Tentative Grammar Description
for the Waima language
spoken in Central Province

Written by Uko Beata and Namsoo Kim

November 2013
# Table of Contents

## 1 INTRODUCTION

## 2 WRITING SYSTEM AND SOUNDS

## 3 NOUNS AND NOUN PHRASES

### 3.1 Pronouns and Possessive Suffixes

#### 3.1.1 Normal Pronouns

#### 3.1.2 Possessive Pronouns

#### 3.1.3 Possessive Suffixes

#### 3.1.4 Reflexive Pronouns

#### 3.1.5 Other Pronouns

#### 3.1.6 Translation Issues for Pronouns

### 3.2 Nouns

#### 3.2.1 Singular and Plural Nouns

#### 3.2.3 Translation Issues for Singular and Plural Nouns

### 3.3 Adjectives

#### 3.3.1 Normal Adjectives

#### 3.3.2 Comparatives

#### 3.3.3 Translation Issues for Adjectives

### 3.4 Numerals and Number-Marking

#### 3.4.1 Traditional Counting System

#### 3.4.2 Other Quantity Words

#### 3.4.3 Ordinal Numbers

#### 3.4.4 Other Numerals

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

### 3.5 Demonstratives and Articles

#### 3.5.1 Articles
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1</td>
<td>Examples</td>
<td>29</td>
</tr>
<tr>
<td>7.1.2</td>
<td>Translation Issues Related to Conjunctions</td>
<td>29</td>
</tr>
<tr>
<td>7.2</td>
<td>Commands (Imperative Sentences)</td>
<td>29</td>
</tr>
<tr>
<td>7.2.1</td>
<td>Examples</td>
<td>29</td>
</tr>
<tr>
<td>7.2.2</td>
<td>Translation Issues Related to Commands</td>
<td>29</td>
</tr>
<tr>
<td>7.3</td>
<td>Questions (Interrogative Sentences)</td>
<td>29</td>
</tr>
<tr>
<td>7.3.1</td>
<td>Yes-No Questions</td>
<td>29</td>
</tr>
<tr>
<td>7.3.2</td>
<td>WH Questions</td>
<td>29</td>
</tr>
<tr>
<td>7.3.3</td>
<td>Translation Issues for Questions</td>
<td>29</td>
</tr>
<tr>
<td>7.4</td>
<td>Reason, Result, Purpose</td>
<td>29</td>
</tr>
<tr>
<td>7.4.1</td>
<td>Reason and Result</td>
<td>29</td>
</tr>
<tr>
<td>7.4.2</td>
<td>Purpose and Result</td>
<td>30</td>
</tr>
<tr>
<td>7.4.3</td>
<td>Translation Issues for Reason, Result and Purpose</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>BEYOND THE SENTENCE</td>
<td>30</td>
</tr>
<tr>
<td>8.1</td>
<td>Topic</td>
<td>30</td>
</tr>
<tr>
<td>8.1.1</td>
<td>Examples</td>
<td>30</td>
</tr>
<tr>
<td>8.1.2</td>
<td>Translation Issues Related to Topic</td>
<td>30</td>
</tr>
<tr>
<td>8.2</td>
<td>Focus</td>
<td>30</td>
</tr>
<tr>
<td>8.2.1</td>
<td>Examples</td>
<td>31</td>
</tr>
<tr>
<td>8.2.2</td>
<td>Translation Issues Related to Focus</td>
<td>31</td>
</tr>
<tr>
<td>8.2</td>
<td>Participant Reference</td>
<td>31</td>
</tr>
<tr>
<td>8.2.1</td>
<td>Example Story</td>
<td>31</td>
</tr>
<tr>
<td>8.2.2</td>
<td>Translation Issues Related to Participant Reference</td>
<td>32</td>
</tr>
</tbody>
</table>
License
(the permissions we give to everyone, in simple English):
[choose 'I' or 'we' as appropriate, and delete the other word]

I/we are doing this work freely, to help my/our language community and others like it. I/we want to make sure that my/our community and others can benefit from my/our work. I/we give this permission for anyone to use this work, but only if they follow the rules of the “Creative Commons Non-Commercial Share Alike License”. In simple English, those rules are 1) My name must appear on any copies of this work, so people know I was the one who did it. 2) No one may use this work for making money in business, without my permission. 3) Anyone may build upon this work, but they must then share the resulting work the same way I am sharing.

Copyright

All my/our contributions to materials listed below are Copyright “Uko Beata”. That means if someone wants permission to do something different from what it says above, they must ask this copyright holder.

Signed by:
Name: Uko Beata  
Language: Waima  
Province: Central Province

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>author</td>
<td>Uko Beata &amp; Namsoo Kim</td>
<td>18/11/13</td>
</tr>
<tr>
<td>Text collection – written</td>
<td>author</td>
<td>Uko Beata</td>
<td>18/11/13</td>
</tr>
<tr>
<td>Text collection - audio</td>
<td>Recordist &amp; author</td>
<td>Uko Beata</td>
<td>18/11/13</td>
</tr>
</tbody>
</table>
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

Name(s) of contributor(s): Uko Beata & Namsoo Kim

Period during which this information was collected: 23/10/13 – 20/11/13

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.

1st person (1) = the speaker. English I, we
2nd person (2) = the listener. English you
3rd 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

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>
<thead>
<tr>
<th>Normal pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>au</td>
</tr>
<tr>
<td>2nd person</td>
<td>oi</td>
</tr>
<tr>
<td>3rd person</td>
<td>ia</td>
</tr>
<tr>
<td>plural</td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>aika</td>
</tr>
<tr>
<td>inclusive</td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>ai. aimai</td>
</tr>
<tr>
<td>exclusive</td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td>wai</td>
</tr>
<tr>
<td>3rd person</td>
<td>ia</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Possessive pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>singular</strong></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>e'u / 'eu'u</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>Emu / 'Eumu</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>Ena / 'Euna</td>
</tr>
<tr>
<td><strong>plural</strong></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>inclusive</td>
</tr>
<tr>
<td></td>
<td>exclusive</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
</tr>
</tbody>
</table>

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: ‘my eye’
- Hina-mu: ‘your mother’
- Pina-na: ‘his mouth’
- Maha-kia: ‘their ears’
This table shows our possessive suffixes:

<table>
<thead>
<tr>
<th></th>
<th>Possessive suffix</th>
<th>Word with possessive suffix</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>1st person</td>
<td>-'u</td>
<td>Hati-'u</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>-mu</td>
<td>Hati-mu</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>-na</td>
<td>Hati-na</td>
</tr>
<tr>
<td>plural</td>
<td>1st person inclusive</td>
<td>-ka</td>
<td>Hati-ka</td>
</tr>
<tr>
<td></td>
<td>1st person exclusive</td>
<td>-mai</td>
<td>Hati-mai</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>-mi</td>
<td>Hati-mi</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>-kia</td>
<td>Hati-kia</td>
</tr>
</tbody>
</table>

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*
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>
<thead>
<tr>
<th>Person</th>
<th>Reflexive Pronoun</th>
<th>English / Tok Pisin Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} person</td>
<td>Kippo' / ikupaia'u</td>
<td>myself</td>
</tr>
<tr>
<td>2\textsuperscript{nd} person</td>
<td>Kipomu / ikupaiamu</td>
<td>yourself</td>
</tr>
<tr>
<td>3\textsuperscript{rd} person</td>
<td>Kipona / ikupaiana</td>
<td>himself, herself, itself</td>
</tr>
<tr>
<td>1\textsuperscript{st} person</td>
<td>Kipoka / ikupaiaka</td>
<td>ourselves / yumi yet</td>
</tr>
<tr>
<td>1\textsuperscript{st} person</td>
<td>Kipomi / ikupaiami</td>
<td>ourselves / mipela yet</td>
</tr>
<tr>
<td>2\textsuperscript{nd} person</td>
<td>Kipomi / ikupaiami</td>
<td>yourselves / yupela yet</td>
</tr>
<tr>
<td>3\textsuperscript{rd} person</td>
<td>Kipokia / ikupaiakia</td>
<td>themselves / ol yet</td>
</tr>
</tbody>
</table>

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*

\[
\begin{align*}
Pa\text{'e} & \quad puka & \quad hana & \quad e\text{- namo} & \quad ki\text{'abaha} \\
\text{Maybe} & \quad \text{book} & \quad \text{is} & \quad \text{its.intresting} & \quad \text{very} \\
\text{May the book is very intresting} \\
\text{Miori} & \quad neia\text{-na} & \quad hana & \quad pa\text{'e} & \quad e\text{- 'aera} & \quad ki\text{'abaha} \\
\text{Boy} & \quad \text{this.one} & \quad \text{is} & \quad \text{maybe} & \quad \text{3s-small} & \quad \text{very} \\
\text{Maybe the boy is too small}
\end{align*}
\]

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

\[
\begin{align*}
\text{Taitai} & \quad \text{neiana} & \quad \text{hana} & \quad \text{enamo} & \quad \text{ki\text{'abaha} } \\
\text{Flower} & \quad \text{this} & \quad \text{is} & \quad \text{its.good} & \quad \text{very} \\
\text{This flower is very good}
\end{align*}
\]

### 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:*

\[
\begin{align*}
\text{Taitai} & \quad \text{naiana} & \quad \text{hana} & \quad \text{enamo} & \quad \text{ki\text{'abaha} } & \quad \text{ba} & \quad \text{neiana} \\
\text{Flower} & \quad \text{that.one} & \quad \text{is} & \quad \text{its.good} & \quad \text{very} & \quad \text{than} & \quad \text{this} \\
\text{That flower is very good than this one}
\end{align*}
\]

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*

\[
\begin{align*}
\text{Taitai} & \quad \text{naia\text{-na}} & \quad \text{hana} & \quad \text{e\text{- namo} } & \quad \text{ki\text{'aki\text{'}abaha} } & \quad \text{ba} & \quad \text{neiana} \\
\text{Flower} & \quad \text{that.one} & \quad \text{is} & \quad \text{its.good} & \quad \text{very.very} & \quad \text{than} & \quad \text{this}
\end{align*}
\]
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.  
jesu  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:

<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>hamomo</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>rua</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>aihau</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>bani</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>ima</td>
<td>five</td>
</tr>
<tr>
<td>6</td>
<td>'abaihau</td>
<td>Three x 2</td>
</tr>
<tr>
<td>7</td>
<td>'abaihau hamomo</td>
<td>Three x 2 + One</td>
</tr>
<tr>
<td>8</td>
<td>'ababani</td>
<td>Four x 2</td>
</tr>
<tr>
<td>9</td>
<td>'ababani hamomo</td>
<td>Four x 2 + One</td>
</tr>
<tr>
<td>10</td>
<td>harauhaea</td>
<td>Ten x 1</td>
</tr>
<tr>
<td>11</td>
<td>Harauhaea hamomo</td>
<td>Ten x 1 + One</td>
</tr>
<tr>
<td>12</td>
<td>Harauhaea rua</td>
<td>Ten x 1 + Two</td>
</tr>
<tr>
<td>13</td>
<td>Harauhaea aihau</td>
<td>Ten x 1 + three</td>
</tr>
<tr>
<td>14</td>
<td>Harauhaea bani</td>
<td>Ten x 1 + Four</td>
</tr>
<tr>
<td>15</td>
<td>Harauhaea ima</td>
<td>Ten x 1 + Five</td>
</tr>
<tr>
<td>16</td>
<td>Harauhaea 'abaihau</td>
<td>Ten x 1 + Three x 2</td>
</tr>
<tr>
<td>17</td>
<td>Harauhaea 'abaihau</td>
<td>Ten x 1 + three x 2 + One</td>
</tr>
</tbody>
</table>
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 don't 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, except 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-aihau-na

NOM-CAUS-three-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 ibaihaunai 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 ehere ena pahi 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 the work

<table>
<thead>
<tr>
<th>Distances</th>
<th>Pointing something singular</th>
<th>Pointing Something plural</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naia</td>
<td>Naiana</td>
<td>Naia kia</td>
<td>There</td>
</tr>
<tr>
<td>Neia</td>
<td>Neiana</td>
<td>Neia kia</td>
<td>This</td>
</tr>
<tr>
<td>Weia</td>
<td>Weiana</td>
<td>Weia kia</td>
<td>that</td>
</tr>
</tbody>
</table>

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 Hauka
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:

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

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 birokia hana maearima 'eukia (not sure
House there some red.ones people theirs
n demn num adj SPC

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

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 singular

\[
\begin{align*}
\text{Au } & \text{ hati ‘u} \\
& \text{I brother, 1Ps} \\
& \text{my small brother}
\end{align*}
\]

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

\[
\begin{align*}
\text{We would say } & \text{ itu ‘u} \\
& \text{nose mine} \\
& \text{my noise}
\end{align*}
\]

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).

\[
\begin{align*}
\text{we would say } & \text{ e-u itu} \\
& \text{my house.} \\
& \text{My house}
\end{align*}
\]

\[
\begin{align*}
\text{E-mu itu} \\
& \text{your house} \\
& \text{Your house}
\end{align*}
\]

\[
\begin{align*}
\text{e-na itu} \\
& \text{his house} \\
& \text{His house}
\end{align*}
\]

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)
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-bo'ki'abaha)

Dog this,one is black and very.tall

This dog is black and very tall

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.)

<table>
<thead>
<tr>
<th>Subject marker</th>
<th>Example of a verb with subject marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>a-</td>
<td>a- ahuna</td>
</tr>
<tr>
<td>2nd person</td>
<td>o-</td>
<td>o- ahuna</td>
</tr>
<tr>
<td>3rd person</td>
<td>e-</td>
<td>e- ahuna</td>
</tr>
<tr>
<td>plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>ha-</td>
<td>ha- ahuna</td>
</tr>
<tr>
<td>inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>ta-</td>
<td>ta- ahuna</td>
</tr>
<tr>
<td>exclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>ta-</td>
<td>ta- ahuna</td>
</tr>
<tr>
<td>2nd person</td>
<td>to-</td>
<td>to- ahuna</td>
</tr>
<tr>
<td>3rd person</td>
<td>te-</td>
<td>te- ahuna</td>
</tr>
</tbody>
</table>

I hit him
You hit him
He hit him
We hit him
We hit him
You hit him
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.)

<table>
<thead>
<tr>
<th>Object marker</th>
<th>Example of a verb with object marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person</td>
<td>-na'u</td>
<td>Eahu-na'u</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>-ni'o</td>
<td>Eahu-ni'o</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>-na</td>
<td>Eahu-na</td>
</tr>
<tr>
<td>plural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person inclusive</td>
<td>-naka</td>
<td>Eahu-naka</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; person exclusive</td>
<td>-namai</td>
<td>Eahu-namai</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; person</td>
<td>-nimi</td>
<td>Eahu-nimi</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; person</td>
<td>-nakia</td>
<td>Eahu-nakia</td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Recipient marker</th>
<th>Example of Waima verb with recipient marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>'u</td>
<td>He gave me mango</td>
</tr>
<tr>
<td>2nd person</td>
<td>'o</td>
<td>He gave you mango</td>
</tr>
<tr>
<td>3rd person</td>
<td>na</td>
<td>He gave him mango</td>
</tr>
<tr>
<td>plural</td>
<td>naka</td>
<td>He gave us fish</td>
</tr>
<tr>
<td>1st person</td>
<td>namai</td>
<td>He gave you fish</td>
</tr>
<tr>
<td>2nd person</td>
<td>nimi</td>
<td>He gave you fish</td>
</tr>
<tr>
<td>3rd person</td>
<td>nakia</td>
<td>He gave them fish</td>
</tr>
</tbody>
</table>

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

Sub    | Obj  | Rece  | 1s- verb |
-------|------|-------|----------|
Aihi   | maia | Ikupu | e- ebe -na|

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 beneficiary 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.)

<table>
<thead>
<tr>
<th>Benefactive marker</th>
<th>Example of a verb with benefactive marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st person</td>
<td>-'uai</td>
<td>Pau -'uai</td>
</tr>
<tr>
<td>2nd person</td>
<td>-muai</td>
<td>Pau -muai</td>
</tr>
</tbody>
</table>
(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 this words in their palces.

Ena or ia paunai

*eg: Humma e·hore nahu·na paukia·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)

<table>
<thead>
<tr>
<th></th>
<th>Past tense</th>
<th>Present tense</th>
<th>Future tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st singular</td>
<td>A- eao (I went)</td>
<td>Nya- eao (Am going)</td>
<td>Ka- eao (I will go)</td>
</tr>
<tr>
<td>2 singular</td>
<td>O- ao (you went)</td>
<td>Nu- ao (you going)</td>
<td>Ko- ao (you will go)</td>
</tr>
<tr>
<td>3 singular</td>
<td>E- ao (he went)</td>
<td>Ni- ao (he is going)</td>
<td>Ke- ao (he will go)</td>
</tr>
<tr>
<td>1 plural (inc)</td>
<td>Ta- eao (we went)</td>
<td>Tsa- eao (we are going)</td>
<td>Kata- eao (we will go)</td>
</tr>
<tr>
<td>1 plural (exc)</td>
<td>Ha- eao (we went)</td>
<td>Nya- haeao (We are going)</td>
<td>Kaha- eao (We will go)</td>
</tr>
<tr>
<td>2 plural</td>
<td>To- ao You went)</td>
<td>Tu- ao (You are going)</td>
<td>Kato- ao (you will go)</td>
</tr>
</tbody>
</table>
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 careful 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 language speakers have a word for continuous, below is the example,

1) Puka    *nya- tuabina*

   Book        am.reading

   *I am reading a book*

2) Puka    *

   *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

<table>
<thead>
<tr>
<th>1ps</th>
<th>2ps</th>
<th>3ps</th>
<th>1pp</th>
<th>2pp</th>
<th>3pp</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Nya-</em>,</td>
<td><em>Nyo-</em>,</td>
<td><em>Nye-</em>,</td>
<td><em>Tsa-</em>,</td>
<td><em>Tso-</em>,</td>
<td><em>Tse-</em></td>
</tr>
</tbody>
</table>

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.
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

5.4 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
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,

\[ \text{Au} \ a\text{-atiah} \ a\text{-ani} \]
\[ I \ \text{middle.of.the.day} \ I.ate \]
\[ I \ ate \ at \ lunch \ time \]

Examples 2 using clause from the future tense,

\[ \text{Au} \ \text{ra} \text{-birabi} \ a'\text{i} \ k\text{-ani} \]
\[ I \ \text{afternoon} \ \text{not} \ \text{will.eat} \]
\[ I \ \text{will.not.eat} \ \text{at} \ \text{dinner \ time} \]

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:

```plaintext
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)*

```plaintext
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,

```plaintext
Miori ti- papura ia maihaihai -na e- kabanai
```
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

Dog Aihi it.bite

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 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’

(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 yesterday Moku.at it.came village

The big truck came home from Moku yesterday

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 ʻaki  Beata  ena  waeha  rua  e-ahu  ʻari-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)

<table>
<thead>
<tr>
<th>English Words</th>
<th>Waima</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesterday</td>
<td>Warani</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>Mara</td>
</tr>
</tbody>
</table>

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  ʻaki  ni-kaʻa

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. Ahaʻi, aʻi.
Baki a'i e-mai
Baki didn't he-come
Baki didn't come

Iabi 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)