Tentative Grammar Description
for the Miniafia-Oyan [Min] Language
spoken in Oro Province

Written by Stanley Oyabua, Alfred Urasabey and Venessa Sogiri

November 2015
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<table>
<thead>
<tr>
<th>Name</th>
<th>Language</th>
<th>Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanley Oyabua</td>
<td>Miniafia-Oyan</td>
<td>Oro Province</td>
</tr>
<tr>
<td>Alfred Urasabey</td>
<td>Miniafia-Oyan</td>
<td>Oro Province</td>
</tr>
<tr>
<td>Venessa Sogiri</td>
<td>Ewage-Notu</td>
<td>Oro Province</td>
</tr>
</tbody>
</table>

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<table>
<thead>
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<th>Contribution</th>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tentative Grammar Description</td>
<td>co-author</td>
<td>Alfred Urasabey, Stanley Oyabua and Venessa Sogiri</td>
<td>4 November 2015</td>
</tr>
<tr>
<td>Text collection- written</td>
<td>Authors</td>
<td>Stanley Oyabua and Alfred Urasabey</td>
<td>4 November 2015</td>
</tr>
<tr>
<td>Text collection - audio</td>
<td>Narrators</td>
<td>Stanley Oyabua and Alfred Urasabey</td>
<td>4 November 2015</td>
</tr>
</tbody>
</table>
This is only a tentative grammar description meaning that it is still work in progress and it is not the final one. Anyone who wants to add on to may approach the copyright holders. And this team would also like to acknowledge the assistance of the teaching staff especially James Hafford, Ray Stegeman, Faith Turner and mentor Venessa Sogiri for their tireless effort in helping to complete this grammar description in the four weeks. More work is encouraged on this paper this is not the end or the final say on the Miniafia-Oyan Language. We welcome comments, more research and work on this document.

Preface/Disclaimer/Acknowledgments

This grammar is very tentative. It has been written by Alfred Urasabey, Stanley Oyabua and Venessa Sogiri during the four-week long Discover Your Language Course at the PILAT Training Centre at Ukarumpa, EHP. At that course the two Miniafia-Oyan language speakers, Stanley Oyabua and Alfred Urasabey, were participants. So the data for this grammar was collected and written up very quickly and does not deal with all aspects of the Miniafia-Oyan grammar. This tentative analysis is based on just eight natural texts recorded and written by Stanley Oyabua and Alfred Urasabey, and a selection of elicited sentences. Some other works in grammar, A Grammar of Arifama – Miniafia by David Wakefield was helpful in providing grammatical background for the languages in this area. There may well be errors due to the time pressure in producing this document, and some inconsistencies within the analysis. We are thankful to our instructors in the course for reading the paper and pointing out some of the worst inconsistencies, some of which have been corrected, whilst others have been footnoted for others to research further. Despite its tentative nature, we hope this grammar will be helpful to speakers of the Miniafia-Oyan language, and to others who want to learn more about the language. Hopefully, it provides a foundation for others to build upon in the future.

Abbreviations and Symbols

1 first person(s), English: I, me, we
2 second person, English: you, Tok Pisin: yu, yupela
ADJ adjective
EXC exclusive, excluding the hearer
SG singular
DU dual
1 SG.PRO First person singular pronoun: I, me
2 SG.PRO Second person singular Pronoun: you
3 SG.PRO Third person singular Pronoun: he/she/it
1PL.PRO First person plural pronoun : we, us
2PL.PRO Second person plural pronoun: you,
3PL.PRO Third person plural pronoun: they, us
1. INTRODUCTION

Language name: Miniafia [min]
Classification: Austronesian
Location of Language group: Tufi District, Oro Province
The Dialect represented in this description: the miniafia used in this document is spoken mainly in the coastal villages of Tufi District.
Names of contributors: Alfred Urasabey, Stanley Oyabua and Venessa Sogiri.
Period during which this information was collected: 7 October – 31 November 2015
Location where most data has been collected: PILAT, Ukarumpa, EHP, Papua New Guinea.

The information in this document is based on the examples and texts collected during the Discover Your Language Course. In which we had a few stories typed and recorded and there are two stories at the end of this document.

The map below shows the location and spread of the language.
2. WRITING SYSTEM AND SOUNDS

Consonants: b d f g h k m n o r s t u v w y (17 with glottal marks)

Vowels: a e i o u

When a vowel is double it is called a long vowel. This means that the same sound is held longer than the single vowel.

3. NOUNS AND NOUN PHRASES

3.1. Pronouns and Possessive Suffixes

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

3.1.1. Pronouns

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

1st person (1) = the speaker, English I, me, we
2nd person (2) = the listener, English you
3rd person (3) = neither the speaker nor the listener, English he/she/it/him/her/them/they
Singular (SG) = just one person/thing, English I/he/she/it/him/her
Dual (DU) = two people/things, Tok Pisin mitupela/yutupela/tupela
Plural (PL) = more than one, English we/they/them

1st person exclusive (1 EXC) = the speaker and some other people, but not the listener, Tok Pisin mipela
1st person inclusive (1 INC) = the speaker and the listener (and maybe other people too), Tok Pisin yumi

Table 3.1.1.1: Free Pronouns

Free pronouns are words like I, you, we and they. These words stand in the place of nouns.

Here are some examples of pronouns in the Miniafia language:
### Example 3.1.1.1: Free Pronouns

<table>
<thead>
<tr>
<th></th>
<th>Pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>1st person</td>
<td>ayu</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>o</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>i</td>
</tr>
<tr>
<td>DU</td>
<td>1st person inclusive</td>
<td>it airit</td>
</tr>
<tr>
<td></td>
<td>1st person exclusive</td>
<td>aki ari</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>kwa ari</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>i hairi</td>
</tr>
<tr>
<td>PL</td>
<td>1st person inclusive</td>
<td>it</td>
</tr>
<tr>
<td></td>
<td>1st person exclusive</td>
<td>aki</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>kwa</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>i</td>
</tr>
</tbody>
</table>

#### 3.2.1 Subject pronoun Object Pronouns and possessive pronoun

<table>
<thead>
<tr>
<th>Miniafia pronouns</th>
<th>Subject pronouns</th>
<th>Object pronouns</th>
<th>possessive pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.sg</td>
<td>Ayu (I)</td>
<td>Au (my)</td>
<td>Nowou (mine)</td>
</tr>
<tr>
<td>2.pl</td>
<td>O (you)</td>
<td>O (you)</td>
<td>O nowa (yours)</td>
</tr>
<tr>
<td>plural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.pl</td>
<td>Kwa (you)</td>
<td>Kwa (you)</td>
<td>Kwa nowa (yours)</td>
</tr>
<tr>
<td>1.pl</td>
<td>aki</td>
<td>aki</td>
<td>Nowat (ours)</td>
</tr>
</tbody>
</table>
Example 3.1.1.1: subject Pronouns

A) **Word** Ayu  
**Gloss** I 1. SG  
**Ayu** am  
**kek** child

B) **Word** o  
**Gloss** you 2nd person sg  
**o** i  
**hibitai.** girl

C) **Word** kwa  
**Gloss** You 2. person pl  
**kwa** i  
**babitar** girls

Table 1: Object pronouns.

Example 1: Object Pronouns. In Miniafia we have some Object pronouns and we will test for more. And you can see the examples below.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SG</strong></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>au</td>
</tr>
<tr>
<td>2nd person</td>
<td>o</td>
</tr>
<tr>
<td>3rd person</td>
<td>ana, i</td>
</tr>
<tr>
<td><strong>DU</strong></td>
<td></td>
</tr>
<tr>
<td>1st person inclusive</td>
<td>it airi</td>
</tr>
<tr>
<td>1st person exclusive</td>
<td>aki airi</td>
</tr>
<tr>
<td>2nd person</td>
<td>kwa airi</td>
</tr>
<tr>
<td>3rd person</td>
<td>i hairi</td>
</tr>
<tr>
<td><strong>PL</strong></td>
<td></td>
</tr>
<tr>
<td>1st person inclusive</td>
<td>it</td>
</tr>
<tr>
<td>1st person exclusive</td>
<td>aki</td>
</tr>
<tr>
<td>2nd person</td>
<td>kwa</td>
</tr>
<tr>
<td>3rd person</td>
<td>i</td>
</tr>
</tbody>
</table>

A) **Word** Babine ana meraryi gross old woman her welcome

The old woman welcomed her.

B) **Word** Totob babitai ain tonan  
**Gloss** gaint girl first sawallowed her
Rule: Our language does not have different pronouns for subjects and objects. We use the same pronouns. Most of the time we use the names of the people or things.

3.1.1. Possessive Pronouns

Table 3.1.1.1: Possessive pronouns: in the list below you will see our possessive pronouns

<table>
<thead>
<tr>
<th></th>
<th>Possessive pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>1st person</td>
<td>au</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>o’a</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>ana</td>
</tr>
<tr>
<td>DU</td>
<td>1st person</td>
<td>ata</td>
</tr>
<tr>
<td></td>
<td>excl</td>
<td>it nowat</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>kwa nowa</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>hairi nowah</td>
</tr>
<tr>
<td>PL</td>
<td>1st person</td>
<td>it nowat</td>
</tr>
<tr>
<td></td>
<td>excl</td>
<td>aki nowai</td>
</tr>
<tr>
<td></td>
<td>2nd person</td>
<td>kwa nowa</td>
</tr>
<tr>
<td></td>
<td>3rd person</td>
<td>i nowah</td>
</tr>
</tbody>
</table>
Example 3.1.1.1: Possessive pronouns: The possessive pronouns come before the nouns and we have few examples below.

A) 1.sg  
Word | matou  
Gloss | my eyes  

i have flat eyes

B) 3. pl  
Word | aribun  
Gloss | his/her hair  

he/her hair is long

C) 3.pl  
Word | ukwarih  
Gloss | their head  

their head is round

Summary: Usually the possessive pronouns come before the noun. this is when we talk about body parts or relations.

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

<p>| Table 3.1.2.1: Possessive suffixes: The table below are some examples of the possessed suffixes |
|----------------------------------------|------------------------------------------|---------------------------------------------|</p>
<table>
<thead>
<tr>
<th>Possessive suffix</th>
<th>Word with possessive suffix</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SG</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>-u</td>
<td>mata</td>
</tr>
<tr>
<td>2nd person</td>
<td>-n</td>
<td>mata</td>
</tr>
<tr>
<td>3rd person</td>
<td>-h</td>
<td>matah</td>
</tr>
<tr>
<td><strong>DU</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>-i</td>
<td>matai</td>
</tr>
<tr>
<td>inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td>-a</td>
<td>mataa</td>
</tr>
<tr>
<td>exclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd person</td>
<td>-h</td>
<td>matah</td>
</tr>
<tr>
<td><strong>PL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>-at</td>
<td>mataat</td>
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<td>inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>-ei</td>
<td>mataei</td>
</tr>
<tr>
<td>exclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd person</td>
<td>-h</td>
<td>mata</td>
</tr>
<tr>
<td>3rd person</td>
<td>-h</td>
<td>matah</td>
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</table>

Page 13
Rule about possessive suffixes: The kinds of words that use possessive suffixes in our language are family, feelings and body parts are most used in possessive suffixes, and other noun like house or canoe we use separate pronouns.

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.

Table 3.1.3.1: Reflexive pronouns

<table>
<thead>
<tr>
<th></th>
<th>Reflexive pronoun</th>
<th>English / Tok Pisin equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>akisu</td>
<td>myself / mi yet</td>
</tr>
<tr>
<td>2nd</td>
<td>akisimo</td>
<td>yourself / yu yet</td>
</tr>
<tr>
<td>3rd</td>
<td>akisin</td>
<td>himself, herself ,itself</td>
</tr>
<tr>
<td>DU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>it akisi</td>
<td>ourselves/ yumitupela yet</td>
</tr>
<tr>
<td>1st</td>
<td>inclusive</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>aki akisi</td>
<td>ourselves/ mitupela yet</td>
</tr>
<tr>
<td></td>
<td>exclusive</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>kwaakis</td>
<td>yourselves / yutupela yet</td>
</tr>
<tr>
<td>3rd</td>
<td>iakisih</td>
<td>themselves / tupela yet</td>
</tr>
<tr>
<td>PL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>akisit</td>
<td>ourselves / yumi yet</td>
</tr>
<tr>
<td>1st</td>
<td>inclusive</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>akisimo</td>
<td>ourselves / mipela yet</td>
</tr>
<tr>
<td></td>
<td>exclusive</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>akis</td>
<td>yourselves / yupela yet</td>
</tr>
<tr>
<td>3rd</td>
<td>akisih</td>
<td>themselves / ol yet</td>
</tr>
</tbody>
</table>

Example 3.1.3.1: Reflexive pronouns are words like yourself and himself when the agent and patient refer to the same person. we have some examples below:

A) Word
   Gloss
   akisu'umo
   i myself
   ana
   came

B) Word
   Gloss
   akisihimo
   only themselves
   hiyow
   they fight
3.1.4. Other Pronouns

Example 3.1.4.1: Other pronouns are sometimes difficult to tell who did it, so we can put the names of things or person to make it more clear.

hai wa wanawan tema'am
their canoe inside they are sitting
they are sitting in their canoe

ana sabuw moumurih
his people many

3.1.5. Translation Issues for Pronouns

Rule about translating pronouns: we have to give the pronoun first and as we do the translation we will use the pronouns include the distinction of inclusive and exclusive, both dual and plural forms.

3.2. Nouns

3.2.1. Singular and Plural Nouns.

We have some example of singular and plural nouns below.

<table>
<thead>
<tr>
<th>Singular nouns</th>
<th>babitai</th>
<th>girl</th>
<th>Plural nouns</th>
<th>baibitar</th>
<th>girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Babin</td>
<td>woman</td>
<td></td>
<td>baibin</td>
<td>women</td>
</tr>
<tr>
<td></td>
<td>teu</td>
<td>My young brother</td>
<td></td>
<td>teitu</td>
<td>My younger brothers</td>
</tr>
</tbody>
</table>

A) Word | Gloss | Babitair | Mata (pl) | gagamih | girls |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Sabuw</td>
<td>natunatu</td>
<td>ti-kifukif</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>People</td>
<td>children</td>
<td>They are washing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3.2.1.1: Markers used to show singular/plural on nouns are very important, they show what form is used. You can see the bold letters are marked for plural.

<table>
<thead>
<tr>
<th>Marker (sg)</th>
<th>“Job” of the marker (Pl)</th>
<th>Example on/with a word</th>
<th>What kind of words use the marker?</th>
<th>Equivalent in English / Tok Pisin</th>
</tr>
</thead>
<tbody>
<tr>
<td>natu</td>
<td>Natu-h</td>
<td>their children</td>
<td>noun phrase</td>
<td>child, children</td>
</tr>
<tr>
<td>babitai</td>
<td>Baibita-r</td>
<td>the girls</td>
<td>Noun phrase</td>
<td>girl, girls</td>
</tr>
<tr>
<td>mata</td>
<td>Mata-h</td>
<td>their eyes</td>
<td>possessive noun</td>
<td>your eyes</td>
</tr>
<tr>
<td>nowa</td>
<td>Nowa-t</td>
<td>belong to us</td>
<td>possessive suffix</td>
<td>their eyes their eyes</td>
</tr>
</tbody>
</table>

**Example 3.2.1.1: Singular noun**

boy      kok      mamu      for
kok      snake    bird      pig

Ayu       -a      boy      an      bar     a-tit
I         I       paddle    went    house   I       arrived
I paddled and went house.

**Example 3.2.1.2: Plural nouns**

natu-h - children
Orotokek - Boys
Monomonok - Young boys

Monomonok - hi ma -tefa fafow
young boys they stay they playing
the young boys are playing
Rule for plural on nouns: In Miniafia we have plural on nouns are marked in the suffixes infix and also reduplication. You can see the example above.

3.2.2 Translation Issues for Singular and Plural Nouns phrase such as numerals and demonstrative are important, because they will show that the nouns are singular or plural,

1. The part of words on the verb will indicate it as singular. eg. Natun,sg, natunatun (pl redu)
2. Another word in noun phrase like numerals and demonstrative may show that the noun is singular or plural. eg. Haru ro’ab, moumurih, matan ta.
3. Repeated of words in noun phrase will show as singular or plural.

3.3. Adjectives

3.3.1. Adjectives in general:
Adjectives are words which describe nouns. Adjectives might describe the size, shape and colour of something, the age or feelings of a person, or the appearance of a place. So in Miniafia language, adjectives describe the nouns.

Example 3.3.2: Adjectives in noun phrases
Most of our adjectives comes after the noun only adjectives comes before and after the nouns, depending on the set out of the noun phrase.

<table>
<thead>
<tr>
<th>orot</th>
<th>fairin</th>
<th>anababatun</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>strong</td>
<td>very</td>
</tr>
<tr>
<td>Bar</td>
<td>atamanin</td>
<td>anababatun</td>
</tr>
<tr>
<td>house</td>
<td>old</td>
<td>very</td>
</tr>
</tbody>
</table>

The house is very old

<table>
<thead>
<tr>
<th>orot</th>
<th>kafufun biyan</th>
<th>kwes</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>round body</td>
<td>white</td>
</tr>
</tbody>
</table>

The man’s body is round and white
Adjective Summary Statement 1: In our language there are many adjectives.

Adjective Summary Statement 2: In our language many adjectives come after the noun but few come before the noun.

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

Example 3.3.3: More than one adjective in a noun phrase.

We have some parts of adjectives like these adjectives comes after the nouns. Our adjectives comes after the nouns and it cannot change.

Example 3.3.1.1: Markers that work with adjectives: In Miniafia adjective includes color like

<table>
<thead>
<tr>
<th>kwes</th>
<th>white</th>
</tr>
</thead>
<tbody>
<tr>
<td>furumin</td>
<td>black</td>
</tr>
<tr>
<td>woun</td>
<td>red</td>
</tr>
<tr>
<td>ahiy</td>
<td>green</td>
</tr>
<tr>
<td>karabir</td>
<td>yellow</td>
</tr>
</tbody>
</table>
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*.

In our language, certain words can go with an adjective like kikimin, momosarin, gagamin, na'in totobamuyan…………

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>gagamin</td>
<td>Gagamin na'in</td>
<td>gagamin</td>
<td>gagamin toro'ot</td>
</tr>
<tr>
<td>big</td>
<td>Bigger</td>
<td>biggest</td>
<td>Biggest</td>
</tr>
<tr>
<td>kikimin</td>
<td>Kikimin maiyow</td>
<td>kikimin</td>
<td>kikimin toro’ot</td>
</tr>
<tr>
<td>small</td>
<td>smaller</td>
<td>smallest</td>
<td>smallest</td>
</tr>
</tbody>
</table>

Example 3.3.1.2: Words or markers that make adjectives stronger and less strong

A) | Word | Gloss |
---|------|------|
| so’arin | anababatun |
| sharp | very |

*Sharp very*

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.*

Example 3.3.2.1: How we compare things in our language. In Miniafia we add the (size), big, bigger, small, smaller, smallest, (shape) round, flat, long, short, (color) yellow, red, black, white, green, (quality) beautiful, good, bad, handsome of a thing and compare by the word (maiyow meaning more than, antap tru).

*In our language we can use size, shapes, colors, to compare things or people and below are our examples.*

A) | Word | Gloss |
---|------|------|
| haru | gagamin big |
| dog | biyan |
| gagamin | kwes |
| biyan | tuwetuwenin |
| haru | haru |
| gagamin | haru |
| biyan | haru |
| kwes | haru |
| tuwetuwenin | haru |

B) | Word | Gloss |
---|------|------|
| oyw | kerorow |
| mountain | manin |
| kerorow | oyaw |
| tall | etei |
| manin | oyaw |
| kerorow | etei |
| tall | oyaw |

C) | Word | Gloss |
---|------|------|
| nati | habita |
| that | gir |
| habita | sa’er |
| gir | beautiful |
| sa’er | anababatun |
| beautiful | very |

D) | Word | Gloss |
---|------|------|
| for | biyan |
| big | biyan |
| biyan | biyan |
| body | biyan |
| body | biyan |
| biyan | biyan |
| body | body |
| bone | kato |
| dirty | rabirabin |
| kato | kato |
| dirty | kato |
| rabirabin | rabirabin |
| very | very |
Rule/Summary Statement1:

We do comparatives like “maiyou” marks very, more, and toro’ot marks the est.

Examples bowabow gewasin maiyow. The job is very good. Oyaw manin toro’ot, the tallest mountain.

In English we have a way to compare something with many other things as well. 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.

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

In Miniafia if describing something is best, we will repeat, you can see the example below.

A) Word a haru igewasin igewasin kwanekwan, Gloss your dog good good very

your dog is very very good.

B) Word a haru biyan furumin ifairin au haru natabir Gloss your dog body black stronger my dog

your black dog is stronger than my dog

3.3.3. Translation Issues for Adjectives

In translation we can use three to four noun phrases but if we go more than five the meaning become heavy.

It is possible to translate noun phrases including items like adjective, demonstrative, numbers, noun head etc. and sometimes we can break in to shorter phrases.

Example 3.3.3.1: How to translate Adjectives

these are our examples for adjectives

A) Word ai rourin kikimin ta’imon biyan woun Gloss tree leaf small one body red
B) Word | Gloss | babine | gagamin | fairin | anababatun

the big old woman is very strong

C) Word | Gloss | ai | rourih | tounu | biyah | ahiy

the three green leaves

D) Word | Gloss | siy | mumunin | anababatun

the big old woman is very strong

Rules about translating adjectives: the adjectives, demonstratives, colours, numbers always come after the nouns.

Rules about translating comparatives: Miniafia doesn't have "er" or "est" but we have words that describe really good one and really bad one.

3.4. Numerals and Number-Marking

3.4.1. Traditional Counting System

Table b: Traditional counting system

<table>
<thead>
<tr>
<th>Number</th>
<th>Tok Ples</th>
<th>English meaning (if there is one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ta’imon</td>
<td>one</td>
</tr>
<tr>
<td>2</td>
<td>rou’ab</td>
<td>two</td>
</tr>
<tr>
<td>3</td>
<td>tounu</td>
<td>three</td>
</tr>
<tr>
<td>4</td>
<td>kwafe’en</td>
<td>four</td>
</tr>
<tr>
<td>5</td>
<td>umat roun</td>
<td>one hand</td>
</tr>
<tr>
<td>6</td>
<td>umat roun ta’imon</td>
<td>one hand and one</td>
</tr>
<tr>
<td>7</td>
<td>umat roun rou’ab</td>
<td>one hand and two</td>
</tr>
<tr>
<td>8</td>
<td>umat rouun tounu</td>
<td>one hand and three</td>
</tr>
<tr>
<td>9</td>
<td>umat roun kwafe’en</td>
<td>one hand and four</td>
</tr>
<tr>
<td>10</td>
<td>umat rororon</td>
<td>two hands</td>
</tr>
<tr>
<td>11</td>
<td>umat rororon at roun ta’imon</td>
<td>two hands and one toe</td>
</tr>
<tr>
<td>12</td>
<td>umat rororon at roun rou’b</td>
<td>two hands and two toes</td>
</tr>
<tr>
<td>13</td>
<td>umat rororon at roun tounu</td>
<td>two hands and three toes</td>
</tr>
<tr>
<td>14</td>
<td>umat rororon at roun kwafe’en</td>
<td>two hands and four toes</td>
</tr>
<tr>
<td>15</td>
<td>at roun</td>
<td>one leg</td>
</tr>
<tr>
<td>16</td>
<td>umat rou’ab at ta’imon at roun ta’imon</td>
<td>two hands one leg and one toe</td>
</tr>
</tbody>
</table>
Number Rule 1: We usually use our traditional numbers for the following numbers: <1-100> For other numbers we use English.

Number Rule 2: Numbers usually come before the main noun.

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.

This is our miniafia quantifier
Moumurih, manta, etei,

Example 3.4.2.1: Quantifiers

In Miniafia we have quantifiers you see the example below

<table>
<thead>
<tr>
<th>moumurih</th>
<th>many</th>
</tr>
</thead>
<tbody>
<tr>
<td>manta</td>
<td>few</td>
</tr>
<tr>
<td>burut</td>
<td>together</td>
</tr>
<tr>
<td>kou'ay</td>
<td>group</td>
</tr>
<tr>
<td>etei</td>
<td>all</td>
</tr>
<tr>
<td>irarta</td>
<td>One knot</td>
</tr>
</tbody>
</table>
3.4.3. Ordinal Numbers

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

Example 3.4.3.1: Ordinal numbers in our language we say up to four, and beyond five we use English you see in the examples below

<table>
<thead>
<tr>
<th>A) Word</th>
<th>wantor’ot.</th>
<th>bairo’abin,</th>
<th>baitounin</th>
<th>baikwafini’in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>first</td>
<td>take two</td>
<td>take three</td>
<td>take four</td>
</tr>
</tbody>
</table>

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

Rev. 9:13 ‘The sixth angel blew his trumpet’

A) Word | Tounamatar | Baisix ana | tour | babin

Gloss | Angel | Sixth his | trumpet | He blew

Mark 14:41 ‘He came the third time’
Luke 13.11 ‘kwamur etei 18 sasawar’
Rev. 6.1 ‘buk etei seven hikwahen’
Matt. 22.14 ‘Sabuw moumurih na’in God ea’afih, baise matan ta’amo boro narubinih.

Jesu mar baitounin matabir’

3.4.4. Other Number-related things:

Example 3.4.4.1: Other numbers

when we use our traditional numbers from five and above the translation will become heavy.

3.4.5. Translation Issues for Numerals and Number

When translate the numerals and number marking according to the context of phrase or the sentence weather in an ordinal, cardinal or quantifier form.

Rules for translating numbers and number: translate according to traditional counting forms like cardinal, ordinal and quantifier; however, for numbers that go beyond five then we change to use the English counting system.

Example 3.4.5.1: these are our examples of our traditional counting

<table>
<thead>
<tr>
<th>A) Word</th>
<th>cardinal</th>
<th>ta’imon</th>
<th>ro’ab</th>
<th>tounu</th>
<th>kwafe’en</th>
<th>umatroun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gloss</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

B) Word | Wantoro’ot, | baira’bin, | baitounin | baikwafini’en |

Gloss | first | second | third | fourth
3.5. Demonstratives and Articles

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

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

### 3.5.1. Articles:

**Table 3.5.1.1: Articles in our language.** In our language we don't have articles. We have no articles similar to English, *a* and *the*. We use words like *one* to describe a thing.

**Example 3.5.1.1: Sentences containing Articles.**

We were not able to find an example in which the words that act like articles were used.

### 3.5.2. Demonstratives

These are words that point to something for the Miniafia speakers they use words that point mainly the distance. Like how far is this item/thing or person is from that other item/thing or person is.

**Table 3.5.2.1: Demonstratives**

we have four demonstratives in our language. And they are

*iti, this (close)*  iti  buk

*nati, that (far)*  na

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>orot</em></td>
<td><em>nati</em></td>
<td><em>bar,</em></td>
<td><em>ema'am</em></td>
</tr>
<tr>
<td><strong>man</strong></td>
<td><strong>that</strong></td>
<td><strong>house</strong></td>
<td><strong>3SG.PRO staying</strong></td>
</tr>
<tr>
<td><em>iti</em></td>
<td><em>babin</em></td>
<td><em>i</em></td>
<td><em>gewasin</em></td>
</tr>
<tr>
<td><em>this</em></td>
<td><em>woman</em></td>
<td><em>is</em></td>
<td><em>good</em></td>
</tr>
<tr>
<td><em>aki anan</em></td>
<td><em>ni'i</em></td>
<td><em>babitar</em></td>
<td><em>bairi</em></td>
</tr>
<tr>
<td><strong>3PL.PRO going</strong></td>
<td><strong>that</strong></td>
<td><strong>girls</strong></td>
<td><strong>With3PL.PRO</strong></td>
</tr>
<tr>
<td><em>sabuw</em></td>
<td><em>no</em></td>
<td><em>iyab?</em></td>
<td></td>
</tr>
<tr>
<td><em>people</em></td>
<td><em>those</em></td>
<td><em>Who?</em></td>
<td></td>
</tr>
</tbody>
</table>
Example 3.5.2.1: Sentences with demonstratives

*Nati* John *ana* boy

*That* John *his* paddle

*that is John’s paddle.*

### 3.5.3. Translation Issues for Articles and Demonstratives

Rule about translating Articles and Demonstratives: in Miniafia we have demonstratives but we do not have articles. And when translating one has to keep in mind the distance from one item/person to another.

Example 3.5.3.1: How to translate Articles and Demonstratives

In translating demonstratives we have to know the distance of one thing from another in order to use the right words to describe with the right demonstrative.

<table>
<thead>
<tr>
<th>A)</th>
<th>Word</th>
<th>iti</th>
<th>ayu</th>
<th>au</th>
<th>bar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gloss</td>
<td>this</td>
<td>my</td>
<td>me</td>
<td>house</td>
</tr>
</tbody>
</table>

#### 3.6. Basic Noun Phrase Structure

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

### 3.6.1. Noun Phrase Examples

**Example 3.6.1.1: Noun Phrases, normal word order.**

*Bar* oyaw *tafan* *tobatab* 

house mountain on standing

The house is on the mountain.

*bar* atob -hi ‘auh 

house leaf 3PL.PRO tie

They tied the leaves for the roof.
Rule for ‘normal’ word order in Noun Phrases: the head noun usually comes first followed by object and the verb.

Example 3.6.1.2: Noun Phrases, Different word orders

We have two examples, the first noun phrase has bar as the subject, and the second one the front yard becomes the subject and the village is object, adjective stays the same place.

<table>
<thead>
<tr>
<th>Bar</th>
<th>merar</th>
<th>gagamin</th>
</tr>
</thead>
<tbody>
<tr>
<td>the village</td>
<td>Front yard</td>
<td>big</td>
</tr>
<tr>
<td>merar</td>
<td>bar</td>
<td>gagamin</td>
</tr>
<tr>
<td>front</td>
<td>Village/house</td>
<td>big</td>
</tr>
</tbody>
</table>

Rules for when word order can change in Noun Phrases: the noun phrase always follow the word order but sometimes only few change for some reason.


The miniafia word order is SOV and we can't follow the English word order.

Rules for translating Noun Phrases: we must have a head noun when translating noun phrases in front followed by other words that describe the noun.

Example 3.6.2.1: How to translate Noun Phrases

We translate by identifying the noun and then what or how the head noun is being portrayed or talked about. Like here we have two sentences that have the head noun first and what the head noun is doing.

\[\text{Jesu ana baiufununayah etei 12 rubiniyih}\]
\[\text{Jesus his followers all 12 he chose them.}\]
\[\text{Jesus chose all 12 to be his followers.}\]
All the 500 people were fed and were full.

3.7. Possession

3.7.1. Direct (Inalienable)

These are all inalienable:

Direct possession is when a possessed noun has part of the word itself telling you who it belongs to, usually as a possessive suffix. For example, taitu ‘my little brothers’ in miniafia, the possessed noun tai with a first person singular possessive suffix –tu. Direct possession is usually used for nouns which have to belong to my small brothers, such as body parts and family members. These kind of nouns are said to be inalienable.

Uma, mata, ukwar, hinat, tamat, iyat, rubu, iya, sisib, anot affair.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Matau</td>
<td>1.sg</td>
<td>my eyes</td>
<td></td>
</tr>
<tr>
<td>mata</td>
<td>2.sg</td>
<td>you eyes</td>
<td></td>
</tr>
<tr>
<td>matah</td>
<td>3.pl</td>
<td>their eyes</td>
<td></td>
</tr>
<tr>
<td>tamai</td>
<td>1.sg</td>
<td>my father</td>
<td></td>
</tr>
<tr>
<td>tamat</td>
<td>2.sg pl</td>
<td>your father</td>
<td></td>
</tr>
<tr>
<td>tamatanah</td>
<td>1.pl incl</td>
<td>your fathers</td>
<td></td>
</tr>
<tr>
<td>tamahinah</td>
<td>3.pl</td>
<td>their fathers</td>
<td></td>
</tr>
<tr>
<td>iyai</td>
<td>1.sg</td>
<td>my uncle</td>
<td></td>
</tr>
<tr>
<td>iyat</td>
<td>2.sg</td>
<td>your uncle</td>
<td></td>
</tr>
<tr>
<td>iyatanah</td>
<td>2.pl</td>
<td>your uncle</td>
<td></td>
</tr>
<tr>
<td>iyahinah</td>
<td>3.pl</td>
<td>their uncle</td>
<td></td>
</tr>
</tbody>
</table>

Direct possession language you see them above: are mainly family relations, body parts, and there might be more.
3.7.2. Indirect (Alienable)

Indirect possession is when you have one or more words that go with a possessed noun to show you who it belongs to, *iti bar ayu nowou* ‘my house belongs to me’. Often indirect possession is used for *alienable* nouns, which do not *have* to belong to someone.

Harew, sumar, daman fotan, ef, kirum bar ahar

**Example 3.7.2.1: Noun Phrases - Indirect (alienable) possession**

\[
\begin{align*}
\text{ayu} & & \text{au} & & \text{harew} \\
\text{I} & & \text{my} & & \text{water} \\
\text{My water} \\
\text{kwa} & & \text{a} & & \text{oyaw} \\
\text{you} & & \text{your} & & \text{mountain} \\
\text{Your mountain.} \\
\text{kwa} & & \text{-a} & & \text{wa} \\
\text{you} & & \text{your} & & \text{canoe} \\
\text{Your canoe.}
\end{align*}
\]

3.7.3. Translation Issues for Possession

Rule for translating Possessives: Two things to look at - possessor and possessee.

4. POSTPOSITIONS

4.1. Examples

These are some examples of postpositions in our language:

**Example 4.1.1: postpositions**

*In Miniafla we do not have prepositions but we have postpositions and there are our examples:*
ba’ar wanawan-
inside the bilum

ba’ar tafan
bilum on the

ba’ar sisibin
near the bilum

ba’ar nanane
in front of the bilum

ba’ar ufunane
at the back of the bilum

4.2. Translation Issues for Postpositions
To keep an eye out for postpositions have to come after a noun they must not and cannot come before a noun.

When translating postpositions we can use postpositions after the nouns and not before the noun.
5. VERBS

5.1. Person and Number Marking

5.1.1. Subject Marking

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

<table>
<thead>
<tr>
<th>Table 5.1.1.1: Verbs - Subject markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject marker</td>
</tr>
<tr>
<td>SG</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>DU</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PL</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Our subject markers are always marked with a, ih, hi, ta, kwa, airi, you will see in the following examples.

- a- 1.SG

- ih 3PL (quantifier)

- hi -3PL

- kwa -2PL

- ta 1.PL

We have hi, kwa ta as our subject markings
5.1.2. Object Marking.

<table>
<thead>
<tr>
<th></th>
<th>1st person</th>
<th>2nd person</th>
<th>3rd person</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>ayi</td>
<td>hiyuw</td>
<td>hiyi</td>
<td>I shot him</td>
</tr>
<tr>
<td>DU</td>
<td>Airit hiyuwit</td>
<td>It baairit hiyuwit</td>
<td>They shot both of us</td>
<td></td>
</tr>
<tr>
<td>PL</td>
<td>It hiyuwit</td>
<td>Kwa hiyuwi</td>
<td>I hiyuwih</td>
<td>They shot both of them</td>
</tr>
</tbody>
</table>

We have w, i, it wit, wih our object markers

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

Table 5.1.2.1: Verbs - Object markers

<table>
<thead>
<tr>
<th></th>
<th>Object marker</th>
<th>Example of a verb with object marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td>ayi</td>
<td>a-yi</td>
</tr>
<tr>
<td></td>
<td>hiyuw</td>
<td>hi-yuw</td>
</tr>
<tr>
<td></td>
<td>hiyi</td>
<td>Hi -yi</td>
</tr>
<tr>
<td>DU</td>
<td>Airit hiyuwit</td>
<td>Airit-hiyuwit</td>
</tr>
<tr>
<td></td>
<td>It baairit</td>
<td>It-bairit hiyu wih</td>
</tr>
<tr>
<td>PL</td>
<td>It hiyuwit</td>
<td>It hi-yu-wit</td>
</tr>
<tr>
<td></td>
<td>Kwa hiyuwi</td>
<td>Kwa hi-yu-wri</td>
</tr>
<tr>
<td></td>
<td>I hiyuwih</td>
<td>I hi-yu-wih</td>
</tr>
</tbody>
</table>

They shot both of them

They shot both of them

They shot them
5.1.3. Recipient Marking

Some languages have markers on the verb to show who or what the recipient is, for verbs where something is given to someone. The following table show the recipient markers in our language. In Miniafia we have words that mark the object in a sentence.

Table 5.1.3.1: Verbs - Recipient markers

<table>
<thead>
<tr>
<th></th>
<th>recipient marker</th>
<th>Example of a verb with recipient marker</th>
<th>English / Tok Pisin translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>arab</td>
<td>arab re</td>
<td>I hit the man down</td>
</tr>
<tr>
<td>2nd person</td>
<td>irab</td>
<td>Kek irab morob</td>
<td>You hit the boy to death</td>
</tr>
<tr>
<td>3rd person</td>
<td>hirab</td>
<td>Babine hirab</td>
<td>They hit the old woman</td>
</tr>
<tr>
<td>DU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person inclusive</td>
<td>Airit tarab</td>
<td>airi tarab</td>
<td>Two of you hit the dog</td>
</tr>
<tr>
<td>1st person exclusive</td>
<td>Airi kwarab</td>
<td>Mamu arii tarab</td>
<td>Both of you hit the bird</td>
</tr>
<tr>
<td>2nd person exclusive</td>
<td>hiri hirab</td>
<td>Nakway hairi hirab</td>
<td>Both of them hit the wallaby</td>
</tr>
<tr>
<td>3rd person</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st person</td>
<td>It tarab</td>
<td>Atoh it tarab</td>
<td>We got the sago leaves</td>
</tr>
<tr>
<td>2nd person</td>
<td>Kwa kwarab</td>
<td>For kwa kwarab</td>
<td>We all hit the pig</td>
</tr>
<tr>
<td>3rd person</td>
<td>I hirab</td>
<td>Regah i hirab</td>
<td>They hit the old woman</td>
</tr>
</tbody>
</table>
5.1.4. Benefactive Marking

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

<table>
<thead>
<tr>
<th>SG</th>
<th>1st person</th>
<th>2nd person</th>
<th>3rd person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>aitin</td>
<td>kwitin</td>
<td>iaitin</td>
</tr>
<tr>
<td></td>
<td>a-itin-n</td>
<td>Kwi-itin-n</td>
<td>I-aiti-n</td>
</tr>
<tr>
<td>DU</td>
<td>1st person</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Airit taitin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Airit ta-iti-n</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DU</td>
<td></td>
<td>1st person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>inclusive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Akitit taitih</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Akisit taitih</td>
<td></td>
</tr>
<tr>
<td>DU</td>
<td></td>
<td>exclusive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd person</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kwa airo</td>
<td>Kwa airi kwa-iti-h</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hairi hitih</td>
<td>hairi hitih</td>
<td></td>
</tr>
<tr>
<td>PL</td>
<td></td>
<td>1st person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>inclusive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>exclusive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd person</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kwa kwaitih</td>
<td>Kwa kwa-iti-h</td>
<td></td>
</tr>
<tr>
<td></td>
<td>hitih</td>
<td>H-iti-h</td>
<td></td>
</tr>
</tbody>
</table>

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

A) Word | Gloss
Babitai | rerey.
The girl | 2SG.PRO cried

The girl cried.

B) Word | Gloss
Orot | babine | kaiy
The man | The old woman | The knife
| 3SG.PRO showed obj.mkr.

The man showed the woman the knife.
When translating markers related to people/things involved in an action we should remember: the word order in the sentence the agent, followed by the object and then the instrument and finally the verb. Must be closely followed.

5.2. Tense

5.2.1. Examples: We have three tenses.

Example 5.2.1.1: present tense

ayu au kainantu anan
ayu au kainantu a-nan.
1SG.PRO to kainantu 1SG.PRO went
I went to Kainantu.

ayu au kainantu men anan
ayu au kainantu men a-nan.
1SG.PRO to Kainantu not 1SG.PRO went
I did not go to Kainantu.

Example 5.2.1.2: future tense

boun rabirab ayu boro anan kainantu
boun rabirab ayu boro anan kainantu.
Now afternoon 1SG.PRO will 1SG.PRO went Kainantu.
This afternoon I will go to Kainantu.

Example 5.2.1.3: past tense

boun mar auman au kainantu an
boun mar auman au kainantu an
now early morning to kainantu went
Early in the morning I went to Kainantu.
Long ago my ancestors went to kainantu.

5.2.2. Translation Issues Related to Tense

When translating tense we need to think about: past tense, present tense, future tense and look for words that point to the tense which is used.

Example 5.2.2.1: Translating tenses into our language

we have four tenses in our language and below are the examples. And also we look out for words or word markers to tell the time of occurrence.

far past. anaka marks the far past tense
near past. An marks the near past
present tense. Anan marks the present tense
future tense. Anan marks the future tense

5.3. Aspect

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

5.3.1. Continuous

Continuous aspect ( ) - we discovered that most of the verbs we found that we have the helping “in” to indicate the continuous aspect. And there are some verbs that have reduplication of the first syllable “in” also some verb stem alone with helping verb “in” the helping verb “in” is to show continuous aspect. Continuous aspect describes an action or event that is viewed as carrying on at some point in time. Another verb “e’aa” eating which doesn’t include ‘in’ however we take other helping verbs like “ma” e’aa. So we have two different helping verbs for continuous aspect. example.

Remor in

Remor  in

3 SG walking walking walking

He is walking.
Boy in
Boy in
3SG.PRO paddling paddling paddling
She is paddling.

Nunuw in
3SG.PRO running running running
He is running.

mae’aa
ma e’a’aa
3SG. PRO sat eating
He/she sat and is eating

hima te’a’aa
hi-ma te’a’aa
3PL.PRO they sat are eating
They sat down and are eating.

ma ebitarkoukuw
ma e- bitarkoukuw
sat 3SG.PRO he is calling
He sat and is calling

kwama kwa’aafa’af
kwa ma kwa ‘aafa’ af
2PL.PRO sat 2PL.PRO calling calling calling
They sat and are calling.

Example 5.3.1.1: Continuous
Luke 6:12
yoyoban in marto

“In” helps the verb “yoyoban” indicating that he prayed (Jesus) prayed until morning.
5.3.2. Habitual

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

**Example 5.3.2.1: Habitual**

*mar etei esisinaf na’atube*

<table>
<thead>
<tr>
<th>time</th>
<th>3SG.PRO</th>
<th>doing</th>
<th>usually</th>
</tr>
</thead>
</table>

He usually does something.

*mar etei boutowan eani’ean*

| time all | smokes | 3SG.PRO | eating |

He is always smoking.

*mar etei rabirab rererey*

| time all | afternoon | 3SG.PRO | cries |

Every afternoon she cries.

5.3.3. Repeated

Luke 4.44

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

**Example 5.3.3.1: Repeated**

*yen re*

<table>
<thead>
<tr>
<th>yen</th>
<th>re</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>down</td>
</tr>
</tbody>
</table>

*Going up and down.*
Hit, hit, hit.

He is going to and fro.

5.3.4. Beginning

Beginning aspect ( ) describes an action or event that is viewed as just beginning. For example, in Tok Pisin, *em i stat long wok*. For beginning aspect the Miniafra-Oyan language uses the word “busuruf”.

Example 5.3.4.1: Beginning aspect

*busuruf kubebeyan* (John 8:6)

start 3SG.PRO he scribble

He was starting to write.

*hibusuruf hiben*

3 PL. PRO they start 3PL.PRO dancing

They started to dance.

Hibusuruf himarib

3PL. PRO they start they laugh

They begun to laugh.
Abusuruf anunu

a-      busuruf    a-     nunuw

1SG I start  I  run

I started to run.

5.3.5. Completed

Genesis 17:22

**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 the Miniafia-Oyan language we use the word “sawar” to mean that a particular action or event is finished.

**Example 5.3.5.1: Completed aspect**

hisawarika

hi-  sawar  ika

3PL. PRO finished  already

They finished.

Akirumaka

A-    kirum  -aka

1SG write  finish.

I finished writing.

Aso'obaka

A    so'ob  -aka

1 SG  know it  already

I already know it.
5.3.6. Translation Issues Related to Aspect

When translating aspect we need to think about: **in** as continuous, **mar etei** as habitual, **runtit** as repeated, **bubusuruf** as beginning, **sawar** as completed.

These are the marks or words that tells us where the aspects come in their place.

**Example 5.3.6.1: Translating Aspect**

*Jesu yayoban in mar to*
*Jesus prayed to  day break*
*Jesus prayed until morning*

*babitai mar etei rabirab e rererey*
*girl time all  afternoon  she cries*
*the girl cries every afternoon.*

*sabuw hiran hitit hibinan hirem*
*people they in they out they preach they walk*
*The people went preaching everywhere*

*kek baiyowamih hibubusuruf a’itih*
*kek  baiywamih*

*Jesu harew bai tom naatu eo sawar*
5.4. **Realis and Irrealis Status**

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

5.4.1. **Examples**

**Example 5.4.1.1: Realis and**

*Hibaika,*

\[ hi-\ bai\ -ka \]

3PL. PRO take-?

They already took.

*Siya hibowaka*

\[ siy\ hi-\ bowa\ -aka \]

fish 3PL. PRO caught already

They caught fish.

*Fai atit an dones*

\[ Fai\ atit\ an\ dones. \]

yesterday I went out to beach.

Yesterday I went out to the beach.

**Irrealis**

*rabirab atitit teten dones*

\[ rabirab\ a\-titit\ teten\ dones \]

afternoon I go out outside beach

I am going out to the beach this afternoon.
They are plan to go fishing.

5.4.2. Translation Issues for Realis and Irrealis

When translating realis and irrealis: we should be translating irrealis especially to do with negation and realis as happened or happening now.

5.5. Serial Verbs

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

5.5.1. Examples

Here are some examples of serial verbs in our language:

Example 5.5.1.1:

-kubai kuna kwitu
get it come give me

tar kusib sas
cut split smooth

kwabai kwan kwasaroun
kwa-bai kw-an kwa-saro-un
2PL.PRO take 2PL.PRO go 2PL.PRO throw it
tarkakir bai

tar-kakir bai
cut break got

hirab morobo'e ma
hi-rab morobo'e ma
3PL.PRO hit died not stayed

men kwanatit kwanan kwanitokar
men kwa-natit kwa-nan kwa-nitokar
no 2Pl(PRO go out 2PL.PRO go 2PL.PRO fish

ahay inab inan inayamor
ahay i-nab i-nan i-nayamor
spear 2SG.PRO take 2SG.PRO go go hunt

hina efan itimaim hima'am aiti
hi-na efan itimaim hi-ma'am a-iti-h
3PL.RPO came place here 3PL.PRO sitting I saw them
5.5.2. Translation Issues for Serial Verbs

When translating make sure to have two or more serial verbs in sentences talking about the same meaning.

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. The Miniafia-Oyan language does not have medial verbs.

6. CLAUSES

6.1. Transitive clauses two noun phrase

Transitive clauses include a subject, a verb and an object. it has two noun phrases one is the agent and one is the patient

6.1.1. Examples.

Our usual word order for a transitive clause is

subject object verb

Here are some examples:

ayu ahay a bora'ah
I spear i lifted up
subject object verb
I lifted my spear.

Orot for natun bai I manam man
pig child took he tamed it
subject object verb
The man tamed the piglet.
6.1.2. Translation Issues for Transitive Clauses

When translating transitive clauses:

For those people who are doing translation or translating from English or other languages to the Miniafia language, they should follow the most common or usual word order for it to sound more natural and pleasing to hear.

6.2. Intransitive clauses

In here we have a subject and a verb that cannot take on an object. For instance she laughed, she jumped in English.

6.2.1. Examples

Here are some examples of intransitive clauses:

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>hibihih</td>
<td>pig</td>
</tr>
<tr>
<td>remorin</td>
<td>went</td>
</tr>
</tbody>
</table>

word gloss pigs ran away

subject verb

The pigs ran away

Example 6.2.1.1: Intransitive clauses

Babitai remorin
girl went
subject verb
The girl went.

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

Example 6.2.1.2: Movement verbs

<table>
<thead>
<tr>
<th>Word</th>
<th>Gloss</th>
</tr>
</thead>
<tbody>
<tr>
<td>tibihih</td>
<td>pig</td>
</tr>
<tr>
<td>remorin</td>
<td>went</td>
</tr>
</tbody>
</table>

for running away

The girl went.
Example 6.2.1.3: Voluntary and involuntary actions

Example 6.2.1.4: Process verbs, and other verbs

6.2.2. Translation Issues for Intransitive Clauses

When translating intransitive clauses we must remember to look out for sentences that have only one noun phrase and verb.[subject and no patient]

6.3. Di-transitive clauses

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

6.3.1. Examples

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

Bai’obaiyenayan kirum kek I baisih ai hi’afuwen
teacher school children he helped trees they cut them

This is our usual order for sentences that have recipients:We have three NP’s,Agent,recipient and patient.

6.3.2. Translation Issues for Di-transitive Clauses

Bai’obaiyenayan kirum kek Ibaisih ai hi’afuwen
When translating di-transitive clauses you must remember to have three noun phrases included (agent, recipient, patient).

6.4. Semantic roles (noun roles)

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

Example 6.4.1.1: Agent

Robert uway yi
Robert crocodile shot

babitai -e rererey
girl she crying

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

Example 6.4.2.1: Force

Yabat wa tafufufur
waves canoe smashed
the waves smashed the canoe.

Harew gagamin tit masaw toun
water big came out garden covered

The flood washed the garden away.

6.4.3. Experiencer
An experiencer does not control what happens, and they are not changed by what happens. They feel what happens with their senses or emotions. E.g. ‘Samuel heard the sheep’, ‘Jonah felt angry’.
Example 6.4.3.1: Experiencer

haru hitefot anowar
haru hi-tefot -a nowar
dog they crying I heard

for hibebejah aitih
for hi-bebejah a-iti -h

pig they cut I saw themselves

I saw them cutting a pig.

6.4.4. Stimulus

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

Example 6.4.4.1: Stimulus

sabuw hibiyow aitih
sabuw hi-biyow ai-tih
people they fight I saw them

I saw the people fighting.

babine natun isan rererey aitin dogorou rusib.
Babine natun isan rererey aitin dogor -ou rusib

woman child for crying I saw her heart my broke

My heart broke when I saw the woman crying for her child.

6.4.5. Possessor

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

Example 6.4.5.1: Possessor

iti ba’ar I tuwat arin
this bilum your big brother belong

This bilum belongs to your big brother.
Iti wa it nowat
this canoe we belong us
this canoe belongs to us.

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

Example 6.4.6.1: Location

ayu tuwai natun ana baremaim ai’in
ayu tuwai natun ana baremaim ai’ in
I big brother child her house in I slept
I slept in my big brothers daughter’s house.

sabuw dones yan hima tur hinowar
sabuw dones yan hima tur hinowar
people beach on they sat talk they heard
They sat on the beach and heard the message.

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

Example 6.4.7.1: Source

Tufine wa abai arabon Moressby atit.
Tufi -ne wa a- bai a- rabon Moressby a- tit.
Tufi from plane I took I over Port-Moresby I arrived
I travelled by plane from Tufi to Port-Moresby.

Ajoa ane ayen an oyaw atit.
Ajo ane ayen an oyaw a- tit.
Ajo from went up to mountain I arrived
From Ajo I went up to the mountain.
Example 6.4.7.2: Destination

arem an oyaw imaim ama aremor
a- remor an oyaw imaim a- ma a- remor.
I walked to mountain there I stay I went hunting.
I went hunting on the mountain.

fai aboy an gegeraw atit
fai a- boy an Gegeraw a- tit
yesterday I paddled to Gegeraw I arrived
Yesterday I paddled to Gegegraw.

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

Example 6.4.8.1: Instrument

kakayo ahay bora'ah for yi
Kakayo ahay bora'ah for yi
Kakayo spear lifted up pig shoot
Kakayo using the spear shot the pig.

Alfred kabaymaim turan rab
Alfred kabay -maim tu -ran rab
Alfred stone with his friend hit
Alfred hit his friend with a stone.

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

Example 6.4.9.1: Accompaniment

Ayu aro Alfred ituru airi ana Ukarumpa ama'am.
Ayu aro Alfred ituru airi ana Ukarumpa ama'am
I boy Alfred accompany we came Ukarumpa staying.
Alfred accompanied me to Ukarumpa.
6.4.10. Recipient

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

**Example 6.4.10.1: Recipient**

```
sabuw wa tura arinamih hi- ti -n
people canoe your friend for him they gave him
people gave the canoe to their friend.
```

6.4.11. Beneficiary

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

**Example 6.4.11.1: Beneficiary**

```
David wa tar bai tuwah iti -n
David canoe cut got his brother gave him
David gave the canoe to his brother.
```

6.4.12. Patient

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

**Example 6.4.12.1: Patient**

```
haru nakway hi- yub
dogs wallaby they bit
the dogs bit the wallaby.
```
6.4.13. Translation Issues for Noun Roles

When translating Noun roles you must remember the twelve points. Within the twelve you must look at the points, [Recipient and beneficiary] because the meanings can be misunderstood.

6.5. Adverbs

Gives additional information about an event in a clause and there are five types of adverbs used in the Miniafia-Oyan Languages.

6.5.1. Place

The interesting thing about this is that the same words used as demonstratives are also used as adverbs of place. However they are used with the word “efan” meaning “place”. So in here it is like the demonstratives plus the word place make up the adverb of place.

Example 6.5.1.1: Place Words

<table>
<thead>
<tr>
<th>Place</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here</td>
<td>Iti efan / efan iti</td>
</tr>
<tr>
<td>There</td>
<td>Nati efan / efan nati</td>
</tr>
<tr>
<td>Near</td>
<td>Ni’i efan / efan ni’i</td>
</tr>
<tr>
<td>Far</td>
<td>No’o efan / efan no’o</td>
</tr>
</tbody>
</table>

Example 6.5.1.2: Phrases showing place

<table>
<thead>
<tr>
<th>Place</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over there</td>
<td>Up there</td>
</tr>
<tr>
<td>Efam nati imaim</td>
<td>yate</td>
</tr>
</tbody>
</table>
6.5.2. **Manner**

This language uses adverbs of manner to give more information about how the action was or is done, the manner in which it is done.

**Example 6.5.2.1: Manner words**

- saise -wat
- quick -ly
- hamen amo
- slow - ly
- ere -kakaf
- carefully
- yatenub aimaim
- patient -ly

**Example 6.5.2.2: Phrases showing Manner**

- saisewat au bar kwan
  - go home quickly
- bay hamenam I naa
  - eat slowly

6.5.3. **Degree**

**Example 6.5.3.1: Degree words**

- bar I gagamin na'in
  - the house is very big
- tafaram fora'ab kwanekwan
  - the place is very hot
6.6. Negative Clauses and Negation

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

6.6.1. Examples

Example 6.6.1.1: Words that say *‘no’*

en, eno, men, aiyabin oe, e,
no, no not nothing

Example 6.6.1.2: Negative commands

men I nanan
not you go
bi na-
don’t go
men hi namih
not they go

Example 6.6.1.3: Strong negatives

bi na
don’t go
bi -kif

Example 6.6.1.4: Words with a negative meaning

orot hi -rabira morob oe ema'am
man they hit died not he staying

aki au bar na e a ma'am
we to house go not we staying
6.6.2. Translation Issues for Negative Clauses

When translating negative clauses be sure not to change the meaning to positive clauses.

7. SENTENCES

7.1. Conjunctions

7.1.1. Examples

Example 7.1.1.1: Conjunctions

naatu  baise  imih  isan imih  ufun a maim  saise  anayabin  ana’an nati isan
and    but     so     therefore     after     so that   because  for that reason

All our conjunctions are used in between two sentences even though the sentences change their places.

7.1.2. Translation Issues Related to Conjunctions

Ayu atanamih  baise  toun yar  imih  ayu  ama
I was to come but rain came so I sat back

When translating in miniafia be notified that the conjunction words fall in between two sentences.

7.2. Commands (Imperative Sentences)

7.2.1. Examples

Example 7.2.1.1: Commands

harew  kwana  -kif  anayabin  sawow boro  kwa  -nab
water  you  wash  because  sick  will  you  get
7.2.2. Translation Issues Related to Commands

Regaregah baibina’ah naatu orot gagamih isan men karam boro obaiyunen tur tanitih
Old man and women elders we cannot command them to do something.

When translating you must remember that there are strong, soft, positive and negative commands. Look at words properly put them in their right places.

8. Questions (Interrogative Sentences)

8.1.1. Yes-No Questions

Example 8.1.1.1:

\[
\begin{align*}
\text{tur} & \quad \text{kuno} \quad -\text{nowar} \quad \text{aien}? \quad -\text{ano} \quad \text{nowar} \\
\text{talk} & \quad \text{you} \quad \text{hear} \quad \text{not?} \quad \text{I} \quad \text{hear (yes)}
\end{align*}
\]

\[
\begin{align*}
\text{fai} & \quad \text{oyaw} \quad -\text{ane} \quad \text{kwa} \quad -\text{re? En [no]}
\end{align*}
\]

Yesterday mountain from you come down?

8.1.2. WH Questions

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

Example 8.1.2.1:

\[
\begin{align*}
\text{aisim} & \quad \text{iti} \quad \text{na’atube} \quad \text{isinaf}?
\end{align*}
\]

Why this like that you did?

Why did you do like this? (We use this why question to scold our children or others when they make a mistake.

\[
\begin{align*}
\text{Yait} & \quad \text{sigar} \quad \text{yai} \quad \text{e} \quad \text{’arah}
\end{align*}
\]

Who bush put it’s burning
8.1.3. Translation Issues for Questions

Sabuw boro mi’itube hai tur tana’owen naatu mar biy naatu yait boro nao tanaru’ay
people will how them talk we tell them and when and who will say we come together
we use this types of questions is discussions

When translating we must bear mind that questions sometimes start conversations, clearance. There are also questions that are used when talking to children, old people, inlaws and authorities,

8.2. Reason and Result

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

Example 8.2.1: Reason and Result

<table>
<thead>
<tr>
<th>reason</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>God -i bai su-</td>
<td>Imih ayu -abi yasisir</td>
</tr>
<tr>
<td>God he help me</td>
<td>So i i am happy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>result</th>
<th>reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayu arab</td>
<td>Anayabin ayu rab</td>
</tr>
<tr>
<td>I hit him</td>
<td>Because i he hit me</td>
</tr>
</tbody>
</table>

Reason/Result Rule:

Usually, the (reason comes before the result / result comes before the reason).
8.2.1. Translation Issues for Reason and Result

When we translate Reason/Result sentences, we need to think about sentences ordering and language naturalness.

8.3. Purpose and Result

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

Example 8.3.1: Purpose and Result

<table>
<thead>
<tr>
<th>Purpose</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ayu bay bow amih-</td>
<td>au masaw an</td>
</tr>
<tr>
<td>I food get to</td>
<td>To garden i went</td>
</tr>
</tbody>
</table>

result

<table>
<thead>
<tr>
<th>John siy bow</th>
<th>purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>John fish caught</td>
<td>Because for market of</td>
</tr>
</tbody>
</table>

Purpose/Result Rule:

Usually, the (purpose comes before the result / result comes before the purpose).

8.3.1. Translation Issues for Purpose and Result

When we translate Purpose/Result sentences, we need to think carefully about reason clause because it can change the meaning.
9. Appendix

Word Ai rourin kikiminta'imoni biyan ahiy ba'ar wanawanan inu'in
Word Gloss tree leaf small one body green bilum inside it lying
Word Cat. n n adj num adj adj n post v
One small green leaf is inside the bilum.

Word Ai rourin woun ba'ar baban inu'in
Word Gloss tree leaf red bilum under it sleeping
Word Cat. n n adj n post v
A red leaf is lying under the bilum.

Word Ai rourih ahiy ro'ab ba'ar tafan ti'inu'in.
Word Gloss tree leaves green two bilum on top they sleeping
Word Cat. n n adj adj n post v
The two green leaves are lying on top of the bilum.

Word Ai rourih ro'ab ta biyan ahiy
Word Gloss tree leaves two other body green
Word Cat. n n num num adj adj

    ta biyan woun ba'ar tafan ti'inu'in
other body red bilum on top they sleeping
num adj adj n post v
The two leaves one in green and one in red are on the bilum.

Word Ai rourih gidigidih tounu biyah wouh ba'ar nanane ti'inu'in.
Word Gloss tree leaves small three body red bilum in front they sleeping
Word Cat. n n adj num adj adj n post v
The three small red leaves are lying in front on the bilum.

Word Ai rourih gagamih ro'ab biyah ahiy ba'ar ufunane ti'inu'in
Word Gloss tree leaves big two bodies green bilum at back they sleeping
Word Cat. n n adj num adj adj n post v
The two big leaves red in color are lying at the back of the bilum.
**Boy tarin ana ef**

The instruction to make a paddle

<table>
<thead>
<tr>
<th>Word</th>
<th>Boy</th>
<th>tarin</th>
<th>isan</th>
<th>inakokok</th>
<th>ana</th>
<th>sawar</th>
<th>i</th>
<th>itit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Gloss</td>
<td>paddle</td>
<td>cutting for</td>
<td>you want</td>
<td>it things</td>
<td>it</td>
<td>this</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Cat.</td>
<td>n</td>
<td>v</td>
<td>post</td>
<td>v</td>
<td>v</td>
<td>n</td>
<td>pro</td>
<td>dem</td>
</tr>
</tbody>
</table>

When you want to cut the paddle these are thing you will take.

<table>
<thead>
<tr>
<th>Word</th>
<th>Kaiy</th>
<th>inab</th>
<th>iram</th>
<th>inab</th>
<th>naatu</th>
<th>inan</th>
<th>ai</th>
<th>bedor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Gloss</td>
<td>knife</td>
<td>you will take</td>
<td>axe</td>
<td>you will take</td>
<td>and</td>
<td>you will go</td>
<td>tree</td>
<td>kwila</td>
</tr>
<tr>
<td>Word Cat.</td>
<td>n</td>
<td>v</td>
<td>n</td>
<td>v</td>
<td>conj</td>
<td>adj</td>
<td>n</td>
<td>n</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>inakusib</th>
<th>inatar</th>
<th>hain</th>
<th>inisaroun</th>
<th>nakeker .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Gloss</td>
<td>you you split</td>
<td>you will cut</td>
<td>rubbish</td>
<td>you will throw away</td>
<td>it become light</td>
</tr>
<tr>
<td>Word Cat.</td>
<td>v</td>
<td>v</td>
<td>adj</td>
<td>v</td>
<td>adj</td>
</tr>
</tbody>
</table>

You will take knife, an axe and you will split kwila cut it get rid of the rubish.

<table>
<thead>
<tr>
<th>Word</th>
<th>Naatu</th>
<th>ina'abar</th>
<th>inan</th>
<th>bar</th>
<th>inatit</th>
<th>biyan</th>
<th>inayabunai</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Gloss</td>
<td>and</td>
<td>you will carry it</td>
<td>you will go home</td>
<td>you will arrive</td>
<td>body</td>
<td>you will clean it</td>
<td></td>
</tr>
<tr>
<td>Word Cat.</td>
<td>conj</td>
<td>v</td>
<td>v</td>
<td>n</td>
<td>v</td>
<td>adj</td>
<td>v</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>gaigiwas</th>
<th>nan</th>
<th>nasawar .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Gloss</td>
<td>good</td>
<td>go</td>
<td>finish</td>
</tr>
<tr>
<td>Word Cat.</td>
<td>adj</td>
<td>v</td>
<td>v</td>
</tr>
</tbody>
</table>

And carry it home clean it good to make look like a paddle.

<table>
<thead>
<tr>
<th>Word</th>
<th>Basit</th>
<th>inab</th>
<th>natu</th>
<th>initin</th>
<th>naboy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Gloss</td>
<td>so</td>
<td>you will take</td>
<td>son</td>
<td>you will give him</td>
<td>he paddle</td>
</tr>
<tr>
<td>Word Cat.</td>
<td>conj</td>
<td>v</td>
<td>n</td>
<td>v</td>
<td>v</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>siy</th>
<th>natain</th>
<th>kwana'an</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Gloss</td>
<td>fish</td>
<td>he will catch</td>
<td>you will(pl) eat</td>
</tr>
<tr>
<td>Word Cat.</td>
<td>n</td>
<td>v</td>
<td>v</td>
</tr>
</tbody>
</table>

Then give it to your son and he will catch for all of you to eat.