


3. Кумшо урок: Эчан ден кочаже

I. Text

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- Коча: – Поро кечет лийже, Эчан!
 Эчан: – Поро кече, кочай. Кузе илет?
 Коча: – Тау. Илем эркын-эркын.
 Ачат ден ават кушто улыт?
 Эчан: – Ачам ден авам пашаште улыт.
 Коча: – А шўжарет кушто?
 Эчан: – Шўжарем йочасадыште.
 Коча: – А тый кунам школыш кает?
 Эчан: – Урокым ыштем да каем.
 Коча: – Ачат ден ават кунам толыт?
 Эчан: – Нуно кастене толыт. Кочай,
 мый вашке каем, тый кодат
 ал'е кает?
 Коча: – Мый каем, кастене толам.
 Эчан: – Тугеже чеверын, кочай!
 Коча: – Чеверын, уныкам!

Калыкмут

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II. Vocabulary

а	and; but	могай	what (kind of)
ава	mother	мый	I
ал'е	or	поро	good
вашке	soon; quickly	тау	thank you; thanks
да	and; but; yes	толаш (-ам)	to come
кастене	in the evening	тугай	such, that kind; so
каяш (-ем)	to go, to leave	тугеже	then, in this case
кече	day; sun	тый	you (Sg.) /see IV.2./
кодаш (-ам)	to stay, to remain	улаш (-ам)	to be
коча	grandfather	уныка	grandchild
кузе	how	чеверын!	good-bye!
кузе илет?	how are you?	шўжар	(younger) sister
кунам	when	эркын	softly; slowly; gradually /see IV.4./ /Илем эркын-эркын. I'm alright./
куш(ко)	where (to)		
лийже	may (something) be /see IV.3./		

III. Grammar

1. Conjugation: present tense, first and second persons singular:

In the first and second persons singular – present tense, the endings are as follows:

	Conjugation I	Conjugation II
1Sg	-ам (-ям)	-ем (-эм)
2Sg	-ат (-ят)	-ет (-эт)

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

	Conjugation I	Conjugation II
1Sg	тунемам	илем
2Sg	тунемат	илет
3Sg	тунемеш	ила
3Pl	тунемыт	илат

Note the spelling of conjugation I verbs with stems ending in -j, e.g., *лияш* /lijaš/ 'to become' > *лиям* /lijam/ 'I become', *лият* /lijat/ 'you become'. Likewise, note the spelling of conjugation II verbs with stems ending in a vowel: *пуаш* /puaš/ 'to give' > *пуэм* /puem/ 'I give', *пуэт* /puet/ 'you give'.

2. *улаш* 'to be':

This verb is conjugated regularly (conjugation I), but in sentences of the type 'A = B', i.e., 'She is a teacher, I am sick' – i.e., where it is being used as a copula – the form in the third person singular is usually omitted. Note that the form is not omitted in the third person plural and that it is not necessary to put the predicate nominal into the plural.

1Sg	улам	Мый журналист улам.	I am a journalist.
2Sg	улат	Тый журналист улат.	You are a journalist.
3Sg	[улеш]	Тудо журналист.	(S)he is a journalist.
3Pl	улыт	Нуно журналист улыт.	They are journalists.

3. Illative case:

The illative case is used in answer to the question *кушко* (*куш*) 'where (to)?': *олаш(ке)* 'to/into the city', *пӧртыш(кӧ)* 'to/into the house'.

Case endings: The illative case has a long and a short form which are distinguished by the presence or absence of *-ке/-ко/-кӧ* after the element *-ш*. Long form: *-шке/-шко/-шкӧ* (*-ышке/-ышко/-ышкӧ*); short form: *-ш* (*-ыш*). The choice of the vowel in the long form is determined by the rules of vowel harmony. Note that the rules for the choice of the suffix variant are the same as those for the inessive. To a large degree the long and short forms can be used interchangeably, but the short forms are more typical of colloquial speech. In fixed, idiomatic expressions a certain form can be required, e.g., the short form in *мош шога?* 'How much does it cost?'

a) The variants *-ш(ке)/-ш(ко)/-ш(кө)* occur directly after a stressed vowel.

Nominative		Illative
ола	city	олаш(ке)
пасу	field, meadow	пасуш(ко)
тенге	ruble	тенгеш(ке)
күтү	herd	күтүш(кө)

b) The variants *-ыш(ке)/-ыш(ко)/-ыш(кө)* are used after a consonant.

сад	garden	садыш(ке)
вер	place	верыш(ке)
школ	school	школыш(ко)
вүд	water	вүдыш(кө)

c) If a word ends in an unstressed *-e/-o/-ö*, this vowel becomes *-ы* before the suffix *-ш(ке)/-ш(ко)/-ш(кө)* is added.

пече	fence	печыш(ке)
тумо	oak	тумыш(ко)
көргө	(the) inside	көргыш(кө)

Note that this rule also applies to Russian loan words ending in an unaccented *-a*: *Польша > Польшыш(ке)*.

4. Possessive suffixes – first and second persons singular:

The endings of the possessive suffixes in the first person singular are *-м/-ем/-эм* and in the second person singular, *-т/-ет/-эт*. The variants *-ем/-эм* and *-ет/-эт* are always stressed.

a) The variants *-м* and *-т* appear directly after the stressed end vowels *-а, -я, -е, -э*.

1Sg	ола парня тенге куэ	олам парням тенгем куэм	my city my finger my ruble my birch tree
2Sg	ола парня тенге куэ	олат парнят тенгет куэт	your city your finger your ruble your birch tree

b) The variants *-эм* and *-эт* are used after all other stressed end vowels.

1Sg	пасу күтү чичи пальто	пасуэм күтүэм чичиэм пальтоэм	my field my herd my little chicken my coat
2Sg	пасу күтү чичи пальто	пасуэт күтүэт чичиэт пальтоэт	your field your herd your little chicken your coat

c) When a word ends in an unstressed vowel, the unstressed vowel disappears and the endings *-ем* and *-ем* are used.

1Sg	вате түмо күзө	ватем түмем күзем	my wife my oak tree my knife
2Sg	вате түмо күзө	ватет түмет күзет	your wife your oak tree your knife

d) After all consonants the variants *-ем* and *-ем* are used.

1Sg	пөрт лүм мут	пөртем лүмем мүтем	my house my name my word
2Sg	пөрт лүм мут	пөртет лүмет мүтет	your house your name your word

Note orthographic peculiarities that occur, for example, when stems end in *-й*: *пий* 'dog' > *пием* 'my dog', *пием* 'your dog'. These phenomena were discussed in point 3 of the introduction, starting on page 32.

Possessive ending: Here is a summary of the possessive endings in the first/second/third persons singular and the third person plural.

		пөрт 'house'	күзө 'knife'	вате 'wife'	ола 'city'	пасу 'field'
1Sg	-м, -ем, -эм	пөртем	күзем	ватем	олам	пасуэм
2Sg	-т, -ет, -эт	пөртет	күзет	ватет	олат	пасуэт
3Sg	-ж(е)/-ж(о)/ж(ө), -ше/-шо/-шө	пөртшө	күзыж(ө)	ватыж(е)	олаж(е)	пасуж(о)
3Pl	-шт, -ышт	пөртышт	күзышт	ватышт	олашт	пасушт

Orthography: Note the spelling of words ending in *-й* and *-ь* when the possessive suffixes *-ем* and *-ем* are added: *фамилий* 'last name' > *фамилием*, *фамилиет* 'my ~ your last name', *гармонь* /garmoń/ 'accordion' > *гармонем* /garmońem/, *гармонет* /garmońet/, 'my ~ your accordion'.

Kinship terms: With certain, but not all kinship terms ending in an unstressed *-e/-o/-ö*, usage varies from that cited above. With these words the unstressed final vowel changes regularly to *-ы* and then the ending *-м* (1Sg) or *-ч* (2Sg) is added.

вене	son-in-law	веным	веныч	my/your son-in-law
шешке	daughter-in-law	шешкым	шешкыч	my/your daughter-in-law
шольо	(younger) brother	шольым	шольыч	my/your (younger) brother
эрге	son	эргым	эргыч	my/your son

Note in addition: 1) In the case of чўчў 'uncle (mother's younger brother)' the final vowel is stressed, but the 2Sg ending can be -ч: чўчўм, чўчўч 'my ~ your uncle'. 2) In addition to these differing forms the regular ones are also possible: эргем, эргет 'my ~ your son'.

5. Pronouns:

Mari is a pro-drop language. Personal pronouns as subjects are optional and can be omitted.

Тый кушто илет? ~ Кушто илет?	Where do you live?
Мый кастене толам. ~ Кастене толам.	I will come in the evening.
Тудо Йошкар-Олаште ила. ~ Йошкар-Олаште ила.	(S)he lives in Yoshkar-Ola.
Нуно мари йылмым тунемыт. ~ Мари йылмым тунемыт.	They are learning Mari.

IV. Words and word usage

1. Kinship terminology:

Note that kinship terminology in Mari is more precise than in English, with more distinctions being made between younger/elder relations and the maternal/paternal lines. The following is a list of the most commonly used kinship terms. It also contains vocative forms, i.e., forms used when addressing the person in question. (Apart from kinship terms, special vocative forms are not used in Mari.) There are two major ways of forming the vocative: a) with /-j/, or b) with the possessive suffix (first person singular). Note in addition that some of these forms can be used as non-vocative nouns.

Ачай, кочкаш шич!	Father, sit down to eat!
Ачай/Ача мурым мур.	Father is singing a song.

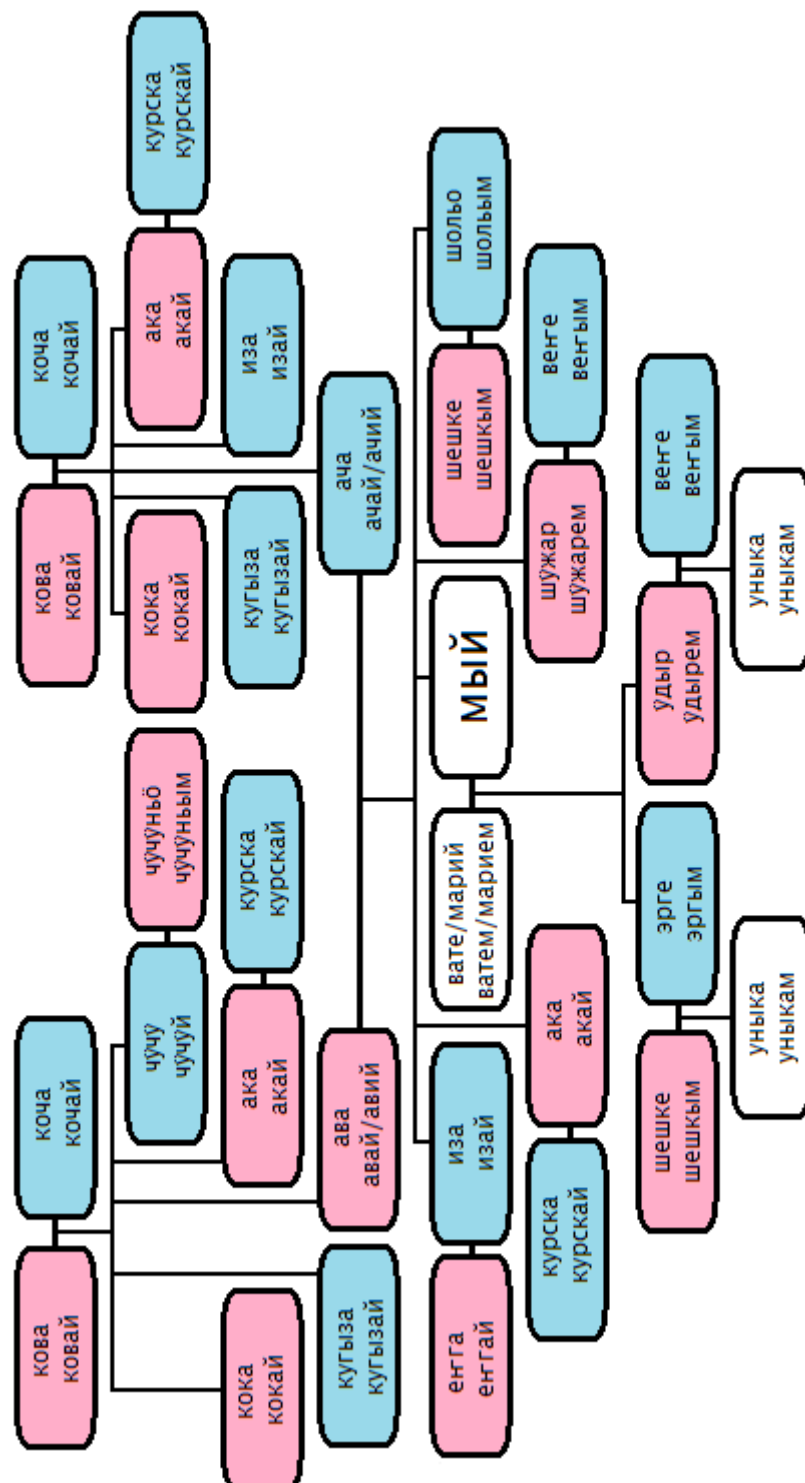
a) Vocative in -й:

Nominative		Vocative
ава	mother	авай, авий
ака	(elder) sister aunt (parent's younger sister)	акай
ача	father	ачай, ачий
енга	sister-in-law (elder brother's wife)	енгай
иза	(elder) brother uncle (father's younger brother)	изай
кова	grandmother	ковай
кока	aunt (mother's or father's elder sister)	кокай
коча	grandfather	кочай
кугыза	uncle (mother's or father's elder brother)	кугызай
курска	brother-in-law (elder sister's husband) uncle (parent's younger sister's husband)	курскай
чўчў	uncle (mother's younger brother)	чўчўй

b) Vocative with possessive suffix (first person singular). The ending is either the usual accented *-ем* or the unaccented *-(ы)м* (see III.4.).

Nominative		Vocative
вате	wife	ватем
вене	son-in-law brother-in-law (younger sister's husband)	венгым
марий	husband	марием
шешке	daughter-in-law sister-in-law (younger brother's wife)	шешкым
шольо	(younger) brother	шольым
шўжар	(younger) sister	шўжарем
уныка	grandchild	уныкам
ўдыр	daughter	ўдырем
эрге	son	эргым
чўчўньö	aunt (mother's younger brother's wife)	чўчўньым

The following family tree gives an overview of major kinship terminology in both the nominative and the vocative. Blue entries represent male family members and pink ones female family members. Horizontal connections represent marriages and vertical connections, parentage. Older siblings are always to the left in this chart.



2. тый 'you':

The form *тый* is the second person singular informal pronoun, used in addressing a child, a friend, or a relative. For more particulars see 4.IV.1. (page 85).

3. лийже:

The word *лийже* is formally the third person singular form of the verb *лияш* 'to be' in the imperative mood. The complete paradigm of 'to be' in Mari is made up of forms of the verbs *улаш* and *лияш*. These words will be discussed in section 8.III.6. (page 123). The third person singular of the imperative will be introduced in section 27.III.1. (page 342).

The meaning of *лийже* is 'may (it, something) be' and the word is typically used in various greetings. The greeting *Поро кечет лийже* 'Hello' is literally 'May you have a good day'.

4. Reduplication:

Reduplication is one method used in Mari to form new words or give a word a new intensified nuance. It can be used, for example, with adverbs (*эркын-эркын* 'slowly, gradually, softly, peacefully'), adjectives (*поро-поро* 'very good'), verbs (*каем-каем* 'I go and go').

5. -ам 'and':

The particle *-ам* 'and' is written together with the word it follows. As regards the manner in which this suffix is connected with various stems, it is equivalent to the derivational suffix *-ан* – see 2.IV.2. (page 59). Unstressed vowels preceding the suffix are typically eliminated: *йочаже* 'his/her child' + *-ам* > *йочажат* 'and his/her child'.

6. кө 'who':

In contrast to English, when asking people what their occupation is, the interrogative pronoun *кө* 'who' is used.

– Эчан <u>кө</u> ?	– What (lit. who) is Echan?
– Эчан <u>туныктышо</u> .	– Echan is a teacher.

7. каяш (-ем), кошташ (-ам) 'to go':

Both words can be translated as 'to go'. But, *кошташ* can be used to emphasize habitual or repeated actions, and movements somewhere and back. It can also be used in the sense of 'to attend' (e.g., a school). It also denotes the ability to walk, as in a young child.

Тудо кандаш шагатлан школыш <u>кая</u> .	(S)he's going to school at eight o'clock.
Мый кажне кечын кандаш шагатлан школыш <u>коштам</u> .	I go to school at eight o'clock every day.
Мыйын йочам <u>ынде</u> школыш <u>коштеш</u> .	My child already goes to school.
Тендан йочада <u>коштеш</u> ?	Is your child (already) walking?

V. Exercises

1. Answer the following questions, inserting the verb used in the question in the proper form.

- 1) Кугызай, тый кушто пашам ыштет? Мый школышто
- 2) Акай, тый кушто тунемат? Мый университетыште
- 3) Ачай, тый мом туныктет? Мый *математикым
- 4) Эргым, тый мом тунемат? Мый *историйым
- 5) Изай, тый кодат? Мый

* *математике* 'mathematics', *историй* 'history'

2. Conjugate the following verbs (present tense, first/second/third persons singular and third person plural).

Conjugation I: кодаш, толаш, кошташ

Conjugation II: туныкташ, ышташ, каяш

3. Read the following dialogue and then write three similar ones using the words given.

- Курскай, тый кө улат?
- Мый *инженер улам.
- Тый мыняр ияш улат?
- Мый 39 (кумло индеш) ияш улам.
- А кушто тый пашам ыштет?
- Йошкар-Олаште, *заводышто.

- 1) Иза: *агроном, 25 ий, *ферме.
- 2) Кока: туныктышо, 53 ий, школ.
- 3) Ака: *студент, 19 ий, университет

* *инженер* 'engineer', *завод* 'factory, plant', *агроном* 'agronomist', *ферме* 'farm', *студент* '(university) student'

4. Put the noun in parentheses into the illative case.

- 1) Мый (*кино) каем.
- 2) Тый (ола) кает.
- 3) Тудо (паша) кая.
- 4) Эчан (школ) кая.
- 5) Елу ден Серге (*театр) каят.

* *кино* 'movie theater; movie', *театр* 'theater'

5. Put the nouns in parentheses into either the illative, the inessive, or the accusative case.

- 1) Миклай (паша) кая.
- 2) Тудын ўдыржө (университет) тунемеш.
- 3) Эчанын эргыже (йочасад) коштеш.
- 4) Елу (*ял) ила.
- 5) Нуно (школ) тунемыт.
- 6) Мый (марий йылме) тунемам.
- 7) Изамын ватыже (университет) пашам ышта.
- 8) Ачаж ден эргыже (паша) каят.

* *ял* 'village'

6. Answer the following questions.

- 1) Тый кушто тунемат? (at school)
- 2) Тый мом тунемат? (the Mari language)
- 3) *Таче куш кает? (to the university)
- 4) Театрыш кунам кает? (in the evening)
- 5) Эргыже кушто ила? (in Yoshkar-Ola)
- 6) Веран ўдыржө кушто пашам ышта? (at the kindergarten)
- 7) Нуно куш каят? (to Moscow /*Моско*/)

* *таче* 'today'

7. Read the following sentences and form questions by replacing the words printed in italics with *мом*, *көн*, *кунам*, *кушто*, or *куш(ко)*.

- 1) Тиде *Йыванын* книгаже.
- 2) Серген ачаже *кастене* толеш.
- 3) Елун *ўдыржө йочасадыш* коштеш.
- 4) Мый *Йошкар-Олаште* илем.
- 5) Эчан *Москошко* кая.
- 6) Миклай *уроным* ышта.
- 7) Елун аваже **ялыште* ила.

* *ялыште* 'in the village, in the countryside'

8. Add the possessive suffixes (first/second/third persons singular and third person plural) to the following nouns:

паша	йоча	ача	кид*
кече	пөрт	йылме	ял
урем	ўдыр	ий	коча

* *кид* 'arm, hand'

9. Form possessive forms as indicated. Example: *ял (мый) – ялем*

Ўдыр (нуно)	шўжар (тудо)	шешке (мый)
вер (тудо)	вате (мый)	пөрт (нуно)
ака (тый)	марий (мый)	шольо (тый)
эрге (нуно)	эрге (мый)	номер (тудо)
енга (тудо)	вене (тудо)	ола (нуно)
шольо (нуно)	курска (тый)	ийгот (тый)

10. Translate. Example: *my work – пашам*

his/her work	my son	his/her (younger) brother
my house	his wife	my (elder) sister
their village	her husband	his/her grandchild
your age	his/her editorial office	your son-in-law
my teacher	my father	my grandfather
your number	your mother	your school
their child	their grandmother	his/her tongue

11. Insert the following words into the appropriate sentences: *курска, кова, коча, вене, кугыза*. Example: *Эргемын йочаже – уныка(м)*.

- 1) Авамын ачаже –
- 2) Акамын марийже –
- 3) Кочамын ватыже –
- 4) Ачамын изаже –
- 5) Ўдыремын марийже –

12. Transform the sentences according to the example: *Ануш Эчанын ўдыржө. > Эчан Анушын ачаже.*

- 1) Сергей Стапанын – уныкаже.
- 2) Анук Вёдырын – ватыже.
- 3) Йыван Миклайын – эргыже.
- 4) Лизук Борисын – шўжарже.
- 5) Салика Елун – ачаже.

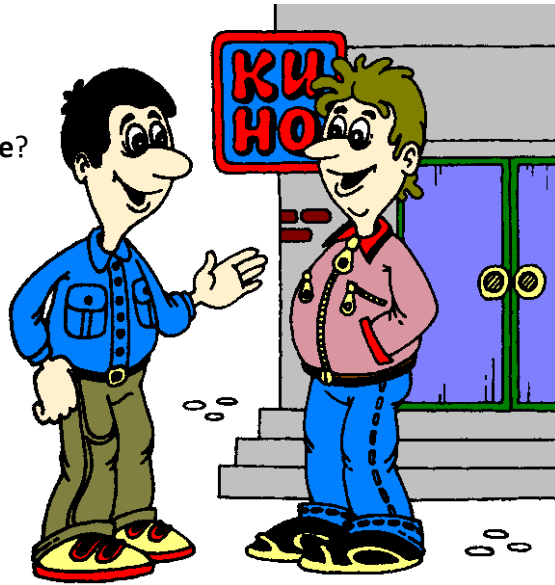
13. Read the following short dialogues.

- a) – Поро кечет лийже, Анук.
 – Поро кече, Эчан. Кузе илет?
 – Илем эркын-эркын. А тый кузе?
 – *Мыят тугак.

* *мыят тугак* 'me too, same here'

- b) – Поро кече, Васлий.
 – Поро кече, Миклай.
 – Куш кает?
 – Киношко. А тый куш кает?
 – Мый – *спортзалыш.
 – Тугеже, чеверын.
 – Чеверын.

* *спортзал* 'sports hall'



14. Create sentences according to the following pattern: Ануш, ўдыр > Ўдыремын лўмжө Ануш. Мый ўдыремым йўратем*.

- 1) Стапан, коча
- 2) Людмила, уныка
- 3) Йыван, марий
- 4) Вера, вате

* *йўраташ (-ем)* 'to love'

15. Translate into Mari.

My name is Serge. I live in Yoshkar-Ola. I am twenty years old. I study Mari at the university.

Her name is Lyudmila. She lives in Morki /*Морко*/. She is 45 years old. She works in a factory.

His name is Echan. He lives in Kozmodemyansk /*Козьмодемьянск*/. He is four years old. He goes to kindergarten.

16. Write down the dictation.

