

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
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.’

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

- (4) *Unaykunaqa watuta ruwaq kayanchik llamapaqpis alpakaqpis.* 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 adverbally 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) *Pishiparullaniñam. 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**.’

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- (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-pti-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-lla-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 Alejandraqa Shutcollapa yatrarqa.* AMV
chay-tri Tiya Alejandra-qa Shutco-lla-pa yatra-rqa
 DEM.D-EVC Aunt Alejandra-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-ña 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-TOP look
 ‘The **old lady** is dressed in a blouse like the olden ones. Look!’

3.2.1.4 Locative nouns

Locative nouns indicate relative position (*chimpá* ‘front’, *hawá* ‘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 hatarirú. Allqukuna yatanpa kara.* ACH
hinashpa-qa hatarí-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 wiñan.* AMV
planta-cha-qa alfa-pa trawpi-n-pa wiña-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.’

3.2.2 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

Person	Singular	Plural
1	<i>ñuqa</i>	<i>ñuqa-nchik</i> (dual)
		<i>ñuqa-nchik-kuna</i> (inclusive)
		<i>ñuqa-kuna</i> (exclusive)
2	<i>qam</i>	<i>qam-kuna</i>
3	<i>pay</i>	<i>pay-kuna</i>

- (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.’

- (2) *Manam ñuqaqa Viñaqta riqsi:chu. ¿Qam riqsinkichu, Min?* CH
mana-m ñuqa-qa Viñaq-ta riqsi:-chu qam
 no-EVD I-TOP Viñac-ACC be.acquainted.with-1-NEG you
riqsi-nki-chu Min
 be.acquainted.with-2-Q Min
 ‘I don’t know Viñac. Do you know it, Min?’
- (3) *Payqa hatarirushañam rikaq.* LT
pay-qa hatari-ru-sha-ña-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 *ñuqa-kuna*, *qam-kuna*, and *pay-kuna* (4), (5) and (6).

- (4) *Unay ñuqakunaqa manam qawarqanichu, paykunaqa alminus manam qawarqapischu.* AMV
unay ñuqa-kuna-qa mana-m qawa-rqa-ni-chu, pay-kuna-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 ashi-pti-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 *ñuqa-nchik* (dual), *ñuqa-nchik-kuna* (inclusive), and *ñuqa-kuna* (exclusive) (7), (8), (4).

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- (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 ñuqanchikkunaqa 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 ñuqakunaqa 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).

- (12) *Kriyinchik ñuqanchikkuna.* AMV
kriyi-nchik ñuqa-nchik-kuna
 believe-1PL I-1PL-PL
 ‘We believe.’
- (13) *Familyallan ñuqakuna suya:* CH
familya-lla-n ñuqa-kuna suya:
 family-RSTR-3 I-PL wait-1
 ‘Only we, their relatives, wait.’
- (14) *Puntrawyayanñam ñuqakunaqa llusqiniñam.* AMV
puntraw-ya-ya-n-ña-m ñuqa-kuna-qa llusqi-ni-ña-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 *ñuqa-nchik-kuna* and *ñuqa-kuna* with the other first person pronouns in the headings; it can be assumed that the first patterns with *ñuqa-nchik*, the second with *ñuqa*. 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 *ñuqa-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) *Ñuqata mikumuwananpaq kutimushpa traqnaruwan.* AMV
ñuqa-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. Ñuqapaq 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 finished off.’

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- (17) *Huk qawaptinga, ñuqanchik qawanchikchu. Almanchik puriyanshi.* AMV
huk qawa-pti-n-qa ñuqa-nchik qawa-nchik-chu alma-nchik
 one see-SUBDS-3-TOP I-1PL see-1PL-NEG soul-1PL
puri-ya-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 mikunanchikpaq*,” [nishpa] *allquman qaraykurqani.* AMV
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 chaykunakta wañuchishaq,” niyan.* CH
Ollanta Humala kanan chay-kuna-cta 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).

- (4) *Hinashpa achkaña wawan kayan. Chaypaq ñakanñataqtri*
mikuypaq. ACH
hinashpa achka-ña wawa-n ka-ya-n chay-paq
 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).

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.

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- (8) *Kay millwapaqmi imapis llusqsimun.* ACH
kay millwa-paq-mi ima-pis llusqi-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) *Runa chay maqtata wañurachin hanay urqupa.* AMV
runa chay maqta-ta wañu-ra-chi-n hanay urqu-pa
 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
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.’
- (2) *Yatrarqani sapallay.* AMV
yatra-rqa-ni sapa-lla-y
 reside-PST-1 alone-RSTR-1
 ‘I lived all **alone**.’
- (3) *Llapanta apakunki.* CH
llapa-n-ta apa-ku-nki
 all-3-ACC bring-REFL-2
 ‘You’re going to take along them **all**.’
- (4) *Mikuypaqpis wañuyanki kuskayki wawantin.* AMV
miku-y-paq-pis wañu-ya-nki kuska-yki wawa-ntin
 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).

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- (5) *Sikya fayna kaptinmi liya: **llapa**.* AMV
sikya fayna ka-pti-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 kуска-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 familia-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 llusqilushpaqa mana **kuska** lilachu?* CH
imayna chay llusqi-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?’

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

- (11) *¿Imayna trankilu pulin hapallan?* CH
imayna trankilu puli-n hapa-lla-n
 how tranquil walk-3 alone-RSTR-3
 ‘How does she walk about calmly all alone?’
- (12) *Pitaq atindinga hapallay kayaptiyqa.* LT
pi-taq atindi-nqa hapa-lla-y ka-ya-pti-y-qa
 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-nchik-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: 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’

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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*, *-mI*, *-shI* or *-trI* (*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

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

- (1) ¿*Pitaq willamanchik?* ACH
pi-taq willa-ma-nchik
 who-SEQ tell-1.OBJ-1PL
 ‘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?’

- (4) ¿*Maypayá* *Hildapa wakchan kayan?* AMV
may-pa-yá Hilda-pa wakcha-n ka-ya-n
 where-LOC-EMPH Hilda-GEN sheep-3 be-PROG-3
 ‘Where is Hilda’s sheep?’
- (5) *Chay mutuqa, ¿maypitaq kayan?* ACH
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
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
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
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
imayna-taq kuti-shaq
 how-SEQ return-1.FUT
 ‘The fox was sad. “My compadre left me. Now how am I going to get back?”’
- (9) ¿*Mayqinnin tunirun?* ¿*Kusinan?* AMV
mayqin-ni-n tuni-ru-n kusina-n
 which-EUPH-3 crumble-URGT-3 kitchen-3
 ‘Which of them crumbled? Her kitchen?’

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- (10) *Lutuyuyqmi 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 awminta-ru-n kabra-n-qa
 how.many-DISC-EVC increase-URGT-3 goat-3-TOP
 ‘**How much** have her goats increased?’
- (12) *Chaypaqa ¿Aykaktataq pagaya:?* CH
chay-pa-qa ayka-cta-taq paga-ya-:
 DEM.D-LOC-TOP 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-EXCEP-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-pti-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-ku-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**!’

- (17) *Kitrarun imaynapis yaykurun Lluqi-Makiqa.* AMV
kitra-ru-n imayna-pis yayku-ru-n Lluqi-Maki-qa
 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-I-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 tiyrayuqkuna trakrakunapaq imapaqpis.* SP
ayvis dimanda-ku-ru-n tiyra-yuq-kuna trakra-kuna-paq
 sometimes denounce-REFL-URGT-3 land-POSS-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.’

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- (23) *Puntrawqa manam imapis kanchu.* SP
puntraw-qa 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: kayllapam hinallam kay lawpa kawsaku: tukuy watan watan manam maytapis llusqi: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 llusqi-:-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) *Ñakarinchikmi sapallanchikqa manam imaynapis.* SP
ñaka-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) *Mayqinnikipsis mana yuyachiwarqankichu.* AMV
mayqin-ni-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.’

- (29) *Rayaqa manam aykas kanchu.* ACH
 raya-qa mana-m ayka-s ka-n-chu
 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? ¿Imawantaa qaquruyman?* AMV
 runku-wan-chu qaqu-ru-shaq ima-wan-taq qaqu-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 qullqi-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
 eucalyptus-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?’

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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
familiya-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).

- (40) ¿*Ima diyablu*yá ñuqanchik kanchik? AMV
ima diyablu-yá ñuqa-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-pti-n
 no what-2-ADD be-SUBDS-3
 ‘If you don’t have **anything**’

- (42) *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**.’

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

- (44) “¿*Mayqinninchik* pirdirishun? Kuisam 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**?’

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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 unayñam.* ACH

mana-ña-m kanan chay llama-ta-pis qawa-nchik-chu ni
no-DISC-EVD now DEM.D llama-ACC-ADD see-1PL-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-lla huk-vida-ta llaki-ku-ya-n kanan-qa
die-AG person-RSTR one-life-ACC SORROW-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?**”’

- (50) “¿Karahu-ta-taq **imanaruntaq**?” qawaykushpaqa huk utrpa
 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
 utrpa-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) Wañukunmantriki.¿**Imananmantaq**? ¿Imayna mana
 kutikamunmanchu? ACH
 wañu-ku-n-man-tri-ki ima-na-n-man-taq imayna mana
 die-REFL-3-COMP-EVC-KI 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 ñuqa kaya:, kumadri. ¿Qam **imamish** kayanki? CH
 quni quni-m ñuqa ka-ya-: kumadri qam imamish
 warm warm-EVD I be-PROG-1 comadre you how
 ka-ya-nki
 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’).². §§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-ñ-a-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.

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

- (1) *Aburikurun sakristanqa wama-wamaqta kampanata suynachiptin* AMV
aburi-ku-ru-n sakristan-qa wama-wamaq-ta kampana-ta
 annoy-REFL-URGT-3 deacon-TOP a.lot-a.lot-ACC bell-ACC
suyna-chi-pti-n
 sound-CAUS-SUBDS-3
 ‘The deacon got annoyed that [Lluqi Maki] rang the bell **so much**.’
- (2) *Rupanchikta trurakunchik qilluta.* AMV
rupa-nchik-ta trura-ku-nchik qillu-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’, *ñaña* ‘sister of a female’) (2–4).

- (2) *Wañurachin wawqinñataqa, “¡Ama wawqi:ta!” niptin.* ACH
wañu-ra-chi-n wawqi-n-ña-ta-qa ama wawqi:-ta
 die-URGT-CAUS-3 brother-3-DISC-ACC-TOP PROH brother-1-ACC
ni-pti-n
 say-SUBDS-3
 ‘They killed his **brother** when he said, “Don’t [kill] my **brother**!”’
- (3) *Ñañaypis turiypis karqam piru wañukunña.* AMV
ñaña-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 **sister** and a **brother**, but they died already.’

3 Substantives

- (4) *chay ubihapa wawanta chay karnirupa churinta* AMV
chay ubiha-pa wawa-n-ta chay karniru-pa 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).

- (5) "Pagashunñam rigarunanpaqmi. Balikurunki", niwara ya chay **wawi warmi**. 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*.

- (1) *Pasaypaq* *chanchu sapatu* *pasaypaq* *lapi chuku* *pasaypaqshi* *ritamun*
paypis. LT
pasaypaq chanchu sapatu pasaypaq lapi chuku pasaypaq-shi
 completely old shoe completely old hat completely-EVR
rita-mu-n pay-pis
 go-CISL-3 he-ADD
 ‘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-EVD DEM.P-LOC rain-3.FUT
 ‘It’s going to rain for **three** months here.’

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- (3) *Ingañaykun. Chay waranqa kwistasantam ...* ACH
ingaña-yku-n chay waranqa kwista-sa-n-ta-m
 cheat-EXCEP-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 iskay trunka kimsa trunka*
puntrawniyuqtamá. AMV
riga-nchik chay sara-ta-qa iskay trunka kimsa trunka
 irrigate-1PL DEM.D corn-ACC-TOP two ten three ten
puntraw-ni-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-ni-yuq* ‘twenty-eight’) (5).

- (5) *Trunka ishkaninyuqpaqpis ruwanchik.* AMV
trunka ishkan-ni-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-lla-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 *primero* *segundo* and so on (1), (2).

- (1) “Chay mamakuqta siqachinki **primiru** yatrachishunaykipaq”, 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 puchukachiwarqapishu. 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 mikuruntriki. 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’, *tris* ‘three’, *kwatru* ‘four’, *sinku* ‘five’, *sis* ‘six’, *siyti* ‘seven’, *uchu* ‘eight’, *nuybi* ‘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
 puñu-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 attaching 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.

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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/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 hinaptin sapalla: witrqarayachin.* ACH
huk-ni-n-pis huk-ni-n-pis hinaptin sapa-lla-:
one-EUPH-3-ADD one-EUPH-3-ADD then alone-RSTR-1
witrqa-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.’

3.2.5.5 *huk*

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

- (1) *Pichqa mulla. **Huk**, ishkay, kimsa, tawa, pichqa.* CH
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 ... llusqin **huk** pakayllapaq.* AMV
achka llusqi-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 ubsirvaq hinashpash ...* ACH
huk inhiniyru-sh riku-ra chay ubsirva-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 pagasayki”.* SP
hinaptin-ña huk atrqay pasa-n, ismu atrqay huk turu-ta-m
 then-DISC one eagle pass-3 grey eagle one bull-ACC-EVD
paga-sayki
 pay-1>2.FUT
 ‘Then **an** eagle passed by, a gray eagle. “I’ll pay you a bull,” [said the girl].’
- (5) *Puchka: paqarinninta **huk**ta ruwa: minchanta **huk**ta.* ACH
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**.’

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- (6) *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.’

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

- (7) *Kikiypaq ruwani **hukkunapaq** 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** llusqiruwan ishkay trakiyuqhina llusqirun.* AMV
wayta-cha-y-pis huk-man llusqi-ru-wa-n ishkay
flower-DIM-1-ADD one-ALL come.out-URGT-1.OBJ-3 two
traki-yuq-hina llusqi-ru-n
foot-POSS-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).

Table 3.3: Multiple-class substantives

(1)	<i>mishki</i>	‘a sweet’, ‘sweet’
(2)	<i>tardi</i>	‘afternoon’, ‘late’
(3)	<i>ima</i>	‘thing’, ‘what’, ‘that’
(4)	<i>sapa</i>	‘each’, ‘one alone’
(5)	<i>huk</i>	‘one’, ‘I’
(6)	<i>ishkay</i>	‘two[stones]’, ‘two[came]’
(7)	<i>kuska</i>	‘we/you/they together’, ‘together’
(8)	<i>llapa</i>	‘all of us/you/them’, ‘all’

- (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) *Wanqakunchik naktapa papaktapis uqaktapis. Walmi.* CH
wanqa-ku-nchik na-hta papa-hta-pis uqa-hta-pis walmi
 turn-REFL-1PL 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 rimañqa.* AMV
wak na-ta-tr qawa-ñqa hinashpa-tr rima-ñqa
 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).

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- (5) *Chaykuna rimañña 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 warkurapaway!* AMV
blusa-lla-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) *Kusasninchikkunallatatr ñitinman.* AMV
kusas-ni-nchik-kuna-lla-ta-tr ñiti-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 3.4: Possessive (substantive) suffixes

Person	Singular	Plural
1	<i>-y</i> (<i>AMV</i> , <i>LT</i>)	<i>-nchik</i> (dual, inclusive)
	<i>-:</i> (<i>ACH</i> , <i>CH</i> , <i>SP</i>)	<i>-y</i> (exclusive <i>AMV</i> , <i>LT</i>) <i>-:</i> (exclusive <i>ACH</i> , <i>CH</i> , <i>SP</i>)
2	<i>-Yki</i>	<i>-Yki</i>
3	<i>-n</i>	<i>-n</i>

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-CISL-NPST all animal-EUPH-3-INSTR
wasi-n-man
 house-3-ACC
 ‘Then the poor man returned to **his** house with all **his** animals.’

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- (2) “*Kananqa aysashun kay sugawan*”, *nishpa ish kaynin aysapa:kun sanqaman*. SP
kanan-qa aysa-shun kay suga-wan ni-shpa ish kay-ni-n
 now-TOP pull-1PL DEM.P rope-INSTR say-SUBIS 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 ripunqañatr? Gallu Rumi altuntapis ripunqañatr*. 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).

- (7) *Hamuyaq kayninta.* AMV
hamu-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-INSTR
 ‘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 yatranksi.* 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 hapi-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 *ñuqa*, *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**.'

- (4) ¿*Imakunam ubihaykipa sutin?* AMV
ima-kuna-m ubiha-yki-pa suti-n
 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 kwirpuykikuna 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 Substantives

- (8) *Qayashpa waqashpa purin animalisninchikunaqa.* AMV
qaya-shpa waqa-shpa-m puri-n animalis-ni-nchik-kuna-qa
 scream-SUBIS cry-SUBIS-EVD walk-3 animals-EUPH-1PL-PL-TOP
 ‘Our animals walk around screaming, crying.’

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 istudya-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.’

Table 3.5: Case suffixes with examples

-hina	comparative	Runa- hina , uyqa- hina	‘Like people, like sheep’
-kama	limitative	Fibriru marsu- kama -raq-tri para-nqa.	‘It will rain still until February or march.’
-man	allative, dative	Lima runa-kuna traya-mu-pti-n siyra-n- man .	‘When people from Lima return to their sierra.’
-pa ₁	genitive	Algunus- pa puchka-n tipi-ku-ya-n-mi.	‘Some people’s thread breaks on them.’
-pa ₂	locative	Urqu-lla- pa -m chay-qa wiña-n.	‘It grows only in the mountains.’
-pi	locative	Yana-ya-sa qutra-pa pata-n- pi qutra-pa tuna-n- pi .	‘Blackened on the banks of the lake, in the corner of the lake.’
-paq ₁	ablative	Huangáscar- paq -mi hamu-ra wama-wamaq polisiya-pis.	‘Lots of policemen came from Huangáscar.’
-paq ₂	benefactive	Chay qari-kuna mana ishpa-y-ta atipa-q- paq .	‘This is for the men who can’t urinate.’
-paq ₃	purposive	Qawa-na-y- paq ima-wan wañu-ru-n ... kitra-ni.	‘ In order to see what he died from ... I opened him up.’
-puRa	reciprocal	Qam pay-wan wawqi ñaña- pura ka-nki.	‘You and she are going to be true brothers and sisters.’
-rayku	reason	Chawa-shi-q lichi-lla-n-rayku ri-y-man-tri.	‘I might go help milk on account of her milk.’
-ta	accusative	¿Maqta-kuna-ta pusha-nki icha pashña-ta?	‘Are you going to take the boys or the girl?’
-wan ₁	comitative	¿Imapaq-mi wak kundinaw- wan puri-ya-nki?	‘Why are you walking around with that zombie?’
-wan ₂	instrumental	Ichu- wan -mi chay-ta ruwa-nchik.	‘We make this one with straw.’
in Caca-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-shaq-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 qarqaryahina.* 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 (=kayhinachakunatam) ruwani.* AMV
kay-hina-kuna-cha-ta-m (=kay-hina-cha-kuna-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 Cacara 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**?’

3.3.3.2 Limitative *-kama*

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

- (1) *Qatimushaq vakata kaykama.* 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 mayurnikikama wawqikikamaqa.* LT
chay wambra-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-ra-q-tri para-nqa
 February March-LIM-CONT-EVC rain-3.FUT
 ‘It will rain still until February or March.’
- (4) *¿Imaykama kanki?* AMV
imay-kama ka-nki
 when-LIM be-2
 ‘**Until** when are you going to be (here)?’
- (5) *Kandawniypis warkurayan altupam. Manam kanankamapis 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 pushllunankama purinchik. Trakipis ampulla hatarinan 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-rqa-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 mikunankama 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 Jerónimo **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) *Uñachayuqkama 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 qipikusakama. Manchaku.* ACH
traya-ra-mu-n arma-n qipi-ku-sa-kama mancha-ku-
 arrive-URGT-CISL-3 weapon-3 carry-REFL-PRF-ALL scare-REFL-1
 ‘They arrived **each** carrying weapons. I got scared.’

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) *Qin̄wal**man** trayarachiptiki wañukunman.* AMV
 qin̄wal-man traya-ra-chi-pti-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 chaypaq wichay**man** pasachisa chay Amador kaq**man**ñataq.* 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 wasikun**man**shi 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 qaq**aman** imapaq qarquranki?” nishpa. SP
 kabra-ta qaq-man ima-paq qarqu-ra-nki 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 wiqawnin**man**.* 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.’

3 Substantives

- (6) *Chay lliw lliw listamanshi trurara. Chay listaman trurasan rikura.* ACH
chay lliw lliw lista-man-shi trura-ra chay lista-man trura-sa-n
 DEM.D all all list-ALL-EVR put-PST DEM.D list-ALL put-PRF-3
riku-ra
 go-PST
 ‘[The Shining Path] put everyone **on** the list. Those who were put **on**
 the list left.’

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-pti-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 turruristaman hinaptin chayta wañurachin.* ACH
chay-lla-paq willa-ku-ru-sa turrurista-man hinaptin
 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 kabraman.* 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 hatunman.* 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, imamantaq 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 animalniyman wak infirmuykunaman.* 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 ganawninqa 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 vakapa qipanpa 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.’

- (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-TOP baby-1-PL-TOP 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-TOP oca field water-INSTR
icha-shpa chay-pa-qa
 toss-SUBIS DEM.D-LOC-TOP
 ‘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 be 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-TOP 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? Qaykuruptionqa hawkam sayakun uñankunata fwiraman diharuptionchik.* AMV
ima pay-paq hucha-n qayku-ru-pti-n-qa hawka-m
 what she-GEN fault-3 corral-URGT-SUBDS-3-TOP tranquil-EVD
saya-ku-n uña-n-kuna-ta fwira-man diha-ru-pti-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 llaqtaykipaq llusimulanki?* CH
imay-taq llaqta-yki-paq llusqi-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-pti-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) *“¿Maypaqtaqmi 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.’

- (4) *Uchuklla kasa:paq.* ACH
uchuk-lla ka-sa:-paq
 small-RSTR be-PRF-1-ABL
 ‘From [the time when] I was little.’
- (5) *Kananpaq riqsinakushun.* CH
kanan-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 mikuypaq alalaypaq, ¿aw?* CH
chay huk walmi-ta-qa tali-lu-shpa-qa
 DEM.D one woman-ACC-TOP find-URGT-SUBIS-TOP
apa-lu-n-ñ-a-m uspital-man pasaypaq miku-y-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 lichipaq, kisupaq waqaptin ñuqa rikurani urquta.* LT
wambra-y lichi-paq, kisu-paq waqa-pti-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: kaypaqmi, kay millwapaqmi.* 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.’

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

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

- (10) *Chay allin chay qarikuna mana ishpayta atipaq**paq**.* AMV
 chay allin chay qari-kuna mana ishpa-y-ta
 DEM.D good DEM.D man-PL no urinate-INF-ACC
atipa-q-paq
 be.able-AG-BEN
 ‘This is good **for** men who can’t urinate.’

As a purposive, *-paq* indicates the purpose of an event (11), (12).

- (11) *Quni quni plantam chayqa. Chirip**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**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.’

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

- (13) *Manam kanchu ñuqap**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 kunkap**paq** trakip**paq** sugawan watarun.* SP
 asnu alla-alli-ta atuq wata-ku-n kunka-paq traki-paq
 donkey a.lot-a.lot-ACC fox tie-REFL-3 throat-ABL foot-ABL
suga-wan wata-ru-n
 rope-INSTR tie-URGT-3

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

- (15) *Kay llaqta**paq** kundinawmi lliw lliw runata puchukayan.* AMV
kay llaqta-paq 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) *Pasay**paq** 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) *Kuyayllap**paq** waqakuyan yutuqa, kuyakuyllap**paq** 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-INSTR 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 ñuqakta chay**paq***
talpushun qampaktañataq”, ninaku:mi. CH
bali-naku: paqarin yanapa-ma-y u paqarin
 request.a.service-RECIP-1 tomorrow help-1.OBJ-IMP or tomorrow
ñuqa-hta chay-paq talpu-shun qam-pa-hta-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.’

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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 puntrawpaq masmi.* AMV
qayna puntraw-paq mas-mi
previous day-ABL more-EVD
‘It’s more **than** yesterday.’
- (20) *Celiapaqpis masta chawan.* SP
Celia-paq-pis mas-ta chawa-n
Celia-ABL-ADD more-ACC milk-3
‘She milks more **than** Celia.’
- (21) *Pularpaqpis mas mihurtam 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.’

- (4) *Chay lagunapi yatraqñataq nira*, “¿Imaynam qam kayanki puka traki?” SP
chay laguna-pi yatra-q-ñā-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-ñā-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-ñā-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.’

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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) *Intri warmiqa ¿Imatatr ruwanman hapinakushpa?* AMV
intri 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 riymantri.* 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) *Papallaykiraykupas awapakuruymán.* 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.’

- (4) *Mikunallanraykupis yanukunqatr.* AMV
miku-na-lla-n-rayku-pis yanu-ku-nqa-tr
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’. *-rayku* is not frequently employed: ablative *-paq* is more frequently employed to indicate motivation or reason (5), although this *-paq* does not, as an anonymous reviewer points out, mark the same relation. *-kawsu* (*Sp. causa* ‘cause’) may be employed in place of *-rayku* (6). Recognized but not attested spontaneously outside AMV and CH.

- (5) *Qatra vakaqa wanuyan qutranman. Sikintin qaykusanpaq.* AMV
qatra vaka-qa wanu-ya-n qutra-n-man siki-ntin
dirty cow-TOP excrete-PROG-3 lake-3-ALL calf-INCL
qayku-sa-n-paq
corral-PRF-3-ABL
‘That dirty cow is pissing in the reservoir! For having been let out with her calf.’
- (6) *Manam lichu kanchu. Pastu kawsu.* AMV
mana-m lichu ka-n-chu pastu-kawsu
no-EVD milk-3 be-3-NEG pasture.grass-cause
‘There’s no milk. Because of the grass.’

3.3.3.9 Accusative *-Kta* and *-ta*

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

- (1) *Tilivisyunta likakuyan, piluta pukllaqkunaktam.* CH
tilivisyun-ta lika-ku-ya-n piluta puklla-q-kuna-cta-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**m 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 **pashñata**? 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 lliwta** qaquruy! Rikurushaq hanaypim. AMV
vaka-ta lliw-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).

- (8) *Qaqapaq llusiyta atipanchu. Qayakun, “¿Imaynataq kanan llusishaq?”* SP
 qaq-paq llusi-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 llusi-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.* SP
 chay-paq kabra-ta miku-y-ta qalla-ku-yku-n
 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.* LT
 wambra willa-su-pti-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 yatrarun kundur kashanta.* AMV
 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)).⁶

- (12) *Siqashpaqa chuqaykaramun ukuta almataqa.* AMV
 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.’

⁶ Thanks to Willem Adelaar for pointing this out to me.

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- (13) *Qin̄waltam rirqani yanta qipikuq.* AMV
 qin̄wal-ta-m ri-rqa-ni yanta qipi-ku-q
 quingual.grove-ACC-EVD go-PST-1 firewood carry-REFL-AG
 ‘I went **to the quingual grove** to carry firewood.’
- (14) *Ukunta shamushpa. Qaqunanta shamushpapis.* CH
 uku-n-ta shamu-shpa Qaquna-n-ta shamu-shpa-pis
 inside-3-ACC come-SUBIS Qaquna-3-ACC come-SUBIS-ADD
 ‘Coming **via the interior**. Coming **via Qaquna**.’
- ta marks substantives – nouns, adjectives, numerals, derived nouns – when they function as adverbs (15–18).
- (15) *Kikinga allintaraqtaq gusaq.* SP
 kiki-n-qa allin-ta-raq-taq gusa-q
 self-3-TOP good-ACC-CONT-SEQ enjoy-AG
 ‘They themselves enjoyed them **well** still.’
- (16) *Rupanchikta trurakunchik qilluta.* AMV
 rupa-nchik-ta trura-ku-nchik qillu-ta
 clothes-1PL-ACC put-REFL-1PL yellow-ACC
 ‘We dress ourselves **in yellow**.’
- (17) *Ishkay ish kaytam plantaramuni.* AMV
 ish kay ish kay-ta-m planta-ra-mu-ni
 two two-ACC-EVD plant-URGT-CISL-1
 ‘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).

- (19) *Chay huk madrugaw trinta i unu di abrilta llugsirun 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].’

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
 water-ADD all ground-ACC go-REFL-RSTR-AG
 ‘The water, too, would go all over the ground.’

- (21) *¿Llaqtaykita paranchu?* AMV
llaqta-yki-ta para-n-chu?
 town-2-ACC rain-3-Q
 ‘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
 DEM.D whey-ADD dog-1-BEN-ADD lack-3 say-REFL-URGT-3-EVR
subrinu-n-ta-qa
 nephew-3-ACC-TOP
 ‘“This whey of mine, too, is for my dog. There isn’t enough,” he said
to his nephew.’

- (23) *Tarpuriptinchikpis mikunchu wak Shullita wak Erminiota nini.* AMV
tarpur-ri-pti-nchik-pis miku-n-chu wak Shulli-ta wak
 plant-INCEP-SUBDS-1PL-ADD eat-3-NEG DEM.D Shulli-ACC DEM.D
Erminio-ta ni-ni
 Erminio-ACC say-1
 ‘If we plant it, they won’t eat it, I said **to my younger brother, to Erminio**.’

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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
DEM.D-EVD strip.naked-EXCEP-SUBIS belt-3-INSTR good-good-ACC
chikuti-ta qu-ra
whip-ACC give-PST
'Then they stripped him naked and gave him a whipping **with** his belt.'
- (2) *Qaliqa takllawanmi halun. Qipantañataq kulpakta maqanchik pikuwan.* CH
qali-qa taklla-wan-mi halu-n qipa-n-ta-ña-taq
man-TOP plow-INSTR-EVD turn.earth-3 behind-3-ACC-DISC-SEQ
kulpa-kta maqa-nchik piku-wan
clod-ACC hit-1PL 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-cha-lla-:-wan kawsa-ku-ra-: mama-cha-lla-:-wan
 father-DIM-RSTR-1-INSTR live-REFL-PST-1 mother-DIM-RSTR-1-INSTR
kawsa-ku-ra-: 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?’
- (7) *Manaraqmi qari:pis kararaqchu. Sapalla: wak wasipa puñukura: vaka:wan.* ACH
mana-ra-q-mi qari-:-pis ka-ra-ra-q-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 sleepREFL-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) *Milawwan Aliciawwan 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.’

3.3.3.11 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-cta chay-paq
 tomorrow help-1.OBJ-IMP or tomorrow I-GEN-ACC DEM.D-ABL
talpu-shun qam-pa-cta-ña-taq
 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
 ‘We eat its delicious blood with hominy **and** with potatoes.’
- (4) *Chay kabranpawan vakanpawantri 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].’

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

- (5) *Qaripurawan 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 wambra-pura-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) *Karsilpahinam witrqamara. Wambra:kuna istudyaq pasan.* ACH
karsil-pa-hina-m witrqa-ma-ra wambra:-kuna istudya-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 kabratahina.* 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’).

3 Substantives

- (1) *Wak urqu **qipanpa** 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 **trawpintam** 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-

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* ‘nausea’) (4), (5).

- (1) *Mulinchik makinapaq kamcharinchik kallanapa.* AMV
muli-nchik makina-paq kamcha-ri-nchik kalla-na-pa
 grind-1PL machine-LOC toast-INCEP-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
lliklla-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 asnuchanwan kargachakusa hamuq.* AMV
mama-y-qa wichay-ta miku-na-y-ta apa-shpa
 mother-1-TOP up.hill-ACC eat-NMLZ-1-ACC bring-SUBIS
asnu-cha-n-wan karga-cha-ku-sa hamu-q
 donkey-DIM-3-INSTR 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 sibatanta 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 manaña 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.’

- (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! ¡Hampishunaykipaq!” 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 kutimunga 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
paga-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).

- (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 munaqkunakta pushakuyan.* CH
 mana-m muna-q-kuna-cta 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**.’
- (3) *Wak bandiduqa munarqachu manash wawayuqta. Wawapakuqtriki kidaqqa.* ACH
 wak bandidu-qa muna-rqa-chu mana-sh wawa-yuq-ta
 DEM.D bastard-TOP want-PST-NEG want-EVR baby-POSS-ACC
 wawa-paku-q-tri-ki kida-rqa
 baby-MUTBEN-AG-EVC-KI remain-PST
 ‘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 wambrakunapaqshi 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.’

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- (7) **maqtawan pashña chinkakuqqa** ACH
maqta-wan pashña chinka-ku-q-qa
 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 vikuñachataw 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 lulaq shamun.** CH
misa lula-q shamun-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-qa 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

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

- (13) *Huybisninpa 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-RSTR-INSTR strain-REFL-AG be-1PL stick-DIM-RSTR-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-RSTR-1-PL-TOP dry-PRF be-PROG-3
 ‘My aprons and things with them are **dry**.’
- (2) *Wak runapa trakinga **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].’

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- (3) *Chay ganaw **dividisan**wan rikisiyantri.* SP
chay ganaw dividi-sa-n-wan rikisi-ya-n-tri
 DEM.D cattle devide-PRF-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-REFL-URGT-3 cave-ALL-TOP DEM.D die-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-PRF-1PL
 ‘Before, anything **that happened** to us ...’
- (6) *kalamina **rantishanchikkuna*** LT
kalamina ranti-sha-nchik-kuna
 corrugated.iron buy-PRF-1PL-PL
 ‘the tin roofing **that we bought**’
- (7) *Ratuskamanshi kisuta **ruwasaykita** qawanqa.* AMV
ratus-kaman-shi kisu-ta ruwa-sa-yki-ta qawa-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 ñuqa Lutupa ubihawan **yatrasayta** willakushaq?* AMV
ima-ta-taq kanan ñuqa Lutu-pa ubiha-wan yatra-sa-y-ta
 what-ACC-SEQ now I Lutu-LOC sheep-INSTR live-PRF-1-ACC
willa-ku-shaq
 tell-REFL-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-1K make-REFL-1.FUT
 ‘I’ll fight. I’ll do **what I can.**’

- (10) *Ñuqapataqa silinsyu kaptin munashantaña ruwayan.* LT
ñuqa-pa-ta-qa silinsyu ka-pti-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-n-ta uyari-rqa-ni* ‘I heard that he drank’) (11).

- (11) *Ñuqqa wambran qipikusanta 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.’

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 kashankunakta.* CH
tilivisyun-ta lika-ku-ya-n piluta puklla-q-kuna-cta-m
 television-ACC look-REFL-PROG-3 ball play-AG-PL-ACC-EVD
may-traw dipurti ka-sha-n-kuna-cta
 where-LOC sport be-PRF-3-PL-ACC

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‘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.’

-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 ishpaynintash 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) *Tutal sudayllaña hamukuyan kwirpunchikpapis “¡Chaq! ¡Chaq! ¡Chaq!”*
sutukuyan sudayniki. ACH
tutal 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-yá 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-y-ta qalla-ku-n* ‘it started to wail’) (11).

- (8) *Rantiy kahun mana yaykunchu.* AMV
ranti-y kahun mana yayku-n-chu
 buy-INF coffin no enter-3-NEG
 ‘Bought coffins won’t fit it.’
- (9) *Waqtakunata llugsishpa runas puñuy.* ACH
waqta-kuna-ta llugsi-shpa runa-s puñu-y
 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
waqa-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’ (*iskribi-y-ta muna-ni* ‘I want to write’) (12–16).

- (12) *Manañam diskutiya ñuqa munanichu kayna.* LT
mana-ña-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 yatrarchu.* 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.’

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 qyakushpa manam ...*
hiwyaku:chu. CH
ispusu:-ta mama:-kuna tayta:-kuna-cta qaya-ku-shpa
 husband-1-ACC mother-1-PL father-1-PL-ACC call-REFL-SUBIS
mana-m hiwya-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 kwirpuyikikuna 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) *“Pachamankakuna 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

“‘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) *Vistigashpaqa pasakun vistigaq lliw gwardyant**in** huysn**intin**. 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 kandawn**intinta** kuchurusa, ¿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) *Qullq**intin** riptin krusn**intinshi** qullq**intinshi**. AMV*
qullqi-ntin ri-pti-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 punt**antin** punt**antin** 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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usual⁷ (*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
ña-m tuku-chka-ni-ña 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 iglisyapa-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) *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) *Chayyuqtriki 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 kaqniqu.* 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>2-PST-3>2-SEQ-TOP
 ‘How old did she tell you she was?’

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-*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 puntrawnintaqa ñam trakrantañam tapamun.* AMV
chay trunka pichqa-yuq puntraw-ni-n-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 quqawniyuqllam.* 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 nini.* 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.

- (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 yatraqmasinga 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 NS to derive NS with the meaning ‘little N’ (1–3).

- (1) *Wambra, uchuchuk wambra. Kayna wambrachakunalla.* LT
wambra uch-uchuk wambra kayna wambra-cha-kuna-lla
 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.’

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- (3) *Turnuchawan ñuqakunaqa trabaha:*. CH
turnu-cha-wan ñuqa-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) *Katraramuy 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) *Pulvuchapaq tapaykullasa, wayrachapaq 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) *Tiyu:pa sirvintin mamacha:pis sirvintin ñuqa kara:*. AMV
tiyu:-pa sirvinti-n mama-cha:-pis sirvinti-n ñuqa 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 llusiramushqa chay kahapaq.* AMV
chay urunguy-situ llusqi-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: onomatopoeic verbs (*chuqchuqya-* ‘nurse, 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 onomatopoeic 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).

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- (1) *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.’
- (2) *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**.”’
- (3) *¿Maqtakunata pushanki icha pashñata? 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 qaquuruy! 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.

- (7) *Tukuy puntraw pukutalunqa llaqta**akta**.* CH
tukuy puntraw pukuta-lu-nqa llaqta-akta
 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’).²

- (1) *Kamapam ñuqa puñukuya: ishkayni.* ACH
kama-pa-m ñuqa puñu-ku-ya-: ishkay-ni-:
 bed-LOC-EVD I sleepREFL-PROG-1 two-EUPH-1
 ‘We were both **sleeping** in bed.’
- (2) *Chaypaqa wiñaraptinga, ¿ayka puntrawnintataq riganchik?* AMV
chay-pa-qa wiña-ra-pti-n-qa ayka
 DEM.D-LOC-TOP grow-UNINT-SUBDS-3-TOP how.many
puntraw-ni-n-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 adverbial 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 llusirun 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 chaypaq 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 **march** [to] up high to Don Amador’s place.’
- (5) *Llaman qutuq risa, mayuta pawayashpash saqakarusa.* AMV
 llama-n qutu-q ri-sa mayu-ta pawa-ya-shpa-sh
 llama-3 gather-AG go-NPST river-ACC jump-PROG-SUBIS-EVR
saqa-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
 kabra-yki-wan qati-shi-q hamu-sa ni-nki-mi-ki
 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 fwirti kanchik, patachita, matrkata, trakranchik llusiqta mikushpam.* AMV
 ñuqa-nchik fwirti ka-nchik patachi-ta matrka-ta
 I-1PL strong be-1PL wheat.soup-ACC ground.cereal.meal-ACC
trakra-nchik llusiq-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.’

- (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 **kantaqmi**.* 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 **kayanchik**? 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 warmim **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).³

- (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) *Llutanshiki*. LT
llutan-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: $[[C_1V_1(C_2)]_{S_1}][C_1V_1(C_2)]_{S_1}[C_1V_1(C_2)]_{S_1}(-ya)(-ku)$

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., $(S_1)S_1S_1(-ya)(-ku)$.

qurqurya- ‘snore’ and *luqluqluqya*- ‘boil’ are two good examples. Further examples are given in Table 4.1.

Pattern 2: $[C_1V_1(C_2)]_{S_1}[C_3V_1]_{S_2}[C_3V_1]_{S_2}[C_3V_1]_{S_2}(-ya)(-ku)$

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., $S_1S_2S_2S_2(-ya)(-ku)$. *bunrururu*- ‘thunder’ is a good example of this pattern. Further examples are given in Table 4.2.

Pattern 3:

$((([C_1V_1(C_2)]_{S_1}[C_1V_1(C_2)]_{S_2})_{U_1})[[C_1V_1(C_2)]_{S_1}[C_1V_1(C_2)]_{S_2})_{U_1}[[C_1V_1(C_2)]_{S_1}[C_1V_1(C_2)]_{S_2})_{U_1}(-ya)(-ku)$

Table 4.1: Onomatopoetic verbs Pattern 1 examples

(1)	<i>taqtaq-ya-</i>	knock, make the sound of knocking on wood
(2)	<i>qurqur-ya-</i>	snore, make the sound of snoring
(3)	<i>kurrkurr-ya-</i>	ribbit (make the sound of a frog)
(4)	<i>punpun-ya-</i>	flub-dub, beat (make the sound of the heart)
(5)	<i>qasqas-ya-</i>	make the sound of dry leaves
(6)	<i>katkak-ya-</i>	tremble, shake (intrans.)
(7)	<i>chuqchuq-ya-</i>	nurse, make the sound of an animal nursing
(8)	<i>pakpak-ya-ku-</i>	make the sound of a guinea pig
(9)	<i>qullqullqull-ya-</i>	gurgle, make the sound of a stomach
(10)	<i>luqluqluq-ya-</i>	boil, make the sound of water boiling
(11)	<i>quququ-ya-ku-</i>	croak (make the sound of a frog)

Table 4.2: Onomatopoetic verbs Pattern 2 examples

(1)	<i>taqlalala-</i>	clang, make the sound of a can knocking against something
(2)	<i>bunrururu-</i>	thunder, make the sound of thunder
(3)	<i>challallalla-</i>	drip, make the sound of water dripping
(4)	<i>lapapapa-ya-</i>	make the sound of a billy goat chasing a female goat

Table 4.3: Onomatopoetic verbs Pattern 3 examples

(1)	<i>chiplichipli-</i>	shine, sparkle
(2)	<i>pīīīīchiwpiīīīchiw-</i>	make the sound of a pichusa
(3)	<i>iraniraniran-ya-ku-</i>	moo (make the sound of a cow)
(4)	<i>wilwichwilwich-ya-ku-</i>	make the sound of a pheasant

Pattern 3 replaces the single syllable of Pattern 1 with a two-syllable unit, *i.e.*, $([S_1S_2]_{U1})[S_1S_2]_{U1}[S_1S_2]_{U1}(-ya)(-ku)$.

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-

Table 4.4: Onomatopoetic verbs Pattern 4 examples

(1)	<i>chalaqchalan/ya-</i>	clang, make the sound of metal things coming into contact with each other
(2)	<i>waqwaqwa-ya-</i>	laugh heartily, guffaw
(3)	<i>chiwachiwa-ya-ku-</i>	make the sound of a chivillo bird

tition 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. “Bbrra-boom! Bbrra-boom!” it **rumbled**.’
- (4) *Chitchityakushpa rikullan kabrakunaqa.* 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, imperativity, 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 puntraw*) ‘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 modals 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: *-y* 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

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: *¡Ri-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* precedes⁴ 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. Caca, 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 llusqi-rqa-ø* ‘when/because you came, she left’; *Kustumbra-ku-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.

⁴ The derivational affixes *-mu*, *-chi*, and *-ru* may intervene between *-ya* and the inflectional affixes.

4 Verbs

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

	First person singular	past tense suffix <i>-RQa</i>	Perfect <i>-sHa</i>	Second-person alternative conditional
AMV	<i>-ni</i>	<i>-rqa</i>	<i>-sa</i>	yes
ACH	<i>-:</i>	<i>-ra</i>	<i>-sa</i>	no
CH	<i>-:</i>	<i>-la</i>	<i>-sha</i>	no
SP	<i>-:</i>	<i>-ra</i>	<i>-sa</i>	no
LT	<i>-ni</i>	<i>-ra</i>	<i>-sha</i>	no

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

Tense	1P	2P	3P	1PL
Present	-ni _{AMV,LT}	-nki	-n	-nchik
	-i _{ACH,CH,SP} 'I say'	'you say'	'he says'	'we say'
Future	-shaq	-nki	-nqa	-shun
	'I will say'	'you will say'	'he will say'	'we will say'
Past	-rqa-ni _{AMV}	-rqa-nki _{AMV}	-rqa-∅ _{AMV}	-rqa-nchik _{AMV}
	-ra-ni _{LT}	-ra-nki _{ACH,LT,SP}	-ra-∅ _{ACH,LT,SP}	-ra-nchik _{ACH,LT,SP}
	-ra-i _{ACH,SP}	-la-nki _{CH}	-la-∅ _{CH}	-la-nchik _{CH}
	-la-i _{CH} 'I (have) said'	'you (have) said'	'he (has) said'	'we (have) said'
Narrative past	-sa-ni _{AMV}	-sa-nki _{ACH,AMV,SP}	-sa-∅ _{ACH,AMV,SP}	-sa-nchik _{ACH,AMV,SP}
	-sha-ni _{LT}	-sha-nki _{CH,LT}	-sha-∅ _{CH,LT}	-sha-nchik _{CH,LT}
	-sa-i _{ACH,SP}			
	-sha-i _{CH} 'I have said'	'you have said'	'he has said'	'we have said'
Habitual past	-q ka-ni _{AMV,LT}	-q ka-nki	-q	-q ka-nchik
	-q ka-i _{ACH,CH,SP} 'I used to say'	'you used to say'	'he used to say'	'we used to say'
Continuative	-ya-ni _{AMV,LT}	-ya-nki	-ya-n	-ya-nchik
	-ya-i _{ACH,CH,SP} 'I am saying'	'you are saying'	'he is saying'	'we are saying'

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Table 4.6. Continued from previous page

Tense	1P	2P	3P	1PL
Conditional (potential)	-y-man _{AMV,LT}	-nki-man	-n-man	-nchik-man
	-:-man _{ACH,CH,SP} 'I can ... say'	'you can ... say'	'he can ... say'	'we can ... say'
Alternative conditional	×	-waq _{AMV} 'you could ... say'	×	-chuwan 'we could ... say'
	-y-man karqa _{AMV}	-nki-man ka-rqa _{AMV}	-n-man ka-rqa _{AMV}	-nchik-man ka-rqa _{AMV}
Past conditional	-y-man ka-ra _{LT}	-nki-man ka-ra _{ACH,LT,SP}	-n-man ka-ra _{ACH,LT,SP}	-nchik-man ka-ra _{ACH,LT,SP}
	-:-man ka-ra _{ACH,SP}	-nki-man ka-la _{CH}	ACH, LT, SP	-nchik-man ka-la _{CH}
	-:-man ka-la _{CH}	-n-man ka-la _{CH}	-n-man ka-la _{CH}	-n-man ka-la _{CH}
	'I could ... have said'	'you could ... have said'	'he could ... have said'	'we could ... have said'
Alternative past conditional	×	-waq ka-rqa _{AMV} -waq ka-ra _{LT}	×	-chuwan ka-rqa _{AMV} -chuwan ka-ra _{ACH,SP,LT} -chuwan ka-la _{CH} 'we could ... have said'
	×	-y 'Say!'	-chun 'Let him say!'	-shun 'Let's say!'
	-pti-y _{AMV,LT}	-pti-ki	-pti-n	-pti-nchik
Subordinator different subjects	-pti-:- _{ACH,CH,SP} when ... I <say>	when ... you <say>	when ... he <say>	when ... we <say>
	-shpa 'when ... I <say>'	-shpa 'when ... you <say>'	-shpa 'when ... he <say>'	-shpa 'when ... we <say>'

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Table 4.6. Continued from previous page

Tense	1P	2P	3P	1PL
Subordinator identical subj. 2	-shtin 'saying'	-shtin 'saying'	-shtin 'saying'	-shtin 'saying'

Table 4.7: Verbal inflection paradigm, actor-object suffixes

Tense	2>1	3>1	3>1PL	1>2	3>2
Present	-wa-nki _{AMV,LT}	-wa-n _{AMV,LT}	-wa-nchik _{AMV,LT}	-yki	-shu-nki
	-ma-nki _{ACH,CH,SP} 'you say to me'	-ma-n _{ACH,CH,SP} 'he says to me'	-man-chik _{ACH,CH,SP} 'he says to us'	'I say to you'	'he says to you'
Future	-wa-nki _{AMV,LT}	-wa-nga _{AMV,LT}	-wa-shun _{AMV,LT}	-sHQayki	-shu-nki
	-ma-nki _{ACH,CH,SP} 'you will say to me'	-ma-nga _{ACH,CH,SP} 'he will say to me'	-ma-shun _{ACH,CH,SP} 'he will say to us'	'I will say to you'	'he will say to you'
Past	-wa-rqa-nki _{AMV}	-wa-rqa- \emptyset _{AMV}	-wa-rqa-nchik _{AMV}	-rqa-yki _{AMV}	-shu-rqa-nki _{AMV}
	-wa-ra-nki _{LT}	-wa-ra- \emptyset _{LT}	-wa-ra-nchik _{LT}	-ra-yki _{LT, ACH, SP}	-shu-ra-nki _{LT, ACH, SP}
	-ma-ra-nki _{ACH,SP}	-ma-ra- \emptyset _{ACH,SP}	-ma-ra-nchik _{ACH,SP}	-la-yki _{CH}	-shu-la-nki _{CH}
	-ma-la-nki _{CH} 'you (have) said to me'	-ma-la- \emptyset _{CH} 'he (has) said to me'	-ma-la-nchik _{CH} 'he (has) said to us'	'I (have) said to you'	'he (has) said to you'

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Table 4.7. Continued from previous page

Tense	2>1	3>1	3>1PL	1>2	3>2
Narrative past	-wa-sa-nki _{AMV}	-wa-sa- \emptyset _{AMV}	-wa-sa-nchik _{AMV}	-sa-yki _{AMV, ACH, SP}	N/A
	-wa-sha-nki _{LT}	-wa-sha- \emptyset _{LT}	-wa-sha-nchik _{LT}	-sha-yki _{LT, CH}	N/A
	-ma-sa-nki _{ACH, SP}	-ma-sa- \emptyset _{ACH, SP}	-ma-sa-nchik _{ACH, SP}		
	-ma-sha-nki _{CH}	-ma-sha- \emptyset _{CH}	-ma-sha-nchik _{CH}		
	'you (have) said to me'	'he (has) said to me'	'he (has) said to us'	'I (have) said to you'	'he (has) said to you'
Habitual past	-wa-q ka-nki _{AMV, LT}	-wa-q _{AMV, LT}	N/A	N/A	N/A
	-ma-q	-ma-q _{ACH, CH, SP}	N/A	N/A	N/A
	ka-nki _{ACH, CH, SP}				
Continuous	-ya-wa-nki _{AMV, LT}	-ya-wa-n _{AMV, LT}	-ya-wa-nchik _{AMV, LT}	-ya-yki	-ya-shu-nki
	-ya-ma-nki _{ACH, CH, SP}	-ya-ma-n _{ACH, CH, SP}	-ya-ma-nchik _{ACH, CH, SP}		
	'you are saying to me'	'he is saying to me'	'he is saying to us'	'I am saying to you'	'he is saying to you'
Conditional	-wa-nki-man _{AMV, LT}	-wa-n-man _{AMV, LT}	-wa-nchik-man _{AMV, LT}	-yki-man	-shu-nki-man
	-ma-nki-man _{ACH, CH, SP}	-ma-n-man _{ACH, CH, SP}	-ma-nchik-man _{ACH, CH, SP}		
	'you can ... say to me'	'he can ... say to me'	'he can ... say to us'	'I can ... say to you'	'he can ... say to you'
Alternative conditional	×	×	-wa-chuwan _{AMV, LT}	×	×
	×	×	-ma-chuwan _{ACH, CH, SP}	×	×
			'he ca ... say to us'		

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Table 4.7. Continued from previous page

Tense	2>1	3>1	3>1PL	1>2	3>2
Past conditional	-wa-nki-man ka-rqa _{AMV}	-wa-n-man ka-rqa _{AMV}	-wa-nchik-man ka-rqa _{AMV}	-yki-man ka-rqa _{AMV}	-shu-nki-man ka-rqa _{AMV}
	-wa-nki-man ka-ra _{LT}	-wa-n-man ka-ra _{LT}	-wa-nchik-man ka-ra _{LT}	-yki-man ka-ra _{LT}	-shu-nki-man ka-ra _{LT}
	-ma-nki-man ka-ra _{ACH,SP}	-ma-n-man ka-ra _{ACH,SP}	-ma-nchik-man ka-ra _{ACH,SP}		
	-ma-nki-man ka-la _{CH}	-ma-n-man ka-la _{CH}	-ma-nchik-man ka-la _{CH}		
	'you could ... have said to me'	'he could ... have said to me'	'he could ... have said to us'	'I could ... have said to you'	'he could ... have said to you'
	×	×	-wa-chuwan ka-rqa _{AMV}	×	×
Alternative past conditional	×	×	-ma-chuwan	×	×
	×	×	ka-ra _{LT,ACH,SP}	×	×
	×	×	-ma-chuwan ka-la _{CH}	×	×
Subordinator different subjects	-wa-pti-ki _{AMV,LT}	-wa-pti-n _{AMV,LT}	-wa-pti-nchik _{AMV,LT}	-pti-ki	-shu-pti-ki
	-ma-pti-ki _{ACH,CH,SP}	-ma-pti-n _{ACH,CH,SP}	-ma-pti-nchik _{ACH,CH,SP}		
	'when ... you say to me'	'when ... he says to me'	'when ... he says to us'	'when ... I say to you'	'when ... he says to you'

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 $-i_{ACH,CH,SP}$; in AMV, LT; these are indicated by $-ni_{AMV,LT}$, and $-y_{AMV,LT}$, respectively. $-i$ 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*: ‘I walk’). $-i$ and $-y$ attach to the subordinating suffix $-pti$ (*qawa-pti-y*, *qawa-pti-i*: ‘when ... I see’) and to the verb stem in the conditional (*lluqsi-y-man*, *lluqsi-i-man* ‘I could leave’).

In all dialects the second person is indicated in the verbal paradigm by $-nki$ and in the substantive paradigm by $-yki$. $-nki$ attaches to verb stems (plus derivational or inflectional suffixes, if any are present, except $-man$) (*puri-nki* ‘you walk’); the $-yki$ allomorph $-ki$ attaches to the subordinator $-pti$ (*qawa-pti-ki* ‘when ... you see’). In Cakra, $-k$ 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 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 verbal suffix ($-nki$) $-wa$ and $-ma$ indicate that the speaker is the object of action by the addressee (*qu-wa-nki*, *qu-ma-nki* ‘you give me’) (1), (2); followed by third person verbal 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**?’

Table 4.8: Person suffixes by environment

Person	verb stem + suffixes	subordina- tor <i>-shpa</i>	subordina- tor <i>-pti</i>	substantive (short) i final	substantive (short) a, u final	substantive C. (or long V.) final	condi- tional V. stem + suffixes
1	-ni _{AMV,LT}	-y _{AMV,LT}	-y _{AMV,LT}	-y _{AMV,LT}	-y _{AMV,LT}	-ni- y _{AMV,LT}	-y _{AMV,LT}
	-ʔ _{ACH,CH,SP}	-ʔ _{ACH,CH,SP}	-ʔ _{ACH,CH,SP}	-ʔ _{ACH,CH,SP}	-ʔ _{ACH,CH,SP}	-ni- ʔ _{ACH,CH,SP}	-ʔ _{ACH,CH,SP}
2	-nki	-yki	-ki	-ki	-yki	-ni-ki	-nki
3	-n	-n	-n	-n	-n	-ni-n	-n
1PL	-nchik	-nchik	-nchik	-nchik	-nchik	-ni-nchik	-nchik

- (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) *Mancharichiman**chik** tuta.* ACH
mancha-ri-chi-man-chik tuta
 scare-INCEP-CAUS-1.OBJ-1PL night
 ‘It scares us at night.’
- (7) *Mitamik. Truram**anchik** kwadirnuman sutinchikta.* 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) *¡Qawaykachi**way** 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!’
- (9) *“¡Amayá diharam**aychu!**” 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
 ‘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).

- (10) *Makinchikqa tusku kaptinqa vakapa nanachinqa chichinta saytarushpa diharush**unki**.* AMV
maki-nchik-qa tusku ka-pti-n-qa vaka-pa nana-chi-nqa
 hand-1PL-TOP rough be-SUBDS-3-TOP cow-GEN hurt-CAUS-3.FUT
chichi-n-ta sayta-ru-shpa diha-ru-shunki
 teat-3-ACC kick-URGT-SUBIS leave-URGT-3>2
 ‘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).

- (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-pti-ki* ‘when he/she/they gave you’; *qu-wa-na-n-paq* ‘so he/she/they give/s me’).

- (15) *Munashantañam ruwan runaqa tantyayawantriki*. 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 mutuwan?* AMV
huk-tri-ki apa-ya-shunki kiki-lla-yki-chu puri-ya-nki
 one-EVC-1KI 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 qipiwarka 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 ñuqa hawka puñukupti:?*” *nishpash.* SP
imapaq aysa-pa-ma-ra-nki ñuqa hawka puñu-ku-pti:-
 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 ñitillawaptin.* AMV
hamu-lla-rqa-ni chikchik para-lla tapa-lla-wa-pti-n yana
 come-RSTR-PST-1 hail rain-RSTR cover-RSTR-1.OBJ-SUBDS-3 black
puyu-lla ñiti-lla-wa-pti-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**.’

- (22) *¡Kay pampaman qatimuchun! Wakpa ñitiruwaptinqa.* AMV
kay pampa-man qati-mu-chun wak-pa
 DEM.P plain-ALL follow-CISL-INJUNC DEM.D-LOC
ñiti-ru-wa-pti-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-hta qu-ma-pti-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-pti-ki
 child tell-2.OBJ-SUBDS-2
 ‘**When the children told you**.’
- (25) *Sudarachishuptiki kapasmi surqurunman.* AMV
suda-ra-chi-shu-pti-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
wasari-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*. *Manam saruwanantaq munaniñachu*. AMV
saru-ru-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-ni-ña-chu
 want-1-DISC-NEG
 ‘You could trample me. I don’t want him to trample me any more.’

- (31) *Mana chichiyuq kaptikiqa chayna llugarishunkimantri*. AMV
mana chichi-yuq ka-pti-ki-qa chayna
 no breast-POSS be-SUBDS-2-TOP thus
lluga-ri-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 mikulushunkiman*. CH
kwidadu chay-pi-taq qalqali miku-lu-shunki-man
 careful DEM.D-LOC-SEQ zombie eat-URGT-2.OBJ-2-COND
 ‘Be careful! A demon could eat you there.’

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 (*ñiti-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-chi-wa-rqa-nchik
 get.drunk-URGT-CAUS-1.OBJ-PST-1PL
 ‘She doesn’t want to drink now. Earlier, they had got us drunk.’

- (34) *Chiri pasawaptinchikpis, wiksa nanaykunapaq.* AMV
chiri pasa-wa-pti-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) *Ñitiruwanchik.* 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.FUT DEM.P-ACC-EVD sustain-2-TOP
 ‘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?’

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- (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.

- (43) *Mana riqkuna, ¿Imatam rimasayki? Yatranchikchu.* AMV
mana ri-q-kuna ima-ta-m rima-sayki yatra-nchik-chu
 no go-AG-PL what-ACC-EVD talk-1>2 know-1PL-NEG
 ‘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
 DEDM.P whey-ADD dog-1-BEN-ADD say-REFL-URGT-3-EVR
subrinu-n-ta-qa
 nephew-3-ACC-TOP
 ‘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:
 I-ACC raise-1.OBJ-PST mother-DIM-1 uncle -1 aunt-1
 ‘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-ni/-:* 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.

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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

	1OBJ	2OBJ	1PL OBJ
1 SBJ	×	Present: -YkI _{ACH,AMV,LT,SP} Future: -sHQa-yki	×
2 SBJ	-wa-nki _{AMV,LT} -ma-nki _{ACH,CH,SP}	×	
3 SBJ	-wa-N _{AMV,LT} -ma-N _{ACH,CH,SP}	-shu-nki	-wa-nchik _{AMV,LT} -ma-nchik _{ACH,CH,SP}

4.3.3 Tense

SYQ counts three tenses: present, past, and future (*maska-nchik* ‘we look for’, *maska-rqa-nchik* ‘we looked for’, *maska-shun* ‘we will look for’). With the exception of the first person plural, person suffixes in SYQ are unmarked for number. *-nki* corresponds to the second person singular and plural (*yanapa-nki* ‘you.s/PL help; *maylla-nki* ‘you.s/PL wash’). *-N* corresponds to the third person singular and plural (*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 SYQ are *-ni* and *-:* (1P), *-nki* (2P), *-n* (3P), and *-nchik* (1PL). Examples include: (*atrqay-tuku-ni/-:* ‘I pretend to be an eagle’, *kundur-tuku-nki* ‘you pretend to be a condor’, *rutu-tuku-n* ‘he pretends to be a *rutu*’ (small mountain bird), *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 examples.

- (1) *Wasiyta ñuqaqa pichakuni tallawanmi.* AMV
wasi-y-ta ñuqa-qa picha-ku-ni talla-wan-mi
 house-1-ACC I-TOP sweep-REFL-1 straw-INSTR-EVD
 ‘I sweep my house with straw.’

Table 4.10: Present tense inflection

Person	Singular	Plural
1		-nchik (dual, incl.)
	-ni _{AMV,LT}	-ni _{AMV,LT} (excl.)
	-i _{ACH,CH,SP}	-i _{ACH,CH,SP} (excl.)
2	-nki	-nki
3	-n	-n

Table 4.11: Present tense inflection – actor-object suffixes

2>1	3>1	3>1pl	1>2	3>2
-wa-nki _{AMV,LT}	-wa-n _{AMV,LT}	-wa-nchik _{AMV,LT}	-yki	-shunki
-ma-nki _{ACH,CH,SP}	-ma-n _{ACH,CH,SP}	-ma-nchik _{ACH,CH,SP}		

- (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 ruwanchik 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.’

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- (6) *Familyallan ñuqakuna suya:* CH
familya-lla-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 hapini.* AMV
chay-ta-qa qawa-yku-shpa valur-ta hapi-ni
 DEM.D-ACC-TOP see-EXCEP-SUBIS 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-1PL
 ‘Here, **we**’re accustomed to it.’

- (11) *Wañuq taytachaymi chaytaqa ñuqakunaman willawarqa.* AMV
wañu-q tayta-cha-y-mi chay-ta-qa ñuqa-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 *ñuqa* 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 ñuqa puñukuya: ishkayni.* ACH
kama-pa-m ñuqa 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 4.12: Future tense inflection

Person	Singular	Plural
1	-shaq	-shun
2	-nki	-nki
3	-nqa	-nqa

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Table 4.13: Future tense inflection – actor-object suffixes

2>1	3>1	3>1pl	1>2	3>2
-wa-nki _{AMV,LT}	-wa-nqa- \emptyset _{AMV,LT}	-wa-shun _{AMV,LT}	-sHQayki	-shunki
-ma-nki _{ACH,CH,SP}	-ma-nqa- \emptyset _{ACH,CH,SP}	-ma-shun _{ACH,CH,SP}		

- (1) *Manam iskapanqachu. Wañurachishaqmi.* AMV
mana-m iskap-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 michimushaq 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 harkaniki vakata chawanki.* 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.’

- (6) *Kaytatr paqarikushun.* AMV
kay-ta-tr paqa-ri-ku-shun
 DEM.P-ACC-EVC wash-INCEP-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 turi-ki-pis
 you-GEN mother-2-ADD father-2-ADD die-REFL-3.FUT brother-2-ADD
ñaña-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-cta 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-rqa/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-ø* ‘she brought it’). The past tense (completive) is indicated 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 combination 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.

4.3.3.3.1 **Simple past -RQa** -RQa indicates the past tense.⁵ 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

Person	Singular	Plural
1	-rqa-ni _{AMV}	-rqa-nchik _{AMV}
	-ra-ni _{LT}	-ra-nchik _{ACH,SP,LT}
	-ra-∅ _{ACH,SP}	-la-nchik _{CH}
	-la-∅ _{CH}	
2	-rqa-nki _{AMV}	-rqa-nki _{AMV}
	-ra-nki _{ACH,SP,LT}	-ra-nki _{ACH,SP,LT}
	-la-nki _{CH}	-la-nki _{CH}
3	-rqa-∅ _{AMV}	-rqa-∅ _{AMV}
	-ra-∅ _{ACH,SP,LT}	-ra-∅ _{ACH,SP,LT}
	-la-∅ _{CH}	-la-∅ _{CH}

Table 4.15: past tense inflection – actor-object suffixes

2>1	3>1	3>1pl	1>2	3>2
-wa-rqa-nki _{AMV}	-wa-rqa-∅ _{AMV}	-wa-rqa-nchik _{AMV}	-rqa-yki _{AMV}	-shu-rqa-nki _{AMV}
-wa-ra-nki _{LT}	-wa-ra-∅ _{LT}	-wa-ra-nchik _{LT}	-ra-yki _{LT,ACH,SP}	-shu-ra-nki _{LT,ACH,SP}
-ma-ra-nki _{ACH,SP}	-ma-ra-∅ _{ACH,SP}	-ma-ra-nchik _{ACH,SP}		
-ma-la-nki _{CH}	-ma-la-∅ _{CH}	-ma-la-nchik _{CH}	-la-yki _{CH}	-shu-la-nki _{CH}

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, -ru in Southern Conchucos Q originally indicated outward direction. It became a derivational perfective then an inflectional past (see Hintz 2011: 192–197).

- (1) *Iskwilanta lliwta ya wamrayta puchukachirqani.* AMV
 iskwila-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 karka!* 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: lliw ganaw-ni-ntin wamra: lliw listu
 return-REFL-CISL-PST-1 all cattle-EUPH-INCL child-1 all ready
 hishpi-ru-pti-n-ña
 educate-URGT-SUBDS-3-DISC
 ‘I came back with all my cattle when my children had been educated.’
- (4) *Kanan Primitivoqa ñuqa istankamurani.* LT
 kanan Primitivo-qa ñuqa istanka-mu-ra-ni
 now Primitivo-TOP I fill.reservoir-CISL-PST-1
 ‘Now Primitivo [says] I filled the reservoir.’
- (5) *Qam pasaypaqtriki riranki Diosninchikta tariq.* LT
 qam pasaypaq-tri-ki ri-ra-nki Dios-ni-nchik-ta tari-q
 you completely-EVC-1KI 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-ru-shpa-qa palla-ku-lla-ra
 antayluma.berry-ACC find-URGT-SUBIS-TOP pick-REFL-RSTR-PST
 hinaptin-shi
 then-EVR
 ‘When she found the antayluma berries, she picked them then, they say.’

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- (7) *Suwanakushpatr llusila*. CH
suwa-naku-shpa-tr llusila
 steal-RECIP-SUBIS-EVC go.out-PST
 ‘They left eloping.’
- (8) *¿Manachu rimidyukta apakamulanki?* CH
mana-chu rimidyu-hta 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 pasarqachu?* AMV
llaqta-yki-pa pasa-rqa-chu
 town-2-LOC pass-PST-Q
 ‘Did [the earthquake] go through your town?’
- (10) *Unaymi chayna pulilaø chay tirruku. Awturidadkunakta ashushpa wañuchiya muna-la*. CH
unay-mi chayna puli-la chay tirruku
 before-EVD thus walk-PST DEM.D Shining.Path
awturidad-kuna-hta ashushpa wañu-chi-y-hta 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 hurquruptinqa*. LT
alli-alli-ta-ya-ri lucha-ra-nchik wak
 good-good-ACC-EMPH-ARI fight-PST-1PL DEM.D
hurqu-ru-pti-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.’

- (13) *Chayllatam tumachirqani. 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 puchukarunchik.* 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**.’

- (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) *Disparisirunñam. Manam uyari:chu.* SP
disparisi-ru-n-ñam 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 apalunñam uspitalman.* CH
chay walmi-ta tali-lu-shpa-qa apa-lu-n-ñam
 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:) ish kay.* ACH
dumingu-n-pa kisu-ta apa-q ka-ra:- ish kay
 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.’

- (25) *Kundinakurunmantri 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.’
- (26) *Cañeteta ayarikura: Ispusu:ta listaman trurarusa* (*trurarqasa, *trurasarqa). ACH
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-pti-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 siqaykuruptin puñukuratrik shinkaqqqa*. ACH
chay mula-paq siqa-yku-ru-pti-n
 DEM.D mule-ABL go.down-EXCEP-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-lla atuq-shi ka-sa
 one-RSTR fox-EVR be-NPST
 ‘[Once upon a time] there **was** a fox, they say.’
- (2) *Chay ukucha kasa maqtatukushpa.* 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 partisa.* 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 ayqikusa.* 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) “¡Mátalo!” *nishashiki.* CH
mátalo ni-sha-shi-ki
 [Spanish] say-NPST-EVR-IKI
 “‘Kill him!’ she **said**, they say.’
- (7) *Wañukachishpash 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.’

- (8) *Wak warmiqa lllaman qutuq risa. Mayuta pawayashpash siqaykurusa; karu karutash aparusa.* 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 aparamusa 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-INSTR 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) *Rutupis ingañarqash maqtatukushpa pashñata.* AMV
rutu-pis ingaña-rqa-sh maqta-tuku-shpa pashña-ta
 rutu.bird-ADD trick-PST-EVR young.man-SIMUL-SUBIS girl-ACC
 ‘A rutu-bird, too, **deceived** a girl by making himself out to be a
 young man, **they say**.’

- (14) *Millisunqa wañururqash huknin.* AMV
millisu-n-qa wañu-ru-rqa-sh huk-ni-n
 twin-3-TOP die-URGT-PST-EVR 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) *Trayarunshari, ‘¿Maymi chay warmiy?’* AMV
traya-ru-n-sh-ari, may-mi chay warmi-y
 arrive-URGT-EVR-ARI where-EVD DEM.D woman-1
 ‘The condor **arrived**, they say, [and said], “Where is my wife?”’
- (16) *Chaynam kundur qipiwarqa matrayta chaypi wawakuruni.* AMV
chayna-m kundur qipi-wa-rqa matray-ta chaypi
 thus-EVD condor carry-1.OBJ-PST cave-ACC DEM.D-LOC
wawa-ku-ru-ni
 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).

Table 4.16: Inflection of *-sHa*

Person	Singular	Plural
1	-sa-ni _{AMV} -sha-ni _{LT} -sha- _{CH} -sa- _{AMV,SP}	-sa-nchik _{AMV,ACH,SP} -sha-nchik _{CH,LT}
2	-sa-nki _{AMV,ACH,SP} -sha-nki _{CH,LT}	-sa-nki _{AMV,ACH,SP} -sha-nki _{CH,LT}
3	-sa- \emptyset _{AMV,ACH,SP} -sha- \emptyset _{CH,LT}	-sa- \emptyset _{AMV,ACH,SP} -sha- \emptyset _{CH,LT}

Table 4.17: Inflection of *sHa* – actor-object suffixes

2>1	3>1	3>1pl	1>2	3>2
-wa-sa-nki _{AMV}	-wa-sa- \emptyset _{AMV}	-wa-sa-nchik _{AMV}	-sa-yki _{AMV,ACH,SP}	N/A
-wa-sha-nki _{LT}	-wa-sha- \emptyset _{LT}	-wa-sha-nchik _{LT}	-sha-yki _{LT,CH}	N/A
-ma-sa-nki _{ACH,SP}	-ma-sa- \emptyset _{ACH,SP}	-ma-sa-nchik _{ACH,SP}		
-ma-sha-nki _{CH}	-ma-sha- \emptyset _{CH}	-ma-sha-nchik _{CH}		

- (1) *Chay alkulta mana tapasanichu.* 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 miku-sha-y-ari
 miku-SHA-EMPH-ARI eat-SHA-EMPH-ARI
 ‘They’ve eaten them, all right. They’ve eaten them.’

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).⁶

- (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 present⁷ (5–7) (see §4.3.3.3.1).⁸

- (5) ‘¿Maypaqtaq **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) *Kananqa shimi:lla qacharun 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.’

⁶ The corpus counts 1157 instances of *-sHa*; a sample of 50 turned up no translation to the Spanish perfect.

⁷ In elicitation sessions, speakers of SYQ do interpret *-ri* as indicating the present perfect; in a sample of 50 of the 353 instances of *-Ri* in the corpus, however, only once did the speakers assign it a perfect interpretation (*Spkr 1: Yapa-mi-k kuti-nqa, ¿aw?* *Spkr 2: Puchuka-ri -n-chu.* ‘She’s going to go back again, no?’ ‘She hasn’t finished yet.’)

⁸ The the translations in (1–3) were proposed only to suggest possible perfect interpretations of sentences that, I argued, are better interpreted as narrative pasts.

- (7) *Ni pi qawanchu ni pi tarinchu.* 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 liyunqa 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

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.

- (11) *Liluptinga, li:.* CH
li-lu-pti-n-qa *li:-*
 go-URGT-SUBDS-3-TOP go-1
 ‘When (after) he went, I went.’
- (12) *Hinaptinshi iskinapa kayaptin baliyarun.* ACH
hinaptin-shi iskina-pa 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
tuma-ru-n
 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 combination 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). Table 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

Person	Singular	Plural
1	-q ka-ni _{AMV,LT} -q ka- _{ACH,CH,SP}	-q ka-nchik
2	-q ka-nki	-q ka-nki
3	-q	-q

- (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.’

Table 4.19: Habitual past inflection – actor-object suffixes

2>1	3>1	3>1pl	1>2	3>2
-wa-q ka-nki _{AMV,LT}	-wa-q _{AMV,LT}	N/A	N/A	N/A
-ma-q ka-nki _{ACH,CH,SP}	-ma-q _{ACH,CH,SP}			

- (2) *Chayhina puriq kanchik ayvis fufuru puchukaruq.* AMV
chay-hina puri-q ka-nchik ayvis fufuru puchuka-ru-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 pakakuq huk law likuq.* CH
awturidad-kuna-qa paka-ku-q huk law li-ku-q
 authority-PL-TOP hide-REFL-AG one side go-REFL-AG
 ‘The officials **would** hide, they **would** go other places.’
- (4) *Chay turruristawan kay Azángaropaq rikuyaq. Wama wamaq piliyakuyaq.* ACH
chay turrurista-wan kay Azángaro-paq riku-ya-q wama
 DEM.D terrorist-INSTR DEM.P Azángaro-ABL go-PROG-AG a.lot
wamaq piliya-ku-ya-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 uquchiwaq. Huk vidatam wakwanqa pukllarirqani.* AMV
wasi-y-ta hamu-ru-pti-y uqu-chi-wa-q huk
 house-1-ACC come-URGT-SUBDS-1 wet-CAUS-1.OBJ-AG one
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.’

- (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 indicate 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 singular 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 singular in the QR-aligned 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 discussion).

4.3.4.2 Modality

The syQ conditional covers far more territory than does the conditional in Spanish 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 displays the modal system of syQ.

Table 4.20: Regular conditional inflection

Person	Singular	Plural
1	-y-man _{AMV,LT} -:-man _{ACH,CH,SP}	-nchik-man
2	-nki-man	-nki-man
3	-n-man	-n-man

Table 4.21: Regular conditional inflection – actor-object suffixes

2>1	3>1	3>1pl	1>2	3>2
-wa-nki-man _{AMV,LT} -ma-nki-man _{ACH,CH,SP}	-wa-n-man _{AMV,LT} -ma-n-man _{ACH,CH,SP}	-wa-nchik-man _{AMV,LT} -ma-nchik-man _{ACH,CH,SP}	-yki-man	-shu-nki-man

Table 4.22: Modal system

	Existential	Universal*
Ability	V-COND-EVD <i>qawa-n-man-mi</i> manam V-INF-ACC atipa-INFL-chu *EV <i>manam qawa-y-ta atipa-n-chu</i>	x
Circumstantial	V-COND-EVD <i>wiña-n-man-mi</i>	x
Deontic	V-COND-EVD <i>qawa-n-man-mi</i> Hawka V-FUT-EVD <i>hawka qawa-nqa-m</i>	V-COND-EVD <i>qawa-n-man-mi</i> V-NMLZ-POSS-EVD (be-PST) <i>qawa-na-n-mi</i>
Epistemic	V-COND-EVC <i>qawa-n-man-tri</i>	V-COND-EVC (be-PST) <i>qawa-n-man-tri</i>
Teleological	V-COND-EVD <i>qawa-n-man-mi</i> V-PRES-EVD <i>qawa-n-mi</i>	V-COND-EVD <i>qawa-n-man-mi</i> V-PRES-EVD <i>qawa-n-m</i>

*The verbs *usHachi*- ‘be able’, *puydi*- ‘be able’, and *yatra*- ‘know’ can replace *atipa*-.

4 Verbs

- (1) *Kanan chayta rin**man**.* LT
kanan chay-ta ri-n-man
 now DEM.D-ACC go-3-COND
 ‘Now, he **could** go there.’
- (2) *¿Manachu kуска lin**man**?* CH
mana-chu kуска 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 ruwanki**man**? ¿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 kan**manchu**.* 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) *Sarurullawan**man**.* AMV
saru-ru-lla-wa-n-man
 trample-URGT-RSTR-1.OBJ-3-COND
 ‘She **could** trample me.’

- (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) *Wawakunk**iman**mi 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) *Yatarunk**imantaq**.* AMV
yata-ru-nki-man-taq
 catch-URGT-2-COND-SEQ
 ‘**Be careful** not to catch it.’
- (11) *Chayshi manash invidyusu kaytaq **atipanchikmanchu**.* 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 shutuykachi**yman**, ¿aw?* AMV
ishcha-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 istudyank**iman**miki.* [†] AMV
allin nuta-ta surqu-na-yki-paq istudya-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 apamunk**iman**mi.* 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].’

- (15) *Wasikunapis saqaykunmantri fwirti kaptinqa.* AMV
wasi-kuna-pis saqa-yku-n-man-tri fwirti ka-pti-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 kanman?* 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) *Wañukunmantriki. ¿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 *ø*; strong universal readings result when the evidential is modified by the evidential modifier *-iki* (*siqa-yku-n-man-tri-ø* ‘it **might** fall’, *siqa-yku-n-man-tri-ki* ‘it **will most likely** fall’; *istudya-nki-man-mi-ø* ‘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 riyta atipanchu pishipakuyan.* AMV
mana-ña 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 atipanchu.* ACH
wawa-n ka-pti-n-qa, mana-ña 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).

- (20) *Chay ninaman pawayta hawanta munayan mana usachinchu.* AMV
chay nina-man pawa-y-ta hawa-n-ta muna-ya-n mana
 DEM.D 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 chapupaqa. Ushachinchu yupayta.* AMV
pilu-n-ta-qa yupa-ya-n-sh-ari chay chapu-pa-q-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, *-trI*, conditionals are generally restricted to epistemic interpretations; under the scope of the direct evidential *-mI*, 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 **-chuwam-man* remain unattested.

- (29) *Suwakun**mantriki***. 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 puchukarun**mantriki***. AMV
tura-ntin 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-EVR no-EVR 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 mikulush**unkiman***. 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-EVD die-1-COND-NEG
 ‘I **can’t** die.’
- (34) *Mana chichiyuq kaptikiqa chayna llugarish**unkimantri***. AMV
mana chichi-yuq ka-pti-ki-qa chayna
 no breast-POSS 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.’

- (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 mikuchayku**waq**chu 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 alch**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 hitraykurull**waq**.* 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 shinkaruch**uwan**.* 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 mikuruch**uwan**mi.* ACH
huk qu-pti-n-qa miku-ru-chuwan-mi
 one give-SUBDS-3-TOP eat-URGT-1PL.COND-EVD
 ‘When another gives, we can eat.’

- (6) *Manañam kwintak**chuwan**ñachu.* 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 ruwa**chuwan**.* AMV
tuta-ya-q-paq mana-m ima-ta-pis ruwa-chuwan
 night-INCH-AG-LOC no-EVD what-ACC-ADD make-1PL.COND
 ‘In the darkness, we couldn’t do anything.’
- (8) *Yanapapaku**waq**.* AMV
yanapa-paku-waq
 help-JTACC-2.COND
 ‘You.PL 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) *Vininam**chuwan**tri.* ACH
vinina-ma-chuwan-tri
 poison-1.OBJ-1PL.COND-EVC
 ‘It can poison us.’
- (10) *Sapallanchiktaqa mikur**ma**chuwantri.* ACH
sapa-lla-nchik-ta-qa miku-ru-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 chukaru**wachuwan**yá.* AMV
dibil ka-pti-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**wachuwan**mi.* AMV
midiku hudi-ru-wa-chuwan-mi
 doctor screw-URGT-1.OBJ-1PL.COND-EVD
 ‘Doctors can screw us up.’

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 antipenultimate syllable (19).

- (13) *¿Vakata chuqamu**waq**chu?* 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 riga**chuwan**chu.* 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
 no-EVD irrigate-1PL.COND-NEG
 ‘Water is spilling. So I’m going to go to town. **We can’t** irrigate.’
- (15) *Kayanmi uniku qullqiyuqpaqyá ¿Maypam rigala**wachuwan**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 apaku**waq**.* 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 kaya**chuwan**tri.* 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) *Trabahawa**q**mi 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.’

- (19) *Pulíchuwan kuskanchik.* CH
puli-chuwan kуска-нchik
 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

Person	Singular	Plural
1	-y-man karqa- \emptyset _{AMV} -y-man kara- \emptyset _{LT} -:-man kara- \emptyset _{ACH,SP} -:-man kala- \emptyset _{CH}	-nchik-man karqa- \emptyset _{AMV} -nchik-man kara- \emptyset _{ACH,LT,SP} -nchik-man kala- \emptyset _{CH} -chuwan karqa- \emptyset _{AMV} -chuwan kara- \emptyset _{ACH,LT}
2	-nki-man karqa- \emptyset _{AMV} -nki-man kara- \emptyset _{ACH,LT,SP} -nki-man kala- \emptyset _{CH} -waq karqa- \emptyset _{AMV}	-nki-man karqa- \emptyset _{AMV} -nki-man kara- \emptyset _{ACH,LT,SP} -nki-man kala- \emptyset _{CH} -waq karqa- \emptyset _{AMV}
3	-n-man karqa- \emptyset _{AMV} -n-man kara- \emptyset _{ACH,SP,LT} -n-man kala- \emptyset _{CH}	-n-man karqa- \emptyset _{AMV} -n-man kara- \emptyset _{ACH,SP,LT} -n-man kala- \emptyset _{CH}

- (1) *Riruyman 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.’

Table 4.24: Past conditional inflection – actor-object suffixes

2>1	3>1	3>1pl
-wa-nki-man ka-rqa _{AMV}	-wa-n-man ka-rqa _{AMV}	-wa-nchik-man ka-rqa _{AMV}
-wa-nki-man ka-ra _{LT}	-wa-n-man ka-ra _{LT}	-wa-nchik-man ka-ra _{LT}
-ma-nki-man ka-ra _{ACH,SP}	-ma-n-man ka-ra _{ACH,SP}	-ma-nchik-man ka-ra _{ACH,SP}
-ma-nki-man ka-la _{CH}	-ma-n-man ka-la _{CH}	-ma-nchik-man ka-la _{CH}
1>2	3>2	
-yki-man ka-rqa _{AMV}	-shu-nki-man ka-rqa _{AMV}	
-yki-man ka-ra _{LT}	-shu-nki-man ka-ra _{LT}	

- (3) *Mastam katraykurunman karqa.* AMV
mas-ta-m katra-yku-ru-n-man ka-rqa
 more-ACC-EVD release-EXCEP-URGT-3-COND be-PST
 ‘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

‘She **would have** condemned herself [to being a zombie]. That was money.’

- (7) *“Lusta pagan**kimantri 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 pushakarun**kiman 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 chawaru**waq 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 mikuch**uwan 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 kullarnikita**qa 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-lla-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) *¡Taki**pakuy**![†]* 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!’

- (8) ¡*Kuskallam wañukushun!* LT
kuska-lla-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 diharamaychu!*” *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 ñuqaktaqa imanamaypischu!* CH
ama ñuqa-cta-qa ima-na-ma-y-pis-chu
 PROH I-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) *Diosninchikqa nin, "¡Iha, apanki pukatrakita, wamanripata!"* LT
Dios-ni-nychik-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 kayanki.* 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-PRF-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-pti-n-shi
 say-3-EVR DEM.D-PL-ACC drink-CAUS-1.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 llusichunchu tukuy puntraw!* CH
ama llusichun-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!”’

The third-person future tense can sometimes be interpreted as an injunctive (9).

- (9) *Wañuchiptin, ¡Amam pampankichu! ¡Hinam ismunqa!* ninshi. ACH
wañu-chi-pti-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-pti-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 invita-ya-n pay-qa
 all-ALL-EVC-IKI invite-PROG-3 she-TOP
 ‘She must be inviting everyone, for sure, her.’
- (2) *Kumunidadllañam napa:kuya: trabahapa:kuya:.* CH
kumunidad-lla-ña-m na-pa:ku-ya:- trabaha-pa:ku-ya:-.
 community-RSTR-DISC-EVD DMY-JTACC-PROG-1 work-JTACC-PROG-1
 ‘Just the community, we’re doing it, we’re working.’

- (3) *Walmikunaqa talpuya: allichaya: kulpakta maqaya:*. CH
walmi-kuna-qa talpu-ya-: alli-cha-ya-: kulpa-hta
 woman-PL-TOP plant-PROG-1 good-FACT-PROG-1 clod-ACC
maqaya-:
 hit-PROG-1
 ‘The women are planting, improving, hitting big clumps of earth.’
- (4) *¿Imatatrik ruwayan? Trabahayantriki.* ACH
ima-ta-tri-k ruwa-ya-n trabaha-ya-n-tri-ki
 what-ACC-EVC-K make-PROG-3 work-PROG-3-EVC-ICI
 ‘What is he doing? He must be working.’
- (5) *Chayshi Diosninchik, “¿Imatam ashiyanki?” nin.* LT
chay-shi Dios-ni-nchik ima-ta-m ashi-ya-nki ni-n
 DEM.D-EVR God-EUPH-1PL what-ACC-EVD look.for-PROG-2 say-3
 ‘Then Our God said, “What are you searching for?”’
- (6) *Uchuypis pasapasaypaqmi chakirun, uchuypis chakisham kayan.* LT
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.* AMV
pi-pis ñuqa ukupaw ka-ku-ya-ni
 who-ADD I busy be-REFL-PROG-1
 ‘No one. I’m busy.’
- (8) *Hitakaruyta munayani.* AMV
hita-ka-ru-y-ta muna-ya-ni
 fall-PASSACC-URGT-INF-ACC want-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.¹³

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-pti-n-qa wak-ta suliya-chi-ya-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-ya-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-ya-nchik
 force-INSTR 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-pti-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-n-ta wañu-ra-chi-n
 DEM.D person-TOP woman-3-ACC die-URGT-CAUS-3
maqay-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-ya-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.

- (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-pti-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-1K 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, occurring 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-lla-pa-m kwida-chka-nki ñuqa-qa 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 ñuqa-ña-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-n
 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 chay-lla-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) *¡Taqsaachkay!*[†] 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-lla 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?’

- (2) *Qullqita quykuptin ... pasakun.* AMV
 qullqi-ta qu-yku-pti-n pasa-ku-n
 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) *Baliyaptinga wañukun.* ACH
 baliya-pti-n-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, ñuqa-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’). Caca, but not Hongos, employs *-r* (realized [l]) in place of *-shpa* (*traqna-l pusha-la-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, *-mI*, *shI*, and *-trI* 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

	Subordinate-clause event begins <i>before</i> main-clause event	Subordinate-clause event <i>simultaneous</i> with main-clause event
Identical Subjects	<i>-shpa</i>	<i>-shpa</i> , <i>-shtin</i>
Different Subjects	<i>-pti</i>	<i>-pti</i>

-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.

Table 4.26: *-pti* inflection

Person	Singular	Plural
1	-pti-y _{AMV,LT} -pti- _{ACH,CH,SP}	-pti-nchik
2	-pti-ki	-pti-ki
3	-pti-n	-pti-n

Table 4.27: *-pti* inflection – actor-object suffixes

2>1	3>1	3>1pl	1>2	3>2
-wa-pti-ki _{AMV,LT}	-wa-pti-n _{AMV,LT}	-wa-pti-nchik _{AMV,LT}	-pti-ki	-shu-pti-ki
-ma-pti-ki _{ACH,CH,SP}	-ma-pti-n _{ACH,CH,SP}	-ma-pti-nchik _{ACH,CH,SP}		

- (1) ¿*Aruschata kumbidaptinchik mikunmanchu?* AMV
arus-cha-ta kumbida-pti-nchik miku-n-man-chu
 rice-DIM-ACC share-SUBDS-1PL eat-3-COND-Q
 ‘If we share the rice, will she eat it?’
- (2) *Qusa: tiniynti alkaldi kaptin, “Kumpaņira, ¿maypim qusayki?”*
niman. CH
qusa-: tiniynti alkaldi ka-pti-n kumpaņira
 husband-1 lieutenant mayor be-SUBDS-3 compaņera
may-pi-m qusa-yki ni-ma-n
 where-LOC-EVD husband-2 say-1.OBJ-3
 ‘When my husband was vice-mayor they asked me, “Compaņera,
 where is your husband?”’
- (3) *Chay kundurqa qipiptin huk turuta pagaykun.* SP
chay kundur-qa qipi-pti-n huk turu-ta paga-yku-n
 DEM.D condor-TOP carry-SUBDS-3 one bull-ACC pay-EXCEP-3
 ‘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 yawarnin yanash.* AMV
kalur-ni-yuq ka-pti-ki-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 siqarupti:pis chay turuqa ... siqaramun qipa:paq plantaman.* ACH
chay planta-man siqa-ru-pti:-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 behind-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, witrqakuruptinqa, wasi utrkunta altukunapash [yaykurun].* SP
kundinaw-qa, witrqa-ku-ru-pti-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-pti-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.’

- (9) *Manam pagawaptikiqa manam wamraykiqa alliyanqachu.* LT
mana-m paga-wa-pti-ki-qa mana-m wamra-yki-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 hampiptynqa.* AMV
wañu-y-man-tri ka-rqa mana hampi-pti-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-qa ri-ku-n-ña-sh warmi-n saqi-ru-pti-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-pti-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-pti-n mana qali-: ka-pti-n trabaha-ya-:
 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 qawapptynqa, ñuqa-nchik qawanchikchu.* AMV
huk qawa-pti-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).

- (15) *Hamupti**raq** ñuqaqa manam llusirqachu.* † AMV
hamu-pti-y-raq ñuqa-qa mana-m llusqi-rqa-chu
 come-SUBDS-1-CONT I-TOP no-EVD go.out-PST-NEG
 ‘Not until I came did she leave. (=‘Until I came, she didn’t leave.’)
- (16) *Manañam puntrawyar**u**ptin vakay chawachikunqachu.* AMV
mana-ña-m puntraw-ya-ru-pti-n vaka-y
 no-DISC-EVD day-INCH-URGT-SUBDS-3 cow-1
chawa-chi-ku-nqa-chu
 milk-CAUS-REFL-3.FUT-NEG
 ‘Until it’s day time, my cow won’t let herself be milked.’

The first-person and second-person object suffixes, *-wa/ma* and *-sHu* precede *-pti* (17).

- (17) *Chay pasarushpa sudarachish**u**ptiki kapasmi surqurunman.* AMV
chay pasa-ru-shpa suda-ra-chi-shu-pti-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
 ‘When you have it passed over you, when it **makes** you sweat, it’s possible it could remove it.’

4.3.7.2 Same-subjects *-shpa*

-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) *Chitchityak**u**shpa rikullan kabrakunaqa.* 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) *Familyanchikta wañurichish**pa**qa lliw partiyan.* SP
famitya-nchik-ta wañu-ri-chi-shpa-qa lliw parti-ya-n
 family-1PL-ACC die-INCEP-CAUS-SUBIS-TOP all divide-PROG-3
 ‘After they killed our relatives, they distributed everything.’

-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 yanu-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 qawashpa ñakarini.* 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.’

- (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 tuta-kama
 go-DUR-3 night-LIM
 ‘Chewing coca, smoking cigarettes, they go on until the night.’

Only Cakra 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 klavil-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.’

- (14) *Wiqawninchikman kayna katawan simillakta watakurushpa talpu.* CH
wiqaw-ni-nchik-man kayna kata-wan similla-kta
 waist-EUPH-1PL-ALL thus shawl-INSTR seed-ACC
wata-ku-ru-shpa talpu-:
 tie-REFL-URGT-SUBID plant-1
 ‘Like this, **tying** it to our waists with a shawl we plant seeds.’
- (15) *Waqal likun atuq kampukta.* CH
waqa-l li-ku-n atuq kampu-kta
 cry-SUBIS go-REFL-3 fox countryside-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
 ‘We live however we can, although **we’re crying ... laughing ...**
 however we can.’
- (2) *Yantakunata qutushtin lliptakunata kañakushtin, ... yatrana karka.* AMV
yanta-kuna-ta qutu-shtin llipta-kuna-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.’

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-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) *Pushaykushtinqa wamrataqa makin yatapasha yantaman kattran.* 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 miku-shtin
 DEM.D school-ABL child-3 eat-SUBADV
 ‘His child [came out] of school eating.’
- (6) “*Qarqaryam qipa:ta!*” *waqashtin 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-akta
 cry-REFL-SUBADV DEM.P-TOP bring-PROG-3 flower-PL-ACC
 ‘Crying, they are bringing flowers.’
- (8) *Waqakushtin tristim ñuqanchikqa kidaranchik ñuqa mama:.* SP
waqa-ku-shtin tristi-m ñuqa-nchik-qa kida-ra-nchik ñuqa
 cry-REFL-SUBADV sad-EVD I-1PL-TOP stay-PST-1PL I
mama:-
 mother-1
 ‘Crying, sad, we stayed, my mother and I.’

4.3.7.4 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-lla taksa-lla-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-lla
 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.* 1T
traya-na-y-kama ya hina-lla ka-ku-n
 arrive-NMLZ-1-LIM EMPH thus-RSTR be-REFL-3
 ‘He’s like that **until** I arrive.’

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* (cislocative, translocative);¹⁴ *-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

<i>-cha</i>	factive	<i>Mama-n kanan qatra-cha-ru-nqa.</i>	‘Now his mother is going to dirty it.’
<i>-ku</i>	reflexive	<i>Qishta-ku-ru-n.</i>	‘They made a nest.’
<i>-tuku</i>	simulative	<i>Atrqray-shi huvin-tuku-sa.</i>	‘The eagle disguised himself as a young man.’
<i>-ya</i>	inchoative	<i>Puntraw-ya-ru-n.</i>	‘It dawned.’
<i>na-</i>	‘do’	<i>¿Ima-na-ku-shaq-taq mana kay pacha muna-wa-na-n-paq?</i>	‘ What am I going to do so that this earth won’t want me?’
<i>naya-</i>	‘give desire’	<i>Pashña-naya-shunki.</i>	‘You want a girl.’

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 *-ma* seem to be in paradigmatic contrast, where *-ma* essentially means ‘to ego,’ and *-mu* means more generally ‘to any deictic center.’”

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 qatracharunqa pawakatrashpa.* AMV
mama-n kanan qatra-cha-ru-nqa pawa-katra-shpa
 mother-3 now dirty-FACT-URGT-3.FUT jump-FREQ-SUBIS
 ‘Now his mother is going to **make it dirty** jumping.’
- (2) *Hatunchanqatri kay.* AMV
hatun-cha-nqa-tri kay
 big-FACT-3.FUT DEM.P
 ‘This one is going to **make it big**.’
- (3) *Cañeteman allicharachimunki kaypittr siguranaykipaqqa.* LT
Cañete-man alli-cha-ra-chi-mu-nki kay-pi-tr
 Cañete-ALL good-FACT-URGT-CAUS-CISL-2 DEM.P-LOC-EVC
sigura-na-yki-paq-qa
 insure-NMLZ-2-PURP-TOP
 ‘You’re going to have that **fixed** in Cañete to be able to insure yourself here.’
- (4) *Chayna siruchakurun.* AMV
chayna siru-cha-ku-ru-n
 thus hill-FACT-REFL-URGT-3
 ‘It **formed** a hill like that.’
- (5) *Partichaykuptinqa chaki, chaki.* AMV
parti-cha-yku-pti-n-qa chaki chaki
 parts-FACT-EXCEP-SUBDS-3-TOP dry dry
 ‘When she **breaks it into parts** – dry, dry!’
- (6) *Kustalchayan papatam.* AMV
kustal-cha-ya-n papa-ta-m
 sack-FACT-PROG-3 potato-ACC-EVD
 ‘She’s **bagging** potatoes.’

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- (7) *Chay turutaqa llampuchaykun chay yubuchanman.* AMV
chay turu-ta-qa llampu-cha-yku-n chay yubu-cha-n-man
DEM.D bull-ACC-TOP llampu-FACT-EXCEP-3 DEM.D yoke-DIM-3-ALL
'They **put llampu** on his little yoke.'

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
misa-ku-n mana-m kasu-n-chu misa-ta
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**.'

- (6) ¡Kurriy! **Qillaku**yankitrari. 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 waqrakuyta*. 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 ... sillakuykushpam riyanchik*. SP
 karru-wan silla-ku-yku-shpa-m ri-ya-nchik
 bus-INSTR 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 ingaña-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.

4.4.1.4 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) *Puntrawyaruptinqa*. LT
puntraw-ya-ru-pti-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-1K DEM.D stone-PL-EVD-1K back-PROG-PRF be-PROG-3
 ‘It’s true – even the stones **turn black** there.’
- (4) “Manam wamraykiqa *alliyanqachu*”, 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 hurqunchik wankuman*. AMV
duru-ya-ru-n-ña duru-ya-ru-pti-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-pti-ki-qa pi-m-a qawa-shunki
 DEM.D die-URGT-SUBDS-2-TOP who-EVD-EMPH see-3>2
yasqa-ya-ru-pti-ki-qa
 old-INCH-URGT-SUBDS-2-TOP
 ‘When you die, who’s going to see to you? Or when you **get old**?’

4.4.1.5 ‘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-na-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-yka-chi-n
 touch-EXCEP-CAUS-3
 ‘The old woman touched [their arms]. **What are they going to do?**
 They let her touch their arms.’

- (5) *Manam ñuqaqa imanashaykipischu. Kwirpu:mi hutrayuq.* CH
mana-m ñuqa-qa ima-na-shayki-pis-chu kwirpu-:-mi
 no-EVD I-TOP what-VRBZ-1>2.FUT-ADD-NEG body-1-EVD
hutra-yuq
 fault-POSS
 ‘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) *Pashñanayashunki.* [†] AMV
pashña-naya-shu-nki
 girl-DESR-2.OBJ-2
 ‘You want a girl.’
- (2) *Mishkinayaruwan.* 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!”’

4.4.2 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*.

-chi (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’ (*trabaha-paya* ‘continue to work’).

-pa(:)kU (joint action) indicates joint action by a plurality of individuals (*trabaha-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 (*pripapa-pu* ‘prepare (for s.o. else)’); compounded with *-kU*, *-pU* indicates that indicates 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 desiderative *-naya* – actually change the root’s theta structure and derive new lexical items. The rest specify mode and/or aspect and/or otherwise function adverbally.

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).

Table 4.29: Verb-verb derivational suffixes, with examples

-cha	diminutive	<i>Wilka-y-ta</i> <i>puklla-cha-ya-n.</i>	‘My grandson is playing.’
-chi	causative	<i>Ishpa-y-cha-ta</i> <i>tuma-ra-chi-rqa-ni.</i>	‘I made him drink urine.’
-ka	passive/accidental	<i>Puñu-ka-ru-n-mi.</i>	‘She has fallen asleep.’
-katra	iterative	<i>Pawa-katra-shpa</i>	‘jumping and jumping’
-kU	reflexive, passive	<i>Kikinpis Campionakurun.</i>	‘They themselves poisoned themselves with Campión.’
-lla	restrictive	<i>Wak runa-qa ...</i> <i>piliya-ku-lla-n.</i>	‘Those people ... just fight.’
-mu	cislocative	<i>Qati-mu-shaq kay-man.</i>	‘I’m going to bring it over here.’
-nakU	reciprocal	<i>Kay visinu-kuna-qa</i> <i>dinunsiya-naku-n</i> <i>maqa-naku-n.</i>	‘The neighbors denounce each other , they hit each other .’
-naya	desiderative	<i>Ishpa-naya-wa-n.</i>	‘I want to urinate.’
-pa	repetitive	<i>Qawa-pa-yku-pti-n-ña- taq-shi.</i>	‘If he’s looking every second .’
-pa(:)kU	joint action	<i>Tari-pa:ku-n-man-pis</i> <i>ka-rqa.</i>	‘ They might have found him.’
-pU	benefactive	<i>Chay-lla-pa</i> <i>pripara-pu-nki.</i>	‘Just there prepare it for me .’
-Ra	uninterrupted	<i>¿Ima-ta-m</i> <i>qawa-ra-ya-nki?</i>	‘What are you looking at (persistently)?’
-Ri	inceptive	<i>Warmi-kuna-qa</i> <i>shinka-ri-shpa ... waqa-n.</i>	‘When the women [start to] get drunk ... they cry.’
-RU	urgency, completive	<i>Miku-ru-shunki wak</i> <i>kundinaw-qa.</i>	‘(Careful!) that zombie will eat you.’
-shi	accompaniment	<i>“Harka-shi-sa-yki-m”,</i> <i>ni-n.</i>	“I’m going to help you pasture,” he said.’
-tamu	irreversible	<i>Wañu-tamu-sha qari-qa.</i>	‘The man died .’
-YkU	exceptional	<i>Kay-lla-pi, Señor,</i> <i>tiya-yku-y.</i>	‘Right here, Sir, please have a seat.’

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
 llampu-ACC eat-EXCEP-PROG-CAUS-3 guinea.pig-ACC
 ‘He’s making the guinea pig eat the *llampu*.’
- (2) *Mana suliyasa kaptinqa wakta suliyachiyanchik.* AMV
mana suliya-sa ka-pti-n-qa wak-ta suliya-chi-ya-nchik
 no sun-PRF subds-3-TOP DEM.D-ACC sun-CAUS-PROG-1PL
 ‘When it hasn’t been sunned, we **sun** it.’
- (3) *Ima kuchilluwanpis imawanpis apuntaykukushpa kayhina*
kurriyamun. ACH
ima kuchillu-wan-pis ima-wan-pis apunta-yku-ku-shpa
 what knife-INSTR-ADD what-INSTR-ADD point-EXCEP-REFL-SUBIS
kay-hina kurri-ya-mu-n
 DEM.P-COMP run-PROG-CISL-3
 ‘With a knife or whatever, **taking aim** [at us] they’re running like this.’
- (4) *Ñuqanchikqa paraptin uvihanchik yatanpi puñunchik muntita*
mashtakuykushpam, ukunchikta yaku riptin. AMV
ñuqa-nchik-qa para-pti-n uviha-nchik yata-n-pi puñu-nchik
 I-1PL-TOP rain-SUBDS sheep-1PL side-3-LOC sleep-1PL
munti-ta mashta-ku-yku-shpa-m uku-nchik-ta yaku
 brush-ACC spread-REFL-EXCEP-SUBIS-EVD below-1PL-ACC water
ri-pti-n
 go-SUBDS-3
 ‘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-n *kumuda-ku-shi-ya-n*
 comfortable-ACMP-REFL-PROG-3 comfortable-REFL-ACMP-PROG-3
 ‘They **accompanied getting** comfortable.’

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

U represents an alternation between [u] and [a].

Morpheme	Realized as	Before					Elsewhere as
-kU	-ka	-ma _{1.OBJ}	-mu		-chi	-ku	
-pU	-pa	-ma _{1.OBJ}	-mu	-kU		-pu	
-RU	-Ra	-ma _{1.OBJ}	-mu	-kU	-pU	-chi	-Ru
-ykU	-yka	-ma _{1.OBJ}	-mu		-pU	-chi	-yku

- (1) *Chay gwardya paqarinnintaq kaypaq trayaramun.* SP
chay gwardya paqarin-ni-n-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 ñuqaqa paqakaramuniñam.* AMV
maki-y-ta ñuqa-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) *Wirayaykachišpam 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-1K 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 pukllachayan 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.

- (2) *¿Imatataq ruwayan pay? Grabachayan.* 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 tumarachirqani.* 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 waqachishunki? ¿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) *Ishchallataña 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) *Ñakayachiwanmi.* AMV
ñaka-ya-chi-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-chi-ku-n-chu
 cold-URGT-SUBIS-QA 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. Qaparikashtin 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 ...’

- (5) *Achka luna huntalamusha. Taytalla:qa kallipa pulikusha ashikayan*
tayta:taq. CH
achka luna hunta-la-mu-sha tayta-lla-:-qa kalli-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) *Qawakatrayan. 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 tapukatrashpa. 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 pukllayta atipanchu, qay. Yangam saytakatrayan. AMV*
wak maqta-qa puklla-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) *Qunirichirqatriki. Qaparikatraraq. Arruhaytash qallakuykun.* AMV
quni-ri-chi-rqa-tri-ki qapari-katra-rqa arruha-y-ta-sh
 warm-INCEP-CAUS-PST-EVC-IKI shout-FREQ-PST vomit-INF-ACC-EVR
qalla-ku-yku-n
 begin-REFL-EXCEP-3
 ‘It must have heated him up. He **shouted and shouted**. [Then] he
 starts to throw up, they say.’
- (6) *Hinaptinqa qayakatrakun, “¡Abuelo Prudencio! ¡Suyaykamay!*
Qarqaryam qipa:ta shamukuyan.” CH
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 Campionakurun.* AMV
kiki-n-pis Campiona-ku-ru-n
 self-3-ADD poison.with.Campion-REFL-URGT-3
 ‘They themselves **poisoned themselves with Campión**.’
- (2) *Kundinakurushpa 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.’

- (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 wawqi-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-cta-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. Wayrakuyan, 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-INCEP-REFL-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 gustamanchu 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-chu
 no-DISC-EVD realize-REFL-1PL.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 wherever.’ 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) *Alkansaptin, “¡Suyaykullaway!” nishpa.* AMV
alkansa-pti-n, suya-yku-lla-wa-y ni-shpa
 reach-SUBDS-3 wait-EXCEP-RESTR-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).

- (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 apamullawan qaquwan trakiyta.* AMV
aspirina-kuna-ta qayna puntraw apa-mu-lla-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-lla-n
 money-ACC-ADD false-ACC-ADD accept-RSTR-3
 ‘Those poor people don’t know anything. They accept counterfeit money [poor things].’

- (7) *Chay wawakuna kidan hukvida tristi sapan. Runapam makinpaña yatrakullan.* 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) *Qariqarillaraqchu qariqarillaraqmi 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 trayamuptinqa tushukunchik.* CH
navidad-ni-nchik traya-mu-pti-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) *Ladirankunapaq rumipis hinkuyamuntriki.* 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 mañakaramuy 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 pampanakunman?* 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?’

- (2) *Kaypaqmá kay visinukuna piliyakullan hukvidata dinunsiyanakun maqanakun.* ACH

kay-paq-m-á kay visinu-kuna piliya-ku-lla-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 kitanakushpa.* 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

kiki-n-kama-tr wañu-chi-naku-ra gwardya-kuna-tr wañu-chi-ra
 self-3-LIM-EVC die-CAUS-RECP-PST police-PL-EVC die-CAUS-PST

‘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’)

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-pti-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
 iska-pa-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.’

- (6) *Shakashqa wañunayanña*. 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
 ‘The puma [began to] eat it. He spit **repeatedly**. “Is it dead?” he said.’
- (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-pti-n-qa yata-pa-shpa-tr qaqu-ya-n*. AMV
warmi ka-pti-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.’

- (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) *¿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
 ‘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 risarapway! 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 rantipamuwanki, 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-paq
 return-REFL-CISL-NMLZ-3-PURP
 ‘Hilda, go and buy **me** a cigarette so he can smoke while he’s coming back.’

- (4) “;Gwardap**pamanki**! ;Gwardap**pamanki**!” 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** -pa:kU 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 tar**ipa:kun**man karka. 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 hap**ipakunchik**. 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 r**ipa:kuyan**. Sapalla: kashaq. SP
 pasa-n lliw lliw ri-pa:ku-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 ruw**apakurqa** 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 ak**upakunchik**. 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.’

- (6) *Uqaktam talpupa:kuya*:. CH
uqa-hta-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-TOP 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) *Thipakushpalla 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 pasiyapaku: michipaku:.* SP
kay siyra-pa-qa pasiya-paku:- michi-paku:-
 DEM.P mountain-LOC-TOP walk-MUTBEN-1 herd-MUTBEN-1
 ‘In these mountains, I pasture, I herd [for others].’
- (6) *Karruwanñatr kanan imatapis rantipakuyan chay llamayuqkuna alpakayuqkuna.* ACH
karru-wan-ña-tr kanan ima-ta-pis ranti-paku-ya-n
 car-INSTR-DISC-EVC now what-ACC-ADD buy-MUTBEN-PROG-3
chay llama-yuq-kuna alpaka-yuq-kuna
 DEM.D llama-POSS-PL alpaca-POSS-PL
 ‘Now the people with llamas and the people with alpacas must be buying everything [in order to sell it] with a car.’

When it precedes either of the derivational suffixes *-mu* or *-chi* or the inflectional suffix *-ma*, *-pakU* is realized as *-paka* (7).

- (7) *Sibadata takapakaramushaq waway machka mikunanpaq.* AMV
sibada-ta taka-paka-ra-mu-shaq wawa-y machka
 barley-ACC beat-MUTBEN-CISL-1.FUT baby-1 cereal.meal
miku-na-n-paq
 eat-NMLZ-3-PURP
 ‘I’m going to thresh barley [for someone else] so my children can eat toasted barley.’

4.4.2.3.14 Uninterrupted action -Ra *-Ra* – realized as *-la* in the CH dialect and as *-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) *Rinki qaqaman tiyarachishunki.* SP
ri-nki qaq-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 [stay] there.’
- (2) *Durasnu ... llullu mashtarakuyan.* LT
durasnu llullu mashta-ra-ku-ya-n
 peach unripe spread.out-UNINT-REFL-PROG-3
 ‘Peaches ... They’re spread out unripe.’

- (3) *Qawarayamun pashñaqa urata.* LT
qawa-ra-ya-mu-n pashñaqa 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-pti-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.*” “*¿Maypaqtaq 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.’”
- (7) *Kamallapaña sapalla: hitarayapti: runa trayaramun.* ACH
kama-lla-pa-ña sapalla-: hita-ra-ya-pti-:
 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.’

4.4.2.3.15 **Inceptive -Ri** -Ri, realized -li in Cacara (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 chinka-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 Cacara 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.’

4.4.2.3.16 **Urgency, personal interest -RU** -RU is realized as -IU 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 lukiya**ru**shaq*”, 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 rantikuptinqa ... chakirunqa*. AMV
 chay mana ranti-ku-pti-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 willakurushaqmi 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 -RQa).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 Yauiyos -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 -rQa, -shQa, futures, conditional, etc.” The reviewer cites Bybee, Perkins & Pagliuca (1994): the inference of recent past is not uncommon for derivational completive aspect markers.

4 Verbs

- (5) *Chinkarun. Ni may risan yatrakunchu.* ACH
chinka-ru-n ni may ri-sa-n yatra-ku-n-chu
 lose-URGT-3 nor where go-PRF-3 know-REFL-3-NEG
 ‘They got lost. We don’t know where they went.’
- (6) *Mana chichinanpaq tardi watarun mamanta wawanta kapacharun.* AMV
mana chichi-na-n-paq tardi wata-ru-n mama-n-ta
 no nurse-NMLZ-3-PURP late tie-URGT-3 mother-3-ACC
wawa-n-ta kapacha-ru-n
baby-3-ACC muzzle-URGT-3
 ‘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
Campion.rat.poison-DIM-ACC add.in-URGT-3 stir-REFL-URGT-3
qari-n-ta miku-ra-chi-n
man-3-ACC eat-URGT-CAUS-3
 ‘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
 DEM.D-EVD DEM.P-ABL remove-URGT-1.OBJ-2 DEM.P cage-ABL
 ‘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, “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 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).

- (2) *Manam hamurqachu tiyashiq.* AMV
mana-m hamu-rqa-chu tiya-shi-q
 no-EVD come-PST-3-NEG sit-ACMP-AG
 ‘She didn’t come to **help** sit.’
- (3) *Harkashisaykim nin huvin.* AMV
harka-shi-sayki-m ni-n huvin
 herd-ACMP-1>2.FUT-EVD say-3 young.man
 ‘“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
 heal-ACMP-PST-EVC-IK what-SEQ return-CAUS-PST
 ‘She must have **helped** cure. What did she offer?’
- (5) *Kwidashimanchu. Hapalla: kwidaku: hapalla:.* CH
kwida-shi-ma-n-chu hapa-lla-: kwida-ku-: hapa-lla-:
 care.for-ACMP-1.OBJ-3-NEG alone-RSTR-1 take.care-REFL-1 alone-RSTR-1
 ‘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 tiyakuykushpaqa 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.’

4 Verbs

- (3) *Puchukatamun.* AMV
puchuka-tamu-n
 finish-IRREV-3
 ‘It **finished off**.’
- (4) *Atuqtaqa ñititamun umapaq.* AMV
atuq-ta-qa ñiti-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 traqnarayasa pwintipa.* AMV
pwinti-kama traya-ru-pti-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.*” “¿*Maypaqtaq 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-ña sapa-lla-: hita-ra-ya-pti-:
 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) *Qawarayamun pashñaqa urata.* LT
qawa-ra-ya-mu-n *pashñaqa ura-ta*
 look-UNINT-INTENS-CISL-3 girl-TOP 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) *Pilataykachishpash 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 almata dispachashun.* 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

4 Verbs

‘Then, when we are all **grouped** together, we’ll bid farewell to the souls.’

- (4) *Kay karruwan trayamuptinqa sillakuykushpam riyanchik.* SP
kay karru-wan traya-mu-pti-n-qa silla-ku-yku-shpa-m
 DEM.P car-INSTR arrive-CISL-SUBDS-3-TOP seat-REFL-EXCEP-SUBIS-EVD
ri-ya-nchik
 go-PROG-1PL
 ‘When they arrive with the car, we’re going **galloping** in a saddle.’

- (5) *Chay tirrimutukunapimik kahun saqaykaramun chaykunawan.* AMV
chay tirrimutu-kuna-pi-mi-k kahun saqa-yka-ra-mu-n
 DEM.D earthquake-PL-LOC-EVD-IK box go.down-EXCEP-URGT-CISL-3
chay-kuna-wan
 DEM.D-PL-INSTR
 ‘In that earthquake the coffins **fell down** with those.’

- (6) *Piluyta yupaykushpaqa wak duyñuytaqa mikukurunkitriki.* AMV
pilu-y-ta yupa-yku-shpa-qa wak duyñu-y-ta-qa
 hair-1-ACC count-EXCEP-SUBIS-TOP DEM.D owner-1-ACC-TOP
miku-ku-ru-nki-tri-ki
 eat-REFL-URGT-2-EVC-IKI
 “‘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).

- (7) *Sumbriruyta kumadricha quykamuway.* AMV
sumbriru-y-ta kumadri-cha qu-yka-mu-wa-y
 hat-1-ACC comadre-DIM give-EXCEP-CISL-1.OBJ-IMP
 ‘Comadre, do me a favor and hand me my hat.’
- (8) *Kayllapi, Señor. ¡Tiyaykuy!* AMV
kay-lla-pi, señor tiya-yku-y
 DEM.P-RSTR-LOC sir sit-EXCEP-IMP
 ‘Right here, Sir, **please** have a seat.’

-YkU also occurs with nouns referring to a time of day (9).

- (9) *Chaypaq tutaykurun. Tutaykruptin vilata prindirun.* AMV
chay-paq tuta-yku-ru-n tuta-yku-ru-pti-n
 DEM.D-ABL night-EXCEP-URGT-3 night-EXCEP-URGT-SUBDS-3
vila-ta prindi-ru-n
 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 subclasses: 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, ñ, 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.

- (1) *Primay Amaciatapis chayhinashiki intrigaykururqa. ¡Achachalláw!* AMV
prima-y Amacia-ta-pis chay-hina-shi-ki
cousin-1 Amacia-ACC-ADD DEM.D-COMP-EVR-IKI
intriga-yku-ru-rqa achachalláw
deliver-EXCEP-URGT-PST how.awful
‘They delivered my cousin Amacia, too [to the Devil], they say. **How awful!**’

Table 5.1: Interjections

(a)	¡Atratráw!	‘Yikes!’ ‘What a fright!’
(b)	¡Achachalláw!	‘How awful!’ ‘How ugly!’
(c)	¡Achalláw!	‘How beautiful!’
(d)	¡Alaláw!	‘How cold!’
(e)	¡Atatacháw!	‘How beautiful!’
(f)	¡Ananáw!	‘Ouch!’
(g)	¡Ñalláw!	‘How delicious!’
(h)	¡Atratrák!	‘Yikes!’ ‘What a fright!’
(i)	¡Hinata!	‘So be it!’
(j)	¡Pay!	‘Enough!’ ‘Thanks!’
(k)	¡Karay!	‘Darn!’
(l)	¡Karahu!	‘Damn!’
(m)	¡Miyrdá!	‘Shit!’

- (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!’

- (6) *¡Dios Tayta! ¿Imapaq kimawanchikman? ¡Achachalláw!* AMV
 Dios tayta ima-paq kima-wa-nchik-man achachalláw
 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
 achacháw Apurí-man lapcha-ru-n kichka-ta
 ouch Apurí-ALL grab-URGT-3 thorn-ACC
 ‘**Ouch!** She grabbed onto a thorn bush [going to] Apurí.’

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
 puka-pis ka-sa vaka-hina arí wak sinta-ku-sa ka-ya-n
 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
 aw lava-shun-tri-ki kay-pis qatra qatra ka-ya-n
 yes wash-1PL.FUT-EVC-1KI 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
 kuti-mu-shaq ni-shpa-sh chay pindihu-qa mana-m
 return-CISL-1.FUT say-SUBIS-EVR DEM.D bastard-TOP no-EVD
 warmi-n-man traya-chi-n-chu ari-yá warmi-yuq
 woman-3-ALL arrive-CAUS-3-NEG yes-EMPH woman-POSS
 ‘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

aw is used to check for agreement from interlocutors and to form tag questions (4), (5).

- (4) *Chay chaqla kinraytatr pasarurqa, ¿aw?* 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, ¿aw?* 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’).

- (1) *Asta wañukunay puntrawkamatriki chayna purishaq.* LT
 asta wañu-ku-na-y puntraw-kama-tri-ki chayna puri-shaq
 until die-REFL-NMLZ-1 day-LIM-EVC-1KI thus walk-1.FUT
 ‘Until the day I die, I’m going to walk around like that.’
- (2) *Tinkuyani ubihaywan ñuqa disdi uchuychallaypaq kani.* AMV
 tinku-ya-ni ubiha-y-wan ñuqa disdi uchuy-cha-lla-y-paq kani
 find-PROG-1 sheep-1-INSTR I since small-DIM-RSTR-1-ABL be-1
 ‘I’ve found myself with my sheep since I was very small.’

5.4 Adverbs

The class of adverbs native to SYQ is rather small (1–3).

- (1) *Chafliwan pikarun, yapa hapin, yapa pikarun, yapa hapin, yapa pikarun.* AMV
 chafli-wan pika-ru-n yapa hapi-n yapa pika-ru-n yapa
 pick-INSTR pick-URGT-3 again grab-3 again pick-URGT-3 again
 hapi-n yapa pika-ru-n
 grab-3 again pick-URGT-3
 ‘He struck with a pick. Again, [the zombie] grabs him. Again he struck with the pick. Again he grabs. Again he struck.’
- (2) *Yaqa wañurqani chayshi tiyay.* AMV
 yaqa wañu-rqa-ni chay-shi tiya-y
 almost die-PST-1 DEM.D-EVR aunt-1
 ‘I almost died, then, [says] my aunt.’
- (3) *Hinallatañam qaninpa apakaramun wak yantata.* LT
 hina-lla-ta-ña-m qaninpa apa-ka-ra-mu-n wak
 thus-RSTR-ACC-DISC-EVD before bring-PASSACC-URGT-CISL-3 DEM.D
 yanta-ta
 firewood-ACC
 ‘Just like before already, they brought that firewood.’

Verbal modification in SYQ, as in other Quechuan languages, is accomplished primarily by derivatives and enclitics (*-pa* ‘repeatedly’, *-ña* ‘already’). SYQ makes

heavy use of the adoped/adapted Spanish adverbs *apuraw* ‘quick’, *pasaypaq* ‘completely’, *siympri* ‘always’ and *ayvis* ‘sometimes’ (4–7).

- (4) *Mana **apuraw** hurquptinqa chayqa wañuchin.* ACH
mana apuraw hurqu-pti-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-pasaypaq**mi 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
waqa-ya-ni-yá sympri yuya-ri-ya-ni-yá
 cry-PROG-1-EMPH always remember-INCEP-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 adverbally, in which case they are usually inflected with *-ta*, as in (10–12).

- (8) *Ni pitapis kritika:chu dañukuruptinpis **sumaqllam** nikulla:* ACH
ni pi-ta-pis kritika:-chu dañu-ku-ru-pti-n-pis
 nor 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**.’

- (9) *¡Kayta pasarachiy! Kargarayanñamiki. ¡Sumaqlla winaruy!* AMV
 kay-ta pasa-ra-chi-y karga-ra-ya-n-ña-mi-ki
 DEM.P pass-PASSACC-CAUS-IMP carry-UNINT-INTENS-3-DISC-3-EVD-IKI
 sumaq-lla 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 suyñukuruni fiyutam. ¿Ima pasaruwanqa?* AMV
 kanan tuta-qa suyñu-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 pigakuq.* AMV
 tushu-pti-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 adverbally 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 intriga-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-lla-:-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: qaspalpuqta.* 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* (discontinuative) 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. *-mI* (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 *-trI*, 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.

			-Raq				-qa		
							-mI		
							-shI		-ikI
-lla	-puni	-pis	-ña	-taq	-chu	-trI	-Yá		-aRi

In complementary distribution are: *-raq* with *-ñā*; the evidentials with each other as well as with *-qa*; *-ari* with *-ikl*; and *-Yá* with *-ikl*.

6.2 Individual enclitics

In SYQ, 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

-Yá	emphasis	<i>¡Mana-yá rupa-chi-nchik-chu!</i> <i>¡Ari-yá!</i>	‘We do <i>not</i> set on fire!’ ‘Yes, indeed!’
-chu ₁	interrogation	<i>¿Iskwila-man</i> <i>trura-shu-rqa-nki-chu</i> <i>mama-yki?</i>	‘ Did your mother put you in school?’
-chu ₂	negation	<i>Chay-tri mana</i> <i>suya-wa-rqa-chu.</i>	‘That must be why she wouldn’t have waited for me.’
-chu ₃	disjunction	<i>¿Qari-chu ka-nki warmi-chu</i> <i>ka-nki?</i>	‘Are you a man or a woman?’
-lla	restriction	<i>Uma-lla-ña traki-lla-ña</i> <i>ka-ya-sa.</i>	‘There was only the head only the hand.’
-ña	discontinuity	<i>Chay-shi ni-n</i> <i>kundinadaw-ña-m wak-qa</i> <i>ka-ya-n.</i>	‘That one, they say, is already condemned.’
-pis	inclusion	<i>Tukuy tuta tusha-n</i> <i>qaynintin-ta-pis.</i>	‘They dance all night and the next day, too .’
-puni	certainty	<i>Mana-puni-m.</i>	‘By no means’, ‘Not on your life’
-qa	topic	<i>Mana yatra-q-ni-n-qa.</i>	‘Those of them who didn’t know’
-raq	continuity	<i>Kama-n-pi</i> <i>puñu-ku-ya-pti-n-raq</i> <i>tari-ru-n.</i>	‘He found him still sleeping in his bed.’
-taq	sequence	<i>hinaptin-ña-taq-shi</i>	‘ then ’ ‘so’
-mI	evidential-direct	<i>Yanga-ña-m qipi-ku-sa</i> <i>puri-ni.</i>	‘In vain, I walk around carrying it.’
-shI	evidential-reportative	<i>Qari-n-ta-sh wañu-ra-chi-n.</i>	‘She killed her husband, they say.’
-trI	evidential-conjecture	<i>Awa-ya-n-tr-iki kama-ta.</i>	‘He must be weaving a blanket.’
-ari	assertive force	<i>Chay-sh-ari kanan</i> <i>avansa-ru-nqa.</i>	‘That one definitely will advance now, they say.’
-ikI	evidential modification	<i>Kay-na-lla-m-iki kay</i> <i>urqu-pa-qa yatra-nchik.</i>	‘Just like this we live on this mountain.’

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 wasiypitr 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 piru paykuna yatran warmi u qari?* AMV
imayna-yá piru 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 mastaq rantikurun. Sirbisatayá.* 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.’

- (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-pti-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.’

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.

- (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 tumarqanki?* 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 kуска linman?* CH
mana-chu kуска 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 rantiy-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
 all 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?’

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) *Kaspi**pis kanchu.*** AMV
kaspi-n-pis ka-n-chu
 stick-3-ADD be-3-NEG
 ‘She doesn’t have a stick.’
- (13) *Manchakushpa tutas puñu:**chu.*** 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 wañuchiychu!**” niptinshi wañurachin
paywantapis. ACH
ama wawqi-:-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-INSTR-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).⁵

- (17) *Mana qali kaptinqa ñuqanchikpis taqllakta hapishpa qaluwanchik.* CH
mana qali ka-pti-n-qa ñuqanchik-pis taqlla-hta hapi-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.’

- (18) *Mana qatrachakunanpaq mandilchanta watachakun.* AMV
mana qatra-cha-ku-na-n-paq mandil-cha-n-ta wata-cha-ku-n
 no dirty-FACT-REFL-NMLZ-3-PURP apron-DIM-3-ACC tie-DIM-REFL-3
 ‘She’s tying on an apron so she **doesn’t** get dirty.’

- (19) *Manam llusqiptiyki(qa *chu), waqashaqmi.* AMV
mana-m llusqi-pti-yki-qa chu waqa-shaq-mi
 no-EVD go.out-SUBDS-2-TOP neg cry-1.FUT-EVD
 ‘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 llusqirqanki(*mi)chu.* AMV
mana llusqi-rqa-nki-mi-chu
 no go.out-PST-2-EVD-NEG
 ‘You **didn’t** leave.’

Finally, interrogative -*chu* is further restricted in that it does not appear in questions using interrogative pronouns (21).⁶

- (21) **¿Pi hamurqachu?* AMV
pi hamu-rqa-chu
 who come-PST-NEG
 ‘**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 even-
t/event type (4), (5) remains limited to itself and is accompanied by no other.

- (1) *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-TOP baby-1-PL-TOP go-3-EVD
ñuqa-lla-m ka:- analfabitu
 I-RSTR-EVD be-1 illiterate
 ‘My grandchildren are in school. My children went. 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-cta-m lima-ku-ya:- kay-traw-laq mana-m
 Quechua-RSTR-ACC-EVD speak-REFL-PROG-1 DEM.P-LOC-CONT no-EVD
kastillanu-cta 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-1PL clinic-ALL
 ‘**Only** if it’s bad will we go to the health clinic.’
- (5) *Lliw lliwtam rantishpallañam kanan kamatapis chay*
polarkunatapis. ACH
lliw lliw-ta-m ranti-shpa-lla-ña-m kanan kama-ta-pis
 all all-ACC-EVD buy-SUBIS-RSTR-DISC-EVD now blanket-ACC-ADD
chay polar-kuna-ta-pis
 DEM.D 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 pacha-chi-n
 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 yatrani. 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.’

- (12) *Chaytam aysashpalla pasachiwaq.* AMV
chay-ta-m aysa-shpa-lla pasa-chi-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) *Kundinadawñam 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) *Ñuqaqa kukaywanñam qawaruni.* AMV
ñuqa-qa kuka-y-wan-ña-m qawa-ru-ni
 I-TOP coca-1-INSTR-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 talpu-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-1K 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) ¿*Pasarunñachu?* *Tapushun.* AMV
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
rima-ya-n-ña-chu kanan wak-pi
 talk-PROG-3-DISC-Q now DEM.D-LOC
 ‘Are they talking yet there now?’

It can appear freely but never unaccompanied, redundantly, by *ña* (8), (9).

- (8) “*Ñam tukuchkaniña!*” *¡Puk! ¡Puk! ¡Puk!* *sikisapa sapu.* AMV
ña-m tuku-chka-ni-ña puk puk puk siki-sapa sapu
 DISC-EVD finish-DUR-1-DISC puk puk puk behind-MULT.POSS frog
 “‘I’m already finishing up!’ Puk! Puk! Puk! said the frog with the
 behind bigger than usual.’
- (9) *Ñam riqsiyanña hukya yaykun.* LT
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 already and another comes in.’

6.2.5 Inclusion *-pis*

-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, ‘neither’ or ‘not even’ (6–8).

- (1) *Turnuchawan ñuqakunaqa trabaha: walmipis qalipis.* CH
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 and the men.’
- (2) *Tukuy tuta tushun qaynintintapis.* AMV
tukuy tuta tushu-n qaynintin-ta-pis
 all night dance-3 next.day-ACC-ADD
 ‘They dance all night and the next day, too.’

- (3) *Pay***pis** *chay subrinu wañukuptinñamik payqa tumarun.* AMV
pay-pis chay subrinu wañu-ku-pti-n-ña-mi-k pay-qa
 he-ADD DEM.D nephew die-REFL-SUBDS-3-DISC-EVD-1K he-TOP
tuma-ru-n
 take-URGT-3
 ‘He, **too**, when his nephew died, took it [poison].’
- (4) *Salchipullu rantikuqtap***is** *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 wañukuptin***pis** *manam waqanchu.* AMV
mama-n wañu-ku-pti-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** *waqarqanichu.”* 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** *qawarqap***is***chu.* 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 saqaytap***is** *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).

- (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-pti-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 apakun*. ACH
llapa tiynda-man yayku-shpa-qa lliw lliw-shi ima-n-ta-pis
 all store-ALL enter-SUBIS-TOP all all-EVR what-3-ACC-ADD
apa-ku-n
 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.’

- (15) *Hinaptinqa yutu pawaptinqa chay, “¡Aaaapship ship ship!” Yutupas*
“¡Wwaaaayyy!” SP
hinaptin-qa yutu pawa-pti-n-qa chay aaaapship ship ship
 then-TOP partridge fly-SUBDS-3-TOP DEM.D aaaapship ship ship
yutu-pas wwaaaayyy
 partridge-ADD wwaaaayyy
 ‘Then, when the partridge jumped, he [cried],
 “Aaaap-ship-ship-ship!” The partridge, **too**, [cried] “Wwaaaayyy!”’
- (16) *Ñuqatas harquruwara Kashapataman riranim.* LT
ñuqa-ta-s 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) *Paqarinpuni* rishaq. [†] AMV
paqarin-puni-m ri-shaq
 tomorrow-CERT-EVD go-1.FUT
 ‘I’m going to go **precisely** tomorrow.’
- (2) *Manapuni*. [†] AMV
mana-puni-m
 no-CERT-EVD
 ‘By no means.’
- (3) *Chay wiqawninchikmanpuni* chiri yakuta truranchik. AMV
chay wiqaw-ni-nchik-man-puni 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.’

6.2.7 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: ñuqallaqa.* CH
madri sultira-m ka-ya-: ñuqa-lla-qa
 mother alone-EVD be-PROG-1 I-RSTR-TOP
 ‘I’m a single mother.’
- (2) *Ganawniykiqa achkam miranqa.* LT
ganaw-ni-yki-qa 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 sumaqlлатam. Ñuqaqa quyu quyuta waqayani.* SP
qam-qa waqa-ku-nki suma-q-lla-ta-m ñuqa-qa quyu quyuta
 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) *Yatraqninqa; mana yatraqninqa manayá.* AMV
yatra-q-ni-n-qa mana yatra-q-ni-n-qa 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[ta] qullqi kaptinqa.* AMV
kanan-qa miku-nchik muna-sa-nchik[-ta] qullqi ka-pti-n-qa
 now-TOP eat-1PL want-PRF-1-ACC money be-SUBDS-3-TOP
 ‘**Now** we eat whatever we want when there’s money.’
- (6) *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) *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 qiptin huk turuta pagaykun.* SP
qipi-ru-pti-n-qa chay kundur-qa qipi-pti-n 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.

- (1) *Kichwallaktam limakuya: kaytrawlaq manam kastillanukta lima:chu.* CH
kichwa-lla-cta-m lima-ku-ya: kay-traw-laq mana-m
 Quechua-RSTR-ACC-EVD talk-REFL-PROG-1 DEM.P-LOC-CONT no-EVD
kastillanu-cta lima:-chu
 Spanish-ACC talk-1-NEG
 ‘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).

- (2) *Qamqa flakuraqmi. Hawlapam qamtaqa wirayachisayki.* ACH
qam-qa flaku-raq-mi hawla-pa-m qam-ta-qa
 you-TOP skinny-CONT-EVD cage-LOC-EVD you-ACC-TOP
wira-ya-chi-sayki
 fat-INCH-CAUS-1>2.FUT
 ‘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-EVC wool-ACC wash-1PL.FUT
 ‘It has to be cleaned **still**. We have to clean the wool.’
- (4) *Kamanpi puñukuyaptinraq tarirun.* LT
kama-n-pi puñu-ku-ya-pti-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-INSTR-EVD massage-PROG-3-EVD DEM.D-LOC no-CONT-EVD
shakash-wan
 guinea.pig-INSTR
 ‘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).

- (7) *¿Yawarnintachu? ¿Imatarraq hurqura chay dimunykuna?* ACH
yawar-ni-n-ta-chu ima-ta-raq hurqu-ra chay
 blood-EUPH-3-ACC-Q what-ACC-CONT take.out-PST DEM.D
dimunyu-kuna
 Devil-PL
 ‘His blood? **What in the world** did the devil suck out of him?’

- (8) *Chay gringukunaqa altukunatash rin. ¿Imaynaraq chay runata wañuchin?* 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-yku-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.

- (2) *Lliwta pikarushpa, kaymanñataq quturini trurani wakmanñataq.* AMV
 lliw-ta pika-ru-shpa kay-man-ña-taq qutu-ri-ni
 all-ACC pick-URGT-SUBDS DEM.D-ALL-DISC-SEQ gather-INCEP-1
 trura-ni wak-man-ña-taq
 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. Qipantañataq kulpakta maqanchik pikuwan.* CH
 qali-qa taklla-wan-mi halu-n qipa-n-ta-ña-taq
 man-TOP plow-INSTR-EVD turn.earth-3 behind-3-ACC-DISC-SEQ
 kulpa-ka maqa-nchik piku-wan
 clod-ACC hit-1PL pick-INSTR
 ‘Men turn over the earth with a foot plow. Behind them, **then**, we break up the clods with a pick.’
- (4) *Ñuqapa makiywan aytrichiyani. Kanan trakillañataq. Huknin makiwanñataq kananmi.* AMV
 ñuqa-pa maki-y-wan aytri-chi-ya-n-mi kanan
 I-GEN hand-1-INSTR stir-CAUS-PROG-3-EVD now
 traki-lla-ña-taq huk-ni-n maki-wan-ña-taq kanan-mi
 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
 ishpa-yku-ru-wa-n ima-paq-taq ishpa-n
 urinate-EXCEP-URGT-1.OBJ-3 what-PURP-SEQ urinate-3
 ‘It urinated on me! **Why** does it urinate?’
- (6) *¿Ima rikuqtaq karqa sapatillayki?* AMV
 ima rikuq-taq ka-rqa sapatilla-yki
 what color-SEQ be-PST shoe-2
 ‘**What color** were your shoes?’

- (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*
 “*Kaniruwaptinñataq!*” 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-pti-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].’

- (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 ahhh
 ‘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 chaypam.* 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 puntrawllam 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*, and *-chaq*) (Weber 1989:76). South Conchucos Q counts six, (*-mi*, *-shi*, *-chi*, *-cha*, and *-cher*); Sihuas, too, counts six (Hintz and Hintz 2014).

- (4) *Radyukunapa rimayta rimayan. Lluqsiyamunshi* *tirrurista. Tirrurista rikariyamunshi.* SP
radyu-kuna-pa rima-y-ta rima-ya-n lluksi-ya-mu-n-shi
 radio-PL-LOC talk-INF-ACC talk-PROG-3 go.out-PROG-CISL-3-EVR
tirrurista tirrurista 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 out, they say.** Terrorists **are appearing, they say.**’
- (5) *Chay uchukllapa pashñataq uywakuptinñataqshi* *maqtaqa aparqa mikunanta.* AMV
chay uchuk-lla-pa pashña-taq uywa-ku-pti-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) *Qin̄walman trayarachiptiki* *wañukunmantri.* AMV
qin̄wal-man traya-ra-chi-pti-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.’

- (9) *Wasiy rahasa kayan. Saqaykurunqatr.* AMV
wasi-y raha-sa ka-ya-n saqa-yku-ru-nqa-tr
 house-1 crack-PRF be-PROG-3 go.down-EXCEP-URGT-3.FUT-EVC
 ‘My house is cracked. It’s going to fall down.’

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, *-mI*, is generally left untranslated in Spanish; the second, *-shI*, is often rendered *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 6.2: Evidential schema: “evidence from” by “evidence for”

	Supports scope proposition <i>p</i>	Supports <i>P</i> evidence for <i>p</i>
Direct (personal experience) evidence	DIRECT <i>-mI</i>	CONJECTURAL <i>-trI</i>
Reportative (non-personal experience) evidence	REPORTATIVE <i>-shI</i>	CONJECTURAL <i>-trI</i>

So, employing *-mI(p)*, the speaker asserts predicate *p* and represents that she has personal-experience evidence for *p*; employing *-shI(p)*, the speaker asserts *p* and refers the hearer to another source for evidence for *p*; and employing *-trI(p)*, the speaker asserts *p* and represents that *p* is a conjecture from *P*’, propositions for which she has either *-mI*-type or *-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 *-mI*, *-shI*, and *trI*, in turn. §6.2.11.4 covers the evidential modifiers, *-ari* and *-ik/iki*.

6.2.11.1 Direct *-mI*

-mI indicates that the speaker speaks from direct experience. Unlike *-shI* and *-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) *Vakaqa kaypa waqrayuqmiki kayan.* AMV
vaka-qa kay-pa waqra-yuq-m-iki ka-ya-n
 COW-TOP DEM.P-LOC HORN-POSS-EVD-IKI be-PROG-3
 ‘The cows here **have horns**.’

- (2) *Piñiy**mi** pakarayan wasiypa wak ichuypa ukunpa.* AMV
piñi-y-mi paka-ra-ya-n wasi-y-pa wak ichuy-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-INSTR-EVD door-ACC make-PROG-1 no-EVD a.lot-ACC
ruwa-ni-chu
 make.1-NEG
 ‘I make doors with this. I don’t make a lot.’
- (4) *Karrupis ashnakuyan**mi**.* ACH
karru-pis ashna-ku-ya-n-mi
 car-ADD smell-REFL-PROG-3-EVD
 ‘The buses, too, stink.’
- (5) *Qunirirachishunki. Kaliyntamanchik**mi**.* ACH
quni-ri-ra-chi-shu-nki kaliynta-ma-nchik-mi
 warm-INCEP-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.’

- (2) *Mashwaqa prustatapaqshi allin.* CH
mashwa-qa 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 runtuta 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 yanushpa-taq-shi runa-ta-pis miku-ru-ra.* ACH
lata-wan yanushpa-taq-shi runa-ta-pis miku-ru-ra
 can-INSTR cook-SUBIS-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).

- (1) *Awayantriki kamata.* AMV
awa-ya-n-tr-iki kama-ta
 weave-PROG-EVR-IKI blanket-ACC
 ‘He must be weaving a blanket.’
- (2) *Wañuypaqpis kayachuwantriki.* 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 tiyaparuwanqatrik.* AMV
kuka-cha-n-kuna-ta apa-ru-pti-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-IK
 ‘If I bring them their coca, they’ll accompany me sitting.’
- (4) *Chaymantrik ayarikura.* 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) *Upyachinmantri.* CH
upya-chi-ma-n-tri
 drink-CAUS-1.OBJ-3-EVC
 ‘She might make me drink.’
- (6) *Yakuñatr rikuyan pampantaqa.* ACH
yaku-ña-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. Kapastriki palabrata kichwapa apakunqa kananpis.* 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.’

- (8) *Ayvis kumpaṇaw hamuyan – wañuypaqpis kayachuwantriki.* AMV
 ayvis kumpaṇaw hamu-ya-n wañu-y-paq-pis
 sometimes accompanied come-PROG-3 die-1-PURP-ADD
ka-ya-chuwan-tr-iki
 be-PROG-1PL.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 \emptyset , *-ik* and *-iki*. §6.2.11.4.1 and 6.2.11.4.2 cover *-ari* and \emptyset /*-ik/iki*, respectively. The latter largely repeats Shmelman (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-Palomino (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 JHQ 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 complementary distribution with *-k* and *-ki*. Finally, unlike the AHQ, CCQ and JHQ forms, the SYQ *-ari* cannot appear independently of the evidentials *-mI* or *-shI* or else of *-y*, and, further, always forms an independent word with these.

- (3) *Ñuqa[ta]s firmachiwan**mari**. Piru manash**ari** 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) *Viñacpaq**shali**.* CH
Viñac-paq-sh-ali
 Viñac-ABL-EVR-ARI
 ‘From Viñac, she says, then.’
- (5) *Ripun**shari** 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! Qillakuyankitr**ari**.* 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 kaypay**ari**.* ACH
kida-ku-shun kay-pa-y-ari
 stay-REFL-1PL.FUT DEM.P-LOC-EMPH-ARI
 ‘We’re going to stay **here**.’
- (8) *Yatraqninga mana yatraqninga manay**ari**.* 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).

- (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 unusual⁹ 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 manam**ik** 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 kan**miki**. Sutintapis rimayan**miki**.*
¿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
suti-n-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?’
- (3) *Wañuchinakun im**miki** chaytaqa muna:chu.* SP
wañu-chi-naku-n ima-m-iki chay-ta-qa muna:-chu
 die-CAUS-RECIP-3 what-EVD-IKI DEM.D-ACC-TOP want-1-NEG
 ‘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.

- (4) *Chayshik chay susyukuna ruwapakurqa chay nichuchanta wañushpa chayman pampakunanpaq.* AMV
chay-sh-ik chay susyu-kuna ruwa-paku-rqa chay
 DEM.D-EVR-IK DEM.D associates-PL make-JTACC-PST DEM.D
nichu-cha-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-IK be-3
 ‘They’re messed up, they say. There are messed up people, they say.’
- (6) *“¡Mátalo!” nishashiki.* CH
mátalo ni-sha-sh-iki
 [Spanish] say-NPST-EVR-IKI
 ‘“Kill him!” she’s said, they say.’
- (7) *¿Imapaqraq chayta ruwara paytaqa? Yanqañatrik chayta wañuchira.* ACH
ima-paq-raq chay-ta ruwa-ra pay-ta-qa yanqa-ña-tr-ik
 what-PURP-CONT DEM.D-ACC make-PST he-ACC-TOP lie-DISC-EVC-IK
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”, nishpatriki ablayamun.* SP
abla-n-sh-iki tragu vino ni-shpa-tr-iki abla-ya-mu-n
 talk-3-EVR-IKI drink wine say-SUBIS-EVC-IKI talk-PROG-CISL-3
 ‘They talk, they say, for sure. “Pay me liquor, wine,” they must be saying, talking.’

- (9) *Alkansachin warkawantri. Kabrapis kasusam, piru. Riqsiyantriki runantaqa.* 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-∅* [cat-EVD-∅] 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 *-∅* 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 suti-n 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?’

- (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 *-mI*, *-shI*, and *-trI* 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

7.2 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 qali-pis
 woman-ADD man-ADD
 ‘women **and** men’¹
- (2) *Uyqapaqpis kanmi alpakaqpis kanmi llamaqpis 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.

- (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) *Milawan Aliciawan 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 manataqmi.* 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 sabadistakunaqa 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.’

- (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) “*Ñañaypis, turiypis kargam 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
ullqush-pis ka-ya-n aw chuqlluqupa-pis
 ullqush.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 papapaq**pis** masmi kwistan.* AMV
Huancayo-pa-qa wak mashwa-qa papa-paq-pis mas-mi
 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** masmi.* AMV
qayna puntraw-paq mas-mi
 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-kuna-cta-pis armamintu-kuna-cta-pis lanti-ya-n mas-ta
 grenade-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 pastupis 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 wrap-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*
puriyta wakchawta qatiyta 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-INSTR 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 SYQ, 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-POSS be-3-NEG
 ‘Ah, there aren’t any. **No one** has any balls.’
- (3) *Kaspinpis kanchu.* AMV
kaspi-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.’

- (5) *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].’
- (6) *Manam waytachu 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 kutimunkichu! 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-RECIP-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).

- (11) *Mana qali kaptinga ñuqanchikpis taqllakta hapishpa qaluwanchik.* CH
mana qali ka-pti-n-qa ñuqanchik-pis taqlla-cta hapi-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-cha-ku-na-n-paq mandil-cha-n-ta wata-cha-ku-n
 no dirty-FACT-REFL-NMLZ-3-PURP apron-DIM-3-ACC tie-DIM-REFL-3
 ‘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? ¿Apuríchu Viñacchu?* CH
may-taq chay-qa Apurí-chu Viñac-chu
 where-SEQ DEM.D-TOP Apurí-Q Viñac-Q
 ‘Where is that? Apurí **or** Viñac?’
- (3) *¿Maniyayan icha katrariyanchu?* AMV
maniya-ya-n icha katra-ri-ya-n-chu
 tie.limbs-PROG-3 or release-INCEP-PROG-3-NEG
 ‘Is she tying its feet **or** is she setting it loose?’

- (4) ¿*Chaypachu* *tumarqanki*? 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) ¿*Kanastapichu* *baldipichu*? 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 chimpapapa 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?’

- (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*, *-mI*, *-shI* or *-trI* (11–13).

- (11) ¿*Imay uraraq* chay kunihuqa kutimunqa yanapamananpaq? 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-pti-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?* ¿*Piwan*yá? CH
 trakla-man-chu li-ya-n pi-wan-yá
 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-paq-taq* ‘for whom’ *ima qullqi-tr* ‘what money’) (16).

- (16) *Chaypaqa wiñaraptinqa, ¿ayka puntrawnintataq riganchik?* AMV
chay-pa-qa wiña-ra-pti-n-qa ayka
 DEM.D-LOC-TOP grow-UNINT-SUBDS-3-TOP how.many
puntraw-ni-n-ta-taq riga-nchik
 day-EUPH-3-ACC-SEQ irrigate-1PL
 ‘When it grows, at **how many** days do you water it?’

Enclitics are 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-taq qawa-rqa-nki?* ‘Who did you see trample the cat?’).

7.7 Reflexives and reciprocals

This section partially repeats §4.4.2.3.5 and §4.4.2.3.8 on *-ku*, and *-na*. Please consult those sections for further discussion and examples. *syQ* employs the verb-verb derivational suffixes *-kU* and *-nakU* to indicate reflexive and reciprocal action, respectively.

-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., *-kU* derives verbs with the meanings ‘V one’s self’ (1), (2), and ‘be Ved’ (3), (4). Note that *-kU* is not restricted to forming reflexives and may also indicate pseudo-reflexives, middles, medio-passives and passives.

- (1) *Kikinpis Campionakurun.* AMV
kiki-n-pis Campiona-ku-ru-n
 self-3-ADD poison.with.Campión-REFL-URGT-3
 ‘They themselves **Campioned themselves** [took Campion rat poison].’
- (2) *Kundinakurushpa chay pashña kaqta trayaramun.* AMV
kundina-ku-ru-shpa chay pashña ka-q-ta
 condemn-REFL-URGT-SUBIS DEM.D girl be-AG-ACC
traya-ra-mu-n
 arrive-URGT-CISL-3

‘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 ñuqakta chaypaq talpashun qampaktañataq’, *ninaku:mi.* CH
vali-naku:- paqarin yanapa-ma-y u paqarin ñuqa-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*. *-chinakU* 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.’

- (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-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) *Ñuqa-nchik fwirti kanchik patachita, matrkata, trakranchik llusiqta mikushpam.* AMV
ñuqa-nchik fwirti ka-nchik patachi-ta matrka-ta
 I-1PL strong be-1PL wheat.soup-ACC ground.cereal.meal-ACC
trakra-nchik llusqi-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-EVD salvation-EUPH-1 be-2
 ‘You **are** my salvation.’
- (3) *Kañña piña turu.* AMV
ka-n-ña piña turu
 be-3-DISC angry bull
 ‘There **are** mean bulls.’

- (4) *Rantiqpis kantaqmi.* AMV
ranti-q-pis ka-n-taq-mi
 buy-AG-ADD be-3-SEQ-EVD
 ‘There are also buyers.’

Evidentials (*-mI*, *-shI* and *-trI*) often attach to the predicate in equational statements without *ka-n* (5), (6).

- (5) *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-shpam
 eat-SUBIS
 ‘Sleeping in a cave and eating good pasture, my cow is really fat.’

- (6) *Llutanshiki.* LT
llutan-sh-iki
 deformed-EVR-IKI
 ‘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
alpaka-chu wak ka-ya-n
 alpaca-Q DEM.D be-PROG-3
 ‘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 QI 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.

- (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 wambraykikuna 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 familyanchikkunata 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) *Ganawninta 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).¹

- (8) *Duyñupa wallqanta ruwan.* AMV
duyñu-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
asnu-qa hatari-shpa-sh ripu-ku-n chay runa-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) *Ganawniykiqa achkam miranqa.* LT
qanaw-ni-yki-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 unayqa manam imapis kaptinqa.* AMV
chayna-m unay-qa mana-m ima-pis ka-pti-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 QR: “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:

Ishkay wa:ka-: ka-pa-ma-n. ‘I have two cows.’
Ishkay wa:ka-yki ka-pu-shu-nki. ‘You have two cows.’
Ishkay wa:ka-n ka-pu-n (or ka-n). ‘She has two cows.’

- (3) *Kananqa mikun munasanchik qullqi kaptinga.* AMV
kanan-qa miku-n 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 shakashtatr 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_F 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 infinitive

7.12 Complementation (infinitive, agentive, indicative and subjunctive clauses)

tive complements with *-y* (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 sintachiytaqa?* 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 puñuyta 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
misa lula-q shamu-n
 mass make-AG come-3
 ‘They **come** to hold mass.’
- (5) *Pasaruptyn qawaq hamuni.* AMV
pasa-ru-pti-n qawa-q hamu-ni
 pass-URGT-SUBDS-3 see-AG come-1
 ‘When that happened, I **came to see**.’

- (6) *Atipasantatriki ruwan.* ACH
atipa-sa-n-ta-tr-iki 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 waqa-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 pulisha:tapis.* CH
kwirpu-: 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 qipikusanta 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 deverbalizing suffixes: concretizing *-na* (1), agentive *-q* (2), perfective *-sHa* (3), and infinitive *-y* (4). As these structures are

formally nouns, they are inflected with substantive suffixes, not verbal suffixes (*ranti-sa-yki* **ranti-sa-nki* ‘that you sold’) (5).

- (1) *Asta wañukunay puntrawkamatriki chayna purishaq.* LT
asta wañu-ku-na-y puntraw-kama-tr-iki chay-na 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) *Rigakuq luna trabahaya.* CH
riga-ku-q luna trabaha-ya-
 irrigate-REFL-AG person work-PROG-1
 ‘The people who water, we’re working.’

- (3) *Ñuqaqa manam rimayta yatrara:chu prufusurni: nimasanta.* SP
ñuqa-qa mana-m rima-y-ta yatra-ra-:-chu prufusur-ni-:
 I-TOP no-EVD talk-INF-ACC know-PST-1-NEG teacher-EUPH-1
ni-ma-sa-n-ta
 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
chay vila-ku-y puntraw simintiryu-pa
 DEM.D candle-REFL-INF day cemetery-LOC
 ‘The day we lit candles in the cemetery.’

- (5) *Rigalakullaq ka: mana rantikusa:taqa.* ACH
rigala-ku-lla-q ka-: mana ranti-ku-sa-:-ta-qa
 give.as.a.gift-REFL-RSTR-AG be-1 no buy-REFL-PRF-1-ACC-TOP
 ‘I used to give away what I didn’t sell.’

The inflected forms may be reinforced with possessive pronouns (6). *-sHa* may additionally form nouns referring to the location where (7) or time at which (8) an event E occurred. *-sHa* 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).

- (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-yku-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-cta inyikta-ma-na-nchik-paq
 ampoule-ACC inject-1.OBJ-NMLZ-1PL-PURP
 ‘Ampoules **to inject us / for injecting us.**’

- (13) *Filupa paninqa nin, “Maqawaytam ñuqata pinsayan”. AMV*
Filu-pa pani-n-qa ni-n maqa-wa-y-ta-m ñuqa-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-pti-n-qa, ñuqa-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-qa traya-mu-pti-n tushu-rqa-nchik* ‘When the band arrived, we danced’).

- (1) *Qawaykuptinqa sakristan wañurusa. AMV*
qawa-yku-pti-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 kabrakunaqa. 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.

- (3) *Yantakunata qutushtin lliptakunata kañakushtin, hanay ...* AMV
yanta-kuna-ta qutu-shtin llipta-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 simultaneous 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 tushuchishpallam kusichakuni.* AMV
tragu-wan kuka-wan tushu-chi-shpa-lla-m kusicha-ku-ni
 drink-INSTR coca-INSTR 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-INCEP-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 simultaneous (*Awa-shtin miku-chi-ni wambra-y-ta* ‘(By) weaving, I feed my children’) (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) *Manam pagawaptikiqa manam wambraykiqa allianqachu.* LT
mana-m paga-wa-pti-ki-qa mana-m wambra-yki-qa
 no-EVD pay-1.OBJ-SUBDS-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.’

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 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.’
- (9) *Priyupaw puriyan siyrtumpatr warmin mal kaptin.* AMV
priyupaw 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-n-ña-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-shpa-s 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.’

- (13) *Traki paltanchikpis pushllunankama 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 Junín-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 Chulunkuy, 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

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 QII 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, Caca-Hongos, and San Pedro – sort together, as these, like the QI 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 Caca-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

<i>tuma-</i>	(ALL)	(<i>Sp. tomar</i>)	‘take’
<i>kida-</i>	(ALL)	(<i>Sp. quedar</i>)	‘stay’
<i>papil</i>	(ALL)	(<i>Sp. papel</i>)	‘paper’

³ Virtually any term of Spanish origin in current use in the area may be borrowed into sq. 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

<i>sapi</i>	(ALL)	‘root’
<i>sasa</i>	(ALL)	‘hard’
<i>yanapa-</i>	(ALL)	‘help’
<i>ishpay</i>	(ALL)	‘urine’
<i>ayqi-</i>	(ALL)	‘escape’
<i>chaqchu-</i>	(ALL)	‘sprinkle, scatter’

3. Terms with no Quechua-language correlate in one or more of the dialects

Quechua-origin term	Spanish-origin term	Gloss
<i>chaskay</i> (MV, AH, SP)	<i>lusiru</i> (Sp. <i>luce-ro</i>) (CH, LT)	‘morning star’
<i>tapsipa-</i> (MV, AH, SP)	<i>balansya</i> (Sp. <i>ba-lancear</i>) (CH, LT)	‘rock’
<i>uya</i> (MV, AH, SP)	<i>kara</i> (Sp. <i>cara</i>) (CH, LT)	‘face’

4. Terms of the same root but with different realizations in different dialects

<i>warmi</i> (MV, AH, SP)	~ <i>wal</i> <i>mi</i> (LT, CH)	‘woman’
<i>sapa</i> (MV, AH, SP)	~ <i>h</i> <i>apa</i> (LT, CH)	‘alone’
<i>aqsa</i> (MV, AH)	~ <i>as</i> <i>qa</i> (SP)	‘bitter [potato]’
<i>qaracha</i> (MV, AH, SP, CH)	~ <i>kar</i> <i>acha</i> (LT)	‘scabies’, ‘mange’
<i>alli-paq</i> (MV, AH, SP)	~ <i>alli-</i> <i>lla</i> (LT, CH)	‘slowly’
<i>kitra-sa</i> (MV, AH, SP)	~ <i>kitra-</i> <i>sha</i> (LT, CH)	‘open’

5. Terms where *[r] is realized as [l] in CH

<i>raki-</i>	→ [<i>l</i> <i>aki</i>]	‘separate’
<i>quru</i>	→ [<i>qol</i> <i>u</i>]	‘mutilated’
<i>trura-</i>	→ [<i>çul</i> <i>a</i>]	‘put’

6. Terms where */s/ is realized as [h] in CH

/sara/	→ [<i>h</i> <i>ala</i>]	‘corn’
/sama/	→ [<i>h</i> <i>ama</i>]	‘rest’
/sati/	→ [<i>h</i> <i>ati</i>]	‘insert’

7. Terms affected by metathesis

<i>chaksa-</i>	(MV, AH, CH) ~ <i>chaska-</i>	(LT, SP)	‘air out’
<i>shanta-</i>	(AH, CH, SP) ~ <i>tansha-</i>	(MV, LT)	‘choke’
<i>shipti-</i>	(MV, AH, LT) ~ <i>tipshi-</i>	(CH, SP)	‘pinch’

8. Terms affected by other phonological processes

<i>allpi</i>	(MV, AH, LT, CH) ~ <i>allpa</i>	(SP)	‘dust’, ‘dirt’(vowel lowering)
<i>chillqi</i>	(MV, AH, LT, SP) ~ <i>chillki</i>	(CH)	‘bud’ (develarization)
<i>malshu</i>	(LT, CH) ~ <i>mayshu</i>	(MV, AH, SP)	‘breakfast’ (gliding)

9. Terms affected by variation in verbal or nominal morphology

<i>utrku-</i>	(MV, AH, LT, SP) ~ <i>utr’ku-cha-</i>	(CH)	‘dig a hole’
<i>tardi-ku</i>	(MV, AH, CH, LT) ~ <i>tardi-ya-</i>	(SP)	‘get late’
<i>aytri-na</i>	(MV, CH) ~ <i>aytri-ku</i>	(AH, LT)	‘stick for stirring’

10. Terms derived with past participles

<i>paki-sa</i>	(MV, AH, SP) ~ <i>paki-sha</i>	(CH, LT)	‘broken’
<i>punki-sa</i>	(MV, AH, SP) ~ <i>punki-sha</i>	(CH, LT)	‘swollen’
<i>yaku-na-sa</i>	(MV, AH, SP) ~ <i>yaku-na-sha</i>	(CH, LT)	‘thirsty’

11. Terms that differ by the exchange s/sh

<i>suytu</i>	(MV, AH, SP) ~ <i>shuytu</i>	(CH, LT)	‘oval’, ‘oblong’
<i>siqsi-</i>	(MV, AH, SP) ~ <i>shiqshi-</i>	(CH, LT)	‘itch’
<i>wiswi</i>	(MV, AH, SP, CH) ~ <i>wishwi</i>	(LT)	‘greasy’

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 LT⁴ – 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 Caca and Hongos split, Caca alone recording a second term (‘rain’).

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

South		North		Gloss
MV, AH, SP		LT, CH		
<i>chumpi</i>	(MV, AH, SP)	<i>watrakuq</i>	(CH, LT)	‘sash’
<i>anu-</i>	(MV, AH, SP)	<i>wasqi-</i>	(CH, LT)	‘wean’
<i>sumaq</i>	(MV, AH, SP)	<i>tuki</i>	(CH, LT)	‘pretty’

2. North/south differences in root terms alligning with Junín and Ayacucho.

South	North	Ayacucho	Junín	Gloss
MV, AH, SP	LT, CH			
<i>puyu</i>	<i>pukatay</i>	<i>puyu</i>	<i>pukatay</i>	‘cloud’, ‘fog’
<i>qishTa</i>	<i>tunta</i>	<i>qisha</i>	<i>tunta</i>	‘nest’
<i>rakta</i>	<i>tita</i>	<i>rakta</i>	<i>tita</i>	‘thick’

3. Synonyms employed in southern but not northern dialects

Employed in all		Employed just in the south		Gloss
<i>wallwa-</i>	(ALL)	<i>uqla(n)cha-</i>	(MV, AH, SP)	‘carry under the arm’
<i>patrya-</i>	(ALL)	<i>tuqya-</i>	(MV, AH, SP)	‘explode’
<i>alalaya-</i>	(ALL)	<i>chiriya-</i>	(MV, AH, SP)	‘be cold’

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, Cacha’s closest neighbor to the north. The terms are *kallwi-* ‘cultivate’ and *liklachiku* ‘underarm’.

Table A.1: Differences among dialects in root terms used to refer to the same referent

gloss	root _A	dialect	root _B	dialect	Ayacucho root	Junín root
'old man'	<i>machu</i>	MV, AH, SP	<i>awkish</i>	LT, CH	<i>machu</i>	<i>awkish</i>
'old woman'	<i>chakwash</i>	MV, AH, SP	<i>paya</i>	LT, CH	<i>chakwash</i>	<i>paya</i>
'nettle'	<i>llupa/itana</i>	MV, AH, SP	<i>chalka</i>	LT, CH	<i>itana</i>	<i>itana</i>
'germinate'	<i>shinshi-</i>	MV, AH, SP	<i>chilQi</i>	LT, CH	NC	?
'close eyes, blink'	<i>qimchiku-</i>	MV, AH, SP	<i>chipupa-</i>	LT, CH	<i>chipu-</i> (close hand)	<i>qimlla-/qimchi-</i>
'sash'	<i>chumpi</i>	MV, SP	<i>watraku</i>	LT, CH	<i>chumpi</i>	<i>watrakuq</i>
'sneeze'	<i>hachiwsa-</i>	MV, AH, CH, LT	<i>haqchu-</i>	SP	<i>hachi-</i>	<i>haqchiwsa-, achiwyaa-</i>
'cultivate, hoe'	<i>hallma-</i>	MV, AH, SP	<i>kallwa-</i>	LT, CH	<i>hallma-</i>	<i>kallwa-</i>
'scratch'	<i>rachka-</i>	MV, AH, SP	<i>hata-</i>	LT, CH	<i>hata-</i>	<i>rachka-</i>
'add fuel'	<i>lawka-</i>	MV, AH, CH, LT	<i>huya-</i>	SP	?	?
'sickly'	<i>iqu</i>	MV, AH, SP	<i>latru</i>	LT, CH	<i>iqu</i>	?
'thorn, bramble'	<i>kichka</i>	MV, AH, SP	<i>kasha</i>	LT, CH	<i>kichka</i>	<i>kasha</i>
'stick'	<i>kaspi</i>	MV, AH, SP	<i>shukshu</i>	LT, CH	<i>kaspi</i>	<i>shukshu</i>
'splinter'	<i>killwi</i>	MV, AH	<i>qawa/waqcha</i>	LT, CH/SP	<i>killwi</i>	<i>waqcha</i> ('log', 'timber')
'make an offering return'	<i>qawachi-</i>	MV, AH, LT	<i>likachi-</i>	CH	<i>qawa-</i> ('see')	<i>lika-</i> ('see')
'underarm', 'armpit'	<i>wallwachuku-</i>	MV, AH, SP	<i>liklachku</i>	LT, CH	<i>wallwa</i>	<i>liklachiku</i>
'all'	<i>lliw</i>	MV, AH, SP	<i>limpu</i>	LT, CH	<i>lliw</i>	<i>lliw</i>
'avalanche', 'mudslide'	<i>lluqlla</i>	MV, AH, SP	<i>tuñiy</i>	ALL	<i>tuñi-</i> ('tumble down')	<i>lluqlla</i> ('waterfall')
'coagulate'	<i>tika-</i>	MV, AH, CH, LT	<i>marki-</i>	SP	<i>tikaya-</i>	<i>tika-</i> ('make adobe bricks')
'knee'	<i>muqu</i>	MV, AH, SP	<i>qunqur</i>	ALL	<i>muqu, qunqura-</i> ('kneel')	<i>muqu</i> (joint)
'comb' (v.)	<i>ñaqcha-</i>	ALL	<i>qachaku-</i>	LT, CH	<i>ñaqcha-</i>	<i>ñaqcha-</i>
'cloud', 'fog'	<i>puyu</i>	MV, AH, SP	<i>pukutay</i>	LT, CH	<i>puyu</i>	<i>pukutay</i>
'thorn bush variety'	<i>ulanki</i>	MV, AH, SP	<i>qaparara</i>	LT, CH	?	?
'sick'	<i>unqu</i>	MV, AH, SP	<i>qisha</i>	CH	<i>unqu</i>	<i>qishya</i>
'nest'	<i>qishTa</i>	MV, AH, SP	<i>tunta</i>	LT, CH	<i>qisTa</i>	<i>qisha</i>
'thick'	<i>rakta</i>	MV, AH, SP	<i>tita</i>	LT, CH	<i>rakta</i>	<i>tita</i>
'snow', 'sleet'	<i>riti</i>	MV, AH, SP	<i>rasu</i>	LT, CH	<i>riti</i>	<i>lasu</i>
'eaten by birds'	<i>shuqli</i>	MV, AH, CH, LT	<i>wishlu</i>	SP	?	?
'beautiful'	<i>sumaq</i>	MV, AH, SP	<i>tuki</i>	LT, CH	<i>sumaq</i>	<i>tuki</i>
'sheep'	<i>uyqa</i>	MV, AH, SP	<i>usha</i>	LT, CH	NC	(<i>uwish</i>)
'roll'	<i>sinku-</i>	ALL	<i>trinta-</i>	LT, CH	NC	NC
'explode'	<i>tuqya-</i>	MV, AH, SP	<i>patra-</i>	ALL	<i>tuqya-</i>	<i>patra-</i>
'bitter' [potato]	<i>aqsa</i>	MV, AH, SP	<i>qatqi</i>	CH	<i>qatqi</i>	?
'rain'	<i>para-</i>	MV, AH, SP, CH	<i>tamya-</i>	Cacra	<i>para-</i>	<i>tamya-</i>

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.

- (1) *Ariyá urqupaqa puchukapakunchikmiki.* AMV
 ari-yá urqu-pa-qa puchuka-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 *-mI*, generally correspond to increases in strength of assertion. A *-m-ik* assertion is interpreted as stronger than a *-mI-ø* assertion; a *-m-iki* assertion as stronger still. In Spanish, *-mI-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-IKI] 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 wirayaykachishunki mikushunkimiki.* AMV
 kanan-qa wira-ya-yka-chi-shunki miku-shunki-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 *-mI* 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 *-mI-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

help', respectively. Under the scope of *-mI-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 *-mI* 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 *-mI-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) *Rishaq 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 conjunctural *-trI*

In the case of the conjunctural *-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-rqa-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

-*trI* 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. *-trI* 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 *-trI*, only the existential epistemic reading is 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 *-trI*, 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) *Qalapisi sayaruchuwani-tri lukuyarishpaqa.* AMV
qala-pis saya-ru-chuwan-tri luku-ya-ri-shpa-qa
 naked-ADD stand-URGT-1PL.COND-EVC crazy-INCH-INCEP-SUBIS-TOP
 ‘We could also stand around naked, going crazy.’
- (2) *Mana chay kaptinqa mikuramanmantri karqa chay dimunyu-kuna.* AMV
mana chay ka-pti-n-qa miku-ra-ma-n-man-tri ka-rqa
 no DEM.D be-SUBDS-3-TOP eat-URGT-1.OBJ-3-COND-EVC be-PST
chay dimunyu-kuna
 DEM.D devil-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

base, [metaphysical] or [circumstantial], *-trI* 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 *-trI*: 'they will accompany me sitting' and 'I'm going to stink', respectively. This does not mean that *-trI-ø/ik/iki* has no effect on the interpretation of future-tense verbs, however. Although it leaves TAM interpretation unaffected, *-trI* continues to indicate that the proposition under its scope is a conjecture. And *-ik* and *-iki*, as they do in conjunction with *-mI*, 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 *-trI*, 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-pti-y-qa
 coca-DIM-3-PL-ACC bring-URGT-SUBDS-1-TOP
tiya-pa-ru-wa-nga-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 *-trI*, they generally correspond to increases in certainty of conjecture: a *-tr-ik* conjecture is interpreted as more certain than a *-trI-ø* conjecture; and a *-tr-iki* conjecture is interpreted as more certain still. Recall that under the scope of *-trI*, 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 *trI-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 *-trI-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 *-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_i makes a present-tense conditional *-trI-ø* conjecture: She_j 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_j 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.

- (5) *Almayuqpis kayanmantri*. AMV
alma-yuq-pis ka-ya-n-man-tri
 soul-POSS-ADD be-PROG-3-COND-EVC
 ‘She **might be** accompanied by a soul.’

- (6) *Anuyanñatriki*. AMV
anu-ya-n-ña-tr-iki
 wean-PROG-3-DISC-EVD-IKI
 ‘She **must** be weaning him already, for sure.’

In sum, Yauyos’ three evidentials, *-mI*, *shI*, and *-trI*, 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 *-trI*, 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. *-trI* 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, *-trI* 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/ummhunn/, it’s far’. In (1), the first speaker makes a *-trI-ø* conjecture, ‘They must have left drunk’. The second answers with *-tr-ik*, echoing the judgement of the first, ‘Indeed, they must have gotten drunk’.

- (1) *Spkr 1: “Chay kidamuq runakuna shinkañatr llusqsimurqa.”*
Spkr 2: “Shinkaruntri-k.” AMV
chay kida-mu-q runa-kuna shinka-ña-tr llusqi-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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A grammar of Yauyos Quechua

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.

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