home"; but although he said that, I didn't have any money.'

3) with embedded Contrafactual Sentence in the Consequent:

Example 198

Ant: Pal yuumeerrava (SS) Cons: yu'cypejvatsa', nasa'
nwẽesẽ'jwa'j va'nta yu'.

*Ant: Priest although-not-becoming Cons: if-would-have-counseled
people would-probably-have-listened.*

'Even if I hadn't become a priest, if I had counseled the people, they
would probably have listened.'

4) with embedded Inversion Sentence in the Consequent:

Example 199

Ant: Viyu uyrrava (SS) Cons: ew cseelpi'jmẽe naasá tũuwa'
jrráanaty yaaqui'.

*Ant: Money although-finding Cons: well do-not-use, instead drink-
ing-for-just they think.*

'Even though they make money, instead of using it well, they only think
of getting drunk.'

5) with embedded Paraphrase Sentence in the Consequent:

Example 200

Ant: Ăch yã'ja' luuchcuẽ uurrava (SS) Cons: cielun tee jwend
u'juena' limbu shi'ndyte ũsya' u'jmeena.

*Ant: Now baby even-if-dies Cons: heaven-to directly will-go;
limbo in-darkness to-be will-not-go.*

'Now even if the baby dies, it will go straight to heaven; it won't
go to limbo to be in darkness.'

6) with embedded Coordinate Sentence in the Consequent:

Example 201

Ant: Maa fi yu' dyi'tje puuty uyrrava (SS) Cons:
peejyũcuety sa' neeneya' bendicion acje'c.

*Ant: Some (theme) road-on meeting-although Cons: kneel-
they and godfather blessing gives.*

'Some, even if they just meet on the road, kneel down and their god-
father blesses them.'

7) with embedded Reason-Result Sentence in the Consequent:

Example 202

Ant: Nava teech ente' ꞔreỹ wẽjĕtsmeerrava (SS) Cons: cuj jwend
cutj yaaquí', angya's íi va wala ta'ñỹ uc cacuete cyãa pa'ga.

*Ant: But one day-on believe although-not-wanting-to Cons: many
times I thought-about-it, to-me myself also much sensations-were
body-in because.*

'But one day, although not wanting to believe in those things, I thought
a lot about it, because I felt sensations myself in my body.'

8) Universal Quantifier Sentence, with embedded Antithetical
Sentence in the Consequent:

Example 203

Ant: Quĩjva ꞔne'sni manzcuẽe us víaateva (DS) Cons: visurráa
utj, nava quĩj aca va pa'jatsmeega.

*Ant: Whatever had-been-bewitched as-many times as-appeared
Cons: just-touched-I but what- pain -ever did not-arrive.*

'Whenever anything appeared that had been bewitched, I touched it;
but I never got sick.'

3.4.3 In Antithetical Sentences, embedding may occur in either or
both bases:
   1) with embedded Coordinate Sentence in Base$_1$:

Example 204

Base$_1$: Angya' ãwã yu'acjrra u'tj u'jue' sa' we'pe cshavysu
yu'wãlasu ãwã's shcajnderra u'tj acje' Link: nava Base$_2$: quĩj
aca va pa'jatsmeega.

*Base$_1$: I chili putting-into-bag I went and páramo middle-in
river-into chili breaking-into-pieces I threw Link: but
Base$_2$: what- pain -ever did-not-arrive.*

'I used to put chili into my bag and going to the páramo I would throw it into the river; but I never got sick.'
(i.e. from breaking a taboo)

2) with embedded Sequence Sentence in Base$_1$:

Example 205

Base$_1$: Angya' le'chcuěy scuelaţa u'prra' maaí' cyǎ'wẽ hechỉcería, şupersticỉón, augería ewmeeta' jῖte' (DS) le'ch ỉi creỉsa mee uṭj Link: nava Base$_2$: angy tata walawe'sha' wala creῖ'uty cyãaty.

Base$_1$: I still-young school-in being some thus witchcraft, superstition, omens are-not-good saying from-youth believer not I-was Link: but Base$_2$: my grandfather very believed those-things.

'When I was young and in school, someone said that it wasn't good to believe in witchcraft, superstitions, and omens, so from my youth up I didn't believe in that; but my grandparents did.'

3) with embedded Alternative Sentence in Base$_1$:

Example 206

Base$_1$: Lụuch u'y yu' ỉimi'ma'ty ỉimi'meema'ty Link: nava Base$_2$: quỉj yujva ji'pjmée neeyũuna u'jue'ty.

Base$_1$: Child female (theme) they-may-be-married they-may-not-be-married Link: but Base$_2$: what ever not-having remaining they-go.

'Girls, whether married or unmarried, are left without anything.'

4) with embedded Direct Quotation Sentence in Base$_1$ and embedded Sequence Sentence in Base$_2$:

Example 207

Base$_1$: Sa' na'wẽ estampa ma'c yuu meerra medalla ma'c yuu nava piisani santoty jyuca uyvatsa' sũjũ'u'tj Link: nava Base$_2$: viyu ji'pjmeerra' cyãa cuadroty va jyuca weyya' ãjã'tsmee ũ'tj.

Base₁: And thus portrait or medal or saint's picture all if-would-find I-though   Link: but   Base₂: money not-having those pictures all to-buy I-was-not-able.

'I thought to myself: If I could only find portraits or medals or pictures of all the saints; but not having any money, I wasn't able to buy all those pictures.'

    5) with embedded Reason-Result Sentence in Base₂:

Example 208

Base₁: Cyajũ' wala creĩya' yuutstyca maava Link: nava
Base₂: anguĩi yuu creĩts mee utj ũ'cjue'u cyãasa utj caasu
vitu'tsmée.

Base₁: Them much to-believe they-became whoever   Link: but Base₂: I myself did-not-believe-I hardly consequently attention I-did-not-pay.

'Then many came to believe in those things; but I myself hardly believed at all, so I didn't pay any attention.'

Example 209

Base₁: Cyãa sũjna wala cuj yaaqui'utj Link: nava
Base₂: isa jiime'ntca yu' na' cpajcyya' ãjã'tsmée utj.

Base₁: That believing very much I-thought-about Link: but Base₂: true I-did-not-know so to-understand I-was-not-able.

'Thinking that way, I thought a lot about it; but I did not really understand so I wasn't able to figure it out.'

3.4.4 The Reason-Result Sentence may embed other sentences in either or both bases.

    1) with embedded Concessive Sentence in Base₁ and embedded Indirect Quotation Sentence in Base₂:

Example 210

Base₁: Angya' nasa paesrrava (SS) naa Colombia dyiite yu'
msuuva u'jusatj Link: cyãasatj Base₂: nasa ma'wẽ ũs-te-
va jiyu.

*Base₁: I Indian Páez-although-being this Colombia within (theme)
everywhere I-have-been Link: so   Base₂: I people how are know.*

'Even though I am a Páez Indian, I have been all over Colombia, there-
fore I know what people are like.'

2) with embedded Grounds-Conclusion Sentence in Base₁:

Example 211

Base₁: Dyusrrá's cu we'we na' tyãa Dyus yuwena sũjũtj
Link: tyãasa Base₂: tj i'cue'shtyi pta'shya' yuwé'.

*Base₁: God-just it speaks-about so that God's Word must-be I
think Link: so   Base₂: I you to-tell have-come.*

'It just tells about God, so I think it must be God's Word; therefore
I have come to tell you.'

3.4.5 The Paraphrase Sentence may embed other sentence types in
either or both bases.
    1) with Sequence Sentence embedded in Base₁, and Comparative
Sentence in Base₂:

Example 212

Base₁: Vite íi yu' luuch yuwe tu'sna caajnisa ewupchãjmeete'
(DS) fytũ's cchill zecu ũ'tsrra' (SS) qui'tj cutyi'jnac u'jue'
Base₂: manzcuẽe nasate' cyãanzcuẽe qui'tj íic cutyi'ji'.

*Base₁: Others (theme) child message carrying sent-one unable-to
stick machete edge-with whittling notches making he goes;
Base₂: as-many people-as, so-many notches he makes.*

'If it isn't possible to send a child with a message, others whittle a
stick with their machete, making notches; they make as many
notches as there are people.'

2) with Indirect Quotation Sentence in both bases:

Example 213

Base₁: Nava cyã's va jiyu'tsmeeta' ma'jĩní cabilduteva
Base₂: voto yujnava ma'jĩniteva jiyu'tsmeeta'.

Base₁: But that also they-do-not-understand what means cabildo;
Base₂: voting even what means they-do-not-understand.

'But they do not understand what cabildo means; they do not even understand what voting is.'

    3) with Concessive Sentence in Base₁:

Example 214

Base₁: Ãch yã'ja' luuchcuẽ uurrava cielun tee jwend u'juena
Base₂: limbu shi'ndyte ũsya' u'jmeena.

Base₁: Now baby even-if-dies heaven-to directly will-go;
Base₂: limbo darkness-in to-be will-not-go.

'Now even if the baby dies, it will go straight to heaven; it will not go to limbo to be in darkness.'

3.5 Topicalization

    Sentence topic is a sentence-level tagmeme in which the topic of a sentence is indicated by a clitic *-A'* occurring finally on the word or phrase that is the topic. The Sentence Topic may be a noun phrase filling the Locative, Temporal, Subject, Object, Instrument, or Accompaniment Tagmemes in the clause. Sentence Topic occurs in the nucleus of the sentence, and may be cross-referenced to some other word in the sentence. A Time Margin may also be marked as Topic, and shifted to final position in the sentence; or a Purpose Margin, which usually occurs finally in the sentence, may be front-shifted and marked as Topic.
    1) Locative Phrase marked as Sentence Topic:

Example 215

Cabildu u'carra' maa resguardosuy-a' nasa iisa ty cjãambu atu'.
Cabildo-officials entering whatever resguardos-in person each they staff carry.

'In every resguardo, when cabildo-officials take office, each person
carries a staff-of-office.'

2) Temporal Phrase marked as Sentence Topic:

Example 216

Ãchj-a' ingya' Paydan u'jwa'jng.

Now you Popayán-to you-must-go.
'You must go to Popayán immediately.'

3) Subject marked as Sentence Topic:

Example 217

U'y-a' Ant: piyamée fi'nzeteva Cons: ewna.

Girls without-learning even-if-live is-all-right.

'As for girls, it is all right even if they don't get an education.'

4) Object marked as Sentence Topic:

Example 218

Nava angya'sa' quĩj ne'ta canzh yaasewa'j yu' nava
protestante yuurráa uty yaase' cyãawe'shtyi yu' canzh
na'wẽ ne' ptjũuse' naa pa'ga.

*But me what they bad would-have-called but 'protestant'
just they called to-them (theme) bad like it must-have-
sounded because.*

'I don't know what bad name they might have given me, but they just
called me "protestant", because it sounded bad to them.'

5) Noun Phrase loosely related to whole sentence as Sentence
Topic:

Example 219

Cyãa' jiimeetj quĩj yuupa'ga nava cyãa' isa yu' selpiipa'ga
ne'ta cyã'wẽ yũ' sũju'tj.

*That I-don't-know what for but that true (theme) serve-because
thus they do I-think.*

'I don't know why they do that, but I think it's because they have
served.' (i.e., as godparents)

Example 220

Maa í' pitstacy-a' dieciocho añu ji'pjunrráa niyu yuuwa'ja's
pacuerra camba'ty.

*Some boys eighteen years having-just wife to-be hunting
they-marry-off.*

'Some, when boys get to be eighteen years old, hunt for a wife for
them to marry.'

Example 221

Cyãa bendicion-a' ptamusaty dyi'pcjë cusejũ cluus seña ty vitu'.

*That blessing newly-weds in-front-of hand-with cross sign they
make.*

'To bless the newlyweds, they make the sign of the cross in front
of them.'

   6) Instrument marked as Sentence Topic:

Example 222

Naapcachja' pala' jembu cuseju-' libru's uwerra' patsu
cuse'sa' ëete quiisrrac leeí'.

*Meanwhile priest left hand-with book holding righthand
upward raising-he reads.*

'Meanwhile, the priest, holding the book with his left hand and
raising his right hand, reads.'

   7) Accompaniment marked as Sentence Topic:

Example 223

Naajũrráa neywe'sh neeneywe'sh yacj-a' na'jĩnaty neeyu'.

This-right-after parents godparents with thus-saying remain.

'Immediately afterwards, the parents and godparents end by saying
this.'

8) Time Margin marked as Sentence Topic, and shifted to final position in the sentence:

Example 224

Angya' ñus ñusterráa fi'nzesa utj, <u>Cristo</u> <u>angy</u> <u>Amu's</u> <u>ũuste</u>
<u>jypa'gamey-a</u>'.

*I sadly sadly-just one-who-lived was-I, Christ my Lord
heart-in not-yet-having-received.*
'I lived a very sad life, before receiving Christ as my Lord.'

9) Purpose Margin front-shifted and marked as Sentence Topic:

Example 225

<u>Cu'le</u> <u>neeyuucajn-a</u>' ẽejũ' weste cuet acjrra isawa'ja' plomada
<u>na'wẽ</u>.

*Straight so-will-remain above string-with stone putting one-
ought-to-measure plumbline like.*

'So that it will be straight, one ought to measure it from above
letting down a stone tied on a string like a plumbline.'

When a Time Margin occurs, the Sentence Topic occurs initally
in linear order in the nucleus:

Example 226

Aca pa'jatspcachja' <u>tjẽ'jty</u> <u>yã'j-a</u>' yu'tse pẽjyya'
ẽsh wallinde atrra uty u'jue'.

*Pain as-soon-as-arrives shaman immediately remedy to-request
coca liquor taking they go.*

'As soon as they get sick they go immediately to the shaman, to
ask for a remedy, taking coca and liquor.'

Both theme and Sentence Topic may occur together marking
the same word:

Example 227

Ẽsh ũ'ni yu' s-a' nvijtmée utj.

Coca chewing (theme) left-not I.

'I didn't give up coca-chewing.'

More than one Sentence Topic may occur in a given sentence, as in the following example which has three marked (semantically related) Sentence Topics:

Example 228

Naapcachja' pal-a' jembu cuseju-' libru's uwerra' patsu cuse'sa' ẽete quiisrrac leeĩ'.

Meanwhile priest left hand-with book holding right hand up raising-he reads.

'Meanwhile the priest, holding the book with his left hand and raising his right hand, reads.'

3.6 Prominence

Prominence within the sentence is indicated by an optional feature which highlights the most important item of information in a sentence, and is here labeled focus. (Terminology in this section is in accordance with that suggested by K. Callow 1974:50-52.)

1) the domain of focus is limited to the sentence

2) the device by which focus is indicated is the shifting of the subject referent to a position immediately following whatever is being given prominence.

The subject referent is a word indicating person, number, and gender. Normally, the subject referent occurs in the Predicate, phonologically bound to the verb, so it does not indicate prominence when it occurs in that position. However, the subject referent may shift to some other part of the sentence, such as the Subject, Object, Manner, Time, or Location Tagmemes, and occur postposed and phonologically bound to whatever phrase is considered to be the focal information of the sentence.

The subject referent shift, which marks prominence on the sentence level, is used to mark Peak on the discourse level (see: 'The Opossum Dance' discourse). (cf. also Section 1.2.3).

FOOTNOTES

[1]The phonemes of Páez are: p, t, tʸ, k, b, d, dʸ, g, ȼ, č, ƥ,
s, š, x, ƀ, z, ž, ǥ, šʸ, xʸ, m, n, nʸ, 1, 1ʸ, w, y, ʔ; a, ą,
e, ę, i, į, u, ų.

In this paper, a practical orthography is used. This consists of
the Spanish alphabet with the addition of tilde (~) to indicate nasal-
ization, and (') to indicate glottal stop.