

36. Ensinu superiór (*Higher education*)

Objetivu

In this chapter you will learn to:

- Talk about education, especially tertiary education and fields of study
- Use relative clauses with *nebee mak*
- Mark possession using *nian*
- Distinguish *kiik-oan*, *oan-ida* and *uitoan*



Liafuan foun

Note: From the lists of subjects, concentrate on learning those that are relevant to you.

Tertiary qualifications

| | |
|---------------------|---------------------------------|
| baxarelatu | bachelor's degree (three years) |
| lisensiatura | bachelor's degree (four years) |
| mestradu | master's degree |
| doutoramentu | PhD |

Indonesian

| |
|---------------------|
| D3 [dé tiga] |
| S1 [és satu] |
| S2 [és dua] |
| S3 [és tiga] |

Other nouns

| | |
|------------------------------|---|
| treinamentu | training |
| formasaun | formation, training |
| formasaun profisionál | vocational training |
| bolsa (de) estudu | scholarship |
| fakuldade | faculty |
| futuru | future |
| graduasaun | graduation |
| departementu | department, field of study (e.g. biology) |
| lian | language; voice |
| serimónia | ceremony |
| teze | thesis |
| dosenti | lecturer |
| sertifikadu | certificate |
| universidade | university |
| semináriu | seminary |

beasiswa
fakultas

jurusan (I)

skripsi
dosen

Verbal and adjectival expressions

| | |
|------------------------|---|
| foti | pick up |
| foti matemátika | study mathematics, major in mathematics |
| sorti | lucky, fortunate |

Other

| | |
|---------------------|------------|
| agora dadaun | these days |
| kiik-oan | small |
| mais, mas | but |



Subjects

| | | |
|--------------------------|-------------------|--------------------------|
| agrikultura | agriculture | pertanian |
| alfabetizasaun | literacy | |
| arte | art | kesenian |
| biolojia | biology | biologi |
| kímika | chemistry | kimia |
| desportu | sport, exercise | olah raga |
| edukasaun | education | pendidikan |
| ekonomia | economics | ekonomi |
| enjenharia | engineering | keahlian teknik |
| estatística | statistics | statistik |
| filozofia | philosophy | filsafat |
| fízika | physics | fisika |
| istória | history | sejarah |
| jeografia | geography | geografi |
| jeolojia | geology | geologi |
| komérsiu | business | bisnis |
| línua ... | ... language | bahasa ... |
| linguística | linguistics | linguistik |
| matemática | mathematics | matematika |
| medisina | medicine | kedokteran |
| múzika | music | musik |
| psikolojia | psychology | psikologi |
| relijiaun | religion | agama |
| siénsia | science | ilmu alam |
| siénsias naturais | natural sciences | IPA [ipa] |
| siénsia polítika | political science | SOSPOL [sospol], |
| | | FISIPOL [fisipol] |
| | | IPS [i pé és] |
| siénsias sosiais | social sciences | teologi |
| teolojia | theology | keterampilan |
| trabalhus manuais | manual arts | |

Komentáriu kona ba liafuan foun

- ❖ A degree course at university takes at least 4 years to complete. Students normally state what semester they are in rather than their year.
- ❖ Amongst university students, the final year project, known as a *teze* (or *skripsi*) ‘thesis’, is a big deal. It is normally done after coursework has been completed, and frequently takes a lot of time and money. During this phase (and indeed until formal graduation), the student is a *finalista*.
- ❖ *Agora dadaun* means ‘now, at present, these days’. It refers to a general period of time, not to this very moment.

Diálogu

Planu atu estuda tan mestradu

Jaime ho Adão foin akaba hosi Universidade Nasionál Timor Lorosae. Sira nain rua koalia kona ba sira nia futuru.

Adão: Jaime, graduasaun hotu tiha, o hanoin saida? Iha planu atu baa foti mestradu ka?

Jaime: Hau hanoin ona, maibee agora seidak. Hau servisu lai, depois tinan oin hau hakarak baa. Hau rona Edi atu baa foti kedas tinan nee.

Adão: Loos. Nia hetan bolsa estudu atu kontínua iha Australia.

Jaime: Nia sorti diak, i nia mos matenek. Hau la hatene, nia atu foti saida?

Adão: Uluk nia dehan, nia hakarak foti enjenharia. Maibee buat nebee nia hakarak liu mak finansas.

Jaime: Nee diak, tanba organizasaun barak iha Timor, sira nia sistema finansa nian lao laduun diak.

Jaime and Adão have just graduated from the National University of East Timor. The two of them are talking about their future.

Jaime, now that graduation is over, what do you think? Do you have plans to go and do a masters?

I've thought (about it), but not yet. I'll work first, then I'd like to go next year. I hear that Edi is about to go and do (his masters) this year.

True. He received a scholarship to continue (his studies) in Australia.

He's lucky, and he's also smart. I don't know, what does he want to study?

In the past he said he wanted to study engineering. But the thing he really prefers is finance.

That's good, because the financial systems of many organisations in Timor isn't going very well.

Kostumi

- ❖ The titles to be given to graduates are still in a state of flux in East Timor, partly because of a mismatch between Portuguese titles and those Indonesian titles which sound most like them. Here are the options:
 - The Portuguese title *doutór / doutora* is applicable to graduates and to medical doctors. Indonesian *doktor* is a title for holders of PhDs.
 - In Portuguese, *profesor / profesora* is applicable to school teachers as well as university lecturers. In Indonesian, *profesor* is a title reserved for university professors (in the British sense of one who has a chair, i.e. who more senior than a lecturer).

Estrutura língua nian

1. Relative clause with nebee mak

In the previous chapter you learned to introduce a relative clause with *nebee*. About a quarter of relative clauses in fact start with *nebee mak*, as in the following examples.

- . **Buat nebee mak nia hakarak, ita foo deit.** Whatever he wants, we just give.
- . **Sira buka ema nebee mak bele hanorin.** They are looking for those people who can teach.
- . **Ba ema nebee mak isin rua, diak liu la bele haan masin barak.** For those people who are pregnant, it is better to not eat much salt.

Mak here appears to indicate that the speaker is presenting the information in the relative clause as if it is ‘known’ information – that is, as if such a grouping is something that the listener is already aware of. For instance, in the first example the listener is assumed to know that little girls want things, and in the second, that there is a category of people who can teach.

2. Possessives with *nian*

Like English, Tetun has two ways of forming possessives. The first, which you have already learned, usually corresponds to using English possessive pronouns (*your, our, etc.*) or to using ‘s’:

| | |
|-----------------------------|------------------|
| . hau nia uma | my house |
| . Carlita nia apaa | Carlita’s father |
| . senhora nia kareta | madam’s car |

The second often corresponds to constructions using ‘of’ in English. Here the possessor is usually followed by *nian*. The alternative to *nian* is *ninian*, this longer form is uncommon in informal speech, being mostly restricted to formal settings.

| | |
|----------------------------------|--------------------------------------|
| . iha tempu UNTAET nian | in the time of UNTAET |
| . kareta UNAMET nian | UNAMET vehicles |
| . doutrina igreja nian | the doctrine of the church |
| . direitu fetu nian | the rights of women |
| . mentalidade povu ninian | the mentality of the (common) people |

Some relationships can be talked about using either order, just as English allows both ‘my house’ and ‘this house of mine’. However for many types of relationships, one of the two orders is either required or preferred.

Here are some relationships that require the possessor-first order. These are mostly what is known as ‘inalienable’ relationships, that is, relationships which cannot normally be severed. For instance, you cannot sell your family or your body parts, and wheels are only a part of the car while they are attached to the car.

| | | |
|-------------------------------------|---|---|
| . family relationships ¹ | labarik nee nia amaa Mario nia oan | this child’s mother Mario’s child |
| . part-whole relationships | hau nia liman kareta nee nia roda | my hand/arm this car’s wheel(s) |
| . location relative to something | iha Simeão nia kotuk iha tasi nia sorin ba | behind Simeão on the other side of the sea |
| . <i>naran</i> ‘name’ | ita boot nia naran | your name |
| . abstract nouns derived from verbs | hau nia hanoin povu nia hakarak | my opinion the people’s desire |

The following, too, are nearly always expressed in this order:

| | | |
|--|--|-----------------------------|
| . possessor is a pronoun | hau nia uma ita nia kareta | my house our car |
| . possessor is a particular individual | Maria nia uma João nia kareta | Maria’s house João’s car |

¹ The exception is *familia* ‘family’, which can occur after the possessor (e.g. *hau nia familia*) or before it (e.g. *familia Maria Lemos nian* ‘the family of Maria Lemos’).

When talking about physical possessions, the possessor-first order is most common, but the other is possible too:

| | | |
|-----------------------|-------------------------------|------------------------|
| Physical possessions: | UNTAET nia komputadór | UNTAET's computers |
| | komputadór UNTAET nian | UNTAET computers |
| | embaixada nia kareta | embassy vehicles |
| | kareta embaixada nian | the embassy's vehicles |

So when is the possessor-last order used? In this order, the entity marked as 'possessor' is usually not a particular individual, and usually does not 'own' the other entity; rather there is a more general association between the two. This possessor-last order is common in formal and fixed phrases, especially in fields such as law, economics, and politics. Here are some more examples.

| | |
|----------------------------------|------------------------------|
| problema Saúde nian | health problems |
| futuru Timor Lorosae nian | the future of East Timor |
| tempu Indonézia nian | the Indonesian period |
| Dioseze Dili nian | the Diocese of Dili |
| governu Austrália nian | the government of Australia |
| lei inan Malázia nian | the constitution of Malaysia |
| aimoruk susuk nian | mosquito repellent / spray |

3. kiik-oan 'small', oan-ida 'a small', and uitoan 'a few, a bit'

Kiik-oan 'small' refers to size:

| | |
|--|---|
| Labarik kiik-oan sira toba hotu ona. | All the little children are already asleep. |
| Sira istori malu tanba problema kiik-oan ida. | They argued over a tiny problem. |
| Kiik-oan sira nia aman ohin baa servisu. | The littlies' father went to work. |

So does *oan-ida* 'a small, a little'. It can however only be used for talking about one thing. (You can't say **problema oan rua*)

| | |
|--|---|
| Hau baa rezolve problema oan-ida. | I'm going to sort out a little problem. |
| Nia foo mai hau livru oan-ida. | He gave me a small booklet. |

Uitoan 'a few, a little bit' refers to quantity:

| | |
|--|---|
| Ema uitoan deit mak mai. | Only a few people came. |
| Tau masin midar uitoan. | Put in a bit of sugar. |
| Falta uitoan deit hau atu monu. | I very nearly fell. (I was a little short of falling) |

Uitoan is also an adverb meaning 'a bit, somewhat'. Often *uitoan* is used to downplay what is in fact a serious situation. For instance, people who are truly in difficulties may say they are *susar uitoan*.

| | |
|-----------------------------------|-------------------------------|
| Hau kole uitoan. | I'm a bit tired. |
| Ita tenki book aan uitoan. | We have to move around a bit. |
| Ami laran susar uitoan. | We're a bit distressed. |

Cognate adjectives ending in -u and -a

Many adjectives borrowed from Portuguese end in *-u*. Notice that the stress is sometimes different on the Portuguese to the English word, for instance *katólíka* and *primária* have stress on the second syllable, not on the first as in English.

| <u>Portuguese loan</u> | <u>English</u> |
|-------------------------------|-----------------------|
| báziku | basic |
| falsu | false |
| ijiéniku | hygienic |
| intransitivu | intransitive |
| justu | just (fair) |
| katóliku/a | Catholic |
| kompletu | complete |
| litúrjiku | liturgical |
| másimu | maximum |
| médiku | medical |
| mínimu | minimum |
| modernu | modern |
| polítiku | political |
| primáriu/a | primary |
| públiku | public |
| sekundáriu/a | secondary |
| sensitivu | sensitive |
| síviku | civic |
| tékniku | technical |
| tranzitivu | transitive |

The above forms ending in *-u* are all masculine in Portuguese; the corresponding feminine forms end in *-a*. In most cases, Tetun borrows the masculine form. However there are some adjectives which are often used in the feminine form in combination with grammatically feminine nouns, in what are essentially borrowed phrases. Examples of such borrowed phrases are:

| | |
|--------------------------|------------------|
| igreja katólíka | Catholic church |
| eskola sekundária | secondary school |
| eskola primária | primary school |

Sometimes the final 'u' is omitted in speaking. This can occur when the stress is on the third-last syllable, to make the word fit the Tetun pattern of having

37. Servisu nudar saida? (*Work roles*)

Objetivu

In this chapter you will learn to:

- Talk about employment
- Use *atu ... ona* ‘about to’ and *sai* ‘become’
- Recognise omitted subjects and objects



Liafuan foun

Nouns: occupations

| | |
|-----------------------|------------------------------------|
| toos nain | farmer (with non-rice crops) |
| natar nain | rice farmer |
| advogadu/a | lawyer |
| enjenheiru/a | engineer |
| padre | priest (Catholic) |
| madre | nun (Catholic) |
| xofér | driver |
| konjak (I) | bus conductor |
| seguransa | security guard; security |
| sekúriti (Eng) | security guard |
| polísia | police |
| durbasa | interpreter; <i>Verb</i> interpret |
| tradutór | translator |
| jornalista | journalist |
| badaen | tradesman, craftsman |
| badaen ai | carpenter |
| badaen besi | blacksmith |
| badaen fatuk | bricklayer, stonemason |
| vaga | job vacancy |

Other

| | |
|----------------------|---------------------|
| ... para mate | very ... (informal) |
| saugati deit | in vain, uselessly |
| araska | hard to get |

Other nouns

| | |
|-----------------------|----------------------------------|
| toos | agricultural gardens |
| natar | rice paddy |
| feriadu | public holiday, holiday |
| férias | holiday, vacation |
| administrasaun | administration |
| seksaun | section |
| governu | government |
| estadu | the state, national government |
| kantor (I) | office |
| surat | letter, document; (playing) card |
| formuláriu | form (to fill in) |

Verbal expressions

| | |
|--------------------------|----------------------------|
| buka moris | seek to earn a living |
| buka mate | court death |
| fila liman | conduct small business |
| manaan | win, earn |
| manaan osan | earn money |
| ...servisu saida? | what work does ... do? |
| ...la servisu | doesn't have a job |
| husu lisensa | ask for a day off/holidays |
| rekruta | recruit |
| sai | become |

Komentáriu kona ba liafuan foun

- ❖ Office: Indonesian *kantor* is still the most widely used term for ‘office’. Other options include *sede* ‘headquarters, office’ (e.g. *sede suku* ‘village-level government headquarters’), *gabinete* ‘office of a senior leader’, *repartisaun* ‘large government office’ (the term was used prior to 1975 for the large governor’s palace at the seafront) and *sekretaria* ‘secretarial office’. In Portuguese, *eskritóriu* can mean ‘office’, but in Timor it is understood mainly as ‘office desk’. Note that an *ofisina* is a mechanic’s workshop (more widely known by the Indonesian term *bengkel*), not an office.

- ❖ Holidays: For leave which one gets upon request (such as annual leave or funeral leave), people use *lisensa* ‘permission’ or Indonesian *cuti* ‘leave’; e.g. *Hau husu lisensa ba aban* ‘I asked for tomorrow off’; *Nia hetan lisensa loron tolu* ‘She received three days off.’
- ❖ *Fila liman* includes selling things in the market or by the roadside, running a *kios*, preparing snacks to be sold at school, and running your own shop or restaurant.
- ❖ *Araska*: e.g.
 - *Agora nee, buka osan araska.* ‘These days it is hard to earn money.’
 - *Ita buka servisu, araska uitoan, tanba la hatene Inglés.* ‘It’s rather hard to get work, as we don’t know English.’
 - *Ita baa Same agora, araska, tanba dalan kotu.* ‘It’s hard to get to Same at present, as the road is cut.’

Diálogo

Maumeta buka servisu

Maumeta buka servisu maibee seidauk hetan.

Nia koalia ho nia kolega eskola uluk.

Maumeta: **Ei pá! Atoi, ita eskola mos saugati deit.**

Atoi: **Nusaa mak saugati?**

Maumeta: **O hanoïn took. Akaba tiha ona universidade mos, buka servisu susar para mate.**

Atoi: **Ita eskola laós atu buka servisu iha kantor deit; ita mos bele halo servisu seluk, hanesan fila liman ka halo kontratu.**

Maumeta: **Hau eskola laós atu fila liman! Se hanesan nee karik, uluk hau lakohi eskola.**

Atoi: **O keta tristi demais; horiseik hau rona iha rádiu katak, governu atu rekruta mestri foun, komesa eskola primária too sekundária.**

Maumeta: **Aah...hanesan nee ka? Bainhira loos?**

Atoi: **Agora ita nain rua baa haree vaga iha kuadru avizu Ministériu Edukasaun nian iha Vila Verde.**

Maumeta: **Entaun diak. Ita baa ona!**

Maumeta is looking for work, but hasn’t yet got any. He talks with his old school friend.

Good grief! Atoi, even though we are educated, it’s no use.

Why was it no use?

Just think about it. Even though we have graduated from university, we still find it terribly difficult to get work.

We didn’t get educated just to look for work in offices; we can also do other work, like running a micro-business for yourself or trading.

I didn’t get educated to run a micro-business! If that were the case I wouldn’t have wanted to go to school.

Don’t be too sad. Yesterday I heard on the radio that the government was about to recruit new teachers, from primary school through to senior high.

Ah, is that so? When exactly?

Let’s go now and look at the job vacancies on the noticeboard of the Ministry of Education in Vila Verde.

OK. Let’s go!

Kostumi

- ❖ Most employees in Timor are paid monthly, usually at the end of the month.
- ❖ *Ita servisu saida?* is usually interpreted as a question about what paid job the person has. Alternatives to paid employment include *halo toos* ‘farm’, *halo natar* ‘be a rice-farmer’, *fila liman* ‘be self-employed’, *halimar iha uma deit* (which could cover running a household of 10 people!), and *joga* ‘gambling’.
- ❖ A more general question than *Ita servisu saida?* is *Ita loro-loron halo saida?* ‘What do you do every day?’

Estrutura língua nian

1. atu ... ona ‘about to’

Atu ... ona means ‘about to’, and is used for events that are considered imminent.

- | | |
|--|---|
| . Jesús dehan, “Ema <u>atu</u> faan hau <u>ona</u> .” | Jesus said, “Someone is / people are about to betray me.” |
| . Ita tenki baa lalais ospital, tanba bebece <u>atu</u> moris <u>ona</u> . | We have to hurry to the hospital, because the baby is about to be born. |
| . La bele hamriik iha nee, tanba aviaun <u>atu</u> tuun <u>ona</u> . | You can’t stand here, because the aeroplane is about to land (here). |

2. sai ‘become’

Sai is a Portuguese loan meaning ‘become’. It can introduce either nouns or adjectives. (Recall that *sai* is also a verb meaning ‘go out, come out, exit’.)

- | | |
|--|--|
| . Hau hakarak sai doutór. | I want to become a doctor. |
| . Manuel sei sai Primeiru Ministru. | Manuel will become Prime Minister. |
| . See mak atu sai boot, nia tenki sai ema kiik. | Whoever wants to become great, he/she must become a ‘little person’. |
| . Se o hakarak sai matenek, tenki estuda loro-loron. | If you want to become smart/educated, you must study every day. |

3. Missing subjects and objects

You will have noticed by now that in Tetun, subjects and objects are often omitted. It is up to the listener to work out “who did it” and “to whom”. This is a big difference with English; in English, if a subject is missing, there are usually grammatical rules to help you know “who did it”.

The following extract from a spoken recipe¹ illustrates frequent omission of the subject (‘we’) and object (the ingredients). While the inferred subject remains *ita* ‘we’ (here used in the indefinite sense of formal English ‘one’) throughout most of the clauses, the subject of the final verb *tasak* ‘cooked’ is of course the food, not the cook!

¹ This is part of a recipe, adapted from Williams-van Klinken, Hajek and Nordlinger (2002:52).

**Depois ita tau mina;
ita sona uluk liis;
depois tau tomati ba,
halo been tiha,
tau naan ona.
Tau ba taxu,
depois fila,
fila too tasak.**

Then we put in oil;
first we fry the garlic;
then (we) add tomato to (it),
after making (it) soft/like liquid,
(we) add meat.
(We) put (it) in the pan,
then stir (it) –
stir (it) until (it) is cooked.



Cognate nouns ending in -eiru

Some Portuguese nouns which refer to people by occupation and which are clearly recognisable from English end in *-eiru*.

Portuguese loan

karpinteiru

konselheiru

marineiru

prizoneiru

English

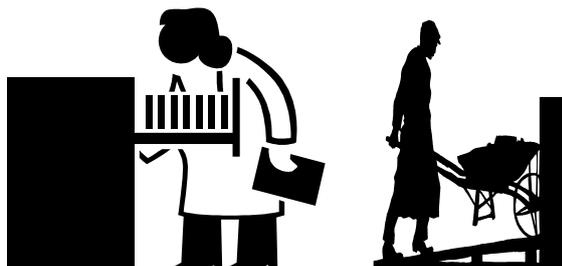
carpenter

adviser, counsellor

mariner; sailor (mainly in the navy)

prisoner

Note that *bombeirus* (which is almost always used with plural *-s*) is ‘fire brigade; fireman’.



38. Governu (*Government*)



Objetivu

In this chapter you will learn to:

- Talk about roles within government
- Address community leaders and work colleagues
- Specify source of evidence using *tuir* ...
- Express what ‘should have’ happened, using *tuir loos* and *tuir lo-loos*
- Express ‘before’ and ‘after’

Liafuan foun

Nouns: people

| | |
|----------------------------|---------------------------------|
| prezidenti | president |
| primeiru ministru | prime minister |
| ministru | minister (in government) |
| visi ministru | deputy minister (in government) |
| konselhu ministru | council of ministers |
| sekretáriu/a estadu | secretary of state |
| deputadu | member of parliament |
| diretór / diretora | director |
| diretór jerál | director general |
| visi | deputy |
| liurai | traditional Timorese ruler |
| juventude | youth |
| xefi juventude | youth leader |
| fursionáriu | office worker, civil servant |
| staf | staff |
| representante | representative |

Nouns: other

| | |
|--------------------------|---|
| responsabilidade | responsibility |
| knaar | role, duties, task, job description |
| obrigasaun | obligation |
| devér | duty |
| kartaun eleitorál | voter registration card (used as identity card) |
| sertidaun | certificate: baptism (batizmu), marriage (kazamentu), and citizenship (RDTL) |
| semináriu (P) | seminar ¹ |
| séminar (I) | |

¹ The Portuguese term *semináriu* is to date better known with its alternative meaning of ‘seminary’.

Transitive verbs

| | |
|-------------------|---|
| atende | attend to (a person needing assistance) |
| foti | promote (somebody to a higher position), appoint (somebody) |
| ukun | rule, govern |
| toma konta | responsible for |
| hanehan | press; oppress |

Intransitive verbs and adjectives

| | |
|--------------|------------------------|
| hakat | step; <i>Noun</i> step |
|--------------|------------------------|

Other

| | |
|----------------------|--------|
| antes | before |
| molok | before |
| hafoin | then |
| liu | after |
| depois de (P) | after |

Komentáriu kona ba liafuan foun

- ❖ *Liurai*: Traditionally this was a hereditary ruler. Many ruled over areas about as big as a current subdistrict, although some had more extensive influence. However during Indonesian rule, the government appointed people as *kepala desa* (now *xefi suku*) ‘village head’, and declared those people to be *liurai*.
- ❖ *Suku*: This term has several meanings.
 - Within government structure, a *suku* is smaller than a subdistrict. Although usually translated into English as ‘village’, rural *suku* actually contain several separate settlements.
 - ethnic group; e.g. *suku Bunak*.
 - sew, thatch; e.g. *suku ropa* ‘sew clothes’, *suku uma* ‘thatch the roof of a house’.
- ❖ *Juventude* is youth in the sense of ‘the youth’, e.g. *grupu juventude* ‘youth group’. They tend to be a vocal group in politics. You cannot describe an individual as a *juventude* – individuals are *joven* ‘young person’.
- ❖ A *sertidaun batizmu* from the church shows one’s birth date, baptism date, and the names of one’s parents, grandparents and godparents. It is an officially recognised form of identification.
- ❖ *Foti* ‘promote, appoint’ is used for appointing or choosing someone to a higher position than he or she is currently in. The position to which someone is appointed is introduced by *hanesan*, *nudar* or *ba*:
 - *Ami nia partidu foti Jacinta hanesan kandidatu ba eleisaun nee* ‘Our party chose Jacinta as the candidate for this election.’
 - *Depois de kudeta, jenerál Boki foti nia aan nudar prezidenti.* ‘After the coup d’état, general Boki appointed himself president.’
 - *Partidu ida nebee manaan iha eleisaun mak iha direitu atu foti nia ema ida sai prezidenti parlamentu nian.* ‘It is the party which wins the election that has the right to appoint one of its people as president of parliament.’

Orgaun soberania (*Organs of state*)²

The organs of state comprise the President of the Republic, the National Parliament, the Government and the Courts.

The President of the Republic (*Prezidenti da Repúblika*) is the Head of State, the symbol and guarantor of national independence and unity of the State and of the smooth functioning of democratic institutions, and the Supreme Commander of the Defence Force. He or she is directly elected by the voters, for a period of 5 years. When the President is out of action, the President of Parliament is acting President of the Republic. The president in East Timor has limited powers.

The National Parliament (*Parlamentu Nasionál*) consists of a single house, with 5 year terms. Its responsibilities include making laws and approving the national budget prepared by the Government. At a general election, there is a single nation-wide electorate, with each voter choosing a single party. Parliamentary seats are then distributed to the parties based on the number of votes that each wins. There is no preferential voting, and there are no district representatives. The chair of parliament is the *Prezidenti Parlamentu*.

The Government (*Governu*) consists of the Prime Minister, the ministers, and the secretaries of state. It is responsible for conducting and executing the general policy of the country and is the supreme organ of public administration. The Prime Minister is chosen by the party or coalition of parties that have a majority in parliament. He or she in turn chooses the ministers and secretaries of state, who need not be from the winning party or coalition, and indeed may have no party affiliation at all, being selected for their technical knowledge and experience.

The Council of Ministers (*Konselhu Ministru*) comprises the Prime Minister, deputy Prime Ministers, and ministers. The council's tasks include defining the general guidelines of government policy and for its implementation, and approving bills and draft resolutions. Legislative powers are thus divided between the National Parliament and the Council of Ministers. Deputy ministers and secretaries of state may be called to attend meetings of the Council of Ministers, but do not have voting rights.

If a member of parliament is chosen to become Prime Minister, or appointed as minister or secretary of state, he or she must resign from parliament, and his or her place is taken by another member of the same party.

Governu lokál

Timor has many levels of local government, most with minimal resources. Although changes are under discussion, as at May 2011, the levels and the titles of their heads are as follows. The government is planning to decentralise power in the next few years to elected municipal assemblies.

| <u>Nivel</u> | | <u>Xefi</u> | |
|--------------------|---|----------------------------------|----------------------------|
| distritu | district (13 in Timor) | administradór distritu | district administrator, DA |
| subdistritu | sub-district (65, average 5 per district) | administradór subdistritu | subdistrict administrator |
| suku | <i>suku</i> (average 7 per subdistrict) | xefi suku | <i>suku</i> head |
| aldeia | <i>aldeia</i> (average 6 per <i>suku</i>) | xefi aldeia | <i>aldeia</i> head |

² This is taken from Williams-van Klinken *et al.* (2009). *Tetun for the Justice Sector*. Dili: Timor-Leste Police Development Program and Dili Institute of Technology, and used with permission.

Testu: Parlamentu Nasionál³

Parlamentu Nasionál mak orgaun soberania Repúblika Demokrátika Timor Leste nian nebee reprezenta Timor oan tomak. Orgaun ida nee iha kbiit atu halo lei no atu halo desizaun polítika.

Povu Timor Leste hili Parlamentu Nasionál liu hosi eleisaun nasionál, nebee livre ho segredu. Parlamentu nia mandatu tinan lima. Maibee, se karik mosu krize boot institusionál nian, too parlamentu la bele forma governu ka la bele aprova Orsamentu Jerál Estadu nian, mak Prezidente Repúblika bele hakotu Parlamentu.

Tuir konstituisaun, Parlamentu Nasionál iha deputadu nain 52 too 65.

Iha tinan 2001, povu hili Assembleia Konstituente para desidi konstituisaun RDTL nian. Assembleia nee iha deputadu nain 88. Bainhira Timor Leste hetan restorasaun independénsia iha loron 20 fulan Maiu tinan 2002, Assembleia Konstituente nee fila-an ba Parlamentu Nasionál. Nee mak parlamentu ida primeiru mos iha deputadu nain 88.

Testu: Bandeira Timor Leste

Tuir Konstituisaun Repúblika Demokrátika de Timór Leste", Parte 1, Artigu 15º, bandeira nia kór ida-idak iha nia signifikadu, hanesan tuir mai:

- Kinur: kolonializmu nia ain fatin
- Metan: nakukun no beik laran nebee tenki halakon
- Mean: luta ba libertasaun nasionál
- Mutin: dame



Kostumi

- ❖ At the local level, leaders come from at least three spheres: government, church, and traditional leadership.
- ❖ Senior people in formal positions are often addressed as *senhór/senhora* followed by their position titles. For instance, *senhór presidente*, *senhór primeiru ministru*, *senhora ministra*. You can also talk about them this way when speaking formally. For instance: *Horiseik senhór ministru foo sai dehan ...* ‘Yesterday the minister announced that...’.
- ❖ Timor has a hierarchical society, with status being shown in many ways. For instance, when guests are invited to eat at parties or seminars, the most senior normally goes first. At meetings and seminars, everyone should be in place before the most senior person arrives.

³ This text is based on information the Tetun Wikipedia article on the national parliament, in <http://tet.wikipedia.org/wiki, 9/6/2011>.

Estrutura língua nian

1. *tuir 'according to'*

In Tetun it is not unusual to specify the source of evidence. Here are some common options:

| | |
|------------------------------|-----------------------------------|
| . tuir hau nia hanoin | in my opinion |
| . tuir hau rona | according to what I heard |
| . tuir hau haree | according to what I saw |
| . tuir ema konta | according to what people say/said |
| . ba hau | as for me |
| . hau haree ho matan | I saw it with my own eyes |

For example:

| | |
|---|--|
| . Hau la <u>haree ho matan</u>, maibee <u>tuir hau rona</u>, Miguel mak baku uluk Pedro. | I didn't see it myself, but according to what I heard, it was Miguel who bashed Pedro first. |
| . Sosiedade sivil <u>tuir hau nia hanoin</u> mak nee: NGO sira, estudante sira, ... | Civil society, in my opinion, consists of the following: the NGOs, the students, ... |

2. *tuir lo-loos, tuir loos 'in fact, should; correctly'*

At the beginning of a sentence, *tuir lo-loos* or *tuir loos* mean 'in fact, it should be the case that'. They introduce something which 'should' be true, but usually isn't.

| | |
|---|---|
| . <u>Tuir loos</u>, ami too ona Los Palos, maibee roda kuak besik Baucau. | We should have already arrived in Los Palos, but we had a flat tyre near Baucau. |
| . <u>Tuir lo-loos</u> nia la iha direitu atu tama fatin lulik nee. Maibee nia tama deit. | In fact he didn't have the right to enter this sacred place. But he went in anyway. |
| . <u>Tuir lo-loos</u>, daun nee tenki uza dala ida deit, la bele dala rua. | You should use needles (for injections) only once, not twice. |

After a verb, *tuir lo-loos* or *tuir loos* mean 'correctly'.

| | |
|--|---|
| . Nia foo susubeen lata la <u>tuir lo-loos</u>, halo nia oan kabun moras. | She gave tinned milk not according to the specifications, so giving her child a tummy ache. |
|--|---|

3. 'before'

There are several options for translating 'before'. One is the Portuguese loan *antes*. (Some more Portuguese-influenced speakers also use *antes de*.)

| | |
|---|---|
| . <u>Antes</u> labarik atu haan, diak liu foo hariis tiha kedan. | It is better to bathe the child before he/she eats. |
| . Sira foo treinu ba staf votasaun hotu <u>antes</u> loron votasaun. | They trained all the polling staff before election day. |
| . <u>Antes de</u> funu tama, ami halai hotu ba Darwin. | Before the war erupted, we all escaped to Darwin. |

Molok is used mainly in liturgical Tetun and other formal contexts. It is usually used when there is only a short time between the two events (i.e. for ‘just before’, not ‘long before’).

- | | |
|---|--|
| . <u>Molok</u> koalia, imi tenki hanoin lai! | Before speaking, you must think! |
| . <u>Molok</u> atu haan, ita sei reza lai. | Before we eat, let us pray. |
| . <u>Molok</u> konsulta populár, ami nia lider sira halao kampanha. | Before the popular consultation (on independence in 1999), our leaders campaigned. |
| . O loro-loron tenki kose nehan dala rua, dadeer ho <u>molok</u> atu toba. | Every day you must brush your teeth twice, in the morning and before going to bed. |

Another option is to use *seidauk* ‘not yet’ in the ‘before’ clause:

- | | |
|--|---|
| . Mestri <u>seidauk</u> too eskola, diretór eskola hein kedas nia iha sala laran. | Before the teacher had arrived at school, the headmaster was already waiting for him in the schoolroom. |
| . Bainhira problema nee <u>seidauk</u> rezolve, imi la bele koalia barak. | Before the problem is resolved (or: While the problem isn’t yet resolved), you mustn’t speak much (i.e. mustn’t gossip about it.) |

In spoken Tetun, however, these terms are not used as often as English ‘before’ is. One reason is that ‘before’ lets us talk about events in the reverse order to that in which they happened. For instance, ‘Before going to school, I dropped in on grandma’ mentions school first even though the visit to grandma occurred first. In spoken Tetun such reordering is uncommon. You normally relate events in the order in which they happened; e.g. *Hau ohin baa vizita avoo lai, mak foin baa eskola.*

This is also why, when recounting events in the reverse order, people often use two different ways to show that the events are told out of order. As you can see in the examples above, when the first clause uses *molok* or *antes* ‘before’, the other sometimes uses *lai*, *kedas* or *ona* to show that those events have already happened.

4. ‘after’

In English it is common to say that something happened ‘after’ something else. As noted above, in Tetun it is much more common to say that the first event happened, and then the second.

The following are some ways of saying ‘after’. These are relatively uncommon, however, and still require that the events are specified in the order in which they happen. One option is to use *liu* or *liu tiha*. Another, sometimes used in formal contexts, is the Portuguese loan *depois de* ‘after’ followed by a noun phrase. A third, more common, option, is *tiha*, which is illustrated in chapters 21 and 44.

- | | |
|--|------------------------------------|
| . Depois de loron tolu, ami baa Suai. | After three days, we went to Suai. |
| . Loron tolu liu tiha, ami baa Suai. | After three days, we went to Suai. |
| . Liu tiha loron tolu, ami baa Suai. | After three days, we went to Suai. |

Terms of address

You have already learned a number of common terms of address. Here are some more.

| | |
|-------------------------|---|
| amu | Sir, Father – to address priests and bishops. In some parts of rural East Timor, people also use it to address <i>liurai</i> , and in some parts people use it as a term of endearment similar to <i>anoo</i> and <i>anoi</i> . |
| amu bispu | Sir, Father – to address bishops. |
| anoi, noi | lassie – to address young girls, or women considerably younger than oneself; it is affectionate. |
| anoo | laddie – to address young boys, or men considerably younger than oneself; it is affectionate. For instance, you can use it to address young shop assistants or waiters. |
| avoo | grandparent – this can be used for men or women much older than oneself. |
| don | Sir – used in conjunction with a Christian name, for bishops and senior <i>liurai</i> . |
| dona | Mrs – used as a respectful title in conjunction with a Christian name, for married women. |
| doutór / doutora | doctor – to address medical doctors (male/female); people with PhDs, and sometimes also used with a Christian name for people with senior positions. |
| irmaan | Sister - In the Catholic church, it is used to address religious, especially those who are not yet nuns. In the Protestant church it is used for all women. It is also used in formal contexts such as meetings to address any participating woman. |
| irmaun | Brother – In the Catholic church, it is used to address religious, especially those who are not priests; in the Protestant church it is used for all men; it is also used in formal contexts such as meetings. |
| madre | Mother – to address nuns. |
| padre | Father – to address priests. |
| sua eselénsia | Your Excellency – used in formal meetings and ceremonies to address senior dignitaries such as the president. |

In addition to the terms of address above, it is common to address people in some professions by their work titles. These include the following; women are addressed with *senhora* rather than *senhór*:

| | |
|---------------------------------|--|
| senhór presidente | president (of the country, or of parliament) |
| senhór primeiru ministru | prime minister |
| senhór ambaxadór | ambassador |
| senhór reitor | rector (of university) |
| mestri / mestra | teacher (male / female) |
| doutór / doutora | doctor (male / female) |
| amu liurai | <i>liurai</i> (traditional ruler) |

***Inu nasionál* (National anthem)**

Pátria" ("Fatherland") is the national anthem of the Democratic Republic of East Timor. It was first used on 28 November, 1975 when East Timor unilaterally declared independence from Portugal, shortly before the Indonesian invasion on 7 December.

Following Indonesia's withdrawal and the transition to independence under UN administration, it was adopted as the national anthem on independence on 20 May, 2002.

The music was composed by Afonso de Araujo, and the words were written by the poet Francisco Borja da Costa, who was killed on the day of the invasion. It is sung in Portuguese. The first verse is as follows:⁴

Pátria, Pátria, Timor-Leste, nossa Nação.
Glória ao povo e aos heróis da nossa libertação.
Pátria, Pátria, Timor-Leste, nossa Nação.
Glória ao povo e aos heróis da nossa libertação.
Vencemos o colonialismo, gritamos:
abaixo o imperialismo.
Terra livre, povo livre,
não, não, não à exploração.
Avante unidos firmes e decididos.
Na luta contra o imperialismo
o inimigo dos povos, até à vitória final.
Pelo caminho da revolução.

English translation:

Fatherland, fatherland, East Timor our Nation
Glory to the people and to the heroes of our liberation
Fatherland, fatherland, East Timor our Nation
Glory to the people and to the heroes of our liberation
We vanquish colonialism, we cry:
down with imperialism!
Free land, free people,
no, no, no to exploitation.
Let us go forward, united, firm and determined
In the struggle against imperialism,
the enemy of people, until the final victory,
onward to revolution.

⁴ Anthem, translation and comments are taken from the "Pátria" article in Wikipedia.

39. Halo uma (*Building*)



Objetivu

In this chapter you will learn to:

- Talk about building
- Express order ('first', etc.)
- Use *kedas* 'in advance'
- Use progressive *dadauk* and *la bele ... lai* 'don't yet'

Liafuan foun

Concentrate on learning the verbs and adjectives, since most are commonly used even outside of the building industry.

Transitive verbs

| | |
|--------------------|---|
| augmenta | increase, add more |
| dada | pull |
| dada ahi | connect up to electricity |
| dada bee | connect up to water source; pump water |
| dudu | push |
| enxi | fill up with (e.g. petrol, water, dirt) |
| fera | split |
| futu | tie up into a bundle |
| hada | stack, lay (bricks) |
| harii | set up, raise (to vertical); establish |
| hiit | lift by strap or handle |
| kahur | mix |
| lalin | ferry |
| liga | relate to, connect with, join |
| monta | set up, install, assemble |
| nahe | spread out (over a flat surface); lay (tiles, cement) |
| pinta | paint (wall/picture), draw (picture) |
| prega | nail |
| reboka | plaster (a wall) |
| rehab (I) | rehabilitate, reconstruct (buildings) |
| sobu | take to pieces, demolish |
| sukat | measure |
| suru | scoop, ladle, shovel, dish up |
| taa | chop |
| taka kaleen | put on a tin roof |
| tetu | weigh |
| tutan | join shorter pieces to make one long piece |

Intransitive verbs/adjectives

| | |
|--------------|---|
| ikus | last |
| lahuk | disintegrating (of wood caused by insect pests, of metal due to extensive rust) |
| mahar | thick (mainly of flat or thread-like objects, such as cloth, books or hair) |
| mihis | thin (mainly of flat or thread-like objects) |

| | |
|---------------|-------------------------------------|
| mamuk | empty |
| nakonu | full |
| natoon | enough, of the right size, fit well |

Other

| | |
|---------------------------|---|
| ikus mai | in the end, finally now |
| kedas, kedan | in advance |
| keta lai | do not yet (do whatever is being suggested) |
| dadauk, dadaun | PROGRESSIVE |
| agora dadauk (nee) | these days |
| foin dadauk (nee) | recently, a very short time ago |

Tools

| | |
|----------------|--|
| alkati | pliers |
| baliun | axe |
| kadoo | saw (tool); <i>Verb</i> saw (wood, etc.) |
| kanuru | spoon; shovel, spade, trowel |
| martelu | hammer |
| xavi | key, spanner |
| xafenda | screwdriver |



Materials

| | |
|-------------------|---|
| ai | wood, timber; plant |
| ai kabelak | plank, board |
| azuleju | glazed tile |
| bebak | palm-leaf stalk (used to build walls) |
| besi | iron, metal |
| blok (I) | cement block |
| fatuk | rock, stone |
| kaleen | roofing iron, tin can |
| masa | wet cement mixture; dough; grease; hard plastic |
| materiál | materials (e.g. for building), equipment |
| piku | prefabricated panel made of <i>bebak</i> |
| pregu | metal nail |
| raihenek | sand |
| sementi | cement |
| tinta | ink, paint, dye |
| vidru | glass |



Komentáriu kona ba liafuan foun

- ❖ *Rai*: Some people distinguish between *hau nia rai* ‘my land (e.g. *rain* ‘my country/region (e.g. Timor, Same)’, with the final ‘n’ being a remnant of a Tetun Terik marker of possession. This final ‘n’ is only added when the noun is possessed; e.g. you can’t say **Rain nee kapaas*.
- ❖ *Lalin* means to transfer people or things somewhere, by making repeated trips to fetch more. For instance, one can *lalin ema ba festa* ‘give some of the group a lift to the party, then go back and fetch more’, or *lalin bee ba uma* ‘make repeated trips to fetch water’.
- ❖ *Nakonu* ‘full’: In English, a container is ‘full’. In Tetun, it is the contents of the container that are *nakonu*.
 - (*Tanki nee, bee nakonu*. ‘The tank is full (of water).’

- *(Iha sala laran), ema nakonu.* ‘The hall was full (of people).’
- ❖ *Nakon ho:* A container can be *nakon ho* ‘full of’ something; in this case, however, the contents are usually surprising; for instance, a petrol tank may be *nakon ho foer* ‘full of dirt’, but not **nakonu ho gazolina* ‘full of petrol’.
- ❖ *Ikus mai* contrasts ‘these days’ with the past:
 - *Momentu nebaa, nia membru CNRM, nebee ikus mai naran CNRT* ‘At that time he was a member of CNRM, which these days is called CNRT.’
 - *Sira bosok povu atu hili sira; ikus mai haluha povu, tebe povu ba dook.* ‘They tricked the people into choosing them (as leaders), but in the end forgot the people, and kicked the people far from them.’

Diálogu

Hadia sentina

Fulan oin Anico sira atu simu bainaka hosi Fransa. Sentina ho hariis fatin aat ona. Nunee nia baa bolu badaen atu hadia.

Anico: **Bondia xefi. Diak ka lae?**

Maukiak: **Hau diak. Imi mak xefi! Nusaa? Presiza buat ruma?**

Anico: **Hau mai husu ita boot atu halo lai servisu oan-ida.**

Maukiak: **Servisu saida?**

Anico: **Hau nia hariis fatin ho sentina aat ona. Presiza hadia fali. Bele ka lae?**

Maukiak: **Hadia oinsaa?**

Anico: **Tenki kee fali rai kuak foun, tanba rai kuak ida uluk nakonu ona. Hau mos hakarak hada fali blok i nahe azuleju.**

Maukiak: **Reboka ka lae?**

Anico: **Reboka, maibee laran deit. Liur keta lai, tanba osan seidak too.**

Maukiak: **Se materiál kompletu ona, ita bele hahuu aban. Maibee tenki buka ema ida atu ajuda hau hodi kedok masa, kee rai kuak i foti blok.**

Anico: **Atu ajuda, ema iha. Hau nia oan sira bele, tanba oras nee sira feriadu hela. Entaun maka nee deit, aban maka ita hasoru malu iha Kulu Hun. Até amanhá. Baa sedu ee!**

Maukiak: **Konfia maun! Até amanhá.**

Next month Anico’s family are getting a visitor from France. Their toilet and bathroom are no longer usable. So he goes and calls a tradesman to fix them.

Good morning boss. How are you?

I’m well. You are the boss! What’s up? Do you need something?

I came to ask you to do a small job soon.

What job?

My bathroom and toilet are out of order.

They need to be fixed. Can you do it?

How does it need to be fixed?

A new hole needs to be dug, because the old hole is now full. I also want to put up a cement-block wall, and also lay tiles (on the floor).

Do you want to plaster (the walls)?

I want it plastered, but only inside. The outside can wait, because I don’t have enough money yet.

If you have the materials already, we can start tomorrow. But we must look for someone to help me mix cement, dig the hole and lift the cement blocks.

We have someone to help. My sons (lit. ‘children’) can, because at present they are on holidays. So, that’s all, tomorrow we’ll meet in Kulu Hun. See you tomorrow. Go early, won’t you!

Trust me, brother! See you tomorrow.

Komentáriu kona ba diálogu

- ❖ In Anico's final statement, he says *Baa sedu, ee*. This final *ee* is common in informal warnings and instructions that are at the same time friendly and serious.

Estrutura língua nian

1. Ordinal numbers and alternatives

There are no native Tetun ordinal numbers ('first', 'second', etc.)

For low ordinal numbers (usually only up to 'second' or 'third'), Portuguese loans are often used. The forms ending in 'u' below are masculine. The corresponding feminine forms end in 'a'; these tend to be used in fixed feminine-gender expressions from Portuguese; e.g. *primeira dama* 'first lady', *primeira komunhaun* 'first communion', *segunda leitura* 'second reading'.

| | |
|-----------------|--------|
| primeiru | first |
| segundu | second |
| terseiru | third |
| kuartu | fourth |
| kintu | fifth |

The ordinal number can follow the noun using the Tetun order (e.g. *faze primeiru* 'first phase'); in this case the masculine version of the ordinal number (ending in 'u') is used. Alternatively, when combined with Portuguese nouns, the Portuguese order of number-noun is often used (e.g. *primeira faze* 'first phase'); in this case, the ordinal number normally agrees with the Portuguese gender of the noun (final 'a' for feminine nouns, and final 'u' for masculine ones).

- . **Departementu finansas hatama ona relatóriu ba trimestre primeiru, maibee ba trimestre segundu ho terseiru seidak.** The finance department have submitted the report for the first quarter, but not yet for the second and third quarters.
- . **Eleisaun segundu ronde mos lao ho diak.** The second round of the elections also went well.
- . **Iha segunda gera mundiál, povu Timor mate barak tanba ajuda tropas Austrália.** In the Second World War, many Timorese died because they helped the Australian soldiers.

Some people use the Indonesian ordinal numbers. 'First' is *pertama*. For the rest, simply add the prefix *ke-* to the Indonesian number; e.g. *kedua* 'second', *ketiga* 'third', *kelima* 'fifth'.

When talking about things that happen repeatedly, such as annual conferences or daily newspaper editions, you can also use *ba dala ...* 'for the ...th time'. In this system, *ba dala uluk* is 'first, for the first time', *ba dala ikus* is 'last, for the last time', and for anything else, you use a number; e.g. *ba dala rua* is 'second, for the second time'. This construction is rather formal.

- . **Ita koalialleur ona kona ba asuntu ida nee iha ita nia reuniaun ba dala uluk.** We have already spoken at length about this subject in our first meeting.
- . **Ba dala tolu Jesus husu, "Simão, o hadomi hau?"** For the third time Jesus asked, "Simão, do you love me?"

For 'the first time', some people use *primeira vés* (lit. 'first time' in Portuguese).

- . **Hau foin primeira vés mai iha Dili.** I've come to Dili for only the first time.

Other ways of expressing order are to identify who is ‘first’, and then describe the second as *tuur* ‘following’ the first.

- . **Kuda haat nee ohin halai taru. Hau nian mak uluk. José nian segundu. Tuir fali Martinho nian. Ikus liu mak Edmundo nian.** The four horses ran a race today. Mine was first (lit. ‘ahead’). José’s was second. Then came Martinho’s. Edmundo’s was last.
- . **Hau nia oan boot mak Jorge. Tuir mai Alexandra. Ida tuir nia mak Edio. Ameu mak ikun.** My oldest child is Jorge. Then is Alexandra. The one after her is Edio. Ameu is the youngest.

2. kedas, kedan ‘in advance’

We noted in an earlier lesson that *kedas* or *kedan* can mean ‘immediately’. It can alternatively indicate that an activity is done on purpose, in preparation for some other event.

- . **Antes labarik atu haan, diak liu foo hariis tiha kedan.** Before the child is going to eat, it is better to bathe him/her.
- . **Sasaan sira nee, ita tenki prepara kedas, molok kareta too mai.** You must prepare these things in advance, before the vehicle arrives.
- . **Hau tein kedas, para orsida ita fila mai, bele haan deit.** I’ll cook now (before we go), so that when we come back later, we can just eat.

3. dadauk progressive aspect

Dadauk comes immediately after a verb, to mark progressive aspect; that is, it indicates that the activity is taking place at the time you are talking about. This word is also pronounced *dadaun*, *dadauk* or *dadaun*.

- . **Sira tuun dadauk hosi foho.** They are coming down the mountain.
- . **Hau tuur hela, nia lao dadauk mai.** As I was sitting, he was walking towards me.
- . **Ami hein rezultadu hosi kongresu nebee lao dadaun.** We are waiting for the results of the congress that is currently running.
- . **Hau fasi dadauk ropa, labarik mos hadeer.** While I was doing the washing, the child woke up.

Dadauk is a lot like *hela*. There is however a difference, in that *hela* merely indicates that the activity is happening, while *dadauk* seems to imply that the activity is progressing towards an end-point. Hence *dadauk* is more likely to be used with expressions like *tuun hosi foho* (an activity which finishes on reaching the bottom of the hill), or *kongresu lao* (which finishes when the conference finishes), than with just plain *tuur* or *lao* (which could potentially go on and on).

4. la bele ... lai ‘do not yet’

La bele ... lai is a polite way of giving a temporary prohibition.

- . **La bele para lai.** Don’t stop yet.
- . **Ropa nee la bele uza lai, tanba sei bokon hela.** You can’t use these clothes yet, as they are still wet.
- . **La bele haan dosi nee lai; orsida bainaka mai mak ita haan.** Don’t eat this cake yet; only later when the visitors come will we eat it.

Cognate nouns and adjectives ending in -ál

| <u>Portuguese loan</u> | <u>English</u> |
|-------------------------------|----------------------------------|
| <i>Nouns</i> | |
| kapitál | capital |
| katedrál | cathedral |
| manuál | manual (handbook; not automatic) |
| materiál | materials (equipment) |
| metál | metal |
| terminál | terminal |
| tribunál | tribunal, court |
| <i>Adjectives</i> | |
| artifisiál | artificial |
| eleitorál | electoral |
| finál | final |
| formál | formal |
| fundamentál | fundamental |
| ilegál | illegal |
| imparsiál | impartial |
| internasionál | international |
| judisiál | judicial |
| legál | legal |
| lokál | local |
| manuál | manual |
| nasionál | national |
| naturál | natural |
| ofisiál | official |
| orijinál | original |
| orizontál | horizontal |
| plurál | plural |
| prezidensiál | presidential |
| prinsipál | principal |
| rejonál | regional |
| sentrá | central |
| totál | total |
| tradisionál | traditional |
| universál | universal |
| vertikál | vertical |

The Portuguese plural of nouns and adjectives ending in *-ál* normally ends in *-ais* (e.g. Portuguese *catedral* ‘cathedral’ – *catedrais* ‘cathedrals’; *nacional* – *nacionais* ‘national’ (plural, used when the adjective modifies a plural noun)). Although many Timorese dislike the use of Portuguese plurals in Tetun, it does occur.

40. Marka enkontru (*Making appointments*)

Objetivu

In this chapter you will learn to:

- Set up appointments, and discuss schedules
- Express commands and invitations appropriately to the context
- Express 'each' using *ida-idak*, *kada* or repetition
- Create relative clauses introduced by *ke* or *be*
- Express approximation



Liafuan foun

Nouns

| | |
|------------------|--|
| audiénsia | hearing, audience (with a senior person) |
| objetivu | objective, purpose, goal |
| oráriu | schedule, timetable |
| parte | part, section |
| pasiénsia | patience; that's life |
| programa | policy, plan, program |

Transitive verbs

| | |
|----------------------|--|
| aprezenta | present (e.g. a report), introduce (a person) |
| aprezenta aan | introduce yourself |
| hameno | request (someone to do something); order (goods) |
| konfirma | confirm |
| konsege | manage to, succeed in doing |
| marka | mark, put a mark on; set a date/time |
| muda | move, shift |
| prenxe | fill in (a form) |
| tenta | try; tempt |

Intransitive verbs/adjectives

| | |
|---------------|---------------|
| atraza | late, delayed |
|---------------|---------------|

Other

| | |
|-----------------|--|
| afinál | in fact (introduces a surprising conclusion) |
| lo-loos | exactly |
| ida-idak | each, every |
| kada | each, every |
| be | who, which, ... (RELATIVE CLAUSE MARKER) |
| ke | who, which, ... (RELATIVE CLAUSE MARKER) |



Komentáriu kona ba liafuan foun

❖ *Aprezenta* 'present':

- *Nia lori problema nee baa prezenta iha polisia* 'He went and reported this problem to the police.'

- *Sábadu liu ba, xefi bolu staf foun, dehan Segunda nia tenki baa apresenta aan iha kantor.* ‘Last Saturday, the boss called a new staff member and said that on Monday he had to present himself at the office (to start work).’
- *Senhór António, nudar xefi foun, apresenta nia aan ba staf sira.* ‘Mr António, as the new boss, (formally) introduced himself to the staff.’
- ❖ *Pasiénsia* (or *pasénsia*): This is a Portuguese loan meaning ‘patience’. It is also used to encourage acceptance of situations where something has to be done or put up with, although one may not like it. In these cases an English (or at least Australian) speaker might say ‘That’s life’, or ‘Put up with it.’
- ❖ *Konsege* ‘manage to, succeed in doing’:
 - *Horiseik ami iha enkontru komesa dadeer too meiodia, la iha rezultadu. Depois, too tuku lima besik atu remata mak foin ami konsege hetan solusaun ida diak.* ‘Yesterday we had a meeting from morning til noon, without result. Then, when it got to five o’clock and we were about to finish, only then did we reach a good solution.’
 - *Ema barak mate. Iha mos ema kanek nain hitu mak ami konsege lori ba ospital, maski dook.* ‘Many people died. There were also seven injured people whom we managed to take to hospital, even though it was a long way.’
- ❖ *Muda* means ‘move, shift, change’. It can be used for a wide range of changes, including:
 - shift location: *Sira muda ba Ainaro* ‘They shifted (moved house) to Ainaro.’
 - change a schedule or appointment: *muda oráriu* ‘change the schedule (postpone/bring forward)’.
 - change one’s opinion or position on a matter: *Amérika muda nia pozisaun kona ba Timor* ‘America changed its position on (East) Timor.’
 - shift language: *Ami muda ami nia lian ofisiál ba Portugés* ‘We changed our official language over to Portuguese.’
- ❖ *Hameno* includes ‘order (goods)’ and ‘request/arrange (someone to do something)’:
 - *Bainrua hau nia katuas-oan halo tinan; ohin hau baa kedas loja Aru, hameno kék ida hakerek “Happy Birthday”* ‘Two days’ time is my husband’s birthday. Today I went to the Aru shop and ordered an iced cake with “Happy Birthday” written on it.’
 - *Horiseik hau hameno karpinteiru Santa Cruz halo meza servisu nian* ‘Yesterday I arranged for the Santa Cruz carpenter to make a desk.’
 - *Ohin amaa hameno katak tuku haat o tenki baa kore bibi lori mai* ‘Mum said that at four o’clock you must go and untie the goat and bring it here.’
 - *Sira hameno malu atu hasoru malu aban lokraik* ‘They arranged together to meet tomorrow afternoon.’
- ❖ *Marka* includes putting a mark on something (e.g. *marka surat vota* ‘place a mark on the ballot paper’) and setting a time for something (e.g. *Ita marka ba aban, Senhora mai haan iha nee* ‘We’ll make it that tomorrow you come and eat here’). *Marka enkontru* is ‘make an appointment’; a high-level equivalent is *marka audiénsia*, which could formally describe making an appointment with a senior person. *Marka prezensa* is a formal way of saying ‘be present (e.g. at a meeting)’.

- ❖ *Afinál* introduces a statement which is surprising in light of the previous one. In English it is sometimes translatable by ‘in fact; however it turns out that; in the end’.
- *Hau hanoin katak nia la mai. Afinál mai.* ‘I didn’t think he would come, but in the end he did.’
- *Ohin hau buka o tuun-sae; afinál o halimar hela iha nee!* ‘I’ve looked for you everywhere, and it turns out you were relaxing here (e.g. at home, where I started from)!’
- *Hau hanoin ita hatene buat barak. Afinál o beik liu fali hau!* ‘I thought you knew a lot. But it turns out you are more ignorant than I am!’

Diálogu

Marka audiénsia

Tuku sia ho balu, Cidalia baa iha ministériu justisa, tanba nia hakarak atu hasoru ministru. Nia koalia lai ho ministru nia sekretária, naran Mize.

Cidalia: Bondia. Hau naran Cidalia, voluntáriu hosi Cruz Vermelha de Timor Leste. Hau hakarak hasoru ho senhór ministru.

Mize: Ita marka ona audiénsia ho senhór ministru ka, seidak?

Cidalia: Seidak.

Mize: Entaun, ita prenxe lai formuláriu audiénsia nian, hakerek ita nia objetivu.

Cidalia prenxe tiha formuláriu, nia husu ba Mize:

Cidalia: Hau bele hasoru senhór ministru agora ka?

Mize: Agora senhór sei enkontru hela, i hau la hatene lo-loos, enkontru nee hotu tuku hira. Se urjente karik, ita boot bele hein too nia sai mai. Se lae, senhór bele simu ita bainrua, iha tuku tolu lokraik. Bele ka lae?

Cidalia: Deskulpa. Hau iha tiha ona programa ba bainrua. Hau bele marka ba lora seluk ka?

Mize: Bele. Sesta agora, tuku rua oinsaa?

Cidalia: Diak, obrigada, mana. Até Sesta.

At half past nine, Cidalia goes to the ministry of justice, because she wants to meet the minister. She first talks with the minister’s secretary, named Mize.

Good morning. My name is Cidalia, a volunteer from the Timor Leste Red Cross. I would like to meet with the minister.

Have you already made an appointment with him?

Not yet.

In that case, fill in the appointment form, stating your purpose.

After Cidalia has filled in the form, she asks Mize:

Could I meet the minister now?

He is currently in a meeting, and I don’t know exactly when it will finish. If it is urgent, you can wait until he comes out. If not, he can see you the day after tomorrow, at three o’clock in the afternoon. Is that suitable for you?

Sorry. I already have something on the day after tomorrow. Can I make an appointment for another day?

Sure. How is this Friday, at two o’clock.

Good, thanks, sister. See you Friday.

Estrutura língua nian

1. Commands and invitations revisited

You will by now have noticed many special markers that tend to be used in commands and invitations. There are differences between them, which we will here try to clarify a little.

One set of markers is used when you ask someone else to do something. For instance, to ask someone to take a seat, you can say any of the following. In many cases, of course, you would add a term of address like *senhór*, *tiu* or *mana*. In more formal contexts you can also preface it with an expression like *favór ida* or *halo favór* ‘please’.

- . **Tuur lai.** This is sometimes translated ‘sit first’, since it means you are asking the person to sit for a while before doing something else. For instance, if a visitor standing at the door says he needs to go, you could suggest *Tuur lai* to indicate ‘Sit a while (then you can go).’ *Lai* suggests this is only a temporary invitation or imposition, and is negotiable.
- . **Tuur ona.** This is insistent, with *ona* indicating ‘do it now’. For instance, if a child has refused to sit, and the parents are getting impatient, they may say *Tuur ona* ‘Sit down right now.’ Other than in such contexts, *ona* is not used much in commands.
- . **Tuur ba.** This indicates that you as the speaker will not sit with the people you are addressing. It can be used to informally give permission; for instance, if a visitor asks whether he can take a piece of fruit, you may say *Haan ba, la bele moe!* ‘Eat up, don’t be shy!’
However, this *ba* can also be used if the person is already sitting, and you are giving them your ‘blessing’ to continue in that position while you yourself go somewhere else. For instance, *Senhora sira tuur ba, hau tenki fila ona* ‘You ladies stay seated, I need to go home.’ Or if people invite you to join them eating, you could refuse with *Imi haan ba; hau sei bosu* ‘You eat (without me); I am still full.’
- . **Tuur took.** Have a try. You could for instance say this to encourage someone to test the comfort level of a new chair. *Took* suggests only trying (and not necessarily finishing) something. It is more naturally used with verbs other than *tuur*; e.g. *haan took* ‘have a taste’, *hemu took* ‘have a taste (of a drink)’, *husu took* ‘try asking’, *loke took* ‘open it and see’.
- . **Tama mai.** With verbs of motion, you can add *ba* (for motion away from the speaker) or *mai* (for motion towards the speaker). Such phrases are polite, even though there is no subsequent marker like *tiha*, *lai* or *took*.
- . **Tuur.** A single verb on its own is either abrupt and impolite, or ‘foreigner-ese’.

With suggestions to do something together, the options are somewhat different than if you are telling the other person to do something. All the options below are polite. (You cannot really use a bare **Ita haan*, nor **Ita haan tiha*).

- . **Ita haan lai.** Let’s eat first (before doing something else).
- . **Ita haan ona.** Let’s eat now.
- . **Mai ita haan.** Let’s eat now.
- . **Mai ita haan ona.** Let’s eat now.

2. *ida-idak, kada, repetition 'each'*

There are several ways to say 'each, every'.

Ida-idak 'each' is used almost exclusively in the context of possession, where 'each' person has their own possession. *Ida-idak* can modify a preceding noun (e.g. *suku ida-idak* 'each ethnic group').

- | | |
|--|--|
| . Suku <u>ida-idak</u> iha nia língua. | Each ethnic group has its own language. |
| . Iha kampu refujiadu, ami <u>ida-idak</u> tenki baa buka nia hakaan rasik. | In the refugee camp, each of us had to go and seek our own food. |

Alternatively, if people already know what you are talking about, *ida-idak* can stand on its own to mean 'each one'.

- | | |
|---|--|
| . <u>Ida-idak</u> tuir nia hakarak. | Each one acts according to his/her own wishes. |
| . Matak <u>ida-idak</u> nian, tasak ita hotu nian. | Raw it belongs to each person individually; cooked it belongs to us all together. (This is a saying meaning: Each one contributes, all share the results.) |

An alternative is the Portuguese loan *kada*, which precedes the noun just as it does in Portuguese. It is much more common in formal than informal contexts, and quite often co-occurs with *ida* 'one' to show that 'each one' is meant.

- | | |
|---|---|
| . Iha mestri nain haat. <u>Kada</u> mestri ida hanorin estudante nain tolu-nulu. | There are four teachers. Each teacher teaches thirty students. |
| . <u>Kada</u> uma kain ida iha direitu simu foos kilu sanulu. | Each household has the right to receive ten kilograms of rice. |
| . Iha <u>kada</u> distritu, <u>kada</u> sub-distritu, ita bele loke sentru juventude ida. | In each district, (in) each sub-district, we can open a youth centre. |

To indicate 'every' for units of time, repeat the unit (e.g. *Domingu-Domingu* 'every Sunday').

3. *Relative clauses with ke or be*

You have already learned to make relative clauses with *nebee* or *nebee mak*:

- | | |
|---|---|
| . Ami <u>nebee</u> hatene Portugés mak hanorin fali kolega sira seluk. | It was those of us who knew Portuguese who taught it to our other colleagues. |
| . Nia hamriik besik kareta <u>nebee mak</u> ami atu sae. | He stood close to the car which we were about to get into. |

While *nebee* is the most common word for introducing relative clauses in speaking, there are other alternatives. The Portuguese loan *ke* is used by some people in speaking, but seldom in writing. Some combine *nebee ke*.

- | | |
|---|---|
| . La iha buat ida <u>ke</u> nia la bele halo. | There's nothing he cannot do. |
| . Feto balu <u>ke</u> uluk luta iha rezisténsia, agora tama ona parlamentu. | Some women who in the past worked hard in the resistance movement, have now gone into parliament. |
| . La bele taka matan ba kolega sira <u>nebee ke</u> lakon sira nia vida iha tempu rezisténsia. | Don't close your eyes to our friends who have lost their lives during the resistance period. |
| . Língua ida <u>nebee ke</u> uza iha diskusaun nee mak lian Indonézia. | The language which was used in this discussion was Indonesian. |

The other alternative, *be*, is more common in church and in some formal writing. Relative clauses which start with *be* are often followed by *nee*.

- | | |
|--|---|
| <ul style="list-style-type: none"> . Mesias sei mai, <u>Ida be naran Kristu.</u> . Sira lori ema <u>be uluk matan delek nee ba Farizeu sira.</u> | <p>The Messiah will come, the One called Christ.</p> <p>They took the person who used to be blind to the Pharisees.</p> |
|--|---|

4. Approximation

Approximate numbers can be expressed in various ways:

- | | |
|---|---|
| <ul style="list-style-type: none"> . Nia mai tuku tolu <u>hanesan nee.</u> . Ema sira nee <u>kala rihun lima hanesan nee.</u> . Operasaun ida nee halao <u>maizoumenus minutu tolu-nulu.</u> . Ami hela iha nee tinan rua-nulu <u>resin ona.</u> . Nia hela iha nebaa loron <u>ida-rua deit.</u> . Prosesu nee sei lori tan semana <u>rua ka tolu.</u> . Ema <u>atus ba atus</u> mak haree joga bola iha <u>estádiun horiseik.</u> . Ema <u>rihun ba rihun</u> mai tuir misa iha <u>dozi de Outubru bainhira amu papa mai.</u> . Horiseik ami baa haree <u>motokrós, iha ema rihun-rahun.</u> | <p>He came at about three o'clock.</p> <p>The people numbered about five thousand.</p> <p>This operation takes about thirty minutes.</p> <p>We have lived here for over twenty years.</p> <p>He stayed there only a day or two.</p> <p>This process will take another two or three weeks.</p> <p>There were hundreds of people watching the football in the stadium yesterday.</p> <p>Thousands of people attended the mass on the 12th of October when the Pope came (in 1989).</p> <p>Yesterday when we went to see the motor cross, there were thousands of people! (slang)</p> |
|---|---|

Another expression on the pattern of *atus ba atus* 'hundreds' and *rihun ba rihun* 'thousands' is *tokon ba tokon* 'zillions, numerous'.¹

¹ Some people consider *tokon* to mean 'million'; for most it only occurs in this expression.

41. Enkontru (*Meetings*)



Objetivu

In this chapter you will learn to:

- Participate in meetings: open a meeting, close it, ask a question, agree or disagree with a previous speaker, and conclude a discussion.
- Express ‘There are many who...’
- Recognise verb-subject clauses, and when they can be used
- Use *hodi* ‘in order to/and’
- Express comparisons using *liu...duké*.
- Use *hela* ‘stay’ after transfer verbs to mean ‘and it stays there’.

Liafuan foun

Note that many of the words in the list below, though used in formal contexts, are uncommon in informal conversation, and not necessarily widely known.

Nouns

| | |
|------------------------------|---------------------------------|
| abertura | opening (of meeting...) |
| ajenda | agenda |
| asuntu | topic (of discussion), issue |
| avizu | notice, announcement |
| debate | debate; <i>Verb</i> debate |
| ezemplu | example |
| komentáriu | comment |
| mensajen | message |
| pergunta ¹ | question (in formal context) |
| polítika | policy; politics |
| pontu | point; stitch |
| portavós | spokesperson |
| resposta | reply, response |
| moderador | moderator, chairman/woman |
| rezumu | summary |
| snek (Inglés) | snack (at meeting) |

Examples

| | |
|----------------------------|---------------------------------|
| halo abertura ba... | open (conference...) |
| foti asuntu | raise an issue |
| hatoo/foo avizu | make/post up an announcement |
| avizu sai ona | announcement is made/posted |
| halo/foo k~ | make a comment |
| hatoo mensajen | deliver a message |
| husu/hatoo p~ | ask a question |
| foo resposta ba... | reply to... |
| halo rezumu | summarise |

¹ The Portuguese plural form *perguntas* is often used.

Verbs

| | |
|----------------------|--------------------------|
| akontese | happen |
| mosu | appear, happen |
| aseita | accept, agree to |
| konkorda | assent, agree to |
| hatutan | add to |
| hela | remain |
| loke reuniaun | open a meeting |
| taka reuniaun | close a meeting |
| mehi | dream; <i>Noun</i> dream |
| prontu | ready, prepared |

Other

| | |
|-----------------------|-------------------------------------|
| duké | than (comparison) |
| hodi | so that / and |
| nar-naran deit | any old how, arbitrarily |
| por ezemplu | for example |
| naran katak | on condition that, provided that |
| tuir mai | and next |

Examples

| | |
|-----------------------------|--------------------------------|
| Saida mak akontese? | What happened? |
| Problema barak mosu | Many problems arose. |
| aseita desizaun | accept the decision |
| konkorda ho Sr. José | agree (verbally) with Mr. José |
| konkorda katak... | agree that... |
| hatutan lia | pass on/add to what is said |



| | |
|------------------------------|--------------------------------|
| koalia nar-naran deit | talk nonsense, talk unsuitably |
|------------------------------|--------------------------------|

Komentáriu kona ba liafuan foun

- ❖ *Pontu* ‘point’ includes: full-stop; stitch (in sewing), and:
 - points made during a discussion; e.g. *Hau hakarak hatoo pontu tolu* ‘I wish to make three points.’
 - *pontu de vista* ‘point of view’
- ❖ English ‘snack’ (pronounced ‘snek’ and borrowed via Indonesian) is often used for the snacks which are provided to participants at some meetings and seminars.
- ❖ *Naran katak* ‘provided that, so long as, on condition that’:
 - *Hau la haree hau nia oan nia oin, la buat ida, naran katak bele rona nia lian.* ‘If I don’t see my child, that’s OK, so long as I can hear her voice (e.g. over the telephone).’
 - *O bele baa eskola iha Dili, naran katak estuda halo di-diak.* ‘You can go and study in Dili, provided that study well.’
 - *Hau nia uma aat, la buat ida, naran katak udan la tama.* ‘It doesn’t matter if my house is poor, so long as the rain doesn’t come in.’
- ❖ *Tuir mai* often introduces the next item in a program, such as the next speaker at a funeral, the next player in a game, or the next statistic to be elaborated on from a set of statistics.

Kostumi

- ❖ In meetings, it is impolite to use *imi* to address the other meeting participants. Instead, for plural ‘you’, you can use *ita boot sira*, or expressions such as, *maluk sira*, *senhór sira* ‘gentlemen’, or (for less formal meetings) *maun-alin sira*; e.g. *Maluk sira nia hanoin oinsaa?* ‘What do you all think?’

- ❖ You also cannot refer to fellow participants as *nia*. Instead, where possible use the person's title and name, or simply their title; e.g. *Ohin Senhór Jorge hatete katak...*

Kostumi iha reuniaun boot

- ❖ During the welcoming speech, dignitaries are acknowledged in decreasing order of seniority, and according to a rather fixed formula. In such highly formal contexts, it is common to use the plural forms of Portuguese nouns; e.g. *senhores* 'sirs', *senhoras* 'ladies', *profesores* 'teachers'. For instance: *Senhores deputadus Parlamentu Nasionál, membrus korpu diplomátiku sira hotu no comunidade doadores sira hotu.*
- ❖ Question time: When the floor is opened to questions, the chair asks those who want to raise questions to raise their hands, then selects a predetermined number (e.g. 3 or 5) to ask their questions in order. The questions are only addressed after they have all been asked. Question time is often used by participants to present their own comments. Before starting, questioners commonly state their name and organisation (if the meeting is large), and say something like *Obrigadu ba tempu nebee foo mai hau* 'Thank you for giving me this time/opportunity.' When you have finished expressing your question, say something like *Hau nia pergunta mak nee deit, obrigadu* 'That's my question, thank you.'
- ❖ When disagreeing with a previous speaker, some people first agree with parts of the preceding speakers' views, then state how they disagree or add further thoughts of their own. Of course not everyone is that diplomatic!
- ❖ A speaker can give opinions on many issues at once. It is rude for other meeting participants to interrupt in order to respond to one of the issues. You must wait until the speaker has finished before giving your views.
- ❖ Decisions are not normally taken by vote. Rather, the chair presents the decision after all views have been heard.
- ❖ Before closing the meeting, the chair presents a formal vote of thanks.
- ❖ For a sample meeting invitation and agenda, see chapter 30.

Testu: enkontru kiik

Iha Tibar, senhór António nudar kordenadór ba grupu juventude, halo enkontru hamutuk ho joven sira atu koalia kona ba halo sentina jerál.

Kordenadór loke enkontru

“Botardi ba maluk sira hotu nebee marka prezensa iha fatin ida nee. Hau fiar katak enkontru nee importante tebes ba ita nia comunidade. Hau mos hein katak maluk sira hotu pruntu atu foo sujestaun, atu ita bele hetan rezultadu kapaas.

Iha lokraik kmanek ida nee, ita halibur malu iha nee atu koalia hamutuk, tau ideia hamutuk, tanba xefi suku husu ba ita joven sira atu bele harii sentina jerál ida ba ita nia aldeia. Too agora, povu iha nee seidauk iha sentina diak ida.

Agora hau foo tempu ba maluk sira atu hatoo imi nia hanoin, oinsaa atu realiza mehi nee, oinsaa atu halo ita nia aldeia bele sai diak liu tan.”

Leo foo sujestaun

Leo foti liman hodi dehan,

“Hau konkorda ho ideia nee, tanba ita hotu hatene, povu iha aldeia nee seidak iha sentina ida nebee diak. Nee importante ba ita hotu. Se lae, ema baa sentina nar-naran deit,² bele hamosu moras oi-oin.

Hau nia hanoin, se bele, halo sentina ida nebee modernu; hada blok, tau azuleju, i pinta.”

Filomena suporta Leo nia ideia

“Hau mos aseita ideia nee, tanba povu sei kontenti teb-tebes ho sentina modernu hanesan nee, tanba aban-bainrua se iha turista ruma ka bainaka foun ruma mai, sira mos bele uza sentina ida ke diak.”

Jaime la aseita sujestaun nebee Leo hatoo

“Halo sentina hanesan maun Leo nia hanoin nee, kapaas duni. Maibee halo ida modernu hanesan nee, bele gasta osan barak. I depois, ita mos laduun presiza.

Entaun tuir hau nia hanoin, atu la bele gasta osan barak liu, ita uza deit materiál lokál nebee iha tiha ona, hanesan bebak, tali tahan ho ai. Materiál sira nee la presiza hasai osan hodi hola.”

Madalena mos la suporta Leo nia ideia

Madalena hatutan,

“Hau konkorda ho primu Jaime, tanba razaun rua. Primeiru, atu harii sentina modernu, presiza osan barak hodi sosa materiál, i povu iha nee osan la too. Segundu, ami nia badaen sira hatene halo ho deit bebak ho ai. Maibee kuandu nahe azuleju, ita tenki bolu badaen mai hosi Dili, i selu karun.”

Jovi husu pergunta, i kordenadór hataan

Jovi foti liman hodi dehan,

“Hau iha pergunta ida. Oinsaa, se ita husu kada uma kain ida foo dolar rua hanesan nee? Nunee buat nee hosi ita nia kosar been hotu, i povu hotu sei senti sira mos iha responsabilidade atu kuidadu. Hanesan nee bele ka lae?”

Senhór António hataan,

“Bele. Maibee bainhira iha planu ona mak foin ita bele desidi kona ba osan hira mak ita hakarak hetan hosi uma kain ida-idak.”

Kordenadór halo rezumu

“Se la iha tan pergunta, hau hakarak hatoo ba ita boot sira katak tanba iha opiniaun rua, entaun solusaun mak nee. Diak liu ita koalia lai ho governu lokál ho ONG ruma nebee hakarak ajuda, kona ba oinsaa mak bele hetan osan uitoan. Tanba tuir hau nia hanoin, bainhira ita halo buat ida ba ita nia povu, ita buka atu halo diak kedas, foo kontribuisaun ida nebee iha folin. Laós ohin ita halo, fulan ida ka rua ita sobu fali; nee la bele.”

Kordenadór taka enkontru

“Obrigadu barak ba ita boot sira nia partisipasaun, ho ita boot sira nia sujestaun iha lokraik ida nee.

Iha Tersa oin mai, ita hamutuk fali iha tuku haat. Se bele, mai sedu, la bele tardi. Ita marka ba tuku haat, mai tuku haat, la bele tuku haat ho balu ka tuku lima.”

² *Ema baa sentina nar-naran deit* means they go anywhere, not in any fixed location.

Estrutura língua nian

1. Iha ema barak... ‘There are many people who...’

You have already learned to use *iha* ‘exist’ with a preceding subject:

- | | |
|--------------------|------------------------|
| . Osan la iha. | There is no money. |
| . Problema la iha. | There are no problems. |

Sometimes, however, the thing which exists is referred to after *iha*. This usually occurs if you are talking about something new, that hasn’t been part of the conversation to date. Usually the noun is followed by more information about that person or thing – often the quantity (e.g. *Iha ema balu, Iha buat barak*), and what they do.³

- | | |
|--|--|
| . Se ita fani, ema dehan “ <u>Iha</u> ema ruma temi ita.” | If you sneeze, people say “Someone has said your name.” |
| . Horiseik <u>iha</u> malae ida mai iha uma. | Yesterday there was a foreigner who came to (our) house. |
| . <u>Iha</u> ema balu hemu aimoruk tradisionál para prevene malaria. | There are some people who use traditional medicine to prevent malaria. |
| . Iha <u>buat</u> barak falta. | There are still many things lacking. |
| . Depois komesa <u>iha</u> funu. | Then there started to be war. |

2. Other verb–subject clauses

There are a few other intransitive verbs which can, like *iha*, come before the subject.

- | | |
|---|--|
| . Agora <u>mosu</u> problema barak tebes iha ita nia partidu laran. | Now a great many problems have arisen within our (political) party. |
| . Kuandu inan isin rua tin-tinan, bele <u>akontese</u> problema, hanesan inan raan menus, ... | If a mother is pregnant year after year, problems can occur, such as the mother being anaemic, ... |
| . Agora <u>hela</u> ema ida deit, toos nain nia oan mane. | Now there remained only one person – the farmer’s son. |

Verbs that allow this order include *mosu* ‘appear’, *akontese* ‘happen’, *moris* ‘live’, *hela* ‘remain’ and *falta* ‘be absent, be missing’.

This order copies that of Portuguese. It occurs in writing and formal speech, but rarely in everyday speech. As with *iha*, the verb-first order occurs only when the subject is not definite (e.g. doesn’t contain *nee* ‘this’) and presents something that hasn’t yet been mentioned in this discourse.

Note that this order is not obligatory; for instance, the first example above can be rephrased as: *Agora problema barak tebes mosu iha ita nia partidu laran*.

3. hodi ‘to/and’

You have already learned *hodi* to mean ‘be used for’:

- | | |
|---|--|
| . Hau presiza osan <u>hodi</u> selu eskola. | I need money to pay for school. |
| . Sanan boot nee <u>hodi</u> tein etu ba festa. | This large saucepan is for cooking rice for parties. |

³ These clauses are not introduced by *nebee*, like other relative clauses are.

Hodi can also be used to connect two verb phrases, where the first one describes something that is done in order to achieve the second. In this it is rather like *para* and *atu* ‘so that’. The difference is that *hodi* gives the strong implication that the purpose was achieved, while *para* and *atu* have no such implication.

- . **Horiseik Ina baa loja hodi sosa livru.** Yesterday Ina went to the shop to buy books (and she indeed bought them).
- . **Horiseik Ina baa loja para/atu sosa livru.** Yesterday Ina went to the shop to buy books. (It is not clear whether she bought them.)

Because of this strong implication that the purpose actually happened, *hodi* is sometimes better translated as ‘and’ than as ‘in order to’. Here are some more examples.

- . **Sira loke rádiu hodi rona notísias.** They turned on the radio to / and listened to the news.
- . **Sira tuur hodi koalia kona ba problema horiseik.** They sat to / and talked about the problem (that occurred) yesterday.
- . **Ami lor-loron faan sasaan hodi hetan osan ba sustenta uma laran.** Every day we sell things to / and (so) earn money to sustain the household.

4. *liu* ... duké ‘more than’

You have already learned to express comparisons using *liu*. This is most common when it is the subject that is compared with something else.

- . **Niaulun mamar liu hau.** He is quicker to learn than I am.
- . **Hau boot liu nia lori tinan neen.** I am six years older than he is.
- . **Ba fetoin isin rua, kuandu deskansa, se bele, tula ain halo aas liu ita niaulun.** For pregnant women, when resting, if possible, raise your legs higher than your head.

For other comparatives, the object of comparison is usually introduced by *duké*.

- . **Iha 1999, ema barak liu hili independénsia duké autonomia.** In 1999, more people chose independence than autonomy.
- . **Diak liu ita haan lai, mak baa, duké orsida hamlaha iha dalan.** It would be better to eat before going, than to be hungry during our trip.
- . **Hau gosta liu joga basket duké joga voli.** I prefer playing basketball to volleyball.

5. *husik hela* ‘leave behind’

Hela ‘stay’ comes after verbs of giving, putting, leaving, or throwing, to indicate that the object being moved stays in its new location, at least temporarily.⁴

- . **Hau halai ba Atambua, hau nia feen, hau nia oan, hau husik hela iha Timor.** When I escaped to Atambua, I left my wife and children behind in Timor.
- . **Hahaan nee tenki haan kedas; la bele rai hela.** This food must be eaten immediately; it can’t be put aside.
- . **Orsida, lori hela ema nia bikan sira nee ba entrega.** Later, take these plates and deliver them to the owner. (Lit. ‘Take these plates belonging to someone else and deliver them.’)

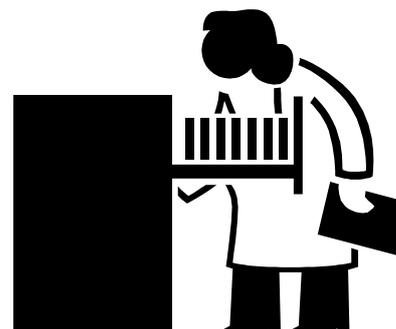
⁴ Note that in principle this *hela* is ambiguous between a progressive aspect interpretation and a ‘leave it there’ interpretation. e.g. *Sira soe hela dai* could mean either ‘They were casting a net’ (with progressive *hela*), or ‘They threw the net down (with *hela* meaning ‘stay’).

42. Administrasaun (*Administration*)

Objetivu

In this chapter you will learn to:

- Talk about office equipment and administrative procedures
- Express in Tetun what English handles by passive constructions



Liafuan foun: jeral

Since Indonesian was the language of administration for many years, some things are more widely known by their Indonesian than their Portuguese names.

Transitive verbs

| | |
|---------------------------|-------------------------------------|
| agrafa | staple |
| habit | squeeze, clip, peg |
| apaga | erase |
| arkivu | file; <i>Verb</i> file |
| haloot | tidy up, put away |
| aruma | tidy up |
| asina | sign (your name) |
| cek (I) / xeke (P) | cheque |
| entrega | deliver, hand over |
| fotokopi | photocopy; <i>Noun</i> ¹ |
| ketik (I) | type |
| koriji | correct |
| lakon | lose; lost, defeated |
| pasa | pass |

| | |
|-----------------|----------------|
| prin (I) | print |
| prova | test; prove |
| rejista | register |
| trata | arrange; treat |

Intransitive verbs/adjectives

| | |
|------------------|-------------------------------------|
| dúvida | doubtful, unsure; <i>Noun</i> doubt |
| klaru | clear |
| tau naran | register |

Other

| | |
|-----------------------|-----------|
| asinatura | signature |
| relatóriu | report |
| keta halo (be) | lest |



Komentáriu kona ba liafuan foun

- ❖ *Habit* refers to squeezing something between two things; hence:
 - *Habit hamutuk surat vota lima-nulu* ‘Staple/clip fifty ballot papers together.’
 - *Lori au habit ain tohar nee* ‘Use bamboo to splint the broken leg.’
 - *Habit ropa ba tali para la bele monu.* ‘Peg the clothes on the line so they won’t fall.’
- ❖ *Haloot* (native Tetun) means ‘tidy up, put things in their proper place’. It overlaps with *aruma* (from Portuguese *arrumar*) which means ‘tidy up’.
 - *Fasi bikan hotu, haloot/aruma tiha ba armáriu* ‘After washing the dishes, put them away in the cupboard.’
 - *Molok atu baa eskola, aruma tiha kama lai.* ‘Before going to school, tidy up (your) bed.’

¹ In Portuguese, the noun is stressed as *fotokópia*, and the verb as *fotokopia*. In Tetun, both are stressed on the ‘o’. The final ‘a’ is often not pronounced, in keeping with both native Tetun stress patterns and the Indonesian pronunciation.

- ❖ *Lakon* is both transitive ‘lose’ and intransitive ‘be lost’.
 - Transitivity, it includes losing something permanently (e.g. through gambling one’s money away), losing someone (through death), and failing (an exam).
 - Intransitivity, it includes getting lost, being misplaced, disappearing, and being defeated (in sports or war).
- ❖ *Pasa* ‘pass’ has a range of transitive uses:
 - *pasa bola ba kolega* ‘pass the ball to a team mate’
 - *pasa informasaun ba komputadór* ‘type information into the computer’
 - *pasa Natál iha Dare* ‘spend Christmas in Dare’; *pasa semana tolu iha Bali* ‘spend three weeks in Bali’
 - *pasa ezame* ‘pass an exam’ (= *liu ezame*)
 - Intransitivity it means ‘pass, be cured’: *Moras nee pasa tiha ona*. ‘The illness was cured’
- ❖ *Prova* includes both ‘test (to see whether something is correct)’ and (for Portuguese educated speakers) ‘proof’. For instance, a teacher may *prova* a student to determine whether she has learned her work.
- ❖ *Trata*: When you *trata* an official document (such as a visa, drivers’ licence, or birth certificate) you pursue it through the bureaucracy. Note that *tarata* means ‘insult, speak badly about’.
- ❖ *Keta halo* and *keta halo be* ‘lest’ are primarily used in speaking:
 - *Diak liu foo aimoruk kedas ba labarik hemu. Keta halo be nia orsida isin manas liu tan!* ‘It would be better to give the child medicine immediately, lest the fever get even worse.’
 - *Diak liu servisu! Keta halo be xefi fila derepentí, haree ita halimar hela deit!* ‘You’d better work, lest the boss suddenly return and find you just hanging around.’
 - *Kalan ona, ami hanoin hela deit. Keta halo orsida milisia mai.* ‘It was already evening, and we were worried: what if the militia would come later.’

Liafuan foun: ekipamentu

Office equipment

| | |
|------------------------|-------------------------------------|
| agrafadór | stapler |
| ABC; alfabetu | alphabet |
| apagadór | eraser |
| dezenhu | drawing, picture |
| dokumentu | document |
| envelope | envelope |
| gaveta | drawer |
| goma | glue; <i>Verb</i> glue |
| karimbu | stamp (rubber) |
| kartaun | card |
| kateri | scissors |
| tezoura | scissors |
| komputadór | computer |
| lapizeira | pen, biro |
| mákina fotokopi | photocopy machine |
| map (I) | folder |
| rekerimentu | application |
| surat tahan | sheet of paper |
| tipeks | liquid paper, whiteout ² |

Associated activities

| | |
|--------------------------------|---------------------------------|
| agrafa surat | staple papers |
| forma/tau tuir alfabetu | sort alphabetically |
| apaga liafuan ke sala | erase a wrong word |
| hatama surat ba e~ | put a letter in an envelope |
| goma envelope | glue up an envelope |
| tau k~ ba surat | stamp a document |
| tesi surat tahan | cut a piece of paper |
| hatama relatóriu ba k~ | type a report into the computer |
| fotokopi dokumentu | photocopy a document |
| hamoos letra nebee sala | delete erroneous letters |

Komentáriu kona ba liafuan foun

- ❖ Computer terms: Most computer users have learned to use computers since 1999. Since most use English-language software, they use tend to use English terms like ‘print’ and ‘file’, which also occur in Indonesian.
- ❖ *Tahan* is used for counting flat sheet-like objects, such as paper, roofing iron, or playing cards; e.g. *kaleen tahan tolu* ‘three sheets of iron’, *fotokopi tahan haat* ‘four pages of photocopy’. *Tahan* literally means ‘leaf’.

² This is one of several things for which Timorese use brand names, even if the particular object being referred to is not of that brand. Other examples where brand names are commonly used are clothes-washing powder (e.g. *Rinso*, *Klin*, *Omo*), fly spray (*Baygon*), and water pumps (*Sanyo*, *Dap*).

Diálogu

Halo selesaun dokumentus

| | |
|---|---|
| <p>Senhór Bendito koalia ho nia asistente kona ba servisu nebee nia tenki halo ohin loron.</p> | <p>Mr Bendito talks with his assistant about the work which he must do today.</p> |
| <p>Bendito: Ita boot foti surat rekerimentu hotu-hotu nebee ema hatama horiseik kona ba vaga komputadór nian, depois fahe ba rua.</p> | <p>Take all the application letters which were submitted yesterday for the computer job vacancy, then divide them into two (categories).</p> |
| <p>Janio: Atu fahe oinsaa, senhór?</p> | <p>How do I divide them, sir?</p> |
| <p>Bendito: Sira nebee hatene uza komputadór no koalia Inglés, tau ketak. I sira nebee la hatene, tau ketak.</p> | <p>Separate those who have computer knowledge and can speak English, from those who don't.</p> |
| <p>Janio: Depois ida-ida haloot iha nebee, senhór?</p> | <p>Then where do I put each (category), sir?</p> |
| <p>Bendito: Ba sira nebee hatene, hatama lista ba komputadór. Ketik sira nia naran, número kontaktu, nivel edukasaun ho esperiénsia, i forma tuir alfabetu. Depois prin tahan rua, ida foo mai hau, ida rai ba ita boot.</p> | <p>For those who know, make a list in the computer. Type their names, contact numbers, education levels and experience, and sort them alphabetically. Then print two sheets; give one to me, and keep the other for yourself.</p> |
| <p>Janio: Entaun dokumentu ba sira nebee la hatene, haloot iha nebee?</p> | <p>So, where do I put the documents for those who don't know?</p> |
| <p>Bendito: Rai di-diak iha arkivu ida, depois tau iha gaveta número tolu. Keta haluha foo hatene ba sira nebee liu selesaun dokumentus nee atu tuir entrevista iha loron Kuarta semana oin.</p> | <p>Put them away carefully in a file, then put it in drawer number three. Don't forget to inform those who are short-listed (lit. 'pass document selection') to attend an interview on Wednesday next week.</p> |

Komentáriu kona ba diálogu

- ❖ Mr Bendito tells Janio, ... *tau ketak*, ... *tau ketak*. Using *ketak* in two parallel clauses like this, is one way to say 'separate'. e.g. *Feto tuur ketak, mane tuur ketak* 'Woman and men sit separately.'

Estrutura língua nian

In English, particularly in formal contexts, we often want to pay more attention to what was done than to who did it. For instance, if a Japanese company built a bridge, then a report on the building project is likely to focus more on the bridge than on the company. To achieve this focus, we often use passive sentences, either putting the actor last (e.g. 'This bridge was built by a Japanese company.') or omitting mention of them altogether (e.g. 'This bridge was built in 2001.')

Tetun, like other languages of this region, does not have passives. In this chapter, we look at some ways of achieving similar results.

1. Detransitivising prefixes *nak-*, *nam-*

There are some transitive verbs to which you can attach a prefix *nak-* (or for some verbs, *nam-*), to get a passive-like verb. Here are some common examples:

| <u>Transitive verbs</u> | | <u>Intransitive verb</u> | |
|-------------------------|-------------------------------------|--------------------------|------------------------------|
| doko | shake, rock (something), nod (head) | nakdoko | shake, be shaken, rock |
| duir | roll (something) | nakduir | roll |
| fakar | spill (something), tip out | nakfakar | spill, be spilled |
| fera | split (something) | nakfera | split open, shatter, explode |
| lees | tear (something) | naklees | tear, be torn |
| loke | open (something) | nakloke | open, be opened |
| sobu | demolish, take to pieces, break up | naksobu | come apart, be demolished |
| kari | scatter (e.g. seeds for planting) | namkari | scatter, be scattered |
| kore | undo (e.g. a button), untie | namkore | come undone |

Note that *doko ulun* includes both ‘shake head’ (meaning ‘no’) and ‘nod head’ (meaning ‘yes’).

The following examples illustrate the difference between the root and the derived verb:

- | | |
|---|--|
| . Loke odamatan lai. | Open the door. |
| . Odamatan <u>nakloke</u> ba ita boot sira hotu. | The door is open to all of you. |
| . Nia <u>fakar</u> bee ba rai. | He spilled water onto the ground (on purpose). |
| . Bainhira baldi monu, bee nee <u>nakfakar</u> hotu. | When the bucket fell, the water all spilled out. |
| . La bele <u>doko</u> bebee hanesan nee! | Don't shake/rock the baby like that! |
| . Kareta <u>nakdoko</u> tanba dalan aat. | The car shakes/bounces around because the road is rough. |

These verbs with *nak-* (or *nam-*) imply that nobody directly caused the situation. For instance, *hau nia ropa naklees* ‘my clothes tore’ can be used if the cloth tore of its own accord or was the result of an accident (perhaps because it was so worn out, or was caught on a thorn). If someone tore it on purpose, it would be more appropriate to say *Ema lees hau nia ropa* ‘Someone tore my clothes.’

2. Topicalise the object

A major function of passives in other languages is to make the ‘patient’ noun phrase (identifying the person or thing to which the action is done) the subject. As subject, it tells you what the clause is about. For instance, if when discussing Italian soccer (a popular topic in Timor) you say *AC Milan defeated Juventus yesterday*, you are focusing on the AC Milan team; however if you use the passive and say *Juventus was defeated by AC Milan yesterday*, your topic is the *Juventus* team.

In Tetun, the patient cannot be made the subject, but it can be placed in front of the clause as a ‘topic’.

- | | |
|---|--|
| . Hau nia oan nain tolu nee, hau la bele husik mesak deit. | These three children of mine – I can't just leave them on their own. |
| . Hau nia uma ahi haan. | My house was burned down (lit. ‘fire ate it’). |
| . Suspeitu nain rua nee, polisia baku too tasak di-diak. | The two suspects were bashed by the police till they were black and blue all over. |

3. Topicalise the object and omit the subject

Another function of passives in many languages is to let you avoid saying ‘who did it’. Omitting the agent is very common in academic, technical and bureaucratic writing. Such impersonal writing is difficult to translate well into Tetun.³

In Tetun there are some circumstances in which you can simply omit the subject. If the object is fronted (to show it is what you are talking about) and the subject omitted, you get a clause with object–verb word order, such as in the examples below.

- | | |
|--|--|
| . Forai nee daan; la sona ida. | These peanuts were boiled, not fried. |
| . Labarik nee hanorin hanorin la tama. | This child was disciplined/taught over and over again, but the teaching never sunk in. |
| . Relatóriu nee entrega tiha ona ba primeiru ministru. | This report has been submitted to the prime minister. |
| . Planu nee seidauk aprova. | This plan has not yet been approved. |
| . Problema nee la bele rezolve lailais. | This problem can't be resolved quickly. |

As the examples above show, the subject can be omitted when the identity of the agent is not considered relevant; for instance, we may be interested just in whether the peanuts have been boiled or fried, not in who actually did the boiling or frying.

This strategy only works if the object refers to something (or occasionally someone) which could not reasonably be interpreted as the actor. For instance, peanuts cannot boil anything, so in the first example, listeners can safely assume that the peanuts are the items which are boiled, not the one doing the boiling. So too, children are normally disciplined by adults, not the ones who give the discipline to others, so listeners can safely assume that in the second example the child is disciplined by someone.

If, however, you try to use this strategy to translate passives where you are talking about someone who could easily well be the actor as the patient (e.g. ‘John was taught’), you risk great confusion. For instance, *José hanorin* will be interpreted as ‘José taught (someone)’, not as ‘José was taught’. The default assumption is that José did the teaching, rather than that he received it.

Some verbs occur very commonly without an agent being specified. These include *loke* ‘open’, *taka* ‘close’, *tama* ‘enter, start’ and *sai* ‘exit, finish’. For instance, while it is possible to say *Sira loke loja nee tuku hitu* ‘They open the shop at seven o’clock’, it is more normal to say *Loja nee loke tuku hitu*, without an agent.

- | | |
|----------------------------|-------------------------------|
| . Loja nee loke tuku hira? | What time does the shop open? |
| . Banku taka tiha ona. | The bank has already closed. |
| . Eskola tama tuku hira? | What time does school start? |

The subject can often also be omitted if the agent is someone you have already been talking about.

- | | |
|--|--|
| . Ami foo aimoruk. Aimoruk nee foo ba la pasa, ami lori ema moras nee too ba Dili. | We gave (the patient) medicine. When (we) had given the medicine but (he) wasn’t cured, we took the sick person to Dili. |
| . Ami lakohi faan karau nee, tan foin sosa. | We don’t want to sell this buffalo, as (we) only just bought (it). |
| . Sira buka uma atu aluga, maibee la hetan. | They looked for a house to rent, but (they) didn’t find one. |

³ For more comments on this and other translation challenges, and suggestions as to how to write English which can be more easily be translated into Tetun, see Catharina Williams-van Klinken (2004) *Improving Tetun translations*, on <http://www.tetundit.tl/publications>.

4. Generalise the subject as *ema*

Another way to avoid saying ‘who did it’ is to use generic *ema* ‘someone, person, people’ as the subject.

- | | |
|---|---|
| <ul style="list-style-type: none"> . Balu mate, balu kiik-oan sira nee ema sama. . Ema bele estraga hotu ami, liu-liu ami feto nain tolu nee. . Ema la foo ami sai. | <p>Some people died (in the stampede), some little ones were trampled.</p> <p>We could have all been hurt/raped, especially we three women.</p> <p>We weren’t allowed to leave.</p> |
|---|---|

Note though that *ema* implies ‘someone else’, and as such can’t really be used to avoid referring to yourself as subject. (Such avoidance is one function of passives in bureaucratic English writing.)

5. *hetan/simu* ‘receive’

Another way occasionally used to get passive equivalents, is to make an abstract noun the object of *hetan* or *simu*. This is more common in high-level formal Tetun. If the agent is specified, it is introduced by *hosi* ‘from’.

- | | |
|--|--|
| <ul style="list-style-type: none"> . Organizasaun nee <u>hetan apoiu hosi</u> ONU. . Jesus mai atu <u>simu batizmu</u> hosi João. . Sira <u>simu tulun</u> hosi Japaun. . Iha kalan nee, nia <u>hetan violasaun</u> hosi komandante X. | <p>This organisation is supported by the UN.</p> <p>Jesus came to be baptised by John.</p> <p>They received help from Japan.</p> <p>That night she was raped by commander X.</p> |
|--|--|

6. Portuguese passives

Formal high-level Tetun has borrowed some passive forms from Portuguese. Many are easily recognisable from their English cognates.

The masculine forms listed below end in *-adu* if the verb itself ends in *-a* (e.g. *akuzadu* ‘accused’ from *akuza* ‘accuse’), and in *-idu* if the verb ends in *-i* or *-e* (e.g. *inkluidu* ‘included’ from *inklui* ‘include’). The feminine forms all end in *-a* instead of *-u* (e.g. *akuzada* instead of *akuzadu*). In the high-level Portuguese-influenced Tetun in which these words tend to occur, it is not uncommon to make adjectives agree with the gender of the modified noun, just as in Portuguese.

| <u>Portuguese loan</u> | <u>English</u> |
|------------------------|------------------------|
| akuzadu | accused |
| autorizadu | authorised |
| edukadu | educated, well-behaved |
| forsadu | forced |
| komplikadu | complicated |
| limitadu | limited |
| organizadu | well-organized |
| pasadu | past |
| respeitadu | respected |
| rezervadu | reserved |
| separadu | separate(d) |
| sentralizadu | centralised |
| inkluidu | included |

These words function as adjectives in Tetun. However, like passives, they let you avoid saying who caused the situation.

- . **Husik deit ema nebee autorizadu tama iha sala votasaun.** Only allow authorised people to go into the voting hall.
- . **Ita boot favór tuur iha meza ida nebaa, tanba meza nee rezervadu ona.** Please sit at the table over there, as the table here has been reserved.

7. Demote the subject with hosi 'from'

A new construction has been creeping into Tetun since independence, which is a direct translation of passives in other languages. The only difference is that there is no marking on the verb to show that it is a passive. The example below allows a direct comparison with the English translation.

| | | | |
|-----------------------|---------------|-------------|----------------|
| Julgamentu nee | diriji | hosi | juiz... |
| This trial | was directed | by | judge... |

In recent years this construction has become popular in the media. It is, however, not yet widely used elsewhere. The initial example below uses a formula (*Liafuan hirak nee hatoo hosi...*) typically found in newspapers to introduce the source of information.

- . **Liafuan hirak nee hatoo hosi administradór Bobonaro iha Sesta-feira semana kotuk.** This message/opinion... (which we have just reported) was given by the administrator of Bobonaro on Friday last week.
- . **... primeiru governu konstituisional, nebee lidera hosi Mari Alkatiri...** ... the first constitutional government, which was led by Mari Alkatiri



43. Uza telefone (*Using the telephone*)

Objetivu

In this chapter you will learn to:

- Talk about and use the telephone appropriately in Tetun
- Express the number of people as a predicate
- Reduplicate numbers to indicate ‘as a group’ or ‘every’
- Reduplicate adjectives to mark plurality
- Express negative reactions using *mak nee* ‘what on earth!’



Liafuan foun

Nouns

| | |
|-------------------------------|--|
| telefone | telephone; <i>Verb</i> ring, call (on the phone) |
| mobail (Eng) | mobile phone |
| HP [‘ha pe’] (I) | mobile phone |
| telemovel (P) | mobile phone |
| pulsa | phone credit; phone card |
| SIM card (Eng) | SIM card |
| saldu (P) | balance (financial term) |
| SMS [‘es em es’] (Eng) | SMS |
| mensajen | message, SMS |
| redi | network, net [Ind=jaringan] |
| númeru telefone | phone number |
| númeru PIN (Eng) | PIN number |
| karegadór | charger |

Verbs and expressions

| | |
|--------------------------------|--|
| foti (telefone) | answer (the phone) |
| simu (telefone) | answer (the phone) |
| miss call [‘mis kol’] | missed call, do a missed call |
| sala sambung (I) | wrong number (lit. ‘wrong connect’) |
| karega | charge (a battery, phone...) |
| cas (I) [from ‘charge’] | charge (a battery, phone...) |
| telefone | ring, call (on the telephone) |
| dere | ring, call (on the telephone); knock on |
| pilha fraku | battery is low/flat. |
| baterei low (I) [lou] | battery is low/flat. |
| telefone mate | the phone is off/dead. (e.g. as battery flat, battery problems...) |
| hamate telefone | switch off the phone |
| hamoris telefone | switch on the phone |
| taka telefone | hang up, end the call |
| telefone lian | the phone is ringing. |
| telefone la tama | s/he’s not answering |
| la iha redi | there’s no signal. |

Examples

| | |
|---|---|
| O nia pulsa hela hira? | How much credit do you have left? |
| Pulsa la iha. | I have no credit. |
| Haruka SMS ba Joni para aban nia mai sedu. | Send an SMS to Joni to tell him to come early tomorrow. |
| O nia númeru telefone hira? | What is your phone number? |
| Agora hatama númeru PIN. | Now enter a PIN number. |
| Hau nia pilha fraku. Hau sei karega lai. | My battery is low/flat. I'll charge it first. |
| Telefone took Hendri, hodi husu... | Ring Hendri, to ask... |
| See nia telefone mak lian? | Whose phone is ringing? |
| Orsida mak hau miss call ba. | I'll give (you) a missed call later. |

Komentáriu kona ba liafuan foun

- ❖ *Bolu* 'call' does not extend to 'calling' someone on the telephone. For phone calls, use *dere*, *telefone*, or the more general *kontaktu* 'contact'.

Diálogu

(1) Ema seluk mak foti

Maria telefone ba António, maibee nia alin mak simu.

Alin: **Haló.**

Maria: **Botarde, António.**

Alin: **Botarde! Deskulpa, nee ho António nia alin. Maun António sei hariis hela.**

Maria: **Diak, orsida mak hau telefone fali.**

(2) Númeru sala

Marito telefone Nina, maibee menina seluk mak simu.

Ema: **Haló.**

Marito: **Haló. Diak ka lae?**

Ema: **Nee see?**

Marito: **Nina, hau Marito, o nia kolega eskola!**

Ema: **Nee laos Nina. Iha nee ema naran Nina la iha.**

Marito: **Deskulpa, sala sambung.**

(3) Husu identidade

Alex telefone senhór Pedro, maibee Pedro la hatene Alex ida nebee.

Pedro: **Bondia.**

Alex: **Haló, bondia senhór.**

Pedro: **Bondia, hau koalia ho see?**

Alex: **Nee ho Alex.**

Pedro: **Nee Alex ida nebee? Alex da Costa ka, Alex dos Santos?**

Alex: **Hau Alex da Costa, senhór.**

Pedro: **O, nee ga? Ita presiza saida?**

Alex: **Senhór, aban hau sei la tama servisu tanba hau nia oan moras.**

Pedro: **Entaun diak. Adeus.**

(4) Simu telefone bainhira iha enkontru laran

Manuel telefone ba nia xefi Marcos. Marcos foti, mais la hatete buat ida, tanba enkontru hela.

Manuel: **Bondia, senhór.**

Marcos: **Hau enkontru hela. Orsida mak hau telefone fali ba.**

Manuel: **Diak senhór.**

(5) Hatene ona see mak telefone

Telefone lian. Jacinta foti, haree nia kolega Alex nia naran.

Jacinta: **Bondia Alex! Presiza saida?**

Alex: **Jacinta, orsida lori lai USB mai hau nia uma, tanba hau atu hatama diálogu foun.**

(6) Númeru foun

Joni hasoru Cinto iha Colmera.

Joni: **Ei pa! Cinto, horikalan hau kontaktu o, la tama.**

Cinto: **Ai, deskulpa! Hau nia SIM card foun tiha ona.**

Joni: **Nee mak hau telefone o, la tama hela deit.**

Cinto: **Agora hau nia númeru mak: 739 0978.**

Joni: **Diak, se nunee, hau sei telefone o uza númeru ida nee. Aban-bainrua troka SIM card, foo hatene hau e!**

Kostumi

- ❖ The one who answers the phone speaks first. If you don't know who is ringing, you do not normally identify yourself. It is enough to say: *Haló*. If you do know, you can greet them appropriately.
- ❖ The caller then checks the identity of the person answering. For instance, if the person might be the one you are after: *Nee mana Jacinta ka?* If it is obviously not the one you want: *Hau bele koalía ho maun Elias ka?*
- ❖ If it is the wrong number, the caller can say: *Deskulpa, hau telefone sala*. Most people use Indonesian *sambung* 'connect': *Deskulpa, sala sambung karik* 'Sorry, it must be the wrong number.'
- ❖ To close, *Entaun, mak nee deit*. You can then add, *Até amanhã* or whatever farewell is appropriate.

Lia fuan badak nebee ema balu uza iha SMS

| | |
|--------------|--|
| aju | ajuda |
| b | baa |
| bdia | bondia |
| ble | bele |
| bls | balas (lian Indonezia = haruka resposta mai) |
| btardi | botardi |
| dhn | dehan |
| hkr / hkarak | hakarak |
| hl | hela |
| hre | haree |
| hsr / hsortu | hasoru |
| ht | hotu |
| htn | hatene |
| htt | hatete |
| hu | hau |
| ih | iha |
| kntr | kantor |
| krik | karik |
| ktk | katak |
| mk | mak |
| na | ona |
| Sr | senyor |
| sr | sira |
| Sra | senhora |
| srn | sorin |
| tku / tk | tuku |
| tlf / tlp | telefone / telepon (lian Indonezia) |
| tmp | tempu |
| + | tanba |
| 10kulpa | deskulpa |



Estrutura lingua nian

1. How many?

Note the pattern below.

Imi nain hira?

How many of you are there?

Ami nain neen.

There are six of us.

To state how many people there are, you can state who you are talking about (as the subject), then follow it with the human classifier *nain* and a numeral (as the predicate).

2. Reduplicating numbers: operating as a group, 'every'

You can reduplicate small numbers or *uitoan* 'a little' to indicate that the specified number of individuals is being considered as a group.

. **Agora ita servisu tol-tolu lai.**

Now we'll work in groups of three for a while.

. **Ami tein uitoan-uitoan deit, tanba hahaan la too.**

We only cooked a little at a time, because there was not enough food.

Note that you do not use *nain* when the number is reduplicated; so you say *ema nain rua* ‘two people’, but *ema rua-rua* ‘groups of two people’.

Ida-ida means ‘one at a time’. (This is in contrast to *ida-idak* ‘each’.)

- . **Atu simu osan, tama ida-ida; la bele tama hamutuk.** To receive (your) money, come in one at a time; you can’t come in together.

3. Reduplicating adjectives: plural

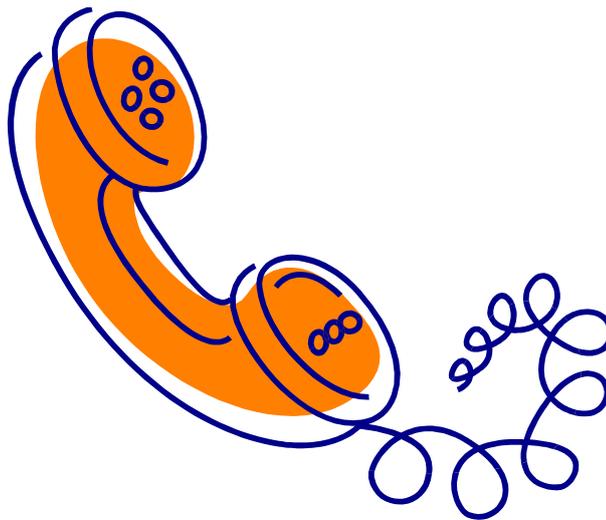
Some adjectives can be reduplicated if you are talking about multiple entities, especially if those entities are diverse. Some writers have started to use *ho/no selu-seluk tan* to mean ‘etcetera’.

- . **Sira konvida ema bo-boot mai iha festa nee.** They invited all sorts of important people to this party (e.g. from the government, army, and NGOs).
- . **Fera aimoruk halo ki-kiik atu foo ba labarik nee.** Break the pills into small pieces to give to the child.
- . **Nia suku kamiza no ropa selu-seluk tan.** She sews shirts and various other clothes.

4. ... mak nee ‘What on earth!’

To express negative reactions such as frustration or irritation, one can put *mak nee* at the end of a question.

- . **O halo saida mak nee?!** What on earth are you doing?!
- . **Hai, xofér! Ita liu hosi nebee mak nee?!** Hey, driver! What route are we taking?!



More cognate nouns ending in -ia

Portuguese *-oia* corresponds to English *-ogy*.

| <u>Portuguese loan</u> | <u>English</u> |
|-------------------------------|-----------------------|
| astrolojia | astrology |
| ekolojia | ecology |
| fonolojia | phonology |
| ideolojia | ideology |
| morfologia | morphology |
| pedagojia | pedagogy |
| teknolojia | technology |

Here are some other words ending in *-ia*, which look similar to their English equivalents.

| | |
|-------------------|-------------------------|
| alerjia | allergy |
| anémia | anaemia |
| assembleia | assembly |
| autonomia | autonomy |
| baktéria | bacteria |
| bateria | battery (rechargeable) |
| demokrasia | democracy |
| diaréia | diarrhoea |
| enerjia | energy |
| estrategia | strategy |
| fotografia | photograph; photography |
| garantia | guarantee |
| glória | glory |
| omília | homily |
| ideia | idea |
| kompanhia | company, firm |
| kópia | copy |
| maioria | majority |
| milísia | militia |
| minoria | minority |
| ortografia | orthography |
| poezia | poetry |
| serimónia | ceremony |
| teoria | theory |

Keep in mind that some of these are educated or technical terms, which will not be understood by everyone.

44. Ekonomia (*Economics*)

Objetivu

In this chapter you will learn to:

- Talk about money matters
- Distinguish ‘becoming’ from ‘being’, using *tiha ona*, *ona* and *tiha*
- Handle basic calculations in Tetun



Liafuan foun

Nouns

| | |
|-------------------------|--|
| projetu | project, esp. large-scale building or rehabilitation project |
| dadus | data |
| emprezáriu / a | businessman/woman |
| finanssa | finance |
| funan | interest (on money) |
| kbilit | power, ability |
| osan inan | capital (financial) |
| modal (I) | capital (financial) |
| tusan | debt, loan |
| investidór (P) | investor |
| investór | investor |
| kréditu / kredit | credit |
| orsamentu | budget |
| osan rahun | small change (esp. coins) |
| pagamentu | pay, payment |
| osan tama | income |
| rendimentu | income |
| osan sai | expenditure |
| despeza | expenditure |
| peskiza | research |
| porsentu | percent |
| presu | price, cost |
| konta | bank account, account |
| rekening (I) | bank account |
| rekursus | resources |
| taxa | tax |
| tezoureira | treasurer |
| total | total |
| resibu | receipt |
| saláriu | salary |
| vensimentu | salary |
| periodu | period |



Transitive verbs and expressions

| | |
|-----------------------------|--|
| deve | buy on credit, be in debt for |
| deve osan hosi ... | borrow money from ... |
| gasta | spend (esp. a lot); waste |
| halo tuir | copy |
| foti osan | withdraw money, pick up money |
| hasai osan (hosi...) | withdraw money (from...) |
| hatama osan (ba...) | deposit money (into...) |
| esporta | export |
| importa | import |
| kuda osan | invest money |
| kontribui | contribute |
| kuran | lack, have insufficient |
| kontratu | bargain, trade; <i>Noun</i> contract |
| kaer | manage |
| maneja | manage (work, money, etc., not people) |
| poupa (osan) | save (money) |

Intransitive verbs/adjectives

| | |
|-------------------|--------------------------|
| kiak | poor; <i>Noun</i> orphan |
| riku | rich; <i>Noun</i> riches |
| partikulár | private |

Komentáriu kona ba liafuan foun

- ❖ The Indonesian term *proyek* refers to large-scale building or rehabilitation projects, done by a company, and involving lots of money. Most people interpret Portuguese *projetu* in the light of this Indonesian concept. Keep this in mind before telling people you would like to do a *projetu* in their district!
- ❖ Receipts and invoices: Timor businesses have operated on a cash basis, and have not traditionally given out invoices prior to payment. Hence when pressed, people use the English term ‘invoice’ or include invoices under the terms for ‘receipt’.
- ❖ Profit and loss: To ask about profit and loss, you can ask *Ita manaan hira?* and *Ita lakon hira?*
- ❖ *ema nia kosar been* ‘the fruit of one’s labours; money earned by one’s own efforts’
- ❖ *selu ema nia kolen* ‘pay someone for their work’

Testu: Investimentu

The following extract is from an article on investment by Estanislau S. Saldanha, published in Suara Timor Lorosae on Monday 15th September 2003. It is presented with minor adjustments.¹

Investimentu tuir defínisaun ema baibain nian, katak atividade ida ka liu, atu kuda osan ka modal iha setór ida ka liu, hodi hetan rendimentu. Investimentu importante tebes tanba hamosu servisu, hamoris kapasidade ekonomia ho mos kbiit comunidade ka nasaun ida nian liu husi transferénsia matenek ho teknolojia.

Iha fatór barak mak sei influénsia investimentu iha nasaun ida. Fatór sira nee mak nasaun nee tenki iha rekursu naturál, merkadu, estabilidade polítika ho seguransa, lei ..., defínisaun rai ho propriedade klaru, infraestrutúra (bee, eletrisidade, telekomunikasaun, luroon, portu) diak, sistema tribunál lao diak ho iha rekursu ema nian. Nunee mos iha insentivu ba investór sira hanesan hamenus taxa, fasilidade kréditu, simplifika prosesu investimentu, prepara rai ho uma, ho seluk tan.

Timor Lorosae (TL) prezisa investimentu husi liur atu estimula ekonomia moris ho hamosu servisu tanba governu ho empzezáriu TL la iha kbiit finanseiru. Investimentu liur sei ajuda buat barak. Tuir rezultadu peskiza estudante DIT² (2003) katak huun violénsia TL ida mak la iha servisu. Tanba nee sira envolve iha krimi. Wainhira iha investimentu sei kontribui atu hamenus violénsia. Maibee ohin lora susar atu dada investimentu tama iha TL tanba:

Primeiru, ema liur barak seidak hatene poténsia ekonomia TL nian. ...

Segundu, kapasidade ekonomia TL nian kiik atu dada investimentu liur. Populasaun hamutuk 800 mil, nebee barak liu hela iha kiak laran. ... Iha parte seluk, vensimentu ho vida moris, eletrisidade, telekomunikasaun mos karun kompara ho nasaun seluk hanesan Indonézia, Vietnam, Kamboja, Laos ho Filipina.

Terseiru, taxa iha TL karun liu. Governu nia polítika hasae taxa atu hetan osan hodi selu servisu públiku. Polítika nee diak iha tempu badak, maibee la ajuda dezentvolvimentu ekonomia iha lora ikus. Tanba taxa karun sei la estimula investimentu foun ho halo investimentu nebee iha mos bele hiitan. Wainhira la iha investimentu foun, sei la iha diversifikasaun objetu taxa. Nee katak ema uitoan deit mak selu taxa. Karik hatuun taxa nia folin, bele dada investimentu foun. Nee katak ema sira selu taxa mos aumenta.

Kuartu, lei ho *law enforcement* seidak lao ho diak. TL seidak iha lei ho regulamentu kona ba investimentu. ...

Kostumi

- ❖ The fiscal year (*anu fiskál*) in Timor Leste is the calendar year (January to December).

¹ The spelling has been adjusted slightly to that used in this book, and a few other small changes have been made.

Formal Tetun with a high number of technical terms from Portuguese, such as is found in this article, is not at this stage well understood outside of well-read educated circles.

² Dili Institute of Technology.

Estrutura língua nian

1. *Becoming versus being*

In English, there is often one word (an adjective) to describe being in a state, while a separate word (a verb) describes coming into that state. For instance, when you are ‘born’ you enter the state of being ‘alive’, when you ‘die’ you become ‘dead’, and when you ‘are healed’ you become ‘well’. In Tetun, entering a state and being in a state tend to use the same verbs/adjectives.³ Instead, it is context, adverbs, and aspect markers like *tiha* and *hela* that help you distinguish between the ‘becoming’ and ‘being’ meanings.⁴ Here are some examples:

| | |
|--|---|
| . Nia moris (mai) horiseik. | She was born yesterday. |
| . Nia sei moris. | She is still alive. |
| . Nia sei moris hela. | She is still alive. |
| . Labarik nee boot lailais. | The child is growing fast. |
| . Labarik nee boot ba beibeik; tinan-tinan presiza ropa foun. | The child is continually growing; every year he needs new clothes. |
| . Labarik nee boot ba dadauk; imi tenki kaben ona! | The child is growing up; you (parents) must get legally married! |
| . Labarik nee boot ona. | The child is already big (e.g. six years old). |
| . Sira kaben horiseik. | They got married yesterday. |
| . Sira atu kaben Sábado agora ka? | Are they getting married this Saturday? |
| . Lae! Sira kaben tiha ona! Horiseik! | No. They have already gotten married! Yesterday! |
| . Sira kaben ona ka seidauk? | Are they married yet? |
| . Sira kaben ona. | Yes, they are. |
| . Nia mate hori-kalan. | She died last night. |
| . O nia avoo sei moris ka? | Is your grandmother still alive? |
| . Lae, nia mate tiha ona. | No, she has died. |
| . HIV-AIDS too ona iha Timor. Ema balu mate ona tanba kona moras nee. | HIV-AIDS has already reached Timor. Some people have already died because they contracted this disease. |

2. *tiha ona ‘have already’*

Tiha ona indicates that a process has been completed, and still has effect. As the marker of perfect aspect, *tiha ona* is frequently translatable by English ‘have (verb)-en’; e.g. *Nia sai tiha ona* ‘She has gone out (and is still out)’, *Nia haan tiha ona* ‘He has eaten (and is still full).’

Usually *tiha ona* is used with active verbs, such as *hakerek*, *hariis* and *monu*. When it is used with verbs which in most contexts are stative, *tiha ona* focuses on completing the process of entering that state. For instance, *Nia kaben tiha ona* focuses on ‘having become married’ rather than ‘being married’, and *Nia mate tiha ona* focuses on ‘dying (having become dead)’ rather than ‘being dead’.

³ There are few differences between verbs and adjectives in Tetun, which is why we have used ‘intransitive verbs/adjectives’ as a single heading in the word lists.

⁴ For further descriptions of these aspectual terms, see Eccles’ (1998) article, and the two grammars by Hull and Eccles (2001) and Williams-van Klinken, Hajek and Nordlinger (2002).

3. ona 'already'

Ona has a wider range of uses than *tiha ona*.

After time expressions, *ona* indicates that the specified amount of time has passed.

- | | |
|--------------------------------------|-----------------------------------|
| . Imi mai kleur ona ka? | Have you been here long? |
| . Lae, ami foin too mai. | No, we have only just arrived. |
| . Labarik nee tinan hira ona? | How many years old is this child? |

With primarily stative verbs or adjectives, it indicates that the state has come into existence. For instance, *Nia iha nee ona* indicates that 'He is here now', with the understanding that at some earlier stage he was not in fact here.⁵ The opposite of *ona* here is *seidauk*.

- | | |
|--|--------------------------|
| . Nia ferik ona. | She is (already) old. |
| . Sabraka nee tasak ona ka seidauk? | Is this orange ripe yet? |
| . Seidauk. | No, not yet. |
| . Rai kalan ona. | It is (already) night. |

With active punctual verbs (that is, verbs that describe something that happens so quickly that it can be considered instantaneous), *ona* indicates that the activity has happened, and still has effect at the time we are talking about.

- | | |
|--|--|
| . Hau akaba ona universidade. | I have graduated from university (and so am a graduate). |
| . Nia tama ona polisia. | He has joined the police (and is still in it). |
| . Hugo lori ona surat ba koreius. | Hugo has already taken the letter to the post office (and the letter is presumed to still be there). |

With active durative verbs, *ona* can indicate that the action has finished, or that it has begun. Perhaps it helps to think of it like this: These verbs describe activities that take place over a significant period of time. For these, *ona* can either focus on entering the 'state' of doing this activity (as it does with stative verbs), or focus on finishing the activity (as it does with punctual verbs).⁶ In the examples below, the right-hand column shows alternative ways of expressing each of the three interpretations.

- | | | |
|-----------------------------|--|--------------------------------|
| . Nia hariis ona. | 1. He has finished bathing. | Nia hariis tiha ona. |
| | 2. He is (already) bathing. | Nia hariis hela. |
| . Sira baa ona Suai. | 1. They have gone to Suai (and arrived). | Sira iha tiha Suai ona. |
| | 2. They have set off for Suai. | Sira iha dalam klaran. |

⁵ In other words, you don't use *ona* when stating something that has always been true. For instance, you wouldn't say **Nia mane ona* to mean 'He is already male', since gender is (normally!) something you are born with. Rather, *Nia mane ona!* is a somewhat sarcastic way of saying 'Now he's a real man!' when a boy starts to play up.

⁶ The same ambiguity happens with *foin* 'only just, only recently'. With punctual verbs, *foin* indicates that the activity was recently completed; e.g. *Hau foin too* 'I have only just arrived.' For active durative verbs, *foin* can be used either when the activity has just been finished, or when the activity has just been started; e.g. *Ami foin haan* 'We have just finished eating' or 'We have just started eating.' The latter interpretation is less likely, but can be forced by adding *hela*: *Ami foin haan hela* 'We have only just started eating.'

Although *ona* and *tiha ona* overlap, here are some examples contrasting them.

- . Sei kiik-oan mos, sira fuma **ona sigaru.** Even so young, they smoke cigarettes (i.e. have started the activity of smoking).
- . Sei kiik-oan mos, sira fuma **tiha ona sigaru.** Even so young, they have smoked cigarettes.
- . Nia toba **ona.** He is already asleep / has slept.
- . Nia toba **tiha ona.** He has slept.

4. *tiha* perfective aspect

Tiha focuses on completion. It is used mainly in clauses that talk about events that have a clearly-defined completion-point; for instance drinking a glass of water (versus drinking an unspecified amount of something), or waiting one month (versus just waiting).

- . Ami halai ba Ermera. Too **tiha** nebaa, milisia sira haruka ami tuun hosi kareta. We fled to Ermera. When we got there, the militia ordered us to get out of the vehicle.
- . Sira lori aimoruk mai hosi foho. Tiu hemu **tiha** aimoruk, senti diak kedas. They brought medicine from the mountains. As soon as uncle had taken the medicine, he felt well.
- . José kaben ema Kupang. La kleur, nia soe **tiha** nia kaben hodi kaben fali ho ema seluk. José married a woman from Kupang. Soon after, he divorced his wife, and married someone else instead.

With its focus on completion, *tiha* occurs quite often in phrases meaning ‘after ...’. Such expressions seem to be used more in some districts (e.g. the south coast) than others.

- . **Liu tiha** semana tolu, ami fila fali ba Kupang. After three weeks, we went back to Kupang.
- . Haan **tiha hotu**, fasi kedas bikan. After eating, immediately wash the plates.
- . Nee **hotu tiha**, sira kanta hamutuk. After that, they sang a song together.

5. Doing calculations in Tetun

Most people do mathematical calculations in the language in which they are educated. The basic operators in each language are as follows. Tetun multiplication can in principle be done using *dala* ‘times, instances’, but appears not to be standardised as yet.

| | Tetun | Portuguese | Indonesian | English |
|---|---------|-------------|------------|------------|
| + | tau tan | mais | tambah | plus |
| - | hasai | menos | kurang | minus |
| * | | vezes | kali | times |
| / | fahe ba | dividir por | bagi | divided by |

Note the various means of expressing ‘equals’ in the Tetun calculations below.

- . Neen fahe ba tolu, rua. $6 / 3 = 2$
- . Lima tau tan haat, hamutuk sia. $5 + 4 = 9$
- . Hitu hasai tiha lima, hela rua. $7 - 5 = 2$

$$5 + 4 = 9$$

45. Halo toos ho natar (*Farming*)

Objetivu

In this chapter you will learn to:

- Talk about agriculture
- Recognise generic-specific compounds used as plant, bird and fish names
- Refer to plant parts
- Talk about categorisation and ‘kinds’ of things



Liafuan foun

Transitive verbs and expressions

| | |
|-------------------|---|
| lere | slash |
| lere rai | clear land for a new garden |
| sunu | burn |
| sunu rai | burn off, burn a patch of ground |
| fila rai | plough |
| kuda | plant (seeds in holes), transplant (seedlings) |
| kari | scatter |
| kari fini | broadcast seeds |
| rega | water (by sprinkling), spray (e.g. fertiliser) |
| dulas | mill, spin, turn |
| hili ai | collect firewood |
| tara bandu | place a prohibition (e.g. on entering a plot of land) |
| tau horok | place a prohibition on picking fruit |

Komentáriu kona ba liafuan foun

- ❖ Terms for harvesting depend on how that particular crop is harvested. Common options are:
 - *kee* – dig up; e.g. *kee talas* ‘dig up taro’, *kee fehuk* ‘dig up potatoes’
 - *koa* – cut with a machete or knife; e.g. *koa hare* ‘harvest rice’
 - *kuu* – pick; e.g. *kuu aifunan* ‘pick flowers’, *kuu ai dila* ‘pick pawpaws’
 - *taa* – chop with an axe or machete; e.g. *taa hudi* ‘chop down a banana tree’
 - *silu* – snap off by hand; e.g. *silu batar* ‘harvest corn by snapping off the cobs by hand’
 - *fokit* – pluck, pull out with a sudden motion; e.g. *fokit hare oan* ‘pull up rice seedlings’; the same verb is used for *fokit nehan* ‘extract a tooth’, and *fokit manu fulun* ‘pluck a chicken’.
- ❖ Weeding has several options:
 - *hamoos duut* – remove weeds entirely (by any means)
 - *fokit duut* – pull weeds up with a sudden motion
 - *kee duut* – dig up weeds
 - *lere rai* – slash/cut down plants on this patch of ground
 - *lere duut* – slash weeds

Other nouns

| | |
|--------------------|---------------------------------|
| agrikultór | farmer (educated term) |
| toos nain | farmer (with <i>toos</i>) |
| natar nain | rice farmer |
| duut | grass, weeds, shrubs |
| irigasaun | irrigation |
| bee dalan | ditch, drain, channel, gutter |
| aimoruk | medicine, fertiliser, pesticide |
| pestisida | pesticide |
| adubu | fertiliser |
| pupuk (I) | fertiliser |
| armazén | warehouse |
| rezultadu | result, yield |
| kantadeiru, | garden bed (raised) |
| kantreiru | |
| fini | seed (for planting) |
| oin | type, kind (of something) |
| rai lolon | hillside, slope |

Intransitive verbs/adjectives

| | |
|--------------------|--------------------------------------|
| luan | wide, broad |
| kloot | narrow |
| bokur | fertile |
| tetuk | level; <i>Noun</i> level ground |
| moris rasik | comes up by itself, self-propagating |

Tools

| | |
|----------------|-----------------|
| ai suak | crowbar |
| enxada | hoe |
| katana | machete (long) |
| taha | machete (short) |
| tratór | tractor |

Komentáriu kona ba liafuan foun

- ❖ *Duut* ‘grass, weeds, shrubs’ is generic. Weeds that grow within a crop are called by that crop name; e.g. *hare duut* are weeds that grow amongst rice, *batar duut* grow amongst corn, and *ai farina duut* grow amongst cassava.
- ❖ *Fini* is seed that has been set aside for planting.
- ❖ Rice is labelled in four ways in Timor, and people get very confused when you use the wrong term:
 - *natar* – rice paddy; hence *halo natar* ‘work the rice fields’
 - *hare* – rice plant; hence *kuda hare* ‘plant rice seedlings’, *koa hare* ‘harvest rice’
 - *foos* – raw husked rice; hence *sosa foos* ‘buy rice’, *hoban foos* ‘soak rice’
 - *etu* – cooked rice; hence *tein etu* ‘cook rice’, *haan etu* ‘eat rice’

Kostumi

- ❖ The ‘slash-and-burn’ system is still prevalent for non-irrigated gardens. The basic steps towards setting up a new garden include: *lere rai* ‘slash, clear the land’, wait until the slashed material is dry, and *sunu rai* ‘burn off’.
- ❖ Timorese often plant several crops interspersed. Look around a *toos* and see how many you can spot.
- ❖ Some agricultural work is, just like building houses, cooperative. For instance, a group of households may plant one person’s field first, then move on to the next person’s. The one whose field is being worked (or house being built...) is responsible for feeding the workers.
- ❖ Most farmers do not know the area of their *toos*. When pressed to answer, many will say a hectare (*ektare*, Indonesian *hektar*, 2.5 acres. This seems to be used loosely to indicate that area which is considered sufficient for one household to farm.

- ❖ The traditional (and still current) way of banning people from eating fruit from a tree is to *tau horok*, while for more general bans, such as on trespassing, one can *tara bandu*. Both involve hanging something up on site (e.g. material, leaves, feathers, bones), and a curse on any who transgress the ban, such that, for instance, they would get sick.

Diálogu

Fila rai

Januário moris iha Austrália. Nia foin mai hela iha Dili fulan ida. Depois, nia baa halimar ho nia avoo sira iha foho.

Januário: **Avoo, bondia!**

Avoo: **Hai, foin mai ka?**

Januário: **Foin too hosi Dili avoo. Avoo mane iha nebee?**

Avoo: **O nia avoo mane oras hanesan nee nunka iha uma. Lokraik mak nia fila!**

Januário: **Avoo mane baa nebee?**

Avoo: **Baa toos, lere duut. Agora tempu atu prepara rai.**

Januário: **Lere duut halo saida? Nusaa la sunu deit?**

Avoo: **Tenki lere uluk lai. Maran tiha maka sunu. Sunu hotu tiha, fila.**

Januário: **Fila saida, avoo?**

Avoo: **Fila rai. Nunee ita bele kuda batar ho buat seluk tan.**

Januário: **Rai toos loos hanesan nee, fila ho saida?**

Avoo: **Fila ho enxada. Ema balu fila ho tratór. Fila hotu, husik hela too udan monu rai, depois kuda fini – batar ho fore. Bainhira fini nee moris ona, too fulan ida, ita tenki fokit batar duut.**

Januário: **Se kuda ai farina, oinsaa?**

Avoo: **Ai farina kain taa halo badak, depois mak kuda.**

Januário: **Mmm. Hau gosta haan ai farina.**

Januário was born in Australia. He has only stayed in Dili one month. Then he goes to visit his grandparents in the country.

Grandma, good morning!

Hey, have you just arrived?

I've just arrived from Dili, grandma. Where is grandpa?

Your grandfather is never at home at this time. He only returns in the afternoon!

Where did grandpa go?

He went to the gardens, to clear them. Now is the time for preparing the ground.

What do you do to clear the ground? Why not just burn off?

You have to clear it first. Only when (the cleared plants) are dry do you burn. After burning, you plough.

What do you turn, grandma?

You turn/plough the ground. So you can plant corn and other things.

When the ground is hard like this, what do you plough it with?

We plough with a hoe. Some people plough with a tractor. After ploughing, we leave it until the rains come, then plant seeds – corn and beans. When the seeds have sprouted, we wait a month, and then have to pull up the corn weeds.

If you plant cassava, how do you do that?

We chop its stalk into lengths, then plant them.

Yum, I like eating cassava.

Estrutura l ngua nian

1. Generic-specific compounds: ai teka

Many plant names compulsorily start with *ai* ‘plant’, many bird names with *manu* ‘bird’, and many fish names with *ikan* ‘fish’; e.g. *ai dila* ‘papaya’, *manu radi* ‘duck’, and *ikan lele* ‘catfish’. There are other plant, bird and fish names which do not start with the generic noun; e.g. *au* ‘bamboo’, and *kakatua* ‘cockatoo’. In yet other names, the generic noun is optional; e.g. ‘dove, pigeon’ can be either *pombu* or *manu pombu*.

Sometimes you will see such compounds written as single words, sometimes as two separate words, and sometimes with a hyphen. This partly reflects the fact that some compounds (e.g. *ai dila* ‘papaya’) ‘feel’ to native speakers as if they are single words, while others (such as *manu pombu*) are easier to separate and ‘feel’ like two separate words.

A similar construction is found for disease names, which are optionally preceded by the generic word *moras*; e.g. ‘leprosy’ can be *lepra* or *moras lepra*, and ‘malaria’ can be *malaria* or *moras malaria*.

2. Plant part compounds: hudi tahan

Note the following names for parts of plants:

| | |
|--------------|--------------------|
| abut | root |
| been | sap, juice |
| fuan | fruit |
| funan | flower |
| huun | tree, base of tree |
| kulit | bark, peel |
| musan | seed |
| tahan | leaf |
| tarak | thorn |

If you are talking about a part of a particular type of plant, the plant name comes first; e.g. *ai bubur tahan* ‘eucalyptus leaf’, *nuu been* ‘coconut juice’, *batar musan* ‘corn/maize seed’.

If, however, you are talking about leaves in general, or a thorn from an unidentified source, then you cannot, as in English, just say *tahan* ‘leaf’ or *tarak* ‘thorn’. Rather, precede the plant part with generic *ai*, hence *ai tahan* ‘leaf’, and *ai tarak* ‘thorn’. (The exception is *musan*; many people don’t accept **ai musan*.)

- . **Hau nia kamiza ohin naklees, tanba kona sabraka tarak.** My shirt tore, as it got caught on a citrus thorn.
- . **Ohin hau sama ai tarak ida, moras loos.** Earlier I stood on a thorn, and it really hurts.
- . **Hau la gosta duut nee, tanba iha tarak barak.**¹ I don’t like this grass/shrub, as it has lots of thorns.

Note that *huun* is also a pervasive traditional metaphor for ‘origin’; hence you can speak of seeking *problema nee nia huun* ‘the origins of this problem’, or knowing *ita nia huun* ‘our origins’. *Abut* is similar.

¹ Here you use *tarak* rather than *ai tarak* or *duut tarak*, since the plant it comes from has already been identified.

3. Categorisation

There are various ways of asking whether one entity is classed as a type of another.

- . **Tomati modo, laós aifuan.** Tomatoes are vegetables, not fruit.
- . **Tomati tama ba modo.** Tomatoes are classed as vegetables.

Here are some alternatives for talking about ‘kinds’ of things:

- . **Hudi nee, hudi saida? Singapura ka, hudi fatuk?** What kind of banana is this? Is it ‘Singapore’ banana or ‘rock’ banana?
- . **Hudi ida nee oin seluk liu! Nee hudi saida?** This banana is really different! What type is it?
- . **Imi kuda batar oin hira?** How many types of corn did you plant?
- . **Ami kuda batar oin rua: batar lais ho batar boot.** We planted two types of corn: ‘quick’ corn (a short type) and ‘big’ corn (a tall variety with large cobs).
- . **Iha Timor, iha koto oi-oin.** In Timor there are various types of *koto* bean.

To emphasise that two categories X and Y are distinct (for instance to a foreigner who has gotten them confused!), you can use the construction “X, X; Y Y”, where there is rising intonation on the first “X” and “Y”, and falling intonation on the second.

- . **Etu, etu; foos, foos.** *Etu* and *foos* are distinct.
- . **Fore, fore; koto koto.** *Fore* and *koto* are distinct.

Cognate adverbs ending in -mente

Adverbs such as the following are rarely used in conversation, but are used in the press.

| <u>Portuguese loan</u> | <u>English</u> |
|-------------------------------|-----------------------|
| diretamente | directly |
| indiretamente | indirectly |
| geralmente | generally |
| normalmente | normally |
| oficialmente | officially |
| provisóriamente | provisionally |