
Lwen Wolena Kosrae!

Workbook and Lab Manual

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The Pacific Islands Languages Series

Acknowledgements

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Preface

About this Course

Lwen Wolena Kosrae! is a self-directed introduction to Kosraean language and culture. It has been specifically developed for technical assistants and anthropology students from the University of Oregon who will be working on a variety of projects on Kosrae and who want to gain some language and cultural background before they go to Micronesia. The course materials, which include this workbook, an audio cassette and a video tape, are designed for the student to view the video first and then work through the workbook with the accompanying audio tape.

The video first presents elicitations of language samples from a native speaker. Learners then have a chance both to hear the language demonstrated and to repeat it. We then see the language played out in a continuing story that incorporates the language sample into a natural setting. It is not expected that every word on the video be immediately understood. Rather, the function of the video is to acquaint the learner with the sound and rhythm of the language and to provide opportunities to see and hear it spoken authentically. It is the audio tape and workbook exercises that provide the bulk of the comprehension and production practice with the language introduced in the video.

The language presented in **Lwen Wolena Kosrae!** emphasizes communication. Each lesson covers functions, such as greeting, accepting, and asking about things, that are necessary in daily life. The structures and pronunciation points presented in the workbook are based on the functional language discussed in the elicitations and in the episode.

There are two fundamental purposes for this course. First, **Lwen Wolena Kosrae!** offers an introduction to the syntactic, phonological and orthographic system of the language to help the self-directed learner gain a foothold on the language. Second, the course is designed to model a self-directed language learning methodology which the learner can expand on when living on Kosrae to not only broaden this introduction, but also to help him or her have a richer interaction with the people of Kosrae and a deeper understanding of the ethnology of their language.

Thus, the methodology encourages communication by showing learners how to continue their language learning in the actual setting by obtaining additional elicitations from native speakers and the general language bath that will surround them. In fact, the kinds of exercises used in this text can also be created by learners for practice and consolidation of newly encountered patterns. In sum, **Lwen Wolena Kosrae!** not only provides learners with basic conversational Kosraean, but it also equips them with the tools for obtaining an even greater competency.

A Note About the Approach

I call this self-directed method a **field method approach** because, just as a linguist out in the field elicits language from native speakers in order to write linguistic

descriptions, so the language learner elicits language from native speakers, but in this case, he or she does so for the purpose of communication and interaction. This approach is simple and enjoyable, but best of all, this approach will help you develop relationships as you learn and it will force you to uncover the cultural underpinnings that go with the language you elicit. This latter point cannot be emphasized enough. We are so bound by our own cultural assumptions that it is impossible for us to make an inventory of them all. Some are so much a part of us, we assume they are universal, and consequently, when in a cross-cultural context, we may not discover our differences until after a mistake has been made.

You can be as systematic with your language learning as you want. Some people might choose to actually schedule regular tutor sessions; others might prefer to have occasional short conversations. It all depends on your goals and your opportunities.

The method basically goes like this. You know you will be in a certain situation, at a church event, for instance, and you want to know what to expect, what kinds of interactions you might have, what kinds of language you might encounter. You might ask your Kosraean friend what people do at church, what you should do, what people might say to you if they don't know you, what you could say back to them. Consequently, as you elicit this language, you will naturally elicit the social rules that go with it. For example, your friend might tell you that with older people you'd say this, later in the day you say that, in church you use formal language, at work you use informal language, you can never say this if you are a man and if you want to know who someone is, you have to find out for yourself.

You can write down and practice and even analyze this language. When you go into the situation, you can try it out. As you try it out, you will hear variations which you can also try out. During this process, the brain makes tentative conclusions, extracts working rules and tests hypotheses about the linguistic system. As more language is presented, these conclusions, rules and hypotheses are continuously refined and internalized, and sooner than you might expect, you will find yourself "generating" language on your own with confidence.

Sydney Kinnaman
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The Kosraean Sound System¹

The spelling system used in this textbook uses the system adopted by the Kosraean Orthography Committee in January of 1973, which is used in both the Pali Language Texts Kosraean reference grammar and dictionary. This spelling system inserts certain letters to indicate distinctions in pronunciation, but it should be noted that many Kosraeans use a more simplified system as they already know how to pronounce the written word. However, learners of Kosraean will not know, for example, which of the three possible vowel sounds to use when they see a word containing the letter "u", so for learning purposes, this system will be helpful.

Vowels

Vowels in Kosraean can be either short or long. Short vowels never occur in one syllable words and only in the first syllable of polysyllabic words. Short vowels may occur in a second syllable if a prefix has been added to a root word. Long vowels can occur in any syllable.

Kosraean Vowels		
Written Vowel:	As in:	English Equivalent:
i	inek	beat
e	Srue	bait
ac	pac	bed
ah	fah	bat
ih	srihsrihk	bit
uc	suc	put
uh	kuht	but
a	pa	father
u	ohsun	boot
o (always long)	kom	boat
oh (always long)	ohsun	bought
² oa (or a) (always long)	oasr (or asr)	bother (or father)

¹Source: Lee, Kee-dong. Kusaiean Reference Grammar. Honolulu: University press of Hawaii, 1975.

²**"oa" may also be "a" especially at the beginning of a word. "oasr" and "asr" both mean "to exist."

Kosraean Consonants

Most consonants in Kosraean can be plain, velarized or rounded.

Kosraean has 11 **plain** consonants: **p, t, k, m, n, ng, l, r, f, s, sr**, and two semi-vowels: **w**, and **y**.

The 11 plain consonants can also be **velarized**. Velarization is indicated by the letter "w" as in: **pw, tw, kw, fw, sw, srw, mw, nw, ngw, lw**, and **rw**. To make this velarized sound, produce the plain consonant and then simply pull the tongue up and back toward the velum, the upper back part of your mouth. To find the velum in your mouth, pronounce the letter "k" in English. The back of your tongue touches the velum. This sound may be difficult at first and English speakers may not even notice the difference between a plain and a velarized consonant when they hear it. However, Kosraean speakers do notice this difference, and a mistake may cause you to pronounce a different word than you intended.

All consonants except **p, f**, and **m** can also be **rounded**. To produce a rounded consonant, simply round the lips. A rounded consonant will be indicated by the letter "o" when it precedes "e" or "ac". If the following vowel is a round vowel, the consonant will not be marked for rounding. Examples of rounded "k": **koet** (octopus), **koekoe** (to husk), but **kulus** (to peel), and **lop** (dent).

Kosraean has two **palatalized** consonants: **sr** and **r**. A palatalized consonant is produced by moving the front of the tongue closer to the hard palate. An example of a palatal consonant in English is the letter "j" as in "Judy", or the "h" as in "hue³".

sr is also retroflexed, which means the tongue bends backwards so the underside approaches the hard palate. The difference between "s" and "sr" is similar, although not identical, to the difference between the "s" and "shr" in the English **sue** and **shrew**.

The other palatal consonant is **r**. This consonant is also referred to as a "flap" because the tongue makes a quick tap in the palatal region. This sound is similar to the "dd" in the English **ladder**.

Kosraean Word Stress

Word stress is always on the second to the last syllable. When a suffix is added to a word, the stress will shift to the penultimate position.

Kosraean Pitch and Intonation

The melody of a sentence moves within four pitch levels: **highest, high, mid** and **low**. Neutral or normal pitch is mid pitch. The highest pitch can be used to emphasize something. High is used for the normally stressed parts of a sentence and low pitch is used for unstressed syllables toward the end of a sentence. If there is no special

³Source: Ladefoged, Peter. A Course in Phonetics, 2nd ed. New York: Harcourt Brace Jovanovich, Inc., 1982, p. 147.

emphasis, a sentence or question will only involve high, mid and low pitch. As in English, intonation can change the meaning of a sentence. For example, a rising pitch on a word or sentence can indicate a question or doubt⁴.

There are two important intonation patterns in Kosraean: **rise-fall** and **rising**.

The **rise-fall** pattern moves from mid to low pitch with any one stressed syllable in between receiving high pitch. This pattern is used for statements, commands and questions containing questions words⁵.

Example: 2 2 3 1
Kuht fah ohsun.

2 2 3 1
Ac suc inem an?

Rising intonation is used for questions that have a "yes" answer ("ahok") or a "no" answer ("moh").

Example: 2 2 2 3 3
Kom luhngse acn Kosrae?

To be sure, other patterns are possible depending on the information the speaker wants to convey through stress. Nonetheless, these are two basic patterns and you should develop a sense for them. After you have worked through this workbook, refer back to the Whole Text Listening and Sentence Repetition exercises in Parts I, II and III and listen to the intonation patterns on the statements, commands and questions you hear. See if you can identify the two basic patterns and variations on them. Then try to reproduce the intonation patterns yourself.

⁴Lee 35-36

⁵Lee 36-37

Lesson One:

Part I: Informal Greetings and Small Talk

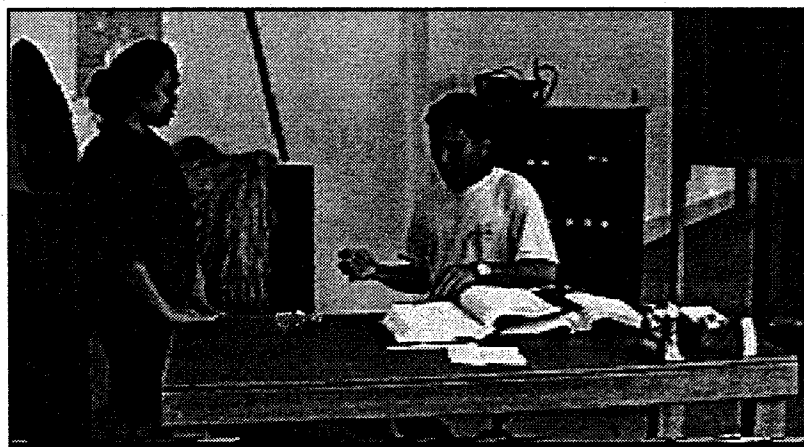
Exercise 1: Whole Text Listening

Directions: Listen to dialog one from episode one in which Srue and Pilika meet in Pilika's office. You will hear the dialog three times.



Exercise 2: Sentence Repetition

Directions: Repeat each sentence in the pause provided.



Exercise 3: Dialogue Production

Directions: Take Srue's part and respond to Pilika in the pause provided. Then, listen for the correct response. Cover the text as you listen and respond. Refer to it only when necessary.



Pilika: Lotu wo!	Good morning!
Srue: Lotu wo!	Good morning!
Pilika: Meac kom fuhkah olutu?	How are you this morning?
Srue: Nga Kuhna, ac kom?	I'm fine, and you?
Pilika: Nga kuh pac. Meac kom oruh ekweah?	I'm also fine. What did you do yesterday?
Srue: Wangin, nga muhtana lohm ah. Ac kom?	Not much, I stayed at home. And you?
Pilika: Nga som fan mos nuh ke mas ah.	I went to get breadfruit for the funeral.
Srue: Kom ac som nuh ke mas ah oyekuh?	Are you going to the funeral tonight?
Pilika: Ahok. Sahr kuht fah ohsun e we.	Yes. Maybe we'll see each other there.
Srue: Kuht fah ohsun.	I'll see you.
Pilika: Kuht fah ohsun.	Good bye.

Nga Kuhna

(I'm fine)

Exercise 4a: Vocabulary Focus: Adjectives

The question **Kom fuhkah?** ("How are you?") is usually answered with the standard reply, **Nga kuhna** ("I'm fine"). Sometimes, however, you may hear something else. Listen to the following alternative expressions and note their meanings.

mas	sick
tiac arulacna wo	so so
arulacna kuh	very well
kwelac	better
muhnahs	weak
fokoko	strong
kuh pac	also fine

Now repeat these expressions in the pauses provided. If you are using this audio tape in a language lab, be sure to record your responses so you can compare your own pronunciation with the models you hear.

Exercise 4b: Comprehension Practice

Directions: Listen to the following dialogs and answer the comprehension questions that follow.

Example:

Is the woman sick?

No, she's also fine.

1. How is the woman today? _____
2. Does the man feel weak? _____
3. How is Srue today? _____
4. Is the man better today? _____
5. Who feels very well today? _____

(See Appendix B for the answers to this exercise and Appendix C for the tapescripts of these dialogs.)

Exercise 5a: Grammar Focus: Subject Pronouns

Directions: Listen to the pronunciation of the subject pronouns listed in the chart below.

Nga kuhna
(I'm fine)

Person	Singular	Plural
First	Nga kuhna. ("I'm fine")	Kuht kuhna. ["We're fine": Informal] Kuhtacl kuhna. ["We're fine": formal ⁶]
Second	Kom fuhkah? ["How are you?"]	Komwos fuhkah? ["How are you: " formal] Komtacl fuhkah? ["How are you?": Informal]
Third	Ei kuhna. ["S/he's fine."]	Elos kuhna. ["They 're fine": Formal*] Eitahl kuhna. ["They 're fine": Informal]

⁶The formal forms are used in church or when speaking to an elder or someone you 've just met.

Grammar Note: Imperative vs Declarative Sentences

Distinguishing Imperative from Declarative Statements

Imperative sentences in both English and Kosraean do not contain a stated subject. (Go get the breadfruit! Som fan mos!)

However, Kosraean declarative statements differ from English statements in that when the subject is a person, it must be followed by the pronoun. This is to distinguish a declarative sentence from an imperative one that would include the "commandee's" name.

Compare:

Pilika el som fan mos.

"Pilika gets the breadfruit."
(Declarative)

Som fan mos.

"Get the breadfruit!"
(Imperative)

Pilika, som fan mos.

"Pilika, get the breadfruit!"
(Imperative)

Now repeat the pronouns in the pauses provided.

Exercise 5b: Comprehension Focus: Subject Pronouns

Directions. Listen to the following sentences and write the pronouns you hear in the blanks.

Example:

_____ Komtacl _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

(See Appendix B for the answers to this exercise.)

Exercise 6: Grammar Focus: Unmarked Tense Sentences

Meac kom oruh ekweah?

what you do yesterday
("What did you do yesterday?")

In the first scene, Pilika asks Srue what she did yesterday. In his question he established the time context by using the word **ekweah** ("yesterday"). There is no other indication of time. Consequently, because the time frame is clear, it is not necessary to indicate past time in the subsequent talk. Let's review their interchange:

P: **Meac kom oruh ekweah?**
(what you make/do yesterday)

What did you do yesterday?

S: **Nga muhta-na loh ah. Ac kom?**
(I stay - just house the and you)

I just stayed home. And you?

P: **Nga som fan mos nuh ke mas ah.**
(I go climb breadfruit for funeral the)

I went to get breadfruit for the funeral.

Notice in the second and third sentences there are no explicit markers for time. Notice also that in the second sentence, the verb **som** is used with another verb to mean an equivalent to the English go+verb (go shopping, go bowling). **Som** may also be used to simply mean "go" as in "I went to the post office." Now let's learn a few more expressions and build on this type of sentence. Listen to the following expressions and note their meanings.

som pahtuhr	go fishing
som yihyih	go swimming
som moul	go shopping
koekoe kaki	grate coconut
som orekma	go work
orekma	work
muhta	stay
ollah nuknuk ah	wash the clothes
som nuh ke posohfohs ah	go to the post office
som nuh ke mas ah	go to the funeral
som nuh ke lutlut ah	go to the school
som nuh ke laepracri ah	go to the library

Now repeat these expressions in the pauses provided. Be sure to rewind the tape and compare your own pronunciation to the models.

Exercise 7: Grammar Focus: Sentence Building with Unmarked Tense

Directions: In this exercise you will hear question prompts followed by one of the above verbal expressions. Respond to each question using the expressions provided and then listen for the correct response. Be sure to supply the appropriate pronoun the question prompt requires. A reference chart of the pronouns is below. You may want to stop the tape at this time and quickly review the pronouns.

Example: Meac kom oruh ekweah? -> **muhtana lohm ah** -> Nga muhtana lohm ah.

- | | |
|--------------------|-----------------------------|
| 1. som yihyih | 6. ollah nuknuk ah |
| 2. som orekma | 7. som nuh ke lulut ah |
| 3. som pahtuhr | 8. som nuh ke posohfohs ah |
| 4. som mouh | 9. som nuh ke mas ah |
| 5. som koekoe kaki | 10. som nuh ke laepracri ah |

Subject Pronouns	
(I)	(we)
nga	kuht (informal)
	kuhtacl (formal)
(you)	(you)
kom	komwos (Formal)
	komtacl (informal)
(he/she)	(they)
el	elos (formal)
	eltahl (informal)

NOW STOP THE TAPE TO STUDY THE FOLLOWING DISCUSSION. AND THEN PROCEED WITH THE FOLLOWING EXERCISES.

Summary: Unmarked Tense Sentences

We have seen that an indicator of time is not required if the tense situation is clear to the speakers involved. Therefore, the sentence **Sepe el mas*** can mean both "Sepe was sick" or "Sepe is sick" depending on the context. To make the time frame clear, you may use a time word such as **ekweah** ("yesterday"), **olutu** ("today") or **ingena** ("now")⁷. These unmarked tense sentences refer to actions that happen either at or before the moment of speaking. The unmarked tense can also be used to refer to habitual actions such as: **Pilika el fan mos** ("Pilika gets breadfruit"). Sentences with unmarked tense are, by nature, ambiguous so if you want to make this habitual sense more explicit you can simply use the time expression **Iwen nuh kwewa** ("everyday").

Tense also can be indicated by the six basic tense markers. The use of these tense markers create "marked tense" sentences. The meanings of these markers are sensitive to "aspect" (whether an action is completed or not). Since, you will be able to get a lot of good use from the unmarked tense to refer to past and habitual situations by using time words, this module will not go into much detail on the tense markers. We will, however, take a look at using two tense markers for creating the future tense because the future tense requires these markers.

Grammar Focus: Marked Tense Sentences: The Future Tense

There are two future tense markers: **ac** and **fah**. When Srue asked Pilika if he were going to the funeral, she could have used either marker. Compare:

Kom fah som nuh ke mas ah oyekuh?

Kom ac som nuh ke mas ah oyekuh?

The above sentences both mean "Are you going to the funeral tonight?" Notice that the tense marker precedes the verb. It is not a suffixed form. According to the Kusaian Reference Grammar the meaning of **ac** is "to be" "be scheduled to" or "will." It can be used to make a prediction, to refer to an action that is arranged or scheduled or to refer to one's intention to do something in the future. This tense marker includes the notion of high certainty or probability⁸.

The tense marker **fah** also refers to an action reserved for the future. It differs from **ac** in that it also includes the idea of willingness, and so it is not used for non-human subjects. It refers to an action that is less certain to occur than one marked by **ac**. We heard the tense marker **fah** at the end of scene one when Pilika said to Srue: **Sahp kuht fah ohsun e we.** ("Perhaps we will see each other there.") The uncertainty of their meeting there is made even more obvious with

⁷Lee 300

⁸Lee 305

the use of **sahp** ("perhaps"). Even without the use of **sahp**, this is the tense marker used when saying goodbye as in **Kuht fah ohsun** because the next meeting is not always certain to take place.

Another distinction between **ac** and **fah** is that **fah** is more respectful whereas **ac** is more demanding or commanding.

NOW TURN ON THE TAPE AND CONTINUE WITH THE EXERCISES.

Exercise 8: Grammar Focus: The Future Tense

Directions: Listen to the model and then substitute the word provided to form a new sentence. Then, listen for the correct response.

Example:

Nga ac som fan mos lututacng. -> lutu -> Nga ac som fan mos lutu.

- | | |
|----------------------------|---------------------|
| 1. som nuh ke laepracri ah | (go to the library) |
| 2. olutu | (this morning) |
| 3. koekoe kaki | (grate coconut) |
| 4. mihsenge | (today) |
| 5. kuhtacl | we: formal |
| 6. som pahtuhr | go fishing |
| 7. lutu | tomorrow |
| 8. Eltahl | they |
| 9. som yihyih | go swimming |
| 10. ekuh in lutu | tomorrow evening |
| 11. lututacng | tomorrow morning |
| 12. som orekma | go to work |
| 13. nga | I |
| 14. lacfong | tomorrow night |
| 15. som nuh ke mas ah | go to the funeral |

Exercise 9: Comprehension Focus: The Future Tense

Directions: In this exercise, you will hear four conversations. After each conversation, pause the tape and write the answer to the question in the space provided.

Example:

What will the woman do tomorrow? El ac muhtana lohm ah.

Conversation one: What does Sohn plan to do today?

Sohn el

Conversation two: What will Pilika do tomorrow morning?

Pilika el

Conversation three: Where will they go tomorrow evening?

Eltahl

Conversation four: Where will Srue and Pilika go this evening?

Eltahl

(See Appendix B for the answers to this exercise)

Kom fukah olutu?

["How are you this morning?"]

Exercise 10a: Vocabulary Focus: Time Adverbs

Directions: Look at the following time adverbs. This list might seem overwhelming at first, but if you study it, a few patterns emerge. It is important to make note of the patterns you encounter because these same patterns, such as the use of affixes, word order, lexical items, and prepositional phrases are going to appear in other areas of the language.

Notice, for example, that **fong** means "last night" and that **ofong** means "tonight." Similarly, the word "evening" is **ekuh**, and so to say "this evening" you say **oyekuh**. Generally, time adverbs that contain the prefix "o-" require a future tense marker.

Stop the tape and study the following list of time words to note other patterns. Then, turn the tape on again and listen to how they are pronounced.

Time Adverbs

lutu ekweah	yesterday morning
ekweah	yesterday
fong	last night
yoh fong	the night before last
olutu	this morning
mihsenge	today
oyekuh	this evening
ofong	tonight
lututacng	tomorrow morning
lutu	tomorrow
ekuh in lutu	tomorrow evening
lac fong	tomorrow night
ulelac	any day after tomorrow

Now repeat the above words and expressions in the pauses provided.

Exercise 10b: Vocabulary Focus: Time Adverbs and Pronouns

Directions: Repeat the base sentences you hear, and then revise them with the alternative words provided to make new sentences. Then, listen for the correct response. If possible, record your responses and compare them to the models you hear. Remember, if the sentence contains a verb and a time adverb that has the prefix "o-" you will need to use the future tense marker "ac."

Examples:

Kom fuhkah olutu? -> **ofong** -> Kom fuhkah ofong? -> **EI** -> EI fuhkah ofong.

Meac kom oruh ekweah? -> **ofong** -> Meac kom ac oruh ofong?

Kom fuhkah olutu?

1. Komwos
2. lutu ekweah
3. elos
4. mihsenge
5. komtacl
6. oyekuh
7. eltahl

Meac kom oruh ekweah?

8. lutu ekweah
9. elos
10. mihsenge
11. komtacl
12. olutu

Kom ac som nuh ke mas ah oyekuh?

13. ofong
14. eltahl
15. lututacng
16. olutu
17. lacfong
18. ekuh in lutu

Part II: Polite Small Talk

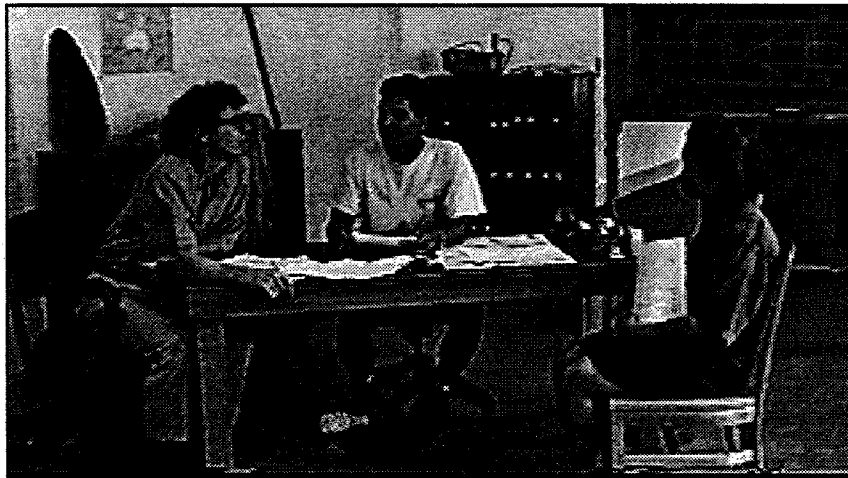
Exercise 11: Whole Text Listening

Directions: Listen to dialog two from episode one in which Srue meets Jay and invites him to the funeral. You will hear the dialog three times.



Exercise 12: Sentence Repetition

Directions: Repeat each sentence in the pauses provided.



Exercise 13: Dialogue Production

Directions: Take Jay's part and respond to Srue in the pauses provided. Then, listen for the correct response. Cover the text as you listen and respond. Refer to it only when necessary.



- | | |
|----------------------------------------------------------|-----------------------------------------------------|
| Srue: Lwen wo! | Good Afternoon |
| Jay: Lwen wo! | Good Afternoon. |
| Srue: Kom etuh kahs Kosrae? | Do you know Kosraean? |
| Jay: Kuhtuh srihsrihk. | A little. |
| Srue: Suc inem an? | What's your name? |
| Jay: Inek pa Jay. Ac suc inem an? | My name is Jay. And what's your name? |
| Srue: Nga pa Srue. Kom luhngse acn Kosrae? | I am Srue. Do you like Kosrae? |
| Jay: Ahok. Nga luhngse na pwacye. | Yes. I really like it here. |
| Srue: Kom fah weluhl Pilika nuh ke mas ah oyekuh. | You should come with Pilika to the funeral tonight. |
| Jay: Oh, ahok. Kuht fah ohsun. | Oh, O.K. we'll see you . |
| Srue: Kuht fah sifil ohsun. | We'll see you there. |

Exercise 14: Translation Matching

Directions: Listen to the following expressions and match the letter of each translation. Pause the tape to write each answer.

- | | |
|------------------------------------------------|----------------------------------------------------|
| _____ 1. ahok | a. And what's your name? |
| _____ 2. kom | b. I really like it. |
| _____ 3. Kuht fah ohsun. | c. Goodbye |
| _____ 4. Ac suc inem an? | d. What's your name? |
| _____ 5. Kom etuh kahs
Kosrae? | e. A little. |
| _____ 6. Kom luhngse acn
Kosrae? | f. You should try to go to the
funeral tonight. |
| _____ 7. Suc inem an? | g. Good morning. |
| _____ 8. Kuhtuh sriihrik. | h. Do you like Kosrae? |
| _____ 9. Lotu wo! | i. yes |
| _____ 10. Kom fah som nuh ke
mas ah oyekuh. | j. Can you speak Kosraean? |
| _____ 11. Nga luhngse na
pwacye. | k. you |

(See Appendix B for the answers to this exercise)

Exercise 15: Dictation

Directions: Listen to the following sentences from Scenes I and II and pause the tape to write them on the lines provided below. (You will need to pause the tape while you write.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

10. _____
 (See Appendix B for the answers to this exercise)

Read the following discussion and continue with exercise 16.

Pronunciation Focus: Velarized Consonants

The 11 consonants in Kosraean can be either plain or velarized. The velarized consonants will be somewhat difficult to master for English speakers, but it is important to make the effort because there is a "phonemic" distinction between a velarized and a plain consonant. In other words, the substitution of a plain consonant for its velarized counterpart may change the meaning of the intended word or create a word that does not exist. To illustrate, the difference can be compared to the voicing distinction between [p] and [b] in English. If you failed to voice the "b" in "bark," the word would sound like "park." Since velarization does not take place in English, perceiving it and being able to produce it will take some practice. In most cases, the context will make your words clear, but there may be occasions where the communication will break down, so it's good to become sensitized to this area of Kosraean pronunciation.

Again, to velarize a consonant, produce the plain counterpart and then raise the back of the tongue toward the upper back part of the roof of your mouth (the velum.)

Exercise 16: Velarized Consonants

Now, listen to the contrast between velarized and plain consonants below:

Velarized	Plain
pw	p
pweng (v. to greet)	pengana (adv. every single)
pwenu (n.) coconut palm branch	Pennem (n. asection in the ruins)
pwɪ (v. tie)	pihn (v. tie, bind, circle)
pwe (adv. not enough)	pe (n. side, opposite side)
pwac (n. privilege)	pac (adv. also)

kw	k
kwac (adv. always)	kac (prep. at, about, for)
kwac! (v. defecate, discharge)	kac! (prep. about, for, against, to him/her)
kwacmel (n. soil of sand)	kacm (n. camp)
kwe (v. move)	ke (v. want, desire)
kwi (n. a kind of fish)	ki (v. move)
lw	l
lwacfu! (n. level)	lacfong (n. tomorrow night)
lwacle (v. add, exaggerate)	lacl (suf. excessiveness)
lwactoh (n. a kind of breadfruit)	lactinfong (a personal name)
lwelah (v. allow)	Leluh (n. a place in Kosrae)
lwel (class. his or her)l	Lela (n. a place in Maclwem)

Exercise 17a: Pronunciation Focus: Velarized Contrasts

Directions: In this exercise, you will hear a list of words which contain either an initial plain or an initial velarized consonant. After each word, write the initial consonant you heard in the blanks provided.

Example:

You will hear: <u>pwacye</u>	You will write: <u>pw</u>
-------------------------------------	----------------------------------

- | pw | kw | lw |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

(See Appendix B for the answers to this exercise and appendix C for the tapescripts.)

Exercise 17b: Pronunciation Practice: Velarized Contrasts

Directions: Listen to the pronunciation of each word and repeat it in the pause provided. If you are in a lab and are able to record your responses, be sure to rewind to the beginning of this exercise and compare your own pronunciation to the models you heard. Repeat this exercise if necessary.

pw

1. **pweng** (v. to greet)
2. **pwenu** (n.) coconut palm branch
3. **pwi** (v. tie)
4. **pwe** (adv. not enough)
5. **pwac** (n. privilege)

kw

6. **kwac** (adv. always)
7. **kwacɩ** (v. defecate, discharge)
8. **kwacmel** (n. soil of sand)
9. **kwe** (v. move)
10. **kwi** (n. a kind of fish)

lw

11. **lwacfuɩ** (n. level)
12. **lwacle** (v. add, exaggerate)
13. **lwactoh** (n. a kind of breadfruit)
14. **lwelah** (v. allow)
15. **lwel** (class. his or her)

Part III: Polite Greetings, Offering and Thanking

Exercise 18: Whole Text Listening

Directions: Listen to dialog three from episode one in which Srue meets Jay and Pilika at the funeral and offers them something to eat. You will hear the dialog between Jay and Srue three times.



Exercise 19: Sentence Repetition

Directions: Repeat each sentence in the pauses provided.



Exercise 20: Dialogue Production

Directions: Take Jay's part and respond to Srue in the pauses provided. Then, listen for the correct response. Cover the text as you listen and respond. Refer to it only when necessary.



- | | |
|-------------------------------------|---------------------------------|
| Srue: Ekwe wo! | Good evening! |
| Jay: Ekwe wo! | Good evening! |
| Srue: Komwos fuhkah? | How are you both this evening? |
| Jay: Kuht kuhna. | We are fine. |
| Srue: We! Wo lah kom tuhkuh. | It's really good that you came. |
| Jay: Ahok. Ahok. | Of course. |
| Srue: Kom luhngse mingo? | Would you like to eat? |
| Jay: Meac sum ingacn? | What do you have there? |
| Srue: Rais, won | Rice, chicken. |
| Jay: Kuloh ma luhlahp. | Thank you very much. |
| Srue: Ke kuhlwacong! | You're welcome. |
| Jay: Kuht fah ohsun! | Goodbye. |
| Srue: Kuht fah ohsun! | Goodbye. |

Exercise 21a: Grammar Focus: The Complementizer "lah"

We wo lah kom tuhkuh.

EXCL good COMP you come
(It's really good that you came.)

In the statement "We wo lah kom tuhkuh" the word **lah** is used to join a noun clause to the adjective **wo** (good). The noun clause in this statement is "kom tuhkuh" (you came). Noun clauses in English often begin with "that" as in "That you came is really good" or "It's really good that you came." In Kosraean, the complementizer **lah** is similar to English "that." Listen to the following list of adjectives that are followed by noun clause subjects and repeat them in the pauses provided.

pwacye	true
wo	good
kuluk	bad
tweyuhk	not sure
usrnguck	weird, strange, odd

The complementizer **lah** can also join a noun clause after certain verbs. In this case **lah** might be translated to mean "if" or "whether" as in:

Nga nuhkuh lah el ac tuhkuh.

I wonder if he FUT come
(I wonder if he'll come.)

Listen to the following list of verbs that can be followed by noun clauses and repeat them in the pauses provided.

etuh	know, be aware of, realize
nihkihn	not know, be ignorant of
motko	wondering, thinking
nuhkuh	think
muhlkihn	to forget

Exercise 21b: Grammar Focus: Sentences with Noun Clauses

Directions: Make complex sentences using the elements provided and the complementizer **lah**. Pause the tape to write each sentence. Then listen for the correct response and repeat what you hear.

Example:

Kom tuhkuh. **We! wo**

We! wo lah kom tuhkuh.

1. Pilika el som nuh ke mas ah fong. **pwacye**

2. "Mas" pa "funeral." **Nga etuh**

3. Kuht ac ohsun. **tweyuhk**

4. Kom luhngse mongo. **pwacye**

5. Eltahl fuhkah olutu? **nga nuhnkuh**

6. El ac muhtana loh ah. **usrnguck**

7. Nga nihkihn. **Pilika el som pahtuhr.**

8. Nga etuh. **Meac kom oruh ekweah?**

9. Kom etuh kahs Kosrae. **Wo**

10. Nga motko. **Jay el ac som nuh ke mas ah.**

11. El etuh. **Eltahl kwelac olutu.**

(See Appendix B for the answers to this exercise.)

Meac sum ingacn?

what with—you LOCATIVE
(What do you have there?)

This simple question from scene III can tell you a lot about how Kosraean syntax works. Understanding how this sentence is put together will help you figure out others. Jay used this question when he asked Srue what she was offering him. If you asked a native speaker how to ask "what does he or she have over there" you'd learn that the words **sum** and **ingacn** would have to adjust for the third person (he/she) and location (away from the one spoken to). The question would then become:

Meac sel ingo.

what with—he LOCATIVE
(What does he/she have over there?)

The changes we see are sensitive to (1) the pronoun system and (2) the determiner system which, as we will soon see, is highly sensitive to location.

First of all, the preposition **se** must include a suffix that agrees in person and number with its object. These suffixes are easy to remember because we have seen them before in the subject pronouns.

Exercise 22a: Grammar Focus: Agreement of the Preposition "se"

Directions: Listen to the following forms and repeat them in the pauses provided.

kom "you" singular	->	sum "with you"
ko(m)wos* Formal "you" plural	->	su(m)wos* "with you"
komtacl -> Informal "you" plural		sumtacl "with you"
el "he"	->	sel "with him"

*The "m" is optional. Younger people usually drop it.

Second, the word **ingacn** is a "locative" determiner. Determiners are words that identify the reference of nouns. For example, the simple determiner "the" in English can tell us the noun is something the speaker and listener already know about, as in "The dinner was great." Likewise, "these" tells us the noun is close to the speaker and is plural. "These" is a locative determiner.

In Kosraean, the locative determiners correspond with the simple determiners. In both cases, the location of the noun is taken into consideration, with the locatives having a much stronger locational meaning.

Exercise 22b: Grammar Focus: Simple and Locative Determiners

Directions: In the following chart, note how the vowel quality of the simple determiner changes in its locative counterpart. Listen and repeat in the pauses provided and then listen again to the model.

Simple Determiners*	Meaning	Locative Determiners	Meaning
acn	Object is near the listener.	ngacn	"that" "those"
oh	Object is away from both the speaker and listener	ngoh	"that" or "those "
uh	Object is near the speaker.	nge	"this" or "these"

*You have seen another simple determiner before in **Kom ac som nuh ke mas ah?** The determiner **ah** does not have a locational meaning. It is used much like "the" in English to refer to something both the speaker and the listener are already aware of.

The locative determiners often have the locative prefix **in-**. You will often see this prefixed to nouns to make locative nouns. For example the word for "banana" (**usr**) becomes "banana field" (**inusr**) when this prefix is used. Thus, the locative determiners mentioned above become:

ngacn	"that" "those" you have with you	ingacn	"that" "those" you have with you there
ngo	"that" or "those " away from us	ingo	"that" or "those " away from us over there
nge	"this" or "these near me	inge	"this" or "these near me here

Exercise 23: Dictation

Directions: Pause the tape after each sentence and write what you heard.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

(See Appendix B for the answers to this exercise.)

Now stop the tape and do exercises 24 and 25.

Exercise 24: Translation Matching

Directions: Match the Kosraean sentence with its English translation.

- | | |
|-----------------------------|----------------------------------------|
| _____ 1. Meac sel ingacn? | a. What do you have there? |
| _____ 2. Meac sumtacl ingo? | b. What do you guys have over there? |
| _____ 3. Meac sel ingo? | c. What do you have here? |
| _____ 4. Meac suwos ingacn? | d. What does she have over there? |
| _____ 5. Meac sum inge? | e. What does he have there (near you)? |

(See Appendix B for the answers to this exercise.)

Exercise 25: Situation Matching

Directions: Match each Kosraean sentence with the situation it could be used in.

_____ 1. Meac sumtacl ingo?

_____ 2. Meac sum inge?

_____ 3. Meac sel ingachn?

_____ 4. Meac suwos ingachn?

_____ 5. Meac sel ingo?

a. A woman is holding her baby who is sucking on something. You ask the mother this question.

b. You are talking to two other men at their work site. They have something in the back of their truck which is about 25 feet away. You ask them about it.

c. You ask someone about a man you both see across the street. He is carrying something in a cloth sack. The sack is wiggling.

d. Two elderly ladies at church have a basket of something and ask you if you want to eat.

e. A co-worker at the library where you work left a box on the table where you are working. You ask him what it is.

(See Appendix B for the answers to this exercise.)

Exercise 26: Pronunciation Focus: Word Stress

As mentioned earlier, word stress is always on the second to the last syllable. When a suffix is added to a word, the stress will shift to the penultimate position.

To get a sense of proper word stress listen to and repeat the following words, and then, underline each stressed syllable. If you are in a language lab and can record your responses, replay this exercise to hear the difference between your pronunciation and the models you hear. Repeat this exercise if necessary.

tiac arulacna wo

arulacna kuh

kwelac

muhnahs

fokoko

som pahtuhr

som yihyih

som moul

koekoe kaki

som orekma

orekma

so so

very well

better

weak

strong

go fishing

go swimming

go shopping

grate coconut

go work

work

muhta	stay
ollah nuknuk ah	wash the clothes
posohfohs	post office
som nuh ke mas ah	go to the funeral
lutlut ah	the school
som nuh ke laepracri ah	go to the library

Exercise 27: Pronunciation Focus: Sentence Intonation

As was mentioned in the introduction to this book, Kosraean sentences have four possible pitch levels: low (1) mid (2) high (3) and highest (4). Consider mid pitch to be neutral. Low pitch goes for unstressed syllables near the end of a sentence and high pitch for the stressed parts of a sentence. Highest is used for special emphasis. If there is no special emphasis, the melody of a sentence will move between low and high pitch.

Although you will see a lot of variation, there are two fundamental intonation patterns to be aware of: rise-fall and rising. Rise-fall moves from mid to low with any one stressed syllable in between receiving high pitch. This is a basic pattern for statements, commands and questions with question words.

For example:

2 2 3 1
kuht fah ohsun.

Rising intonation is used for yes-no questions.

For example:

2 2 2 2 3 3
Kom luhngse acn Kosrae?

As in English, intonation is meaningful and so a variation on the basic pattern will reflect a specific message the speaker wants to convey. The following exercise will help you become familiar with the basic patterns.

Directions: Listen to the following sentences and repeat them in the pauses provided. Pay special attention to intonation. Repeat this exercise if necessary.

Rise-fall intonation pattern:

- mid-high-low
- statements, commands, questions with Q-words (suc, fuhkah, meac)

Meac kom fuhkah olutu?

Meac kom oruh ekweah?

Komwos fuhkah?

Meac sum ingacn?

Fahsruh ohsun nuh sin mukul aset se inge.

Kuloh ma luhlahp.

Nga kuhna.

We wo lah kom tuhkuh.

"Mas" pa "funeral."

Nga som fan mos nuh ke mas ah.

Nga pa "Srue."

How are you this morning?

What did you do yesterday?

How are you?

What do you have there?

Come meet this American Guy.

Thank you very much.

I'm fine.

It's good you came.

"Mas" is "funeral."

I climbed for breadfruit.

I'm Srue.

Rising intonation pattern:

- mid-high
- yes-no questions

Kom ac som nuh ke mas ah oyekuh?

Kom luhngse acn Kosrae?

Kom etuh kahs Kosrae?

Kom luhngse mongo?

Kom orekma ekweah?

Kom wi lutlut?

Kom som pahtuhr ekweah?

El mongo tari?

Are you going to the funeral tonight?

Do you like Kosrae?

Do you know Kosraean?

Would you like to eat?

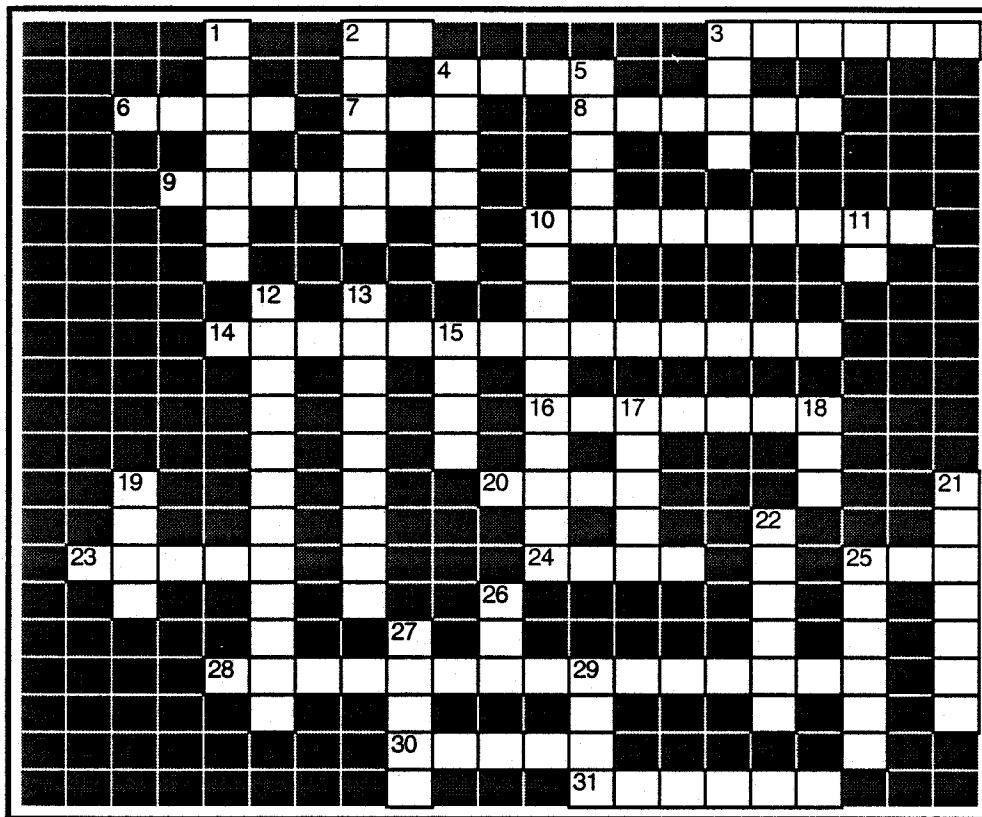
Did you work yesterday?

Are you in school?

Did you go fishing yesterday?

Has he/she eaten yet?

Exercise 28: Crossword Review



Across

- 2 he
 3 this evening
 4 Locative determiner away from speaker
 6 house
 7 chicken
 8 Good morning!
 9 stay
 10 What's your name?
 14 Thank you very much.
 16 2nd plural informal pronoun
 20 3rd person plural formal pronoun
 23 eat
 24 speak
 25 More polite future tense marker
 28 A little.
 30 tonight
 31 Good evening!

Down

- 1 fish
 2 yesterday
 3 make or do
 4 Locative determiner near listener
 5 this morning
 10 I'm sorry.
 11 Less formal future tense marker
 12 Goodbye!
 13 go swimming
 15 what
 17 the funeral
 18 A word used to join two clauses
 19 okay
 21 like
 22 Not much.
 25 how
 26 breadfruit
 27 Good morning! Informal
 29 Locative determiner near speaker

(See Appendix B for the answers to this exercise.)

Appendix A: Video Scripts

Lesson One

Episode One: Greetings, Introductions and Small Talk

Pilika and Srue are secretly dating. They work together at the State Department of Education. Jay is a graduate student from the University of Oregon working on an internship in the department. In the morning Srue and Pilika visit in his office. Later that day Srue and Jay introduce each other, and Srue invites Jay to attend the funeral that evening. Later that evening, Srue meets Jay and Pilika at the funeral while serving food to the guests.

Parentheses indicate other common language used in this situation, but not in the actual video.

Scene I: Pilika's office in the morning

Pilika: Lotu wo!
In the morning good
Good morning!

Srue: (Wes!) Tuwoh!
(Oh) In the morning-good
Hello.

Pilika: Meac kom fuhkah olutu?
what you how morning
How are you this morning?

Srue: Nga kuhna. (Ac kom?)
I strong (And you?)
I'm fine. (And you?)

Pilika: (We nga kuh pac. Ac) meac kom oruh ekweah?
(Oh, I strong too and) what you do yesterday
(I'm fine, too. And) what did you do yesterday?

Srue: (Wangin) nga muhtana loh ah. Ac kom?
(Nothing) I stay-just house the and you
(Not much,) I stayed at home. And you?

Pilika: Nga som fan mos nuh ke mas ah.
I go climb breadfruit for to funeral the
I went to get breadfruit for the funeral.

Srue: Kom ac som nuh ke mas ah oyekuh?
you FUT go to funeral the Dem-evening
Are you going to the funeral tonight?

Pilika: Wes Ahok. Sahp kuht fah tuh ohsun e we.
oh yes maybe we will meet at there
Yes. I'll see you there.

Osamu: Tuwoh acn ingacn.
morning-good land over there
Hello there.

Pilika: Wes. Tuwoh, tuwoh, tuwoh.
Oh. morning-good...
Oh. Hello, hello, hello.

Scene II: Pilika's office in the afternoon

(Srue enters sometime later that day. Pilika and Jay are quietly working.)

Pilika: (Fahsruh ohsun nuh sin mukul aset se inge.)
walk-DIR meet to man foreigner one this
Come and meet this American guy.

Srue: (KoacI.)
O.K. (literally, agreed)

Srue: **Lwen wo!**
day good
Hello. (Lit. Good Day-FORMAL)

Jay: **Lwen Wo!**
day good
Hello.

Srue: **Kom etuh kahs Kosrae?**
you know language Kosraen
Do you know how to speak Kosraean?

Jay: **Kuhtuh srihsrihk.**
some little
A little.

Srue: **Suc inem an?**
what name-you
What's your name?

Jay: **Inek pa Jay. Ac suc inem an?**
name-my BE Jay. And what name-you
My name is Jay. And what is yours?

Srue: **Nga pa Srue. Kom luhngse acn Kosrae?**
I BE Srue. You like land Kosrae
I'm Srue. Do you like Kosrae? (Polite)

Jay: **Ahok. Nga lungse na pwacye.**
yes. I like-one very real
Yes. I really like it here.

Srue: **Kom fah weluhl Pilika nuhke mas ah oyekuh.**
you will accompany Pilika to funeral the this evening
You should come with Pilika to the funeral tonight.
(Informal invitation)

Jay: **Sisla koluk. Meac "mas"?**
throw-away bad. what "mas"?
I'm sorry. What is "mas"?

Srue: **"Mas" pa "funeral."**
"mas" BE funeral
"Mas" is "funeral."

(Weluhl Pilika nuh ke mas ah oyekuh.)
accompany Pilika to funeral the this-evening
Go with Pilika to the funeral this evening.

Jay: **Oh, Ahok, kuht fah ohsun.**
oh, O.K. we will meet
Oh, O.K. We'll see you there.

Srue: **Kuht fah ohsun.**
we will again meet
I'll see you there.

Pilika: **Kuht fah ohsun. Kuloh.**
we will again meet thanks
I'll see you there. Thanks.

Srue: **Koaci. Kuht fah ohsun!**
O.K. we will again meet
Agreed. I'll see you there.

Scene III: At the funeral that evening

- Srue:** **Ekwe wo!**
evening good
Hello (Lit. Good Evening)
- J&P:** **Ekwe wo!**
Hello. (Polite)
- Srue:** **Kowos fuhkah?**
you-both (polite) how
How are you? (Asking more than one person formally)
- Jay:** **Kuht kuhna.**
we strong-very
We are fine. (Inclusive)
- Srue:** **We wo lah kom tuhkuh.**
Excl. good it -s you come
It's really good that you came.
- Jay:** **Ahok, Ahok** (Knodding)
yes, yes
Of course.
- Srue:** **Ac paun uh.**
(to Pilika) chicken/rice/wrap this
Have some food. (Informal asking)
- Pilika:** **We! kuloh kuloh. Kitaci wihm eluh met. Nga tok.**
Excl. gratitude ofer/give polite this person first me later
Thanks. Offer him first, me later.
- Srue:** **Kom lungse mingo?**
(To Jay) you want eat
Would you like to eat?
- Jay:** **Meac sum ingacn?**
(To Srue) what with-you there
What do you have there?
- Srue:** **Rais, won**
rice, chicken
It's rice and chicken. (paun)
- Jay:** **Kuloh ma luhlahp**
gratitude things big
Thank you very much. (polite)

Srue: **Ke kuhlwaeng!**
with kindness
You're Welcome.

Pilika: **Kuloh**
gratitude
Thank you. (Informal)

Jay: **Kuht fah ohsun!**
we will meet
Goodbye (Lit: See you).

Srue: **Kuht fah ohsun!**
Good bye.

Pilika: **Kuht fah ohsun!**

Appendix B: Answer Key

Lesson One

Part I: Informal Greetings and Small Talk

Exercise 4b: Comprehension Practice

1. She is very well.
2. No, he's strong.
3. She's sick.
4. Yes.
5. They both do.

Exercise 5b: Comprehension Focus: Subject Pronouns

1. el
2. nga
3. kuhtacl
4. elos
5. komtacl
6. eltahl
7. kom
8. kuht
9. el
10. kuht

Exercise 9: Comprehension Practice: The Future Tense

1. Sohn el ac som pahtuhr
2. Pilika el ac som fan mos.
3. Eitahl ac som nuh ke mas ah.
4. Eitahl ac som nuh ke mas ah.

Part II: Polite Small Talk

Exercise 14: Translation Matching

1. i
2. k
3. c
4. a
5. j
6. h
7. d
8. e
9. g
10. f
11. b

Exercise 15: Dictation.'

1. Nga luhngse na pwacye.
2. Lotu wo!
3. Kom etuh kahs Kosrae?
4. Kuhtuh srihsrihk.
5. Suc inem an?
6. Kom fuhkah olutu?
7. Nga kuhna.
8. Meac kom oruh ekweah?
9. Nga muhtana loh m ah.
10. Kuht fah ohsun.

Exercise 17a: Pronunciation Focus: Velarized Contrasts

1. pwepuh (n. paper)
2. pac (adv. also)
3. Pe Kahf (n. a place in Leluh)
4. pwacpuhl (n. bible)
5. pacn (n. pan)
6. kwacpacp (n. horizontal support)

7. **kacluhn** (n. gallon)
8. **kwacpihlisi** (v. to hasten or rush)
9. **kwacn** (n. stalk or stem of)
10. **kacpi** (v. cap)
11. **luti** (v. teach, preach)
12. **Iwacle** (v. add, exaggerate)
13. **Lela** (n. a place in Maclwem)
14. **Iwactoh** (n. a kind of breadfruit)
15. **Iwel** (class. his or her)

Part III: Polite Greetings, Offering and Thanking

Exercise 21b: Grammar Focus: Sentences with Noun Clauses

1. Pwacye lah Pilika el som nuh ke mas ah fong.
2. Nga etuh lah "mas" pa "funeral."
3. Tweyuhk lah kuht ac ohsun.
4. Pwacye lah kom lungse mongo.
5. Nga nuhnkuh eltahl fuhkah olutu.
6. Usrnguck el ac muhtana lohm ah.
7. Nga nihkihn lah Pilika el som pahtuhr.
8. Nga etuh lah meac kom oruh ekweah.
9. Wo lah kom etuh kahs Kosrae.
10. Nga motko lah Jay ac som nuh ke mas ah.
11. El etuh lah eltahl kwelac olutu.

Exercise 23: Dictation

1. Meac sumtacl ingo?
2. Meac sum inge?
3. Meac sel ingacn?
4. Meac suwos ingacn?
5. Meac sel ingo?

Exercise 24: Translation Matching

- | | |
|------------------------------------|----------------------------------------|
| <u> e </u> 1. Meac sel ingacn? | a. What do you have there?. |
| <u> b </u> 2. Meac sumtacl ingo? | b. What do you guys have over there? |
| <u> d </u> 3. Meac sel ingo? | c. What do you have here? |
| <u> a </u> 4. Meac suwos ingacn? | d. What does she have over there? |
| <u> c </u> 5. Meac sum inge? | e. What does he have there (near you)? |

Exercise 25: Situation Matching

- b 1. Meac sumtacl ingo?
 e 2. Meac sum inge?
 a 3. Meac sel ingacn?
 d 4. Meac suwos ingacn?
 c 5. Meac sel ingo?

Exercise 28: Crossword Review

ACROSS

- 2 el
3 oyekuh
4 ingo
6 lohm
7 won
8 lotu wo
9 muhtana
10 suc inem an
14 kuloh ma luhlahp
16 komtacl
20 elos
23 mongo
24 kahs
25 fah
28 kuhtuh srihsrihk
30 ofong
31 ekwewo

DOWN

- 1 pahtuhr
2 ekweah
3 oruh
4 ingacn
5 olutu
10 sisla koluk
11 ac
12 Kuht fah ohsun
13 som yihyih
15 meac
17 mas ah
18 lah
19 ahok
21 luhngse
22 wangin
25 fuhkah
26 mos
27 tuwoh
29 inge

Appendix C: Audio Tapescripts

Lesson One

Part I: Informal Greetings and Small Talk

(Recording directions in parentheses)

Sydney: Lesson One Part I: Informal Greetings and Small Talk **Exercise 1:**
Whole Text Listening

Directions: Listen to dialog one from episode one in which Srue and Pilika meet in Pilika's office. You will hear the dialog three times.

(Read the dialog 3 times)

Pilika: Lotu wo!

Srue: Lotu wo!

Pilika: Meac kom fuhkah olutu?

Srue: Nga Kuhna, ac kom?

Pilika: Nga kuh pac. Meac kom oruh ekweah?

Srue: Wangin, nga muhtana loh m ah. Ac kom?

Pilika: Nga som fan mos nuh ke mas ah.

Srue: Kom ac som nuh ke mas ah oyekuh?

Pilika: Ahok. Sahp kuht fah ohsun e we.

Srue: Kuht fah ohsun.

Pilika: Kuht fah ohsun.

Sydney: **Exercise 2: Sentence Repetition**

Directions: Repeat each sentence in the pause provided.

Pilika: Lotu wo!

(Pause 5)

Lotu wo!

(Pause 5)

Kom fuhkah olutu?

(Pause 5)

Kom fuhkah olutu?

(Pause 5)

(Pause 5) Nga Kuhna, ac kom?
(Pause 8) Nga Kuhna, ac kom?
(Pause 8) Nga kuh pac. Meac kom oruh ekweah?
(Pause 8) Nga kuh pac. Meac kom oruh ekweah?
(Pause 8) Wangin, nga muhtana lohmi ah. Ac kom?
(Pause 8) Wangin, nga muhtana lohmi ah. Ac kom?
(Pause 8) Nga som fan mos nuh ke mas ah.
(Pause 8) Nga som fan mos nuh ke mas ah.
(Pause 8) Kom ac som nuh ke mas ah oyekuh?
(Pause 8) Kom ac som nuh ke mas ah oyekuh?
(Pause 8) Ahok. Sahp kuht fah ohsun e we.
(Pause 8) Ahok. Sahp kuht fah ohsun e we.
(Pause 8) Kuht fah ohsun.
(Pause 8) Kuht fah ohsun.
(Pause 8)

Sydney: Exercise 3: Dialogue Production

Directions: Take Srue's part and respond to Pilika in the pause provided. Then, listen for the correct response. Cover the text as you listen and respond. Refer to it only when necessary.

Pilika: Lotu wol!
(Pause 5)

Srue: Lotu wol!

Pilika: Meac kom fuhkah olutu?
(Pause 5)

Srue: Nga kuhna, ac kom?

Pilika: Nga kuh pac. Meac kom oruh ekweah?
(Pause 8)

Srue: Wangin, nga muhtana lohmi ah. Ac kom?

Pilika: Nga som fan mos nuh ke mas ah.
(Pause 5)

Srue: Kuht fah ohsun.

Pilika: Kuht fah ohsun.

Sydney: **Exercise 4a: Vocabulary Building: Adjectives**

The question **Kom fuhkah?** ("How are you?") is usually answered with the standard reply, **Nga kuhna.** ("I'm fine.") Sometimes, however, you may hear something else. Listen to the following alternative expressions and note their meanings.

Srue: mas
mas
tiac arulacna wo
tiac arulacna wo
arulacna kuh
arulacna kuh
kwelac
kwelac
muhnahs
muhnahs
fokoko
fokoko
kuh pac
kuh pac

Sydney: Now repeat these expressions in the pauses provided. If you are using this audio tape in a language lab, be sure to record your responses so you can compare your own pronunciation with the models you hear.

Srue: mas
(Pause 5)
mas
(Pause 5)
tiac arulacna wo
(Pause 5)
tiac arulacna wo
(Pause 5)
arulacna kuh
(Pause 5)
arulacna kuh
(Pause 5)

kwelac

(Pause 5)

kwelac

(Pause 5)

muhnahs

(Pause 5)

muhnahs

(Pause 5)

fokoko

(Pause 5)

fokoko

(Pause 5)

kuh pac

(Pause 5)

kuh pac

(Pause 5)

Sydney: Exercise 4b: Comprehension Practice

Directions: Listen to the following dialogs and answer the comprehension questions that follow. Example:

Man: Lotu wo!
Woman: Tuwoh! Meac kom fuhkah olutu?
Man: Nga kuhna, ac kom?
Woman: Nga kuh pac.

Sydney: Is the woman sick?
(Pause 15)

Number 1

Man: Lotu wo!
Woman: Tuwoh! Meac kom fuhkah olutu?
Man: Nga kuhna, ac kom?
Woman: Nga tiac arulacna wo.

Sydney: How is the woman this morning?
(Pause 15)

Number 2

Man: Lotu wo!
Woman: Tuwoh! Meac kom fuhkah olutu?
Man: Nga fokoko, ac kom?

Woman: Nga kuh pac.

Sydney: Does the man feel weak this morning?
(Pause 15)

Number 3

Man: Lotu wo Srue!

Woman: Tuwoh! Meac kom fuhkah olutu?

Man: Nga kuhna, ac kom?

Woman: Nga mas.

Sydney: How is Srue this morning?
(Pause 15)

Number 4

Man: Lotu wo!

Woman: Tuwoh! Meac kom fuhkah olutu?

Man: Nga kwelac, ac kom?

Woman: Nga kuh pac.

Sydney: Is the man better this morning?
(Pause 15)

Number 5

Man: Lotu wo!

Woman: Tuwoh! Meac kom fuhkah olutu?

Man: Nga arulacna kuh, ac kom?

Woman: Nga kuh pac.

Sydney: Who feels very well this morning?
(Pause 15)

Sydney: **Exercise 5a: Grammar Focus Subject Pronouns**

Directions: Listen to the pronunciation of the subject pronouns listed in the chart below.

Pilika: nga
nga
kom
kom
el
el
kuht
kuht
kuhtacl

kuhtacl
Komwos
Komwos
komtacl
komtacl
elos
elos
eltahl
eltahl

Sydney: **Grammar Note: Declarative vs Imperative Sentences**

Imperative sentences in both English and Kosraean do not contain a stated subject. ("Go get the breadfruit!") However, Kosraean declarative statements differ from English statements in that when the subject is a person, it must be followed by the pronoun. This is to distinguish a declarative sentence from an imperative that includes the "commandee's" name. Compare:

Srue: Pilika el som fan mos.
Sydney: Pilika gets the breadfruit. (Declarative)

Srue: Som fan mos.
Sydney: Get the breadfruit! (Imperative)

Srue: Pilika, som fan mos.
Sydney: Pilika, get the breadfruit! (Imperative)

Sydney: Now repeat the pronouns in the pauses provided.

(Pause 5 seconds after each form)

Pilika: nga
nga
Nga kuhna.
Nga kuhna.
kom
kom
Kom fuhkah.
Kom fuhkah.
el
el

El kuhna.
El kuhna.
kuht
kuht
Kuht kuhna.
Kuht kuhna.
kuhtacl
kuhtacl
Kuhtacl kuhna.
Kuhtacl kuhna.
Komwos
Komwos
Komwos fuhkah.
Komwos fuhkah.
komtacl
komtacl
Komtacl fuhkah.
Komtacl fuhkah.
elos
elos
Elos kuhna.
Elos kuhna.
eltahl
eltahl
Eltahl kuhna.
Eltahl kuhna.

Sydney: **Exercise 5b: Comprehension Focus: Subject Pronouns**
Directions. Listen to the following sentences and write the pronouns you hear in the blanks. Example:

Pilika: Komtacl fuhkah?

(Pause 10 seconds after each sentence)

Srue: **Number 1.**
El fuhkah olutu.
Number 2

Nga tiac arulacna wo.

Number 3

Kuhtacl kuhna.

Number 4

Elos kuhna olutu.

Number 5

Komtacl fuhkah?

Number 6.

Eltahl kwelac.

Number 7

Kom fuhkah oyekuh?

Number 8

Kuht fokoko!

Number 9

Ei fuhkah olutu?

Number 10

Kuht arulacna kuh.

Sydney: Exercise 6: Grammar Focus: Unmarked Tense Sentences

Srue: Meac kom oruh ekweah?

Sydney: In the first scene, Pilika asks Srue what she did yesterday. In his question he established the time context by using the word **ekweah** ("yesterday"). There is no other indication of time. Consequently, because the time frame is clear, it is not necessary to indicate past time in the subsequent talk. Let's review their interchange:

P: Meac kom oruh ekweah?

S: Nga muhtana loh m ah. Ac kom?

P: Nga som fan mos nuh ke mas ah.

Sydney: Notice in the second and third sentences there are no explicit markers for time. Notice also that in the second sentence, the verb **som** is used with another verb to mean an equivalent to the English go+verb (go shopping, go bowling). **Som** may also be used to simply mean "go" as in "I went to the post office." Now let's learn a few more expressions and build on this type of sentence. Listen to the following expressions and note their meanings.

Pilika: som pahtuhr

som pahtuhr

som yihyih

som yihyih
som mouI
som mouI
som orekma
som orekma
orekma
orekma
muhta
muhta
ollah nuknuk ah
ollah nuknuk ah
som nuh ke posohfohs ah
som nuh ke posohfohs ah
som nuh ke mas ah
som nuh ke mas ah
som nuh ke lutlut ah
som nuh ke lutlut ah
som nuh ke laepracri ah
som nuh ke laepracri ah

Now repeat these expressions in the pauses provided. Be sure to rewind the tape and compare your own pronunciation to the models.

(Pause8)

Srue: som pahtuhr
som pahtuhr
som yihyih
som yihyih
som mouI
som mouI
som orekma
som orekma
orekma
orekma
muhta
muhta
ohllah nuknuk ah

ohllah nuknuk ah
som nuh ke posohfohs ah
som nuh ke posohfohs ah
som nuh ke mas ah
som nuh ke mas ah
som nuh ke lutlut ah
som nuh ke lutlut ah
som nuh ke laepracri ah
som nuh ke laepracri ah

Sydney: Exercise 7: Grammar Focus: Sentence Building With Unmarked Tense

Directions: In this exercise you will hear question prompts followed by one of the above verbal expressions. Respond to each question using the expressions provided and then listen for the correct response. Be sure to supply the appropriate pronoun the question prompt requires. A reference chart of the pronouns is below. You may want to stop the tape at this time and quickly review the pronouns.

Pilika: Meac kom oruh ekweah?
Srue: **muhtana loh m ah**
Pilika: Nga muhtana loh m ah.

Sydney: Number 1

Pilika: **Meac kom oruh ekweah?**
Srue: som yihyih
(Pause 13)
Pilika: Nga som yihyih.
Srue: som orekma
(Pause 13)
Pilika: Nga som orekma.

Srue: **Meac el oruh ekweah?**
Pilika: som pahtuhr
(Pause 13)
Srue: El som pahtuhr.
Pilika: som mou
(Pause 13)
Srue: El som mou.
Pilika: som kwekwe kaki
(Pause 13)
Srue: El som koekoe kaki.

Pilika: **Meac komtacl oruh ekwea?**
Srue: ollah nuknuk ah
(Pause 13)
Pilika: Kuhtacl ohllah nuknuk ah.

Srue: som nuh ke lutut ah
(Pause 13)
Pilika: Kuhtacl som nuh ke lutut ah.

Srue: **Meac kom oruh ekweah?**
Pilika: som nuh ke posohfohs ah
(Pause 13)
Srue: Nga som nuh ke posohfohs ah.
Pilika: som nuh ke mas ah
(Pause 13)
Srue: Nga som nuh ke mas ah.

Pilika: **Meac el oruh ekweah?**
Srue: som nuh ke laepracri ah
(Pause 13)
Pilika: El som nuh ke laepracri ah.

**NOW STOP THE TAPE TO STUDY THE FOLLOWING DISCUSSION .
THEN PROCEED WITH THE FOLLOWING EXERCISES.**

Sydney: Exercise 8: Grammar Focus: The Future Tense

Directions: Listen to the model, and then substitute the word provided to form a new sentence. Then, listen for the correct response. Example:

Pilika: Nga ac som fan mos lututacng.
Srue: lutu
Pilika: Nga ac som fan mos lutu.
Sydney: Number 1

Pilika: Nga ac som fan mos lututacng.
Srue: som nuh ke laepracri ah lututacng.

(Pause 8)
Pilika: Nga ac som nuh ke laepracri ah.
Srue: olutu

(Pause 8)
Pilika: Nga ac som nuh ke laepracri ah olutu.
Srue: koekoe kaki

(Pause 8)
Pilika: Nga ac som koekoe kaki olutu.
Srue: mihsenge

(Pause 8)
Pilika: Nga ac som koekoe kaki mihsenge.
Srue: kuhtacl

(Pause 8)
Pilika: Kuhtacl ac som koekoe kaki mihsenge.
Srue: som pahtuhr

(Pause 8)
Pilika: Kuhtacl ac som pahtuhr mihsenge.
Srue: lutu

(Pause 8)
 Pilika: Kuhtacl ac som pahtuhr lutu.
 Srue: Eltahl
 (Pause 8)
 Pilika: Eltahl ac som pahtuhr lutu.
 Srue: som yihyih
 (Pause 8)
 Pilika: Eltahl ac som yihyih lutu.
 Srue: ekuh in lutu
 (Pause 8)
 Pilika: Eltahl ac som yihyih ekuh in lutu.
 Srue: lututacng
 (Pause 8)
 Pilika: Eltahl ac som yihyih lututacng.
 Srue: som orekma
 (Pause 8)
 Pilika: Eltahl ac som orekma lututacng.
 Srue: Nga
 (Pause 8)
 Pilika: Nga ac som orekma lututacng.
 Srue: lacfong
 (Pause 8)
 Pilika: Nga ac som orekma lacfong.
 Srue: som nuh ke mas ah
 (Pause 8)
 Pilika: Nga ac som nuh ke mas ah lacfong.

Sydney: Exercise 9: Comprehension Focus: The Future Tense

Directions. In this exercise, you will hear four conversations. After each conversation, pause the tape and write the answer to the question in the space provided. Example:

Pilika: Lotu wo
 Srue: Tuwoh
 Pilika: Meac kom ac oruh lutu?
 Srue: Wangin, nga ac muhtana loh m ah.

Sydney: What will the woman do tomorrow?
 Srue: El ac muhtana loh m ah.

Sydney: Conversation 1

Srue: Lwen wo Pilika.
 Pilika: Lwen wo.
 Srue: Meac Sohn el ac oruh misenge?
 Pilika: Sohn el ac som pahtuhr.

Sydney: What does Sohn plan to do today?

Conversation 2

Pilika: Ekwe wo
Srue: Ekwe wo
Meac kom fuhkah oyekuh?
Pilika: Nga kuhna, ac kom?
Srue: Nga kuh pac. Meac kom ac oruh lututacng?
Pilika: Nga ac som fan mos.

Sydney: What will Pilika do tomorrow morning?

Conversation 3

Srue: Lwen wo
Pilika: Lwen wo
Srue: Meac Komwos fuhkah?
Pilika: Kuht kuhna. Ac kom?
Srue: Nga kuhna. Meac komtacl ac oruh ekuh in lutu?
Pilika: Kuht ac som nuh ke mas ah.

Sydney: What will they do tomorrow evening?

Conversation 4

Pilika: Lotu wo
Srue: Lotu wo
Pilika: Kom ac som nuh ke mas ah oyekuh?
Sure: Ahok, ac kom?
Pilika: Ahok, Kuht fah ohsun e we.
Sure: Kuht fah ohsun.

Sydney: Where will Srue and Pilika go this evening?

Sydney: **Exercise 10a: Vocabulary Focus: Time Adverbs**
Kom fuhkah olutu? Directions: Look at the following time words. This list might seem overwhelming at first, but if you study it, a few patterns emerge. It is important to make note of the patterns you encounter because these same patterns, such as the use of affixes, word order, lexical items, and prepositional phrases are going to appear in other areas of the language.

Notice, for example, that **fong** means "last night" and that **ofong** means "tonight." Similarly, the word "evening" is **ekuh**, and so to say "this evening" you say **oyekuh**. Generally, time words that contain "o-" require a future tense marker. Stop the tape and study the following list of time words to note other patterns. Then, turn the tape on again and listen to how they are pronounced.

Srue: lutu ekweah
lutu ekweah
ekweah

ekweah
fong
fong
yoh fong
yoh fong
olutu
olutu
mihsenge
mihsenge
oyekuh
oyekuh
ofong
ofong
lututacng
lututacng
lutu
lutu
ekuh in lutu
ekuh in lutu
lacfong
lacfong
ulelac
ulelac

Sydney: Now repeat the above words and expressions in the pauses provided.

Pilika: olutu
olutu
Kom fuhkah olutu?
Kom fuhkah olutu?
mihsenge
mihsenge
El fuhkah misenge?
El fuhkah misenge?
oyekuh
oyekuh
Komwos fuhkah oyekuh?

Komwos fuhkah oyekuh?

ofong

ofong

Eltahl fuhkah ofong?

Eltahl fuhkah ofong?

Sydney: Exercise 10b: Vocabulary Focus: Time adverbs and Pronouns

Directions: Repeat the base sentences you hear, and then revise them with the alternative words provided to make new sentences. Then, listen for the correct response. If possible, record your responses and compare them to the models you hear. Remember, if the sentence contains a verb and a time adverb that has the prefix "o-" you will need to use the future tense marker "ac." Examples:

Pilika: Kom fuhkah olutu?

Srue: ofong

Pilika: Kom fuhkah ofong

Srue: El

Pilika: El fuhkah ofong.

Pilika: Meac kom oruh ekweah?

Srue: ofong

Pilika: Meac kom ac oruh ofong?

Sydney: Number 1

Pilika: Kom fuhkah olutu?

(Pause 8)

Srue: Komwos

(Pause 8)

Pilika: Komwos fuhkah olutu?

Srue: lutu ekweah

(Pause 8)

Pilika: Komwos fuhkah lutu ekweah?

Srue: elos

(Pause 8)

Pilika: Elos fuhkah lutu ekweah?

Srue: mihsenge

(Pause 8)

Pilika: Elos fuhkah mihsenge?

Srue: komtacl

(Pause 8)

Pilika: Komtacl fuhkah mihsenge?

Srue: oyekuh

(Pause 8)

Pilika: Komtacl fuhkah oyekuh?

Srue: eltahl

(Pause 8)

Pilika: Eltahl fuhkah oyekuh?

Srue: Meac kom oruh ekweah?
 (Pause 8)
 Pilika: lutu ekweah
 (Pause 8)
 Srue: Meac kom oruh lutu ekweah?
 Pilika: elos
 (Pause 8)
 Srue: Meac elos oruh lutu ekweah?
 Pilika: mihsenge
 (Pause 8)
 Srue: Meac elos oruh mihsenge?
 Pilika: komtacl
 (Pause 8)
 Srue: Meac komtacl oruh mihsenge?
 Pilika: olutu
 (Pause 8)
 Srue: Meac komtacl ac oruh olutu?

 Pilika: Kom ac som nuh ke mas ah oyekuh?
 (Pause 10)
 Srue: ofong
 (Pause 10)
 Pilika: Kom ac som nuh ke mas ah ofong?
 Srue: eltahl
 (Pause 10)
 Pilika: Eltahl ac som nuh ke mas ah ofong?
 Srue: lututacng
 (Pause 10)
 Pilika: Eltahl ac som nuh ke mas ah lututacng?
 Srue: olutu
 (Pause 10)
 Pilika: Eltahl ac som nuh ke mas ah olutu?
 Srue: lacfong
 (Pause 10)
 Pilika: Eltahl ac som nuh ke mas ah lacfong?
 Srue: ekuh in lutu
 (Pause 10)
 Pilika: Eltahl ac som nuh ke mas ah ekuh in lutu?

Part II: Polite Small Talk

Sydney: Part 2: Polite Small talk. **Exercise 11: Whole Text Listening**

Directions: Listen to the dialog from scene two in which Jay meets Srue in Pilika's office. You will hear the dialog three times.

(Read the dialog 3 times)

Srue: Lwen wo!

Pilika: Lwen wo!

Srue: Kom etuh kahs Kosrae?

Pilika: kuhtuh Srihsrihk.

Srue: Suc inem an?

Pilika: Inek pa Jay. Ac suc inem an?

Srue: Nga pa Srue. Kom luhngse acn Kosrae?

Pilika: Ahok. Nga luhngse na pwacye.

Srue: Kom fah weluhl Pilika nuh ke mas ah oyekuh.

Pilika: Oh, ahok, Kuht fah ohsun.

Srue: Kuht fah sifil ohsun.

Sydney: Exercise 12: Sentence Repetition

Directions: Repeat each sentence in the pause provided.

(Pilika or Srue reads)

Lwen wo!

(Pause 5)

Lwen wo!

(Pause 5)

Kom etuh kahs Kosrae?

(Pause 8)

Kom etuh kahs Kosrae?

(Pause 8)

kuhtuh Srihsrihk.

(Pause 5)

kuhtuh Srihsrihk.

(Pause 5)

Suc inem an?

(Pause 5)

Suc inem an?

(Pause 5)

Inek pa Pilika. Ac suc inem an?

(Pause 8)

Inek pa Pilika. Ac suc inem an?
(Pause 8)

Nga pa Srue. Kom luhngse acn Kosrae?
(Pause 8)

Nga pa Srue. Kom luhngse acn Kosrae?
(Pause 8)

Ahok. Nga luhngse na pwacye.
(Pause 8)

Ahok. Nga luhngse na pwacye.
(Pause 8)

Kom fah weluhl Pilika nuh ke mas
ah oyekuh.
(Pause 8)

Kom fah weluhl Pilika nuh ke mas
ah oyekuh.
(Pause 8)

Oh, ahok, Kuht fah ohsun.
(Pause 8)

Oh, ahok, Kuht fah ohsun.
(Pause 8)

Kuht fah sifil ohsun.
(Pause 5)

Kuht fah sifil ohsun.
(Pause 5)

Sydney: Exercise 13: Dialogue Production

Directions: Take Jay's part and respond to Srue in the pauses provided. Then, listen for the correct response. Cover the text as you listen and respond. Refer to it only when necessary.

Srue: Lwen wo!
(5 sec)

Jay: Lwen wo!

Srue: Kom etuh kahs Kosrae?
(8)

Jay: Kuhtuh srihsrihk.

Srue: Suc inem an?
(8)

Jay: Inek pa Jay. Ac suc inem an?

Srue: Nga pa Srue. Kom luhngse acn
(8 sec) Kosrae?

Jay: Ahok. Nga luhngse na pwacye.

Srue: Kom fah weluhl Pilika nuh ke mas
(8) ah oyekuh.

Jay: Oh, ahok, Kuht fah ohsun.

Srue: Kuht fah sifil ohsun.

Sydney: Exercise 14: Translation Matching

Directions: Listen to the words and expressions from the left column and match put the letter of each translation in the blanks.

(Srue Reads)

1. ahok

(Pause 10)

2. kom

(Pause 10)

3. Kuht fah ohsun

(Pause 10)

4. Ac suc inem an?

(Pause 10)

5. Kom etuh kahs Kosrae?

(Pause 10)

6. Kom luhngse acn Kosrae?

(Pause 10)

7. Suc inem an?

(Pause 10)

8. Kuhtuh srihsrik.

(Pause 10)

9. Lotu wo!

(Pause 10)

10. Kom fah som nuh ke mas ah oyekuh.

(Pause 10)

11. Nga luhngse na pwacye.

(Pause 10)

Sydney: **Exercise 15: Dictation.**

Directions: Listen to the following sentences from Scenes I and II and pause the tape to write them on the lines provided below.

Srue: (Read the number.)

1. Nga luhngse na pwacye.
2. Lotu wo.
3. Kom etuh kahs Kosrae?
4. Kuhtuh srihsrihk.
5. Suc inem an?
6. Kom fuhkah olutu?
7. Nga kuhna.
8. Meac kom oruh ekweah?
9. Nga muhtana lohm ah.
10. Kuht fah ohsun.

Sydney: Read the following discussion and continue with exercise 16.

Exercise 16: Pronunciation Focus: Velarized Consonants

Now, listen to the contrast between the velarized and plain consonants below:

Pilika:	pweng	pengana
	pwenu	Pennem
	pwi	pihn
	pwe	pe
	pwac	pac

Srue:	kwac	kac
	kwacɫ	kacɫ
	kwacmel	kacm
	kwe	ke
	kwi	ki

Pilika:	lwacfuɫ	lacfong
	lwacle	laci
	lwactoh	lactinfong
	lwelah	Leluh
	lweɫ	Lela

Sydney: **Exercise 17a: Pronunciation Focus: Velarized Contrasts**

Directions. In this exercise, you will hear a list of words which contain either an initial plain or an initial velarized consonant. After each word, write the initial consonant you heard in the blanks provided. Example. You will hear.

Srue: pwacye

Sydney: You will write **pw**.

(Say each number)

- Srue:
1. **pwepuh** (n. paper)
 2. **pac** (adv. also)
 3. **pe kahf** (n. a place in Leluh)
 4. **pwacpuhl** (n. bible)
 5. **pacn** (n. pan)

 6. **kwacpac** (n. horizontal support)
 7. **kacluhn** (n. gallon)
 8. **kwacpahlisi** (v. to hasten or rush)
 9. **kwacn** (n. stalk or stem of)
 10. **kacpi** (v. cap)

 11. **luti** (v. teach, preach)
 12. **lwacle** (v. add, exaggerate)
 13. **Lela** (n. a place in Maclwem)
 14. **lwactoh** (n. a kind of breadfruit)
 15. **lwel** (class. his or her)

Sydney: Exercise 17b: Pronunciation Practice: Velarized Contrasts

Directions: Listen to the pronunciation of each word and repeat it in the pause provided. If you are in a lab and are able to record your responses, be sure to rewind to the beginning of this exercise and compare your own pronunciation to the models you heard. Repeat this exercise if necessary.

(Read each word twice. Pause 3)

- Pilika:
1. **pweng**
 2. **pwenu**
 3. **pwi**
 4. **pwe**
 5. **pwac**
 6. **kwac**
 7. **kwacɫ**
 8. **kwacmel**
 9. **kwe**
 10. **kwi**
 11. **ɫwacɫuhl**
 12. **ɫwacle**
 13. **ɫwactoh**
 14. **ɫwelah**
 15. **ɫwel**

Part III: Polite Greetings, Offering and Thanking

(Recording directions in parentheses)

Sydney: Lesson One Part III: Polite Greetings, offering and thanking. **Exercise 18: Whole Text Listening**

Directions: Listen to dialog three from episode one in which Srue meets Jay and Pilika at the funeral and offers them something to eat. You will hear the dialog between Jay and Srue three times.

(Read the dialog 3 times)

Srue: Ekwe wo!

Jay: Ekwe wo!

Srue: Komwos fuhkah?

Jay: Kuht kuhna.

Srue: We! wo lah kom tuhkuh.

Jay: Ahok. Ahok.

Srue: Kom luhngse mongo?

Jay: Meac sum ingach?

Srue: Rais, won

Jay: Kuloh ma luhlahp.

Srue: Ke kuhlwanng!

Jay: Kuht fah ohsun!

Srue: Kuht fah ohsun!

Sydney: **Exercise 19: Sentence Repetition.**

Directions. Repeat each sentence in the pauses provided.

Pilika: Ekwe wo!

(Pause 5)

Ekwe wo!

(Pause 5)

Komwos fuhkah?

(Pause 5)

Komwos fuhkah?

(Pause 5)

Kuht kuhna.

(Pause 5)

Kuht kuhna.

(Pause 5)

We wo lah kom tuhkuh.

(Pause 5)

We wo lah kom tuhkuh.

Ahok. Ahok.

(Pause 5)

Ahok. Ahok.

(Pause 5)

Kom luhngse mongo?

(Pause 5)

Kom luhngse mongo?

(Pause 5)

Meac sum ingacn?

(Pause 5)

Meac sum ingacn?

(Pause 5)

Rais, won

(Pause 5)

Rais, won

(Pause 5)

Kuloh ma luhlahp.

(Pause 5)

Kuloh ma luhlahp.

(Pause 5)

Ke kuhlzacng!

(Pause 5)

Ke kuhlzacng!

(Pause 5)

Kuht fah ohsun!

(Pause 5)

Kuht fah ohsun!

(Pause 5)

Sydney: **Exercise 20: Dialogue Production**

Directions. Take Jay's part and respond to Srue in the pauses provided. Then, listen for the correct response. Cover the text as you listen and respond. Refer to it only when necessary.

Srue: Ekwe wo!

(Pause 8)

Pilika: Ekwe wo!

Srue: Komwos fuhkah?

(Pause 8)

Pilika: Kuht kuhna.

Srue: We! wo lah kom tuhkuh.

(Pause 8)

Pilika: Ahok. Ahok.

Srue: Kom luhngse mongo?

(Pause 8)

Pilika: Meac sum ingacn?

Srue: Rais, won

(Pause 8)

Pilika: Kuloh ma luhlahp.

Srue: Ke kuhiwacng!

(Pause 8)

Pilika: Kuht fah ohsun!

Sydney: **Exercise 21a: Grammar Focus: The Complementizer "lah"**

Srue: We wo lah kom tuhkuh.

Sydney: Directions: In the statement "We wo lah kom tuhkuh" the word **lah** is used to join a noun clause to the adjective **wo** (good). The noun clause in this statement is "kom tuhkuh" (you came). Noun clauses in English often begin with "that" as in "That you came is really good" or "It's really good that you came." In Kosraean, the complementizer **lah** is similar to English "that." Listen to the following list of adjectives that are followed by noun clause subjects and repeat them in the pauses provided.

Pilika:

pwacye

(Pause 3)

pwacye

(Pause 3)

wo

(Pause 3)

wo

(Pause 3)

kuluk

(Pause 3)

kuluk

(Pause 3)

tweyuhk

(Pause 3)

tweyuhk

(Pause 3)

usrnguck

(Pause 3)

usrnguck

Sydney: The complementizer **lah** can also join a noun clause after certain verbs. In this case **lah** might be translated to mean "if" or "whether" as in:

Pilika: Nga nuhnkuh lah el ac tuhkuh.

Sydney: Listen to the following list of verbs that can be followed by noun clauses and repeat them in the pauses provided.

Srue:

etuh

(Pause 3)

etuh

(Pause 3)

nihkihn

(Pause 3)

nihkihn

(Pause 3)

motko

(Pause 3)

motko

(Pause 3)

nuhnkuh

(Pause 3)

nuhnkuh

(Pause 3)

muhlkihn

(Pause 3)

muhlkihn

(Pause 3)

Sydney: Exercise 21b: Grammar Focus: Sentences with Noun Clauses

Directions: Make complex sentences using the elements provided and the complementizer **lah**. Pause the tape to write each sentence. Then listen for the correct response and repeat what you hear. Example:

Pilika: Kom tuhkuh.

Srue: We wo

Pilika: We! wo lah kom tuhkuh.

Srue: Number 1. Pilika el som nuh ke mas ah fong.

Pilika: pwacye

(Pause 3)

Srue: Pwacye lah Pilika el som nuh ke mas ah fong.

(Pause 3)

Srue: Number 2. "Mas" pa "funeral."

Pilika: Nga etuh

(Pause 3)

Srue: Nga etuh lah "mas" pa "funeral."

(Pause 3)

Srue: Number 3. Kuht ac ohsun.

Pilika: tweyuhk

(Pause 3)

Srue: Tweyuhk lah kuht ac ohsun.

(Pause 3)

Srue: Number 4. Kom luhngse mongo.
Pilika: pwacye
(Pause 3)
Srue: Pwacye lah kom luhngse mongo.

Srue: Number 5. Eltahl fuhkah olutu?
Pilika: nga nuhnkuh
Srue: Nga nuhnkuh lah eltahl fuhkah olutu.

Srue: Number 6. El ac muhtana lohm ah.
Pilika: usrnguck
Srue: Usrnguck lah el ac muhtana lohm ah.
(Pause 3)

Srue: Number 7. Nga nihkihn.
Pilika: Pilika el som pahtuhr.
(Pause 3)
Srue: Nga nihkihn lah Pilika el som pahtuhr.
(Pause 3)

Srue: Number 8. Nga etuh.
Pilika: Meac kom oruh ekweah?
(Pause 3)
Srue: Nga etuh lah meac kom oruh ekweah.
(Pause 3)

Srue: Number 9. Kom etuh kahs Kosrae.
Pilika: Wo
(Pause 3)
Srue: Wo lah kom etuh kahs Kosrae.
(Pause 3)

Srue: Number 10. Nga motko.
Pilika: Jay el ac som nuh ke mas ah.
(Pause 3)
Srue: Nga motko lah Jay el ac som nuh ke mas ah.
(Pause 3)

Srue: Number 11. El etuh.
Pilika: Eltahl kwelac olutu.
(Pause 3)
Srue: El etuh lah eltahl kwelac olutu.
(Pause 3)

Pilika: Meac sum ingach?
Sydney: means What do you have there?

This simple question from scene III can tell you a lot about how Kosraean syntax works. Understanding how this sentence is put together will help you figure out others. Jay used this question when he asked Srue what she was offering him. If you asked a native speaker how to ask "what does he or she have over there"

you'd learn that the words **sum** and **ingacn** would have to adjust for the third person (he/she) and location (away from the one spoken to). The question would then become:

Pilika: Meac sel ingo.

Sydney: which means what does he/she have over there?

The changes we see are sensitive to (1) the pronoun system and (2) the determiner system which, as we will soon see, is highly sensitive to location.

First of all, the preposition **se** must include a suffix that agrees in person and number with its object. These suffixes are easy to remember because we have seen them before in the subject pronouns.

Sydney: **Exercise 22a: Grammar Focus: Agreement of the Preposition "se"**

Directions: Listen to the following forms and repeat them in the pauses provided.

Srue:

kom

(Pause 3)

sum

(Pause 3)

ko(m)wos

(Pause 3)

suwos

(Pause 3)

ko(m)tacl

(Pause 3)

sumtacl

(Pause 3)

el

(Pause 3)

sel

(Pause 3)

Second, the word **ingacn** is a "locative" determiner. Determiners are words that identify the reference of nouns. For example, the simple determiner "the" in English can tell us the noun is something the speaker and listener already know

about, as in "The dinner was great." Likewise, "these" tells us the noun is close to the speaker and is plural. "These" is a locative determiner.

In Kosraean, the locative determiners correspond with the simple determiners. In both cases, the location of the noun is taken into consideration, with the locatives having a much stronger locational meaning.

Exercise 22b: Grammar Focus: Simple and Locative Determiners

Directions: In the following chart, note how the vowel quality of the simple determiner changes in its locative counterpart. Listen and repeat in the pauses provided and then listen again to the model.

Pilika: (Pause 3)

acn

acn

ngacn

ngacn

oh

oh

ngoh

ngoh

uh

uh

nge

nge

Sydney: The locative determiners often have the locative prefix **in-**. You will often see this prefixed to nouns to make locative nouns. For example the word for "banana" (**usr**) becomes "banana field" (**inusr**) when this prefix is used. Thus, the locative determiners mentioned above become:

Pilika:

ingacn

ingacn

ingo

ingo

inge

inge

Sydney: **Exercise 23: Dictation**

Directions: Pause the tape after each sentence and write what you heard.

Srue: (Pause 3)

1. Meac sumtacl ingo?
2. Meac sum inge?
3. Meac sel ingacn?
4. Meac suwos ingacn?
5. Meac sel ingo?

Sydney: Now stop the tape and do exercises 24 and 25.

Sydney: **Exercise 26: Pronunciation Focus: Word Stress**

As mentioned earlier, word stress is always on the second to the last syllable. When a suffix is added to a word, the stress will shift to the penultimate position.

To get a sense of proper word stress listen to and repeat the following words, and then, underline each stressed syllable. If you are in a language lab and can record your responses, replay this exercise to hear the difference between your pronunciation and the models you hear. Repeat this exercise if necessary.

Srue: (repeat each expression twice. Pause 5)

tiac arulacna wo

arulacna kuh

kwelac

muhnahs

fokoko

som pahtuhr

som yihyih

som moull

koekoe kaki

som orekma

orekma

muhta

ollah nuknuk ah

posohfohs

som nuh ke mas ah

lutlut ah

som nuh ke laepracri ah

Sydney: **Exercise 27: Pronunciation Focus: Sentence Intonation**

As was mentioned in the introduction to this book, Kosraean sentences have four possible pitch levels: low (1) mid (2) high (3) and highest (4). Consider mid pitch to be neutral. Low pitch goes for unstressed syllables near the end of a sentence and high pitch for the stressed parts of a sentence. Highest is used for special emphasis. If there is no special emphasis, the melody of a sentence will move between low and high pitch.

Although you will see a lot of variation, there are two fundamental intonation patterns to be aware of: rise-fall and rising. Rise-fall moves from mid to low with any one stressed syllable in-between receiving high pitch. This is a basic pattern for statements, commands and questions with question words.

For example:

2 2 3 1
kuht fah ohsun.

Rising intonation is used for yes-no questions.

For example:

2 2 2 2 3 3
Kom luhngse acn Kosrae?

As in English, intonation is meaningful and so a variation on the basic pattern will reflect a specific message the speaker wants to convey. The following exercise will help you become familiar with the basic patterns.

Directions: Listen to the following sentences and repeat them in the pauses provided. Pay special attention to intonation. Repeat this exercise if necessary.

SRUE: (Read each element twice. Pause 8)

Rise-fall intonation

Meac kom fuhkah olutu?

Meac kom oruh ekweah?

Komwos fuhkah?

Meac sum ingacn?

Fahsruh ohsun nuh sin mukul aset se inge.

Kuloh ma luhlahp.

Nga kuhna.

We wo lah kom tuhkuh.

"Mas" pa "funeral."

Nga som fan mos nuh ke mas ah.

Nga pa "Srue."

Rising intonation

Kom ac som nuh ke mas ah oyekuh?

Kom luhngse acn Kosrae?

Kom etuh kahs Kosrae?

Kom luhngse mongo?

Kom orekma ekweah?

Kom wi lutlut?

Kom som pahtuhr ekweah?

El mongo tari?