## 3. Кумшо урок: Эчан ден кочаже

### I. Text

omj_03_1.mp3

Коча: – Поро кечет лийже, Эчан!
Эчан: – Поро кече, кочай. Кузе илет?
Коча: – Тау. Илем эркын-эркын. Ачат ден авам кушто улыт?
Эчан: – Ачам ден авам пашаште улыт.
Коча: – А шӱжарет кушто?
Эчан: – Шӱжарем йочасадыште.
Коча: – А тый кунам школыш кает?
Эчан: – Урокым ыштем да каем.
Коча: – Ачат ден авам 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**

Ава могай, йочажат тугай.

### 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? | шӱжар | (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 *тунем**а**ш* ‘to learn’ (conjugation I) and *ил**а**ш* ‘to live’ (conjugation II).

| | **Conjugation I** | **Conjugation II** |
|---|---|---|
| **1Sg** | тунем**а**м | ил**е**м |
| **2Sg** | тунем**а**т | ил**е**т |
| **3Sg** | тунем**е**ш | ил**а** |
| **3Pl** | тун**е**мыт | ил**а**т |

Note the spelling of conjugation I verbs with stems ending in -j, e.g., *ли**я**ш* /lijaš/ ‘to become’ > *ли**я**м* /lijam/ ‘I become’, *ли**я**т* /lijat/ ‘you become’. Likewise, note the spelling of conjugation II verbs with stems ending in a vowel: *пу**а**ш* /puaš/ ‘to give’> *пу**э**м* /puem/ ‘I give’, *пу**э**т* /puet/ ‘you give’.

2. *ул**а**ш* ‘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** | ул**а**м | Мый журнал**и**ст ул**а**м. | I am a journalist. |
| **2Sg** | ул**а**т | Тый журнал**и**ст ул**а**т. | You are a journalist. |
| **3Sg** | [ул**е**ш] | Т**у**до журнал**и**ст. | (S)he is a journalist. |
| **3Pl** | **у**лыт | Н**у**но журнал**и**ст **у**лыт. | They are journalists. |

3. Illative case:
The illative case is used in answer to the question *к**у**шко* (*куш*) ‘where (to)?’: *ол**а**ш(ке)* ‘to/into the city’, *п**ӧ**ртыш(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 шог**а**?* ‘How much does it cost?’

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

| **Nominative** | | **Illative** |
|---|---|---|
| ол**а** | city | ол**а**ш(ке) |
| пас**у** | field, meadow | пас**у**ш(ко) |
| тенҥ**е** | ruble | тенҥ**е**ш(ке) |
| кӱт**ӱ** | herd | кӱт**ӱ**ш(кӧ) |

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

| | | |
|---|---|---|
| сад | garden | с**а**дыш(ке) |
| вер | place | в**е**рыш(ке) |
| школ | school | шк**о**лыш(ко) |
| вӱд | water | в**ӱ**дыш(кӧ) |

c) If a word ends in an unstressed *-е/-о/-ӧ,* this vowel becomes *-ы* before the suffix *-ш(ке)/-ш(ко)/-ш(кӧ)* is added.

| | | |
|---|---|---|
| п**е**че | fence | п**е**чыш(ке) |
| т**у**мо | oak | т**у**мыш(ко) |
| к**ӧ**ргӧ | (the) inside | к**ӧ**ргыш(кӧ) |

Note that this rule also applies to Russian loan words ending in an unaccented *-а*: *П**о**льша* > *П**о**льшыш(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** | ол**а** | ол**а**м | my city |
| | парн**я** | парн**я**м | my finger |
| | тенҥ**е** | тенҥ**е**м | my ruble |
| | куэ | куэм | my birch tree |
| **2Sg** | ол**а** | ол**а**т | your city |
| | парн**я** | парн**я**т | your finger |
| | тенҥ**е** | тенҥ**е**т | your ruble |
| | куэ | куэт | your birch tree |

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

| | | | |
|---|---|---|---|
| **1Sg** | пас**у** | пасу**э**м | my field |
| | кӱт**ӱ** | кӱтӱ**э**м | my herd |
| | чич**и** | чичи**э**м | my little chicken |
| | пальт**о** | пальто**э**м | my coat |
| **2Sg** | пас**у** | пасу**э**т | your field |
| | кӱт**ӱ** | кӱтӱ**э**т | your herd |
| | чич**и** | чичи**э**т | your little chicken |
| | пальт**о** | пальто**э**т | your coat |

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

| | | | |
|---|---|---|---|
| **1Sg** | в**а**те<br>т**у**мо<br>к**ӱ**зö | ват**е**м<br>тум**е**м<br>кӱз**е**м | my wife<br>my oak tree<br>my knife |
| **2Sg** | в**а**те<br>т**у**мо<br>к**ӱ**зö | ват**е**т<br>тум**е**т<br>кӱз**е**т | your wife<br>your oak tree<br>your knife |

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

| | | | |
|---|---|---|---|
| **1Sg** | пӧрт<br>лӱм<br>мут | пӧрт**е**м<br>лӱм**е**м<br>мут**е**м | my house<br>my name<br>my word |
| **2Sg** | пӧрт<br>лӱм<br>мут | пӧрт**е**т<br>лӱм**е**т<br>мут**е**т | your house<br>your name<br>your word |

Note orthographic peculiarities that occur, for example, when stems end in *-й*: *пий* ‘dog > *пи**е**м* ‘my dog’, *пи**е**т* ‘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.

| | | пӧрт ‘house’ | к**ӱ**зö ‘knife’ | в**а**те ‘wife’ | ол**а** ‘city’ | пас**у** ‘field’ |
|---|---|---|---|---|---|---|
| **1Sg** | -м, -ем, -эм | пӧрт**е**м | кӱз**е**м | ват**е**м | ол**а**м | пасу**э**м |
| **2Sg** | -т, -ет, -эт | пӧрт**е**т | кӱз**е**т | ват**е**т | ол**а**т | пасу**э**т |
| **3Sg** | -ж(е)/-ж(о)/ж(ö),<br>-ше/-шо/-шö | п**ӧ**ртшö | к**ӱ**зыж(ö) | в**а**тыж(е) | ол**а**ж(е) | пас**у**ж(о) |
| **3Pl** | -шт, -ышт | п**ӧ**ртышт | к**ӱ**зышт | в**а**тышт | ол**а**шт | пас**у**шт |

Orthography: Note the spelling of words ending in *-й and -*ь when the possessive suffixes *-ем* and-*ет* are added: *фам**и**лий* ‘last name’ > *фамили**е**м*, *фамили**е**т* ‘my ~ your last name’, *гарм**о**нь* /garmoń/ ‘accordion’ > *гармон**е**м* /garmońem/, *гармон**е**т* /garmońet/, ‘my ~ your accordion’.

Kinship terms: With certain, but not all kinship terms ending in an unstressed *-е/-о/-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.

| | | | | |
|---|---|---|---|---|
| в**е**ҥе | son-in-law | в**е**ҥым | в**е**ҥыч | my/your son-in-law |
| ш**е**шке | daughter-in-law | ш**е**шкым | ш**е**шкыч | my/your daughter-in-law |
| ш**о**льо | (younger) brother | ш**о**льым | ш**о**льыч | my/your (younger) brother |
| **э**рге | son | **э**ргым | **э**ргыч | my/your son |

Note in addition: 1) In the case of *чӱчӱ* ‘uncle (mother’s younger brother)’ the final vowel is stressed, but the 2Sg ending can be *-ч*: *чӱчӱ**м**, чӱчӱ**ч*** ‘my ~ your uncle’. 2) In addition to these differing forms the regular ones are also possible: *эрг**е**м, эрг**е**т* ‘my ~ your son’.

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

| | |
|---|---|
| Тый к**у**што ил**е**т? ~<br>К**у**што ил**е**т? | Where do you live? |
| Мый каст**е**не тол**а**м. ~<br>Каст**е**не тол**а**м. | I will come in the evening. |
| Т**у**до Йошк**а**р-Ол**а**ште ил**а**. ~<br>Йошк**а**р-Ол**а**ште ил**а**. | (S)he lives in Yoshkar-Ola. |
| Н**у**но мар**и**й й**ы**лмым тун**е**мыт. ~<br>Мар**и**й й**ы**лмым тун**е**мыт. | 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.

| | |
|---|---|
| Ач**а**й, кочк**а**ш шич! | Father, sit down to eat! |
| Ач**а**й/Ач**а** м**у**рым мур**а**. | Father is singing a song. |

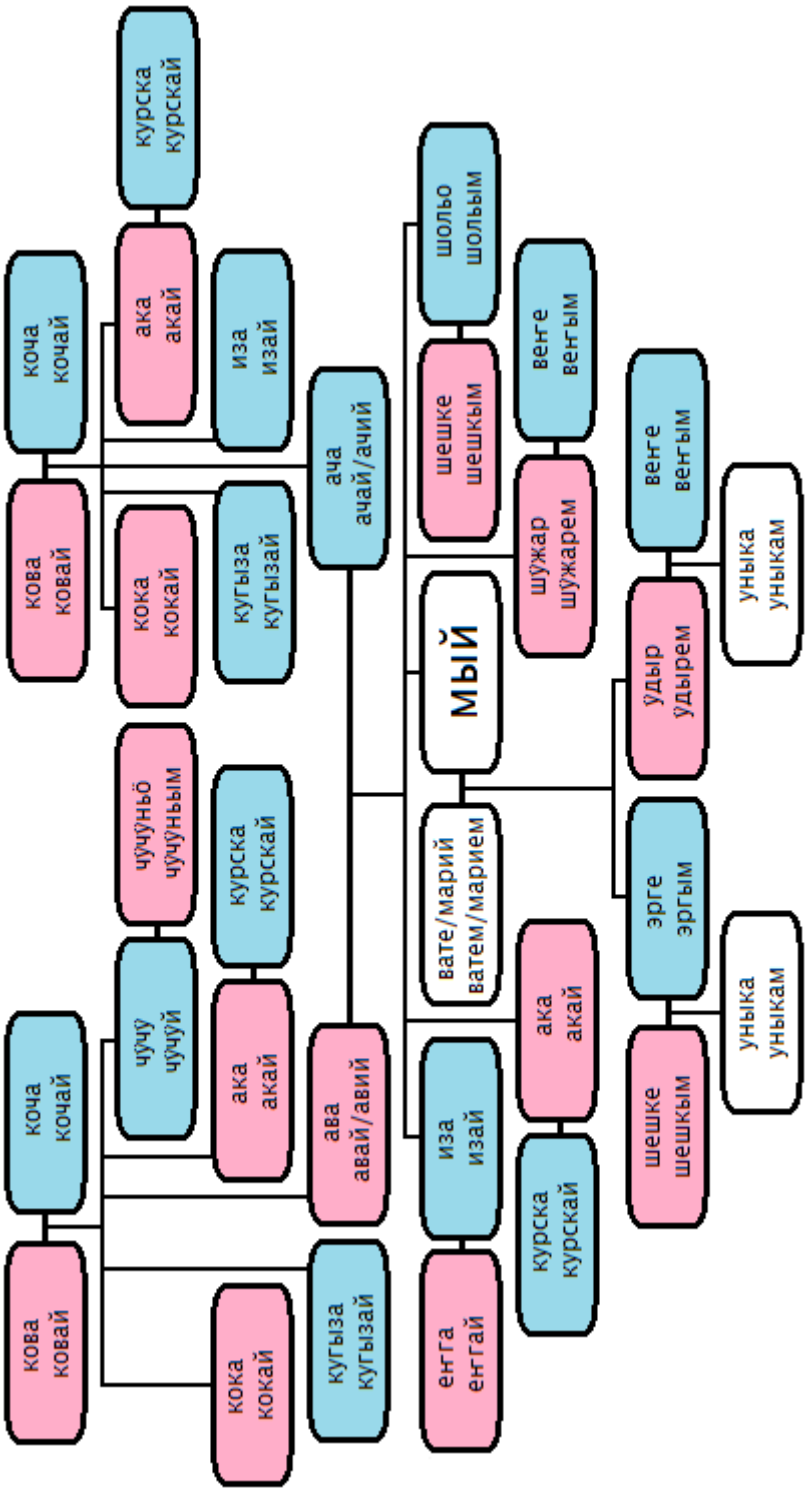
a) Vocative in *-й*:

| **Nominative** | | **Vocative** |
|---|---|---|
| ав**а** | mother | ав**а**й, ав**и**й |
| ак**а** | (elder) sister<br>aunt (parent’s younger sister) | ак**а**й |
| ач**а** | father | ач**а**й, ач**и**й |
| енг**а** | sister-in-law (elder brother’s wife) | енг**а**й |
| из**а** | (elder) brother<br>uncle (father’s younger brother) | из**а**й |
| ков**а** | grandmother | ков**а**й |
| кок**а** | aunt (mother’s or father’s elder sister) | кок**а**й |
| коч**а** | grandfather | коч**а**й |
| кугыз**а** | uncle (mother’s or father’s elder brother) | кугыз**а**й |
| курск**а** | brother-in-law (elder sister’s husband)<br>uncle (parent’s younger sister’s husband) | курск**а**й |
| чӱч**ӱ** | uncle (mother’s younger brother) | чӱч**ӱ**й |

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 |
|---|---|---|
| в**а**те | wife | ват**е**м |
| в**е**ҥе | son-in-law<br>brother-in-law (younger sister's husband) | в**е**ҥым |
| мар**и**й | husband | мари**е**м |
| ш**е**шке | daughter-in-law<br>sister-in-law (younger brother's wife) | ш**е**шкым |
| ш**о**льо | (younger) brother | ш**о**льым |
| шӱж**а**р | (younger) sister | шӱжар**е**м |
| уныка | grandchild | уныкам |
| **ӱ**дыр | daughter | ӱдыр**е**м |
| **э**рге | son | **э**ргым |
| чӱч**ӱ**ньӧ | aunt (mother's younger brother's wife) | чӱч**ӱ**ньым |

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.


мый
шолыо
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ковай
коча
кочай
иза
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ака
акай
курска
курскай

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. *л**и**йже*:
The word *л**и**йже* is formally the third person singular form of the verb *лия**я**ш* ‘to be’ in the imperative mood. The complete paradigm of ‘to be’ in Mari is made up of forms of the verbs *ул**а**ш* and *лия**я**ш*. 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 *л**и**йже* is ‘may (it, something) be’ and the word is typically used in various greetings. The greeting *П**о**ро кеч**е**т л**и**йже* ‘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 (*э**э**ркын-э**э**ркын* ‘slowly, gradually, softly, peacefully’), adjectives (*п**о**ро-п**о**ро* ‘very good’), verbs (*ка**е**м-ка**е**м* ‘I go and go’).

5. *-ат* ‘and’:
The particle *-ат* ‘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: *йоч**а**же* ‘his/her child’ + *-ат* > *йочаж**а**т* ‘and his/her child’.

6. *кӧ* ‘who’:
In contrast to English, when asking people what their occupation is, the interrogative pronoun *кӧ* ‘who’ is used.

| | |
|---|---|
| – Эч**а**н кӧ?<br>– Эч**а**н т**у**ныктышо. | – What (lit. who) is Echan?<br>– Echan is a teacher. |

7. *ка**я**ш (-ем), кошт**а**ш (-ам)* ‘to go’:
Both words can be translated as ‘to go’. But, *кошт**а**ш* 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.

| | |
|---|---|
| Т**у**до канд**а**ш шагатл**а**н шк**о**лыш ка**я**. | (S)he’s going to school at eight o’clock. |
| Мый к**а**жне к**е**чын канд**а**ш шагатл**а**н шк**о**лыш кошт**а**м. | I go to school at eight o’clock every day. |
| М**ы**йын йоч**а**м **ы**нде шк**о**лыш кошт**е**ш. | My child already goes to school. |
| Тенд**а**н йочад**а** кошт**е**ш? | Is your child (already) walking? |

## V. Exercises

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

1) Кугыз**а**й, тый к**у**што паш**а**м ышт**е**т? Мый шк**о**лышто … .
2) Ак**а**й, тый к**у**што тунем**а**т? Мый университ**е**тыште … .
3) Ач**а**й, тый мом тунукт**е**т? Мый *матем**а**тикым … .
4) **Э**ргым, тый мом тунем**а**т? Мый *ист**о**рийым … .
5) Из**а**й, тый код**а**т? Мый … .

* *матем**а**тике* ‘mathematics’, *ист**о**рий* ‘history’

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

Conjugation I: код**а**ш, тол**а**ш, кошт**а**ш
Conjugation II: тунукт**а**ш, ышт**а**ш, ка**я**ш

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

– Курск**а**й, тый кӧ ул**а**т?
– Мый *инжен**е**р ул**а**м.
– Тый мын**я**р и**я**ш ул**а**т?
– Мый 39 (к**у**мло инд**е**ш) и**я**ш ул**а**м.
– А к**у**што тый паш**а**м ышт**е**т?
– Йошк**а**р-Ол**а**ште, *зав**о**дышто.

1) Из**а**: *агрон**о**м, 25 ий, *ф**е**рме.
2) Кок**а**: т**у**нуктышо, 53 ий, школ.
3) Ак**а**: *студ**е**нт, 19 ий, университ**е**т

* *инжен**е**р* ‘engineer’, *зав**о**д* ‘factory, plant’, *агрон**о**м* ‘agronomist’, *ф**е**рме* ‘farm’, *студ**е**нт* ‘(university) student’

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

1) Мый (*кин**о**) ка**е**м.
2) Тый (ол**а**) ка**е**т.
3) Т**у**до (паш**а**) ка**я**.
4) Эч**а**н (школ) ка**я**.
5) Ел**у** ден Серг**е** (*те**а**тр) ка**я**т.

* *кин**о*** ‘movie theater; movie’, *те**а**тр* ‘theater’

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

1) Микл**а**й (паш**а**) ка**я**.
2) Т**у**дын **ӱ**дыржӧ (университ**е**т) тунем**е**ш.
3) Эч**а**нын **э**ргыже (йочас**а**д) кошт**е**ш.
4) Ел**у** (*ял) ил**а**.
5) Н**у**но (школ) тун**е**мыт.
6) Мый (мар**и**й й**ы**лме) тунем**а**м.
7) Из**а**мын в**а**тыже (университ**е**т) паш**а**м ышт**а**.
8) Ач**а**ж ден **э**ргыже (паш**а**) ка**я**т.

* *ял* ‘village; countryside’

6. Answer the following questions.

1) Тый к**у**што тунем**а**т? (at school)
2) Тый мом тунем**а**т? (the Mari language)
3) *Т**а**че куш ка**е**т? (to the university)
4) Те**а**трыш кун**а**м ка**е**т? (in the evening)
5) **Э**ргыже к**у**што ил**а**? (in Yoshkar-Ola)
6) Вер**а**н **ӱ**дыржӧ к**у**што паш**а**м ышт**а**? (at the kindergarten)
7) Н**у**но куш ка**я**т? (to Moscow /*Моск**о***/)

* *т**а**че* ‘today’

7. Read the following sentences and form questions by replacing the words printed in italics with *мом, кӧн, кун**а**м, к**у**што,* or *к**у**ш(ко).*

1) Т**и**де *Йыв**а**нын* книг**а**же.
2) Серг**е**н ач**а**же *каст**е**не* тол**е**ш.
3) Ел**у**н **ӱ**дыржӧ *йочас**а**дыш* кошт**е**ш.
4) Мый *Йошк**а**р-Ол**а**ште* ил**е**м.
5) Эч**а**н *Моск**о**шко* ка**я**.
6) Микл**а**й *ур**о**кым* ышт**а**.
7) Ел**у**н ав**а**же **я**лыште ил**а**.

* *ял* ‘village; countryside’

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

| | | | |
|---|---|---|---|
| паш**а** | йоч**а** | ач**а** | кид* |
| к**е**че | пӧрт | й**ы**лме | ял |
| ур**е**м | **ӱ**дыр | ий | коч**а** |

* *кид* ‘arm, hand’

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

| | | |
|---|---|---|
| **ӱ**дыр (н**у**но) | шӱж**а**р (т**у**до) | ш**е**шке (мый) |
| вер (т**у**до) | в**а**те (мый) | пӧрт (н**у**но) |
| ак**а** (тый) | мар**и**й (мый) | ш**о**льо (тый) |
| **э**рге (н**у**но) | **э**рге (мый) | н**о**мер (т**у**до) |
| ен̃г**а** (т**у**до) | в**е**н̃е (т**у**до) | ол**а** (н**у**но) |
| ш**о**льо (н**у**но) | курск**а** (тый) | ийг**о**т (тый) |

10. Translate. Example: *my work – паш**а**м*

| | | |
|---|---|---|
| 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 |

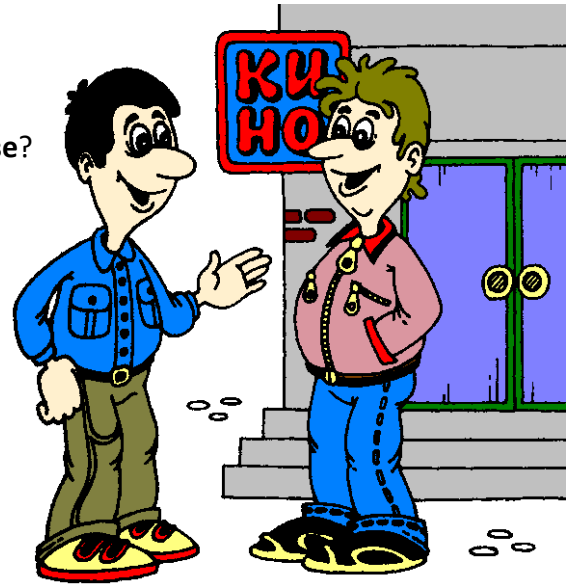
11. Insert the following words into the appropriate sentences: *курск**а**, ков**а**, коч**а**, в**е**н̃е, кугыз**а***. Example: *Эрг**е**мын йоч**а**же – унык**а**(м).*

1) Ав**а**мын ач**а**же – … .
2) Ак**а**мын мар**и**йже – … .
3) Коч**а**мын в**а**тыже – … .
4) Ач**а**мын из**а**же – … .
5) Ӱдыр**е**мын мар**и**йже – … .

12. Transform the sentences according to the example: Ан**у**ш Эч**а**нын **ӱ**дыржӧ. > Эч**а**н Ан**у**шын ач**а**же.

1) Серг**е**й Стап**а**нын унык**а**же.
2) Ан**у**к В**ӧ**дырын в**а**тыже.
3) Йыв**а**н Микл**а**йын **э**ргыже.
4) Лиз**у**к Бор**и**сын шӱж**а**рже.
5) Салик**а** Ел**у**н ак**а**же.

13. Read the following short dialogues.




a)
– П**о**ро кеч**е**т л**и**йже, Ан**у**к.
– П**о**ро к**е**че, Эч**а**н. Кузе ил**е**т?
– Ил**е**м **э**ркын-**э**ркын. А тый кузе?
– *Мы**я**т туг**а**к.

* *мы**я**т туг**а**к* ‘me too, same here’

b)
– П**о**ро к**е**че, Васл**и**й.
– П**о**ро к**е**че, Микл**а**й.
– Куш ка**е**т?
– Кин**о**шко. А тый куш ка**е**т?
– Мый – *спортз**а**лыш.
– Туг**е**же, чев**е**рын.
– Чев**е**рын.

* *спортз**а**л* ‘sports hall’

14. Create sentences according to the following pattern: Ан**у**ш, **ӱ**дыр > Ӱдыр**е**мын л**ӱ**мжӧ Ан**у**ш. Мый ӱдыр**е**мым йӧрат**е**м*.

1) Стап**а**н, коч**а**
2) Людм**и**ла, уныка
3) Йыв**а**н, мар**и**й
4) Вер**а**, в**а**те

* *йӧрат**а**ш (-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 /*М**о**рко*/. 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.

omj_03_2.mp3