

Modern Indoeuropean

A Practical Course

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Change Record

Issue.rev	Date	Change Description
0.0	2 nd June 2011	First issue of lessons 1-7
0.1		L2: dvótera -> dwótera
		Revision of document format, correction of typos
		Added Lessons 8,9
		Added Vocabulary

A PRACTICAL COURSE

Introduction

This course is mainly based on “A Grammar of Modern Indoeuropean” by Carlos Quiles and Fernando Lopez-Menchero. Please refer to the grammar for more details. The grammar is available in www.dnghu.org

This course is in development and is still very incomplete. For instance the pronunciation section is still missing, but please refer to the grammar.

MIE can be generated only when the rigorous study of the ancient language meets the modern needs. Usage of creativity is unavoidable, for instance to introduce new words that could not be in usage when indoeuropean was spoken, like “computer”, or for the formation of any word from the roots. However clear rules must be followed and identified in order to preserve the peculiarity and personality of the language. The derivation of any new word is explained in the vocabulary.

The creativity is a very important point because somehow clarify the scope of this document: the language of this course is NOT an academic reconstruction of the original IE, but a development of a modern language based on the reconstructed IE grammar.

Since this course is after all an experiment, constructive comments are really welcome.

Please feel free to post your comment to:
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Acknowledgements

Many thanks to Carlos Quiles and Fernando Lopez-Menchero for the huge work they did for Dnghu and the MIE grammar. Without their material I could not write this book.

What's new

In this Rev. 0.1 we have added the lessons 8 and 9 with the perfect tense, the vowel ablaut and a vocabulary at the end of the book.

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1: Prāmā Legtjōn - Didkskō Eurōpājóm

During the first week (lessons from 1 to 7) we learn the first declination (nouns in -ā, -ja/ī, -ē), the present active tense of the thematic verbs and of some athematic verbs.

Komtloqjom

1. Karolā: Āla Ana!
2. Anā: Āla Karola!
3. Karolā: Wlējesi?
4. Anā: Wlējō, prijēsna. Eurōpājóm didkskō.
5. Karolā: Eurōpājóm didkskesi?
6. Anā: Jāi.
7. Karolā: Egō-qe Eurōpājóm didkskō. Slwěj’
8. Anā: Slwēj’

1. Karola: Hallo Ana!
2. Ana: Hallo Karla!
3. Karola: How are you?
4. Ana: I am fine, thanks. I am learning European.
5. Karola: Are you?
6. Ana: Yes
7. Karola: I am learning European as well. Goodbye!
8. Ana: Goodbye!

Vocabulary

Āla = hallo
Wlējō = I am fine (cfr valeo)
Didkskō I learn
Eurōpājóm = European
Slwěj’ = Goodbye

Grammar

At this stage you don't need to memorize all the rules that are hereby presented. Just read and listen to the dialogues when available. The second part of the book will deal with the details.

3, 4 In MIE (Modern IndoEuropean) the termination of the verbs change with each person. In English we have only the difference between the third singular person (i.e. he goes) and the other persons (I go, you go, they go). Being the person identified by the verb termination, in MIE you do not need express the person explicitly. For now just notice that wlējō = I am fine, and wlējesi = you are fine.

4. The preferred verb position is at the end of the sentence.

3, 5 Questions can be formulated in the same form as positive sentences, just with a question mark.

7 -qe means “and and is postponed to the second word. For instance “Karolā Anā-qe” means “Karola and Ana”

Etymology

Lesson = MIE **Légtjōn, légtjonos**

Lesson from Lat Lectio from lectum - legere <= PIE *leg, with infinitive suffix -tu, => legtu, => jōn/jonos suffix is added for word formation similar to existing Latin word.

2: Dwóterā Legtjōn - An ámeikāns widējete?

Komtloqjom

1. Anā ámeikām mimdeti.
2. Anā: Āla Karola, wlējesi?
3. Karolā: Wlējō, prijēsna.
4. Anā: Edjēw Eurōpājóm didkskomos.
5. Karolā: Eurōpājóm nē gnōskō.
6. Ámeikās Eurōpājóm didkskonti.
7. Anā prskkāns prskketi.
8. An ámeikāns widējete?

1. Ana meets her friend.
2. Ana: Karola, how are you (are you fine?)
3. Karola: I am fine, thanks.
4. Ana: Today we learn European.
5. Karola: I don't know European.
 6. The girlfriends study European.
7. Ana ask questions.
8. Do you see the girlfriends?

Vocabulary

Mimdō = I meet (mimdeti = she, he, it meets)
Edjēw = today
Widējō = I see
Gnōskō = I know
Nē = Negation (for instance nē gnōskō = I don't know)
Prskkā = question
Prskō = I ask
ámeikā = girlfriend

Notes

1. Mimdeti, it is the third singular person of the verb mimdō = I meet.
4. Didkskomos = 1st plural person of the verb didkskō = I learn
6. Ámeikās = nominative plural of ámeikā (girlfriends). Note that in the line 8 we find ámeikāns, being -āns the termination for the plural accusative.
8. Widējete = you all see, 2nd plural person of widējō (I see). "an" can be used to introduce a generic question.

Grammar

Declension:

Let's review the declension in ā we have met so far with ameikā as example:

	Singular	Plural
Nominative	Ameikā	Ameikās
Accusative	Ameikām	Ameikāns
Vocative	Ameika	Ameikās

Conjugation:

We have met the active present indicative of the thematic verbs (-ō). We conjugate widējō:

-ō verbs: active present indicative	
Widējō	I see
Widējesi	you see
Widējeti	he/she/it sees
Widējomos	we see
Widējete	you all see
Widējonti	they see

Exercises

A – Translate into English:

1) Didkskonti, 2) Prkskesi prkskām 3) Ana ameikāns nē widējeti 4) Karolām gnōskō 5) Karolā gnōsketi 6) An Anām widējete? 7) Anā Karolām gnōsketi. 8) Karola, an Anām gnōskesi?

B – Translate into MIE

1) They don't see Ana. 2) Ana knows the girlfriends. 3) The girlfriends don't know Karola. 4) Do you know Ana? 5) I meet Karola. 6) Karola sees Ana 7) Ana doesn't know Karola 8) We ask questions.

Solutions

A

1) They learn. 2) You ask a question 3) Ana doesn't see the girlfriends 4) I know Karola 5) Karola knows. 6) Do you see Ana? 7) Ana knows Karola. 8) Karola, do you know Ana?

B

1) Anām nē widējonti. 2) Ana ámeikāns gnōsketi. 3) Ameikās Karolām nē gnōskonti. 4) An Anām gnōskesi? 5) Karolam mimdō 6) Karolā Anām widējeti 7) Anā Karolām nē gnōsketi. 8) Prkskāns prkskomos.

3: Tritjā Legtjōn - Anā Karolās ammām mimdeti

Komtloqjom

1. Anā Karolās ammām mimdeti.
2. Anā atqe Karolās ammā louksnām sterlāns-qe widējonti.
3. Sterlās lukējonti.
4. Karolā cemjeti.
5. Karolā Anāi dāwētām seleti.
6. Anāi dāwētā esti.
7. Dāwētās drktā cenābhos sterlāns kēlājeti.
8. Karolā Anās ámeikā esti.
9. Karolās ammā Anām gnōsketi.
10. Cenās sterlāns gnōskonti.
11. Cenām dāwētā ameikābhos sterlāns kēlājeti.

1. Ana meets the mother of Karola
2. Ana and Karolas mother look at the Moon and at the stars.
3. The stars shine.
4. Karola comes.
5. Karola buys a torch for Ana.
6. Ana has a torch.
7. The light of the torch hides the stars to the women.
8. Karola is friend of Ana.
9. Karola's mother knows Ana
10. The women know the stars.
11. The women's torch hides the stars to the girlfriend

Vocabulary

Ammā = mother
Louksnā = Moon
Sterlā = star
Cenā = woman
Dāwētā = torch
Drktā = light

Kēlājō = I hide
Lukējō = I shine
Cemjō = I come
Selō = I buy
Esti = (it) is

Atqe = and

Notes

1. Karolās = “of Karola”, genitive case.

6 Esti is the third singular person of the verb “estum”, to be, which is athematic. We will see athematic verbs later. The sentence literally means: “For Ana there is a torch”, i.e. Ana has a torch.

Atqe is used like “and” in English, i.e. between the words to be united, while -qe after the last word. So you can say:

Anā Karolā-qe OR Anā atqe Karolā.

Grammar

In this lesson we present two more cases of the ā declension: the genitive and the dative:

1 st -ā declension	Singular	Plural
Nominative	Ámeikā	ámeikās
Accusative	Ámeikām	ámeikāns
Vocative	ámeika	ámeikās
Genitive	Ámeikās	ámeikām
Dative	Ámeikāi	ámeikābhos, ámeikābhjos, ámeikāmos

Note that in the -ā declension the singular form of the genitive is identical to the plural form of the nominative, while the plural form of the genitive is identical to the singular form of the accusative. The usage will help to define the correct case. Note that the genitive generally precedes the noun it possesses, exactly like the saxon genitive in English. So to say the torches of the women you better say: “cenām dāwētās” and not “dāwētās cenām”, however the latter is not wrong.

A way to express possession is to use nominative for the item possessed, the verb to be and dative of the possessor: instead of “Ana has the torch” it is possible to say “the torch is to Ana” (Anāi dāwētā esti).

Exercises

A – Translate into English:

- 1) Anās dāwētā lukējeti.
- 2) Karolāi dāwētām nē selō.
- 3) Louksnā sterlās-qe kēlājonti
- 4) Anā cenām ámeikā esti
- 5) An widējete dāwētām drktām?
- 6) Anā Karolās ammām mimdeti.
- 7) Cemjō
- 8) An cenām ámeikām gnōskesi?

B – Translate into Eurōpājóm

1) They don't see the light of the torches. 2) Ana sees the moon. 3) The girlfriend of the mother of Ana doesn't know Karola. 4) Do you come? 5) The stars shine 6) Karola and Ana ask questions 7) We don't know the question of the woman 8) Karola is hiding.

Solutions

A

1) The torch of Ana shines. 2) I don't buy Karol a torch. 3) The Moon and the stars hide 4) Ana is friend of the women 5) Do you see the light of the torches? 6) Ana meets Karola's mother. 7) I come. 8) Do you know the friend of the women?

B

1) Dāvētām drktām nē widējonti. 2) Ana louksnām widējēti. 3) Anās ammās ámeikā Karolām nē gnōsketi. 4) An cemjesi? 5) Sterlās lukējonti 6) Karolā Anā-qe prkskās prkskonti. 7) Cenās prskām nē gnōskomos. 8) Karolā kēlājeti.

4: Qétwrtā Legtjōn - Sgholām eími

Komtloqjom

1. *Anā awām eíti atqe idhei Karolām mimdeti.*
2. Anā: Wēsrom ēsúm Karola, qotā wlējesi?
3. Karolā: Wēsrom ēsúm Ana, wlējō sū, prijēsna.
4. Anā: Qid dhakjesi kei?
5. Karolā: aqām pibō jodqid trsējō,
6. ndha sgholām ékwābhi eími,
7. ndha sgholād ékwābhi awām ghighējō.
8. Anā: Qid sgholāi dhakjesi?
9. Karolā: Eurōpājóm didkskō.
10. Anā: An ekwā nertā esti?
11. Karolā: ita sntējō ma...
12. Anā: An imés sm ekwābhi sgholām?
13. Karolā: ...tagei!
14. Anā: Prijēsna!

1. Ana goes to the fountain and there she meets Carol.
2. Ana: Good morning Carol, how are you?
3. Carol: Good Morning Ana, I am fine, thanks.
4. What are you doing here?
5. Carol: I am drinking water because I am thirsty
6. then I go to school by the mare,
7. and then I come back to the fountain from the school with the mare.
8. Ana: What do you do at school?
9. Carol: I learn European.
10. Ana: is the mare strong?
11. Carol: I think so but...
12. Ana: do we go together to the school by the mare?
13. Carol: ...alright!
14. Ana: thanks!

Vocabulary

ekwā = mare
awā = fountain
aqā = water
sgholā = school

nertos, ā, om = strong

mimdō = to meet
émi = to go
esmi = to be
dhakjō = to do
pibō = to drink
trsējō = to be thirsty
ghighējō = to come back

idhei = there
kei = here
jodqid = because
sm = together
ndha = then

qid? = What?
qotā? = How?
wēsrom ēsúm = good morning
qotā wlējesi? = how are you?
wlējō sū = I am fine
prijēsna = thanks

Notes

1. *Awām éiti = she goes to the fountain.* The accusative case can express the destination toward which a movement is oriented . See also line 6, sgholām = to school.
6. *ékwābhi = by the mare.* Instrumental case can express the means.
7. *sgholād = from school.* Ablative case can express the place of origin
10. *nertā* is the nominative singular feminine of the adjective *nertos*, a, om. Adjectives takes the gender, case and number of the nouns they relate to.

Grammar

In this lesson we present the singular and plural forms of the last three cases for the ā declension: the instrumental, the ablative and the locative:

1 st -ā declension	Singular	Plural
Nominative	Ámeikā	ámeikās
Accusative	Ámeikām	ámeikāns
Vocative	ámeika	ámeikās
Genitive	Ámeikās	ámeikām
Dative	Ámeikāi	ámeikābhos, ámeikābhjos, ámeikāmos
Locative	Ámeikāi	ámeikāsu
Instrumental	ámeikābhi/ámeikāmi *	ámeikābhis/ámeikāmis
Ablative	Ámeikād	ámeikābhos, ámeikābhjos, ámeikāmos

* Also the instrumental form *ámeikā* is possible, however it is better to avoid it because is the same as nominative.

In this lesson we meet the active present indicative of two athematic verbs:
to be:

I am = esmi
You are (Thou art) = esi
He, she, it is = esti
We are = smes
You are = ste
They are = senti

Esti = there is

to go:

I go = eími
You go = eísi
He, she, it goes = eíti
We go = imés
You go = ité
They go = jenti

As pointed in the notes, some cases are related to motion:

Accusative: motion TO
Ablative: motion FROM
Instrumental: motion THROUGH
Locative: Being IN Place

Exercises

A – Translate into English:

1) Wēsrom ēsúm Ámeika, qotā wlējesi? 2) Sgholām nē eími . 3) An Karolās ekwā nertā esti? 4) Sgholād Karolās ekwābhi awām eími 5) Nē trsējō ma aqām pibō 6) Anā Karolā-qe sm sgholām ghīghējonti. 7) Anā Karolā-qe ámeikās senti. 8) Qid dhakjete kei? 9) Dáwētābhis widējomos. 10) Sgholāsu ámeikās senti.

B – Translate into Eurōpājóm

1) They go to school. 2) We see the fountain from the school. 3) There is (esti) water for the strong mare (use Dative). 4) The girlfriends do not drink water because they are not thirsty. 5) There is no water in the fountain. 6) You come back and then you drink 7) Are you at school? 8) The mare of Carol drinks the water of the fountain. 9) The (girl)friends do not go to school by mares (instrumental). 10) In the fountains there is water.

Solutions

A

1) Good morning (girl) friend, hoe are you? 2) I don't go to school. 3) Is the Karola's mare strong? 4) I go by the mare of Carol from school to the fountain. 5) I am not thirsty, but I drink water. 6) Ana and Karola go back together to school. 7) Ana and Carol are friends. 8) What do you do here? 9) We see by the torches. 10) There are (girl)friends in the schools (locative)

B

1) Sgholām jenti. 2) Sgholād awām widējomos. 3) Aqā nertāi ekwāi esti. 4) Ámeikās aqām nē pibonti, jodqid nē trsējonti. 5) Awāi aqā nē esti. 6) Ghīghējesi ndha pibesī. 7) An sgholāi esi? 8) Karolās ekwā awās aqām pibeti. 9) Ámeikās sgholām ekwabhis nē jenti. 10) Awāsu aqā esti.

5: Penqtā Legtjōn - Petnābhi epistolām skreibhō

Komtloqjom

1. *Anā ámeikās Ilonās swādwjans epistolāns ghndeti.*
2. Karolā: Anā, qori smejesi?
3. Anā: Smejō jodqid gaudhējō. Ilonā skreibheti swadwjans epistolāns.
4. Ilonā Rōmāi cejweti atqe Eurōpājóm didksketi.
5. Egō-qe Ilonāi epistolāns sontējō jodqid sā maqā ēswjá ámeikā esti.
6. Karolā: Ilonām nē gignōskō.
7. Anā: nū petnābhi epistolām tesjāi skreibhō. Ilonā moksi kām cemjeti...
8. Karolā: ...ita Ilonām gignōtum moghō. An tebhei petnām dídōmi?
9. Anā: Dā, prijēsna. Epistolām paulām-qe kapsām tesjāi sontējō kom.
10. Karolā: Qid kapsā rtējeti?
11. Anā: Rounā nē esti: kapsā paulām lapsām rtējeti. Esti atqe kapsā paulā-qe lapsā tebhei.
12. Karolā: Prijēsna!

1. Ana receives pleasant letters from her friend Ilona.
2. Carol: why are you smiling?
3. Ana: I am smiling because I am happy. Ilona writes sweet letters.
4. Ilona lives in Rome and studies European.
5. I also often send Ilona letters because that girl is a good friend.
6. Carol: I don't know Ilona.
7. Ana: now I write her a letter with a pen. Ilona this summer is coming here.
8. Carol: So I can know her. Do I give you a pen?
9. Ana: Yes please. I send her the letter with a small box (I send her together a letter and a small box).
10. Carol: What does the box contain?
11. Ana: it is not a secret: the box contains a small lamp. There is also a box and a small lamp for you.
12. Carol: thanks!

Vocabulary

epistolā = letter
potnja = mistress
kapsā = box
kattā = cat
kselwā = forest
maqā = girlfriend
lapsā = lamp
dómūnā = landlady
wlewā = leon
auqslā = pot

rounā = secret
Rōmā = Roma

qori? = why?
moksi = soon
kom = with (with Instrumental)

ēswjá = good (feminine)
swādwja = pleasant (feminine)
paulā = small (feminine)

pibō = to drink
trsējō = to be thirsty
sontējō = to send
ghndō = to receive
skreibhō = to write
timējō = to be afraid
cejwō = to live

Notes

2. Qori = why
5. sā = that (feminine)
7. tesjāi = her, dative case of sā (see note 5). kām = hereto.
8. gignōti is the infinitive form (to know). Some verbs as moghō “can” are associated to infinitive. gignōtum moghō = I can know. Tebhei = dative form of pronoun “tū” (singular you - thou) meaning “to you”.
9. Kom “with” is a preposition and can follow some verbs with the meaning of “together”. Qid, interrogative pronoun “what”.

Grammar

In this lesson we introduce the jā/ī declension, as a special case of the first declension. There are few words following the jā/ī declension, however we meet some important feminine forms of the adjectives (i.e. adjectives in -nts/ -ntja/ -nt and -us/ -wja/ -u): see for instance the feminine accusative plural form in “swadwjas epistolās” in the dialogue.

1st -jā / -ī declension	Singular	Plural
Nominative	potnja / potnī	potnjas / potnīs
Accusative	potnjam / potnīm	potnjans / potnīns
Vocative	potnja / potnī	potnjas / potnīs
Genitive	Potnjās	potnjām
Dative	Potnjāi	pótnjabhjos, pótnjabhos, pótnjamos
Locative	Potnjāi	pótnjāsu
Instrumental	potnjā/potnjābhi/potnjāmi	pótnjabhis, pótnjamis
Ablative	Potnjād	pótnjabhjos, pótnjabhos, pótnjamos

Note that the plural form of the ablative is identical to the dative's one.

In this lesson we meet the active present indicative of another athematic verb:
to give:

I give = dídōmi
You give (Thou givest) = dídōsi
He, she, it gives = dídōti
We give = dídames
You give = dídate
They give = dídanti

Etymology

letter, epistle = MIE **epistolā**

Epistle from Lat epistola from Gr ἐπιστολή from ἐπιστέλλω. στέλλω <= *stel, ἐπι = *epi. Vocal change e-o:

Another translation can be from Slavic:

letter = MIE **peikmom**

Russ. Письмо, (Slovenian Pismo) verb писáть *pik (to write): pik -mo-s

Considering ἤλεκτρον (amber) <= ēlektronikós, the email could be ēpeikmom

email = MIE **ēpeikmom**

Exercises

A – Translate into English:

1) Anā potnjāi epistolām petnābhi skreibheti. 2) Māqās dómūnāi auqslām dídanti. 3) Kattām wlewā nē timējeti. 4) Anāi Karolāi-qe paulām lapsām dídames. 5) Māqās sgholāsu didkskonti. 6) Rōmād swādwjas epistolās menghom ghndete. 7) Sgholāsu maqābhjos patnāns dídames. 8) Anās kattā trstējeti.

B – Translate into Eurōpājóm

1) The mistress receives a letter of (her) (girl) friend from Rome. 2) In the pots there is water of the fountain. 3) Lions live in the forest. 4) Why do they smile? 5) The mistress goes by mare to the fountain and drinks water. 6) Is there (any) water on the Moon? 7) The girls write letters to the friends at school 8) You (thou) see the kats of the (girl)friends from the schools.

Solutions

A

1) Ana writes a letter with a pen for the mistress. 2) The girlfriends give a pot to the landlady. 3) The leon does not fear the cat. 4) We give to Ana and Carol a small lamp. 5) The girls learn in the schools. 6) You often receive sweet letters from Rome. 7) We give pens to the girlfriends in the schools. 8) Ana's kat is thirsty.

B

1) Potnī (Potnja) ámeikās epistolām Rōmād ghndeti. 2) Auqslāsu awās aqā esti. 3) Wlewās kselwāi cejwonti. 4) Qori smejonti? 5) Potnja ekwāmi awām eíti aqām-qe pibeti. 6) An Louksnāi aqā esti? 7) Maqās ámeikābhjos epistolāns sgholāi skreibhonti. 8) Ámeikām kattāns sgholād widējesi.

6: Sekstā Legtjōn – Eími peqtum tebhei perisentjām widējontjāi

Komtloqjom

1. *Karolā Anām mimdeti.*
2. Karolā: Wēsrom ēsúm Ana. Qid dhakjesi?
3. Anā: Widējō perisentjām kselwābhi dhalnābhi dē.
4. Karolā: Perisentjās spekjēs swādwja esti.
5. Anā: Jāi perisentjā swādwja widējeto.
6. Karolā: An torpējesoi koupām aqās glaghjē?
7. Anā: Jāi prijēsna, trsējō alkējōqe, mō toqe perisentjām weistum torpējai.
8. Karolā: An reidhom nē esti? Perisentjām widējontīs edstum moghesi!
9. Anā: Edstum jāi, mō peqtum nē...
10. Karolā: Jāi, jāi, peumi... eími peqtum tebhei perisentjām widējontjāi.
11. Anā: Prijēsna, ámeika!

1. Carol meets Anne.
2. Carol: Good morning Anne, what are you doing?
3. Anne: I am watching a programme about the vegetation of the forest.
4. Carol: The programme looks good.
5. Anne: It does, the programme looks good.
6. Carol: Would you like a cup of water with ice?
7. Anne: Yes please, I am thirsty and hungry, but I also want to see the programme.
8. Carol: Isn't it easy? You can eat while you watch the programme!
9. Ana: I can eat, but not cook...
10. Carol: Yes, yes, I understand... I go cooking for you while you watch the programme.
11. Thank you my friend!

Vocabulary

bhidhēs = trust
spekjēs = aspect
glaghjēs = ice

wēmā = beautiful
reidhom = easy
tebhei = for you (dative of you)
mō = but

perisentjā = (TV) programme
dhalnā = vegetation

koupā = cup
qawā = coffee

mimdō = to meet
trsējō = to be thirsty
alkējō = to be hungry
torpējō = to want
peqō = to cook, peqtum = infinitive
dhakjō = to do
peumi = I understand

edstum = to eat (infinitive) of edmi
weistum = to see (infinitive of widējō)

dē = about (+instr)

Notes

3. dhalnābhi dē: dē with instrumental express the topics of the programme: a programme of (about) the vegetation...
4. By the letter is: the aspect of the programme is pleasant.
5. It is expressed the same concept of the previous sentence but with the medio-passive form of the verbe widējō.
- 6 glaghjē is instrumental. The instrumental case can express accompaniment, so glaghjē = with ice. Note also the genitive of aqā to express the content of the cup (a cup of water).
9. "moghō" is not written but is auxiliary for the two infinitive, so it means I can eat but I cannot cook.
10. tebhei ...widējontjāi: the participle has to concord with tebhei in dative. Dative means the complement of advantage, in this case "for you that are watching".

Grammar

In this lesson we introduce the last type of the first declension for the nouns that present -ē ending. Only the singular form is in use.

1st -ē declension	Singular
Nominative	Spekjēs
Accusative	Spekjēm
Vocative	Spekjē
Genitive	Spekjēs
Dative	Spekjei
Locative	Spekjei
Instrumental	Spekjē
Ablative	Spekjēd

Note the nominative in -s.

The reconstructed Proto-Indo-European show an intense reliance on participles. The active present participle of the thematic verb is formed by adding to the present theme the suffix -ont for masculine and neuter, -ontja/-ontī for the feminine. We already have met the declination of feminine form -ontja/-ontī.

The participle stands often as a secondary sentence, that could be causal, temporal, modal, relative.

* * *

In this lesson we meet the active present indicative of two more athematic verb:
to eat:

I eat = edmi
You eat (Thou) = edsi
He, she, it eats = esti
We eat = dmes
You eat = dte, dste
They eat = denti

to understand

I understand = peumi
You understand (Thou) = peusi
He, she, it understands = peuti
We understand = pumes
You understand = pute
They understand = punti

Middle-passive.

In MIE we have two “Voices”: Active and Middle-passive. The latter can have also termination for pure passive: we will see details along the course.

The active form is the most used and the object is expressed in accusative. The Passive form is when the object of the verb is the grammatical subject, requiring MIE nominative, while the “doer” is expressed in Instrumental.

For instance the active form is “Tom reads the book”: in MIE Tom is in nominative, the book is in accusative and the verb in active form.

The passive in English is: “The book is read by Tom”: in MIE the book is in nominative, Tom in instrumental, the verb in Passive form.

The Middle-passive has an aspect between active and passive, and means: “doing something for himself”, it is used in reflexive form. Moreover some verbs have no active form but only middle-passive.

In the particular case of Widējō, the active form means “I see”, the passive “I am seen”, the middle “I see for myself”, “I see myself” and I seem.

The middle-passive termination are different from the active one.

-ō verbs: middle-passive present indicative	
Widējai	I see for myself, I seem
Widējesoi	you seem
Widējetoī	he/she/it seems
Widējomesdha	we seem
Widējedhwe	you all seem
Widējontoī	they seem

Passive conjugation will be given later.

Note that the verb torpējō = to want can have both active and middle passive voices with the same meaning.

* * *

The infinitive form is used as a name, and can be flexed. For the moment it is sufficient to note that the form “edstum” (to eat) is like an accusative. “Eími edstum” means “I go to eat”, exactly like “eími kselwām” means “I go to the forest”

Etymology

Programme = Transmission

Eng Transmission from Lat Trans+mission

L Trans- <= MIE ter-

aGr παραλλαγή

aGr παράδοσις, Russ передача

para-, pere <= MIE peri -

δο <= PIE *dō-
-σις <= -ti
<= MIE peridōti

Ger. Sendung

***sent- -ti**

programme = perisentjā

We add a peri to give the idea of broadcast.

Television or radio Programme = perisentjā, peridōtis

coffee from arabic qahwa > MIE qawā

Exercises

A – Translate into English:

1) Anāi perisentjām widējontjāi koupām qawās dídōti. 2) Kselwāi wēmā dhalnās spekjēs esti. 3) Eími pektom ameikabhos. 4) Eurōpājóm didkskontja, peumi. 5) Anābhi perisentjām wideijō. 6) Maqās sgholāi epistolās skreibhonti. 7) An pute ameikām epistolām? 8) Anā Karolāi trstējontjāi koupām aqās glaghjē dídōti.

B – Translate into Eurōpājóm

1) The programme about the vegetation of the forest looks pleasant. 2) The coffee in the cups of the (girl)friends looks pleasant. 3) The girls go to school to see the mistress. 4) Do you want a cup of coffee? 5) I am hungry, but I want to watch the programme. 6) Today there is ice in the fountain of the school. 7) You (thou) go by the mare to the forest to see the small fountain 8) Do you (pl.) want to eat?

Solutions

A

1) He gives Anne a cup of coffee while she is watching a programme. 2) In the forest there is a beautiful species of vegetation. 3) I go to cook for the girlfriends 4) As I study European (by studying European), I understand. 5) I watch the programme with Anne. 6) The girls write letters at school. 7) Do you understand the letter of the (girl)friends? 8) Anne gives to Karol a cup of water with ice because she is thirsty (being thirsty).

B

1) Kselwās dhalnās perisentjā swādwja widējeto. 2) Qawā ámeikām koupāsu swādwja widējeto. 3) Maqās sgholām jenti potnjam weistum. 4) An koupām qawās torpējesoi ? 5) Alkējō, mō perisentjām weistum torpējai. 6) Edjew glaghjēs sgholās awāi esti 7) Ekwābhi kselwām eísi paulām awām weistum 8) Án edstum torpējedhwe?

7: Septmā Legtjōn – Qid dhakjesi edjēw?

This is the seventh lesson, just the chance to read back the whole work done till here.

This first set of lessons has provided us with all the first declension of the nouns in -ā, ja/ī, ē. We met the basic usage of all the cases. We learnt the present active conjugation of the verbs in -ō and of several verbs in -mi, and lately also the middle-passive form. IT IS REALLY A LOT! However do not try to memorize all, because we are coming back again and again on the first lesson matters.

We have also learnt some vocabulary that is useful for the next komtloqjom.

All the sentences have been taken from the previous lessons with no or little modification: if you wish you can read again all the lessons, to see if you can understand the dialogue without the help of the translation.

Komtloqjom

1. Karolā: Āla Ana! Qid dhakjesi edjēw?
2. Anā: Ameikāi Ilonāi epistolām skreibhō.
3. Karolā: Ilonām nē gignōskō.
4. Anā: Ilonās ammā kām edstum cemjeti. Ilonās ammāi epistolām dídōmi.
5. Karolā: An tebhei Ilonās-qe ammāi peqtum moghō?
6. Anā: prijēsna! Karolā, Qid dhakjesi ndha?
7. Karolā: Kselwām ekwābhi eími.
8. Anā: An ekwā nertā esti?
9. Karolā: ita sntējō ma...
10. Anā: An ndha ekwābhi kselwām imés sm?
11. Karolā: ...tagei!

1. Carol: Hi Anne, What are you doing here?
2. Anne: I am writing a latter to my friend Ilona
3. Carol: I don't know Ilona.
4. Anne: Ilona's mother is coming here to eat. I give the letter to the mother of Ilona
5. Carol: Can I cook for you and the mother of Ilona?
6. Anne: Thank you! Carol, what are you doing then?
7. Carol: I go to the forest with the mare.
8. Anne: Is your mare strong'
9. Carol: I think so but...
10. Anne: Do we go together to the forest with the mare'
11. Carol: ...okay.

8: Oktowā Legtjōn – Kompeutrom nēdom dhorbha

Komtloqjom

1. *Aléqsios sgholai artī dē eghsagmenejētor.*
2. *Dokós kluwejēti Prángiskos.*
3. *Prángiskos Karolās áwontlos esti.*
4. Prángiskos Dokós: Aléqsie, wēsrom ēsrúm. Ghlonsdha an?
5. Aléqsios: Jāi, doke, ghlondda solwom lubhrom!
6. Prángiskos Dokós: Tagtei. An dherbhtum moghomos?
7. Aléqsios: Jāi, ōkinós esmi. Dherbhōmos chedhō!
8. Prángiskos Dokós: Welpē mēqom. Kompeutrom nēdom dhorbha.
9. Aléqsios: Ngōdhi, doke, qori kompeutrom nkējesi?
10. Prángiskos Dokós: jodqid prskkāns kompeutroi skroibha.
11. Aléqsios, pavējont: An senti prskkās ita smogās?
12. Prángiskos Dokós, wrisdējont: Nē, prskkās gar reidhās senti, mā bhāskreibhjāns nkejō.
Bhāskreibhjās lāurābhis dē senti.
13. *Kompeutrom dherbhetoi et Prángiskos prāmām bhāskreibhjām deiketi.*
14. *Eghsagmen dhorbhe.*

1. *Alex is examined at school on art.*
2. *The name of the teacher is Frank.*
3. *Frank is the uncle of Carol.*
4. Frank the teacher: Good morning Alex. Have you studied?
5. Alex: Yes teacher, I have studied the whole book!
6. Frank the teacher: Well! Can we start?
7. Alex: Yes, I am ready. Let's start please!
8. Frank the teacher: wait a moment. I have not yet started the computer
9. Alex: Excuse me teacher, why do you need the computer?
10. Frank the teacher: because I have written the questions in the computer.
11. Alex, with fear: are the question so difficult?
12. Frank the teacher, laughing: no, the questions are rather simple, but I need the photos.
The photos are about stoneworks.
13. *The computer starts and Frank show the first photo.*
14. *The examination has started.*

Vocabulary

dokós = teacher

from *dok (doceo)

lubhros = book

bhāskreibhjā = photography

lāurā = stonework

kompeutrom = computer
 solwos = whole
 ita = so
 jāmi = already
 smogós = difficult
 ghlendhō, glondha = to study
 eghsagmenejō = to examine
 dherbhō, dhorba = to start
 moghō = to be able
 chedhō = to ask (chedhō means also “please”)
 welpō, wolpa = to wait
 nkejō = to need
 skreibhō, skroibha = to write
 pawējō, pawōja = to fear
 wrisdējō, wroisda = to laugh
 legō, loga = to read

Notes

1. eghsagmenētor: this is the third singular person of the present of the passive voice of the verb eghsagmenō, to examine.
- Artī dē = about art. Artī is the instrumental form of the noun Artis, of the 3rd declination: we will learn the third declination next week. Preposition dē following a noun in instrumental case means “about”, the complement of argument.
7. Dherbhōmos is the active subjunctive form of the 1st singular person and means: let's start. The subjunctive can be used for the imperative missing forms. The only difference with the present tense of thematic verbs is that the thematic vowel is lengthened (dherbomos => dherbhōmos).
8. “Welpē” is the 2nd person of the present active imperative of welpō and means “wait”.
- 10 kompeutroi is the locative of kompeutrom and means “in the computer”.
- 11 pavējont is the present participle of pavējō and can be translated as “fearing” or having “fear”. In the same way we have “wrisdējont” meaning “laughing”.

Grammar

2nd declension

In this lesson we introduce the second declension in -os, -om.

2 nd declension	Masculine		Neuter	
	Sing	Plu	Sing	Plu
Nominative	Wlkos	Wlkōs	Jugóm	Jugā
Accusative	Wlkom	Wlkons	Jugóm	Jugā
Vocative	Wlke	Wlkōs	Júgom	Jugā

Note the masculine nominative in -s and the accusative in -m, like in the first declension. The neuter present the same form for nominative, accusative and vocative: only the vocative accent can change and be anticipated.

Active perfect of thematic verbs 1/2

Perfect tense is used when an action made in the past has the consequences in the present, like English. "Have you already watched this film?" is a question related to the present status of "having watched" the film. In this case in MIE the perfect tense is used. Different is to say: "Last week I saw a nice film". In this case the action was performed in the past and is not related to the status in the present. In MIE the aorist tense is used.

In the dialogue the question is in the perfect tense because the subject is under exam, so the consequences of having or not studied are experienced in the present time!

To make a perfect we have to find *the perfect stem*. Since there are no rules that can automatically provide the perfect stem from the present one, it is better to learn the verbs form by heart. From now on we are providing the perfect stem together with the present stem.

The endings for the singular active forms are:

-a,
-tha,
-e,

so we have:

Verb kanō, kékana = sing

kékana = I have sung, kékantha = you (singular) have sung, kékane = he has sung.

On the next lesson we will learn the plural form.

Some more useful phonetic consideration for the formation of the singular forms.

Some consonants changes when they meet. When two "dental" consonants meet, we have the following rules:

*d+t, *t+t → **st**;

*d+d, *t+d, *dh+d → **sd**;

*d+dh, *t+dh, *dh+dh → **sdh**.

BUT

*dh+t, *dh+th → **sdh**

(application of the Ley of Bartholomae, for instance dh+t => d+dh=> s+dh).

For instance:

ghlenthō, ghlondha = to study

where the second form is the 1st person of the singular perfect.

So, ghlondha = I have studied; glonsdha, = you have studied; glondhe = he/she/it has studied;

one more example:

bindhō = I bind => perf. bondha; bonsdha; bondhe

Don't worry; we are coming back on this issue soon, showing more examples.

Exercises

A – Translate into English:

1) Anās kompeutrom nē dherbhetoi. 2) Anā Karolās bhāskreibhjāns weistum nē moghesi. 3) Prāngiskos kselwābhis dē lubhrom skroibhe. 4) Aléqsios solwom kselwābhis dē lubhrom jāmi loge. 5) Prāngiske, ghlosdha jāmi solwom lubhrom? 6) Karolās áwontlos Prāngiskos kluwejeti. 7) Edjēw Aléqsios sgholai dokóm woite. 8) Dokós Aléqsios artī dē eghsagmeneti.

B – Translate into Eurōpājóm

1) I have read the book of Anne. 2) Frank has written a letter to his girlfriend. 3) Anne, have you studied the whole book? 4) Professor Frank and Alex want to start. 5) Why do you need a photo? 6) Today Alex has sung in the school. 7) Alex, do you understand the book of Anne? 8) Can they start?

Solutions

A

1) Anne's computer does not start. 2) Anne cannot see the pictures of Carol. 3) Frank has written a book about the forests. 4) Alex has already read the whole book about the forests. 5) Frank, have you already studied the whole book? 6) The name on the uncle of Carol is Frank. 7) Today Alex has waited for the teacher at school. 8) The teacher examines Alex on Arts.

B

1) Anās lubhrom loga. 2) Prāngiskos ámeikāi epistolām skroibhe. 3) Ana, glosdha solwom lubhrom? 4) Prāngiskos dokós atqe Aléqsios derbhtum torpējontoi. 5) Qori bhāskreibhjām nkējesi? 6) Edjēw Aléqsios sgholai kekane. 7) Áleqsie, Anās lubhrom peusi? 8) An dherbhtum moghonti?

9: Neunā Legtjōn – Dhēs esti!

Komtloqjom

Qelibhanom klngeti, Antonios antiswereti.

1. Antonios: Alā?
2. Kellarā: Alā Antonie, Kellarā esmi.
3. Antonios: Alā Kelara, an linqtum ōkinā esi?
4. Kellarā: Jāi, jāmi séwijā adoja! Nosbhos dhēs esti!
5. Antonios: Larā egō-qe jāmi wognom crumé.
6. Kellarā: An jāmi solwā dhakté?
7. Antonios: Nē, kolignom swékurobhos dídōtum skelejomos.
8. Kellarā: An swékurōs twōs im jāmi tutōs senti?
9. Antonios: Jāi, jom swékurōs jāmi tutōs senti, so Totos swékurōm domōi jāmi swēdhwe.
10. Kellarā: Jos nē eíti, tom skrbjō.
11. Antonios: Totom egō-qe skrbjō, mō dwāi dekn̄ horās ambhírēmosjo esmōi abhrodhngās senti!
12. Kellarā: ...mō nē nosbhos! Tropikosjo trójatos nōns welpeti! Stlokosjo wedhrom abhroēsú esti.
13. Antonios: An esti wifi ghostiljoi?
14. Kellarā: Nē gnōskō, mō kompeutrom ghostiljom nē portājō. Mari sáweljom-qe torpējai atqe kompeutrom swékurobhos sontējō!

The telephone rings. Anthon answers

1. Anthon: Hallo?
2. Clare: Hallo Anthon, it's Clare
3. Anthon: Hallo Clare, are you ready to leave?
4. Clare: Yes I am, I have already prepared my luggage. We are in vacation!
5. Anthon: Lara and I have already loaded the car.
6. Clare: Have you already done all?
7. Anthon: No, we have to give the dog to my parents-in-law.
8. Clare: Have your parents-in-law already taken care of him?
9. Anthon: Yes, as they have already taken care of him, Toto is used to the house.
10. Clare: I am sorry that he doesn't go.
11. Anton: I am sorry too, but twelve hours of travel are too long for him.
12. Clare: ...but not for us! The tropical sea is waiting for us! The weather of the place is very good.
13. Anton: Is there Wi-Fi in the hotel?
14. Clare: I don't know, but I am not bringing the computer to the hotel. I want the sea and the Sun and I send the computer to my parents-in-law!

Vocabulary

From this lesson on please refer to the vocabulary provided in section VOCABULARY.

Notes

2. Note that in English the third person is used: “it is Clare”, but in MIE the first person is used, like to say, “I am Clare”.
3. Linqtum ōkinā. “Linqtum” is the accusative form of the infinite of “linqo”. To be translated as “ready to leave”.
4. Séwijā is the neuter plural form of séwijos, and is the possessive adjective used only when the subject is the same as the possessor (i.e. reflexive). In this case it should be translated as: “I have prepared my things”. Note the usage of neuter plural to express “all the things”, i.e. luggage.
8. Tutōs senti: the verb tewai has an active meaning but is always in passive form. The form “tutōs senti” is a perfect passive with here an active meaning: “they have taken care of”.
9. jom (acc.)...so is a correlative construction. Jom works like a relative pronouns and is correlated with so Totos. Literally sounds like: He, Toto, whom my parents-in-law already has taken care for, is already used to the house of my parents -in-law. It has a clear causative meaning that we can translate as: “Toto is already used to the house of my parents -in-law, because they have already taken care of him”.
11. dwāi dekm horās: twelve hours. We will see the numbers later. Esmōi = for him (dative of is, id). Note the prefix abhro- to be traduced as “very” (see grammar section).
12. nosbhos: translate as “for us”.
13. ghostiljoi: locative of ghostiljos, to be translated as “in the hotel”.

Grammar

2nd declension

In this lesson we introduce the genitive and the dative of second declension in -os, -om.

2 nd declension	Masculine		Neuter	
	Sing	Plu	Sing	Plu
Nominative	Wlkos	Wlkōs	Jugóm	Jugā
Accusative	Wlkom	Wlkons	Jugóm	Jugā
Vocative	Wlke	Wlkōs	Júgom	Jugā
Genitive	Wlkosjo	Wlkōm	Wlkōm	Jugōm
Dative	Wlkōi	Wlkobhos	Wlkobhos, wlkomos	Jugobhos, jugomos

abhro-

The particle *abhro* prefixed to an adjective has the meaning of “very”. We found an example with *dhlngos*=long and *abhro-dhlngos*= very long. Can be written both with and without hyphen (-).

vowel changes - ablaut

In MIE and in many European Languages some vowel changes can occur in the same word to differentiate various forms, both in declension like in conjugation. For instance we have in English “drink, drank, drunk”, where the change of the vowel characterized different verb forms.

In MIE the vowel change presents a regular sequence for the five usual vowel sounds called thematic: *e/ē/o/ō/∅* (*∅* means no vowel) or their composition with *i, u*.

the grade are defined as follows:

- e: e full grade
- ē: lengthed e grade
- o: o full grade
- ō: lengthed o grade
- ∅: zero grade

Vowel change is not limited to *e/o*, as shown by the following summarizing table:

Vowel Grade	Full F	Zero ∅	Lengthed L
<i>e/o - ∅ - ē/ō</i>	<i>dom-</i>	<i>dm-</i>	<i>dōm-</i>
<i>je/jo - i - jē/jō</i>	<i>djeu-</i>	<i>diw-</i>	<i>djēu-</i>
<i>we/wo - u - wē/wō</i>	<i>kwon-</i>	<i>kun-</i>	<i>kwōn-</i>
<i>ei/oi/ai - i - ēi/ōi/āi</i>	<i>bheid-</i>	<i>bhid-</i>	<i>bhēid-</i>
<i>eu/ou/au - u - ēu/ōu/āu</i>	<i>bheid-</i>	<i>bhud-</i>	<i>bhēud-</i>
<i>au/ai - u/i - āu/āi</i>	<i>pau-</i>	<i>pu-</i>	<i>pāu-</i>
<i>ā/ē/ō - a - ā/ē/ō</i>	<i>stā-</i>	<i>sta-</i>	<i>stā-</i>
<i>ēi/ōi - ū/ī - ēi/ōi</i>	<i>pōi</i>	<i>pī</i>	<i>pōi</i>

In a word is possible to have a change not only in the length of the vowel, for instance *e-ē-∅* (zero length means no e vowel), but also a qualitative change for instance from *e* to *o*.

Let’s see an example. The athematic flexion of the active present is characterized by full grade in the singular and zero grade in the plural, so we have “*peumi*” for the 1st singular, but “*pumes*” in the 1st plural. This is an example of quantity change.

Another example: generally the perfect is obtained changing the e grade in o grade, for instance “*peumi*” has the perfect singular as “*pepowa*” (*eu => ou*, where *u* is written and read as *w* before another vowel). In the plural we have again the zero grade: “*pepumé*”.

The practice will clear the meaning of this important table.

Active perfect of thematic verbs 2/2

We have seen that the endings for the singular active forms are:

-a,
-tha,
-e,

and are applied to the perfect stem.

The terminations for the plural are:

-mé
-té
-é(r)

applied to the zero grade of the perfect stem (see previous table).

So for instance we have:

PERFECT of thematic verbs	
loutum, to wash	deiktum, to show
lōwa	doika
lōutha	doiktha
lōwe	doike
loumé	dikmé
louté	dikté
lower	dikér

For the second plural form remember what we said in the previous lesson:

*d+t, *t+t → **st**;
*d+d, *t+d, *dh+d → **sd**;
*d+dh, *t+dh, *dh+dh → **sdh**.

BUT

*dh+t, *dh+th → **sdh**

(application of the Ley of Bartholomae, for instance dh+t => d+dh=> s+dh).

So: sontējō => sōnta (1st sing) => sonsté (sont-té, 2nd plural)

A lot of stuff, isn't it? Let's take it easy, more and more exercises and some good komtloqiom will help to get used to MIE.

Introduction to personal pronouns

The last grammatical effort of this lection is the introduction of personal pronouns: for the moment we shall limit to the nominative case.

Since the verb already express the person, the nominative case is used only to add enfasis to the sentence.

There is no personal pronoun for the 3rd singular and plural person, which are given by the anaphoric pronoun “is, ja/ī, id” or by the demonstrative “so, sã, tod”. Their usage will be detailed later.

nominative	
I	egõ
you (thou)	tũ
he, she, it	is, ja/ī, id so, sã, tod
we	wejes
you	juwes
they	ejes, ja/ī, jãĩ toi, tã, tãĩ

Exercises

A – Translate into English:

1) Aleqsiosjo ámeikã kolignõĩ westãm pepoke. 2) Swékurõs dheĩ jãmi pepker. 3) An Eurõpãjõm dedokté? - Jãĩ, dedokmé. 4) Edjẽw kselwãĩ swékurõm kolignom modmé. 5) Ameikomos epistolãns sonsté. 6) Nẽ wejes, mõ toi Prãngiskõĩ kapsãm lubhrons rtejontjam sontér. 7) An Aleqsiosjo kompeutrom wisté? 8) Tropikosjo trĩjatom widmé.

B – Translate into Eurõpãjõm

1) We have read the book of Anton. 2) They have learned Europajom in the schools. 3) Friends, have you studied the whole book? 4) We want to start to cook. 5) Today we have seen the teacher at school 6) The dog is already used to the house of the parents-in-law. 7) Alex, have you read the book of Anne? 8) Can we start?

Solutions

A

1) Alex' girlfriend has cooked food for the dog. 2) The parents-in-law have already cooked for the holiday. 3) Have you learned Europaïom? – Yes, we have learned. 4) Today we have met in the wood the dog of the parents-in-love. 5) You have sent letters to the friends. 6) Not we, but they have sent Frank the box containing books. 7) Have you seen the computer of Alex? 8) We have seen the tropical sea.

B

1) Antonosjo lubhrom lgmé. 2) Eurõpãjõm sgholãsu dedkér. 3) Ámeikõs, geglosdhté

solwom lubhrom? 4) Peqtum derbhtum torpējomesdha. 5) Edjēw sgholai dokóm widmé.
6) Kolignos swékurōm domōi jāmi swēdhwe 7) Áleqsie, Anās lubhrom logtha? 8) An
dherbhtum moghomos?

VOCABULARY

In this vocabulary the words used in each lesson are added. This is also true for the verbal forms presented for each verb. So currently only the present and the perfect forms have been provided.

Note: the following alphabetical order for MIE is used

a (a,ā), b, bh, c, ch, d, dh, e (e, ē), f, g, gh, h, i (i, ī), j, k, kh, l, m, n, o (o,ō), p, ph, q, r, s, t, th, u, w, z

MIE – English, Italian, Spanish, German

MIE	MIE notes	ENG	ITA	ES	DEU
A					
abhro-	pref.	very	molto	muy	sehr
āla		hallo	ciao	hola	hallo
alkējō, ōlka		be hungry (to)	fame (aver)	hambre (tener)	Hungar (haben)
ambhírēmos, osjo		travel	viaggio	viaje	Reise
ámeikā, ās		girlfriend	amica	amiga	Freundin
ammā, ās		mother	madre	madre	Mutter

MIE	MIE notes	ENG	ITA	ES	DEU
antiswerō, antiswora	<p>sƷer-1 (auch ser-?) English meaning to speak German meaning 'sprechen, reden' Grammatical comments General comments Derivatives Material Lat. sermō, -ōnis 'Wechselrede, Unterhaltung, Gespräch' (*sermō) ist unklar; osk. sverrunei 'dem Sprecher, Wortführer'; got. swaran, swōr 'schwören', aisl. sveria, ags. as. swerian, ahd. swerien, swerren ds., aisl. sǫri Nom. Pl. 'Schwur, Eid', mhd. swuor 'Schwur', aisl. svara 'antworten, Bürgschaft leisten', svqr Pl. 'Antwort', and-svar 'gerichtliche Entscheidung', ags. and-swaru 'Antwort', as. ant-swōr 'Antwort, Verantwortung'; aksl. svarъ 'Zank' (Hin- und Widerrede), svarъ 'Kampf', svariti 'schmähen, bekämpfen'; russ. ssóra 'Zank' aus *sъsora? *sƷer- 'sprechen, reden' ist vielleicht (aber nicht sicher) eine Anwendung von sƷer- 'surren' auf artikuliertes Sprechen. References WP. II 527, WH. II 521 f., Trautmann 296 f., Vasmer 2, 712.</p>	answer	rispondere	contestar	antworten
aqā, ās		water	acqua	agua	Wasser
atqe		and	e	y	und
auqslā, ās		pot	barattolo, pentola	vasija, olla	Topf
awā, ās		fountain	fontana	fuelle	Brunnen
B					

MIE	MIE notes	ENG	ITA	ES	DEU
Bh					
bhāskreibhājā, ās		photography	fotografia	fotografía	Fotografie
bhidhēs, ēs		thrust	fiducia	confianza	Verlass
bhougā, ās		flight	volo	vuelo	Flug
C					
cejwō, cojwa		live (to)	vivere	vivir	leben, wohnen
cemjō, cēma		come (to)	venire	llegar	kommen
cenā, ās		woman	donna	mujer	Frau
Ch					
chedhō, chodha		ask (to)	chiedere	pedir	fragen
D					
dāwētā, ās		torch	torcia	entorcha	Fackel
dē	prep + instr	about	riguardo	de	um
didkskō, dedoka		learn (to)	imparare, apprendere	aprender	lernen
dídōni, dedōka		give	dare	dar	geben
dokós, ósjo		teacher	professore	profesor	Lehrer
dómūnā, ās		landlady	signora	señora	Frau
drktā, ās		light	luce	luz	Licht
dwóteros, ā, om		second	secondo (aggettivo)	segundo	zweiter
Dh					
dhakjō, dhāka		do (to)	fare	hacer	machen
dhalnā, ās		vegetation	vegetazione	vegetación	Vegetation
dherbhō, dhorba		start (to)	iniziare	empezar	anfangen
dhleghistos		very long	lunghissimo	larguísimo	längst
dhṅghos, ā, om		long	lungo	largo	lang
Dz					
E					
edjēw		today	oggi	hoy	heute

MIE	MIE notes	ENG	ITA	ES	DEU
edmi, estum,		eat (to)	mangiare	comer	essen
eghsagmenejō, eghsagmona	examen L examen <= ex – agere <= eghs – ag + men => eghsagmen to examine = eghsagmenejō	examine (to)	esaminare	examinar	prüfen
eími		go (to)	andare	ir	gehen
ekwāā, ās		mare	cavalla	yegua	Stute
epistolā, ās		letter	lettera	carta	Brief
esmi, -		be (to)	essere	ser	sein
Eurōpājóm		European language	europeo (lingua)	européo (idioma)	Europaisch
G					
glaghjēs, ēs		ice	ghiaccio	hielo	Eis
Gnōskō, -		know (to)	conoscere	conocer	kennen
Gh					
ghighējō, ghogha		come back (to)	ritornare	volver	zurückgehen, zurückfahren, umkehrnen
ghlenthō, (ge)glodha		study (to)	studiare	estudiar	lernen
ghndō, ghoda		receive (to)	ricevere	recibir	erhalten
ghostiljom, osjo	Proto-IE: *ghost-i- (*ghos-t-) Meaning: guest, stranger Hittite: kasi- 'Besuch' (Tischler 534 nach Ivanov 1971, with doubt) Slavic: *gostь; *gospodь Germanic: *gast-i- m. Latin: hostis, -is m., f. 'Fremdling; der feindliche Fremde, Kriegsfeind'; hospes, - itis m. 'Gastfreund' Russ. meaning: гость, чужак References: WP I 640 f	hotel	albergo	hotel	Gasthouse
H					
I					

MIE	MIE notes	ENG	ITA	ES	DEU
idhei		there	là	ahí	dort
ita		so	così	así	so
J					
jāmi		already	già	ya	schon
jodqid		because	poiché	porque	weil
jōrā, ās	<p>Proto-IE: *yōr- (Gr h-) Nostratic etymology: Nostratic etymology Meaning: year, spring Avestan: yārā n. 'Jahr' Old Greek: hōrā f. 'Jahreszeit, Jahr, Tageszeit, Stunde, rechte Zeit, Blütezeit, Reiferzeit' Slavic: *jārā, *jārь, *jārь(jь) Baltic: *jār-iā f., -ia- m. Germanic: *jēr-a- n. Latin: hōrnus, -a 'heurig' (< *hō-jōrino-) Russ. meaning: год, весна References: WP I 3, 105</p>	hour	ora	hora	Uhr, Stunde
K					
kapsā, ās		box	cassa	caja	Kiste
kattā, ās		cat	gatto	gato	Katze
qawā, ās		coffee	caffè	café	Kaffee
kei		here	qui	aquí	hier
kēlājō, kōla		hide (to)	nascondere, celare	esconder	verstecken
klingō		sound (to), ring (to)	suonare	sonar	klingen
kom	prep. + INST	with	con	con	mit
kompeutrom, osjo	<p>computer from L.computare cum+putare cum <= kom - computo = puwējō kompéutrom</p>	computer	computer	ordenador	Rechner

MIE	MIE notes	ENG	ITA	ES	DEU
komtloqjom		conversation	colloquio, conversazione	conversación	Gespräch
koupā, ās		cup	coppa, tazza	copa	Tasse
kselwā, ās		wood	bosco, selva	bosque	Wald
Kh					
L					
lapsā, ās		lamp	lanterna, lampada	linterna	Lanterne
lāurā, ās		stonework	muratura	mampostería	Mauerwerk
légtjōn, légtjonos	from Lat Lectio from lectum - legere <= PIE *leg, with infinitive suffix -tu, => legtu, => jōn/jonos suffix is added for word formation similar to existing Latin word.	lesson	lezione	lección	Lektion
legō, loga		read (to)	leggere	ler	lesen
linqō, linqtum		leave (to)	lasciare, partire	dejar, salir	lassen, abfahren
louksnā, ās		moon	luna	luna	Mond
lubhros, osjo		book	libro	libro	Buch
lukējō, loika		shine (to)	splendere	brillar	glänzen
M					
maqā, ās		girlfriend	amica	amiga	Freundin
mimdō, moda		meet (to)	incontrare	encontrar	treffen
mō		but	ma	pero	aber
moghō, -		can	potere	poder	können
moksi		soon	presto	pronto	bald
N					
ndha		then	poi	luego	denn
nē		not	non	no	nicht
nertos, ā, om		strong	forte	fuerte	starker
nkejō, onka		need	bisogno (aver)	necesitar	brauchen

MIE	MIE notes	ENG	ITA	ES	DEU
O					
P					
Paulos, ā, om		small	piccolo	pequeño	klein
pawējō, pawōja		fear (to)	temere	temer	fürchten
penqtos, ā, om		fifth	quinto	quinto	fünfter
peqō, pepoka, peqtum		cook (to)	cucinare	cocinar	kochen
per		over, too	troppo	demasiado	zu
perisentjā, ās	<p>Programme = Transmission</p> <p>Eng Transmission from Lat Trans+mission L Trans- <= MIE ter-</p> <p>aGr παραλλαγή aGr παράδοσις, Russ передáча para-, pepe <= MIE peri - do <= PIE *dō- -σις <= -ti <= MIE peridōti</p> <p>Ger. Sendung *sent- -ti programme = perisentjā We add a peri to give the idea of broadcast.</p> <p>Television or radio Programme = perisentjā, peridōtis</p>	transmission	trasmissione	transmisión	Sendung
peumi, pepowa		understand (to)	comprendere	enteder	verstehen
pibō, pepōja		drink (to)	bere	beber	trinken
portājō		carry (to)	portare	llevar	bringen
potnī, potnjās	nom also potnja	mistress	signora	señora	Frau

MIE	MIE notes	ENG	ITA	ES	DEU
prāmos, ā, om		first	primo	primero	Erst
prijēsna		thanks	grazie	gracias	danke
prkskā, ās		question	domanda	pregunta	Frage
prkskō, peproka		ask (to)	chiedere, domandare	preguntar, pedir	fragen
Ph					
Q					
qe	enclitica	and	e	y	und
qelibhanom, osjo	tele => qeli phone => bhā suffix => nom	telephone	telefono	teléfono	Telefon
qétwrtos, ā,om		fourth	quarto	cuarto	vierter
qid	interrogative	why	perchè	por qué	warum, wieso
qotā	interrogative	how	come	cómo	wie
Qh					
R					
reidhos, ā, om		easy	facile	facil	einfach
Rōmā, ās		Rome	Roma	Roma	Rom
rounā, ās		secret	segreto	secreto	Geheimnis
rtejō, rtoja		contain (to)	contenere	caber	einhalten
S					
sáweljom, osjo		sun	sole	sol	Sonne
selō, sola		buy (to)	comprare	comprar	kaufen
sgholā, ās		school	scuola	escuela	Schule

MIE	MIE notes	ENG	ITA	ES	DEU
skrbjō, skorbja	Proto-IE: *skArb- Nostratic etymology: Nostratic etymology Meaning: emaciated, sad Slavic: *skъrbĕtī, *skъrbъ Baltic: *skuŗb-/ *skuŗb- vb. intr. (1), *skuŗb- [a]- adj. Germanic: *skarp-a- adj., *skurp= Russ. meaning: изможденный, печальный References: Fraenkel 822	regret (to); be sad (to)	dispiacere	lamentar	bedauern
skrbos, ā, om	Proto-IE: *skArb- Nostratic etymology: Nostratic etymology Meaning: emaciated, sad Slavic: *skъrbĕtī, *skъrbъ Baltic: *skuŗb-/ *skuŗb- vb. intr. (1), *skuŗb- [a]- adj. Germanic: *skarp-a- adj., *skurp= Russ. meaning: изможденный, печальный References: Fraenkel 822	sad	triste	triste	traurig
sm		together	insieme	juntos	zusammen
smogós, ā, óm		difficult	difficile	difícil	schwierig
solwos, ā, om		whole	tutto	todo	alles
sontĕjō, sōnta		send (to)	mandare	enviar	schicken
spekjēs, ēs		kind	specie	especie	
sterlā, ās		star	stella	estrella	Stern
stlokos		place	posto	lugar	Ort
sū	adj	well	bene	bien	gut
swēdhskō, swēdhjóm, swēdhwa, swēdhsō		become accustomed (to)	abituarsi	acostumbrarse	gewöhnen
T					

MIE	MIE notes	ENG	ITA	ES	DEU
tewai, tutós		observe (to); take care (to)	guardare, prendere cura	cuidar	beobachten
timējō, toima		fear (to)	temere	temer	fürchten
torpējō, tetoirpa	also in middle form	want (to)	volere	querer	wünschen
tríjatos, osjo		sea	mare	mar	See
tritjos, ā, om		third	terzo	tercero	dritte

MIE	MIE notes	ENG	ITA	ES	DEU
tropikos, osjo	<p>Root: trep-2 English meaning: to turn; to bow the head (of shame) German meaning: `wenden, auch sich vor Scham abwenden' Derivatives: tropā `Wendung' Material: Ai. trāpatē `schämt sich, wird verlegen', trapā f. `Scham, Verlegenheit'; gr. τρέπω, dor. ion. τράπω `wende', τροπή `Umkehr', τρόπος `Wendung', τρόπος `Kiel, Grundbalken des Schiffes' (eig. `Wender'), τρωπάω `wende, verändere', Med. `drehe mich um, kehre um', ἐν-τρέπομαι `wende mich jemandem zu, schäme mich vor jemandem', εὐτράπελος `beweglich'; τερπικέρανος trotz τερπώμεθα τρεπώμεθα Hes. nicht `fulmina torquens', sondern zu τέρπειν, -εσθαι als `der Blitzfrohe';</p> <p>lat. trepit `vertit'; turpis (*t̥r̥pis) `häßlich, garstig' (`*wovor man sich abwenden muß', Bildung wie got. brūks `brauchbar'), -ur- statt -or- dialektisch.</p> <p>References: WP. I 756 f., WH. II 702, 719, Mayrhofer 530. See also: Idg. trep- `wenden' Erw. von ter-3 `reiben, drehend reiben, drehen'?</p>	tropic	tropico	trópico	Tropik
trsējō, tetora		be thirsty (to)	sete (aver)	sed (tener)	Durst (haben)
Th					
Ts					
U					
W					

MIE	MIE notes	ENG	ITA	ES	DEU
wedhrom, osjo		weather	tempo atmosferico	tiempo atmosférico	Wasser
welpō, wolpa		wait (to)	aspettare	esperar	warten
wēmos, ā, om		beautiful	bello	bello	schön
westā, ās		food	cibo	comida	Essen
widējō, woida, weistum		see (to)	vedere	ver	sehen
wlējō, wola		be fine (to)	star bene	estar bien	gut gehen
wlewā, ās		lion	leone	león	Löwe
wrisdējō, wroisda		laugh (to)	ridere	reirse	lacheln

English – MIE, Italian, Spanish, German

ENG	MIE	MIE notes	ITA	ES	DEU
about	dē	prep + instr	riguardo	de	um
already	jāmi		già	ya	schon
and	atqe		e	y	und
and	qe	enclitica	e	y	und
answer	antiswerō, antiswora	<p>sȳer-1 (auch ser-?) English meaning to speak German meaning `sprechen, reden' Grammatical comments General comments Derivatives Material Lat. sermō, - ōnis `Wechselrede, Unterhaltung, Gespräch' (*sermō) ist unklar; osk. sverrunei `dem Sprecher, Wortführer'; got. swaran, swōr `schwören', aisl. sveria, ags. as. swerian, ahd. swerien, swerren ds., aisl. sǫri Nom. Pl. `Schwur, Eid', mhd. swuor `Schwur', aisl. svara `antworten, Bürgschaft leisten', svqr Pl. `Antwort', and-svar `gerichtliche Entscheidung', ags. and-swaru `Antwort', as. ant-swōr `Antwort, Verantwortung'; aksl. svarb `Zank' (Hin- und Widerrede), svarb `Kampf', svariti `schmähen, bekämpfen'; russ. ssóra `Zank' aus *s̅s̅sora? *sȳer- `sprechen, reden' ist vielleicht (aber nicht sicher) eine Anwendung von sȳer- `surren' auf artikuliertes Sprechen. References WP. II 527, WH. II 521 f., Trautmann 296 f., Vasmer 2, 712.</p>	rispondere	contestar	antworten

ENG	MIE	MIE notes	ITA	ES	DEU
ask (to)	chedhō, chodha		chiedere	pedir	fragen
ask (to)	prkskō, peproka		chiedere, domandare	preguntar, pedir	fragen
be (to)	esmi, -		essere	ser	sein
be fine (to)	wlējō, wola		star bene	estar bien	gut gehen
be hungry (to)	alkējō, ōlka		fame (aver)	hambre (tener)	Hungar (haben)
be thirsty (to)	trsējō, tetora		sete (aver)	sed (tener)	Durst (haben)
beautiful	wēmos, ā, om		bello	bello	schön
because	jodqid		poiché	porque	weil
become accustomed (to)	swēdhskō, swēdhjóm, swēdhwa, swēdhsō		abituarsi	acostumbrarse	gewöhnen
book	lubhros, osjo		libro	libro	Buch
box	kapsā, ās		cassa	caja	Kiste
but	mō		ma	pero	aber
buy (to)	selō, sola		comprare	comprar	kaufen
can	moghō, -		potere	poder	können
carry (to)	portājō		portare	llevar	bringen
cat	kattā, ās		gatto	gato	Katze
coffee	qawā, ās		caffè	café	Kaffee
come (to)	cemjō, cēma		venire	llegar	kommen
come back (to)	ghighējō, ghogha		ritornare	volver	zurückgehen, zurückfahren, umkehrnen
computer	kompeutrom, osjo	computer from L.computare cum+putare cum <= kom - computo = puwējō kompéutrom	computer	ordenador	Rechner

ENG	MIE	MIE notes	ITA	ES	DEU
contain (to)	rtejō, rtoja		contenere	caber	einhalten
conversation	komtloqjom		colloquio, conversazione	conversación	Gespräch
cook (to)	peqō, pepoka, peqtum		cucinare	cocinar	kochen
cup	koupā, ās		coppa, tazza	copa	Tasse
difficult	smogós, ā, óm		difficile	difícil	schwierig
do (to)	dhakjō, dhāka		fare	hacer	machen
drink (to)	pibō, pepōja		bere	beber	trinken
easy	reidhos, ā, om		facile	facil	einfach
eat (to)	edmi, estum,		mangiare	comer	essen
European language	Eurōpājóm		europeo (lingua)	européo (idioma)	Europaisch
examine (to)	eghsagmenejō, eghsagmona	examen L examen <= ex – agere <= eghs – ag + men => eghsagmen to examine = eghsagmenejō	esaminare	examinar	prüfen
fear (to)	pawējō, pawōja		temere	temer	fürchten
fear (to)	timējō, toima		temere	temer	fürchten
fifth	penqtos, ā, om		quinto	quinto	fünfter
first	prāmos, ā, om		primo	primero	Erst
flight	bhougā, ās		volo	vuelo	Flug
food	westā, ās		cibo	comida	Essen
fountain	awā, ās		fontana	fuelle	Brunnen
fourth	qétwrtos, ā,om		quarto	cuarto	vierter
girlfriend	ámeikā, ās		amica	amiga	Freundin
girlfriend	maqā, ās		amica	amiga	Freundin
give	dídōni, dedōka		dare	dar	geben
go (to)	eími		andare	ir	gehen
hallo	āla		ciao	hola	hallo

ENG	MIE	MIE notes	ITA	ES	DEU
here	kei		qui	aquí	hier
hide (to)	kēlājō, kōla		nascondere, celare	esconder	verstecken
hotel	ghostiljom, osjo	Proto-IE: *ghost-i- (*ghos-t-) Meaning: guest, stranger Hittite: kasi- 'Besuch' (Tischler 534 nach Ivanov 1971, with doubt) Slavic: *gostъ; *gospodъ Germanic: *gast-i- m. Latin: hostis, -is m., f. 'Fremdling; der feindliche Fremde, Kriegsfeind'; hospes, -itis m. 'Gastfreund' Russ. meaning: гость, чужак References: WP I 640 f	albergo	hotel	Gasthouse
hour	jōrā, ās	Proto-IE: *yōr- (Gr h-) Nostratic etymology: Nostratic etymology Meaning: year, spring Avestan: yārə n. 'Jahr' Old Greek: hōrā f. 'Jahreszeit, Jahr, Tageszeit, Stunde, rechte Zeit, Blütezeit, Reiferzeit' Slavic: *jārā, *jārъ, *jārъ(jъ) Baltic: *jār-iā f., -ia- m. Germanic: *jēr-a- n. Latin: hōrnus, -a 'heurig' (< *hō-jōrino-) Russ. meaning: год, весна References: WP I 3, 105	ora	hora	Uhr, Stunde
how	qotā	interrogative	come	cómo	wie
ice	glaghjēs, ēs		ghiaccio	hielo	Eis
know (to)	Gnōskō, -		conoscere	conocer	kennen
lamp	lapsā, ās		lanterna, lampada	linterna	Lanterne
landlady	dómūnā, ās		signora	señora	Frau
laugh (to)	wrisdējō, wroisda		ridere	reirse	lacheln
learn (to)	didkskō, dedoka		imparare, apprendere	aprender	lehnnen

ENG	MIE	MIE notes	ITA	ES	DEU
leave (to)	linqō, linqtum		lasciare, partire	dejar, salir	lassen, abfahren
lesson	légtjōn, légtjonos	from Lat Lectio from lectum - legere <= PIE *leg, with infinitive suffix -tu, => legtu, => jōn/jonos suffix is added for word formation similar to existing Latin word.	lezione	lección	Lektion
letter	epistolā, ās		lettera	carta	Brief
light	drktā, ās		luce	luz	Licht
lion	wlewā, ās		leone	león	Löwe
live (to)	cejwō, cojwa		vivere	vivir	leben, wohnen
long	dhṅghos, ā, om		lungo	largo	lang
mare	ekwāā, ās		cavalla	yegua	Stute
meet (to)	mimdō, moda		incontrare	encontrar	treffen
mistress	potnī, potnjās	nom also potnja	signora	señora	Frau
moon	louksnā, ās		luna	luna	Mond
mother	ammā, ās		madre	madre	Mutter
need	nkejō, onka		bisogno (aver)	necesitar	brauchen
not	nē		non	no	nicht
observe (to); take care (to)	tewai, tutós		guardare, prendere cura	cuidar	beobachten
over, too	per		troppo	demasiado	zu
photography	bhāskreibhjā, ās		fotografia	fotografía	Fotografie
place	stlokos		posto	lugar	Ort
pot	auqslā, ās		barattolo, pentola	vasija, olla	Topf
question	prkskā, ās		domanda	pregunta	Frage
read (to)	legō, loga		leggere	ler	lesen
receive (to)	ghndō, ghoda		ricevere	recibir	erhalten

ENG	MIE	MIE notes	ITA	ES	DEU
regret (to); be sad (to)	skrbjō, skorbja	Proto-IE: *skArb- Nostratic etymology: Nostratic etymology Meaning: emaciated, sad Slavic: *skъrbētī, *skъrbъ Baltic: *skuŗb-/*skuŗb- vb. intr. (1), *skuŗb-[a]- adj. Germanic: *skarp-a- adj., *skurp= Russ. meaning: изможденный, печальный References: Fraenkel 822	dispiacere	lamentar	bedauern
Rome	Rōmā, ās		Roma	Roma	Rom
sad	skrbos, ā, om	Proto-IE: *skArb- Nostratic etymology: Nostratic etymology Meaning: emaciated, sad Slavic: *skъrbētī, *skъrbъ Baltic: *skuŗb-/*skuŗb- vb. intr. (1), *skuŗb-[a]- adj. Germanic: *skarp-a- adj., *skurp= Russ. meaning: изможденный, печальный References: Fraenkel 822	triste	triste	traurig
school	sgholā, ās		scuola	escuela	Schule
sea	trįjatos, osjo		mare	mar	See
second	dwóteros, ā, om		secondo (aggettivo)	segundo	zweiter
secret	rounā, ās		segreto	secreto	Geheimnis
see (to)	widējō, woida, weistum		vedere	ver	sehen
send (to)	sontējō, sōnta		mandare	enviar	schicken
shine (to)	lukējō, loika		splendere	brillar	glänzen
small	paulos, ā, om		piccolo	pequeño	klein
so	ita		così	así	so
soon	moksi		presto	pronto	bald

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sound (to), ring (to)	kIngō		suonare	sonar	klingen
star	sterlā, ās		stella	estrella	Stern
start (to)	dherbhō, dhorba		iniziare	empezar	anfangen
stonework	lāurā, ās		muratura	mampostería	Mauerwerk
strong	nertos, ā, om		forte	fuerte	starker
study (to)	ghlenthō, (ge)glodha		studiare	estudiar	lernen
sun	sáweljom, osjo		sole	sol	Sonne
teacher	dokós, ósjo		professore	profesor	Lehrer
telephone	qelibhanom, osjo	tele => qeli phone => bhā suffix => nom	telefono	teléfono	Telefon
thanks	prijēsna		grazie	gracias	danke
then	ndha		poi	luego	denn
there	idhei		là	ahí	dort
third	tritjos, ā, om		terzo	tercero	ditte
thrust	bhidhēs, ēs		fiducia	confianza	Verlass
today	edjēw		oggi	hoy	heute
together	sm		insieme	juntos	zusammen
torch	dáwētā, ās		torcia	antorcha	Fackel

ENG	MIE	MIE notes	ITA	ES	DEU
transmission	perisentjā, ās	<p>Programme = Transmission</p> <p>Eng Transmission from Lat Trans+mission L Trans- <= MIE ter-</p> <p>aGr παραλλαγή aGr παράδοσις, Russ передáча para-, pepe <= MIE peri - δο <= PIE *dō- -σις <= -ti <= MIE peridōti</p> <p>Ger. Sendung *sent- -ti programme = perisentjā We add a peri to give the idea of broadcast.</p> <p>Television or radio Programme = perisentjā, peridōtis</p>	trasmissione	transmisión	Sendung
travel	ambhírēmos, osjo		viaggio	viaje	Reise

ENG	MIE	MIE notes	ITA	ES	DEU
tropic	tropikos, osjo	<p>Root: trep-2 English meaning: to turn; to bow the head (of shame) German meaning: 'wenden, auch sich vor Scham abwenden' Derivatives: tropā 'Wendung' Material: Ai. trāpatē 'schämt sich, wird verlegen', trapā f. 'Scham, Verlegenheit'; gr. τρέπω, dor. ion. τράπω 'wende', τροπή 'Umkehr', τρόπος 'Wendung', τρόπις 'Kiel, Grundbalken des Schiffes' (eig. 'Wender'), τρωπάω 'wende, verändere', Med. 'drehe mich um, kehre um', ἐν-τρέπομαι 'wende mich jemandem zu, schäme mich vor jemandem', εὐτράπελος 'beweglich'; τερπικέρανος trotz τερπώμεθα τρεπώμεθα Hes. nicht 'fulmina torquens', sondern zu τέρπειν, -εσθαι als 'der Blitzfrohe';</p> <p>lat. trepit 'vertit'; turpis (*tr̥pis) 'häßlich, garstig' (*wovor man sich abwenden muß), Bildung wie got. brūks 'brauchbar'), -ur- statt -or- dialektisch.</p> <p>References: WP. I 756 f., WH. II 702, 719, Mayrhofer 530. See also: Idg. trep- 'wenden' Erw. von ter-3 'reiben, drehend reiben, drehen'?</p>	tropico	trópico	Tropik
understand (to)	peumi, pepowa		comprendere	enteder	verstehen
vegetation	dhalnā, ās		vegetazione	vegetación	Vegetation
very	abhro-	pref.	molto	muy	sehr
very long	dhleghistos		lunghissimo	larguísimo	längst
wait (to)	welpō, wolpa		aspettare	esperar	warten

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want (to)	torpējō, tetoirpa	also in middle form	volere	querer	wünschen
water	aqā, ās		acqua	agua	Wasser
weather	wedhrom, osjo		tempo atmosferico	tiempo atmosférico	Wesser
well	sū	adj	bene	bien	gut
whole	solwos, ā, om		tutto	todo	alles
why	qid	interrogative	perchè	por qué	warum, wieso
with	kom	prep. + INST	con	con	mit
woman	cenā, ās		donna	mujer	Frau
wood	kselwā, ās		bosco, selva	bosque	Wald