Studies in Diversity Linguistics

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A grammar of Yauyos Quechua

Aviva Shimelman
For my father
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Acknowledgments

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Errors remain, of course, for which I am entirely responsible.
Notational conventions

Table 1 lists the gloss abbreviations employed and the morphemes to which they correspond. Unless otherwise noted, all morphemes are common to all dialects.

Throughout, Á indicates alternation between [á] and an accent shift to the final syllable. H, I, N, R, and S indicate alternations between [ò] and [h], [i], [n], [r], and [s], respectively. U indicates alternation between [u] and [a]. Y indicates alternation between [y], [i] and [ò]. PI indicates an alternation between [pi] and [ò] (unique to the additive enclitic -pis). The first five alternations are conditioned by environment in all dialects. R indicates alternative realizations of */r/ – realized as [r] in all dialects except that of ch, where it is predominantly realized as [l]. Where two morphemes share the same code (as occurs, for example in the case of -pa and -pi, which both indicate both genitive and locative case) the code is subscripted with a number (i.e., gen1, gen2; loc1, loc2). Where the same morpheme has two or more functions (as is the case, for example, with -paq, which indicates ablative, benefactive and purposive cases) the morpheme is subscripted (i.e., -paq1, -paq2, -paq3). In the body of the text, I do not make use of these subscripts. Unless otherwise noted, a morpheme occurs in all five dialects. Where a morpheme is exclusive to one or more dialects, that is indicated in small caps in parentheses. Tables 1 and 2 list morpheme codes and their corresponding morphemes. The former is sorted by morpheme code; the latter, by morpheme.

Table 1: Morpheme codes (sorted by code)

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<thead>
<tr>
<th>Morpheme Code</th>
<th>Description</th>
<th>Environment</th>
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</thead>
<tbody>
<tr>
<td>ø</td>
<td>[none]</td>
<td>zero morpheme</td>
</tr>
<tr>
<td>1</td>
<td>-y</td>
<td>first person (AMV, LT)</td>
</tr>
<tr>
<td>1</td>
<td>-ni</td>
<td>first person (AMV, LT)</td>
</tr>
<tr>
<td>1</td>
<td>-:1</td>
<td>first person (ACH, CH, SP)</td>
</tr>
<tr>
<td>1</td>
<td>-:2</td>
<td>first person (ACH, CH, SP)</td>
</tr>
<tr>
<td>1</td>
<td>-shaq</td>
<td>first person singular future</td>
</tr>
<tr>
<td>1</td>
<td>-wa</td>
<td>1p object (AMV, LT)</td>
</tr>
<tr>
<td>1</td>
<td>-ma</td>
<td>1p object (ACH, CH, SP)</td>
</tr>
<tr>
<td>1&gt;2</td>
<td>-yki2</td>
<td>1p subject 2p object</td>
</tr>
<tr>
<td>1&gt;2</td>
<td>-SHayki</td>
<td>1p subject 2p object future</td>
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### Notational conventions

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<th>Abbreviation</th>
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<td>-nchik</td>
<td>first person plural nominal inflection, possession</td>
</tr>
<tr>
<td>1PL₂</td>
<td>-nchik</td>
<td>first person plural verbal inflection</td>
</tr>
<tr>
<td>1PL.COND</td>
<td>-chuwan</td>
<td>first person plural conditional verbal inflection</td>
</tr>
<tr>
<td>1PL.FUT</td>
<td>-shun</td>
<td>first person plural future verbal inflection</td>
</tr>
<tr>
<td>2₁</td>
<td>-yki₁</td>
<td>second person nominal inflection, possession</td>
</tr>
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<td>2₂</td>
<td>-nki</td>
<td>second person verbal inflection</td>
</tr>
<tr>
<td>2.COND</td>
<td>-waq</td>
<td>second person conditional verbal inflection</td>
</tr>
<tr>
<td>2.OBJ</td>
<td>-sHu</td>
<td>second person object verbal inflection</td>
</tr>
<tr>
<td>2&gt;₁</td>
<td>-wa-nki</td>
<td>2p subject 1p object verbal inflection</td>
</tr>
<tr>
<td>3₁</td>
<td>-n₁</td>
<td>third person nominal inflection, possession</td>
</tr>
<tr>
<td>3₂</td>
<td>-N₂</td>
<td>third person verbal inflection</td>
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<tr>
<td>3.FUT</td>
<td>-nqa</td>
<td>third person future verbal inflection</td>
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<td>3&gt;₁</td>
<td>-wan₁</td>
<td>3p subject 1p object verbal inflection</td>
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<td>3p subject 2p object verbal inflection</td>
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<td>-ta</td>
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<td>-Kta</td>
<td>accusative (CH) nominal inflection, case</td>
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<td>-mu</td>
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<td>CONT</td>
<td>-Raq</td>
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<td>DEM.D₁</td>
<td>chay</td>
<td>demonstrative, distal demonstrative (pron. &amp; det.)</td>
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<tr>
<td>DEM.D₂</td>
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<td>JACT</td>
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<td><code>-pa(:)ku</code></td>
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<td>locative</td>
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<th>Meaning</th>
<th>Type</th>
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<td>PASSACC -ka</td>
<td>passive, accidental</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>PL1 -kuna</td>
<td>plural</td>
<td>nominal inflection</td>
</tr>
<tr>
<td>POSS -yuq</td>
<td>possessive</td>
<td>nominal derivation, nn</td>
</tr>
<tr>
<td>PERF -shHa2</td>
<td>perfectivizer</td>
<td>nominal derivation, vs</td>
</tr>
<tr>
<td>PROG -ya1</td>
<td>progressive</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>PROH ama</td>
<td>prohibitive</td>
<td>particle</td>
</tr>
<tr>
<td>PST -RQa</td>
<td>past tense</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>PURP -paq3</td>
<td>purposive</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>Q -chu2</td>
<td>question marker</td>
<td>enclitic</td>
</tr>
<tr>
<td>REASN -rayku</td>
<td>reason</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>RECP -nakU</td>
<td>reciprocal</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>REFL -kU</td>
<td>reflexive-middle-med.passive</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>REPET -pa3</td>
<td>repetitive</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>RPST -shQa</td>
<td>reportative past tense</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>RSTR -lla</td>
<td>restrictive</td>
<td>enclitic</td>
</tr>
<tr>
<td>SEQ -taq</td>
<td>sequential</td>
<td>enclitic</td>
</tr>
<tr>
<td>SIMUL -tuku</td>
<td>simulative</td>
<td>verbal derivation, vv</td>
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<td>SUBADV -shtin</td>
<td>subordinator - adverbial</td>
<td>nominal derivation, vn</td>
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<tr>
<td>SUBDS -pti</td>
<td>subordinator different subjects</td>
<td>nominal derivation, vn</td>
</tr>
<tr>
<td>SUBIS -shpa</td>
<td>subordinator identical subjects</td>
<td>nominal derivation, vn</td>
</tr>
<tr>
<td>TOP -qa</td>
<td>topic</td>
<td>enclitic</td>
</tr>
<tr>
<td>UNINT -Ra</td>
<td>uninterrupted action</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>URGNT -RU</td>
<td>urgent, personal interest</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>VRBZ -na2</td>
<td>verbalizer</td>
<td>verbal derivation, nv</td>
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Table 2: Morphemes codes (sorted by morpheme)

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<thead>
<tr>
<th>Code</th>
<th>Meaning</th>
<th>Type</th>
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<tr>
<td>-:</td>
<td>14 first person (ACH, CH, SP)</td>
<td>verbal inflection</td>
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<tr>
<td>-:</td>
<td>13 first person (ACH, CH, SP)</td>
<td>nominal inflection, possession</td>
</tr>
<tr>
<td>-a</td>
<td>F feminine</td>
<td>nominal, adjectival inflection</td>
</tr>
<tr>
<td>-aRi</td>
<td>EMPH2 emphatic</td>
<td>enclitic</td>
</tr>
<tr>
<td>-cha1</td>
<td>DIM1 diminutive</td>
<td>restrictive nominal suffix</td>
</tr>
<tr>
<td>-cha2</td>
<td>DIM2 diminutive</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>-cha3</td>
<td>FACT factive</td>
<td>verbal derivation, nv</td>
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<tr>
<td>-traw</td>
<td>LOC3 locative (CH)</td>
<td>nominal inflection, case</td>
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<tr>
<td>-chi</td>
<td>CAUS causative</td>
<td>verbal derivation, vv</td>
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<td>-chka</td>
<td>DUR durative-simultaneative</td>
<td>verbal inflection</td>
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<td>-chu1</td>
<td>NEG negation</td>
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<tr>
<td>-chu2</td>
<td>Q question marker</td>
<td>enclitic</td>
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<tr>
<td>-chu3</td>
<td>DISJ disjunctive</td>
<td>enclitic</td>
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Continued on next page...
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<thead>
<tr>
<th>Form</th>
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<th>Description</th>
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<tr>
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<td>INJUNC</td>
<td>injunctive</td>
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<tr>
<td>-chuwan</td>
<td>1PL.COND</td>
<td>first person plural conditional</td>
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<tr>
<td>-hina</td>
<td>COMP</td>
<td>comparative</td>
</tr>
<tr>
<td>-ik</td>
<td>IK</td>
<td>evidential modifier (strong)</td>
</tr>
<tr>
<td>-iki</td>
<td>IKI</td>
<td>evidential modifier (strongest)</td>
</tr>
<tr>
<td>-ka</td>
<td>PASSACC</td>
<td>passive</td>
</tr>
<tr>
<td>-kama₁</td>
<td>LIM₁</td>
<td>limitingative</td>
</tr>
<tr>
<td>-kama₂</td>
<td>LIM₂</td>
<td>limitingative</td>
</tr>
<tr>
<td>-katra</td>
<td>ITER</td>
<td>frequentive</td>
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<td>-kta</td>
<td>ACC₂</td>
<td>accusative (CH)</td>
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<td>REFL</td>
<td>reflexive-middle-med.passive</td>
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<td>-kuna₁</td>
<td>PL₁</td>
<td>plural</td>
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<td>-kuna₂</td>
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<td>non-exhaustive</td>
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<td>RSTR</td>
<td>restrictive</td>
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<td>-ma</td>
<td>1.OBJ</td>
<td>1P object (ACH, CH, SP)</td>
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<tr>
<td>-man₁</td>
<td>ALL</td>
<td>allative, dative</td>
</tr>
<tr>
<td>-man₂</td>
<td>COND</td>
<td>conditional</td>
</tr>
<tr>
<td>-ma-nchik</td>
<td>3&gt;1PL₂</td>
<td>3P subject 1PL obj (ACH, CH, SP)</td>
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<tr>
<td>-masi</td>
<td>PART</td>
<td>partnership</td>
</tr>
<tr>
<td>-ml</td>
<td>EVD</td>
<td>evidential - direct</td>
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<tr>
<td>-mu</td>
<td>CISL</td>
<td>cislocative, translocative</td>
</tr>
<tr>
<td>-n</td>
<td>3₁</td>
<td>third person</td>
</tr>
<tr>
<td>-N</td>
<td>3₂</td>
<td>third person</td>
</tr>
<tr>
<td>-ña</td>
<td>DISC</td>
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<td>desiderative</td>
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<tr>
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<td>DESR₂</td>
<td>desiderative</td>
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<td>-nchik₁</td>
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<td>first person plural</td>
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<tr>
<td>-nchik₂</td>
<td>1PL₂</td>
<td>first person plural</td>
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<td>-ni₁</td>
<td>1₂</td>
<td>first person (AMV, LT)</td>
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<td>-ni₂</td>
<td>EUPH</td>
<td>euphonic</td>
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<tr>
<td>-nki</td>
<td>2₂</td>
<td>second person</td>
</tr>
<tr>
<td>-nqa</td>
<td>3.FUT</td>
<td>third person future</td>
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<tr>
<td>-ntin</td>
<td>INCL₁</td>
<td>inclusive</td>
</tr>
<tr>
<td>-pa(·)kU</td>
<td>JTACT</td>
<td>joint action</td>
</tr>
<tr>
<td>-pakU</td>
<td>MUTBEN</td>
<td>mutual benefit</td>
</tr>
<tr>
<td>-pa₁</td>
<td>GEN₁</td>
<td>genitive</td>
</tr>
<tr>
<td>-pa₂</td>
<td>LOC₁</td>
<td>locative</td>
</tr>
<tr>
<td>-pa₃</td>
<td>REPET</td>
<td>repetitive</td>
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**Notational conventions**

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<tr>
<th>Abbreviation</th>
<th>Description</th>
<th>Inflection Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>-paq₁</td>
<td>ABL ablativian case</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-paq₂</td>
<td>BEN benefactive case</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-paq₃</td>
<td>PURP purposive case</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-pi₁</td>
<td>GEN₂ genitive case</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-pi₂</td>
<td>LOC₂ locative case</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-Pls</td>
<td>ADD additive case</td>
<td>enclitic</td>
</tr>
<tr>
<td>-pti</td>
<td>SUBDS subordinator different subjects</td>
<td>nominal derivation, vn</td>
</tr>
<tr>
<td>-pU₂</td>
<td>BEN₂ benefactive, translocative verbal derivation</td>
<td>vv</td>
</tr>
<tr>
<td>-puni</td>
<td>CERT certainty, precision</td>
<td>enclitic</td>
</tr>
<tr>
<td>-pura</td>
<td>EXCL exclusive case</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-q</td>
<td>AG agentive case</td>
<td>nominal derivation, vn</td>
</tr>
<tr>
<td>-qa</td>
<td>TOP topic</td>
<td>enclitic</td>
</tr>
<tr>
<td>-Ra</td>
<td>UNINT uninterrupted action</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>-Raq</td>
<td>CONT continuous</td>
<td>enclitic</td>
</tr>
<tr>
<td>-Raya</td>
<td>PASS passive</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>-rayku</td>
<td>REASN₁ causal</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-ri₁</td>
<td>INCEP₁ inceptive</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>-R₂</td>
<td>PERF₂ perfectivizer</td>
<td>nominal derivation, vn</td>
</tr>
<tr>
<td>-sh₂</td>
<td>NPST₁ narrative past</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-sHi</td>
<td>ACMP accompaniment</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>-shpa</td>
<td>SUBIS subordinator - identical subjects</td>
<td>nominal derivation, vn</td>
</tr>
<tr>
<td>-shQA</td>
<td>RPST reportative past tense</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-sHQayki</td>
<td>1&gt;2.FUT 1P subject 2P object future</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-shtin</td>
<td>SUBADV subordinator - adverbial</td>
<td>nominal derivation, vn</td>
</tr>
<tr>
<td>-shHu</td>
<td>2.OBJ second person object</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-shun</td>
<td>1PL.FUT first person plural future</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-shunki</td>
<td>3&gt;2 3P subject 2P object</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-ta</td>
<td>ACC₁ accusative (ACH, AMV, LT, SP)</td>
<td>nominal inflection, case</td>
</tr>
<tr>
<td>-tamu</td>
<td>IRREV irreversible change</td>
<td>verbal derivation, vv</td>
</tr>
<tr>
<td>-taq</td>
<td>SEQ sequential</td>
<td>enclitic</td>
</tr>
<tr>
<td>-tr₁</td>
<td>EVC evidential - conjectural</td>
<td>enclitic</td>
</tr>
<tr>
<td>-tuku</td>
<td>SIMUL simulative</td>
<td>verbal derivation, nv</td>
</tr>
<tr>
<td>-u</td>
<td>M masculine</td>
<td>nominal, adjectival inflection</td>
</tr>
<tr>
<td>-wa</td>
<td>1.OBJ 1P object</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-wan₁</td>
<td>3&gt;1₁ 3P subject 1P object</td>
<td>verbal inflection</td>
</tr>
<tr>
<td>-wan₂</td>
<td>INSTR instrumental - comitative</td>
<td>nominal inflection, case</td>
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Table 2: Continued from previous page.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>-wa-nchik</td>
<td>3 &gt; 1 PL subj. 1 PL obj (AMV, LT) verbal inflection</td>
</tr>
<tr>
<td>-wa-nki</td>
<td>2 &gt; 1 2 PL subj. 1 PL object verbal inflection</td>
</tr>
<tr>
<td>-waq</td>
<td>2 COND second person conditional verbal inflection</td>
</tr>
<tr>
<td>-y₁</td>
<td>1 PL subject (AMV, LT) nominal inflection, possession</td>
</tr>
<tr>
<td>-y₂</td>
<td>INF infinitive nominal derivation, vs</td>
</tr>
<tr>
<td>-y₃</td>
<td>IMP imperative verbal inflection</td>
</tr>
<tr>
<td>-yā</td>
<td>EMPH₁ emphatic enclitic</td>
</tr>
<tr>
<td>-ya₁</td>
<td>PROG progressive verbal inflection</td>
</tr>
<tr>
<td>-ya₂</td>
<td>INTENS intensifier verbal derivation, vv</td>
</tr>
<tr>
<td>-ya₃</td>
<td>INCH inchoative verbal derivation, sv</td>
</tr>
<tr>
<td>-yki₁</td>
<td>2 PL second person nominal inflection, possession</td>
</tr>
<tr>
<td>-yki₂</td>
<td>1 &gt; 2 1 PL subj. 2 PL object verbal inflection</td>
</tr>
<tr>
<td>-YkU</td>
<td>EXCEP exceptional verbal derivation, vv</td>
</tr>
<tr>
<td>-yuq</td>
<td>POSS possessive nominal derivation, nn</td>
</tr>
<tr>
<td>[none]</td>
<td>ø zero morpheme nominal or verbal</td>
</tr>
<tr>
<td>ama</td>
<td>PROH prohibitive particle</td>
</tr>
<tr>
<td>chay</td>
<td>DEM.D demonstrative, distal demonstrative (pron. &amp; det.)</td>
</tr>
<tr>
<td>kay</td>
<td>DEM.P demonstrative, proximal demonstrative (pron. &amp; det.)</td>
</tr>
<tr>
<td>na</td>
<td>DMY₁ dummy noun noun</td>
</tr>
<tr>
<td>na-</td>
<td>DMY₂ dummy verb verb</td>
</tr>
<tr>
<td>wak</td>
<td>DEM.D demonstrative, distal removed demonstrative (pron. &amp; det.)</td>
</tr>
</tbody>
</table>

Further abbreviations:

- C consonant
- lit. literally
- Sp Spanish
- Spkr Speaker
- syq Southern Yauyos Quechua
- V vowel

Notation:

- {} set
- [·] phonetic form or, in case it appears inside single quotations marks, translator’s insertion
- /·/ phoneme or phonemic form
- ∼ alternation
- → transformation
- * illicit form or, in case it appears before slashes, a proto-form
1 Introduction

Yauyos is a critically endangered Quechuan language spoken in the Peruvian Andes, in the Province of Yauyos, Department of Lima. The language counts eight dialects. These are listed below in Table 1.1. At the time I undertook my research in the area, three of these had already become extinct. The missing dialects are those formerly spoken in the north of the province: Alis-Tomas (AT), Huancaya-Vitis (HV) and Laraos (L). This grammar, therefore, unfortunately, covers only the five southern dialects: Apurí-Madeán-Viñac (AMV), Azángaro-Chocos-Huangáscar (ACH), Cacra-Hongos (CH), Lincha-Tana (LT) and Liscay-San Pedro (SP).

<table>
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<th>Region</th>
<th>Dialect</th>
<th>Abbreviation</th>
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<tr>
<td>South</td>
<td>Apurí-Madeán-Viñac</td>
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<tr>
<td></td>
<td>Azángaro-Chocos-Huangáscar</td>
<td>ACH</td>
</tr>
<tr>
<td></td>
<td>Cacra-Hongos</td>
<td>CH</td>
</tr>
<tr>
<td></td>
<td>Lincha-Tana</td>
<td>LT</td>
</tr>
<tr>
<td></td>
<td>Liscay-San Pedro</td>
<td>SP</td>
</tr>
<tr>
<td>North</td>
<td>Alis-Tomas</td>
<td>AT</td>
</tr>
<tr>
<td></td>
<td>Huancaya-Vitis</td>
<td>HV</td>
</tr>
<tr>
<td></td>
<td>Laraos</td>
<td>L</td>
</tr>
</tbody>
</table>

The lacuna is highly relevant to any conclusions that might be drawn from this study and, in particular, to any conclusions that might be drawn with regard to its significance for the classification of the Quechuan languages, as two of the

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1 A ten-day town-to-town search undertaken in the north of the province in January 2010 failed to turn up any speakers of Yauyos Quechua. Some speakers of the Quechua of neighboring Huancayo, however, could be found yet.
1 Introduction

missing three – Alis-Tomas (AT), Huancaya-Vitis (HV) – were those that, according to previous work (Taylor 1994; 2000), most resembled the QII languages of Central Peru.

The remainder of this introduction begins with a section describing the location of the various towns where syq is spoken and the geography of the region (§1.1). The endangerment of the language is the topic of §1.2. §1.3 catalogs the previous research on the language. Sections §1.4 and §1.5 follow with a brief discussion of the internal divisions among the various dialects of Yauyos and then a slightly longer discussion of the classification of the language. The conventions employed in this volume are detailed in §1.6. §1.7 supplies information about the fieldwork on which this study is based. Finally, (§1.8) lists the tables and sections likely to be of particular interest to students of Andean languages, while §1.9 points to topics where the Yauyos data are potentially relevant to linguists from other subfields.

1.1 Location

The five dialects of syq are spoken in the ten districts: Apurí, Madeán, and Viñac; Azángaro, Chocos, and Huangáscar; Lincha and Tana; Cacra and Hongos; and San Pedro. The first two sets are located in the valley created by the Huangáscar River and its principal tributary, the Viñac River, as can be seen on Map 1.1. The second two are located in the valley created by the Cacra River and its principal tributaries, the Lincha and Paluche Rivers. The two valleys are separated by a chain of rather high and rocky hills. Running from east to west, these are the cerros Pishqullay, Tinco, Punta Tacana, Ranraorqo, Pishunco, Cochapata, Yanaorqo, and Shallalli.

No district except San Pedro is located more than one day’s walk from any other; in the case of San Pedro, it is two. The four districts that lie within the province of Yauyos center at 12°62’S and 75°7’W. The principal towns of all the districts except Chocos, Huangáscar, and Tana sit at altitudes around 3300 meters, while those of Chocos, Huangáscar, and Tana sit at just under 3000 meters. The relevant region can be contained within an area of 40 m²; its highest peak reaches 5055 m.

2 It is not irrelevant to the explanation of the dialect cleavages that this mountain range seems to block the movement of brides from one set of districts to another. Until very recently, newlywed women generally only moved from one town to another within the same valley.

1.2 Endangerment

At the date of this writing, the UNESCO classifies Yauyos as critically endangered. The 18th edition of *Ethnologue* (Lewis, Simons & Fennig 2015), however, tags it as “moribund.” Although, as I see it, there is no real likelihood that any dialect of Yauyos will ever be revived, it is early yet to declare it moribund. I estimate that there are about twenty teens who understand the Viñac and San Pedro dialects, as well as many as 80 adults in their forties and fifties who can still speak it relatively fluently. Moreover, although its use is now generally restricted to the discussion of every-day and ritual activities, it is still used frequently among the oldest speakers.

The 1993 Peru census counted 1,600 speakers, 25% of them over 65 (Chirinos-Rivera 2001: 121). That census, however, did not distinguish between speakers of Yauyos and speakers of other Quechuan languages who resided in the province (Chirinos-Rivera, p.c.). This is crucial to the assessment of the data on the Quechua-speaking population of the north of the province. Although there are many Quechua-speaking migrants there – principally from Huancayo, the town with which the north has the most commercial contact – I was unable to locate any speakers of the dialects indigenous to the area. Further, population
data in the province tend to be exaggerated for several reasons. First, people who emigrated from the region years or even decades ago remain, nevertheless, officially resident there for reasons of convenience. Second, death certificates are often not issued for the deceased. Less than ten years before that survey—still, to my knowledge, the most recent—electricity had yet to come to the Andean towns of southern Yauyos and the only physical connections between those towns to the rest of the world were three 40-kilometer dirt paths that wound their perilous way 2,000 meters down the canyon. Since that time, the Peruvian government has installed electricity in the region and widened the perilous dirt paths into perilous dirt roads. TelMex and Claro now offer cable television, and buses come and go on alternate days. In short, the isolation that had previously preserved the Quechua spoken in the region has been broken and the language now counts, according to my estimates, fewer than 450 speakers, most over 65, and all but the most elderly fully bilingual in Spanish.

The drastic reduction in the number of speakers can also be attributed to the Shining Path. During the 1980’s and early 1990’s, the period during which the Maoist army terrorized the region, there was a large-scale exodus, particularly of young people, who ran to escape forced conscription. Many never returned, remaining principally in the coastal cities of Cañete and Lima. Theirs was the last generation to learn Quechua to any degree. Currently, there are a few children—those who live with their grandmothers or great-grandmothers in the most isolated hamlets—with a passive knowledge of the language. The youngest speakers, however, are in their late thirties.

Quechuan as a language family is not currently endangered, and other Quechuan languages are well-documented. Estimates of the numbers of Quechuan speakers range between 8.5 and 10 million, and, although Quechua is being pushed back by Spanish in many areas, the majority dialects of its major varieties—Ancash, Ayacucho, Bolivian, Cuzco, Ecuadorian—are quite viable (Adelaar & Muysken 2004: 168). Paradoxically, however, the viability of the major varieties is coming at the expense of the viability of the minor varieties. Adelaar (2008: 14) writes: “If Quechua will survive, its speakers will probably be users of four of five of the most successful dialects, most of which belong to Quechua IIB and IIC.” The dialects of southern Yauyos, classified as either QI or QIIA, and other minor Quechuan languages are rapidly disappearing.

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4 In the space of just one year, spanning 2012 and 2013, fourteen people died in six separate accidents in the region when their vehicles fell from the road down the canyon.

5 It is worth noting that much of the diversity internal to these languages is being lost, as one anonymous reviewer points out.
1.3 Existing documentation

Echerd (1974) and Brougère (1992) supply some socio-linguistic data on Yauyos. There is also a book of folktales, in Spanish, collected in the region in the 1930’s and 1940’s: *Apuntes para el folklor de Yauyos* (Varilla Gallardo 1965). Yauyos is mentioned in the context of two dialectological studies of Quechua by Torero (1968; 1974).

With these exceptions, all that is known about Yauyos we owe to the French researcher Gerald Taylor. Taylor’s PhD dissertation describes the morphology of Laraos, a northern dialect of Yauyos. This work was republished or excerpted, sometimes with revisions, in Taylor (1984; 1990; 1994; 1994b). Taylor (1987a) supplements the data on Laraos with data on Huancaya, and Taylor (1990; 2000) provides a comparison of all seven dialects on the basis of eight grammatical elements and fifty lexical items. Finally, Taylor (1987b,c; 1991) transcribes and translates several folktales into Spanish and French.

1.4 The dialects of Yauyos

Yauyos groups together various dialects that, although mutually intelligible, differ in ways that are relevant both to the classification of Yauyos as well as to the current paradigm for the classification of the Quechuan languages generally. That classification is highly contested, and, indeed, has been since the first proposals were suggested in the 1960s (See in particular Landerman 1991).

The Province is located on the border between the two large, contiguous zones where languages belonging to the two great branches of the Quechua language family are spoken: the “Quechua I” (Torero) or “Quechua B” (Parker) languages are spoken to its north; the “Quechua II” or “Quechua A” languages, to its south, as the map in Figure 1.3 shows.

For reasons detailed in §1.5, the model that divides the Quechuan family tree into two principal branches doesn’t apply very well to Yauyos, as its different dialects manifest different characteristics of both of branches. Yauyos is, of course, not alone in this, not in the least because the division of the languages into two branches was, arguably, based on rather arbitrary criteria in the first place (See in particular Landerman 1991). The significance of Yauyos lies in the fact that it may represent the “missing link” between the two (See in particular Heggarty 2007). There exist three proposals in the literature – Taylor (2000); Torero (1974); Lewis, Simons & Fennig (2015) – with regard to the grouping of the province’s fifteen districts into dialect bundles. Taylor (2000: 105) counts seven varieties of Yauyos
Quechua, dividing these into two groups along a north-south axis. In the north are the dialects of Alis/Tomas, Huancaya/Vitis, and Laraos; in the south, those of Apurí/Chocos/Madeán/Viñac, Azángaro/Huangáscar, Cacra/Hongos, and Lincha/Tana. Taylor classes four of these dialects – the northern dialects of Alis/Tomas and Huancaya/Vitis and the southern dialects of Azángaro/Huangáscar and Cacra/Hongos – as belonging to the qi branch; he classes the remaining three – Laraos in the north as well as Apurí/Chocos/Madeán/Viñac and Lincha/Tana in the south – as belonging to qii. Torero (1974) counted only six dialects, excluding Azángaro/Huangáscar from the catalogue, classing it independently among the qi dialects along with with Chincha’s Topará. Ethnologue, like Taylor, includes Azángaro/Huangáscar and adds, even, an eighth dialect, that of San Pedro de Huacarpanda, spoken on the Chincha side of the Yauyos-Chincha border. Ethnologue further differs from Taylor in putting Apurí in a group by itself; and it differs from both Taylor and Torero in grouping Chocos with Azángaro/Huangáscar. My research supports Taylor’s grouping of Apurí with Madeán and Viñac; it also supports Ethnologue’s inclusion of San Pedro de Huacarpanda among the dialects of Yauyos. San Pedro is located immediately to the north-east of Madeán and Azángaro, at less than a days’ walk’s distance. Although formerly counted a part of the Department of Lima and the Province of Yauyos, a redrawing of

Figure 1.2: Quechuan languages family tree
1.5 Classification

political boundaries placed San Pedro on the Ica side of the contemporary Ica-Lima border. During the colonial period, the Province of Yauyos was larger and included parts of what are now the Provinces of Chincha and Castrovi-
reyna (Huancavelica) Landerman (1991: 1.1.3.2.7). Apurí, like its neighbors Viñac and Madeán, uses -ni and -y to indicate the first-person singular in the verbal and substantive paradigms; they also use -rqa and -sa to indicate the past tense and perfect. The first pair of characteristics set the Madeán/Viñac and Lincha/-
Tana dialects apart from the other three; the second pair of characteristics sets Madeán/Viñac apart from Lincha/Tana. Chocos, like its neighbors Huangáscar and Azángaro, uses vowel length to indicate the first-person singular in the ver-
bal and substantive paradigms.

1.5 Classification

Yauyos Quechua was dubbed by Alfredo Torero (1974) a “supralect” and its most carefull student, Gerald Taylor, referred to it as a “mixed” language (Taylor 1990:
2, Taylor 2000: 105). Indeed, the designation of Yauyos as a language may seem, at first, to be no more than a relic of the first classifications of the Quechuan languages not by strictly linguistic criteria but, rather, by geographic criteria. Yauyos is located on the border between the two large, contiguous zones where the languages of the two different branches of the Quechuan language family are spoken. Qi is spoken immediately to the north, in the Department of Junín and the north of the Department of Lima; qii, immediately to the south, in the Departments of Huancavelica and Ayacucho. Yauyos manifests characteristics of both branches. Take first-person marking. Three dialects, Azángaro-Chocos-Huangáscar (ACH), Cacra-Hongos (CH), and San Pedro (SP), use the same marking (vowel length) for the first person in both nominal and verbal paradigms and mark the first-person object with -ma. These are the two characteristics that define a Quechuan language as belonging to the qi (also called Quechua B or Huaihuash) branch. The other two dialects, Apurí-Madeán-Viñac (AMV) and Lincha-Tana (LT), mark the first person differently in the nominal and verbal paradigms (with -y and -ni, respectively) and mark first-person object with -wa. These two dialects, then, sort with the qii (A/Huampuy) languages. Indeed, the first three are classed as qi (specifically, Central-Huancay) and the other two, qii (specifically Yunagay-Central) (Cerrón-Palomino 1987: 247). Nevertheless, the “qi” dialects, Ach, Ch, and Sp, manifest few of the other traits that set the qi languages apart from the qii languages. They do use ṇuqakuna in place of ṇuqayku to form the first person plural exclusive as well as -pa(:)ku to indicate the plural. Crucially, however, so do both the “qii” syq dialects. And none of the five manifest any other of the principal traits that generally set the qi languages apart from the rest. None use -naw in place of -Sina to form the comparative, -piqta in place of -manta to form the ablative, or -naq in place of -shqa to form the narrative past; and none except for Cacra uses -r (realized [l]) in place of -shpa to form same-subject subordinate clauses. Now, the two “qii” syq dialects manifest several of the traits that set the qiic (Chinchay Meridional) languages apart from the rest. Like the qiic languages, the AMV and LT dialects use the diminutive -cha, the emphatic -ari, the assertive -pun, and the alternative conditional -chuwan; the AMV dialect additionally uses the alternative con-

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6 I am very grateful to Peter Landerman for correcting me with regard to the classification of Chocos, which I had originally misclassified with Madeán and Viñac.

7 Crucially, though, vowel length is not distinctive anywhere else in the grammar or lexicon of these dialects. For example, these dialects use the qi -naya, -raya, and -paya, not the qi -na, -ra, and -pa: to mark the desiderative, passive, and continuative, respectively. And all districts but Cacra use tiya-, not ta:- ‘sit’, again sorting with the qi languages.

8 The Ch dialect is unique in using -traw in alternation with both -pi and -pa for the locative.
1.5 Classification

ditional -waq. Crucially, however, the three “qi” syq dialects, too, use three of these: -cha, -ari and -chuwan. Further, all five share with Ayacucho Q the unique use of the evidential modifier -ki. None of the five manifest any of the other defining traits of the qiic languages: none uses -ku to indicate the first-person plural exclusive or the third-person plural; nor does any use -chka9 to form the progressive or -nka to form the distributive. Further, none suffered the fusion of */tr/ with */ch/ or */sh/ with */s/. (See Cerrón-Palomino (1987: 226–248) on the defining characteristics of the various Quechuan languages) Rather, the dialects of Southern Yauyos are mutually intelligible, and they together share characteristics that set them apart from all the other Quechuan languages. With the single exception that ch uses the accusative form -Kta in place of -ta, all five dialects employ the same case system, which includes the unique ablative form -paq and unique locative -pi. All dialects use the progressive form -ya;10 all employ the plural -kuna with non-exhaustive meaning; and all employ the same unique system of evidential modification (see §6.2.11.4). Further, with a single exception,11 the five dialects are uniform phonologically, all employing a highly conservative system12 that retains all those phonemes hypothesized by Parker and Cerrón-Palomino to have been included in the Proto-Quechua (see §2.3). Table 1.2, below, summarizes this information. Please note that the table presents a somewhat idealized portrait and that the characteristics it posits as belonging exclusively to QII may sometimes be found in qi languages as well. Exceptions of which I am aware are signaled in notes to the table.

The case of Azángaro-Chocos-Huángáscar requires particular attention in this context. Torero (1968: 293, 1974: 28–29) classified Azángaro and Huángáscar as forming an independent group with Topará (Chavin), placing it among the qi Huancay languages. Cerrón-Palomino (1987: 236), following Torero, cites five cri-

---

9 Although all use -chka, unproductively except in sp, to indicate simultaneous action that persists in time.

10 One of many attested reductions from *-yka: (-yka; -yka, -yga, -ycha; -yya: -yya, -ya; and -ya) (Hintz 2011: 213–219, 260–268, 290). I am grateful to an anonymous reviewer for pointing this out to me.

11 In the ch dialect, as in neighboring Junin, the protomorphemes */r/, */s/, and */h/ are sometimes realized as [l], [h], and [sh], respectively. I have no explanation for why these alternations occur in some cases but not in others. Indeed, it may be the case that where ch differs from the rest of the dialects in that it employs */sh/where they employ */h/, it is the former that preserves the original form.

12 An anonymous reviewer points out that other Quechuan languages, Corongo among them, for example, are more conservative than Yauyos with respect to some features, including the preservation of the protoform *ñ in *ñi- ‘say’ and ña:-ña ‘right now’. Sihuas, too, preserves elements of proto Quechua not found in Yauyos. In contrast, while Yauyos preserves a few proto-Quechua features not found in either Corongo or Sihuas, it also manifests others that reflect innovations likely adopted from neighboring QII languages.
### 1 Introduction

#### Table 1.2: Use of qi, qii and local structures in the five syq dialects

<table>
<thead>
<tr>
<th>Feature</th>
<th>CH</th>
<th>ACH</th>
<th>SP</th>
<th>AMV</th>
<th>LT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1Singular nominal inflection</td>
<td>-y</td>
<td>-y</td>
<td>-y</td>
<td>-y</td>
<td>-y</td>
</tr>
<tr>
<td>1Singular verbal inflection</td>
<td>-y</td>
<td>-y</td>
<td>-y</td>
<td>-y</td>
<td>-y</td>
</tr>
<tr>
<td>1Singular object inflection</td>
<td>-m</td>
<td>-m</td>
<td>-m</td>
<td>-w</td>
<td>-w</td>
</tr>
<tr>
<td>1Plural exclusive pronoun ṽuakuna</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Fusion of */ch/ and */tr/       (a)</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Fusion of */s/ and */sh/</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>s&gt;o inflection order num-o-tns-s</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Vowel length distinctive elsewhere (b)</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>Same-subject subordinator -shpa (c)</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Narrative past inflection -shQa</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Comparative -hina</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Diminutive -cha</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Emphatic -ari</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>1Plural Altern. Conditional -chuwan</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>2Singular Altern. Conditional -waq</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Assertive -puni</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>Evidential modifier -kf (f)</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Locative -pa</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Ablative -paq (h)</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Non-exhaustive -kuna</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>Lateralization of */r/          (j)</td>
<td>yes</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>

Note:
- (a) An anonymous reviewer points out that this is not exclusively a feature of qi languages in that the fusion of */ch/ and */tr/ is attested in Huallaga, a qi variety.
- (b) With the exception of -pa(-)ku, where the long vowel distinguishes JACC from BEN-REFL.
- (c) An anonymous reviewer points out that, although this may originally have been posited to be a defining characteristic of qi languages, it is, in fact, far from such: -shpa is common in several QI dialects: in Ancash, it attested in Huaylas; it is attested, also in Pachitea in Huanuco.
- (d) Cacra but not Hongos also uses -r (realized [l]).
- (e) An anonymous reviewer points out that while diminutive -cha is less productive in qi than in qii, it is still common throughout qi, e.g. Victoria-Vitucha, Cabrito-Kapcha.
- (f) Also used in Ayacucho (qi).
- (g) Also uses -traw (qi).
- (h) An anonymous reviewer points out that ablative -paq is almost certainly derived from */-piq/ / */-pik/ via vowel harmony. The former is attested in Huaylas and the latter in Corongo. The other -pi-initial forms in qi (-pita, -pita, -pikta, -pita, among others) would have developed later via suffix amalgamation, similar to the formation of bipartite -manta in qii (see, e.g., Hintz & Davila 2000).
- (j) Also occurs in Junín (qi).

Key: *: qi trait; †: qii/qiic trait; ‡: trait shared by all syq dialects not characteristic of either qi or qii/qiic.
Classification

1.5 Classification

teria for grouping Huangáscar with Topará. Both dialects, he writes, use -pa:ku and -:ri to indicate the plural; both use -shpa in place of -r to form same-subject subordinate clauses; and both use -tamu to indicate completed action; the two dialects, further, are alike in using unusual locative and ablative case-marking. Only three of these claims are accurate. First, Huangáscar, as Taylor (1984) already indicated, does not use -:ri. Second, Huangáscar and Topará may indeed both use unusual locative and ablative case marking, but, crucially, they do not use the same unusual case marking: Huangáscar uses -pa to indicate the locative while Topará uses -man; Huangáscar uses -paq to indicate the ablative while Topará uses -pa (C.-P. himself points out these last two facts). Huangáscar does indeed use -shpa to form subordinate clauses and -tamu to indicate irreversible change. Crucially, however, so do all the dialects of southern Yauyos. In sum, there is no basis for grouping Huangáscar with Topará and not with the other dialects of syq. Torero’s data were never corroborated; indeed, the findings of Taylor and Landerman, the scholars who have most thoroughly studied Yauyos before now,13 contradict those of Torero.

syq is not a jumble of dialects that, were it not for geographical accident, would not be classed together; it is, rather, a unique, largely uniform language. Although I myself do not believe that the current paradigm can be maintained, I have tried to present the data in a way that remains as neutral as possible with regard to the question of how the internal diversity within the Quechuan language family is best characterized, and, in particular, with regard to the question of whether or not the various Quechuan languages are helpfully construed as belonging to one or the other of two branches of a family tree (See in particular Adelaar 2008). I leave it to other scholars to interpret the data as they see fit. That said, as long as it is maintained, the current paradigm should be revised to more accurately reflect the relationships of syq with/to the languages currently named on the Quechuan family tree as it is currently drawn. That tree groups nine of the eleven districts of southern Yauyos into five sets, assigning each of these sets the status of an independent language. Moreover, two of these sets are actually singletons, as Chocos is listed independent of (Azángaro-)Huangáscar, to which it is identical, and Apurí is listed independent of Madeán(-Viñac), to which it is identical. (Cacra-Hongos, the set that would deserve independent placement, if any did, appears nowhere at all). The fact that all these “languages” are completely mutually intelligible does not justify this. It further seems un-

13 An anonymous reviewer points out that Martha Hardman, Steve Echerd, Rick Floyd, Conrad Phelps – in addition to several students from Universidad San Marcos – have given Yauyos extensive attention, although they may not have added to the storehouse of data on the language.
1 Introduction

justified to place the Quechua of single villages on the level of that of whole nations – Bolivia and Ecuador. I suggest, therefore, that Chocos be joined with (Azángaro-)Huangáscar, and Apurí with Madeán(-Viñac). The first of these new triplets, Azángaro-Chocos-Hunagáscar, should be mutated to join the other “languages” of southern Yauyos, under the category Central Yungay. The four sets should, further, be collapsed and the resulting set called Southern Yauyos. The revised (pruned) tree would then be as in Figure 1.4. In the event that it be necessary to honor the internal diversity that would be obscured by this move, note may simply be made to the fact that this “new” language counts multiple dialects. In this case, Cacra-Hongos and San Pedro de Huacarpampa would have to be listed among these.14

Adapted from source:
http://lingweb.eva.mpg.de/quechua/Eng/Cpv/Locations.htm#TheTraditionalQuechuaFamilyTree

Figure 1.4: Quechuan languages family tree revised

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14 I regret having to list Laraos independently here, as I believe it is possible to make a convincing argument for its inclusion as a dialect of Southern Yauyos. Nothing in this volume, however, directly speaks to that question. I plan to address it explicitly in a future paper.
1.6 Presentation

To facilitate comparison with other Quechuan languages, the presentation here follows the structure of the six Quechua grammars published by the Peruvian government in 1976. Readers familiar with those grammars will note the obvious debt this one owes to those: it follows not just their format, but also, in large part, their analysis. The six 1976 grammars cover the Quechus of Ancash, Ayacucho, Cajamarca, Cuzco, Huanca and San Martín. (Parker 1976; Soto Ruiz 1976a; Quesada Castillo 1976; Cusihuamán Gutiérrez 1976; Cerrón-Palomino 1976a; Coombs, Coombs & Weber 1976). Other published grammars of Quechuan languages include Herrero & Lozada (1978) on Bolivian Quechua; Catta (1994) on Ecuadorian Quechua; Taylor (1994) on Ferreñafe; Weber (1989) on Huallaga (Huanuco);15 Cole (1982) on Imabura; Adelaar (1977) description of Tarma Quechua and his (1986) morphology of Pacaraos; as well as the surveys and compilations of Cerrón-Palomino (1987); Cerrón-Palomino & Solís-Fonesca (1990), and Cole, Hermon & Martín (1994).

Words and phrases appearing in italics – like this – are in Quechua. English and Spanish interpretations appear in single quotation marks – ‘like this’. Interpretations are sometimes given in Spanish – the language I used with my consultants16 – as well as English. Transformations (illustrations of changes indicated as a result of morphological processes referenced) are indicated with arrows – like → like_this. Quechua words are broken into component morphemes, like this: warmi-kuna. It is the morpheme relevant to the topic in focus that is in bold.

Each section and major subsection begins with an account of the topic under consideration. Terminal subsections supply more extended discussion and further examples, generally about 10, often as many as 30 or even 40. All examples except those indicated with a dagger are taken from the corpus of recordings collected during the course of the documentation of the language. Those with a dagger were elicited. Transcriptions can be checked against the original recordings by downloading the compilation of recordings archived with the corpus,

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15 Thanks to an anonymous reviewer for pointing this out. Hintz (2011) supplies a grammar of aspect and related categories in Quechua, especially South Conchucos Quechua (Ancash).

16 Indeed, all English glosses are my translations from the Spanish glosses my consultants originally supplied. In most cases, the Spanish translations reflected the syntax and semantics of the original Quechua. I sacrificed this in preparing the the English glosses that appear here. I made this choice because the more literal glosses are standard in Andean Spanish – in structures like the possessive ‘su n de a’ (‘his N of a’) – they would not be standard in any English dialect of which I am aware.
1. Introduction

typing a couple of words from either the example or its gloss into the search bar and following the recording title and time signature back to the original recording. I am also happy to supply this information. Source titles refer to .eaf files archived with DoBeS and AILLA. File names include three elements: the place in which the recording was made, the initials of the principal participant, and a word or two recalling the principal topic(s). For example, the file Vinac_JC_Cure was made in Viñac, has for its principal participant Jesús Centeno and for its principal topic a curing ceremony. Because of restrictions on file names, no accents are used. So, Azángaro is rendered “Azangaro” and so on.

Glosses were prepared in accord with the Leipzig glossing rules. For reasons of space, two deviations from the standard abbreviations were made: “proximal demonstrative” is not rendered “DEM.PROX” but “DEM.P”; and “distal demonstrative” is not rendered “DEM.DIST” but “DEM.D”. Gloss codes are listed with the notational conventions at page xi, in the section with that name.

1.7 Fieldwork

The fieldwork upon which this document is based was conducted in June and July of 2010; January through April 2011; August through December 2011; April through September 2012; and for a total of 10 months between October 2012 and July 2014. The second of these trips was funded by a faculty development grant from San José State University; the third through sixth, by two National Endowment for the Humanities-National Science Foundation Documenting Endangered Languages fellowships (FN-50099-11 and FN-50109-12).

The corpus counts 206 distinct audio and audio-video recordings. The recordings, totaling over 71 hours, were made in the seven districts of Southern Yauyos – Apurí, Azángaro, Cacra, Chocos, Hongos, Huangáscar, Lincha, Madeán, and Viñac – as well as in the district of San Pedro de Huacarpana in Chincha. Recordings include stories, songs, riddles, spontaneous dialogue, personal narrative, and descriptions of traditional activities, crafts and healing practices. Over 28 hours of recordings were transcribed, translated and glossed. The recordings as well as the ELAN time-aligned transcriptions and accompanying videos are archived both at The DoBeS project, housed at the Max Planck Institute in Nijmegen, The Netherlands, and at the Archive of the Indigenous Languages of Latin America at the University of Texas, Austin, USA. All materials can be accessed via those institutions’ websites, http://www.mpi.nl/DOBES/ and http://www.ailla.utexas.org/. The more popular video recordings – many transcribed – can also be easily accessed via endangeredlanguages.com. All examples that fol-
low except those noted † were taken from this corpus. It is my hope that these examples will give the reader a sense of the life that supported and was supported by the language.

Unicode was used for character encoding; audio and video recordings were saved in the standard formats – PCM wav 44.1/32 bits, .mpg, and .mpeg; unstructured texts were saved as plain text; structured texts have XML-based underlying schemas. Recording equipment includes a Marantz PMD 660 solid state digital audio recorder (pre-January 2013 recordings); a Roland R-26 solid state audio recorder; an AudioTechnica 831b cardioid condenser microphone (pre-May 2012 recordings); a Sennheiser MKH 8060 cardioid condenser microphone; and a Canon Vixia HF S100 HD flash memory camcorder. Transcriptions, translations and glosses were prepared with ELAN; Audacity was used for editing audio recordings; iMovie for video recordings. All work was done on a MacBook Pro (pre-July 2011 recordings) or MacBook Air (post-July 2011 recordings).

Exactly one hundred participants contributed recordings: AA, DO, Pedro Carrún (Apuri); Victoria Díaz, Gabino Huari, Ernestina Huari, Efrén Yauri (Madeán); Isabel Chávez (Tayamarka); Dona Alvarado, Eudosia Alvarado, Pripodina Auris, Jesús Centeno, Meli Chávez, Delfina Chullukuy, Martina Guerra, Victoria Guerra, Carmen Huari, Aleka Madueño, Acención Madueño, Melania Madueño, Hilda Quispe, Angélica Romero, Saturnina Utcañe (Viñač); Margarita Madueño (Casa Blanca); Floriana Centeno, Emilia Guerra (Esmeralda); Juana Huari, Leonarda Huari, Neri Huari, Corsinia Javier, Cecilia Quispe (Florida); AB (Ortigal); Octavio Arco, Bautista Cárdenas (Llanka); Octavio Sulluchuco (Qanta); Cecilia Guerra, Emiliano Rojas (Quyñari); Maria Guerra, Teresa Guerra, Alejandra Quispe (Shuco); Alejandrina Centeno, Macedonia Centeno, Soylita Chullunkuy, Hida Evangelista, Soylita Huari (Tambopata); Urbana Yauri (Yuracsayhua); Anselma Caja, Filipa Postillón (Azángaro); Genoveva Rodríguez, Lucía Rodríguez (Colca); Fortunato Gutiérrez, Isak Gutiérrez (Marcalla); Alcibiada Rodríguez (Puka Rumi); Victorina Aguado, Senovia Gutiérrez (Villaflor); Honorato B., Bonifacia de la Cruz, Julia Mayta (Chocos); Benedicta Lázarro, CW, Luisa Gutiérrez, PP, Victoria Quispe, Teódolo Rodríguez, Natividad Saldaña (Huángásacar); Grutilda Saldaño; Eudisia Vicente (Tapalla); Iris Barrosa, Maximina Barrosa, Regina Huamán (Cacra); Archi V., Eduardo Centeno, Dina Huamán, Leona Huamán, SA, Sabina Huamán, Senaida Oré, Hipólita Santos, Maximina Tupac, Erlinda Vicente (Hongsos); Ninfa Flores, Anselma Vicente, Sofía Vicente (Lincha); Amador Flores, Gabriela Flores, Lucio Flores, Dina Lázarro, Elisa Mancha, Isabel Mancha (Tana); Santa Ayllu, Edwin Fuentes, Neli Fuentes, Elvira Huamán, Sofia Huamán, Lucía Martínez, RF, Rosa O., Maximina Paloma, Juan Páucar (Liscay).
1 Introduction

For help with transcription and the lexicon, unending thanks to Benedicta Lázaro and Martina Reynoso (ACH); Mila Chávez, Delfina Chullunkuy, Esther Madueño, Hilda Quispe, and Celia Rojas (AMV); Iris Barrosa, Gloria Cuevas, Senaida Oré, Hipólita Santos, and Erlinda Vicente, (CH); Ninfa Flores and Sofia Vicente (LT); and Santa Ayllu, Elvira Huamán, Sofia Huamán, and Maximina Paloma (SP).

1.8 A note to Quechuanists and typologists

Those already familiar with Quechuan languages will likely be interested in the tables and sections listed in Tables 1.3 and 1.4 immediately below. These indicate differences between Southern Yauyos Quechua and other Quechuan languages as well as differences among the various dialects of syq. The footnotes appearing in these sections may be of interest as well. Those familiar with the literature on Quechuan languages will immediately recognize the presentation and analysis here as very much derivative of much previous work on those languages.

Table 1.3: Tables of more interest to Quechuanists

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1.8 A note to Quechuanists and typologists

Table 1.4: Sections of more interest to Quechuanists

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1 Introduction

1.9 Broader interest

Yauyos should be of particular interest to semanticists as well as to students of language contact. Semanticists may find the language’s unusual evidential system of interest, while students of language contact may want to look for evidence of contact between the districts where Yauyos is spoken – that of Cacra-Hongos in particular – with the three Aymara-speaking districts in the same region of the province.

1.9.1 Semantics – evidentials

For typologists and semanticists, Yauyos’ evidential system should be of interest. Evidentials, broadly speaking, are generally said to indicate the type of the speaker’s source of information. syq, like most other Quechuan languages, employs a three-term system,\(^\text{17}\) indicating direct, reportative, and inferred evidence (i.e. the speaker has personal-experience evidence for \(P\), the speaker has non-personal-experience evidence for \(P\), or the speaker infers \(P\) based on either personal- or non-personal-experience evidence). In syq, the three evidentials are realized -\(mI\), -\(shI\), and -\(trI\) (See Floyd (1999) on Wanka Quechua; Faller (2003) on Cuzco Quechua). The evidential system of syq is of particular interest because it employs a second three-term system of evidential modifiers. The evidential system of syq thus counts nine members: -\(mI\), -\(mik\), and -\(miki\); -\(shI\), -\(shik\), and -\(shiki\); and -\(trI\), -\(trik\), and -\(triki\). The -\(I\) -\(ik\), and -\(iki\) forms are not allomorphs: they receive different interpretations. §6.2.11 describes this system in detail. (For further formal analysis, see Shimelman 2012 and Shimelman 2014).

1.9.2 Language contact – Aymara

For students of language contact, it is the contact of Yauyos with Aymara that should be of particular interest.\(^\text{18}\) The northern branch of the Aymara family is situated entirely in the province of Yauyos (Adelaar & Muysken 2004: 173): the Aymaran languages Kawki and Jaqaru are spoken in the central Yauyos municipalities of Cachuy, Aysa and Tupe. There are, further, reports dating from the beginning of the 20th century of other Aymaran-speaking communities in the

\(^{17}\) An anonymous reviewer points out that South Conchucos has a 5-choice evidential system, and Sihuas a 6-choice system (Hintz & Hintz 2017), while Huallaga has a 4-choice system (Weber 1989).

\(^{18}\) Contact of Quechuan languages with Spanish, of course, is of interest here, as it is in all Quechuan languages.
province (174).\(^{19}\) I was unable to find evidence of any unusual lexical borrowing in Yauyos, \textit{i.e.}, of words – like (\textit{pampa}–‘bury’) – not also attested in other Quechuan languages. That said, the lexicon I assembled includes only 2000 words, in large part because the vocabulary of the language has been much-reduced, as is to be expected, given that such reduction is one of the symptoms of extreme language endangerment. Those more familiar with the Aymaran languages may, however, still be able to find evidence of calquing or structural influence.

2 Phonology and morphophonemics

This chapter covers the syllable structure, stress pattern, phonemic inventory, and morphophonemics of Southern Yauyos Quechua.

2.1 Introduction and summary

The syllable structure, stress pattern, phonemic inventory, and morphophonemics of SYQ are not extraordinary. Indeed, what is most extraordinary about them is precisely how unextraordinary they are: SYQ is, phonologically, extraordinarily conservative,\(^1\) with four of its five dialects essentially instantiating the systems proposed for Proto-Quechua in Landerman (1991), Cerrón-Palomino (1987: ch.4).

All SYQ dialects retain contrasts between (1) [č] and [ĉ]; (2) [k], [q] and [h]; (3) [l] and [λ]; (4) [n] and [ñ]; and (5) [s] and [š].

(1) While in Ecuador, Columbia, Bolivia, Argentina, the east and south of Peru, as well as in Sihuas, Ambo-Pasco, Tarma, Wanka, Lambayeque, Chachapoyas and Cajamarca,\(^2\) */ĉ/ underwent deretroflection, SYQ retains Proto-Quechua forms like trina ‘female’, trupa ‘tail’, katrka- ‘gnaw’, and qutra ‘lagoon’. In SYQ, traki ‘foot’ contrasts with chaki ‘dry’.

(2) */q/ was neither velarized nor glottalized in SYQ (which is not to say that these processes are the norm). The language retains, for example, the PQ forms qusa ‘husband’, qasa- ‘freeze’, waqa- ‘cry’, aqu ‘sand’, uqu- ‘wet’, wiqaw ‘waist’, waqra ‘horn’, and atuq ‘fox’. SYQ thus retains contrasts like those between qiru ‘stick’ and kiru ‘tooth’; qilla ‘lazy’ and killa ‘moon’. */h/ appears in SYQ, as in PQ, principally word-initially, as in hapi- ‘grab’, hampi- ‘cure’, and haya- ‘be bitter’.

(4) In SYQ, [ñ] did not undergo depalatalization as it did in the Quechuas of Central Peru. [ñ] figures in the first-person personal pronoun ñuqa as well as in lexemes such as ñaka-ri- ‘suffer’, ñaña ‘sister’, ñiti- ‘crush’, ñawsa ‘blind’, and ñañu

---

\(^1\) Other phonologically conservative Quechuan languages include Sihuas, which, like Yauyos, retains contrasts between */ch/ and */tr/, */ll/ and */l/, as well as */sh/ and */s/. Thanks to an anonymous reviewer for pointing this out.

\(^2\) Thanks to an anonymous reviewer for calling my attention to the final examples here.
2 Phonology and morphophonemics

‘thin’. Examples of [n]/[ň] minimal pairs include ana ‘mole’ and aña- ‘scold’; and na dmy and ńa disc.

(5) [s] suffered depalatalization throughout the south. syq, however, retains Proto-Quechua forms such as shimi ‘mouth’, shunqu ‘heart’, shipash ‘maiden’, washa ‘back’, ishkay, ‘two’, and mishki ‘sweet’. [s]/[š] minimal pairs include suqu ‘gray hair’ and shuqu- ‘sip’. One also finds contrasts between the native-borrowed pairs ashta- ‘move’ and asta ‘until’; and ashā- ‘yawn’ and asa- ‘anger’.

None of the dialects includes ejectives or aspirates in its phonemic inventory.

Vowel length is contrastive in the grammars but not the lexicons of the dialects of Azángaro-Chocos-Huangáscar, Cacra-Hongos and San Pedro. In these dialects, as in all the Qi (QB) languages with the exception of Pacaraos, vowel length marks the first person in both the nominal (possessive) and verbal paradigms (was-i-: ‘my house’ and puri-: ‘I walk’). The Cacra-Hongos dialect is unique among the five in that, there, the protomorpheme */r/ is generally but not uniformly realized as [l], and word-initial */s/ and */h/ are generally but not uniformly realized as [h], and [š], respectively. The first of these mutations it has in common with neighboring Junín.

A note on */l/ Cerrón-Palomino – like (Torero 1964), but unlike Parker (1969) – does not include */l/ in his catalogue of proto-phonemes. He admits, however, that the status of */l/ is controversial. While it does occur in a small number of proto-morphemes, and, indeed, both /l/ and /ll/ occur in all of the Qi contemporary varieties in Ancash and Huanuco, except for Humalies and Margos (thanks to an anonymous reviewer for pointing this out), he calls it “*Un elemento marginal y parasitario” (“a marginal and parasitic element”). He admits, however, that the hypothesis that pq included palatal lateral (/*ll/ but not a alveolar lateral (/l/)) runs into the problem that the universal tendency is that the presence of /ll/ depends on the presence of /l/, but not vice versa Cerrón-Palomino (1987: 123). W. Adelaar (p.c.) writes, “In support of the controversial status of */l/ which runs against the universal tendency that /l/ presupposes /l/, there is the case of Amuesha (Yanesha’). This language has a generalized palatal vs. non-palatal opposition in its consonant inventory, but precisely */l/ is missing (apparently an areal feature shared with Quechua).” I have postulated an /l/ for syq, as both [λ]

---

3 W. Adelaar (p.c.) writes that, at least with regard to the examples given here and below, the “Cacra-Hongos development of */s/ to /h/ is found throughout Junín (with the exception of Jauja). These dialects also use shamu-, instead of hamu-. The first form [...] is typical for Quechua I, and also for Ecuador and San Martin. shamu- may be older than hamu-,” he writes, “but the correspondence is largely unpredictable according to dialects.” An anonymous reviewer adds that Sihuas retains */s/ in sama- ‘rest’, saru- ‘step on’, sayta- ‘kick’, and sita- ‘hit’, among others.
2.2 Syllable structure and stress pattern

Syllable structure in syq, as in other Quechuan languages, is (C)V(C) except in borrowed words. That is, syllables of the form CCV and VCC are prohibited. One vowel does not follow another without an intervening consonant, i.e., sequences of the form VV are prohibited. Only the first syllable of a word may begin with a vowel (a.pa- ‘bring’; ach.ka ‘a lot’).

As in the overwhelming majority of Quechuan languages, primary stress falls on the penultimate syllable of a word (compare yanápa-n ‘he helps’ and yanápaya-n ‘he is helping’; awá-rqa ‘he wove’ and awa-rqá-ni ‘I wove’). The first syllable of a word with more than four syllables generally receives weak stress. There are two exceptions to this rule. First, in all dialects, exclamations often receive stress on the ultimate syllable (¡Achachák! ‘What a fright!’ ¡Achachalláw! ‘How awful!’). Second, in those dialects where vowel length indicates the first person, stress falls on the ultimate syllable just in case person marking is not followed by any other suffix (uyari-yá:- ‘I am listening’, ri-rá:- ‘I went’).4

4 It is worth noting that this is phenomenon is far from universal: as an anonymous reviewer points out, “all of the Ancash Quechua varieties mark first person with vowel length, but stress never falls on the lengthened syllable in word-final position. The same is true for Huamalies in western Huanuco. The phenomenon [described here for Yauyos] does hold for Huallaga in central Huanuco, as described by Weber (1989)”.


§2.2 treats syllable structure and stress pattern; §2.3, phonemic inventory and morphophonemics; §2.4, Spanish loan words.
2 Phonology and morphophonemics

2.3 Phonemic inventory and morphophonemics

SYQ counts three native vowel phonemes: /a/, /i/, and /u/. In words native to SYQ, the closed vowels /i/ and /u/ have mid and lax allomorphs [e], [ɪ] and [o], [υ], respectively. That is, in words native to SYQ, no member of either of the triples {[i], [e], [ɪ]} or {[u], [o], [υ]}, is contrastive with any other member of the same triple. The alternations [i] ~ [e] and [u] ~ [o] are conditioned by environment: the second member of each pair appears in a syllable including /q/ (/qilla/ ‘lazy’ → [qeλa], /atuq/ ‘fox’ → [atoq]).

Vowel length is contrastive in the morphologies but not the lexicons of the dialects of AC, CH and SP. In these dialects – as in all the QI (QB) languages with the exception of Pacaraoa – vowel length marks the first person in both the substantive (possessive) and verbal paradigms (wawa-: ‘my house’ and puri-: ‘I walk’) (rendered ‘wawa-y’ and puri-ni in the AMV and LT dialects).

In all dialects, the consonant inventory counts seventeen native and six borrowed phonemes. The native phonemes include voiceless plosives /p/, /t/, /ch/, /tr/, /k/ and /q/; voiceless fricatives /s/, /sh/ and /h/; nasals /m/, /n/ and /ṅ/; laterals /l/ and /ll/; tap /ɾ/; and approximants /w/ and /y/. Borrowed from Spanish are voiced plosives /b/, /d/ and /ɡ/; voiceless fricative /f/; voiced fricative /v/; and trill /rr/. In the Cacra-Hongos dialect, the protomorpheme */ɾ/ is generally but not uniformly realized as [l] (“runa > luna ‘person’, *ri-y > li-y ‘go!’, *harka- > halka- ‘herd’), and word-initial */s/ and */h/ are generally but not uniformly realized as [h] and [ʃ] (“sapa > hapa ‘alone’, *surqu- > hurqu- ‘take out’, *hanka- > halka- ‘herd’).

5 An anonymous reviewer points out that “the most complete grammars of Quechuan languages show several lexemes with mid vowels that are not conditioned by /q/. See, for example, the discussions in Cusihuamán Gutiérrez (1976: 46–51) on Cuzco and in Swisshelm (1972: xiv–xv) on Ancash. Similar mid vowel data are found in Ayacucho, Santiago del Estero, Cajamarca, San Martin, Huallaga, and Corongo, among others. It would be surprising (and noteworthy!) if SYQ has no such lexemes, in contrast to other Quechuan languages across the family.” I cannot at this point confirm either that Yauyos does or does not have such lexemes.

6 It is worth noting that in some QI varieties – Huaylas, South Conchucos and Huamalies among them – lengthened high vowels lower to mid vowels, e.g., /wayi-:/ [waye:], /puri-:/ [pure:]. Thanks to an anonymous reviewer for pointing this out.

7 In SYQ, */p/ */t/ and */k/ were not sonorized. SYQ retains PQ forms like wamPu ‘boat’ and shipsPa ‘braid’, inti ‘sun’ and anta ‘copper-colored’; and pumpsKa ‘swell’ and pumpu ‘door, entryway’.

8 This is hardly unique to Yauyos, occurring in notably in the lects of Yauyos’ immediate neighbor to the north, Junin. In CH, as in the QB lects generally, many stems retain initial /s/: supay ‘phantom’, sipi ‘root’, siki ‘behind’, supi ‘fart’, suwa- ‘to rob’, sinqa ‘nose’, sasa ‘hard’, and signqa ‘wrinkle’. CH also shares with Junin the mutation of r to l. CH patterns with Huanca with regard to all but one of the phonological innovations common to the lects of other QB regions. For example, CH and Huanca retain ñ and ll, ch and tr.
2.3 Phonemic inventory and morphophonemics

*hamu- > shamu- ‘come’, *hampatu > shampatu ‘frog’). Further examples include: saru- > haru- ‘trample’, sara > hara ‘corn’, siqa- > hiqa- ‘go up’, sira- > hila- ‘sew’, sama > hama ‘rest’. Examples of native and borrowed lexemes that resist these mutations include riqsi- ‘become acquainted’ and riga- ‘irrigate’; siki ‘behind’ and sapu ‘frog’; and hapi- ‘grab’). In Lincha and Tana – Cacra and Hongos’ immediate neighbors to the north-east and south-west, respectively – speakers may realize word-initial */r/ and */s/ as [l] and [h], respectively, in a few cases (*runku- > lunku- ‘bag’, *sapa > hapa ‘alone’). These substitutions are not systematic, however, and remain exceptions.

Tables 2.1, 2.2, and 2.3 give the vowel inventory, consonant inventory, and morphophonemics of syq. If the orthographic form differs either from the usual orthographic symbol among Andean linguists or from the IPA symbol, these are noted in square brackets. Parentheses indicate a non-indigenous phoneme.

Table 2.1: Vowel inventory

<table>
<thead>
<tr>
<th></th>
<th>Front</th>
<th>Central</th>
<th>Back</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed (High)</td>
<td>i</td>
<td>u</td>
<td></td>
</tr>
<tr>
<td>Open (Low)</td>
<td>a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2.2: Consonant inventory

<table>
<thead>
<tr>
<th></th>
<th>Bilabial</th>
<th>Labio-dental</th>
<th>Alveolar</th>
<th>Post-alveolar</th>
<th>Retroflex</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voiceless plosive</td>
<td>p</td>
<td>t</td>
<td>tr [ć][t]</td>
<td>ch [ć][c]</td>
<td>k</td>
<td>g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voiced plosive</td>
<td>(b)</td>
<td>(d)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasal</td>
<td>m</td>
<td>n</td>
<td></td>
<td></td>
<td></td>
<td>ň [ň][ň]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trill</td>
<td></td>
<td>(rr)[r]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tap or Flap</td>
<td></td>
<td>r [r]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voiceless fricative</td>
<td>(f)</td>
<td>s</td>
<td>sh [ś][f]</td>
<td></td>
<td></td>
<td></td>
<td>h</td>
<td></td>
</tr>
<tr>
<td>Voiced fricative</td>
<td>(v)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximant</td>
<td>w</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>y [j]</td>
</tr>
<tr>
<td>Lateral approximant</td>
<td>l</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>il [λ][ʎ]</td>
<td></td>
</tr>
</tbody>
</table>
2 Phonology and morphophonemics

Table 2.3: Morphophonemics

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>/n/</td>
<td>realized as [m] before /p/; in free alternation with nasalization of the preceding vowel before /m/; (i.e., <em>rinanpaq</em> → [rinam̱paq])</td>
</tr>
<tr>
<td>/m/</td>
<td>[m] is in free alternation with [n] before /w/ and /m/ (i.e., <em>qamman</em> → [qanman])</td>
</tr>
<tr>
<td>/k/</td>
<td>[k] is in free alternation with [ø] before /k/ and /q/ (i.e., <em>wakqa</em> → [waqa])</td>
</tr>
<tr>
<td>/q/</td>
<td>[q] is in free alternation with [ø] before /q/ (i.e., <em>ruwaqqa</em> → [ruwaqa])</td>
</tr>
<tr>
<td>/q/</td>
<td>[q] is in free alternation with [ɡ] after /n/ (i.e., <em>ringa</em> → [ringa])</td>
</tr>
<tr>
<td>/-qa/ top</td>
<td>[qa] is in free alternation with [aq] after [aj] (i.e., <em>chay-qα</em> → [tʃajaq])</td>
</tr>
<tr>
<td>/u/</td>
<td>realized as [o] or [υ] when it figures in a syllable that either includes /q/ or precedes one that does (i.e., <em>qillu</em> → [qe̱ʎu])</td>
</tr>
<tr>
<td>/i/</td>
<td>realized as [ɛ] or [e] when it figures in a syllable that either includes /q/ or precedes one that does (i.e., <em>qillu</em> → [qe̱ʎu])</td>
</tr>
</tbody>
</table>

2.4 Spanish loan words

As detailed in §1.2, SYQ is extremely endangered: all but the most elderly speakers are bilingual and, indeed, Spanish-dominant. As a result, individual speakers are not limited by the constraints of Quechuan phonology and generally pronounce loan words with something very close to their original syllable structure and phonemes, even where these do not conform to the constraints of Quechuan phonology. With that said, where restructuring does take place, it does so according to the rules detailed in §2.4.1.

2.4.1 Spanish loan word restructuring

*Syllable structure violations – vowel sequences.* In cases where the loaned word includes the prohibited sequence *VV, SYQ, like other Quechuan languages, generally applies one of three strategies: (a) the elimination of one or the other of the two vowels (*aceite* → *asiti* ‘oil’); (b) the replacement of one of the two vowels by a semiconsonant (*cuerpo* → *kwirpu* ‘body’, *sueño* → *suyñu* ‘dream’); or (c) the insertion of a semiconsonant between the two vowels (*cualquiera* → *kuwalkiyera* ‘any’).
2.4 Spanish loan words

**Syllable structure violations – consonant sequences.** In case the loaned word includes a syllable of the prohibited form *CCV or *VCC, syq, again, like other Quechuan languages, employs one of two strategies: (a) the elimination of one of the two consonants (gringo → ringu ‘gringo’) or (b) the insertion of an epenthetic vowel (groche → guruchi ‘hook’, ‘crochet’).

**Stress pattern violations.** Speakers vary in the extent to which they restructure borrowed Spanish terms to conform to Quechua stress pattern. Plentiful are examples of both practices:

Table 2.4: Loan word restructuring

<table>
<thead>
<tr>
<th>No restructuring</th>
<th>Restructuring</th>
</tr>
</thead>
<tbody>
<tr>
<td>kanásta-wan</td>
<td>Sp canásta ‘basket’</td>
</tr>
<tr>
<td>fwíra-ta</td>
<td>Sp fuéra ‘outside’</td>
</tr>
<tr>
<td>mútu-qa</td>
<td>Sp móto ‘motorcycle’</td>
</tr>
<tr>
<td>tiruristá-wan</td>
<td>Sp terrorista ‘terrorist’</td>
</tr>
<tr>
<td>Kañiti-ta</td>
<td>Sp Cañete ‘Cañete’</td>
</tr>
<tr>
<td>vaká-qa</td>
<td>Sp váca ‘cow’</td>
</tr>
</tbody>
</table>

Words of five or more syllables permit the preservation of the original Spanish stress pattern in the interior of a word that still adheres to the Quechua pattern of assigning stress to the penultimate syllable (timblúr-wan-ráq-tri ‘with an earthquake, still, for sure’ (Sp temblór ‘earthquake’)).

**Phonemic inventory – consonants.** Spanish loan words often feature consonants foreign to the syq inventory: voiced plosives /b/, /d/ and /ɡ/; voiceless fricative /f/; voiced fricative /v/; and trill /rr/. It might be expected that [b] and [d] would be systematically replaced with their voiceless counterparts, [p] and [t], and that trill [r] would, similarly, be replaced by tap/flap [ɾ]. Speakers of syq, even the oldest, do not in fact regularly replace these or other non-native phonemes (balde → baldi ‘bucket’; doctor → duktur ‘doctor’; carro → karru ‘car’; fiesta → fiysta ‘festival’; velar → vilaku- ‘watch’, ‘hold vigil’).

**Phonemic inventory – vowels.** The inventory of Spanish vowels includes two foreign to syq: /o/ and /e/ (Dios ‘God’; leche ‘milk’). As detailed in §2.3, in words native to syq, [o] and [e] are allophones of /u/ and /i/, respectively. It is to be expected, then, that speakers would systematically replace the [o] and [e] of Spanish loan words with native correlates [u] and [i], respectively (sapo → sapu ‘frog’; cerveza → sirbisa ‘beer’). This does indeed occur. More commonly, however, [o] and [e] are either replaced by the /u/ and /i/ allophones [v] and [i]
(cosa \rightarrow [kusa] ‘thing’, tele \rightarrow [tıl] ‘TV’) or, even, not replaced at all. The realization of non-native vowels varies both among speakers and also among words: different speakers render the same word differently and individual speakers render the same phoneme differently in different words.

**Special case: ado.** Spanish loan words ending in -ado – with the non-native /d/ and /o/ – present a special case. -ado is generally rendered [aw] in syq (apurado \rightarrow apuraw ‘quick’; lado \rightarrow law ‘place’). 9

Finally, restructuring to accommodate any of the three – stress pattern, syllable structure or phonemic inventory – does not depend on restructuring to accommodate any of the others. That is, stress pattern can be restructured to eliminate violations of syq constraints, while violations of constraints on syllable structure or phonemic inventory are left unrestructured, and similarly for any of the six possible permutations of the three.

### 2.4.2 Loan word orthography

I have chosen an orthography that makes use of all and only the letters appearing in Tables 2 and 2.1, above. Orthography rather strictly follows pronunciation in the case of consonants in both indigenous and borrowed words; in the case of vowels in borrowed words, it is something of an idealization (i.e., it should not in these cases be mistaken for phonetic transcription).

This alphabet does not include the letters c, j, z, e or o, all of which occur in the original Spanish spelling of many borrowed words. Spanish c, j and z have been replaced with their syq phonetic equivalents: “hard” c is replaced with k; “soft” c with s; j with h; and z with s. Thus, the borrowed Spanish words caja (‘box’, ‘coffin’) and cerveza (‘beer’) are rendered kaha and sirbisa, with no change in the pronunciation of the relevant consonants in either case. Spanish e and o, appearing simply, are replaced with i and u (compadre \rightarrow kumpadri). Spanish vowel sequences including e and o are replaced as shown in Table 2.5.

In the special case where the sequence ue or ua is preceded by h – generally not not necessarily silent in Spanish – h and u together are replaced by the semiconsonant [w] (huérfano \rightarrow wirfanu ‘orphan’).

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9 An anonymous reviewer has brought it to my attention that “in many qi languages, such as several varieties in Ancash,-ado \rightarrow /a:/, e.g., apura. In fact, -la: has become a case suffix ‘at, near’ that competes with the semantic territory of the native locative.”
I have deviated from these practices only in the case of proper names, spelling these as they are standardly spelled in Spanish. Thus, Cañete and San Jerónimo, for example, are not rendered, as they would be under the above conventions, Kañiti and San Hirunimu. ‘Dios’ (‘God’) is treated as a proper name.

Table 2.5: Loan word orthography

| ea → iya | solea → suliya- | ‘sun’ |
| au → aw | autoridad → awturidad | ‘official’ |
| ia → iya | policía → pulisiya | ‘police’ |
| ia → ya | familia → familya | ‘family’ |
| ie → iy | siempre → siympri | ‘always’ |
| io → yu | invidioso → inbidyusu | ‘jealous’ |
| ío → iyu | tío → tiyu | ‘uncle’ |
| ua → wa | guardia → gwardya | ‘guard’ |
| ue → wi | cuento → kwintu | ‘story’ |
| ue → uy | sueño → suyñu | ‘dream’ |
3 Substantives

This chapter covers the various substantives in Southern Yauyos Quechua. It surveys their different classes and describes the patterns of inflection and derivation in the various dialects of the language.

3.1 Parts of speech

The parts of speech in Southern Yauyos Quechua, as in other Quechuan languages, are substantives (warmi ‘woman’), verbs (hamu- ‘come’), ambivalents (para ‘rain, to rain’), and particles (mana ‘no, not’). Substantives and verbs are subject to different patterns of inflection; ambivalents may inflect either as substantives or verbs; particles do not inflect.

The class of substantives in Quechuan languages is usually defined as including nouns (wasi ‘house’); pronouns (ñuqanchik ‘we’); interrogative-indefinites (may ‘where’); adjectives (sumaq ‘pretty’); pre-adjectives (dimas ‘too’); and numerals (kimsa ‘three’). All substantives with the exception of dependent pronouns (Sapa ‘alone’) may occur as free forms.

The class of verbs in Quechuan languages is usually defined to include transitive (qawa- ‘see’), intransitive (tushu- ‘dance’), and copulative (ka- ‘be’) stems. A fourth class can be set apart: onomatopoetic verbs (chuqchuqya- ‘nurse, make the sound of a calf nursing’). All verbs, with the exception of haku! ‘let’s go!’, occur only as bound forms.

Ambivalents form a single class.

The class of particles is usually defined to include interjections (¡Alaláw! ‘How cold!’); prepositions (asta ‘until’); coordinators (icha ‘or’); pre-numerals (la, las, occurring with expressions of time); negators (mana ‘no, not’); assenters and greetings (aw ‘yes’); adverbs (ayvis ‘sometimes’).

The remainder of this section covers substantives; verbs are covered in Chapter 4 and particles in Chapter 5.
3 Substantives

3.2 Substantive classes

In SYQ, as in other Quechuan languages, the class of substantives comprises six subclasses: nouns, pronouns, interrogative-indefinites, adjectives, pre-adjectives, and numerals. §3.2.1–3.2.5 cover each of these in turn. Multiple-class substantives and the dummy noun *na* are covered in §3.2.6 and 3.2.7, respectively.

3.2.1 Nouns

The class of nouns may be divided into four sub-classes: regular nouns (*wayta* ‘flower’), time nouns (*kanan* ‘now’), gender nouns (*tiya* ‘aunt’), and locative nouns (*qipa* ‘behind’). §3.2.1.1–3.2.1.4 cover each of these in turn.

3.2.1.1 Regular nouns

The class of regular nouns includes all nouns not included in the other three classes. Although in this sense it is defined negatively, as a kind of default class, it includes by far more members than any of the others. (1–5) give examples.

(1)  *Warminpis qatiparun urquta.* AMV  
warmi-n-pis qati-pa-ru-n urqu-ta  
woman-3-ACC follow-REPET-URGT-3 hill-ACC  
‘His *wife* herded him back to the *hills*.’

(2)  *Qarintash wañurachin, mashantash wañurachin.* AMV  
gari-n-ta-sh wañu-ra-chi-n masha-n-ta-sh  
man-3-ACC-EVR die-URGT-CAUS-3 son.in.law-3-ACC-EVR  
wañu-ra-chi-n  
die-URGT-CAUS-3  
‘She killed her *husband*, they say; she killed her *son-in-law*, they say.’

(3)  *Latawan yanushpataqshi runatapis mikurura.* ACH  
lata-wan yanu-shpa-taq-shi runa-ta-pis miku-ru-ra  
tin.pot-INST cook-SUBIS-SEQ-EVR person-ACC-ADD eat-URGT-PST  
‘They even cooked *people* in metal *pots*, they say, and ate them.’
3.2 Substantive classes

(4) Unaykunaqa *wataka ruwaq kayanchik llamapaqpis alpakapaqpis.* AMV
unay-kuna-qa watu-ta ruwa-q ka-ya-nchik llama-paq-pis
before-pl-top rope-ACC make-AG be-PRG-1PL llama-ABL-ADD
alpaka-paq-pis
alpaca-ABL-ADD

‘In the old days, we used to make rope from [the wool of] llamas and alpacas.’

(5) *Ukuchapa trupallanta palumaqa quykun.* ACH
ukucha-pa trupa-lla-n-ta paluma-qa qu-yku-n
mouse-GEN tail-RSTR-3-ACC dove-TOP give-EXCEP-3

‘The dove gave them the tail of a mouse.’

3.2.1.2 Time nouns

Nouns referring to time (*kanan* ‘now’, *wata* ‘year’) form a unique class in that they may occur adverbially without inflection, as in (1–5).

(1) *Tukuy puntraw yatramunanchikpaq.* AMV
  tukuy puntraw yatra-mu-na-nchik-paq
  all day know-CISL-NMLZ-1PL-PURP
  ‘So we can learn all day.’

(2) *Kanan vakata pusillaman chawayanchik kabratahina.* AMV
  kanan vaka-ta pusilla-man chawa-ya-nchik kabra-ta-hina
  now cow-ACC cup-ALL milk-PROG-1PL goat-ACC-COMP
  ‘These days we milk a cow into just a cup, like a goat.’

(3) *Pishiparullaniña. Kutimunki paqarin.* AMV
  pishipa-ru-lla-ni-ña-m kuti-mu-nki paqarin
tire-URGT-RSTR-1-DISC-EVD return-CISL-2 tomorrow
  ‘I’m tired already. You’ll come back tomorrow.’

(4) *Rinrilla:pis uparura qayna wataqa.* ACH
  rinri-lla-:-pis upa-ru-ra qayna wata-qa
ear-RSTR-1-ADD deaf-URGT-PST previous year-TOP
  ‘My ears went deaf last year.’
3 Substantives

(5) *Qayna huk watahina timblur yapa kaypa kaptinqa.* AMV
qayna  huk wata-hina timblur  yapa  kay-pa
previous one-year COMP earthquake again DEM.P-LOC
ka-hti-n-qa
be-SUBDS-3-TOP
‘About a year ago, when there was an earthquake here again.’

3.2.1.3 Gender nouns

Nouns indigenous to SYQ do not inflect for gender. SYQ indicates biological gender either with distinct noun roots (*maqta* ‘young man’, *pashña* ‘young woman’) or by modification with *qari* ‘man’ or *warmi* ‘woman’ in the case of people (*qari wawa* ‘boy child’, *warmi wawa* ‘girl child’) or *urqu* ‘male’ or *trina* ‘female’ in the case of animals. A few nouns, all borrowed from Spanish, are inflected for gender (masculine /u/ and feminine /a/). (1–4) give examples.

(1) ¿Kayllata nisitanki, aw, tiyu, llama wirata? AMV
kay-lha-ta  nisita-nki aw tiyu llama wira-ta
DEM.P-RSTR-ACC need-2 yes uncle llama fat-ACC
‘You need only this, *uncle*, llama fat?’

(2) Chaytri Tiya Alejandra-qa Shutco-lla-pa yatra-rqa. AMV
chay-tri Tiya Alejandra-qa Shutco-lla-pa yatra-rqa
DEM.D-EVC Aunt Alejandro-TOP Shutco-RSTR-LOC reside-PST
‘That must be why *Aunt* Alexandra lived just in Shutco.’

(3) Wak karu purikushayta ansyanaña kashayta. LT
wak karu puri-ku-sha-y-ta ansyana-nña ka-sha-y-ta
DEM.D far walk-REFL-PRF-1-ACC old.lady-DISC be-PRF-1-ACC
‘There where I’ve walked far, an *old lady* already.’

(4) Unay unay blusataraqchu hinam ushturayachinpis awilitaqa. ¡Ve! AMV
unay unay blusa-ta-raq-chu hina-m
before before blouse-ACC-CONT-Q thus-EVD
ushtu-ra-ya-chi-n-pis awilita-qa ve
dress-UNINT-INTENS-CAUS-3-ADD grandmother-LOC look
‘The *old lady* is dressed in a blouse like the olden ones. Look!’
3.2 Substantive classes

3.2.1.4 Locative nouns

Locative nouns indicate relative position (chimpa ‘front’, hawa ‘top’). They are inflected with the suffixes of the substantive (possessive) paradigm which indicate the person – and, in the case of the first person, also the number – of the complement noun. (1–5) give examples.

(1) **Hinashpaqa hatariru**: Allqukuna yatanpa kara. **ACH** hinashpa-qa hatari-ru: allqu-kuna yata-n-pa ka-ra then-TOP get.up-URGT-1 dog-PL side-3-LOC be-PST

‘Then I got up. Dogs were at his side.’

(2) **Kalamina hawanta pasarachisa ukunman saqakuykusa. **AMV kalamina hawa-n-ta pasa-ra-chi-sa uku-n-man corrugated.iron above-3-ACC pass-URGT-CAUS-NPST inside-3-ALL saqa-ku-yku-sa go.down-REFL-EXCEP-NPST

‘He made him go on top of the tin roof and he fell inside.’

(3) **Plantachaqa alfapa trawpinpa wina-n.** AMV planta-cha-qa alfa-pa trawpi-n-pa wina-n tree-DIM-TOP alfalfa-LOC middle-3-LOC grow-3

‘The little plant grows in the middle of alfalfa [fields].’

(4) **Kalabira, tullu, wama-wamaq chay ukupaq kakuyan.** ACH kalabira, tullu, wama-wamaq chay uku-paq ka-ku-ya-n skeleton bone a.lot-a.lot DEM.D inside-LOC be-REFL-PROG-3

‘Skeletons, bones – there are a lot there inside.’

(5) **Uma nanaypaq ... trurarunchik huk limuntam trawpipaq partirunchik.** AMV uma nana-y-paq trura-ru-nchik huk limun-ta-m trawpi-paq head hurt-INF-PURP put-URGT-1PL one lime-ACC-EVD middle-LOC parti-ru-nchik split-URGT-1PL

‘For headaches ... we put a lime – we cut it in the center.’
3 Substantives

3.2.2 Pronouns

In Syq, as in other Quechuan languages, pronouns may be sorted into four classes: personal pronouns, demonstrative pronouns, dependent pronouns and interrogative-indefinite pronouns.

The personal pronouns in Syq are ñuqa ‘I’; qam ‘you’; pay ‘she/he’; ñuqa-nchik ‘we’; qam-kuna ‘you.pl’; and pay-kuna ‘they’. Syq makes no distinction between subject, object, and possessive pronouns. With all three, case marking attaches to the same stem: ñuqa (1) ‘I’; ñuqa-ta (1-acc) ‘me’; ñuqa-pa (1-gen) ‘my’ (nominative being zero-marked). Table 3.1 summarizes this information.

The demonstrative pronouns are kay ‘this’, chay ‘that’, and wak ‘that (other)’.

The dependent pronouns are kiki ‘oneself’, Sapa ‘only, alone’, llapa ‘all’, and kuska ‘together’. These occur only with substantive person inflection, which indicates the person and, in the case of the first person plural, number of the referent of the pronoun (kiki-y/-: ‘I myself’; sapa-yki ‘you alone’). One additional pronoun may appear suffixed with substantive person inflection: wakin ‘some ...’, ‘the rest of ...’

§3.2.2.1–3.2.2.3 cover the personal pronouns, demonstrative pronouns, and dependent pronouns. Interrogative-indefinite pronouns are covered in §3.2.3.

3.2.2.1 Personal pronouns ñuqa, qam, pay

Syq has three pronominal stems – ñuqa, qam, and pay, as in (1), (2) and (3). These correspond to the first, second and third persons. Table 3.1 lists the personal pronouns.

Table 3.1: Personal pronouns

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ñuqa</td>
<td>ñuqa-nchik (dual)</td>
</tr>
<tr>
<td></td>
<td>ñuqa-nchik-kuna (inclusive)</td>
<td>ñuqa-kuna (exclusive)</td>
</tr>
<tr>
<td>2</td>
<td>qam</td>
<td>qam-kuna</td>
</tr>
<tr>
<td>3</td>
<td>pay</td>
<td>pay-kuna</td>
</tr>
</tbody>
</table>

(1) Kala: Cañetepi chaypim uyarila: ñuqapis. CH
ka-la:- Cañete-pi chay-pi-m uyari-la:- ñuqa-pis
be-PST-1 Cañete-LOC DEM.D-LOC-EVD hear-PST-1 I-ADD
‘I was in Cañete. I, too, heard it there.’
3.2 Substantive classes

(2) *Manam ŋuqa Viñaqta riqsichu. ¿Qam riqsinkichu, Min? CH mana-m ŋuqa-qa Viñaq-ta riqsí--chu qam no-EVD I-TOP Viñaq-ACC be.acquainted.with-1-NEG you riqsí-nki-chu Min be.acquainted.with-2-Q Min ‘I don’t know Viñaq. Do you know it, Min?’

(3) *Payqá hatarirushañam rikaq. LT pay-qa hatar-ru-shaña-m rika-q 3-TOP get.up-URGT-NPST-DISC-EVD see-AG ‘He had already gotten up to see.’

These may but need not inflect for number as ŋuqa-kuna, qam-kuna, and paykuna (4), (5) and (6).

(4) *Unay ŋuqakunàqa manam qawarqanichu, paykunaqa alminus manam qawarqapischu. AMV unay ŋuqa-kuna-qa mana-m qawa-rqa-ni-chu, paykuna-qa before I-PL-TOP no-evd see-PST-1-NEG 3PL-TOP alminus mana-m qawa-rqa-pis-chu at.least no-EVD see-PST-ADD-NEG ‘Before, we didn’t see, but they, at least, didn’t see either.’

(5) “Qamkuna ashiptikim chinkakun”, ni: AMV qam-kuna ashipti-ki-m chinka-ku-n ni:- you-PL look.for-SUBDS-2-EVD lose-REFL-3 say-1 ‘“When you looked for him, he got lost,” I said.’

(6) ¿Manachu paykuna wakpa wasinpi mikun uqata? AMV mana-chu pay-kuna wak-pa wasi-n-pi miku-n uqa-ta no-Q he-PL DEM.D-LOC house-3-LOC eat-3 oca-ACC ‘There in her house, don’t they eat oca?’

Syq makes available a three-way distinction in the first person plural among ŋuqa-nchik (dual), ŋuqa-nchik-kuna (inclusive), and ŋuqa-kuna (exclusive) (7), (8), (4).
3 Substantives

(7) Ishkay kashpallam, “ñuqanchik” nin. AMV
ishkay ka-shpa-lla-m ñuqa-nchik ni-n
two be-SUBIS-RSTR-EVD I-1PL say-3
‘If there are only two people, they say ñuqanchik.’

(8) Kaypi ñuqanchikkuna qa kustumbrawmi kanchik. AMV
kay-pi ñuqa-nchik-kuna-qa kustumbraw-mi ka-nchik
DEM.P-LOC WE-1PL-PL-TOP accustomed-EVD be-1PL
‘Around here, we’re used to it.’

ñuqa-kuna is employed in all five dialects (9–11).

(9) Manam ñuqakuna qa talpula:chu paypa wawinmi talpula. CH
mana-m ñuqa-kuna-qa talpu-la:-chu pay-pa wawi-n-mi
no-EVD 1-PL-TOP plant-PST-1-NEG he-3 baby-3-EVD
talpu-la
plant-PST
‘We haven’t planted. Her children have planted.’

(10) Chaynakunam ñuqakuna kwintu: kara. SP
chayna-kuna-m ñuqa-kuna kwintu-: ka-ra
thus-PL-EVD I-PL story-1 be-PST
‘That’s how our stories were.’

(11) Linchapi ñuqakunapa kanchu. LT
Lincha-pi ñuqa-kuna-pa ka-n-chu
Lincha-LOC 1-PL-GEN be-3-NEG
‘We don’t have any in Lincha.’

In practice, except in CH, ñuqa-nchik is employed with dual, inclusive and exclusive interpretations to the virtual complete exclusion of the other two forms. Verbs and substantives appearing with the inclusive ñuqa-nchik-kuna inflect in the same manner as verbs do and substantives appearing with the dual/default ñuqa-nchik (12); verbs and substantives appearing with the exclusive ñuqa-kuna inflect in the manner as those appearing with the singular ñuqa (13), (14).

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3.2 Substantive classes

(12) *Kriyinlich Ŷuqanchikkuna.* AMV
  kriyi-nchik Ŷuqa-nchik-kuna
believe-1PL I-1PL-PL
‘We believe.’

(13) *Familyallan Ŷuqakuna* suya: CH
  familya-lla-n Ŷuqa-kuna suya-:
family-rstr-3 I-PL wait-1
‘Only we, their relatives, wait.’

(14) *Puntrawyayanňam Ŷuqakunaqa lluqsiniňam.* AMV
  puntraw-ya-ya-n-ňa-m Ŷuqa-kuna-qa lluqsi-ni-ňa-m
day-INCH-PROG-3-DISC-EVD I-PL-TOP go.out-1-DISC-EVD
‘It’s getting to be daytime – we leave already.’

In the verbal and nominal paradigm tables, for reasons of space, I generally do not list Ŷuqa-nchik-kuna and Ŷuqa-kuna with the other first person pronouns in the headings; it can be assumed that the first patterns with Ŷuqa-nchik, the second with Ŷuqa. In practice, where context does not adequately specify the referent, speakers of syq make distinctions between the dual, inclusive and exclusive first-person plural exactly like speakers of English and Spanish do, indicating the dual, for example, with ishkay-ni-nchik ‘the two of us’; the inclusive with llapa-nchik ‘all of us’; and the exclusive with modifying phrases, as in Ŷuqa-nchik Viñac-pa ‘we in Viñac’. syq makes no distinction between subject, object (15) and possessive (16) pronouns. With all three, case marking attaches to the same stem; nominative case is zero-marked.

(15) *Ŷuqata mikumuwananpaq kutimushpa traqnaruwan.* AMV
 Ŷuqa-ta miku-mu-wa-na-n-paq kuti-mu-shpa
I-ACC eat-CISL-1.OBJ-NMLZ-3-PURP return-CISL-SUBIS
traqna-ru-wa-n
bind.limbs-URGT-1.OBJ-3
‘In order to me able to eat me when he got back, he tied me up.’

(16) *Manam kanchu. Ŷuqaqpq puchukarun.* AMV
 mana-m ka-n-chu Ŷuqa-paq puchuka-ru-n
no-EVD be-3-NEG I-GEN finish-URGT-3
‘There aren’t any. Mine finished off.’
3 Substantives

(17) Huk qawaptinqa, ūnuqanchik qawanchikchu. Almanchik puriyanshi. AMV
huk qawa-hti-n-qa ūnuq-chi-nqik qawa-nqik-chu alma-nqik
one see-SUBDS-3-TOP I-1PL see-1PL-NEG soul-1PL
puriva-n-shi
walk-PROG-3-EVR
“Although others see them, we don’t see them. Our souls wander around,” they say.

3.2.2.2 Demonstrative pronouns kay, chay, wak

SYQ has three demonstrative pronouns: kay ‘this’, chay ‘that’, and wak ‘that (other)’ (1–3).

(1) “Kayqa manam balinchu mikunanchipaq”, [nishpa] allquman
kay-qa mana-m bali-n-chu miku-na-nchik-paq allqu-man
dem.p-top no-evd be.worth-3-NEG eat-NMLZ-1PL-PURP dog-all
qara-yku-rqa-ni
serve-excep-PST-1
“This is not good for us to eat,” I said and I served it to the dog.

(2) Ollanta Humala, “Kanan chay kunakta wañuchishaq”, niyan. CH
Ollanta Humala kanan chay-kuna-kta wañu-chi-shaq ni-ya-n
Ollanta Humala now dem.d-pl-acc die-caus-1.fut say-prog-3
‘[President] Ollanta Humala is saying, “Now I’ll kill those.”’

(3) Wak mulaqa manam mansuchu. Runatam wak wañuchin. AMV
wak mula qa mana-m mansu chu runa-ta-m wak
dem.d mule-top no-evd tame-NEG person-acc-evd dem.d
wañu-chi-n
die-caus-3
‘That mule is not tame. That kills people.’

chay may have both proximate and distal referents. wak is consistently translated in Spanish as ‘ese’ (‘that’), not, perhaps contrary to expectation, as ‘aquel’. The demonstrative pronouns may substitute for any phrase or clause (4). They can but need not inflect for number (2).
3.2 Substantive classes

(4) Hinashpa achkaña wawan kayan. Chaypaq ñakanñataqtri mikuypaq. ACH
then a.lot-disc baby-3 be-prog-3 dem.d-abl
ñaka-n-ña-taq-tri miku-y-paq
suffer-3-disc-seq-evc eat-inf-abl
‘Then she has a lot of babies. She’ll suffer, too, a lot from that, from hunger.’

They can appear simultaneously with possessive inflection (5).

(5) Kayninchik. AMV
kay-ni-nchik
dem.p-euph-1pl
‘These of ours.’

In complex phrases with demonstrative pronouns, case marking attaches to the final word in the phrase (6).

(6) Kay llañutapis puchkani kikiymi. AMV
kay llañu-ta-pis puchka-ni kiki-y-mi
dem.p thin-acc-add spin-1 self-1-evd
‘I spin this thin one, too, myself.’

Chay may be employed without deictic meaning, in particular when it figures in sentence-initial position (7).

(7) Chaymi hampichira: hukwan, hukwan. ACH
chay-mi hampi-chi-ra-: huk-wan, huk-wan
dem.d-evd heal-caus-pst-1 one-instr one-instr
‘So I had him cured with one and with another.’

In this case, it is generally suffixed with one of the evidentials -mi or -shi and indicates that the sentence it heads is closely related to the sentence that precedes it.\(^1\) SYQ demonstrative pronouns are identical in form to the demonstrative determiners (8–10).

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\(^1\) As an anonymous reviewer points out, forms such as chay-mi and chay-shi are lexicalized discourse markers, and, as such “they do not take productive affixes such as -kuna, -pi, or -man” among others.
3 Substantives

(8) Kay millwapaqmi imapis lluqsimun. ACH
kay millwa-paq-mi ima-pis lluqsi-mu-n
DEM.P wool-ABL-EVD what-ADD come.out-CISL-3
‘Anything comes out of this wool.’

(9) ¿Manachu chay qatra wambrayki rikarinraq? AMV
mana-chu chay qatra wambra-yki rikari-n-raq
no-Q DEM.D dirty child-2 appear-3-CONT
‘Didn’t that dirty kid of yours appear yet?’

(10) Wak trakrayqa hunta hunta kakuyan. AMV
wak trakra-y-qa hunta hunta ka-ku-ya-n
DEM.D field-1-TOP full full be-REFL-PROG-3
‘That field of mine is really full.’

3.2.2.2.1 Determiners SYQ does not have an independent class of determiners.
huk ‘one’, ‘once’, ‘other’ can be used to introduce new referents; in this capacity, it can be translated ‘a’ (1).

(1) Huk pashñash karqa ubihira. Chaymanshi trayarushqa huk qari yuraq
kurbatayuq. AMV
huk pashña-sh ka-rqa ubihira chay-man-shi
one girl-EVR be-PST shepherdess DEM.D-ALL-EVR
traya-ru-shqa huk qari
arrive-URGT-SUBIS one man
‘A girl was a shepherdess. Then, they say, a man with a white tie arrived.’

kay ‘this’, chay ‘that’, and wak ‘that (other)’ can be used to refer to established referents; in this capacity, they can be translated ‘the’ (2).

(2) Yuraq kurbata-yuq yana tirnuyuq chay pashñawan purirqa. AMV
yuraq kurbata-yuq yana tirnu-yuq chay pashña-wan puri-rqa
white tie-POSS black suit-POSS DEM.D girl-INSTR walk-PST
‘With a white tie and a black suit, he walked about with the girl.’
3.2 Substantive classes

(3) Runa chay maqtata wañurachin hanay urqupa. AMV
    person DEM.D young.man-ACC die-URGT-CAUS-3 above hill-LOC
    ‘People killed the boy up in the hills.’

3.2.2.3 Dependent pronouns kiki-, Sapa-, llapa-, kuska-

SYQ has four dependent pronouns: kiki- ‘oneself’ (1), Sapa- ‘alone’ (2), llapa- ‘all’ (3), and kuska- ‘together’ (4).

(1) Kikiypaq ruwani hukkunapaq ruwani. AMV
    self-1-BEN make-1 one-PL-BEN make-1
    ‘I make them for myself and I make them for others.’

(2) Yatrarqani sapallay. AMV
    reside-PST-1 alone-RSTR-1
    ‘I lived all alone.’

(3) Llapanta apakunki. CH
    all-3-ACC bring-REFL-2
    ‘You’re going to take along them all.’

(4) Mikuypaqpis wañuyanki kuskyaki wawantin. AMV
    eat-INF-ABL-ADD die-PROG-2 together-2 baby-INCL
    ‘You’re going to be dying of hunger – you together with your children.’

These pronouns are dependent in the sense that they cannot occur uninflected: the suffixes of the nominal (possessive) paradigm attach to dependent pronouns indicating the person and – in the case of the first person – sometimes the number of the referent of the pronoun (llapa-nchik ‘all of us’). Dependent pronouns function in the manner as personal pronouns do: they may refer to any of the participants in an event, subject (5) or object (6); they inflect obligatorily for case (7) and optionally for number; and they may be followed by enclitics (8).
3 Substantives

(5) *Sikya fayna kaptinmi liya: llapa.* AMV
   sikya fayna ka-pto-n-mi li-ya-: llapa-
   canal work.day be-SUBIS-3-EVD go-PROG-1 all-1
   ‘When there’s a community work day on the canal, we all go.’

(6) *Chay kuskanta wañurachisa chaypa.* ACH
   chay kuska-n-ta wañu-ra-chi-sa chay-pa
   DEM.D together-3-ACC die-URGT-CAUS-NPST DEM.D-LOC
   ‘They killed those together there.’

(7) *Huk runata kaballun kikinpi kaballun trakinta pakirusa.* AMV
   huk runa-ta kaballu-n kiki-n-pi kaballu-n traki-n-ta
   one person-ACC horse-3 self-3-GEN horse-3 foot-3ACC
   paki-ru-sa
   break-URGT-NPST
   ‘A man’s horse – his own horse – broke his foot.’

(8) *Kikinkamatr wañuchinakura.* ACH
   kiki-n-kama-tr wañu-chi-naku-ra
   self-3-LIM-EVC die-LIM-RECP-PST
   ‘They must have killed each other themselves.’

All except kiki may occur as free forms as well; it is, however, only as adjectives that they may occur uninflected; as pronouns (9) or adverbs (10) all still demand inflection.

(9) *Hinashpa pantyunman apawanchik llapa familyanchik kumpañawanchik.* AMV
   hinashpa pantyun-man apa-wanchik llapa family-a-nchik
   then cemetery-ALL bring-3>1PL all family-1PL
   kumpaña-wanchik
   accompany-3>1PL
   ‘Then they take us to the cemetery. Our whole family accompanies us.’

(10) *¿Imayna chay lluqsilushpaqa mana kuska lilachu?* CH
    imayna chay lluqsi-lu-shpa-qa mana kuska li-la-chu
    why DEM.D go.out-URGT-SUBIS-TOP no together go-PST-NEG
    ‘Why didn’t they go together when they went out?’
3.2 Substantive classes

*Sapa* is realized *hapa* in the CH and LT dialects (11), (12); *sapa* in all others (13).

(11) ¿*Imayna tranquilu pulin hapallan?* CH  
*imayna tranquilu puli-n hapa-lla-n*  
how tranquil walk-3 alone-RSTR-3  
‘How does she walk about calmly all alone?’

(12) *Pitaq atindinqa hapallay kayaptiyqa.* LT  
*pi-taq atindi-nqa hapa-lla-y ka-ya-pty-yaqa*  
who-SEQ attend.to-3.FUT alone-RSTR-1 be-PROG-SUBDS-1-TOP  
‘Who’s going to take care of him if I’m all alone?’

(13) *Pampawanchik tardiqa diharamuwanchik sapallanchikta.* AMV  
pampa-wanchik tardi-qa diha-ra-mu-wanchik  
bury-3>1PL afternoon-TOP leave-URGT-CISL-3>1PL  
sapa-lla-nanchik-ta  
alone-RSTR-1PL-ACC  
‘They bury us in the afternoon and then they leave us alone.’

One additional pronoun may appear inflected with possessive suffixes: *wakin* ‘some, the rest of’ (14), (15) (not attested in CH).

(14) *Wakintaq intindiya.: Piru wakintaq manam.* SP  
wakin-taq intindi-ya-ː piru wakin-taq mana-m  
some-SEQ understand-PROG-1 but some-SEQ no-EVD  
‘I’m catching [lit. understanding] some of them. But the rest, no.’

(15) *Mamanqa kawsakunmi wakinninpaqqa.* ACH  
mama-n-qa kawsa-ku-n-mi wakin-ni-n-paq-qa  
mother-3-TOP live-REFL-3EVD some-EUPH-3-ABL-TOP  
‘His mother lived thanks to [lit. from] another [man].’

3.2.3 Interrogative-indefinites

*pi, ima, imay, imayna, mayqin, imapaq, ayka*

SYQ has seven interrogative-indefinite stems: *pi* ‘who’, *ima* ‘what’, *imay* ‘when’, *may* ‘where’, *imayna* ‘how’, *mayqin* ‘which’, *imapaq* ‘why’, and *ayka* ‘how much’
3 Substantives

or how many’, as shown in Table 3.2. These form interrogative (1–12), indefinite (13–21), and negative indefinite pronouns (22–29). Interrogative pronouns are formed by suffixing the stem – generally but not obligatorily – with any of the enclitics -taq, -raq, -ml or -shI or -trl (pi-taq ‘who’, ima-raq ‘what’); indefinite pronouns are formed by attaching -pis to the stem (pi-pis ‘someone’, ima-pis ‘something’); negative indefinite pronouns, by preceding the indefinite pronoun with mana ‘no’ (mana pi-pis ‘no one’, mana ima-pis ‘nothing’).

Table 3.2: Interrogative-indefinites

<table>
<thead>
<tr>
<th>Stem</th>
<th>Translation</th>
<th>(Negative) indefinite</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>pi</td>
<td>who</td>
<td>(mana) pipsis</td>
<td>some/anyone (no one)</td>
</tr>
<tr>
<td>ima</td>
<td>what</td>
<td>(mana) imapis</td>
<td>some/anything (nothing)</td>
</tr>
<tr>
<td>imay</td>
<td>when</td>
<td>(mana) imaypis</td>
<td>some/anytime (never)</td>
</tr>
<tr>
<td>may</td>
<td>where</td>
<td>(mana) maypis</td>
<td>some/anywhere (nowhere)</td>
</tr>
<tr>
<td>imapaq</td>
<td>why</td>
<td>(mana) imapaqpis</td>
<td>some/any reason (no reason)</td>
</tr>
<tr>
<td>imayna</td>
<td>how</td>
<td>(mana) imaynapis</td>
<td>some/anyhow (no how)</td>
</tr>
<tr>
<td>mayqin</td>
<td>which</td>
<td>(mana) mayqinpis</td>
<td>which ever (none)</td>
</tr>
<tr>
<td>ayka</td>
<td>how many</td>
<td>(mana) aykapis</td>
<td>some/any amount (none)</td>
</tr>
</tbody>
</table>

(1) **¿Pitaq willamanchik?**  ACH  
   pi-taq    willa-ma-nchik  
   ‘Who’s going tell us?’

(2) **“¿Imatam maskakuyanki?” “Antaylumata maskakuya.”:**  sp  
   ima-ta-m  maska-ku-ya-nki  antayluma-ta  
   what-ACC-EVD  look.for-REFL-PROG-2  antayluma.berries-ACC  
   maska-ku-ya-:  
   look.for-PROG-1  
   ‘What are you looking for?’  ‘I’m looking for antayluma berries.’

(3) **¿Imayshi riyan Huancayota?**  AMV  
   imay-shi  ri-ya-n  Huancayo-ta  
   when-EVR  go-PROG-3  Huancayo-ACC  
   ‘When is he going to Huancayo, did he say?’
3.2 Substantive classes

(4) ¿Maypayá Hildapa wakchan kayan? AMV
\[\text{may-pa-yá Hilda-pa wakcha-n ka-ya-n}\]
where-LOC-EMP Hilda-GEN sheep-3 be-PROG-3
‘Where is Hilda’s sheep?’

(5) Chay mutuqa, ¿maypitaq kayan? ACH
\[\text{chay mutu-qa, may-pi-taq ka-ya-n?}\]
DEMD motorcycle-TOP where-LOC-TOP be-PROG-3
‘Where is that motorbike?’

(6) ¿Imapaq ... papata apamuwarqanki? AMV
\[\text{ima-paq papa-ta apa-mu-wa-rqa-nki}\]
what-PURP potato-ACC bring-cisl-1.OBJ-PST-2
‘Why ... have you brought me potatoes?’

(7) ¿Imapaqtaq chayna walmilla kidalun? CH
\[\text{ima-paq-taq chayna walmi-lla kida-lu-n}\]
what-PURP-SEQ thus woman-RSTR stay-URGT-3
‘Why did just the woman stay like that?’

(8) Llakikuyan atuqqa. “Diharuwan kumpadriy. ¿Kanan imaynataq kutishaq?” AMV
\[\text{llaki-ku-ya-n atuq-qa diha-ru-wa-n kumpadri-y kanan}\]
be.sad-refl-PROG-3 fox-TOP leave-URGT-1.OBJ-3 compadre-1 now
\[\text{imayna-taq kuti-shaq}\]
how-SEQ return-1.FUT
‘The fox was sad. “My compadre left me. Now \textit{how} am I going to get back?”’

(9) ¿Mayqinnin tunirun? ¿Kusinan? AMV
\[\text{mayqin-ni-n tuni-ru-n kusina-n}\]
which-EUPH-3 crumble-URGT-3 kitchen-3
‘Which of them crumbled? Her kitchen?’
3 Substantives

(10) *Lutuyuqmi kayan wak runakuna. ¿Mamanchutr ñañanchutr?* ¿*Maqinraq wañukun?* LT
lutu-yuq-mi ka-ya-n wak runa-kuna mama-n-chu-tr mourning-POS-EVD be-PROG-EVD DEM.D person-PL mother-3-Q-EVC ñaña-n-chu-tr maqin-raq wañu-ku-n sister-3-Q-EVC which-CONT die-REFL-3
‘Those people are wearing mourning. Would it be their mother or their sister? Which died?’

(11) ¿*Aykañatr awmintarun kabranqa?* AMV
ayka-ña-tr how.many DISC-EVC awminta-ru-n kabra-n-qa increase-URGT-3 goat-3-TOP
‘How much have her goats increased?’

(12) *Chaypaqa ¿Aykaktataq pagaya?:* CH
chay-pa-ra ayka-kta-taq paga-ya:- how.much ACC-SEQ pay-PROG-1
‘How much am I paying there?’

(13) *Pipis fakultaykuwananpaq.* LT
pi-pis fakulta-yku-wa-na-n-paq pi-ADD facilitate-EXCEPT-1.OBJ-NMLZ-3-PURP
‘So someone will help me out.’

(14) *Wak chimpata pasashpaqa imallatapis.* SP
wak chimpa-ta pasa-shpa-qa ima-lla-ta-pis DEM.D opposite.side ACC pass-SUBIS-TOP what-RSTR-ACC-ADD
‘When you go by there on the opposite side – [it could do] anything.’

(15) *Chay muquykuna imaypis nanaptin.* AMV
chay muqu-y-kuna imay-pis nana-pty-n DEM.D knee-1-PL when-ADD hurt-SUBDS-3
‘Any time my knees hurt.’

(16) *Kay qullqita qushqayki. ¡Ripukuy maytapis!* AMV
kay qullqi-ta qu-shqayki ripu-ky y may-ta-pis DEM.P money ACC give-3>1PL.FUT go-REFL-IMP where-ACC-ADD
‘I’m going to give you this money. Get going wherever!’
3.2 Substantive classes

(17) Kitrarun imaynapis yaykurun Lluqi-Makiqa. AMV
    kita-ru-n imayna-pis yayku-ru-n Lluqi-Makiqa
    open-URGT-3 how-ADD enter-URGT-3 Lluqi-Maki-TOP
    ‘Strong Arm opened it any way [he could] and entered.’

(18) Manam kaytaqa dihayta muna:chu. Imaynapaqpis hinatam ruwakulla:. ACH
    mana-m kay-ta-qa diha-y-ta muna::-chu imayna-paq-pis
    no-EVD DEM.P-ACC-TOP leave-INF-ACC want-1-NEG how-ABL-ADD
    hina-ta-m ruwa-ku-lla:-
    thus-ACC-EVD make-REFL-RSTR-1
    ‘I don’t want to leave this. Like this, I just make whichever way.’

(19) Imaynapis yatrashaqmi. Limapaqa buskaq kanmiki. LT
    imayna-pis yatra-shaq-mi Lima-pa-qa buska-q ka-n-mi-ki
    how-ADD know-1.FUT-EVD Lima-LOC-TOP look.for-AG be-3-EVD-KI
    ‘Any way about it, I’m going to find out. In Lima, there are people
    who read cards.’

(20) Chay wambra imapaqpis rabyarirun. AMV
    chay wambra ima-paq-pis rabya-ri-ru-n
    DEM.D child what-PURP-ADD be.mad-INCEP-URGT-3
    ‘That child gets mad for any reason.’

(21) Ayvis dimandakurun tiyarayuqkuna trakra-kunapaq imapaqpis. SP
    ayvis dimanda-ku-ru-n tiyra-yuq-kuna trakra-kuna-paq
    sometimes denounce-REFL-URGT-3 land-POS-PL field-PL-ABL
    ima-paq-pis
    what-ABL-ADD
    ‘Sometimes they denounced landholders for their fields, for any
    thing at all.’

(22) Mana pipis yachanchu. AMV
    mana pi-pis yatra-n-chu
    no who-ADD know–3-NEG
    ‘No one lives here.’
3 Substantives

(23) Puntrawqa manam imapis kanchu. SP
puntram-qay mana-m ima-pis ka-n-chu
day-TOP no-EVD what-ADD be-3-NEG
‘In the day, there’s nothing.’

(24) Piru mana imaypis kaynaqa. AMV
piru mana imay-pis kayna-qa
but no when-ADD thus-TOP
‘But never like that.’

(25) Kasarakura: kaylapam hinallam kay lawpa kawsaku: tukuy watan watan manam maytapis llluqsi:chu. ACH
kasara-ku-ra-:: kay-lla-pa-m hina-lla-m kay
marry-REFL-PST-1 DEM.P-RSTR-LOC-EVD thus-RSTR-EVD DEM.P
law-pa kawsa-ku-:: tukuy wata-n wata-n mana-m
side-LOC live-REFL-1 all year-3 year-3 no-EVD
may-ta-pis llluqsi-::chu
where-ACC-ADD go.out-1-NEG
‘I got married right here. Just like that, here I live, year in, year out, I
don’t go anywhere.’

(26) Mana talilachu maytrawpis. CH
mana tali-la-chu may-traw-pis
no find-PST-NEG where-LOC-ADD
‘They haven’t found him anywhere.’

(27) Ŋakarinchikmi sapallanchikqa mananam imaynapis. SP
ńaka-ri-nchik-mi sapa-lla-nchik-qa mana-m imayna-pis
suffer-UNINT-1PL-EVD alone-RSTR-1PL-top no-EVD how-ADD
‘We suffer alone without any way [to make money].’

(28) Mayqinnikipis mana yuyachiwarqankichu. AMV
mayqin-ki-pis mana yuya-chi-wa-rqa-nki-chu
which-EUPH-2-ADD no remember-CAUS-1.OBJ-PST-2-NEG
‘Neither of you reminded me.’
3.2 Substantive classes

(29) *Rayaqa manam aykas kanchu.* ACH
   row-top no-evd how.many-add be-3-neg
   ‘There isn’t even a small number of rows.’

Indefinite pronouns may figure in exclamations (30).

(30) *¿Ima maldisyaw chay Dimunyu! ¿Pudirniyuq!* AMV
   ima maldisyaw chay dimunyu pudir-ni-yuq
   what damned dem.d devil power-euph-pos
   ‘How damned is the Devil! He’s powerful!’

Interrogative pronouns are suffixed with the case markers corresponding to the questioned element (31).

(31) *¿Runkuwanchu qaqurushaq? ¿Imawantaq qaquruyma?* AMV
   runku-wan-chu qagu-ru-shaq ima-wan-taq qagu-ru-y-man
   sack-instr-q rub-urgt-1.fut what-instr-seq rub-urgt-1-cond
   ‘Should I rub it with a sack? With what can I rub it?’

Enclitics generally attach to the final word in the interrogative phrase: where the interrogative pronoun completes the phrase, the enclitic attaches directly to the interrogative (plus case suffixes, if any) (32); where the phrase includes an NP, the enclitic attaches to the NP (*pi-paq-taq* ‘for whom’ *ima kullqi-tr* ‘what money’) (33), (34).

(32) ‘*¿Imapaqmi qam puka traki kanki?’* nishpa. sp
   ima-paq-mi qam puka traki ka-nki ni-shpa
   what-purp-evd you red foot be-2 say-subis
   ‘Why are your feet red?’ he said, they say.’

(33) *¿Ukaliptuta pitaq simbranqa? ¿Pipaqñataq?* AMV
   ukaliptu-ta pi-taq simbra-nqa pi-paq-ña-taq
   eucalypytus-acc who-seq plant-3.fut who-ben-disc-seq
   ‘Who’s going to plant eucalyptus trees? For whom?’

(34) *¿Ayka watañataq kanan nubinta i trispaq?* AMV
   ayka wata-ña-taq kanan nubinta i tris-paq
   how.many year-disc-seq now ninety and three-ABL
   ‘How many years is it already since ninety-three?’
The interrogative enclitic is not employed in the interior of a subordinate clause but may attach to the final word in the clause (¿Pi mishi-ta saru-ri-sa-n-ta qawarqa-nki? ‘Who did you see trample the cat?’ ¿Pi mishi-ta saru-ri-sa-n-ta-ta qawarqa-nki? ‘Who did you see trample the cat?’).

Interrogative phrases generally raise to sentence-initial position (35); they may, however, sometimes remain in-situ, even in non-echo questions (36).

(35) ¿Piwan tumashpatr pay hamun? AMV
    pi-wan tuma-shpa-tr pay hamu-n
    who-INSTR take-SUBIS-EVC he come-3
    ‘Who did he come drinking with?’

(36) ¿Qaliqa likun maytataq? CH
    qali-qa li-ku-n may-ta-taq
    man-TOP come-REFL-3 where-ACC-SEQ
    ‘The man went where?’

Interrogative indefinites are sometimes employed as relative pronouns (37), (38).

(37) Pashñaqa piwan trayaramun AMV
    pashña-qa pi-wan traya-ra-mu-n
    girl-TOP who-INSTR arrive-URGT-CISL-3
    ‘The girl with whom she came’

(38) Familyanqa qawarun imayna wañukusam pustapa. AMV
    familya-n-qa qawa-ru-n imayna wañu-ku-sa-m pusta-pa
    family-3-TOP see-URGT-3 how die-REFL-NPST-EVD clinic-LOC
    ‘Her family saw how she had died in the clinic.’

Speakers use both ima ura and imay ura ‘what hour’ and ‘when hour’ to ask the time (39).

(39) ¿Imay urataq huntanqa kay yakuqa? LT
    imay ura-taq hunta-nqa kay yaku-qa
    when hour-SEQ fill-3.FUT DEM.P water-TOP
    ‘What time will this water fill up?’

Interrogative pronouns may be stressed with diyablu ‘devil’ and like terms (40).
3.2 Substantive classes

(40) ¿Ima diyablu yá ŋuqanchik kanchik? AMV
    ima diyablu-yá ŋuq-a-nchik ka-nchik
    ‘What devil-EMPH I-1PL be-1PL’
    ‘What the hell are we?’

Possessive suffixes attach to indefinites to yield phrases like ‘your things’ and ‘my people’ (41–43); attaching to mayqin ‘which’, they yield ‘which of PRON’ (44).

(41) **Mana imaykipis kaptin** ACH
    mana ima-yki-pis ka-pty-n
    no what-2-ADD be-SUBDS-3
    ‘If you don’t have anything’

(42) **Yasqayaruptiki mana pinikipis kanqachu.** ACH
    yasqa-ya-ru-pty-ki mana pi-ni-ki-pis ka-nqa-chu
    old-INCH-URGT-SUBDS-2 no who-EUPH-2-ADD be-3.FUT-NEG
    ‘When you’re old, you won’t have anyone.’

(43) **Mana vakanchik imanchik kaptin hawkatr tiykuchuwan.** AMV
    mana vaka-nchik ima-nchik ka-pty-n hawka-tr
    no cow-1PL what-1PL be-SUBDS-3 tranquil-EVC
    tiya-ku-chuwan
    sit-REFL-1PLCOND
    ‘Without our cows and our stuff, we could sit [live/be] in peace.’

(44) “¿**Mayqinninchik pirdirishun? Kusisam kayhina silbaku:**” nin. SP
    mayqin-ni-nchik pirdi-ri-shun kusi-sa-m kay-hina
    which-EUPH-1PL lose-INCEP-1PL.FUT sew-PRF-EVD DEM.P-COMP
    silba-ku-: ni-n
    whistle-REFL-1 say-3
    “Which of us will lose? Sewed up like this, I whistle,” he said.’

Imapaq ‘why’ is also sometimes realized as imapa in ACH (45).

(45) ¿Imapam chayta ruwara paytaq? ¿Imaparaq? ACH
    ima-pa-m chay-ta ruwa-ra pay-taq ima-pa-raq
    what-PURP-EVD DEM.DACC make-PST he-SEQ what-PURP-CONT
    ‘Why did they do that to him? Why ever?’
Negative indefinites may be formed with *ni* ‘nor’ as well as *mana* (46); they may sometimes be formed with no negator at all (47), (48).

(46) *Manañam kanan chay llamatapis qawanchikchu* ni *imaypis kanan unayña*. ACH

*mana-ña-m kanan chay llama-ta-pis qawa-nchik-chu ni* no-DISC-EVD NOW DEM.D llama-ACC-ADD see-IPL-NEG nor

*imay-pis kanan unay-ña-m* when-ADD NOW before-DISC-EVD

‘Now we don’t see llamas **any more** ever. For a long time now.’

(47) *Katraykurun. ¡Imapis kanchu! “¡Ñuqata ingañamara!” nishpa.* sp

*katra-yku-ru-n ima-pis ka-n-chu! ñuqa-ta ingaña-ma-ra* release-EXCEP-URGT-3 what-ADD be-3-NEG I-ACC trick-1.OBJ-PST

*ni-shpa* say-SUBIS

‘[The fox just] let it go and – **nothing**! “He tricked me!” said [the fox].’

(48) *Wakhina inutilisadu kakuyan imapaqpis balinchu.* LT

*wak-hina inutilisadu ka-ku-ya-n ima-paq-pis* DEM.D-COMP unused be-REFL-PROG-3 what-PURP-ADD

*bali-n-chu* be.worth-3-NEG

‘It’s unused like that. It’s **not** good for **anything**.’

Suffixed with the combining verb *na-*, *ima* ‘what’ forms a verb meaning ‘do what’ or ‘what happen’ (49–51).

(49) *Wañuq runalla hukvidata llakikuyan. “Kananqa prisutriki ñuqaqa rikushaq. ¿Imanashaq?”* sp

*wañu-q runa-l/a huk-vida-ta llaki-ku-ya-n kanan-qa* die-AG person-RSTR one-life-ACC sortow-REFL-PROG-3 now-TOP

*prisu-tri-ki ñuqa-qa riku-shaq ima-na-shaq* imprisoned-EVC-KI I-TOP go-1.FUT what-VRBZ-1.FUT

‘She was very sorry for the deceased person. “Now I’m going to go to jail. **What will I do?**”’

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(50) “¿Karahu-ta-taq imanaruntaq?” qawaykushpaqa huk utrpata qapikushpa kay kunkanman pasaykurun. AMV karahu-ta-taq ima-na-ru-n-taq qawa-yku-shpa-qa huk jerk-ACC-SEQ what-VRBZ-URGT-3-SEQ look-excep-subis-top one utrp-ta qapi-ku-shpa kay kunka-n-man pasa-yku-ru-n ash-ACC grab-refl-subis kay throat-3-ALL pass-excep-URGT-3 ‘She watched him then she said, “What happened to that bastard?” and grabbed some ashes and stuffed them down his throat.’

(51) Wañukunmantriки ¿Imananmantaq? ¿Imayna mana kutikamunmanchu? ACH wañu-ku-n-man-tri-ki ima-na-n-man-taq imayna mana die-refl-3-comp-evc-k1 what-VRBZ-3-cond-seq why no kuti-ka-mu-n-man-chu return-refl-cisl-3-cond-NEG ‘He could die, of course. What could happen? Why can’t he come back?’

In the CH dialect, imayna alternates with imamish (52).

(52) Quni qunim ŋuqa kaya; kumadri. ¿Qam imamish kayanki? CH quni quni-m ŋuqa ka-ya: kumadri qam imamish warm warm-EVD I be-prog-1 comadre you how ka-ya-ntk BE-prog-2 ‘I’m really warm, comadre. How are you?’

3.2.4 Adjectives

I follow the general practice in the treatment of adjectives in Quechuan languages and sort SYQ adjectives into two classes: regular adjectives (puka ‘red’) and adverbial adjectives (sumaq-ta ‘nicely’). An additional class – not native to SYQ nor Quechua generally – may be distinguished: gender adjectives (kuntinta ‘happy’). All three classes figure towards the end of the stack of potential noun modifiers, all of which precede the noun. Nouns may be modified by demonstratives (chay trakra ‘that field’), quantifiers (ashlla trakra ‘few fields’), numerals (trunka trakra ‘ten fields’), negators (mana trakra-yuq ‘person without fields’), pre-adjectives (dimas karu trakra ‘field too far away’), adjectives (chaki trakra
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‘dry field’) and other nouns (sara trakra ‘corn field’). Where modifiers appear in series, they appear in the order dem-quant-num-NEG-preadj-adj-ATR-nucleus (chay trunka mana dimas chaki sara trakra ‘these ten not-too-dry corn fields’). §§3.2.4.1–3.2.4.4 cover regular adjectives, adverbial adjectives, gender adjectives, and preadjectives. Numeral adjectives are covered in §3.2.5

3.2.4.1 Regular adjectives

The class of regular adjectives includes all adjectives not included in the other two classes (trawa ‘raw’, putka ‘turbid’). (1–2) give examples. Adjectives are often repeated. The effect is augmentative (uchuk ‘small’ → uchuk-uchuk ‘very small’). When adjectives are repeated, the last consonant or the last syllable of the first instance is generally elided (alli-allin ‘very good’, hat-hatun ‘very big’).

(1) Wak pishqu mikukuyan mikunayta – qatra pishqu! AMV
wak pishqu miku-ku-ya-n miku-na-y-ta qatra pishqu
DEM.D bird eat-REFL-PROG-3 eat-NMLZ-1-ACC dirty bird

‘That bird is eating my food – dirty bird!’

(2) Wak umbruyanñatr mamanta. Hat hatun kayan. AMV
wak umbru-ya-n-ña-tr mama-n-ta hat-hatun
DEM.D carry.on.shoulder-PROG-3-DISC-EVC mother-3-ACC big-big
ka-ya-n
be-PROG-3

‘That one would be carrying his mother on his shoulders already – he’s really big!’

3.2.4.2 Adverbial adjectives

Adjectives may occur adverbally, in which case they are generally but not necessarily inflected with -ta (quyu ‘ugly’ → quyu-ta ‘awfully’). (1–2) give examples.

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2 Analysis and example taken from Parker (1976), confirmed in elicitation
3.2 Substantive classes

‘The deacon got annoyed that [Lluq Maki] rang the bell so much.’

(2) Rupanchikta trurakunchik qilluta. AMV rupa-nchik-ta trura-kun-chik qill-ta.
clothes-1PL-ACC put-REFL-1PL yellow-ACC
‘We dress [in] yellow.’

3.2.4.3 Gender adjectives

A few adjectives, all borrowed from Spanish, may inflect for gender (masculine /u/ or feminine /a/) (kuntintu ‘happy’, luka ‘crazy’) in case they modify nouns referring to animate male or female individuals, respectively. Some nouns indigenous to SYQ specify the gender of the referent (masha ‘son-in-law’, llumchuy ‘daughter-in-law’) (1).

(1) masha-pis qalipis walmipis wawi:kunapaq CH masha-:-pis qali-pis walmi-pis wawi-:-kuna-paq son.in.law-1-ADD man-ADD woman-ADD baby-1-PL-GEN
‘my son-in-law, too, my children’s sons and daughters’

Indeed, some names of family relations specify the gender of both members of the relationship (wawqi ‘brother of a male’, ňaña ‘sister of a female’) (2–4).

(2) Wañurachin wawqinñaqa, “¡Ama wawqi:ta!” niptin. ACH wañu-ra-chi-CH wawqi-n-na-ta-qa ama wawqi-:-ta die-URGT-CAUS-3 brother-3-DISC-ACC-REFL-PROH brother-1-ACC ni-phi-ta say-CAUS-3
‘They killed his brother when he said, “Don’t [kill] my brother!”’

(3) ňañaypis turiypis kargqam piru wañukunña. AMV ňaña-y-pis turi-y-pis ka-rqa-m piru wañu-ku-n-ña sister-1ADD brother-1-ADD be-PST-EVD but die-REFL-3-DISC
‘I had a [female] sister and a [male] brother, but they died already.’
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(4) chay ubihapa wawanta chay karnirupa churinta AMV
    chay ubihapa-wawa-n-ta chay karnirupa-churi-n-ta
    DEM.D sheep-GEN baby-3-ACC DEM.D ram-GEN child-3-ACC
    ‘the baby of that sheep, the baby of that ram’

Where it is necessary to specify the gender of the referent of a noun that does not indicate gender, syq modifies that noun with qari ‘man’ or warmi ‘woman’ in the case of people (warmi wawa ‘daughter’ lit. ‘girl child’) and urqu ‘male’ or trina ‘female’ in the case of animals (5), (6).

    LT
    paga-shun-ña-m riga-ru-na-n-paq-mi
    pay-1PL.FUT-DISC-EVD irrigate-URGT-NMLZ-3-PURP-EVD
    bali-ku-ru-nki ni-wa-ra ya chay wawi
    request.service-REFL-URGT-2 say-1.OBJ-PST EMPH DEM.D baby
    warmi
    woman
    ‘“We’re going to pay already to water. You’re going to request someone,” my daughter said to me.’

(6) Wak vakanqa watarusa. ¿Wak urquchu wawan, trinachu? AMV
    wak vaka-n-qa watra-ru-sa wak urqu-chu wawa-n
    DEM.D cow-3-TOP give.birth-URGT-NPST DEM.D male-Q baby-3
    trina-chu
    female-Q
    ‘His cow gave birth. Is it a male or a female?’

3.2.4.4 Preadjectives

Adjectives admit modification by adverbs (1) and nouns functioning adjectivally; the latter are suffixed with -ta.
3.2 Substantive classes

(1) **Pasaypaq** chanchu sapatu **pasaypaq** lapi chuku **pasaypaqshi** ritamun paypis. **LT**

*pasaypaq* chanchu sapatu **pasaypaq** lapi chuku **pasaypaqshi** completely old shoe completely old hat completely-

**ritamun** paypis

'He, too, went with **totally** old shoes and a **completely** worn hat, they say.'

3.2.5 Numerals

**syq** employs two sets of cardinal numerals. The first is native to Quechua; the second is borrowed from Spanish. The latter is always used for time and almost always for money. Also borrowed from Spanish are the ordinal numerals, **primiru** ‘first’, **sigundu** ‘second’, and so on. There is no set of ordinal numerals native to **syq**. §§3.2.5.1–3.2.5.3 cover general numerals, ordinal numerals, and time numerals in turn. §3.2.5.4 and 3.2.5.5 cover numerals inflected for possessive and the special case of **huk** ‘one’, respectively.

3.2.5.1 General numerals

The set of cardinal numerals native to **syq** includes twelve members: **huk** ‘one’; **ishkay** ‘two’; **kimsa** ‘three’; **tawa** ‘four’; **pichqa** ‘five’; **suqta** ‘six’; **qanchis** ‘seven’; **pusaq** ‘eight’; **isqun** ‘nine’; **trunka** ‘ten’; **patrak** ‘hundred’; and **waranqa** ‘thousand’ (1–3).

(1) **Ishkay** Wanka samakushqa **huk** matraypi. **AMV**

*ishkay* Wanka sama-ku-shqa **huk** matray-pi

two Huancayoan rest-REFL-NPST one cave-LOC

'Two Huancayoans rested in a cave.'

(2) **Kimsa** killam kaypaq paranqa. **AMV**

*kimsa* killa-m kay-paq para-nqa

three month-3.EVD DEFP-LOC rain-3.FUT

'It’s going to rain for **three** months here.'
3 Substantives

(3) *Ingañaykun. Chay waranqa kwistasantam ...* 

*chingán-ya=n* chay waranqa kwista-sa-n-ta-m

cheat-EXCP-3 DEM.D thousand cost-PRF-3-ACC-EVD

‘They cheat them. That which cost one *thousand* ...’

‘Twenty’, ‘thirty’ and so on are formed by placing a unit numeral – *ishkay* ‘two’, *kimsa* ‘three’, and so on – in attributive construction with *trunka* ‘ten’ (4).

(4) *Riganchik chay sarataqa ishkay trunka kimsa trunka*

*riga-nchik chay sara-ta-qa ishkay trunka kimsa trunka*

irrigate-1PL DEM.D CORN-ACC-TOP two ten three ten

*puntraw-nil-yuq-ta-m-á*

day-EUPH-POSS-ACC-EVD-EMPH

‘We water the corn that’s twenty or thirty days old.’

‘Forty-one’ and ‘forty-two’ and so on are formed by adding another unit numeral – *huk* ‘one’, *ishkay* ‘two’, and so on – using -yuq or, following a consonant, its allomorph, -ni-yuq (*ishkay trunka pusaq-nil-yuq* ‘twenty-eight’) (5).

(5) *Trunka ishkayniyuqpapia ruwanchik. AMV*

*trunka ishkay-nil-yuq-paq-pis ruwa-nchik*

ten two-EUPH-POSS-ABL-ADD make-1PL

‘We make them out of twelve [strands], too.’

General numerals are ambivalent, and may function as modifiers and as pronouns (6).

(6) *Ishkayllata apikunaypaq. Shantipa mana kashachu. LT*

*ishkay-l-la-ta api-ku-na-y-paq Shanti-pa mana*

two-RSTR-ACC pudding-REFL-NMLZ-1-PURP Shanti-GEN no

*ka-sha-chu*

*be-NPST-NEG*

‘Just two so I can make pudding. Shanti didn’t have any.’

3.2.5.2 Ordinal numerals

*SYQ* has no native system of ordinal numerals. It borrows the Spanish *primer* *segundo* and so on (1), (2).
3.2 Substantive classes

(1) “Chay mamakuqta siqachinki primiru yatracishunaykipaq”, nin. Ach chay mamakuq-ta siqa-chi-nki primiru
dem.d old.lady.acc go.up-caus-2 first
yatra-chi-shu-na-yki-paq ni-n
know-caus-3>2-nmlz-3>2-purp say-3
“Make the old woman go up first in order to teach you,” they said.

(2) Kwartulla kintulla manam puchukachiwarqapischu. Amv kwartu-lla kintu-lla mana-m puchuka-chi-wa-rqa-pis-chu
fourth-rstr fifth-rstr no-evd finish-caus-1.obj-pst-add-NEG
‘They had me finish fourth [grade], no more, fifth [grade], no more.’

The expression punta-taq is sometimes employed for ‘first’ (3).³

(3) Qarinman sirvirun puntataq hinashpa kikinpis mikuruntriки. Amv qari-n-man sirvi-ru-n punta-taq hinashpa kiki-n-pis
man-3-all serve-urgt-3 point-seq then self-3-add
miku-ru-n-tri-ki
eat-urgt-3-evc-ki
‘She served her husband [the poisoned tuna] first then she herself
must have eaten it.’

3.2.5.3 Time numerals and pre-numerals

Syq makes use of the full set of Spanish cardinal numerals: unu ‘one’, dus ‘two’,
‘nine’, dis ‘ten’, and so on. It is this set that is used in telling time. As in Spanish,
time numerals are preceded by the pre-numerals la or las (1).

(1) Puñukun tuta a las tris di la mañanataqa. Amv
puño-ku-n tuta a las tris di la mañana-ta-qa
sleep-refl-3 night at the three of the morning-acc-top
‘He went to sleep at night – at three in the morning.’

³ An anonymous reviewer points out that “most Quechuan languages express ordinals by attach-
ing the enclitic -kaq to the numeral,” as in ishkay-kaq ‘second’, literally ‘that which is
number two’. “The -kaq enclitic derives historically from the copula “ka- plus agentive “-q.”
This structure is not attested in Yauyos.
3 Substantives

Time expressions are usually suffixed with -ta (a las dusi-ta ‘at twelve o’clock’):

(2) Las tris i midyata qaykuruni. AMV
    las tris i midya-ta qayku-ru-ni
    the three and middle-ACC corral-URGT-1
    ‘I threw him in the corral at three thirty.’

3.2.5.4 Numerals with possessive suffixes

Any numeral, num, may be suffixed with any plural possessive suffix – -nchik, -Yki, or -n. These constructions translate ‘we/you/they num’ or ‘the num of us/y-you/them’ (kimsanchik ‘we three’, ‘the three of us’) (1).

(1) Ishkaynin, kimsan kashpaqa mikunyá. AMV
    ishkay-ni-n kimsa-n ka-shpa-qa miku-n-yá
    two-EUPH-3 three-3 be-SUBIS-TOP eat-3-EMPH
    ‘If there are two of them or three of them, they eat.’

In the case of ishkay this translates ‘both of’ (2).

(2) Ishkayninchik ripukushun. AMV
    ishkay-ni-nchik ripu-ku-shun
    two-EUPH-1PL leave-REFL-1PL.FUT
    ‘Let’s go both of us.’

huknin translates both ‘one of’ and ‘the other of’ (3).

(3) Hukninpis hukninpis hinapin sapalla: witrqarayachin. ACH
    huk-ni-n-pis huk-ni-n-pis hinapin sapa-lla-:
    one-EUPH-3-ADD one-EUPH-3-ADD then alone-RSTR-1
    witrq-ra-ya-chi-n
    close-UNINT-INTENS-CAUS-3
    ‘One of them then the other of them [leaves] and I’m closed in all alone.’
3.2 Substantive classes

3.2.5.5 **huk**

*huk* ‘one’ has several functions in addition to its function as a numeral (1) and numeral adjective (2).


   *pichqa mulla huk ishkay kimsa tawa pichqa*
   
   five quota one two three four five
   
   ‘Five quotas [of water]. One, two, three, four, five.’

2. *Achka ... l luqsin huk pakayllapaq.*

   *achka l luqsi-n huk pakay-lla-paq*
   
   a lot come out 3 one pacay-RSTR-ABL
   
   ‘A lot [of seeds] come out of just one pacay.’

It may serve both as an indefinite determiner, as in (3) and (4), and as a pronoun, as in (5) and (6).

3. *Huk inhiniyrush rikura. Chay ub sirvaq hinashpash ... ACH*

   *huk inhiniyru-sh riku-ra chay ub sirva-q hinashpa-sh*
   
   one engineer-EVR go-PST DEM.D observe-AG then-EVR
   
   ‘An engineer went. That observer, then, they say ...’

4. *Hinaptinña huk atrqay pasan, ismu atrqay. “Huk turutam pagayki”.*

   *hinaptin-ña huk atrqay pasa-n, ismu atrqay huk turu-ta-m*
   
   then-DISC one eagle pass 3 grey eagle one bull-ACC-EVD pagayki pay-1-2.FUT
   
   ‘Then an eagle passed by, a gray eagle. “I’ll pay you a bull,” [said the girl].’


   *puchka-: paqarin-ni-n-ta huk-ta ruwa-:*
   
   spin 1 tomorrow-EUPH 3-ACC one-ACC make 1
   
   *mincha-n-ta huk-ta*
   
   day after tomorrow 3-ACC one-ACC
   
   ‘I’ll spin tomorrow and make one; the day after tomorrow, another.’
3 Substantives

(6) **Ayvis lliw chinkarun ayvis huklla ishkayllata tariru.** ACH
ayvis lliw chinka-ru-n ayvis huk-lla ishkaylla-ta
sometimes all lose-URGT-3 sometimes one-RSTR two-RSTR-ACC
tari-ru-:
find-URGT-1
‘Sometimes all get lost; sometimes I find just one or two.’

With ‘another’ interpretation, *huk* may be inflected with plural *-kuna* (7).

(7) **Kikiypaq ruwani hukkuna paq ruwani.** AMV
kiki-y-paq ruwa-ni huk-kuna-paq ruwa-ni
self-1-BEN make-1 one-PL-BEN make-1
‘I make them for myself and I make them for others.’

Suffixed with allative/dative *-man*, it may be interpreted ‘different’ or ‘differently’ (8).

(8) **Waytachaypis hukman lluqsiruan ishkay trakiyuqhina lluqsirun.** AMV
wayta-cha-y-pis huk-man lluqui-ru-wa-n ishkay
flower-DIM-1-ADD one-ALL come.out-URGT-1.OBJ-3 two
traki-yuq-hina lluquisi-ru-n
foot-POSSESS-COMP come.out-URGT-3
‘My flower came out differently on me. It came out like with two feet.’

3.2.6 Multiple-class substantives

Some substantives are ambivalent. Regular nouns may appear as regular modifiers (1) and adverbial adjectives (2); interrogative pronouns as indefinite and relative pronouns (3); dependent pronouns as unit numerals (4); unit numerals as pronouns (5), (6); and dependent pronouns as adverbs (7) and quantitative (8) adjectives. Table 3.3 gives some examples.

3.2.7 Dummy *na*

*na* is a dummy noun, standing in for any substantive that doesn’t make it off the tip of the speaker’s tongue (1), (2).
3.2 Substantive classes

Table 3.3: Multiple-class substantives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>mishki</td>
</tr>
<tr>
<td>(2)</td>
<td>tardi</td>
</tr>
<tr>
<td>(3)</td>
<td>ima</td>
</tr>
<tr>
<td>(4)</td>
<td>sapa</td>
</tr>
<tr>
<td>(5)</td>
<td>huk</td>
</tr>
<tr>
<td>(6)</td>
<td>ishkay</td>
</tr>
<tr>
<td>(7)</td>
<td>kuska</td>
</tr>
<tr>
<td>(8)</td>
<td>llapa</td>
</tr>
</tbody>
</table>

(1) *Wak na lawkunapa Wañupisa. Yanak lawkunapatr. ACH*

wak na law-kuna-pa Wañupisa Yanak law-kuna-pa-tr

DEm.D DMY side-PL-LOC Wañupisa Yanak side-PL-LOC-EVC

‘Around that what-is-it – Wañupisa. Around Yanak, for sure.’

(2) *Waqakunchik nakta papaktapis uqaktapis. Walmi. Ch*

wanqa-ku-nchik na-kta papa-kta-pis uqa-kta-pis walmi

turn-REFL-IPL DMY-ACC potato-ACC-ADD oca-ACC-ADD woman

‘We turn the what-do-you-call-them – the potatoes, the oca. [We] women.’

*na* inflects as does any other substantive – for case (3), number, and possession (4).

(3) *Wak natatr qawanqa hinashpatr rimanja. AMV*

wak na-ta-tr qawa-nqa hinashpa-tr rima-nqa

DEm.D DMY-ACC-EVC see-3.FUT then-EVC talk-3.FUT

‘She’s going to look at that thingamajig, then she’ll talk.’

(4) *Waqayan. Uray lawpa apamunki chay nanta. AMV*

waqa-ya-n uray law-pa apa-mu-nki chay na-n-ta

cry-PROG-3 down.hill side-LOC bring-CISL-2 DEm.D DMY-3-ACC

‘He’s crying. Bring his thingy down there!’

*na* is ambivalent, serving also as a dummy verb (5).
3 Substantives

(5) Chaykuna rimanqaña narushpaqa. AMV
chay-kuna rima-nqa-ña na-ru-shpa-qa
DEM.D-PL talk-3.FUT-DISC DMY-URGT-SUBIS-TOP
‘They’ll talk after doing that.’

3.3 Substantive inflection

Substantives in syq, as in other Quechuan languages, inflect for person, number and case. This introduction summarizes the more extended discussion to follow.

The substantive (“possessive”) person suffixes of syq are -y (AMV, LT) or -: (ACH, CH, SP) (1p), -Yki (2p), -n (3p), and -nchik (1pl) (mishi-y, mishi: ‘my cat’; asnu-yki ‘your donkey’). Table 3.4 below displays this paradigm.

The plural suffix of syq is -kuna (urqu-kuna ‘hills’).

syq has ten case suffixes: comparative -hina (María-hina ‘like María’); limitative -kama (marsu-kama ‘until March’); allative, dative -man (Cañete-man ‘to Cañete’); genitive and locative -pa (María-pa ‘María’s’ Lima-pa ‘in Lima’); ablative, benefactive, and purposive -paq (Viñac-paq ‘from Viñac’, María-paq ‘for María,’ qawa-na-n-paq ‘in order for her to see’); locative -pi (Lima-pi ‘in Lima’); exclusive -puRa (amiga-pura ‘among friends’); causative -rayku (María-rayku ‘on account of María’); accusative -ta (María-ta ‘María’ (direct object)), and comitative and instrumental -wan (María-wan ‘with María’, acha-wan ‘with an axe’). Table 3.5 below displays this paradigm.

All case marking attaches to the last word in the nominal phrase. When a stem bears suffixes of two or three classes, these appear in the order person-number-case (1), (2).

(1) ¡Blusallaykunata kayllaman warkurapuway! AMV
blusa-lła-y-kuna-ta kay-lla-man warku-ra-pu-wa-y
blusa-RSTR-1-PL-ACC DEM.P-RSTR-ALL hang-URGT-BEN-1.OBJ-IMP
‘Hang just my blouses up just over there for me!’

(2) Kusasniinchikkunallatatr ņitinman. AMV
kusas-ni-nchik-kuna-lła-ta-tr ņiti-n-man
things-EUPH-1PL-PL-RSTR-ACC-EVC crush-3-COND
‘Just our things would crush.’
Sections §3.3.1–3.3.3 cover inflection for possession, number and case, respectively. Most case suffixes are mutually exclusive; §3.3.3.2 gives some possible combinations.

### 3.3.1 Possessive (person)

The possessive suffixes of Syq are the same in all dialects for all persons except the first-person singular. Two of the five dialects – AMV and LT – follow the qii pattern, marking the first-person singular with -y; three dialects – ACH, CH, and SP – follow the qi pattern, marking it with -: (vowel length). The Syq nominal suffixes, then, are: -y or -: (1p), -Yki (2p), -n (3p), -nchik (1pl). Table 3.4 lists the possessive suffixes.

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-y (AMV, LT)</td>
<td>-nchik (dual, inclusive)</td>
</tr>
<tr>
<td></td>
<td>-: (ACH, CH, SP)</td>
<td>-y (exclusive AMV, LT)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-: (exclusive ACH, CH, SP)</td>
</tr>
<tr>
<td>2</td>
<td>-Yki</td>
<td>-Yki</td>
</tr>
<tr>
<td>3</td>
<td>-n</td>
<td>-n</td>
</tr>
</tbody>
</table>

Stems of the following substantive classes may be suffixed with person suffixes: nouns (*wambra*-yki ‘your child’) (1), general numerals (*kimsa*-nchik ‘the three of us’) (2), dependent pronouns (*kiki*-n ‘she herself’) (3), demonstrative pronouns (*chay-ni-y* ‘this of mine’) (4) and interrogative-indefinites (5).

(1) *Hinashpaqa pubriqa kutimusa llapa animalninwan wasinman.* AMV hinashpa-qa pubri-qa kuti-mu-sa llapa animal-ni-n-wan then-TOP poor-TOP return-CISLN-PST all animal-EUPH-3-INSTR wasi-n-man house-3-ACC
    ‘Then the poor man returned to his house with all his animals.’
3 Substantives

(2) “Kananqa aysashun kay sugawan”, nishpa ishkaynin aysapa:kun sanqaman. sp
kanan-qa aysa-shun kay suga-wan ni-shpa ishkay-ni-n now-TOP pull-1PL DEM.P rope-INST say-SUBS TWO-EUPH-3
aysa-pa:-ku-n sanqa-man pull-JTACC-3 ravine-ALL
“Now we’ll pull with this rope,” he said and the two of them pulled it toward the ravine.’

(3) Pay sapallan hamuyan kay llaqtataqa. AMV
pay sapa-lla-n hamu-ya-n kay llaqta-ta-qa she alone-RSTR-3 come-PROG-3 DEM.P town-ACC-TOP
‘She’s coming to this town all alone.’

(4) Chaynikita pristawanki. AMV
chay-ni-ki-ta prista-wa-nki DEM.D-EUPH-2 ACC lend-1.OBJ-2
‘Lend me that [thing] of yours.’

(5) Manam mayqinniypis wañuniraqchu. AMV
mana-m mayqin-ni-y-pis wañu-ni-raq-chu no-EVD which-EUPH-1-ADD die-1-CONT-NEG
‘None of us has died yet.’

In the case of words ending in a consonant, -ni – semantically vacuous – precedes the person suffix (6).

(6) ¿Maynintapis ripunqañaatr? Gallu Rumi altuntapis ripunqañaatr. AMV
may-ni-n-ta-pis ripu-nqa-ña-tr Gallu Rumi where-EUPH-3-ACC-ADD go-3.FUT-DISC-EVC Cock Rock
altu-n-ta-pis ripu-nqa-ña-tr high-3-ACC-ADD go-3.FUT-DISC-EVC
‘Whereabouts will he go? He’ll go up above Gallu Rumi, for sure.’

The third person possessive suffix, -n, attaching to may ‘where’ and other expressions of place, forms an idiomatic expression interpretable as ‘via’ or ‘around’ (7).
3.3 Substantive inflection

(7) Hamuyaq kayninta. AMV
ham-ya-q kay-ni-n-ta
come-PROG-AG DEM.P-EUPH-3-ACC
‘He used to be coming around here.’

In the first person singular, the noun papa ‘father’ inflects papa-ni-y to refer to one’s biological or social father, (8).4

(8) Vikuñachayta diharuni papaniywan. AMV
vikuña-cha-y-ta diha-ru-ni papa-ni-y-wan
vicuña-DIM-1-ACC leave-URGT-1 father-EUPH-1-INST
‘I left my little vicuña with my father.’

SYQ possessive constructions are formed SUBSTANTIVE-POSS ka- (allqu-n ka-rqa ‘she had a dog’ (lit. ‘her dog was’)) (9)(10).

(9) Mana wambrayki kanchu mana qariyki kanchu. ACH
mana wambra-yki ka-n-chu mana qari-yki ka-n-chu
no child-2 be-3-NEG no man-2 be-3-NEG
‘You don’t have children and you don’t have a husband.’

Finally, possessive suffixes attach to the subordinating suffix -pti as well as to the nominalizing suffixes -na and -sa to form subordinate (10), purposive (11), complement (12), and relative (13), (14) clauses.

(10) Yasqayaruptiki mana pinikipis kanqachu. ACH
yasqa-ya-ru-pti-ki mana pi-ni-ki-pis ka-nqa-chu
old-INCH-URGT-SUBDS-2 no who-EUPH-2-ADD be-3.FUT-NEG
‘When you’re old, you won’t have anyone.’

(11) Hampikunaykipaq yatranki. AMV
hampi-ku-na-yki-paq yatra-nki
cure-REFL-NMLZ-2-PURP know-2
‘You’ll learn so that you can cure.’

4 An anonymous reviewer writes, “As a loan word, most Central Quechuan languages have papa: with final vowel length (reinterpretation of final accent in Spanish ‘papá’). As such, -ni is required before a syllable-closing suffix, such as -y. Though papa does not end in a long vowel in SYQ, it probably did at one time, and the effect is retained.”
3 Substantives

(12) **Atipasantatriki ruwan. ACH**
    atipa-sa-n-ta-tri-ki ruwa-n
    be.able-PRF-3-ACC-EVC-KI make-3
    ‘They do what they can.’

(13) **Chay wawqin ama nisantas wañuchisataq. ACH**
    chay wawqi-n ama ni-sa-n-ta-s wañu-chi-sa-taq
    DEM.D brother-3 PROH say-PRF-3-ACC-ADD die-CAUS-NPST-SEQ
    ‘They also killed his brother who said “No!”’

(14) **Truraykun frutachankunata – llapa gustasan. AMV**
    trura-yku-n fruta-cha-n-kuna-ta llapa gusta-sa-n
    save-EXCEP-3 fruit-DIM-3-PL-ACC all like-PRF-3
    ‘They put out their fruit and all – everything they liked.’

3.3.2 Number -kuna

-kuna pluralizes regular nouns, as in (1), where it affixes to *kabra* ‘goat’ to form *kabra-kuna* ‘goats’.

(1) **Kabrakunata hapishpa mikukuyan. AMV**
    kabra-kuna-ta hap-i-shpa miku-ku-ya-n
    goat-PL-ACC grab-SUBIS eat-REFL-PROG-3
    ‘Taking ahold of the goats, [the puma] is eating them.’

-kuna also pluralizes the personal pronouns *ńuqa, qam*, and *pay* (2), demonstrative pronouns (3), and interrogative-indefinites (4).

(2) **Awanmi paykunapisriki. AMV**
    awa-n-mi pay-kuna-pis-r-iki
    weave-3-EVD he-PL-ADD-R-IKI
    ‘They, too, weave.’

(3) **Chaykunapa algunusqa pamparayan. AMV**
    chay-kuna-pa algunus-qa pampa-ra-ya-n
    DEM.D-PL-LOC some.people-TOP bury-UNINT-INTENS-3
    ‘Some people are buried in those.’
3.3 Substantive inflection

(4) ¿Imakunam ubihaykipa sutin? AMV
   ima-kuna-m ubiha-yki-pa sutin-3
   what-PL-EVD sheep-2-GEN name-3
   ‘What are your sheep’s names?’

-kuna follows the stem and possessive suffix, if any, and precedes the case suffix, if any (5).

(5) Chamisninkunata upyarin kukankunata akun. AMV
   chamis-ni-n-kuna-ta upya-ri-n kuka-n-kuna-ta aku-n
   chamis-EUPH-3-PL-ACC drink-INCEP-3 coca-3-PL-ACC chew-3
   ‘They drink their chamis and they chew their coca.’

Number-marking in SYQ is optional. Noun phrases introduced by numerals or quantifying adjectives generally are not inflected with -kuna (6).

(6) Ishkay yatrarqa, ishkay warmi. AMV
   ishkay yatra-rqa ishkay warmi
   two live-PST two woman
   ‘Two lived [there], two women.’

-kuna may receive non-plural interpretations and, like -ntin, may indicate accompaniment or non-exhaustivity (7).5

(7) Chay kwirpu ykikuna mal kanman umaykikuna nananman. AMV
   chay kwirpu-yki-kuna mal ka-n-man uma-yki-kuna nana-n-man
   DEM.D body-2-PL bad be-3-COND head-2-PL hurt-3-COND
   ‘Your whole body could be not well; your head and everything could hurt.’

Finally, words borrowed from Spanish already inflected for plural – i.e., with Spanish plural s – are generally still suffixed with -kuna (cosas → kusas-ni-nchik-kuna) (8).

---

5 This example is, in fact, ambiguous between as reading in which -kuna receives a non-plural interpretation and one in which it simply pluralizes the possessed item. Thus, kwirpu-y-kuna could also refer to ‘your (plural) bodies’, as an anonymous reviewer points out.
3.3.3 Case

A set of ten suffixes constitutes the case system of SYQ. Table 3.5 gives glossed examples. These are: -hina (comparative), -kama (limitative), -man (allative, dative), -pa/-pi (genitive, locative), -paq (ablative, benefactive, purposive), -puRa (exclusive), -rayku (reason), -ta (accusative), and -wan (comitative, instrumental). Genitive, instrumental and allative/dative may specify noun-verb in addition to noun-noun relations. -pa is the default form for the locative, but -pi is often and -paq is sometimes used. The CH dialect uses a fourth form, -traw, common to the QI languages. The CH dialect is also unique among the five in its realization of accusative -ta as -kta after a short vowel. -puRa – attested only in Viñac – and -rayku are employed only rarely. The genitive and accusative may form adverbs (tuta-pa ‘at night’, allin-ta ‘well’). Instrumental -wan may coordinate NPs (llama-wan alpaka-wan ‘the llama and the alpaca’). All case processes consist in adding a suffix to the last word in the nominal group. Most case suffixes are mutually exclusive. §3.3.3.1–3.3.3.12 cover each of the case suffixes in turn.

3.3.3.1 Simulative -hina

The simulative -hina generally indicates resemblance or comparison (yawar-hina ‘like blood’) (1– 7).

(1) Ñawilla: pukayarura tutal puka. Yawarhina ñawi: kara. ACH
ñawi-lla-: puka-ya-ru-ra total puka yawar-hina ñawi-:
eye-RSTR-1 red-INCH-URGT-PST completely red blood-COMP eye-1
ka-ra be-PST
‘My eyes turned red, totally red. My eyes were like blood.’

(2) Karsilpahinam. Witrqamara wambra:kuna istudyaq pasan. ACH
karsil-pa-hina-m witrqa-ma-ra wambra-::kuna istudy-a-q pasa-n
prison-LOC-COMP close.in-1.OBJ-PST child-1.PL study-AG pass-3
‘It was like in prison. When my children went to school, they closed me in.’
### 3.3 Substantive inflection

Table 3.5: Case suffixes with examples

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Description</th>
<th>Examples</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-hina</td>
<td>comparative</td>
<td>Runa-hina, uyqa-hina</td>
<td>‘Like people, like sheep’</td>
</tr>
<tr>
<td>-kama</td>
<td>limitative</td>
<td>Fibriru marsu-kama-raq-tri para-nqa.</td>
<td>‘It will rain still until February or March.’</td>
</tr>
<tr>
<td>-man</td>
<td>allative, dative</td>
<td>Lima runa-kuna traya-mu-pto-n siyra-n-man.</td>
<td>‘When people from Lima return to their sierra.’</td>
</tr>
<tr>
<td>-pa₁</td>
<td>genitive</td>
<td>Algunus-pa puchka-n tipi-ku-ya-n-mi.</td>
<td>‘Some people’s thread breaks on them.’</td>
</tr>
<tr>
<td>-pa₂</td>
<td>locative</td>
<td>Urqu-lla-pa-m chay-qa wiña-n.</td>
<td>‘It grows only in the mountains.’</td>
</tr>
<tr>
<td>-pi</td>
<td>locative</td>
<td>Yana-ya-sa qutra-pa pata-n-pi qutra-pa tuna-n-pi.</td>
<td>‘Blackened on the banks of the lake, in the corner of the lake.’</td>
</tr>
<tr>
<td>-paq₁</td>
<td>ablative</td>
<td>Huangáscar-paq-mi hamu-ra wama-wamaq polisiya-pis.</td>
<td>‘Lots of policemen came from Huangáscar.’</td>
</tr>
<tr>
<td>-paq₂</td>
<td>benefactive</td>
<td>Chay qari-kuna mana isha-y-ta atipa-q-paq.</td>
<td>‘This is for the men who can’t urinate.’</td>
</tr>
<tr>
<td>-paq₃</td>
<td>purposive</td>
<td>Qawa-na-y-paq ima-wan wañu-ru-n ... kita-ni.</td>
<td>‘In order to see what he died from ... I opened him up.’</td>
</tr>
<tr>
<td>-puRa</td>
<td>reciprocal</td>
<td>Qam pay-wan wawqi ñaña-pura ka-nki.</td>
<td>‘You and she are going to be true brothers and sisters.’</td>
</tr>
<tr>
<td>-rayku</td>
<td>reason</td>
<td>Chawa-shi-q lichi-lla-n-rayku ri-y-man-tri.</td>
<td>‘I might go help milk on account of her milk.’</td>
</tr>
<tr>
<td>-ta</td>
<td>accusative</td>
<td>¿Maqta-kuna-ta pusha-nki icha pashña-ta?</td>
<td>‘Are you going to take the boys or the girl?’</td>
</tr>
<tr>
<td>-wan₁</td>
<td>comitative</td>
<td>¿Imapaq-mi wak kundinaw-wan puri-ya-nki?</td>
<td>‘Why are you walking around with that zombie?’</td>
</tr>
<tr>
<td>-wan₂</td>
<td>instrumental</td>
<td>Ichu-wan-mi chay-ta ruwa-nchik.</td>
<td>‘We make this one with straw.’</td>
</tr>
</tbody>
</table>

in Cacra-Hongos dialect only:

- Kta replaces -ta to mark accusative
- traw alternates with -pa and -pi to mark the locative

(3) **Trakin, ishkaynin trakin kayan maniyashahina.** LT
traki-n, ishkay-ni-n traki-n ka-ya-n maniya-sha-hina
foot-3 two-EUPH-3 foot-3 be-PROG-3 bind.feet-PRF-COMP
‘His feet, it’s like both are shackled.’
3 Substantives

(4)  *Wakhinallam purikuni. ¿Imanashaqmi? LT*
    wak-hina-lla-m puri-ku-ni ima-na-sha-q-mi
    DEM-D-COMP-RSTR-EVD walk-REFL-1 what-VRBZ-1.FUT-EVD
    ‘Just like that I go about. What am I going to do?’

(5)  *Huk rumi kayan warmihina. Chaypish inkantara unay unay. SP*
    huk rumi ka-ya-n warmi-hina chay-pi-sh inkanta-ra
    one stone be-PROG-3 woman-COMP DEM-D-LOC-EVR enchant-PST
    unay unay
    before before
    ‘There’s a stone like [in the form of] a woman. A long, long time ago, it bewitched [people] there, they say.’

(6)  *Tutakuna puriyan qarqarya hina. AMV*
    tuta-kuna puri-ya-n qariya-hina
    night-PL walk-PROG-3 zombie-COMP
    ‘At night, he walks around like a zombie.’

(7)  *Kayhinakunachatam (=kayhina-chakunatam) ruwani. AMV*
    kay-hina-kuna-cha-ta-m (=kay-hina-chakuna-ta-m) ruwa-ni
    DEM-P-COMP-PL-DIM-ACC-EVD DEM-P-COMP-DIM-PL-ACC-EVD make-1
    ‘I make all of them just like this.’

It can generally be translated ‘like’. In Cacra and sometimes in Hongos, -mish is employed in place of -hina (8), (9).

(8)  *Kilun paqwalun. Mikuyta atipanchu. Awilamish. CH*
    kilu-n paqwa-lu-n miku-y-ta atipa-n-chu
    tooth-3 finish-off-URGT-3 eat-INF-ACC be.able-3-NEG
    awila-mish
    grandmother-COMP
    ‘Her teeth finished off. He can’t eat. Like an old lady.’

(9)  *¿Imamish wawipaq takin? CH*
    ima-mish wawi-paq taki-n
    what-COMP baby-GEN song-3
    ‘What is a baby’s song like?’
3.3 Substantive inflection

3.3.3.2 Limitative -kama

The limitative -kama – sometimes realized as kaman – generally indicates a limit in space (1), (2) or time (3–5).

1. *Qatimushaq vakata kay kama*. AMV
   
   qati-mu-shaq   vaka-ta   kay-kama
   follow-CISL-1.FUT   COW-ACC   DEM.P-LIM
   
   ‘I’m going to drive the cows over here.’

2. *Chay wambraykita katrarunki mayurniki kama wawqiki kama qa*. LT
   
   chay   wamba-yki-ta   katra-ru-nki   mayur-ni-ki-kama
   DEM.D   child-2-ACC   release-URGT-2   eldest-EUPH-2-ALL
   
   wawqi-ki-kama-qa
   brother-2-ALL-TOP
   
   ‘You sent your children over to your older brother, over to your brother.’

3. *Fibriru marsukamaraqtri paranqa*. AMV
   
   fibriru   marsu-kama-raq-tri   para-nqa
   February   March-LIM-CONT-EVC   rain-3.FUT
   
   ‘It will rain still until February or March.’

4. *¿Imay kama kanki?*. AMV
   
   imay-kama   ka-nki
   when-LIM   be-2
   
   ‘Until when are you going to be (here)?’

5. *Kandawniypis warkurayan altupam. Manam kanankama pis trurachinichu*. LT
   
   kandaw-ni-y-pis   warku-raya-n   altu-pa-m   mana-m
   padlock-EUPH-1-ADD   hang-PASS-3   high-LOC-EVD   no-EVD
   
   kanan-kama-pis   trura-chi-ni-chu
   now-LIM-ADD   put-CAUS-1-NEG
   
   ‘My padlock, too, is hung up there. Until now I haven’t had it put on.’

In case time is delimited by an event, the usual structure is STEM-NMLZ-POSS-kama (*puri-na-yki-kama* (‘so you can walk’) (6), (7).
3 Substantives

(6) **Traki paltanchikpis pushllunan kama purinchik.** Trakipis ampulla hatarinant kaman rirqani. AMV
traki palta-nchik-pis pushllu-na-n-kama puri-nchik traki-pis
foot sole-1PL-ADD blister-NMLZ-3-ALL walk-1PL foot-ADD
ampulla hatari-na-n-kaman ri-nga-ni
blister get.up-NMLZ-3-ALL go-PST-1
‘We walked while blisters formed on the souls of our feet. I went while blisters came up on my feet.’

(7) **Apuraw mikunan kama turuqa kayna tuksirikusa.** SP
apuraw miku-na-n-kama turu-qa kayna tuksi-ri-ku-sa
quickly eat-NMLZ-3-ALL bull-TOP thus prick-INCEP-REFL-NPST
‘Until the bull ate quickly, she pricked him like this.’

-kama can appear simultaneously with asta (Sp. hasta ‘up to’, ‘until’) (8).

(8) **San Jerónimopaq asta kaykama.** AMV
San Jerónimo-paq asta kay-kama
San Jerónimo-ABL until DEM.P-ALL
‘From San Jerónino to here.’

-kama can form distributive expressions: in this case, -kama attaches to the quality or characteristic that is distributed (9), (10). In case it indicates a limit, -kama can usually be translated as ‘up to’ or ‘until’; in case it indicates distribution, it can usually be translated as ‘each’.

(9) **Uñachayuq kama kayan.** AMV
uña-cha-yuq-kama ka-ya-n
calf-DIM-POSS-ALL be-PROG-3
‘They all [each] have their little young.’

(10) **Trayaramun arman qipikusa kama.** Manchaku: ACH
traya-ra-mu-n arma-n qipi-ku-sa-kama mancha-ku::
arrive-URGT-CISL-3 weapon-3 carry-REFL-PRT-ALL scare-REFL-1
‘They arrived each carrying weapons. I got scared.’
3.3 Substantive inflection

3.3.3.3 Allative, dative -man

The allative and dative (directional) -man generally indicates movement toward a point (1), (2) or the end-point of movement or action more generally (3), (4).

(1) Qiñwalman trayarachiptiki wañukunman. AMV
qiñwal-man traya-ra-chi-pty-ki wañu-ku-n-man
quingual.grove-ALL arrive-URGT-CAUS-SUBDS-2 die-REFL-3-COND
‘If you make her go to the quingual grove, she could die.’

(2) Hinashpa chaypq wichayman pasachisa chay Amador
kaqmanñataq. ACH
hinashpa chay-paq wichay-man pasa-chi-sa chay Amador
then DEM.D-ABL up.hill-ALL pass-CAUS-NPST DEM.D Amador
ka-q-man-ña-taq
be-AG-ALL-DISC-SEQ
‘Then, from there they made them go up high to Don Amador’s place.’

(3) Wak wasikunamanshi yaykurun kundinawqa. SP
wak wasi-kuna-man-shi yayku-ru-n kundinaw-qa
DEM.D house-PL-ALL-EVR enter-URGT-3 zombie-TOP
‘The zombie entered those houses, they say.’

(4) “¿Kabrata qaqaman imapaq qarquranki?” nishpa. SP
kabra-ta qqa-man ima-paq qarqu-ra-nti ni-shpa
goat-ACC cliff-ALL what-PURP toss-PST-2 say-SUBIS
“Why did you let the goats loose onto the cliff?” he said.’

It may function as a dative, indicating a non-geographical goal (5), (6).

(5) Pashñaqa quykurusa mushuqta watakurusa chumpita
wiqawninman. AMV
pashña-qa qu-yku-ru-sa mushuq-ta wata-ku-ru-sa
girl-TOP give-EXCEP-URGT-NPST new-ACC tie-REFL-URGT-NPST
chumpi-ta wiqaw-ni-n-man
sash-ACC waist-EUPH-3-ALL
‘The girl gave [the young man] a sash, a new one, and she tied it around his waist.’
With verbs of giving, it marks the recipient (7), (8); with verbs of communication, the person receiving the communication (9), (10).

(7) ¿Imatataq qunki kay pubriman? AMV
ima-ta-taq qu-nki kay pubri-man
what-ACC-SEQ give-2 DEM.P poor.person-ALL
‘What are you going to give to this poor man?’

(8) ¿Urquman qapishuptiki imatataq qaranki? AMV
urqu-man qapi-shu-hti-ki ima-ta-taq qara-nki?
hill-ALL grab-3>1-SUBDS-3>1 what-ACC-SEQ serve-2
‘What are you going to serve to the hill when it grabs you?’

(9) Chayshi mamanman willakun. AMV
chay-shi mama-n-man willa-ku-n
DEM.D-EVR mother-3-ALL tell-REFL-3
‘With that, she told her mother.’

(10) Chayllapaq willakurusa tirruristaman hinaptin chayta wañurachin. AMV
chay-lla-paq willa-ku-ru-sa tirrura-man hinapta
DEM.D-RSTR-ABL tell-REFL-URGT-NPST terrorist-ALL then
chay-ta wañu-ra-chi-n
DEM.D-ACC die-URGT-CAUS-3
‘So they told it to the terrorists and then they killed him.’

It may indicate a very approximate time specification (11).

(11) Trayanqa sabaduman. AMV
traya-nqa sabadu-man
arrive-3.FUT Saturday-ALL
‘She’ll arrive on Saturday [or around there].’
With verbs indicating change of state, quantity or number, it may indicate the result or extent of change (12), (13).

(12) *Pasaypaq runapaq kunvirtirun kabra man.* LT 
*pasaypaq runa-paq kunvirti-ru-n kabra-man*
completely person-ABL convert-URGT-3 goat-ALL
‘Completely, from people they turned into goats.’

(13) *Wiñarun hatun man.* AMV 
*wiña-ru-n hatun-man*
grow-URGT-3 big-ALL
‘She grew tall.’

It may also indicate the goal in the sense of purpose of movement (14), (15). It can usually be translated as ‘to’, ‘toward’.

(14) *Karu karum. ¿Imaynataq, ima man taq hamuranki? AMV* 
*karu karu-m imayna-taq ima-man-taq hamu-ra-nki*
far far-EVD how-SEQ what-ALL-SEQ come-PST-2
‘Very far. How, for what did you come?’

(15) *Chaypaq rishaq wak animalniy man wak infirmuykuna man.* LT 
*chay-paq ri-shaq wak animal-ni-y man wak*
DEM.D-ABL go-1.FUT DEM.D animal-EUPH-Y-ALL DEM.D 
*infirmu-y-kuna-man* 
sick.person-1-PL-LL
‘I’m going to go to my animals and to my sick [husband] and all.’

### 3.3.3.4 Genitive, locative -pa₁, -pa₂

As a genitive, -pa indicates possession (1), (2); it is often paired with possessive inflection (3), (4).

(1) *Runapa umallaña trakillaña kayashqa.* AMV 
*runa-pa uma-lla-ña traki-lla-ña ka-ya-shqa* 
person-GEN head-RSTR-DISC leg-RSTR-DISC be-PROG-NPST
‘There was only the head and the hand of the person.’
3 Substantives

(2) ¿Imaynataq qampa trakikiqa kayan qillu qillucha? sp
imayna-taq qam-pa traki-ki-qa ka-ya-n qillu qillu-cha
how-SEQ you-GEN foot-2-TOP be-PROG-3 yellow yellow-DIM
‘How are your feet nice and yellow?’

(3) Manañam miranñachu ganawningqa paypaqa. AMV
mana-ña-m mira-n-ña-chu ganaw-ni-n-qa pay-pa-qa
no-DISC-EVD reproduce-3-DISC-NEG cattle-EUPH-3-TOP he-GEN-TOP
‘His animals no longer reproduce.’

(4) Puchkanchik. Vakata harkanchik vaka qipa n-pa millwinchik. AMV
puchka-nchik vaka-ta harka-nchik vaka-pa qipa-n-pa
spin-1PL cow-ACC herd-1PL cow-GEN behind-3-LOC
millwi-nchik wool-1PL
‘We spin. We herd the cows and behind the cows, we [twist] our yarn.’

As a locative, -pa indicates temporal (5) and spatial location (6–9).

(5) Manam biranupahinachu. AMV
mana-m biranu-pa-hina-chu
no-EVD summer-LOC-COMP-NEG
‘Not like in summer.’

(6) Trabahu: maypapis maypapis. ACH
trabahu-: may-pa-pis may-pa-pis
work-1 where-LOC-ADD where-LOC-ADD
‘I work wherever, wherever.’

(7) Filapa trurakurun mana hukllachu. AMV
fila-pa trura-ku-ru-n mana huk-lla-chu
line-LOC put-REFL-URGT-3 no one-RSTR-NEG
‘They put themselves in a line – not just one.’
3.3 Substantive inflection

(8) Iskwilapam niytu:kunaqa wawa:kunaqa rinmi. ñuqallam ka: analfabitu. SP
iskwila-pa-m niytu-:-kuna-qa wawa-:-kuna-qa ri-n-mi
school-LOC-EVD nephew-1-PL-LOC baby-1-PL-LOC go-3-EVD
ñuqa-lla-m ka-: analfabitu
I-RSTR-EVD be-1 illiterate
‘My grandchildren and my children are in school. Only I am illiterate.’

(9) Takllawan haluyanchik chaypaqa. Uqa trakla. Yakuwan ichashpa chaypaqa. CH
taklla-wan halu-ya-nchik chay-pa-qa uqa trakla yaku-wan
plow-INSTR plow-PROG-1PL DEM.D-LOC-LOC oca field water-INSTR
icha-shpa chay-pa-qa
toss-SUBIS DEM.D-LOC-LOC
‘We’re plowing with a [foot] plow in there. The oca fields. Adding water in there.’

In all dialects, -paq is often used in place of -pa and -pi as both a locative (10) and genitive (11); in the CH dialect, -traw is used in addition to -pa and -pi as a locative (12), (13). As a genitive, -pa can usually be translated ‘of’ or with a possessive pronoun; as a locative, it can usually translated ‘in’ or ‘on’.

(10) Dimunyum chayqa. Chay ... altu rumipaq ukunpaq yatran. ACH
Dimunyu-m chay-qa chay altu rumi-paq uku-n-paq
Devil-EVD DEM.D-LOC-LOC DEM.D high stone-LOC inside-3-LOC
yatra-n
live-3
‘It was a devil. It ... lives in the stone up inside it.’

(11) ¿Ima paypaq huchan? Qaykuruptingqa hawkam sayakun uñankunata fwiraman diharuptinchik. AMV
ima pay-paq hucha-n qayku-ru-hti-n-qa hawk-a-m
what she-GEN fault-3 corral-URGT-SUBDS-3-LOC tranquil-EVD
say-a-ku-n uña-n-kuna-ta fwira-man diha-ru-hti-nchik
stand-REFL-3 calf-3-PL-ACC outside-ALL leave-URGT-SUBDS-1PL
‘What fault is it of hers? When you toss her into the corral, she stands there calmly when we leave her babies outside.’
3 Substantives

(12) *Pustatrawshi chay mutu.* CH  
*pusta-traw-shi chay mutu*  
clinic-LOC-EVR DEM.D motorcycle  
‘That motorcycle is in the health clinic.’

(13) *Ñuqakunaqa faynatrawmi kaya.* CH  
*ñuqa-kuna-qa fayna-traw-mi ka-ya-*:  
I-PL-TOP community.work.day-LOC-EVD be-PROG-1  
‘We’re in the middle of community work days.’

(14) *Chaytam nin kichwapa:* “Wichayman qatishaq”. AMV  
*chay-ta-m ni-n kichwa-pa wichay-man qati-shaq*  
DEM.D-ACC-EVD say-3 Quechua-LOC up.hill-ALL follow-1.FUT  
‘They say that in Quechua: “I’ll herd it up hill.”’

3.3.3.5 Ablative, benefactive, purposive -paq

As an ablative, -paq indicates provenance in space (1–3) or time (4), (5); origin or cause (6), (7); or the material of which an item is made (8), (9).

(1) *¿Imaytaq lluataykipaq lluqsimulanki?* CH  
*imay-taq llaqta-yki-paq lluqsi-mu-la-nki*  
when-SEQ town-2-ABL go.out-CISL-PST-2  
‘When did you go out from your country?’

(2) *Kustapaq altuta siqaptinchik umanchik nanan.* AMV  
*kusta-paq altu-ta siqa-hti-nchik uma-nchik nana-n*  
coast-ABL high-ACC go.up-SUBDS-1PL head-1PL hurt-3  
‘When we come up from the coast, our heads hurt.’

(3) “*Maypaqaqtaqmi suwamuranki?*” nishpa. LT  
*may-paq-taq-mi suwa-mu-ra-nki ni-shpa*  
where-ABL-SEQ-EVD steal-CISL-PST-2 say-SUBIS  
“Where did you steal it from?” he said.’
3.3 Substantive inflection

(4) *Uchuklla kasa:* **paq, ACH
cuchuk-lla ka-sa--paq
small-RSTR be-PRT-1-ABL
‘From [the time when] I was little.’

(5) *Kanan** **paq riqsinakushun, CH
canan-paq riqsi-naku-shun
now-ABL know-RECIP-1PL.FUT
‘From now on, we’re going to get to know each other.’

(6) *Chay huk walmitaqa talilushpaqa apalunñam uspitalman. Pasaypaq mikuy** **paq alalaypaq, aw? CH
chay huk walmi-ta-qa tali-lu-shpa-qa
DEM.D one woman-ACC-TOP find-URGT-SUBIS-TOP
apa-lu-nña-m uspital-man pasay-paq mikuy-paq
bring-URGT-3-DISC-EVD hospital-ALL completely eat-INF-ABL
alala-y-paq aw
cold-INF-ABL yes
‘When they found the other woman they brought her to the hospital – completely [sick] from hunger and cold, no?’

(7) *Wambray lichi** **paq, kisu** **paq waqaptin ñuqa rikurani urquta. LT
wambra-y lichi-paq, kisu-paq waqa-pty-n ñuqa riku-ra-ni
child-ACC milk-ABL cheese-ABL CRY-SUBDS-3 I go-PST-1
urqu-ta
hill-ACC
‘When my children cried for [because they had no] milk or cheese, I went to the hill.’

(8) *Llikllakuna, punchukuna, puñunakuna, ruwa: lliw lliw imatapis ruwa: kay** **paq mi, kay millwa** **paq mi, ACH
lliklla-kuna, punchu-kuna, puñu-na-kuna ruwa:- lliw lliw
shawl-PL poncho-PL sleep-NMLZ-PL make-1 all all
ima-ta-pis ruwa:- kay-paq-mi kay millwa-paq-mi
what-ACC-ADD make-1 DEM.P-ABL-EVD DEM.P WOOL-ABL-EVD
‘Shawls, ponchos, blankets – everything, everything I make from this, from this yarn.’
3 Substantives

(9) Ayvis ruwani wiqa\textipa{paq} uviha\textipa{paq}. AMV
ayvis ruwa-ni wiqa-paq uviha-paq
sometimes make-1 twisted.\textipa{wool} ABL sheep ABL
‘Sometimes I make them \textipa{out of} twisted wool, \textipa{out of} sheep’s wool.’

As a benefactive, -\textipa{paq} indicates the individual who benefits from – or suffers as a result of – an event (10).

(10) Chay allin chay qarikuna mana ishpayta atipa\textipa{q-paq}. AMV
chay allin chay qari-kuna mana ishp-a-y-ta
dem.d good dem.d man-pl no urinate-IN\textipa{F}-ACC
atipa-q-paq
be.\textipa{able}-AG-BEN
‘This is good for men who can’t urinate.’

As a purposive, -\textipa{paq} indicates the purpose of an event (11), (12).

(11) Quni quni plantam chayqa. Chiri\textipa{paq}mi allin. AMV
quni quni planta-m chay-qa chiri-paq-mi allin
warm warm plant-EVD dem.d-top cold-PURP-EVD good
‘This plant is really warm. It’s good for (fighting) the cold.’

(12) Qawanay\textipa{paq} imawan wañurun nishpa kitrani. AMV
qawa-na-y-paq ima-wan wañu-ru-n ni-shpa kitra-ni
see-NMLZ-1-PURP what-INSTR die-URGT-3 say-SUBIS open-1
‘To see what he died from, I said, and I opened him up.’

-\textipa{paq} may also alternate with -\textipa{pa} and -\textipa{pi} to indicate the genitive (13) or locative (14), (15).

(13) Manam kanchu ñuq\textipa{paq} puchukarun. AMV
mana-m ka-n-chu ñuqa-paq puchuka-ru-n
no-EVD be-3-NEG I-GEN finish-URGT-3
‘There aren’t any – mine are all finished up.’

(14) Asnu alla-allita atuq watakun kunk\textipa{paq} traki\textipa{paq} sugawan watarun. SP
asnu alla-alli-ta atuq wata-ku-n kunka-paq trak-paq
donkey a.lot-a.lot-ACC fox tie-REFL-3 throat-ABL foot-ABL
suga-\textipa{wan} wata-ru-n
rope-INSTR tie-URGT-3
3.3 Substantive inflection

‘The fox tied the donkey up really well. He tied him up with a rope on his neck and on his foot.’

(15) Kay llaqtapaq kundinawmi lliw lliw runata puchukayan. AMV
kay llaqt-apaq kundinaw-mi lliw lliw runa-ta puchuka-ya-n
DEM.D town-LOC zombie-EVD all all person-ACC finish-PROG-3
‘In this town, a zombie is finishing off all the people.’

-paq also figures in a number of fixed expressions (16), (17).

(16) Pasaypaq uyqaytapis puchukarun. ¿Imatataq mikushaq? AMV
pasaypaq uyqa-y-ta-pis puchuka-ru-n ima-ta-taq
completely sheep-1-ACC-ADD finish-URGT-3 what-ACC-SEQ
miku-shaq
eat-1.FUT
‘My sheep are completely finished. What will I eat?’

(17) Kuyayllaapaq waqakuyan yutuqa, kuyakuyllaapaq chay waychawwan yutuqa. sp
kuya-y-lla-paq waqa-ku-ya-n yutu-qa kuya-ku-y-lla-paq
love-INF-RSTR-ABL cry-REFL-PROG-3 partridge-TOP love-REFL-INF-ABL
chay waychaw-wan yutu-qa
DEM.D waychaw.bird-INST partridge-TOP
‘The partridge is singing beautifully. The waychaw and the partridge [sing] beautifully.’

Suffixed to the distal demonstrative chay, -paq indicates a close temporal or causal connection between two events, translating ‘then’ or ‘so’ (18).

(18) Balinaku: “Paqarin yanapamay!” u “Paqarin ŋuqakta chaypaq
talpushun qampaktañanaq”, ninaku:mi. ch
bali-naku: paqarin yanapa-ma-y u paqarin
request.a.service-RECIP-1 tomorrow help-1.OBJ-IMP or tomorrow
ŋuq-ka-ta chay-paq talpu-shun qam-pa-kta-ña-taq
I-ACC DEM.D-ABL plant-1PL.FUT you-GEN-ACC-DISC-SEQ
ni-naku:-mi
say-RECIP-1-EVD
‘We ask for each other’s services. “Help me tomorrow!” or,
“Tomorrow mine then we’ll plant yours,” we say to each other.’
3 Substantives

In comparative expressions, -paq attaches to the base of comparison (19), (20); it may be combined with the Spanish-origin comparatives mihur (mejor ‘better’) and piyur (peor ‘worse’) (21). It can generally be translated ‘for’; in its capacity as a purposive, it can generally be translated ‘in order to’.

(19) *Qayna puntraw*paq* masmi. AMV*

qayna puntraw-paq mas-mi

previous day-ABL more-EVD

‘It’s more than yesterday.’

(20) *Celia*paq*pis masta chawan. SP*

Celia-paq-pis mas-ta chawa-n

Celia-ABL-ADD more-ACC milk-3

‘She milks more than Celia.’

(21) *Pular*paq*pis mas mihur*tam chayqa allukun. ACH*

pular-paq-pis mas mihur-ta-m chay-qa allu-ku-n

fleece-ABL-ADD more better-ACC-EVD DEM.D-TOP wrap-REFL-3

‘Better than fleece – this bundles you up.’

3.3.3.6 Locative -pi

As a locative, -pi indicates temporal (1), (2) and spatial location (3–5).

(1) *Kanan puntrawpi rishaq. AMV*

kanan puntraw-pi ri-shaq

now day-LOC go-1.FUT

‘I’ll go today.’

(2) *¿Uktubri paqwaypiñachu hamunki? CH*

uktubri paqwa-y-pi-ña-chu hamu-nki

October finish-INF-LOC-DISC-Q come-2

‘Are you coming at the end of October?’

(3) *Chaypi chakirusa walantin vistiduntinshi. ACH*

chay-pi chaki-ru-sa wala-ntin vistidu-ntin-shi

DEM.D-LOC dry-URGT-NPST skirt-INCL dress-INCL-EVR

‘There she dried out with her skirt and her dress.’
3.3 Substantive inflection

(4) *Chay lagunapi yatraqñaataq nira, “¿Imaynam qam kayanki puka traki?”* SP
chay laguna-pi yatra-q-ña-taq ni-ra imayna-m qam
DEM.D lake-LOC live-AG-DISC-SEQ say-PST how-EVD you
ka-ya-nki puka traki
be-PROG-2 red foot
‘The one that lives in the lake said, “How do you have red feet?”’

(5) *Kundurñataq atuqta apustirun, “¿Mayqinninchik lastapi urqupi wañurushun?”* SP
kundur-ña-taq atuq-ta apusti-ru-n mayqin-ni-nchik lasta-pi
condor-DISC-SEQ fox-ACC bet-URGT-3 which-EUPH-1PL snow-LOC
urqu-pi wañu-ru-shun
hill-LOC die-URGT-1PL.FUT
‘The condor bet the fox, “Which of us will die in the snow, in the hills?”’

It is used in the expression to speak in a language (6).

(6) *Kastillanupi rimaq chayllamanñam shimin riyan manayá kay kichwa.* AMV
kastillanu-pi rima-q chay-lla-man-ña-m shimi-n ri-ya-n
Spanish-LOC talk-AG DEM.D-RSTR-ALL-DISC-EVD mouth-3 go-PROG-3
mana-yá kay kichwa
no-EMPH DEM.P Quechua
‘Those who speak in Spanish, their mouths are running just there. Not [those who speak in?] Quechua.’

It can be translated as ‘in’, ‘on’, or ‘at’. -pi has a marginal use as a genitive indicating subordinative relations – including, prominently, relationships of possession – between nouns referring to different items (7). In this capacity it is translated as ‘of’ or with a possessive.

(7) *Chay plantapi yatan.* AMV
chay planta-pi yata-n
DEM.D tree-GEN side-3
‘The side of that tree.’
3 Substantives

3.3.3.7 Exclusive -puRa

-puRa – realized -pula in the CH dialect (1) and -pura in all others – indicates the inclusion of the marked individual among other individuals of the same kind. It can be translated as ‘among’ or ‘between’. -puRa is not commonly employed; more commonly employed is the particle intri ‘between’, borrowed from Spanish (entre ‘between’) (2).

(1) Walmipula qutunakulanchik. CH
    walmi-pula qutu-naku-la-nchik
    woman-EXCL gather-RECIP-PST-1PL
    ‘We women gathered amongst ourselves.’

(2) Intrí warmiqa ¿Imatatr ruwanman hapinakushpa? AMV
    intrí warmi-qa ima-ta-tr ruwa-n-man hapi-naku-shpa
    between woman-TOP what-ACC-EVC make-3-COND grab-RECIP-SUBIS
    ‘Between women, what are they going to do when they grab each other?’

3.3.3.8 Reason -rayku

-rayku indicates motivation (1), (2) or reason (3), (4). It generally but not obligatorily follows possessive inflection (1–4).

(1) Chawashiq lichillanrayku riymantiri. AMV
    chawa-shi-q lichi-lla-n-rayku ri-y-man-tri
    milk-ACMP-AG milk-RSTR-3-REASN go-1-COND-EVC
    ‘I could go help milk on account of her milk.’

(2) Papallaykiraykupis awapakuruymant. AMV
    papa-lla-yki-rayku-pis awa-paku-ru-y-man
    potato-RSTR-2-REASN-ADD weave-MUTBEN-URGT-1-COND
    ‘Even for your potatoes, I’d weave.’

(3) Waynayki shamunanrayku. CH
    wayna-yki shamu-na-n-rayku
    lover-2 come-NMLZ-3-REASN
    ‘On account of your lover’s coming.’
3.3 Substantive inflection

(4) Mikunallan\textit{raykus\textit{pis yanukunqatr}. AMV
\textit{miku-na-lla-n\textit{rayku-pis yanu-ku-nqa-tr}
\textit{eat-NMLZ-RSTR-3-REASN-ADD cook-REFL-3.FUT-EVC
\('On account of her food, she’ll probably cook.’

It can generally be translated ‘because’, ‘because of’ or ‘on account of’. \textit{rayku} is not frequently employed: ablative \textit{-paq} is more frequently employed to indicate motivation or reason (5), although this \textit{-paq} does not, as an anonymous reviewer points out, mark the same relation. \textit{-kawsu (Sp. causa ‘cause’)} may be employed in place of \textit{-rayku} (6). Recognized but not attested spontaneously outside AMV and CH.

(5) Qatra vakaqa wanuyan qutranman. Sikintin qaykus\textit{anpaq}. AMV
\textit{qatra vaka-qa wanu-ya-n qutra-n-man siki-ntin
\textit{dirty cow-TOP excrete-PROG-3 lake-3-ALL calf-INCL
\textit{qayku-sa-n-paq
corr\textit{al-PRF-3-ABL
\('That dirty cow is pissing in the reservoir! For having been let out with her calf.’

(6) Manam lichi kanchu. Pastu kawsu. AMV
\textit{mana-m lichi ka-n-chu pastu-kawsu
\textit{no-EVD milk-3 be-3-NEG pasture-grass-cause
\('There’s no milk. Because of the grass.’

3.3.3.9 Accusative \textit{-Kta and -ta}

In the CH dialect, the accusative is realized \textit{-kta} after a short vowel and \textit{-ta} after a long vowel or consonant (1), (2); in all other dialects it is realized as \textit{-ta} in all environments. \textit{-ta} indicates the object or goal of a transitive verb (3), (4).

(1) Tilivisyunta likakuyan, piluta puk\textit{l\textit{laqkunakt\textit{am}. CH
\textit{tilivisyun-ta lika-ku-ya-n piluta puk\textit{lla-q-kuna-kta\textit{m
television-ACC look-REFL-PROG-3 ball play-AG-PL-ACC-EVD
\('They’re watching television, ball players.’

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(2) “Suti:ta tam apakunki”, ¡niy! “Llapanta apakunki”. CH
suti:-ta-m apa-ku-nki ni-y llapa-n-ta apa-ku-nki
name-1-ACC-EVD bring-REFL-2 say -IMP all-3-ACC bring-REFL-2
‘Say, “You’re going to take along my name. You’re going to take along them all.”’

(3) Asñuqa nin, “Ñuqa tarisisayki sugaykitaqa”. sp
asnu-qa ni-n, ñuqa tari-si-sayki suga-yki-ta-qa
donkey-TOP say-3 I find-ACMP-1>2.FUT rope-2-ACC-TOP
‘The mule said, “I’m going to help you find your rope.”’

(4) Wak Kashapatapiñam maqarura César Mullidata. LT
wak Kashapata-pi-ña-m maqa-ru-ra César Mullida-ta
dem.D Kashapata-LOC-DISC-EVD beat-URGT-PST César Mullida-ACC
‘They beat César Mullida there in Kashapata.’

-ta may occur more than once in a clause, marking multiple objects (5), (6) or both object and goal. In case one noun modifies another, case-marking on the head N is obligatory (7); on the modifying N, optional (3).

(5) ¿Maqtakunata pushanki icha pashña-ta? AMV
maqta-kuna-ta pusha-nki icha pashña-ta
young.man-PL-ACC bring.along-2 or girl-ACC
‘Are you going to take the boys or the girl?’

(6) ¡Vakata liiwta qaquruy! Rikurushaq hanaypim. AMV
vaka-ta liw-ta qaqu-ru-y riku-ru-shaq hanay-pi-m
cow-ACC all-ACC toss.out-URGT-IMP go-URGT-1.FUT up.hill-LOC-EVD
‘Toss out the cows, all of them! I’m going to go up hill.’

(7) Sibadata trakrata kwidanchik. AMV
sibada-ta trakra-ta kwida-nchik
barley-ACC field-ACC care.for-1PL
‘We take care of the barley field.’

Complement clauses are suffixed with -ta (8–10).
3.3 Substantive inflection

(8) **Qaqapaq lлуksiyta** atipanchu. Qayakun, “¿Imaynataq kanan lлуqsi-shaq?”

qaa-paq lлуqsi-y-ta atipa-n-chu qaya-ku-n imayna-taq

cliff-ABL go.out-INF-ACC be.able-3-NEG shout-REFL-3 how-SEQ

kanan lлуqsi-shaq

now go.out-1.FUT

‘She couldn’t get off the cliff. She shouted, “Now, how am I going to get down?”’

(9) **Chaypaq kabrata mikuyta** qallakuykun.

chay-paq dem.d-ABL goat-ACC eat-INF-ACC begin-REFL-EXCEP-3

‘So, the fox started to eat the goat.’

(10) **Wambra willasuptiki imayna kutirimusanta.**

wambra willa-su-pi-ki imayna kuti-ri-mu-sa-n-ta

child tell-3>2-SUBDS-3>2 how return-INCEP-URGT-PRF-3-ACC

‘When the children told you how they had returned.’

-ta always attaches to the last word in a multi-word phrase (11).

(11) **Chayshi yatraruñ kundur kashanta.**

chay-shi yatra-ru-n kundur ka-sha-n-ta

DEM.D-EVR know-URGT-3 condor be-PRF-3-ACC

‘That’s how they found out he was a condor.’

With -na nominalizations, -ta may be omitted. In many instances, -ta does not indicate accusative case. -ta may indicate the goal of movement of a person, as in (12) and (13), -n-ta may indicate PATH (14) (see also §§3.3.3.1, ex. (7)).

(12) **Siqashpaqa chuqaykaramun ukuta almataqa.**

siqa-shpa-qa chuqa-yka-ra-mu-n uku-ta alma-ta-qa

ascend-SUBIS-TOP throw-EXCEP-URGT-CISL-3 inside-ACC soul-ACC-TOP

‘Going up, he threw the ghost inside.’

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6 Thanks to Willem Adelaar for pointing this out to me.
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(13) **Qiñwaltam** riqani yanta qipikuq. AMV
    qiñwal-ta-m riq-a-ni yanta qipi-ku-q
    ‘I went **to the quingual grove** to carry firewood.’

(14) **Ukunta** shamushpa. Qaunanta shamushpapis. CH
    uku-n-ta shamu-shpa Qaqun-a-n-ta shamu-shpa-pis
    ‘Coming **via the interior.** Coming **via Qauna.**’

-**ta** marks substantives – nouns, adjectives, numerals, derived nouns – when they function as adverbs (15–18).

(15) **Kikinqa** allintaraqtq gusaq. sp
    kiki-n-qa allin-ta-raq-taq gusa-q
    ‘They themselves enjoyed them well still.’

(16) **Rupanchikta** trurakunchik qilluta. AMV
    rupa-nchik-ta trura-ku-nchik qillu-ta
    ‘We dress ourselves **in yellow.**’

(17) **Ishkay ishkaytam** plantaramuni. AMV
    ishkay ishkay-ta-m planta-ra-mu-ni
    ‘I planted them **two by two.**’

(18) “**Kumpadri, ¿Imaynataq waqayanki qamqa? ¡Kuyayllata waqanki!**”
    nin. sp
    kumpadri, imayna-taq waqa-ya-nki qam-qa kuya-y-lla-ta
    compadre why-seq cry-prog-2 you-top love-inf-rstr-acc
    waqa-nki ni-n
    cry-2 say-3
    ‘“**Compadre, why are you crying? How lovely you sing!**” he said.’

It may also mark an item directly affected by an event or time period culminating in an event (19).
3.3 Substantive inflection

(19) *Chay huk madrugaw trinta i unu di abrilta lluqsirun waway. AMV*  
[chay huk madrugaw trinta i unu di abril-ta]  
[lluqsi-ru-n wawa-y]  
‘On that morning, the thirty-first of April, my son left the house  
[and was kidnapped].’

With verbs referring to natural phenomena, -ta may mark a place affected by an event (20), (21).

(20) *Yakupis tukuy pampata rikullaq. AMV*  
yaku-pis tukuy pampa-ta ri-ku-lla-q  
‘The water, too, would go all over the ground.’

(21) *¿Llaqtaykita paranchu? AMV*  
llaqta-yki-ta para-n-chu?  
‘Does it rain on your town?’

With verbs of communication, it may mark the person receiving the communication (22), (23).

(22) *“Kay swirupis allquypaqpis. Faltan”, nikurunshi subrinuntaqa. LT*  
kay swiru-pis allqu-y-paq-pis falta-n ni-ku-ru-n-shi  
subrinu-n-ta-qa  
‘This whey of mine, too, is for my dog. There isn’t enough,” he said to his nephew.’

(23) *Tarpuripchinikpis mikunchu wak Shullita wak Erminio-ta nini. AMV*  
tarpu-ri-hti-nchik-pis miku-n-chu wak Shulli-ta wak Erminio-ta ni-ni  
‘If we plant it, they won’t eat it, I said to my younger brother, to Erminio.’
3 Substantives

3.3.3.10 Instrumental, comitative -wan

-wan indicates means or company. -wan may mark an instrument or item which is essential to the event (1), (2).

(1) Chaymi qalatuykushpa kuriyanwan alli-allita chikutita qura. LT chay-mi qalatu-yku-shpa kuriya-n-wan alli-alli-ta chikut-i-ta qu-ra
strip.naked-EXCEP-SUBIS belt-3-INSTR good-good-ACC whip-ACC give-PST
‘Then they stripped him naked and gave him a whipping with his belt.’

(2) Qaliqa takllawami halun. Qipantañaqta kulpakta maqanchik pikawan. CH qali-qa taklla-wan-mi halu-n qipa-n-ta-ña-taq plow-INSTR-EVD turn.earth-3 behind-3-ACC-DISC-SEQ kulpa-kta maqa-nchik pik-u-wan clod-ACC hit-IPL pick-INSTR
‘Men turn the earth with a [foot] plow. Behind them, we break up the clods with a pick.’

-wan marks all means of transportation (3).

(3) Karruwantri kapas trayamunña. Mutuwanshi hamula. CH karru-wan-tri kapas traya-mu-n-ña mutu-wan-shi car-INSTR-EVC maybe arrive-CISL-3-DISC motorcycle-INSTR-EVR hamu-la come-PST
‘Maybe she came on the bus. She came by motorbike, she says.’

It may mark illnesses (4).

(4) ¿Prustatawantri kayanki? CH prustata-wan-tri ka-ya-nki prostate-INSTR-EVC be-PROG-2
‘Would you have prostate [problems]?’
-wan may mark any animate individual who takes part in an event together with the performer (5), (6); it may also mark the actor in an event referred to by a causative verb (7).

(5) Taytachalla:wan kawsakura: mamachalla:wan kawsakura:. Mama:qa huk kumprumisuwan rikun huk lawta. ACH
tayta-challa:--wan kawsa-ku-ra: mamachalla:--wan
father-DIM-RSTR-1-INSTR live-REFL-PST-1 mother-DIM-RSTR-1-INSTR
kawsa-ku-: mama:--qa huk kumprumisu-wan ri-ku-n
live-REFL-PST-1 mother-1-TOP one commitment-INSTR go-REFL-3
huk law-ta
one side-ACC
'I lived with just my grandfather and my grandmother. My mother went to another place with another commitment.'

(6) ¿Imapaqmi wak kundinawwan puriyanki? AMV
ima-paq-mi wak kundinaw-wan puri-ya-nki
what-PURP-EVD DEM.D zombie-INSTR zombie-PROG-2
'Why are you walking around with that zombie?'

mana-raq-mi qari:--pis ka-ra-raq-chu sapa-lla: wak
no-CONT-EVD man-1-ADD be-PST-CONT-NEG alone-RSTR-1 DEM.D
wasi-pa puñu-ku-ra: vaka:--wan
house-LOC sleep-REFL-PST-1 cow-1-INSTR
'I still didn’t have my husband. I slept alone in my house with my cows.'

wan may mark coordinate relations between nouns or nominal groups; case matching attaches to all items except the last in a coordinate series (8). It can usually be translated ‘with’.

(8) Milawan Aliciawan Hilda trayaramun. AMV
Mila-wan Alicia-wan Hilda traya-ra-mu-n
Mila-INSTR Alicia-INSTR Hilda arrive-URGT-CISL-3
'Hilda arrived with Mila and Alicia.'
3 Substantives

3.3.3.11 Possible combinations

Combinations of case suffixes are rare. They do occur, however, notably with -pa, -wan, and -hina. Where a noun phrase marked with genitive -pa or -paq functions as an anaphor, the phrase may be case marked as its referent would be (1), (2). Note that in (2) the accusative has no phonological reflex in the English gloss.

(1) Paqarin yanapamay u paqarin ñuqapakta chaypaq talpashun qampaktañataq ch
  paqarin yanapa-ma-y u paqarin ñuqa-pa-kta chay-paq
tomorrow help-1.OBJ-IMP or tomorrow I-GEN-ACC DEM.D-ABL
talpu-shun qam-pa-kta-ña-ta
plant-1PL.FUT you-GEN-ACC-DISC-SEQ
'Help me tomorrow or tomorrow mine and then we’ll plant yours.'

(2) Piluntaqa yupayanshari chay chapupaqta. Ushachinchu yupayta. AMV
  pilu-n-ta-qa yupa-ya-n-sh-ari chay chapu-paq-ta
hair-3-ACC-SEQ count-PROG-3-EVR-ARI DEM.D dog-GEN-ACC
  ushachi-n-chu yupa-y-ta
be.able-3-NEG count-INF-ACC
'He’s counting the hairs of that small [hairless] dog, but he can’t count them.'

In addition to functioning as a case marker, -wan also serves to conjoin noun phrases. In this capacity, -wan may follow other case markers (3), (4).

(3) Mishkita yawarnintam mikurunchik mutintawan papantawan. AMV
  mishki-ta yawar-ni-n-ta-m miku-ru-nchik
sweet-ACC blood-EUPH-3-ACC-EVD eat-URGT-1PL
  muti-n-ta-wan papa-n-ta-wan
hominy-3-ACC-INSTR potato-3-ACC-INSTR
'Vee eat its delicious blood with hominy and with potatoes.'

(4) Chay kabranpawan vankanpawantri kisuchan. AMV
  chay kabr-n-pa-wan vaka-n-pa-wan kisu-cha-n
DEM.D goat-3-GEN-INSTR cow-3-GEN-INSTR cheese-DIM-3
'Her cheese would be from her goats’ [milk] and from her cows’ [milk].'
3.3 Substantive inflection

Elicited examples (5), (6) follow Parker (1976).

(5) *Qari purawan kambyashun.* † AMV
    qari-pura-wan kambya-shun
    man-EXCL-INSTR change-1PL.FUT
    ‘Let’s exchange husbands [for one another].’

(6) *Piliyarachin wambrapurata.* † AMV
    piliya-ra-chi-n wambrapura-ta
    fight-URGT-CAUS-3 child-EXCL-ACC
    ‘He made the boys fight among themselves.’

Comparative -hina may also combine with other case markers (7), (8).

(7) *Karsil pahinam witrqamara. Wambra:kuna istudyaq pasan.* ACH
    karsil-pa-hina-m witrqa-ma-ra wambra-:-kuna istudy-a-q
    prison-LOC-COMP-EVD close.in-1.OBJ-PST child-1-PL study-AG
    pasa-n
    pass-3
    ‘They closed me in like in a jail. My children leave to study.’

(8) *Kanan vakata pusillaman chawayanchik kabra tahina.* AMV
    kanan vaka-ta pusi-lla-man chawa-ya-nchik kabra-ta-hina
    now cow-ACC cup-RSTR-ALL milk-PROG-1PL goat-ACC-COMP
    ‘Now we milk a cow into a cup like a goat.’

3.3.3.12 More specific noun-noun relations

Noun-noun relations more specific than the ‘in’ and ‘of’, for example, of -pi and -pa are expressed by noun phrases headed by nouns which name relative positions (see §3.2.1.4 on locative nouns) (1–4). Such nouns include, for example, *qipa* ‘rear’; *hawa* ‘top’; and *trawpi* ‘center’. The head (relational) noun is inflected for person, agreeing with the noun to which it is related; this noun may be inflected with genitive -pa (*pantyun-pa qipa-n* ‘behind the cemetery’ lit. ‘of the cemetery its behind’).
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(1) **Wak urqu qipa-n-pa karu karutam muyumunchik.** AMV
wak urqu qipa-n-pa karu karu-ta-m muyu-mu-nchik
DEM.D hill behind-3-LOC far far-ACC-EVD circle-CISL-1PL
‘We circle around very far behind that hill.’

(2) **Kundur tiya-ya-n rumi hawa-n-pa ima-tri-ki.** SP
kundur tiya-ya-n rumi hawa-n-pa ima-tri-ki
condor sit-PROG-3 rock top-3-LOC what-EVC-IKI
‘The condor must be sitting on top of a rock.’

(3) **Waka ukunpatriki runa wañura unay.** ACH
waka uku-n-pa-tri-ki runa wañu-ra unay
ruins inside-3-LOC-EVC-IKI person die-PST before
‘Inside the ruins, people must have died before.’

(4) **Wak wambra qaga trawpointam pasayan manam manchakuyan.** AMV
wak wambra qaga trawpi-n-ta-m pasa-ya-n mana-m
DEM.D child cliff center-3-ACC-EVD pass-PROG-3 no-EVD
mancha-ku-ya-n
scare-REFL-PROG-3
‘That boy passes between the cliffs. He’s not afraid.’

3.4 Substantive derivation

In **syq**, as in other Quechuan languages, suffixes deriving substantives may be divided into two classes, governing and restrictive. Governing suffixes may be further divided into two subclasses: those which derive substantives from verbs (**-na**, **-q**, **-sHa**, **-y**) and those which derive substantives from other substantives (**-ntin**, **-sapa**, **-yuq**, **-masi**). **Syq** has a single restrictive suffix deriving substantives, diminutive **-cha**. **-lla** also functions to restrict substantives, but it is treated here not as a derivational morpheme but as an enclitic. §§3.4.1 and 3.4.2 cover the the governing suffixes deriving substantives from verbs and those deriving substantives from other substantives, respectively.

3.4.1 Substantive derived from verbs

Four suffixes derive substantives from verbs in **syq**: **-na**, **-q**, **-sHa**, and **-y**. All four form both relative and complement clauses. **-na**, **-q**, **-sHa**, and **-y** form subjunc-
3.4 Substantive derivation

tive, agentive, indicative, and infinitive clauses, respectively. The nominalizing
suffixes attach directly to the verb stem, with the exception that the first- and
second-person object suffixes, -wa/ma and -sHa, may intervene. §3.4.1.1–3.4.1.4
cover -na, -q, -sHa, and -y in turn.

3.4.1.1 -na

-na derives nouns that refer to (a) the instrument with which the action named
by the base is realized (alla-na ‘harvesting tool’) (1), (2); (b) the place in which
the event referred to occurs (michi-na ‘pasture’) (3); and (c) the object in which
the action named by the base is realized (upya-na ‘drinking water’, milla-na ‘naus-
sea’) (4), (5).

(1) Mulinchik makina-paq kamcharinchik kallanapa. AMV
mulin-chik makina-paq kamcha-ri-nchik kalla-na-pa
grind-1PL machine-LOC toast-1CEP-1PL toast-NMLZ-LOC
‘We grind it in a machine and then we toast it in the toasting pan.’

(2) Llikllakuna, punchukuna, puñunakuna ruwa:. ACH
liklla-kuna, punchu-kuna, puñu-na-kuna, ruwa-:
shawl-PL poncho-PL sleep-NMLZ-PL make-1
‘I make shawls, ponchos and blankets.’

(3) Iskina hawanpa michinayki. AMV
iskina hawa-n-pa michi-na-yki
corner above-3-LOC pasture-NMLZ-2
‘Above the corner where you pasture.’

(4) Mamayqa wichayta mikunayta apashpa asnu-chanwan kargachakusa
hamuq. AMV
mama-y-qa wichay-ta miku-na-y-ta apa-shpa
mother-1-LOC up.hill-ACC eat-NMLZ-1-ACC bring-SUBIS
asnu-cha-n-wan karga-cha-ku-sa hamu-q
donkey-DIM-3-INST carry-DIM-REFL-PRF come-AG
‘My mother would come up hill bringing my food, carrying it with
her donkey.’
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(5) **Mikunantapis lliw lliwshi sibadanta trigunta ima kaqtapis katriwan takurachisa.** ACH
miku-na-n-ta-pis lliw lliw-shi sibada-n-ta trigu-n-ta ima eat-NMLZ-3-ACC-ADD all all-EVR barley-3-ACC wheat-3-ADD what ka-q-ta-pis katri-wan taku-ra-chi-sa
be-AG-ACC-ADD salt-INSTR mix-URGT-CAUS-NPST
‘Their **food**, too, everything, everything, their barley, their wheat, anything, they mixed it with salt.’

Followed by a possessive suffix plus the copula auxiliary inflected for third person (null just in case tense/aspect are not specified), -na indicates necessity (i.e., it forms a universal deontic/teleological modal) (*taqsa-na-yki* ‘you have to wash’) (6), (7).

(6) **Sibadayta wayrachishaq abasniyta pallanay kayan.** AMV
sibada-y-ta wayra-chi-shaq abas-ni-y-ta palla-na-y barley-1-ACC wind-CAUS-1.FUT broad.beans-EUPH-1-ACC pick-NMLZ-1 ka-ya-n
be-PROG-3
‘I’m going to winnow my barley – **I have to pick** my broad beans.’

(7) **Hinata risani yanukunay kakuyaptin.** LT
hina-ta risa-ni yanu-ku-na-y ka-ku-ya-pti-n
thus-ACC pray-1 cook-REFL-NMLZ-1 be-REFL-PROG-SUBDS-3
‘I pray like that – when he’s there, **I have to cook**.’

The past tense of necessity is formed by adding *ka-RQa*, the third person simple past tense form of *ka*– ‘be’ (*palla-na-y ka-ra* ‘I had to pick’) (8), (9).

(8) **Kutikamura qari wambra: yaykunan kara manana atiparachu.** ACH
kuti-ka-mu-ra qari wambra-: yayku-na-n ka-ra return-PASSACC-CISL-PST man child-1 enter-NMLZ-3 be-PST mana-ña atipa-ra-chu
no-DISC be.able-PST-NEG
‘My son came back – he **was supposed** to enter [university] but he couldn’t any more.’
3.4 Substantive derivation

(9) Shinkakunaqa kasunan kara madriqa rabyasatr kutin. AMV
shinka-kuna-qa kasu-na-n ka-ra madri-qa
drunk-PL-TOP pay.attention-NMLZ-3 be-PST nun-TOP
rabya-sa-tr kuti-n
be.mad-PRF-EVC return-3
‘The drunks had to pay [should have paid] attention. The nun must have gotten mad.’

In combination with the purposive case suffix -paq, -na forms subordinate clauses that indicate the purpose of the action in the main clause (qawa-na-y-paq ‘so I can see’) (10–13).

(10) Ganawkuna michina:paq chay chaytam trakra trabahana:paq. SP
ganaw-kuna michi-na-:-paq chay chay-ta-m trakra
cattle-PL pasture-NMLZ-1-PURP DEM.D DEM.D-ACC-EVD field
trabaha-na-:-paq work-NMLZ-1-PURP
‘So I can herd the cows, so I can work in the fields.’

(11) Tambopaq apamuq kani, “¡Mikuy! ¡Hampishuna ykipaq!” nini. AMV
Tambo-paq apa-mu-q ka-ni, miku-y hampi-shu-na-yki-paq
Tambo-ABL bring-CISL-AG be-1 eat-IMP cure-3>2-NMLZ-3>2-PURP
ni-ni
say-1
‘I used to bring it from Tambopata. “Eat it so it can cure you!” I said.’

(12) Manaña yapa maqashunaykipaq. AMV
mana-ña yapa maqa-shu-na-yki-paq
no-DISC again hit-3>2-NMLZ-3>2-PURP
‘So she doesn’t hit you again.’

(13) “¿Imay ura chay kunihuqa kutimunqa yanapamananpaq?” nin. SP
imay ura chay kunihu-qa kuti-mu-nqa
when hour DEM.D rabbit-TOP return-CISL-3.FUT
yanapa-ma-na-n-paq ni-n
help-1.OBJ-NMLZ-3-PURP say-3
“What time is that rabbit going to come back so he can help me?” said [the fox].’
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-na forms subjunctive complement clauses with the verb muna- ‘want’ (tushu-na-n-ta muna-ni ‘I want her to dance’) (14), (15).

(14) **Pagananta munayan, rantinanta gasolinata.** ACH
paqa-na-n-ta muna-ya-n ranti-na-n-ta gasolina-ta pay-NMLZ-3-ACC want-PROG-3 buy-NMLZ-3-ACC gasoline-ACC
‘He wants her to pay, to buy gasoline.’

(15) **Hinaptinshi paytaqa mana tarpunanta munasachu.** ACH
hinaptin-shi pay-ta-qa mana tarpu-na-n-ta muna-sa-chu then-EVR he-ACC-TOP no plant-NMLZ-3-ACC want-NPST-NEG
‘Then, they say, they didn’t want him to plant.’

-na nominalizations, relative to the event of the main clause, refer to actions still to be completed (16), (17).

(16) **Mansanapaqña wak turun kayan.** AMV
mansa-na-paq-ña wak turu-n ka-ya-n
tame-NMLZ-PURP-DISC DEM.D bull-3 be-PROG-3
‘That bull is to be tamed/for taming already.’

(17) **Ñuqa laqyarushaq sikipaq. Kiputaqa. Laqyapanash kayan.** AMV
ñuqa laqya-ru-shaq siki-paq Kipu-ta-qa
I slap-URGT.1.FUT behind-LOC Kipu-ACC-TOP
laqya-pa-na-sh ka-ya-n
slap-REPET-NMLZ-EVR be-PROG-3
‘I’m going to slap him on the behind. Kipu [a dog]. It’s there to be hit.’

3.4.1.2 Agentive -q

-q is agentive, deriving nouns that refer to the agent of the verb to which it attaches (michi-q ‘shepherd’, ara-q ‘plower’) (1–4).
3.4 Substantive derivation

(1) *Qaripis kanmi wawachikuq.* Wawachin hapishpa. **ACH** qari-pis ka-n-mi wawa-chi-ku-q wawa-chi-n man-ADD be-3-EVD give.birth-CAUS-REFL-AG give.birth-CAUS-3 hapi-shpa grab-SUBIS

‘There are also men *midwives.* Holding on, they birth the baby.’

(2) *Manam munaq kunakta pushakuyan.* **CH** mana-m muna-q-kuna-kta pusha-ku-ya-n no-EVD want-AG-PL-ACC bring.along-REFL-PROG-3

‘They’re bringing along *people who don’t want to.*’


‘That bastard didn’t want [a woman] with a baby, they say. She remained a *single mother,* for sure.’

(4) ¿*Imaynataq wak miyrdaq ganayawan?* **AMV** imayna-taq wak miyrda-q gana-ya-wa-n? how-SEQ dem.D shit-AG win-PROG-1.OBJ-3

‘How is that *shithead* beating me?’

-q nominalizations may form adjectival and relative clauses (*chinka-ku-q pashña* ‘the lost girl’, ‘the girl who was lost’) (5–8).

(5) *Trabahapakuya: llapan rigakuq luna. Trabahaya:* **CH** trabaha-paku-ya:- llapa-n riga-ku-q luna trabaha-ya:- work-MUTBEN-PROG-1 all-3 irrigate-REFL-AG person work-PROG-1

‘All the *people who water* are working, we’re working.’

(6) *Istudyaq wambra kunapaqshi mas mimuryanpaq.* **AMV** istudya-q wambra-kuna-paq-shi mas mimurya-n-paq study-AG child-PL-BEN-EVR more memory-3-PURP

‘For the *children who study,* they say, so that they have more memory.’
3 Substantives

(7)  **maqtawan pashña chinkakuqqa** ACH
    maqta-wan pashña chinka-ku-qqa
    young.man-INSTR girl get.lost-REFL-AG-TOP
    ‘the boy and the girl who were lost’

(8)  **mana rikchaq runakuna sp**
    mana rikcha-q runa-kuna
    no go-AG person-pl
    ‘the people who aren’t going’

With verbs of movement, -q forms complement clauses indicating the purpose of the displacement (*taki-q hamu-nqa* ‘they will come to sing’) (9–11).

(9)  **Maskakuq** wak vikuñachatam *wakchakuq* ritamunki. LT
    maska-ku-q wak vikuña-cha-ta-m wakcha-ku-q
    look.for-REFL-AG DEM.D vicuña-DIM-ACC-EVD raise-REFL-AG
    ri-tamu-nki
go-IRREV-1
    ‘You **left to look** for that little vicuña to **domesticate.**’

(10) **Misa tulaq shamun.** CH
    misa lula-q shamu-n
    mass make-AG come-3
    ‘They **come to hold** mass.’

(11) ¡Haku michiq! Michimushun chay llamata. LT
    haku michi-q michi-mu-shun chay llama-ta
    let’s pasture-AG pasture-CISL-1PL.FUT DEM.D llama-ACC
    ‘Let’s [go to] herd! We’ll herd those llamas.’

With the verb *kay* ‘be’ -q forms the habitual past (*asi-ku-q ka-nki* ‘you used to laugh’) (12–14) (see §4.3.3.3.4).

(12) **Unayqa paykunaqa ... mantilta ruwaq, mantilta burdaq, unayqa. AMV**
    unay-qa pay-kuna-q mantil-ta ruwa-q mantil-ta
    long.ago-TOP he-PL-TOP table.cloth-ACC make-AG table.cloth-ACC
    burda-q unay-qa
    embroider-AG long.ago-TOP
3.4 Substantive derivation

‘Formerly, they used to make table cloths; they used to embroider table cloths, formerly.’

(13) *Huybisnipa dumingunpa kisuta apaq ka: ishkay. ACH*

*Huybis-ni-n-pa dumingu-n-pa kisu-ta apa-q ka:-*

Thursday-EUPH-3-LOC Sunday-3-LOC cheese-ACC bring-AG be-1
ishkay
two

‘On Thursdays and Sundays, I used to bring two cheeses [to sell].’

(14) *Sirdallawan chumakuq kanchik, kaspichallawan aychiq kanchik. Winku purucham kaq. Antis. AMV*

*sirda-lla-wan chuma-ku-q ka-nchik, kaspi-cha-lla-wan*
bristle-RRSTR-INSTR strain-REFL-AG be-1PL stick-DIM-RRSTR-INSTR
aychi-q ka-nchik winku puru-cha-m ka-q antis
stir-AG be-1PL crooked pot-DIM-EVD be-AG before

‘We used to strain it with just bristles, we used to stir it with just a stick. There used to be a crooked little bottle. Before.’

3.4.1.3 Perfective -sHa

-sHa is perfective, deriving stative participles. It is realized as -sa in ACH, AMV, and SP and as -sha in LT and CH. -sHa nominalizations form adjectives (chaki-sa ‘dried’) (1–2) as well as relative (apa-sa-y ‘that I bring’) (3–7), and complement clauses (atipa-sha-y-ta ‘what I can’) (8–10).

(1) *Mandilllaykunaqa chakisa kayan. AMV*

*mandil-lla-y-kuna-qa chaki-sa ka-ya-n*
apron-RRSTR-1-PL-TOP dry-PRF be-PROG-3

‘My aprons and things with them are dry.’

(2) *Wak runapa trakinqa punkisam kayan tulluntri kuyusa kayan. ACH*

*wak runa-pa traki-n-qa punki-sa-m ka-ya-n tullu-n-tri*
DEM.D person-GEN foot-3-TOP swell-PRF-EVD be-PROG-3 bone-3-EVC
*kuyu-sa ka-ya-n*
move-PRF be-PROG-3

‘That person’s foot is swollen, the bone must be moved [out of place].’
3 Substantives

(3) Chay ganaw dividisan wan rikisiyantri. SP
chay ganaw divid-i-sa-n-wan rikisi-ya-n-tri
DEM.D cattle de-vid-i-3-instr get.rich-prog-3-evc
‘They must be getting rich with the cattle that they divided up
among themselves.’

(4) Pampakurun matraymanqa chay wañusan tardiqa. AMV
pampa-ku-ru-n matray-man-qa chay wañu-sa-n tardi-qa
bury-urgt-3 cave-all-top DEM.D die-3-prf-3 afternoon
‘They buried him in a cave the afternoon that he died.’

(5) Unay imas pasamashanchik ... CH
unay ima-s pasa-ma-sha-nchik
before what-ADD pass-1.obj-1pl
‘Before, anything that happened to us ...’

(6) kalamina rantishanchikkuna LT
kalamina ranti-sha-nchik-kuna
corrugated.iron buy-1pl-pl
‘the tin roofing that we bought’

(7) Ratuskamanshi kisuta ruwasaykita qawanqa. AMV
ratus-kaman-shi kisu-ta ruwa-sa-yki-ta qa-wa-nqa
moments-lim-evr cheese-acc make-prf-2-acc see-3.fut
‘A little later, she says, she’ll see the cheese that you made.’

(8) ¿Imatataq kanan ŋuqa Lutupa ubihawan yatrasayta willakushaq? AMV
ima-ta-taq kanan ŋuqa Lutu-pa ubiha-wan yatra-sa-y-ta
what-acc-seq now I Lutu-loc sheep-instr live-1-acc
willa-ku-shaq
tell-urgt-1.fut
‘Now what am I going to tell you about what I lived in Lutu with my
sheep?’

(9) Luchashaq. Atipashaytatrik ruwakushaq. LT
lucha-shaq atipa-sha-y-ta-tri-k ruwa-ku-shaq
fight-1.fut be.able-prf-1-acc-evc-ik make-urgt-1.fut
‘I’ll fight. I’ll do what I can.’
3.4 Substantive derivation

(10) Ñuqapataqa silinskyu kaptin munashantaña ruwayan. LT
ñaqa-pa-ta-qa silinskyu ka-pty n muna-sha-n-ta-ña
I-GEN-ACC-TOP abandoned be-SUBDS-3 want-PRF-3-ACC-DISC
ruwa-ya-n
make-PROG-3
‘When it falls silent, they’re doing what they want to my things.’

-sHa complement clauses are common with the verbs yatra- ‘know’, qunqa- ‘forget’, qawa ‘see’ and uyari- ‘hear’ (upya-sa-ta uyari-rqa-ni ‘I heard that he drank’) (11).

(11) Ñuqaqa wambran qipikusan ta qawarqanichu. AMV
ñaqa-qa wambra-n qipi-ku-sa-n-ta qawa-rqa-ni-chu
I-TOP child-3 carry-REFL-PRF-3-ACC see-PST-1-NEG
‘I didn’t see that she carried her baby.’

As substantives, they are inflected with possessive suffixes, not verbal suffixes (ranti-sa-yki *ranti-sa-nki ‘that you sold’); these may be reinforced with possessive pronouns (qam-pa ranti-sa-yki ‘that you sold’) (12).

(12) Qampa rantikurasaykiyá chay shakash. AMV
qam-pa rantiku-ra-sayki-yá chay shakash
you-GEN sell-URGT-2>1-EMPH DEM.D guinea.pig
‘That guinea pig that you sold me.’

-sHa may also form nouns referring to the place where an event, e, occurs (dipurti ka-sha-n ‘where there are sports’) (13–15).

(13) Wambraqa pukllayasanpa tutaykarachin. SP
wambra-qa puklla-ya-sa-n-pa tuta-yka-ra-chi-n
child-TOP play-PROG-PRF-3-LOC night-EXCEP-URGT-CAUS-3
‘Night fell where the girls were playing.’

(14) Tilivisyunta likakuyan piluta pukllaqkunaktam maytraw dipurti kashan kunakta. CH
tilivisyun-ta lika-ku-ya-n piluta puklla-q-kuna-kta-m
television-ACC look-REFL-PROG-3 ball play-AG-PL-ACC-EVD
may-traw dipurti ka-sha-n-kuna-kta
where-LOC sport be-PRF-3-PL-ACC
3 Substantives

‘They’re watching television – the ball-players and where there are sports.’

(15) **Riyasanpiqa trayarun, pwintiman. AMV**
    ri-ya-sa-n-pi-qa traya-ru-n, pwinti-man
    go-PROG-PRF-3-LOC-TOP arrive-URGT-3 bridge-ALL
    ‘He arrived where he was going, at a bridge.’

- **sHa** nominalizations, relative to the **e** of the main clause, refer to actions already completed (16), (17).

(16) **Yapa kutishqa awakusanman. AMV**
    yapa kuti-shqa awa-ku-sa-n-man
    again return-SUBIS weave-REFL-PRF-3-ALL
    ‘When she returned again to what/where she had woven.’

(17) **¿Pi yaykukuntri? Mana ya yatranichu pi kashantapis. AMV**
    pi yayku-ku-n-tri mana ya yatra-ni-chu pi
    who enter-REFL-3-EVC mana EMPH know-1-NEG who
    ka-sha-n-ta-pis
    be-PRF-3-ACC-ADD
    ‘Who would have entered? I don’t know who it was, either.’

3.4.1.4 Infinitive -y

- **y** indicates the infinitive or what in English would be a gerund (**tushu-y** ‘to dance, dancing’) (1), (2).

(1) **Ni puñuy ni mikuy. AMV**
    ni puñu-y ni miku-y
    nor sleep-INF nor eat-INF
    ‘Neither sleeping nor eating.’

(2) **Paqwayanñam talpukuy. CH**
    paqwa-ya-n-ña-m talpu-ku-y
    finish-PROG-3-DISC-EVD plant-REFL-INF
    ‘The planting is finishing up.’
3.4 Substantive derivation

-y nominalizations may refer to the object or event in which the verb stem is realized (ishpa- ‘urinate’ → ishpa-y ‘urine’; nana- ‘hurt’ → nana-y ‘pain’; rupa- ‘burn’ → rupa-y ‘sunshine’) (3–7).

(3) Warminpa ishpaynintosh tuman. AMV
  warmi-n-pa ishpa-y-ni-n-ta-sh tuma-n
  woman-3-GEN urinate-INF-EUPH-3-ACC-EVR drink-3
  ‘He drinks his wife’s urine, they say.’

(4) Traki nanaywan karqani. AMV
  traki nana-y-wan ka-rqa-ni
  foot hurt-INF-INSTR be-PST-1
  ‘I’ve had foot pain.’

(5) Tatal sudayllaña hamukuyan kwirpunchikpapis “¡Chaq! ¡Chaq! ¡Chaq!”
  sutukuyan sudayniki. ACH
  tatal suda-y-lla-ña hamu-ku-ya-n
  completely sweat-INF-RSTR-DISC come-REFL-PROG-3
  kwirpu-nchik-pa-pis chaq chaq chaq sutu-ku-ya-n
  body-1PL-LOC-ADD tak tak tak drip-REFL-PROG-3
  suda-y-ni-ki
  sweat-INF-EUPH-2
  ‘Just a whole lot of sweat is coming out on our bodies – “Chak! Chak! Chak!” – your sweat is dripping.’

(6) ¿Uktubri paqwaypiñachu hamunki? CH
  uktubri paqwa-y-pi-ña-chu hamu-nki
  October finish-INF-LOC-DISC-Q come-2
  ‘Are you coming at the end of October?’

(7) Aligrakuyan suygran wañukusantatr. Manayá pampakuyninpa
  karqachu, ¿aw? AMV
  aligra-ku-ya-n suygra-n wañu-ku-sa-n-ta-tr
  happy-REFL-PROG-3 mother.in-law-3 die-REFL-PRF-3-ACC-EVC
  mana-yà pampa-ku-y-ni-n-pa ka-rqa-chu aw
  no-EMPH bury-REFL-INF-EUPH-3-LOC be-PST-Q yes
  ‘He must be very happy his mother-in-law died. He wasn’t at her burial, was he?’
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-y nominalizations form adjectival and relative clauses (ranti-y kahun ‘bought casket’, yanu-ku-y tardi ‘the afternoon that we cook’) (8–10) and infinitive complement clauses (waqa-ya-ta qalla-ku-n ‘it started to wail’) (11).

(8) Rantiy kahun mana yaykunchu. AMV  
ranti-ya kahun mana yayku-n-chu  
buy-INF coffin no enter-3-NEG  
‘Bought coffins won’t fit it.’

(9) Waqtakunata lluqishpa runas puñuy. ACH  
waqta-kuna-ta lluqsi-shpa runa-s puñu-ya  
hillside-pl-acc go.out-subis person-add sleep-inf  
‘The people, too, asleep, they came out on the hillsides.’

(10) Chay yanukuy tardish almaqa trayamun. AMV  
chay yanu-ku-y tardi-sh alma-qa traya-mu-n  
DEM.D cook-refl-inf afternoon-evr soul-top arrive-cisl-3  
The souls arrive on the afternoon that we cook, they say.’

(11) Waqayta qallakun, “¡Oooh oooohh oooohhhh ooh ooh!” sp  
waqta-y-ta qalla-ku-n oooh oooohh oooohhhh ooh ooh  
cry-inf-acc start-refl-3 oooh oooohh oooohhhh ooh ooh  
‘It started to wail, “Oooh oooohh oooohhhh ooh ooh!”’

The latter are particularly common with the auxiliary verbs muna- ‘want,’ atipa- ‘be able,’ and yatra- ‘know’ (iskribya-ya-ta muna-ni ‘I want to write’) (12–16).

(12) Manañam diskutiytta ñuqa munanichu kayna. LT  
mana-na-m diskuti-y-ta ñuqa muna-ni-chu kayna  
no-disc-evd dispute-inf-acc I want-1-NEG thus  
‘I don’t want to fight about it like this any more.’

(13) ¿Kukata akuykuyta munankichu? AMV  
kuka-ta aku-yku-y-ta muna-nki-chu  
coca-acc chew-excep-inf-acc want-2-q  
‘Do you want to chew coca?’
(14) *Wak vakaypa atakanmi mal kayan puriyta atipanchu.* AMV

wak vaka-y-pa ataka-n-mi mal ka-ya-n puri-y-ta
DEM.D cow-1-GEN leg-3-EVD bal be-PROG-3 walk-INF-ACC
atipa-n-chu
be.able-3-NEG

‘My cow’s leg is hurt – she *can’t walk.*’

(15) *Iskribiytapis usachinichu ni firmaytapis. Total analfabitu.* CH

iskribi-y-ta-pis usachi-ni-chu ni firma-y-ta-pis total
write-INF-ACC-ADD be.able-1-NEG nor sign-INF-ACC-ADD totally
analfabitu
illiterate

‘I *can’t write or sign* [my name], either. Completely illiterate.’

(16) *Mana risakuyta yatrarachu. Satanaswan yatrara.* SP

mana risa-ku-y-ta yatra-ra-chu Satanas-wan yatra-ra
no pray-refl-INF-ACC know-pst-NEG Satan-INSTR live-pst

‘They didn’t *know how to pray.* They lived with Satan.’

Infinitive complements are case-marked with accusative -ta (17).

(17) *Wakhina mana vininu tumayta munashpatri manam yaykuyta munanchu ubihaqa.* AMV

wak-hina mana vininu tuma-y-ta muna-shpa-tri mana-m
DEM.D-COMP no poison take-INF-ACC want-SUBIS-EVC no-EVD
yayku-y-ta muna-n-chu ubiha-qa
enter-INF-ACC want-3-NEG sheep-TOP

‘Like that, not wanting to drink poison, the sheep don’t want to go in.’

In the CH dialect, accusative marking in this structure is sometimes elided, (18).

(18) *Manam lulay munanchu. CH*

mana-m lula-y muna-n-chu
no-EVD make-INF want-3-NEG

‘He doesn’t want to do it.’
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3.4.2 Substantives derived from substantives

Four suffixes derive substantives from substantives in syq: -kuna, -ntin, -sapa, and -yuq. The first two of these – -kuna and -ntin – indicate accompaniment, adjacency, or completeness (llama-n-kuna ‘with her llama’, amiga-ntin ‘with her friends’); -yuq and -sapa indicate possession (llama-yuq ‘person with llamas’, llama-sapa ‘person with more llamas than usual’). §3.4.2.1–3.4.2.4 cover -kuna, -ntin, -sapa; and -yuq, in turn.

3.4.2.1 Non-exhaustivity -kuna$_2$

-kuna$_2$ indicates that the referent of its base is accompanied by another entity, generally of the same class (qusa-yki-kuna ‘your husband and all’) (1–4).

(1) Ispusu:ta mama:kuna tayta:kunakta qayakushpa manam ... hiwyaku:chu. CH
ispusu-:-ta mama-:-kuna tayta-:-kuna-kta qaya-ku-shpa
husband-1-ACC mother-1-PL father-1-PL-ACC call-REFL-SUBIS
mana- m hiwy-ku-:-chu
no-EVD scare-REFL-1-NEG
‘Calling on my husbands and on my mothers and my fathers, I’m not scared.’

(2) Chay kwirpu-yki-kuna mal kanman umaykikuna nananman. AMV
chay kwirpu-yki-kuna mal ka-n-man uma-yki-kuna nana-n-man
DEM.D body-2-PL bad be-3-COND head-2-PL hurt-3-COND
‘Your body among other things could be sick; your head among other things could hurt.’

(3) Wak rikisunninkunata narun warkurun. AMV
wak rikisun-ni-n-kuna-ta na-ru-n warku-ru-n
DEM.D cheese.curd-EUPH-3-PL-ACC DMY-URGT-3 hang-URGT-3
‘She did that, she hung up her cheese curd along with other things.’

(4) “Pachamanka:kuna kayan alli allin mikushun kanan tardi”, nishpa. SP
pachamanka-kuna ka-ya-n alli allin miku-shun kanan
barbecue-PL be-PROG-3 good good eat-1PL.FUT now
tardi ni-shpa
afternoon say-SUBIS

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“There’s a barbecue and all – we’re going to eat really, really well this afternoon,” said [the rabbit].

3.4.2.2 Accompaniment, adjacency -ntin

-ntin indicates that the referent of the base accompanies or is adjacent to another entity (allqu-ntin ‘with her dog’) (1–4).

(1) Vistigashpqa pasakun vistigaq lliw gwardyaantin huysninintin. sp
vistiga-shpa-qa pasa-ku-n vistiga-q lliw gwardya-ntin
investigate-SUBIS-TOP pass-REFL-3 investigate-AG all police-ACMP
huys-ni-ntin
judge-EUPH-ACMP
‘After they investigated, the investigators left with the policemen and judges.’

(2) Hinashpash pwirtanta kandawnintinta kuchura, ¿aw? AMV
hinashpa-sh pwirta-n-ta kandaw-ni-ntin-ta kuchu-ru-sa aw
then-EVR door-3-ACC lock-EUPH-3-ACC cut-URGT-NPST yes
‘Then, they say, they cut the door along with its lock, no?’

(3) Qullqintin riptin krusninintshi qullqintinshi. AMV
qullqi-ntin ri-hti-n krus-ni-ntin-shi qullqi-ntin-shi
money-ACMP go-SUBDS-3 cross-EUPH-INCL-EVR money-ACMP-EVR
‘Leaving with her money – with her cross and with her money, they say.’

(4) Trayamura puntuantin puntuantin payqa. sp
traya-mu-ra punta-ntin punta-ntin pay-qa
arrive-URGT-PST point-ACMP point-ACMP he-TOP
‘He arrived peak by peak, he did.’

3.4.2.3 Multiple possession -sapa

-sapa derives a nouns referring to the possessor of the referent of the base. It differs from -yuq in that what is possessed is possessed in greater proportion than is
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usual\(^7\) (uma ‘head’ → uma-sapa ‘person with a head bigger than usual’, yuya-y ‘memory’ → yuya-y-sapa ‘person with a memory better than usual’). In the literature on Quechua it is sometimes referred to as “super” possession (possession of more than usual).

(1) “¡Ñam tukuchkaniña!” puk, puk, puk sikisapa sapu. AMV
   űna-m tukuchka-ni-ñá puk puk puk siki-sapa sapu
   DISC-EVD finish-DUR-1-DISC puk puk puk behind-MULT.ALL frog
   “I’m already finishing up!” – puk, puk, puk – [said] the frog with the rear bigger than usual.’

(2) Figura alli-allin waqrasapa ukunpa, iglisyapash. AMV
   figura alli-allin waqra-sapa uku-n-pa iglisya-pa-sh
   figure good-good horn-MULT.ALL inside-3-loc church-GEN-EVR
   ‘Inside the church, they say, a statue with horns bigger than usual.’

(3) Qamqa wawasapa kayanki paypis wawasapash churisapash. LT
   qam-qa wawa-sapa ka-ya-nki pay-pis wawa-sapa-sh
   you-TOP baby-MULT.ALL be-PROG-2 he-ADD baby-MULT.ALL-EVR
   churi-sapa-sh
   son-MULT.ALL-EVR
   ‘You have more children than usual. He, too, has more children than usual, more sons than usual, they say.’

3.4.2.4 Possession -yuq

-yuq derives nouns referring to the possessor of the referent of the base (1–3).

(1) Ayvis dimandakurun tiyrayuqkunata. SP
   ayvis dimanda-ku-ru-n tiyra-yuq-kuna-ta
   sometimes denounce-REFL-URGT-3 land-POSS-PL-ACC
   ‘Sometimes they denounced the ones with land.’

(2) Kwirpu:mi hutrayuq. CH
   kwirpu:-mi hutra-yuq
   body-1-EVD fault-POSS
   ‘My body is the guilty one.’

\(^7\) Thanks to an anonymous reviewer for correcting my understanding of this structure.
3.4 Substantive derivation

(3) Wiñan altupam puka waytachayuqmi. AMV
    wiña-n altu-pa-m puka wayta-cha-yuq-mi
    grow-3 high-LOC-EVD red flower-DIM-POSS-EVD
    'The one with a little red flower grows in the hills.'

Ownership applies to substantives, including interrogative indefinites (4), numerals (5), pronouns (6), and so on.

(4) Imayuqpis kankichu. LT
    ima-yuq-pis ka-nki-chu
    what-POSS-ADD be-2-NEG
    ‘You don’t have anything.’ (lit. ‘you aren’t one with something’)

(5) Kimsayuq kayan. AMV
    kimsa-yuq ka-ya-n
    three-POSS be-PROG-3
    ‘She has three.’ (lit. ‘she is one with three’)

(6) Chayyuq triki chayqa. CH
    chay-yuq-tri-ki chay-qa
    DEM.D-POSS-EVC-IKI DEM.D-TOP
    ‘It must have that.’

In case the base ends in a consonant, the semantically vacuous particle -ni precedes -yuq (7).

(7) Kuknin kasa kaqniqu huknin mana kaqniq. AMV
    huk-ni-n ka-sa ka-q-ni-qu huk-ni-n mana
    one-EUPH-3 be-NPST be-AG-EUPH-POSS one-EUPH-3 no
    ka-q-ni-qu
    be-AG-EUPH-POSS
    ‘One was wealthy, one had nothing.’

[yuq] is in free variation with [qu] following [i] (8).

(8) ¿Ayka watayuq nishurankitaqqa? AMV
    ayka wata-yuq ni-shu-ra-nki-taq-qa?
    how.many year-POSS say-3>PST-3>2-SEQ-TOP
    ‘How old did she tell you she was?’
3 Substantives

-yuq is used in the expression ‘to be N years old’ (9) as well as in the construction of compound numerals (10).

(9) *Chay trunka pichqayuq puntrawnintaqña nam trakrantañañam tapamun.* AMV
  *chay trunka pichqa-yuq punraw-ni-ta-qa ña-m*
  DEM.D ten five-POS day-EUPH-3-ACC-TOP DISC-EVD
  *trakra-n-ta-ña-m tapa-mu-n*
  field-3-ACC-EVD cover-CISL-3
  ‘At fifteen days they cover the field.’

(10) *Imayuqpis kankichu chay wambraykita katrarunki mayurnikikama.* LT
  *ima-yuq-pis ka-nki-chu chay wambra-yki-ta katra-ru-nki*
  what-POSS-ADD be-2-NEG DEM.D child-2-ACC release-URGT-2
  mayur-ni-ki-kama
  older-EUPH-2-LIM
  ‘You don’t have anything and you sent your son to your older
brother.’

-yuq nouns may function adverbially without case-marking or other modification (11), (12).

(11) *Puntantam hamullarqani kuka kintu quqawniyuqlla-m.* SP
  *punta-n-ta-m hamu-lla-rqa-ni kuka kintu*
  point-3-ACC-EVD come-RSTR-PST-1 coca leaf
  *quqaw-ni-yuq-lla-m*
  picnic-EUPH-POSS-RSTR-EVD
  ‘I’ve come by the peak with just a picnic of coca leaves.’

(12) *Pallayara puka pantalunniyuq ginduntaqa nin.* LT
  *palla-ya-ra puka pantalun-ni-yuq gindun-ta-qa ni-ni*
  pick-PROG-PST red pants-EUPH-POSS peach-ACC-TOP say-1
  ‘She was picking peaches in red pants, I said.’

3.4.2.5 Partnership -masi

-masi indicates partnership. It attaches to ns to derive ns generally translated ‘N-mate’ ‘fellow N’ (1), (2), or ‘co-N’ (puñu-q → puñu-q-masi ‘bedmate’). -masi is not very widely employed.
3.4 Substantive derivation

(1) ¡Runamasinchikta mikurunchik, wawqi! AMV
runa-masi-nchik-ta miku-ru-nchik, wawqi
person-PART-1PL-ACC eat-URGT-1PL brother
‘We ate our fellow people, brother!’

(2) Chaywan apakatrakushpam rikakayachin runamasinchiktaqa. LT
chay-wan apa-katra-ku-shpa-m rika-ka-ya-chi-n
dem.d-instr bring-FREQ-REFL-SUBIS-EVD see-PASSACC-PROG-CAUS-3
runa-masi-nchik-ta-qa
person-PART-1PL-ACC-TOP
‘Carrying those [their arms], they made our fellow people look.’

(3) Chay yatraqmasinqa ayqikuyan. AMV
chay yatra-q-masi-n-qa ayqi-ku-ya-n
dem.d live-AG-PART-3-TOP escape-REFL-PROG-3
‘Her neighbor is escaping.’

(4) Qunqaytaqqa, chay ukuchamasin apamun trupataqa. ACH
qunqaytaq-qa, chay ukucha-masi-n apa-mu-n trupa-ta-qa
suddenly-TOP deM.D mouse-PART-3 bring-CISL-3 tail-ACC-TOP
‘Suddenly, the mouse’s companion [arrived and] took away the tail.’

3.4.2.6 Restrictive suffix: -cha

-cha attaches to nouns to derive nouns with the meaning ‘little N’ (1–3).

(1) Wambra, uchuchuk wambra. Kayna wambrachakunalla. LT
wambra uch-uchuk wambra kayna wambra-cha-kunalla
child small-small child thus child-DIM-PL-RSTR
‘Little, little children – like this – just small children.’

(2) Santupa karqa kurunachankuna. AMV
Santu-pa ka-rqa kuruna-cha-n-kuna
Saint-GEN be-PST crown-DIM-3-PL
‘The saints had their little crowns.’
3 Substantives

(3) *Turnuchawan ānuqakunaqa trabaha:* ch
turnu-cha-wan ānuqa-kuna-qa trabaha-:
turn-DIM-INSTR I-PL-TOP work-1
‘We work by short turns.’

It may also express an affectionate attitude toward the referent of N (4).

(4) *Katramuy indikananpaq, Hildacha.* AMV
katra-ra-mu-y indika-na-n-paq Hilda-cha
send-URGT-CISL-IMP indicate-NMLZ-3-PURP Hilda-DIM
‘Send him so that he shows him, Hilda, dear.’

(5) is taken from a song in which a girl addresses her lover.

(5) *Pulvucha paq tapaykullasa, wayracha paq apaykullasa, kay sityuchaman trayaykamunki.* sp
pulvu-cha-paq tapa-yku-lla-sa wayra-cha-paq
dust-DIM-ABL cover-EXCEP-RSTR-PRF wind-DIM-ABL
apa-yku-lla-sa kay sityu-cha-man traya-yka-mu-nki
bring-EXCEP-RSTR-PRF DEM.P place-DIM-ALL arrive-EXCEP-CISL-2
‘Covered with dust, carried by the wind, you’re going to come to this place.’

Applied to other substantives -cha may function as a limitative. In these cases, it is generally translated ‘just’ or ‘only’ (6).

(6) *Chaychapam kakullayan.* AMV
chay-cha-pa-m ka-ku-lla-ya-n
DEM.D-DIM-LOC-EVD be-REFL-RSTR-PROG-3
‘It’s just right there.’

The forms *Mama-cha* (mother-DIM) and *tayta-cha* (father-DIM) are lexicalized, meaning ‘grandmother’ and ‘grandfather’ respectively (7).

(7) *Tiyupa sirvintin mamacha:pis sirvintin ānuqa kara:* AMV
tiyu-:-pa sirvinti-n mama-cha-:-pis sirvinti-n ānuqa ka-ra-:
uncle-1-GEN servant-3 mother-DIM-1-ADD servant-3 I be-PST-1
‘I was my uncles’s and my grandmother’s servant.’
In addition to -cha, speakers sometimes employ the borrowed Spanish diminutive suffix, -itu/a (or its post-consonant form -citu/a) (8).

(8) *Chay urunguysitu lluqsimushqa chay kahapaq. AMV*
*chay urunguy-situ lluqsi-ra-mu-shqa chay kaha-paq*
*DEM.D fly-DIM go.out-URGT-CISL-SUBIS DEM.D coffin-ABL*

‘That little fly came out of the coffin.’
4 Verbs

This chapter covers the verbal system of Southern Yauyos Quechua. Its four sections treat verb stems, verb types, verbal inflection and verbal derivation, in that order.

4.1 Verb stems

In Southern Yauyos Quechua, as in other Quechuan languages, verb stems always end in a vowel (yanapa- ‘help’). Verb stems are bound forms: with the single exception of haku ‘let’s go!’ they never appear in isolation. They are subject to both inflectional and derivational processes, both suffixing (wañu-n, die-3, ‘they die’; wañu-chi-n, die-caus-3, ‘they kill’). The order of inflectional suffixes is fixed; the order of derivational suffixes is highly regular but admits exception. Inflection for person is obligatory (*qawa-katra-ya see-freq-prog); derivational processes are optional (qawa-n see-3). The different person suffixes are mutually exclusive; different derivational suffixes may attach in series (qipi-ra-chi-ku-sa carry-urgt-caus-refl-npst ‘she got herself carried’).

4.2 Types of verbs

Quechua verb stems are usually classed as (di-)transitive (qu- ‘give’, riku- ‘see’), intransitive (puñu- ‘sleep’), or copulative (ka- ‘be’). A fourth class can be set apart: onomatopoetic verbs (chuqchuqya- ‘be, make the sound of a calf nursing’). Special cases include the deictic verb hina-, the dummy verb na-, and the combining verbs -naya- ‘give desire’ (§4.4.1.6) and -na- ‘do what, matter, and happen’ (§4.4.1.5). §4.2.1–4.2.4 cover transitive, intransitive, equational, and onomatopoetic verbs, in turn.

4.2.1 Transitive verbs

Transitive verbs are standardly defined for Quechuan languages as those that can take regular-noun direct objects case-marked accusative (llama-ta maqa-rqa ‘They hit the llama’) (1–4).
4 Verbs

(1) *Wak Kashapatapiñam maqarura César Mullidata.* LT
wak Kashapata-pi-ña-m maqarura-ra César Mullida-ta
DEM.D Kashapata-LOC-DISC-EVD beat-URGT-PST César Mullida-ACC
‘They beat César Mullida there in Kashapata.’

(2) *Asñuqa nin, “Ñuqa tarisisayki sugaykitaqa”.* SP
asnu-qa donkey-top ni-n, ñuqa tari-si-sayki suga-yki-ta-qa
‘The mule said, “I’m going to help you find your rope.”’

(3) ¿*Maqtakunata pushanki icha pashña?* AMV
maqta-kuna-ta pusha-nki icha pashña-ta
young.man-PL-ACC bring.along-2 or girl-ACC
‘Are you going to take the boys or the girl?’

(4) ¡*Vakata lliwta qaquruy! Rikurushaq hanaypim.* AMV
vaka-ta lliw-ta qaqu-ru-y ri-ku-ru-shaq
cow-ACC all-ACC toss.out-URGT-IMP go-REFL-URGT-1.FUT
hanay-pi-m up.hill-LOC-EVD
‘Toss out the cows, all of them! I’m going to go up hill.’

In addition to regular transitives, verbs of motion (*lluqsi- ‘leave’) (5) and impersonal (“weather”) verbs (*riti- ‘snow’) (6), (7) may appear in clauses with regular nouns case-marked -ta. In these instances, however, -ta does not indicate accusative case.1

(5) *Yakupis tukuy pampata rikullaq.* AMV
yaku-pis tukuy pampa-ta ri-ku-lla-q
water-ADD all ground-ACC go-REFL-RSTR-AG
‘The water used to run all over the ground.’

(6) ¿*Llaqtaykita paranchu?* AMV
llaqta-yki-ta para-n-chu
town-2-ACC rain-3-Q
‘Does it rain on your town?’

---

1 An anonymous reviewer points out that the verbs in (6) and (7) could be interpreted as transitive (telic) verbs with accusative arguments. *para-*, for example, is interpretable as ‘rain on’ and *pukuta- as ‘cloud over’, in which case -ta in *llaqta-yki-ta and -kta in *llaqta-kta would have to be interpreted as genuine accusatives.
4.2 Types of verbs

(7)  
Tukuy puntraw pukutalunqa llaqta kta. ch  
tukuy puntraw pukuta-lu-nqa llaqta-kta  
all day cloud-URGT-3.FUT town-ACC  
'It’s going to cloud over on the town all day.'

4.2.2 Intransitive verbs

Intransitive verbs are those, like puñu- ‘sleep’ (1) and wiña- ‘grow’ (2), that cannot occur in clauses including a regular noun case-marked accusative (**puñu-ni kama-ta** target meaning: ‘I sleep the bed’). Also included among the intransitives are the impersonal weather verbs, like qasa- ‘freeze’, which do not take subjects (**qasa-ya-n** ‘it’s freezing’).

(1)  
Kamapam ŋuqa puñukuya: ishkayni:. ach  
kama-pa-m ŋuqa puñu-ku-ya:- ishkay-ni:-  
bed-LOC-EVD I sleeprefl-PROG-1 two-EUPH-1  
‘We were both sleeping in bed.’

(2)  
Chaypaqa wiña raptinqa, ¿ayka puntrawnintataq riganchik? amv  
chay-pa-qa wiña-ra-hti-n-qa ayka  
dem.d-LOC-TOP grow-UNINT-SUBDS-3-TOP how.many  
puntraw-ni-ta-taq riga-nchik  
day-EUPH-3-ACC-SEQ irrigate-1PL  
‘When it grows, at how many days do we water it?’

Verbs of motion (**hamu-** ‘come’, **lluqsi-** ‘exit’) form a subclass of intransitive verbs. These often have adverbal complements marked with the directional suffixes -ta (accusative), -man (allative, dative), -paq (ablative) and -kama (limitative) (3), (4), and they may occur in clauses that include a nominalization with the agentive suffix -q indicating the purpose of movement (5), (6).

(3)  
Chay huk madrugaw trinta i unu di abrilta llluqsin run waway. amv  
chay huk madrugaw trinta i unu di abril-ta  
dem.d one morning thirty and one of April-ACC  
lluqsi-ru-n wawa-y  
go.out-URGT-3 baby-1  
‘On that morning, the thirty-first of April, my son left the house  
[and was kidnapped].’

---

2 The weather verbs admit only their corresponding weather nouns for subjects. **Para para-ya-n.**  
‘The rain is raining.’
4 Verbs

(4) *Hinashpa chay* [paq] *wichay* [man] *pasachis* chay Amador
*kaqman* [ñataq]. ACH

then DEM.D-ABL up.hill-ALL pass-CAUS-NPST DEM.D Amador
*ka-q-* [man-*ña-*taq]
be-AG-ALL-DISC-SEQ
‘Then, from there they made them March [to] up high to Don Amador’s place.’

(5) *Llaman qutuq risa*, mayuta pawayashpash saqakarusa. AMV

llama-3 gather-AG go-NPST river-ACC jump-PROG-SUBIS-EVR
*sqa-* [ka-*] [ru-*sa]
go.down-PASSACC-URGT-NPST
‘She went to gather her llamas and when she jumped the river, she fell.’

(6) *Kabraykiwan qatishiq hamusa ninkimiki*. AMV

goat-2-INSTR follow-ACMP-AG come-NPST say-2-EVD-IKI
‘He came to help bring your goats, you said.’

4.2.3 Copulative/equational verbs

syq counts a single copulative verb, *ka-*.. Like the English verb *be*, *ka-* has both copulative (‘I am a llama’) (1), (2) and existential (‘There are llamas’) (3), (4) interpretations.

(1) *Ñuqa-nchik fwarti kanchik*, patachita, mtrakata, trakranchik lluquisqta
*mikushpam*. AMV

*ñuqa-* [nchik] *fwarti* ka-*nchik* patachi-*ta* mtrak-*ta*
I-1PL strong be-1PL wheat.soup-ACC ground.cereal.meal-ACC
*trakra-* [nchik] *lluqui-* [q-*] [ta] *miku-* [shpa-*] [m]
field-1PL come.out-AG-ACC eat-SUBIS-EVD
‘We are strong because we eat what comes out of our fields – wheat soup and machka.’
4.2 Types of verbs

(2) Qammi salvasyunniy kanki. AMV
qam-mi salvasyun-ni-y ka-nki
you-EVD salvation-EUPH-1 be-2
‘You are my salvation.’

(3) Kanña piña turu. AMV
ka-n-ña piña turu
be-3-DISC mad bull
‘There are mean bulls.’

(4) Rantiqpis kantaqm. AMV
ranti-q-pis ka-n-taq-mi
buy-AG-ADD be-3-SEQ-EVD
‘There are also buyers.’

Combined with the progressive, ya-, it may but need not have a stative interpretation as well (equivalent to the Spanish estar) (5), (6).

(5) Cañete, maypahinañatr ka yañchik? Karru, mutu, ¡Asu machu! AMV
Cañete, may-pa-hina-ña-tr ka-ya-nchik karru mutu
Cañete where-LOC-COMP-DISC-EVC be-PROG-1PL bus motorcycle
‘Cañete, like we are where already? Cars, motorcycles – My Lord!’

(6) Qam sumaq sumaq warmi-m kayanki. ACH
qam sumaq sumaq warmi-m ka-ya-nki
you pretty pretty woman-EVD be-PROG-2
‘You are a very pretty woman.’

ka- is irregular: the third person singular present tense form, ka-n, never appears in equational statements, but only in existential statements (7), (8).

(7) Wira wiram matraypi puñushpa, allin pastuta mikushpam. AMV
wira wira-m matray-pi puñu-shpa allin pastu-ta
fat fat-EVD cave-LOC sleep-SUBIS good pasture.grass-ACC
miku-shpa-m
eat-SUBIS-EVD
‘Sleeping in a cave and eating good pasture, my cow is really fat.’

3 The verbal system includes just two irregularities, the second being that haku ‘let’s go’ is never conjugated.
4 Verbs

(8) *Llutasshiki.* LT
   *llutas-shi-ki*
   deformed-EVR-IKI
   ‘They are deformed, they say.’

In these cases, *ka-ya-n* may be employed instead (9), (10).

(9) *Watunqa fiyu fiyu wiqam kayan.* AMV
   *watu-n-qa fiyu fiyu wiqa-m ka-ya-n*
   rope-3-TOP ugly ugly twisted-EVD be-PROG-3
   ‘Her rope is really horrid twisted wool.’

(10) ¿*Alpakachu wak kayan?* AMV
   *alpaka-chu wak ka-ya-n*
   alpaca-Q DEM.D be-PROG-3
   ‘Is that alpaca [wool]?’

4.2.4 Onomatopoetic verbs

Onomatopoetic verbs can be distinguished from other verbs by the shape of their stem. The majority involve the repetition – two to four times – of a syllable or syllable group, most often with the suffixation of -ya. Four patterns dominate:

Pattern 1: ([C₁V₁(C₂)S₁][C₁V₁(C₂)]S₁[C₁V₁(C₂)]S₁) (-ya)(-ku)
Pattern 1 involves the repetition of a single syllable twice or three times, generally with -ya or, more rarely, -ku or -ya-ku, i.e., (S₁S₁S₁ (-ya)(-ku).

*qurqurya* ‘snore’ and *luqluqluyya* ‘boil’ are two good examples. Further examples are given in Table 4.1.

Pattern 2: [C₁V₁(C₂)]S₁[C₃V₁]S₂[C₃V₁]S₂[C₃V₁]S₂(-ya)(-ku)
Pattern 2, like Pattern 1, involves the repetition of a single syllable generally with -ya or, more rarely, -ku or -ya-ku. Pattern 2 differs from Pattern 1, however, in that the repeated syllable is (1) always repeated three times; (2) never includes a coda; and (3) is preceded by a non-cognate syllable which generally if not always includes the same vowel as does the repeated syllable, i.e., S₁S₂S₂(-ya)(-ku).

*bunrururu* ‘thunder’ is a good example of this pattern. Further examples are given in Table 4.2.

Pattern 3:

([[C₁V₁(C₂)]S₁][C₁V₁(C₂)]S₂)U₁[[C₁V₁(C₂)]S₁[C₁V₁(C₂)]S₂]U₁[[C₁V₁(C₂)]S₁[C₁V₁(C₂)]S₂]U₁(-ya)(-ku)
4.2 Types of verbs

Table 4.1: Onomatopoetic verbs Pattern 1 examples

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Verb Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>taqtqa-ya-</td>
<td>knock, make the sound of knocking on wood</td>
</tr>
<tr>
<td>(2)</td>
<td>qurqur-ya-</td>
<td>snore, make the sound of snoring</td>
</tr>
<tr>
<td>(3)</td>
<td>kurrkurr-ya-</td>
<td>ribbit (make the sound of a frog)</td>
</tr>
<tr>
<td>(4)</td>
<td>punpun-ya-</td>
<td>flub-dub, beat (make the sound of the heart)</td>
</tr>
<tr>
<td>(5)</td>
<td>qasqas-ya-</td>
<td>make the sound of dry leaves</td>
</tr>
<tr>
<td>(6)</td>
<td>katkat-ya-</td>
<td>tremble, shake (intrans.)</td>
</tr>
<tr>
<td>(7)</td>
<td>chuqchuq-ya-</td>
<td>nurse, make the sound of an animal nursing</td>
</tr>
<tr>
<td>(8)</td>
<td>pakpak-ya-ku-</td>
<td>make the sound of a guinea pig</td>
</tr>
<tr>
<td>(9)</td>
<td>quullqullqull-ya-</td>
<td>gurgle, make the sound of a stomach</td>
</tr>
<tr>
<td>(10)</td>
<td>luqluqluq-ya-</td>
<td>boil, make the sound of water boiling</td>
</tr>
<tr>
<td>(11)</td>
<td>quququ-ya-ku-</td>
<td>croak (make the sound of a frog)</td>
</tr>
</tbody>
</table>

Table 4.2: Onomatopoetic verbs Pattern 2 examples

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Verb Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>taqlalala-</td>
<td>clang, make the sound of a can knocking against something</td>
</tr>
<tr>
<td>(2)</td>
<td>bunrururu-</td>
<td>thunder, make the sound of thunder</td>
</tr>
<tr>
<td>(3)</td>
<td>challallalla-</td>
<td>drip, make the sound of water dripping</td>
</tr>
<tr>
<td>(4)</td>
<td>lapapapa-ya-</td>
<td>make the sound of a billy goat chasing a female goat</td>
</tr>
</tbody>
</table>

Table 4.3: Onomatopoetic verbs Pattern 3 examples

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Verb Form</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>chiplichipli-</td>
<td>shine, sparkle</td>
</tr>
<tr>
<td>(2)</td>
<td>piiitiiichiwi-</td>
<td>make the sound of a pichusa</td>
</tr>
<tr>
<td>(3)</td>
<td>iraniraniran-ya-ku-</td>
<td>moo (make the sound of a cow)</td>
</tr>
<tr>
<td>(4)</td>
<td>wilwichwilwich-ya-ku-</td>
<td>make the sound of a pheasant</td>
</tr>
</tbody>
</table>

Pattern 3 replaces the single syllable of Pattern 1 with a two-syllable unit, *i.e.*, \([S_1S_2]_U\)[S_1S_2]_U[S_1S_2]_U(-ya)(-ku). One example is *chiplichipli* - ‘sparkle’. Further examples are given in Table 4.3.

Pattern 4: Pattern 4, like Patterns 1 and 3, involves the repetition of a single syllable or two-syllable unit two or three times, generally with -ya or -ku. Pattern 4 differs from Patterns 1 and 3, however, in that the final consonant in the final iteration is eliminated or changed. Examples of this pattern include *waqwaqwaya*- ‘guffaw’ and *chalaqchalanya*- ‘clang’. Table 4.4 supplies more.

There are further, less common variations. For example, *kurutukutu*- ‘make the sound of a male guinea pig chasing a female guinea pig’ involves the repe-
4 Verbs

Table 4.4: Onomatopoetic verbs Pattern 4 examples

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Verbs</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>chalaqchalan/ya-clang</td>
<td>make the sound of metal things coming into contact with each other</td>
</tr>
<tr>
<td>(2)</td>
<td>waqwaqwa-ya-</td>
<td>laugh heartily, guffaw</td>
</tr>
<tr>
<td>(3)</td>
<td>chiwachiwa-ya-ku-</td>
<td>make the sound of a chivillo bird</td>
</tr>
</tbody>
</table>

Division of a three-syllable unit with the elimination of the second syllable in the final iteration.

(1) *Fwirapapis katkatyakuyanchik.* ACH
fwira-pa-pis katkatyaku-ya-nchik
outside-LOC-ADD tremble-PROG-1PL
‘Outside, too, we’re trembling.’

(2) *Tutaña killapa sumaq sumaq kaballiriya hamukuyasa pampata chiplichiplishpa.* AMV
tuta-ña killa-pa sumaq sumaq kaballiriya
night-DISC moon-LOC pretty pretty horse
hamu-ku-ya-sa pampa-ta chiplichipli-shpa
come-REFL-PROG-NPST ground-ACC sparkle-SUBIS
‘At night, under the moon, a beautiful horse was coming across the ground, sparkling.’

(3) *Unayqa wamaq wamaq rayu kakullaq. “¡Qangran! ¡Qangran!” taqlaqyakuq.* AMV
unay-qa wamaq wamaq rayu ka-ku-lla-q qangra-n
before-TOP a.lot a.lot thunder be-REL-RSTR-AG growl-3
qangra-n taqlaqyaku-q
growl-3 rumble-AG
‘Before, there was a whole lot of thunder. “Brrra-boom! Brrra-boom!” It rumbled.’

(4) *Chitchityaku-shpa rikullan kab rakunaqa.* LT
chitchityaku-shpa ri-ku-lla-n kabra-kuna-qa
say.chit.chit-SUBIS go-REFL-RSTR-3 goat-PL-TOP
‘Chit-chitting, the goats left.’
4.3 Verb inflection

4.3.1 Summary

Verbs in syq, as in other Quechuan languages, inflect for person, number, tense, conditionality, imperativeness, aspect, and subordination.

In practice, syq counts three persons: first, second, and third (ñuqa, qam, and pay). Syq verbs inflect for plurality in the first person (-nchik); singular and plural suffixes are identical in the second and third persons (-nki, -n). Although syq makes available a three-way distinction between dual, inclusive and exclusive in the first person plural (ñuqanchik, ñuqanchikkuna, nuqakuna), in practice, in all but the ch dialect, the dual form is employed in all three cases; inclusive and exclusive interpretations are supplied by context, both linguistic and extra-linguistic.

Transitive verbs with non-reflexive first or second person objects inflect for actor-object reference (-wan, -yki, etc.) Verbal inflection in syq marks three tenses, present, past (-RQa), and future (portmanteau); the perfect (-sHa); the progressive (-ya); the present and past conditional (-man (karqa)); and the second person and first person plural imperative (-y, -shun) and third person injunctive (-chun). In practice, syq counts two adverbial subordinating suffixes, one employed when the subjects of the main and subordinated clauses are different (-pti); the other when they are the identical (-shpa). A third subordinating suffix (-shtin), also employed when the subjects of the two clauses are identical, is recognized, if not frequently used. Inflectional suffixes (IA) follow derivational suffixes (DA), if any are present; derivational suffixes attach to the verb stem (VS). Thus, a syq verb is built: VS – (DA) – IA (see §7.1 and 7.12 on constituent order and sentences).

The dialects of syq differ in the suffixes they employ in the first person. One set – AMV and LT – follow the pattern of the QII languages, employing -ni to mark the first-person singular nominative and -wa to mark the accusative/dative; another set – ACH, SP, CH – follow the QI pattern, employing - (vowel length) for the first-person singular nominative and -ma for the accusative dative. The person-number suffixes are: -ni or - (1p), -nki (2p), -n (3p), and -nchik or -ni/ - (1pl). Syq verbs also inflect for actor-object reference. The subject-object suffixes are: -yki (1>2), -wanki or -manki (2>1), -wan or -man (3>1, -shunki (3>2), -wanchik or -manchik (3>1pl), and -sHQayki (1>2.fut). Examples: ni-nki ‘you say’; qawa-yki ‘I see you’ (see §4.3.2).

The simple present tense is unspecified for time. It generally indicates temporally unrestricted or habitual action. The simple present tense is indicated by the
suffixation of person-number suffixes alone; these are unaccompanied by any other inflectional markers. Example: *yanu-ni (sapa punraw) ‘I cook (every day)’ (see §4.3.3.1).

Future suffixes simultaneously indicate person, number and tense. The future suffixes are: -shaq (1p), -nki (2p), -nqa (3p), and -shun (1pl). Note that the second person future suffix is identical to the second person simple present suffix. Examples: *chawa-shaq ‘I will milk’; *pawa-nki ‘you will jump’; *picha-nqa ‘they will sweep’ (see §4.3.3.2).

The simple past tense alone generally does not receive a completive interpretation; indeed, speakers generally translate it into Spanish with the present perfect. The simple past tense is indicated by the suffix -RQa, realized as -rqa in AMV, -ra in ACH, LT, SP, and -la in CH. These are immediately followed by person-number suffixes which are identical to the present tense person-number suffixes with the single exception that the third person is realized not as -n but as -ø. Examples: *qawa-rqa-ni ‘I saw’ or ‘I have seen’; *patrya-la-ø ‘it/they exploded or ‘it/they has/have exploded’; *hamu-ra-nki ‘you came’ or ‘you have come’ (see §4.3.3.3.1).

The quotative simple past tense can be used in story-telling. The quotative simple past is indicated by the suffix -sHQa, realized as -sa in ACH, AMV and SP and -sha in CH and LT. It is sometimes realized in all dialects as -shqa in the first and sometimes last line of a story. Examples: *nasi-sa-: ‘I was born’; *ri-shqa ‘he went’; *hamu-sa-ø ‘they came’ (see §4.3.3.3.2).

Within the morphological paradigm, -sHa – realized as -sa in ACH, AMV and SP and -sha in CH and LT – occupies a slot that seems to be reserved for the perfect. Its interpretation, however, is more subtle and it is most often employed as a completive past. -sHa is immediately followed by the same person-number suffixes as is simple past (i.e., the third person is realized as -ø). Example: *ri-sa-nki ‘you have gone’ (see §4.3.3.3.3).

The iterative past is indicated by the combination – as independent words – of the agentive verb form (V-q) and – in the first and second persons – the corresponding present tense form of the verb -ka ‘to be’. Examples: *ri-q ‘she used to go’; *ri-q ka-nchik ‘we used to go’ (see §4.3.3.3.4).

The conditional (also called “potential” or “irrealis”) covers more territory than does the conditional in English. It corresponds to the existential and universal ability, circumstantial, deontic, epistemic, and teleological modal of English. The regular conditional is indicated by the suffix -man. -man is immediately preceded by person-number suffixes. In the case of the first person singular, the suffixes of the nominal (possessive) paradigm are employed: -γ in the AMV and LT dialects and - in the ACH, CH, and SP dialects. Alternative conditional forms are attested in the second person both singular and plural in the AMV dialect and first person
4.3 Verb inflection

plural in all dialects. -waq indicates the second person conditional; -chuwan, the first person plural conditional. Both these morphemes simultaneously indicate person and conditionality and are in complementary distribution both with tense and inflectional morphemes. The past conditional is formed by the addition of *ka-RQa* – the third person simple past tense form of *ka-* ‘be’ to either the regular or alternative present tense conditional form. Examples: *ri-nki-man* ‘you can go’; *ri-chuwan* ‘we can go’ (see §4.3.4).

Imperative suffixes simultaneously indicate person, number and imperativity. The imperative suffixes are: -y (2p) and -shun (1pl); the injunctive suffix is -chun (1pl). Examples: ¡*Ru-i-y!* ‘Go!’, ¡*Ruwa-shun!* ‘Let’s do it!’, and ¡*Lluqsi-chun!* ‘Let him leave!’ (see §4.3.5).

Progressive aspect is indicated by the derivational suffix -ya. -ya precedes\(^4\) person-number suffixes and time suffixes, if any are present are present. Example: *ri-ya-n* ‘she/he/they is/are going’; *ri-ya-ra-ø* ‘she/he/they was/were going’ (see §4.3.6).

Subordination is not entirely at home with verbal inflection. Subordinating suffixes are different from inflectional suffixes in that, first, they cannot combine with tense, imperativity, or conditionality suffixes, and, second, they are inflected with the person-number suffixes of the nominal paradigm and not those of the verbal paradigm. syq makes use of three subordinating suffixes: -pti, -shpa and -shtin: -pti is used when the subjects of the main and subordinate clauses are different; -shpa and -shtin, when the subjects are identical. Cacra, following the pattern of the qi languages, uses -r (realized [l]) in place of -shpa. -pti is generally translated ‘when’, but also occasionally receives the translations ‘if’, ‘because’, or ‘although’. -shpa may receive any of these translations, but is most often translated with a gerund. -shtin is translated with a gerund exclusively. All three inherit tense, conditionality, and aspect specification from the main-clause verb. -pti always inflects for person-number; -shpa and -shtin never do. Person-number suffixes are those of the nominal paradigm: -y or -: (1p), -Yki (2p), -n (3p), and -nchik (1pl). Examples: Hamu-*pti-ki* lhuqsi-rqa-ø ‘when/because you came, she left’; Kustumba-*shpa* hawka-m yatra-ku-*nchik* ‘When/if we adjust, we live peacefully’ (see §4.3.7).

Table 4.5 summarizes this information. In this and the tables that follow, for reasons of space, unless otherwise specified, all dialects employ the same forms.

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\(^4\) The derivational affixes -mu, -chi, and -ru may intervene between -ya and the inflectional affixes.
The following abbreviations and conventions are employed:

- ‘you’ → you.s/you.pl
- ‘he’ → he/she/it/they
- ‘can …’ → can/could/will/would/shall/should/may/might
- ‘could …’ → could/would/should/might
- ‘when …’ → when/if/because/although/not until or V-ing

A verb appearing inside angled brackets <like this> indicates a root without tense, conditionality or aspect specified.

Dialects differ from each other in four sets of cases. They diverge in terms of (1) their treatment of the first person singular and the first person plural exclusive; (2) their realization of the simple past tense morpheme -RQa; (3) their realization of the perfect morpheme -sHa and (4) their realization of */r/.

Table 4.5 displays the differences among the dialects that are relevant to verbal inflection.

Table 4.5: Verbal inflectional suffixes with different realizations in syQ dialects

<table>
<thead>
<tr>
<th></th>
<th>First person singular</th>
<th>past tense suffix -RQa</th>
<th>Perfect -sHa</th>
<th>Second-person alternative conditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMV</td>
<td>-ni</td>
<td>-rqa</td>
<td>-sa</td>
<td>yes</td>
</tr>
<tr>
<td>ACH</td>
<td>-</td>
<td>-ra</td>
<td>-sa</td>
<td>no</td>
</tr>
<tr>
<td>CH</td>
<td>-</td>
<td>-la</td>
<td>-sha</td>
<td>no</td>
</tr>
<tr>
<td>SP</td>
<td>-</td>
<td>-ra</td>
<td>-sa</td>
<td>no</td>
</tr>
<tr>
<td>LT</td>
<td>-ni</td>
<td>-ra</td>
<td>-sha</td>
<td>no</td>
</tr>
</tbody>
</table>

Tables 4.6 and 4.7 give the verbal inflection paradigm of syQ. All processes are suffixing, i.e., a verb root precedes all inflectional morphemes. Translations are given as if for the verb ni- ‘say.’ Details of form and use as well as extensive examples follow in §4.3.2–4.3.7.
### Table 4.6: Verbal inflection paradigm

<table>
<thead>
<tr>
<th>Tense</th>
<th>1P</th>
<th>2P</th>
<th>3P</th>
<th>1PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>-ni&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-nki</td>
<td>-n</td>
<td>-nchik</td>
</tr>
<tr>
<td></td>
<td>'I say'</td>
<td>'you say'</td>
<td>'he says'</td>
<td>'we say'</td>
</tr>
<tr>
<td>Future</td>
<td>-shaq</td>
<td>-nki</td>
<td>-nqa</td>
<td>-shun</td>
</tr>
<tr>
<td></td>
<td>'I will say'</td>
<td>'you will say'</td>
<td>'he will say'</td>
<td>'we will say'</td>
</tr>
<tr>
<td>Past</td>
<td>-rqa-ni&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-rqa-nki&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-rqa-Ø&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-rqa-nchik&lt;sub&gt;AMV&lt;/sub&gt;</td>
</tr>
<tr>
<td>Past</td>
<td>-ra-ni&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-ra-nki&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
<td>-ra-Ø&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
<td>-ra-nchik&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
</tr>
<tr>
<td>Past</td>
<td>-ra-&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td>-la-nki&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-la-Ø&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-la-nchik&lt;sub&gt;CH&lt;/sub&gt;</td>
</tr>
<tr>
<td>Narrative past</td>
<td>-sa-ni&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-sa-nki&lt;sub&gt;ACH,AMV,SP&lt;/sub&gt;</td>
<td>-sa-Ø&lt;sub&gt;ACH,AMV,SP&lt;/sub&gt;</td>
<td>-sa-nchik&lt;sub&gt;ACH,AMV,SP&lt;/sub&gt;</td>
</tr>
<tr>
<td>Narrative past</td>
<td>-sha-ni&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-sha-nki&lt;sub&gt;CH,LT&lt;/sub&gt;</td>
<td>-sha-Ø&lt;sub&gt;CH,LT&lt;/sub&gt;</td>
<td>-sha-nchik&lt;sub&gt;CH,LT&lt;/sub&gt;</td>
</tr>
<tr>
<td>Narrative past</td>
<td>-sa-&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td>-sha-&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>'I have said'</td>
<td>'you have said'</td>
</tr>
<tr>
<td>Habitual past</td>
<td>-q ka-ni&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-q ka-nki</td>
<td>-q</td>
<td>-q ka-nchik</td>
</tr>
<tr>
<td>Habitual past</td>
<td>-q ka-&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>'I used to say'</td>
<td>'he used to say'</td>
<td>'we used to say'</td>
</tr>
<tr>
<td>Continuative</td>
<td>-ya-ni&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-ya-nki</td>
<td>-ya-n</td>
<td>-ya-nchik</td>
</tr>
<tr>
<td>Continuative</td>
<td>-ya-&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>'I am saying'</td>
<td>'he is saying'</td>
<td>'we are saying'</td>
</tr>
</tbody>
</table>

Continued on next page ...
<table>
<thead>
<tr>
<th>Tense</th>
<th>1P</th>
<th>2P</th>
<th>3P</th>
<th>1PL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conditional</strong>&lt;br&gt; (potential)</td>
<td>-y-man&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-nki-man</td>
<td>-n-man</td>
<td>-nchik-man</td>
</tr>
<tr>
<td></td>
<td>-:-man&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>‘I can ... say’</td>
<td>‘you can ... say’</td>
<td>‘he can ... say’</td>
</tr>
<tr>
<td><strong>Alternative</strong>&lt;br&gt; conditional</td>
<td>×</td>
<td>-waq&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>‘you could ... say’</td>
<td>×</td>
</tr>
<tr>
<td></td>
<td>-y-man karqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-nki-man ka-rqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-n-man ka-rqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-nchik-man ka-rqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>-y-man ka-ra&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-nki-man ka-ra&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
<td>-n-man ka-ra&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
<td>-nchik-man ka-ra&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>-:-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-nki-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-n-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-nchik-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>‘I could ... have said’</td>
<td>‘you could ... have said’</td>
<td>‘he could ... have said’</td>
<td>‘we could ... have said’</td>
</tr>
<tr>
<td><strong>Alternative</strong>&lt;br&gt; past&lt;br&gt; conditional</td>
<td>×</td>
<td>-waq ka-rqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>‘you could ... have said’</td>
<td>×</td>
</tr>
<tr>
<td></td>
<td>-y-man karqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-nki-man ka-rqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-n-man ka-rqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-nchik-man ka-rqa&lt;sub&gt;AMV&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>-y-man ka-ra&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-nki-man ka-ra&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
<td>-n-man ka-ra&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
<td>-nchik-man ka-ra&lt;sub&gt;ACH,LT,SP&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>-:-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-nki-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-n-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-nchik-man ka-la&lt;sub&gt;CH&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>‘I could ... have said’</td>
<td>‘you could ... have said’</td>
<td>‘he could ... have said’</td>
<td>‘we could ... have said’</td>
</tr>
<tr>
<td><strong>Imperative</strong></td>
<td>×</td>
<td>-y</td>
<td>‘Say!’</td>
<td>-chun</td>
</tr>
<tr>
<td><strong>Subordinator</strong>&lt;br&gt; different&lt;br&gt; subjects</td>
<td>-pti-y&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-pti-ki</td>
<td>-pti-n</td>
<td>-pti-nchik</td>
</tr>
<tr>
<td></td>
<td>-pti-&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>when ... I &lt;say&gt;</td>
<td>when ... you &lt;say&gt;</td>
<td>when ... he &lt;say&gt;</td>
</tr>
<tr>
<td><strong>Subordinator</strong>&lt;br&gt; identical subj. 1</td>
<td>-shpa</td>
<td>‘when ... I &lt;say&gt;’</td>
<td>‘when ... you &lt;say&gt;’</td>
<td>‘when ... he &lt;say&gt;’</td>
</tr>
</tbody>
</table>

Continued on next page ...
### Table 4.7: Verbal inflection paradigm, actor-object suffixes

<table>
<thead>
<tr>
<th>Tense</th>
<th>1P</th>
<th>2P</th>
<th>3P</th>
<th>1Pl</th>
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</thead>
<tbody>
<tr>
<td>Present</td>
<td>-shu-nki</td>
<td>'he says to you'</td>
<td>-yki</td>
<td>'I say to you'</td>
</tr>
<tr>
<td>Future</td>
<td>-shu-ra-nki</td>
<td>'he (has) said to us'</td>
<td>-shu-ra-yki</td>
<td>'I (have) said to you'</td>
</tr>
</tbody>
</table>

Continued on next page...
<table>
<thead>
<tr>
<th>Tense</th>
<th>2&gt;1</th>
<th>3&gt;1</th>
<th>3&gt;1pl</th>
<th>1&gt;2</th>
<th>3&gt;2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative past</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-wa-sa-nki&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-wa-sa-ø&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-wa-sa-nchik&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-sa-yki&lt;sub&gt;AMV, ACH, SP&lt;/sub&gt;</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>-wa-sha-nki&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-wa-sha-ø&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-wa-sha-nchik&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-sha-yki&lt;sub&gt;LT, CH&lt;/sub&gt;</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>-ma-sa-nki&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td>-ma-sa-ø&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td>-ma-sa-nchik&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ma-sha-nki&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-ma-sha-ø&lt;sub&gt;CH&lt;/sub&gt;</td>
<td>-ma-sha-nchik&lt;sub&gt;CH&lt;/sub&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘you (have) said to me’</td>
<td>‘he (has) said to me’</td>
<td>‘he (has) said to us’</td>
<td>‘I (have) said to you’</td>
<td>‘he (has) said to you’</td>
<td></td>
</tr>
<tr>
<td>Habitual past</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-wa-q ka-nki&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-wa-q&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>-ma-q ka-nki&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ma-q&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>‘you are saying to me’</td>
<td>‘he is saying to me’</td>
<td>‘he is saying to us’</td>
<td>‘I am saying to you’</td>
<td>‘he is saying to you’</td>
<td></td>
</tr>
<tr>
<td>Continuous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-ya-wa-nki&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-ya-wa-n&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-ya-wa-nchik&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-ya-yki</td>
<td>-ya-shu-nki</td>
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<tr>
<td>-ya-ma-nki&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ya-ma-n&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ya-ma-nchik&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
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<td></td>
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<tr>
<td>‘you are saying to me’</td>
<td>‘he is saying to me’</td>
<td>‘he is saying to us’</td>
<td>‘I am saying to you’</td>
<td>‘he is saying to you’</td>
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</tr>
<tr>
<td>Conditional</td>
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<td></td>
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<td>-wa-nki-man&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-wa-n-man&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-wa-nchik-man&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-yki-man</td>
<td>-shu-nki-man</td>
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<tr>
<td>-ma-nki-man&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ma-n-man&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ma-nchik-man&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
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<tr>
<td>‘you can ... say to me’</td>
<td>‘he can ... say to me’</td>
<td>‘he can ... say to us’</td>
<td>‘I can ... say to you’</td>
<td>‘he can ... say to you’</td>
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<tr>
<td>Alternative conditional</td>
<td></td>
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<tr>
<td>×</td>
<td>×</td>
<td></td>
<td>-wa-chuwan&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
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<td>-ma-chuwan&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
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<td>×</td>
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<tr>
<td>‘he can ... say to me’</td>
<td>‘he can ... say to us’</td>
<td>‘he can ... say to you’</td>
<td>‘he can ... say to you’</td>
<td>‘he can ... say to you’</td>
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Continued on next page...
Table 4.7. Continued from previous page

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<th>Tense</th>
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<th>3&gt;1</th>
<th>3&gt;1pl</th>
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<tr>
<td>Past conditional</td>
<td>-wa-nki-man ka-rqa_{AMV}</td>
<td>-wa-n-man ka-rqa_{AMV}</td>
<td>-wa-nchik-man ka-ra_{LT}</td>
<td>-yki-man ka-rqa_{AMV}</td>
<td>-shu-nki-man ka-rqa_{AMV}</td>
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<tr>
<td></td>
<td>-wa-nki-man ka-ra_{LT}</td>
<td>-wa-n-man ka-ra_{LT}</td>
<td>-wa-nchik-man ka-ra_{LT}</td>
<td>-yki-man ka-ra_{LT}</td>
<td>-shu-nki-man ka-ra_{LT}</td>
</tr>
<tr>
<td></td>
<td>-ma-nki-man ka-ra_{ACH,SP}</td>
<td>-ma-n-man ka-ra_{ACH,SP}</td>
<td>-ma-nchik-man ka-la_{CH}</td>
<td>-yki-man ka-la_{CH}</td>
<td>-shu-nki-man ka-la_{CH}</td>
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<td></td>
<td>-ma-nki-man ka-la_{CH}</td>
<td>'you could ... have said to me'</td>
<td>'he could ... have said to me'</td>
<td>'he could ... have said to us'</td>
<td>'I could ... have said to you'</td>
</tr>
<tr>
<td></td>
<td>'you could ... have said to me'</td>
<td>'he could ... have said to me'</td>
<td>'he could ... have said to us'</td>
<td>'I could ... have said to you'</td>
<td>'he could ... have said to you'</td>
</tr>
<tr>
<td></td>
<td>×</td>
<td>×</td>
<td>-wa-chuwan ka-rqa_{AMV}</td>
<td>×</td>
<td>×</td>
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<tr>
<td>Alternative past conditional</td>
<td>×</td>
<td>×</td>
<td>-wa-chuwan ka-ra_{LT}</td>
<td>×</td>
<td>×</td>
</tr>
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<td>×</td>
<td>-ma-chuwan ka-ra_{LT,ACH,SP}</td>
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<td></td>
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<td>×</td>
<td>-ma-chuwan ka-la_{CH}</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td>Subordinator different subjects</td>
<td>-wa-hti-ki_{AMV,LT}</td>
<td>-wa-hti-n_{AMV,LT}</td>
<td>-wa-hti-nchik_{AMV,LT}</td>
<td>-p-ki</td>
<td>-shu-hti-ki</td>
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<tr>
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<td>-mu-hti-ki_{ACH,CH,SP}</td>
<td>-ma-hti-n_{ACH,CH,SP}</td>
<td>-ma-hti-nchik_{ACH,CH,SP}</td>
<td>'when ... you say to me'</td>
<td>'when ... he says to me'</td>
</tr>
<tr>
<td></td>
<td>'when ... you say to me'</td>
<td>'when ... he says to me'</td>
<td>'when ... he says to us'</td>
<td>'when ... I say to you'</td>
<td>'when ... he says to you'</td>
</tr>
</tbody>
</table>
4 Verbs

4.3.2 Person and number

SYq non-subordinate verbs inflect for actor and object reference; substantives inflect for allocation.

4.3.2.1 Subject

The first person is indicated in both the verbal and substantive paradigms in Ach, Ch, and Sp by -{ACH,CH,SP}; in AMV, LT; these are indicated by -{ni}_{AMV,LT}, and -y_{AMV,LT}, respectively. -: and -ni attach to verb stems (plus derivational or inflectional suffixes, if any are present, with the single exception that -ni cannot precede the conditional suffix -man) (puri-ni, puri-:: ‘I walk’). -: and -y attach to the subordinating suffix -pti (qawa-pti-y, qawa-pti-:: ‘when ... I see’) and to the verb stem in the conditional (lluqsi-y -man, lluqsi-:-man ‘I could leave’).

In all dialects the second person is indicated in the verbal paradigm by -nk in and in the substantive paradigm by -yki. -nk attaches to verb stems (plus derivational or inflectional suffixes, if any are present, except -man) (puri-nk ‘you walk’); the -yki allomorph -ki attaches to the subordinator -pti (qawa-pti-ki ‘when ... you see’). In Cacra, -k indicates that the second person is the object of an action by the first person in the present tense (qu-k ‘I give you’).

-n indicates the third person and -nchik refers to a group that includes the speaker and the addressee and, potentially, others in both the verbal and substantive paradigms. -n and -nchik attach to verb roots (plus derivational and inflectional suffixes, if any are present) (puri-n ‘he/they walk/s’; puri-nchik ‘we walk’) and the subordinating suffix -pti as well (qawa-pti-n ‘when ... you see’ qawa-pti-nchik ‘when ... you see’). This information is summarized in Table 4.8.

4.3.2.2 Actor and object reference

-wa_{AMV,LT} and -ma_{ACH,CH,SP} indicate a first person object. Followed by the second person verb suffix (-{nk}) -wa and -ma indicate that the speaker is the object of action by the addressee (qu-wa-nk, qu-ma-nk ‘you give me’) (1), (2); followed by third person verb suffix (-n), they indicate that the speaker is the object of action by a third person (qu-wa-n, qu-ma-n ‘he/she/they give/s me’) (3), (4).

(1) ¡Dios Tayta! ¿Imata willakuyawanki? AMV
   Dios tayta ima-ta willa-ku-ya-wa-nki
   God father what-ACC tell-REFL-PROG-1.OBJ-2
   ‘My God! What are you telling me?’
4.3 Verb inflection

Table 4.8: Person suffixes by environment

<table>
<thead>
<tr>
<th>Person</th>
<th>verb stem + suffixes</th>
<th>subordinator -shpa</th>
<th>subordinator -pti</th>
<th>substantive (short) i final</th>
<th>substantive (short) a, u final</th>
<th>substantive C. (or long V) final</th>
<th>conditional V. stem + suffixes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ni&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-Y&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-Y&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-Y&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-ni-</td>
<td>-Y&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
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</tr>
<tr>
<td></td>
<td>-i&lt;sup&gt;ACH,CH,SP&lt;/sup&gt;</td>
<td>-i&lt;sup&gt;ACH,CH,SP&lt;/sup&gt;</td>
<td>-i&lt;sup&gt;ACH,CH,SP&lt;/sup&gt;</td>
<td>-i&lt;sup&gt;ACH,CH,SP&lt;/sup&gt;</td>
<td>-ni-</td>
<td>-i&lt;sup&gt;ACH,CH,SP&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-nki</td>
<td>-yki</td>
<td>-ki</td>
<td>-ki</td>
<td>-yki</td>
<td>-ni-ki</td>
<td>-nki</td>
</tr>
<tr>
<td>3</td>
<td>-n</td>
<td>-n</td>
<td>-n</td>
<td>-n</td>
<td>-n</td>
<td>-ni-n</td>
<td>-n</td>
</tr>
<tr>
<td>1PL</td>
<td>-nchik</td>
<td>-nchik</td>
<td>-nchik</td>
<td>-nchik</td>
<td>-nchik</td>
<td>-ni-nchik</td>
<td>-nchik</td>
</tr>
</tbody>
</table>

(2) Qam nimaranki, “¿Kuyurayanchu?” sp qam ni-ma-ra-nki, kuyu-ra-ya-n-chu you say-1.OBJ-PST-2 move-PASSACC-PROG-3-Q ‘You asked me, “Was it moving?”’

(3) Kaywan pampachiwan. AMV kay-wan pampa-chi-wa-n DEM.P-INSTR bury-CAUS-1.OBJ-3 ‘He’ll bury me with this.’

(4) Hapiraman. ACH hapi-ra-ma-n grab-URGT-1.OBJ-3 ‘It took hold of me.’

-nchik pluralizes a first-person object (qu-wa-nchik, qu-ma--nchik ‘he/she/they give/s us’) (5–7).

(5) Lliw lliw mushuq kambyachiwanchik rupanchiktam hinashpam kahunman winawanchik. AMV lliw lliw mushuq kambya-chi-wa-nchik rupa-nchik-ta-m all all new change-CAUS-1.OBJ-1PL clothes-1PL-ACC-EVD hinashpa-m kahun-man wina-wa-nchik then coffin-ALL toss.in-1.OBJ-1PL ‘They change us into brand new clothes. Then they toss us into a coffin.’
4 Verbs

(6) Mancharichimanchik tuta. ACH mancha-ri-chi-man-chik tuta scare-INCEP-CAUS-1.OBJ-1PL night
'It scares us at night.'

(7) Mitamik. Truramanchik kwadirnuman sutinghikta. CH mita-mi-k trura-ma-nchik kwadirnu-man suti-nchik-ta quota-EVD-1K put-1.OBJ-1PL notebook-ALL name-1PL-ACC
'A water quota. They put us, our names, in a notebook.'

Followed by second person imperative suffix (-y), -wa/-ma indicates that the speaker is the object of action by the addressee (¡Qu-wa-y!, ¡Qu-ma-y! ‘Give me!’) (8), (9).

(8) ¡Qawaykachiway chay kundinawpa wasinta! AMV qawa-yka-chi-wa-y chay kundinaw-pa wasi-n-ta see-EXCEP-CAUS-1.OBJ-IMP DEM.D zombie-GEN house-3-ACC
'Show me the zombie’s house!'

'Saying, “Don’t leave me!” he is going crazy.'

-shu, followed by a second person verbal suffix (-nki), indicates that the addressee is the object of action by a third person (qu-shu-nki ‘he/she/they give/s you’) (10).

'When our hands are rough, they make the cow’s teats hurt and she kicks and leaves you.'

-sHQayki indicates that the addressee is the object of future action by the speaker (qu-sa-yki ‘I give you’) (11–14).
4.3 Verb inflection

(11) Wirayachisayki. ACH
    wira-ya-chi-sayki
fat-INCH-CAUS-1>2.FUT
‘I’m going to fatten you up.’

(12) Kanallan shuyakaramusayki. Sp
    kanallan shuya-ka-ra-mu-sayki
just.now wait-PASSACC-URGT-CISL-1>2.FUT
‘Right now, I’m going to wait for you.’

(13) Kay qullqita qusqayki. AMV
    kay qullqi-ta qu-sqayki
dem.p money-ACC give-1>2.FUT
‘I’m going to give you this money.’

(14) Ñuqa qipirushqayki llaqtayta. AMV
    ñuqa qipi-ru-shqayki llaqtayta
I carry-URGT-1>2.FUT town-1-ACC
‘I’m going to carry you to my town.’

The object suffixes – -wa/-ma, -shu and -sHQa – succeed aspect suffixes (15–17) and precede tense (18–20) and subordinating suffixes (21–27), as well as the nominalizing suffix -na (28), (29) (qu-ya--wa-nki ‘you are giving me’; qu-wa-rqa-ø ‘you gave me’; qu-su-piti-ki ‘when he/she/they gave you’; qu-wa-na-n-paq ‘so he/she/they give/s me’).

(15) Munashantañam ruwan runaqta tanyayawantri. LT
    muna-sha-n-ta-ña-m ruwa-n runa-qa
want-PRF-3-ACC-DISC-EVD make-3 person-TOP
tantya-ya-wa-n-tri-ki
size.up-PROG-1.OBJ-3-EVC-IKI
‘People do what they want already. They must be sizing me up, for sure.’

(16) Kwirpum nanayan. Kaymi kay runam aysayamanña. ACH
    kwirpu-m nana-ya-n kay-mi kay runa-m
body-EVD hurt-PROG-3 dem.p-EVD dem.p person-EVD
aysa-ya-ma-n-ña
pull-PROG-1.OBJ-3-DISC
4 Verbs

‘[My] body is hurting. These people are pulling me over here like this.’

(17) *Huktriki apayashunki. ¿Kikillaykichu puriyanki mutuwaw*? AMV
   huk-tri-ki apa-ya-shunki kiki-lla-yki-chu puri-ya-nki
   one-EVC-IKI bring-PROG-3>2 self-RSTR-2-Q walk-PROG-2
   mutu-wan
   motorcycle-INSTR
   ‘Someone else must be bringing you. Or are you yourself wandering around with a motorbike?’

(18) *Chaynam kundur qipiwarqa matrayta.* AMV
   chayna-m kundur qipi-wa-rqa matray-ta
   thus-EVD condor carry-1.OBJ-PST cave-ACC
   ‘Like that, the condor carried me to his cave.’

(19) “*¿Imapaq aysapamaranki ſuqa hawka puñukupti?:*” nishpash. SP
   imapaq aysa-pa-ma-ra-nki ſuqa hawka puñu-ku-pto-:
   why pull-BEN-1.OBJ-PST-2 I tranquil sleep-REFL-SUBDS-1
   ni-shpa-sh
   say-SUBIS-EVR
   ‘Why did you tug at me when I was sleeping peacefully?’ said [the zombie].’

(20) *Nirayki.* SP
   ni-ra-yki
   say-PST-1>2
   ‘I said to you.’

(21) *Hamullarqani chikchik paralla tapallawaptin yana puyulla ſitàllawaptin.* AMV
   hamu-lla-rqa-ni chikchik para-lla tapa-lla-wa-pto-n yana
   come-RSTR-PST-1 hail rain-RSTR cover-RSTR-1.OBJ-SUBDS-3 black
   puyu-lla ſiti-lla-wa-pto-n
   cloud-RSTR crush-RSTR-1.OBJ-SUBDS-3
   ‘I came when the freezing rain was covering me, when the black fog was crushing me.’
4.3 Verb inflection

(22) ¡Kay pampaman qatimuchun! Wakpa ŋitiruwaptinqa. AMV
kay  pampa-man  qati-mu-chun  wak-pa
DEM.P  plain-ALL  follow-CISL-INJUNC  DEM.D-LOC
ŋiti-ru-wa-pty-n-qa
crush-URGT-1.OBJ-SUBDS-3-TOP
‘Let him bring it toward that plain – over there **he would crush me**.’

(23) Mana yakukta qumaptin, ¿Imaynataq alfa:-pis planta:-pis kanqa? CH
mana  yaku-kta  qu-ma-pty-n,  imayna-taq  alfa:-pis
no  water-ACC  give-1.OBJ-SUBDS-3  how-SEQ  alfalfa-ADD
planta:-pis  ka-nqa
plant-1-ADD  be-3.FUT
‘If **they** don’t give **me** water, how will I have alfalfa and plants?’

(24) Wamra willasuptiki. LT
wamra  willa-su-pty-ki
child  tell-2.OBJ-SUBDS-2
‘When the children told you.’

(25) Sudarachishuptiki kapasmi surqurunman. AMV
suda-ra-chi-shu-pty-ki  kapas-mi  surqu-ru-n-man
sweat-URGT-CAUS-2.OBJ-SUBDS-2  perhaps-EVD  take.out-URGT-3-COND
‘When it makes you sweat, it’s possible he could remove it.’

(26) Tantyawashpa chayta ruwan. LT
tantya-wa-shpa  chay-ta  ruwa-n
size.up-1.OBJ-SUBIS  DEM.D-ACC  make-3
‘Sizing me up, they do that.’

(27) Wasarimashpam nuchipis kwintakuq. SP
wasa-ri-ma-shpa-m  nuchi-pis  kwinta-ku-q
wake-INCEP-1.OBJ-SUBIS-EVD  night-ADD  tell.story-REFL-AG
‘At night, **they** would wake me up and tell stories.’

(28) Pipis fakultaykuwananpaq. LT
pi-pis  fakulta-yku-wa-na-n-paq
who-ADD  assist-EXCEP-1.OBJ-NMLZ-3-PURP
‘So **someone** can help **me** out.’
4 Verbs

(29) **Rakishunaykipaq. AMV**
raki-shu-na-yki-paq separate-2.OBJ-NMLZ-2-PURP
‘So he sets some aside for you.’

Both object and subject suffixes – -wa/-ma, -shu and -sHQa, as well as -nki, -YkI, and -n – precede the conditional suffix -man (qu-wa-nki-man ‘you could give me’) (30–32).

(30) **Sarurullawankiman. AMV**
saru-wa-nantaq munaniña-chu. MAN
saru-lla-wa-nki-man mana-m saru-wa-na-n-taq trample-URGT-RSTR-1.OBJ-COND-2 no-evd trample-1.OBJ-NMLZ-3-SEQ muna-nya-chu want-1-DISC-NEG
‘You could trample me. I don’t want him to trample me any more.’

(31) **Mana chichi-yuq kaptikiqa chayna lluqarishunkimantri. AMV**
mana chichi-yuq ka-piti-qiqa chayna no breast-poss be-SUBDS-2-TOP thus lluqa-shu-nki-man-tri top-INCEP-2.OBJ-2-COND-EVC ‘When you don’t have breasts they can top you.’

(32) **¡Kwidadu! Chaypitaq qalqali mikulu-shunkiman. CH**

Exceptions to these rules arise when object is 1PL. First, the first-person object pluralizer, -nchik, does not precede aspect, tense, subordinating, nominalizing and conditional suffixes, but, rather, succeeds them (niti-ru-wa-n-man-chik ‘it could crush us’) (33–35).

(33) **Mana kanan tumaytam munanchu qaninpaq**
shinkarachiwarqanchik. AMV
mana kanan tuma-y-ta-m muna-n-chu qanin-paq no now drink-INF-ACC-EVD want-3-NEG previous-ABL shinka-ra-qi-wa-raqa-nchik get.drunk-URGT-CAUS-1.OBJ-PST-1PL ‘She doesn’t want to drink now. Earlier, they had got us drunk.’
4.3 Verb inflection

(34) *Chiri pasawaptinchikpis, wiksa nanaykunapaq. AMV*
  *chiri pasa-wa-pto-nchik-pis wiksa nana-y-kuna-paq*
  cold pass-31.OBJ-SUBDS-1PL-ADD stomach hurt-INF-PL-ABL
  ‘When we get chills or for stomach pain [this plant is good].’

(35) *Ñitiruwanmanchik. AMV*
  *ñiti-ru-wan-ma-nchik*
  crush-URGT-1.OBJ-1PL-COND-3>1PL
  ‘It could crush us.’

Second, 3>1PL future is not indicated by *-wa/ma-nqa-nchik*, as it would were it regular, but rather by *-wa/mashun* (36), (37).

(36) *Mundum ñitiramashun. Kaytam sustininkiqa. SP*
  *mundu-m ñiti-ra-ma-shun kay-ta-m sustini-nki-qa*
  world-EVD crush-URGT-1.OBJ-1PL-COND-3>1PL
  ‘The world is going to crush us. Hold this one up.’

(37) *Watyarunshi. Chaynatr watyaramashun ñuqanchiktapis. ACH*
  * watya-ru-n-shi chayna-tr watya-ra-ma-shun*
  bake-URGT-3-EVR thus-EVC bake-URGT-1.OBJ-1PL.FUT
  *ñuqa-nchik-ta-pis*
  I-1PL-ACC-ADD
  ‘They got baked, they say. Like that, we’re going to get baked, us, too.’

Finally, third, just as the 1PL conditional may be indicated by either of two forms, one regular (*-nchik-man*) one alternative/portmanteau (*-chuwan*), the 3>1PL conditional, too, may be indicated by both regular (*-wa/ma-n-man-chik*) and portmanteau forms (*-wa/ma-chuwan*) (*chuka-ru-wa-chuwan* ‘it can make us sick’):

(38) *Kayanmi uniku qullqiyuqpaq. ¿Maypam rigalawachuwan runaqa? AMV*
  * ka-ya-n-mi uniku qullqi-yuq-paq may-pa-m*
  be-PROG-3-EVD only money-POSS-BEN where-LOC-EVD
  *rigala-wa-chuwan runa-qa*
  gift-1.OBJ-1PL.COND person-TOP
  ‘There are only for rich people. Where can people give us things for free?’
4 Verbs

(39) *Mikumachuwantri*. ACH  
miku-ma-chuwan-tri  
eat-1.OBJ-1PL.COND-EVC
‘He could eat us.’

In all other cases, subject-object suffixes combine with standard morphology (40–42).

(40) *Qampis kuntistamuwankimá*. AMV  
qam-pis kuntista-mu-wa-nki-m-á  
you-ADD answer-cisl-1.OBJ-2-EVD-EMPH
‘You, too, are going to answer me.’

(41) *¿Allichawanqachu manachu? Yatrarunqaña kukantaqa*  
qawaykushpa. AMV  
alli-cha-wa-nqa-chu mana-chu yatra-ru-nqa-ña  
good-FACT-1.OBJ-3.FUT-Q no-Q know-URGT-3.FUT-DISC  
kuka-n-ta-qa qawa-yku-shpa  
coca-3-ACC-TOP see-EXcep-SUBis
‘Is he going to heal me or not? He’ll find out by looking at his coca.’

(42) *Tirruristam hamuyan. Wak turutatr pagaykushaqqa manam wañuchimanqachu*. ACH  
tirrurista-m hamu-ya-n wak turu-ta-tr  
terrorist-EVD come-PROG-3 DEM.D bull-ACC-EVC  
paga-yku-shaq-qa mana-m wañu-chi-ma-nqa-chu  
pay-EXcep-1.FUT-TOP no-EVD die-CAUS-1.OBJ-3.FUT-NEG
‘The terrorists are coming. I’ll pay them a bull and they won’t kill me.’

A typological note: number is expressed in spontaneously-occurring examples only in those cases in which there is a first-person plural object (43). In these cases all syq dialects follow the Southern QII pattern ordering suffixes: OBJ-TNS-SBJ-NUM. Note, though, that while in the Southern QII languages -chik pluralizes the subject, in syq -chik pluralizes the object. There are no spontaneous examples following the Central QII pattern NUM-OBJ-TNS-SBJ.
4.3 Verb inflection

(43) Mana riq kuna, ¿Imatam rima sayki? Yatranchikchu. AMV
mana  ri-q-kuna  ima-ta-m  rima-sayki  yatra-nchik-chu
People who haven’t gone, what am I going to say to you? We don’t
know.’

There are no special forms for third-person objects. A third-person object is
indicated by the case-marking of the third-person pronoun pay with either
accusative -ta or allative/dative -man (pay-ta qawa-nchik ‘we see him/her,’ pay-
kuna-man qu-nki ‘you give them’) (44).

(44) Kay swirupis allquypaqpis ... nikurunshi subrinuntaqa. LT
kay  swiru-pis  allqu-y-paq-pis  ni-ku-ru-n-shi
This whey also for my dog also ... he said, they say, to his nephew.’

First-and second-person object suffixes may be reinforced with similarly case-
marked pronouns (45).

(45) Ñuqata uywamara mamacha: tiyu: tiya:. SP
ñuqa-ta  uywa-ma-ra  mama-cha-:  tiyu-:  tiya-:
My grandmother and my uncle and aunt raised me.’

There are no special forms for actors acting on themselves or any group that
includes them: reflexive action is indicated with the derivational suffix -ku. ‘I see
myself’ is ñuqa qawa-ku/-: and ‘I see us’ is ‘ñuqa ñuqanchik-ta qawa-ni/-:.

Actor-object suffixes are employed both with transitive and ditransitive verbs
(Miku-ru-shunki ‘He’s going to eat you’; Kay qullqi-ta qu-sqayki ‘I’m going
to give you this money’). Actor-object suffixes may be reinforced – but not
replaced – by accusative- and dative-marked personal pronouns (Ñuqa--ta-s
harqu-ru-wa-ra-ø ‘He tossed me out, too’).

Except in the two cases 2>1pl and 3>1pl, where -chik indicates a plural object,
when either the actor or the object is plural, the verb optionally takes the joint
action suffix -pakU (3pl>2 Pay-kuna qu-paku-shunki tanta-ta qam-man. ‘They
give you.s bread’; 1>2pl Ñuqa qu-paku-yki tanta-ta qam-kuna-man ‘I give you.pl
bread’). In practice, the plural forms, although recognized, are not spontaneously
invoked.
This information is summarized in Table 4.9. Naturally-occurring examples of the five principal subject-object reference processes (1→2, 2→1, 3→1, 3→2, 3→1pl) are presented in (1–45).

Table 4.9: Actor-object inflectional suffixes

<table>
<thead>
<tr>
<th>OBJ</th>
<th>2OBJ</th>
<th>1PL OBJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 SBJ</td>
<td>×</td>
<td>Present: -Yki\textsubscript{ACH,AMV,LT,SP} ×</td>
</tr>
<tr>
<td>2 SBJ</td>
<td>-wa-nki\textsubscript{AMV,LT} -ma-nki\textsubscript{ACH,CH,SP}</td>
<td>×</td>
</tr>
<tr>
<td>3 SBJ</td>
<td>-wa-N\textsubscript{AMV,LT} -shu-nki -wa-nchik\textsubscript{AMV,LT} -ma-nchik\textsubscript{ACH,CH,SP}</td>
<td></td>
</tr>
</tbody>
</table>

### 4.3.3 Tense

\textit{SYQ} counts three tenses: present, past, and future (\textit{maska-nchik} ‘we look for’, \textit{maska-rqa-nchik} ‘we looked for’, \textit{maska-shun} ‘we will look for’). With the exception of the first person plural, person suffixes in \textit{SYQ} are unmarked for number. -\textit{nki} corresponds to the second person singular and plural (\textit{yanapa-nki} ‘you.s/pl help; \textit{maylla-nki} ‘you.s/pl wash’). -\textit{N} corresponds to the third person singular and plural (\textit{taki-n} ‘she/he/it/they sing(s)’). §4.3.3.1–4.3.3.3 cover the simple present, future and past tenses, in turn.

#### 4.3.3.1 Simple present

The present tense subject suffixes in \textit{SYQ} are -\textit{ni} and -: (1P), -\textit{nki} (2P), -\textit{n} (3P), and -\textit{nchik} (1pl). Examples include: (\textit{atrqay-tuku-\textit{ni}/-}: ‘I pretend to be an eagle’, \textit{kundur-tuku-nki} ‘\textit{you} pretend to be a condor’, \textit{rutu-tuku-n} ‘\textit{he} pretends to be a \textit{rutu}’ (small mountain bird), \textit{qari-tuku-nchik} ‘we pretend to be men’). Table 4.10 displays the present tense inflectional paradigm; Table 4.11 displays the paradigm for present tense inflection with actor-object reference (see Subsection 4.3.2.2 for discussion). 1–8 supply example.

(1) \textit{Wasiyta ŋuqaqa pichakuni tallawanmi. AMV}  
\textit{wasi-y-ta ŋuqa-qa picha-ku-ni talla-wan-mi}  
\textit{house-1-acc I-TOP sweep-refl-1 straw-instr-evd}  
‘I sweep my house with straw.’
### 4.3 Verb inflection

**Table 4.10: Present tense inflection**

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ni&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-chnik (dual, incl.)</td>
</tr>
<tr>
<td></td>
<td>-ni&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>(excl.)</td>
</tr>
<tr>
<td></td>
<td>-&lt;sup&gt;i&lt;/sup&gt;ACH,CH,SP</td>
<td>&lt;sup&gt;i&lt;/sup&gt;ACH,CH,SP (excl.)</td>
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<tr>
<td>2</td>
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<td>-nki</td>
</tr>
<tr>
<td>3</td>
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<td>-n</td>
</tr>
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**Table 4.11: Present tense inflection – actor-object suffixes**

<table>
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<th>3&gt;1pl</th>
<th>1&gt;2</th>
<th>3&gt;2</th>
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<tbody>
<tr>
<td>-wa-nki&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-wa-n&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-wa-n&lt;sup&gt;i&lt;/sup&gt;chnik&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-yki</td>
<td>-shunki</td>
</tr>
<tr>
<td>-ma-n&lt;sup&gt;i&lt;/sup&gt;ki&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ma-n&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ma-n&lt;sup&gt;i&lt;/sup&gt;chnik&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2) *Manam ñuqa yatra:chu.* ACH mana-m ñuqa yatra:--chu no-EVD I know-1-NEG ‘I don’t know (how).’

(3) *Qamqa ritamunki urquta.* LT qam-qa ri-tamu-nki urqu-ta you-TOP go-IRREV-2 hill-ACC ‘You left for the hill for good.’

(4) *Allqu mikukun wakchuchataqa.* AMV allqu miku-ku-n wakchu-cha-ta-qa dog eat-REFL-3 lamb-DIM-ACC-TOP ‘The dog ate up the lamb.’

(5) *Viyhunchikta ruwananchik hinashpaqa kañanchikmi.* AMV viyhu-nchik-ta ruwa-nchik hinashpa-qa kaña-nchik-mi effigy-1PL-ACC make-1PL then-TOP burn-1PL-EVD ‘We make our effigy then burn it.’
4 Verbs

(6) *Family*allan ñuqakuna suya:. CH
familya-lła-n ñuqa-kuna suya-:
family-RSTR-3 I-PL wait-1
‘Just their relatives – we waited.’

(7) Kanan qamkunatr hamuyanki. SP
kanan qam-kuna-tr hamu-ya-nki
now you-PL-EVC come-PROG-2
‘Now you.pl are coming.’

(8) Suqta wanka vakata tumban. AMV
suqta wanka vaka-ta tumba-n
six hired.hand cow-ACC tackle-3
‘Six hired hands tackle the cow.’

Although it generally indicates temporally unrestricted or habitual action, the simple present is in fact unmarked for time. Present tense forms may also receive past tense or future tense interpretations in different contexts (*qawa-chi-n* ‘he showed/shows/will show’) (9).

(9) Chaytaqa qawaykushpa valurta hapi ni.
chay-ta-qa qawa-yku-shpa valur-ta hapi-ni
DEM.D-ACC-TOP see-EXCEP-SUBI courage-ACC grab-1
‘Looking at that, I gathered courage.’

syq makes available a three-way distinction in the first person plural, between ñuqanchik (dual), ñuqanchikkuna (inclusive), and ñuqakuna (exclusive). In practice, ñuqanchik is employed with dual, inclusive and exclusive interpretations to the virtual complete exclusion of the other two forms, except in the CH dialect. Verbs and substantives appearing with the inclusive ñuqanchikkuna inflect following the same rules as do verbs and substantives appearing with the dual/default ñuqanchik (10); verbs and substantives appearing with the exclusive ñuqakuna inflect following the same rules as do verbs and substantives appearing with the singular ñuqa (11).

(10) Kaypi ñuqanchikkunaqa kustumbrawmi kayanchik. AMV
kay-pi nuqa-nchik-kuna-qa kustumbraw-mi ka-ya-nchik
DEM.P-LOC I-1PL-PL-TOP accustomed-EVD be-PROG-IPL
‘Here, we’re accustomed to it.’
4.3 Verb inflection

(11) *Wañuq taytachaymi chaytaqa *ñaqakuna*man* *willawarqa.* AMV
    *wañu-q tayta-cha-y-mi chay-ta-qa *ñaqa-kuna-man*
    die-AG father-DIM-1-EVD DEM.D-ACC-TOp I-PL-ALL
    *willa-wa-rqa*
tell-1.OBJ-PST
    ‘Our late grandfather told that to us.’

Although *ñaqa* is generally interpreted as singular – likely an implicature attributable to the availability of plural forms in the first person – it is, in fact, unspecified for number and may receive plural interpretations (12).

(12) *Kamapam *ñaqa* *puñukuya: ishkayni:* ACH
    *kama-pa-m *ñaqa* *puñu-ku-ya-:* *ishkay-ni-:
    bed-LOC-EVD I sleep-REfl-PROG-1 two-EUPH-1
    ‘We were both sleeping in bed.’

(13) *Dispidichin churinkunata hinashpaqa kañan.* AMV
    *dispidi-chi-n* *churi-n-kuna-ta* *hinashpa-qa* *kaña-n*
    bid.farewell-CAUS-3 child-3-PL-ACC then-TOp burn-3
    ‘One has their children say good bye and then burns it [the effigy].’

4.3.3.2 Future

The future tense suffixes in *SYQ* are *-shaq* (1pl), *-nki* (2), *-nqa* (3), and *-shun* (1s) (1–6). Table 4.12 displays this paradigm; Table 4.13 displays the paradigm of future tense inflection with actor-object reference (see Subsection 4.3.2.2 for discussion).

<table>
<thead>
<tr>
<th>Person</th>
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<th>Plural</th>
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<td>-shaq</td>
<td>-shun</td>
</tr>
<tr>
<td>2</td>
<td>-nki</td>
<td>-nki</td>
</tr>
<tr>
<td>3</td>
<td>-nqa</td>
<td>-nqa</td>
</tr>
</tbody>
</table>

Table 4.12: Future tense inflection
### 4 Verbs

Table 4.13: Future tense inflection – actor-object suffixes

<table>
<thead>
<tr>
<th></th>
<th>2&gt;1</th>
<th>3&gt;1</th>
<th>3&gt;1pl</th>
<th>1&gt;2</th>
<th>3&gt;2</th>
</tr>
</thead>
<tbody>
<tr>
<td>-wa-nki&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-wa-nqa-Ø&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-wa-shun&lt;sub&gt;AMV,LT&lt;/sub&gt;</td>
<td>-SHQayki</td>
<td>-shunki</td>
<td></td>
</tr>
<tr>
<td>-ma-nki&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ma-nqa-Ø&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td>-ma-shun&lt;sub&gt;ACH,CH,SP&lt;/sub&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) *Manam iskapanqachu. Wañurachishaqmi. AMV*
*mana-m iskapa-nqa-chu wañu-ra-chi-shaq-mi*
*no-EVD escape-3.FUT-NEG die-URGT-CAUS-1.FUT-EVD*
‘She’s not going to escape. I’ll kill her.’

(2) *Ubiha:ta michimusshaq vaka:ta chawarushaq kisuta ruwarushaq. SP*
*ubiha-:-ta michi-mu-shaq vaka-:-ta chawa-ru-shaq*
*sheep-1-ACC pasture-CISL-1.FUT cow-1-ACC milk-URGT-1.FUT*
*kisu-ta ruwa-ru-shaq*
*cheese-ACC make-URGT-1.FUT*
‘I’m going to herd my sheep; I’m going to milk my cows; I’m going to make cheese.’

(3) *Vakatash harkanki vakata chawanaki. AMV*
*vaka-ta-sh harka-nki vaka-ta chawa-nki*
*cow-ACC-EVR herd-2 cow-ACC milk-2*
‘You’ll herd the cows; you’ll milk the cows.’

(4) *Ruparinqatr. AMV*
*rupa-ri-nqa-tr*
*burn-INCEP-3.FUT-EVC*
‘It will be warm [tomorrow].’

(5) *Shimikita sirarushun. SP*
*shimi-ki-ta sira-ru-shun*
*mouth-2-ACC sew-URGT-1PL.FUT*
‘We’re going to sew your mouth shut.’
4.3 Verb inflection

(6) Kaytatr paqarikushun. AMV
   kay-ta-tr paqa-ri-ku-shun
   DEM.P-ACC-EVC wash-INEP-REFL-1PL.FUT
   ‘We’ll wash this.’

The second person suffix is ambiguous between present and future tense. Second
person and third person plural suffixes are the same as those for the second and
third persons singular (7–9).

(7) Qamkunallam parlanki. CH
   qam-kuna-lla-m parla-nki
   you-PL-RSTR-EVD talk-2
   ‘Just you.PL are going to talk.’

(8) Qampa mamaykis taytaykis wañukunqa turikipis ñañaykipis. ACH
   qam-pa mama-yki-s tayta-yki-s wañu-ku-nqa tur-i-ki-pis
   you-GEN mother-2-ADD father-2-ADD die-REFL-3.FUT brother-2-ADD
   ñäna-yki-pis
   sister-2-ADD
   ‘Your mother and father will die, your brother and your sister, too.’

(9) Manalaq yakukta qumanqachu. CH
   mana-laq yaku-kta qu-ma-nqa-chu
   no-CONT water-ACC give-1.OBJ-3.FUT-NEG
   ‘They still aren’t going to give me water.’

4.3.3.3 Past

SYQ distinguishes between the simple past, the perfect, and the iterative past. The
simple past is indicated by the past tense morpheme -RQA (rima-raq/ra-nchik
‘we spoke’). In practice -RQA is assigned both simple past and present perfect
(non-completive) interpretations. The quotative simple past (-shQA) is used in
story-telling (apa-mu-sa-o ‘she brought it’). The past tense (compleative) is indi-
cated by the suffix -sHA (uyari-sa-ni ‘I heard’). The habitual past is indicated by
the agentive noun – formed by the suffixation of -q to the verb stem – in com-
bination with the relevant present tense form of ka- ‘be’ (taki-q ka-nki ‘you used
to sing’). §4.3.3.3.1–4.3.3.3.4 cover the simple past, the narrative past, the perfect,
and the iterative past, in turn. The past conditional is covered in §4.3.4.3.
4 Verbs

4.3.3.1 Simple past -RQa -RQa indicates the past tense. The morpheme is realized -rqa in AMV (1), (2); -ra in ACH (3), LT (4), (5), and SP (6); and -la in CH (7), (8). Table 4.14 displays the simple past tense inflectional paradigm; Table 4.15 displays the paradigm for simple past tense inflection with actor-object reference (see Subsection 4.3.2.2 for discussion).

Table 4.14: past tense inflection

<table>
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<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-rqa-ni&lt;sub&gt;AMV&lt;/sub&gt;</td>
<td>-rqa-nchik&lt;sub&gt;AMV&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>-ra-ni&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-ra-nchik&lt;sub&gt;ACH,SP,LT&lt;/sub&gt;</td>
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<td>-ra-&lt;sub&gt;A&lt;/sub&gt;nchik&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td>-la-nchik&lt;sub&gt;CH&lt;/sub&gt;</td>
</tr>
<tr>
<td></td>
<td>-la-&lt;sub&gt;C&lt;/sub&gt;h</td>
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Table 4.15: past tense inflection – actor-object suffixes

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5 -RQa signals the preterite in all Quechuan languages; -RU, according to Cerrón-Palomino (1987), is a later evolution in some Quechuan languages from the modal suffix -RQu (outward direction). In Tarma Q and Pacaraos Q -RQu is now a perfective aspect marker Adelaar (1988: 18–29). An anonymous reviewer points out that in Southern Conchucos Quechua, -rta in Southern Conchucos Q originally indicated outward direction. It became a derivational perfective then an inflectional past (see Hintz 2011: 192–197).
4.3 Verb inflection

(1) Iskwilanta lliwta ya wamrayta puchukachirqani. AMV
iskwi-la-n-ta lliw-ta ya wamra-y-ta puchuka-chi-rqa-ni
school-3-ACC all-ACC EMPH child-1-ACC finish-CAUS-PST-1
‘I made all my children finish their schooling.’

(2) ¿Imapaqtaq niwarqanki? ¡Pagarullawanmantri karqa! AMV
ima-paq-taq ni-wa-rqa-nki paga-ru-lla-wa-n-man-tri
what-PURP-SEQ say-1.OBJ-PST-2 pay-URGT-RSTR-1.OBJ-3-COND-EVC
ka-rqa
be-PST
‘Why did you say that to me? He would have sacrificed me!’

(3) Kutikamura: lliw ganawnintin wamra: lliw listu hishpiruptinña. ACH
kuti-ka-mu-ra-:
all cattle-EUPH-INCL child-1 all ready
hishpi-ru-pty-n-nña
educate-URGT-SUBDS-3-DISC
‘I came back with all my cattle when my children had been educated.’

(4) Kanan Primitivoqa ŋuqa istankamu. LT
kanan Primitivo-qa ŋuqa istanka-mu-ra-ni
now Primitivo-TOPTOPEV CISL-PST-1
‘Now Primitivo [says] I filled the reservoir.’

(5) Qam pasaypaqtriki riranki Diosninchipa tariq. LT
qam pasaypaq-tri-ki ri-ra-nki Dios-ni-nchik-ta tari-q
you completely-EVC-IKI go-PST-2 God-EUPH-1PL-ACC find-AG
‘You surely went to look for our God.’

(6) Antaylumata tarirushpaqa pallakullara hinaptinshi. SP
antayluma-ta tari-shpa-qa palla-kku-lla-ra
antayluma.berry-ACC find-URGT-SUBIS-TOPEV pick-REFL-RSTR-PST
hinaptin-shi
then-EVR
‘When she found the antayluma berries, she picked them then, they say.’
4 Verbs

(7) Suwanakushpat lluqsiila. CH
   suwa-naku-shpa-tr lluqi-la
steal-RECIP-SUBIS-EVC go.out-PST
‘They left eloping.’

(8) ¿Manachu rimidyukta apakamulanki? CH
   mana-chu rimidyu-kta apa-ka-mu-la-nki
no-Q remedy-ACC bring-PASSACC-CISL-PST-2
‘You didn’t bring any medicine?’

In all five dialects, person-number inflection in the past tense is as in the present tense, with the exception that in the third person, -n is replaced by -ø (9), (10).

(9) ¿Llaqtaykipa pasa rqa chu? AMV
   llaqta-yki-pa pasa-rqa-chu
town-2-LOC pass-PST-Q
‘Did [the earthquake] go through your town?’

(10) Unaymi chayna pulilaö chay tirruku. Awturidadkunakta ashushpa
   wañuchiyta munala. CH
   unay-mi chayna puli-la chay tirruku
before-EVD thus walk-PST DEM.D Shining.Path
   awturidad-kuna-kta ashu-shpa wañu-chi-y-ta muna-la
authority-PL-ACC approach-SUBIS die-CAUS-INF-ACC want-PST
‘The Shining Path walked about like that. They approached the officials. They wanted to kill them.’

In all five dialects, -RQa indicates tense but not aspect and is thus consistent with both perfective (11) and imperfective aspect (12–15).

(11) Alliallitayari lucharanchik wak hurquruptingqa. LT
   alli-ali-ta-ya-ri lucha-ra-nchik wak
good-good-ACC-EMPH-ARI fight-PST-1PL DEM.D
   hurqu-ru-p-ti-n-qa
remove-URGT-SUBDS-3-TOP
‘We fought really well when they took that out.’

(12) Manam ñuqakunaqa talpula:chu. CH
   mana-m ñuqa-kuna-qa talpu-la--:chu
no-EVD I-PL-TOP plant-PST-1-NEG
‘We haven’t planted.’
4.3 Verb inflection

(13) **Chayllatam tumachirrqani. Manam iksistirqachu chay rantiypaq kay Viñacpaqa wak Gloria. AMV**
chay-lla-ta-m tuma-chi-rqa-ni mana-m iksisti-rqa-chu
DEM.D-RSTR-ACC-EVD drink-CAUS-PST-1 no-EVD exist-PST-NEG
chay ranti-y-paq kay Viñac-pa-qa wak Gloria
DEM.D sell-INF-ABL DEM.P Viñac-LOC-TOP DEM.D Gloria
‘I fed them only goat milk and cheese. Gloria, milk for sale, didn’t exist here in Viñac.’

(14) **Chay limpu limpu chunyakulanchik ayvis. CH**
chay limpu limpu chunya-ku-la-nchik ayvis
DEM.D all all silent-REFL-PST-1PL sometimes
‘But we were completely silent here sometimes.’

(15) **Ripukuytam munarqanchik. AMV**
ripu-ku-y-ta-m muna-rqa-nchik
go-REFL-INF-ACC-EVD want-PST-1PL
‘We wanted to run away.’

Perfective aspect is, rather, indicated by the derivational suffix -RU (16–22).

(16) **Uyqa, chayta kasarashpa puchkarunchik. AMV**
uyqa chay-ta kasara-shpa puchuka-ru-nchik
sheep DEM.D-ACC marry-SUBIS finish-URGT-1PL
‘When we got married, we finished with those, the sheep.’

(17) **Wak runaqa wawanta pamparun qipichaykushpam. AMV**
wak runa-qa wawa-n-ta pampa-ru-n
DEM.D person-TOP baby-3-ACC bury-URGT-3
qipi-cha-yku-shpa-m
carry-DIM-REFL-SUBIS-EVD
‘The people buried their son, carrying him.’

(18) **Yaqam wañurun. ACH**
yaqa-m wañu-ru-n
almost-EVD die-URGT-3
‘He almost died.’
4 Verbs

(19) *Pusuman hiqaykuruni. kaypaq urayman.* LT

pusu-man hiqa-yku-ru-ni kay-paq uray-man
reservoir-ALL go.down-excep-URGT-1 DEM.P-ABL down.hill-ALL

‘I fell towards the reservoir. From here down hill.’

(20) *Mana ganaw uywaqkunaman chayman partikurun.* SP

mana ganaw uywa-q-kuna-man chay-man parti-ku-ru-n
no cattle raise-AG-PL-ALL DEM.D-ALL divide-refl-URGT-3

‘They distributed it to those who don’t raise cattle.’

(21) *Disparisi runña. Manam uyari:chu.* SP

disparisi-ru-n-ña-m mana-m uyari:-chu
disappear-URGT-3-DISC-EVD no-EVD hear-1-NEG

‘They disappeared already. I don’t hear them [anymore].’

(22) *Chay walmita talilushpaqa apalunña uspitalman.* CH

chay walmi-ta tali-lu-shpa-qa apa-lu-n-ña-m
DEM.D woman-ACC find-URGT-SUBIS-TOP bring-URGT-3-DISC-EVD
uspital-man hospital-ALL

‘When they found the woman they took her to the hospital.’

-rQa and -Ru are thus not in paradigmatic opposition and differ in their distribution. -RQa, but not -Ru, is used in the construction of the habitual past (23), (24) and the past conditional (2), (25); while -Ru, but not -RQa, may be used in combination with -sHa (26), (27) as well as with -shpa (6), (22) and -pti (3), (28), (29), in which case it indicates the precedence of the subordinated event to the main-clause event.

(23) *Dumingunpa kisuta apaq kara: (*karu:) ishkay.* ACH

dumingu-n-pa kisu-ta apa-q ka-ra:- ishkay
Sunday-3-LOC cheese-ACC bring-AG be-PST-1 two

‘On Sundays, I would bring two cheeses.’

(24) *Trayamushpa manchachikuq kala.* CH

traya-mu-shpa mancha-chi-ku-q ka-la
arrive-CISL-SUBIS scare-CAUS-REFL-AG be-PST

‘When she came, she would scare them.’
4.3 Verb inflection

(25) Kundinakurun **mantri kara** (*karun) qullqi chay kasa. sp
kundina-ku-ru-n-man-tri ka-ra qullqi chay ka-sa
condemn-REFL-URGT-3-COND-EVC be-PST money DEM.D be-NPST
‘She would have condemned herself – that was money.’

Cañete-ta ayari-ku-ra- ispusu-:-ta lista-man
Cañete-ACC escape-REFL-PST-1 husband-1-ACC list-ALL
trura-ru-sa
put-URGT-NPST
‘I escaped to Cañete. They had put my husband on the list.’

(27) Chayllapaq willakarusa. (*willakarqasa). ACH
chay-lla-paq willa-ka-ru-sa
DEM.D-RSTR-ABL tell-PASSACC-URGT-NPST
‘That’s why they had told on him.’

(28) Chay hawlaruptinshi, atuq trayarun (*hawlaraptin). sp
chay hawla-ru-p-ti-n-shi atuq traya-ru-n
DEM.D cage-URGT-SUBDS-3-EVR fox arrive-URGT-3
‘When he had caged [the rabbit], the fox arrived.’

(29) Chay mulapaq siqaykuru **ptin puñukuratrik shinkaqqa. ACH**
chay mula-paq siqa-yku-ru-p-ti-n
DEM.D mule-ABL go.DOWN-EXCEL-URGT-SUBDS-3
puñu-ku-ra-tri-k shinka-q-qa
sleep-REFL-PST-EVC-1K get.drunk-AG-TOP
‘When he fell off that mule, the drunk must have been asleep.’

4.3.3.3.2 Quotative simple past tense -sHQa In SyQ, as in other Quechuan languages, when speakers have only second-hand knowledge of the events they report, they may recur to a another past tense form, -sHQa, often referred to as the “narrative past” because it is used systematically in story-telling. In SyQ, -sHQa – realized as -sa in ACH, AMV and SP and as -sha in CH and LT – is used predominantly in story-telling (1), (2), historical narrative (3–5), and, generally, in relating information one has received from others (6–10).
4 Verbs

(1) *Huklla atuqshi kasa* sp
   *huk-lła*  *atuq-shi*  *ka-sa*
   one-RSTR fox-EVR be-NPST
   ‘[Once upon a time] there was a fox, they say.’

(2) *Chay ukucha kasa maqatatukushpa* AMV
   *chay*  *ukucha*  *ka-sa*  *maqta-tuku-shpa*
   DEM.D mouse be-NPST young.man-SIMUL-SUBIS
   ‘It was a rat pretending to be a man.’

(3) *Hinashpa qalay qalay Chavin miniruwanshi parti* ACH
   *hinashpa*  *qalay*  *qalay*  *Chavin*  *miniru-wan-shi*  *parti-sa*
   then all all Chavin miner-INSTR-EVR divide-NPST
   ‘Then they divided everything up with the Chavin miners.’

(4) *Chay intanadanqa ayqiku* ACH
   *chay*  *intanada-n-qa*  *ayqi-ku-sa*
   DEM.D step.daughter-3-TOP escape-REFL-NPST
   ‘His step-daughter escaped.’

(5) *Tariramusha armata* LT
   *tari-ra-mu-sha*  *arma-ta*
   find-URGT-CISL-NPST weapon-ACC
   ‘They found firearms.’

(6) ‘¡Mátalol!’ *nishashiki* CH
   *mátalol*  *ni-sha-shi-ki*
   [Spanish] say-NPST-EVR-IKI
   ‘“Kill him!” she said, they say.’

(7) *Wañukachishpass qipirusa karuta mana disiyananpaq* AMV
   *wañu-ka-chi-shpa-sh*  *qipi-ru-sa*  *karu-ta*  *mana*
   die-PASSACC-CAUS-SUBIS-EVR carry-URGT-NPST far-ACC no
   disya-na-n-paq
   suspect-NMLZ-3-PURP
   ‘When she killed him, they say, she carried him far, so they wouldn’t suspect.’
4.3 Verb inflection

(8) *Wak warmiqa llaman qutuq risa. Mayuta pawayashpash siqaykurusa; karu karutash aparusua.* AMV

wak warmi-qa llama-n qutu-q ri-sa mayu-ta
DEM.D woman-TOP llama-3 gather-AG go-PST river-ACC
pawa-ya-shpa-sh siqa-yku-ru-sa karu karu-ta-sh
jump-PROG-SUBIS-EVR go.down-EXCEP-URGT-NPST far far-ACC-EVR
apa-ru-sa
bring-URGT-NPST

'That woman went to gather up her llamas. Jumping the river, she fell and [the river] took her far, they say.'

(9) *Fiystaman hamushpa siqaykurusha. ACH
fiysta-man hamu-shpa siqa-yku-ru-sha
festival-ALL come-SUBIS go.down-EXCEP-URGT-NPST

'When they were coming to the festival they fell [into the canyon].'

(10) *Wak runaqa achka aychata aparamusua llama aychash sibadawan kambyakunanpaq.* AMV

wak runa-qa achka aycha-ta apa-ra-mu-sa llama
DEM.D person-TOP a.lot meat-ACC bring-URGT-CISL-NPST llama
aycha-sh sibada-wan kambya-ku-na-n-paq
meat-EVR barley-INST exchange-REFL-NMLZ-3-PURP

'Those people brought a lot of meat – llama meat, they say, to exchange for barley.'

It may also be used in dream reports (11).

(11) *Lliw lliw kuchihinam mituman yaykurusa.* SP
lliw lliw kuchi-hina-m mitu-man yayku-ru-sa
all all pig-COMP-EVD mud-ALL enter-URGT-NPST

'All, like pigs, entered the mud.'

The morpheme is realized as -shqa, it seems, only in the first or culminating line of a story, and rarely even there (12).

(12) *Ishkay Wanka samakushqa huk matraypi, tarukapa kasanpi. Wama wamaq karka kasa.* AMV

ishkay Wanka sama-ku-shqa huk matray-pi, taruka-pa
two Wanka rest-REFL-NPST one cave-LOC taruka-GEN
ka-sa-n-pi wama wamaq karka ka-sa
be-PRF-3-LOC a.lot a.lot manure be-NPST
‘Two Huancayoans were resting in a cave, in some tarucas’ place. There was a whole lot of manure.’

-RQa and -Ru, may also be employed in the same contexts as is -sHQa, even in combination with the reportative evidential, -shI (13), (14).

\[(13) \text{ Rutupis inga}n\text{argqash maqtatukushpa pash}n\text{ata. AMV} \]
\[\text{rutu pis} \quad \text{inga}n\text{a-rqa-sh} \quad \text{maqta-tuku-shpa} \quad \text{pash}n\text{a-ta} \]
\[\text{rutu.bird-ADD} \quad \text{trick-PST-EVR} \quad \text{young.man-SIMUL-SUBIS} \quad \text{girl-ACC} \]

‘A rutu-bird, too, deceived a girl by making himself out to be a young man, they say.’

\[(14) \text{ Millisunqa wa}ñururqash huknin. AMV} \]
\[\text{millisu-n-qa} \quad \text{wa}ñu-r-\text{rqa-sh} \quad \text{huk-ni-n} \]
\[\text{twin-3-TOP} \quad \text{die-URGT-PST-EVR} \quad \text{one-EUPH-3} \]

‘His twin, the other one, died, they say.’

Inside quotations in story-telling, RQa and -Ru are generally employed (15), (16).

\[(15) \text{ Trayarunshari, ¡Maymi cha}y warmiy? AMV} \]
\[\text{traya-r}u-n-sh-ari, \quad \text{may-mi cha}y \quad \text{warmi-y} \]
\[\text{arrive-URGT-EVR-ARI} \quad \text{where-EVD DEM.D woman-1} \]

‘The condor arrived, they say, [and said], “Where is my wife?”’

\[(16) \text{ Chaynam kundur qipiwarqash matrayta cha}ypi wawakuruni. AMV} \]
\[\text{chayna-m} \quad \text{kundur qipi-wa-rqa} \quad \text{matray-ta cha}ypi \]
\[\text{thus-EVD condor carry-1.OBJ-PST cave-ACC DEM.D-LOC} \]
\[\text{wawa-ku-ru-ni} \quad \text{give.birth-REFL-URGT-1} \]

‘That condor carried me like that to a cave and I gave birth there.’

4.3.3.3.3 **Perfect** -sHa – realized as -sa in ACH, AMV and SP and as -sha in CH and LT – may be argued sometimes to admit interpretations cognate with the English perfect, indicating events beginning in the past and either continuing into the present or with effects continuing into the present (1–3). Table 4.16 displays the paradigm for perfect inflection with -sHa; Table 4.17 displays the paradigm for the inflection of -sHa for actor-object reference (see Subsection 4.3.2.2 for discussion).
4.3 Verb inflection

Table 4.16: Inflection of -sHa

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Table 4.17: Inflection of sHa – actor-object suffixes

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(1) *Chay alkulta mana tapasani chu.* AMV
[chay alkul-ta mana tapa-sa-ni-chu]
DEM.D alcohol-ACC no cover-SA-1-NEG
'I haven’t capped that alcohol.'

(2) *Grasyusu kasanki.* AMV
[grasyusu ka-sa-nki]
funny be-SA-2
'You’ve been funny.'

(3) *Mikushayari. Mikushayari.* LT
[miku-sha-y-ari mikusha-y-ari]
miku-SHA-EMPH-ARI eat-SHA-EMPH-ARI
'They’ve eaten them, all right. They’ve eaten them.'
4 Verbs

That said, the non-nominalizing instances of -sHa in the corpus, almost without exception, have more readily-available interpretations as narrative pasts (see §4.3.3.3.2) (4).

(4) *Mulankunawan kargarikushpa pasan wañurichishpa wak Chavin lawpash. Hinashpa qalay qalay Chavin miniruwanshi partisa. ACH mula-n-kuna-wan karga-ri-ku-shpa pasa-n mule-3-PL-INSTR carry-INCEP-REFL-SUBIS pass-3 wañu-ri-chi-shpa wak Chavin law-pa-sh hinashpa qalay die-INCEP-CAUS-SUBIS DEM.D Chavin side-LOC-EVR then all qalay Chavin miniru-wan-shi parti-sa all Chavin miner-INSTR-EVR divide-SA ‘Carrying everything with their mules, they left, killing people over by Chavin, they say. Then they divided up absolutely everything with the miners.’

Indeed, speakers offer only simple past translations for verbs suffixed with -sHa; perfect translations may be offered, rather, for -Rqa, -RU (very rarely), or the present (5–7) (see §4.3.3.3.1).

(5) ‘¿Maypaqtq *suwamuranki?’ nishpa. LT may-paq-taq suwa-mu-ra-nki ni-shpa where-ABL-SEQ steal-CISL-PST-2 say-SUBIS ‘“Where have you stolen these from?” he said.’

(6) *Kanangqa shimi-lla qacharu hat-hatun. SP kanan-qa shimi-:-lla qacha-ru-n hat-hatun now-TOP mouth-1-RSTR rip-URGT-3 big-big ‘Now my mouth has ripped open wide.’
4.3 Verb inflection

(7) Ni pi qawan chu ni pi tarin chu. ACH
ni pi qawa-n-chu ni pi tari-n-chu
nor who see-3-NEG nor who find-3-NEG
‘No one has seen her and no one has found her.’

Speakers do consistently translate the combination of -RU and -sHa with the Spanish past perfect (8–10); in Andean Spanish, however, this construction does not share the semantics of the Standard Spanish.9

(8) ¡Wak suwa liyun qa ubihayta tumbarusa! AMV
wak suwa liyun-qa ubiha-y-ta tumba-ru-sa
DEM.D thief lion-TOP sheep-1-ACC knock.down-URGT-SA
‘That thieving puma had knocked off my sheep!’

(9) Trakraymi tuñirun. Yakutam katraykurusa. AMV
trakra-y-mi tuñi-ru-n yaku-ta-m katra-yku-ru-sa
field-1-EVD crumble-URGT-3 water-ACC-EVD release -EXCEP-URGT-SA
‘My field washed away. They had released water.’

(10) Payllatam wañurachira runa … hapirusa karrupi. ACH
pay-lla-ta-m wañu-ra-chi-ra runa hapi-ru-sa karrupi
he-RSTR-ACC-EVD die-URGT-CAUS-PST person grab-URGT-SA car-LOC
‘The people killed just him ... They had grabbed him on the bus.’

Given, however, the restrictions on the distribution of -RU-sHa – it inflects only for third person10 and it is not contentful either with stative verbs or with the copulative, ka – it is improbable that it that would constitute the language’s principal strategy for rendering the past perfect. Rather, to indicate the sequence of two completed events, speakers of syq generally employ either the subordinator -pti (11), (12) or a connective like hinashpa or hinaptin (13).11

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9 This construction generally can only awkwardly be translated as a past perfect in English, however.

10 The corpus counts 330 instances of -RU (-ø/-chi/-mu) -sHa; in only two cases is it not inflected for third person.

11 It has been suggested to me that an additional function of -sHa might be to indicate ‘sudden discovery’ (Adelaar 1977) or surprise. That is, -sHa might indicate the mirative, as do the perfect marker -shka in Ecuadorian Q (Muysken 1977) and ‘non-experienced’ past tense marker -sqa in Cuzco Q (Faller 2003) (as cited in Peterson 2014: 223–33). This is a hypothesis I am currently investigating.
4 Verbs

(11) *Liluptinga, liː. CH
li-lu-pty-n-qa liː:
go-URGT-SUBDS-3-TOP go-1
‘When (after) he went, I went.’

(12) *Hinaptinshi iskinapa kayaptin baliyarun. ACH
hinaptin-shi iskina-qa ka-ya-pti-n baliya-ru-n
then-EVR corner-LOC be-PROG-SUBDS-3 shoot-URGT-3
‘Then, they say, *when he was in the corner, they shot him.*

(13) *Suyarusa hinashpa maqarusa. Chayshi nirqamik tumarun. AMV
suya-ru-sa hinashpa maqa-ru-sa chay-shi ni-rqa-mi-k
wait-URGT-SA then beat-URGT-SA DEM.D-EVR say-PST-EVD-IK
take-URGT-3
‘She had waited for her *then* she had hit her. That’s why he took [the poison], they say.’

4.3.3.3.4 Habitual past *-q ka-*  The habitual past is indicated by the combina-
tion of the agentive noun – formed by the addition of *-q* to the verb stem – and
the relevant present tense form of *ka-* ‘be’ (zero in the third person) (1–4). Ta-
ble 4.18 displays this paradigm; Table 4.19 displays the paradigm of habitual past
inflection with actor-object reference (see Subsection 4.3.2.2 for discussion).

Table 4.18: Habitual past inflection

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<tr>
<td>3</td>
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<td>-q</td>
</tr>
</tbody>
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(1) *Wak Marcopukyopa, triguta hurqupakamuq kani. AMV
wak Marcopukyo-pa, trigu-ta hurqu-paka-mu-q ka-ni
dem.D Marcopukyo-LOC wheat-ACC remove-MUTBEN-CISL-AG be-1
‘There in Marcopukyo, I *used to* harvest wheat.’
4.3 Verb inflection

Table 4.19: Habitual past inflection – actor-object suffixes

<table>
<thead>
<tr>
<th></th>
<th>2&gt;1</th>
<th>3&gt;1</th>
<th>3&gt;1pl</th>
<th>1&gt;2</th>
<th>3&gt;2</th>
</tr>
</thead>
<tbody>
<tr>
<td>-wa-q ka-nk\textsubscript{i,AMV,L}</td>
<td>-wa-q\textsubscript{AMV,L}</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>-ma-q ka-nk\textsubscript{i,ACH,CH,SP}</td>
<td>-ma-q\textsubscript{ACH,CH,SP}</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

(2) Chayhina puri\textit{q} kanchik ayvis fusfuru puchukaru\textit{q}. AMV

\textit{chay-hina} puri-\textit{q} ka-nchik ayvis fusfuru puchuka-ru-\textit{q} DEM.D-COMP walk-AG be-1PL sometimes match finish-URGT-AG

‘We would walk around like that; sometimes the matches would run out.’

(3) Awturidadkunaqa pakaku\textit{q} huk law liku\textit{q}. CH

\textit{awturidad-kunaqa} paka-ku-\textit{q} huk law li-ku-\textit{q} authority-PL-TOP hide-REFL-AG one side go-REFL-AG

‘The officials would hide, they would go other places.’

(4) Chay tirruristawan kay Azángaropaq rikuya\textit{q}. Wama wamaq piliyakuya\textit{q}. ACH

\textit{chay} tirrurista-wan kay Azángaro-paq riku-ya-\textit{q} wama DEM.D terrorist-INSTR DEM.P Azángaro-ABL go-PROG-AG a.lot

\textit{wamaq} piliya-ku-ya-\textit{q} a.lot fight-REFL-PROG-AG

‘They would be going from Azángaro with the terrorists. They would be fighting a lot.’

Generally translated in Spanish with the imperfect, the structure can be translated in English as ‘used to V’ or ‘would V’. Object suffixes precede -q (5), (6).

(5) Wasiyta hamuruptiy uquchiwa\textit{q}. Huk vidatam wakwanqa pukllari\textit{r}qani. AMV

\textit{wasi-y-ta} hamu-ru-\textit{pti-y} uqu-chi-wa-\textit{q} huk house-1-ACC come-URGT-SUBDS-1 wet-CAUS-1.OBJ-AG one

\textit{vida-ta-m} wak-wan-qa puklla-ri-rqa-ni life-ACC-EVD DEM.D-INSTR-TOP play-INCEP-PST-1

‘When I would come home, they would get me wet. I played around with them a lot.’
4 Verbs

(6) *Taytacha: willamaq chayhinam antigwu viyhukuna purira nishpa. SP
tayta-cha-: willa-ma-q chay-hina-m antigwu viyhu-kuna
father-DIM-1 tell-1.OBJ-AG DEM.D-COMP-EVD ancient old-PL
puri-ra ni-shpa
walk-PST say-SUBIS
‘My grandfather used to tell me [stories]. The ancients walked about
like that, he said.’

4.3.4 Conditional

SYQ verbs inflect for conditionality, present and past. Two different forms in-
dicate the conditional in SYQ. The first, the regular conditional, is attested in
all persons, singular and plural, in all dialects. Alternative conditional forms are
attested in the first person plural in all dialects and in the second person both sin-
gular and plural in the AMV dialect. Both the regular and alternative conditional
may be interpreted as ability, circumstantial, deontological, epistemological, and
teleological modals, both existential and universal, at least. For more extensive
discussion of the interpretation of the conditional under the scope of the various
evidential enclitics and their modifiers, see §6.2.11.

4.3.4.1 Regular conditional (potential) -man

All SYQ dialects indicate the conditional with the suffix -man. In the first person,
it is the person-number suffixes of the nominal (possessive) paradigm that are
used in combination with -man (i.e., -y and not -ni is used for the first-person sin-
gular in the qii-alligned dialects) (28). -man follows all other inflectional suffixes
(*ri-nki-man *ri-man-ni-nki) (34); -man is in complementary distribution with
tense morphemes (*ri-rqa-nki-man) (the examples cited are given in §4.3.4.2).
Table 4.20 displays this paradigm; Table 4.21 displays the paradigm of regular
conditional inflection with actor-object reference (see Subsection 4.3.2.2 for dis-
cussion).

4.3.4.2 Modality

The SYQ conditional covers far more territory than does the conditional in Span-
ish or English, receiving ability (1–5), circumstantial (6), (7), (8), deontic (9), (10),
(11), (12), teleological (13), (14), and epistemological (15), (16), (17) modal readings,
both existential and universal. Table 4.22 displys the modal system of SYQ.
4.3 Verb inflection

Table 4.20: Regular conditional inflection

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-y-man$_{AMV,LT}$</td>
<td>-nchik-man</td>
</tr>
<tr>
<td></td>
<td>-n-man$_{ACH,CH,SP}$</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-nki-man</td>
<td>-nki-man</td>
</tr>
<tr>
<td>3</td>
<td>-n-man</td>
<td>-n-man</td>
</tr>
</tbody>
</table>

Table 4.21: Regular conditional inflection – actor-object suffixes

<table>
<thead>
<tr>
<th>2&gt;1</th>
<th>3&gt;1</th>
<th>3&gt;1pl</th>
<th>1&gt;2</th>
<th>3&gt;2</th>
</tr>
</thead>
<tbody>
<tr>
<td>-wa-nki-man$_{AMV,LT}$</td>
<td>-wa-n-man$_{AMV,LT}$</td>
<td>-wa-nchik-man$_{AMV,LT}$</td>
<td>-yki-man</td>
<td>-shu-nki-man</td>
</tr>
<tr>
<td>-ma-nki-man$_{ACH,CH,SP}$</td>
<td>-ma-n-man$_{ACH,CH,SP}$</td>
<td>-ma-nchik-man$_{ACH,CH,SP}$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.22: Modal system

<table>
<thead>
<tr>
<th>Existential</th>
<th>Universal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability</td>
<td></td>
</tr>
<tr>
<td>V-COND-EVD</td>
<td></td>
</tr>
<tr>
<td>qawa-n-man-mi</td>
<td></td>
</tr>
<tr>
<td>manam V-INF-ACC</td>
<td></td>
</tr>
<tr>
<td>atipa-INF-chu *EV</td>
<td></td>
</tr>
<tr>
<td>manam qawa-y-ta atipa-n-chu</td>
<td></td>
</tr>
<tr>
<td>Circumstantial</td>
<td></td>
</tr>
<tr>
<td>V-COND-EVD</td>
<td></td>
</tr>
<tr>
<td>wiña-n-man-mi</td>
<td></td>
</tr>
<tr>
<td>Deontic</td>
<td></td>
</tr>
<tr>
<td>V-COND-EVD</td>
<td></td>
</tr>
<tr>
<td>qawa-n-man-mi</td>
<td></td>
</tr>
<tr>
<td>Hawka V-FUT-EVD</td>
<td></td>
</tr>
<tr>
<td>hawka qawa-nqa-m</td>
<td></td>
</tr>
<tr>
<td>Epistemic</td>
<td></td>
</tr>
<tr>
<td>V-COND-EVC</td>
<td></td>
</tr>
<tr>
<td>qawa-n-man-tri</td>
<td></td>
</tr>
<tr>
<td>Teleological</td>
<td></td>
</tr>
<tr>
<td>V-COND-EVD</td>
<td></td>
</tr>
<tr>
<td>qawa-n-man-mi</td>
<td></td>
</tr>
<tr>
<td>V-PRES-EVD</td>
<td></td>
</tr>
<tr>
<td>qawa-n-mi</td>
<td></td>
</tr>
</tbody>
</table>

*The verbs usHachi- ‘be able’, puydi- ‘be able’, and yatra- ‘know’ can replace atipa-.
4 Verbs

(1) **Kanan chayta rinman. LT**
kanan   chay-ta   ri-n-man
now    DEM.D-ACC  go-3-COND
‘Now, he **could** go there.’

(2) **¿Manachu kuska linman? CH**
mana-chu    kuska    li-n-man
no-Q   together  go-3-COND
‘Can’t they go together?’

(3) **Ulvidaru,: manayá yuyari: manchu. SP**
ulvida-ru-:    mana-yá   yuyari-:-man-chu
forget-URGT-1 no-EMPH  remember-1-COND-NEG
‘I’ve forgotten. I can’t remember.’

(4) **¿Imatataq ruwankiman? ¿Imatataq ruwanman? ACH**
ima-ta-taq    ruwa-nki-man   ima-ta-taq    ruwa-n-man
what-ACC-SEQ  make-2-COND  what-ACC-SEQ  make-3-COND
‘What can you do? What can they do?’

(5) **Manañam kawsa: manchu. CH**
mana-ña-m  kawsa-:-man-chu
no-DISC-EVD  live-1-COND-NEG
‘I can’t live any more.’

(6) **Manatr wak lawpa pastu kanmanchu. AMV**
mana-tr    wak   law-pa   pastu   ka-n-man-chu
no-EVC  DEM.D  side-LOC  pasture.grass  be-3-COND-NEG
‘There can’t be any pasture on that side.’

(7) **Saruullawanman. AMV**
saru-ru-lla-wa-n-man
trample-URGT-RSTR-1.OBJ-3-COND
‘She **could** trample me.’
4.3 Verb inflection

(8) *Suwapis rikarun man chaypa.* **ACH**
    suwa-pis rika-ru-n-man chay-pa
    thief-ADD see-URGT-3-COND DEM.D-LOC
    ‘Thieves also can pop up around there.’

(9) *Wawakunki manmi hukllatas.* **ACH**
    wawa-ku-nki-man-mi huk-lla-ta-s
    give.birth-REFL-2-COND-EVD one-RSTR-ACC-ADD
    ‘You should give birth to at least one [child].’

(10) *Yatarunki mantaq.* **AMV**
    yata-ru-nki-man-taq
    catch-URGT-2-COND-SEQ
    ‘Be careful not to catch it.’

(11) *Chayshi manash invidyusu kaytaq atipanchik manchu.* **LT**
    chay-shi mana-sh invidyusu kay-taq atipa-nchik-man-chu
    DEM.D-EVR no-EVR jealous DEM.P-SEQ be.able-1PL-COND-NEG
    ‘That’s why we shouldn’t be jealous.’

(12) *Ishchallataña shutu yakhiyman, ?aw?** **AMV**
    ischcha-lla-ta-ña shutu-yka-chi-y-man aw
    little-RSTR-ACC-DISC drip-EXCEP-CAUS-1-COND yes
    ‘I should make it drip just a little, right?’

(13) *Allin nutata surqunaykipaq istudyankim manmiki.* **AMV**
    allin nuta-ta surqu-na-yki-paq istuda-nki-man-mi-ki
    good grade-ACC take.out-NMLZ-2-PURP study-2-COND-EVD-IKI
    ‘If you want to get good grades, you have to study.’

(14) *Agua floridata u krisutapis apamunki manmi.* **ACH**
    agua florida-ta u krisu-ta-pis apa-mu-nki-man-mi
    water florida-ACC or Croesus-ACC-ADD bring-cisl-2-COND-EVD
    ‘You can bring florida water or croesus [so as not to get sick].’
4 Verbs

(15) Wasikunapis saqykun **man**tr Swansea kaptinqa. AMV
  wasi-kuna-pis saqa-yku-n-man-tri kwirti ka-pty-n-qa
  house-PL-ADD go.down-EXCEP-3-COND-EVC strong be-SUBDS-3-TOP
  ‘The houses, also, **could** fall if there were a strong one [earthquake].’

(16) Chayqa waqayan. ¿Imataq **kan**man? sp
  chay-qa waqa-ya-n ima-taq ka-n-man
  DEM-D-TOP cry-PROG-3 what-SEQ be-3-COND
  ‘It’s crying. What **could** that be?’

(17) Wañukun **man**triki.¿Imayna mana kutikamunmanchu? ACH
  wañu-ku-n-man-tri-ki imayna mana
  die-REFL-3-COND-EVC-IKI how no
  kuti-ka-mu-n-man-chu
  return-REFL-CISL-3-COND-NEG
  ‘He **might** have died. Why can’t he come back?’

As detailed in §6.2.11, SYQ modals are themselves unspecified for force: modal force is determined by context and is generally specified by the evidential modifiers. Weak modal readings result when the modal is under the scope either of no evidential or of an evidential modified by the evidential modifier $\emptyset$; strong universal readings result when the evidential is modified by the evidential modifier -iki 

sis-q-ku-n-man-tri-\$ ‘it **might** fall’, sis-q-ku-n-man-tri-ki ‘it **will most likely** fall’; istudya-nki-man-mi-$\emptyset$ ‘you **should** study’, istudya-nki-man-mi-ki ‘you **must** study’); moderately strong modal readings result when the modifier -ik takes scope over the modal. Ability modals also result from the combination of the infinitive and the verb atipa- ‘be able’ (18–19).

(18) Manaña riylta **atipa**chu pishipakuyan. AMV
  mana-nya ri-y-ta atipa-n-chu pishipa-ku-ya-n
  no-DISC go-INF-ACC be.able-3-NEG tire-REFL-PROG-3
  ‘They **can’t** go – they’re getting tired.’

(19) Wawan kaptinqa, manaña uywayta **atipa**chu. ACH
  wawa-n ka-pty-n-qa, mana-nya uywa-y-ta atipa-n-chu
  baby-3 be-SUBDS-3-TOP no-DISC raise-INF-ACC be.able-3-NEG
  ‘When they have babies, they **can’t** raise [cattle] any more.’

The verbs usHachi- and puydi-, both translated ‘be able,’ as well as yatra- ‘know’ may also be employed in this construction (20–22).
4.3 Verb inflection

(20) Chay ninaman pawayta hawanta munayan mana usachinchu. AMV
chay nina-man pawa-y-ta hawa-n-ta muna-ya-n mana
DEMD fire-ALL jump-INF-ACC above-3-ACC want-PROG-3 no
usachi-n-chu
be.able-3-NEG
‘They want to jump over the fire, but they can’t.’

(21) Piluntaqa yupayanshari chay chapupaqta. Ushachinchu yupayta. AMV
pilu-n-ta-qa yupa-ya-n-sh-ari chay chapu-paq-ta
hair-3-ACC-TOP count-PROG-3-EVR-ARI DEM.D little.dog-GEN-ACC
ushachi-n-chu yupa-y-ta
be.able-3-NEG count-INF-ACC
‘[The zombie] is counting the hairless dog’s hairs. He can’t count
them.’

(22) Puriyta yatranñam. AMV
puri-y-ta yatra-n-ña-m
walk-INF-ACC know-3-DISC-EVD
‘She can already walk.’

atipa-, usHachi-, and puydi- appear in verbal constructions only when negated; they appear non-negated only in nominalizations (23), (24).

(23) Hinashpa trayarushpaqa ... waqtakuyanchikña atipasanchikkama. CH
hinashpa traya-ru-shpa-qa waqta-ku-ya-nchik-ña
then arrive-URGT-SUBIS-TOP hit-REFL-PROG-1PL-DISC
atipa-sa-nchik-kama
be.able-PRF-1PL-LIM
‘Then, when you get there, when there is any, you’re already hitting
it as much as you can.’

(24) Burrunchikwan rinchik Cañetekama maykamapis
atipasanchikkama. AMV
burru-nchik-wan ri-nchik Cañete-kama may-kama-pis
donkey-1PL-INSTR go-1PL Cañete-LIM where-LIM-ADD
atipa-sa-nchik-kama
be.able-PRF-1PL-LIM
‘With our donkeys we went to Cañete, to wherever, wherever we
could.’
Universal deontic readings additionally follow from the combination of the nominalizer, -na with nominal (possessive) person inflection (25); they are available, too, with the simple present tense.

(25) Chaymi vaka harkaq rikunaykimiki. AMV
    chay-mi vaka harka-q riku-na-yki-mi-ki
    DEM.D-EVD COW herd-AG go-NMLZ-2-EVD-IKI
    ‘That’s why you have to go pasture the cows.’

In (26), the adverb hawka ‘tranquil’ modifying a future tense verb receives an existential deontic modal reading. As detailed in §6.2.11.3, under the scope of the conjectural evidential, -trl, conditionals are generally restricted to epistemic interpretations; under the scope of the direct evidential -ml, they receive all but conjectural interpretations.

(26) Hawkañam tushunqa. AMV
    hawka-ña-m tushu-nqa
    tranquil-DISC-EVD dance-3.FUT
    ‘She can go dancing.’

Attaching to verbs inflected with second-person -iki, -man, may be interpreted as a caution (27).

(27) Viñacta rishpa kichkata manam saruramunkiman. AMV
    Viñac-ta ri-shpa kichka-ta mana-m saru-ra-mu-nki-man
    Viñac-ACC go-SUBIS thorn-ACC no-EVD trample-URGT-CISL-2-COND
    ‘Be careful not to step on thorns when you go to Viñac.’

And finally, it appears that -man never attaches to either of the alternative-conditional morphemes, -waq or -chuman.12 This information is summarized in Table 4.22 (examples are given for the third person with the verb qawa- ‘see’).

(28) Ruwayman lliw lliw. AMV
    ruwa-y-man lliw lliw
    make-1-COND all all
    ‘I can do everything.’

12 I have not yet tested these for grammaticality in elicitation sessions. I can only say that in a corpus with 85 instances of -iki-man and 24 instances of -nchick-man, *-waq-man and *-chuwan-man remain unattested.
(29) **Suwakunmantri**. LT  
*suwa-ku-n-man-tri-ki*  
rob-REFL-3-COND-EVC-IKI  
’[Where it’s abandoned] it’s very likely they will rob [you].’

(30) **Turantin siqaykurusa. Chay ukupaqa puchukarunmantri**. AMV  
*tura-n* *siqa-yku-ru-sa* *chay uku-pa-qa*  
bull-INCL go.DOWN-EXCEP-URGT-NPST DEM.D inside-LOC-TOP  
puchuka-ru-n-man-tri-ki  
finish-URGT-3-COND-EVC-IKI  
’He fell [from the roof] with the bull. He really might [have] been finished off inside.’

(31) **Qutrash. Manash pawayta atipanchu chaypaq.** AMV  
*qutra-sh* *mana-sh pawa-y-ta atipa-n-chu chaypaq*  
reservoir-EXR no-EXR jump-INF-ACC be.able-3-NEG DEM.D-ABL  
’It’s a lake, they say. They can’t jump out of there, they say.’

(32) ¡**Kwidadu! Chaypitaq qalqali mikulu shunkiman.** CH  
*kwidadu chay-pi-taq qalqali miku-lu-shunki-man*  
be.careful DEM.D-LOC-SEQ zombie eat-URGT-3>2-COND  
’Be careful! A zombie could eat you there.’

(33) **Manam wañu:manchu.** SP  
*mana-m wañu-man-chu*  
no-URGT die-1-COND-NEG  
’I can’t die.’

(34) **Mana chichiyuq kaptikiqa chayna lluqarishunkimantri.** AMV  
*mana chichi-yuq ka-pty-ki-qa chayna*  
no breast-POS be-SUBDS-2-TOP thus  
lluqa-ri-shu-nki-man-tri  
walk.grabbing-INCEP-2.OBJ-2-COND-EVC  
’If you don’t have breasts they might lean on you.’
4 Verbs

(35) **Sarurullawanman manam saruwanantaq munanichu. AMV**

saru-ru-lla-wa-n-man mana-m saru-wa-na-n-taq
trample-URGT-RSTR-1.OBJ-3-COND no-EVD trample-1.OBJ-NMLZ-3-SEQ
muna-ni-chu
want-1-NEG

‘She might trample me. I don’t want her to trample me.’

4.3.4.3 Alternative conditional -waq and -chuwan

Alternative conditional forms are attested in the second person both singular and plural in the AMV dialect and first person plural in all dialects. -waq indicates the second person conditional (1–3); -chuwan indicates the first person plural conditional (4–7); -waq may be explicitly pluralized with -pa(:)ku (8).

(1) **¿Imallatapis mikuchaykuwaqchu mamay? AMV**

ima-lla-ta-pis miku-cha-yku-waq-chu mama-y?
what-RSTR-ACC-ADD eat-DIM-EXCEP-2.COND-Q mother-1

‘Can you eat any little thing, Miss?’

(2) **Wak tinapa alcha waq. AMV**

wak tina-pa alcha-waq
dem.d tub-LOC fix-2.COND

‘You can fix it in that tub.’

(3) **¡Ama! Huk lawman hitraykurullawaq. AMV**

ama huk law-man hitra-yku-ru-lla-waq
proh one side-ALL spill-EXCEP-URGT-RSTR-2.COND

‘Don’t! Be careful you don’t spill it on the other side.’

(4) **Ratu ratum chaywanqa shinkaru chuwan. ACH**

ratu ratu-m chay-wan-qa shinka-ru-chuwan
moment moment-EVD dem.d-INSTR-TOP get.drunk-URGT-1PL.COND

‘We can get drunk really quickly with that.’

(5) **Huk quptinqa mikuru chuwan mi. ACH**

huk qu-pti-n-qa mikuru-chuwan-mi
one give-SUBDS-3-TOP eat-URGT-1PL.COND-EVD

‘When another gives, we can eat.’
4.3 Verb inflection

(6) *Manañam kwintakuwanchañachu*. LT
mana-ña-m kwinta-ku-chuwan-ña-chu
no-DISC-EVD account-REFL-1PL.COND-DISC-NEG
'We can no longer become aware of it.'

(7) *Tutayaqpaq, manam imatapis ruwachuwan*. AMV
mana-ña-m ima-ta-pis ruwa-chuwan
no-DISC-EVD what-ACC-ADD make-1PL.COND
'In the darkness, we couldn’t do anything.'

(8) *Yanapapakuwaq*. AMV
yanapa-paku-waq
help-JTACC-2.COND
'You should help.'

Both morphemes simultaneously indicate person and conditionality and both are in complementary distribution with both tense and inflectional morphemes. -w/ma-chuwan is used with a first-person plural object (9–12).

(9) *Vinina machuwantri*. ACH
vinina-ma-chuwan-tri
poison-1.OBJ-1PL.COND-EVC
'It can poison us.'

(10) *Sapallanchiktaqa mikuru machuwantri*. ACH
sapa-lla-nchik-ta-qa mikuru-ma-chuwan-tri
alone-REST-1PL-ACC-TOP eat-URGT-1.OBJ-1PL.COND
'[When we’re] alone, [the Devil] can eat us.'

(11) *Dibil kaptinchik chukaruwachuwayá*. AMV
dibil ka-ptri-nchik chuka-ru-wa-chuwan-yá
weak be-SUBDS-1PL crash-URGT-1.OBJ-1PL.COND-EMPH
'When we’re weak, it can make us sick.'

(12) *Midiku hudiru wachuwanmi*. AMV
midiku hudi-ru-wa-chuwan-mi
doctor screw-URGT-1.OBJ-1PL.COND-EVD
'Doctors can screw us up.'
4 Verbs

Ability (13), (14), circumstantial (15), deontic (16), (19) epistemic (17) and teleological (18) readings are all available. If a word ends with -chuwan, stress is shifted to the antepenultimate syllable (19).

(13) ¿Vakata chuqamuwaqchu? AMV
   vaka-ta chuqa-mu-waq-chu
cow-ACC throw.stones-CISL-2.COND-Q
   ‘Can you throw stones at [herd] cows?’

(14) Yaku usun chaymi llaqtata rishaq. Manam rigachuwanchu. LT
   yaku usu-n chay-mi llaqta-ta ri-shaq
   water waste.on.the.ground-3 DEM-D-EVD town-ACC go-1.FUT
   mana-m riga-chuwan-chu
   irrigate-1PL.COND-NEG
   ‘Water is spilling. So I’m going to go to town. We can’t irrigate.’

(15) Kayanmi uniku qullqiyyuqpaqyá ¿Maypam rigalawachuwan runaqa? AMV
   ka-ya-n-mi uniku qullqi-yuq-paq-yá may-pa-m
   be-PROG-3-EVD only money-POSS-BEN-EVD where-LOC-EVD
   rigala-wa-chuwan runa-qa?
give.as.a.gift-1.OBJ-1PL.COND person-TOP
   ‘There are some just for people with money. Where can people give us things as gifts?’

(16) Chikitu llamachata apakuwaq. AMV
   chikitu llama-cha-ta apa-ku-waq
   small llama-DIM-ACC bring-REFL-2.COND
   ‘You could bring a small little llama.’

(17) Wañuypaqpis kayachuwantri. AMV
   wañu-y-paq-pis ka-ya-chuwan-tri
die-INF-PURP-ADD be-PROG-1PL.COND-EVC
   ‘We could be also about to die.’

(18) Trabahawaqmi mikuyta munashpaqa. AMV
   trabaha-waq-mi miku-y-ta muna-shpa-qa
   work-2.COND-EVD eat-INF-ACC want-SUBIS-TOP
   ‘You have to work if you want to eat.’
4.3 Verb inflection

(19) Pulíchuwan kuskanchik. CH
     puli-chuwan         kuska-nchik
     walk-1PL.COND   together-1PL
     ‘We should walk together.’

4.3.4.4 Past conditional (irrealis)

The past conditional is indicated by the combination – as distinct words – of
the conditional with ka-RQa, the third person past tense form of ka- ‘be’ (1–4).
Table 4.23 displays this paradigm; Table 4.24 displays the paradigm for past
conditional inflection with actor-object reference.

Table 4.23: Past conditional inflection

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-y-man karqa-ø_{AMV}</td>
<td>-nchik-man karqa-ø_{AMV}</td>
</tr>
<tr>
<td></td>
<td>-y-man kara-ø_{LT}</td>
<td>-nchik-man kara-ø_{ACH,LT,SP}</td>
</tr>
<tr>
<td></td>
<td>-:-man kara-ø_{ACH,SP}</td>
<td>-nchik-man kala-ø_{CH}</td>
</tr>
<tr>
<td></td>
<td>-:-man kala-ø_{CH}</td>
<td>-chuwan karqa-ø_{AMV}</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-chuwan kara-ø_{ACH,LT}</td>
</tr>
<tr>
<td>2</td>
<td>-nki-man karqa-ø_{AMV}</td>
<td>-nki-man karqa-ø_{AMV}</td>
</tr>
<tr>
<td></td>
<td>-nki-man kara-ø_{ACH,LT,SP}</td>
<td>-nki-man kara-ø_{ACH,LT,SP}</td>
</tr>
<tr>
<td></td>
<td>-nki-man kala-ø_{CH}</td>
<td>-nki-man kala-ø_{CH}</td>
</tr>
<tr>
<td></td>
<td>-waq karqa-ø_{AMV}</td>
<td>-waq karqa-ø_{AMV}</td>
</tr>
<tr>
<td>3</td>
<td>-n-man karqa-ø_{AMV}</td>
<td>-n-man karqa-ø_{AMV}</td>
</tr>
<tr>
<td></td>
<td>-n-man kara-ø_{ACH,SP,LT}</td>
<td>-n-man kara-ø_{ACH,SP,LT}</td>
</tr>
<tr>
<td></td>
<td>-n-man kala-ø_{CH}</td>
<td>-n-man kala-ø_{CH}</td>
</tr>
</tbody>
</table>

(1) Riruyma karqa ñuqapis yanga hanaypaq. AMV
     ri-ru-y-man      ka-rqa ñuqa-pis yanga hanay-paq
     go-URGT-1-COND be-PST I-ADD lie up.hill-ABL
     ‘I, too, would have gone in vain from up hill.’

(2) Chay pachalla ... ruwashinkiman karqa. AMV
     chay pacha-lla ruwa-shi-nki-man ka-rqa
     DEM.D date-RSTR make-ACMP-2-COND be-PST
     ‘That time, you could have helped make it.’
4 Verbs

Table 4.24: Past conditional inflection – actor-object suffixes

<table>
<thead>
<tr>
<th>2&gt;1</th>
<th>3&gt;1</th>
<th>3&gt;1pl</th>
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</thead>
<tbody>
<tr>
<td>-wa-nki-man ka-rqa&lt;sub&gt;AmV&lt;/sub&gt;</td>
<td>-wa-n-man ka-rqa&lt;sub&gt;AmV&lt;/sub&gt;</td>
<td>-wa-nchik-man ka-rqa&lt;sub&gt;AmV&lt;/sub&gt;</td>
</tr>
<tr>
<td>-wa-nki-man ka-ra&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-wa-n-man ka-ra&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-wa-nchik-man ka-ra&lt;sub&gt;LT&lt;/sub&gt;</td>
</tr>
<tr>
<td>-ma-nki-man ka-ra&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td>-ma-n-man ka-ra&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
<td>-ma-nchik-man ka-ra&lt;sub&gt;ACH,SP&lt;/sub&gt;</td>
</tr>
<tr>
<td>-ma-nki-man ka-la&lt;sub&gt;Ch&lt;/sub&gt;</td>
<td>-ma-n-man ka-la&lt;sub&gt;Ch&lt;/sub&gt;</td>
<td>-ma-nchik-man ka-la&lt;sub&gt;Ch&lt;/sub&gt;</td>
</tr>
<tr>
<td>1&gt;2</td>
<td>3&gt;2</td>
<td></td>
</tr>
<tr>
<td>-yki-man ka-rqa&lt;sub&gt;AmV&lt;/sub&gt;</td>
<td>-shu-nki-man ka-rqa&lt;sub&gt;AmV&lt;/sub&gt;</td>
<td></td>
</tr>
<tr>
<td>-yki-man ka-ra&lt;sub&gt;LT&lt;/sub&gt;</td>
<td>-shu-nki-man ka-ra&lt;sub&gt;LT&lt;/sub&gt;</td>
<td></td>
</tr>
</tbody>
</table>

(3) *Mastam katraykurunman karqa.* AMV
.mas-ta-m  katra-yku-ru-n-man  ka-rqa
more-ACC-EVD  release-EXCEP-URGT-3-COND  be-PAST
She should have let more out.'

(4) ¿Imapis mas piyurtri kanchikman karqa? AMV
 ima-pis  mas  piyur-tri  ka-nchik-man  ka-rqa
what-ADD  more  worse-EVC  be-1PL-COND  be-PST
What worse thing could we have been?

The regular conditional form may be used in all dialects (5–8); the alternative conditional forms may be used in those dialects in which they are available in the present tense (9–10).

(5) *Dimunyu chayqa kara.* Mikuramanmantri kara icha aparamanmantri kara. ACH
Dimunyu  chay-qa  ka-ra  miku-ra-ma-n-man-tri  ka-ra  icha
Devil  DEM.D-TOP  be-PST  eat-URGT-1.OBJ-3-COND-EVC  be-PST  or
apa-ra-ma-n-man-tri  ka-ra
bring-URGT-1.OBJ-3-COND-EVC  be-PST
That was the devil. He could have eaten me or he could have taken me away.'

(6) *Kundinakurunmantri kara.* Qullqi chay kasa. SP
kundina-ku-ru-n-man-tri  ka-ra  qullqi  chay  ka-sa
condemn-REFL-URGT-3-COND-EVC  be-PST  money  DEM.D  be-NPST
4.3 Verb inflection

‘She would have condemned herself [to being a zombie]. That was money.’

(7) “Lusta pagankimantri karqa lusninta,” niniyá. AMV
lus-ta paga-nki-man-tri ka-rqa lus-ni-n-ta ni-ni-yá
light-ACC pay-2-COND-EVC be-PST light-EUPH-3-ACC say-1-EMPH
“You should have paid the electric bill, his electric bill,” I said then.’

(8) Chayta pushakarunkiman kara. LT
chay-ta pusha-ka-ru-nki-man ka-ra
chay-ACC bring.along-PASSACC-URGT-2-COND be-PST
‘You should have taken her.’

(9) Mastam chawaruwaq karqa. AMV
mas-ta-m chawa-ru-waq ka-rqa
more-ACC-EVD milk-URGT-2.COND be-PST
‘You could have milked more.’

(10) ¿Chay rikisun kayarachu? Rikushpatr mikuchuwan kara. AMV
chay rikisun ka-ya-ra-chu riku-shpa-tr miku-chuwan
DEM.D cheese.curd be-PROG-PST-Q go-SUBIS-EVC eat-1PL.COND
ka-ra
be-PST
‘Was there the cheese curd? We could have gone and eaten it.’

4.3.5 Imperative and injunctive

4.3.5.1 Imperative -y

-y indicates the second-person singular imperative (1).

(1) ¡Chay kullarnikitaqa surquruy! AMV
chay kullar-ni-ki-ta-qa surqu-ru-y
DEM.D necklace-EUPH-2-ACC-TOP take.out-URGT-IMP
‘That necklace of yours, take it out!’

-y is suffixed to the verb stem, plus derivational suffixes, if any are present (2).
4 Verbs

(2) ¡Wañurachiy wakta! ACH  
wañu-ra-chi-y wak-ta  
die-URGT-CAUS-IMP DEM.D-ACC  
‘Kill that one!’

When verb has a first-person singular direct or indirect object, -y attaches to the 2->1 actor-object suffix -ma/wa (3), (4).

(3) ¡Ñuqamanpis qachamay! sp  
ñuqa-man-pis qacha-ma-y  
I-ALL-ADD rip-1.OBJ-IMP  
‘Rip it for me, too!’

(4) ¡Samaykachillaway, awilita! AMV  
sama-yka-chi-lia-wa-y awilita  
rest-EXCEP-CAUS-RSTR-1.OBJ-IMP grandmother  
‘Just make (have/let) me rest, grandmother!’

The second-person plural imperative may be indicated by the joint action derivational suffix, -pa(:)kU in combination with -y, and -ma/wa (5), (6).

(5) ¡Lluqsi pakuy (llapayki)! AMV  
lluqsi-paku-y (llapa-yki)  
go.out-JTACC-IMP all-2  
‘Leave.PL!’

(6) ¡Takipakuy! ACH  
taki-paku-y  
sing-JTACC-IMP  
‘Sing PL!’

The first-person plural imperative is identical to the first person plural future: it is indicated by the suffix -shun (7), (8).

(7) ¡Tushushun! AMV  
tushu-shun  
dance-1PL.FUT  
‘Let’s dance!’
4.3 Verb inflection

(8) ¡Kuskallam wañukushun! LT
kuska-llä-m wañu-ku-shun
together-RSTR-EVD die-REFL-1PL.FUT
‘Let’s die together!’

Prohibitions are formed by suffixing the imperative with -chu and preceding it with ama (9–12).

(9) “¡Amayá diharamaychul!” nishpa lukuyakuyan. ACH
ama-yá diha-ra-ma-y-chu ni-shpa
PROH-EMPH leave-URGT-1.OBJ-IMP-NEG say-SUBIS
luku-ya-ku-ya-n
crazy-INCH-REFL-PROG-3
“Don’t leave me!” he said, going crazy.’

(10) ¡Ama ŋuqaktaqa imanamaypischu! CH
ama ŋuqa-kta-qa ima-na-ma-y-pis-chu
PROH 1-ADD-TOP what-VRBZ-1.OBJ-IMP-ADD-NEG
‘Don’t do anything to me!’

(11) ¡Ama manchariychu! ¡Ama qawaychu! AMV
ama mancha-ri-y-chu ama qawa-y-chu
PROH scare-INCEP-IMP-NEG PROH look-IMP-NEG
‘Don’t be scared! Don’t look!’

(12) ¡Amam nunka katraykanakushunchu! LT
ama-m nunka katra-yka-naku-shun-chu
PROH-EVD never release-EXCEP-RECP-1PL.FUT-NEG
‘Let’s never leave each other!’

¡Haku! ‘Let’s go!’ is irregular: it cannot be negated or inflected (13), (14), except, optionally, with the first-person plural -nchik.

(13) ¡Hakuña, taytay, pakananpaq chay aychata! AMV
haku-ña, tayta-y paka-na-n-paq chay aycha-ta
let’s.go-DISC father-1 hide-NMLZ-3-PURP DEM.D meat-ACC
‘Let’s go, mate, so he can hide this meat!’
4 Verbs

(14) ¡Ama rishunchu (*haku)! AMV
ama  ri-shun-chu
PROH go-1PL.FUT-NEG
‘Let’s not go!’ ‘We shouldn’t go.’

The second-person future tense, too, is often interpreted as an imperative (15), and prohibitions can be formed by preceding this with ama (16).

(15) Diosninchkqa nin, “Iha, apanki pukatrakita, wamanripata!” LT
Dios-ni-nchik-qa  ni-n  iha  apa-nki  pukatraki-ta
God-EUPH-1PL-TOP  say-3  daughter  bring-2  pukatraki.flower-ACC
wamanripa-ta
wamanripa.flower-ACC
‘Our God said, “Daughter, bring pukatraki plants and wamanripa plants!”

(16) ¡Ama kutimunkichu! Qamqa isturbum kayangi. CH
ama  kuti-mu-nki-chu  qam-qa  isturbu-m  ka-ya-nki
PROH  return-CISL-2-NEG  you-TOP  nuisance-EVD  be-PROG-2
‘Don’t come back! You’re being a nuisance.’

4.3.5.2 Injunctive -chun

-chun indicates the third person injunctive (1–3), the suggestion on the part of the speaker as to the advisability of action by a third party.

(1) ¡Kukantaraq akuykuchun! AMV
kuka-n-ta-raq  aku-yku-chun
coca-3-ACC-CONT  chew-EXCEP-INJUNC
‘Let her take her coca still!’

(2) ¡Uqusakuna hinalla kachun! AMV
uqu-sa-kuna  hina-lla  ka-chun
wet-PREF-PL  thus-RSTR  be-INJUNC
‘Let the wet ones be like that!’

(3) ¡Witrqachun piliyaqkunata kalabusupi! AMV
witrqa-chun  piliya-q-kuna-ta  kalabusu-pi
close.in-INJUNC  fight-AG-PL-ACC  prison-LOC
‘Let them shut the brawlers up in the prison!’
There are no first or second person injunctive suffixes. -chun attaches to the verb stem, plus derivational suffixes, if any are present (4–6).

(4) ¡Kutimuchun! Wañuchina:paq. ACH
kuti-mu-chun wañu-chi-na-::-paq
return-CISL-INJUNC die-CAUS-NMLZ-1-PURP
‘Have him come back – so I can kill him!’

(5) Papaniy wañukuchunpis wamran kawsakuchun ninshi. Chaykunata upyachiwaptinshi kawsakurqani. AMV
papa-ni-y wañu-ku-chun-pis wamra-n kawsa-ku-chun
father-EUPH-1 die-REFL-INJUNC-ADD child-3 live-REFL-INJUNC
ni-n-shi chay-kuna-ta upya-chi-wa-pto-n-shi
say-3-EVR DEM.M-PL-ACC drink-CAUS-I.OBJ-SUBDS-3-EVR
kawsa-ku-rqa-ni
live-REFL-PST-1
‘Let him die; let his child live, my father said, they say. When they made me take those [cures], I lived.’

(6) ¡Hinallaña kayachun! LT
hina-lla-ña ka-ya-chun
thus-RSTR-DISC be-PROG-INJUNC
‘Let it be just like that!’

It simultaneously indicates injunctivity and person, and is in complementary distribution with other inflectional suffixes. The negative injunctive is formed by suffixing -chu to the injunctive and preceding it with ama (7), (8).

(7) ¡Ama lluqichunchu tukuy puntraw! CH
ama lluqi-chen-chu tukuy puntraw
PROH go.out-INJUNC-NEG all day
‘Don’t let him leave all day!’

(8) Ishkay palumaqa nin, “¡Ama yantataqa apayachunchu!” ACH
ishkay paluma-qa ni-n ama yanta-ta-qa
two dove-TOP say-3 PROH firewood-ACC-TOP
apa-ya-chun-chu
bring-PROG-INJUNC-NEG
‘The two doves said, “Don’t let them bring the firewood!”’
4 Verbs

The third-person future tense can sometimes be interpreted as an injunctive (9).

(9)  Wañuchiptin, ‘¡Amam pampankichu! ¡Hinam ismunqa!’ ninshi. ACH wañu-chi-pto-n ama-m pampa-nki-chu hina-m ismu-nqa die-CAUS-SUBDS-3 PROH-EVD bury-2-NEG thus-EVD rot-3.FUT ninshi say-3-EVR

‘When they killed him, “Don’t bury him! Let him rot like that!” he said.’

4.3.6 Aspect

In syq, continuous aspect is indicated by -ya. -ya belongs to the set of derivational affixes. Unlike inflectional morphemes, -ya can appear in subordinate clauses and nominalizations (puñu-ya-pto-n ‘when he is sleeping’; ruwa-ya-q ‘one who is making’) and can – and, indeed, sometimes must – precede some derivational suffixes (miku-ya-chi-n ‘he is making him eat’). Perfective aspect, generally indicated by -Ru, may, in some cases, also be indicated by reflexive -kU. §4.3.6.1–4.3.6.3 cover -ya and -kU, respectively.

4.3.6.1 Continuous -ya

All dialects of syq indicate continuous aspect with -ya. -ya marks both the progressive (1–6) and durative components (7), (8) of the continuous, indicating both actions and states continuing in time.

(1)  Lliwmantriki invitayan payqa. AMV
    lliw-man-tri-ki invit-a-ya-n pay-qa
    all-ALL-EVC-IKI invite-PROG-3 she-TOP
    ‘She must be inviting everyone, for sure, her.’

(2)  Kumunidadllañam napaku:y: trabahapaku:y:. CH
    kumunidad-lla-ña-m na-pa:ku-y: trabah-a-pa:ku-y:. community-RSTR-DISC-EVD DMY-JTACC-PROG-1 work-JTACC-PROG-1
    ‘Just the community, we’re doing it, we’re working.’
4.3 Verb inflection

(3) Walmikunaqa talpuya: allichaya: kulpaka maqaya:.

Walmi-kuna-qa talpu-ya: alli-cha-ya: kulpakta maqa-ya:.

hit-PROG-1

‘The women are planting, improving, hitting big clumps of earth.’

(4) ¿Imatatrik ruwa-ya-n? Trabaha-ya-ntri-ki.

ima-ta-tri-k ruwa-ya-n trabaha-ya-n-tri-ki

what-ACC-EVC-K make-PROG-3 work-PROG-3-EVC-IKI

‘What is he doing? He must be working.’

(5) Chayshi Diosninchtik, “¿Imatam ashiyanki?” nin.

chay-shi Dios-ni-nchik ima-ta-m ashi-ya-nki ni-n


‘Then Our God said, “What are you searching for?”’

(6) Uchuypis pasa-pasaypaqmi chakirun, uchuypis chakisham kayan.

uchu-y-pis pasa-pasaypaq-mi chaki-ru-n, uchu-y-pis

chili-1-ADD complete-completely-EVD dry-URGT-3 chili-1-ADD

chaki-sha-m ka-ya-n

dry-PRF-EVD be-PROG-3

‘The chilies completely dried out; the chilies are dried out.’

(7) Pipis. Ñuqa ukupaw kakuyani.

pi-pis ñuqa ukupaw ka-ku-ya-ni

who-ADD I busy be-REFL-PROG-1

‘No one. I’m busy.’

(8) Hitakaruyta munayani.

hita-ka-ru-y-ta muna-ya-ni

fall-PASSACC-URGT-INF-ACC wany-PROG-1

‘I want to fall.’

-ya may be used with or in place of -q to mark habitual action (9–11) when such action is customary.\(^\text{13}\)

\(^\text{13}\) An anonymous reviewer points out that -ya in Yauyos seems to resemble the cognate suf-
4 Verbs

(9) *Mana suliyasa kaptinqa wakta suliyachiyanchik.* AMV
*mana suliya-sa ka-pto-n-qa wak-ta suliya-cha-yu-nchik*
no sun-PRF be-SUBDS-3-TOP DEM.D-ACC sun-CAUS-PROG-1PL
‘When [the oca] hasn’t been sunned, we sun it.’

(10) *Uyqapa millwantam kaypaq puchkayanchik.* AMV
*uyqa-pa millwa-n-ta-m kay-paq puchka-yu-nchik*
sheep-GEN wool-3-ACC-EVD DEM.P-ABL spin-PROG-1PL
‘We spin sheep’s wool here.’

(11) *Fwirsawan wawakuyanchik.* ACH
*fwirsa-wan wawa-ku-yu-nchik*
force-INTR give.birth-REFL-PROG-1PL
‘With effort, we give birth.’

-ya can appear in subordinate clauses (12), (13).

(12) *Hinaptinshi iskinapa kayaptin baliyarun.* ACH
*Hinaptin-shi iskina-pa ka-ya-pto-n baliya-ru-n*
then-EVR corner-LOC be-PROG-SUBDS-3 shoot-URGT-3
‘Then when he was in the corner, they shot him.’

(13) *Wak runaqa warminta wañurachin maqayashpalla.* AMV
*wak runa-qa warmi-nta wañu-ra-chi-n*
DEM.D person-TOP woman-3-ACC die-URGT-CAUS-3
*maq-a-ya-shpa-lla*
beat-PROG-SUBIS-RSTR
‘That man, turning jealous, killed his wife, when he was beating her.’

-ya precedes -mu and -chi (14), (15) and precedes all inflectional suffixes.

(14) *Limpu limpu runata firmakayachin.* LT
*limpu limpu runa-ta firma-ka-yu-chi-n*
all all person-ACC sign-PASSACC-PROG-CAUS-3
‘They’re making all the people sign.’

fix -yka: in Huallaga Q, which Weber (1989) calls a general imperfective. The cognate suffix in South Conchucos Q, -yka, in contrast, does not appear in habitual contexts. Hintz (2011) observes that while it is not a general imperfective, it is still much broader than a simple progressive; Hintz concludes that -yka: in South Conchucos is continuous aspect.
4.3 Verb inflection

(15)  Ladirankunapaq rumipis hinkuyamuntri. ACH
ladira-n-kuna-paq rumi-pis hinku-ya-mu-n-tri-ki
hillside-3-PL-ABL stone-ADD roll-PROG-CISL-EVC-IKI
‘Stones, too, would be rolling down the sides [of the mountain].’

It forms the present (16), past (17), (18) and future (19) progressive.

(16)  ¡Suyaykamay! ¡Qarqaryam qipa:ta shamukuyan! CH
suya-yka-ma-y qarqarya-m qipa:-ta shamu-ku-ya-n
wait-EXCEP-1.OBJ-IMP zombie-EVD behind-1-ACC come-REFL-PROG-3
‘Wait for me! A zombie is coming behind me!’

(17)  ¿Maypa saqaykurqa? Paypis wishtu kayarqa. AMV
may-pa saqa-yku-rqa pay-pis wishtu ka-ya-rqa
where-LOC go.down-EXCEP-PST she-ADD lame be-PROG-PST
‘Where did she fall? She, too, was limping.’

(18)  Antaylumata tarirushpaqa pallakuyara hinaptinshi ... sp
antayluma-ta tari-ru-shpa-qa palla-ku-ya-ra
antayluma.berries-ACC find-URGT-SUBIS-TOP pick-REFL-PROG-PST
hina-hti-n-shi
then-EVR
‘After finding some antayluma berries, she was gathering them up. Then ...’

(19)  Vakamik mandakuyanqa. AMV
vaka-mi-k manda-ku-ya-nqa
cow-EVD-IK be.in.charge-REFL-PROG-3.FUT
‘The cows are going to be giving orders.’

4.3.6.2 Durative -chka

-chka is very rarely employed, occuring spontaneously in a non-quotative context only seven times in the corpus. Indeed, it is probably best qualified as non-productive in all but sp. -chka is in complementary distribution with continuative -ya, but it is more semantically restricted than -ya. A -chka action or state is necessarily simultaneous with some other action or state, either explicit in the dialogue (1), (2) or supplied by context (3), (4).
4 Verbs

(1) Kayllapam kwidachkanki ñuqaqa aparamu: ACH
kay-llea-pa-m kwida-chka-nki ñuqa-qo apa-ra-mu-:
DEM.P.RSTR-LOC-EVD care.for -DUR-2 I-TOP bring-URGT-CISL-1
‘You’ll go on taking care of this here [while] I bring it.’

(2) Mundum ñitiramashun kaytam sustininkiqa. Kayta sustinichkanki
ñuqañataqmi huk waklawpis siqaykayamun. SP
mundu-m ñiti-ra-ma-shun kay-ta-m sustini-nki-qa
world-EVD crush-URGT-1.OBJ-1PL.FUT DEM.P-ACC-EVD sustain-2-TOP
kay-ta sustini-chka-nki ñuqaña-taq-mi huk wak law-pis
DEM.P-ACC sustain-DUR-2 I-DISC-SEQ-EVD one DEM.D side-ADD
siqa-yka-ya-mu
go.down-EXCEP-PROG-CISL-3
‘The world is going to crush us. Hold this! You go on holding this
one. I, too – another is falling over there.’

(3) Aviva, tiyachkanki chayllapa. AMV
Aviva tiya-chka-nki chaylla-pa
Aviva sit-DUR-2 DEM.D-RSTR-LOC
‘Aviva, you’re going to be sitting just right there [while the others
go looking].’

(4) ¡Taqsachkay! CH
taqsa-chka-y
wash-DUR-IMP
‘You go on washing [while I play].’

4.3.6.3 Perfective -ku

-ku may indicate completion of change of position with ri- ‘go’ and other verbs
of motion (1–3); it also commonly occurs with wañu- ‘die’ (4), (5). Adelaar (2006:
135) writes of Tarma Quechua: “This -ku-, probably the result of a functional
split of the ‘reflexive’ marker -ku-, has acquired a marginal aspectual function
and indicates the completion of a change of position.”

(1) Pashñalla kidalun. ¿Qaliqa likun maytataq? CH
pashña-llea kida-lu-n qali-qa li-ku-n may-ta-taq
girl-RSTR stay-URGT-3 man-TOP go-REFL-3 where-ACC-SEQ
‘Just the girl stayed. The man went where?’
4.3 Verb inflection

(2) *Qullqita quykuptin ... pasakun.* AMV
  quyllqita quyu-p-qa pasaku
  money-ACC give-EXCEP-SUBDS-3 pass-REFL-3
  ‘When he gave him the money, he went away.’

(3) *Ripukun paqwash llapa wawan tudu ripukun.* LT
  ripu-ku-n paqwash llapa wawa-n tudu ripu-ku-n
  go-REFL-3 completely all child-3 everything go-REFL-3
  ‘Then, he left for good – all his children – all left.’

(4) *Baliyaptinqa wañukun.* ACH
  baliya-p-qa wañu-ku-n
  shoot-SUBDS-3-TOP die-REFL-3
  ‘When they shot him, he died.’

(5) *¿Imanarunqatr? Wañukuntri.* ACH
  ima-na-ru-nqa-tr wañu-ku-n-tri
  what-VRBZ-URGT-3.FUT-EVC die-REFL-3-EVC
  ‘What will happen? He must have died.’

4.3.7 Subordination

SYQ counts three subordinating suffixes – -pti, -shpa, and -shtin – and one subordinating structure – -na-poss-kama. In addition, the nominalizing suffixes, -na, -q, -sa, and -y form subordinate relative and complement clauses (see §3.4.1).

- *pti* is employed when the subjects of the main and subordinate clauses are different (*Huk qawa-pti-n-qa, nqa-nchik qawa-nchik-chu* ‘Although others see, we don’t see’); *shpa* and *shtin* are employed when the subjects of the two clauses are identical (*tushu-shpa/-shtin wasi-ta kuti-mu-n* ‘Dancing they return home’). Cacra, but not Hongos, employs -r (realized [l]) in place of -shpa (*traqna-l pushala-mu-n* ‘binding his hands and feet, they took him along’). - *pti* generally indicates that the event of the subordinated clause began prior to that of the main clause but may also be employed in the case the events of the two clauses are simultaneous (*urkista-qa traya-mu-pti-n tushu-rqa-nchik* ‘When the band arrived, we danced’). - *shpa* generally indicates that the event of the subordinated clause is simultaneous with that of the main clause (*Sapu-qa kurrkurrya-shpa kurri-ya-n* ‘The frog is running going kurr-kurr!’) but may also be employed when event of the subordinated event precedes that of the main clause. - *shtin* is employed
only when the main and subordinate clause events are simultaneous (*awa*-shtin miku-chi-ni wamra-y-ta ‘(By) weaving, I feed my children’). -pti subordinates are suffixed with allocation suffixes (*tarpu*-pti-nchik ‘when we plant’); in contrast, -shpa and -shtin subordinates do not inflect for person or number (*tarpu-shpa-nchik; *tarpu-shtin-yki). -shpa appears 1432 times in the corpus; in three instances it is inflected for person. In elicitation, speakers adamantly reject the use of personal suffixes after -shpa. Subordinate verbs are never suffixed with any other inflectional morphemes, with the exception of -ya (*tarpu-rqa-shpa; *tarpu-shaq-shpa). The evidentials, -ml, shl, and -trl cannot appear on the interior of subordinate clauses, and the negative particle -chu can neither appear on the interior nor suffix to subordinate clauses (*mana-m rima-pti-ki (*chu) ‘if you don’t talk’). Subordinate verbs inherit tense, aspect and conditionality specification from the main clause verb (*ri-shpa qawa-y-man karqa ‘If I would have gone, I would have seen’). Depending on the context, -pti and -shpa can be translated by ‘when’, ‘if’, ‘because’, ‘although’, or with a gerund; -shtin can be translated by a gerund only. This information is summarized in Table 4.25.

Table 4.25: Subordinating suffixes

<table>
<thead>
<tr>
<th>Subordinate-clause event begins before main-clause event</th>
<th>Subordinate-clause event simultaneous with main-clause event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identical Subjects -shpa</td>
<td>-shpa, -shtin</td>
</tr>
<tr>
<td>Different Subjects -pti</td>
<td>-pti</td>
</tr>
</tbody>
</table>

-na-poss-kama is limitative. It forms subordinate clauses indicating that the event referred to either (1) is simultaneous with or (2) limits the event referred to in the main clause (*puñu-na-y-kama ‘while I was sleeping’; wañu-na-n-kama ‘until she died’).

4.3.7.1 Different subjects -pti

-pti is employed when the subjects in the main and subordinated clauses are different (1), (2) and the event of the subordinated clause begins before (3) or is simultaneous with (4) the event of the main clause. Table 4.26 displays the pattern of -pti inflection; Table 4.27 gives this pattern with actor-object reference.
4.3 Verb inflection

Table 4.26: -pti inflection

<table>
<thead>
<tr>
<th>Person</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-pti-\text{y}_{\text{AMV,LT}}</td>
<td>-pti-nchik</td>
</tr>
<tr>
<td></td>
<td>-pti-\text{$\acute{c}$}_{\text{ACH,CH,SP}}</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>-pti-ki</td>
<td>-pti-ki</td>
</tr>
<tr>
<td>3</td>
<td>-pti-n</td>
<td>-pti-n</td>
</tr>
</tbody>
</table>

Table 4.27: -pti inflection – actor-object suffixes

<table>
<thead>
<tr>
<th>2\textgreater{}1</th>
<th>3\textgreater{}1</th>
<th>3\textgreater{}1pl</th>
<th>1\textgreater{}2</th>
<th>3\textgreater{}2</th>
</tr>
</thead>
<tbody>
<tr>
<td>-wa-\text{pti-ki}_{\text{AMV,LT}}</td>
<td>-wa-\text{pti-n}_{\text{AMV,LT}}</td>
<td>-wa-\text{pti-nchik}_{\text{AMV,LT}}</td>
<td>-\text{pti-ki}</td>
<td>-\text{shu-\text{pti-ki}}</td>
</tr>
<tr>
<td>-ma-\text{pti-ki}_{\text{ACH,CH,SP}}</td>
<td>-ma-\text{pti-n}_{\text{ACH,CH,SP}}</td>
<td>-ma-\text{pti-nchik}_{\text{ACH,CH,SP}}</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1) \textit{¿Aruschata kumbidaptinchik mikunmanchu? AMV arus-cha-ta kumbida-\text{pti-nchik} miku-n-man-chu rice-DIM-ACC share-SUBDS-1PL eat-3-COND-Q} ‘\textit{If we share the rice, will she eat it?’}

(2) \textit{Qusa: tiniynti alkaldi kaptin, “Kumpañira, ¿maypim qusayki?” niman. CH} \textit{qusa-: tiniynti alkaldi ka-\text{pti-n} kumpañira husband-1 lieutenant mayor be-SUBDS-3 compañía} \textit{may-pi-m qusa-yki ni-ma-n where-LOC-EVD husband-2 say-1.OBJ-3} ‘\textit{When my husband was vice-mayor they asked me, “Compañera, where is your husband?”}’

(3) \textit{Chay kundurqa qipi\text{pti} huk turuta pagaykun. SP} \textit{chay kundur-qa qipi-\text{pti-n} huk turu-ta paga-yku-n DEM.D condor-\text{TOP} carry-SUBDS-3 one bull-\text{ACC} pay-EXCEP-3} ‘\textit{After the condor carried her, she payed him a bull.’}
4 Verbs

(4) Huk mumintu puriyaptiki imapis prisintakurushunki. AMV
    huk mumintu puri-ya-pti-ki ima-pis
    one moment walk-PROG-SUBDS-2 what-ADD
    prisinta-ku-ru-shu-nki
    present-REFL-URGT-2.OBJ-2
    ‘One moment you’re walking and something presents itself to you.’

-pti subordinates always inflect for person with allocation suffixes (5), (6).

(5) Kalurniyuq kaptikiqa yawarin yanash. AMV
    kalur-ni-yuq ka-pty-qa yawar-ni-n yana-sh
    fever-EUPH-POSS be-SUBDS-2-TOP blood-EUPH-3 black-EVR
    ‘When you have a fever, its blood is black, they say.’

(6) Chay plantaman siqaruptyi:pis chay turuqa ... siqaramun qipa:paq
    plantaman. ACH
    chay planta-man siqa-ru-ptyi:-pis chay turu-qa
    DEM.D tree-ALL go.up-URGT-SUBDS-1-ADD DEM.D bull-TOP
    siqa-ra-mu-n qipa:-paq planta-man
    go.up-URGT-CISL-3 being-1-ABL tree-ALL
    ‘When I climbed up the tree, the bull ... climbed up the tree from behind me.’

The structure is usually translated in English by ‘when’ (7), (8) or, less often, ‘if’ (9), (10), ‘because’ (11–13), or ‘although’ (14).

(7) Kundinawqa, witrqakuruptinga, wasi utrkunta altukunapash
    [yaykurun]. SP
    kundinaw-qa, witrq-ku-ru-pty-n-qa wasi utrku-n-ta
    zombie-TOP close-REFL-URGT-SUBDS-3-TOP house hole-3-ACC
    altu-kuna-pa-sh yayku-ru-n
    high-PL-LOC-EVR enter-URGT-3
    ‘When they shut themselves in, the zombie [entered] through a hole in the attic.’

(8) Hinaptinshi “Wak turuta pagaykusayki,” niptin asiptan. ACH
    hinaptin-shi wak turu-ta paga-yku-sayki ni-pty-n
    then-EVR DEM.D bull-ACC pay-EXCEP-1≥2.FUT say-SUBDS-3
    asipta-n
    accept-3
    ‘Then, they say, when he said, “I’ll pay you that bull,” they accepted.’
4.3 Verb inflection

(9) *Manam pagawaptikiqa mana wamraykiqa alliyanqachu. LT*

man-a-m pag-a-wa-p-ti-ki-qa man-a-m wamra-y-ki-qa
no-EVD pay-1.OBJ-2-TOP no-EVD child-2-TOP
alli-ya-nqa-chu
good-INCH-3.FUT-NEG

'If you don’t pay me, your son isn’t going to get better.’

(10) *Wañuymantri karqa. Mana hampiptinga. AMV*

wañu-y-man-tri ka-rqa mana hampi-hti-n-qa
die-1-COND-EVC be-PST no cure-SUBDS-3-TOP

‘I might have died. If they hadn’t cured her.’

(11) *Payqa rikunñash warmin saqiruptin. AMV*

pay-qi ri-ku-n-ña-sh warmi-n saqi-ru-p-ti-n
he-TOP go-REFL-3-DISC-EVR woman-3 abandon-URGT-SUBDS-3

‘He left because his wife abandoned him, they say.’

(12) *Priykupaw puriyan siyrtumpatr warmin mal kaptin nin. AMV*

priykupaw puri-ya-n siyrtumpa-tr warmi-n mal ka-p-ti-n
worried walk-PROG-3 certainly-EVC woman-3 bad be-SUBDS-3
n-in
say-3

‘Certainly, he’d be wandering around worried because his wife is sick.’

(13) *Mana qusa: kaptin. Mana qali: kaptin trabahaya.: CH*

mana qusa-: ka-p-ti-n mana qali-: ka-p-ti-n trabaha-y-a-:
no husband-1 be-SUBDS-3 no man-1 be-SUBDS-3 work-PROG-1

‘Because I don’t have a husband. I’m working because I don’t have a husband.’

(14) *Huk qawaptinqa, ñuqa-nchik qawanchikchu. AMV*

huk qawa-p-ti-n-qa ñuqa-nchik qawa-nchik-chu
one see-SUBDS-3-TOP I-1PL see-1PL-NEG

‘Although others see it, we don’t see it.’

Topic marking with -qa does not generally disambiguate these readings. With
-raq, -pti subordinates generally receive a ‘not until’ interpretation (15), (16).
4 Verbs

(15) \textit{Hamuptiyraq} \textit{ňuqaqa manam lluqsiqachu.} \footnote{AMV}  
\textit{hamu-pto-r-raq} \textit{ňuqa-qa mana-m lluqsi-rqa-chu}  
come-SUBDS-1-CONT I-TOP no-EVD go.out-PST-NEG  
\textit{Not until I came did she leave. (=‘Until I came, she didn’t leave.’)}

(16) \textit{Manañam puntrawyaruuptin} vakay chawachikunqachu. AMV  
\textit{mana-ña-m puntraw-yu-ru-pto-n vaka-y}  
no-DISC-EVD day-INCH-URGT-SUBDS-3 cow-1  
chawa-chi-ku-nqa-chu  
milk-CAUS-REFL-3.FUT-NEG  
\textit{‘Until it’s day time, my cow won’t let herself be milked.’}

The first-person and second-person object suffixes, -\textit{wa/ma} and -\textit{sHu} precede -\textit{pti} (17).

(17) \textit{Chay pasarushpa sudarachishuptiki kapasmi surqurunman.} AMV  
\textit{chay pasa-ru-shpa suda-ra-chi-shu-pto-ki}  
DEM.D pass-URGT-SUBIS sweat-URGT-CAUS-2.OBJ-SUBDS-2  
kapas-mi surqu-ru-n-man  
perhaps-EVD remove-URGT-3-COND  
\textit{‘When you have it passed over you, when \textit{it makes you} sweat, it’s possible it could remove it.’}

4.3.7.2 Same-subjects -\textit{shpa}

-\textit{shpa} is employed when the subjects in the main and subordinated clauses are identical and the event of the subordinated clause is simultaneous with the event of the main clause (1); the event of the subordinated clause may, however, precede that of the main clause (2).

(1) \textit{Chitchityakushpa rikullan kabarakunaqa.} LT  
\textit{chitchitya-ku-shpa riku-lla-n kabra-kuna-qa}  
say.chit.chit-REFL-SUBIS go-RSTR-3 goat-PL-TOP  
\textit{‘Chit-chitting, the goats just left.’}

(2) \textit{Familyanchikta wañurichishpaga lliw partiyan.} SP  
\textit{familya-nchik-ta wanu-ri-chi-shpa-qa lliw parti-ya-n}  
family-1PL-ACC die-INCEP-CAUS-SUBIS-TOP all divide-PROG-3  
\textit{‘After they killed our relatives, they distributed everything.’}
4.3 Verb inflection

-shpa subordinates do not inflect for person. -shpa can generally be translated with a gerund (3), as ‘when’ (4) or, less often, ‘if’ (5).

(3) Traguwan, kukawan tushuchishpallam kusichakuni. AMV
tragu-wan kuka-wan tushu-chi-shpa-lla-m kusicha-ku-ni
liquor-INSTR coca-INSTR dance-CAUS-SUBIS-RSTR-EVD harvest-REFL-1
‘With liquor and coca, making them dance, I harvest.’

(4) Kustumbrawkushpa hawkam yatrakunchik kaypahina. AMV
kustumbraw-ku-shpa hawka-m yatra-ku-nchik kay-pa-hina
accustom-REFL-SUBIS tranquil-EVD live-REFL-1PL DEM.P-LOC-COMP
‘When we adjust, we live peacefully, like here.’

(5) Kutishpaqa kutimushaq kimsa tawa watata. AMV
kuti-shpa-qa kuti-mu-shaq kimsa tawa wata-ta
return-SUBIS-TOP return-CISL-1.FUT three four year-ACC
‘If I come back, I’ll come back in three or four years.’

Negated, V -shpa can be translated ‘without’ (6), ‘although’ (7) or ‘despite’.

(6) Mana yanushpallam likwarunchik. AMV
mana yanus-shpa-lla-m likwa-ru-nchik
no cook-SUBIS-RSTR-EVD liquify-URGT-1PL
‘Without boiling it, we liquify it.’

(7) Qullqita ganashpas bankuman ima trurakunki. ACH
qullqi-ta gana-shpa-s banku-man ima trura-ku-nki
money-ACC win-SUBIS-ADD bank-ALL what put-REFL-2
‘Although you earn money and save it in the bank.’

-shpa may attach to coordinated verbs (8), (9).

(8) Kulurchakunata kayna trurashpa qawashepña nakarini. AMV
kulur-cha-kuna-ta kayna trura-shpa qawa-shpa ñaka-ri-ni
color-DIM-PL-ACC thus put-SUBIS look-SUBIS suffer-INCEP-1
‘Looking, putting the colors like this, I suffer.’
4 Verbs

(9) *Kukachakunata akushpa* sigaruchakunata *fumashpa* richkan tutakama. AMV
kuka-cha-kuna-ta aku-shpa sigaru-cha-kuna-ta fuma-shpa
coca-DIM-PL-ACC chew-SUBIS cigarette-DIM-PL-ACC smoke-SUBIS
ri-chka-n tutu-kama
go-DUR-3 night-LIM
‘Chewing coca, smoking cigarettes, they go on until the night.’

Only Cacra uses the QI -r in place of the QII -shpa (compare (10–14) with (15)).

(10) *Vakata harkanchik puchkashpa millwata puchkapuchkashpa*. AMV
vaka-ta harka-nchik puchka-shpa millwa-ta puchka-puchka-shpa
cow-ACC herd-1PL spin-SUBIS wool-ACC spin-spin-SUBIS
‘We herd the cows spinning – spinning and spinning wool.’

(11) *Kutimushpaqa kayna baldillawan apakushaq niwan.* LT
kuti-mu-shpa-qa kayna baldi-lla-wan apa-ku-shaq
return-CISL-SUBIS-TOP thus bucket-RSTR-INSTR bring-REFL-1.FUT
ni-wa-n
say-1.OBJ-3
‘“When I come back, I’ll bring them like this, with just a bucket,” he said to me.’

(12) *Hinashpa maskashpa puriya.* ACH
hinashpa maska-shpa puri-ya::
then look.for-SUBIS walk-PROG-1
‘Then I’m walking around looking for them.’

(13) *Wirtaman yaykurushpa klavilta lliw usharusa.* SP
wirta-man yayku-ru-shpa klavl-ta lliw
garden-ALL enter-URGT-SUBIS carnation-ACC all
usha-ru-sa
waste.on.the.ground-URGT-NPST
‘Entering the garden, he left all the carnations discarded on the ground.’
4.3 Verb inflection

(14) *Wiqawninchikman kayna katawan simillakta watakurushpa talpu*. CH
wiqaw-ni-nchik-man kayna kata-wan similla-kta
wa-ta-ku-ru-shpa talpu-
'tie-REFL-URGT-SUBID plant-1
'Like this, tying it to our waists with a shawl we plant seeds.'

(15) *Waqa likun atuq kampukta*. CH
waqa-l li-ku-n atuq kampu-kta
cry-SUBIS go-REFL-3 fox countrysid-ACC
'Crying, the fox went to the countryside.'

4.3.7.3 Adverbial *-shtin*

*-shtin* is employed when the subjects of the main and subordinated clauses are identical (1), (2) and the events of the two clauses are simultaneous (3).

(1) *Yatrakunchik imaynapis ... waqakushtinpis ... asikushtinpis ... imaynapis. ACH*
yatra-ku-nchik imayna-pis maski waqa-ku-shtin-pis
live-REFL-1PL how-ADD maski cry-REFL-SUBADV-ADD
asi-ku-shtin-pis imayna-pis
laugh-REFL-SUBADV-ADD how-ADD
'Ve live however we can, although we’re crying ... laughing ... however we can.'

(2) *Yantakunata qutushtin lliptakunata kañakushtin, ... yatrana karqa. AMV*
yanta-ku-n-ta qutu-shtin lliptakun-ta kaña-ku-shtin
firewood-PL-ACC gather-SUBADV ash-PL-ACC burn-REFL-SUBADV
yatra-na ka-rqa
live-NMLZ be-PST
'Gathering wood, burning ash, we had to live [in the mountains].' 

(3) *Wak pubri ubiha watrashtin riyan. AMV*
wak pubri ubiha watra-shtin ri-ya-n
dem.d poor sheep give.birth-SUBADV go-PROG-3
'Those poor sheep are giving birth even as they walk.'
4 Verbs

-shtin subordinates do not inflect for person or number. -shtin subordinates are adverbial and can generally be translated by ‘while’ or with a gerund (4–7). While attested in spontaneous speech, -shtin is rare. Speakers overwhelmingly employ -shpa in place of -shtin.

(4) Pushaykush廷qa wamratqa makin yatapasha yantaman katran. ACH
pusha-yku-shtin-qa wamra-ta-qa maki-n
bring,along-EXCEP-SUBADV-TOP child-ACC-TOP hand-ACC
yata-pa-sha yanta-man katra-n
feel-REPET-PRF firewood-ALL release-3
‘Bringing the boys [home], their hands held, she sent them for firewood.’

(5) Chay iskwilapaq wamran mikushtin. LT
chay iskwila-paq wamra-n mikushtin
dem.D school-ABL child-3 eat-SUBADV
‘His child [came out] of school eating.’

(6) “Qarqaryam qipa:ta!” waqaš廷tin shamukuyan. CH
qarqarya-m qipa:-ta waqa-shtin shamu-ku-ya-n
zombie-EVD behind-1-ACC cry-SUBADV come-REFL-PROG-3
‘A zombie is behind me!’ he was coming crying.’

(7) Waqakushtin kayqa apayan waytakunakta. CH
waqa-ku-shtin kay-qa apa-ya-n wayta-kuna-kta
cry-REFL-SUBADV DEM.P-TOP bring-PROG-3 flower-PL-ACC
‘Crying, they are bringing flowers.’

(8) Waqakushtin tristim ŋuqanchikqa kidaranchik ŋuqa mama:: SP
waqa-ku-shtin tristi-m ŋuqa-nchik-qa kida-ra-nchik ŋuqa
cry-REFL-SUBADV sad-EVD I-1PL-TOP stay-PST-1PL I
mama--
mother-1
‘Crying, sad, we stayed, my mother and I.’
4.3 Verb inflection

4.3.7.4 Limitative -kama

In combination with the nominalizer -na and possessive inflection, kama forms subordinate clauses indicating that the event referred to is either simultaneous with (1) or limits (2–5) the event referred to in the main clause.

(1) Mana vilakuranichu puñunaykamam. AMV
mana vila-ku-ra-ni-chu puñu-na-y-kama-m
no keep.watch-REFL-PST-1-NEG sleep-NMLZ-1-LIM-EVD
‘I didn’t keep watch while I was sleeping.’

(2) Taksalla taksallapitaqa tarpukuni, mana hat-hatunpichu. Yaku kanankamalla. AMV
taksa-l-la taksa-l-la-pi-ta-qa tarpu-ku-ni mana small-RSTR small-RSTR-LOC-ACC-TOP plant-REFL-1 no hat-hatun-pi-chu yaku ka-na-n-kama-l-la big-big-LOC-NEG water be-NMLZ-3-LIM-RSTR
‘I plant in just small, small [fields], not in really big ones. While/as long as there’s water.’

(3) Chaytri wañuq qarin wañunankamam maqarqa. AMV
chay-tri wañu-q qari-n wañu-na-n-kama-m maqa-rqa DEM.D-EVR die-AG man-3 die-NMLZ-3-LIM-EVD beat-PST
‘That’s why her1 late husband beat her2 until she2 died.’

(4) Almaqa wañunankama pampaman saqarun. AMV
alma-qa wañu-na-n-kama pampa-man saqa-ru-n soul-TOP die-NMLZ-3-LIM ground-ALL go.down-URGT-3
‘The ghost fell to the floor, to his death.’

(5) Trayanaykama ya hinalla kakun. LT
traya-na-y-kama ya hina-l-la ka-ku-n arrive-NMLZ-1-LIM EMPH thus-RSTR be-REFL-3
‘He’s like that until I arrive.’
4 Verbs

4.4 Verb derivation

Five suffixes derive verbs from substantives: factive -cha, reflexive -ku, simulative -tuku, inchoative -ya. Additionally, two verbs can suffix to nouns to derive verbs: na- ‘do, act’ and naya- ‘give desire’.

A set of eighteen suffixes derives verbs from verbs. These are: -cha (diminutive); -chi (causative); -ka (passive, accidental); -katra (iterative); -kU (reflexive, middle, medio-passive, passive, completive); -lla (restrictive, limitative); -mu (cis-locative, translocative); -nakU (reciprocal); -naya (desiderative); -pa (repetitive); -pa(:)kU (joint action); -pU (benefactive); -ra (uninterrupted action); -Ri (inceptive); -RU (action with urgency or personal interest, completive); -shi (accompaniment); -ya (intensifying); and -YkU (exceptional performance). §4.4.1 and 4.4.2 cover suffixes deriving verbs from substantives and from other verbs, respectively.

4.4.1 Suffixes deriving verbs from substantives

The suffixes deriving verbs from substantives are: factive -cha, reflexive -ku, simulative -tuku, and inchoative -ya, as displayed in Table 4.28. §4.4.1.1–4.4.1.4 cover each of these in turn.

Table 4.28: Suffixes deriving verbs from substantives, with examples

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Description</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-cha</td>
<td>factive</td>
<td>Mama-n kanan qatra-cha-ru-nqa.</td>
<td>‘Now his mother is going to dirty it.’</td>
</tr>
<tr>
<td>-ku</td>
<td>reflexive</td>
<td>Qishta-ku-ru-n.</td>
<td>‘They made a nest.’</td>
</tr>
<tr>
<td>-tuku</td>
<td>simulative</td>
<td>Atrqray-shi huvin-tuku-sa.</td>
<td>‘The eagle disguised himself as a young man.’</td>
</tr>
<tr>
<td>-ya</td>
<td>inchoative</td>
<td>Puntraw-ya-ru-n.</td>
<td>‘It dawned.’</td>
</tr>
<tr>
<td>na-</td>
<td>‘do’</td>
<td>¿Ima-na-ku-shaq-taq mana kay pacha muna-wa-na-n-paq?</td>
<td>‘What am I going to do so that this earth won’t want me?’</td>
</tr>
<tr>
<td>naya-</td>
<td>‘give desire’</td>
<td>Pashña-naya-shunki.</td>
<td>‘You want a girl.’</td>
</tr>
</tbody>
</table>

14 W. Adelaar (p.c.) points out that -mu might also be treated as an inflectional suffix. An anonymous reviewer agrees: “the suffixes -ya, -ru and -ri are all more derivational than -mu, [which] never co-occurs with -ma in QI,” they write. “Rather, -mu and and -ma seem to be in paradigmatic contrast, where -ma essentially means ‘to ego,’ and -mu means more generally ‘to any deictic center.’”
4.4 Verb derivation

4.4.1.1 Factive -cha

-cha suffixes to adjectives and nouns to derive verbs with the meanings ‘to make A’ (qatra-cha- ‘to make dirty’) (1–3), ‘to make N’ or ‘to make into N’ (siru-cha- ‘form a hill’) (4, 5), ‘to locate something in N’ (kustal-cha- ‘to put into sacks’) (6), ‘to locate N in/on something’ (7), ‘to remove N’ (usa-cha ‘to remove lice’, qiwa-cha ‘to remove weeds’).

(1) *Maman kanan qatrarunqant paawakatrashpa.* AMV
    
    mama-n kanan qatra-cha-ru-nqa pawa-katra-shpa
    
    ‘Now his mother is going to make it dirty jumping.’

(2) *Hatunchang qaari kay.* AMV
    
    hatun-cha-nqa-tri kay
    
    ‘This one is going to make it big.’

(3) *Cañeteman allcharachimunki kaypitr siguranaykipaqq.* LT
    
    Cañete-man all-cha-ra-chi-mu-nki kay-pi-tr
    
    ‘You’re going to have that fixed in Cañete to be able to insure yourself here.’

(4) *Chayna siruchakun.* AMV
    
    chayna siru-cha-ku-ru-n
    
    ‘It formed a hill like that.’

(5) *Parti chaykupti ng chaki, chaki.* AMV
    
    parti-cha-yku-pti-n-qa chaki chaki
    
    ‘When she breaks it into parts – dry, dry!’

(6) *Kustalchayyan papatam.* AMV
    
    kustal-cha-ya-n papa-ta-m
    
    ‘She’s bagging potatoes.’
4.4.1.2 Reflexive -ku

Suffixing to nouns referring to objects, -ku may derive verbs with the meaning 'to make/prepare N' (qisha-ku- ‘to make a nest’) (1), (2); suffixing specifically to nouns referring to clothing and other items that can be placed on a person’s body, -ku derives verbs with the meaning 'to put on N' (kata-ku ‘put on a shawl’) (3), (4); suffixing to adjectives referring to human states – angry, guilty, envious – A-ku has the meaning ‘to become A’ (piña-ku- ‘to become angry’) (5), (6).

(1) Misakun. Manam kasunchu misata. AMV
misaku-na manam kasu-nchu misata
mass-refl-3 no-evd pay.attention-3-NEG mass-acc
‘She’s making [holding] mass. They don’t pay attention to mass.’

(2) Hirakurun. ACH
hira-ku-ru-n
herranza-refl-urgt-3
‘They made [held] an herranza.’

(3) Walakuykurushaq. AMV
wala-ku-yku-ru-shaq
skirt-refl-excep-urgt-1.fut
‘I’m going to put on my skirt.’

(4) Manash waytakunchikchu. AMV
mana-sh wayta-ku-nchik-chu
no-evr flower-refl-1pl-neg
‘We don’t put flowers on our hats [on All Saints’ Day], they say.’

(5) Kumudakurun. AMV
kumuda-ku-ru-n
comfortable-refl-urgt-3
‘He’s made himself comfortable.’
4.4 Verb derivation

(6) ¡Kurriy! Qillakuyankitrari. LT
  kurri-y qilla-ku-ya-nki-tr-ari
  run-IMP lazy-REFL-PROG-2-EVC-ARI
  'Run! You must be getting lazy.'

-ku derivation is very productive and can be idiosyncratic (llulla-ku ‘tell a lie’, midida-ku ‘measure’) (7), (8).

(7) Manam mansuchu yatran waqraautyta. AMV
  mana-m mansu-chu yatra-n waqra-ku-y-ta
  no-EVD tame-NEG know-3 horn-REFL-INF-ACC
  'He’s not tame – he can horn [gore] people.'

(8) Karruwan ... sillakukushpam riyanzik. SP
  karru-wan sill-ku-yku-shpa-m ri-ya-nzik
  bus-INST seat-REFL-EXCEP-EVD go-PROG-1PL
  'In a car ... [it’s like] we’re riding horseback in a saddle.'

4.4.1.3 Simulative -tuku

Suffixing to nouns, -tuku derives verbs with the meaning ‘to pretend to be N’ or ‘to become N’ (maqta-tuku- ‘pretend to be a young man’) (1–3).

(1) Chay ukucha kasa maqtatukushpa. AMV
  chay ukucha ka-sa maqta-tuku-shpa
  DEM.D mouse be-PST young.man-SIMUL-SUBIS
  'It was a mouse pretending to be a man.'

(2) ¡Sinvirgwinsa! ¡Qam ingañamalanki qalitukushpa! CH
  sinvirgwinsa qam ingañ-a-ma-la-nki qali-tuku-shpa
  shameless you trick-1.OBJ-PST-2 man-SIMUL-SUBIS
  'Shameless bastard! You fooled me pretending to be a man!'

(3) Wak wañuq wañurun ... asnuqa wañuqtukurun. AMV
  wak wañu-q wañu-ru-n asnu-qa wañu-q-tuku-ru-n
  DEM.D die-AG die-URGT-3 donkey-TOP die-AG-SIMUL-URGT-3
  'That “dead” one died ... the donkey had pretended to be dead.'

The structure appears primarily – indeed, almost exclusively – in the corpus in the context of a very popular genre of stories in which an animal dresses up, pretending to be a man, to trick a girl.
4 Verbs

4.4.1.4 Inchoative -ya

-ya suffixes to nouns and adjectives to derive verbs with the meanings ‘to become N’ (rumi-ya ‘petrify’) (1), (2), ‘to become A’ (alli-ya ‘get well’) (3–6), and ‘to perform a characteristic action with N’ (kwahu-ya ‘add curdling agent’).

(1) *Puntrawyaruptinga. LT*
    puntraw-ya-ru-pty-n-qa
    day-INCH-URGT-SUBDS-3-TOP
    ‘When it becomes day [dawns].’

(2) *Hukyaruni. LT*
    huk-ya-ru-ni
    one-INCH-URGT-1
    ‘I joined them.’

(3) *Siyrtumpimik chay rumikunamik yanayasa kayan. AMV*
    siyrtumpi-mi-k chay rumi-kuna-mi-k yana-ya-sa ka-ya-n
certainly-EVD-IK DEM.D stone-PL-EVD-IK back-PROG-PRF be-PROG-3
    ‘It’s true – even the stones turn black there.’

(4) “*Manam wamraykiqa alliyaqachu*, nini. LT*
    mana-m wamra-yki-qa alli-ya-nqa-chu ni-ni
    no-EVD child-2-TOP good-INCH-3.FUT-NEG say-1
    ‘Your son isn’t going to get better,’” I said.’

(5) *Duruyarunña. Duruyaruptin hurquanchik wankuman. AMV*
    duru-ya-ru-n-ña duru-ya-ru-pty-n hurqu-nchik
    hard-INCH-URGT-3-DISC hard-INCH-URGT-SUBDS-3 remove-1PL
    wanku-man
    mold-ALL
    ‘It’s already hard. When it gets hard, take it out [and put it] in the mold.’

(6) *Chay wañuruptikiqa, ¿pima qawashunki? ¿Yasqayaruptikiqa? ACH*
    chay wañu-ru-pty-ki-qa pi-m-a qawa-shunki
    DEM.D die-URGT-SUBDS-2-TOP who-EVD-EMPH see-3>2
    yasqa-ya-ru-pty-ki-qa
    old-INCH-URGT-SUBDS-2-TOP
    ‘When you die, who’s going to see to you? Or when you get old?’
4.4 Verb derivation

4.4.1.5 ‘To do’ na-

na-, following a demonstrative pronoun, yields a transitive verb meaning ‘to be thus’ (1), (2) or ‘to do thus’ (3).

(1) *Mana hampichiptikiqa chaynanqam.* AMV
mana hampi-chi-pti-ki-qa chay-na-nqa-m
no cure-CAUS-SUBDS-2-TOP DEM.D-VRBZ-3.FUT-EVD
‘If you don’t have her cured, it’s going to be like that.’

(2) *Qayna puntraw chaynan pararun tardi usyarirun.* AMV
qayna puntraw chay-na-n para-ru-n tardi
previous day DEM.D-VRBZ-3 rain-URGT-3 afternoon
usya-ri-ru-n
clear-INCEP-URGT-3
‘Yesterday it was like that – it rained and in the afternoon and it cleared up.’

(3) *Mana apuraw alliyananchikpaqmi, qatra shakash chaynan.* AMV
mana apuraw alli-ya-n-nchik-paq-mi qatra shakash
no quickly good-INCH-NMLZ-1PL-PURP-EVD dirty guinea.pig
chay-na-n
DEM.D-VRBZ-3
‘So that we don’t get better quickly, the filthy guinea pig goes like that.’

Following the interrogative indefinite *ima* ‘what’, *na-* derives the transitive verb *imana-* , meaning ‘to do something’ (4), (5), ‘to happen to’ (6).

(4) *Chay mamakuqa yataykun. ¿Imananqataq? Yataykachin.* ACH
chay mamaku-qa yata-yku-n ima-na-nqa-taq
DEM.D grandmother-TOP touch-EXCEP-3 what-VRBZ-3.FUT-SEQ
yata-ya-chi-n
touch-EXCEP-CAUS-3
‘The old woman touched [their arms]. What are they going to do? They let her touch their arms.’
4 Verbs


‘I'm not going to do anything to you. My body is guilty.’

(6) ¿*Wawayta imanaruntri?* ACH wawa-y-ta ima-na-ru-n-tri baby-1-ACC what-VRBZ-3-EVC

‘What would have happened to my son?’

4.4.1.6 Sensual and psychological necessity *naya-*

*naya-* – ‘to give desire’ – suffixing to a noun derives a verb meaning ‘to give the desire for N’ (1–3).

(1) *Pashña naya-shipunki.* † AMV pashña-naya-shu-ńki girl-DESR-2.OBJ-2

‘You want a girl.’

(2) *Mishkinayarunwan.* AMV mishki-naya-ru-wa-n fruit-DESR-URGT-1.OBJ-3

‘I want to eat fruit.’

(3) “*Yakunayawanmi*, nin runaqa. Chayshi wamranta nin, “¡Yakuta apamuy!” LT yaku-naya-wa-n-mi ni-n runa-qa chayshi wamra-n-ta water-DESR-1.OBJ-3-EVD say-n person-TOP DEM.D-EVR child-3-ACC ni-n yaku-ta apa-mu-y say-3 water-ACC bring-CISL-IMP

‘The person said, “I’m thirsty.” So he said to his child, “Bring water!”’
4.4 Verb derivation

4.4.2 Verbs derived from verbs

A set of eighteen suffixes derives verbs from verbs. They are: -cha, -chi, -ka, -katra, -kU, -lla, -mu, -nakU, -naya, -pa, -pa(:)kU, -pU, -Ra, -ri, -RU, -shi, -tamU, and -YkU.

-cha (causative) derives verbs with the meaning 'cause V' or 'permit V' (wañu-chi- 'kill' (lit. 'make die')). Compounded with reflexive -ku, -chi derives verbs with the meaning 'cause oneself to V' or 'cause oneself to be V-ed' (yanapa-chi-ku- 'get oneself helped').

-ka (passive/accidental) indicates that the event referred to is not under the control either of a participant in that event or of the speaker (puñu-ka- 'fall asleep').

-katra (iterative) indicates extended or repetitive action (kurri-katra- 'to run around and around').

-kU (reflexive, middle, medio-passive, passive) derives verbs with the meanings 'V oneself' (mancha-ku- 'scare oneself', 'get scared'), 'V for oneself/one's own benefit (suwa-ku 'steal') 'be V-ed' (pampa-ku- 'be buried').

-lla (restrictive, limitative) indicates that the event referred to remains limited to itself and is not accompanied by other events (lluqsi-lla- 'just leave').

-mu (cislocative, translocative) indicates – in the case of verbs involving motion – motion toward the speaker or toward a place which is indicated by the speaker (apa-mu- 'bring here').

-nakU (reciprocal) derives verbs with the meaning 'V each other' (willa-naku- 'tell each other'); compounded with causative -chi, -nakU derives verbs with the meaning and 'cause each other to V' (willa-chi-naku- 'cause each other to tell').

-naya (desiderative) derives a compound verb meaning 'to give the desire to V' (miku-naya- 'be hungry' (lit. 'gives the desire to eat')).

-pa (repetitive) indicates renewed or repetitive action (tarpu-pa- 're-seed', 'repeatedly seed'); compounded with -ya (intensive) -paya derives verbs meaning 'continue to V' (traba-ha-paya- 'continue to work').

-pa(:)kU (joint action) indicates joint action by a plurality of individuals (traba-ha-pa:ku- 'work (together with others)').

-pU (benefactive) indicates that an action is performed on behalf – or to the detriment – of someone other than the subject (pripara-pu- 'prepare (for s.o. else)'); compounded with -kU, -pU indicates that the action is performed as a means or preparation for something else more important (including all remunerated labor) (awa-paku- 'weave (for others, to make money)').

-Ra (persistence) derives verbs with the meaning 'continue to V' (qawa-ra- 'look at persistently'); compounded with -ya (intensive) -raya derives passive...
from transitive verbs; that is, \(-raya\) derives verbs meaning ‘be V-ed’ (\(wata-raya\)- ‘be tied’).

\(-Ri\) (inceptive) derives verbs meaning ‘begin to V’ (\(shinka-ri\)- ‘begin to get drunk’).

\(-RU\) (various) indicates action with urgency or personal interest (\(chaki-ru\)- ‘dry out (dangerously)’); it is very frequently used with a completive interpretation (\(kani-ru-n\) ‘bit’).

\(-shi\) (accompaniment) derives verbs meaning ‘accompany in V-ing’ or ‘help V’ (\(harka-shi\)- ‘help herd’).

\(-tamu\) (irreversible) indicates a change of state that is irreversible (\(wañu-tamu\)- ‘die’).

\(-YkU\) (exceptional) is perhaps the derivative suffix for which is it hardest to identify any kind of central interpretation; with regard to cognates in other Quechuan languages, it is sometimes said that it indicates action performed in some way different from usual.

Table 4.29 lists the VV derivational suffixes; associated examples are fully glossed in the corresponding sections.

Of the eighteen, arguably only four – causative \(-chi\), reflexive \(-ku\), reciprocal \(-nakU\), and desierative \(-naya\) – actually change the root’s theta structure and derive new lexical items. The rest specify mode and/or aspect and/or otherwise function adverbially.

The analyses of §4.4.2.1 identify some of the more common possible interpretations of these suffixes. That said, the interpretations given are hardly exhaustive or definitive, not least because each generally includes multiple vectors. §4.4.2.3 looks at each of these suffixes in turn. \(-ya\) (continuative), also VV derivative suffix, was treated above in §4.3.6.1.

### 4.4.2.1 Distribution of VV derivational suffixes

The default order of VV derivational suffixes is given in Table 4.30. Although this order is generally rigid, some suffixes show optional order when appearing consecutively. Causative \(-chi\) is likely the most mobile; change in its placement results in a change in verb meaning (\(wañu-chi-naya-wa-n\) ‘it makes me want to kill’ \(wañu-naya-chi-wa-n\) ‘it makes me feel like I want to die’ (example from Albó (1964), as cited in Cerrón-Palomino 1987: 284). \(-chi\) and continuative \(-ya\) regularly commute (1), (2), as do exceptional \(-ykU\) and reflexive \(-kU\) (3), (4).
4.4 Verb derivation

Table 4.29: Verb-verb derivational suffixes, with examples

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Description</th>
<th>Example</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>-cha</td>
<td>diminutive</td>
<td>Wilka-y-ta puklla-cha-ya-n.</td>
<td>‘My grandson is playing’.</td>
</tr>
<tr>
<td>-ka</td>
<td>passive/accidental</td>
<td>Puñu-ka-ru-n-mi.</td>
<td>‘She has fallen asleep’.</td>
</tr>
<tr>
<td>-katra</td>
<td>iterative</td>
<td>Pawa-katra-shpa</td>
<td>‘jumping and jumping’</td>
</tr>
<tr>
<td>-kU</td>
<td>reflexive, passive</td>
<td>Kikinpis Campionakurun.</td>
<td>‘They themselves poisoned themselves with Campión.’</td>
</tr>
<tr>
<td>-lla</td>
<td>restrictive</td>
<td>Wak runa-qa piliya-ku-lla-n.</td>
<td>‘Those people ... just fight.’</td>
</tr>
<tr>
<td>-mu</td>
<td>cislocative</td>
<td>Qati-mu-sha kay-man.</td>
<td>‘I’m going to bring it over here.’</td>
</tr>
<tr>
<td>-nakU</td>
<td>reciprocal</td>
<td>Kay visinu-kuna-qa dinunsiya-naku-n maqa-naku-n.</td>
<td>‘The neighbors denounce each other, they hit each other.’</td>
</tr>
<tr>
<td>-naya</td>
<td>desiderative</td>
<td>Ishpa-naya-wa-n.</td>
<td>‘I want to urinate.’</td>
</tr>
<tr>
<td>-pa</td>
<td>repetitive</td>
<td>Qawa-pa-yku-hti-n-ña-taq-shi.</td>
<td>‘If he’s looking every second.’</td>
</tr>
<tr>
<td>-pa(:)kU</td>
<td>joint action</td>
<td>Tari-paku-n-man-pis ka-rqa.</td>
<td>‘They might have found him.’</td>
</tr>
<tr>
<td>-pU</td>
<td>benefactive</td>
<td>Chay-lla-pa pripara-pu-nki.</td>
<td>‘Just there prepare it for me.’</td>
</tr>
<tr>
<td>-Ra</td>
<td>uninterrupted</td>
<td>¿Ima-ta-m qawa-ra-ya-nki?</td>
<td>‘What are you looking at (persistently)?’</td>
</tr>
<tr>
<td>-Ri</td>
<td>inceptive</td>
<td>Warmi-kuna-qa shinka-ri-shpa ... waqa-n.</td>
<td>‘When the women [start to] get drunk ... they cry.’</td>
</tr>
<tr>
<td>-RU</td>
<td>urgency, completive</td>
<td>Miku-ru-shunki wak kundinaw-qa.</td>
<td>‘(Careful!) that zombie will eat you.’</td>
</tr>
<tr>
<td>-shi</td>
<td>accompaniment</td>
<td>“Harka-shi-sa-yki-m”, ni-n.</td>
<td>‘I’m going to help you pasture,” he said.’</td>
</tr>
<tr>
<td>-tamu</td>
<td>irreversible</td>
<td>Wañu-tamu-sha qari-qa.</td>
<td>‘The man died.’</td>
</tr>
<tr>
<td>-YkU</td>
<td>exceptional</td>
<td>Kay-lla-pi, Señor, tiya-yku-y.</td>
<td>‘Right here, Sir, please have a seat.’</td>
</tr>
</tbody>
</table>

Table 4.30: Default order of modal suffixes

ka pa Ra katra cha Ri ykU RU chi shi pU na kU mu lla
4 Verbs

(1) *Llamputa mikuykayachin shakashta. AMV
   llampu-ta miku-yka-ya-chi-n shakash-ta
   ‘He’s making the guinea pig eat the llampu.’

(2) *Mana suliyasa kapinga wakta suliyachiyanchik. AMV
   mana suliya-sa ka-hti-n-qa wak-ta suliya-chi-ya-nchik
   ‘When it hasn’t been sunned, we sun it.’

(3) *Ima kuchilluwanpis imawanpis apuntaykukushpa kayhina
   kurriyanum. ACH
   ima kuchilu-wan-pis ima-wan-pis apunta-yku-ku-shpa
   ‘With a knife or whatever, taking aim [at us] they’re running like this.’

(4) *Ñuqanchikqa paraptin uvihanchik yatanpi puñunchik muntita
   mashtakukushpam, ukunchikta yaku riptin. AMV
   ñuqa-nchik-qa para-hti-n uviha-nchik yata-n-qi puñu-nchik
   ‘When it rains, we spread out brush and sleep next to our sheep –
   when the water goes below us.’

Some combinations are not possible. Although some combinations are, arguably,
precluded for pragmatic reasons (i.e., they would denote highly unlikely or even
impossible states or events), the exclusion of others begs other accounts (5).

(5) *kumudashikuyan *kumudakushiyan AMV
   *kumuda-shi-ku-ya-ñ *kumuda-ku-shi-ya-ñ
   ‘They accompanied getting comfortable.’
4.4 Verb derivation

4.4.2.2 Morphophonemics

In Syq, as in other Quechuan languages, the first-person-object suffix -ma (1) and the cislocative suffix -mu (2) trigger the lowering of a preceding vowel -U- to -a-; causative suffix -chi does so as well when it precedes -kU, -RU, or -ykU (3). Table 4.31 displays the pattern of morphophonemic alterations in Syq.

Table 4.31: VV derivational suffixes – morphophonemics

<table>
<thead>
<tr>
<th>Morpheme</th>
<th>Realized as</th>
<th>Before</th>
<th>Elsewhere as</th>
</tr>
</thead>
<tbody>
<tr>
<td>-kU</td>
<td>-ka</td>
<td>-ma₁,OBJ</td>
<td>-mu</td>
</tr>
<tr>
<td>-pU</td>
<td>-pa</td>
<td>-ma₁,OBJ</td>
<td>-mu -kU</td>
</tr>
<tr>
<td>-RU</td>
<td>-Ra</td>
<td>-ma₁,OBJ</td>
<td>-mu -kU -pU-</td>
</tr>
<tr>
<td>-ykU</td>
<td>-yka</td>
<td>-ma₁,OBJ</td>
<td>-mu -pU -chi</td>
</tr>
</tbody>
</table>

(1) Chay gwardya paqarinnintaq kaypaq trayar a m u n. sp
    chay  gwardya paqarin-ni-taq   kay-paq
dem.d police tomorrow-euph-3-seq dem.p-loc
   traya-ra-mu-n
   arrive-urgt-cisl-3
   ‘The next day the police arrived here.’

(2) Makiyta ŋuqaqa paqakaramuniñam. amv
    maki-y-ta   ŋuqa-qa  paqa-ka-ra-mu-ni-ña-m
hand-1-acc  i-top     wash-refl-urgt-cisl-1-disc-evd
   ‘I’ve already washed my hands.’

(3) Wirayykachishpam qamtaqa mikushunki. ach
    wira-ya-yka-chi-shpa-m  qam-ta-qa  miku-shunki
fat-inch-excep-caus-subis-evd  you-acc-top  eat-3>2
   ‘After she’s fattened you up, she’s going to eat you.’

Additionally, in Syq, both -pU and -kU trigger vowel lowering, the first with -RU (4) and -ykU (5), and the second with -RU (6) and -pU.
4 Verbs

(4) **Tapumuptin traskirapamuway hinashpa allicharapuway. AMV tapu-mu-pti-n traski-ra-pa-mu-wa-y hinashpa**
ask-CISL-SUBDS-3 accept-UNINT-BEN-CISL-1.OBJ-IMP then **alli-cha-ra-pu-wa-y**
good-FACT-UNINT-BEN-1.OBJ-IMP

‘When he asks, receive it for me then put it in order it for me.’

(5) **Chaytatrik indikaykapuwanki. AMV chay-ta-tri-k indika-yka-pu-wa-nki**
dem.d-ACC-EVC-IK indicate-EXcep-BEN-1.OBJ-2

‘You’re going to point that out to me.’

(6) **Wak warmiqa wawapakurusam. AMV wak warmi-qa wawa-pa-ku-ru-sa-m**
dem.d woman-TOP give.birth-MUTBEN-URGT-NPST-EVD

‘That woman gave birth to an illegitimate child.’

W. Adelaar (p.c.) points out that that “the morphophomemic vowel lowering presented [here] is not locally restricted.” In **miku-yka-ya-chi-n**, for example, he writes, **-ykU-** is apparently modified to **-yka-** under the influence of a non-adjacent suffix **-chi-**, and in **ushtichi-ka-la-mu-y**, **-kU** is apparently modified to **-ka** under the influence of the non-adjacent **-mu**. In these and similar cases, SYQ patterns with the Central Peruvian QI, he writes. He suggests that this non-local vowel lowering may be an archaic feature since Southern Peruvian Quechua does not have it.

4.4.2.3 Individual derivational and complementary suffixes

4.4.2.3.1 **-cha** Diminutive. **-cha** indicates action performed by a child or in the manner of a child (1) or action of little importance.

(1) **Chay willkayta uchuklla pukllacha yan qawaykuni. AMV chay willka-y-ta uchuk-lla puklla-cha-ya-n qawa-yku-ni**
dem.d grandson-1-ACC small-RSTR play-DIM-PROG-3 look-EXcep-1

‘I look. My little grandson is playing.’

It may also indicate an affectionate attitude on the part of the speaker (2), (3). Not attested in the CH dialect.

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(2) ¿Imatataq ruwayan pay? Grabachay. AMV
ima-ta-taq ruwa-ya-n pay graba-cha-ya-n
what-ACC-SEQ make-PROG-3 she record-DIM-PROG-3
‘What is she doing? Recording.’

(3) Kanan nasicharamunña. AMV
kanan nasi-cha-ra-mu-n-ña
now be.born-DIM-URGT-CISL-DISC-DISC
‘She’s already born now.’

4.4.2.3.2 Causative -chi, -chi-ku  -chi indicates that the subject causes or permits an action on the part of another participant; that is, -chi derives verbs with the meaning ‘cause to V’ (1–4).

(1) Ishpaychata tumarachirgani. AMV
ishpay-cha-ta tuma-ra-chi-rqa-ni
urine-DIM-ACC drink-URGT-CAUS-PST-1
‘I made/had him drink urine.’

(2) ¿Imash waqa-chishunki? ¿Ayvis waqankichu? ACH
ima-sh waqa-chi-shu-nki ayvis waqa-nki-chu
what-EVR cry-CAUS-2.OBJ-2 sometimes cry-2-Q
‘What makes you cry, she asks? Do you cry sometimes?’

(3) Ishchallatana shutuykachiyman, ¿aw? AMV
ishcha-lla-ta-ña shutu-yka-chi-y-man aw
a.little-RSTR-ACC-DISC drip-EXCEP-CAUS-1-COND yes
‘I have to make it drip just a little, right?’

(4) Ńakayachiwanmi. AMV
ňaka-ya-čhi-wa-n-mi
suffer-PROG-CAUS-1.OBJ-3-EVD
‘He’s making me suffer.’

Compounded with reflexive -ku, -chi indicates that the actor causes him/herself to act or causes or permits another to act on him/her (5), (6).
4 Verbs

(5) *Chirirushpaqa manañam llushtichikunchu.* AMV  
chiri-ru-shpa-qa mana-ña-m llushti-ki-ku-n-chu  
cold-URGT-SUBIQ-SD no-DISC-EVD skin-CAUS-REFL-3-NEG  
‘When it’s cold, it doesn’t let itself be [=can’t be] skinned any more.’

(6) *Yanapachikunki.* AMV  
yanapa-chi-ku-nki  
help-CAUS-REFL-2  
‘You’re going to get yourself helped.’

4.4.2.3.3 Passive/accidental -ka -ka indicates that the event referred to is not under the control either of a participant in that event or of the speaker (1–5).

(1) *Puñukarunmi.* AMV  
puñu-ka-ru-n-mi  
sleep-PASSACC-URGT-3-EVD  
‘She fell asleep.’

(2) *Pasaypaq punkisa purirqa. Qaparikashti rin ninmi.* AMV  
pasaypaq punki-sa puri-rqa qapari-ka-shtin ri-n  
completely swell-PRF walk-PST shout-PASSACC-SUBADV go-3  
ni-n-mi say-3-EVD  
‘He was walking totally swollen. He was shouting [despite himself].’

(3) *Suyñukayanchik runallata fiyullataña.* ACH  
suyñu-ka-ya-nchik runa-lla-ta fiyu-lla-ta-ña  
dream-PASSACC-PROG-1PL person-RSTR-ACC ugly-RSTR-ACC-DISC  
‘We’re having terrible dreams [nightmares] about the people.’

(4) *Wakhina lliw lliw tumbakarushpa ... AMV*  
wak-hina lliw lliw tumba-ka-ru-shpa  
DEM.D-COMP all all fall-PASSACC-URGT-SUBIS  
‘All of them, falling down like that ...’
4.4 Verb derivation

(5) Achka luna huntalamusha. Taytalla:qa kullipa pulikusha ashikayan tayta-ta. CH
achka luna hunta-la-mu-sha tayta-lla:-qa kulli-pa
a.lot person gather-URGT-CISL-TK father-RSTR-1-TOP street-LOC
puli-ku-sha ashi-ka-ya-n tayta:-ta-qa
walk-REFL-NPST laugh-PASSACC-PROG-3 father-1-ACC-TOP
‘A lot of people had gathered. My father was walking in the street and they made fun of him.’

4.4.2.3.4 Iterative -katra -katra indicates extended (1–2), or repetitive (3–6) action.

(1) Qawakatra yan. AMV
qawa-katra-ya-n
look-FREQ-PROG-3
‘She’s staring’, ‘She’s looking around.’

(2) Mana wayrakunaykipaq kaynacham apakatrakunki. AMV
mana wayra-ku-na-yki-paq kayna-cha-m apa-katra-ku-nki
no wind-REFL-NMLZ-2-PURP thus-DIM-EVD bring-FREQ-REFL-2
‘So that you don’t get bad air [sick], you’ll carry along some just like this.’

(3) Killantin killantin maskani tapukatrashta. AMV
killa-ntin killa-ntin maska-ni tapu-katra-shpa
month-INCL month-INCL search.for-1 ask-FREQ-SUBIS
‘I looked for him for months and months, asking and asking.’

(4) Wak maqtaqa pucklayta atipanchu, qay. Yangam saytakatra yan. AMV
wak maqta-qa puckla-y-ta atipa-n-chu qay yanga-m
DEM.D young.man-TOP play-INF-ACC be.able-3-NEG hey in.vain-EVD
sayta-katra-ya-n
kick-FREQ-PROG-3
‘That boy can’t play [ball], eh. In vain, he’s kicking and kicking.’
4 Verbs

(5) *Qunirichi*qatriki. *Qaparikatrarqa*. *Arruhatyash* gwallaku**yka**kun. AMV


begin-REFL-EXCEP-3

'It must have heated him up. He **shouted** and **shouted**. [Then] he starts to throw up, they say.'

(6) *Hinaptinga qaya**katrakun**, ‘¡Abuelo Prudencio! ¡Suyaykamay! *Qarqaryam qipa:*ta shamukuyan.’

hinaptin-qa qaya-katra-ku-n abuelo Prudencio then-TOP shout-FREQ-REFL-3 grandfather Prudencio suya-yka-ma-y qarqarya-m qipa:-ta shamu-ku-ya-n wait-EXCEP-1.OBJ-IMP zombie-EVD behind-1-ACC come-REFL-PROG-3

'Then he called **several times**, “Grandfather Prudencio! Wait for me! A zombie is coming behind me!”'

4.4.2.3.5 Reflexive, middle, medio-passive, passive -**kU** -**kU** indicates that the subject acts on him/herself or that the subject of the verb is the object of the event referred to; that is, -**kU** derives verbs with the meanings ‘V oneself’ (1–2), and ‘be V-ed’ (3).

(1) *Kikinpis Campiona**kurun***. AMV

kiki-n-pis Campiona-ku-ru-n self-3-ADD poison.with.Campion-REFL-URGT-3

‘They themselves **poisoned themselves with Campión**.’

(2) *Kundina**kurushpa chay pashña kaqta* trayaramun. AMV

kundina-ku-ru-shpa chay pashña ka-q-ta condemn-REFL-URGT-SUBIS DEMD girl be-AG-ACC traya-ra-mu-n arrive-URGT-CISL-3

‘**Condemning himself** [becoming a zombie], he arrived at the girl’s place at night.’
4.4 Verb derivation

(3) Manam huyaku chu. Manam imapis manchachimanchu. CH
    mana-m huya-ku-:-chu mana-m ima-pis
    no=EVD scare-REFL-1-NEG no=EVD what-ADD
    mancha-chi-ma-n-chu
    scare-CAUS-1.OBJ-3-NEG

    ‘I’m not scared. Nothing scares me.’

-kU often functions as a dative of interest, indicating that the subject has some particular interest in the event referred to (4), (5).

(4) Kay inbidyusu wawqin, "¿Suwakamuranki tuta!" nishpa. LT
    kay inbidyusu wawi-n suwa-ka-mu-ra-nki tuta ni-shpa
    DEM.P jealous brother-3 steal-REFL-CISL-PST-2 night say-SUBIS

    ‘His jealous brother said, “You stole those at night!”’

(5) Mashwakuna ullukukunaktam ayvis talpukunchik. CH
    mashwa-kuna ulluku-kuna-kta-m ayvis talpu-ku-nchik
    mashwa-PL ulluco-REFL-ACC-EVD sometimes plant-REFL-1PL

    ‘Sometimes we plant mashua and olluco and all.’

-kU is used with impersonal weather verbs (6); it can indicate completed action (a completed or more or less irreversible change of state) (7) (see §4.3.6.3 on perfective -ku), and excess of action (8), (9).

(6) Wayrakuyanmari. Wayra kuyan, qasakuyan, rupakuyan. AMV
    wayra-ku-ya-n-m-ari wayra-ku-ya-n qasa-ku-ya-n
    wind-REFL-PROG-3-EVD-ARI wind-REFL-PROG-3 ice-REFL-PROG-3
    rupa-ku-ya-n
    burn-REFL-PROG-3

    ‘It’s windy. It’s windy, it’s freezing, it’s hot.’

(7) Traputaqa aparikushpa pasakun. SP
    trapu-ta-qa apa-ri-ku-shpa pasa-ku-n
    rag-ACC-TOP bring-INCREFL-SUBIS pass-REFL-3

    ‘Taking along the rag, she left.’

(8) Kashtukuyan. AMV
    kashtu-ku-ya-n
    chew-REFL-PROG-3

    ‘He’s chewing a lot.’
4 Verbs

(9) *Tilivisyunta likakuyan. Manam ñuqakunaqa gustaman chu chayqa tantu. CH*
tilivisyun-ta lika-ku-ya n mana-m ñuqa-kuna-qa
television-ACC look.at-REFL-PROG-3 no-EVD I-PL-TOP
gusta-ma-n-chu chay-qa tantu
be.pleasing-1.OBJ-3-NEG DEM.D a.lot

‘They’re watching television [a lot]. We don’t like that too much.’

-ku appears in reflexive verbs borrowed from Spanish, translating the Spanish pronouns *me, te, se,* and *nos* (10), (11).

(10) *Manañam kwintakuchuwanchu. LT*
mana-ña-m kwinta-ku-chuwan-cha
no-DISC-EVD realize-REFL-IPL.COND-NEG

‘We can no longer realize it.’ Sp. ‘*Ya no podemos darnos cuenta*’.

(11) *Iskapakushaq maymanpis. CH*
iskapa-ku-shaq may-man-pis
escape-REFL-1.FUT where-ALL-ADD

‘I’m going escape to whereever.’ Sp. ‘*Me voy a escapar*’.

When it precedes either of the derivational suffixes -mu or -chi or the inflectional suffix -ma, -kU is realized as -ka (4).

4.4.2.3.6 Restrictive, limitative -lla -lla indicates that the event referred to remains limited to itself and is not accompanied by other events (1), (2).

(1) *Wak runaqa wama wamaqtam piliyakullan. AMV*
wak runa-qa wama wamaq-ta-m piliya-ku-lla-n
dem.D person-TOP a.lot a.lot-ACC-EVD fight-REFL-RSTR-3

‘Those people fight too much, do nothing but fight.’

(2) *Alkansaptiin, “Suyaykulla away!” nishpa. AMV*
alkansa-pti-n, suya-yku-lla-wa-ya ni-shpa
reach-SUBDS-3 wait-EXCEP-RSTR-IMP say-SUBIS

‘When he reached her, he said, “Just wait for me!”’

It may also express (a) an affectionate or familiar attitude toward the event (3), (4), (b) regret with regard to the event (5), (6), or (c) pity for event participants (7).
4.4 Verb derivation

(3) *Fiystapa tushukunki. Kanan irransa kakullanqatriki.* AMV
fiysta-pa tushu-ku-nki kanan irransa
festival-LOC dance-REFL-2 now herranza
ka-ku-lla-nqa-tri-ki
be-REFL-RSTR-3.FUT-EVC-IKI
‘You’ll dance at the festival. Now there’s going to be an herranza, for sure.’

(4) *Aspirinakunata qayna puntraw apamulla*wan qaquwan trakiyta. AMV
aspirina-kuna-ta qayna puntraw apa-mu-lwa-wa-n
aspirin-PL-ACC previous day bring-CISL-RSTR-1.OBJ-3
qaqu-wa-n traki-y-ta
massage-1.OBJ-3 foot-1-ACC
‘She brought me aspirin and everything yesterday and she rubbed my foot.’

(5) *Shunquy hunta llakiyuqtam saqillasqayki; ñawiy hunta wiqiyuqtam dihallasqayki.* AMV
shunqu-y hunta llaki-yuq-ta-m saqi-lla-sqayki ñawi-y
heart-1 full sorrow-POSS-ACC-EVD leave-RSTR-1>2.FUT eye-1
hunta wiqi-yuq-ta-m diha-lla-sqayki
full tear-POSS-ACC-EVD leave-RSTR-1>2.FUT
‘My heart full of sadness I’m going to abandon you, my eyes full of tears, I’m going to leave you.’

(6) *Chay pubrikunaqa mana imatas yatranchu. Qullqitapis falsutapis traskillan.* ACH
chay pubri-kuna-qa mana ima-ta-s yatra-n-chu
DEM.D poor-PL-TOP no what-ACC-ADD know-3-NEG
qullqi-ta-pis falsu-ta-pis traski-lwa-n
money-ACC-ADD false-ACC-ADD accept-RSTR-3
‘Those poor people don’t know anything. They accept counterfeit money [*poor things*].’
4 Verbs

(7) *Chay wawakuna kidan hukvida tristi sapan. Runapam makinpaña yatrukullan.* ACH
chay wawa-kuna kida-n hukvida tristi sapa-n runa-pa-m
dem.D baby-PL stay-3 a.lot sad alone-3 person-gen-evd
maki-n-pa-ña yatra-ku-lla-n
hand-3-loc-disc live-refl-rstr-3
‘Those children remain really sad, alone. They live out of other people’s hands.’

Other interpretations are also available (8).

(8) *Qariqirillaraqchu qariqirillaraqmi niytaq niyallan hinashpa wañukun.* SP
qari-qari-lla-raq-chu qari-qari-lla-raq-mi ni-y-taq
man-man-rstr-cont-q man-man-rstr-cont-evd say-imp- seq
ni-ya-lla-n hinashpa wañu-ku-n
say-prog-rstr-3 then die-refl-3
‘“Still brave and strong?” “Yes, still brave and strong!” he said for the sake of saying and died.’

4.4.2.3.7 -mu In the case of verbs involving motion, -mu indicates motion toward the speaker (1), (2) or toward a place which is indicated by the speaker (3–5).

(1) *Ishkay killanta papaniy kartata pachimuwan wañukusanña.* AMV
ishkay killa-n-ta papa-ni-y karta-ta pachi-mu-wa-n
two month-3-acc father-euph-1 letter-acc send-cisl-1.obj-3
wañu-ku-sa-n-ña
die-refl-prf-3-disc
‘Two months later, my father sent me a letter that [the vicuña] had died.’

(2) *Navidadninchik trayamuptingqa tushukunchik.* CH
navidad-ni-nchik traya-mu-pty-n-qa tushu-ku-nchik
Christmas-euph-1pl arrive-cisl-subds-3-top dance-refl-1pl
‘When our Christmas comes, we dance.’

(3) *Yuraq kaballuqa yuraq vakata arrastramusa.* AMV
yuraq kaballu-qa yuraq vaka-ta arrastra-mu-sa
white horse-top white cow-acc drag-cisl-npst
‘A white horse was dragging along a white cow.’
4.4 Verb derivation

(4) *Ladirankunapaq rumipis hinkuyamuntri*ki. ACH
ladira-n-kuna-paq rumi-pis hinku-ya-mu-n-tri-ki
hillside-3-PL-ABL stone-ADD roll-PROG-CISL-3-EVC-IKI
‘Stones, too, must be rolling down from the hillsides.’

(5) *Kanan wichayta riya: uvihaman. Uviha:*ta michimushaq. SP
kanan wichay-ta ri-ya:- uviha-man uviha:-*ta
now up.hill-ACC go-PROG-1 sheep-ALL sheep-1-ACC
michi-mu-shaq
herd-CISL-1.FUT
‘Now I’m going up hill to my sheep. I’m going to herd my sheep.’

In the case of verbs that do not involve motion, -mu may have various senses. These may have in common that they all add a vector of movement to the action named by the V and, further, that such movement is away from ego, as an anonymous reviewer suggests (6), (7).

(6) *Lichita mañakara*mu y tiyuykipa. LT
lichi-ta maña-ka-ra-mu-y tiyu-yki-pa
milk-ACC ask-REFL-URGT-CISL-IMP uncle-2-LOC
‘Go ask your uncle for milk.’

(7) ¡*Llushtichikalamuy hakuykikta!* CH
llushti-chi-ka-la-mu-y haku-yki-kta
skin-CAUS-REFL-URGT-CISL-IMP jacket-2-ACC
‘Go take off your jacket!’

4.4.2.3.8 Reciprocal -nakU  -nakU indicates that two or more actors act reciprocally on each other; that is, -nakU derives verbs with the meaning ‘V each other’ (1–3).

(1) *¿Wakpaq pantyunpa pampa*nakunman? AMV
wak-paq pantyun-pa pampa-naku-n-man
DEM.D-ABL cemetery-LOC bury-RECP-3-COND
‘Can people there bury each other in the cemetery?’
4 Verbs

(2) Kaypaqmá kay visinukuna piliyakullan hukvidata dinunsiyanakun maqa-nakun. ACH
kay-paq-m-á kay visinu-kuna piliya-ku-lła-n DEM.P-ABL-EVD-EMPH DEM.P neighbor-PL fight-REFL-RSTR-3 hukvida-ta dinunsiya-naku-n maqa-naku-n a.lot-ACC denounce-RECP-3 hit-RECP-3
‘Around here, my neighbors fight a lot. They denounce each other; they hit each other.’

(3) Kikinkunatrik ruwanakun wak pastuta kita-nakushpa. LT
kiki-n-kuna-tri-k ruwa-naku-n wak pastu-ta self-3-PL-EVC-IK make-RECP-3 DEM.D pasture-grass-ACC kita-naku-shpa take.away-RECP-SUBIS
‘They themselves do that to each other, taking that pasture grass from each other.’

-na never appears independently of -kU. -chinakU derives verbs with the meaning ‘cause each other to V’ (4–6). When it precedes either of the derivational suffixes -mu or -chi or the inflectional suffix -ma, -(chi)nakU is realized as -(chi)naka.

(4) Yuyarichinakuyan. AMV
yuya-ri-chi-naku-ya-n remember-INCEP-CAUS-RECP-PROG-3
‘They’re making each other remember.’

(5) Kikinkamatr wañuchinakura. Gwardyakunatr wañuchira. ACH
‘They must have killed each other themselves.’ (lit. ‘caused e.o. to die’)

(6) Ishkay kimsam. Yatrachinakuykushpa misita watarun kunkanman. ACH
ishkay kimsa-m yatra-chi-naku-yku-shpa misi-ta wata-ru-n two three-EVD know-CAUS-RECP-EXCEP-SUBIS cat-ACC tie-URGT-3 kunka-n-man throat-3-ALL
‘Two or three. Teaching each other, they tied cats to their necks.’ (lit. ‘cause e.o. to know’)

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4.4.2.3.9 -naya In combination with a verb stem, V, it yields a compound verb meaning ‘to give the desire to V’ (1–4).

1) Tutakuykunña mikunayan lliwña. sp
   tuta-ku-yku-n-ña  miku-naya-n  lliw-ña
   night-REFL-EXCEP-3-DISC  eat-DESR-3  all-DISC
   ‘Night falls already and he is hungry and everything already.’

2) Mashwata mikuptinchik ishpanayawanchik. Chay riñunninchikta limpiyanshi. AMV
   mashwa-ta  miku-pto-nchik  ishpa-naya-wa-nchik  chay
   mashwa-ACC  eat-SUBDS-1PL  urinate-DESR-1.OBJ-1PL  DEM.D
   riñun-ni-nchik-ta  limpiya-n-shi
   kidney-EUPH-1PL-ACC  wash-3-EVR
   ‘When we eat mashua, it makes us want to urinate. It cleans our kidneys, they say.’

3) Chayta siguruta watanki Hilda icha tiranayashpa iskaparunman. AMV
   chay-ta  siguru-ta  wata-nki  Hilda  icha  tira-naya-shpa
   DEM.D-ACC  secure-ACC  tie-2  Hilda  or  pull-DESR-SUBIS
   iskapa-ru-n-man
   escape-URGT-3-COND
   ‘Tie it up tight, Hilda, or else, wanting to pull, it could escape.’

4) Hildapa turin maqta kay hanaypaq uraypaqa aritita ushtunayarachin. AMV
   Hilda-pa  turi-n  maqta  kay  hanay-paq
   Hilda-GEN  brother-3  young.man  DEM.P  up.hill-ABL
   uray-pa-qa  ariti-ta  ushtu-naya-ra-chi-n
   down.hill-LOC-TOP  earring-ACC  dress-DESR-URGT-CAUS-3
   ‘Hilda’s brother from up here, down [on the coast] wanted to have an earring put on.’

Particularly with weather verbs, -naya may indicate that the E named by the root V is imminent (5), (6).

5) Paranayamun. ACH
   para-naya-mu-n.
   rain-DESR-CISL-3
   ‘It’s about to rain.’
4 Verbs

(6) *Shakashqa wañunayança.* AMV

*shakash-qa wañu-naya-n-ña*

giunea.pig-TOP die-DESR-3-DISC

‘The guinea pig is about to die already.’

4.4.2.3.10 Repetitive *-pa* *-pa* indicates repetitive action, deriving verbs with the meaning ‘re-V’ or ‘V again’ or ‘repeatedly V’ (1–6) (yata ‘touch’ → *yata-pa* ‘fondle’). It is unattested in the CH dialect.

(1) *Liyun mikusa. Tuqapaykun. ‘¿Wañusachu kayan?’ nishpa.* AMV

*liyun miku-sa tuqa-pa-yku-n wañu-sa-chu ka-ya-n*

puma eat-NPST spit-REPET-EXCEP-3 dead-PRF-Q be-PROG-3

ni-shpa

say-SUBIS


(2) *Huk puntraw huk tuta nanapashunki.* ACH

*huk puntraw huk tuta nana-pa-shu-nki*

one day one night hurt-REPET-2.OBJ-2

‘One day and one night it’s hurting and hurting you [to give birth].’

(3) *¿Imapaqtaq wak yawar yawar kayan?’ diciendo dice qawapaykun. AMV*

*ima-paq-taq wak yawar ka-ya-n qawa-pa-yku-n*

what-PURP-SEQ DEM.D blood be-PROG-3 look-REPET-EXCEP-3

‘[They said,] “Why is there this blood, all this blood?” and stared at him.’

(4) *Qawapaykaramushpam.* LT

*qawa-pa-yka-ra-mu-shpa-m*

look-REPET-EXCEP-URGT-CISL-SUBIS-EVD

‘Going to go check it.’

(5) *Warmi ka-hti-n-qa yata-pa-shpa-tr qaqu-ya-n.* AMV

*warmi ka-hti-n-qa yata-pa-shpa-tr qaqu-ya-n*

woman be-SUBDS-3-TOP touch-REPET-SUBIS-EVC rub-PROG-3

‘If it’s a woman he’ll be fondling her while he massages.’
4.4 Verb derivation

(6) ¿Imapaq aysapamaranki ñuqa hawka puñukupti?: ¡Manchachiman! sp
imapaq aysa-pa-ma-ra-nki ñuqa hawka puñu-ku-pti-
what-PRUP pull-BEN-1.OBJ-PST-2 I peaceful sleep-REFL-SUBDS-1
mancha-chi-ma-n
scare-CAUS-1.OBJ-3
‘Why did you tug/yank at me when I was sleeping peacefully? It
scares me.’

When it is compounded with intensive -ya, -pa indicates uninterrupted action;
that is, -paya derives verbs meaning ‘continue to V’ (7).

(7) ¿Puklla paya nchu? ¿Kaniruytachu munayan? AMV
puklla-pa-ya-n-chu kani-ru-y-ta-chu muna-ya-n
play-REPET-INTENS-3-Q bite-URGT-INF-ACC-Q want-PROG-3
‘Is it still playing? Or does it want to bite?’

4.4.2.3.11 -pU -pU indicates that an action is performed on behalf (1), (2) – or
to the detriment – of someone other than the subject.

(1) Chayllapa priparapunki. AMV
chay-lla-pa pripara-pu-nki
DEM.D-RESTR-LOC prepare-BEN-2
‘Just there prepare it [for her].’

(2) “¡Hinata risarapuway! Pagashaykim,” niwan. LT
hina-ta risa-ra-pu-wa-y paga-shayki-m ni-wa-n
thus-ACC pray-UNINT-BEN-1.OBJ-IMP pay-1>2.FUT-EVD say-1.OBJ-3
‘He said to me, “Pray for me like that! I’ll pay you.”’

When it precedes either of the derivational suffixes -mu or -chi or the inflectional
suffix -ma, -pU is realized as -pa (3), (4).

(3) Sigaru rantipamu wanki, Hilda, fumakushtin kutikamunanpaq. AMV
sigaru ranti-pa-mu-wa-nki Hilda fuma-ku-shtin
cigarette buy-BEN-CISL-1.OBJ-2 Hilda smoke-REFL-SUBIS
kuti-ka-mu-na-n-pa
return-REFL-CISL-NMLZ-3-PURP
‘Hilda, go and buy me a cigarette so he can smoke while he’s coming
back.’
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(4) “¡Gwardapamanki! ¡Gwardapamanki!” niman. ch
gwarda-pa-ma-nki gwarda-pa-ma-nki ni-ma-n
save-BEN-1.OBJ-2 save-BEN-1.OBJ-2 say-1.OBJ-3
‘He said to me, “Save it for me! Save it for me!”’

4.4.2.3.12 Joint action -pa(:)kU -pakU indicates action performed jointly by two or more (groups of) actors, i.e., it indicates a plurality of actors (1–7). The long vowel may be dropped in those dialects where the first person is not indicated by vowel lengthening.

(1) Kutiramushpaqa kapastri taripa:kunman karqa. AMV
kuti-ra-mu-shpa-qa kapas-tri tari-pa:ku-n-man
return-URGT-CISL-SUBIS-TOP perhaps-EVC find-JTACT-URGT-COND
ka-rqa
be-PST
‘If they had returned maybe they would have found him.’

(2) Kayna hapipakunchik. ACH
kayna hapi-paku-nchik
thus grab-JTACC-1PL
‘Like this. We hold on [to the woman to help her give birth].’

(3) Pasan. Lliw lliw ripa:kuyan. Sapalla: kashaq. sp
pasa-n lliw lliw ri-paku-ya-n sapa-lla:- ka-shaq
pass-3 all all go-JTACC-PROG-3 alone-RSTR-1 be-BE-1.FUT
‘They’re leaving. All [of them] are going. I’m going to be all alone.’

(4) Chayshik chay susiyukuna ruwapa:kurqa chay nichutanta. AMV
chay-shi-k chay susiyu-kuna ruwa-paku-rqa chay
DEM.D-EVR-K DEM.D associate-REFL MAKE-MUTBEN-PST DEM.D
nichu-ta-n-ta
CRYPT-ACC-3-ACC
‘That’s why, they say, before, the members made the crypts together.’

(5) Kukakunata aku:pakunchik. Kustumbrinchikmi. AMV
kuka-kuna-ta aku-paku-nchik kustumbri-nchik-mi
coca-PL-ACC chew-MUTBEN-1PL custom-1PL-EVD
‘We chew coca [together]. It’s our custom.’
4.4 Verb derivation

(6) *Uqaktam talpupa:kuya*: CH
    uqa-kta-m talpu-pa:ku-ya:-
    oca-ACC-EVD plant-JTACC-PROG-1
    ‘We’re planting oca.’

(7) *Kañapa:kurqani rupanta*. Comp. *Kañapakurqanchik*. AMV
    kaña-pa-ku-rqa-ni rupa-n-ta kaña-paku-rqa-nchik
    burn-JTACC-PST-1 clothes--3-ACC burn-JTACC-PST-1PL
    ‘We’ve been burning her clothes.’ ‘We have burned [for someone else].’

4.4.2.3.13 Mutual benefit -pakU

- pakU indicates actions performed outside the scope of original planning (1–3) as well as actions performed as a means or preparation for something else more important (including all remunerated labor) (4–6).

(1) *Sakristantam wañuchipakuruni*. AMV
    sakristan-ta-m wañu-chi-paku-ru-ni
    sacristan-ACC-EVD die-CAUS-MUTBEN-URGT-1
    ‘I killed the deacon [by accident].’

(2) *Urqupaqa puchukapakunchikmiki*. AMV
    urqu-pa-qa puchuka-paku-nchik-mi-ki
    hill-LOC-QA finish-MUTBEN-1PL-EVD-IKI
    ‘In the hills, we finish them [our matches] off [they run out on us].’

(3) *Wak warmiqa wawapakurusam. Wawapakuqtriki kidarqa*. AMV
    wak warmi-qa wawa-paku-ru-sa-m
    DEM.D woman-TOP give.birth-MUTBEN-URGT-NPST-EVD
    wawa-paku-q-tri-ki kida-rqa
    give.birth-MUTBEN-AG-EVC-IKI remain-PST
    ‘That woman gave birth to an illegitimate child. She must have stayed a single mother.’

(4) *Tihipakushpalla wamran uywan*. AMV
    tihi-paku-shpa-lla wamra-n uywa-n
    weave-MUTBEN-SUBIS-RSTR child-3 raise-3
    ‘Just weaving [for pay], she’s raising her son.’
(5) Kay siyrapaqa pasiya\textit{paku}: michi\textit{paku} :: SP 
\textit{kay} siyr-paqa \textit{pasiya-paku} :: michi-paku::
DEMP mountain-LOC-TOP walk-MUTBEN-1 herd-MUTBEN-1
‘In these mountains, I pasture, I herd [\textit{for others}].’

(6) Karruwanña\textit{tr} kanan imatapis \textit{ranti}\textit{paku}yan chay llamayuqkuna alpakayuqkuna. ACH
\textit{karru}-wan-ña-tr kanan ima-ta-pis \textit{ranti-paku-ya-n}
car-INSTR-DISC-EVC now what-ACC-ADD buy-MUTBEN-PROG-3
\textit{chay} llama-yuq-kuna alpaka-\textit{yuq-kuna}
DEM.D llama-POSS-PL alpaca-POSS-PL
‘Now the people with llamas and the people with alpacas must be buying everything [\textit{in order to sell it}] with a car.’

When it precedes either of the derivational suffixes -\textit{mu} or -\textit{chi} or the inflectional suffix -\textit{ma}, -\textit{pakU} is realized as -\textit{paka} (7).

(7) Sibadata \textit{takapakaramu\textit{shaq} waway machka mikunanpaq}. AMV
\textit{sibada-ta taka-paka-ra-mu-shaq} wawa-y machka
barley-ACC beat-MUTBEN-CISL-1.FUT baby-1 cereal.meal
\textit{miku-na-n-paq}
eat-NMLZ-3-PURP
‘I’m going to thresh barley [\textit{for someone else}] so my children can eat toasted barley.’

4.4.2.3.14 Uninterrupted action -\textit{Ra} -\textit{Ra} – realized as -\textit{la} in the CH dialect and as -\textit{ra} in all others – indicates that the event referred to persists in time; that is, it derives verbs with the meaning ‘continue to V’ (1–3).

(1) \textit{Rinki qaqa\textit{man tiyarachishunki}. SP}
\textit{ri-nki qaqa-man tiya-ra-chi-shu-nki}
go-2 cliff-ALL sit-UNINT-CAUS-2.OBJ-2
‘You’ll go to the cliff and he’ll make you sit and sit [\textit{stay}] there.’

(2) \textit{Durasnu ... llulu mashtarakuyan}. LT
\textit{durasnu llulu mashta-ra-ku-ya-n}
peach unripe spread.out-UNINT-REFL-PROG-3
‘Peaches ... They’re spread out unripe.’
4.4 Verb derivation

(3) Qawaiyamun pashnaqa urata. LT
qawa-ra-ya-mu-n pashnaqa ura-ta
look-UNINT-INTENS-CISL-3 girl-TOP hour-ACC
‘The girl kept checking the time.’

In combination with intensive -ya, -Ra derives passive verbs from active verbs (4–7).

(4) Qaqapa ismu kundurlla warkurayan. AMV
qaqa-pa ismu kundur-lla warku-ra-ya-n
cliff-LOC rotted condor-RSTR hang-UNINT-INTENS-3
‘A rotten condor is hanging from a cliff, they say.’

(5) Pwintikama trayaruptin huk mamakucha traqnarayasa pwintipa. AMV
pwinti-kama traya-ru-pty-n huk mamakucha
bridge-ALL arrive-URGT-SUBDS-3 one grandmother
traqna-ra-ya-sa pwinti-pa
bind.limbs-UNINT-INTENS-NPST bridge-LOC
‘When he arrived at the bridge, an old woman was tied up to the bridge.’

(6) “Qala tullatam aparun.” “Maypaqtq chay aparusa?” “Ukllupam trurarayasa.” SP
qala tulla-ta-m apa-ru-n may-paq-taq chay
dog bone-ACC-EVD bring-URGT-3 where-ABL-SEQ DEM.D
apa-ru-sa ukllu-pa-m trura-ra-ya-sa
bring-URGT-NPST store.house-LOC-EVD put-UNINT-INTENS-NPST
“The dog took a bone.” “Where was it taken from?” “It was stored in the store-house.”

(7) Kamallapaña sapalla: hitaraya pti: runa trayaramun. ACH
kama-lla-pa-ña sapa-lla:- hita-ra-ya-pty:-
bed-RSTR-LOC-DISC alone-RSTR-1 throw.OUT-UNINT-INTENS-SUBDS-1
runa traya-ra-mu-n
person arrive-URGT-CISL-3
‘When I was layed out in bed all alone, a person came.’
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4.4.2.3.15 Inceptive -Ri -Ri, realized -li in Cacra (1), indicates that the event referred to is in its initial stage, that it has not yet concluded (2–4).

(1) Nina:qa manalaq lupaliyanchu. Manalaq shansha: kanchu. CH
nina-:-qa mana-laq lupa-li-ya-n-chu mana-laq shansha-:
fire-1-TOP no-CONT burn-INCEP-PROG-3-NEG no-CONT ember-1
ka-n-chu
be-3-NEG
‘My fire still isn’t starting to burn. I still don’t have any embers.’

(2) Pararirunqañam. AMV
para-ri-ru-nqa-ña-m
rain-INCEP-URGT-3.FUT-DISC-EVD
‘It’s starting to rain already.’

(3) Warmikunaqa shinkarishpa takishpam waqan. AMV
warmi-kuna-qa shinka-ri-shpa taki-shpa-m waqa-n
woman-PL-TOP get.drunk-INCEP-SUBIS sing-SUBIS-EVD cry-3
‘When the women start to get drunk and sing, they cry.’

(4) Chaypa kalabasuy chinkariyanñam. LT
chay-pa kalabasu-y chink-ri-ya-n-ña-m
DEM.D-LOC squash-1 lose-INCEP-PROG-3-DISC-EVD
‘My squash there are getting lost.’

-ri is common in apologetic statements and supplicatory commands (5), (6). -li is attested in Carcra but not in Hongos.

(5) ¡Pasakamuy! ¡Tiyarikuy! AMV
pasa-ka-mu-y tiya-ri-ku-y
pass-REFL-CISL-IMP sit-INCEP-REFL-IMP
‘Come in! Please sit down.’

(6) Kaytatr paqarikushun. AMV
kay-ta-tr paqa-ri-ku-shun
DEM.D-ACC-EVC pay-INCEP-REFL-1PL.FUT
‘Let’s wash this.’
4.4 Verb derivation

4.4.2.3.16 Urgency, personal interest -RU -RU is realized as -lU in the CH dialect (4) and as -rU in all others. It has a variety of interpretations, all subsumed, in some grammars of other Quechuan languages, as “action with urgency or personal interest” (1–3).

1 “Mana virdita mikushpaqa lukiyarushaq”, nin. AMV
   mana virdi-ta miku-shpa-qa luki-ya-ru-shaq ni-n
   no green-ACC eat-SUBIS-TOP crazy-INCH-URGT-1.FUT say-3
   ‘They say, “If I don’t eat green [pasture grass], I’m going to go crazy.”’

2 Chay mana rantikuptinga ... chakirunqa. AMV
   chay mana ranti-ku-qi-n-qa chaki-ru-nqa
   DEM.D no buy-REFL-SUBDS-3-TOP dry-URGT-3.FUT
   ‘If she doesn’t sell it [right away], it’s going to dry out [and be worthless].’

3 “¡Sinvirgwinsa! ¡Ñuqaqa willakurušhaqmi gwardyanman tirruku kasaykita!” AMV
   sinvirgwinsa ñuqa-qa willa-ku-ru-shaq-mi gwardyan-man shameless I-TOP tell-REFL-URGT-1.FUT-EVD police-ALL
tirruku ka-sa-yki-ta terrorist be-PRF-2-ACC
   “Shameless bastard! I’m going to tell the police that you were a terrorist!”

It very often marks perfective aspect (4–6) (see §4.3.3.3.1 on past tense marker -RQ). 15

4 Qali paqwalun allichalu:. CH
   qali paqwa-lu-n alli-cha-lu-.
   man finish-URGT-3 good-FACT-URGT-1
   ‘The men finished and we fixed it up.’

15 An anonymous reviewer suggests that Yauyos -ru is a “budding completive/perfective aspect marker, very similar to -rQu in Cuzco and in Huallaga, but less well developed than perfective -ru in Tarma. And far less developed than past tense/perfective -ru in South Conchucos, where it has moved to the inflectional tense slot and is in paradigmatic relation with -RQ, -shQ, futures, conditional, etc.” The reviewer cites Bybee, Perkins & Pagliuca (1994): the inference of recent past is not uncommon for derivational completive aspect markers.

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(5) *Chinkarun. Ni may risan yatrakunchu.* **ACH**
*chinka-ru-n ni may ri-sa-n yatra-ku-n-chu*
‘They got lost. We don’t know where they went.’

(6) *Mana chichinanpaq tardi watarun mamanta wawanta kapacharan.* **AMV**
*mana chichi-na-n-paq tardi wata-ru-n mama-n-ta*
‘So that he wouldn’t nurse, she tied up his mother and put a muzzle on her baby.’

When it precedes any of the derivational suffixes -mu, -pU, -kU, -chi or the inflectional suffix -ma, -RU is realized as -Ra (7), (8).

(7) *Campionchata winarun aytrikurun qarinta mikurachin.* **AMV**
*Campion-cha-ta wina-ru-n aytri-ku-ru-n*
‘She threw in the rat poison, stirred it, and made her husband eat it.’

(8) *Chaymi, “¡Kaypaq hurqaramanki kay hawlapaq.”* **SP**
*chay-mi kay-paq hurqa-ra-ma-nki kay hawla-paq*
‘So, [he said,] “Take me out of this! [Let me out] of this cage here!”’

4.4.2.3.17 Accompaniment -sHi **-sHi** is realized as -si in the SP dialect (1) and as -shi in all others.

(1) *Asnuqa nin, “Ńuqa tarisisayki sugaykitaqa”.* **SP**
*asnu-qa ni-n, Ńuqa tari-si-sayki suga-yki-ta-qa*
‘The donkey said, “I’m going to help you find your rope.”’

-sHi indicates accompaniment for the purpose of aiding or protecting; that is, -sHi derives verbs meaning ‘accompany in V-ing’ (2) or ‘help V’ (3–5).
4.4 Verb derivation

(2) *Manam hamurqachu tiyashiq.* AMV
mana-m hamu-rqa-chu tiya-shi-q
She didn’t come to help sit.’

(3) *Harkashi saykim nin huvin.* AMV
harka-shi-sayki-m ni-n huvin
“‘I’m going to help you pasture,” the young man said.’

(4) *Hampishirqatrik.* ¿Imataq kutichirqa? AMV
hampi-shi-rqa-tri-k ima-taq kuti-chi-rqa
‘She must have helped cure. What did she offer?’

(5) *Kwidashimanchu.* Hapalla: kwidaku: hapalla:. CH
kwida-shi-ma-n-chu hapa-lla-: kwida-ku-:
‘He didn’t help take care [of the animals]. Alone, I took care of them. Alone.’

4.4.2.3.18 Irreversible change -*tamu* -*tamu* indicates change that is irreversible (1–4). It is very frequently used in the CH dialect but not often spontaneously attested in other dialects.

(1) *Kaman mastakuyashpa kamanpa tiyakukushpaqa wañutamusha.* CH
kama-n masta-ku-ya-shpa kama-n-pa
bed-3 spread.out-REFL-PROG-SUBIS bed -3-LOC
tiya-ku-yku-shpa-qa wañu-tamu-sha
sit-REFL-EXCEP-SUBIS-TOP die-IRREV-NPST
‘When she was making the bed, when she sat on the bed, she died.’

(2) *Wañutamusha qariqa; warmiqa kidarusha.* LT
wañu-tamu-sha qari-qa warmi-qa kida-ru-sha
die-IRREV-NPST man-TOP woman-TOP remain-URGT-NPST
‘The man died; the woman remained.’
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(3) **Puchukatamun. AMV**

*puchuka-tamu-n*

finish-IRREV-3

‘It finished off.’

(4) **Atuqtaqa ŋititamun umapaq. AMV**

*atuq-ta qa ŋiti-tamu n uma-paq*

fox-ACC-TOP crush-IRREV-3 head-ABL

‘They **crushed** the fox from the head.’

4.4.2.3.19 **Intensive -ya, -raya, -paya** -ya is dependent; it never occurs independent of -ra or -pa. (see §4.4.2.3.9 and 4.4.2.3.12).

-raya is a detransitivizer, deriving passive from transitive verbs; that is, -raya derives verbs meaning ‘be V-ed’ (1–3).

(1) **Pwintikama trayaruptin huk mamakucha traqna-raya sa pwintipa. AMV**

*pwinti-kama traya-ru-hti n huk mamakucha*

bridge-ALL arrive-URGT-SUBDS-3 one grandmother

*traqna-ra-ya-sa pwinti-pa*

bind.limbs-UNINT-INTENS-NPST bridge-LOC

‘When he arrived at the bridge, an old woman **was tied up** to the bridge.’

(2) **“Qala tullatam aparun.” “MAYpaqtad chay aparusa?” “Ukllupam trurarayasa.” SP**

*qala tulla-ta-m apa-ru-n may-paq-taq chay*

dog bone-ACC-EVD bring-URGT-3 where-ABL-SEQ DEM.D

*apa-ru-sa ukllu-pa-m trura-ra-ya-sa*

bring-URGT-NSPT store.house-LOC-EVD put-UNINT-INTENS-NPST

“The dog took a bone.” “Where was it taken from?” “It **was stored** in the store-house.”

(3) **Kamallapaña sapalla: hitarayapti: runa trayaramun. ACH**

*kama-lla-pa-nà sapa-lla-: hita-ra-ya-hti-:

bed-RSTR-LOC-DISC alone-RSTR-1 throw.out-UNINT-INTENS-SUBDS-1

*runa traya-ra-mu-n*

person arrive-URGT-CISL-3

‘When I was layed out in bed all alone, a person came.’
-raya may also indicate persistent or repetitive action (4). (see §4.4.2.3.12 for further examples).

(4) Qawaraymun pashñaqa urata. LT
qawa-ra-y-a-mu-n pashñaqa ura-ta
look-UNINT-INTENS-CISL-3 girl-CISL-3 hour-ACC
‘The girl kept checking the time.’

-paya indicates uninterrupted action; that is, -paya derives verbs meaning ‘continue to V’ (5) (see §4.4.2.3.9 for further examples).

(5) ¿Pukllapayanchu? ¿Kaniruytachu munayan? AMV
puklla-pa-ya-n-chu kani-ru-y-ta-chu muna-ya-n
play-REPET-INTENS-3-Q bite-URGT-INF-ACC-Q want-PROG-3
‘Does it keep on playing? Or does it want to bite?’

4.4.2.3.20 Exceptional -YkU -YkU has a broad range of meanings; in early grammars of other Quechuan languages -YkU is said to indicate ‘action performed in some way different from usual’ (1–6).

(1) Pilatatykachishpash baliyasa. Baliyayta munasa. ACH
pilata-yka-chi-shpa-sh baliya-sa baliya-y-ta
lie.face.down-EXcep-CAUS-SUBIS-EVR shoot-NPST shoot-INF-ACC
muna-sa want-NPST
‘They made them lie face-down on the ground and shot them. They wanted to shoot.’

(2) Chaypash alma trayan hinashpash kurasunninta tapakuykun. AMV
chay-pa-sh alma traya-n hinashpa-sh kurasun-ni-n-ta
DEM.D-LOC-EVR soul arrive-3 then-EVR heart-EUPH-3-ACC
tapa-ku-yku-n
knock-REFL-EXcep-3
‘The souls arrive there, they say, then they knock their hearts.’

(3) Hinashpa chaypa lliw lliw qutunakuykushpa alma-ta dispacha-shun. AMV
hinashpa chay-pa lliw lliw qutu-naku-yku-shpa alma-ta
then DEM.D-LOC all all gather-RECP-EXcep-SUBIS soul-ACC
dispacha-shun
dispatch-1PL.FUT
Then, when we are all grouped together, we’ll bid farewell to the souls.

‘When they arrive with the car, we’re going galloping in a saddle.’

‘In that earthquake the coffins fell down with those.’

“If you count my hairs,” [said the hairless dog to the zombie] “you can eat my mistress.”

It merits further analysis. -YkU is common in polite imperatives (7), (8).

‘Comadre, do me a favor and hand me my hat.’

‘Right here, Sir, please have a seat.’

-YkU also occurs with nouns referring to a time of day (9).
4.4 Verb derivation

(9)  

\[ \text{Chaypaq tutaykurun. Tutaykuruptin vilata prindirun. AMV} \]
\[ \text{chay-paq tuta-yku-ru-n tuta-yku-ru-pty-n} \]
\[ \text{DEM.D-ABL night-EXCEP-URGT-3 night-EXCEP-URGT-SUBDS-3} \]
\[ \text{vila-ta prindi-ru-n} \]
\[ \text{candle-ACC light-URGT-3} \]

‘Later, night fell. When it got dark, he lit a candle.’

When it precedes any of the derivational suffixes -mu, -pU, -chi, -RU or the inflectional suffix -ma, -ykU is realized as -yka (1), (5).
5 Particles

This chapter covers particles in Southern Yauyos Quechua. In syq, as in most other Quechuan languages, the class of particles can be sorted into seven sub-classes: interjections (¡Alaláw! ‘How cold!’); assenters and greetings (aw ‘yes’); prepositions (asta ‘until’); adverbs (ayvis ‘sometimes’); coordinators (icha ‘or’); negators (mana ‘no, not’); and prenumerals (la, las, occurring with expressions of time). Interjections, assenters and greetings, prepositions, and adverbs are covered in §5.1–5.4, respectively. Coordinators are discussed in §7.3 on coordination; negators in §7.5 on negation; and prenumerals in Sub §3.2.5.3 on time numerals and prenumerals.

5.1 Interjections

All spontaneously attested indigenous exclamations share a common pattern: they begin with a and end in w or, less commonly, in k or y, as in (a-h); with the exception of the final w, they feature almost exclusively the alveolar and palatal consonants ch, ll, l, n, ŋ, t, and y (which accounts for the entire catalogue of syq alveolars and palatals with the exception of voiceless fricatives s, sh, and retroflex tr); they include no vowels except for a; they consist, with few exceptions, of three or four syllables; and they bear stress on the final syllable. Syllable repetition is not uncommon. Non-exclamatory interjections do not follow this pattern, like in (i) and (j). Curse words are freely borrowed from Spanish (k–m). Table 5.1 lists some of the more commonly-heard interjections. (1–7) give a few examples in context.


‘They delivered my cousin Amacia, too [to the Devil], they say. How awful!’
5 Particles

Table 5.1: Interjections

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>¡Atratráw!</td>
<td>‘Yikes!’ ‘What a fright!’</td>
</tr>
<tr>
<td>(b)</td>
<td>¡Achachalláw!</td>
<td>‘How awful!’ ‘How ugly!’</td>
</tr>
<tr>
<td>(c)</td>
<td>¡Achalláw!</td>
<td>‘How beautiful!’</td>
</tr>
<tr>
<td>(d)</td>
<td>¡Alaláw!</td>
<td>‘How cold!’</td>
</tr>
<tr>
<td>(e)</td>
<td>¡Atatcháw!</td>
<td>‘How beautiful!’</td>
</tr>
<tr>
<td>(f)</td>
<td>¡Ananáw!</td>
<td>‘Ouch!’</td>
</tr>
<tr>
<td>(g)</td>
<td>¡Añalláw!</td>
<td>‘How delicious!’</td>
</tr>
<tr>
<td>(h)</td>
<td>¡Atratrák!</td>
<td>‘Yikes!’ ‘What a fright!’</td>
</tr>
<tr>
<td>(i)</td>
<td>¡Hinata!</td>
<td>‘So be it!’</td>
</tr>
<tr>
<td>(j)</td>
<td>¡Pay!</td>
<td>‘Enough!’ ‘Thanks!’</td>
</tr>
<tr>
<td>(k)</td>
<td>¡Karay!</td>
<td>‘Darn!’</td>
</tr>
<tr>
<td>(l)</td>
<td>¡Karahu!</td>
<td>‘Damn!’</td>
</tr>
<tr>
<td>(m)</td>
<td>¡Miyrda!</td>
<td>‘Shit!’</td>
</tr>
</tbody>
</table>

(2) Fiyu fiyu qatram warmi kasa chay warmi. ¡Atatayáw! AMV
fiyu fiyu qatra-m warmi ka-sa chay warmi ugly ugly dirty-EVD woman be-NPST DEM.D woman atatayáw how.disgusting
‘That woman was a horrible, filthy woman. How disgusting!’

(3) ¡Ayayáw! Yo me asusté. AMV
ayayáw [Spanish]
yikes
‘Yikes! I got scared.’

(4) Hinaptinshi chay katataqa tiyaykun ukuman “¡Achachá!” qayakun. AMV
hinaptin-shi chay kata-ta-qa tiya-yku-n uku-man achachá then-EVR DEM.D shawl-ACC-TOP sit-EXCEP-3 inside-ALL how.hot qaya-ku-n shout-REFL-3
‘Then he sat on the shawl and [fell] in [the boiling water]. “It’s burning!” he shouted.’

(5) ¿Sapallaykitr hamuyankiyá? ¡Atratrák! ACH
sapa-lla-yki-tr hamu-ya-nki-yá atratrák alone-RSTR-2-EVC come-PROG-2-EMPH how.frightening
‘You’re coming all alone, then? Yikes!’
5.2 Assenters and greetings

(6) ¡Dios Tayta! ¿Imapaq kima-wanchikman? ¡Achachalláw! AMV
God father what-PURP burn-1.OBJ-1PL-COND how.awful
‘Good God! Why would they burn [cremate] us? How awful!’

(7) ¡Achacháw! Apuríman lapcharun kichkata. AMV
ouch Apuri-ALL grab-URGT-3 thorn-ACC
‘Ouch! She grabbed onto a thorn bush [going to] Apuri.’

5.2 Assenters and greetings

The list of assenters includes three members: arí, aw, and alal, exemplified in (1) and (2).

(1) Pukapis kasa vakahina. Arí, wak sintakusa kayan. AMV
red-ADD be-NPST cow-COMP yes DEM.D ribbon-REFL-PRF be-PROG-3
‘Spkr 1: “The colored one was like a cow.” Spkr 2: “Yes, it has [its ears pierced with] ribbons.”

(2) Aw, lavashuntriki, kaypis qatra qatra kayan. AMV
yes wash-1PL.FUT-EVC-IKI DEM.P-ADD dirty dirty be-PROG-3
‘Yes, we’ll wash it. It’s really dirty.’

The first and second are used in all dialects, while the the third is used only in ch. arí often carries the emphatic enclitic -yá (3).

(3) “Kutimushaq,” nishpash chay pindihuqa manam warminman trayachinchu. ¡Ariyá warmiyuq! AMV
return-CISL-1.FUT say-SUBIS-EVR DEM.D bastard-TOP NO-EVD
woman-3-ALL arrive-CAUS-3-NEG yes-EMPH woman-POSSE
‘Although the bastard [had] said, “I’m going to return,” he never made it back to his wife. Yes! He had a wife!’
5 Particles

awe is used to check for agreement from interlocutors and to form tag questions (4), (5).

(4) Chay chaqla kinraytatr pasarurqa, ¿awe? AMV
chay chaqla kinray-ta-tr pasa-ru-rqa aw
DEM.D stone.outcropping across-ACC-EVC pass-URGT-PST yes
‘He must have come by around that stone outcropping, no?’

(5) Yapamik kutinqa, ¿awe? AMV
yapa-mi-k kuti-nqa aw
again-EVD-1K return-3.FUT yes
‘She’s going to come back, isn’t she?’

The Spanish greetings, buynus diyas ‘good day’, buynas tardis ‘good afternoon’ and buynas nuchis ‘good evening’, ‘good night’ (6) have been borrowed into SYQ and are employed with greater frequency than are greeting indigenous to the language. ¡Rimallasayki! ‘I greet you!’ is the most common of the greetings indigenous to SYQ. ¡Saludallasayki! is also used.

(6) Mana ganawniki kanchu ni “Buynus diyas” ni “Buynus diyas, primacha”, nada nishunkichu. AMV
mana ganaw-ni-ki ka-n-chu ni buynus diyas ni buynus diyas
no cattle-EUPH-2 be-3-NEG nor good day nor good day
prima-cha nada ni-shunki-chu
cousin-DIM nothing say-2.OBJ-2-NEG
‘When you don’t have cattle, they don’t even say “Good morning,” “Good morning, cousin,” to you – nothing.’

5.3 Prepositions

SYQ makes use of some prepositions borrowed from Spanish. The preposition most frequently employed is asta (‘up to’, ‘until’, ‘even’, Sp. ‘hasta’ ‘up to’, ‘until’) (1). asta is usually employed redundantly, in combination with the indigenous case suffix -kama, apparently with the same semantics (asta aka-kama ‘until here’).
5.4 Adverbs

The class of adverbs native to SYQ is rather small (1–3).

(1) **Asta wañukunay puntraw kamatriki chayna purishaq.** lt asta wañu-ku-na-y puntraw-kama-tri-ki chayna puri-shaq until die-REFL-NMLZ-1 day-LIM-EVC-IKI thus walk-1.FUT ‘Until the day I die, I’m going to walk around like that.’

(2) **Tinkuyani ubihaywan ŋuqa disdi uchuychallay paq kani.** AMV tinku-ya-ni ubiha-y-wan ŋuqa disdi uchuy-cha-lha-y-paq kani find-PROG-1 sheep-1-INST I since small-DIM-RSTR-1-ABL be-1 ‘I’ve found myself with my sheep since I was very small.’

5.4 Adverbs

Verbal modification in SYQ, as in other Quechuan languages, is accomplished primarily by derivatives and enclitics (-pa ‘repeatedly’, -ña ‘already’). SYQ makes
5 Particles

heavy use of the adopted/adapted Spanish adverbs *apuraw* ‘quick’, *pasaypaq* ‘completely’, *siympri* ‘always’ and *ayvis* ‘sometimes’ (4–7).

(4) *Mana apuraw hurquptinqa chayqa wañuchin.*  
ACh  
mana apuraw hurqu-pto-n-qa chay-qa wañu-chi-n  
no quick remove-SUBDS-3-TOP DEM.D-TOP die-CAUS-3  
‘If [the placenta] is not taken out quickly, it kills.’

(5) *Uchuypis pasa-pasaypaqmi chakirun, uchuypis chakisham kayan.*  
LT  
uchu-y-pis pasa-pasaypaq-mi chaki-ru-n uchu-y-pis  
chile-1-ADD comp-completely-EVD dry-URGT-3 chile-1-ADD  
chaki-sha-m ka-ya-n  
dry-PRF-EVD be-PROG-3  
‘My chiles, too, completely dried out. My chiles, too, are dried out.’

(6) *Waqayaniyá siympri yuyariyaniyá.*  
AMV  
wqa-ya-ni-yá siympri yuya-ri-ya-ni-yá  
cry-PROG-1-EMPH always remember-ENCEP-PROG-1-EMPH  
‘I’m crying. I’m always remembering.’

(7) *Ayvis lliw chinkarun ayvis huklla ishkayllata tariru.*  
ACh  
ayvis lliw chinka-ru-n ayvis huk-lla ishkay-lla-ta  
sometimes all lose-URGT-3 sometimes one-RSTR two-RSTR-ACC  
tari-ru-:  
find-URGT-1  
‘Sometimes all get lost; sometimes I find just one or two.’

Additionally, adverbs can sometimes be derived from adjectives with the suffixation of -lla (8), (9); and adjectives may sometimes occur adverbially, in which case they are usually inflected with -ta, as in (10–12).

(8) *Ni pitapis kritika:chu dañukuruptinpis sumaqllam nikulla.*  
ACh  
i pi-ta-pis kritika:-chu dañu-ku-ru-pto-n-pis  
who-ACC-ADD criticize-1-NEG damage-REFL-URGT-SUBDS-3-ADD  
sumaq-lla-m ni-ku-lla-:  
pretty-REST-EVD say-REFL-RSTR-1  
‘I don’t criticize anyone. When they do harm, I talk to them nicely.’
5.4 Adverbs

(9) ¡Kayta pasarachiy! Kargarayannāmikī. ¡Sumaqllā winaruy! AMV
    kay-ta pasa-ra-chi-y karga-ra-ya-n-nā-mi-ki
    DEM.P pass-PASSACC-CAUS-IMP carry-UNINT-INTENS-3-DISC-3-EVD-IKI
    sumaq-llā wina-ru-y
    pretty-RSTR add.in-URGT-IMP
    ‘Have him come here! It’s being carried already. Add it in nicely!’

(10) Kanan tutaqa suynukuruni fiyutam. ¿Ima pasaruwanqa? AMV
    kanan tuta-qa suynu-ku-ru-ni fiyu-ta-m ima
    now night-TOP dream-REFL-URGT-1 ugly-ACC-EVD what
    pasa-ru-wa-nqa
    pass-URGT-1.OBJ-3.FUT
    ‘Last night I dreamed horribly. What’s going to happen to me?’

(11) ¿Manachu chay Aliciawan risachiwaq? Aliciam sumaq sumaqta
    risan. AMV
    mana-chu chay Alicia-wan risa-chi-waq Alicia-m sumaq
    no-Q DEM.D Alicia-INSTR pray-CAUS-2.COND Alicia-EVD pretty
    sumaq-ta risa-n
    pretty-ACC pray-3
    ‘Can’t you have Alicia pray for her? Alicia prays really nicely.’

(12) Tushuptiypis alli-allita piga-kuq. AMV
    tushu-pto-y-pis alli-alli-ta piga-ku-q
    dance-SUBDS-1-ADD good-good-ACC stick-REFL-AG
    ‘When I would dance, he would stick himself [to me] really well.’

Some nouns referring to time may occur adverbially without inflection, as in (13) and (14), others are inflected with -ta, as (see §3.2.1.2) (15) shows.

(13) “¡Kanallan intrigaway!” nishpash chay kundur trayarun. AMV
    kanallan intrig-a-wa-y ni-shpa-sh chay kundur
    right.now deliver-1.OBJ-IMP say-SUBIS-EVR DEM.D condor
    traya-ru-n
    arrive-URGT-3
    “‘Hand her over to me right now!’ said the condor [when] he arrived.’
5 Particles

(14) *Rinrilla:pis uparura qayna wataqa. Ach*
    rinri-lła-::-pis upa-ru-ra qayna wata-qa
    ear-RSTR-1-ADD deaf -URGT-PST previous year-TOP
    ‘My ears went deaf last year.’

(15) *Chaymi shamula: qaspalpuqtä. Chaymi karkarya qipa:ta shamusha. Ch*
    chay-mi shamu-la-: qaspalpuq-ta chay-mi karkarya
    DEM.D-EVD come-PST-1 nightfall-ACC DEM.D-EVD zombie
    qipa-::-ta shamu-sha
    behind-1-ACC come-NPST
    ‘Then I came at nightfall. Then a zombie came behind me.’

5.5 Particles covered elsewhere

Coordinators are discussed in §7.3 on coordination, negators in §7.5 on negation, and prenumerals in Sub §3.2.5.3 on time numerals and prenumerals.
6 Enclitics

This chapter covers the enclitic suffixes of Southern Yauyos Quechua. In syq, as in other Quechuan languages, enclitics attach to both nouns and verbs as well as to adverbs and negators. Enclitics always follow all inflectional suffixes, verbal and nominal; and, with the exception of restrictive -lla, all follow all case suffixes, as well. syq counts sixteen enclitics. -Yá (emphatic) indicates emphasis. Consistently translated in Spanish by pues.¹ -chu (interrogation, negation, disjunction) indicates absolute and disjunctive questions, negation, and disjunction. -lla (restrictive) generally indicates exclusivity or limitation in number; it is generally translated as 'just' or 'only'. -lla may express an affective or familiar attitude. -ña (discontinuitive) indicates transition, change of state or quality. In affirmative statements, it is generally translated as 'already'; in negative statements, as 'no more' or 'no longer'; in questions, as 'yet'. -pis (inclusion) indicates the inclusion of an item or event into a series of similar items or events; it is generally translated as 'too' or 'also' or, when negated, 'neither'. -puni (certainty, precision); it is generally translated 'necessarily', 'definitely', 'precisely'. This last is attested only in the QII dialects, where it is infrequently employed. -qa (topic marker) indicates the topic of the clause; it is generally left untranslated.² -raq (continuative) indicates continuity of action, state or quality. Translated 'still' or, negated, 'yet'. -taq (sequential) indicates the sequence of events. In this capacity, translated 'then' or 'so'. -taq also marks content questions. -ml (evidential – direct experience) indicates that the speaker has personal-experience evidence for the proposition under the scope of the evidential. Usually left untranslated.

-shI (evidential – reportative/quotative) indicates that the speaker has non-personal-experience evidence for the proposition under the scope of the evidential. -shI appears systematically in stories. Often translated as 'they say.' -trI (ev-

¹ An anonymous reviewer points out that pues is used in Andean Spanish "to negotiate common ground, shared knowledge. As such, it is possible that -ya is also an interactional or stance marker," a way a participant in a conversation may negotiate what other participants know or should know.

² -qa may nevertheless be indicated in Spanish translations by intonation, gesture, and various circumlocutions of speech, as an anonymous reviewer points out.
identical – conjectural) indicates that the speaker is making a conjecture to the proposition under the scope of the evidential from a set of propositions for which she has either direct or not-direct evidence. Generally translated in Spanish as seguro ‘for sure’, indicating possibility or probability. -ari (assertive force) indicates conviction on the part of the speaker. Translated as ‘certainly’ or ‘of course’.3 -ik and -iki (evidential modifiers) indicate increasing evidence strength (and increased assertive force or conjectural certainty, in the case of the direct and conjectural modifiers, -mI and -trl, respectively). Generally translated in Spanish as pues and seguro, respectively. Examples in Table 6.1 are fully glossed in the corresponding sections.

6.1 Sequence

Combinations of individual enclitics generally occur in the following order.

<table>
<thead>
<tr>
<th>-qa</th>
<th>-mI</th>
<th>-Raq</th>
<th>-shI</th>
<th>-ikI</th>
</tr>
</thead>
<tbody>
<tr>
<td>-lla</td>
<td>-punI</td>
<td>-pis</td>
<td>-ña</td>
<td>-taq</td>
</tr>
</tbody>
</table>

In complementary distribution are: -raq with -ña; the evidentials with each other as well as with -qa; -ari with -ikI; and -Yá with -ikI.

6.2 Individual enclitics

In svq, as in other Quechuan languages, the enclitics can be divided into two classes: (a) those which position the utterance with regard to others salient in the discourse (restrictive/limitative -lla, discontinuative -ña, additive -pis, topic marking -qa, continuative -Raq, sequential -taq, and interrogative/negative/disjunctive -chu); and (b) those that position the speaker with regard to the utterance (emphatic -YÁ, certainty marker -punI, and the evidentials -mi, -shi, and -tri along with their modifiers -ik, -iki, and -aRi.). §6.2.1–6.2.10 cover all enclitics except the evidentials and their modifiers, in alphabetical order. The evidentials and their modifiers are the subject of §6.2.11.

3 An anonymous reviewer writes that in other varieties of Quechuan, “-ari is interpersonal. It expresses solidarity, affirming what someone else says, thinks or believes to be true.”
### Table 6.1: Enclitic suffixes, with examples

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Example 1</th>
<th>Example 2</th>
</tr>
</thead>
</table>
| -Yá    | ¡Mana-yá rupa-chi-nchik-chu! ‘We do **not** set on fire!’  
|        | ¡Ari-yá!                                      | ‘Yes, indeed!’                                 |
| -chu₁  | ¿Iskwila-man trura-shu-rqa-nki-chu mana-yki?   | ‘Did your mother put you in school?’            |
| -chu₂  | Chay-tri mana suya-wa-rqa-chu.                | ‘That must be why she wouldn’t have waited for me.’ |
| -chu₃  | ¿Qari-chu ka-nki warmi-chu ka-nki?            | ‘Are you a man or a woman?’                    |
| -lla   | Uma-lla-ña traki-lla-ña ka-ya-sa.             | ‘There was only the head only the hand.’        |
| -ña    | Chay-shi ni-n kundinadaw-ña-m wak-qa ka-ya-n.| ‘That one, they say, is already condemned.’      |
| -pis   | Tukuy tuta tusha-n qaynintin-ta-pis.         | ‘They dance all night and the next day, **too**.’ |
| -puni  | Mana-puni-m.                                 | ‘By no means’, ‘Not on your life’               |
| -qa    | Mana yatra-q-ni-n-qa.                        | ‘Those of them who didn’t know’                |
| -raq   | Kama-n-pi puñu-ku-ya-pti-n-raq tari-ru-n.     | ‘He found him **still** sleeping in his bed.’    |
| -taq   | hinaptin-ña-taq-shi                          | ‘then’ ‘so’                                     |
| -ml    | Yanga-ña-m qipi-ku-sa puri-ni.               | ‘In vain, I walk around carrying it.’           |
| -shI   | Qari-n-ta-sh wañu-ra-chi-n.                   | ‘She killed her husband, **they** say.’         |
| -trlI  | Awa-ya-n-tr-i kama-ta.                       | ‘He **must** be weaving a blanket.’             |
| -ari   | Chay-sh-ari kanan avansa-ru-nqa.              | ‘That one **definitely** will advance now, **they** say.’ |
| -ikI   | Kay-na-lla-m-iki kay urqu-pa-qa yatra-nchik.  | ‘Just like this we live on this mountain.’       |
6 Enclitics

6.2.1 Emphatic -Yá

Realized as -yá in all environments (1–5) except following an evidential, in which case both the I of the evidential and the Y of the emphatic are elided and Yá is realized as á (6–8).

(1) ¡Ariyá! AMV
   ari-yá
   yes-EMPH
   ‘Yes indeed.’

(2) ¡Mana-yá rupa-chi-nchik-chu! AMV
   mana-yá  rupa-chi-nchik-chu
   no-EMPH  burn-CAUS-1PL-NEG
   ‘We do not set on fire!’

(3) Pantyunpayá. ¡Ima wasiyiptr pampamushaq! AMV
    pantyun-pa-yá  ima  wasi-y-pi-tr  pampa-mu-shaq
    cemetery-LOC-EMPH  what  house-1-LOC-EVC  bury-CISL-1.FUT
    ‘In the cemetery! I doubt I’m going to bury someone in my house.’

(4) ¿Imaynayá píru paykuna yatran warmi u qari? AMV
    imaynayá  píru  pay-kuna  yatra-n  warmi  u  qari
    how-EMPH  but  they-PL  know-3  woman  or  man
    ‘How ever can they know if it will be a woman or a man?’

(5) Sirbisatatr mas mastaqqa rantikurun. Sirbisayá. AMV
    sirbisa-ta-tr  mas  mas-ta-qa  ranti-ku-ru-n  sirbisa-ta-yá
    beer-ACC-EVC  more  more-ACC-TOP  buy-REFL-URGT-3  beer-ACC-EMPH
    ‘Spkr 1: “They must have sold a lot more beer.” Spkr 2: “Beer, all right!”’

(6) Balikushatr kara. Paytamá rikarani. LT
    baliku-sha-tr  ka-ra  pay-ta-m-á  rika-ra-ni
    request-a.service-PRF-EVC  be-PST  he-ACC-EVD-EMPH  see-PST-1
    ‘He must have been requested. I saw him.’
6.2 Individual enclitics

(7) *Trabahayta kanan kumunalta trulalamá. CH*

*trabaha-y-ta kanan kumunal-ta trula-la-m-á*

work-INF-ACC now community-ACC put-PST-EVD-EMPH

‘Now he’s put the community to work.’

(8) *Unayqa Awkichanka inkantakurashá wak altupa yantaman riptiki. SP*

*unay-qa Awkichanka inkanta-ku-ra-sh-á wak*

before-TOP Awkichanka enchant-REFL-PST-EVR-EMPH DEM.D

*altu-pa yanta-man ri-pty-ki*

high-LOC firewood-ALL go-SUBDS-2

‘In olden times, Awkichanka, too, bewitched, they say, up hill if you went for firewood.’

6.2.2 Interrogation, negation, disjunction -chu

-chu indicates absolute (1) and disjunctive questions (2), (3), negation (4), and disjunction (5).⁴

(1) *¿Iskwilaman trurashurqankichu mamayki? AMV*

*iskwila-man trura-shu-rqa-nki-chu mama-yki*

school-ALL put-2.OBJ-PST-2-Q mother-3

‘Did your mother put you in school?’

(2) *¿Qarichu kanki warmichu kanki? AMV*

*¿qari-chu ka-nki warmi-chu ka-nki*

man-Q be-2 woman-Q be-2

‘Are you a man or a woman?’

(3) *¿Don Juanchu icha almanchu hamuyan? AMV*

*Don Juan-chu icha alma-n-chu hamu-ya-n*

Don Juan-Q or soul-3-Q come-PROG-3

‘Is it Don Juan, or is his spirit coming?’

(4) *Chaytri mana suyawarqachu. AMV*

*chay-tri mana suya-wa-rqa-chu*

DEM.D-EVC no wait-1.OBJ-PST-NEG

‘That’s why she wouldn’t have waited for me.’

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⁴ An anonymous reviewer points out that in Huaylas Q, negative -tsu is distinguished from polar question -ku. Huaylas is not unique among Quechuan languages in making this distinction.
6 Enclitics

(5) *Kandilaryapachu* *bintisinkupachu*. AMV
kandilarya-pa-chu  binti-sinku-pa-chu
Candelaria-LOC-DISJ twenty-five-LOC-DISJ
‘Either on Candelaria or on the twenty-fifth.’

Where it functions to indicate interrogation or negation, *-chu* attaches to the sentence fragment that is the focus of the interrogation or negation (6).

(6) ¿*Chaypachu* tumarakangi? AMV
chay-pa-chu  tuma-rqa-nki
dem.d-LOC-Q  take-PST-2
‘Did you take [pictures] there?’

Where it functions to indicate disjunction – in either disjunctive questions or disjunctive statements – *-chu* generally attaches to each of the disjuncts (7).

(7) *Mariochu* karqa Juliánchu karqa. AMV
Mario-chu  ka-rqa  Julián-chu  ka-rqa
Mario-DISJ  be-PST  Julián-DISJ  be-PST
‘It was either Mario or Julián.’

Questions that anticipate a negative answer are indicated by *mana-chu* (8).

(8) ¿*Manachu* kuska linman? CH
mana-chu  kuska  li-n-man
no-Q  together  go-3-COND
‘Couldn’t they go together?’

*mana-chu* may also “soften” questions (9).

(9) Paysanu, ¿*manachu* vakata rantiyta munanki? AMV
paysanu  mana-chu  vaka-ta  ranti-y-ta  muna-nki
countryman  no-Q  cow-ACC  buy-INF-ACC  want-2
‘My countryman, do you not want to buy a cow?’

It may also be used, like *aw* ‘yes’, in the formation of tag questions (10).

(10) Lliw lliwtriki wañukushun, puchukashun entonces, ¿*manachu*? ACH
lliw  lliw-tr-iki  wañu-ku-shun  puchuka-shun  intunsis
countryman  no-Q  all- EVC-1KI  die-REFL-1PL.FUT  finish.off-1PL.FUT  therefore
mana-chu
no-Q
‘We’ll all have to die, to finish off then, isn’t that so?’
6.2 Individual enclitics

In negative sentences, -chu generally co-occurs with mana ‘not’ (11); -chu is also licensed by additive enclitic -pis (12), (13) and ni ‘nor’ (14), (15).

(11) Aa, manayá kanchu. Manayá bula kanchu. *LT
    *aa mana-yá ka-n-chu mana-yá bula ka-n-chu
    ah no-EMPH be-3-NEG no-EMPH ball be-3-NEG
    ‘Ah, there aren’t any. There aren’t any balls.’

(12) Kaspinpis kan chu. *AMV
    kasp i-n-pis ka-n-chu
    stick-3-ADD be-3-NEG
    ‘She doesn’t have a stick.’

(13) Manchakushpa tutas puñuchu. *ACH
    mancha-ku-shpa tuta-s puñu:-chu
    scare-REFL-SUBIS night-ADD sleep-1-NEG
    ‘Being scared, I don’t sleep at night.’

(14) Apuraw wañururqariki. *Ni apanñachu. *AMV
    apuraw wañu-ru-rqa-r-iki ni apa-n-ña-chu
    quick die-URGT-PST-R-IKI nor bring-3-DISC-NEG
    ‘He died quickly. They didn’t even bring him [to the hospital].’

(15) Manam waytachu ni pishquchu. *AMV
    mana-m wayta-chu ni pishqu-chu
    no-EVD flower-NEG nor bird-NEG
    ‘Neither a flower nor a bird.’

In prohibitions, -chu co-occurs with ama ‘don’t’ (16).

(16) “¡Ama wawqi:taqa wañuchiychul!” niptinshi wañurachin
    paywantapis. *ACH
    ama wawq i-:-ta-qa wañu-chi-y-chu ni-pti-n-shi
    PROH brother-1-ACC-TOP die-CAUS-IMP-NEG say-SUBDS-3-EVR
    wañu-ra-chi-n pay-wan-ta-pis
    die-URGT-CAUS-3 he-INTR-ACC-ADD
    ‘When he said, “Don’t kill my brother!” they killed him with him, too.’
-chu does not appear in subordinate clauses, where negation is indicated with a negative particle alone (17), (18).

(17) **Mana qali kaptinqa ſuqanchikpis taqllakta hapishpa qaluwanchik. ch**

<table>
<thead>
<tr>
<th>mana qali ka-pti-n qa</th>
<th>ſuqanchik pis taqlla-kta hapi-shpa</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>we-add</td>
</tr>
<tr>
<td>plow-acc</td>
<td>grab-subis</td>
</tr>
</tbody>
</table>

turn.earth-1PL

‘When there are no men, we grab the plow and turn the earth.’

(18) **Mana qatrachakunanpaq mandilchanta watachakun. AMV**

<table>
<thead>
<tr>
<th>mana qatra-cha-ku-na-paq</th>
<th>mandil-cha-n-ta wata-cha-ku-n</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>dirty-fact-refl-nmlz-3-purp apron-dim-3-acc tie-dim-refl-3</td>
</tr>
</tbody>
</table>

‘She’s tying on an apron so she doesn’t get dirty.’

(19) **Manam lluqsiptiyki(qa *chu), waqashaqmi. AMV**

<table>
<thead>
<tr>
<th>mana-m lluqsi-ptya-qi qa</th>
<th>chu waqa-shaq-mi</th>
</tr>
</thead>
<tbody>
<tr>
<td>no-evd</td>
<td>go.out-subds-2-top neg cry-1.fut-evd</td>
</tr>
</tbody>
</table>

‘If you don’t go, I’ll cry.’

In negative sentences, -chu never occurs on the same segment as does an evidential enclitic (20).

(20) **Mana lluqsirqanki(*mi)chu. AMV**

<table>
<thead>
<tr>
<th>mana lluqsi-rqa-nki-mi-chu</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
</tr>
</tbody>
</table>

‘You didn’t leave.’

Finally, interrogative -chu is further restricted in that it does not appear in questions using interrogative pronouns (21).

(21) **¿Pi hamurqachu? AMV**

<table>
<thead>
<tr>
<th>pi hamu-rqa-chu</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
</tr>
</tbody>
</table>

‘Who came?’

---

5 An anonymous reviewer points out that elsewhere in Quechua, the correlates of negative -chu typically can appear in subordinate clauses. There are no naturally-occurring examples of this in the Yauyos corpus.

6 ¿*Pi-taq hamu-n-chu? ¿*Pi-taq-chu hamu-n? ‘Who is coming?’
6.2.3 Restrictive, limitative -lla

-lla indicates exclusivity or limitation in number: the individual (1–3) or event type (4), (5) remains limited to itself and is accompanied by no other.

(1) Iskwilapam niytu:kunaqa wawa:kunaqa rinmi ſuqallam ka: analphabetu. SP
isko-wa-pa-m niytu:-kuna-qa wawa:-kuna-qa ri-n-mi
school-LOC-EVD nephew-1-PL-TOP baby-1-PL-TOP go-3-EVD
šuqa-lla-m ka-: analphabetu
'I'm the only illiterate one.'

(2) Runapi umallaña trakillaña kayasa. AMV
runa-pi uma-lla-ña traki-lla-ña ka-ya-sa
person-GEN head-RSTR-DISC foot-RSTR-DISC be-PROG-NPST
'Just the head and the hand remained of the person.'

(3) Kichwallaktam limakuya: kaytrawlaq manam kastillanukta lima:chu. CH
kichwa-lla-kta-m lima-ku-ya-: kay-traw-laq mana-m
Quechua-RSTR-ACC-EVD speak-REFL-PROG-1 DEM.P-LOC-CONT no-EVD
kastillanu-kta lima-:-chu
Spanish-ACC speak-1-NEG
'I’m talking just Quechua. Here, still, we don’t speak Spanish.'

(4) Fwirti kashpallamá linchik pustaman. CH
fwirti ka-shpa-lla-m-á li-nchik pusta-man
strong be-SUBIS-RSTR-EVD-EMPH go-IPL clinic-ALL
'Only if it’s bad will we go to the health clinic.'

(5) Lliw lliwtam rantiqpallañam kanan kamatapis chay
polarkunatapis. ACH
lliw lliw-ta-m ranti-shpa-lla-ña-m kanan kama-ta-pis
all ACC-EVD buy-SUBIS-RSTR-DISC-EVD now blanket-ACC-ADD
chay polar-kuna-ta-pis
DEMI fleece-PL-ACC-ADD
'Now just buying everything – blankets, [polyester] fleece.'
-lla can generally be translated as ‘just’ (6), (7) or ‘only’ (8); it sometimes has an ‘exactly’ interpretation (9).

(6) Chaynallam mikuchin ... pachachin. AMV
   chayna-lla-m miku-chi-n pachachin
   thus-RSTR-EVD eat-CAUS-3 dress-CAUS-3
   ‘Just like that, she feeds him, she clothes him.’

(7) Sirkallatam riya: manam karutachu. SP
   sirka-lla-ta-m ri-ya-: mana-m karu-ta-chu
   close-RSTR-ACC-EVD go-PROG-1 no-EVD far-ACC-NEG
   ‘I just go close; I don’t go far.’

(8) Chayllatam yatran. Masta yatranichu. AMV
   chay-lla-ta-m yatra-ni mas-ta yatra-ni-chu
   DEM.D-LIM-ACC-EVD know-1 more-ACC know-1-NEG
   ‘I only know that. I don’t know more.’

(9) Iskinanpi sikya tunallanpi wallpay watrakunraq. LT
   iskina-n-pi sikya tuna-lla-n-pi wallpa-y
   corner-3-LOC aqueduct corner-RSTR-3-LOC chicken-1
   watra-ku-n-raq
give.birth-REFL-3-CONT
   ‘My hen lays eggs in the corner, right in the corner of the canal.’

It is very, very widely employed (10–12).

(10) Lliwta abaskuna albirhakuna ayvislla rantikuni apani llaqtatam. AMV
    lliw-ta abas-kuna albirha-kuna ayvis-lla ranti-ku-ni
    all-ACC broad.beans-PL peas-PL sometimes-RSTR buy-REFL-1
    apa-ni llaqta-ta-m
    bring-1 town-ACC-EVD
    ‘Everything – broad beans, peas – once in while I sell stuff – I bring it into town.’

(11) Chaynallam. Chayllam kwintuqa. Mas kanchu manam. SP
    chayna-lla-m chay-lla-m kwintu-qa mas ka-n-chu mana-m
    thus-RSTR-EVD DEM.D-RSTR-EVD story-TOP more be-3-NEG no-EVD
    ‘That’s the way it goes. That’s all there is to the story. There’s no more.’
6.2 Individual enclitics

(12)  
Chaytam aysashpalla pasachiwaq. AMV  
chay-ta-m aysa-shpa-lła pasa-čhi-wa-q  
DEM.D-ACC-EVD pull-SUBIS-RSTR pass-CAUS-1.OBJ-AG  
‘They had me cross the river pulling [me by the hand].’

6.2.4 Discontinuative -ña

Discontinuative. -ña indicates transition – change of state or quality. In affirmative statements, it can generally be translated as ‘already’ (1–3); in negative statements, as ‘no more’ or ‘no longer’ (4), (5); and in questions, as ‘yet’ (6), (7).

(1)  
Kundinadawña m wakqa kayan. AMV  
kundinadaw-ña-m wak-qa ka-ya-n  
condemned-DISC-EVD DEM.D-TOP be-PROG-3  
‘That one is already condemned.’

(2)  
Ñuqaqá kukaywanña m qawaruni. AMV  
ñuqa-qa kuka-y-wan-ña-m qawa-ru-ni  
I-TOP coca-1-INST-DISC-EVD see-URGT-1  
‘I saw it with my coca already.’

(3)  
Paqwayanchikñam talpuyta, ¿aw? Papaktapis talpulalu:ñam, kanan halakta, ¿aw? CH  
paqwa-ya-nchik-ña-m tal-pu-y-ta aw papa-kta-pis  
finish-PROG-1PL-DISC-EVD plant-INF-ACC yes potato-ACC-ADD  
talpu-la-lu-:-ña-m kanan hala-kta aw  
plant-UNINT-URGT-1-DISC-EVD now corn-ACC yes  
‘We’re finishing the planting already, no? We’ve already planted the potatoes, now the corn, no?’

(4)  
Unaytrik. Kananqa kanñachu imapis. SP  
unay-tri-k kanan-qa ka-n-ña-chu ima-pis  
before-EVC-IK now-TOP be-3-DISC-NEG what-ADD  
‘That would be a long time ago. Now there isn’t anything any more.’

(5)  
Manaña ni santu ni imapis. AMV  
mana-ña ni santu ni ima-pis  
no-DISC nor saint nor what-ADD  
‘There are no longer saints or anything.’
6 Enclitics

(6) ¿Pasarunñachu? Tapushun. AMV
\textit{\texttt{pasa-ru-n-ña-chu tapu-shun}}
pass-URGT-3-DISC-Q ask-1PL.FUT
‘Did she go by yet? Let’s ask.’

(7) ¿Rimayanñachu kanan wakpi? LT
\textit{\texttt{rima-ya-n-ña-chu kanan wak-pi}}
talk-PROG-3-DISC-Q now DEM.D-LOC
‘Are they talking \textit{yet} there now?’

It can appear freely but never unaccompanied, redundantly, by \textit{ña} (8), (9).

(8) “¡\textit{Ñam tukuchkaniña}!” ¡Puk! ¡Puk! ¡Puk! sikisapa sapu. AMV
\textit{\texttt{ña-m tuku-chka-ni-ña}} puk puk puk sik-\textit{sapa sapu}
disc-EVD finish-DUR-1-DISC puk puk puk behind-MULT.POSS frog
‘I’m \textit{already} finishing up!’ Puk! Puk! Puk! said the frog with the
behind bigger than usual.’

(9) \textit{Ñam riqsiyanña hukya yaykun}. LT
\textit{\texttt{ña-m riqsi-ya-n-ña huk-ya yayku-n}}
disc-EVD know-PROG-3-DISC one-EMPH enter-3
‘They’re getting to know it \textit{already} and another comes in.’

6.2.5 Inclusion \textit{-pis}

\textit{-pis} indicates the inclusion of an item or event into a series of similar items or
events. Translated as ‘and’, ‘too’, ‘also’, and ‘even’ (1–5) or, when negated, ‘nei-
ther’ or ‘not even’ (6–8).

(1) Turnuchawan ñuqakunaqa trabaha: \textit{walmipis qalipis}. CH
\textit{\texttt{turnu-cha-wan ñuqa-kuna-qa trabaha-: walmi-pis qali-pis}}
turn-DIM-INSTR I-PL-TOP work-1 woman-ADD man-ADD
‘We work in turns, the women \textit{and} the men.’

(2) Tukuy tuta tushun qaynintintapis. AMV
\textit{\texttt{tukuy tuta tushu-n qaynintin-ta-pis}}
all night dance-3 next.day-ACC-ADD
‘They dance all night and the next day, \textit{too}.’
6.2 Individual enclitics

(3) Paypis chay subrinu wañukuptinñamik payqa tumarun. AMV
pay-pis chay subrinu wañu-ku-pty-n-ña-mi-k pay-qa
he-ADD DEM.D nephew die-REFL-SUBDS-3-DISC-EVD-IK he-TOP
tuma-ru-n
take-URGT-3
‘He, too, when his nephew died, took it [poison].’

(4) Salchipullu rantikuqtapis tumarun. AMV
salchipullu ranti-ku-q-ta-pis tuma-ru-n
fried.chicken buy-REFL-AG-ACC-ADD take-URGT-3
‘She took [pictures] of the people selling fried chicken also.’

(5) Maman wañukuptinpis manam waqanchu. AMV
mama-n wañu-ku-pty-n-pis mana-m waqa-n-chu
mother-3 die-REFL-SUBDS-3-ADD no-EVD cry-3-NEG
‘Even when his mother died, he didn’t cry.’

(6) “¿Imapaqtaq ñuqa waqashaq?” nin. “Warmiypaq pis waqarqani chu.” AMV
ima-paq-taq ñuqa waqa-shaq nin warmi-y-paq-pis
what-PURP-SEQ I cry-1.FUT say-3 woman-1-BEN-ADD
waqa-rqa-ni-chu
cry-PST-1-NEG
“Why am I going to cry?” he said. “I didn’t cry for my wife, either.”

(7) Paykunaqa manam qawarqa pischu. AMV
pay-kuna-qa mana-m qawa-rqa-pis-chu
he-PL-TOP no-EVD see-PST-ADD-NEG
‘Neither did they see us.’

(8) Pata saqaytapis atipanchu. AMV
pata saqa-y-ta-pis atipa-n-chu
terrace go.up-INF-ACC-ADD be.able-3-NEG
‘They can’t even go up one terrace.’

-pis may – or, even, may generally – imply contrast with some preceding element. Where it scopes over subordinate clauses, it can often be translated ‘although’ or ‘even’ (9), (10).
6 Enclitics

(9) *Uratam munashpapis*. AMV
*ura-ta-m muna-shpa-pis*
hour-ACC-EVD want-SUBIS-ADD
‘Although I want to know the time.’

(10) *Hinaptin wasipiña rumiwan takaptinpis uyanchu*. SP
*hinaptin wasi-pi-ña rumi-wan taka-pty-n-pis uya-n-chu*
then house-LOC-DISC stone-INSTR hit-SUBDS-3-ADD be.able-3-NEG
‘Later, at home, even when they hit it with a rock, it couldn’t.’

Attaching to interrogative-indefinite stems, it forms indefinites and, with *mana*, negative indefinites (11–13).

(11) *Chaynam imallatapis wasiman apamun*. AMV
*chayna-m ima-lla-ta-pis wasi-man apa-mu-n*
thus-EVD what-RSTR-ACC-ADD house-ALL bring-CISL-3
‘That way he brings a little something to his house.’

(12) *Llapa tiyndaman yaykushpaqa lliw lliwshi imantapis apa-ku-n*. ACH
*llapa tiynda-man yayku-shpa-qa lliw lliw-shi ima-n-ta-pis apa-ku-n*
all store-ALL enter-SUBIS-TOP all all-EVR what-3-ACC-ADD bring-REFL-3
‘They entered all the stores and took everything and anything they had.’

(13) *Alli chambyakuqpaq manam imapis faltanmanchu*. AMV
*alli chambya-ku-q-paq mana ima-pis falta-n-man-chu*
good work-REFL-AG-BEN no what-ADD be.missing-3-COND-NEG
‘Nothing can be lacking for a good worker.’

It is in free variation with -pas, and, after a vowel, with -s (14–16), the latter particularly common in the ACH dialect.

(14) *“¡Diskansakamuy wasikipa!” niwan kikinpas diskansuman ripun*. LT
*diskansa-ka-mu-y wasi-ki-pa ni-wa-n kiki-n-pas diskansu-man*
rest-REFL-CISL-IMP house-2-LOC say-1.OBJ-3 self-3-ADD rest-ALL
*ripu-n*
go-3
‘“Go rest in your house,” he said to me and he, himself, too, went to rest.’
6.2 Individual enclitics

(15) *Hinaptinga yutu pawaptinqa chay, “¡Aaaapship ship ship!” Yutupas “¡Wwaaaayyy!”* SP

*hinap-tinga yutu pawa-hti-n-qa chay aaaapship ship ship*
then-TOP partridge fly-SUBDS-3-TOP DEM.D aaaapship ship ship
*yutu-pas wwwwaaaayyy*
partridge-ADD wwwwaaaayyy

‘Then, when the partridge jumped, he [cried],

(16) *Ñuqatas harquruwara Kashapataman riranim. LT*

*ñuqa-tas harqu-ru-wa-ra Kashapata-man ri-ra-ni-m*
I-ACC-ADD toss.out-URGT-1.OBJ-PST Kashapata-ALL go-PST-1-EVD

‘They threw me out, *too*, and I went to Kashapata.’

6.2.6 Precision, certainty *-puni*

*-puni* indicates certainty or precision. It can be translated as ‘necessarily’, ‘definitely’, ‘precisely’. It is attested only in the AMV dialect, where, still, it is not widely employed.

(1) *Paqarin*puni* m rishaq.* † AMV

*paqarin-puni-m ri-shaq*
tomorrow-CERT-EVD go-1.FUT

‘I’m going to go *precisely* tomorrow.’

(2) *Mana*puni.* † AMV

*mana-puni-m*
no-CERT-EVD

‘By no means.’

(3) *Chay wiqawninchikmanpun* chiri yakuta truranchik. AMV

*chay wiqaw-ni-nchik-man-pun* chiri yaku-ta trura-nchik
DEM.D waist-EUPH-1PL-ALL-CERT cold water-ACC put-1PL

‘We put cold water *right* on our lower backs.’
6 Enclitics

6.2.7 Topic-marking -qa

-qa indicates the topic of a clause (1–8), including in those cases where it attaches to subordinate clauses (9), (10).

(1) Madri sultiram kaya: ſuqallaqa. CH
    madri sultira-m ka-ya-: ſuqa-lla-q
    mother alone-EVD be-PROG-1 I-RSTR-TOP
    ‘I’m a single mother.’

(2) Ganawniyyikqa achkam miranqa. LT
    ganaw-ni-yki-q achka-m mira-nqa
    cattle-EUPH-2-TOP a.lot-EVD increase-3.FUT
    ‘Your cattle are going to multiply a lot.’

(3) Qamqa waqakunki sumaqllatam. ſuqaqa quyu quyuta waqayani. SP
    qam-q waqa-ku-nki sumaq-lla-ta-m ſuqa-q quyu quyu-ta
    you-TOP cry-REFL-2 pretty-RSTR-ACC-EVD I-TOP ugly ugly-ACC
    waqa-ya-ni
    cry-PROG-1
    ‘You sing nicely. I’m singing awfully.’

(4) Yatraqningqa; mana yatraqningqa manayá. AMV
    yatra-q-ni-n-q mana yatra-q-ni-n-q mana-yá
    know-AG-EUPH-3-TOP no know -AG-EUPH-TOP no-EMPH
    ‘Those of them who knew; not those of them who didn’t know.’

(5) Kananqa mikunchik munasanchik[t]a qullqi kaptinqa. AMV
    kanan-q miku-nchik muna-sa-nchik[t] qullqi ka-hti-n-q
    now-TOP eat-1PL want-PRF-1-ACC money be-SUBDS-3-TOP
    ‘Now we eat whatever we want when there’s money.’

(6) Llaqtaykipaq̞a ¿tarpunkichu sibadata? AMV
    llaqta-yki-pa-q tarpu-nki-chu sibada-ta
    town-2-LOC-TOP plant-2-Q barley-ACC
    ‘In your town, do you plant barley?’
6.2 Individual enclitics

(7) *Urayqa puriq kani trakillawan trakinchikpis nananankama.* AMV uray-qa puri-q ka-ni traki-lla-wan traki-nchik-pis down.hill-TOP walk-AG be-1 foot-RSTR-INSTR foot-1PL-ADD nana-na-n-kama hurt-NMLZ-3-LIM

‘I would walk down hill just on foot until our feet hurt.’

(8) *Difindiwanchik malichukunapaqqa.* AMV difindi-wa-nchik malichu-kuna-paq-qa defend-1.OBJ-1PL curse-PL-ABL-TOP

‘It protects us against curses.’

(9) *Lluqsila pasiyuman yaykushpaqa manaña puydilaøchu piru.* CH lluqsi-la pasiyu-man yayku-shpa-qa mana-ña puydi-la-chu go.out-PST walk-ALL enter-SUBIS-TOP no-DISC be.able-PST-NEG piru but

‘They went out for a walk but when they went in, they couldn’t.’

(10) *Qipiruptinqa ... chay kundurqa qipiptin huk turuta pagaykun.* SP qipi-ru-ptyn-qa chay kundur-qa qipi-ptyn huk carry-URGT-SUBDS-3-TOP DEM.D condor-TOP carry-SUBDS-3 one turu-ta paga-yku-n bull-ACC pay-EXCEP-3

‘When he carried her, after the condor carried her, she payed him a bull.’

6.2.8 Continuative -Raq

-Raq – realized in CH as -laq (1) and in all other dialects as -raq – indicates continuity of action, state or quality.


‘I’m just talking Quechua. Here, still, we don’t speak Spanish.’
It can generally be translated 'still' (2–4) or, negated, 'yet' (5), (6).

‘You’re still skinny. I’m going to fatten you up in a cage.’

(3) *Taqsanaraqtri. Millwata taqsashun. AMV taqsa-na-raq-tri millwa-ta taqsa-shun wash-NMLZ-CONT-EVD wool-ACC wash-1PL.FUT
‘It has to be cleaned still. We have to clean the wool.’

(4) *Kamanpi puñukuyaptinraq tariun. LT kama-n-pi puñu-ku-ya-pto-n-raq tari-ru-n bed-3-LOC sleep-REFL-PROG-SUBDS-3-CONT find-URGT-3
‘He found him when he was sleeping still in his bed.’

(5) *Runtuwanmi qaquyanmi chaypa manaraqmi shakashwan. AMV runtu-wan-mi qaqu-ya-n-mi chay-pa mana-raq-mi egg-INST-PROG massage-PROG-3-EVD DEM.D-LOC no-CONT-EVD shakash-wan guinea.pig-INST
‘He’s massaging with an egg – not yet with the guinea pig.’

(6) *Manam mayqinniypis wañuniraqchu. AMV mana-m mayqin-ni-y-pis wañu-ni-raq-chu no-EVD which-EUPH-1-ADD die-1-CONT-NEG
‘None of us has died yet.’

Marking rhetorical questions, it can indicate a kind of despair (7), (8).

‘His blood? **What in the world** did the devil suck out of him?’
6.2 Individual enclitics

(8) Chay gringukunaka altukunatash rin. ¿Imaynaraq chay runata waniuchin? ACH
chay gringu-kuna-qa altu-kuna-ta-sh ri-n imayna-raq chay
DEM.D gringo-PL-TOP high-PL-ACC-EVR go-3 how-CONT DEM.D
runa-ta wañu-chi-n
PERSON-ACC die-CAUS-3
‘The gringos go to the heights, they say. How on earth could they kill those people?’

With subordinate clauses, it may indicate a prerequisite or a necessary condition for the event to take place, translating in English as ‘first’ or ‘not until’ (9).

(9) Kisuta ruwashparaq trayamuyan. AMV
kisu-ta ruwa-shpa-raq traya-mu-ya-n
cheese-ACC make-SUBIS-CONT arrive-CISL-PROG-3
‘Once she makes the cheese, she’s coming.’

Chay-raq indicates an imminent future, translating in Andean Spanish recién (10). Employed as a coordinator, it implies a contrast between the coordinated elements (see §7.3).

(10) Chayraqmi tapayan. Qallaykuyani chayraq. AMV
chay-raq-mi tapa-ya-n qalla-uku-ya-ni chay-raq
DEM.D-CONT-EVD cover-PROG-3 begin-EXCEP-PROG-1 DEM.D-CONT
‘He’s just now going to cap it. I’m just now going to start.’

6.2.9 Sequential -taq

-taq indicates the sequence of events (1).

(1) Tardiqa yapa listu suyan; yapataqshi trayarun. AMV
tardi-qa yapa listu suya-n yapa-taq-shi traya-ru-n
afternoon-TOP again ready wait-3 again-SEQ-EVR arrive-URGT-3
‘In the afternoon, again, ready, he waits. Then, again, [the zombie] arrived.’

Adelaar (p.c.) points out that in Ayacucho Quechua -ña-taq is a fixed combination. It appears that may be the case here too (2–4). In these examples -taq seems to continue to indicate a sequence of events.
6 Enclitics

(2) *Lliwta pikarushpa, kaymanñataq quturini trurani wakmanñataq.* AMV

all-ACC pick-URGT-SUBDS DEM.D-ALL-DISC-SEQ gather-INcep-1

put-1 DEM.P-ALL-DISC-SEQ

‘When I have all these sorted, then I gather everything here and then store it there.’

(3) *Qaliqa takllawanmi halun. Qipantaña taq kulpakta maqanchik pikuwan.*

man-TOP plow-INSTR-EVD turn.earth-3 behind-3-ACC-DISC-SEQ

clod-ACC hit-1PL pick-INST

‘Men turn over the earth with a foot plow. Behind them, then, we break up the clods with a pick.’

(4) *Ñuqapa makiywan aytrichiyanmi. Kanan trakillaña taq. Huknin makiwanñataq kananmi.* AMV

I-GEN hand-1-INSTR stir-CAUS-PROG-3-EVD now

foot-RSTR-DISC-SEQ one-EUPH-3 hand-INSTR-DISC-SEQ now-EVD

‘He’s stirring it with my hand. Now, the foot. Now with the other hand.’

In a question introduced by an interrogative (*pi-, ima-*) -taq attaches to the interrogative in case it is the only word in the phrase or, in case the phrase includes two or more words, to the final word in the phrase (5–7).

(5) *¡Ishpaykuruwan! ¿Imapaqtaq ishpan? AMV*

urinate-EXcep-URGT-1.OBJ-3 what-PURP-SEQ urinate-3

‘It urinated on me! Why does it urinate?’

(6) *¿Ima rikuqtaq karga sapatillayki? AMV*

what color-SEQ be-PST shoe-2

‘What color were your shoes?’
6.2 Individual enclitics

(7) ¿Imanashaqtaq? Diosllatañatriki. LT
ima-na-shaq-taq Dios-lla-ta-ña-tr-iki
what-VRBZ-1.FUT-SEQ God-RSTR-ACC-DISC-EVC-IKI
‘What am I going to do? It’s for God already.’

In this capacity, -taq may be the most transparent of the enclitics attaching to q-phrases. In a clause with a conditional or in a subordinate clause, -taq can indicate a warning (8).

(8) Kurasunniyman shakashta trurayan. Ñuqa niyani
“¡Kaniruwaptinña taq!” AMV
kurasun-ni-y-man shakash-ta trura-ya-n ñuqa ni-ya-ni
heart-EUPH-1-ALL guinea.pig-ACC put-PROG-3 I say-PROG-1
kani-ru-wa-piti-n-ña-taq
bite-URGT-1.OBJ-SUBDS-3-DISC-SEQ
‘He’s putting the guinea pig over my heart. I’m saying, “Be careful it doesn’t bite me!”’

-taq also functions as a conjunction (9) (see §7.3).

(9) Warmiñataq puchkawan qariñataq tihiduwan. AMV
warmi-ña-taq puchka-wan qari-ña-taq tihidu-wan
women-DISC-SEQ spinning-INSTR man-DISC-SEQ weaving-INSTR
‘Women with spinning and men with weaving.’

6.2.10 Emotive -ya

-ya indicates regret or resignation. It can be translated ‘alas’ or ‘regretfully’ or with a sigh. Not very widely employed.

(1) Hinashpaqaya, “Wañurachishaqña wakchachaytaqa dimasllam sufriyan.” AMV
hinashpa-qa-ya wañu-ra-chi-shaq-ña wakcha-cha-y-ta-qa
then-TOP-EMO die-URGT-CAUS-1.FUT-DISC lamb-DIM-1-ACC-TOP
dimas-lla-m sufri-ya-n
too.much-RSTR-EVD suffer-PROG-3
‘Then, alas, “I’m going to kill my little lamb already – he’s suffering too much,” [I said].’
6 Enclitics

(2) Unay runakunaqa yatrayan masta, mastaya, lliwta ... aaaa. AMV
unay runa-kuna-qa yatra-ya-n mas-ta mas-ta-ya
before person-PL-TOP know-PROG-3 more-ACC more-ACC-EMO
lliw-ta aaaa
all-ACC ahh
‘In the old days, people knew more, more, everything, ahhh.’

6.2.11 Evidence

Evidentials indicate the type of the speaker’s source of information. Syq, like most7 other Quechuan languages, counts three evidential suffixes: direct -mi (1–3), reportative -shi (4–6), and conjectural -tri (7–9) (i.e. the speaker has her own evidence for P (generally visual); the speaker learned P from someone else; or the speaker infers P based on some other evidence). Following a short vowel, these are realized as -m, sh, and -tr, respectively (3), (6), (9).

(1) Taytacha José irransakurqa chaypa-m. AMV
tayta-cha José irransa-ku-rqa chay-pa-m
father-DIM José herranza-REFL-PST DEM.D-LOC-EVD
‘My grandfather José held herranzas there.’

(2) Trurawarqaya huk ratu. Manayá puchukachiwarqachu. Trurawarqam. AMV
trura-wa-rqa-yá huk ratu mana-yá
put-1.OBJ-PST-EMPH one moment no-EMPH
puchuka-chi-wa-rqa-chu trura-wa-rqa-m
finish-CAUS-1.OBJ-PST-NEG put-1.OBJ-PST-EVD
‘They put me in [school] a short while. They didn’t have me finish, but they did put me in.’

(3) Qayna puntraw qanin puntrawlla trayamura:. ACH
qayna puntraw qanin puntraw-lla-m
previous day day.before.yesterday day-RSTR-EVD
traya-mu-ra-:
arrive-CISL-PST-1
‘I arrived yesterday, just the day before yesterday.’

7 Note, though, that Huallaga Q counts four evidentials, (-mi, -shi, -chi, snd -chaq) (Weber 1989:76). South Conchucos Q counts six, (-mi, -shi, -chi, -cha; and -cher); Sihuas, too, counts six (Hintz and Hintz 2014).
6.2 Individual enclitics

(4) Radyukunapa rimayta rimayan. Lluqsiyamunshi tirurista. Tirurista rikariyamunshi. sp
radyu-kuna-pa rima-y-ta rima-ya-n llluqi-ya-mu-n-shi
radio-PL-LOC talk-INF-ACC talk-PROG-3 go.out-PROG-CISL-3-EVR
tirurista tirurista rikari-ya-mu-n-shi
terrorist terrorist appear-PROG-CISL-3-EVR
‘On the radio they talk for the sake of talking. Terrorists are coming, they say. Terrorists are appearing, they say.’

(5) Chay uchukllapa pashñataq uywakuptinñaqașhi maqtaqa aparqa
mikunanta. AMV
chay uchuk-lla-pa pashña-taq uywa-ku-pto-n-ña-taq-shi
DEM.D small-RSTR-LOC girl-ACC raise-REFL-SUBDS-3-DISC-SEQ-EVR
maqta-qa apa-rqa miku-na-n-ta
young.man-TOP bring-PST eat-NMLZ-3-ACC
‘When he raised the girl in that cave, the man brought her his food, they say.’

(6) Qarintash wañurachin mashantash wañurachin. AMV
qari-n-ta-sh wañu-ra-chi-n masha-n-ta-sh
man-3-ACC-EVR die-URGT-CAUS-3 son.in.law-3-ACC-EVR
wañu-ra-chi-n
die-URGT-CAUS-3
‘She killed her husband, they say; she killed her son-in-law, they say.’

(7) Qiñwalman trayarachiptiki wañukunmantri. AMV
qiñwal-man traya-ɾa-chi-ɾti-ki wañu-ku-n-man-tri
quingual.grove-ALL arrive-URGT-CAUS-SUBDS-2 die-REFL-3-COND-EVC
‘If you make her go all the way to the quingual grove, she might die.’

(8) Suwawantri. Durasnuy kara mansanay kara qanin puntraw. LT
suwa-wa-n-tri durasnu-y ka-ra mansana-y ka-ra qanin
rob-1.OBJ-3-EVR peach-1 be-PST apple-1 be-PST previous
puntraw
day
‘They may have robbed me. The day before yesterday I had peaches and apples.’
The evidential system of syq is unusual among Quechuan languages, however, in that it overlays the three-way distinction standard to Quechua with a second three-way distinction. The set of evidentials in syq thus counts nine members: -mI, -m-ik, and -m-iki; -shI, -sh-ik, and -sh-iki; and -trI, -tr-ik, and -tr-iki. The -I, -ik, and -iki forms are not allomorphs: they receive different interpretations, generally indicating increasing degrees of evidence strength or, in the case of modalized verbs, increasing modal force. §6.2.11 describes this system in some detail. For further formal analysis, see Shimelman (2012).

In addition to indicating the speaker’s information type, evidentials also function to indicate focus or comment and to complete copular predicates (for further discussion and examples, see §7.11 and 7.8 on emphasis and equatives).

Evidentials are subject to the following distributional restrictions. They never attach to the topic or subject; these are, rather, marked with -qa. In content questions, the evidential attaches to the question word or to the last word of the questioned phrase (10) (see §7.6 on interrogation).

(10) ¿Maymi chay warmi? AMV
may-mi chay warmi
where-EVD DEM.D woman
‘Where is that woman?’

Evidentials do not appear in commands or injunctions (11); finally, only one evidential may occur per clause (12).

(11) ¡Ruwaruchun*mi/shi/tri! AMV
ruwa-ru-chun-*mi/shi/tri
make-URGT-INJUNC-EVD-EVR-EVC
‘Let him do it!’

(12) ¡Vakay wira wiram, matraypi puñushpa, allin pastuta mikushpam. AMV
vaka-y wira wira-m matray-pi puñu-shpa allin pastu-ta
cow-1 fat fat-EVD cave-LOC sleep-SUBIS good pasture.grass-ACC
miku-shpa-m
eat-REFL-EVD
‘My cow is really fat, sleeping in a cave and eating good pasture grass.’
All three evidentials are interpreted as assertions. The first, -\textit{mI}, is generally left untranslated in Spanish; the second, -\textit{shI}, is often rendered \textit{dice} ‘they say’; the third is reflected in a change in verb tense or mode (see §6.2.11.3). The difference between the three is a matter, first, of whether or not evidence is from personal experience, and, second, whether that evidence supports the proposition, \( p \), immediately under the scope of the evidential or another set of propositions, \( P' \), that are evidence for \( p \), as represented in Table 6.2.

<table>
<thead>
<tr>
<th>Evidence Type</th>
<th>Supports scope proposition ( p )</th>
<th>Supports ( P' ) evidence for ( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct (personal experience)</td>
<td>DIRECT</td>
<td>CONJECTURAL</td>
</tr>
<tr>
<td>-\textit{mI}</td>
<td>-\textit{mI}</td>
<td>-\text{\textit{trI}}</td>
</tr>
<tr>
<td>Reportative (non-personal experience)</td>
<td>REPORTATIVE</td>
<td>CONJECTURAL</td>
</tr>
<tr>
<td>-\textit{shI}</td>
<td>-\textit{shI}</td>
<td>-\text{\textit{trI}}</td>
</tr>
</tbody>
</table>

So, employing -\textit{mI}(\( p \)), the speaker asserts predicate \( p \) and represents that she has personal-experience evidence for \( p \); employing -\textit{shI}(\( p \)), the speaker asserts \( p \) and refers the hearer to another source for evidence for \( p \); and employing -\text{\textit{trI}}(\( p \)), the speaker asserts \( p \) and represents that \( p \) is a conjecture from \( P' \), propositions for which she has either -\textit{mI}-type or -\textit{shI}-type evidence or both. That is, although SYQ counts three evidential suffixes, it counts only two evidence types, direct and reportative; these two are jointly exhaustive. §6.2.11.1–6.2.11.3 cover -\textit{mI}, -\textit{shI}, and \textit{trI}, in turn. §6.2.11.4 covers the evidential modifiers, -\textit{ari} and -\textit{ik/i\textit{ki}}.

### 6.2.11.1 Direct -\textit{mI}

-\textit{mI} indicates that the speaker speaks from direct experience. Unlike -\textit{shI} and -\textit{trI}, it is generally left untranslated. Note that in the examples below, with the exception of (1), the speaker’s knowledge is not the product of visual experience.

(1) \textit{Vakaqa kaypa waqrayuq\textit{m}iki kayan. AMV}
   \textit{vaka-qa kay-pa waqra-yuq-m-iki ka-ya-n}
   \textit{cow-top DEM-P-LOC horn-POSS-EVD-IKI be-PROG-3}
   ‘The cows here have horns.’
6 Enclitics

(2) *Piñiy*mi pakarayan wasiypa wak ichuypa ukunpa. AMV
   *piñi*-y-*mi* paka-ra-ya-*n* wasi-y-*pa* wak ichu-*pa*
   necklace-1-EVD hide-UNINT-INTENS-3 house-1-LOC DEM.D straw-GEN
   uku-*n*-pa
   inside-3-LOC
   ‘My necklace is hidden in my house under the straw.’

(3) *Chaywan*mi pwirtata ruwayani. Manam achkataq ruwanichu. AMV
   *chay-wan*-mi pwirta-*ta* ruwa-ya-*ni* mana-*m* achka-taq
   DEM.D-INST-EDV door-ACC make-PROG-1 no-EDV a.lot-ACC
   ruwa-ni-chu
   make.1-NEG
   ‘I make doors with this. I don’t make a lot.’

(4) *Karrupis ashnakuyanmi.* ACH
   karru-*pis* asha-ku-ya-*n*-mi
   car-ADD smell-REFL-PROG-3-EVD
   ‘The buses, too, stink.’

(5) *Qunirirachishunki.* Kaliyntamanchikmi. ACH
   quni-ri-ra-chi-shu-nki kaliynta-ma-nchik-mi
   warm-INC-CAUS-2.OBJ-2 warm-1.OBJ-1PL-EVD
   ‘It warms you up. It warms us up.’

6.2.11.2 Reportative -*shI*

-*shI* indicates that the speaker’s evidence does not come from personal experience (1–4).

(1) *Awkichanka urqupaqa inkantush – karrush chinkarurqa qutrapa.* AMV
    *Awkichanka urqu-pa-*qa inkantu-*sh* karru-*sh* chinka-ru-*rqa
    Awkichanka hill-LOC-TOP spirit-EVR car-EVR lose-URGT-PST
    qutra-*pa*
    lake-LOC
    ‘In the hill Okichanka, there is a spirit, they say – a car was lost in a reservoir.’
6.2 Individual enclitics

(2) **Mashwaqa prustatapaqshi allin. CH**
mashwa-ra prustata-paq-shi allin
mashua-TOP prostate-BEN-EVR good
‘Mashua is good for the prostate, they say.’

(3) **Chaypash runtuta mikuchishunki. AMV**
chay-pa-sh runta-ta miku-chi-shu-nki
DEM.D-LOC-EVR egg-ACC eat-CAUS-2.OBJ-2
‘They’ll feed you eggs there, they say.’

(4) **Lata-wan yanu-shpa-taq-shi runa-ta-pis miku-ru-ra. ACH**
lata-wan yanu-shpa-taq-shi runa-ta-pis miku-ru-ra
can-INSTR cook-SUBI-SEQ-EVR person-ACC-ADD eat-URGT-PST
‘They [the Shining Path] even **cooked** people in metal pots and ate them, they say.’

It is used systematically in stories (5), (6).

(5) **Unayshi kara huk asnu. SP**
unay-shi ka-ra huk asnu
before-EVR be-PST one donkey
‘Once upon a time, they say there was a mule.’

(6) **Chaypaqshi kutirun maman kaqta papanin kaqta. LT**
chay-paq-shi kuti-ru-n mama-n ka-q-ta papa-ni-n
DEM.D-ABL-EVR return-URGT-3 mother-3 be-AG-ACC father-EUPH-3
ka-q-ta
be-AG-ACC
‘He returned from there, they say, to his mother’s place, to his father’s place.’

6.2.11.3 Conjectural -trI

-trI indicates that the speaker does not have evidence for the proposition directly under the scope of the evidential, but is, rather, conjecturing to that proposition from others for which she does have evidence (1–8).
6 Enclitics

(1)  *Awayan*trikamata. AMV
    awa-ya-n-tr-iki kama-ta
    weave-PROG-EVR-IKI blanket-ACC
    ‘He must be weaving a blanket.’

(2)  *Wañuypaqpis* kayachuwan*triki. AMV
    wañu-y-paq-pis ka-ya-chuwan-tr-iki
    die-INF-ABL-ADD be-PROG-1PL.COND-EVC-IKI
    ‘We could be also about to die.’

(3)  *Kukachankunata* aparuptiyqa tiyaruwanqat*t*rik. AMV
    kuka-cha-n-kuna-ta apa-ru-pty-y-qa
    coca-DIM-3-PL-ACC bring-URGT-SUBDS-1-TOP
    tiya-pa-ru-wa-nqa-tr-ik
    sit-BEN-URGT-1.OBJ-EVC-IKI
    ‘If I bring them their coca, they’ll accompany me sitting.’

(4)  *Chayman*trik ayyari*kur*ura. ACH
    chay-man-tr-ik aya-ri-ku-ra
    DEM.D-ALL-EVC-IK cadaver-INCEP-REFL-PST
    ‘She must have become a cadaver.’

(5)  *Upyachinman*tri. CH
    upya-chi-ma-n-tri
    drink-CAUS-1.OBJ-3-EVC
    ‘She might make me drink.’

(6)  *Yakuñatr* rikuyan pampa*n*ta*qa*. ACH
    yakuña-tr ri-ku-ya-n pampa-n-ta-qa
    water-DISC-EVC go-REFL-PROG-3 ground-3-ACC-TOP
    ‘Water should already be running along the ground.’

(7)  *Allintaqa. Kapas*trikipalabratakichwapaapakunqa kanap*n*pis. SP
    allin-ta-qa kapas-tr-iki palabra-ta kichwa-pa
    good-ACC-TOP possible-EVC-IKI word-ACC Quechua-GEN
    apa-ku-nqa kanan-pis
    BRING-REFL-3.FUT now-ADD
    ‘Good. Maybe they’ll bring Quechua now, too.’
6.2 Individual enclitics

(8) Ayvis kumpañaw hamuyan – wañuypaqpis kayachuwantriki. AMV
    ayvis kumpañaw hamu-ya-n wañu-y-paq-pis
    sometimes accompanied come-PROG-3 die-1-PURP-ADD
    ka-ya-chuwan-tr-iki
    be-PROG-IPL.COND-EVC-IKI
    ‘Sometimes someone comes accompanied – we might be also about
to die.’

6.2.11.4 Evidential modification

SYQ counts four evidential modifiers, -ari and the set ø, -ik and -iki. §6.2.11.4.1
and 6.2.11.4.2 cover -ari and -ø/-ik/iki, respectively. The latter largely repeats Shi-
melman (2012).

6.2.11.4.1 Assertive force -aRi

-aRi – realized -ali in CH (1) and -ari in all other
dialects – indicates conviction on the part of the speaker.8

(1) Wayrakuyanmari. AMV
    wayra-ku-ya-n-m-ari
    wind-REFL-PROG-3-EVD-ARI
    ‘It’s windy.’

It can often be translated as ‘surely’ or ‘certainly’ or ‘of course’. -aRi generally
occurs only in combination with -mI (2), (3), -shI (4), (5) and -Yá (6–8).

(2) Manamari llapa ruwayaqhina kayani. AMV
    mana-m-ari llapa ruwa-ya-q-hina ka-ya-ni
    no-EVD-ARI all make-PROG-AG-COMP be-PROG-1
    ‘No, of course, it seems like I’m making it all up.’

8 The Quechuas of (at least) Ancash-Huailas Parker (1976: 151), Cajamarca-Canaris Quesada
Castillo (1976: 158) and Junin-Huanca Cerrón-Palavino (1976a: 238–9) have suffixes -rI, -rI
and -ari, respectively, which, like the SYQ -k succeed evidentials and are most often translated
pues ‘then’. It seems unlikely that the AHQ, CCQ and JJQ forms correspond to the -k or -ki of
SYQ. First, unlike -ik or -iki, -rI and -ari may appear independent of any evidential and they
may function as general emphatics. Second, SYQ, too, has a suffix -ari which, like -rI and -ari,
functions as a general emphatic, also translating as pues. Third, the SYQ -ari is in complemen-
tary distribution with -k and -ki. Finally, unlike the AHQ, CCQ and JJQ forms, the SYQ -ari
cannot appear independently of the evidentials -ml or -shl or else of -y, and, further, always
forms an independent word with these.
(3) Ñuqa[tas] firmachiwanmari. Piru manashari chay wawi warmiytapis firmachinraqchu. LT
ñuqa[-ta]-s firma-chi-wa-n-m-ari piru mana-sh-ari chay I-ACC-ADD sign-CAUS-1.OBJ-3-EVD-ARI but no-EVR-ARI DEM.D wawi warmi-y-ta-pis firma-chi-n-raq-chu baby woman-1-ACC-ADD sign-CAUS-3-CONT-NEG
‘They made me sign, too. But they didn’t make my daughter sign yet, they say.’

(4) Viñaqpshali. CH
Viñac-paq-sh-ali
Viñac-ABL-EVR-ARI
‘From Viñac, she says, then.’

(5) Ripunshari umaqa kunkanman. AMV
ripu-n-sh-ari uma-qa kunka-n-man go-3-EVR-ARI head-TOP neck-3-ALL
‘The head went [flying back] towards his neck, they say.’

(6) ¡Kurriy! Qillakuyankitrari. LT
kurri-y qilla-ku-ya-nki-tr-ari run-IMP lazy-REFL-PROG-2-EVC-ARI
‘Run! ... You must be being lazy.’

(7) Kidakushun kaypayari. ACH
kida-ku-shun kay-pa-y-ari stay-REFL-1PL.FUT DEM.P-LOC-EMPH-ARI
‘We’re going to stay here.’

(8) Yatraqningqa mana yatraqningqa manayari. AMV
yatra-q-ni-n-qa mana yatra-q-ni-n-qa mana-y-ari know-AG-EUPH-3-TOP no know-AG-EUPH-3-TOP no-EMPH-ARI
‘The ones who knew how. The ones who didn’t know how, no, of course.’

It is far less often employed than -ik and -iki. It is, however, prevalent in the LT dialect, which supplied the single instance of tr-ari in the corpus (9).
6.2 Individual enclitics

(9) Chay wayra itana piru rimidyum Hilda. ¡Piru wachikunyari! AMV chay wayra itana piru rimidyu-m Hilda piru DEM.D wind thorn but remedy-EVD Hilda but wachi-ku-n-y-ari sting-REFL-3-EMPH-ARI

‘The wind thorns are medicinal, Hilda. But do they ever sting!’

6.2.11.4.2 Evidence strength -ik and -iki  SYQ is unusual\(^9\) in that each of its three evidentials counts three variants, formed by the suffixation of -ø, -ik or -iki. The resulting nine forms are direct -mI-ø, -m-ik and -m-iki (1–3); reportative -shI-ø, -sh-ik and -sh-iki (4–6); and conjectural -trI-ø, -tr-ik and -tr-iki (7–9).\(^{10}\)

(1) Manam trayamunchu manamik rikarinchu. ACH mana-m traya-mu-n-chu mana-m-ik rikari-n-chu no-EVD arrive-CISL-3-NEG no-EVD-IK appear-3-NEG

‘He hasn’t arrived. He hasn’t showed up.’

(2) Limatam rishaq. Limapaqa buskaq kanmiki. Sutintapis rimayanmiki. ¿Ichu manachu? LT Lima-ta-m ri-shaq Lima-pa-qa buska-q ka-n-m-iki Lima-ACC-EVD go-1.FUT Lima-LOC-TOP look.for-AG be-3-EVD-IKI su-ni-ta-pis rima-ya-n-m-iki ichu mana-chu name-3-ACC-ADD talk-PROG-3-EVD-IKI or no-Q

‘I’m going to go to Lima. In Lima, there are people who read cards, then. They’re saying his name, then, yes or no?’


‘They kill each other and what-not, then. I don’t want that.’

\(^9\) Ayacucho Q also makes use of -ki.

\(^{10}\) In Lincha, -iki may modify both -mI and -shI but not -trI; in Tana, -iki may modify all three evidentials.
6 Enclitics

(4) *Chayshik chay susyukuna ruwapakurqa chay nichuchanta wañushpa chayman pampakunanpaq.* AMV
chay-sh-ik chay susu-kuna ruwa-paku-rqa chay
DEM.D-EVR-IK DEM.D associates-PL make-JTACC-PST DEM.D
nichu-ch-a-n-ta wañu-shpa chay-man pampa-ku-na-n-paq
crypt-DIM-3-ACC die-SUBIS DEM.D-ALL bury-REFL-NMLZ-3-PURP
That’s why, they say, before, the members made each other the small crypts, to bury them when they died.

(5) *Llutanshiki. Llutan runashik kan.* LT
llutan-sh-iki llutan runa-sh-ik ka-n
ugly-EVR-IKI ugly person-EVR-1K be-3
They’re messed up, they say. There are messed up people, they say.

(6) “¡Mátalo!” *nisha shiki.* CH
má-talo ni-sha-sh-iki
[Spanish] say-NPST-EVR-1KI
“Kill him!” she’s said, they say.

(7) ¿Imapaqraq chayta ruwara paytaqa? *Yançañatrík chayta wañuchira.* ACH
ima-paq-raq chay-ta ruwa-ra pay-ta-qa yança-ña-tr-ik
what-PURP-CONT DEM.D-ACC make-PST he-ACC-TOP lie-DISC-EVC-1K
chay-ta wañu-chi-ra
DEM.D-ACC die-CAUS-PST
What did they do that to him for? They must have killed him just for the sake of it.

(8) *Ablanshiki. “Tragu, vino”, nishpatríki ablayamun.* SP
abl-a-n-sh-iki tragu vino ni-shpa-tr-iki abla-ya-mu-n
talk-3-EVR-1KI drink wine say-SUBIS-EVC-1KI talk-PROG-CISL-3
They talk, they say, for sure. “Pay me liquor, wine,” they must be saying, talking.
6.2 Individual enclitics

(9) Alkansachin warkawan *tri. Kabrapis kasusam, piru. Riqsiyantriki runantqa. AMV
alkansa-chi-n warka-wan-tri kabra-pis kasu-sa-m piru
reach-CAUS-3 sling-INSTR-EVC goat-ADD attention-PRF-EVD but
riqsi-ya-n-tr-iki runa-n-ta-qa
know-PROG-3-EVC-IKI person-3-ACC-TOP

‘She must make [the stones] reach with the sling, for sure. The goats obey her. They must know their master, for sure.’

Evidentials obligatorily take evidential modifier (hereafter “em”) arguments; ems are enclitics and attach exclusively to evidentials. So, for example, *mishi-m [cat-EVD] and *mishi-ki (cat-IKI) are both ungrammatical. The corresponding grammatical forms would be mishi-m-ø [cat-EVD-ø] and *mishi-mi-ki (cat-EVD-IKI), respectively. With all three sets of evidentials, the -ik form is associated with some variety of increase over the -ø form; the -iki form, with greater increase still. With all three evidentials, -ik and -iki – except in those cases in which they take scope over universal-deontic-modal or future-tense verbs – indicate an increase in strength of evidence. With the direct -mI, -ik and -iki generally also affect the interpretation of strength of assertion; with the conjectural -trI, the interpretation of certainty of conjecture. In the case of universal-deontic modal and future-tense verbs, with both -mI and trI, -ik and -iki indicate increasingly strong obligation and increasingly imminent/certain futures, respectively.

6.2.11.5 Evidentials in questions

In questions, the evidentials generally indicate that the speaker expects a response with the same evidential (i.e., an answer based on direct evidence, reportative evidence or conjecture, in the cases of -mI, -shI, and -trI, respectively) (1–3).

(1) ¿Amador Garaychu? ¿Imam sutin kara? ACH
Amador Garay-chu ima-m sutin ka-ra
Amador Garay-Q what-EVD name-3 be-PST
‘Amador Garay? What was his name?’

(2) ¿Maypish wasinta lulayan? CH
may-pi-sh wasi-n-ta lula-ya-n
where-LOC-EVR house-3-ACC make-PROG-3
‘Where did she say she’s making her house?’
6 Enclitics

(3) ¿Kutiramunmanchutr? ¿Imatrik pasan? ACH
kuti-ra-mu-n-man-chu-tr ima-tr-ik pasan
return-URGT-CISL-Q-EVC what-EVC-IK pass-3
‘Could he come back? What would have happened?’

The use of -trI in a question may, additionally, indicate that the speaker doesn’t actually expect any response at all (4), while the use of -shI may indicate not that the speaker is expecting an answer based on reported evidence, but that the speaker is reporting the question.

(4) ¿Kawsanchutr manachutr? No se sabe. ACH
kawsa-n-chu-tr mana-chu-tr? No se sabe.
live-3-Q-EVC no-Q-EVC [Spanish]
‘Would he be alive or dead? We don’t know.’
7 Syntax

This chapter covers the syntax of Southern Yauyos Quechua. The chapter counts fourteen sections covering constituent order, sentences, coordination, comparison, negation, interrogation, reflexives and reciprocals, equatives, possession, topic, emphasis, complementation, relativization and subordination.

7.1 Constituent order

The unmarked constituent order in syq, as in other Quechuan languages, is SOV (Mila-qa vikuña-n-kuna-ta riku-ra ‘Melanie saw her vicuñas’). That said, because constituents are obligatorily marked for case, a change in the order of constituents in an utterance will not necessarily change the sense of that utterance (Mila-qa riku-ra vikuña-n-kuna-ta ‘Melanie saw her vicuñas’). Change in constituent order does not necessarily change the interpretation of topic or focus. Topic is generally signaled by -qa, while the evidentials -ml, -shl, and -trl signal focus (Carmen-qa llama-n-kuna-ta-sh wañu-chi-nqa ‘Carmen will butcher her llamas, they say’ Carmen-qa llama-n-kuna-ta wañu-chi-nqa-sh ‘Carmen will butcher her llamas, they say’). In the first case, the focus is on the direct object: she will butcher her llamas and not, say, her goats; in the second case, it is the verb that is marked as the focus: she will butcher her llamas and not, say, pet them. Nevertheless, the verb and the object cannot commute in subordinate clauses, where only the order OV is grammatical (fruta-cha-y-kuna apa-sa-y-ta ‘the fruit I bring’ *apa-sa-y-ta fruta-cha-y-kuna-ta).

Modifiers generally precede the elements they modify: adjectives precede the nouns they modify (yuraq wayta ‘white flower’), possessors precede the thing possessed (pay-pa pupu-n ‘her navel’), and relative clauses precede their heads (trabaha-sa-yki wasi-pa ‘in the house where you worked’). In case an NP includes multiple modifiers, these appear in the order:

(1) **DEM-QUANT-NUM-NEG-PREADJ-ADJ-ATR-NUCLEUS**
7 Syntax

7.2 Sentences

With the exceptions of (a) abbreviated questions and responses to questions (¿May-pi? ‘Where?’ Chay-pi-(m) ‘There’), and (b) exclamations (¡Atatayáw! ‘How disgusting!’) no syq sentence is grammatical without a verb (*Sasa ‘Hard’). As it is unnecessary in syq to specify either the subject or the object, a verb alone inflected for person is sufficient for grammaticality (Apa-n ‘[She] brings [it]’). First- and second-person objects are indicated in verbal inflection: -wa/-ma indicates a first-person object, and -yki, -sHQayki and -shunki indicate second-person objects (suya-wa-nki ‘you wait for me’ suya-shunki ‘She’ll wait for you’) (see §4.3.2.2 on actor-object reference).

7.3 Coordination

The enclitics -pis, -taq, and -raq can all be used to coordinate NPs (1–2), AdvPs and VPs (3); the case suffix -wan can be used with the first two of these three (4). -pis, -taq, and -raq generally imply relations of inclusion, contrast, or contradiction, respectively. Thus, -pis (inclusion) can generally be translated as ‘and’ or ‘also’ (1), (2).

1. walmipis qalipis CH
   walmi-pis qalipis
   woman-ADD man-ADD
   ‘women and men’

2. Uyqapaqpis kanmi alpakapaqpis kanmi llamapaqpis kanmi. ACH
   uyqa-paq-pis ka-n-mi alpaka-paq-pis ka-n-mi llama-paq-pis
   sheep-ABL-ADD be-3-EVD alpaca-ABL-ADD be-3-EVD llama-ABL-ADD
   ka-n-mi
   be-3-EVD
   ‘There are [some] out of sheep [wool] and there are [some] out of alpaca [wool] and there are [some] out of llama [wool].’

1 An anonymous reviewer suggests that a better gloss here would be ‘not only women, but men, too.’ This gloss would be consistent with an analysis of -pis as generally indicating contrast. In this case, I am directly translating the Spanish gloss suggested to me by my consultant.
7.3 Coordination

(3) *Ishpanipischu puquchinipischu.* AMV

*ishpa-ni-pis-chu puqu-chi-ni-pis-chu*

urinate-1-ADD-NEG ferment-CAUS-1-ADD-NEG

'I neither urinate nor ferment [urine].'

-wan is unmarked and can generally be translated as 'and' (4).

(4) *Mila wan Alicia wan Hilda trayaramun.* AMV

*Mila-wan Alicia-wan Hilda traya-ra-mu-n*

Mila-INSTR Alicia-INSTR Hilda-INSTR arrive-URGT-CISL-3

'Hilda arrived with Mila and Alicia.'

-taq and -raq (contrast and contradiction) can both be translated ‘but’, ‘while’, ‘whereas’ and so on (5).

(5) *Wawanchikta idukanchik qillakunaqa mana taq mi.* ACH

*wawa-nchik-ta iduka-nchik qilla-kuna-qa mana-taq-mi*

baby-1PL-ACC educate-1PL lazy-PL-TOP no-SEQ-EVD

'We’re educating our children; whereas the lazy ones aren’t.'

Additional strategies employed for coordination in SYQ include (a) the employment of the indigenous coordinating particle *icha* ‘or’ (6) or any of the borrowed Spanish coordinators *i* ‘and’ (7), *u* ‘or’ (8), *piru* ‘but’ (9), or *ni* ‘nor’ (10) (Sp. *y, o, pero, and ni*) and (b) juxtaposition.

(6) *Mikuramanmantri kara icha aparamanmantri.* ACH

*miku-ra-ma-n-man-tri ka-ra icha*

eat-URGT-1.OBJ-3-COND-EVC be-PST or

*apa-ra-ma-n-man-tri*

bring-URGT-1.OBJ-3-COND-EVC

'It would have eaten me or it would have taken me away.'

(7) *Tushunchik i imahintam kriyinchik ñuqakunaqa piru chay ivanhilyukuna sabadistikunaqa mana kriyinchu.* CH

*tushu-nchik i imahin-ta-m kriyi-nchik ñuqa-kuna-qa piru dance-1PL and image-ACC-EVD believe-1PL 1-PL-TOP but*

*chay ivanhilyu-kuna sabadista-kuna-qa mana DEM.D Evangelical-PL Seventh.Day.Adventist-PL-TOP no kriyi-n-chu believe-3-NEG*

'We dance and believe in the saints but those Evangelists and Seventh Day Adventists don’t believe.'
7 Syntax

(8) Kaytaq ishkay puntraw u huk puntrawllam ruwa:. ACH
    kay-taq ishkay puntraw u huk puntraw-lla-m ruwa-
    DEM.P-SEQ two day or one day-RSTR-EVD make-1
    ‘I make this one in two days or just one day.’

(9) “Nañaypis, turiypis karqam piru wañukunña,” nishpa, ¡rimay! AMV
    ñaña-y-pis, turi-y-pis ka-rqa-m piru wañu-ku-n-ña
    sister-1-ADD brother-1-ADD be-PST-EVD but die-REFL-3-DISC
    ni-shpa rima-y
    say-SUBIS talk-IMP
    ‘Say, “I had a sister and a brother, but they died.” Talk!’

(10) Ni alpaka ni llama. Kanan manam trayamunchu. ACH
    ni alpaka ni llama kanan mana-m traya-mu-n-chu
    nor alpaca nor llama now no-EVD arrive-CISL-3-NEG
    ‘Neither alpacas nor llamas. They don’t come here now.’

Juxtaposition is accomplished with the placement of the coordinated elements
in sequence (11), (12).

(11) Sibadakunata kargashpa, triguta rantishpa, sarata rantishpam
    purira. ACH
    sibada-kuna-ta karga-shpa trigu-ta ranti-shpa sara-ta
    barley-PL-ACC carry-SUBIS wheat-ACC buy-SUBIS corn-ACC
    ranti-shpa-m puri-ra
    buy-SUBIS-EVD walk-PST
    ‘They walked about, carrying barley and selling wheat and selling
    corn.’

(12) Walmiqa talpunchik, allichanchikmi. CH
    walmi-qa talpu-nchik alli-cha-nchik-mi
    woman-TOP plant-1PL good-FACT-1PL-EVD
    ‘We women plant and fix up [the soil].’

When -kuna signals inclusion, it can be used to coordinate NP’s (13) (see §3.4.2.1).

(13) Chayman risa Marleni, Ayde, Vilma, Normakuna. AMV
    chay-man ri-sa Marleni Ayde Vilma Norma-kuna
    DEM.D-ALL go-NPST Marleni Ayde Vilma Norma-PL
    ‘Marleni went there with Ayde, Vilma and Norma.’
The Spanish coordinators are widely employed. Coordinators indigenous to SYQ generally attach to both coordinated elements (14). The coordinators are not necessarily mutually exclusive.

(14) *Ullqush pis kayan, ¿aw? Chuqlluqupa pis yuraq pis puka pis.* AMV
ulloq-sh pis ka-ya-n aw chuqlluqupa pis
ylluqsh-flowers-ADD be-PROG-3 yes chuqlluqupa-flowers-ADD
yuraq pis puka pis
white-ADD red-ADD
‘There are *ullqush* flowers, *too*, no? *Chuqlluqupa* flowers, *too* – white and red.’

7.4 Comparison

Comparisons of inequality are formed in SYQ with the borrowed particle *mas* (‘more’) in construction with the indigenous ablative case suffix, *-paq*, which attaches to the base of comparison (1), (2).

(1) *Huancayopaqa wak mashwaqa papa paq pis mas mi kwistan.* AMV
Huancayo-loc-top DEM.D mashua-top potato-ABL-ADD more-EVD
kwista-n
cost-3
‘In Huancayo, mashua costs *more* than potatoes.’

(2) *Qayna puntraw paq mas mi.* AMV
qayna previous day-ABL more-EVD
‘It’s *more* than yesterday.’

*mas* and *minus* ‘less’, also borrowed from Spanish, may function as pronouns (3) and adjectives (4), and, when inflected with accusative *-ta*, as adverbs (5) as well.

(3) *Granadakunaktapis, armamintukunaktapis lantiyan masta.* CH
granada-pl-ACC-ADD armaments-pl-ACC-ADD buy-PROG-3 more-ACC
‘Grenades and weapons and all, too – they’re buying *more*.’
(4) *Qayna wata pukum karqa. Chaymi minus pastupilis karqa.* AMV
qayna wata puku-m ka-rqa chay-mi minus
previous year little-EVD be-PST DEM.D-EVD less
pastu-pis ka-rqa
pasture.grass-ADD be-PST
‘Last year there was little [rain]. So there was less pasture grass.’

(5) *Mastaqa mashtakuyanmi.* LT
mas-ta-qa mashta-ku-ya-n-mi
more-ACC-TOP spread-REFL-PROG-3-EVD
‘It’s spreading out more.’

Also borrowed from Spanish are the irregular *mihur* ‘better’ (6) and *piyur* ‘worse’
(7), (8).

(6) *Pularpaqpis mas mihurtam chayqa ayllukun.* ACH
pular-paq-pis mas mihur-ta-m chay-qa ayllu-ku-n
fleece-ABL-ADD more better-ACC-EVD DEM.D-TOP WTAG-REFL-3
‘It’s much better than fleece – this wraps [you] up.’

(7) *Unayqa manayá iskwilaqa kasa. Unayqa analfabitullaya kayaq.*
Warmiqa *piyur.* AMV
unay-qa mana-yá iskwila-qa ka-sa unay-qa
before-TOP no-EMPH school-TOP be-NPST before-TOP
analfabitu-lla-ya ka-ya-q warmi-qa piyur
illiterate-RSTR-EMO be-PROG-AG woman-TOP worse
‘Ah, before, they didn’t have schools. Before, they were just illiterate.
**Worse** [for the] women.’

(8) *Sapa putraw piyur piyurñam kayani. Mastaña qayna puntraw mana
puriytta wakchawta qatiytta atipanichu.* AMV
sapa putraw piyur piyur-ña-m ka-ya-ni mas-ta-ña
every day worse worse-DISC-EVD be-PROG-1 more-ACC-DISC
qayna puntraw mana puri-y-ta wakchaw-ta qati-y-ta
previous day no walk-INF-ACC sheep-ACC follow-INF-ACC
atipa-ni-chu
be.able-1-NEG
‘Every day it’s worse, I’m worse. More yesterday. I couldn’t walk or
take out my sheep.’
Comparisons of equality are formed with the borrowed particle *igwal* ‘equal’, ‘same’ in construction with the indigenous instrumental/comitative case suffix, *-wan*, which attaches to the base of comparison (9).

(9) **Runawan igwaltriki vakaqa: nuybi mis. AMV**
    
    _runa-wan igwal-tr-iki vaka-qa: nuybi mis_
    
    _person-INST equal-EVC-IKI cow-TOP nine month_
    
    ‘Cows are the same as people: [they gestate for] nine months.’

### 7.5 Negation

This section partially repeats §6.2.2 on *-chu*. Please consult that section for further discussion and glossed examples. In SYO, negation is indicated by the enclitic *-chu* in combination with any of the particles *mana*, *ama*, or *ni* or with the enclitic suffix *-pis*. *-chu* attaches to the sentence fragment that is the focus of negation. In negative sentences, *-chu* generally co-occurs with *mana* ‘not’ (1), (2). *-chu* is also licensed by additive *-pis* (3), (4) as well as by *ni* ‘nor’ (5), (6).

(1) **Chaytri mana suyawarqachu. AMV**

    _chay-tri mana suya-wa-rqa-chu_
    
    _DEM.D-EVC no wait-1.OBJ-PST-NEG_
    
    ‘That’s why she wouldn’t have waited for me.’

(2) **Aa, manaya kanchu. Manaya bulayuq kanchu. LT**

    _aa mana-ya ka-n-chu mana-ya bula-yuq ka-n-chu_
    
    _ah no-EMO be-3-NEG no-EMO ball-POS be-3-NEG_
    
    ‘Ah, there aren’t any. No one has any balls.’

(3) **Kaspinpis kanchu. AMV**

    _kasi-p-n-pis ka-n-chu_
    
    _stick-3-ADD be-3-NEG_
    
    ‘She doesn’t have a stick.’

(4) **Manchakushpa tutas puñu:chu. ACH**

    _mancha-ku-shpa tuta-s puñu-:-chu_
    
    _scare-REFL-SUBIS night-ADD sleep-1-NEG_
    
    ‘Being scared, I didn’t sleep at night.’
7 Syntax

(5) *Apuraw wañururariki. Ni apanña chu.* AMV
apuraw wañu-ru-rqa-r-iki ni apa-n-ña-chu
quick die-URGT-PST-R-IKI nor bring-3-DISC-NEG
‘He died quickly. They didn’t even bring him [to the hospital].’

(6) *Manam waytchu ni pishquchu.* AMV
manam wayta-chu ni pishqu-chu
no-EVD flower-NEG nor bird-NEG
‘Neither a flower nor a bird.’

-chu co-occurs with *ama* in prohibitions (7) and imperatives (8), (9), as well as in injunctions (10).

(7) ¡*Ama manchariychu!* ¡*Ama qawaychu!* AMV
ama mancha-ri-y-chu ama qawa-y-chu
PROH scare-INCEP-IMP-NEG AMA look-IMP-CHU
‘Don’t be scared! Don’t look!’

(8) ¡*Ama kutimunki chu! Qamqa isturbum kayanki.* AMV
ama kuti-mu-nki-chu qam-qa isturbu-m ka-ya-nki
PROH return-CISL-2-NEG you-TOP nuisance-EVD be-PROG-2
‘Don’t you come back! You’re a hinderance.’

(9) ¡*Amam nunka katraykanakushunchu!* LT
ama-m nunka katra-yka-naku-shun-chu
PROH-EVD never release-EXCEP-RECIPE-1PL.FUT-NEG
‘Let’s never leave each other!’

(10) ¡*Ama wañuchunchu!* † AMV
ama wañu-chun-chu
PROH die-INJUNC-NEG
‘Don’t let her die!’

-chu does not appear in subordinate clauses. In subordinate clauses negation is indicated with a negative particle alone (11–12).
7.6 Interrogation

(11) **Mana qali kaptinqa ŋuqanchikpis taqlakta hapishpa qaluwanchik. CH**
    mana qali ka-嗔-n-qa ŋuqanchik-pis taqlla-kta hap-嗔-shpa
    no man be-SUBDS-3-TOP we-ADD plow-ACC grab-SUBIS
    qaluwa-nchik
    turn.earth-1PL
    ‘When there are no men, we grab the plow and turn the earth.’

(12) **Mana qatrachakunanpaq mandilchanta watachakun. AMV**
    mana qatra-嗔-ka-嗔-3-na-n-paq mandil-嗔-ta wata-嗔-ta
    no dirty-FACT-REFL-NMLZ-3-PURP apron-3-ACC tie-3-REFL
    ‘She’s tying on her apron so she doesn’t get dirty.’

7.6 Interrogation

This section partially repeats §3.2.3 and §6.2.2 on interrogative indefinites and -chu. Please consult those sections for further discussion and glossed examples.

Absolute (1) and disjunctive (2), (3) questions are formed with the enclitic -chu. When it functions to indicate interrogation, -chu attaches to the sentence fragment that is the focus of the interrogation (4).

(1) **¿Chuqamunkimanchu? AMV**
    chuqa-mu-nki-man-chu
    throw-cisl-2-COND-Q
    ‘Can you throw?’

(2) **¿Maytaq chayqa? ¿Apurichu Viñacchu? CH**
    may-taq chay-嗔 Apuri-chu Viñac-chu
    where-SEQ DEM.D-TOP Apuri-Q Viñac-Q
    ‘Where is that? Apuri or Viñac?’

(3) **¿Maniyayan icha katrariyanchu? AMV**
    maniya-ya-n icha katra-墐-ya-n-chu
    tie.limbs-PROG-3 or release-INCEP-PROG-3-NEG
    ‘Is she tying its feet or is she setting it loose?’
7 Syntax

(4) ¿Chaypa chu tumarganki? AMV
chay-pa-chu tuma-rqa-nki
DEM.D-LOC-Q take-PST-2
‘Did you take [pictures] there?’

In disjunctive questions, it generally attaches to each of the disjuncts (5).

(5) ¿Kanastapi chu baldipi? AMV
kanasta-pi-chu baldi-pi-chu
basket-LOC-Q bucket-LOC-Q
‘In the basket or in the bucket?’

Questions that anticipate a negative answer are indicated by manachu (6).

(6) ¿Manachu friqulniki? ¿Puchukarunchu? AMV
mana-chu friqul-ni-ki puchuka-ru-n-chu
no-Q bean-EUPH-2 finish-URGT-3-Q
‘Don’t you have any beans? They’re finished?’

Manachu may also “soften” questions (7).

(7) ¿Manachu chay wankuchata qawanki? AMV
mana-chu chay wanku-cha-ta qawa-nki
no-Q DEM.D mold-DIM-ACC see-2
‘You haven’t seen the little [cheese] mold?’

Manachu, like aw ‘yes’, may also be used in the formation of tag questions (8).

(8) Wak chimapaqa yuraqyayan, ¿manachu? ACH
wak chimpa-pa-qa yuraq-ya-ya-n mana-chu
DEM.D front-LOC-TOP white-INCH-PROG-3 no-Q
‘There in front they’re turning white, aren’t they?’

Interrogative -chu does not appear in questions using interrogative pronouns (9), (10).

(9) *¿Pi haqtrirqachu? AMV
pi haqtri-rqa-chu
who sneeze-PST-Q
‘Who sneezed?’
7.6 Interrogation

(10) *¿Pitaq qurquryarachu?* *¿Pitaqchu qurquryara? AMV
    pi-taq qurqurya-ra-chu pi-taq-chu qurqurya-ra
    who-SEQ snore-pst-Q who-SEQ-Q snore-pst
    ‘Who snored?’

Constituent questions are formed with the interrogative-indefinite stems *pi* ‘who’, *ima* ‘what’, *imay* ‘when’, *may* ‘where’, *imayna* ‘how’, *mayqin* ‘which’, *imapaq* ‘why’, and *ayka* ‘how much/many’ (see Table 3.2). Interrogative pronouns are formed by suffixing the stem – generally but not obligatorily – with one of the enclitics -*taq*, -*raq*, -ml, -*shI* or -trl (11–13).

(11) *¿Imay uraraq chay kunihuqa kutimuqna yanapamanapaq?* sp
    imay ura-raq chay kunihu-qa kuti-mu-nqa
    when hour-cont dem.d rabbit-top return-cisl-3.fut
    yanapa-ma-na-n-paq
    help-1.obj-nmlz-3-purp
    ‘What time is that rabbit going to come back so he can help me?’

(12) *¿Imatr kakun?* LT
    ima-tr ka-ku-n
    what-evc be-refl-3
    ‘What could it be?’

(13) Tapun, “*¿Imapaq waqakunki, paluma?*” ACH
    tapu-n ima-paq waqa-ku-nki paluma
    ask-3 what-purp cry-refl-2 dove
    ‘He asked, “Why are you crying, dove?”’

Interrogative pronouns are suffixed with the case markers corresponding to the questioned element (14), (15).

(14) *¿Inti pasaruptin imay urata munayan?* AMV
    inti pasa-ru-pty-n imay ura-ta muna-ya-n
    sun pass-urgt-subds-3 when hour-acc want-prog-3
    ‘What time will it be when the sun sets?’

(15) *¿Traklamanchu liyan? ¿Piwanýá?* CH
    trakla-man-chu li-ya-n pi-wan-ya
    field-all-q go-prog-3 who-instr-emph
    ‘Is he going to the field? With whom?’
The enclitic generally attaches to the final word in the interrogative phrase: when the interrogative pronoun completes the phrase, it attaches directly to the interrogative; in contrast, when the phrase includes an NP, the enclitic attaches to the NP (pi-\text{-}_{paq-taq} \text{`for whom’ ima qullqi-}tr \text{‘what money’}) (16).

\(16\) Chaypaqa wiñana-raptinqa, ¿ayka puntrawnintataq riganchik? AMV

\begin{align*}
    &\text{chay-pa-q}a &\text{wiña-ra-pti-n-q}a &\text{ayka} \\
    &\text{DEM.D-LOC-TOP} &\text{GROW-UNINT-SUBDS-3-TOP} &\text{how.many} \\
    &\text{puntraw-ni-n-ta-taq} &\text{riga-nchik} \\
    &\text{day-EUPH-3-ACC-SEQ} &\text{irrigate-1PL} \\
\end{align*}

\begin{quote}
    ‘When it grows, at how many days do you water it?’
\end{quote}

Enclitics are not employed in the interior of a subordinate clause but may attach to the final word in the clause (¿\(Pt\ mishi-ta saru-ri-sa-n-ta-taq\ qawa-rqa-nki? \text{‘Who did you see trample the cat?’}).

### 7.7 Reflexives and reciprocals

This section partially repeats \$\text{4.4.2.3.5 and 4.4.2.3.8 on -}ku$, and -\text{na} Please consult those sections for further discussion and examples. SYQ employs the verb-verb derivational suffixes -\text{kU} and -\text{nakU} to indicate reflexive and reciprocal action, respectively.

-\text{kU} may indicate that the subject acts on himself/herself or that the subject of the verb is the object of the event referred to, i.e., -\text{kU} derives verbs with the meanings ‘V one’s self’ (1), (2), and ‘be Ved’ (3), (4). Note that -\text{kU} is not restricted to forming reflexives and may also indicate pseudo-reflexives, middles, medio-passives and passives.

\begin{enumerate}
    \item Kikinpis Campionakurun. AMV

\begin{align*}
    &\text{kiki-n-pis} &\text{Campiona-ku-ru-n} \\
    &\text{self-3-ADD} &\text{poison.with.Campión-REFL-URGT-3} \\
\end{align*}

    ‘They themselves Campioned themselves [took Campion rat poison].’

    \item Kundinakurushpa chay pashña kaqta trayaramun. AMV

\begin{align*}
    &\text{kundina-ku-ru-shpa} &\text{chay} &\text{pashña} &\text{ka-q-ta} \\
    &\text{condemn-REFL-URGT-SUBIS} &\text{DEM.D} &\text{girl} &\text{be-AG-ACC} \\
    &\text{traya-ra-mu-n} &\text{arrive-URGT-CISL-3} \\
\end{align*}

\end{enumerate}
7.7 Reflexives and reciprocals

‘Condemning himself [turning into a zombie], he arrived at the girl’s place.’

(3) Manchakunchik runa wañuypaq kaptin. AMV
mancha-ku-nchik runa wañu-y-paq ka-pti-n
scare-refl-1pl person die-inf-purp be-subds-3
‘We get scared when people are about to die.’

(4) Pampakurun chayshi. AMV
pampa-ku-ru-n chay-shi
bury-refl-urgt-3 dem.d-evr
‘He was buried, they say.’

-na indicates that two or more actors act reflexively on each other, i.e., -na derives verbs with the meaning ‘V each other’ (5), (6).

(5) Unayqa chay nishpa willanakun. AMV
unay-qa chay ni-shpa willa-naku-n
before-top dem.d say-subis tell-recip-3
‘Formerly, saying that, we told each other.’

(6) Valinaku. ‘Paqarin yanapamay u paqarin ŋuqakta chaypaq talpashun qampakañataq’, ninaku:mi. CH
vali-naku:- paqarin yanapa-ma-y u paqarin ŋuqa-kta solicit-recip-1 tomorrow help-1.obj-imp or tomorrow i-acc chay-paq talpa-shun qam-pa-kta-ña-taq ni-naku-:-mi dem.d-ABL plow-1pl.fut you-gen-acc-disc-seq say-recip-1-evd
‘We solicit each other, “Help me tomorrow,” or, “Tomorrow me and then we’ll plant yours,” we say to each other.’

-na is dependent and never appears independent of -kU. -chinakuU derives verbs with the meaning ‘cause each other to V’ (7), (8).

(7) Yuyarichinakuyan. AMV
yuya-ri-chi-naku-ya-n
remember-incep-caus-recip-prog-3
‘They’re making each other remember.’
7 Syntax

(8)  Kukankunata tragunkunata muyuykachinakushpa. AMV
    kuka-n-kuna-ta tragu-n-kuna-ta muyu-yka-chi-naku-shpa
    coca-3-PL-ACC drink-3-PL-ACC circle-EXCEP-CAUS-RECIPI-RECIP-SUBIS
    ‘Making their coca and liquor circulate among themselves.’

    Preceding any of the derivational suffixes -mu, -ykU, or -chi or the inflectional suffix -ma, -(chi-na)-kU is realized as -(chi-na)-ka.

7.8 Equatives

This section partially repeats §4.2.3 on equative verbs Please consult that section for further discussion and examples. SYQ counts a single copulative verb, ka-. Like the English verb be, ka- has both copulative (1), (2) and existential (3), (4) interpretations. ka- is irregular: its third person singular present tense form, ka-n, never appears in equational statements, but only in existential statements. ‘This is a llama’ would be translated Kay-qa llama-m, while ‘There are llamas’ would be translated Llama-qa ka-n-mi.

(1)  ḅuqa-nchik fwirti kanchik patachita, mtrakata, trakra-nchik lluqsiqta mikushpam. AMV
    ńuqa-nchik fwirti ka-nchik patachi-ta mtrak-ka-ta
    I-1PL strong be-1PL wheat.soup-ACC ground.cereal.meal-ACC
    trakra-nchik lluqsi-q-ta miku-shpa-m
    field-1PL come.out-AG-ACC eat-SUBIS-EVD
    ‘We are strong because we eat what comes out of our fields – wheat soup and toasted grain.’

(2)  Qammi salvasyunniy kanki. AMV
    qam-mi salvasyun-ni-y ka-nki
    you-EV be-2
    ‘You are my salvation.’

(3)  Kanña piña turu. AMV
    ka-n-ña piña turu
    be-3-DISC angry bull
    ‘There are mean bulls.’
Evidentials (-mi, -shi and -trl) often attach to the predicate in equational statements without ka-n (5), (6).

(5) Vakay wira wiram matraypi puñushpa, allin pastuta mikushpam. AMV
cow-1 fat cave-LOC sleep-SUBIS good pasture
‘Sleeping in a cave and eating good pasture, my cow is really fat.’

(6) Llutanshiki. LT
‘They are deformed, they say.’

The principal strategy in Syq for constructing equational statements is to employ the continuous form ka-ya-n (7).

(7) ¿Alpakachu wak kayan? AMV
‘Is that alpaca [wool]?’

7.9 Possession

This section partially repeats §3.3.1 on possession. Please consult that section for further discussion and glossed examples. Syq employs the suffixes of the nominal paradigm to indicate possession. These are the same in all dialects for all persons except the first person singular. Two of the five dialects – AMV and LT – follow the qii pattern, marking the first person singular with -y; three dialects – Ach, Ch, and Sp – follow the q1 pattern marking it with -: (vowel length). The Syq nominal suffixes, then, are: -y or -: (1p), -Yki (2p), -n (3p), -nchik (1pl) (1–5). Table 3.4 displays this paradigm.
7 Syntax

(1) *Wiqawniymi nanan. AMV*
   wiqaw-ni-y-mi nana-n
   waist-EUPH-1-EVD hurt-3
   ‘My lower back hurts.’

(2) *Qusa:ta listaman trurarusa. ACH*
   qusa--:ta lista-man trura-ru-sa
   husband-1-ACC list-ALL put-URGT-NPST
   ‘They put my husband on the list.’

(3) *Kimsan wambra yakuna takikuyan. AMV*
   kimsa-n wambra-yki-kuna taki-ku-ya-n
   three-3 child-2-PL sing-REFL-PROG-3
   ‘The three of your children are singing.’

(4) *¿Maypish wasinta lulayan? CH*
   may-pi-sh wasi-n-ta lula-ya-n
   where-LOC-EVR house-3-ACC make-PROG-3
   ‘Where [did she say she] is making her house?’

(5) *Chayna achka wambranchikta familyanchik kunata aparun. ACH*
   chayna achka wambra-nchik-ta familya-nchik-kuna-ta apa-ru-n
   thus a.lot child-1PL-ACC family-1PL-PL-ACC bring-URGT-3
   ‘So they took away lots of our children, our relatives.’

In the case of words ending in a consonant, -ni – semantically vacuous – precedes the person suffix (6).

(6) *Ganawniinta qatikura qalay qalay. ACH*
   ganaw-ni-n-ta qati-ku-ra qalay qalay
   cattle-EUPH-3-ACC follow-REFL-PST all all
   ‘They herded their cattle, absolutely all.’

SYQ “have” constructions are formed SUBSTANTIVE-POSS ka- (7).

(7) *Mana wambrayki kanchu mana qariyki kanchu. ACH*
   mana wambra-yki ka-n-chu mana qari-yki ka-n-chu
   no child-2 be-3-NEG no man-2 be-3-NEG
   ‘You don’t have children, you don’t have a husband.’
In case a noun or pronoun referring to the possessor appears in the same clause, the noun or pronoun is case-marked genitive with either -pa, -pi, or -paq (8), (9).

(8) Duyũ̄upa wallqanta ruwan. AMV
duyũ̄-pa wallqa-n-ta ruwa-n
owner-GEN garland-3-ACC make-3
‘They make the owner his wallqa (garland).’

(9) Asnuqa hatarishpash ripukun chay runapa wasinman. SP
asn-qa hatari-shpa-sh ripu-ku-n chay runu-pa
donkey-TOP get.up-SUBIS-EVR go-REFL-3 DEM.D person-GEN
wasi-n-man
house-3-ALL
‘Getting up, the donkey went to the man’s house.’

7.10 Topic

This section partially repeats §6.2.7 on -qa. Please consult that section for further discussion and glossed examples. SYQ uses the enclitic -qa to mark topic.

(1) Ganawniyki̊qa achkam miranqa. LT
qanaw-ni-yyki-qa achka-m mira-nqa
cattle-EUPH-2-TOP a.lot-EVD increase-3.FUT
‘Your cattle are going to multiply a lot.’

(2) Chaynam unaẙqa manam imapis kapinga. AMV
chayna-m unay-qa mana-m ima-pis ka-piti-n-qa
thus-EVD before-TOP no-EVD what-ADD be-SUBDS-3-TOP
‘That’s how it was before when there wasn’t anything.’

1 An anonymous reviewer points out that possessive constructions are formed differently in Qi:
“The possessed item takes a possessive suffix and the copula takes -pU followed by an object suffix that agrees with the person of the possessor. In other words, the verbal object suffix and the possessive suffix refer to the same person.” The reviewer offers the following examples:
Iškay wåka-: ka-pa-ma-n. ‘I have two cows.’
Iškay wåka-yki ka-pu-shu-nki. ‘You have two cows.’
Iškay wåka-n ka-pu-n (or ka-n). ‘She has two cows.’
7 Syntax

(3) Kanança mikun munasanchik qullqi kapinga. AMV
kanança mikun muna-sa-nchik qullqi ka-pti-n-qa
now-top eat-3 want-prf-1pl money be-subds-3-top
‘Now we eat whatever we want when there’s money.’

(4) Llaqtaykipaqa ¿tarpunkichu sibadata? AMV
llaqta-yki-pa-qa tarpu-nki-chu sibada-ta
town-2-loc-top plant-2-q barley-acc
‘In your town, do you plant barley?’

7.11 Focus

In syq, it is the evidentials, -mi, -shi, and -tri, that, by virtue of their placement, indicate focus or comment. For example, in (1), the evidential attaches to the direct object, shakash ‘guinea pig’, and it is that element that is stressed: it is a guinea pig that you are going to butcher tomorrow. In (2) the evidential attaches to the temporal noun paqarin ‘tomorrow’, with the resulting interpretation: it is tomorrow that you are going to butcher a guinea pig. Evidentials never attach to the topic or subject. Topic and subject are, rather, marked with -qa, as is qam in (1) and (2).

(1) Paqarin qamqa shakashta wañuchinki. † AMV
paqarin qam-qa shakash-ta-tr wañu-chi-nki
tomorrow you-top guinea.pig-acc-evc die-caus-2
‘Tomorrow you’ll kill a guinea pig.’

(2) Paqarintri qamqa shakashta wañuchinki. † AMV
paqarin-tri qam-qa shakash-ta wañu-chi-nki
tomorrow-evc you-top guinea.pig-acc die-caus-2
‘Tomorrow you’ll kill a guinea pig.’

7.12 Complementation (infinitive, agentive, indicative and subjunctive clauses)

This section partially repeats §3.4.1 on substantives derived from verbs Please consult that section for further discussion and glossed examples. syq forms infini-
Complementation (infinitive, agentive, indicative and subjunctive clauses)

tive complements with -γ (1–3), purposive complements with -q (4), (5), indicative complements with -sHa (6–9), and subjunctive complements with -na (10). Infinitive complements often figure as the object of the verbs muna- ‘want’ (1), atipa- ‘be able’ (2), and gusta- ‘like’ (3). Indicative complements are common with the verbs yatra- ‘know’ (7), (8), qunqa- ‘forget’, qawa ‘see’ (9), and uyari- ‘hear’. Note that infinitive complements are case-marked with accusative -ta and that -q purposive complements only occur with verbs of movement (-na-(poss)-paq, being used for other verb types (11) (see §3.4.1.1)).

(1) ¿Munankichu sintachiytqa? AMV
muna-nki-chu sintachi-y-ta-qa
want-2-Q put.ribbons-INF-ACC-TOP
‘Do you want to? To piece their ears with ribbons?’

(2) Lukuyarun runalla. Manam puñyta atiparachu. ACH
luku-ya-ru-n runa-lla mana-m puñu-y-ta
crazy-INCH-URGT-3 person-RSTR no-EVD sleep-INF-ACC
atipa-ra-chu
be.able-PST-NEG
‘My husband was going crazy. He couldn’t sleep.’

(3) Algunus turuqa runa waqrayta gustan. AMV
algunus turu-qa runa waqra-y-ta gusta-n
some bull-TOP person horn-INF-ACC like-3
‘Some bulls like to gore people.’

(4) Misa lulaq shamun. CH
misaila-qa shamun-n
mass make-AG come-3
‘They come to hold mass.’

(5) Pasaruptin qawaq hamuni. AMV
pasa-ru-pto-n qawa-q hamu-ni
pass-URGT-SUBDS-3 see-AG come-1
‘When that happened, I came to see.’
7 Syntax

(6) *Atipasantatriki ruwan.* ACH  
    ati-pa-sa-n-ta-tr-i-ki ruwa-n  
    be.able-PRF-3-ACC-EVC-IKI make-3  
    ‘They do what they can.’

(7) *Ni maypa kasantapis yatra:chu.* Waqaku: ACH  
    ni may-pa ka-sa-n-ta-pis yatra:-chu waq-a-ku:  
    nor where-LOC be-PRF-3-ACC-ADD know-1-NEG cry-REFL-1  
    ‘I don’t even know where he is. I cry.’

(8) *Kwirpu: yatran imapaq kayna puli:ta-tapis.* Ch  
    kwir-pu:- yatra-n ima-paq kayna puli-sha:-ta-pis  
    body-1 know-3 what-PURP thus walk-PRF-1-ACC-ADD  
    ‘My body knows why I walk around like this.’

(9) *Ñuqaqa wambran qipikusan qawarqanichu.* AMV  
    ñuqa-qa wambra-n qipi-ku-sa-n-ta qawa-rqa-ni-chu  
    I-TOP child-3 carry-REFL-PRF-3-ACC see-PST-1-NEG  
    ‘I didn’t see that she carried her baby.’

(10) *Puchukananta munani.* AMV  
    puchuka-na-n-ta muna-ni  
    finish-NMLZ-3-ACC want-1  
    ‘I want them to finish.’

(11) *¡Uqi pulluyki qawachinaypaq kaynam ruwasay!* AMV  
    uqi pullu-yki qawa-chi-na-y-paq kayna-m ruwa-sa-y  
    grey shawl-2 see-CAUS-NMLZ-1-PURP thus-EVD make-PRF-1  
    ‘[Bring] your grey manta so I can show it to her. What I make is like this.’

7.13 Relativization

This section partially repeats §3.4.1 on substantives derived from verbs. Please consult that section for further discussion and glossed examples. SYQ forms relative clauses with the four deverbaling suffixes: concretizing -na (1), agentic -q (2), perfective -sHa (3), and infinitive -y (4). As these structures are
formally nouns, they are inflected with substantive suffixes, not verbal suffixes \(\text{ranti-sa-yki} \, \text{‘ranti-sa-nki} \, \text{‘that you sold’}\) (5).

(1) **Asta wañukunay puntrawkamatriki chayna purishaq. LT**
until die-REFL-NMLZ-1 day-LIM-EVC-IKI thus walk-1.FUT
‘Until the day I die, I’m going to walk around like that.’

(2) **Rigakuq luna trabahaya: CH**
irrigate-REFL-AG person work-PROG-1
‘The people who water, we’re working.’

(3) **Ñuqaqa manam rimayta yatrara:chu prufusurni: nimasanta. sp**
say-1.OBJ-PRF-3-ACC
‘I didn’t know how to say what my teacher said to me.’

(4) **Chay vilakuy puntraw simintiryupa. AMV**
‘The day we lit candles in the cemetery.’

(5) **Rigalakullaq ka: mana rantikusa:taqa. ACH**
‘I used to give away what I didn’t sell.’

The inflected forms may be reinforced with possessive pronouns (6). -\(sH\)a may additionally form nouns referring to the location where (7) or time at which (8) an event \(E\) occurred. -\(sH\)a is realized as -\(sa\) in ACH (5), AMV (9) and SP (11) and as -\(sha\) in LT (10) and CH. Any substantive constituent – subject (2), object (9), or complement (1) – can be relativized. Nominalizing suffixes attach directly to the verb stem, with the exception that the person suffixes -\(wa/-ma\) (first person object) and -\(sHu\) (second person object) may intercede (12), (13).
7 Syntax

(6) Qampa rantikurasaykiyá chay shakash. AMV
qam-pa ranti-ku-ra-sa-yki-yá chay shakash
you-gen buy-refl-unint-prf-2-emph dem.d guinea.pig
‘That guinea pig that you sold.’

(7) Chay fwirapi chay vilakuna rantikusan. AMV
chay fwira-pi chay vila-kuna ranti-ku-sa-n
dem.d outside-loc dem.d candle-pl buy-refl-prf-3
‘That’s outside where they sell candles.’

(8) Urqupa kayasanchikpis. AMV
urqu-pa ka-ya-sa-nchik-pis
hill-loc be-prog-prf-1pl-add
‘When we were in the mountains.’

(9) Pampaykuni frutachaykuna apasayta. AMV
pampa-ku-ni fruta-cha-y-kuna apa-sa-y-ta
bury-excep-1 fruit-dim-1-pl bring-prf-1-acc
‘I bury the fruit that I bring.’

(10) Kalamina rantishanchikkuna. LT
kalamina ranti-sha-nchik-kuna
corrugated.iron buy-prf-1pl-pl
‘The tin roofing that we bought.’

(11) Ni mayman yaykusay yatrakunchu. SP
ni may-man yayku-sa-y yatra-ku-n-chu
nor where-all enter-prf-1 know-refl-3-NEG
‘They didn’t know even where I had gone in.’

(12) Ampullakta inyiktamananchikpaq. CH
ampulla-kta inyikta-ma-na-nchik-paq
ampoule-acc inject-1.obj-nmlz-1pl-purp
‘Ampoules to inject us / for injecting us.’
Filu-pa pani-n-qa ni-n maqa-wa-y-ta-m nuq-ta
Filu-gen sister-3-TOP say-3 hit-1.OBJ-INF-ACC-EVD I-ACC
pinsa-ya-n
think-PROG-3
'Filomena’s sister said, “He’s thinking about hitting [wants to hit] me.”'

7.14 Subordination

This section partially repeats §4.3.7 on subordination. Please consult that section for further discussion and glossed examples. SYQ counts three subordinating suffixes – -pti, -shpa, and -shtin – and one subordinating structure – -na-poss-kama. Additionally, in combination with the purposive case suffix, -paq, -na forms subordinate clauses that indicate the purpose of the action expressed in the main clause (qawa-na-y-paq ‘so I can see’) (see §3.4.1.1).2

-pti is employed when the subjects of the main and subordinate clauses are different (huk qawa-pto-n-qa, nuqa-nchik qawa-nchik-chu ‘Although others see, we don’t see’) (1); shpa and -shtin are employed when the subjects of the two clauses are identical (tushu-shpa wasi-ta kuti-mu-n ‘Dancing they return home’) (2), (3). -pti generally indicates that the event of the subordinated clause began prior to that of the main clause but may also be employed in the case those events are simultaneous (urkista-qwa traya-mu-pto-n tushu-rqa-nchik ‘When the band arrived, we danced’).

1. Qawaykuquptinga sakristan wañurusa. AMV
qawa-yku-pto-n-qa sakristan wañu-ru-sa
see-EXCEP-SUBDS-3-TOP sacristan die-URGT-NPST
'When he looked, the care-taker had died.'

2. Chitchityakushpa rikullan kabra-kunaqa. LT
chitchitya-ku-shpa riku-lla-n kabra-kuna-qa
say.chit.chit-REFL-SUBIS go-RSTR-3 goat-PL-TOP
‘Chit-chitting,’ the goats just left.'

2 An anonymous reviewer points out that all of the case-marked deverbal NPs – not just -kama and -paq – can form subordinate/adverbial clauses.
7 Syntax

(3) Yantakunata qutushtin iliaptakunata kañakushtin, hanay ... AMV
   yanta-kuna-ta qutu-shtin ilipta-kuna-ta kaña-ku-shtin
   firewood-PL-ACC gather-SUBAVD ash-PL-ACC burn-REFL-SUBADV
   hanay
   up.hill
   ‘Gathering wood, burning ash, [we lived] up hill.’
-shpa generally indicates that the event of the subordinated clause is simultane-
ous with that of the main clause (sapu-qa kurrkurrya-shpa kurri-ya-n ‘The frog is
running going kurr-kurr!’) (4) but may also be employed in case the subordinated
event precedes the main-clause event (5).

(4) Traguwan, kukawan tushuchispallam kusichakuni. AMV
   tragu-wan kuka-wan tushu-chi-shpa-lla-m kusicha-ku-ni
   drink-INST coca-INST dance-CAUS-SUBIS-RSTR-EVD harvest-REFL-1
   ‘With liquor and coca, making them dance, I harvest.’

(5) Familyanchikta wañurichishpaqa lliw partiyan. SP
   familya-nchik-ta wañu-ri-chi-shpa-qa lliw parti-ya-n
   family-1PL-ACC die-INECP-CAUS-SUBIS-TOP all distribute-PROG-3
   ‘After they killed our relatives, they distributed everything.’
-shtin is employed only when the main and subordinate clause events are si-
multaneous (Awa-shtin miku-chi-ni wambra-y-ta ‘(By) weaving, I feed my chil-
dren’) (6).

(6) Yatrakunchik imaynapis maski waqakushtinpis ... asikushtinpis ...
   imaynapis. ACH
   yatra-ku-nchik imayna-pis maski waqa-ku-shtin-pis
   live-REFL-1PL how-ADD maski cry-REFL-SUBADV-ADD
   asi-ku-shtin-pis imayna-pis
   laugh-REFL-SUBIS-ADD how-ADD
   ‘We live however we can, although we’re crying ... laughing ...
   however we can.’
-pti subordinates are suffixed with allocation suffixes (tarpu-pti-nchik ‘when we
plant’) (7); -shpa and -shtin subordinates do not inflect for person or number
(*tarpu-shpa-nchik; *tarpu-shtin-yki). Subordinate verbs inherit tense, aspect
and conditionality specification from the main clause verb (Ri-shpa qawa-y-man
karqa ‘If I would have gone, I would have seen’).
7.14 Subordination

(7) *Manam pagawaptikiqa manam wambraykiqa alliyanqachu. LT*  
  mana-m pag-a-wa-pti-qi-qa mana-m wamba-yi-qi-qa  
  no-EVD pay-1.OBJ-SUBDS-2-TOPO no-EVD child-2-TOPO  
  alli-y-a-nqa-chu  
  good-INCH-3.FUT-NEG  
  'If you don’t pay me, your son isn’t going to get better.'

Depending on the context, -pti and -shpa can be translated by ‘when’ (1), ‘if’ (8), ‘because’ (9), (10) ‘although’ (11) or with a gerund (2). -shtin is translated by a gerund only (3), (6).

(8) *Kutishpaqa kutimushaq kimsa tawa watata. AMV*  
  kuti-shpa-qa kuti-mu-shaq kimsa tawa wat-a-ta  
  return-SUBIS-TOPO return-CISL-1.FUT three four year-ACC  
  'If I come back, I’ll come back in three or four years.'

(9) *Priykupaw puriyan siyrtumpatr warmin mal kaptin. AMV*  
  priyku-paw puri-ya-n siyrtumpa-tr warmi-n mal ka-pti-n  
  worried walk-PROG-3 certainly-EVC woman.3 bad be-SUBDS-3  
  ‘Certainly, he’d be wandering around worried because his wife is sick.’

(10) *Payqa rikunñash warmin saqiruptin. AMV*  
  pay-qa ri-ku-nña-sh warmi-n saqi-ru-pti-n  
  he-TOP go-REFL-3-DISC-EVR woman-3 leave-URGT-SUBDS-3  
  ‘He left because his wife abandoned him, they say.’

(11) *Qullqita ganashpas bankuman ima trurakunki ACH*  
  qullqi-ta gana-shpas banku-man ima trura-ku-nki  
  money-ACC earn-SUBIS-ADD bank-ALL what put-REFL-2  
  ‘Although you earn money and save it in the bank’

-na-POSS-kama is limitative. It forms subordinate clauses indicating that the event referred to either is simultaneous with (12) or limits (13) the event referred to in the main clause (*puñu-na-y-kama* ‘while I was sleeping’; *wañu-na-n-kama* ‘until she died’).

(12) *Mana vilakuranichu puñunaykaman. AMV*  
  mana vila-ku-ra-ni-chu puñu-na-y-kaman  
  no watch.Over-REFL-PST-1-NEG sleep-NMLZ-1-LIM  
  ‘I didn’t keep watch while I was sleeping.’
7 Syntax

(13) *Traki paltanchikpis pushlunankama purinchik.* AMV
    traki palta-nchik-pis pushllu-na-n-kama puri-nchik
    foot soul-1PL-ADD blister-NMLZ-3-LIM walk-1PL

    ‘We walked until blisters formed on the souls of our feet.’
Appendix A: Analysis of the Southern Yauyos Quechua lexicon

What follows is an analysis of lexical differences among the five dialects. This analysis is excerpted from the introduction to the lexicon that accompanies this volume.

The lexicon counts 2537 Quechua words. Most were gleaned from glossed recordings collected in the eleven districts over the course of four years, 2010–2014; additional terms were identified by eliciting cognate or correlate terms for various items in Cerrón-Palomino (1994)’s unified dictionary of Southern Quechua as well as his dictionary of Junin-Huanca Quechua (Cerrón-Palomino (1976b)). The recordings and annotated transcriptions have been archived by The Language Archive of the Dokumentation Bedrohter Sprachen/Documentation of Endangered Languages (DoBeS) archive at the Max Planck Institute (http://corpus1.mpi.nl/ds/imdi_browser/?openpath=MPI1052935%23) and the Archive of the Indigenous Languages of Latin America (AILLA) at the University of Texas at Austin (http://www.ailla.utexas.org/site/welcome.html). All documents – including the unformatted .xml lexical database – can be consulted via those institutions’ web sites. All terms were reviewed with at least two speakers of each dialect: Benedicta Lázaro and Martina Reynoso (AH); Mila Chávez, Delfina Chulkuy, Esther Madueño, Hilda Quispe, and Celia Rojas (MV); Iris Barrosa, Gloria Cuevas, Senaida Oré, Hipólita Santos, and Erlinda Vicente, (CH); Ninfa Flores and Sofía Vicente (LT); and Santa Ayllu, Elvira Huamán, Sofía Huamán, and Maximina P.

As stated in the Introduction, Yauyos is located on the border between the two large, contiguous zones where languages belonging to the two great branches of the Quechua language family are spoken: the “Quechua I” (Torero) or “Quechua B” (Parker) languages are spoken in the regions immediately to the north; the “Quechua II” or “Quechua A” languages, in the regions immediately to the south. Both grammatically and lexically, the dialects of southern Yauyos share traits with both the qi and qii languages. Critically, however, the dialects which sort with the the qi languages grammatically do not necessarily also sort with them lexically; nor do the dialects which sort with the qii languages grammatically...
Analysis of the Southern Yauyos Quechua lexicon

necessarily sort with them lexically. That is, grammatically and lexically, the dialects cleave along distinct lines.

Grammatically, two of the five dialects – those of Madeán-Viñac and Lincha-Tana – sort together, as these, like the qi languages, indicate the first-person subject with -ni, the first-person possessor with -y, and first-person object with -wa. The remaining three – Azángaro-Huangáscar, Cacra-Hongos, and San Pedro – sort together, as these, like the qii languages, indicate the first person subject and possessor with vowel length and the first-person object with -ma.1

Lexically, however, the dialects cleave along different lines, lines defined not by morphology but by geography. Lexically, the two more northern dialects – the “Qi” ch and the “QII” lt – sort together while the three more southern dialects – the “Qi” Ah and Sp together with the “QII” mv – sort together. Below, I detail an analysis of the lexicon that I performed using a subset of 2551 terms. The dialects generally agree in the terms they use to name the same referent: I could identify only 37 instances in which the dialects employed words of different roots. In 32 of these instances the dialects cleaved along north-south lines and in 22 of the relevant 28 cases for which correlate terms could be identified from Junín-Huanca Quechua and Ayacucho Quechua (the former a “Qi” language spoken immediately to the north of Yauyos, the second, a “QII” language spoken very nearby, to the south), the northern dialects employed the term used in Junín-Huanca, while the southern dialects employed the term used in Ayacucho.2

This does not mean that the dialects employed identical terms in all the remaining 2387 cases (subtracting 75 for 36 pairs and one triplet). Far from it. All dialects employed identical terms in only 1603 instances. Included among these are all but 20 of the 522 words in the corpus borrowed from Spanish (examples

1 Yauyos counts three additional dialects, spoken in the districts of Alis and Tomas; Huancaya and Vitis; and Laraos, all located in the north of the province. The lexicon, like the grammar, makes abstraction of these dialects.

2 No pair was counted more than once. The lexicon includes both roots and derived terms. Thus both the pairs sumaq (mv, ah, sp) and tuki (ch, lt) ‘pretty’ and sumaq-lla (mv, ah, sp) and tuki-lla (ch, lt) ‘nicely’ appear in the corpus. Only the root pair, sumaq ~ tuki, was entered in the catalogue of those cases where dialects differed in root terms employed. There were 116 cases of this type. These were excluded from the count and account given here. Examples are given immediately below.

qawa- (mv, ah, sp) ~ rika- (ch, lt) ‘see’
→ qawa-chi- ~ rika-chi- ‘show’, ‘make and offering’
chakwash (mv, ah, sp) ~ paya (ch, lt) ‘old woman’
→ chakwash-ya- ~ paya-ya- ‘become an old woman’
qishta (mv, ah, sp, lt) ~ tunta (ch, lt) ‘nest’
→ qishta-cha- ~ tunta-cha- ‘build a nest’
in 1.³ Once terms of Spanish origin are eliminated, we are left with a corpus of 1940 items. All dialects agreed perfectly in their realizations of these items in 1081 cases (56%) (examples in 2). The remaining 755 items are accounted for as follows. In 154 cases a Quechua-origin term was realized identically in all dialects in which it was attested but remained unattested in one or more dialects, as in 3. Given the current state of the language – classified as “moribund” in the 2013 edition of Ethnologue Lewis, Simons & Fennig (2015) – nothing can be concluded from these gaps, neither that the dialects originally employed the same term, nor that it was necessarily different. In 630 cases, the dialects employed terms of the same root but with different realizations, as in 4. Included among these are 236 cases where these differences can be attributed to differences in the phonology between Cacra-Hongos and the other four dialects: the realization of *[r]* as *[l]*, for example (151 cases, examples in 5) or */s/* as *[h]* (45 cases, examples in 6). Also counted among these 745 cases are terms affected by metathesis and other phonological processes (vowel lowering (/i/), velarization (/q/), depalatization (/sh/), and gliding (/y/), among others) (207 cases, examples in 7 and 8). Finally, the sample counts terms affected by variation in verbal or nominal morphology (62 cases, examples in 9). Principal among these are instances of words derived with past participles – formed with -sha in the north and -sa in the south – and others that also differ by virtue of the fronting of /sh/ (40 cases, examples in 10 and 11).

1. Spanish-origin terms identical in all dialects

<table>
<thead>
<tr>
<th>tuma-</th>
<th>(ALL)</th>
<th>(Sp. tomar)</th>
<th>‘take’</th>
</tr>
</thead>
<tbody>
<tr>
<td>kida-</td>
<td>(ALL)</td>
<td>(Sp. quedar)</td>
<td>‘stay’</td>
</tr>
<tr>
<td>papil</td>
<td>(ALL)</td>
<td>(Sp. papel)</td>
<td>‘paper’</td>
</tr>
</tbody>
</table>

³ Virtually any term of Spanish origin in current use in the area may be borrowed into syQ. I have included Spanish-origin words in the lexicon just in case they were either 1 of extremely high use (tuma- ‘take’, ‘drink’ (Sp. tomar ‘take’, ‘drink’)); 2 had no corresponding indigenous term (in contemporary usage) (matansya ‘massacre’ (Sp. matanza ‘massacre’)); or 3 had altered substantially either in their pronunciation or denotation (firfanu ‘orphan’ (Sp. huérfano ‘orphan’); baliya- ‘shoot’ (Sp. bala ‘bullet’)).
2. Quechua-origin terms identical in all dialects

<table>
<thead>
<tr>
<th>Term</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>sapi</td>
<td>(ALL) ‘root’</td>
</tr>
<tr>
<td>sasa</td>
<td>(ALL) ‘hard’</td>
</tr>
<tr>
<td>yanapa-</td>
<td>(ALL) ‘help’</td>
</tr>
<tr>
<td>ishpay</td>
<td>(ALL) ‘urine’</td>
</tr>
<tr>
<td>ayqi-</td>
<td>(ALL) ‘escape’</td>
</tr>
<tr>
<td>chaqchu-</td>
<td>(ALL) ‘sprinkle, scatter’</td>
</tr>
</tbody>
</table>

3. Terms with no Quechua-language correlate in one or more of the dialects

<table>
<thead>
<tr>
<th>Quechua-origin term</th>
<th>Spanish-origin term</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>chaskay</td>
<td>lusiru (Sp. luce-ro)</td>
<td>(CH, LT) ‘morning star’</td>
</tr>
<tr>
<td>tapsipa-</td>
<td>balansya (Sp. balancear)</td>
<td>(CH, LT) ‘rock’</td>
</tr>
<tr>
<td>uya</td>
<td>kara (Sp. cara)</td>
<td>(CH, LT) ‘face’</td>
</tr>
</tbody>
</table>

4. Terms of the same root but with different realizations in different dialects

<table>
<thead>
<tr>
<th>Term</th>
<th>Realization</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>warmi</td>
<td>(MV, AH, SP) ~ walmi</td>
<td>(LT, CH) ‘woman’</td>
</tr>
<tr>
<td>sapa</td>
<td>(MV, AH, SP) ~ hapa</td>
<td>(LT, CH) ‘alone’</td>
</tr>
<tr>
<td>aqsa</td>
<td>(MV, AH) ~ asqa</td>
<td>(SP) ‘bitter [potato]’</td>
</tr>
<tr>
<td>qaracha</td>
<td>(MV, AH, SP, CH) ~ karacha</td>
<td>(LT) ‘scabies’, ‘mange’</td>
</tr>
<tr>
<td>alli-paq</td>
<td>(MV, AH, SP) ~ alli-lla</td>
<td>(LT, CH) ‘slowly’</td>
</tr>
<tr>
<td>kita-sa</td>
<td>(MV, AH, SP) ~ kita-sha</td>
<td>(LT, CH) ‘open’</td>
</tr>
</tbody>
</table>

5. Terms where *[r] is realized as [l] in CH

<table>
<thead>
<tr>
<th>Term</th>
<th>Realization</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>raki-</td>
<td>→ [laki]</td>
<td>‘separate’</td>
</tr>
<tr>
<td>guru</td>
<td>→ [qolu]</td>
<td>‘mutilated’</td>
</tr>
<tr>
<td>trura-</td>
<td>→ [ĉula]</td>
<td>‘put’</td>
</tr>
</tbody>
</table>

6. Terms where */s/ is realized as [h] in CH

<table>
<thead>
<tr>
<th>Term</th>
<th>Realization</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>/sara/</td>
<td>→ [hala]</td>
<td>‘corn’</td>
</tr>
<tr>
<td>/sama/</td>
<td>→ [hama]</td>
<td>‘rest’</td>
</tr>
<tr>
<td>/sati/</td>
<td>→ [hati]</td>
<td>‘insert’</td>
</tr>
</tbody>
</table>
7. Terms affected by metathesis

<table>
<thead>
<tr>
<th>Term</th>
<th>Roots</th>
<th>Alternate Roots</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>chaksa-</td>
<td>(MV, AH, CH)</td>
<td>chaska- (LT, SP)</td>
<td>‘air out’</td>
</tr>
<tr>
<td>shanta-</td>
<td>(AH, CH, SP)</td>
<td>tansha- (MV, LT)</td>
<td>‘choke’</td>
</tr>
<tr>
<td>shipti-</td>
<td>(MV, AH, LT)</td>
<td>tipshi- (CH, SP)</td>
<td>‘pinch’</td>
</tr>
</tbody>
</table>

8. Terms affected by other phonological processes

<table>
<thead>
<tr>
<th>Term</th>
<th>Roots</th>
<th>Alternate</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>allpi</td>
<td>(MV, AH, LT, CH)</td>
<td>allpa (SP)</td>
<td>dust, dirt (vowel lowering)</td>
</tr>
<tr>
<td>chillqi</td>
<td>(MV, AH, LT, SP)</td>
<td>chillki (CH)</td>
<td>bud (develarization)</td>
</tr>
<tr>
<td>malshu</td>
<td>(LT, CH)</td>
<td>mayshu (MV, AH, SP)</td>
<td>‘breakfast’ (gliding)</td>
</tr>
</tbody>
</table>

9. Terms affected by variation in verbal or nominal morphology

<table>
<thead>
<tr>
<th>Term</th>
<th>Roots</th>
<th>Alternate</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>utrku-</td>
<td>(MV, AH, LT, SP)</td>
<td>utr’ku-cha- (CH)</td>
<td>‘dig a hole’</td>
</tr>
<tr>
<td>tardi-ku</td>
<td>(MV AH, CH, LT)</td>
<td>tardi-ya- (SP)</td>
<td>‘get late’</td>
</tr>
<tr>
<td>aytri-na</td>
<td>(MV, CH)</td>
<td>aytri-ku (AH, LT)</td>
<td>‘stick for stirring’</td>
</tr>
</tbody>
</table>

10. Terms derived with past participles

<table>
<thead>
<tr>
<th>Term</th>
<th>Roots</th>
<th>Alternate</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>paki-sa</td>
<td>(MV, AH, SP)</td>
<td>paki-sha (CH, LT)</td>
<td>‘broken’</td>
</tr>
<tr>
<td>punki-sa</td>
<td>(MV, AH, SP)</td>
<td>punki-sha (CH, LT)</td>
<td>‘swolen’</td>
</tr>
<tr>
<td>yaku-na-sa</td>
<td>(MV, AH, SP)</td>
<td>yaku-na-sha (CH, LT)</td>
<td>‘thirsty’</td>
</tr>
</tbody>
</table>

11. Terms that differ by the exchange s/sh

<table>
<thead>
<tr>
<th>Term</th>
<th>Roots</th>
<th>Alternate</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>suytu</td>
<td>(MV, AH, SP)</td>
<td>shuytu (CH, LT)</td>
<td>‘oval’, ‘oblong’</td>
</tr>
<tr>
<td>siqsi-</td>
<td>(MV, AH, SP)</td>
<td>shiqshi- (CH, LT)</td>
<td>‘itch’</td>
</tr>
<tr>
<td>wiswi</td>
<td>(MV, AH, SP, CH)</td>
<td>wishwi (LT)</td>
<td>‘greasy’</td>
</tr>
</tbody>
</table>

A clear pattern emerges both with regard to the cases where the dialects employed terms of different roots and those in which they varied in their realizations of the same root term. In 32 of the 37 instances in which root terms differed, the dialects cleaved along north-south lines, with the northern dialects – CH and LT^4 – sorting together and the southern dialects – MV, AH, and SP – sorting together, as in 1.

^4 With the exception of two and a half cases: one where LT sorts with the southern dialects (‘make an offering’), one where LT recorded no Quechua-origin term (‘bitter’), and one where Cacra and Hongos split, Cacra alone recording a second term (‘rain’).
A Analysis of the Southern Yauyos Quechua lexicon

In four of the five remaining instances San Pedro supplied the outstanding term. In 32 of the 37 cases, cognate terms could be identified for Junín and Ayacucho (Yauyos’ “qi” (northern) and “qii” (southern) neighbors, respectively). In 23 of the relevant 28 of these 32 cases, the northern dialects – “qi” CH and “qii” LT – employed the term used in Junín, while the southern dialects – the “qi” AH and SP and the “qii” MV – employed the term used in Ayacucho, as in 2.5

The full list appears in Table A.1.

1. Root terms varying along north-south lines

<table>
<thead>
<tr>
<th>South (MV, AH, SP)</th>
<th>North (LT, CH)</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>chumpi</td>
<td>(MV, AH, SP)</td>
<td>watrakuq</td>
</tr>
<tr>
<td>anu-</td>
<td>(MV, AH, SP)</td>
<td>wasqi-</td>
</tr>
<tr>
<td>sumaq</td>
<td>(MV, AH, SP)</td>
<td>tuki</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>South (MV, AH, SP)</th>
<th>North (LT, CH)</th>
<th>Ayacucho</th>
<th>Junín</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>puyu</td>
<td>pukatay</td>
<td>puyu</td>
<td>pukatay</td>
<td>‘cloud’, ‘fog’</td>
</tr>
<tr>
<td>qishTa</td>
<td>tunta</td>
<td>qisha</td>
<td>tunta</td>
<td>‘nest’</td>
</tr>
<tr>
<td>rakta</td>
<td>tita</td>
<td>rakta</td>
<td>tita</td>
<td>‘thick’</td>
</tr>
</tbody>
</table>

3. Synonyms employed in southern but not northern dialects

<table>
<thead>
<tr>
<th>Employed in all</th>
<th>Employed just in the south</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>wallwa-</td>
<td>uqlla(n)cha-</td>
<td>(MV, AH, SP)</td>
</tr>
<tr>
<td>patrya-</td>
<td>tuqya-</td>
<td>(MV, AH, SP)</td>
</tr>
<tr>
<td>alalaya-</td>
<td>chiriya-</td>
<td>(MV, AH, SP)</td>
</tr>
</tbody>
</table>

I have taken it as my task here only to present the data; I leave it to other scholars to come to their own conclusions. The raw data are available in the form of an .xml document that can be accessed by all via the DoBeS and AILLA websites.

5 In at least two of these 32 cases, the Junín term had a cognate correlate in Jaqaru, an Aymaran language spoken in Tupe, Cacra’s closest neighbor to the north. The terms are kallwi- ‘cultivate’ and liklachiku ‘underarm’.
<table>
<thead>
<tr>
<th>gloss</th>
<th>rootA</th>
<th>dialect</th>
<th>rootB</th>
<th>dialect</th>
<th>Ayacucho root</th>
<th>Junín root</th>
</tr>
</thead>
<tbody>
<tr>
<td>'old man'</td>
<td>machu</td>
<td>MV, AH, SP</td>
<td>awkish</td>
<td>LT, CH</td>
<td>machu</td>
<td>awkish</td>
</tr>
<tr>
<td>'old woman'</td>
<td>chakwash</td>
<td>MV, AH, SP</td>
<td>paya</td>
<td>LT, CH</td>
<td>chakwash</td>
<td>paya</td>
</tr>
<tr>
<td>'nettle'</td>
<td>llupa/itana</td>
<td>MV, AH, SP</td>
<td>chalka</td>
<td>LT, CH</td>
<td>itana</td>
<td>itana</td>
</tr>
<tr>
<td>'germinate'</td>
<td>shinshi</td>
<td>MV, AH, SP</td>
<td>chilQi</td>
<td>LT, CH</td>
<td>NC</td>
<td>?</td>
</tr>
<tr>
<td>'close eyes, blink'</td>
<td>qimchiku</td>
<td>MV, AH, SP</td>
<td>chipupa-</td>
<td>LT, CH</td>
<td>chipu-(close hand)</td>
<td>qimchikatraa-</td>
</tr>
<tr>
<td>'sash'</td>
<td>champi</td>
<td>MV, SP</td>
<td>watraku</td>
<td>LT, CH</td>
<td>chumpi</td>
<td>watrakuq</td>
</tr>
<tr>
<td>'cultivate, hoe'</td>
<td>hallma-</td>
<td>MV, AH, SP</td>
<td>kallwa-</td>
<td>LT, CH</td>
<td>kallwa</td>
<td>kallwa</td>
</tr>
<tr>
<td>'scratch'</td>
<td>rachka-</td>
<td>MV, AH, SP</td>
<td>hata-</td>
<td>LT, CH</td>
<td>hata-</td>
<td>rachka-</td>
</tr>
<tr>
<td>'add fuel'</td>
<td>lawka-</td>
<td>MV, AH, SP, LT</td>
<td>latru</td>
<td>LT, CH</td>
<td>iqu</td>
<td>?</td>
</tr>
<tr>
<td>'sickly'</td>
<td>iqu</td>
<td>MV, AH, SP</td>
<td>latru</td>
<td>LT, CH</td>
<td>iqu</td>
<td>?</td>
</tr>
<tr>
<td>'thorn, bramble'</td>
<td>kichka</td>
<td>MV, AH, SP</td>
<td>kasha</td>
<td>LT, CH</td>
<td>kichka</td>
<td>kasha</td>
</tr>
<tr>
<td>'stick'</td>
<td>kaspi</td>
<td>MV, AH, SP</td>
<td>shukshu</td>
<td>LT, CH</td>
<td>kashshu</td>
<td>kashshu</td>
</tr>
<tr>
<td>'sneez'</td>
<td>killwi</td>
<td>MV, AH, SP, LT</td>
<td>qawachi</td>
<td>LT, CH</td>
<td>killwi (‘see’)</td>
<td>qawachi (‘log’, ‘timber’)</td>
</tr>
<tr>
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NC= not cognate; ?= not found
Appendix B: Further analysis of evidential modifiers

This appendix presents a further analysis of the interpretation of propositions under the scope of the various permutations of the direct and the conjectural evidentials – \(-mI\) and \(-trI\) – in combination with the three evidential modifiers \(-ø, -ik, \) and \(-iki.\)

B.1 The EM’s and the interpretation of propositions under direct \(-mI\)

In the case of the direct \(-mI\), all three forms, \(-mI-ø, -m-ik, \) and \(m-iki,\) indicate that the speaker has evidence from personal experience for the proposition immediately under the scope of the evidential. The \(-ik\) and \(-iki\) forms then indicate increases in the strength of that evidence, generally that it is increasingly immediate or definitive. For example, consultants explain, with \(wañu-rqa-ø [die-pst-3]\) ‘died’, a speaker might use \(-mI-ø\) if she had seen the corpse, while she would use \(-m-iki\) if she had actually been present when the person died. Or with \(para-ya-n [rain-prog-3]\) ‘it’s raining’, a speaker might use \(-mI-ø\) if she were observing the rain from inside through a window, while she would use \(-m-iki\) if she were actually standing under the rain. (1) and (2) give naturally-occurring \(-m-iki\) examples. In (1) the speaker reports her girlhood experience working as a shepherdess in the \(puna\) (high, cold, wet pasture grounds). What would run out on her was her matches. In (2) the speaker reports her experience with the Shining Path, an armed Maoist group that terrorized the region in the 1980’s with its robberies, kidnappings and public executions. The fight she refers to is the battle between the Shining Path and the government \(Sinchis\) (commandos). In both examples, the speakers are reporting events they experienced with painful immediacy and with regard to which there are no more authoritative sources than themselves.
B Further analysis of evidential modifiers

(1) Ariyá urqupaqa puchakpakunchikmiki. AMV
arih-yá urqu-pa-qa puchu-paku-nchik-m-iki
yes-EMPH hill-LOC-TOP finish-MUTBEN-1PL-EVD-IKI
‘Yes, in the hills we ran out.’

(2) Huk visislla piliyara chaypaq chinkakurañamiki. AMV
huk visis-lla piliya-ra chay-paq chinka-ku-ra-ña-m-iki
one times-RSTR fight-PST DEM.D-ABL lose-REFL-PST-DISC-EVD-IKI
‘They fought just once and then they disappeared.’

In addition to indicating increases in evidence strength, -ik and -iki, in combination with -ml, generally correspond to increases in strength of assertion. A -m-ik assertion is interpreted as stronger than a -ml-ø assertion; a -m-iki assertion as stronger still. In Spanish, -ml-ø generally has no reflex in translation. More than anything else, it serves to mark comment or focus (see §7.11) or else to stand in for the copular verb ka, defective in the third-person present tense (see §4.2.3). In contrast, -m-iki does have a reflex in Spanish: it translates with an emphatic, either pues ‘then’ or sí ‘yes’. So, quni-m-ø [warm-EVD-ø] receives the Spanish translation ‘es caliente’ ‘it’s warm’; in contrast, quni-m-iki [warm-EVD-ki] receives the translations, ‘es caliente, pues’ ‘it’s warm, then’ or ‘sí, es caliente ‘yes, it’s warm’. Example (3) is taken from a story. An old lady has sent two boys for wood – “so I can cook you a nice supper,” she said. Two doves appear at the wood pile to warn the boys. Miku-shunki-m-iki ‘she’s going to eat you’, they warn. Using the -iki form, the birds make the strongest assertion they can. They need to convince the boys that they are indeed in trouble – their very lives are in danger.

(3) Kananqa wirayykachishunki mikushunkimiki. AMV
kanan-qa wira-ya-yka-chi-shunki mikushunki-mi-ki.
now-TOP fat-INCH-EXCEP-CAUS-3>2.FUT eat-3>2.FUT-EVD-IKI
‘Now she’s going to fatten you up and eat you!’

In those cases in which -ml takes scope over universal-deontic-modal or future-tense verbs, -k and -ki do not generally indicate an increase in evidence strength; rather, they indicate increasingly strong obligations and increasingly immediate futures, respectively. So, for example, under the scope of -ml-ø, yanapa-na-y [help-NMLZ-1] receives a weak universal deontic interpretation, ‘I ought to help’. In contrast, under the scope of -m-ik or -m-iki, the same phrase receives increasingly strong universal interpretations, on the order of ‘I have to help’ and ‘I must
B.2 The EM’s and the interpretation of propositions under conjectural -trI

help’, respectively. Under the scope of -ml-ø, the phrase is understood as something like a strong suggestion, while under -m-iki, it is understood as a more urgent obligation. That is, here, -ik and -iki seem to do something like increase the degree of modal force, turning a weak universal modal into a strong one. This is the case, too, where -ml takes scope over future-tense verbs. For example, explain consultants, in the case of the future-tense ri-shaq [go-1.fut] ‘I will go’, a speaker might use -ml-ø if she were going to go at some unspecified, possibly very distant future time. In contrast, she might use -m-ik if her going were imminent, and -m-iki if she were already on her way. The speaker of (4), for example, urgently needed to water her garden and had been on her way to do just that when she got caught up in the conversation. When she uttered (4) she was, in fact, already in motion.

(4) Rišhaq yakutamiki qawashaq. AMV
    ri-shaq    yaku-ta-mi-ki    qawa-mu-shaq
    go-1.FUT  water-ACC-EVD-IKI  look-CISL-1.FUT
    ‘I’m going to go. I’m going to take care of the water now.’

B.2 The EM’s and the interpretation of propositions under conjectural -trI

In the case of the conjectural -trI, all three forms, -trI-ø, -tri-k, and -tri-ki, indicate that the speaker has either direct or reportative evidence for a set of propositions, P, and that the speaker is conjecturing from P to p, the proposition immediately under the scope of the evidential. The -ik and -iki forms then indicate increases in the strength of the speaker’s evidence and generally correspond to increases in certainty of conjecture.

In case a verb under its scope is not already modalized or not already specified for modal force or conversational base by virtue of its morphology, -trI assigns the values [universal] and [epistemic], for force and base, respectively. So, for example, the progressive present-tense kama-ta awa-ya-n [blanket-ACC weave-PROG-3] ‘is weaving a blanket’ and the simple past-tense wañu-raa-ø [die-PST-3] ‘died’, both unmodalized and therefore necessarily not specified for either modal force or conversational base, receive universal epistemic interpretations under the scope of -trI: ‘he would/must be weaving a blanket’ and ‘he would/must have died’, respectively. Speakers bilingual in Yauyos and Spanish consistently translate and simple-present- and simple-past-tense verbs under the scope of
Further analysis of evidential modifiers

-trl with the future and future perfect, respectively. The awa-ya-n ‘is weaving’ and wañu-rqa-ø ‘died’ of the examples immediately above are translated estará tejiendo and habrá muerto, respectively. In English, ‘would’ and ‘must’ will have to do the job.

Present-tense conditional verbs in syq may receive at least existential ability, circumstantial, deontic, epistemic and teleological interpretations. Past-tense conditional verbs may, in addition to these, also receive universal deontic and epistemic interpretations. That is, present-tense conditionals are specified for modal force [existential], but not modal base, while past-tense conditionals are specified for neither force nor base. -trl restricts the interpretation of conditionals, generally excluding all but epistemic readings. In the case of past-tense conditionals, it generally excludes all but universal readings, as well. For example, although the present-tense conditional of (1), saya-ru-chuwan ‘we could stand around’, is normally five-ways ambiguous, under the scope of -trl, only the existential epistemic reading available: ‘it could happen that we stand around’. Similarly, although the past-tense conditional of (2), miku-ra-ma-n-man ka-rqa-ø ‘could/would/should/might have eaten me’, is normally seven-ways ambiguous, under the scope of -trl, only the universal epistemic reading is available: ‘the Devil would necessarily have eaten me’. The context for (1) – a discussion of women and alcohol – supports the epistemic reading. The speaker, a woman who in her eighty-odd years had never taken alcohol, was speculating on what would happen if women were to drink. Her conclusion: it’s possible we would stand around naked, going crazy.

(1) Qalapis sayaruchuwan-trl lukuyarishpaqa. AMV
‘We could also stand around naked, going crazy.’

(2) Mana chay kaptinqa mikuramanmantri karqa chay dimunyukuna. AMV
mana chay ka-pto-n-qa miku-ra-ma-n-man-tri ka-rqaND be-SUBDS-3-TOP eat-URGT-1.OBJ-3.COND-EVC be-PST
chay dimunyu-kunadevil-PL
‘If not for that, the Devil might have eaten me.’

If it is the case, as Copley (2009) argue, and Matthewson, Rullmann & Davis (2005) that the future tense is a modal specified for both force, [universal], and
B.2 The EM’s and the interpretation of propositions under conjectural -trl

base, [metaphysical] or [circumstantial], -trl should have no effect on the interpretation of mode in the case of future-tense verbs. This is indeed the case. For example, both the tiya-pa-ru-wa-nga of (3) and ashna-ku-lla-shaq of (4) receive exactly the interpretations they would have were they not under the scope of -trl: ‘they will accompany me sitting’ and ‘I’m going to stink’, respectively. This does not mean that -trl-ø/ik/iki has no effect on the interpretation of future-tense verbs, however. Although it leaves TAM interpretation unaffected, -trl continues to indicate that the proposition under its scope is a conjecture. And -ik and -iki, as they do in conjunction with -ml, indicate increasingly immediate or certain futures. So, although the TAM interpretations of (3)’s tiya-pa-ru-wa-nga ‘will accompany me sitting’ and (4)’s ashna-ku-lla-shaq ‘I’m going to stink’ are unchanged under the scope of -trl, the -ik of the first and the -iki of the second signal immediate and certain futures, respectively. In (3), that future was about an hour away: it was 6 o’clock and the those who were to accompany the speaker were expected at 7:00 for a healing ceremony. The context for (4), too, was a healing ceremony. The speaker was referring to the upcoming part of the ceremony in which she would have to wash with putrid urine – certain to make anyone stink!

(3) Kukachankunata aparuptiyqa tiyaparuwanqatrik. AMV
kuka-cha-n-kuna-ta apa-ru-pi-y-qa
coca-DIM-3-PL-ACC bring-URGT-SUBDS-1-TOP
tiya-pa-ru-wa-nqa-tri-k
sit-BEN-URGT-1.OBJ-3.FUT-EVC-IK
‘When I bring them their coca, they will accompany me sitting.’

(4) ¡Ashnakullashaqtriki! AMV
ashna-ku-lla-shaq-tri-ki
smell-REFL-RSTR-1.FUT-EVC-IKI
‘I’m going to stink!’

In those cases in which -ik and -iki modify -trl, they generally correspond to increases in certainty of conjecture: a -tr-ik conjecture is interpreted as more certain than a -trlø conjecture; and a -tr-iki conjecture is interpreted as more certain still. Recall that under the scope of -trl, present-tense conditional verbs generally receive existential epistemic interpretations while past-tense-conditional as well as simple-present- and simple-past-tense verbs generally receive universal epistemic interpretations. In the case of the first, -k and -ki yield increasingly
strong possibility readings; in the case of the second, third and fourth, increasingly strong necessity readings. So, under the scope of *trl*-ø, the present-tense conditional *wañu-ru-n-man* [die-URGT-3-COND] ‘could die’ receives something like a weak possibility reading; under *-tr-iki*, in contrast, the same phrase receives something like a strong possibility reading. Consultants explain that the -ø form might be used in a situation where the person was sick but it remained to be seen whether he would die; the -iki form, in contrast, might be used in a situation where the person was gravely ill and far more likely to die. Similarly, under the scope of *trl*-ø, the simple past tense *wañu-rqa-ø* [die-PST-3] ‘died’ would receive something like a weak necessity reading: it is highly probable but not completely certain that the person died. In contrast, under the scope of *-tr-iki*, the same phrase would receive something like a strong necessity reading: it is very highly probable, indeed, virtually certain, that the person died. Consultants explain that a speaker might use the -ø form if she knew, say, that the person, who had been very sick, still had not returned two months after having been transported down the mountain to a hospital in Lima. In contrast, that same speaker might use the -iki form if she had, additionally, say, heard funeral bells ringing and seen two of person’s daughters crying in the church. (5) and (6) give naturally-occurring examples. In (5), the speaker makes a present-tense conditional *trl*-ø conjecture: She could possibly be with a soul (i.e., accompanied by the spirit of a recently deceased relative). The speaker made this conjecture after hearing the report of a single piece of evidence – that a calf had spooked when she came near. Surely, whether or not a person is walking around with the spirit of a recently dead relative hovering somewhere close by is a hard thing to judge, even with an accumulation of evidence. In this case, only the weak -ø form is licensed. In (6), in contrast, the speaker makes a simple-present-tense *-tr-iki* conjecture: A certain calf (a friend’s) must be being weaned. The speaker, having spent all but a half dozen of her 70-odd years raising goats, sheep, cows and alpacas, would not just be making an educated guess as to whether a calf was being weaned. She knows the signs. In this situation, the strong -iki form is licensed.
B.3 A sociolinguistic note

In sum, Yauyos’ three evidentials, -mI, shI, and -trl, each has three variants, formed by the affixation of three evidential modifiers, -ø, -ik, and -iki. The EM’s are ordered on a cline of strength, with the -ik and -iki forms generally indicating progressively stronger evidence. With the direct -mI, this then generally corresponds to progressively stronger assertions; with the conjectural -trl, to progressively more certain conjectures. In the case of verbs receiving universal-deontic-modal or future-tense interpretations, -k and -ki indicate stronger obligations and more imminent futures, respectively. -trl has the prior effect of changing the modal interpretation of the verbs under its scope. In case a verb under its scope is not already already specified for modal force or conversational base by virtue of its morphology, -trl assigns the default values [universal] and [epistemic] for force and base, respectively.

B.3 A sociolinguistic note

In a dialogue, -ø(φ) will often be answered with -ik(φ) or -iki(φ), where φ is a proposition-evidential pair. Thus, Karu-m-ø ‘it’s far’ may be answered with Aw, karu-mi-ki ‘Yes, you got it/that’s right/you bet you/uhmhm’, it’s far’. In (1), the first speaker makes a -trl-ø conjecture, ‘They must have left drunk’. The second answers with -trl-ik, echoing the judgement of the first, ‘Indeed, they must have gotten drunk’.

(1) Spkr 1: “Chay kidamuq runakuna shinkañana lluqsimurqa.”
Spkr 2: “Shinkaruntri-k.” AMV
chay kida-mu-q runa-kuna shinka-ña-tr lluqsi-mu-rqa
DEM.D stay-CISL-AG person-PL drunk-DISC-EVC exit-CISL-PST
shinka-ru-n-tri-k
get.drunk-URGT-3-EVC-IK
‘Spkr 1: “Those people who stayed must have come out drunk already.” Spkr 2: “Indeed, they must have gotten drunk.”’
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This book presents a synchronic grammar of the southern dialects of Yauyos, an extremely endangered Quechuan language spoken in the Peruvian Andes. As the language is highly synthetic, the grammar focuses principally on morphology; a longer section is dedicated to the language’s unusual evidential system. The grammar’s 1400 examples are drawn from a 24-hour corpus of transcribed recordings collected in the course of the documentation of the language.