While Kiribati verbs keep the same form whatever their subject, they have a special form when they take an object, that is, when there is a noun which takes the action of the verb. This is called the transitive form of the verb, and it almost invariably ends in -a. For example:

I noora te boki.
I see the book.

Often the transitive form of a verb is formed by adding the causative prefix to a verb, ka-. However, this is not always the case. Sometimes there is simply a separate form for the verb in the transitive, such as the verb "to read," as follows:

I wareware.
I read.

I wareka te boki.
I read the book

When the object of a transitive verb is a pronoun, it is attached to the end of the transitive form of the verb as a suffix, and it is here that some problems arise. The forms of the object pronoun suffixes are:

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>ai</td>
<td>ira</td>
</tr>
<tr>
<td>2nd</td>
<td>ko</td>
<td>ngkamii</td>
</tr>
<tr>
<td>3rd</td>
<td>a</td>
<td>ia, i</td>
</tr>
</tbody>
</table>

Unfortunately for the learner, these forms do not attach to verbs all in the same way, and some difficulty will be encountered in learning the rules for their attachment to different verbs.
In the plural there is no great difficulty. The forms are attached to
the stem of the transitive form of the verb by -i-. For example, the
transitive form of the verb 'to see', noora, has the stem noor-. To
this is added the -i- and then the form of the object pronoun:

<table>
<thead>
<tr>
<th>STEM</th>
<th>PLURAL PRONOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>E noor-i-ira</td>
<td>He sees us</td>
</tr>
<tr>
<td>I noor-i-ngkamii</td>
<td>I see you (pl.)</td>
</tr>
<tr>
<td>Ti noor-i-ia</td>
<td>We see them (anim.)</td>
</tr>
<tr>
<td>A noor-i-i</td>
<td>They see them (inanim.)</td>
</tr>
</tbody>
</table>

You will note that there are two forms for the 3rd person plural object
pronoun. One, -ia is used when the object is animate, when it is
human or some kind of animal. The other -i is used when the object is
inanimate. The pronoun is added whether the object is present or not.

| Ti nooriia aomata. | We see them the people. |
| Ti nooriia. | We see them. |
| Ti noorii booki. | We see the books. |
| Ti noorii. | We see them. |

While these rules will produce acceptable Kiribati forms, it should be
noted that in actual practice there is a wide range of variation in the
3rd person plural inanimate forms which different speakers produce, so
that when the object is not present, different speakers may use noori,
noorii, nooriiia, and when it is present, you will encounter variation
between noori and noorii. Still if you stick with the pattern presented,
you will be speaking good Kiribati.
In the singular there is greater variation in the manner of attaching the object pronoun to the verb stem. For verbs such as noora, which form the largest group, the pattern is as follows:

**SET 1.**
- noor-a see (+ noun object)
- noor-ai see me
- noor-i-ko see you
- noor-i-a see him, her, it

The other major pattern is that followed by verbs such as kunea 'to find':

**SET 2.**
- kune-a find (+ noun object)
- kune-ai find me
- kune-ko find you
- kune-a find him, her, it

You should note that the main difference between the two patterns is the absence of the -i- linker before the 2nd and 3rd person pronouns ko and a in the second set. A characteristic of many of the verbs which follow this pattern is that they are formed with the causative prefix ka-, although there are a number of exceptions.

Characteristic of both these sets, (set 1 and 2) is that they form their stems by removing the -a from their transitive forms.
To make matters more difficult, both set 1 and set 2 have verbs which form their transitive forms with the ending -ea which have a different linker to the object pronouns, -e-. These verbs form their stems by removing the -ea from the transitive forms.

For example, patterning generally like set 1:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>taboraa-ea</td>
<td>insult (+ noun object)</td>
</tr>
<tr>
<td>taboraa-e-ai</td>
<td>insult me</td>
</tr>
<tr>
<td>taboraa-i-ko</td>
<td>insult you</td>
</tr>
<tr>
<td>taboraa-i-a</td>
<td>insult him, her, (it)</td>
</tr>
</tbody>
</table>

The only difference between this set and the first is the e in the 1st person singular, before ai and the form ending in ea before an expressed noun.

The set 2 verbs which end in -ea in the transitive form all begin with ka- and end in aa (before -ea). They pattern generally like set 2, except that there is a linker -e- for all forms:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>katuuua-ea</td>
<td>punish (+ noun object)</td>
</tr>
<tr>
<td>katuuua-e-ai</td>
<td>punish me</td>
</tr>
<tr>
<td>katuuua-e-ko</td>
<td>punish you</td>
</tr>
<tr>
<td>katuuua-e-a</td>
<td>punish him, her, (it)</td>
</tr>
</tbody>
</table>

Another characteristic of many of the verbs which pattern in this way is that many of them end in the suffix -raa meaning roughly 'bad'.

While these are the main patterns, there are some verbs which still take slightly different ones, but generally these are minor variants of one of the above, and you will not go far wrong by sticking with these rules.
For set 1 verbs there are still two major cases which must be examined.

The first case is those verbs which have stems ending in a nasal, m, n, ng. While they pattern generally like set 1, there is variation in the formation of the 3rd person singular, and to a lesser extent, the 2nd person singular:

- b'ain-a: use (a noun)
- b'ain-ai: use me
- b'ain-i-ko: use you
- b'ain-n-a: use him, her, it
- kanim'-a: attach to (a noun)
- kanim'-ai: attach to me
- kanim'-ko: attach to you
- kanim-m'-a: attach to it
- tuang-a: tell (a noun)
- tuang-ai: tell me
- tuang-ko: tell you
- tuang-ng-a (tuangga): tell him, her, (it)

You should notice that stems ending in n pattern just like set 1 except in the 3rd person singular, when an n replaces the expected i. Stems ending in m and ng operate in basically the same way, replacing the expected i in the 3rd person with themselves, that is, m or ng. However, in the 2nd person singular forms, the expected i does not appear. This should not be difficult to remember if you recall that m and ng are not incompatible with k and do not require an inserted i when they are adjacent.
The second case requiring note is for a small set of verbs patterning like the variation of set 1, all of which have similar form:

- korea  to cut
- kotea  to point at
- onea   to change
- oreo   to hit
- ctea   to break

These verbs all pattern in a similar way, changing the _e_ to _o_:

- kore-a  cut (a noun)
- kore-ai  cut me
- koro-i-ko cut you
- koro-i-a  cut him, her, it
- koro-i-ira cut us
- koro-i-ngkamii cut you (pl.)
- koro-i-ia, -i cut them

The above then are the general patterns for the formation of transitive verbs with object pronouns. Their construction is one of the more difficult aspects of Kiribati word formation, especially as there is no simple way for establishing which transitive pattern a verb will fall into. They are perhaps most simply seen as falling into two main patterns, set 1 and set 2, each of which has a variant pattern where the forms which had no linker take _-e- _ as a linker, and the two special patterns for set one, in which the stem ends in a nasal or is one of the five 'o ea' verbs.
To assist you in finding which verbs fall into which sets, some lists of transitive verb forms are included. When you learn a new verb, you must also learn its transitive form, and this will generally give you the clue as to which set it will pattern with.

Note: The object suffix pronouns are not the forms which follow prepositions. For prepositions, the suffixed possessive pronouns are used. See lessons on prepositions and suffixed possessive pronouns.

Reflexives

Using the same object pronoun as subject pronoun has the effect of creating a reflexive:

N na tebok-ai I will wash myself
Tai oro-i-ko Don't hit yourself
Ti na katamaaroa-i-ira We will adorn ourselves

Third person reflexives may be ambiguous, but the ambiguity can be removed by using ibon irouna / ibon irouia:

A na tiringia they're going to kill them
A na tiringia ibon irouia they're going to kill themselves
E nooria they're going to kill themselves
E nooria ibon irouia He saw him/himself
E nooria ibon irouna He saw himself
Set 1

ae ka       recruit
ai ta       drag
ak aw a      fish (for someone)
at a a       know
ba a i re a    organize
bu o ka       help
bu o ta       call out
ia ng o a      think
ir a         go with
ka a ka       let go
ka a ni i a     go near
ka o ta       show
ka ra o a      do, fix
ka ra b a n a a   throw at
ka ta a       try
ka te a       build, stop, train
ka to ka       stop
ka u ta       awaken
ke we a       lie
ko o ka       push
ne bo a       praise
ni ir a       wrap
no o ra       see
ok ir a       return (to)
re i ta       join
ri ne a       select
ta bun e a     put a spell on
tan gi ra       love, want
tar a a       look at
tar o maur ia   worship
ta ma a       join
we te a       call
Set 1a
beekaaeaa  hit
butibooreea  kick
butimaaeaa  go forth to meet
-korea  cut
-kotea  point at
nanoangaaeaa*  have pity on
nanobuakaaeaa*  fell bad towards
nib'araaeaa  be restless because of
-onea  change
-orea  hit
-otea  break
takaaruueaa*  shout out about
tataboraaeaa  insult
tirobaaeaa  look admiringly at

Set 1 (nasals)
b'aina  use
buunaa  marry
kabena  make hard
kabungaa  cause to give birth
kamarana  polish
kamarurunga  make strong
kamaunaa  rub out
kana  eat
kanima  attach
kaona  fill up
karanga  flatter
karina  put in, let in
katanga  make cry
kena  dig
koroma  husk
nima  drink
reiireina  teach
rengana  mix
riingaa  touch
tuanga  tell

You may notice that all verbs which have transitive stems ending in a consonant fall into set 1. (*starred words in set 1a have variant forms in the 1st person singular: e-ai varying with ai).
Set 2

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>kabaraa</td>
<td>undo, release</td>
</tr>
<tr>
<td>kabooa</td>
<td>buy</td>
</tr>
<tr>
<td>kabaroa</td>
<td>pour out</td>
</tr>
<tr>
<td>kabuakakaa</td>
<td>lie about</td>
</tr>
<tr>
<td>kaburea</td>
<td>say someone's wrong</td>
</tr>
<tr>
<td>kaairuua</td>
<td>mistake for someone</td>
</tr>
<tr>
<td>kamanea</td>
<td>trick</td>
</tr>
<tr>
<td>kamanoa</td>
<td>protect</td>
</tr>
<tr>
<td>kamatea</td>
<td>kill</td>
</tr>
<tr>
<td>kamatuua</td>
<td>make sleep</td>
</tr>
<tr>
<td>kaooa</td>
<td>invite, order something</td>
</tr>
<tr>
<td>kaootaa</td>
<td>make light, explain to</td>
</tr>
<tr>
<td>karaua</td>
<td>be careful with</td>
</tr>
<tr>
<td>karereaa</td>
<td>make go fast</td>
</tr>
<tr>
<td>kariaa</td>
<td>expect</td>
</tr>
<tr>
<td>katakaakaroa</td>
<td>let someone play</td>
</tr>
<tr>
<td>kataua</td>
<td>try on, out</td>
</tr>
<tr>
<td>katiaa</td>
<td>let finish</td>
</tr>
<tr>
<td>katiia</td>
<td>shoot</td>
</tr>
<tr>
<td>katoaa</td>
<td>complete, pair with, make a set</td>
</tr>
<tr>
<td>katokaa</td>
<td>put, take with</td>
</tr>
<tr>
<td>katomaa</td>
<td>join</td>
</tr>
<tr>
<td>kauauaa</td>
<td>make swim</td>
</tr>
<tr>
<td>kaungaa</td>
<td>encourage</td>
</tr>
<tr>
<td>kawaetataa</td>
<td>rush</td>
</tr>
<tr>
<td>kinaa</td>
<td>recognize</td>
</tr>
<tr>
<td>kunea</td>
<td>find</td>
</tr>
<tr>
<td>tewea</td>
<td>call</td>
</tr>
<tr>
<td>tuoaa</td>
<td>examine</td>
</tr>
</tbody>
</table>
Set 2a

kabeeukoraaea* cause to stagger as a load
kabitaraaea mistake someone for, take in opposite way
kaboiraeaea make smell bad
kabutiraeaea cause disagreement among
kairuuaaea welcome as a guest
kainraaea put out of position
kamaamaaea make ashamed
kamaoraaea make people hate someone
kam'araaea cause filthiness, ugliness
kamaroareaa make feel lonely
kanib'araaea cause discomfort
kanikinaeaa* mark someone, something
kaongoraeaea tell, inform
karongoaarea make noise to someone
katuuaaea punish
kaunraaea cause disagreement among

Note the great preponderance of forms beginning with the causative marker ka- in set 2. Remember that in the 'a' sets, the stem is found be removing ea. (*starred forms lengthen the final (short) a of the stem before adding the linkers and pronouns).

The above lists provide a sample of verbs which pattern in certain ways. When you meet a verb which does not appear on these lists, you must discover which pattern it follows. It will be useful to prepare lists of these new words along with the above.
A. Translate the following into Kiribati (set 1):

1. You see me.
2. They like me.
3. He calls me.
4. She knows me.
5. Do you (pl.) want me?
6. I want you (sg.).
7. She helps you (sg.).
8. They point at you (sg.).
9. We look at you (sg.).
10. It smells you (sg.).
11. She loves him.
12. I know him
13. They hate her.
14. You (sg.) think of her.
15. We saw her.
16. She pushed it.
17. He likes it.
18. They try it.
19. He saw us.
20. They call us.
22. She thinks of us.
23. They give us food.
24. We want you (pl.).
25. He teaches you (pl.).
26. I know you (pl.).
27. Does he call you?
28. I lead them (an.).
29. You give them food.
30. He likes them (inan.).
31. You cut them (inan.).
32. She chooses them (an.).
B. Translate the following into Kiribati (set 2):

1. He finds me.
2. They mistake me.
3. She releases me.
4. I encourage you (sg.).
5. He tricked you (sg.).
6. We fed you (sg.).
7. They rush you to go.
8. I recognize her.
9. You make her sleep.
10. We let her play.
11. We expect him today.
12. They protected him.
14. She lies about him.
15. I bought it.
16. He put it on the table.
17. She undid it.
18. They completed it.
19. She feeds us.
20. He tricked us.
21. They recognize us.
22. I invite you (pl.).
23. She lies about you (pl.).
24. He examines you (pl.).
25. We cause you to sleep.
26. He released them (an.).
27. She fed them.
28. I encourage them.
29. She killed them.
30. We finish them (inan.).
31. He examines them (inan.).
C. Translate the following into Kiribati (nasals):

1. You make me cry.
2. She tells me the story.
3. He remembered me.
4. I flatter you.
5. They touch you.
6. Who told you that?
7. You make him strong.
8. We let him in.
9. She teaches him.
10. I flatter her.
11. He married her.
12. They remember her.
13. I use it.
14. He put it in.
15. You dig it.
16. You make us cry.
17. They make us strong.
18. He taught us.
19. She told you (pl.).
20. He flatters you (pl.).
21. We make them cry.
22. He makes them strong.
23. She remembers them.
24. You attach them (inan.).
25. He mixed them (inan.).
26. They polished them (inan.).
D. Replace the object noun in the following sentences with the correct form of the object pronoun:

1. I noora te kaibuke.
   see ship
2. Ti noorila aomata.
   see people
3. E orea te b'atoro.
   hit bottle
4. A teboki raurau.
   wash plates
5. Ti katokaa te am'arake.
   puts food
6. I uringa tamau ma tinau.
   remember my father my mother
7. E tangirai ma raou.
   wants me my friend
8. Kam katanga te ataei.
   make cry child
9. Ti kaboii taiani kariki.
   buy some bread
10. I kuneko ma raom.
    find you your friend
11. E kam'anea Taom ma Ruka.
    trick Tom Luke
12. A kaira te unimm'aane.
    lead the old man
13. E kaon taian turam.
    fill some drums
    put on his clothes
15. Ko kana te ika.
    eat fish
    make sleep
17. Ti butim'aaiko ma raom ngkai.
    go to meet you and your friend now
18. E reireina natiu.
    teach my child
    mix drink
20. E buuna te aiine ae e raoiroi.
    marry woman good