


## 2. Кокымшо урок: Елу ден Серге

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## I. Text

Елу ден Серге Йошкар-Олаште илат. Нуно Эшпай уремыште, 12-шо (латкокымшо) номеран пörтыштö илат. Серге 37 (кумло шым) ияш. Тудо редакцийыште пашам ышта. Тудо журналист. Елу, тудын ватыже, 35 (кумло вич) ияш. Тудо университетыште марий йылмым тунукта. Тудо тунуктышо.

Елу ден Серген кок йочашт уло: эрге ден ўдыр. Эргыштын лўмжö Эчан. Тудо 14 (латныл) ияш. Тудо школышто тунемеш. Ўдырыштын лўмжö Ануш. Тудо 5 (вич) ияш. Тудо йочасадыш коштеш.



Калыкмут  
Книга илаш тунукта.



## II. Vocabulary

вате	wife; woman	номер	number
ден	and	номеран	(of the) number /see IV.2./
илаш (-ем)	to live	нуно	they
йоча	child	пашам	to work
йочасад	kindergarten	ышташ (-ем)	
йочасадыш	(s)he goes to	пöрт	house
коштеш	kindergarten	сад	garden
йылме	language; tongue	тунемаш (-ам)	to learn, to study
калык	people, nation	тунукташ (-ем)	to teach
калыкмут	proverb	уло	(here:) has/have /see III.8./
книга	book	ўдыр	daughter; girl
кошташ (-ам)	to go; to attend	школ	school
марий	Mari; husband; man	ышташ (-ем)	to do; to make, to build
мут	word	эрге	son; boy

### III. Grammar

#### 1. Verbs:

a) Infinitive: The infinitive of Mari verbs is formed with the invariable infinitive ending *-аш*: *тунемаш* ‘to learn’, *туныкташ* ‘to teach’, *кошташ* ‘to go’, *илаш* ‘to live’. Note that this ending is written *-яш* in the case of verbs whose stems end in *-j*: *каяш* /kajaʃ/ ‘to go, to leave’.

b) First and second conjugations: Every Mari verb belongs to one of two conjugations (known as conjugations I and II). To be able to use a Mari verb, it is necessary to know which conjugation it belongs to. Since the infinitive form of the verb does not show the conjugation class, and the conjugation class can be derived from the infinitive only in the case of certain derivational suffixes, in this book the infinitive will be followed by either *(-ам) ~ (-ям)* or *(-ем) ~ (-эм)*, these being the suffixes for the first person singular present tense. Thus *тунемаш (-ам)* ‘to learn’ and *кошташ (-ам)* ‘to go; to attend’ are first conjugation verbs and *туныкташ (-ем)* ‘to teach’ and *илаш (-ем)* ‘to live’ are second conjugation verbs. The two conjugation groups differ in morphology only – whether a verb belongs to conjugation I or II has no bearing on its meaning.

c) Present tense: In Mari linguistic terminology the present tense is called the present/future tense, since its forms can refer to either the present or the future. In translations into English the context determines which (English) tense is appropriate: *Тудо пӧртым ышта*. ‘(S)he builds a house.’ ~ ‘(S)he will build a house.’ It should also be noted that Mari does not distinguish between simple and progressive forms, as English does. Thus, depending on the context, the above sentence could also be translated as ‘(S)he is building a house’ or ‘(S)he will be building a house’.

Endings of the present tense are added to the stem of the infinitive, i.e., infinitive minus *-аш*. Regarding infinitives ending in *-яш*, see below.

d) Endings of the third person singular/plural: In the third person singular and plural, the present tense indicative (the mood used in objective statements) the endings are as follows:

	Conjugation I	Conjugation II
3Sg	-еш (-эш)	-а (-я)
3Pl	-ыт	-ат (-ят)

Example with *тунемаш* ‘to learn’ (conjugation I) and *илаш* ‘to live’ (conjugation II).

	Conjugation I	Conjugation II
3Sg	тунемеш	ила
3Pl	тунемыт	илат

Note that the stress falls on all of the above verbal endings with the exception of the third person plural, conjugation I (*-ыт*): *нуно коштым* ‘they go ~ they are going’, *нуно тунемыт* ‘they learn ~ they are learning’.

Orthography: Note the spelling of the forms of conjugation II verbs whose stems end in */j/* and a vowel. Infinitives of these verbs end accordingly in *-яш*. Example: *каяш* /kajaʃ/ ‘to go, to leave’ > *кая* /kaja/, *каят* /kajat/. Also note the spelling of conjugation I verbs with stems ending in a vowel: *шуаш* /ʃuaʃ/ ‘to reach’ > *шуэш* /ʃueʃ/.

Impersonal usage: If the subject is not defined in the third person plural, sentences can be read as impersonal: *газетым ужалат* 'newspapers are being sold (lit. (they) are selling newspapers').

### 2. Accusative case:

The ending of the accusative case is *-(ы)м*. The interrogative pronouns *кӧ* 'who' and *мо* 'what' become *кӧм* 'whom' and *мом* respectively.

a) After an accented vowel the ending is *-м*.

Nominative		Accusative
паша	work	пашам
йоча	child	йочам
Серге	Sergey	Сергем
Елу	Yelu	Елум

b) Word-final unaccented *-e/-o/-ö* becomes *-ы* before *-м*.

Nominative		Accusative
вате	wife	ватым
тудо	he/she/it	тудым
кӱзӧ	knife	кӱзым

Note that this rule also applies to Russian loan words ending in an unaccented *-а*: *Польша* 'Poland' > *Польшым*. In the case of some Russian loan words, unaccented final *-e* or *-o* may remain: *кофе* 'coffee' > *кофем*.

c) After consonants the ending is *-ым*.

Nominative		Accusative
пӧрт	house	пӧртым
урем	street	уремым
мут	word	мутым
урок	lesson	урокым

### 3. Genitive case:

The ending of the genitive case is *-(ы)н*. The interrogative pronouns *кӧ* 'who' and *мо* 'what' become *кӧн* 'whose' and *мон* respectively.

a) After an accented vowel the ending is *-н*.

Nominative		Genitive
паша	work	пашан
йоча	child	йочан
Серге	Sergey	Серген
Елу	Yelu	Елун

b) Word-final unaccented *-e/-o/-ö* becomes *-ы* before *-н*.

Nominative		Genitive
вате	wife	ватын
тудо	he/she/it	тудын
күзö	knife	күзын

Note that this rule also applies to Russian loan words ending in an unaccented *-а*: *Польша* > *Польшын*.

c) After consonants the ending is *-ын*.

Nominative		Genitive
пöрт	house	пöртын
урем	street	уремын
мут	word	мутын
урок	lesson	урокын

#### 4. Possessive suffixes:

To indicate possession in a noun Mari uses possessive suffixes: *йочаже* 'his/her child', *йочашт* 'their child ~ their children'.

a) Possessive suffix – third person singular: The possessive suffixes in the third person singular are: *-же/-жо/-жö* or *-ше/-шо/-шö*.

a1) After accented vowels and the voiced consonants *й, л, ль, м, н, нь, н,* and *р*, the ending is either *-же, -жо, or -жö* in accordance with the rules of vowel harmony.

паша	work	пашаже	his/her work
пасу	field	пасужо	his/her field
күтү	herd	күтүжö	his/her herd

вер	place	верже	his/her place
чон	soul	чонжо	his/her soul
үдыр	daughter	үдыржö	his/her daughter

The suffix *-же, -жо, or -жö* is also used after Russian loan words ending in *ль, нь,* and *рь*: *писатель* 'writer, author' > *писательже, июнь* 'June' > *июньжо, букварь* 'ABC, primer' > *букварьже*.

a2) Word-final unaccented *-e/-o/-ö* becomes *-ы* before *-же, -жо or -жö*.

эрге	son	эргыже	his/her son
родо	relative	родыжо	his/her relative(s)
күзö	knife	күзыжö	his/her knife

Short form: For words ending in vowels, the possessive suffix of the third person singular also has a short form *-ж*, which is used before further suffixes, postpositions (words similar in usage to prepositions in English, but placed after a word), and conjunctions: *ачаж дене* 'with his/her father' *ачажлан* 'to his/her father'. This short form can only be attached to stems ending in a vowel (a1 and a2).

a3) After the consonant *-ш*, the ending is *-ыже/-ыжо/-ыжӧ*: *лышташ* ‘leaf’ > *лышташыже*, *уш* ‘mind, intellect’ > *ушыжо*. (In the spoken language the ending here can also be *-ше/-шо/-шӧ* > *лышташше*.)

a4) After consonants (with the exception of the above-mentioned *й, л, ль, м, н, нь, н,* and *р*) the ending is *-ше/-шо/-шӧ*.

пӧрт	house	пӧртшӧ	his/her house
сад	garden	садше	his/her garden
мут	word	мутшо	his/her word
калык	people/nation	калыкше	his/her people/nation
кагаз	paper	кагазше	his/her paper

b) Possessive suffix – third person plural: The possessive suffix in the third person plural is *-(ы)шт*. This suffix indicates a plurality of possessors ‘their’ and can – depending on the context – imply the plurality of what is possessed as well: *йочашт* ‘their child’ or ‘their children’.

b1) After accented vowels the ending is *-шт*.

паша	work	пашашт	their work
ола	city	олашт	their city
ача	father	ачашт	their father
олмапу	apple tree	олмапушт	their apple tree
кӱтӱ	herd	кӱтӱшт	their herd

b2) A word-final unaccented *-e/-o/-ӧ* (as well as an unaccented final *-a* in Russian loan words) becomes *-ы* before *-шт*.

эрге	son	эргышт	their son
йылме	language; tongue	йылмышт	their language

b3) After all consonants the ending is *-ышт*.

пӧрт	house	пӧртышт	their house
ӱдыр	daughter	ӱдырышт	their daughter
школ	school	школышт	their school
вер	place	верышт	their place

### 5. Order of possessive and case suffixes:

When possessive suffixes co-occur in a word with genitive or accusative case suffixes, the order is: 1) possessive suffix + 2) genitive or accusative case suffix. Example: *эрге* ‘son’ > *эргыжын* ~ *эргыштын* (possessive suffix + genitive), *эргыжым* ~ *эргыштым* (possessive suffix + accusative case suffix). Note that this ordering does not apply to all grammatical cases.

### 6. Possessive construction with two nouns:

When two nouns form a possessive construction (e.g., *the boy’s name*, *the capital of the country*) the first element in Mari is the possessor word in the genitive followed by the possessed word marked with the possessive suffix of the third person singular or plural: *Елун эргыже* ‘Yelu’s son’, *Серген ӱдыржӧ* ‘Serge’s daughter’, *Елу ден Серген йочашт* ‘Yelu and

Serge's child'. This rule also applies when the possessor word is *тудо* '(s)he' or *нуно* 'they': *тудын ватыже* 'his wife', *нунын йочашт* 'their child'.

If the possessed item itself is a possessor as well, it can have both a possessive suffix denoting its possessor, and a genitive suffix linking it with the item it possesses. Note the following example – 'my father's little brother':



### 7. Reciprocal possessive relationship:

When two nouns are in a possessive relationship in which both could equally be seen as the possessor, the possessive suffix can be attached to both: *ачаж ден эргыже* 'father and son'.

### 8. 'to have':

Mari has no verb meaning 'to have'. Instead, the following construction is used: 1) possessor word (noun/pronoun) in the genitive, 2) the possessed word with the appropriate possessive suffix, and 3) the irregular form of the verb 'to be' > *уло* 'there is/are'. Especially in combination with numerals and other quantifiers, *уло* is in practice frequently omitted.

Елун машинаже <u>уло</u> .	Yelu has a car.
Серген кок йочаже ( <u>уло</u> ).	Serge has two children.
Елун мыняр эргыже ( <u>уло</u> )?	How many sons does Yelu have?
Елу ден Серген йочашт ( <u>уло</u> )?	Do Yelu and Serge have any children?

### 9. Ordinal numbers 1–50:

Ordinal numbers are formed by adding *-мше/-мшо/-мшö* (*-ымше/-ымшо/-ымшö*) to the short form of the cardinal numbers. The variant added depends on vowel harmony and on the way the cardinal number ends.

- 1) If the cardinal number ends in a consonant, the variant *-ымше/-ымшо/-ымшö* is added: *кок* 'two' > *кокымшо* 'second', *кандаш* 'eight' > *кандашымше* 'eighth'.
- 2) If the cardinal number ends in *-м*, the shortened variant *-ше/-шо/-шö* is added: *кум* 'three' > *кумшо* 'third', *шым* 'seven' > *шымше* 'seventh'.
- 3) If the cardinal number ends in an unaccented *-е/-о/-ö*, this final vowel becomes *-ы* before the ending *-мше/-мшо/-мшö* is added: *коло* 'twenty' > *колымшо* 'twentieth', *витле* 'fifty' > *витлымше* 'fiftieth'.
- 4) Note in addition the usage of the reduced vowel in *лу* 'ten' > *луымшо* 'tenth' and consonant alternation in *вич* 'five' > *визымше* 'fifth' (see point 5 in the introduction, page 38).

In compound numbers, the ordinal suffix is only attached to the last element. The first element remains unaltered, even when the ordinal as a whole is declined: *коло кокымшын* 'of the twenty-second', *кумло шымшыже* 'his thirty-seventh one'.

1 <sup>st</sup>	икымше	11 <sup>th</sup>	латикымше
2 <sup>nd</sup>	кокимшо	12 <sup>th</sup>	латкокимшо
3 <sup>rd</sup>	кумшо	13 <sup>th</sup>	латкумшо
4 <sup>th</sup>	нылымше	14 <sup>th</sup>	латнымлымше
5 <sup>th</sup>	визымше	15 <sup>th</sup>	латвизымше
6 <sup>th</sup>	кудымшо	16 <sup>th</sup>	латкудымшо
7 <sup>th</sup>	шымше	17 <sup>th</sup>	латшымше
8 <sup>th</sup>	кандашымше	18 <sup>th</sup>	латкандашымше
9 <sup>th</sup>	индешымше	19 <sup>th</sup>	латиндешымше
10 <sup>th</sup>	луымшо	20 <sup>th</sup>	колымшо

21 <sup>st</sup>	коло икымше	34 <sup>th</sup>	кумло нылымше
22 <sup>nd</sup>	коло кокимшо	40 <sup>th</sup>	ныллымше
27 <sup>th</sup>	коло шымше	45 <sup>th</sup>	нылле визымше
30 <sup>th</sup>	кумлымшо	46 <sup>th</sup>	нылле кудымшо
33 <sup>th</sup>	кумло кумшо	50 <sup>th</sup>	витлымше

In the written language, abbreviated versions can be used, with the suffix *-ше/-шо/-шö* using the form dictated by vowel harmony: *икымше* ~ 1-*ше*, *кокимшо* ~ 2-*шо*.

#### IV. Words and word usage

##### 1. Months:

The names of the months are listed in the following table. The inessive case can be used with the names of the months: *март* 'March' > *мартыште* 'in March'. In combination with ordinal numbers, one can also use the inessive to refer to specific dates: *апрель* 'April' > *коло кокимшо апрельыште* 'on the twenty-second of April'.

Nominative		Inessive
январь	January	январыште
февраль	February	февральыште
март	March	мартыште
апрель	April	апрельыште
май	May	майыште
июнь	June	июньышто
июль	July	июльышто
август	August	августышто
сентябрь	September	сентябрьыште
октябрь	October	октябрьыште
ноябрь	November	ноябрьыште
декабрь	December	декабрьыште

##### 2. The derivational suffix *-ан*:

The productive derivational suffix *-ан* forms adjectives from nouns. It is used to denote possession of the noun to which it is attached and can often be translated as 'with': *кокимшо номеран пöрт* 'house number two (house with the number two)', *кудымшо номеран школ*

'school number six (school with the number six)', *вјд* 'water' > *вјдан* 'watery'. The suffix will be revisited in chapter 12.III.1. (page 169).

The suffix deletes unstressed final *-e/-o/-ö*: *эрге* 'son' > *эрган* 'having a son'. After a final *-a* or *-я*, the suffix is simply *-н*: *йоча* 'child' > *йочан* 'having a child'. Also note orthographic peculiarities that occur, for example, when stems end in *-й*: *вий* 'strength' > *виан* 'strong'. These phenomena were discussed in point 3 of the introduction, starting on page 32.

### 3. ден 'and':

Note that when nouns are coupled with the word *ден*, suffixes are only attached to the last item: *Елу ден Серге йочашт уло?*

## V. Exercises

1. Insert the following verbs into the appropriate sentences: *коштеш, пашам ышта, тунемеш, ила*.

- 1) Ивук университетыште ... .
- 2) Елу Эшпай уремыште ... .
- 3) Серге редакцийыште ... .
- 4) Ануш йочасадыш ... .

2. Insert the following verbs into the appropriate sentences: *тунемым, пашам ыштат, илат, коштым*.

- 1) Елу ден Серге Йошкар-Олаште ... .
- 2) Анук ден Ивук школышто ... .
- 3) Елу ден Олюк йочасадыш ... .
- 4) Миклай ден Эчан ... .

3. In the following sentences put the verb into the third person singular or plural.

- 1) (илаш) Елу Йошкар-Олаште ... . Елу ден Серге Йошкар-Олаште ... .
- 2) (тунемаш) Эчан школышто ... . Эчан ден Ивук школышто ... .
- 3) (ышташ) Серге редакцийыште пашам ... . Серге ден Пöтыр редакцийыште пашам ... .
- 4) (кошташ) Ануш йочасадыш ... . Ануш ден Олюк йочасадыш ... .
- 5) (туныкташ) Елу университетыште ... . Елу ден Миклай университетыште ...

4. Read the following three dialogues and rewrite each of them three times using the words given.

- а) – Елу кушто ила?  
 – Тудо Йошкар-Олаште ила.  
 – Елу ден Серге кушто илат?  
 – Нуно Йошкар-Олаште илат.
- 1) Ана, Ана ден Олюк, \*Моско
  - 2) Олюк, Олюк ден эргыже, \*Морко
  - 3) Эчан, Эчан ден ватыже, Волжск

\* *Морко* ' (town in Mari El, Russian *Морки*)', *Моско* 'Moscow'



- b) – Эчан кушто тунемеш?  
 – Тудо школышто тунемеш.  
 – Эчан ден Миклай кушто тунемыт?  
 – Нуно школышто тунемыт.
- 1) Ана, Ана ден Олюк, \*лицей
  - 2) Ивук, Ивук ден Пöтыр, \*колледж
  - 3) Зоя, Зоя ден Йыван, университет

\* *лицей* 'specialized secondary school', *колледж* 'technical secondary school'

- c) – Зоя кушто пашам ышта?  
 – Тудо \*фермыште пашам ышта.  
 – Зоя ден Ёдыржö кушто пашам ыштат?  
 – Нуно фермыште пашам ыштат.
- 1) Ивук, Ивук ден эргыже, \*завод
  - 2) Миклай, Миклай ден ватыже, школ
  - 3) Зина, Зина ден Ёдыржö, йочасад

\* *ферме* 'farm', *завод* 'factory, plant'

5. Put the following words into the accusative case. Example: *книга* – *книгам*

паша, йоча, урем, Эчан, Елу, номер, редакций, пöрт, Ивук, вате, университет,  
 йылме, лүм, ёдыр

6. Put the words in parentheses into the accusative case.

- 1) Эчук (марий йылме) туныкта.
- 2) Пöтыр (\*химий) тунемеш.
- 3) Вёдыр (паша) ышта.
- 4) Елу ден Серге (пöрт) ыштат.

\* *химий* 'chemistry'

7. Read the following dialogue and then rewrite it twice using the words given.

- Серге **туныктышо**. **Тудо** унвиверситетыште пашам ышта.
- Серге **мом туныкта**?
- **Тудо марий йылмым** туныкта.
- \*А **Елу** мом ышта?
- **Елу журналист**. **Тудо** редакцийыште пашам ышта.
- А эргышт?
- **Эргышт** школышто тунемеш.
- **Тудо** мом тунемеш?
- **Тудо марий йылмым**, \*математикым, \*физикым, химийым, \*историйым тунемеш.

- 1) Роза: **туныктышо**, университет, \*француз **йылме**; Эчук: \*инженер, завод; **ўдырышт**: школ, математике, физике, химий
- 2) Ольга: **туныктышо**, школ, \*биологий; Йыван: \*агроном, ферме; эргышт: колледж, математике, физике, химий, историй

\* *a* 'and; but', *математике* 'mathematics', *физике* 'physics', *историй* 'history', *француз* 'French', *инженер* 'engineer', *биологий* 'biology', *агроном* 'agronomist'

8. Put the following nouns into the genitive case. Example: *урем* – *уремын*

Елу	паша	йылме	Йошкар-Ола
Ана	йоча	вате	калык
ола	эрге	йочасад	Эчан
пöрт	ўдыр	Моско	Йыван

9. Add the possessive suffixes of the third person singular and plural to the following nouns.

Example: *книга* – *книгаже*, *книгашт*

пöрт	йоча	ола	йылме
урем	ўдыр	редакций	вер
паша	вате	номер	туныктышо

10. Answer the following questions. Example: *Тиде көн книгаже? (Анук) – Анукын книгаже.* 'Whose book is this? It's Anuk's.'

- 1) **Тиде** көн йочаже? (Серге)
- 2) **Тиде** көн ўдыржө? (Елу)
- 3) **Тиде** көн эргыже? (Ана)
- 4) **Тиде** көн ватыже? (Пöтыр)
- 5) Көн **книгаже**? (**туныктышо**)
- 6) Көн **ўдырышт**? (**нуно**)

11. Read the following dialogues and rewrite them using the words given.

- a) – Тиде кӧн эргыже?  
 – Тиде Елун эргыже.  
 – Елун мыняр эргыже уло?  
 – Ик эргыже.
- 1) Елу, ўдыр, икте  
 2) Серге, эрге, икте  
 3) Серге, ўдыр, икте
- b) – Елу ден Серген йочашт уло?  
 – Уло.  
 – Нунын мыняр йочашт уло?  
 – Кок йочашт уло.
- 1) Зоя ден Ивук, йоча, кумыт.  
 2) Ана ден Пӧтыр, йоча, визыт

12. Write out the following dates and put them into the inessive case. Example: February 2<sup>nd</sup>  
 > *кокимшо февраль*, on February 2<sup>nd</sup> > *кокимшо февральыште*

(on) January 15<sup>th</sup>

(on) July 14<sup>th</sup>

(on) February 12<sup>th</sup>

(on) August 8<sup>th</sup>

(on) March 8<sup>th</sup>

(on) September 17<sup>th</sup>

(on) April 22<sup>nd</sup>

(on) October 16<sup>th</sup>

(on) May 1<sup>st</sup>

(on) November 6<sup>th</sup>

(on) June 12<sup>th</sup>

(on) December 25<sup>nd</sup>

13. Write out the ordinal numbers in the following sentences.

- 1) Тудо (16) номеран пӧртыштӧ ила.  
 2) Ўдыржӧ (2) \*классыште тунемеш.  
 3) Эргыже (7) классыште тунемеш.  
 4) Йочашт (1) номеран йочасадыш коштеш.  
 5) Эргышт (6) номеран школыш коштеш.

\* *класс* 'class'

14. Read the following dialogue and rewrite it using the words given.

- Елу ден Серге кушто илат?
- Елу ден Серге Йошкар-Олаште, Эшпай уремыште, 12-шо номеран пörтыштö илат.
- Серге мыняр ияш?
- Серге 37 (кумло шым) ияш.
- Тудо кушто пашам ышта?
- Редакцияште.
- Тудо мом ышта?
- Тудо журналист.
- Тудын ватыже кө?
- Тудо тунуктышо.
- Тудо мыняр ияш?
- Тудо 39 (кумло индеш) ияш.
- Нунын йочашт уло?
- Уло.
- Нунын мыняр йочашт уло?
- Кок йочашт: эрге ден ўдыр.
- Эргышт мыняр ияш?
- 14 (латныл) ияш.
- Тудо мом ышта?
- Тудо школышто тунемеш.
- А ўдырышт?
- ўдырышт вич ияш. Тудо йочасадыш коштеш.
- Нунын лўмышт \*кузе?
- Эргыштын лўмжö Эчан, ўдырыштын – Ануш.

Оля ден Эчан, Морко \*район, Шўргыял, 45 ий, ферме, агроном, \*секретарь, 40 ий, 18 ий, \*студент, 12 ий, школ, Йыван, Анук.

\* *кузе* 'how', *район* 'district', *секретарь* 'secretary', *студент* 'student'

15. Translate into Mari.

Miklay and Vera live in Kazan /Озан/. They live on Pushkin Street in house number 45. Miklay works at a secondary school /лицей/. He teaches history. His wife is studying /тунемаш/ at a university. They have one child. His name is Pötyr /Пöтыр/. He is five years old. He goes to kindergarten.

16. Write down the dictation.

