


Кокымшо теме: Паша да каныме кече

6. Кудымшо урок: Эрдене

 omj_06_1.mp3

I. Text

- Елу: – Эчан, Ануш, вашкерак кын'елза! Шым шагат шуын. Вашкыза!
 Эчан: – Кын'елына, кын'елына, авай.
 Елу: – Шўргыдам мушса да кочкаш шичса.
 Эчан: – Йōра, йōра.
 Елу: – Эчан, ўстембаке погаш полшо: киндым шул, совлам, кўзым ямдыле.
 Серге: – Йоча-влак, айста ынде кочкаш шинчына.
 Елу: – Серге, тый мыняр шагатлан паша гыч толат?
 Серге: – Мый таче визытат пелылан пашам пытарем.
 Елу: – Тугеже тый кастене Анушым йочасад гыч нал. Мыланем библиотекеш каяш кўлеш.
 Серге: – Йōра, налам. Ну, йоча-влак, ямде улыда?
 Эчан: – Ямде, ямде.
 Елу: – Тугеже, айста каена.

II. Vocabulary

| | | | |
|-----------------|--|-----------------------|---|
| айста | (imperative particle, 1Pl /see III.2d./) | полшаш (-ем) | to help |
| библиотеке | library | пытараш (-ем) | to finish, to end (tr.) |
| вашкаш (-ем) | to hurry, to rush | совла | spoon |
| визытат пелылан | at 5:30 /see IV.4./ | ўстембак(е) | onto the table /see IV.5./ |
| йōра | good, fine | ўстембаке погаш (-ем) | to set the table |
| каныме кече | day off; day of rest | шагат | hour; clock, watch |
| кинде | bread | шинчаш (-ам) | to sit down |
| кочкаш (-ам) | to eat | шуаш (-ам) | to arrive, to come to; to reach, to achieve |
| кўзō | knife | шулаш (-ам) | to cut, to slice |
| кўлаш (-ам) | to need; to be necessary; to have to /see IV.3./ | шуын | (simple past tense II, 3Sg шуаш (-ам)): 7 шагат шуын. 'It's already seven o'clock.' |
| кын'елаш (-ам) | to get up | шўргō | face |
| мушкаш (-ам) | to wash | ынде | now /see IV.6./ |
| мыняр шагатлан? | when? at what time? | эр | morning; early |
| налаш (-ам) | to take; to buy; to get | эрдене | in the morning |
| ну | well, so | ямде | ready |
| паша кече | workday, working day | ямдылаш (-ем) | to prepare |
| пеле | half | | |
| погаш (-ем) | to collect, to gather; to assemble | | |

III. Grammar

1. Verbal stem:

In order to be able to grasp the various forms of Mari verbs that will be introduced in the course of the following lessons, it is necessary to have an understanding of the verbal stem, since this verbal stem forms the basis of these forms. The two conjugations will be discussed separately here.

Conjugation I: The verbal stem of first conjugation verbs is obtained by removing the infinitive ending *-аш*.

| Verb | | Verbal stem |
|---------------|----------|-------------|
| толаш (-ам) | to come | тол- |
| тунемаш (-ам) | to learn | тунем- |
| лудаш (-ам) | to read | луд- |
| налаш (-ам) | to take | нал- |

If the infinitive ends in *-яш*, the verbal stem ends in *-й*: *лияш* /lijaʃ/ 'to be; to become' > *лий-* /lij-/.

Automatic simplification of consonant clusters:

If the verbal stem of a first conjugation verb ends in one of the following four clusters, it is automatically simplified if the verbal stem occurs a) in word-final or b) in syllable-final position – i.e., when it is followed by a suffix starting in a consonant.

1. *-кт-* > *-к-*
2. *-шк-* > *-ш-*
3. *-чк-* > *-ч-*
4. *-нч-* > *-ч-*

| Verb | | Verbal stem | Simplified stem |
|--------------|-------------|-------------|-----------------|
| лекташ (-ам) | to go | лект- | лек- |
| мушкаш (-ам) | to wash | мушк- | муш- |
| кочкаш (-ам) | to eat | кочк- | коч- |
| шинчаш (-ам) | to sit down | шинч- | шич- |

Conjugation II: The verbal stem of second conjugation verbs is obtained by removing the infinitive ending *-аш* and adding *о*, *е*, or *ө* in accordance with the rules of vowel harmony. The stem is therefore at least disyllabic.

| Verb | | Verbal stem |
|----------------|-----------|-------------|
| илаш (-ем) | to live | иле- |
| пытараш (-ем) | to finish | пытаре- |
| туныкташ (-ем) | to teach | туныкто- |
| кутыраш (-ем) | to speak | кутыро- |
| ўдаш (-ем) | to sow | ўдө- |

Consonant clusters are not simplified since due to the presence of the word-final vowels in the stem (*-е/-о/-ө*) they are not in word-final position.

2. Imperative:

Verbs in Mari have special imperative forms, both positive and negative, in the second and third persons singular and plural. (For notes on the first person plural, see below.) In this lesson the formation of the positive /non-negated/ imperative in the second person, singular and plural, will be discussed.

a) Imperative – second person singular:**Conjugation I:**

In most cases, the imperative second person singular is identical to the verbal stem.

| Verb | Verbal stem | Imperative 2Sg |
|---------------|-------------|----------------|
| толаш (-ам) | тол- | тол |
| тунемаш (-ам) | тунем- | тунем |
| лудаш (-ам) | луд- | луд |
| налаш (-ам) | нал- | нал |

As this puts the stem in the word-final position, the automatic simplification rules discussed above apply.

| Verb | Verbal stem | Imperative 2Sg |
|--------------|-------------|----------------|
| лекташ (-ам) | лект- | лек |
| мушкаш (-ам) | мушк- | муш |
| кочкаш (-ам) | кочк- | коч |
| шинчаш (-ам) | шинч- | шич |

The first conjugation verb *возаш* 'to lie down; to fall' has the verbal stem *воз-*, but is *воч* in the imperative second person singular. This is due to the shift of *з > ч* in the syllable-final position, see point 5 in the introduction, page 38.

Conjugation II:

In most cases the imperative second person singular is identical to the verbal stem in this conjugation class as well.

| Verb | Verbal stem | Imperative 2Sg |
|----------------|-------------|----------------|
| илаш (-ем) | иле- | иле |
| пытараш (-ем) | пытаре- | пытаре |
| туныкташ (-ем) | туныкто- | туныкто |
| кутыраш (-ем) | кутыро- | кутыро |
| ўдаш (-ем) | ўдө- | ўдө |

In two cases the imperative is not always identical to the verbal stem: 1) If the verbal stem ends in *-yo*, the final *-o* is deleted in the imperative second person singular, e.g., *пуаш* 'to give' > verbal stem *пуо-* > imperative *пу*. 2) Verbal stems ending in */-je/, /-jo/, and /-jө/*, particularly those of words used frequently, have alternative forms in the imperative with or without the final vowel: *каяш* /kajaš/ 'to go' > verbal stem *кае* /kaje/ > imperative *кае* ~ *кай*, *лўяш* 'to shoot' > verbal stem *лўйө* > imperative *лўйө* ~ *лўй*.

b) Imperative – second person plural: In both conjugations the imperative forms of the second person plural are formed by adding a suffix to the verbal stem. In the first conjugation this

suffix is *-за* or *-са*; in the second conjugation, only *-за*. The vowel *a* in these endings is never stressed.

Conjugation I: To form the second person plural form, the suffix form *-за* is added to stems ending in vowels or the consonants *й, л, м, н, п*, and *р*. After all other consonants the suffix form *-са* is used.

| Verb | Verbal stem | Imperative 2Sg |
|---------------|-------------|----------------|
| толаш (-ам) | тол- | толза |
| тунемаш (-ам) | тунем- | тунемза |
| налаш (-ам) | нал- | налза |
| кудашаш (-ам) | кудаш- | кудашса |
| кошташ (-ам) | кошт- | коштса |
| почаш (-ам) | поч- | почса |
| ўжаш (-ам) | ўж- | ўжса |
| лудаш (-ам) | луд- | лудса |

As the verbal stem is in syllable-final position (i.e., is followed by a consonant), consonant clusters are automatically simplified and the suffix variant is always *-са* in these cases.

| Verb | Simplified stem | Imperative 2Pl |
|--------------|-----------------|----------------|
| лекташ (-ам) | лек- | лекса |
| мушкаш (-ам) | муш- | мушса |
| кочкаш (-ам) | коч- | кочса |
| шинчаш (-ам) | шич- | шичса |

Also note *возаш (-ам)* 'to lie down; to fall' > verbal stem *воч* > imperative second person plural *вочса*.

Conjugation II: To form the second person plural form *-за* is added to the verbal stem, the final vowel *-e/-o/-ö* becoming *-ы* before the suffix.

| Verb | Verbal stem | Imp. 2Pl |
|----------------|-------------|-----------|
| илаш (-ем) | иле- | илыза |
| пытараш (-ем) | пытаре- | пытарыза |
| туныкташ (-ем) | туныкто- | туныктыза |
| кутыраш (-ем) | кутыро- | кутырыза |
| ўдаш (-ем) | ўдö- | ўдыза |
| пуаш (-эм) | пуо- | пуыза |

In the case of second conjugation verbs with verbal stems ending in */-je/, /-jo/* or */-jö/*, which have two variants in the imperative second person singular (as discussed above), the stem is not shortened in the second person plural: *каяш (каем)* > imperative second person singular *кае /kaje/ ~ кай*, imperative second person plural *кайыза*.

Stress in imperative forms: Attention must be paid to the proper stressing of imperative forms. The only rule in addition to the usual stress patterns is the non-stressing of the final *a* in the imperative forms of the second person plural (*-са, -за*): *тунемаш* 'to learn' > *тунемам, тунем – тунемза*; *пытараш* 'to finish' > *пытарем, пытаре – пытарыза*;

возаш 'to write' > *возем, возо – возыза*; *ямдылаш* 'to prepare' > *ямдылем, ямдыле – ямдылыза*; *туныкташ* 'to teach' > *туныктем, туныкто – туныктыза*.

c) Imperative – first person plural (positive): In the first person plural the imperative form is formally identical with the indicative form:

| | | | |
|---------------|----------------|----------|------------|
| (Me) каена. | We are going. | Каена! | Let's go! |
| (Me) кочкына. | We are eating. | Кочкына! | Let's eat! |

d) Imperative particles: Verbs in the imperative mood are often preceded by the imperative particles *айда* and *айста* that give a milder, more inviting tone to the statement. The particle *айда* can be used in the second person singular, first person plural, and second person plural. In contrast, *айста* can only be used in the first person plural, and here only when at least two people apart from the speaker are being addressed – or when addressing one person with whom one generally uses the formal *me*. This means that in the second person (singular and plural), only *айда* is used.

| | |
|------------|---------------------------------|
| 2Sg | Кай! Айда кай! |
| 1Pl | Каена! Айда каена! Айста каена! |
| 2Pl | Кайыза! Айда кайыза! |

3. Comparative form of adjectives and adverbs:

The comparative form of adjectives and adverbs is formed with the stressed suffix *-рак*. If it is added to a stem ending in an unstressed *-e/-o/-ö*, the final vowel becomes *ы*.

| Positive | | Comparative | |
|----------|----------------|-------------|-----------------------|
| сай | good | сайрак | better |
| мотор | beautiful | моторрак | more beautiful |
| шуко | much, many | шукырак | more |
| вашке | quickly, quick | вашкерак | more quickly, quicker |

IV. Words and word usage

1. үстембак(е) 'onto the table':

This form is actually a fusion of *үстел* 'table' and the postposition *үмбаке* 'onto'. Postpositions of this type will be discussed in lesson 16 (page 208).

2. полшаш 'to help':

The verb *полшаш* (*-ем*) 'to help' governs the dative case.

| | |
|---|---------------------------|
| Серге, <u>мылам</u> пашам ышташ <u>полшо!</u> | Serge, help me work! |
| Эмма, <u>мыланна</u> марий йылмым тунемаш <u>полшо!</u> | Emma, help us learn Mari! |

3. Constructions with кўлаш (-ам):

Two constructions with the first conjugation verb *кўлаш* are commonly used.

a) кўлаш = 'to need': Whatever is needed is in the nominative case, whereas the person or thing needing something is in the dative, and the verb *кўлаш* agrees in person and number

with what is needed. This construction is, in other words, more similar to the uncommon 'Something is needful to me' than to the usual 'I need something'.

| | |
|---------------------------------------|-------------------------------|
| Ивуклан книга <u>күлеш</u> . | Ivuk needs a book. |
| Ивук, Анук, тыланда мо <u>күлеш</u> ? | Ivuk, Anuk, what do you need? |

Note that if whatever is needed is in the plural, *күлаш* must also be in the plural:

| | |
|-------------------------------|----------------------|
| Туныктышо-влак <u>күлыт</u> . | Teachers are needed. |
|-------------------------------|----------------------|

b) *күлаш* = 'should, must': In this impersonal construction the verb *күлаш* appears only in the third person singular along with an infinitive. The person or object that has to do something is in the dative case.

| | |
|--|---|
| Ивук француз йылмым тунемеш. Тудлан французла шуко лудаш да кутыраш <u>күлеш</u> . | Ivuk is learning French. He should read and speak French a lot. |
| Йоча-влаклан урокым ышташ <u>күлеш</u> . | The children have to do homework. |

4. Telling time:

In answer to *Мыняр жап?* or *Мыняр шагат?* 'What time is it?' the following constructions can be used. Note the usage of *-ат* 'and' (connected to the long form of numerals), *пеле* 'half', *гыч* 'from; after', *марте* 'until', *кодын* 'has remained', as well as the suffix *-де* 'without', which is always stressed. The a.m./p.m. system is not used, but in accordance with European customs one can specify if one means a certain time in the morning (*эр*) or in the evening (*кас*). In case of possible confusion the 24-hour system can be employed.

| | |
|---|--|
| Кандаш шагат. | (It's) eight o'clock. |
| Кандаш шагат эр. | (It's) eight a.m. |
| Кандаш шагат кас. | (It's) eight p.m. |
| Куд шагатат (кудытат) лучко (латвич) минут. | (It's) a quarter after six. |
| Кудытат (куд шагатат) пеле. | (It's) half past six. |
| Лучко минут гыч лу шагат лиеш. Лу шагат марте лучко минут (кодын). Лучко (латвич) минутде лу. | (It's) a quarter to ten. |
| Латкок шагат. Кечывал. | (It's) twelve o'clock. (It's) noon. |
| Латкок шагат (коло ныл шагат). Пелйүд. | (It's) twelve o'clock midnight (It's) midnight. |

5. Dative in temporal expressions:

The dative case is often used in temporal constructions.

a) The dative case can be equivalent to the English 'at': *мыняр шагатлан?* 'at what time?', *шым шагатат пелылан* 'at seven thirty'.

| | |
|---------------------------------------|-----------------------------|
| Шым <u>шагатлан</u> тол! | Come at seven o'clock! |
| Шым шагатат <u>пелылан</u> кын'елза. | Get up at seven thirty. |
| Лу минутде ныл <u>шагатлан</u> толам. | I will come at ten to four. |

b) The dative case can express limits of time.

| | |
|------------------------|--|
| Кум кечылан олаш каем. | I am going to the city for three days. |
| ик кечылан паша | work for one day |
| Каслан ямдыле! | Prepare it (have it ready) by evening. |

6. да, а, ден 'and':

All three words can be used to express 'and', but cannot always be used interchangeably. The word *ден* is used to connect two nouns or pronouns and emphasizes that they somehow belong together: *Елу ден Серге* 'Yelu and Serge (Serge together with Yelu)', *марий ден ватыже* 'husband and wife (his wife together with a husband)'.

The word *да*, when used in a similar construction, signifies a looser connection: *автобус да трамвай* 'bus and tram', *издер да ече* 'sled and skis'. This conjunction also connects verbs or clauses with one another: *Мый толам да урокым ыштем* 'I will come and do homework'.

The conjunction *а* has a contrasting nature; it can also be translated as 'but': *Мый каем, а тый толат* 'I am going, and/but you are coming'.

7. кызыт, ынде 'now':

The word *кызыт* emphasizes that something is happening at this very moment: *Мый кызыт книгам лудам*. 'I'm reading a book (right) now.' The word *ынде* is used when one wishes to compare the current situation with a past one: *Ынде мый тидым умылем*. 'I understand this now.'

V. Exercises

1. Form the imperative forms (second person singular and plural) from the following verbs:

- a) First conjugation verbs: тунемаш, кошташ, толаш, лудаш, ўжаш, кын'елаш, кочкаш, мушкаш, шинчаш, шулаш, налаш
- b) Second conjugation verbs: илаш, ышташ, туныкташ, кутыраш, каяш, келшаш, вучаш, погаш, полшаш, пытараш

2. Form the appropriate imperative forms in the second person plural.

- 1) 7 (шым) шагат шуын. Эчан, кын'ел. Саша ден Ануш, ... !
- 2) Янош венгр уна. Мый тудым ўстел деке ўжам: Янош, кочкаш шич!
Янош ден Каталин венгр уна-влак улыт.
Мый нуным ўстел деке ўжам: Янош, Каталин, ўстел деке ... !
- 3) Серге, мылам пашам ышташ полшо!
Серге да Эчан, мылам пашам ышташ ... !
- 4) Эчан, урокытым ямдыле! Йоча-влак, урокдам ... !
- 5) Елу, мыланем *газетым *киоскышто нал!
Йоча-влак, мыланем газетым ... !

* *газет* 'newspaper', *киоск* 'kiosk'

3. Put the verbs in parentheses into the imperative, second person singular, or if required by context, the second person plural.

- 1) Вашкерак (толаш).
- 2) Эрдене 7 (шым) шагатлан (кын'елаш).
- 3) Вашкерак шүргетым (мушкаш).
- 4) Киндым (шулаш), совлам, кўзым (ямдылаш).
- 5) Кочкаш (шинчаш).
- 6) Эркын (каяш).
- 7) Кандаш шагат марте (кодаш).
- 8) Урокетым *сайын (ышташ).
- 9) Кастене мемнам (вучаш).
- 10) Мыланем марий йылмым тунемаш (полшаш).
- 11) Ануш, Эчан, урокдам (ышташ).
- 12) *Кинотеатрыште сай *кино кая. Киношко (каяш).
- 13) Унам үстел деке (үжаш).
- 14) *Текстым (лудаш).
- 15) Мылам книгаг (*пуаш).

* *сайын* 'well' (adverb formed from *сай*), *кинотеатр* 'movie theater', *кино* 'movie theater; movie', *текст* 'text', *пуаш (-эм)* 'to give'

4. Answer the following questions using the times in parentheses.

- 1) Кызыт мыняр шагат? (four o'clock)
- 2) Тый мыняр шагатлан пашаш кает? (8:30)
- 3) Тый мыняр шагатлан паша гыч толат? (6:30)
- 4) Тый мыняр шагатлан тудым вучет? (midnight)
- 5) Те мыняр шагатлан кын'елыда? (6 o'clock)
- 6) Те мыняр шагатлан кинош каеда? (at 7 o'clock)
- 7) Те мыняр шагатлан эрдене кочкыда? (at ten to seven)
- 8) Тудо мыняр шагатлан пашам пытара? (at 5 o'clock)
- 9) Нуно мыняр шагатлан *театрыш каят? (at 8 o'clock)

* *театр* 'theater'

5. Read the following dialogues and then replace the italicized words three times using the words below.

- *Алло, тиде Ануш мо?
 - Мый улам. *Салам лийже!
 - Салам лийже, Ануш. Тиде Йыван. Таче кинош кает?
 - Мыняр шагатлан?
 - Кудытат пелылан.
 - Йөра. Кудытат лучко *минутлан мемнан деке тол. *Иквереш каена.
 - Толам, вучо. Чеверын.
 - Чеверын.
- 1) театр – 7:00 – 6:30.
 - 2) библиотеке – 9:15 – 9:00.
 - 3) *конференций – 10:00 – 9:30

* алло 'hello (telephone)', салам 'hello', минут 'minute', иквереш 'together', конференций 'conference'

6. Use the words in italics in the comparative in the following sentences.

- 1) Мый *вашке* толам. ... тол!
- 2) Олаште илаш *сай*. А ялыште –
- 3) Нинан книгаже *шуко* уло. А Олюкын –
- 4) Петян ватыже пеш *мотор*. А үдыржө –

7. Read the following dialogues and then rewrite each of them twice using the words given.

- a)
 - Ивук, тыланет мо кўлеш?
 - Мыланем книга кўлеш.
 - Книгат *шөрлыкыштө, нал.
 - b)
 - Ивук, Ануш, тыланда мо кўлеш?
 - Мыланна книга кўлеш.
 - Книгада шөрлыкыштө, налза.
- 1) газет > *сумка
 - 2) *ручка, *карандаш > *пенал

* шөрлык 'shelf', сумка 'bag', ручка 'pen', карандаш 'pencil', пенал 'pencil case'

8. Answer the following questions.

- 1) Эрдене тылат мом ышташ кўлеш? (get up at six o'clock)
- 2) Пашашке тыланда мыняр шагатлан каяш кўлеш? (at 7:30)
- 3) Урокым ышташ кўлан полшаш кўлеш? (my daughter)
- 4) *Эрла тыланет мыняр шагатлан кын'елаш кўлеш? (at five o'clock)

* эрла 'tomorrow'

9. Insert the appropriate infinitives into the sentences: *погаш, кочкаш, каяш, кын'елаш, полшаш, ышташ*.

- 1) Эрла ме **ялыш** каена. Мыланна эрдене 6 (куд) шагатлан ... кӱлеш.
- 2) **Тиде** пашам вашкерак ... кӱлеш.
- 3) ***Моско** гыч ***поезд** 8 (кандаш) шагатат 20 (коло) минутлан толеш. ***Вокзалыш** ... кӱлеш.
- 4) **Таче** Сапаевмыт дек уна-влак **толыт**. Нунылан **ӱстембаке** ... кӱлеш.
- 5) **Икымше** ***классыште** йоча-влаклан урокым ышташ ... кӱлеш.

* *Моско* 'Moscow', *поезд* 'train', *вокзал* 'train station', *класс* 'class'

10. Answer the following questions about the text *Эрдене*.

- 1) Эчан ден **Ануш** эрдене мыняр шагатлан кын'елыт?
- 2) Эрдене йоча-влак мом ыштат?
- 3) **Серге** мыняр шагатлан паша гыч толеш?
- 4) **Анушым** йочасад гыч кӱ налеш?
- 5) **Елулан** кастене куш каяш кӱлеш?

11. Complete the following text using the verbs given in the appropriate form. (*шулаш, мушкаш, шинчаш, каяш, каяш, погаш, кын'елаш, лудаш, ышташ, ямдылаш, толаш*)

Эрдене **Вӱдыр** 6:30 (куд шагатат пелылан) ... , ***зарядкым** ... , ***вара** ***ванныйыш** ... да **шӱргыжым** 7:00 (шым шагатлан) **ӱстембаке** ... , **киндым** ... , **совлам**, **кӱзым** ... , **вара кочкаш** 8:00 (кандаш шагатлан) **тудо** пашашке Паша гыч **Вӱдыр** 19:00 (латиндеш шагатлан) Кастене **тудо** газетым да книгагым

* *зарядке* 'physical exercises, calisthenics', *вара* 'then', *ванный* 'bathroom'

12. Complete the following dialogue with the proper forms of the following words: *совла, шулаш (-ам), кын'елаш (-ам) 2х, кочкаш (-ам), полшаш (-ем), шӱргӱ, кӱзӱ*.

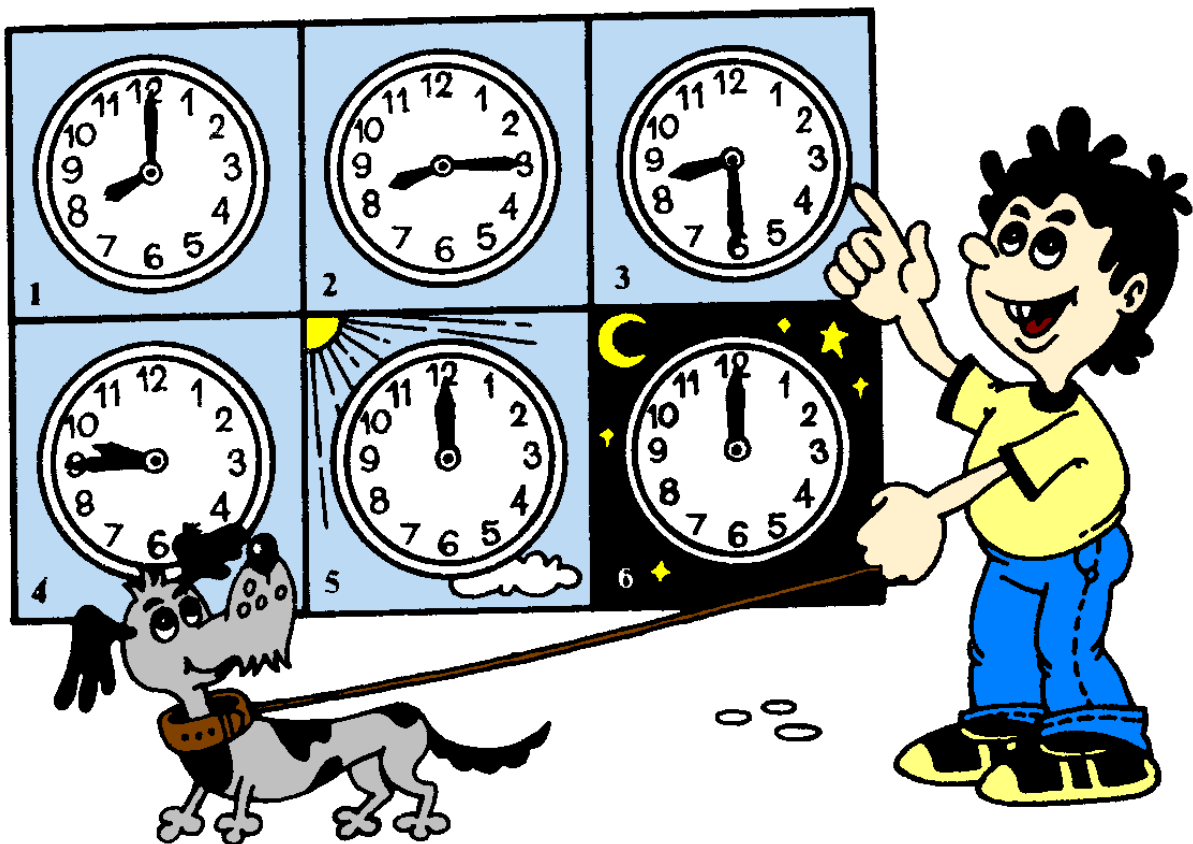
- **Эргым**, ... ! 7:30 (шым шагатат пеле) **шуын**.
- ... , **авай**. **Поро** эр **лийже**!
- **Поро** эр, **эргым**, ... муш да **ӱстембаке** **погаш**
- **Мом** ышташ, **авай**?
- **Киндым** ... , ... , ... **ямдыле**.
- **Йӱра**, **авай**.
- **Ынде**, **айда** ... **шинчына**.

13. Put the nouns and pronouns in parentheses into the proper case.

Эрдене мый 7 (шагат) кын'елам. (Шүргө) мушкам да кочкаш шинчам. *Вара (газет) налам да изиш лудам. (Мый) палыме журналистем пеш сай (*статья) *воза. (Газет) шуко *онай *материал уло. *Лудшо-влакат (газет) *түрлө материалым возат. *Мутлан, (мый) Ивановын *серышыже пеш келша. Тудо туныктышын пашаж *нерген воза. 8.30 мый (паша) каем. (Паша) мый *эре *йолын коштам.

* *вара* 'then', *статья* 'article, essay', *возаш (-ем)* 'to write', *онай* 'interesting', *материал* 'material', *лудшо* 'reader', *түрлө* 'different, diverse', *мутлан* 'for example', *серыш* 'letter', *нерген* 'about, on', *эре* 'always', *йолын* 'on foot'

14. What is the time of day indicated in the following six pictures?



15. Write down the dictation.

