Tentative Grammar Description
for the Ubir [ubi] Language
spoken in Oro Province

Written by Bray Boreret and Bradley Aira with assistance by Jason Carwile

November 2015
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Signed by:

<table>
<thead>
<tr>
<th>Name</th>
<th>Language</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bray Boreret</td>
<td>Ubir</td>
<td>Oro</td>
</tr>
<tr>
<td>Bradley Aira</td>
<td>Ubir</td>
<td>Oro</td>
</tr>
</tbody>
</table>
The following works are covered by this form:

<table>
<thead>
<tr>
<th>Description</th>
<th>Contribution</th>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tentative Grammar Description</td>
<td>Authors: Bray Boreret &amp; Bradley Aira</td>
<td>Bray Boreret</td>
<td>30 Oct. 2015</td>
</tr>
<tr>
<td></td>
<td>Editing: Jason Carwile</td>
<td>Bradley Aira</td>
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<tr>
<td></td>
<td></td>
<td>Bradley Aira</td>
<td></td>
</tr>
<tr>
<td>Text collection - audio</td>
<td>Bray Boreret &amp; Bradley Aira</td>
<td>Bray Boreret</td>
<td>30 Oct. 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bradley Aira</td>
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Preface/Disclaimer/Acknowledgments

This grammar is very tentative. It has been written by Bray & Bradley during the four-week long Discover Your Language Course at the PILAT Training Centre at Ukarumpa, EHP. At that course the two Ubir language speakers, Bray Boreret and Bradley Aira, were participants. So the data for this grammar was collected and written up very quickly and does not deal with all aspects of Ubir grammar. This tentative analysis is based on just four natural texts recorded and written by Bray & Bradley, and a selection of elicited sentences. There may well be errors due to the time pressure in producing this document, and some inconsistencies within the analysis. We are thankful to our mentor Jason for reading the paper, editing, and guiding the process. Despite its tentative nature, we hope this grammar will be helpful to speakers of the Ubir language, and to others who want to learn more about the language. Hopefully, it provides a foundation for others to build upon in the future.

Abbreviations and Symbols

1. first person(s), English: I, me, we
2. second person, English: you, Tok Pisin: yu, yupela
3. Third person, English: he/she/it/him/her
   ADJ adjective
   EXC exclusive, excluding the hearer
   INC Inclusive, including the hearer
   SG singular
   DU dual
1. INTRODUCTION

Language name: Ubir [ubi]
Classification: Oceanic
Location of Language Group: Tufi, Oro, Papua New Guinea
Dialect(s) represented in this description:
Name(s) of contributor(s): Bray Bororet, Bradley Aira, Jason Carwile
Period during which this information was collected: October 7-November 4, 2015
Location where most data has been collected: PILAT, Ukarumpa, EHP, Papua New Guinea
Texts used to help produce this description:
Agim Akinatut an dudur.
Ayubis wat an on dudur.
Baikukenawai an dudur.
Goa wairaf inaras an dudur.
Masau an dudur.
Ray, James rus asi dudur.
Tafaror kanfoun an dudur.
Ubir goa emon wanat au Ukarumpa
Wengar rorous a Kwakwar.
2. **WRITING SYSTEM AND SOUNDS**

*There are no special characters in our orthography and use only the characters present in English.*

3. **NOUNS AND NOUN PHRASES**

3.1. **Pronouns and Possessive Suffixes**

Our pronouns and possessive suffixes are shown in the tables in each section below.

3.1.1. **Pronouns**

Pronouns are words like *I, you* and *they* in English, which stand in place of other noun phrases. We call these “free pronouns” because they are words in their own right, and are not parts of other words.

1st person (1) = the speaker, English *I, me, we*

2nd person (2) = the listener, English *you*

3rd person (3) = neither the speaker nor the listener, English *he/she/it/him/her/them/they*

**Singular (SG)** = just one person/thing, English *I/he/she/it/him/her*

**Dual (DU)** = two people/things, Tok Pisin mitupela/*yutupela/tupela*

**Plural (PL)** = more than one, English *we/they/them*

1st person exclusive (1 EXC) = the speaker and some other people, but not the listener, Tok Pisin *mipela*

1st person inclusive (1 INC) = the speaker and the listener (and maybe other people too), Tok Pisin *yumi*

**Table 3.1.1.1: Free Pronouns**

<table>
<thead>
<tr>
<th></th>
<th>Pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SG</strong></td>
<td>1st person</td>
<td><em>yau</em></td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td><em>om</em></td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td><em>on</em></td>
</tr>
<tr>
<td><strong>PL</strong></td>
<td>1st person inclusive</td>
<td><em>yot</em></td>
</tr>
<tr>
<td></td>
<td>1st person exclusive</td>
<td><em>wei</em></td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td><em>omi</em></td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td><em>osi</em></td>
</tr>
</tbody>
</table>

Here are some examples of pronouns in the Ubir language:

**Example 3.1.1.1: Free Pronouns**
Rule: Our language does not have different pronouns for subjects and objects. Even in the presence of a noun, sometimes a pronoun is used directly following.

### 3.1.2. Possessive Pronouns

#### Table 3.1.2.1: Possessive pronouns

<table>
<thead>
<tr>
<th></th>
<th>Possessive pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SG</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td><em>au</em></td>
<td>'my'</td>
</tr>
<tr>
<td>2nd person</td>
<td><em>am</em></td>
<td>'your'</td>
</tr>
<tr>
<td>3rd person</td>
<td><em>an</em></td>
<td>'his, her, its'</td>
</tr>
<tr>
<td><strong>PL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person inclusive</td>
<td><em>ati</em></td>
<td>'our' / 'bilong yumi'</td>
</tr>
<tr>
<td>1st person exclusive</td>
<td><em>wai</em></td>
<td>'our' / 'bilong mipela'</td>
</tr>
<tr>
<td>2nd person</td>
<td><em>ami</em></td>
<td>'your' / 'bilong yupela'</td>
</tr>
<tr>
<td>3rd person</td>
<td><em>asi</em></td>
<td>'their'</td>
</tr>
</tbody>
</table>

#### Example 3.1.2.1: Possessive pronouns

A) **Word** | *Wei wai goa atamanin ifeu.*  
**Gloss** | 1.pl our house old fell  
**Free** | Our old house fell down.  

B) **Word** | *Yau au nikok boboun.*  
**Gloss** | 1.sg my knife new  
**Free** | My knife is new.  

---

Page 10
Summary: Usually the possessive pronoun comes before the noun. Also, it is more natural to include the regular pronoun along with the possessive pronoun, though it is acceptable to use only the possessive.

3.1.3. Possessive Suffixes

A possessive suffix is a part at the end of a word showing whose it is. These are often used with words for family relationships or body parts (such as ear, eye, brother or father), rather than using a separate word.

Table 3.1.3.1: Possessive suffixes

<table>
<thead>
<tr>
<th>Possessive suffix</th>
<th>Word with possessive suffix</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
</table>
| SG
| 1st person
| -u | taitu | my little brother |
| 2nd person
| -m | taim | your(s) little brother |
| 3rd person
| -n | tain | His little brother |
| PL
| 1st person
| -t | tait | Our(incl) little brother |
| inclusive
| -i | taiti | Our(excl) little brother |
| exclusive
| -m | taim | Your(pl) little brother |
| 3rd person
| -s | tais | Their little brother |

In our language, possessive suffixes are used to express family relationships and body parts. It is important to note that the 2nd person singular and plural use the same suffix and can only be known by context.

Example 3.1.3.2:

Yau matau
Om ayom
On awan
Osi matas

On fifi on yau taiu.

‘my eye’
‘your mother’
‘his mouth’
‘their eyes’
That boy is my small brother
Rule about possessive suffixes: The only words discovered so far to use these suffixes are family relationships and body parts.

3.1.4. Reflexive Pronouns

Reflexive pronouns are words like *myself* and *himself*. They are used when the actor and patient refer to the same person.

**Table 3.1.4.1: Reflexive pronouns**

<table>
<thead>
<tr>
<th></th>
<th>Reflexive pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SG</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>ekesiu</td>
<td>myself / mi yet</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>ekesim</td>
<td>yourself / yu yet</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>ekesin</td>
<td>himself, herself, itself</td>
</tr>
<tr>
<td><strong>PL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person inclusive</td>
<td>ekesi</td>
<td>ourselves / yumi yet</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person exclusive</td>
<td>ekesim</td>
<td>ourselves / mipela yet</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>ekesim</td>
<td>yourselves / yupela yet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>themselves / ol yet</td>
</tr>
</tbody>
</table>

**Example 3.1.4.1: Reflexive pronouns**

A) Word *Osi ekesi wat au masau sinau.*
   Free They went to the garden alone.

B) Word *On ekesi mom inai ebobosag.*
   Free He went fishing alone.
3.1.5. Translation Issues for Pronouns

Rule about translating pronouns:

Some pronouns, like 'on' can be used as a demonstrative. They have other uses besides just pronouns.

3.2. Nouns

3.2.1. Singular and Plural Nouns

Table 3.2.1.1: Markers used to show singular/plural on nouns

<table>
<thead>
<tr>
<th>Marker</th>
<th>“Job” of the marker</th>
<th>Example on/with a word</th>
<th>What kind of words use the marker?</th>
<th>Equivalent in English / Tok Pisin</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>an</td>
<td>masau</td>
<td>on</td>
<td>his</td>
</tr>
<tr>
<td>singular</td>
<td>au</td>
<td>masau</td>
<td>yau</td>
<td>my</td>
</tr>
<tr>
<td>plural</td>
<td>ati</td>
<td>masau</td>
<td>yot</td>
<td>our</td>
</tr>
<tr>
<td>plural</td>
<td>wai</td>
<td>masau</td>
<td>wei</td>
<td>we-us</td>
</tr>
</tbody>
</table>

Example 3.2.1.1: Singular nouns

A) Word An masau.  
   Gloss His garden

B) Word Au masau.  
   Gloss My garden

C) Word Yau au kuke  
   Gloss 1.sg my Dog

D) Word Yau masau kaitamom ater iyaras  
   Gloss 1.sg garden one burn burnt

Example 3.2.1.2: Plural nouns

A) Word Ati masau.  
   Gloss Our(incl) garden

B) Word Wai masau.  
   Gloss Our(excl) garden

C) Word Kuke engon nim  
   Gloss Dog all five
3.2.2. Translation Issues for Singular and Plural Nouns

Think about when translating Nouns:

3.3. Adjectives

3.3.1. Adjectives in general

Adjectives are words which describe a noun. Adjectives might describe the size, shape and colour of something, the age or feelings of a person, or the appearance of a place. In Ubir language, adjectives describe Nouns.

Example 3.3.1.1: Adjectives in noun phrases

A) Word: Agim dirigagamin gagamin bibitan.
   Gloss: Rock shapeless big heavy

B) Word: Orot dibon kadidin guggurin.
   Gloss: man short fat black

Adjective Summary Statement 1: In my Ubir language there are many adjectives.

Adjective Summary Statement 2: In my ubir language adjectives come after the noun.

Adjective Summary Statement 3: It is easy to use more than one adjective to describe a noun in my Ubir language.

Adjective Summary Statement 4: There are many adjectives in my language.

Example 3.3.1.2: More than one adjective in a noun phrase

A) Word: Jeverei kafakakain usin kakakaiin mamaraag obinfafa.
   Gloss: girl small colour white pretty Very good

   Gloss: tree leaf one green big
Adjective Summary Statement 5: Adjectives describing size and color often end with 'in'. Though this is not likely a suffix.

Some adjectives can be recognised by a suffix -fafa or -bag and both mean 'very'. For example, obinfafa, momoginfafa, gagaminfafa, and gagaminbag.

Example 3.3.1.3: Markers that work with adjectives

A) Word obin-fafa
   Gloss good-very

B) Word gagamin-bag
   Gloss big-very

In our language, certain suffixes can be added to adjectives like -fafa and -bag.

Example 3.3.1.4: Words or markers that make adjectives stronger and less strong

A) Word Kafakakain wawanin
   Gloss more strong(hard)

B) Word Kafakakain samin samin
   Gloss more soft

3.3.2. Comparatives

Example 3.3.2.1: How we compare things in our language

A) Word Om am kuke on aukwatun ato you noau on ausasan
   Gloss you your dog is Bit.big and me mine is Bit.small
   Free Your dog is a bit big and mine is a bit small.

B) Word On on ekakaf tiwag men yau ba
   Gloss he is respect well not me like
   Free He is well respected unlike me.
Rule/Summary Statement 1: In Ubir we compare by using two clauses. One will describe the first and the other will describe the second. The word 'ba' is a comparative marker that equates the qualities of the two or contrasts them if used with the negative marker 'men'.

Example 3.3.2.2: How to say something is the best of all, or antap tru

A) Word
   Gloss On jever on momoginfafa
   that lady is very pretty

B) Word
   Gloss Oyau wabin Everest on weroromin anbabaton
   mountain name Everest is tall very

C) Word
   Gloss On jever on momginfafa men jever fani ba
   that woman is very pretty not woman some like
   Free That woman is the prettiest.

3.3.3. Translation Issues for Adjectives
(You may want to discuss this here, or you can write rules. Adding examples is always good.)

Example 3.3.3.1: How to translate Adjectives

A) Word
   Gloss Tefan doron aburun warur afen kifurubin obinfafa.
   hair long nose sharp cheek indentation very pretty
   Free The long hair, sharp nose, and indentation on the cheek is very pretty.

B) Word
   Gloss Kokoin bibitan gagaminfafa.
   huge heavy very big

Rules about translating adjectives: It is straightforward how to translate adjectives. Adjectives directly follow the noun they modify and can come in groups of adjectives that are not limited and can be rearranged with no change in meaning.

Rules about translating comparatives: Comparatives normally require two clauses though the word 'ba' can be used to equate their qualities without a full clause. It is the qualities themselves that must be compared such as 'large' vs. 'small' that are ascribed to the nouns.
3.4. Numerals and Number-Marking

3.4.1. Traditional Counting System

Table 3.4.1.1: Traditional counting system

<table>
<thead>
<tr>
<th>Number</th>
<th>Tok Ples</th>
<th>English meaning (if there is one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>kaitamom</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ruam</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ton</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>bat</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>nim</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Nimtereban kaitamom</td>
<td>tereban 'add'</td>
</tr>
<tr>
<td>7</td>
<td>Nimtereban ruam</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Nimtereban ton</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Nimtereban bat</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ouyotoat</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ouyotoat anyayatan</td>
<td>anyayatan 'lid, top'</td>
</tr>
<tr>
<td></td>
<td>kaitamom</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ruam</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ton</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bat</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nim</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nimtereban kaitamom</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nimtereban ruam</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nimtereban ton</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Ouyotoat anyayatan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nimtereban bat</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Orot kaitamom</td>
<td>orot 'men'</td>
</tr>
<tr>
<td>30</td>
<td>Orot kaitamom anyayatan</td>
<td>ouyotoat</td>
</tr>
<tr>
<td>40</td>
<td>Orot ruam</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Orot ruam anyayatan</td>
<td>ouyotoat</td>
</tr>
<tr>
<td>60</td>
<td>Orot ton</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Orot ton anyayatan</td>
<td>ouyotoat</td>
</tr>
<tr>
<td>80</td>
<td>Orot bat</td>
<td></td>
</tr>
<tr>
<td>90</td>
<td>Orot bat anyayatan</td>
<td>ouyotoat</td>
</tr>
<tr>
<td>100</td>
<td>Orot nim</td>
<td></td>
</tr>
</tbody>
</table>
Number Rule 1: We usually use our traditional numbers when translating scripture, counting fish, and teaching children (especially elementary). For other numbers we use English at the market, asking someone to bring a number of items, during church services, sports, counting money, and most other situations. We usually use English counting except the times above when we use traditional counting.

Number Rule 2: Numbers usually come after the main noun and are interchangeable with adjectives.

3.4.2. Other Quantity Words

Quantifiers are words like some, many, all, or a few in English, which do not tell us a specific number, but rather a general quantity.

Example 3.4.2.1: Quantifiers

A) **Word** Sabu yabo sinaisebitafaror.
   **Gloss** people many went worship

B) **Word** Fifirig ruamom rura roa kaitamom siabar senan.
   **Gloss** boys few coconut stick one carry going
   **Free** Some boys carried a stick of coconuts.

C) **Word** On wasi matan kaitamom on iyafan woitai?.
   **Gloss** 3.sg taro eye one 3.sg who gave
   **Free** He gave an eye(bunch) of taro?

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Gloss</strong></th>
<th><strong>Used with:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ruamom</td>
<td>few</td>
<td>People and things</td>
</tr>
<tr>
<td>sigaraba</td>
<td>many</td>
<td>People and things</td>
</tr>
<tr>
<td>yabo</td>
<td>many, plenty</td>
<td>People and things</td>
</tr>
<tr>
<td>tutufin engon</td>
<td>all</td>
<td>People and things</td>
</tr>
<tr>
<td>tafinin kaitamom</td>
<td>one pair (four coconuts)</td>
<td>coconut</td>
</tr>
<tr>
<td>roa kaitamom</td>
<td>one bundle (plenty coconuts) and (four sago)</td>
<td>coconut</td>
</tr>
<tr>
<td>matan kaitamom</td>
<td>one pair (four taros)</td>
<td>taro</td>
</tr>
<tr>
<td>Iman kaitamom</td>
<td>one pair (four sago)</td>
<td>sago</td>
</tr>
<tr>
<td>fanĩ</td>
<td>some</td>
<td>People &amp; Things</td>
</tr>
</tbody>
</table>

3.4.3. Ordinal Numbers

Ordinal numbers are used to show the order in a group of items, like first, second, third in English.

Example 3.4.3.1: ainauin, bairuin, baiitonin, baibatin, bainimin.
A) Word | Yau au dura ainauin on atonio a Bairuin on ato
Gloss | My first word is this and second is that
Free | My first word is this and my second is that

B) Word | Ubir an baiab ainauin Bairuin on inai bainimin farat
Gloss | Ubir it's counting first second it went fifth only
Free | Ubir counts first, second and only up to fifth.

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>ainauin</td>
<td>first</td>
</tr>
<tr>
<td>bairuin</td>
<td>second</td>
</tr>
<tr>
<td>baitonin</td>
<td>third</td>
</tr>
<tr>
<td>baibatin</td>
<td>fourth</td>
</tr>
<tr>
<td>bainimin</td>
<td>fifth</td>
</tr>
</tbody>
</table>

This is how we would translate some ordinal numbers into our language:

Rev. 9:13 ‘The sixth angel blew his trumpet’
A) Word | Namon anea nimtereban kaita ba on dour ibabain
Gloss | then angel Five.plus one turn 3.sg cone.shell blew

Mark 14:41 ‘He came the third time’
B) Word | On ra baitonin ba inat
Gloss | He time third the came

3.4.4. Other Number-related things

Example 3.4.4.1: Other numbers

A) Word | Tafinin ta
Gloss | pair one

B) Word | Iman ta
Gloss | hand one

C) Word | Matan ta
Gloss | eye one

D) Word | Roa ta
Gloss | bundle one

E) Word | Orot ta.
Gloss | man one
3.4.5. Translation Issues for Numerals and Number Marking

Rules for translating numbers: Numerals are interchangeable with adjectives. They come after the noun they modify. After 5, there is no difference between cardinal and ordinal numbers.

3.5. Demonstratives and Articles

In English, an **indefinite article** tells us that an item is one of a set of things (for example, a car). A **definite article** tells us that we are supposed to know which member of the set it is (the car) or that it is the only one of its kind (the sun). Many PNG languages do not have articles, but some do.

A **demonstrative** (often called a “pointing” word) points you towards the place where the people or things are. They might be near the person speaking (for example this dog), or somewhere away from the person who is speaking (for example that man), or in some other direction or place.

3.5.1. Articles

**Table 3.5.1.1: Articles in our language**

We have found no evidence of an article in our language yet.

3.5.2. Demonstratives

**Table 3.5.2.1: Demonstratives**

<table>
<thead>
<tr>
<th>Demonstrative</th>
<th>Equivalent in English / TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>atonio</td>
<td>this/these</td>
</tr>
<tr>
<td>atonu</td>
<td>that/those</td>
</tr>
</tbody>
</table>

**Example 3.5.2.1: Sentences with demonstratives**

A) **Word** Atonio on yau au kuke.  
**Gloss** This is me my dog  
**Free** This is my dog.

B) **Word** Atonio sabu on komasis.  
**Gloss** this people are bad  
**Free** These people are bad.

C) **Word** Atonu kuke gagamis ruam babaisigeris.  
**Gloss** those dogs big two noisy
3.5.3. Translation Issues for Articles and Demonstratives

Rule about translating Articles and Demonstratives: Demonstratives come before the noun they describe.

3.6. Basic Noun Phrase Structure

A noun phrase is a group of words that together describe a particular object, such as ‘those two big noisy dogs’ in English. Usually there is a common order for the different parts of speech in a noun phrase.

3.6.1. Noun Phrase Examples

Example 3.6.1.1:

| A | Word           | Wengar  | roroun | rifuin , yawasin | a   | gagamin | kaitamom | on |
|   | Lex./Word Gloss | tree    | leaf   | green           | fresh | and     | big      | one | that |
|   | Lex./Word Cat.  | n       | n      | adj             | adj   | correlconn | adj | num | dem |

| B | Word           | Yau     | au     | wengar         | roroun | mururin | kaitamom | yawasin | gagamin | tani | on |
|   | Lex./Word Gloss | 1.sg    | my     | tree           | leaf   | red     | one      | fresh | big     | other | that |
|   | Lex./Word Cat.  | pron    | poss n | n               | adj    | num     | adj      | adj   | ***    | dem  |

| C | Word          | Osi     | fifirig | gugudis | ton | on | sareu | eib | mes | sina.i. |
|   | Gloss         | 3.pl    | boys    | small   | three | 3.sg | river | wash | for | went   |

Rule for ‘normal’ word order in Noun Phrases:

Demonstrative - Possessive – Noun Phrase – Noun – Adjectives/Numerals

Example 3.6.1.2: Noun Phrases, Different word orders

| A | Word Gloss | Roroun | mururin | kaitamom | on |
|   |           | leaf   | red     | one      | 3.sg |

| B | Word Gloss | Atonio | roroun | mururin | kaitamom |
|   |           | this   | leaf   | red     | one      |

| C | Word Gloss | Baiyoboen | ainauin | ebiyoboet | on | mabinai, |
|   |           | example  | first   | show     | it's | far     |

| D | Word Gloss | ato     | baiyoboen | bairuin | ebiyoboet | on | bisinai. |
|   |           | and     | example   | second  | show     | it's | near    |
3.6.2. Translation Issues for Noun Phrases

Rules for translating Noun Phrases: Nouns and Noun phrases can sometimes be next to each other in a descriptive fashion inside of a larger noun phrase.

Example 3.6.2.1: How to translate Noun Phrases

A) Word | wa | bereber
Gloss | canoe | tree (a specific kind)
Free | A canoe made out of bereber wood

B) Word | bereber | wa
Gloss | tree (a specific kind) | canoe
Free | A canoe made out of bereber wood

3.7. Possession

3.7.1. Direct (Inalienable)

Direct possession is when a possessed noun has part of the word itself telling you who it belongs to, usually as a possessive suffix. For example, tew ‘my little brother’ in Awad Bing has the possessed noun te with a first person singular possessive suffix –w. Direct possession is usually used for nouns which have to belong to someone, such as body parts and family members. These kind of nouns are said to be inalienable. Examples of direct possession are given in section 3.1.3.

Direct possession in my language:

Direct possession in Ubir occurs with family relationships and body parts using predictable suffixes outlined in section 3.1.4.

3.7.2. Indirect (Alienable)

Indirect possession is when you have one or more words that go with a possessed noun to show you who it belongs to, as in nanew aab ‘my house’ in Awad Bing. Often indirect possession is used for alienable nouns, which do not have to belong to someone (like house or car).
Example 3.7.2.1: Noun Phrases - Indirect (alienable) possession

Indirect possession uses possessive pronouns similar to the suffixes but occur before the noun and are separate words. They are outlined in section 3.1.3.

3.7.3. Translation Issues for Possession

Rule for translating Possessives:

4. POSTPOSITIONS

4.1. Examples

These are some examples of postpositions in our language:

Example 4.1.1: Postpositions

A) Word Gloss Free
Sabu simama ato on inat goa amon'ai irui.
people staying and he came house inside went in
The people were staying and he came inside the house.

B) Word Gloss Free
Sabu simama ato kuke on goa babanai irabob.
people staying and dog it house under died
The people were staying and the dog died under the house.

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>amonai</td>
<td>in / during</td>
</tr>
<tr>
<td>auman</td>
<td>with</td>
</tr>
<tr>
<td>aietunai</td>
<td>over / above</td>
</tr>
<tr>
<td>amosi</td>
<td>through / among</td>
</tr>
<tr>
<td>aurin</td>
<td>about / for / to</td>
</tr>
<tr>
<td>babanai</td>
<td>under</td>
</tr>
<tr>
<td>bisinai</td>
<td>near</td>
</tr>
<tr>
<td>gibunai</td>
<td>after</td>
</tr>
<tr>
<td>rebenai</td>
<td>across</td>
</tr>
<tr>
<td>kounai</td>
<td>behind</td>
</tr>
<tr>
<td>nanai</td>
<td>before</td>
</tr>
<tr>
<td>emon</td>
<td>off / of</td>
</tr>
</tbody>
</table>
4.2. Translation Issues for (Prepositions / Postpositions)
(Write here anything you find difficult or need to remember when translating articles and demonstratives)

When translating prepositions / postpositions we should think about:

5. VERBS

5.1. Person and Number Marking

5.1.1. Subject Marking

Many languages have markers on the verb to show who or what the subject is. The following table shows the subject markers in our language:

Table 5.1.1.1: Verbs - Subject markers

<table>
<thead>
<tr>
<th></th>
<th>Subject marker</th>
<th>Example of a verb with subject marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>1(^{st}) person</td>
<td>a-</td>
<td>arab</td>
</tr>
<tr>
<td></td>
<td>2(^{nd}) person</td>
<td>u-</td>
<td>urab</td>
</tr>
<tr>
<td></td>
<td>3(^{rd}) person</td>
<td>i-</td>
<td>irab</td>
</tr>
<tr>
<td>PL</td>
<td>1(^{st}) person inclusive</td>
<td>ta-</td>
<td>tarab</td>
</tr>
<tr>
<td></td>
<td>1(^{st}) person exclusive</td>
<td>wa-</td>
<td>warab</td>
</tr>
<tr>
<td></td>
<td>2(^{nd}) person</td>
<td>wo-</td>
<td>worab</td>
</tr>
<tr>
<td></td>
<td>3(^{rd}) person</td>
<td>si-</td>
<td>sirab</td>
</tr>
</tbody>
</table>

5.1.2. Object Marking

Many languages also have markers on the verb to show who or what the object is. The following table shows the object markers in our language:

Table 5.1.2.1: Verbs - Object markers

<table>
<thead>
<tr>
<th></th>
<th>Object marker</th>
<th>Example of a verb with object marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>1(^{st}) person</td>
<td>-iu</td>
<td>urabiu</td>
</tr>
<tr>
<td></td>
<td>2(^{nd}) person</td>
<td>-im</td>
<td>arabim</td>
</tr>
<tr>
<td></td>
<td>3(^{rd}) person</td>
<td>-is</td>
<td>arab</td>
</tr>
<tr>
<td>PL</td>
<td>1(^{st}) person inclusive</td>
<td>-it</td>
<td>iborarabitis</td>
</tr>
<tr>
<td></td>
<td>1(^{st}) person exclusive</td>
<td>-i</td>
<td>iborarabibi</td>
</tr>
<tr>
<td></td>
<td>2(^{nd}) person</td>
<td>-im</td>
<td>aborarabim</td>
</tr>
<tr>
<td></td>
<td>3(^{rd}) person</td>
<td>-is</td>
<td>aborarabis</td>
</tr>
</tbody>
</table>
### 5.1.3. Recipient Marking

Some languages have markers on the verb to show who or what the recipient is, for verbs where something is given to someone. The following table shows the recipient markers in our language.

**Table 5.1.3.1: Verbs - Recipient markers**

<table>
<thead>
<tr>
<th></th>
<th>Recipient marker</th>
<th>Example of a verb with recipient marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>-eu</td>
<td>uiteu</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>-em</td>
<td>aitem</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>-ai</td>
<td>aitai</td>
</tr>
<tr>
<td>PL</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>-et</td>
<td>itet</td>
</tr>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; person inclusive</td>
<td>-ei</td>
<td>itei</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>-em</td>
<td>aitem</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>-es</td>
<td>aites</td>
</tr>
</tbody>
</table>

It is important to note that what was previously the object marker now marks the recipient of a ditransitive clause.

A) **Word** Yau pencil Brad a-it-ai  
**Gloss** 1.sg pencil Brad 1.sg-gave-3.sg

B) **Word** Yau pencil osi a-it-es  
**Gloss** 1.sg pencil 3.pl 1.sg-gave-3.pl
5.1.4. Benefactive Marking

Some languages have markers on the verb to show who or what the beneficiary is, when somebody does something for someone else. These are called benefactive markers. The following table shows the benefactive markers in our language:

Table 5.1.4.1: Verbs - Benefactive markers

<table>
<thead>
<tr>
<th></th>
<th>Benefactive marker</th>
<th>Example of a verb with benefactive marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>1st person</td>
<td>- iu</td>
<td>ibaisiu</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>- im</td>
<td>aibaisim</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>- in</td>
<td>aibaisin</td>
</tr>
<tr>
<td>PL</td>
<td>1st person inclusive</td>
<td>- it</td>
<td>taibaisit</td>
</tr>
<tr>
<td></td>
<td>1st person exclusive</td>
<td>- i</td>
<td>waibaisi</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>- im</td>
<td>waibaisim</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>- is</td>
<td>sibaisis</td>
</tr>
</tbody>
</table>

The only difference we noticed between object markers and these is that there is a marker for 3.sg when there is a beneficiary while a normal object marker does not mark 3.sg.

5.1.5. Translation Issues for Subject, Object, Recipient and Benefactive Markers

When translating markers related to people/things involved in an action we should remember:

5.2. Tense: Past, Present, Future.

5.2.1. Example:

Example 5.2.1.1: Past

A) Word Yau rarab aitem
   Gloss 1.sg yesterday saw.you

Example 5.2.1.2: Present

A) Word Yau aitem
   Gloss 1.sg see.you
Example 5.2.1.3: Future

A) Word Yau arimon anitem  
   Gloss 1.sg in.the.future will.see.you

5.2.2. Translation Issues Related to Tense

When translating tense we need to think about: The distinction between past, present and future are not made grammatically in Ubir. We need context and the use of realis/irrealis to know the difference.

5.3. Aspect

Aspect has to do with the timing of an action or event itself, for example if it is continuing, completed, repeated, and so on.

5.3.1. Continuous:

Continuous aspect ( ) describes an action or event that is viewed as carrying on at some point in time. For example, in Tok Pisin, mi ritim buk i stap or mi wok long ritim buk.

The continuous aspect it marked by reduplication on the verb.

Example 5.3.1.1: Continuous

A) Word Jeverei kafakakain on nana eseserer.  
   Gloss girl small that still laughing  
   Free The small girl is still laughing.

B) Word Yau on nana buk ab-iab  
   Gloss 1.sg that still book reading  
   Free I am reading a book.

5.3.2. Habitual

Habitual aspect ( ) describes an action or event that happens several times, whether in the past or the present. For example, in Tok Pisin, em i save ritim buk, or in English ‘he used to read books’ or ‘he often reads books’.

In Ubir we mark habitual aspect on the verb by adding the suffix -otin.

Example 5.3.2.1: Habitual
A) Word  On buck Baiab-otin  
Gloss  He  book  reader  
Free  He reads books often.

B) Word  On orot on baikobootin.  
Gloss  3.sg  man  3.sg  joker  
Free  The man jokes often.

5.3.3. Repeated

Repeated aspect ( ) describes an action or event that happens repeatedly over a short time. For example, in Tok Pisin, em i singaut singaut.

Example 5.3.3.1: Repeated: On kuke on araboboiotin anbabaton.

A) Word  Orot iyasisir  ato weira ton iroboge.  
Gloss  man  rejoice  and  time  three  jumped  
Free  The man jumped three times.

5.3.4. Beginning

Beginning aspect ( ) describes an action or event that is viewed as just beginning. For example, in Tok Pisin, em i stat long wok.

Example 5.3.4.1: Beginning aspect:

A) Word  On bobo ibo-suruf.  
Gloss  He  work  started  
B) Word  On ayai ibosuruf  
Gloss  3.sg  run  started  
C) Word  Yau ayai abosuruf  
Gloss  1.sg  run  started

5.3.5. Completed

Completed aspect ( ) describes an action or event that is viewed as having finished. For example, in Tok Pisin, em i ritim buk pinis, or in English ‘he read a book’.

Example 5.3.5.1: Completed aspect:

A) Word  On buck iyab isawar  
Gloss  He  book  read  finish  
B) Word  Fifi on buck iyab isawar nono.  
Gloss  boy  3.sg  book  read  finish  already
5.3.6. Translation Issues Related to Aspect

When translating aspect we need to think about:

5.4. Realis and Irrealis Status

PNG languages often have a difference between realis and irrealis status. **Realis** refers to the more real and certain events, while **irrealis** refers to possible or doubtful events.

5.4.1. Examples

Example 5.4.1.1: Realis and Irrealis

A) **Word** Yau rarab anai regai abibib.  
   **Gloss** 1.sg yesterday went bush hunting  
   **Free** Yesterday, I went hunting in the bush.

B) **Word** Yau rarab atan regai atabib mes ato aisuweigan.  
   **Gloss** 1.sg yesterday go bush hunting for and tired  
   **Free** Yesterday, I was going to go hunting in the bush but was tired.

C) **Word** Yau raso arimon anan regai anabib.  
   **Gloss** 1.sg tomorrow will go bush hunting  
   **Free** Tomorrow I will go hunting in the bush.

5.4.2. Translation Issues for Realis and Irrealis

When translating realis and irrealis: There are several forms of realis and irrealis and is likely more complicated than shown here. But the simplest is that there is a prefix *n-* that marks irrealis and a null form for realis.
5.5. Serial Verbs

Serial verbs mean two or more verbs that go together and that show closely related actions. Often both (or all) the verbs keep at least some of their basic meaning. The whole group of verbs acts as one unit and often the verbs in the group all have the same subject (and object). For example, the meaning of the English verb bring is expressed in many PNG languages with a serial verb meaning '(go) get come'. Another example is Tok Pisin, 'Kisim kam'.

5.5.1. Examples

Here are some examples of serial verbs in our language:

**Example 5.5.1.1: Serial Verbs**

A) **Word** Orot bairuin on orot ainauin an fidu ibo imatabir inai itai.

**Gloss** man second 3.sg man first his bow took return went gave

**Free** The second man went, took, returned, and gave the first man's bow to him.

B) **Word** awau nanatu anboes wanayai wangat.

**Gloss** spouse.my children take will.run out

**Free** I will take my wife and children and we will run out.

C) **Word** Yau arimon men awau nanatu anboes wanayai wangat on.

**Gloss** 1.sg will not spouse.my children take will.run out that

**Free** I will not take my wife and children and run out.

5.5.2. Translation Issues for Serial Verbs

When translating serial verbs: Each verb will take its own subject marker. Though they are often the same marker, they can be different. However, the object marker is only found on one of the verbs in a serial verb construction.

6. CLAUSES

6.1. Transitive clauses

Transitive clauses include a subject, a verb and an object.

6.1.1. Examples:

**Our usual word order for a transitive clause is SOV.**

Here are some examples:

**Example 6.1.1.1: Word order in transitive clauses**
Gloss: 1.sg pig spear  
Free: I speared a pig.

B) Word: Kuke foro sigi.  
Gloss: dog pig bit  
Free: The dog bit the pig.

6.1.2. Translation Issues for Transitive Clauses

When translating transitive clauses:

6.2. Intransitive clauses

Intransitive clauses contain a verb that usually cannot take an object. For example, he walked, he laughed, he jumped in English.

6.2.1. Examples

Here are some examples of intransitive clauses:

Example 6.2.1.1: Intransitive clauses

A) Word: ato foro irabob.  
Gloss: and pig died  
Free: And the pig died.

B) Word: Fifi orot ikikin.  
Gloss: child man carry  
Free: The boy carried

Here are some examples of intransitive clauses with verbs of movement:

Example 6.2.1.2: Movement verbs

A) Word: ato yau anat  
Gloss: and 1.sg came

B) Word: Yau ayai  
Gloss: 1.sg ran

Example 6.2.1.3: Voluntary and involuntary actions

A) Word: yau ayai  
Gloss: 1.sg ran

B) Word: yau assi  
Gloss: 1.sg sneezed
Example 6.2.1.4: Process verbs, and other verbs

6.2.2. Translation Issues for Intransitive Clauses

When translating intransitive clauses: If there is no object marker and no serial verb construction, we can suspect it is an intransitive clause. From what we see, intransitive clauses almost always follow the SV order with no additional morphemes or different word orders. Since there are subject markers, a verb can stand alone without a separate word.

6.3. Di-transitive clauses

Clauses that have both an object and a recipient are called di-transitive. An English example is: I gave the book to him.

6.3.1. Examples:

Example 6.3.1.1: Di-transitive clauses (that have recipients)

   Gloss: man book friend gave
   Fre译: The man gave a friend a book.

B) Word: Wei bayu sabu waites.
   Gloss: 1.pl food people gave
   Free译: We gave the people food.

C) Word: Wei on sabu bayu waites.
   Gloss: 1.pl that people food gave
   Free译: We gave the people food.

D) Word: Orot bairuin on orot ainauin an fidu ibo imatabir inai itai.
   Gloss: man second that man first his bow took return went gave
   Free译: The second man took, returned, went, and gave the first man's bow to him.
E) **Word** Orot bairuin on fidu ibo imatabir inai orot ainaun itai
**Gloss** man second that bow took return went man first gave
**Free** The second man took, returned, went, and gave the first man the bow.

This is our usual order for sentences that have recipients: The simplest is Agent-Patient-Recipient-Verb. As the sentence is more complex, the word order is not so simple.

### 6.3.2. Translation Issues for Di-transitive Clauses

When translating di-transitive clauses: The word order (syntax) is very important. To change the word order, additional words must be added to convey the same meaning.

### 6.4. Semantic roles (noun roles)

#### 6.4.1. Agent

An agent deliberately makes an action or event happen. E.g. ‘Cain murdered his brother’

**Example 6.4.1.1: Agent**

A) **Word** Orot iyoi ai foro iyo irabob.
**Gloss** man spear pig speared died
**Free** The man speared the pig with a spear and it died.

#### 6.4.2. Force

A force makes an action happen but not deliberately. E.g. ‘the wind blew down Job’s house’.

**Example 6.4.2.1: Force**

A) **Word** Sareu igat wengar ikokouen sifusas.
**Gloss** water out tree uproot fell
**Free** The flood uprooted the trees and they fell.

B) **Word** afoi gagamin imatar tafanam engon iraran.
**Gloss** drought big happened place whole dried
**Free** A big drought happened and the whole place dried.
6.4.3. Experiencer

An experiencer does not control what happens, and they are not changed by what happens. They feel what happens with their senses or emotions. E.g. ‘Samuel heard the sheep’, ‘Jonah felt angry’.

Example 6.4.3.1: Experiencer

A) Word  Leah dura komasin itatam ato iyatatab.
Gloss  Leah word bad heard and was.angry
Free  Leah heard bad news and was angry.

B) Word  Fifi turan duran itatam ato iyababan.
Gloss  boy his.friend news heard and was.sad
Free  The boy heard news about his friend and was sad.

6.4.4. Stimulus

A stimulus is something that is seen, thought about, or felt. E.g. ‘I saw a dog’, ‘The man thought about his daughter’.

Example 6.4.4.1: Stimulus

A) Word  Jever nanatun auris iyamari.
Gloss  woman her.children for thought
Free  The woman thought about her children.

B) Word  Orot dura komasin itatam ato iyatatab.
Gloss  man word bad heard and was.angry
Free  The man heard bad news and was angry.

6.4.5. Possessor

A possessor is someone who has something. E.g. ‘Joseph has a coat’.

Example 6.4.5.1: Possessor

A) Word  wei on er wai masau auman.
Gloss  1.pl that with our garden have
Free  We have our garden. (We work hard.)

B) Word  Wei wai goa on boboun a gagamin.
Gloss  1.pl our house that new and big
Free  Our house is new and big.
6.4.6. Location

A **location** is where an action or event takes place. E.g. ‘Eli slept in **his bed**’, ‘She found the coin under the **table**’.

**Example 6.4.6.1: Location**

A) **Word** Osi nuai nan sabu sigatures.
   **Gloss** 3.pl island there people found
   **Free** They found people on the island.

B) **Word** Kuke on teboi yenbubur.
   **Gloss** dog that veranda sleeping
   **Free** The dog was sleeping on the veranda.

6.4.7. Source / Destination

A **source** is where something moves from, a **destination** is where something moves to. E.g. ‘Abraham travelled from **Ur** (source) to **Haran** (destination)’.

**Example 6.4.7.1: Source & Destination**

A) **Word** Wanigela emon warabon au Port Moresby
   **Gloss** Wanigela from traveled to Port Moresby
   **Free** We traveled from Wanigela to Port Moresby.

B) **Word** Kainantu emon wanai au Ukrumpa
   **Gloss** Kainantu from went to Ukrumpa
   **Free** We went from Kainantu to Ukrumpa.

6.4.8. Instrument

An **instrument** is used by someone to make something happen. E.g. ‘Jael killed Sisera with a **tent peg**’ ‘Saul attacked David with a **spear**’.

**Example 6.4.8.1: Instrument**

A) **Word** Ray on siwa ibo ato James ifaitan.
   **Gloss** Ray 3.sg stick took and James chased
   **Free** Ray took a stick and chased James

A) **Word** Orot bairuin on fawasai kiwiu iyo.
   **Gloss** man second that spear bird speared
   **Free** The second man speared the bird with a spear.
6.4.9. Accompaniment

An accommodation is someone who does something with someone else. E.g. ‘Moses went to Pharaoh with his brother’.

Example 6.4.9.1: Accompaniment

A) Word

Bradley on an kuke gugudis ruam mat sareu

Gloss

Bradley that his dog small two with river

Word

sirabon rebenai sabu fani mat sinai baikugen mes. awai

Free

cross Other.side people some with went hunting for

B) Word

Orot baitonin ba inat ibaisis mat fawas sesasafen.

Gloss

man third 3.sg came helped with spear sharpened

Free

A third man came and helped sharpen spears.

6.4.10. Recipient

A recipient receives something from someone else. E.g. ‘The angel gave food to Elijah’.

Example 6.4.10.1: Recipient

A) Word

Jever on bayu nanatun ites siyam.

Gloss

woman that food children gave ate

Free

The woman gave food to the children and they ate.

B) Word

Jeverei on buk turan itai

Gloss

girl that book friend gave

Free

The girl gave a book to a friend.

6.4.11. Beneficiary

A beneficiary is someone who benefits from an action done by someone else. E.g. ‘Dorcas made clothes for the children’.

Example 6.4.11.1: Beneficiary

A) Word

Yau awau on nanatui asi bayu ibotitiwag.

Gloss

1.sg spouse that children their food prepared

Free

My spouse prepared food for the children.

B) Word

Ben on rawan rus asi goa boboun iyon.

Gloss

Ben that in-law both their house new built

Free

Ben built a new house for himself and his in-laws.
6.4.12. Patient

A patient is someone or something an action happens to. E.g. ‘John ate a locust’.

Example 6.4.12.1: Patient

A) Word Peter on wasi foro auman iyan.  
   Gloss Peter that taro pig with ate  
   Free Peter ate taro and a pig.

A) Word Osi ogi sirukou i feu.  
   Gloss 3.pl banana pushed fell  
   Free They felled a banana tree.

6.4.13. Translation Issues for Noun Roles

When translating Noun roles:

6.5. Adverbs

6.5.1. Place

Example 6.5.1.1: Place Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>nin</td>
<td>here</td>
</tr>
<tr>
<td>nio</td>
<td>here</td>
</tr>
<tr>
<td>atonio</td>
<td>this</td>
</tr>
<tr>
<td>nan</td>
<td>there</td>
</tr>
<tr>
<td>ato</td>
<td>that</td>
</tr>
</tbody>
</table>

Example 6.5.1.2: Phrases showing place

A) Word Wei foro nin warab.  
   Gloss 1.pl pig here hit  
   Free We hit the pig here.
6.5.2. **Manner**

**Example 6.5.2.1: Manner words**

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunubsunub</td>
<td>slowly</td>
</tr>
<tr>
<td>kakafai</td>
<td>carefully</td>
</tr>
<tr>
<td>sasasan</td>
<td>quickly</td>
</tr>
<tr>
<td>aumiaet</td>
<td>loudly</td>
</tr>
<tr>
<td>baiduduranin</td>
<td>miraculously</td>
</tr>
<tr>
<td>komasinai</td>
<td>badly</td>
</tr>
</tbody>
</table>

**Example 6.5.2.2: Phrases showing Manner**

A) **Word** on anbib on sunubsunub  
**Gloss** 3.sg walk that slowly

B) **Word** orot on kakafai nan oyau tefanai wa eboai  
**Gloss** man that carefully there mountain on.top vehicle drives

The man carefully drives the vehicle on the mountain.

6.5.3. **Time**

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>rarab</td>
<td>yesterday</td>
</tr>
<tr>
<td>ari</td>
<td>ari</td>
</tr>
<tr>
<td>raso</td>
<td>tomorrow</td>
</tr>
<tr>
<td>fomenei</td>
<td>morning</td>
</tr>
<tr>
<td>fom</td>
<td>night</td>
</tr>
<tr>
<td>rafufur</td>
<td>always</td>
</tr>
<tr>
<td>Wera tata</td>
<td>sometimes</td>
</tr>
<tr>
<td>asuku</td>
<td>rarely</td>
</tr>
</tbody>
</table>
Example 6.5.3.1: Time words
A) Word Gloss  
osi  rarab  sinat  
3.pl yesterday  came
B) Word Gloss  
fifi  tatarin  on  etotou  
boy  baby  that  crying
Free Note  
The baby boy is crying.
We know that it is now because of continuous aspect.

6.5.4. Degree

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>fafa</td>
<td>very</td>
</tr>
<tr>
<td>ambabaton</td>
<td>too</td>
</tr>
<tr>
<td>fofonin</td>
<td>enough</td>
</tr>
<tr>
<td>forabin</td>
<td>hot</td>
</tr>
<tr>
<td>sibuin</td>
<td>cold</td>
</tr>
</tbody>
</table>

Example 6.5.4.1: Degree words
A) Word Gloss  
kuke  on  gagaminfafa  
dog  that  big.very
B) Word Gloss  
goa  on  kafakakain  ambabaton  
house  that  small  tiny

6.5.5. Sentence Adverb

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>yababanai</td>
<td>sadly</td>
</tr>
<tr>
<td>yatatabai</td>
<td>angrily</td>
</tr>
<tr>
<td>tait</td>
<td>perhaps</td>
</tr>
<tr>
<td>anitin</td>
<td>probably</td>
</tr>
</tbody>
</table>

Example 6.5.5.1: Sentence adverb words
6.6. Negative Clauses and Negation

Negative clauses are those which include a meaning like *no* or *not* in English.

6.6.1. Examples

**Example 6.6.1.1: Words that say ‘no’**

A) **Word** Yau auriu on rura ambin.
   **Gloss** 1.sg For.me that coconut nothing
   **Free** I do not have a coconut.

B) **Word** Rura ambin on mes bayu men tanfis on.
   **Gloss** coconut nothing that so food not squeeze that
   **Free** There is no coconut so we did not squeeze (cream) it.

**Example 6.6.1.2: Negative commands**

A) **Word** Men uniamai!.
   **Gloss** NEG make.it
   **Free** Don't do that.

B) **Word** Men unruyein!.
   **Gloss** NEG touch.it
   **Free** Don't touch that.

**Example 6.6.1.3: Strong negatives**

A) **Word** Men meyan uniamai!!.
   **Gloss** NEG ever make.it

B) **Word** abimom eruruyein!!.
   **Gloss** must.not touch.it

**Example 6.6.1.4: Words with a negative meaning**

_TypeExampleHere_

_TypeExampleHere_
6.6.2. Translation Issues for Negative Clauses

When translating negative clauses:

7. SENTENCES

7.1. Conjunctions

7.1.1. Examples

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>and</td>
</tr>
<tr>
<td>ai</td>
<td>Or</td>
</tr>
<tr>
<td>mes</td>
<td>If, so</td>
</tr>
<tr>
<td>baise</td>
<td>But</td>
</tr>
<tr>
<td>yabin</td>
<td>because</td>
</tr>
<tr>
<td>anwerai</td>
<td>When, while, whenever, since</td>
</tr>
</tbody>
</table>

Example 7.1.1.1: Conjunctions

A) Word | Gloss                      | Free
--------|----------------------------|
Osi men | sinai sigayam on yabin     |
usen    | iyayar on mes             |
they    | not                        |
goto    | school                     |
that    | because                    |
raing   | that                       |
for     |                             |
They    | did not                    |
go      | to                        |
school  | because                    |
it      | was                        |
raining |
when    |

B) Word | Gloss                      | Free
--------|----------------------------|
Meyan  | unnanat on karun au buk    |
auman  | ebo enat                   |
when   | coming                     |
that   | please                     |
your   | my                        |
book   | with                      |
take   | come                       |
When   | you                        |
come   | please                     |
your   | bring my book with you     |

Note: Meyan unnanat on is a complete clause. However, there is not connecting word between these two clauses.

C) Word | Gloss                      | Free
--------|----------------------------|
Yau    | agogoi pineapple anan      |
baise  | auriu on pineapple ambin   |
1.sg   | wanted pineapple eat       |
but    | For me that pineapple no   |
I      | wanted to eat pineapple    |
but    | I have no pineapple       |
7.1.2. Translation Issues Related to Conjunctions

When translating conjunctions: We can join clauses together without a conjunction sometimes like example B above. Conjoining words come before the clause they refer to.

7.2. Commands (Imperative Sentences)

7.2.1. Examples

Example 7.2.1.1: Commands

A) Word
   Gloss
   E'nai yeib!
   You.go bath

B) Word
   Gloss
   Om men unifonaseir!
   2.sg NEG disobey

7.2.2. Translation Issues Related to Commands

When translating commands:

8. Questions

8.1. Questions (Interrogative Sentences)

8.1.1. Yes-No Questions

Example 8.1.1.1:

A) Word
   Gloss
   Osi sabu asi yawas min usagob?
   3.pl people their lifestyle these know
   Free
   Do you know these people?

B) Word
   Gloss
   Om min arimon unifonabo?
   2.sg this will obey
   Free
   Will you obey?
8.1.2. WH Questions

When we want to find out more than just ‘yes’ or ‘no’, in English we ask questions using question words such as Who? What? Which? How many? When? Where? How? Why? (People sometimes call these WH questions because most of these English question words start with wh.)

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>meyan</td>
<td>when</td>
</tr>
<tr>
<td>menan</td>
<td>which</td>
</tr>
<tr>
<td>abifan</td>
<td>what</td>
</tr>
<tr>
<td>menan</td>
<td>where</td>
</tr>
<tr>
<td>iyafan</td>
<td>who</td>
</tr>
<tr>
<td>aibo</td>
<td>why</td>
</tr>
<tr>
<td>mamaba</td>
<td>how</td>
</tr>
</tbody>
</table>

Example 8.1.2.1:

A) **Word** Yau au bayu on menan?.

   **Gloss** 1.sg my food that where

   **Free** Where is my food?.

B) **Word** Meyan weie tanan tanam teteren?.

   **Gloss** when then go eat picnic

   **Free** When are we going for picnic?.

8.1.3. Translation Issues for Questions

When translating questions:

9. Reason, Result, Purpose

9.1. Reason and Result

Here are some sentences that show a reason and a result in our language.

Example 9.1.1: Reason and Result
### 9.1.1. Translation Issues for Reason and Result

When we translate Reason/Result sentences, we need to think about what order we put the sentence to sound most natural in Ubir.

### 9.2. Purpose and Result

Here are some sentences that show a purpose and a result in our language.

#### Example 9.2.1: Purpose and Result

<table>
<thead>
<tr>
<th>Result</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A)</strong> Word: yau abiyasisir yabin on God ibaisiu</td>
<td>1.sg happy because God helped me</td>
</tr>
<tr>
<td>Gloss: 1.sg am.happy because that God helped me</td>
<td>Free: I am happy because God helped me</td>
</tr>
<tr>
<td><strong>B)</strong> Word: yau on arab yabin on yau irabiu</td>
<td>1.sg 3.sg hit because 3.sg 1.sg hit</td>
</tr>
<tr>
<td>Gloss: I hit him because he hit me</td>
<td></td>
</tr>
</tbody>
</table>

**Purpose/Result Rule:**

Usually, the result comes before the purpose.
9.2.1. Translation Issues for Purpose and Result

When we translate Purpose/Result sentences, we need to think about what order we put the sentence to sound most natural in Ubir.
10. Appendix

Ayubis wat an on dudur.

Picture story

<table>
<thead>
<tr>
<th>Word</th>
<th>Orot tani imair an fawas esasafin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>man a sat his spear sharpening</td>
</tr>
<tr>
<td>Cat.</td>
<td>n art v pro n v</td>
</tr>
<tr>
<td>Free</td>
<td>A man sat sharpening his spear.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Orot turan inat ibaisin rus an fawas sesasafen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>man friend came helped both his spear making</td>
</tr>
<tr>
<td>Cat.</td>
<td>n pro v v pro pro n v</td>
</tr>
<tr>
<td>Free</td>
<td>A man's friend came and helped him sharpening his spears.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>On orot turan taniba inat ato ibaisis mat an fawas sesasafen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>That man friend another came and helped with his spear sharpening</td>
</tr>
<tr>
<td>Cat.</td>
<td>dem n pro adj v conn v post pro n v</td>
</tr>
<tr>
<td>Free</td>
<td>The man's other friend came and helped them sharpening his spears.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>On orot turan ainauin on , orot ainauin an</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>that man friend first that man first his</td>
</tr>
<tr>
<td>Cat.</td>
<td>dem n pro num dem n num pro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>fawas a fidu on iboen weie fawas tani fiduai iyein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>spear and bow that took.them than spear a bow put</td>
</tr>
<tr>
<td>Cat.</td>
<td>n conn n dem v conn n art n v</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>weie itifair ato mamaba kiwiu inyoi on ebinotai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>than pulled.it and how bird to.spear that thinking</td>
</tr>
<tr>
<td>Cat.</td>
<td>conn v conn *** n v dem v</td>
</tr>
<tr>
<td>Free</td>
<td>That man's first friend took the spears and the bow of his friend, and put one spear on the bow and pulled it and was thinking about how to spear the bird.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Ato on orot min fawas tani fiduai iyein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>and that man same spear a on.bow put</td>
</tr>
<tr>
<td>Cat.</td>
<td>conn dem n conn n art v v</td>
</tr>
</tbody>
</table>
And that man put one spear on the bow and pulled it to spear a bird sitting on the pawpaw's stem.

He speared the bird and it fell with the spear.

That man speared another bird and it also fell with a spear.

Then the second man returned and gave the bow to the first man.

One morning me and my son got our spears called our dogs and went into the bush to hunt.
We were hunting and our dogs found one pig, chased it and it ran to a tree and stood at the trunk. We ran to the pig and I speared it. Then I cut the string and tied the hands and legs, lifted it and my son carried it and we returned home.