Tentative Grammar Description

for the Amam language
spoken in Morobe Province

Mambu Aki and Ryan Pennington
November 2013
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Signed by:

Name: Mambu Aki
Language: Amam
Province: Morobe

Name: Ryan Pennington

The following works are covered by this form:

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<th>Description</th>
<th>Contribution</th>
<th>Signatures</th>
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<tr>
<td>Tentative Grammar Description</td>
<td>Authors</td>
<td>Mambu Aki</td>
<td>18 Nov 2013</td>
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<tr>
<td></td>
<td></td>
<td>Ryan Pennington</td>
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<tr>
<td>Text collection - written</td>
<td>Author</td>
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<td>Text collection - audio</td>
<td>Recordist, author</td>
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1 INTRODUCTION

This is a basic tentative grammar description of Amam, a Goilalan language of the Southeast Papuan group (Trans-New Guinea, Southeast Papuan, Goilalan). Amam does not have an Ethnologue code. In the past it has been understood to be a dialect of Weri (wer), but after a month of investigation it is clear that these are separate languages.

This description is based entirely upon the spoken and written texts of Mambu Aki. This includes lists of written elicited sentences, as well as nine recorded texts which total 15 minutes of running speech. Based on the assumption that a minute of running speech contains approximately 167 words (Simons 2008), the recorded corpus is composed of approximately 2500 words. However, only about half of this corpus has been utilized in the analysis of this tentative basic grammar.

Ryan Penningon facilitated the data collection and helped to type the data into this description. It is intended for two primary purposes:

• First and foremost, it is meant to aid Mambu Aki in his translation work. This description is the byproduct of a month of working together to understand and analyze his Amam language in a Discover Your Language workshop from 23 October–20 November 2013. This workshop was undertaken at the SIL Training Centre, Ukarumpa, in the Eastern Highlands Province of Papua New Guinea.

• The second purpose for this description is to serve as a resource for linguists and other scholars who may have an interest in learning about the Amam language, or the Goilalan, Southeast Papuan, and Trans-New Guinea language families.

Due to the fact that this grammar description is intended to be sent back with Mambu to his own village, some terminological decisions have been made. Since this course only lasted for one month, we did not have the opportunity to teach a wide array of abstract linguistic terms. For instance, the word “clitic” was not used, and therefore all case enclitics are analyzed as suffixes in this paper. In addition, for this paper to be most useful, many definitions and examples have been given for each term, so that the Amam people will be able to compare their language with Tok Pisin and with English in order to understand what is being said here.

Additionally, every interlinear example has four lines: (1) a vernacular line written in the Amam orthography, (2) a word-level easy-to-understand English gloss line, (3) a morpheme-by-morpheme gloss, and (4) a free English translation, accompanied occasionally by Tok Pisin translations where the English grammar is potentially confusing.

---

1 Abbreviations: 1 first person, 2 second person, 3 third person, ACC accompaniment, BEN beneficiary, CL noun class marker, DU dual, EMPH emphatic, ERG ergative, EXCL exclusive, FUT future tense, HAB habitual aspect, IMP imperative, INAN inanimate, INCL inclusive, IPFV imperative, IRR irrealis, ITER iterative aspect, LOC locative, NUM numeral, OBJ object, PL plural, POSS possessor, PRES present tense, PST past tense, REC recipient, REFL reflexive, SG singular, SIM simultaneous, SRC source, SS same subject medial verb, STIM stimulus, SVC serial verb construction, YNQ yes-no question
The Amam language area is located in Morobe Province, close to the border with Central Province in Papua New Guinea. It is located in the southeastern portion of the Weri language area, bordered by the Kunimaipa language to the south and the Guhu-Samane language to the east. The language area is approximately 120 km², with a diameter of 16 km at its widest point. Nine villages make up the language community, accounting for approximately 2000 people (based on estimating the average village population to be over 200 people).

The Amam area—the southeast corner of the area ascribed to Weri—is shown in the map below, with all nine Amam villages listed, including Garawaria, Gene, Gusuwe, Kasuma, Kumisi, Kusi, Pagau, Raulepo, and Sipa:

**Map 1: Amam language area (© SIL PNG 2013; National Statistics Office 2002)**

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### 2. WRITING SYSTEM AND SOUNDS

The analysis of Amam in this paper is based almost solely on the orthographical conventions followed by Mambu Aki, as seen in his written texts, transcribed recordings, and written elicited examples. Though the texts are based on audio recordings, no analysis has been undertaken of the correspondences between the written transcription and the oral text. Therefore, take caution with the analyses presented herein, since phonological detail has not been taken into account.

#### 2.1 Alphabet

Amam has 19 letters in its alphabet, including 14 consonants and 5 vowels. These letters, along with the phonemes they represent, are listed below:
2.2 Phonological processes

No phonological analysis has been undertaken for the Amam language. However, a few phonological patterns have been noted, and therefore these are briefly described and illustrated below.

2.2.1 Prenasalized stops

Voiceless consonants (/p t k/) are prenasalized when they follow a nasal (/m n ng/) + vowel sequence. Sometimes the nasal is obviously inserted, and sometimes it is phonemic, possibly having been phonologized in the past. An example for each place of articulation is shown below:

1. omna + -p + -i = omnampe ‘the man’s’
   man CL POSS man-CL-POSS
2. ne + -p = nemp ‘he must eat’
   eat 3.IMP
3. omenant
4. mongkao
   ‘thing’

2.2.2 Vowel length

Many examples of long vowels are present in the data, though none exist for the back vowels /o/ and /u/. Vowels tend to lengthen in monosyllabic words, especially those with open syllables. Alternatively, perhaps phonemically long vowels (or geminate vowels) are shortened when the word is lengthened. Some examples are shown below:

5. wii = wii ‘Put it!’
   put
6. wi + -a = wia ‘He put it’
   put 3.PST
7. s + -a = saa ‘He went’
   go 3.PST
8. e + -ar = ear ‘banana’
   banana CL
9. ee + ep + -ar = ee epar ‘this banana’
   banana this CL

2.2.3 /i/ deletion

Often there is evidence of word-final /i/ being deleted. Alternatively, perhaps /i/ is inserted in certain non-final environments. This is especially common with many of the noun class markers. Some examples are shown below:

10. ker + -api = kerap ‘bilum’
    bilum CL
11. ker + ep + -api + -ar = ker epapiar  ‘these two bilums’
12. wop + -weri = wopwer  ‘knife’
13. wop + ep + -weri + -ar = wop epweri  ‘these two knives’

2.2.4 Vowel deletion
Across morpheme boundaries, vowels are often deleted and degeminated. This is especially common with case suffixes (‘enclitics’), of which the initial vowel often deletes after words that end in vowels. Some examples are shown below:

14. runga + -roa + -en = rungaroan  ‘for the children’
   child  PL  BEN
15. yao + -ak = yaok  ‘to the garden’
   garden  OBL

2.2.5 Vowel harmony
It seems that Amam has many epenthetic vowels, inserted to break up consonant clusters. These vowels are then very affected by their environments, both by surrounding vowels and by surrounding consonants. For example, labial consonants often cause rounded vowels to surface. Even vowels that are not epenthetic can be affected by preceding vowels. For instance, a word-final /i/ may be lowered to /e/ after a word ending with an /a/.

16. pip + -ar = pipar  ‘that’
    that  CL
17. pip + -roa = piporoa  ‘those’
    that  PL
18. nane + p + -rin = naneperin  ‘with brother’
    brother  CL  ACC
19. s + -ma = suma  ‘I will go’
    go  1SG.IRR
20. yao + -weri + -i = yaoweri  ‘to the garden’
    garden  CL  LOC
21. kel + -ar + -i = keleare  ‘on the rock’
    rock  CL  LOC

3 NOUNS AND NOUN PHRASES

3.1 Pronouns
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 excl) = the speaker and some other people, but not the listener. Tok Pisin mipela.
1st person inclusive (1 incl) = the speaker and the listener (and maybe other people too). Tok Pisin yumi.

The free pronouns in Amam are listed in the following table. There is a dual category, as well as a first person inclusive/exclusive distinction. The forms are the same whether they are subjects or objects.

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 incl</td>
<td>ne</td>
<td>teperip</td>
<td>tiar</td>
</tr>
<tr>
<td></td>
<td>teperip</td>
<td>ten</td>
<td>ten</td>
</tr>
<tr>
<td>2</td>
<td>ni</td>
<td>arip</td>
<td>ar</td>
</tr>
<tr>
<td>3</td>
<td>pi</td>
<td>piarip</td>
<td>piar</td>
</tr>
</tbody>
</table>

Example sentences using free pronouns are shown below:

22. eak elpam mundaweri ten haake sanou
and day next we home.to went
and-SS day next-CL-LOC 1PL.EXCL home-LOC go-1/2.PST
And the next day we went home.

23. p iar ngendiak wisangot yakete
they sit.and spears making
3PL sit-SS spear-PL IPFV-make
They are sitting and making spears.

3.1.2 Possessive Pronouns
Possession in Amam is expressed through free pronouns which precede their head nouns. There are no possessive suffixes in Amam. The possessive pronouns are formed by adding -m to the singular free pronouns, or -im to the non-singular free pronouns. The free possessive pronouns are shown below:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 incl</td>
<td>nem</td>
<td>teperip</td>
<td>tiarim</td>
</tr>
<tr>
<td></td>
<td>teperipm</td>
<td>tenipm</td>
<td>tenim</td>
</tr>
<tr>
<td>2</td>
<td>nim</td>
<td>aripim</td>
<td>arim</td>
</tr>
<tr>
<td>3</td>
<td>pim</td>
<td>piaripim</td>
<td>piarim</td>
</tr>
</tbody>
</table>

Example sentences using possessive pronouns are shown below:
24. **nem** nanep **pim** yaoweri waura yae
   my brother his garden.in working
   1SG.POSS brother-CL 3SG.POSS garden-CL-LOC work IPFV-do

My big brother is working in his garden.

25. **roker** **tenim** kenteroarin kosangak unailiak sanou
   morning our dogs.with bush.to into went
   morning 1PL.POSS dog-PL-ACC bush-OBLOC into-OBLOC go-1/2.PST

In the morning we went into the bush with our dogs.

26. **kenteroa** **piarim**oroa
dogs their
dog-PL 3PL.POSS-PL

The dogs are theirs.

### 3.1.3 Reflexive Pronouns

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

<table>
<thead>
<tr>
<th></th>
<th>inclusive</th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>exclusive</td>
<td>nement</td>
<td>teperi</td>
<td>tiaripe</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>nimen</td>
<td>teni</td>
<td>teni</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>piment</td>
<td>arimen</td>
<td>arimen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>piarip</td>
<td>piarip</td>
</tr>
</tbody>
</table>

Example sentences using reflexive pronouns are shown below:

27. nemtok **nement** moanou
   I myself hit
   1SG.EMPH 1SG.REFL hit-1/2.PST
   I hit myself.

28. piarimt**k** **piariment** moa
    they themselves hit
   3PL.EMPH 3PL.REFL hit-1/2.PST
    They hit themselves.

These pronouns may also be used in a delimitative manner. This means that they can mean ‘only’ or ‘just’. For example, if someone asks ‘Who did you go to the garden with?’, another might answer ‘Only I went to the garden.’ An example is shown below:

29. **nement** yaoweri sanou
    myself garden.to went
    1SG.REFL garden-CL-LOC go-1/2.PST
    I went to the garden by myself.

### 3.1.4 Emphatic Pronouns

Emphatic pronouns are used to give emphasis to the pronoun (e.g. Tok Pisin ‘mi yet’). These pronouns are often used when someone asks a question. For example, when someone asks, ‘Who will go?’, someone might answer, ‘WE will go,’ with emphasis on ‘we’. The emphatic pronouns are shown below:
Example sentences using emphatic pronouns are shown below:

30. **tenimtok** senaroa
   we           will.go
   **1PL.EXCL.EMPH**  go-1PL.IRR-FUT.PL
   WE will go. (Tok Pisin: Mipela yet bai go.)

31. **pimtok** ni nimua
   he           you          hit
   **3SG.EMPH**  2SG         2SG.OBJ-hit-3.PST
   HE hit you. (Tok Pisin: Em yet i paitim yu.)

3.1.5 Emphatic Possessive Pronouns

Amam has a set of emphatic possessive pronouns. Just like the emphatic pronouns mentioned above, these pronouns give emphasis to the pronoun. However, these are only used as possessors. It appears there is a -t suffix which marks emphatic forms, followed by the possessive suffix -e. The emphatic possessive pronouns are shown below:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>inclusive</td>
<td>teperimte</td>
<td>tiarimte</td>
</tr>
<tr>
<td></td>
<td>exclusive</td>
<td>tenipimte</td>
<td>tenimte</td>
</tr>
<tr>
<td>2</td>
<td>nemte</td>
<td>aripimte</td>
<td>arimte</td>
</tr>
<tr>
<td>3</td>
<td>pimte</td>
<td>piaripimte</td>
<td>piarimte</td>
</tr>
</tbody>
</table>

An example sentence using an emphatic possessive pronoun is shown below:

32. **tiar** omnamp **tiarimte** yekep ketena
   we           man          our.own      image      make
   **1PL.INCL**  man-NUM-CL  **1PL.INCL.EMPH.POSS** image-CL  make-1PL.IRR
   Let us make man in our image.

3.1.6 Stimulus Pronouns

When a pronoun is the stimulus, it has a special form. This form is used when the person or thing is seen, thought about, or talked to. The stimulus pronoun forms are shown below:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>inclusive</td>
<td>teperiun</td>
<td>tiarin</td>
</tr>
<tr>
<td></td>
<td>exclusive</td>
<td>tenipun</td>
<td>tenin</td>
</tr>
<tr>
<td>2</td>
<td>nin</td>
<td>aripun</td>
<td>arin</td>
</tr>
<tr>
<td>3</td>
<td>pin</td>
<td>piaripun</td>
<td>piarin</td>
</tr>
</tbody>
</table>

Example sentences using stimulus pronouns are shown below:
33. kent naar nen itangga
dog two me saw
dog NUM-DU 1SG.STIM eye-give-3.PST
Two dogs saw me.
34. polop tenin itangga
pig us saw
pig-CL 1PL.EXCL.STIM eye-give-3.PST
The pig saw us.
35. Eak tenin wonan eak pi keraomendi
and us to stay and he tree
and-SS 1PL.EXCL.STIM stay-1PL.IRR-BEN and-SS 3SG tree-LOC
saa
went
go-3.PST
Then he told us to stay and he climbed the tree.

3.1.7 Accompaniment Pronouns
Accompaniment ("comitative") pronouns have the meaning “with someone”. The accompaniment pronoun forms are shown below:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>nerin</td>
<td>teperipir</td>
<td>tiarir</td>
</tr>
<tr>
<td>2</td>
<td>nirin</td>
<td>aripirin</td>
<td>aririn</td>
</tr>
<tr>
<td>3</td>
<td>pirin</td>
<td>piaripir</td>
<td>piaririn</td>
</tr>
</tbody>
</table>

Example sentences using accompaniment pronouns are shown below:

36. nem papap nerin kosangak saa
my father me.with bush.to went
1SG.POSS father-CL 1SG.ACC bush-OBL go-3.PST
My father went to the bush with me.
37. ne piaririn anumai nga eanou
I them.with hunted
1SG 3PL.ACC animal hunt do-1/2.PST
I hunted with them.

3.1.8 Ergative Pronouns
When a pronoun acts on someone or something else—an agent in a transitive clause—it has a special form. These are called ergative pronouns. The ergative pronoun forms are shown below:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>teperipuk</td>
<td>tiaruk</td>
</tr>
<tr>
<td>2</td>
<td>niuk</td>
<td>aripuk</td>
<td>aruk</td>
</tr>
<tr>
<td>3</td>
<td>piuk</td>
<td>piaripuk</td>
<td>piaruk</td>
</tr>
</tbody>
</table>
Example sentences using ergative pronouns are shown below:

38. **piuk** yamens naa  
   he yam ate  
   3SG.ERG yam-CL eat-3.PST  
   He ate the yam.

39. **tenuk** iar waa komangganou  
   we water got poured  
   1PL.EXCL.ERG water-CL hold-SVC pour-1/2.PST  
   We poured the water.

### 3.1.9 Beneficiary Pronouns

When someone does something for someone else, that someone else has a special form. These are called beneficiary pronouns. The beneficiary pronoun forms are shown below:

<table>
<thead>
<tr>
<th></th>
<th>inclusive</th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>exclusive</td>
<td>nemen</td>
<td>teperipimen</td>
<td>tiarimen</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>nimen</td>
<td>aripimen</td>
<td>tenimen</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>pimen</td>
<td>piaripimen</td>
<td>piarimen</td>
</tr>
</tbody>
</table>

Example sentences using beneficiary pronouns are shown below:

40. **piuk** nemen haata okraka  
   he me.for house built  
   3SG.ERG 1SG.BEN house-CL build-3.PST  
   He built a house for me.

41. **piuk** nem haata okraka  
   he my house built  
   3SG.ERG 1SG.POSS house-CL build-3.PST  
   He built my house.

42. ne ari men keret okanou  
   I you.for bilums made  
   1SG 2PL.BEN bilum-PL make-1/2.PST  
   I made bilums for you all.

### 3.1.10 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 Noun classes

Amam has a noun class system, composed of at least 15 classes. This means that every noun falls into a category that is marked with a certain suffix. Every noun phrase must be overtly marked with one of these suffixes (class markers). The last word of almost every noun phrase has a class suffix. If a noun occurs by itself without any adjectives or demonstratives or quantifiers, then it will have a
class marker. If the noun is modified by an adjective, then the adjective will have the class marker instead. If a noun phrase has a plural noun, however, then the class marker does not occur.

The class suffixes are listed below:

<table>
<thead>
<tr>
<th>class</th>
<th>vowel</th>
<th>singular</th>
<th>this</th>
<th>these 2</th>
<th>these 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>indekep</td>
<td>indek epop</td>
<td>indek epar</td>
<td>indek eporoa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>polpop</td>
<td>pol epop</td>
<td>pol epar</td>
<td>pol eporoa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ketep</td>
<td>ket epop</td>
<td>ket epar</td>
<td>ket eporoa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nongop</td>
<td>nong epop</td>
<td>nong epar</td>
<td>nong eporoa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>omnamp</td>
<td>omna epop</td>
<td>omna epar</td>
<td>omna eporoa</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>kerap</td>
<td>ker epap</td>
<td>ker epiar</td>
<td>ker epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>katap</td>
<td>kat epap</td>
<td>kat epiar</td>
<td>kat epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ii kaoap</td>
<td>ii kao epap</td>
<td>ii kao epiar</td>
<td>ii kao epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ra epap</td>
<td>ra epiar</td>
<td>ra epot</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iri kaoap</td>
<td>iri kao epap</td>
<td>iri kao epiar</td>
<td>iri kao epot</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>ear</td>
<td>ee epar</td>
<td>ee eparar</td>
<td>ee epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>itar</td>
<td>it epar</td>
<td>it eparar</td>
<td>it epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kasiar</td>
<td>kas epar</td>
<td>kas eparar</td>
<td>kas epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kolomar</td>
<td>kolom epar</td>
<td>kolom eparar</td>
<td>kolom epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pensurar</td>
<td>pensur epar</td>
<td>pensur eparar</td>
<td>pensur epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ngerar</td>
<td>nger epar</td>
<td>nger eparar</td>
<td>nger epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>koptangar</td>
<td>koptang epar</td>
<td>koptang eparar</td>
<td>koptang epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>muriar</td>
<td>muri epar</td>
<td>muri eparar</td>
<td>muri epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kanar</td>
<td>kan epar</td>
<td>kan eparar</td>
<td>kan epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kosangar</td>
<td>kosang epar</td>
<td>kosang eparar</td>
<td>kosang epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>iiar</td>
<td>ii epar</td>
<td>ii eparar</td>
<td>ii epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>muriar</td>
<td>muri epar</td>
<td>muri eparar</td>
<td>muri epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kanroipar</td>
<td>kanroip epar</td>
<td>kanroip eparar</td>
<td>kanroip epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>katopoiar</td>
<td>katopoip epar</td>
<td>katopoip eparar</td>
<td>katopoip epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>koinar</td>
<td>koin epar</td>
<td>koin eparar</td>
<td>koin epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pangar</td>
<td>pang epar</td>
<td>pang eparar</td>
<td>pang epot</td>
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<tr>
<td></td>
<td></td>
<td>ulular</td>
<td>ulul epar</td>
<td>ulul eparar</td>
<td>ulul epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>tomonar</td>
<td>tomon epar</td>
<td>tomon eparar</td>
<td>tomon epot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>kelear</td>
<td>kel epar</td>
<td>kel eparar</td>
<td>kel epot</td>
</tr>
</tbody>
</table>

Examples of each noun class are shown below. This includes the nouns in singular form, as well as followed by the demonstrative ep ‘this’ in singular, dual, and plural forms. The dual suffix attaches after the class suffix. Class 1 does not take class suffixes in the dual forms. No class markers occur in the plural forms. Finally, the final /i/ of class markers are deleted in word-final position, and after a vowel the initial vowel of vowel-initial suffixes are deleted.
<table>
<thead>
<tr>
<th>class</th>
<th>gloss</th>
<th>singular</th>
<th>this ___</th>
<th>these 2 ___</th>
<th>these ___</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>knife</td>
<td>wopwer</td>
<td>wop epwer</td>
<td>wop epweriar</td>
<td>wop epot</td>
</tr>
<tr>
<td></td>
<td>garden</td>
<td>yaower</td>
<td>yao epwer</td>
<td>yao epweriar</td>
<td>yao epot</td>
</tr>
<tr>
<td></td>
<td>daka (pepper)</td>
<td>koptangwer</td>
<td>koptang epwer</td>
<td>koptang epweriar</td>
<td>koptang epot</td>
</tr>
<tr>
<td></td>
<td>spoon</td>
<td>sipiniwer</td>
<td>sipini epwer</td>
<td>sipini epweriar</td>
<td>sipini epot</td>
</tr>
<tr>
<td></td>
<td>ladder</td>
<td>rirnager</td>
<td>rirnga epwer</td>
<td>rirnga epweriar</td>
<td>rirnga epot</td>
</tr>
<tr>
<td></td>
<td>mirror</td>
<td>konitwer</td>
<td>konit epwer</td>
<td>konit epweriar</td>
<td>konit epot</td>
</tr>
<tr>
<td></td>
<td>plate</td>
<td>perwer</td>
<td>per epwer</td>
<td>per epweriar</td>
<td>per epot</td>
</tr>
<tr>
<td></td>
<td>leaf (type used for celebration)</td>
<td>upup epwer</td>
<td>upup ep epwer</td>
<td>upup ep epweriar</td>
<td>upup epot</td>
</tr>
<tr>
<td></td>
<td>day</td>
<td>elpamwer</td>
<td>elpam epwer</td>
<td>elpam epweriar</td>
<td>elpam epot</td>
</tr>
<tr>
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<td>peanut</td>
<td>kasawer</td>
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<td>kasa epweriar</td>
<td>kasa epot</td>
</tr>
<tr>
<td></td>
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<td>pepawer</td>
<td>pepa epwer</td>
<td>pepa epweriar</td>
<td>pepa epot</td>
</tr>
<tr>
<td>5</td>
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<td>kero epra</td>
<td>kero eprar</td>
<td>kero epot</td>
</tr>
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<td>wisang epra</td>
<td>wisang eprar</td>
<td>wisang epot</td>
</tr>
<tr>
<td></td>
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<td>isira</td>
<td>is epra</td>
<td>is eprar</td>
<td>is epot</td>
</tr>
<tr>
<td></td>
<td>door</td>
<td>kanra</td>
<td>kan epra</td>
<td>kan eprar</td>
<td>kan epot</td>
</tr>
<tr>
<td></td>
<td>rain</td>
<td>kopira</td>
<td>kopi epra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ground</td>
<td>yangara</td>
<td>yanga epra</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kundu (drum)</td>
<td>enwara</td>
<td>enwa epra</td>
<td>enwa eprar</td>
<td>enwa epot</td>
</tr>
<tr>
<td></td>
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<td>tauringa</td>
<td>tauri epra</td>
<td>tauri eprar</td>
<td>tauri epot</td>
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<td></td>
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<td>kasnga epra</td>
<td>kasnga eprar</td>
<td>kasnga epot</td>
</tr>
<tr>
<td></td>
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<td>yapura</td>
<td>yap epra</td>
<td>yap eprar</td>
<td>yap epot</td>
</tr>
<tr>
<td>6</td>
<td>pot</td>
<td>kaputa</td>
<td>kap epta</td>
<td>kap eptapar</td>
<td>kap epot</td>
</tr>
<tr>
<td></td>
<td>lime</td>
<td>kauta</td>
<td>kaul epta</td>
<td>kaul eptapar</td>
<td>kaul epot</td>
</tr>
<tr>
<td></td>
<td>hat, cap</td>
<td>koekata</td>
<td>koeka epta</td>
<td>koeka eptapar</td>
<td>koeka epot</td>
</tr>
<tr>
<td></td>
<td>type of vine</td>
<td>wi weangata</td>
<td>wi weanga epta</td>
<td>wi weanga eptapar</td>
<td>wi weanga epot</td>
</tr>
<tr>
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<td>painap epta</td>
<td>painap eptapar</td>
<td>painap epot</td>
</tr>
<tr>
<td></td>
<td>cabbage</td>
<td>karautita</td>
<td>karauti epta</td>
<td>karauti eptapar</td>
<td>karauti epot</td>
</tr>
<tr>
<td></td>
<td>sago (food)</td>
<td>nemputa</td>
<td>nem epta</td>
<td>nem eptapar</td>
<td>nem epot</td>
</tr>
<tr>
<td></td>
<td>food</td>
<td>kirakamp</td>
<td>kirakam epta</td>
<td>kirakam eptapar</td>
<td>kirakam epot</td>
</tr>
<tr>
<td></td>
<td>time</td>
<td>akunta</td>
<td>akun epta</td>
<td>akun eptapar</td>
<td>akun epot</td>
</tr>
<tr>
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<td>watch</td>
<td>ketkonta</td>
<td>ketkon epta</td>
<td>ketkon eptapar</td>
<td>ketkon epot</td>
</tr>
<tr>
<td></td>
<td>waterfall</td>
<td>ii lolta</td>
<td>ii lol epta</td>
<td>ii lol eptapar</td>
<td>ii lol epot</td>
</tr>
<tr>
<td></td>
<td>blood</td>
<td>ita</td>
<td>i epta</td>
<td>i eptapar</td>
<td>i epot</td>
</tr>
<tr>
<td></td>
<td>bed</td>
<td>kormenta</td>
<td>kormen epta</td>
<td>kormen eptapar</td>
<td>kormen epot</td>
</tr>
<tr>
<td></td>
<td>mouth</td>
<td>kemta</td>
<td>kem epta</td>
<td>kem eptapar</td>
<td>kem epot</td>
</tr>
<tr>
<td></td>
<td>head</td>
<td>kepota</td>
<td>kepon epta</td>
<td>kepon eptapar</td>
<td>kepon epot</td>
</tr>
<tr>
<td>7</td>
<td>corn</td>
<td>korapair</td>
<td>korapai eper</td>
<td>korapai eptapar</td>
<td>korapai epot</td>
</tr>
<tr>
<td></td>
<td>banana (palm)</td>
<td>eer</td>
<td>ee eper</td>
<td>ee epeter</td>
<td>ee ept</td>
</tr>
<tr>
<td></td>
<td>sago (palm)</td>
<td>nempur</td>
<td>nem eper</td>
<td>nem epeter</td>
<td>nem ept</td>
</tr>
<tr>
<td></td>
<td>axe</td>
<td>iner</td>
<td>in eper</td>
<td>in epeter</td>
<td>in ept</td>
</tr>
<tr>
<td></td>
<td>coconut (palm)</td>
<td>kolomer</td>
<td>kolom eper</td>
<td>kolom epeter</td>
<td>kolom ept</td>
</tr>
<tr>
<td>8</td>
<td>tree</td>
<td>kerao mend</td>
<td>kero epekt</td>
<td>kero epektapar</td>
<td>kero epekt</td>
</tr>
<tr>
<td></td>
<td>pandanus (tree)</td>
<td>kul mend</td>
<td>kul epekt</td>
<td>kul epektapar</td>
<td>kul epekt</td>
</tr>
<tr>
<td></td>
<td>citrus (tree)</td>
<td>muri mend</td>
<td>muri epekt</td>
<td>muri epektapar</td>
<td>muri epekt</td>
</tr>
<tr>
<td></td>
<td>tree (type used for celebration)</td>
<td>upup mend</td>
<td>upup epekt</td>
<td>upup epektapar</td>
<td>upup epekt</td>
</tr>
<tr>
<td>9</td>
<td>ginger</td>
<td>ewamens</td>
<td>ewam epekt</td>
<td>ewam epektapar</td>
<td>ewam epekt</td>
</tr>
<tr>
<td></td>
<td>onion</td>
<td>ananiemens</td>
<td>anani epekt</td>
<td>anani epektapar</td>
<td>anani epekt</td>
</tr>
</tbody>
</table>
### 3.2.2 Singular and Plural Nouns

Singular nouns have a class suffix and nothing more. Plural nouns do not have a class suffix. Instead, they just have a plural suffix. People and animals (“animates”) have one suffix (-roa, -rua), while things (“inanimates”) have a different plural suffix (-ot, -t). Finally, nouns can have a dual suffix (-ar). These dual suffixes follow the class suffix. Examples of singular, dual, and plural forms are shown in the tables below. Verbs do not show whether the actor is singular or plural.

Some examples of people and animals in singular, dual, and plural forms:

<table>
<thead>
<tr>
<th>gloss</th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>kentep</td>
<td>kentar</td>
<td>kenteroa</td>
</tr>
<tr>
<td>woman</td>
<td>ongop</td>
<td>ongorar</td>
<td>ongororoa</td>
</tr>
<tr>
<td>boy</td>
<td>yokotup</td>
<td>yokotuar</td>
<td>yokoturma</td>
</tr>
<tr>
<td>bird</td>
<td>indekep</td>
<td>indekar</td>
<td>indekeora</td>
</tr>
<tr>
<td>cassowary</td>
<td>kawarop</td>
<td>kawarar</td>
<td>kawaroa</td>
</tr>
</tbody>
</table>

Some examples of things in singular, dual, and plural forms:

<table>
<thead>
<tr>
<th>gloss</th>
<th>singular</th>
<th>dual</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>bilum</td>
<td>kerap</td>
<td>kerapiar</td>
<td>kerot</td>
</tr>
<tr>
<td>stick</td>
<td>keraora</td>
<td>keraorar</td>
<td>keraot</td>
</tr>
<tr>
<td>mountain</td>
<td>tomonar</td>
<td>tomonarar</td>
<td>tomonot</td>
</tr>
<tr>
<td>fire</td>
<td>iswes</td>
<td>iswesiar</td>
<td>isit</td>
</tr>
<tr>
<td>garden</td>
<td>yaower</td>
<td>yaoweriar</td>
<td>yaot</td>
</tr>
</tbody>
</table>

Example sentences using singular, dual, and plural nouns are shown below:

43. omnamp ngendiak wopwerin wisangra yakete
    man sit.and knife.with spear making
    man-NUM-CL sit-SS knife-CL-ACC spear-CL IPFV-make

The man is sitting and making a spear with a knife.
The two men are sitting and making two spears with two knives.

The dual or plural suffix goes on the last part of the noun phrase. For example, if there is an adjective after the noun, then the suffix goes on the adjective and not on the noun. An example is shown below:

The men are sitting and making spears with their knives.

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!

In Amam all adjectives follow nouns. Since they are part of the noun phrase, they take noun class suffixes. Some examples of adjectives in Amam are shown below:

<table>
<thead>
<tr>
<th>size/shape</th>
<th>gloss</th>
<th>emotion/feelings</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>kotuta</td>
<td>small</td>
<td>keruru</td>
<td>angry</td>
</tr>
<tr>
<td>kesangar</td>
<td>big</td>
<td>ereperep</td>
<td>happy</td>
</tr>
<tr>
<td>kesang panar</td>
<td>huge</td>
<td>yakom</td>
<td>sad</td>
</tr>
<tr>
<td>sepopar</td>
<td>narrow</td>
<td>kinyae</td>
<td>hungry</td>
</tr>
<tr>
<td>ngeroakar</td>
<td>broad</td>
<td>korop sara</td>
<td>tired</td>
</tr>
<tr>
<td>walau</td>
<td>long</td>
<td>korop kao</td>
<td>tired</td>
</tr>
<tr>
<td>mend</td>
<td>short</td>
<td>korop wak yausa</td>
<td>proud</td>
</tr>
<tr>
<td>kengken</td>
<td>light</td>
<td>korop keam</td>
<td>in pain</td>
</tr>
<tr>
<td>konom</td>
<td>heavy</td>
<td>ompeauar</td>
<td>interesting</td>
</tr>
<tr>
<td>kaorok</td>
<td>circular</td>
<td>kas</td>
<td>frightened</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mongkao</td>
<td>hateful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wiap</td>
<td>weak</td>
</tr>
<tr>
<td>age</td>
<td>gloss</td>
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<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ulupup</td>
<td>old</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ulwasep</td>
<td>young</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kesangep</td>
<td>mature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kotup</td>
<td>teenage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>angari</td>
<td>old</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>appearance</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>ompeaup</td>
<td>good</td>
</tr>
<tr>
<td>korarop</td>
<td>bad</td>
</tr>
<tr>
<td>ompeau panep</td>
<td>beautiful</td>
</tr>
<tr>
<td>ngenge saip</td>
<td>ugly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>colour</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>kopmoaiar</td>
<td>red</td>
</tr>
<tr>
<td>kolamar</td>
<td>white</td>
</tr>
<tr>
<td>hakakunmar</td>
<td>blue</td>
</tr>
<tr>
<td>kouar</td>
<td>black</td>
</tr>
<tr>
<td>koprendengar</td>
<td>yellow</td>
</tr>
<tr>
<td>keraep yolsaiar</td>
<td>green</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>other</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>isnga</td>
<td>hot</td>
</tr>
<tr>
<td>siplok</td>
<td>cold</td>
</tr>
<tr>
<td>elep</td>
<td>quiet</td>
</tr>
<tr>
<td>ngon welwel</td>
<td>noisy</td>
</tr>
<tr>
<td>masak</td>
<td>calm</td>
</tr>
<tr>
<td>omnanteinep</td>
<td>rich</td>
</tr>
<tr>
<td>elekep</td>
<td>poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>taste</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>minsin</td>
<td>sweet</td>
</tr>
<tr>
<td>som</td>
<td>sour</td>
</tr>
<tr>
<td>ngakakam</td>
<td>bitter</td>
</tr>
</tbody>
</table>

Example sentences using adjectives are shown below:

47. ne   isnga yae
I      hot
1SG    hot IPFV-do
I am hot.

48. keraoep  kesang  kopmoaiwer  kerape  ikanak  wiao
leaf   big    red           bilum            under         is
The big red leaf is under the bilum.

49. piuk  keraoep  kesang  keraep yolsai  enggweriari  waa
he    leaf    big    green           those.two       grabbed
3SG.ERG leaf    big    green           that-CL-DU     hold-3.PST
He grabbed those two big green leaves.

The order of adjectives does not matter. They just have to follow the noun and come before any demonstratives. In the example above, the size adjective is mentioned before the colour adjective. Below this order is reversed:

50. piuk  keraoep  keraep  yolsai kesang  enggweriari  waa
he    leaf    big    green           those.two       grabbed
3SG.ERG leaf    big    green           that-CL-DU     hold-3.PST
He grabbed those two big green leaves.

More adjectives can be added to the noun phrase. An example is shown below:
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.

Examples of making adjectives stronger or less strong in Amam are shown below:

52. omnamp walau panep  
    man long very  
    man-NUM-CL long very-CL  
    The man is very tall

53. omna walau panep ima  
    man long very  
    man-NUM long very-CL come-3.PST  
    The very tall man came.

54. omnamp kotuta kee ngarek wee  
    man small little.bit on  
    man-NUM-CL small little.bit on be  
    The man is a bit short.

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.

Examples of how Amam compares things are shown below. Note that the ergative suffix is often used to mark subjects in these constructions (though this is ungrammatical on pronouns):

55. keroep epweruk enggwarian keraep yolsai pan saak wee  
    stick this that.from green keroep yolsai green very green is  
    This leaf is greener than that leaf.

56. kel enggarok epakan kesang pan wee  
    rock that this.from big  
    rock that-CL-ERG this-CL-SRC big very be  
    That rock is bigger than this one.

57. keroao enggra wisang eprakan walau pan wee  
    stick that spear this.from long  
    stick that-CL spear this-CL-SRC long very be  
    That stick is longer than this spear.

58. ne nikan kesang wea  
    I you from big  
    1SG 2SG-SRC big be-1.PRES  
    I am older/bigger than you.
He is bigger than me.

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.*

Amam does not have a way to say something is the most (-est in English) of a particular quality. Instead, Amam says that something is ‘very ____.’

Examples of how Amam says something is better than all other examples are shown below:

60. kel eparok kesang panar
    rock this big very
    rock this-CL-ERG big very-CL
    This rock is the biggest.

61. haak eprek omna eporoa omp ulup paneroa
    place here man these man old very
    place this-LOC man this-PL man old very-PL
    These men are the oldest in the village.

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?)

3.4 Numerals and Number-Marking

3.4.1 Traditional Counting System
This is the traditional counting system for Amam:

<table>
<thead>
<tr>
<th>Number</th>
<th>Tok Ples</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>naar</td>
<td>‘one’</td>
</tr>
<tr>
<td>2</td>
<td>narar</td>
<td>‘two’</td>
</tr>
<tr>
<td>3</td>
<td>narar naar</td>
<td>‘two + one’</td>
</tr>
<tr>
<td>5</td>
<td>mornants</td>
<td>‘fist’</td>
</tr>
<tr>
<td>10</td>
<td>moornantiar</td>
<td>‘two fists’</td>
</tr>
</tbody>
</table>

Amam uses traditional numbers for one and two, and sometimes three. For other numbers they usually only use Tok Pisin or English.

Numerals in Amam are handled in a unique manner. Numerals are built from a generic numeral marker *na*. That is, somewhere after a noun in the noun phrase, a word beginning with *na* will occur. If the noun is singular, then the noun class suffix will follow the numeral marker. If the noun is dual, then the noun class suffix will be followed by the dual suffix *-ar*. The noun class that is composed of people and animals does not take a class suffix in the dual forms, so after *na* simply comes *-ar*.
Examples using numerals are shown below:

62.  ne  kent  naron  itangganou
I  dog  two  saw
I  dog  NUM-DU-STIM  eye-give-1/2.PST
I saw two dogs.

63.  runga  walau  namp  ne  nemoa
child  long  one  I  hit
child  long  NUM-CL  1SG  1SG.OBJ-hit-3.PST
The one tall child hit me.

64.  omnar  ngendiak  wopweriarin  wisangrar  yakete
men.two  sit.and  knives.two.with  spears.two  making
man-NUM-DU  sit-SS  knife-CL-DU-ACC  spear-CL-DU  IPFV-make
The two men are sitting and making two spears with two knives.

Finally, it should be noted that the dual noun suffix may occur on verbs, though the exact specifications of this type of construction remain to be investigated. An example is shown below:

65.  Ein  wanga  naar  ongor  ra  omporoa
and  bus  one  woman  and  men
and-DS  bus  NUM-CL  woman  and  man-PL
weaiar  ima  itnak  eptea .
were.at  came  see.and  stopped
be-LOC-DU  come-SVC  eye-1SG.OBJ-give-SS  stop-3.PST
Then a bus came and saw where they both were, and they stopped.

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 the Amam language, marked with the default noun class marker (-ar):

<table>
<thead>
<tr>
<th>Quantifier</th>
<th>Gloss</th>
<th>How many</th>
</tr>
</thead>
<tbody>
<tr>
<td>kopetnar</td>
<td>few</td>
<td>around 2–3</td>
</tr>
<tr>
<td>naroa</td>
<td>some (lit. NUM-PL)</td>
<td>more than ‘few’</td>
</tr>
<tr>
<td>sarar</td>
<td>many</td>
<td>more than ‘some’</td>
</tr>
<tr>
<td>pouroa</td>
<td>all, every</td>
<td></td>
</tr>
<tr>
<td>koptap koptap</td>
<td>each</td>
<td></td>
</tr>
</tbody>
</table>

Example sentences using quantifiers are shown below:

66.  akun  poutak  pi  kosangak  yas
time  every  he  bush.to  going
time  all-CL-OBL  3SG  bush-OBL  IPFV-go
Every time he went to the bush.
3.4.3 Ordinal Numbers

Ordinal numbers are used to show the order in a group of items, like first, second, third in English. The Amam ordinal numbers are shown below:

<table>
<thead>
<tr>
<th>Ordinal number</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>wetep</td>
<td>first</td>
</tr>
<tr>
<td>enmap</td>
<td>second</td>
</tr>
<tr>
<td>luprakep</td>
<td>third</td>
</tr>
<tr>
<td>ngeroakep</td>
<td>fourth</td>
</tr>
<tr>
<td>kautakep</td>
<td>fifth</td>
</tr>
</tbody>
</table>

Example sentences using ordinal numbers are shown below:

68. omna wetep ima
    man first came
    man-NUM first-CL come-3.PST
    The first man came.

69. ne indek enmap eyamengganou
    I bird second shot
    1SG bird second-CL shoot-1/2.PST
    I shot the second bird.

70. kent luprakep walwia
    dog third died
    dog third-CL die-3.PST
    The third dog died.

71. ongop kamp ngeroak ments area
    woman food fourth kaukau cooked
    woman-CL food-CL fourth kaukau cook-3.PST
    The woman cooked the fourth kaukau.

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
Amam does not have any articles.

3.5.2 Demonstratives
Amam has three demonstratives. These refer to locations near the speaker, near the addressee, and away from both the speaker and addressee. The demonstratives are shown below, listed with the default noun class suffix (-ar).

<table>
<thead>
<tr>
<th>demonstrative</th>
<th>gloss (meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>epar</td>
<td>this (near speaker)</td>
</tr>
<tr>
<td>pipar</td>
<td>that (near addressee)</td>
</tr>
<tr>
<td>enggar</td>
<td>that (away from both speaker and addressee, level)</td>
</tr>
<tr>
<td>oar</td>
<td>that (away from both speaker and addressee, above)</td>
</tr>
<tr>
<td>onngar</td>
<td>that (away from both speaker and addressee, below)</td>
</tr>
<tr>
<td>poar</td>
<td>that (anaphoric: refers to something already mentioned)</td>
</tr>
</tbody>
</table>

As with all words in the noun phrase, demonstratives often take noun class suffixes. Example sentences using demonstratives are shown below:

72. ee enggar waak ne nan
banana that grab.and me give
banana that-CL hold-SS 1SG 1SG.OBJ-give

Get that banana over there and give it to me.

73. ne indek pipooa itangganou
I bird those saw
1SG bird that-PL eye-give-1/2.PST

I saw those birds.

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
In Amam the most common order of words in noun phrases is: noun, adjective, demonstrative, numeral. The noun always has to be included, as well as a noun class suffix. All other words are optional. After the noun, the adjectives may occur in any order. A demonstrative must follow the adjectives.

Example of noun phrases in the usual order are shown below:

74. runga walau naar
child long two
child long NUM-DU
two tall children
3.6.2 Translation Issues for Noun Phrases

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

3.7 Possession

3.7.1 Direct Possession

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.

Amam does not have direct possession.

3.7.2 Indirect Possession

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.

All possession in Amam is shown in using two words. There are special possessive pronouns (e.g. ‘my’ and ‘their’). A noun can have a suffix (-e) that marks the possessor as well.

Examples of possession are shown below:

79. nem nanep pim yaoweri waura yae
   my brother his garden working
   1SG.POSS brother-CL 3SG.POSS garden-CL-LOC work IPFV-do
   My brother is working in his garden.

80. piai ngendiak piaim wopotirin wisangot yakete
    they sit.and their knives_with spears making
   3PL sit-SS 3PL.POSS knife-PL-ACC spear-PL IPFV-make
   They are sitting and making spears with their knives.
81. omnampomape wotorup
    man’s nose
    man-CL-POSS nose-CL
    the man’s nose
82. omnampomape haata
    man’s house
    man-CL-POSS house-CL
    the man’s house
83. nem yelepe kemta
    my mother’s mouth
    1SG.POSS mother-CL-POSS mouth-CL
    my mother’s mouth
84. nem yelepe kokorop
    my mother’s chicken
    1SG.POSS mother-CL-POSS chicken-CL
    my mother’s chicken

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

Postpositions are words expressing spatial and time relationships. That is, they often tell about the place where an action happens, or the time, direction, instruments, etc., e.g. English in, on, under, over, around, with, from.

4.1 Examples
Some Amam postpositions are listed below:

<table>
<thead>
<tr>
<th>postposition</th>
<th>gloss</th>
<th>postposition</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>ikanak</td>
<td>under</td>
<td>unailiak</td>
<td>into</td>
</tr>
<tr>
<td>nakoliak</td>
<td>near</td>
<td>wete</td>
<td>front</td>
</tr>
<tr>
<td>kakiati</td>
<td>inside</td>
<td>kasnga</td>
<td>behind</td>
</tr>
<tr>
<td>ngarek</td>
<td>on</td>
<td>oroak</td>
<td>out of</td>
</tr>
<tr>
<td>ngeroak</td>
<td>in middle</td>
<td>enma</td>
<td>after</td>
</tr>
<tr>
<td>kaorok</td>
<td>around</td>
<td>wete</td>
<td>before</td>
</tr>
</tbody>
</table>

Example sentences using postpositions are shown below:

85. keraoep keraep yolsaiweriar kerape kakati wiao
    leaf green.two bilum inside is
    leaf green-CL-DU bilum-CL-LOC inside be-3DU.INAN.PRES
The two green leaves are on the bilum.
4.2 Translation Issues for 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. Amam has three sets of subject suffixes, one for past tense, one for irrealis, and one for present tense.

The past tense subject suffixes only make a distinction between 1/2 and 3 person. That is, the first and second persons are marked with the same suffix (-anou), while the third person is marked with a different suffix (-a). Since the -a suffix can also have a present tense meaning, it is not analyzed as a past tense marker here.

The past tense subject suffixes are shown below:

1 -anou
2 -anou
3 -a

Example sentences using past tense subject suffixes are shown below:

87. ten imanou
   we came
   1PL.EXCL come-1/2.PST
   We came.

88. pi yong saa
   he already went
   3SG already go-3.PST
   He already went.

89. piar om yasa
   they still going
   3PL still IPFV-go-3.PST
   They are still going.

The irrealis subject suffixes are used for all irrealis verb forms. This includes future tense and actions that have not actually happened. The irrealis verb forms are also used in purpose clauses.
The **irrealis subject suffixes** are shown below. Note that word-finally in the second person the `-e` does not appear, and the `-p` allomorph only occurs after a nasal:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ma, -pa</td>
<td>-na</td>
</tr>
<tr>
<td>2</td>
<td>-m(e), -p(e)</td>
<td>-n(e)</td>
</tr>
<tr>
<td>3</td>
<td>-pna</td>
<td>-pna</td>
</tr>
</tbody>
</table>

Example sentences using irrealis subject suffixes are shown below:

90. ni orom eeep  
you will.arrive  
2SG arrive-2SG.IRR-FUT.SG  
You will arrive.

91. kaulta ngendi pna  
lime go.down  
lime-CL go.down-3SG.IRR  
The lime will fall.

92. tiar senan konyawia  
we to.go thinking  
1PL.INCL go-1PL.IRR-BEN think-IPFV-be-1.PRES  
We are thinking about going.

93. ne kam numan suma  
I food to.eat go  
1SG food eat-1SG.IRR-BEN go-1SG.IRR  
I will go to eat.

94. ni sumon konwianou  
you to.go thought  
2SG go-2SG.IRR-BEN think-1/2.PST  
You thought about going.

The **present tense subject suffixes** are used for actions that are currently occurring. These suffixes are shown below:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-a</td>
<td>-a</td>
</tr>
<tr>
<td>2</td>
<td>-(e)n</td>
<td>-a</td>
</tr>
<tr>
<td>3</td>
<td>-Ø</td>
<td>-Ø</td>
</tr>
</tbody>
</table>

Example sentences using present tense subject suffixes are shown below:

95. ne om yasa  
I still going  
1SG still IPFV-go-1.PRES  
I am still going.
5.1.2 Object Marking
Many languages also have markers on the verb to show who or what the object is. In Amam the object is marked with a suffix on many verbs. However, some other verbs mark the object with a prefix. There does not seem to be a pattern. Instead, one has to memorize whether the object marker comes before the verb stem or after it.

The object markers are shown below:

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-ne</td>
<td>-e</td>
</tr>
<tr>
<td>2</td>
<td>-ni</td>
<td>-i</td>
</tr>
<tr>
<td>3</td>
<td>-me</td>
<td>-me</td>
</tr>
</tbody>
</table>

Example sentences using object markers are shown below:

99. neok ni nimuma
I you bite
1SG.ERG 2SG 2SG.OBJ-hit-1SG.IRR
I will hit you.

100. piaruk pi wisang elmepta
they him shoot
3PL.ERG 3SG spear do-3SG.OBJ-3.IRR
They will shoot him.

101. kentepok ne nemengga
dog me bit
dog-ERG 1SG 1SG.OBJ-bite-3.PST
The dog bit me.

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. Amam marks the recipient just like it marks objects.

Example sentences using recipient marking are shown below:
102. piuk ne nangga
he me gave
3SG.ERG 1SG 1SG.OBJ-give-3.PST
He gave it to me.
103. neok ni nimpa
I you give
1SG.ERG 2SG 2SG.OBJ-give-1SG.IRR
I will give it to you.

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. Amam does not have a marker on the verb to show the beneficiary. This is just marked on the noun phrase.

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)

5.2 Tense
Tense refers to when an action occurred. Amam has past, present, and future tenses.

In Amam the past tense is not marked with a specific suffix. Instead, there is a set of past tense subject suffixes, as discussed in §5.1.1. Some examples are shown below:

104. eak wangar kaiptiein piarip enon ea
and car overturn.and they both were.injured
and-SS car-CL overturn-DS 3DU injure do-3.PST
And the car overturned and they both were injured.
105. eak yao ngolopwerian kirakamp watanou
and garden new.from food harvested
and-SS garden new-CL-SRC food-CL harvest-1/2.PST
Then we harvested food from the new garden.

The future tense is often unmarked in Amam. Instead, the irrealis subject suffixes are used and context indicates that a future tense understanding is intended. However, two suffixes are available for the future tense: -p marks future tense singular subjects, and -roa marks future tense plural subjects. Some examples are shown below:

106. kaulta ngendipna
lime go.down
lime-CL go.down-3.IRR
The lime will fall.
107. omnamp aopnap
man will.sleep
man-NUM-CL sleep-3.IRR-FUT.SG
The man will sleep.
108. ni oromeep
   you will.arrive
   2SG arrive-2SG.IRR-FUT.SG
   You will arrive.

109. ten imnaroa
    we will.come
    1PL.EXCL come-1PL.IRR-FUT.PL
    We will come.

In Amam the **present tense** is not marked with a specific suffix. Instead, there is a set of present tense subject suffixes, as discussed in §5.1.1. Some examples are shown below:

110. ar    senon    konyawia
    you    to.go    thinking
    2SG    go-2PL.IRR-BEN think-IPFV-put-2PL.PRES
    You all are thinking about going.

111. ni    yasenep
    you    go
    2SG    IPFV-go-2SG.PRES-HAB
    You (usually) go.

112. ongop kirakamp yae
    woman food cooking
    woman-CL food-CL cook IPFV-do
    The woman is cooking the food.

5.2.1 **Translation Issues Related to Tense**

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

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. In Amam when someone wants to say that an action continues for awhile, an **imperfective** prefix (ya-) is used. Imperfective means that the speaker is focusing on how the action is spread out in time. An example of the imperfective prefix is shown below:

113. ne    kam    numan    yasa
    I    food    to.eat    going
    1SG food eat-1SG.IRR-BEN IPFV-go-1.PRES
    I am going in order to eat.

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*. In Amam this is marked with the general imperfective prefix (ya-). Also, the adverb *om* ‘still’ can be added before the verb.

Example sentences using continuous verbs are shown below:
114. ne    om    yasa
    I    still    going
15G    still    IPFV-go-1.PRES
    I am going.

115. ni    om    yasen
    you    still    going
25G    still    IPFV-go-2SG.PRES
    You are going.

5.3.2 Habitual

Habitual aspect (— —) describes an action or event that happens repeatedly over a longer period of time. For example, in Tok Pisin, *em i save ritim buk*, or in English ‘he used to read books’ or ‘he often reads books’. In Amam the habitual aspect is marked with the imperfective prefix (*ya-*), as well as one of two habitual suffixes: *-p* marks singular subject habitual aspect, and *-roa* marks plural subject habitual aspect. The habitual aspect only occurs in present tense, so present tense suffixes occur as well.

Example sentences using habitual aspect are shown below:

116. ne    yasap
    I    go
15G    IPFV-go-1.PRES-HAB.SG
    I go. (Tok Pisin: Mi save go.)

117. pi    yasep
    he    goes
35G    IPFV-go-HAB.SG
    He goes. (Tok Pisin: Em i save go.)

118. piar    yaseroa
    they    go
3PL    IPFV-go-HAB.PL
    They go. (Tok Pisin: Ol i save go.)

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’. In Amam the completed aspect is marked with the adverb *yong* ‘already’, and the verb is marked with past tense.

Example sentences using completed aspect are shown below:

119. ne    yong    sanou
    I    already    went
15G    already    go-1/2.PST
    I already went.

120. pi    yong    polop    wisang ea
    he    already    pig    shot
35G    already    pig-CL    spear do-3.PST
    He already shot the pig.
5.3.4 Repeated

Repeated aspect (---) describes an action or event that happens repeatedly in a short span of time. For example, in Tok Pisin, *mi paitim paitim em*, or in English, ‘I kept hitting him’. In Amam the repeated (“iterative”) aspect is marked with the adverb om ‘still’ before the verb. It is also marked with the imperfective prefix and the suffix -ein after the verb stem. Note that this -ein suffix is different from the different subject medial verb suffix -eim.

Example sentences using repeated aspect are shown below:

121. pi  om  yamoein
    he  still  hitting
    3SG  still  IPFV-hit-ITER
    He keeps hitting him. / He kept hitting him.

122. piar  om  yasein
    they  still  going
    3PL  still  IPFV-go-ITER
    They keep going. / They kept going.

5.3.5 Beginning

Beginning aspect (  ) describes an action or event that is viewed as just beginning. For example, in Tok Pisin, *em i stat long singsing*, or in English ‘he started to sing’. In Amam the beginning (“inchoative”) aspect is marked with the words ngens reak, followed by a verb marked with the imperfective prefix (ya-). The word ngensra means ‘start’, as seen in the first two examples below. In the future tense, the imperfective prefix does not occur.

Example sentences using beginning aspect are shown below:

123. niuk  ngensra
    you  start
    2SG.ERG  start
    You start!

124. aruk  ngensrai
    you.all  start
    2PL  start-2PL.IMP
    You all start!

125. pi  ngens reak  sepan  yae
    he  start.and  to.go  doing
    3SG  start-SS  go-3SG.IRR-BEN  IPFV-do
    He is starting to go.

126. pi  ngens reak  yas
    he  start.and  going
    3SG  start-SS  IPFV-go
    He starts going.

127. ne  ngens reak  yana
    I  start.and  eating
    1SG  start-SS  IPFV-eat-1.PRES
    I start eating.
5.3.6 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
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. Amam does make a realis/irrealis distinction. Verbs are marked with irrealis subject suffixes in future tense, as well as in non-finite verb forms.

5.4.1 Examples

```
130. wetereak   ne  kirakam  numa  eak  enmakan
  first  I      food    will.eat  and  later
  first-OBL  1SG  food    eat-1SG.IRR and-SS  later-SRC

  ne  Kainantu  suma
  I  Kainantu  will.go
  1SG Kainantu  go-1SG.IRR

First I will eat and then later I will go to Kainantu.

131. eak  ongor  ra  omporoa  wangakan  oroak
  and  woman  and  men  bus.from  arrive.and
  and-SS  woman  and  man-PL  bus-CL-SRC  arrive-SS

  imak  susu eak  itamman  saa
  come.and  rush.and  to.see  went
  come-SS  rush do-SS  eye-give-3.IRR-BEN  go-3.PST
```

Then the people hurried off the bus and went to see.

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 Complex Verbal Constructions
*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’.
No examples are readily available in the corpus of obvious serial verb constructions. Much more research is needed in this area. However, there are some sequences of verbs which do not contain medial verb suffixes. More research is needed to determine whether these can be classified as clause chains or serial verb constructions, or something else on the continuum between the two. These verbs always have -a as a suffix, which is glossed in this paper as SVC ‘serial verb construction’.

132. peleak pi wisangein yangak ima ngendia,
and.then he shot.and ground-to came went.down
and.then 3SG shoot-DS ground-OBL come-SVC go.down-3.PST

ein ten moak wakimanou.
and we hit.and took
and-DS 1PL.EXCL 3SG.OBJ-hit-SS take-1/2.PST
And then he shot it and it fell to the ground, and we took it.

133. tenuk iar waa komangganou
we water got poured
1PL.EXCL.ERG water-CL hold-SVC pour-1/2.PST
We poured the water.

There are a number of compounds, as well other complex verbal constructions (adjunct nominals, light verb constructions, etc.). Some of these types of complex verbal constructions are shown in the examples below:

134. kent naar tenin itangga
dog two us saw
dog NUM-DU us-STIM eye-give-3.PST
The two dogs saw us.

135. omnamp pim kontupun konwia
man his daughter thought
man-NUM-CL 3SG.POSS girl-CL-STIM think-put-3.PST
The man thought about his daughter.

136. ne piaririn anumai nga eanou
I them.with hunted
1SG 3PL.ACC animal hunt do-1/2.PST
I hunted with them.

137. wetereak ne mimal eak suma
first I run.and will.go
first-OBL 1SG run do-SS go-1SG.IRR
First I will run to it.
Then he chopped down the tree and killed his little brother and ate him.

We know that itangga ‘see’ is composed of ‘eye’ and ‘give’ because of where object agreement markers and negation markers are placed. For instance, in the example below the negation prefix na- does not occur at the beginning of the word; instead, it follows it ‘eye’.

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.

Amam has three medial verb suffixes: -ak is a same subject suffix, -ein is a different subject suffix, and -am is a same subject simultaneous—“at the same time”—suffix. The different subject suffix does not indicate who is the subject of the current clause, or of the next clause. It only indicates that the subject will be different. Instead, a pronoun is used to specify who is the subject of a different subject medial clause.

5.6.1 Medial Verb Examples

140. ne imak kirakamp area
I come.and food cooked
1SG come-SS food-CL cook-1/2.PST
I came and cooked the food.

141. ne imein ni kirakamp area
I come.and you food cooked
1SG come-DS 2SG food-CL cook-1/2.PST
I came and you cooked the food.

142. ni imein pi kirakamp area
you come.and he food cooked
2SG come-DS 3SG food-CL cook-1/2.PST
You came and he cooked the food.
143. ne kirakam yanam ngonar yaka
I food eat while talking
1SG food IPFV-eat SS.SIM talk-CL IPFV-talk-1.PRES
I am eating while I am talking.

144. ne ngonar yakein pi kirakam yan
I talk and he food eating
1SG talk-CL IPFV-talk-DS 3SG food IPFV-eat
I am talking and he is eating. (Or: I am talking while he is eating.)

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. Amam has a very strict word order. It appears that all clauses must have SOV (Subject Object Verb) word order. In a typical sentence, both the subject and object are mentioned overtly. However, when there are medial clauses (in clause chains) the arguments may be dropped after they are first mentioned. Objects are more frequently left out than subjects.

Example sentences with transitive clauses are shown below:

145. neok kentep moanou
I dog hit
1SG.ERG dog-CL hit-1/2.PST
I hit the dog.

146. nem nanep polop wisang ea
my brother pig shot
1SG.POSS brother-CL pig-CL spear do-3.PST
My brother shot the pig.

147. pi ten euleak itamnan saa
he us leave.and to.see went
3SG 1PL.EXCL leave-SS eye-give-3SG.IRR-BEN go-3.PST
He left us and went to see.

In Amam, subjects of transitive clauses are often marked with an ergative suffix (-ok, -uk). The ergative suffix may or may not appear, depending on the context. It appears that the more topical a subject is the less likely it is to be marked with the ergative suffix (“enclitic”). Proper names are less likely to be marked with the ergative suffix.
In answer to the question “Who did ...?” the ergative suffix must be used. For instance, if someone asks, “Who gave taro to the pig?” the subject in the response must have ergative marking.

6.1.1 Examples

148. Ken pim nanep mengga
    Ken his brother killed
    Ken 3SG.POSS brother-CL 3SG.OBJ-kill-3.PST
    Ken killed his brother.

149. ?? Kenok pim nanep mengga
    Ken 3SG.POSS brother killed
    Ken-ERG his brother-CL 3SG.OBJ-kill-3.PST
    for: Ken killed his brother.

150. kamalop omnamp mengga
    snake man bit
    snake-CL man-NUM-CL 3SG-bite-3.PST
    The snake bit the man.

151. kamalopok omnamp mengga
    snake man bit
    snake-CL-ERG man-NUM-CL 3SG-bite-3.PST
    The snake bit the man.

152. ulularok Yope haata moatola
    wind Job’s house knocked.down
    wind-CL-ERG Job-POSS house-CL knock.down-3.PST
    The wind blew Job’s house down.

153. ulul poarok Yope haata moatola
    wind that Job’s house knocked.down
    wind that-CL-ERG Job-POSS house-CL knock.down-3.PST
    That wind blew Job’s house down.

154. omnampok kimor polop mangga
    man taro pig gave
    man-NUM-CL-ERG taro-CL pig-CL 3SG.OBJ-give-3.PST
    The man gave taro to the pig.

Subjects of intransitive clauses may never be marked with the ergative suffix:

155. * kamalopok saa
    snake went
    snake-CL-ERG go-3.PST
    The snake went.

The arguments in a transitive clause are marked on the verb itself. Subjects are marked with a suffix on the verb. Objects are marked with a suffix on some verbs, and with a prefix on others, as discussed in §5.1.2.

---

2 This appears to be an example of an “optional ergative,” where the ergative marker is required when the subject is in subject position, but does not occur when the subject is in the fronted topic position (see Pennington 2013).
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’, and ‘he jumped’ in English. In Amam intransitive clauses are composed of a subject followed by a verb. The subject has no marking which indicates it is the subject. The verb marks the subject with a suffix, which is the same as the suffixes that mark subjects of transitive clauses.

6.2.1 Examples
156. poloroa aopnaroa
    pigs will.sleep
    pig-PL sleep-3.IRR-FUT.PL
The pigs will sleep.
157. akun nantak Raien pepa haata kakati ngendiak wea
day one Ryan classroom inside sit.and was
day one-CL-OBL Ryan paper house-CL inside sit-SS be-3.PST
One day Ryan was sitting in the classroom.

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.’ In Amam the subject is followed by the transferred object (“theme”), then the recipient, and finally the verb. The recipient is not marked on the noun phrase, but the verb marks the recipient in the way it normally marks objects.

6.3.1 Examples
158. ee pipar ne nan
    banana that me give
    banana that-CL 1SG 1SG.REC-give
Give me that banana.
159. piuk ni ningga
    he you gave
    3SG.ERG 2SG 2SG.REC-give-3.PST
He gave it to you.
160. omnamp kimor polop mangga
    man taro pig gave
    man-NUM-CL taro-CL pig-CL 3SG.REC-give-3.PST
The man gave taro to the pig.

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
Amam marks semantic roles with a suffix on the last word of a noun phrase (“case enclitics”). These markers are described and illustrated below.

6.4.1 Stimulus
A stimulus is something that is seen, thought about, felt, or talked to. For example, ‘I saw a dog,’ and ‘The man thought about his daughter.’ In Amam the stimulus is marked with a suffix (-on, -un, -in, -n). Noun phrases that are heard do not take the stimulus suffix.

Example sentences with stimuli are shown below:

161. kent dog naar two us saw
   itangga dog NUM-DU us-STIM eye-give-3.PST
   The two dogs saw us.

162. omnamp man pim his daughter thought
    kontupun man-NUM-CL 3SG.POSS girl-CL-STIM think-3.PST
    The man thought about his daughter.

163. Samuel pol sipsipuroa pig sheep talk heard
    ngonar sheep-PL talk-CL hear-3.PST
   Samuel heard the sheep.

164. Yona keruru Jonah angry felt
    konwia angry think-3.PST
    Jonah felt angry.

165. nanep big.brother sepnan to.go little.brother like.this
    nangapon big.brother-CL go-3.IRR-BEN little.brother-STIM like.this
    epel mea said
    say-3SG.OBJ-3.PST
   When the big brother wanted to leave, he said to his little brother, ...

6.4.4 Possessor
A possessor is someone who has something. E.g. ‘Joseph has a coat.’ Amam marks the possessor role with a suffix (-i, -e), but only when the possessor and possessed item are in the same noun phrase. Note that this suffix is the same as for location.

Example sentences with possessors are shown below. The final two sentences show the possessor suffix:

...
166. yosep    ep ulpenep    wiao
  Josep       coat          it.is
  Josep       coat-CL      be-3SG.INAN.PRES
Joseph has a coat.

167. yokotup kee    pouarar    wee
  boy         tooth        two    has
  boy-CL      tooth         CL-DU    be
The boy has two teeth.

168. yokotupi keet    kopmoak    wee
  boy's       teeth        red    are
  boy-CL-POSS tooth-PL    red-CL    be
The boy’s teeth are red.

169. piuk    nem        yelepe    kkorop    naa
  he           my       mother's     chicken     ate
  3SG.ERG   1SG.POSS   mother-CL-POSS   chicken-CL   eat-3.PST
He ate my mother’s chicken.

6.4.2 Location
A location is where an action or event takes place. For example, ‘Eli slept in his bed,’ and ‘she found the coin under the table.’ A noun phrase may be marked as the location with the suffix -i, -e.

Example sentences with locations are shown below:

170. Eli    pim    kormentak    aoka
  Eli's     bed    slept
  Eli       3SG.POSS bed-CL-OBL sleep-3.PST
Eli slept in his bed.

171. omnamp    pim    yaoweri    aurak    wee
  man        his    garden.in    is.sleeping
  man-NUM-CL 3SG.POSS garden-CL-LOC sleep be
The man is sleeping in his garden.

172. omnamp    yaoweri    saa
  man        garden.to    went
  man-NUM-CL garden-CL-LOC go-3.PST
The man went to the garden.

173. omnamp    keleare    ngarek    wee
  man        rock.on    on    is
  man-NUM-CL  rock-CL-LOC on    be
The man is on the rock.

6.4.3 Source / destination
A source is where something moves from, a destination is where something moves to. For example, ‘Abraham travelled from Ur (source) to Haran (destination).’ Amam only has a marker for the source role (-kan)—“ablative case”. The destination is marked with the location suffix -i, -e.

Example sentences with sources are shown below:
174. Abraham was at Ur and he went to Haran.

6.4.4 Oblique
In Amam there is a suffix (-ak, -k) which is a general morpheme (“case enclitic”) meaning ‘at’ or ‘to’. It is used in adverbial temporal and locative phrases. This suffix has a similar meaning to Tok Pisin long.

Example sentences with obliques are shown below:

176. ne yaok suma
    I garden.to will.go
    1SG garden-OBL go-1SG.IRR
    I will go to the garden.

177. ne yaoweri suma
    I garden.to will.go
    1SG garden-CL-LOC go-1SG.IRR
    I will go to the the garden.

178. akun poutak pi kosangak yas
time every.at he bush.to go
time all-CL-OBL 3SG bush-OBL IPFV-go
Every time he went to the bush.

179. nem haakan aoelpam nawer ne kaning eak
    my house.from day one I walk.and
    1SG.POSS house-SRC day NUM-CL 1SG walk do-SS

    wangar womarek sanou
    plane would.catch.to went
    plane-CL hold-1.SG.IRR.-?LOC go-1/2.PST
    I walked from my house one day and I went to where I would catch the plane.

6.4.5 Accompaniment
An **accompaniment** is someone who does something with someone else. For example, ‘Moses went to Pharaoh with **his brother**.’ In Amam the accompaniment role is marked with the suffix -rin.

Example sentences with accompaniments are shown below:
Moses went to Pharaoh with his brother.

In the morning we went into the bush with our dogs.

**6.4.6 Instrument**

An **instrument** is used by someone to make something happen. For example, ‘Jael killed Sisera with a tent peg,’ and ‘Saul attacked David with a spear.’ In Amam instruments are marked with the accompaniment suffix (-rin).

Example sentences with instruments are shown below:

```
182. Saul wisangrarin Devit kanga elmea
Saul attacked David with a spear.

183. man keraorarin kentep moa
The man hit the dog with a stick.
```

**6.4.7 Recipient**

A **recipient** receives something from someone else. For example, ‘The angel gave food to Elijah.’ In Amam the recipient role is not marked.

Example sentences with recipients are shown below:

```
184. angel Elaisa kirakamp mangga
The angel gave food to Elijah.

185. man taro polop mangga
The man gave taro to the pig.
```
6.4.8 Beneficiary

A **beneficiary** is someone who benefits from an action done by someone else. For example, ‘Dorcas made clothes for the children.’ Amam marks the beneficiary role with the suffix -an, -en. Beneficiaries come before the object of the clause.

Example sentences with beneficiaries are shown below:

186. Dokas rungaroan kiura korosit ke tea
Dorcas children_for clothes made
Dorcas made the clothes for the children.

187. ongop kentepen kirakamp area
woman dog_for food cooked
The woman cooked food for the dog.

6.4.9 Patient

A **patient** is someone or something an action happens to. For example, ‘John ate a locust.’ In Amam the patient role is not marked.

Example sentences with patients are shown below:

188. Yon solap naa
John grasshopper ate
John ate a grasshopper.

189. neok kentep momap
I dog hit
I will hit the dog.

6.4.10 Translation Issues for Semantic Roles

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

6.5 Negative Clauses and Negation

Negative clauses are those which include a meaning like *no* or *not* in English. Amam has five negation markers: one is a basic negative adverb (*won* ‘no’), and four are morphemes which attach to verbs. These are listed below:

<table>
<thead>
<tr>
<th>negation</th>
<th>gloss</th>
<th>where does it occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>won</td>
<td>no, not</td>
<td>prefix on verb</td>
</tr>
<tr>
<td>na-</td>
<td>NEG</td>
<td>prefix on verb</td>
</tr>
<tr>
<td>-(e)n</td>
<td>NEG.PST</td>
<td>suffix on verb, co-occurs with na-</td>
</tr>
<tr>
<td>-ngan</td>
<td>NEG.1/2.IRR</td>
<td>suffix on verb, co-occurs with na-</td>
</tr>
<tr>
<td>-pan</td>
<td>NEG.3.IRR</td>
<td>suffix on verb, co-occurs with na-</td>
</tr>
</tbody>
</table>

In Amam verbs are only negated using the negative morphemes. These serve as circumfixes. This
means that, to negate a verb, one has to use both the prefix and suffix at the same time: na- -en, na- -ngan, or na- -pan. With imperative verbs though, only the negative irrealis suffix (-ngan) is used and not the negative prefix.

### 6.5.1 Examples

190. akun poak kopira won
time that.at rain no
time that-OBL rain-CL no

At that time there was no rain.

191. pi eet naa ma won
he bananas ate or not
3SG banana-PL eat-3.PST or no

Did he eat the bananas or not?

192. en pi omenant nawen, poaren pi kalak
but he nothing did.not.get so he back
but 3SG nothing NEG-hold-NEG.PST so 3SG back

kosangak nasen
bush.to did.not.go
bush-OBL NEG-go-NEG.PST
But he did not get anything, so he did not go back to the bush.

193. eak talel yas poar piarip itnanggen
and where going that they.both did.not.see
and-SS where IPFV-go that 3DU eye-NEG-give-NEG.PST
And they did not see where they were going. (Lit. ‘And where they were going, that they did not see.’)

194. tiar nasgan
we will.not.go
1PL.INCL NEG-go-NEG.1/2.IRR
We will not go.

195. piuk pi namopan
he her will.not.hit
3SG.ERG 3SG NEG-hit-NEG.3.IRR
He will not hit her.

196. kopira taiak yawasein nemen
rain start.and come.and me.for
rain-CL start-SS IPFV-come-DS 1SG.BEN

kariak angan
call.and do.not.talk
call-SS talk-NEG.1/2.IRR
When it starts raining, do not call for me!

### 6.5.2 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
A conjunction is a joining word, e.g. *and*, *but*, *therefore*, etc. They can join either the parts of a phrase, or clauses in a sentence. Conjunctions show the relations between joined parts.

In Amam there is one conjunction which joins noun phrases (*ra*), and several that join clauses. These can often occur at the beginning of a new sentence as well. Two of the conjunctions in Amam are created from the word for ‘do’ (*e*), with either the same subject suffix (*-ak*) or the different subject suffix (*-ein*).

7.1.1 Examples
The conjunctions in Amam are listed below:

<table>
<thead>
<tr>
<th>conjunction</th>
<th>gloss</th>
<th>where does it occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>ra</td>
<td>and</td>
<td>between noun phrases</td>
</tr>
<tr>
<td>eak</td>
<td>and, but (SS)</td>
<td>between clauses; at the start of a sentence</td>
</tr>
<tr>
<td>ein</td>
<td>and, but (DS)</td>
<td>between clauses; at the start of a sentence</td>
</tr>
<tr>
<td>peleak</td>
<td>and then (SS)</td>
<td>between clauses; at the start of a sentence</td>
</tr>
<tr>
<td>pelein</td>
<td>and then (DS)</td>
<td>between clauses; at the start of a sentence</td>
</tr>
<tr>
<td>ma</td>
<td>or</td>
<td>between noun phrases; between clauses</td>
</tr>
<tr>
<td>oropen</td>
<td>because</td>
<td>between clauses; at the start of a sentence</td>
</tr>
<tr>
<td>en</td>
<td>but</td>
<td>between clauses; at the start of a sentence</td>
</tr>
<tr>
<td>poaren</td>
<td>so</td>
<td>between clauses; at the start of a sentence</td>
</tr>
<tr>
<td>potan</td>
<td>if</td>
<td>between clauses</td>
</tr>
</tbody>
</table>

Example sentences with conjunctions are shown below:

197. **eak** ongor *ra* omporoa wangakan oroak
    and *and* woman and men bus.from out.of
    and-SS woman and man-PL bus-CL-BEN out.of

    imak susu eak itamnan saa
    come.and rush.and to see went
    come-SS rush do-SS eye-give-3PL.IRR-BEN go-3.PST

Then the people hurried off the bus and went to see.

198. **peleak** pi wisangein yangak ima ngendia,
    and.then he shot ground came went.down
    and.then 3SG shoot-DS ground-OBL come-SVC go.down-3.PST

    ein ten moak wakimanou
    and we kill.and took
    and-DS 1PL.EXCL kill-SS take-1/2.PST

Then he shot it and it fell to the ground, and we killed it and took it.

199. **kelear** ma wisangra ola
    rock or stick throw
    rock-CL or stick-CL throw

Throw the rock or the stick.
I will go to the house or to the garden.

Because the old witch man used to live here, he might hear and come and kill you.

Then in the morning I waited for the plane but it did not come because it was raining.

But in the afternoon the rain stopped and the plane landed and brought me to Ukarumpa.

I wanted to go but I was tired.

So he called us and we went.
And Ryan was angry, so he grabbed a stick and broke it and chased Pen.

If I saw that my house was on fire, first I would run to it.

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)
Commands ("imperatives") are a type of sentence that are used to tell someone what to do, or what not to do. In Amam second person singular commands are formed by using the bare verb stem, without any subject or tense suffixes at all. Second dual and plural commands are formed by adding the suffix -\-ei to the verb stem. Third person commands are formed by adding the suffix -\-p to the verb stem. Commands can not be formed for the first person. Instead, for the first person, irreals suffixes are used. In imperative sentences the subjects can sometimes be dropped because the verbs mark who is doing the action.

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>-Ø</td>
</tr>
<tr>
<td>3</td>
<td>3p</td>
<td>-p</td>
</tr>
</tbody>
</table>

7.2.1 Examples

208. ni kam nee
you food eat
2SG food eat
You eat!

209. ar kam nei
you.all food eat
2PL food eat-2PL.IMP
You eat! (Tok Pisin: Yupela kaikai!)
210. wii
   put
   put
   Put it!
211. ar   wiei
       you.all   put
       2PL   put-2PL.IMP
       You put it! (Tok Pisin: Yupela putim!)
212. arip   wiei
       you.two   put
       2DU   put-2PL.IMP
       You both put it!
213. ar   imei
       you.all   come
       2PL   come-2PL.IMP
       You come! (Tok Pisin: Yupela kam!)
214. ni   im
       you   come
       2SG   come
       You come!
215. rotapok   ni   painapot   num   pelaka
doctor   you   pineapple   eat   said ("tok olsem")
doctor-ERG   2SG   pineapple-PL   eat-2SG.IRR   like-say-3.PST
The doctor said you must eat pineapples.
216. tiar   pouroa   painapot   nena
       us   all   pineapple   eat
       1PL.INCL   all-PL   pineapple-PL   eat-1PL.IRR
Let us all eat pineapples.
217. makein   Pita   painapmens   waak   nemp
tell   Peter   pineapple   get.and   eat
       3SG.OBJ-tell-DS   Peter   pineapple-CL   hold-SS   eat-3.IMP
Tell Peter to get the pineapple and eat it!
218. piar   pout   wip
       they   all   must.put
       3PL   all-PL   put-3.IMP
They must put it all!
219. kutumweri ii kaowap ra yangarak ii kaowap
sky body.of.water and earth body.of.water
sky-CL-POSS body.of.water-CL and ground-CL-OBL body.of.water-CL

waa kimunikimun wasepnan ngeroak eem nara
get each.own to.separate between fence one
hold-SVC each.own separate-3.IRR-BEN between fence NUM-CL

ousep
let.there.be
exist-3.IMP
Let there be a fence to separate the waters of the sky and the waters on the earth.

A more polite way to form a command is by asking a question, just like in English. An example is shown below:

220. painapmens epi ni yong pang num ma
pineapple here you can eat ?

Here is a pineapple, can you eat it?

Negative commands (“prohibitives”) are formed by adding a negative irrealis suffix to the verb, as shown in the examples below:

221. kopira taiak yawasein nemen
rain start.and come.and me.for
rain-CL start-SS IPFV-come-DS 1SG.BEN

kariak angan
call.and do.not.talk
call-SS talk-NEG.1/2.IRR
When it starts raining, do not call for me!

222. pi impan
he must.not.come
3SG come-NEG.3.IRR
He must not come!

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)
Questions are a type of sentence that are usually used to get information. Sometimes they are also used as polite commands, as greetings, as a means of scolding someone, etc. Here we are focused on questions that are used to get information.
7.3.1 Yes-No Questions
Yes-No questions are questions for which “yes” or “no” are appropriate answers. Often someone just wants to know whether something is true or not. For example, Tok Pisin, Bai yu go a?

In Amam Yes-No (“polar”) questions are marked with the particle ma at the end of the sentence. There is no way to focus the question on any particular words in the sentence (this is accomplished with intonational prominence alone). Another way to form Yes-No questions are with tag questions, which are formed with the conjunction ma ‘or’ followed by won ‘no’.

Example sentences using Yes-No questions are shown below:

223. pi eet naa ma
he bananas ate ?
3SG banana-PL eat-3.PST YNQ
Did he eat the bananas?

224. pi eet naa ma won
he bananas ate or not
3SG banana-PL eat-3.PST or no
Did he eat the bananas or not?

225. painapmens epi ni yong pang num ma
pineapple here you can eat ?
pineapple-CL this-LOC 2SG can eat-2SG.IRR YNQ
Here is a pineapple, can you eat it?

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 (“content 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’.)

Many of the Amam content question words are listed below:

<table>
<thead>
<tr>
<th>question word</th>
<th>gloss</th>
<th>where does it occur</th>
</tr>
</thead>
<tbody>
<tr>
<td>talep</td>
<td>who</td>
<td>in place of the noun phrase (“in situ”)</td>
</tr>
<tr>
<td>tale</td>
<td>which</td>
<td>after the noun it modifies</td>
</tr>
<tr>
<td>tarek</td>
<td>where</td>
<td>beginning of sentence</td>
</tr>
<tr>
<td>tolel</td>
<td>how many</td>
<td>after the noun it modifies</td>
</tr>
<tr>
<td>tane</td>
<td>when</td>
<td>beginning of sentence</td>
</tr>
<tr>
<td>tolep</td>
<td>how</td>
<td>after the noun it modifies</td>
</tr>
<tr>
<td>oropot</td>
<td>what</td>
<td>in place of the noun phrase (“in situ”)</td>
</tr>
<tr>
<td>oropoten</td>
<td>why</td>
<td>beginning of sentence</td>
</tr>
</tbody>
</table>

Example sentences using content question words are shown below:

226. talepok eet naa
who bananas ate
which-CL-ERG banana-PL eat-3.PST
Who ate the bananas?
227. pi ee talet naa
   he banana which ate
   3SG banana which-PL eat-3.PST
Which bananas did he eat?

228. pi ee talear naa
   he banana which ate
   3SG banana which-CL eat-3.PST
Which banana did he eat?

229. tarek pi eet naa
   where he bananas ate
   where 3SG banana-PL eat-3.PST
Where did he eat the bananas?

230. oropot naa
   he what ate
   3SG what eat-3.PST
What did he eat?

231. oropot pi
   what it
   what 3SG
What is it?

232. tane pi eet naa
   when he bananas ate
   when 3SG banana-PL eat-3.PST
When did he eat the bananas?

233. akun taleak pi eet naa
   time which.at he bananas ate
   time which-OBL 3SG banana-PL eat-3.PST
At which time did he eat the bananas?

234. oropoten pi eet naa
   why he bananas ate
   what-BEN 3SG banana-PL eat-3.PST
Why did he eat the bananas?

235. pi tolel eet naa
   he how bananas ate
   3SG how banana-PL eat-3.PST
How did he eat the bananas?

236. pi eet tolel naa
   he bananas how.many ate
   3SG banana-PL how.many eat-3.PST
How many bananas did he eat?

7.3.3 Translation Issues for Questions
(write here anything you find difficult or need to remember when translating questions)
7.4 Adverbs and peripheral elements

Adverbs give extra information about the events in a clause, but because there are many kinds of adverbs, it is impossible to give a common meaning that is shared by all of them. Adverbs may relate to time (e.g. ‘yesterday’), manner (e.g. ‘slowly’), location (e.g. ‘here’), or degree (e.g. ‘very’). They may also relate to the whole sentence (e.g. ‘perhaps’), or they may have a focussing effect (e.g. ‘only’).

7.4.1 Time

Amam primarily describes time with temporal noun phrases, but also with temporal adverbs. A number of temporal nouns are used for reference to time in Amam. These are considered nouns because they may take semantic role suffixes ("case enclitics"). Often this is the locative marker (-i, -e), the oblique marker (-ak, -k), or the source marker (-kan). They also often can take noun class suffixes (for example, elpam ‘day’ can be elpamwer).

Examples of temporal nouns are shown below:

<table>
<thead>
<tr>
<th>temporal nouns</th>
<th>gloss</th>
<th>temporal nouns</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>elpam</td>
<td>day</td>
<td>enma</td>
<td>after</td>
</tr>
<tr>
<td>aoeelpam</td>
<td>day</td>
<td>rokop</td>
<td>yesterday</td>
</tr>
<tr>
<td>sant</td>
<td>week</td>
<td>rokopitak</td>
<td>day before yesterday</td>
</tr>
<tr>
<td>akun</td>
<td>time</td>
<td>pene</td>
<td>now</td>
</tr>
<tr>
<td>roker</td>
<td>morning</td>
<td>penepi</td>
<td>today</td>
</tr>
<tr>
<td>wiapkan</td>
<td>afternoon</td>
<td>wamkan</td>
<td>tomorrow</td>
</tr>
<tr>
<td>iwak</td>
<td>evening</td>
<td>wamkantak</td>
<td>day after tomorrow</td>
</tr>
<tr>
<td>kouta</td>
<td>night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In Amam often these nouns are used in temporal noun phrases which serve to place the sentence in time. Some examples of these noun phrases are shown below:

<table>
<thead>
<tr>
<th>temporal phrases</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>akun nantak</td>
<td>at one time</td>
</tr>
<tr>
<td>elpam mundaweri</td>
<td>the next day</td>
</tr>
<tr>
<td>poare enma</td>
<td>after that</td>
</tr>
<tr>
<td>sant nantapar</td>
<td>for two weeks</td>
</tr>
<tr>
<td>akun poak</td>
<td>at that time</td>
</tr>
<tr>
<td>akun poutuk</td>
<td>every time, all the time</td>
</tr>
<tr>
<td>akun nantok</td>
<td>sometimes</td>
</tr>
<tr>
<td>aoelpam nawieriar</td>
<td>for two days</td>
</tr>
<tr>
<td>aoelpam nawer</td>
<td>one day</td>
</tr>
<tr>
<td>enmakan</td>
<td>later</td>
</tr>
<tr>
<td>rokan rupirak</td>
<td>at midnight</td>
</tr>
<tr>
<td>ketkak</td>
<td>at noon</td>
</tr>
</tbody>
</table>

Finally, Amam also may have some temporal adverbs (for example, kalak ‘again, back’). However, these concepts are often expressed through nouns (with an oblique or locative suffix) or through verbs. For example, the following sentence shows ‘late’ as a verb:
And the other people came late for the bus.

Examples using time words are shown below:

238. eak | elpam | mundaweri | ten | haake | sanou
  and | day | next | we | home.to | went
  and-SS | day | next-CL-LOC | 1PL.EXCL | home-LOC | go-1/2.PST

And the next day we went home.

239. poare | enma | sant | nantapar | ketep | meak
  that.at | after | week | two | sun | heat.and
  that-LOC | after | week | NUM-CL-DU | sun-CL | heat-SS

After that we wait for two weeks for the sun to dry it.

240. en | pi | omenant | nawen, | poaren | pi | kalak
  but | he | thing | did.not.get | so | he | back
  but | 3SG | thing | NEG-hold-NEG.PST | so | 3SG | back

But he did not get anything, so he did not go back to the bush.

241. roker | tenim | kenteroarin | kosangak | unailiak | sanou
  morning | our | dogs.with | bush.to | into | went
  morning | 1PL.POSS | dog-PL-ACC | bush-OBL | into-OBL | go-1/2.PST

In the morning we went into the bush with our dogs.

7.4.2 Manner

A number of adverbs are used to indicate manner. Adverbs of manner typically come right before the verb. Some adverbs of manner are listed below:

<table>
<thead>
<tr>
<th>manner</th>
<th>gloss</th>
<th>manner</th>
<th>gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>tendom</td>
<td>quickly</td>
<td>korar pan</td>
<td>badly</td>
</tr>
<tr>
<td>wara wiap</td>
<td>slowly</td>
<td>yong</td>
<td>already</td>
</tr>
<tr>
<td>raoraosal</td>
<td>carefully</td>
<td>om</td>
<td>still</td>
</tr>
<tr>
<td>elep pan</td>
<td>softly, quietly</td>
<td>epel</td>
<td>like this (Tok Pisin “olsem”)</td>
</tr>
<tr>
<td>ngarek pan</td>
<td>loudly</td>
<td>korar pan</td>
<td>badly</td>
</tr>
</tbody>
</table>
Examples using manner adverbs are shown below:

242. tendom
tendom
quickly
quickly
paimapens
paimapens
waak
waak
nee
nee

Quickly get the pineapple and eat it!

243. ne
I
1SG
still
still
om
om
yasa
yasa
IPFV-go-1.PRES
IPFV-go-1.PRES
I am still going.

244. nanep
big.brother
big.brother
sepnan
sepnan
nangapon
nangapon
epel
epel
epel
like.this
like.this

big.brother-CL
go-3.IRR-BEN
go-3.IRR-BEN
little.brother--CL-STIM
little.brother--CL-STIM
mea
mea
said
said
say-3SG.OBJ-3.PST
say-3SG.OBJ-3.PST

When the big brother wanted to leave, he said to his little brother, ...

7.4.3 Location
Amam forms locative adverbs by adding the suffix -rek to a demonstrative. The full list of locative adverbs is shown below:

<table>
<thead>
<tr>
<th>location</th>
<th>gloss (meaning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>eprek</td>
<td>here (near speaker)</td>
</tr>
<tr>
<td>piprek</td>
<td>there (near addressee)</td>
</tr>
<tr>
<td>enggrek</td>
<td>there (away from both speaker and addressee, level)</td>
</tr>
<tr>
<td>orek</td>
<td>there (away from both speaker and addressee, above)</td>
</tr>
<tr>
<td>onggrek</td>
<td>there (away from both speaker and addressee, below)</td>
</tr>
<tr>
<td>porek</td>
<td>there (anaphoric: refers to a place already mentioned)</td>
</tr>
<tr>
<td>onglel</td>
<td>everywhere</td>
</tr>
<tr>
<td>nae</td>
<td>near</td>
</tr>
</tbody>
</table>

Examples using locative adverbs are shown below:

245. omp
man
man
angari
angari
elarop
elarop
wea
wea
yakai
yakai
porek
porek

iria
iria
itanggein
itanggein
kerao
kerao
mendi
mendi
wea
wea

when
when
came.down
come.down-3.PST
came.down-3.PST
see.and
tree
tree
was
was

be-3.PST
be-3.PST

When the old witch man came to that place, he saw (him) on the tree.
From there I will come to the house and complete my homework.

The locative suffix -rek can also attach to verbs. This seems to change them into some time of noun or adverb. The following sentences show examples of this usage:

From my house one day I walked to where I would catch the plane.

Finally, the locative suffix (-i) can attach to ep ‘this’ to mean ‘here’. However, this is not possible for the other demonstratives:

Because the old witch man used to live here, he might hear and come and kill you.

7.4.4 Other adverbial categories
The following are some other types of adverbial categories that have not been discussed above.

Amam has at least a couple degree adverbs, as shown in the next two examples:
That rock is bigger than this one.

The man is a bit short.

Amam has at least one example of a focus adverb, as shown in the following example:

Then we would go in the house and only get the valuable things.

The corpus collected during this workshop did not provide any examples of sentential adverbs.

7.4.5 Translation Issues for Adverbs and Time

(write here anything you find difficult or need to remember when translating adverbs and time phrases)

7.5 Reason, Result, Purpose

7.5.1 Reason and Result

The reason and result can come in either order in Amam. Mambu says that the preference is for the result to come first. Whether the reason comes first or second, it may be introduced with oropen ‘because’. And whether the result comes first or second, it may be introduced with poaren ‘so’. No examples have been found of these two conjunctions co-occurring. The word oropen literally means ‘for what’, and the word poaren literally means ‘for that’.

Examples using reason and result are shown below:

Because the old witch man used to live here, he might hear and come and kill you.
Then in the morning I waited for the plane, but it did not come because it was raining.

And Ryan was angry, so he grabbed a stick and broke it and chased Ben.

I hit him, because he hit me.

I went to town because I wanted to go buy food.

7.5.2 Purpose and Result
The purpose comes before the result in Amam. The purpose clause ends with a verb marked with an irrealis subject and the beneficiary suffix.

Examples using purpose and result are shown below:
To give light to the Earth for night and day, God put these lights in the sky and separated the light from the darkness.

Then the people came off the bus and hurried to see.

I wanted to go buy food, so I went to town.
8 INTERLINEAR TEXTS

8.1 Anumai Nga (‘Hunting’)

1. Akun nantak tenim yao ngolopwer inmemna
time one our garden new harvest
time NUM-CL-OBL 1PL.EXCL garden new-CL harvest-1PL.IRR

eak ne ra nem papap, ein nem nangar
and I and my father and my brothers
and-SS 1SG and 1SG.POSS father-CL and-DS 1SG.POSS brother-DU

ten kosangak sanou .
we bush.to went
1PL.EXCL bush-OBL go-1/2.PST
One time, to harvest our new garden, me, my father, and my brothers, we went to the bush.

2. Akun poak kopira won .
time that.at rain no
time that-OBL rain-CL no
At that time there was no rain.

3. Ten haa ekreak aoyaokanou porek
we house build.and sleeping there
1PL.EXCL house build-SS sleep-IPFV-sleep-1/2.PST that-LOC

sea oroak aokanou .
went arrive.and slept
go-SVC arrive-SS sleep-1/2.PST
We arrived where we would normally build houses and sleep, and we slept.

4. Eak roker tenim kenteroarin kosangak unailiak
and morning our dogs.with bush.to into
and-ss morning 1PL.POSS dog-PL-BEN bush-OBL into-OBL

sanou .
went
go-1/2.PST
Then in the morning we went into the bush with our dogs.
Ten yasam eak nem papap katwiein we going.and and my father heard.and
1PL.EXCL IPFV-go-SS.SIM and-SS 1SG.POSS father-CL hear-DS
kentep au yaka, ein pi ten
dog barking and he us
dog-CL bark IPFV-bark-3.PST and-DS 3SG 1PL.EXCL
euleak itamnan saa .
left.and to see went
left-SS eye-give-3.IRR-BEN go-3.PST
As we went my father heard the dog barking, so he left us and went to see.

5. Ten yasam eak nem papap katwiein
we going.and and my father heard.and
1PL.EXCL IPFV-go-SS.SIM and-SS 1SG.POSS father-CL hear-DS
kentep au yaka, ein pi ten
dog barking and he us
dog-CL bark IPFV-bark-3.PST and-DS 3SG 1PL.EXCL
euleak itamnan saa .
left.and to see went
left-SS eye-give-3.IRR-BEN go-3.PST
As we went my father heard the dog barking, so he left us and went to see.

6. Pi saak itanggein saroap keraomendi
he go.and see.and tree.kangaroo tree
3SG go-SS eye-give-DS tree.kangaroo-CL tree-CL-LOC
ngendiak wea .
was.sitting
sit-SS be-3.PST
He went and saw the kangaroo sitting on the tree.

7. Poaren pi kariak akein ten sanou .
so he call.and talk.and we went
so 3AG call-SS talk-DS 1PL.EXCL go-1/2.PST
So he called us and we went.

8. Eak tenin wonan eak pi keraomendi saa .
and us to stay and he tree went
and-SS 1PL.EXCL.STIM stay-1PL.IRR-BEN and-SS 3SG tree-LOC go-3.PST
Then he told us to stay and he climbed the tree.

9. Peleak pi wisangein yangak ima ngendia,
and.then he shot.and ground-to came went.down
and.then 3SG shoot-DS ground-OBL come-3.SVC go.down-3.PST

ein ten moak wakimanou .
and we kill.and took
and-DS 1PL.EXCL 3SG.OBJ-hit-SS take-1/2.PST
And then he shot it and it fell to the ground, and we killed and took it.

10. Eak elpam mundaweri ten haake sanou .
and day next we house went
and-SS day next-CL-LOC 1PL.EXCL house-LOC go-1/2.PST
And the next day we went home.

11. Eak yao ngolopwerian kirakamp watanou .
and garden new.from food harvested
and-SS garden new-CL-SRC food harvest-1/2.PST
And we harvested food from the new garden.
8.2 Wangar Komangga (‘Car Crash’)

1. Akun nantak omna naar wangar waak
time one.at man two bus get.and
time one-CL-OBL man-NUM NUM-DU bus-CL hold-SS

saa.
went
go-3.PST
One day two men got a bus and drove off.

2. Piarip kamtak yasam aoka.
they.both way.on while.going slept
3DU way-OBL IPFV-go-SS-SIM sleep-3.PST
On the way they were sleeping.

3. Eak talel yas poar piarip
and where going that they.both
and-SS where IPFV-go that-CL 3DU

itnanggen.
did.not see
eye-NEG-give-NEG.PST
And they didn’t see where they were going.

4. Ein wangar kanweakel saa.
and bus off.road went
and-DS bus-CL road-be-? go-3.PST
Then the bus went off the road.

5. Eak wangar kaiptiein piarip enon ea.
and bus overturn.and they.both injured
and-SS bus-CL overturn-DS 3DU injured do-3.PST
And the bus overturned and they were injured.

6. Ein wanga naar ongor ra omporoa
and bus one woman and men
and-DS bus NUM-CL woman and man-PL

weaiar ima itnak eptea.
wasa.at came see.and stopped
be-LOC-DU come-SVC eye-1SG.OBJ-give-SS stop-3.PST
Then a bus came and saw where they both were, and they stopped.

7. eak ongor ra omporoa wangakan oroak
and woman and men bus.from arrive.and
and-SS woman and man-PL bus-CL-SRC arrive-SS

imak susu eak itamnan saa
come.and rush.and to.see went
come-SS rush do-SS eye-give-3.IRR-BEN go-3.PST
Then the people hurried off the bus and went to see.
8. Ongor ra omp naar omna enon eak weai
woman and man two man injured and was at
woman and man NUM-DU man injured do-SS be-3.PST-LOC

pope nae saa, en mundaroa saak
that near went but others go and
that-CL-LOC near-LOC go-3.PST but other-CL-PL go-SS

piarim kentak piaripimot waa .
their want and their got
3PL.POSS want-SS 3DU.POSS-PL hold-3.PST

Two people went to the man who was injured, but others went and got what they wanted.

9. Eak piarip omna enon eak weai waak
and they both man injured and was at got and
and-SS 3DU man-NUM injured do-SS be-3.PST-LOC hold-SS

imak wangak ulmeak saa .
come and bus put him went
come-SS bus-OBL put-3SG.OBJ-SS go-3.PST

And they brought the injured man and placed him in the bus and drove away.

10. Ein ongor ra omp mundaroa imak wangaren apea .
and woman and man other come and car for late
and-DS woman and man other-CL-PL come-SS car-CL-BEN late-3.PST
And the other people came late for the bus.

8.3 Kaltapare Ngonar ('Story about the Trap')

1. Yokot nanangan naar wea .
brothers two were
brothers NUM-DU be-3.PST

There were two brothers.

2. Akun nantak piarip kaltap wipnan
time one at they trap to put
time NUM-CL-OBL 3DU trap-CL put-3.IRR-BEN

kosangak saa .
bush to went
bush-OBL go-3.PST

One day they went to the bush to place trap.
3. Nanep sepnan nangapon epel
big.brother to.go little.brother like.this
big.brother-CL go-3.IRR-BEN little.brother-BEN like.this

mea
said
3SG.OBJ-say-3.PST

When the big brother wanted to leave, he said this to his little brother, ...

4. kopira taiak yawasein nemen
rain start.and come.and me.for
rain-CL start-SS IPFV-come-DS 1SG.BEN

kariak angan
call.and do.not.talk
call-SS talk-NEG.1/2.IRR
“When it starts raining, do not call for me!

5. oropen omp angari elarop werek epi
because man old witch was here
because man old witch-CL be-LOC this-LOC

katwiak imak nimpan
hear.and come.and kill.you
hear-SS come-SS 2SG.OBJ-kill-3.IRR
Because the old witch man used to live here, he might hear and come and kill you.”

6. Wiapkanak nangap itanggein kopira taiak
afternoon little.brother see.and rain start.and
afternoon-OBL little.brother-CL eye-give-DS rain-CL start-SS

yawasa, poaren pi kerao mendi isak
was.coming so he tree climb.and
IPFV-come-3.PST so 3SG tree CL-LOC climb-SS

nanepon kariak mea.
big.brother call.and said
big.brother-CL-STIM call-SS say-3.PST
In the afternoon the little brother saw the rain starting to come, so he climbed a tree and called for his big brother.

7. omp angari elarop wea yakai porek
man old witch was ? there
man old witch-CL be-3.PST ?-LOC that-LOC

iria itanggein kerao mendi wea
came.down see.and tree was
come.down-3.PST eye-give-DS tree CL-LOC be-3.PST
When the old witch man came to that place, he saw (him) on the tree.
Then he chopped down the tree and killed his little brother and ate him.

8.4 Epar Tolel Tenim Yao Yangenda Poare Ngonar (‘This is How We Make Gardens’)

1. Weteret ten kosangar moailak wapa yaya.
   First we cut and clear the bush.

2. poare enma sant nantapar ketep meak
   After that we wait for two weeks for the sun to dry it.

   After the sun dries it, we burn it.

4. Eak aoelpam naweriar wea.
   Then we wait for two days.

5. Aoelpam mundaweri omporoa saak kerao
   The next day the men go and remove from the garden the trees that had been chopped.

   Then the women plant the seeds.
9 REFERENCES

