

# Tentative Grammar Description

for the Waima language  
spoken in Central Province

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Tentative Grammar Description	author	Uko Beata & Namsoo Kim	18/11/13
Text collection – written	author	Uko Beata	18/11/13
Text collection - audio	Recordist & author	Uko Beata	18/11/13

# 1 INTRODUCTION

Language name: Waima

Classification: rro – Austronesian, Malayo-Polynesian, Central-Eastern M-P, Eastern M-P, Oceanic, Western Oceanic, Papuan Tip, Peripheral, Central Papuan, West-Central Papuan, Nuclear

Location of Language Group: Central Province

Dialect(s) represented in this description: Roro & Paitana

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Location where most data has been collected: Ukarumpa, EHP

Texts used to help produce this description: The Information in this paper is based on texts and examples.

Collected during the Discovery Your Language Workshop, several texts were collected and typed up. A few examples are at the end of this paper.

*(Include a map of the area.)*

## 2 WRITING SYSTEM AND SOUNDS

*List the letters you use in your language, and the sounds of any that are not the same as English.*

Consonants	B,b,	Hh	Kk	Mm	Nn	Pp	Rr	Tt	Ww	'
Phonemic	/b/	/h/	/k/	/m/	/n/	/p/	/r/	/t/	/w/	/'/
Vowels	A,a	E,e	I,i	O,o	U,u					
Phonemic	/a/	/e/	/i/	/o/	/u/					

## 3 NOUNS AND NOUN PHRASES

### 3.1 Pronouns and Possessive Suffixes

Our pronouns are shown in the charts below.

#### 3.1.1 Normal Pronouns

Normal pronouns are words like *I*, *you* and *they*, which stand in place of other noun phrases.

**1<sup>st</sup> person (1)** = the speaker. English *I*, *we*

**2<sup>nd</sup> person (2)** = the listener. English *you*

**3<sup>rd</sup> person (3)** = neither the speaker nor the listener. English *he/she/it/they*

**Singular (sg)** = just one person/thing. English *I/he/she/it*

**Plural (pl)** = more than one. English *we/they*

**1<sup>st</sup> person exclusive (1 exc)** = the speaker and some other people, but not the listener. Tok Pisin *mipela*.

**1<sup>st</sup> person inclusive (1 inc)** = the speaker and the listener (and maybe other people too). Tok Pisin *yumi*.

		Normal pronoun	English / Tok Pisin equivalent
singular	1 <sup>st</sup> person	au	I
	2 <sup>nd</sup> person	oi	you
	3 <sup>rd</sup> person	ia	he, she ,it
plural	1 <sup>st</sup> person inclusive	aika	we / <i>yumi</i>
	1 <sup>st</sup> person exclusive	ai. aimai	we / <i>mipela</i>
	2 <sup>nd</sup> person	wai	you / <i>yupela</i>
	3 <sup>rd</sup> person	ia	they

Example sentences using normal pronouns:

Au Waima -ai a- mai

I Waima.POST 1sPt.come

I come from Waima.

Oi taba nubabaina?

you what 2sPr.do.3s

n pro v

What are you doing?



### 3.1.2 Possessive Pronouns

		Possessive pronoun	English / Tok Pisin equivalent
singular	1 <sup>st</sup> person	e'u / 'eu'u	my
	2 <sup>nd</sup> person	Emu / 'Eumu	your
	3 <sup>rd</sup> person	Ena / 'Euna	his, her ,its
plural	1 <sup>st</sup> person inclusive	Eka / 'Euka	our / <i>bilong yumi</i>
	1 <sup>st</sup> person exclusive	emai / 'Eumai	our / <i>bilong mipela</i>
	2 <sup>nd</sup> person	emi / 'Eumi	your / <i>bilong yupela</i>
	3 <sup>rd</sup> person	ekia / 'Eukia	their

Example sentences using possessive pronouns:

- 1)     Ahi        naia -na        hana        ai        'eu- mai  
Canoe    that.one    is        we        1pp ourselves  
That canoe belongs to us

- 2)     Ahi        naia -na        hana        au        e'u        ahi  
Canoe    that.one    is        me        mine    canoe  
That canoe is my canoe

Usually the possessive pronoun comes before the noun itself.

Our language does not have different pronouns for subjects and objects.

### 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.

These are some examples of words with possessive suffixes in our language:

Maha- <u>u</u>	‘my eye’
Hina- <u>mu</u>	‘your mother’
Pina- <u>na</u>	‘his mouth’
Maha- <u>kia</u>	‘their ears’

This table shows our possessive suffixes:

		Possessive suffix	Word with possessive suffix	English / Tok Pisin equivalent
singular	1 <sup>st</sup> person	-u	Hati- <u>u</u>	'my little brother'
	2 <sup>nd</sup> person	-mu	Hati- <u>mu</u>	'your little brother'
	3 <sup>rd</sup> person	-na	Hati- <u>na</u>	His little brother
plural	1 <sup>st</sup> person inclusive	-ka	Hati- <u>ka</u>	Our little brother
	1 <sup>st</sup> person exclusive	-mai	Hati- <u>mai</u>	Our little brother
	2 <sup>nd</sup> person	-mi	Hati- <u>mi</u>	Your little brother
	3 <sup>rd</sup> person	-kia	Hati- <u>kia</u>	Their little brother

The kinds of words that use possessive suffixes in our language are inalienable words like kinships and body parts. Other alienable nouns are used in possessive pronouns to show who they belong to.

*In Waima some special words can use either possessive suffixes or separate pronouns:*

*e'u      huria*

*my      bone*

*My cousin brother*

*huria -'u*

*Bone-1sPoss*

*My bone.*

*e'u      hau*

*My      man*

*My friend*

*hau -'u*

*body -1sPoss*

*My body*

### 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.

		Reflexive pronoun	English / Tok Pisin equivalent
singular	1 <sup>st</sup> person	Kipo'u / ikupaia'u	myself
	2 <sup>nd</sup> person	Kipomu/ ikupaiaumu	yourself
	3 <sup>rd</sup> person	Kipona / ikupaiana	himself, herself ,itself
plural	1 <sup>st</sup> person inclusive	Kipoka / ikupaiaaka	ourselves / <i>yumi yet</i>
	1 <sup>st</sup> person exclusive	Kipomi / ikupaiaami	ourselves / <i>mipela yet</i>
	2 <sup>nd</sup> person	Kipomi / ikupaiaami	yourselves / <i>yupela yet</i>
	3 <sup>rd</sup> person	Kipokia /ikupaiaakia	themselves / <i>ol yet</i>

Example sentences using reflexive pronouns:

kibori	hau -kia	kipo -kia	ta- eao
Kibori	man -Pl	self -Pl	1pPt- go

We went together with Kibori men.

### 3.1.5 Other Pronouns

*Residue*

### 3.1.6 Translation Issues for Pronouns

*(Write here anything you find difficult when translating pronouns and possessive suffixes in your own language, or anything you need to remember when translating pronouns.)*

## 3.2 Nouns

### 3.2.1 Singular and Plural Nouns

Some examples of singular and plural nouns:

Parua    Itu -kia

sleep    house -pl

Houses for sleeping

These markers are used to show plural nouns:

We Waima language speakers don't have any separate plural nouns but we have a way to make plurality,

for eg: Singular    itu        weiana

House        that

That house.

Plural        Itu        weiakia

House    those

Those houses

*We use suffixes **na** when we use the singular phrase but if we want to make it plural we change na to **kia** to make it plural*

### 3.2.3 Translation Issues for Singular and Plural Nouns

*(Write here anything you find difficult or need to remember when translating singular and plural nouns)*

## 3.3 Adjectives

### 3.3.1 Normal Adjectives

**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.

Some English Adjectives are: big, small, round, square, triangular, red, blue, green, tall, short, young, old, happy, sad, stressed, relaxed, rocky, wet, dry, hot and cold. There are many more!

Some examples of adjectives in our language:

apa'uana, papana, ponu'ana, birona, purutonina, ba'ona, ko'ona, 'aru'aruna, anepakana, aonamo, aoko'o, mapuna, 'ororona, hiabuna, 'amarina

**Hau    apa'uana    ena    habuni    purutonina    hana    ihana    enamo.**

**Man    big.one    his    shirt    blue.one    SPEC    look    good**

**non    adj    pron    n    adj    Adve    adj    v**

*The big mans blue shirt looks good*

In English, words like *very* and *a bit* can be used to describe the strength of an adjective. For example a book may be *very interesting* or a child may be *a bit small*.

*When this two phrase were translated to Waima, they would go like this*

*Pa'e puka hana e- namo ki'abaha*

*Maybe book is Its.intresting very*

*May the book is very intresting*

*Miori neia -na hana pa'e e- 'aera ki'abaha*

*Boy this.one is maybe 3s-small very*

*Maybe the boy is too small*

These are some examples of how we make adjectives stronger or less strong in our language:

*Taitai neiana hana enamo ki'abaha*

*Flower this is its.good very*

*This flower is very good*

### 3.3.2 Comparatives

In English, the size, shape or quality of things can be compared by using the marker *-er* on adjectives, or by using the word *more* with other adjectives. For example, *Your dog is bigger than mine, he is more careful than I am.*

Here are some examples of how we compare things in our language:

*In Waima language we talk about people or things being different in size, shape or quality and we use **ba** when we compare two things:*

*Taitai naiana hana enamo ki'abaha **ba** neiana*

*Flower that.one is its.good very than this*

*That flower is very good than this one*

In English we can say that something is better than all other examples by using the marker *-est* at the end of an adjective, or by using the word *most*. For example, *she is the most beautiful woman, Everest is the tallest mountain.*

*We Waima speakers use repeat the word ki'a, to make something most beautyful see the example below*

*Taitai naia -na hana e- namo ki'aki'abaha ba neiana*

*Flower that.one is its.good very.very than this*

*That flower is very very good than this one*

### 3.3.3 Translation Issues for Adjectives

*Write here anything you find difficult or need to remember when translating adjectives. For example, do you sometimes need to translate adjectives as verbs? (eg. think about 'Jesus healed the **sick** man') Is it difficult to translate comparatives?)*

*In Waima I would translate it this way.    lesu        inawa    hauna    e-banamo -na*

*Jesus        sick        man        he.healed -him*

*Jesus healed the sick man*

## 3.4 Numerals and Number-Marking

### 3.4.1 Traditional Counting System

This is our traditional counting system:

Number	Tok Ples	English meaning (if there is one)
1	hamomo	one
2	rua	two
3	aihau	three
4	bani	four
5	ima	five
6	'abaihau	Three x 2
7	'abaihau hamomo	Three x 2 + One
8	'ababani	Four x 2
9	'ababani hamomo	Four x 2 + One
10	harauhaea	Ten x 1
11	Harauhaea hamomo	Ten x 1 + One
12	Harauhaea rua	Ten x 1 + Two
13	Harauhaea aihau	Ten x 1 + three
14	Harauhaea bani	Ten x 1 + Four
15	Harauhaea ima	Ten x 1 + Five
16	Harauhaea 'abaihau	Ten x 1 + Three x 2
17	Harauhaea 'abaihau	Ten x 1 + three x 2 + One

	hamomo	
18	Harauhaea 'ababani	Ten x 1 + Four x 2
19	Harauhaea 'ababani hamomo	Ten x 1 + Four x 2 + One
20	haurua	Ten x 2
30	harauaihu	Ten x 3
40	bariabui	Fourty
50	imabui	Fifty
60	Imabui harauhaea	Fifty + Ten
70	Imabui haurua	Fifty + Ten x 2
80	Imabui harauaihu	Fifty + Ten x 3
90	Imabui bariabui	Fifty + Fourty
100	Hinabu	Hundred

We usually use our traditional numbers for the following numbers: <1, 2, 3, 4, 5, 10, 40, 50, 100. we can add up all this numbers until we will come up to nine hundred and ninty nine.

But we dont have a word for thousand so we borrowed a motu word taha and we are using it as thousand For other numbers we use English

Numbers usually come after the main noun.

Ordinal

*First-- Kori'uaina*

*Second-- Ibaruana*

*Third-- Ibaihauna*

*We make ordinal numbers by putting two prefixes **I** and **ba** onto the cardinals and a suffix **na** to make them ordinals, excerpt in first it remains as it is.*

*Eg First – Kori-'uai-na*

*stand-first-NA*

*Second – I-ba-rua-na*

NOM-CAUS-two-NA

Third - I-ba-aihu-na

NOM-CAUS-three-NA

Fourth – I-ba-bani-na

NOM-CAUS-four-NA

### 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.

These are the quantifiers in our Waima language:

**Baika**, This is used when not all of the expected number turns up

**Bo'ona**, This is used when more than half of the expected number turns up

**Maikoinai**, This is used when all of the expected number turns up

**Bitamo**, This is used when there is less than the half of the expected number turns up

In Waima language this is how they would be used

Maearima    baika    kipokia    ta'abi'abi

People        **few**        with.them    we.talk

We talked with few people.

Miori    **bo'ona**    ti-papura

Boy        **some**        3pPres.playing

Some boys are playing

Aiara        uahokia    **maikoinai**    'eka        hamona -i    te-miati

Village       girls        all.of.them    place       one.in        they.sit

All the village girls are sitting in one place.

Hau        'aru'arukia    **bitamo**    te-mai        bahuba'ari

Man        young.ones    **few**        they.came    service

Only a few men came to service

### 3.4.3 Ordinal Numbers

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

*Do you have ways of saying first, second, third...?*



*Aiba kori'uainai e- mai*

*Aiba stand-first-na 1s-came.*

*Aiba came first*

*Taita ibaruanai e- mai*

*Taita NAM-CAUS-two.NA 1s-came.*

*Taita came second.*

*Beria lbaihaunai e- mai*

*Beria NAM-CAUSE-three-NA 1s- came.*

*Beria came Third*

Rev. 9:13 'The **sixth** angel blew his trumpet'

*Aneru iba'abaihau -na ehore ena pihi e- ubai -na*

*Angle NOM-CAUS-sixth-NA his trumpet he.blew.it*

*The sixth angle blew his trumpet*

Mark 14:41 'He came the **third** time'

*Rani ibaihau -na e- mue e- mai*

*Time NOM-CAUS-third NA he.reverse he.came*

*He came the third time*

#### 3.4.4. Other Numerals

*(write here any other examples of numbers you find in your texts that you have not already described)*

#### 3.4.4 Translation Issues for Numerals and Number Marking

*(Write here anything you find difficult or need to remember when translating numbers and quantifiers)*

### 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

(copy some sentences here with any examples of articles you find. Otherwise, just write 'We have not found an article in our language')

In Waima we have the pointing words: You can see in the table below

### 3.5.2 Demonstratives

(write down the examples of demonstratives you have found in your language. These might be words or parts added on to other words. Explain what they mean and give example sentences.)

There are three Demonstrative words in Waime language. In the Table below is how they work

Distances	Pointing something singular	Pointing Something plural	English
Naia	Naiana	Naiakia	There
Neia	Neiana	Neiakia	This
Weia	Weiana	Weiakia	that

This is the example of how we use the three pointing words.

**1) Naiana-** Speaker uses this word when the item is near the addressee

Puka     **naia -na**     hauna     mobena -'u

Book     That.one     one     give.me

Give me that book

**2) Neiana-** Speaker uses this word when the item is near the addressee

Puka     neiana     moa'ina

Book     this.one     you.get.

You get this book

**Weiana-** Speaker uses this word when the item is away from both speaker and the addressee

Puka     weiana     hana     Aihi     'euna

Book     that.one     is     Aihi     owned.it

That book belongs to Aihi

When we remove suffixes na and put in suffixes kia then they will become plural. Where as in the first example we can also change **hauna** to plural **Haukia**

### 3.5.3 Translation Issues for Articles and Demonstratives

*(Write here anything you find difficult or need to remember when translating articles and demonstratives)*

## 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

Here are some examples of noun phrases in the usual order in our language:

<i>Itu</i>	<i>baika</i>	<i>Birokia</i>	<i>naiakia</i>	<i>hana</i>	<i>maearima</i>	<i>'eukia</i> (really sure
House	some	red.once	there	SPEC	people	theirs
<b>n</b>	<b>num</b>	<b>adj</b>	<b>demon</b>	<b>SPEC</b>	<b>n</b>	<b>pron</b>

*Some of those red houses belong to the people*

*(give some examples of noun phrases which have the most common order of words. Write down what the common order is, eg. demonstrative, numeral, adjective, noun for English)*

*In noun phrases Waima language order is as from the above, noun, numeral, adjective, demonstrative.*

*But numeral, adjective and demonstrative can also be turn around*

Here are some examples in different orders:

Itu	naiakia	baika	biro -kia	hana	maearima	'eukia	(not sure
House	there	some	red.ones		people	theirs	
<b>n</b>	<b>demn</b>	<b>num</b>	<b>adj</b>	<b>SPC</b>			

Itu	birokia	baika	naiakia	hana	maearima	'eukia	(sure
House	red.ones	some	there		people	theirs	
<b>n</b>	<b>adjective</b>	<b>num</b>	<b>demn</b>	<b>SPC</b>	<b>n</b>	<b>pron</b>	

### 3.6.2 Translation Issues for Noun Phrases

*(Write here anything you find difficult or need to remember when translating noun phrases)*

## 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.

*In Waima we use suffix 'u as a marker for possessed noun in first person singula*

*Au hati -'u*

*I brother. 1Ps*

*my small brother*

*This is another way we use the suffixes 'u for possessed noun*

*We would say itu -' u*

*nose mine*

*my noise*

### 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*).

we would say e-'u itu

my house.

My house

E-mu itu

your house

Your house

e-na itu

his house

His house

### 3.7.3 Translation Issues for Possession

*(write here anything you find difficult or need to remember when you are translating nouns that are possessed)*4 POSTPOSITIONS

Waima language is a postpositions language, and not prepositions because we have the adjectives after the main noun.

## 4.1 Examples

These are some examples of (postpositions) in our language:

*(Waeha            neia -na            hana            umuna            mai            e- ba'o ki'abaha)*

*Dog                    this,one                    is                    black                    and                    very.tall*

*This dog is black and very tall*

*non                    dem                                    adj                                    v*

## 4.2 Translation Issues for (Prepositions / Postpositions)

*(Write here anything you find difficult or need to remember when translating articles and demonstratives)*

## 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:

*(fill in the table below with the subject markers on verbs in your language, if you have them. If you do not have any then delete this section. If you have more than one kind of subject marker, then copy this table as many times as needed. Remember to delete or add any rows to match the patterns that you have in your language. Under the table give a few example sentences.)*

		Subject marker	Example of a verb with subject marker	English / Tok Pisin translation
singular	1 <sup>st</sup> person	a-	a- ahuna	I hit him
	2 <sup>nd</sup> person	o-	o- ahuna	You hit him
	3 <sup>rd</sup> person	e-	e- ahuna	He hit him
plural	1 <sup>st</sup> person inclusive	ha-	ha- ahuna	We hit him
	1 <sup>st</sup> person exclusive	ta-	ta- ahuna	We hit him
	2 <sup>nd</sup> person	to-	to- ahuna	You hit him
	3 <sup>rd</sup> person	te-	te- ahuna	They hit him

Eg: a- ahu -na

I hit him

*(write here the answer to other questions about subject marking in the course notes)*

### 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:

*(fill in the table below with the object markers on verbs in your language, if you have them. If you do not have any then delete this section. Remember to delete or add any rows to match the patterns that you have in your language. Under the table give a few example sentences.)*

		Object marker	Example of a verb with object marker	English / Tok Pisin translation
singular	1 <sup>st</sup> person	-na'u	Eahu -na'u	He hit me
	2 <sup>nd</sup> person	-ni'o	Eahu -ni'o	He hit you
	3 <sup>rd</sup> person	-na	Eahu -na	He hit him
plural	1 <sup>st</sup> person inclusive	-naka	Eahu -naka	He hit us
	1 <sup>st</sup> person exclusive	-namai	Eahu -namai	He hit yous
	2 <sup>nd</sup> person	-nimi	Eahu -nimi	He hit yous
	3 <sup>rd</sup> person	-nakia	Eahu -nakia	He hit them

E- ahu -na'u

he hit me

*(write here the answer to other questions about object marking in the course notes)*

### 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 show the recipient markers in our language:

We the Waima speakers have the recipient makers that are same as the object makers, and no different makers

(fill in the table below with the recipient markers on verbs in your language, if you have them. If you do not have any then delete this section. Remember to delete or add any rows to match the patterns that you have in your language. Under the table give a few example sentences.)

		recipient marker	Example of <b>Waima</b> verb with recipient marker	English / Tok Pisin translation
singular	1 <sup>st</sup> person	-u	Ororo e- bena -u	He gave me mango
	2 <sup>nd</sup> person	-o	Ororo e- beni -o	He gave you mango
	3 <sup>rd</sup> person	na	Ororo e- ebe -na	He gave him mango
plural	1 <sup>st</sup> person inclusive	naka	Maia e- ebe -naka	He gave us fish
	1 <sup>st</sup> person exclusive	namai	Maia e- ebe -namai	He gave you fish
	2 <sup>nd</sup> person	nimi	Maia e- ebe -nimi	He gave you fish
	3 <sup>rd</sup> person	nakia	Maia ebe -nakia	He gave them fish

(write here the answer to other questions about recipient marking in the course notes)

<b>Sub</b>	<b>Obj</b>	<b>Rece</b>	<b>1s- verb</b>
Aihi	maia	Ikupu	e- ebe -na
Aihi	fish	Ikupu	he gave
Aihi gave fish to Ikupu			

#### 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:

(fill in the table below with the benefactive markers on verbs in your language, if you have them. If you do not have any then delete this section. Remember to delete or add any rows to match the patterns that you have in your language. Under the table give a few example sentences.)

		Benefactive marker	Example of a verb with benefactive marker	English / Tok Pisin translation
singular	1 <sup>st</sup> person	-uiai	Pau -uai	For me
	2 <sup>nd</sup> person	-muai	Pau -muai	For you

	3 <sup>rd</sup> person	-nai	Pau -nai	For him,her,it
plural	1 <sup>st</sup> person inclusive	-maiai	Pau - <b>maiai</b>	For us
	1 <sup>st</sup> person exclusive	-kai	Pau - <b>kai</b>	For you
	2 <sup>nd</sup> person	-miai	Pau - <b>miai</b>	For you
	3 <sup>rd</sup> person	-kiai	Pau - <b>kiai</b>	For them

*(write here the answer to other questions about subject marking in the course notes)*

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

*(write here anything you find difficult or need to remember about subject, object, recipient and benefactive markers, when you are translating) We do not have any markers for recipient, Beneficiary, makers therefore we use these words in their places.*

#### **Ena or ia paunai**

**eg:** Hama e- hore nahu -na paunia -ai ahi e- hara -na.

Father children for.them canoe he.cut.it

*The father made a canoe for his children.*

## 5.2 Tense

### 5.2.1 Examples

*(Write here about the different tenses you have in your language. Use charts to show examples of each different tense, and give some example sentences from your texts. Write your answers to the questions in the course notes)*

	Past tense	Present tense	Future tense
1 <sup>st</sup> singular	A- eao (I went)	Nya- eao ( Am going)	Ka- eao (I will go)
2 singular	O- ao (you went)	Nu- ao (you going)	Ko- ao (you will go)
3 singular	E- ao (he went)	Ni- ao (he is going)	Ke- ao (he will go)
1 plural (inc)	Ta- eao (we went)	Tsa- eao (we are going)	Kata- eao (we will go)
1 plural (exc)	Ha- eao (we went)	Nya- haeao (We are going)	Kaha- eao (We will go)
2 plural	To- ao You went )	Tu- ao (You are going)	Kato- ao (you will go)



3 plural	Te- ao (they went)	Ti- ao (they are going)	Kate- ao (they will go)

### 5.2.2 Translation Issues Related to Tense


*(write here any problems or anything you need to remember about tense when you are translating)*

*In learning about the tense I found that it is important in our work of translation because many things in the Bible some are already fulfilled others are still to come so we must be carefull in tense eg: John 3: 18*

## 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*.

*We Waima speakers have a word for continuous, below is the example,*

1) Puka      **nya-** tuabina

Book      am.reading

*I am reading a book*

2) Puka      **nya-** tuabi      ohona

Book      am.reading      still


*I am still reading a book*

*We can also use it for the first, second and third persons singular and plural. By just changing the prefix, See the examples below*

Nya -, Nyo-, Nye-, Tsa-, Tso-, Tse-

1ps    2ps    3ps    1pp    2pp    3pp

### 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'.


*We Waima language speakers have a word for habitual, below is an example in a clause.*

Hui       hana   Ume    ena    **hoahoa**   tohana   kehui   to'ona

Singing   is       Ume    his       Habit       true       he,sing    always

*Singing is Umes habit he will always sing.*

### 5.3.3 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'.

*(Write here your examples of completed aspect in your language. Include a chart showing any different words)*

*We Waima speakers have some words for complete, below are 2 examples for complete in Waima language. This words always go with the word **aba (already)** to work in a clause*

**Kara'ua**, this word is used when we complete our journey from one place to another.

Eg: Au    aba        Ituai    a- kara'au

I       already    house    I arrived

*I already arrived at the house*

**Pua**, This word is used when doing something

eg: Puka    aba        a- tuabi    pua -na

Book       already    I. Read    finish.it

*I finish reading the book*

**nonoa**        complete

### 5.3.4 Translation Issues Related to Aspect

*(write here any problems or anything you need to remember about aspect when you are translating)*

## 5.4 Realis and Irrealis

*(If you do not find any examples of realis and irrealis, write 'We did not find any examples of realis / irrealis in our language')* PNG languages often have a difference between realis and irrealis mode.

**Realis** refers to the more real and certain events, while **irrealis** refers to possible or doubtful events.

We Waima speakers found out from our tense that our prefix morphemes on **past tense** and **present tense** are **realis**, and **our future tense, prefix containing of commands and wishing** morphemes are **irrealis**. Table below show all the tense morphemes

	Realies	Irrealis
--	---------	----------

		past	Future	command	Wish
1p singular	a-	Miati (sit) I sat.	Ka- I will sit.	Ma- Let me sit	Pa- May I sit
2 p singular		o-	Ko-	Mo-	Po-
3p singular		e-	Ke-	Me-	Pe-
1p plural (incl)		Ha-	Kaha-	Hama-	Paha-
1p plural (excl)		Ta-	Kata-	Tama-	Pata-
2p plural		To-	Kato-	Tomo-	Pato-
3p plural		Te-	Kate-	Teme-	Pate-

#### 5.4.1 Examples

*(write here any examples that you found of realis and irrealis in your language. If this happens in your language, write about the markers which show a verb is realis or irrealis, and what situations you use these kinds of verbs in)*

Example 1 using a clause from the past tense,

Au atiaha a- aniani

I middle.of.the.day I.ate

I ate at lunch time

Examples 2 using clause from the future tense,

Au rabirabi a'i ka- aniani

I afternoon not will.eat

I will not eat at dinner time

#### 5.4.2 Translation Issues for Realis and Irrealis

*(Write here anything you find difficult or need to remember when you are translating that is related to realis and irrealis)*

### 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'.

### 5.5.1 Examples

Here are some examples of serial verbs in our language:

eg: E- kabanai e- ao e- papura

3ps passed 3ps.went 3ps.played

*(write some examples of serial verbs. Show how many verbs you can put together. Give at least one example with an object (patient) and one with a negative in it (eg. 'he did not get come'). Try to explain which markers go on which verbs when they are used in serial verbs. Write down examples where you use serial verbs to show instruments or locations)*

Eg: o- ao o- a'ina o- mai

1ps.went 1ps.got 1ps.came

you went got it and you came

Eg: Ko- ao Ko- a'ina Ko- mai Ko- ani

2ps.go 2ps.get 2ps.come 2ps.eat

you go get it you come and eat it

### 5.5.2 Translation Issues for Serial Verbs

*(Write here anything you find difficult or need to remember when you are translating that is related to serial verbs)*

## 5.6 Medial Verbs

Many PNG languages with Actor, Patient, Verb (APV) (also known as subject, object, verb (SOV)) word order have two kinds of verbs. **Final verbs** almost always come at the end of a sentence and have their own set of markers for person, tense etc. **Medial verbs** are used earlier in the sentence and have their own markers that do not come on the final verbs. In this section we will discuss medial verbs.

*(If your language does **not** make a difference between medial and final verbs you may skip this whole section.)*

### 5.6.1 Medial Verb Examples

*(write here examples of medial verbs. Describe how you know who the subject is for each medial verb, and how you know whether the action of the medial verb finishes before the next action starts)*

*(write about any different forms of medial verbs – perhaps in a chart)*

*This is the example of the medial verb in Waima languages,*

Miori ti- papura ia maihaihai -na e- kabanai

Boys 3pp playing 2ps while.crying 2ps.passed.by

While boys were playing he passed by crying

### 5.6.2 Translation Issues for Medial Verbs

(Write here anything related to medial verbs that you find difficult or need to remember when you are translating)

## 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 (SVO / SOV / ...) (delete the wrong answers)

Here are some examples: Waeha Aihi e- ara -na

s o SM bite OM

Dog Aihi it.bite

s o v

The dog bite Aihi

(write here your examples of transitive clauses and answers to questions in the course notes.

Describe any markers that show you what the subject and object are. Give examples of sentences that follow the usual order for your language, and also examples that do not follow the usual order. Try to explain why they do not follow the usual order.)

#### 6.1.2 Translation Issues for Transitive Clauses

(Write here anything you find difficult or need to remember when you are translating transitive verbs)

### 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.

Eg: E- ka'a

2ps walked

E- iriri

2ps laughed

E- robo

2ps jumped

### 6.2.1 Examples

Here are some examples of intransitive clauses:

*(give some examples of intransitive clauses, and show any markers that tell you what the subject is. Include examples where you do not need to have the subject as a separate word, if this is possible)*

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

*(give some examples of intransitive clauses with verbs of movement)*

*(give examples and describe any differences between intransitive clauses for voluntary and involuntary actions)*

*(give examples and describe any differences between verbs for process and other verbs)*

### 6.2.2 Translation Issues for Intransitive Clauses

*(Write here anything you find difficult or need to remember when you are translating intransitive verbs)*

## 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

This is our usual order for sentences that have recipients:

*(write here your usual order)*

Here are some examples of sentences that include recipients:

*(write here your examples of sentences that include recipients, along with answers to the questions in the course notes)*

### 6.3.2 Translation Issues for Di-transitive Clauses

*(Write here anything you find difficult or need to remember when you are translating di-transitive verbs)*

## 6.4 Semantic roles

### 6.4.1 Agent

An **agent** deliberately makes an action or event happen. Eg. '**Cain** murdered his brother'

*(give an example of a sentence with an agent)* Taita u'una nye-tubi-na

Taita banana she.pill.it

#### 6.4.2 Force

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

*(give an example of a sentence with a force)*

*Baura e- abu itu bo'ona e- barabutai -nakia*

*Wind it.blew houses many it.make.fall.them*

*The wind blew down many houses*

#### 6.4.3 Experienter

An **experienter** 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'

*(give some examples) Warupi mare'a e-onobai -na.*

*Warupi hungry he.felt.it*

*Warupi felt hungry*

*Samuela mamoe aia -na e- eo -na*

*Samuel sheep voice.it he.heard.it*

*Samuel heard the sheep*

#### 6.4.4 Possessor

A **possessor** is someone who has something. E.g. '**Joseph** has a coat'

*(give an example of a sentence with a possessor)*

*Ikupu herena -ai habuni apa'ua -na ikoina*

*Ikupu with,him cloth big.one also*

*Ikupu has a coat.*

#### 6.4.5 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**'*(give some examples of sentences with locations in them)*

*Mana ena aniani ma'o -ai te- kai'au -na*

*Mana his food shelf.at 3ps put.it*

*Manas food is placed on the shelf*

#### 6.4.6 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)'

*(give some examples of sentences with sources and / or destinations in them)*

Rori apa'ua -na warani Moku -ai e- mai aiara

Truck big.one yesturday Moku.at it.came village

*The big truck came home from Moku yesturday*

#### 6.4.7 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**' (look in your texts to give some examples of sentences with instruments in them. You may have different ways of doing this, so give some different examples)

eg: Here 'akiua -ai aiporo haia -na e- tare -nakia

Here knife.with pig ear.its he.cut.them

*Here cut the pigs ear with a knife*

#### 6.4.8 Accompaniment

An **accompaniment** is someone who does something with someone else. E.g. 'Moses went to Pharaoh with **his brother**'

*(give some examples of sentences with accompaniments in them)*

Ume Iramu ohi ti- ao ahi kate- iha -na.

Ume Iramu both 3pPres.go canoe 3pFut. See.it

*Ume and Aihi both went to see the canoe*

#### 6.4.9 Recipient

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

*(give some examples of sentences with recipients in them)*

E'u habuni neia -na hana Abia e- bena -'u.

My sheet this.one is Abia she.gave.me

*This sheet is given to me by Abia*

#### 6.4.10 Beneficiary

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

*(give some examples of sentences with beneficiaries in them)*

Babi'e baika Uraru ena iruba matiu te- a'i.

Ladies some Uraru his fire wood they.take



*Some ladies brought firewood for Uraru*

### 6.4.11 Patient

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

*Aiporo 'aki Beata ena wae ha rua e- ahu 'ari -nakia.*

*Pig wild Beata his dog two it.hit die.them*

*The wild pig killed two of Beatas dogs*

### 6.4.12 Translation Issues for Semantic Roles

*(Write here anything you find difficult or need to remember when you are translating different semantic roles)*

## 6.5 Time

### 6.5.1 Words for Time

*(Write here some of your words for different times, like 'yesterday', 'tomorrow', 'later', and give your answers to the questions in the course notes)*

English Words	Waima
Yesterday	Warani
Tomorrow	Mara

### 6.5.2 Temporal Phrases

*(Write here some examples of temporal phrases)*

### 6.5.3 Translation Issues for Time

*(Write here anything you find difficult or need to remember when you are translating temporal expressions)*

## 6.6 Manner

*(write here any examples of clauses showing the manner in which something is done)*

*Hau anepaka -na maharimahari 'aki ni- ka'a*

*Man old-one slowly very he-walk*

*The old man walks very slow*

## 6.7 Negative Clauses and Negation

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

This are Waima language negation words. Aha'i, a'i.

Baki a'i e- mai

Baki didn't he- come

Baki didn't come

labi here'u aha'i

Betelnut with.me no.

I have no betelnut

### 6.7.1 Examples

*(list here any different words or markers you have with a meaning like 'no' or 'not' in English. Give examples of how they are used in sentences.*

*Give examples of any special markers used for negative commands.*

A'i ko- mai 'u?

No you.come ah

You wont come ah?

*Give any examples of strong negatives.*

*Give examples of any words that are negative themselves – like useless, dislike, unable)*

### 6.7.2 Translation Issues for Negative Clauses

*(Write here anything you find difficult or need to remember when you are translating negative clauses)*7 SENTENCES

## 7.1 Conjunctions

Waima language speakers also have few conjunctions They are: mai, ia, buonai, pokina, 'ao

### 7.1.1 Examples

*(List here some of your conjunctions, with an explanation in English of how they are used. Then give example sentences showing how each one is used.)*

*Waima language uses the conjunction words to conecte the clause or can be use for giving reasons*

Bahabana raninai Tirama ehore kupa mai hanopaka e- babaina -kia

In.the beginning God sky and earth he.made.them

*In the beginning God created heaven and the earth*

Ikupu e- 'abi ke- mai ia a'i e- mai

Ikupu he.said he.come but didn't he.come

*Ikupu said he will come but he didn't come.*

### 7.1.2 Translation Issues Related to Conjunctions

*(Write here anything you find difficult or need to remember when you are translating that is related to serial verbs)*

## 7.2 Commands (Imperative Sentences)

### 7.2.1 Examples

*(write here your examples of command sentences and your answers to the questions on commands in the course notes)*

### 7.2.2 Translation Issues Related to Commands

*(Write here anything you find difficult or need to remember when you are translating commands)*

## 7.3 Questions (Interrogative Sentences)

### 7.3.1 Yes-No Questions

*(write here your examples of yes-no questions and anything you discovered as you worked through questions in the course notes)*

### 7.3.2 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.)

*(write here your examples of question words and of WH-questions. Explain who it is polite to ask questions to, and answers to other questions in the course notes)*

### 7.3.3 Translation Issues for Questions

*(write here anything you find difficult or need to remember when translating questions)*

## 7.4 Reason, Result, Purpose

### 7.4.1 Reason and Result

Here are some sentences that show a reason and a result in our language. Usually, the (reason comes before the result / result comes before the reason). *(delete the wrong part)*

*(write some examples of sentences that show reason and results. Underline the parts of the sentences that show which part is the reason and which part is the result, and write reason and result above the correct parts of the sentence)*

### 7.4.2 Purpose and Result

Here are some sentences that show a purpose and a result in our language. Usually, the (purpose comes before the result / result comes before the purpose). *(delete the wrong part)*

*(write some examples of sentences that show purposes and results. Underline the parts of the sentences that show which part is the purpose and which part is the result)*

### 7.4.3 Translation Issues for Reason, Result and Purpose

*(write here anything you need to remember, or that you find difficult, when translating clauses that show reasons, results and purposes)*

## 8 BEYOND THE SENTENCE

### 8.1 Topic

**Topic** is what a sentence is about. The topic often comes as the first part in the sentence. Very often the subject of a sentence is also its topic, but not always. (For example, in English, in *Those boys I had already seen*, ‘those boys’ is topic and object, whereas ‘I’ is subject.) If the same topic continues in a number of sentences, the topic may not be there as a noun phrase, it may only show in the person markers on the verb.

#### 8.1.1 Examples

*(give some examples here of sentences in your language showing what the topic is. Highlight any topic markers you use, and anything you found out about new topics and old topics.)*

#### 8.1.2 Translation Issues Related to Topic

*(Write here anything you find difficult or need to remember when you are translating topics)*

### 8.2 Focus

When some part of the sentence gets special stress, or emphasis, we call that **focus**. Something that is contrasted with something else is usually in focus, but contrasts are not the only things that get focused.

English does not use special markers for focus. In an ordinary English sentence, the last element is usually in focus. If we want to focus on some other element, we stress it more, say it more loudly. (In the example bold type is used for stress.) For example:

*I didn't see the accident.* (Someone else did.)

*I **didn't** see the accident.* (Although you think I did.)

*I didn't **see** the accident.* (I only heard about it.)

*I didn't see **the accident**.* (But I saw the cars afterwards.)

### 8.2.1 Examples

*(give some examples here of sentences in your language showing where the focus is. Highlight any focus markers you use. Explain how you know which is the focused part of a sentence)*

### 8.2.2 Translation Issues Related to Focus

*(Write here anything you find difficult or need to remember when you are translating focus)*

## 8.2 Participant Reference

The way participants are referred to in a story differs from language to language. Some languages often use a name for the main characters, others use pronouns very often, and some languages rarely use names or pronouns. This section shows what we found out about how characters are referred to from looking at stories in our language.

### 8.2.1 Example Story

We choose to study a story called .... *(give a name)* which is about ... *(briefly explain the story)*

The first time the main character comes into the story, the speaker introduces the character by (name / using a noun phrase / a pronoun / a whole clause / some other way)? *(delete the wrong answers and give an example)*

When the speaker talks about the main character again after that first time, he (or she) (says the main character's name / uses a pronoun / uses a demonstrative / just uses the person marker on the verb / uses something else). *(delete the wrong answers and give an example)*

When another character comes into the story for the first time, the speaker introduces that character by... *(finish the sentence and give an example)*

After the first time, the speaker refers to this other character by ... *(finish the sentence and give an example)*

The speaker refers to characters by name when ... *(finish the sentence and give some examples)*

The speaker uses a pronoun when ... *(finish the sentence and give an example. Remember, some PNG languages use pronouns mainly for emphasis or to answer a question.)*

If there are two or more people in the story that we would call 'he', we know which one the speaker is talking about because of ... *(finish the sentence and give an example. Note that if your language has medial verbs, the markers on the verbs probably make it clear who the speaker is talking about.)*

### **8.2.2 Translation Issues Related to Participant Reference**

*(Write here anything you find difficult or need to remember when you are referring to the characters in a story while you are translating)*