

**PEACE CORPS  
MARSHALL  
ISLANDS  
MARSHALLESE  
LANGUAGE  
TRAINING  
MANUAL**

By

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## MARSHALLESE LANGUAGE TRAINING BOOKLET NOTES TO THE TEACHER

The materials constituting the present work were written to teach Peace Corps Volunteers those aspects of the Marshallese Language relevant to their teaching assignments in outer-island schools. While this material was designed specifically with regard to teachers of grades 1-3 (R.M.I. 9, June 1992), it should also prove useful to those working with older students and to those in administrative positions.

The standard spelling as defined by the Marshallese-English Dictionary (M.E.D.) of Bender et al. has been used throughout this work. The importance of all students and teachers using the same spelling system cannot be overemphasized, as this will eliminate much confusion and hasten the learning process. Since the literal meaning of all words has been given in the sublinear grammatical notes at every occurrence throughout the present work, the students should initially have no need to resort to the M.E.D. Therefore, the M.E.D. may be withheld until a later stage of the language training. At the time that it *is* introduced the students should be instructed to read the M.E.D.'s introduction, particularly section 2c. (page xv) and section 7 (page xxix) , where the neutral dialect spelling system used for "double consonant words", and other difficult aspects of the dictionary's use are explained.

While Spoken Marshallese (Bender, University of Hawaii, 1969) has been the definitive work on Marshallese grammar and syntax since its publication, many readers have found it difficult, to say the least. Bender's subsequent work on the M.E.D. has in fact rendered present editions of Spoken Marshallese obsolete. Until a new edition is published, however, it is best not to totally neglect S.M. as has been done in past language trainings, for the work even as it stands is far too valuable a resource.

The principal difficulty in the use of S.M. involves the fact that all the dialogue materials are written twice, in two adjacent columns. In the left hand column a traditional spelling system is used (which is, however, different from that used in the M.E.D. ) , and on the right the phonemic system of transcription is used to more consistently depict the actual pronunciation of Marshallese. The use of both these systems would not be quite so bewildering if the M.E.D. did not introduce yet a third spelling system on top of these. Although the differences between the traditional spellings in S.M. and the reformed standard spelling of the M.E.D. are not large, they do

however present much confusion to a beginning student of Marshallese.

The best way to eliminate this confusion, as was mentioned above, would be a new edition of S.M. which would use only the reformed standard spelling of the M.E.D. The next best solution involves two things: making the students aware of the link between S.M. and the M.E.D. , this being the phonemic spelling system which is essentially the same in both; and secondly, enumerating the differences between all three systems. Both of these things may be done using the explanatory notes which have been placed after the grammatical tables at the end of this work. The teacher may introduce these notes at such time as the students begin to use S.M.

The materials in this manual fall roughly into five sections, each section corresponding to a stage of the language training. The **first section** introduces those phrases the trainee may find necessary or useful during the initial stay in Mäjuro. The focus in this **first stage** of the language training is on the pronunciation of these phrases and on learning to hear the sounds of Marshallese. This is to be accomplished through practice with native teachers. The first four dialogues make use of the same vocabulary as that of the beginning phrase list, and the language teachers will need to decide how much of this material may be covered based upon the amount of class time available.

The **second stage** of the language training seeks to ease the trainee into the training site. Dialogues 5-10 in the **second section** address conditions that the trainee may encounter with the host family. It is crucial that at least a beginning be made in introducing these materials prior to the transition to the training site.

In the **third stage** of the language training there are two objectives. One objective is the introduction of the phrases for the classroom contained in the **third section** of the present work. These phrases should be introduced prior to, and used *in* the practice teaching. The other objective is the introduction of the vocabulary for the two competencies "Nature" and "Traditional Crafts". To illustrate vocabulary for these two competencies, dialogues and drills will be found in S.M. A list of dialogue topics is given in S.M. in the index on pages 435-6. The choice of topics will depend upon which traditional crafts are available for demonstration at the training site. The teachers may provide lists of vocabulary for these competencies as they see fit. While the ten dialogues, various drills and phrases included in the present work constitute ample material for the first few weeks of training, the decision as to when

to introduce S.M. must be made based upon the students' various interests and aptitudes.

In the **fourth stage** of the language training the use of S.M. continues and the phrases in the **fourth section** of this work are to be introduced. The M.E.D. may also be introduced at this time, as well as the grammatical materials included in the **fifth section** of this manual which were developed to fill the gap between S.M. and the M.E.D. With the conclusion of this stage, the trainee should be prepared to make further progress in Marshallese through self study as a volunteer in his/her job assignment.



## TOPICS TO BE COVERED IN THE COURSE OF THE LANGUAGE TRAINING

**1. SOCIAL LANGUAGE:** Our initial focus will be on a few commonplace everyday phrases. As the result of this earliest part of the training the trainee will gain exposure to the following:

- a.) common greetings and pleasantries
- b.) phrases for introducing oneself or another
- c.) phrases for directing the taxi or bus driver
- d.) the sounds and pronunciation of Marshallese
- e.) the "standard" Marshallese alphabet
- f.) numbers and time telling

**2. RELATIONS WITH THE HOST FAMILY:** Next we will focus upon a few simple phrases relating to the trainee's personal needs in the host family situation. As the result of this second phase of the training the trainee will gain exposure to the following:

- a.) phrases to locate persons, places and things
- b.) phrases to convey personal needs and preferences
- c.) phrases to learn the time of an event
- d.) phrases to make or respond to polite requests
- e.) phrases to ask for clarification

**3. LANGUAGE IN THE CLASSROOM:** Here the focus will be upon phrases useful to the teacher of young children. Trainees to whom this topic is applicable will be exposed to phrases relating to:

- a.) directing the class
- b.) encouraging and praising the students
- c.) discipline and communication with parents

**4. TRADITIONAL CRAFTS:** The trainee will learn vocabulary relating to traditional Marshallese crafts:

- a.) weaving
- b.) cooking
- c.) fishing
- d.) copra production . . .

**5. NATURE:** The trainee will learn vocabulary relative to:

- a.) island/sea/sky
- b.) place, animal and plant names
- c.) tides and weather

**6. TRAVEL:** The trainee will learn phrases for:

- a.) asking directions
- b.) making travel arrangements
- c.) sending and receiving mail

**7. STUDYING MARSHALLESE:** Our objective in this phase of the training will be to provide the trainee with the tools for further study of Marshallese in his/her permanent assignment.

RSC 6.92

## THE STANDARD MARSHALLESE ALPHABET

A rough sketch of the sounds of the standard alphabet follows below.

<b>a</b>	<b>a</b> , as in English "father" and "star"
<b>ä</b>	<b>a</b> , as in Eng. "last"
<b>b</b>	<b>b</b> and <b>p</b> are sounds which Marshallese students of English find difficult to distinguish
<b>d</b>	no English equivalent, but the sound is a little like the <i>dr</i> in English "drink", however the <i>d</i> is light and the <i>r</i> is trilled.
<b>e</b>	<b>ay</b> , as in "day", or sometimes a shorter <b>e</b> , as in "hen"
<b>i</b>	between the <b>ee</b> in "seen" and the <b>i</b> in "sin"
<b>j</b>	somewhere near the <b>s</b> in "pleasure"
<b>k</b>	<b>k</b> is a mix between the <b>k</b> in "kind" and the <b>g</b> in "good"
<b>l</b>	like the first <b>l</b> in "little", a very light <b>l</b> , (tongue touches teeth)
<b><u>l</u></b>	a heavier <b>l</b> , as in "lost" or "ball"
<b>m</b>	<b>m</b> , as in "man"
<b><u>m</u></b>	in the neighborhood of the <b>m+w</b> , as in "come with" (lips rounded)
<b>n</b>	<b>n</b> , as in "need", (tongue tip touches the upper teeth)
<b><u>n</u></b>	no English equivalent, (tongue tip touches the roof of the mouth)
<b>ñ</b>	somewhere near the <b>ng</b> in the word "English"
<b>o</b>	<b>o</b> , short, as in "show"
<b><u>o</u></b>	<b>o</b> , long, as in "dog"
<b>ö</b>	between the <b>i</b> in "kin" and the <b>e</b> in "ken"
<b>p</b>	the distinction between <b>b</b> and <b>p</b> is a fine point
<b>r</b>	<b>r</b> , as in "rest", but heavier, more trilled
<b>t</b>	<b>t</b> , somewhere between English <b>d</b> and <b>t</b> : "had to"
<b>u</b>	<b>oo</b> , as in "cool"
<b>ü</b>	<b>u</b> , as in "curl"
<b>w</b>	<b>w</b> , as in "way", or <b>oo</b> , as in "cool"
<b>y</b>	<b>y</b> , as in "yes"

Please note: the sound of a **consonant** with a subscript (**l**, **m**, **n**) is "heavier" than that of its unsubscripted counterpart (**l**, **m**, **n**). When **vowels** are doubled, the sound of the single letter is reinforced.

**PROPER PRONUNCIATION CANNOT BE LEARNED FROM THE WRITTEN WORD ALONE!**      **THOUGH MARSHALLESE IS WRITTEN FOR THE MOST PART IN THE ALPHABET WITH WHICH YOU ARE FAMILIAR, DO NOT MAKE THE MISTAKE OF GIVING MARSHALLESE LETTERS ENGLISH SOUNDS. LISTEN CAREFULLY TO YOUR TEACHERS, AND ASK OTHER NATIVE SPEAKERS TO HELP YOU PRONOUNCE THE WORDS AND PHRASES BELOW.**

## COMMONPLACE EVERYDAY MARSHALLESE PHRASES

### SOCIAL LANGUAGE

#### .i)GREETINGS

**Iokwe!**= HELLO! , Aloha!  
love

**Iokwe eok.**= Hello you. [more emphatic]  
love/you

**Iokwe iokwe!**= Hello hello! [even more emphatic]  
love/love

**Morning!**= Good morning! [from English]

**Oh, morning-morning!** [a really jolly good morning]

#### .ii)THANKS AND YOU'RE WELCOME

**Kommool.**= Thank you.  
you-are thanked

**Kommool tata!**= Thank you very much!  
you-are thanked/to the utmost

**Kwöluokuun emmool.**= Thank you ever so much.  
you-really/are thanked

**Kön jouj.**= You're welcome.  
with/kindness

**Jouj.**= You're welcome.  
[shorter form of **Kön jouj**]

**Jouj tata!**= You're welcome very much!  
kindness/utmost

#### .iii)EXCUSE ME

**Jolok böd.**= Excuse me.  
throw-away/error[ short for **jolok aö böd**:throw out my error]

**Ejolok.**= You're excused.  
It-is thrown-away.

.iv) FAREWELLS

**Bar yokwe!=** Goodbye!

again/love

**Bar lo eok!=** See you later!

again/see/you

**Köjparok am mour!=** Take care of yourself!

take care of/your/life

.v) IN THE RESTAURANT

**Kwönaaj möñä ta?=** What are you going to eat?

you-will/eat/what

**Letok mök juon hamburger im juon Coke.=** Give me a h.b.

give-to here/please/a/hamburger/and/a/Coke.

and a Coke

please.

.vi) IN A BUS OR TAXI

**Böjrak ijene mök.=** Stop here please.

stand still/there(near you)/please

or simply say **Ijene mök.=** Here please.

**Böjrak ilo Kibjon.=** Stop at Gibson's.

stand still/at/name of largest Majuro department store

**Jete onään?=** How much? [to find price of goods or money owed]

how many/it's price

Bus around town: **Roñoul lalem jään.=** Twenty-five cents.

twenty/five/cents

Taxi around town: **Jilñoul jään.=** Thirty cents.

thirty/cents

.vii) INTRODUCTIONS

**Etam?=** What's your name?

name-your

**Eta in Amata Kabua.=** My name is Amata Kabua.  
name-my/is/name of the President of the R.M.I.

**Etan?=** What's her name?  
name-her, him, or it

**Etan in Kiki Minor.=** Her name is Keekee Minor.  
name-her/is/name of P.C. Country Director.

### .viii)PLEASANTRIES

**Emman ke am mour?=** How's life? How's it going?  
it-good/?/your/life

**Ej et am mour?=** How's life?  
it-is/do what/your/life

A simple response to the above two questions is:

**Emman!=** Good!  
it-good

### .ix)DESTINATION AND ORIGIN

**Kwöj etal ñan ia?=** Where are you going?  
You-are/go/to/where

**Ij etal ñan Aelöñlaplap.=** I am going to Ailinglaplap.  
I-am/go/to/name of an atoll in the Ralik (western) chain.

**Kwöj itok jän ia?=** Where are you coming from?  
you-are/come/from/where

**Ij itok jän Mön Robert.=** I'm coming from R.R.E..  
I-am/come/from/house-of/first name of Mr. Reimers, owner of a large store in Uliga

**Kwöj jokwe ia?=** Where are you living ?  
you-are/dwell/where

**Ij jokwe ilo Ajidik Hotel.=** I'm living at the Ajidrik.  
I-am/dwell/at,in/famous Majuro establishment

**Kwöj kiki ia?=** Where are you sleeping ?  
you-are/sleep/where

**Ij kiki ilo Ajidik Hotel.=** I'm sleeping at the Ajidrik.  
I-am/sleep/at, in/famous Majuro establishment

## DIALOGUE ONE

**A. Iok we!**

love

A.Hello!

**B. Iokwe eok!**

love/you[to one person,object form]

B.Hello to you!

**A. Eta in \_\_\_\_\_, ak kwe?**  
you?

name-my/is/\_/but/you[to one person,emphatic]

A.My name is\_\_\_\_, what about

**B. Eta in \_\_\_\_\_.**

name-my/is/\_

B.My name is\_\_\_\_\_.

**A. Emman ke am mour?**

it-good/?/your[to one person]/life

A.Is life good?

**B. Emman! Ak kwe?**

it-good/but/you[to one person,emphatic]

B.It's good! What about yours?

**A. Ebar emman!**

it-again(it is also)/good

A.Mine's good too.

**B. Emmantata! Bar Yokwe!**

it-good-utmost(best)/again(more)/love

B.Good!!! Good-bye!

**A. Bar lo eok.**

again/see/you[to one person,object form]

A.See you later.

## CIRCULAR DRILLS

One student starts with Q. , asking a student seated nearby, who will in turn answer with A. , and then use Q., asking another student seated nearby, and so on . . .

**Q. Eta in \_\_\_\_\_, ak kwe? A. Eta in \_\_\_\_\_.**

**Q. Emman ke am mour? A. Emman.**

**NOTE: Vocabulary and Grammar:** In the first few lessons the emphasis will be solely upon mastering the sounds and basic meaning of some simple phrases. You will learn more general things about grammar and syntax as the lessons progress. The small print under the Marshallese sentences is intended, however, to satisfy any curiosity you might have as to the literal meanings of the particular Marshallese words, which meanings are separated by "/" in the text. Some basic grammatical comments are made in "[ ]".

**DIALOGUE TWO**  
**ILOWAAN TAXI AK BAJ**  
inside-of it/taxi/or/bus

**A. Yokwe.**

**B. Yokwe yok. Kwöj etal ñan ia?**

**A. Kab böjrak ilo Gibjon.=** Just stop at Gibson's.  
just/stop/at,in/largest Majuro Department store

**B. Emman.**

**A. Jete onään?=** How much? [to find price of goods or money owed]  
how many/it's price

**B. Jilñoul jään. (taxi, or: ) Roñoullalem jään. (bus)**  
thirty/cents twenty-five cents

**A. Kommool.**

**B. Kön jouj.**

**DRILLS**

**Böjrak ilo \_\_\_\_\_. R.R.E.,Kitco,A.B.C.,M.I.H.S.,Ajidik Hotel,Kibjon ...**

**Q.) Jete onään? A.)\_\_\_\_\_jään.**

**DIALOGUE THREE**  
**ILOWAAN MÖN MÖÑÄ**  
inside-of it/house of/eat

**A. Yokwe.**

**B. Yokwe.**

**A. Letok mök juon hamburger im juon Coke.=**Give me a h.b.  
give-to here(to me)/please/a/hamburger/and/a/Coke. and a C. please.

**B. Im bar ta?=** And what else?  
and/again(more)/what

**A. Emöj. Kommool.=** That's it. Thanks.  
it-is finished/you-are thanked

**B. Kön jouj. Ak kwe.**

**C. Juon jajimi im juon aeböj ippän aij.=** One s. and an icewater.  
one/sashimi/and/one/water/with/ice

**B. Emöj ke?=** Is that it?[Is it done?]  
it-done/?[question particle]

**C. Emöj. Kommool.**

**B. Jouj. DRILL: Letok mök juon\_\_im juon\_\_.**



**DIALOGUE FOUR**  
(REVIEW)

**A. Iokwe eok!**

**B. Yokwe yuk!**

**A. Ej et am mour? = How's life?**

it-is/do what/your/life

**B. Emman. Ak kwe?**

**A. Ebar emman.**

**B. Kwöj itok jän ia? = Where are you coming from?**

you-are/come/from/where

**A. Ij itok jän Robert Reimers. = I'm coming from R.R.E..**

I-am/come/from/name of a large store in Uliga

**B. Kwöj etal ñan ia? = Where are you going?**

You-are/go/to/where

**A. Ij etal ñan Je, Aelöñlaplap. = I am going to Je, Ailinglaplap.**

I-am/go/to/name of an island/name of an atoll in the Ralik (western) chain.

**B. In et? = To do what?**

to/ do what

**A. In katak kajin Majel. = To study Marshallese.**

to/study(learn)/tongue of/Marshallese

**B. Kwe Peace Corps ke? = Are you a Peace Corps?**

you[to one person,emphatic]/P.C./?[question particle]

**A. Aet, Ña Peace Corps. = Yes, I'm with Peace Corps alright.**

yes/that's me[I,me, emphatic form]/P.C.

**B. Emman! Köjparok am mour! = Good! Take care!**

it-good/take care of/your/life

**A. Bar yokwe! = Good-bye!**

**DRILLS**

**Kwöj itok jän ia?**

**Ij itok jän \_\_\_\_\_.** R.R.E.,Kitco,A.B.C.,M.I.H.S.,Ajidik Hotel,Kibjon ...

**Kwöj etal ñan ia?**

**Ij etal ñan \_\_\_\_\_.** R.R.E.,Kitco,A.B.C.,M.I.H.S.,Ajidik Hotel,Kibjon ...

**Q. Ej et am mour? A. Emman. Ak kwe?**

## DIALOGUE FIVE

TRAINEE EO EJ TO JÄN BOOM-BOOM EO ILO JE  
trainee/the/is/disembark/from/boat/the/in/island name

**A. Iokwe!**

**B. Yokwe yok yokwe yok!**

**A. Etam?**= What's your name?

name-your

**B. Eta in Amata.**= My name is Amata.

name-my/is/Amata

**A. Ewi Mama im Papa?**= Where are my host-parents?

where/mother/and/father

**B. Etan Mama im Papa?**= What are your host-parents' names?

name-of/mother/and/father

**A. Etaer in Loeak.**= Their name is Loeak.

name-their/is/Loeak

**B. Mama eo im Papa eo.**= Here's your Mama and here's your Papa.

mother/here is/and/father/here is

**A. Kommool! Yokwe komro!**= Thanks! Hello you two!

you- are thanked/love/you two[you, speaking to two people]

**C. O! Yokwe! Yokwe!**= Oh! Hello! Hello!

### DRILLS

**Eta in** \_\_\_\_\_ .

**Iokwe** .....**yok**.[you,to one person]

**Etam**

**kom**[you,to an indefinite number]

**Etan**

**komro**[you,to a pair of people]

**Etaer**

**NOTE: Vocabulary and Grammar:** As you may have noticed in this lesson, possession in a certain class of nouns in **Kajin Majel** is indicated by the addition of a possessive suffix to the word. These nouns which make use of a possessive suffix are termed "inalienable nouns" because they name objects which are of such value to the possessor that they are unlikely ever to be separated from him. Examples are words for body parts, or in the case of the above dialogue, the word for "name". The most important possessive suffixes to learn at the beginning indicate that the name is mine, yours[to one person], his, hers,its, or theirs. In the case of **etaer**, the meaning is either "their name[if people have a common name]" or "their names". You may inquire as to the names of a group of people or things (all with different names) just by saying "**Etaer?**". More about this later . . . in Grammar Section 5, Possessive Classifiers.

## DIALOGUE SIX

### ÑAN MWEO

to/house the

**A.Jemoot.=** Let's go.

we (should )-be gone[short for **jen moot=** let's be gone]

**B.Ñan ia?=** Where to?

to/where

**A.Ñan mween imed.=** Home.

to/house-that/house-our[our,including person(s) spoken to]

**B.Ewi mweo imed?=** Where is our house?

where/house-the/house-our[our,including person(s) spoken to]

**A.Epäd ijuweo.=** It's way over there.

it-stays/way over there[in sight, but distant]

**B.O! Emman!=** Oh good!

**A.Ekwe, itok.=** Well then, come on.

Well then/come

### DRILLS

**Q. Ewi mweo imed .**

**mön bwidej eo="the out-house"**  
house of/earth,dirt,shit/the

**mön tutu eo="the bath-house"**  
house of/bathing/the

**aeböj lal eo="the well"**  
water/ground/the

**aeböjjimen eo="the catchment"**  
water/cement/the

**keköb eo="the dipper"**  
dipper(for well or catchment)/the

**mön jikuul eo="the school house"**  
house of/school/the

**A. Epäd ije.**

here by me

**ijin**

here between us

**ijene**

there by you

**ijen**

there near neither of us

**ijo**

over there

**ijjuweo**

way over there in sight

**NOTE: Vocabulary and Grammar:** Introduced above are:**ije,ijin** ... called "locative demonstratives", as they serve to show the location of things in space; **secondly** two of these demonstratives appear as **mween, mweo** when suffixed to the word for house; **thirdly imed** is the "possessive classifier" for houses to which is suffixed the personal possessive. **The complete paradigm for these words is given in the charts at the end of this manual.**

## DIALOGUE SEVEN

### AWA IN MÖÑÄ

time/of/eating

**M. Ien möñä kiiö. Jouj im deloñtok.=**

Time to eat. Please come inside.

time/eat/now

**V. Jej möñä ta?= **What are we eating?****

we-are/eat/what

**M. Enno ke mä im ek ippam?= **Do you like breadfruit and fish?****

it-tasty(edible)/?/breadfruit/and/fish/with-you

**V. Enno!= **Tasty!****

**M. Jouj im jijet im möñä kiiö.= Please sit and eat now.**

be kind/and/sit/and/eat/now

**V. Jej amwin ia?= **Where can I wash my hands?****

We-are/wash hands/where

**M. Amwin eok ilo baköj en naböj.= Wash in that bucket there outside.**

wash hands/you[object form]/in/bucket/that[near neither of us]/outside

## DRILLS

**Q. Kokönaan möñä ta?**

you-wish/ eat/ what

**idaak**

drink/

**A. Ikönaan möñä \_\_\_\_\_ im \_\_\_\_\_.**

**idaak**

**FOODS: ek,mä,rai,j,pilawa,bob,corned-beef,jalele . . .**

fish/breadfruit/rice/bread/pandanus/c.b./meat

**DRINKS: ni,ti bwil,aeböj,dänin wöt. . .**

coconut juice/hot tea/water/rainwater

**Q. Ewör ke \_\_\_\_\_ ?= **Is there any \_\_\_\_\_ ?****

it has/?

**A. Aet. Ewör \_\_\_\_\_.= Yes. There is \_\_\_\_\_.**

yes/it has

**A. Jaab. Ejelok \_\_\_\_\_.= No. There is no \_\_\_\_\_.**

no/none

## DIALOGUE EIGHT

### ÄLIKIN MÖÑÄ

after/eat

**M. Emöj ke am möñä?**= Are you done eating?  
it-done/?/your[one person's]/eat

**V. Emöj aö möñä.**= I'm done eating.  
it-done/my/eat

**M. Kwömat ke?**= Are you full?  
you-full/?

**V. Ilukkuun mat!**= I'm really full!  
I-really/full

**M. Bar lewöj jidik? Möñä wöt!**= Can I give you more? Keep eating!  
more/give-to you/little/ eat/continue

**V. Jolok böd, ak emaat aö maroñ.**= Forgive me, but I can't.  
throw-out/error/but/it is exhausted/my/ability

**M. Emman, am wöt bebe.**= Okay, it's your choice.  
it-good/your/only/decision

**V. Kommoool tata kön möñä eo!**= Thanks very much for the food!  
you are-thanked/utmost/for/food/the

**M. Kön jouj!**= You're welcome!  
with/kindness[short for **Kön** men ne kwöj kadiklok am jouj=It's better to give than to receive]

### DRILLS

Q. Have you \_\_\_\_\_ yet?

A. Yes, I have.      A. No, I haven't.

Q. **Emöj ke am möñä ?**

A. **Aet. Emöj.**

**idaak**

A. **Jaab. Ejañin möj aö \_\_\_.**

**tutu** bathing

no/it-not yet/done/my/\_\_\_\_\_.

**tutu iar** swimming/in-lagoon

**kiki** sleep

A. **Emaat aö maroñ in \_\_\_.**

**jermal** work

**eoñöd** fishing

**jikuul** go to school

Q. **Kwömat ke?**  
you-full/?

A. **Ikanooj in mat!**  
I-very/of/full

A. **Ijañin mat.**  
I-not yet/full

## DIALOGUE NINE

### ILU IIALIN JE

on/road-in/Je

**M. Morning-morning.**

**V. Morning. Jete awa ippam? =** Morning. What time you got?  
morning/how many/hours/with-you

**M. Rualitök awa kiiö. Kwe Peace Corps Ke? =**  
It's eight o'clock now. Are you with P.C.?  
eight/hours/now/you/P.C./?

**V. Aet, Ña Peace Corps. = Yes, I'm with P.C..**  
yes/I/P.C.

**M. Etam? =** What's your name?  
name-your[your, one person's]

**V. Eta in Kiki. =** My name is \_\_\_\_\_.  
name-my/is/\_.

**M. Kwöj jokwe ia? =** Where do you live?  
you are/dwell/where

**V. Ij jokwe ippän baamle eo aö. =** I live with my family.  
I am/dwell/with-it/family/the/my

**M. Etan jemam? =** What's your father's name?  
name-his/father-your[your, one person's]

**V. Etan in \_\_\_\_\_. =** His name is \_\_\_\_\_.  
name-his/is/\_\_\_.

**M. Kwöj ilök ñan ia kiiö? =** Where you going now?  
you are/go-to there/to/where/now

**V. Ij ilök ñan mön jikuul eo, ak irumwiji. =** I'm going to school,  
I am/go-to there/to/house of/school/the/but/I-late but I'm late.

**M. O, emman. Bar yokwe.**

**V. Bar yokwe.**

**NOTE: Vocabulary and Grammar:** Introduced above is a phrase used commonly to ask someone the time. In the next lessons NUMBERS and TIME-TELLING will be dealt with more fully.

## NUMBERS

NUMBERS ARE FORMED FOLLOWING VERY REGULAR PATTERNS:

1.juon	11.joñouljuon	10.joñoul
2.ruon	12.joñoulruon	20.roñoul
3.jilu	13.joñouljilu	30.jilñoul
4.emän	14.joñoulemän	40.eñoul
5.lalem	15.joñoullalem	50.lemñoul
6.jiljino	16.joñouljiljino	60.jiljinoñoul
7.jimjuon	17.joñouljimjuon	70.jimjuoñoul
8.ralitök	18.joñoulralitök	80.ralitoñoul
9.ratimjuon	19.joñoulratimjuon	90.ratimjuoñoul
10.joñoul	20.roñoul	100.jibukwi

### DRILLS

Translate the following from English  
**ñan Kajin Majel:**

twenty-one: \_\_\_\_\_ .  
thirty-two: \_\_\_\_\_ .  
fourty-three: \_\_\_\_\_ .  
fifty-four: \_\_\_\_\_ .  
sixty-five: \_\_\_\_\_ .

200.rubukwi  
300.jilubukwi  
400.eabukwi  
500.limabukwi  
600.jiljinobukwi  
700.jimjuonbukwi  
800.ralitökbukwi  
900.ratimjuonbukwi  
1000.juontaujin

### ORDINAL NUMBERS

Kajin Majel indicates "first, second, third, etc. . . ." by idiom thus:

First: **kein kajuon**, or **moktata**<sub>[foremost]</sub>

Second: **kein karuo**

Third: **kein kajilu**

Fourth: **kein kaemän**

Etc. ... : **kein ka+number**.

### DRILLS

**Juon ej nömba eo kein kajuon.**

**Ruo**

**Jilu**

**Emän**

**Lalem**

## TIME-TELLING

**Jete awa kiiö?**= What time is it now?

how many/hours/now

**Jete awa ippam?**= What time you got?

how many/hours/with you

There are four simple patterns of responses to the above two questions. The one used depends on whether the minute hand is:

- 1.) exactly on the hour
- 2.) past the hour
- 3.) exactly on the half hour
- 4.) before the hour.

Examples are given below:

1.) **Juon awa kiiö.**= It's now one o'clock.

one/hour/now

2.) **Joñoullalem minit jän ruo awa.**= It's fifteen past two.

fifteen/minutes/from/two/hours

3.) **Jilu jimattan awa kiiö.**= It's now three-thirty.

three/half-of/hours/now

4.) **Joñoullalem minit ñan emän awa.**= It's fifteen 'til four.

fifteen/minutes/to/four/hours

## DRILLS

### TIME-TELLING

**Q. Jete awa kiiö? A. \_\_\_\_ awa kiiö.**

**Q. Jenaaj möñä in naat? A. Jenaaj möñä ilo \_\_\_\_awa.**

we-will/eat/in/morning/when

we will/eat/at,in /\_\_/\_/hour

**raelep**

noon

**jota**

evening

**NOTE: Vocabulary and Grammar:** Time-telling is covered in more detail in Lesson 6 of Spoken Marshallese.



## DIALOGUE TEN

**A. Yokwe yok.**

**B. Yokwe yok.**

**A. Ewör ke mäjet ippam.**= Have you got any matches?  
it-has/?/matches/with-you[Are there any matches with you?]

**B. Aet. Ewör.**= Yes. I've got some.  
yes/it-has[Yes. There are.]

**A. Imaroñ ke köjerbale?**= Can I use them.  
I-can/?/use

**B. Aet. Eo.**= Yes. Here you go.  
yes/here it is

**A. Kommool.**= Thanks.  
you are thanked

**B. Jab inepata.**= No problem.  
no/worry

## DRILLS

**Q. Ewör ke \_\_\_\_\_ ippam?**  
**mäjet** matches  
**pätöre** batteries  
**karjin** kerosene  
**kiäj** gasoline  
**kääj** hooks  
**eo** fishing line

**A. Aet. Ewör \_\_\_\_\_ ippa.**  
/with-me

**A. Jaab. Ejjelok \_\_\_\_\_ ippa.**

**Q. Kwömaroñ ke letok \_\_\_\_\_ ?**  
you-able/?/give-to me/\_

**A. Aet. Eo.**

**Q. Imaroñ ke köjербal \_\_\_\_\_ eo am?**  
I-able/?/use/ the/your[you,one person's]

**bakbök** knife  
**teeñki** flashlight  
**jitoob** stove  
**ainbat** cooking pot  
**laam** lamp

## PHRASES TO ASK FOR CLARIFICATION

**Ta eo kwöj ba?= Kwöj ba ta?=** What are you saying?  
what?/the(=is it)/you-are/say= you-are/say/what

**Kwaar (Ear) ba ta?=** What did you (he) say?  
You-were(He-was)/say/what?

**Kwömelele ke?=** Do you understand?  
you-unsnarled/?

**Aet, Imelele.=** I understand.  
yes/I-unsnarled

**Jaab, Ijab melele.=** I don't understand.  
no/I-not/unsnarled

**Etan men in ilo Kajin Majel?=** What's the Marshallese  
name-of?/thing/this[between us]/in/K.M. word for this thing?

**Bar ba mök?= Bar juon mök?=** Say that once again please.  
again/say/please=again/one/please

**Emökaj am könono.=** You're speaking quickly.  
it-fast/your/speak

**Elap an mökaj am könono.=** You're speaking too quickly.  
it-big/of/fast/your/speak

**Elap an iur am könono.=** You're speaking too quickly.  
it-big/of/quick/your/speak

**Jouj im karumwijlok jidik am könono.=** Please speak a little  
be kind/and/make-slow-er/little/your/speak more slowly.

**Jouj im karaloklok jidik am könono.=** Please speak a little  
be kind/and/make-slow-er/little/your/speak more slowly.

**Iaan am ba come quick ilo Kajin Majel?=** How do you say  
**kokairiurtok in** Marshallese?  
way of?[Rälik]/your/say/ . . .

**Elemen aer ba go away ilo Kajin Majel?=** How do they say **ko jän**  
**jene in...**  
way of?[Ratak]/their/say/. . .

**Ewi wäween am ba good ilo Kajin Majel?=** How do you say  
**emman** in . . .  
how/way-of/your[singular]/say/good/in/Marshallese

## LANGUAGE FOR THE CLASSROOM

### i.) THE FIRST DAY OF SCHOOL

**Eta in \_\_\_\_\_.** = My name is \_\_\_\_\_.  
name-my/is/\_

**Ña ij rikaki eo ami kääL.** = I'm your new teacher.  
me/I am/teacher/the/your[your, plural indefinite]/new

**Etam?** = What's your name?  
name-your?[your, sing.]

**Kwömaroñ ke ba etam?** = Will you say your name?  
you-can/?/say/name-your?[sing.]

**Kwön jab mijak.** = Don't be afraid.  
you-should/not/fear

**Kwön jab jook.** = Don't be shy.  
you-should/not/shy

**Kwön jab jañ.** = Don't cry.  
you-should/not/cry

**Kwömaroñ ke je etam ilo peba in?** = Can you write your name on  
you-can/?/write/name-your[sing.]/in/paper/this[between us] this paper?

**Jouj im je etam kab iiö eo am.** = Please write your name and age.  
be kind/and/write/name-your/together with/year/the/your[sing.]

**Kilaj ta eo kar am iiö eo lok?** =  
What grade were you in last year?  
You-were/study/with-it/class/how many/year/the/past

**Etan jinam?** = What's your mother's name?  
name-of/?/mother-your[sing.]

**Etan jemam?** = What's your father's name?  
name-of/?/father-your[sing.]

**Kwöj jokwe ia?** = Where do you live?  
you-are/dwell/where?

**Ewi mweo imom?** = Where's your house?  
where/house-the/house-your[sing.]

**Köjro en etal ñan mweo imom.**= Let's go to your house.  
we-two[you and me]/it-should/go/to/house-the/house-your

## ii.) BEGINNING and ENDING THE CLASS

**E iien in jikuul kiiö.**= It's time for school now.  
it/time/of/school/now

**Kojañe bell en ratimjuon alen im buli!**= Ring the bell nine  
make-sing/bell/the/nine/times/and/full-them times and really hit it!

**Deloñtok im jijet.**= Come in here and sit down.  
enter-to here/and/sit

**Roñjake mök.**= Please listen.  
listen/please

**(Jouj im) jab keroro!**= (Please) don't be noisy!  
kind/and/not/make noise

**Lukkuun roñjake im lale.**= Listen and look carefully.  
really/listen/and/look

**Reitok im lale.**= Look right here.  
look-here/and/watch

**Jijet ilo jea ne am.**= Sit down in your chair.  
sit/in/chair/that[one near you]

**Jenaaj jikuul ilo ralitök awa.**= We will have school at 8:00.  
we-will/school/at/eight/hour

**Deloñtok im jijet mokta jän ralitök awa.**=  
Come in and sit down before eight o'clock.  
enter-to here/and/sit/before/than/eight/hour

**Jouj im kopellok winto kein.**= Please open these windows.  
kind/and/cause-open/window/these[here with us]

**Jouj im kili köjäm en.**= Be kind and close that door.  
kind/and/close-it/door/that[there, not far away from us]

**E iien in kakkije.**= Time for a break.  
it/time/of/rest

**E awa in diwöj im iukkure.**= Time for recess.  
it/hour/of/exit/and/play

**Emöj ad jikuul rainin.=** School's done for today.  
it-done/our[yours and mine]/school/today

**Jenaaj jikuul iliju.=** We'll have school tomorrow.  
we-will/school/tomorrow

**Ejjelök ad jikuul iliju.=** There's no school tomorrow.  
nothing/our/school/tomorrow

**Ebwe rainin.=** Enough for today.  
it-enough/today

**Komwöj aolep en rool kiiö.=** Everybody go home now.  
you[plural, indefinite number]/all/should/return/now

**Ejjelök jikuul rainin bwe ewöt.=**  
No school today because it's raining.  
nothing/school/today/because/it-rains

**Ejjelök jikuul rainin bwe emarok.=** No school today because it's  
nothing/school/today/because/it-dark dark.

**Ejjelök jikuul rainin bwe Inañinmej.=**  
No school today because I'm sick.  
nothing/school/today/because/I-sick

### iii.)CLASSROOM RULES

**Komwin jab rumwij.=** Don't be late.

you-should[you plural]/not/delay, slow

**Ñe ejjañin iien jikuul, jab deloñ ilo ruum in.=**

If it's not time for school, don't enter this room.

if/it-is-not yet/time/school/not/enter/room/this[here where we are]

**Jab iukkure.=** Don't play.

not/play

**Jab emmaküt jän jea ne am, ñe ejjelok melim.=**

not/move/from/chair/that[near you]/your[sing.]/if/none/permission-your[your, sing.]

Don't leave your seat without permission.

**Jab jibwe men eo ejjab am.=** Don't touch what's not yours.

not/touch/thing/the/it is-not/your[singular]

**Jab irre.=** Don't fight.

not/fight

**Jab möñä bwil. Joloke.=** Don't chew gum. Throw it away.

not/eat/chewing-gum/throw-away-it

**Jab lamöj.=** Don't shout.

not/shout

**Ñe ewör am kajjitök, kajutak peim.=**

If you've got a question, raise your hand.

if/it-has(there is)/your[sing.]/ask/cause-stand up/hand-your[sing.]

**Ñe kwöj aikuj in duwöj, kajutak peim.=**

If you need to go outside, raise your hand.

if/you-are[sing.]/need/of/exit/cause-stand up/hand-your

**Jab jolok kwöpej ilal.=** Don't throw garbage on the ground.

not/throw-out/garbage/on-ground

**Jolok kwöpej ilo nien kwöpej en.=**

Throw garbage in the trashcan.

throw-out/garbage/in/container-of/garbage/that[there, not far away from us]

**Möjin kilaj karreoik ruum in.=** After class clean up this room.

finish-of/class/clean-it/room/this[here where we are]



#### iv.)READING ALOUD

**Reitok im lale.=** Look right here.

look-here/and/watch

**Jenaaj katak kajin Iñlij kiiö.=** We'll study English now.

we-will/study/tongue-of/Eng./now

**Jen riit ilo kajin Iñlij kiiö.=** Let's read in English now.

we-should/read/in/Eng./now

**Aolep bök juon bok.=** Everybody take a book.

all/take/one/book

**Ajej bok kane ñan aolep.=** Give everyone one book.

divide/book/those[near you]/to/all

**Kopellok bok kane ami ñan peij lalem.=**

Open your books to page five.

make-open/book/those[near you]/your[plur., indef.]/to/page/five

**Jenaaj riit itulöñin peij juon.=** We'll read at the top of page one.

we-will/read/in-at-high-of/page/one

**Jen riit ioloban peij ruo.=** Let's read in the middle of page two.

we-should/read/in-middle-of/page/two

**Riit itulalın peij jilu.=** Read at the bottom of page three.

read/in-at-ground-of/page/three

**Lale pija ne ion peij emän.=** Look at that picture on page four.

look at/picture/that[near you]/on top-of/page/four

**Wön ekönaan riit?=** Who wants to read?

who?/he(she)-wishes/read

**Wön ekönaan kajjioñ?=** Who wants to try?

who?/he(she)-wishes/try

**Wön ekönaan jino ad riit?=** Who wants to begin our reading?

who?/he(she)-wishes/begin/our/read

**Wön emaroñ riiti naan in?=** Who can read this?

who?/he(she)-able/read/word/this[between us]

**Wön ejelä riiti naan in?**= Who knows how to read this?  
who?/he(she)-knows/read-it/word/this

**Könono jäntöj e.**= Read this sentence.  
read/sentence/this[near me]

**Riiti tok mök naan e.**= Read this word to me please.  
read-it/to here/please/word/this[near me]

**Köjparok bok ne am.**= Take care of your book.  
care for/book/that[near you]/your[sing.]

**Jab nukuji peij ne.**= Don't wrinkle that page.  
not/wrinkle-it/page/that[near you]

**Jab jeje ilo bok ne!**= Don't write in that book!  
not/write/in/book/that[near you]

**Aini tok mök aolepän bok kane.**= Collect all the books.  
gather-them/to here/please/all-of/book/those[near you]

**Karoolok aolepän bok kane ami ñan ioon shelf en.**=  
Put all your books back on that shelf.  
make-return-to there/all-of/book/those[near you]/your[pl.]/to/on-top-of/shelf/that

## v.) LANGUAGE LEARNING AND DRILLS

**Lukkuun (=Kanooj) roñjake.=** Listen carefully.  
really(=really)/listen

**Reitok im lukkuun roñjake.=** Look and listen carefully.  
really/look-to here/and/listen

**Ba älikin aö ba.= Äliji älikin aö ba.=** Repeat after me.  
say/after-of/my/say = repeat-them/after-of/my/say

**Komwin ba Hello!** = You all should say  
you-should[you, pl. indef.]/say/\_

**Kwön ba Goodbye!** = You should say  
you-should[you, sing.]/say/\_

**Kwömaroñ ke ba one, two, three?**= Can you say ?  
you-can[you, sing.]/?/say/\_

**Bar juon mök.=** Once again please.  
again/one/please

**Bar ba mök.=** Say it again please.  
again/say/please

**Bar juon alen.=** One more time.  
again/one/instance

**Ta eo kwaar ba?=** What did you say?  
what?/the=is it/you-were[you sing.]/say

**Ejimwe am ba.=** You're saying it correctly.  
it-right/your[sing.]/say

**Ejimwe.=** That's right.  
it-right

**Ejañin lukkuun jimwe.=** It's not quite right yet.  
it-not yet/really/right

**Ejjab jimwe.=** That's not right.  
it-is-not/right

**Eböd am ba.=** You're saying it incorrectly.  
it-wrong/your[sing.]/say

**Eböd.=** That's wrong.  
it-wrong

**Ilo kajin Majel etan in =** In Marshallese it's name is  
in/tongue-of/M./name-it's/is/book

**Ilo kajin Iñlij etan in book.=** In English it's name is book.  
in/tongue-of/E./name-it's/is/book

**Ilo kajin Majel rej ba =** In Marshallese they say  
in/tongue-of/M./they-are/say/he-is/go

**Ilo kajin Iñlij rej ba he is going.=** In English they say he is going.  
in/tongue-of/E./they-are/say/\_

**Ta melelein write ilo kajin Iñlij? =**  
What does mean in Marshallese?  
what?/unsnarl-of/\_/in/tongue-of/E.

**melelein listen ilo kajin Iñlij.=**  
Listen means in Marshallese?  
\_/unsnarl-of/\_/in/tongue-of/E

**Kwömelele ke?=** Do you understand?  
you-unsnarled/?

**Imelele.=** I understand.  
I-unsnarled

**Ijab melele.=** I don't understand.  
I-not/unsnarled

**Ijab lukkuun melele.=** I don't really understand.  
I-not/really/unsnarled

**Komeleleik eö.=** Explain it to me. (lit., "Disentangle me.")  
make-unsnarl-it/me[object of verb]

## vi.)SINGING

**Wön ekö<sup>u</sup>naan ekkatak juon al?**= Who wants to learn a song?  
who?/he(she)-wishes/learn/one/song

**Jen al kiiö.**= Let's sing now.  
we(you and I)-should/sing/now

**Jej ekkatak juon al kiiö.**= We're learning a song now.  
we-are/learn/one/song/now

**Wön e<sup>j</sup>elä al?**= Who knows how to sing?  
who?/he(she)-knows/sing

**Jen al kön A B C kiiö.**= Let's sing our abc's now.  
we(you and I)-should/sing/with/abc's/now

**Roñjake mokta, im älikin jenaaj al ippän doon.**=  
Listen first, and after we'll sing together.  
listen/first/and/after-it/we-will/sing/with-of/each-other

**Kwön al.**= You should sing.  
you-should/sing

**Kwön jab jook in al.**= Don't be afraid to sing.  
You-should/not/shy/of/sing

**Ko<sup>l</sup>ap<sup>l</sup>ok ainikiemi!**= Louder!  
make-big-er/voice-your[your, plur..]

**Ej<sup>j</sup>ab kanooj lap ainikiemi!**= Not loud enough!  
it-is-not/really/big/voice-your[sing.]

**Kiiö ko<sup>m</sup>win al ippami make!**= Now you all sing by yourselves.  
now/you-should[you, plur. indef.]/sing/with-your[plur.]/self

## vii.)WRITING ON THE BLACKBOARD

**Wön ekönaän jeje ilo bilakbot?**= Who wants to write on the b.b.?  
who?/he(she)-wishes/write/on/blackboard

**Wön emaroñ jeje ilo bilakbot?**= Who can write on the b.b.?  
who?/he(she)-can/write/on/blackboard

**Wön eo emaroñ je men in?**= Who can write this?  
who?/the= is it/he(she)-can/write/thing/this[between us]

**Itok im jeje.**= Come and write.  
go-to here/and/write

**Etal im bök juon möttan jook.**= Go and get a piece of chalk.  
go/and/take/one/piece-of/chalk

**Komeejlok am jeje.**= Make your writing darker.  
cause-dark-er/your[sing.]/write

**Emera am jeje.**= Your writing is too faint.  
it-light/your[sing.]/write

**Lale kwöbwiloke jook ne!**= Don't break that chalk!  
look/you-break/chalk/that[near you]

**Jere jeje kane.**= Erase what you wrote.  
erase/writing/those[near you]

**Jere aolepän bilakbot ne.**= Erase the whole blackboard.  
erase/all-of/blackboard/that[near you]

**Kömanmanlok wäween am jeje.**= Write more neatly.  
make-good-er/your[sing.]/write

viii.)SEATWORK: WRITING, DRAWING, COLORING . . .

**Wön ekönaan jeje?**= Who wants to write?

who?/he/she-wishes/write

**Wön ejjab ekönaan jiña?**= Who doesn't want to draw?

who?/he/she-is-not/wish/draw

**Aolep bök juon peba (bok, pinjel).**= Everybody take one . . .

all/take/one/paper(etc....)

**Jei etami na ion peba kane ami.**=

Write your names on your papers.

write/name-your[plur.]/there/on top-of/paper/those[near you]/your[plur.]

**Jei etami na itulöñin peba kane ami.**=

Write your names at the top of your papers.

write/name-your[plur.]/there/on-high-of/paper/those[near you]/your[plur.]

**Anöki jeje kä aö.**= Copy my writing.

copy-them/write/these[near me]/my

**Anöke pija e.**= Copy this picture.

copy-it/picture/this[near me]

**Anöki pija kä.**= Copy these pictures.

copy-them/picture/these[near me]

**Ejimwe am kar anöke.**= You've copied it correctly.

it-right/your[sing.]/[past]/copy-it

**Eböd am kar anöke.**= You've copied it incorrectly.

it-wrong/your[sing.]/[past]/copy-it

**Emman am jeje.**= Your writing is good.

it-good/your[sing.]/write

**Ealikkar am jeje.**= Your writing is clear.

it-clear/your[sing.]/write

**Kömanmanlok eltan peim bwe epok.**= Neaten up your hand-

make-good-er/your[sing.]/handwriting/because/it-confused writing because  
it's sloppy.

**Ettoon peba ne am.**= Your paper is messy.

it-dirty/paper/that[near you]/your

**Jab nukuji peba ne.**= Don't crumple that paper.  
not/wrinkle-it/paper/that[near you]

**Jeme pinjel ne am.**= Sharpen your pencil.  
sharpen-it/pencil/that[near you]/your

**Ekkub böran pinjel ne am.**= Your pencil's dull.  
it-blunt/head-its/pencil/that[near you]

**Kölori pija kane ami.**= Color your pictures.  
color-them/picture/those[near you]/your[plural]

**Kom aolep bar litok penjil kane ami.**= Everybody give me  
you[plur. indef.]/all/back/give-them-to here/ back your pencils.  
pencil/those[near you]/your[plur.]

**Jouj im ainitok aolepän pija kane ami.**= Please gather all your  
kind/and/gather-them-to here/all-of/picture/those[near you]/your[plur.] pictures  
and give them to me.

**Wön ekönaan jipañ katotoik pija kä ikiin mwiin.**= Who wants  
who?/he(she)-wants/help/make-hang-them/picture/these[near me]/ to help  
on-wall-of/house-this[here with us] hang these pictures on the wall?



ix.)MATH

**Jen katak bönbön kiiö.**= Let's study math now.  
we-should[you and I]/study/count/now

**Juon koba juon, ruo.**= One plus one, two.  
one/together with/one/two

**Ruo bök juon, juon.**= Two minus one, one.  
two/take/one/one

**Juon alen ruo, ruo.**= One times two, two.  
one/instance/two/two

**Juon koorlok kön jilu, jilu.**= One times three, three.  
one/make-grow/by means of/three/three

**Jiljino ajej kön jilu, ruo.**= Six divided by three, two.  
six/divide/by means of/three/two

**Juon möttan jiljino.**= One-sixth.  
one/part-of/six

**Ruo möttan jimjuon.**= Two-sevenths.  
two/part-of/seven

## x.) ENCOURAGING AND PRAISING THE STUDENT

**Emman am katak.**= You're learning.  
it-good/your[sing.]/study

**Emmanlok am katak.**= You're doing better in your studies.  
it-good/your[sing.]/study

**Emman am kajin Iñlij.**= Your English is good.  
it-good/your[sing.]/tongue-of/E.

**Kwöjelä riit.**= You know how to read.  
you-know[you, sing.]/read

**Kwölukkuun jelä riit.**= You really know how to read.  
you-really[you, sing.]/know/read

**Kwöjouj kön am jipañ Ña.**= It's kind of you to help me.  
you-kind/for/your[you, sing.]/help/me[object form]

**Kommool kön am jipañ.**= Thanks for your help.  
you-thanked/with regard to/your[sing.]/help

**Emman am kate yok.**= It's good you're giving it your best effort.  
it-good/your[sing.]/push/you(=yourself)

**Emman am kate yok katak.**= It's good that your trying to learn.  
it-good/your[sing.]/exert/you[object form]/study

**Emman mwilim.**= Your behaviour is good.  
it-good/behaviour-your[you, sing.]

**Emman kain ne.**= That sort of thing is good.  
it-good/kind/that[near you]

**Ejimwe am lömñak.**= What your thinking is right.  
it-right/your[sing.]/think

**Komälötlöt.**= You're smart.  
you-smart[you, sing.]

**Kwölukkuun mälötlöt.**= **Elap am mälötlöt.**= You're really smart.  
you-really[you, sing.]/smart = it-big/your[sing.]/smart

**Emool am ba.**= What you say is true.  
it-true/your[sing.]/say

xi.)HOMework, TESTS, GRADES

**Buñiin komwin katak peba kä.=**

Tonight you all should study these papers.

night-this[with us]/you-should[you, plur. indef.]/study/paper/these[by me]

**Ilju jenaaj teej kake.=** Tomorrow we will have a test on it.

tomorrow/we-will/test/about-it

**Jen kajimwe peba kane ami kiiö.=** Let's correct your papers now.

we-should/make-right/paper/those[near you]/your[plur. indef.]/now

**Ñe eböd, kömman juon ekej.=** If it's wrong, make an X.

if/it-wrong/make/one/X

**Ñe ejimwe, kömman juon jek.=** If it's right, make a check.

if/it-right/make/one/check

**Bwini aolpen an böd.=** Count all his/her errors.

count-them/all-of/his(her)/mistake

**Jei itulöñin peba oran böd ko.=**

Write at the top of the paper the number of mistakes.

write-them/on-high-of/paper/quantity-of/mistake/the[plur.]

**Jej teej kiiö.=** We are having a test now.

we-are/test/now

**Teej in enaaj aetokan joñoullalem wöt minit.=**

The test will last only 15 minutes.

test/this[with us]/it-will/long-of/15/only/min.

**Kadeloñ aolepän kein jikuul kane ami nai ilowaan desk eo am, ijellokun wöt pinjel eo am. =**

Put all your school things inside your desk, except for your pencil.

make-enter/all-of/tool/school/those[near you]/your[plur., indef.]/on/in-side-of/desk/the/ your[sing.]/ except-for it/just/pencil/the/your

**Kwön teej ippam make.=** Take the test by yourself.

you-should/test/with-you/self

**Lale peba ne am wöt.**= Look at your paper only.  
look/your[sing.]/only/paper

**Jab lale peba en an.**= Don't look at his/her paper.  
not/look/paper/that[there, away from us both]/his(her)

**Uraaktok mök.**= Move to here please.  
move-to here/please

**Uraakwöj.**= Move back.  
move-toward you

**Uraaklok.**= Move over there.  
move-to there

**Kauraakwöj desk ne am.**= Move your desk back.  
make-move-toward you/desk/that[near you]/your[sing.]

**Kauraaktok table ne am.**= Move your table towards me.  
make-move-to here/table/that[near you]/your[sing.]

**Kauraaklok jea ne am.**= Move your chair over there.  
make-move-to there/chair/that[near you]/your[sing.]

**Mottan wöt lalem minit.**= Only five minutes left.  
bit-of/just/five/minutes

**Komwin kamöj teej ne kiiö wöt.**=  
You all should be finishing up the test now.  
you-should[you, plur. indef.]/make-done/test/that[near you]/now/just

**Emöj teej kiiö.**= It is done now.  
it/done/test/now

**Litok peba kane ami.**= Give me your papers.  
give-them-to here/paper/those[near you]/your[plur. indef.]

**Emman ami kar teej.**= Your tests were good.  
it-good/your[plur.]/[past]/test

**Ejjab lukkuun in emman ami kar teej.**=  
Your tests weren't so good.  
it-is-not/really/good/your[plur.]/past/test

**Ejjab kanooj emman teej eo am.**= Your test isn't so good.  
it-is-not/really/good/test/the/your[sing.]

**Bar katak aolepän men ko ilo teej eo.=**

Study the material from the test again.

again/study/all-of/thing/the[plur.]/from/test/the

**Emman grade eo am.=** Your grade is good.

it-good/grade/the/your[sing.]

**Emmanlok grade eo am jän mokta.=**

Your grade is better than before.

it-good-er/your[sing.]/grade/the/your[sing.]than/before

**Emmantata grade eo am jän aolep.=** Your grade is the best of all.

it-good-est/your[sing.]/grade/the/your[sing.]/than/all

**Kwe bök A.=** You get an A.

you[emphatic]/get/A

xii.) DISCIPLINE AND COMMUNICATION WITH PARENTS

**Jab rumwij.**= Don't be late.  
not/delay

**Kwön jab bar rumwij.**= Don't be late again.  
you-should/not/again/delay

**Kajimwe jea ne am.**= Sit with your chair flat on the floor.  
make-right/chair/that[near you]/your[sing.]

**Kajimwe yok.**= Sit up straight.  
make-right/you

**Jab jibwe men ne.**= Don't touch that.  
not/touch/thing/that[near you]

**Etal jän jene!**= Go away from there!  
go/from/there[near you]

**Jab päd ijene!**= Don't hand around over there!  
run/from/there[near you]

**Köttar, ejjab kiiö.**= Wait, not now.  
wait, it-is-not now

**Köttar wöt.**= Just wait.  
wait/just

**Köttar jidik.**= Wait a little.  
wait/little

**Enana kain ne.**= That's bad.  
it-bad/kind/that[near you]

**Kwön jab kain ne.**= You shouldn't do that kind of thing.  
you-should[you, sing.]/not/kind/that[near you]

**Elukkuun nana kain ne!**= That sort of thing is really bad.  
it-really/bad/kind/that[near you]

**Kwaar et inne?**= What did you do yesterday.  
you-were[you, sing.]/do what?/yesterday

**Kwaar päd ia inne?**= Where were you yesterday?  
you-were[you, sing.]/stay/where?/yesterday

**Etke kwaar jab jikuul inne?=  
Why didn't you come to school yesterday?  
why?/you-were[you, sing.]/not/school/yesterday**

**Enana mwilim.= Your behavior is bad.  
it-bad/behaviour-your**

**Etke koban kömman katak ilo jikuul?=  
Why won't you work in school?  
why?/you-will not[you, sing.]/do/study/in/school**

**Etke kwöjjab kate yok katak?=  
Why don't you try to learn?  
why?/you-are-not/exert/you[object form]/learn**

**Ñe ebar nana mwilim, inaj kinake eok ñan mama.=  
If your behavior continues to be bad, I will tell your mother.  
if/it-again/bad/behaviour-your[you,sing.]/I-will/report/you[object form]/to/your mother**

**Inaj kinake yok ñan Papa.= I'm gonna report you to your father.  
I-will/report/you[object form]/to/your father**

**Rool ñan mweo imom.= Go home.  
return/to/house-the/house-your**

**Koban bar jikuul mae ien inaj könono ippän jinem im  
jemem.= You won't come to school again until I talk with your folks.  
you-will not[you, sing.]/again/school/until/time/I-will/speak/with-it/mother-your[you, sing.]/ and/father-your[you, sing.]**

**Emman ñe ajri eo nejim ej möñä mokta jän an itok ñan  
jikuul.= It is good if your child eats before he /she comes to school.  
it-good/if/child/the/child-your[you, sing.]/he(she)-  
will/eat/before/than/his(her)/school**

**Elukkuun emman an ajiri eo nejim katak.=  
Your child studies very well.  
it-really/good/his/child/the/child-your[you, sing.]/study**

**Emälötlöt ajiri eo nejim.= Your child is smart.  
he(she)-smart/child/the/child-your[you, sing.]**

**Enaj emmantata ñe ejab jolak an jikuul.=  
It will be best if he (she)doesn't quit school.  
it-will/good-est/if/he(she)-not/throw-out/his/school**

**Jet iien ej böt.=** He/She sometimes misbehaves.  
some/time/he(she)-is/bad

**Aolep iien ej böt.=** He/She is always misbehaving.  
all/time/he(she)-is/bad

**Ajiri eo nejimiro ejaje böt.=** Your kid's a sweetheart.  
child/the/child-your[your, to two people]/he(she)-not know/bad

**Jen jimor lale report-card eo an.=**  
Let's look at his report-card together.  
we-should[you and I]/together/look at/r.c./the/his

**Jen jimor lale homework eo an.=**  
Let's look at his homework together.  
we-should[you and I]/together/look at/h.w./the/his/with-/eachother

**Baamle eo am ekar jokwe ia mokta jän ami itok ñan enin? =**  
family/the/your[sing.]/it-was/live/where?/before/than/your[plur. indef.]/go-to  
here/to/island-this[where we are]  
Where did your family live before you came to this island?

**Ajiri ro nejim rar jikuul ke ijen? =**  
Did your kids go to school there?  
child/-ren/child-your[your, sing.]/they-were/school/?/there

**Kilaj jete eo rar päd ie? =** What grade were they in?  
grade/how many/the/it-was/their

**Emman ke aer kar katak ijen? =** Did they learn well there?  
it-good/?/their/[past tense indicator]/study/there

**Ear jikuul ippän wön iiö eo lok? =**  
Who was his(her) teacher last year?  
he(she)-was/school/with-him/who?/year/the/past



## RADIO

**Ewi mön takta eo?**= Where's the health assistant's house?  
where/house-of/health assistant/the

**E awa in könnaan ippän Peace Corps.**= It's time for radio net.  
it/time/of/speak/with-it/P.C.

**Imaroñ ke köjerval retio eo am?**= Can I use your radio?  
I-can/?/make-work/radio/the/your[general classifier;casual usage]

**Imaroñ ke köjerval retio eo nejim?**= Can I use your radio?  
I-can/?/make-work/radio/the/your[special classifier;formal usage]

**Aolep Juje ilo jilu awa kömimaroñ könnaan ippän Pij Kor.**=  
every/Tuesday/in/three/hour/we[exclusive]-can/speak/with-it/P.C.  
We can speak with Peace Corps every Tuesday at three o'clock.

## TRAVEL and MAIL

### i.)A.M.I.

**Wön eo ej agent eo an A.M.I.?=** Who's the A.M.I. agent?

who/the[=is it that]/he-is/agent/the/of/Air Marshall Islands

**Etan agent eo an A.M.I.?=** What's the A.M.I. agent's name?

name-of/agent/the/of/Air Marshall Islands

**Ewäwen iial eo an baluun eo?=** What's the plane schedule?

how-way-of?/way(schedule)/the/airplane/the

**Baluun eo enaaj kätok ñäät?=** When will the plane be arriving?

plane/the/it-will/fly-to here/when?

**Baluun eo enaaj kälök ñäät?=** When will the plane be taking off?

plane/the/it-will/fly-to there/when?

**Kwömaroñ ke böke eta?=** Will you take down my name (for a ticket)?

can-you/?/take-it/name-my

**Ñäät eo kokönaan kälök?=** When do you want to fly?

when?/the=is it/you-want/fly

**Ewör ke aö tikej ippam.=** Do you have my ticket?

it-has/?/my/ticket/with-you[sing.]

**Ewör ke aö päkij?=** Do you have a package for me?

it-has/?/my/package

**Elöñ ke aö päkij?=** Do you have many packages for me?

it-has/?/my/package

**Ikönaan jilikinlok men kein ñan Mäjro.=**

I-want/send-to there/thing/these[with you and me]/to/Mäjuro

I want to send these things to Mäjuro.

**Jete onään juon tikej ñan Mäjro?=**

How much for a ticket to Mäjuro?

how much?/price-of it/one/ticket

ii.) **Tima Im Jata . . .**  
Supply/Ship/and/Charter

**Ewäwen iial eo an tima eo?**= What's the ship schedule?  
how-way-of/?/way/the/outer-island transport ship/the

**Enaaj po ia mokta tima eo?**= Where's the ship going to stop first?  
it-will/land/where/before/outer-island transport ship/the

**Enaaj potok ñäät wa eo?**= When's the boat going to arrive?  
it-will/land-here/when?/vehicle/the

**Emöj ke an po wa eo?**= Has the boat come yet?  
it-done/?/it's/land/vehicle/the

**Emöj ke an atartar wa eo?**= Is the boat docked yet?  
it-done/?/it's/land-here/vehicle/the

**Jenaaj po ñäät?**= When will we arrive?  
we-will/land/when?

**Ikönaän iuwe ñan Mäjuro.**= I want to ride to Mäjuro.  
I-want/ride/to/Mäjuro

**Kwömaroñ ke kömmane juon aö trip ilo wa eo waam.**=  
you-can/?/make-it/one/my/trip/in/vehicle/the/vehicle-your.  
Can I charter a trip in your boat?

**Ikönaän kömmane juon aö trip ñan Mäjuro.**=  
I-want/make-it/one/my/trip/to/Mäjuro  
I want to charter a trip to Mäjuro?

**Ikönaän kömmane juon aö trip ilo pick-up.**=  
I-want/make-it/one/my/trip/in/pick-up truck.  
I want to get a pick-up truck cab.

**Ikönaän kömmane juon aö trip ilo wa eo waam.**=  
I-want/make-it/one/my/trip/in/vehicle/the/vehicle-your.  
I want to charter your vehicle.

**Wa en enaaj jerak ñäät?**= When will that boat sail?  
vehicle/that/it-will/sail/when?

**Wa eo waam enaaj jerak ñan ia?**= Where's your boat sailing to?  
vehicle/the/it-will/sail/to/where?

**Wa eo waam ej jerak ñan ia?**= Where's your boat sailing to?  
vehicle/the/it-is/sail/to/where?

**Imaroñ ke iuwe ippam ilo wa eo waam.**=  
I-can/?/ride/with-you/in/vehicle/the/vehicle-your.  
Can I ride with you in your boat[or other vehicle]?

**Eobrak ke wa ne waam?**= Is your boat full?  
it-full/?/vehicle/the/vehicle-your.

**Jete onään aö iuwe?**= How much for a ride?  
how much/?/price-of it/my/ride

**Ñäät eo kwönaaj jerak?**= When will you sail?  
when/the=is it that/you-will/sail

**Jouj im köttar eö. Inaaj buktok men ko mweiö.**=  
be kind/and/wait for/me/I-will/bring them-to here/thing-/-s/my property  
Please wait for me while I get my stuff.

**Ij köllä ke kiiö?**= Should I to pay now?  
I-am/pay/?/now

**Kwönaaj to ia?**= Where are you going to get off?  
you-will/disembark/where?

**Inaaj to ilo wab eo tueañ.**= I'll get off at the north dock.  
I-will/disembark/at/warf/the/in-north

**Inaaj to ilo bok turök.**= I'll get off on the beach to the south.  
I-will/disembark/at/sand/to the-south

**Kwöj etal ñan ia?**= Where are you going?  
you-are/go/to/where

**Kwönaaj bar rooltok ñäät?**= When are you coming back?  
you-will/again/return-here/when?

**Ewi toun am naaj päd ijo?**= How long will you stay there?  
how/?/length-of/your/future/stay/there

**Ewi toun am kar päd ilo Mäjro?**=  
How long did you stay in Mäjuro?  
how/?/length-of/your/past/stay/in/Mäjuro

**Jete awa jän ijin ñan ijen? =**

How long does it take from here to there?

how many?/hours/from/here[where you and I are]/to/there[the place you and I are talking about]

**Jete mail jän ijin ñan ijen? =**

How many miles is it from here to there?

how many?/miles/from/here[where you and I are]/to/there[the place you and I are talking about]

**Wön ro renaaj iuwe ippam? = Who will ride with you?**

who/[plural]/they-will/ride/with-you[singular]

**Jete onään kiäj? = What's the price of gas?**

how much?/price-of/gasoline

**Elap ke no? = Are the waves big?**

it-big/?/surf

**Ejjelok no, le. = No waves, man.**

no/wave

**En wöt ke? = Will it rain?**

it-should/rain/?

**Enaaj det. = It'll be sunny.**

it-will/sunny

**Elap ke köto? = Much wind?**

it-big/?/wind

**Jaab. Elur. = No. It's calm.**

no/it-calm

**Ej et kiiö? Eibwjtok ke? = What's going on? Is the tide coming in?**

it-is/do-what?/now/it-high tide-to here/?

**Epäätlok ke? = Is the tide going out?**

it-low tide-to there/?

**Eibwjtata kiiö. = The tide is in now.**

it-high tide-utmost/now

**Ij iuwe ke kiiö? = Should I get on board now?**

I-am/ride/?/now

**Ewör ke jikin äröke wa eo?**= Is there a place to beach the boat?  
it-has/?/place-of/beach-it/vehicle/the

**Wön eo ej kattör wa eo?**= Who's driving the boat?  
who/the[=is it that]/he-is/make-run/vehicle/the

**Jej aikuj ke teñki?**= Do we need a flashlight?  
we-are/need/?/flashlight

**Ewör ke ad kein aö?**= Do we have lifejackets.  
it-has/?/our[yours and mine]/tool-for/swim

**Ebwe ke ad kein aö?**= Are there enough lifejackets.  
it-enough/?/our[yours and mine]/tool-for/swim

**Jemaroñ ke eoñöd?**= Can we fish?  
we-can[you and I]/?/fish

**Jemaroñ ke ilarak?**= Can we troll?  
we-can[you and I]/?/troll

**Ij tobwe ke kiiö?**= Should I pull in my line now?  
I-am/pull-in/?/now

**Emman ke eo e? Ebwe ke an kilep?**=  
Is this fishing line big enough?  
it-good/?/fishing line/this/it-enough/it's/largeness

**Jej eoñöd kön moor rot?**= What kind of bait will we use?  
we-are/fish/with/bait, lure/kind?

**Ekobjek!! Elukkuun kilep ek e!!**= It's hooked!!This fish is huge!!  
it-is hooked/it-really/big/fish/this[near me]

**Ek rot in? Enno ke?**= What kind of fish is this? Is it edible?  
fish/kind?/this[between us]/it-edible/?

**Jej kadek ke?**= Will we be poisoned if we eat this kind of fish?  
we-are/poisoned/?[present tense sometimes may have future meaning]

**Köjparok päkij ne bwe en jab tutu.**=  
take care of/package/that[near you]/so that/it-should/not/be wet  
Take care that parcel doesn't get wet.

**Jouj im ba ren jilikintok men ko mweiö.**=  
be kind/and/say/they-should/send-to here/thing/these[with you and me]/my property  
Please tell them to send me my things.

**Kommool kön trip eo.**= Thanks for the ride.  
you are-thanked/for/trip/the

**Kommool kön am ektak eö.**= Thanks for bringing me.  
you are-thanked/for/your[sing.]/carry/me

**Emman ke trip in jambo eo am?**= Did you have a good trip?  
it-good/?/trip/of/excursion/the/your[sing.]

**Elap an nana trip eo. Iar mölañlöñ im emmøj.**=  
it-big/of/bad/trip/the/I-was/seasick/and/vomit  
The trip was really terrible. I was seasick and barfed.

**Emman jambo eo!! Emman lañ!!**=  
it-good/trip/the/it-good/weather  
The trip was great! The weather was fine!

## TENSE AND MOOD

Below are examples of common usages of the Marshallese verb **päd** in the first person singular, with tense and mood indicators.

<b>Iar päd.= Ikar päd.</b>	=I stayed. [I had stayed.]*
<b>Emöj aö päd.</b>	=I have stayed.
<b>Ipäd.</b>	=I stay.
<b>Ij päd.</b>	=I am staying.
<b>Inaaj päd.</b>	=I will stay.
<b>Inaaj kar päd.</b>	=I would stay.
<b>In päd.</b>	=I should stay. Let me stay.
<b>In kar päd.</b>	=I should have stayed. I will have stayed.

The past progressive tense in **Kajin Majel** is shown in various ways, but not by means of "ij kar" which does not exist. For example:

**Ilo iien eo ke Ikar päd ijen, Ikar mönönö.**

When I was staying there, I was happy.

The distributive form of the verb may also be used to show incomplete or progressive mood. See the description of this verb form in M.E.D. pp. xix ff.

\*The past perfect in English is often rendered more accurately in the context of a sentence using **kar**:

**Ñe Ikar päd, Iban kar mönönö.**

If I had stayed, I would not have been happy.

**Ke kwaar itok kwaar lo ke ikar päd wöt.**

When you came you saw that I had stayed.

Much of tense and mood in Marshallese can be determined by context, as can whether the verb is active or passive. Sample sentences can be found in the M.E.D. which will provide you with ample useful examples of proper sentence structure.

The chart on the following page shows the subject pronoun prefixes conjoined with the suffixes used to designate tense and mood in the Marshallese Language. Ratak dialect forms are given in brackets [ ... ] where they differ from the Ralik forms.



## PERSONAL PRONOUNS

<u>EMPHATIC</u> <u>FORM</u>	<u>1.SUBJECT PREFIX-</u> <u>WITH TIME SUFFIX</u>	<u>OBJECT</u> <u>FORM</u>
*ENGLISH	2. <b>past</b> * was, were 3. <b>present</b> * am, is, are 4. <b>wish</b> * should 5. <b>future</b> *will, shall	*ENGLISH
*I	1. <b>i</b> - 2. <b>iar</b> [Ratak: <b>ikar</b> ] 3. <b>ij</b> 4. <b>in</b> 5. <b>inaaj</b> [Ratak: <b>inäj</b> ]	<b>e ö</b> *me
*you (speaking to one person)	1. <b>kwö</b> - 2. <b>kwaar</b> [Ratak: <b>kwökar</b> ] 3. <b>kwöj</b> 4. <b>kwön</b> 5. <b>kwönaaj</b> [Ratak: <b>kwönäj</b> ]	<b>eok</b> *you [also: <b>yok,yuk</b> ]
*he, she, it	1. <b>e</b> - 2. <b>ear</b> [Ratak: <b>ekar</b> ] 3. <b>ej</b> 4. <b>en</b> 5. <b>enaaj</b> [Ratak: <b>enäj</b> ]	<b>e</b> *him, *her, *it
*we ( <u>including</u> person being spoken to)	1. <b>je</b> - 2. <b>jaar</b> [Ratak: <b>jekar</b> ] 3. <b>jej</b> 4. <b>jen</b> 5. <b>jenaaj</b> [Ratak: <b>jenäj</b> ]	<b>köj</b> *us ( <u>incl.</u> )
*we ( <u>excluding</u> person being spoken to)	1. <b>kömi</b> - 2. <b>kömiar</b> [Ratak: <b>kömikar</b> ] 3. <b>kömij</b> 4. <b>kömin</b> 5. <b>köminaaj</b> [Ratak: <b>köminäj</b> ]	<b>köm</b> *us [Ratak: ( <u>excl.</u> ) <b>köm</b> , <b>kömmem</b> ]
*you (to more than one person)	1. <b>kom</b> i - 2. <b>komiar</b> [Ratak: <b>komikar</b> ] 3. <b>komij</b> 4. <b>komin</b> 5. <b>kominaaj</b> [Ratak: <b>kominäj</b> ]	<b>kom</b> *you [Ratak: (plural) <b>kömi</b> ]
*they	1. <b>re</b> - 2. <b>raar</b> [Ratak: <b>rekar</b> ] 3. <b>rej</b> 4. <b>ren</b> 5. <b>rönaaj</b> [Ratak: <b>rönäj</b> ]	<b>er</b> *them

## PLURAL PERSONAL PRONOUNS WITH NUMERATIVES

The following table exhibits the plural personal pronouns and all the possible distinctions in number which they make. The forms in *italics* appear also in the previous chart, and are plurals indicating an indefinite number. The numbers shown on the extreme left indicate as follows: **2**, two persons; **3**, three persons; **3+**, more than three persons, or sometimes simply an indefinite number; **4+**, more than four persons or simply an indefinite number. Ratak dialect forms are given where they differ from the Rälík forms. **For the phonemic transcriptions of these pronouns and of those from the preceding table, see Spoken Marshallese, pp. 5 + 8.**

	<u>OBJECT/ABSOLUTE FORMS</u>		<u>SUBJECT FORMS</u>	
	<u>RÄLIK</u>	<u>RATAK</u>	<u>RÄLIK</u>	<u>RATAK</u>
	<i>köj</i>		<i>je -</i>	
2	köjro		jero	
3	köjjeel	köjel	jeel	jel
3+	köjeañ	köjmän	jeañ	jemän
4+	köjwöj		jowöj	
	<i>köm</i>	<i>köm / kömmem</i>	<i>kömi -</i>	
2	kömro	kömro		
3	kömjeel	kömjel		
3+	kömeañ	kömmän		
3+	kömjeañ	kömjemän		
4+	kömwöj			
	<i>kom</i>	<i>kömi</i>	<i>kom i -</i>	
2	komro	kömiro		
3	komjeel	kömijel		
3+	komeañ	kömiimän		
3+	komjeañ	kömijemän		
4+	komwöj	kömiwöj		
	<i>er</i>		<i>re -</i>	
2	erro		rejero	
3	erjeel	erjel	rejeel	
3+	ereañ	ermän	reañ	
3+	erjeañ	erjemän		
4+	erwöj		rowöj	

## POSSESSIVE CLASSIFIERS

Inalienable nouns name objects which are of such value to the possessor that they are unlikely ever to be separated from him. In emphasis of the close relationship between the possessor and the object possessed, the personal pronomial suffix is fused to the end of the noun.

Possessive classifiers are a species of inalienable noun which has evolved to signify possession in broad categories or classes of nouns. The general possessive\* is used to show possession of alienable nouns without specifying the class of objects to which it belongs. It is also used with verb forms.

When an inalienable noun and hence, a possessive classifier, shows possession, the end or stem of the noun alters in conjunction with the personal pronomial suffix. Marshallese nouns and possessive classifiers exhibit four possible stems. **Below are the most commonly encountered possessive classifiers in the first person singular [my], for each of the four stem types.**

i-stems	e-stems	a-stems	aa-stems
<p><b>nejü</b> [Ratak:näjü] offspring, domestic animals, watches, money, Bible, radios, tape players</p> <p><b>niü</b> utensils, tools</p> <p><b>jibü</b> grandmothers, grandchildren, pets</p>	<p><b>kijö</b> food, cigarettes</p> <p><b>limö</b> beverages</p> <p><b>imö</b> houses, buildings</p> <p><b>kiniö</b> bedding</p> <p><b>utö</b> bath water</p>	<p><b>kona</b> catch of fish, crustaceans, shellfish, or birds</p> <p><b>meja</b> masks, eyeglasses</p>	<p><b>aö*</b> general possessive</p> <p><b>wao</b> vehicles, wheelbarrows</p>

**The complete paradigm for possessive classifiers exemplifying each of the four stem-types is given on the following page.** 1s., 2s., 3s. = first, second, third person singular; 1p., 2p., 3p.= first, second, third person plural; i. = inclusive (includes listener); e. = exclusive (excludes listener). Ratak forms are given in small type below the Ralik forms where they differ from the Ralik.

**POSSESSIVE CLASSIFIERS** of the 4 stem-types **WITH NUMERATIVES**

	<u>i-stem</u>	<u>e-stem</u>	<u>a-stem</u>	<u>aa-stem</u>
1s.	<b>nejü</b>	<b>kijö</b>	<b>kon<u>a</u></b>	<b>wa<u>o</u></b>
2s.	<b>nejim</b>	<b>kijem</b>	<b>kon<u>am</u></b>	<b>wa<u>am</u></b>
3s.	<b>nejin</b>	<b>kijen</b>	<b>kon<u>a</u> n</b>	<b>wa<u>a</u> n</b>
-----				
1p.i.	<i>nejid</i>	<i>kijed</i>	<i>kon<u>a</u> d</i>	<i>wa<u>a</u> d</i>
2	<b>nejirro</b>	<b>kijerro</b>	<b>kon<u>ar</u>ro</b>	<b>wa<u>ar</u>ro</b>
3	<b>nejidjeel</b>	<b>kijedjeel</b>	<b>kon<u>ad</u>jeel</b>	<b>wa<u>ad</u>jeel</b>
Ratak:	nejidjel	kijedjel	kon <u>ad</u> jel	wa <u>ad</u> jel
3+	<b>nejideañ</b>	<b>kijedeañ</b>	<b>kon<u>ad</u>eañ</b>	<b>wa<u>ad</u>eañ</b>
Ratak:	nejidmän	kijedmän	kon <u>ad</u> män	wa <u>ad</u> män
4+	<b>nejidwöj</b>	<b>kijedwöj</b>	<b>kon<u>ad</u>wöj</b>	<b>wa<u>ad</u>wöj</b>
-----				
1p.e.	<i>nejim</i>	<i>kijem</i>	<i>kon<u>a</u> m</i>	<i>wa<u>a</u> m</i>
Ratak:	nejimmem	kijemmem	kon <u>am</u> mem	wa <u>am</u> mem
2	<b>nejimro</b>	<b>kijemro</b>	<b>kon<u>am</u>ro</b>	<b>wa<u>am</u>ro</b>
3	<b>nejimjeel</b>	<b>kijemjeel</b>	<b>kon<u>am</u>jeel</b>	<b>wa<u>am</u>jeel</b>
Ratak:	nejimjel	kijemjel	kon <u>am</u> jel	wa <u>am</u> jel
3+	<b>nejimeañ</b>	<b>kijemeañ</b>	<b>kon<u>ame</u>añ</b>	<b>wa<u>ame</u>añ</b>
Ratak:	nejimmän	kijemmän	kon <u>am</u> män	wa <u>am</u> män
3+	<b>nejimjeañ</b>	<b>kijemjeañ</b>	<b>kon<u>am</u>jeañ</b>	<b>wa<u>am</u>jeañ</b>
Ratak:	nejimjemän	kijemjemän	kon <u>am</u> jemän	wa <u>am</u> jemän
4+	<b>nejimwöj</b>	<b>kijemwöj</b>	<b>kon<u>am</u>wöj</b>	<b>wa<u>am</u>wöj</b>
-----				
2p.	<i>nejimi</i>	<i>kijemi</i>	<i>kon<u>a</u> mi</i>	<i>wa<u>a</u> mi</i>
2	<b>nejimiro</b>	<b>kijemiro</b>	<b>kon<u>ami</u>ro</b>	<b>wa<u>ami</u>ro</b>
3	<b>nejimijeel</b>	<b>kijemijeel</b>	<b>kon<u>ami</u>jeel</b>	<b>wa<u>ami</u>jeel</b>
Ratak:	nejimijel	kijemijel	kon <u>ami</u> jel	wa <u>ami</u> jel
3+	<b>nejimieañ</b>	<b>kijemieañ</b>	<b>kon<u>amie</u>añ</b>	<b>wa<u>amie</u>añ</b>
Ratak:	nejimimän	kijemimän	kon <u>amim</u> än	wa <u>amim</u> än
3+	<b>nejimijeañ</b>	<b>kijemijeañ</b>	<b>kon<u>amie</u>añ</b>	<b>wa<u>amie</u>añ</b>
Ratak:	nejimijemän	kijemijemän	kon <u>amijem</u> än	wa <u>amijem</u> än
4+	<b>nejimiwöj</b>	<b>kijemiwöj</b>	<b>kon<u>ami</u>wöj</b>	<b>wa<u>ami</u>wöj</b>
-----				
3p.	<i>nejir</i>	<i>kijeer</i>	<i>kon<u>a</u> er</i>	<i>wa<u>a</u> er</i>
2	<b>nejierro</b>	<b>kijeerro</b>	<b>kon<u>aer</u>ro</b>	<b>wa<u>aer</u>ro</b>
3	<b>nejierjeel</b>	<b>kijeerjeel</b>	<b>kon<u>aer</u>jeel</b>	<b>wa<u>aer</u>jeel</b>
Ratak:	nejierjel	kijeerjel	kon <u>aer</u> jel	wa <u>aer</u> jel
3+	<b>nejiereañ</b>	<b>kijeereañ</b>	<b>kon<u>aere</u>añ</b>	<b>wa<u>aere</u>añ</b>
Ratak:	nejiermän	kijeermän	kon <u>aer</u> män	wa <u>aer</u> män
3+	<b>nejierjeañ</b>	<b>kijeerjeañ</b>	<b>kon<u>aer</u>jeañ</b>	<b>wa<u>aer</u>jeañ</b>
Ratak:	nejierjemän	kijeerjemän	kon <u>aer</u> jemän	wa <u>aer</u> jemän
4+	<b>nejierwöj</b>	<b>kijeerwöj</b>	<b>kon<u>aer</u>wöj</b>	<b>wa<u>aer</u>wöj</b>

## GENERAL POSSESSIVE CLASSIFIER WITH NUMERATIVES

The plural forms of the general possessive classifier also specify the number of possessors, as follows in the chart below. The numbers with letters shown on the extreme left indicate as follows: 1s., 2s., 3s. = 1st, 2nd, 3rd person singular; 1p., 2p., 3p.= 1st, 2nd, 3rd person plural; i. = inclusive (includes person spoken to); e. = exclusive (excludes person spoken to). The forms in *italics* are plurals indicating an indefinite number of possessors. The numbers without letters shown on the extreme left indicate that the possessors are: 2, two persons; 3, three persons; 3+, more than three persons, or sometimes simply an indefinite number; 4+, more than four persons or simply an indefinite number. Ratak dialect forms are given where they differ from the Rälík forms.

	<u>RÄLIK</u>	<u>RATAK</u>	<u>ENGLISH</u>
1s.	<b>a ö</b>		m y
2s.	<b><u>am</u></b>		your[singular]
3s.	<b>a n</b>		his, her, its
1p.i.	<i>a d</i>		our[inclusive]
2	<b>arro</b>		
3	<b>adjeel</b>	<b>adjel</b>	
3+	<b>adeañ</b>	<b>admän</b>	
4+	<b>adwöj</b>		
1p.e.	<i>a m</i>	<i>a m m e m</i>	our[exclusive]
2	<b>amro</b>		
3	<b>amjeel</b>	<b>amjel</b>	
3+	<b>ameañ</b>	<b>ammän</b>	
3+	<b>amjeañ</b>	<b>amjemän</b>	
4+	<b>amwöj</b>		
2p.	<i>a m i</i>		your[plural]
2	<b>amiro</b>		
3	<b>amijeel</b>	<b>amijel</b>	
3+	<b>amieañ</b>	<b>amimän</b>	
3+	<b>amijeañ</b>	<b>amijemän</b>	
4+	<b>amiwöj</b>		
3p.	<i>a e r</i>		their
2	<b>aerro</b>		
3	<b>aerjeel</b>	<b>aerjel</b>	
3+	<b>aereañ</b>	<b>aermän</b>	
3+	<b>aerjeañ</b>	<b>aerjemän</b>	
4+	<b>aerwöj</b>		

## DEMONSTRATIVES

{1} The demonstratives demonstrate the positions of the nouns which they follow, relative to the speaker and the person or people addressed. Once again distinction is made between inclusive (includes the person or people addressed), and exclusive (excludes the person or people addressed). Consider these three examples:

**ek kein=** these fish near us (near both you [singular or plural] and me).

**ek kä=** these fish near us (near me and my friends here, but not near you).

**ek kã=** these fish near me (not near you).

'ek kein' is termed a 1st person inclusive form; 'ek kã' is termed a 1st person exclusive form and context must reveal whether the singular [me] or plural [us] is meant.

{2} The demonstratives also exhibit special "singling out" forms which serve either to single out one particular noun from amongst a group, or simply to demonstrate the position of the noun more emphatically.

{3} In the singular the same demonstratives are used for both humans and nonhumans, 'nonhumans' being all inanimate things, as well as plants and animals. In the plural, however, there are special demonstratives which refer exclusively to human beings.

In the tables below the numbers and letters appearing at the extreme left indicate as follows:

**1.i.=**1st person inclusive, near us[near or between both you and me];

**1.e.=**1st person exclusive, near me or *us* (but not near you);

**2.=** 2nd person, near you[singular or plural];

**3.=** 3rd person, near him/her/it or them, distant from me or us; **4.=** Very distant or out of sight.

**s.=** singling-out. Rãlik forms of the demonstratives may prefix an **i-** [= at, in, on] and are indicated in the tables below by **(i)**.

<u>SINGULAR</u>	<u>PLURAL</u>	<u>PLURAL</u>
<u>HUMAN OR</u>	<u>NONHUMAN</u>	<u>HUMAN</u>
<u>NONHUMAN</u>		
1. i. <b>in</b>	<b>kein</b>	<b>rein</b>
1.e. <b>e</b>	<b>kã</b>	<b>rã</b>
1.e.s. <b>iiö =eiö =eñiö</b>	<b>kãkã</b>	<b>rãrã</b>
2. <b>ne</b>	<b>kane</b>	<b>rane</b>
2.s. <b>nene</b>	<b>kãkane</b>	<b>rãrane</b>
3. <b>en</b>	<b>kan</b>	<b>ran</b>
3.s. <b>ien =eien</b>	<b>kãkan</b>	<b>rãran</b>
4. <b>eo</b>	<b>ko</b>	<b>ro</b>
4.s. <b>(i)uweo</b>	<b>koko</b>	<b>roro</b>
? <b>ewi?</b>	<b>erki?</b>	<b>erri?</b>

## DEMONSTRATIVES

<u>SINGULAR</u> <u>HUMAN OR</u> <u>NONHUMAN</u>		<u>ENGLISH</u>
1.i.	<b>ajri in</b>	this child in between us
1.e.	<b>ek e</b>	this fish near me/us(not near you)
1.e.s.	<b>ni iiö</b>	<i>this</i> coconut near me/us(not near you)
2.	<b>ajri ne</b>	that child near you
2.s.	<b>ek nene</b>	<i>that</i> fish near you
3.	<b>ni en</b>	that coconut near neither of us
3.s.	<b>ajri iien</b>	<i>that</i> child near neither of us
D.	<b>ek eo</b>	the fish[out of sight]
D.s.	<b>ni (i)uweo</b>	<i>that</i> coconut[way over there]
?	<b>Ewi ajri eo?</b>	Where is the child?

<u>PLURAL</u> <u>NONHUMAN</u>		<u>ENGLISH</u>
1.i.	<b>ek kein</b>	these fish in between us
1.e.	<b>ni kä</b>	these coconuts near me/us(not near you)
1.e.s.	<b>ek kākä</b>	<i>these</i> fish near me/us(not near you)
2.	<b>ni kane</b>	those coconuts near you
2.s.	<b>ek kākane</b>	<i>those</i> fish near you
3.	<b>ni kan</b>	those coconuts near neither of us
3.s.	<b>ek kakan</b>	<i>those</i> fish near neither of us
D.	<b>ni ko</b>	the coconuts[plural]
D.s.	<b>ek koko</b>	<i>those</i> fish[way over there]
?	<b>Erki ni ko?</b>	Where are the coconuts?

<u>PLURAL</u> <u>HUMAN</u>		<u>ENGLISH</u>
1.i.	<b>ajri rein</b>	these children in between us
1.e.	<b>ajri rä</b>	these children near me/us(not near you)
1.e.s.	<b>ajri rärä</b>	<i>these</i> children near me/us(not near you)
2.	<b>ajri rane</b>	those children near you
2.s.	<b>ajri rārane</b>	<i>those</i> children near you
3.	<b>ajri ran</b>	those children near neither of us
3.s.	<b>ajri rāran</b>	<i>those</i> children near neither of us
D.	<b>ajri ro</b>	the children
D.s.	<b>ajri roro</b>	<i>those</i> children [way over there]
?	<b>Erri ajri ro?</b>	Where are the children?

### PERSONAL DEMONSTRATIVES

The personal demonstratives shown below are words for "man" and "woman" to which the demonstratives have been fused in the post position.

	<u>MASCULINE</u>		<u>FEMININE</u>	
	<u>SINGULAR</u>	<u>PLURAL</u>	<u>SINGULAR</u>	<u>PLURAL</u>
1.i.	<u>lein</u>	<u>lömarein</u>	liin	<u>limarein</u>
1.e.	<u>loe</u> [le]	<u>lömarä</u>	lie	<u>limarä</u>
1.e.s.	<u>leiö</u>	<u>lömarärä</u>	liiö	<u>limarärä</u>
2.	<u>lone</u>	<u>lömarane</u>	liene	<u>limarane</u>
2.s.	<u>lonene</u>	<u>lömarärane</u>	lienene	<u>limarärane</u>
3.	<u>leen</u>	<u>lömaran</u>	lien	<u>limaran</u>
3.s.	<u>leien</u>	<u>lömararan</u>	liien	<u>limararan</u>
D.	<u>leo</u>	<u>lömaro</u>	lio	<u>limaro</u>
D.s.	<u>louweo</u>	<u>lömaroro</u>	luweo	<u>limaroro</u>
?	<u>löt(a)</u> . . .		löt (lita)	. . .

### HOUSE DEMONSTRATIVES

The demonstratives are fused in the post position to the word for "dwelling" in the forms below.

	<u>SINGULAR</u>	<u>PLURAL</u>
1.i.	<u>mwiiin</u>	<u>mökein</u>
1.e.	<u>mw e</u>	<u>mökä</u>
1.e.s.	<u>mweiö</u>	<u>mökäkä</u>
2.	<u>mone</u>	<u>mökane</u>
2.s.	<u>monene</u>	<u>mökäkane</u>
3.	<u>mween</u>	<u>mökän</u>
3.s.	<u>mweien</u>	<u>mökäkan</u>
D.	<u>mweo</u>	<u>möko</u>
D.s.	<u>mouweo</u>	<u>mökoko</u>
?	<u>möt(a)</u> . . .	



## LOCATIVE DEMONSTRATIVES

Locative demonstratives are used to specify position relative to the speaker and the person or people addressed. The forms show the same patterns as the above demonstratives. Rälík forms may prefix an **i-** [= at, in, on] and are indicated in the table below by **(i)**.

	<u>SINGULAR</u>	<u>PLURAL</u>
1.i.	<b>(i)jin</b>	<b>(i)jekein</b>
1.e.	<b>(i)je</b>	<b>(i)jekä</b>
1.e.s.	<b>(i)jiiö = (i)jieö</b>	<b>(i)jekäkä</b>
2.	<b>(i)jen<u>e</u></b>	<b>(i)jekane</b>
2.s.	<b>(i)jen<u>e</u>n<u>e</u></b>	<b>(i)jekäkane</b>
3.	<b>(i)jen<u>n</u></b>	<b>(i)jekan</b>
3.s.	<b>(ij)ji<u>n</u></b>	<b>(i)jekäkan</b>
D.	<b>(i)jo</b>	<b>(i)jeko</b>
D.s.	<b>(ij)juweo = (i)juuweo</b>	<b>(i)jekoko</b>

## SENTENCE DEMONSTRATIVES

Sentence demonstratives are termed such because they may best be translated into English by an entire sentence.

	<u>SINGULAR</u>	<u>PLURAL NONHUMAN</u>	<u>PLURAL HUMAN</u>
1.i.	<b>(i)eñin</b>	<b>(i)erkein</b>	<b>(i)errein</b>
1.e.	<b>(i)eñe</b>	<b>(i)erkä</b>	<b>(i)errä</b>
1.e.s.	<b>(i)eñio = iio</b>	<b>(i)erkäkä</b>	<b>(i)errärä</b>
2.	<b>(i)eñ<u>n</u>e</b>	<b>(i)erkane</b>	<b>(i)errane</b>
2.s.	<b>(i)eñ<u>n</u>e<u>n</u>e</b>	<b>(i)erkäkane</b>	<b>(i)errärane</b>
3.	<b>(i)eñ<u>n</u></b>	<b>(i)erkan</b>	<b>(i)erran</b>
3.s.	<b>(i)eñ<u>n</u>i<u>n</u></b>	<b>(i)erkäkan</b>	<b>(i)erräran</b>
D.	<b>(i)eñeo = (i)eo</b>	<b>(i)erko</b>	<b>(i)erro</b>
D.s.	<b>(i)eñuweo = eñowo</b> <b>= eñowo</b>	<b>(i)erkoko</b>	<b>(i)erroro</b>

**Eñin!**= Here he/she/it is between us!

**Eñe!**= Here *he/she/it* is near me!

**Eñnene!**= There *he/she/it* is near you!

**Erroro!**= There those folks are way over there!

**Erkoko!**= There those things are way over there!

## USING SPOKEN MARSHALLESE

While Spoken Marshallese (S.M) , Bender, University of Hawaii, 1969) has been the definitive work on Marshallese grammar and syntax since its publication, many readers have found it difficult, to say the least. The following notes have been written to highlight some points likely to clarify matters for the beginning student.

The principal difficulty in the use of S.M. involves the fact that all the dialogue materials are written twice, in two adjacent columns. In the left hand column a traditional spelling system is used, and on the right the phonemic system of transcription is used. On pages xiii-xxi of the introduction to S.M. the pronunciation of the various symbols in the phonemic transcription are explained. The main peculiarities of this system are enumerated below. Otherwise, the letters are pronounced as in English.

**a**= sat

**e**= set

**&**= between set and sit.

**i**= sit

With the pronunciation of the vowels in mind, the student should also know that the semivowels **h**, **w**, and **y** have a milder pronunciation than in English, being sometimes almost imperceptible except for their effects on the above vowels.

The consonant **q** when it occurs at the beginning or in the middle of a word has a sound something like the "qu" in "aqua". At the end of a word it has a "k" sound as in "lock".

The consonant **g** has a sound something like the "ng" in "sing".

Certain other signs, namely the "rounded consonants", are written with

two dots over the symbols for the unrounded forms: **ḡ**, **ṅ**, **ḷ**, **ṛ**. These consonants are pronounced with the lips rounded or puckered as when pronouncing a "w". It is not necessary for a beginning student to worry too much about distinguishing these rounded forms from their unrounded counterparts, since this distinction is made almost automatically, depending upon the accompanying vowels.

**In the M.E.D. this same phonemic system is used ( in parentheses after each entry ) with only some small differences:** the vowel sound written "&" in S.M. is written "e" in the M.E.D. ; the rounded consonants mentioned above are written g<sup>o</sup> , n<sup>o</sup> , l<sup>o</sup> , r<sup>o</sup> in the M.E.D.

**NOTE:** The difficulties which will plague the student of Marshallese come about in large part because the language remained unwritten until modern times. Through their attempts to translate portions of the Bible, Christian missionaries were the first to introduce literature to this area of the Pacific, transcribing the sounds of Marshallese with the Roman alphabet. These first translations of the Bible, done in the dialect of the Ralik chain, brought about the eventual predominance of this dialect.

The spellings which these missionaries introduced were erratic and the Roman alphabet was not well suited to representing the sounds of the language. It was not until recent times that a new system was developed to more accurately and consistently depict the sounds of Marshallese. The beginning of this new system is the "phonemic transcription" as it appears in Spoken Marshallese. This same system of phonemic transcription was later used in the M.E.D. with only minor modifications, as mentioned above.

The main entry spellings of the M.E.D. were devised based upon the analysis of the phonemes of Marshallese to more consistently represent the sounds peculiar to Marshallese. These spellings are intended to be the standard for all writing in the Republic.

The differences between the common spellings and the M.E.D. standard spellings are many, and until the spelling reforms are enforced throughout the country the student will find reading the "Marshall Islands Journal" ("M.I.J."), the Marshallese Bible, or just about anything written in Marshallese to be somewhat difficult. Because it has been common for writers of Marshallese to spell words according to their individual whims, it is difficult to enumerate all the differences between the "traditional" and "standardized" spellings. To illustrate some of these differences, you will see below passages excerpted from the Marshallese Bible and the "M.I.J."

TRADITIONAL SPELLING

Psalm 23

- 1 Iroj ej ao *shepherd* ,  
Ijamin aikwij.  
2 Ej kakkijeik io ilo melaj in ujoj ko  
remmaroro,  
Im ej tel io non unin dren ko relae.  
3 Ej kakajur io.  
Ej tel io ilo ial eo ejimwe  
Einwot an kar kallimur.  
4 Iroj, mene ij etal ilo juon ial eo eninjik,  
Ijamin mijak jabdrewot nana,  
Bwe kwoj bed ibba,  
Im kwoj tel io im kejbarok io kin  
jokon eo jokonam.  
5 Kwoj keboj juon ien mona non io  
Iman mejen ro rej kijdrate io;  
Ilo am wonmaik io kwoj kabit bora kin  
*oil* ,  
Im kwoj kalon mejidjid *cup* eo limo.  
6 Emol, am joij im yokwe renaj bed ibba  
toan wot ao mour;  
Im inaj jokwe imweo imom non indrio.

NEW STANDARD SPELLING

Psalm 23

- 1 Irooj ej aö jaböt,  
Ijamin aikuj.  
2 Ej kakkijeik eö ilo melaajin wüjooj ko  
römmaroro,  
Im ej töl eö ñan wünin dän ko röläe.  
3 Ej kakajoor eö.  
Ej töl eö ilo ial eo ejimwe  
Äinwöt an kar kallimur.  
4 Irooj, meñe ij etal ilo juon ial eo eninjek,  
Ijamin mijak jabdewöt nana,  
Bwe kwöj päd ippa,  
Im kwöj töl eö im köjparok eö kön  
jokon eo jokonam.  
5 Kwöj köpooj juon iien möñä ñan eö  
Imaan mejän ro rej köjdate eö;  
Ilo am wönmaik eö kwöj kapit böra kön  
weil ,  
Im kwöj kalön mäjidjid kab eo limö.  
6 Emool, am jouj im iokwe rönaaj päd ippa  
toun wöt aö mour;  
Im inaaj jokwe imweo imom ñan indeeo.

- 1 **Irooj ej aö jaböt, Ijamin aiku.**  
king/is/my/shepherd/I-will not/be in need
- 2 **Ej kakkijeik eö ilo melaajin**  
he-is/make-rest-\*/me/in/field-of  
\*[-ik=transitive verb ending(t.v.e.), directs a verb's action to an object.]
- wüjooj ko röm̄maroro,**  
grass/[plural]/they-are greenish
- Im ej töl eö ñan wüin dän ko rölae.**  
and/he-is/lead/me/to/source-of/water/[plural]/they-are calm
- 3 **Ej kakajoor eö.**  
he-is/make-strong/me
- Ej töl eö ilo iial eo ejim̄we**  
he-is/lead/me/in/road/the/it-is straight
- Äinwöt an kar kallim̄ur.**  
as-just(=just as)/his/was/promise
- 4 **Irooj, meñe ij etal ilo juon iial eo eninjek,**  
king/if/I-am/go/in/one(=a)/road/the(=which)/it-is very dark
- Ijamin mijak jabdewöt nana, bwe kwöj päd ippa,**  
I-will not/fear/any/evil /because/you-are/stay/with-me
- Im kwöj töl eö im köjparok eö kön jokon̄ eo jokon̄am̄.**  
and/you-are/lead/me/and/take care/me/using/cane/the/cane-your
- 5 **Kwöj köpooj juon iien möñä ñan eö**  
you-are/prepare/one(=a)/time/eat/for/me
- Im̄aan mejän ro rej köjdate eö;**  
in-front-of/eye-of/the[plural]/they-are/hate/me
- Ilo am̄ wön̄m̄aik eö kwöj kapit böra kön weil̄ ,**  
in/your/come meet-t.v.e./me/you-are/annoint/head-my/using/oil
- Im kwöj kalöñ mäjidjid kab eo limö.**  
and/you-are/make-high/brimming/cup/the/drink-my
- 6 **Em̄ool, am̄ jouj im iokwe rönaaj päd ippa**  
it-is true/your/kindness/and/love/they-will/stay/with-me
- toun wöt aö mour;**  
length-of it/still/my/life
- Im inaaj jokwe im̄weo im̄om̄ ñan indeeo.**  
and/I-will/live/in-house-the/house-your/to/forever

"The Marshall Islands Journal", July 10, 1992

### **Jikin emanmōn ñan eñod**

Likiep July 3 — Men eo nan komane ilo jibon in Saturday ej bok ok eo am em wanmetolok im le ok e jet "tōu". Ej ijo iar lo elementary principal Aljo Anuñar ie eo weekend eo lok, ej le ok e jet moor nan ladik ro nejin nan aer ilen enod, im elkin ear kabol ok in kin "tōu" kain ek en im ekka an armij in likiep jinbate im jilkinilok nan Majuro im Ebeye. Kemro ar jino konono kin school eo ilo ien eo ke ej bok ene tak ok eo an.

Elementary school eo ilo Likiep eoktak jen public school ko jet ilo Marshall kinke ej public elementary school eo dein im ear contract e management eo an nan juon private agency, im ilo wewen in ej Maryknoll Sisters. Aljo ear kwalok ke school in elap lok emman jen ien eo im ear jino bed iumin management eo an Maryknoll iumin ruo yiio ko rej jemlok lok. Ilo mol, ear ba, ene ko jet ilo Likiep rar kajitok ibben sister ro bwe ren bok edon school ko ie.

Elane ej maat an school ko jet supply im rumij an ilok kein school ko aer, eon ene in Likiep ejanin wor an problem elkin an bed iumin management in an Maryknoll. ear ba. Aljo ear kobaik lok im ba ke ear kanuijin lon training ko im rekein koman Saturday school yiio eo lok jen sister ro nan kelaplok jela eo ibben staff eo an school en, ekoba curriculum eo ekaal.

Elikin amro konono kin school en, ear bar etal im komane jet an jermal ko ellap lok tokjaier — le enetak iturin lok bar thousand "tōu" ko im rej bed ilo malwan Likiep.

**The above passage exemplifies typical newspaper Marshallese, and as such exhibits many of the peculiarities of a Marshallese text which has been translated from an English original. Not only is much of the vocabulary simply borrowed from English, but English idioms and syntax have been literally translated (sometimes mistranslated) with little concern for the meaning of the words. It would appear that a translation such as this would be intelligible only to a person bilingual in English and Marshallese. In fact, the vocabulary of Marshallese is not well suited to dealing with translational problems caused by the vocabulary of Modern Business English.**

**Newspaper Marshallese however makes for excellent practice and poses many challenges for the beginning student of Marshallese. Because there is so much English in the above passage it is in fact all the more readily intelligible to a native English speaker. Below we will examine this text in the reformed spelling.**

**New Standard Spelling**  
with sublinear notes

"Jikin emmanmön ñan<sup>1</sup> eoñöd"  
place-its/pretty good/to/fish[verb]

Likiep, Ju<sub>l</sub>ae 3 — Men eo ñan kömmāne<sup>2</sup> ilo jibboñön Jädede ej bök ok eo

Ratak atoll isle/July 3 /thing/the/to/do-it/ilo/morning-of/Saturday/it-is/take/net/the/

am em wanmetolok im leoke<sup>3</sup> jet "töü". Ej ijo iar lo **elementary principal**

your/and[= im]/go-deep water-to there/and/  
use-net-it/some/fish name/ it-is/there/I-was/see/—/

Aljo Anuñar ie<sup>4</sup> eo<sup>5</sup> **weekend** eo lok, ej le ok e jet moor ñan ladik ro nejin

personal name/in-there/the/wknd/the/past/he-is/  
use/net-it/some/bait/for/boy/ the[plural] / child-his/

ñan<sup>6</sup> aer ilän eoñöd, im älikin ear kabool ok in kön "töu" (kain ek en im ekkä

for/their/go-to there-to[=ilok in]/fish[verb]/  
and/after-it/he-was/make-full/net/this/with/fish name/kind/fish/that/and/it-often/

an armijin Likiep jinbaate<sup>7</sup> im jilkinilok ñan Mäjro im Ibae.) Kömro ar

his/people-of/Ratak atoll isle/smoke out of a hiding place-it/and/  
send-them-to there /to/capital/ and/Kwajalein atoll isle/we-two[exclusive form]/were/

jino könono kön jikuul eo ilo iien eo ke ej<sup>8</sup> bök enetak ok eo an. **Elementary**

begin/talk/about/school/the/in/time/the/that[when]/he-is/take/  
island-up on/net/the/his/—/

**school** eo ilo Likiep eoktak jän **public school** ko jet<sup>9</sup> ilo Majel könke ej **public**

/—/the/in/Ratak atoll isle/it-different/from/—/—/the[plural]/some/  
in/RMI/because/it-is/—/

**elementary school** eo dein<sup>10</sup> im ear **contract e**<sup>11</sup> **management** eo an ñan juon

—/—/the/although/and/it-was/—/it/—/the/its/to/one/

**private agency**, im ilo wäwen in ej Maryknoll Sisters. Aljo ear kowalok<sup>12</sup> ke

—/—/and/in/way-its/this/it-is/—/—/  
personal name/he-was/show/that/

jikuul in elaplok emman jän iien eo im ear jino päd iumwin **management** eo

school/this/it-big-more/good/than/time/the/and/it-was/begin/stay/under/—/the

an Maryknoll iumwin ruo yiö ko rej. jemlok<sup>13</sup> lok. Ilo mool, ear ba, ene ko jet

of/—/under-it(=for)/two/year/the[plural]/they-are/end/past(=ago)/  
in/true/he-was/say/island/ the[plural]/some/

ilo Likiep rar kajjitök ippän sister ro bwe ren<sup>14</sup> bök eddoin<sup>15</sup> jikuul ko ie.

in/Ratak atoll/they-were/ask/with-it/—/the[plural]/so that/  
they-should/take/heavy-of/school/ the[plural]/in-it/

Elaññe ej maat an jikuul ko jet supply im rumwij an ilok kein jikuul ko aer,

when/it-is/exhausted/its/school/the[plural]/some/—/  
and/late/its/go-to there/tools-of/school/ the[plural]/their/

ion ene in Likiep ejañin wör an **problem** älikin an päd iumwin **management**

on-it/island/this/Ratak atoll isle/it-not yet/have/its/—/  
after-it/its/stay/under-it/—/

in an Maryknoll, ear ba. Aljo ear kobaik lok<sup>16</sup> im ba ke ear kanoojin loñ

this/of/—/he-was/say/name/he-was/add-[t.v.e.]/  
more/and/say/that/it-was/very/much

**training** ko im rekkein kömman Jädede jikuul-yiö eo lok jän sister ro ñan<sup>17</sup>

/—/the[plural]/and/they-used to/make/Saturday/  
school/year/the/past/from /—/the[plural]to

kölaplok jelä eo ippän staff eo an jikuul en , ekoba curriculum eo ekääl.

make-great-er/knowledge/the/with-it/—/the/of/school/that/together with/—/the/it-new/

Älikin amro könono kön jikuul en , ear bar etal im kömmane jet an jermal ko

after-it/our-two/speak/about/school/that/  
he-was/back/go/and/make-it/some/his/work/the[plural]



ellaplok tokjaer — le enetak iturun lok bar toujin "töü" ko im rej<sup>18</sup>  
it-kind of big-er/value-their/use/island-up on/  
near-of/to there/more/thousand/fish name/the[plural]/and/they-are/

päd ilo maloon Likiep.  
stay/in/lagoon-of/Ratak atoll

## NOTES TO THE ABOVE ARTICLE

The following notes are intended to address in depth some of the problems encountered in reading the above article. It is hoped that the reader will gain some insight into the complexity of determining what is in fact readily intelligible Marshallese.

1 This use of **ñan** is not Marshallese, but is occasionally encountered (repeatedly in the above article) in mistranslations of the English infinitive. The distributive form of the verb **emman**, **emmanmön** as used in the title of this article may be translated as "pretty good" or "goodly" (see M.E.D., pp. xix-xx, Code 5.) An accurate translation of "A pretty good place to fish" would be something like **Jikin eoñöd emmanmön**, "A pretty good fishing spot." The difficulty of translating the English infinitive is discussed further below.

2 **Men eo ñan kömmane** is a literal mistranslation of the English phrase "the thing to do" and as was mentioned in the previous note, this usage of **ñan** is incorrect. **Men eo im rej kömmane . . .** is one way of conveying the English meaning.

3 The final "e" in the verb **leoke** is the pronoun indicating the direct object of the verb. **Leok** is here a transitive verb, which is to say, it acts directly on some specific object. Its form however requires one seeking it in the M.E.D. to analyse the word's components, since both **le** and **ok** will be found, but not **leok**. The meaning of **leoke jet töü** " is " use-net-it/ some/fish name " = " net some *trachiurops (selar) crumenophthalmus* ." Instead of "i", "e" is used because "fish" is a collective plural noun, like bread or water, just as in English. With reference to water, we would say "Give some water to me. Give *it* to me." and not "Givethem to me."

**4 ijo . . . ie** This is a commonly used expression. **Ej ijo iar loe ie.** can be translated as " It is there I saw him (at). " In English we would leave out the word "at" .

**5 eo** This word here functions as the relative pronoun "who" in English.

**Ej ijo iar loe ie eo** weekend **eo lok, ej leoke jet moor.**= It is there I saw him who last weekend was netting some bait. This phrasing is not particularly clear. A better sentence might be **Ej ijo iar loe ie** weekend **eo lok, eo im ej leoke jet moor.**

**6** Again, we have improper use of the word **ñan**. First it is used to translate the English word "for" and then to translate the English infinitive. This is a substandard usage.

**ej leoke jet moor ñan ladik ro nejin ñan aer ilän eoñöd** should be changed to

**ej leoke jet moor bwe ladik ro nejin ren ilän eoñöd eake=**

he netted some bait so that his boys could fish with it.

See **note 14** below. It should also be noted that the tense of **ej** in this case is highly dependent upon context. This is true of the "present" tense in Marshallese in general.

**7 jinbaate** This word which means "to smoke out of a hiding place" was used erroneously. The verb "to smoke" fish is **atiti** , the transitive form of which is **atitiik**. With a definite object we would then have **atitiike**.

**Rar atiti töü.**= They smoked *sometrachiurops (selar) crumenophthalmus*.

**Rar atitiik(e) töü kein.**= They smoked these töü.

**Won ar atitiik(i) jilu wöt töü kein?**= Who smoked these three töü only.

The above direct object pronouns **e** and **i** in parentheses are optional.

**8 ilo iien eo ke ej** This phrase conveys the meaning of the English imperfect tense, " while he was . . . "

**9 ko jet** This phrase conveys the meaning of English "other, rest." And so **men ko jet**= "the other things" or "the rest of the things". Similarly, **armij ro jet** = " the other people" or "the rest of the people."

**1 0 dein im** This means "even thus, although." **Dein** is a commonly used word whose meaning you will not find in the M.E.D. It is similar in meaning to the word **äindein**, and occasionally occurs in the phrase **wäween dein** with similar meaning (see the Marshallese Bible, Ecclesiastes1.4: "Epepen ko rej itok im ilok, ak lal in ej ja wäween dein."= ". . . but the world is still thus.") Also, see the sample sentence under the word **bab** in the M.E.D. ( Eban ein dein lok wöt arro aibabbab in deo.= Eban äindeinlok wöt arro aibabbab indeeo.)

**1 1 contract e** Here we see an English transitive verb with its Marshallese direct object: "it-was/contract-it/management/the/its"= it contracted its management.

**1 2 Kowalok** It is interesting to note the construction of this verb. It is composed of three parts: **ko + wa + lok**. **Wa** is the verb "go." **Wa + lok** means "go forth, appear, happen" **Ko** is the causative prefix, (M.E.D. pp.xviii ff., Code 3) so that **ko+w~~al~~ok** means "cause to go forth, make visible, show." In the present context it is short for **kowalok naan**= show words, i.e. say. Most polysyllabic Marshallese words can be analysed into their monosyllabic components. That Kajin Etto (Old Marshallese) was an isolating language akin to some East Asian languages is quite clear.

**1 3 Ear kowalok ke jikuul in elaplok emman jän iien eo im ear jino päd iumwin management eo an Maryknoll iumwin ruo yiö ko rej jemlok lok.** The words at the end of this sentence with dotted underline should be omitted: **Ear kowalok ke jikuul in elaplok emman jän iien eo im ear jino päd iumwin management eo an Maryknoll ruo yiö ko lok.** The word **päd** is occasionally used to translate the English verb "to be." " He said that this school is much better than before it began to be under the management of Maryknoll two years ago." **iumwin ruo yiö ko lok**= for the past two years. It is thus clear that **iumwin** is a mistake and **rej jemlok** is a redundancy.

**1 4 Rar kajjitök ippän sister ro bwe ren bök eddoin jikuul ko.**

" They asked the sisters to take responsibility for the schools." This is a fine example of the best way to translate the English infinitive.

The English infinitive in this sentence, "to take responsibility" is translated by **bwe ren bök eddo**. More literally, the Marshallese

says " They asked the sisters that they should take responsibility." The infinitive in **note 6** was translated this same way.

**1 5 bök eddoin** This idiom means literally "carry the weight of" , i.e. take responsibility for (something). The notion of "for" in English is conveyed by the construct noun suffix **-n** meaning "of."

**1 6 kobaik lok** This means "he went on to add." **kobaik** is the transitive form of the verb **koba**.

**1 7 ear kanoojin loñ training ko im rekkein kömman Jädede jikuul yiö eo lok jän sister ro ñan kölaplok jelä eo ippän staff eo**

*"There were very many trainings which used to be made on Saturdays of the past school-year by the sisters \* to increase the knowledge of the staff. "* The above English in italics is a reconstruction of what the author was *trying* to say in Marshallese. **First** of all, there is no need to use the English passive construction (double underlined) with the subject marked by the \*. The phrasing is strained at best. **Secondly**, we have **ñan** once again misused in an infinitive construction. A better sentence would be: **ear kanoojin loñ training ko im rekkein kömman aolep Jädedein yiöün-jikuul eo lok bwe sister ro ren kölaplok jelä eo ippän staff eo.**

**1 8 "töü" ko im rej päd ilo maloon Likiep** The underlined phrase is the usual Marshallese relative construction: the **töü** which are in Likiep lagoon.

### A FEW FINAL WORDS

Because we are endeavoring to understand authentic Marshallese, it is best to study original Marshallese compositions, rather than translations from the English. To do this, however, is far from easy since such writing is all but wholly lacking. In parting, I would like to encourage you who read these words to encourage composition in Marshallese among the citizens of the Republic of the Marshall Islands. Imaantata Iaan Aolepän Aorökin Majel, EutieJ Kajin Majel Eo Ilo AdwöJ Lömnak.

**KAJIN MAJEL LESSON PLANNING**

**1.) LESSON NUMBER:** \_\_\_\_\_

**2.) TEACHER'S NAME:** \_\_\_\_\_

**3.) DATE AND TIME OF LESSON:** \_\_\_\_\_

**4.) LENGTH OF LESSON:** \_\_\_\_\_

**5.) OBJECTIVES OF THE LESSON:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**6.) MATERIALS TO BE INTRODUCED:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**7.) MATERIALS TO BE REVIEWED:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**8.) TEACHING TECHNIQUES TO BE USED:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**9.) HOMEWORK TO BE ASSIGNED:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**10.) EVALUATE EFFECTIVENESS OF LESSON:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Al Eo An Aelöñin Majel**  
song/the/of/islands-of/RMI

- 1: **Ij iokwelok aelöñ eo aö**  
I-am/love-more/island/the/my
- 2: **ijo iar lotak ie,**  
there/I-was/born/in-it
- 3: **melan ko ie,**  
land/the[plural]/in-it
- 4: **im iial ko ie,**  
and/road/the[plural]/in-it
- 5: **im iiäio ko ie.**  
and/reunion/the[plural]/in-it
- 6: **Ijämin ilok jän e,**  
I-will never/go away/from/it
- 7: **bwe ijo jikü emool,**  
because/there/place-my/it-true
- 8: **im aö lämoran indeeo**  
and/my/inheritance/eternal
- 9: **emmanlok ñe inaa mej ie.**  
it-good-er/if/I-will/die/in-it

[ **Al kön jetöb im kön lemönönö.** ]  
sing/with/spirit/and/with/joy

My love for you goes on  
Island of my birth.  
My world is in you,  
My goings and  
My comings.  
Never will I leave you,  
The place I belong and  
My eternal heritage.  
I am better off dying here  
Than living anywhere else.

**"Eḷap iokwe"**  
by Walter Lapwo  
of Ulien, Arno

FIRST VERSE

- 1: **Nadikdik, Mile, im Arno**  
2: **Mājro, Aur im Maḷo-eḷap.**  
3: **Wōjjä, Aelok, Utrök im Erikub.**  
4: **Likiep, Jämo, Pikaar, Tökä im Mäjeej.**  
5: **Likiep, Jämo, Pikaar, Tökä im Mäjeej.**  
6: **Likiep, Jämo, Pikaar, Tökä im Bok-ak.**  
7: **Jen kamoolol ad Irooj**  
we-should/thank/our[yours and mine]/lord  
8: **kön ailöñ jidik kein ilo Majel in**  
for/islands/these/in/RMI/this  
9: **Eḷap iokwe!**  
it-big/love  
10: **Iä! Iä! Iä!**  
yeah/yeah/yeah  
11: **Eḷap iokwe!**

SECOND VERSE

- 12: **Epoon, Namdik, im Köle.**  
13: **Jälooj, Aelöñḷapḷap, Jebat.**  
14: **Namo, Lib im Kuwajleen,**  
15: **Wüjae, Lae, Wötto.**  
16: **Roñdik, Roñlap, Pikinni, im Äne-wätak.**  
17: **Roñdik, Roñlap, Pikinni, im Äne-wätak.**  
18: **Roñerik, Roñelap, Bikini, im Aelöñin-ae.**  
19: **Jen komoolol wöt ad Irooj**  
we-should/thank/our[yours and mine]/lord  
20: **kön ailöñ kein ilo bukwön in na.**  
for/islands/these/in/district/this/here  
21: **Eḷap iokwe!**  
22: **Iä! Iä! Iä!**  
23: **Eḷap iokwe!**  
23: **Eḷap iokwe!**

The following two stories were translated with the help of the eighth grade students of Tutu Elementary School, Arno: Romeo Andrew, Arelañ Hiram, Kaje Jiima, Nuston Jiima, Junior Kattil, Junior Patrick, Ruthina Maun, and Ruthine Maun.

Leddik Näjin Irooj Eo Ejañin Kar Tötöñ

Juon Bwebwenato Jän  
Jakob im Wilhelm Grimm

- 1 Juon iien ekar wör juon leddik deo näjin irooj eo ejañin kar tötöñ.
- 2 Aolep iien leddik ekar büromöj.
- 3 Irooj eo ekar iokwe leddik eo näjin, im ekar köna an bwe leddik eo en tötöñ im mönönö.
- 4 Irooj eo ekar jujen jilkinlok rijerbal ro bwe ren ba ñan aolep armij ro ilo aelöñ eo an, ñe juon enäj kar kattöñe leddik eo näjin irooj eo, enäj paleen lio.
- 5 Im irooj eo enäj kar lelok ñan e juon utin irooj im juon jea kool.
- 6 Likao ro jän aolepän aelöñ eo an Irooj eo rökar itok ñan mweo imon irooj eo.
- 7 Lömaro rökar kajjioñ in kömmani aolep kain men ko rököjak bwe ren kattöñe leddik deo eo näjin irooj eo.
- 8 Jet ian likao ro rökar kömman bwebwenato köjak.
- 9 Bar jet likao ro rökar kömman jibai ko rököjak.
- 10 Ak leddik eo näjin irooj eo ekar jab tötöñ.
- 11 Lio ekar jab podem tötöñ dikdik.
- 12 Lio ekar roñjake ñan liäp ko.
- 13 Im lio ekar lalelok jibai ko.



1 4 Böt**ab** leddik deo näjin irooj eo ekar jañin kar tötöñ ak tötöñdikdik juon alen.

1 5 Ekar jab töt**olok** jän mön irooj eo juon laddik jeramol ekar jokwe im etan in La Piit.

1 6 Leo ekar roñ kön kallimur eo an irooj eo.

1 7 "Bölen imaroñ kök**ön** juon jibai in kattöñ leddik eo näjin irooj eo," ekar ba ippän mäke.

1 8 Im ekar wel**ok** ñan mön irooj eo.

1 9 Ke Piit ekar t**öparlok** mön irooj eo, ekar jab ba ñan jabdewöt armij ta wü**in** an kar itok.

2 0 Leo ekar kajitukin j**erbal**.

2 1 Rükö**mat** eo ekar ba bwe ekar maroñ rijipañin mön kuk eo im ekar köj**erbale**.

2 2 Piit ekar bökbök al**alin** um eo an rükömat eo im dän jän reb**a** eo bwe r**önäj** köj**erbale** ilo mön kuk eo.

2 3 Aolep raan Piit ekar köppaoo an kein kattoñ leddik eo näjin irooj eo.

2 4 Juon raan ke ekar etal ñan reb**a** eo bwe en itök dän, ekar böke juon ek kil**eplep** kön baköj eo an.

2 5 Ke ekar bar jibadek**lok** ñan mön irooj eo Piit ekar iioone juon löll**ap** eo ekar abjeiki juon bao kool im töb**öb**.

2 6 "Bao ne näjim juon möman," ekar ba.

2 7 "Ek ne konam ej juon ek möman," ekar ba löll**ap** eo.

2 8 "Kök**öna**an ke körräike ñan bao e ekool?"

2 9 "Etke in körräike ek e ñan bao ne ekool?" Piit ekar kajjitök.

- 3 0 Löllap eo ekar ba, "Ke armij ro röloe bao e ekool, r**ö**böj**r**ak bwe ren eoeoke."
- 3 1 Innem, e**l**añ**ñ**e kw**ö**j ba anij**n**ij eo, armij ro röddap ipp**ä**n bao eo töb**ö**b.
- 3 2 "Ñ**ã** ij lö**m****n**ak ijelä ewi wäween bao **n**e töb**ö**b emaro**ñ** jipa**ñ** Ñ**ã**," ekar ba Piit.
- 3 3 "Inä**j** körräw**ö**je ñe kw**ö**nä**j** ba ñan ña anij**n**ij eo."
- 3 4 Löllap eo ekar ba, "Eñin anij**n**ij eo : Ñ**e** kok**ö****n**aan itok ippa, däpi**j**e."
- 3 5 Äindein **L**a Piit ekar korräikel**ö**k ek eo kon**a**n ñan bao eo töb**ö**b.
- 3 6 Ke **L**a Piit ekar il**ö**k wöt ilu ial eo ekar iioone juon leddik.
- 3 7 Leddik eo ekar ba, "Ñ**ã** in eoeoke bao **n**e kool im töb**ö**b!"
- 3 8 "**M**oman**ö**k koban," **L**a Piit ekar ba im ekar lö**k****ö****m** bwe en **m**ökaj**ö**k jän leddik eo.
- 3 9 Ako leddik eo ekar jinoe an baj eoeoke bao eo kool im töb**ö**b.
- 4 0 **L**a Piit ekar lam**ö**j, "Ñ**e** kok**ö****n**aan itok ippa, däpi**j**e!"
- 4 1 Leddik eo ekar dedäp ipp**ä**n bao eo töb**ö**b.
- 4 2 Leddik eo ekar bwijbwij im kökkeil**ö**k, ak ekar jab maro**ñ** kötl**ö**ke make.
- 4 3 Leddik eo ekar aikuj in jirok im loore **L**a Piit.
- 4 4 Kii**ö** **L**a Piit ekar iioone jemän leddik eo.
- 4 5 **M**ö**m**aan eo ekar loe leddik eo näjin an kajjio**ñ** bwe en kankan im kot**l**ö**k**e make.

- 4 6 Innem mömaan eo ekar jinoe an kanöke leddik eo.
- 4 7 "Ñe kokönaan itok ippa, däpije!" ekar lamöj La Piit.
- 4 8 Mömaan eo ekar dedäp ippän leddik eo näjin eo dedäp ippän bao eo töböb.
- 4 9 Mömaan eo im Leddik eo rökar bwijbwij im kökkeilok, ak rökar jab maroñ kötloke erro make.
- 5 0 Erro ekar aikuj in jirok im loore La Piit.
- 5 1 Armij eo ekar dedäp kiiö ekar juon Mömaan eo ekajañjañ juon baeoliin.
- 5 2 Im armij eo älikin an kar dedäp kiiö ekar juon rikallib ej böbö**k** juon kein rokujlal im juon reek.
- 5 3 Leddik eo im lomaro erjeel ekar aikuj in jiroklok La Piit ñan mön irooj eo.
- 5 4 Mömaan eo ippän baeoliin eo ekar kajañjañ aolepen iial eo lok ñan mön irooj eo.
- 5 5 Armij ro rökar duwöjtok ñan nöbjän mön irooj eo im rökar jinoe aerwöj eb im al.
- 5 6 Rükömat eo ekar jeblaak jän mön kömat eo imön im ekar bwijokorkorlok ñan naböj bwe en kobalok ippän armij ro jet.
- 5 7 Lio ekar wör juon jidikin pilawä ion botun.
- 5 8 Im baj tolokun an mömkaj ke lio ekar büki ippän juon äinpot kilep im juon jibuun.
- 5 9 Lio ekar jinoe an eb im al baräinwöt.
- 6 0 Rikallib eo ekar rere im köjjaalali kein rokujlal eo an im reek eo an.
- 6 1 "Lalelok rükömat eo lienu ej alijerjerlok im ej könake wot nuknukun kömat eo an mouj!

6 2 Ewalok ke lien ebwebwe ippän pilawa en ioon botun?!"

6 3 "Ibwebwe ke Ña?" ekar ba rükömat eo, im lio ekar mane rikallib eo kön jibuun eo.

6 4 Men en ekar men eo Piit ekar lukkuun könaan.

6 5 Leo ekar kür, "Ñe kokönaan itok ippa, däpije!"

6 6 Im rükömat eo ekar dedäp ippän rikallip eo.

6 7 Ilo juon wöt iien leddik eo näjin irooj eo ekar reinaböjlok jän juon wiinto.

6 8 Piit ekar loe leddik eo näjin irooj eo ekar jinoe an tötöndikdik.

6 9 "Kiiö leddik eo enäj tötöñ," ekar lömnak.

7 0 "Leddik ejjab maroñ jipañ e make."

7 1 Idiñ ekar iien eo maktata ilo an mour ke leddik deo näjin irooj eo ekar tötöñ.

7 2 Ekar baj tolokun an tötöñ ke dännin kömjaal ekar toorlallok jän turun mejän.

7 3 Irooj eo ekar roñ an leddik eo näjin tötöñ im ekar tötörllok ñan wiinto eo.

7 4 Ke ekar loe walok eo köjak, irooj eo ekar tötöñ baräinwöt.

7 5 Innem La Piit ekar tötöñ im baräinwöt aolep armij ro rökar dedäp ippän doon.

7 6 Ekar baj tolokun aerwöj tötöñ ke aolepän ämbwinirwöj rökar wüdidid.

7 7 Im baj tolokun aerwöj wüdidid ke aolep rökar melele.

7 8 Irooj eo ekar kömman kallimur eo an.

79 Ekar leoke leddik eo näjin ñan La Piit bwe en paleen  
im  
ekar leoke ñan e juon utin irooj im juon jea kool  
baräinwöt.

80 Innem La Piit im leddik eo näjin irooj eo erro ekar  
mour im erro ekar mönönö wöt tokälik.

Kidu Eo Awiaa Im Koot Eo  
Juon Bwebwenato Jän Eisop

1 Juon raan juon kidu awiaa ekar böjrak ilo juon aeböjlal  
bwe en idaak.

2 Ke ekar kanöke löntak keköb eo ekar lap an mal  
maanlok tulöñin aeböjlal eo.

3 Ekar jirilok im ekar wötok ilowaan aeböjlal eo.

4 Kidu eo awiaa ekar kajjioñ in tallöñok jän ilowaan  
aeböjlal eo.

5 Ak ekar jab maroñ düwöj naböjlok.

6 Kiiö wöt juon koot ekar böjrak ilo aeböjlal eo bwe en  
idaak.

7 Ke ekar kanöke löntak keköb eo ekar loe kidu eo awiaa  
ilalain aeböjlal eo.

8 Koot eo ekar kajjitok, " Nenoke aeböj eo? "

9 Kidu eo awiaa ekar uwaak, " Nenotata aeböj eo jän  
jinoin aö kar idaak! "

10 "Etke kwöj jab kätok im idaak aolep kokönaan? "

11 Koot eo kabbüromöjmöj baj tolokun an maro bwe ekar  
jab böjrak bwe en lömnak.

12 Koot eo ekar kälok ilowaan aeböjlal eo im ekar jinoe  
an idaak dän eo im ekar komaat an maroñ kön an kairiur.

13 Ilo iien eo ke koot eo ekar idaak, kidu eo awiaa ekar  
käik ion likun.

14 Kön men in ekar juuri ion doon ko an koot eo im  
ekar tallöñ löñok jän ilowaan aeböjlal eo.

15 Koot eo ekar kajidede ke kidu eo awiaa ekar liktake.

16 Ekar kajjitok ippän kidu eo awiia bwe en jipañe an  
düwöj naböjlok jän aeböjlal eo.

17 Ak kidu eo awiia ekar töttöñ wöt im ekar ba, " Iien  
kane tok jet, La Koot, lale mokta jän am kälok.

TIME CONVERSION:  
TO CONVERT FROM MARSHALL ISLANDS TIME TO U.S. TIME

WITH DAYLIGHT SAVINGS TIME

SUBTRACT FROM R.M.I TIME: 16 HRS. TO GET E.D.T.  
15 HRS. TO GET C.D.T.  
14 HRS TO GET M.D.T.  
13 HRS. TO GET P.D.T.

WITHOUT DAYLIGHT SAVINGS TIME

SUBTRACT FROM R.M.I TIME: 17 HRS. TO GET E.S.T.  
16 HRS. TO GET C.S.T.  
15 HRS TO GET M.S.T.  
14 HRS. TO GET P.S.T.

U.S. TIME ZONE ABBREVIATIONS:

EASTERN= E.  
CENTRAL= C.  
MOUNTAIN= M.  
PACIFIC= P.  
DAYLIGHT SAVINGS TIME= D.T.  
STANDARD TIME= S.T.

**Daylight Savings Time** is in effect during the six-month period from the last Sunday in April to the last Sunday in October.

**Aolep Juje ilo jilu awa köm emaroñ könnaan ippän Pij Kor.=**

every/Tuesday/in/three/hour/we-can[we excl.]/speak/with-it/P.C.

We can speak with Peace Corps every Tuesday at three o'clock.

**RSC 6.6.92**