PEACE CORPS
MARSHALL ISLANDS
MARSHALLESE LANGUAGE TRAINING MANUAL

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SECTION ONE:  
MäJURO
SECTION TWO: THE TRAINING SITE
SECTION THREE :
CLASSROOM
LANGUAGE
SECTION FOUR: TRAVEL ...
SECTION FIVE :
GRAMMAR
SECTION SIX:
TEXTS
SECTION SEVEN: SONGS
PEACE CORPS MARSHALL ISLANDS
MARSHALLESE LANGUAGE
TRAINING MANUAL
TABLE OF CONTENTS

NOTES TO THE TEACHER .................................................. P. 5

TOPICS [Competencies] .................................................. P. 8

THE "STANDARD" ALPHABET ........................................... P. 9

SECTION ONE : MÄJURO

COMMONPLACE PHRASES : SOCIAL LANGUAGE

i.) GREETINGS .............................................................. P. 11

ii.) THANKS AND YOU'RE WELCOME ................................ P. 11

iii.) EXCUSE ME .......................................................... P. 11

iv.) FAREWELLS .......................................................... P. 12

v.) IN THE RESTAURANT ............................................... P. 12

vi.) IN A BUS OR TAXI .................................................. P. 12

vii.) INTRODUCTIONS .................................................. P. 12

viii.) PLEASANTRIES .................................................... P. 13

ix.) DESTINATION AND ORIGIN ..................................... P. 13

DIALOGUE ONE and DRILLS ......................................... P. 14

DIALOGUE TWO and DRILLS ........................................ P. 15

ILOWAAN TAXI AK BAJ

DIALOGUE THREE ...................................................... P. 15

ILOWAAN MÖN MÖÑÄ
DIALOGUE FOUR : REVIEW and DRILLS ........................................... P.16

SECTION TWO : THE TRAINING SITE

DIALOGUE FIVE and DRILLS ......................................................... P.17
TRAINEE EO EJ TO JÄN BOOM-BOOM EO ILO JE

DIALOGUE SIX and DRILLS ....................................................... P.18
ÑAN MWEO

DIALOGUE SEVEN and DRILLS ................................................. P.19
AWA IN MÖÑÄ

DIALOGUE EIGHT and DRILLS .................................................. P.20
ÄLIKIN MÖÑÄ

DIALOGUE NINE ................................................................. P.21
ILU IIALIN JE

NUMBERS .................................................................................. P.22
i.)CARDINAL NUMBERS
ii.)ORDINAL NUMBERS
iii.)DRILLS

TIME-TELLING and DRILLS .................................................... P.23

DIALOGUE TEN and DRILLS .................................................. P.24

PHRASES TO ASK FOR CLARIFICATION ................................ P.25

SECTION THREE : THE CLASSROOM

i.)THE FIRST DAY OF SCHOOL .................................................... P.27

ii.)BEGINNING and ENDING THE CLASS .......................... P.29

iii.)CLASSROOM RULES .......................................................... P.31

iv.)READING ALOUD ............................................................ P.32
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>v.)</td>
<td>LANGUAGE LEARNING and DRILLS</td>
<td>P. 34</td>
</tr>
<tr>
<td>vi.)</td>
<td>SINGING</td>
<td>P. 36</td>
</tr>
<tr>
<td>vii.)</td>
<td>WRITING ON THE BLACKBOARD</td>
<td>P. 37</td>
</tr>
<tr>
<td>viii.)</td>
<td>SEATWORK</td>
<td>P. 38</td>
</tr>
<tr>
<td>ix.)</td>
<td>MATH</td>
<td>P. 40</td>
</tr>
<tr>
<td>x.)</td>
<td>ENCOURAGEMENT AND PRAISE</td>
<td>P. 41</td>
</tr>
<tr>
<td>xi.)</td>
<td>HOMEWORK, TESTS, GRADES</td>
<td>P. 42</td>
</tr>
<tr>
<td>xii.)</td>
<td>DISCIPLINE AND COMMUNICATION WITH PARENTS</td>
<td>P. 45</td>
</tr>
</tbody>
</table>

**SECTION FOUR : TRAVEL ...**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.)</td>
<td>USING THE RADIO</td>
<td>P. 48</td>
</tr>
<tr>
<td>ii.)</td>
<td>A.M.I.</td>
<td>P. 49</td>
</tr>
<tr>
<td>iii.)</td>
<td>TIMA IM JATA Supply Ship /and/Charter</td>
<td>P. 50</td>
</tr>
</tbody>
</table>

**SECTION FIVE : GRAMMAR**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENSE AND MOOD</td>
<td>P. 55</td>
<td></td>
</tr>
<tr>
<td>PERSONAL PRONOUNS:</td>
<td>P. 56</td>
<td></td>
</tr>
<tr>
<td>i.)</td>
<td>SUBJECT PREFIX WITH TIME SUFFIX</td>
<td></td>
</tr>
<tr>
<td>ii.)</td>
<td>EMPHATIC FORMS</td>
<td></td>
</tr>
<tr>
<td>iii.)</td>
<td>OBJECT FORMS</td>
<td></td>
</tr>
<tr>
<td>PLURAL PERSONAL PRONOUNS WITH NUMERATIVES</td>
<td>P. 57</td>
<td></td>
</tr>
<tr>
<td>POSSESSIVE CLASSIFIERS</td>
<td>P. 58</td>
<td></td>
</tr>
</tbody>
</table>
POSSESSIVE CLASSIFIERS
WITH NUMERATIVES:
ILLUSTRATING THE 4 STEM-TYPES ........................................... P. 59

GENERAL POSSESSIVE CLASSIFIER
WITH NUMERATIVES ......................................................................... P. 60

DEMONSTRATIVES .............................................................................. P. 61

DEMONSTRATIVES:
ILLUSTRATIVE EXAMPLES ............................................................... P. 62

PERSONAL DEMONSTRATIVES ......................................................... P. 63

HOUSE DEMONSTRATIVES ............................................................... P. 63

LOCATIVE DEMONSTRATIVES .......................................................... P. 64

SENTENCE DEMONSTRATIVES ......................................................... P. 64

USING SPOKEN MARSHALLESE ....................................................... P. 65

SECTION SIX : TEXTS
i.) PSALM 23 ..................................................................................... P. 67
ii.) "The Marshall Islands Journal" .................................................... P. 69

SECTION SEVEN : SONGS
i.) THE MARSHALLESE NATIONAL ANTHEM .................................. P. 77
ii.) "ELAP IQKWE" ........................................................................... P. 78

SECTION EIGHT : TRANSLATIONS
i.) THE PRINCESS WHO NEVER LAUGHED (Grimm) ................. P. 79
ii.) The Fox and the Goat (Aesop) .................................................. P. 85
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 S.M. 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 Mājuro. 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
A rough sketch of the sounds of the standard alphabet follows below.

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

IQKWE!= HELLO! , Aloha!

   love

IQkwe eok.= Hello you. [more emphatic]

   love/you

IQkwe 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

Kwölukkuun 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/to the utmost

   .iii) EXCUSE ME

Jolok bōd.= Excuse me.

   throw-away/error[ short for jolok aō bōd: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 mōnā ta?!= What are you going to eat?
you-will/eat/what

Letok mōk 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 mōk.= Stop here please.
stand still/there(near you)/please

or simply say Ijene mōk.= Here please.

Böjrak ilo Kibjon.= Stop at Gibson's.
stand still/at/name of largest Majuro department store

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

Bus around town: Roñoul lalem jāān.= Twenty-five cents.
twenty/five/cents

Taxi around town: Jilñoul jāān.= 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 Rälik (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.Iokwe!  
love  

A.Hello!

B.Iokwe eok!  
love/you[to one person,object form]  

B.Hello to you!

A.Eta in ______, ak kwe?  
name-my/is/_/but/you[to one person,emphatic]  

A.My name is___, what about you?

B.Eta in ______.  
name-my/is/_  

B.My name is___.

A.Eman ke am mour?  
it-good/?/your[to one person]/life

A.Is life good?

B.Eman! 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.Emannantata! 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.
jjust/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 jääń. (taxi, or: ) Roñoula lem jääń. (bus)
thirty/cents twenty-five cents
A. Kommoool.
B. Kön jouj.

DRILLS
Böjrak ilo ______. R.R.E.,Kitco,A.B.C.,M.I.H.S.,Ajidik Hotel,Kibjon ... 


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

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. Kommoool.
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. Emm an. 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 Rälik (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. Emm an! 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. Emm an. 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 etae, 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

  aebój 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 demostratives", as they serve to show the location of things in space; secondly two of these demostratives 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

Time to eat. Please come inside.
time/eat/now

V. Jej möñä ta?= What are we eating?
we-are/eat/what

M. Enŋe ke mä im ek ippam?= Do you like breadfruit and fish?
it-tastey(edible)/?/breadfruit/and/fish/with-you

V. Enŋe!= 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. Kokōnaan möñä ta?
you-wish/ eat/ what
idaak
drink/

A. Ikōnaan möñä _____ im ______.
idaak

FOODS: ek,mä,raij,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
ÁLIKIN MÖÑÄ
after/eat

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

V. Emöj aö mönä.= 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? Mönä 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. Kom-mool tata kön mönä 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 mönä ? A. Aet. Emöj.
idaak A. Jaab. Ejañin möj aö __.
tutu bathing no/it-not yet/done/my/___.
tutu iar swimming/in-lagoon
kiki sleep
jerbal work
eoñöd fishing
jikuul go to school

you-full/? I-very/of/full 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 ilok ñan ia kiiö?= Where you going now?
   you are/go-to there/to/where/now

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

   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. ruo 12. joñoulruo 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: ______________________ .

ORDINAL NUMBERS

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

First: kein kajuon, or moktata[foremost]
Second: kein karuo
Third: kein kajilu
Fourth: kein kaemän
Etc. ... : kein ka+number.

DRILLS

juon ej nöm ba 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 ūan emän awa. = It's fifteen 'til four.
   fifteen/minutes/to/four/hours

**DRILLS**

**TIME-TELLING**

Q. Jete awa kiiö?  A. ____ awa kiiö.

Q. Jenaaj mōñä in naat?  A. Jenaaj mōñä 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? 

[Are there any matches with you?]

B. Aet. Ewör.= Yes. I've got some.

[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


mäjet matches /with-me

pätöre batteries

karjin kerosene

kiäj gasoline

kääj hooks

eo fishing line

Q. Kwömaroñ ke letok _____ ?  A. Aet. Eo.

you-able/?/give-to me/_

Q. Imaroñ ke köjerbal _____ 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 kwōj ba?= Kwōj 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 mōk?= Bar juon mōk?= Say that once again please.
again/say/please=again/one/please

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

Elap an mōkaj 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 i n
way of?[Rälik]/your/say/ . . . Marshallese?

Elemen aer ba go away ilo Kajin Majel?= How do they say ko jän
je ne 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.]

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

Ewi mweo imom?= Where's your house?
where/house-the/house-your[sing.]
Kōjro en etal ŋan mweo imom.= Let's go to your house.
we-two{you and me}/it-should/go/to/house-the/house-your
ii.) BEGGINNING and ENDING THE CLASS

E iien in jikuul kiiö.= It's time for school now.

Kojañe bell en ratimjuon alen im buli!= Ring the bell nine times and really hit it!

Deloňtok im jijet.= Come in here and sit down.

Roñjake mök.= Please listen.

(Jouj im) jab keroro!= (Please) don't be noisy!

Lukkuun roñjake im lale.= Listen and look carefully.

Reitok im lale.= Look right here.

Jijet ilo jea ne am.= Sit down in your chair.

Jenaaj jikuul ilo ralitök awa.= We will have school at 8:00.

Deloňtok im jijet m okta jän ralitök awa.= Come in and sit down before eight o'clock.

Jouj im kopellok winto kein.= Please open these windows.

Jouj im kili köjäm en.= Be kind and close that door.

E iien in kakkije.= Time for a break.

E awa in diwöj im iukkure.= Time for recess.
**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

**Ejjelok 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

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

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

**Ejjelok jikuul rainin bwe Inańinmej.=**
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 delon 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 em maküt 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

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

Jab lamöj.= Don't shout.
not/shout

Ñe ewör am kajjiték, 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

Jołok 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 karreok 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 bók juon bok.= Everybody take a book.
all/take/one/book

Ajej bok kane ŋan aolep.= Give everyone one book.
divide/book/those[near you]/to/all

Kopellok bok kane ami ŋan 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 iołoban peij ruo.= Let's read in the middle of page two.
we-should/read/in-middle-of/page/two

Riit itulalin peij jilu.= Read at the bottom of page three.
read/in-at-ground-of/page/three

Lale pij a 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]
Wöön 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 melele write ilo kajin Iñlij?= What does mean in Marshallese?
what?/unsnarl-of/_/in/tongue-of/E.

melele 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 ekönaan 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 ejelä 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

Kolaplok ainikiemi!= Louder!
make-big/er/voice-your[your, plur.]

Ejjab kanooj lap ainikiemi!= Not loud enough!
it-is-not/really/big/voice-your[sing.]

Kiiö komwin 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 ekönaan 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?=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 kwöbwilo 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 kää 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]

Ejìmwe 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

Emmman am jeje.= Your writing is good.
it-good/your[sing.]/write

Ealikkar am jeje.= Your writing is clear.
it-clear/your[sing.]/write

Köman manlok eltan peim bwe epok.= Neaten up your handwriting because it's sloppy.
make-good-er/your[sing.]/handwriting/because/it-confused

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 börän 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/
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?
Let's study math now.

One plus one, two.

Two minus one, one.

One times two, two.

One times three, three.

Six divided by three, two.

One-sixth.

Two-sevenths.
x.) ENCOURAGING AND PRAISING THE STUDENT

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

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

Emman am kajin Ínilj = 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 jipań Ña = It's kind of you to help me.
you-kind/for/your[you, sing.]/help/me[object form]

Kommool kön am jipań = 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 kata = 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 lömnak = 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
HOMEWORK, TESTS, GRADES

Buñniin kom_win_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 kajim_we_peba_kane_ami_kiiö.=
Let's correct your papers now.
we-should/make-right/paper/those[near you]/your[plur. indef.]/now

ñe eböd, kómman_juon_ekëj.=
If it's wrong, make an X.
if/it-wrong/make/one/X

ñe ejimwe, kómman_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_kiö.=
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.

Kade løñ_in_aolepän_kein_jikuul_kane_ami_nai_ilowaan_desk_éo_am.,_ijongeki_wöt_pinjel_éo_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

Ko m win ka m öj 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

Em öj 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.]

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

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

Ejjab kanooj em man 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
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

45
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 kömm an 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, inaaj kinake eok ñan mama.= If your behavior continues to be bad, I will tell your mother.
if/it-again/bad/behaviour-your[your,sing.]/I-will/report/you[object form]/to/your mother

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

Roool ñan mwéo imom.= Go home.
return/to/house-the/house-your

Koban bar jikuul mae iien inaaj 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[your, sing.]/and/father-your[your, sing.]}

Emmann ñe ajiri eo nejim ej möñä m okta 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[your, sing.]/he(she)-will/eat/before/than/his/her/school

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

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

Enaaj emmantata ñe ejab jolok 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 ŋan 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 köjerbal retio eo am?= Can I use your radio?
I-can/?/make-work/radio/the/your[general classifier:casual usage]

Imaroñ ke köjerbal 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?

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

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

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

Baluun eo enaaj kālok ŋäät?= When will the plane be taking off?

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

Ñäät eo kokōnaan kālok?= When do you want to fly?

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

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

Elöŋ ke aö pākij?= Do you have many packages for me?

Ikōnaan jilikinlok men kein ŋan Mājro.=
I want to send these things to Mājuro.

Jete onŋaŋ juon tikej ŋan Mājro?= How much for a ticket to Mājuro?

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

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

Enaaaj potok ñääät 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 ñääät?= When will we arrive?
we-will/land/when?

Ikönaan iuwe ñan Mäjro.= I want to ride to Mäjuro.
I-want/ride/to/Mäjuro

Kwömaroñ ke köm mane 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?

Ikönaan köm mane juon aö trip ñan Mäjro.=
I-want/make-it/one/my/trip/to/Mäjuro
I want to charter a trip to Mäjuro?

Ikönaan köm mane 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.

Ikönaan köm mane 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 enaaaj jerak ñääät?= When will that boat sail?
vehicle/that/it-will/sail/when?

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

I can ride with you in your boat or other vehicle?

Can I ride with you in your boat?
vehicle/the/vehicle-your.

How much for a ride?
how much?/price-of it/my/ride

When will you sail?
when/the/is it that/you-will/sail

Please wait for me while I get my stuff.

I am pay now?
I-am/pay/?/now

Where are you going to get off?
you-will/disembark/where?

I'll get off at the north dock.
I-will/disembark/at/warf/the/in-north

I'll get off on the beach to the south.
I-will/disembark/at/sand/to the-south

Where are you going?
you-are/go/to/where

Where are you coming back?
you-will/again/return-here/when?

How long will you stay there?
how?/length-of/your/future/stay/there

How long did you stay in Majuro?
how?/length-of/your/past/stay/in/Majuro
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 kiij?= 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

no/it-calm

Ej et kiiö? Eibwijtok 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/?

Eibwijtata 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

Em man 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?

Ekojek!! 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 mölañlön im emmöj.=
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.

- **Iar päd.** = I stayed.
- **Ikar päd.** = I had stayed.
- **Emöj aö päd.** = I have stayed.
- **Ipäd.** = I stay.
- **Ij päd.** = I am staying.
- **Inaaj päd.** = I will stay.
- **Inaaj kar päd.** = I would stay.
- **In päd.** = I should stay. Let me stay.
- **In kar päd.** = 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 möönöö.**
  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 möönöö.**
  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 Rälik forms.
### PERSONAL PRONOUNS

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<thead>
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<th>EMPATHIC FORM</th>
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<td>köm</td>
<td></td>
</tr>
<tr>
<td>kömiar [Ratak: kömikar]</td>
<td></td>
</tr>
<tr>
<td>kömj</td>
<td></td>
</tr>
<tr>
<td>kömin</td>
<td></td>
</tr>
<tr>
<td>köminaaj [Ratak: köminaj]</td>
<td></td>
</tr>
<tr>
<td><em>you</em></td>
<td><em>them</em></td>
</tr>
<tr>
<td>kom</td>
<td></td>
</tr>
<tr>
<td>komiari [Ratak: komikar]</td>
<td></td>
</tr>
<tr>
<td>komij</td>
<td></td>
</tr>
<tr>
<td>komin</td>
<td></td>
</tr>
<tr>
<td>kominaj [Ratak: kominaj]</td>
<td></td>
</tr>
<tr>
<td><em>they</em></td>
<td><em>them</em></td>
</tr>
<tr>
<td>er</td>
<td></td>
</tr>
<tr>
<td>raar [Ratak: rekar]</td>
<td>er</td>
</tr>
<tr>
<td>rej</td>
<td></td>
</tr>
<tr>
<td>ren</td>
<td></td>
</tr>
<tr>
<td>rönaaj [Ratak: rönaj]</td>
<td></td>
</tr>
</tbody>
</table>
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 Rälik forms. For the phonemic transcriptions of these pronouns and of those from the preceding table, see Spoken Marshallese, pp. 5 + 8.

<table>
<thead>
<tr>
<th>OBJECT/ABSOLUTE FORMS</th>
<th>SUBJECT FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RÄLIK</strong></td>
<td><strong>RATAK</strong></td>
</tr>
<tr>
<td>köj</td>
<td>je-</td>
</tr>
<tr>
<td>2 köjro</td>
<td>jero</td>
</tr>
<tr>
<td>3 köjjeel köjel</td>
<td>jeel jel</td>
</tr>
<tr>
<td>3+ köjeañ köjmän</td>
<td>jeañ jemän</td>
</tr>
<tr>
<td>4+ köjwöj</td>
<td>jowöj</td>
</tr>
<tr>
<td>köm köm/köm/mem</td>
<td>köm-i-</td>
</tr>
<tr>
<td>2 kömro kömro</td>
<td></td>
</tr>
<tr>
<td>3 kömjeel kömjel</td>
<td></td>
</tr>
<tr>
<td>3+ kömeañ kömmän</td>
<td></td>
</tr>
<tr>
<td>3+ kömjeañ kömjemän</td>
<td></td>
</tr>
<tr>
<td>4+ kömwöj</td>
<td></td>
</tr>
<tr>
<td>kom kömi kom-i-</td>
<td></td>
</tr>
<tr>
<td>2 komro kömiro</td>
<td></td>
</tr>
<tr>
<td>3 komjeel kömjel</td>
<td></td>
</tr>
<tr>
<td>3+ kommeañ kömimän</td>
<td></td>
</tr>
<tr>
<td>3+ komjeañ kömjemän</td>
<td></td>
</tr>
<tr>
<td>4+ komwöj kömiwöj</td>
<td></td>
</tr>
<tr>
<td>er re-</td>
<td></td>
</tr>
<tr>
<td>2 erro rejero</td>
<td></td>
</tr>
<tr>
<td>3 erjeel erjel rejeel</td>
<td></td>
</tr>
<tr>
<td>3+ ereañ ermän reañ</td>
<td></td>
</tr>
<tr>
<td>3+ erjeañ erjemän</td>
<td></td>
</tr>
<tr>
<td>4+ erwöj rowöj</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>i-stems</th>
<th>e-stems</th>
<th>a-stems</th>
<th>aa-stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>nejü</td>
<td>kjö</td>
<td>kona</td>
<td>aö*</td>
</tr>
<tr>
<td>offspring, domestic animals, watches, money, Bible, radios, tape players</td>
<td>food, cigarettes</td>
<td>catch of fish, crustaceans, shellfish, or birds</td>
<td>general possessive</td>
</tr>
<tr>
<td>niü</td>
<td>limö</td>
<td>meja</td>
<td>w a o</td>
</tr>
<tr>
<td>utensils, tools</td>
<td>beverages</td>
<td>masks, eyeglasses</td>
<td>vehicles, wheelbarrows</td>
</tr>
<tr>
<td>jibü</td>
<td>imö</td>
<td></td>
<td>meja</td>
</tr>
<tr>
<td>grandmothers, grandchildren, pets</td>
<td>houses, buildings</td>
<td></td>
<td>masks, eyeglasses</td>
</tr>
<tr>
<td></td>
<td>kiniö</td>
<td></td>
<td>meja</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Rälik forms where they differ from the Rälik.
POSSESSIVE CLASSIFIERS of the 4 stem-types WITH NUMERATIVES

<table>
<thead>
<tr>
<th></th>
<th>i-stem</th>
<th>e-stem</th>
<th>a-stem</th>
<th>aa-stem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s.</td>
<td>nejü</td>
<td>kijö</td>
<td>kona</td>
<td>wao</td>
</tr>
<tr>
<td>2s.</td>
<td>nejim</td>
<td>kijem</td>
<td>konam</td>
<td>waam</td>
</tr>
<tr>
<td>3s.</td>
<td>nejin</td>
<td>kijen</td>
<td>konan</td>
<td>waan</td>
</tr>
<tr>
<td>1p.i.</td>
<td>nejid</td>
<td>kijed</td>
<td>konad</td>
<td>waad</td>
</tr>
<tr>
<td>2</td>
<td>nejirro</td>
<td>kijerro</td>
<td>konarro</td>
<td>waarro</td>
</tr>
<tr>
<td>3</td>
<td>nejidjeel</td>
<td>kijedjeel</td>
<td>konadjjeel</td>
<td>waadjjeel</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejidjel</td>
<td>kijedjel</td>
<td>konadjjel</td>
<td>waadjjel</td>
</tr>
<tr>
<td>3+</td>
<td>nejideañ</td>
<td>kijedeañ</td>
<td>konadeañ</td>
<td>waadeañ</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejidmän</td>
<td>kijedmän</td>
<td>konadmän</td>
<td>waadmän</td>
</tr>
<tr>
<td>4+</td>
<td>nejidwöj</td>
<td>kijedwöj</td>
<td>konadwöj</td>
<td>waadwöj</td>
</tr>
<tr>
<td>1p.e.</td>
<td>nejim</td>
<td>kijem</td>
<td>konam</td>
<td>waam</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejimmem</td>
<td>kijemmem</td>
<td>konammem</td>
<td>waammem</td>
</tr>
<tr>
<td>2</td>
<td>nejimro</td>
<td>kijemro</td>
<td>konamro</td>
<td>waamro</td>
</tr>
<tr>
<td>3</td>
<td>nejimjeel</td>
<td>kijemjeel</td>
<td>konamjeel</td>
<td>waamjeel</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejimjel</td>
<td>kijemjel</td>
<td>konamjel</td>
<td>waamjel</td>
</tr>
<tr>
<td>3+</td>
<td>nejimeañ</td>
<td>kijemeañ</td>
<td>konameañ</td>
<td>waameañ</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejimmän</td>
<td>kijemmän</td>
<td>konammän</td>
<td>waammän</td>
</tr>
<tr>
<td>3+</td>
<td>nejimeañ</td>
<td>kijemmeñ</td>
<td>konameañ</td>
<td>waameañ</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejimjemän</td>
<td>kijemjemän</td>
<td>konamjemän</td>
<td>waamjemän</td>
</tr>
<tr>
<td>4+</td>
<td>nejimwöj</td>
<td>kijemwöj</td>
<td>konawöj</td>
<td>waamwöj</td>
</tr>
<tr>
<td>2p.</td>
<td>nejimi</td>
<td>kijemi</td>
<td>konami</td>
<td>waami</td>
</tr>
<tr>
<td>2</td>
<td>nejimro</td>
<td>kijemiro</td>
<td>konamiro</td>
<td>waaipro</td>
</tr>
<tr>
<td>3</td>
<td>nejimijeel</td>
<td>kijemijeel</td>
<td>konamijeel</td>
<td>waamijeel</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejimjel</td>
<td>kijemjel</td>
<td>konamjel</td>
<td>waamjel</td>
</tr>
<tr>
<td>3+</td>
<td>nejimeañ</td>
<td>kijemeñ</td>
<td>konameañ</td>
<td>waameañ</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejimmän</td>
<td>kijemman</td>
<td>konamman</td>
<td>waamman</td>
</tr>
<tr>
<td>3+</td>
<td>nejimeañ</td>
<td>kijemeñ</td>
<td>konameañ</td>
<td>waameañ</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejimjemän</td>
<td>kijemjemän</td>
<td>konamjemän</td>
<td>waamjemän</td>
</tr>
<tr>
<td>4+</td>
<td>nejimwöj</td>
<td>kijemwöj</td>
<td>konawöj</td>
<td>waamwöj</td>
</tr>
<tr>
<td>3p.</td>
<td>nejir</td>
<td>kijeer</td>
<td>konaur</td>
<td>waaer</td>
</tr>
<tr>
<td>2</td>
<td>nejierro</td>
<td>kijeerro</td>
<td>konaurro</td>
<td>waaerro</td>
</tr>
<tr>
<td>3</td>
<td>nejierjeel</td>
<td>kijeerjeel</td>
<td>konaurjeel</td>
<td>waaerjeel</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejierjel</td>
<td>kijeerjel</td>
<td>konaurjel</td>
<td>waaerjel</td>
</tr>
<tr>
<td>3+</td>
<td>nejiereañ</td>
<td>kijeereañ</td>
<td>konaureañ</td>
<td>waaereañ</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejiermän</td>
<td>kijeermän</td>
<td>konaurmän</td>
<td>waauermän</td>
</tr>
<tr>
<td>3+</td>
<td>nejierjeañ</td>
<td>kijeerjeañ</td>
<td>konaurjeañ</td>
<td>waaerjeañ</td>
</tr>
<tr>
<td>Ratak:</td>
<td>nejierjemän</td>
<td>kijeerjemän</td>
<td>konaurjemän</td>
<td>waauerjemän</td>
</tr>
<tr>
<td>4+</td>
<td>nejierwöj</td>
<td>kijeerwöj</td>
<td>konawöj</td>
<td>waawerwöj</td>
</tr>
</tbody>
</table>
### 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 Rälik forms.

<table>
<thead>
<tr>
<th>RÄLIK</th>
<th>RATAK</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1s.</td>
<td>aö</td>
<td>my</td>
</tr>
<tr>
<td>2s.</td>
<td>am</td>
<td>your[singular]</td>
</tr>
<tr>
<td>3s.</td>
<td>an</td>
<td>his, her, its</td>
</tr>
<tr>
<td>1p.i.</td>
<td>a d</td>
<td>our[inclusive]</td>
</tr>
<tr>
<td>2</td>
<td>a r r o</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>ad jeel</td>
<td>adjel</td>
</tr>
<tr>
<td>3+</td>
<td>adeañ</td>
<td>admän</td>
</tr>
<tr>
<td>4+</td>
<td>adwöj</td>
<td></td>
</tr>
<tr>
<td>1p.e.</td>
<td>a m</td>
<td>am mem</td>
</tr>
<tr>
<td>2</td>
<td>am ro</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>am jeel</td>
<td>amjel</td>
</tr>
<tr>
<td>3+</td>
<td>ameañ</td>
<td>ammän</td>
</tr>
<tr>
<td>3+</td>
<td>amjeañ</td>
<td>amjemän</td>
</tr>
<tr>
<td>4+</td>
<td>amjeañ</td>
<td>amjemän</td>
</tr>
</tbody>
</table>

| 2p.   | a mi |       | your[plural] |
| 2     | ami ro |       |
| 3     | amijeel | amijel |
| 3+    | amieañ | amimän |
| 3+    | amijeañ | amijemän |
| 4+    | amijeañ | amijemän |
| 3p.   | a er  |       | their |
| 2     | a er ro |       |
| 3     | aer jeel | aerjel |
| 3+    | aer eañ | aermän |
| 3+    | aerjeañ | aerjemän |
| 4+    | aerjeañ | aerjemän |
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 kä = these fish near me (not near you).

'ek kein' is termed a 1st person inclusive form; 'ek kä' 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.

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

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN OR NONHUMAN</td>
<td>HUMAN</td>
<td>NONHUMAN</td>
</tr>
<tr>
<td>1. i. in</td>
<td>kein</td>
<td>rein</td>
</tr>
<tr>
<td>1.e. e</td>
<td>kä</td>
<td>rä</td>
</tr>
<tr>
<td>1.e.s. iiö =eiö =eňiö</td>
<td>kākā</td>
<td>rārā</td>
</tr>
<tr>
<td>2. ne</td>
<td>kane</td>
<td>rane</td>
</tr>
<tr>
<td>2.s. nene</td>
<td>kākane</td>
<td>rārāne</td>
</tr>
<tr>
<td>3. en</td>
<td>kan</td>
<td>ran</td>
</tr>
<tr>
<td>3.s. iien =eien</td>
<td>kākan</td>
<td>rāran</td>
</tr>
<tr>
<td>4. e o</td>
<td>koko</td>
<td>roro</td>
</tr>
<tr>
<td>4.s. (i)uweo</td>
<td>ko</td>
<td>ro</td>
</tr>
<tr>
<td>? ewi?</td>
<td>erki?</td>
<td>erri?</td>
</tr>
</tbody>
</table>
DEMONSTRATIVES

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>MASCULINE</th>
<th></th>
<th>FEMININE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SINGULAR</td>
<td>PLURAL</td>
<td>SINGULAR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.i.</td>
<td>lein</td>
<td>lömarein</td>
<td>liin</td>
</tr>
<tr>
<td>1.e.</td>
<td>loe [le]</td>
<td>lömarä</td>
<td>lie</td>
</tr>
<tr>
<td>1.e.s.</td>
<td>leiö</td>
<td>lömarärä</td>
<td>liiö</td>
</tr>
<tr>
<td>2.</td>
<td>lone</td>
<td>lömarane</td>
<td>liene</td>
</tr>
<tr>
<td>2.s.</td>
<td>lonene</td>
<td>lömarärane</td>
<td>liene</td>
</tr>
<tr>
<td>3.</td>
<td>leen</td>
<td>lömaran</td>
<td>lien</td>
</tr>
<tr>
<td>3.s.</td>
<td>leien</td>
<td>lömaräran</td>
<td>liien</td>
</tr>
<tr>
<td>D.</td>
<td>leo</td>
<td>lömaro</td>
<td>lio</td>
</tr>
<tr>
<td>D.s.</td>
<td>louweo</td>
<td>lömaroro</td>
<td>luweo</td>
</tr>
<tr>
<td></td>
<td>löt(a) . .</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HOUSE DEMONSTRATIVES**

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

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.i.</td>
<td>mwiin</td>
<td>mökein</td>
</tr>
<tr>
<td>1.e.</td>
<td>mwe</td>
<td>mökä</td>
</tr>
<tr>
<td>1.e.s.</td>
<td>mweiö</td>
<td>mökäkä</td>
</tr>
<tr>
<td>2.</td>
<td>mone</td>
<td>mökane</td>
</tr>
<tr>
<td>2.s.</td>
<td>monene</td>
<td>mökäkane</td>
</tr>
<tr>
<td>3.</td>
<td>mween</td>
<td>mökan</td>
</tr>
<tr>
<td>3.s.</td>
<td>mweien</td>
<td>mökäkan</td>
</tr>
<tr>
<td>D.</td>
<td>mweo</td>
<td>möko</td>
</tr>
<tr>
<td>D.s.</td>
<td>mouweo</td>
<td>mökoko</td>
</tr>
<tr>
<td>?</td>
<td>möt(a) . .</td>
<td></td>
</tr>
</tbody>
</table>
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. Rälik forms may prefix an i- [= at, in, on] and are indicated in the table below by (i).

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.i.</td>
<td>(i)jin</td>
<td>(i)jekein</td>
</tr>
<tr>
<td>1.e.</td>
<td>(i)je</td>
<td>(i)jekä</td>
</tr>
<tr>
<td>1.e.s.</td>
<td>(i)jiö = (i)jieö</td>
<td>(i)jekääkä</td>
</tr>
<tr>
<td>2.</td>
<td>(i)jene</td>
<td>(i)jekane</td>
</tr>
<tr>
<td>2.s.</td>
<td>(i)jene</td>
<td>(i)jekänane</td>
</tr>
<tr>
<td>3.</td>
<td>(i)jen</td>
<td>(i)jekän</td>
</tr>
<tr>
<td>3.s.</td>
<td>(ij)jiien</td>
<td>(i)jekän</td>
</tr>
<tr>
<td>D.</td>
<td>(i)jo</td>
<td>(i)jeko</td>
</tr>
<tr>
<td>D.s.</td>
<td>(ij)juweo = (i)juweo</td>
<td>(i)jekoko</td>
</tr>
</tbody>
</table>

SENTENCE DEMONSTRATIVES

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

<table>
<thead>
<tr>
<th></th>
<th>SINGULAR</th>
<th>PLURAL_NONHUMAN</th>
<th>PLURAL_HUMAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.i.</td>
<td>(i)eñin</td>
<td>(i)erkein</td>
<td>(i)errein</td>
</tr>
<tr>
<td>1.e.</td>
<td>(i)eñe</td>
<td>(i)erkä</td>
<td>(i)errä</td>
</tr>
<tr>
<td>1.e.s.</td>
<td>(i)eño   =iiö</td>
<td>(i)erkääkä</td>
<td>(i)errärä</td>
</tr>
<tr>
<td>2.</td>
<td>(i)eñe</td>
<td>(i)erkan</td>
<td>(i)errane</td>
</tr>
<tr>
<td>2.s.</td>
<td>(i)eñene</td>
<td>(i)erkanane</td>
<td>(i)errärane</td>
</tr>
<tr>
<td>3.</td>
<td>(i)eñen</td>
<td>(i)erkan</td>
<td>(i)erran</td>
</tr>
<tr>
<td>3.s.</td>
<td>(i)eñien</td>
<td>(i)erkäkan</td>
<td>(i)erräran</td>
</tr>
<tr>
<td>D.</td>
<td>(i)eñeo  = (i)eo</td>
<td>(i)erko</td>
<td>(i)erro</td>
</tr>
<tr>
<td>D.s.</td>
<td>(i)eñuweo= (i)newe = (i)erkuweo</td>
<td>(i)erko =eñuwo</td>
<td>(i)erro =eñowo</td>
</tr>
</tbody>
</table>

Eñin!= Here he/she/it is between us!
Eñe!= Here he/she/it is near me!
Eññene!= 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.

\[
\begin{align*}
a &= \text{sat} \\
e &= \text{set} \\
\& &= \text{between set and sit.} \\
i &= \text{sit}
\end{align*}
\]

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: \( \ldot g, \ldot n, \ldot l, \ldot r \). 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 \( g^o, n^o, l^o, r^o \) 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 Rälik 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 Iroij 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 iial eo ejimwe
Einwot an kar kallimur.

4 Iroij, mene ij etal ilo juon iial eo eninjik,
IJamin mijak jabdrewot nana,
Bwe kwøj bed ibba,
Im kwøj tel io im kejbarok io kin
jokon eo jokonam.

5 Kwøj keboj juon ien mona non io
Iman mejen ro rej kijdrate io;
Ilo am wonmaik io kwøj kabit bora kin
oil ,
Im kwøj 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 melaan wüjooj ko
römmaroro,
Im ej töl eö ñan würnin dän ko rölae.

3 Ej kakajoor eö.
Ej töl eö ilo iial eo ejimwe
Äinwöt an kar kallimur.

4 Irooj, meñe ij etal ilo juon iial 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 bora kön
weil ,
Im kwöj kaliñ majidjid 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 aikuj.
   king/is/my/shepherd/I-will not/be in need

2  Ej kakkijeik eö ilo mejaajin
   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 römmaroro,
   grass/[plural]/they-are greenish

   Im ej töl eö ñan wünin dän ko rölæ.
   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 ejimwe
   he-is/lead/me/in/road/the/it-is straight

   Äinwöt an kar kallimur.
   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 padr ippa,
   I-will not/fear/any/evil /because/you-are/stay/with-me

   Im kwöj töl eö im köjparok eö kön jokon eo jokonam.
   and/you-are/lead/me/and/take care/me/using/cane/the/cane-your

5  Kwöj köpooj juon iien möña ñan eö
   you-are/prepare/one(=a)/time/eat/for/me

   Imaan mejän ro rej köjdate eö;
   in-front-of/eye-of/the[plural]/they-are/hate/me

   Ilo am, wönmaik eö kwöj kapit börä kön weil,
   in/your/come meet-tyg/me/you-are/annoint/head-my/using/oil

   Im kwöj kalöñ majidjid kab eo limö.
   and/you-are/make-high/brimming/cup/the/drink-my

6  Emool, am, jouj im iokwe rönaaj padr 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 imweo imom ñan indeeo.
   and/I-will/live/in-house-the/house-your/to/forever
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.
"Jikin emmanmön ŋan₁ eoŋöd"
place-its/pretty good/to/fish[verb]

Likiep, Julæ 3 — Men eo ŋan kommane₂ ilo jibboön Jädede ej bökö
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 leoke³ 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 ie⁴ eo⁵ weekend eo lök, ej le ok e jet moor ŋan ladik ro
nejin
personal name/in-there/the/wknd/the/past/he-is/
use/net/it/some/bait/for/boy/ the[plural] / child-his/

ŋan⁶ aer ilän egŋöd, im alikin ear kabool ok in kön "töü" (kain ek en
im ekkä
for/their/go-to there-to[:=lōk in]/fish[verb]/
and/after-it/he-was/make-full/net/this/with/fish name/kind/fish/that/and/it-often/

an armijin Likiep jinbaate⁷ im jikini lök ŋan 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 kōnono kön jikuu l eo ilo ien eo ke ej⁸ 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 eokta jän public school ko jet⁹ ilo Majel konke
ej public
/—/the/in/Ratak atoll isle/it-different/from/— —/the[plural]/some/
in/RMI/because/it-is/— /

elementary school eo dein¹⁰ im ear contract é¹¹ management eo a n
ŋan juon
— /— /the/although/and/it-was/ — /it/ — /the/its/to/one/
private agency, im ilo wäwen in ej Maryknoll Sisters. Aljo ear kowalok\textsuperscript{12} ke

jikuul\textsubscript{1} in elap\textsubscript{1} lok em\textsubscript{man} jän iien eo im ear jino päd ium\textsubscript{win} management eo

an Maryknoll ium\textsubscript{win} ruo yio ko rej jem\textsubscript{lok}\textsubscript{13} lok. Ilo mool, ear ba, ene ko jet

ilo Likiep rar kajjitök ippän sister ro bwe ren\textsubscript{14} bök eddoin\textsubscript{15} jikuul ko ie.

E\textsubscript{lænne} ej maat an jikuul ko jet supply im rum\textsubscript{wij} an ilok kein jikuul ko aer.

ion ene in Likiep ejañin wör an problem älikin an päd ium\textsubscript{win} management

in an Maryknoll, ear ba. Aljo ear kobaik lok\textsubscript{16} im ba ke ear kanoojin loñ

training ko im rekkein köm\textsubscript{man} Jädede jikuul-yiö eo lok jän sister ro ñañ\textsubscript{17}

kölap\textsubscript{lok} jelä eo ippän staff eo an jikuul\textsubscript{en}, ekoba curriculum eo ekaäl.

Älikin amro könono köln jikuul\textsubscript{en}, ear bar etal im kömm\textsubscript{ane} jet an jermal ko

71
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 ŋañ 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 eñöd emmanmön , " A pretty good fishing spot." The difficulty of translating the English infinitive is discussed further below.

2 Men eo ŋañ kömmane is a literal mistranslation of the English phrase " the thing to do " and as was mentioned in the previous note, this usage of ŋañ 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) crumenopthalmus ." 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 " Give them 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 sométrachiurops (selar) crumenopthalmus.*  
*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."
10 D ein 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 äindein lok wöt arro aibabbab indeeo.)

11 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.

12 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+walok 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.

13 Ear kowalok ke jikuul in elaplok em man jän iien eo im ear jino padd ium win management eo an Maryknoll ium win 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 em man jän iien eo im ear jino padd ium win management eo an Maryknoll ruo yiö ko lok. The word padd 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." ium win ruo yiö ko lok= for the past two years. It is thus clear that ium win is a mistake and rej jemlok is a redundancy.

14 Rar kajjitök ippän sister ro bwe ren böök 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 böök eddo. More literally, the Marshallese
They asked the sisters that they should take responsibility."

The infinitive in note 6 was translated this same way.

15 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."

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

17 ear kanoojin loñ training ko im rekkein kōmm an Jādede jikuul yiō eo lok jän sister ro ṇan kōlaplok jelā eo ippān 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 ṇan once again misused in an infinitive construction. A better sentence would be: ear kanoojin loñ training ko im rekkein kōmm an aolep Jādedein yiōün-jikuul eo lok bwe sister ro ren kōlaplok jelā eo ippān staff eo.

18 "töü" ko im rej pād ilo māloon 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 Aolepān Aorōkin Majel, Eutiej Kajin Majel Eo Ilo Adwōj 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:

RSC 6.92
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.
"Elap Iokwe"
by Walter Lapwo
of Ulien, Arno

FIRST VERSE

1: Nadikdik, Mile, im Arno
2: Mäjro, Aur im Mał-ełap.
3: Wöjjä, Aelok, Utrök im Erikub.
4: Likiep, Jámo, Pikaar, Tökä im Mäjeej.
5: Likiep, Jámo, Pikaar, Tökä im Mäjeej.
6: Likiep, Jámo, Pikaar, Tökä im Bok-ak.
7: Jen kammaoolol 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: Elap iokwe!
   it-big/love
10: Iä! Iä! Iä!
    yeah/yeah/yeah
11: Elap iokwe!

SECOND VERSE

12: Epoon, Namdik, im Köle.
13: Jälooj, Aelöñlaplap, Jebat.
14: Namö, Lib im Kuwajleen,
15: Wüjae, Lae, Wöotto.
16: Roñdik, Roñlap, Pikinni, im Äne-wätak.
17: Roñdik, Roñlap, Pikinni, im Äne-wätak.
18: Roñerik, Roñelap, Bikini, im Aelöñin-ae.
19: Jen kommoolol 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: Elap iokwe!
22: Iä! Iä! Iä!
23: Elap iokwe!
23: Elap 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 iökwe leddik eo näjin, im ekar könaan bwe leddik eo en tötöñ im mönöño.

4 Irooj eo ekar jujen jilkinlok rijeral ro bwe ren ba ñan aolep armij ro ilo aelöñ eo an, ñe juon enaj kar kattöne leddik eo näjin irooj eo, enaj paleen lio.

5 Im irooj eo enaj 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 im on irooj eo.

7 Lömoro rökar kajjioñ in kömmani aolep kain men ko rököjak bwe ren kattöne 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 lalalek jibai ko.
14 Bötab leddik deo näjin irooj eo ekar jañin kar tötöñ ak tötöndidık dik juon alen.

15 Ekar jab tötolok jän mön irooj eo juon laddik jeramol ekar jokwe im etan in La Piit.

16 Léo ekar roñ kön kalliur eo an irooj eo.

17 "Bölen imaroñ kökön juon jibai in kattöñ leddik eo näjin irooj eo," ekar ba ippän mâke.

18 Im ekar welok ñan mön irooj eo.

19 Ke Piit ekar töparlok mön irooj eo, ekar jab ba ñan jabdewôt armij ta wünin an kar itok.

20 Léo ekar kajitukin jerbal.

21 Rükömat eo ekar ba bwe ekar maroñ rijipañin mön kuk eo im ekar köjerbale.

22 Piit ekar bökbök alajin um eo an rükömat eo im dän jän reba eo bwe rönäj köjerbale ilo mön kuk eo.

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

24 Juon raan ke ekar etal ñan reba eo bwe en itök dän, ekar böke juon ek kileplep kön baköj eo an.

25 Ke ekar bar jibadeklok ñan mön irooj eo Piit ekar iioone juon löllap eo ekar abjeiki juon bao kool im töböb.

26 "Bao ne näjim juon möman," ekar ba.

27 "Ek ne konam ej juon ek möman," ekar ba löllap eo.

28 "Kokönaan ke körräike ñan bao e ekool?"

29 "Etke in körräike ek e ñan bao ne ekoool?" Piit ekar kajjitök.
30 Löllap eo ekar ba, "Ke armij ro röloe bao e ekool, röböjrak bwe ren eoeoke."

31 Innem, elaññe kwöj ba anijnj eo, armij ro röddap ippän bao eo töböb.

32 "Ña ij lömnäk ijelä ewi wäween bao ne töböb emaroñ jipañ Ña," ekar ba Piit.

33 "Inäj körräwöje ņe kwönäj ba ņan ņa anijnj eo."

34 Löllap eo ekar ba, "Eņin anijnj eo : Ňe kokönaan itok ippa, däpije."

35 Äindein La Piit ekar korräikekök ek eo konnan ņan bao eo töböb.

36 Ke La Piit ekar ilök wöt ilu ial eo ekar iioone juon leddik.

37 Leddik eo ekar ba, "Ña in eoeoke bao ne kool im töböb!"

38 "Momanlok koban," La Piit ekar ba im ekar lököm bwe en mökajlok jän leddik eo.

39 Ako leddik eo ekar jinoe an baj eoeoke bao eo kool im töböb.

40 La Piit ekar lamöj, "Ñe kokönaan itok ippa, däpije!"

41 Leddik eo ekar dedäp ippän bao eo töböb.

42 Leddik eo ekar bwijbwij im kökkeilok, ak ekar jab maroñ kötlöke make.

43 Leddik eo ekar aikuj in jirok im loore La Piit.

44 Kiiö La Piit ekar iioone jemän leddik eo.

45 Möm aan eo ekar loe leddik eo näjin an kajjioñ bwe en kankan im kotłoke make.
4 6 Innem mőmaan 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 kiïö ekar juon Mömaan eo ekajañjañ juon baeoliin.

5 2 Im armij eo älikin an kar dedäp kiïö ekar juon rikallib ej böbök juon kein rokuji a im juon reek.

5 3 Leddik eo im lom arro 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 bwijökorkorlok ñan naböj bwe en kobalok ippän armij ro jet.

5 7 Lio ekar wör juon jidikin pilawä ioon 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 barainwöt.

6 0 Rikalib eo ekar rere im köjjaalali kein rokuji a im reek eo an.

6 1 "Lalelok rükömat eo lien ej alijerjerlok im ej könake wot nuknuñun kömat eo an mouj!"
6 2 Ewaloŋ ke lien ebwebwe ippän pilawa en ioon botun?!

6 3 "Ibwebwe ke őna?" 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 Leeo 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 reinabójlok jän juon wiinto.

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

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

7 0 "Leddik ejjab maroñ jipañ e make."

7 1 Idiñ ekar iien eo moktata ilo an mour ke leddik deo näjin irooj eo ekar tööñ.

7 2 Ekar baj tolokun an tööñ ke dännin kömjaalal ekar toorlallok jän turun mejän.

7 3 Irooj eo ekar roñ an leddik eo näjin tööñ im ekar töörintlok ñan wiinto eo.

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

7 5 Innem La Piit ekar tööñ im baräinwöt aolep armij ro rókar dedäp ippän doon.

7 6 Ekar baj tolokun aerwöj tööñ ke aolepän ämbwinirwöj rókar wüddiddid.

7 7 Im baj tolokun aerwöj wüddiddid ke aolep rókar melele.

7 8 Irooj eo ekar kömm an kallimur eo an.
79 Ekar leloke leddik eo näjin ŋan La Piit bwe en paleen im
ekar leloke ŋan e juon utin irooj im juon jea kool
baräinwöt.

80 Innem La Piit im leddik eo näjin irooj eo erro ekar
moun im erro ekar mönönö wöt tokälik.
Kidu Eo Awwia Im Koot Eo
Juon Bwebwenato Jän Eisop

1 Juon raan juon kidu awiia ekar böjrak ilo juon aeböjlał bwe en idaak.

2 Ke ekar kanöke lönłak keköb eo ekar lap an mál maanłok tulöñin aeböjlał eo.

3 Ekar jirilok im ekar wötłok ilowaan aeböjlał eo.

4 Kidu eo awiia ekar kajjioň in tallöňlok jän ilowaan aeböjlał eo.

5 Ak ekar jab maroň düwöj naböjloň.

6 Kiio wöt juon koot ekar böjrak ilo aeböjlał eo bwe en idaak.

7 Ke ekar kanöke lönłak keköb eo ekar loe kidu eo awiia ilalın aeböjlał eo.

8 Koot eo ekar kajjitoň, " Nenö ke aeböj eo? "

9 Kidu eo awiia ekar uwaak, " Nenötata aeböj eo jän jinoň aö kar idaak! "

10 "Etke kwöj jab kátok 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 aeböjlał eo im ekar jinoe an idaak dän eo im ekar komaat an maroň kön an kairiur.

13 Ilo iien eo ke koot eo ekar idaak, kidu eo awiia ekar käik ioon likun.

14 Kön men in ekar juuri ioon doon ko an koot eo im ekar tallöň löňlok jän ilowaan aeböjlał eo.

15 Koot eo ekar kajidede ke kidu eo awiia ekar liktake.
16 Ekar kajjitok ippän kidu eo awiia bwe en jipañe an düwöj naböjlok jän aeböjlal eo.

17 Ak kidu eo awiia ekar tötöñ wöt im ekar ba, "Iien kañe 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 emaroô 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