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INTERLINGUA COURSE FOR BEGINNERS

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version anglaise: Åsmund Knutson Aukland

Prefacio / Preface

In 1951 the international language was born. This happened when the great "Interlingua-English Dictionary" was first published. It contains 27 000 words and is still the basis for Interlingua. Linguists and scientists had, throughout 27 years, worked to uncover "the language within languages". This is now about half a century ago, and now Interlingua is spread all over the world, with national associations and full coverage on the Internet.

Interlingua is immediately comprehensible for all that master one of the languages within the roman language family (French, Spanish, Italian, Portuguese, Romanic, Rhaeto-Romanic and Latin). A substantial part of English is derived from the Roman languages. Thus Interlingua is readily accessible for nearly one billion people. The grammar is simple, and the essenti-

als are contained in two A4 pages.

Also in Slavonic and Teutonic languages, as in English, there are many foreign words that belong to the Latin. This fact renders Interlingua a simple language to learn. And it gives obvious advantages before all other auxiliary languages in the market. Interlingua also provides a significant tool to linguistic insight and an understanding of our foreign words and their function.

This book provides an example of how one may attain the basics of an international language in a simple and easy way. Interlingua also provides a basis for teaching children and adolescents English, French, Spanish etc. Our vision presents Interlingua as the primary foreign language for the entire world. Children easily learn languages, and they enjoy it, if it is done in a simple way. In about ten years we may produce a generation that can communicate internationally.

Interlingua has the enormous advantage over the artificial languages that it is a living, expressive language, gathered directly from the root of the Indo-European inheritance. It is not a mixture of words gathered in from one language here and one language there. Interlingua has the beauty and ready expression of the Latin original, and it is ideal for poetry and fiction, which has found expression in a rich literature in Interlingua.

In our days enormous sums are spent in the translation between languages. In particular we

find this to be the case within the United Nations, within the European Union and within world trade and legislation. Misunderstandings easily arise, and these may be fatal, in the translations from one language to another. With one common language, well defined and distinct, we can obtain enormous progress and advantages.

Pax Romana (the old Roman union of nations) in its time was based on the common languages of Greek and Latin. Commerce, religion, science, culture and literature blossomed for one and a half millennia. Interlingua may give us a new potential in the dawning of this new millennium with a new potential and a fresh start.

This course consists primarily of ten lectures where the entire grammar is presented. Through texts and exercises one will attain a vocabulary of about 400 words. Then follow five readings that will further increase the vocabulary. When the entire course is read, one should have a vocabulary of about 750 words. This will enable the student to read ordinary texts in Interlingua without any problem. The vocabulary may thus be increased gradually.

Panorama is an international journal, published bi-monthly, and we have a rich literature available. You may become a member of your nearest national union, and thus of the World Union of Interlinguists, the Union Mundial pro Interlingua. ■



Pronunciation / Pronunciation

Letter	Name	Pronounced as in...
a	a	<i>f<u>a</u>ther</i>
b	be	<i>b<u>o</u>at</i>
c	tse	before e, i and y as <i>ts</i> in <i>h<u>a</u>ts</i> ; in other cases as in <i>c<u>a</u>se</i>
d	de	<i>d<u>u</u>ll</i>
e	e	<i>m<u>e</u>t</i>
f	eff	<i>f<u>a</u>ll</i>
g	ge	before e, i and y as in <i>g<u>r</u>eat</i> , in the suffix <i>-age</i> as in <i>sab<u>o</u>tage</i> , and in other cases as in <i>g<u>r</u>eat</i>
h	ha	<i><u>h</u>at</i>
i	i	<i>ma<u>ch</u>ine</i>
j	jota	as in English or French <i>jo<u>u</u>rnal</i>
k	ka	<i><u>k</u>in</i>
l	ell	<i>l<u>o</u>ng</i>
m	emm	<i><u>m</u>an</i>

Letter	Name	Pronounced as in...
n	enn	<i><u>n</u>ow</i>
o	o	<i>n<u>o</u>rth</i>
p	pe	<i><u>p</u>ie</i> , but <i>ph</i> is pronounced <i>f</i> as in <i>f<u>o</u>reign</i> or <i>ph<u>o</u>tos</i>
q	ku	<i>k</i> , but <i>qu</i> is pronounced as in <i>q<u>u</u>eer</i>
r	err	<i>r<u>o</u>w</i> with a rolling r as in Scottish
s	ess	<i>s<u>o</u></i>
t	te	<i>t<u>i</u>me</i> , and <i>th</i> is also pronounced <i>t</i> . Before <i>i</i> the pronunciation of <i>t</i> is as <i>ts</i> as in <i>st<u>a</u>tion</i>
u	o	<i>fl<u>u</u>te</i>
v	ve	<i>v<u>a</u>se</i>
w	duple ve	<i>w<u>i</u>ld w<u>e</u>st</i>
x	iks	<i>s<u>i</u>x</i>
y	ypsilon	<i>ma<u>ch</u>ine</i> (not as in English <i>my<u>s</u>tic</i>)
z	zeta	<i>h<u>a</u>ze</i>

The main rule is that the stress is on the vowel before the last consonant. Where we have the exceptions we shall underline the stress. The words in [] are the phonetic writing. ■

Contento / Contents

Prefacio / Preface

Lection un / Lesson one

The indefinite and the definite article. The infinitive and present tense of the verb

Lection duo / Lesson two

The reflexive verbs. Plural of the noun. *Non*. Personal pronouns.

Lection tres / Lesson three

Past tense of the verb. Personal pronouns in accusative and in dative.

Lection quatro / Lesson four

a + le = a/. Future tense.

Lection cinque / Lesson five

de +le = del. The genitive. Possessive pronouns.

Lection sex / Lesson six

Adverbs. The perfect participle. The perfect. Cardinal and ordinal numbers.

Lection septe / Lesson seven

Relative pronouns. The pluperfect.

Lection octo / Lesson eight

The present participle. The conditional. The present passive.

Lection novem / Lesson nine

The imperative. The past passive.

Lection dece / Lesson ten

Inflectional comparison of adjectives and adverbs. *-issime* and *-issimo*.

Conversationes & textos / Conversations & texts

Prime lection / First lesson

Le visita a granpatre e granmatre. The visit to grandfather and grandmother.

Secunde lection / Second lesson

In le Pyreneos. In the Pyrenees.

Tertie lection / Third lesson

Conversation in le bibliotheca. Conversation in the library.

Quarte lection / Fourth lesson

Le revista quotidian. The newspaper, the daily journal.

Quinte lection / Fifth lesson

Le ultime lection / the last lesson. Final exercise. Postscripto / Postscript.

Clave / Key to the exercises

Clave a omne le exercitios / Key to all the exercises.

Grammatica essential

Vocabulario / Vocabulary

All the words used in this course are here. The numbers refer to the lessons where the word is used the first time. The roman numerals refer to the last five text lessons.